184-17-0300

Executive Director

Office of Academic Affairs/Academic Center for Student-Athletes

The Louisiana State University Office of Academic Affairs and the Academic Center for Student-Athletes invite nominations and applications for the position of Executive Director for the Cox Communications Academic Center for Student-Athletes. Louisiana State University is a Division I member of the Southeastern Conference. **Responsibilities include but are not limited to:** Daily administration and management of the Academic Center for Student-Athletes; hiring, training, development, supervision, and evaluation of staff; budget oversight, strategic planning and direction; data collection and program evaluation; interdepartmental communication and reporting. **Required Qualifications:** Master's degree; five years experience in academic support services in higher education, including program development, implementation, and evaluation; knowledge of NCAA eligibility requirements and commitment to rules compliance; proficiency in financial, personnel, and facilities management; experience working with administrators, faculty, staff, coaches, alumni, and community members; demonstrated excellence in oral, written, and interpersonal skills. **Additional Qualifications Desired:** Experience directing an academic program for student-athletes at the Division 1-A level. Application deadline is May 23, 2008 or until a candidate is selected. An offer of employment is contingent on a satisfactory pre-employment background check. Anticipated start date for the position is July 1, 2008. Please send cover letter and resume (including email address) with a minimum of three references to ACSA Executive Director Search Committee Chair, Academic Affairs, Louisiana State University, Ref: #027585, Baton Rouge, LA 70803.

LSU IS AN EQUAL OPPORTUNITY/EQUAL ACCESS EMPLOYER

From: <shadekey@email.unc.edu>

Sent: Thursday, May 15, 2008 6:21 PM

To: Guest, Alison <aguest@email.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Newsome, ChristopherJ <cjnewsom@email.unc.edu>; Perry, Christina <cp@unc.edu>; Lyons, Elizabeth <emlyons@email.unc.edu>; Kessler, Frank <fkessler@email.unc.edu>; Abels, Kimberly <kabels@email.unc.edu>; KimAllison <kallison@email.unc.edu>; Rademacher, Kristen <krademac@email.unc.edu>; Keever, Martha <Learnctr@email.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; RobinBlanton <rcb@email.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Shambley, Billie <shambley@email.unc.edu>; Maitland, Theresa <tmaitlan@email.unc.edu>; Taylor, Gigi <vgtaylor@email.unc.edu>; VickiBehrens <vicki@unc.edu>

Subject: the Academic Services sound.....

Attach: CTOPS Academic Services 2007.pptm

CTOPS dates
Academic Services session during Day 1 of CTOPS on June 2, 5, 9, 12, 16, 19, 26, July 10, 14, 17, 21, 24, 28, and August 14. The sessions will be 2:00PM - 2:30PM in the Union Auditorium.

I have set all of these days on my calendar. This is no big deal since Marcus will have Bridge!! If you would want to be there with me or some other pairing, that is fine also. Please let me/us know what day you would like to do the presentation. Chocolate will be available ONLY on the days I (solo) present.
I am attaching the presentation. Please look at it for corrections/additions. They need the final copy by Friday
CTOPS Parent Schedule
http://orientation.unc.edu/index.php?option=com_content&task=view&id=28&Itemid=62
If you look at the CTOPS schedule, you will also see that there is an Info Fair during the SECOND day, 3:00 - 4:30 PM, probably in a Union room. This is also held during the two TSOP days, June 23 and August 13, 4:00 □ 5:00 PM in room 3411 of the Union. Some of you have expressed interest in these and may already have agreed to participate. This may be a time for collaboration.
Of course this is also during the time for Athletic parents so that crew will be swamped.
Thanks all. Shade

ACADEMIC SERVICES

- **Constituent Programs**
  - Academic Support Program for Student Athletes
  - Learning Center
    - Academic Success Program for Students with LD & ADHD
- Math Help Center
- General Chemistry Resource Center
- Summer Bridge Program
- Writing Center

II. MISSION

- to enhance and diversify educational opportunities
- to improve the quality of students' learning experiences

III. REFERRALS

- self-referrals
- referrals from an academic advisor, dean, faculty member, or other appropriate university personnel
- some programs restricted to special populations

LEARNING CENTER

- offers diverse services and programs aimed to assist students with improvement in their learning and their academic performance
- services available to any student
- academic counseling
- test preparation for standardized exams
- peer tutoring program
- supplemental instruction
- reading program

www.unc.edu/depts/lcweb/

Director: Martha Keever 962-3782

WRITING CENTER

- enhances writing skills by offering free, ungraded, non-credit tutorials
- services available to any student (emphasis on 1st and 2nd year students)
- one-on-one conferences
- group workshops
- in-class seminars
- on-line submissions

www.unc.edu/depts/wcweb

Director: Kimberly Abels 962-7710

GENERAL CHEMISTRY RESOURCE CENTER

augments in-class instruction for students experiencing difficulty in (Chem 101, 101L; 201, 201L; 205H; 241, 241H; 261, 261H; 262, 262H)

- individual and/or small group instruction
- faculty and tutors provide instruction
- noticeable improvement in comprehension of material

Director: Todd Austell 966-4097

MATHEMATICS HELP CENTER

- offers tutoring to students experiencing difficulty in Math 110, 130, 152, 231, 232, 233.
- one-on-one and small group help for all students
- staffed by qualified undergraduate students, math graduate students, and faculty
- meetings between tutor and tutee
- problem-solving sessions to improve comprehension

www.unc.edu/UgradInfo/HelpCenter/mathhelp.html

Director: Edward Richmond

ACADEMIC SUPPORT PROGRAM FOR STUDENT ATHLETES

- assists student athletes with balancing their academic responsibilities with their athletic obligations
- individual academic, personal, and career counseling
- first year academic success program
- weekly meeting with academic counselor
- extensive tutoral services
- peer education and mentoring program

Director: Robert Mercer 966-4102

Academic Success Program for Students with LD & ADHD

- assists students with documented learning disabilities, attention deficit disorders, and brain injuries in achieving their academic potential
- information about diagnostic assessment
- direct services and accommodations
- academic support groups
- training and consultation to University community

www.unc.edu/depts/lds

Coordinator: Theresa Maitland 962-7227

SUMMER BRIDGE PROGRAM

- facilitates a select group of students' transition from high school to the University

- seven- week residential academic program
- supportive and structured environment
- first year UNC CH students from NC
- enrollment in English 100 or 101 and Math 110 or 130 or 118
- six credit hours counted toward graduation
- cultural and social activities

Interim Director: Shade Little 962-1046

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, May 28, 2008 9:19 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>; jmboxill@email.unc.edu; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Bridger, Beth <bridgerb@uncaa.unc.edu>; Lineberry, Crystal <clineber@email.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Katsaounis, Stephen <katsaoun@email.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>
Subject: Workshop on Friday, May 30th

Good morning,
I just wanted to remind everyone about the workshop that Crystal and Stephen from the Registrars Office will be conducting regarding the new curriculum on Friday, May 30 from 10:00am - 12:00noon. Lunch will immediately follow the workshop. If you have some specific major examples that you would like for them to address, please let me know as soon as possible so that they can prepare appropriately. Bring any questions that you have. Now is the time to attempt to clear up any confusion with regard to the new curriculum and counting courses.

Look forward to seeing everyone on Friday morning.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

THE COMPLIANCE NEWSLETTER

UNC Department of Athletics

JUNE 2, 2008 ***VOLUME XIV, NUMBER 10***

June Recruiting Calendar

Baseball
Contact Period: June 1-30

Men's Basketball
Quiet Period: June 1-30

Women's Basketball
Quiet Period: June 1-30

Football
Quiet Period: June 1-30

Men's Lacrosse
Contact Period: June 1-30

Women's Lacrosse
Contact Period: June 1-30

Softball
Dead Period: June 1- 5 (noon)
Contact Period: June 5 (noon)-30

Track/Cross Country
Contact Period: June 1-10
Dead Period: June 11-14
Contact Period: June 15-30

Volleyball
Contact Period: June 1-30

Other Sports
Contact Period: June 1-30

COACHES CERTIFICATION EXAM (MAKE-UP DATE)

The Coaches Certification Make-Up Exam for the 2008-09 academic year will be held on Thursday, June 5th at 9:00 AM in the Academic Center Auditorium. At 9:00 am, prior to the exam, a video of the review session previously conducted by the ACC will be shown. The test will follow immediately at 10:30 am. Coaches, please mark your calendar to attend this exam and RSVP to Susan Maloy if you have not already done so. Please bring your 2007-08 NCAA manual to the exam. **UNC requires that all coaching staff members, including volunteer coaches and Directors of Operations, prepare for and take the exam, even if they do not recruit off-campus.**

PLAYING/PRACTICE SEASON PAPERWORK

Head coaches will be receiving playing/practice season paperwork this month. These will be due to Susan on Friday, July 25th.

VIDEOTAPING PROSPECTS

Videotaping prospects is prohibited at a non-institutional camp or where the tape would be used for recruiting purposes. It is permissible for you to videotape prospects at an institutional camp ONLY FOR INSTRUCTIONAL PURPOSES.

CTOPS

Please notify all incoming student-athletes of the C-TOPS session for Varsity Student-Athletes. The presentation by Academics and Compliance staff will include topics such as the NCAA Eligibility Center, Financial Aid, and services provided by the Academic Support Unit. There will also be a separate session for the parents of incoming student-athletes in the afternoon.

DOCUMENTATION REMINDER

Please remember that all compliance documentation must be submitted on a monthly basis and is due by the 10th day of the following month. This includes Countable Hours, Telephone Logs, Contact/Evaluation Logs, Official Visit, and Summer Camp Paperwork. Remember, if you have not had any activity in these areas, you must still report to the Compliance Office to avoid having a hold placed on your sport in the Business Office. It is your responsibility to contact our staff to determine if you are missing any paperwork. Please contact Shelly Green (2-7851) if you have any questions.

VOLUNTARY WORKOUTS DURING THE SUMMER

In order for any athletically related activity to be considered "voluntary," all of the following conditions must be met:

(a) The student-athlete must not be required to report back to a coach or other athletics department staff member (e.g., strength coach, trainer, manager) any information related to the activity. In addition, no athletics department staff member who observes the activity may report back to the student-athlete's coach any information related to the activity.

(b) The activity must be initiated and requested solely by the student-athlete. Neither the institution nor any athletics department staff member may require the student-athlete to participate in the activity at any time. However, it is permissible for an athletics department staff member to provide information to student-athletes related to available opportunities for participating in voluntary activities.

(c) The student-athlete's attendance and participation in the activity (or lack thereof) may not be recorded for the purposes of reporting such information to coaching staff members.

(d) The student-athlete may not be subjected to penalty if he or she elects not to participate in the activity. In addition, neither the institution nor any athletics department staff member may provide recognition or incentives (e.g., awards) to a student-athlete based upon his or her attendance or performance in the activity.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, May 5, 2005 9:28 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Weeden, Mary B. <mbw@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Legislative Update
Attach: Legislative Update.msg

From: Amy S. Herman <ajschae@uncaa.unc.edu>
Sent: Wednesday, May 4, 2005 12:56 PM
To: CCI
Subject: Legislative Update
Attach: 5-4-05.xls

All,

Wanted to update you on the legislation that would have allowed student-athletes receiving institutional aid to not have to have that counted toward their sports' equivalency limit... If you remember, this would have potentially allowed student-athletes to accept their CCI grant as opposed to receiving one of our loaner laptops.

The legislation was tabled by the NCAA's Board of Directors and sent back to the Management Council for review. It will be brought back to the Board in August. That being said, for this year, we will move forward "as normal" with our CCI process. If a student-athlete is receiving one of our loaner laptops and qualifies for the CCI grant, that grant money will be used to pay for their loaner laptop through our process. They will not be able to accept the grant themselves.

Please let me know if you have any questions. Also, I have attached my latest list, which includes 1 additional name (wrestler at the bottom in yellow) and as many PIDs as I can come up with at this point. I will continue to update you as necessary.

Thanks,
Amy

From: Shelly Green <sjgreen@uncaa.unc.edu>
Sent: Monday, August 24, 2009 9:38 AM
To: -Everyone <-Everyone@uncaa.unc.edu>
Cc: bjpolk@unc.edu; Ciocca, Mario <ciocca@email.unc.edu>; gregoryc@email.unc.edu; tom_brickner@unc.edu
Subject: 2009-2010 NCAA Division I Manual
Attach: TEXT.htm; 2009-2010 NCAA Division I Manual.pdf

All,

Please share the attached PDF version with those on your staff not listed within this email.

From: Amy S. Herman <ajschae@uncaa.unc.edu>
Sent: Friday, March 16, 2007 7:55 PM
To: Jackie_Copeland@unc.edu
Cc: Blanton, Brent <blanton@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Re: Corbitt Scholarship-FYI
Attach: Text.htm

Jackie,

Thanks for this information. I did not know such assistance was available, and it's possible that our academic support personnel doesn't, as well. I'm copying them on this email, as we have recently discussed the potential need to cut back on the student-athletes that we fund testing for through SAOF (for budgetary reasons).

Robert, you and I can discuss further about how we would be able to potentially make use of this other funding source, depending on which of our student-athletes would qualify. I'm not sure how this assistance would "count" NCAA equivalency-wise. But if a student has to be receiving need-based aid in the first place, it is possible that they are not a counter for us, anyway.

We'll keep this in mind, Jackie, particularly for student-athletes who are on need-based institutional aid as opposed to athletics aid. Thanks again for bringing this to our attention!

Amy

>>> "Jacquelyn Copeland" <Jackie_Copeland@unc.edu> 3/16/2007 2:45 PM >>>

Amy,

We have a scholarship program called Corbitt that we use to cover psychological testing and other expenses related to a student□s physical or mental disabilities or impairments. If your office encounters a student that is receiving need based financial aid, needs such testing or some equipment that you cannot fund and they can□t get funding from the LDS or Disability services offices on campus we may be able to help them. Students have to be identified by the LDS and Disability services offices, we confirm their eligibility for need based aid and they are able to visit a provider (they have a list of some in the area) that is willing to bill our office for payment of their services.

I noticed there was a lot of testing and the list for SAF and SAOF reminds me of my Corbitt scholarship list so I though I□d let you know about this fund just in case it is able to help any of your student athletes. My understanding is that LDS can offer services to the students only after they have been tested and identified and that process is pretty costly so we help them get past that hurdle.

Jackie

--- Scanned by M+ Guardian Messaging Firewall ---

THE COMPLIANCE NEWSLETTER

UNC Department of Athletics

MAY 1, 2008 ***VOLUME XIV, NUMBER 9***

May Recruiting Calendar

Baseball
Contact Period-May 1-31

Men's Basketball
Quiet Period-May 1-21
Dead Period-May 22-31
NBA Pre-Draft Camp Only Evaluation Period-May 27-30

Women's Basketball
Quiet Period-May 1-31

Football
Evaluation Period-May 1-31

Men's Lacrosse
Contact Period-May 1-22
Dead Period-May 23-27 (noon)
Contact Period-May 27 (noon)-31

Women's Lacrosse
Contact Period-May 1-22
Dead Period-May 23-25
Contact Period-May 26-31

Softball
Contact Period-May 1-26
Dead Period-May 27-31

Track/Cross Country
Contact Period-May 1-31

Volleyball
Quiet Period-May 1-23
Contact Period-May 24-31

Other Sports
Contact/Evaluation Period-May 1-31

COACHES CERTIFICATION EXAM

The Coaches Certification Exam for the 2008-09 academic year will be held on Thursday, May 29, 2008 in the Swofford Auditorium on the second floor of the Kenan Football Center. Beginning at 9 am, prior to the exam, the ACC will conduct an hour-long review session. Coaches, please mark your calendar to attend this exam and RSVP to Susan Maloy if you have not already done so. Please bring your 2007-08 NCAA manual to the exam. Make-up dates for the exam are June 5th and June 12th. Both make-up dates will have a review session at 9 am with the exam to follow at 10:15 am. **UNC requires that all coaching staff members, including volunteer coaches and Directors of Operations, prepare for and take the exam, even if they do not recruit off-campus.**

SUMMER EVALUATIONS

Coaches, please remember that evaluations of prospects that occur outside of the prospect's academic year (summer only) DO NOT count against the annual number of recruiting opportunities. Contacts that occur with a prospect during this time period DO COUNT against the annual number of permissible recruiting opportunities and must be reported to the Compliance Office.

SUMMER CAMP DOCUMENTATION

At least one week prior to the start of each camp, coaches must complete and submit the following forms to Lance in the Compliance Office:

- Student-Athlete Employment Roster
- Outside Coaches Employment Roster
- Free or Reduced Admission Roster

These forms should be signed and submitted, even if they do not apply to your particular camps. Starting in August, for any camp conducted in June or July that is missing documentation, a hold will be placed on that sport's account with the business office in a manner consistent with other delinquent paperwork. Please contact Lance (3-7259) with any questions.

PROSPECTS JOINING LOCAL SPORTS CLUB

Remember that prospects enrolling initially in the fall CANNOT relocate to Chapel Hill for the summer and join and work out with a local sport club with which one of our coaching staff members is involved. Please contact Amy if you have questions about this interpretation.

SUMMER EMPLOYMENT

Coaches, please ensure that your student-athletes are familiar with the guidelines for employment prior to leaving for summer vacation.

Student-athletes may obtain employment as long as they meet the following regulations:

1. The student-athlete's compensation must not include any remuneration for the value or utility the student-athlete may have for the employer because of the publicity, reputation, fame, or personal following that he or she has obtained because of athletics ability;
2. The student-athlete must be compensated only for work actually performed; and
3. The student athlete must be compensated at a rate commensurate with the going rate for similar services in that locale.

Provided these regulations are met, there is no limit on the amount of money a student-athlete can earn. Please remind your student-athletes to complete the Student-Athlete Employment Form, which you can find on the J:/ drive.

C-TOPS

Please notify all incoming student-athletes of the C-TOPS session for Varsity Student-Athletes. The presentation by Academics and Compliance will include topics such as NCAA Clearinghouse, Financial Aid, and services provided by the Academic Support Unit. There will also be a separate session in the afternoon aimed at the parents of incoming student-athletes.

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Tuesday, May 20, 2008 9:29 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Hooker, Dan <dhooker@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>
Cc: Compliance
Subject: Medical and 5th Yr Non-Counter Agreement
Attach: TEXT.htm; Medical and 5th Year Contract (Fall Term).doc

---

All,

Please see attached the Medical and 5th Year Non-Counter Agreement that we require all non-counters to sign in advance of awarding them athletics grant-in-aid. The NCAA has passed legislation that is effective for next year that allows us to award grants to these individuals on a semester-by-semester basis, so that we can be certain that they are fulfilling their academic requirements. The impetus behind this, obviously, is the potential "hit" that our programs can take with regards to APR if a non-counter fails to perform academically.

All that being said, I'd like for each of you to have the opportunity to "weigh in" on this agreement and let me know if there are corrections/suggestions that you believe would make it better. If you have comments, please pass them on to me as soon as possible, as I will need to start distributing them to this year's non-counters very soon in order to renew their grants-in-aid by the July 1 deadline.

I appreciate your help with this!

Amy

Amy Herman
Assistant AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

MEDICAL AND 5TH YEAR NON-COUNTER GRANT-IN-AID AGREEMENT (Fall Semester)

Although your athletics eligibility has ended, it is still our desire to assist you on your path toward graduating from the University of North Carolina at Chapel Hill. We are pleased to inform you that you will be receiving athletics grant-in-aid during the **Fall** semester to assist you with the costs associated with your continued progress toward this goal. Please keep in mind that athletics aid for a 9th/10th semester or during the summer is NOT guaranteed and will depend on your progress and plan toward graduation.

Along with receiving athletics grant-in-aid, however, comes responsibility. Because we have made a financial commitment to you, we expect and require you to make that same level of commitment toward your academic progress. Therefore, your continued receipt of athletics grant-in-aid for future terms (if applicable) is dependent on your successful adherence to the regulations listed below in this contract.

In order to retain your athletics grant-in-aid for future terms, you must abide by the following regulations:

1) You must meet on a pre-determined basis with Mr. Brent Blanton or Ms. Cynthia Reynolds (as assigned) in the Academic Center. You will work with them to develop an appropriate schedule and plan for graduation. You must attend all scheduled meetings and arrive on time;
2) You must meet with Dr. Cricket Lane to develop, if appropriate, a plan for continued Student Services support (e.g., career services, medical rehabilitation, etc.);
3) You must attend every class on your schedule (arriving punctually and staying through completion) and complete and submit all assignments by their due dates;
4) You will be subject to random drug testing through the UNC Drug Testing Program and must abide by all other Departmental and institutional policies; and
5) You must continue to meet all NCAA, ACC, and UNC academic standards of eligibility, along with all behavior/conduct requirements as specified in the Athletics Scholarship Agreement you initially signed.

Please be aware that failing to meet any of these requirements would be considered a fraudulent misrepresentation of information on this agreement and would result in the immediate termination of your athletics grant-in-aid.

If your athletics grant-in-aid consists of off-campus room and/or board (see specific award breakdown below), you will receive monthly stipend checks from the Department of Athletics. These checks will be issued by Mr. Blanton and will be dependent upon your continued compliance with this contract. If at any time you fail to meet these requirements, your room and board stipend will be immediately terminated. In such cases, the Department of Athletics also reserves the right to pro-rate tuition, fees, on-campus room, and book charges and to terminate remaining aid in these award components for the remainder of the term.

Please sign below, indicating that you have read and fully understand that the continuation of your athletics grant-in-aid is dependent on your compliance with this contract and your successful academic progress toward graduation, as outlined in NCAA progress-toward-degree standards. It is our hope that you will complete your degree requirements and leave the University with your degree.

Sincerely,

Richard A. Baddour
Director of Athletics

cc: Student-Athlete
Student-Athlete's Parents
Head Coach
Brent Blanton, Associate Director, Academic Support
Cynthia Reynolds, Associate Director, Academic Support
Cricket Lane, Director of Student-Athlete Development
Amy Herman, Assistant Athletics Director for Compliance

Student-Athlete's Name: Sport: PID:

Award Breakdown: Tuition: Fees: Room: on ☐ off ☐ Board: Books:

Monthly Stipend Amount (if applicable): Aug/Sept: Oct: Nov: Dec:

Student-Athlete's Signature _____ Date _____

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Monday, August 25, 2008 9:50 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Compliance
Subject: FOLLOW-UP: Underload Approvals/Full-Time Enrollment
Attach: TEXT.htm

All,

To follow up on Susan's email from the financial aid perspective... There are also issues with student-athletes receiving grant-in-aid while not in 12 hours or an approved underload - they can't! Though we certainly need them to be in 12 hours so that they can practice, compete, and receive GIA, they also need to be as timely as possible in getting their underload approval form signed and then dropping the unnecessary hours, so that we aren't unnecessarily paying full-time charges for student-athletes who will ultimately drop to 9 or fewer hours.

The last date to drop a course for tuition/fees credit is Tuesday, 9/2. For financial reasons, obviously, we need for approval forms to be signed and courses dropped by this date.

Thanks for your help with this.

Amy

>>> Susan B. Maloy 8/25/2008 7:47 AM >>>
Good morning everyone!

Hope you had a good weekend.

Just a reminder that today is the last day for our student-athletes to be practicing while in less than 12 hours without an underload approval form. This means that all underload paperwork needs to be on file in my office by the end of the day if they plan to enroll in less than 12 hours. Otherwise, we should put them in 12 hours for now until the underload is approved on campus. That way we don't have to rush the approval system, especially since there are new folks involved in the process.

It would be great if you could get me a list of all of your student-athletes who I should expect to be in an underload this semester.

Thank you for your attention to this important matter.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Wednesday, September 3, 2008 10:26 AM
To: aboard@email.unc.edu; antoniot@email.unc.edu; bjpolk@unc.edu; bok@email.unc.edu; cderickson@unc.edu; cflack@email.unc.edu; cjbox@email.unc.edu; clineberry@unc.edu; drunyan@unc.edu; dstroman@email.unc.edu; -Everyone <-Everyone@uncaa.unc.edu>; fclark@email.unc.edu; garland_hershey@unc.edu; gbberry@email.unc.edu; gscowell@email.unc.edu; gus@email.unc.edu; hack@smootpsych.com; helen.tauchen@unc.edu; Holden_Thorp@unc.edu; jack_evans@unc.edu; jackie_copeland@unc.edu; jmboxill@email.unc.edu; joanna@unc.edu; kathie_harris@unc.edu; katsaoun@email.unc.edu; kbrazile@admissions.unc.edu; lensing@email.unc.edu; Leslie_Strohm@unc.edu; lissa_broome@unc.edu; mbusby@email.unc.edu; mfmoore@email.unc.edu; mnusbaum@email.unc.edu; mpyecha@admissions.unc.edu; noelle_granger@med.unc.edu; ort@email.unc.edu; Rachel.Willis@unc.edu; reznick@email.unc.edu; rkgayle@email.unc.edu; sam_chhorm@unc.edu; southall@email.unc.edu; sportlaw@unc.edu; tkrobert@email.unc.edu; wildem@ils.unc.edu
Subject: Compliance Newsletter - September, 2008
Attach: TEXT.htm; 9-3-08.pdf

All,

See attached for the September, 2008 edition of the Compliance Newsletter.

Thanks,

Amy Herman
Assistant AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

THE COMPLIANCE NEWSLETTER

UNC Department of Athletics

SEPTEMBER 3, 2008 ***VOLUME XV, NUMBER 2***

September Recruiting Calendar

Baseball
Quiet Period: Sept. 1 - 11
Contact Period: Sept. 12 - 30

Men's Basketball
Quiet Period: Sept. 1 - 8
Contact Period: Sept. 9 - 30

Women's Basketball
Quiet Period: Sept. 1 - 15
Contact Period: Sept 16 - 30

Football
Evaluation Period (42 days during September, October, November)

Quiet Period: Remainder of Days

Men's Lacrosse
Contacts only/No evaluations: Sept. 1 - 30

Women's Lacrosse
Contact Period Sept. 1 - 30

Track/Cross Country
Contact Period Sept. 1 - 30

Softball
Contact Period: Sept. 1
Contacts only/No evaluations: Sept. 2 - 30

Volleyball
Contact Period Sept. 1 - 30

Other Sports
Contact Period Sept. 1 - 30

TAILGATES

As the 2008-2009 season gets underway, coaches are reminded that student-athletes must pay the cost of any meal/snack they may receive at a tailgate party. **The student-athletes must pay for the food prior to the tailgate**.

There are two exceptions to this tailgate policy. First, the **parents of student-athletes** are permitted to provide occasional meals/snacks to team members. An example of this would be a tailgate meal following a competition. Also, student-athletes may receive up to three (3) occasional meals per semester, provided by an institutional staff member or booster. This may occur at tailgates **only if** the meal is being provided by an institutional staff member (**not** a booster, as boosters can provide meals only at their homes).

2008-09 NLI SIGNING DATES

Please note the following NLI signing dates for the upcoming academic year:

Basketball (Early)	11/12/08 - 11/19/08
Basketball (Regular)	4/15/09 - 5/20/09
Football (Mid-Year JC)	12/17/08 - 1/15/09
Football (Regular)	2/04/09 - 4/01/09
Field Hockey, Soccer and Track & Field	2/04/09 - 8/01/09
All other sports (Early)	11/12/08 - 11/19/08
All Other Sports (Regular)	4/08/09 - 8/01/09

COMPLIMENTARY TICKET GUIDELINES

Student-Athletes: Student-athletes are each permitted **4** complimentary admissions to home and away events in the sport in which he/she participates, and **6** complimentary admissions to post-season events. Complimentary admissions may be provided to family members and friends of student-athletes and must be administered via a pass list. Tickets cannot be sold, bartered or traded for any item of value. **Only** under the following conditions may a student-athlete provide tickets to prospect-aged individuals:

1. If UNC is recruiting the prospect, the student-athlete's relationship with him/her must have begun ***before*** UNC began recruiting the individual.

2. No one affiliated with the athletics department (e.g., coach) can initiate the provision of a student-athlete's ticket to a prospect.

3. A prospect may not receive complimentary admissions during a dead period in the sport in which he/she is being recruited by UNC.

4. Prior to providing prospects with complimentary admissions, a student-athlete must identify the individual as a prospect to the pass list administrator.

ALUMNI GAMES DURING TWO-HOUR SKILL INSTRUCTION

Competition is not permitted outside of a team's 20-hour/week season. Therefore, it is not permissible to play alumni games during a team's 8-hour/week off-season. Please contact Susan at 2-9892 with any questions.

FUNDING AVAILABLE FOR STUDENT-ATHLETES

Please be reminded of the availability of funds of which student-athletes may take advantage if a need presents itself:

Student-Athlete Opportunity Fund (SAOF):

The SAOF is used to purchase health insurance for international student-athletes, other student-athletes without insurance coverage, or student-athletes whose policy has a high deductible. It is also available for professional testing, such as learning disability testing, as well as emergency expenses.

For those full scholarship student-athletes who also receive a Pell grant, the fund is available to pay dental and other medical expenses not covered by insurance policies (provided prior approval is sought and granted). Additionally, these same student-athletes are eligible for up to $500 per year for clothing expenses.

Coaches are encouraged to identify situations in which this funding could be helpful to their student-athletes. Please contact the compliance staff for approval prior to discussing it with the student-athlete or with any questions you may have.

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Tuesday, December 30, 2008 10:18 AM
To: -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>
Cc: Compliance; -Academics <-Academics@uncaa.unc.edu>; Gregory, Cassandra <gregoryc@email.unc.edu>
Subject: Student-Athletes Not Returning for Spring
Attach: TEXT.htm

Coaches,

Several of you have student-athletes that are not returning for the spring term (e.g., transferring, turning pro, etc.). Please make sure these student-athletes handle all the necessary paperwork to officially withdraw! Not only must they withdraw from the institution (which the Academics staff can walk them through), but they must also cancel any housing, meal plans, etc., that they are received during the fall and might carry over automatically.

Any cancellation charges resulting from them not completing all necessary steps will be their responsibility. as they are no longer receiving athletics GIA!

Thanks,
Amy

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Tuesday, February 3, 2009 2:23 PM
To: -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>
Cc: Compliance; -Academics <-Academics@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; -Business Office <-Business Office@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; -Student-Athlete Development <-Student-Athlete Development@uncaa.unc.edu>; -Ticket Office <-Ticket Office@uncaa.unc.edu>
Subject: Revised Recruiting Policy
Attach: TEXT.htm; UNC Recruiting Handbook (effective 2.1.09).pdf

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Coaches,

Please see attached for the revised Department of Athletics' Recruiting Policy (approved and effective 2.1.09). In a couple of days, this document will be found on the "Prospective Student-Athletes" tab on the Compliance page of tarheelblue.com, and it will also be on the J: drive in the Official Visit file.

Please let us know if you have any questions.

Thanks,
Amy

Amy Herman
Assistant AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

University of North Carolina at Chapel Hill
Department of Athletics

Recruiting Handbook

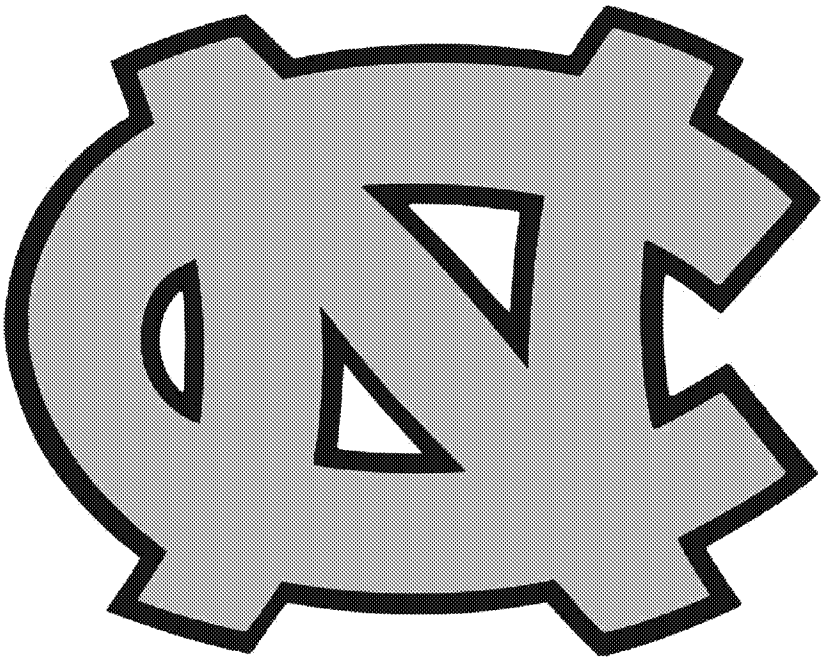

Effective 12/1/04, Revised 2/1/09

The University of North Carolina Athletics Mission Statement

The University of North Carolina at Chapel Hill Department of Athletics' mission is to sponsor a broad-based athletics program that provides educational and athletics opportunities to allow young men and women to grow, develop, and serve the interests of the University by complementing and enhancing its diversity and quality of life. Coaches, as educators, are fundamental to this process. In keeping with the University's efforts to offer programs of regional and national acclaim, the Department's athletics programs strive for competitive excellence within the Atlantic Coast Conference (ACC) and with other similar institutions. Through its athletics programs, the University seeks to unite students, faculty, staff, and alumni in a common and shared experience. The Department seeks to contribute to the diversity of the University by offering opportunities for enhanced racial, ethnic, cultural, and geographic representation.

The University of North Carolina Recruiting Philosophy

The University of North Carolina at Chapel Hill (UNC) is committed to providing prospective student-athletes meaningful opportunities to make informed decisions whether to pursue their academic and athletics futures at UNC. Recruiting visits bring prospective student-athletes to campus as part of their decision-making processes on where to enroll. These visits are to be a mutual exploration by prospective student-athletes and institutional officials, especially athletics personnel, regarding whether the institution and the prospective student-athletes are a good fit for each other. This philosophy is based on the concept that the prospective student-athletes are making decisions about where to pursue their academic and athletics futures, while, concurrently, the institution is evaluating prospective student-athletes' abilities to contribute to the University and athletics programs.

The primary consideration in selecting activities for these visits, therefore, should be to provide information that will assist prospective student-athletes and their families in making these decisions. Appropriate behavior is expected of all prospective student-athletes who visit the campus.

Athletics department personnel are expected to provide an educational experience in an environment that conforms to University and NCAA policies and missions. Student-athlete hosts are expected to adhere to these policies, as well as to provide all prospective student-athletes with safe and insightful student experiences at UNC. Finally, prospective student-athletes should behave in a manner consistent with the expectations of all UNC student-athletes, adhering to all ACC and NCAA regulations, as well as all State and federal laws.

Violations of the guidelines will be reported to the Director of Athletics. All suspected violations will be investigated thoroughly and dealt with seriously. Any infraction(s) found to be in violation of any of the guidelines will be reported to the Faculty Athletics Representative, Chancellor, ACC, and NCAA.

Development of Recruiting Policies

The Committee on Recruiting for the University of North Carolina at Chapel Hill began collecting information and meeting in early 2004. Through its diverse membership from both the Department of Athletics and the campus community, the committee gathered and reviewed information on all aspects of the University's on-campus recruiting processes. The Board of Trustees was also informed of the thorough review of the recruiting processes.

Information was obtained from the Committee, the Student-Athlete Advisory Committee, coaches groups, conversations with the ACC, and other universities. The Committee established a subcommittee to analyze the information collected.

The subcommittee developed this recruiting handbook that includes a recruiting philosophy statement, guidelines and concepts, and updated recruiting forms. It also establishes procedures for athletics administrators, head coaches, student hosts, and prospective student-athletes.

After consultation with faculty, student-athletes, and coaches regarding both the collection of receipts from student-athlete hosts and prospects (for student host money) as well as the establishment of a curfew/regulation of unstructured time, the subcommittee decided not to institute department-wide policies enacting these regulations. Instead, these decisions will be left to the discretion of each sport's head coach. The subcommittee believes the guidelines currently in place will create the "safe and insightful student experiences" the institution strives to provide to prospective student-athletes.

The handbook was reviewed by the Committee on Recruiting, the Faculty Committee on Athletics, and the Chancellor. The final copy will be on file with the Faculty Athletics Representative, the Chancellor, and the ACC office. It will also be distributed to head coaches, athletics administrators, and student hosts. In the event that changes to the recruiting policy are deemed necessary, the above individuals will be given the opportunity to comment on the proposed changes. Once changes are finalized, the Chancellor and Director of Athletics will formally approve the changes, and an approved version (along with the signatures of these two individuals) will be submitted to the ACC office.

GUIDELINES FOR ATHLETICS DEPARTMENT STAFF

The goal of campus recruiting visits is to provide prospective student-athletes with the opportunities to make informed decisions about their future academic and athletics careers at the collegiate level. These guidelines are intended to provide institutional staff members with the information necessary to provide these opportunities in a manner consistent with the regulations set forth by the NCAA.

Recruiting is a vital component for the success of our athletics program. Our goal is to attract not only great student-athletes, but also great people, who will enhance the overall University environment in a positive fashion. It is our responsibility to make sure all prospective student-athletes have positive and safe visits.

1. In preparation for an official visit, coaches will send a letter to prospective student-athletes, outlining expectations and describing available opportunities for the visit. If permitted by NCAA regulations, this information will also be provided to prospective student-athletes arranging unofficial visits to campus.
2. If air transportation is provided to prospective student-athletes to and from an official campus visit, the flights must be via a commercial airline at coach class airfare with no upgrades. Prospective student-athletes may be picked up at the airport by any member of the athletics department.
3. If prospective student-athletes drive to campus by personal or rental cars, mileage reimbursement may be provided at the rate used by UNC for institutional staff members. It is not permissible to cover the cost of prospective student-athletes' rental cars.
4. Student hosts must be either current student-athletes or students who are part of the institution's regular program for providing campus tours to prospective students. Student host regulations will be discussed at team eligibility meetings, and all student hosts will receive a copy of the recruiting handbook.
5. Head coaches (or their representatives) will meet with the student hosts and prospective student-athletes to set expectations for behavior and review the guidelines and forms. Head coaches will also provide the prospective student-athletes and hosts with visit itineraries that include contact information for necessary individuals (e.g., coaching/administrative staff, student-athletes).
6. Student hosts and prospective student-athletes must abide by all local, State, and federal laws, along with UNC, ACC, and NCAA regulations. Upon arrival, prospective student-athletes and their student hosts must sign the applicable forms (Guidelines for Prospective Student-Athletes, Student-Athlete Host Entertainment Form, Unofficial Visit Declaration) indicating that they will not engage in inappropriate behavior (e.g., drinking, use of drugs, gambling). By signing these forms, prospective student-athletes and student hosts will affirm their understanding of the guidelines. At the conclusion of an official visit, prospective student-athletes must sign a form (Prospect Official Visitation Form) affirming their visits' conformity to all UNC, ACC, and NCAA regulations.
7. When transporting prospective student-athletes around campus during official visits, coaches must use their personal vehicles or institutional vehicles generally used by personnel to transport prospective students on campus tours. Student hosts may also use their personal vehicles. Prospective student-athletes may not be provided with cars to use during their visit.
8. Prospective student-athletes (and prospective student-athletes' parents or legal guardians) must be housed either on campus with student hosts or in standard lodging. Those staying in dorms on unofficial visits must pay the $10 per night housing charge specified by UNC Housing. For those on official visits being housed in hotels, rooms may not be suites or include special accessories, such as Jacuzzis, unless those amenities are available to all patrons at that specific establishment. It is not permissible to decorate, in any degree, prospects' rooms of lodging, regardless of their location (e.g., hotel, dormitory, etc.).
9. The meals provided to prospective student-athletes and their parents or legal guardians on official visits should be comparable to those meals given to student-athletes during the academic year. Each day, the institution may provide 3 meals and a reasonable snack (e.g., pizza, hamburger). On unofficial visits, meals cannot be purchased for prospective student-athletes or their parents or legal guardians.

10. Personalized recruiting aids (e.g., personalized jerseys, lockers, audio/video scoreboard presentations) and simulated game-day activities during prospective student-athletes' visits are prohibited. Prospective student-athletes may be present in the locker room before or after a competition. During the competition, however, prospective student-athletes must be seated in the regular seating areas. It is not permissible to publicize prospective student-athletes' visits in any way.
11. During campus visits, prospective student-athletes, student hosts, and coaches are prohibited from participating in activities involving the consumption of alcohol, drug use, or any violations of criminal law.
12. Gambling, of any type, during visits is prohibited.
13. Harassment, of any type, is impermissible. This includes, but is not limited to, racial, sexual, or religious harassment. Providing or purchasing sexual favors, purchasing or viewing pornography, or any other involvement with sexually-explicit material is inappropriate and strictly prohibited.
14. Campus visits should include meetings with Academic Support Program staff (e.g., team's academic counselor, Director of Student-Athlete Development), along with other campus personnel, if possible (e.g., meeting with faculty, attending class). At a minimum, the coach should review the academic packet, which is provided by the academic counselor, with the prospective student-athletes.
15. During official and unofficial visits, 3 complimentary admissions to campus athletics contests may be provided to prospective student-athletes and anyone accompanying them on the visit. The names of the prospective student-athletes and their relatives or friends must be placed on a pass list. Prospective student-athletes and their relatives or friends must sign the pass list and show identification to be admitted. No hard tickets may be issued.
16. Application of these guidelines will be monitored by the Compliance Office and designated coaches.

Your compliance with these guidelines is absolutely necessary and greatly appreciated. Appropriate disciplinary actions will be in accordance with University policy.

University Alcohol Policy

The University has a detailed policy concerning the use of alcohol by students. The following is a summary of the University Alcohol Policy. Students are responsible for knowing the full content of the policy. A complete copy of the policy may be obtained at http://deanofstudents.unc.edu/policies/sub.policies.alcohol.html or from the Student Affairs Office (966-4042).

Students under the age of 21 may not buy, possess, or consume alcoholic beverages. Students 21 and older may possess and consume alcohol in residence hall rooms, but may not sell or give alcohol to anyone under 21. Common source containers of alcohol (e.g., kegs) are not permitted on campus. Possession or consumption of alcohol is not permitted at any campus athletics event or performance or at any outdoor campus location. No student activities fees or other funds of a recognized student group may be used to buy alcohol.

If you are found to be in violation of the University Alcohol Policy you may:

- be referred for counseling, assessment, and/or alcohol education
- have your housing contract terminated
- be placed on housing contract probation
- receive a written reprimand
- be required to make restitution
- be referred to the Student Judicial System

As a member of the Community, you may:

- lose your driver's license
- be convicted of a felony or a misdemeanor
- obtain a criminal record, accrue fines, and possibly serve jail time

This is the University's Alcohol Policy. Both Student Hosts and Prospective Student-Athletes are required to abide by this policy.

Department of Athletics' Alcohol Policy

The Department of Athletics' policy regarding the use of alcohol at departmental events is as follows:

a. Alcohol may not be purchased or consumed during team travel.
b. Alcohol may not be served or consumed during team functions.
c. Alcohol may not be purchased by administrators or coaches for consumption by student-athletes.

Departmental events including prospective student-athletes and enrolled student-athletes may not involve the use of alcohol. In regard to prospective student-athletes, administrators and head coaches must require that the entertainment of prospective student-athletes not involve the use of alcohol. In regard to enrolled student-athletes, alcohol may not be served at gatherings held after athletics contests.

This is the Department of Athletics' Alcohol Policy. Head Coaches, Administrators, Student Hosts, and Prospective Student-Athletes are required to abide by this policy.

Effective 12/1/04, Revised 2/1/09

Key Points to Hosting a Recruit

1. When you know you are hosting a prospective student-athlete, plan ahead. Plan an itinerary with your coach and teammates. Make planning and hosting a team effort.
2. Establish a relationship with the prospective student-athlete based on trust and sincerity.
3. If you have a prior engagement (e.g., meeting with professor, study table) and it is not feasible for you to take your guest with you, you MUST make arrangements with a reliable teammate to stay with your guest for the time that you are away.
4. Treat the prospective student-athlete in the manner which typifies our athletics program. Give them a taste of the distinctive environment which makes UNC unique.
5. Be aware that your impression of the prospective student-athlete will be of interest to your coaches and teammates.
6. In the case of an EMERGENCY, notify the proper authorities immediately.
7. It is permissible for you to communicate with prospective student-athletes after they leave campus; however, it must be on your own initiative and cannot be at the direction of your coaching staff. Give the prospect your contact information (e.g., email address, instant messaging screen name) at the conclusion of the visit. Tell the prospect that he/she can contact you with any questions they may have after leaving campus.

Hosting Checklist

_____ Get as much information as possible from your coach about the prospective student-athlete.

_____ Have the prospective student-athlete complete the questionnaire.

_____ Check your schedule. Do you have any tests, projects, or homework assignments that you will need time to work on while the prospective student-athlete is visiting?

_____ Plan your hosting duties with teammates to allow for studying, if necessary.

_____ Determine the classes the prospective student-athlete will attend. Have him or her attend some classes in his or her potential major.

_____ Notify your dorm RA that you are having a guest (if applicable).

_____ Meet with your coach and the prospective student-athlete.

_____ Sign the Student-Athlete Host Entertainment Form.

_____ Get to know the prospective student-athlete. Find out his or her interests. What does he or she like to do with friends? Does he or she have any questions about UNC that you can answer?

THE UNIVERSITY OF NORTH CAROLINA

Unofficial Visit Declaration

We are pleased that you are visiting The University of North Carolina at Chapel Hill on an unofficial recruiting visit. The NCAA and the University have developed rules and regulations regarding unofficial visits. We have listed them below so that you may be aware of our policies.

1. You are permitted to visit our campus at your own expense an unlimited number of times, and these visits can occur at any point in your high school career.

2. UNC is not permitted to pay ANY expenses while you are visiting our campus. This includes transportation costs, housing, meal, or beverage expenses, and the cost of any entertainment. You are responsible for all of these expenses during your visit.

3. You may receive 3 complimentary admissions to a UNC athletics event. Admission must be through a pass list, as hard tickets will not be provided. These tickets can be used by you and anyone accompanying you on your visit.

4. If additional tickets are needed, you must purchase them in the same manner as any other member of the general public. UNC is not able to reserve additional tickets for prospects on an unofficial visit.

5. UNC can only transport you to view off-campus practice and competition sites in your sport, attend home athletics contests at a local facility, or view other institutional facilities within 30 miles of the campus. All other transportation is your responsibility.

6. UNC cannot provide you with parking privileges to utilize while attending a campus athletics event.

7. UNC cannot provide you with any gifts while you are on campus. This includes clothing, equipment, and UNC memorabilia. Game programs can be provided during an unofficial visit.

8. If you choose to stay in a UNC dorm during your visit, you are required to pay the regular institutional rate, which is $10 per night.

Please complete at the conclusion of the unofficial visit and submit to the Compliance Office:

Date(s) of Unofficial Visit: _____ # Complimentary Tickets: _____ Event(s): _____

Names/Relationships of those accompanying prospect _____

I, _____, affirm that the above rules and procedures were followed during my unofficial visit to The University of North Carolina.

Prospect's Signature _____ Date _____

Head Coach's Signature _____ Date _____

Compliance Office Approval _____ Date Received _____ Comp. Tickets _____

Effective 12/1/04, Revised 2/1/09

THE UNIVERSITY OF NORTH CAROLINA

Student-Athlete Host Entertainment Form

Prospect _____ Sport _____

Student-Athlete Host _____ SSN _____

Date(s) of Official Visit _____

Student Host Instructions (per NCAA Rules and Regulations):

These guidelines have been established to ensure that each prospect's visit to our campus is an enriching one. Serving as a student host is an important service to UNC and the Department of Athletics. Appropriate conduct is required of you by UNC, ACC, and NCAA standards:

1. You must be enrolled full-time at UNC.
2. You will be provided money with which to entertain only the prospect and his/her parents, legal guardians, or spouse. This money may not exceed $30/day, with an additional $15/day for each additional prospect that you entertain.
3. You may not give the prospect cash, nor may you use the entertainment funds to purchase or provide the prospect with alcohol, drugs, or gifts of value (e.g. souvenirs or clothing items).
4. You may not transport the prospect or anyone accompanying him/her more than 30 miles from campus.
5. No UNC institutional staff member or athletics booster may provide or arrange for you an automobile to use to transport the prospect or anyone accompanying him/her.
6. You should not allow the prospect to have a recruiting conversation, either on or off campus, with former student-athletes, alumni, or boosters of the athletics program. If an unplanned meeting occurs, only an exchange of greetings is permissible.
7. You may allow the prospect to participate in a workout or recreational activity during his/her visit, provided the activity is not organized or observed by members of the coaching staff and is not designed to test the athletics ability of the prospect.
8. You may receive a complimentary admission to a campus athletics event, provided you are accompanying a prospect to that event.
9. You may not allow the prospect to use alcohol or drugs during the visit. Underage drinking (below 21) is illegal in the State of North Carolina. In addition, you may not engage in any activity that violates criminal law.
10. The University of North Carolina at Chapel Hill will not tolerate harassment of any kind (e.g., racial, sexual, religious) by anyone associated with our athletics teams. You, as a student host, must be aware of the University's position on this type of activity and work to ensure that prospects you are hosting conduct themselves appropriately. Providing or purchasing sexual favors, purchasing or viewing pornography, or involving yourselves with any other sexually-explicit material is inappropriate and strictly prohibited.
11. You, along with prospects, must adhere to ACC and NCAA bylaws, as well as all State and federal laws, prohibiting gambling.

Your compliance with these guidelines is absolutely necessary and greatly appreciated. Failure to agree with and adhere to all guidelines may result in one or more of the following disciplinary actions: reprimand, probation, suspension, termination of grant-in-aid, cancellation of eligibility, or dismissal from the athletics program. You may also be subject to any penalties set forth by the University.

My signature below indicates that

- I have read and understand the above rules governing my role as a student host.
- I will use the $_____ provided me to host the prospect(s) named above in a manner consistent with the above regulations.
- I will return any unused funds to my head coach.

Host Signature _____ **Date** _____

Head Coach Signature _____ **Date** _____

APPROVED:

Office of Compliance Signature _____ **Date** _____

Effective 12/1/04, Revised 2/1/09

THE UNIVERSITY OF NORTH CAROLINA

Guidelines for Prospective Student-Athletes

Prospect _____ Sport _____

Student-Athlete Host _____ Administering Coach _____

Arrival Date and Time ____/____/____ ____:____ AM/PM (circle one)

Departure Date and Time ____/____/____ ____:____ AM/PM (circle one)

We are pleased that you are visiting the University of North Carolina on an official recruiting visit. The NCAA and the University have developed rules and regulations regarding official visits. We have listed them below so that you may be aware of our policies.

1. You may take **no more than 5** expense-paid visits to Division I or II institutions, and only 1 of these may be taken to UNC.
2. The length of an official visit may not exceed 48 hours. This period begins when you first arrive on the UNC campus. If you remain at UNC after this time period has expired, you are responsible for any expenses associated with your return trip home.
3. UNC may pay round-trip expenses for you (e.g., mileage reimbursement, coach airfare). Unless your family or friends accompanied you in the same car, these individuals are responsible for their own travel expenses. No one associated with UNC may provide a car for your use during the official visit.
4. UNC may pay your actual costs for reasonable expenses (e.g. meals, lodging) incurred while traveling to and from campus on an official visit.
5. Entertainment may only be provided to you, your parents or guardians, and your spouse, and must occur within 30 miles of campus. Entertainment funds may not be used to purchase alcohol, drugs, or gifts of value (e.g. souvenirs or clothing).
6. You may not receive cash for entertainment purposes, nor may gifts, souvenirs, or athletics gear be given to you free of charge or at a reduced rate.
7. You, along with two people accompanying you, may receive complimentary admission, via a pass list, to a regular season campus athletics event, but such seating must be in the general seating area of the facility.
8. At no point is it permissible for you to have a recruiting conversation with former student-athletes, alumni, or boosters of the athletics program at UNC.
9. You may not participate in a physical workout or recreational activity that is organized or observed by any member(s) of UNC's coaching staff.
10. The use of alcohol or drugs during official visits is not allowed. Underage drinking (below 21) is illegal in the State of North Carolina. In addition, you may not engage in any activity that violates criminal law.
11. You must adhere to ACC and NCAA bylaws, as well as all State and federal laws, which prohibit gambling.
12. The University of North Carolina at Chapel Hill will not tolerate harassment of any kind (e.g., racial, sexual, religious) by anyone associated with our athletics teams. Student hosts are aware of the University's position on this type of activity, and work to ensure that the prospects they host conduct themselves appropriately. Providing or purchasing sexual favors, purchasing or viewing pornography, or involving yourself with any other sexually-explicit material is inappropriate and strictly prohibited.
13. If you have any concern about conduct during your visit, you are encouraged to talk to the head coach or an athletics administrator.

Your cooperation and adherence to these guidelines is absolutely necessary and greatly appreciated. Appropriate behavior is expected of our current student-athletes, as well. This is a great chance to experience the impressive opportunities available to student-athletes on the UNC campus. We hope you enjoy your visit!

To be signed by the prospective student-athlete and coach at the BEGINNING of the official visit:

- I have reviewed the above provisions and agree to abide by them on my official visit.

Prospect's Signature: _____ Date: _____

Administering Coach's Signature: _____ Date: _____

To be signed by the prospective student-athlete and coach at the CONCLUSION of the official visit:

- I affirm that I have conducted myself in accordance with the above guidelines for the duration of my official visit.

Prospect's Signature: _____ Date: _____

Administering Coach's Signature: _____ Date: _____

Effective 12/1/04, Revised 2/1/09

Dear

Congratulations on selecting the University of North Carolina at Chapel Hill as one of your official visits. You will be stepping onto 729 acres of one of America's most beautiful campuses and visiting one of the nation's top public universities (ranked 5th in the nation), as stated by U.S. News and World Report magazine's 2004 "America's Best Colleges" guide. UNC students have a long tradition of outstanding achievement in the classroom, on the playing field, and beyond.

UNC athletics is committed to providing educational and athletics opportunities that will allow our student-athletes to grow, develop, and continue to achieve. This visit is a mutual exploration. Along with allowing us to get to know you better, your visit will expose you to the exceptional opportunities available at UNC to develop academic scholarship, athletics excellence, leadership, and community service throughout your collegiate career.

We expect that your behavior during your visit will reflect the kind of behavior that we expect of all UNC student-athletes. We want you to have a wonderfully exciting and safe trip to our campus. Please take time to read all the information regarding your official visit and fill out the Prospective Student-Athlete Questionnaire available online at www.tarheelblue.com. This questionnaire will assist your host in planning your visit. In addition, the NCAA website (www.ncaa.org) might contain information that you will find useful throughout the recruiting process.

This is a great chance to understand the impressive opportunities available to student-athletes on the UNC campus. We hope you enjoy your visit!

Sincerely,

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Tuesday, May 19, 2009 10:46 AM
To: -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>
Cc: -Academics <-Academics@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; -Equipment Managers <-Equipment Managers@uncaa.unc.edu>; Connors, Jeff <jconnors@uncaa.unc.edu>; -Sports Medicine <-Sports Medicine@uncaa.unc.edu>; -Weight Room <-Weight Room@uncaa.unc.edu>
Subject: Summer Conditioning Regulations (2009)
Attach: TEXT.htm; FB 2009 Summer Conditioning Period Regulations.doc; Summer Conditioning Regulations (Basketball) - 2009.doc; Summer Conditioning Regulations (not FB or BB) - 2009.doc

---

All,

See attached for the Summer Conditioning memos for this summer. Please note that there are 3 attachments. You will need to read/print only the one that is applicable to your sport!

Please let us know if you have any questions about this information.

Thanks,
Amy

Amy Herman
Assistant AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

FOOTBALL SUMMER CONDITIONING - 2009

Scheduling

1. Summer conditioning begins nine weeks prior to the permissible reporting date, which is the night before the first day of practice. For the 2009 summer, based on the formula, our first day of summer conditioning will be Thursday, June 4th, immediately following the last discretionary week, which ends on Wednesday, June 3rd.
2. 1 week of **discretionary time: Sunday, 7/26 through Saturday, 8/1** (see reg's below)
3. Other 8 weeks **non-mandatory weight training and conditioning** (see reg's below)

Discretionary Time

1. No required workouts
2. Institutions not permitted to recommend weight training and conditioning activities
3. If student-athlete opts to work out, S&C staff may monitor facility for health and safety purposes, but may not conduct the workouts.

Non-Mandatory Weight Training and Conditioning

1. Conducted by S&C staff with department-wide duties
2. No more than 8 hours per week
3. **Hours/week must be submitted to Compliance office at beginning of each week**.
4. Role should not be taken and attendance may not be reported back to football staff.

Incoming Freshmen/Transfers

1. UNC may loan clothes (including workout apparel, shoes, laundry service) to prospects for summer workouts.
2. If prospect has signed an NLI or is enrolled in UNC's summer school prior to initial full-time enrollment at UNC, he is permitted to participate in summer workouts after pre-participation medical exam.
3. 4-4 Transfers who have signed a financial aid agreement or written offer of admission may participate in non-mandatory summer workout (as they do not have the opportunity to sign an NLI).
4. Prospects must have completed their senior year in high school prior to beginning summer conditioning.
5. Unless they are enrolled in summer school, prospects may not receive room and board expenses while they are participating in summer conditioning.

Medical Issues

1. Prior to any non-mandatory summer weight training or conditioning workouts, incoming freshmen and transfers beginning their initial season of eligibility at UNC must undergo a pre-participation medical examination conducted by a physician.
2. All S&C coaches must be certified in CPR and First Aid.
3. During all conditioning activities (not weight training), a sports medicine staff member must be present and have the unchallengeable authority to cancel or modify the workout for health and safety reasons.

4. We may cover medical expenses for enrolled student-athletes, **prospects that have signed an NLI or are enrolled in UNC's summer school prior to initial full-time enrollment at UNC**, and 4-4 Transfers who have signed a financial aid agreement or written offer of admission that sustain injuries while participating in non-mandatory summer conditioning activities that are conducted by an institution's strength and conditioning coach with department-wide duties.
5. Not permissible to cover medical expenses for prospective student-athletes who have not signed an NLI or, in the case of 4-4 Transfers, a financial aid agreement or written offer of admission (e.g., high school or juco), or those that are not enrolled in summer school, as these individuals are not permitted to participate in non-mandatory summer conditioning activities conducted by our strength and conditioning coaches.

Summer Specifics

1. No offensive/defensive alignments may be set up during conditioning, and no football-related equipment may be used.
2. It would be permissible for a prospect or an enrolled student-athlete to watch game film if he makes the request and the coach is not present. **Prospects and student-athletes may not at any time watch game film with a coach**, as that is a countable athletically related activity that is not permitted during the summer.

SUMMER CONDITIONING (BASKETBALL) - 2009

INVOLVEMENT OF STRENGTH AND CONDITIONING COACHES

1) With Current Student-Athletes
    a. Must have **department-wide responsibilities*** in order to be able to design and conduct specific workout programs for student-athletes during vacation periods (e.g., summer).
2) With Incoming Freshmen and 2-Year Transfers (**who have signed NLI's**)* and 4-Year Transfers (**who have signed a financial aid agreement or written offer of admission**)
    a. Cannot prearrange conditioning activities for them;
    b. Can only perform normal duties and responsibilities associated with the supervision of the weight room; and
    c. Cannot work directly with the prospective student-athletes.
3) With Incoming Freshmen and 2-Year Transfers (**who have not signed NLI's**)* and 4-Year Transfers (**who have not signed a financial aid agreement or written offer of admission**)
    a. Cannot permit them to participate in voluntary weight-lifting or conditioning activities on our campus **unless the facilities are open to the public***;
    b. Can only perform normal duties and responsibilities associated with the supervision of the weight room; and
    c. Cannot work directly with the prospective student-athletes.

EXCEPTION: INCOMING FRESHMEN AND TRANSFERS WHO HAVE **1) SIGNED NLI'S** OR **2) ARE ENROLLED IN SUMMER SCHOOL PRIOR TO INITIAL ENROLLMENT AT UNC**:

1) Are permitted to use weight facilities that are closed to the public; and
2) May participate in voluntary weight lifting or conditioning activities that are conducted by the strength and conditioning coach, who must have department-wide responsibilities.

INCOMING FRESHMEN AND TRANSFERS WHO DO NOT MEET THE ABOVE EXCEPTION (E.G., THOSE NOT IN SUMMER SCHOOL)

1) May not participate in weight lifting or conditioning activities on the institution's campus unless the facilities are open to the public; and
2) May participate in voluntary weight lifting or conditioning activities in the presence of a strength and conditioning coach, **but all conditions in (3) above are applicable.**

* *Clarifications*:

1) <u>Department-Wide Responsibilities</u>:
    a. Job description must include duties that extend beyond one sport; and
    b. Could include working as a strength coach with at least one other sport, having Olympic sport weight room supervision hours, or having supervisory responsibilities over strength coaches that work with other sports.

2) <u>Open to the Public</u>:
    a. Can be limited to the extent of being open to only Faculty and Students with valid identification (e.g., Student Recreation Center policies);
    b. Can have certain hours when facilities are open to the public (e.g., 8 am – noon: reserved for current student-athletes; noon – 4 pm: open to the public); and
    c. Incoming freshmen who have not signed NLI's would be limited to the time period when the facility is open to the public.

3) Work with Incoming Freshmen and Transfers:
   a. Strength coaches may provide them, as an attachment to a letter, a written program for their workouts in the summer prior to full-time enrollment.
   b. However, the strength coach cannot, in any way, lead them through the program in the weight room, unless they meet the exception above.
   c. It is not permissible to circumvent this rule by allowing incoming freshmen to work out alongside current student-athletes who are being led through the same program by the strength coach, as this would constitute indirect administration of the program to the incoming freshmen.
   d. He/She can only be involved in the workout for supervisory (safety) purposes.

MISCELLANEOUS SUMMER REGULATIONS

1) Medical Expenses:
   a. Prior to any voluntary summer weight training or conditioning workouts, incoming freshmen and transfers beginning their initial season of eligibility at UNC must undergo a pre-participation medical examination conducted by a physician.
   b. An institution may provide medical expenses (including rehab and physical therapy expenses) for any student-athlete or prospective student-athlete who sustains an injury while participation in voluntary conditioning activities during the summer that are conducted by an institution's strength and conditioning coach with department-wide duties.
   c. An institution may not provide medical expenses for injuries sustained by a student-athlete or prospective student-athlete engaging in voluntary summer conditioning activities that are not conducted by the strength and conditioning coach.

2) Academic Support Services and Training Room Facilities:
   a. If a prospect (high school, juco transfer, 4-year transfer) **is enrolled in the institution's summer term before his/her initial enrollment**, he/she may receive academic support services and utilize the institution's training room facilities.
   b. If a prospect (high school, juco transfer, 4-year transfer) **is not enrolled in the institution's summer term before his/her initial enrollment at UNC,** he/she may not utilize these services.

3) Summer Workout Apparel/Equipment:
   a. It is permissible for student-athletes to use institutional apparel during the summer (per the institution's normal issuance and retrieval policy), and the student-athletes may use institutional laundry services for this apparel.
   b. It is permissible for student-athletes to retain and use institutional athletics equipment (per the institution's normal equipment policy) during a summer vacation period.
   c. Prospective student-athletes who are eligible to participate in voluntary summer workouts conducted by the strength and conditioning coach may borrow apparel (t-shirts, shorts, socks, undergarments) and utilize the institution's laundry services. They may also be provided shoes for use during these voluntary summer workouts.

ALL SUMMER WORKOUTS MUST BE VOLUNTARY (Per Bylaw 17.02.13):

1) The student-athlete must not be required to report back to a coach or other athletics department staff member (for example, strength coach, trainer, manager) any information related to the activity. In addition, no athletics department staff member who observes the activity (for example, strength coach, trainer, manager) may report back to the student-athlete's coach any information related to the activity;
2) The activity must be initiated and requested solely by the student-athlete. Neither the institution nor any athletics department staff member may require the student-athlete to participate in the activity at any time. However, it is permissible for an athletics department staff member to provide information to student-athletes related to available opportunities for participating in voluntary activities (for example, times when the strength and conditioning coach will be on duty in the weight room or on the track). In addition, for student-athletes who have initiated a request to engage in voluntary activities, the institution or an athletics department staff member may assign specific times for student-athletes to use institutional facilities for such purposes and inform the student-athletes of the times in advance;
3) The student-athlete's attendance and participation in the activity (or lack thereof) may not be recorded for the purpose or reporting such information to coaching staff members or other student-athletes; and
4) The student-athlete may not be subject to penalty if he or she elects not to participate in the activity. **In addition, neither the institution nor any athletics department staff member may provide recognition or incentives (for example, awards) to a student-athlete based on his or her attendance or performance in the activity**.

SUMMER CONDITIONING (SPORTS OTHER THAN FOOTBALL AND BASKETBALL) 2009

Returning Student-Athletes

1) Strength and conditioning coaches must have **department-wide responsibilities*** in order to design and conduct specific workout programs for student-athletes during vacation periods (e.g., summer).
2) Student-athletes in TEAM sports (Baseball, Field Hockey, Lacrosse, Rowing, Soccer, Softball, and Volleyball) are not permitted to engage in any practice activities in the presence of a sport's coach during the summer.
3) Student-athletes in INDIVIDUAL sports (Fencing, Golf, Gymnastics, Swimming/Diving, Tennis, Track/Cross Country, and Wrestling) may request individual workouts with a sport's coach during the summer.

Incoming Freshmen, 2-Year Transfers, and 4-Year Transfers **who are enrolled in summer school prior to initial full-time enrollment at UNC**

1) May participate in summer voluntary weight lifting or conditioning activities conducted by a strength and conditioning coach who has department-wide responsibilities;
2) MUST undergo a pre-participation medical examination conducted by a physician prior to any voluntary summer weight training or conditioning workouts; and
3) May receive workout apparel on an issue and retrieval basis.

Incoming Freshmen and 2-Year Transfers (who have signed NLI's)* and 4-Year Transfers (who have signed a financial aid agreement or written offer of admission) **who are not enrolled in summer school prior to initial full-time enrollment at UNC**

1) Are permitted to use weight facilities that are closed to the public;
2) May participate in voluntary weight lifting or conditioning activities in the presence of a strength and conditioning coach; however, the strength coach:
    a. Cannot prearrange conditioning activities for them;
    b. Can only perform normal duties and responsibilities associated with the supervision of the weight room; and
    c. Cannot work directly with the prospective student-athletes.

Incoming Freshmen, 2-Year Transfers, and 4-Year Transfers who have not signed the above-noted documents and are not enrolled in summer school prior to initial full-time enrollment at UNC

1) May not participate in voluntary weight lifting or conditioning activities on the institution's campus, unless the facilities are open to the public*;
2) May participate in voluntary weight lifting or conditioning activities in the presence of a strength and conditioning coach; however, the strength coach:
    a. Cannot prearrange conditioning activities for them;
    b. Can only perform normal duties and responsibilities associated with the supervision of the weight room; and
    c. Cannot work directly with the prospective student-athletes.

Additional Regulations for Incoming Freshmen and Transfers in Sports with a Safety Exception (who are enrolled in a summer term prior to initial full-time enrollment at UNC):

1) Sports include: Fencing, Gymnastics, Rowing, Swimming, Field Events in Track, Hurdles and Steeplechase (the jumping elements thereof) in Track, and Wrestling

2) May participate in voluntary workouts in the presence of the institution's coach and in the institution's regular practice facility when the prospect uses equipment related to the sport; however, **note that the institution's coach**:
   a. May provide safety and skill instruction; but
   b. **May not conduct the individual's workout.**

* *Clarifications*:

1) Department-Wide Responsibilities:
   a. Job description must include duties that extend beyond one sport;
   b. Could include working as a strength coach with at least one other sport, having Olympic sport weight room supervision hours, or having supervisory responsibilities over strength coaches that work with other sports.

2) Open to the Public:
   a. Can be limited to the extent of being open to only Faculty and Students with valid identification (e.g., Student Recreation Center policies);
   b. Can have certain hours when facilities are open to the public (e.g., 8 am – noon: reserved for current student-athletes; noon – 4 pm: open to the public); and
   c. Incoming freshmen who have not signed NLI's would be limited to the time period when the facility is open to the public.

3) Work with Incoming Freshmen and Transfers who are NOT Enrolled in Summer School:
   a. Strength coaches may provide, as an attachment to a letter, a written program for their workouts in the summer prior to full-time enrollment.
   b. However, the strength coach cannot, in any way, lead them through the program in the weight room.
   c. It is not permissible to circumvent this rule by allowing incoming freshmen to work out alongside current student-athletes who are being led through the same program by the strength coach, as this would constitute indirect administration of the program to the incoming freshmen .
   d. He/She can only be involved in the workout for supervisory (safety) purposes.

MISCELLANEOUS SUMMER REGULATIONS:

1) Medical Expenses:
   a. An institution may provide medical expenses (including rehab and physical therapy expenses) for any student-athlete who sustains an injury while participation in voluntary conditioning activities during the summer that are conducted by an institution's strength and conditioning coach with department-wide duties. This includes returning student-athletes and incoming student-athletes who are enrolled in summer school and, thus, permitted to engage in voluntary workouts conducted by the strength and conditioning staff.
   b. An institution may not provide medical expenses for injuries sustained by a student-athlete engaging in voluntary summer conditioning activities that are not conducted by the strength and conditioning coach. This includes any incoming student who is not enrolled in summer school.

c. In sports in which the safety exception is applicable, prospects who will be first-time participants are required to undergo a medical examination or evaluation administered or supervised by a physician prior to participation in any voluntary individual workouts pursuant to the safety exception.

2) Academic Support Services and Training Room Facilities:
   a. If a prospect (high school, juco transfer, 4-year transfer) **is enrolled in the institution's summer term before his/her initial enrollment at UNC**, he/she may receive academic support services and utilize the institution's training room facilities.
   b. If a prospect (high school, juco transfer, 4-year transfer) **is not enrolled in the institution's summer term before his/her initial enrollment at UNC,** he/she may not utilize these services.

3) Summer Workout Apparel/Equipment:
   a. It is permissible for returning student-athletes to use institutional apparel during the summer (per the institution's normal issuance and retrieval policy), and the student-athletes may use institutional laundry services for this apparel.
   b. It is permissible for student-athletes to retain and use institutional athletics equipment (per the institution's normal equipment policy) during a summer vacation period.
   c. Provided they are enrolled in summer school prior to initial full-time enrollment, prospective student-athletes may borrow apparel (t-shirts, shorts, socks, undergarments) and utilize the institution's laundry services. They may also be provided shoes for use during these voluntary summer workouts.

ALL SUMMER WORKOUTS MUST BE VOLUNTARY (Per Bylaw 17.02.13):

1) The student-athlete must not be required to report back to a coach or other athletics department staff member (for example, strength coach, trainer, manager) any information related to the activity. In addition, no athletics department staff member who observes the activity (for example, strength coach, trainer, manager) may report back to the student-athlete's coach any information related to the activity;
2) The activity must be initiated and requested solely by the student-athlete. Neither the institution nor any athletics department staff member may require the student-athlete to participate in the activity at any time. However, it is permissible for an athletics department staff member to provide information to student-athletes related to available opportunities for participating in voluntary activities (for example, times when the strength and conditioning coach will be on duty in the weight room or on the track). In addition, for student-athletes who have initiated a request to engage in voluntary activities, the institution or an athletics department staff member may assign specific times for student-athletes to use institutional facilities for such purposes and inform the student-athletes of the times in advance;
3) The student-athlete's attendance and participation in the activity (or lack thereof) may not be recorded for the purpose or reporting such information to coaching staff members or other student-athletes; and
4) The student-athlete may not be subject to penalty if he or she elects not to participate in the activity. **In addition, neither the institution nor any athletics department staff member may provide recognition or incentives (for example, awards) to a student-athlete based on his or her attendance or performance in the activity**.

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Thursday, October 1, 2009 1:04 PM
To: antoniot@email.unc.edu; bjpolk@unc.edu; bok@email.unc.edu; cderickson@unc.edu; cflack@email.unc.edu; cjbox@email.unc.edu; clineberry@unc.edu; dgaynor@email.unc.edu; dstroman@email.unc.edu; Lindsey, Erin <elindsey@uncaa.unc.edu>; -Everyone <-Everyone@uncaa.unc.edu>; fclark@email.unc.edu; gbberry@email.unc.edu; gregoryc@email.unc.edu; gscowell@email.unc.edu; gus@email.unc.edu; hack@smootpsych.com; hairstoe@email.unc.edu; helen.tauchen@unc.edu; hlandon@email.unc.edu; Holden_Thorp@unc.edu; jack_evans@unc.edu; jackie_copeland@unc.edu; jmboxill@email.unc.edu; joanna@unc.edu; joy_renner@med.unc.edu; jrdaly@email.unc.edu; kathie_harris@unc.edu; katsaoun@email.unc.edu; Kbrazile@admissions.unc.edu; khancock@email.unc.edu; lbroome@email.unc.edu; lensing@email.unc.edu; linnan@email.unc.edu; lissa_broome@unc.edu; lizlan@email.unc.edu; Petschauer, Meridith <mbusby@email.unc.edu>; mfmoore@email.unc.edu; mnusbaum@email.unc.edu; mpyecha@admissions.unc.edu; ort@email.unc.edu; Earley, Patricia <pearley@uncaa.unc.edu>; reznick@email.unc.edu; rschwarz@email.unc.edu; skolnick@email.unc.edu; southall@email.unc.edu; sportlaw@unc.edu; strohm@email.unc.edu; tkrobert@email.unc.edu
Subject: Compliance Newsletter - October, 2009
Attach: TEXT.htm; 10-1-09.pdf

All,

See attached for the October, 2009 edition of the Compliance Newsletter.

Thanks,

Amy Herman
Assistant AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

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THE COMPLIANCE NEWSLETTER

UNC Department of Athletics

OCTOBER 1, 2009 ***VOLUME XVI NUMBER 3***

October Recruiting Calendar

Baseball
Contact Period during October

Men's Basketball
Contact Period: Oct. 1 - 5

Evaluation Period: Oct. 6 - 31

Women's Basketball
Contact Period: Oct. 1 - 6

Oct. 2 - 4: Evaluations permitted at non-scholastic events

Evaluation Period: Oct. 7 - 31

Football
Evaluation Period (42 days during Sept., Oct., and Nov.)

Quiet Period: Remainder of Days

Men's Lacrosse
Contact Period, but No Evaluations during October

Women's Lacrosse
Contact Period during October

Softball
Contact Period during October

Track/Cross Country
Contact Period during October

Volleyball
Contact Period during October

Other Sports
Contact Period during October

AUTOGRAPH POLICY

Currently, all autograph request forms are updated and available to the public via www.tarheelblue.com. Any special requests for autographed items outside of those offered through the policies must first be approved by the compliance office.

VACATION PERIOD EXPENSES

Athletics Department funds may cover expenses for student-athletes who are required to stay on campus during institutional vacation periods (e.g. fall break). It is also permissible to provide actual expenses for entertainment within a 30-mile radius of campus. However, it is not permissible to provide cash directly to student-athletes for entertainment purposes.

NCAA INTERNSHIP PROGRAM

The deadline to apply for the 2009-2010 NCAA Internship Program is December 11, 2009. This internship at the national office in Indianapolis, Indiana is a paid, 12-month position. More information can be found at www.ncaa.org. If you know of any student-athletes who might be interested, please share this information with them.

MALE PRACTICE PLAYERS

Male students who practice with women's teams on a regular basis (more than twice/month) MUST be certified as eligible for practice in accordance with all applicable NCAA eligibility regulations. This means that all male practice players must be enrolled in a minimum full-time program of studies, sign the NCAA drug-testing consent form, be cleared by sports medicine, and be included on the team's squad list. Coaches should contact Lance prior to permitting a male student to practice with a women's team.

NLI - EARLY SIGNEES (NOV. 11, 2009)

Prospects who plan to sign a National Letter of Intent during the early signing period must have their transcripts, test scores, and class rank or school profile reviewed by the compliance and admissions offices before they sign. Signees must also be registered with the Eligibility Center and added to each sport's IRL prior to signing an NLI.

RECRUITING TAILGATES

Recruiting tailgates are planned for November 7th vs. Duke and November 14th vs. Miami.

GAMBLING EDUCATION: INTRA-SQUAD SCRIMMAGES

(excerpt from NCAA's "Don't Bet On It" Newsletter; October, 2008 edition)

As NCAA teams prepare for their respective seasons, a common practice is for the team to hold an intra-squad scrimmage. Intra-squad scrimmages can be a useful way to evaluate talent for the coaches, and can be a welcome change from the everyday routine of practice for the student-athletes. An intra-squad scrimmage can be fun for a team, since the scrimmage lacks the pressure of a regular season game, however student-athletes must still be aware of the dangers that intra-squad scrimmages can place on their eligibility.

NCAA Bylaw 10.3 does not allow student-athletes to solicit or accept bets on any intercollegiate athletics competition that has any tangible value. Specifically, this means that student-athletes should not wager anything of value on their intra-squad scrimmages. It may seem like a harmless thing to bet your roommate a week's worth of laundry service to the winner of the game, however this is a service that has a tangible value which is impermissible by the NCAA. The rule also includes any wagers made for food, cash, clothing, etc. If anything involved in the wager can have a monetary value placed on it, student-athletes are not allowed to engage in it.

Student-athletes who don't follow Bylaw 10.3 risk losing their eligibility for the season or possibly their NCAA career. So play it smart, enjoy the scrimmage, but no matter what you do, Don't Bet on It.

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Tuesday, January 5, 2010 12:13 PM
To: Administrative Assistants (Coaches); -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>
Subject: Book Scholarships, UNC Athletics (IMPORTANT!)
Attach: TEXT.htm

Coaches and Staff,

The below email was sent to our student-athlete email database. It includes our policy for purchasing books as part of athletics scholarships.

While all student-athletes have received this email from me, I would suggest, coaches, that you find a way to make certain that all of your book scholarship student-athletes have received it. And maybe even their parents! Each term we get questions about how book scholarships "work", so this is a good resource for you to have to share with those that might ask such questions of you.

I hope I have made it clear to the student-athletes that there are no excuses for not following these procedures, now that they are aware of them and have them in writing. It is critical that they obtain approved book forms prior to going to Student Stores! Failure to do so will result in them taking on fiscal responsibility for any purchases they make and charge to their student accounts.

Please let me know if any of you have any questions about this information.

Thanks,
Amy

>>> Amy Herman 1/5/2010 12:04 PM >>>

All UNC student-athletes who receive books as part of their UNC athletics scholarship MUST read this email!

As you know, the Department of Athletics is only permitted to pay the cost of REQUIRED books for your courses. In an attempt to provide more oversight of this process, we have worked together with the staff at UNC Student Stores to develop a procedure for this process that migbt be a slight change from what you have previously experienced.

Please understand that it is YOUR responsibility to read and understand this policy. If, after reading, you have any questions, please do not hesitate to contact me. Because we have given you this information, "I didn't know" is not a valid excuse for errors in following the procedure. Any mistakes you make might result in you being financially responsible for something you might not have otherwise been.

PURCHASING BOOKS

For the vast majority of you, your scholarship papers are complete and you will be able to charge required books to "UNC Athletics" upon your return to campus for the spring term. Prior to doing so, though, you MUST complete a UNC Athletics Textbook Approval Form (hereafter, "Book Form") and have it approved by the appropriate Athletics staff member during pre-determined hours (check with your academic counselor for this information). This approved Book Form must accompany you to Student Stores.

Once at Student Stores, after you have selected all of the books identified on your Book Form, you must take the books and the Book Form to one of the registers marked "Student Athletic Scholarship". At this point, all books that are identified appropriately on your Book Form will be charged directly to UNC Athletics. Any other purchases you make (e.g., recommended books, course supplies) can either be paid for by you up-front (cash, charge) or, in some cases, charged to your personal UNC account. These items, of course, cannot, and will not, be charged to UNC Athletics.

It is important to note that if you fail to obtain an approved Book Form prior to purchasing books at Student Stores, these books will be charged to your personal UNC account and you will be responsible for payment of the charges. Therefore, it is critical that you obtain an approved Book Form for any books that you believe UNC Athletics should cover under your scholarship.

In the rare instance when a required course book is not available at Student Stores (e.g., Friday Center online courses), you will be required to purchase it up-front with personal funds. Then, in order to be reimbursed, you must submit both the receipt for the book, as well as the course syllabus identifying the book as required for the course, to your academic counselor in the Academic Center. The paperwork will then be submitted to the Compliance Office and a reimbursement check will be cut to you by the Cashier's Office. Please note that this process could take up to 6 weeks to complete.

When your book purchases are complete, please file all receipts in a safe location in case there is a need for you to return a book!!!

RETURNING BOOKS

In circumstances where it is necessary for you to return a book (dropped course, etc.), it will be important for you to have the receipt from purchase. The following dates apply to this spring term:

Last day to return without a drop slip: 1/27/2010

Last day to return with a drop slip: 3/19/2010

Between 3/20/2010 and 4/14/2010: Must return with 48 hours of purchase

Provided you have the original receipt, you will be allowed to return books within these dates directly to Student Stores. With the original receipt, Student Stores will know that the account to he reimbursed is the UNC Athletics book account. Without the receipt, you will not be allowed to return books on your own. Rather, you will need to seek the assistance of your academic counselor, resulting in time delays in completing course drops/adds. This, again, makes the point that it is critical for you to retain receipts!

In summary, we know that there are many circumstances that will arise that might not fall "neatly" into the above procedures. In such cases, it is your responsibility to seek answers to your questions in advance of purchasing books. We cannot be responsible for fiscal decisions that you might make on your own without first seeking help.

Please do not hesitate to contact me if you have any questions about these procedures. My contact information is below.

Thanks for your attention to this important matter.

Amy

Amy Herman

Assistant AD for Compliance

University of North Carolina

Department of Athletics

PO Box 2126

Chapel Hill, NC 27515

919.962.7853 (office)

919.962.6002 (fax)

ajschae@uncaa.unc.edu

From: Laura Bernhard <laura53@uncaa.unc.edu>
Sent: Monday, February 1, 2010 6:01 PM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Graduating Seniors
Attach: TEXT.htm; IMAGE.BMP; Graduating Seniors.xlsx

Advisors,

We are working on the Student-Athlete Graduation Reception and want to be sure that we invite all graduating seniors (in May or December).

Please check the attached excel sheet and confirm that all athletes under your name are in fact graduating.

Also, if you had any student-athletes who graduated in December 2009 feel free to add them!

thanks,
Laura

Laura Bernhard
Sport Administration MA 2010
Graduate Intern, Student-Athlete Services
Office 919-843-2306
laura53@uncaa.unc.edu

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Thursday, April 1, 2010 9:54 AM
To: antoniot@email.unc.edu; bjpolk@unc.edu; bok@email.unc.edu; cderickson@unc.edu; cflack@email.unc.edu; cjbox@email.unc.edu; clineberry@unc.edu; dgaynor@email.unc.edu; dstroman@email.unc.edu; Lindsey, Erin <elindsey@uncaa.unc.edu>; -Everyone <-Everyone@uncaa.unc.edu>; fclark@email.unc.edu; gbberry@email.unc.edu; gregoryc@email.unc.edu; gscowell@email.unc.edu; gus@email.unc.edu; hack@smootpsych.com; hairstoe@email.unc.edu; helen.tauchen@unc.edu; hlandon@email.unc.edu; Holden_Thorp@unc.edu; jack_evans@unc.edu; jackie_copeland@unc.edu; jmboxill@email.unc.edu; joanna@unc.edu; joy_renner@med.unc.edu; jrdaly@email.unc.edu; kathie_harris@unc.edu; katsaoun@email.unc.edu; Kbrazile@admissions.unc.edu; khancock@email.unc.edu; lbroome@email.unc.edu; lensing@email.unc.edu; linnan@email.unc.edu; lissa_broome@unc.edu; lizlan@email.unc.edu; Petschauer, Meridith <mbusby@email.unc.edu>; mfmoore@email.unc.edu; mnusbaum@email.unc.edu; mpyecha@admissions.unc.edu; ort@email.unc.edu; Earley, Patricia <pearley@uncaa.unc.edu>; reznick@email.unc.edu; rschwarz@email.unc.edu; skolnick@email.unc.edu; southall@email.unc.edu; sportlaw@unc.edu; strohm@email.unc.edu; tkrobert@email.unc.edu
Subject: Compliance Newsletter - April, 2010
Attach: TEXT.htm; 4-1-10.pdf

All,

See attached for the April, 2010 edition of the Compliance Newsletter.

Thanks,

Amy Herman
Assistant AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

THE COMPLIANCE NEWSLETTER

UNC Department of Athletics

APRIL 1, 2010 ***VOLUME XVI, NUMBER 9***

AWARDS BANQUETS

As the end of the year approaches and you are planning your banquets, please remember that **family members and friends of all student-athletes, including those who have exhausted their eligibility (e.g., seniors), must pay the per person cost for attending the banquet**. NCAA legislation (Bylaw 16.6.1.6) allows us to cover banquet costs only for the student-athletes and their spouses and children. All other relatives and friends must pay to attend. The price to attend must include the cost of the meal, as well as linen rental, serving fees, cost of paper goods, catering charges, gratuities, etc. In order to calculate a per-person fee, divide the total cost for the event by the number of attendees.

AMATEURISM CERTIFICATION

New freshman and transfer student-athletes enrolling for the 2010-2011 academic year are able to request their final amateurism certification beginning April 1st. To do this, student-athletes must visit the NCAA Eligibility Center at www.eligibilitycenter.org. Please remind your incoming student-athletes to do this by April 15th in order to prevent unnecessary delays to their enrollment.

NLI SIGNING PERIOD

The spring NLI signing period for all sports other than basketball, field hockey, football, soccer, and track and field **begins April 14th** and runs through August 1st. Coaching staff members from sports utilizing this signing period may make **unlimited** telephone calls to prospects from April 14th through April 16th.

Please note that the sports associated with this NLI signing period are in a dead period from Monday, April 12th through Thursday, April 15th.

Men's and women's basketball spring signing period **begins April 14th** and ends May 19th. Basketball coaches may make **unlimited** phone calls to a prospect from April 14th through April 16th.

Please note that the sport of basketball is in a dead period from Monday, April 12th through Thursday, April 15th.

During a dead period, it is not permissible to make in-person recruiting contacts or evaluations on or off the UNC campus. **This also prohibits official or unofficial visits to UNC's campus, as well as the provision of complimentary admissions to prospects for campus athletics contests.** (Note that there is an April 14th baseball game vs. Coastal Carolina during this dead period.) Please see Bylaw 13.02.4.4 for more details.

REMINDERS

- The deadline to submit all summer athletics grant-in-aid forms to Amy Herman is April 1, 2010.
- The deadline to submit all renewal and termination of athletics grant-in-aid forms to Amy Herman is April 16, 2010.
- Please contact the Compliance Office at 2-6000 with any questions about this information.

April Recruiting Calendar

Men's Basketball

Dead Period April 1-8 (noon); 12-15
Contact Period April 8 (noon) - 11; 16-21
Quiet Period April 22-30

Women's Basketball

Contact Period April 1
Dead Period April 2-8; 12-15
Quiet Period April 9-11
Evaluation Period April 16-20

Football

Quiet Period April 1-18; 25
Evaluation Period April 19-24; 26-30

Gymnastics

Contact Period April 1-11; 16-20; 25 (noon) - 30
Dead Period April 12-15; 21-25 (noon)

Field Hockey, Soccer, and Track/Cross Country

Contact Period April 1-30

All Other Sports

Contact Period April 1-11; 16-30
Dead Period April 12-15

CONTACT RESTRICTIONS AFTER SIGNING NATIONAL LETTER OF INTENT

After prospects have signed NLI's, coaching and administrative staff members are permitted to contact them through unlimited phone calls.

On the calendar day **after** a prospective student-athlete signs an NLI, coaches are also permitted unlimited text messaging, as well as unlimited contacts with or evaluations of the prospect. However, any contact at the prospective student-athlete's educational institution in football and men's basketball shall be confined to the permissible contact periods.

Even after a prospect signs an NLI, though, no contacts can be made with them during dead periods, and contact at the site of a prospect's competition is still governed by Bylaw 13.1.7.2. Other sport-specific regulations might also exist — see Bylaws 13.1.6 and 13.1.7.

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Friday, April 23, 2010 1:39 PM
To: -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>
Cc: -Academics <-Academics@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Simpson, Brannon <bsimpson@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; -Equipment Managers <-Equipment Managers@uncaa.unc.edu>; Connors, Jeff <jconnors@uncaa.unc.edu>; Gattis, Joshua <jgattis@uncaa.unc.edu>; Harbor, Kerry <kharbor@uncaa.unc.edu>; Buscemi, Michael <mbuscemi@uncaa.unc.edu>; McCleary, Norris <nmcclear@uncaa.unc.edu>; Powers, Jared <powersja@uncaa.unc.edu>; Sisa, Stephen <sisa@uncaa.unc.edu>; -Sports Medicine <-Sports Medicine@uncaa.unc.edu>; -Weight Room <-Weight Room@uncaa.unc.edu>
Subject: Summer Conditioning Regulations (2010)
Attach: TEXT.htm; FB 2010 Summer Conditioning Period Regulations.doc; Summer Conditioning Regulations (Basketball) - 2010.doc; Summer Conditioning Regulations (not FB or BB) - 2010.doc

---

All,

See attached for the Summer Conditioning memos for this summer. Please note that there are 3 attachments. You will need to read/print only the one that is applicable to your sport!

Please let us know if you have any questions about this information.

Thanks,
Amy

Amy Herman
Assistant AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

FOOTBALL SUMMER CONDITIONING - 2010

Scheduling

1. Summer conditioning begins nine weeks prior to the permissible reporting date, which is the night before the first day of practice. For the 2010 summer, based on the formula, our first day of summer conditioning will be Thursday, June 3rd, immediately following the last discretionary week, which ends on Wednesday, June 2nd.
2. 1 week of **discretionary time: Sunday, 7/25 through Saturday, 7/31** (see reg's below)
3. Other 8 weeks **non-mandatory weight training and conditioning** (see reg's below)

Discretionary Time

1. No required workouts
2. Institutions not permitted to recommend weight training and conditioning activities
3. If student-athlete opts to work out, S&C staff may monitor facility for health and safety purposes, but may not conduct the workouts.

Non-Mandatory Weight Training and Conditioning

1. Conducted by S&C staff with department-wide duties
2. No more than 8 hours per week
3. **Hours/week must be submitted to Compliance office at beginning of each week**.
4. Role should not be taken and attendance may not be reported back to football staff.

Incoming Freshmen/Transfers

1. UNC may loan clothes (including workout apparel, shoes, laundry service) to prospects for summer workouts.
2. If prospect has signed an NLI or is enrolled in UNC's summer school prior to initial full-time enrollment at UNC, he is permitted to participate in summer workouts after pre-participation medical exam.
3. 4-4 Transfers who have signed a financial aid agreement or written offer of admission may participate in non-mandatory summer workout (as they do not have the opportunity to sign an NLI).
4. Prospects must have completed their senior year in high school prior to beginning summer conditioning.
5. Unless they are enrolled in summer school, prospects may not receive room and board expenses while they are participating in summer conditioning.

Medical Issues

1. Prior to any non-mandatory summer weight training or conditioning workouts, incoming freshmen and transfers beginning their initial season of eligibility at UNC must undergo a pre-participation medical examination conducted by a physician.
2. All S&C coaches must be certified in CPR and First Aid.
3. During all conditioning activities (not weight training), a sports medicine staff member must be present and have the unchallengeable authority to cancel or modify the workout for health and safety reasons.

4. We may cover medical expenses for enrolled student-athletes, **prospects that have signed an NLI or are enrolled in UNC's summer school prior to initial full-time enrollment at UNC**, and 4-4 Transfers who have signed a financial aid agreement or written offer of admission that sustain injuries while participating in non-mandatory summer conditioning activities that are conducted by an institution's strength and conditioning coach with department-wide duties.
5. Not permissible to cover medical expenses for prospective student-athletes who have not signed an NLI or, in the case of 4-4 Transfers, a financial aid agreement or written offer of admission (e.g., high school or juco), or those that are not enrolled in summer school, as these individuals are not permitted to participate in non-mandatory summer conditioning activities conducted by our strength and conditioning coaches.

Summer Specifics

1. No offensive/defensive alignments may be set up during conditioning, and no football-related equipment may be used.
2. It would be permissible for a prospect or an enrolled student-athlete to watch game film if he makes the request and the coach is not present. **Prospects and student-athletes may not at any time watch game film with a coach**, as that is a countable athletically related activity that is not permitted during the summer.

SUMMER CONDITIONING (BASKETBALL) - 2010

INVOLVEMENT OF STRENGTH AND CONDITIONING COACHES

1) With Current Student-Athletes
    a. Must have **department-wide responsibilities*** in order to be able to design and conduct specific workout programs for student-athletes during vacation periods (e.g., summer).
2) With Incoming Freshmen and 2-Year Transfers (**who have signed NLI's**)* and 4-Year Transfers (**who have signed a financial aid agreement or written offer of admission**)
    a. Cannot prearrange conditioning activities for them;
    b. Can only perform normal duties and responsibilities associated with the supervision of the weight room; and
    c. Cannot work directly with the prospective student-athletes.
3) With Incoming Freshmen and 2-Year Transfers (**who have not signed NLI's**)* and 4-Year Transfers (**who have not signed a financial aid agreement or written offer of admission**)
    a. Cannot permit them to participate in voluntary weight-lifting or conditioning activities on our campus **unless the facilities are open to the public***;
    b. Can only perform normal duties and responsibilities associated with the supervision of the weight room; and
    c. Cannot work directly with the prospective student-athletes.

EXCEPTION: INCOMING FRESHMEN AND TRANSFERS WHO HAVE **1) SIGNED NLI'S** OR **2) ARE ENROLLED IN SUMMER SCHOOL PRIOR TO INITIAL ENROLLMENT AT UNC**:

1) Are permitted to use weight facilities that are closed to the public; and
2) May participate in voluntary weight lifting or conditioning activities that are conducted by the strength and conditioning coach, who must have department-wide responsibilities.

INCOMING FRESHMEN AND TRANSFERS WHO DO NOT MEET THE ABOVE EXCEPTION (E.G., THOSE NOT IN SUMMER SCHOOL)

1) May not participate in weight lifting or conditioning activities on the institution's campus unless the facilities are open to the public; and
2) May participate in voluntary weight lifting or conditioning activities in the presence of a strength and conditioning coach, **but all conditions in (3) above are applicable.**

* *Clarifications*:

1) <u>Department-Wide Responsibilities</u>:
    a. Job description must include duties that extend beyond one sport; and
    b. Could include working as a strength coach with at least one other sport, having Olympic sport weight room supervision hours, or having supervisory responsibilities over strength coaches that work with other sports.

2) <u>Open to the Public</u>:
    a. Can be limited to the extent of being open to only Faculty and Students with valid identification (e.g., Student Recreation Center policies);
    b. Can have certain hours when facilities are open to the public (e.g., 8 am – noon: reserved for current student-athletes; noon – 4 pm: open to the public); and
    c. Incoming freshmen who have not signed NLI's would be limited to the time period when the facility is open to the public.

3) Work with Incoming Freshmen and Transfers:
   a. Strength coaches may provide them, as an attachment to a letter, a written program for their workouts in the summer prior to full-time enrollment.
   b. However, the strength coach cannot, in any way, lead them through the program in the weight room, unless they meet the exception above.
   c. It is not permissible to circumvent this rule by allowing incoming freshmen to work out alongside current student-athletes who are being led through the same program by the strength coach, as this would constitute indirect administration of the program to the incoming freshmen.
   d. He/She can only be involved in the workout for supervisory (safety) purposes.

MISCELLANEOUS SUMMER REGULATIONS

1) Medical Expenses:
   a. Prior to any voluntary summer weight training or conditioning workouts, incoming freshmen and transfers beginning their initial season of eligibility at UNC must undergo a pre-participation medical examination conducted by a physician.
   b. An institution may provide medical expenses (including rehab and physical therapy expenses) for any student-athlete or prospective student-athlete who sustains an injury while participation in voluntary conditioning activities during the summer that are conducted by an institution's strength and conditioning coach with department-wide duties.
   c. An institution may not provide medical expenses for injuries sustained by a student-athlete or prospective student-athlete engaging in voluntary summer conditioning activities that are not conducted by the strength and conditioning coach.

2) Academic Support Services and Training Room Facilities:
   a. If a prospect (high school, juco transfer, 4-year transfer) **is enrolled in the institution's summer term before his/her initial enrollment**, he/she may receive academic support services and utilize the institution's training room facilities.
   b. If a prospect (high school, juco transfer, 4-year transfer) **is not enrolled in the institution's summer term before his/her initial enrollment at UNC,** he/she may not utilize these services.

3) Summer Workout Apparel/Equipment:
   a. It is permissible for student-athletes to use institutional apparel during the summer (per the institution's normal issuance and retrieval policy), and the student-athletes may use institutional laundry services for this apparel.
   b. It is permissible for student-athletes to retain and use institutional athletics equipment (per the institution's normal equipment policy) during a summer vacation period.
   c. Prospective student-athletes who are eligible to participate in voluntary summer workouts conducted by the strength and conditioning coach may borrow apparel (t-shirts, shorts, socks, undergarments) and utilize the institution's laundry services. They may also be provided shoes for use during these voluntary summer workouts.

ALL SUMMER WORKOUTS MUST BE VOLUNTARY (Per Bylaw 17.02.13):

1) The student-athlete must not be required to report back to a coach or other athletics department staff member (for example, strength coach, trainer, manager) any information related to the activity. In addition, no athletics department staff member who observes the activity (for example, strength coach, trainer, manager) may report back to the student-athlete's coach any information related to the activity;
2) The activity must be initiated and requested solely by the student-athlete. Neither the institution nor any athletics department staff member may require the student-athlete to participate in the activity at any time. However, it is permissible for an athletics department staff member to provide information to student-athletes related to available opportunities for participating in voluntary activities (for example, times when the strength and conditioning coach will be on duty in the weight room or on the track). In addition, for student-athletes who have initiated a request to engage in voluntary activities, the institution or an athletics department staff member may assign specific times for student-athletes to use institutional facilities for such purposes and inform the student-athletes of the times in advance;
3) The student-athlete's attendance and participation in the activity (or lack thereof) may not be recorded for the purpose or reporting such information to coaching staff members or other student-athletes; and
4) The student-athlete may not be subject to penalty if he or she elects not to participate in the activity. **In addition, neither the institution nor any athletics department staff member may provide recognition or incentives (for example, awards) to a student-athlete based on his or her attendance or performance in the activity**.

SUMMER CONDITIONING (SPORTS OTHER THAN FOOTBALL AND BASKETBALL) 2010

Returning Student-Athletes

1) Strength and conditioning coaches must have **department-wide responsibilities*** in order to design and conduct specific workout programs for student-athletes during vacation periods (e.g., summer).
2) Student-athletes in TEAM sports (Baseball, Field Hockey, Lacrosse, Rowing, Soccer, Softball, and Volleyball) are not permitted to engage in any practice activities in the presence of a sport's coach during the summer.
3) Student-athletes in INDIVIDUAL sports (Fencing, Golf, Gymnastics, Swimming/Diving, Tennis, Track/Cross Country, and Wrestling) may request individual workouts with a sport's coach during the summer.

Incoming Freshmen, 2-Year Transfers, and 4-Year Transfers **who are enrolled in summer school prior to initial full-time enrollment at UNC**

1) May participate in summer voluntary weight lifting or conditioning activities conducted by a strength and conditioning coach who has department-wide responsibilities;
2) MUST undergo a pre-participation medical examination conducted by a physician prior to any voluntary summer weight training or conditioning workouts; and
3) May receive workout apparel on an issue and retrieval basis.

Incoming Freshmen and 2-Year Transfers (who have signed NLI's)* and 4-Year Transfers (who have signed a financial aid agreement or written offer of admission) **who are not enrolled in summer school prior to initial full-time enrollment at UNC**

1) Are permitted to use weight facilities that are closed to the public;
2) May participate in voluntary weight lifting or conditioning activities in the presence of a strength and conditioning coach; however, the strength coach:
    a. Cannot prearrange conditioning activities for them;
    b. Can only perform normal duties and responsibilities associated with the supervision of the weight room; and
    c. Cannot work directly with the prospective student-athletes.

Incoming Freshmen, 2-Year Transfers, and 4-Year Transfers who have not signed the above-noted documents and are not enrolled in summer school prior to initial full-time enrollment at UNC

1) May not participate in voluntary weight lifting or conditioning activities on the institution's campus, unless the facilities are open to the public*;
2) May participate in voluntary weight lifting or conditioning activities in the presence of a strength and conditioning coach; however, the strength coach:
    a. Cannot prearrange conditioning activities for them;
    b. Can only perform normal duties and responsibilities associated with the supervision of the weight room; and
    c. Cannot work directly with the prospective student-athletes.

Additional Regulations for Incoming Freshmen and Transfers in Sports with a Safety Exception (who are enrolled in a summer term prior to initial full-time enrollment at UNC):

1) Sports include: Fencing, Gymnastics, Rowing, Swimming, Field Events in Track, Hurdles and Steeplechase (the jumping elements thereof) in Track, and Wrestling

2) May participate in voluntary workouts in the presence of the institution's coach and in the institution's regular practice facility when the prospect uses equipment related to the sport; however, **note that the institution's coach**:
   a. May provide safety and skill instruction; but
   b. **May not conduct the individual's workout.**

* *Clarifications*:

1) Department-Wide Responsibilities:
   a. Job description must include duties that extend beyond one sport;
   b. Could include working as a strength coach with at least one other sport, having Olympic sport weight room supervision hours, or having supervisory responsibilities over strength coaches that work with other sports.

2) Open to the Public:
   a. Can be limited to the extent of being open to only Faculty and Students with valid identification (e.g., Student Recreation Center policies);
   b. Can have certain hours when facilities are open to the public (e.g., 8 am – noon: reserved for current student-athletes; noon – 4 pm: open to the public); and
   c. Incoming freshmen who have not signed NLI's would be limited to the time period when the facility is open to the public.

3) Work with Incoming Freshmen and Transfers who are NOT Enrolled in Summer School:
   a. Strength coaches may provide, as an attachment to a letter, a written program for their workouts in the summer prior to full-time enrollment.
   b. However, the strength coach cannot, in any way, lead them through the program in the weight room.
   c. It is not permissible to circumvent this rule by allowing incoming freshmen to work out alongside current student-athletes who are being led through the same program by the strength coach, as this would constitute indirect administration of the program to the incoming freshmen .
   d. He/She can only be involved in the workout for supervisory (safety) purposes.

MISCELLANEOUS SUMMER REGULATIONS:

1) Medical Expenses:
   a. An institution may provide medical expenses (including rehab and physical therapy expenses) for any student-athlete who sustains an injury while participation in voluntary conditioning activities during the summer that are conducted by an institution's strength and conditioning coach with department-wide duties. This includes returning student-athletes and incoming student-athletes who are enrolled in summer school and, thus, permitted to engage in voluntary workouts conducted by the strength and conditioning staff.
   b. An institution may not provide medical expenses for injuries sustained by a student-athlete engaging in voluntary summer conditioning activities that are not conducted by the strength and conditioning coach. This includes any incoming student who is not enrolled in summer school.

c. In sports in which the safety exception is applicable, prospects who will be first-time participants are required to undergo a medical examination or evaluation administered or supervised by a physician prior to participation in any voluntary individual workouts pursuant to the safety exception.

2) Academic Support Services and Training Room Facilities:
   a. If a prospect (high school, juco transfer, 4-year transfer) **is enrolled in the institution's summer term before his/her initial enrollment at UNC**, he/she may receive academic support services and utilize the institution's training room facilities.
   b. If a prospect (high school, juco transfer, 4-year transfer) **is not enrolled in the institution's summer term before his/her initial enrollment at UNC,** he/she may not utilize these services.

3) Summer Workout Apparel/Equipment:
   a. It is permissible for returning student-athletes to use institutional apparel during the summer (per the institution's normal issuance and retrieval policy), and the student-athletes may use institutional laundry services for this apparel.
   b. It is permissible for student-athletes to retain and use institutional athletics equipment (per the institution's normal equipment policy) during a summer vacation period.
   c. Provided they are enrolled in summer school prior to initial full-time enrollment, prospective student-athletes may borrow apparel (t-shirts, shorts, socks, undergarments) and utilize the institution's laundry services. They may also be provided shoes for use during these voluntary summer workouts.

ALL SUMMER WORKOUTS MUST BE VOLUNTARY (Per Bylaw 17.02.13):

1) The student-athlete must not be required to report back to a coach or other athletics department staff member (for example, strength coach, trainer, manager) any information related to the activity. In addition, no athletics department staff member who observes the activity (for example, strength coach, trainer, manager) may report back to the student-athlete's coach any information related to the activity;
2) The activity must be initiated and requested solely by the student-athlete. Neither the institution nor any athletics department staff member may require the student-athlete to participate in the activity at any time. However, it is permissible for an athletics department staff member to provide information to student-athletes related to available opportunities for participating in voluntary activities (for example, times when the strength and conditioning coach will be on duty in the weight room or on the track). In addition, for student-athletes who have initiated a request to engage in voluntary activities, the institution or an athletics department staff member may assign specific times for student-athletes to use institutional facilities for such purposes and inform the student-athletes of the times in advance;
3) The student-athlete's attendance and participation in the activity (or lack thereof) may not be recorded for the purpose or reporting such information to coaching staff members or other student-athletes; and
4) The student-athlete may not be subject to penalty if he or she elects not to participate in the activity. **In addition, neither the institution nor any athletics department staff member may provide recognition or incentives (for example, awards) to a student-athlete based on his or her attendance or performance in the activity**.

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Monday, May 3, 2010 12:35 PM
To: antoniot@email.unc.edu; bjpolk@unc.edu; bok@email.unc.edu; cderickson@unc.edu; cflack@email.unc.edu; cjbox@email.unc.edu; clineberry@unc.edu; dgaynor@email.unc.edu; dstroman@email.unc.edu; Lindsey, Erin <elindsey@uncaa.unc.edu>; -Everyone <-Everyone@uncaa.unc.edu>; fclark@email.unc.edu; gbberry@email.unc.edu; gregoryc@email.unc.edu; gscowell@email.unc.edu; gus@email.unc.edu; hack@smootpsych.com; hairstoe@email.unc.edu; helen.tauchen@unc.edu; hlandon@email.unc.edu; Holden_Thorp@unc.edu; jack_evans@unc.edu; jackie_copeland@unc.edu; jmboxill@email.unc.edu; joanna@unc.edu; joy_renner@med.unc.edu; jrdaly@email.unc.edu; kathie_harris@unc.edu; katsaoun@email.unc.edu; Kbrazile@admissions.unc.edu; khancock@email.unc.edu; lbroome@email.unc.edu; lensing@email.unc.edu; linnan@email.unc.edu; lissa_broome@unc.edu; lizlan@email.unc.edu; Petschauer, Meridith <mbusby@email.unc.edu>; mfmoore@email.unc.edu; mnusbaum@email.unc.edu; mpyecha@admissions.unc.edu; ort@email.unc.edu; Earley, Patricia <pearley@uncaa.unc.edu>; reznick@email.unc.edu; rschwarz@email.unc.edu; skolnick@email.unc.edu; southall@email.unc.edu; sportlaw@unc.edu; strohm@email.unc.edu; tkrobert@email.unc.edu
Subject: Compliance Newsletter - May, 2010
Attach: TEXT.htm; 5-3-10.pdf

All,

See attached for the May, 2010 edition of the Compliance Newsletter.

Thanks,

Amy Herman
Assistant AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

THE COMPLIANCE NEWSLETTER

UNC Department of Athletics

MAY 3, 2010 ***VOLUME XVI, NUMBER 10***

May Recruiting Calendar

Baseball
Contact Period-May 1-31

Men's Basketball
Quiet Period-May 1-19
Dead Period-May 20-28
Quiet Period-May 29-31

Women's Basketball
Quiet Period-May 1-31

Football
Evaluation Period-
May 1, 10-15, 24-29
Quiet Period-May 2-9, 16-23, 30-31

Men's Lacrosse
Contact Period-May 1-27
Dead Period-May 28-31

Women's Lacrosse
Contact Period-May 1-27
Dead Period-May 28-30
*(*Evaluations may occur at one event during dead period, provided event is conducted within a 100-mile radius of the championship site)*
Contact Period-May 31

Softball
Contact Period-May 1-31

Track/Cross Country
Contact Period-May 1-31

Volleyball
Quiet Period-May 1-28
Contact Period-May 29-31

Other Sports
Contact/Evaluation Period-May 1-31

COACHES CERTIFICATION EXAM

The Coaches Certification Exam for the 2010-2011 academic year will be held on Thursday, May 20, 2010 in the 2nd floor Football Center Auditorium. Beginning at 9:30 am, we will show a one-hour, taped, ACC-conducted review session. The exam will follow immediately thereafter. **Coaches, please mark your calendar to attend this exam and RSVP to Susan Maloy if you have not already done so**. Please bring your 2009-2010 NCAA manual to the exam. The make-up date for the exam is May 27th in the South Side Football Press Box (location subject to change). This make-up date will have a taped review session at 9 am, with the exam to follow at approximately 10:15 am. **UNC requires that all coaching staff members, including volunteer coaches and Directors of Operations, prepare for and take the exam, even if they do not recruit off-campus.**

SUMMER EVALUATIONS

Coaches, please remember that evaluations of prospects that occur outside of the prospect's academic year (summer only) DO NOT count against the annual number of recruiting opportunities. Contacts that occur with a prospect during this time period DO COUNT against the annual number of permissible recruiting opportunities and must be reported to the Compliance Office.

SUMMER CAMP DOCUMENTATION

At least one week prior to the start of each camp, coaches must complete and submit the following forms to Lance in the Compliance Office:

- Student-Athlete Employment Roster
- Outside Coaches Employment Roster
- Free or Reduced Admission Roster

These forms should be signed and submitted, even if they do not apply to your particular camps. Starting in August, for any camp conducted in June or July that is missing documentation, a hold will be placed on that sport's account with the business office in a manner consistent with other delinquent paperwork. Please contact Lance (3-7259) with any questions.

PROSPECTS JOINING LOCAL SPORTS CLUB

Remember that prospects enrolling initially in the fall CANNOT relocate to Chapel Hill for the summer and join and work out with a local sport club with which one of our coaching staff members is involved. Please contact Amy if you have questions about this interpretation.

SUMMER EMPLOYMENT

Coaches, please ensure that your student-athletes are familiar with the guidelines for employment prior to leaving for summer vacation.

Student-athletes may obtain employment as long as they meet the following regulations:

1. The student-athlete's compensation must not include any remuneration for the value or utility the student-athlete may have for the employer because of the publicity, reputation, fame, or personal following that he or she has obtained because of athletics ability;
2. The student-athlete must be compensated only for work actually performed; and
3. The student athlete must be compensated at a rate commensurate with the going rate for similar services in that locale.

Provided these regulations are met, there is no limit on the amount of money a student-athlete can earn. Please remind your student-athletes to complete the Student-Athlete Employment Form, which was emailed to them with the Ram Rules summer reminder.s. You can also find it on the J:/ drive.

C-TOPS

Please notify all incoming student-athletes of the C-TOPS session for Varsity Student-Athletes and their parents The presentation by Academics and Compliance will include topics such as NCAA Clearinghouse, Financial Aid, and services provided by the Academic Support Unit.

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Friday, July 30, 2010 10:54 AM
To: antoniot@email.unc.edu; bjpolk@unc.edu; bok@email.unc.edu; cderickson@unc.edu; cflack@email.unc.edu; cjbox@email.unc.edu; clineberry@unc.edu; dgaynor@email.unc.edu; dstroman@email.unc.edu; Erin Lindsey <elindsey@uncaa.unc.edu>; -Everyone <-Everyone@uncaa.unc.edu>; fclark@email.unc.edu; gbberry@email.unc.edu; gregoryc@email.unc.edu; gscowell@email.unc.edu; gus@email.unc.edu; hack@smootpsych.com; hairstoe@email.unc.edu; hlandon@email.unc.edu; Holden_Thorp@unc.edu; jack_evans@unc.edu; jackie_copeland@unc.edu; jmboxill@email.unc.edu; joanna@unc.edu; joy_renner@med.unc.edu; jrdaly@email.unc.edu; kathie_harris@unc.edu; katsaoun@email.unc.edu; Kbrazile@admissions.unc.edu; khancock@email.unc.edu; lbroome@email.unc.edu; lensing@email.unc.edu; linnan@email.unc.edu; lissa_broome@unc.edu; lizlan@email.unc.edu; Meridith Petschauer <mbusby@email.unc.edu>; mfmoore@email.unc.edu; mnusbaum@email.unc.edu; mpyecha@admissions.unc.edu; nbyars@email.unc.edu; ort@email.unc.edu; Patricia Earley <pearley@uncaa.unc.edu>; reznick@email.unc.edu; rparsons@email.unc.edu; rschwarz@email.unc.edu; skolnick@email.unc.edu; southall@email.unc.edu; sportlaw@unc.edu; strohm@email.unc.edu; tkrobert@email.unc.edu
Subject: Compliance Newsletter - August, 2010
Attach: TEXT.htm; 7-30-10.pdf

All,

See attached for the August, 2010 edition of the Compliance Newsletter.

Thanks,

Amy Herman
Assistant AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

THE COMPLIANCE NEWSLETTER

UNC Department of Athletics

JULY 30, 2010 ***VOLUME XVII, NUMBER 1***

August Recruiting Calendar

Baseball
Contact Period during August

Men's Basketball
Quiet Period during August

Women's Basketball
Quiet Period during August

Football
Quiet Period during August

Men's Lacrosse
Contact Period: Aug. 1 - 2
Quiet Period: Aug. 3 - 9
Dead Period: Aug. 10 - 31

Women's Lacrosse
May select seven (7) contact-only (no evaluation) days for August and submit them in writing to Compliance

All other days: Quiet Period

Track/Cross Country
Quiet Period: Aug. 1—14
Contact Period: Aug. 15 - 31

Softball
Contact Period during August

Volleyball
Contact Period during August

Other Sports
Contact Period during August

Welcome to the first edition of the 2010 - 2011 Compliance Newsletter.

NEW LEGISLATION

Communication During Official Visits: Effective 8/1/2010, non-coaching staff members are permitted to initiate and receive an unlimited number of telephone calls from prospects (or those individuals accompanying the prospects) during the prospect's transportation to campus for the official visit and throughout his/her visit. Please note, this ONLY applies to Official (not Unofficial) Visits.

Determining a Season of Competition: Effective 8/01/2010, a student-athlete is permitted to participate in ONE (only one!) of the following exempted team activities without having to count such participation as a season of competition:

1. Alumni Game;
2. Fundraising Activity; **or**
3. Celebrity Sports Activity

If you would like to take advantage of this exception during the 2010-2011 academic year, please notify and obtain approval from the Compliance staff in advance of allowing a student-athlete to participate in the event.

OFFICIAL VISIT REQUIRED PAPERWORK

At least five days prior to an official visit, the Compliance Office must receive a copy of the prospect's Official Visit Approval Form, along with a transcript and appropriate test scores. The Student-Athlete Host Entertainment Form, as well as the Guidelines for Prospective Student-Athletes Form, must be submitted to the Compliance Office within one week following the official visit.

PHOTOGRAPHING PROSPECTS

Though it IS permissible for UNC staff members to photograph prospects when they are on their official visits to campus (to keep on file for future media guides, etc., after they potentially sign with us), it is NOT permissible to print the pictures for the prospects or send the pictures to them or their coaches via email. These pictures can be taken and retained for internal purposes **only**.

DROP/ADD CLASS APPROVAL

Each semester (fall, spring, and summer), after the last day to drop a course using the web registration system, student-athletes must obtain written approval from their athletics academic counselor, in addition to their Arts & Sciences academic advisor, in order to add or drop a course. **PLEASE NOTE** that student-athletes must continue to attend class in the course(s) they wish to drop until written approval from both their advisor and counselor has been obtained.

TEAM ELIGIBILITY MEETINGS

Student-athletes are not allowed to participate in any countable athletically-related activities until they have completed the required eligibility paperwork! If any student-athlete is unable to attend their scheduled team eligibility meeting, arrangements can be made for the student-athlete to attend a meeting scheduled for another date and time. A student-athlete may also schedule an individual eligibility meeting (if no other options work with his/her schedule). Please contact Susan Maloy (2-9892) with any questions or scheduling concerns.

STUDENT MANAGERS

Effective 8/1/2010, along with performing traditional managerial duties (e.g., laundry, equipment), a student manager must meet the following criteria:

1. The individual must be a full time-time undergraduate or graduate student, except that during his/her last semester of his/her degree program, he/she can be in an approved course underload.
2. The individual may participate in limited on-court/on-field activities during practice or competition (such as assisting with drills, throwing batting practice, and catching in the bullpen) on a regular basis.
3. The individual **cannot** provide instruction to student-athletes.
4. The individual shall not participate in countable athletically-related activities beyond what is permitted in #2 above (e.g., cannot function as a "practice player".).
5. In **baseball**, the individual must forfeit any remaining eligibility in baseball at UNC.

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Thursday, October 7, 2010 12:07 PM
To: -Everyone <-Everyone@uncaa.unc.edu>
Subject: Ram Rules #2: Extra Benefits/Preferential Treatment PLEASE READ
Attach: TEXT.htm; IMAGE.gif; IMAGE.aspx_ID=0

All,

See below for a Ram Rules that was sent out to our student-athletes today. Please let us know if you have any questions.

Thanks,
Amy

>>> "Dick Baddour" <dbaddour@uncaa.unc.edu> 10/7/2010 11:57 AM >>>
This Email Was Sent From University of North Carolina.
If you cannot view the images in this email, PLEASE CLICK HERE (http://links.onmarketer-726.com/v/ggi5gbjqxrvejdphvqllvjewem).

The Ram Rules
UNC Department of Athletics
Vol X * No. 2 * October 7, 2010

A newsletter designed to educate University of North Carolina student-athletes about NCAA rules. As a UNC student-athlete, it is YOUR responsibility to review the contained information to preserve your eligibility to participate in intercollegiate athletics.

Dear UNC Student-Athletes,

There are several well-defined ways in which student-athletes can jeopardize their eligibility under NCAA guidelines:

1) Accept payment for athletics skills
2) Accept a promise of payment for athletic abilities
3) Sign a professional contract
4) Receive a salary from a sports organization
5) Compete on a professional team
6) Enter a professional draft (outside of the manner permitted by NCAA legislation in some sports)
7) Enter into an agreement (either verbal or written) with, or accept benefits from, an agent or financial advisor

Along with these very clear violations of NCAA legislation, however, there are other ways to violate the principles of amateurism that could very well seem ambiguous to student-athletes. One such way is through the receipt of what the NCAA calls □extra benefits□ or □preferential treatment□.

Extra benefits are benefits that student-athletes receive from either an institutional staff member or a booster of the institution. If you recall, we speak about extra benefits at length during our team meetings at the beginning of the year. The important thing to remember is that you cannot receive benefits from anyone, including staff members or boosters, if they are not explicitly allowed for in NCAA legislation. Essentially, with regard to boosters, the only thing you can receive are occasional meals provided by a booster either on-campus or at the booster□s home. Even in these cases, the booster and the student-athlete should make sure that the coaching and Compliance Office staffs have approved the meal in advance.

Even more difficult to define are benefits received from other individuals who are not necessarily boosters of the institution. The NCAA defines □preferential treatment□ as any benefits that are received as a result of the individual□s athletics reputation, skill, or pay-back potential as a professional athlete. Therefore, the origin and length of a relationship is important when determining whether or not a student-athlete can receive benefits through the relationship, as is the pattern of benefits that has been established throughout the relationship.

Maybe an example would help to explain this better, particularly with regard to benefits you might receive from former teammates or individuals you meet through your participation in athletics at UNC.

Jim is a student-athlete at UNC. He and Sam, a former teammate, were best friends while at UNC together. They would often go out to eat together and take turns paying the bill and picking up the parking tab. Sam has since graduated, but Jim is still at UNC, in his senior year. Sam is now a professional athlete, but sometimes is able to return to Chapel Hill to visit. When he does, Sam and Jim will occasionally go out to eat at their favorite restaurants from their college days together. Since Sam is a professional athlete, he is more financially stable and almost always picks up the tab for these meals.

Because Jim and Sam have a history of paying for meals for each other during their time together in college, it is fine for that relationship to continue in the same manner after Sam leaves UNC. However, it would not be permissible for Sam to start providing Jim with other benefits, like gifts, cash, or transportation expenses to assist Jim during his last year of college, because there is no pattern of these sorts of benefits being provided by Sam to Jim during their college days together.

This same basis for determination must be used to evaluate any benefit that you receive from anyone! If the relationship began because of your status as a UNC student-athlete, it is likely that you are not permitted to receive any benefits from that individual. For example, you should not receive any benefits from an UNC alumnus/former player in your sport with whom you never were teammates, as the NCAA would deem this as a relationship that developed solely because of your status as a UNC student-athlete and, thus, any benefit from this individual would be impermissible.

We know that this information can be very confusing and, in a lot of cases, will not be clear to the situation in which you find yourself. Therefore, our biggest message to you is that prior to receiving ANY benefits from anyone other than your family members, you should always talk with the Compliance staff and your coaches to make sure it is okay per NCAA regulations.

As we often say to you during our team meetings, □It is better to ask for permission than for forgiveness,□ and □Do the right thing, even when you think no one is watching.□ Remember to ask before you act!

The Ram Rules Bottom Line:

It is your responsibility to understand NCAA and UNC rules. You can find all UNC Department of Athletics□ policies and other NCAA resources at http://tarheelblue.cstv.com/compliance/unc-compliance.html (http://links.onmarketer-726.com/LinkClick.ashx/ggi5gbjqxrvejdphvqllvjewem/vebc3fiyvsdebcptck777hrk44). Please contact the Compliance Office (919-962-6000) if you have any questions about extra benefit or preferential treatment regulations.

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Thursday, February 3, 2011 12:10 PM

To: Jayne Barnwell <abarnwel@ad.unc.edu>; Adrian Beros <aberos@uncaa.unc.edu>; Angie Bitting <abitting@uncaa.unc.edu>; Andrew Calder <acalder@uncaa.unc.edu>; Chris Council <acouncil@uncaa.unc.edu>; Anne Sexton <aesexton@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Amy Herman <ajschae@uncaa.unc.edu>; Art Kaufman <akaufman@uncaa.unc.edu>; Angie King <aking@uncaa.unc.edu>; Alain Aguilar <alaguila@email.unc.edu>; Alex Creighton <Alex_Creighton@med.unc.edu>; Albert Lindsay <alindsay@uncaa.unc.edu>; Adam Lucas <alucas@uncaa.unc.edu>; Allen Mogridge <amogridge@uncaa.unc.edu>; Amy Hoots <amyhowe@ad.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Tony Tucker II <antoniot@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; Ann Oliver <aoliver@ad.unc.edu>; Anthony Parker <aparker@uncaa.unc.edu>; Amy Piland <apiland@ad.unc.edu>; Alison Kidd <apkidd@ad.unc.edu>; Alisa Rawls Minshall <arawls@uncaa.unc.edu>; Arthur Smith <asmith@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Aaron York <ayork@uncaa.unc.edu>; Jodie Barchuk <barchuk@uncaa.unc.edu>; Ben Sanders <basander@uncaa.unc.edu>; Brian Baker <bbaker@uncaa.unc.edu>; Brian Bersticker <bbersticker@uncaa.unc.edu>; Mark Knowles <bear@uncaa.unc.edu>; Bob Ellis <bellis@uncaa.unc.edu>; Brie Farley <bfarley@uncaa.unc.edu>; Bobby Gales <bgales@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brenda Haithcock <bhaithcock@uncaa.unc.edu>; Brittany Holland <bhhollan@uncaa.unc.edu>; Brian Holman <bholman@uncaa.unc.edu>; Bobby Hundley <bhundley@uncaa.unc.edu>; Eric Biener <biener@uncaa.unc.edu>; Billy Lee <billylee@uncaa.unc.edu>; Mary Ellen Bingham <binghamm@email.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Brent Blanton <blanton@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Bruce Noell <bnoell@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Brannon Simpson <bsimpson@uncaa.unc.edu>; Butch Williams <bwilliams@uncaa.unc.edu>; Clarissa Adams <cadams@uncaa.unc.edu>; Jeff Camarati <camarati@uncaa.unc.edu>; Clara Andrews <candrews@uncaa.unc.edu>; Carrie Rubertino Shearer <carriers@uncaa.unc.edu>; Catherine Greene <catgreen@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; Cindi Atwater <catwater@uncaa.unc.edu>; Curt Brossman <cbrossman@uncaa.unc.edu>; Casey Carrick <ccarrick@uncaa.unc.edu>; Connie Conway <cconway@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Catherine Mitchell <cemitch@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Chris Gallo <cgallo@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Clint Gwaltney <cgwaltney@uncaa.unc.edu>; Chuck Ward <charlew@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; Chris Hirth <chirth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Chris Harris <christhj@uncaa.unc.edu>; Mario Ciocca <ciocca@email.unc.edu>; Carl Boxberger <cjbox@uncaa.unc.edu>; Christopher Keever <ckeever@uncaa.unc.edu>; Kristen Carr <ckristen@uncaa.unc.edu>; Daniel Clayton <claytond@uncaa.unc.edu>; Randy Morris <clmorris@uncaa.unc.edu>; Christopher Luke <cluke@uncaa.unc.edu>; C McGrath <cmcgrath@uncaa.unc.edu>; Carl Olivera <coliveira@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Raphael Levante <craphael@uncaa.unc.edu>; Cricket Lane <cricket@uncaa.unc.edu>; Charlotte Smith <csmith@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Christopher Sparrow <csparrow@fac.unc.edu>; Cynthia Stone <cstone@uncaa.unc.edu>; Christy Suits <csuits@uncaa.unc.edu>; Chris Van Horn <cvanhorn@uncaa.unc.edu>; Chad Wade <cwade@fac.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; David Thomas <david.thomas@facilities.unc.edu>; David Harris <davidha@uncaa.unc.edu>; Dick Baddour <dbaddour@uncaa.unc.edu>; Darren Bell <dbell@uncaa.unc.edu>; Donna

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Cc: Holden_Thorp@unc.edu; Lissa Broome <lissa_broome@unc.edu>

Subject: Super Bowl Gambling Reminder

Attach: TEXT.htm; Super Bowl NCAA Reminder.pdf

All,

In anticipation of Super Bowl weekend, the NCAA has issued the attached reminder regarding its prohibition on gambling.

Please note that this regulation applies to all athletics department employees, as well as nonathletics staff members who have responsibilities within or over the athletics department (e.g., Chancellor, FAR).

We will send this same reminder to our student-athletes, as well.

Please do not hesitate to contact me with any questions you may have.

DON'T BET ON IT!!!

Thanks,
Amy

Amy Herman

Associate AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
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Super Bowl Sports Wagering Reminder Notice

Dear NCAA student-athletes, coaches and administrators:

With the Super Bowl this weekend, we wanted to take this time to remind all student-athletes, coaches and administrators of the NCAA's policy on gambling.

- The NCAA membership has adopted specific rules prohibiting athletics department staff members and student-athletes from engaging in gambling activities as they relate to intercollegiate or professional sporting events.

- NCAA member colleges and universities have defined sports wagering as putting something at risk, such as an entry fee, with the opportunity to win something in return. Because of this, student-athletes, coaches and administrators may not participate in competitions where there is both a required entry fee and an opportunity to win a prize.

If you have any questions regarding this material, please do not hesitate to contact the agent, gambling and amateurism activities staff at 317/917-6222.

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Thursday, February 3, 2011 12:56 PM

To: Jayne Barnwell <abarnwel@ad.unc.edu>; Adrian Beros <aberos@uncaa.unc.edu>; Angie Bitting <abitting@uncaa.unc.edu>; Andrew Calder <acalder@uncaa.unc.edu>; Chris Council <acouncil@uncaa.unc.edu>; Anne Sexton <aesexton@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Amy Herman <ajschae@uncaa.unc.edu>; Art Kaufman <akaufman@uncaa.unc.edu>; Angie King <aking@uncaa.unc.edu>; Alain Aguilar <alaguila@email.unc.edu>; Alex Creighton <Alex_Creighton@med.unc.edu>; Albert Lindsay <alindsay@uncaa.unc.edu>; Adam Lucas <alucas@uncaa.unc.edu>; Allen Mogridge <amogridge@uncaa.unc.edu>; Amy Hoots <amyhowe@ad.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; antoniot@email.unc.edu; Tony Tucker II <antoniot@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; Ann Oliver <aoliver@ad.unc.edu>; Anthony Parker <aparker@uncaa.unc.edu>; Amy Piland <apiland@ad.unc.edu>; Alison Kidd <apkidd@ad.unc.edu>; Alisa Rawls Minshall <arawls@uncaa.unc.edu>; Arthur Smith <asmith@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Aaron York <ayork@uncaa.unc.edu>; Jodie Barchuk <barchuk@uncaa.unc.edu>; Ben Sanders <basander@uncaa.unc.edu>; Brian Baker <bbaker@uncaa.unc.edu>; Brian Bersticker <bbersticker@uncaa.unc.edu>; Mark Knowles <bear@uncaa.unc.edu>; Bob Ellis <bellis@uncaa.unc.edu>; Brie Farley <bfarley@uncaa.unc.edu>; Bobby Gales <bgales@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brenda Haithcock <bhaithcock@uncaa.unc.edu>; Brittany Holland <bhhollan@uncaa.unc.edu>; Brian Holman <bholman@uncaa.unc.edu>; Bobby Hundley <bhundley@uncaa.unc.edu>; Eric Biener <biener@uncaa.unc.edu>; Billy Lee <billylee@uncaa.unc.edu>; Mary Ellen Bingham <binghamm@email.unc.edu>; bjpolk@unc.edu; Brian Kalbas <bkalbas@uncaa.unc.edu>; Brent Blanton <blanton@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Bruce Noell <bnoell@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Brannon Simpson <bsimpson@uncaa.unc.edu>; Butch Williams <bwilliams@uncaa.unc.edu>; Clarissa Adams <cadams@uncaa.unc.edu>; Jeff Camarati <camarati@uncaa.unc.edu>; Clara Andrews <candrews@uncaa.unc.edu>; Carrie Rubertino Shearer <carriers@uncaa.unc.edu>; Catherine Greene <catgreen@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; Cindi Atwater <catwater@uncaa.unc.edu>; Curt Brossman <cbrossman@uncaa.unc.edu>; Casey Carrick <ccarrick@uncaa.unc.edu>; Connie Conway <cconway@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; cderickson@unc.edu; Catherine Mitchell <cemitch@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; cflack@email.unc.edu; Chris Gallo <cgallo@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Clint Gwaltney <cgwaltney@uncaa.unc.edu>; Chuck Ward <charlew@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; Chris Hirth <chirth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Chris Harris <christhj@uncaa.unc.edu>; Mario Ciocca <ciocca@email.unc.edu>; cjbox@email.unc.edu; Carl Boxberger <cjbox@uncaa.unc.edu>; Christopher Keever <ckeever@uncaa.unc.edu>; Kristen Carr <ckristen@uncaa.unc.edu>; Daniel Clayton <claytond@uncaa.unc.edu>; clineberry@unc.edu; Randy Morris <clmorris@uncaa.unc.edu>; Christopher Luke <cluke@uncaa.unc.edu>; C McGrath <cmcgrath@uncaa.unc.edu>; Carl Olivera <coliveira@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Raphael Levante <craphael@uncaa.unc.edu>; Cricket Lane <cricket@uncaa.unc.edu>; Charlotte Smith <csmith@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Christopher Sparrow <csparrow@fac.unc.edu>; Cynthia Stone <cstone@uncaa.unc.edu>; Christy Suits <csuits@uncaa.unc.edu>; Chris Van Horn <cvanhorn@uncaa.unc.edu>; Chad Wade <cwade@fac.unc.edu>; Charlie Williams

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Joyce Dalgleish <joyced@uncaa.unc.edu>; Jeff Shepherd <jrshephe@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Jeffrey Spang <jspang@med.unc.edu>; James Spurling <jspurling@uncaa.unc.edu>; Jason Steinberg <jsteinberg@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; John White <jwhite6@uncaa.unc.edu>; Jason Whitman <jwhitman@uncaa.unc.edu>; Karen Monaco <kamonaco@uncaa.unc.edu>; Jack Karstaedt <karstaed@uncaa.unc.edu>; kathie_harris@unc.edu; katsaoun@email.unc.edu; Kevin Best <kbest@uncaa.unc.edu>; kbrazile@admissions.unc.edu; Kenny Browning <kbrowning@uncaa.unc.edu>; Ken Cleary <kcleary@uncaa.unc.edu>; Ken Crowder <kcrowder@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Kathy Duffy <kduffy@uncaa.unc.edu>; Kathy Dutton <kdutton@uncaa.unc.edu>; Jen Ketterly <ketterly@uncaa.unc.edu>; Kathy Griggs <kgriggs@uncaa.unc.edu>; Kendra Hancock <khancock@uncaa.unc.edu>; Kim Jones <kimberja@ad.unc.edu>; Kevin King <kking@uncaa.unc.edu>; Kirin Kumar <kkumar@uncaa.unc.edu>; Kyle Lang <klang@uncaa.unc.edu>; Amy kleissler <kleissle@uncaa.unc.edu>; Katherine Marlow <kmarlow@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Kaye Koenig <koenig@uncaa.unc.edu>; Cary Kolat <kolat@uncaa.unc.edu>; Kent Pennington <kp@uncaa.unc.edu>; Ken Mack <krmack@ad.unc.edu>; Kevin Robinson <krob@uncaa.unc.edu>; Karlton Creech <kwcreech@ad.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; lbroome@email.unc.edu; Leea Murphy <ldmurphy@uncaa.unc.edu>; Lindsey McPherson <lemcpher@uncaa.unc.edu>; lensing@email.unc.edu; Brandell Lewis <lewisbr@uncaa.unc.edu>; Laurie Holman <lholman@uncaa.unc.edu>; lhrobert@email.unc.edu; linnan@email.unc.edu; lissa_broome@unc.edu; Latoya Wright <ljtaylor@email.unc.edu>; Larry King <lrking@uncaa.unc.edu>; Lee Snyder <lsnyder@uncaa.unc.edu>; Linda Woods <lwoods@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Martina Ballen <mballen@uncaa.unc.edu>; Michael Beale <mbeale@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Matt Bowers <mbowers@uncaa.unc.edu>; Michael Brown <mbrown@uncaa.unc.edu>; Mike Bunting <mbunting@uncaa.unc.edu>; Meridith Petschauer <mbusby@email.unc.edu>; Michael Buscemi <mbuscemi@uncaa.unc.edu>; Don McCauley <mccauled@ad.unc.edu>; Michael Crowe <mcrowe@uncaa.unc.edu>; Margie Dubnansky <mdubnans@ad.unc.edu>; Dino Megaloudis <megaloud@ad.unc.edu>; mfmoore@email.unc.edu; Mike Fox <mfox@uncaa.unc.edu>; Mark Gaines <mgaines@uncaa.unc.edu>; Mike Wilkinson <mhwgolf@uncaa.unc.edu>; Michael Copeland <michael.copeland@facilities.unc.edu>; Michael Thomas <michaets@uncaa.unc.edu>; Redel Miller <millerrp@uncaa.unc.edu>; Melinda Joines <mjoines@uncaa.unc.edu>; Mitchell Kivett <mkivett@fac.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; mnusbaum@email.unc.edu; Mark Nusbaum <mnusbaum@uncaa.unc.edu>; Rodney Morris <morrisl@uncaa.unc.edu>; Michael Perkins <mperkins@uncaa.unc.edu>; Mike Pope <mpope@uncaa.unc.edu>; mpyecha@admissions.unc.edu; Mark Steffer <msteffer@uncaa.unc.edu>; Stephen Gisselman <mtbiker@uncaa.unc.edu>; Matt Terrell <mterrell@ad.unc.edu>; Mary Alyson Touloupas <mtouloup@uncaa.unc.edu>; Nellie Baber <nbaber@ad.unc.edu>; nbyars@email.unc.edu; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Nicole Fava <nfava@uncaa.unc.edu>; Nate Hilton <nhilton@uncaa.unc.edu>; njfulton@email.unc.edu; nlutz@email.unc.edu; Nadia Lynch <nlynch@uncaa.unc.edu>; Norris McCleary <nmcclear@uncaa.unc.edu>; Niobra Peterson <nmpeters@uncaa.unc.edu>; Max Norris <norris@uncaa.unc.edu>; Nina Walker <nwalker@uncaa.unc.edu>; ort@email.unc.edu; Tia Overstreet <overstre@uncaa.unc.edu>; Brian Overton <overton@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; palanjia@email.unc.edu; Phil Barnes <pbarnes@uncaa.unc.edu>; Butch Davis <pbdavis@ad.unc.edu>; Patrica Earley

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Subject: Compliance Newsletter - February, 2011

Attach:

All,

See attached for the February, 2011 edition of the Compliance Newsletter.

Thanks,

Amy Herman
Associate AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

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919.962.6002 (fax)
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THE COMPLIANCE NEWSLETTER

UNC Department of Athletics

FEBRUARY 3, 2011 ***VOLUME XVII, NUMBER 7***

SUPER BOWL GAMBLING

With the NFL post-season premier event upon us, all athletics department staff members are reminded that **gambling on any college or professional sporting events is strictly prohibited by NCAA regulations.** Not only does this prohibition include gambling through sports books, bookmakers, and Internet services, but it also applies to online bowl "pick-em" contests, playoff challenge competitions, knockout pools, and office pools. If you have any questions about what "counts," please call the Compliance Office.

DEAD PERIOD REMINDER

The sports of Field Hockey, Football, M/W Soccer, and M/W Track & Field are in a **DEAD PERIOD** from Monday, January 31, 2011 through Thursday, February 3, 2011 surrounding the National Letter of Intent initial signing date on Wednesday, February 2, 2011. The National Letter of Intent signing period continues until April 1, 2011 for Football, and until August 1, 2011 for Field Hockey, Soccer, and Track & Field.

COACHING STAFF TELEPHONE CALL REGULATIONS SURROUNDING NLI SIGNING PERIOD

Field Hockey, Soccer, and Track & Field: Coaching staff members may make unlimited telephone calls to a prospect from February 2nd through February 4th.

Football: Coaching staff members may make unlimited telephone calls to prospects from January 31st at 7:00 am until February 4th at 7:00 am.

NEW LEGISLATION FROM THE NCAA CONVENTION

Summer Financial Aid: EFFECTIVE IMMEDIATELY, A student-athlete who has not received athletics aid during the previous academic year, but who has been awarded athletics aid for the following year, is permitted to receive aid during the summer between the academic years in question. In order to receive this aid, however, the aid must be in proportion to the amount of athletics aid the student-athlete will receive during the following academic year.

Number of Off-Campus Recruiters: **EFFECTIVE IMMEDIATELY**, In sports other than basketball (as they already have this regulation in place for their July Evaluation Periods), during June, July, and August, a coach replaced for purposes of off-campus recruiting is not required to return to campus prior to engaging in additional recruiting activities, provided no more than the permissible number of off-campus recruiters in the sport engage in recruiting activities each day.

Communication with Prospects After Commitment : Effective August 1, 2011. On the day after a prospect signs an NLI or ASA or we receive a financial deposit in response to our offer of admission, the following activities are permissible:

1) Non-coaching staff members are permitted to make telephone calls to or receive telephone calls from prospects or their parents, legal guardians, or coaches;
2) Prospects can make unofficial visits during dead periods;
3) WBB coaches can communicate during the July evaluation period with the signee;
4) Telephone calls are unlimited; and
5) All forms of electronic communication (e.g., instant messaging, text messaging) are unlimited.

February Recruiting Calendar

Baseball
Quiet Period Feb. 1-28

Men's Basketball
Evaluation Period Feb. 1-28

Women's Basketball
Evaluation Period Feb. 1-28

Field Hockey
Dead Period Feb. 1-3
Contact Period Feb. 4-28

Football
Dead Period Feb. 1-3
Quiet Period Feb. 4-28

Men's Lacrosse
Quiet Period Feb. 1-28

Women's Lacrosse
Contact Period Feb. 1-28

Men's Soccer
Dead Period Feb. 1-3
Contact Period Feb. 4-28

Women's Soccer
Dead Period Feb. 1-3
Contact Period Feb. 4-28

Softball
Contact Period Feb. 1-28

Track/Cross Country
Dead Period Feb. 1-3
Contact Period Feb. 4-28

Volleyball
Contact Period Feb. 1-28

Other Sports
Contact Period Feb. 1-28

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Sunday, August 10, 2008 4:52 PM
To: Book List
Cc: Herman, Amy <ajschae@uncaa.unc.edu>
Subject: Athletics' Book List (as of 8/10/08, 5 pm)
Attach: TEXT.htm; Book List (as of 8-10-08, 5 pm).xls

All,

I've attached the first (of many, I'm sure) book lists for the fall semester. Couple things to explain about the highlighting...

1) GRAY: This simply means that the student is an incoming frosh or transfer. I have them highlighted only because this is the first time they've been through our book process, so they might need a little extra help!

2) YELLOW: If a name is highlighted in yellow, then you will need to check with me PRIOR to signing a book form for that student. This means that there is something "missing" from their scholarship paperwork that we must have prior to purchasing their books for them.

3) RED: If a name is highlighted in red, the student-athlete has not yet been certified by the NCAA Eligibility Center. Thus, we cannot purchase their books for them. Instead, they will have to defer their books to their student accounts. Then, when they are cleared by the Eligibility Center, we will be able to cover these charges. Here's the process that must be followed:

a. The student-athlete will need to complete a book form as normal.
b. Whoever approves and signs the book form in the Academic Center will need to sign and indicate in large letters on the form "DEFER TO STUDENT ACCOUNT".
c. The book store will then need to defer ONLY the books listed on the form to the student's account. If the student-athletes need to purchase other books or supplies, they will need to pay for them upfront or have them deferred separately in a way that will be able to be "tracked" later as a personal charge.

I hope this makes sense. Please let me know if you have any questions. Paperwork will be coming in over the next few days, so bear with me as I send updates to this list. I will try to indicate in the text of the email what has changed, but will always attach the most updated version.

Let me know if you have any questions.

Thanks,
Amy

Amy Herman
Assistant AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Monday, January 5, 2009 11:47 AM
To: Book List
Cc: Herman, Amy <ajschae@uncaa.unc.edu>
Subject: Athletics Spring 2009 Book List (as of 1/5/09, 11a)
Attach: TEXT.htm; Book List (as of 1-5-09, 11 am).xls

All,

I've attached the first (of many, I'm sure) book lists for the spring semester. Couple things to explain about the highlighting...

1) GRAY: This simply means that the student is an incoming frosh or transfer. I have them highlighted only because this is the first year they've been through our book process, so they might need a little extra help!

2) YELLOW: If a name is highlighted in yellow, then you will need to check with me PRIOR to signing a book form for that student. This means that there is something "missing" from their scholarship paperwork that we must have prior to purchasing their books for them.

3) RED: If a name is highlighted in red, the student-athlete has not yet been certified by the NCAA Eligibility Center. Thus, we cannot purchase their books for them. Instead, they will have to defer their books to their student accounts. Then, when they are cleared by the Eligibility Center, we will be able to cover these charges. Here's the process that must be followed:

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b. Whoever approves and signs the book form in the Academic Center will need to sign and indicate in large letters on the form "DEFER TO STUDENT ACCOUNT".
c. The book store will then need to defer ONLY the books listed on the form to the student's account. If the student-athletes need to purchase other books or supplies, they will need to pay for them upfront or have them deferred separately in a way that will be able to be "tracked" later as a personal charge.

I hope this makes sense. Please let me know if you have any questions. Paperwork will be coming in over the next few days, so bear with me as I send updates to this list. I will try to indicate in the text of the email what has changed, but will always attach the most updated version.

Let me know if you have any questions.

Thanks,
Amy

Amy Herman
Assistant AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Wednesday, August 5, 2009 9:58 PM
To: Book List
Subject: Athletics' Book List (as of 8/5/09, 10p)
Attach: TEXT.htm; Book List (as of 8-5-09, 10 pm).xls

All,

I've attached the first (of many, I'm sure) book lists for the fall semester. Couple things to explain about the highlighting...

1) GRAY: This simply means that the student is an incoming frosh or transfer. I have them highlighted only because this is the first time they've been through our book process, so they might need a little extra help!

2) YELLOW: If a name is highlighted in yellow, then you will need to check with me PRIOR to signing a book form for that student. This means that there is something "missing" from their scholarship paperwork that we must have prior to purchasing their books for them.

3) RED: If a name is highlighted in red, the student-athlete has not yet been certified by the NCAA Eligibility Center. Thus, we cannot purchase their books for them. Instead, they will have to defer their books to their student accounts. Then, when they are cleared by the Eligibility Center, we will be able to cover these charges. Here's the process that must be followed:

a. The student-athlete will need to complete a book form as normal.
b. Whoever approves and signs the book form in the Academic Center will need to sign and indicate in large letters on the form "DEFER TO STUDENT ACCOUNT".
c. The book store will then need to defer ONLY the books listed on the form to the student's account. If the student-athletes need to purchase other books or supplies, they will need to pay for them upfront or have them deferred separately in a way that will be able to be "tracked" later as a personal charge.

I hope this makes sense. Please let me know if you have any questions. Paperwork will be coming in over the next few days, so bear with me as I send updates to this list. I will try to indicate in the text of the email what has changed, but will always attach the most updated version.

Let me know if you have any questions.

Thanks,
Amy

Amy Herman
Assistant AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Wednesday, December 30, 2009 1:39 PM
To: Book List
Subject: Athletics Spring 2010 Book List (as of 12/30/09, 1p)
Attach: TEXT.htm; Book List (as of 12-30-09, 12 pm).xls

All,

I've attached the first (of many, I'm sure) book lists for the spring semester. Couple things to explain about the highlighting...

1) GRAY: This simply means that the student is an incoming frosh or transfer. I have them highlighted only because this is the first year they've been through our book process, so they might need a little extra help!

2) YELLOW: If a name is highlighted in yellow, then you will need to check with me PRIOR to signing a book form for that student. This means that there is something "missing" from their scholarship paperwork that we must have prior to purchasing their books for them.

3) RED: If a name is highlighted in red, the student-athlete has not yet been certified by the NCAA Eligibility Center. Thus, we cannot purchase their books for them. Instead, they will have to defer their books to their student accounts. Then, when they are cleared by the Eligibility Center, we will be able to cover these charges. Here's the process that must be followed:

a. The student-athlete will need to complete a book form as normal.
b. Whoever approves and signs the book form in the Academic Center will need to sign and indicate in large letters on the form "DEFER TO STUDENT ACCOUNT".
c. The book store will then need to defer ONLY the books listed on the form to the student's account. If the student-athletes need to purchase other books or supplies, they will need to pay for them upfront on their own.

I hope this makes sense. Please let me know if you have any questions. Paperwork will be coming in over the next several days, so bear with me as I send updates to this list. I will try to indicate in the text of the email what has changed, but will always attach the most updated version.

Let me know if you have any questions.

Thanks,
Amy

Amy Herman
Assistant AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Monday, January 4, 2010 9:49 PM
To: Book List
Subject: REVISED PROCEDURE: Athletics Spring 2010 Book List (as of 12/30/09, 1p)
Attach: TEXT.htm; Book List (as of 12-30-09, 12 pm).xls

All,

I have a correction to make to the below email, specifically regarding the way that those student-athletes highlighted in RED must be handled... I have included the change of procedure within the email below (in blue). Please read carefully and discard the previous email. The attached book list has not changed.

Feel free to let me know if you have any questions about this change.

Thanks,
Amy

>>> Amy Herman 12/30/2009 1:38 PM >>>
All,

I've attached the first (of many, I'm sure) book lists for the spring semester. Couple things to explain about the highlighting...

1) GRAY: This simply means that the student is an incoming frosh or transfer. I have them highlighted only because this is the first year they've been through our book process, so they might need a little extra help!

2) YELLOW: If a name is highlighted in yellow, then you will need to check with me PRIOR to signing a book form for that student. This means that there is something "missing" from their scholarship paperwork that we must have prior to purchasing their books for them.

3) RED: If a name is highlighted in red, the student-athlete has not yet been certified by the NCAA Eligibility Center. Thus, we cannot purchase their books for them and should NOT sign off on a Book Form for them. Instead, they will have to charge their books to their student accounts. Then, when they are cleared by the Eligibility Center, I will work with Student Stores and the Cashier's Office to cover those charges we are permitted to pay. Here's the process that must be followed:

a. The student-athlete must be told by the appropriate authority (Compliance staff, Sherron Peace) that we cannot provide them with an approved Book Form due to his/her pending NCAA eligibility certification. If the student-athlete wishes to wait to purchase books until he/she has been certified and we can sign off on a Book Form, that is fine. If he/she wishes to go ahead and purchase books, he/she must be told that the books will have to be charged to his/her personal student account.
b. The textbook authority can still help the student-athlete by identifying which books we might ultimately be able to pay for (upon certification), but, again, the textbook authority CANNOT officially sign off on a Book Form.
c. Because the student-athlete does not have an approved Book Form, Student Stores will charge the books to the student's personal account.
d. Following this process, the student-athlete MUST retain the original sales receipt! It is from this receipt that we will be able to determine, following the student-athlete's eligibility certification, which book charges we are permitted to cover. The student-athlete should bring the sales receipt to his/her academic counselor, who should scan the receipt and email it to Amy for future reference.

I hope this makes sense. Please let me know if you have any questions. Paperwork will be coming in over the next several days, so bear with me as I send updates to this list. I will try to indicate in the text of the email what has changed, but will always attach the most updated version.

Let me know if you have any questions.

Thanks,
Amy

Amy Herman
Assistant AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Friday, April 30, 2010 3:39 PM
To: Book List
Subject: Summer Book List
Attach: TEXT.htm; Book List (2010).xls

All,

See attached. Please note that student-athletes are listed alphabetically by session.

I will send updates as necessary.

Thanks,
Amy

Amy Herman
Assistant AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

From: Lance Markos <markos@uncaa.unc.edu>
Sent: Thursday, April 13, 2006 11:22 AM
To: Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Sorensen, Dana <dana12@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Weeden, Mary B. <mbw@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Summer School Watch List
Attach: 2006 Summer School List.xls

Robert and Susan,

Attached is the spreadsheet of students we are monitoring to see if they will need summer school. I've highlighted the ones we already know will need SS in yellow - the primary reason they need it is to meet UNC hour requirements right now. Let me know if you have any questions. Thanks.

Lance

From: Lance Markos <markos@uncaa.unc.edu>
Sent: Friday, December 15, 2006 1:46 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Brunk, Mary W. <brunk@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Mitchell, Jayme <jayme@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Fall Hours Earned & the Database

Hey guys,

Just wanted to send a reminder to everyone about our new plan for verifying fall semester hours earned for our students. Please have the hours each student has earned towards their degree for the fall semester in to the database by the end of the day on January 5.

I'll be doing a calculation for each student at the same time and will then verify the numbers in the database. Any differences will be discussed the following week to reconcile the discrepancy.

If you have any questions, please just let me know. Thank you for your work regarding the eligibility of our student-athletes.

Lance

From: Lance Markos <markos@uncaa.unc.edu>
Sent: Monday, May 21, 2007 11:53 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Brunk, Mary W. <brunk@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: 2007 Newly Passed Legislation
Attach: TEXT.htm; Eligibility for Postseason Competition Between Terms.msg; Passed Legislation Memo - Academics.pdf

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Hey guys,

The attached document has two proposals that were passed that will take effect for next year. They both have to do with eligibility for post-season play that occurs between terms. This will effect football and all the spring sports that compete in ACC and/or NCAA championships following the end of the spring term.

The other attachment is an email from Susan explaining the one proposal for students in less than full-time enrollment. Both proposals are important but especially the one that now stipulates that all students must pass six hours in order to be eligible for post-season between terms.

This information has also been forwarded on to the coaches. If you have any questions, just let me know. Thanks.

Lance

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, January 23, 2007 9:51 AM
To: -Academics <-Academics@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>
Cc: -Compliance <-Compliance@uncaa.unc.edu>; donna_redmon@unc.edu; lschimm@email.unc.edu; pgrogan@email.unc.edu
Subject: Eligibility for Postseason Competition Between Terms

---

Coaches,
At the January 2007 Convention, the NCAA approved new legislation to be effective August 1, 2007 regarding eligibility for postseason competition (i.e. conference tournament, bowl game, NIT, NCAA Championships, etc.) between terms for student-athletes who are enrolled in less than 12 hours in their final season of competition. If a student-athlete in their final season of competition is enrolled in 6 hours or less, he/she must pass the total number of semester hours in which he or she is enrolled.

In other words:
Enrolled 6 hrs - must pass 6 hrs.
Enrolled 3 hrs. must pass 3 hrs.
Enrolled 9 hrs. - must pass 6 hrs.

This legislation will effect only those sports who have postseason competition that occurs between terms (including summer), i.e. football (bowl game) and most spring sports. Eligibility certification will be conducted for those sports effected by this bylaw for postseason competition.

Let us know if you have any questions.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

MEMORANDUM

TO: Robert Mercer
Brent Blanton
Wayne Walden
Cynthia Reynolds
Mary Brunk
Kym Orr

FROM: Lance Markos
Assistant Director of Compliance

DATE: May 21, 2007

RE: Newly Passed NCAA Legislation

New Legislation – Effective August 1, 2007

Eligibility – General Eligibility Requirements – Change in Eligibility Status – Eligibility for Postseason Competition Between Terms. Intent: To specify that, in order for *any* student-athlete to be eligible to compete in postseason competition occurring between regular terms, an institution shall certify that he or she has satisfactorily completed six semester-hours or six quarter-hours of academic credit during the preceding regular academic term. Currently, this rule only applies to students in their last season of eligibility. **Effective Date: August 1, 2007**.

Eligibility – General Eligibility Requirements – Change in Eligibility Status – Eligibility for Postseason Competition Between Terms -- Less Than Full-Time Enrollment. Intent: To specify that a student-athlete who is in his or her final season of competition in the applicable sport and is enrolled in less than a minimum full-time program of studies, but is enrolled in at least six hours, shall have satisfactorily completed six semester or six quarter hours of academic credit during the preceding regular term in order to be eligible to participate in postseason competition occurring between terms; and to specify that a student-athlete who is in his or her final season of competition in the applicable sport and is enrolled in less than six hours, shall have satisfactorily completed the number of semester or quarter hours of academic credit in which he or she was enrolled during the preceding regular academic term in order to be eligible to participate in postseason competition occurring between terms. **Effective date: August 1, 2007.**

From: Lance Markos <markos@uncaa.unc.edu>
Sent: Thursday, May 24, 2007 12:47 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Brunk, Mary W. <brunk@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Ineligible List
Attach: TEXT.htm; S07 WATCH LIST.pdf

Counselors,

Attached is a list of everyone who will be returning next year who is currently ineligible. The majority are those who can take SS to get themselves healthy.

If I missed anyone who you have as needing SS, let me know and we can discuss. If there is someone on the list who you don't think has any eligibility issues, we can discuss as well.

Great job on getting everything done!! Thanks!

Lance

From: Lance Markos <markos@uncaa.unc.edu>
Sent: Tuesday, January 17, 2006 3:26 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Sorensen, Dana <dana12@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Weeden, Mary B. <mbw@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Re: Report
Attach: 12HRReport.xls

See attached

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, January 18, 2006 9:56 AM
To: -Academics <-Academics@uncaa.unc.edu>; jmboxill@email.unc.edu
Cc: Markos, Lance <markos@uncaa.unc.edu>
Subject: Fwd: report
Attach: report.msg

Hello Everyone,
Today is the last day for students to practice while not enrolled full-time. There are a number of students on this list who I do not have underload paperwork for. Please contact me with the status of your students.

Thank you,
Susan

From: Kelly Rowett <rowett@email.unc.edu>
Sent: Wednesday, January 18, 2006 9:50 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: report
Attach: 12HRReport.xls

I remembered to send it today.

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Thursday, January 19, 2006 7:30 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Hilts, Jeffrey J. <hilts@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with less than 12 hours
Attach: TEXT.htm; ATH_Less Than 12 Hours.pdf

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, August 23, 2006 9:06 AM
To: -Academics <-Academics@uncaa.unc.edu>; jmboxill@email.unc.edu
Cc: Markos, Lance <markos@uncaa.unc.edu>
Subject: Fwd: 12 Hour Report
Attach: 12 Hour Report.msg

Hi Everyone,
Attached is the first 12 hour report, which is rather long, but to be expected as students drop and add this week. Since we are still in the process of firming up our rosters with the Registrars Office, those of you who have teams competing this weekend, (men's soccer, women's soccer, field hockey and men's golf), may want to look up each individual prior to competition to check their hours just to be certainly that they are indeed registered for 12 hours.

As always, thanks for your attention to this very important detail. If we can assist you in anyway with this, let us know.

Thanks and good luck with everything this week.

Susan

From: Lee Schimmelfennig <lschimm@email.unc.edu>
Sent: Wednesday, August 23, 2006 8:53 AM
To: Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Grogan, Patrick <pgrogan@email.unc.edu>; Redmon, Donna <redmon@email.unc.edu>
Subject: 12 Hour Report
Attach: 20060823_12HrReport.xls

Lance and Susan,

Here's the 12 hour report, by sport, by student. Let me know if you want it formatted any differently or any other information included in the report.

Under Elig Status, P means Pending, and E means Eligible. There also could be an X for Ineligible (it's on screen 194.)

Thanks,

Lee

--
Lee Schimmelfennig
Degree Audit Specialist
Office of the University Registrar
University of North Carolina-Chapel Hill
Hanes Hall, CB# 2100
Chapel Hill, NC 27599-2100
Phone: (919) 962-5161
Fax: (919) 843-8709
lschimm@email.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, January 3, 2007 8:50 AM
To: -Academics <-Academics@uncaa.unc.edu>; jmboxill@email.unc.edu
Cc: Markos, Lance <markos@uncaa.unc.edu>
Subject: Fwd: 12 Hour Report
Attach: 12 Hour Report.msg

Happy New Year Everyone!

Here is the first 12 hour report for the semester. Obviously it is a long list right now, but it just gives you a heads up as to who needs to add courses when registration opens.

Thanks.

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Lee Schimmelfennig <lschimm@email.unc.edu>
Sent: Wednesday, January 3, 2007 8:34 AM
To: Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Grogan, Patrick <pgrogan@email.unc.edu>
Subject: 12 Hour Report
Attach: 20070103_12HourReport.xls

Susan and Lance -

I wasn't sure if you wanted this yet, but figured I'd send it since there are still quite a few kids under 12 hours. I went through yesterday and hopefully removed the kids that have graduated or are not competing as of last semester.

Thanks,

Lee

--
Lee Schimmelfennig
Degree Audit Specialist
Office of the University Registrar
University of North Carolina-Chapel Hill
Hanes Hall, CB# 2100
Chapel Hill, NC 27599-2100
Phone: (919) 962-5161
Fax: (919) 843-8709
lschimm@email.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, January 8, 2007 10:09 AM
To: -Academics <-Academics@uncaa.unc.edu>; jmboxill@email.unc.edu
Cc: Markos, Lance <markos@uncaa.unc.edu>
Subject: Fwd: 12 Hour Report
Attach: 12 Hour Report.msg

Hello everyone,
Here is the 12 hour report as of today. Reminder to have those underload forms sent down to me ASAP. Last day students may practice with the team while not in 12 hours is Jan. 16.

Thanks very much.

susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Lee Schimmelfennig <lschimm@email.unc.edu>
Sent: Monday, January 8, 2007 8:07 AM
To: Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Grogan, Patrick <pgrogan@email.unc.edu>
Subject: 12 Hour Report
Attach: 20070108_12HourReport.xls

--
Lee Schimmelfennig
Degree Audit Specialist
Office of the University Registrar
University of North Carolina-Chapel Hill
Hanes Hall, CB# 2100
Chapel Hill, NC 27599-2100
Phone: (919) 962-5161
Fax: (919) 843-8709
lschimm@email.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, January 11, 2007 9:46 AM
To: -Academics <-Academics@uncaa.unc.edu>; jmboxill@email.unc.edu
Cc: Markos, Lance <markos@uncaa.unc.edu>
Subject: Fwd: 12 Hour Report
Attach: 12 Hour Report.msg

Hello All,
Attached is the 12 hour report. Please keep me posted on the status of these student-athletes. Remember to forward unload paperwork to me ASAP for all student-athletes, including students from teams who are not participating this semester.

Thanks very much.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Lee Schimmelfennig <lschimm@email.unc.edu>
Sent: Thursday, January 11, 2007 8:40 AM
To: Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Grogan, Patrick <pgrogan@email.unc.edu>
Subject: 12 Hour Report
Attach: 20070111_12HourReport.xls

--
Lee Schimmelfennig
Degree Audit Specialist
Office of the University Registrar
University of North Carolina-Chapel Hill
Hanes Hall, CB# 2100
Chapel Hill, NC 27599-2100
Phone: (919) 962-5161
Fax: (919) 843-8709
lschimm@email.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, January 12, 2007 9:03 AM
To: -Academics <-Academics@uncaa.unc.edu>; jmboxill@email.unc.edu
Cc: Markos, Lance <markos@uncaa.unc.edu>
Subject: Fwd: Re: 12 Hour Report
Attach: Re_ 12 Hour Report.msg

Here is this mornings 12 hour report. Still missing a lot of underload forms at this point. Counselors, please call me when you get a chance today so that we can talk through some of these situations.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Lee Schimmelfennig <lschimm@email.unc.edu>
Sent: Friday, January 12, 2007 8:38 AM
To: Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Grogan, Patrick <pgrogan@email.unc.edu>
Subject: Re: 12 Hour Report
Attach: TEXT.htm; 20070112_12HourReport.xls

Sorry about that! Let's try this again.

Lee Schimmelfennig
Degree Audit Specialist
Office of the University Registrar
University of North Carolina-Chapel Hill
Hanes Hall, CB# 2100
Chapel Hill, NC 27599-2100
Phone: (919) 962-5161
Fax: (919) 843-8709
lschimm@email.unc.edu

Susan B. Maloy wrote:

> Hey Lee,
> Did not receive the attachment with this email. Would you mind sending it again? Thanks.
>
> Susan Maloy
> Assistant Athletic Director for Certification and Eligibility
> UNC Department of Athletics
> 919-962-9892 (office)
> 919-962-6002 (fax)
> sbmaloy@uncaa.unc.edu

Lee Schimmelfennig <lschimm@email.unc.edu> 1/12/2007 8:27 AM >>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, January 16, 2007 10:53 AM
To: -Academics <-Academics@uncaa.unc.edu>; jmboxill@email.unc.edu
Cc: Markos, Lance <markos@uncaa.unc.edu>
Subject: Fwd: 12 Hour Report
Attach: 12 Hour Report.msg

Here is today's 12 hours report.

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Patrick Grogan <pgrogan@email.unc.edu>
Sent: Tuesday, January 16, 2007 10:31 AM
To: Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Schimmelfennig, Lee <lschimm@email.unc.edu>
Subject: 12 Hour Report
Attach: 12HourRep_01-16-07.xls

Here is the 12 Hour Report for today. It seems pretty long but maybe
that is typical for the first few weeks of class.

Thanks.

--
Patrick C. Grogan, MBA
Degree Audit Specialist
Office of the University Registrar
CB# 2100, 01A Hanes Hall
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-2100
Ph : (919) 843-3498
Fax: (919) 962-8709
E-mail: pgrogan@email.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, August 24, 2007 9:24 AM
To: -Academics <-Academics@uncaa.unc.edu>; Jack, Evans, <evansj@bschool.unc.edu>; jmboxill@email.unc.edu
Cc: Markos, Lance <markos@uncaa.unc.edu>
Subject: Fwd: 12 Hour
Attach: 12 Hour.msg

Here is the 12 hour report for today. Reminder that Men's Soccer, Field Hockey and Volleyball play this weekend. Please be sure that everyone is in 12 hours by the end of today.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Crystal Lineberry <clineber@email.unc.edu>
Sent: Monday, September 10, 2007 8:34 AM
To: Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Grogan, Patrick <pgrogan@email.unc.edu>
Subject: 12 Hour Report...
Attach: 12_Hour_Report_09102007.xls

---

is attached and there was no one on the unmatched report today.

--
Crystal Lineberry, MBA
Degree Audit and NCAA Specialist
Office of the University Registrar
CB# 2100, SASB North, Suite 3100
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-2100
Phone: (919) 962-5161
Fax: (919) 843-8709
Email: clineberry@unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, January 14, 2008 9:42 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: Athletes with less than 12 hours
Attach: Athletes with less than 12 hours.msg

Here is the 12 hour report today from AdmissionPros. Those who have graduated or left school may not have been noted in the system yet so they are still showing up in AdmissionPros. We will get that cleaned up soon. Please keep me updated.

Thanks
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Monday, January 14, 2008 7:17 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with less than 12 hours
Attach: TEXT.htm; ATH_Less Than 12 Hours.pdf

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, January 15, 2008 10:21 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with less than 12 hours
Attach: Athletes with less than 12 hours.msg

Here is today's AdmPros report for 12 hours. I have since removed those who have graduated so disregard their names.

Today is the last day for them to practice while enrolled in less than 12 hours. I must have the underload approval form in my office before we can declare them eligible. Just completing the form and leaving it in a pile to be approved is not the end of the process for athletes. Please let me know the status.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Tuesday, January 15, 2008 7:17 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with less than 12 hours
Attach: TEXT.htm; ATH_Less Than 12 Hours.pdf

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Thursday, January 17, 2008 7:17 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with less than 12 hours
Attach: TEXT.htm; ATH_Less Than 12 Hours.pdf

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Tuesday, April 22, 2008 7:17 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with less than 12 hours
Attach: TEXT.htm; ATH_Less Than 12 Hours.pdf

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, August 18, 2008 1:25 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with less than 12 hours
Attach: Athletes with less than 12 hours.msg

Here is a 12 hour report. It may not be entirely accurate because I don't believe we have all of the incoming freshman flagged in SIS yet. I hope to get that done this week, but until them, we need to check our teams by hand. Field Hockey competes on Aug. 23 and Women's Soccer and Men's Soccer compete on Aug. 22. Please help me stay on top of these teams to ensure that they are enrolled full time prior to competition. For those who plan to take an underload, the best scenario right now is to register for 12 hours now and drop once the approval has been made.

Thanks and keep me informed on any issues.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Monday, August 18, 2008 7:16 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with less than 12 hours
Attach: TEXT.htm; ATH_Less Than 12 Hours.pdf

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, August 21, 2008 9:38 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; jmboxill@email.unc.edu; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with less than 12 hours
Attach: Athletes with less than 12 hours.msg

Here is a 12 hour report. Again it is not 100% since we are still tightening up the database for 08-09, but it will give you some idea.

Men's Soccer, Women's Soccer and Field Hockey play tomorrow and Saturday. We need to check 12 hours for them today and tomorrow specifically. I know that men's soccer actually leaves today at 5pm, so they will not have any opportunities to adjust their schedule past 5 pm today, so please be sure that they are all enrolled in 12 hours by the end of the day.

Keep me posted on all underloads that you have. If they are on scholarship but have exhausted eligibility, I still need for you to fax the forms down to me.

Thanks so much,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Thursday, August 21, 2008 7:16 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with less than 12 hours
Attach: TEXT.htm; ATH_Less Than 12 Hours.pdf

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

From: Crystal Lineberry <clineber@email.unc.edu>
Sent: Tuesday, August 26, 2008 7:26 AM
To: Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Katsaounis, Stephen <katsaoun@email.unc.edu>
Subject: 12 Hour Report
Attach: 12_Hour_Report_08262008.xlsx

There's no one new today.

--
Crystal Lineberry, MBA
Degree Audit and NCAA Specialist
Office of the University Registrar
CB# 2100, SASB North, Suite 3100
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-2100
Phone: (919) 962-5161
Fax: (919) 962-3349
Email: clineberry@unc.edu

From: Crystal Lineberry <clineber@email.unc.edu>
Sent: Friday, August 29, 2008 7:52 AM
To: Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Katsaounis, Stephen <katsaoun@email.unc.edu>
Subject: 12 Hour Reports
Attach: 12_Hour_Report_08292008_Unmatched.xlsx; 12_Hour_Report_08292008.xlsx

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Attached are the files.

--
Crystal Lineberry, MBA
Degree Audit and NCAA Specialist
Office of the University Registrar
CB# 2100, SASB North, Suite 3100
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-2100
Phone: (919) 962-5161
Fax: (919) 962-3349
Email: clineberry@unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, January 13, 2009 10:53 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: 12 Hour Report
Attach: 12 Hour Report.msg

Hi Everyone,
Here is the 12 hour report from the Registrars Office for today. I know you are working this week to shorten this list, but thought this might help so you know exactly who to be working with.

Wayne, we will need to check men's basketball individually on Thursday, Jan. 15.

Everyone, we should probably check the following teams individually on Friday, Jan. 16 since they compete on Friday and Sat. this week.
W. Basketball
M. Basketball
Gymnastics
M. and W. Swimming
W. Tennis
M. and W. Track
M. Tennis
Wrestling

Again, just a reminder to let me know who your underloads are going to be. If we don't have an approval form on file, we will need to have them register full-time until the approval has gone through. As of right now, I only have 1 underload approval form on file.

Thank you for your help with this.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Rocky Horton <rockyh@email.unc.edu>
Sent: Wednesday, January 14, 2009 9:02 AM
To: Lineberry, Crystal <clineber@email.unc.edu>; Katsaounis, Stephen <katsaoun@email.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>; Samples, Jamie <samples@email.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: 12 Hour Report
Attach: 12_Hour_Report_01142009.xlsx; 12_Hour_Report_01142009_Unmatched.xlsx

---

Both of today's reports are attached. Thanks.

--
Rocky James Horton
Degree Audit and NCAA Compliance Specialist
Office of the University Registrar
University of North Carolina at Chapel Hill
CB 2100, SASB North, Rm. 3127
Chapel Hill, NC 27599-2100
Tel: 919.843.3498 Fax: 919.843.3498

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, January 15, 2009 1:22 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with less than 12 hours
Attach: Athletes with less than 12 hours.msg

Here is the cleaner form Brent. HA!

Still a lot who are not enrolled full-time. Tomorrow is the deadline as you know.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Thursday, January 15, 2009 10:04 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with less than 12 hours
Attach: TEXT.htm; ATH_Less Than 12 Hours.pdf

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

From: Crystal Lineberry <clineber@email.unc.edu>
Sent: Friday, January 16, 2009 7:17 AM
To: Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Katsaounis, Stephen <katsaoun@email.unc.edu>; Horton, Rocky J <rockyh@email.unc.edu>; Samples, Jamie B <samples@email.unc.edu>
Subject: 12 Hour Report
Attach: 12_Hour_Report_01162009_Unmatched.xlsx; 12_Hour_Report_01162009.xlsx

---

Attached are the files.

--
Crystal Lineberry, MBA
Degree Audit and NCAA Specialist
Office of the University Registrar
CB# 2100, SASB North, Suite 3100
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-2100
Phone: (919) 962-5161
Fax: (919) 962-3349
Email: clineberry@unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, January 20, 2009 8:33 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: Fwd: Athletes with less than 12 hours
Attach: Athletes with less than 12 hours.msg

Today's 12 hour report. There are a few new ones on today's report. Please review carefully and let me know the status.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Tuesday, January 20, 2009 7:16 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with less than 12 hours
Attach: TEXT.htm; ATH_Less Than 12 Hours.pdf

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, August 28, 2009 8:27 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: Athletes with less than 12 hours
Attach: TEXT.htm; Athletes with less than 12 hours.msg

Good morning!

Here is the 12 hour report as it exists right now. Keep in mind that the database is not 100% updated as yet, so we will need to check teams individually in SIS as well; at least the ones competing this weekend, which are

Women's Soccer
Field Hockey
Volleyball

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Friday, August 28, 2009 7:16 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with less than 12 hours
Attach: TEXT.htm; ATH_Less Than 12 Hours.pdf

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>

Sent: Monday, August 31, 2009 11:27 AM

To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>

Subject: Fwd: Athletes with less than 12 hours

Attach: TEXT.htm; Athletes with less than 12 hours.msg

This mornings 12 hour report.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Monday, August 31, 2009 7:16 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with less than 12 hours
Attach: TEXT.htm; ATH_Less Than 12 Hours.pdf

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, September 3, 2009 10:04 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: Fwd: Athletes with less than 12 hours
Attach: TEXT.htm; Athletes with less than 12 hours.msg

Today's report

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Thursday, September 3, 2009 7:16 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with less than 12 hours
Attach: TEXT.htm; ATH_Less Than 12 Hours.pdf

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, September 4, 2009 9:20 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: Athletes with less than 12 hours
Attach: TEXT.htm; Athletes with less than 12 hours.msg

Good morning!

Here is today's 12 hours report. It is now looking more like we would expect. I won't continue to clog your inbox with these reports unless I notice a change.

Just to be on the safe side, however, would you mind still checking each team individually in SIS for competition today and throughout the weekend.

M and W Cross Country
Field Hockey
Men's Soccer
Women's Soccer
Women's Golf
Volleyball

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Friday, September 4, 2009 7:16 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with less than 12 hours
Attach: TEXT.htm; ATH_Less Than 12 Hours.pdf

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, January 11, 2010 8:58 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: 12 Hour Report
Attach: TEXT.htm; 12 Hour Report.msg

All,
Attached is today's 12-hour report run by the Registrars Office. Note that there are students on the list who are no longer competing because they have not had a chance to mark their change of status for this term yet (hopefully PeopleSoft will make that a lot easier). Please review and keep me posted on underloads. Fax them down to me as you receive them. 2-6002

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Crystal Lineberry <clineber@email.unc.edu>
Sent: Monday, January 11, 2010 8:41 AM
To: Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Derickson, Chris <derickso@email.unc.edu>; Katsaounis, Stephen George <katsaoun@email.unc.edu>; Horton, Rocky <rockyh@email.unc.edu>; Samples, Jamie <samples@email.unc.edu>
Subject: 12 Hour Report
Attach: 12_Hour_Report_01112010.xlsx

Here is the 12 hour report. There are some students on here that are not competing because we haven't updated the N's yet.

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, January 15, 2010 9:06 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: Fwd: 12 Hour Reports
Attach: TEXT.htm; 12 Hour Reports.msg

Today's 12-hour report. Please sift through the individuals who you know are no longer on the team. They should come off the report eventually.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, January 20, 2010 8:33 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: 12 Hour Reports
Attach: TEXT.htm; 12 Hour Reports.msg

Good morning,
Attached is the current list of student-athletes under 12 hours.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Crystal Lineberry <clineber@email.unc.edu>
Sent: Wednesday, January 20, 2010 8:21 AM
To: Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Derickson, Chris <derickso@email.unc.edu>; Katsaounis, Stephen George <katsaoun@email.unc.edu>; Horton, Rocky <rockyh@email.unc.edu>; Samples, Jamie <samples@email.unc.edu>
Subject: 12 Hour Reports
Attach: 12_Hour_Report_01202010.xlsx; 12_Hour_Report_01202010_Unmatched.xlsx

---

Grant Marley, Cross Country, is new to the report today and is registered for 11 hours.

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, January 21, 2010 10:32 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: 12 Hour Reports
Attach: TEXT.htm; 12 Hour Reports.msg

All,
Here is today's 12 hours report.

Kym, Felnagle and Keller are the only individuals who I do not have underload forms for. Can you track that down?

Spencer, is Dennis Drury going to drop to an underload? I have his underload paperwork. He needs to drop by Jan. 25 in order to not be charged.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Crystal Lineberry <clineber@email.unc.edu>
Sent: Thursday, January 21, 2010 9:27 AM
To: Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Derickson, Chris <derickso@email.unc.edu>; Katsaounis, Stephen George <katsaoun@email.unc.edu>; Horton, Rocky <rockyh@email.unc.edu>; Samples, Jamie <samples@email.unc.edu>
Subject: 12 Hour Reports
Attach: 12_Hour_Report_01212010.xlsx; 12_Hour_Report_01212010_Unmatched.xlsx

---

Susan,

The football GAs are the two that are new today, although Satterfield only has 3 hrs. I am working on trying to get active athletes that are not registered for any hours to show up on the report.

Thanks,
Crystal

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, January 22, 2010 8:39 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: Fwd: 12 Hour Reports
Attach: TEXT.htm; 12 Hour Reports.msg

Today's 12 hour report. I believe all underloads are accounted for now.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, January 27, 2010 9:31 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: 12 Hour Report
Attach: TEXT.htm; 12 Hour Report.msg

Good morning All,
Attached is the current underload list. All approval forms are on file.

Thank you for your help.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Crystal Lineberry <clineber@email.unc.edu>
Sent: Wednesday, January 27, 2010 7:51 AM
To: Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Derickson, Chris <derickso@email.unc.edu>; Katsaounis, Stephen George <katsaoun@email.unc.edu>; Horton, Rocky <rockyh@email.unc.edu>; Samples, Jamie <samples@email.unc.edu>
Subject: 12 Hour Report
Attach: 12_Hour_Report_01272010.xlsx

There is no one new today.

--
Crystal Lineberry, MBA
Degree Audit and NCAA Specialist
Office of the University Registrar
CB# 2100, SASB North, Suite 3100
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-2100
Phone: (919) 962-5161
Fax: (919) 962-3349
Email: clineberry@unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, August 31, 2010 11:20 AM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Cc: Amy Herman <ajschae@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>
Subject: 12-Hour Report
Attach: TEXT.htm; 8.31.10.xlsx

This morning's report. Kym, let me know what is going on with Baker, Mojica, and Rice. They may not practice today until they are in 12 hours. Beth, it looks like House is not under 12 hours.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, September 3, 2010 1:50 PM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Amy kleissler <kleissle@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Cc: Amy Herman <ajschae@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>
Subject: 12-hour Report
Attach: TEXT.htm; 9.3.10.xlsx

Today's 12-hr. report.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, September 7, 2010 10:38 AM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Cc: Amy Herman <ajschae@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>
Subject: 12-hour Report
Attach: TEXT.htm; 9.7.10.xlsx

Here is today's report.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, September 14, 2010 2:41 PM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Cc: Amy Herman <ajschae@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>
Subject: 12-hour Report
Attach: TEXT.htm; 9.14.10.xlsx

I'll try this again. Today's 12-hour report.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, January 10, 2011 11:03 AM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Subject: 12-hour Report and Holds Report
Attach: TEXT.htm; Holds 1.10.11.xlsx; 1.10.11.xlsx

Good morning All,
Attached is the 12- hour report and the Holds Report as of approx. 10:30 this morning.

I will be home this afternoon with my kids due to this weather that I have yet to see. If you need anything, just call my cell phone.

Thanks,

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>

Sent: Friday, January 14, 2011 2:15 PM

To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>

Subject: UPDATE 12-hour Report

Attach: TEXT.htm; 1.14.11 2.00pm.xlsx

Just thought I would send an update. There are a few changes. Please review carefully for any new additions.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, January 18, 2011 10:24 AM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Subject: 12-Hour Report
Attach: TEXT.htm; 1.18.11.xlsx

Good morning All,
Attached is today's 12 hour report. I have noted in the far right column those who I have received an underload form.

Kym, please let me know the status of your track and rowing athletes. Please note that they should not be practicing at this point. (I just spoke to Sarah Haney about her 3 rowers.)

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, January 19, 2011 10:07 AM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Cc: Amy Herman <ajschae@uncaa.unc.edu>
Subject: 12-Hour Report
Attach: TEXT.htm; 1.19.11.xlsx

Good morning All,
Attached is today's 12-hour report.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, January 20, 2011 2:19 PM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Cc: Amy Herman <ajschae@uncaa.unc.edu>
Subject: 12-Hour Report
Attach: TEXT.htm; 1.20.11.xlsx

Here is today's report. Looks like we still have some of the same issues.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, January 21, 2011 12:51 PM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Cc: Amy Herman <ajschae@uncaa.unc.edu>
Subject: 12-Hour Report - At least 2 additions
Attach: TEXT.htm; 1.21.11.xlsx

All,
Attached is today's 12-hour report. Please review the list closely for your sports to be sure I didn't miss anyone, but it looks like there are 2 additions as far as I can tell, (Briana Hudson-Track, and Hannah Daly-W.Soccer). Please update me on those situation as well as the ongoing concerns that we have had. Kym, I have sent an email to Coach C and a voicemail as well, to make him aware, but I have not contacted women's soccer yet. Brent, please call me about Hannah.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, January 24, 2011 10:12 AM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Cc: Amy Herman <ajschae@uncaa.unc.edu>
Subject: 12-Hour Report
Attach: TEXT.htm; 1.24.11.xlsx

Good morning,

Here is this morning's 12-hour report. There is still no change with the students that we were working with late last week in men's track, women's soccer, women's track, and rowing.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, January 26, 2011 2:08 PM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Cc: Amy Herman <ajschae@uncaa.unc.edu>
Subject: 12-Hour Report
Attach: TEXT.htm; 1.26.11.xlsx

Today's report is attached.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, April 13, 2007 3:22 PM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: Drop/Add Approval for Student-Athletes
Attach: Text.htm; Drop_Add Approval for Student-Athletes.msg

---

follow up on new drop/add procedure

From: Donna Redmon <donna_redmon@unc.edu>
Sent: Friday, April 13, 2007 2:07 PM
To: Banks, Debra <dlbanks@email.unc.edu>; DeCosta, Senora <senora@unc.edu>
Cc: Poehls, Alice <apoehls@email.unc.edu>; Grogan, Patrick <pgrogan@email.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Drop/Add Approval for Student-Athletes
Attach: Studentathletesdroppingandaddingcourses.doc

Dear Debra and Senora,

I have prepared the attached procedures to identify how your staff should handle registration/drop/add requests from student-athletes. I think I have covered everything you and your staff will need to know to establish this new step in your existing current and post-semester registration/drop/add procedures. Please review and let me know if you have any questions or concerns about the process. Additionally, if you would like for me to, I will be happy to go over the new procedure with your staff.

The Compliance Office and the Academic Support Program for Student-Athletes would like to implement (set an effective date) the new procedure as soon as possible. Please let me know the date you expect your staff to begin enforcing the new procedure, and I will notify all parties involved of the effective date.

Thanks,
Donna

--
Donna C. Redmon
Associate University Registrar
University of North Carolina at Chapel Hill
CB#2100, 105 Hanes Hall
Chapel Hill, NC 27599-2100
Email Address: donna_redmon@unc.edu
Phone: (919) 962-8289
Fax: (919) 962-3349
http://regweb.unc.edu

--- Scanned by M+ Guardian Messaging Firewall ---

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, January 18, 2006 10:21 AM
To: -Academics <-Academics@uncaa.unc.edu>; jmboxill@email.unc.edu
Cc: -Compliance <-Compliance@uncaa.unc.edu>
Subject: Bylaw 14.1.10.2

Hello Everyone,
Since you are in the midst of meeting with students and conducting team meetings, I wanted to call your attention to Bylaw 14.1.10.2 - Eligibility Postseason Competition-Between Terms, on page 141. I will talk about this in more detail at your next staff meeting, but the main idea of this rule is as follows:

In order to be eligible for postseason that occurs after exams this spring, a student-athlete in his/her final season of eligibility must complete at least 6 hours of academic credit this semester. We are required to certify the completion of these 6 hours within 14 business days after the date of the last scheduled exam; however, if competition occurs during the 14 days and enough grades are posted to declare a student ineligible, we must certify this student ineligible for competition in postseason contests.

At the moment this only includes students in their final season of eligibility who are enrolled full-time. If students are in an underload, they are not responsible for passing 6 hours.

As I said, I would like to talk with you about this in more detail, but in the meantime, I think it is important for you to be talking to your senior student-athletes about this immediately. It may be necessary to send each of them an email to be sure that they are aware of this rule, which we can discuss further on Tuesday.

If you have any questions, please contact me.

Thank you,
Susan

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, April 3, 2007 2:20 PM
To: -Academics <-Academics@uncaa.unc.edu>; jmboxill@email.unc.edu
Cc: -Compliance <-Compliance@uncaa.unc.edu>
Subject: Part-time Hours to Satisfy 18 Hour Requirement

Hello All,
This interp below was just released by the NCAA. Not sure how often this would apply since most of our underload situations are with SAs who are in their final season of eligibility. But I wanted to send it out to you for future reference.

Thanks,
Susan

Use of Credits Earned while Enrolled Part Time to Satisfy the 18-Semester/27-Quarter Hour Requirement (I)

Date Issued: Mar 21, 2007
Type: Official
Item Ref: 1

Interpretation:

The committee confirmed that credits earned by a student-athlete during a term in which he or she is enrolled in less than a full-time program of studies may be used to satisfy the 18-semester/27-quarter hour requirement only if such credits are combined with credits earned during an immediately preceding or immediately subsequent term in which the student-athlete is enrolled as a full-time student. Further, credits earned during the part-time term may be completed at an institution other than the certifying institution.

[References: NCAA Bylaws 14.4.3.1 (fulfillment of credit-hour requirements) and 14.4.3.1.4 (application of rule)].

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, April 23, 2007 12:20 PM
To: -Academics <-Academics@uncaa.unc.edu>; jmboxill@email.unc.edu
Cc: -Compliance <-Compliance@uncaa.unc.edu>; donna_redmon@unc.edu; pgrogan@email.unc.edu
Subject: Fwd: Ready to Implement New Drop/Add Approval for Student-Athletes
Attach: Ready to Implement New Drop_Add Approval for Student-Athletes.msg; Drop and Add Counselor Approval Process - Final version.doc

---

Hi Everyone,
I just wanted to inform you that the new Drop/Add Approval Process for Student-Athletes that I spoke to you about at one of your recent staff meetings has been officially approved and will begin effective Wed., April 25, 2007. From this point forward, student-athletes will not be permitted to drop or add classes without your stamp of approval. By now, each counselor should already have the stamp that Doug ordered to be used in this process. Please be sure to keep these stamps in a safe place.

Each semester this written counselor approval will begin after the last day to drop using the web registration system. My suggestion would be to keep a copy of all forms that you stamp in your files just in case we would need to refer back. The procedures that have been drafted for Registrars Office personnel are attached for your information. Items #7 and #8 specifically state the steps that the academic counselors must take. Please review this document and let me know if you have any questions. Remember that this process may also originate with you.

We are pleased that the Registrars Office has taken this initiative to assist us in preventing our student-athletes from dropping below 12 hours or from dropping and adding courses that could effect their eligibility.

Please keep me informed of how this process is going and let me know if you have any questions or concerns. Thank you for your attention to this important matter.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Donna Redmon <donna_redmon@unc.edu>
Sent: Thursday, April 19, 2007 4:12 PM
To: Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Poehls, Alice <apoehls@email.unc.edu>; Banks, Debra <dlbanks@email.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>; Grogan, Patrick <pgrogan@email.unc.edu>; DeCosta, Senora <senora@unc.edu>
Subject: Ready to Implement New Drop/Add Approval for Student-Athletes

---

Dear Susan,

We are ready to begin the new procedure requiring Athletic Academic Counselor (Academic Support Program) approval prior to processing current and post-semester registration, drop, and add transactions for student-athletes. The effective date for requiring current semester drop/add approvals will be Wednesday, April 25, and Monday, April 30th for post-semester reg/drop/adds.

Thank you, Debra and Senora, for the quick turn around in reviewing and implementing the new procedures with your staff. Your cooperation and assistance in making this process work is ever so important to our ability to deliver the improvements recommended during the ACC Compliance Review. Another great example of team work within the department and throughout the University. Your extra efforts are noted and much appreciated.

Susan, please let me know if you need any thing else from us.

Thanks,
Donna

--
Donna C. Redmon
Associate University Registrar
University of North Carolina at Chapel Hill
CB#2100, 105 Hanes Hall
Chapel Hill, NC 27599-2100
Email Address: donna_redmon@unc.edu
Phone: (919) 962-8289
Fax: (919) 962-3349
http://regweb.unc.edu

--- Scanned by M+ Guardian Messaging Firewall ---

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, May 9, 2007 9:51 AM
To: -Academics <-Academics@uncaa.unc.edu>; jmboxill@email.unc.edu
Cc: Markos, Lance <markos@uncaa.unc.edu>
Subject: Fwd: Athlete Grades
Attach: Athlete Grades.msg

Hi Everyone,
The Registrars Office has created a report to run all grades of F, FA, IN, and W for the Spring semester. I will forward you a separate report with ABs as well. Hopefully you will find this helpful. If there is anything that you would like added to this report, just let me know. I'll send you additional reports as they become available.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Patrick Grogan <pgrogan@email.unc.edu>
Sent: Tuesday, May 8, 2007 8:08 AM
To: Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athlete Grades
Attach: Athlete Grades.xlsx

Attached are F, FA, INC, W grades for athletes so far.

Thanks.

--
Patrick C. Grogan, MBA
Degree Audit and NCAA Specialist
Office of the University Registrar
CB# 2100, 04C Hanes Hall
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-2100
Ph : (919) 843-3498
Fax: (919) 843-8709
E-mail: pgrogan@email.unc.edu

--- Scanned by M+ Guardian Messaging Firewall ---

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, May 9, 2007 9:55 AM
To: -Academics <-Academics@uncaa.unc.edu>; jmboxill@email.unc.edu
Cc: Markos, Lance <markos@uncaa.unc.edu>
Subject: AB report for Spring 2007
Attach: AB Grades - Spring 2007.xlsx

Here is the additional report listing all ABs as of today from the Registrars Office.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, June 20, 2007 10:10 AM
To: Lineberry, Crystal <clineber@email.unc.edu>; Grogan, Patrick <pgrogan@email.unc.edu>
Cc: -Academics <-Academics@uncaa.unc.edu>; jmboxill@email.unc.edu; Markos, Lance <markos@uncaa.unc.edu>; Redmon, Donna <redmon@email.unc.edu>
Subject: Fwd: RE: 18 Hrs. Earned toward Degree for Double Major
Attach: RE_ 18 Hrs. Earned toward Degree for Double Major.msg

---

Patrick and Crystal,
I thought it was worth going back to the NCAA to revisit the issue of how to count 18 hours for a student who is a double major. The key to the flexibility of counting the hours is that the majors must be within the same degree program. We may not count hours toward one major in the Fall and toward the second major in the Spring if one major is within a BA degree and the other is within a BS degree. Take a look at the attached email from the bottom up for further clarification on this matter, and let me know if you have any questions.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, September 28, 2007 12:05 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Cc: Markos, Lance <markos@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: APR - Data Review
Attach: Baseball.pdf; W. Basketball.pdf_1; Field Hockey.pdf_1; Softball.pdf_1; M. Golf.pdf_1; W. Tennis.pdf_1; Wrestling.pdf_1; W. Soccer.pdf_1; W. Basketball.pdf; W. Soccer.pdf; Field Hockey.pdf; Softball.pdf; M. Golf.pdf; W. Tennis.pdf; Wrestling.pdf; Baseball.pdf_1

Hi Brent,
I hate to drop this on you at the last minute, but I need your help right away to review the data that I have imported for your teams for APR. APR must be submitted by Oct. 2, next Tuesday. Please be sure that I have all the ineligible students noted correctly and all of those who did not return in Spring 07 or Fall 07 noted correctly as well.

Attached is a summary report for each sport as well as a complete report for each sport that includes hours passed, GPAs, etc. If you have time to review all data, that would be most helpful, but the bottom line is that we need to have the "Eligibility and Retention" flags set accurately.

Let me know if you have any questions. If you can let me know how everything checks out on your end by next Tuesday morning at the latest, that would be great.

Again, sorry to come to you at the 11th hour, but there is a tremendous amount of data that I am working with, and I want to be sure that it is all as accurate as possible, thus the need for your assistance.

Thanks very much.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, October 3, 2007 9:52 AM
To: ccannon@email.unc.edu
Cc: Blanton, Brent <blanton@uncaa.unc.edu>; donna_redmon@unc.edu; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Drop Process for Student-Athletes Surrounding the Oct. 15th Deadline

---

Hi Carolyn,
Just wanted to follow up with our discussion earlier today about the drop procedures for student-athletes in the interest of the Oct. 15th deadline as the last day to drop with a Dean's signature. According to our academic support staff, there have been several occasions when the student-athlete has only brought the student copy of the form to their athletics academic counselor and that the actual drop form was sent directly from Advising to the Registrars Office. When this happens, it adds time to the process which is our concern with regard to the Oct. 15th deadline. As you said in the past, the Registrars Office has honored the date that the Advisor signs the form even if the form is received in the Registrars Office after the deadline for whatever reason. If that is still in fact the case given the extra step in the process for student-athletes, then we may not have an issue surrounding the upcoming deadline. But that is our ultimate concern. Anything you can do to assist us in this process so that student-athletes who sought approval from their academic advisor in your office prior to the 15th will still be able to drop if the form is not received by the Registrars Office until after Oct. 15th due to the extra required steps in the process would be very helpful.

Thank you very much for working with us on this important process.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: <redmon@email.unc.edu>
Sent: Thursday, October 4, 2007 9:01 AM
To: Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Blanton, Brent <blanton@uncaa.unc.edu>; ccannon@email.unc.edu; donna_redmon@unc.edu; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Re: Drop Process for Student-Athletes Surrounding the Oct. 15th Deadline

---

Dear all -
Sorry for chimming in late, I was out sick yesterday and am still home sick today.

First, let me clarify the "drop with a Dean's signature" date. It is after the 8 week deadline that we require dean's signature, not before. After the second week of classes, students can no longer use the web system to drop and we begin to require a Reg/Drop/Add Form that requires advisor signature only, and then require the dean's signature after the 8 weeks (students normally have to appeal to drop through admin boards after the 8 weeks, but we are looking for dean's signature at that point).

That said, I believe I need to further clarify the procedures that we agreed upon with the Compliance Office. I can send a copy of the procedures tomorrow for all to see, but for now, I will clarify based on my recollection. Susan, we agreed that the registrar's office staff would check "all" drop/add forms submitted to our office to determine whether or not the student was an athlete (checking screen 194) and send the student and form (if submitted by the student) to the Academic Athletic Counselor for further review and approval before we processed the form. So, that arrangement/procedures were set up between our two offices, and I don't recall that we asked Academic Advising in GC/AS to redirect students to your office before submitting the drop/add form. If that arrangement was made between you and Carolyn Cannon, that's certainly fine with us, but I think we should document (we can use the procedures I wrote) those agreements so we're all operating on the same page.

Lastly, although we strongly urge students to submit the form on the day it is signed by advisors or deans, Carolyn Cannon is right, we honor the date the form was signed by the advisor or dean. We strongly urge students to submit the form on the day of approval so that they don't carry the form around for a long period of time.

I hope to return to the office tomorrow so maybe we can all get together to discuss these issues further

Thanks,
Donna

Quoting "Susan B. Maloy" <sbmaloy@uncaa.unc.edu>:

> Hi Carolyn,
> Just wanted to follow up with our discussion earlier today about the
> drop procedures for student-athletes in the interest of the Oct. 15th
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> to our academic support staff, there have been several occasions when
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> Office has honored the date that the Advisor signs the form even if

> the form is received in the Registrars Office after the deadline for
> whatever reason. If that is still in fact the case given the extra
> step in the process for student-athletes, then we may not have an
> issue surrounding the upcoming deadline. But that is our ultimate
> concern. Anything you can do to assist us in this process so that
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> your office prior to the 15th will still be able to drop if the form
> is not received by the Registrars Office until after Oct. 15th due to
> the extra required steps in the process would be very helpful.
>
> Thank you very much for working with us on this important process.
>
> Susan
>
> Susan Maloy
> Assistant Athletic Director for Certification and Eligibility
> UNC Department of Athletics
> 919-962-9892 (office)
> 919-962-6002 (fax)
> sbmaloy@uncaa.unc.edu
>
>
>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, October 4, 2007 9:24 AM
To: redmon@email.unc.edu
Cc: Blanton, Brent <blanton@uncaa.unc.edu>; ccannon@email.unc.edu; donna_redmon@unc.edu; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Re: Drop Process for Student-Athletes Surrounding the Oct. 15th Deadline

---

Hi Donna,
Sorry that you are still under the weather. I hope you feel better soon.

Thank you for this clarification of the process. I agree that when we originally laid out this process, we did not include Academic Advising in the procedures. But I have to admit, at the time that you and I were working on this, I did not realize that Academic Advisors do not return the form to the student and that they send the forms directly to the Registrars Office. Earlier in the semester a drop occurred without our academic counselors having the opportunity to approve the drop. At that time, I spoke with Carolyn Cannon about the process to see if she would object to her Advisors providing the drop forms to the student-athletes so that they could bring their form to their counselors for approval. This was more of a preventative step to the process and perhaps a step that would eleviate a slight time delay from the time the drop is requested to the time it is officially processed. Certainly, if a drop form gets sent directly to the Registrars Office, we still want the Registrar's staff to send the form directly to Academic Support once they determine that the individual is a student-athlete.

I apologize if we have created some confusion to the process. As with any new procedure, there are kinks that need to be ironed out. I certainly appreciate everyone's cooperation and involvement in this important drop/add process.

Let's do discuss further if need be.

Thanks again,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

>>> <redmon@email.unc.edu> 10/4/2007 9:01 AM >>>
Dear all -
Sorry for chimming in late, I was out sick yesterday and am still home sick today.

First, let me clarify the "drop with a Dean's signature" date. It is after the 8 week deadline that we require dean's signature, not before. After the second week of classes, students can no longer use the web system to drop and we begin to require a Reg/Drop/Add Form that requires advisor signature only, and then require the dean's signature after the 8 weeks (students normally have to appeal to drop through admin boards after the 8 weeks, but we are looking for dean's signature at that point).

That said, I believe I need to further clarify the procedures that we agreed upon with the Compliance Office. I can send a copy of the procedures tomorrow for all to see, but for now, I will clarify based on my recollection. Susan, we agreed that the registrar's office staff would check "all" drop/add forms submitted to our office to determine whether or not the student was an athlete (checking screen 194) and send the student and form (if submitted by the student) to the Academic Athletic Counselor for further review and approval before we processed the form. So, that arrangement/procedures were set up between our two offices, and I don't recall that we asked Academic Advising in GC/AS to redirect students to your office before submitting the drop/add form.

If that arrangement was made between you and Carolyn Cannon, that's certainly fine with us, but I think we should document (we can use the procedures I wrote) those agreements so we're all operating on the same page.

Lastly, although we strongly urge students to submit the form on the day it is signed by advisors or deans, Carolyn Cannon is right, we honor the date the form was signed by the advisor or dean. We strongly urge students to submit the form on the day of approval so that they don't carry the form around for a long period of time.

I hope to return to the office tomorrow so maybe we can all get together to discuss these issues further

Thanks,
Donna

Quoting "Susan B. Maloy" <sbmaloy@uncaa.unc.edu>:

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> Thank you very much for working with us on this important process.
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> Susan Maloy
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> UNC Department of Athletics
> 919-962-9892 (office)
> 919-962-6002 (fax)
> sbmaloy@uncaa.unc.edu
>
>
>

From: <redmon@email.unc.edu>
Sent: Thursday, October 4, 2007 9:47 AM
To: Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Blanton, Brent <blanton@uncaa.unc.edu>; ccannon@email.unc.edu; donna_redmon@unc.edu; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Re: Drop Process for Student-Athletes Surrounding the Oct. 15th Deadline

---

Well, this is news to me. When last I was responsible for overseeing the registration/drop/add processes, we clearly indicated that students should bring the form to the registrar's office on the same day of issuance (again, even if the student failed to do so, we used the date approved to process the drop). This must have changed recently, and the College decided to retain the forms and send to us via campus mail or courier. You may recall that I circulated our procedures for monitoring "drops for athletes" to the staff here so I'm surprised that someone didn't alert me to the fact that students were no longer required to submit the form directly to the registrar's office. So, in the absence of this information I did not foresee this as a problem. Carolyn, are you sure all advisors hold the forms and then submit them to our office - instead of asking the student to submit the forms directly to our office? I'm referring to the period between the second week of classes and the 8th week. I know that your office submits the forms after the 8th week when dean's approval is required.

I guess we need to do more review of this process, and be sure we're all in agreement about what we're telling students, and revise related procedure/policy documents.

Again, I hope to return to the office tomorrow.

thanks,
Donna

Quoting "Susan B. Maloy" <sbmaloy@uncaa.unc.edu>:

> Hi Donna,
> Sorry that you are still under the weather. I hope you feel better soon.
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> Thank you for this clarification of the process. I agree that when
> we originally laid out this process, we did not include Academic
> Advising in the procedures. But I have to admit, at the time that
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> I certainly appreciate everyone's cooperation and involvement in this
> important drop/add process.

>
> Let's do discuss further if need be.
>
> Thanks again,
> Susan
>
> Susan Maloy
> Assistant Athletic Director for Certification and Eligibility
> UNC Department of Athletics
> 919-962-9892 (office)
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>>>> <redmon@email.unc.edu> 10/4/2007 9:01 AM >>>
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> Donna
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>> sbmaloy@uncaa.unc.edu
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>

From: <redmon@email.unc.edu>
Sent: Thursday, October 4, 2007 4:07 PM
To: Cannon, Carolyn <ccannon@email.unc.edu>
Cc: Poehls, Alice <apoehls@email.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; donna_redmon@unc.edu; Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; DeCosta, Senora <senora@unc.edu>
Subject: Re: Drop Process for Student-Athletes Surrounding the Oct. 15th Deadline

---

Dear all -

Carolyn is right. Just before we moved to SASB, Alice did send out a message to the department about the new administrative logistics for moving forms back and forth between our two offices. I simply did not apply those new logistics to the new new procedure we set in motion to assist the Athletic Academic Support Programs with monitoring and stopping athletes from dropping until the student-athlete received additional counseling from that office. I certainly should have, but did not. My apologies.

Of course, we can still use the Athletic Drop Procedure (check for student athlete before processing the form) we arranged through Susan's office, but obviously, we need to rethink how to notify Academic Support when we have a drop to be processed for a student-athlete. Additionally, it might be a good idea for "all" of us to meet to discuss the best way to accomplish notifying Athletic Academic Support Programs when an athlete is attempting to drop using a current or post semester Reg/Drop/Add form. Again, I apologize for adding to the confusion regarding processing these drops - totally my mistake in thinking that students were still carrying around forms and submitting to our office. Hope to return to the office tomorrow, and perhaps we continue these discussions verbally.
Thanks, Donna

Quoting Carolyn Cannon <ccannon@email.unc.edu>:

> Donna and Susan,
>
> While I am coming late to this discussion about a special process for
> student athletes, Alice Poehls and Senora DeCosta met with Melanie
> Stimeling (former Student Services Manager for Academic Advising) and
> me during late spring semester or early summer to discuss the
> administrative logistics of the physical separation of the
> Registrar?s Office and Academic Advising. We agreed that with the
> Registrar's Office move to south campus, both departments would be
> better served by having a plan for letting students know the
> responsibilities of each office and where they should begin a process
> for various administrative actions. This was done in an effort not to
> have students going back and forth from south to north campus.
>
> I think it is fair to say that we saw little value in giving students
> their drop/add forms, pass/fail forms or any other form that students
> carried across the quad from our office to the Registrar's Office.
> The purpose was to try to minimize how many places students had to
> carry one form. Representatives from both offices felt that it would
> be more efficient to have a courier pick-up these forms directly from
> our main office in Phillips and deliver them to the Registrar's
> Office. It was at this meeting that Alice reassured me that the date
> the advisor or dean signed the form would be acknowledge even though
> it may not be the date the form arrived at the Registrar's Office. To
> my knowledge, this process has worked and we have not had to wait for

> copies of these forms to be processed and returned to our office.
> These forms go into their files immediately.
>
> Before the beginning of the 2007 fall semester, Susan Maloy informed
> me of the procedure that had been agreed upon by the Academic Support
> Program and the Registrar's Office. I explained to Susan that all
> students in the General College and the College of Arts and Sciences
> must see their official academic advisors before dropping or adding a
> course, and the process would begin in their official academic
> advising office. I explained to her that student athletes should
> present themselves as such, and advisors would retain our copy of the
> drop/add form and return the remainder of the form to the students to
> have the Academic Support Program review the changes they requested.
>
> If you have questions or need additional information, please let me know.
>
> Best,
> Carolyn
>
>
>
> Carolyn C. Cannon
> Associate Dean of Academic Advising
> The College of Arts and Sciences and the General College
> Campus Box 3110, 33 Phillips Hall
> The University of North Carolina
> Chapel Hill, NC 27599-3110
> (919) 966-5116
>
>
>
>
> redmon@email.unc.edu wrote:
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>> all in agreement about what we're telling students, and revise
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>> Again, I hope to return to the office tomorrow.
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>> thanks,
>> Donna
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>> Quoting "Susan B. Maloy" <sbmaloy@uncaa.unc.edu>:
>>
>>> Hi Donna,
>>> Sorry that you are still under the weather. I hope you feel better soon.

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>>> with any new procedure, there are kinks that need to be ironed out.
>>> I certainly appreciate everyone's cooperation and involvement in
>>> this important drop/add process.
>>>
>>> Let's do discuss further if need be.
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>>> Thanks again,
>>> Susan
>>>
>>> Susan Maloy
>>> Assistant Athletic Director for Certification and Eligibility
>>> UNC Department of Athletics
>>> 919-962-9892 (office)
>>> 919-962-6002 (fax)
>>> sbmaloy@uncaa.unc.edu
>>>
>>>
>>>>>> <redmon@email.unc.edu> 10/4/2007 9:01 AM >>>
>>> Dear all -
>>> Sorry for chimming in late, I was out sick yesterday and am still home
>>> sick today.
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>>> after the 8 week deadline that we require dean's signature, not before.
>>> After the second week of classes, students can no longer use the web
>>> system to drop and we begin to require a Reg/Drop/Add Form that
>>> requires advisor signature only, and then require the dean's signature
>>> after the 8 weeks (students normally have to appeal to drop through
>>> admin boards after the 8 weeks, but we are looking for dean's signature
>>> at that point).
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>>> That said, I believe I need to further clarify the procedures that we
>>> agreed upon with the Compliance Office. I can send a copy of the
>>> procedures tomorrow for all to see, but for now, I will clarify based
>>> on my recollection. Susan, we agreed that the registrar's office staff
>>> would check "all" drop/add forms submitted to our office to determine
>>> whether or not the student was an athlete (checking screen 194) and
>>> send the student and form (if submitted by the student) to the Academic
>>> Athletic Counselor for further review and approval before we processed
>>> the form. So, that arrangement/procedures were set up between our two
>>> offices, and I don't recall that we asked Academic Advising in GC/AS to
>>> redirect students to your office before submitting the drop/add form.
>>> If that arrangement was made between you and Carolyn Cannon, that's
>>> certainly fine with us, but I think we should document (we can use the
>>> procedures I wrote) those agreements so we're all operating on the same

>>> page.
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>>> Lastly, although we strongly urge students to submit the form on the
>>> day it is signed by advisors or deans, Carolyn Cannon is right, we
>>> honor the date the form was signed by the advisor or dean. We strongly
>>> urge students to submit the form on the day of approval so that they
>>> don't carry the form around for a long period of time.
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>>> I hope to return to the office tomorrow so maybe we can all get
>>> together to discuss these issues further
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>>> Thanks,
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>>> Quoting "Susan B. Maloy" <sbmaloy@uncaa.unc.edu>:
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>>>> Hi Carolyn,
>>>> Just wanted to follow up with our discussion earlier today about the
>>>> drop procedures for student-athletes in the interest of the Oct. 15th
>>>> deadline as the last day to drop with a Dean's signature. According
>>>> to our academic support staff, there have been several occasions when
>>>> the student-athlete has only brought the student copy of the form to
>>>> their athletics academic counselor and that the actual drop form was
>>>> sent directly from Advising to the Registrars Office. When this
>>>> happens, it adds time to the process which is our concern with regard
>>>> to the Oct. 15th deadline. As you said in the past, the Registrars
>>>> Office has honored the date that the Advisor signs the form even if
>>>> the form is received in the Registrars Office after the deadline for
>>>> whatever reason. If that is still in fact the case given the extra
>>>> step in the process for student-athletes, then we may not have an
>>>> issue surrounding the upcoming deadline. But that is our ultimate
>>>> concern. Anything you can do to assist us in this process so that
>>>> student-athletes who sought approval from their academic advisor in
>>>> your office prior to the 15th will still be able to drop if the form
>>>> is not received by the Registrars Office until after Oct. 15th due to
>>>> the extra required steps in the process would be very helpful.
>>>>
>>>> Thank you very much for working with us on this important process.
>>>>
>>>> Susan
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>>>> Susan Maloy
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>>>>
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>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, October 5, 2007 10:31 AM
To: Cannon, Carolyn <ccannon@email.unc.edu>; redmon@email.unc.edu
Cc: Poehls, Alice <apoehls@email.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; donna_redmon@unc.edu; Mercer, Robert <rmercer@uncaa.unc.edu>; DeCosta, Senora <senora@unc.edu>
Subject: Re: Drop Process for Student-Athletes Surrounding the Oct. 15th Deadline

---

Dear All,

All-in-all, I think this process has been working well. Carolyn has informed her advisors to provide the forms for student-athletes back to the student-athlete to take to the Academic Center for approval. In the event that doesn't happen, the Registrars Office is set up in such a way that they are still preventing a student-athlete from dropping or adding a class as they are checking screen 194 to verify whether or not the student is an athlete. If they determine that the student is an athlete and there is no stamp of approval from the Academic Center, they are sending the forms back to the Academic Center before officially recording the drop or add. Now I understand, that all of this is occurring with the understanding that the date on which the Advisor/Dean signs the form will be the date that is honored by the Registrars Office.

On a positive note, this process has already strengthened our counseling of student-athletes and has given us the control that is necessary in monitoring the eligibility of student-athletes. Thankfully, it has made us aware of potential issues that we have not been aware of in years past. With that being said, I would like to thank everyone for working with us on this drop/add process.

Thanks again to everyone. Have a great weekend.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

>>> <redmon@email.unc.edu> 10/4/2007 4:07 PM >>>
Dear all -

Carolyn is right. Just before we moved to SASB, Alice did send out a message to the department about the new administrative logistics for moving forms back and forth between our two offices. I simply did not apply those new logistics to the new new procedure we set in motion to assist the Athletic Academic Support Programs with monitoring and stopping athletes from dropping until the student-athlete received additional counseling from that office. I certainly should have, but did not. My apologies.

Of course, we can still use the Athletic Drop Procedure (check for student athlete before processing the form) we arranged through Susan's office, but obviously, we need to rethink how to notify Academic Support when we have a drop to be processed for a student-athlete. Additionally, it might be a good idea for "all" of us to meet to discuss the best way to accomplish notifying Athletic Academic Support Programs when an athlete is attempting to drop using a current or post semester Reg/Drop/Add form. Again, I apologize for adding to the confusion regarding processing these drops - totally my mistake in thinking that students were still carrying around forms and submitting to our office. Hope to return to the office tomorrow, and perhaps we continue these discussions verbally.
Thanks, Donna

Quoting Carolyn Cannon <ccannon@email.unc.edu>:

> Donna and Susan,
>
> While I am coming late to this discussion about a special process for
> student athletes, Alice Poehls and Senora DeCosta met with Melanie
> Stimeling (former Student Services Manager for Academic Advising) and
> me during late spring semester or early summer to discuss the
> administrative logistics of the physical separation of the
> Registrar?s Office and Academic Advising. We agreed that with the
> Registrar's Office move to south campus, both departments would be
> better served by having a plan for letting students know the
> responsibilities of each office and where they should begin a process
> for various administrative actions. This was done in an effort not to
> have students going back and forth from south to north campus.
>
> I think it is fair to say that we saw little value in giving students
> their drop/add forms, pass/fail forms or any other form that students
> carried across the quad from our office to the Registrar's Office.
> The purpose was to try to minimize how many places students had to
> carry one form. Representatives from both offices felt that it would
> be more efficient to have a courier pick-up these forms directly from
> our main office in Phillips and deliver them to the Registrar's
> Office. It was at this meeting that Alice reassured me that the date
> the advisor or dean signed the form would be acknowledge even though
> it may not be the date the form arrived at the Registrar's Office. To
> my knowledge, this process has worked and we have not had to wait for
> copies of these forms to be processed and returned to our office.
> These forms go into their files immediately.
>
> Before the beginning of the 2007 fall semester, Susan Maloy informed
> me of the procedure that had been agreed upon by the Academic Support
> Program and the Registrar's Office. I explained to Susan that all
> students in the General College and the College of Arts and Sciences
> must see their official academic advisors before dropping or adding a
> course, and the process would begin in their official academic
> advising office. I explained to her that student athletes should
> present themselves as such, and advisors would retain our copy of the
> drop/add form and return the remainder of the form to the students to
> have the Academic Support Program review the changes they requested.
>
> If you have questions or need additional information, please let me know.
>
> Best,
> Carolyn
>
>
>
> Carolyn C. Cannon
> Associate Dean of Academic Advising
> The College of Arts and Sciences and the General College
> Campus Box 3110, 33 Phillips Hall
> The University of North Carolina
> Chapel Hill, NC 27599-3110
> (919) 966-5116
>
>
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>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, February 4, 2008 12:15 PM
To: -Academics <-Academics@uncaa.unc.edu>; jmboxill@email.unc.edu
Cc: -Compliance <-Compliance@uncaa.unc.edu>
Subject: Advisors Writing to Prospects

Hello All,
Tony asked the following question after reviewing the "Compliance Corner" of the athletic department newsletter, and I wanted to share the answer with everyone.

"After reading the department newsletter Kent sent I have this question. May I not email incoming freshmen who have signed their NLI and tell them about registration, CTOPS, the need for them to take the SAT II before they get here for proper math placement, etc?"

There is an exception that allows academic advisors to (1) call prospects provided the call is included in the one call per week limitation and to (2) write to prospects as long as the reason for writing to a prospect is to send necessary pre-enrollment information.

So to answer the question specifically, YES, it is permissible for you to send an incoming freshman, who has signed an NLI, information regarding registration, CTOPS, SAT II requirements, etc. via written correspondence or email as we would consider that "necessary pre-enrollment information." The interp below is provided for further confirmation.

If you have any further questions about what and when you may write to prospects, don't hesitate to ask. In the meantime, I hope this helps clarify the FAQ in the newsletter.

Thank you,
Susan

Institutional Staff Members Preparing and Sending General Correspondence and Necessary Pre-enrollment Information to Prospective Student-Athletes. (I)

Date Issued: Jul 18, 2007
Type: Staff Interpretation
Item Ref: 1

Interpretation:

The membership services staff determined the following regarding institutional staff members preparing and sending general correspondence and necessary pre-enrollment information to prospective student-athletes:

(1) Noncoaching staff members who are identified as permissible callers in the legislation are permitted to prepare and send general correspondence to prospective student-athletes, subject to the time period restrictions set forth in the recruiting materials legislation. The limitations applicable to those noncoaching staff members' permissible telephone calls also govern their preparation and sending of general correspondence; and

(2) Any institutional staff member is permitted to prepare and send necessary pre-enrollment information to a prospective student-athlete who has signed a National Letter of Intent or financial aid agreement or has been officially accepted for enrollment.

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, February 8, 2008 9:57 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Cc: Herman, Amy <ajschae@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>
Subject: Fwd: PHYA/Full-Time enrollment
Attach: Re_ TRN, REA, INT.msg

This interpretation changes everything that we have said or done for the last 10 years. Do each of you agree that 11 hours plus an activity class equals full-time enrollment? Brent, I know you agree that it does. John and Robert, what do you two think?

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Patrick Grogan <pgrogan@email.unc.edu>
Sent: Friday, February 8, 2008 8:42 AM
To: Stenross, Barbara <stenross@email.unc.edu>
Cc: Derickson, Chris <cderickson@unc.edu>; Lineberry, Crystal <clineber@email.unc.edu>; Covalt, Carolyn <covalt@email.unc.edu>; Katsaounis, Stephen <katsaoun@email.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Dobbins, Steven <sdobbins@email.unc.edu>
Subject: Re: TRN, REA, INT

Thanks Barbara. I think for NCAA purposes, they will be full time if the registrar and Financial Aid consider them FT.

Barbara Stenross wrote:
> Hi Patrick,
>
> Yes, Steve should chime in on this, but here's what I understand--the
> Office of the University Registrar and the Office of Scholarships and
> Financial Aid consider Johnny full-time (there will be a little F on
> screen 111 where it says this:
>
>
>
>
> (I hope the above shows up in email!)
>
> In contrast, Advising has not considered a student with 11 hours and a
> phya (not lifetime fitness) full-time because it is not an academic
> hour and it does not count toward the 120 academic hours required for
> graduation and it does not count as hours passed toward academic
> eligibility (Hours Passed on 1el screen).
> Barb
>
>
>
> Patrick Grogan wrote:
>> Thanks Barb.
>>
>> Steve will a busy man next week answering emails. One more question
>> probably for Steve as well, but you may know this answer. Let me give
>> you a scenario. Little Johnny is enrolled for 12 hours of coursework.
>> One of those hours is a PHYA course that is not Lifetime Fitness. So,
>> in this case, since the PHYA will ultimately not count toward total
>> hours, is the student still considered to be full time?
>>
>> We had a few athletes whose schedules were just like this and it
>> looked like SIS deemed them to be FT kids. Thanks for any insights on
>> this you may have.
>>
>> Patrick
>>

>>
>>
>>
>>
>> Barbara Stenross wrote:
>>> HI Patrick,
>>>
>>> I'm copying Steve Dobbins on this (who won't be back in the office
>>> until next week) as he has the best understanding of this. On the
>>> whole, I think you are correct, but there may be some
>>> complications. One complication that we are discussing with
>>> Admissions is implementing the new 15-credit hour basis for awarding
>>> external semesters, and how this will affect classification of
>>> transfer students admitted for Fall 08.
>>>
>>> Barb
>>>
>>> Patrick Grogan wrote:
>>>>
>>>> Hello Again,
>>>>
>>>> Barb, I think we had discussed this at some point last year, but I
>>>> can't remember exactly what we decided. We have just ran a report
>>>> to find the TRN, REA, and INT kids for 082. As you know, admissions
>>>> usually puts in their catalog year as 082 and we have to go back
>>>> and correct this unfortunately. So, we are having a little bit of a
>>>> dilemma with these kids. Here is what I think it should be.
>>>>
>>>> Readmits - Catalog year will be changed to initial college
>>>> enrollment at any institution attended.
>>>>
>>>> Int - I am not sure about these inter institutional kids; if they
>>>> are starting this term, 082, then their cat year would obviously be
>>>> 082. If they are sophomores, then their cat year would be 072. If
>>>> they are Juniors then 062 (placing them in the old curriculum)?
>>>>
>>>> Transfers - Juniors coming in 082 will be changed to 062 (old
>>>> curriculum)
>>>> Sophomores - Will be changed to 072 regardless of the first college
>>>> course work taken.
>>>>
>>>> Thanks
>>>>
>>>
>>>
>>
>
>

--
Patrick C. Grogan, MBA
Degree Audit and NCAA Specialist
University Registrar
Suite 3100, SASB North, Campus Box 2100

University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-2100
Ph : (919) 843-3498
Fax: (919) 843-8709
E-mail: pgrogan@email.unc.edu

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Friday, February 8, 2008 10:22 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Herman, Amy <ajschae@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>
Subject: Re: Fwd: PHYA/Full-Time enrollment

I think the Registrar makes this call. In the past, I referred to Advising due to the operation going on at the Registrar's office. Now, they are on top of these issues. I would want Alice's take on this, just to make sure. As you have pointed out, Susan, this is the difference between having a violation or not. Also, I think it is unfair to students at this university that there is not consistency among financial aid, advising, and the registrar. That needs to be straightened out. John

John Blanchard
Senior Associate Director of Athletics
P.O. Box 2126, CB# 8550
Chapel Hill, NC 27515-2126
University of North Carolina
(919) 962-9533
Fax: (919) 843-2327

>>> Susan B. Maloy 2/8/2008 9:57 AM >>>
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Subject: Re: Fwd: PHYA/Full-Time enrollment

Folks,

John Blanchard's statement regarding the consistency matter is so critical and of paramount importance ~ he is right, it needs to be straightened out and soon, like yesterday!

Thanks,
Larry

>>> John Blanchard 2/8/2008 10:22 AM >>>
I think the Registrar makes this call. In the past, I referred to Advising due to the operation going on at the Registrar's office. Now, they are on top of these issues. I would want Alice's take on this, just to make sure. As you have pointed out, Susan, this is the difference between having a violation or not. Also, I think it is unfair to students at this university that there is not consistency among financial aid, advising, and the registrar. That needs to be straightened out. John

John Blanchard
Senior Associate Director of Athletics
P.O. Box 2126, CB# 8550
Chapel Hill, NC 27515-2126
University of North Carolina
(919) 962-9533
Fax: (919) 843-2327

>>> Susan B. Maloy 2/8/2008 9:57 AM >>>
This interpretation changes everything that we have said or done for the last 10 years. Do each of you agree that 11 hours plus an activity class equals full-time enrollment? Brent, I know you agree that it does. John and Robert, what do you two think?

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, February 8, 2008 10:45 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Cc: Herman, Amy <ajschae@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>
Subject: Re: Fwd: PHYA/Full-Time enrollment

I just spoke with Chris Derickson and he is hoping to meet with Alice today regarding this matter among others. So hopefully I will hear something from him within the next day or so.

Thank you,
Susan

>>> John Blanchard 2/8/2008 10:22 AM >>>
I think the Registrar makes this call. In the past, I referred to Advising due to the operation going on at the Registrar's office. Now, they are on top of these issues. I would want Alice's take on this, just to make sure. As you have pointed out, Susan, this is the difference between having a violation or not. Also, I think it is unfair to students at this university that there is not consistency among financial aid, advising, and the registrar. That needs to be straightened out. John

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Susan Maloy
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919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, April 7, 2008 9:26 AM
To: Gallo, Larry <athgallo@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Cc: Herman, Amy <ajschae@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>
Subject: [Fwd: ERP Staff Transition]
Attach: [Fwd_ ERP Staff Transition].msg

Just an FYI on personnel matters in the Registrars Office. I am disappointed that we won't have as much contact with Chris throughout the next few years. But we are fortunate to have Patrick, Crystal and Stephen who will continue to work with us. From my understanding, Alice will be more hands-on with the athletic certification process in Chris' absence. Just wanted to make you aware of this change.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Alice Poehls <apoehls@email.unc.edu>

Sent: Thursday, April 3, 2008 8:55 PM

To: Smyre, Bonnie K. <bonnie_smyre@unc.edu>; Cannon, Carolyn <ccannon@email.unc.edu>; Demetriou, Cynthia <cyndem@email.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Bray, Joe <joe_bray@unc.edu>; Markos, Lance <markos@uncaa.unc.edu>; Bennett, Mimi <mimib@email.unc.edu>; Owen, Bobbi <owenbob@unc.edu>; Taylor, Ron <ron_taylor@unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Dobbins, Steven <sdobbins@email.unc.edu>; Stenross, Barbara <stenross@email.unc.edu>

Cc: Derickson, Chris <cderickson@unc.edu>; Lloyd, Gary <gary_lloyd@unc.edu>; Sauls, Jonathan C <jsauls@email.unc.edu>; DeCosta, Senora <senora@unc.edu>; Schmitt, Stephanie <sschmitt@email.unc.edu>; Szakal, Stephanie <sszakal@email.unc.edu>; Allred, Steve <Steve_Allred@unc.edu>

Subject: [Fwd: ERP Staff Transition]

Attach: TEXT.htm

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, May 8, 2008 12:18 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Lineberry, Crystal <clineber@email.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; jmboxill@email.unc.edu; Katsaounis, Stephen <katsaoun@email.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Grogan, Patrick <pgrogan@email.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: -Compliance <-Compliance@uncaa.unc.edu>
Subject: Certifying 18-hour rule for Midyear Enrollees

Hello All,
Here is a new NCAA interp regarding how to certify the 18-hour requirement for midyear enrollees. This appears to be the way we have always handled this. For a Spring 08 enrollee, it essentially means that you are going to be counting the hours in Fall 08 twice to certify the 18 hour rule - once to certify prior to Spring 09 and once to certify prior to Fall 09. It is just a matter of getting them back on track with all fall semester initial enrollees. Remember that you will still have to certify percentage toward degree at mid-year every year since this is based on the students terms of enrollment.

Let me know if you have any questions.

Thank you,
Susan

Application of 18/27 Credit-Hour Requirement to a Midyear Enrollee or Midyear Transfer Student-Athlete (I)

Date Issued: Apr 30, 2008
Type: Official
Item Ref: 1

NCAA Interpretation:

The committee determined that an institution is not required to certify the 18/27 credit-hour requirement for a midyear enrollee or transfer student-athlete until the completion of two regular, full-time semesters or three full-time quarters at the certifying institution. After the initial certification, the institution shall certify the 18/27 credit-hour requirement based on the student-athlete's record since the beginning of the previous fall term. For example, an institution would not certify the 18/27 hour requirement for a student-athlete who initially enrolls at the institution in the spring semester or winter quarter until the start of the following spring semester or winter quarter. Thereafter, the institution would certify the 18/27 hour requirement prior to the start of each fall term.

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, May 12, 2008 10:48 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; jmboxill@email.unc.edu; Orr, Kym N. <knorr@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: [Fwd: Overlapping Courses in the NEW Curriculum
Attach: [Fwd_ Re_ Queston - overlapping].msg

Hi Everyone,
Patrick sought clarification on the issue of counting major courses as Connections and Approaches. Here is the response from Barb Stenross. I will forward a second follow-up email as well. This may be the way you have been operating, but I just wanted to reinforce the issue.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Patrick Grogan <pgrogan@email.unc.edu>
Sent: Monday, May 12, 2008 10:12 AM
To: Poehls, Alice <apoehls@email.unc.edu>; Lineberry, Crystal <clineber@email.unc.edu>; Katsaounis, Stephen <katsaoun@email.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: [Fwd: Re: Queston - overlapping]
Attach: TEXT.htm

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>

Sent: Monday, May 12, 2008 10:49 AM

To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>

Subject: [Fwd: Overlapping Courses in the NEW Curriculum

Attach: [Fwd_ Re_ Queston - overlapping].msg

Here is the second email.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Patrick Grogan <pgrogan@email.unc.edu>
Sent: Monday, May 12, 2008 10:13 AM
To: Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: [Fwd: Re: Queston - overlapping]
Attach: TEXT.htm

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, June 2, 2008 9:42 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; jmboxill@email.unc.edu; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Lineberry, Crystal <clineber@email.unc.edu>; Katsaounis, Stephen <katsaoun@email.unc.edu>
Subject: [Fwd: FW: Global Awareness Petition Draft]
Attach: [Fwd_ FW_ Global Awareness Petition Draft].msg

Hello All,
Here is a follow-up to our meeting last Friday regarding the Business major discussion. The email clarifies the issue with the BE credit in MATH 231. It does appear, they have to receive BE credit in MATH 231 and 232 in order to satisfy the QR requirement. Otherwise, if they take MATH 231 at UNC, they will have satisfied the QR requirement.

Also, attached is a list of the Global Awareness courses. Looks like there are only 6 BUSI courses that satisfy this requirement unless they have an International Studies and Foreign Language minor or double major or if they study abroad. Otherwise, if there is a non-business course that you think should meet the Global Awareness requirement, they will have to submit a Petition Form.

With all of this information, I think we now have the Business major down. At least, I feel better about how all of the courses count. Let me know if you have any questions or concerns.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Stephen Katsaounis <katsaoun@email.unc.edu>
Sent: Friday, May 30, 2008 3:50 PM
To: Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Poehls, Alice <apoehls@email.unc.edu>; Lineberry, Crystal <clineber@email.unc.edu>
Subject: [Fwd: FW: Global Awareness Petition Draft]
Attach: TEXT.htm; Revised Global Awareness Requirement.doc; Global Awareness Course Petition Form.doc

---

Susan, can you please forward this to the athletic advisors?

Thanks,
Stephen

Greetings all.

I just received a phone call and an email from Lee May in the Business School. Please find information regarding the Global Awareness requirement attached to this email.

Regarding the Math requirement issue:

A student needs to take a Calculus based class from UNC in order to have it count as their Foundations QR. The only way to accept BE credit for the Foundations QR requirement is if a student comes in with both MATH 231 and MATH 232 as BE credit. If that's the case then MATH 232 is counted as a Foundations QR and MATH 231 is counted as a non-business elective.

If a student comes in with BE credit fro MATH 231, 152, STOR 112 or 113 then it will be counted as a non-business elective. If they take any of those classes here then it can count in the Foundations area.

Please let me know if you have any other questions about this issue.

Cheers,
Stephen

-------- Original Message --------
Subject:FW: Global Awareness Petition Draft
Date: Fri, 30 May 2008 14:58:24 -0400
From: May, Lee <Lee_May@unc.edu>
To: Katsaounis, Stephen G. <katsaoun@email.unc.edu>

Stephen,
Here you go...docs for the Global Awareness requirement.
Regards,
Lee May

From: Rozan, Ellen
Sent: Friday, April 18, 2008 4:21 PM
To: May, Lee; Ward, Candice; Wical, Lora
Subject: RE: Global Awareness Petition Draft

Dear Lora, Lee and Candice,
Thanks to you all for your edits and recommendations! They look great and I have incorporated them into the attached documents. Please let me know if it needs any other tweaking, or if not, I think we can move forward.

Thanks!
Ellen

—
Ellen K. Rozan

Assistant Director for Global Programs
BSBA Program
Kenan-Flagler Business School
The University of North Carolina at Chapel Hill
Campus Box 3490, 3124 McColl Building
Chapel Hill, NC 27599-3490
Phone: 919-962-3750
Fax: 919-962-6964
www.kenan-flagler.unc.edu

UNC Business
Shaping leaders, driving results

From: May, Lee
Sent: Friday, April 18, 2008 4:09 PM
To: Ward, Candice; Wical, Lora; Rozan, Ellen
Subject: RE: Global Awareness Petition Draft

I gave Ellen a couple of edits as well—small things. All looks good to me.
Lee

From: Ward, Candice
Sent: Thursday, April 17, 2008 4:53 PM
To: Wical, Lora; May, Lee; Rozan, Ellen
Subject: RE: Global Awareness Petition Draft

Thanks Lora and Ellen,

I think the set up looks good and is very clear. I liked Lora's edits and think it can move forward – all in favor?

Candice

From: Wical, Lora
Sent: Thursday, April 17, 2008 4:32 PM
To: Ward, Candice; May, Lee; Rozan, Ellen
Subject: FW: Global Awareness Petition Draft

My comments/suggestions are attached.

Lora Wical ▪ Senior Associate Director of Advising and Administration, BSBA Program
UNC's Kenan-Flagler Business School Campus Box 3490 ▪ McColl Building
Chapel Hill, NC 27599-3490 ▪ tel 919.962.3170 ▪ fax 919.962.6964
wical@unc.edu ▪ www.kenan-flagler.unc.edu

Shaping Leaders | Driving Results

From: Rozan, Ellen
Sent: Thursday, April 17, 2008 10:39 AM
To: Wical, Lora; Ward, Candice; May, Lee
Subject: Global Awareness Petition Draft

Dear Lora, Lee and Candice,
I drafted a sample petition form we could use for students who want to fulfill global awareness with a course instead of going abroad. It may need some work, so please let me know your thoughts and we can definitely revise it. Thanks!
Ellen

—
Ellen K. Rozan
Assistant Director for Global Programs
BSBA Program
Kenan-Flagler Business School
The University of North Carolina at Chapel Hill
Campus Box 3490, 3124 McColl Building
Chapel Hill, NC 27599-3490
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Shaping leaders, driving results

--
Stephen Katsaounis
Degree Audit and NCAA Specialist
Office of the University Registrar
SASB North, Suite 3100, CB# 2100, University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-2100
Phone: (919) 962-9852
Fax: (919) 962-6661 or (919) 962-3349
Email: katsaoun@email.unc.edu

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Thanks,
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Date: Fri, 30 May 2008 14:58:24 -0400
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To: Katsaounis, Stephen G. <katsaoun@email.unc.edu>

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Regards,
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Sent: Friday, April 18, 2008 4:21 PM
To: May, Lee; Ward, Candice; Wical, Lora
Subject: RE: Global Awareness Petition Draft

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Ellen

—
Ellen K. Rozan

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UNC Business
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From: May, Lee
Sent: Friday, April 18, 2008 4:09 PM
To: Ward, Candice; Wical, Lora; Rozan, Ellen
Subject: RE: Global Awareness Petition Draft

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Sent: Thursday, April 17, 2008 4:53 PM
To: Wical, Lora; May, Lee; Rozan, Ellen
Subject: RE: Global Awareness Petition Draft

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Candice

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Sent: Thursday, April 17, 2008 4:32 PM
To: Ward, Candice; May, Lee; Rozan, Ellen
Subject: FW: Global Awareness Petition Draft

My comments/suggestions are attached.

Lora Wical ▪ Senior Associate Director of Advising and Administration, BSBA Program
UNC's Kenan-Flagler Business School Campus Box 3490 ▪ McColl Building
Chapel Hill, NC 27599-3490 ▪ tel 919.962.3170 ▪ fax 919.962.6964
wical@unc.edu ▪ www.kenan-flagler.unc.edu

Shaping Leaders | Driving Results

From: Rozan, Ellen
Sent: Thursday, April 17, 2008 10:39 AM
To: Wical, Lora; Ward, Candice; May, Lee
Subject: Global Awareness Petition Draft

Dear Lora, Lee and Candice,
I drafted a sample petition form we could use for students who want to fulfill global awareness with a course instead of going abroad. It may need some work, so please let me know your thoughts and we can definitely revise it. Thanks!
Ellen

—
Ellen K. Rozan
Assistant Director for Global Programs
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--
Stephen Katsaounis
Degree Audit and NCAA Specialist
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SASB North, Suite 3100, CB# 2100, University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-2100
Phone: (919) 962-9852
Fax: (919) 962-6661 or (919) 962-3349
Email: katsaoun@email.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, August 4, 2008 9:03 AM
To: -Academics <-Academics@uncaa.unc.edu>; jmboxill@email.unc.edu
Cc: -Compliance <-Compliance@uncaa.unc.edu>
Subject: Fwd: Daily Compliance Item- 8/4/08-Course Supplies 16.3.1.1.1
Attach: Daily Compliance Item- 8_4_08-16.3.1.1.1.msg

Hello All,
Here is just a little education piece regarding the permissibility of purchasing required course supplies for student-athletes on book scholarship. I believe this confirms our current practice, but it doesn't hurt to reinforce the matter.

Let me know if you have any questions.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, August 12, 2008 10:51 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Cc: Reynolds, Cynthia <cynthiar@uncaa.unc.edu>
Subject: Fwd: Re: Question regarding SOCI major
Attach: Re_ Question regarding SOCI major.msg

Hey Guys,
Here is what I heard from SOCI.

Either of you know Alice Dawson and know if she is in town this week? If she is out of town, perhaps we should go to someone else.....any suggestions? Should I contact Carolyn Cannon or Barb Stenross? I already left Alice a voicemail.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, August 25, 2008 7:48 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: -Compliance <-Compliance@uncaa.unc.edu>
Subject: Underload Approvals/Full-Time Enrollment

Good morning everyone!

Hope you had a good weekend.

Just a reminder that today is the last day for our student-athletes to be practicing while in less than 12 hours without an underload approval form. This means that all underload paperwork needs to be on file in my office by the end of the day if they plan to enroll in less than 12 hours. Otherwise, we should put them in 12 hours for now until the underload is approved on campus. That way we don't have to rush the approval system, especially since there are new folks involved in the process.

It would be great if you could get me a list of all of your student-athletes who I should expect to be in an underload this semester.

Thank you for your attention to this important matter.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, August 25, 2008 2:47 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: [Fwd: Re: [Fwd: Re: SWAH 401 vs. 112]]
Attach: [Fwd_ Re_ [Fwd_ Re_ SWAH 401 vs. 112]].msg

FYI
SWAH 401 and 3 hours of SWAH 112 are considered repeat courses per this email from Bobbi Owen via Crystal. So if a student takes SWAH 401 and SWAH 112, he/she will receive a maximum of 6 hours of credit.

Let me know if you have any questions or concerns.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Crystal Lineberry <clineber@email.unc.edu>
Sent: Monday, August 25, 2008 2:40 PM
To: Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Katsaounis, Stephen <katsaoun@email.unc.edu>
Subject: [Fwd: Re: [Fwd: Re: SWAH 401 vs. 112]]
Attach: TEXT.htm

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, September 18, 2008 9:31 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: Re: Adding and dropping Recitations
Attach: Re_ Adding and dropping Recitations.msg

Brent,
The topic of approving adds and drops of recitations has never come up until today. I want to be consistent, but I don't want to bog down the process. Take a look at Stephen's questions, and let me know what you think.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Stephen Katsaounis <katsaoun@email.unc.edu>
Sent: Thursday, September 18, 2008 9:15 AM
To: Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Poehls, Alice <apoehls@email.unc.edu>; Lineberry, Crystal <clineber@email.unc.edu>
Subject: Re: Adding and dropping Recitations
Attach: TEXT.htm

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, September 25, 2008 12:58 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Lineberry, Crystal <clineber@email.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; jmboxill@email.unc.edu; Katsaounis, Stephen <katsaoun@email.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: -Compliance <-Compliance@uncaa.unc.edu>
Subject: Interp regarding Minors

Hello All,
This interp was just released by the NCAA. However, I don't see this as any different than we have been counting minors all along. If the minor requirement fits into the elective category, than we may still count it toward credit hour requirements and % toward degree requirements. If the electives are full and the student still chooses to take a minor that is not required to graduate, then we obviously may not count the hours toward progress-toward-degree. Let me know if you have any questions.

Use of Credits Earned in a Minor to Satisfy Progress-Toward-Degree Requirements (I)

Date Issued: Sep 17, 2008
Type: Official
Item Ref: 1

Interpretation:

The committee confirmed that a voluntary or optional minor is a minor that is not a required element of the original baccalaureate degree program for all students; therefore, credits earned toward a voluntary or optional minor may not be used to satisfy credit-hour requirements after the first two years of enrollment or percentage of degree requirements even if the student-athlete must complete the requirements for the voluntary or optional minor in order to graduate. A student-athlete may use credits earned in a minor only if the minor is a required element for all students to obtain the original baccalaureate degree.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
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sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, October 17, 2008 9:05 AM
To: Orr, Kym N. <knorr@uncaa.unc.edu>
Cc: Blanton, Brent <blanton@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: [Fwd: Re: Question about BE Credit]
Attach: [Fwd_ Re_ Question about BE Credit].msg

Hi Kym
FYI, I didn't realize that this can happen. BE credit was removed since the student retook the course. [See the attached email]
Probably better for this type of request to come from the Registrars Office rather than our office as it did in this case.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
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919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Crystal Lineberry <clineber@email.unc.edu>
Sent: Friday, October 17, 2008 8:37 AM
To: Katsaounis, Stephen <katsaoun@email.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: [Fwd: Re: Question about BE Credit]
Attach: TEXT.htm

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, December 5, 2008 8:19 AM
To: -Academics <-Academics@uncaa.unc.edu>; Lineberry, Crystal <clineber@email.unc.edu>; jmboxill@email.unc.edu; Katsaounis, Stephen <katsaoun@email.unc.edu>; Horton, Rocky J <rockyh@email.unc.edu>; Samples, Jamie B <samples@email.unc.edu>
Subject: Fwd: NAAC Webinar Presentation - PTD slides
Attach: NAAC Webinar Presentation.msg

Good morning All,
This email contains a link to the slides from the webinar presentation on Progress Toward Degree for your information. Hope you find it helpful.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
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919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: NACDA <nacda@xosnetwork.com>
Sent: Thursday, December 4, 2008 4:55 PM
To: nacda@jumptvpartners.com; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: NAAC Webinar Presentation
Attach: TEXT.htm

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, December 5, 2008 10:27 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: NC Common Curriculum - Articulation Agreement
Attach: NCCC.msg

Hi Guys,
I am not sure if I sent this to you before. But here are the guidelines for 2 year college transfer students coming from NC schools. They basically receive an automatic 64 hours through the NC Common Curriculum Articulation Agreement, and this attachment should tell you how the hours are counted in the old and new curriculum. Keep it on file for future use.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
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919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Jamie Samples <samples@email.unc.edu>
Sent: Friday, December 5, 2008 10:20 AM
To: Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: NCCC
Attach: NCCC.docx

Here's the handout, I'll be calling shortly to go back over the students
we talked about.

--
Jamie Samples
Degree Audit and NCAA Compliance Specialist
Office of the University Registrar
University of North Carolina at Chapel Hill
CB 2100, SASB North
Chapel Hill, NC 27599-2100
Tel: 919.962.1081 Fax: 919.962.3349

North Carolina Common Curriculum and the Comprehensive Articulation Agreement （CAA）

The CAA states that transfer students who have completed two years of course work at community colleges are regarded as having satisfied their General Education requirements, with the following exceptions.

If the equivalents of the following requirements are transferred in from the Community College courses, this credit will be accepted and regarded as fulfilling the specific requirement.

Old Curriculum (Pre-Fall 06) students are responsible for:

General Perspectives

- Foreign Language
- Physical Activity
- Non-Western History

Arts & Sciences Perspectives (Undergraduates) 4 out of 5 areas

- West/Non-West History
- Social Sciences
- Aesthetic
- Philosophical
- Natural Sciences

New Curriculum (Fall 06-present) students are responsible for:

Foundations

- Foreign Language
- Lifetime Fitness

Connections

- Experiential Education
- Global Issues

For undergraduates seeking a BA degree, Supplemental Education requirements will still need to be met. Individual transferred courses equivalent to 200-level or higher UNC-CH courses would be eligible to fulfill these requirements.

The Comprehensive Articulation Agreement (CAA) Manual as well as a transfer course listing can be found online at:
http://www.northcarolina.edu/content.php/assessment/reports/student_info/caa.htm

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, February 10, 2009 12:30 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: ACC Workshop this summer

Brent,
I understand the budget constraints as to why you all will not be able to attend the NCAA Regional Seminar. Do you plan to have any counselors attend the ACC Workshop in Greensboro on June 23-24? It should be beneficial, and I would like to encourage that several of you attend. I don't think we have a limit on attendees. Please let me know.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
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919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, February 19, 2009 8:32 AM
To: -Academics <-Academics@uncaa.unc.edu>
Cc: -Compliance <-Compliance@uncaa.unc.edu>
Subject: Fwd: ADHD Documentation
Attach: ADHD Documentation.msg

Hi Everyone,
Thought this article might be of interest to you. It is basically explaining what information the NCAA is now going to require if a student-athlete tests positive for a drug needed to treat ADHD. There is a link to Guidelines as well as a sample evaluation form that may be helpful to you as you assess our student-athletes' learning deficiencies.

Let us know if you have an questions.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
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919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Wednesday, February 18, 2009 11:33 PM
To: -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; -Sports Medicine <-Sports Medicine@uncaa.unc.edu>
Subject: ADHD Documentation

Folks,

Just wanted to continue to keep you informed about what the NCAA policy for testing positive for prescription medications will be beginning in August, 2009.

http://www.ncaa.org/wps/ncaa?ContentID=45993

Thank you for all you do!

Regards,
Larry Gallo, Jr.

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, February 19, 2009 3:34 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Lineberry, Crystal <clineber@email.unc.edu>; Katsaounis, Stephen <katsaoun@email.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Horton, Rocky J <rockyh@email.unc.edu>; Samples, Jamie B <samples@email.unc.edu>
Cc: Herman, Amy <ajschae@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>
Subject: ACC Summer Workshop Agenda
Attach: Summer Workshop Agenda.docx

Hello All,
Attached is a tentative agenda for the workshops at the ACC this summer.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
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919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

2009 ACC Summer Compliance Workshop - June 23-24, 2009
Sheraton Hotel and Koury Convention Center, Greensboro, NC

Session Times	*Session Titles – Tuesday, June 23*			
11:00 – 1:00	***Registration*** *Auditorium IV*			
1:00 – 1:30	***Opening Session & Welcome – The Importance of Institutional Control*** ***(Shane Lyons)*** *Auditorium IV*			
1:45 – 2:45	***Academics*** ***(Eric Wood)*** *Victoria Ballroom B*	***Certifying Eligibility*** ***(Shane Lyons)*** *Victoria Ballroom C*	***Financial Aid*** ***(Lindsey Babcock)*** *Grandover East*	***Compliance*** ***(Tracey Haith)*** *Auditorium IV*
3:00 – 3:45	***Advanced Progress Toward Degree*** ***(NCAA Staff)*** *Victoria Ballroom B*	***Certification Best Practices*** ***(Georgia Tech)*** *Victoria Ballroom C*	***Financial Aid Cabinet*** ***(Richard Carmichael, WF)*** *Grandover East*	
4:00 – 4:45	***Initial, Transfer, ACC Eligibility*** ***(NCAA Staff & Lindsey Babcock)*** *Victoria Ballroom B*	***Eligibility Roundtable*** *Victoria Ballroom C*	***Financial Aid Best Practice*** ***(TBD)*** *Grandover East*	
5:00 – 5:45	***Financial Aid Roundtable I*** *Victoria Ballroom B*	***Tutors & Academic Fraud*** ***(Florida State)*** *Victoria Ballroom C*	***CAi – Eligibility Certification*** ***(Art Markos, UVA)*** *Grandover East*	
6:30 – 8:30	***Dinner Reception*** *Victoria Ballroom A*			

Session Times	*Session Titles – Wednesday, June 24*			
6:45 – 8:00	***Breakfast*** *Victoria Ballroom A*			
8:00 – 8:45	***Advanced Financial Aid*** ***(NCAA Staff)*** *Victoria Ballroom B*	***Tutors & Academic Fraud*** ***(Florida State)*** *Victoria Ballroom C*	***CAi – Eligibility Certification*** ***(Art Markos, UVA)*** *Grandover East*	
9:00 – 9:45	***Advanced Progress Toward Degree*** ***(NCAA Staff)*** *Victoria Ballroom B*	***Certification Best Practices*** ***(Georgia Tech)*** *Victoria Ballroom C*	***Financial Aid Roundtable II*** *Grandover East*	
10:00 – 10:45	***Initial, Transfer, ACC Eligibility*** ***(NCAA Staff & Lindsey Babcock)*** *Victoria Ballroom B*	***Eligibility Roundtable*** *Victoria Ballroom C*	***CAi – Financial Aid*** ***(Art Markos, UVA)*** *Grandover East*	
11:00 – 12:00	***Certifying Eligibility Wrap-Up*** *Victoria Ballroom A*		***Financial Aid Wrap-Up*** *Grandover East*	

Updated 2/19/09

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, February 19, 2009 3:46 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Re: Level 4 FL as Supp. Ed.?
Attach: Re_ Level 4 FL as Supp. Ed._.msg

Hello All,
I may have stated something incorrectly about Level 4 FL being able to be counted as a Supplemental Ed in a major where Level 4 is not required if BE was received in both Level 3 and 4. Barb Stenross is consulting Dean Lindaman, so I will get back to you when I hear from her.

Thanks and I apologize for the confusion.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
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919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, March 16, 2009 9:36 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: Student Athlete Stops and Registration Times for 092
Attach: Student Athlete Stops and Registration Times for 092.msg

---

Brent,
Please pass this information around to everyone in your office who needs this information. Let me know if there are any other details that you would like to see included on this report. Does it matter that they are not identified by sport even though it looks like they are still grouped by sport?

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Stephen Katsaounis <katsaoun@email.unc.edu>
Sent: Thursday, March 12, 2009 4:36 PM
To: Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Lineberry, Crystal <clineber@email.unc.edu>; Horton, Rocky J <rockyh@email.unc.edu>; Samples, Jamie <samples@email.unc.edu>
Subject: Student Athlete Stops and Registration Times for 092
Attach: 092 Athletes Registration Times and Stops.xlsx

Susan,

Attached is a spreadsheet that outlines all student athlete registration times for 099 as well as any stops on those student's account.

Cheers,
Stephen

--
Stephen Katsaounis
Degree Audit and NCAA Specialist
Office of the University Registrar
SASB North, Suite 3100, CB# 2100, University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-2100
Phone: (919) 962-9852
Fax: (919) 962-6661 or (919) 962-3349
Email: katsaoun@email.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, March 18, 2009 12:09 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Schedule Audits

Hello All,
Wanted to let you know that the Registrars folks performed Spring schedule audits. I am in the process of reviewing these with them, but it will take some time. I am going to go ahead and forward their audits to you in case they will be helpful in terms of registering for summer school. They have split up sports among the four of them. I am going to go ahead and forward each email to all of you, if you don't mind just pulling your sports from each one. Once you review them, if you have some concerns, just let me know.

More emails to follow.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
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sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, March 31, 2009 8:43 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: Athlete Reg times with stops
Attach: Athlete Reg times with stops.msg

Brent and Robert,
I tried to get the Registrars Office to clean up the Registration Times and Stops report, but it doesn't look like it is going to happen this time around. Here is Stephen's update on this matter.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Stephen Katsaounis <katsaoun@email.unc.edu>
Sent: Tuesday, March 31, 2009 7:58 AM
To: Lineberry, Crystal <clineber@email.unc.edu>; Horton, Rocky J <rockyh@email.unc.edu>; Samples, Jamie <samples@email.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athlete Reg times with stops

Susan,

I talked to our report writer and it doesn't look like we'll be able to fix the issues with the current report right now. We will work on it over the next few months to firm up a more accurate report. Once again, those pesky Ns are the trouble. Since we have to access FALL 099 data for this report, the N added to student-athletes in 092 have not rolled and that's why were getting students who are no longer on certain teams.

Cheers,
Stephen

--
Stephen Katsaounis
Degree Audit and NCAA Specialist
Office of the University Registrar
SASB North, Suite 3100, CB# 2100, University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-2100
Phone: (919) 962-9852
Fax: (919) 962-6661 or (919) 962-3349
Email: katsaoun@email.unc.edu

From: Crystal Lineberry <clineber@email.unc.edu>
Sent: Wednesday, April 15, 2009 2:02 PM
To: Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: [Fwd: Re: GEOL 109]
Attach: TEXT.htm

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, April 16, 2009 8:02 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: [Fwd: Re: GEOL 109]
Attach: [Fwd_ Re_ GEOL 109].msg

Good morning!

Here is a follow-up to the question regarding GEOL 109L. According to Barb Stenross, the lab for GEOL 109 will no longer be offered even though it is listed in the bulletin.

If you have any questions let me know.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Crystal Lineberry <clineber@email.unc.edu>
Sent: Wednesday, April 15, 2009 5:46 PM
To: Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Derickson, Chris <cderickson@unc.edu>; Katsaounis, Stephen <katsaoun@email.unc.edu>; Horton, Rocky J <rockyh@email.unc.edu>; Samples, Jamie B <samples@email.unc.edu>
Subject: [Fwd: Re: GEOL 109]
Attach: TEXT.htm

Susan,

Here is the confirmation about GEOL 109L no longer being offered.

Crystal

-------- Original Message --------

Subject: Re: GEOL 109
Date: Wed, 15 Apr 2009 15:49:27 -0400
From: Barbara Stenross <stenross@email.unc.edu>
To: Crystal Lineberry <clineber@email.unc.edu>
CC: Marilyn J Wyrick <wyrick@email.unc.edu>, Alice Dawson <adawson@email.unc.edu>, Stephen Katsaounis <katsaoun@email.unc.edu>, Jamie B Samples <samples@email.unc.edu>, Rocky J Horton <rockyh@email.unc.edu>, Erika Lindemann <ulinde@email.unc.edu>
References: <479A0281.2030100@email.unc.edu> <479A04F5.20003@email.unc.edu> <47B9F6D3.7060508@email.unc.edu> <000f01c8730c$4caae890$c6180298@asntdomain1.cas.unc.edu> <47BB0E57.20401@email.unc.edu> <49E4A33B.8070103@email.unc.edu> <49E61F06.6010909@email.unc.edu> <49E6396F.7090709@email.unc.edu>

```
Yes, GEOL 101L.  The department will no longer be offering GEOL 109, per
Drew Coleman.
Barb

Crystal Lineberry wrote:
> Barb,
>
> It is my understanding that GEOL 101L is the only lab that will work
> with GEOL 109 because GEOL 109L is no longer offered.  Do you know if
> this is correct?   I see that GEOL 109L is listed in the 09-10
> Bulletin in the list of courses for Geology.
> Thanks,
> Crystal
>
> Barbara Stenross wrote:
>> Hi Crystal and all,
>>
>> The Curriculum Committee within Advising met with Dean Smith in
>> February 2008 concerning use of GEOL 109 as a PL or PX.  Some
>> students had been told--by the department, professor, or
>> advisors--that 109 could count for PL (or PX, with 101L), but the
>> department had never submitted this request through the
>> Administrative Boards.  Dean Smith took it to the Boards at the March
>> 2008 meeting.  This is the note I have on record about the result:
>>> Dean Smith took to Admin Bd on Mar 5, 2008. approved for this term
>>> only (and via pointing, for 072) as PL, or as PX with 101L
>>
>> Since this student took the class in 072, he can take 101L and the
>> two together will count as PX.   The decision does not extend into
>> the future.
>> Best,
>> Barb
>>
>> Crystal Lineberry wrote:
>>> Barb, Marilyn, and Alice,
>>>
>>> There is a student athlete who took GEOL 109 in Spring 2007 and I am
>>> trying to find out if he takes GEOL 101L if this will count as a PX
>>> for him.  I checked the 2009-2010 Bulletin  and it is listed as a
>>> PL, but not a PX.  I found this email, which makes it sound like it
>>> should fulfill the PX requirement.  Can you help me with this or let
>>> me know if I should contact someone else?
>>>
>>> Thanks,
>>> Crystal
>>>
>>> Barbara Stenross wrote:
>>>> Hi all,
>>>>
>>>> I would urge the Geology Department to contact Dean Jay Smith as
>>>> soon as possible. The Administrative Board usually considers
>>>> requests for Gen Ed approvals at a few meetings each academic year,
>>>> with them going first to a subcommittee for their recommendation. I
>>>> don't know when the deadline is for the next meeting, but I would
>>>> think it could go through the request procedure in time for fall
>>>> 2008 classes, if put forward very soon.
>>>>
>>>> Barb
>>>>
>>>> Lisa LaMantia wrote:
>>>>>
>>>>> Hi All,
>>>>>
```

>>>>> The information that Carolyn is referring to was directly from
>>>>> Drew Coleman in the GEOL department. However, it does appear that
>>>>> with the switch to the new curriculum, the categorization of these
>>>>> courses did not happen as intended.
>>>>>
>>>>> I have brought Drew into the conversation (he is now included in
>>>>> this email) and this is what he had to say:
>>>>>
>>>>> This is a real problem. The fact that 109 was not listed as a
>>>>> Physical Life Science was a clerical error made during the switch
>>>>> to the new curriculum. GEOL 18 was counted in the old curriculum.
>>>>> We have not had any intro labs except 101L (old 11L) for years,
>>>>> and we counted that combo (18 with 11L) as satisfying the physical
>>>>> science with lab in the old curriculum. It seems that we should be
>>>>> trying to make the transition easy. Mistakes were bound to happen.
>>>>> Why is it that this course combo the used to count no longer does?
>>>>> It's killing our enrollments in that course.
>>>>>
>>>>> I am not sure if this is something that Jay can just make a ruling
>>>>> on or if it will need to go before the Administrative Board (if it
>>>>> hasn’t already).
>>>>>
>>>>> I hope that this brings some clarity to the situation.
>>>>>
>>>>> Best,
>>>>>
>>>>> Lisa
>>>>>
>>>>> ----
>>>>>
>>>>> Lisa LaMantia
>>>>>
>>>>> Academic Advising, Senior Advisor
>>>>> Team #70, Basic and Applied Sciences
>>>>>
>>>>> NOTE NEW LOCATION!!
>>>>> 12 Phillips Hall
>>>>> Tel: 919-843-8912
>>>>>
>>>>> Fax: 919-962-6888
>>>>>
>>>>> You can schedule appointments at: http://www.unc.edu/advising
>>>>>
>>>>> ---
>>>>>
>>>>>
>>>>> *From:* Carolyn Covalt [mailto:covalt@email.unc.edu]
>>>>> *Sent:* Monday, February 18, 2008 4:21 PM
>>>>> *To:* Stephen Katsaounis
>>>>> *Cc:* Patrick Grogan; Crystal Lineberry; Chris Derickson; Barbara
>>>>> Stenross; Lisa Lamantia
>>>>> *Subject:* Re: Geol 13 with Geol 11L
>>>>>
>>>>> Hello again all!
>>>>>
>>>>> I am sitting in Barb Stenross' office right now and realizing that
>>>>> I gave you partially wrong information when I responded to your
>>>>> question Stephen. We are just realizing, through conversations
>>>>> with Dean Jay Smith, that GEOL 109 has NEVER been listed anywhere
>>>>> as counting as a PL without lab, nor as a PX when paired with
>>>>> GEOL101Lab... Therefore, students may not use this course in
>>>>> either way. Barb and I have run some students and it appears that
>>>>> GRADS is programmed correctly and that the 109/ 101L pairing is
>>>>> NOT showing as fulfilling a PX, which is correct. Likewise, GEOL
>>>>> 109 lecture, on its own, should not be programmed to count as a PL.
>>>>>
>>>>> Lisa, I am ccing you because I believe that I got my information
>>>>> from an email you sent to all of us in the Fall of 2006; I am not
>>>>> in any way trying to assign blame but to make you aware of my
>>>>> mistake/ misunderstanding as well as to open up room for
>>>>> conversation if your understanding of course pairings is different
>>>>> than what I am explaining here.
>>>>>
>>>>> Is this all clear as mud?
>>>>>
>>>>> Thanks everyone,
>>>>>
>>>>> Carolyn
>>>>>
>>>>> Carolyn S. Covalt wrote:
>>>>>
>>>>> Stephen,
>>>>>
>>>>> Good morning, I hope you are feeling better!
>>>>>

>>>>> yes, in both the old and the new curriculum the following pairing
>>>>> is okay:
>>>>>
>>>>> GEOL 11/101L can be paired with any of the following 3 lectures:
>>>>> GEOL 13/105, GEOL 11/101, GEOL 18/109.
>>>>>
>>>>> Just as an FYI, GEOL 16/159 is different and has its own lab and
>>>>> may NOT be paired with 11/101L.
>>>>>
>>>>> Carolyn
>>>>>
>>>>> Stephen Katsaounis wrote:
>>>>>
>>>>> Carolyn,
>>>>>
>>>>> Greetings. I was wondering if GEOL 011L can be used as the
>>>>> Optional Lab for GEOL 013 (pre-2006 curriculum).
>>>>>
>>>>> Cheers,
>>>>> Stephen
>>>>>
>>>>>
>>>>>
>>>>> --
>>>>>
>>>>> PLEASE NOTE NEW OFFICE LOCATION!!!
>>>>> **********
>>>>> Carolyn Covalt
>>>>> Academic Advisor, Team 90
>>>>> College of Arts and Sciences and General College
>>>>> 201-B Coates Building, CB# 3110
>>>>> UNC-Chapel Hill
>>>>> Chapel Hill, NC 27599-3110
>>>>>
>>>>> covalt@email.unc.edu <mailto:covalt@email.unc.edu>
>>>>> Tel: 919-843-8924
>>>>> Fax: 919-843-4775
>>>>> For appointments go to: https://apps3-college.unc.edu/advsched/app
>>>>>
>>>>>
>>>>>
>>>>> --
>>>>> **********
>>>>> Carolyn S. Covalt
>>>>> Functional Analyst, Student Records Team
>>>>> ERP Project
>>>>> IT Manning
>>>>> UNC-Chapel Hill
>>>>> Chapel Hill, NC 27599
>>>>>
>>>>> covalt@email.unc.edu <mailto:covalt@email.unc.edu>
>>>>> Tel: 919-843-3966
>>>>> Fax: 919-962-0418
>>>>> http://its.unc.edu/erp
>>>>
>>>>
>>>
>>
>>
>

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Crystal Lineberry, MBA
Degree Audit and NCAA Specialist
Office of the University Registrar
CB# 2100, SASB North, Suite 3100
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-2100
Phone: (919) 962-5161
Fax: (919) 962-3349
Email: clineberry@unc.edu

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, April 21, 2009 11:36 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Re: April 21 Confirmation
Attach: TEXT.htm; Re_ April 21 Confirmation.msg

For meeting

>>> Susan B. Maloy 4/20/2009 8:30 AM >>>
Hey Mercer,
I wanted you to read Chris Derickson's latest email to me regarding his approach to the certification process in preparation for our meeting on Tuesday afternoon.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Chris Derickson <derickso@email.unc.edu>
Sent: Friday, April 17, 2009 3:41 PM
To: Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: cderickson@unc.edu; Lineberry, Crystal <clineber@email.unc.edu>; Katsaounis, Stephen <katsaoun@email.unc.edu>; Horton, Rocky J <rockyh@email.unc.edu>; Samples, Jamie B <samples@email.unc.edu>
Subject: Re: April 21 Confirmation
Attach: TEXT.htm

Susan -

Thanks so much for arranging this meeting on such short notice. We will all be there and are looking forward to the opportunity to continuing the discussion on how we can improve the certification process going forward. There are a couple points that I would like to emphasize in advance of the meeting. The first is that I am looking at this as an opportunity to make improvements in the process in conjunction with our move to PeopleSoft. There are a variety of tools, including the new document management system, that will help to facilitate the more transparent process that we have been seeking for at least as long as I've been here, and very likely before that. However, just having those tools at our disposal will not in and of itself improve the process, so getting the right people in the room and having the right discussions about what we can and/or should do going forward is critical to ensuring that we take full advantage of this opportunity. This is exactly why I am looking forward to discussing with you and the athletic advisors what it is we can do to make this a better process for all of us.

This notion of making the process better for all of us leads to my second point. As we discuss the certification process, I think it's important that we keep in mind first and foremost that all of us are in this together. Therefore as we move forward, I hope we are looking at not just what each office's primary role is but what can we all do to support each other in that role. As such, I don't think we are suggesting that our role is only certification, but rather that certification is our primary role. If we weren't anticipating potential problems by planning ahead for what a student will be doing academically, then we are both neglecting the certification process and the needs of all those involved in this process. However, if the athletic advisors are already doing that same planning with athletes, our only goal is to find the best way to incorporate that planning into the certification process so that all of us are on the same page and working toward the same goal. As I've already noted, the move to PeopleSoft will provide us with tools that will allow us to share documents more readily, which will also allow us the opportunity to avoid repetition and/or parallel work in the process, thus addressing the transparency concern that we have discussed.

In the absence of these tools right now, our options are much more limited, so I hope it's clear that we are not looking to make any significant changes to the current process. However, I think we owe it

to all the offices involved in this process to embrace this opportunity
to thoroughly re-examine the process in order to find areas for
improvement and ideally maximize the collaboration between everyone
involved.

Thanks again, Susan. Have a great weekend, and we'll see you next week.

Chris

Susan B. Maloy wrote:
> Hi Everyone,
> Looks like everyone can meet on Tuesday, April 21 around 3:30 in the Academic Center so, please consider this as a confirmation of the meeting. My thought is to spend the time talking about some of the topics from yesterday, i.e. counting hours in the first two years, your role as you see it being certification only and not planning, providing worksheets to Arts and Sciences advisors, and examining the whole certification process as it relates to PeopleSoft and Document Management. If there is anything else that you can think of, just let me know.
>
> Thanks a bunch. Have a good Friday.
>
> Susan
>
> Susan Maloy
> Assistant Athletic Director for Certification and Eligibility
> UNC Department of Athletics
> 919-962-9892 (office)
> 919-962-6002 (fax)
> sbmaloy@uncaa.unc.edu
>
>
>
>>>> Chris Derickson <derickso@email.unc.edu> 4/16/2009 12:28 PM >>>
>>>>
> I can do that. I will block out that time right now, because it may not
> stay open long.
>
> Susan B. Maloy wrote:
>
>> Hi Chris,
>> Would you be able to meet with the academic counselors as early as the afternoon of Tuesday, April 21st? I see you have a records meeting that afternoon, but could you meet right after that in Robert's office, say 3:30ish?
>>
>> Thanks,
>> Susan
>>
>> Susan Maloy
>> Assistant Athletic Director for Certification and Eligibility
>> UNC Department of Athletics
>> 919-962-9892 (office)
>> 919-962-6002 (fax)
>> sbmaloy@uncaa.unc.edu
>>
>>

>>
>>
>
>

--
Christopher Derickson
Associate University Registrar and Student Records Team Lead
Enterprise Resource Planning Project
University of North Carolina at Chapel Hill
211 Manning Drive, CB #3420
ITS Manning Room 4402
Chapel Hill, NC 27599-3420 Phone: 919-843-3979
Phone (Registrar's Office): 919-962-8289
Fax: 919-962-0418

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, April 22, 2009 9:39 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Re: GEOL 109 and GEOL 105
Attach: Re_ GEOL 109.msg

Hi Everyone,
The question came up about whether or not GEOL 105 and GEOL 101L can meet the science with a lab requirement given the recent emails about GEOL 109. It doesn't look like this is an easy answer. Take a look at the email from Barb Stenross and stay tuned for updates. Until then, I would be cautious about assuming that GEOL 105 will meet a requirement.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Barbara Stenross <stenross@email.unc.edu>
Sent: Wednesday, April 22, 2009 9:32 AM
To: Lineberry, Crystal <clineber@email.unc.edu>
Cc: Dawson, Alice <adawson@email.unc.edu>; Derickson, Chris <cderickson@unc.edu>; Katsaounis, Stephen <katsaoun@email.unc.edu>; Horton, Rocky J <rockyh@email.unc.edu>; Samples, Jamie B <samples@email.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Lindemann, Erika <ulinde@email.unc.edu>; Wyrick, Marilyn J <wyrick@email.unc.edu>
Subject: Re: GEOL 109

Hi Crystal,

I don't feel I can answer this question. Dean Lindemann provided an answer to the question raised by the particular student in this email chain based on agreements on record with Dean Smith that were time-limited. That answer doesn't extend to this larger, and very frustrating, situation.

I know from speaking and emailing with Drew Coleman in Geological Sciences (and from the Bulletin's section on Geological Sciences) that that department regards GEOL 101, 105, 109 and 111 as equivalent classes any of which can be combined with GEOL 101L (except 111, which is a 4 hours class with its own lab),and only one of which can count for graduation. GEOL 101, 105, and 109 are listed in the 2009 Bulletin as PL classes and 11 as a PX, but we have been counting GEOL 101 taken with GEOL 101L as PX. I am quite sure the department intends 105 and 109 with 101L to also count as PX, but I don't know if they have ever requested that through the Boards, or even if that has been requested for 101 with 101l!

So, I am passing on this one, and hoping that Dean Lindemann will help us find a way out of the morass. :-)

Best,
Barb

Crystal Lineberry wrote:
> Barb,
>
> The question has come up as to whether GEOL 105 along with GEOL 101L
> can count as a PX. It is not listed in the 09-10 Bulletin as a PX,
> but in the past we have counted this combination as a PX. I see that
> GEOL 105 is listed as a PX in the 07-08 Bulletin, but it has not been
> listed as a PX since then. Can you clarify if GEOL 105 along with
> GEOL 101L can be used to meet the PX requirement?
>
> Thanks,
> Crystal
>
> Barbara Stenross wrote:
>> Yes, GEOL 101L. The department will no longer be offering GEOL 109,
>> per Drew Coleman.
>> Barb
>>
>> Crystal Lineberry wrote:
>>> Barb,
>>>
>>> It is my understanding that GEOL 101L is the only lab that will work
>>> with GEOL 109 because GEOL 109L is no longer offered. Do you know
>>> if this is correct? I see that GEOL 109L is listed in the 09-10
>>> Bulletin in the list of courses for Geology.
>>> Thanks,
>>> Crystal
>>>
>>> Barbara Stenross wrote:
>>>> Hi Crystal and all,
>>>>

>>>> The Curriculum Committee within Advising met with Dean Smith in
>>>> February 2008 concerning use of GEOL 109 as a PL or PX. Some
>>>> students had been told--by the department, professor, or
>>>> advisors--that 109 could count for PL (or PX, with 101L), but the
>>>> department had never submitted this request through the
>>>> Administrative Boards. Dean Smith took it to the Boards at the
>>>> March 2008 meeting. This is the note I have on record about the
>>>> result:
>>>>> Dean Smith took to Admin Bd on Mar 5, 2008. approved for this term
>>>>> only (and via pointing, for 072) as PL, or as PX with 101L
>>>>
>>>> Since this student took the class in 072, he can take 101L and the
>>>> two together will count as PX. The decision does not extend into
>>>> the future.
>>>> Best,
>>>> Barb
>>>>
>>>> Crystal Lineberry wrote:
>>>>> Barb, Marilyn, and Alice,
>>>>>
>>>>> There is a student athlete who took GEOL 109 in Spring 2007 and I
>>>>> am trying to find out if he takes GEOL 101L if this will count as
>>>>> a PX for him. I checked the 2009-2010 Bulletin and it is listed
>>>>> as a PL, but not a PX. I found this email, which makes it sound
>>>>> like it should fulfill the PX requirement. Can you help me with
>>>>> this or let me know if I should contact someone else?
>>>>>
>>>>> Thanks,
>>>>> Crystal
>>>>>
>>>>> Barbara Stenross wrote:
>>>>>> Hi all,
>>>>>>
>>>>>> I would urge the Geology Department to contact Dean Jay Smith as
>>>>>> soon as possible. The Administrative Board usually considers
>>>>>> requests for Gen Ed approvals at a few meetings each academic
>>>>>> year, with them going first to a subcommittee for their
>>>>>> recommendation. I don't know when the deadline is for the next
>>>>>> meeting, but I would think it could go through the request
>>>>>> procedure in time for fall 2008 classes, if put forward very soon.
>>>>>>
>>>>>> Barb
>>>>>>
>>>>>> Lisa LaMantia wrote:
>>>>>>>
>>>>>>> Hi All,
>>>>>>>
>>>>>>>> The information that Carolyn is referring to was directly from
>>>>>>>> Drew Coleman in the GEOL department. However, it does appear
>>>>>>>> that with the switch to the new curriculum, the categorization
>>>>>>>> of these courses did not happen as intended.
>>>>>>>>
>>>>>>>> I have brought Drew into the conversation (he is now included in
>>>>>>>> this email) and this is what he had to say:
>>>>>>>>
>>>>>>>> This is a real problem. The fact that 109 was not listed as a
>>>>>>>> Physical Life Science was a clerical error made during the
>>>>>>>> switch to the new curriculum. GEOL 18 was counted in the old
>>>>>>>> curriculum. We have not had any intro labs except 101L (old 11L)
>>>>>>>> for years, and we counted that combo (18 with 11L) as satisfying
>>>>>>>> the physical science with lab in the old curriculum. It seems
>>>>>>>> that we should be trying to make the transition easy. Mistakes
>>>>>>>> were bound to happen. Why is it that this course combo the used
>>>>>>>> to count no longer does? It's killing our enrollments in that
>>>>>>>> course.
>>>>>>>>
>>>>>>>> I am not sure if this is something that Jay can just make a
>>>>>>>> ruling on or if it will need to go before the Administrative
>>>>>>>> Board (if it hasn't already).
>>>>>>>>
>>>>>>>> I hope that this brings some clarity to the situation.

>>>>>>>
>>>>>>> Best,
>>>>>>>
>>>>>>> Lisa
>>>>>>>
>>>>>>> ----
>>>>>>>
>>>>>>> Lisa LaMantia
>>>>>>>
>>>>>>> Academic Advising, Senior Advisor
>>>>>>> Team #70, Basic and Applied Sciences
>>>>>>>
>>>>>>> NOTE NEW LOCATION!!
>>>>>>> 12 Phillips Hall
>>>>>>> Tel: 919-843-8912
>>>>>>>
>>>>>>> Fax: 919-962-6888
>>>>>>>
>>>>>>> You can schedule appointments at: http://www.unc.edu/advising
>>>>>>>
>>>>>>> ----------
>>>>>>>
>>>>>>>
>>>>>>> *From:* Carolyn Covalt [mailto:covalt@email.unc.edu]
>>>>>>> *Sent:* Monday, February 18, 2008 4:21 PM
>>>>>>> *To:* Stephen Katsaounis
>>>>>>> *Cc:* Patrick Grogan; Crystal Lineberry; Chris Derickson;
>>>>>>> Barbara Stenross; Lisa Lamantia
>>>>>>> *Subject:* Re: Geol 13 with Geol 11L
>>>>>>>
>>>>>>> Hello again all!
>>>>>>>
>>>>>>> I am sitting in Barb Stenross' office right now and realizing
>>>>>>> that I gave you partially wrong information when I responded to
>>>>>>> your question Stephen. We are just realizing, through
>>>>>>> conversations with Dean Jay Smith, that GEOL 109 has NEVER been
>>>>>>> listed anywhere as counting as a PL without lab, nor as a PX
>>>>>>> when paired with GEOL101Lab... Therefore, students may not use
>>>>>>> this course in either way. Barb and I have run some students and
>>>>>>> it appears that GRADS is programmed correctly and that the 109/
>>>>>>> 101L pairing is NOT showing as fulfilling a PX, which is
>>>>>>> correct. Likewise, GEOL 109 lecture, on its own, should not be
>>>>>>> programmed to count as a PL.
>>>>>>>
>>>>>>> Lisa, I am ccing you because I believe that I got my information
>>>>>>> from an email you sent to all of us in the Fall of 2006; I am
>>>>>>> not in any way trying to assign blame but to make you aware of
>>>>>>> my mistake/ misunderstanding as well as to open up room for
>>>>>>> conversation if your understanding of course pairings is
>>>>>>> different than what I am explaining here.
>>>>>>>
>>>>>>> Is this all clear as mud?
>>>>>>>
>>>>>>> Thanks everyone,
>>>>>>>
>>>>>>> Carolyn
>>>>>>>
>>>>>>> Carolyn S. Covalt wrote:
>>>>>>>
>>>>>>> Stephen,
>>>>>>>
>>>>>>> Good morning, I hope you are feeling better!
>>>>>>>
>>>>>>> yes, in both the old and the new curriculum the following
>>>>>>> pairing is okay:
>>>>>>>
>>>>>>> GEOL 11/101L can be paired with any of the following 3 lectures:
>>>>>>> GEOL 13/105, GEOL 11/101, GEOL 18/109.
>>>>>>>
>>>>>>> Just as an FYI, GEOL 16/159 is different and has its own lab and
>>>>>>> may NOT be paired with 11/101L.

>>>>>>>
>>>>>>> Carolyn
>>>>>>>
>>>>>>> Stephen Katsaounis wrote:
>>>>>>>
>>>>>>> Carolyn,
>>>>>>>
>>>>>>> Greetings. I was wondering if GEOL 011L can be used as the
>>>>>>> Optional Lab for GEOL 013 (pre-2006 curriculum).
>>>>>>>
>>>>>>> Cheers,
>>>>>>> Stephen
>>>>>>>
>>>>>>>
>>>>>>>
>>>>>>> --
>>>>>>>
>>>>>>> PLEASE NOTE NEW OFFICE LOCATION!!!
>>>>>>> **********
>>>>>>> Carolyn Covalt
>>>>>>> Academic Advisor, Team 90
>>>>>>> College of Arts and Sciences and General College
>>>>>>> 201-B Coates Building, CB# 3110
>>>>>>> UNC-Chapel Hill
>>>>>>> Chapel Hill, NC 27599-3110
>>>>>>>
>>>>>>> covalt@email.unc.edu <mailto:covalt@email.unc.edu>
>>>>>>> Tel: 919-843-8924
>>>>>>> Fax: 919-843-4775
>>>>>>> For appointments go to: https://apps3-college.unc.edu/advsched/app
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>>>>>>>
>>>>>>>
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>>>>>>> Functional Analyst, Student Records Team
>>>>>>> ERP Project
>>>>>>> IT Manning
>>>>>>> UNC-Chapel Hill
>>>>>>> Chapel Hill, NC 27599
>>>>>>>
>>>>>>> covalt@email.unc.edu <mailto:covalt@email.unc.edu>
>>>>>>> Tel: 919-843-3966
>>>>>>> Fax: 919-962-0418
>>>>>>> http://its.unc.edu/erp
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>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, April 29, 2009 1:18 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Introductory Geology and Gen Ed
Attach: Introductory Geology and Gen Ed.msg

Hi Everyone,
Looks like we finally have some information that clears up the issues with how to count intro GEOL courses. Please let me know if you still have questions after reading through these details.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Barbara Stenross <stenross@email.unc.edu>
Sent: Tuesday, April 28, 2009 5:20 PM
To: Derickson, Christopher <cderickson@unc.edu>; Lineberry, Crystal <clineber@email.unc.edu>; Covalt, Carolyn S. <covalt@email.unc.edu>; Katsaounis, Stephen <katsaoun@email.unc.edu>; Horton, Rocky J <rockyh@email.unc.edu>; Samples, Jamie B <samples@email.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Lindemann, Erika <ulinde@email.unc.edu>
Subject: Introductory Geology and Gen Ed

Hi all,

Dean Erika Lindeman and I met yesterday to discuss the confusion regarding introductory geology classes and what general education requirements they fulfill. The following is the list of approved general education attributes at this time:

* GEOL 101 = PL
* GEOL 101 and 101L = PX
* GEOL 105 = PL
* GEOL 105 and 101L = PX
* GEOL 109 = PL
* GEOL 111 = PX

Note that GEOL 109 with 101L has not been approved as PX.. There is a one-time exception to this. In spring 2008, Dean Smith approved the use of GEOL 109 with 101L as PX for that semester only.

The Geological Sciences department has been informed of the process by which they might bring GEOL 109/101L into the PX fold, but this would not be in effect until Fall 2010, if approved.

Please let me know if you have any questions.

Thanks,
Barb

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, August 3, 2009 1:36 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; jmboxill@email.unc.edu; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: Re: Supplemental Education - FL Level 4
Attach: Re_ Supplemental Education question.msg

Hello All,
Attached is further clarification on when foreign language level 4 may be counted as a supplemental education requirement.

Let me know if you have any questions.

Someone please forward this on to Jenn once her email is up an running.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Barbara Stenross <stenross@email.unc.edu>
Sent: Monday, August 3, 2009 12:35 PM
To: Horton, Rocky <rockyh@email.unc.edu>
Cc: Dawson, Alice C <adawson@email.unc.edu>; Lineberry, Crystal <clineber@email.unc.edu>; Katsaounis, Stephen <katsaoun@email.unc.edu>; Samples, Jamie <samples@email.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Wyrick, Marilyn J <wyrick@email.unc.edu>
Subject: Re: Supplemental Education question

Hi Rocky and other esteemed colleagues,

The notes I have are as follows:
> If student has BE credit or TR credit for FL 4 and it is not required
> for a primary major, it can count as supp ed in appropriate division.
> If student places into FL 4 and must take to fulfill foundations
> req't, may not be used for Supp Ed.
This was based on discussions in Sept. 2008 at an Advisors meeting with Amy Dye, who consulted with Dean Smith.
I believe the rationale is that the foundation requirements is to show proficiency through level 3, and therefore level 4 is beyond the call of duty, and fair game for Supplemental Education unless it is required for the student's primary major.

Best,
Barb

Rocky Horton wrote:
> All,
>
> Hope everyone is doing well! I have a question regarding a 4th level
> FL and Supplemental Education. From the email below, I see that a 4th
> level FL may not count as a Supp. Ed. if the student must take the
> course to receive BE Credit for level 3. If the student receives BE
> credit for the 4th level, may it then count as a Supp. Ed? Thank you!
>
>
> On Feb 13, 2009, at 5:02 PM, Barbara Stenross wrote:
>
>> Hi Jamie,
>>
>> The answer to your general questions is yes, with exceptions (noted
>> in next paragraph). The answer to your specific questions is also
>> yes, unless the exceptions apply. We discussed this with Dean Smith
>> last year, and he was of the mind that if students go on in a foreign
>> language beyond the foundations requirement, that is meritorious, and
>> should be met with approval of the 204-level as Supplemental
>> Education, if it is in a division the student needs. The case of FL
>> level 203 did not come up, but I would think the reasoning is the
>> same--if this is an "extra" beyond-the-call-of-duty FL course that is
>> not counting for the foundations requirement.

>>
>> The exceptions: A 4th level of FL may _not_ be used in Supp Ed: a)
>> if the student places into FL 4 of their HSFL and therefore must take
>> 204 to get BE credit for 203), [This was clarified by Dean Smith,
>> and communicated to advisors by Amy Smith at an advising meeting on
>> Sept. 16, 2008]
>> b) if they are minoring in that FL, or
>> c) if the FL course is a requirement for a major or minor (e.g., INTS
>> students may not use FL level 4, 5 or 6 to fulfill Supplemental
>> Education because that is a "major requirement" for them).
>> Marilyn and Alice, please jump in if I've misspoken here.
>> Everyone, have a great weekend!
>>
>> Barb
>>
>>
>>
>>
>> Jamie Samples wrote:
>>> Ladies,
>>>
>>> I have a question concerning supplemental education. It is my
>>> understanding from the "Supplemental Education "Cheat Sheet" for
>>> Advisors" that fourth level foreign language can be used to satisfy
>>> this requirement. Specifically, I have a student athlete majoring
>>> in Biology BA who only needs FL through level 3 which she has
>>> completed with FREN 203. Can I place FREN 204 in her supplemental
>>> Education? I'm also wondering if it is possible to count a third
>>> level foreign language in supplemental education if the FL
>>> requirements are met in Foundations already. For example if she has
>>> completed her FL with French can LATN 203 count in supplemental
>>> education? Thank you.
>>
>>
>
>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, August 13, 2009 8:04 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; jmboxill@email.unc.edu; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Cc: Lineberry, Crystal <clineber@email.unc.edu>; Katsaounis, Stephen <katsaoun@email.unc.edu>; Horton, Rocky J <rockyh@email.unc.edu>; Samples, Jamie B <samples@email.unc.edu>
Subject: Fwd: Daily Compliance Item- 8/13/09- 14.4.3.1- AP Credit
Attach: TEXT.htm; Daily Compliance Item- 8_13_09- 14.4.3.1- AP Credit.msg

---

Good morning all,
I know this may be back to the basics, but little reminders of the rules never hurt.

Have a great day!

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, August 19, 2009 9:34 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; jmboxill@email.unc.edu; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Cc: Blanchard, John <jgb@uncaa.unc.edu>
Subject: Fwd: Daily Compliance Item- 8/18/09- Transfer Receiving Athletics Aid
Attach: TEXT.htm; Daily Compliance Item- 8_18_09- Transfer Receiving Athletics Aid.msg

---

Good Morning All!

Since we do have honor court violations where suspension is the imposed penalty from time to time, I thought the attached tip might be good for all of us to be aware of.

Let me know if you have any questions.

Have a great day.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, September 2, 2009 9:33 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>; Peace, Sherron <stpeace@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: TEXT.htm; Athletes with dropped courses.msg

Good morning,
Attached is today's drop report which looks like it goes back as far as August 26th in terms of collecting hooks from dropped courses. I'll send another report as of August 27th to capture any drops prior to the 26th.

Thanks very much for your attention to this important detail.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Wednesday, September 2, 2009 9:16 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, September 2, 2009 9:34 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>; Peace, Sherron <stpeace@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: TEXT.htm; Athletes with dropped courses.msg

Hello again,
Here is the drop report as of August 27th for the purpose of collecting books from dropped courses.

Thanks again,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Thursday, August 27, 2009 9:16 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, September 2, 2009 9:38 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Peace, Sherron <stpeace@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: book list
Attach: TEXT.htm; Fwd_ book list.msg

Yet another email from me. Isn't this fun?!

Anyway, here is the hook list which will give you an idea of who has not shown up to purchase books yet. Those marked with an "x" have come by at least once to complete a book form.

Hopefully this helps.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, September 2, 2009 9:50 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: GEOL 109 q
Attach: TEXT.htm; GEOL 109 q.msg

Sorry! One more email from me this morning.

Remember all of the emails that flew around last semester about GEOL 101, 105 and 109 with regard to the lab and the PX requirement? Well, Cynthia had raised one more question that was not previously answered until today.

As you may remember, an exception was made for GEOL 109 and GEOL 101L to meet the PX requirement if it was taken in Spring 2008. The attached email confirmed that the exception indicates that if a student took only the course (GEOL 109) in Spring 2008, they may still take the lab (GEOL 101L) this semester to meet the PX requirement.

This is a one time exception as GEOL 109 and GEOL101L have not been approved as a PX moving forward.

Hopefully this makes sense.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Barbara Stenross <stenross@email.unc.edu>
Sent: Wednesday, September 2, 2009 8:33 AM
To: Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: GEOL 109 q

Hi Susan,

For the student who took GEOL 109 in 082, yes, he can use 101L now to make that a PX. Erika Lindemann is making an exception to allow this based on the earlier deal Dean Smith made for 109 that term.

Barb

--
Barbara Stenross, Ph.D.
Senior Assistant Dean, Academic Advising
The College of Arts and Sciences and General College
The University of North Carolina at Chapel Hill
CB# 3110, 2011 Steele Building
214 East Cameron Avenue
Chapel Hill, NC 27599-3110
(919) 843-8919 office and voice mail
(919) 966-5116 to schedule a phone or office appointment
(919) 843-4775 FAX

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>

Sent: Tuesday, September 22, 2009 11:57 AM

To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; jmboxill@email.unc.edu; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>

Subject: Fwd: Re: Online Courses and BE credits

Attach: TEXT.htm; Re_ answers to a few of our questions from earlier.msg

---

All,
Attached is some clarification regarding information that Barbara Lucido brought up at one of your recent staff meetings regarding the number of permissible online courses and the number of BE credits that may be counted toward their major. Note that BE credits do not count toward the 18 hours of C or better.

An additional email on this will follow.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Carolyn Covalt <covalt@email.unc.edu>
Sent: Monday, September 21, 2009 9:41 AM
To: Lineberry, Crystal <clineber@email.unc.edu>
Cc: Derickson, Chris <cderickson@unc.edu>; Lineberry, Crystal N <clineberry@unc.edu>; Katsaounis, Stephen George <katsaoun@email.unc.edu>; McIntyre, Meaghan (CA - Toronto) <memcintyre@deloitte.ca>; Horton, Rocky J <rockyh@email.unc.edu>; Samples, Jamie B <samples@email.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Re: answers to a few of our questions from earlier
Attach: TEXT.htm; Regulations regarding CCO and BE Credit.doc

---

I am attaching the memo that Barb Stenross wrote for Advising detailing the rules that the Admin Boards came up with. In it she mentions 2 courses of BE credit, for 6-8 hours, perhaps Susan Malloy saw this and things got a little bit confused?

Hope this clears things up. I am still going to inquire re: 21 hr majors.

Carolyn

Crystal Lineberry wrote:
> Susan,
>
> Here is the email that states that only 6 hours of BE credit can be
> used in the major instead of 8 hours according to Barbara Lucido that
> was in your previous email.
>
> Thanks,
> Crystal
>
> Carolyn Covalt wrote:
>> All,
>>
>> I just spoke with Barb Stenross and got answers to some of our
>> questions from today:
>>
>> 1. any course that is SUBJ---- should NOT be allowed to count in a
>> major unless an exception is approved by a DUS in the major
>> dept. So, these will need to be removed from all wild card
>> Course Lists. Sorry.
>> 2. Language placement/ BE credit is still/ will still be done in 2
>> ways: BE or PL credit. We will just have to look at each
>> student's record to see what they have and deal with major
>> requirements accordingly if PL credit (which confers no hours)
>> was awarded and an exception is required.
>> 3. BE credit being used in the major: Per the decision made by
>> Admin Boards in April, no more than 6 hrs of BE credit may ever
>> be used towards a major. These hours DO NOT COUNT towards the
>> hours of C required in a major. So, if a student is in an 8
>> course major and has 6 hrs of BE credit, they must get a C or
>> higher in all remaining courses to satisfy the 18 hrs of C in

>> your major rule. Having BE credit used in the major does NOT
>> cause the '75% of courses taken here' rule to go into effect,
>> that is ONLY for TR credit.
>>
>>
>> I will look at the issues list in more detail tomorrow and if I have
>> answered any of those here I will note that in the spreadsheet.
>>
>> Thanks,
>>
>> Carolyn
>> --
>> **********
>> Carolyn S. Covalt
>> Student Records Functional Analyst
>> ConnectCarolina Project
>> ITS Manning/ CB #3420
>> UNC-Chapel Hill
>> Chapel Hill, NC 27599
>>
>> covalt@email.unc.edu
>> Tel: 919-843-3966
>> Fax: 919-962-0418
>> http://connectcarolina.unc.edu/
>
> --
> Crystal Lineberry, MBA
> Degree Audit and NCAA Specialist
> Office of the University Registrar
> CB# 2100, SASB North, Suite 3100
> University of North Carolina at Chapel Hill
> Chapel Hill, NC 27599-2100
> Phone: (919) 962-5161
> Fax: (919) 962-3349
> Email: clineberry@unc.edu

--
****
Carolyn S. Covalt
Student Records Functional Analyst
ConnectCarolina Project
ITS Manning/ CB #3420
UNC-Chapel Hill
Chapel Hill, NC 27599

covalt@email.unc.edu
Tel: 919-843-3966
Fax: 919-962-0418
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Hope this clears things up. I am still going to inquire re: 21 hr majors.

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> Thanks,
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> Carolyn Covalt wrote:
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> > All,
> >
> > I just spoke with Barb Stenross and got answers to some of our questions from today:
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> > 1. any course that is SUBJ---- should NOT be allowed to count in a major unless an exception is approved by a DUS in the major dept. So, these will need to be removed from all wild card Course Lists. Sorry.
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> > --
> > **********
> > Carolyn S. Covalt
> > Student Records Functional Analyst
> > ConnectCarolina Project

ITS Manning/ CB #3420
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Chapel Hill, NC 27599

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--

Crystal Lineberry, MBA
Degree Audit and NCAA Specialist
Office of the University Registrar
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University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-2100
Phone: (919) 962-5161
Fax: (919) 962-3349
Email: clineberry@unc.edu

--

****

Carolyn S. Covalt
Student Records Functional Analyst
ConnectCarolina Project
ITS Manning/ CB #3420
UNC-Chapel Hill
Chapel Hill, NC 27599

covalt@email.unc.edu
Tel: 919-843-3966
Fax: 919-962-0418
http://connectcarolina.unc.edu/

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>

Sent: Tuesday, September 22, 2009 12:00 PM

To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; jmboxill@email.unc.edu; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>

Subject: Fwd: Re: Online Courses and BE Credits

Attach: TEXT.htm; Re_ answers to a few of our questions from earlier.msg

---

All,
The attached notes further discussion about when the 6 BE credits in a major leave less than 18 hours to earn a C or better. Further clarification should be coming on this.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Carolyn Covalt <covalt@email.unc.edu>
Sent: Monday, September 21, 2009 9:59 AM
To: Horton, Rocky <rockyh@email.unc.edu>
Cc: Derickson, Chris <cderickson@unc.edu>; Lineberry, Crystal <clineber@email.unc.edu>; Lineberry, Crystal N <clineberry@unc.edu>; Katsaounis, Stephen George <katsaoun@email.unc.edu>; McIntyre, Meaghan (CA - Toronto) <memcintyre@deloitte.ca>; Samples, Jamie B <samples@email.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Re: answers to a few of our questions from earlier
Attach: TEXT.htm

Well, that is to make room for 2 classes that are 4 cr hrs each, but Stephen does raise a good question re: what to do if the BE credit leaves less than 18hrs of the major to be done here on campus and how does that affect the 18hrs of C rule... I've left a message for Barb and will let you all know what I find out.

thanks,

C

Rocky Horton wrote:
> Based on the memo, it appears that more than 6hrs of BE credit can be
> used toward the major. The maximum would be 8 as stated in Susan's
> original email. If we will be imposing the limit based on hours, it
> will have to be 8. Thanks
>
> Carolyn Covalt wrote:
>> I am attaching the memo that Barb Stenross wrote for Advising
>> detailing the rules that the Admin Boards came up with. In it she
>> mentions 2 courses of BE credit, for 6-8 hours, perhaps Susan Malloy
>> saw this and things got a little bit confused?
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>> Carolyn
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>> Crystal Lineberry wrote:
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>>>> Carolyn
>>>> --
>>>> **********
>>>> Carolyn S. Covalt
>>>> Student Records Functional Analyst
>>>> ConnectCarolina Project
>>>> ITS Manning/ CB #3420
>>>> UNC-Chapel Hill
>>>> Chapel Hill, NC 27599
>>>>
>>>> covalt@email.unc.edu
>>>> Tel: 919-843-3966
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>>> --
>>> Crystal Lineberry, MBA
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>> --
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>> Carolyn S. Covalt
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>
> --
> Rocky James Horton
> Degree Audit and NCAA Compliance Specialist
> Office of the University Registrar
> University of North Carolina at Chapel Hill
> CB 2100, SASB North, Rm. 3127
> Chapel Hill, NC 27599-2100
> Tel: 919.843.3498 Fax: 919.843.3498

--
****
Carolyn S. Covalt
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UNC-Chapel Hill
Chapel Hill, NC 27599

covalt@email.unc.edu
Tel: 919-843-3966
Fax: 919-962-0418
http://connectcarolina.unc.edu/

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, October 12, 2009 11:58 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; jmboxill@email.unc.edu; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Cc: cderickson@unc.edu; Lineberry, Crystal <clineber@email.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; Katsaounis, Stephen <katsaoun@email.unc.edu>; Horton, Rocky J <rockyh@email.unc.edu>; Samples, Jamie B <samples@email.unc.edu>
Subject: Fwd: Daily Compliance Item- 9/29/09- 14.4.3.2
Attach: TEXT.htm; Daily Compliance Item- 9_29_09- 14.4.3.2.msg

---

Hello All,
I just wanted to forward the attached example of the application of an interpretation regarding Fulfillment of Degree Requirements when Changing Degree Program, specifically prior to the 5th term. Notice that 40% toward degree must be certified based on a student-athlete's declared degree program in existence at the beginning of the 5th term, not what his designated degree is prior to competition within the 5th term. In other words, if a student is ineligible per the 40% rule prior to the start of the 5th term, then we may not require him/her to change his/her major after the semester begins to regain eligibility for the 5th term.

I know that we have student-athletes change their major often during the term in order to be eligible the following term. So we must not confuse that with having a student change his major after the semester begins to be certified as eligible for that same term. The 40/60/80 Rule must be assessed based on the degree/major that was officially declared prior to the start of the term.

If anyone has any questions, please feel free to give me a call.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>

Sent: Wednesday, November 4, 2009 8:19 AM

To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Peace, Sherron <stpeace@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>

Subject: Fwd: INFORMATIONAL: ConnectCarolina Town Hall

Attach: TEXT.htm; INFORMATIONAL_ ConnectCarolina Town Hall.msg

---

Good morning,
Attached is the PeopleSoft meeting that I was referring to yesterday. Please try to attend if you are able to. Unfortunately, I have another meeting at this same time and will not be able to make it. I will continue to forward future meetings to you as well.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: <larry_conrad@unc.edu>
Sent: Tuesday, November 3, 2009 8:15 PM
To: larry_conrad@unc.edu; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: INFORMATIONAL: ConnectCarolina Town Hall

The University community has a unique opportunity to learn about the ConnectCarolina project at a Town Hall on Monday, Nov. 9, 2-3 p.m. at Gerrard Hall. ConnectCarolina is a fully integrated administrative system that will improve interaction with the University for faculty, staff and students. Chairs of the Stakeholder Committees will provide a project update on the student services, human resources, payroll and finance components. The Executive Sponsors will speak to the importance of the ConnectCarolina project to the University community. This will be a chance to hear about the status of the student services implementation as well as the plans for the HR, payroll, and financial systems. Questions are welcome. Light refreshments will be served. For more information, visit http://connectcarolina.unc.edu/.

This email is sponsored by: Information Technology Services

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, March 2, 2010 9:01 AM
To: Mercer, Robert <rmercer@uncaa.unc.edu>
Cc: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: student support for registration in PeopleSoft
Attach: TEXT.htm; student support for registration.msg

Mercer,
Attached is information to post for students about Registration in ConnectCarolina. Perhaps you could post these PDFs throughout the Academic Center Do you think we should also send this out as a RAM Rules email or through Cricket's email listserv? Whatever, we decide, I think we need to move fast since they will already receive some access as early as tomorrow. Please let me know what you think.

Also, did you all decide that you wanted to schedule demos for our athletes? If so, I will need to get back to the training folks pretty soon to get on their calendar.

Thanks and I'll look forward to hearing back from you.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, March 5, 2010 11:30 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Kleissler, Amy <kleissle@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Overstreet, Tia <overstre@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Cc: Peace, Sherron <stpeace@uncaa.unc.edu>
Subject: PeopleSoft training for Student-Athletes
Attach: TEXT.htm

Hello All,
I have just heard back from the folks at Connect Carolina about training for our student-athletes. They have agreed to meet with our students on Monday, March 22, 2010 in the Academic Center Auditorium at 7:00pm for all student-athletes who you want to come, and then on Wednesday, March 24 at the SAAC meeting. Cricket, I just need to know the location as soon as you know. The format will he a 25 minute demo and then time will be allotted for them to actually load their own shopping carts and the training folks will be there walking around to answer questions that they may have. She said that this has worked well for other student groups that they have met with.

So please get the word out to your student-athletes and make sure that they are in attendance, particularly underclassmen. Also, make sure that they bring their own laptops so that they can actively participate in the session. Sherron, if you could book the Auditorium for 7pm on Monday, March 22, that would be great. Do you all think that we should send this out as a mass email to all student-athletes through RAMRules, or do you want to take care of getting in touch with them on your own?

One thing that I failed to mention at the staff meeting when we were determining dates that would work best is that I will not be available the week of the 22nd. My husband and I will be taking our children to Disney World that week. I didn't think that it would be that big of a deal if I was not there, since you all are the ones who will be working with our student-athletes regarding registration, etc. as opposed to me. With that said, Brent, do you mind if I give them your name and contact info, should they need to get in touch for any reason?

Thanks for your attention to this. Let me know how you want to advertise this.

Susan

Susan Maloy
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sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, April 7, 2010 12:11 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; jmboxill@email.unc.edu; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Overstreet, Tia <overstre@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: Fwd: student resources for fall registration
Attach: TEXT.htm; student resources for fall registration.msg

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Hello All,
Attached are some more education materials for students regarding Connect Carolina. Please pass along.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
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919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, April 15, 2010 1:27 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; jmboxill@email.unc.edu; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Kleissler, Amy <kleissle@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Overstreet, Tia <overstre@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: Fwd: [student_records_advisory] Quick Tip: View a Student Schedule
Attach: TEXT.htm; [student_records_advisory] Quick Tip_ View a Student Schedule.msg

---

Here are some more Quick Tips. Not sure if you received these already.

Thanks,
Susan

Susan Maloy
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sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, April 22, 2010 8:09 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; jmboxill@email.unc.edu; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Overstreet, Tia <overstre@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: Fwd: [connectcarolina] ConnectCarolina Newsletter for April 21, 2010
Attach: TEXT.htm; [connectcarolina] ConnectCarolina Newsletter for April 21, 2010.msg

---

FYI Not sure if you all received this or not.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, April 29, 2010 11:29 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Kleissler, Amy <kleissle@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Overstreet, Tia <overstre@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Cc: Blanchard, John <jgb@uncaa.unc.edu>
Subject: Fwd: RE: AdmissionPros - Summer School Grades
Attach: TEXT.htm; RE_ Summer School Grades.msg

Hi Guys,
Thanks for meeting this morning.

I contacted Jeff Hilts at AdmissionPros to ask about whether or not we would be able to access Summer School grades through our typical Grade Report through Summer Session II and his response is attached.

There is a chance that we will not be able to access grades for SSII. I suggest that you prepare as though we won't. You may want to run SSII schedules prior to July 1, so that you will know exactly who you have in summer school that you will need to check on in SIS. Again, just another issue with changing systems.

I'll let you know if I hear anything more on this.

Thanks,
Susan

Susan Maloy
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919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Jeff Hilts <hilts@admissionpros.com>
Sent: Thursday, April 29, 2010 11:22 AM
To: Crisman, Sean <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: RE: Summer School Grades
Attach: TEXT.htm

Susan-

We are waiting to hear from IT regarding our status on campus after July 1. If we are still doing work on campus this should not be a problem. If we are not, then in all likely hood we will just be pulling out of all work at UNC. This has been a very frustrating experience for us and I am sure for our clients as well. It's unfortunate that no one IT will listen. They are suppose to let me know their plans by May 1. I will keep you updated. Hope all is well!

Jeffrey Hilts

CEO AdmissionPros, LLC

Phone: 919-256-3889

Fax: 919-468-5553

E-Mail: hilts@admissionpros.com

From: Susan B. Maloy [mailto:sbmaloy@uncaa.unc.edu]
Sent: Thursday, April 29, 2010 11:17 AM
To: Sean M. Crisman; hilts@admissionpros.com
Subject: Summer School Grades

Hi Sean and Jeff,

I just wanted to find out if we will still have access to grades through Summer Session II through our Grade Reports as we always have?

Thank you,

Susan

Susan Maloy

Assistant Athletic Director for Certification and Eligibility

UNC Department of Athletics

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sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, April 29, 2010 12:18 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Kleissler, Amy <kleissle@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Overstreet, Tia <overstre@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: Fwd: RE: Access to Test Scores
Attach: TEXT.htm; RE_ Access to Test Scores.msg

Hi Guys!

Ok, I attempted to find out where we can access SAT scores and the attached outlines the navigation. Never would have thought to look in Transfer Credit Evaluation. Hmm!

Anyway, let me know if you are not able to see test scores under Transfer Credit Evaluation>Academic Test Summary.

Thank you,
Susan

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sbmaloy@uncaa.unc.edu

From: "Legge, Allison" <alegge@admissions.unc.edu>
Sent: Thursday, April 29, 2010 12:07 PM
To: Derickson, Christopher P <cderickson@unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: RE: Access to Test Scores
Attach: TEXT.htm

Hi Susan,
Since you are requesting this for our enrolling students (rather than applicants), I believe that the access will need to be approved by the Registrar's office. As such, I'm copying Chris Derickson on this to be sure. Here is the path that you should request.
Records and Enrollment > Transfer Credit Evaluation > Academic Test Summary
Please let me know if I can help with anything else.
Allison

From: Susan B. Maloy [mailto:sbmaloy@uncaa.unc.edu]
Sent: Thursday, April 29, 2010 11:20 AM
To: Legge, Allison
Subject: Access to Test Scores

Hi Allison,
I hope you are doing well.

I'm hoping you can help to guide me. Our academic counselors need access to test scores through Connect Carolina for our incoming student-athletes. Do you know how I can instruct them to find this information or what I need to request access to in order for them to be able to see the info? They do not have the same "Student Recruiting" page that Lance and I have, but I am not sure where else to tell them to go for this info.

Thanks for your help.

Susan

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sbmaloy@uncaa.unc.edu<mailto:sbmaloy@uncaa.unc.edu>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>

Sent: Wednesday, June 2, 2010 12:06 PM

To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lyons, Beth <emlyons@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Overstreet, Tia <overstre@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>

Subject: Fwd: [student_records_advisory] A message from the Registrar: Change to Course Career in Class Search

Attach: TEXT.htm; [student_records_advisory] A message from the Registrar_ Change to Course Career in Class Search.msg

---

Hello All,
Just in case you did not receive this.....

Thanks,
Susan

Susan Maloy
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919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, July 26, 2010 12:46 PM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Cc: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: SSII Grade Report
Attach: TEXT.htm; Athletes Grades 104_1.xlsx

Hello All,

Attached is the grade report tbat the Registrars Office is running for us to capture SSII grades. Not a wbole lot to report just yet, but Crystal will run this for us again later this week. She will run a separate report for SSI to capture all of the Online course grades later in the week as well.

Hope this is helpful.

Thanks,
Susan

PS: Sports are identified with a code in the first column. I believe the sports are coded as follows:

C = Baseball
D = Basketball
I = Fencing
J = Field Hockey
K = Football
L = Golf
M = Gymnastics
Q = Lacrosse
U = Rowing
Z = Soccer
0 = Softball
2 = Swimming
4 = Tennis
5 = Track
6 = Volleyball
8 = Wrestling

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sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>

Sent: Monday, September 13, 2010 9:02 AM

To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Crystal Lineberry <clineber@email.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Stephen Katsaounis <katsaoun@email.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Rocky J Horton <rockyh@email.unc.edu>; Jamie B Samples <samples@email.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>

Cc: -Compliance <-Compliance@uncaa.unc.edu>

Subject: Fwd: Daily Compliance Item- 9/13/10- Change of Major

Attach: TEXT.htm; Daily Compliance Item- 9_13_10- Change of Major.msg

---

Good morning,
Nothing new, but just a good reminder to us all. Let me know if you have any questions.

Thank you,
Susan

Susan Maloy
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919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>

Sent: Wednesday, September 29, 2010 4:04 PM

To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>

Cc: Robert Mercer <rmercer@uncaa.unc.edu>

Subject: APR - Review your sports

Attach: TEXT.htm; M. Lacrosse Summary 9.29.10.pdf; M. Outdoor Track Summary 9.29.10.pdf; M. Soccer Summary 9.29.10.pdf; M. Swimming Summary 9.29.10.pdf; M. Tennis Summary 9.29.10.pdf; Softball Summary 9.29.10.pdf; W. Basketball Summary 9.29.10.pdf; W. Cross Country Summary 9.29.10.pdf; W. Fencing Summary 9.29.10.pdf; W. Golf Summary 9.29.10.pdf; Baseball Summary 9.29.10.pdf; W. Lacrosse Summary 9.29.10.pdf; Wrestling Summary 9.29.10.pdf; Field Hockey Summary 9.29.10.pdf; Football Summary 9.29.10.pdf; Gymnastics Summary 9.29.10.pdf; M. Basketball Summary 9.29.10.pdf; M. Cross Country Summary 9.29.10.pdf; M. Golf Summary 9.29.10.pdf; M. Indoor Track Summary 9.29.10.pdf

---

Hey Everybody,
I really need for you to prioritize something for me. APR is due to be submitted on Oct. 5th. I need for each of you to review your teams roster closely. Here are some things to look for:

1. Be sure the roster seems right to you. It should be made up of those who received aid each semester.
2. Be sure that those who left for the pros are noted correctly in the RET column.
3. Be sure those who are ineligible for either semester are noted properly.
4. Be sure that those who are retained are noted properly.
5. Be sure that those who transferred are noted correctly in the RET column if they left with a 2.6 GPA or above. Otherwise the transfer will be noted in the Reason Not Retained column.

I'd like to hear back from each of you whether it all looks correct or not, so that I know you have had a chance to review the information. Please get back to me by Monday morning at the latest.

As I was saving all of the summary sheets, the system shut down when I was through 75% of our sports. So a few sports are missing from the attachments. Nonetheless, please pull out the PDFs for your sports and look them over. For those of you who changed sports recently, please look them over as well. I'll follow-up with the remaining sports as soon as possible.

If you have any questions, please let me know. Thanks again for your assistance with this.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
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919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, December 16, 2010 12:22 PM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Subject: Fwd: grade report
Attach: TEXT.htm; grade roster.msg

Hello All,
Attached is a grade report that was run for me in ITS. It lists all student-athletes, so you will need to pull out your sports or simply delete the sports that you are not concerned with. If students are not showing up that should be, or if students are showing up that shouldn't be, please let me know so that I can clean that up.

Thanks and hope this is somewhat helpful.

Susan

Susan Maloy
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919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "Kinney, Rick" <rick_kinney@unc.edu>
Sent: Thursday, December 16, 2010 11:43 AM
To: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Subject: grade roster
Attach: TEXT.htm

Susan,

Here's the grade roster from PRD that just finished.

Rick

M+ SecureStor Stored: total 1124864bytes;
Attachment Link: http://archive02.uncaa.unc.edu/dc1b346b98469b300e765086698cf0ee
File Name: NC_ATH_SEMESTER_GRADES_20101216_1140am.xls
Expiry Date: Wed, 16 Mar 2011 12:43:00 -0400
Size: 1124864bytes

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Monday, September 10, 2007 8:18 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, September 11, 2007 8:28 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Markos, Lance <markos@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

FYI

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Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
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From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Tuesday, September 11, 2007 8:18 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, September 13, 2007 9:25 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

FYI

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
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919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Thursday, September 13, 2007 8:18 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, September 14, 2007 8:46 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Markos, Lance <markos@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

There were some drops yesterday. Please take note.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Friday, September 14, 2007 8:18 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, September 17, 2007 11:12 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

FYI

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Monday, September 17, 2007 8:18 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, September 18, 2007 8:49 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

A couple drops occurred yesterday.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Tuesday, September 18, 2007 8:18 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, September 21, 2007 8:25 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

Several drops occurred on the 19th and 20th this week. Please take note.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Friday, September 21, 2007 8:18 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, September 27, 2007 8:47 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

FYI A much shorter report as to be expected this time of year.

Thanks,

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Thursday, September 27, 2007 8:18 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, October 1, 2007 8:24 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; jmboxill@email.unc.edu
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

FYI

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Monday, October 1, 2007 8:18 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, January 24, 2008 10:15 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

FYI
Note a couple new drops as of yesterday.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Thursday, January 24, 2008 9:18 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, January 31, 2008 10:00 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

FYI

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Thursday, January 31, 2008 9:17 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, February 1, 2008 9:23 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

FYI
Several drops occurred yesterday.
Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Friday, February 1, 2008 9:19 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, February 4, 2008 9:56 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

Here is the drop report. Brent informed me that he has not been given the opportunity to approve the drops. Is that the same with each of you? Please give me some names of individuals on this report who actually dropped without your review. I am trying to work through this process with the Registrars Office, again. My guess is there still might be an issue with the Advisors not giving the forms to the athletes and then the Registrars Office must not be checking to see if they are athletes. Anyway, I was hoping you all could say something to Barbara Lucido in your next staff meeting to see if she could communicate everything to the Advisors.

Please send me some names.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Monday, February 4, 2008 9:18 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, February 5, 2008 9:23 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

A few drops as of yesterday.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Tuesday, February 5, 2008 9:17 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, February 6, 2008 9:35 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

A few new drops as of yesterday. Please take note.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Wednesday, February 6, 2008 9:17 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, February 7, 2008 10:03 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

A few drops as of yesterday. Please take note.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Thursday, February 7, 2008 9:18 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, February 8, 2008 9:41 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

A few drops as of yesterday.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Friday, February 8, 2008 9:18 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, February 13, 2008 10:06 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; jmboxill@email.unc.edu; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

A couple drops as of yesterday. Please take note.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Wednesday, February 13, 2008 9:17 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, February 21, 2008 8:47 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

Here are several drops over the last few days.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Wednesday, February 20, 2008 9:18 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Tuesday, February 26, 2008 9:18 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, February 27, 2008 9:36 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

A few drops as of yesterday.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Wednesday, February 27, 2008 9:18 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, February 28, 2008 12:12 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

Several drops as of yesterday. Please take note.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Thursday, February 28, 2008 9:18 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, February 29, 2008 9:32 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

A few drops as of yesterday.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Friday, February 29, 2008 9:18 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, March 5, 2008 12:03 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

More drops as of yesterday. Please take note.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Wednesday, March 5, 2008 9:19 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, October 7, 2008 2:24 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

Hi Everyone,
FYI
Attached is the drop courses report as of today. Hopefully you have been having an opportunity to approve all of these drops.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Tuesday, October 7, 2008 11:53 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, October 14, 2008 9:32 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

Here is the drop report as of today. It seems like a lot of courses are being dropped as of late.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Tuesday, October 14, 2008 9:16 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, October 16, 2008 2:05 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

A few drops as of yesterday.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Thursday, October 16, 2008 9:16 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, February 5, 2009 10:52 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

Hi Guys,
Here is a list of recently dropped courses. Hopefully you are now having the opportunity to approve these drops. Please let me know if you don't feel the process is working.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Thursday, February 5, 2009 9:17 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, February 10, 2009 10:05 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

Hello All,
A few more dropped courses as of yesterday. FYI.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Tuesday, February 10, 2009 9:18 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, February 12, 2009 11:31 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

Some new dropped courses as of yesterday.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Thursday, February 12, 2009 9:16 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, February 24, 2009 9:27 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

A few new drops as of yesterday. Have you had a chance to approve all of the drops that you have been seeing on these reports? Just want to be sure that the process is working.

Thanks,

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Tuesday, February 24, 2009 9:17 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, February 27, 2009 10:48 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Lineberry, Crystal <clineber@email.unc.edu>; Katsaounis, Stephen <katsaoun@email.unc.edu>; Horton, Rocky J <rockyh@email.unc.edu>; Samples, Jamie B <samples@email.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

Hello All,
For some reason the report has not been coming directly to my email this week. Problem has been fixed. So you will notice a good number of drops this week.

Thanks,

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Friday, February 27, 2009 9:16 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, March 4, 2009 10:39 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>
Cc: Lineberry, Crystal <clineber@email.unc.edu>; Katsaounis, Stephen <katsaoun@email.unc.edu>; Horton, Rocky J <rockyh@email.unc.edu>; Samples, Jamie B <samples@email.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

A few new drops as of yesterday.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Wednesday, March 4, 2009 9:17 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, March 5, 2009 10:15 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Lineberry, Crystal <clineber@email.unc.edu>; Katsaounis, Stephen <katsaoun@email.unc.edu>; Horton, Rocky J <rockyh@email.unc.edu>; Samples, Jamie B <samples@email.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

A few new drops as of yesterday.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Thursday, March 5, 2009 9:16 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, March 6, 2009 2:54 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Lineberry, Crystal <clineber@email.unc.edu>; Katsaounis, Stephen <katsaoun@email.unc.edu>; Horton, Rocky J <rockyh@email.unc.edu>; Samples, Jamie B <samples@email.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

A few drops as of yesterday.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Friday, March 6, 2009 9:17 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, March 17, 2009 10:25 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

FYI

A good number of drops noted from yesterday.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Tuesday, March 17, 2009 9:17 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, March 18, 2009 2:19 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

Today's drop report.

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Wednesday, March 18, 2009 9:16 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, March 20, 2009 1:26 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: Athletes with dropped courses.msg

Today's drop report.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Friday, March 20, 2009 9:17 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, August 19, 2009 9:39 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: TEXT.htm; Athletes with dropped courses.msg

Looks like schedules are being adjusted this week. Attached is the drop report.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Wednesday, August 19, 2009 9:16 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, August 26, 2009 9:47 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: TEXT.htm; Athletes with dropped courses.msg

Not sure if this is helpful to you yet or not since there are still a lot of drops occurring right now. But here you go.....

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Wednesday, August 26, 2009 9:16 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, September 3, 2009 10:41 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: TEXT.htm; Athletes with dropped courses.msg

Today's drop report.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Thursday, September 3, 2009 9:17 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>

Sent: Friday, September 4, 2009 9:22 AM

To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>

Subject: Fwd: Athletes with dropped courses

Attach: TEXT.htm; Athletes with dropped courses.msg

A few drops were made yesterday per the report this morning.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Friday, September 4, 2009 9:16 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>

Sent: Tuesday, September 8, 2009 8:10 AM

To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>

Subject: Fwd: Athletes with dropped courses

Attach: TEXT.htm; Athletes with dropped courses.msg

Today's drop report. Hope everyone had a great weekend.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Monday, September 7, 2009 9:15 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>

Sent: Tuesday, September 8, 2009 9:39 AM

To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>

Subject: Fwd: Athletes with dropped courses

Attach: TEXT.htm; Athletes with dropped courses.msg

Hello All,
What I sent earlier was actually yesterday's report. Attached is the drop report for today. Sorry for the mix-up.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Tuesday, September 8, 2009 9:16 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, September 11, 2009 12:38 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: TEXT.htm; Athletes with dropped courses.msg

Today's drop report.

Have a nice weekend.
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Friday, September 11, 2009 9:15 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, September 23, 2009 10:00 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: TEXT.htm; Athletes with dropped courses.msg

Seems like a lot of drops occurred over the last two days.

Check it out!!

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Wednesday, September 23, 2009 9:16 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, October 1, 2009 12:47 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: TEXT.htm; Athletes with dropped courses.msg

Today's drop report.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Thursday, October 1, 2009 9:15 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, October 7, 2009 10:57 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: TEXT.htm; Athletes with dropped courses.msg

Hello All,
I did not receive a drop report yesterday, so this report should cover yesterday and today.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Wednesday, October 7, 2009 9:16 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, October 15, 2009 9:26 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: TEXT.htm; Athletes with dropped courses.msg

Several drops yesterday per the report this morning.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Thursday, October 15, 2009 9:16 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; ATH_Recently Dropped.pdf

Athletes with dropped courses <<ATH_Recently Dropped.pdf>>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, January 26, 2010 11:57 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: TEXT.htm; Athletes with dropped courses.msg

Hello All,
I am hopeful that this drop report is finally going to start working for us again. Let me know if you see any discrepancies.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, January 26, 2010 11:23 AM
To: Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; Recently Dropped_2010-01-26.pdf

Athletes with dropped courses

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, February 11, 2010 11:38 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Overstreet, Tia <overstre@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: TEXT.htm; Athletes with dropped courses.msg

Today's drop report.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: <sbmaloy@uncaa.unc.edu>
Sent: Thursday, February 11, 2010 9:20 AM
To: Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; Recently Dropped_2010-02-11.pdf; Header

Athletes with dropped courses

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, February 12, 2010 10:49 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Overstreet, Tia <overstre@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: TEXT.htm; Athletes with dropped courses.msg

Today's drop report.

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: <sbmaloy@uncaa.unc.edu>
Sent: Friday, February 12, 2010 9:20 AM
To: Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; Recently Dropped_2010-02-12.pdf; Header

Athletes with dropped courses

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>

Sent: Tuesday, March 2, 2010 9:40 AM

To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Overstreet, Tia <overstre@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>

Subject: Fwd: Athletes with dropped courses

Attach: TEXT.htm; Athletes with dropped courses.msg; Recently Dropped_2010-02-25_1.pdf; Recently Dropped_2010-02-26_1.pdf; Recently Dropped_2010-03-01_1.pdf; Recently Dropped_2010-03-02.pdf

---

Hello All,
I apologize that I am a little behind on sending these drop reports to you. The attachments should get you up to date.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, February 23, 2010 9:20 AM
To: Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; Recently Dropped_2010-02-23.pdf; Header

Athletes with dropped courses

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, March 9, 2010 10:16 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Overstreet, Tia <overstre@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: TEXT.htm; Athletes with dropped courses.msg

Today's drop report.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, March 9, 2010 9:20 AM
To: Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; Recently Dropped_2010-03-09.pdf; Header

Athletes with dropped courses

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, March 16, 2010 1:43 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Overstreet, Tia <overstre@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: Fwd: Athletes with dropped courses
Attach: TEXT.htm; Athletes with dropped courses.msg

Hello All,
A lot of drops from yesterday as expected.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, March 16, 2010 9:20 AM
To: Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with dropped courses
Attach: TEXT.htm; Recently Dropped_2010-03-16.pdf; Header

Athletes with dropped courses

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>

Sent: Tuesday, August 24, 2010 11:28 AM

To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Amy kleissler <kleissle@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>

Subject: Fwd: [student_records_advisory] faculty guide -- updated verson

Attach: TEXT.htm; [student_records_advisory] faculty guide -- updated verson.msg

---

Perhaps you will find Connect Carolina Faculty Guide helpful at some point.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>

Sent: Monday, August 30, 2010 10:47 AM

To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Amy kleissler <kleissle@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>

Subject: Fwd: [student_records_advisory] How Staff Can Access Class Rosters

Attach: TEXT.htm; [student_records_advisory] How Staff Can Access Class Rosters.msg

---

FYI in case you didn't receive this.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>

Sent: Tuesday, September 21, 2010 9:17 AM

To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>

Subject: Fwd: [student_records_advisory] Submit questions for Sept 29 ConnectCarolina feedback session

Attach: TEXT.htm; [student_records_advisory] Submit questions for Sept 29 ConnectCarolina feedback session.msg

---

Check it out! This may be a good time to submit you thoughts and questions about scheduling and registration.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, October 20, 2010 11:16 AM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Amy kleissler <kleissle@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Subject: Advisor Center in ConnectCarolina
Attach: TEXT.htm; [advisor_center] Advisor Center in ConnectCarolina.msg

---

Hello All,
Just wanted to let everyone know that you should now have access to Advisor Center under Self-Service in ConnectCarolina. Some of you may not have access to much information under the Advisee Academics tab within the section titled Institution/Career/Program. In this section, you should eventually be able to see Plan (major) and Sup-Plan etc. Rest assured that you will soon be able to see this. They are working out the securities right now. So let me know if you continue to not have this access by the end of the week.

Also, we currently do not have the ability to tag our student-athletes under My Advisees. I spoke with Carolyn Covalt, and her thought is that this is not an impossibility, but it requires more discussion with Dean Stenross and staff since this is something new for all of us. PeopleSoft does allow a student to be tagged to several advisors, however. So this may be something for the future for us.

Of great importance is that I have been told that there are possible errors to the historical grade data that you are now able to view in Advisee Academics. Therefore, you MAY NOT print any of this information off for students at this time. These errors should be fixed once they go live with the ability to generate transcripts from PeopleSoft which will be some time in December. So for now, still refer to SIS for historical data and please do not provide information from Connect to your students.

Attached is an online tutorial for Advisor Center that may be helpful to you.

Let me know if you have any questions.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, October 25, 2010 1:47 PM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Amy kleissler <kleissle@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Subject: Access to Schedule Reports!!!!!
Attach: TEXT.htm; ACCESSING COURSE SCHEDULE REPORTS BY TEAM - Athlete Course Breakdown.docx

---

Hello All,

Good News!

You should now finally have access to your team's schedule reports. Attached is an instruction sheet on how to access the report. Please give this a try and let me know if it does not work for you.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
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919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

ACCESSING COURSE SCHEDULE REPORTS BY TEAM IN ConnectCAROLINA

UNC Athlete Course Breakdown

Once logged into CONNECT, select "Campus Community" >"Personal Information (Student)" > "Participation Data (Student)" > "UNC Athlete Course Breakdown"

Select "Add a New Value" tab and in the Run Control ID box input "Athletecoursebreakdown" with no spaces. You only have to do this one time to set up the Run Control ID. The next time you access schedule reports you will simply enter the same ID under the "Find an Existing Value" tab.

Select a term and sport and click "RUN"

In the drop-down box beside "Server Name", make sure that PSUNX is saved there and click "OK".

This takes you back to the run screen. Select "Report Manager" > "Administration Tab".

Then you will see a report link that may indicate "Processing" under Status. Continue to hit the yellow REFRESH button until the status is "Posted". You may need to wait a minute or 2 each time you hit refresh.

Once the report is "Posted", click on the report link and you should see the report with your team's schedules, (which may actually serve as a grade report for us as well once grades are posted each term).

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, October 25, 2010 3:48 PM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Subject: STOPS Report
Attach: TEXT.htm; STOPS Report 10.25.10.xlsx

All,
Attached is a STOPS report to give you an idea of where everyone stands prior to registration.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, October 25, 2010 3:57 PM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Subject: STOPS Report and Enrollment dates for Spring 2011
Attach: TEXT.htm; STOPS Report 2 10.25.10.xlsx

Attached is another report that should include enrollment dates. I ran one report in Fall 2010 and one in Spring 2011, so the holds should be pretty much the same but the enrollment times will obviously be different. Let me know if either of these reports don't seem accurate to you.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, November 1, 2010 9:32 AM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Cc: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: STOPS and Enrollment Time Report
Attach: TEXT.htm; STOPS Report 11.1.10.xlsx

Good morning All,
Hope this is helpful.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>

Sent: Tuesday, November 2, 2010 9:19 AM

To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>

Subject: Fwd: [advisor_center] IMPORTANT please read: how to view historical grades/courses

Attach: TEXT.htm; [advisor_center] IMPORTANT please read_ how to view historical grades_courses.msg

---

Good morning All,
Good information regarding where to access historical data. Take a look.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
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919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

Historical Grades/Courses – the 'Unofficial Transcript" – Still Available via Faculty/ Staff Central menu and Student Center Menu for Students and Faculty/Staff Advisors

Thanks to the efforts of the Office of the University Registrar (OUR) and the ConnectCarolina team in Information Technology Services (ITS), students and faculty/staff advisors will continue to be able to access the historical grades/courses data through the Faculty/Staff and Student Central links on MyUNC.

The ConnectCarolina team moved the access point to this data from one server to another, giving students and faculty/staff advisors continued access to view this information during the transition to ConnectCarolina which should be complete in December. For students, the transition will be transparent. For faculty/staff advisors, there will be a small change in menus to access this information.

See below for more information, including detailed directions for faculty/staff advisors.

University Registrar Chris Derickson notes that his office is committed to ensuring that students and advisors can access this information for Spring 2011 registration, and that the OUR will continue to assist students, faculty and staff through this last step in the full transition to ConnectCarolina.

Students: How to View Historical Courses and Grades

Students can continue to view historical grades/courses in the following ways:

- Go to studentcentral.unc.edu and be automatically redirected to the new access point for this data.
- Click on a link on the Student Services portlet (the first page students see after logging in at my.unc.edu) to be automatically redirected to the new access point.
- Go to the University Registrar's office at SASB and request an unofficial transcript.
- View the left hand menu to access the "GPA Calculator."

Students should keep in mind that the data in the historical grades/courses do not include Fall 2010 courses; those are available in ConnectCarolina (where Fall grades will also be available in December).

Faculty/Staff Advisors: How to View Historical Courses and Grades

Faculty/staff advisors can view historical grades and courses in the following ways:

- Faculty advisors, advisors and student services staff have access to this information in ConnectCarolina. Due to the continued interface between SIS and ConnectCarolina, there may still be lags in updates so the data in ConnectCarolina are not considered canonical yet, **and should not be shared with students**.
- Advisors (not including faculty advisors) and student services managers have direct access to this information in SIS up to and including the Summer II 2010 term.
- Go to facultystaffcentral.unc.edu and be automatically redirected to the new access point for this data.
- Click on the "Faculty/Staff Central" link in the My Applications section of the employee portlet (accessed through my.unc.edu) to be automatically redirected to the new access point. Advisors, faculty advisors and student services staff will be able to see grades and eligibility:
  - **Please note:** the RAM menu from Faculty/ Staff Central will **not** be available as of November 1. There will still be a search box at the bottom of the menu, where a student's PID can be entered; the results of that search will include the ability to see an unofficial transcript.
  - GPA Calculator: There will be a hyperlink to a GPA calculator, just above the main, blue menu. This will take users to a webpage where ***the GPA Calculator will be a blank template that is not linked to any student's PID***.

Statistics, as seen here, or in SIS,

	AHRS	EHRS	**QHRS**	**QPTS**	**GPA**
Current	3.0	3.0	3.0	11.10	3.700
Cumulative	100.0	98.0	97.0	309.20	3.188
Status	ELIGIBLE				

should be entered into this template and then the GPA Calculator can be used, per usual practice. **IMPORTANT**: always use the **cumulative** values for **QHRS, QPTS, and GPA** like the following screen shot:

Questions

Users with questions about the availability of historical courses/grades or the decommissioning of Student Central and Faculty/Staff Central may contact connectcarolina_info@unc.edu. Technical issues should be directed to the Help Desk by calling (919) 962-HELP or visiting help.unc.edu.

Why were the Servers for Student Central and Faculty/Staff Central decommissioned on Nov. 1?

The servers on which Student Central and Faculty/Staff Central resided are being turned off due to the expiration of maintenance contracts on the aging servers. Extending these servers would come at a prohibitive cost and would have to be for another year, which is not needed.

The ConnectCarolina project website has a guide to where to find items formerly available on Student Central and Faculty/Staff Central:
http://connectcarolina.unc.edu/news/erp-news/centrals-mapping.html

Debra Beller
Information Communication Specialist
ConnectCarolina
ERP, ITS
University of North Carolina at Chapel Hill
211 Manning Drive
Chapel Hill, NC 27599

PH: 919-843-0477
Email: debra_beller@unc.edu

Web: http://connectcarolina.unc.edu

You are currently subscribed to advisor_center as: sbmaloy@uncaa.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=32779078.ca576ad2ab274463f9bce2d198322c92&n=T&l=advisor_center&o=28027529

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-28027529-32779078.ca576ad2ab274463f9bce2d198322c92@listserv.unc.edu

M+ SecureStor Stored: total 60083bytes;

File Name	Expiry Date	Size
image001.png	Sun, 30 Jan 2011 16:34:10 -0500	60083bytes

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>

Sent: Monday, November 8, 2010 4:58 PM

To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>

Subject: Fwd: RE: Viewing Fall 2010 Schedules

Attach: TEXT.htm; RE_ Viewing Fall 2010 Schedules.msg

Hello All,
Take note of my correspondence with Heather Duncan in the Registrars Office about continued access to Fall 2010 schedules through Student Center. Jaimie, this is in response to your specific question. The information is still there, just have to go about accessing it in a slightly different way.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: "Duncan, Heather M" <hmduncan@email.unc.edu>
Sent: Monday, November 8, 2010 4:45 PM
To: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Subject: RE: Viewing Fall 2010 Schedules
Attach: TEXT.htm

Hi Susan,
In ConnectCarolina there is an "Enrollment and Shopping Cart" date which has ended for Fall 2010 because this was forcing students to specify fall 2010 term, allowing students to add classes to their Fall shopping carts, see Fall 2010 class numbers and creating confusion from students and departments.
Ending this date, however, means that Advisors need to view the Fall class information a little differently through Advisor Center...
Instead of viewing the student view of their schedule in list view to see the requirement designations, you can go to:
Advisor Center > Academics > Term Summary section, and click on Fall 2010 term, and then you can click on the classes to see which requirement designations they meet.
Let me know if you have further questions.

Thanks!
Heather

Heather M. Duncan
Registration Services Supervisor
Office of the University Registrar
UNC Chapel Hill
SASB North, Suite 3100, Campus Box 2100
Chapel Hill, NC 27599
Phone: 919.962.8292
Fax: 919.962.3349

Website: http://regweb.unc.edu

From: Susan B. Maloy [mailto:sbmaloy@uncaa.unc.edu]
Sent: Monday, November 08, 2010 4:15 PM
To: Duncan, Heather M
Subject: Viewing Fall 2010 Schedules

Hi Heather,
Not sure if you can answer this Connect Carolina question or not, but since students have registered for Spring 2011, you can no longer see the details (such as the Requirement Designation, the instructor, etc.) of the Fall 2010 schedule when you click on "My class schedule" within Student Center of the Advisor Center. It does seem strange that when you open up Advisee Student Center, you can see the Fall classes that a student is enrolled in, and then when you click on "My class schedule", you see only the Spring 2011 proposed schedule. Is this the way it was intended to be in Connect?

Thanks so much for your assistance,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu<mailto:sbmaloy@uncaa.unc.edu>

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>

Sent: Monday, December 20, 2010 9:34 AM

To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>

Subject: Grade Report for this morning

Attach: TEXT.htm; NC_ATH_SEMESTER_GRADES_12.20.2010_0915am.xlsx

---

Good morning All,
Attached is the grade report that was run at 9:15 this morning. It should be up to date with all current grades posted.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>

Sent: Tuesday, December 21, 2010 8:52 AM

To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>

Subject: Grade Report

Attach: TEXT.htm; NC_ATH_SEMESTER_GRADES_12.21.2010_0830am.xlsx

---

Attached is this mornings grade report. Hope it is somewhat helpful to you. Let me know which student-athletes you have concerns about.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, January 7, 2011 11:20 AM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Subject: UNC Eligibility Status Report
Attach: TEXT.htm; UNC Eligibility Status Report 1.7.10 10.28am.xlsx

---

Hello All,
Here is this mornings UNC Academic Eligibility Status Report. Let me know if you see something that does not look right to you.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, January 7, 2011 4:14 PM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Subject: 12 Hour Report and Holds Report
Attach: TEXT.htm; 1.7.10.xlsx; Holds 1.7.2010.xlsx

Hey Guys.
Sorry this is so late today.

Have a nice weekend.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, January 20, 2011 3:04 PM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Subject: Holds Report
Attach: TEXT.htm; Holds 1.20.11.xlsx

FYI Today's holds report.

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>

Sent: Wednesday, December 22, 2010 12:55 PM

To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>

Subject: This morning's Grade Report

Attach: TEXT.htm; NC_ATH_SEMESTER_GRADES_12.22.2010_0840am.xlsx

---

See attached.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

Full Name: Bobbi Owen
Last Name: Owen
First Name: Bobbi
Company: UNC-Chapel Hill

Business Address: CB# 3504, 300 Steele Building Chapel Hill, NC 27599-3504

Business Phone: 919 843-7773

E-mail: owenbob@unc.edu

Professor of Dramatic Art
CB# 3230, 213 Center for Dramatic Art
Chapel Hill, NC 27599-3230
Drama phone: 919 962-2483
Drama fax: 919 962-5791

Full Name: Bobbi Owen
Last Name: Owen
First Name: Bobbi
Company: UNC-Chapel Hill

Business Address: CB# 3504, 300 Steele Building Chapel Hill, NC 27599-3504

Business Phone: 919 843-7773

E-mail: owenbob@unc.edu

Professor of Dramatic Art
CB# 3230, 213 Center for Dramatic Art
Chapel Hill, NC 27599-3230
Drama phone: 919 962-2483
Drama fax: 919 962-5791

From: "Wood, Eric" <ewood@theacc.org>
Sent: Monday, June 12, 2006 9:44 AM
To: agoff@umd.edu; bberndt@duaa.duke.edu; caldwejh@wfu.edu; ferna.phillips.1@bc.edu; helmsc@vt.edu; mmeleney@admin.fsu.edu; philip_moses@ncsu.edu; plabaw@at.gtaa.gatech.edu; rbell@miami.edu; rbowman@clemson.edu; Mercer, Robert <rmercer@uncaa.unc.edu>; tomasj@virginia.edu
Cc: abennett@duaa.duke.edu; Blanton, Brent <blanton@uncaa.unc.edu>; carrie_leger@ncsu.edu; cmoore@gt.gtaa.gatech.edu; d.wyman@miami.edu; Long, Sherry <longsw@wfu.edu>; pirkle@virginia.edu
Subject: Academic Advisors Survey/Minutes/Benchmarking Chart
Attach: TEXT.htm; Survey for 2005-06 Academic Meeting.doc; Academic Advisors Meeting Minutes-May 1, 2006.doc

---

Good morning!

Attached you will find an evaluation survey and minutes for our spring 2006 meeting. Becky Bowman has forwarded a draft of the benchmarking chart to me and I will get it out to the group as soon as possible. Let me know if you see anything that needs to be corrected in the meantime as I attempted to capture the sense of the group in our meeting. Also, please return the short survey form back to Tracey Haith no later than Friday June 23, 2006. This is the first time that we have formally solicited feedback from this group so it would be helpful to ensure effective meetings in the future.

It has been over a month since we last met as a group - anything you need from the conference? Feel free call me at 336-854-8787 ext 233 or via cell phone at 336-314-7340 for any of your concerns. Have a great summer!

Eric A. Wood

Director of S-A Programs, Compliance & Comm. Relations

Atlantic Coast Conference

336-854-8787

ACC
ATLANTIC COAST CONFERENCE

2005-06 ACC ACADEMIC ADVISOR'S MEETING QUESTIONNAIRE

1. **Position:** _____

2. **Do you feel that the information provided at the meeting was helpful?**

3. **Is the meeting format (1/2 day Monday- ½ day Tuesday)**

   _____ the right amount of time? or
   _____ not enough time? or
   _____ too much time? (select one)

4. **Do you think the ACC should continue to have the academic meetings in conjunction with other groups?**

   ☐ Yes ☐ No

5. **Do you think the ACC should continue to bring in NCAA staff for presentations?**

   ☐ Yes ☐ No

   If No, Briefly Explain

6. **Were the presenter(s) knowledgeable about the subject matter and did they provide the information effectively?**

   ☐ Yes ☐ No

   If no, briefly explain

8. **Please rate the hotel accommodations**

   Very Good____ Good_____ Fair_____ Poor_____

9. **Please rate the meeting room accommodations**

   Very Good_____ Good_____ Fair_____ Poor_____

10. **Please share your comments about the April 2006 meeting and any recommendations for future meetings:**

_____

_____

_____

Return the completed survey no later than June 23, 2006 to:

Tracey Haith
thaith@theacc.org
FAX: 336/369-0065

MINUTES OF THE
ACADEMIC ADVISORS MEETING
May 1, 2006

Those in attendance:
Boston College – Ferna Phillips
Clemson University – Becky Bowman, *Chair*
Duke University – Brad Berndt, Tony Bennett
Florida State University – Mark Meleny
Georgia Institute of Technology – Phyllis LaBaw, Cindy Moore
University of Maryland – Anton Goff
University of Miami – David Wyman
University of North Carolina – Robert Mercer, Brent Blanton
North Carolina State University – Phil Moses, Carrie Leger
University of Virginia – Claudia Pirkle
Virginia Polytechnic Institute & State University – Chris Helms
Wake Forest University – Jane Caldwell, Sherry Long
Atlantic Coast Conference – Eric Wood, *ex-officio*

Attending portions of the meeting: Shane Lyons-Associate Commissioner, Bill Reagan-Director NCAA Membership Services

[Note: While certain items in the agenda may have been acted on at various times throughout the meeting, all final actions within a given topic are combined in these minutes and listed in order of the agenda for convenience of reference. These minutes reflect only actions (formal votes or "sense of meeting") that occurred.]

1. Welcome/Introduction. Becky Bowman welcomed everyone and led the group in introductions.

2. Approval of September 22, 2004 Minutes. The minutes were approved with changes.

3. Department Structure/Responsibilities. Those who brought flow charts to the meeting took the opportunity to exchange and briefly discuss department structure and reporting lines. It was suggested that the conference office develop an ACC benchmarking chart to be updated and distributed at the annual meeting for ease of reference.

4. Study Skills Coaching vs. Subject Tutoring. Jane Caldwell led a discussion regarding this approach used in the Wake Forest University Athletic Department. Her staff found that it was not always the subject matter troubling the students but often times they did not know how to study. Wake hires graduate students as well as people from the surrounding community to work with the student-athletes. Ms. Caldwell reported that coaching study skills in conjunction with subject tutoring has had a significant impact on the academic success of her at-risk student-athletes.

5. Advisor Training. Carrie Leger and Phil Moses shared an advisor training model used with the North Carolina State academic support staff to provide continuing education on pertinent topics related to the field. Ms. Leger reported that all staff is required to participate. The training allows new staff to get acquainted with department policies/procedures and provides an opportunity for returning staff to address pressing issues. Ms. Leger also reported that the training process fosters a team environment and encourages open communication among the staff.

6. Best Practices-Academic Progress Rate. Eric Wood informed the group that there were a number of requests to discuss APR issues based on the agenda items request form. It was decided that APR would serve as the "best practices" session for this years meeting. The group discussed who was primarily responsible for the collection and analysis of data on their respective campuses. Carrie Leger and Phil Moses led the discussion with a presentation used to educate campus groups not only on the analysis of data but also the implementation of action plans to improve.

7. Facebook-Online Social Networks. Eric Wood addressed the group to gauge interest in making a formal recommendation to the ACC Faculty Athletics Representatives regarding a conference policy on the use of Facebook and other online social networks. It was suggested that the decision to regulate online social networks be left to each institution. Mr. Wood shared that Katie Hershede, graduate student from the University of South Carolina, was the guest speaker for the annual CHAMPS/Lifeskills meeting if anyone was interested in having a speaker on campus. Her presentation was entitled: "Online Social Networks." Ms. Hershede provided examples of student-athlete misfortunes and helped to identify special features (i.e. privacy settings) that could protect them.

8. New Legislation. Bill Regan, NCAA Director of Membership Services, gave a presentation on progress toward degree standards and new NCAA legislation adopted in January and April 2006.

9. Summer Bridge Programs for Freshman. Mark Meleney shared the Florida State University summer bridge program with the group. He encouraged others to look into implementing a similar program, based on the timing of institutional orientation programs, in order to facilitate the transition for freshman to college life.

10. Student-Athlete Programs. Eric Wood updated the group on the ACC student-athlete programs:

    Futures Intern Program-Interviews took place April 18, 2006 at the conference office. The following 5 student-athletes were hired: Lee Butler from Miami (ACC Championships), Ashley Dunigan from Wake (Disney), Katie Harrington from Duke (Fox), Holly Johnson from Florida State (Sun Sports Productions), and Rachel Stockdale from NC State (Sun Sports Marketing).

Postgraduate Scholarship Awards Luncheon-Took place April 13, 2006 in Greensboro, NC. 44 student-athletes were honored (33 present) and over 500 people in attendance.

Honor Roll/All-Academic Teams-Eric Wood reported that the conference office will no longer include grade point averages when releasing this information to the media without the consent of the student-athletes. The student-athletes sign the Buckley Amendment at the beginning of the year releasing educational records to institutional officials and the conference office but not the media or the general public.

11. Initial Eligibility Trends. Eric Wood reported that Dr Myles Brand authorized the creation of this group to review recent trends in secondary school education that impact NCAA legislation and academic policies. This working group made recommendations to the Board of Directors for their April meeting, some with immediate effective dates and the others will go through the normal legislative cycle. Proposals 2006-11 (ethical conduct legislation), 2006-12 (requiring official test scores from the testing agency), and 2006-13 (NCCA has the authority to review high school and a prospects academic credentials) were all adopted. 2006-12 has an effective date of 8/1/07 while 11 and 13 are effective immediately. There were two proposals that were recommended to go through the regular legislative cycle. The first requires PSA's to be placed on the Institutional Request List (IRL) and have registered with the clearinghouse prior to being provided an official visit (effective 8/1/07 if adopted). The second proposal **will not** go into the regular 2006-07 legislative cycle to amend the core course time limitation requiring high school graduation in order for a PSA to use a limited number of core courses for initial eligibility purposes after the eighth semester. The AEC will report back to the working group in 18-24 months.

12. Future Meeting Dates. The group decided that the Conference should continue to have the annual meeting of the academic advisors in the spring.

13. Other Business. With no other business the meeting was adjourned at 6:30 p.m.

From: "Wood, Eric" <ewood@theacc.org>
Sent: Wednesday, June 28, 2006 4:42 PM
To: agoff@umd.edu; bberndt@duaa.duke.edu; caldwejh@wfu.edu; ferna.phillips.1@bc.edu; helmsc@vt.edu; mmeleney@admin.fsu.edu; philip_moses@ncsu.edu; plabaw@at.gtaa.gatech.edu; rbell@miami.edu; rbowman@clemson.edu; Mercer, Robert <rmercer@uncaa.unc.edu>; tomasj@virginia.edu
Cc: abennett@duaa.duke.edu; Blanton, Brent <blanton@uncaa.unc.edu>; carrie_leger@ncsu.edu; cmoore@gt.gtaa.gatech.edu; d.wyman@miami.edu; Long, Sherry <longsw@wfu.edu>; pirkle@virginia.edu
Subject: Academic Advisors Survey/Minutes/Benchmarking Chart
Attach: TEXT.htm; Survey for 2005-06 Academic Meeting.doc; Academic Advisors Meeting Minutes-May 1, 2006.doc

---

Greetings!

To date I have only received 8 evaluation forms of the 17 administrators in attendance. Your input is very important to us in order to run effective & efficient meetings. Please take the time to complete the very brief survey so that I can accommodate your concerns and requests for future meetings. We want to be a resource for you and this assessment instrument will assist us in determining if we are truly serving our membership! I appreciate your time and consideration and I wish everyone a happy holiday.

Good morning!

Attached you will find an evaluation survey and minutes for our spring 2006 meeting. Becky Bowman has forwarded a draft of the benchmarking chart to me and I will get it out to the group as soon as possible. Let me know if you see anything that needs to be corrected in the meantime as I attempted to capture the sense of the group in our meeting. Also, please return the short survey form back to Tracey Haith no later than Friday June 23, 2006. This is the first time that we have formally solicited feedback from this group so it would be helpful to ensure effective meetings in the future.

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Eric A. Wood

Director of S-A Programs, Compliance & Comm. Relations

Atlantic Coast Conference

336-854-8787

ACC
ATLANTIC COAST CONFERENCE

2005-06 ACC ACADEMIC ADVISOR'S MEETING QUESTIONNAIRE

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9. **Please rate the meeting room accommodations**

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_____

_____

_____

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Tracey Haith
thaith@theacc.org
FAX: 336/369-0065

MINUTES OF THE
ACADEMIC ADVISORS MEETING
May 1, 2006

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Duke University – Brad Berndt, Tony Bennett
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University of Maryland – Anton Goff
University of Miami – David Wyman
University of North Carolina – Robert Mercer, Brent Blanton
North Carolina State University – Phil Moses, Carrie Leger
University of Virginia – Claudia Pirkle
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5. Advisor Training. Carrie Leger and Phil Moses shared an advisor training model used with the North Carolina State academic support staff to provide continuing education on pertinent topics related to the field. Ms. Leger reported that all staff is required to participate. The training allows new staff to get acquainted with department policies/procedures and provides an opportunity for returning staff to address pressing issues. Ms. Leger also reported that the training process fosters a team environment and encourages open communication among the staff.

6. Best Practices-Academic Progress Rate. Eric Wood informed the group that there were a number of requests to discuss APR issues based on the agenda items request form. It was decided that APR would serve as the "best practices" session for this years meeting. The group discussed who was primarily responsible for the collection and analysis of data on their respective campuses. Carrie Leger and Phil Moses led the discussion with a presentation used to educate campus groups not only on the analysis of data but also the implementation of action plans to improve.

7. Facebook-Online Social Networks. Eric Wood addressed the group to gauge interest in making a formal recommendation to the ACC Faculty Athletics Representatives regarding a conference policy on the use of Facebook and other online social networks. It was suggested that the decision to regulate online social networks be left to each institution. Mr. Wood shared that Katie Hershede, graduate student from the University of South Carolina, was the guest speaker for the annual CHAMPS/Lifeskills meeting if anyone was interested in having a speaker on campus. Her presentation was entitled: "Online Social Networks." Ms. Hershede provided examples of student-athlete misfortunes and helped to identify special features (i.e. privacy settings) that could protect them.

8. New Legislation. Bill Regan, NCAA Director of Membership Services, gave a presentation on progress toward degree standards and new NCAA legislation adopted in January and April 2006.

9. Summer Bridge Programs for Freshman. Mark Meleney shared the Florida State University summer bridge program with the group. He encouraged others to look into implementing a similar program, based on the timing of institutional orientation programs, in order to facilitate the transition for freshman to college life.

10. Student-Athlete Programs. Eric Wood updated the group on the ACC student-athlete programs:

    Futures Intern Program-Interviews took place April 18, 2006 at the conference office. The following 5 student-athletes were hired: Lee Butler from Miami (ACC Championships), Ashley Dunigan from Wake (Disney), Katie Harrington from Duke (Fox), Holly Johnson from Florida State (Sun Sports Productions), and Rachel Stockdale from NC State (Sun Sports Marketing).

Postgraduate Scholarship Awards Luncheon-Took place April 13, 2006 in Greensboro, NC. 44 student-athletes were honored (33 present) and over 500 people in attendance.

Honor Roll/All-Academic Teams-Eric Wood reported that the conference office will no longer include grade point averages when releasing this information to the media without the consent of the student-athletes. The student-athletes sign the Buckley Amendment at the beginning of the year releasing educational records to institutional officials and the conference office but not the media or the general public.

11. Initial Eligibility Trends. Eric Wood reported that Dr Myles Brand authorized the creation of this group to review recent trends in secondary school education that impact NCAA legislation and academic policies. This working group made recommendations to the Board of Directors for their April meeting, some with immediate effective dates and the others will go through the normal legislative cycle. Proposals 2006-11 (ethical conduct legislation), 2006-12 (requiring official test scores from the testing agency), and 2006-13 (NCCA has the authority to review high school and a prospects academic credentials) were all adopted. 2006-12 has an effective date of 8/1/07 while 11 and 13 are effective immediately. There were two proposals that were recommended to go through the regular legislative cycle. The first requires PSA's to be placed on the Institutional Request List (IRL) and have registered with the clearinghouse prior to being provided an official visit (effective 8/1/07 if adopted). The second proposal **will not** go into the regular 2006-07 legislative cycle to amend the core course time limitation requiring high school graduation in order for a PSA to use a limited number of core courses for initial eligibility purposes after the eighth semester. The AEC will report back to the working group in 18-24 months.

12. Future Meeting Dates. The group decided that the Conference should continue to have the annual meeting of the academic advisors in the spring.

13. Other Business. With no other business the meeting was adjourned at 6:30 p.m.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, November 6, 2006 11:18 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Fwd: Postseason Eligibility-Football
Attach: Postseason Eligibility-Football.msg

From: "Wood, Eric" <ewood@theacc.org>
Sent: Monday, November 6, 2006 9:12 AM
To: agoff@umd.edu; bberndt@duaa.duke.edu; caldwejh@wfu.edu; fema.phillips.1@bc.edu; helmsc@vt.edu; jko3b@virginia.edu; mmeleney@admin.fsu.edu; philip_moses@ncsu.edu; plabaw@at.gtaa.gatech.edu; rbell@miami.edu; rbowman@clemson.edu; Mercer, Robert <rmercer@uncaa.unc.edu>
Cc: abennett@duaa.duke.edu; Leger, Carrie <caleger@gw.fis.ncsu.edu>; d.wyman@miami.edu; Lyons, Shane <slyons@theacc.org>
Subject: Postseason Eligibility-Football
Attach: TEXT.htm; FAQ-Nov.2006 MTG.doc

Good Morning!

Attached you will find a FAQ document related to postseason eligibility for football that I put together based off the questions we've received here over the past month. Many of these you already know but since we've had a number of institutions ask the same questions, I figured I would submit them to our NCAA contact, Bill Reagan, for an official NCAA response. This document is supplement no. 8 for the ACC Compliance Director's meeting scheduled for today and tomorrow so feel free to discuss with them upon their return to campus and let me know if you have any questions/concerns.

Eric A. Wood

Director of Student-Athlete Programs & Compliance

The Atlantic Coast Conference

4512 Weybridge Lane

Greensboro, NC 27407

tel. 336.854.8787

fax 336.369.0065

http://www.theacc.com/saac/

Good Morning!
Attached you will find a FAQ document related to postseason eligibility for football that I put together based off the questions we've received here over the past month. Many of these you already know but since we've had a number of institutions ask the same questions, I figured I would submit them to our NCAA contact, Bill Reagan, for an official NCAA response. This document is supplement no. 8 for the ACC Compliance Director's meeting scheduled for today and tomorrow so feel free to discuss with them upon their return to campus and let me know if you have any questions/concerns.

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Greensboro, NC 27407
tel. 336.854.8787
fax 336.369.0065
http://www.theacc.com/saac/

From: "Wood, Eric" <ewood@theacc.org>
Sent: Thursday, July 19, 2007 4:06 PM
To: agoff@umd.edu; bberndt@duaa.duke.edu; caldwejh@wfu.edu; ferna.phillips.1@bc.edu; helmsc@vt.edu; jwb8q@virginia.edu; mmeleney@admin.fsu.edu; philip_moses@ncsu.edu; plabaw@at.gtaa.gatech.edu; rbell@miami.edu; rbowman@clemson.edu; Mercer, Robert <rmercer@uncaa.unc.edu>
Cc: abennett@duaa.duke.edu; Harraway, Adrien S. <ah4nb@cms.mail.virginia.edu>; White, Amy <AWhite@admin.fsu.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Wyman, David A. <d.wyman@miami.edu>; Husband, Leigh M <lhusband@miami.edu>
Subject: Academic Advisor Meeting Minutes
Attach: TEXT.htm; Advisors 2007 Minutes.doc

Attached are the minutes for your records. Hope to see everyone back next year but in the event you are not returning please share the minutes with your replacement. Thank you and I hope you are surviving summer school!

Eric A. Wood

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http://www.theacc.com/saac/

MINUTES OF THE
ACADEMIC ADVISORS MEETING
May 7, 2007

Those in attendance:
Boston College – Ferna Phillips
Clemson University – Becky Bowman, Maria Herbst
Duke University – Brad Berndt
Florida State University – Mark Meleney, Amy Lord
University of Maryland – Anton Goff
University of Miami – Leigh Husband, Christine Scheets
University of North Carolina – Robert Mercer, *Chair*, Brent Blanton
North Carolina State University – Phil Moses, Carrie Leger
University of Virginia – Adrien Harraway, Jim Booz
Virginia Polytechnic Institute & State University – Chris Helms
Wake Forest University – Jane Caldwell, Elizabeth Miller
Atlantic Coast Conference – Eric Wood, *ex-officio*

Attending portions of the meeting: Shane Lyons-Associate Commissioner, Bill Reagan-NCAA Membership Services, Greg Dana-NCAA Eligibility Center, Beth Bridger/Mary Willingham, Learning Specialists-University of North Carolina.

[Note: While certain items in the agenda may have been acted on at various times throughout the meeting, all final actions within a given topic are combined in these minutes and listed in order of the agenda for convenience of reference. These minutes reflect only actions (formal votes or "sense of meeting") that occurred.]

1. Welcome/Introduction. Robert Mercer welcomed everyone and led the group in introductions. Eric Wood reviewed the itinerary for the two-day meeting.

2. Approval of May 1, 2006 Minutes. The minutes were approved as written.

3. Benchmarking. With quite a few requests for discussion on department staffing and budgets, Robert Mercer created and distributed a survey prior to the meeting date for the group to review and share information. He stressed the importance of maintaining confidentiality as a result of sharing highly sensitive budget information. It was suggested that a few other areas be addressed on the survey pertaining to the number of sports sponsored, student-athlete population, use of the academic enhancement fund and salary ranges for tutors. The survey information should be maintained by the ACC office but updated annually by the membership.

4. Institutional Policies. The group shared information related to admissions processes, travel/missed class time policies and summer school criteria. Beth Bridger and Mary Willingham, learning specialists from the University of North Carolina, presented on

remediation and motivating student-athletes who come in under prepared towards becoming independent learners. A hard copy of the PowerPoint is on file in the ACC office.

5. Continuing Eligibility. Brett Blanton, Associate Director (UNC), addressed this agenda item by sharing the continuing eligibility process at North Carolina and opened the floor for discussion. The group shared processes they use on their respective campuses.

6. Communication With Prospects. Eric Wood shared a July 27, 2006 interpretation that reads all recruiting functions must be performed by a coach who counts towards the numerical limitations of head or assistant coaches. While it is permissible for academic advisors to make calls or receive calls from prospective student-athletes related to admissions or academic issues, those calls are subject to the applicable limitation on the number of telephone calls an institution may place to these prospects (i.e. 1 x per week) prior to signing a National Letter of Intent. Once the prospect has signed a NLI, advisors can make unlimited calls to prospects.

7. NCAA Legislation Update. Eric Wood briefly reviewed a newly adopted legislation chart focusing on legislation related to academic services. He also emphasized the effective dates with some of the proposals adopted immediately in January and others effective August 1, 2007. Mr. Wood also shared information regarding bylaw *14.3.5.1 participation prior to certification* and an April 4, 2007 interpretation. The interpretation reads that an institution may not provide athletically related financial aid to a student-athlete while his or her initial or transfer eligibility certification is pending during either the 14 day **temporary** certification period for recruited student-athletes or 45 day **temporary** certification period for non-recruited student-athletes.

8. APR. Phil Moses and Carrie Ledger, NC State, led a discussion on having broad based participation on campus when addressing APR issues. They also shared a sample academic improvement plan intended to assist the institution with its review of academic progress as well as its academic support services. Bill Reagan, NCAA, addressed the group on the baseball academic enhancement working group final report, particularly the financial aid piece, which is stirring up a lot of conversation across the country. Finally, Eric Wood provided the APR/GSR/Federal Graduation Rate information for our league as well as a comparison with the other 5 major bowl conferences.

9. Student-Athlete Programs. Eric Wood updated the group on the ACC student-athlete programs:

   Futures Intern Program-Interviews took place March 27, 2007 at the Grandover Resort. The following 7 student-athletes were hired: Jessica Morris from Virginia Tech (ACC Championships), Meeghan Ford (Disney), Lauren Barry from NC State (Disney), Debra Vento from Duke (Fox) Cara Lopresti from Duke (Sun Sports Productions), Jessica Skower from Florida State (Sun Sports Marketing) and Britten Meyer from Clemson (Orange Bowl Committee.)

Postgraduate Scholarship Awards Luncheon-Took place April 12, 2007 in Greensboro, NC. 45 student-athletes were honored (28 present) and approximately 600 people in attendance.

Honor Roll/All-Academic Teams-Eric Wood reminded the group that we will not be using grade point averages in the announcement. Also, please remember to use formal names when submitting candidates to the conference office in order to ensure accurate record keeping.

10. Other Business. Eric Wood reminded the group to please turn in evaluation forms. Mr. Wood also surveyed the group to determine if a conference call was needed-it was the sense of the group that a call was not necessary for the 07-08 academic year.

11. Future Meeting Dates. The group decided that the Conference office should continue to have the annual meeting of the academic advisors in May.

12. Adjourn. With no other business the meeting was adjourned.

2009 ACC Summer Compliance Workshop - June 23-24, 2009
Sheraton Hotel and Koury Convention Center, Greensboro, NC

Session Times	*Session Titles – Tuesday, June 23*			
11:00 – 1:00	***Registration*** *Auditorium IV*			
1:00 – 1:30	***Opening Session & Welcome – The Importance of Institutional Control*** ***(Shane Lyons)*** *Auditorium IV*			
1:45 – 2:45	***Academics*** ***(Tracey Haith, ACC)*** *Victoria Ballroom B*	***Certifying Eligibility*** ***(Shane Lyons, ACC)*** *Victoria Ballroom C*	***Financial Aid*** ***(Lindsey Babcock, ACC)*** *Grandover East*	***Compliance*** ***(Todd Hariston, WF)*** *Auditorium IV*
3:00 – 3:45	***Advanced Progress Toward Degree*** ***(Leeland Zeller, NCAA)*** *Victoria Ballroom B*	***Certification Best Practices*** ***(Georgia Tech)*** *Victoria Ballroom C*	***Financial Aid Cabinet*** ***(Richard Carmichael, WF)*** *Grandover East*	
4:00 – 4:45	***Initial, Transfer, ACC Eligibility*** ***(Zeller, NCAA & Babcock, ACC)*** *Victoria Ballroom B*	***Financial Aid Best Practices*** ***(Maryland)*** *Victoria Ballroom C*	***Eligibility Roundtable*** *Grandover East*	
5:00 – 5:45	***CAi – Eligibility Certification*** ***(Art Markos & Ryan Carter, UVA)*** *Victoria Ballroom B*	***Tutors & Academic Fraud*** ***(Florida State)*** *Victoria Ballroom C*	***Financial Aid Roundtable I*** *Grandover East*	
6:30 – 8:30	***Dinner Reception*** *Victoria Ballroom A*			

Session Times	*Session Titles – Wednesday, June 24*			
6:45 – 8:00	***Breakfast*** *Victoria Ballroom A*			
8:00 – 8:45	***CAi – Eligibility Certification*** ***(Art Markos & Ryan Carter, UVA)*** *Victoria Ballroom B*	***Tutors & Academic Fraud*** ***(Florida State)*** *Victoria Ballroom C*	***Advanced Financial Aid*** ***(Leeland Zeller, NCAA)*** *Grandover East*	
9:00 – 9:45	***Advanced Progress Toward Degree*** ***(Leeland Zeller, NCAA)*** *Victoria Ballroom B*	***Certification Best Practices*** ***(Georgia Tech)*** *Victoria Ballroom C*	***Financial Aid Roundtable II*** *Grandover East*	
10:00 – 10:45	***Initial, Transfer, ACC Eligibility*** ***(Zeller, NCAA & Babcock, ACC)*** *Victoria Ballroom B*	***Eligibility Roundtable*** *Victoria Ballroom C*	***CAi – Financial Aid*** ***(Art Markos, UVA)*** *Grandover East*	
11:00 – 12:00	***Certifying Eligibility Wrap-Up*** *Victoria Ballroom A*		***Financial Aid Wrap-Up*** *Grandover East*	

Updated 6/12/09

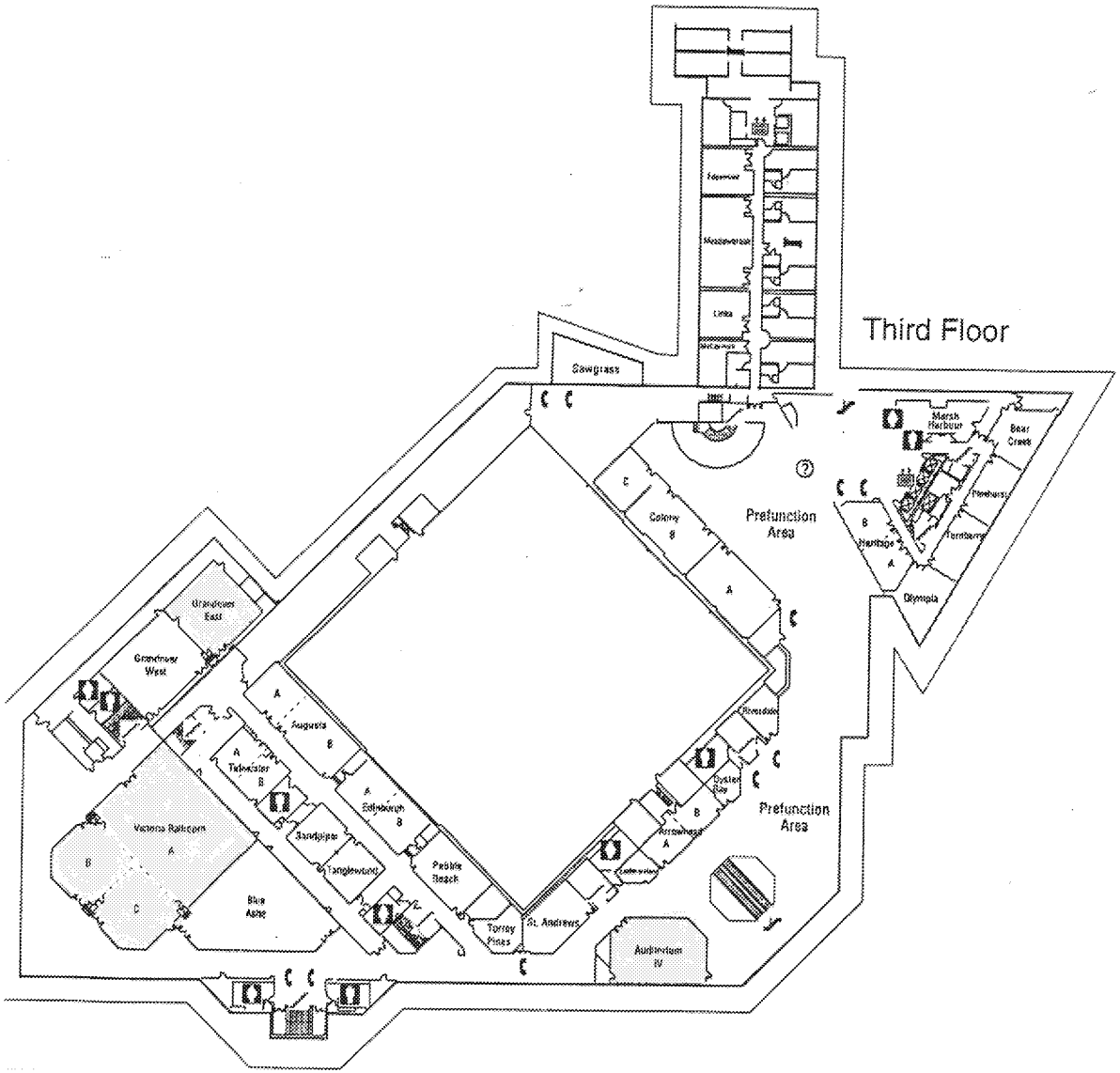

Third Floor

			Victoria Wing
Arrowhead A•B	Heritage A•B	Pinehurst	Blue Ashe
Auditorium IV	Links	Riverdale	Grandover East
Augusta A•B	Marsh Harbour	Sandpiper	Grandover West
Bear Creek	McCormick	St. Andrews	Victoria A•B•C
Colony A•B•C	Meadowbrook	Tanglewood	
Eastmoreland	Olympia	Tidewater A•B	
Edgewood	Oyster Bay	Torrey Pines	
Edinburgh A•B	Pebble Beach	Turnberry	

Elevators **Escalators** **Stairs**

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Restaurants **Lounges**

JOSEPH S. KOURY
CONVENTION CENTER

Directions to Sheraton Greensboro Hotel at Four Seasons
3121 High Point Road, Greensboro, NC 27407 ~ (336) 292-9161

Arriving from Piedmont Triad Airport (PTI) - approx. 12.2 miles:

Turn right onto East Bryan Blvd. Take the Winston-Salem/I-40. Merge onto Future I-73. Take exit 1 to merge onto 1-40 Bus. E/US-421 S toward Greensboro. Take exit 217 toward High Point Rd. Merge onto Pinecroft Rd. Turn left on Koury Blvd. Hotel on left.

Airport Shuttle Service is available by calling FLY PTI at 1-877-796-5466. They are located in the middle of the Baggage Claim area. There is a $26.00 per person one-way and/or roundtrip fee.

Arriving from the South (Charlotte, Atlanta):

Follow I-85 N towards Greensboro. Take I-85 Bus N/US-29N/US70E. Take exit 35B for I-73/US-220 toward I-40. Merge onto US-220N. Take exit 81 for I-40 toward Winston Salem. Merge onto I-40 Business West. Take exit 217 to Koury Blvd. Turn right on Koury Blvd. Hotel on immediate right.

Arriving from the East (Raleigh, Durham, Chapel Hill):

Traveling I-40 W/I-85 S. Continue following I-40 Bus W. Take exit 217 to Koury Blvd. Turn right on Koury Blvd. Hotel on immediate right.

Arriving from the West (Winston-Salem, High Point):

Traveling I-40 E. Take slight right at I-40 Bus E (signs for I-40 Bus/Greensboro/Bryan Blvd). Take exit 217 toward High Point Rd. Merge on Pinecroft Rd. Turn left on Koury Blvd. Hotel on left.

Arriving from Charlottesville area:

Traveling on US-29 S into North Carolina, take the I-85/I-40 exit toward US-70/Charlotte/High Point/US-220/US-29. Merge onto I-40 Bus W/I-85 Bus S/US-220 S/US-29 S/ US-70 W. Continue to follow I-40 Bus W. Take exit 217 to Koury Blvd. Turn right at Koury Blvd. Hotel on immediate right.

Arriving from the North (Virginia, Maryland, Washington, DC):

Traveling I-85 S to Bus 85 S or US 29 S until it merges with I-40 W in Greensboro. Follow I-40 W to exit 217 (Koury Blvd). Turn right on Koury Blvd. Hotel on immediate right. Hotel on immediate right.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, October 27, 2009 3:45 PM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: FW: NCAA Academic Support Services Survey Results - September 2009
Attach: TEXT.htm; NCAA Academic Support ServicesSurvey Results - September 2009.pdf

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>>> "Wood, Eric" <ewood@theacc.org> 10/27/2009 3:25 PM >>>

FYI- in case you haven't seen this yet.

Eric A. Wood
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Student-Athlete Academic Support Services at Division I Institutions

Preliminary Results

September 2009

Study Background

- The intent of the study was to learn more about the resources and practices institutions have in place to help promote academic success.
- Given increasing demands placed on student-athletes to progress toward a degree at a quicker pace and the increased public attention given to student-athlete academics as a result of the APR, the Academic Cabinet has identified this review as one of its top priorities for the next few years.
- This study is a follow-up study from a similar one done in 1998. As analyses continue, trend data will be examined.

Study Development and Pilot

- The items examined in the current study were largely based on the 1998 study. Questions, however, were modified to relate to current practices. In addition, an advisory group comprised of members of the National Association of Academic Advisors for Athletics (N4A) and the National ACademic ADvising Association (NACADA) consulted in the development of the survey instrument.
- The survey instrument was fully piloted on seven campuses. With the assistance of an N4A member, we were able to ensure that various institution-types were represented, including low-resource, private and larger public institutions.
- Based on the results of the pilot, the survey instrument was slightly modified.

Response

- The final instrument was sent to all Division I Athletics Directors with instructions that it is best completed by the individual on campus who is in charge of academic advising for student-athletes (e.g., the director of academic support services for student-athletes). With the assistance of N4A, the survey link also was sent to the primary N4A contact. Multiple targeted reminders were sent to institutions that had not responded.
- In total, we have 295 institutional responses, including pilot responses. This equates to an almost 90% response rate.
- Two-thirds of respondents indicated they were either the director of the academic center for student-athletes (54%) or an academic advisor to student-athletes (12%).

Response (cont.)

- Many of the analyses presented here will compare results by subdivision and resource level.

Response rate by subdivision:

Football Bowl Subdivision (FBS)	Football Championship Subdivision (FCS)	No Football
94%	85%	84%

Response rate by resource quartiles (high to low):

Quartile 1	Quartile 2	Quartile 3	Quartile 4
87%	89%	86%	81%

- Quartiles used here are the same as those used in APR penalty determination.

Part I: Availability of Academic Support Services

Academic Support Services

- Respondents initially were asked if they offer support services either through the athletics department or through the general university that are available to student-athletes. In total, only three institutions reported not having any services.
- The following two slides display the frequencies for various services. There were significant differences in response by subdivision and resource. These are explained in greater detail in later slides.

	Proportion of Student-Athlete who Use the Service						
	100%	80-100%	60-80%	40-60%	20-40%	Less than 20%	None/Not offered
Course selection/ degree progress	34%	40%	10%	9%	3%	2%	3%
Monitor class attendance	25%	26%	14%	14%	10%	6%	5%
Daily class check	3%	4%	3%	10%	15%	30%	35%
Study Hall	11%	11%	22%	32%	16%	6%	3%
Assess learning disabilities	3%	3%	3%	4%	9%	40%	39%
Accomm. for LD	4%	5%	3%	4%	7%	52%	24%
Basic skills Assessment	11%	5%	7%	6%	13%	25%	32%
Remediation	5%	7%	10%	16%	22%	29%	11%

	Proportion of Student-Athletes who Use the Service						
	100%	80-100%	60-80%	40-60%	20-40%	Less than 20%	None/Not offered
Course specific tutors	8%	10%	23%	28%	21%	8%	3%
Summer Transition Program	4%	3%	3%	7%	11%	40%	32%
Priority Registration	48%	27%	2%	2%	2%	1%	18%
Computer Lab	28%	30%	19%	8%	6%	1%	9%
Note-taker	0%	>1%	2%	2%	2%	17%	77%
Faculty mentor	2%	3%	4%	5%	11%	30%	46%
Peer Mentor	1%	3%	4%	9%	12%	31%	41%

Academic Support Services: Differences by Subdivision and Resource Category

- There were statistically significant differences in the proportion of student-athletes who use various services by both subdivision and resource category. The following slide provides more detail.

	Subdivisional Difference	Resource Difference
Course selection/degree progress	FBS greater proportion	Resource 1 & 4 greater
Monitor class attendance		
Daily class check	FBS greater proportion	Resource 1 & 4 greater
Study Hall		Resource 3 & 4 greater
Assess learning disabilities	FBS greater	Resource 1 greater
Accommodations for LD		
Basic skills Assessment	FBS greater	Resource 1 greater
Remediation	FBS greater	Resource 4 greater
Course specific tutors	FBS greater	Resource 1 greater
Summer Transition Program	FBS greater	Resource 1 greater
Priority Registration	FBS greater	
Computer Lab		
Note-taker		
Faculty mentor		Resource 1 greater
Peer Mentor		

Student-Athlete Facilities

- Overall, 78% of institutions reported having a computer facility that is dedicated for student-athlete use only. Breakdown by subdivision:
  - FBS: 89%
  - FCS: 66%
  - Non-Football: 78%
- The average number of computer terminals available varied. FBS institutions reported an average of 39 terminals, while both FCS and non-football institutions reported an average of 15.
- Overall, 88% of institutions reported having a physical space on campus that is dedicated to academic support for student-athletes.
  - Almost all FBS institutions (96%) reported having a center, while 81-85% of FCS and non-football institutions reported having a center.
- Another 70% reported updating this space in the last 5 years. While the majority (68%) spent under $250,000 on these updates, almost 10% indicated spending $1 million or more, the majority of which was reported by FBS institutions.

Academic Support Services Available to General Student Body

- In order to assess potential services that are available only to student-athletes, respondents also were asked to indicate what services are available to the general student population. The following slide compares what services are available to student-athletes and what are available to the general student population.

- As the next slide shows, with the exception of assessment of and accommodations for learning disabilities and basic skills assessment, institutions report greater availability of academic support services for their student-athletes than for their general student population.

Academic Support Services Available to General Student Body (cont.)

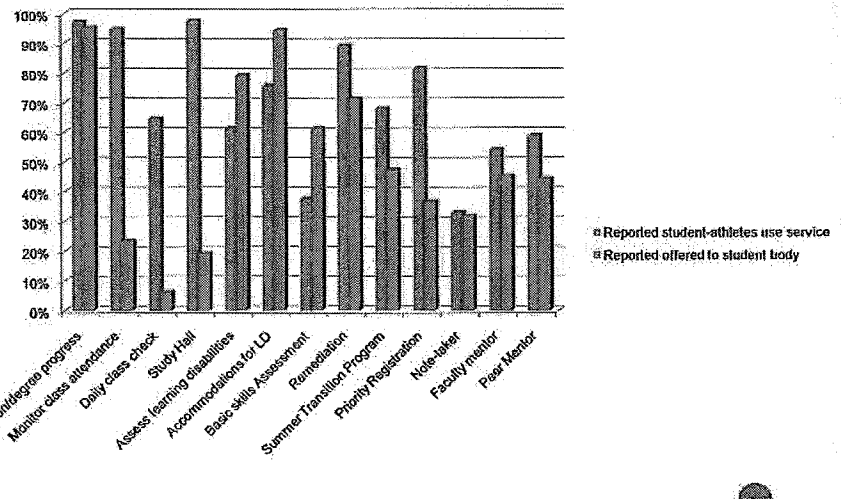

Academic Support Services Available in the Summer

- Almost all respondents (95%) reported that academic support services are available to student-athletes in the summer. There was little variation in availability by sport:
  - Men's Basketball: 99%
  - Football (including just FBS and FCS respondents): 97%
  - Men's Other Sports: 95%
  - Women's Basketball: 98%
  - Women's Other Sports: 96%

Part II: Academic Support Requirements

General Academic Support Requirements

- The majority of institutions require that their student-athletes use various academic support services that are available to them. FBS institutions were significantly more likely to require these than FCS or non-football institutions.

Percent indicating service required of all or certain student-athlete subgroups:

	Basic Skills Assessment	Course Specific Tutoring	Summer Transition Program
FBS	91%	89%	75%
FCS	55%	67%	40%
No Football	57%	71%	56%
Quartile 1	84%	92%	87%
Quartile 2	52%	67%	50%
Quartile 3	68%	75%	48%
Quartile 4	74%	72%	45%

Academic Support Requirements: Study Hall

- Among all respondents, six percent require study hall of all their student-athletes and 89 percent require it of certain subgroups. FCS institutions were less likely to report requiring it than FBS and institutions not sponsoring football.

Overall percent indicating required of the following subgroups:

	Baseball	MBB	Football	Men's Other	WBB	Women's Other
2-4 Transfer	40%	50%	45%	41%	48%	41%
4-4 Transfer	34%	45%	37%	36%	41%	36%
At-risk	61%	72%	67%	71%	72%	70%
Certain Classes (e.g., freshmen)	57%	66%	64%	63%	65%	62%
Below a GPA threshold	65%	73%	68%	73%	73%	73%

Academic Support Requirements: Monitor Attendance

- Among all respondents, 24 percent require that their student-athlete class attendance is monitored for all their student-athletes and 54 percent require it of certain subgroups. There were no significant differences by subdivision or resource.

Overall percent indicating required of the following subgroups:

	Baseball	MBB	Football	Men's Other	WBB	Women's Other
2-4 Transfer	12%	23%	24%	12%	17%	11%
4-4 Transfer	9%	19%	21%	10%	15%	10%
At-risk	33%	45%	57%	37%	40%	37%
Certain Classes (e.g., freshmen)	18%	26%	32%	20%	22%	20%
Below a GPA threshold	25%	36%	48%	28%	31%	28%

Academic Support Requirements: Tutors

- Among all respondents, only one percent require tutors of all their student-athletes, while 73 percent require it of certain subgroups. FBS institutions were more likely to report tutoring is a requirement than FCS or non-football institutions.

Overall percent indicating required of the following subgroups:

	Baseball	MBB	Football	Men's Other	WBB	Women's Other
2-4 Transfer	15%	24%	18%	14%	21%	14%
4-4 Transfer	12%	21%	15%	13%	18%	12%
At-risk	50%	60%	44%	56%	58%	56%
Certain Classes (e.g., freshmen)	24%	33%	25%	26%	30%	25%
Below a GPA threshold	43%	51%	37%	47%	49%	47%

Part III: Athletic Department Academic Support Staff

Academic Support Staff for Student-Athletes

- We asked respondents about the number of employees within their athletics departments that are dedicated to academic support for student-athletes. Differences between FBS and the other two subdivisions were significant in all cases.

	DI FBS		DI FCS		DI – No Football	
	Range	Average	Range	Average	Range	Average
FT Professional Staff	2-18	7.67 (n=105)	0-8	2.44 (n=90)	0-10	2.33 (n=72)
FT Secretarial Staff	0-4	0.93 (n=98)	0-3	0.34 (n=62)	0-2	0.32 (n=47)
FT IT Staff	0-3	0.22 (n=73)	0-1	0.03 (n=58)	0-3	0.07 (n=41)
PT Employees	0-20	2.91 (n=68)	0-10	0.75 (n=65)	0-8	0.84 (n=51)
Paid Interns	0-19	1.77 (n=81)	0-4	0.41 (n=63)	0-4	0.58 (n=57)

Academic Support Staff for Student-Athletes (cont.)

- With the exception of Part-time Employees, the differences between quartile 1 and the other three were statistically significant.

	Quartile 1		Quartile 2		Quartile 3		Quartile 4	
	Range	Average	Range	Average	Range	Average	Range	Average
FT Professional Staff	0-18	8.52 (n=69)	1-10	3.44 (n=68)	0-8	2.71 (n=64)	0-15	2.98 (n=66)
FT Secretarial Staff	0-4	1.0 (n=63)	0-2	0.47 (n=49)	0-2	0.38 (n=45)	0-3	0.48 (n=50)
FT IT Staff	0-3	0.29 (n=48)	0-1	0.10 (n=42)	0-3	0.08 (n=40)	0	--
PT Employees	0-10	2.34 (n=44)	0-4	0.65 (n=40)	0-20	1.82 (n=49)	0-14	1.41 (n=51)
Paid Interns	0-19	1.82 (n=55)	0-7	0.80 (n=50)	0-4	0.81 (n=48)	0-5	0.48 (n=48)

Educational Background of Academic Support Staff

- The majority of full-time, professional staff whose job is dedicated to academic support hold a master's degree as their highest degree. There were no significant differences in highest degree held by either subdivision or resource level.

Overall percent holding:

Ph.D., Ed.D. or J.D.	Master's Degree	Bachelor's Degree	Associate's Degree	High School Diploma
7%	74%	17%	<1%	0%

Student Employees: Positions *Other Than* Tutoring

- On average, institutions employ almost 7 students as part of their athletics-academic support staff in positions other than tutoring. The majority of these positions are filled by undergraduate students rather than graduate students. (Note: We asked institutions to include work-study employees in their figures)
- There were not significant differences in the number of undergraduate student employees either by subdivision or resource classification.
- There were, however, significant differences in the number of graduate student employees by both subdivision and resource. While FBS institutions employ 4 graduate students, on average, FCS and institutions not sponsoring football employ only 1. Similarly, while institutions in the highest resource quartile employ, on average, 4.3 graduate students, those in the lower quartiles employ between 1.2-1.7.

Student Employees: Tutoring Positions

- On average, institutions employ almost 31 tutors, including undergraduate, graduate and non-student tutors (e.g., retired teachers). The majority of these positions, however, are filled by undergraduate students. Highlighted portions below indicate a significantly greater number of employees.

	Undergraduate	Graduate	Non-Student
Averages by Subdivision			
FBS	32 (n=96)	18 (n=94)	7 (n=89)
FCS	16 (n=80)	3 (n=66)	1 (n=67)
No Football	10 (n=70)	3 (n=66)	1 (n=63)
Averages by Resource Quartile			
Quartile 1	37 (n=63)	24 (n=63)	8 (n=62)
Quartile 2	21 (n=63)	5 (n=61)	2 (n=60)
Quartile 3	13 (n=63)	4 (n=54)	1 (n=52)
Quartile 4	11 (n=57)	2 (n=48)	1 (n=45)

Student Employees: Hours Paid

- When considering student employees working both in tutoring and non-tutoring positions, institutions pay, on average, 149 student-worked hours per week. When averaging the two separately, institutions pay for 124 tutors hours and 38 non-tutors hours weekly.
- Non-tutors work, on average, 11.6 hours each week, while tutors work considerably less at 4.8 hours per week. Many institutions, in fact, reported that their tutors work just 1-2 hours per person per week.
- FBS and Quartile 1 institutions paid students for significantly more hours than the other groups.

Student Employees: Hours Paid

	Non-Tutor Hours	Tutor Hours
Averages by Subdivision		
FBS	65 (n=92)	268 (n=83)
FCS	21 (n=86)	46 (n=81)
No Football	24 (n=68)	45 (n=69)
Averages by Resource Quartile		
Quartile 1	66 (n=60)	340 (n=52)
Quartile 2	33 (n=63)	70 (n=61)
Quartile 3	25 (n=61)	74 (n=59)
Quartile 4	31 (n=62)	45 (n=61)

Tutorial Support Budget

- Respondents were asked a series of questions related to their institutional budget directed to academic support for student-athletes. A few questions asked specifically about the tutorial support budget.

- The median spent by responding institutions was $30,000 during the 2008 fiscal year on tutorial support. FBS and institutions in Quartile 1 reported spending significantly more money on tutorial support.

Median spent in 2008:

FBS	FCS	No Football
$105,000 (n=83)	$11,500 (n=58)	$10,500 (n=48)

Quartile 1	Quartile 2	Quartile 3	Quartile 4
$140,000 (N=53)	$17,000 (N=47)	$20,000 (N=43)	$11,000 (N=46)

Tutorial Support Budget

- Institutions indicated what percentage of their budget for tutorial support went to one of five sport groups.

Range and average percent of tutorial budget spent on each of the following sport groups in 2008:

	Men's Basketball	Football	Men's Other Sports	Women's Basketball	Women's Other Sports
Range	0-100%	0-70%	0-60%	0-40%	0-55%
Average	18.4%	25.9%	20.8%	11.7%	22.1%

Part IV: Athletic Department Academic Support Budget

Athletic Department Academic Support Budget

- Respondents were asked to provide their *institution's* overall budget dedicated to academic support for student-athletes. Responses varied greatly by subdivision and resource category. On average, 65% of the total budget was paid for by the athletics department.

	Total Budget	
	Range	Median
Results by Subdivision		
FBS	$20,000 – 2.6 million	$655,098 (n=78)
FCS	$0 – 1.025 million	$140,000 (n=53)
No Football	$0 – 460,000	$154,980 (n=43)
Results by Quartile		
Quartile 1	$0 – 2.6 million	$1,000,000 (n=46)
Quartile 2	$800 – 1,100,436	$203,582 (n=46)
Quartile 3	$20,000 – 620,000	$174,500 (n=41)
Quartile 4	$0 – 1.025 million	$150,000 (n=41)

Athletic Department Academic Support Budget (cont.)

- Below are the ranges and medians of the total amount spent by the athletics department/university on staff salaries (excluding tutors) for the athletics-academic support program. On average, salaries comprised 67% of the total budget. FBS and quartile 1 institutions reported spending significantly more.

	Total Spent on Salaries	
	Range	Median
Results by Subdivision		
FBS	$0 – 1.399 million	$427,000 (n=80)
FCS	$0 – 365,000	$85,385 (n=64)
No Football	$0 – 400,000	$98,775 (n=46)
Results by Quartile		
Quartile 1	$0 – 1.399 million	$538,892 (n=50)
Quartile 2	$0 – 680,596	$129,500 (n=52)
Quartile 3	$0 – 490,000	$109,652 (n=45)
Quartile 4	$0 – 504,600	$100,000 (n=43)

Athletic Department Academic Support Budget (cont.)

- Given the current economic climate, we asked how spending on student-athletes has changed recently.
- Changes in spending on student-athletes (Note, we asked specifically for changes excluding investments in physical space):
  - 8% of institutions indicated spending on such programs has decreased since 2007
  - 28% reported there has been no change
  - 52% reported a 1-20% increase in total spending on academic support programs
  - The remaining 12% indicated a 21-100% increase.
- Changes in spending on athletics programs:
  - The majority of institutions reported a reduction in spending on athletics programs. Only 17% reported an increase.
  - There were no significant differences by subdivision or resource.

Part V: Effects of NCAA Academic Standards

Opinions Regarding Student-Athletes' Academic Pathway

- Respondents were asked to provide their opinions regarding how important it is to ensure that student-athletes fulfill various requirements, including graduation, maintaining athletic eligibility, etc. They were asked to not only indicate how much they agree with the statements on a six-point scale but also to rank order the list from most important to least important.

- While the majority strongly agree that it is important to ensure student-athletes choose a major for a career; maintain athletic eligibility and graduate, the vast majority reported graduation as the most important objective:

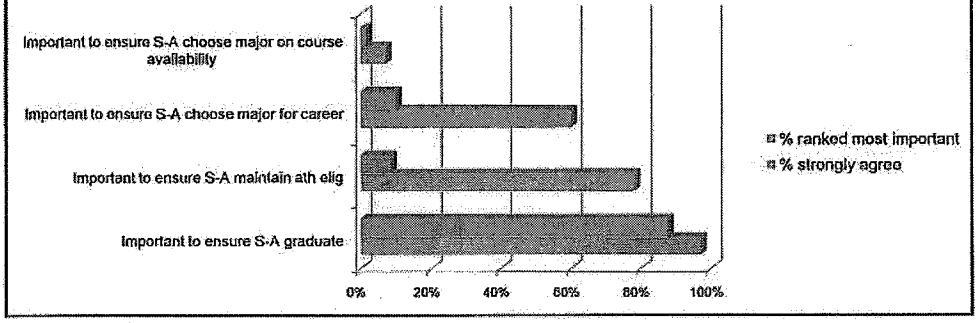

Opinions Regarding Student-Athletes' Majors

- A great deal of attention lately has been given to student-athletes' choice of major. We asked respondents their opinion on why student-athletes are choosing the majors that they are. There were no significant differences in response by subdivision. Results to student-athletes choice of major can be found on the following slide.

- We also asked whether clustering has increased as a result of increased NCAA academic standards. Over one-half of respondents (62%) reported that they believe there has been no change in clustering of student-athletes in certain majors as a result of increased standards. Approximately 27 percent, however, believe clustering has increased. There were no significant differences by subdivision or resource level.

Opinions Regarding Student-Athletes' Majors (cont.)

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Too many S-A want to major in subjects too difficult for them	1%	7%	28%	26%	32%	6%
Too many S-A choose major because it will be easy	3%	11%	37%	25%	21%	4%
Too many S-A choose major based on teammates'	2%	14%	28%	30%	22%	4%
S-A choose major to prepare for a career	9%	57%	27%	6%	1%	0%
Too many S-A are restricted in choice due to time demands	8%	18%	36%	19%	15%	4%
PTD prevents too many from changing majors	24%	20%	25%	14%	14%	4%
PTD resulted in too many choosing for ease of major	9%	14%	24%	28%	21%	4%

Opinions Regarding Student-Athletes' Majors (cont.)

- We asked if respondents believed there were sport group differences in how student-athletes choose their majors, and if so to explain what they thought those differences were. Although the overwhelming majority reported simply "no", a few interesting themes arose, including:
  - Transfer student-athletes being restricted in their choice of major
  - Revenue or Men's Basketball and Football tend to cluster more than other sports
  - Males tend to cluster more than females
  - Student-athletes choose based on teammates
  - Certain sports are highly restricted in choice of major due to practice schedules.

Changes to Academic Support Program

- In addition to their opinions regarding student-athletes' academic trajectories, respondents also were asked about changes their institutions have made as a direct result of increased NCAA academic standards. The majority of institutions reported that they have added additional staff to work directly with student-athletes (e.g., advisors, tutors, etc.) and that coaches have become more involved in monitoring the student-athletes. There were no significant differences by subdivision or resource.

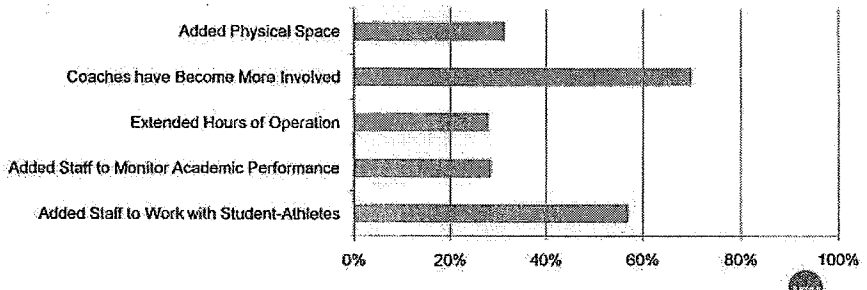

Changes to Academic Support Program (cont.)

- Respondents were asked if their institution has implemented a program that holds academic support staff "accountable" for student-athlete performance as a result of increased reporting and academic requirements. The overwhelming majority of responses simply indicated "no" staff is not held accountable. A few other themes arose, including:
  - Staff has always been responsible – increased reporting/requirements not the cause
  - Several institutions indicated they are in the process of making changes to hold staff more accountable, and
  - Others indicated that coaches are being hold more accountable due to increased requirements.

- Many of the responses focused on the word "accountable" in the question. There were a good number of comments that discussed a responsibility on the part of staff to assist student-athletes but that ultimate accountability must fall on the student.

  Our support staff is not "held accountable" for student-athlete performance, but we do feel that their performance is a reflection of our competence and commitment. When they perform poorly, it is hard for us not to feel some responsibility. But we realize that they are ultimately responsible for their success/failure.

Part VI: Summary and Next Steps

Summary

- Almost all Division I institutions reported having an academic support program for student-athletes, and 88 percent reported having physical space dedicated to academic support.
- The majority of institutions also report requiring the student-athletes to use at least certain academic support services. Reported use, however, varies as a function of subdivision and resource level. FBS institutions as well as institutions with greater resources report greater use of services among their student-athletes.
- Overall, 89 percent of institutions report having at least one full-time staff member dedicated to academic support for student-athletes. Again, FBS and institutions with greater financial resources (quartile 1) reported having a significantly larger staff than their counterparts.

Summary (cont.)

- Student employees also make up an important part of the academic support program. Institutions reported, on average, employing 36 students in tutoring and non-tutoring positions who work, on average, 149 hours a week. Institutions in the FBS or resource quartile 1 employed significantly more students than their counterparts.
- Total budget figures devoted to the athletics-academic support program ranged from $0 to $2.6 million. The median spent by FBS institutions was approximately $650,000 in 2008 compared with approximately $150,000 that was spent by FCS and non-football institutions.
- Overall, 64% of institutions reported an increase in spending on academic support for student-athletes in spite of current economic conditions.

Summary (cont.)

- The majority of respondents disagree that too many student-athletes are choosing a major based on their teammates' majors. The majority agree, however, that student-athletes are restricted in their choice of major due to time demands and that enhanced PTD requirements prevent student-athletes from changing majors.

- The majority of institutions reported that, as a direct result of increased NCAA academic standards, they have added additional staff to work directly with student-athletes (e.g., advisors, tutors, etc.) and that coaches have become more involved in monitoring the student-athletes.

Future Analyses

- Respondents were required to provide institution name when completing the survey. This will allow us to link survey responses to APP data to enable to establish if there are common practices in place at the top-performing academic institutions. This also will allow us to develop predictive models using the survey data as well as APP data.

- We also will be comparing survey results to the results of the '98 study to determine how things have changed in the past decade.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, October 27, 2009 3:48 PM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: Director of Student-Athlete Programs and Compliance Position
Attach: TEXT.htm; Dir s-a job description Oct 2009.doc

>>> "Lyons, Shane" <slyons@theacc.org> 10/26/2009 11:11 AM >>>

All:

Please find attached a job announcement looking for a Director of Student-Athlete Programs and Compliance for the ACC. Please circulate to possible candidates you feel meet the qualifications.

Thanks
Shane

JOB DESCRIPTION

Director of Student-Athlete Programs and Compliance

The Atlantic Coast Conference is seeking a college graduate candidate (master's degree preferred) with at least three to five years of working experience at a Division I institution or conference office in the area of NCAA Student-Athlete Programs and Compliance. The Director of Student-Athlete Programs and Compliance will be responsible for the following:

Student-Athlete Programs

- Coordinate and prepare materials for the ACC Student-Athlete Advisory Committee (SAAC) meetings
- Coordinate annual meetings of the Life Skills Directors and Academic Advisors
- Assist with on-campus Student Athlete Advisory Board's initiatives
- Coordinate the National Letter of Intent Program
- Management of the NCAA Student Assistance Fund
- Management of the ACC Student-Athlete Scholar Banquet
- Assist with the ACC Postgraduate Scholarship Program
- Manage the ACC Honor Roll Program
- Coordinate the ACC Futures Internship Program
- Serve as primary staff liaison to the ACC Student-Athlete Welfare Committee

Compliance

- Provide interpretations of NCAA and ACC rules
- Assist in educating conference personnel on NCAA legislation
- Attend NCAA Compliance Seminars and National Association of Academic Advisors for Athletics(N4A) annual meeting
- Assist in administration of Conference and NCAA waivers, specifically medical hardship waivers and medical absence waivers
- Assist with compliance related activities during ACC coaches' meetings

Other

- Coordinate and initiate ACC Community Service Projects
- Assist with responsibilities in Human Resources
- Assist with academic research projects, specifically APR and GSR reporting
- Successfully manage annual budgets
- Perform other duties as assigned by the Commissioner and the Associate Commissioner for Compliance and Governance

Candidates must have strong computer skills, excellent written and verbal skills and demonstrated ability to self-start, be creative, show initiative and meet established goals and deadlines. Salary commensurate with experience. Review of applicants will begin November 6, 2009 and will continue until position is filled. Applications from women and minorities are encouraged. Send cover letter and resume to:

Shane Lyons
Associate Commissioner
Atlantic Coast Conference
4512 Weybridge Lane
Greensboro, NC 27407

From: "AdmPros Technical Support" <robertson@admissionpros.com>
Sent: Wednesday, January 16, 2008 7:17 AM
To: Crisman, Sean M. <crisman@admissionpros.com>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Athletes with less than 12 hours
Attach: TEXT.htm; ATH_Less Than 12 Hours.pdf

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

Athletes with less than 12 hours <<ATH_Less Than 12 Hours.pdf>>

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, January 3, 2008 5:08 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Gregory Holt - PR
Attach: Gregory Holt - PR.msg

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, May 13, 2008 2:08 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: AFRI 266

Paper topic for AFRI 266 Dr. Nyang'oro

> Deterioration of the environment has been cited as one of the basic
> causes of poverty in Africa. In what ways is this proposition
> correct? What evidence can be cited to argue the point? In
> responding to this question, please choose either a country, or an
> aspect of the environment, which could be used as evidence in this
> discussion. A good place to start would be to analyze poverty
> indicators in your country of choice, and to relate these indicators
> to the status of the environment.
>

Paper should be approximately 20 typed double spaced pages, 12 point font. Remember; Wikipedia is not an acceptable source.

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Thursday, May 7, 2009 2:09 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Fwd: Foreign Language sub letter
Attach: Foreign Language sub letter.msg

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Thursday, May 21, 2009 2:58 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: 428

Yes, I forgot you! Sorry. dc

> AFAM 428
>
> Dr. Nyang□oro
>
> Critically examine the reasons for the rapid spread of HIV/AIDS in the
> black community in the United States. In your response, please address
> issues of culture, socio-economic circumstances and public policy as
> they relate to this problem.
>
> 20 pp. paper, typed, double-spaced, due in the departmental office on
> the last day of classes.
>

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, September 26, 2007 2:24 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Fwd: RE: MCR Deficiency
Attach: RE_ MCR Deficiency.msg

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Monday, January 7, 2008 3:54 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; jmboxill@email.unc.edu
Subject: Fwd: Re: student travel info
Attach: Re_ student travel info.msg

From: Jan Boxill <jmboxill@email.unc.edu>
Sent: Friday, January 18, 2008 1:55 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>
Subject: WBB Study Hall hours
Attach: WBB SH Hours-Spr08.docx

Brent & Mary,
Thanks for meeting this morning. I hope we have it all set now. I've attached what I think is correct, but before I send it to Coach Calder, can you look it over,
Thanks,
Jan
--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Director of Undergraduate Studies
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Jan Boxill <jmboxill@email.unc.edu>
Sent: Monday, February 18, 2008 12:23 PM
To: Calder, Andrew <acalder@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>
Subject: Progress Report
Attach: PROGRESS REPORT.doc

I met with every player last week; attached is a progress report.

Thanks,
Jan
--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Director of Undergraduate Studies
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, April 23, 2008 11:28 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: Re: 2 things
Attach: Re_ 2 things.msg

Let me know what you think.

Thanks,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Jan Boxill <jmboxill@email.unc.edu>
Sent: Thursday, April 24, 2008 10:51 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: [Fwd: Re: Summer Independent Study]
Attach: Mail.msg

---

another exchange
--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Director of Undergraduate Studies
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Steve May <skmay@email.unc.edu>
Sent: Wednesday, March 12, 2008 1:44 PM
To: 'Jan Boxill' <jmboxill@email.unc.edu>
Subject: RE: Summer Independent Study

Academic Retention Committee Notes
June 2008

Just high lights from the June committee meeting. All FYI, feel free to speak with me if you would like more details!

1. **After Spring and SS1 classes, 54% of all AP students returned back to good standing.**
    a. This will be recalculated after SS2. Questions were raised as when to calculate these figures. Calculating after Spring, may give a truer read to probable AP students' status after Fall, but can't deny students are given until end of Summer to return to good standing. (ie more time to get back to good standing after Spring AP than Fall AP)

2. **Again, after Spring and SS1 classes, 95.8% of the Freshmen 2008 class was retained**.

3. **These figures were not broken down into sub-categories, ie Athletes, Covenant, etc. We have asked that they should be.**

4. **Also, AP for the Fall semester will be 'recalculated' after SS2 for those who raised their grades above a 2.0 during the summer classes.**

5. **Bounce Back Results**
    a. Those people who were regular BB attenders (10-13 classes)-Average GPA 2.05.
    b. Those who were intermittent attenders (5-9 classes)—Average GPA 1.75.
    c. Those who were infrequent attenders (1-4 classes)—Average GPA almost a 1.8 (could be due to fact they were "higher" students to begin with?)
    d. BB regular attenders (10-13 classes)—60% returned to good standing
    e. Again, of all of AP students, only 54% returned to good standing
    f. According to data collected using likert scale ratings, students were satisfied with BB and helped students deal more effectively with academic challenges

6. **Cynthia Demetrio will start a peer mentoring group for students who *RETURNED to good standing.***
    a. They don't former AP students to feel all alone after the great amount of attention they received while on probation. (I mentioned the requirements for AP were probably not as "time consuming" as she thought and maybe the peer mentoring could be a good idea for students on AP as well).

7. **Other comments from meeting:**
    a. Trial run: Covenant students who were on AP, if attended regular meetings with Fred Clark and Michael throughout the summer, could get their loans turned into grants for courses taken to help them get back to good standing.
    b. Want to look into further into doing academic screening for students on AP. Fred Clark's gang is referring a lot of students up to LDS, and diagnosis of LD/ADHD have been found.

If you have any questions or would like me to bring something up in this committee, please feel free to let me know. We will meet again in August.

From: Jan Boxill <jmboxill@email.unc.edu>
Sent: Tuesday, July 29, 2008 9:53 PM
To: Calder, Andrew <acalder@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Cumulative grades
Attach: WBB Grades-Sum08.xls

I sent the wrong file on the last email. Here is the right one!

Jan
--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Director of Undergraduate Studies
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Jan Boxill <jmboxill@email.unc.edu>
Sent: Monday, August 18, 2008 10:12 AM
To: Calder, Andrew <acalder@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>
Subject: attached scheds
Attach: Fall 2008 Schedules.doc

See attached
--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Director of Undergraduate Studies
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Jan Boxill <jmboxill@email.unc.edu>
Sent: Monday, December 15, 2008 3:36 PM
To: Calder, Andrew <acalder@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Smith, Charlotte <csmith@uncaa.unc.edu>
Subject: grades so far
Attach: WBB Grades-Fall08.xls

Here are the grades I have so far. A few I found out that are not up on the computer yet.

Jan
--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, January 5, 2009 10:14 AM
To: Hatchell, Sylvia <shatchell@uncaa.unc.edu>
Cc: Calder, Andrew <acalder@uncaa.unc.edu>; Herman, Amy <ajschae@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; jmboxill@email.unc.edu; Markos, Lance <markos@uncaa.unc.edu>
Subject: Eligible to Compete - Spring Semester - W. Basketball
Attach: Eligible to Compete 08-09 - Spring Semester.pdf

Coach Hatchell,
Happy New Year!

Attached is a list of your student-athletes who are eligible to compete in Spring 2009. Please review the list to be sure that no one is missing.

All the best and keep of the great start to this season.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Jan Boxill <jmboxill@email.unc.edu>
Sent: Friday, January 23, 2009 1:23 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: family/faculty day

Brent,
I hadn't talked with Robert, but here are a few faculty I think would be good to invite--some you likely have already:

Nina Martin, Geography
Chris Gaffney, Geography
Altha Cravey, Geography
John Florin, Geography
Doug MacLean, Philosophy
Susan Wolfe, Philosophy
Tom Hill, Philosophy
Marc Lange, Philosophy
Alan Nelson, Philosophy
Tim McMillan, AFAM
Perry Hall, AFAM
Sherry Salyer, EXSS
Barbara Osborne, EXSS
Elizabeth Hedgepeth, EXSS
Richard Southall, EXSS
Deborah Southall, EXSS
Deborah Stroman, EXSS
Kristin Odrak, EXSS
Gerald Unks, EDUC
Debby Crowder, AFAM
Jean DeSaix, BIOL
Rita Balaban, ECON
Steve Zinder, EXSS
Andre Wesson, Advising
Glenn George, Law
Gene Nichol, Law
Terri Houston, Minority AFFAirs
Ben Saypol, Drama, Interactive Theatre Carolina
Rachel Murphy-Brown, AFAM
Jean Folkers, JOMC
Beth Jordon, PSYC
Kim Strom-Gottfried, Social Work
Kelly Hogan, Biology
Sstegenga, Biology
Carter, Geology
David Penn, PSYC
Eunice Sahle, AFAM/AFRI
Charlene Register, AFAM
Robert Porter, AFAM
Joseph Jordan, AFAM
Rachel Willis, AMST
Tim Marr, AMST
Todd Austell, CHEM
Ann Hastings, SOCI
Berquist, INLS

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Tuesday, March 24, 2009 12:43 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Fwd: MATH substitution
Attach: MATH substitution.msg

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Tuesday, April 7, 2009 11:10 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Boxill, Jan <jmboxill@email.unc.edu>
Subject: Fwd: Academic Probation
Attach: Academic Probation.msg

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fyi

From: Jan Boxill <jmboxill@email.unc.edu>
Sent: Thursday, May 21, 2009 4:31 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: info letter for WBB
Attach: FA09 Welcome Informational.doc

Brent,
Thanks so much for the letter. Attached is an edited letter for the WBB incoming students.
I send them to each individually, so let me know if I need to make changes.
Thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Jan Boxill <jmboxill@email.unc.edu>
Sent: Thursday, June 18, 2009 2:26 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: schedules
Attach: Summer II 20009 schedules.doc

Schedules as of today

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, September 23, 2009 12:45 PM
To: Hatchell, Sylvia <shatchell@uncaa.unc.edu>
Cc: Calder, Andrew <acalder@uncaa.unc.edu>; Herman, Amy <ajschae@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; jmboxill@email.unc.edu; Law, Greg <lawdawg@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>
Subject: Eligible to Compete - Fall 2009 - W. Basketball
Attach: TEXT.htm; Eligible to Compete Memo - Fall 2009.pdf

Coach Hatchell,
Attached is a list of your student-athletes who have been certified as eligible to compete in Fall 2009. Please review the list and let me know if anyone is missing.

Thank you and best of luck this season.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Jan Boxill <jmboxill@email.unc.edu>
Sent: Tuesday, December 22, 2009 1:28 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Grade report I send to Calder
Attach: WBB Grades-Fall 09.xls

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, January 8, 2010 12:14 PM
To: Hatchell, Sylvia <shatchell@uncaa.unc.edu>
Cc: Calder, Andrew <acalder@uncaa.unc.edu>; Herman, Amy <ajschae@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; jmboxill@email.unc.edu; Markos, Lance <markos@uncaa.unc.edu>
Subject: Eligible to Compete - Spring 2010 - W. Basketball
Attach: TEXT.htm; Eligible to Compete Memo - Spring 2010 - W. Basketball.pdf

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Coach Hatchell,
Attached is a list of your student-athletes who have been certified as eligible to compete in Spring 2010. Please remind all of your student-athletes that they must not drop down below 12 hours in order to remain eligible to practice and compete, particularly in this first week of school when they are permitted to adjust their schedules online on their own. We will continue to monitor their full-time enrollment status throughout the first week and beyond as we normally do.

Please review the list to make sure that no one is missing.

Thank you and best of luck through the remainder of the season.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Dana Gelin <dgelin@uncaa.unc.edu>
Sent: Thursday, June 12, 2008 12:50 PM
To: Gallo, Larry <athgallo.uncaa.uncathletics@uncaa.unc.edu>; Holliday, Corey <choliday.uncaa.uncathletics@uncaa.unc.edu>; Baddour, Dick <dbaddour.uncaa.uncathletics@uncaa.unc.edu>; Clark, Fred <fclark@email.unc.edu>; Evans, Jack <jack_evans@unc.edu>; Blanchard, John <jgb.uncaa.uncathletics@uncaa.unc.edu>; Broome, Lissa <lbroome@email.unc.edu>; Owen, Bobbi <owenbob@unc.edu>; Mercer, Robert <rmercer.uncaa.uncathletics@uncaa.unc.edu>; Kirschner, Steve <skirschner.uncaa.uncathletics@uncaa.unc.edu>
Cc: Blanton, Brent <blanton.uncaa.uncathletics@uncaa.unc.edu>
Subject: Academic All-America news

Great news in this week's Academic All-America at-large team announcements -- field hockey's Rachel Dawson was named to the women's first team today and golf's Barden Berry to the men's third team on Tuesday. Please see releases below:

JUNE 12, 2008

CAROLINA FIELD HOCKEY'S DAWSON NAMED ACADEMIC ALL-AMERICA

CHAPEL HILL, N.C. -- North Carolina's Rachel Dawson, a senior on the 2007 NCAA Championship field hockey team, has been named to the ESPN The Magazine Academic All-America at-large women's first team, as announced Thursday by the College Sports Information Directors of America (CoSIDA). She is the only field hockey player on the squad, which includes representatives from seven different sports, and the first UNC field hockey player to earn first-team Academic All-America honors since 1999.
The Academic All-America at-large teams are open to student-athletes from the sports of women's bowling, women's crew, men's and women's fencing, field hockey, men's and women's golf, men's and women's gymnastics, men's and women's ice hockey, men's and women's lacrosse, men's and women's rifle, men's and women's skiing, men's and women's swimming, men's and women's tennis, men's volleyhall, men's and women's water polo and wrestling. To be a candidate for the honor, a student-athlete must be a starter or key reserve and must carry a cumulative grade point average of 3.2 or hetter. Academic All-America first, second and third teams were selected in the university and college divisions.
Tar Heel men's golfer Barden Berry was named to the Academic All-America at-large men's third team, announced on Tuesday.
Dawson, a business major from Berlin, N.J., graduated with distinction in December after leading Carolina to NCAA and Atlantic Coast Conference championships and an undefeated season. She received the Honda Award as 2007 national player of the year and her No. 9 Carolina jersey has been retired. A recipient of an Atlantic Coast Conference Weaver-James-Corrigan Award, she served as a team captain and earned the Carolina Leadership Academy's highest honor, the Three-Dimensional Leader Award.
Named 2007 ACC Scholar-Athlete for field hockey, Dawson finished her UNC career with a 3.63 GPA. A two-time first-team All-America selection, she now plays full-time for the U.S. Field Hockey National Team and recently was named Player of the Tournament as the squad qualified for this sunimer's Olympic Games in China.

Academic All-America
UNIVERSITY DIVISION
FIRST TEAM
Kristi Miller (Georgia Tech, Tennis, Sr., 4.00); Amanda Blumenherst (Duke, Golf, Jr., 3.78); Hilary Bowen (Northwestern, Lacrosse, Jr., 3.87); Molly Crispell (Penn State, Swimming, Sr., 4.00); Stacy Lewis (Arkansas, Golf, Sr., 3.73); Kelly Zahalka (U.S. Naval Academy, Swimming, Jr., 4.00); Rachel Dawson (North Carolina, Field Hockey, Sr., 3.63); Imke Reimers (Nebraska, Tennis, Sr., 3.98); Azahara Munoz (Arizona State, Golf, Jr., 3.90); Kate Burdick (Michigan State, Rowing, Sr., 3.99); Kara Denby (Auburn, Swimming, Sr., 3.93); Vanessa Andrews (Tulsa, Rowing, Sr., 4.0); Diana Martinez (South Carolina-Upstate, Tennis, Sr., 4.00); Gretchen Kittelberger (Maryland, Gymnastics, Gr., 4.00); Christine Magnuson (Tennessee, Swiniming, Sr., 3.70)

June 10, 2008

CAROLINA'S BERRY SELECTED THIRD-TEAM ACADEMIC ALL-AMERICA

CHAPEL HILL, N.C. – University of North Carolina golfer Barden Berry has been selected to the ESPN The Magazine Academic All-America At-Large Third Team as announced Tuesday by the College Sports Information Directors of America (CoSIDA). Berry, a senior from Kinston, N.C., was earlier named to the ESPN The Magazine Academic All-District At-Large First Team.

Berry was a starter in all of Carolina's 11 tournaments this year and carded four top-20 finishes. Berry posted four rounds of even par and nine rounds under-par, two in the 60s. He concluded the year with a 73.56 scoring average.

Berry, a psychology major, earned second-team Academic All-District recognition last year and was a 2007 Cleveland Golf All-America Scholar. He is part of UNC's honors program and a recipient of the Athletic Director's Scholar-Athlete Award and the McCaskill Award, given for excellence in athletics, scholarship and community service. A member of Phi Beta Kappa honorary society, Berry carries a 3.89 grade point average and was the recipient of the Carolina Leadership Academy's highest honor, the Three-Dimensional Leader Award.

_ _
Dana Gelin
Associate Director of Athletic Communications
University of North Carolina
P.O. Box 2126
Chapel Hill, NC 27515
(919) 962-0083
dgelin@uncaa.unc.edu
www.tarheelblue.com

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, January 10, 2007 12:09 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Football Exhausted Eligibility and Medical Non-Counters
Attach: Football Exhausted Eligibility and Medical Non-Counters.msg

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From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, January 12, 2007 11:06 AM
To: Reynolds, Cynthia <cynthiar@uncaa.unc.edu>
Bcc: Brent Blanton <blanton@uncaa.unc.edu>
Subject: Brent and I are going over today to meet with Coach Davis and the exhausted eligibility group. This
Attach: Text.htm

Brent and I are going over today to meet with Coach Davis and the exhausted eligibility group. This is a short meeting to introduce the contract. Afterwards, the students will make appointments to meet with you and Brent together. I'll update you on the meeting when we return. Thank you again for supporting this, it's important. RJM

January 10, 2007

Student-Athlete,

Although your athletic eligibility has ended, it is still our desire to assist you on your path toward graduating from the University of North Carolina. You will receive full tuition, fees, books, room and board for the 2007 spring semester.

The academic support staff, headed by Robert Mercer will track your academic progress throughout the semester and provide you with monthly room and board stipends.

Your funding will come in the form of 4 monthly (January, February, March and April) checks of $1044.75 ($575 for room and $458.75 for meals), provided you continue to meet several requirements throughout the semester. **Please note that if at any point you fail to abide by these requirements, your funding for meals and housing will immediately cease.** The requirements are as follows:

1) Check in with Robert Mercer or his designee once a week in order to monitor your academic progress. Mr. Mercer will set a regular pre-approved time for this appointment;
2) Attend every class (arriving punctually and staying to the completion); and complete all of your class assignments when due.
3) Meet all NCAA, ACC, and UNC academic standards stated in your Athletics Scholarship Agreement.

Please be aware that not meeting any one of these stipulations will result in the immediate termination of your room and board scholarship (as allowable per NCAA regulations).

Please sign in the space provided below, signifying that you have read and fully understand that this agreement is based on your academic progress. It is our hope and expectation that you will complete your degree requirements and graduate at the end of the fall semester.

_____

Student-Athlete Signature Date

Sincerely,

Butch Davis
Head Football Coach
cc: Student-Athlete's Parents
Dick Baddour, Director of Athletics

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, February 13, 2007 4:11 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: AFRI 520

Hi Brent. Prof. Sahle has promised to send me something--hopefully soon. For AFRI 520--they have to submit an abstract of their proposed paper--asap since already past due. The ultimate goal is a 25 pp. paper. This is what he sent me as far as topics go:

> Topics could range from the persistence of racism in South Africa, to
> Mozambique as the most dynamic democracy in the region....compare the
> regimes of Mandela and Mbeki; Lesotho as the next problem for South
> Africa; the diamond economy in Botswana, Mugabe and the crisis in
> Zimbabwe, civil society in Zambia, the Banda regime in Malawi, Nyerere
> and African Socialism in Tanzania, Civil war in Angola and the role of
> Blood Diamonds, the AIDS crisis in Swaziland and South Africa, the
> Democratic Republic of Congo as a failed state.....etc, etc

I hope that helps somewhat. DC

From: Amy S. Herman <ajschae@uncaa.unc.edu>
Sent: Tuesday, May 22, 2007 2:55 PM
To: Gallo, Larry <athgallo@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Cc: Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Exhausted Eligibility and Medical Non-Counter Agreement
Attach: TEXT.htm; Revised Medical and 5th Year Contract.doc

All,

Brent and I are meeting on Friday morning at 9 (here in the Smith Center) to discuss contracts for the exhausted and medical s-a's to sign each year so we can "hold their feet to the fire" in terms of academic progress. I've attached my first shot at it... Would you all review and give me your thoughts about things that are missing, etc.? Also, Robert/Corey/Andre, if you guys are around and want to join the party Friday morning, feel free. I know we could benefit from your expertise. :-)

Thanks,
Amy

MEDICAL AND 5TH YEAR NON-COUNTER GRANT-IN-AID AGREEMENT

Although your athletics eligibility has ended, it is still our desire to assist you on your path toward graduating from the University of North Carolina at Chapel Hill. We are pleased to inform you that you will be receiving athletics grant-in-aid to assist you with the costs associated with your continued progress toward this goal.

Along with receiving athletics grant-in-aid, however, comes responsibility. Because we have made a financial commitment to you, we expect and require you to make that same level of commitment toward your academic progress. Therefore, your continued receipt of athletics grant-in-aid is dependent on your successful adherence to the regulations listed below in this contract.

In order to retain your athletics grant-in-aid throughout this academic year, you must abide by the following regulations:

1) You must meet on a pre-determined basis with Mr. Brent Blanton in the Academic Center. You will work with Mr. Blanton to develop an appropriate schedule. You must attend all scheduled meetings and arrive on time;
2) You must attend every class on your schedule (arriving punctually and staying through completion) and complete and submit all assignments by their due dates; and
3) You must continue to meet all NCAA, ACC, and UNC academic standards of eligibility.

Please be aware that failing to meet these requirements above would be considered a fraudulent misrepresentation of information on this agreement and would result in the immediate termination of your athletics grant-in-aid.

If your athletics grant-in-aid consists of off-campus room and/or board (see specific award breakdown below), you will receive monthly stipend checks from the Department of Athletics. These checks will be issued by Mr. Blanton and will be dependent upon your continued compliance with this contract. If at any time you fail to meet these requirements, your room and board stipend will be immediately terminated. In such cases, the Department of Athletics also reserves the right to pro-rate tuition, fees, on-campus room, and book charges and terminate remaining aid in these categories for the remainder of the term and academic year.

Please sign below, indicating that you have read and fully understand that the continuation of your athletics grant-in-aid is dependent on your compliance with this contract and your successful academic progress toward graduation, as outlined in NCAA progress-toward-degree standards. It is our hope that you will complete your degree requirements and leave the University with your degree.

Sincerely,

Richard A. Baddour
Director of Athletics

cc: Student-Athlete
Student-Athlete's Parents
Head Coach
Amy Herman, Asst. AD for Compliance

Student-Athlete's Name:

Period of Award:

Award Breakdown: Tuition: Fees: Room: on ☐ off ☐ Board: Books:

Monthly Stipend Amount (if applicable): Aug/Sept: Oct, Nov: Dec: Jan: Feb, Mar, Apr:

Student-Athlete's Signature _____ Date _____

Holliday, Corey

X-GWTYPE:	USER
Full Name:	Holliday, Corey
Telephone Number (Work):	962-9114
Organization:	;Football
Telephone Number (Preferred Fax):	962-9249
Electronic Mail Address (Work Preferred Ngw):	cholliday@uncaa.unc.edu
Name:	Corey Holliday
Title:	Associate Athletic Director for Football Student-Athlete Develop

vCard Version: 2.1

From: Dan Hooker <dhooker@uncaa.unc.edu>
Sent: Wednesday, May 23, 2007 2:10 PM
To: Herman, Amy S. <ajschae@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Cc: Blanchard, John <jgb@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Re: Exhausted Eligibility and Medical Non-Counter Agreement

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Corey,

I won't be available on Friday but do have a few comments about medical non-counters and continuing services from Sports Medicine. We have continued to provide follow-up care and rehab supervision to these athletes. We rely on them being responsible active participants in their care rather than having to chase them down and monitor their compliance with appointments and plans of care. Our basic scenario is to have them followed by the Athletic Trainer supervising there team. I think the human nature of separating from a team is that the MNC athlete feels ill at ease about following up their care in the same venue that their former team is using and feeling like they are a burden to the AT staff. There are both physical and psychologic issues that need to be addressed with this group. Physically it is very easy to transfer care to our PT/AT clinic in Campus Health. Psychologically and counseling wise, we can use the Psychological Services group in Campus Health also or try to access Dr. Hack's schedule, or have a Private Psychologist see them. Dr. Hack has 8 hours of appointments per week and we try to prioritize his schedule to be available to participating athletes. He is available at his private practice so could possibly see them in Campus Health and then pick them up in his private practice. I agree that each athlete when they become a medical non-counter needs to have a psychologic assessment and plan. I will be happy to work on this plan or agreement in the future. Dan

THE UNIVERSITY OF NORTH CAROLINA

Student-Athlete Employment Form

To be completed and returned within 2 weeks of obtaining employment

Student-Athlete's Name: _____ Sport: _____

PID: _____ Home Phone: _____ Cell Phone: _____

Place of Employment: _____

Address: _____
Street City State Zip

Supervisor: _____ Title: _____ Phone: _____

How did you become aware of the employment opportunity?: _____

I will be employed during (check all that apply): ☐ Academic Year ☐ Vacation Periods

Dates of Employment: Starting Date: _____ Ending Date (if known): _____

Brief description of job responsibilities: _____

_____

I am paid by (check all that apply): ☐ Check ☐ Cash ☐ Commission ☐ Tips

My pay is: ☐ Hourly at rate of $_____ per hour ☐ Salary at rate of $_____

Approximate number of hours per week: _____

By signing this statement, the student-athlete and employer understand and confirm that:

- The student-athlete does not, and will never, receive any remuneration for the value or utility that the student-athlete may have for the employer because of the publicity, reputation, fame, or personal following that he/she has obtained because of athletics ability;
- The student-athlete does not, and will never, receive benefits that are not available to all employees;
- The student-athlete is, and will always be, compensated only for work he/she actually performs;
- The student-athlete is, and will always be, compensated at a rate commensurate with the going rate in that locality for the services he/she is providing; and
- The student-athlete and employer authorize the release of the student-athlete's employment records to the UNC Compliance Office, the ACC, and the NCAA in the event of an inquiry.

Student-Athlete's Signature: _____ Date: _____

Employer's Signature: Not Necessary for Summer Employment Date: _____

Head Coach's Signature: _____ Date: _____

Compliance Signature: _____ Date: _____

Please return to: Amy Herman, Asst. AD for Compliance, UNC Athletics, P.O. Box 2126, Chapel Hill, NC 27515; Phone: 919-962-7853; Fax: 919-962-6002

Atlantic Coast Conference
AUTOMOBILE INFORMATION FORM

ACADEMIC YEAR 2008-09

Student's Name_____ Sport _____

PID _____

Will you have use of an automobile on campus this year? ☐ Yes ☐ No

If yes, please complete the following:

I. Have you purchased a university sticker? ☐ Yes ☐ No

II. Auto Description:

A. Year _____ Make _____ Model _____

B. License Plate Number _____ State _____

C. Name of title holder _____

D. Relationship of title holder to you _____

III. Purchase/Financing Information

A. Date of Purchase _____

B. Car Paid-in-Full? ☐ Yes ☐ No

Person responsible for loan _____

C. Who, if anyone, helped you pick this car? _____

D. Who is the dealer you bought it from and where is the dealer located?

_____

_____

I CERTIFY THE ABOVE INFORMATION IS ACCURATE AND CORRECT TO THE BEST OF MY KNOWLEDGE. I AGREE THAT IF THE ABOVE INFORMATION CHANGES, I WILL NOTIFY THE DIRECTOR OF COMPLIANCE IMMEDIATELY.

ATTACH COPY OF VALID CAR REGISTRATION.

_____ _____

Signature Date

THE UNIVERSITY OF NORTH CAROLINA

Student-Athlete Employment Form

To be completed and returned within 2 weeks of obtaining employment

Student-Athlete's Name: _____ Sport: _____

PID: _____ Home Phone: _____ Cell Phone: _____

Place of Employment: _____

Address: _____
Street City State Zip

Supervisor: _____ Title: _____ Phone: _____

How did you become aware of the employment opportunity?: _____

I will be employed during (check all that apply): ☐ Academic Year ☐ Vacation Periods

Dates of Employment: Starting Date: _____ Ending Date (if known): _____

Brief description of job responsibilities: _____

_____

I am paid by (check all that apply): ☐ Check ☐ Cash ☐ Commission ☐ Tips

My pay is: ☐ Hourly at rate of $_____ per hour ☐ Salary at rate of $_____

Approximate number of hours per week: _____

By signing this statement, the student-athlete and employer understand and confirm that:

- The student-athlete does not, and will never, receive any remuneration for the value or utility that the student-athlete may have for the employer because of the publicity, reputation, fame, or personal following that he/she has obtained because of athletics ability;
- The student-athlete does not, and will never, receive benefits that are not available to all employees;
- The student-athlete is, and will always be, compensated only for work he/she actually performs;
- The student-athlete is, and will always be, compensated at a rate commensurate with the going rate in that locality for the services he/she is providing; and
- The student-athlete and employer authorize the release of the student-athlete's employment records to the UNC Compliance Office, the ACC, and the NCAA in the event of an inquiry.

Student-Athlete's Signature: _____ Date: _____

Employer's Signature: Not Necessary for Summer Employment Date: _____

Head Coach's Signature: _____ Date: _____

Compliance Signature: _____ Date: _____

Please return to: Amy Herman, Asst. AD for Compliance, UNC Athletics, P.O. Box 2126, Chapel Hill, NC 27515; Phone: 919-962-7853; Fax: 919-962-6002

Atlantic Coast Conference
AUTOMOBILE INFORMATION FORM

ACADEMIC YEAR 2008-09

Student's Name_____ Sport _____

PID _____

Will you have use of an automobile on campus this year? ☐ Yes ☐ No

If yes, please complete the following:

I. Have you purchased a university sticker? ☐ Yes ☐ No

II. Auto Description:

A. Year _____ Make _____ Model _____

B. License Plate Number _____ State _____

C. Name of title holder _____

D. Relationship of title holder to you _____

III. Purchase/Financing Information

A. Date of Purchase _____

B. Car Paid-in-Full? ☐ Yes ☐ No

Person responsible for loan _____

C. Who, if anyone, helped you pick this car? _____

D. Who is the dealer you bought it from and where is the dealer located?

_____

_____

I CERTIFY THE ABOVE INFORMATION IS ACCURATE AND CORRECT TO THE BEST OF MY KNOWLEDGE. I AGREE THAT IF THE ABOVE INFORMATION CHANGES, I WILL NOTIFY THE DIRECTOR OF COMPLIANCE IMMEDIATELY.

ATTACH COPY OF VALID CAR REGISTRATION.

_____ _____

Signature Date

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Thursday, January 8, 2009 3:59 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>
Subject: Non-Counter Checks - January
Attach: TEXT.htm

I'm going to disburse the January non-counter checks out of my office. I want to meet briefly with all of the non-counters so I can make sure I have all the necessary paperwork, etc., as well as reiterate to them what their contract means in terms of the academic and other behavior we expect out of them.

Once we get to February checks, I'll go back to sending them over to you guys.

I'm going to send an email out to all non-counters and tell them that they must call me and set up a time to meet with me to pick up their checks. I will copy you on that email. Before I meet with the FB guys, Cynthia, I will check with you to see if you've had your "talk" with them. If you haven't, I'll send them your way first.

Thought this would be easier than sending 8 million emails back and forth once I get the paperwork I need from each of them. If they don't get/ignore my email, please give them my number when they come looking for their checks...

Thanks,
Amy

From: Amy Dye <atdye@email.unc.edu>
Sent: Thursday, September 18, 2008 2:24 PM
To: Lineberry, Crystal <clineber@email.unc.edu>
Cc: Smith, Jay <jaysmith@email.unc.edu>; McClure, Karla <karla@unc.edu>; Katsaounis, Stephen <katsaoun@email.unc.edu>; Owen, Bobbi <owenbob@unc.edu>; Kelly, Roberta Anne <rakelly@email.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Re: AFAM 101
Attach: TEXT.htm

Hi Crystal,

I've consulted with our Associate Dean for Undergraduate Curricula, and
I can tell you that AFAM 101 is approved as both HS and US. This
correction to 1GE was requested last March.

Hope that helps,
Amy

Crystal Lineberry wrote:
> Amy,
>
> AFAM 101 is listed in the 08-09 Bulletin (and in the online Bulletin)
> as Historical Analysis, but 1GE is showing it as only US Diversity
> starting with 089. I just want to verify that this is correct and
> that it is no longer meeting the Historical Analysis requirement.
>
> Thanks,
> Crystal
>

--
Amy Dye, Ph.D.
Assistant Dean for Undergraduate Curricula
College of Arts & Sciences
3018A Steele Building
CB# 3504
The University of North Carolina at Chapel Hill
Chapel Hill, North Carolina 27599-3504
(office) 919/962.5819
(fax) 919/843.6557

/The Office of Undergraduate Curricula online/ <http://www.unc.edu/depts/uc>

From: Anson Dorrance <anson@uncaa.unc.edu>
Sent: Thursday, August 6, 2009 9:44 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Re: Summer Grades
Attach: TEXT.htm

Thanks Brent ..... and well done .... this is worthy of a raise!

>>> Brent Blanton 8/6/2009 1:15 PM >>>
Hi Anson,
Attached are the grades from both sessions. As we've discussed, everyone is eligible and ready to go for the fall, so they all took care of their business this summer.

Let me know if you have any questions,
B

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Thursday, June 15, 2006 1:36 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: [SPAM] Student who athletics will be discussing with you
Attach: [SPAM] Student who athletics will be discussing with you.msg

---

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, July 28, 2006 1:36 PM
To: Markos, Lance <markos@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>
Cc: Blanton, Brent <blanton@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Re: training for SI leaders

We have an eligibility meeting that morning in your auditorium at 9am which will probably last for almost 2 hours. Could we do something at 11am?

susan

>>> Mary Willingham 7/28/2006 11:37 AM >>>
Susan and Lance,

Would it be possible for one of you to speak at our SI training on Monday August 21st anytime between 9 and 12? You are of course welcome to attend the entire training, or just send me a time that would work for you to discuss compliance.

Thanks!
Mary W.

begin:vcard
fn:Timothy McMillan
n:McMillan;Timothy
org:UNC-Chapel Hill;African/Afro-American Studies
adr:UNC-CH;;CB# 3396 107 Battle Hall;Chapel Hill;NC;27599-3395;USA
email;internet:tjm1@email.unc.edu
title:Adjunct Assistant Professor
tel;work:919-966-5496
tel;fax:919-962-2694
x-mozilla-html:TRUE
url:http://www.unc.edu/~tjm1
version:2.1
end:vcard

From: Delaine Marbry <dmarbry@uncaa.unc.edu>
Sent: Tuesday, May 20, 2008 11:42 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>
Subject: Fwd: 3.0 GPA CUMULATIVE (Fall & Spring)
Attach: TEXT.htm; 3.0 GPA CUMULATIVE (Fall & Spring).msg

Do you have a list of athletes (men and women's soccer) with a 3.0 GPA Cumulative (Fall 2007 & Spring 2008). I have the grade reports for Spring but it doesn't show a cumulative for fall and spring.

Delaine

See attached.

From: Stacey Harris <sharris@uncaa.unc.edu>

Sent: Tuesday, May 20, 2008 9:52 AM

To: Dorrance, Anson <anson@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; DeSelm, Rich <richdeselm@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>

Cc: Rawls, Alisa <arawls@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Cheek, Donna <dcheek@uncaa.unc.edu>; Marbry, Delaine <dmarbry@uncaa.unc.edu>; Holt, Joan <jholt@uncaa.unc.edu>; Griggs, Kathy <kgriggs@uncaa.unc.edu>

Subject: 3.0 GPA CUMULATIVE (Fall & Spring)

Attach: TEXT.htm; GPA Template.xls

Coaches,
Please send a list of athletes who received a cumulative 3.0 GPA (FALL AND SPRING) using the attached form. (Note that this is different than what we normally do, we are combining Fall and Spring this year).

Please email this form back to me by Friday, May 30, 2008 so that Dr. Miller can send the letters out in a timely fashion.

Thanks!

Coaches,
Please send a list of athletes who received a **cumulative** 3.0 GPA (**FALL AND SPRING**) using the attached form. *(Note that this is different than what we normally do, we are combining Fall and Spring this year).*

Please email this form back to me by **Friday, May 30, 2008** so that Dr. Miller can send the letters out in a timely fashion.

Thanks!

Full Name: Donna J. Papa
Last Name: Papa
First Name: Donna J.

Business Phone: 962-5223

E-mail: djp@uncaa.unc.edu

From: Jan Boxill <jmboxill@email.unc.edu>
Sent: Wednesday, June 24, 2009 4:03 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: PHIL 396
Attach: PHIL 396 requirements.doc

Attached is the syllabus for PHIL 396

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

PHIL 396 – SUMMER 2009 Jan Boxill

jmboxill@email.unc.edu

REQUIRED BOOKS:

SPORTS ETHICS: An Anthology by Jan Boxill

ASSIGNMENTS:

In Sports Ethics book: Read Chapter 1

Pick three ethical issues and write a five [5] page paper on each; or you can combine all three and do a 15 page paper. You will use the information from Chapter 1 as background for all the issues.

Issues:

Sport as Education

Sportsmanship

Drugs in Sports

Racism in Sports

Title IX

Cheating & Violence in Sports

Athletes as Role Models

PAPERS ARE ALL DUE BY LAST DAY OF CLASSES: Tuesday, July 21st

I prefer hard copies, but you can email them if you wish. If you email them be sure to put PHIL 396 in the subject box.

Donna J. Papa
Head Coach, Carolina Softball
PO Box 2126
Anderson Softball Stadium
912 Raleigh Road
Chapel Hill, NC 27515
Office: (919) 475-3264 Fax: (919) 843-8175

Donna J. Papa

X-GWTYPE:	USER
Full Name:	Donna J. Papa
Name:	Donna J. Papa
Electronic Mail Address (Internet Preferred):	djp@uncaa.unc.edu
vCard Unique Identifier:	3DE4B740-17EC-0000-A124-0200000058D0
Telephone Number (Voice Preferred):	475-3264
Telephone Number (Voice Work):	475-3264
Telephone Number (Fax Preferred):	843-8175
Title:	Head Softball Coach

vCard Version: 2.1PRODID:-//Novell Inc//Groupwise 8.0.1 | Revision: 20091129T060133Z

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, May 10, 2007 12:33 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Academics releases
Attach: Academics releases.msg

From: Dana Gelin <dgelin@uncaa.unc.edu>
Sent: Thursday, May 10, 2007 12:15 PM
To: Miller, Beth <bmiller@uncaa.unc.edu.gwia.UNCATHLETICS>; Gallo, Larry <athgallo.uncaa.uncathletics@uncaa.unc.edu>; Brunk, Mary W. <brunk.uncaa.uncathletics@uncaa.unc.edu>; Holliday, Corey <cholliday.uncaa.uncathletics@uncaa.unc.edu>; Baddour, Dick <dbaddour.uncaa.uncathletics@uncaa.unc.edu>; Clark, Fred <fclark@email.unc.edu>; Evans, Jack <jack_evans@unc.edu>; Blanchard, John <jgb.uncaa.uncathletics@uncaa.unc.edu>; Gil, Karen <kgil@email.unc.edu>; Broome, Lissa <lbroome@email.unc.edu>; Mercer, Robert <rmercer.uncaa.uncathletics@uncaa.unc.edu>; Kirschner, Steve <skirschner.uncaa.uncathletics@uncaa.unc.edu>
Subject: Academics releases

FYI, softball's Evans and baseball's Warren honored (see below)
More good news to come. It's that awards time of year ...

Evans Earns Academic All-District Honor
Senior shortstop recognized for the third time.

May 10, 2007

CHAPEL HILL, N.C. - North Carolina's Anna Evans, a senior shortstop, has been named to the ESPN the Magazine Academic All-District second team for softball, announced Thursday. She earned second-team honors for the third year in a row.

Evans, from Fairmont, N.C., will graduate from UNC this month with a double major in biology and exercise and sport science and a minor in chemistry. She carries a 3.5 grade point average and attended North Carolina on a Morehead-Cain Scholarship, the school's most prestigious merit award.

She is a recipient of an Atlantic Coast Conference Weaver-James-Corrigan Postgraduate Scholarship as well as the Tatum Award as one of UNC's top all-around student-athletes. She also received the ACC Top Six for Service Award, recognizing her involvement in community outreach activities. Named to the ACC Academic Honor Roll, the Dean's List and the All-ACC Softball Academic Team, she plans to attend dental school at UNC this fall.

Evans is a fourth-year starter for the Tar Heels, 43-17 this season heading into the ACC Championship, which begins Thursday in Tallahassee, Fla. A .265 career hitter, she holds the school records for career starts and career games played and needs one walk to tie the school record in that category. She was named team MVP and All-ACC as a sophomore.

To be eligible for the honor, student-athletes must have at least a 3.2 cumulative GPA and be starters or key reserves on their teams. First-team recipients advance as candidates for Academic All-America honors.

ESPN the Magazine Academic All-District
District 3 Winners
University Division
FIRST TEAM
Catcher - McKenna Hughes (South Carolina); Infield - Whitney Haller (Georgia Tech); Infield - Christina Trimble (Bethune-Cookman); Infield - Paige Goss (Elon); Infield - Joanna Ward (Gardner-Webb); Outfield - Lisa Kingsmore (Winthrop); Outfield - Kacie Feaster (Central Florida); Outfield - Kellie Middleton (Georgia);

Pitcher - Angela Tincher (Virginia Tech); Pitcher - Kasi Carroll (Georgia); Designated Player - Laura Hill (Withrop)
SECOND TEAM
Catcher - Carley Hughes (UNC Wilmington); Infield - Anna Evans (North Carolina); Infield - Dawn Jeff (Liberty); Infield - Kimberly Cillis (Coastal Carolina); Infield - Aileen Morales (Georgia Tech); Outfield - Ashton Payne (South Carolina); Outfield - Tessa Thomas (Winthrop); Outfield - Crystal Condra (Mercer); Pitcher - Stacey Stephens (Florida); Melissa May (Florida State); Designated Player - Heather Gelbard (NC State)

Warren Claims Academic All-District Honors
Sophomore right-hander has won nine straight starts.

May 10, 2007

CHAPEL HILL, N.C. - Thanks to his outstanding credentials on the field and in the classroom, North Carolina sophomore right-hander Adam Warren was named to the ESPN The Magazine Academic All-District III University Division Baseball Second Team Thursday, the College Sports Information Directors of America announced.

Warren, who owns a 3.41 grade point average, is in the midst of a breakout season for the Tar Heels. He is 9-0 with a 1.58 ERA over 51 1/3 innings and has not allowed a run over his last 14 2/3 innings, which includes shutout performances against Elon and East Carolina. The New Bern native has pitched in three combined shutouts and has 39 strikeouts to just 19 walks.

Warren is the first Tar Heel to earn academic all-district honors since Marshall Hubbard also claimed second-team honors in 2004. He is one of five Atlantic Coast Conference players to earn a spot on the two 11-members teams for District III, which were selected by CoSIDA members in Virginia, North Carolina, South Carolina, Georgia and Florida.

Dana Gelin
Associate Director of Athletic Communications
University of North Carolina
P.O. Box 2126
Chapel Hill, NC 27515
(919) 962-0083
dgelin@uncaa.unc.edu
www.tarheelblue.com

From: Wayne Walden <wwalden@uncaa.unc.edu>
Sent: Wednesday, March 16, 2005 10:02 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: RE: progress report form
Attach: RE_ progress report form.msg

Here is the correspondence from Sean.

From: "Sean M. Crisman" <crisman@admissionpros.com>
Sent: Friday, February 25, 2005 11:28 AM
To: Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: RE: progress report form

Wayne,

This should be completed and ready for testing now. I will have to get you a new install sometime next week for you to test with and make sure everything works to your satisfaction.

-----Original Message-----
From: Wayne Walden [mailto:wwalden@uncaa.unc.edu]
Sent: Wednesday, February 09, 2005 3:07 PM
To: Sean M. Crisman
Subject: RE: progress report form

Sean,
We would be very interested in adding this interface in order to generate the export files. What is the next step in this process?
Thank you for this suggestion.

Wayne Walden

>>> "Sean M. Crisman" <crisman@admissionpros.com> 2/8/2005 6:16 PM >>>
Wayne,

If you are satisfied with doing mailings in this method, I can add an interface to the system that we install so that you may generate the export files any time you need. We currently have one there, but it was designed around web interface.

If you can provide me with the user's name and the name of the query they were working with, it would help a lot.

-----Original Message-----
From: Wayne Walden [mailto:wwalden@uncaa.unc.edu]
Sent: Tuesday, February 08, 2005 4:27 PM
To: Sean M. Crisman
Subject: RE: progress report form

Sean,
Thank you for getting the data for the progress reports to us. These reports are very important to what we do and it would help me to know how much advance time you all will need for the second round of reports because our timing is crucial for these.
Also I had left a message last week about a query that one of the staff members was having some difficulty with. She was trying to find out how many senior female athletes had a cumulative GPA above a 2.90 after the Fall 04 semester. She set deleted = false and the status code to "is null." She was getting multiple listings for some students (one student might be listed eight times). Do you know what might have caused that?
We appreciate your help with this.

Sincerely,
Wayne Walden

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, August 6, 2007 8:30 AM
To: Blanton, Brent <blanton.uncaa.uncathletics@uncaa.unc.edu>
Subject: Fwd: RE: admissions pro
Attach: RE_ admissions pro.msg

Brent,
Can you be sure that everyone in your shop installs this version so that everyone is up to date and current?

Thank you,
Susan

From: Matt Yager <matt_yager@unc.edu>
Sent: Thursday, February 10, 2005 9:38 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject:
Attach: chart.doc

Brent, Sorry it took so long to get this to you. Hope it's helpful.

Regards,

Matt Yager
Academic Advising Program
College of Arts and Sciences
and the General College

for appointments go to http://advising.artsci.unc.edu/student.htm

Carolyn Cannon *Associate Dean*							
Team #95	**Team #55**	**Team #60**	**Team #65**	**Team #70**	**Team #75**	**Team #90**	**Team #85**
`Majors							
• AMST • ART • CLAS • DRAM • ENGL • LING • MUSC • PHIL • RELI	• BUSU • EDUC • JOMC • ISCI	• AFAM • ASIA • CMPL • HIST • Languages • LTAM • PWAD • POLI	• ANTH • ECON • EXSS • GEOG • MNGT • PUPA • SOCI • WMST	• APPL • BIOL • CHEM • CS • ENST • GEOL • MATH • MDS • PHYS	• BIOS (PH) • CLSC • DHYG • ENVR (PH) • HPAA (PH) • NURS • NUTR (PH) • PHAR • RADI	• COMM • INTS • PSYC	All Majors
Deans & Directors							
Barbara Stenross	**Marilyn Wyrick**	**Marco Steenbergen**	**Rosa Perelmuter**	**Gustavo Maroni**	**Matt Yager**	**Vacant**	**Nalin Parikh**
Full-time Advisors							
Minda Brooks **Cheryl Junk**	**Barbara Lucido** **Jill Stohs** **Linwood Webster**	**Diane McKay** **Alison Roberts** **Jonathan Weiler**	**Alice Dawson**	**Elizabeth Fox** **Elizabeth Shuster** **Meredith Soles**	**Vacant**	**Rosemary Howard** **Jules Odendahl**	**Betsy Taylo**
Faculty Advisors (with specialty area)							
Seth Coluzzi ENGL & MUSC	**Karen James** BUSU **Bill Cloud** **Rhonda Gibson** JOMC	**Ethan Kytle** HIST **Sharon Knight** Languages **Jenni Browning** Pre-Law	**Vicki Behrens** All Team Majors **Deb Bialeschki** EXSS **John Florin** All Team Majors **Sherry Salyer** EXSS	**Todd Austell** All Team majors **Ken Bynum** BIOL **Marcus Collins** BIOL **Don Jicha** All Team majors **Mark McCombs** MATH, MDS, PHYS **Quint** APPL **Dominic Tiani**	**Vicki Behrens** All Team Majors **Beth Black** NURS **Boka Hadzija** PHAR **Kay Johnson** CLSC **Joy Renner** RADI	**Valerie Pruvost** INTS **Leticia Romo** INTS	**Richard King** All Majorsr **Richard Cramer** All Majorsr

				BIOL			

From: Marilyn Wyrick <wyrick@email.unc.edu>
Sent: Monday, March 14, 2005 8:11 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Brewer, Ronald <brewer9@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Weeden, Mary B. <mbw@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: [Fwd: 2005 Fall Registration Information]
Attach: TEXT.htm; REG INFO Fall05.doc

Attached is registration information by department for Fall 05. Let me know if you have any questions.

Marilyn

-------- Original Message --------
Subject: 2005 Fall Registration Information
Date: Fri, 11 Mar 2005 09:18:24 -0500
From: scoats <scoats@email.unc.edu>
To: Jeanette Florence <jflorenc@email.unc.edu>, Fred Clark <fclark@email.unc.edu>, Shade Keys Little <shadekey@email.unc.edu>, Kim Allison <kallison@email.unc.edu>, Daniel Cloud <dcloud@email.unc.edu>, Sandra Coats <scoats@email.unc.edu>, Betsy Taylor <taylorb@email.unc.edu>, Loretta Mount <lmount@email.unc.edu>, Teresa Smith <tsmith7@email.unc.edu>, Melanie Stimeling <mstimeli@email.unc.edu>, Judy Gale <jgale@email.unc.edu>, Steve Dobbins <sdobbins@email.unc.edu>, Melissa Edwards <mredward@email.unc.edu>, Vicki Behrens <pixie@email.unc.edu>, Minda Brooks <mdbrooks@email.unc.edu>, Alice Dawson <alice_dawson@unc.edu>, Elizabeth Jordan <eajordan@email.unc.edu>, Rosemary Howard <rhoward@email.unc.edu>, Barbara Lucido <blucido@email.unc.edu>, Diane McKay <dlmckay@email.unc.edu>, Meredith Soles <mksoles@email.unc.edu>, Jill Stohs <jstohs@email.unc.edu>, Jonathan Weiler <jweiler@email.unc.edu>, Marilyn Wyrick <wyrick@email.unc.edu>, Matt Yager <yager@email.unc.edu>, ElizaBeth Fox <eafox@email.unc.edu>, Cheryl Junk <tweeter@email.unc.edu>, Linwood Webster <websl@ils.unc.edu>, Alison Roberts <arobert2@email.unc.edu>, Elizabeth Shuster <eshuster@email.unc.edu>, Jules Odendahl <odendahl@email.unc.edu>, Carolyn Cannon <ccannon@email.unc.edu>, Barbara Stenross <stenross@email.unc.edu>, Gustavo Maroni <gmaroni@unc.edu>, Nalin Parikh <nparikh@physics.unc.edu>, Marco Steenbergen <msteenbe@email.unc.edu>, Rosa Perelmuter <rpperelm@email.unc.edu>, Todd Austell <tlaustell@unc.edu>, Jenni Browning <jjbrowni@email.unc.edu>, Kenneth Bynum <kbynum@email.unc.edu>, Bill Cloud <bcloud@email.unc.edu>, Seth Coluzzi <coluzzi@email.unc.edu>, Richard Cramer <mrcramer@email.unc.edu>, John Florin <jflorin@email.unc.edu>, Boka Hadzija <boka_hadzija@unc.edu>, Karen James <karen_james@unc.edu>, Donald Jicha <djicha@email.unc.edu>, Richard King <kink@email.unc.edu>, Mark McCombs <mccombs@math.unc.edu>, Stephen Quint <quint@bme.unc.edu>, Joy Renner <jrenner@med.unc.edu>, Sherry Salyer <salyer@email.unc.edu>, Valerie Pruvost <pruvost@email.unc.edu>, Deb Bialeschki <moon@email.unc.edu>, Sharon Knight <sknight@email.unc.edu>, Rhonda Gibson <gibsonr@email.unc.edu>, Anthony Hilger <thilger@med.unc.edu>, Leticia Romo <liromo@email.unc.edu>, Ethan Ktyle <ekytle@email.unc.edu>, "Domenic J. Tiani" <tiani@email.unc.edu>, Harold Woodard <harold_woodard@unc.edu>, Marcus Collins <collinsm@email.unc.edu>, Sherry Robinson <sjrobins@email.unc.edu>, Sue Hester <shester@email.unc.edu>

Please see the attachment for 2005 Fall Registration Information

--
Marilyn J. Wyrick
Assistant Director, Advising Programs
University of North Carolina - Chapel Hill
114 Steele, CB# 3110
919-843-8920

REGISTRATION INFORMATION
Class Standing as of Fall, 2005

GENERAL COLLEGE (First Year and Sophomores)

First Year (only one semester completed)	See Advisor or Advising Team to remove registration hold (AAR Flag)
Sophomores GPA above 2.0	Use PIN on Student Central to register
Sophomores GPA below 2.0	See Advising Team to remove registration hold (AAR Flag)

ARTS AND SCIENCES (Juniors and Seniors)
(* must see department before registering for summer classes)

AFRI & AFRO-AMERICAN STUDIES *	Go to major department for advising and to receive PIN
AMERICAN STUDIES *	Go to major department for advising and to receive PIN
ANTHROPOLOGY *	Go to major department for advising and to receive PIN
APPLIED SCIENCES *	Go to major department for advising and to receive PIN
ART	Use PIN on Student Central to register
ASIAN STUDIES *	Go to major department for advising and to receive PIN
BIOLOGY	Use PIN on Student Central to register
CHEMISTRY *	See major department to remove registration hold (AAR Flag)
CLASSICS *	See major department to remove registration hold (AAR Flag)
COMMUNICATION STUDIES	Use PIN on Student Central to register
COMPARATIVE LITERATURE *	Go to major department for advising and to receive PIN
COMPUTER SCIENCE *	Go to major department for advising and to receive PIN
CULTURAL STUDIES	See Dean Gustavo Maroni to remove registration hold (AAR Flag)
DRAMATIC ART *	Go to major department for advising and to receive PIN
ECONOMICS	Use PIN on Student Central to register
ENGLISH	Use PIN on Student Central to register
ENVIRONMENTAL STUDIES & SCIENCE	See major department to remove registration hold (AAR Flag)
EXERCISE & SPORTS SCIENCE	Use PIN on Student Central to register
FOLKLORE	See Dean Gustavo Maroni to remove registration hold (AAR Flag)
GEOGRAPHY *	Go to major department for advising and to receive PIN
GEOLOGY *	Go to major department for advising and to receive PIN
GERMAN	See major department to remove registration hold (AAR Flag)

HISTORY *	Go to major department for advising and to receive PIN
INTERDISCIPLINARY STUDIES	See Dean Gustavo Maroni to remove registration hold (AAR Flag)
INTERNATIONAL STUDIES	Use PIN on Student Central to register. If GPA is less than 2.0, see Team 90 advisor to remove registration hold (AAR Flag)
LATIN AMERICAN STUDIES *	Go to major department for advising and to receive PIN
LINGUISTICS *	Go to major department for advising and to receive PIN
MANAGEMENT AND SOCIETY	Use PIN on Student Central to register
MATHEMATICS *	See major department to remove registration hold (AAR Flag)
MATHEMATICAL DECISION SCIENCE *	See major department to remove registration hold (AAR Flag)
MUSIC *	See major department to remove registration hold (AAR Flag)
PEACE, WAR & DEFENSE *	Go to major department for advising and to receive PIN
PHILOSOPHY	Use PIN on Student Central to register
PHYSICS-ASTRONOMY *	Go to major department for advising and to receive PIN
POLITICAL SCIENCE	Use PIN on Student Central to register
PSYCHOLOGY	Use PIN on Student Central to register
PUBLIC POLICY *	Go to major department for advising and to receive PIN
RELIGIOUS STUDIES *	Go to major department for advising and to receive PIN
RENAISSANCE STUDIES	See Dean Gustavo Maroni to remove registration hold (AAR Flag)
ROMANCE LANGUAGES: FRENCH	Use PIN on Student Central to register
ROMANCE LANGUAGES: ITALIAN	Use PIN on Student Central to register
ROMANCE LANGUAGES: PORTUGUESE	Use PIN on Student Central to register
ROMANCE LANGUAGES: SPANISH	Use PIN on Student Central to register
RUSSIAN & E. EUROPEAN AREA STUDIES *	Go to major department for advising and to receive PIN
SLAVIC LANGUAGES*	Go to major department for advising and to receive PIN
SOCIOLOGY	Use PIN on Student Central to register
UNDECIDED	See Advising Team to remove registration hold (AAR Flag)
WOMEN'S STUDIES *	Go to major department for advising and to receive PIN
	Revised: March 2, 2005

From: Marilyn Wyrick <wyrick@email.unc.edu>
Sent: Tuesday, April 17, 2007 4:48 PM
To: Mercer, Robert <rmercer@uncaa.unc.edu>
Bcc: Brent Blanton <blanton@uncaa.unc.edu>
Subject: [Fwd: CTOPS Training]

I think you all are working on the practice schedules already. You can send them to me or Barbara.

Marilyn

-------- Original Message --------
Subject: CTOPS Training
Date: Tue, 17 Apr 2007 16:11:24 -0400
From: Barbara Lucido <blucido@email.unc.edu>
To: Barbara Lucido <blucido@email.unc.edu>
CC: Minda Brooks <mdbrooks@email.unc.edu>, andreac@email.unc.edu, acastro@email.unc.edu, "Carolyn S. Covalt" <covalt@email.unc.edu>, Alice Dawson <adawson@email.unc.edu>, Amy Dye <atdye@email.unc.edu>, Stacy Edwards <sredward@email.unc.edu>, "Michael S. Jahn" <msjahn@email.unc.edu>, Cheryl Junk <tweeter@email.unc.edu>, Lisa LaMantia <ll@email.unc.edu>, George Maitland <gmaitlan@email.unc.edu>, "Rachael Murphey-Brown, Ph.D." <murphey-brown@unc.edu>, Alison Roberts <arobert2@email.unc.edu>, Beth Shuster <eshuster@email.unc.edu>, Meredith Soles <mksoles@email.unc.edu>, "Asst.DeanBarbara Stenross" <stenross@email.unc.edu>, Linwood Webster <lwebster@email.unc.edu>, andre <wesson@email.unc.edu>, wyrick@email.unc.edu, "Assoc.DeanCarolyn Cannon" <ccannon@email.unc.edu>, Nalin Parikh <nparikh@physics.unc.edu>, Rosa Perelmuter <rpperelm@email.unc.edu>, Sherry Salyer <salyer@email.unc.edu>, Marco Steenbergen <msteenbe@email.unc.edu>, Donnyell Batts <dlbatts@email.unc.edu>, Sandra Coats <scoats@email.unc.edu>, Steve Dobbins <sdobbins@email.unc.edu>, Melissa Edwards <mredward@email.unc.edu>, Jill Fallin <jfallin@email.unc.edu>, Judy Gale <jgale@email.unc.edu>, rockyh@email.unc.edu, Chris Newsome <cjnewsom@email.unc.edu>, tsmith7@email.unc.edu, Melanie Stimeling <mstimeli@email.unc.edu>, Betsy Taylor <taylorb@email.unc.edu>, jesmit@email.unc.edu
References: <45FAAEF8.1090201@email.unc.edu>

Dear Colleagues--

Summer 2007 is fast approaching, and preparations for CTOPS are underway. All full-time advisors--and some of the deans, as needed--will be teaching the Day 1 advising workshop and working in the registration lab on Day 2. Several staff members will be involved in the Day 2 registration lab.

We, the CTOPS Committee, want to be sure that everyone is fully informed about this summer's procedures. Please mark your calendars to attend one of the upcoming Day 1 and Day 2 CTOPS training sessions:

Day 2 (registration lab):

Wednesday, May 2, 3-4:30, Greenlaw 222
Thursday, May 10, 9-10:30, Greenlaw 222

Day 1 (advising workshop):

Wednesday, May 16, 3-4:30, Greenlaw 222
Thursday, May 24, 9-10:30, Greenlaw 222

You are highly encouraged to attend these trainings, although you do not need to let me know which one you plan to attend. Newbies: If you feel the need for more training after the initial trainings, the CTOPS Committee is happy to accommodate you (and anyone else who desires more).

Please let me know if you have questions.

Best--
Barbara

Barbara Lucido
Assistant Director, Academic Advising Programs
The University of North Carolina at Chapel Hill
College of Arts & Sciences and General College
110 Steele Bldg.
Chapel Hill, NC 27599-3110
Phone: (919) 843-3341 Fax: (919) 843-4775
Academic Advising's webpage: http://advising.unc.edu

--

Marilyn J. Wyrick
Assistant Director, Advising Programs
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116 Steele, CB# 3110
919-843-8920
919-843-4775 (fax)

From: Marilyn Wyrick <wyrick@email.unc.edu>
Sent: Thursday, August 23, 2007 5:11 PM
To: Mercer, Robert <rmercer@uncaa.unc.edu>
Bcc: Brent Blanton <blanton@uncaa.unc.edu>
Subject: (no subject)
Attach: DeptContactsF07.xls

You may have this information, but I thought I would pass it along.

Marilyn

--

Marilyn J. Wyrick, Assistant Director
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Department Contact List
2007-2008

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8	**Anthropology**	Valerie Lambert	410 D Alumni	843-7808	vlambert@unc.edu	Dir. UG Studies
9		Suphronia Cheek	301 Alumni	843-8977	sjcheek@email.unc.edu	Student Serv (PINS)
10	**Applied Sciences**	Sean Washburn	170 Phillips	962-9382	sean@physics.unc.edu	Dir. UG Studies
11		Richard Goldberg	151C Macnider	966-5768	rlg@bme.unc.edu	DUG & BME
12	**Art Department**	Robert Kintz	101A Hanes Art	962-0724	rkintz@email.unc.edu	Student Serv
13	**Art - History**	Carol Magee	106 Hanes Art	962-0727	cmagee@email.unc.edu	Dir. UG Studies
14	**Art - History**	Mary Pardo	206 Hanes Art	962-0734	mpardo@email.unc.edu	Advisor
15	**Art - Studio**	elin slavick (prefers lower case)	312 Hanes	962-0216	eoslavic@email.unc.edu	Dir. UG Studies
16	**Art - Studio**	Dennis Zaborowski	313 Hanes Art	962-0353	dzaborow@email.unc.edu	Advisor
17	**Asian Studies**	Sahar Amer	306 New West	962-0112	samer@email.unc.edu	UG Advisor
18		Lori Harris	114 New West	843-5340	leharris@email.unc.edu	Department Manager
19	**Biology**	Ann Matthysse	103 Coker	962-6941	ann_matthysse@unc.edu	Dir. UG Studies
20		Gustavo Maroni	16A Phillips	843-4482	gmaroni@unc.edu	TR credit re-eval/Study Ab.
21		Denise Burgner	213 Coker	962-3390	burgner@bio.unc.edu	Student Serv
22	**Business**	Lee May	100 Coates	843-4948	lee_may@unc.edu	Pt Time from KFBS
23	**Classics**	Donald Haggis	226 Murphey	962-7640	dchaggis@email.unc.edu	Dir. UG Studies
24		Kim Miles	212 Murphey	962-7192	kmiles@email.unc.edu	Student Serv
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27		Tony Hilger	Med Sch Wing E	843-4351	thilger@med.unc.edu	Health Prof Advisor
28		Susan Beck	Suite 4100 Bondurant	966-3033	Susan_Beck@med.unc.edu	Program Director
29	**Chemistry**	Gary Pielak	C748 Kenan Lab	966-3671	gary_pielak@email.unc.edu	Dir. UG Studies
30		Todd Austell	206 Morehead Labs	962-9429	tlaustell@unc.edu	Dir Gen Chem Labs
31	**Christianity & Culture**	Larry Griffin	165 Hamilton	843-6466	larry.j.griffin@unc.edu	UG Dir
32	**Communication**	Steve May	201 B Bingham	962-4945	skmay@email.unc.edu	Dir. UG Studies
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35		Mark Richardson	202 Greenlaw	962-6871	richardm@email.unc.edu	Writing Prog.Asst
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40	**Dental Hygiene**	Sally Mauriello	3230 Old Dental	966-2800	sally_mauriello@dentistry.unc.edu	Coord, Den Hygiene prog
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44	**Drama**	Jeffrey Cornell	209 Dram Art C	843-9857	cornell@email.unc.edu	Dir. UG Studies
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46	**Economics**	John Stewart (also Entrepreneurship)	107A/202 Gardner	966-5345	jfstewar@email.unc.edu	Dir. UG Studies
47		Vicki Walker	107 Gardner	962-2534	vwwalker@email.unc.edu	Asst to DUG
48	**Education**	Melissa Wheeler	100 Coates or 103 Peabody	843-4948	mwheeler@email.unc.edu	PT from Sch of Education
49	**English - Literature**	Daniel Anderson	211 Greenlaw	962-6922	iamdan@email.unc.edu	Dir. UG Literature
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51	**Writing**	Todd Taylor	201 Greenlaw	962-6920	twtaylor@email.unc.edu	Dir. UG Writing
52		Karen Sardi	202 Greenlaw	962-6871	ksardi@email.unc.edu	Prog.Asst-Writing/PL issues
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2007-2008

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60	**Geology**	Drew Coleman	325 Mitchell	962-0705	dcoleman@email.unc.edu	Dir UG Studies
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62	**Germanic Lang**	Anna Parkinson	439 Dey		ampark@email.unc.edu	Dir. UG Studies
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64	**History**	Miles Fletcher	453 Hamilton	962-5577	wmfletch@email.unc.edu	Dir. UG Studies
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66	**Information&Lib.Sci**	Lara Bailey	100 Manning	962-7601	ljbailey@email.unc.edu	UG St.Serv.Manager
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68	**Interdisclipinary St**	Jay Smith - To Declare	304 Coates	843-7773	jaysmith@email.unc.edu	Assoc Dean of UG Curr
69		Rosa Perelmuter - Advising				
70	**International Studies**	Adam Versenyi	FedEx Global Educ. Center	962-5442	anversen@email.unc.edu	Chair
71		Jonathan Weiler	FedEx Global Educ. Center	962-0491	jweiler@email.unc.edu	Dir. UG Studies
72		Tara Husdon	FedEx Global Educ. Center	962-5442	tdhudson@email.unc.edu	Admin. Manager
73	**Journalism**	Bill Cloud or Barbara Friedman	100 Coates	843-4948		Part-time faculty adv.
74		Sharon Jones	158 Carroll	962-2479		St. Records Manager
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79	**Marine Sciences**	Mark Alperin	429 Chapman	962-5184	alperin@email.unc.edu	Dir. UG Studies
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81	**Mathematics**	Karl Petersen	300A Phillips	962-2380	petersen@email.unc.edu	Dir. UG Studies
82		Kim Doty-Harris	356 Phillips	962-0198	kdharris@email.unc.edu	Asst to DUG
83		Elizabeth McLaughlin	374 Phillips	962-9604	eamclaug@email.unc.edu	Math PL issues
84		Joseph Plante	302 Phillips	962-1268	plante@math.unc.edu	TR credit re-evaluation
85	**Math Dec. Sciences**	Douglas Kelly	106 Smith	962-9609	dgkelly@email.unc.edu	Dir. UG Studies
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87	**Mgmt & Soc**	Kenneth "Andy" Andrews	209 Hamilton	843-5104	kta@unc.edu	DUG
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89	**Music**	Allen Anderson	203 Hill	962-2276	anderso7@email.unc.edu	Dir. UG Studies
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91	**Nursing**	Julie Page	6C Phillips	843-3883	pagej@email.unc.edu	Faculty Advisor
92		Anna Terry	1206 Carrington	966-4260	anna_terry@unc.edu	UG Admissions Specialist
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108	**Radiologic Sci.**	Joy Renner	6C Phillips	966-5147	jrenner@med.unc.edu	Team 75 Faculty advisor

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2007-2008

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112	**Romance Lang**	Larry King	234 Dey	962-2334	larking@email.unc.edu	Dir. UG Studies
113	**French**	Hannelore Jarausch	223 Dey	962-0111	hljaraus@email.unc.edu	Dir of Fren Instruc, PL
114		Martine Antle	225 Dey	962-0464	mcantle@email.unc.edu	Major advising
115	**Italian**	Amy Chambless	124 Dey	843-2042	achamble@email.unc.edu	Major advising, PL
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119		Lina Cofresi	137 Dey	843-9115	lcofresi@email.unc.edu	Major advising
120		Malgorzata Lee	337 Dey	843-2058	gosialee@email.unc.edu	Major advising
121	**Russ/E.Euro Lang**	Robert Jenkins	3110 FedEx Global Education Building	962-0901	rjenkins@email.unc.edu	Dir. UG Studies
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130	**Health Policy Adm**	Chris Shea	1101e McGavran-Greenberg	966-1938	cshea@email.unc.edu	Program Director
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139	**Social & Econ Justice**	Judith Blau	266 Hamilton	962-5603	judith_blau@unc.edu	UG Dir
140		Beth Latshaw			blatshaw@email.unc.edu	Asst. UG Dir
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143	**Statistics**	Vidyadhar Kulkarni	209 Smith	962-3837	vkulkarn@email.unc.edu	Chair
144	**Urban Studies/Plan**	Nichola Lowe	303 New East	962-3983	nlowe@email.unc.edu	DUG
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149	**Admissions**	Sarah Nelson	TR course pre-approvals		sarah-nelson@unc.edu	
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155	**Internships**	Kenneth Janken	207 Battle Hall	962-1519	www.unc.edu/depts/uc/exped.html	Dir, Office of Exper.Educ
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160	**Robertson Scholars**	http://robertsonscholars.org/				
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162		Carolyn Cannon, Assoc Dean				

Department Contact List
2007-2008

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166						

From: Barbara Lucido <blucido@email.unc.edu>

Sent: Friday, August 29, 2008 12:22 PM

To: Castro', 'Aylim <acastro@email.unc.edu>; Adamson, David <adamsond@email.unc.edu>; Dawson, Alice <adawson@email.unc.edu>; Alperin, Marc <alperin@email.unc.edu>; Caldwell, Andrea <andreac@email.unc.edu>; Cloud, Bill <bcloud@email.unc.edu>; bstegenga@bio.unc.edu; Cannon, Assoc.DeanCarolyn <ccannon@email.unc.edu>; Russell, Chloe <cjrussel@email.unc.edu>; Collins, Marcus <collinsm@email.unc.edu>; Walker', 'Christy A. <cwalker1@email.unc.edu>; Coleman, Drew <dcoleman@unc.edu>; Jordan, Elizabeth <eajordan@email.unc.edu>; ellen_rozan@unc.edu; Cox, Elizabeth S. <escox@email.unc.edu>; Shuster, Beth <eshuster@email.unc.edu>; Clark, Fred <fclark@email.unc.edu>; gb@cs.unc.edu; Maitland, George <gmaitlan@email.unc.edu>; Maroni, Gustavo <gmaroni@unc.edu>; Cowell, Glynis <gscowell@email.unc.edu>; howardsj@email.unc.edu; Florin, John <jflorin@email.unc.edu>; Renner, Joy <jrenner@med.unc.edu>; Nichols, Julia <jrnichol@email.unc.edu>; Hogan, Kelly A <kelly_hogan@unc.edu>; King, Richard <kink@email.unc.edu>; Shugart, Ken <kshugart@email.unc.edu>; laprade@email.unc.edu; laura.smith@unc.edu; lee_may@unc.edu; LaMantia, Lisa <ll@email.unc.edu>; Webster, Linwood <lwebster@email.unc.edu>; Isom, Martha <marthaisom@unc.edu>; Negrete, Merida <mnegrete@email.unc.edu>; Cramer, Richard <mrcramer@email.unc.edu>; Jahn, Michael S. <msjahn@email.unc.edu>; Wheeler, Melissa <mwheeler@email.unc.edu>; nabonne@email.unc.edu; Nittoli, Hatsy <nittoli@email.unc.edu>; Page, Julie <pagej@email.unc.edu>; Pruvost, Valerie <pruvost@email.unc.edu>; Quint, Stephen <quint@bme.unc.edu>; rjkaplan@email.unc.edu; Salyer, Sherry <salyer@email.unc.edu>; Edwards, Stacy <sredward@email.unc.edu>; Stenross, Asst.DeanBarbara <stenross@email.unc.edu>; Austell, Todd <tlaustell@unc.edu>; tsmith7@email.unc.edu; Junk, Cheryl <tweeter@email.unc.edu>; Wesson', 'Andre <wesson@email.unc.edu>; Wyrick, Marilyn <wyrick@email.unc.edu>

Cc: Blanton, Brent <blanton@uncaa.unc.edu>; Demetriou, Cynthia <cyndem@email.unc.edu>; Lloyd, Gary <gary_lloyd@unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Dobbins, Steve <sdobbins@email.unc.edu>

Subject: Reg Advising for Student-Athletes

Dear Colleagues--

Although we typically do not begin to see students for spring registration advising until the end of September, the Athletic Advisors in the Academic Support Center for Student-Athletes will be encouraging their students to schedule registration advising appointments with their academic advisors in the coming weeks.

Saturday, September 27, marks the day when the Registrar's Office will 'activate' students for the spring 2009 semester. Until then, no advisor approval flags will appear in students' records. If you are meeting with a student-athlete (or any student) prior to that date, please keep a log with their names and PIDs so that you can lift their advisor approval flags after the September 27 date and before the students register.

First-year students, sophomores with gpa's below 2.0, UNDC juniors and seniors, and juniors and seniors in the following majors will have advisor approval flags:

Applied Science
Asian Studies
Chemistry
Classics
Environmental Studies & Science
German
Mathematics
Mathematical Decision Science
Music

Juniors and Seniors in the above majors must go to their respective academic departments to receive academic advising and have their advisor approval flags lifted.

Student-athletes will be instructed to inform their advisor if they wish to receive registration advising. If they do not, we run the risk of student-athletes being unable to register because of a flag that hasn't been lifted. Please do your best to assist in this process.

Note that students on academic probation will have a 'stop' AND an advisor approval flag. The 'stop' can be lifted at present only by Cynthia Demetriou. Cynthia will be instructing us in the coming weeks on the appropriate procedures for working with students who are on academic probation.

If you have any questions, feel free to send them my way.

Best--
Barbara
--
Barbara Lucido
Assistant Dean, Academic Advising Program
The University of North Carolina at Chapel Hill
College of Arts & Sciences and General College
1002 Steele Bldg.
Chapel Hill, NC 27599-3110
Phone: (919) 843-3341 Fax: (919) 962-6888
Academic Advising's webpage: http://advising.unc.edu

From: Barbara Lucido <blucido@email.unc.edu>
Sent: Wednesday, November 12, 2008 2:27 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Cc: Cramer, Richard <mrcramer@email.unc.edu>
Subject: Underloads for Graduating Seniors

Dear Robert & Brent

I'm not sure if you are aware of the recent decision involving underloads for graduating seniors. In the past, the Registrar's Office has been able to code these students as full-time in the system; but we have recently learned that this can no longer happen because it "violates the law" in some way.

Effective this spring, students who are in their last semester prior to graduation who are enrolled in less than 12 hours will be coded by the Registrar as part-time. Internallly, they will have all of the privileges that full-time students have (can live in a dorm, use Student Health and Student Rec Center, get Duke tickets, etc.), but for external reporting purposes, their eligibility for insurance coverage and scholarship and/or a student loans may be compromised.

Our office will need to know from you what procedure to follow in January for student-athletes who may be affected by this new policy.

Let me know if you have questions.

Best,
Barbara
--
Barbara Lucido
Assistant Dean, Academic Advising Program
The University of North Carolina at Chapel Hill
College of Arts & Sciences and General College
1002 Steele Building; CB 3110
Chapel Hill, NC 27599-3110
Phone: (919) 843-3341 Fax: (919) 962-6888
Academic Advising's webpage: http://advising.unc.edu

From: Carolyn Cannon <ccannon@email.unc.edu>
Sent: Thursday, November 13, 2008 5:32 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: (no subject)
Attach: Graduating Seniors Under-6.docx

Oops, I forgot the attachment. It is late. I am going home!!

--
Carolyn C. Cannon
Associate Dean of Academic Advising
The College of Arts and Sciences and the General College
Campus Box 3110, 1011 Steele Building
The University of North Carolina
Chapel Hill, NC 27599-3110
(919) 966-5116

Graduation Application with Request for Underload

KEY INFORMATION REGARDING YOUR UNDERLOAD REQUEST

DO NOT APPLY FOR GRADUATION UNLESS YOU WILL HAVE COMPLETED ALL GRADUATION REQUIREMENTS BEFORE THE DEGREE AWARD DATE.

As a full-time undergraduate student at the University of North Carolina at Chapel Hill, you are required to carry at least twelve (12) academic credit hours every semester. However, in the College of Arts and Sciences during your final semester you are permitted to carry a course load of fewer than twelve (12) credit hours if those credits will satisfy **ALL** remaining graduation requirements. For **University purposes** if you are approved for an academic underload, you have the same rights, privileges, and responsibilities as undergraduates carrying twelve (12) or more credit hours. You pay full-time student fees and are permitted to reside in on-campus housing, utilize campus support services, and have access to athletic events.

Please Note: If you enroll in fewer than twelve (12) credit hours, the Office of the University Registrar cannot categorize you as a full-time student for official reporting purposes. Being a part-time student may compromise your eligibility for insurance coverage and you may invalidate a scholarship and/or a student loan. <u>You must check with your insurance company and/or scholarship/loan provider to verify whether enrolling in fewer than twelve (12) hours will invalidate your coverage/scholarship/loan.</u>

To request permission to carry a course load of fewer than twelve (12) hours, please submit this form **no later than Monday, January 26, 2009**. Authorization may take as much as one month and must be completed before you drop any course(s) reducing your course load below twelve (12) academic hours. THE GRADUATION APPLICATION WITH REQUEST FOR AN UNDERLOAD IS NOT A DROP FORM! MERELY COMPLETING THIS APPLICATION WILL NOT DROP YOU FROM ANY COURSE. This request only <u>authorizes</u> you to drop course(s) and to carry an underload this semester. You will be notified via e-mail as soon as your application has been processed. YOU WILL NEED THEN TO MEET WITH AN ADVISOR TO HAVE ANY AUTHORIZED DROP(S) PROCESSED.

Please Note: There will be no refund of tuition for dropped credit hours if your request is submitted after the Monday, January 26, 2009. <u>No drops are allowed after the eight week drop deadline</u>, regardless of underload authorization.

From: Jan Boxill <jmboxill@email.unc.edu>
Sent: Monday, August 24, 2009 4:11 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Roberts, John <jtrosap@email.unc.edu>
Cc: Willingham, Mary <mwillingham@uncaa.unc.edu>
Subject: On line & self-paced courses
Attach: Regulations regarding CCO and BE Credit.doc

I am sure you know this, but just to remind us all, regarding on line
and self-paced courses.

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Hi All,

I want to make sure everyone (including me) is clear about how BE credits and Carolina Courses Online (CCO) apply to the degree, and especially to the requirement that students earn 18 hours of C or better in the major.

Carolina Courses Online

Students entering as new first-year or transfer students in Fall 2008 and thereafter are governed by new rules concerning Carolina Courses Online. These rules, noted on pages 386-87 of the 2009-10 Undergraduate Bulletin, limit the use of CCO courses as follows:

- Nor more than six online courses or 18 credit hours (all of which must be designated UNC-Chapel Hill) can be counted toward a degree in the College of Arts and Sciences
- First-year students may not take online courses except in exceptional circumstances, and must secure the permission of their academic dean in advance of enrolling in such courses
- No more than two online courses in any one department or curriculum may count toward a major, minor, or degree in the College of Arts and Sciences
- Self-paced classes cannot be counted toward a degree in the College of Arts and Sciences in other than exceptional circumstances, and with advance permission form their academic dean.

These limitations do not apply to courses taken prior to matriculation. Grades in the courses do count toward hours of C in the major.

By Examination (BE) credits

On April 1, 2009, the Administrative Boards of the General College and the College of Arts and Sciences approved new rules governing the use of BE credit from AB, IB and SAT II Subject Tests as applied to the major or minor.

The new rules, which apply to new first-year and transfer student beginning Fall 2009 and later, are as follows:

- No more than two courses (6 to 8 credit hours) of BE credit may be used as part of the major core (defined as the 8 to 10 courses beyond any introductory prerequisite course, if there is one).
- The grade of BE from an AP, IB, or SATII Subject test may not count toward the requirement that students earn at least 18 hours of C or better grades in the major core.
- No more than one BE credit course (3 to 4 credit hours) may be used as part of a minor.

Note that BE credit is not restricted in the fulfillment of general education requirements.

Please email if you have any questions.

Barb
August 24, 2009

LU1: The Math Lab consists of three tables in the current facility where students come to ask questions. It is staffed by one of our longest-tenured tutors. He works best with "high-end" students in the upper-level courses who do not need as much direction. Like a chess-master, he simply floats around the area assisting with questions as they come up. When he is assisting a student, all others usually put into practice information the tutor gave direction on previously.

LU2: The term "Olympic sports" is used to describe all non-revenue sports. Revenue-producing sports at UNC are Men's Basketball and Football only; all others fall into the Olympic Sport category.

LU3: "At-Risk" is used when describing incoming students who are committee cases or those students who scored sub-1000 scores on the SAT. For returning students, it is for those on Academic Probation (AP) or those who are carrying sub2.3 GPAs.

LU4: Tutor attendance monitored by the tutor coordinator and entered into the office's database. Each counselor then checks the attendance each day and reports to coaches via either a Daily or Weekly Reports any concerns. It is important to note that all Associate Directors are also counselors, so this task falls to them just as it does the other counselors.

Counselors do not assign mentors to students but they do request mentors for the students they feel would benefit from such a service. All students have access to mentoring, but because of budgeting and staffing, only those with the greatest needs are typically matched with mentors. The actual matching and scheduling is completed by Beth Bridger, who oversees the Mentor Program.

LU5: Weekly Reports are for discussion of all students and their corresponding situations. The at-risk population is probably spoken of most in these reports, but it is not a report designed solely for those purposes. Any Progress Report information is detailed in these reports also, and they are requested for more than just the at-risk population. These reports are designed to keep the coach informed of any and all situations brought to the attention of the counselor.

LU6: Academic counselors meet with the coaches of their respective sports. Again, it is important to note that all Associate Directors are also counselors, so this responsibility falls to them as well as the other counselors.

LU7: Progress Reports are sent out for all students on which the academic counselor and/or coach wants information. For some sports, this may only be the at-risk population; for others, it may be the entire team.

LU8: All prospective tutors must complete the internal application process and then interview with Beth Bridger, Jenn Townsend or Brent Blanton (currently serving as tutor coordinator), depending upon which student-athlete population the tutor will serve – football, men's basketball or the Olympic sports. Whoever conducts the interview also controls the hire.

LU9: Tutor preparation is two-fold. From a logistical and compliance standpoint, the tutor is prepared via the tutor orientation meeting at the beginning of each term. Preparation for the actual tutorial setting comes from both the orientation and their own respective backgrounds – they are the subject's "expert" and are prepared to tutor from that standpoint.

LU10: Tutoring has many shapes. For most subjects, it is conducted in a small group setting. For the sciences, math and foreign language, however, we also see the value of having one-on-one sessions so all focus is on the particular student' needs. For those students who simply have issues remaining focused and learning in a small group setting, one-on-one is also offered.

LU11: Appendix A is an example of our latest survey tool for the Olympic sport program.

LU12: As smaller internal staffs, we meet periodically (weekly is optimal) to go over the current status of programming. Any issues brought to our attention during the week, if not already confronted, are taken up during these meetings.

LU13: People interested in the Mentor Program contact the Program Coordinator directly. A resume is requested along with permission to view a transcript (if a student) before the interview process is started. After the interview, if the mentor is chosen, hiring paperwork is completed.

LU14: Mentoring is available to all student-athletes but most (typically all) who take advantage of the program are considered 'at-risk'.

LU15: Mentors are selected by the Program Coordinator after careful review of their transcript, resume, and in-person interview.

LU16: Student-athletes are assigned to a mentor by the Program Coordinator. The Program Coordinator refers to the student's Academic Counselor for the mentee's personality, learning style, schedule, and academic concerns, strengths and weaknesses. From there, the Program Coordinator matches the mentee and mentor. If for some reason the match does not seem to be a "right" one after feedback from the mentee and mentor, a change can be made. The student-athlete will stay with the same mentor for the duration of the semester (given any unforeseeable issues). If the mentor is employed in the next semester and it works with the mentee's schedule, they could be scheduled again. This is taken into consideration but not guaranteed. Mentor sessions vary in duration and frequency depending on the mentee. On average, a student meets with a mentor two nights a week for a two hour session.

LU17: Most current SI Leaders were targeted by relationships of the previous Learning Specialist. SI Leaders are selected by the Program Coordinator after careful review of their transcript (if student), resume, and in-person interview. Our population of SI Leaders (with exception to the current student) are typically individuals with Bachelor and Master degrees who are part-time employees with availability during the day to attend class and hold review sessions. They were initially interested in tutoring in the program, but with availability, found SI was a good fit for their skill set and schedule.

LU18: SI Sessions are held on a weekly basis. The SI Leader will hold smaller sessions for 'at-risk' students usually 2-3 times a week, 2-3 students a session. They will hold large test review sessions, 10-20 students, before each test. All student-athletes and non-student-athletes are invited to attend any of these sessions.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, February 9, 2005 11:00 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Student Session:

Student Session:

Carolina has a steep tradition in intercollegiate athletics. If you are on one of Carolina□s varsity athletics teams, come find out valuable academic and compliance information that will help you get off to a successful start to the fall semester.

Parent Session:

Carolina has a steep tradition in intercollegiate athletics. If your student will be participating on one of Carolina□s varsity athletics teams, come find out valuable academic and compliance information that will help your student get off to a successful start to the fall semester.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, June 8, 2005 3:08 PM
To: -Head Coaches <-Head Coaches@uncaa.unc.edu>
Cc: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: CTOPS Reminder

The first session of CTOPS finished yesterday and session #2 begins tomorrow. I want to take a moment and review a few policies and procedures for CTOPS.

1. After incoming students complete their admission paperwork and return the INTENT TO ENROLL card, they are automatically eligible to register for CTOPS on line (give it a few days for paperwork to be processed in Admissions). If the student experiences problems registering for CTOPS, please have them contact our office/your academic counselor and we will walk them thru the process. Students should not arrive at CTOPS without proper registration. Again, if there is a question, call us.

2. If you are aware which CTOPS date your student-athletes are registered for please let your counselor know so they can be prepared.

3. CTOPS and all of it's programming is mandatory. Students should not miss any sessions once their CTOPS begins.

4. The Academic Support Staff and the Compliance Staff are facilitating information sessions for both student-athletes and parents on the second day of CTOPS. These sessions are listed in the CTOPS bulletin that all students receive and Orientation Leaders are helping student-athletes and parents be aware of these sessions. The purpose of these sessions is to introduce our staff, services, and to answer questions.

I realize some of you are still putting together your recruiting classes and I hope this reminder is helpful. Please contact me or Brent Blanton if you have specific questions about your team/student-athletes and CTOPS.

Thank you.

RJM

From: "Michele Stauffer" <mstauffe@email.unc.edu>
Sent: Monday, February 6, 2006 3:05 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Special Interest Sessions (CTOPS)
Attach: TEXT.htm; Session Dates 2006.doc

Hi Robert and Brent,

I wanted to send this information to you before our meeting next Monday. The dates for all sessions are attached, and the specific times for the CTOPS and TSOP special interest sessions are listed below. Please note that we are having four interest sessions during CTOPS instead of five, and they begin one hour later than in previous years (based on feedback from students and presenters).

CTOPS Special Interest Sessions (Day 2)

9:30 - 9:50am

10 - 10:20am

10:30 - 10:50am

11 - 11:20am

Also, your descriptions (as listed in last year's schedules) are below. Please feel free to review/edit as needed.

(Special Interest Session) Carolina, the NCAA, and the Varsity Student-Athlete - Carolina has a rich tradition in intercollegiate athletics. If you are on one of Carolina's varsity athletics teams, come find out valuable academic and compliance information that will help you get off to a successful start in the fall semester.

(Parent Session, Day 2, 3:00 - 3:30pm) Parents of NCAA Student-Athletes - If your student will be participating on one of Carolina's varsity athletics teams, come find out valuable academic and compliance information that will help your student get off to a successful start to the fall semester.

Please confirm your interest in participating and send any description edits to me by Friday, Feb. 17. Let me know if you have any questions or need additional information. I look forward to working with you again this summer!

Thanks,

Michele

Michele Stauffer

Associate Director for New Student Programs

University of North Carolina at Chapel Hill

101 Nash Hall, CB# 5490

Chapel Hill, NC 27599

(919) 962-8304

http://orientation.unc.edu

2006 CTOPS & TSOP Session Dates

Session 1:	June 5-6
Session 2:	June 8-9
Session 3:	June 12-13
Session 4:	June 15-16
Session 5:	June 19-20
Session 6:	June 22-23
Session 7:	June 26 (TSOP)
Session 8:	July 10-11
Session 9:	July 13-14
Session 10:	July 17-18
Session 11:	July 20-21
Session 12:	July 24-25
Session 13:	July 27-28
Session 14:	August 16 (TSOP)
Session 15:	August 17-18

CTOPS Athlete Registration Form

1. General Information

a. Name (first, middle, last):
b. PID number:
c. Gender:

d. Address:
City: State: Zip:

e. Phone:
f. Current email:

g. Intended program of study (Choose one from the following, please delete the others):

Math and Sciences *(including the following):* Biology, Biomedical Engineering, Chemistry, Computer Engineering, Computer Science, Environmental Science, Geology, Materials Science, Mathematics, Mathematical Decision Sciences, Physics

Social and Behavioral Sciences *(including the following):* Anthropology, Communication Studies, Economics, Exercise & Sport Science, Geography, Management & Society, Political Science, Psychology, Public Policy, Sociology, Women's Studies

Fine Arts and Humanities *(including the following):* Art History, Classics (including Greek & Latin), English, Dramatic Art, History, Linguistics, Music, Philosophy, Religious Studies, Studio Art

Undergraduate Health Professions *(including the following):* Clinical Lab Sciences, Dental Hygiene, Nursing, Pharmacy, Public Health, Radiologic Science

Other Pre-Professional Schools *(including the following):* Education, Information Science, Journalism

Foreign Languages & Global Studies *(including the following):* African Studies, African-American Studies, American Studies, Asian Studies (Interdisciplinary Major),Asian Studies-Chinese Concentration, Asian Studies-Japanese Concentration, Contemporary European Studies ,Germanic Languages ,International Studies, Latin American Studies, Peace, War & Defense ,Romance Languages (French, Italian, Portuguese, Spanish),Russian & East European Area Studies ,Slavic Languages & Literatures

Business (Pre-Professional Schools)

h. What foreign language placement exam do you plan to take? (Note: you must take the placement exam for the language you studied in high school, whether you plan to continue studying that language or not.)

2. Guest Information (if you have no guests, please delete this section)

General information about Guests at CTOPS:
Guests over the age of 17: $75.00 per person (Note: this does not include housing costs, guest housing is available for an additional $61.00 for a room with 2 twin beds.)
Guests between the ages of 6 and 17: $33.00 per person
Guests under 5: no charge

a. Please enter your Guest's full name and email address (if available) in the space below. If the guest is between 6 and 17 years of age or under 5, please note that information as well.

b. Please list any family / guest needs that would require special accommodations (e.g. interpreters, housing, etc.) during orientation (if none, please write "none"):

c. Will your guest require housing on campus during orientation?

There is a charge of $61.00 per room. Please note:
-all rooms are air conditioned.
-family members and guests must be registered for CTOPS if they are staying in campus housing
-at least one person in the room must be a minimum of 18 years old
-each room includes a small soap, 2 twin beds, sheets, towels, pillows and pillow cases, but no blanket

3. Student Housing

2006 CTOPS Student Fees:
Student with on-campus housing: $146
Student without housing (August 17-18 dates ONLY): $117.50

All students will be staying in campus housing during CTOPS. Each student will be assigned another CTOPS student as a roommate at check-in.

Please list any needs you have that would require special accommodations (e.g. interpreters, housing, etc.) during orientation.

4. Early and Late Departure

We make rooms available for early arrival the day before and late departure the day after in order to assist with travel schedules. If you do not require early or late departure housing, please delete this section.

a. *Early arrival - Check-in the day before orientation between 2:00 PM and 12:00 midnight.*
Number of Early Arrival Rooms desired:

Choose from the following options: (please delete the option you do not want).

-Share an early-arrival room with another student. ($30.50 charge)
In selecting this option you will be assigned a roommate. If you wish to room with a specific student, please indicate so upon your arrival at check-in.
-I would like an early-arrival room for myself ($61.00 charge)

b. *Late departure - Check-out the day after orientation by 12:00 PM.*
Number of late departure rooms desired ($61.00 per room):

5. Payment

We can accept payment by Visa, MasterCard, Diners Club, check, or money order. Please note that checks and money orders **must be received within 10 days** or your registration will automatically be cancelled. If you are paying by check or money order, please send a copy of this page along with your payment.

If you have the need to make changes to your reservation after it has been confirmed, i.e. adding to the number of persons from your family attending the program, or requesting your session date be changed because of some extreme extenuating circumstance, you will be charged a **$15.00** change fee. You will need to make a formal request for the change in writing. This can be done by emailing orientation@unc.edu or by regular mail to the Office of New Student and Carolina Parent Programs, CB# 5490, 205 Wilson Street, UNC Chapel Hill, Chapel Hill, NC 27599-5490. Your change request must be received no less than 10 days before your scheduled CTOPS or TSOP attendance date.

If you fail to attend the summer orientation session you have registered for, without our office having received written notice within 10 days prior to that date, you will be recorded as a NO SHOW. As a no show, you have lost your paid fee. If you still intend to enroll at Carolina, you are required to attend CTOPS. To attend CTOPS at a later time, you must re-register and pay the full fee again.

a. Please choose your payment option:
   -Check - You must subtotal your total orientation cost and submit a check within ten days of your registration.
   -Credit card – A staff member from the Office of New Student and Carolina Parent Programs will contact you for your credit card information.

Please return your completed form to Brent Blanton at blanton@uncaa.unc.edu.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, May 3, 2006 3:09 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: CCI list for athletics
Attach: CCI list for athletics.msg

FYI-C-TOPS -John Gorsuch is very good about taking care of our kids. RJM

From: Lance Markos <markos@uncaa.unc.edu>
Sent: Wednesday, May 3, 2006 1:23 PM
To: amhorton@email.unc.edu; greg_alvord@unc.edu; jackiec1@email.unc.edu; john_gorsuch@unc.edu; ramshop@email.unc.edu; Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Herman, Amy S. <ajschae@uncaa.unc.edu>
Subject: CCI list for athletics
Attach: 5.3.06.xls

Everyone,

Attached is the first list of CCI eligible athletes for this upcoming year. I'll send the list over as I get updates from here on out. Any questions, just let me know. Thanks.

Lance

Lance Markos
Asst. Director of Compliance
University of North Carolina
Phone: (919) 843-7259
Fax: (919) 962-6002
markos@uncaa.unc.edu

From: Cynthia Reynolds <cynthiar@uncaa.unc.edu>
Sent: Friday, May 11, 2007 3:27 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Walk-on home addresses/phone
Attach: Text.htm; 1. 2007 WALK-ON INFO.xls

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see attachment.....

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Wednesday, May 14, 2008 11:18 AM
To: CTOPS
Cc: -Academics <-Academics@uncaa.unc.edu>; Dorrance, Anson <anson@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>
Subject: Summer 2008 Athletics CTOPS List
Attach: TEXT.htm; 5.14.08.doc

All,

Please see attached for the list of incoming student-athletes for whom the Department of Athletics will cover CTOPS and TSOPS charges.

Updated lists will be sent out as necessary. Please let me know if you have any questions.

Thanks,
Amy

Amy Herman
Assistant AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Tuesday, April 28, 2009 3:58 PM
To: CTOPS
Cc: -Academics <-Academics@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Earley, Patricia <pearley@uncaa.unc.edu>; DeSelm, Rich <richdeselm@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>
Subject: Initial Athletics CTOPS List (Summer, 2009)
Attach: TEXT.htm; 4.28.09.doc

All,

See attached for our initial list of student-athletes for whom we will cover CTOPS charges this summer. I will send updates as they become available.

Thanks,
Amy

Amy Herman
Assistant AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

From: Brent Blanton <blanton@uncaa.unc.edu>
Sent: Tuesday, May 12, 2009 4:09 PM
To: scarlett@unc.edu
Subject: Fwd: Initial Athletics CTOPS List (Summer, 2009)
Attach: TEXT.htm; Initial Athletics CTOPS List (Summer, 2009).msg

---

Here is the list... B

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Tuesday, April 28, 2009 3:58 PM
To: CTOPS
Cc: -Academics <-Academics@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Earley, Patricia <pearley@uncaa.unc.edu>; DeSelm, Rich <richdeselm@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>
Subject: Initial Athletics CTOPS List (Summer, 2009)
Attach: TEXT.htm; 4.28.09.doc

All,

See attached for our initial list of student-athletes for whom we will cover CTOPS charges this summer. I will send updates as they become available.

Thanks,
Amy

Amy Herman
Assistant AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

All,

See attached for our initial list of student-athletes for whom we will cover CTOPS charges this summer. I will send updates as they become available.

Thanks,
Amy

Amy Herman
Assistant AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

From: Barbara Lucido <blucido@email.unc.edu>
Sent: Wednesday, June 17, 2009 10:16 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Cc: Caldwell, Andrea <andreac@email.unc.edu>; Cannon, Assoc.DeanCarolyn <ccannon@email.unc.edu>
Subject: Observations

Brent and Robert

I want to share with you a comment from one of our advisors, because I think it might be somewhat insightful for y'all. The following is just an example of the frustrations we often encounter with student-athletes:

"The problem I had yesterday with getting GRtR forms completed was athletes who brought from their meetings with their athletic coaches a few courses written on a piece of notebook paper, despite my importuning them on day one to PLEASE fill out their GRtR forms, even if their coaches did not. When asked to transfer courses from the notebook paper to the GRtR form, they had no idea where to put them. In a couple of sessions I just ran out of time to do what their coaches should have done the afternoon before. I will make an effort to do a better job of having the athletes prepared, but this problem, in large part, is in the athletic department. I'm not trying to pass the buck, and I WILL do a better job of making sure that forms are completed, but I'm VERY frustrated with the poor job some of the athletic coaches are doing, or whoever it is in the athletic department who is working with the athletes to prepare them to register."

(By the way, GRtR is the Get Ready to Register form.)

Another problem we have encountered is when they have very specific section numbers identified (as in Engl 101 or 102), and those sections have not been released by the dept (most notably ENGL) for their particular CTOPS. This causes great angst on the part of the student, especially when they don't understand.

I know that this is always a work in progress and that the coaches may be involved in this as well, and I understand that much of this is out of your control; but if these student-athletes could have the Get Ready to REgister form completely filled out with many options and not have specific sections of courses identified, this would work so much better.

Let me know if you have questions or concerns, and we'll definitely work together!

Best,
Barbara
--
Barbara Lucido
Assistant Dean, Academic Advising Program
The University of North Carolina at Chapel Hill
College of Arts & Sciences and General College
1002 Steele Building; CB 3110
Chapel Hill, NC 27599-3110
Phone: (919) 843-3341 Fax: (919) 962-6888
Academic Advising's webpage: http://advising.unc.edu

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Tuesday, February 16, 2010 1:01 PM
To: CTOPS
Cc: -Academics <-Academics@uncaa.unc.edu>; Dorrance, Anson <anson@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Breschi, Joe <breschi@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Mann, Jan <janmann@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; DeSelm, Rich <richdeselm@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>
Subject: First CTOPS List
Attach: TEXT.htm; 2.16.10.doc

All,

See attached for the initial list of student-athletes for whom we will pay CTOPS charges. You'll note that I don't have PIDs entered yet. I will be working on this in the near future, but wanted to go ahead and get you the names, at least, since I know that students are registering now.

Thanks,
Amy

Amy Herman
Assistant AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

From: Jennifer Townsend <jtownsend@uncaa.unc.edu>
Sent: Thursday, June 10, 2010 11:09 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Overstreet, Tia <overstre@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: More CTOPs reminders
Attach: TEXT.htm

Hi, Everyone:

Here are a few more reminders that Shandol from CTOPS sent us:

On a related note, we've received a few more requests from athletes about moving up their registration times as they need to leave early for some other activities/events. Unfortunately, we are unable to request/change registration times as all registration and advising times are pre-set and require coordination from several personnel across campus to ensure that students can indeed register during the program.
If a student should need to leave CTOPS early, the student should contact me at the Orientation Help Desk (located next to the Union Information Desk) and I will work to get them in touch with Barbara Lucido in Academic Advising. Barbara can help students register over the phone on the next business day following CTOPS. However, please note that the course availability for registering on an "off-CTOPS" day is extremely limited (more limited compared to the assigned registration time) so the student has a much better chance of getting the classes they would like to take during their assigned registration time. We are more than happy to assist athletes in this way as we utilize this procedure for any student who runs into a situation in which they need to leave the program early without registering at CTOPS.
Last, we've had a few athletes indicate their coach requested that they come meet with them during CTOPS. The best times for students to meet with coaches and/or advisors during CTOPS is during the following times:
Lunch on Day 1: 12:15pm to 1:00pm
Dinner on Day1: 6:15pm to 7:15pm
Breakfast on Day 2: 7:15am to 7:50pm
Lunch on Day 2 (depends on their group assignment)
It tends to work best if the student lets their OL know that they will be meeting with staff during the meal time so that the OL can let them know where the next session is after meal.

Let me know if you have any questions.

Jenn

Jenn Townsend
Associate Director
Academic Support Program for Student-Athletes
University of North Carolina, Chapel Hill
919-962-9538
919-962-8247 (fax)

From: Jennifer Townsend <jtownsend@uncaa.unc.edu>
Sent: Wednesday, June 16, 2010 12:44 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Overstreet, Tia <overstre@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: new CTOPS list
Attach: TEXT.htm; CTOPSlist6-16.xls

Here is the newest CTOPS list. Please let me know if there is anything that looks incorrect. Please also let me know if there are any students who need to be added or taken off the list.

It looks like we will not be able to have students come over here during the afternoon time slot of the first day. You would be able to go over to CTOPS to meet with your student during that 4:45-5:15 time slot, but they should not be meeting you over here. You will have to set up meetings during the meal times outlined in the previous e-mail. Also, please make sure that your students tell their Orientation Leader where they are going.

Thanks!

Jenn

Jenn Townsend
Associate Director
Academic Support Program for Student-Athletes
University of North Carolina, Chapel Hill
919-962-9538
919-962-8247 (fax)

From: Doug Roberts <droberts@uncaa.unc.edu>
Sent: Thursday, February 10, 2005 9:30 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Brewer, Ronald <brewer9@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; jmboxill@email.unc.edu; Orr, Kym N. <knorr@uncaa.unc.edu>; Weeden, Mary B. <mbw@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: phone list
Attach: Department Phone ListVI.doc

Here is an updated athletics dept phone list. Stacey Harris said that she sent this out to everyone at the beginning of the year.... did anyone get this via email last month?

D

>>> Stacey Harris 2/10/2005 9:24 AM >>>

UNIVERSITY OF NORTH CAROLINA - ATHLETIC DEPARTMENT PHONE LIST: 2004-2005

Academic Support/Student-Athlete Services
Blanchard, John ..962-9533.....Academic Center
Brewer, Ron (Intern) 843-5669..Academic Center
Brnardic, Marisa .962-9536.....Academic Center
Lane, Cricket ….843-2040…….Academic Center
Mercer, Robert ....962-9534.....Academic Center
Nixon, Michelle..962-9535……Academic Center
Olson, Jenny.....843-4400.....Academic Center
Orr, Kym .....843-2425.....Academic Center
Reynolds, Cynthia..962-9893 ....Academic Center
Roberts, Doug .....962-9537.....Academic Center
Walden, Wayne...962-9538……Academic Center
Weeden, Mary……843-2328……Academic Center
Willingham, Mary…...843-6029…Academic Center

Athletic Communications 962-2123/962-1376
Best, Kevin .....962-8916.....Football Center
Bowers, Matt……962-7259.....Smith Center
Brewer, Rick.....962-0199.....Smith Center
Gelin, Dana .....962-0083.....Smith Center
Hundley, Bobby…843-5678….Smith Center
Kirschner, Steve..962-7258.....Smith Center
Lohse, Dave.....962-7257.....Smith Center
Martin, John…….962-0084.....Football Center
Snyder, Lee .....962-8095.....Smith Center

Athletic Director's Office
Baddour, Dick.....962-6000.....Smith Center
Dalgleish, Joyce…962-7850.....Smith Center
Gallo, Larry.....962-6000.....Smith Center
Griggs, Kathy…….843-5834.....Smith Center
Guthridge, Bill .....962-1672.....Smith Center
Hoard, Debra.....962-7852.....Smith Center
Kirkendall, Ruth…962-7871 .....Smith Center
Rhodes, Linda .....962-8200.....Smith Center
Smith, Dean……962-5410….Smith Center
Woods, Linda.....962-7868.....Smith Center

Baseball
Fox, Mike .....962-4306.....Boshamer Stadium
Holbrook, Chad...962-0308.....Boshamer Stadium
Holt, Joan .....962-2351.....Boshamer Stadium
Marconi, Alex .....962-7006.....Boshamer Stadium
Tessier, Jeff .....962-6998.....Boshamer Stadium
Williams, Roger ..962-5451.....Boshamer Stadium

Basketball, Men's
Cozart, Emily.....962-1154…….Smith Center
Dastur, Armin……. 962-1154…….Smith Center
Haase, Jerod…….962-1154……..Smith Center
Holbrook, Jennifer . 962-1154……....Smith Center
Holladay, Joe……962-1154…….....Smith Center
McGrath, CB.....962-1154……....Smith Center
Robinson, Steve.....962-1154……....Smith Center
Thomas, Kay……962-1154……....Smith Center
Williams, Roy……. 962-1154……....Smith Center

Basketball, Women's
Calder, Andrew...962-5188 ..... 149 Carmichael
Hatchell, Sylvia ..962-5189 ..... 149 Carmichael
Law, Greg .....962-9663 ..... 149 Carmichael
Nipper, Joan .....962-5187 ..... 149 Carmichael
Smith-Taylor,Charlotte..962-5186 149 Carmichael
Williams, Tracey..962-5185 ..... 149 Carmichael

Business Office
Atwater, Cindi….843-5076 ..... Kenan Fieldhouse
Ballen, Martina ...962-2715 ..... Kenan Fieldhouse
Battle, Allison .....843-9270 ..... Kenan Fieldhouse
Boone, Joshua….962-5200…….Kenan Fieldhouse
Chase, Kaye .....962-0011 ..... Kenan Fieldhouse
Duffy, Claire…...843-6450..... Kenan Fieldhouse
Duncan, Sandy (Intern)..962-6139.Kenan Fieldhouse
Dunham, Aaron ..962-5225 ..... Kenan Fieldhouse
Perkins, Mike .....962-5155 ..... Kenan Fieldhouse
Pope, Mike .....843-5580 ..... Kenan Fieldhouse
York, Aaron .....962-5196 ..... Kenan Fieldhouse

Compliance
Herman,Amy…...962-7853……..Smith Center
Maloy, Susan .....962-9892 ..... …...Smith Center
Markos, Lance ....TBA..... …...Smith Center
Carpenter, Aimee (Intern)..962-7851. Smith Center
Gailey, Kevin (Intern).843-4738…..Smith Center

Computer Services
Pennington, Kent 962-7620 ..... Smith Center
Suits, Christy.....843-5296 ..... Kenan Fieldhouse

Educational Foundation 843-2000

Nellie Baber	Kim Jones
Velvet Catoe	Diane Joyce
Landy Chance (Intern)	Dianne Lowe
John Cherry	Ken Mack
Karlton Creech	Dino Megaloudis
Margie Dubnansky	Dawn McPherson
John Erck	John Montgomery
Brian Frerking	Matt Terrell
Neal Harrell	Sue Walsh
Janine Holland	Janie Womble
Russell James	
Malaika Underwood (Intern)	

Equipment Room
Basnight, Gail .....962-2125 ..... 109 Woollen Gym
Crowder, Ken.....962-0256 ..... Smith Center
Miller, Steve.....962-5214 ..... 109 Woollen Gym

Facilities/Operations
Andrews, Clara ... 843-9921 ..... Smith Center
Bitting, Angie ..... 962-7777 ..... Smith Center
Bunting, Mike ..... 962-8525 ..... 220 Finley
Conway, Connie . 962-5314 ..... 220 Finley
Culler, Ellen ..... 842-7855 ..... 220 Finley
Field, Jaci ..... 843-4635 ..... Eddie Smith Fieldhouse
Gales, Bobby ..... 962-0494 ..... 220 Finley
Heeden, Matt ..... 843-4736 ..... 220 Finley
Robinson, Kevin…218-2051..... 220 Finley
Scroggs, Willie ... 962-4444 ..... Smith Center
Stroud, Lea..... 962-6827……Work Center - Carmichael
Wagner, Sharon .. 962-8110 ..... 220 Finley
Whitman, Jason .. 962-1396 ..... Smith Center – Classic
Wiley, Janice ....962-1485 ..... Work Center - Carmichael
Womble, Clayton ..966-5389 ..... Smith Center

Fencing, Men's & Women's
Miller, Ron..... 962-5221 ..... 140 Carmichael
Webb, Joshua..... 962-5221 ..... 140 Carmichael

Field Hockey
Johnson, Shelley.962-5219…….133 Carmichael
Shelton, Karen .... 962-5230 ..... 129 Carmichael
Werley, Cindy..... 962-5219 ..... 133 Carmichael
Withrow, Jana..... 843-1848 ..... 133 Carmichael

Football

Allen, Chris	966-4490	Kenan Football Center
Brewer, Gunter	962-9136	Kenan Football Center
Lawing, Brad	962-9120	Kenan Football Center
Browning, Ken	962-9138	Kenan Football Center
Bunting, John	962-9141	Kenan Football Center
Freeman, Jason	962-8636	Kenan Football Center
Grimsley, Richie	962-7873	Kenan Football Center
Gutekunst, John	962-9116	Kenan Football Center
Haithcock, Brenda	962-9147	Kenan Football Center
Hayden, Joe (Intern)	843-2572	Kenan Football Center
Holliday, Corey	962-9114	Kenan Football Center
Hunter, Hal	962-9135	Kenan Football Center
Maynor, Terri	962-9167	Kenan Football Center
Morelli, Dominic	843-1387	Kenan Football Center
Restivo, Sandra	962-9146	Kenan Football Center
Sanders, Darryl	962-9169	Kenan Football Center
Sanders, Marvin	962-9137	Kenan Football Center
Schiralli, Nick	843-4878	Kenan Football Center
Steinbacher, Rick	962-9119	Kenan Football Center
Tranquill, Gary	962-9134	Kenan Football Center

UNIVERSITY OF NORTH CAROLINA - ATHLETIC DEPARTMENT PHONE LIST: 2004-2005

Vanderford, Teresa 962-9144 Kenan Football Center

Webster, James 962-9117 Kenan Football Center

Finley Golf Course
Cake, Johnny.....843-7399.....Finley Golf Course
Duffy, Kathy .....962-0580.....Finley Golf Course
Fowler, Ross.....962-0580.....Finley Golf Course
Creech, Staci .....962-2349.....Finley Pro Shop
Krimminger, Betty..962-7152....Finley Golf Course
Maynard, Frank...962-2349.....Finley Golf Course
Wilkinson, Mike ..962-2349.....Finley Pro Shop

Golf, Men's
Hill, Don.....843-4061.....Finley
Inman, John.....962-0753.....Finley

Golf, Women's
Austin, Sally.....962-4273.....Finley
Martinson, Patricia 843-4063.....Finley

Gymnastics
Galvin, Derek.....962-5213.....126 Carmichael

Lacrosse, Men's
Burnett, Michael .962-5226.....118 Carmichael
Haus, John .....962-5216.....118 Carmichael
Paradine, Greg.....962-5226.....118 Carmichael

Lacrosse, Women's
Barnes, Phil .....962-6682.....143 Carmichael
Coates, Alivian....962-6682.....143 Carmichael
Levy, Jenny .....962-0740.....143 Carmichael

Marketing/Promotions
Baker, Marie.....962-5499.....133 Carmichael
Beale, Michael ....962-5193.....137 Carmichael
Cleary, Ken .....843-8578.....138 Carmichael
Havel, Carrie (Intern) 962-5218 138 Carmichael
Hawkins, Diane...962-5496.....137 Carmichael
McGrath, Kris .....962-5675.....133 Carmichael
Teague, Norwood..962-5496 .....139 Carmichael

Olympic Sports
Cheek, Donna.....962-5231.....125 Carmichael
Harris, Stacey.....962-0463.....124 Carmichael
Marbry, Delaine ..962-5220.....Soccer Center
Miller, Beth.....962-0463 ..... 124 Carmichael
Rawls, Alisa.....962-5552 ..... 147 Carmichael
McMillan, Sherrell (Intern)962-5232 133 Carmichael

Rowing
Baylor, Laura .....962-8277 ..... 133 Carmichael
Haney, Sarah.....962-8278 ..... 145 Carmichael
Weeden, Katie.....843-7970 ..... 145 Carmichael

Soccer, Men's
Bolowich, Elmar .962-5739 ..... Soccer Center
Cone, John.....843-8657 ..... Soccer Center
Somoano, Carlos.962-0466 ..... Soccer Center

Soccer, Women's
Dorrance, Anson.962-5491 ..... Soccer Center
Ducar, Chris .....843-8655 ..... Soccer Center
Palladino, Bill .....843-8654 ..... Soccer Center
Sander, Tom.....962-4100 ..... Soccer Center

Softball
Papa, Donna .....962-5223 ..... 128 Carmichael
Smith, Beverly….962-5224..... 133 Carmichael
Breneman, Janelle 843-0128 .... 133 Carmichael

Sports Medicine
Boling, Michelle…...962-7187…….. Fetzer ATR
Crowell, Dean …….962-8519…….Kenan ATR
Davis, Marc ……962-7129…Smith Ctr ATR Supervisor
Hirth, Chris ……..962-2067……Fetzer ATR
Hooker, Dan …… 962-1384……Coordinator of AT/PT
Malley, Cody ……..962-2067……Fetzer ATR
Mays, Sally …….962-2067……Fetzer ATR Supervisor
Notebaert, Andy ….962-7187……...Fetzer ATR
Oliaro, Scott ……..962-8519……Kenan ATR Supervisor
Petschauer, Meredith 962-1110……..Fetzer ATR
Prentice, Bill …….962-5174……...Fetzer ATR
Rucinski, Terri Jo …. 962-2067…..…Fetzer ATR

Strength & Conditioning
Connors, Jeff.....962-8524 ..... Kenan Football Center
Gatz, Greg.....962-1402 ..... Kenan Weight Room
Gisselman, Steve 843-2306 ..... Kenan Weight Room
Sahratian, Jonas…....843-7193..Smith Center
Simpson, Brandon…962-8602...Kenan Football Center
Walker, Aaron……..962-8602…Kenan Football Center

Swimming & Diving, Men's and Women's
Comfort, Frank ...966-1900..... Koury Natatorium
Erlenbach, Randy..966-5340..... Koury Natatorium
Hansen, Chris .....966-5340..... Koury Natatorium
Jarman, Randy…..933-4905…..Koury Natatorium
Johnson, Greg……933-4905….Koury Natatorium
Lawrence, Kevin .962-7261..... Koury Natatorium

Tennis Center
Parker, Andrew...962-6363..... Tennis Center

Tennis, Men's
Paul, Sam .....962-6060..... Tennis Center
Johnson, Don .....962-6161..... Tennis Center

Tennis, Women's
Kalbas, Brian .....962-6262..... Tennis Center
Toro, Tari Ann….962-6464..... Tennis Center

Track & Field, Men's and Women's
Blutreich, Brian ..962-5222..... 134 Carmichael
Craddock, Dennis..962-5199..... 134 Carmichael
Still, Scott .....962-5195..... 134 Carmichael
Warren, Kendra ..962-5210..... 134 Carmichael
Whittlesey, Michael..962-5215 . 134 Carmichael

Volleyball
Lodes, Jim.....962-5233..... 131 Carmichael
Sagula, Joe .....962-5228..... 131 Carmichael
Wilson, Jill.....843-2041..... 133 Carmichael

Wrestling
Kolat, Cary.....962-5217..... 130 Carmichael
Lanham, Glen .....962-5217..... 130 Carmichael
Mock, C.D. .....962-5212..... 130 Carmichael

Switchboards
Craddock, Faye...962-5411..... Carmichael
King, Angie .....962-6000..... Smith Center

Ticket Office 962-2296
Bersticker, Brian.
Brunner, John
Elliott, Jeremy
Gwaltney, Clint
Parrish, Shane
Sabo, Tim
Santeramo, Brianna

FAX NUMBERS
Academic Center…….2-8247
Athletic Director Office……..2-7490
Boshamer Stadium……..….2-3865

UNIVERSITY OF NORTH CAROLINA - ATHLETIC DEPARTMENT PHONE LIST: 2004-2005

Business Office……....2-0667
Carmichael .....……..….2-1646
Eddie Smith Field House……..... 3-4636
Finley Golf Course……....3-5974
Football……2-9249
Operations……3-4737
Sports Info……2-0612
Smith Center Main……...……2-6002
Smith Center Admin……..……...…6-3173
Tennis Center……....2-2604

Ticket Office……..……..…..2-5529
Men's Basketball……..……2-2306
Women's Basketball……2-2506

From: Doug Roberts <droberts@uncaa.unc.edu>
Sent: Wednesday, July 12, 2006 8:58 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: RE: UNC Visit (July 23/24)

---

from Debbie Evano- U of Arizona

>>> "Debbie Evano" <evanod@email.arizona.edu> 7/11/2006 2:31 PM >>>
Thank you - you are a gentleman and a scholar. I am sure we will be in
touch as soon as we have the plans ironed out.
Have a great afternoon and I look forward to speaking with you again in the
very near future.
Deb
Admin. Assoc. for Lynne Tronsdal
(520) 626-9761

-----Original Message-----
From: Doug Roberts [mailto:droberts@uncaa.unc.edu]
Sent: Tuesday, July 11, 2006 10:23 AM
To: evanod@email.arizona.edu
Subject: UNC Visit (July 23/24)

Debbie:

Just to follow up on our phone conversation- please don't hesitate to
email or call
if you have any questions in regard to the visit.

If your folks need transportation from the airport <or> from the
Marriott to our campus
location please let me know.

Here's the link to your hotel, if you don't already have it-
http://marriott.com/property/propertypage/RDUCH

Take care,

Doug

Doug Roberts
Academic Support Program for Student-Athletes
University of North Carolina - Chapel Hill
droberts@uncaa.unc.edu
919-962-9537

From: Doug Roberts <droberts@uncaa.unc.edu>
Sent: Tuesday, July 18, 2006 9:36 AM
To: evanod@email.arizona.edu.GWIA.uncathletics
Cc: Blanton, Brent <blanton@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Arizona-UNC Visit (July 24)

Deb-

Our program director, Robert Mercer, will pick Patti & Lynne up at the airport and bring them to the Marriott on Sunday night. Brent Blanton, our Asst. Director, will provide them with a ride to our office on Monday morning. Brent suggested meeting in the hotel lobby at 8:30am.

Patti & Lynn will meet with Robert, Cynthia Reynolds (Assoc. Director), Fred Clark (Assoc. Dean of Academic Services, College of Arts & Sciences), and John Blanchard (Sr. Associate Athletics Director). I'll email an agenda to you as soon as meeting times are firm. Since Patti & Lynn will be around on Tuesday, we'll line up something for the morning... possibly Susan Maloy, Director of Athletics Certification.

Once Patti and Lynn are here, we'll work out plans to get them back to the airport on Tuesday late morning.
FYI- travel time is approximately 20 +/- minutes from hotel/UNC to airport (depending on traffic).

Let me know if you have any questions!

Doug

Doug Roberts
Athletics Department
Academic Support Program
PO Box 2126
Chapel Hill, NC 27515-2126

(office) 919.962.9537
(fax) 919.962.8247

>>> "Debbie Evano" <evanod@email.arizona.edu> 7/17/2006 5:46 PM >>>
Hey Doug!
Patti & Lynne will arrive on Sunday night, July 23 at around 7:32pm on Continental #2595H from Houston. They have reservations at the Courtyard Chapel Hill. The reservations are in each of their names separately.
On Monday - they will be all yours. If you will let me know what you have planned for them then I can let them know what to expect. What time should they come to campus? What time do you all start getting in? Is there a shuttle or will someone be able to pick them up?
They will be flying out at 12:40pm on Tuesday.
Anything else I can't think of right now that I may have missed? Let me know.
Thanks for everything. (They did end up with a discount for their visit - it was just a matter of changing the accommodations a piece).
Deb
(520) 626-9761

-----Original Message-----
From: Doug Roberts [mailto:droberts@uncaa.unc.edu]
Sent: Monday, July 17, 2006 8:31 AM
To: evanod@email.arizona.edu
Subject: RE: UNC Visit (July 23/24)

Debbie:

Please let me know when your travel plans are set - we are doing some planning on our end, and would like to know when to expect the visitors (first thing, Monday am?) - whether or not they need transportation help... etc.
Thanks
Doug

>>> "Debbie Evano" <evanod@email.arizona.edu> 7/11/2006 2:31 PM >>>
Thank you - you are a gentleman and a scholar. I am sure we will be in
touch as soon as we have the plans ironed out.
Have a great afternoon and I look forward to speaking with you again in the
very near future.
Deb
Admin. Assoc. for Lynne Tronsdal
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From: Doug Roberts [mailto:droberts@uncaa.unc.edu]
Sent: Tuesday, July 11, 2006 10:23 AM
To: evanod@email.arizona.edu
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Debbie:

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if you have any questions in regard to the visit.

If your folks need transportation from the airport <or> from the Marriott to our campus
location please let me know.

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Take care,

Doug

Doug Roberts
Academic Support Program for Student-Athletes
University of North Carolina - Chapel Hill
droberts@uncaa.unc.edu
919-962-9537

From: Doug Roberts <droberts@uncaa.unc.edu>

Sent: Friday, September 1, 2006 3:47 PM

To: Herman, Amy S. <ajschae@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Brunk, Mary W. <brunk@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Gelin, Dana <dgelin@uncaa.unc.edu>; fclark@email.unc.edu; Mitchell, Jayme <jayme@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; jmboxill@email.unc.edu; Orr, Kym N. <knorr@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Johnson, Shelley <shelljo@uncaa.unc.edu>; Stoute, Steve <sstoute@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>

Subject: S-A Services Contact List

Attach: Staff #'s.xls

Folks-
Here's an updated version... just a title change- other than that, same as previous version I sent earlier in the week.
FYI
D

From: Doug Roberts <droberts@uncaa.unc.edu>
Sent: Tuesday, November 7, 2006 11:31 AM
To: Mercer, Robert <rmercer@uncaa.unc.edu>
Cc: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Re: service permit

Robert-

Brent handed me the service pass in the hall the other day- I recall this after Brent and I discussed. From what I can remember, I went into the mail room and sorted some mail... it is possible I tossed it out with some junk mail.. I don't know. I thought I put it in your box, but obviously not the case.

I've looked through the mail room and my office. I check with John to make sure that they somehow don't have both passes. It appears to be lost.

Below is a copy of an email that I sent to Stacey Harris- she has to prepare paperwork to get it replaced. There will be a small replacement fee ($25).

Sorry... I'm really in the dark as to what happened.

D

****

Stacey-

We do not know 'exactly' what happened to it. No need to go into details- but there are a number of possibilities... most likely is that it was set upon some paperwork that was later disposed of. The permit was handed it to me in the hallway... I stopped by our mail room and sorted some mail- it is possible i set it down with some junk mail and later tossed the whole batch. Have turned the whole building upside-down looking for it... it's gone.

so...

1) You need an "affidavit"? Assuming this means a signed letter that it was lost? Can I fax this to you? I'll sign a letter stating that I accidently threw it in the trash.
2) Acct# 319036
3) No, do not know the service permit number.

Thanks
D

>>> Stacey Harris 11/7/2006 11:11 AM >>>
do you remember the no of the permit?

>>> Doug Roberts 11/7/2006 8:57 AM >>>
stacey-

it looks like our service permit is missing- i think it was accidentally tossed out in the trash. any way- we really need to replace it as it is used often by our staff.

do i need to go up to transportation and parking? let me know what i need to do.

thanks
doug

Doug Roberts
University of North Carolina
Department of Athletics
Academic Support Program
211 Kenan Field House
PO Box 2126
Chapel Hill, NC 27515-2126

(office) 919.962.9537
(fax) 919.962.8247

From: Doug Roberts <droberts@uncaa.unc.edu>
Sent: Thursday, January 25, 2007 9:09 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: PC LAB

Our lab printers usage... since beginning of Fall 06 semester.
(just throwing some numbers at 'ya)

Printer #1 - 90,000 pages (5 toner cartridges @ $200ea; 18 cases of paper)
Printer #2 - 113,000 pages (7 toner..; 23 cases of paper)

Total supply cost
Toner: 12 cartridges at $200ea= $2,400
Paper: 41 CASES of paper at $30ea = $1,230

Total= $3,600 (a little more than 1/2 way through our fiscal year)

FYI
D

From: Doug Roberts <droberts@uncaa.unc.edu>
Sent: Tuesday, March 27, 2007 1:21 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Brunk, Mary W. <brunk@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Mitchell, Jayme <jayme@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Restivo, Sandy <srestivo@uncaa.unc.edu>; Stoute, Steve <sstoute@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Student-Athlete Services Contact List
Attach: Staff Contact Numbers 2007.xls

Folks-
Attached is an updated copy of our staff phone list.

*Sandy has been added to the list
*Brent has a new home phone number
*Beth's cell phone number has changed

FYI
D

From: Doug Roberts <droberts@uncaa.unc.edu>
Sent: Wednesday, March 28, 2007 8:21 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Brunk, Mary W. <brunk@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Mitchell, Jayme <jayme@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Restivo, Sandy <srestivo@uncaa.unc.edu>; Stoute, Steve <sstoute@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Student-Athlete Services Contact List
Attach: Staff Contact Numbers 2007.xls

Folks-

Sorry, one more update to our phone list.

FYI
D

From: Doug Roberts <droberts@uncaa.unc.edu>
Sent: Monday, August 20, 2007 10:46 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Policy fall 07
Attach: POLICY-FALL 2007.docx

ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES
POLICIES AND PROCEDURES
Fall Semester 2007

ACADEMICS CENTER HOURS OF OPERATION

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Friday -- 8:00 a.m. to 5:00 p.m.
Sunday -- 7:00 p.m. to 10:00 p.m.

IMPORTANT ACADEMIC DATES: FALL 2007		STAFF CONTACT INFORMATION		
Classes Begin	Tuesday, Aug. 21st	Robert Mercer	rmercer@uncaa.unc.edu	962-9534
Last Day to Add	Monday, Aug. 27th	Cynthia Reynolds	cynthiar@uncaa.unc.edu	962-9893
Holiday	Monday, Sept. 3rd	Wayne Walden	wwalden@uncaa.unc.edu	962-9538
Last Day to Drop (on-line)	Tuesday, Sept. 4th	Brent Blanton	blanton@uncaa.unc.edu	962-9536
File for Graduation	Friday, Oct. 12th	Tony Yount	uncletony@mac.com	843-2328
Last Day to Drop (w/Dean)	Monday, Oct. 15th	Kym Orr	knorr@uncaa.unc.edu	843-2425
"IN" changes to F*	Monday, Oct. 15th	Octavus Barnes	obarnes@uncaa.unc.edu	843-4400
Last Day Pass/Fail Option	Monday, Oct. 15th	Beth Bridger	bridgerb@uncaa.unc.edu	843-5669
Fall Recess begins at 5pm	Wednesday, Oct. 17th	Mary Willingham	mwillingham@uncaa.unc.edu	843-6029
Classes Resume at 8am	Monday, Oct. 22nd	Jan Boxill	jmboxill@email.unc.edu	962-3317
Thanksgiving Recess	Wednesday, Nov. 21st	Jaimie Lee	jaimielee@uncaa.unc.edu	
Thanksgiving Holiday(s)	Thur.& Fri., Nov. 22nd - 23rd	Doug Roberts	droberts@uncaa.unc.edu	962-9537
Classes End	Wednesday, Dec. 5th			
"AB" changes to "F"	Wednesday, Dec. 5th	**Office Main Line**		966-4102
Reading Day(s)	Thur. 12/6 & Wed. 12/12	**Office Fax**		962-8247
Exams Begin	Friday, Dec. 7th			
Exams End	Friday, Dec. 14th			
Commencement	Sunday, Dec. 16th			

DROP/ADD PROCEDURES

Student-athletes are now required to get their Academic Support advisor's signature BEFORE any changes in enrollment will be allowed once the on-line drop/add period ends. Should you go to the Registrar's Office without that signature, you will be turned away. REMEMBER, ONCE YOU RECEIVE THE DEAN'S APPROVAL, YOU WILL UNTIL THE END OF THAT DAY TO MAKE YOUR SCHEDULE CHANGE. DO NOT FORGET TO GET YOUR ACADEMIC SUPPORT ADVISOR'S SIGNATURE/APPROVAL BEFORE SEEING THE REGISTRAR!

STRUCTURED STUDY PROGRAMS

First-year students participating in our structured study program will be required to complete 6 hours of structured study per week. **Upperclassmen who are below a 2.1 cumulative GPA will also have regular study hours** (this will not include computer lab usage). Structured Study starts on Sunday, August 26th.

EVENING TUTORING

The Academic Center opens at 7pm and small group tutoring will run from 7:00 -10:00pm, Sunday-Thursday evenings. In order to guarantee sufficient time with the tutor please arrive promptly for each appointment. Evening tutoring will begin on Sunday, August 26th. The tutor schedule is posted on the bulletin boards in the Academic Center. This schedule is constantly changing so be sure to check it on a regular basis. If you need an individual tutor, see your counselor. In order for the tutoring session to be useful and productive please arrive with proper books, notes and materials.

COMPUTER LAB

All computers have Internet and email access. During peak hours you will be limited to one hour at the computer. If you have any questions about the computers or software please see the computer lab monitor. He/she will be glad to assist you. Computer lab monitors will be on duty Sunday through Thursday from 7:00pm to 10pm.

CLASS ATTENDANCE

Class attendance is mandatory. **Please note that English 100, 101, and 102 have a very strict attendance policy.** Make sure that you inform your professor of your competition schedule in advance! Your coach will furnish you with travel letters to give to your professors before you miss a class due to athletic competition. It is your responsibility to give the letters to your professors.

TRAVEL LETTERS

All students in their competition season need to contact their professors **during the first week of school** and make them aware of their travel schedule by handing them a copy of the travel letter with the conflict dates highlighted. Students need to make arrangements for these conflicts **as soon as possible.** Remind professors each week of pending competitions! After the second week of classes, letters will no longer be available at the Academic Center - they will ONLY be available at your coach's office.

SUPPLEMENTAL INSTRUCTION PROGRAM (SI)

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TEXTBOOK PURCHASE PURCHASING POLICY ***(for student-athletes designated to receive books as part of their scholarship)***

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- Book forms **will not** be signed without a copy of your schedule.
- Only textbooks and course materials that are listed in the official University Book List as "required" may be purchased.
- You are allotted a maximum of $600 per semester to buy books. Exceptions are approved on a case by case basis.
- **You must purchase all of your required textbooks by October 15th.** Exceptions are approved on a case by case basis.
- If you drop a course, all textbooks and materials must be returned immediately to your academic counselor.
- If you are unsure of your scholarship status, check with your coach.
- For all "recommended" materials on your syllabi, please see your academic counselor.

IMPORTANT INFORMATION & EVENTS

GRADUATING SENIORS

- 1 PHYA needed (check with your Academic Support advisor to make sure that credit for playing your varsity sport has been added)
- See Academic Advisor in Arts & Sciences or Professional School and complete an official degree audit during your senior year
- Resume on file with University Career Services
- Career Guide
- At least 120 hours/2.0 cum
- Application for 10th semester (if necessary)
- Last day to file for Fall 2007 graduation ~ Friday, October 12th
- UNDERLOAD APPROVALS MUST BE COMPLETED BY THE END OF THE FIRST WEEK OF CLASSES

JUNIORS

- PHYA
- See Academic Advisor in Arts & Sciences or Business College

SOPHOMORES

- You must declare a major before your junior year, specifically during the second semester of your sophomore year! Go to Arts & Sciences and fill out the necessary paperwork.

MINIMUM ACADEMIC ELIGIBILITY REQUIREMENTS

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You must be enrolled FULL TIME (12 hrs) in order to practice and compete. Please contact your Academic Support Counselor PRIOR to dropping or adding a course.

***UNC* REQUIREMENTS FOR FRESHMAN & CONTINUING STUDENT-ATHLETES**

To enter…	Continuing Students must have…	Freshmen must have…
3rd semester	1.5 cum gpa and 24 hours	2.0 cum gpa and 24 hours
5th semester	1.75 cum gpa and 51 hours	2.0 cum gpa and 51 hours
7th semester	1.9 cum gpa and 78 hours	2.0 cum gpa and 78 hours
9th semester	2.0 cum gpa and 105 hours	2.0 cum gpa and 105 hours and prior approval by a dean is required
10th semester	Prior approval by a dean is required	Prior approval by a dean is required

You must pass 9 hours with a 1.0 *each* semester in order to return to UNC. The student-athlete is responsible for the appeals process. The Academics Center exists to counsel and assist.

***NCAA* REQUIREMENTS FOR CONTINUING ELIGIBILITY** (GPA & HOURS FOR AID, PRACTICE, AND COMPETITION)

To be eligible for…	Must have…
3rd Semester	1.8 gpa and 24 total hours
4th Semester	1.8 gpa
5th Semester	1.9 gpa and 48 total - 48 DA hours + declare major
6th Semester	1.9 gpa
7th Semester	2.0 gpa and 72 total - 72 DA hours
8th Semester	2.0 gpa
9th Semester	2.0 gpa and 96 total - 96 DA hours

DA = Degree Applicable

FOR SATISFACTORY PROGRESS

IMPORTANT!!! 18 degree hours needed to meet satisfactory progress must be earned during the regular academic year (i.e. fall and spring semester). Physical education activity classes **DO NOT** count as academic hours or towards NCAA eligibility and therefore are not counted toward full-time enrollment for all students following UNC's old curriculum standards. Lifetime fitness courses DO count for all students following the new curriculum.

From: Doug Roberts <droberts@uncaa.unc.edu>
Sent: Monday, August 20, 2007 10:56 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Cc: Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: UPDATED POLICY FALL 07
Attach: POLICY-FALL 2007.docx

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updated for grammar under drop/add procedures.... delete any previous copies... also added jaimie's phone number (although her phone will not be installed for another few days)... james spurling just emailed her phone number to me.

d

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9th semester	2.0 cum gpa and 105 hours	2.0 cum gpa and 105 hours and prior approval by a dean is required
10th semester	Prior approval by a dean is required	Prior approval by a dean is required

You must pass 9 hours with a 1.0 *each* semester in order to return to UNC. The student-athlete is responsible for the appeals process. The Academics Center exists to counsel and assist.

***NCAA* REQUIREMENTS FOR CONTINUING ELIGIBILITY** (GPA & HOURS FOR AID, PRACTICE, AND COMPETITION)

To be eligible for…	Must have…
3rd Semester	1.8 gpa and 24 total hours
4th Semester	1.8 gpa
5th Semester	1.9 gpa and 48 total - 48 DA hours + declare major
6th Semester	1.9 gpa
7th Semester	2.0 gpa and 72 total - 72 DA hours
8th Semester	2.0 gpa
9th Semester	2.0 gpa and 96 total - 96 DA hours

DA = Degree Applicable

FOR SATISFACTORY PROGRESS

IMPORTANT!!! 18 degree hours needed to meet satisfactory progress must be earned during the regular academic year (i.e. fall and spring semester). Physical education activity classes **DO NOT** count as academic hours or towards NCAA eligibility and therefore are not counted toward full-time enrollment for all students following UNC's old curriculum standards. Lifetime fitness courses DO count for all students following the new curriculum.

From: Doug Roberts <droberts@uncaa.unc.edu>

Sent: Thursday, August 30, 2007 10:51 AM

To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Ockenfuss, Robert <orobert@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Restivo, Sandy <srestivo@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>

Cc: Herman, Amy <ajschae@uncaa.unc.edu>; Gelin, Dana <dgelin@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Johnson, Shelley <shelljo@uncaa.unc.edu>

Subject: SAS Contact List

Attach: Staff Contact Numbers 2007.xls

Folks-
Attached is an updated version of our Student-Athlete Services staff contact list.
Please let me know if your contact information needs to be updated/corrected.

Thanks!
D

From: Doug Roberts <droberts@uncaa.unc.edu>

Sent: Thursday, August 30, 2007 1:58 PM

To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Ockenfuss, Robert <orobert@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Restivo, Sandy <srestivo@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>

Cc: Herman, Amy <ajschae@uncaa.unc.edu>; Gelin, Dana <dgelin@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Johnson, Shelley <shelljo@uncaa.unc.edu>

Subject: SAS Contact List

Attach: Staff Contact Numbers 2007.xls

Folks-

Sorry,... here's the first revision. Apologies to Jaimie Lee!
You'll notice that she is now on the list.

Thx
Doug

From: Doug Roberts <droberts@uncaa.unc.edu>

Sent: Thursday, February 28, 2008 10:47 AM

To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Ockenfuss, Robert <orobert@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Restivo, Sandy <srestivo@uncaa.unc.edu>; Peace, Sherron <stpeace@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>

Subject: staff phone list

Attach: Staff Contact Numbers 2008.xls

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updated s=a services contact list
fyi
doug

From: Doug Roberts <droberts@uncaa.unc.edu>
Sent: Thursday, May 15, 2008 1:17 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>
Subject: Hiring Paperwork - updated - for your files
Attach: Athletics Payroll Data -ASPSA.doc; COE-Temp-Int2008 (less than 20hrs wk).doc; COE-Temp-Reg2008 (more than 20 hrs wk).doc; crimcheckupdateOct2007.doc

---

here are copies of our temp hiring paperwork.

if applicant is a student:
1) fill out Dept Payroll data sheet
2) fill out COE-Temp Regular sheet
3) send applicant and paperwork to Tracey harris (with ID ,etc.)

if applicant is non-student:
1) fill out crim check
wait for clearance from tracey harris on crim check, then...

2) fill out Dept Payroll Data sheet

3) A. IF working less than 20 hrs week - fill out CO-Temp - INT sheet
B. IF working more than 20 hrs week - fill out COE-Temp - REG sheet (beware- if person is hired as a REG temp, and is a non-student, the temp will have to come off payroll for 30 days after working for one calendar year.

FYI
Doug

UNC Department of Athletics

PAYROLL DATA SHEET FOR TEMPORARY/STUDENT EMPLOYMENT

Indicate status: ( ) Non-Student ( ) Student **Date Completed**:_____/_____/_____

Name:_____
Last First Middle

UNC PID #:_____ Date of Birth_____
(* Will be assigned if you do not have a PID)

Indicate Citizenship:
( ) U. S. Citizen
( ) Resident Foreign National
[Alien Registration Card I-151 #_____]
( ) Non-Resident Foreign National
[Temporary Visa Type/Number_____]

Indicate Sex:

( ) **Female**

( ) **Male**

Indicate Race (Circle one):

1 = White (European, North African, Middle Eastern)

2 = Black (Not Hispanic)

3 = American Indian or Alaskan Native

4 = Asian or Pacific Islander (Far East, Southeast Asia Islands)

5 = Hispanic (Mexican, Puerto Rican, Cuban, Central American)

Permanent Address:_____
Street address

_____
City State Zip Code

Telephone: (_____)_____ **E-Mail:** _____
Area code Number

FOR STUDENTS: ( ) Graduate ( ) Undergraduate

School Address:_____
Street address

_____
City State Zip Code

Telephone: _____
Number

Are you currently working in another department on campus? If YES, please indicate name of department:

( ) NO ( )YES_____

Are you related to any UNC employee? ( ) No ( ) Yes
If yes, indicate employee(s)' name, relationship to you, department in which they work:

_____
Name Department Relationship

In case of an emergency, please list the name and number of someone you would want us to contact:

NAME:_____TELEPHONE NUMBER: ( )_____

TO BE COMPLETED BY THE HIRING SUPERVISOR

Athletic Department work unit: **Academic Support Program** Department Number: **9821**

Start Date:_____Rate of Pay:_____Hours Per Week:_____

Account Number to be charged (ex: 19030): **19036**

The University of North Carolina at Chapel Hill
Office of Human Resources

CONDITIONS OF EMPLOYMENT – SPA INTERMITTENT TEMPORARY EMPLOYEES

Appointment Type:	**Intermittent Temporary Employee**	**Offered to:**	**{ FORMTEXT }**
Position ID:	**{ FORMTEXT }**	**Hourly Pay Rate:**	**{ FORMTEXT }**
Department Name:	**{ FORMTEXT }**	**Effective Date:**	**{ FORMTEXT }**
Department Number:	**{ FORMTEXT }**	**Supervisor:**	**{ FORMTEXT }**

In order to be employed with the University of North Carolina at Chapel Hill as an Intermittent Temporary Staff (SPA) Employee, you must agree to the following conditions of employment:

1. I understand that any offer of employment is conditional pending the completion of the University's required criminal conviction check. I understand a criminal conviction in and of itself does not disqualify me from employment at the University. I understand that in the event a criminal conviction record is discovered where I had not listed it on the employment application, I may be disqualified from employment in this position, and any other position at the University, for falsification of the employment application. I also understand that due to the nature of some criminal convictions, employment in certain positions at the University may be unavailable to me. I understand that in the event that thirty (30) calendar days have elapsed since the initiation of my criminal convictions check with the University's Department of Public Safety, I may be allowed to begin work at the University with the understanding that my employment offer may be rescinded if the criminal convictions check when received discloses information that affects my selection. I understand that before a final decision would be made to rescind my appointment, I would have the opportunity to provide any exculpatory or explanatory information.

2. Federal law requires each new employee to complete the "Employee Information and Verification" section of the U.S. Citizenship and Immigration Services (Form I-9) and to submit certain original documents for examination in order to verify and certify identification and employment eligibility. In compliance with N.C. law, the University verifies each individual's legal status or authorization to work in the United States after hiring the individual using the Department of Homeland Security's E-Verify Program. I understand that my employment will be terminated if I fail to comply with the employment authorization requirements or if it is determined that I am not authorized to work in the United States.

3. State policy requires each Permanent Staff employee to be at least 18 years of age, and State law requires the University to have these individuals indicate their compliance with the Federal Military Selective Service Act. Initial the appropriate response below.
   _____ (*initial*) I certify that I am required to be and have registered with Selective Service, OR
   _____ (*initial*) I certify that I am exempt from registering with Selective Service, OR
   _____ (*initial*) I certify that I am required to be and have NOT registered with Selective Service.
   I understand that if I am not registered but am required to be, I MUST do so no later than 30 days from the appointment date indicated on this document in order to stay employed at the University. I understand that failure to comply with the registration requirement bars a person from State employment.

4. I understand I am required to provide my Social Security Number so the University can satisfy its income-reporting and withholding obligations under North Carolina and federal laws. Unless this sentence is marked through and initialed by me, I voluntarily permit the use of my social security number for internal record keeping and information management operations. However, I understand I have been randomly assigned the personal identification number (PID) indicated on this document, which the University will use instead whenever possible.

5. I understand that the University requires all presently-hired employees to be paid by direct deposit into a bank or credit union account, and that pay stubs will be provided to me electronically through the University's E-pay program. In order to satisfy this requirement, I understand I must either present a deposit slip or voided check during my assigned Job Offer Acceptance Session or submit the direct payroll deposit authorization (Form PR-8) to the University Payroll Department by the end of my first work week. My signature below certifies I understand I will not receive a paycheck from the University until the appropriate payroll forms have been completed and submitted.

6. I understand that the rules governing my work schedule, meal and break periods, time records, pay day, wage-hour status (for overtime purposes), and the policies covering equal employment opportunity, reporting an on-the-job injury, workplace violence, illegal drugs in the workplace, and other policies as listed on the "Certification of Review of Relevant Employment Policies" have been provided to me by a department representative.

7. I authorize the University to withhold from my final paycheck the cost of any keys, uniforms, or other State-owned property I fail to return when my appointment ends. I also authorize the University to withhold from my final paycheck the amount of any other debt I owe to the University, subject to Wage-Hour requirements.

Employee's Initials: _____ Human Resources Rep Initials: _____

(continued on next page)

CONDITIONS OF EMPLOYMENT – SPA INTERMITTENT TEMPORARY EMPLOYEES

CONDITIONS OF EMPLOYMENT (continued)

8. I understand that if my position's duties expose me to blood-borne pathogens or other potentially infectious material, I am required to attend the Environment, Health & Safety Office's OSHA-required training within my first 10 days at work. I also understand that to comply with University policy, if my position's duties include engaging in University health care activities, I must:
    a. satisfactorily complete a tuberculosis screening skin test (PPD) within my first 10 days of work, and
    b. disclose to my department head, dean, division chief, Office of Human Resources Employee & Management Relations Division, or the chair of the University's AIDS Task Force if I am currently, or later become, infected with either the HIV or Hepatitis B viruses.
9. I understand that the University follows a "Smoke Free" policy and that smoking is not allowed within 100 feet of all University facilities, both on and off campus. I also understand that smoking in state-owned vehicles is also prohibited.
10. I understand that the only employee benefit programs in which I am eligible to participate are the voluntary 403(b) supplemental retirement and/or U.S. savings bonds programs.
11. I understand that as an intermittent temporary employee at the University of North Carolina at Chapel Hill (University), I am limited to working less than 1500 hours within any 12-month period, and that if I work for the University 1500 hours or more within a 12-month period, my appointment must be terminated (effective no later than the last day of that 12-month period), and that I will not be eligible to be re-hired by the University in a temporary capacity for a minimum period of 31 days after my appointment termination date.
12. **{** FORMTEXT **}** *(initials)* **For retirees only.** I understand that State policy allows me, as a retiree, to work longer than twelve consecutive months regardless of the number of hours I work, and that my initials beside this condition certify that I am retired, am not available for (or seeking) permanent work, and have benefits (like health insurance) through my retirement plan.
13. I understand that in the event that I accept a permanent position with another North Carolina state agency or with another University department, I must inform my hiring department and terminate my temporary appointment.

Employee's Signature / Date	Human Resources Representative Signature / Date

The University of North Carolina at Chapel Hill
Office of Human Resources

CONDITIONS OF EMPLOYMENT – SPA TEMPORARY EMPLOYEES

Appointment Type:	**Temporary Employee**	**Offered to:**	**{ FORMTEXT }**
Position ID:	**{ FORMTEXT }**	**Hourly Pay Rate:**	**{ FORMTEXT }**
Department Name:	**{ FORMTEXT }**	**Effective Date:**	**{ FORMTEXT }**
Department Number:	**{ FORMTEXT }**	**Supervisor:**	**{ FORMTEXT }**

In order to be employed with the University of North Carolina at Chapel Hill as a Temporary Staff (SPA) Employee, you must agree to the following conditions of employment:

1. I understand that any offer of employment is conditional pending the completion of the University's required criminal conviction check. I understand a criminal conviction in and of itself does not disqualify me from employment at the University. I understand that in the event a criminal conviction record is discovered where I had not listed it on the employment application, I may be disqualified from employment in this position, and any other position at the University, for falsification of the employment application. I also understand that due to the nature of some criminal convictions, employment in certain positions at the University may be unavailable to me. I understand that in the event that thirty (30) calendar days have elapsed since the initiation of my criminal convictions check with the University's Department of Public Safety, I may be allowed to begin work at the University with the understanding that my employment offer may be rescinded if the criminal convictions check when received discloses information that affects my selection. I understand that before a final decision would be made to rescind my appointment, I would have the opportunity to provide any exculpatory or explanatory information.

2. Federal law requires each new employee to complete the "Employee Information and Verification" section of the U.S. Citizenship and Immigration Services (Form I-9) and to submit certain original documents for examination in order to verify and certify identification and employment eligibility. In compliance with N.C. law, the University verifies each individual's legal status or authorization to work in the United States after hiring the individual using the Department of Homeland Security's E-Verify Program. I understand that my employment will be terminated if I fail to comply with the employment authorization requirements or if it is determined that I am not authorized to work in the United States.

3. State policy requires each Permanent Staff employee to be at least 18 years of age, and State law requires the University to have these individuals indicate their compliance with the Federal Military Selective Service Act. Initial the appropriate response below.
   _____ (*initial*) I certify that I am required to be and have registered with Selective Service, OR
   _____ (*initial*) I certify that I am exempt from registering with Selective Service, OR
   _____ (*initial*) I certify that I am required to be and have NOT registered with Selective Service.
   I understand that if I am not registered but am required to be, I MUST do so no later than 30 days from the appointment date indicated on this document in order to stay employed at the University. I understand that failure to comply with the registration requirement bars a person from State employment.

4. I understand I am required to provide my Social Security Number so the University can satisfy its income-reporting and withholding obligations under North Carolina and federal laws. Unless this sentence is marked through and initialed by me, I voluntarily permit the use of my social security number for internal record keeping and information management operations. However, I understand I have been randomly assigned the personal identification number (PID) indicated on this document, which the University will use instead whenever possible.

5. I understand that the University requires all presently-hired employees to be paid by direct deposit into a bank or credit union account, and that pay stubs will be provided to me electronically through the University's E-pay program. In order to satisfy this requirement, I understand I must either present a deposit slip or voided check during my assigned Job Offer Acceptance Session or submit the direct payroll deposit authorization (Form PR-8) to the University Payroll Department by the end of my first work week. My signature below certifies I understand I will not receive a paycheck from the University until the appropriate payroll forms have been completed and submitted.

6. I understand that the rules governing my work schedule, meal and break periods, time records, pay day, wage-hour status (for overtime purposes), and the policies covering equal employment opportunity, reporting an on-the-job injury, workplace violence, illegal drugs in the workplace, and other policies as listed on the "Certification of Review of Relevant Employment Policies" have been provided to me by a department representative.

7. I authorize the University to withhold from my final paycheck the cost of any keys, uniforms, or other State-owned property I fail to return when my appointment ends. I also authorize the University to withhold from my final paycheck the amount of any other debt I owe to the University, subject to Wage-Hour requirements.

Employee's Initials: _____ Human Resources Rep Initials: _____

(continued on next page)

CONDITIONS OF EMPLOYMENT – SPA TEMPORARY EMPLOYEES

CONDITIONS OF EMPLOYMENT (continued)

8. I understand that if my position's duties expose me to blood-borne pathogens or other potentially infectious material, I am required to attend the Environment, Health & Safety Office's OSHA-required training within my first 10 days at work. I also understand that to comply with University policy, if my position's duties include engaging in University health care activities, I must:
    a. satisfactorily complete a tuberculosis screening skin test (PPD) within my first 10 days of work, and
    b. disclose to my department head, dean, division chief, Office of Human Resources Employee & Management Relations Division, or the chair of the University's AIDS Task Force if I am currently, or later become, infected with either the HIV or Hepatitis B viruses.
9. I understand that the University follows a "Smoke Free" policy and that smoking is not allowed within 100 feet of all University facilities, both on and off campus. I also understand that smoking in state-owned vehicles is also prohibited.
10. I understand that the only employee benefit programs in which I am eligible to participate are the voluntary 403(b) supplemental retirement and/or U.S. savings bonds programs.
11. I understand that my appointment is for a period of twelve calendar months or less, if retained, from the date of my first work day at the University of North Carolina at Chapel Hill (University) and that if I work for the University for 1500 hours or more within a 12-month period, my appointment must be terminated (effective no later than the last day of that 12-month period). I understand that I will not be eligible to be re-hired by the University in a temporary capacity for a minimum period of 31 days after the date my appointment was terminated.
12. **{** FORMTEXT **}** *(initials)* **For retirees only.** I understand that State policy allows me, as a retiree, to work longer than twelve consecutive months regardless of the number of hours I work, and that my initials beside this condition certify that I am retired, am not available for (or seeking) permanent work, and have benefits (like health insurance) through my retirement plan.
13. I understand that in the event that I accept a permanent position with another North Carolina state agency or with another University department, I must inform my hiring department and terminate my temporary appointment.

Employee's Signature / Date

Human Resources Representative Signature / Date

University of North Carolina at Chapel Hill

AUTHORIZATION FOR CRIMINAL CONVICTIONS CHECK

TO BE COMPLETED BY THE CANDIDATE/APPOINTEE: DATE: _____

FIRST	GIVEN MIDDLE	MAIDEN	LAST
All other name(s) by which you have been known:			

SOCIAL SECURITY #*	DATE OF BIRTH	SEX	RACE

*Your social security number is being requested for the University to conduct a residence history and criminal conviction background check consistent with University policy. You are not required to disclose your social security number; however, if you do not disclose your social security number you will not be considered for employment.

CURRENT RESIDENCE (street,city,state,zip):	
PERMANENT RESIDENCE (street,city,state,zip):	

{ FORMCHECKBOX } YES { FORMCHECKBOX } NO Are you currently an employee of the University of North Carolina at Chapel Hill?

{ FORMCHECKBOX } YES { FORMCHECKBOX } NO Have you ever lived or worked outside of North Carolina? If yes, complete page 2 of this form.

{ FORMCHECKBOX } YES { FORMCHECKBOX } NO Have you ever been convicted of any unlawful offense, other than a minor traffic violation? If yes, list below the county, state, and date of the conviction and crime for which you were convicted. Prayers for Judgment Continued (PJCs) and non-contested charges must be included, unless you have acted to expunge your record. If more space is needed, check here { FORMCHECKBOX } and attach additional pages.

DATE	LOCATION (county and state)	CRIME

I hereby certify that all information I have provided on this Authorization is true and complete to the best of my knowledge and belief. I understand that electronic submission of my Authorization indicates my consent to the University's verification of any information contained in this Authorization, including by obtaining a consumer report for employment purposes from a Consumer Reporting Agency. I understand that by admitting to a conviction for any unlawful offense, I will not be disqualified automatically from consideration for employment. I understand that false or misleading information or documentation, or an omission or failure to include all relevant information, may result in rejection of my application, action up to and including termination if hired, and/or criminal prosecution. If hired, I understand the University complies with State law and is required to terminate me if false or misleading information is given in order to meet the requirements for the position involved.

_____ Candidate/Appointee Signature

_____ Date

TO BE COMPLETED BY INITIATING UNIT:

ACCOUNT # FOR FEE:	- - 3919
HR GEN.(SPA ONLY):	

POSITION/ APPOINTMENT TYPE:	{ FORMCHECKBOX } FACULTY { FORMCHECKBOX } SPA PERMANENT { FORMCHECKBOX } EPA NON-FACULTY { FORMCHECKBOX } TAR HEEL TEMP
POS/APPT TITLE:	
POS# (SPA ONLY):	
CONTACT NAME:	
PHONE #:	
CB #:	
DEPT/SCHOOL NAME:	
DEPT #:	

University of North Carolina at Chapel Hill

SUBMIT COMPLETED FORM TO:
For SPA Permanent, please send this form to your HR Generalist.
For Faculty, please send this form to the Dean's Office.

Background Investigator
UNC Public Safety
AOB, Room 2404, CB# 1620
Fax: 919-962-4279

{ FORMCHECKBOX }
C
riminal conviction(s) found; does not agree with application. See att.
{ FORMCHECKBOX }
C
harge made to listed account.

INIT: FILE #:

TO BE COMPLETED BY PUBLIC SAFETY:
Date check performed: _____
{ FORMCHECKBOX } No criminal conviction(s) found.
{ FORMCHECKBOX } Criminal conviction(s) found; agrees with application. See attached.

CANDIDATES: If you have lived or worked outside of North Carolina, please list the States, dates lived or worked in those locations, cities, counties, and the name(s) used during those times

FIRST	MIDDLE	LAST	SOCIAL SECURITY #

STATE	DATES (FROM: yr TO: yr)	CITY	COUNTY	NAME(s) USED (if different from above)

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, February 8, 2006 11:54 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Re: question
Attach: Re_ question.msg

Priority Registration for Student-Athletes Questionnaire

1. Does your institution currently have priority registration for student-athletes?

   _____ Yes
   _____ No

If you answered yes to the first question, please continue filling out the remaining portion

2. Who registers the student-athletes for classes when using priority registration?

   _____ Student-Athlete
   _____ Academic Advisor/Counselor
   _____ Other

3. Which student-athletes are eligible for priority registration?

   _____ All Student-athletes
   _____ Student-athletes who are in-season
   _____ Student-athletes who are traveling
   _____ Other _____

4. Do certain sports/student-athletes have priority registration over other sports? (e.g. scholarship vs. non-scholarship, committee cases, sport vs. sport)

5. When does priority registration take place? (e.g. one initial date, priority vs. rest of class)

6. How do student-athletes enroll for classes when using priority registration?

   _____ Online
   _____ Registration Forms
   _____ Registrar's Office

7. Is there a restriction on the number of student-athletes who may enroll in each class/section to prevent clustering? What are the restrictions? (e.g. 25%)

8. Who monitors class make-up? (e.g. Provost, Registrar, Academic Support Staff)

9. How well does your system work? Would you change anything?

Thank you for your time; we appreciate it!

Priority Registration for Student-Athletes Questionnaire

1. Does your institution currently have priority registration for student-athletes?

   _____ Yes
   _____ No

2. Which student-athletes are eligible for priority registration?

   _____ All Student-athletes
   _____ Student-athletes who are in-season
   _____ Student-athletes who are traveling
   _____ Other _____

3. Do certain sports/student-athletes have priority registration over other sports? (e.g. scholarship vs. non-scholarship, committee cases, sport vs. sport)

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   _____ Academic Advisor/Counselor
   _____ Other

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8. Who monitors class make-up? (e.g. Provost, Registrar, Academic Support Staff)

9. How well does your system work? Would you change anything?

10. Is there anything else unique to your student-athlete priority registration that you think we should know about?

Thank you for your time; we appreciate it!

Priority Registration for Student-Athletes Questionnaire

1. Does your institution currently have priority registration for student-athletes?

   _____ Yes
   _____ No

2. Which student-athletes are eligible for priority registration?

   _____ All student-athletes
   _____ Student-athletes who are in-season
   _____ Student-athletes who are traveling
   _____ Other _____

3. Do certain sports/student-athletes have priority registration over other sports? (e.g. scholarship vs. non-scholarship, special admit, sport vs. sport)

4. When does priority registration take place? (e.g. one initial date, priority vs. rest of class)

5. How do student-athletes enroll for classes when using priority registration?

   _____ Online
   _____ Registration Forms
   _____ Registrar's Office

6. Who registers the student-athletes for classes when using priority registration?

   _____ Student-athlete
   _____ Academic Advisor/Counselor
   _____ Other

7. Is there a restriction on the number of student-athletes who may enroll in each class/section to prevent clustering? What are the restrictions? (e.g. 25%)

8. Who monitors class make-up? (e.g. Provost, Registrar, Academic Support Staff)

9. How well does your system work? Would you change anything?

10. Is there anything else unique to your student-athlete priority registration that you think we should know about?

Thank you for your time; we appreciate it!

QUESTION	BC	CLEMSON	DUKE	FSU	GT	NCSU	MARYLAND	MIAMI	UVA	VT	WFU	UNC
Does your institution currently have priority registration?	No	Yes	Modified	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Modified
Which SA's are eligible for priority?	All BC students who have diagnosed LD	All Student-Athletes	All SA's except for the novice Women's Rowing team during their 1st semester	All Student-Athletes	All Student-Athletes	All Student-Athletes	All Student-Athletes	All Student-Athletes	Student-Athletes who are in-season	None	Student-athletes with SAT<1050	LD Student-Athletes and those SA's that are traveling
Do Certain sports /SA's have priority registration over other sports?	No	No, all SA's are randomly assigned a registration time over day 2 and 3 of registration		No	No	No, all student-athletes are allowed to register early	No	No	Swimming, wrestling and basketball receive it both semesters and all other sports receive it while in-season	No	Special admit <1050 SAT scores	No
When does priority registration take place?	2 days prior to the general student body registration period which is done by class	With priority registration, SA's register with seniors. Students with disabilities and honors college students register on the 1st day followed by SA's and seniors	SA's are assigned a window which is 1st within their academic class and they complete the registration	Our students register on the 1st day of open registration. If they wait too long beyond that date they forfeit priority by default	Priority registration begins for Student-Athletes on the initial date of registration each semester	1 day before seniors can register	Every semester approximately 1 week before the general population registers	Priority vs. the rest of the class	Opens one day before the rest of registration begins for students	All students request courses and place course request online. Students are able to place requests for 1 week. Students find out courses when they return from Thanksgiving break	Friday afternoon prior to Monday regular registration	One day prior to their classmates
How do SA's enroll for classes when using priority registration?	Online	Online	Online	Online	Online	Online	Online	Registration Forms and Registrar's Office	Online	Online	Registrar's Office	Online
Who registers the SA's for classes when using priority registration	Dean of respective college	Student-Athlete	Student-Athlete	Student-Athlete	Student-Athlete	Academic Advisor/Counselor	Student-Athlete	Other	Student-Athletes	Student-Athlete	Academic Advisor/ Counselor	Academic Advisor/ Counselor
Is there a restriction on the number of SA's who may enroll in each class/section to prevent clustering?	No class size is determined by the Registrar when a class is full then it is closed	Yes. We have a 25% restriction on classes. Some departments on-campus will enroll slightly over 25% cap but that is on a case by case basis.	There is no restriction on the number of SA's in a section/class	No restrictions but monitored closely to prevent clustering	No, but we have gotten requests from some departments to spread our populations amongst sections to avoid clustering	We self-impose a cap for student-athlete enrollment at 25%	Yes, About 25%	No	No restrictions but monitored closely to prevent clustering	The staff oversees this	3-4 special admit student-athletes per class	No restrictions
Who monitors	Student Services	Classes are		Academic	Registrar and	The Academic	Registrar	Academic	Academic	No would if the	Registrar and	

class make-up?		monitored by the registrar although our registration system automatically has a 25% cap		Support Staff	Academic Support Staff	Support Program monitors enrollment with assistance from Registration and Records		Services	Services	staff did not oversee the process	Academic Support Staff	
How well does your system work?	Very well, Have more of the elective course slots held for freshmen and faculty to offer more sections of various upper level course	One problem is the 25% cap, which counts all SA's including walk-ons and scholarship athletes. Another problem was no priority registration for 1st year students. They register with 1st year college students		Works Well, no need for change	We have been satisfied with our system	We are satisfied with our system and have the full support of administration because of our very own checks and balances	Good, the 1 think I would like to change is for the Athletic Advisors to be allowed to give the permission for our SA's to adjust their schedules (add/drop). Currently only the advisors in their majors can give them permission	Okay		The majority of SA's receive the courses they requested	Great system but very time consuming	
Is there anything else unique to your SA's priority registration that you think we should know about?		It is beneficial to have the priority registration and would be difficult to get SA's registered for classes that fit w/in the block schedule		No		If you get it, it is your responsibility not to abuse it						
QUESTION	BC	CLEMSON	DUKE	FSU	GT	NCSU	MARYLAND	MIAMI	UVA	VT	WFU	UNC

Research Matters

1) Arms Against a Sea of Troubles

Do statistics show that places where conceal permits are allowed actually have lower crime rates?

We need (respectable) opinion pieces and data to support arguments for and against gun control in general.

Who gets the gun? Teachers or students?

Facts about concealment. Some places demand it, some outlaw it. I bet most of those decisions are completely speculative (not based on data). Let's see if we can get some psychology data one way or the other.

2) For Bitter or Worse

Facts about how alimony works. There are, Blane said, four or five different kinds.

What's the opportunity cost of housewifery? (Tom's point)

In what way does NYC-NOW see the current situation to be the only leverage available to women in divorce proceedings? What does NOW want changed? (check their website etc) The case says, "greater economic fairness for women". Does that mean in divorce court or in the workplace generally?

All-male juries for divorce between heterosexual couples? Does that seem right? Is there any thing out there on this?

3) Virgin Records

Is it empowering? How do we decide? What's the best way philosophically speaking to decide whether something is actually empowering? (i.e., Can it not be empowering even when she herself says it is? Under what conditions?)

Objectivity and self-respect and false consciousness (reclaiming "queer" etc)

Paternalism of the state… What should the state care that she does this?

We need lots of analogous situations and research on them: organ donation, selling yourself into slavery, prohibition of alcohol…

4) No News is Good News

What is the average income of families in Lincolnshire, IL? Or anyway get a measurement of how rich that school is.

How legitimate is the spokesman's claim that the administration is ultimately responsible for the content of the taxpayer funded newspaper? Why and/or why not?

Needs everything on student journalism law. Somewhere a judge said, "Students do not leave their rights at the school door."

We value the free flow of information and the free exchange of ideas. The thing to do would have been to put out the next issue challenging the perspective in the "offending" issue.

What's the deal at the DTH?

Fairness doctrine.

5) The Gift that Keeps on Giving

Is she double dipping in the child support? Is the non-biological, but birth certificate father also giving alimony?

We need lots to say about the analogy to abortion and the man's role therein. Can the man say, "No don't get one"? Can the man say, "Yes you must get one"?

What's the difference between sperm banks and private contracts? (Oral contracts are a special case or private contracts…)

Biological parents are not called for child support when adoptive parents divorce…

Do children have the right to two parents?

6) Smoke Screen

Is it more accurate to say that they fund this research or more accurate to say they exploit university facilities? That is, how much in overhead costs is PM avoiding?

What if PM leases the university facilities and labor of professors? It starts to seem more intuitively permissible. But why?

Pope Foundation funds were rejected at UNC. Why? What are good reasons? Academic freedom? Why is that a good reason? Is it because there is something essential to the university having to do with non-commercial interest and academic research for its own sake?

This is, like many of the rest, a true case. Look up opinion pieces on this very case.

7) Baby, Baby, Baby

When do we legitimately limit individuals' freedom to seek their own conception of the good and the flourishing life? As a last resort, I'd think. Perhaps only when societal damage can be demonstrated empirically… not just when our disgust is piqued by the individuals conception of the good life.

In this case too there might be an issue of self-harm….

And there is the issue of protecting the rights of the unborn….But if you go there you might have an inconsistency with regard to a pro-choice position on abortion….

The role of evolving technology and moral choices.… What are some analogous situations?

8) Health Bars

What do WE think the interesting or important aspects of this case are?

Consider the "Heinz" case put forth I think by Kohlberg (the Kantian psychologist of moral development)… his wife is sick and they are poor, is it permissible that he steals the medicine she needs from the neighborhood pharmacy?

9) Cut to the Quick

Note that "anecdotal" reports should not count as empirical evidence!

What's voluntary, philosophically speaking? (This same question appears in another case, namely 10 Brother Where are Thou?)

10) Brother, Where Art Thou?

How real are the worries about hacking these things? Critics will say the worries are real. VeriChip will say there's no way. Who's right?

What are the risks of implantation?

Get some background on situations in which the FDA has not acted responsibly to protect the consumer… but has instead protected corporate interests.

What's voluntary, philosophically speaking? Do you act voluntarily when incentives are evident? When they are reasonably thought to be overwhelming?

11) The Game's Afoot

Who does local casino construction hurt? Who does it help?

Do we think gambling is inherently wrong?

Is it a tax on the stupid?

12) Roach Baiting

WTF?

I guess research on scammy marketing practices?

13) Never-Never Land

Research on firms that have attempted to make amends for their role in the holocaust or the collaboration…

14) Greenbelt

Is the inventory of affordable housing a separate issue? I mean can't we do both – have a greenbelt and provide low income housing? What are the pieces of misdirection in this case?

Research on "eminent domain"

15) Public School Expulsions

How hard is it to just go to some other school in the district after having been expelled? If "alternative education" is not "provided" why does that mean the child remains uneducated?

Get more on the stats that were mentioned in the case itself: without ability to threaten expulsion schools cannot keep order and fulfill their mission…

From: Jan Boxill <jmboxill@email.unc.edu>
Sent: Tuesday, May 18, 2010 10:06 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: annual report-edited
Attach: Annual Report 10 JMBox.doc

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the last one I sent had an error; here is the correct one.

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Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Jennifer Townsend <jtownsend@uncaa.unc.edu>
Sent: Saturday, May 1, 2010 2:53 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Training schedule for Beth Lyons
Attach: TEXT.htm; BethLyonstrainingschedule.docx

Hi,

Please look this over and let me know if you see any major issues or things that needed to be added or changed.

Thanks!

Jenn

Jenn Townsend
Associate Director
Academic Support Program for Student-Athletes
University of North Carolina, Chapel Hill
919-962-9538
919-962-8247 (fax)

Learning Specialist Training – Beth Lyons

Week of May 3rd, 2010

Overview of Weekly Meetings & Ongoing Training Tasks

Standing Weekly Meetings – subject to change each semester

- Academic support program staff meeting Every first and third Tuesday 2:00–3:00
  - Staff meetings will not take place on a regular basis during the school year
- CSSAC meeting Every third Thursday 8:30-9:30 SASB

Ongoing Training – things to accomplish during independent office time

For Student-Athletes/Athletics:

- ✓ Athletic department staff manual: (http://staffmanual.athletics.unc.edu/)
- ✓ Team Media Guides
- ✓ UNC Athletic Department website: (http://tarheelblue.cstv.com/)
- ✓ Student-Athlete Handbook : (http://tarheelblue.cstv.com/auto_pdf/p_hotos/s_chools/unc/genrel/auto_pdf/sa-handbook2009-10)
- ✓ Sport Eligibility Lists
- ✓ Student Files
- ✓ Study Lists (Class Schedules from PeopleSoft)

For Compliance:

- ✓ NCAA & ACC Manuals (see Jenn for PDF versions)
- ✓ UNC Compliance: (http://tarheelblue.cstv.com/compliance/unc-compliance.html)

For Academics/Colleges/College Offices/UNC:

- ✓ Academic Calendar : (http://regweb.oit.unc.edu/calendars/index.php)
  - Semester Dates (drop/add, finals dates, etc)
  - Application deadlines (Kenan-Flager application, minor applications)
  - Important Event Dates
- ✓ UNC, College, & Program Websites
- ✓ Carolina Undergraduate Bulletin
- ✓ First Year Guide
- ✓ Campus Maps
- ✓ Advisor Contact Lists

Meetings to Schedule and People to Meet

For Academic Support Program:

- ✓ Counselors
- ✓ Appointment for picture and bio on website – See Dana Gelin (962-0083, dgelin@uncaa.unc.edu)
- ✓ Talk to Robert about athletic department ticket policy

For Academics/Colleges/College Offices:

- ✓ Colleagues in College Advising Offices - Will receive list from co-workers
- ✓ Admissions - Barbara Polk (966-3989)
- ✓ Registrar - Chris Derickson (962-8289)

For Compliance:

- ✓ Eligibility and Certification - Susan Maloy (962-9892)
- ✓ Financial Aid/Scholarships - Amy Herman (962-7853)
- ✓ Initial Eligibility - Lance Markos (843-7259)

Learning Specialist Training – 2010

Daily Schedule – Day One

Monday, May 3rd, 2010 ***Key Contact***

8:30am – 9:00am Office Basics & Human Resources Sandy Restivo

- Mail: Outside, Campus, Mailbox
- Phone: Voice Mail, Outside Calls, Hold, Transferring
- Supplies & Ordering

9:00am – 9:45am Computer Basics Christy Suits

- Groupwise e-mail
- Novell log in
- Computer set-up

9:45am – 10:30am Independent Office Time

- Pick out phone
- Schedule appointment for website photo/bio

10:30am – 11:30pm Life Skills Program Cricket Lane

- CHAMPS Life Skills progam overview
- Carolina Leadership Academy

11:30am – 12:00pm More Computer Basics Brent Blanton

- Computer: Database, AdmissionsPros
- Other important websites

12:00pm – 1:00pm **Lunch**

1:00pm – 2:00pm **Check–In & Review with Director** Robert Mercer

- Review of training schedule
- Learning Specialist Expectations
- Policies, Processes, & Procedures
- Academic Support Program's Role in: Athletics, Academics, Admissions, Registrar, Disability Services, Student Services, Office Support Staff
- Departmental policies: Vacation days, work hours, required meetings, athletic ticket policies

2:00pm – 3:00pm **More Office Basics** Jenn Townsend

- Academic Calendar
- working with students
- Q and A

Learning Specialist Training – 2010

Daily Schedule – Day Two

Tuesday , May 4th, 2010 ***Key Contact***

9:30am – 10:30am **Learning Disability Testing** Dr. Lyn Johnson

- Learning disability screening
- Disability testing
- Policies and procedures (Sports medicine, etc.)

11:00am – 12:30pm **CTOPS training (Murphy 111)** College of Arts and Sciences

- Orientation schedule
- advising procedures
- New First Year Guide
- New Undergraduate Bulletin

12:30pm – 1:00pm **Lunch**

1:00pm – 2:00pm **Overview of Office and Files** Mary Willingham

- Files in office
- Files saved on screening computer
- Important books to use as resources

2:00pm – 5:00pm **Graduation reception in Alumni Center** -

-Reception for graduating student-athletes (formal program starts at 3:00)

Learning Specialist Training – 2010
Daily Schedule – Day Three

Wednesday, May 5th, 2010 ***Key Contact***

10:00 – 11:00am **"At Risk" Student—Athlete Services** Beth Bridger
- Football initial screening
- Other football learning disability services
- Mentor progam

11:30am – 1:30pm **Lunch**
- Athletic department "Play Day" so will probably go out to lunch if you want to come

1:30pm – 4:30 pm **Organize office/pack** Nate Yarbrough
- Talk to Nate about sticker system/boxes/shredding

Learning Specialist Training – 2010
Daily Schedule – Day Four

Thursday , May 6th, 2010 ***Key Contact***

10:30am – 12:00pm **NCAA Rules and Regulations at EWAC** Susan Maloy
- NCAA/ACC/UNC continuing eligibility rules
- General NCAA rules (extra benefits, recruiting)
- Initial eligibility rules

12:00pm-1:00pm **Lunch**

1:00pm – 3:00pm **Office Time/Follow up Q and A**
- Pack office
- Ask Robert, Jenn, Brent, or Beth any follow-up questions

3:00pm – 4:30pm **College of Arts and Sciences Advising** Barbara Lucido
- College of Arts and Science rules/policies/procedures
- General Education requirements/curriculum
- Athletics/college interactions

Learning Specialist Training – 2010

Daily Schedule – Day Five

Friday , May 6th, 2010 ***Key Contact***

10:00am – 11:00am **Tutoring /SI program** Brent Blanton

- Tutoring program
- Rules/regulation
- SI program

Rest of the day **Office Time/Follow up Q and A**

- Pack office
- Ask Robert, Jenn, Brent, or Beth any follow-up questions

From: Cynthia Reynolds <cynthiar@uncaa.unc.edu>
Sent: Thursday, May 11, 2006 4:52 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>
Subject: Fwd:
Attach: Text.htm; Bridger resume.doc

Attached is Beth's resume.....

>>> Beth Bridger <bridgefe@jmu.edu> 5/11/2006 4:02 pm >>>

Cynthia-

Just a quick email to check in with you. Attached is my resume. I was also wondering if you were any closer to setting a date for my visit. I know Doug mentioned the 22nd, but if there was any way possible to do it earlier, that would be much better for me. I have some obligations with JMU that week and although the 22nd could work, even the Friday before would be much better.

Talk to you soon.

BETH

Beth Bridger
Academic Advisor
Student-Athlete Services
James Madison University
MSC 2202
Harrisonburg, VA 22801
540-568-3295

From: Doug Roberts <droberts@uncaa.unc.edu>

Sent: Monday, May 15, 2006 12:39 PM

To: Blanton, Brent <blanton@uncaa.unc.edu>; Brunk, Mary W. <brunk@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; jflorenc@email.unc.edu; Orr, Kym N. <knorr@uncaa.unc.edu>; learnctr@email.unc.edu; Willingham, Mary <mwillingham@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>

Subject: Beth Bridger Visit

Attach: Beth Bridger AGENDA.doc; Bridger resume.doc

Attached is the agenda for Beth Bridger's visit on Friday and Saturday of this week.
(Also attached is Beth's resume).

FYI
Doug

Beth Bridger
Candidate for Learning Specialist Position
Academic Support Program for Student-Athletes

Agenda

Friday 5/19

9-10:30 AM	Search Committee (Corey Holliday, Cynthia Reynolds, Brent Blanton, Mary Willingham, & Mimi Keever)
11:00 AM	Robert Mercer
12 - 1:30 PM	Lunch (w/ Academic Support Program Staff)
1:30 PM	Fred Clark (@ Steele Building)
2:30 PM	Octavus Barnes
3:30 PM	Cynthia Reynolds
4:30 PM	Robert Mercer
5:30 PM	Department Picnic

Saturday 5/20

10:00 AM	Coach Bunting (@ Kenan Football Center)

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Friday, February 25, 2005 9:16 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Brewer, Ronald <brewer9@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>; jmboxill@email.unc.edu; Orr, Kym N. <knorr@uncaa.unc.edu>; Weeden, Mary B. <mbw@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: priority registration LDS
Attach: Priority Reg Summer Fall 2005.doc

Attached is the form for all students that receive services from LDS. If you have a student 'in the pipeline' for services, I would still have them fill out a priority registration from and get it over to Jeanette Florence in Room 207 (Dean Clark's office). Make sure to follow-up regarding their 'clearance' so that we know the schedule was processed (I can help with this).

Important Dates
Summer: Priority Registration will begin March 7, 2005 for Summer Sessions and ends March 18, 2005
Fall: Priority Registration will begin March 28, 2005 for Fall Semester.
See the important dates below for the fall priority registration period for your class.

Rising seniors: March 28-April 1
Rising juniors: March 28-April 8
Rising sophomores: March 28-April 15

PRIORITY REGISTRATION FORM
For Summer and Fall 2005

Name _____ PID# _____
Last First Middle

Date of Birth _____ Year in School FR SO JR SR CS OTHER

PIN# _____ Email Address _____ Telephone Number_____

Important Dates

Summer: Priority Registration will begin **March 7, 2005 for Summer Sessions and ends March 18, 2005**
Fall: Priority Registration will begin **March 28, 2005 for Fall Semester.**
See the important dates below for the fall priority registration period for your class.

Rising **seniors: March 28-April 1**
Rising **juniors: March 28-April 8**
Rising **sophomores: March 28-April 15**

You can drop off your form to Jeanette on the first day that priority registration begins for summer (March 7) and fall (March 28). She will not process any forms received after the last date for each registration period listed above.

You will need to have the advisor approval flag removed from your file if you are a:

- First year student,
- Sophomore with a grade point average less than 2.0,
- Journalism sophomore,
- Undecided junior, or
- INTS junior or senior with grade point average less than 2.0.

Please follow these instructions:

1. Log onto Student Central and review "Registration Information" and "Stops". ALL stops **MUST** be cleared before your registration can be completed. If you are required to see your advisor, you must do so **before the deadline listed under IMPORTANT DATES.**

2. Priority registration forms should be completed and returned to Jeanette Florence in Room 207 Steele Building between the hours of 8:00 am – 11:00 am and 2:00 pm – 4:00 pm ONLY. If the office is closed, you may slide the form under the door.

3. After turning in your form, you should check your class schedule on Student Central. If you are trying to register for a "controlled enrollment" course you will need to speak to the department to tell them you receive priority registration and they will need to register you in that course.

Once Jeanette has registered you, she will NOT be making any changes to your schedule. You will have to wait until your registration date and make any changes through student central.

2005 Summer School Courses (Please indicate 1st or 2nd Session)

Course name and number_____ Section # _____

Course name and number_____ Section #_____

Course name and number_____ Section #_____

Course name and number_____ Section #_____

Course name and number_____ Section #_____

NOTE: Do Not Use Control Numbers on this form

2005 Fall Semester Courses

Course name and number_____ Section # _____

Course name and number_____ Section #_____

Course name and number_____ Section #_____

Course name and number_____ Section #_____

Course name and number_____ Section #_____

Course name and number_____ Section #_____

Course name and number_____ Section #_____

Make sure that recitations are listed (if needed)

Course name and number_____ Section #_____

LD/priority registration form

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Friday, May 13, 2005 2:22 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: supplemental instruction
Attach: supplemental instruction.msg

The letter was sent to the instructors - see attached.

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Friday, May 13, 2005 2:21 PM
To: eamclaug@math.unc.edu; regester@email.unc.edu; walsh@cs.unc.edu; wilkens@unc.edu
Subject: supplemental instruction

To: Professor Wilkens, Soci 50
Professor McLaughlin, Math 18
Professor Walsh, Comp 96
Professor Regester, Afam 40

May 13, 2005

Dear Professor,

The Academic Support Program for Student Athletes here at UNC will continue to have a Supplemental Instruction program for our student-athletes during both summer sessions. The fall '04 and spring '05 program was well received by both faculty and students.

We are constantly trying to improve our support programs in order to better help our students academically. Supplemental Instruction (SI) is a learning enhancement program and is designed to organize and improve the ways in which students prepare for class outside of the classroom. SI is attached to courses to provide students with a systematic and disciplined approach for processing the course material assigned by the professor. We will be assigning SI leaders to each of the courses selected. These leaders have been identified through our tutor interview process.

The SI program is not intended as a substitution for regular attendance at class. The SI leader attends all lectures, takes notes, reads assignments and is trained in study skill strategies. The SI leader does not re-lecture, but rather facilitates and encourages the group to process the material. The SI meetings will be held during regular study hall hours at the Academic Center. We will also hold a few spots open in each SI group for potential (non-athlete) student recommendations based on your referrals.

We will maintain records of attendance and use a systematic research-based approach to evaluate our program at the end of the semester (for more information visit the SI website at www.umkc.edu/cad/si.htm). Please let us know if it would be possible for an SI leader to attend your class. Thank you for allowing us to work with you to help our students succeed academically.

Sincerely,

Mary C. Willingham
Learning Specialist/SI Coordinator
University of North Carolina - Chapel Hill
Academic Support Program for Student Athletes
(919)843-6029
mwillingham@uncaa.unc.edu

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Tuesday, May 24, 2005 2:34 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: si summary
Attach: SI exec sum.doc

This is a two page doc. - I'm just giving Robert page 2 for his meeting.
M

Supplemental Instruction (SI)

- Used by more than 800 campuses in the US
- Provides an enriched learning environment for students to increase mastery and understanding of content
- Created at the University of Missouri, Kansas City 1973
- www.umkc.edu/cad/si.htm
- SI is an extension of the classroom
- SI Leaders are trained (but not necessarily experts) in both content and study skills
- Research has shown that tutoring relationships do not always promote transfer of needed academic skills
- SI begins the first week of the semester (critical)
- Research has shown that study skills in isolation from content has little impact on the students' performance
- Students find that organizing and processing information during the SI session is a very beneficial experience
- SI techniques need to be taught to the SI leaders – monitoring of the groups needs to take place
- Research findings concerning SI – the national database consists of 270 schools – increased frequency of SI attendance does show a relationship with a higher grade (1/2 to 1 letter grade)
- Students who attended SI (for a particular course) showed an increase in their overall GPA by .27 (2.64 to 2.37)

Supplemental Instruction (SI)

Pilot program – UNC

Academic Support Program for Student Athletes

- Identified 'at risk' Freshman/Sophomores
- Identified *Perspective* Classes with 12 or more of our students (SI sessions count towards study hall hours and are mandatory)
- Hired and Trained SI Leaders to attend classes and run sessions – collaborated with the Learning Center
- Approval from Professors/Departments/Coaches
- Posted SI classes/session times
  - Fall 2004 - 6 SI Classes
  - Spring 2005 – 6 SI Classes
- **Fall results – 72 students participated with a 97% pass rate**
- **Spring results – 36 students participated with a 100% pass rate**
- Fall 2005 – Targeted 12 SI Classes Plus 3 Math *'MSI" pilot* for Math 10 - with a goal of a 95% pass rate

(based on research model at UMKC)

SI Classes: Geog 20, Geog 10, Soci 10, Dram 16, Geol 11, Psyc 10, Geog 11 – additional for Fall 2005 – Biol 11, Econ 10, Hist 22, Dram 20, Phil 22, Eng 28

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, October 25, 2005 10:06 AM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: LD screening

Hi Everyone,

Good meeting yesterday, great feedback. To move forward on the screening issue, Mary Willingham is going to put a new screening process in place. Begining today when you have a student who needs to be screened, you will need to complete a screening request form (provided by Mary). The information will include:

Past LD/ADD/ADHD history
# of weekly meetings attended
#of tutor appointments required and attended
# of SI's required and attended
# of study hall hrs required and attended
SAT, AI
Progress reports
GPA
Comments
etc...

This information will be very helpful to Mary in determining screening needs.
Thanks for everyone's help with this. If you have questions, please see me or Mary.
RJM

*Aslo, remember the first study skills program is Sunday night and is required for any student with a C- or below (unless gpa dictates otherwise).

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Thursday, January 19, 2006 2:21 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Sorensen, Dana <dana12@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Weeden, Mary B. <mbw@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: schedule
Attach: Semesterataglancespring06.doc

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done by the famous Susy
in case it helps anyone - see the attached
MW

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Tuesday, February 28, 2006 2:46 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Weeden, Mary B. <mbw@uncaa.unc.edu>
Subject: Priority reg forms
Attach: Priority Reg 2006 Summ-Fall.doc

PRIORITY REGISTRATION FORM
For Summer and Fall 2006

Name _____ PID#_____
Last First Middle

Date of Birth _____Year in School: FR SO JR SR CS OTHER

PIN# _____Email Address _____ Telephone Number_____

Important Dates:

Summer: Priority Registration for all rising seniors, juniors, and sophomores begins on **March 6, 2006 for Summer Sessions and ends March 17, 2006. After this date, students will need to register themselves.**
Fall: Priority Registration will begin **March 20, 2006 for Fall Semester for all LDS students.**
See the important dates below for the fall priority registration period for your class.

Rising **seniors: March 20-March 24**
Rising **juniors: March 20-March 31**
Rising **sophomores: March 20-April 7th**

You can drop off your form to Jeanette on the first day that priority registration begins for summer (March 6) and fall (March 20). She will not process any forms received after the last date for each registration period listed above.

You will need to have the advisor approval flag removed from your file if you are a:

- First year student,
- Sophomore with a grade point average less than 2.0,
- Journalism sophomore,
- Undecided junior, or
- INTS junior or senior with grade point average less than 2.0.

Please follow these instructions:

1. Log onto Student Central and review "Registration Information" and "Stops". ALL stops **MUST** be cleared before your registration can be completed. If you are required to see your advisor, you must do so **before the deadline listed under IMPORTANT DATES.**

2. Priority registration forms should be completed and returned to Jeanette Florence in Room 207 Steele Building between the hours of 8:00 am – 11:00 am and 2:00 pm – 4:00 pm ONLY. If the office is closed, you may slide the form under the door.

3. After turning in your form, you should check your class schedule on Student Central. If you are trying to register for a "controlled enrollment" course you will need to speak to the department to tell them you receive priority registration and they will need to register you in that course.

Once Jeanette has registered you, she will NOT be making any changes to your schedule. You will have to wait until your registration date and make any changes through student central.

2006 Summer I

Course name and number_____ Section # _____

Course name and number_____ Section #_____

Course name and number_____ Section #_____

2006 Summer II

Course name and number_____ Section #_____

Course name and number_____ Section #_____

Course name and number_____ Section #_____

2006 Fall Semester Courses

Course name and number_____ Section # _____

Course name and number_____ Section #_____

Course name and number_____ Section #_____

Course name and number_____ Section #_____

Course name and number_____ Section #_____

Course name and number_____ Section #_____

NOTE: Do Not Use Control Numbers on this form
Make sure that recitations are listed (if needed)

LD/priority registration form

Course name and number_____ Section #_____

Course name and number_____ Section #_____

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Wednesday, May 3, 2006 10:13 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: fall SI
Attach: Fall 2006 SI.doc

Brent,

Let me know if you want anything else -
Mary

Supplemental Instruction is a series of weekly organized group study sessions. It is a chance to get together with the people in your class to compare notes, discuss important topics, develop study strategies and test yourself on the material.

At each session, students will be guided by an SI Leader. This person will be a hired tutor/mentor that is attending the class at the same time as the students. SI leaders are trained to help the student learn and study. They are not there as a replacement to the instructor, but as a facilitator to make sure that the SI sessions run efficiently.

Student- Athletes will be identified to join an SI group at the beginning of each semester. The meetings will take place during their regular study hall hours.

Fall 2006
Supplemental Instruction

PSYC101/10 - Section 002 MWF @ 10 w/Jordan
SOCI122/22 - Section 001 TR @ 12:30 w/Hastings
HIST158/16 - Section 006 WF @ 10 w/McIntosh
HIST140/18 - Section 007 MWF @ 10 w/Fletcher
BIOL101/11 - Section 002 TR @ 9:30 w/Desaix
STAT151/11 - Section 002 TR @ 9:30 w/Leadbetter
GEOG111/11 - Section 001 TR @ 11:00 w/Robinson
DRAM 115/15 – Section 002 TR @9:30 w/Cornell

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Monday, June 19, 2006 12:01 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: below 2
Attach: Below 2 GPA.xls

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Saturday, September 30, 2006 7:59 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Re: Weekly Reports

Brent,
That is awesome. Your attention to detail is most certainly what will take you places in this field!

I am feeling a bit overwhelmed with English 100 (about 20 students who I see on a regular basis 4day SI and 1-2 night SI) plus all of my 4 years worth of LD contact students plus committee cases - we should talk about how I can once again incorporate my reports with all of yours - it is absolutely redundant for the coaches to hear from me too. The way Robert might have envisioned it simply does not work. Personally, I liked it when I didn't have to report to them - I already report to WAY too many people. Study hall hours are already reported each week, and I'm filling in sheets (SI or my new LS sheet) every day (I've actually turned in 2 sheets some days) with who I see and for how long - what subjects/issues we worked on etc.(much more brief than your sheets) If a student is a no show, then I think an automatic email should be sent (by me) - at this point, that has really not been a problem. Maybe we could get together and discuss.
Mary

>>> Brent Blanton 09/29/06 2:08 PM >>>
Hi Mary,
Attached is a copy of one of my weekly reports. This is what the coaches are used to receiving, and it contains more detail so they know exactly what the score is and if they need to do anything.

Brent

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Wednesday, November 7, 2007 9:20 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Herman, Amy <ajschae@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: new testing guidelines Olympic Sports
Attach: SCREENING REQUEST FORMDATE.doc; OA-UNC.doc

FYI -
For the remainder of the semester, Dr. Johnson will complete testing/reports for students currently in the process (15 students tested, 9 Olympic sports athletes) - no 'new' students will be tested this semester.

Beginning immediately - for testing that will start in January, the attached screening form must be completed with each student asking/referred to be tested. Any student requesting ADD screening will also need to fill out an online assessment (see OA-UNC attached) along with a parent/coach/teacher (at least one of these) in order to see Dr. Johnson here or at her office.

Any questions/comments, please advise.
Mary W.

SCREENING REQUEST FORM DATE: _____

STUDENTS NAME _____

Scholarship status _____

1. Weekly Appointments
2. Academic Progress
3. Tutoring
4. Supplemental Instruction
5. Writing Lab
6. Study Hall
7. Academic History – SAT/ACT/AP/GPA/AI
8. Attention, Memory, Processing Issues – past/present
9. School/Family History
10. Specific Issues/Concerns/Reason for Referral

For Learning Specialist Use:

Testing Dates

Sent to LDS

Received Letter from LDS

North Carolina Neuropsychiatry, PA

Please go to our website www.ncneuropsych.com, to complete our **online assessment.**

Online Assessment:
This is a secure database and the information you give is completely protected.
This assessment will take approximately 20 minutes to complete.
Once you've gone to our home page, along the right side of the screen will be a blue box with links, please click: **Online Assessment**

A new page will pop up, in the middle of that page please click on the button marked:
Start Web Agent

A window will pop up, inside this window it will ask for

Test Administrator	please type in the word:	**unc**
Password	please type in:	**athletes**

A new window will pop up, inside this window please type in the patient's first and last name in the subject ID box (NO SPACE BETWEEN NAMES).

Another window will pop up asking for the following information:

Protocol	**leave blank**
Referring physician	**leave blank**
Ordering physician	**leave blank**

Please answer other questions.

Next window will ask:

Tests to perform	**place check mark in FIRST box (default)**
Time frame	**over past couple of weeks (default)**
Respondent	**Drop down list for who is answering questions.**

*If other family members or teachers would also take this assessment of the patient, please follow the above steps.

Once you have completed the assessment, you can print the results and bring it with you to your appointment; or leave it and we will print it when you come in. If you have any questions or concerns, please feel free to call us.

1829 East Franklin Street • 400 Franklin Square • Chapel Hill, NC 27514 • T: 919.933.2000 • F: 919.933.2830

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Friday, February 1, 2008 10:11 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Bridger, Beth <bridgerb@uncaa.unc.edu>
Subject: writing lab and weekly meting report
Attach: wl week of 1-27.xls; spring 08 contact schedule.xls

Brent - electronic forms will be coming your way shortly - Mary

Please note that it is posted in the WL - study hall credit will only be given to those who have a tutor session - as you can see this was not the case - Mary

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Tuesday, January 13, 2009 2:17 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: cleared list
Attach: LDS SA Contacts.xls

I will keep working on the missing pieces but if they have not been cleared for services it is probably because they did not want any - no one has been denied this year.....
You may want to sort this list and speak with students about accommodations/waivers during advising/eligibility meetings. mary

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Tuesday, February 3, 2009 12:09 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: see attached
Attach: bb s09.xls

I have not added any names yet but we can - maybe with cell numbers so that I can text them a reminder....

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Wednesday, August 19, 2009 12:33 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: subs and lds contacts
Attach: TEXT.htm; MATH Course Substitutions List.doc; LDS SA Contacts.xls; FL Course Substitutions List.doc

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Attached are the most recent copies of substitutes for FL and Math. Do not assume the subs will be approved for the student unless they have a 'letter' since this may become an eligibility issue - later.
Please let me know who has graduated from the LD contact list.
thanks, m

BEFORE seeking substitutions try MATH 118 or 119. MATH 118 is offered during SSI with an SI component. If you have placed out of MATH 110, try STOR 151.
First year students should look closely at the MATH or STOR First Year Seminars.

MATHEMATICAL SUBSTITUTES

BUSI 100 **Financial Accounting (4) -** Prerequisite or co-requisite, Economics 101 (10) or equivalent. Role of accounting; basic concepts and methodology; mass data processing; valuation and income determination principles; management and internal control problems and basic financial statement components.

COMP 101 **Computer: Power Tools for the Mind (3) -** The nature of computers, their capabilities, and limitations. How computers work; popular applications; problem-solving skills; algorithms and programming; potential use and abuse in society. Lectures, weekly readings, and laboratory assignments.

COMP 380 **Computers and Society (3) -** Cultural, social, philosophical, technological, and economic effects of information technology on individuals, groups, and society. Risks and controversies. Ethics of technology and computer use.

ECON 385 **Women and Economics (AMST 385, WMST 385) (3) -** Survey of women's time allocation patterns, labor force participation trends, earnings, occupational selection, and economic history.

EXSS 324 **Finance and Economics of Sport (3) -** Prerequisites, none but EXSS 101, 221 recommended. This course provides an understanding of the financial and economic growth of sport, economic theory applied to the sport industry, and the basic principles and methods of sound fiscal control.

MUSC 121 **Fundamentals of Music I (3)** – Notational and theoretical materials of music, with musicianship skills developed. Intended for the non-major who wishes to learn to express musical ideas in clear, correct notational form.

MUSC 122 **Fundamentals of Music II (3)** – Prerequisite, MUSC 121 or equivalent. Non-majors only. A continuation of MUSC 121 with the addition of basic instrumentation and arranging.

PLAN 247 **Solving Urban Problems (3) -** Introduction to methods used for solving urban problems. Covers methods employed in subfields of planning to develop an ability to critically evaluate different techniques and approaches used within these disciplines.

PSYC 210 **Statistical Principles of Psychological Research (3) –** Prerequisite, PSYC 101. Consideration of the methodological principles underlying psychological research, descriptive and inferential techniques, and the manner by which they may be employed to design psychological experiments and analyze behavioral data. Three lecture hours and one laboratory hour a week.

SOCI 252 **Measurement and Data Collection (3) –** Methods of data collection, with attention to problem selection, sources of information, choice of methods, and research design. Operationalization and measurement; sampling, construction of questionnaires, and interviewing; observation techniques; experimentation. Required of sociology majors.

Updated January 15

BEFORE seeking a FL substitution, try Swahili with the SI component.

APPROVED FOREIGN LANGUAGE SUBSTITUTES

AFRI 262 **African Literature (3)** - Introduction to the traditional and modern literature of Africa. Works studied include traditional poetry and the epic as well as examples of the poetry, drama, fiction of contemporary anglophone and francophone writers.

BUSI 401 **Management and Corporate Communication (3)** - Open to junior-senior business majors only. Writing- and speaking-intensive course that emphasizes professional communication. Combines lecture, discussion, and draft workshops that focus on letters, memos, reports, resumes, email, and business presentations.

CLAS 121 **The Greeks (3)** - Introduction to the history, literature, religion, philosophy, science, art and architecture of Greece from Homer to Alexander the Great.

CLAS 122 **The Romans (3)** - A survey of Roman civilization from the beginning to the late empire, dealing with history, literature, archaeology, philosophy and religion, technology, the economy and social and political institutions.

CLAS 125 **Word Formation and Etymology (3)** - Systematic study of the formation of words from Greek or Latin to build vocabulary and recognition. For medical terminology see Classics 126

CLAS 126 **Medical Word Formation and Etymology (3) -** Systematic study of the formation of medical terms from Greek and Latin roots, to build vocabulary and recognition. For general etymology see Classics 125.

COMM 372 **The Rhetoric of Social Movements (3)** - Explores the discourse of dissident voices in American Society, particularly as they speak about grievances pertaining to race, gender, the environment; focuses on rhetorical strategies that initiate and sustain social movements.

DRAM 486 **Latin American Theatre (3)** – Prerequisite, DRAM 120. This course explores the historical and aesthetic development of Latin American theatre, focusing on particular factors that distinguish this theatre from the Western European tradition.

ENGL 303 **Advanced Expository Writing for the Natural Sciences (3)** – Advanced practice with the oral and written discourse of the natural sciences. Special attention to disciplinary rhetoric, style, genre, format and citation.

ENGL 304 **Advanced Expository Writing for Business (3)** – Advanced practice with business and professional oral and written discourse. Special attention to disciplinary rhetoric, style, genre, format, and citation.

LING 101 **Introduction to Language (3)** - A survey of the many aspects of human language, including the history of language, similarities and differences among languages, language and culture, dialects, writing systems, child language acquisition, animal 'languages,' and the use of computers in

analyzing languages. Linguistics methods used to describe and relate languages. This class is offered online through the Friday Center.

LING 400 **Introduction to General Linguistics (ANTH 400) (3).** An introduction to the scientific study of language. The nature of language structure. How languages are alike and how they differ.

PHIL 145 **Language and Communication (Linguistics 222) (3)** – How are natural human languages different from other communication systems? How are languages related to the world and the mind?

PSYC 432 **Psychology of Language (3) -** Prerequisite, PSYC 101 and 230 or LING 101 and 400. After an examination of the possible relations between psychology and linguistics, this course will consider problems in the acquisition of language and particular recent work in experimental psycholinguistics.

PSYC 462 **Development of Language (3)** - Prerequisites, PSYC 101 and 250. Study of the development of language in normal children.

LITERATURE IN TRANSLATION

ARAB 151 **Survey of Arabic Literature (3) -** Introduces the rich literary heritage of the Arabic language from pre-Islamic to modern times and covers all major genres. Emphasis on critical thinking, literary analysis, and academic writing.

ARAB 433 **Medieval Arabic Literature in Translation (3) -** Introduction to the main literary themes and genres from the pre-Islamic era to the early 16th century; course will include discussion of Andalusian literature.

ARAB 434 **Modern Arabic Literature in Translation (3) -** Course treats a variety of themes and genres of Arabic literature from the mid-20th century to the present.

ASIA 161 **Survey of Indian Literature in Translation (3) -** Features the Sanskrit Ramayana and Mahabharata, poetry from Tamil, Bengali, and Hindi, as well as the Islamic ghazal. Concludes with the colonial impact and the rise of the novel.

CHIN 451 **Chinese Literature in Translation through the T'ang (3)** - A survey of Chinese literature from the classical period to the end of the T'ang dynasty (906 A.D.).

CHIN 452 **Chinese Literature in Translation since the Sung (3)** - A survey of Chinese literature from the Sung Dynasty to 1949.

CHIN 551 **Chinese Poetry in Translation (3)** - Selected topics in Chinese poetry concentrating on one period or one genre.

CHIN 552 **Topics in Chinese Prose (3) -** Selected topics in Chinese fiction, historical writing, and prose belles lettres, concentrating on one period or one genre.

CHIN 563 **Post-Mao Chinese Literature in Translation (3) -** A study of Chinese literature since 1977, its historical context in the New Era of reform, and influences from modern Western literature.

FREN 275 **French Theatre in Translation (3) -** Representative dramatic masterpieces from the seventeenth to the twentieth century. Since these works are read in English translation, emphasis is placed on theme and character rather than language and style.

FREN 277 **French Novel in Translation (3)** – Representative works of fiction from the eighteenth to the twentieth century. Since all reading is in English translation, emphasis is placed on theme and character rather than language and style.

GERM 250 **Women in German Cinema (WMST 250) (3)** - Introduction to feminist aesthetics and film theory by the examination of the representation of women in German cinema from Expressionism to the present: All materials and discussion in English.

GERM 290 **Studies in German Literature (3)** - Study of a literary genre, theme, writer, period, movement, or problem. Readings and discussions in English.

ITAL 240 **Dante in English Translation (3)** - A reading of Dante's Divine Comedy.

ITAL 241 **Italian Renaissance Literature in Translation (3) -** A study of the major authors of the Italian Renaissance, with special attention to Petrarch, Boccaccio, Machiavelli, Castiglione, Ariosto, and Tasso.

ITAL 242 **Modern Italian Literature in Translation (3)** - A study of the major prose writers of modern Italian literature with special attention given to Manzoni, Verga, Pirandello, Svevo, Moravia, Lampedusa, and other contemporary novelists.

PORT 270 **Modern Brazilian Literature in English Translation (3)** – This course is devoted to the study of Brazilian culture through representative works of 19th- and 20th-century literature.

PORT 275 **Portuguese and Brazilian Fiction in Translation (3)** – The study of selected literary works by major writers from Portugal, Brazil, and the former Portuguese colonies in Africa

ROML 229 **Literature in the Romance Languages (3)** - An introduction to literature in the Romance Languages literature. All readings in English translation. Focus and readings will vary.

RUSS 270 **Russian Literature of the Nineteenth Century (3) -** Introduction to Russian prose fiction of the 19th century with particular consideration of selected writings of Pushkin, Gogol, Turgenev, Dostoevsky, and Tolstoy. Lectures and readings in English.

RUSS 272 **Russian Literature from Chekhov to the Revolution (3)** - Literary situations and authors of 1880-1917, with emphasis on Chekhov and the Symbolists. Lectures and readings in English; some readings in Russian for majors.

RUSS 273 **Russian Culture and Society 1890-1917 (3)** - Examines the extraordinary diversity of the turn of the century Russian culture (1890's - 1917); the proliferation of the visual and performance arts; the rise of popular culture; new artistic explorations of gender and sexuality.

RUSS 274 **Russian Literature after 1917 (3)** - Russian writers and literary problems from the Revolution to the present. Lectures and readings in English; selected readings in Russian for majors.

SLAV 306 **Language and Nationalism (LING 306) (3) -** This course focuses on language, identity, and nationalism in contemporary societies, with special emphasis on Europe, Africa, Asia, and the United States.

SLAV 405 **Introduction to Slavic Linguistics (3) -** The phonological and morphological history of Slavic languages from the late Indo-European to the split of the common Slavic linguistic unity.

SLAV 409 **Cognitive Linguistics (LING 409) (3) -** Development of and present state of research in cognitive linguistics. Readings discuss various language phenomena and are drawn from linguistics, psychology, philosophy, artificial intelligence, and literary analysis of metaphor.

SPAN 270 **Contemporary Spanish American Prose Fiction in Translation (3)** - Narrative works of Borges, Cortizar, Garcia, Marquez, and other contemporary Spanish American writers.

SPAN 275 **Masterpieces of Spanish Literature in Translation (3)** - Representative Spanish authors from the Middle Ages to the present.

SPAN 280 **Cervantes in English Translation (3)** - Study and discussion of Don Quixote with consideration of the Exemplary Novels and the background of Renaissance prose.

Please note: This permission for substitute courses covers only the General Education Foreign Language requirement, through level 3. If your major requires level 4 or beyond, you must resolve this requirement through your major department.

Updated January 15.

From: Nate Yarbrough <yarbrough@uncaa.unc.edu>

Sent: Wednesday, June 9, 2010 4:38 PM

To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Gelin, Dana <dgelin@uncaa.unc.edu>; Lyons, Beth <emlyons@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Kleissler, Amy <kleissle@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Overstreet, Tia <overstre@uncaa.unc.edu>; Johnson, Shelley <shelljo@uncaa.unc.edu>; Restivo, Sandy <srestivo@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Yarbrough, Nate <yarbrough@uncaa.unc.edu>

Subject: I promise this is it with the staff contact list update

Attach: TEXT.htm; Staff Contact Numbers 2010.xls

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and also it will be attached this time.

Thanks,
Nate

STUDENT-ATHLETE SERVICES CONTACT LIST

FN	LN	TITLE	OFFICE #	HOME#	CELL#
John	Blanchard	Senior Associate Director of Athletics	962-9533	928-0280	475-2687
Brent	Blanton	Associate Director, Academic Support	962-9536	379-1580	649-8611
Jan	Boxill	Academic Counselor, Academic Support	962-3317		270-6815
Beth	Bridger	Associate Director, Academic Support	843-5669		619-8809
Dana	Gelin	Career Development / Assoc. Director of Athletics Communication	962-0083	969-8915	455-8289
Shelley	Johnson	Co-Director, Carolina Leadership Academy	843-7335		491-1651
Amy	Kleissler	Temp. Learning Specialist, Academic Support	843-8636	929-4749	593-3033
Cricket	Lane	Director of Student-Athlete Development	843-2040		814-330-5351
Jaimie	Lee	Academic Counselor, Academic Support	843-6566		619-2077
Beth	Lyons	Learning Specialist, Academic Support	843-6029		
Robert	Mercer	Director of the Academic Support Program	962-9534	544-5011	201-3664
Kym	Orr	Academic Counselor, Academic Support	843-2425		357-1549
Tia	Overstreet	Academic Counselor, Academic Support	842-4400		619-5975
Sandy	Restivo	Administrative Asst., Student-Athlete Development	962-9146	942-5038	593-6161
Cynthia	Reynolds	Associate Director, Academic Support	962-9893	484-0197	201-0426
Jenn	Townsend	Associate Director, Academic Support	962-9538		316-0929
Spencer	Welborn	Academic Counselor, Academic Support	843-2328		619-9893
Nate	Yarbrough	Office Manager, Academic Support	962-9537		928-6237
Tony	Yount	Academic Counselor, Academic Support	962-9535		451-0490
		OTHER IMPORTANT CONTACTS			
Larry	Gallo	Senior Associate Director of Athletics	962-8725		475-3276
Amy	Herman	Assistant A.D. for Compliance	962-7853		
Dana Sorensen		M&W Fencing			
Cynthia Reynolds		Football			
Octavus Barnes		Football			
Shade Little		Rowing			
Fred	Clark	Associate Dean of Academic Services	843-8911	929-5547	
Larry	Gallo	Senior Associate Director of Athletics	962-8725		475-3276
Amy	Herman	Assistant A.D. for Compliance	962-7853		260-4669
Corey	Holliday	Associate Athletics Director for Football Administration	962-9114		606-1503
Amy	Herman	Assistant A.D. for Compliance	962-7853		260-4669
Corey	Holliday	Associate Athletics Director for Football Administration	962-9114		606-1503
Jeff	Janssen	Lead Instructor, Carolina Leadership Academy	843-7335	303-5321	302-6899
Susan	Maloy	Assistant Athletics Director for Certification & Eligibility	962-9892	806-3316	452-1412
Lance	Markos	Assistant Director of Compliance	843-7259		357-3473
Harold	Woodard	Associate Dean and Director -CSSAC	966-2143		270-2968

Cynthia Reynolds- Olympic Sports
Beth Bridger- Football

Jaimie Lee- Football
Jenn Townsend- M Basketball, W Swimming
Brent Blanton- Baseball, W Basketball, W Soccer, Softball, W Tennis
Kym Orr- Rowing, M&W Track, M Tennis, Fencing
Spencer Welborn- Wrestling, M Lax, M Golf, M Soccer, M Swimming
Tony Yount- W Lax, W Golf, Field Hockey, VB
Beth Lyons- Gym

FN	LN	OFFICE #	HOME#	CELL#
Octavus	Barnes	843-4400	601-2006	357-4919
John	Blanchard	962-9533	929-4510	475-2687
Brent	Blanton	962-9536	878-8548	649-8611
Jan	Boxill	962-3317	929-6640	270-6815
Beth	Bridger	843-5669		502-608-2756
Mary	Brunk	843-2328		619-5661
Dana	Gelin	962-0083	969-8915	357-6619
Jeff	Janssen	843-7335	303-5321	302-6899
Shelley	Johnson	843-7335		491-1651
Cricket	Lane	843-2040		814-330-5351
Robert	Mercer	962-9534	544-5011	201-3664
Jayme	Mitchell	962-9535		360-0270
Kym	Orr	843-2425	402-9104	423-6048
Cynthia	Reynolds	962-9893	484-0197	201-0426
Doug	Roberts	962-9537	732-1325	618-6559
Steve	Stoute	843-2306		732-331-3303
Wayne	Walden	962-9538	450-0287	201-3665
Mary	Willingham	843-6029	968-0007	260-5614
Mary Weeden				
Kym Orr				
Brent				
Jan Boxill				
Wayne				
Dana Sorensen				
Cynthia Reynolds				
Octavus Barnes				
Shade Little				
Fred	Clark	843-8911	929-5547	
Larry	Gallo	962-8725		475-3276
Amy	Herman	962-7853		260-4669
Corey	Holliday	962-9114		606-1503
Susan	Maloy	962-9892	806-3316	452-1412
Lance	Markos	843-7259		357-3473

Academic Support Program for Student-Athletes

Contact List x Sport

SPORT	COUNSELOR(S)	PHONE #
Football	Cynthia Reynolds	962-9893
	Beth Bridger	843-5669
	Octavus Barnes	843-4400
	Jaimie Lee	843-6566
Basketball, Men's	Wayne Walden	962-9538
Swimming, M's & W's		
Volleyball		
Baseball	Brent Blanton	962-9536
Basketball, Women's		
Field Hockey		
Soccer, Women's		
Softball		
Tennis, Women's		
Rowing	Kym Orr	843-2425
Tennis, Men's		
Track, M's & W's		
Fencing, M's & W's		
Golf, Mens	Spencer Welborn	843-2328
Lacrosse, Men's		
Wrestling		
Soccer, Men's		
Golf, Women's	Tony Yount	962-9535
Gymnastics		
Lacrosse, Women's		

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, February 27, 2008 3:08 PM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: Report on PRAC meeting
Attach: Report on PRAC meeting.msg

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, March 3, 2008 9:30 AM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: Priority Regsitration Notice
Attach: Priority Regsitration Notice.msg

From: Jamie Samples <samples@email.unc.edu>
Sent: Monday, March 3, 2008 8:11 AM
To:
Bcc: Brent Blanton; Brent Blanton <blanton@uncaa.unc.edu>
Subject: Priority Regsitration Notice

Colleagues,
As you know, the Priority Registration Advisory Committee met on Wednesday, February 27 to review the recommendations for Fall 2008 priority registration. Thank you for your cooperation and your careful response to the directions for submitting materials. Your request has been approved by the PRAC.

Early registration times have been assigned to all eligible students and will be available to students on Student Central on Tuesday, March 4. Your selected students have been assigned to the first time slots assigned to their cohort (Sophomore, Junior, etc.). The earliest slots, dedicated to the priority groups, are 8:00 a.m. or the 8:15 a.m. on March 22, March 29, and April 5.

Please be aware that this process will be repeated every Spring semester for Fall registration and every Fall semester for Spring registration. Because your group was approved this year should not be construed as a guarantee that your requests will be approved in other semesters.

Please let me know if you have any questions. Thank you.

Alice Poehls

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, September 4, 2008 10:02 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Priority Registration Deadline
Attach: TEXT.htm

>>> Alice Poehls <apoehls@email.unc.edu> 9/4/2008 9:36 AM >>>
Colleagues,

The announcement below will be published by campus email very soon. I am sending you this note because your groups have been identified as groups who may wish to apply for priority registration. Please note that the Office of the University Registrar has a very narrow window for reviewing applications and then adjusting the registration appointment screens; therefore, the September 22 Deadline is firm.

Remember that you attach the application with the rationale and process to a list of Students, PID, and Classification (fr, so, jr, etc.). The PRAC will NOT see the lists of names. If possible, I would greatly appreciate an emailed excel spreadsheet (to me, apoehls@unc.edu) in addition to the application so that we can prepare information for the PRAC quickly.

Please share this memo broadly with any colleagues who may be interested.

Thanks very much.

Alice Poehls

PLEASE NOTE THE PRIORITY REGISTRATION APPLICATION DEADLINE IS SEPTEMBER 22.In December 2007 the Faculty Council of the University of North Carolina at Chapel Hill adopted a Policy for Priority Registration. The University Registrar announces the membership of the 2008 Priority Registration Advisory Committee and the process and timeline for submitting requests for priority registration on behalf of student groups FOR SPRING EARLY REGISTRATION. The official responsible for students who are potentially eligible for priority registration will send the Registrar an application form along with a list of students who are recommended for priority registration NOT LATER THAN MONDAY, SEPTEMBER 22, 2008 at 5:00 pm. Complete details are available on the Registrar□s website. (http://regweb.unc.edu/resources/prac.php)

--
Alice C. Poehls, Ph.D.
Assistant Provost and University Registrar
Office of the University Registrar
3108 Student and Academic Services Building North
Campus Box 2100
Chapel Hill, NC 27599-2100apoehls@email.unc.edu919.962.0948 Phone
919.962.1655 Fax

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, October 6, 2008 11:38 AM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: students
Attach: TEXT.htm

>>> Theresa Laurie Maitland <tmaitlan@email.unc.edu> 10/6/2008 11:30 AM >>>
Hi,

Please tell student that they will need to call and they shouldn't ask
for me they should say they are student athletes who are requesting PR.

One dropped in just now thinking we could see him..they will need to
call or drop by and schedule an appointment.

--
Theresa E. Laurie Maitland Ph.D., CPCC
Coordinator

Academic Success Program for Students with LD & ADHD
A Learning Center Program
Student and Academic Services Building
450 Ridge Road, Suite 2109
Chapel Hill, NC 27514

919-962-9350
fax: 919-962-3674
www.unc.edu/asp
"The only true Learning Disability is fear.
What is creativity but impulsivity gone right?
Dr. Ned Hallowell
Burnett Seminar April 8, 2008

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, February 9, 2010 9:41 AM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: INFORMATIONAL: Priority Registration for Fall 2010
Attach: TEXT.htm

Here we go...

>>> <no_reply@unc.edu> 2/8/2010 11:53 PM >>>
In December 2007 the Faculty Council of the University of North Carolina at Chapel Hill adopted a Policy for Priority Registration. The University Registrar announces the membership of the Priority Registration Advisory Committee and the process and timeline for submitting requests for priority registration on behalf of student groups FOR FALL EARLY REGISTRATION.

The official responsible for students who are potentially eligible for priority registration will send the Registrar an application form along with a list of students who are recommended for priority registration NOT LATER THAN MONDAY, FEBRUARY 22, 2010. Complete details are available on the Registrar's website.
(http://regweb.unc.edu/resources/prac.php)

This email is sponsored by: Office of the University Registrar

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: <stpeace@email.unc.edu>
Sent: Wednesday, October 3, 2007 9:53 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <uncletony@mac.com>
Subject: Tutor schedules
Attach: UPDATE_TUTORIAL_NEEDS(1)(1).xlsx

Thanks!

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Thursday, June 16, 2005 10:25 AM
To: jmboxill@email.unc.edu; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: 2nd session tutoring

Jan and Wayne,

We have taken care of the football crowd - they will have tutors and study hall on Tuesday nights and Wed. afternoons (1:30 - 3:30). They will also be around in the morning - some from 9:45 - 11 and another group from 11:30 - 1. We still have plenty of room for your freshman and I'm wondering if you want some tutors - Tony Yount, our retired CHHS History teacher is asking for something to do...He is great at working on reading for content and papers too. Let me know, Jan I'm sure that he would work well with the girls - I'm a little worried that we need 'all hands on deck' for 2nd session.

Mary W.

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Thursday, February 17, 2005 12:05 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: tutor for 190
Attach: tutor for 190.msg

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Thursday, February 17, 2005 10:21 AM
To: kinlaw@email.unc.edu
Subject: tutor for 190
Attach: TEXT.htm

Professor Kinlaw,

I'm searching (high and low) for someone to tutor Econ 190. We have a few students who are looking for help over here at The Academic Support Program for Student Athletes. Do you have any suggestions?

Mary C. Willingham
Learning Specialist/Tutor Coordinator
University of North Carolina - Chapel Hill
Academic Support Program for Student Athletes
(919)843-6029
mwillingham@uncaa.unc.edu

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Monday, April 25, 2005 11:25 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Brewer, Ronald <brewer9@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; jmboxill@email.unc.edu; Orr, Kym N. <knorr@uncaa.unc.edu>; Weeden, Mary B. <mbw@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Roberts, Doug <droberts@uncaa.unc.edu>
Subject: Final Exam Schedule
Attach: EXAM Sched Spring 2005.xls

Thanks to Doug - attached is the Final Exam Schedule. We are all most there!

Mary W.

Click for each day(they are all there) at the bottom of the spread sheet.

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Sunday, September 25, 2005 7:36 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: HEY...about tutoring early on Sundays
Attach: HEY...about tutoring early on Sundays.msg

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Sunday, September 25, 2005 7:36 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: RE: Econ 101 Tutoring
Attach: RE_ Econ 101 Tutoring.msg

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, March 22, 2006 9:27 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>
Subject: Fwd: tutor
Attach: tutor.msg

Thank you for your interest. I have forwarded your information to our tutor coordinator, Brent Blanton. Have a good day. RJM

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Friday, July 7, 2006 7:43 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Re: Tutoring For Athletes
Attach: Re_ Tutoring For Athletes.msg

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Monday, July 17, 2006 9:15 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Re: Tutoring For Athletes
Attach: Mail.msg

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Friday, August 11, 2006 9:23 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: schedule
Attach: Mail.msg

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Sunday, August 27, 2006 7:56 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Monday morning
Attach: Text.htm; monday morning.msg

---

fyi

From: Martha Keever <learnctr@email.unc.edu>

Sent: Monday, September 11, 2006 10:51 AM

To: Dawson, Alice C <adawson@email.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; McLaughlin, Elizabeth <eamclaug@email.unc.edu>; Clark, Fred <fclark@email.unc.edu>; Cowell, Glynis <gscowell@email.unc.edu>; Benson, Jane <jsbenson@email.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Stenross, Barbara <stenross@email.unc.edu>; Austell, Todd <tlaustell@unc.edu>; Smith, Teresa <tsmith7@email.unc.edu>; Junk, Cheryl <tweeter@email.unc.edu>

Subject: Peer Tutoring

Attach: FREE PEER TUTORING Spring 06.doc

Attached is an announcement about peer tutoring in Dey Hall which starts this week. Cheryl Junk alerted me that our DTH ad running today has only old course numbers listed....that was their error and will be rectified in tomorrow's DTH. Meanwhile, here is the schedule FYI. Mimi Keever

FREE PEER TUTORING

TUESDAY AND WEDNESDAY
EVENINGS FROM 6-9 PM
AT SECOND FLOOR OF DEY HALL
Begins on September 12 & 13, 2006

Peer tutors available on a drop-in basis--first come, first serve-- to help in the following courses:

Tuesdays 6-9pm starting September 12:	Wednesdays 6-9pm starting September 13:
Spanish 1-4 (101, 102, 104, 105, 203, 204, 212)	Spanish 1-4 (101, 102, 104, 105, 203, 204, 212)
French 1-4 (101, 102, 104, 105, 203, 204, 212)	French 1-4 (101, 102, 104, 105, 203, 204, 212)
German 1-4 (101, 102, 105, 203, 204, 206)	German 1-4, etc. (101, 102, 105, 203, 204, 206)
Arabic 101X	Italian 1-4 (101, 102, 104, 105, 203, 204, 212)
Latin 1 & 2 (101, 102)	Psychology 10 (101)
Italian 1-4 (101, 102, 104, 105, 203, 204, 212)	Math through calculus
Psychology 10 (101)	Econ 10 (101)
Anthropology 10 (101)	Accounting
Sociology 10 (101)	Operations Research 22 (112)
Math through calculus	Physics 16, 24, 25, 26, 27 (100, 104, 105, 116, 117)
Operations Research 22 (112)	Biology 11, and others (101, 252, 205, 202, 201)
Econ 10, 100, 101 (101, 310, 410)	Chemistry 11, 21, 41, 61, 62 (101, 102, 241, 261-2)
Statistics 11, 31 (151, 155)	Sociology 10 (101)
Accounting	Farsi
Chemistry 11, 21, 41, 61, 62 (101, 102, 241, 261-2)	
Biology 11, 45, 50, 52, 54 (101, 252, 205, 202, 201)	
Physics 16, 24, 25, 26, 27 (100, 104, 105, 116, 117)	
Geology 11 (101)	
Polish	

For additional help in physics, chemistry and math, try these *free resources*:

The Math Help Center
224 Phillips
3:30-7:30 pm M-Th

The Chemistry Resource Center
225 Venable Hall
12:00-6:00 pm M-Th

The Physics Tutorial Center
210 Phillips
9am-4pm M-F (as tutors are available)
See schedule on door for Phys 24,25,26,27

QUESTIONS? CALL 962-3782
Sponsored by the Peer Tutoring Program and
UNC Learning Center

From: Jayme Mitchell <jayme@uncaa.unc.edu>
Sent: Friday, September 8, 2006 9:31 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Brunk, Mary W. <brunk@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Tutor Hours
Attach: Text.htm; 9.5.06-9.7.06.xls

Here is the excel sheet indicating tutors the student-athletes were using from 9/05/06- 9/07/06.

Jayme

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Monday, January 8, 2007 12:16 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Re: SI this semester
Attach: Re_ SI this semester.msg

Tony's schedule...FYI
Mary

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Tuesday, June 26, 2007 12:28 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: attached is a draft
Attach: STUDY TABLE PROGRAMMING.docx

- I've made some changes/additions and attached it for everyone to look at - make any suggestions/changes corrections and bring to our FINAL meeting on:
Tuesday, July 10 at 9 am
Thanks!
Mary

STUDY TABLE PROGRAMMING – 2007/08

LOCATION

SI – Rooms 213A/B, 227/headquarters Study room A – forms coordinated by MW

- ⇒ Three rooms per night allows for six-to-nine SI's per term w/o using Sunday night

Tutorials – Rooms 215, -23, -24, -25, *Ram's Room* and *Ram's Room Extension*

- ⇒ Comprehensive tutor listing
- ⇒ Multiple tutors for high volume subjects
  - Foreign language – SPAN, PORT
  - History – 127, 128, 140, 151
  - Mathematics – 110, -18, -30, -52, 231, -32
    - Upson for the upper-level in much the same format as now (chess master)
    - Two other tutors for the lower-level courses
  - Political Science? – 100
- ⇒ Drama – tutorial only (Carol has been to enough to be able to navigate the course, no)?
- ⇒ Feedback forms – dropped in electronic mailbox – sorted by part-time program assistant

Writing Lab – located in Study Room A - B/C for overflow

Study Hall – Auditorium

Staffing – Each advisor will staff an evening (full night)

- ⇒ Monitors? If yes, looking for older individual commanding more respect and definitely more responsible
- ⇒ New position (NP)(20 hours each week – NOT tutorial coordinator) – partial evenings; much of work will be scheduling (taking place during daytime hours – afternoons?)

Format – Each sport can come on any night possible – NOT on assigned night to correspond with advisor on staff – gender based time slots?

- ⇒ Will football be in the building in the evenings? For shared tutorials only?
- ⇒ Sessions will be scheduled in advance by the NP
  - Advisors will identify needs during July months, taking into account what schedule changes need to occur – at-risk students should NOT have much change because we should know what is needed and the best way to accomplish through scheduling
- ⇒ Drop-ins should be largely discouraged – again, advisors should know the syllabi of needy students and should prescribe services accordingly (meetings are HUGE in this process)
- ⇒ In the event that impromptu tutorials are needed, all scheduling should go through the advisor and then the NP – NO direct emails from student to tutor (too much abuse resulting in an inflated budget)

Miscellaneous

- ⇒ Hiring to begin in July allowing for one month's preparation
- ⇒ Communication/tutor work room – calendar etc.
- ⇒ Training to be led by Willingham and Beth – dual training for SI and tutors/mentors – scheduled at next meeting
- ⇒ Brent does supporting paperwork/audit tutor hours
- ⇒ Melissa Exum contacted in July – get on her schedule EARLY
- ⇒ Academic Center rules – laminated and posted (what/where?)

⇒ Tutor pictures on Tutor Board (with permission) for easy identification (especially in the *Ram's Room* and *Extension*)

From: Kym N. Orr <knorr@uncaa.unc.edu>
Sent: Wednesday, August 15, 2007 12:00 PM
To: jsauls@email.unc.edu; manning@email.unc.edu
Cc: Blanton, Brent <blanton@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>
Subject: Tutor Training

Melinda and Jonathan:

I just wanted to confirm the presentation that we agreed upon for our tutors on August 20th @ 6 PM. The group will be meeting in the Academic Support Center auditorium. I know it is a busy time for you so if you could be prepared to do your piece right at 6 that would be great and then you can slip out. In terms of content, if you can just cover the basic information about the Honor Code with emphasis on plagiarism and unauthorized collaboration, that would be fantastic. Again, thanks so much and I look forward to seeing you next week.

Kym

Mr. Kym N. Orr
Academic Counselor
Academic Support Program for Student- Athletes
Office (919) 843-2425
Fax (919) 962-8247

From: <stpeace@email.unc.edu>
Sent: Wednesday, September 12, 2007 11:06 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>
Subject: Updated Schedule
Attach: UPDATE_TUTORIAL_NEEDS(1).xlsx

Sherron Peace

From: <stpeace@email.unc.edu>
Sent: Wednesday, September 19, 2007 9:35 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <uncletony@mac.com>
Subject: Schedule Updates
Attach: UPDATE_TUTORIAL_NEEDS(1).xlsx

Thanks,
Sherron

From: <stpeace@email.unc.edu>
Sent: Wednesday, September 26, 2007 9:29 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Yount, Tony <uncletony@mac.com>
Subject: Schedule Update
Attach: UPDATE_TUTORIAL_NEEDS(1).xlsx

Thanks

The University of North Carolina at Chapel Hill

Direct Payroll Deposit Authorization

I authorize my employer, The University of North Carolina at Chapel Hill, to deposit my net payroll earnings to my bank account as named below.

Please print or type.

1. Bank or Credit Union Name **2a. City** **2.b State**

3. Employee Name

{ FORMCHECKBOX }Checking { FORMCHECKBOX }Savings

4. Account Type (check one)

5. Employee Soc. Sec. Nbr. **6. Bank or Credit Union Transit No.**

7. Bank or Credit Union Account No.

8. I am paid on the **(check one)**: { FORMCHECKBOX } Biweekly Payroll { FORMCHECKBOX } Monthly Payroll

9. This is a (**check one**): { FORMCHECKBOX } New Authorization { FORMCHECKBOX } Change in Bank or Account

10. This authorization will remain in effect until I give written notification to UNC-CH Payroll Services to cancel it. A minimum of thirty **(30)** days must be allowed for processing a cancellation or change. I understand that, should I terminate University employment, my final paycheck will not be deposited to my bank account but will be forwarded to my department.

Date **Signature**

11. Attach a copy of your pre-printed bank or credit union voided check for checking, or written documentation for savings in the area below.

FOR PAYROLL USE ONLY

Employee Soc. Sec. Nbr	Effective Date	Bnk. Trans/ABA Nbr. 6097	6098	Account Nbr. 6099

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Friday, August 31, 2007 10:30 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: writing lab sign in
Attach: wl 8-30.xls

Thursday 8/30

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Wednesday, September 5, 2007 1:42 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: WL 9-4
Attach: wl 9-4.xls

How do you want me to track these hours for you/Sherron - I am keeping every day (hard copy) in a binder on my credenza. We have a lot of people writing but not a lot of 'tutoring' going on back there YET.
WL Meeting for all staff w/ Kim Abels - Monday 9/10 6 pm - pizza, salad and soda served.
Mary

From: Doug Roberts <droberts@uncaa.unc.edu>
Sent: Friday, September 7, 2007 10:56 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: reading lab sign in sheet
Attach: Sept 6 student sign in sheet.xls

FROM READING LAB THURS NIGHT SEPT 6TH

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Tuesday, September 11, 2007 11:40 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: WL 9-10
Attach: wl 9-10.xls

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Wednesday, September 12, 2007 10:45 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: WL 9-11
Attach: wl 9-11.xls

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Thursday, September 13, 2007 9:59 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: wl 9-12
Attach: wl 9-12.xls

Things are not going so great down there....

From: Doug Roberts <droberts@uncaa.unc.edu>
Sent: Friday, September 14, 2007 9:38 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Willingham, Mary <mwillingham@uncaa.unc.edu>
Subject: Writing Lab Sign-in Sheets Su-Th
Attach: wl 9-13.xls; wl 9-12.xls; wl 9-11.xls; wl 9-10.xls; student sign in sheet Sep 9.xls

---

FYI
D

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Friday, September 21, 2007 9:06 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>
Cc: Bridger, Beth <bridgerb@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: writing lab
Attach: wl week of 9-16.xls

Cost of writing lab - $637 per week (10K per semester)
This week =
112 students - (25 not tutored) = 87/637 - $7.32 per student
THIS DOES NOT INCLUDE FOOTBALL (SEEN DURING FOOTBALL STUDY HALL HOURS)- WHICH COULD TAKE IT DOWN ABOUT $1 PER HIT!!

Hard copies provided - feedback not included so use attachment for comment section.
MW

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Friday, September 28, 2007 9:47 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: WL report week of 9-23
Attach: wl week of 9-23.xls

Yellow = daytime hours
$8.97 per student this week - still trying to decide what to do with daytime WL hours - 12 users this week + football -
Mary

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Friday, October 5, 2007 10:40 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>
Subject: weekly report
Attach: wl week of 9-30.xls

Please check the feedback on the attached spread sheet - some of these students are not seeing a tutor - do you want to give them study hall hours - last week I took them off automatically BUT - you might want to see the suspects.....(same old crowd)
Mary

From: <stpeace@email.unc.edu>
Sent: Friday, January 11, 2008 1:29 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: Master List (schedule)
Attach: Master list SP08.xls; Schedule SP08.xls

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Friday, January 18, 2008 9:24 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: writing lab attached
Attach: wl week of 1-14.xls

I did not calculate the hours but I did sort by sport and name -
still missing the baseball player from Sun. evening -

From: <stpeace@email.unc.edu>

Sent: Friday, January 18, 2008 9:45 AM

To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>

Subject: Schedule updates

Attach: Schedule SP08.xlsx

From: <stpeace@email.unc.edu>

Sent: Thursday, January 24, 2008 10:09 AM

To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>

Subject: Schedule

Attach: Schedule SP08.xlsx

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Friday, February 8, 2008 10:20 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: wl and contact student
Attach: wl week of 2-4.xls; spring 08 contact schedule.xls

Many students were bumped this week off of the WL report since they did not meet with a tutor. (There is a very clear notice at the computer that this will happen.)
- too often now students are signing in and leaving - the list is not that large so I have not calculated hours -
Mary

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Thursday, February 14, 2008 3:07 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Cc: Bridger, Beth <bridgerb@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: weekly reporting
Attach: spring 08 contact schedule.xls; wl week of 2-10.xls

The WL report will be missing Thursday 2/14 - Spencer will forward tomorrow (thanks Spencer!)
I will be out of the office on Friday, 2/15 -
Thanks, Mary

From: Spencer B. Welborn <welborn@uncaa.unc.edu>
Sent: Friday, February 15, 2008 9:19 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Writing Lab Hours 2.14.08
Attach: wl 2-14.xls

Attached you will find writing lab hours from last night (2.14.08).
Please let me know if you have any questions.

Spencer

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Thursday, March 20, 2008 2:00 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: reports from week
Attach: spring 08 contact schedule.xls; wl week of 3-17.xls

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see attached

From: <stpeace@email.unc.edu>
Sent: Friday, April 4, 2008 10:51 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Student Hours update
Attach: Academic Hours March 30 -April 3.xls

From: <stpeace@email.unc.edu>
Sent: Friday, April 11, 2008 9:31 AM
To: blanton@uncaa.unc.edu; bridgerb@uncaa.unc.edu; cynthiar@uncaa.unc.edu; jaimielee@uncaa.unc.edu; knorr@uncaa.unc.edu; mwillingham@uncaa.unc.edu; obarnes@uncaa.unc.edu; tonyyount@uncaa.unc.edu; welborn@uncaa.unc.edu; wwalden@uncaa.unc.edu
Subject: Student Hours
Attach: Academic Hours April 6-10.xls

Have a good weekend!
Sherron

From: Mary Willingham<mwillingham@uncaa.unc.edu>
Sent: Friday, April 11, 2008 9:46 AM
To: blanton@uncaa.unc.edu; knorr@uncaa.unc.edu; tonyyount@uncaa.unc.edu; welborn@uncaa.unc.edu
Subject: weekly reports
Attach: spring 08 contact schedule.xls; wl week of 4-6.xls

Weekly reports -some big gaping holes on the sign in form for the writing lab - your call - M

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Wednesday, April 16, 2008 11:18 AM
To: Peace, Sherron <stpeace@uncaa.unc.edu>
Cc: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: email to tutor and all list

Sherron - Can you send out an email tonight to the tutor/si/mentor list - everyone
two things -

1. We will be completely closed on Monday 4/28 (the all sports end of the year banquet) - Beth, Cynthia and I just realized this - oops)
2. Thank you lunch and mandatory paperwork day for ALL tutors, mentors and SI leaders- Reading Day 4/30
12-2 in the Rams Room Ext.

Thanks! Mary

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Friday, April 18, 2008 10:10 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: week reports
Attach: spring 08 contact schedule.xls; wl week of 4-13.xls

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Friday, April 25, 2008 10:17 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: final writing lab and week report
Attach: wl week of 4-20.xls; spring 08 contact schedule.xls

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Monday, April 7, 2008 2:46 PM
To: kjburns@email.unc.edu; wafletch@email.unc.edu
Cc: Blanton, Brent <blanton@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>
Subject: History SI
Attach: sample SI letter.doc

Professor's Burns and Fletcher,

The Academic Support Program for Student- Athletes is interested in providing Supplemental Instruction to students in the fall who are in your History classes (Hist 142 and Hist 140 respectively). I've attached a sample SI letter for your review, and our experienced SI Leaders (Tony Yount and Brent Blanton) would be happy to meet with you at your convenience to discuss the possibility of SI. We have had great success with SI over the past 4 years across the General College curriculum. Thanks to your department (especially) for the support.

Regards,

Mary C. Willingham
Learning Specialist/SI Coordinator
University of North Carolina - Chapel Hill
Academic Support Program for Student Athletes
(919)843-6029
mwillingham@uncaa.unc.edu

Sample SI Letter

January 3, 2008

Dear Professor,

The Academic Support Program for Student Athletes will continue to have a Supplemental Instruction program for our student-athletes during the upcoming spring semester. The program continues to be well received and successful. Thanks to all those who have been involved thus far.

We are constantly trying to improve our support programs in order to better help our students academically. Supplemental Instruction (SI) is a learning enhancement program and is designed to organize and improve the ways in which students prepare for class outside of the classroom. SI is attached to courses to provide students with a systematic and disciplined approach for processing the course material assigned by the professor. We will be assigning SI leaders to each of the courses selected. These leaders have been identified through our tutor interview process.

The SI program is not intended as a substitution for regular attendance at class. The SI leader attends all lectures, takes notes, reads assignments and is trained in study skill strategies. The SI leader does not re-lecture, but rather facilitates and encourages the group to process the material. The SI meetings will be held during regular study hall hours at the Academic Center. **SI will be open to all of the students in the class.** The SI Leader will provide day/time information with regards to the sessions. Please sign and return a copy of this letter at your earliest convenience.

We will maintain records of attendance and use a systematic research-based approach to evaluate our program at the end of the semester (for more information visit the SI website at www.umkc.edu/cad/si.htm). Please let us know if it would be possible for an SI leader to attend your class. Thank you for allowing us to work with you to help our students succeed academically.

Sincerely,

Robert Mercer
Director
(919)962-9534
rmercer@uncaa.unc.edu

Mary Willingham
Learning Specialist
(919)843-6029
mwillingham@uncaa.unc.edu

Instructor's approval _____

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Wednesday, August 27, 2008 9:24 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: updated tutor info
Attach: Tutor Schedule F08.doc; Contact List.xls

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as of this am -

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Friday, October 10, 2008 7:44 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>
Subject: Fwd: Study Hall Spread Sheet 10/5-10/8
Attach: Mail.msg

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see attached tutor report

From: <jclevela@email.unc.edu>
Sent: Thursday, October 9, 2008 6:41 PM
To: Willingham, Mary <mwillingham@uncaa.unc.edu>
Subject: Study Hall Spread Sheet 10/5-10/8
Attach: SH10-5-10-8.xls

Just a reminder, I won't be here next week. Be back in action Monday after fall break!

Jeremy

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Thursday, November 13, 2008 9:59 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>
Subject: Fwd: This weeks study hall 11/9-11/12
Attach: Mail.msg

Attached is the study hall tutorial list for the week -
We have lost the data base (for good) and Robert is going to pop for a brand new one!!
We will have it up and running by second semester and in the meantime we are back to pencil and paper in the binder - ouch.
Mary

From: <jclevela@email.unc.edu>
Sent: Thursday, November 13, 2008 5:18 PM
To: Willingham, Mary <mwillingham@uncaa.unc.edu>
Subject: This weeks study hall 11/9-11/12
Attach: StudyHall11_9-11_12 .xls

Enjoy!
Jeremy

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Friday, January 23, 2009 3:46 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: tutorial
Attach: Tutor Schedule S09.doc; tutors spring list.xlsx

Here it is -
Bio is about to go up there - working on test prep/reviews for Hogan and DeSaix - plus waiting to hear from new Bio tutor for Tuesday night 8-10 - open tutorial
tutor contact list is also attached

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Tuesday, April 14, 2009 10:17 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: form challenged
Attach: tutor eval.doc

Thanks!
You will see the big empty box....

Academic Center for Student-Athletes Tutor Evaluation Form

Spring 2009

Tutor's Name_____ Subject Area_____

Key: 3-Consistently **2**- Sometimes **1**-Not all or no N/**A-** not applicable

1. The tutor indicated understanding of the student's academic problem or asked for clarification.
2. The tutor asked questions to encourage the student to think about the task.
3. The tutor encouraged the student to find his/her own answers without providing them.
4. The tutor encouraged the student to demonstrate his/her understanding of the material.
5. The tutor provided positive reinforcement.
6. The tutor was patient with the student and able to adjust to the student's pace.
7. The tutor exhibited knowledge and confidence in the subject.
8. The tutor recommended other resources for the student, e.g. computer, workshop, faculty, etc., if appropriate.
9. The tutor helped the student develop a goal for further study.
10. If the student exhibited problems outside the tutor's expertise, the tutor directed the student toward appropriate help.
11. The tutor encouraged the student to return.

Strengths:

Weaknesses:

Recommendations:

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Wednesday, August 26, 2009 12:15 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: with availability column
Attach: TEXT.htm; Contact List fall 09ava.xls

---

with the last column that was missing - availability (copied straight from the forms filled out yesterday) - I just sent it to Sherron. m

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Tuesday, September 1, 2009 1:18 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: history test prep
Attach: TEXT.htm

Brent,
If you could pass me any history syllabus that you think I should set up SI 'review' test prep for, (like Peggy does for Bio), just let me know and I will organize. I am making a calendar of all the tests, papers, and finals for general college classes where we have attached SI in the past (and still have lots of students in). At this point, I am responsible for SI, SI review, Writing Lab and the training and observation of all tutors. Hopefully this is correct, and helpful. mary

From: Beth Bridger <bridgerb@uncaa.unc.edu>
Sent: Tuesday, September 1, 2009 4:34 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Peace, Sherron <stpeace@uncaa.unc.edu>
Subject: sorry for the holes
Attach: TEXT.htm; F09 Mentor Info.xlsx

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sorry for the holes
but pretty good at this point...

also, they are broken up into OS mentors, FB mentors, and tutors/Si on the 2nd tab

BETH

Beth Bridger
Learning Specialist, Football
UNC-Chapel Hill
919-843-5669
bridgerb@uncaa.unc.edu

From: Sherron Peace <stpeace@uncaa.unc.edu>
Sent: Monday, September 14, 2009 3:23 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>
Subject: Schedule Updates/Contact List
Attach: TEXT.htm; FA09 Tutor Schedule.xlsx; Contact List fall 09.xls

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If there are any questions, please let me know.
S.

From: Mary Willingham <mwillingham@uncaa.unc.edu>
Sent: Tuesday, September 15, 2009 12:19 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Tutoring
Attach: Tutoring.msg

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, August 25, 2010 3:01 PM
To: Brent Blanton <blanton@uncaa.unc.edu>
Subject:
Attach: Tutor Departure Letter.docx

Date _____

Dear _____:

As a former part-time member of our Academic Support Program for Student-Athletes, we would like to take this opportunity to thank you for your service to our student-athletes and to our Program. We take great pride in the academic accomplishments of our student-athletes, and our tutorial program is a key component to this success.

We strongly believe that only currently employed tutors/mentors should work with our student-athletes. It is through monitoring and supervision that we are able to ensure the proper environment for them. **As a result of your departure from our Program, we ask that you refrain from working with our student-athletes in an academic setting from this point forward, i.e. tutoring, mentoring, academic counseling, etc.**

We would also like to remind you of some NCAA rules and regulations that still pertain to you even though you are no longer working with us. You may remember from our training session that once you become an institutional staff member, you retain this identity indefinitely. **Should you continue tutoring our student-athletes outside of our Academic Support Program, the eligibility of our student-athletes could be jeopardized.** The following NCAA regulations have been provided for further clarification.

Representative of Athletics Interests/Institutional Staff Member (Bylaw 13.02.13):
An individual, independent agency, corporate entity or other organization that is known by the athletic administration to:

- Be assisting or to have assisted in providing benefits to enrolled student-athletes or their families

By virtue of you being paid by the athletic department even if you work 2 hours a week, you are considered an institutional staff member. Institutional staff member includes an individual who performs work for the University or the Athletics Department, even if the individual is a student (e.g. student manager, student trainer) and/or does not receive compensation from the institution for performing such services. Once an individual is identified as such a representative, he/she retains this identity indefinitely. (Bylaw 13.02.13) Others considered in this category are coaches, professors, other students and student-athletes, secretaries, etc.

Thank you again for your time and dedication to the Academic Support Program for Student-Athletes.

Sincerely,

Robert Mercer
Director of Academic Support for
Student-Athletes

Susan B. Maloy
Assistant Athletic Director for Certification
and Eligibility

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, August 31, 2010 12:42 PM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>
Subject: Fwd: Tutor Signature - Academic Honesty
Attach: TEXT.htm; Mail.msg

Beth and Brent,
For your records. I just met with them.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: <scanner@unc.edu>
Sent: Tuesday, August 31, 2010 12:27 PM
To: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Subject:

This E-mail was sent from "R10618" (Aficio MP 4500).

Scan Date: 08.31.2010 12:26:58 (-0400)
Queries to: scanner@unc.edu

M+ SecureStor Stored: total 86084bytes;
Attachment Link: http://archive02.uncaa.unc.edu/13b1a2a63d1287df800267d5fdf6098a
File Name: 20100831122658876.pdf
Expiry Date: Mon, 29 Nov 2010 11:39:58 -0500
Size: 86084bytes

Dear Mentor:

Welcome to the staff of the Academic Support Program for Student-Athletes at the University of North Carolina. I am excited that you have joined us in our efforts to provide professional and high quality academic support to our student-athletes.

Your job as a mentor carries with it a great amount of responsibility and challenge. Our students run the full gamut in terms of ability, motivation, and areas of interest. As a mentor you can help the students reach their full potential. However, please keep in mind that student-athletes neither gain special privileges nor lose basic rights. They are to do their own work and reap the consequences, positive or negative. Likewise, they do not forfeit their right to confidentiality regarding their academic progress. The ethics and integrity which guide your own academic work fully apply here in the Academic Support Program for Student-Athletes.

This handbook is designed to help you understand our mentoring program and to clarify your role. Please read it thoroughly. If you have any questions, please feel free to ask our mentor coordinator or any full-time staff member. They are available to assist you at any time.

Over the years our program has become one of the finest in the country. A key ingredient to our success is having a staff of mentors committed to quality education. I appreciate your contributions to improving upon our tradition of academic excellence.

Best wishes for an enjoyable and rewarding experience.

Sincerely,

Robert Mercer, Director
Academic Support Program for Student-Athletes

ACADEMIC CENTER HOURS OF OPERATION

Fall/Spring	
Monday-Thursdays	8:00am to 5:00pm & 7:00pm to 10:00pm
Fridays	8:00am to 5:00pm
Sundays	7:00pm to 10:00pm
Summer	
Monday-Thursdays	9:00amto 4:00pm & 7:00pm to 10:00pm
Fridays	9:00am to 4:00pm
Sundays	Closed unless special session is scheduled in advance

INTRODUCTION

The Academic Support Program for Student-Athletes is administratively part of the Academic Services unit of the College of Arts and Sciences. The program serves as an educational resource to students who participate in varsity athletics at the University.

We are committed to the true student-athlete concept, applying the same principles that have made superior athletes to develop superior students. A superior athlete is dedicated, hardworking, committed, and never misses practice. A student with the same qualities who never misses class will achieve the same high level of academic success.

Staff members include:

Robert Mercer	Director
Jenn Townsend	Associate Director, *jtownsend@uncaa.unc.edu* Men's Basketball, Women's Swimming, Softball
Beth Bridger	Associate Director/Learning Specialist, *bridgerb@uncaa.unc.edu* Football
Brent Blanton	Associate Director, *blanton@uncaa.unc.edu* Women's Basketball, Baseball, Women's Soccer, Field Hockey, Women's Tennis
Tony Yount	Academic Counselor, *tonyyount@uncaa.unc.edu* Women's Golf, Women's Lacrosse, Volleyball, Gymnastics
Spencer Welborn	Academic Counselor, *wellborn@uncaa.unc.edu* Men's Lacrosse, Wrestling, Men's Soccer, Men's Swimming, Men's Golf
Kym Orr	Academic Counselor, *knorr@uncaa.unc.edu* Men's and Women's Track & Field and Cross Country, Men's Soccer, Gymnastics, Men's Tennis, Rowing, Fencing
Jaimie Lee	Academic Counselor, *jaimielee@uncaa.unc.edu* Football
Tia Overstreet	Academic Counselor, *overstre@uncaa.unc.edu* Football
Dr. Jan Boxill	Academic Counselor, *jmboxill@uncaa.unc.edu* Women's Basketball
Beth Lyons	Learning Specialist, Olympic Sports, *emlyons@uncaa.unc.edu* Women's Gymnastics
Amy Kleissler	Mentor Coordinator, *kleissle@uncaa.unc.edu* Footballl
Nate Yarborough	Office Manager, *yarborough@uncaa.unc.edu*

Feel free to contact any of us if you have a question or concern about a student-athlete or the policies and procedures of the Academic Support Program for Student-Athletes.

MENTOR POLICIES and PROCEDURES

Requirements

Mentoring is similar to any other employment opportunity. As such, the following are required:

- Follow the rules and regulations of the Academic Support Center for Student-Athletes
- Arrive on time for all sessions. If you will be late, please call the Mentor Coordinator.
- Be in the room assigned to you within the Academic Facility.
- In the event you must miss a mentoring session, please inform the Mentor Coordinator so he or she can make alternative arrangements.
- Work only the hours assigned or requested. The Mentor Coordinator assigns all mentor hours. **Neither student nor mentors may make appointments for private sessions without the expressed approval of the Mentor Coordinator.**

Release and Dismissal

A mentor may be terminated for any of the following reasons:

1. Failure to uphold the general duties of a mentor as outlined in the handbook, including repeatedly failing to turn in feedback forms.
2. Failure to observe the rules and regulations of the Academic Support Program for Student-Athletes.
3. Failure to keep mentoring appointments.
4. Disruptive behavior that calls unfavorable attention to the mentor as a representative of the Academic Support Program for Student-Athletes, the student-athletes, or the University.
5. Unscheduled sessions and/or sessions outside of the Academic Center.
6. Violation of University or NCAA policies regarding academic honesty.

Confidentiality

Mentors are to maintain confidentiality in all areas regarding student-athletes. You may discuss a student's academic concerns only with the student and academic staff. You may not discuss the student's academic concerns with other students, faculty, or members of the community or media. This would be a violation of the student's right to privacy under the Buckley Amendment. ***Any question to the breach of a student's confidentiality will result in termination of employment.***

No Shows

Wait 30 minutes and then check in with the staff to see if you should leave (or use best judgment). Make sure to document on your feedback form and record 30 minutes on your TIMS timecard.

Evaluations

You will meet periodically with the Mentor Coordinator to evaluate the effectiveness of your mentor meetings. You will also be required to fill out an end of the semester evaluation form on your mentee and the mentor program. You are not personally evaluated by the grades of the students, but rather by your own performances in mentoring the students.

Parking

Day: We will not provide parking tickets for daytime tutors. You will be responsible for covering your own parking expenses.

Night: Mentors can park on campus after 5:00pm. No parking fines are issued after that time except during special events. It is a first come, first serve basis, so spots are limited. You can also park on Stadium Drive or any other eligible parking lots. We will ***not*** provide parking tickets for the parking garages or pay for DPS parking tickets.

Copies

All copies must be academic related and approved by a staff member. Any questions as to what this includes, please ask the Mentor Coordinator.

You may also take advantage of using our computer lab and free printing for feedback forms, academic related materials, etc. Personal copying/printing is not permitted.

Weather

Adverse Weather Hotline: 843-1234
If we are experiencing bad weather or have the threat of bad weather, please call the Mentor Coordinator for details of the day's meetings. If unable to reach, call 962-9536 after 5pm. A message regarding our plans for the evening operation of the building will be stated.

Announcements

Please check your email periodically for important notes and announcements from the Mentor Coordinator.

Dress Code

The Academic Center is a professional place of work. Even though you are working with students, our office is a place of business and a direct representation of the Athletic Department and University. Although formal business attire is not necessary, please abide by the following dress code:

Acceptable:

- Teacher/Business/Sport Casual

Not Acceptable:

- Low cut (cleavage baring), midriff exposing shirts or dresses
- Gym clothes such as mesh shorts, spandex leggings, etc.
- Strapless shirts or dresses
- High cut (rear-end baring) shorts, skirts, or dresses
- Excessively torn or worn blue jeans
- Clothes denoting inappropriate messages or logos

Behavior

Do not engage in "extra-curricular" activities with your mentee.
Please refrain from using or allowing your mentee to use foul language.
A mentor relationship is a special one of trust and respect. Be sure to not "cross" these lines.

Cell Phones /Non-Academic Websites/Music

These items are PROHIBITED during your mentor meetings. This includes mentees and mentors. On RARE occasions, a cell phone must be answered. As a mentor, please do this in a professional manner. Also, there are times when mentors are waiting to help mentees. Please DO NOT use this time to text message, access non-academic websites, or use headphones to listen to music. This is NOT the example we are trying to set for our student-athletes.

NCAA/UNC Academic Honesty Policy Form

As a mentor for the Academic Support Center for Student-Athletes, you are required to carefully read, sign, and date the NCAA/Academic Honesty Policy Form. The form provides guidelines that should be followed throughout your employment with the Academic Support Center. It is a statement indicating mentors will abide by all UNC and NCAA guidelines as articulated by the Academic Support Program for Student-Athletes. ***Failure to comply will result in immediate termination of employment*.**

Payment/Timesheets

1. We use **TIMS.** All time worked is recorded through this time management system. Before you begin work, you must complete the 15 minute online training: http://finance.unc.edu/university-controller/time-information-management-tim/welcome.html

2. Pay rate is established on an hourly basis. No additional pay is granted for simultaneously tutoring a number of students during a given time period. No additional pay is granted for preparation time outside of your scheduled hours unless an academic counselor has requested your services for a special assignment. No hours will be paid for unauthorized unscheduled sessions.

3. All time for tutoring must be stamped in and out on TIMS. Your times must be consistent with the Daily Tutoring Feedback Forms for that pay period; any irregularities in times will not be honored. **Time cards without approvals cannot be submitted for payment.**

4. Time cards should be **approved by noon on Friday** of the pay period ending the following Sunday. If you tutor on Sunday, you must approve your timecard by 10pm that night. If you do not approve your timecard, you will not be able to be paid, and these hours will be lost.

5. ***Paychecks will be issued only on a Direct Deposit basis***; two weeks following the day time sheets were submitted. (See the Tutor Board in the resource room for Pay Schedule)

6. If you run into an issue or problem with your timecard, please enter the information into the log next to the mentor computer on the 5th floor. **Do not email the Mentor Coordinator.** If it is not in the log, it will not get fixed.

7. You can use the computers in the Academic Center, download TIMS onto your own computer, or logon from anywhere using https://unctim.unc.edu/wfc/applications/wtk/html/ess/logon.jsp.

TIPS for TIMS

1. Don't forget to stamp in and stamp out. Computers available throughout the Academic Center.

2. IMPERATIVE to LOG OFF not just X out of the screen.

3. Approval—once you APPROVE your time card, it is over!! All time cards must be approved by **NOON on FRIDAY** of the time period. **IF YOU WORK ON SUNDAY, you must approve your timesheet by **10pm on SUNDAY**. If you do not approve your timecard, you will not be paid for these hours.

4. IF YOU MESS UP – you must fill out the TIMS log by the computer/copier on the 5th floor of the Academic Center.

5. If you mess up, get it fixed BEFORE you approve the timecard

6. Check your email for password expiration notices, if password expires, you can't stamp in/out.

7. Eliminate errors!!! Remind yourself, check your timecard after each log in. We do not enjoy fixing mistakes!

TIMS APPROVAL DATES
For the 2010-2011 Academic Year

August 27th

September 10th

September 24th

October 8th

October 22nd

November 5th

November 19th

December 3rd

December 17th

January 14th

January 28th

February 11th

February 25th

March 11th

March 25th

April 8th

April 22nd

May 6th

Feedback Forms

You must complete and submit feedback forms electronically through www. tarheelblue.com. Click on Inside Athletics, scroll down to Student-Athlete Development, Academic Support Program for Student Athletes, and then Information for Student-Athletes. Please use the Individual Tutor Report feedback for one-on-one sessions. http://tarheelblue.cstv.com/genrel/110904aac.html

Please see attached samples of typical mentor feedback forms. The appearance of the forms on www.tarheelblue.com will change slightly, but the relevant elements will remain. Please be thorough and prompt. Feedback forms need to be written for a "professional" audience. These will be read by academic staff members and coaches. Please be extremely detailed in your comments.

You will not be paid for hours worked unless there is feedback corresponding to the recorded hours. They do not only serve as a record for hours worked but become a part of the student-athlete's permanent file. Even if you have a face-to-face conversation with a staff member, you still need to submit a feedback form. Feedback forms are due by **NOON** the day following your meeting. The sooner the better. Feel free to utilize any of the computers in the academic center to complete your feedback form. This way you can complete your feedback form once your session is completed when the details are fresh in your mind, and clock out when you are done.

MUST DO LIST--ASAP!

1. **Fill out all hiring paperwork**

2. **Call/email to SET UP AN APPOINTMENT to meet with Human Resources**

   TRACY HARRIS
   962-7852
   tuh@uncaa.unc.edu

   You must MEET with her to submit your *hiring paperwork*.
   DON'T FORGET:

   PAPERWORK
   Social Security Card
   Driver's License
   Voided Check

3. **Call/email to SET UP AN APPOINTMENT to meet with Compliance**

   SUSAN MALOY
   962-9892
   sbmaloy@uncaa.unc.edu

   You must MEET with her to go over *NCAA Rules*. DON'T FORGET:

   Tutor Handbook (NCAA section)

4. **On-Line TIMS training at** http://finance.unc.edu/university-controller/time-information-management-tim/welcome.html

ALL ***MUST*** BE COMPLETED BEFORE YOU CAN BEGIN WORKING!!!

What is a Mentor?

Although the concept of mentoring has been around for many years, everyone seems to have his or her own definition. Webster's defines a mentor as a "trusted counselor or guide, a tutor or coach." The word "mentor" has its origins in Greek mythology. In the tale of Odysseus, when Odysseus went away on his famous 10 year odyssey, he entrusted his son, Telemachus, to his friend and advisor, Mentor. In Odysseus' absence, Mentor served as guardian, teacher, and father figure to Telemachus. **YOU ARE NOT A DISCIPLINARIAN!!!**

Purpose of the Mentor Program

The Academic Support Program for Student-Athletes sees a need for academically at-risk student-athletes to receive extra help from one person to develop skills necessary to succeed in college.

This program pairs an academically at-risk student-athlete with a skilled mentor to address general college survival skills as well as specific academic needs. The mentor provides guidance or advice by example and through practice with the mentee. Mentors will help to facilitate the student-athlete's transition through challenging periods in their academic experience. The mentoring process, if it is to be successful, must be done with a high degree of enthusiasm, confidentiality, and unconditional positive regard for the mentee.

Student-athletes could be identified as at-risk by the Academic Support Program for Student-Athletes' staff for many reasons such as a poor high school academic background, a diagnosed learning disability, difficulty adjusting to the academic rigors of UNC-CH, etc.

The purpose of this program is to introduce the at-risk student-athlete to the skills he or she will need to become a successful student at UNC-CH and to help the student-athlete to incorporate these skills into his or her individual learning style. The ultimate goal of the Academic Support Program for Student-Athletes is to produce independent, responsible, and confident learners.

It is important to find your approach with your mentee. Not all mentees are the same, so not all strategies are universal. Use your "people" skills to find what works and what doesn't. Will your student need constant "supervision" or is your mentee one that is good at taking direction and finishing tasks? "Typically" a friendly, laid back but structured, comforting environment can be one that is successful.

Characteristics of a Mentor

- Listen to and communicate effectively with others
- Recognize excellence (or steps towards it) and encourage it
- Like to help others
- Recognize when others require support, direct assistance, or independence
- Teach, guide, coach, and be a positive role model
- Willingness to share knowledge, skill, and experience
- Challenge for positive change to occur
- Patience
- Enthusiasm
- Ability to take initiative
- Maintain confidentiality
- Sense of humor
- Willingness to learn
- Ability to interact with individuals of different social, cultural, economic, and educational backgrounds
- Organized, efficient time manager
- Responsible
- Reliable
- Work as part of a team

Mentoring a Student-Athlete

It is important to understand what being a student-athlete at the Division I level of the National Collegiate Athletic Association is all about.

+What issues do you anticipate encountering with your mentee? (also consider a student who is also academically underprepared for college)

Some student-athletes lack the proper preparation for college work from high school. There are extreme demands on the time of a student-athlete with practice, travel, team meetings, and academics. There are also the pressures of winning and losing, eligibility concerns, family demands, and the list goes on.

As you come to know your mentee, you will learn which pressures are causing which results. This can be a great breakthrough in formulating how to best work with your mentee.

Example daily schedule:

6-8am	Weights
8-11	Class
11-12	Lunch/Break
12-2	Tutor Sessions/Meetings at AC
230-6	Practice/Film
6-7	Dinner
7-10	Study Table

MENTOR MEETINGS

Mentors will meet with their mentee in duration and frequency designated by the Mentor Coordinator. The following section will guide you through working with a mentee:

FIRST MEETING:

- Get to know each other. Here are some good communication starters:
    - Where are you from? Tell me about your family.
    - What position do you play, how is practice going? Why did you pick UNC?
    - What was high school like for you? How is it alike/different from college?
    - Hardest/easiest class?

- Reiterate the attendance policy and how the mentee MUST contact the staff member on duty if they are going to miss/be late for a meeting. Please follow up with the counselor via FF or at study table if your mentee is a no-show or late.

- Explain your role--how you can help them throughout the course of the semester.

- Review your set meetings times for the week. You can explain meeting length depends on how much work they have for the week and how efficiently they complete assignments. Length will depend on sport/student as well.

- REQUIRE mentee to bring all syllabi, Academic Planner, 3-ring binder, and class materials to each meeting. This is ESSENTIAL!! Make copies of all of his syllabi for yourself.

- Go over each syllabus. Make sure mentees have an understanding of: what their professor's names are, grading system, when assignments are due, criteria of assignments, absence policy, late work policy, etc. NAMES especially. Feel free to hi-lite.

- With syllabi, note which days student will miss due to competition. Encourage student to speak with professor about these absences IN ADVANCE!

- Utilize syllabi to help students organize responsibilities (academic, athletic, and personal). Fill in time management devices (preferably in pencil in case of changes). Start with the monthly calendars for the whole semester. Mark in dates for tests, quizzes, projects, papers, presentations and even extra obligations such as game schedule and CREED meetings.

- Fill in those same dates in the weekly planning sheets.

- Start on any assignments

"REGULAR" MEETINGS:

1. Promote *TIME MANAGEMENT*

Check the monthly calendar for important upcoming dates. Plan for each week. Go through each syllabus to plan and list readings and assignments for the week. Refer to the calendars and syllabi every meeting.

2. Promote *CLASS RESPONSIBILITY*

Check Blackboard and email for professor messages, announcements, and to access printouts/assignments for class. Stress the importance of class attendance, behavior in class, respect of professors/academic staff, encourage and motivate students to strive for improvement and excellence, always! Record and report any grades or teacher comments you actually see or hear.

3. Promote *PROFESSOR COMMUNICATION*

If your mentee has any questions or concerns about class/grades, facilitate how to communicate in person and via email to faculty/staff.

4. Promote *ORGANIZATION*

Spend 5-10 minutes organizing each section of the notebook and filing away any loose papers.

5. Promote and facilitate *DAILY WORK*.

Review class notes, lecture, and text materials every day. Check to make sure the student-athlete is taking notes in their classes. Go ahead and start on upcoming assignments. Do not neglect reading assignments in classes just because a paper is due.

6. Promote ACADEMIC SKILLS through Daily Work.

Record any progress or lack thereof made in the following areas that could be a red flag for learning deficiencies.

   a. Writing Skills
   b. Note Taking
   c. Test Taking
   d. Reading Comprehension
   e. Study Skills
   f. Stress Management
   g. Test Anxiety
   h. Any other deficiencies that may interfere with the student-athlete's ability to do his/her best academic work

ACADEMIC SKILLS

Note Taking

Test Taking

Reading Textbooks

Study Strategies

Motivation

+What issues would be of extreme concern when helping a student with a paper? What could be seen as a "gray area"?

WRITING

Things to consider when helping students with writing.

Basic Rules:

**If you write on a student's paper, it is NEVER to change content! Comments should be directed towards grammar, citing, and questions as to content, never writing content for the student.*

***Papers are NEVER to be emailed.*

****You should NEVER be on a student's computer. Written suggestions should always be made on hard copies of papers or as a verbal comment when the student is working. If a student is working on their computer, sit next to them but do not put your hands on their keyboard.*

Topics that can be addressed during writing assistance:

1. Understanding the Prompt/Topic
    a. Do you understand all the terms in the prompt?
    b. What type of essay will you have to write?
    c. Do you know what the teacher is looking for?

2. Research
    a. What type of sources do you need?
        i. Academic: journal article, newspapers, magazines (websites, .gov, .org, .edu)
        ii. Non-academic : websites, Wikipedia
    b. Do you know how to find these types of sources?
        i. Academic Search Premiere
        ii. Search Terms
        iii. Abstracts
    c. Can you find the information you need in the sources?
        i. Hi-light evidence to support your topic
        ii. Paraphrasing vs summarizing vs direct quotes

3. Outlining
    a. Whether they want to or not, they need to OUTLINE their papers, not just start typing
    b. The level of your student dictates how much of this process you assist with
    c. Never bad to start very detailed and see them develop throughout the semester

4. Introduction
    a. Attn grabbing first sentence
    b. History, background, explanations
    c. Thesis
        i. Topic
        ii. Stance
        iii. Reason

5. Body Paragraphs
    a. Topic sentence for each paragraph
    b. Claim
    c. Evidence to support claim
    d. Explanation
    e. Summary
    f. Always link to thesis

6. Conclusion
    a. Review of main ideas/points
    b. Restate thesis
    c. Final thoughts, conclusions, for the future, more info on, future research

7. Work Cited Page
    a. What type of citation does the teacher want?
    b. Follow St. Martins
    c. ABC order, single spaced, hanging indent
    d. Try to avoid citation machines, not very reliable!

8. Editing
    a. Read through multiple times
    b. Spelling, grammar
        i. Use colored pen
        ii. Have student hi-light/check off correction is made
    c. Content
    d. Structure
    e. Spacing, title, header/footer
    f. Sometimes mistakes will be overwhelming, work/focus on one thing at a time

Writing Rules of the Road – Tips for Success

1. Ask questions, lots and lots of questions. This stimulates the student to think about the question and answer it. This can help with brainstorming, understanding paper requirements, content, etc. Talk" through ideas and concepts for papers. Discussion helps ideas flow. Beware the student does not write down exactly what you say have them put it in their own words.

2. Use the white board to help the student brainstorm, make sure they write it down on their own paper as well.

3. Rather than tell or lead a student in the correct direction, prod their thinking by asking questions that will help redirect and clarify their own thinking.

4. Use colored pens when editing papers. Point out spelling/grammar/content/citing mistakes. With content, make sure all the ideas are the students.

5. If you can, go to the library with them to show them the ropes.

6. If you have a complete paper and there are good paragraphs with bad order and structure, cut (literally) the paper apart to see if you can reorder and make better sense of the content.

7. Read the students' paper to them to catch mistakes. Make it look DIFFERENT to the writer. Backwards Ruler.

8. Simply---Think about how you would help a peer. What techniques would you use with them? Would you write if for them? Is this paper their ideas/their voice?

9. Be conscious of how the student writes when he has received help versus how he writes when he is in class. Will the professor see it as consistent?

10. It is up to the student to take or leave your suggestions. You are serving as someone to provide feedback, not as a grader.

FURTHER DISCUSSION

‘Crisis’ Management

How will you handle the following?

- Unknown assignment or quiz
- Mentee didn’t do what you asked them to do from previous session
- Bad grade after a lot of time/work was spent
- Good grade after a lot of time/work was spent
- Continually on non-academic websites/won’t turn off cell phone/blasting music
- Refuse to do work when work has to be done
- You know they didn’t do work “individually”
- Several items due for different classes at the same time
- Unclear about what directions were given for particular assignments
- You over hear an interaction with another mentor/mentee that you feel is inappropriate or you have an interaction with a student who is not your mentee you feel is inappropriate.

My mentee made the following comment. What should I do? How should I respond?

- I hate this/I give up/I’m not going to do well anyways/ The teacher just doesn’t like me.
- I’m done, I already did it.
- I’m so tired.
- See I didn’t study and I did just fine.
- Jokes around/plays off a serious issue.

TOP TIPS for Mentors:

It isn't how much you know. It is how much they know you care.
Get to know the kids, it helps build trust. Find out their mom and dad's names, brothers and sisters, etc. Always threaten to call mom if they don't listen to you! Be interested in their sport and other parts of their life. Don't be all business all the time. Take a few minutes every session to see what's up with them. Only let them complain for a few minutes.

Maintain a professional relationship with the mentees; let them know that you have high expectations from the beginning and create an environment where they are accountable for themselves, their work, and you.

These kids do a lot of things wrong, but they also do a lot right. Remember to tell them how good they did when something goes well.

IF POSSIBLE---Make sure they complete assignments that are due the next day before the end of a tutoring session, if you know they are going to have a difficult time actually completing it after they've left the building.

Get their football number and let them know you want it so you can cheer for them at games.

Never accept "I did it already" for face value; ask to see the evidence!

When trying to write papers, form outlines, or brainstorm ideas for things (i.e. presentations, papers), have the guys talk it out with you, but always have a pen or dry erase marker in hand to jot down ideas as they say them. This way, they can see all the ideas they came up with without having to try to recall them all from memory. Then, take these ideas and apply them to the outline or whatever it is you're helping them with.

Don't create a situation where the guys are becoming too needy or dependent upon you. You want them to be accountable for their work and feel a sense of accomplishment. This sense of accomplishment leads to both confidence in themselves and motivation for future assignments/success.

Be flexible! Plans can change quickly. Some things may not work getting the idea across. Be willing to go with it and try different things to get the info across to the guys.

Always ask 'why', Don't just ask, "Does that make sense? Do you understand? They can tell you 'yes' without having a clue why. Always, always, always ask 'why', but also always be willing to take the time (and by time, sometimes it takes several minutes) to let them formulate and talk out their explanations until they come to whatever conclusion they reach themselves. You may have to prompt them a little by repeating something they just said and letting them finish or rephrase the thought, but make them explain it to you. BE PATIENT!

Break down assignments in multiple ways, to ensure that each individual student understands what they have to do. (i.e. on the board, on their calendar, and/or in their notes). Don't just tell them that we expect them to be organized; actually hold them accountable by checking their assigns/folders daily before they can leave.

Never ever ever forget to be straight with the guys. Don't sugar coat things. Due dates are due dates, and stuff has to get done. That's just the way it is. Also, celebrate every achievement even if it is little.

When you sense that your guys need a break and are losing attention to what they're doing let them take a break and come back. Summer session is quite tedious. I think it might be a good idea to reward your guys for working hard by giving the last 5 or 10 min of every hour as a break. This might also eliminate urges to get on facebook or cell phones during "our time".

Try to use a positive tone as much as possible when making corrections/suggestions. They are already self conscious so they need encouragement as much as possible

Never fall for flattery. They usually want something.

ONE MORE TIME…

MENTOR DOs and DON'Ts

1. **Abide by all the rules set forth by the Academic Support Program for Student-Athletes**
   - *The rules set forth in this handbook are for the protection of the mentors, student-athletes, and staff of the program. Following the rules set by the program is essential to the success and integrity of the program.*

2. **Never do any of the mentee's work or work harder than the mentee.**
   - *Do help assist the mentee with learning process and class assignments.*
   - *Should a student-athlete make such a request, or if it appears he or she may be involved in inappropriate activities, please bring it to the IMMEDIATE attention of the Mentor Coordinator.*

3. **Never assume the student-athlete did it**
   - *Do ask to see "evidence" the student-athlete completed an assignment*

4. **Never see or email the instructor in place of the student.**
   - *Do talk to the Mentor Coordinator about possibly contacting or getting more information from a professor*

5. **Do not discuss your mentoring sessions, including a student-athlete's academic performance or grades, with anyone other than an Academic Support Program for Student-Athletes' staff member.**
   - *Do feel free to see or talk to the Mentor Coordinator with any questions, comments, or concerns regarding your mentee or the mentor program.*

6. **Do not withhold information on your mentee from an Academic Support Program for Student-Athletes' staff member.**
   - *Please let the Mentor Coordinator know the "truth and nothing but the truth" when it comes to any part of your mentee's academic performance or behavior (feedback forms included).*

7. **Do not dress or act inappropriately in the Academic Center.**
   - *Please dress in a manner appropriate for a professional environment.*
   - *Please abide by the rules set forth by the staff and this handbook.*

8. **Do not contact Student-Athletes or allow them to contact you.**
   - *Only communicate with the Student-Athletes outside of your session by going through the staff.*
   - *Never email the Student-Athletes.*
   - *Any feedback you give a Student-Athlete on paper writing must be directly on the paper and take place when you are together in your approved, scheduled session at the AC.*

NCAA ELIGIBILITY REQUIREMENTS

Year of Eligibility	Semester Hours	Fall and Spring Combined Hours	Total Hours for the Academic Year	GPA requirement	Degree Progress (percentage of your degree that must be completed by the end of the indicated academic year)
1st year	6 per semester	18	24	1.8	--
2nd year	6 per semester	18	---	1.9	40%
3rd year	6 per semester	18	---	2.0	60%
4th year	6 per semester	18	---	2.0	80%
5th year	6 per semester	18	---	2.0	--

UNC ELIGIBILITY REQUIREMENTS

Year of Eligibility	Semester Hours	Total Hours for the Academic Year	GPA requirement
1st year	9 per semester	24	2.0
2nd year	9 per semester	51	2.0
3rd year	9 per semester	78	2.0
4th year	9 per semester	105	2.0
5th year	9 per semester		2.0

Things to consider:

- You must pass 6 hours per semester (NCAA). However, you must pass 18 for the fall and spring combined and 24 for the year. *Therefore, there is no way to only pass 6 hours per semester and still be eligible.*

- If you fall below a 2.0:
  - *You are put on probation*
  - *You must petition to continue at the University*
  - *If approved, you can return*
  - *You must raise your GPA to a 2.0 to stay*

- Just because you have a 4.0 semester does not mean you will be eligible to compete. *Classes must go towards your designated major.*

LEARNING STYLES

What type of learner are you working with?

It is important as a mentor to understand the learning styles of the student you are working with. Understanding different learning styles will not only help you transmit information to the student, but help the student retain and learn the content of the subject matter being tutored. Make sure to engage the student in conversation about how they learn best. Identifying a particular learning style can give you a guideline of ideas and strategies to use with the student you are tutoring.

There are 3 types of learners:

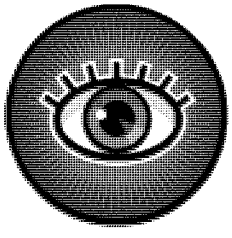

VISUAL

A student has to *SEE* the information to retain it.

Techniques:

- *Highlighting*: Identify key concepts and terms in text. Use different colors. Underline.
- *Concept Maps*: Use a variety of maps such as webbing, compare and contrast, tree maps, tables, charts, outlines, and time lines.
- *Notecards*: Hand write or create labels to put on index cards to memorize key content terms
- *Writing or Diagramming:* Chalkboards and dry erase boards provide a large area in which to dramatize information. Get the student involved as this also serves as a comprehension check of the particular concept.
- *Testing:* Develop a short quiz to evaluate and reinforce learning.
- *CD-ROMS*: Many textbooks include CD-ROMs of text information, practice quizzes, diagrams, and charts. These can be greatly utilized with visual learners.

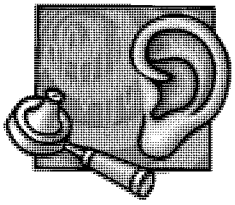

AUDITORY

A student has to *HEAR* the information to retain it.

Techniques:

- *Paraphrase*: Restate what the student says to let them know you are listening to them. Also have the student repeat back to you in their own words a concept you have reviewed. This will not only reinforce the concept in the student's mind, but give you an idea of how they are grasping the idea. Paraphrasing will either make a concept clearer or it will demonstrate that more study or review is necessary.

- *Silence:* Sometimes it takes students who are auditory learners longer to retrieve and recall information. Do not be eager to jump in with the answer to a question without giving them a bit of time to think about it. Count to ten. This may seem like "awkward" silence, but you are giving the student a chance to process the information, alleviate feeling rushed, and help them develop confidence. This will also help the tutor session from being a one-way process.

- *Questions:* Ask questions on subject material and have students answer aloud.

- *Listen:* Use any information posted to web or software the student can listen to.

- *Read material aloud*: Have the student read text material, class notes, or any other information aloud.

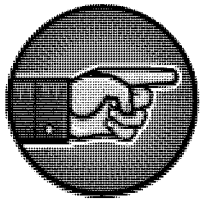

TACTILE/KINESTHETIC

A student has to *WRITE THINGS DOWN/ DO HANDS ONACTIVITIES* to retain information.

Techniques:

- *Demonstration:* This is a great tool with science and lab classes. It can be verbal, but is most often activity based and shows how to do a particular task to solve a problem. Explain abstract ideas using concrete examples. This will help the student apply the idea over different situations.

- *Chalkboard or dry erase board*: Have the student do repetitive writing. Ideas and concepts will get ingrained into students' memories and almost "flow" out of their pencil.

- *Write out summaries*: Have the student write out summaries of concepts or ideas discussed during the tutor session.

- *Games:* Use any type of game or activity to serve as a review or learning tool. Anything competitive will help students learn. Examples: Matching game with note cards, quiz show, board games, Pictionary, worksheet races, etc.

- *Walk and talk*: Let the student walk around the room or up and down the hall while discussing class notes or class related information.

Attention Deficit Disorder (ADD)/ Attention Deficit and Hyperactivity Disorder (ADHD)

Characteristics: Easily distracted, fidgety, loss of attention, unprepared for meetings, "scatter brained".

Techniques:

- *Set a game plan*: What will you do for the session? What will you specifically cover? Set a plan and then go over this plan with your student at the beginning of each tutor session.

- *Breaks:* Integrate breaks during the tutor session. Allow 1 to 2 breaks during the session (probably not to exceed 5 minutes each). These could include a bathroom break, water break, or even just walking around the Academic Center.

- *Quiet distraction free environment*: Utilize the tutor rooms with the door closed to block out outside noise and distractions.

- *Personal conversations*: Although we want you to build a trusting relationship with the student, try to avoid in-depth, long, personal conversations. For the student with ADD/ADHD, this is the perfect distraction for avoiding work.

Final Thoughts

- Try to engage the student in open ended questions. Asking yes or no questions usually will not gauge how the student understands the information. Also pertains to, You understand? Got it? It is much easier to say, "I understand" then actually having to answer a question or explain a concept. ASK WHY?

- If you are having difficulties with your student or need ideas to better help your student, use your feedback form to voice these concerns. This is a great communication tool for any thoughts, ideas, or concerns you have. Also, feel free to contact the tutor coordinator. Being a tutor means you have the background and ability to tutor, but does not ensure that you have "all the answers". The important thing to know is when and how to ask for information and help.

THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Comment [feb1]: Referred to as FF

Student:
Day/Date: Time Started: Time Finished:
Mentor:

Comment [feb2]: Make sure to put your cursor next to the : , then hit TAB to start typing

Student Brought: ☐Books ☐Notes ☐Assignment to work on ☐Nothing
☐Other:

Completed tasks b/w sessions: ☐Y ☐N ☐N/A

Attitude/Effort: ☐1 (Poor) ☐2 ☐3 ☐4 ☐5 (Excellent)

Comment [feb3]: Click ON the box, then click the option to check or not check to put X in the box

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

Add comments here

Comment [feb4]: When you type in this box, it will automatically start to expand. Same with box below

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments
x					

Comment [feb5]: Make sure to record grades you SEE here! Do not take a student's WORD for it! You can delete after your next ff.

REMINDERS

DUE BY THE MORNING FOLLOWING YOUR SESSION

For Summer: 9am
For Fall/Spring: Noon

SAVE AS:

Mentee's Last Name and Date

Ex: Smith 3-14-09

If you have more than one mentee

Ex: Smith and Brown 3-14-09

Agenda F10

Pictures/PID Sheet/Contact Sheet/Sizes Sheet

Thanks for coming, commitment to our program and students

Intro game—Alliteration (markers and paper)

Intro Staff

Pass out folders

- Announcements
  - TIMs
  - Contact Sheet
  - CREED
  - Amy Meetings
  - William and Mary game

PASS Books/OBSH

- **Thoroughness, check BB and Syllabus

Review changes in the Handbook

Susan and NCAA rules (around 8)

Finish Pics/TIMs/HandScan/Building Tour

EDUCATION SESSION FOR DEPARTMENTAL TUTORS/MENTORS/MONITORS REGARDING NCAA REGULATIONS
Updated 8/19/10

Representative of Athletics Interests/Institutional Staff Member (Bylaw 13.02.12):
An individual, independent agency, corporate entity or other organization that is known by the athletic administration to:

- Have participated in promoting the institution's athletics program
- Have made financial contributions to the athletics department or booster organization
- Be assisting or to have been requested by the athletics department staff to assist in the recruitment of prospects
- Be assisting or to have assisted in providing benefits to enrolled student-athletes or their families

By virtue of you being paid by the athletic department even if you work 2 hours a week, you are considered an institutional staff member. Institutional staff member includes an individual who performs work for the University or the Athletics Department, even if the individual is a student (e.g. student manager, student trainer) and/or does not receive compensation from the institution for performing such services. Once an individual is identified as such a representative, he/she retains this identity indefinitely. (Bylaw 13.02.13) Others considered in this category are coaches, professors, other students and student-athletes, secretaries, etc.

Unethical Conduct (Bylaw 10.1)
Unethical Conduct by a current or former institutional staff or a prospective or enrolled student-athlete member may include, but is not limited to, the following:

- Refusal to furnish information relevant to an investigation of a possible violation
- Knowing involvement in arranging for fraudulent academic credit or false transcripts for a prospective or an enrolled student-athlete
- Knowing involvement in offering or providing a prospective or enrolled student-athlete an improper inducement or extra benefit, improper academic assistance or improper financial aid
- Receipt of benefits by an institutional staff member for facilitating or arranging a meeting between a student-athlete and an agent, financial advisor or a representative of an agent or advisor.

Academic Fraud and Academic Offense
The differences between academic fraud and an academic offense determine whether or not the incident must be reported to the NCAA or not. An institution is required to self-report a violation of Unethical Conduct if an institutional staff member (e.g. coach, professor, tutor, etc.) is knowingly involved in arranging fraudulent academic credit for a prospect or an enrolled student-athlete. Examples of this would be: 1.) if an institutional staff member is involved with assisting a student-athlete in obtaining grade changes in course work, especially if the grade change was unearned, or typing a paper for a student-athlete; 2.) if a student-athlete receives improper academic assistance from an institutional staff member, regardless of credit obtained; and 3.) if an institutional staff member provides improper assistance to prospective or enrolled student-athletes in correspondence and/or online courses via writing papers, taking quizzes and finals, etc.

An institution is also required to self-report a violation if a student-athlete knowingly becomes involved in arranging fraudulent academic credit. An example of this would be if a student were to purchase a term paper off the Internet and turns it in for course credit. (e.g. "Apex-Termpapers.com") Also if a student-athlete cheats, does not get caught and it is later determined that he/she cheated.

Other examples are:

- Signing a student-athlete's name on an attendance sheet in a course where participation/attendance is part of the final grade.
- Preparing and typing papers for student-athletes.

- Obtaining a fraudulent medical excuse on behalf of a student-athlete for the purpose of obtaining extensions to take exams and contacting faculty members in connection with the extension.

If a student-athlete commits an academic offense (e.g. cheating on a test, plagiarism on a term paper and gets caught) with no involvement of an institutional staff member, the institution is not required to report a violation; however, this incident as well as those above must be addressed through the University Honor Court system. An academic offense is considered academic fraud and must be reported to the NCAA if the offense results in an erroneous declaration of eligibility and the student-athlete subsequently competes at UNC.

If you become aware of anything that appears to be unethical even if it is merely a rumor, we would like for you to make us aware. Any violation that goes unreported may cause huge problems in the future. The penalties will certainly be greater than if the self-report was made at the time of the incident. Keep in mind that cheating that does not provide enough assistance to enable a student-athlete to pass the course does not lessen the violation. Also, improper assistance provided to a student-athlete who is not specifically assigned to you does not diminish the seriousness of the violation.

Extra Benefits (Bylaw 16.02.3)
An extra benefit is any special arrangement by an institutional employee or a representative of the institution's athletics interests to provide a student-athlete or the student-athlete's relative or friend a benefit that is not expressly authorized by NCAA legislation. Receipt of a benefit by student-athletes and/or their relatives or friends is not a violation of NCAA legislation if it is demonstrated that the same benefit is generally available to all of the institution's students or a particular segment of the student body.

Bylaws and Interpretations of incidences that constitute an extra benefit:

1. Writing and/or Typing a paper for a student-athlete or paying the typing costs.

2. Professor providing special study materials only to student-athletes.

3. Providing old tests to student-athletes that have not been approved by the professor. Report to an Academic Support staff member to discuss the use of old tests/quizzes prior to using them in your tutor sessions.

4. Professor offering special treatment to a student-athlete and providing a grade for eligibility purposes.

5. Professor giving a grade that the student-athlete did not earn.

6. Providing library books or other research materials to the student for purposes of writing a paper.

7. We are permitted to purchase textbooks for a student-athlete on scholarship. This does not include course supplies (e.g. calculators, notebooks, art supplies or other study materials not specified on the course syllabus). Students may come to you unprepared and you may want to help by providing them with a notebook and other materials that you thought would help them pass the course. This would not be permissible although you may certainly make a strong suggestion that they bring these materials to your next session.

8. Providing student-athletes with CDs, zip drives, etc. in the computer lab is not permissible no matter what kind of a bind they are in with their course work. Another issue with CDs and zip drives could come up that borders on the line of academic fraud and that is, if a student turns a paper in to you on CD or through email and not a hard copy asking for you to proof it. **Corrections may not be made**

directly on the document saved on the CD. Additionally, a tutor should NEVER type on a student's computer.

9. Use of a copy machine and/or fax machine is prohibited. Tutors and mentors must see the counselor on duty to request the use of the fax and copy machines for any purpose.

10. Printing long documents should be carefully monitored.

11. An institutional staff member may not provide payment of any expenses (e.g. room, board, transportation etc.) for friends or relatives to visit a student-athlete at the institution where he or she is enrolled.

12. An institution may not provide the student-athlete with an automobile, under any circumstances. Tutors and mentors may not provide transportation to student-athletes for any reason, even if the student-athlete provides reimbursement of expenses. (A University student who is also a part-time employee of the athletic department and is an established family friend of a student-athlete may continue to provide transportation and occasional home meals to the student-athlete based on the individual's preexisting relationship.)

13. A student-athlete or the entire team in a sport may receive an "occasional meal" from an institutional staff member or booster/representative of athletics interests under the following conditions:
    - If provided by a booster, the meal must be provided in the booster's home, on campus or at a facility that is regularly used for home competition. It may, however be catered.
    - If an institutional staff member provides the meal, it may be at a restaurant, but <u>must</u> be in the locale of the institution.
    - In either case, the booster or the staff member may provide reasonable local transportation to the student-athletes to attend the meal.
    - Meals must be restricted to infrequent and special occasions
    - **Most importantly, the staff member or booster must notify the compliance office, receive permission to provide the meal, and complete the necessary paperwork.** This must occur PRIOR to the meal. **Failure to follow this policy could result in an NCAA extra benefits violation.**

14. A student-athlete may not receive a special discount, payment arrangement or credit on a purchase or a service from an institutional staff member or a representative of athletics interest.

15. A student-athlete may not receive services (e.g. movie tickets, dinners, use of car, etc.) without charge.

16. It is not permissible to allow a student-athlete to use a telephone or credit card for personal reasons without charge or at a reduced cost. A staff member may not make a charge on their personal credit card for which a student-athlete will reimburse.

17. An institutional staff member or representative of athletics interest may not provide a student-athlete with a loan even if the student-athlete plans to repay the loan.

18. An institutional staff member may not arrange for another individual to provide benefits for an enrolled student-athlete and/or their relatives and friends.

Online Courses and Exams

It is against UNC and NCAA policy for an institutional staff member to assist a student-athlete or prospective student-athlete with any online quizzes or exams. Some regularly enrolled courses at UNC have an online component, in which students may attend class each week and take quizzes and exams online, but the course is not identified as a typical online course. With this in mind, if a student-athlete

should request assistance with an online assignment, please be sure to ask them if the assignment will be graded before working with the student. A professor may authorize group work with online assignments. If so, please ask for written verification before working with the student. Although, online coursework can be accessed from anywhere, remember that institutional staff members (tutors, mentors, etc.) are asked NOT to work with student-athletes outside of the Academic Support Center for Student-Athletes.

Additional Information

Contact with Student-Athletes Outside of the Academic Center – All tutoring and mentoring should be conducted in the Academic Center ONLY. **Student-athletes should not be contacting tutors and mentors vial phone call, email, social networking sites, or text messaging to arrange additional academic assistance after hours outside of the Academic Center. NO tutoring/mentoring sessions may be conducted outside of the Academic Center.**

Complimentary Tickets – An institution may provide four complimentary admissions per home and away contests to a student-athlete in the sport in which he/she is participating. However, admissions shall be provided only through a pass list for individuals designated by the student-athlete, and "hard tickets" shall not be issued.

Gambling – Student-athletes and athletic department staff members may not participate in sports wagering activities or provide information to individuals involved or associated with any type of sports wagering activities concerning intercollegiate or professional athletics competition.

Assisting with Writing a Paper – Do's and Don'ts

I. How to begin without an idea

- 50% of the paper is what you do before you write
- Review the assignment together on the syllabus and underline key points in the assignment.
- Talk to the student about the main idea and what 3 points they want to make
- Ask a series of questions until he/she has developed a thesis and an argument
- Students should be taking notes during the brainstorming discussion rather than the tutor. **Although the tutor may write on a separate sheet of paper (i.e. mapping, outlining), the tutor must keep the paper and the student should leave with their own written copy of the notes from the session.**

II. How to assist with research

- A tutor may go to the library with the student to teach him/her how to find research materials and point them in the right direction.
- **A tutor may not Check-Out and/or provide library books or other research materials to the student for purposes of writing a paper.**
- A tutor may teach a student how to use the Infotrac and how to choose the best articles rather than the first 3 on the list.
- A tutor may teach a student how to research a topic on the internet by helping them to come up with good search words.
- **A student must take their own notes on the research; however, a tutor may discuss the material.**
- A tutor may teach a student how to look beyond the internet for resources.
- A tutor may help a student determine if the source is reliable for the assignment by teaching them strategies/skills on how to think critically about sources and analyze the research.
- A tutor may recommend books and experts within the area they are writing about to talk to.

III. **How to Assist in the Writing Process**

- Teach a student how to structure a paper with an outline.
- Teach a student how to skim the resource and put the material into their own words.
- Have them talk about what they want to say as they are writing. Use a tape recorder if a student is having trouble remembering his/her thoughts. **A tutor should never be writing on a student's paper during any stage of the paper to change its content.**
- Have the student read what he/she has written out loud to see if it makes sense and to listen for mistakes.
- Teach them how to properly site resources used within a paragraph.

IV. **Proper Ways to Proofread/Edit a Paper**

- **A tutor/mentor should NEVER type on a student's computer.**
- **A tutor should never take a pen to the student's paper to alter its content that will ultimately turn a "D" paper into a "B" paper.**
- **If you circle misspelled words or punctuation that Spell Check is unable to catch, use a colored pen and be sure to write your initials beside any markings on the paper.**
- **Do not let a student drop off a paper for you to proofread and return in an hour.**
- **Do not read papers from a student's disks or laptops, only from printouts.**
- **Do not accept papers from students via email.** Should a student send you an email with a paper attached, simply reply stating that you are not permitted to assist the student with their paper that is sent electronically. Please instruct them to bring a hard copy version (ONLY) of the paper to you during your tutoring hours.
- Review the structure of their paper to be sure that they have a good thesis and argument.
- Review their works sited according to the appropriate style manual.
- In parts of the paper that do not flow, ask the student to talk about what he/she meant to say.
- Have the student read the paper out loud and listen for mistakes.

When in doubt…."Editing becomes a violation when the thoughts on paper are no longer those of the student-athlete."

TUTORING TECHNIQUES

TOOLS FOR THE TUTOR SESSION

Course Syllabus

- Review the syllabus with the student to identify requirements of the course, test dates, and assignment deadlines.
- Discuss use of tutoring surrounding these dates for test readiness, emphasizing that last-minute tutor sessions are useful only for cursory review.

Class Notes, Tests, and Homework Assignments

- Review notes, old tests, and homework with the student to pinpoint the student's strengths and weaknesses in the course.
- Assist the student in effective note taking.
- Review incorrect and correct answers from old tests or homework assignments.

Textbook

- Help the student to read actively.
- Analyze a section of the text with the student, asking him/her to look for major themes.

GUIDELINES FOR WORKING WITH STUDENTS

Student Involvement

- Emphasize the importance of student involvement in the learning process: advance preparation, effective note taking, active listening, and class participation. Repeatedly remind students of the negative effects of procrastination and last minute efforts.
- Involve the student in the discussion of material and explanation of problems. Your goals are to guide rather than teach, show rather than tell, and question rather than lecture.

Communication

- Listen actively to the student--what he/she is saying and how he/she is saying it.
- Ask open-ended questions that illicit conversation.
- Follow the student's pace, slowing down if necessary.
- Observe how the student approaches a problem; this pinpoints where you need to begin with the student.
- Report any problems or concerns to one of the academic counselors.

Encouragement

- Be supportive of students, especially those who appear lost or frustrated.
- Reinforce positive academic behavior; give reassurance for efforts and improvements made.
- If you are confronted with a problem that is more emotional than academic in nature, inform the academic counselor for that student's sport.

IMPORTANT DATES

University Holidays
During Fall Semester 2010 &
Spring Semester 2011

Labor Day	**September 6, 2010 (Mon)**
Fall Break	**October 21-22, 2010 (Thu, Fri)**
Thanksgiving Break	**November 24-26, 2010 (Wed – Fri)**
Martin Luther King Day	**January 17, 2011 (Mon)**
Spring Break	**March 7-11, 2011 (Mon – Fri)**
Good Friday	**April 22, 2011 (Fri)**

THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes
FEEDBACK FORM

Date: x Time Subject: Tutor:

Student	Sport	Was the Student-Athlete… (please mark if YES)	• **Comments on Session (REQUIRED)** • **Any things to work on for next time**
		☒On time ☒Prepared ☒Done with assigned work between sessions ☒Participating	
		☒On time ☒Prepared ☒Done with assigned work between sessions ☒Participating	xxx xxx
		☒On time ☒Prepared ☒Done with assigned work between sessions ☒Participating	
		☒On time ☒Prepared ☒Done with assigned work between sessions ☒Participating	

Comment [feb1]: Make sure to put your cursor next to the :, then hit TAB to start typing

Comment [feb2]: MAKE SURE TO FILL OUT THE ENTIRE TOP ROW

Comment [feb3]: Click ON the box, then click the option to check or not check to put X in the box

Comment [feb4]: Put individual comments on each student as to specifics of the session/behavior

Comment [feb5]: Reminders for next time/grades

REMINDERS
Save as SUBJECT and DATE
Ex: Math 118 3-14-09

ALSO—if general comments will suffice for all of the students, feel free to use multiple boxes to make these types of comments and add specifics of each student where applicable.

From: Tracy Harris <tuh@uncaa.unc.edu>
Sent: Friday, January 21, 2011 10:22 AM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>
Subject: Updated forms
Attach: TEXT.htm; (CrimCheck-updated2010).doc; COE-Temp-Reg2008.doc; Tracy Harris.vcf

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:0)

Tracy U. Harris
Ernie Williamson Athletic Center
450 Skipper Bowles Dr
Chapel Hill NC 27514
CB# 8500
Phone: (919) 962-7852
Fax: (919) 843-7003
tuh@uncaa.unc.edu
GO HEELS!!
"A life watered by the tears of tragedy and suffering often becomes the most fertile soil for spiritual growth."

The University of North Carolina at Chapel Hill

AUTHORIZATION FOR PRE-EMPLOYMENT BACKGROUND CHECK

TO BE COMPLETED BY THE CANDIDATE/APPOINTEE

FIRST	MIDDLE	MAIDEN	LAST
SOCIAL SECURITY #*	DATE OF BIRTH	SEX	RACE

* Your social security number is being requested by the University to conduct a residence history and criminal conviction background check consistent with University policy. You are not required to disclose your social security number; however, if you do not disclose your social security number you will not be considered for employment.

Please list all other names by which you have been known, along with the dates each name was used:

NAME	DATES USED	NAME	DATES USED

NC DRIVERS LICENSE # (if required for position)		I have held an out-of-State drivers license that has been valid within the last 12 months.		☐ **YES** ☐ **NO**
If the answer is yes, provide the following information:	License #		Issuing State	

CURRENT RESIDENCE (street, state, zip):	
IF CURRENT RESIDENCE IS NOT PERMANENT, GIVE PERMANENT RESIDENCE (street, state, zip):	

☐ Yes ☐ No Are you currently an employee of the University of North Carolina at Chapel Hill?

☐ Yes ☐ No Have you ever lived or worked outside of North Carolina? If yes, complete page 2 of this form.

☐ Yes ☐ No Have you ever been convicted of an unlawful offense? If yes, list below the county, state, and date of the conviction and crime/offense for which you were convicted. Prayers for Judgment Continued (PJCs) and non-contested charges must be included, unless you have acted to expunge your record. If more space is needed, check here ☐ and attach additional pages.

DATE	LOCATION (county and state)	CRIME/OFFENSE

I hereby certify that all information I have provided on this Authorization is true and complete to the best of my knowledge and belief. I understand that electronic submission of my Authorization indicates my consent to the University's verification of any information contained in this Authorization, including by obtaining a consumer report for employment purposes from a Consumer Reporting Agency. I understand that by admitting to a conviction for any unlawful offense, I will not be disqualified automatically from consideration for employment. I understand that false or misleading information or documentation, or an omission or failure to include all relevant information, may result in rejection of my application, action up to and including termination if hired, and/or criminal prosecution. If hired, I understand the University complies with State law and is required to terminate me if false or misleading information is given in order to meet the requirements for the position involved.

Candidate/Appointee Signature _____ Date _____

Candidate section continued on next page

AUTHORIZATION FOR PRE-EMPLOYMENT BACKGROUND CHECK

TO BE COMPLETED BY THE CANDIDATE/APPOINTEE

CANDIDATES: If you have lived or worked outside of North Carolina, please list the States, dates lived or worked in those locations, cities, counties, and the name(s) used during those times.

FIRST	MIDDLE	LAST	SSN (LAST 4 DIGITS)
			XXX-XX-

STATE	DATES (YR TO: YR)	CITY	COUNTY	LAST NAME(s) USED AT EACH LOCATION (if different from above)
Example: *NC*	*2001-2010*	*Chapel Hill*	*Orange*	*Smith*

TO BE COMPLETED BY THE DEPARTMENT OF PUBLIC SAFETY

OTHER LOCATIONS DISCOVERED IN COURT SEARCH:

STATE	DATES (YR TO: YR)	CITY	COUNTY	LAST NAME(s) USED IN EACH STATE (if different from above)

The University of North Carolina at Chapel Hill

AUTHORIZATION FOR PRE-EMPLOYMENT BACKGROUND CHECK

FIRST	MIDDLE	LAST	SSN (LAST 4 DIGITS)
			XXX-XX-

TO BE COMPLETED BY HIRING DEPARTMENT

Driving a motor vehicle is required by the hiring department for the employee to perform their assigned duties	☐ **YES** ☐ **NO**
The employee will be expected to drive a University-owned vehicle in the performance of their duties	☐ **YES** ☐ **NO**

POSITION/ APPOINTMENT TYPE:	☐ FACULTY ☐ EPA NON-FACULTY ☐ POST DOC ☐ EPA TEMP ☐ SPA PERMANENT ☐ SPA TEMP ☐ OTHER
POS/APPT TITLE:	Example: Admin. Support Spec.
POS# (SPA ONLY):	Example: 0055555
CONTACT NAME:	
DEPT/SCHOOL NAME ***AND*** NUMBER:	Example: Dept of H.R./2228
CONTACT PHONE #:	
CB #:	
DATE SENT TO DPS: *(ignore for faculty)*	
ACCOUNT # FOR FEE	
OHR EMPLOYMENT CONSULTANT:	

- For SPA Permanent employees, please send this form to your Employment Consultant.
- For Faculty, please send this form to the Dean's Office.
- For EPA-NF and temps, please send to:

Background Investigator
UNC Public Safety
AOB, Suite 2300, CB# 1620
Fax: 919-962-4279

ENSURE THAT ALL SECTIONS ARE COMPLETELY FILLED BEFORE SUBMITTING TO BACKGROUND INVESTIGATOR. INCOMPLETE FORMS WILL BE RETURNED TO THE REQUESTING DEPARTMENT'S CONTACT TO BE COMPLETED.

TO BE COMPLETED BY THE DEPARTMENT OF PUBLIC SAFETY

DATE RECEIVED: _____

DATE RETURNED: _____

COMPLETED CHECKS:

AOC ☐	**CASTLE BRANCH*** ☐	**COURT SEARCH** ☐
SEX OFFENDER ☐	**NC DL CHECK** ☐	**OUT OF STATE DL** ☐

JOURNAL ENTRY# _____

DATE ENTERED _____

NOTES:

Date check performed: _____

☐ No criminal conviction(s) found.

☐ Criminal conviction(s) found; agrees with application. See attached.

☐ Criminal conviction(s) found; does not agree with application. See Attached.

☐ Valid Driver's License Confirmed.

☐ Clear Driving Record

☐ Driving record contains possible issues, please review attached results for details

☐ Charge made to the listed account.

INIT: FILE#:

* Federal and Out of State included

UNC HUMAN RESOURCES

CONDITIONS OF EMPLOYMENT
SPA TEMPORARY EMPLOYEES

Appointment Type:	**Temporary Employee**	**Offered to:**	
Position ID:		**Hourly Pay Rate:**	
Department Name:		**Effective Date:**	
Department Number:		**Supervisor:**	

In order to be employed with the University of North Carolina at Chapel Hill as a Temporary Staff (SPA) Employee, you must agree to the following conditions of employment:

1. I understand that any offer of employment is conditional pending the completion of the University's required criminal conviction check. I understand a criminal conviction in and of itself does not disqualify me from employment at the University. I understand that in the event a criminal conviction record is discovered where I had not listed it on the employment application, I may be disqualified from employment in this position, and any other position at the University, for falsification of the employment application. I also understand that due to the nature of some criminal convictions, employment in certain positions at the University may be unavailable to me. I understand that in the event that thirty (30) calendar days have elapsed since the initiation of my criminal convictions check with the University's Department of Public Safety, I may be allowed to begin work at the University with the understanding that my employment offer may be rescinded if the criminal convictions check when received discloses information that affects my selection. I understand that before a final decision would be made to rescind my appointment, I would have the opportunity to provide any exculpatory or explanatory information.

2. Federal law requires each new employee to complete the "Employee Information and Verification" section of the U.S. Citizenship and Immigration Services (Form I-9) and to submit certain original documents for examination in order to verify and certify identification and employment eligibility. In compliance with N.C. law, the University verifies each individual's legal status or authorization to work in the United States after hiring the individual using the Department of Homeland Security's E-Verify Program. I understand that my employment will be terminated if I fail to comply with the employment authorization requirements or if it is determined that I am not authorized to work in the United States.

3. State policy requires each Permanent Staff employee to be at least 18 years of age, and State law requires the University to have these individuals indicate their compliance with the Federal Military Selective Service Act. Initial the appropriate response below.
   _____ (*initial*) I certify that I am required to be and have registered with Selective Service, OR
   _____ (*initial*) I certify that I am exempt from registering with Selective Service, OR
   _____ (*initial*) I certify that I am required to be and have NOT registered with Selective Service.
   I understand that if I am not registered but am required to be, I MUST do so no later than 30 days from the appointment date indicated on this document in order to stay employed at the University. I understand that failure to comply with the registration requirement bars a person from State employment.

4. I understand I am required to provide my Social Security Number so the University can satisfy its income-reporting and withholding obligations under North Carolina and federal laws. Unless this sentence is marked through and initialed by me, I voluntarily permit the use of my social security number for internal record keeping and information management operations. However, I understand I have been randomly assigned the personal identification number (PID) indicated on this document, which the University will use instead whenever possible.

5. I understand that the University requires all presently-hired employees to be paid by direct deposit into a bank or credit union account, and that pay stubs will be provided to me electronically through the University's E-pay program. In order to satisfy this requirement, I understand I must either present a deposit slip or voided check during my assigned Job Offer Acceptance Session or submit the direct payroll deposit authorization (Form PR-8) to the University Payroll Department by the end of my first work week. My signature below certifies I understand I will not receive a paycheck from the University until the appropriate payroll forms have been completed and submitted.

Employee's Initials: _____ Human Resources Rep Initials: _____

6. I understand that the rules governing my work schedule, meal and break periods, time records, pay day, wage-hour status (for overtime purposes), and the policies covering equal employment opportunity, reporting an on-the-job injury, workplace violence, illegal drugs in the workplace, and other policies as listed on the "Certification of Review of Relevant Employment Policies" have been provided to me by a department representative.
7. I authorize the University to withhold from my final paycheck the cost of any keys, uniforms, or other State-owned property I fail to return when my appointment ends. I also authorize the University to withhold from my final paycheck the amount of any other debt I owe to the University, subject to Wage-Hour requirements.
8. I understand that I am required to comply with the University's Department of Environment, Health and Safety (EH&S) policies and procedures regarding vaccinations, medical surveillance or other required safety training within the first 10 days of my employment. I further understand that if my position places me in a healthcare environment or if my duties involve healthcare, I also must complete the items outlined in the "EHS Conditions of Employment" document in accordance to the time frames and frequency specified. I understand that this document will be provided to me by my appointing department and that if I do not receive this document and my position places me in a healthcare environment or my duties involve healthcare, I can find information regarding these policies and procedures on the web at: http://www.ehs.unc.edu/manuals/ehsmanual/docs/5appendixb.pdf or from my supervisor, my departmental Human Resources Facilitator or Manager, or by contacting EH&S by telephone at 919-962-5507.
9. I understand that to comply with University policy, if my position's duties include engaging in University healthcare activities, I must disclose to my Department Head, Dean, Division Chief, the Office of Human Resources Employee & Management Relations Division or the Chair of the University's AIDS Task Force if I am currently, or later become, infected with either the HIV or the Hepatitis B viruses.
10. I understand that the University follows a "Smoke Free" policy and that smoking is not allowed within 100 feet of all University facilities, both on and off campus. I also understand that smoking in state-owned vehicles is also prohibited.
11. I understand that the only employee benefit programs in which I am eligible to participate are the voluntary 403(b) supplemental retirement and/or U.S. savings bonds programs.
12. I understand that my appointment is for a period of twelve calendar months or less, if retained, from the date of my first work day at the University of North Carolina at Chapel Hill (University) and that if I work for the University for 1500 hours or more within a 12-month period, my appointment must be terminated (effective no later than the last day of that 12-month period). I understand that I will not be eligible to be re-hired by the University in a temporary capacity for a minimum period of 31 days after the date my appointment was terminated.
13. _____ *(initials)* **For retirees only.** I understand that State policy allows me, as a retiree, to work longer than twelve consecutive months regardless of the number of hours I work, and that my initials beside this condition certify that I am retired, am not available for (or seeking) permanent work, and have benefits (like health insurance) through my retirement plan.
14. I understand that in the event that I accept a permanent position with another North Carolina state agency or with another University department, I must inform my hiring department and terminate my temporary appointment.

_____ Employee's Signature / Date

_____ Human Resources Representative Signature / Date

From: Joyce Dalgleish <joyced@uncaa.unc.edu>

Sent: Monday, February 28, 2011 10:08 AM

To: Angie Bitting <abitting@uncaa.unc.edu>; Bobby Gales <bgales@uncaa.unc.edu>; Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Clara Andrews <candrews@uncaa.unc.edu>; Clint Gwaltney <cgwaltney@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Dawn McPherson <ddmcpher@ad.unc.edu>; Dominic Morelli <dmorelli@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Josh Boone <jboone@uncaa.unc.edu>; Jane High <jhigh@uncaa.unc.edu>; Joan Holt <jholt@uncaa.unc.edu>; John Brunner <johnnyb@uncaa.unc.edu>; Ken Cleary <kcleary@uncaa.unc.edu>; Ken Crowder <kcrowder@uncaa.unc.edu>; Kathy Duffy <kduffy@uncaa.unc.edu>; Kevin Robinson <krob@uncaa.unc.edu>; Lee Snyder <lsnyder@uncaa.unc.edu>; Michael Beale <mbeale@uncaa.unc.edu>; Mike Bunting <mbunting@uncaa.unc.edu>; Mike Wilkinson <mhwgolf@uncaa.unc.edu>; Michael Perkins <mperkins@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Pamela Higley <phigley@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Rick Steinbacher <rsteinbacher@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Terri Maynor <tmaynor@uncaa.unc.edu>; Tim Sabo <tsabo@uncaa.unc.edu>

Cc: Kathy Dutton <kdutton@uncaa.unc.edu>; Tracy Harris <tuh@uncaa.unc.edu>

Subject: Fwd: major timestamp problems

Attach: TEXT.htm

Folks,

There is apparently a major issue with time stamps and teletime for this past week-end. When approving time cards of employees who use time stamp and teletime, PLEASE BE SURE THAT THEIR TIME HAS BEEN ACCEPTED IN THEIR TIME CARD. Apparently time the employees thought was entered is somehow not staying in the system creating time cards with no time. Please see the notes below from campus as to what you may need to do. This appears to be a TIM issue that is campus-wide and I have reported it, and I hope they are able to address this issue soon.
Thanks for your patience with this matter.

Joyce

>>> Joyce Dalgleish 2/28/2011 9:10 AM >>>
Kristen and TIMSUPPORT,

It appears there is a major issue with time stamp...see the note below from one of my supervisors, and I just got a call from another supervisor that said all of her folks who time stamped in for an event last night have no time showing in their time cards. Please respond ASAP as we have a lot of folks using time cards.

"..... we had multiple time stamp and approval problems over the weekend. People did not have time stamps recorded today and could not approve their timecards."

Thanks,

Joyce Dalgleish
Human Resources Mgr.
Dept. of Athletics
(919)962-7850

From: Joyce Dalgleish <joyced@uncaa.unc.edu>
Sent: Monday, February 28, 2011 10:19 AM
To: Angie Bitting <abitting@uncaa.unc.edu>; Bobby Gales <bgales@uncaa.unc.edu>; Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Clara Andrews <candrews@uncaa.unc.edu>; Clint Gwaltney <cgwaltney@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Dawn McPherson <ddmcpher@ad.unc.edu>; Dominic Morelli <dmorelli@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Josh Boone <jboone@uncaa.unc.edu>; Jane High <jhigh@uncaa.unc.edu>; Joan Holt <jholt@uncaa.unc.edu>; John Brunner <johnnyb@uncaa.unc.edu>; Ken Cleary <kcleary@uncaa.unc.edu>; Ken Crowder <kcrowder@uncaa.unc.edu>; Kathy Duffy <kduffy@uncaa.unc.edu>; Kevin Robinson <krob@uncaa.unc.edu>; Lee Snyder <lsnyder@uncaa.unc.edu>; Michael Beale <mbeale@uncaa.unc.edu>; Mike Bunting <mbunting@uncaa.unc.edu>; Mike Wilkinson <mhwgolf@uncaa.unc.edu>; Michael Perkins <mperkins@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Pamela Higley <phigley@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Rick Steinbacher <rsteinbacher@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Terri Maynor <tmaynor@uncaa.unc.edu>; Tim Sabo <tsabo@uncaa.unc.edu>
Cc: Larry Gallo <athgallo@uncaa.unc.edu>; Christy Suits <csuits@uncaa.unc.edu>; Kathy Dutton <kdutton@uncaa.unc.edu>; Kent Pennington <kp@uncaa.unc.edu>; Tracy Harris <tuh@uncaa.unc.edu>
Subject: Re #2: IMPORTANT FOLLOW-UP to major timestamp problems
Attach: TEXT.htm

Below is a message from campus about the Time stamp and teletime issues that I sent a few moments ago. PLEASE READ AND FOLLOW THE INSTRUCTIONS IN KRISTEN DUNIVANT'S MESSAGE DIRECTLY BELOW. This will enable the programmers to work on this issue. Please let me know if you have any questions.
Thanks,
Joyce

Joyce,

We appreciate you making TIM Support aware of the issue and for clarifying that it was TimeStamp and Teletime that had the issues.

Please note in the future that the ITS Control Center is open 24 x 7 and would have been able to contact the TIM technical team last evening with this issue so the issues could have been investigated and hopefully resolved.

If the supervisors could call 962-HELP and provide the following information for each timeframe over the weekend that had issues-

* Approximate times in and out for the timeframe
* Employees names and pids working in that timeframe
* If the employee was using TimeStamp or TeleTime

Thank you,
Kristen

Kristen Dunivant
Payroll and TIM Applications Analyst

>>> Joyce Dalgleish 2/28/2011 10:08 AM >>>
Folks,

There is apparently a major issue with time stamps and teletime for this past week-end. When approving time cards of employees who use time stamp and teletime, PLEASE BE SURE THAT THEIR TIME HAS BEEN ACCEPTED IN THEIR TIME CARD. Apparently time the employees thought was entered is somehow not staying in the system creating time cards with no time. Please see the notes below from campus as to what you may need to do. This appears to be a TIM issue that is campus-wide and I have reported it, and I hope they are able to address this issue soon.
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>>> Joyce Dalgleish 2/28/2011 9:10 AM >>>
Kristen and TIMSUPPORT,

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"..... we had multiple time stamp and approval problems over the weekend. People did not have time stamps recorded today and could not approve their timecards."

Thanks,

Joyce Dalgleish
Human Resources Mgr.
Dept. of Athletics
(919)962-7850

From: Beth Lyons <emlyons@uncaa.unc.edu>
Sent: Tuesday, October 19, 2010 2:27 PM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; jamielee@uncaa.unc.edu; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Amy kleissler <kleissle@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Subject: Fwd: Don't Miss The Learning Center's Burnett Seminar | Nov. 17
Attach: TEXT.htm; Don't Miss The Learning Center's Burnett Seminar _ Nov. 17.msg

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Here is the information on the November Seminar.

Beth Lyons
Learning Specialist
Academic Support for Student Athletes
919-843-6029
emlyons@uncaa.unc.edu

From: "UNC General Alumni Association" <alumni@unc.edu>
Sent: Tuesday, October 19, 2010 2:01 PM
To: alumni@unc.edu; Beth Lyons <emlyons@uncaa.unc.edu>
Subject: Don't Miss The Learning Center's Burnett Seminar | Nov. 17
Attach: TEXT.htm

THE 9TH TIMOTHY B. & JANE A. BURNETT SEMINAR FOR ACADEMIC ACHIEVEMENT
SPARK: The Revolutionary New Science of Exercise and the Brain
REGISTRATION REMINDER

An Afternoon with John Ratey
Wednesday, Nov. 17 | 1:30 - 4 p.m.
George Watts Hill Alumni Center

Thank you to those who have already registered for the 9th Timothy B. and Jane A. Burnett Seminar for Academic Achievement, featuring John Ratey, M.D. We have had a wonderful response to this program and are expecting a full house. If you are no longer able to attend, please let us know so that we can finalize our plans.

For those of you who plan to attend but haven't yet registered, you may do so at alumni.unc.edu/AcademicSuccess.

SPARK: The Revolutionary New Science of Exercise and the Brain
John Ratey, Harvard Medical School associate clinical professor of psychiatry and best-selling co-author of Driven to Distraction, will discuss principles from his latest book, Spark: The Revolutionary New Science of Exercise and the Brain on Wednesday, Nov. 17.

The seminar, held at the George Watts Hill Alumni Center, is targeted to high school and college students with LD/ADHD, as well as parents and the professionals who work with them. This program is sponsored by the Academic Success Program for Students with LD/ADHD - A Learning Center Program in UNC's College of Arts and Sciences and the General Alumni Association.

This event is free and open to the public. Preregistration is strongly encouraged. You may register online at alumni.unc.edu/AcademicSuccess.

If you plan to bring a group by bus to this event, please contact Ann-Louise Aguiar '76 at (919) 962-3574 or ann-louise_aguiar@unc.edu. If anyone in your group has special needs, please indicate your needs when you register. The University of North Carolina maintains a policy of equal education opportunity.

View poster at http://www.alumniconnections.com/links/link.cgi?l=1666342&h=4747754&e=UNO-20101018165341.

More Information
Register at alumni.unc.edu/AcademicSuccess.
Visit learningcenter.unc.edu for information about the UNC Learning Center programs.

PRIVACY POLICY: You received this e-mail from the General Alumni Association-George Watts Hill Alumni Center, CB # 9180, Stadium Drive, PO Box 660, Chapel Hill, NC 27514-0660. You have not been subscribed to an e-mail list. If you do not wish to receive future e-mail of this type from the GAA, please reply to alumni@unc.edu and include your full name, address and class year, call us toll-free at (877) 377-7125, or unsubscribe via this link:
http://www.alumniconnections.com/olc/pub/UNO/blastmailopt/blastmailopt.cgi?FNC=WELCOME__Awelcome_html___BR___4747754___UNO-20101018165341___TL3cwwXle9v9bsClGKCc/w/dZHg.

Please note that UNC and the General Alumni Association do not sell your information, including your e-mail address, to anyone for any purpose.

From: Kym N. Orr <knorr@uncaa.unc.edu>
Sent: Monday, June 27, 2005 2:57 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Summer session 1 update
Attach: ss Memo 2005upd.doc

Attached is the memo updating eligibility issues after session 1.

Kym

Mr. Kym N. Orr
Academic Counselor
Academic Support Program for Student- Athletes
Office (919) 843-2425
Fax (919) 962-8247

From: Kym N. Orr <knorr@uncaa.unc.edu>
Sent: Wednesday, June 11, 2008 11:25 AM
To: Willingham, Mary <mwillingham@uncaa.unc.edu>
Cc: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Re: incoming fresh list
Attach: FA08 INCOMING STUDENTS (Recovered).doc

Here is my most updated incoming freshman list.

KFO

Mr. Kym N. Orr
Academic Counselor
Academic Support Program for Student- Athletes
Office (919) 843-2425
Fax (919) 962-8247

>>> Mary Willingham 6/6/2008 11:42 AM >>>
FA08 INCOMING STUDENT-ATHLETES

could you forward me a copy if you have it for your teams? Thanks!!

From: Kym N. Orr <knorr@uncaa.unc.edu>
Sent: Thursday, June 25, 2009 10:40 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: eligibility update
Attach: spr09 ie update.docx

Attached is an update of my ineligible athletes.

KFO

From: Kym N. Orr <knorr@uncaa.unc.edu>
Sent: Monday, October 12, 2009 2:25 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Cc: Gelin, Dana <dgelin@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Re: Eligibility Meetings
Attach: TEXT.htm

My eligibility meetings are planned as follows:

Seniors - Tuesday, October 13
Juniors - Tuesday, October 20
Sophomores- Tuesday, October 27
Freshman - Tuesday, November 3

All of the meetings will be held from 6:30 - 7:00 PM in the Academic Center auditorium.

>>> Brent Blanton 10/12/2009 2:00 PM >>>
Don't forget to tell me when you plan on doing these. Robert, Susan and Dana may drop in on any one of them, but they cannot do so if we do not pass the info along. Send me your dates, and I'll make sure they know. Thanks, B

Tony, are you doing yours individually?

From: Kym N. Orr <knorr@uncaa.unc.edu>
Sent: Friday, January 28, 2011 12:01 PM
To: Davian Clarke <dclarke@uncaa.unc.edu>
Cc: Brent Blanton <blanton@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>
Subject: weekly reports 1-28
Attach: TEXT.htm; menstrack1-28.pdf; womentrack1-28.pdf; mentutorreport1-28.pdf; womentutor1-28.pdf

---

Attached are the reports for this week.

Kym

Mr. Kym N. Orr, M. Ed.
Academic Counselor
Academic Support Program for Student- Athletes
Office (919) 843-2425
Fax (919) 962-8247

From: Kym N. Orr <knorr@uncaa.unc.edu>
Sent: Friday, January 28, 2011 12:04 PM
To: Sam Paul <spaul@uncaa.unc.edu>
Cc: Brent Blanton <blanton@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>
Subject: weekly reports 1-28
Attach: TEXT.htm; weekly1-28-11.pdf; tutorreort1-28.pdf

Attached are the reports for the week.

Mr. Kym N. Orr, M. Ed.
Academic Counselor
Academic Support Program for Student- Athletes
Office (919) 843-2425
Fax (919) 962-8247

From: Kym N. Orr <knorr@uncaa.unc.edu>
Sent: Friday, January 28, 2011 12:07 PM
To: Josh Webb <jwebb@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>
Cc: Brent Blanton <blanton@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>
Subject: weekly reports 1-28
Attach: TEXT.htm; men1-28.pdf; women1-28.pdf; mentutorreport1-28.pdf; womentutor1-28.pdf

---

Attached are reports for this week.

Mr. Kym N. Orr, M. Ed.
Academic Counselor
Academic Support Program for Student- Athletes
Office (919) 843-2425
Fax (919) 962-8247

From: Kym N. Orr <knorr@uncaa.unc.edu>
Sent: Monday, February 14, 2011 3:15 PM
To: Brent Blanton <blanton@uncaa.unc.edu>; Davian Clarke <dclarke@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>
Subject: Attached are the reports for the week of 2/6- 2/11.
Attach: TEXT.htm; Track.pdf; womentrack.pdf; mentutor2-11.pdf; womentutor2-11.pdf

---

Attached are the reports for the week of 2/6- 2/11.

Mr. Kym N. Orr, M. Ed.
Academic Counselor
Academic Support Program for Student- Athletes
Office (919) 843-2425
Fax (919) 962-8247

From: Mary B. Weeden <mbw@uncaa.unc.edu>
Sent: Tuesday, May 24, 2005 12:50 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>; jmboxill@email.unc.edu; Orr, Kym N. <knorr@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: 2004-2005 Academic Highlights
Attach: 2004-2005 Academic Highlights.doc

Thanks for your help everyone!

Please note that my email address has changed to mbw@uncaa.unc.edu. Thanks!

Mary B. Weeden
Academic Counselor
Coordinator of Scholarships and Awards
Academic Support Program for Student-Athletes
The University of North Carolina at Chapel Hill
Kenan Field House, Ridge Road
P.O. Box 2126, CB #8550
Chapel Hill, NC 27515-2126
Office: (919) 843-2328
Fax: (919) 962-8247
mbw@uncaa.unc.edu

From: Mary B. Weeden <mbw@uncaa.unc.edu>
Sent: Tuesday, May 24, 2005 3:43 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Updated Highlights...
Attach: 2004-2005 Academic Highlights.doc

One more time!

Please note that my email address has changed to mbw@uncaa.unc.edu. Thanks!

Mary B. Weeden
Academic Counselor
Coordinator of Scholarships and Awards
Academic Support Program for Student-Athletes
The University of North Carolina at Chapel Hill
Kenan Field House, Ridge Road
P.O. Box 2126, CB #8550
Chapel Hill, NC 27515-2126
Office: (919) 843-2328
Fax: (919) 962-8247
mbw@uncaa.unc.edu

From: Mary B. Weeden <mbw@uncaa.unc.edu>
Sent: Friday, September 16, 2005 8:34 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Sorensen, Dana <dana12@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Question...
Attach: Text.htm

Hi folks-

Would like to know if you have any current juniors who are EXSS or health-related majors with a 3.0 GPA. This is for a scholarship opportunity and is based on 2/3 academics and 1/3 leadership. Please send me your thoughts on our kids if you have anyone is mind!

Thanks.

Mary

Mary B. Weeden
Academic Counselor
Coordinator of Scholarships and Awards
Academic Support Program for Student-Athletes
The University of North Carolina at Chapel Hill
Kenan Field House, Ridge Road
P.O. Box 2126, CB #8550
Chapel Hill, NC 27515-2126
Office: (919) 843-2328
Fax: (919) 962-8247
mbw@uncaa.unc.edu

From: Mary B. Weeden <mbw@uncaa.unc.edu>
Sent: Thursday, September 22, 2005 4:26 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: correction to revised math10 testing policy
Attach: Text.htm; revisedtestingprocedure.pdf

FYI...

Mary B. Weeden
Academic Counselor
Coordinator of Scholarships and Awards
Academic Support Program for Student-Athletes
The University of North Carolina at Chapel Hill
Kenan Field House, Ridge Road
P.O. Box 2126, CB #8550
Chapel Hill, NC 27515-2126
Office: (919) 843-2328
Fax: (919) 962-8247
mbw@uncaa.unc.edu

>>> <mccombs@math.unc.edu> 9/22/2005 4:22 pm >>>
i've corrected a couple of typos that were on the revised testing policy i sent out yesterday.

-mark mccombs

Revised MathPort Testing Procedure

Fall 2005

ALL TESTS ARE CLOSED BOOK AND CLOSED NOTES

**** Due to flaws in the online testing software, all remaining Math 10 graded tests, including the final exam, will be administered in "pencil and paper" format so that they can be graded with partial credit for work shown. ****

COMPUTERS WILL NOT BE USED FOR GRADED TESTS.

ALL RECITATION SECTIONS now have the following testing deadlines:

- **The deadline for Test 2 is Tuesday, October 11.**
  Test Covers Text Sections 2.1–2.5, 7.1
- **The deadline for Test 3 is Wednesday, November 2.**
  Test Covers Text Sections 3.1–3.5, 4.5
- **The deadline for Test 4 is Wednesday, November 30.**
  Test Covers Text Sections 4.1, 5.1, 5.3–5.6
- **The final exam is Tuesday, December 13.**

Scheduling a test:

1. You may take a test before or on the deadline.
2. Once you decide what day you will take your test, you must schedule an appointment to take the test during regular MathPort operating hours. Testing times will start "on the hour" (noon, 1:00, 2:00, etc.), and the number of students that can schedule any given hour will be limited to 25. **You will be notified you via email as soon as the online scheduling webpage is available.**
3. The only time that it is not necessary for you to schedule a testing appointment is if a test deadline falls on the day that your recitation section meets. In that case, if you do not wish to take your test an earlier day, then you may take it during your scheduled recitation time.
4. **You may take each test one time.**
5. Each test has a 50-minute time limit.

From: Mary B. Weeden <mbw@uncaa.unc.edu>
Sent: Tuesday, April 11, 2006 8:29 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Sorensen, Dana <dana12@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Good morning,
Attach: Text.htm

Good morning,

Can each of you please send me the names of your senior male and female with the highest gpa?

Thanks.

Mary

From: Mary W. Brunk <brunk@uncaa.unc.edu>
Sent: Friday, June 16, 2006 1:44 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: ACC Honor Roll
Attach: Mail.msg

Counselors:

After submitting the ACC Honor Roll list to the Registrar's Office for their approval, I received an response (attached) indicating a few potential errors. If you could please review the list of names, find those on your teams, and let me know whether or not you agree or disagree with the suggestion to add/remove their names, I would appreciate it. Thank you.

Mary

Mary Brunk
Academic Counselor
Coordinator of Scholarships and Awards
Academic Support Program for Student-Athletes
The University of North Carolina at Chapel Hill
Kenan Field House, Ridge Road
P.O. Box 2126, CB #8550
Chapel Hill, NC 27515-2126
Office: (919) 843-2328
Fax: (919) 962-8247
mbw@uncaa.unc.edu

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, June 4, 2007 9:29 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject:
Attach: weeden05.doc

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, August 30, 2007 9:17 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Leave
Attach: Leave.msg

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, January 6, 2006 9:35 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Weeden, Mary B. <mbw@uncaa.unc.edu>
Cc: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: 2005 All-ACC Academic Football Team
Attach: 2005 All-ACC Academic Football Team.msg

Mary - I know you will organize this but please keep Cynthia and Corey in the loop. Thank you.

From: "Morrison, Brian" <bmorrison@theacc.org>
Sent: Friday, January 6, 2006 9:13 AM
To:
Bcc: Brent Blanton; Brent Blanton <blanton@uncaa.unc.edu>
Subject: 2005 All-ACC Academic Football Team
Attach: TEXT.htm; image002.jpg; All-ACC Academic Form.doc

Atlantic Coast Conference

Office of the Commissioner

To: ACC Academic Advisors

From: Brian Morrison, Assistant Commissioner Media Relations

Re: 2005 All-ACC Academic Football Team

Date: January 6, 2006

Attached is the nomination form for the 2005 All-Atlantic Coast Conference Academic Football Team. The All-ACC Academic football team is based on a combination of the student-athlete's academic achievement and football-related performance.

Nominate any player who achieved a minimum 3.00 grade-point average for his last semester/quarter and has at least a cumulative 3.00 GPA for his career. Note that this year's minimums have changed from what has been used in the past. Formerly, a combination of a 2.75 and a 3.00 for either the past semester and career was required.

Forward your nominations to my attention via email or fax

(336-854-8797).Once nominations are received; the All-Academic Team will be selected by a committee appointed by the Commissioner.

Please return the form to me no later than Tuesday, January 24, 2006

- (ACC) -

4512 Weybridge Lane * Greensboro, NC 27407 * P.O. Drawer ACC * Greensboro, NC 27417-6724 * (336) 854-8787

Media Relations & Video Services (336) 851-6062 * Media Relations Fax (336) 854-8797 * Administration Fax (336) 316-6097

BOSTON COLLEGE * CLEMSON UNIVERSITY * DUKE UNIVERSITY * FLORIDA STATE UNIVERSITY * GEORGIA INSTITUTE OF TECHNOLOGY

UNIVERSITY OF MARYLAND * UNIVERSITY OF MIAMI * UNIVERSITY OF NORTH CAROLINA * NORTH CAROLINA STATE UNIVERSITY

UNIVERSITY OF VIRGINIA * VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY * WAKE FOREST UNIVERSITY

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, January 9, 2006 4:46 PM
To: Weeden, Mary B. <mbw@uncaa.unc.edu>
Cc: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: All-ACC Academic Teams for Fall Sports
Attach: All-ACC Academic Teams for Fall Sports.msg

From: "Leturmy, Jason" <jleturmy@theacc.org>
Sent: Monday, January 9, 2006 4:23 PM
To: agoff@umd.edu; bberndt@duaa.duke.edu; caldwejh@wfu.edu; d.wyman@miami.edu; ferna.phillips.1@bc.edu; helmsc@vt.edu; mmeleney@admin.fsu.edu; pgrayso@clemson.edu; philip_moses@ncsu.edu; plabaw@at.gtaa.gatech.edu; Mercer, Robert <rmercer@uncaa.unc.edu>; tj3p@cms.mail.virginia.edu
Subject: All-ACC Academic Teams for Fall Sports
Attach: TEXT.htm; image002.jpg; All-ACC Academic Field Hockey Form.pdf; All-ACC Academic Men's Soccer Form.pdf; All-ACC Academic Women's Soccer Form.pdf; All-ACC Academic MXC Form.pdf; All-ACC Academic WXC Form.pdf; All-ACC Academic Volleyball Form.pdf; Letter to Academic Advisors.doc

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Atlantic Coast Conference

Office of the Commissioner

To: ACC Academic Advisors

From: Sarah Brown, Assistant Director of Media Relations (Volleyball)

Jason Leturmy, Assistant Director of Media Relations (W/M Soccer)

Phil Perry, Media Relations Assistant (Field Hockey)

Barbara Dery, Administrative Assistant Media Relations (W/M Cross Country)

Re: 2005 Fall Olympic Sports All-ACC Academic Teams

Date: January 9, 2006

Attached are the nomination forms for the 2005 Fall Olympic Sports All-Atlantic Coast Conference Academic Teams. The All-ACC Academic Teams are based on a combination of the student-athlete's academic achievement and athletic performance.

Nominate any player who achieved a minimum 3.00 grade-point average for his/her last semester/quarter and has at least a cumulative 3.00 GPA for his/her career.

Forward your nominations to our attention via email or fax (336-854-8797). Once nominations are received the All-Academic Teams will be selected by a committee appointed by the Commissioner.

Please return completed forms to the appropriate person covering that sport by the dates list below.

Men's Cross Country - Thursday, January 26, 2006 (bdery@theacc.org)

Women's Cross Country - Thursday, January 26, 2006 (bdery@theacc.org)

Field Hockey - Friday, January 27, 2006 (pperry@theacc.org)

Women's Soccer - Monday, January 30, 2006 (jleturmy@theacc.org)

Men's Soccer - Tuesday, January 31, 2006 (jleturmy@theacc.org)

Volleyball - Wednesday, February 1, 2006 (sbrown@theacc.org)

- (ACC) -

4512 Weybridge Lane * Greensboro, NC 27407 * P.O. Drawer ACC * Greensboro, NC 27417-6724 * (336) 854-8787

Media Relations & Video Services (336) 851-6062 * Media Relations Fax (336) 854-8797 * Administration Fax (336) 316-6097

BOSTON COLLEGE * CLEMSON UNIVERSITY * DUKE UNIVERSITY * FLORIDA STATE UNIVERSITY * GEORGIA INSTITUTE OF TECHNOLOGY

UNIVERSITY OF MARYLAND * UNIVERSITY OF MIAMI * UNIVERSITY OF NORTH CAROLINA * NORTH CAROLINA STATE UNIVERSITY

UNIVERSITY OF VIRGINIA * VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY * WAKE FOREST UNIVERSITY

Jason Leturmy

Assistant Director of Media Relations

Atlantic Coast Conference

Phone (336) 851-6062; Fax (336) 854-8797

From: Mary B. Weeden <mbw@uncaa.unc.edu>
Sent: Tuesday, January 10, 2006 9:24 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: All-ACC Academic Teams for Fall Sports
Attach: Text.htm; IMAGE.jpeg; All-ACC Academic Field Hockey Form.pdf; All-ACC Academic Men's Soccer Form.pdf; All-ACC Academic Women's Soccer Form.pdf; All-ACC Academic MXC Form.pdf; All-ACC Academic WXC Form.pdf; All-ACC Academic Volleyball Form.pdf; Letter to Academic Advisors.doc

---

have you guys already done this?

>>> "Leturmy, Jason" <jleturmy@theacc.org> 1/9/2006 4:23 pm >>>

Atlantic Coast Conference

Office of the Commissioner

To: ACC Academic Advisors

From: Sarah Brown, Assistant Director of Media Relations (Volleyball)
Jason Leturmy, Assistant Director of Media Relations (W/M Soccer)
Phil Perry, Media Relations Assistant (Field Hockey)
Barbara Dery, Administrative Assistant Media Relations (W/M Cross Country)

Re: 2005 Fall Olympic Sports All-ACC Academic Teams

Date: January 9, 2006

Attached are the nomination forms for the 2005 Fall Olympic Sports All-Atlantic Coast Conference Academic Teams. The All-ACC Academic Teams are based on a combination of the student-athlete's academic achievement and athletic performance.

Nominate any player who achieved a minimum 3.00 grade-point average for his/her last semester/quarter and has at least a cumulative 3.00 GPA for his/her career.

Forward your nominations to our attention via email or fax (336-854-8797). Once nominations are received the All-Academic Teams will be selected by a committee appointed by the Commissioner.

Please return completed forms to the appropriate person covering that sport by the dates list below.

Men□s Cross Country □ Thursday, January 26, 2006 (bdery@theacc.org)
Women□s Cross Country □ Thursday, January 26, 2006 (bdery@theacc.org)
Field Hockey □ Friday, January 27, 2006 (pperry@theacc.org)
Women□s Soccer □ Monday, January 30, 2006 (jleturmy@theacc.org)
Men□s Soccer □ Tuesday, January 31, 2006 (jleturmy@theacc.org)
Volleyball □ Wednesday, February 1, 2006 (sbrown@theacc.org)

- (ACC) -

4512 Weybridge Lane□ Greensboro, NC 27407 □ P.O. Drawer ACC □ Greensboro, NC 27417-6724 □ (336) 854-8787
Media Relations & Video Services (336) 851-6062 □ Media Relations Fax (336) 854-8797 □ Administration Fax (336) 316-6097

BOSTONCOLLEGE □ CLEMSON UNIVERSITY □ DUKE UNIVERSITY □ FLORIDA STATE UNIVERSITY □ GEORGIA INSTITUTE OF TECHNOLOGY
UNIVERSITYOF MARYLAND □ UNIVERSITY OF MIAMI □ UNIVERSITY OF NORTH CAROLINA □ NORTH CAROLINA STATE UNIVERSITY
UNIVERSITYOF VIRGINIA □ VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY □ WAKE FOREST UNIVERSITY

Jason Leturmy
Assistant Director of Media Relations
AtlanticCoastConference
Phone (336) 851-6062; Fax (336) 854-8797

ATLANTIC COAST CONFERENCE

ACC

2005 All-ACC Academic Field Hockey Team Nomination Form

_____
School

The following student-athletes must have a minimum GPA of 3.00 for both the last semester and for their careers.

Name	Pos.	Class	Major	GPA Semester	GPA Career

Academic Advisor's Signature: _____

Date: _____

Return by Friday, January 27, 2006:
Phil Perry, Media Relations Assistant
Atlantic Coast Conference
P.O. Drawer ACC
Greensboro, N.C. 27417-6724

ACC Fax Phone Numbers:
336-854-8797

2005 All-ACC Academic Men's Soccer Team Nomination Form

_____
School

The following student-athletes must have a minimum GPA of 3.00 for both the last semester and for their careers.

Name	Pos.	Class	Major	GPA Semester	GPA Career

Academic Advisor's Signature: _____

Date: _____

Return by Tuesday, January 31, 2006:
Jason Leturmy, Assistant Director Media Relations
Atlantic Coast Conference
P.O. Drawer ACC
Greensboro, N.C. 27417-6724

ACC Fax Phone Numbers:
336-854-8797

2005 All-ACC Academic Women's Soccer Team Nomination Form

_____
School

The following student-athletes must have a minimum GPA of 3.00 for both the last semester and for their careers.

Name	Pos.	Class	Major	GPA Semester	GPA Career

Academic Advisor's Signature: _____

Date: _____

Return by Monday, January 30, 2006:
Jason Leturmy, Assistant Director Media Relations
Atlantic Coast Conference
P.O. Drawer ACC
Greensboro, N.C. 27417-6724

ACC Fax Phone Numbers:
336-854-8797

2005 All-ACC Academic Men's Cross Country Team Nomination Form

_____
School

The following student-athletes must have a minimum GPA of 3.00 for both the last semester and for their careers.

Name	Pos.	Class	Major	GPA Semester	GPA Career

Academic Advisor's Signature: _____

Date: _____

Return by Thursday, January 26, 2006:
Barbara Dery, Administrative Assistant Media Relations
Atlantic Coast Conference
P.O. Drawer ACC
Greensboro, N.C. 27417-6724

ACC Fax Phone Numbers:
336-854-8797

2005 All-ACC Academic Women's Cross Country Team Nomination Form

_____
School

The following student-athletes must have a minimum GPA of 3.00 for both the last semester and for their careers.

Name	Pos.	Class	Major	GPA Semester	GPA Career

Academic Advisor's Signature: _____

Date: _____

Return by Thursday, January 26, 2006:
Barbara Dery, Administrative Assistant Media Relations
Atlantic Coast Conference
P.O. Drawer ACC
Greensboro, N.C. 27417-6724

ACC Fax Phone Numbers:
336-854-8797

2005 All-ACC Academic Volleyball Team
Nomination Form

_____
School

The following student-athletes must have a minimum GPA of 3.00 for both the last semester and for their careers.

Name	Pos.	Class	Major	GPA Semester	GPA Career

Academic Advisor's Signature: _____

Date: _____

Return by Wednesday, February 1, 2006:
Sarah Brown, Assistant Director Media Relations
Atlantic Coast Conference
P.O. Drawer ACC
Greensboro, N.C. 27417-6724

ACC Fax Phone Numbers:
336-854-8797

To: ACC Academic Advisors

From: Sarah Brown, Assistant Director of Media Relations (Volleyball)
Jason Leturmy, Assistant Director of Media Relations (W/M Soccer)
Phil Perry, Media Relations Assistant (Field Hockey)
Barbara Dery, Administrative Assistant Media Relations (W/M Cross Country)

Re: 2005 Fall Olympic Sports All-ACC Academic Teams

Date: January 6, 2006

Attached are the nomination forms for the **2005 Fall Olympic Sports All-Atlantic Coast Conference Academic Teams**. The All-ACC Academic Teams are based on a combination of the student-athlete's academic achievement and athletic performance.

Nominate any player who achieved a minimum 3.00 grade-point average for his/her last semester/quarter and has at least a cumulative 3.00 GPA for his/her career.

Forward your nominations to our attention via email or fax (336-854-8797). Once nominations are received the All-Academic Teams will be selected by a committee appointed by the Commissioner.

Please return completed forms to the appropriate person covering that sport by the dates list below:

Men's Cross Country – Thursday, January 26, 2006 (bdery@theacc.org)

Women's Cross Country – Thursday, January 26, 2006 (bdery@theacc.org)

Field Hockey – Friday, January 27, 2006 (pperry@theacc.org)

Women's Soccer – Monday, January 30, 2006 (jleturmy@theacc.org)

Men's Soccer – Tuesday, January 31, 2006 (jleturmy@theacc.org)

Volleyball – Wednesday, February 1, 2006 (sbrown@theacc.org)

- (ACC) -

From: Mary B. Weeden <mbw@uncaa.unc.edu>

Sent: Monday, February 6, 2006 12:36 PM

To: Gallo, Larry <athgallo@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Gelin, Dana <dgelin@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>; Jack, Evans, <EvansJ@kenan-flagler.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Nichols, Lindsey <lnichols@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>; Yasutomi, Emily <yasutomi@uncaa.unc.edu>

Subject: AD Scholar Athletes

Attach: Text.htm; 2005-2006 Athletic Director's Scholar Athlete Award Nominees.xls

---

Please see attached.

Mary Brunk Weeden
Academic Counselor
Coordinator of Scholarships and Awards
Academic Support Program for Student-Athletes
The University of North Carolina at Chapel Hill
Kenan Field House, Ridge Road
P.O. Box 2126, CB #8550
Chapel Hill, NC 27515-2126
Office: (919) 843-2328
Fax: (919) 962-8247
mbw@uncaa.unc.edu

From: Mary W. Brunk <brunk@uncaa.unc.edu>
Sent: Monday, January 22, 2007 1:42 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Mitchell, Jayme <jayme@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Arthur Ashe Jr. Sports Scholars
Attach: Text.htm

Counselors,

Can you please send me the names from each of your teams of the non-white athletes who have at least a 3.2 GPA? You can also include international students. Thank you.

Mary

Mary Brunk, MS, NCC
Academic Counselor
Coordinator of Scholarships and Awards
Academic Support Program for Student-Athletes
The University of North Carolina at Chapel Hill
Kenan Field House, Ridge Road
P.O. Box 2126, CB #8550
Chapel Hill, NC 27515-2126
Office: (919) 843-2328
Fax: (919) 962-8247
brunk@uncaa.unc.edu

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, May 19, 2008 12:53 PM
To: Miller, Beth <bmiller@uncaa.unc.edu>
Cc: Blanchard, John <jgb@uncaa.unc.edu>
Bcc: Brent Blanton <blanton@uncaa.unc.edu>
Subject: Beth - here are the reviews. Let me know if you want to discuss. RJM
Attach: Text.htm; COACHES EVAL 07-08.xls

Beth - here are the reviews. Let me know if you want to discuss. RJM

From: Spencer B. Welborn <welborn@uncaa.unc.edu>
Sent: Tuesday, June 10, 2008 4:25 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: ACC Honor Roll
Attach: Honor Roll Form.xls

Staff:

The time of year has come again when we have to submit all 1,000,000 names for the ACC Honor Roll for the 2007-08 academic year. I am asking for all of your help in compiling the comprehensive list in which I will ultimately put together once I receive all the nominees.

I ask that you download the attachment and complete the Excel document as it indicates on the actual form. It instructs us to put the names alphabetically rather than by sport, but you may send it to me by sport rather than combining all of your sports into one list.

This is a very lengthy and tedious process so I ask that you get this back to me as soon as possible. I will be out of the office until June 16 and plan to start working on this task June 17. Everyone should already have a list of their nominees because of the grade composite that we all updated after this past semester.

You will notice that we have to identify who lettered in their respective sport. If you do not know, please leave the line blank.

To refresh everyone I have added the criteria:

1. Have participated for the full school year (September to June) in one of the intercollegiate sports recognized by this institution.

2. Have attained a B average for the full school year (September to June). (see No. 3 under criteria)

The ACC HONOR ROLL is established on the following criteria:

1 A student-athlete must have participated (played and/or practiced) in an intercollegiate varsity sport, not a club team or junior varsity team, officially recognized by your institution during the 2007-08 academic year.

2.The ACC Honor Roll will include December graduates provided the student-athlete was a full-time student in the fall semester of 2007-08 academic year and the qualifying GPA be based on his/her last 24 credit hours.

3.Student-athletes who are considered medicals qualify as well, as long as the medical situation was incurred during the 2007-08 academic year.

4. Redshirts will qualify, if they are on the team roster and practicing.

5. Managers and trainers will not be included on the ACC Honor Roll.

6. An institution may consider members of any sport that is designated a varsity sport by that institution for inclusion on the ACC Academic Honor Roll list.

Thanks so much,

Spencer

	A	B	C	D	E	F	G
1	**LIST OF CANDIDATES FOR**						
2	**Institution**		**Point Grading System**		**Today's**		
3	**Name**		**A**	**B**	**Date**		
4							
5	*(example: Wake Forest University)*		*(example: 4.0)*	*(example: 3.0)*	*example: Jun-03-2008*		
6	The following student-athletes have complied with the following requirements, as well as those specified in the cover letter,						
7	1. Have participated for the **full school year (September to June)** in one of the intercollegiate sports recognized by this						
8							
9		**Student-Athlete's First Name**	**Student-Athlete's Last Name**	**Sport(s) (Letter Winner)**	**Grade Average**	**Class**	
10	*example:*	*James*	*Smith*	*Football*	*3.42*	*Junior*	
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9		Student-Athlete's First Name	Student-Athlete's Last Name	Sport(s) (Letter Winner)	Grade Average	Class	
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9		Student-Athlete's First Name	Student-Athlete's Last Name	Sport(s) (Letter Winner)	Grade Average	Class	
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394	**Return by Thursday, July 3rd to:**			Certified:			
395	Tracey Haith				*Registrar*		
396	ACC Office, PO Drawer ACC						
397	Greensboro, NC 27417-6724						
398					*Faculty Representative*		

From: Spencer B. Welborn <welborn@uncaa.unc.edu>
Sent: Monday, December 8, 2008 5:20 PM
To: -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>
Cc: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: ACC POSTGRADUATE SCHOLARSHIP
Attach: ACC POSTGRADUATE SCHOLARSHIP.doc

Coaches:

Please share the attached flyer with your seniors. This is in regards to the ACC Postgraduate Scholarship that is coming up next month. It is a $5,000 scholarship provided by the ACC to the graduate institution of the students choice. An email to your team about this would be greatly appreciated.

This is a great opportunity for individuals who are planning on attending graduate school next year.

Thanks,

Spencer Welborn

Advisors: Please let me know of anyone who you think may be interested.

Spencer B. Welborn
Academic Counselor
Academic Support for Student-Athletes
Kenan Field House
919-843-2328
welborn@uncaa.unc.edu
www.tarheelblue.com

(mailto:welborn@uncaa.unc.edu)

ACC POSTGRADUATE SCHOLARSHIP

DUE January 23, 2009

Are you interested in attending graduate school next year? If so, you may be eligible for the ACC Postgraduate Scholarship!

The ACC will award a $5,000 scholarship for the winners of this postgraduate award. Presentations of the winners will take place at the Awards Luncheon on Wednesday, April 16, 2008

If you meet the following criteria please see Spencer Welborn in Academic Services:

To be eligible for consideration an applicant shall have:

1. Distinguished himself/herself academically with an overall minimum accumulative grade point average of 3.0 or its equivalent.

(a) Completed at least seven semesters; students engaged in undergraduate programs requiring more than four years for a baccalaureate degree shall be considered during their final year of intercollegiate athletic competition.

(b) Students who compete as graduate students may be selected only after their final year of intercollegiate athletic competition.

2. Performed with distinction as a member of a varsity team. Supporting information from coaches should comment on the standing of the nominee relative to others in the conference and nationally.

3. Conducted himself/herself, both on and off the field, in a manner, which has brought credit to himself/herself, his/her institution, intercollegiate athletics, and the ideals and objectives of higher education.

In selecting recipients for this award:

1. The degree of the student's athletic achievement shall be weighed at least equally with the degree of his/her academic performance.

2. Consideration shall also be given to his/her participation in campus activities other than academic and athletic in which he/she has demonstrated his/her qualities of leadership and has served as an example to his/her fellow students.

3. Need shall not be a factor in granting these awards. The award of support for post-baccalaureate study from other sources will not make the student-athlete ineligible for these awards.

4. Applicants must be continuing academic work beyond the baccalaureate degree as a full-time graduate or professional student and have been judged capable of such study by his/her major professor, major department head or dean of the college in which he/she is enrolled. The recipients of the award must use all scholarship money within three academic years from the fall semester after selection.

PLEASE CONTACT SPENCER WELBORN

IN THE ACADEMIC CENTER or EMAIL HIM at

wellborn@uncaa.unc.edu

by JANUARY 5!!!!!!!

From: Spencer B. Welborn <welborn@uncaa.unc.edu>
Sent: Tuesday, February 17, 2009 9:27 AM
To: Williams, Andre <awilliams@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Lane, Cricket <cricket@uncaa.unc.edu>
Subject: Carolina Panthers Internship
Attach: Foundation for the Carolinas Description.docx

Staff:

I have attached a flyer for your viewing regarding the Carolina Panthers Internship sponsored by the Foundation For The Carolinas.

This is a scholarship for female student-athletes and male football players only. The flyer indicates the nominating criteria and what the selection committee emphasizes on when making a final decision.

It appears that the student must be planning on attending graduate school next semester which is a very important factor to consider.

Please review the flyer and get back to me with any suggestions on who you would like to nominate. This is an award based heavily on leadership and service.

Thanks.

Spencer

Cricket: Please feel free to send names of students that have spent a lot of time with you volunteering their time in the community.

Spencer B. Welborn
Academic Counselor
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Kenan Field House
919-843-2328
welborn@uncaa.unc.edu
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(mailto:welborn@uncaa.unc.edu)

Foundation for the Carolinas

CAROLINA PANTHERS GRAUATE SCHOLARSHIPS

Foundation For The Carolinas is pleased to make available two graduate level scholarships through the Carolina Panthers Scholarship Fund of up to $10,000. Each year this fund provides scholarships to female student-athletes and male football players. Applicants must be seniors who plan to pursue a graduate degree. Applicants are not limited to a specific field of study however it must be graduate level. Since all colleges and universities in North Carolina and South Carolina can nominate one female student-athlete and one football student-athlete the scholarship is very competitive.

Since UNC can only nominate one female student-athlete and one football student-athlete please recommend any of your student-athletes to me in the next few weeks. At that time, we will look at overall GPA and leadership/community service/ etc. and decide who we will nominate.

Criteria to Apply:

- Must be a graduating senior student-athlete
- Must have earned an intercollegiate varsity letter
- Must have a minimum of a 3.00 cumulative GPA
- Must demonstrate outstanding leadership and citizenship

Selection Criteria:

- Prior academic performance, including grade point average and graduate admission test scores
- Record of leadership and citizenship
- School and community involvement and personal achievement

From: Spencer B. Welborn <welborn@uncaa.unc.edu>
Sent: Wednesday, February 18, 2009 3:34 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Webb, Josh <jwebb@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Law, Greg <lawdawg@uncaa.unc.edu>; DeSelm, Rich <richdeselm@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: NCAA Postgraduate Scholarship
Attach: NCAA POSTGRADUATE SCHOLARSHIP.docx

Coaches:

Please pass along this email and the attached flyer to ALL of your senior student-athletes.

Counselors, please notify me of students that may have come to you in the past few months inquiring about scholarship opportunities.

The following is regarding the NCAA Postgraduate Scholarship opportunities...

NCAA POSTGRADUATE SCHOLARSHIP
(Winter Sports, Due: MARCH 19)

Are you interested in attending graduate school next year? If so, you may be eligible for the NCAA Postgraduate Scholarship!
The NCAA awards up to 174 postgraduate scholarships annually, 87 for men and 87 for women. The scholarships are awarded to student-athletes who excel academically and athletically and who are in their final year of intercollegiate athletics competition.
The one-time grants of $7,500 each are awarded for fall sports, winter sports and spring sports. Each sports season (fall, winter and spring), there are 29 scholarships available for men and 29 scholarships available for women. The scholarships are one-time, non-renewable grants.

If you meet the following criteria please see Spencer Welborn in the Academic Support Center or email him @ wellborn@uncaa.unc.edu before MARCH 4.

- In final season of NCAA athletics eligibility or will not be using any remaining athletics eligibility.
- Have an overall undergraduate minimum cumulative grade-point average of 3.200 (based on a 4.000 scale) or its equivalent, including all undergraduate hour earned at all undergraduate institutions attended. The grade-point average may not include any graduate-level hours.
- Have performed with distinction as a member of the varsity team in the sport in which the student-athlete is being nominated. The degree of the student-athlete's athletics achievement will be weighed in conjunction with academic performance, university involvement and volunteer community service. Institutions should note participation in activities in which the student-athlete serves as an example to other students and demonstrates leadership qualities.
- Intend to continue academic work beyond the baccalaureate degree and enroll in a graduate degree program on a part- or full-time basis at an academically accredited graduate or degree-granting professional school. An academic professor of the college in which the student-athlete is currently enrolled must address the capability of the student-athlete for graduate study.
- Are outstanding citizens and excellent role models for the institution and intercollegiate athletics as a whole.

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- Intend to continue academic work beyond the baccalaureate degree and enroll in a graduate degree program on a part- or full-time basis at an academically accredited graduate or degree-granting professional school. An academic professor of the college in which the student-athlete is currently enrolled must address the capability of the student-athlete for graduate study.
- Are outstanding citizens and excellent role models for the institution and intercollegiate athletics as a whole.

From: Spencer B. Welborn <welborn@uncaa.unc.edu>
Sent: Friday, April 17, 2009 4:32 PM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: NCAA Degree Completion Program

Greetings:

The applications for the NCAA Degree Completion Program for Fall/Spring 2009/10 will be due in a little over a month. Please let me know of anyone that could potentially use this program to their advantage and I will email them the application. Below is the criteria that I pulled off the application:

Qualifications:
1. Applicant must be a student-athlete who has completed eligibility at an NCAA Division I member institution.

2. Applicant must be within 30 semester hours (45 quarter hours) of completion of his/her first undergraduate degree. Students enrolled in programs that extend beyond the baccalaureate degree or enrolled in graduate programs are not eligible (e.g., PharmD).

3. Applicant must have enrolled originally in or before September 2004.

4. Applicant must have received athletics-related financial aid [See NCAA Bylaw 15.02.4].

5. Applicant must be entering at least his/her sixth year of post-secondary education, and shall have exhausted institutional eligibility (five years) for athletics-related aid, pursuant to the 2008-09 NCAA Division I Manual (Bylaw 15.01.5 Eligibility of Student-Athletes for Institutional Financial Aid).

6. If this application is for full-time status, all remaining hours (maximum of 30) must be attainable in not more than two consecutive semesters or three consecutive quarter terms (maximum 45 quarter hours), the first term normally being Fall 2009. The NCAA Division I Degree-Completion Award consultants will review applications for part-time status on a case-by-case basis.

7. Financial information (i.e., tax forms) will be considered in making awards.

8. Courses required for graduation and full- or part-time status will be determined from the information provided by the dean or department head in Part B of the application.

I know that we have two former women's soccer student-athletes that are interested and the application has already been email to them. Again, please let me know as soon as possible so the former students will have a chance to complete all of the required paperwork.

Thanks,

Spencer Welborn

Spencer B. Welborn
Academic Counselor
Academic Support for Student-Athletes
Kenan Field House
919-843-2328
welborn@uncaa.unc.edu
www.tarheelblue.com

(mailto:welborn@uncaa.unc.edu)

From: Spencer B. Welborn <welborn@uncaa.unc.edu>
Sent: Tuesday, June 2, 2009 11:48 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Gelin, Dana <dgelin@uncaa.unc.edu>
Subject: Fwd: 2008-2009 ACC Academic Honor Roll
Attach: Memo.doc; Honor Roll Form.xls

Greetings:

Once again I come to you all for assistance in filling out the lovely ACC Honor Roll spreadsheet. There have been some changes this year but instead of retyping all of the details I will let you read the attached memo for the qualifications.

As you will see, the process for very time consuming since it has to be verified by the registrars office as well as by Jack Evans. I ask that you send me your list as soon as possible and I will put all of the names into a comprehensive list. If you have any questions please feel free to ask.

Most of you already know your ACC Honor Roll names but the GPA calculations may take a little time. The website usually has if the student has made the ACC Honor Roll in the past which can be a huge time saver in the long run.

Let me know if you have any questions.

Spencer

Spencer B. Welborn
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welborn@uncaa.unc.edu
www.tarheelblue.com

(mailto:welborn@uncaa.unc.edu)

>>> Robert Mercer 6/2/2009 11:32 AM >>>

>>> "Haith, Tracey" <thaith@theacc.org> 6/1/2009 5:52 PM >>>

Attached you will find the memo request and form for the 2008-09 Academic Honor Roll. Please read procedures carefully before completing form, as changes have occurred beginning this year.

Please do not hesitate to contact me should you have questions.

Thank you.

Tracey Haith
AtlanticCoastConference
PODrawer ACC
Greensboro, NC 27417-6724
Telephone: 336.854.8787
Fax: 336.369.0065

ATLANTIC COAST CONFERENCE

OFFICE OF THE COMMISSIONER

MEMORANDUM

TO: Atlantic Coast Conference Director's of Academic Support
Atlantic Coast Conference Life Skills Directors

FROM: Tracey Haith, Administrative Assistant

DATE: June 1, 2009

SUBJECT: 2008-09 Academic Honor Roll

The Conference Office is now in the process of compiling the ACC Honor Roll. ***Please review the nomination procedures as they have changed beginning with the 2008-09 academic year.*** Over the past 50 years, this special feature has attracted considerable attention from the media throughout the ACC. In addition, the Honor Roll also serves as the basis for nominations to the various All-Academic teams.

The ACC HONOR ROLL is established on the following criteria:

1. A student-athlete must have participated (played and/or practiced) in an intercollegiate varsity sport, not a club team or junior varsity team, officially recognized by your institution during the 2008-09 academic year.

2. The ACC Honor Roll will include December graduates **provided** the student-athlete was a full-time student in the fall semester of the 2008-09 academic year and the GPA (3.0 GPA) based on the last two full-time semesters.

3. Student-athletes who are considered "medicals" qualify as well, **as long as** the medical situation was incurred during the 2008-09 academic year.

4. Redshirts will qualify, **if** they are on the team roster and practicing.

5. Managers and trainers **will not** be included on the ACC Honor Roll.

6. An institution may consider members of any sport that is designated a varsity sport by that institution for inclusion on the ACC Academic Honor Roll list.

4512 WEYBRIDGE LANE • GREENSBORO, NC 27407 • P.O. DRAWER ACC • GREENSBORO, NC 27417-6724 • (336) 854-8787
MEDIA RELATIONS & VIDEO SERVICES (336) 851-6062 • MEDIA RELATIONS FAX (336) 854-8797 • ADMINISTRATION FAX (336) 316-6097

BOSTON COLLEGE • CLEMSON UNIVERSITY • DUKE UNIVERSITY • FLORIDA STATE UNIVERSITY • GEORGIA INSTITUTE OF TECHNOLOGY
UNIVERSITY OF MARYLAND • UNIVERSITY OF MIAMI • UNIVERSITY OF NORTH CAROLINA • NORTH CAROLINA STATE UNIVERSITY
UNIVERSITY OF VIRGINIA • VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY • WAKE FOREST UNIVERSITY

The nomination procedure is as follows:

1. **Please note that the ACC Honor Roll needs to be completed in the Excel form attached.** Use first, middle and last name only. **Nicknames should not be used. (Please do not list in sport order on separate sheets)**. It is important that you not only send it back electronically, but also print out a copy, obtain the proper signatures and send it via US mail.

2. Before the honor roll list is returned please make sure that the list of participants is forwarded to the Registrar for verification. The Registrar should verify those with a **"B"** average (3.0 GPA) **for the academic year (August 2008 to June 2009).** Upon completion, the Registrar should sign the paper copy and forward it to the Faculty Athletics Representative. (*exception - see No. 2 on page 1*)

3. ***Beginning with the 2008-09 academic year, you must indicate the previous years (not the number of years) each student-athlete has been named to the conference honor roll. (ex. 04-05, 05-06, 06-07)***

4. **The Director's of Academic Support are responsible for securing signatures from the Faculty Athletics Representative and Registrar, and then forwarding the final Excel document and paper copy to the ACC Office by Wednesday, July 1, 2009, to the attention of Tracey Haith. E-mail address: thaith@theacc.org.**

It is requested that student-athletes names be arranged in **alphabetical order**, **men and women intermingled**, and those who participated in more than one sport be listed **only once**. As soon as the full list is compiled from all twelve schools, a press release will be prepared and sent to the media and school representatives.

The Honor Roll certificates (with name of school already printed, along with signatures of the appropriate Conference officials) will be sent to each school, and it will be the responsibility of the school to have the name of the student-athlete printed on the certificate and the certificate given to each recipient.

Please do not hesitate to contact me should you have any questions.

Attachment

cc: ACC Faculty Representatives
ACC Sports Information Directors
John Swofford, ACC Commissioner
Jeff Elliott, ACC Associate Commissioner *(memo only)*
Brian Morrison, ACC Assistant Commissioner *(memo only)*

	A	B	C	D	E	F	G
1	LIST OF CANDIDATES FOR						
2	Institution		Point Grading System			Today's	
3	Name		A	B		Date	
4							
5	*(example: XYZ University)*		*(example: 4.0)*	*(example: 3.0)*		*example: Jun-03-2009*	
6	The following student-athletes have complied with the following requirements, as well as those specified in the cover letter, thereby qualifying						
7	1. Have participated for the **full school year (September to June)** in one of the intercollegiate sports recognized by this institution.						
8							
9		**Student-Athlete's First Name**	**Student-Athlete's Last Name**	**Sport(s) (Letter Winner)**	**GPA**	**Previous Years on Honor Roll**	
10	*example:*	*James*	*Smith*	*Football*	*3.42*	*04-05; 05-06; 06-07*	
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394	**Return by Wednesday, July 1st to:**			Certified:			
395	Tracey Haith				*Registrar*		
396	ACC Office, PO Drawer ACC						
397	Greensboro, NC 27417-6724						
398					*Faculty Representative*		

From: Spencer B. Welborn <welborn@uncaa.unc.edu>
Sent: Wednesday, November 25, 2009 11:34 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>
Subject: NCAA Postgraduate Scholarship (Fall Sports)
Attach: TEXT.htm; NCAA POSTGRADUATE SCHOLARSHIP.docx

Spencer B. Welborn
Academic Counselor
Academic Support for Student-Athletes
Kenan Field House
919-843-2328
welborn@uncaa.unc.edu
www.tarheelblue.com

(mailto:welborn@uncaa.unc.edu)

>>> Spencer B. Welborn 11/25/2009 11:29 AM >>>
Coaches:

Please forward this to all of your senior students. If possible, placing the attached flier in the locker room or a highly visible place will be very helpful as well.

I have included the information in the email as well as in an attached flier. This is award is intended for all Fall Sports sponsored by the NCAA.

NCAA POSTGRADUATE SCHOLARSHIP
(FALL SPORTS: DUE JANUARY 14)
Are you interested in attending graduate school next year? If so, you may be eligible for the NCAA Postgraduate Scholarship!
The NCAA awards up to 174 postgraduate scholarships annually, 87 for men and 87 for women. The scholarships are awarded to student-athletes who excel academically and athletically and who are in their final year of intercollegiate athletics competition during the 2009-10 academic year.
The one-time grants of $7,500 each are awarded for fall sports, winter sports and spring sports. Each sports season (fall, winter and spring), there are 29 scholarships available for men and 29 scholarships available for women. The scholarships are one-time, non-renewable grants.
If you meet the following criteria please see Spencer Welborn in the Academic Support Center or email him @ welborn@uncaa.unc.edu before DEC. 18!!

- In final season of NCAA athletics eligibility or will not be using any remaining athletics eligibility.
- Have an overall undergraduate minimum cumulative grade-point average of 3.200 (based on a 4.000 scale) or its equivalent, including all undergraduate hour earned at all undergraduate institutions attended. The grade-point average may not include any graduate-level hours.
- Have performed with distinction as a member of the varsity team in the sport in which the student-athlete is being nominated. The degree of the student-athlete s athletics achievement will be weighed in conjunction with academic performance, university involvement and volunteer community service. Institutions should note participation in activities in which the student-athlete serves as an example to other students and demonstrates leadership qualities.
- Intend to continue academic work beyond the baccalaureate degree and enroll in a graduate degree program on a part- or full-time basis at an academically accredited graduate or degree-granting professional school. An academic professor of the college in which the student-athlete is currently enrolled must address the capability of the student-athlete for graduate study.
- Are outstanding citizens and excellent role models for the institution and intercollegiate athletics as a whole.

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NCAA POSTGRADUATE SCHOLARSHIP

(FALL SPORTS: DUE JANUARY 14)

Are you interested in attending graduate school next year? If so, you may be eligible for the NCAA Postgraduate Scholarship!

javascript:parent.goToURL('http://www1.ncaa.org/membership/ed_outreach/prof_development/postgrad_scholarship_info/Postgrad_Spring_Women_2006_07.pdf');The NCAA awards up to 174 postgraduate scholarships annually, 87 for men and 87 for women. The scholarships are awarded to student-athletes who excel academically and athletically and who are in their final year of intercollegiate athletics competition during the 2009-10 academic year.

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If you meet the following criteria please see Spencer Welborn in the Academic Support Center or email him @ welborn@uncaa.unc.edu before *DEC. 18!!*

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- Have performed with distinction as a member of the varsity team in the sport in which the student-athlete is being nominated. The degree of the student-athlete's athletics achievement will be weighed in conjunction with academic performance, university involvement and volunteer community service. Institutions should note participation in activities in which the student-athlete serves as an example to other students and demonstrates leadership qualities.
- Intend to continue academic work beyond the baccalaureate degree and enroll in a graduate degree program on a part- or full-time basis at an academically accredited graduate or degree-granting professional school. An academic professor of the college in which the student-athlete is currently enrolled must address the capability of the student-athlete for graduate study.
- Are outstanding citizens and excellent role models for the institution and intercollegiate athletics as a whole.

From: Tony Yount <tonyyount@uncaa.unc.edu>
Sent: Monday, October 26, 2009 2:37 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Eligibility Statements

All mine are done and on file in my office for gymnastics, volleyball,
women's lax, women's golf

Tony

From: Dick Baddour <dbaddour@uncaa.unc.edu>
Sent: Wednesday, November 5, 2008 10:56 AM
To: -Everyone <-Everyone@uncaa.unc.edu>
Subject: RAM RULES - PLEASE READ!

The Ram Rules
UNC Department of Athletics
Vol VIII * No. 2 * November 3, 2008

A newsletter designed to educate University of North Carolina student-athletes about NCAA rules. As a UNC student-athlete, it is YOUR responsibility to review the contained information to preserve your eligibility to participate in intercollegiate athletics.

Student Athletes,

I know that we supply you with information about NCAA gambling regulations quite often, but it is very important to continue to stress to you the pitfalls involved with gambling.

An intra-squad scrimmage is a useful way to evaluate talent for coaches, and can be a welcome change from the everyday routine of practice for the student-athletes. However, student-athletes must still be aware of the dangers that intra-squad scrimmages can place on their eligibility.

NCAA Bylaw 10.3 does not allow student-athletes to solicit or accept bets on any intercollegiate athletics competition that has any tangible value. It may seem harmless for the student-athletes to bet a week□s worth of laundry service to the winner of the game, however this is a service that has tangible value which is impermissible by NCAA rules. Student-athletes who don□t follow Bylaw 10.3 risk losing their eligibility for the season or possibly their entire NCAA career.

Also at your eligibility meeting you heard our sports nutritionists talk about the dangers associated with taking over-the-counter supplements. Below is an article about a supplement which was not properly labeled.

As always, please contact the Compliance Staff (962-6000) if you have any questions about NCAA gambling regulations or contact the Sports Nutrition Staff (962-9356) regarding questions about supplements.

Sincerely,
Dick Baddour
Director of Athletics

Saints' Nesbit sues supplement maker after serving suspension

METAIRIE, La. -- Saints offensive guard Jamar Nesbit filed suit Tuesday against the maker of a weight-loss supplement, alleging it was improperly spiked with a diuretic that is banned by the NFL.

The lawsuit against the makers of StarCaps, an over-the-counter product, was filed in federal district court in New Jersey, said Nesbit's attorney Brian Molloy.

Nesbit returned last week from a four-game suspension levied after he tested positive for Bumetanide, a substance that helps rid the body of excess water and salt. The NFL considers the substance a possible masking agent for steroids.

It is the same substance for which several other players around the league have reportedly tested positive, including three other Saints: running back Deuce McAllister and defensive ends Will Smith and Charles Grant.

McAllister, Smith and Grant remain on the Saints roster pending a consolidated appeal of their suspensions, said a person familiar with their case. The person spoke to The Associated Press on condition of anonymity because the appeals are ongoing.

Nesbit never appealed his suspension because he did not expect to win, and instead chose get it over with as soon as possible while trying to recoup his $235,294 in lost salary from StarCaps, Molloy said.

"Under NFL rules, you are strictly liable for what is in your body. They don't care how it got there, contaminated supplements or otherwise," said Molloy, who has represented other players in past appeals of NFL suspensions for banned substances. "So he did not appeal his suspension and focused his attention on going after the manufacturer of StarCaps."

In addition to lost salary, the lawsuit seeks money for damage to Nesbit's reputation and for the alleged intentional, undisclosed spiking of the product with Bumetanide.
Molloy said some of Nesbit's leftover pills were tested and found to be contaminated with Bumetanide, which is not listed as an ingredient.

StarCaps did not immediately respond to an e-mail from The Associated Press seeking comment on the allegations.

McAllister, who publicly acknowledged he was being investigated by the league after the Saints' 37-32 victory over San Diego on Sunday, has said his positive test for Bumetanide also resulted from his use of StarCaps. He said he has been using the product to help him control his weight for four years and had the pills lab-tested before he began taking them.
Nesbit's lawsuit was filed the day after the Saints flew home from London, where they improved to 4-4 by beating the Chargers.

The Saints and the NFL have declined to discuss the investigations of individual players' alleged use of banned substances, citing confidentiality rules.

Dick Baddour
Director of Athletics
The University of North Carolina
P O Box 2126
Chapel Hill, NC 27515

From: Dick Baddour <dbaddour@uncaa.unc.edu>
Sent: Thursday, April 30, 2009 12:14 PM
To: -Everyone <-Everyone@uncaa.unc.edu>
Subject: RAM RULES - PLEASE READ
Attach: TEXT.htm

The Ram Rules
UNC Department of Athletics
Vol. VIII * No. 9 * April 29, 2009

A newsletter designed to educate University of North Carolina student-athletes about NCAA rules. As a UNC student-athlete, it is YOUR responsibility to review the contained information to preserve your eligibility to participate in intercollegiate athletics.

Student-Athletes,

Several nutritional supplements on the market have been recalled by their vendor, Universal ABC Beauty Supply International, Inc., because they have been found by the Food and Drug Administration (FDA) to contain Sibutramine, which is a drug used as an appetite suppressant for weight loss. The recalled dietary supplements were not supposed to contain this drug, nor did they identify it as an ingredient on the packaging. Sibutramine is known to substantially increase patients blood pressure and/or pulse rate, and may present a significant risk to patients with a history of coronary artery disease, congestive heart failure, arrhythmias, or stroke.

As you all know, the supplement industry is NOT regulated by the FDA! Therefore, their safety and effectiveness is unknown. It is because of this uncertainty that the Department of Athletics requires student-athletes to receive prior approval before consuming ANY dietary supplement. You should discuss the product in question with your sport s athletic trainer or one of our departmental sports nutritionists (Jen Ketterly or Rebecca Rebmann) prior to purchasing it. Though they will not be able to give you 100% assurance of its safety, they will he able to identify the product s level of risk.

Please see below for a complete list of dietary supplements that have been recalled. We appreciate your cooperation with this advance approval policy, as it is in place to protect your personal welfare. Please contact our Sports Medicine staff if you have any questions about supplement use, in general, or if you have concerns about any supplements identified on the list below.

Dick Baddour
Director of Athletics

Recall Information
http://www.fda.gov/oc/po/firmrecalls/universalabc04_09.html

PRODUCT NAME
1. ProSlim Plus, 60 capsules, bottle in box
2. 3 DAYS fit, 60 capsules, bottle in box
3. EIGHT FACTOR DIET, 60 capsules, 3 pouches/box
4. 24hours Diet, 60 capsules
5. Slim 3in1 M-18 ROYAL DIET, 90 capsules, 3 pouches/box
6. 3X SLIMMING POWER, 60 capsules, bottle in box
7. Extrim Plus 24 Hours RE-BURN Formula, 60 capsules
8. Slim 3in1 EXTRA SLIM FORMULA, 90 capsules, 3 pouches/box
9. Slim 3in1 EXTRA SLIM WAIST FORMULA, 90 capsules, 3 pouches/box
10. SLIM EXPRESS 360 C
11. SLIM EXPRESS 4in1, 60 capsules, bottle in box
12. ROYAL SLIMMING FORMULA, 60 capsules, bottle/box
13. BODY CREATOR, 90 capsules, 3 pouches/box
14. Slim Waistline (labeling written in Chinese)
15. BODY SHAPING, 90 capsules, 3 pouches/box
16. PERFECT SLIM, 90 capsules, 3 pouches/box
17. Perfect Slim 100% Natural Herbal Essence
18. IMELDA Perfect Slim
19. Slim Waist Formula, 32 capsules, 2 pouches/box
20. Super Slimming, 60 capsules, bottle in box
21. 2 DAY DIET
22. Powerful Slim
23. BODY SHAPING
24. SUPER FAT BURNER, 60 capsules, bottle in box
25. SLIMMING FORMULA
26. SLIM FAST 2, 32 capsules, 2 pouches/box
27. SLIM FAST, 60 capsules, 3 pouches/box
28. Slim up, 120 capsules, bottle in box
29. 7 DAYS DIET, 60 capsules, 3 pouches/box
30. Perfect Slim Up, 60 capsules, bottle in box
31. JM Fat Reducer
32. SlimBurn
33. 21 Double SLIM
34. TRIM PLUS 2

Dick Baddour

Director of Athletics
The University of North Carolina
P O Box 2126
Chapel Hill, NC 27515

From: Dick Baddour <dbaddour@uncaa.unc.edu>
Sent: Friday, August 14, 2009 8:39 AM
To: -Everyone <-Everyone@uncaa.unc.edu>
Subject: Fwd: 2009-10 ACC Manual
Attach: TEXT.htm; IMAGE.jpeg; 2009-10 ACC Manual.pdf

MEMO:

TO: Athletic Department Staff

FROM: Dick Baddour

SUBJECT: 2009-10 ACC Manual

Please note the email from the ACC. The ACC Manual is available to anyone in the Department.

Dick Baddour
Director of Athletics
The University of North Carolina
P O Box 2126
Chapel Hill, NC 27515

>>> On 8/12/2009 at 3:39 PM, in message <F7E70CAF42CDA24091A89DB77ACE91A0157C0E5C48@BE188.mail.lan>, "Babcock, Lindsey" <lbabcock@theacc.org> wrote:

Atlantic Coast Conference

Office of the Commissioner

TRANSMITTED VIA ELECTRONIC MAIL

MEMORANDUM

August 12, 2009

TO: Faculty Athletics Representatives
Athletics Directors
Senior Woman Administrators
Compliance Coordinators

FROM: Shane Lyons, Associate Commissioner
Lindsey Babcock, Director of Compliance and Governance

SUBJECT: 2009-10 ACC Manual

As you are aware, due to Conference cost containment initiatives, the 2009-10 ACC Manual will not be printed this year. Therefore, the manual has been attached to this email and will also be made available to member institutions on the password protected ACC Online Info site. Instructions for accessing the site are included below. Please forward the attached document to those on your campus (e.g., coaches, administrators, etc.) who you feel need a copy of the updated manual.

Please let us know if you have any questions.

Instructions for using intranet.theacc.org:
1. Go to: http://intranet.theacc.org
2. Enter username: accinfo@theacc.org
3. Enter password: member
4. Select General Information
5. Select 2009-10 ACC Manual

cc: Commissioner John D. Swofford

Lindsey K. Babcock
AtlanticCoastConference
Director of Compliance & Governance
336-854-8787
336-369-0065 (fax)
lbabcock@theacc.org

From: Dick Baddour <dbaddour@uncaa.unc.edu>
Sent: Wednesday, September 9, 2009 2:16 PM
To: -Everyone <-Everyone@uncaa.unc.edu>
Subject: Ram Rules #1: Countable Athletically-Related Activities
Attach: TEXT.htm

The Ram Rules
UNC Department of Athletics
Vol IX * No. 1 * September 9, 2009

A newsletter designed to educate University of North Carolina student-athletes about NCAA rules. As a UNC student-athlete, it is YOUR responsibility to review the contained information to preserve your eligibility to participate in intercollegiate athletics.

Welcome back! As you begin the 2009 fall semester in Chapel Hill, we want to make sure you are aware of NCAA regulations concerning the amount of time that coaches are permitted to require your participation in what the NCAA refers to as □countable athletically-related activities□.

This issue will explain the following topics regarding countable hours:

I. Countable Hours: What Counts?
II. What are the Time Limits?
III. Do I Get Breaks?

I. Countable Hours: What Counts?

The following are considered countable athletically-related activities and must be counted in the weekly and daily time limitations:Practice
Field, floor, or on-court activities
Mandatory meetings
Film Review
□Chalk Talk□
Competition
Required weight-training and conditioning activities held at the direction of, or supervised by, a UNC coach or other UNC staff member (e.g., strength coach)
Required participation in camps, clinics, or workshops
□Captain□s practices□ - no coaches present, but considered mandatory for the team

The following activities DO NOT count against the weekly and daily time limitations:Study hall or tutoring
Travel to and from practice and competition
Treatment and rehabilitation
Voluntary individual workouts without a coach
Voluntary strength and conditioning workouts
Pick-up games and other similar activities not directed by a coach

In order for a workout to be voluntary (and not countable), the following must occur:
□ You are not required to attend, and information related to the activity is not reported back to your coaches (by other student-athletes, strength coaches, etc.);
□ Your attendance, or lack thereof, cannot be recorded and reported to your coaches; and
□ You cannot be rewarded for participating, nor may you be penalized if you choose not to.

II. What are the Time Limits?

In all sports, the following time limitations apply when UNC□s classes are in session. (No time limits are in effect during vacation periods). Exceeding these limits is a violation of NCAA rules!
During the □traditional season of competition□ (in-season), a student-athlete□s participation in countable athletically related activities is limited to a maximum of 4 hours per day and 20 hours per week.
Competition days always counts as 3 hours, regardless of the actual amount of time spent on athletically-related activities that day.
A practice round of golf may exceed 4 hours, but must count for the full amount of time spent, and the 20-hour weekly limit is still in effect.
Practice rounds of golf held at the site of the tournament on the day prior to the tournament count as 3 hours, regardless of actual length.
During the □non-traditional season of competition□ (off-season), a student-athlete□s participation in countable athletically-related activities is limited to a maximum of 8 hours per week.
In sports other than football, no more than 2 hours per week may be spent on individual/team workouts with a coach. Football student-athletes are instead allotted 2 hours of film review.
Remaining time (up to 8 total hours) may be spent only on weight training and conditioning activities.

III. Do I Get Breaks?

□ Required Day(s) Off: During the playing season, you must have one calendar day per week that is free from ANY countable activities. Vacation days and travel days may fulfill this requirement. This rule is not in effect during conference and NCAA championships. During the off-season (i.e., 8-hour weeks), you must have two calendar days per week free from ANY countable activities.
□ Preseason Practice: Daily and weekly time limitations do not apply during preseason practice prior to the first day of classes.
□ Vacation Periods: Time limitations do not apply during official vacation periods in-season. However, if a vacation period occurs during any part of a week in which classes are in session, the institution is subject to the time limitations during that portion of the week, and must provide the student-athletes with the required day off, which may be a vacation day. During vacation periods in the off-season, a student-athlete may not participate in ANY countable athletically-related activities.

The Ram Rules Bottom Line:

It is your responsibility to understand NCAA and UNC rules. Please ask an Athletics Department official or call the Compliance Office at 962-6000 if you have any questions or concerns about countable athletically-related activities and their respective time limits.

Dick Baddour
Director of Athletics
The University of North Carolina
P O Box 2126
Chapel Hill, NC 27515

From: Dick Baddour <dbaddour@uncaa.unc.edu>
Sent: Friday, October 9, 2009 11:16 AM
To: -Everyone <-Everyone@uncaa.unc.edu>
Subject: Ram Rules #2 - Supplements
Attach: TEXT.htm

The Ram Rules
UNC Department of Athletics
Vol IX * No. 2 * October 8, 2009

A newsletter designed to educate University of North Carolina student-athletes about NCAA rules. As a UNC student-athlete, it is YOUR responsibility to review the contained information to preserve your eligibility to participate in intercollegiate athletics.

During team eligibility meetings this fall, our department s sports nutritionists, Jen Ketterly and Rebecca Rebmann, spoke to all of our student-athletes about the potential dangers associated with taking supplements that have not been approved by our sports medicine staff. The following is an article from ABC News reinforcing this point.
Young Athletes Turn to Sometimes Harmful Strength SupplementsCongress to Hear Near-Death Experiences in Testimony From AthletesBy LISA CHINN and MIKE CALLAHAN
Sept. 29, 2009
Athletes (http://abcnews.go.com/Health/WellnessNews/trendy-kettlebell-workout-exercise-staple/story?id=8494655) are constantly under pressure to become stronger and faster and many turn to strength supplements (http://abcnews.go.com/Health/MensHealthNews/story?id=7969671&page=1)they ordered online. But, in an effort to crack down on the industry, the Senate Judiciary Committee is expected to hear testimony today from young men and women detailing their near-death experiences with these seemingly harmless supplements.
Sports supplements make up a $2 billion industry that continues to grow. The Internet is saturated with ads and Web sites promising athletes results that sometimes seem too good to be true.
Jareem Gunter, 26, was looking for a competitive edge in baseball and he was not alone, he said.
"I believe around 90 percent of players or more take some kind of supplement (http://abcnews.go.com/Health/Healthday/story?id=5185154&page=1)," Gunter said.
During his first year of playing college baseball, Gunter took Superdrol, a substance that promised a dramatic increase in strength.
"I did research for three to four weeks to make sure I wasn't taking anything that could harm me," Gunter said.
But Superdrol apparently harmed Gunter and he ended up in the hospital one month later because his body had shut down from severe liver failure.
"This was on a Sunday," Gunter said. "And [the doctor] said if I had waited until Tuesday I could have been dead."
Superdrol contains methasterone, a potentially dangerous substance that acts like testosterone once it is in a person's body.
"Methasterone has long been known to be and act like an anabolic steroid," ABC News medical contributor Dr. Marie Savard said. "So, in a way, it doesn't sound like testosterone, doesn't sound like a hormone, but it is. It has all those dangerous effects that wreak havoc with a young child's hormone levels." Hoping to Crack Down on Illegal Steroids
The company that sold Superdrol is now out of business but the drug and other designer steroids continue to be sold in stores and on the Web as pressure on young athletes continues to grow. Nearly five percent of all teenagers have admitted to some kind of steroid (http://abcnews.go.com/Health/story?id=3956728&page=1) use and Internet sales for strength supplements have increased 50 percent.
"All you need is a credit card and a computer," Travis Tybolt of the United States Anti-Doping Agency said. "The smart chemists out there and the evil chemists out there are exploiting the loophole that allows these to be sold."
The result is that many parents and coaches want to promote a "no-substance" policy. The dietary supplement industry also wants to crack down on these substances that could tarnish the industry's reputation.
"It is a crime to sell illegal steroids, and anyone caught doing this ought to get the book thrown at them," Daniel Fabricant of the Natural Products Association said in a statement. "We're glad the Congress is looking into this, because anything we can do to separate the legal, safe and healthy dietary supplement industry from the seedy, fly-by-night, and unsafe world of illegal steroids is worthwhile."
Copyright 2009 ABC News Internet Ventures

The Ram Rules Bottom Line:

It is your responsibility to understand NCAA and UNC rules. Please seek assistance from your athletic trainer, Jen, or Rebecca prior to engaging in ANY supplement use!

Dick Baddour
Director of Athletics
The University of North Carolina
P O Box 2126
Chapel Hill, NC 27515

From: Dick Baddour <dbaddour@uncaa.unc.edu>
Sent: Friday, October 16, 2009 2:22 PM
To: -Everyone <-Everyone@uncaa.unc.edu>
Subject: Ram Rules #3: Gambling
Attach: TEXT.htm

The Ram Rules
UNC Department of Athletics
Vol IX * No. 3 * October 16, 2009

A newsletter designed to educate University of North Carolina student-athletes about NCAA rules. As a UNC student-athlete, it is YOUR responsibility to review the contained information to preserve your eligibility to participate in intercollegiate athletics.

Gambling occurs on EVERY college campus. Unfortunately, student-athletes can be drug into gambling in such an innocent manner that they do not even realize it is happening. Below is an article from the NCAA□s monthly gambling education newsletter. After you read it, you□ll understand that no student-athlete is safe. Each and every one of you could be pulled into gambling. So make the right choices, no matter how trivial they may appear to be at the time. Your collegiate eligibility is at stake.

Guest Columnist
This month's guest column comes from a current NCAA student-athlete, who wishes to remain
anonymous. He details his past experiences with sports wagering and the consequences that he was dealt as a result.

Hello everyone, I am here to tell you about my experience with gambling and how it is has affected my life and what I have done now to better it.

So where do I start? Well I guess I will give some background on the type of person I am and how I got into this whole misdirected and miscued world of gambling. Right now I am attending college in Pennsylvania while also being involved in the men's varsity soccer program, a fraternity and also many other organizations on campus. I love just being able to hang out with my friends watching any type of sporting event and this is where the problem started. When I was in eighth grade one of my best friend's older brothers (we will call him Bob for the rest of the story to make things easier) approached me about gambling. He knew that I was all about sports, knowing all the stats and what players were doing well and what players were struggling. I knew everything there was to know about the NBA, NFL, and MLB. He said to me, "If you love watching the games and love looking up stats, why not make things more interesting and more fun." So I had no clue what that actually meant until he started giving me spread lines and over/unders in which I could place small wagers on ($1-$5). I had no clue that on that day, my life would change for the worst.

Growing up in a small community, there were only a select crowd of people that you were going to get associated with especially as a guy; it was the people that were in the play and theatre, the druggies, and then the jock athletes. The jock athletes (the one that I was considered in and probably one of the most likeable) always were hanging out playing poker, watching the big games and just loving sports. Well throughout high school, I continued placing wagers with Bob thinking that it was fine winning a few dollars here and there, not really losing money and having enough to have pocket cash. The worst part was I knew I was getting in too deep, now betting on games that I had no interest in and betting for a much higher amount. Along came my senior year and I was having the time of my life, being named one of the top 30 soccer players in my state along with being accepted to a fine college to continue my academics and athletics career. I thought nothing was going to bring me down until I got in over my head. I owed Bob a sum of money that I did not end up having and had to do something about it. I had to end up selling my IPod and Play Station to make up the loose cash I did not have. It was not one of my finer points in life and I knew something had to change before this happened again especially due to the fact that I was going to college and did not want to create any problems when I was up at school. But the other main reason was just because I did not want to embarrass my parents and disgrace my family.

Freshman year came along and I did what I felt like I had to do to change. I stopped talking to Bob and I started thinking and focusing on other subjects that pertained more to me, like bettering myself in soccer and in the class room. After three years at college I thought that everything was going wonderfully, I had a great support system in my teammates, coaching staff and my fraternity brothers and was loving the college life. There was nothing more that I could ask for, until I did something that I regret and still regret. I think about it every day and just wish I could go back and change it.

At the beginning of my junior year in college my old friends from high school and I decided that it would be a great idea to bring back a tradition the next September - fantasy football. We were starting to lose touch with each other with everyone going to different schools and doing their own thing. We needed something to bring us back together talking and getting back to our old friendships. Here is where things went wrong for me, we decided to place money down on it and have one of my friends be the commissioner of the league who kept all of the money. At the time I did not know that this was illegal for the NCAA and thought since everyone else does it that it should not matter but I think that given my past experiences and me getting started in it again that I had to tell someone. I started to get too into it again and I ended up telling one of my friends on the soccer team who was concerned about me and told my head coach. My head coach helped me in so many ways that I cannot even describe it in words and I don't think he knows that, but after talking to my coach, we decided that I needed help just to make sure that I do not fall back into the trap and old habits again. We decided that it would be a good idea for me to go to Gamblers Anonymous and basically talk to people that have gone through this circumstance before and to help me abstain from any type of gambling. So I continued to go to GA for the rest of my junior year and the summer going into my senior year clean from gambling and it felt good.

But along came my senior year, and I was ready to be a leader on the soccer team after being named 2nd Team all Conference and felt like I could improve on my stats from the years before and help my team earn a spot in the playoffs. When preseason started, I had a meeting with our athletics director about me violating one of the rules for the agreements of players in the NCAA. I felt like it was my duty as a player to report this, even though I did not expect it to turn out the way it did. I found out after I reported it that it was a major issue and that I could've lost my senior years eligibility and have my career end without me even stepping out on that field. The athletics director (his assistants), the coaching staff and all of the college were supportive of me and were helping me deal and cope with what I was going through. Everyone was working diligently trying to help me get a hearing set up and have my case heard by the NCAA Review Board. It was tearing me up inside thinking that I brought this upon myself and that gambling which has affected my financial status is now taking away one of my true loves in life. I had to sit out the rest of the preseason due to the fact that once I reported that I gambled, I actually was immediately ineligible and could not partake in any more practices or scrimmages. After sitting out for over more than a week and a half, the review board heard my case and was going to let me know a day or two after with their decision. I was just praying that I would be able to play again and that this wasn't going to be the end for me. After two days, the board came back with the decision that I was going to have to sit out two games due to the fact that I did violate the
NCAA gambling rules. At first I was relieved that I was going to be able to play this year, but at the same time I was upset that this whole situation went this far over small wages that I could have stopped.

After the hearing and getting the results from the review board, I swore to myself and my friends that I was going to do something to prevent this from happening to me or anyone else again. I have abstained from gambling for what will be a year coming up in February and it feels amazing, but I know that I could help out other students too. I have joined the Gambling Task Force Committee here at my college to add the students perspective of what can be done to help gambling addicts on campus even if they don't think they need help. This year so far has had its ups and downs but I am glad that I am getting my life back on track and normal again without having to worry about losing money or even losing family and friends over gambling. I would like to thank you for taking your time and reading this. Hopefully my life was not too boring for you but I do want to say one thing. Take it from me, gambling is not worth it, it is not worth it to put your collegiate career in jeopardy, it is not worth it to lose all of that money and it is not worth it because in the end you'll never win. You will always lose somehow.

The Ram Rules Bottom Line:

It is your responsibility to understand NCAA and UNC rules. ANY gambling on college and professional sports is against NCAA regulations, even if the amount of the wager is minimal! Your eligibility is at risk. DON□T BET ON IT.

Please contact the Compliance Office (919-962-6000) if you have any questions about NCAA gambling regulations.

Dick Baddour
Director of Athletics
The University of North Carolina
P O Box 2126
Chapel Hill, NC 27515

From: Dick Baddour <dbaddour@uncaa.unc.edu>

Sent: Tuesday, April 20, 2010 4:31 PM

To: Battle, Allison <abattle@uncaa.unc.edu>; Bitting, Angie <abitting@uncaa.unc.edu>; Calder, Andrew <acalder@uncaa.unc.edu>; Council, Chris <acouncil@uncaa.unc.edu>; Sexton, Anne <aesexton@uncaa.unc.edu>; Hoots, Amy <ahowe@uncaa.unc.edu>; Grant, A.J. <ajgrant@uncaa.unc.edu>; Herman, Amy <ajschae@uncaa.unc.edu>; Kaufman, Art <akaufman@uncaa.unc.edu>; Kidd, Alison <akidd@uncaa.unc.edu>; Creighton, Alex <Alex_Creighton@med.unc.edu>; Mogridge, Allen <amogridge@uncaa.unc.edu>; Dorrance, Anson <anson@uncaa.unc.edu>; Tucker II, Tony <antoniot@uncaa.unc.edu>; Anundsen, Sara <anundsen@uncaa.unc.edu>; Oliver, Ann <aoliver@uncaa.unc.edu>; Parker, Anthony <aparker@uncaa.unc.edu>; Pettigrew, Antonio <apettigrew@uncaa.unc.edu>; Piland, Amy <apiland@uncaa.unc.edu>; Minshall, Alisa Rawls <arawls@uncaa.unc.edu>; Sadler, Anne <asadler@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; -Athletics Administration <-Athletics Administration@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; York, Aaron <ayork@uncaa.unc.edu>; Sanders, Ben <basander@uncaa.unc.edu>; Bersticker, Brian <bbersticker@uncaa.unc.edu>; Clarke, Bonnie <bclarke@uncaa.unc.edu>; Ellis, Bob <bellis@uncaa.unc.edu>; Farley, Brie <bfarley@uncaa.unc.edu>; Gales, Bobby <bgales@uncaa.unc.edu>; Haithcock, Brenda <bhaithcock@uncaa.unc.edu>; Holman, Brian <bholman@uncaa.unc.edu>; Hundley, Bobby <bhundley@uncaa.unc.edu>; Biener, Eric <biener@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Maddux, Brandon <bmaddux@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Noell, Bruce <bnoell@uncaa.unc.edu>; Palladino, Bill <bpalladino@uncaa.unc.edu>; Breneman, Janelle <breneman@uncaa.unc.edu>; Breschi, Joe <breschi@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Simpson, Brannon <bsimpson@uncaa.unc.edu>; Smith, Beverly <bsmith@uncaa.unc.edu>; Smith, Brett <bsmith8@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Adams, Clarissa <cadams@uncaa.unc.edu>; Camarati, Jeff <camarati@uncaa.unc.edu>; Andrews, Clara <candrews@uncaa.unc.edu>; Greene, Catherine <catgreen@uncaa.unc.edu>; Atwater, Cindi <catwater@uncaa.unc.edu>; Brossman, Curt <cbrossman@uncaa.unc.edu>; Conway, Connie <cconway@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Feifs, Chris <cfeifs@uncaa.unc.edu>; Gallo, Chris <cgallo@uncaa.unc.edu>; Garth, Christy <cgarth@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Ward, Chuck <charlew@uncaa.unc.edu>; Chase, Kaye <chasek@uncaa.unc.edu>; Hirth, Chris <chirth@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Harris, Chris <christhj@uncaa.unc.edu>; Ciocca, Mario <ciocca@email.unc.edu>; Boxberger, Carl <cjbox@uncaa.unc.edu>; Clayton, Daniel <claytond@uncaa.unc.edu>; Morris, Clarence <clmorris@fac.unc.edu>; Luke, Christopher <cluke@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; Olivera, Carl <coliveira@uncaa.unc.edu>; Cook, Jennifer <cookjr@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Smith, Charlotte <csmith@uncaa.unc.edu>; Somoano, Carlos <csomoano@uncaa.unc.edu>; Sparrow, Christopher <csparrow@fac.unc.edu>; Stone, Cynthia <cstone@uncaa.unc.edu>; Suits, Christy <csuits@uncaa.unc.edu>; Wade, Chad <cwade@fac.unc.edu>; Williams, Charlie <cwilliams@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Beach, Daniel <danielb@uncaa.unc.edu>; Arendas, Dave <darendas@uncaa.unc.edu>; Thomas, David <david.thomas@facilities.unc.edu>; Cheek, Donna <dcheek@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Andrews, David <dfandrew@uncaa.unc.edu>; Gelin, Dana <dgelin@uncaa.unc.edu>; Gourley, Danny <dgourley@uncaa.unc.edu>; Hill, Don <dhill@uncaa.unc.edu>; Hooker, Dan <dhooker@uncaa.unc.edu>; Joyce, Diane <djoyce@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Lohse, Dave <dlohse@uncaa.unc.edu>; Lowe, DiAnne

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Subject: Athletic Department Play Day

Attach: TEXT.htm; Playday Form.pdf

MEMO

To: Athletic Department Personnel

From: Dick Baddour

Subject: Athletic Department Play Day

On May 5, 2010 all members of the Athletic Department are invited to participate in a golf, tennis, volleyball or walking outing.

Please print the attached form and indicate your preference of activity and return it to Beth Miller by April 27, 2010. If you would like to play golf with specific people, please indicate this on the form along with your handicap or average score.

Golfers will begin play at 10:30am at Finley Golf Course. Tennis players should meet at the UNC Tennis Center at 1:30 pm, and volleyball players should meet in Carmichael Arena at 1:30 pm. We have not finalized details for walkers, but will let you know prior to May 5.

I hope all of you will be able to participate and we look forward to being with you at this time.

Dick Baddour
Director of Athletics
The University of North Carolina
P O Box 2126
Chapel Hill, NC 27515

Athletic Department Playday Form

Name: _____

_____ I will play golf

_____ Handicap or Average Score

Others you would like to play with:

_____

_____

_____

_____ I will play Tennis

_____ I will play Volleyball

_____ I will walk

****** Please return form to Beth Miller by April 27, 2010 ******

From: Dick Baddour <dbaddour@uncaa.unc.edu>

Sent: Tuesday, April 20, 2010 4:33 PM

To: Battle, Allison <abattle@uncaa.unc.edu>; Bitting, Angie <abitting@uncaa.unc.edu>; Calder, Andrew <acalder@uncaa.unc.edu>; Council, Chris <acouncil@uncaa.unc.edu>; Sexton, Anne <aesexton@uncaa.unc.edu>; Hoots, Amy <ahowe@uncaa.unc.edu>; Grant, A.J. <ajgrant@uncaa.unc.edu>; Herman, Amy <ajschae@uncaa.unc.edu>; Kaufman, Art <akaufman@uncaa.unc.edu>; Kidd, Alison <akidd@uncaa.unc.edu>; Creighton, Alex <Alex_Creighton@med.unc.edu>; Mogridge, Allen <amogridge@uncaa.unc.edu>; Dorrance, Anson <anson@uncaa.unc.edu>; Tucker II, Tony <antoniot@uncaa.unc.edu>; Anundsen, Sara <anundsen@uncaa.unc.edu>; Oliver, Ann <aoliver@uncaa.unc.edu>; Parker, Anthony <aparker@uncaa.unc.edu>; Pettigrew, Antonio <apettigrew@uncaa.unc.edu>; Piland, Amy <apiland@uncaa.unc.edu>; Minshall, Alisa Rawls <arawls@uncaa.unc.edu>; Sadler, Anne <asadler@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; -Athletics Administration <-Athletics Administration@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; York, Aaron <ayork@uncaa.unc.edu>; Sanders, Ben <basander@uncaa.unc.edu>; Bersticker, Brian <bbersticker@uncaa.unc.edu>; Clarke, Bonnie <bclarke@uncaa.unc.edu>; Ellis, Bob <bellis@uncaa.unc.edu>; Farley, Brie <bfarley@uncaa.unc.edu>; Gales, Bobby <bgales@uncaa.unc.edu>; Haithcock, Brenda <bhaithcock@uncaa.unc.edu>; Holman, Brian <bholman@uncaa.unc.edu>; Hundley, Bobby <bhundley@uncaa.unc.edu>; Biener, Eric <biener@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Maddux, Brandon <bmaddux@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Noell, Bruce <bnoell@uncaa.unc.edu>; Palladino, Bill <bpalladino@uncaa.unc.edu>; Breneman, Janelle <breneman@uncaa.unc.edu>; Breschi, Joe <breschi@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Simpson, Brannon <bsimpson@uncaa.unc.edu>; Smith, Beverly <bsmith@uncaa.unc.edu>; Smith, Brett <bsmith8@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Adams, Clarissa <cadams@uncaa.unc.edu>; Camarati, Jeff <camarati@uncaa.unc.edu>; Andrews, Clara <candrews@uncaa.unc.edu>; Greene, Catherine <catgreen@uncaa.unc.edu>; Atwater, Cindi <catwater@uncaa.unc.edu>; Brossman, Curt <cbrossman@uncaa.unc.edu>; Conway, Connie <cconway@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Feifs, Chris <cfeifs@uncaa.unc.edu>; Gallo, Chris <cgallo@uncaa.unc.edu>; Garth, Christy <cgarth@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Ward, Chuck <charlew@uncaa.unc.edu>; Chase, Kaye <chasek@uncaa.unc.edu>; Hirth, Chris <chirth@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Harris, Chris <christhj@uncaa.unc.edu>; Ciocca, Mario <ciocca@email.unc.edu>; Boxberger, Carl <cjbox@uncaa.unc.edu>; Clayton, Daniel <claytond@uncaa.unc.edu>; Morris, Clarence <clmorris@fac.unc.edu>; Luke, Christopher <cluke@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; Olivera, Carl <coliveira@uncaa.unc.edu>; Cook, Jennifer <cookjr@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Smith, Charlotte <csmith@uncaa.unc.edu>; Somoano, Carlos <csomoano@uncaa.unc.edu>; Sparrow, Christopher <csparrow@fac.unc.edu>; Stone, Cynthia <cstone@uncaa.unc.edu>; Suits, Christy <csuits@uncaa.unc.edu>; Wade, Chad <cwade@fac.unc.edu>; Williams, Charlie <cwilliams@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Beach, Daniel <danielb@uncaa.unc.edu>; Arendas, Dave <darendas@uncaa.unc.edu>; Thomas, David <david.thomas@facilities.unc.edu>; Cheek, Donna <dcheek@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Andrews, David <dfandrew@uncaa.unc.edu>; Gelin, Dana <dgelin@uncaa.unc.edu>; Gourley, Danny <dgourley@uncaa.unc.edu>; Hill, Don <dhill@uncaa.unc.edu>; Hooker, Dan <dhooker@uncaa.unc.edu>; Joyce, Diane <djoyce@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Lohse, Dave <dlohse@uncaa.unc.edu>; Lowe, DiAnne

<dlowe@uncaa.unc.edu>; Maddox, Daniel <dmaddox@fac.unc.edu>; Marbry, Delaine <dmarbry@uncaa.unc.edu>; McCauley, Don <dmccauley@uncaa.unc.edu>; McDermott, Debbie <dmcd@uncaa.unc.edu>; McPherson, Dawn <dmcpherson@uncaa.unc.edu>; Megaloudis, Dino <dmegaloudis@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Rea, Dana <drea@uncaa.unc.edu>; Parker, Andrew <drewp@uncaa.unc.edu>; Sanders, Darryl <dsanders@uncaa.unc.edu>; Ducar, Chris <ducar@uncaa.unc.edu>; Duffy, Clare <duffyce@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Cozart, Emily <ecozart@uncaa.unc.edu>; Culler, Ellen <eculler@uncaa.unc.edu>; Hoots, Eric <ehoots@uncaa.unc.edu>; Lindsey, Erin <elindsey@uncaa.unc.edu>; Lyons, Beth <emlyons@uncaa.unc.edu>; Montross, Eric <emontross@uncaa.unc.edu>; Stefanski, Eric <estefanski@uncaa.unc.edu>; Withers, Everett <ewithers@uncaa.unc.edu>; Fanney, Brandon <fanney@uncaa.unc.edu>; Maynard III, Frank <frankmaynard@uncaa.unc.edu>; Freeman, Justin <freemajk@uncaa.unc.edu>; Basnight, Gail <gbasnight@uncaa.unc.edu>; Fulton, Grant <gfulton@uncaa.unc.edu>; Gatz, Greg <ggg@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Andrews, Jason <jandrews@uncaa.unc.edu>; Angell, Jones <jangell@uncaa.unc.edu>; Mann, Jan <janmann@uncaa.unc.edu>; Barnwell, Jayne <jbarnwell@uncaa.unc.edu>; Bettcher, James <jbettcher@uncaa.unc.edu>; Blake, John <jblake@uncaa.unc.edu>; Boone, Josh <jboone@uncaa.unc.edu>; Connors, Jeff <jconnors@uncaa.unc.edu>; Jednak, Matt <jednak@uncaa.unc.edu>; Field, Jaci <jfield@uncaa.unc.edu>; Freeman, Jason <jfreeman@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Greavis, Josh <jgreavis@gmail.com>; Haase, Jerod <jhaase@uncaa.unc.edu>; High, Jane <jhigh@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Holland, Janine <jholland@uncaa.unc.edu>; Holt, Joan <jholt@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Jensen, Jack <jjensen@uncaa.unc.edu>; Langley, Josh <jlangley@uncaa.unc.edu>; Montgomery, John <jmont@uncaa.unc.edu>; Negalha, Jeff <jnegalha@uncaa.unc.edu>; Heath, Johnny <johnny@uncaa.unc.edu>; Brunner, John <johnnyb@uncaa.unc.edu>; Sahratian, Jonas <jonas@uncaa.unc.edu>; Guthrie, Jonathan <jonathan.guthrie@facilities.unc.edu>; Dalgleish, Joyce <joyced@uncaa.unc.edu>; Shepherd, Jeff <jrshephe@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shoop, John <jshoop@uncaa.unc.edu>; Spang, Jeffrey <jspang@med.unc.edu>; Spurling, James <jspurling@uncaa.unc.edu>; Townsend, Jennifer <jtownsend@uncaa.unc.edu>; Webb, Josh <jwebb@uncaa.unc.edu>; Karstaedt, Jack <karstaed@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Browning, Kenny <kbrowning@uncaa.unc.edu>; Cleary, Ken <kcleary@uncaa.unc.edu>; Creech, Karlton <kcreech@uncaa.unc.edu>; Crowder, Ken <kcrowder@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Duffy, Kathy <kduffy@uncaa.unc.edu>; Dutton, Kathy <kdutton@uncaa.unc.edu>; Ketterly, Jen <ketterly@uncaa.unc.edu>; Harbor, Kerry <kharbor@uncaa.unc.edu>; Jones, Kim <kjones@uncaa.unc.edu>; King, Kevin <kking@uncaa.unc.edu>; Kleissler, Amy <kleissle@uncaa.unc.edu>; Mack, Ken <kmack@uncaa.unc.edu>; Marlow, Katherine <kmarlow@uncaa.unc.edu>; McBee, Kenya <kmcbee@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Koenig, Kaye <koenig@uncaa.unc.edu>; Pennington, Kent <kp@uncaa.unc.edu>; Robinson, Kevin <krob@uncaa.unc.edu>; Lang, Kyle <kyle.n.lang@gmail.com>; Bernhard, Laura <laura53@uncaa.unc.edu>; Law, Greg <lawdawg@uncaa.unc.edu>; Murphy, Leea <ldmurphy@uncaa.unc.edu>; McPherson, Lindsey <lemcpher@uncaa.unc.edu>; King, Larry <lrking@uncaa.unc.edu>; Snyder, Lee <lsnyder@uncaa.unc.edu>; Mahecha, David <mahecha@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Beale, Michael <mbeale@uncaa.unc.edu>; Berry, Marcus <mberry@uncaa.unc.edu>; Bowers, Matt <mbowers@uncaa.unc.edu>; Bunting, Mike <mbunting@uncaa.unc.edu>; McCay, Matthew <mccay@uncaa.unc.edu>; Crowe, Michael <mcrowe@uncaa.unc.edu>; Dubnansky, Margie

<mdubnansky@uncaa.unc.edu>; Ford, Meeghan <mford@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Wilkinson, Mike <mhwgolf@uncaa.unc.edu>; Joines, Melinda <mjoines@uncaa.unc.edu>; Kivett, Mitchell <mkivett@fac.unc.edu>; Litzinger, Mike <mlitzinger@uncaa.unc.edu>; Nusbaum, Mark <mnusbaum@uncaa.unc.edu>; Morris, Rodney <morrisl@uncaa.unc.edu>; Perkins, Michael <mperkins@uncaa.unc.edu>; Pope, Mike <mpope@uncaa.unc.edu>; Ward, Michael <mrward@uncaa.unc.edu>; Steffer, Mark <msteffer@uncaa.unc.edu>; Gisselman, Stephen <mtbiker@uncaa.unc.edu>; Terrell, Matt <mterrell@uncaa.unc.edu>; Touloupas, Mary Alyson <mtouloup@uncaa.unc.edu>; Ericson, Natalie <natalie_ericson@uncaa.unc.edu>; Baber, Nellie <nbaber@uncaa.unc.edu>; Faustin-Parker, Nadine <nfaustinparker@uncaa.unc.edu>; Fava, Nicole <nfava@uncaa.unc.edu>; Harrell, Neal <nharrell@uncaa.unc.edu>; Lynch, Nadia <nlynch@uncaa.unc.edu>; Oregon, Evie M. <oregon@uncaa.unc.edu>; Overstreet, Tia <overstre@uncaa.unc.edu>; Sander, Tom <pacman@uncaa.unc.edu>; Barnes, Phil <pbarnes@uncaa.unc.edu>; Earley, Patricia <pearley@uncaa.unc.edu>; Gray, Patrick <pgray@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Marsh, Patrick <pmarsh@uncaa.unc.edu>; Myers, Pat <pmyers@uncaa.unc.edu>; Watson, Pete <pwatson@uncaa.unc.edu>; Rackham, Eve <rackham@uncaa.unc.edu>; Boger, Rick <rboger@uncaa.unc.edu>; Brewer, Rick <rbrewer@uncaa.unc.edu>; Fowler, Ross <rfowler@uncaa.unc.edu>; Grimsley, Richie <rgrimsley@uncaa.unc.edu>; Hayden, Rob <rhayden@uncaa.unc.edu>; DeSelm, Rich <richdeselm@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Costa, Robert <robertcosta@uncaa.unc.edu>; Pendleton, Ronnie <Ronnie.Pendleton@facilities.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Tate, Robert <rtate@uncaa.unc.edu>; Young, Randall <ryoung@fac.unc.edu>; Apple, Brianna <santeramo@uncaa.unc.edu>; Frazier Wong, Stephen <sawong@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Boyd, Stephen <sboyd@uncaa.unc.edu>; Halverson, Doug <sdhalverson@uncaa.unc.edu>; Forbes, Scott <sforbes@uncaa.unc.edu>; Harris, Stacey <sharris@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Johnson, Shelley <shelljo@uncaa.unc.edu>; Humphries, Sarah <shumphri@uncaa.unc.edu>; Jackson, Scott <sjackson@uncaa.unc.edu>; Green, Shelly <sjgreen@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; Mays, Sally <smays@email.unc.edu>; Oliaro, Scott <soliaro@uncaa.unc.edu>; Parrish, Shane <sparrish@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Pittman, Sam <spittman@uncaa.unc.edu>; Ewing, Garreth <springs61@uncaa.unc.edu>; Quinn, Sean <squinn23@uncaa.unc.edu>; Restivo, Sandy <srestivo@uncaa.unc.edu>; Robinson, Steve <srobo@uncaa.unc.edu>; Stec, Gary <stec@uncaa.unc.edu>; Trulock, Scott <strulock@uncaa.unc.edu>; Sumrall, Adam <sumrall@email.unc.edu>; Wagner, Sharon <swagner@uncaa.unc.edu>; Walsh, Sue <swalsh@uncaa.unc.edu>; Brickner, Tom <tbrickne@email.unc.edu>; Smith, Tim <tdsmith@uncaa.unc.edu>; Filar, Travis <tfilar@uncaa.unc.edu>; Woody, Thomas <tgwoody@uncaa.unc.edu>; Taft, Tim <timothy_taft@med.unc.edu>; Chinn, Trevor <tjchinn@uncaa.unc.edu>; Rucinski, Terri Jo <tjrucinski@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Hutchinson, T.P. <tp@uncaa.unc.edu>; Parnell, Trey <tparnell@uncaa.unc.edu>; Phillips, Tripp <tphillips@uncaa.unc.edu>; Sabo, Tim <tsabo@uncaa.unc.edu>; Lusk, Tyson <tslusk@uncaa.unc.edu>; Harris, Tracy <tuh@uncaa.unc.edu>; Vanderford, Teresa <tvanderford@uncaa.unc.edu>; Williams, Tracey <twilliams@uncaa.unc.edu>; Lawrence, Kevin <uncdiving@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>; Catoe, Velvet <vcatoe@uncaa.unc.edu>; Waicus, Kelly <waicus@email.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Subject: Athletic Department Family Picnic

Attach: TEXT.htm

I would like to invite you and your family to the Athletic Department Family Picnic on May 7, 2010. We will have the picnic in the Eddie Smith Fieldhouse. There will be plenty of food and inflatable games for kids.

The picnic and fun will begin at 5:30 p.m. and everyone is invited to the UNC vs. Wake Forest Baseball game at 7:00 p.m. If you want to attend the baseball game, just stop by the ticket booth to get tickets on your way in to the game.

Please return the following RSVP to Beth Miller by April 30, 2010. I look forward to seeing you.

P.S. If there is anyone in your department that does not have access to email, please make sure they receive this invitation.

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From: Dick Baddour <dbaddour@uncaa.unc.edu>
Sent: Tuesday, April 27, 2010 11:33 AM
To: -Everyone <-Everyone@uncaa.unc.edu>
Subject: Ram Rules #6: Summer Regulations
Attach: TEXT.htm; Ram Rules - Summer 2010.pdf; Student-Athlete Employment Form.pdf; Student-Athlete Fee-for-Lesson Compensation.pdf

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The Ram Rules
UNC Department of Athletics
Vol. IX * No. 6* April 27, 2010

A newsletter designed to educate University of North Carolina student-athletes about NCAA rules. As a UNC student-athlete, it is YOUR responsibility to review the contained information to preserve your eligibility to participate in intercollegiate athletics.

Dear Carolina Student-Athlete,

As finals approach, I hope you all are as proud as I am about our Department's accomplishments during the 2009-2010 academic year. Before going your separate ways for the summer, please see the attached PDF presentation that includes important reminders pertaining to NCAA rules and regulations for Summer, 2010.

We've also attached 2 forms for you to access if the need arises over the summer. The first is the Student-Athlete Employment Form, which must be completed if you obtain a job this summer. The second is the Student-Athlete Fee-for-Lesson Compensation Form, which must be completed if you give lessons in your sport to younger kids and charge for the lessons.

As the presentation indicates, please do not hesitate to contact our Compliance staff at 919-962-6000 if you have any questions about this information.

Have a wonderful summer!

Dick Baddour
Director of Athletics

Dick Baddour
Director of Athletics
The University of North Carolina
P O Box 2126
Chapel Hill, NC 27515

Ram Rules
Summer Of 2010

Summer issues for student-athletes

NCAA Drug Testing

- The NCAA conducts drug-testing year round. It is possible that you could be selected, at random, to participate in a drug test during the summer.
- If selected, the NCAA will conduct the drug test wherever you are at the time – they will come to you.
- It can take place at home!!!

NCAA Drug Testing (cont.)

- If you test positive on an NCAA drug test:
  - You will be ineligible to participate in regular season and postseason competition for one calendar year; and
  - You will lose one season of competition in all sports while you sit out.

- If you test positive a second time (for the use of any drug other than a "street drug"):
  - You will lose all remaining eligibility in all sports.

- Missing or arriving late for a scheduled drug test is the same as testing positive!

Employment

- You must receive pay ONLY for work actually performed.
- You must get paid at a rate that is commensurate with the going rate for like jobs in that community.
- You must NOT receive pay based on your status as an athlete.
- You, your employer, and your head coach must complete and submit the Compliance Office's Student-Athlete Employment Form (see attached).
- If you wish to provide lessons for a fee, you must first check with the Compliance Office and complete the Student-Athlete Fee-for-Lesson Form (see attached).

Camp and Clinic Employment

You MAY Work a Sports Camp or Clinic IF:

- You will be performing duties that are of a general supervisory nature in addition to any coaching or officiating assignments; AND
- Your pay is commensurate with the going rate for camp or clinic counselors of like teaching abilities and your wages are not based on the reputation or fame you have received as a student-athlete.

- Football Student-Athletes:
  - May work a sports camp or clinic camp <u>at another institution</u> provided you are the only player from UNC working the camp.
  - May be employed as a counselor at any diversified camp, including a diversified camp at your own institution, provided your are the only UNC football player working the camp.

Camp and Clinic Employment (cont.)

You MAY NOT:

- Receive compensation from a camp or clinic for your appearance in which you <u>only lecture or demonstrate</u>.
- Conduct your own camp or clinic.
- Participate in required practice activities outside of your playing season.
- Football Student-Athletes:
  - May not work a football camp or clinic at your institution.
- International Student-Athletes:
  - Are not permitted to work summer camps.

Outside Competition

- Student-athletes are permitted to participate on a non-collegiate, amateur team provided it occurs during an official UNC vacation period.
  - Student-athletes on UNC's soccer, women's volleyball, and field hockey teams may participate on an outside team no earlier than May 1.
- If you participate in a team sport, there is a limit on the number of UNC student-athletes that can participate on the same team during the summer.

Be sure your summer coach knows this rule!!

The limits, including yourself, are:

Baseball	*4*	*Basketball*	*2*	*Field Hockey*	*5*
Lacrosse	*5*	*Soccer*	*5*	*Softball*	*4*
Volleyball	*2*				

- If you wish to participate <u>with</u> or <u>against</u> a professional team in your sport, STOP and ASK the Compliance Office prior to your participation.
  - Failure to do so could seriously jeopardize your eligibility!!

Outside Competition (cont.)

You MAY NOT:

- Earn money in competition during the summer:
  - Road racing
  - 3 on 3
  - Beach volleyball
- Receive expenses based on how you finish in a competition.
  - The receipt of expenses must be based on actual and necessary expenses incurred as a result of your participation.

Summer Workouts

- Football: Beginning June 3, 2010, you may have organized workouts with strength staff up to 8 hours per week (not mandatory).
  - You must have one week of discretionary time during which there may be no supervision other than for safety purposes. This week is July 25th through 31st.
- Other Team Sports: NO required activities of any kind.
  - If you choose, you may work out with strength staff, even if you are not enrolled in summer school.
- Individual Sports: You may request skill instruction from your coach, but cannot be <u>required</u> to participate.
  - Some sports also have a "safety" exception, where a coach may be present to prevent injury.

If you have any questions, please contact the Compliance Office at 962-6000.

- Amy Herman, Asst. AD for Compliance
- Susan Maloy, Asst. AD for Certification and Eligibility
- Lance Markos, Director of Compliance

Thanks, and have a great summer!!

THE UNIVERSITY OF NORTH CAROLINA

Student-Athlete Employment Form

To be completed and returned within 2 weeks of obtaining employment

Student-Athlete's Name: _____ Sport: _____

PID: _____ Home Phone: _____ Cell Phone: _____

Place of Employment: _____

Address: _____
Street City State Zip

Supervisor: _____ Title: _____ Phone: _____

How did you become aware of the employment opportunity?: _____

I will be employed during (check all that apply): ☐ Academic Year ☐ Vacation Periods

Dates of Employment: Starting Date: _____ Ending Date (if known): _____

Brief description of job responsibilities: _____

_____

I am paid by (check all that apply): ☐ Check ☐ Cash ☐ Commission ☐ Tips

My pay is: ☐ Hourly at rate of $_____ per hour ☐ Salary at rate of $_____

Approximate number of hours per week: _____

By signing this statement, the student-athlete and employer understand and confirm that:

- The student-athlete does not, and will never, receive any remuneration for the value or utility that the student-athlete may have for the employer because of the publicity, reputation, fame, or personal following that he/she has obtained because of athletics ability;
- The student-athlete does not, and will never, receive benefits that are not available to all employees;
- The student-athlete is, and will always be, compensated only for work he/she actually performs;
- The student-athlete is, and will always be, compensated at a rate commensurate with the going rate in that locality for the services he/she is providing; and
- The student-athlete and employer authorize the release of the student-athlete's employment records to the UNC Compliance Office, the ACC, and the NCAA in the event of an inquiry.

Student-Athlete's Signature: _____ Date: _____

Employer's Signature: _____ Date: _____

Head Coach's Signature: _____ Date: _____

Compliance Signature: _____ Date: _____

Please return to: Amy Herman, Asst. AD for Compliance, UNC Athletics, P.O. Box 2126, Chapel Hill, NC 27515; Phone: 919-962-7853; Fax: 919-962-6002

THE UNIVERSITY OF NORTH CAROLINA

Student-Athlete Fee-for-Lesson Compensation

Per NCAA Bylaw 12.4.2.1, a student-athlete may receive compensation for teaching or coaching sports skills or techniques in his or her sport on a fee-for-lesson basis, provided:

a) Institutional facilities are not used;
b) Playing lessons are not permitted;
c) The institution obtains and keeps on file documentation of the recipient of the lesson(s) and the fee charged for the lesson(s) provided during any time of the year;
d) The compensation is paid by the lesson recipient (or the recipient's family) and not another individual or entity;
e) When it involves more than one individual at a time, instruction to each individual is comparable to the instruction that would be provided during a private lesson; and
f) The student-athlete does not use his or her name, picture, or appearance to promote or advertise the availability of fee-for-lesson sessions.

Prior to giving lessons, student-athletes are required to contact the Compliance Office (919-962-6000) to complete any necessary employment paperwork, including the form below, which must be completed for EACH lesson:

To be completed by the student-athlete:

Student-Athlete's Name: _____

Sport: _____

Year in School: _____

Name of Lesson Recipient: _____

Date of Lesson: _____

Location of Lesson (Facility): _____

Cost of Lesson: _____

Person Responsible for Payment: _____

Relationship to Lesson Recipient: _____

Payment Type: _____

I certify that the above information is complete and accurate, and that I have followed all applicable NCAA regulations concerning fee-for-lesson compensation.

_____

Student-Athlete's Signature Date

_____

Compliance Office Approval Date

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Monday, November 28, 2005 11:31 AM
To: -Academics <-Academics@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>; Ball, Mary <maryball@uncaa.unc.edu>; Pogach, Andy <pogach@uncaa.unc.edu>; Yasutomi, Emily <yasutomi@uncaa.unc.edu>
Subject: Fwd: Poor Grades Aside, Athletes Get Into College on a $399 Diploma (long NY Times)
Attach: Poor Grades Aside, Athletes Get Into College on a $399 Diploma (long NY Times).msg

---

Folks,

A "rather long" article (10 minutes to read, so not that long!), but one really worth reading!! Please feel free to share this article with whomever you wish.

Thanks and "be careful out there!"

Larry

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, February 27, 2006 6:13 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Re: Schools Where the Only Real Test Is Basketball
Attach: Re_ Schools Where the Only Real Test Is Basketball .msg

---

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Monday, February 27, 2006 7:29 AM
To: bjpolk@email.unc.edu; Baddour, Dick <dbaddour@uncaa.unc.edu>; jack_evans@unc.edu; Blanchard, John <jgb@uncaa.unc.edu>; jlucido@email.unc.edu; lissa_broome@unc.edu; Mercer, Robert <rmercer@uncaa.unc.edu>; smfarmer@email.unc.edu
Subject: Re: Schools Where the Only Real Test Is Basketball

Folks,

This is a very long, BUT VERY GOOD article from the NY Times about some of the "quick fix get your eligibility establishments" that are/have been in existence around the country. As you are aware, Dick Baddour is a member of the NCAA task force assigned to review/study, etc. "the validity" of these establishments. It is an eye-opener!

Take care and have a good day!

Larry Gallo, Jr.

(http://www.nytimes.com/adx/bin/adx_click.html?type=goto&page=www.nytimes.com/printer-friendly&pos=Position1&camp=foxsearch2006-emailtools06-nyt5&ad=tyfs_n
ytimes_logo_88x31.jpg&goto=http://clk.atdmt.com/ORG/go/nwyrkfxs0040000007org/d
irect/01/)

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February 25, 2006
The Quick Fix
Schools Where the Only Real Test Is Basketball
By _PETE THAMEL_
(http://topics.nytimes.com/top/reference/timestopics/people/t/pete_thamel/index.html?inline=nyt-per)

Each day at Eldon Academy in Michigan, Dewayne Walker could sleep till 11 a.m., practice basketball for 90 minutes and never spend more than two hours in class. He said that the only other students were his teammates, that his only teacher was also his coach. "I'm not a Harvard-type person," Walker said, "but I thought it would be a lot more work."

Justin Gardenhire laughed when recalling his classes at Redemption Christian Academy in Troy, N.Y., where many high school students are basketball players. Gardenhire said the school was so disorganized, a Spanish class one day would be French the next. "We had a spelling class," Gardenhire said. "I was like, 'Come on, are you serious?' "

Phil Jones attended Lutheran Christian Academy, an unaccredited private high school in Philadelphia where, he said, all of the students were basketball players. In his seven months there, he said, class consisted of the coach, Darryl Schofield, giving workbooks to the students to fill out. "I thought prep school was supposed to be hard," Jones said.

In the past two years, these young men attended unusual institutions — some called prep schools, some called learning centers — where all or most of the students were highly regarded basketball players. These athletes were trying to raise their grades to compensate for poor College Board scores or trying to gain attention from major-college coaches.

An investigation by The New York Times found more than a dozen of these institutions, some of which closed soon after opening. The Times found that at least 200 players had enrolled at such places in the past 10 years and that dozens had gone on to play at N.C.A.A. Division I universities like Mississippi State, George Washington, Georgetown and Texas-El Paso.

"I would say that in my 21 years, the number of those schools has quadrupled, and I would put schools in quotation marks," Phil Martelli, the men's basketball coach at St. Joseph's University in Philadelphia, said. "They're not all academic institutions."

The National Collegiate Athletic Association acknowledges that it has not acted as such places have proliferated. For years, its Clearinghouse has approved transcripts from these institutions without questioning them.

Until revelations last year about a diploma mill in Florida and concerns about other schools like it, the N.C.A.A. chose not to police high schools.

Although the N.C.A.A. recently commissioned a task force charged with curbing academic abuse, it still faces the tricky task of separating the legitimate from

the nonlegitimate schools.
The Times found several schools with curious student populations.
¶Genesis One Christian Academy in Mendenhall, Miss.: Two years ago, this kindergarten-to-Grade 8 school added a high school and a Grade 13, for basketball players who did not graduate to raise their grade-point averages. At least 33 of about 40 students at the unaccredited high school play basketball, and its stars have signed letters of intent to attend Oklahoma State, Arkansas and Alabama.
¶Boys to Men Academy in Chicago: The student body consists of 16 basketball players, who can earn credit for the equivalent of eight high school core courses in a year by studying online through an accredited correspondence school.
¶Rise Academy in Philadelphia: Opened last fall, it outsources lessons to others, including Lutheran Christian and two online high schools.
¶God's Academy in Irving, Tex.: A summer basketball coach started with three students in August. Now 40 students in Grades 6 to 12, all basketball players, meet with two full-time teachers four days a week at a recreation center. The curriculum is provided and graded by an education center 25 miles away. Its star player, Jeremy Mayfield, signed with Oklahoma.
Some of these institutions recently joined other private schools to form the National Elite Athletic Association. With more than two dozen teams from Los Angeles to Toronto, this conference is seeking a shoe contract and a television deal. Its teams sometimes travel thousands of miles to play in tournaments that often attract more college coaches than fans. Those coaches will pay $100 for booklets of information about the players.
"I believe that our high school associations create mediocrity," said Linzy Davis, a conference founder, who coaches in Stockbridge, Ga. "We have rules in high school associations that say a coach can coach a kid at this time and not at this time. Meanwhile, you have the Europeans that can practice eight hours a day."
The increase in secondary-school options has forged a culture of free agency in prep basketball. Travis George, a senior at Lutheran Christian, left his Boston-area public high school after three-plus years without passing a single core course. The N.C.A.A. requires high school athletes to complete 14 core courses, including four years of English, two years of math and two years of science.
Since the fall of 2004, George has attended six prep schools. He and his coaches say he is on track to qualify for a scholarship at the end of this school year.
"If a kid really wants to, he can find a place that will get him his grades," said Steve Smith, the coach at Oak Hill Academy, a traditional prep powerhouse in Virginia. "That's not good. I believe in kids earning it."
Profit and Opportunity
Basketball-centered schools multiplied after Tracy McGrady leapt to the National Basketball Association from Mount Zion Christian Academy in North Carolina in 1997. He signed a deal with Adidas that gave $300,000 to Mount Zion, which had about 200 students and was not founded as a basketball academy, and nearly $1 million to his coach.
The notion that top players could be a financial boon, combined with the relaxing of N.C.A.A. rules, spawned more basketball academies. In 2000, the N.C.A.A. began allowing high school administrators to determine the legitimacy of their own core courses. Three years later, the N.C.A.A. began allowing students to compensate for low College Board scores with higher grade-point averages.
"Why did these schools come about?" said Mike Byrnes, who has coached for 10 years at 80-year-old Winchendon School in Massachusetts. "Because these kids need to have a higher grade-point average because you can't beat the SAT."
Under these rules, University High School in Miami, a correspondence school with no teachers, classrooms or sports, helped 28 athletes qualify for college. After The Times reported in November that University High gave fast and easy grades to college football prospects, the school shut down. It is under investigation by the Miami-Dade County state attorney's office.
Kevin Lennon, the N.C.A.A.'s vice president for membership services, who is in charge of the task force on secondary schools, said he could not estimate the number of schools abusing the system.
"All we know is that we're seeing more of them," he said.
Mysteries and Discrepancies
Coach Martelli of St. Joseph's said Tommy Lloyd, an assistant at Gonzaga, called last fall asking for directions to Lutheran. Although Coach Schofield said Lutheran sent more than 50 players to Division I in the past eight years, Coach Martelli could not help Mr. Lloyd.

"I have no idea," Coach Martelli, a lifelong resident of Philadelphia, recalled saying. "I've never been there."

The red-brick community center that houses Lutheran has become a running joke in recruiting circles. Interviews with 10 current or former players revealed that all of Lutheran's more than 30 students are college basketball prospects. They have classes in one community center, a converted grocery store on North 17th Street, and practice in another.

Three former Lutheran students — Roosevelt Lee, Jamual Warren and Bobby Maze — echoed Phil Jones in saying that they were not required to attend classes and that Coach Schofield was their only instructor. Maze said he did no work when he did attend class.

Warren said his mother took him home to Springfield, Mass., after a month because he told her there was no school building.

"I like to get by easy," Warren said, "but not that easy."

Jones, a Brooklyn native, is a senior at Laurinburg Prep in North Carolina. He said he was glad he left Lutheran because universities like Kansas, Virginia Tech and Kentucky indicated that they could not recruit him there.

Lee and Warren did not qualify for Division I scholarships out of high school; they now attend Globe Institute of Technology, a junior college in Manhattan. Lee said that in one month at Lutheran, he received credit for five courses, earning all B's, although he never took a test, attended a class or received instruction.

"There were no classes," Lee said. "We went to basketball practice every single day. What we were told when we first went there was: How you perform on the court, that's what you do for your grades."

Coach Schofield filed paperwork listing 35 courses, which the N.C.A.A. certified; among them are Latin 2, chemistry and physics. He said Lutheran had four full-time and two part-time teachers, and was accredited by the state. But a spokesman for the Pennsylvania Department of Education said Lutheran was not accredited and had never applied for accreditation.

Coach Schofield said that the students' improved academic performance could be attributed to Lutheran's strict discipline and that the students were required to retake exams until they achieved a score of at least 80.

Some students praise Lutheran. Charles Bronson said that in two years, he improved his grade-point average to 3.5 (on a 4-point scale) from 2.1. "Nothing was given to me," said Bronson, who attended East Carolina before transferring to Panola College, a junior college in Carthage, Tex., and then signing with Xavier. "I had to work."

Coach Schofield said he gave opportunity to teenagers with no hope. He said that Lutheran's tuition was $5,000 but that he rarely charged more than $2,000.

"If you're going to fail, you might as well go home and fail," he said. "We don't want that. We want all success stories."

Coach Schofield has plenty. Last year, Lutheran sent at least 11 players to Division I, including two each to Mississippi State, Texas-El Paso and Tennessee-Chattanooga. Other former Lutheran students play for Washington State, Middle Tennessee State and Temple. Omar Williams and Maureece Rice are key players for No. 6 George Washington. Marc Egerson is a freshman for No. 23 Georgetown.

Don Haman, Egerson's coach at Glasgow High School in Delaware, said Egerson earned a core-course G.P.A. under 2.0, scored in the 600's on his combined SAT and never graduated from Glasgow before going to Lutheran.

"I wonder about it myself," Mr. Haman said of Egerson's acceptance to Georgetown. "But I can't say anything if he gets the score and gets into school."

Jamont Gordon went to Lutheran after withdrawing from Oak Hill last April. Coach Smith said Gordon would have been a borderline prospect to qualify for college academically if he had completed the final quarter of his senior year at Oak Hill.

Gordon now leads Mississippi State in scoring as a freshman. Bulldogs Coach Rick Stansbury said Gordon had gone to Lutheran to "finish one class." Told that Gordon had left Oak Hill needing to complete all his classes, Coach Stansbury said: "He went there to finish. That's all. He did what he had to do to finish his academics."

Coach Stansbury, who refused several requests to allow Gordon to comment for this article, said he had no reason to check whether Lutheran, which has been open in various forms for eight years, was accredited. Despite Gordon's tenuous academic situation and the fact that Mississippi State's top recruit, Vernon Goodridge, also went there, Coach Stansbury said he neither visited Lutheran nor talked to teachers or guidance counselors. He did, however, go to the gym.

"We don't talk to teachers when we're recruiting kids," he said. "Everyone

does it differently."
Lutheran also produced Paul Graham III, one of six players signed last spring by Florida Atlantic. Matt Doherty, Florida Atlantic's new coach, said he went to the gym once to watch Graham but did not visit any teachers, as he usually does, because he was scrambling to sign players. "The fact that the school is not accredited and I wasn't aware of that, that's on me as a coach," Coach Doherty, who previously coached at Notre Dame and North Carolina, said.
It is no surprise that few teams have as many players from Lutheran as Texas-El Paso; among them are the top recruits last year, Maurice Thomas and Stefon Jackson. David Anwar, who founded Lutheran with Coach Schofield, is the director for basketball operations at Texas-El Paso.
Mr. Anwar said he had not been to Lutheran in six years. He said he knew the school had teachers but did not know their names.
"He takes kids that have nothing, absolutely nothing, and gives them a chance to go to school," Mr. Anwar said of Coach Schofield. "It's a shame that everyone looks at that as a bad thing."
Expectations and Realities
When Ifeanyi Ehirim accepted a full scholarship to Eldon Academy for its inaugural year in 2004, he said, he was led to believe the school had a building, a typical student body, full-time teachers and standard courses.
But Ehirim and, a year later, Dewayne Walker, each found little more than a traveling basketball team. Ehirim said Eldon's classes were held in the basement of the bookstore in Petoskey, Mich. When Walker arrived, Eldon used a classroom at a local community college. All of the students were high school graduates who needed higher standardized test scores or wanted the exposure of a national schedule. Ehirim and Walker said they learned little at Eldon.
During Walker's year, he said, the coach, Gerald E. Ernst Jr., was the only teacher, who taught English and had students take practice standardized tests from a book.
Academically qualified for college when he went to Eldon, Walker was hoping to earn a Division I scholarship. But in late January, Walker saw the message "Pack your stuff" on the board in the apartment where the students lived.
Walker said they were told that some had not paid tuition, prompting Coach Ernst to close Eldon. That cut the season short and hurt Walker's chances.
"It was a big waste of time and money," said Judy McGee, Walker's mother. "I didn't have $4,300 to throw away."
Eldon's official documents refer to it as a "learning center for ACT preparation, life skills and vocabulary." But the players said Coach Ernst portrayed it differently. Five calls to his home were not returned.
"They told me it was prep school," Ehirim, now a freshman at Birmingham Southern, said.
Old Order and New World
A decade ago, athletes with poor academic records often went to traditional prep schools, many of them in New England; military academies; or junior colleges. The elite players have since abandoned junior colleges, and the level of play at the traditional prep schools has dipped.
"Now, the Larry Johnsons and Nick Van Exels, they go to prep school," said Scott Monarch, the coach at Panola College. "I don't think junior college is ever going to get a marquee player again. The Shawn Kemps, the Sam Cassells and Mookie Blaylocks, I just don't think you're going to get them anymore."
Places like Eldon clearly bother the coaches at the venerable New England prep schools known for academic rigor. Raphael Chillious, the coach at the South Kent School in Connecticut, said the coach at a Florida public school sneered when they were introduced. "As soon as people say prep school," Coach Chillious said, "there's a negative connotation now."
Coach Byrnes of the Winchendon School said college coaches called asking for grades for their recruits as if they were ordering takeout: B's in seven core courses and a 900 SAT. When he tells them that cannot be done at Winchendon, the coaches keep shopping.
"I don't know how an administration at a school can allow that," Coach Byrnes said, referring to colleges that accept players from basketball academies. "What if Albert Einstein wanted to go to one of these schools? They wouldn't accept him? He could patent a cure for cancer, and they would tell him he couldn't come to school because he couldn't score a basket."
Catching Up and Cracking Down
Travis George is a 6-foot-7 forward, a strong rebounder who shows the potential to play elite college basketball. But his grades got in the way. A copy of his high school transcript shows that by the time he was a senior, George had passed only sheet metal and health education. Neither counts toward the 14 core courses the N.C.A.A. requires.
At Notre Dame Prep in Fitchburg, Mass., George earned credit for half a core

course before leaving in January 2005. Several coaches said he then went to Mount Zion, Laurinburg and Patterson in North Carolina, then to Rise Academy and Lutheran in Philadelphia.

George and his coaches say he should be eligible for college by the end of the school year. If his high school transcript is correct, that means he will have completed 13½ core courses in about 18 months.

"I just had to find a place where I was comfortable," said George, who contended that Lutheran was his third prep school.

One of the ways a nomad like George can earn eligibility is to avoid graduation. Sam Rines Jr., who opened Rise as a basketball academy, said a student could get credit for as many as eight core courses in a year. He said that if students finished their senior year and did not meet the N.C.A.A.'s eligibility standards, he encouraged them not to graduate, then to retake classes to raise their averages.

"Graduation," Mr. Rines said, " is a horrible thing."

Rise and Eldon are relatively new, but Redemption Christian has existed since 1979. The N.B.A. star Lamar Odom attended Redemption, known in recruiting circles for its work-study program. Students work shifts in a bakery and sell cake and cookies door to door. Redemption's founder and head administrator, the Rev. John Massey Jr., said, "Kids come here as a last resort."

Many of its basketball stars are postgraduates in need of higher standardized test scores, but it also has high school students. Yet Redemption is not registered with the New York State Department of Education, so it cannot award diplomas.

"Is the college not asking them for a bona fide high school diploma?" said Thomas Hogan, the supervisor for the office of nonpublic school services in the education department. "Because they can't legally give one."

When Laura Holmes, a vice principal at Redemption, was asked about its accreditation, its diploma policy and the percentage of the students who play basketball, she sent a 15-page fax that included positive articles about Redemption, awards given to Mr. Massey and an anonymous post defending him taken from a George Washington fan Web site, _gwhoops.com_ (http://gwhoops.com/) .

But Lorenzo Keeler said there was no comparison between Redemption and his current school, South Kent. "We were literally doing fractions in math class," he said of Redemption. "Stuff I did years and years ago."

Mr. Lennon, the head of the N.C.A.A task force, said it would focus first on schools like Redemption that are not under state regulation. "We're committed to flushing out those high schools abusing the system and putting a stop to it," he said.

One question the task force must answer: What is the maximum course load? For now, there is no rule against taking the required 14 core courses in a year.

It is essentially impossible for a student at Winchendon or South Kent to take more than five core courses in a school year, the coaches there said. (Intense summer school could add one or two more.)

"If they set the limit at five, I'd be in favor of that," Coach Chillious of South Kent said.

With the task force recommendations due June 1, Mr. Lennon issued a warning: "Any student contemplating leaving their high school right now to pick up additional courses needs to be aware the N.C.A.A. will be implementing policies. They need to make sure they are taking real courses, academic courses, and not simply trying to buy eligibility."

But after years of not policing secondary schools, the biggest challenge for the N.C.A.A. will be determining which of the nation's 5,000 private schools that do not fall under state regulation are exploiting the system.

Thayer Evans contributed reporting from Carthage, Tex., for this article.

Jack Begg and Sandra Jamison contributed research.

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Sunday, April 16, 2006 7:31 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Weeden, Mary B. <mbw@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>; Yasutomi, Emily <yasutomi@uncaa.unc.edu>
Cc: -Compliance <-Compliance@uncaa.unc.edu>
Subject: Good Article to Read!!

Please feel free to pass this on to your colleagues! Thanks and have a good day!

Larry Gallo, Jr.

Athletic department's response pleases profs
Faculty member: Fact-finding businesslike

By ANTHONY GIMINO and JOHN MOREDICH
Published: 04.12.2006
The University of Arizona athletic department went fact-finding yesterday, interviewing professors who claim the former interim head of the classics department gave preferential academic treatment toward a UA athlete.
"They were businesslike, interested, professional, which is what I hoped it would be," said associate classics professor Gonda Van Steen. "They took it seriously."
Van Steen was one of eight professors in the classics department who signed a vote-of-no-confidence petition March 28 that called for the ouster of interim head Alexander Nava.
Nava resigned Monday.
Yesterday, Bill Morgan, in charge of compliance within the athletic department, and Doug Woodard, the faculty athletic representative, talked individually to those professors and others for more than two hours on campus.
"They were investigating very seriously," said associate professor of classics David Christenson. "They weren't there to argue with me."
Van Steen and Christenson said the athletic department representatives were especially interested in potential academic fraud by Nava and how the student-athlete in question became enrolled in graduate-level classes without sufficient prerequisites.
The student-athlete has not been named by the professors because of federal student privacy rights, but he is identified as Chris Rodgers, who is the only one who fits the description in the petition - a graduate student on the basketball team.
UA senior associate athletic director Kathleen "Rocky" LaRose set no timetable on the completion of the athletic department investigation. She said the Pac-10 was notified of possible problems "the second" athletic director Jim Livengood received the professors' petition.
"I will say this: It will be a very thorough investigation," LaRose said.
"We're not going to reach any conclusions until all the facts are in, and everyone who needs to be talked to has been talked to, and any data that needs to be pulled up is pulled up."
After the athletic department investigation is complete, LaRose said the next step is for UA to forward the findings to the Pac-10. If the athletic department has found any wrongdoing, it will recommend sanctions.
The matter is then reviewed by the Pac-10 compliance committee, which could accept those sanctions or add to them. Then the case could get moved to the NCAA, "who might have an additional say," LaRose said.
Rodgers, who earned his undergraduate degree in December, needed to take nine units of graduate-level classes to remain eligible this spring.
Rodgers has not returned phone calls or e-mails from the Citizen in the past two days.
LaRose said the athletic department monitors class schedules of its athletes to see if they fulfill NCAA requirements, but that the final course work is approved by an individual's college adviser.
A psychology major, Rodgers enrolled in nine graduate-level units in the classics department - three in a course in Greek and Roman Sculpture and another six in an independent study class, supervised by Nava, whose background is in religious studies.
Christenson and Van Steen allege that Nava's handling of independent study courses raises many red flags as potential for abuse.
Nava said yesterday he had 27 students in independent study classes this semester, including 11 student-athletes. Christenson and Van Steen said classics professors typically have less than five students in independent study.
LaRose declined comment on this specific case when asked if the athletic department was aware of potential problems prior to the March 28 petition in regard to student-athletes in independent study classes.
However, a Jan. 30 memo from the Undergraduate Council to university "deans, directors, department heads and faculty" warns that

"irregularities in the use of independent study courses were recently brought to the attention of the Undergraduate Council."
In the petition, the professors say that the student-athlete was enrolled in independent study by Nava "without submitting the necessary paperwork." Christenson said Woodard, the athletic department faculty representative, was interested in Nava's alleged "end run" around the enrollment process.
"His actions are indefensible," Christenson said. "This is blatant and willful fraud, and I think that will come out eventually, if it has to."

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Thursday, September 27, 2007 10:44 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Cc: -Compliance <-Compliance@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>
Subject: Re: Tutorial Problems @ FSU

Robert and Brent,

Great work, and thank you for all you continue to do in assisting our student-athletes with integrity!

Take care,
Larry

>>> Brent Blanton 9/27/2007 10:14 AM >>>
Ladies and gentlemen,
Below is an article about serious problems within Florida State University's tutorial program that I must forward to you all - these issues cannot occur within our program. I am in no way suggesting that any of you cross the line when tutoring, but I do feel it important to read concrete examples of how good people working with kids with real problems can make mistakes. Should any of you have concerns regarding issues like these, or anything else that may cross a line, please do not hesitate to contact me.

Again, I do not think that we make errors in judgment like these, but I wanted to pass the information along. Take care, and keep up the wonderful work you are doing for our students and office.

Brent

Nearly 2 dozen FSU athletes accused of cheating

The Associated Press
Published on: 09/26/07
Tallahassee, Fla. Two athletic department academic assistance employees have resigned and 23 Florida State University athletes were implicated in cheating on tests given over the Internet, school officials said Wednesday.

The athletes represent nine sports and 17 of the students are or have been on scholarship. Officials could not identify the students and could not say which sports are involved because of federal confidentiality restrictions.

University President T.K. Wetherell reported the findings in a letter to the NCAA. He indicated inquires are continuing although an internal investigation failed to find conclusive evidence of a more widespread pattern of cheating.

The students could face punishment from the university and NCAA including loss of eligibility. The NCAA also could sanction the university, but spokesman Erik Christianson said it would be speculative and declined comment.

"I think the school took appropriate action," said Jim Smith, chairman of the university's board of trustees and a former Florida attorney general. "It's unfortunate something like this could happen."

Wetherell ordered an investigation by the university's Office of Audit Services in May after receiving information an athletics department learning specialist had directed one athlete to take an online quiz for another and then provided the answers.

The student who took the test was not enrolled in the class and reported what happened to his athletics academic advisor.

Neither he nor the other athlete, who had been unaware someone else took the test for him, were disciplined, the report said.

The investigation then found the learning specialist also typed papers for five students who apparently didn't qualify for that service and a tutorovided answers or other unethical assistance to 23 students for online tests. The testing involved a single course, which was not identified.

"Some students from the 2007 semester indicated that it was common knowledge among the student athletes that the tutor would help with the exams in the class," the report said.

The learning specialist and tutor resigned. They are not named in the report.

The tutor confirmed in an interview with the school's auditors that he had been assisting students with answers for the online exams since the fall of 2006, according to the report.

"Student testimony as well as the students' grades indicated the amount of assistance the tutor provided escalated from fall 2006 through his resignation during the summer semester 2007," the report stated.

The auditors also found the learning specialist had failed to direct athletes with disabilities to Florida State's Student Disability Resource Center where they could have received legitimate assistance.

The NCAA is also awaiting more details.

"We are aware of the situation and we will work with the institution when more information is submitted to our office," Christianson said.

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Monday, June 16, 2008 6:21 AM
To: Herman, Amy <ajschae@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Ciocca, Mario <ciocca@email.unc.edu>; Hooker, Dan <dhooker@uncaa.unc.edu>
Subject: NCAA Drug Testing ~ Medical Exceptions ~ NEW INFORMATION
Attach: ATT00028.txt

Folks,

This is an email that Dr. Ciocca sent to me regarding the topic of what we will now have to have on file to apply for a medical exception if any of our student-athletes test positive on a NCAA drug test. If you recall, we discussed this issue a couple of weeks ago.

I provided this link http://www.ncaa.org/wps/ncaa?ContentID=1458 which contains good information from the NCAA and describes a more stringent policy of "testing" documentation if a student-athlete will be considered/can apply for/is eligible for a medical exception due to a positive NCAA drug test.

Robert Mercer and Dr. Ciocca ~ I urge you to share this information with your entire staff/colleagues, and we are also going to have share this with our coaching staffs. It will not be good enough any more for a student-athlete to say, "I have been tested for a learning disability and I am on prescription meds ~ here is my prescription from my family physician back home!"

Thanks very much and have a good day.

Larry

>>> "Mario Ciocca" <ciocca@email.unc.edu> 4/3/2008 10:36 AM >>>
Larry, Below is the new medical exception rules. Pertaining to stimulants, do you know if this means we need to keep a complete record (actual testing done) in their medical file at sports medicine or can we continue as usual? Right now we get notification from carolina neuropsychiatry on diagnosis and meds but the actual testing documentation is kept there which is off campus. We have not had a problem in the past of getting this documentation on an as needed basis and they usually respond quickly.
Thanks, mario

_____

From: team_physician_ncaa-bounces@mylist.net
[mailto:team_physician_ncaa-bounces@mylist.net] On Behalf Of team_physician_ncaa@mylist.net
Sent: Wednesday, April 02, 2008 4:53 PM
To: Team Physicians
Subject: [Team_physician_ncaa] NCAA Medical Exceptions follow-up

NCAA Medical Exceptions

The Medical Exception information recently sent to the membership reflects a stricter application of the current policy. This stricter application will be applied effective August 2009. The current policy can be found at <http://www.ncaa.org/health-safety> www.ncaa.org/health-safety, click on "NCAA Drug Testing" and "Drug Testing Exceptions Procedures." The current policy states that "The institution should maintain documentation that supports the use of medication in the student-athlete's medical record on campus. The documentation can be a letter or copies of medical notes from the prescribing physician that documents how the diagnosis was reached, and that the student-athlete has a medical history demonstrating the need for regular use of such a drug. The letter should contain information as to the diagnosis (including appropriate verification of the diagnosis), medical history and dosage information."

This stricter application reflects a medical concern about the use of stimulants by student-athletes without proper diagnosis.

Please note: When a student-athlete reports the use of stimulant medications for ADHD, the athletics staff should then obtain the required documentation, and should maintain those documents in the student-athletes file. In most cases, the request for the exemption takes place upon notification of a positive drug test. This is true for stimulants and diuretics. But for anabolic agents (testosterone) or peptide hormones (hGH), the request to use or continue using while participating in athletics must be made upfront, prior to participation while using.

The expectation is for the student-athlete to provide the required documentation to the athletics department upon matriculation or whenever the treatment commences, and the athletics department to maintain the documentation in its files until such time that the student-athlete tests positive for the banned medication. When the AD is informed of a positive drug test for a student-athlete on these banned meds, he or she will then provide the documentation for a review by the physicians on the CSMAS committee.

One good practice to meet this expectation is to require a dictated letter from the prescribing physician that identifies what steps were taken to make the diagnosis, including a report of the ADHD assessment. If this assessment has not been conducted, the institution may turn to campus student-support services or the disabilities services to request such an assessment.

Mary E. Wilfert
NCAA Associate Director, Health and Safety
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Team_physician_ncaa mailing list
Team_physician_ncaa@mylist.net
http://mylist.net/listinfo/team_physician_ncaa

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Wednesday, November 5, 2008 12:35 PM
To: -Everyone <-Everyone@uncaa.unc.edu>
Cc: jack_evans@unc.edu
Subject: Re: NCAA Infractions Penalties Article

Folks,

Although you may not think it may be necessary to share this article (I have provided both the link to the original article and have pasted the article in this email) with the EVERYONE email list in our Department, I thought it was best to do so because "this type of stuff" will certainly effect EVERYONE in a Department of Athletics and would also cause many hardships within the University community.

Thanks so much and be careful out there!

Larry

http://www.usatoday.com/sports/college/2008-10-29-infractions-committee_N.htm?loc=interstitialskip

NCAA infractions committee looks to get tough on serious violators

By Steve Wieberg, USA TODAY

Responding to complaints that it has been too soft, the NCAA's infractions committee is preparing to come down harder on college athletics' serious rules violators - returning to television sanctions, giving closer consideration to postseason bans and widening the use of scholarship cuts.
It also wants to levy monetary fines.

Josephine Potuto, a Nebraska law professor who is the immediate past chairman of the infractions committee, will lay out the recommendations Thursday to the association's Division I Board of Directors, which meets in Indianapolis. Though NCAA rules already provide for many of the measures, Potuto said the panel is looking for a go-ahead to move more aggressively than it has in recent years.

"The committee feels that, over the years, the penalties really have gotten out of synch with the magnitude of violations," Potuto said Wednesday.

"Increasingly, there were people on campus saying, 'There's no teeth here. Did they lose any scholarships? Were they taken out of the postseason? Were wins vacated? And if not, it couldn't have been a big case.' … Only certain penalties really signal seriousness to anybody."

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The NCAA's penalty structure has gone largely unchanged since 1985 and invited skepticism - some of it internal - that it effectively deters cheating in an era when the financial stakes and pressures in major-college athletics continue to rise.

Even in serious cases involving illicit extra benefits, recruiting and other competitive-edge violations, the punishment sometimes don't measure up to sanctions now in place for teams' academic deficiencies. Those start with scholarship cuts and escalate to recruiting and practice restrictions and ultimately postseason bans.

The prospective crackdown would subject offenders to:

● The first bans on TV appearances in Division I since 1996. The restriction would extend to "all modes of video transmission," including video streaming and other internet appearances.

● More scholarship cuts. Now limited to cases involving financial-aid violations, they would become "the norm" in all serious cases.

● Fines, which the committee would assess sparingly but across a wider array of sports. They currently affect only basketball and programs forced to return shares of NCAA tournament revenue.

● More bans on postseason appearances. Among other things, that would become a "presumptive" penalty in cases involving academic fraud and repeat violations.

Tournament or football bowl bans have been assessed in eight of 40 major infractions cases involving Division I schools in the past 3 1/2 years. But in only three, most recently involving Texas Southern softball in July, was the action initiated by the NCAA (the five remaining bans were self-imposed by schools and folded into a wider array of penalties handed down by the infractions committee).

One trend unlikely to change is the NCAA's reluctance to hit offending athletics programs with its strongest sanction, a ban on practice and competition - a complete shutdown known as the death penalty.

"I know that, often, the media talk about the fact that the committee is not imposing it in cases that have been extremely egregious," Potuto said. "But the thing that set SMU apart (in 1987, the only time the death penalty has been imposed in Division I) was the institutional effort by high-level administrators to hide the fact that they were committing violations - and repeatedly hide it. In the cases at least over the time I've sat on the committee, we have not had that circumstance.

"It's still in there for the kind of case where there's not only a failure of institutional control but an unethical-conduct approach. But in other cases where there are really serious violations - particularly if we ramp up the penalties now - there are other ways to get at those violations without effectively shutting down a program."

Schools have learned to come clean and cooperate in investigations, most anticipating it will help their case and ultimately minimize sanctions. Notably, Potuto's committee also is asking the NCAA board to eliminate that tack as a damage-control strategy.

A proposed rules change would stipulate: "Full and complete cooperation in investigations and in disclosure of violations is an obligation of membership and does not mitigate sanctions imposed on either institutions or their staff members." Failure to cooperate would represent an "independent violation."

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sports medic wrote: 2d 3h ago
Translation - We ready to take a hard line against the next Ohio Valley Conference, Gateway Conference or SWAC team that commits the smallest infraction to prove that we are doing something about the problem. For BCS conference teams it will be business as usual.

Recommend | Report Abuse

macer wrote: 3d 7h ago
The NCAA is a joke regarding violations: when is the NCAA going to make a decision on Reggie Bush, for example?

I nominate Bobby Knight to be employed by Miles Brand to oversee investigations of rules violations on the part of NCAA members! Knight was supposedly squeaky clean as a coach. I wonder if Knight has a cell phone like the last coach at Indiana?

Recommend | Report Abuse

just-thinking wrote: 5d 1h ago
The "Death Penalty" does more to injure the students than the institutions. Some of these kids (a few at least) actually do want an education and see an athletic scholarship as their ticket to higher education. If the NCAA imposes a "death penalty" then there must be a provision that the college/university offer all students on athletic scholarships an equivalent credit against tuition costs to continue their academic pursuits. Once the kids are taken care of, let the Athletic Departments suffer whatever fate is warranted.

Recommend | Report Abuse

BIG DELI wrote: 5d 1h ago
I believe that there should be a committee formed from the conferences that are the watchdogs over the NCAA guys, just to make sure they aren't over looking some things.

Recommend | Report Abuse

12 pack wrote: 5d 2h ago
The "Death Penalty" is a thing of the past. Hasn't happened since SMU and won't happen again for a long time. Too much money/revenue for the NCAA to lose!

Recommend | Report Abuse

Ludovic wrote: 5d 13h ago
So Cal wrote: 9h 19m ago
captship wrote: 8h 57m ago
unreal that USC is even in the top 10!
****
You really need to get over your penis envy of USC. Name one school that has a better record in BCS Bowls over the last six years.
****
Well, DUH! Did you even read the article So Cal?

USC should have been given the "Death Penalty" in football over playing Reggie Bush while he was on the payroll. The NCAA looked the other way over the Holy Land of Southern Cal. Any other school in FBS would have had to return the Heisman Trophy and forfeit all it's games during the Bush era.

LSU has 2 Crystal Footballs in their trophy case. USC has only one.

The paper trophy (AP) means nothing.

Recommend | Report Abuse

12 pack wrote: 5d 21h ago
47croc wrote: 10m ago
The NCAA's infractions committee has been looking the other way since 1985, If they really want to do something attach the sanctions imposed also to the Head Coach This way he can't jump a sinking ship and sail away free & clear with another school.

The NCAA needs to correct the problem at it's source, the Head Coach.

I agree. The stinking agents need to be held accountable too. They know what they are doing is wrong! The NCAA won't do squat.....too much money to lose. Not to mention how they got burned by Rick Nueheisel and Jerry Tarkanian! Some one needs to police the NCAA!

Recommend | Report Abuse

47croc wrote: 5d 22h ago
The NCAA's infractions committee has been looking the other way since 1985, If they really want to do something attach the sanctions imposed also to the Head Coach This way he can't jump a sinking ship and sail away free & clear with another school.

The NCAA needs to correct the problem at it's source, the Head Coach.

Recommend 1 | Report Abuse

So Cal wrote: 5d 22h ago
captship wrote: 8h 57m ago
unreal that USC is even in the top 10!
****
You really need to get over your penis envy of USC. Name one school that has a better record in BCS Bowls over the last six years.

Recommend | Report Abuse

Bill G wrote: 6d ago
Part of this 'supposed' reform needs to be attached to coaches too. Look at how many coaches have left after they get their university in trouble, just to be picked up for a huge contract to coach at another school leaving all of their punishment behind. Penalties need to follow the coaches! Perfect example: Cell-vin Sampson... the NCAA should have NEVER allowed him to even be able to go to Indiana after his previous actions. I have no attachment to either school... it's a system-wide problem that needs to be addressed immediately! Plus, if the coach's program is guilty of major violations, there should be a mandatory forfeit of contract buyouts. It kills me to see a guilty coach walk away from a university with a $500,000 'severance pay' in-hand. Don't reward the criminals!

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From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Wednesday, May 27, 2009 3:16 PM
To: -Academics <-Academics@uncaa.unc.edu>; Rawls, Alisa <arawls@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Stone, Cynthia <cstone@uncaa.unc.edu>; Cheek, Donna <dcheek@uncaa.unc.edu>; Marbry, Delaine <dmarbry@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Holt, Joan <jholt@uncaa.unc.edu>; Griggs, Kathy <kgriggs@uncaa.unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Lynch, Nadia <nlynch@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; -Sports Medicine <-Sports Medicine@uncaa.unc.edu>
Cc: Miller, Beth <bmiller@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>
Subject: URGENT ~ Student-Athlete Medical Insurance and Prescription Drug Information
Attach: Sports Medicine Info (2009-10).pdf

Colleagues:

Once again, we are requesting your assistance in obtaining medical insurance information from your respective sport's student-athletes. Additionally, we ask for your assistance in obtaining newly-required (by the NCAA) documentation from your student-athletes who might be taking prescription medications that include banned substances (e.g., stimulant medication for learning disabilities).

Please note that this is a required procedure, and it is imperative that it be done before your student-athlete engage in any type of voluntary or mandatory team practices this fall!!!

Procedures for Medical Insurance Forms

1. Print off the attached document: "Sports Medicine Info (2009-10)".

2. Make the appropriate number of copies and mail the entire packet to the parents/legal guardians of each of your student-athletes that you are expecting to be on your squad list during the 2009-2010 year (i.e., returnees, transfers, incoming freshmen, medical exempts - EVERYONE!!).

3. As an alternative to mailing, please note that you can also email this packet to parents if you have email addresses for all of them - however, it will be your responsibility to follow-up with each of them to make sure that they have successfully received the email and are proceeding with completing the required documentation.

4. The enclosed medical insurance forms are to be returned either to you or one of your coaching staff members.

5. Once you receive the completed medical insurance forms from your 2009-2010 student-athletes, alphabetize the forms, attach a current 2009-2010 roster, and give the forms to your respective sport's head athletic trainer. The athletic trainer will review the forms and then send them to the appropriate staff in the Sports Medicine Unit of Campus Health Services. Every student-athlete must complete a form, regardless of whether they have medical insurance!

6. NOTE: The athletic trainer assigned to your sport will review your roster to ascertain if every student-athlete on your roster has completed and returned the insurance form. A student-athlete who does not return the medical insurance form will not be allowed to participate in any practice until the form is received.

This process should be completed in its entirety, with all forms returned to Sports Medicine, by Friday, July 10, 2009.

This email has been sent to each head coach, assistant coaches, administrative assistants/directors of operations of certain sports, the sports medicine staff, and to some team secretaries.

Thank you for your immediate attention to this very important welfare issue concerning our student-athletes. Please be very diligent in obtaining this information in a timely fashion, and please feel free to share this information with your colleagues in your work unit. I appreciate your cooperation and assistance in advance.

I am hopeful you are enjoying the start of your summer. Take care.

Larry

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

CAMPUS HEALTH SERVICES
DIVISION OF STUDENT AFFAIRS

THE JAMES A. TAYLOR
CAMPUS HEALTH SERVICES BLDG.
CAMPUS BOX 7470
CHAPEL HILL, NC 27599-7470

May 27, 2009

Dear Parents of UNC Student Athletes:

The UNC Sports Medicine Department would like to welcome your child to Chapel Hill for the 2009-2010 academic year! In advance of his/her arrival for the fall semester, we would like to provide you with some information as to how the Department of Athletics will handle any medical issues that might arise.

Generally speaking, the Department of Athletics covers most medical costs that are associated with participation with UNC Athletics (see www.tarheelblue.com for more information). **It should be noted, though, that any visits, procedures, or prescriptions must be approved by the team physician before the Department of Athletics will cover the charges**. Below are some items to remember.

1) Each team is assigned a team athletic trainer, who is typically their initial contact for medical issues, as well as a team doctor and orthopedist to provide medical care. For details on these team assignments, please see the Department of Athletics' official website (www.tarheelblue.com).
2) Your child or family's insurance will be the primary insurance coverage. Therefore, please make sure your child is in possession of a copy of all insurance cards (medical, prescription) when he/she arrives for school in the fall. Your child should be instructed to present the applicable card each time he/she picks up a prescription or is seen by a physician outside of Campus Health. **Please note that the UNC Hospitals system is considered "outside" of Campus Health**. Therefore, insurance cards must be presented at all UNC Hospitals appointments. Failure to do so results in a very time-consuming filing process after the fact.
3) LaToya Wright (919-966-3655) is your Sports Medicine contact for any billing questions you may have. When presenting his/her insurance card at time of service, your child should be instructed to identify Sports Medicine as the "secondary insurer". If this procedure is followed, future bills for the service will be sent directly to the Sports Medicine staff, alleviating the necessity for you to forward any bills to us. However, should you receive a bill that you believe should be covered by Athletics, you should forward it to us via the address below, or by fax at 919-966-9779.
4) If at any point you receive an insurance payment reimbursement check for an expense originally covered by the Department of Athletics, the check should be immediately signed over to Sports Medicine and forwarded to us at the address below, so that we can apply the funds to the medical expenses on your child's account. Your retention of these reimbursement checks would result in an NCAA violation and would render your child ineligible to participate in intercollegiate athletics.

5) The attached form must be filled out completely and returned to your child's head coach as soon as possible. Along with the completed form, please send a copy (FRONT and BACK) of all insurance cards (e.g., medical and prescription drugs) to the Head Coach at the address on the form. We must have this information **by July 10th** to call and verify benefits on all policies before August 1. Note that we MUST have the policy holder's information, as it is critical to verify benefits and in cases in which we need authorization for radiology, surgery, etc.
6) It is critical that we receive updated information regarding your child's insurance throughout the year. Therefore, after submitting the completed form and copies of insurance cards this summer, please retain a blank copy of the form to send to us, should any insurance information change throughout the year.
7) With HIPPA/FERPA regulations, we must have your child's permission for a doctor to speak with parents about his/her medical records. Be sure your child is clear with his/her physician regarding what can be discussed with parents.
8) To assist in your child's smooth transition into our medical system, please follow the enclosed instructions to obtain a Medical Record Number (MRN) for your child. This number should then be included on the attached form where requested.
9) Lastly, please be sure to read the new NCAA regulations regarding ADHD medicines in the enclosed letter. Contact information is included in that letter should you have questions or concerns about this issue.

We appreciate your time reading this document and completing the necessary paperwork in order to prepare your child for this fall. Should you have questions or concerns regarding these or any other Sports Medicine issues, please feel free to give us a call at 919-966-3655.

Sincerely,

Dr. Timothy N. Taft, Director
Sports Medicine Division
CB # 7470, Campus Health Services
University of North Carolina
Chapel Hill, NC 27599

enclosures

Please return completed form as soon as possible, with copy of insurance cards (**front and back**) to:

Head Coach (**Sport-Specific**)
UNC Department of Athletics
P.O. Box 2126
Chapel Hill, NC 27515

STUDENT-ATHLETE INSURANCE INFORMATION

Student's Full Name:_____

Date of Birth: _____/_____/_____ SPORT: _____ SEX: M ☐ F ☐

UNC Medical Record Number (see attached instructions): _____

IS YOUR SON/DAUGHTER COVERED BY **HEALTH INSURANCE**? YES ☐ NO ☐

Please complete below. Submit a copy of insurance card, **front & back**. *Make sure copy is legible.*

Policyholder's Information (Required for obtaining authorization)

Name: _____ Date of Birth: _____/_____/_____ S.S.#: _____-____-_____

Policy Number _____ Relationship to Student:_____

Address (Street, City, State, Zip):_____

Home Phone Number: _____ Cell Number _____

Policyholder's Employer: _____

Employer Address (Street, City, State, Zip):_____

Employer's Phone: _____ Fax: _____

(Check all that apply) Full-time ☐ Part-time ☐ Retired ☐ Self-Employed ☐

Is this policy an: HMO ☐ or a PPO ☐ ? If this policy requires pre-authorization from a primary care physician before services can be rendered, please complete the following:

Physician's Name:_____ Phone Number:_____

Do you have a **separate prescription drug policy**? Yes ☐ No ☐ If yes, please provide name and address and/or a blank copy of claim form. Please also include a legible copy of your drug card, front and back.

Name:_____ Address:_____

I give my permission to the Division of Sports Medicine to file a claim for medical services with the above health care insurer. According to NCAA regulations, I understand that any insurance payments I receive must be returned to repay the Department of Athletics for your child's services.

Parent's Signature:_____ Date:_____

**** If this information changes during the school year, please contact:

Division of Sports Medicine
CB #7470, Campus Health Service
University of North Carolina
Chapel Hill, NC 27599

919-966-3655 phone, or fax new card front & back to 919-966-9779. On cover sheet, include student's name, sport, and above policy holder information (if different). Please retain a blank copy of this form to re-submit if your insurance changes.

**** **Athletes should have their own copy of all insurance cards**.****

Instructions to Obtain a UNC Hospitals Medical Record Number (MRN)

The UNC Sports Medicine Department would like to request your assistance with obtaining a UNC Hospitals Medical Record Number (MRN) for your child. **Please note that if your child was enrolled at UNC during the 2008-2009 academic year, he or she most likely already has an MRN**. If you have this number on file, please include it on the attached form. If you do not, you may call the phone number identified below to obtain the MRN for inclusion on the form.

The Campus Health System is a separate entity from the UNC Hospitals System. Therefore, in case your child ever requires services at the hospital (MRI, CT scan, other radiology or specialty clinic, such as ENT), he/she must obtain an MRN prior to receiving such services. It is important to note that these numbers are permanent; thus, if your child has ever received services from UNC Hospitals or an affiliate, he/she most likely already has an MRN.

To obtain an MRN for your child (or to check to see if he/she already has one), please follow the instructions below. The number should then be included on the insurance form where requested.

****

1. Dial 919-966-1234 (if local) or 1-866-595-3175 (toll-free).
2. Press 1 for English
3. Press 3 to "obtain a new Medical Record Number"
4. You will then be transferred to a customer service representative. Inform them that you need to get an MRN for your child. Please be certain to first ask the representative to confirm that your child does not already have an MRN!

Please have the following information available for the representative:

1. Child's Name, Date of Birth, and Social Security Number
2. Child's Primary Address (should be permanent home address – bills will be sent here)
3. Child's Primary Phone (should be cell phone, if possible, as the hospital clinics will call this number for appointments)
4. Emergency Contact Name and Phone Number
5. Insurance Information (i.e., Does your child have insurance? What type? Subscriber ID? Group Number? Policy Holder's Name and SSN? Mailing address for Insurance Company – usually found on back of card? Is Policy Holder a full-time employee?)

After obtaining the necessary information, the representative will generate an MRN for your child and will give you that number prior to ending the call. **This number should then be included on the enclosed insurance information form that you complete and return**. If your child is ever seen at UNC Hospitals, he/she will receive a plastic identification card with their MRN (much like a credit card). This card should be retained by the student, along with his/her other insurance information.

****

Thanks for your assistance. Should you have any questions about this, feel free to contact us at 919-966-3655.

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

DEPARTMENT OF
ATHLETICS

P.O. BOX 2126
SMITH CENTER
SKIPPER BOWLES DRIVE (DELIVERY)
CHAPEL HILL, NC 27515

T 919.962.6000
F 919.962.6002
www.tarheelblue.com

May 27, 2009

Dear UNC Student-Athlete,

The NCAA has adopted a stricter application with regards to its Medical Exceptions Policy for Banned Drugs. Therefore, institutions will now be required to submit more formal and complete documentation when a student-athlete tests positive on an NCAA Drug Test for the use of any prescription medication that contains a banned drug (for example, stimulant medications for ADHD, such as Adderall or Ritalin).

In an effort to protect our student-athletes from unwarranted NCAA drug testing sanctions in the future, **we are now requiring that all student-athletes who are taking such prescription medication submit to us the appropriate documentation prior to the beginning of the 2009-2010 academic year**.

If you are on such medication, the documentation that we must have on file from you is as follows:

1) A physician's record of your evaluation
2) A physician's diagnosis
3) The history of the treatment that you have undergone
4) A copy of your most recent prescription

Please note that this information can come in many different forms, including in letter format from your treating physician. **HOWEVER**, keep in mind that all of the above information must be included in the letter or other paperwork.

We ask that, if applicable, you compile this required information and submit it to our Sports Medicine staff at the following address no later than **July 10, 2009**. This will give us ample opportunity to seek additional information from you, if necessary, prior to the start of the 2009-10 academic year.

Dr. Mario Ciocca
UNC Division of Sports Medicine
James A. Taylor Campus Health Services
CB #7470
Chapel Hill, NC 27599-7470

Also, on the enclosed pages, I have included a Q&A document from the NCAA competitive safeguards committee. It is my hope that this document will answer any questions you might have about this new requirement.

Thank you for your attention to this critical matter with regards to your future eligibility to participate in intercollegiate athletics at UNC.

Sincerely,

Larry Gallo, Jr.
Senior Associate Athletics Director

NCAA Banned Drugs and Medical Exceptions Policy
A stricter application – August 2009

My name is Jerry Koloskie, and I am the chair of the NCAA competitive safeguards committee.

As you know, the NCAA bans classes of drugs because they can harm student-athletes, and because they can create an unfair advantage in competition. Some legitimate medications contain NCAA banned substances, and student-athletes may need to use these medicines to support their academics and their general health. We have in place a procedure to review and approve legitimate use of medications that contain NCAA banned substances.

Our committee has the responsibility to oversee the banned drug list and review medical exception requests. Physicians on the committee determine whether the use of a banned medication is warranted, and weigh the medical need vs. the potential for abuse and for unfair performance enhancement. This review protects not only the health and safety of the student-athlete, but the liability of the institution. Banned substances should not be allowed unless there is sufficient evidence of medical need.

We've received a number of requests to grant medical exceptions in which the institution or student-athlete did not provide adequate documentation to show the student-athlete had undergone a diagnostic evaluation. Most commonly this occurs in cases of ADHD – Attention Deficit Hyperactivity Disorders.

We often get asked what documentation is needed in order for the committee to grant a medical exception, so let's consider these questions:

Question. *What types of medications fall under the NCAA medical exception policy?*

Answer. First, there is no medical exception for the use of street drugs. The use of any medication that contains a banned substance must be approved. For stimulants, diuretics, and anti-estrogen use, a request for review and approval should be made following the notice of a positive NCAA drug test. For anabolic agents and peptide hormones, the request must come prior to the use of the medication.

Question. *What documentation does an institution need to keep on file?*

Answer. The institution should keep on file **a record of the student-athlete's evaluation**, **diagnosis**, **the history of treatment**, and **a copy of the most recent prescription**. This documentation can be compiled in the form of a dictated letter from the prescribing physician if the letter includes the details previously mentioned. There is no need to keep records of all testing, but rather to demonstrate that an evaluation has been conducted to achieve the diagnosis.

Question. *For ADHD specifically, who needs to conduct the evaluation?*

Answer. The initial evaluation may be conducted by clinicians with experience in assessing ADHD: these include school psychologists, clinical psychologists, psychiatrists, other MD's, and their supervised clinicians.

Question. *What type of assessment is used to diagnose ADHD?*

Answer. There are a variety of tools used by clinicians to reach a diagnosis of ADHD. Many children are diagnosed soon after they begin their formal schooling, and school psychologists and child psychiatrists use behavioral assessments such as the Conners Rating Scale or the DSM-IV ADHD Survey. When a student-athlete is not diagnosed until they have already matriculated to your institution, the institution's student support services or disability services can provide an assessment, using such tools as the Conners Adult ADHD Rating

Scales (CAARS) or the Adult ADHD Self-Report Scale (ASRS). In any case, a student-athlete may go through their family physician for a referral for an assessment.

***Question**. Will an assessment conducted more than 5 years ago be acceptable?*

Answer. Yes, if the student-athlete has been followed-up recently to confirm that continuing treatment is appropriate. On the other hand, if a student-athlete has a history of treatment with stimulant medications for ADHD but has not undergone a diagnostic assessment for this condition, the sports medicine staff should refer the student-athlete for an assessment.

The important criteria are: an evaluation has been conducted, the student-athlete is under ongoing medical care for the condition, and the student-athlete is being treated appropriately.

***Question.** Does a student-athlete need to have an updated letter from the prescribing physician on file each year of their eligibility?*

Answer. Yes, an annual follow-up with the prescribing physician is the minimum standard, and that can be reflected in a letter from the physician or a copy of the medical record, with written indication of the current treatment.

***Question**. Some athletes are embarrassed and don't reveal that they are taking medication for ADHD, so the institution is unaware. How is this handled when a student-athlete tests positive for using the medication?*

Answer. Of course, all medications should be reported to the sports medicine staff, so they can be informed in the event a student-athlete experiences any illness or injury while under their care. Incoming student-athletes should be educated on the importance of this policy, and specifically advised of the need to share information about medications that may contain banned substances, such as Adderall or Ritalin. Many new student-athletes are unaware they may be using banned substances. Making it a requirement to report all medications as a part of the routine care, and naming a variety of examples, the sports medicine staff can help diminish embarrassment. The NCAA will also include information about this issue as it sends out information to prospective student-athletes.

If a student-athlete tests positive for a medication and has not provided documentation to the institution, an appeal hearing may be scheduled so that the student-athlete and the institution can gather that information. Until the hearing takes place, the student-athlete must be withheld from competition as in any other positive drug-test case.

***Question**. Do student-athletes need to be prescribed a non-stimulant medication for ADHD before using stimulant medications?*

Answer. The NCAA Medical Exception policy requires that a non-banned medication be used if available, but the medical community has generally accepted that with this age group, the non-stimulant medications are not as effective to treat ADHD. The committee will approve the use of stimulant medications for ADHD without a prior trial with non-stimulant medicine.

For other medical issues, student-athletes need to provide documentation that non-banned medications indicated for the condition have been prescribed before using the banned medication.

These are the most common questions we have heard about the NCAA Medical Exception policy, but your institution may have a unique question or circumstance involving student-athlete use of banned medications. For these, contact the NCAA Health and Safety Staff, at www.ncaa.org/health-safety . Together we can assure that our student-athletes are able to compete in a healthy and safer athletics environment.

1 PROCEEDINGS BEFORE THE DIVISION I
2 COMMITTEE ON INFRACTIONS OF THE
3 NATIONAL COLLEGIATE ATHLETIC ASSOCIATION
4 In Re: FLORIDA STATE UNIVERSITY) Case No. M286
5 TRANSCRIPT OF PROCEEDINGS
6 BE IT REMEMBERED, that on this 18th day of
7 October, 2008, the above-entitled matter comes on for
8 hearing before the Division I Committee on
9 Infractions of The National Collegiate Athletic
10 Association, meeting in the Westin Hotel,
11 Indianapolis, Indiana, beginning at 8:30 o'clock
12 a.m., with Chairman Dennis Thomas presiding.
13 The other members of the Committee present
14 are: Messrs. Alfred "Jim" Lechner, James Park, Jr.;
15 Mmes. Josephine Potuto, Andrea Myers and Eileen
16 Jennings.
17 Messrs. John Black, Britton Banowsky and
18 Melissa Conboy, new members of the Committee, were in
19 attendance.
20 Ms. Naima Stevenson is present representing
21 the NCAA General Counsel's Office.
22 Mr. Shepard Cooper, Director for the
23 Committees on Infractions, Mr. Jim Elworth, Assistant
24 Director for the Committees on Infractions, Ms.
25 Cheryl DeWees, Coordinator for the Committees on

1 Infractions, and Ms. Karen Martin,
2 Administrative Assistant to the Committees on
3 Infractions were also present.
4 Also present are Mr. Jerry Parkinson
5 and Mr. Brian Halloran, Coordinators of Appeals
6 for the Infractions Committee.
7 APPEARANCES
8 The NCAA Enforcement Staff of the
9 National Collegiate Athletic Association was
10 represented by Messrs. David Price, David
11 Didion, Ameen Najjar, Kevin Lennon and Chris
12 Strobel; and Mmes. Joyce Thompson, Stephanie
13 Hannah, Julie Roe, Rachel Baker, Jennifer
14 Henderson, Kelly Groddy.
15 Present on behalf of Florida State
16 University are Messrs. T.K. Wetherell, Joseph
17 Beckham, Randy Spetman, Brian Battle, Larry
18 Abele, Mark Meleney, Chuck Smrt, Bill Shults;
19 and Mmes. Betty Steffens and Stacey Karpinski.
20 Mr. Shane Lyons, Associate Commissioner
21 of the Atlantic Coast Conference, was also
22 present.
23 Ms. Brenda Monk and her attorney of
24 record, Mr. Brant Hargrove, appear in person.
25

1 (Whereupon, the following proceedings
2 are had and entered of record.)
3
4 CHAIRMAN THOMAS: Good morning,
5 everyone. This is Case No. M286, Florida State
6 University. My name is Dennis Thomas. I am the
7 Commissioner of the Mid-Eastern Athletic
8 Conference and the Vice-Chair of the Division I
9 Committee on Infractions.
10 With me today hearing this case are to
11 my right, Andrea Myers, the Director of
12 Athletics Emeritus at Indiana State University;
13 Alfred "Jim" Lechner, Jr., an attorney with the
14 New York Law firm of Case & White, and formerly
15 a Federal District Judge, District of New
16 Jersey. Mr. Lechner is one of the Committee's
17 two public members.

18 To my left is Josephine Potuto, the

19 Richard H. Larson Professor of Constitutional

20 Law at the University of Nebraska, Lincoln, and

21 the former chair of this Committee; Eileen

22 Jennings, the general counsel at Central

23 Michigan University; James Park, Jr., an

24 attorney with the law firm of Frost Brown Todd

25 of Lexington, Kentucky. Mr. Park is a public

1 member.

2 Seated at the table to my right is

3 Shep Cooper, the Director for Committees on

4 Infractions, and Jim Elworth, the Assistant

5 Director.

6 At the table to my left are the

7 Committee's two Coordinators of Appeals: Dean

8 Jerry Parkinson, Dean of the School of Law at

9 the University of Wyoming, and Brian Halloran of

10 Malibu, California, the manager and general

11 counsel of Painted Hills Wind Developers, a

12 company involved in the renewable power

13 business.

14 Ms. Naima Stevenson, NCAA's General

15 Counsel's Office, is seated at the table by

16 herself between the enforcement staff and the

17 University. Where is Naima? There you are.

18 Cheryl DeWees, the Committee's

19 Coordinator, and Karen Martin, the Committee's

20 Administrative Assistant, are seated together at

21 the table behind Ms. Stevenson. Ms. DeWees and

22 Ms. Martin are available to assist with any

23 logistical needs during the hearing.

24 Also here today is Mr. John Bowen, of

25 Bowen & Associates, a Certified Court Reporter

1 from Kansas City, to take the record in the
2 case.
3 Finally, three recently appointed
4 members of the Committee are attending this
5 hearing as observers and are seated in the very
6 back of the room with Ms. DeWees and Ms. Martin.
7 They are John Black, a new public member. Mr.
8 Black is a partner with the law firm of
9 Shughart, Thomson & Kilroy of Kansas City,
10 Missouri.
11 Also here is Melissa "Missy" Conboy,
12 the Deputy Director of Athletics and Senior
13 Woman's Administrator at the University of Notre
14 Dame, and Britton Banowsky, the Commissioner of
15 Conference USA.
16 Before I turn to other instructions,
17 let me explain how this microphone works. It is

18 a very sophisticated object. On each microphone

19 is a small black button. You activate your

20 microphone by pushing that button. You know

21 your microphone is activated because the red

22 collar on the top will be illuminated.

23 When you push the button and activate

24 your microphone, you turn off all other

25 microphones except mine. So, please, be

1 careful. Don't activate your microphone while
2 someone else is speaking. But be sure to
3 activate it when you wish to speak.
4 You don't need to press your button to
5 turn off your microphone as that automatically
6 happens when the next speaker pushes his or her
7 button. If you push the microphone button when
8 you are done, all that will happen is you will
9 cut off the next speaker. So, please, don't do
10 this. If the person sitting next to you forgets
11 to activate his or her microphone, please push
12 the button.
13 Finally, if you have a cell phone,
14 please turn it off or place it in a silent mode.
15 President Wetherell, will you please
16 introduce yourself and other representatives
17 from the University?

18 MR. WETHERELL: Thank you, Mr.

19 Chairman. I am T.K. Wetherell, President of

20 Florida State University. I will go down to my

21 right. Betty Steffens is here, who is the

22 general counsel for Florida State.

23 Chuck Smrt, who served as a consultant

24 for us on this case, is with us. Larry Abele,

25 the Provost of Florida State is here. Stacey

1 Karpinski, also with Chuck's firm and a
2 consultant on the case.
3 Dr. Joe Beckham, who is the Faculty
4 Rep for Florida State. Randy Spetman, who is
5 our Athletic Director. Brian Battle, who is an
6 Associate Athletic Director for Compliance.
7 Mark Meleney, who is the former Associate
8 Athletic Director for Academic Service, and our
9 current Academic Services Director for
10 Athletics, Bill Shults. And at the far end of
11 the table is Shane Lyons, who is the ACC Rep for
12 us.
13 CHAIRMAN THOMAS: Thank you, President
14 Wetherell.
15 Mr. Lyons, you have already been
16 introduced. Would you like to re-introduce
17 yourself?

18 MR. LYONS: That is okay.

19 CHAIRMAN THOMAS: All right. Thank

20 you.

21 Ms. Monk, will you, please, introduce

22 yourself and your counsel?

23 MS. MONK: I am Dr. Brenda Monk, and I

24 served as a learning specialist at Florida State

25 University from 2001 until 2007. Sitting to my

1 left is Brant Hargrove, who is representing me
2 today.
3 CHAIRMAN THOMAS: Thank you.
4 Mr. Price.
5 MR. HARGROVE: Mr. Chairman, I have a
6 question, if I may. I mentioned to Dr. Monk
7 that when we walked into the room that they are
8 many and we are few. I would ask permission to
9 have Allison Monk sit next to me, because she
10 has assisted me on some of this, and it would
11 aid me if I could have her sit next to me, if
12 that is allowable. If it is not, that is fine.
13 too.
14 CHAIRMAN THOMAS: We have already
15 addressed that issue, and when the information
16 comes about that is relevant to your assistant,
17 she will be allowed to participate. Thank you.

18 MR. HARGROVE: Thank you.

19 CHAIRMAN THOMAS: Mr. Price.

20 MR. PRICE: Thank you. I am David

21 Price, Vice-President of Enforcement. To my

22 immediate left are the two individuals

23 responsible for presenting the case today, David

24 Didion and Joyce Thompson.

25 Then we have Directors of Enforcement

1 Stephanie Hannah, Julie Roe, Ameen Najjar.
2 Rachel Baker is our Director of Agents, Gambling
3 & Amateurism activities. Kevin Lennon is Vice-
4 President for Membership Services.
5 Jennifer Henderson and Kelly Groddy
6 are with our student-athlete reinstatement
7 staff, and Andrew Perrott is a legal intern for
8 us. He is not here today, I see. And Chris
9 Strobel is our Director of Enforcement for
10 Secondary Violations.
11 CHAIRMAN THOMAS: I would also like to
12 note that the Vice-President for Membership
13 Services, Kevin Lennon, is here in case there
14 are any questions from the Committee regarding
15 student-athlete's reinstatement.
16 In these hearings we proceed rather
17 informally. If you wish to take off your

18 jacket, please feel free to do so. You are

19 welcome to stand up and move about and to avail

20 yourself of the refreshments in the back of the

21 room.

22 We usually spend about an hour or an

23 hour and a half and then take a break. If at

24 any time you need to step out of the room,

25 please feel free to do so. One exception is for

1 Dr. Monk.

2 As you know, you should be here when

3 allegations are discussed or concern you. If

4 you need to step out, just signal me and we will

5 accommodate you.

6 You were previously advised in the

7 Notice of Allegations sent by the enforcement

8 staff, as well as in a supplemental letter you

9 received from the Committee, that the Committee

10 does not receive all of the information and

11 materials which the enforcement staff has

12 received and which the enforcement staff may

13 have developed.

14 In particular, the Committee does not

15 see all the information that the enforcement

16 staff has placed in the custodial file. What

17 the Committee has seen is a list of items that I

18 am going to read now. That list also has been

19 provided to you. This list contains the written

20 record of the case as it exists right now at the

21 start of this hearing.

22 What the Committee knows about this

23 case is what is contained in this record. The

24 report currently includes the following items:

25 Notice of Inquiry.

1 Notice of Allegations.

2 The institution's response to Notice

3 of Allegations.

4 Brenda Monk's response to the Notice

5 of Allegations.

6 A letter from David Hart regarding the

7 University corrective actions.

8 A letter from President Wetherell in

9 response to Dave Hart's letter.

10 The Case Summary.

11 Brenda Monk's supplemental response to

12 the Notice of Allegations.

13 A memo from the Student-Athlete

14 Reinstatement staff in response to questions

15 from the Committee.

16 Letters from Florida State's outside

17 consultant, Chuck Smrt, expressing concern

18 regarding the Committee's request for

19 information from the Student-Athlete

20 Reinstatement staff.

21 The University's response to questions

22 posed by the Committee on October 14th, and an

23 October 14th memo at random sent to Chuck Smrt.

24 If there are any materials which are

25 not part of the record, which I just listed and

1 that you want the Committee to consider, then
2 you must ask permission from the Committee to
3 have that information introduced as evidence
4 during this hearing.
5 The Committee has the discretion to
6 determine what additional information will be
7 made a part of the record.
8 Let me emphasize that the record in
9 this case constitutes the list of items that I
10 just read to you. In addition, any other items
11 accepted into the record during this hearing as
12 well, of course, and the information presented
13 as discussed here today that will be transcribed
14 by Mr. Bowen.
15 The Committee's findings in this case
16 will be based on this record. Should there be
17 adverse findings against the University or any

18 party involved that results in an appeal, this

19 record and the Committee's infractions report

20 will constitute the full and complete record on

21 appeal.

22 Finally, there may be copies of

23 memoranda transcripts and other documents that

24 are provided to the University or an involved

25 party by the enforcement staff during this

1 hearing. These documents must be returned to
2 the enforcement staff at the conclusion of
3 today's hearing.
4 We have set aside the day to hear this
5 case. We are here to undertake a full and
6 complete exploration of the issues, not to rush
7 through the hearing. We will spend as much time
8 as is necessary for you to explain the
9 circumstances out of which this case arose.
10 When we finish today, we want you to be
11 satisfied that you have had a full opportunity
12 to do that.
13 At the end of the hearing today, we
14 would like to have a discussion with the
15 University regarding its self-imposed penalties
16 and corrective actions, and in particular the
17 reasoning the institution used in imposing these

18 sanctions and implementing the corrective

19 actions.

20 Based upon the information that may be

21 discussed in the hearing today, or that may have

22 been raised in the information previously

23 submitted, the Committee has the authority on

24 its own initiative to make additional findings

25 or to amend the allegations to conform with the

1 information presented today.

2 Additional findings may relate to any

3 bylaw violations, including unethical conduct,

4 lack of institutional control, or failure to

5 monitor.

6 We have noted in particular that there

7 is an allegation of failure to monitor against

8 the institution and an unethical conduct charge

9 against a former academic advisor.

10 Even if there were no such

11 allegations, those here today should understand

12 that the Committee can make these findings if

13 the evidence presented to the Committee

14 justifies such action.

15 If the Committee should decide that

16 additional findings may be appropriate, it will

17 inform all parties and give the opportunity to

18 respond. If the additional information relates

19 to unethical conduct, the lack of institutional

20 control or a failure to monitor, the Committee

21 will afford the parties an opportunity for

22 further response after hearing if they so

23 desire.

24 Each violation charged in the Notice

25 of Allegations, or in the enforcement staff's

1 Case Summary is considered to be a major
2 violation of NCAA legislation unless
3 specifically designated as a secondary
4 violation.
5 If the enforcement staff, the
6 institution or Dr. Monk believe that a violation
7 is secondary, including any initially alleged as
8 a secondary violation by the enforcement staff,
9 that party must make that known to the Committee
10 at this hearing and either then rest on its own
11 written submission, if any, or present evidence
12 and arguments why it is secondary.
13 The Committee will make the final
14 decision after considering all of the
15 information and arguments in the record.
16 Everyone here today also should know
17 that any issues related to the processing of

18 this case includes issues regarding the conduct

19 of the enforcement staff must be raised during

20 the course of this hearing.

21 Failure to raise such claims during

22 the course of the hearing constitutes a waiver

23 of such claim. Among other things, such waiver

24 precludes raising these issues on appeal.

25 We now turn to brief general opening

1 statements from the University and the NCAA
2 staff. Dr. Monk will be provided an opportunity
3 to make an opening statement, if you wish, as
4 well as you, Mr. Lyons.
5 After opening statements, we will turn
6 to the allegations contained in the Case Summary
7 and work through those. We will address the
8 allegations in the order as they appear in the
9 Case Summary.
10 After we have considered all of the
11 allegations, we will have closing statements
12 from the University, Dr. Monk and the NCAA. Mr.
13 Lyons, you will have the opportunity to make a
14 closing statement if you wish.
15 Are there any questions?
16 MR. HARGROVE: Yes, sir, I have one.
17 On behalf of Dr. Monk, will I be allowed to make

18 the opening statement? You mentioned her, you

19 didn't mention me. I just wanted to be sure.

20 CHAIRMAN THOMAS: Dr. Monk, are you

21 agreeing to having your counsel perform the

22 opening statement for you?

23 MS. MONK: Yes, sir.

24 CHAIRMAN THOMAS: Thank you.

25 Mr. Didion, have all of those who are

1 at risk at this hearing been informed of the
2 date, time and place of the hearing?
3 MR. DIDION: Yes, they have, Mr.
4 Chair.
5 CHAIRMAN THOMAS: Have all eligibility
6 issues been resolved?
7 MR. DIDION: They have.
8 CHAIRMAN THOMAS: Are there any
9 instances in this case in which student-athletes
10 competed while ineligible and might result in
11 the vacation of contests by the Committee?
12 MR. DIDION: I believe there were, and
13 those have been addressed by the institution.
14 CHAIRMAN THOMAS: Okay.
15 MS. POTUTO: I just want to put on the
16 record now that as I understand the institution,
17 they related to NCAA championships, and the

18 Committee has some questions about regular

19 season and conference.

20 MR. DIDION: That's correct.

21 CHAIRMAN THOMAS: We will now turn to

22 opening statements. Let me emphasize that these

23 statements should be general overviews of the

24 case and not recitation of information relevant

25 to particular allegations. Please be as brief

as possible with the opening statements.

President Wetherell, are you ready for the institutional opening statement?

MR. WETHERELL: Yes, Mr. Chairman.

CHAIRMAN THOMAS: Thank you.

MR. WETHERELL: Thank you, Mr. Chairman. The consultants and various people provided me with some notes to make this statement, and they started off with thanking you for the opportunity to be here today. Upon reflecting upon that a moment, I don't think I can think of a place I would rather not be than here today, quite frankly.

Florida State is embarrassed, quite frankly, to be here. We are a better institution than this. This is not something that we are proud of, and it is not necessarily

18 our finest hour. But we do appreciate the help

19 and the support that we received from the NCAA

20 as we went through this process.

21 I kind of reflect back to Apollo 13

22 and remember that they started off to the moon,

23 and in the final analysis never made that, but

24 it well may have been NASA's most probable or

25 best performance of all.

1 I think Florida State will come out of
2 this a better institution, as embarrassed as we
3 might be. You have read the case, you have been
4 provided the information. To the best of my
5 knowledge, there is really no conflict in the
6 facts of the case. We self-reported this case.
7 It evolved in a way that we did not
8 expect it to evolve. The NCAA came down and
9 reviewed the matter after we had sent it up
10 pursuant to policy and procedures. There were
11 very few changes made. We then reacted to that
12 report and made very few changes.
13 So, the facts are pretty simple. It
14 seems like a relatively simple case on the
15 surface, but I think as you have read it and as
16 you hear testimony today you are going to find
17 out that this is a very complex issue.

18 Those of you in the law profession

19 will particularly note some of the issues and

20 the challenges that the institution had to face

21 as we went through various segments of this

22 proceeding.

23 We would point out that it really

24 doesn't fit in the NCAA Manual. We have

25 searched throughout NCAA records and can't find

1 a case that is of this particular nature with
2 this many different options.
3 This case does not involve misconduct
4 by any coach, any assistant coach. There are no
5 boosters, no donors, no trainers, no one
6 directly involved with teams in athletics.
7 That's highly unusual. We admit that.
8 The facts of the matter are that a
9 student-athlete went to the Academic Support
10 Center to do some work as they should do. While
11 at that center, the student-athlete was asked
12 about another student-athlete who was to come
13 and do some work.
14 The student-athlete number one
15 basically responded by saying he is not coming,
16 he is involved in some other things. That
17 happened to be an athlete that

18

19

20 He was working out appropriately and

21 legally for given teams in the combine. The

22 student-athlete number one was advised that

23 student-athlete number two was supposed to take

24 a quiz on that day, an online quiz.

25 The student-athlete number one said he

1 is not coming, he is not going to take that
2 test. He was then advised to sit down and take
3 the test by a staff person at Florida State
4 University.
5 The athlete getting instructions from
6 a staff person did as he was told. He did not
7 ask to do this, he was not even enrolled in the
8 course.
9 The student-athlete took the test,
10 left the center, reported that to his coach.
11 His coach then reported it to the Compliance
12 Center, and FSU began an investigation pursuant
13 to NCAA regulations.
14 The issue at that point in time was
15 who was going to do the investigation, the
16 Athletic Department or some other entity? It
17 was my decision that we would let some other

18 entity do that investigation since it was not

19 involving a coach or an athletic issue at that

20 point in time, it was a personnel matter.

21 We determined that the Inspector

22 General at Florida State should do it in

23 conjunction with HR staff at Florida State. we

24 believed we were dealing with an employee

25 relations issue at that point in time.

1 The employee was so notified, the
2 athletic director was so notified because he had
3 been told by the coach, and we moved ahead in
4 that process.
5 Part of that investigation process
6 included talking to student-athletes that were
7 in the course. There were some 30-some student-
8 athletes talked to, amongst other people, and
9 basically as they went through that process it
10 was not much that we didn't know, didn't show
11 up.
12 It was only at the end when one
13 student-athlete basically told us that I don't
14 know what the big problem is. If you talk to a
15 student mentor or tutor, you could do the same
16 thing. That alerted us that there was some
17 other problems.

18 You have to realize that each of these
19 students was asked to come and give us
20 information regarding that system. They were
21 specifically told that they were not being
22 investigated.
23 Their eligibility was not in question,
24 and their scholarship was in no jeopardy. But
25 when a student-athlete then notified us that

1 some students may have violated NCAA rules at a
2 time when he was supposedly helping us resolve
3 another issue, it created a series of complex
4 issues that we had to face.
5 At that point in time, we decided we
6 had more than a personnel issue, we had an NCAA
7 issue, and we hired Mr. Smrt and his firm to
8 help us. We went through that process and
9 determined that there was inappropriate behavior
10 in our minds with a specific tutor.
11 We looked at other issues involved.
12 We could find no conclusive evidence that there
13 were other tutors involved.
14 We have a system at Florida State that
15 runs the grades of each athlete against the
16 grades of the course, and the grades of other
17 students. We looked at those files and we

18 determined that there was one section in the
19 spring of 2007, that there were anomalies--
20 well, actually in the fall there were some
21 anomalies, but they were not significant enough
22 to cause an alarm.
23 In the spring of '07, they were
24 significant. What we found out was that we had
25 a faculty member that was offering an online

1 course, that had been offering that same course
2 for a number of years and in previous semesters
3 had allowed students to work together, to print
4 the final exam, to work as a group on the final
5 exam, and not only the final exam but all exams
6 and tests, and turn those in and receive a
7 grade.
8 It was perfectly acceptable and no
9 violation of the student's honor code and no
10 violation, quite frankly, of the guidelines of
11 the course.
12 The faculty member subsequently
13 changed that. He did not change the syllabus,
14 but he did change the online test procedure.
15 There was no requirement that a student take the
16 test in a secured testing site.
17 They could take it from their dorm

18 room, take it from any computer that they could

19 sign on to. It did go through a process that we

20 used Blackboard like most institutions use. We

21 began talking to other students and asking what

22 did they do and when did they do it? Because if

23 they worked as a group under certain

24 circumstances, there was no violation.

25 If, on the other hand, if they did it

1 in the fall or spring of '07, and the rules of
2 the course and the testing were changed, there
3 was potentially a violation. We came to
4 understand that a rogue tutor had basically made
5 copies of the test, committed those tests to
6 memory, and as he worked with students gave some
7 of those answers to the various students. Some
8 received more answers than others.
9 As we interviewed those 30-some
10 students before, that we went through before and
11 started back with them, we determined that some
12 of those students did receive help. This was a
13 difficult time to define exactly what help was.
14 Some students actually took the test
15 with the tutor saying, yes, you should mark
16 Answer A, B, or whatever was appropriate. Some
17 students sat in the Testing Center and heard

18 people discussing tests, and marked papers

19 accordingly.

20 So, we began to realize that we had a

21 problem with that one course, that one faculty

22 member. As you might expect, any university,

23 particularly an Athletic Department, the

24 grapevine sometimes works better than e-mail.

25 The system and the students started

1 talking to one another. The NCAA rules, as we
2 understand them from the Enforcement Committee,
3 state that when we knew that there was a
4 violation we were obligated to sit that student
5 from specific participation in the sport.
6 This was in the winter and spring
7 term, so obviously our emphasis was on those
8 sports where individuals were participating at
9 that point in time. The question became how
10 much do we sit them for? What was the
11 violation?
12 As we worked with Enforcement, those
13 violations, based on NCAA precedence, ranged
14 from a game to a full season depending. As we
15 began to make those decisions, all kinds of
16 other issues became into play.
17 What is the difference in one game,

18 two games, five games or ten? What was the

19 determining factor? How did you determine this?

20 In some cases students and student-athletes went

21 directly to the honor court.

22 Some students went directly to the

23 faculty member. Some students basically had a

24 pass, if you want to call it that, from a

25 faculty member based upon whatever conversations

1 they had with that particular faculty member.

2 We began to submit to the

3 Reinstatement Committee reinstatements after we

4 had sat students for some number of games,

5 contests, or whatever it happened to be, and

6 finally that became cumbersome because the

7 Reinstatement Committee said we can't keep up

8 with these, we want to batch them and do them as

9 a group. We said fine.

10 In addition to that, while all of this

11 is going on, certain athletes were then saying,

12 well, if you are going to bust me, you need to

13 talk to so and so, and we had that issue to deal

14 with.

15 We had some coaches that said, well, I

16 am not sure we are getting the fair treatment

17 because what about this team or that team? We,

18 in essence, had a system going where students

19 could go to a faculty member, the honor court,

20 come through our system and talk to the

21 consultants, and be faced with some preliminary

22 decision with us trying to go to the NCAA and

23 get some kind of across-the-board treatment of

24 those student-athletes.

25 We came together in, I believe it was,

1 October, remembering that summer came in there
2 and students left campus, and trying to find
3 those students at that point in time became
4 difficult.
5 Basically, in the fall when student-
6 athletes came back, we sat down and began
7 talking to the NCAA Enforcement and
8 Reinstatement and said, you know, this is not
9 working. We can't get to the bottom of this
10 without some understanding of what the penalties
11 are going to be.
12 We had the probability of the race
13 card being played by some athletes, saying
14 different students were getting different
15 priorities. We had the gender card being
16 played. We had major sports versus minor
17 sports, all involved in that process.

18 We had some students that were very

19 forthcoming and said, you know, if that is your

20 definition of inappropriate actions, then, yes,

21 I did that. We had others who said no, I didn't

22 do that. We didn't have a way at that point in

23 time to really know what was happening other

24 than he said-she said, so to speak.

25 At that point in time, the provost and

1 the Technology Department came together and we
2 did what we believe is unprecedented in NCAA's
3 history. Because this was an online course,
4 every student had to take that test online, and
5 there was a computer record of when they took
6 it, where they took it, who was in the room when
7 everybody took it, and we then cross-filed
8 payrolls with that, and we could determine what
9 tutors were in the room when who took it and
10 what happened.
11 Most of the time you don't have that
12 type of information in a paper-pencil test. You
13 simply know the hour that the test was taken,
14 but you don't know to the effect when a person
15 punches a button and says it is A, B, C or D.
16 When a student is sitting in the back
17 of the room and says I heard someone holler

18 across the room the answer to number such and

19 such is, and they had already marked, let's say

20 C and the answer was B, and that student says

21 well, if it was inappropriate for me to hear

22 that and change my answer, then I guess I did.

23 So, I am guilty, versus the student who was

24 actually sharing that information. That's the

25 type of things that the NCAA had to have.

1 We knew that information because we
2 created a program that figured it out. We sat
3 with the NCAA and said, you know, what has
4 happened here is the students who have been the
5 most honest are being penalized.
6 We came to a conclusion that we needed
7 to go back and re-interview all of the students
8 in those classes, showing them the information
9 we had, and say do you really want to say this,
10 with the understanding that if you said yes, I
11 did something inappropriate, not trying to split
12 hairs and determine how bad it was or not, you
13 would receive a certain penalty. If, on the
14 other hand, you chose to go a different route,
15 then you would lose your eligibility at Florida
16 State.
17 When we went through that process, we

18 came up with the number that you see before you.

19 In addition to that, the provost and myself

20 began to talk with the Faculty Senate and the

21 term I think we began to use is we had a

22 contaminated course, particularly a section in

23 the spring semester.

24 We made the determination, and I think

25 it is probably somewhat unprecedented, that we

1 would take all student-athletes, regardless of
2 what grade they made, and they would have to
3 retake that course whether they admitted they
4 violated some procedure or not.
5 The Faculty Senate met on that and
6 agreed, and we vacated that course for athletes
7 only. So, we think that as you go through this
8 process had we not been working as closely with
9 the NCAA Enforcement and Reinstatement, where we
10 could sit down and say we need you to be totally
11 honest, and here is the information, we probably
12 would not be here today.
13 Probably, what would have happened is,
14 because it had already started to happen,
15 certain athletes would have begun to get legal
16 counsel. There would have been all kinds of
17 issues raised from parents, media and everywhere

18 else, and we would have never been able to get

19 to the conclusion that we got to and that we

20 believe we have identified those individuals who

21 did get inappropriate behavior -- we believe

22 inappropriate assistance.

23 We believe we have also been able to

24 identify from a staffing standpoint those

25 individuals who participated in giving that

1 help, reminding you that in some cases a
2 student-athlete was counseled to take this
3 course even though they didn't want the course.
4 The student-athletes didn't start off
5 with the idea of this is how I am going to
6 "cheat". We don't really believe they cheated.
7 They got inappropriate help. Most of the
8 athletes did not need this course for
9 graduation.
10 It is not a required course, it is an
11 elective course that does count in several
12 categories. There were student involved in this
13 who had 4.0's and students who had 2.0's. It
14 was not a course that people were put into to
15 gain eligibility.
16 Had we known the information in the
17 spring that we know now, and had we chosen to

18 vacate that course then, had we known it, all of

19 those students would have been eligible to go to

20 summer school and retake a class and avoid any

21 possibility of being "ineligible".

22 Part of the conversation that we had

23 with Enforcement and Reinstatement was that if

24 we went through this and developed that profile

25 and that matrix, and we had a student who came

1 forward and honestly gave us the information,
2 that would not affect their eligibility. That
3 was part of the understanding that we worked off
4 of.
5 So, we have gotten here today what you
6 see before you is that information. The problem
7 the University was faced with is we started a
8 personnel matter, we advised the students that
9 they would be helpful to us, could be helpful to
10 us, and didn't tell them at that point in time
11 that they could be jeopardizing their
12 eligibility for their scholarship.
13 We told them just the opposite. We
14 then went back and reassessed where we were, and
15 told the students the exact truth of where we
16 were. We defined exactly what semesters we were
17 talking about, because under certain guidelines

18 they could literally take a copy of the test in

19 and write the exam with that copy and be in no

20 violation. It is not something we are proud of,

21 it is not something the way we want to run a

22 course.

23 The provost has had conversations with

24 the faculty member, but we would remind you that

25 we have a unionized faculty and a union

1 procedure that we had to recognize. We had an
2 honor code that we had to recognize.
3 We had a code of conduct that we had
4 to recognize. We had students who had been
5 interviewed once and said one thing, then when
6 presented with data that showed something
7 different and defined inappropriate behavior in
8 a different way, recanted that and then decided,
9 yes, I did.
10 We had some students who came to us
11 with their attorney or their mother or father or
12 person, significant other, and were very
13 forthcoming. Others, when they saw the
14 information, said yeah, I probably did do
15 something I shouldn't have.
16 But the bottom line is that, in my
17 judgment, while this is an embarrassing process

18 for the State of Florida and for Florida State

19 in particular, because it isn't how most

20 institutions in the State of Florida operate or

21 we operate, we have learned a lot.

22 I am teaching an online course this

23 semester just to see how the thing works. I

24 converted a political science in a Florida

25 history course into an online course, and we are

1 now going through a process to, first of all,
2 put everybody in a monitored testing situation,
3 randomly select questions as opposed to using
4 the same questions each time.
5 We have done a number of things and
6 you have seen those in some of the corrective
7 actions. But I really believe that had we not
8 been as diligent as we were in getting on this
9 when we found it, had we not created the profile
10 and matrix that we could show students, their
11 attorneys or whomever they wanted, and had the
12 NCAA not been as helpful to us as they were, we
13 would not be able to sit here today and tell you
14 as definitively as we can exactly what happened.
15 We would have strong suspicions, but
16 we could not say without a doubt this is where
17 we are. I think if you read the report you will

18 find that basically that is what it says.

19 You will find there is very little

20 difference of opinion on the facts of the case.

21 The outcome of the case probably is some degree

22 of conversation. Florida State is taking this

23 very seriously.

24 Quite frankly, I don't know what you

25 are going to do. We hope you will accept the

1 penalties that we have placed upon ourself. It
2 really doesn't matter because we are going to do
3 that no matter what you do.
4 The issue that we had was that we
5 believed that the student-athletes needed to
6 share in the responsibility of their actions,
7 but the University also needed to share in
8 those. The University was more culpable than
9 the student-athletes in this case.
10 I think, Mr. Chairman, that is
11 basically the facts of the matter, and from
12 Florida State's standpoint how we got to where
13 we are.
14 CHAIRMAN THOMAS: Thank you, President
15 Wetherell.
16 Mr. Lyons, do you wish to make an
17 opening statement?

18 MR. LYONS: I will forego that at this

19 time, Mr. Chairman.

20 CHAIRMAN THOMAS: Thank you.

21 Mr. Didion, does the staff have any

22 preliminary comments before we turn to

23 Allegation 1?

24 MR. DIDION: Mr. Chair, I think Mr.

25 Hargrove's turn is before us.

1 CHAIRMAN THOMAS: I am sorry.

2 Mr. Hargrove.

3 MR. HARGROVE: Thank you, sir.

4 CHAIRMAN THOMAS: I do apologize for

5 overlooking you.

6 MR. HARGROVE: That is okay. I kind

7 of figured they were going to go first anyway.

8 Many years ago, when I first became a

9 lawyer, I had an opportunity to try a case, the

10 first case I ever tried in front of the judge.

11 It was a bench trial. It was in front of the

12 judge who had denied Mr. Gideon his right to a

13 lawyer in the case of Gideon versus Wainwright.

14 Mr. Gideon was a criminal defendant

15 who was convicted and was staying at the Florida

16 State motel. Mr. Wainwright was the head of the

17 Department of Corrections and had the key to

18 that motel.

19 Mr. Gideon had asked for an attorney

20 at the trial level. The trial judge denied him

21 that right, went up to the Supreme Court, and

22 Mr. Gideon was allowed to have a lawyer. That

23 established the principle that an indigent is

24 entitled to counsel.

25 The reason I tell you that is because

1 of the side story that I am going to tell you
2 about. That experience for me was unnerving,
3 and there is a distinction between being
4 unnerved and being intimidated.
5 This is an unnerving position to be
6 in, both myself and more particularly Dr. Monk.
7 The side story is that I had learned that this
8 particular judge was the fishing buddy of
9 opposing counsel.
10 I went into court that day, the judge
11 liked to chew on an unlit cigar, and I had just
12 learned he was the fishing buddy of opposing
13 counsel.
14 This was a bench trial. There was no
15 jury to balance it all out. I was unnerved. I
16 wasn't intimidated because I had had the benefit
17 of process of discovery, depositions, attendance

18 at interviews, those kinds of things. But I was

19 unnerved at the sideline events.

20 So, anyway, we get involved in the

21 trial and I called opposing counsel's client. I

22 was representing the state agency at the time.

23 I called the opposing counsel's client. They

24 had sued my agency.

25 I called her as an adverse witness,

1 and when I got her on the stand I began asking
2 leading questions. Opposing counsel objected.
3 "He is asking leading questions."
4 I said, "Well, Judge, I have called
5 her as an adverse witness and I can ask her
6 leading questions." Opposing counsel then said,
7 "Well, he hasn't established that she is
8 hostile."
9 I said, "Judge, I don't have to
10 establish that. She is hostile because I have
11 called her as a different kind of witness." But
12 I said, "So that we can move along, I will
13 rephrase my question, so we can move along
14 without argument."
15 So, I rephrased my question and I did
16 not ask leading questions. Well, after I had
17 asked two or three questions, the lady got mad.

18 She got real mad. The judge leaned back, chewed

19 on his cigar, and he said, "Well, Frank, I think

20 Mr. Hargrove has established that she is

21 hostile." She was hostile.

22 My point is this: From where we sit,

23 this is not an intimidating circumstance, it is

24 an unnerving one. The reason that is an

25 unnerving circumstance is because we don't have

1 to be here. Mr. Goldsmith isn't here, and I can
2 surmise why. He has basically said I don't have
3 to, I am not going to.
4 Adam Wright is not here. We are here,
5 Dr. Monk and myself, and we are here with our
6 hands kind of tied behind our back.
7 I would take this opportunity to say
8 that Joyce Thompson, who is representing the
9 NCAA, I have said this behind her back and I
10 will say it to her face, she has been
11 professional, helpful. I have got no
12 complaints.
13 But it is an unnerving situation for
14 us to be in having no subpoena power to get at
15 the whole truth, not just slivers of it, to not
16 be able to cross-examine anybody. But that's
17 the system that we have here. But it is an

18 unnerving situation to be in when we can't get

19 at in this forum everything.

20 At the end of this hearing, as it

21 relates to Dr. Monk, I believe that you will

22 have much more clarity than you have now. Will

23 you have a plasma screen vision? No, you won't.

24 The reason you won't is because we have kind of

25 had our hands tied behind our backs, because we

1 have not been able to get at some of the issues
2 that we ultimately would like to get at just
3 because of the forum we are in.
4 So, the question, then, is why are we
5 here? Why does it matter to us to be here when
6 we don't have to be here, number one? And,
7 number two, in a forum where just because of the
8 nature of the forum, we have not been able to
9 utilize those things that let us get at all the
10 information.
11 I would reiterate that the NCAA has
12 given us all the information that they have as
13 it relates to Dr. Monk. That is not my
14 complaint. I am not complaining. I am
15 attempting to describe to you the difference
16 from our perspective being unnerved and being
17 intimidated. We are unnerved.

18 It is a difficult position to be in

19 because we don't know all of the information. I

20 know that there is information that you are not

21 going to get. How do I know that? Well, just

22 like President Wetherell stated, there is a

23 grapevine, and I have talked within that

24 grapevine.

25 Do I have the ability to compel

1 testimony from that grapevine? I do not in this
2 forum. I do not. I can't present it to you.
3 So, we are unnerved.
4 But again, I have asked why are we
5 here? You have got to be asking that. Well, I
6 am going to tell you why we are here, even
7 though we don't have to be. We are here for two
8 reasons.
9 Number one, Dr. Monk firmly believes
10 that you good folks need to know the
11 difficulties that learning-disabled students
12 have in an academic setting. Dr. Monk, contrary
13 to how she has been portrayed, and I would add
14 she has been portrayed -- she is the only one
15 who has been identified in the media as someone
16 who has done something horribly fraudulent and
17 wrong.

18 You have got my response. I am not

19 going to belabor it. But she believes that it

20 is her duty as a professional, and I would

21 submit to you that she is the consummate

22 professional.

23 She thinks you ought to know the

24 circumstance that exists for learning-disabled

25 students in an academic setting at a collegiate

1 level. That is number one.

2 Number two, she does not like the fact

3 that she has been portrayed as unprofessional.

4 She is a professional. She wants you to know

5 that. Those are the two reasons. I have helped

6 her, yes.

7 I am the dirty word, because I am the

8 lawyer, but my objective here today, I hope -- I

9 am going to step aside, and I sincerely hope

10 that you will take the opportunity to just

11 bypass me.

12 She is here, she will answer every

13 question you ask. She will answer the questions

14 as long as you want to ask them. I won't

15 interrupt. I don't intend to. I would like the

16 opportunity to add a comment every now and then.

17 But my purpose here is not a purpose

18 that is typically perceived as being one of a

19 lawyer. My purpose here is to facilitate. It

20 is not to obfuscate. I will explain to you the

21 hamstrung nature under which we come before you

22 for those two reasons that I have articulated,

23 and only those two reasons.

24 So, you have got my response. That is

25 the skeleton of Dr. Brenda Monk. The blood and

1 the sinews and the rest of the story is right
2 here. I would urge you to pursue it, even
3 though I don't believe that at the end of it you
4 are going to have a crystal-clear picture.
5 It is kind of like many people in this
6 room. I note they are probably around the same
7 age as me. When I was growing up, you had 12
8 channels on a television and then you had a dot.
9 Well, that dot became ESPN.
10 We are at the beginning stage of that
11 dot. You will have a clear picture at the end
12 of this given the nature of how this system
13 works. This is the person who can facilitate
14 that. And I am not here to prevent you from
15 getting it. So, please feel free to bypass me.
16 Yes, she is represented by a lawyer,
17 me, but you have free access to her. We know

18 that she doesn't have to be here, but she is

19 going to stay here as long as you want her here.

20 So, thank you for -- no, I am not going to thank

21 you for the opportunity.

22 I agree with President Wetherell, this

23 is not an opportunity, this is not an enjoyable

24 thing. But we are here with a determination to

25 answer your questions honestly and as completely

1 as possible. As many times as you want to hear
2 those answers, please feel free. So, thank you.
3 CHAIRMAN THOMAS: Thank you, Mr.
4 Hargrove.
5 Mr. Didion, does the staff have any
6 preliminary comments before we turn to
7 Allegation 1?
8 MR. DIDION: Yes. Thank you, Mr.
9 Chair. Ms. Thompson is going to make the
10 opening statement for the enforcement staff.
11 CHAIRMAN THOMAS: Okay. Ms. Thompson.
12 MS. THOMPSON: Members of the
13 Committee, this case primarily involves academic
14 fraud in the failure of the institution to
15 monitor its activities of its employees within
16 the Athletics Academic Support Services
17 Department.

18 The crux of this case rests in the
19 failure of the Athletic Academic Support
20 Services Department to timely communicate with
21 the institution's compliance staff when it
22 learned of potential NCAA violations which
23 contributed to the scope and severity of the
24 alleged and reported violations within this
25 case.

1 What we intend to show the Committee
2 today is that the focal point of this case
3 involves three individuals whose actions
4 affected a total of 61 student-athletes in 11
5 sports, and involves NCAA bylaws governing extra
6 benefits, academic fraud and unethical conduct.
7 The actions of the involved parties,
8 combined with the institution's failure to
9 monitor certain aspects of the Athletic Academic
10 Support Services unit, resulted in this serious
11 major infractions case, which contradicts the
12 core mission of the Association and the
13 protection of academic integrity.
14 With that said, we are prepared to
15 address the issues in this case and ready to
16 proceed with Allegation No. 1.
17 CHAIRMAN THOMAS: Let's proceed with

18 Allegation No. 1. Yes, Professor Potuto has a

19 question.

20 MS. POTUTO: Yes, I would just like to

21 clarify the allegation itself, if I could. The

22 opening paragraph describes academic fraud,

23 unethical conduct when they knowingly provided

24 improper academic assistance and arranged for

25 fraudulent academic credit as a result of 61

1 students.

2 Subparagraph (a) does not have an

3 academic fraud citation to it. So, I have two

4 questions. One, whether it should be there,

5 and, two, if you contend it shouldn't be, then

6 do you believe that editing portions of a

7 student-athlete's term papers does not

8 constitute the kind of academic assistance that

9 is academic fraud under the bylaws?

10 MS. THOMPSON: We did not allege

11 unethical conduct in Subparagraph (a), because

12 we believed that the actions in Subparagraph (a)

13 involved extra benefit actions, not unethical

14 conduct actions. So, that's why we didn't

15 allege unethical conduct.

16 MS. POTUTO: That gives me your

17 conclusion. I would like know why you believe

18 that providing editing assistance on term

19 papers, which is what you list in (a), does not

20 constitute academic conduct under 10.1?

21 MR. DIDION: When we reviewed the

22 information that led to Subparagraph (a), we

23 didn't believe that it rose to the level of

24 academic fraud. The editing and the typing

25 activities that took place, we believe were more

1 in line being covered by the extra benefit bylaw
2 and not ethical conduct bylaw.
3 MS. POTUTO: Well, I will get to them
4 when we go into the allegation, what the
5 substantive editing was that you contend
6 occurred, so I can get a better sense of why you
7 think that doesn't rise to the level of academic
8 assistance that is improper under 10.1.
9 Let us assume, then, that the
10 Committee ultimately agrees with you, and that
11 is an assumption right now, we would then have
12 to redo the stem paragraph, because the stem
13 paragraph captures this all under unethical
14 conduct and academic fraud. It doesn't capture
15 it as anything else; is that correct?
16 MR. DIDION: We may have to. That is
17 correct.

18 MS. POTUTO: Without assuming where

19 the Committee is going to go on any finding

20 whatsoever, if the Committee were to accept that

21 (a) is not academic assistance under 10.1, and

22 also make a finding with regard to it, and again

23 I am not prejudging anything, I am just trying

24 to get at the way the finding would have to

25 read, would the University agree that that stem

1 paragraph has to separate out extra benefit from
2 the academic misconduct, the unethical conduct?
3 MR. SMRT: Obviously, in 1-(a), we do
4 not believe it is academic fraud, and we will
5 talk about why we don't believe it is academic
6 fraud. That being said, I agree that that first
7 paragraph does not say extra benefits. However,
8 the bylaw citation is --
9 MS. POTUTO: Yes, but the first
10 paragraph captures it all under academic
11 misconduct.
12 Mr. Hargrove, do you understand what I
13 am talking about? We are not making any
14 finding, not prejudging anything, it is just
15 that stem paragraph right now captures 1-(a) as
16 academic misconduct, and that's not the way at
17 least that the enforcement staff believes it

18 should be constituted.

19 MR. HARGROVE: I appreciate your

20 concern. I have got it.

21 MS. POTUTO: Okay. Then my second

22 question is in Paragraph (c). The way this

23 reads, the study guide that you say was created

24 was only exam questions in '05-06, and then the

25 answers came later.

1 Is that accurate? Because later you
2 talk about Dr. Monk asking Mr. Wright to review
3 the answers, which sounds as though they are
4 already in there. So, I am just trying to find
5 out. As you understand it, does the study guide
6 just have questions initially or were there some
7 answers in it the first time around?
8 MS. THOMPSON: I think initially when
9 the study guide was created it had just
10 questions, but later on as the years progressed
11 there were answers in the study guide.
12 MS. POTUTO: Okay. Then my third
13 question here is in that same paragraph. As I
14 understood the materials, there was a bank of
15 questions that the professor used, and they were
16 randomly selected out with regard to particular
17 test year, is that right, or was it particularly

18 tests?

19 In other words, was the random

20 selection, whenever I went online and hit the

21 button, I would get one set of questions, but if

22 Dr. Thomas went online he might have a different

23 set of questions from the bank, or was it the

24 same set of questions for the year?

25 MR. ABELE: In looking over the

1 material, but I have not seen that particular
2 study guide you refer to, there were
3 approximately 70 questions of which 40 showed
4 up, but all 40 were given to all of the students
5 during that particular exam period.
6 MS. POTUTO: Okay. Then my question
7 with regard to the wording of the allegation,
8 then, is the last line. "The amended study
9 guide contained correct answers for the previous
10 exam of the online course, several of which were
11 the questions on the existing exams."
12 By that, then, do you mean -- well,
13 did the study guide contain all the answers to
14 all the questions, and then 40 of them would
15 have been on the spring '06 exam, or are you
16 saying that the study guide did not include all
17 questions and all answers? Are you following my

18 question?

19 MS. THOMPSON: I think so. You are

20 asking whether or not the study guide contained

21 all the questions and all the answers.

22 MS. POTUTO: That is right. If it was

23 70, then does the study guide have all 70 or

24 fewer than 70?

25 MS. THOMPSON: Initially in the

1 beginning it did not, but as the years did
2 progress it did contain all the questions and
3 all the answers.
4 MS. POTUTO: Do you know whether by
5 the time we are talking about, the fall of '06,
6 which I take it is the first time that the
7 improper assistance started to happen, did that
8 study guide have 70 questions and 70 answers?
9 MS. THOMPSON: Yes, Ms. Potuto, it
10 did.
11 MS. POTUTO: All right. Then when you
12 get down to several of them were on the test,
13 really all of them that were on the test were in
14 the study guide, there were more in the study
15 guide than were on the test.
16 Does everybody understand that again
17 without making any decision about findings or

18 anything else? We will have to amend this

19 language to be clear. Does everybody

20 understand?

21 MR. HARGROVE: We understand it.

22 MS. POTUTO: Okay. Then I have got

23 one more, and that is in (d), Page 1-2. You

24 start out saying during the 2006-07 academic

25 year. But I thought the summer was also

1 involved, that there were at least some
2 athletes.
3 MS. THOMPSON: December, '07?
4 MS. POTUTO: Yes -- no. Was the
5 summer, '07, part of that?
6 MS. THOMPSON: Yes, there were a few
7 student-athletes in the beginning of the summer
8 of '07 that received impermissible assistance.
9 MS. POTUTO: I typically think that
10 the academic year is fall and spring, but you
11 are talking about the entire year; is that
12 right?
13 MS. THOMPSON: Yes, I am. And we can
14 amend that language to include the summer of
15 '07.
16 MS. POTUTO: I just wanted to be sure
17 what is alleged is what it is that everybody

18 agrees that the facts are going to point to.

19 That's it. I have got it cleared.

20 CHAIRMAN THOMAS: Any other questions

21 from the Committee? We will proceed with

22 Allegation 1.

23 MS. THOMPSON: I would just like to

24 make two corrections as it relates to the Case

25 Summary regarding typographical errors, if I

1 may. Under the individuals to be mentioned, on
2 Page No. 3, under Brenda Monk's name, in
3 addition to the learning specialist she was also
4 the Assistant Director for Athletics Academic
5 Support Services. So, I just wanted to make
6 that correction.
7 Then on Page 2-1 of the enforcement
8 staff's Case Summary, the number before the
9 bylaw citation should be "2" as opposed to "5".
10 MS. JENNINGS: Please say that again.
11 I can't flip the pages as fast as you are
12 already there.
13 MS. THOMPSON: On Page 2-1 of the
14 enforcement staff's Case Summary, the number
15 before the bylaw citation should be "2" as
16 opposed to "5".
17 MS. POTUTO: We have "2".

18 MS. JENNINGS: We don't have any bylaw

19 citation. The constitution is cited there. But

20 where is there a bylaw citation?

21 MR. DIDION: You are correct. It is

22 the constitution. Before you see NCAA

23 Constitution 2.8.1, it is Allegation No. 5 that

24 should be corrected to Allegation No. 2.

25 MS. JENNINGS: Oh. Thanks.

1 CHAIRMAN THOMAS: Thanks. Any other
2 corrections? You may proceed.
3 MS. THOMPSON: I have consulted with
4 all the parties present today and I would like
5 the permission of the Committee to address each
6 of the subparagraphs in Allegation No. 1
7 separately, if we may, as opposed to
8 collectively.
9 CHAIRMAN THOMAS: Yes.
10 MS. THOMPSON: Okay. Overall,
11 Allegation No. 1 involves violations of
12 impermissible benefits and unethical conduct by
13 former learning specialist Dr. Brenda Monk and
14 former academic tutor Adam Wright.
15 As it relates to Subparagraph (a),
16 during the 2004-05 through the 2006-07 academic
17 years, Dr. Monk provided improper editing and

18 typing assistance on her word processor to at

19 least three student-athletes whom she believed

20 had learning disabilities.

21 Monk's actions violated NCAA's

22 legislation on extra benefits and an

23 institutional policy which required that any

24 accommodations for learning disabled student-

25 athletes would be provided through the Student

1 Disability Resource Center, known as the SDRC.

2 Regarding Subparagraph (a), the

3 enforcement staff and the institution are in

4 agreement on the facts, and the institution

5 notes that the number of occasions in which Monk

6 provided typing and editing assistance is

7 unknown.

8 Monk disagrees that the assistance

9 that she provided was improper. Therefore,

10 there is one issue for this Committee to

11 consider concerning Subparagraph (a). Did Monk

12 provide improper typing and editing assistance

13 when she used her word processor to type

14 student-athletes' rough drafts, develop outlines

15 for the student-athletes' papers, and edited

16 their thoughts within their papers?

17 Regarding this issue, although the

18 enforcement staff believes that the number of

19 student-athletes which Monk typed and edited

20 papers for is greater than three, the staff

21 could only readily identify three student-

22 athletes involved in this matter, and relies on

23 four points to support its position.

24 Point number one: The staff directs

25 the Committee's attention to Florida State's

1 institutional policy which is located in
2 Attachment A of the enforcement staff's Case
3 Summary, and Institution's Exhibit No. 1-16.
4 The staff believes that Florida
5 State's policy is indisputable in that if a
6 student seeks accommodations for his or her
7 learning disability, they must identify
8 themselves, be registered and approved by SDRC
9 to receive accommodations, and the
10 accommodations must be arranged by the SDRC
11 staff.
12 Further, Dr. Bea Awoniyi, the director
13 of the SDRC, is extremely clear in that typing
14 is not an accommodation for students with
15 learning disabilities, and that Monk was not
16 given permission from anyone from the SDRC staff
17 to provide accommodations or services to

18 students with learning or medical disabilities.

19 Moreover, if a student with a learning

20 disability qualifies for a scribe, as Monk has

21 suggested in this case, then again SDRC is the

22 only entity on Florida State's campus that

23 should have provided and approved such an

24 accommodation.

25 Point number two: Three student-

1 athletes involved in this matter reported that
2 Monk typed and edited their papers.
3 Specifically, reported during his
4 May 30, 2007, and his August 21st, 2008,
5 interviews with the enforcement staff and the
6 institution that Monk typed two papers for him
7 because he was a slow typist. But he could not
8 recall the course or courses for which the
9 papers were typed.
10 reported during his June
11 5th, 2007, interview that sometimes Monk would
12 help him type his papers
13 during the 2006-07 academic year, and inserted
14 some changes within his papers.
15 Finally, reported
16 during his May 3rd, 2007, interview that Monk
17 helped type and reword some of his papers so

18 that they would "make better sense."

19 further reported that Monk helped him in his

20 writing assignments, in his English, Theater and

21 Family and Relationship classes.

22 Point number three: Monk acknowledged

23 during her November 7, 2007, interview with the

24 enforcement staff and the institution that she

25 typed student-athletes' handwritten drafts and

1 typed outlines for student-athletes on her word
2 processor, and that her key strokes would
3 sometimes be included in the student-athletes'
4 actual papers which Monk considered permissible.
5 Point number four: Former
6 institutional staff members Amy Lord and Brian
7 Schmauch reported seeing Monk with student-
8 athletes typing a paper, and current
9 institutional staff member Kylie Amato reported
10 that she was asked by Monk during her intern
11 year at the institution to type a paper for a
12 student-athlete. These concerns were addressed
13 by their direct supervisor, Mark Meleney.
14 For the above-mentioned reasons, the
15 staff believes that Monk provided impermissible
16 benefits when she used her word processor to
17 type three student-athletes' rough drafts,

18 developed outlines for the student-athletes'

19 papers, and edited their thoughts.

20 The enforcement staff believes that

21 Subparagraph (a) should be found as reported.

22 And this concludes the staff's presentation of

23 Subparagraph (a).

24 CHAIRMAN THOMAS: Okay.

25 Mr. Smrt.

1 MR. SMRT: Thank you. We agree that
2 it is an extra benefit.
3 MR. PARK: May I ask a question?
4 CHAIRMAN THOMAS: Yes, Judge Park.
5 MR. PARK: I am confused, which is not
6 infrequent. I would like to clarify something
7 at the very beginning. Looking at your first
8 bullet on 1-4 of the Case Summary talks about
9 editing and typing portions of papers. Then you
10 drop down into later bullets and it talks about
11 typing papers.
12 Now, my first question is the
13 allegation that Dr. Monk actually typed an
14 entire paper up for any of the student-athletes,
15 or is it that she may have typed portions of the
16 paper?
17 MS. THOMPSON: It is my understanding

18 from listening to the student-athletes'

19 interviews that she typed portions of papers for

20 some, and that for others she typed the entire

21 papers.

22 MR. PARK: Could you identify what

23 papers, what complete papers she typed, for whom

24 and when, and what course?

25 MS. THOMPSON: Out of the three

1 student-athletes, the only person that we could
2 identify that she typed papers for would have
3 been, I believe it is , the
4 individual during the
5 2006-2007 academic year.
6 MR. PARK: So, as far as entire
7 papers, that goes to
8
9 MS. THOMPSON: Yes. It is just
10 unclear from the other two student-athletes
11 whether or not it was entire papers. Their
12 language was that it was portions of their
13 papers.
14 MR. PARK: The next question I am
15 having trouble with, and this isn't criticism,
16 it is just trying to understand what the staff
17 contends. That has to do with the concept of

18 editing.

19 What is editing? We have got a center

20 that is supposed to assist. So, was it improper

21 for Dr. Monk to look at drafts of papers that

22 these student-athletes had prepared?

23 MS. THOMPSON: Mr. Park, I believe

24 that editing and proofreading are two totally

25 different separate things within the revision

1 process of the paper. Do I believe it was
2 permissible for her to proofread a student-
3 athlete's paper? Certainly. But do I believe
4 that it was improper for her to edit the paper?
5 I do.
6 MR. PARK: By editing, what do you
7 mean? Does that include criticism, this isn't
8 clear, this is clear, or what is editing? Do
9 you mean actually rewriting it? I am trying to
10 get the flavor of this, if I can, as to what is
11 proper and what is not proper to cover what Mr.
12 Smrt talked about as very difficult, or maybe
13 moving a line.
14 MS. THOMPSON: As it relates to
15 editing, in my opinion, when you are looking at
16 a paper and determining whether or not the paper
17 meets the actual requirements of the assignment,

18 when you are looking to determine whether or not

19 the content is actually there, whether or not

20 the transitions and the paragraphs flow

21 smoothly, whether or not you are determining

22 whether or not there is a thesis statement,

23 there is an introductory statement, there is a

24 conclusion statement.

25 I think in my opinion that that is

1 editing a paper. When you are proofreading, I
2 think you are simply reviewing the paper and
3 looking at grammatical and typographical errors,
4 not when you are determining whether or not you
5 have, in fact, met all the requirements of the
6 paper.
7 MS. POTUTO: Can I just follow up?
8 What do you contend that she did with regard to
9 editing? Did she say to the student-athlete,
10 let us say, there is no, you know, topic
11 sentence that starts this paragraph, or did she
12 write the topic sentence?
13 MS. THOMPSON: From the student-
14 athletes' statements, they indicated that she
15 "made sure that the paper made better sense."
16 When we asked Dr. Monk what did she actually do,
17 she informed the staff and the institution that

18 she would write outlines for the student-

19 athletes for the paper.

20 She would type handwritten drafts that

21 the student-athletes provided her. If the

22 students did not have all the requirements of

23 the paper met, she would -- I don't know if she

24 used the exact words, reword some of the

25 statements. But she made sure that the student-

1 athletes' papers made sense.

2 MS. POTUTO: Did you ask the students

3 in particular what it was they meant when they

4 said "made the papers make better sense"?

5 MS. THOMPSON: I listened to several

6 of the interview. I will say, and I have to

7 deflect this back to the institution, because

8 they did the bulk of the interviews with the

9 student-athletes. So, I would like for them to

10 answer those questions.

11 MR. SMRT: This allegation has evolved

12 over the past few months. President Wetherell

13 talked about the initial interviews with the 30-

14 some athletes. Those were athletes that Dr.

15 Monk advised.

16 So, the auditors went in with the

17 thought of, was there anybody else who got help

18 as and did in 1-(b). So, they

19 went in with that approach or that interview

20 line.

21 During those initial interviews, five

22 athletes said Dr. Monk typed papers for her. So

23 coming out of the auditor's interview, there

24 were five athletes that said typed papers. When

25 we got involved, we said let's make sure none of

1 them have restoration issues, so we went back to
2 the five, or Bob Minnix went back to the five,
3 interviewed all five, and four of them came off
4 and said no, she really didn't type papers.
5 One athlete, , said yes, she
6 typed papers. So, we go with that into Dr.
7 Monk's interview in November. And during her
8 interview, she said no, I didn't type papers.
9 What she did say was that I would sit down with
10 them and they would give me their thoughts. I
11 would type up their thoughts.
12 It would be an outline or a theme. I
13 was the one that specifically asked her did any
14 of this ever get into a paper? And she said
15 yes, I believe -- well, she said I gave it back
16 to them then.
17 I gave them a disk or however I give

18 it back to them. I said did any of that ever

19 get into a paper? And she said, "Yes, I believe

20 on occasion that probably did." From that point

21 on, we didn't care if it was an issue of typing

22 a whole paper or a piece of paper, we don't

23 think that a person involved in the Academic

24 Services can type anything that gets into a

25 paper regardless of a learning disability, a

1 learning strategy, or a learning diagnosis. So,
2 from that point on we thought she has
3 acknowledged an extra benefit violation.
4 Now, Joyce continued on, and continued
5 on with typing papers. So, we went back to some
6 of the four who denied it for a third interview,
7 and was one who -- well, for the most part,
8 they still said no, she didn't type papers.
9 said no.
10 After being confronted with this
11 auditor's interview, he said yes, maybe she did.
12 So, where we are sitting here today we have one
13 athlete, who said she did type a
14 paper. We have her own testimony, and that is
15 what we are basing our position on.
16 The extra benefit is that she said
17 during the interview there were occasions from

18 what I typed, that information, her keystrokes,

19 if you will, somehow got into a student-

20 athlete's paper for us, that's it.

21 That is an extra benefit. It doesn't

22 make any difference about doing disability

23 strategies or whatever. It is a violation. Is

24 it an editing issue? I don't know. To us, you

25 don't have to get to the editing. If she did

1 something that got into a paper, that's enough.

2 MR. PARK: I am curious about this

3 editing problem. What was it that was proper

4 for Dr. Monk to do when a student came in and

5 maybe had a draft of a paper? What could she do

6 as a part of her function?

7 Could she make suggestions as to the

8 substance of the paper, as to the way it was

9 expressed? Where is the line?

10 MR. SMRT: I think the line -- well,

11 if an athlete comes in, she can sit down with

12 the athlete, obviously, and go through the

13 athlete's thoughts. She could write down the

14 athlete's thoughts and give it back to him or

15 her. But once her work goes into the paper,

16 that's where the issue came up for us.

17 MR. PARK: So, you are saying if she

18 had written these notes on a pad with just a

19 paper, you know, with a pen, and then the

20 athlete had put that in those exact words into

21 the paper, that wouldn't be a violation.

22 But the fact that she somewhere or

23 another had perhaps for clarity sake, if nothing

24 else, typed it up, and then he used those words,

25 that becomes the extra benefit?

1 MR. SMRT: If it is the athlete's
2 words, yes.
3 MS. POTUTO: If it is the athlete's
4 words and her typing, is that right? Is that
5 your distinction, that if she is typing and then
6 it is the athlete's words, and then the athlete
7 retypes, there would be no extra benefit; is
8 that right? I just want to understand where you
9 are, no extra benefit?
10 MR. SMRT: That is correct.
11 MS. POTUTO: Do you want to go ahead?
12 MR. PARK: I am almost through. I am
13 looking at Exhibit 1-7 of the institution. I am
14 sorry, 1-8, which is a draft which I assume that
15 Dr. Monk prepared. When you turn over to Page 6
16 of that draft, at the bottom it has 45, and
17 about two-thirds of the way down the paper "if

18 there is difficulty writing", and then there are

19 about five bullets.

20 It talks about use of computers,

21 proofreading, acting as a scribe. Would those

22 be acceptable activities?

23 MR. SMRT: Generally speaking, no. I

24 guess it depends on what specifically is meant

25 by those words. But I think I will let Mark

1 Meleney address that because this is obviously a
2 draft document that Dr. Monk developed. I will
3 let Mark address that.
4 MR. PARK: And then if somebody could
5 in answering that amplify, you know, what is
6 this piece of paper, what does it stand for,
7 other than it was a draft some years back? I
8 mean, was this something that was turned in to
9 the higher-ups, either accepted or not accepted?
10 But at least it shows what her thinking was at
11 the time.
12 MR. MELENEY: Okay. I would like to
13 address that, if I could. When Dr. Monk came in
14 on her interview with Florida State, our goal
15 was to develop services to meet the needs of
16 students with learning disabilities.
17 She presented a model for me in our

18 program to look at. This draft was an extension

19 of her thoughts because this was just shortly

20 after her hire, within the first year of her

21 hire. And this was the beginning of her

22 development of a programming that we would

23 submit to the institution for approval and

24 acknowledgement.

25 Brenda and I walked through this

1 draft, we talked about different issues within
2 the draft. Much of this was dictated by the
3 SDRC. It was determined to be either
4 appropriate or inappropriate at the direction of
5 the SDRC.
6 So, my direction to Brenda at that
7 time was as we continue to develop this, talk
8 with the director of the SDRC, determine what
9 the institution's position is on these services,
10 and we will continue to clearly define a program
11 and establish a program in place.
12 This draft never surfaced any further
13 than that. I presented this draft to the
14 institution and to the NCAA, just directly out
15 of her personnel file. This was a draft I had
16 in the file as our discussions to this process.
17 So, the efforts of this draft were

18 never acknowledged by the institution or

19 determined to be either acceptable

20 accommodations or non-acceptable at that time.

21 She continued to discuss this with the SDRC and

22 different versions of the efforts were continued

23 to be defined.

24 MR. PARK: Was she ever instructed,

25 that is Dr. Monk, that she couldn't perform any

1 of those activities that are described?

2 MR. MELENEY: Yes, sir. We did have

3 numerous discussions related to the definition

4 of a scribe, and whether a scribe is an

5 appropriate accommodation. We asked for some

6 clarification from compliance as well, and we

7 received some communication on that.

8 And shortly after this, I believe it

9 would have been probably in '02, a decision was

10 made that we could not provide a scribe under

11 institutional policy unless approved by the SDRC

12 Office.

13 MR. SMRT: There was also a policy

14 that Mark implemented at some point that a tutor

15 or mentor could not be at a screen with an

16 athlete. So, this would have fallen under that

17 general restriction also.

18 CHAIRMAN THOMAS: Andrea Myers.

19 MS. MYERS: Just one quick question.

20 Mr. Meleney or else Ms. Thompson, based on your

21 presentation, if Dr. Monk had been an employee

22 in the SDRC, then would these same services have

23 been within the rules?

24 MR. MELENEY: I believe you would have

25 to determine that on an individual basis for

1 each student, because the disability defined by
2 each student provides them these types of
3 services or maybe not.
4 So, each individual's student's case
5 would have to be reviewed and the SDRC Office
6 would say yes, this accommodation is appropriate
7 but, no, this one is not.
8 MR. SMRT: You have to be registered
9 with the SDRC to receive it. At this time,
10 during this time period, unfortunately, there
11 were several athletes with what were believed to
12 be disabilities.
13 However, there were few diagnoses
14 through SDRC, if you registered with SDRC. Now,
15 everyone is registered with SDRC who has this
16 diagnosis.
17 MS. MYERS: One quick follow-up. So,

18 now a student-athlete registered with SDRC could

19 receive this same service and it would not be a

20 violation?

21 MR. ABELE: There is a three-step

22 process to registering with SDRC. The first is

23 the student voluntarily comes in with documents

24 and which test they have taken and the process

25 by which the disability was determined.

1 Those documents are submitted to SDRC.
2 There is then an interview with SDRC staff, and
3 the student to determine what accommodations are
4 appropriate, and then finally the student and
5 the faculty member signs a letter that they
6 agreed to participate with SDRC in this process.
7 And it is only, once a student has
8 completed those three steps and the
9 accommodation certified that the student is
10 eligible for them, but they must be taken in the
11 SDRC Center.
12 MS. MYERS: So, the answer to my
13 question was yes. If the current student-
14 athlete is currently enrolled in the SDRC and an
15 employee in the SDRC provided these services, it
16 would have been legal within the rules of the
17 NCAA.

18 MR. ABELE: Only if during the

19 evaluation and interview process they determined

20 that those services were appropriate. Typing is

21 very rare in SDRC.

22 MS. POTUTO: Can I clarify it just for

23 a moment? It would have to be in the center; is

24 that right?

25 MR. ABELE: That is correct.

1 CHAIRMAN THOMAS: Okay.

2 Judge Lechner.

3 MS. KARPINSKI: Can I just clarify the

4 SDRC policy on scribes? A scribe, as defined by

5 SDRC at Florida State University is somebody

6 that is certified by SDRC to serve as a scribe,

7 and that would only be an accommodation that

8 would be allowable in a testing situation.

9 SDRC does not permit scribes to do

10 papers or work on assignments with the student.

11 Typing services is different from a scribe. The

12 scribe is an accommodation in a testing

13 situation, not to work on papers, seeing papers

14 and that sort of thing.

15 CHAIRMAN THOMAS: Judge Lechner.

16 MR. LECHNER: I would like to get to

17 something a little bit basic, and maybe ask the

18 University, and then if the staff disagrees let

19 me know. If I am taking a course at Florida

20 State and my professor says the paper has to be

21 typed, that is my obligation to type the paper,

22 correct?

23 MR. ABELE: (Nods head.)

24 MR. LECHNER: You will have to respond

25 yes or no.

1 MR. ABELE: That is correct.

2 MR. LECHNER: So, if I can't type, I

3 have to pay somebody to type it or get somebody

4 else who will be a friend of mine to type it up

5 for me, correct?

6 MR. ABELE: That would be correct.

7 MR. LECHNER: So, if I am an athlete

8 and I can't type, and I am in this course and

9 somebody in either the academic or the Academic

10 Department types that paper for me, and forget

11 about editing it, just types it as I have

12 handwritten it, I have gotten an extra benefit;

13 is that correct?

14 MR. ABELE: Yes.

15 MR. LECHNER: Now, if that same person

16 in one of the Florida State departments, not

17 only types it but comes back and says, "Lechner,

18 I think you have got to add this in, this isn't

19 correct. Reword this. Let me help you reword

20 it."

21 As he or she is typing it changes some

22 of it, that is adding to my paper, and that is

23 unethical; is that correct?

24 MR. ABELE: That would be a violation

25 of the honor code.

1 MR. LECHNER: It would be unethical,
2 correct?
3 MR. ABELE: Correct.
4 MR. LECHNER: So, if I had that done,
5 I could have two violations, an extra benefit
6 and an ethics violation?
7 MR. ABELE: Yes.
8 MR. LECHNER: Thank you. Does anybody
9 disagree with it on the staff?
10 MR. DIDION: No, sir, we agree with
11 that.
12 MS. JENNINGS: I have a little
13 question about that, because I understood from
14 reading your material you have a Writing Center
15 that does do exactly what Judge Lechner just
16 described, and that any student in the
17 University can go to the Writing Center and that

18 Writing Center will work with the student and

19 say you don't have a topic sentence here; you

20 don't have a thesis. Have you thought about

21 rewriting it this way, et cetera, and many of

22 the things that he just described; is that not

23 correct?

24 MR. ABELE: That is correct. What the

25 Writing Center's staff are permitted to do is to

1 tell the student the paper doesn't have a theme,
2 there is no transition sentences, it needs a lot
3 of work. You need to go back and work on it.
4 They are not allowed to type the paper
5 or to put material in that the student doesn't
6 give them.
7 CHAIRMAN THOMAS: Any other questions?
8 Mr. Smrt, would the institution like
9 to respond?
10 MR. SMRT: No, I just do want to
11 reinforce the current policy is that you can't
12 be at a screen with a student-athlete, and all
13 the athletes who have been diagnosed are
14 registered with SDRC now.
15 MR. PARK: What should the football
16 player, , what should he
17 have done? What should have happened?

18 MR. SMRT: He should have gone to SDRC

19 and tried to get a temporary accommodation.

20 MS. POTUTO: SDRC is not simply

21 learning disabilities, it is any disability that

22 they handle?

23 MR. ABELE: They handle any

24 disability, physical disabilities, as well as

25 learning disabilities.

1 CHAIRMAN THOMAS: Any other questions

2 or comments?

3 MS. KARPINSKI: The question about the

4 if somebody came to SDRC with a

5 or a handicap of some sort, the SDRC

6 would not type his paper. They would find ways

7 to accommodate and other ways for

8 him to type, whether it is read orally into a

9 computer or something like that. They would not

10 simply take the draft and type it.

11 CHAIRMAN THOMAS: Mr. Smrt, is this it

12 in terms of the institution's opening statement

13 for 1-(a)?

14 MR. SMRT: I think you have heard it.

15 CHAIRMAN THOMAS: Okay.

16 Dr. Monk.

17 MR. HARGROVE: If I may respond

18 briefly to one issue, Mr. Chairman.

19 CHAIRMAN THOMAS: Go ahead.

20 Dr. Monk, are you in agreement?

21 MS. MONK: Yes, that's fine.

22 CHAIRMAN THOMAS: Okay.

23 MR. HARGROVE: With all due respect to

24 Mr. Smrt, the interview of was one

25 that I would have dearly loved to have been at.

1 statement was nowhere near to be kind
2 as definitive as what Mr. Smrt has relayed.
3 Mr. Smrt was, in fact, there.
4 said she didn't type anything, and he was
5 confronted with essentially a question that was,
6 well, that disagrees with what you said back in
7 whenever.
8 "Oh," he said, "well, whatever I said
9 then is what I said." The two statements in the
10 two interviews were not inconsistent with one
11 another. is one of the students with
12 whom Dr. Monk worked who did, in fact, have a
13 learning disability.
14 And with that, I apologize for
15 interjecting that. You are free to ask Ms. Monk
16 everything else. But I wanted the Committee to
17 know that, that this is one of the issues from

18 our perspective that we had to deal with because

19 we were not there. I would have dearly loved to

20 have pinned that down a little better.

21 MS. POTUTO: I am not sure I followed

22 you. You know, we do not have the statements.

23 The second statement, as you described it,

24 sounded to me exactly like what Mr. Smrt said.

25 You are saying in the first statement that

1 gave he did not say she typed for me?

2 MR. HARGROVE: That is correct. He

3 was confronted in the second interview --

4 MS. POTUTO: In the first interview,

5 what did he say?

6 MR. HARGROVE: In the first interview

7 he said essentially that she provided editing-

8 type services, tutorial services for him. The

9 second interview he said she didn't type any

10 papers for me. Those two statements are not

11 inconsistent.

12 But he was confronted with a question

13 indicating to him that they were inconsistent.

14 So, what said was, "Well, whatever I

15 said in the first interview was correct." It

16 was correct as was the second.

17 In other words, it wasn't the

18 situation where recanted what he

19 said between interviews. He was attempting to

20 be consistent but was confronted with a question

21 that told him, wait a minute, those are

22 inconsistent. Those were not his words that

23 they were inconsistent, those were Mr. Smrt's

24 words that they were inconsistent.

25 CHAIRMAN THOMAS: Dr. Monk.

1 MS. MONK: Thank you for the
2 opportunity to speak. First of all, I want to
3 say that when I was hired at Florida State or
4 when I was brought on board at Florida State
5 University in 2001, and I went through the
6 interview process, part of the interview process
7 included people who were individuals who were
8 employed at our Testing Center on campus,
9 individuals who were employed with SDRC.
10 It was very much a statement to me,
11 and I took the position with the belief that
12 what I was to do was to complement what SDRC
13 could do at the university with a group of
14 student-athletes who didn't always meet the time
15 lines that SDRC had.
16 SDRC had certain hours that they were
17 in operation. They were limited in the fact

18 that they had no tutors available to students

19 with learning disabilities. All of the tutors

20 that were available at SDRC were tutors that

21 were volunteers to SDRC, not paid specialists in

22 the areas of students with learning disabilities

23 and other disabilities.

24 Not all student-athletes just had

25 learning disabilities. Many of them had -- we

1 worked with student-athletes that had hearing
2 impairments. We worked with student-athletes
3 who had visual impairments as well as the
4 temporary physical disabilities that we have
5 spoken of about
6 So, I came on board with the belief
7 that my job responsibility was to complement the
8 services that were already on campus with SDRC,
9 and to be able to provide those services really
10 24 hours a day, or at the availability when
11 student-athletes needed those services.
12 I had the same qualifications, if not
13 higher qualifications, than the individuals that
14 served in SDRC. Those were qualifications that
15 were advertised for, were qualifications that I
16 was interviewed with and asked if I could
17 provide the support services to students with

18 disabilities. And I did so.

19 I did so with rigor, and I did so with

20 a level of professionalism that I don't think

21 anyone in this room, if you saw me work during

22 those six and a half years, would be able to

23 question.

24 I never typed a paper for a student.

25 I never had any intent of typing a paper for

1 students. I did work with students who had
2 writing disabilities. There was never a
3 question as to they supposedly had a disability
4 or maybe they might have had a disability.
5 I came into the position with the
6 qualifications to know that they had a learning
7 disability. In my file cabinet, Mr. Meleney can
8 agree to this, in my file cabinet that was
9 locked in my office, it had every student's
10 paperwork in there that diagnosed them with a
11 specific learning disability.
12 A student with a writing disability is
13 going to have a very difficult time getting
14 their thoughts on paper. I did struggle with
15 the NCAA and how the NCAA and the institution,
16 how I could work with those students.
17 I did struggle. I did seek counsel

18 from Mr. Meleney. I did seek counsel from the

19 Compliance Department. "How can I work with

20 this student? They have a writing disability,

21 they write at the second grade level. How am I

22 going to be able to accommodate them? What can

23 I do?"

24 So, the only thing I had to rely on

25 was what I knew from my educational background.

1 What I knew from the accommodations that were
2 afforded to them by their high school programs,
3 that came in their IEPs, in their folders.
4 What was prescribed to them as an
5 accommodation by clinical psychologists that had
6 performed psycho-educational evaluations on
7 them, and had given them what they needed in
8 order to be successful.
9 I also relied on them, what they said
10 they needed, what their parents said. I talked
11 to their parents, and so I was at a place in my
12 life where I was the only one who was in the
13 Athletic Academic Support Program who was a
14 professional to working with students with
15 learning disabilities and with other
16 disabilities.
17 So, I relied -- I didn't have a

18 document. There was not a document that the

19 University produced for me saying this is what

20 you can and cannot do. There was not a document

21 published by Mr. Meleney to say that I could or

22 could not do this as part of that.

23 And I worked with SDRC. I brought

24 about many of the changes that Mr. Smrt has

25 talked about. Many of those changes became a

1 part of what my goal was, was to work with SDRC.
2 I brought SDRC in our building.
3 We set up office hours for them to be
4 able to meet with student-athletes, to be able
5 to assign reluctant student-athletes up for
6 services. I worked with getting an academic
7 graduate student that could kind of be a liaison
8 between SDRC and the Athletic Department.
9 At all times throughout the six and a
10 half years that I worked there, I always
11 believed that it was my job and my position that
12 I was hired for and had the qualifications for
13 was to provide the supplemental studies, provide
14 supplemental services that would complement
15 SDRC, never intended to take the place of it,
16 but realizing that SDRC could not at that time
17 meet the needs of the student-athletes.

18 Therefore, the University had

19 requested and sought and found a professional

20 that could provide those services. But again, I

21 will say I never typed a paper, but I did work

22 very closely with students with writing

23 disabilities.

24 If you know someone in your family or

25 friends that have a writing disability,

1 diagnosed with that disability, you will never
2 very much understand why I may have used some of
3 the tactics that I did.
4 CHAIRMAN THOMAS: Thank you, Dr. Monk.
5 We are going to take two questions from the
6 Committee, and then we will break and come back.
7 Judge Lechner.
8 MR. LECHNER: Doctor, did you ever
9 work with a student who was rejected by SDRC,
10 who SDRC decided didn't need or didn't fit
11 within the qualifications to come within their
12 purview?
13 MS. MONK: I worked in my six and a
14 half years, I probably went through 1,200
15 student-athletes, so to say that --
16 MR. LECHNER: Excuse me, Doctor.
17 MS. MONK: Oh?

18 MR. LECHNER: Listen to the question.

19 I didn't ask how many people you worked with. I

20 just want to know during your period did you

21 provide services to a student who was rejected

22 by SDRC, or one that SDRC said does not fit

23 within our profile, does not qualify for SDRC

24 services?

25 MS. MONK: No.

1 MR. LECHNER: I am sorry?

2 MS. MONK: No.

3 MR. LECHNER: That is all I have.

4 CHAIRMAN THOMAS: Professor Potuto.

5 MS. POTUTO: As I understand it, you

6 are not a licensed professional who could make

7 the learning disability diagnosis; is that

8 right?

9 MS. MONK: That is incorrect.

10 MS. POTUTO: So, you are licensed, and

11 I could hire you if I had a child and you could

12 do the diagnostic determining that there was a

13 learning disability that I could then bring to

14 our center at Nebraska and say this is a

15 licensed professional whose professional

16 credentials permit her to make this diagnosis?

17 MS. MONK: I did that for 20 years in

18 the State of Mississippi. I am not licensed in

19 Florida, but I was licensed in the State of

20 Mississippi as a school psychologist and

21 provided those services for 20 years.

22 MS. POTUTO: Not the services, but the

23 diagnosis.

24 MS. MONK: For 20 years, in the State

25 of Mississippi, I was a licensed school

1 psychologist. I am still a licensed school
2 psychologist in the State of Mississippi and can
3 provide those diagnostic services.
4 I did not seek that license in
5 Florida, because the services were already there
6 in SDRC and at the Testing Center, and I did not
7 seek that license to cover Florida. But I am
8 still a licensed school psychologist in
9 Mississippi.
10 MS. POTUTO: And the University didn't
11 hire you as a licensed diagnostician; is that
12 right?
13 MS. MONK: That is correct, and I
14 never served in that role.
15 MS. POTUTO: Okay. So, can you say
16 that every student-athlete with whom you worked
17 had a disability that was processed through SDRC

18 MR. MELENEY: Yes, ma'am.

19 MS. POTUTO: Were those diagnoses ones

20 that identified a learning disability particular

21 to writing?

22 MR. MELENEY: I did not have access to

23 all those documents, so I did not review those

24 documents for every student. That decision was

25 between Dr. Monk and the SDRC Office. So, I

1 MS. MONK: They were certified as
2 having a learning disability when they came.
3 MS. POTUTO: I don't care about that.
4 Did they go through SDRC and get certification?
5 MS. MONK: That was not a policy that
6 they had to get certification.
7 MS. POTUTO: Are you answering no?
8 MS. MONK: If you are asking if every
9 student went through SDRC, the answer is no.
10 MS. POTUTO: The answer is no. Okay.
11 With regard to the students with whom you
12 worked, did you have a document, other than
13 SDRC, that had been a diagnosis that had been
14 performed within the prior two years that you
15 were using?
16 MS. MONK: Yes, I did.
17 MS. POTUTO: Every single one?

18 MS. MONK: Yes.

19 MS. POTUTO: You said you had files,

20 that if Mr. Meleney found those, they would have

21 been in the file?

22 MS. MONK: Yes.

23 MS. POTUTO: Mr. Meleney, is that

24 true? Did you find documents on every student?

25 She said she worked with 1,200, with 1,200

1 students who had documented learning
2 disabilities where the diagnosis would have been
3 in the prior two years.
4 MR. MELENEY: When she was referring
5 to 1,200 students, she was not referring to
6 1,200 disabled students. Dr. Monk worked with
7 other students, outside of other students, as
8 well. We did have documentation in-house on
9 students that she worked with as far as I know.
10 I do not know of any individual students.
11 MS. POTUTO: Did the documentation
12 show there was a diagnosed learning disability
13 for each of those?
14 MR. MELENEY: As far as I understand
15 it.
16 MS. POTUTO: Done with in the prior
17 two years?

18 MR. MELENEY: Yes, ma'am.

19 MS. POTUTO: Were those diagnoses ones

20 that identified a learning disability particular

21 to writing?

22 MR. MELENEY: I did not have access to

23 all those documents, so I did not review those

24 documents for every student. That decision was

25 between Dr. Monk and the SDRC Office. So, I

1 can't tell you that I knew of the type of
2 disability for each of those students.
3 MS. POTUTO: Dr. Monk, did all the
4 students with whom you worked have a diagnosed
5 learning disability that went to writing?
6 MS. MONK: Not all students had a
7 diagnosis of a learning disability with writing.
8 There was only a certain segment of the
9 students. I would just like to say to Mr.
10 Meleney, each semester, and I have a copy of the
11 document, I provided Mr. Meleney with a copy of
12 the document with the student's name and all of
13 the disability information regarding the
14 students. My file cabinet was available to him.
15 So, there was an opportunity. Mr.
16 Meleney and I were the only two people that had
17 an opportunity to look at their files. For

18 confidentiality, they were not open files for

19 everyone to see.

20 In answering your question again, not

21 all students had a writing disability. But if I

22 were to provide the services that we talked

23 about today, that student would have had a

24 writing disability that was diagnosed.

25 MS. POTUTO: So that every student

1 that is named in here, at least the three that
2 were named for whom you provided the assistance,
3 all of them had diagnosed disabilities relating
4 to writing, all three?
5 MS. MONK: I do not have those -- my
6 memory is not that good, but I do not have those
7 documents in front of me, and cannot make that
8 as a clear statement of yes or no. So, I am
9 going to have to pass on that one without having
10 their documents in front of me.
11 MS. POTUTO: Okay. Let me see if I
12 understand you. You contend that you were
13 authorized to work with students who had
14 diagnosed learning disabilities with regard to
15 whatever the accommodations that would have been
16 provided as a part of the diagnosis or as a part
17 of the accommodation plan derived from the

18 diagnosis.

19 You were authorized to do that without

20 regard to whether the students went through the

21 SDRC process?

22 MS. MONK: That is correct. The SDRC

23 was a secondary facility on campus to use as a

24 resource for students, and so they did not have

25 to be a part of SDRC for me to work with them.

1 MS. POTUTO: Maybe I didn't ask the
2 question right. I am just trying to find out.
3 I thought I heard the University say that before
4 any student on campus could be provided an
5 accommodation, that student would have had to go
6 through the SDRC process. Let me just make sure
7 I understood that from the University.
8 MR. ABELE: All students must go
9 through the SDRC if they are to receive
10 accommodations.
11 MS. POTUTO: Okay. I hear, then, you
12 saying that you disagree that that was the
13 policy?
14 MS. MONK: The policy with SDRC, as I
15 understood it, and I am not trying to contradict
16 Dr. Abele in any way, if they were to receive an
17 accommodation, a classroom accommodation, the

18 classroom accommodation could only be received

19 if they were a part of the SDRC.

20 That did not preclude them from being

21 able to work with me. I was not providing a

22 classroom accommodation.

23 MS. POTUTO: I am not talking about

24 whether they could work with a tutor outside of

25 SDRC, but whether without going through the SDRC

1 anyone could give an accommodation. And I hear
2 you say that you believe that you were
3 authorized to provide accommodations for
4 students who did not go through the SDRC
5 process. I want to find out where you are.
6 MS. MONK: Yes, if you read the job
7 description, you will see that in the job
8 description it clearly states what they were
9 looking for, which was someone to work with
10 student-athletes with learning disabilities.
11 Accommodations from SDRC allowed them to get
12 accommodations in their classroom.
13 MS. POTUTO: But with respect, and I
14 still don't know what your position is, I heard
15 the University say that whether in classroom or
16 not, if the student was going to get an
17 accommodation, that student would have to be

1 to take a break at this time. It is about
2 10:30. We will reconvene in ten minutes. That
3 is 10:40. So, we will take a break at this
4 time. Thank you.
5 (RECESS.)
6 CHAIRMAN THOMAS: We are ready to
7 start here after everyone gets seated. I have a
8 couple of questions for the institution. Who is
9 actually responsible for determining the
10 disabilities, whatever they might be, on your
11 campus?
12 MR. ABELE: We have a very clear
13 written policy on that. The Student Disability
14 Resource Center is the only agency that can make
15 that determination.
16 CHAIRMAN THOMAS: At any time was Dr.
17 Monk given that responsibility or authority to

18 determine that she could do that with student-

19 athletes?

20 MR. ABELE: Not that I am aware of

21 sir.

22 CHAIRMAN THOMAS: Dr. Monk, were you

23 under those impressions?

24 MS. MONK: I never made a

25 determination that a student had a learning

1 disability. That was not my responsibility. I
2 took the documentation that the student provided
3 to the Athletic Department, either when they
4 were cleared through the clearinghouse and they
5 provided the documentation during that period of
6 time, or when they came to our campus and
7 provided that documentation to us.
8 I did not diagnose students with a
9 learning disability. I took the documentation
10 that was done by a professional psychologist, in
11 whichever state the student came from. If they
12 came from the State of Washington, the diagnosis
13 was provided by the State of Washington.
14 If they came from Texas, it was
15 provided by Texas. If they came from Florida,
16 it was provided by Florida. At no time did I
17 ever give a diagnosis for a student with a

18 learning disability. The diagnosis was in place

19 when they came to us.

20 MR. SMRT: As a clarification mainly,

21 Dr. Monk worked with maybe 50 student-athletes.

22 It varies by year, and it was increased during

23 her latter years. We can't tell you what

24 percent of those student-athletes had a

25 diagnosis.

18 learning disability. The diagnosis was in place

19 when they came to us.

20 MR. SMRT: As a clarification mainly,

21 Dr. Monk worked with maybe 50 student-athletes.

22 It varies by year, and it was increased during

23 her latter years. We can't tell you what

24 percent of those student-athletes had a

25 diagnosis.

1 We believe there are some who didn't,
2 but we can't tell you -- we can't give you what
3 percent. We know that of the athletes she did
4 work with, that were diagnosed, less than 10
5 percent or so were registered with SDRC. The
6 vast majority were not registered.
7 CHAIRMAN THOMAS: From an
8 institutional perspective, could you just kind
9 of procedurally, when prospective student-
10 athletes would come in, was there a process in
11 determining their level of disabilities based
12 upon their academic record from high school,
13 junior college, or whatever, or did you just
14 depend upon them to go to the SDRC Center to be
15 evaluated? What was the process the institution
16 would use to determine the disabilities?
17 MR. ABELE: The process begins with

18 the student self-identifying to the Student

19 Disability Center. All students are given a

20 handbook that outlines if they have a student

21 disability and if they choose to register with

22 the Student Disability Center, they would be

23 required to bring in the date of the current

24 diagnostic evaluation, if there was an earlier

25 diagnostic evaluation, whether or not that is

1 followed, the Diagnostic Statistical Manual of
2 the American Psychiatric Association, along with
3 the criteria and the professional credentials of
4 the individual who performed the diagnosis.
5 The reason that they are required to
6 register is the statutes relating to K-12
7 disability are different from those rules
8 relating to collegiate disability. So, they
9 would have to go through that process.
10 That information is assessed by the
11 professional staff, and that is when the
12 interview occurs, and any accommodations
13 necessary. That is clearly outlined in both the
14 Student Handbook and the University Procedures.
15 CHAIRMAN THOMAS: I have noticed a
16 couple of things. The job description of Dr.
17 Monk, and it does have some wordage in there

18 that indicates about an assessment of learning

19 disabilities.

20 So, I am trying to -- again, if I am

21 incorrect, Dr. Monk, you correct me. I also

22 noticed that all of your professional

23 credentials, in terms of retardation and

24 handicaps and so on and so forth, apprenticeship

25 and all those credentials were on the secondary

1 level, they were not on the post-secondary
2 level.
3 Am I correct in that assessment of
4 your credentials?
5 MS. MONK: Licensed in the state is
6 going to be only K through 12.
7 CHAIRMAN THOMAS: Do you have any
8 credentials, professional credentials, that
9 would allow you to go post-secondary in terms of
10 disabilities assessments?
11 MS. MONK: I have a Doctorate Degree
12 in Education Leadership. I believe that is the
13 same as President Wetherell has.
14 CHAIRMAN THOMAS: I am talking
15 specifically about the credentials, professional
16 credentials as you had with K through 12, that
17 clearly indicates that you are certified to do

18 dah, dah, dah.

19 MS. MONK: I did not know that those

20 credentials exist.

21 CHAIRMAN THOMAS: Okay. My last

22 question is from the AASS Office, is there a

23 referral process in terms of determining these

24 students probably need to be assessed or

25 evaluated for learning disability? Can someone

1 explain what that process is and how many actual
2 students you did have?
3 MR. SMRT: Some athletes came with a
4 diagnosis and the AASS sent out some athletes to
5 get tested. If you want to know how that
6 process works, there were some on campus, was an
7 on-campus facility that did that. There was a
8 private group that also did that.
9 So, yes, some came and some were
10 diagnosed when they arrived. I did want to go
11 back to your question about the job description,
12 because the job description -- Exhibit 1-8 is
13 Dr. Monk's draft during the interview process.
14 1-7 is the job description. 1-7 talks
15 about making protocol for working with SDRC on
16 campus. So, I am not sure if anywhere it says
17 that she has the authority to provide

18 accommodations.

19 MS. JENNINGS: Look at No. 13,

20 Question No. 13 on the job description.

21 MR. SMRT: I have that. It says

22 conduct learning assessments, make

23 recommendations and appropriate support counsel

24 and monitor student-athletes. That is exactly

25 what she was supposed to do, and develop

1 learning strategies.

2 In her interview, she talked about you

3 would work differently with people with learning

4 disabilities. Obviously, we are talking about a

5 range of disability or accommodation that is

6 provided.

7 She talked about in the interview

8 there are different learning strategies for

9 individuals with different disabilities, and

10 that makes sense. I see that on 13 is exactly

11 what she is supposed to do, develop learning

12 strategies, to work with individuals with

13 different accommodations.

14 MS. JENNINGS: With all due respect,

15 you skipped over the first three words,

16 "Conduct, Learning Assessments," and learning

17 assessments is capitalized. I guess I would

18 like to generalize the question a little bit and

19 say I don't understand why you hired a person of

20 her qualifications and what you did expect her

21 to do.

22 I have heard a lot about what you

23 didn't expect her to do, but I don't have a

24 clear idea of what she was supposed to do. Can

25 somebody help to clarify that for me?

1 MR. SMRT: I guess Mark would be the
2 appropriate person since he was the person who
3 supervised her.
4 MR. MELENEY: Yes, I would like to
5 answer that. In our efforts to go out and seek
6 a learning specialist for our program, the
7 position is somewhat new under academics and
8 athletics academic support programs during that
9 period of time.
10 Nationally, what perhaps we were
11 looking for was for somebody to build a bridge
12 between your University community to support
13 the student-athlete population. So, our efforts
14 were to find an expert, find someone with
15 background with students with learning
16 disabilities and ask that person to come on
17 board and establish programming for our student

18 population.

19 So, our goal was to again develop a

20 stand-alone program that would not be driven by

21 individuals but would be driven by a process.

22 This is where our commitment to Dr. Monk to work

23 closely with the SDRC to build that bridge

24 through the University community of students

25 with disabilities and to provide the appropriate

1 services as defined by SDRC.

2 MS. JENNINGS: And how did you clarify

3 to her, a person with a lot of experience in

4 diagnosing and in assessing and in determining

5 what accommodations were necessary, where the

6 limits of this were and what was the job of SDRC

7 versus what was her responsibility?

8 MR. MELENEY: I believe in one

9 conversations throughout this process, it was

10 the discussions were related to using your

11 expertise to help understand the process and to

12 help guide our student-athlete population to the

13 right accommodations.

14 So, I valued her expertise and her

15 experience in that nature, but also was clearly

16 understood that our direction for students with

17 disabilities came directly from the SDRC Office.

18 I believe that Brenda and I had those

19 conversations throughout.

20 That is why she reached out to that

21 office when she came on board, and the efforts

22 to build that bridge between the two offices.

23 MS. JENNINGS: Given the job

24 description and given her background, and so

25 forth, surely you expected her to provide

1 accommodations, not just to laissez with the
2 SDRC?
3 MR. MELENEY: Only accommodations that
4 were defined clearly by SDRC, because Brenda and
5 I had -- we had so many conversations about
6 appropriate accommodations throughout this
7 period of time.
8 This is obviously an area that has a
9 lot of avenues to it. What we spoke to often
10 was is this the appropriate accommodation? Can
11 we provide any of these accommodations, and who
12 do we take our marching orders from in this
13 area? It was clearly understood that we took
14 our orders from the SDRC.
15 MS. JENNINGS: Dr. Monk, you said that
16 they didn't need certification from the SDRC of
17 their disability. I am a general counsel at a

18 university, and I am not aware of any university

19 in the United States that does not have one

20 single certification office, only one is every

21 single student who wants accommodations must be

22 certified.

23 That doesn't mean conducting the

24 assessment tests, it means evaluating them, and

25 so I am really interested in why you think they

1 didn't need certification.

2 MS. MONK: I never said that. I said

3 that they --

4 MS. JENNINGS: I wrote it down as a

5 direct quote.

6 MS. MONK: I am sorry. When I was

7 talking about accommodations, I think that you

8 have to look at what I was doing was not

9 providing accommodations. I was a service

10 provider.

11 I was providing services to students

12 with learning disabilities, because I understood

13 what they needed. If they were seeking

14 accommodations in the classroom, classroom

15 accommodations, every student that was seeking

16 classroom accommodations were sent through the

17 SDRC.

18 They were the only agency on campus

19 that could determine if there were

20 accommodations that they could use in their

21 classroom. Accommodations are something that

22 had to do with different from service.

23 I think I go back to the Reading and

24 Writing Center. I saw myself as almost an in-

25 house specialist in how to sit down with the

1 student with a learning disability and help them
2 learn how to learn.
3 I did exactly what my job description
4 said, and that was to provide strategies for
5 learning for those students. I was not
6 providing accommodations, I was not requesting
7 accommodations for those students.
8 If a student was requesting an
9 accommodation in the classroom, they were sent
10 through SDRC, and those accommodations were
11 provided through them. I have never called one
12 professor and asked for accommodation.
13 I never met with a professor and asked
14 for an accommodation, and those were -- this was
15 the responsibility of SDRC. I never saw it in
16 providing services any different than the
17 services that were provided by the Reading and

18 Writing Center, the Math Center.

19 Those were services that I could

20 provide because I did have an understanding of

21 what students needed, and I taught them learning

22 strategies so they would be able to perform

23 academically in the classroom.

24 MS. JENNINGS: You have said several

25 times that SDRC only provided classroom

1 accommodations. That's really astonishing to
2 me, because again I am unfamiliar with any
3 university whose SDRC Office limits itself to
4 classroom accommodations.
5 So, can you tell me why you believed
6 that?
7 MS. MONK: First of all, SDRC did not
8 have tutors that were able to tutor the students
9 with learning disabilities. At the time, when I
10 started, and that may have changed, but at the
11 time that I started all the tutors were
12 volunteer students.
13 So, they were not equipped to work
14 with the students with learning disabilities
15 like I was. So, I provided a lot of the
16 tutoring services; they were limited in their
17 technology. They did have Kurzweil, and their

18 students did go to SDRC.

19 They utilized Kurzweil reader. They

20 did go to SDRC to utilize some of the

21 technology. They took some of their exams at

22 SDRC, if that was an accommodation that was

23 appropriate. So, SDRC was very limited in what

24 they could provide one-on-one to students.

25 MS. POTUTO: If I can just interject.

1 The statutes with regard to disabilities have a
2 defined meaning for accommodation. I have a
3 very distinct feeling that we have got at least
4 two or three meanings floating around here.
5 The SDRC, in revealing evaluations
6 done by licensed psychologists or psychiatrists,
7 would provide accommodations related to the
8 particular learning disability in a particular
9 area. They would decide what accommodations
10 under the law were appropriate and necessary.
11 Let us say one of those accommodations
12 might be that classroom lectures be taped so
13 that a student who has trouble with the
14 particular -- has a particular learning
15 disability can listen to the tapes.
16 Now, that would be the accommodation,
17 as I understand it. Who provides the tapes and

18 who assists in getting that accommodation done

19 is a different question. Now, would you agree

20 with me -- well, first of all, would you agree

21 with that distinction, Dr. Monk?

22 MS. MONK: Yes.

23 MS. POTUTO: Okay. So, what you are

24 talking about, if I understand you, is that the

25 accommodations that were required under the law

1 for a particular student given the particular
2 learning disability would be determined
3 elsewhere.
4 Now, we have a disagreement whether it
5 has to be done through SDRC or whether you can
6 take one that came in which some other
7 psychiatrist or psychologist had done it.
8 Putting that aside, that diagnosis would be made
9 elsewhere, the accommodations that would be
10 required would be determined elsewhere, and then
11 what you say you were doing was facilitating
12 whatever the accommodation was, not describing
13 new ones.
14 Do I have it?
15 MS. MONK: Yes, you do.
16 MS. POTUTO: All right.
17 MS. JENNINGS: The problem with that

18 is that the diagnostician does not dictate the

19 accommodation that the university provides. It

20 may recommend, but it does not determine. The

21 institution determines the accommodation that is

22 required.

23 MS. POTUTO: All I was trying to do

24 was to define out what she is suggesting that

25 she does. Wherever the accommodation is being

1 determined, I don't want to get into that wide
2 area, but wherever it is that it is being done,
3 you are using accommodations rather loosely over
4 there because you don't mean the accommodation
5 under the law.
6 MS. MONK: That is correct.
7 CHAIRMAN THOMAS: Judge Lechner.
8 MR. LECHNER: Dr. Monk, in a little
9 different area. You said before that you never
10 typed a paper; is that correct?
11 MS. MONK: That is correct.
12 MR. LECHNER: Did you ever type an
13 outline for a paper?
14 MS. MONK: Yes.
15 MR. LECHNER: Where did you get the
16 information to put in that outline?
17 MS. MONK: From the student.

18 MR. LECHNER: Did you ever change any

19 of it?

20 MS. MONK: To change their thoughts,

21 no. To change their grammar, yes. There would

22 be times where they would have a writing

23 disability, or even if they were dyslexia, and

24 their language would be very mixed up, and so I

25 would guide them to the correct way to say a

1 sentence.

2 They might have the verb in front of

3 the noun, and the preposition hung out there

4 somewhere, or it may be jumbled up and they made

5 up words. Those were things that I would guide

6 them through so that through their disability

7 they would be able to construct a paper that

8 would be legible for someone to read.

9 MR. LECHNER: How would you know the

10 subject matter they were in? Would they explain

11 it to you?

12 MS. MONK: Every student that I worked

13 with with a diagnosed learning disability, those

14 disabilities were -- their paperwork was kept in

15 my office. That was information that was

16 available on demand by Mr. Meleney, also on

17 demand by academic counselors if they needed it,

18 coaches.

19 MR. LECHNER: Maybe my question was

20 wrong. I meant from the paper they were

21 writing, did they explain the subject matter of

22 the paper?

23 MS. MONK: Yes. I mean, they would

24 come to me with -- they knew what they needed to

25 do. They just didn't know how to do it.

1 MR. LECHNER: I am not talking about
2 the assignment, for example, write a 25-page
3 paper with a certain number of footnotes or
4 citations. I am talking about whether they
5 explained to you what the subject matter of the
6 paper was, whether it was a book review, whether
7 it was a comparison, whether it was an essay,
8 whether it was a philosophical essay. Did they
9 explain what they were talking about to you?
10 MS. MONK: Yes. I want to go one step
11 further with that. Usually, if they had a
12 writing disability they also had a reading
13 disability. So, let's say they had to write a
14 critical essay on a short story in English, an
15 English short story.
16 The first thing that the student and I
17 would have done, if they were unable to read the

18 short story because it was written, say, on the

19 eighth or ninth-grade level, and maybe they only

20 read on the second-grade level because of the

21 severity of their learning disability, we would

22 read the story.

23 A lot of times we would just do -- it

24 was almost like paired reading. They would read

25 a paragraph, become very tired, and I would read

1 the paragraph. So, we would read the story, the
2 short story from beginning to end.
3 Then they would look at the question
4 that they were trying to answer, or the
5 assignment they were trying to answer. We would
6 talk through it, and once they had an
7 understanding of what they needed to do, then
8 they would proceed with doing it.
9 MR. LECHNER: So, when you had this
10 paired reading and you read the essay or the
11 book, or whatever that was supposed to be the
12 subject matter of the critical essay, did you
13 explain that book to them?
14 MS. MONK: Yes.
15 MR. LECHNER: Did you explain some
16 criticisms or give them some ideas on what their
17 paper should be?

18 MS. MONK: It was a process.

19 MR. LECHNER: Excuse me. That is a

20 yes or no?

21 MS. MONK: Yes.

22 MR. LECHNER: After you explain that

23 to them, what their paper should be, did they

24 give you an outline?

25 MS. MONK: Yes.

1 MR. LECHNER: Did you explain to them
2 whether that outline was correct or incorrect?
3 MS. MONK: Yes.
4 MR. LECHNER: Were they in agreement
5 with you or in disagreement at times?
6 MS. MONK: Yes.
7 MR. LECHNER: After you explained the
8 book to them and after you explained the outline
9 in that, did you have any further discussions?
10 MS. MONK: They would then write, and
11 then they would come back and we would discuss
12 their initial writing.
13 MR. LECHNER: And did you criticize
14 that writing?
15 MS. MONK: Yes.
16 MR. LECHNER: I am not talking about
17 the physical layout of the writing where the

18 verbs and adjectives were, hanging prepositions,

19 split definitives. Did you criticize the

20 substance of it?

21 MS. MONK: Yes. I mean, we talked

22 about how they developed the writing and were

23 they on track.

24 MR. LECHNER: Did you criticize the

25 substance of what the student was saying?

1 MS. MONK: I am not sure I understand
2 what you are saying.
3 MR. LECHNER: Did you disagree with
4 the substance of what the student was offering
5 to you as to what the student was proposing as
6 the criticism?
7 MS. MONK: No.
8 MR. LECHNER: Did you ever change any
9 thought of a student?
10 MS. MONK: No.
11 MR. LECHNER: That may be a fact, but
12 I find it hard to believe when you just
13 explained to me that you had an eighth-grade
14 book and a student with a second-grade reading
15 level where you had to read the book to the
16 student, walk the student through the book, and
17 you are telling me that whatever the student

18 said you took verbatim.

19 I find it hard to believe that. If

20 that is the case, fine. But from my point of

21 view, I find it difficult. If there is anything

22 else you want to say to that, I will give you

23 the opportunity.

24 MS. MONK: I think you would have to

25 be there to see the process. The process was

1 not a 30-minute process as you are outlining it
2 to be. It was --
3 MR. LECHNER: I didn't suggest any
4 time.
5 MS. MONK: It is very time-consuming.
6 MR. LECHNER: Excuse me one second. I
7 didn't suggest any time period.
8 Go ahead.
9 MS. MONK: It was a very time-
10 consuming process. Any time that I worked with
11 a student on a writing assignment, there were
12 many different factors that went into it. It
13 was a process that sometimes went on for a week,
14 sometimes it went on for two weeks, sometimes it
15 went on for four weeks.
16 It was a process of writing and re-
17 writing and re-writing, and investigating and

18 looking, and coming up with how they could put

19 their thoughts down in the way that the

20 professor was asking for.

21 MR. LECHNER: Well, he gave you these

22 thoughts. You typed them out; is that correct?

23 MS. MONK: That is correct.

24 MR. LECHNER: They wrote them out?

25 MS. MONK: The majority of the time.

1 There were a couple of occasions where it
2 became -- I did use the word processor to help
3 them with a general outline. Again, that
4 depended on the severity of the learning
5 disability.
6 But on a day-to-day basis, that was a
7 very rare occurrence. That did not occur or it
8 was not a normal operating procedure. It was
9 not a normal teaching procedure. I worked with
10 as many as 65 students, and out of those 65
11 students there were probably two or three each
12 semester that would require more of my time
13 based on the severity of their learning
14 disability.
15 But it was a process. It was not
16 something that just happened. My thoughts were
17 not in what the student needed to say, it was

18 their thoughts. I did help them clarify their

19 thoughts at times so that they could be

20 understood, that their thoughts could be

21 understood and not just a mumble jumble of words

22 that were thrown out on a paper.

23 MR. LECHNER: Did you ever suggest to

24 the student that the criticism offered by the

25 student may have missed the point, may not be on

1 point, or may be incorrect?

2 MS. MONK: Usually in an open-ended

3 question, I might say, "How does this sound to

4 you? Does this sound like what the question was

5 asking?"

6 MR. LECHNER: Did you ever suggest to

7 the student that the criticism was incorrect or

8 misses the point?

9 MS. MONK: Their finished product is

10 what they want was their thoughts.

11 MR. LECHNER: One more opportunity.

12 Did you ever suggest to the student that their

13 criticism was incorrect or missing the point?

14 MS. MONK: No.

15 CHAIRMAN THOMAS: Let me ask the

16 institution a question. Did you provide NCAA

17 rules education for personnel in the AASS area?

18 MR. SMRT: Obviously, Dr. Monk was

19 there for several years, and so we will do it in

20 pieces because it has evolved. Brian maybe

21 could direct what went on during the initial

22 period.

23 MR. BATTLE: Our educational efforts,

24 when Dr. Monk first came on board, were as Mr.

25 Meleney stated, that this was a new position.

1 At the time she came on board there were three
2 of us in the office.
3 Bob Minnix oversaw the office as the
4 Associate A.D.; who was in charge of educational
5 efforts at that time, was directed by Penny
6 Parker, and I was compliance coordinator. We
7 assisted them in any of those efforts.
8 After about nine months, I believe,
9 when Dr. Monk was on staff, Mr. Meleney asked us
10 to put on the agenda, which our Financial Aid,
11 Registrar, Academics and Compliance at that time
12 would meet once a semester to get at certain
13 things.
14 During that educational process, we
15 were trying to learn what services the learning
16 specialists could provide. At that time we told
17 them they could only provide services that were

18 provided by SDRC.

19 In regards to other educational

20 opportunities for the Athletic Academic Support

21 Office, it was highly recommended in discussions

22 with Mr. Meleney, that they attend their NAAAA

23 sessions at the national and regional level,

24 which I believe most of the staff did attend.

25 In addition to that, some of the staff

1 members attended the NCAA regional seminars. As
2 I stated earlier, that the semester meetings
3 with the Financial Aid, Registrar, Academics and
4 Compliance in 2005 became a monthly meeting,
5 which education was a part of that in different
6 areas.
7 In addition to that, at the beginning
8 of each year we would meet as a staff and the
9 Director of Athletics would have what we call a
10 certification and compliance meeting. We would
11 talk about the state of the union with the
12 Athletic Department as well as stating at that
13 point in time signing the NCAA form that they
14 did not know of any NCAA rules violations.
15 CHAIRMAN THOMAS: Dr. Monk, while you
16 were employed at Florida State, did the
17 Athletics Department give you any rules

18 education regarding NCAA?

19 MS. MONK: The two policies that we

20 talked about was that the typing of a paper for

21 a student, and any other services that you might

22 give a student as far as pens, pencils and

23 paper, and those services that would have been

24 an extra benefit.

25 So, those were the two rules, and when

1 you talk about what typing a paper is, and maybe
2 this is a good point to bring that up. Maybe
3 this was my poor interpretation of it although I
4 know why -- I guess I stand on this.
5 When I think about the typing of a
6 paper, I considered that to be a violation that
7 occurs when a student can request at will from
8 someone in the Athletic Department or someone on
9 campus, if you will just type this paper for me,
10 or that paper is typed for them and handed to
11 them in a final draft form, that they can then
12 take it to class and get a grade for it.
13 That, to me, was my understanding of
14 what typing a paper for. In facilitating a
15 student through the process of writing a paper
16 and using technology, technology drives us all,
17 we were in the process of getting more and more

18 technology, of using Kurzweil reader, of using

19 Speak Naturally, trying to get those programs on

20 so that students in the Athletic Department that

21 had a learning disability in reading and writing

22 could use that technology so that they could

23 speak into a computer and a finished product

24 would come out.

25 I would have never been put into a

1 place where I might have to facilitate them
2 using a word processor. But as far as the two
3 accommodations was typing a paper and providing
4 them with pens and pencils and paper, so that
5 they did not have to purchase it themselves.
6 CHAIRMAN THOMAS: Okay. Mr. Meleney,
7 if we can ask with some specificity here
8 regarding AASS Department and the SDRC. Was
9 there specific education, NCAA rules education,
10 that were covered and reviewed and talked about
11 in meetings that related to learning
12 disabilities, what you could and couldn't do?
13 Was that ever mentioned, and anything,
14 any documentation to indicate that this was
15 disseminated to the personnel in those two
16 areas?
17 MR. MELENEY: Yes, sir, there was. We

18 conducted weekly staff meetings. At those staff

19 meetings we listed at times in our agenda issues

20 of question, any services of questions. We had

21 opportunities where we were actually tested

22 through compliance, where we did the 30-question

23 test related to Bylaw 14 mainly, but to other

24 bylaws that were related to academic services

25 and academic support.

1 So, we conducted those processes.
2 Brenda was involved with NAAAA and I am deeply
3 involved in NAAAA as well.
4 CHAIRMAN THOMAS: In essence, Dr.
5 Monk, if Mr. Meleney's articulation is accurate,
6 then you knew what you could and couldn't do in
7 terms of extra benefits with learning disability
8 student-athletes?
9 MS. MONK: I knew I could not type a
10 paper for them or provide them with a pen,
11 pencils, paper, so they would have to purchase
12 it.
13 CHAIRMAN THOMAS: So, in essence,
14 everything else you did not know?
15 MS. MONK: That is correct. I knew I
16 could not provide them accommodations in the
17 classroom, and that that had to be provided

18 through SDRC.

19 CHAIRMAN THOMAS: Professor Potuto.

20 MS. POTUTO: Do you get training on

21 the definition of an extra benefit?

22 MS. MONK: An extra benefit was

23 something that a student could receive in the

24 Athletic Department that they could not receive

25 outside the Athletic Department, that a regular

1 student could not receive outside the Athletic
2 Department.
3 MS. POTUTO: Let me get back to the
4 compliance.
5 Did you do specific training on what
6 an extra benefit means? I mean, at one level
7 you can do a list you may not do, you can do
8 this, you may not do this, you can do this. But
9 in another level, the basic principle as to
10 where the dividing line is, so that you can make
11 some of the more discreet decisions, I think
12 often are more useful.
13 Did Academic Services get the general
14 instruction on what an extra benefit is?
15 MR. BATTLE: Yes, ma'am, they did.
16 The basic understanding, as Dr. Monk has stated,
17 is our premise was if you cannot give it to the

18 general student, then you cannot give it to the

19 student-athlete.

20 To take it a step further, in meetings

21 where Dr. Monk was present, every semester we

22 did a tutorial education with the tutors where

23 it was specifically described in different

24 situations what constituted an extra benefit.

25 She was in those meetings and understood that

education.

MS. POTUTO: Dr. Monk, if I can, I would like to follow up.

Mr. Meleney, did you have something you wanted to say? I wanted to follow up a little on what Judge Lechner was pursuing. Your educational background is in educational administration, with a specialty in special education; is that correct?

MS. MONK: That is correct.

MS. POTUTO: Okay. So, you have got a student who has got a second-grade reading level, which is what I think you used as an example earlier, or writing level, I guess is what you said, a second-grade writing level.

They are in an English Literature course, and they are supposed to read Tale of

18 Two Cities. Are you familiar with Tale of Two

19 Cities?

20 MS. MONK: I have read it, yes.

21 MS. POTUTO: Okay. So the student

22 comes to you after you have spent -- I am being

23 assisted over here. She just gave me an

24 accommodation. You have worked with the student

25 for a period of time on the book.

1 Then the student goes off, and I think
2 you said they would write their own outline; is
3 that right? I don't want to put words in your
4 mouth.
5 MS. MONK: Yes, ma'am.
6 MS. POTUTO: Okay. So, the student
7 comes back and tells you that the two cities in
8 the book are Rome and Alexandria in Egypt. What
9 do you do next?
10 MS. MONK: You know, I guess we look
11 at the scenario in trying to fill it out. It
12 was a very long process.
13 MS. POTUTO: No, no.
14 MS. MONK: I understand. I was a long
15 process. I mean, we read the book, we read the
16 summaries, we re-read the book. If they had
17 incorrect information, it would be my

18 responsibility to guide them in the ways to find

19 the correct information.

20 MS. POTUTO: Tell me what you would

21 do. The student tells you that the two cities

22 in the book are Florence and Alexandria. I am

23 the student. You just gave me --

24 MS. MONK: We would read. If that was

25 incorrect information, we would go back and we

1 would re-read the information until he had the
2 correct information.
3 MS. POTUTO: So, what would you tell
4 me? We are going to go back and re-read because
5 there is something here that is not right?
6 MS. MONK: I would say something to
7 them like you may have misinterpreted your
8 reading. Let's read it again.
9 CHAIRMAN THOMAS: Any further
10 questions?
11 MS. POTUTO: So, I assume from what
12 you said, and particularly from, I think, in one
13 of the responses that this could be a very
14 lengthy process. But you would go back and
15 forth, and you would never at any point say when
16 you designated these two cities there was an
17 error?

18 MS. MONK: That is not teaching.

19 Teaching is allowing the student to find their

20 own mistakes and to find and gain their

21 information. I was a teacher. I taught and I

22 used the standard teaching, professional

23 teaching experience, and it would be maybe

24 looking at other resources, re-reading the

25 materials, looking at it a different way.

1 It was not my purpose to give them any
2 information. That is not teaching. Teaching
3 only occurs when the student can learn and can
4 find out information on their own.
5 MS. POTUTO: If I am in a law class
6 and I get an answer from a student that there
7 are eight Justices on the Supreme Court, and I
8 say that is wrong, I am no longer teaching?
9 MS. MONK: You know, it is a long
10 process. I cannot outline -- I wish I had it on
11 tape where you could see me working with the
12 student. I think that is the only way to
13 understand.
14 You know, I was not in the process of
15 saying to them that is right or that is wrong.
16 I was always giving them an opportunity. If I
17 knew it was wrong and I was just giving them an

18 opportunity to investigate it on their own and

19 to find the answer.

20 MS. POTUTO: And what would be the

21 responsibility of the student? If the two

22 cities are Alexandria and Florence, and you said

23 you may have misinterpreted, let's go back and

24 read again, would we read the entire book or

25 would we read the page that designated the

1 correct answer to the two cities?

2 MS. MONK: After the student probably

3 used a few choice words to me because I was

4 going to insist that he read the book again or

5 read those passages again, he would have done

6 what I asked him to do.

7 He would have read, we would have

8 discussed, and giving him an opportunity to

9 have -- to be at the same level as the student

10 who didn't need any help. You know, that was

11 the whole purpose of reading to him or having

12 Kurzweil read to him, or reading it two or three

13 times to allow them the opportunity to be on the

14 same level of classroom discussion, so that they

15 would be able to perform in the classroom with

16 those students who did not have diagnosed

17 learning disabilities.

18 MS. POTUTO: What if I did read it

19 again, and it is a long book, and I read it

20 again, and I read it again, and I come to you

21 and say that the two cities are Florence and

22 Rome. Is there a point at which you would stop?

23 MS. MONK: And just give them the

24 answer.

25 MS. POTUTO: No, just stop, be

1 permitted to submit a paper that was flat out
2 wrong because you have gone through a process a
3 number of times and they never did find the
4 right answer.
5 MS. MONK: There would be a point that
6 they would turn in the work as they had
7 constructed it. That was their choice. They
8 always had the choice of whether or not they
9 wanted that additional help or whether or not
10 they wanted to turn in exactly what they did.
11 There were many of them who took the
12 choice not to come through me, and they would
13 turn in work that was sub-par and would result
14 in a failing grade. So, there was never any--
15 I mean, there was never any mandate that they
16 would have to work with me until they got all
17 the correct answers.

18 Mr. Meleney, I don't want to misstate

19 it. I thought I heard somebody say that, and I

20 thought it was you.

21 MR. MELENEY: In my conversations in

22 reference to a scribe, which maybe, I don't know

23 if you are describing the typist or a scribe as

24 the same thing. We got a definition that a

25 scribe, because Brenda had shared with us that

1 the software program that they used. I could be
2 wrong. Dr. Abele can probably speak to that.
3 But they actually had the software program in
4 place, and they trained the students who used
5 SDRC to go and use that software, which, in
6 essence, typed their paper for them.
7 That was the service that SDRC
8 wouldn't have any need to provide a typist,
9 because they had the technology to provide that
10 service.
11 MS. POTUTO: My question is, I thought
12 I understood Mr. Meleney to say you got an
13 answer back from SDRC that outside the center a
14 service to a diagnosed learning disability
15 student, even with a writing disability, that
16 the typing was not a service that could be
17 provided.

18 Mr. Meleney, I don't want to misstate

19 it. I thought I heard somebody say that, and I

20 thought it was you.

21 MR. MELENEY: In my conversations in

22 reference to a scribe, which maybe, I don't know

23 if you are describing the typist or a scribe as

24 the same thing. We got a definition that a

25 scribe, because Brenda had shared with us that

1 under federal law certain students would be
2 eligible for a scribe, should be eligible for a
3 scribe.
4 I asked her to do some research on
5 that. I asked her to provide some federal
6 guidelines that share that. We provided
7 that -- I don't know if we provided that direct
8 information to the Compliance Office, but we did
9 get an answer from the Compliance Office.
10 I don't know if it was through their
11 discussions with SDRC as well, that we could not
12 provide a scribe directly.
13 MS. POTUTO: Mr. Abele, was it you
14 that had talked about typists in particular? I
15 thought somebody there did. If I misheard, I
16 would like to get it corrected.
17 MR. ABELE: I am reasonably familiar

18 with the services, and I am unaware of typing

19 services at the Student Disability Resource

20 Center. Someone, I presume may have been a

21 disability such that they would provide them,

22 but that is not one of their standard six or

23 eight accommodations.

24 They will send students, they are note

25 takers, they are sign language interpreters.

1 But I do not know of any typists.

2 MS. POTUTO: Mr. Meleney.

3 MR. MELENEY: Yes. I think the other

4 reference you were speaking to is when Mr. Smrt

5 mentioned that I said to the staff you cannot

6 type a paper.

7 MS. POTUTO: No, I was first getting

8 what the center's position was. But let's go

9 there. When was it that you told the staff, and

10 what did you tell the staff with regard to

11 typing?

12 MR. MELENEY: It has been so many

13 times. I mean, typing of a paper is known by

14 all of us within the profession that you cannot

15 do. From the moment Dr. Monk came on board in

16 our program, she was aware at the collegiate

17 level you cannot type a paper for a student.

18 MS. POTUTO: So, you had staff who had

19 concerns about whether she knew where the line

20 was and had come to you on several occasions, so

21 much so that you told her she couldn't have the

22 computer terminal on her lap.

23 Was anything else done to try to

24 oversee what she was doing or not doing, or was

25 that the end of it?

1 on the difference between typing a paper and
2 drafting -- helping a student draft an outline,
3 developing a study guide, because we will get in
4 this later.
5 When we talked about when I referenced
6 Dr. Monk, when my staff came to me on concerns,
7 Brenda and I had direct conversations about
8 these issues every time that it was approached,
9 and she assured me that she understood the rule
10 and understood what she could and couldn't do.
11 MS. POTUTO: Let's try this, though.
12 If you tell her you may not type a paper and she
13 has typed part of the paper, she could answer
14 you, could say not, I did not type the paper.
15 Did the conversation go any beyond
16 typing a paper?
17 MR. MELENEY: Yes, ma'am. They did.

18 She gave me direct evidence of the things that

19 she was working on, and I felt comfortable with

20 those issues. An outline, a diagram to help a

21 visual learner, those were the examples that she

22 shared with me.

23 MS. POTUTO: I thought somebody said

24 there was a directive that a tutor counselor

25 should not be at a computer terminal with the

1 student.

2 MR. MELENEY: We got to a point where

3 staff, throughout that three-year period, every

4 time -- if a staff member saw Dr. Monk sitting

5 at her computer, they were uncomfortable. So,

6 when I went in to Dr. Monk and said, "Brenda, we

7 don't know what you are working on. We have

8 concerns that you can't go further than that,

9 that you understand what you can provide for the

10 student, and the keyboard needs to be in the

11 student's lap." I mean, those were the

12 conversations that she and I had during that

13 period of time.

14 MS. POTUTO: When would that have

15 been?

16 MR. MELENEY: Numerous conversations

17 from probably early '04 on.

18 MS. POTUTO: So, you had staff who had

19 concerns about whether she knew where the line

20 was and had come to you on several occasions, so

21 much so that you told her she couldn't have the

22 computer terminal on her lap.

23 Was anything else done to try to

24 oversee what she was doing or not doing, or was

25 that the end of it?

1 MR. MELENEY: No, I don't think it was
2 ever the end of it. I think it was at the
3 forefront of my thoughts throughout our working
4 relationship together. But we had a strong
5 relationship.
6 We communicated to each other. We
7 believed in each other. I believed in who she
8 was as an educator. I recognized and respected
9 her education and her experience.
10 MS. POTUTO: But, nonetheless, you had
11 staff saying we are really uncomfortable,
12 sufficiently so that no matter how much you
13 believe in her you gave her a specific directive
14 where the keyboard should be. It sounds to me
15 to be slightly inconsistent.
16 MR. MELENEY: I will speak to that.
17 In that period of time, there were not more than

18 four or five occasions where the staff came to

19 me directly, and at no time did they have any

20 evidence of any information

21 They say I walked by Brenda's office

22 and she is on a keyboard. That was the gist of

23 their evidence of any wrongdoing.

24 MS. POTUTO: Did you go to Compliance

25 and say I have staff people who are concerned,

1 what might we do, what controls might we put in
2 place? What kind of oversight should we be
3 doing to either determine that she is acting
4 appropriately or find out that she is not?
5 MR. MELENEY: I did not. What I did,
6 I believed in her and the process. There were
7 four occasions in four years, so it wasn't like
8 this was happening on a weekly basis or anything
9 like that. It was happening once every eight
10 months. But I did not.
11 CHAIRMAN THOMAS: Judge Lechner, and
12 then Judge Park.
13 MR. PARK: Mr. Meleney, I am looking
14 at Exhibit 1-6. I just sort of have a
15 background question to begin with.
16 Have you got that?
17 MR. MELENEY: Yes, sir.

18 MR. PARK: Up in the right-hand corner

19 it says "Director's Office."

20 Was that your office?

21 MR. MELENEY: Yes, sir, it is.

22 MR. PARK: And when you got these

23 reports that Dr. Monk was on a computer with a

24 student in the office and you went to talk to

25 her, did she give you an explanation for what

1 she was doing?

2 MR. MELENEY: Yes, sir, she did.

3 MR. PARK: And you were satisfied with

4 that explanation based upon your experience with

5 her?

6 MR. MELENEY: Yes, sir, I was.

7 MR. PARK: And her explanation

8 included her preparing an outline?

9 MR. MELENEY: Yes, sir, at the time it

10 did.

11 MR. PARK: Thank you.

12 CHAIRMAN THOMAS: Judge Lechner.

13 MR. LECHNER: Dr. Monk, in addition to

14 typing an outline from time-to-time, did you

15 ever, when a student was having a problem

16 putting thoughts on a paper, give that student

17 an example of how a good paragraph might look on

18 paper?

19 MS. MONK: If it were an English

20 class, the English class had some wonderful

21 textbooks and resources that you could pull out

22 and provide them with what a good paragraph

23 looked like.

24 We would go online and look at some

25 paragraphs and what they should look like. So,

1 the answer to that would be yes, I would use
2 resources to provide that student with examples
3 of what a good paragraph would look like.
4 MR. LECHNER: Did you ever provide,
5 personally, an example of what one would look
6 like?
7 MS. MONK: I have no -- I do not
8 recall ever doing that. I do not recall ever
9 doing that. Could I just -- I know this may not
10 be the time, but I do want to say that Mr.
11 Meleney would have walked by my office many
12 times and seen me doing exactly the same thing
13 with a pen and pencil as well as with the
14 computer.
15 The technology just made it easier.
16 But many of the outlines and the things that I
17 did for the students, for them to see it in my

18 own handwriting and scribbling, because I did

19 them with a pen and a pencil as opposed to doing

20 them with a keyboard.

21 MR. LECHNER: Now, did you ever type a

22 portion of a paper for -- I am talking about a

23 draft, a portion of a draft before you got to

24 the final?

25 MS. MONK: Sometimes they would hand

1 me a draft where their handwriting was so poor
2 and their English was so poor, that for me to be
3 able to talk with the student I had to get it in
4 a format that I could read and that I would be
5 able to talk to them about it.
6 So, there were times that I would take
7 their handwritten drafts and put them into the
8 computer so that the two of us could look at
9 them on the screen and try to determine where
10 the mistakes were.
11 I would write the spelling exactly the
12 wy they had the spelling. The order of the
13 words would go exactly where it was. I just had
14 to put it in a better format, and that is where
15 I used technology to do it.
16 MR. LECHNER: Okay. Now, that format
17 that you used to put it on the screen, the

18 computer, all that did was take it from the

19 paper and put it on the screen in exactly the

20 same way the student handwrote it; is that

21 correct?

22 MS. MONK: Correct.

23 MR. LECHNER: Once it was up there,

24 did you and the student work on improving it?

25 MS. MONK: The student and I worked on

1 improving it. We used -- again, I talk about
2 Kurzweil. Kurzweil reader is a wonderful
3 program that reads a sentence and then as
4 Kurzweil would read the sentence we would stop
5 it and I would say, "Okay, you just heard that
6 sentence read. How could that be said? Did you
7 say it the way you wanted to say it?"
8 They would say, "No, that didn't sound
9 right. That word is not the word I would have
10 used." So when they heard it, they would be
11 able to diagnose their own problems, and then
12 they would correct their problems.
13 MR. LECHNER: Again, using your
14 example of somebody with a second-grade reading
15 level, I am having a little difficult time to
16 understand how a second grader would have that
17 sophistication to take that, as you suggest, and

1 the very gifted range and with just a little bit
2 of guidance they could then take that second-
3 grade writing level or that second-grade reading
4 level, and with my guidance be able to
5 understand what they needed to change.
6 MR. LECHNER: My question was beyond
7 asking how you could make it better. What else
8 did you do to help this person with a second-
9 grade reading or writing level to put a product
10 in a collegiate level finished product?
11 MS. MONK: In the years that--
12 really, the last three years, it was the
13 Kurzweil because Kurzweil would allow like a
14 vocabulary word, they could look at a very
15 simple word that they had used and then they
16 would have a Thesaurus at their basis, they
17 would be able to look up different words on

18 their Thesaurus, and they would be able to get

19 the meanings of those words, and then decide

20 which of those words might fit into theirs.

21 The vocabulary, a lot of times was

22 greater than the second-grade reading level.

23 So, there was the use of that technology piece

24 that really allowed me to be able to do what I

25 did.

18 their Thesaurus, and they would be able to get

19 the meanings of those words, and then decide

20 which of those words might fit into theirs.

21 The vocabulary, a lot of times was

22 greater than the second-grade reading level.

23 So, there was the use of that technology piece

24 that really allowed me to be able to do what I

25 did.

1 MR. LECHNER: Aside from changing a
2 word or aside from moving a word from one
3 portion of the sentence to another place in the
4 paragraph, what did you do to help them develop
5 a critique of a book Professor Potuto was
6 talking about, or what did you do to help them
7 understand what the subject matter of the essay
8 should or shouldn't be?
9 MS. MONK: First of all, these were
10 very intellectual men and women that I work
11 with. Their vocabulary was far greater than
12 their reading level. Just basically using the
13 technology that was available, there are
14 summaries that you can get that makes it a
15 condensed version of a book.
16 Just really go through dissecting what
17 it is that they needed to do. They understand

18 it intellectually. I think that is the
19 difference between a student with a learning
20 disability is not a student with mental
21 retardation.
22 They are a student who are average or
23 above. Many of the students, I can remember one
24 specifically with an I.Q. of 145 and a reading
25 level of second grade. It doesn't take a lot

1 for them with the right guidance to be able to
2 understand what they need to do as long as you
3 have the patience and the time to sit with them
4 and guide them and dissect it word for word for
5 word, so they have a clear understanding of what
6 they need to do.
7 MR. LECHNER: One more question to
8 follow up Professor Potuto. If you did this
9 time after time, after reading Tale of Two
10 Cities, and the cities were still identified
11 incorrectly, would you throw up your hands?
12 MS. MONK: I never threw my hands up,
13 but I also had to honor the student's ability to
14 walk away, and they could walk away at any time
15 and take what they had and turn it in. It may
16 be for a failing grade, but they would turn it
17 in.

18 MR. LECHNER: Did you ever in your

19 position include any of your own thought

20 processes in any stage of the product that the

21 student was working on, for any student?

22 MS. MONK: Not to my knowledge.

23 CHAIRMAN THOMAS: Professor Potuto.

24 MS. POTUTO: I have just one question

25 over here for Mr. Battle, I think it is for you,

with regard to NCAA rules. If you had a student who was not learning disabled but with bad penmanship, would a tutor be able to type out the bad penmanship that the tutor could then work with that student on the project?

MR. ABELE: I would say no.

MS. POTUTO: Why?

MR. ABELE: That would be an extra benefit. We would be providing a service to that person. I just think that our answer to them they would not be able to.

MS. JENNINGS: I am curious about a background question. You have computer labs in the Academic Center. Do most of the student-athletes use them? One of my questions, I didn't understand, and it is just a general one.

I don't understand why the students

18 aren't going in and using the computers to type

19 their handwritten papers in whatever, incorrect,

20 improper, and why they are not using things like

21 Spell Check and Grammar Check to assist them

22 during this process. What am I missing?

23 MR. MELENEY: All of those efforts

24 were being made. We have a 32-station computer

25 lab. We have eight tutorial rooms that had a

1 computer in them. So, those computers were
2 being used consistently every day on the hour.
3 We ran nearly 500 sessions a week in
4 tutorial, so from 7:00 a.m. to 9:00 p.m. our
5 facility was full.
6 MS. JENNINGS: Did it serve the
7 learning disabled or were they redirected over
8 to a different office for assistance?
9 MR. MELENEY: For direct accommodation
10 to the classroom, they were to be sent to SDRC,
11 but services in-house were conducted for
12 learning disabled and for the non-disabled
13 student-athlete.
14 MS. JENNINGS: Is there a reason, Dr.
15 Monk, why the students you are talking about--
16 there is no reference anywhere in any of the
17 materials that any of your students ever used

18 that approach.

19 MS. MONK: When I was working with the

20 student, they were assigned to me for a period

21 of time, it was usually an hour. Sometimes it

22 was a two-hour session. So, the process would

23 be something that we would be working on during

24 their two-hour session with me.

25 It was an individualized session.

1 They used the computer lab, they used -- they
2 had lots of other tutors other than me. But if
3 they had a writing disability, a reading
4 disability, or a language disability, they were
5 going to be assigned to me for a period of time,
6 and it was my responsibility to work with them
7 during that period of time.
8 So, in saying that that would be part
9 of my work session with them. If I sent them
10 out to do it on their own, then we would have
11 lost the time that we needed in order to conduct
12 the tutoring session or the training session
13 that we were going through at the time.
14 MS. JENNINGS: But if I understand,
15 sometimes there are some examples where I think
16 you gave them where a student would come in with
17 a draft of a paper written, and you would put it

18 into the computer because it was easier for you

19 to read and easier for you to discuss with them.

20 It wasn't to type it up for them, it was to make

21 it easier for you to work with them.

22 Did you ever tell the students, you

23 know, when you are coming in tomorrow, when you

24 come back tomorrow, could you go in and type

25 this up in the meantime, and then come back and

1 we will talk about it from there?

2 MS. MONK: Yes. That did occur on a

3 day-to-day basis that they were given that

4 information. In fact, toward the end, they got

5 very good at doing that. The students that I

6 had worked with over a period of, say, three or

7 four years, they got very good with that.

8 They would bring it already in to us

9 on their USB. We could throw it on the computer

10 screen and use the time we had in our hour

11 tutoring session to really get down to the nuts

12 and bolts of what it was they were trying to

13 accomplish.

14 CHAIRMAN THOMAS: Any other questions

15 by the Committee?

16 MR. LECHNER: Just one follow-up.

17 When you were helping the students in taking the

18 jumble they had written and put it on the

19 screen, and then you would ask if it sounded

20 right or how they would want to change it, when

21 you got the product where the student wanted it,

22 did you download it to his USB or Thumb drives

23 so he could use it in the future?

24 MS. MONK: Yes.

25 MS. POTUTO: I want to get back to Ms.

1 Thompson, to where I really started on this,
2 which was the word edit in (a). I would like to
3 know from you or Mr. Didion, what do you contend
4 that she did, not what editing is or isn't, but
5 what do you contend she did and on whose
6 information you rely to make that determination?
7 And did you interview any of the student-
8 athletes yourself with regard to this
9 information?
10 MR. DIDION: I will answer the first
11 part of your question. That's why the paragraph
12 appears as it does. When we reviewed it and
13 talked about the information that we had at
14 hand, and it was information provided by the
15 institution and then information we developed
16 during our interviews, it was primarily me.
17 I looked at this and believed that

18 what she had done was provided a service and had

19 not provided any content to the individuals.

20 Because of that I believed that it was --

21 MS. POTUTO: You are giving me your

22 conclusion. I want to know what it is that you

23 contend that she did that constituted editing,

24 and from whose information in the record that we

25 have that you drew that conclusion.

1 MR. DIDION: What I believed editing
2 was, was taking information from the student-
3 athletes, using the information from the
4 student-athletes to assist in putting together a
5 coherent paper, not interjecting any of her own
6 thoughts or own ideas, but using the information
7 that the student-athletes had developed on their
8 own.
9 And my source of information was
10 information from interviews that were done by
11 the institution and by Ms. Thompson.
12 MS. POTUTO: Can you tell me which
13 interviews, which student-athletes?
14 MS. THOMPSON: Let me provide a little
15 bit of background with this. When the
16 institution initially reported that there were
17 five student-athletes that reported they had

18 received typing or editing assistance, I

19 questioned exactly in the initial interviews

20 with the auditors, I questioned exactly what

21 happened, what was actually done?

22 The institution and I agreed that we

23 needed to re-interview some of those student-

24 athletes. In order to answer your question, Ms.

25 Potuto, the one interview that I did, I was

1 there present as far as the student-athletes
2 were concerned. That was Chuck
3 Smrt and I conducted that interview.
4 was interviewed
5 twice by the institution, as well as
6 So, as far as my presence in the
7 interview, it was only with Then
8 the information that I am relying on is
9 information that was reported by Dr. Monk, as
10 well as as well as and
11 although --
12 MS. POTUTO: Let me try this. What
13 information did they give you that led you to
14 decide that it constituted anything but editing
15 as an extra benefit, and not editing an academic
16 conduct?
17 All I have is conclusions here, and

18 this person said something that you are relying

19 on and somebody else might have said something.

20 But I have no idea what it is you are saying

21 that they said.

22 MS. THOMPSON: As it relates to

23 said

24 specifically that Dr. Monk typed my papers "so

25 that my papers would make better sense." That

1 is the information that I relied on as far as
2 the typing and as far as the editing is
3 concerned.
4 MS. POTUTO: And that was in an
5 interview that the University did?
6 MS. THOMPSON: Yes.
7 MS. POTUTO: And I assume you never
8 went back to try to find out from him what he
9 meant by "so it would make better sense"?
10 MS. THOMPSON: No, I did not. I just
11 read the interview notes from what the
12 institution provided me.
13 MR. PARK: Let me ask a question.
14 MS. POTUTO: Sure.
15 MR. PARK: And then I will pass it
16 back. Interview notes, I take it there was no
17 recording or transcription of that?

18 MS. THOMPSON: The institution -- it

19 is my understanding that those interviews were,

20 in fact, recorded with

21 because I did receive

22 actual tape recording from the interview, which

23 I did listen to.

24 MR. PARK: We are talking about

25 and you said that you read a memorandum of

1 an interview.

2 MS. THOMPSON: I am sorry.

3 MR. PARK: I am wondering whether the

4 interview was recorded and transcribed.

5 MS. THOMPSON: It is my understanding

6 the first interview that the institution did

7 with [illegible] was, in fact, recorded. The

8 second interview that I did as well as with -- I

9 did with [illegible] was actually recorded and I

10 did an interview summary of that particular

11 interview with [illegible]

12 MR. PARK: There is no transcript in

13 our record for us to look at, is there?

14 MS. THOMPSON: There is no transcript,

15 but there is the interview summary.

16 MR. PARK: Mr. Price will tell you

17 this is a bone I have picked for a long time.

18 So, what you are saying is we should believe you

19 as to what was said in there, because we don't

20 have the original of a transcription to know

21 exactly what the man said?

22 MS. THOMPSON: Yes, that is correct.

23 CHAIRMAN THOMAS: Does the institution

24 have any documentation on that?

25 MS. KARPINSKI: We do not have the

1 transcription of the tapes here. We certainly
2 have all of the interviews taped and could
3 provide transcriptions of those tapes to you.
4 But we do not have a transcription with us. We
5 do have summaries.
6 MS. POTUTO: Let me go back to where I
7 was on this, then. ' said to the
8 institution that Dr. Monk typed some papers for
9 him so they would make better sense. You then
10 participated in a second interview with him, is
11 that right, or not?
12 MS. THOMPSON: Not with ,
13 but with
14 MS. POTUTO: Okay. So, with
15 all we have is to say "to make
16 better sense", but you never went back to try to
17 find out what that meant, what her assistance

18 was?

19 MS. THOMPSON: That is correct.

20 MS. POTUTO: Okay. Then we get to

21 where we don't have transcripts, and what

22 do you say that said in the first

23 interview?

24 MS. THOMPSON: I was not present at

25 the first interview, but from the interview

1 notes said that Dr. Monk typed two papers

2 for him.

3 MS. POTUTO: So for there is

4 nothing about editing assistance, it is purely

5 the typing?

6 MS. THOMPSON: Yes.

7 MS. POTUTO: Now, there is a third

8 student-athlete, whose name I have now

9 forgotten, What did say?

10 MS. THOMPSON: said that Dr.

11 Monk typed papers for him because he was a slow

12 typist, and said that

13 during the 2006-2007 academic year, Dr.

14 Monk provided papers. So, as it relates to

15 , it was typing papers as well.

16 MS. POTUTO: All right. So for the

17 three students who are editing, what we have is

18 two who were for typing only and a third who

19 said she typed papers so they would make better

20 sense, but we have no more information as to

21 what that student meant by that phrase?

22 MS. THOMPSON: No, no.

23 MS. POTUTO: All right. And I assume

24 the University has no other interviews with

25 other students with whom Dr. Monk worked, who

1 talked about the kind of assistance that she
2 provided, or am I wrong? Do you have other
3 interviews where they talked about the kind of
4 assistance that was provided?
5 MS. KARPINSKI: We do. I went back
6 and interviewed several athletes two weeks ago
7 to try to get to the bottom of exactly what she
8 provided to them. On example provided by a
9 student was he was told by Dr. Monk to make an
10 attempt to write half the paper on his own.
11 MS. THOMPSON: Who is that student?
12 Identify him.
13 MS. KARPINSKI: So,
14 was told if the paper was to be a six-page
15 paper on a certain subject, he had to arrive in
16 her office having attempted at least half of the
17 paper. So, he said he would make sure he walked

18 in there with three pages written.

19 Then he would hand that to Dr. Monk,

20 either in handwritten form or through his USB

21 drive, and they would sit there together and

22 that three-page paper when he left would be a

23 six-page paper. That is one example.

24 MS. POTUTO: But that doesn't really

25 identify whether I am getting three pages to six

1 pages. It was appropriate tutorial assistance
2 or it crossed the line.
3 Do you have any information from that
4 student-athlete as to how that paper grew from
5 three to six pages?
6 MS. KARPINSKI: He indicated -- what
7 he said to me is we wrote it together. I think
8 I left there believing that it was, I guess,
9 back and forth. Well, he just said they wrote
10 it together and not really able to articulate
11 any more specifically how the paper grew.
12 MS. POTUTO: All right. You said you
13 interviewed several others. Did any of them
14 give you any more concrete particulars with
15 regard to the kind of assistance independent of
16 typing? He said he also got typing assistance
17 from her when you went back two weeks ago, or

18 no, ?

19 MS. KARPINSKI: Well, when he left her

20 office, he had a six-page paper ready to be

21 turned in.

22 MS. POTUTO: She did not type for him?

23 MS. KARPINSKI: She did not type for

24 him.

25 MS. POTUTO: Okay.

1 MS. KARPINSKI: is

2 another student that I re-interviewed.

3 said he went in there and he had his paper--

4 this time he indicated he always had his paper

5 typed.

6 He did not bring his USB drive, but he

7 always brought it typed. And she would make

8 marks on his paper and corrections and

9 recommendations or thoughts of how he could

10 improve his paper.

11 I think his exact words were she would

12 fix things, and he would then make those

13 corrections and turn his paper in.

14 CHAIRMAN THOMAS: That is

15 ?

16 MS. KARPINSKI: Correct.

17 CHAIRMAN THOMAS: Anything further?

18 MS. KARPINSKI: was

19 another student I interviewed, and his was -- he

20 indicated that he lost his USB drive, so I

21 believe his was mostly written, that he walked

22 in there with, and --

23 MS. POTUTO: Handwritten, do you mean?

24 MS. KARPINSKI: Handwritten, because

25 he could not transfer it back and forth because

18 MS. KARPINSKI: was

19 another student I interviewed, and his was -- he

20 indicated that he lost his USB drive, so I

21 believe his was mostly written, that he walked

22 in there with, and --

23 MS. POTUTO: Handwritten, do you mean?

24 MS. KARPINSKI: Handwritten, because

25 he could not transfer it back and forth because

1 he didn't have a USB drive. So, my impression
2 from that was when he left he had a finished
3 paper to be turned in.
4 MS. POTUTO: But again you don't have
5 any particulars besides the fact -- were these
6 interviews taped?
7 MS. KARPINSKI: Yes, they were.
8 MS. POTUTO: Okay. But you don't have
9 any particulars as to what it was, the
10 assistance was? You said you had an impression
11 that it was done when he left. No particulars
12 as to what the assistance was or wasn't?
13 MS. KARPINSKI: Yes, the kind of
14 comments that the student-athletes made to me
15 was --
16 MS. POTUTO: or somebody else?
17 MS. KARPINSKI: I would say all four

18 that I interviewed were very similar in that she

19 would take their --

20 MS. POTUTO: Well, are those re-

21 interviews that you are talking about, ,

22 , , and so forth, I guess? Is that

23 what you are talking about? I want to know

24 where it is coming from and when.

25 MS. KARPINSKI: Right. These student-

1 athletes were originally interviewed by the
2 auditors before I arrived on campus. So, I took
3 those auditors' interviews and then went back to
4 the student-athletes and said, "Okay. I need t
5 understand exactly what you meant. Tell me
6 about what Dr. Monk provided to you."
7 MS. POTUTO: All right. This was two
8 weeks ago, you said?
9 MS. KARPINSKI: Correct.
10 MS. POTUTO: You said there were four,
11 and I have three names so far:
12 and . Who is the fourth?
13 MS. KARPINSKI: I apologize. It was
14 three two weeks ago. The other student that
15 makes up the fourth is
16 was re-interviewed last
17 fall related to his receiving typing services.

1 MS. POTUTO: Then Mr. Hargrove, does
2 Mr. Hargrove have a copy of these three
3 interviews that you just talked about that you
4 did two weeks ago?
5 MS. KARPINSKI: All of our interviews
6 were made available at Florida State. We had a
7 custodial site for those. Those last three are
8 not there yet, no.
9 MS. POTUTO: So, he hasn't heard them
10 or seen them? All right. I just want to clear
11 up one little matter, and it happens a while
12 ago, and it was Mr. Hargrove with regard to, was
13 it, that you were talking about
14 where he said that the characterization of the
15 first interview didn't jive with what the
16 student-athlete said on the tape of the first
17 interview?

18 MR. HARGROVE:

19 MS. POTUTO: They both had been

20 consistent. I don't want to leave this hanging.

21 Does anybody have what the student-athlete

22 actually said?

23 MS. KARPINSKI: The tape again was

24 available at the custodial site. I just have

25 quotations that I took from the tape in my

1 notes. He said that Dr. Monk would help him
2 with his papers.
3 "He couldn't type very fast so she
4 would help with typing or anything else that he
5 needed help with. She never actually wrote his
6 paper for him she typed his thoughts. She wrote
7 it up." That was in his first interview by the
8 auditors on May 30, '07.
9 MR. SMRT: was interviewed three
10 times. During the first one, in May, '07, he
11 reported what Stacey said, that she helped him
12 with papers by typing because he was slow at it.
13 It was always his thoughts, but she typed them.
14 Then Minnix goes back to him in the
15 fall and he generally, as we understand it,
16 denied what he reported earlier on. It is the
17 third interview that happened recently with

18 Joyce and I when he started down the path of
19 saying no, that he didn't receive any
20 assistance.
21 Joyce confronts him, I guess, and says
22 you said this earlier in the first interview
23 with the auditor. Then it is my recollection he
24 said, "Well, I will go with whatever I said the
25 first time."

1 We said, "We don't want you to go with
2 that. We want your recollection at this point."
3 He said, "I will go with what I said the first
4 time," which was during the auditor's interview.
5 MS. POTUTO: Mr. Hargrove, do you
6 disagree with what was just reported as to
7 interviews one, two, three, and what was said?
8 MR. HARGROVE: The only information
9 that I had, and I went over this twice to
10 specifically look for specific people.
11 I went a month or so ago, and I sent a
12 representative from my office again ten days
13 ago, two weeks ago, specifically looking for
14
15 The reason was because I had two
16 documents as it relates to . The
17 first , and it is attached in my

18 supplemental response that you folks have. I

19 thought it was odd that he refused to be taped,

20 but somehow there was a tape or there was a

21 recording.

22 So I went back. I sent a

23 representative from my office again to make sure

24 that I didn't miss it. What you have from

25 that I have, you have what I have

1 attached as Exhibit 2 to my Supplemental
2 Response, and I also have what Ms. Thompson
3 provided to me, the reinstatement letter that
4 was submitted on behalf. That's
5 what I have.
6 MS. POTUTO: But I thought you said it
7 was where you had the disagreement as
8 to whether what was reported was accurate. You
9 just heard them describe the first interview,
10 the second interview and the third interview.
11 That is what I wanted to get back to,
12 to find out if you have a different -- if your
13 memory or information as to the three interviews
14 is different from what we just heard.
15 MR. HARGROVE: Substantively, no. My
16 recollection is that it was Mr. Smrt that asked
17 the question, it was not Ms. Thompson. I could

18 be mistaken on that. My recollection is that it

19 is Mr. Smrt that asked the question, and the

20 question was indicated to that what he

21 was saying was inconsistent.

22 As I was listening to the two

23 interviews, I didn't see the inconsistency based

24 on what I knew Dr. Monk had said. The

25 assertion, the question contained within it, a

1 version that what he was saying now was
2 inconsistent with what he had said before, I
3 wasn't hearing it that way. So, I have heard
4 those two interviews, yes.
5 MS. POTUTO: Now I am really confused.
6 I thought I heard Ms. Karpinski say in the first
7 interview he said she typed the paper, and the
8 second interview he told Mr. Minnix no, and in
9 the third interview somebody said to him, "But
10 you said in an earlier interview that she typed
11 a paper."
12 He said, "If that is what I said, then
13 I stand on it." So, you will have to help me.
14 I don't know where --
15 MR. HARGROVE: I am sorry. I cut you
16 off. I heard your question. This is one of the
17 cases where what I described in my opening

18 statement was troublesome. I would like to have

19 asked the question exactly what do you mean when

20 you say typed the paper? Because I knew the

21 answer to that question.

22 I know what that answer is. It is as

23 what Dr. Monk described. So, I wanted to ask

24 that question. I still want to ask that

25 question exactly what do you mean specifically?

1 And the answer to that question, I am very
2 confident, would lead to additional questions.
3 I want to know. I wanted to know the answer to
4 that question before I came here today.
5 MS. POTUTO: Did you try to interview
6 ?
7 MR. HARGROVE: Not yet.
8 MS. POTUTO: Well, you wanted to get
9 the answer to the question. You wanted to have
10 it before you came here today, and you have not
11 tried to interview the people who could answer
12 the question. Now, I am really perplexed.
13 MR. HARGROVE: I don't have a method
14 to compel him to talk to me. What I have tried
15 to do is to get --
16 MR. LECHNER: Excuse me. Did you
17 simply ask him?

18 MR. HARGROVE: I suppose I could track

19 him down and ask him.

20 MR. LECHNER: No, I asked did you

21 simply ask whether he would talk to you?

22 MR. HARGROVE: No.

23 CHAIRMAN THOMAS: Any other questions?

24 We have had some exhaustive conversations about

25 1-(a). Are there any other comments on 1-(a)?

1 Can we close out on 1-(a) and take a lunch break
2 and come back and continue?
3 Any other questions on 1-(a)? If
4 there are no questions, we will recess for lunch
5 and come back at 1:00 o'clock. Thank you.
6 (NOON RECESS.)
7 CHAIRMAN THOMAS: We will begin with
8 the proceedings here. Professor Potuto will
9 have one question before we move to 1-(b), and
10 that is after Professor Potuto we will move on.
11 MS. POTUTO: This is really quick, and
12 it is just one. I guess it would be to
13 Professor Monk or Ms. Thompson. On Page 1-6 of
14 the Case Summary, there is a statement under 1,
15 about eight lines down before that first bullet,
16 "Monk reported that she provided these typing
17 and editing accommodations."

18 I just looked at the part of the

19 November 7th interview that you have here in the

20 Case Summary. I just wondered whether editing

21 was her word or your word.

22 MS. THOMPSON: I believe, if I recall

23 the interview on November 7, 2007, editing

24 probably was my word to be honest.

25 MS. POTUTO: Thank you.

1 CHAIRMAN THOMAS: Okay. Let's move to
2 1-(b). The staff.
3 CHAIRMAN THOMAS: As it relates to
4 Subparagraph (b), Dr. Monk violated the
5 provisions of unethical conduct when she
6 provided correct answers for a Sports Psychology
7 quiz to
8 and requested to enter those
9 answers onto an online quiz form on behalf of
10
11
12 Regarding Subparagraph (b), the
13 institution and the enforcement staff are in
14 substantial agreement as it relates to the
15 facts. Dr. Monk believes she did not commit a
16 fraudulent act, but she believes that she made a
17 mistake.

18 Therefore, there is one issue for this

19 Committee to consider as it relates to

20 Subparagraph (b). Did Dr. Monk's actions rise

21 to a level of unethical conduct as it relates to

22 academic fraud as set forth in Subparagraph (b)?

23 Regarding this issue, the enforcement

24 staff believes that Monk committed academic

25 fraud and that her actions rose to the level of

1 unethical conduct when she learns that

2 had not completed the quiz by the deadline, and

3 she arranged for to receive unearned

4 academic credit by asking to enter

5 answers on behalf of Thornton instead of

6 communicating to that he had not

7 completed the quiz, or allowing to

8 communicate with his professor about making up

9 the quiz.

10 This concludes the staff's

11 presentation of Subparagraph (b), and the

12 Committee should find Subparagraph (b) as

13 reported.

14 CHAIRMAN THOMAS: Thank you.

15 The institution,

16 MR. SMRT: I thought the issue was the

17 source of the answers and Dr. Monk obviously can

18 give us her position on this. As I read the

19 response from Dr. Monk, that she is saying that

20 had the answers and she gave

21 answers to

22 Maybe I misread that. I thought it

23 was an issue between the reliability of

24 information reported by versus Dr.

25 Monk. said he did not develop any

1 answers for that, and that he knew nothing about
2 this until after the fact.
3 We thought seemed credible
4 because it was unrealistic for an athlete to say
5 he didn't provide answers if he, in fact, did
6 provide them. So, based upon that we thought
7 that the allegation should be found as alleged.
8 CHAIRMAN THOMAS: Okay. Thank you.
9 Dr. Monk or Dr. Hargrove, which one
10 wants to speak?
11 MR. HARGROVE: It will be Dr. Monk. I
12 have outlined the response in my response and I
13 don't have anything to add. She can add to it,
14 I am sure. So, feel free to do so.
15 CHAIRMAN THOMAS: Dr. Monk.
16 MS. MONK: The facts are there. I
17 have stated those facts in every interview, and

18 they have not wavered. The facts are there. I

19 did make a mistake. I did not commit fraud. It

20 was a mistake that I wish I could have taken

21 back, but it was a mistake that I made.

22 CHAIRMAN THOMAS: Thank you. Any

23 questions?

24 MS. POTUTO: Yes. Mine is of the

25 staff, actually. I take it in alleging the

1 facts in (b), you believe that the student-
2 athletes and not Professor Monk's description of
3 what occurred?
4 MS. THOMPSON: That's correct.
5 MS. POTUTO: Why wasn't she charged
6 with 10.1-(d)?
7 MR. DIDION: Ms. Potuto, honestly, if
8 I had to give you an answer to that, my answer
9 would be that it didn't occur to me that she
10 should be.
11 MS. POTUTO: Now that it has occurred
12 to you, should it have been charged?
13 MR. DIDION: Yes, I do believe so.
14 MS. POTUTO: Any other questions?
15 MR. PARK: I have one. Dr. Monk, I
16 have looked at Exhibit 1-9 to the institution's
17 response, which is what I understand to be a

18 test sheet that was submitted, or that was used

19 in making the online submission in

20 name.

21 Have you got that?

22 MS. MONK: Yes, sir.

23 MR. PARK: All right. My question is

24 at the time that you told to send that

25 in, were the answers filled in by

1 or did somebody else fill those in?

2 MS. MONK: I believe those answers to

3 be . The question, as they are

4 now, were left on my desk, and I believed it was

5 a routine practice for students when they took

6 an online test to prove to me that they had

7 completed the exam, they would leave the

8 questions on my desk.

9 That would be my verification, because

10 in the online exam, this is another one of those

11 online classes where students can print off

12 their questions before they take the test, look

13 the answers up, and then go in and fill those

14 answers in on the quiz, which I believe that is

15 what had done.

16 He had been working in the office that

17 afternoon, and that was one of the tasks that he

18 was to do. So, when I looked at his answers,

19 just knowing him as a person, I thought I better

20 check his Blackboard.

21 So, I checked his Blackboard,

22 believing those to be his answers, noticed that

23 they had not been submitted. My initial thought

24 was, you know, darn, he forgot to hit submit,

25 and that was at the point of the process

1 continued as I have reported it in all of my
2 interviews. I can go through it again but, you
3 know, you have had a chance to read it.
4 MS. POTUTO: Can you tell me why you
5 didn't enter the answers yourself?
6 MS. MONK: It never occurred to me.
7 That question has been asked several times why I
8 didn't just go into my office, close my door and
9 enter those answers. I did not. I
10 was the one working at the computer.
11 He and I were working together, and he
12 was sitting there, and I said let's pull up
13 Blackboard and check on it, and we just pulled
14 it up and I just said, "Do you want to do it for
15 him?"
16 I have no idea. I made a mistake that
17 day in making that statement. I have never

18 skirted the issues that it was a mistake. I

19 said from the very beginning that it was, but it

20 was a moment in time and I made a poor judgment

21 call and a mistake.

22 MS. POTUTO: And if I could ask

23 somebody at the institution, if I understand the

24 materials, I don't know whether it would be the

25 provost or somebody on the academic side to

1 determine that there was no academic misconduct

2 by or .

3 didn't know -- I understand

4 , he didn't know that he was doing

5 anything that would have constituted assistance

6 on a test. , he had

7 by the time you found out that the

8 grade was recorded.

9 What was his situation?

10 MS. KARPINSKI: Yes, he had

11

12 when he was

13 notified of the exam.

14 MS. POTUTO: When he was notified -- I

15 thought I saw somewhere in here that he

16

17

18

19

20 MS. KARPINSKI: He had already

21

22 MS. POTUTO: All right.

23 MS. KARPINSKI: So, the season was

24 over at the time this occurred.

25 MS. POTUTO: So, he is no longer a

1 student at the time this occurred, and for
2 purposes of the institution -- well, let me ask
3 it differently. He finds out later and he never
4 lets anybody know.
5 Is that an academic offense at Florida
6 State? If not, what is the thinking?
7 MR. ABELE: All of the material was
8 gathered together and taken before the Honor
9 Code Committee. The Honor Code Committee
10 considered all of the information. As I recall,
11 although I am not 100-percent sure, they
12 interviewed and came to the
13 conclusion that he felt he was operating at the
14 direction of a supervisor and reported it. And
15 there was no honor code violation on either
16 student's part.
17 MS. POTUTO: I understand

18 What was the theory on ?

19 MR. ABELE: had dropped out

20 of school and knew nothing about it and,

21 therefore, couldn't be held accountable for

22 something he knew nothing about.

23 CHAIRMAN THOMAS: If there are no

24 other questions, we will move to 1-(c).

25 The staff.

1 MS. THOMPSON: As it relates to
2 Subparagraph (c), Monk violated the provisions
3 of unethical conduct between the fall of 2006
4 and the spring of 2007, when she, one, allowed
5 athletes
6 to
7 utilize the study guide which contained answers
8 to the exact exam questions utilized in the MUH-
9 2051 online exam while they took their online
10 exams.
11 Two, verbally provided student-
12 athlete with answers to his MUH-
13 2051 exam, even though students taking this
14 course were not to receive any unauthorized help
15 or utilize any supplemental study guides or
16 course text for their exams.
17 Concerning Subparagraph (c), the

18 enforcement staff and the institution agreed to

19 the facts of this subparagraph. However, the

20 enforcement staff and the institution cannot

21 verify that every student-athlete that used the

22 study guide received it directly from Dr. Monk.

23 Monk does not agree that she provided

24 answers to a student-athlete or that she

25 permitted the student-athletes to utilize the

1 study guide for their exams.

2 Therefore, there is one issue for this

3 Committee to consider regarding this allegation,

4 which is whether Monk committed academic fraud

5 when she verbally provided exam answers to a

6 student-athlete while he was taking his MUH-2051

7 exam, and she allowed the student-athlete to

8 utilize the study guide which contained

9 questions and answers to the same exam as

10 utilized in the MUH-2051 course.

11 The enforcement staff believes that

12 Dr. Monk committed academic fraud and relies on

13 four points to support this position.

14 Point No. 1: Student-athlete

15 who enrolled in the class during the

16 spring of 2007, reported to the institution

17 during his December 14, 2007, interview that

18 Monk was with him every time he took his exam.

19 reported that he knew the

20 material but when he "got stuck Monk would lead

21 him to the correct answers.

22 Point No. 2: Adam Wright, the former

23 academic tutor, reported during his July 19,

24 2007, hearing with the Office of Student Rights

25 and Responsibilities, that he remembered an

1 occasion during the fall of 2007 that Monk asked
2 him for answers to an MUH-2051 exam while she
3 was sitting with the student-athlete who was
4 taking the exam, and that the answers he
5 provided to Monk were directly given to the
6 student-athlete who she was working with.
7 Point No. 3: During Monk's November 7,
8 2007, interview with the institution and the
9 enforcement staff, she reported that the MUH-
10 2051 exam were open books until the spring of
11 2007.
12 Monk acknowledged assisting student-
13 athletes with answers by looking up questions in
14 the student guide, conducting online searches to
15 exam questions, because in her opinion there
16 were no parameters or restrictions regarding the
17 level of the assistance that could be provided

18 to students in the course.

19 Finally, Point No. 4: Five student-

20 athletes reported that they received the study

21 guide which Monk created and controlled, which

22 the student-athletes subsequently utilized this

23 in their exams.

24 Again, the staff asks the Committee to

25 turn its attention to Page 1-32 and 1-33 of the

1 enforcement staff's Case Summary to read exactly
2 what the student-athletes have reported. The
3 enforcement staff believes that based on the
4 above-mentioned points, Monk committed academic
5 fraud, and Subparagraph (c) should be found as
6 reported.
7 This concludes the staff's
8 presentation of Subparagraph (c).
9 CHAIRMAN THOMAS: Thank you.
10 The institution.
11 MR. SMRT: This paragraph has
12 basically two parts. The first is the answers.
13 Did Dr. Monk give answers to athletes? The
14 second is the binder, the resource material. As
15 confusing, we will talk about it, I am sure,
16 over the next hour or two about the open and
17 closed nature of the course.

18 Whenever Professor Olsen taught the

19 course, it was closed. However, during the

20 spring and summer of '06, others taught it and

21 it was open. That caused some confusion. Now,

22 as far as the answers go, you do have

23 telling you what Joyce related.

24 You have Adam Wright saying what he

25 said, what Joyce described, about observing or

1 having Dr. Monk ask him for answers. We relay
2 that in our Case Summary. So, our position is
3 that at least on one occasion Dr. Monk gave an
4 answer to an athlete for this test.
5 Concerning the binder, it is a little
6 more difficult to prove that Dr. Monk gave the
7 binder to athletes. We don't take that
8 position. We believe there should have been
9 some due diligence on her part if she was the
10 holder or the preparer of this document, that
11 she should have taken more care and ensured that
12 the answers in this binder are not the answers
13 on a test.
14 Again, her position is that it was
15 open until the spring of '07. From the
16 information that we have been able to gather, it
17 appears that the binder was still used in the

18 spring of '07.

19 Currently, you cannot take any more

20 online tests at the AASS. Is that correct,

21 Bill?

22 MR. SHULTS: Yes, that is accurate.

23 CHAIRMAN THOMAS: Okay. Any

24 questions?

25 MS. MYERS: Did anyone -- well, maybe

1 I should have let Mr. Hargrove respond. But in
2 the supplemental response that we received, did
3 anyone look into the assertion by
4 that you could buy all of this information
5 online?
6 MR. ABELE: During the auditor's
7 investigation, there was an assertion that the
8 material was available, and one student, who was
9 not a student-athlete, produced an e-mail
10 offering copies of the exam, with the correct
11 answers for sale.
12 The student attempted to follow up
13 with that, and it went nowhere. But there
14 certainly was a belief that they were out there.
15 MS. MYERS; But you found no proof
16 that there was such an occurrence or
17 occurrences?

18 MR. ABELE: No. I can detail reasons

19 later, but we did quite an exhaustive

20 investigation on that. Thank you.

21 CHAIRMAN THOMAS: Anything else from

22 the institution?

23 Okay. Dr. Monk.

24 MR. HARGROVE: If I may, briefly.

25 CHAIRMAN THOMAS: Sure, Mr. Hargrove.

1 MR. HARGROVE: There are two pieces of
2 information that were provided to us regarding
3 . I have relayed them to you
4 before. The first is Exhibit No. 2 to my
5 Supplemental Response.
6 The second is request to
7 be reinstated, which is described in the NCAA's
8 summary. That is all that existed as of two
9 weeks ago with There was no tape
10 of . We have looked twice.
11 The rest of the responses, as it
12 relates to providing the binder, my responses
13 are articulated what is in those interviews.
14 That's what those students said in those
15 interviews.
16 As a preliminary statement, I would
17 offer that, and Dr. Monk, I will tender her to

18 you.

19 CHAIRMAN THOMAS: Dr. Monk, do you

20 have a statement?

21 MS. MONK: Yes. Just in regard to the

22 binder, I wish we had the binder here. I don't

23 know where the binder is, but the binder

24 would -- first of all, I think it was alluded to

25 by the NCAA investigation that it had 100

1 percent of all of the answers in the binder.

2 That, in fact, I know is untrue,

3 because with each exam there would be some new

4 questions that were generated that would not be

5 in the binder. So, that would be one of the

6 things.

7 The second thing is that there were

8 correct answers in the binder. There was never

9 any reason for -- there was never any purpose in

10 me providing the correct answers. The binder

11 came about as a result of -- again this was an

12 online examination all the way through, I

13 believe, in the spring of 2007, where it was an

14 open-access class where everything could be

15 printed off.

16 You could print off every exam, every

17 exam question. You could print off every study

18 guide that he had examples, and it would have

19 just been -- and students would just print their

20 test off and bring them to me and I would stick

21 them in the binder.

22 There was no way to know whether or

23 not that was correct or incorrect. Likewise, if

24 there was a set of study questions or study

25 materials, they would also print that off, send

1 it to my office, and I would just stick it in
2 the binder.
3 So, the binder being 100 percent,
4 having all the exams in it, and having 100
5 percent of all of the exam questions correct
6 would be an incorrect statement.
7 CHAIRMAN THOMAS: Thank you. Any
8 other questions regarding 1-(c)?
9 MS. JENNINGS: Dr. Monk, I have to say
10 that in reading and preparing for this today, I
11 was most struck by the statements that are
12 quoted in your interview on Pages 129 and 130 of
13 the Case Summary.
14 I am struck because back earlier on
15 when you were talking about the earlier issue of
16 assisting people with editing papers. At one
17 point somebody asked you about why would you do

18 this, and you said no, because what are they

19 going to learn if I do that?

20 I found that in dramatic contrast to

21 your statements in regard to the test questions

22 and your possible helping or other people

23 helping people during the test to give the right

24 answers.

25 And I would like to give you a chance

1 to clarify that, because it appears to me, as I
2 read this, that what you were saying is you saw
3 absolutely nothing wrong with anybody giving--
4 if it is an open-book exam, it is perfectly all
5 right for somebody to just say, hey, what is the
6 answer to Question 3, and for somebody to tell
7 him, including a tutor or you, or anybody else.
8 That is how I read the text of this
9 interview. I would like to give you a chance to
10 address that.
11 MS. MONK: Thank you. I think
12 President Wetherell said a little bit about that
13 particular class. That particular class was set
14 up as a method to allow collaborative learning,
15 collaborative working together with students.
16 The quizzes in the beginning, and to
17 my knowledge until the fall of 2006, it was not

18 until the spring of 2007 that I actually

19 realized that the class had changed. But the

20 quizzes were more of attendance quizzes with the

21 purpose being, and if you knew anything about

22 the class and you observed the students working

23 in the class, it was more of a way to determine

24 if they were indeed looking through the

25 materials and making an effort to go through all

1 of the study guides and all of the materials.

2 There was nothing in there that I saw

3 that would preclude them from using their

4 textbook, from using a tutor, from using

5 resources that they might need prior to the

6 spring of 2007.

7 It varies. The quizzes were a very

8 small part of the exam, and again they appeared

9 to be more of attendance kinds of things to just

10 make sure that the students were interacting

11 with the classroom materials.

12 The bulk of the class came from the

13 students having to go and attend concerts and

14 write papers about the concert. There was a

15 foolproof method in there that there could not

16 be any collaboration with those papers, because

17 they had to use turnitin.com to verify that the

18 papers were an individual's paper, and there was

19 no way they could be plagiarized. That was the

20 bulk of the class.

21 So, in making that statement I am

22 saying to you that groups of students in that

23 music class would get together and they would

24 take the quizzes in a collaborative way, because

25 there was nothing there that would say to them

1 collaboration is not allowed.

2 It was again -- I realize now it was

3 in the fall of 2006 rather than the spring of

4 2007. But I was only alerted to it in the

5 spring of 2007, that I recognized the fact that

6 the class had changed and that collaboration was

7 not a part of how those quizzes were to be

8 taken.

9 MS. JENNINGS: Let's assume for the

10 moment that this was a poorly-organized class.

11 It was not well-monitored by the faculty member.

12 Let's assume there are all kinds of problems

13 with it.

14 My problem is understanding you are an

15 educator, you are working with persons who are

16 learning disabled. You said that you understood

17 the purpose of the quizzes. Let's assume it is

18 a very small portion of the grade, but the

19 purpose of the quizzes was to ensure that the

20 people had gone through the material.

21 How is it consistent with going

22 through the material for people not to go

23 through, not to discuss the answers to the

24 questions with anybody, not to say let's look it

25 up in the book?

1 Because there was a time frame to
2 work, you had only a certain amount of time to
3 answer. To me, it is a huge leap from that to
4 say it is perfectly all right for me to give the
5 answer.
6 How was that help in regard to
7 for a person of your profession and your
8 background, and the purposes you served in this
9 program for helping students learn?
10 MS. MONK: First of all, the music
11 class was a class that I had very little
12 responsibility for. The study guide was just
13 one of many study guides that I kept in my
14 office.
15 I would -- you know, from semester to
16 semester, some of the same classes that students
17 would have, and there were notes that we could

18 download from the computer, from the class.

19 Sometimes they would just be, you know, notes

20 that were generated by other students.

21 I kept them in my office strictly as

22 study guides. That is what that was. Just the

23 collaboration of that class was something that

24 the students did on their own. Now, there were

25 tutors assigned to those students, and the

1 tutors could sit there with those students in
2 the collaborative way prior to and, to my
3 knowledge, the spring of 2004 the class was--
4 you know, learning was taking place.
5 There was learning taking place
6 because students were talking to students. They
7 were looking the answers up. They were taking
8 quizzes. Sometimes there might have been a
9 group of two or three working together;
10 sometimes it might be a group of five working
11 together.
12 Class, I believe, and Mr. Meleney's
13 understanding of the class, that collaboration
14 was part of the process and to be able to do
15 that particular class and those quizzes. There
16 was no collaboration on the papers that they had
17 to write.

18 That was ensured through turnitin.com

19 process that the University had in place and

20 that that program had in place that there would

21 be no collaboration on that. The class was very

22 interactive. It was a class where students had

23 a wide range of ways that they could manage that

24 class.

25 Part of that management might be with

1 some collaborative efforts, either with a tutor
2 or with someone working with them, and the study
3 guide was just something that was evolved
4 through the semesters of just keeping a lot of
5 the old stuff, never intended for that to be
6 other than that, just as a study guide, one more
7 resource for the students to be able to use at
8 the time when the class was a collaborative
9 class.
10 MS. JENNINGS: My questions are not
11 focused on the binder. Let me ask it a
12 different way.
13 Do you deny that you ever gave the
14 student an answer during a test on a question on
15 that quiz?
16 MS. MONK: I did not give an answer to
17 a question. I may have -- I have worked with

18 students in a collaborative way, and in a
19 collaborative way it would come up. Whether it
20 was working with a group of students as they
21 were looking through the test materials and, you
22 know, I cannot tell you that prior to spring,
23 2007 that in sitting with students and in
24 working with them that I could have been a
25 resource to them, just like any tutor could have

1 been a resource to them. There were numerous
2 resources that were available to them. I could
3 have been a resource.
4 MS. JENNINGS: Were you ever aware
5 that tutors were directly giving the answers to
6 the students while they were taking the test?
7 MS. MONK: I was made aware of that
8 when the allegations came out in whatever.
9 October, 2000, is when I was aware of it.
10 CHAIRMAN THOMAS: Judge, and then Ms.
11 Potuto.
12 MR. LECHNER: The binder that you had
13 in your office, that had tests and answers to
14 tests, among other things, correct?
15 MS. MONK: That is correct.
16 MR. LECHNER: And these courses that
17 we are talking about, they are open book, one of

18 the things the students were supposed to do is

19 to look through materials and try to find

20 answers, correct?

21 MS. MONK: That is correct.

22 MR. LECHNER: So, doesn't that loose

23 leaf binder defeat the purpose of that one

24 aspect of that open book test? All they have

25 got to do is to look through your binder to find

1 some, or many, or perhaps all of the answers?

2 MS. MONK: That also -- I think -- my

3 answer is no. That was a resource. The binder

4 was strictly a resource for them to use. There

5 are so many reasons --

6 MR. LECHNER: Excuse me. I am sorry

7 to interrupt you. Speaking for myself, I find

8 your responses incredible. You said before that

9 the students were allowed to look through the

10 books, were supposed to find the answer.

11 That was one part of the exercise,

12 although it wasn't from memory, they could look

13 at the resources. My question to you, doesn't

14 the fact that you maintained that loose leaf

15 binder defeat that aspect?

16 MS. MONK: No.

17 CHAIRMAN THOMAS: Professor Potuto.

18 MS. POTUTO: Yes. Let me start with

19 an open book program, and understanding that

20 this was not an open book exam over the period

21 of time that these violations occurred. Give me

22 your definition of what it is permissible to do

23 when it is an open book exam.

24 MS. MONK: I think that would have to

25 be defined by the professor. The professor, in

18 those particular students, they had been

19 assigned a music tutor. A lot of times that

20 would have been -- they would have been assigned

21 a music tutor by their academic advisor.

22 The academic advisor would be the one

23 that would be the first line of defense as to

24 defining open book to those students. It was

25 not going to be me, but for me open book means

1 open resources, that it doesn't just mean -- it
2 did not clarify that you could only use your
3 textbook, it did not clarify in there that you
4 could not use the tutor.
5 It did not clarify in there that you
6 could not look up the answers online. So, to me
7 open book would mean open resource, unless the
8 professor specifically said only use your
9 textbook to glean answers for the questions.
10 MS. POTUTO: Okay. I guess we have
11 joined issues, because I think it is an
12 extraordinary interpretation to say if a
13 professor says open book with nothing more, that
14 that permits a student to work with a tutor in
15 answering the questions on a final.
16 MS. MONK: I believe Mr. Meleney can
17 probably answer that better than me, because he

18 was the one overseeing the tutors being

19 assigned, and working with the academic advisors

20 on that syllabus.

21 MS. POTUTO: Well, if that is true,

22 then I would join issue with Mr. Meleney also.

23 I cannot imagine as a professor teaching a

24 course, and I don't use open book for a lot of

25 reasons, but were I to use open book, I cannot

1 imagine that the fault would be if I don't say
2 you cannot use a tutor, you cannot use another
3 professor, you cannot download, look up the
4 answers and go back online, that the default
5 mode for that would be all of it is okay, which
6 is what I hear you say.
7 MS. MONK: That is your -- I mean
8 that --
9 MS. POTUTO: That is mine.
10 MS. MONK: That is an interpretation.
11 And I think the only person that would clearly
12 be able to answer that is the professor and what
13 the professor intended with open book and what
14 area of interpretation as academic support
15 program was for open book.
16 MS. POTUTO: Did anybody ask the
17 professor before the tutor help was made what

18 does open book mean here?

19 MS. MONK: I would believe that their

20 academic advisors would have had contact with

21 the professor, if that was the question that

22 they had.

23 MR. LECHNER: Did you ever ask?

24 MS. MONK: I did not. I did not ask

25 the professor. It was not routinely for me to

1 handle that part of it. Most of the students
2 that we are talking about were not students that
3 I directly worked with.
4 I was indirectly linked to them
5 through the study guides. So,it was not going
6 to be a lot of students that I worked with.
7 Again, it was a topic of discussion or should
8 have been a topic of discussion and, you know,
9 it is still my belief if they were assigned to
10 tutor and it said open book, that it also left
11 it wide open as to the interpretation that
12 anyone could make about that.
13 MR. LECHNER: Would that mean that you
14 could help?
15 MS. MONK: Could I help a student in
16 an open book exam? I will be glad to say could
17 a tutor help the person?

18 MR. LECHNER: No, could you?

19 MS. MONK: If I was serving in the

20 role of a tutor with a person who had an open

21 book exam, could I assist that student? I see

22 no reason why I could not.

23 MR. LECHNER: Now, my question is,

24 could you assist the student in open book tests

25 without your qualifications? Yes or no?

1 MS. MONK: If I were a regular tutor
2 assigned to a student --
3 MR. LECHNER: I didn't say that.
4 MS. MONK: -- I would be able to
5 assist a student with an exam that was an open
6 book exam without any specifications from the
7 professor that that is not what they wanted to
8 happen.
9 MR. LECHNER: If you weren't a tutor,
10 could you assist the student?
11 MS. MONK: I was a tutor, and if I had
12 a student that was taking an open book exam, and
13 that student was with me taking an open book
14 exam, and I was serving in the capacity of the
15 tutor, then I did not see that as a direct
16 violation of anything, because a tutor was a
17 resource, and the professor did not specifically

18 say open book only means the textbook. So,

19 there would be that opportunity for a tutor to

20 assist.

21 MR. LECHNER: So, in your view of

22 this, it was a free fire zone. Anything could

23 occur because it was open book, any resource

24 could be looked at, any person could be

25 consulted, including you? Yes or no?

1 MS. MONK: Yes.

2 MS. POTUTO: Let me go back to

3 homework assignments. They are also open book.

4 They are ungraded but they are open book. Would

5 you agree?

6 MS. MONK: Yes.

7 MS. POTUTO: But with regard to the

8 homework assignments, you said you would not

9 provide an answer or direct that Florence and

10 Alexandria were incorrect answers to the Tale of

11 Two Cities, you would lead them to the right

12 answer.

13 Now, you have got a test that is an

14 open book, which is a graded assignment, and you

15 say the appropriate tutoring resource use would

16 include working with them and giving them

17 answers on the test.

18 MS. MONK: I think you have to look at

19 a tutor. If a student was assigned a tutor and

20 they were working on a homework assignment, or

21 they were working on an open book assignment,

22 the tutor would assist that student in those

23 assignments.

24 That was the purpose of the tutor, and

25 it was my purpose when I was working directly

1 with a student. But I think you are looking at
2 an open book. That is not me giving the
3 answers. That is me working collaboratively
4 with that student to use the resources that we
5 had to find the answers.
6 So, that is an entirely different
7 thing than saying you are just standing there
8 handing them the answers, and them getting a
9 grade on it. And that is not what happens.
10 MS. POTUTO: But as I recall, when we
11 were talking about homework, you said the
12 students who were really seriously learning
13 disabled, it would take hours and hours and
14 hours to get to them to the point where they
15 could get the homework assignment done.
16 Now, you are talking about a timed
17 test. If you were doing the assistance on the

18 timed test and you are not providing answers,

19 what are you doing that allows them to get that

20 test done in the time permitted?

21 MS. MONK: They were not timed tests.

22 Not during every semester were they timed tests.

23 There was at one point in time where they could

24 take the test as many times as they wanted it.

25 There were probably students that took

1 the test as many as 100 times in order to get a
2 perfect score on the exam.
3 MS. POTUTO: Can the institution help
4 me? Is that right, when that was an open book
5 exam, were the students permitted to take the
6 tests as many times as they would like? It is
7 not in the syllabus, so it would have to be in
8 the exam instructions.
9 MR. ABELE: The section in the
10 syllabus, which is Page 4 of Attachment G.
11 MS. POTUTO: Oh, there it is.
12 MR. ABELE: It mentions that the exam
13 is timed. So there is a limited amount of time
14 and, therefore, they have to know the material
15 ahead of time. They could retake the exam, but
16 a different exam would come up.
17 MS. POTUTO: No, no, no. I think I

18 asked the first thing this morning, when it was

19 the bank of 70 questions and 40 on the test,

20 whether that meant it was a random selection of

21 40 of the 70 for each individual student, or for

22 that test it would be 40 questions.

23 I am sure the answer I got was that it

24 was the same 40. I might have misunderstood. I

25 am sure what I understood the answer to be was

1 that it was the same 40. Did I misunderstand?

2 MR. ABELE: You understood the answer

3 correctly. It was the same 40.

4 MS. POTUTO: All right.

5 MR. ABELE: If they retook the exam,

6 so they finished the exam, they have turned it

7 in, and this is only under Professor Trevor and

8 only for the spring and summer of '06. If they

9 turned that exam in, they get that grade back

10 almost instantaneously. If they wish to retake

11 it again, they would get a new set of questions.

12 MS. POTUTO: All right. So the

13 protocol of the test was not that in the weeks

14 that the test was posted, you could take and

15 retake; is that right? You would have to turn

16 it in, or submit it through the online process?

17 MR. ABELE: That is correct.

18 MS. POTUTO: Was there a protocol on

19 the test that prevented me -- once I took the

20 online test, was there a control in that test

21 that wouldn't allow me to go back in and submit

22 another one to replace the first? The

23 instruction is no, right?

24 MR. ABELE: No.

25 MS. POTUTO: They would not?

1 MR. ABELE: Each exam was recorded.

2 MS. POTUTO: Okay. Now, Professor

3 Monk, if you read the last page of the spring

4 '06 exam, the very last paragraph says that they

5 will be timed.

6 MS. MONK: What the students would do

7 or what I observed the students doing that could

8 take the test as many times as they wanted it,

9 but each time they took the test they would

10 print that test off.

11 Then they would take the test the

12 second time and print that test off, and then

13 they would take it a third time and print that

14 test off, and if some of the answers were the

15 same, then they would use those answers.

16 They could do that 100 times until

17 they got, or as many times as they wanted to.

18 Two hundred, 300, 400 times, they could take the

19 exam and you could print the questions from the

20 previous exam off.

21 They would mark them right or wrong,

22 so you always had a resource as to whether or

23 not you duplicated any of the questions through

24 each exam.

25 MS. POTUTO: Mr. Abele, you say that

1 is not possible; is that right?

2 MR. ABELE: It was possible to print

3 the exam, which I was shocked to find out.

4 MS. POTUTO: Before taking it, could

5 you go on and print it?

6 MR. ABELE: You had to take the exam,

7 it then printed it. But it did not print the

8 correct answers with the exam. It only gave you

9 the questions asked and your options for

10 multiple choice response.

11 MS. POTUTO: Let me understand this,

12 then. I have got the first exam in front of me.

13 I go online and I am going to take it. After I

14 have taken it, I can print it, and it won't have

15 the answers on it. But that first exam that I

16 took has been submitted at that point.

17 MR. ABELE: Correct.

18 MS. POTUTO: If I take it again, if I

19 do take it again, either on -- let's assume that

20 the process permits me to take it again. The

21 professor will receive two copies of my exam at

22 that point, or five or twenty?

23 MR. ABELE: Correct.

24 MS. POTUTO: And let me just do one

25 more thing, Professor Monk. I thought I heard

1 you say when you were describing this test, the
2 prior test, that it was the graded assignments
3 were going and listening to the music and doing
4 the other things, and really what the test was
5 designed to do was just to make sure that they
6 were keeping up with materials; is that right?
7 MS. MONK: That's my understanding.
8 MS. POTUTO: All right. The syllabus
9 for the spring, '06 test, however, describes the
10 grading policy to be a total of 200 points with
11 the exams counting for 50 percent of the total,
12 with grades on each. It is on Page 2 of the
13 syllabus behind Attachment G of the Case
14 Summary.
15 MS. MONK: I mean, that is his
16 syllabus. That was that particular semester and
17 how they graded the exams that semester.

18 MS. POTUTO: But that is one of the

19 semesters that you were describing as being the

20 open book part, where the exams were not graded

21 and students could take it as many times as they

22 want.

23 MS. MONK: That is still correct. You

24 could take the exam as many times as you wanted.

25 If you did poorly on an exam, for example, let's

say that you had an exam on the second part of the test, if you had an exam that you were not happy with, they would allow you at the end of the semester to take those exams over again with the intent of trying to get your exam grades to be what you wanted them to be.

So, there were no restrictions -- even though there were restrictions on the exams, if you did poorly on one, then you could go back and retake the exam again at the end of it.

MS. POTUTO: But that is a little different than having a tutor sitting down with you on a timed exam where the six in total are going to count 50 percent of the grade, and using that tutor as a resource.

MS. MONK: It was an open book exam, and being an open book to me meant being an open

18 resource. Mr. Meleney would be the one that

19 would speak as to why tutors were given to those

20 students who were enrolled in that class.

21 MS. POTUTO: I will ask Mr. Meleney,

22 do you think the fact that a tutor is given to a

23 student in a class means that the tutor can

24 exist on an exam?

25 MS. MONK: In many of the online -- in

1 many of the classes tutors were there to assist
2 students with learning, and in an open book
3 class it would be just like in a math class, if
4 it were in a math class and you had the
5 availability of the questions and the
6 information to work a math problem, they might
7 work that math problem with that student before
8 that student answered that math problem and put
9 it into some homework and online, or in a class.
10 MS. POTUTO: Ungraded assignments are
11 one thing. We are talking about graded
12 assignments for the course. You have mentioned
13 Mr. Meleney is going to endorse all this several
14 times. I am going to hear whether you are going
15 to endorse this.
16 MS. MONK: I am not saying that Mr.
17 Meleney would endorse it. I am saying Mr.

18 Meleney would have been the one to determine

19 whether or not there would be tutors assigned to

20 students who were in that music class.

21 MS. POTUTO: Okay. I am sure the

22 answer to that may be yes. But that -- I don't

23 think that is really relevant to this question.

24 Tutors assigned to students is one thing.

25 Tutors sitting down and working on graded

1 assignments is a very different thing, whether
2 you want to say it is open book or not.
3 Mr. Meleney, tell me about taking
4 tests in the Athletic Academic Center. Is there
5 a room set apart when they are taking online
6 tests, or are they out in wherever the students
7 are anywhere?
8 MR. MELENEY: The structure was
9 supposed to be where the student would check in
10 at the front desk. Our tutorial coordinator
11 would assign them to a room, and they would be
12 assigned to a specific room for testing.
13 MS. POTUTO: Are you talking about
14 cubicles, where there would be one student per
15 room?
16 MR. MELENEY: We have like eight by
17 eight tutorial rooms where one to three people

18 could be in the room but not during the testing

19 process, obviously.

20 MS. POTUTO: But when they were doing

21 an online test in the Athletics Academic Center,

22 there was not a special place where they would

23 have to go to take the test, they could be

24 sitting in a cubicle where next door it might be

25 a tutor working with another student on an

1 upgraded homework assignment?

2 MR. MELENEY: No, it is not a cubicle.

3 It is a specific room with a door, a closed

4 room. The student was supposed to sign in, be

5 assigned to a room. The tutor coordinator,

6 Brian Schmauch, was supposed to supervise that

7 process, and the student should go in to the

8 room, sit down, make sure that the only resource

9 with that student is the textbook, if it is open

10 book, and allow that student to take the test

11 and check out.

12 MS. POTUTO: All right. Are these

13 rooms, whether they are cubicles, rooms or

14 whatever, could there be somebody next door who

15 was working with the tutor on a homework

16 assignment, or were they dedicated to taking

17 online tests?

18 MR. MELENEY: There could be a student

19 and a tutor in a room next door. They don't see

20 each other. There is no visual, there is no

21 hearing. It would be like being out in the

22 hall. You wouldn't know they were there.

23 MS. POTUTO: But you would have to

24 sign in saying I want to take an online test, or

25 do you just sign in to say I want a room to

1 study in? What would you be telling Mr.
2 Schmauch?
3 MR. MELENEY: The student would be
4 telling Mr. Schmauch I am scheduled to take my
5 test today, and I need a room to take the test.
6 Then what our students were doing, were supposed
7 to be doing, were coming into the facility.
8 If they were meeting with the tutor
9 prior to taking the test, they would meet with
10 the tutor for an hour before, review the
11 materials, be prepared for the test, and then
12 walk away from the tutor and go in and take
13 their test.
14 MS. POTUTO: Would his notes as to who
15 was going into the rooms indicate that they were
16 going in to take a test? What kind of records
17 do you have of the use of these rooms?

18 MR. MELENEY: We had a sign-in sheet.

19 When the students came in to the front desk,

20 they would sign in and be assigned a room.

21 There would be a room sheet there. In most

22 cases, it was poorly done to be honest with you.

23 The measuring of the students, when

24 they are in a testing position, Brian Schmauch

25 did not keep strong records on the testing

1 process.

2 MS. POTUTO: Did you have any policy

3 about tutors assisting on graded assignments?

4 MR. MELENEY: We did, very much so.

5 The first time I heard that a tutor was in a

6 room with a student during the testing process

7 was through our internal auditors in October,

8 '07.

9 MS. POTUTO: But that says you were

10 surprised to find that it happened. It doesn't

11 say you had a policy in place in advance.

12 MR. MELENEY: My answer to Brian

13 Schmauch, when I heard that, was how on earth

14 would we even assume that we would ever let a

15 tutor in a room with a student while they are

16 testing?

17 MS. POTUTO: Was there written

18 policies that said tutors may not assist on

19 graded assignments?

20 MR. MELENEY: I don't know if that was

21 addressed in our tutorial manual or not.

22 MS. POTUTO: Was it addressed in your

23 education sessions with the tutors?

24 MR. MELENEY: I would believe

25 conversations that stated that indirectly were

1 spoken quite often.

2 MS. POTUTO: What does it mean to

3 state indirectly tutors may not assist on graded

4 assignments?

5 MR. MELENEY: Discussions of how we

6 are processing our students in a testing

7 session. Using your words, I would say that we

8 would make a strong statement that there would

9 be no one involved in the testing process when a

10 student is in a test.

11 It was stated clearly. It was

12 understood in our program that students were not

13 to be with tutors while they are testing.

14 CHAIRMAN THOMAS: Judge Lechner.

15 MR. LECHNER: To the institution, is

16 there anybody here today representing the

17 institution who can state that it was

18 appropriate for Dr. Monk, or any tutor, to

19 assist the students in a graded exercise, be it

20 a test or a paper? Does the silence mean no?

21 MR. ABELE: No.

22 MS. MONK: Then, I just want to make a

23 comment, sir.

24 MR. LECHNER: Excuse me. Do you mind

25 if I continue, Doctor?

1 MR. HARGROVE: Do you mind?

2 MR. LECHNER: Yes, when I have

3 finished, you can speak. There has never been

4 any question about that, Mr. Hargrove. Is there

5 anybody there prior to this audit, and Mr.

6 Meleney, you mentioned with knowledge of a tutor

7 or Dr. Monk assisting a student in a graded

8 exercise?

9 MR. MELENEY: There was no knowledge

10 on my part, no.

11

12 MR. ABELE: No knowledge that I was

13 aware of.

14 MR. LECHNER: From the institution's

15 point of view, what is wrong with that, a tutor

16 or Dr. Monk assisting a student in a graded

17 exercise?

18 MR. ABELE: It is not the student's

19 work. You are evaluating someone else's work,

20 not the student's.

21 MR. LECHNER: Thank you.

22 CHAIRMAN THOMAS: Dr. Monk, do you

23 have a comment?

24 MS. MONK: My comment is that every

25 exercise that was conducted in the Athletics

1 Academic Support Center, where a student was
2 with a tutor, ended up in that tutor receiving a
3 grade on knowledge they got from that tutor.
4 Whether it was preparing for an exam
5 that they took the next day in class, preparing
6 for an exam that they took on an online exam,
7 every session that was conducted in the Athletic
8 Academic Support between the tutor and the
9 student was for the purpose of that student to
10 be able to use that teaching in order then to go
11 and do well on a graded exam. So, everything
12 that we did had a grade attached to it if you
13 are using that definition.
14 MR. LECHNER: You see no difference,
15 Doctor, in the preparation with a tutor and then
16 the tutor assisting in a graded exercise?
17 MS. MONK: The tutor --

18 MR. LECHNER: No, all I want to know

19 is if you see any difference.

20 MS. MONK: If the class allowed for a

21 tutor to be with them in an exercise, I see no

22 difference.

23 MR. LECHNER: Do you know of one

24 class, one professor, one example where the

25 professor said to a student, individually or

1 class-wise, that you can take this test with the
2 assistance of another person, a tutor, you or
3 somebody else?
4 MS. MONK: That was a -- as far as a
5 professor saying that, I cannot tell you that a
6 professor is going to write that down on paper.
7 But when they allow us to -- when they allow
8 students to have tutors and to have open book
9 tests, and the students are working with them, I
10 could not guarantee you that those -- that the
11 tutor is there to help that student to be able
12 to do the work, and there was nothing there
13 except open book, open resource, and a tutor was
14 a resource that we used in the Athletics
15 Academic Support to help students so that they
16 could be prepared for the grades. So, every
17 tutoring session resulted in a grade for a

18 student.

19 MR. LECHNER: I didn't ask for a prep

20 session. I asked about an exam. Do you know of

21 one instance, just one, where the professor said

22 it was okay for a student to be assisted in

23 taking these tests by a tutor or anybody else?

24 MS. MONK: In the music class, when it

25 said open book, and the way the music class was

1 structured, there was no restrictions placed on
2 whether or not the students could use resources
3 that were available to them, including a tutor,
4 to help them prior to the class changes.
5 MR. LECHNER: Does the University have
6 any position other than what I understand to be
7 that it would be objectionable, unethical, to
8 have an assistant during the time of an exam?
9 MR. ABELE: It would be unethical and
10 unacceptable.
11 MR. LECHNER: Thank you.
12 MS. POTUTO: Professor, if I can just
13 get a couple of little more information out from
14 you. How did you know that the -- you said you
15 weren't really directly involved with that
16 class, you just had a few students.
17 How did you know that the exam in

18 spring, '06, or fall, '05, was open book?

19 MS. MONK: The students that I worked

20 with, we read the syllabus. Every student that

21 I worked with, I kept a copy of their syllabus

22 and I would go through their syllabus with them.

23 So, if I was working with a student and we

24 looked at it as open book, and they were

25 assigned to me during that period of time, then

1 that was -- I would work with them during that
2 period of time within that syllabus, and
3 believing that open book would allow me to have
4 the book, and maybe work with them on the exam.
5 MS. POTUTO: What happened in the fall
6 of '06, when it was no longer an open book test?
7 MS. MONK: I did not realize that in
8 the fall of '06. It was only in the spring of
9 '07 that I was alerted, that I became aware that
10 it was no longer the open book, open resource
11 type of exams that they had changed.
12 MS. POTUTO: Tell me how the professor
13 is supposed to control for this. You say if the
14 professor says open book in the syllabus, then
15 anything goes. That is my editorial comment.
16 You don't have to accept it.
17 But the professor is in control of the

18 classroom. If you are not checking the syllabus

19 each semester, how are you protecting those of

20 us who do not permit an open book test? You

21 assumed that -- do you agree it is a different

22 professor in the course and it is going to be

23 taught the same way until what? How would you

24 know if you are not reading it?

25 MS. MONK: Again, the music class, and

1 I think I have just -- if you-all will just give
2 me a few moments, I would just like to talk a
3 little bit about that music class. That music
4 class was something that was a concern to me
5 from early on, just because of how we had it
6 structured, the fact that the music class had so
7 many student-athletes in it.
8 It was a very fragmented class. It
9 was very fragmented with how each professor
10 would be a little bit different in what their
11 expectations were. It was not my primary
12 responsibility.
13 The responsibility that I had with the
14 music class was working with the students that
15 had a learning disability, that were in that
16 music class, that had been placed in that music
17 class by their academic counselor.

18 I was working with them. I was in

19 error in the fall of 2006 in believing that the

20 music class was still an open book exam. That

21 was an error on my part. I don't know that I

22 even worked with any students in the fall of

23 2006, and would have had a need to have a copy

24 of the syllabus for that class.

25 In the spring of 2007, I did have some

1 students that were placed in that music class.
2 I printed off the syllabus, I put them in my
3 book, I read the syllabus with the students, and
4 I recognized the fact that the class had
5 changed. I read that.
6 I took that to a staff meeting where
7 ever academic counselor, Mr. Meleney was there,
8 and I took that to them as a concern in the
9 spring of 2007. I said in a staff meeting, "The
10 class has changed. This is something that we
11 really need to talk about on how this class has
12 changed."
13 One important issue that was in that
14 class was that resource guide. I asked the
15 staff, "I have this resource guide. Is this
16 something that we want to discuss as a group as
17 to whether or not this resource guide is

18 something that we need to keep and make it

19 available, or is it something that we need to

20 pull back? We have got to change how we did

21 that music class."

22 I changed how I did that music class

23 with the students that I had. I no longer saw

24 it as an open book, an open forum for that

25 class. The study guide became something that

had to be checked out of my office where students could use the study guide, because we as a staff voted that that study guide would be something that would be appropriate to continue to have in my office.

I would allow students to use the study guide. Every time they got the study guide, they got the same statement from me: "This is a study guide. The answers and the materials contained in here may or may not be part of what you will see on the exam. It is strictly as a study guide. If you believe it will help you learn the material in the class, you may use it. You may not use it when you take an exam and you must remember that you have signed an oath on the computer in that semester saying that you would not use the study guide,

18 that you would not use any help in taking your

19 exam."

20 That was how we -- how that class

21 became -- how I was alerted to the fact that

22 that class had changed in the spring of 2007. I

23 should have known it in the fall of 2006. I did

24 not. I was one person. I did not catch

25 everything that went on in every class with

1 every student.

2 We had academic counselors that had

3 students assigned to them, who got their

4 syllabus, who looked at their syllabus, and for

5 whatever reason it was never articulated to me

6 in the fall of 2006.

7 If it was, somewhere I missed it. But

8 when it became the spring of 2007, that is when

9 I was adamant with the class has changed, we

10 have to change how we do this class in music.

11 MS. POTUTO: Mr. Meleney, Dr. Monk

12 describes coming to you and your staff and

13 saying the course has changed, I have this study

14 guide.

15 Did she give an accurate description

16 of the meeting? Was there a meeting, and did

17 she describe it accurately?

18 MR. MELENEY: Yes, she did. It was in

19 February, 2007, in a staff meeting she brought

20 the binder in and she said, "I have just been

21 made aware that this class is closed book and

22 there is nothing that can go in with the testing

23 process."

24 We said, "Can our students still use

25 the study guide to review?" The answer we gave

1 ourselves was these study guides are online,
2 they can be printed from the professor's Web
3 site. These old tests were like from 2004,
4 2005, 2006 were available to all students.
5 Other students on our campus had the
6 same access to these old tests. So we said to
7 ourselves that was our test of whether these
8 guides can be used for studying.
9 MS. POTUTO: They were online with
10 answers?
11 MR. MELENEY: No, ma'am, no answers,
12 just test scores.
13 MS. POTUTO: So, you think you are
14 doing what every other student has available, if
15 yours are online with answers and others are
16 online without answers?
17 MR. MELENEY: I was unaware how many

18 answers were in the study guide. I mean, the

19 tests were printed tests without answers. The

20 same students can take those tests and go look

21 up the answers for those questions.

22 MS. POTUTO: Let me just say that I

23 also think -- it is extraordinary to me that

24 this would come up and you are discussing it and

25 no one thinks either to ask the professor or to

1 assure yourselves that what is available to
2 other students is precisely what you are making
3 available to student-athletes. It is just -- I
4 assume you didn't ask the professor.
5 MR. MELENEY: I did not.
6 MS. POTUTO: And you did not for
7 yourself double check what your study guide
8 provided; is that right?
9 MR. MELENEY: I have never seen the
10 study guide other than I saw a notebook.
11 MS. POTUTO: And did you assure
12 yourself what was online with regard to the
13 course for all students?
14 MR. MELENEY: A staff member went
15 online. We realized there were tests available
16 to print down over the course of about three
17 semesters, and also when the professor's study

18 guide that he had available each semester

19 online, many of the same test questions were on

20 the professor's study guide.

21 MS. POTUTO: So, you just assumed that

22 what you had was identical with what was online

23 without anybody looking.

24 MR. MELENEY: It came from the same

25 source. It came from the same Web site, and the

1 same professor's Web site.

2 MS. POTUTO: Well, what Dr. Monk had

3 in her office was online?

4 MS. MONK: Yes, it was.

5 MR LECHER: In that same form?

6 MS. MONK: Yes.

7 MS. POTUTO: What you had online were

8 the answers you posted online, and then why were

9 they checking it out from you?

10 MR. MELENEY: No, it wasn't posted

11 online with answers. The old tests were online

12 throughout the whole two-year period.

13 MS. POTUTO: Yes, but not the answers,

14 right? I thought you said not the answers.

15 Okay. You did not know that the study guides

16 had answers?

17 MR. MELENEY: I am sorry?

18 MS. POTUTO: Did you know whether the

19 study guide had answers in Dr. Monk's study

20 guide?

21 MR. MELENEY: I was unaware of how

22 many answers were on there.

23 MS. POTUTO: Did you know there were

24 any answers in the study guide?

25 MR. MELENEY: I was aware of that.

1 MS. POTUTO: So, you make the
2 conclusion because all the exams are posted
3 without answers, it is appropriate to make
4 available to student-athletes study guides that
5 you knew at least some answers, although you
6 didn't know the extent of the answers?
7 I just want to see if I have got it
8 right.
9 MR. MELENEY: I would say yes, I
10 believed that that was okay because the
11 professor had allowed that to be out there.
12 MS. POTUTO: Is this new information
13 to you, or did you know this when you were doing
14 your inquiry?
15 MS. THOMPSON: No, I didn't know the
16 test questions and answers were posted online.
17 MS. POTUTO: The answers were not

18 posted, no? Did you know that the Academic

19 Services staff had discussed it and decided that

20 it was appropriate for the study guide with the

21 answers to be given to student-athletes?

22 MS. THOMPSON: Dr. Monk did state that

23 in her November 7, 2007 --

24 MS. POTUTO: I understand that. Did

25 you believe her, did you double check it?

1 MS. THOMPSON: Did I double check
2 what, whether or not the discussion had been
3 held?
4 MS. POTUTO: Yes. Did you know there
5 was a meeting -- did you take what she said at
6 face value, that there was a meeting and that
7 Mr. Meleney and staff had blessed the use of the
8 study guide with the answers?
9 MS. THOMPSON: I believe I did, if I
10 am not mistaken, ask Mr. Meleney during the
11 interview whether or not this discussion had
12 been held, and it was my understanding from his
13 response, if I am not mistaken, that the study
14 guide could be used to review.
15 MS. POTUTO: All right. I want to ask
16 both of you this. If student-athletes in a
17 course have available a study guide with all the

18 questions that are going to be on the final,

19 with answers provided by a tutor in athletics,

20 and it is not available to students generally,

21 and that has been an official decision made by

22 the Academic Athletics staff, have they not also

23 at least committed an extra benefit?

24 MR. DIDION: Yes, they probably have.

25 MS. POTUTO: And it was not charged

1 because you didn't find this out, or what?

2 MR. DIDION: It wasn't charged because

3 we were focusing on the unethical conduct and

4 not the extra benefit part.

5 MS. POTUTO: Well, you had the extra

6 benefit in one of the others. In your view, is

7 it academic fraud to provide assistance with

8 answers to student-athletes that other students

9 do not have, although they have the same exact

10 questions?

11 MR. DIDION: I don't know that I would

12 consider that as academic fraud to provide them

13 with a study guide with the answers to review,

14 but I would consider it academic fraud if they

15 used that during an exam.

16 MS. POTUTO: So, the fact that they

17 used the extra benefit in advance to study, so

18 long as they didn't bring the study guide into

19 the final with them, is that what I understand?

20 MR. DIDION: Yes.

21 MS. POTUTO: All right. If you had

22 this information before, would you have charged

23 a lack of institutional control and not a

24 failure to monitor?

25 MR. DIDION: No, we reviewed the

1 information pretty thoroughly and decided it did
2 not rise to the level of a lack of institutional
3 control.
4 MS. POTUTO: You reviewed that
5 information that you had, but you told me you
6 didn't have this information. This information
7 would not have changed the conclusion that you
8 now have, an institutional decision from the
9 person in charge of the program to provide a
10 study guide, which you now say is an extra
11 benefit to student-athletes?
12 MR. DIDION: I still don't know that I
13 would charge a lack of institutional control.
14 CHAIRMAN THOMAS: Okay.
15 Professor Myers.
16 MS. MYERS: Just one quick question,
17 and I am not sure who is going to answer it.

18 But did anyone at the University or, Mr. Smrt,

19 did you interview the other tutors that were

20 utilized in athletics?

21 Then I am going to add a second part

22 to that, and then you can answer them both

23 together, maybe. I am going to rephrase the

24 question. Were there other tutors that tutored

25 student-athletes who were of the same

1 understanding as Dr. Monk about what they could
2 do in regard to it? I am going to use the quote
3 "open book, open forum courses."
4 MS. KARPINSKI: I interviewed a number
5 of other tutors within Academic Services. None
6 of them, even though they have tutored in the
7 music course, none of them were present -- they
8 indicated to me none of them were present when
9 the student-athlete was taking the exam.
10 They would tutor the students to help
11 prepare for the exam. Now, some of those
12 students, when they took their exam, met with
13 Mr. Wright and received assistance from him on
14 the exam. But I am not aware of any other tutor
15 who was using the black binder with the
16 students.
17 MS. MYERS: Or during the exam?

18 MS. KARPINSKI: Correct, or during the

19 exam. Can I just clarify? We are using the

20 word "study guide" interchangeably with the

21 professor's study guide. The professor had

22 online a study guide which was readings as well

23 as I believe sample questions from the readings.

24 That is different than the study guide

25 as Dr. Monk is referring to, what we call the

1 black binder. In the black binder were copies
2 of all the exams, exact copies of all the exams,
3 as well as additional readings.
4 But the study guide that the professor
5 created and the black binder are not the same
6 study guide.
7 MS. MYERS: But with the black binder,
8 did other tutors, other than Dr. Monk, use the
9 black binder with their students?
10 MS. KARPINSKI: None reported that to
11 me.
12 MS. MYERS: Professor Monk, the black
13 binder sounds like a pretty good document. Did
14 any other tutors utilize the black binder?
15 MS. MONK: As with other resources
16 that were in my office, I kept the binders in
17 several courses with a lot of information in

18 them. I kept several textbooks, a long list

19 within my office.

20 The tutors had access to that to use.

21 I would say, yes, there were other tutors who

22 would take the resource guide and use it as they

23 were preparing students to take the exam in

24 spring, 2007.

25 MS. MYERS: Okay. The resource guide

1 is the black binder?

2 MS. MONK: Yes, ma'am. I called it a

3 resource guide, because that is all it was.

4 MS. MYERS: Mr. Didion or Mr.

5 Thompson, in your interview of tutors did you

6 ask any other tutors if they utilized the

7 resource guide in preparation for tests?

8 MS. THOMPSON: In the interviews that

9 I did with Ms. Karpinski and Mr. Smrt, none of

10 the tutors indicated that they used the binder.

11 MR. LECHNER: Did you ask?

12 MS. THOMPSON: Yes, we did.

13 MR. LECHNER: Okay.

14 MS. MYERS: So, today it was what

15 Professor Monk just said is the first time it

16 has even been suggested to you that any other

17 tutors utilized the resource guide?

18 MR. DIDION: Well, except for Adam

19 Wright, who was asked to review the resource

20 guide and provide the correct answers. I think

21 the answer to that is no one else did say that.

22 MS. MYERS: Okay. Just one follow-up

23 with Professor Monk. I think you used the term

24 that the resource guide and other materials,

25 class materials, were available in your office.

1 You couldn't help but believe some other tutors
2 used it.
3 Do you know precisely that other
4 tutors took that and used it with preparation?
5 MS. MONK: Again, I did poor record
6 keeping of people checking it out. I could not
7 give you a name of someone that would have taken
8 it.
9 MS. THOMPSON: Okay. Any other
10 questions?
11 MS. JENNINGS: Can I ask to go back a
12 little bit? Who has actually looked at the
13 black binder, and can tell me whether all or
14 some of the answers were marked on the sample
15 tests that were in there?
16 Have you, Ms. Thompson?
17 MS. THOMPSON: No, I have asked for

18 the black binder several times, and I have not

19 received it. I think Ms. Karpinski has actually

20 looked at the black binder.

21 MS. JENNINGS: Who has the black

22 binder?

23 MS. KARPINSKI: The black binder has

24 not been seen since the day, I believe, Dr.

25 Monk's last day of employment. No one has seen

1 it. I have asked every student-athlete that I
2 have interviewed, as well as the academic
3 advisors, what was in it, obviously, because we
4 searched for it.
5 Everybody looked for it, but it was
6 not found. So, what I know about what was in
7 the black binder is only based on interviews of
8 100 or so student-athletes as well as the
9 advisors.
10 MS. JENNINGS: And did the University
11 not know that the black binder was some kind of
12 an issue before Dr. Monk left the University?
13 MS. KARPINSKI: No, they did not. At
14 the time Dr. Monk left the University, it was
15 based on the quiz that was filled in on
16 the computer. All of this information related
17 to the music course came subsequent to that in

18 the interviews of the students who had worked

19 with Dr. Monk in trying to determine if she had

20 ever taken a quiz for somebody else, or

21 assisted.

22 MS. JENNINGS: Dr. Monk, could you

23 tell me, did you develop this black binder?

24 MS. MONK: It evolved through the

25 years. It was something that I just -- with

1 each of the music class, if I happened to be
2 tutoring students in the music class, I would
3 download the information that the professor had
4 online. It was an open access information
5 You could download exams, you could
6 download all kinds of information. There was
7 even a quiz -- there was even a test book that
8 was full of the questions that were on the exam,
9 and so those questions that were in this
10 particular study notebook, all of that was in
11 there.
12 So, it was a whole host of information
13 that had just evolved. Did I do it? Yes, it
14 was something that I just kept putting stuff in
15 it through the years. But it was nothing that
16 was -- it was nothing that couldn't be
17 downloaded by any student on the campus.

18 Any student in that class could have

19 had probably a much better study guide than I

20 had, because mine had really no order to it. It

21 was just a conglomeration of things that were

22 just stuck in there from semester to semester.

23 MS. JENNINGS: That is what puzzles

24 me. You had mentioned before, and I am hearing

25 some inconsistency. You had said before you

1 didn't have any particular responsibility with
2 regard to this music class.
3 It just happened that a couple of your
4 students that you were working with were taking
5 it. Surely there are other classes that
6 multiple student-athletes take besides this, but
7 you chose to develop this.
8 You were also saying it was available
9 online. I am just trying to understand why you
10 decided for this particular course to make up
11 this binder to assist the students that at first
12 apparently that you were working with and later
13 for any students in the athletics program.
14 MS. MONK: It was just one of many
15 binders. I had one on English, one on biology,
16 one on physics, one on -- I can't think of all
17 of the classes. One of them was just on music,

18 not 2021, 2012. There was one on Music 2012.

19 I had a whole host of study guides in

20 my office that just accumulated through the

21 years from working with students. It just gave

22 me a better resource. It was only information

23 that could be freely downloaded from the

24 computer.

25 It was nothing that was online. It

1 was information that was put out online by the
2 professors that could be downloaded. As I would
3 download them, I would just stick them in a book
4 because it might be something that I could use
5 with a student the next semester with
6 information.
7 There was no conspiracy out of it.
8 The study guide was just -- it was just a
9 conglomeration of information that might help a
10 student as they are preparing for the classes.
11 MS. JENNINGS: The University, are
12 there other study guides still available at the
13 University?
14 MR. ABELE: The University?
15 MS. JENNINGS: No, I mean the ones
16 that Dr. Monk and colleagues developed in
17 English, in physics, and I forget what the other

18 courses were that you mentioned.

19 MS. MONK: I said biology, I had one

20 in several different classes.

21 MS. JENNINGS: Maybe I should ask you

22 first. Did you remove those when you left your

23 employment?

24 MS. MONK: No. You know, I did not

25 remove them. They were left on the shelf with

1 the resource materials that were left there when
2 I left.
3 MS. JENNINGS: And that included this
4 one on the music course?
5 MS. MONK: It is my belief that is
6 where it was, yes, ma'am.
7 MS. JENNINGS: And I am asking the
8 University, are the other ones, besides the
9 music course binder, still there and still
10 available?
11 MR. MELENEY: When I left the
12 Athletics Department, they were still there.
13 MR. LECHNER: Doctor, a few quick
14 questions. Are you saying that everything that
15 was in your black loose leaf binder was
16 available to be downloaded?
17 MS. MONK: Yes.

18 MR. LECHNER: Is it your position that
19 answers to the exams, or at least some of the
20 answers to the questions to the exam were
21 available for download?
22 MS. MONK: Yes. The answers were not
23 necessarily available for download, but the
24 answers were easy to get. I mean, that was just
25 a part of the process was there were some--

1 some of those questions were with answers,
2 because some of the students had actually
3 downloaded their exams, and I did not realize
4 what they were doing.
5 But they would just download their
6 exams, and I put those exams in there. I don't
7 know that the questions -- I don't know that
8 they were answered correctly, but there may have
9 been some questions in there.
10 But if you went and downloaded
11 biology, for example, if you went online and
12 downloaded the biology study guide, you would
13 also download the correct answers to the biology
14 study guide. Some have the correct answers.
15 MR. LECHNER: Excuse me. I am not
16 talking about the biology study guide. I am
17 talking about the black loose leaf binder which

18 has been the subject of our discussion the past

19 couple of hours. Is it your position that

20 answers or some of the answers were available

21 for download?

22 MS. MONK: A student could print off

23 their exam, and if they got the question

24 correct, and I put it in the book, then there

25 might have been a correct answer in the book.

1 MR. LECHNER: I am going to ask you
2 one more time. Listen to the question and give
3 me a yes or no. Were answers available for
4 download?
5 MS. MONK: Yes.
6 MR. LECHNER: The University's
7 position on that.
8 MR. ABELE: The student -- no, they
9 were not available for download.
10 MR. LECHNER: All right. Now, Doctor,
11 you said when you left this black binder, this
12 black loose leaf binder, was in your office,
13 correct?
14 MS. MONK: To my knowledge.
15 MR. LECHNER: Do you have a copy of
16 it?
17 MS. MONK: There was one copy.

18 MR. LECHNER: Where is the copy?

19 MS. MONK: It was in my office.

20 MR. LECHNER: That is the only copy is

21 my point?

22 MS. MONK: That is correct. When we

23 met as a group, the one thing that as a group we

24 decided to do, there were more than one copy.

25 Some of the academic counselors actually had a

1 copy, but in order that one day when we met as a
2 group, we agreed that we would downsize it to
3 one copy so that we would be able to have
4 control of that copy of that.
5 MR. LECHNER: Okay. Fine. So, is it
6 your position when you left, to your
7 recollection, that one copy of that black loose
8 leaf binder remained in your office?
9 MS. MONK: That is correct.
10 MR. LECHNER: Did you do anything to
11 remove anything from that document? Did you
12 destroy anything, or do you have any idea where
13 it might be?
14 MS. MONK: No.
15 MR. LECHNER: Thank you.
16 MR. PARK: May I ask a question?
17 CHAIRMAN THOMAS: Yes.

18 MR. PARK: Dr. Monk, I am looking at

19 Exhibit F, I believe it is, to the Case Summary.

20 I have just pulled it loose. It is

21 handwritten statement. This is

22 attached to the Case Summary as an exhibit. I

23 think it is Exhibit F.

24 Do you find that?

25 MR. HARGROVE: We have that, yes.

1 MR. PARK: Dr. Monk, did you give

2 answers to during this music course

3 quizzes?

4 MS. MONK: No.

5 MR. PARK: And so his statement, then,

6 is not correct?

7 MS. MONK: It is correct in that I

8 gave him assistance, but I did not give him

9 answers.

10 MR. PARK: All right. What was the

11 assistance that you gave him?

12 MS. MONK: is a unique

13 case. I recall very much when he came on to the

14 University, I took his information in to Mr.

15 Meleney and I said to Mr. Meleney, "What in the

16 world are we going to do with ?"

17 -

18 MS. MONK: I believe, if you are

19 asking my opinion, is that someone wrote the

20 letter for him and he copied the letter.

21 MR. LECHNER: That is not my question.

22 My question is, is it your opinion that if

23 somebody read this letter to him he would not

24 understand it?

25 MS. MONK: It would be my opinion that

1 he would not understand it.

2 MR. LECHNER: The first paragraph

3 reads, "My name is ." He would

4 understand that, wouldn't he?

5 MS. MONK: Probably, yes, sir.

6 MR. LECHNER: The next phrase reads,

7 "I was a member of the for

8 Florida State University."

9 He would understand that, wouldn't he?

10 MS. MONK: Yes, sir.

11 MR. LECHNER: He would understand the

12 request to be reinstated, wouldn't he?

13 MS. MONK: I have said his --

14 MR. LECHNER: No, just answer my

15 question.

16 MS. MONK: What I have said is is that

17 would not have produced this

18 document if he were freely asked to produce it.

19 MR. LECHNER: That is not my question.

20 Excuse me.

21 MS. MONK: Your question was does he

22 understand the content of this? I would say

23 that he probably understood the content of it.

24 I addressed you specifically and said I do not

25 believe that he wrote the letter.

1 I believe he copied the letter after
2 someone else had written it based on the time
3 that I worked with
4 MR. LECHNER: So, it is your
5 position -- let me ask you, could he read this
6 letter?
7 MS. MONK: No.
8 MR. LECHNER: Would he understand what
9 the request for reinstatement meant?
10 MS. MONK: If it were explained to him
11 in lay terms he would.
12 MR. LECHNER: So, if somebody would
13 have to explain to him what the word
14 "reinstatement" meant, how would he possibly
15 take an exam if somebody read an exam to him and
16 some questions, so A, B or C answer questions to
17 him, would you have to explain what each of

18 those words meant?

19 MS. MONK: If you saw the test

20 questions, the test questions were not -- I

21 mean, would I explain it? If there was a word

22 that he did not know, I would explain it to him.

23 Yes, I would give him the definition for that

24 word.

25 MR. LECHNER: So, it is still your

1 position that he would not understand what
2 reinstatement meant?
3 MS. MONK: That is correct.
4 MS. MYERS: A quick follow-up. This
5 is on Florida State's letterhead, so obviously
6 anybody over there have any thoughts about this
7 letter?
8 MR. SMRT: Maybe Brian can help.
9 Brian, were you involved in this submission?
10 MR. BATTLE: Yes, I was. I was asked
11 in consultation with Stacey to gather all our
12 student-athletes that needed to request
13 reinstatement. I was personally there when
14 wrote this letter, and there were
15 probably about ten other members of the
16 in that session.
17 To get them started with this, I

18 basically told them, as it states here, my name

19 is. I was a member of the , and to

20 show some respect for the reinstatement process

21 I said you need to say something along the lines

22 as I am respectfully requesting reinstatement.

23 At that point, I told them then you

24 need to specifically talk about your situation,

25 either with Dr. Monk, with Adam Wright, the

1 tutor, whatever the case might be. I don't
2 know, because we did have over 75 interviews,
3 and I can't remember specifically what each one
4 was.
5 At the end, I told them to finish it
6 up with some sort of saying that they are sorry
7 about this type of thing, and they must sign
8 their name. They knew exactly what they were
9 doing.
10 They knew that this was for
11 reinstatement, because I explained it to them,
12 and they asked, "Why do I have to do this?" I
13 said, "This is part of the process in order for
14 you to come back next year and play ."
15 MR. LECHNER: Do you remember speaking
16 with
17 MR. BATTLE: Yes, sir.

18 MR. LECHNER: Did he understand what

19 reinstatement was?

20 MR. BATTLE: Oh, yes.

21 MR. LECHNER: How do you know that?

22 MR. BATTLE: Because he asked me at

23 that point would he have to sit out three games

24 or four.

25 MR. LECHNER: Did anybody force

1 (to sign this?

2 MR. BATTLE: No, sir.

3 MR. LECHNER: Other than that first

4 paragraph, my name is and I request

5 reinstatement, did you tell him what to write in

6 this?

7 MR. BATTLE: No, sir.

8 MR. LECHNER: Did you see him

9 consulting with anybody else from the staff as

10 to what to put in the remainder of that letter?

11 MR. BATTLE: With a staff member?

12 MR. LECHNER: Yes.

13 MR. BATTLE: No, sir.

14 MR. LECHNER: Are they his words?

15 MR. BATTLE: Yes, sir, to the best of

16 my knowledge.

17 MS. MYERS: You followed up with a

18 staff member. As teammates, you said there were

19 a bunch of them in the room. Now, were they

20 collaborating on how they are going to write

21 this?

22 MR. BATTLE: Did they collaborate with

23 each other? No, they were pretty much trying to

24 remember what their specific situation was after

25 those first couple of sentences.

1 MS. MYERS: So, you feel pretty
2 confident that this young man, who had either
3 writing or reading disabilities, it was his
4 words to say, "Please accept this letter as my
5 final request to be reinstated to they", I see
6 that, " at Florida State"?
7 MR. BATTLE: That is how we told them
8 to summarize at the end. You know, we want them
9 to close it with something, you know, close out
10 the letter.
11 MR. LECHNER: Did you tell him to put
12 any reference in there with regard to Dr. Monk?
13 MR. BATTLE: We told him to
14 specifically address the situation in regards to
15 their assistance. If it was Dr. Monk, if it was
16 Adam Wright, or if it was the black binder, that
17 is what they had to explain in there.

18 MR. LECHNER: Did you tell

19 to use the name Dr. Brenda Monk?

20 MR. BATTLE: I said if Dr. Monk was

21 one of those people, or if it was Adam Wright,

22 or the black binder, those are the things that

23 we had talked to them about. I did not

24 specifically single out Dr. Monk.

25 MS. JENNINGS: Do we know --

1 CHAIRMAN THOMAS: Hold on just a
2 second.
3 Go ahead Professor Potuto.
4 MS. POTUTO: If I could, Mr. Battle,
5 was it Mr. Battle? Yes, I guess it was. When
6 you interviewed the student-athletes, or when
7 you talked to them about submitting their
8 statements on the reinstatement request, did you
9 name other tutors, or did you give them the
10 opportunity to specify anyone else, or did you
11 simply highlight Dr. Monk and Mr. Wright because
12 of their prior responses?
13 MS. KARPINSKI: The letter that is in
14 there, this came a couple of months after the
15 interview. So, at that point in time we had
16 already the names of the student-athletes who
17 said they received assistance and what type of

18 assistance they received.

19 So, the only assistance we were

20 talking about at that time was Dr. Monk, the

21 black notebook, or Adam Wright. I will say that

22 I personally interviewed on December

23 14th.

24 It is recorded where he also says that

25 it was Dr. Monk who assisted him with his exams

1 and gave him the answers. So, the letter is
2 consistent with what he has said in interviews
3 and it is recorded.
4 MS. POTUTO: I want, if I could, to
5 just go back a little. President Wetherell
6 started the hearing this morning, talked about
7 how this case initially presented itself. And I
8 was -- let me just ask this.
9 You had one student-athlete completing
10 test questions for another student-athlete,
11 although he had already
12 On the claim that
13 somebody in Athletic Academics Services directed
14 the athlete to do it, and yet that was not seen
15 as something that might implicate NCAA rules or
16 athletics academic issues more generally?
17 MR. WETHERELL: I will answer that

18 When we got that information, as I pointed out,

19 it was a quiz which was, I think, the Sports

20 Administration test or quiz, or something, but

21 not the music one.

22 Our initial reaction was, as I think

23 the provost has pointed out, it is not policy of

24 Florida State to have tutor or staff or faculty

25 giving exam answers to other students. That was

1 our initial concern.

2 Clearly, we understand that it is it

3 inappropriate and violations of NCAA rules. But

4 our initial investigation was to find out what a

5 particular staff member, in this case it

6 happened to be Dr. Monk.

7 By the time we got through that

8 conversation, the 30-some students and the music

9 exam came up, that was, as you see it, a

10 different set of circumstances. It was still

11 somebody was giving answers inappropriately.

12 But, yes, we figured we had a problem

13 in that regard. We wanted to be -- we didn't

14 know what we had and we wanted to find out.

15 MS. POTUTO: Remind me who was on the

16 original internal -- it was called the Internal

17 Audit Committee; is that right?

18 MR. WETHERELL: The internal auditor,

19 yes, ma'am.

20 MS. POTUTO: Who is the internal

21 auditor?

22 MR. WETHERELL: The University has an

23 internal auditor that reports to the Board. It

24 does audits on a variety of issues. The

25 question in my mind was who should look into

1 this?

2 If the Athletic Department did it and

3 came up with no fault, let's say, there was

4 going to be a suspicion that somebody had just

5 covered it up. I consequently believed we would

6 be better off taking it outside of the Athletic

7 Department.

8 Additionally, we were looking at

9 misconduct of an individual, and that's why we

10 also want the Human Resources Department

11 involved.

12 MS. POTUTO: Did the internal auditor

13 consult with Compliance, or talk to Compliance,

14 or look at it from the perspective of what might

15 ought to be NCAA violations? Although I

16 understand why you would go outside of

17 athletics, I am just wondering if it was done in

18 concert with or with the understanding that

19 there might turn out to be other issues also, or

20 was it first focused on the personnel issue and

21 more a general academic issue, and then you went

22 back in and engaged other with more familiarity?

23 MR. WETHERELL: When I initially

24 talked to Dave Corey, that is the internal

25 auditor, I told him he needed to talk with the

1 Athletic Department. Actually, he had formed a
2 little subcommittee which included, I think,
3 then Athletic Director Hart, the provost, and to
4 look at it because it would have implications.
5 We also called the ACC and told them
6 as well as we initially thought this could be a
7 minor violation as opposed to a major violation
8 since we thought it was one quiz, one person
9 doing one thing wrong as opposed to a much
10 broader deal.
11 As it became obvious this was broader,
12 and then we began -- and we also called the
13 NCAA. We then began more consultation with the
14 NCAA. We brought in Mr. Smrt, and we began
15 looking at a broader scope.
16 MS. POTUTO: So, it wasn't that one
17 was going and then at some point the other end

18 of it was engaged? You talked to the other

19 entities, whether it is the conference office or

20 people in compliance in athletics, as it

21 started?

22 MR. BECKHAM: May I address that?

23 MS. POTUTO: Yes. Professor Beckham

24 was with you on that Consulting Committee with

25 the auditor?

1 MR. BECKHAM: There was a meeting
2 prior to the investigation by the Audit Services
3 Division at the University to discuss protocols
4 for interviews with student-athletes, and I
5 attended that meeting.
6 One of the responsibilities that I
7 felt I had in that meeting was to remind the
8 auditors of Article 10, and to be sure that in
9 the protocol that students were aware that false
10 statements would implicate a violation of NCAA
11 rules.
12 Others in that room, including the
13 Dean of Undergraduate Studies, were emphatic
14 about informing and ensuring that students in
15 the course of the protocol used by Audit
16 Services would inform students of their
17 essential or right to due process and

18 disclosure.

19 But I did not observe or participate

20 in any of the inquiries by Audit Services, and I

21 cannot affirm that all those protocols were

22 incorporated.

23 MS. POTUTO: I was struck by, and

24 again I guess it was in President Wetherell's

25 opening remarks, that the students were told

1 that you are not at risk for anything, we are
2 not questioning you because you simply had not
3 done anything.
4 Now, that is an odd way to do an
5 inquiry before you have any information, and you
6 can say we don't know that we have anything, but
7 promises at the outset, which is the way it
8 sounds in the opening, based on the information
9 that had not yet been developed, seemed to me to
10 be an odd place to be.
11 Mr. Smrt.
12 MR. SMRT: The auditor did several
13 interviews.
14 CHAIRMAN THOMAS: Push your button.
15 MR. SMRT: The auditor did several
16 interviews. I don't think we have gone to each
17 one to see what was said at the beginning of

18 each one. We know that, and I am looking at one

19 interview with a staff member where they read

20 10.1 to the staff member.

21 Here is one to a student-athlete that

22 said we did not tell them the purpose of the

23 interview under 32.3.7. We didn't tell them

24 that. Instead, we told the purpose of the

25 interview was to determine whether employees'

1 behavior was involved.

2 I guess I feel uncomfortable telling

3 you what was said in each one, because it may

4 have varied depending upon the person.

5 MS. POTUTO: But you can understand

6 the concern, that if you start out on the

7 interview telling them they are not at risk, if

8 that is what was told, that makes it difficult

9 as you go in and find information to cure what

10 was not the right place to start. At least that

11 is my view of it, not the right place to start.

12 MR. WETHERELL: Well, if I might.

13 MS. POTUTO: Sure.

14 MR. WETHERELL: First of all, I think

15 probably what we said is you are not the target

16 of the interview, remembering that at that point

17 we were dealing with a quiz in a different

18 course that many of those students hadn't taken

19 or any part of.

20 So, we were trying to get information

21 and ascertain information about what was in

22 essence happening in athletics, in academic

23 support. We did notify, as I said, the NCAA and

24 the ACC, and we were very cognizant of potential

25 violations.

1 As soon as we began to get other
2 information, clearly if you look at the chain of
3 command from the athletic director to the
4 associate athletic director to Ms. Monk, et
5 cetera, it is an academic issue, but also an
6 athletic issue.
7 You look at the dotted lines and all
8 of that of who is involved. So, we were keenly
9 aware that we were on the verge of something
10 that could be a problem. The minute we
11 ascertained that there was a problem, that is
12 when we started going back saying, wait a
13 minute.
14 And that even when we were
15 interviewing students, it is my understanding, I
16 didn't sit in on those interviews, but students
17 would incriminate themselves in courses that we

18 weren't even talking about at that point in

19 time.

20 So, that is when we decided, wait a

21 minute, we have got to go a different route,

22 which is what we did.

23 MS. POTUTO: I think I understand the

24 chronology. It was what they were told

25 initially as to the consequences to them, at

1 least as I heard you describe it in the opening.

2 Mr. Lyons, or I guess it was Mr.

3 Price, did you advise them on anything that they

4 should alert the student-athletes to, and in an

5 inquiry that might not have anything to do with

6 them, but there is always the potential?

7 MR. LYONS: Our initial conversation

8 was as President Wetherell indicated, the

9 specifics of the initial test of providing the

10 answers to the test, and it is more of

11 personality issues. We did advise the

12 institution, which they were in the process of

13 doing, is making sure no other assistance to

14 other student-athletes had been provided and go

15 back to those individuals who did have the

16 advising through Dr. Monk to see if they did,

17 which was approximately 30 individuals.

18 Now, we didn't advise at that point

19 what was being said by the internal audit, but

20 we did advise and have to go back and interview

21 everybody that Dr. Monk had consultations with.

22 MS. POTUTO: Mr. Price, I assume they

23 called you. Did you advise them to be careful

24 about not saying anything in the first interview

25 that would lead the student to believe if the

1 information that might be developed will never,
2 you know, turn around to affect my eligibility
3 or my academic status at the University?
4 MR. PRICE: As I recall, when we got
5 involved, those questions had been asked and
6 there was concern about how they could be used
7 given the legal issues. But in the spirit of
8 cooperation, and this was an attempt to get
9 beyond that, everybody agreed we had to get that
10 information.
11 We may have to do some re-
12 interviewing. And even if certain people denied
13 they had done it, that wasn't going to stop. We
14 were going to continue. So, our effort was to
15 go in very hard to try to get the information.
16 The institution was completely cooperative with
17 that.

18 MS. POTUTO: I wasn't suggesting by

19 any means that there was a failure of

20 cooperation or a lack of understanding as to

21 where it would end up. I was concerned with

22 what might have been the initial information

23 given to the students, and then some of the

24 suggestion in the University's response that the

25 students -- that at that point they were

1 promised one thing or told one thing at the
2 start, and the effect of what happened later,
3 which is in part what triggered my question.
4 The other question is, can somebody
5 give me the chronology again? I had it when we
6 started before this hearing this morning, and I
7 probably have it somewhere if I want to dig for
8 it, but I am sure you can do it more quickly.
9 The internal auditors stepped in when?
10 MR. ABELE: The auditor, on May
11 28th -- excuse me, March 28th, the president
12 called the auditor in and said to begin the
13 process. At that time a database was built of
14 the 31 students who had contact with Dr. Monk,
15 as well as the other employees in the center.
16 MS. POTUTO: Okay. That was March,
17 '06?

18 MR. ABELE: That would be March, '07.

19 MS. POTUTO: Okay. It looks like from

20 your materials that Dr. Monk resigned; is that

21 right?

22 MR. ABELE: Yes.

23 MS. POTUTO: When was that?

24 MR. ABELE: Well, Mark Meleney can

25 give you the exact date. I was called on

1 approximately March 28th by the Dean of
2 Undergraduate Studies, and Mark was in the
3 office, and I said that the employee should be
4 removed from the office immediately.
5 And then I sent the computer security
6 people over to lock down the hard drive, to
7 maintain the integrity of the files. She was
8 then on administrative leave with pay until she
9 resigned officially in July, '07. But she was
10 no longer in the building.
11 MS. POTUTO: Is the internal auditor
12 first assigned the task on March --
13 MR. ABELE: March 28th.
14 MS. POTUTO: That is what I thought.
15 So, it is the same day for both acts, the
16 auditor comes on and Dr. Monk is relieved of her
17 duties?

18 MR. ABELE: From the discussions, Dr.

19 Monk admitted that she made bad judgment, and at

20 that point it was felt that she should be

21 removed from the premises and placed on

22 administrative leave pending investigation.

23 MS. POTUTO: Okay. So nobody looked

24 for what you are calling the black book. From

25 that point, you are doing the interviews, and

1 then you find out it might be relevant, but by
2 that time you have already -- I see Mr. Spetman.
3 Yes.
4 MR. SPETMAN: Ma'am, we were not
5 looking for the black book then. It was a
6 different issue.
7 MS. POTUTO: Yes, I understand that.
8 MR. SPETMAN: So that is they would
9 not have looked for it.
10 MS. POTUTO: I was trying to get the
11 chronology. At the point they started, you
12 didn't have any information that this was going
13 to be an issue. She is already put on
14 administrative leave and the office is locked
15 up, or the files are locked up, or both?
16 MR. ABELE: I know the computer was
17 locked up. I believe it also was also locked

18 would be unable to read the questions and would

19 be unable to understand most of the questions;

20 is that correct?

21 MS. MONK: I did say that, but I do

22 not know what his grade was.

23 MS. JENNINGS: Okay. Thank you.

24 CHAIRMAN THOMAS: Any other questions

25 on Allegation 1-(c)? If not, we will move to 1-

1 (d) after a break. We will take a 15-minute
2 break and we will reconvene back at 3:10. Thank
3 you.
4 (RECESS.)
5 CHAIRMAN THOMAS: Before we move to 1-
6 (d), we are going to switch the order, if it is
7 okay with the institution, staff and Dr. Monk.
8 We will go to 3 after 1-(d), and then 2 after 3.
9 Then after 3, Dr. Monk, you will have the
10 liberty to leave at that time, because there
11 might be some instances where we might want to
12 ask you some questions regarding Allegation No.
13 3.
14 Is that okay with you?
15 MS. MONK: Yes, sir.
16 CHAIRMAN THOMAS: Okay. Thank you.
17 Is that okay with the institution?

18 MR. SMRT: I didn't write that down.

19 You are going to 1-(d), 3, 2?

20 CHAIRMAN THOMAS: Yes.

21 MR. SMRT: Okay.

22 CHAIRMAN THOMAS: Is that okay with

23 the institution?

24 MR. SMRT: If that is the way the

25 Committee wishes, that's fine.

1 CHAIRMAN THOMAS: If it is not okay,
2 just state so.
3 MR. SMRT: Obviously, Dr. Monk is not
4 named in Allegation 3. We thought she was going
5 to be excused after 1, so she would not be
6 present for 2 or 3, because she is not named.
7 We don't see the relevancy in 2 or 3. However,
8 if that is what the Committee wishes, we don't
9 have a concern about that at all.
10 CHAIRMAN THOMAS: Well, the reason why
11 2 is there is because of what happened basically
12 in 1. She was the reason why 1.
13 MR. SMRT: I can see that 3 is
14 Goldsmith's unethical conduct.
15 CHAIRMAN THOMAS: At some point, does
16 she have any supervisory responsibility for
17 those individuals involved in 3?

18 MR. SMRT: No, I don't believe she

19 did. No, Goldsmith did not report to her.

20 CHAIRMAN THOMAS: Go ahead, Professor

21 Potuto.

22 MS. POTUTO: I thought the

23 organizational chart for the institution showed

24 Dr. Monk as the line to whom the tutors

25 reported.

1 Is that not correct?

2 MR. MELENEY: That is correct. The

3 person, first was the tutorial coordinator, and

4 then he reported to Dr. Monk, yes.

5 MR. SMRT: I thought the question was

6 Goldsmith reported to Dr. Monk, and Goldsmith

7 did not report to Dr. Monk.

8 CHAIRMAN THOMAS: No, that was not the

9 question.

10 MR. SMRT: Okay.

11 CHAIRMAN THOMAS: Does the institution

12 agree with the reordering?

13 MR. SMRT: That is fine. We agree

14 with the reordering.

15 CHAIRMAN THOMAS: Thank you.

16 The staff.

17 MS. THOMPSON: Subparagraph (d)?

18 CHAIRMAN THOMAS: Yes. Thank you.

19 MS. THOMPSON: Members of the

20 Committee, as it relates --

21 CHAIRMAN THOMAS: Hold on just a

22 moment. Okay. Staff, will you go with 1-(d),

23 please.

24 MS. THOMPSON: Members of the

25 Committee, as it relates to Subparagraph (d),

former athletic tutor Adam Wright violated the provisions of unethical conduct when he provided 55 student-athletes with answers to the MUH-2051 online course. Concerning Subparagraph (d), the enforcement staff and the institution agree to the facts as it relates to the subparagraph.

Although Adam Wright did not provide a response to the Notice of Allegations, Wright agreed during his November 8, 2007, interview with the enforcement staff and the institution that he provided answers in various degrees to numerous Florida State athletes in this course.

There are no remaining issues regarding this subparagraph, and the staff believes that the Committee should find Subparagraph (d) as reported.

CHAIRMAN THOMAS: Thank you.

18 The institution.

19 MR. SMRT: We agree. We believe in

20 Mr. Wright's interview he acknowledged this

21 provision. We are talking about three semesters

22 in which this occurred. We believe the

23 information from him and from the athletes is

24 contained in our response.

25 CHAIRMAN THOMAS: Thank you.

1 Dr. Monk.

2 MS. MONK: Yes, sir. I agree that

3 what Adam Wright said is correct.

4 CHAIRMAN THOMAS: Any questions from

5 the Committee?

6 MR. HARGROVE: I want to be sure that

7 the Committee understands that Adam Wright does

8 not report to Dr. Monk.

9 CHAIRMAN THOMAS: Would you speak into

10 the microphone, please?

11 MR. HARGROVE: Sure. Adam Wright did

12 not report to Dr. Monk. She did not supervise

13 Adam Wright. I just wanted to be sure that is

14 clear, because from where I sit I am not sure

15 that it is.

16 CHAIRMAN THOMAS: I apologize, but I

17 didn't quite understand what you had referenced

18 when you said Dr. Monk did not supervise whom?

19 MR. HARGROVE: Adam Wright, the

20 subject of 1-(d).

21 MS. JENNINGS: I had one little

22 question, if I could ask it. It goes back to

23 your describing, Mr. Meleney, before how

24 everybody took exams in an individual closed

25 room.

1 That is inconsistent with what I
2 understood happened with Mr. Wright. I
3 understood that people were taking it more maybe
4 in the computer lab, or in some area where a
5 number of open areas, where a number of people
6 would take the test at once.
7 Did I misunderstand that?
8 MR. MELENEY: No, ma'am, you did not.
9 What happened was our position as a program that
10 we set up our testing site, and the students
11 would check in to those rooms. Later in the
12 process, students were taking these music online
13 tests in our computer lab. I had no knowledge
14 of that.
15 MS. JENNINGS: Okay. Thank you.
16 MR. MELENEY: It did occur.
17 MS. POTUTO: Dr. Monk.

18 MS. MONK: Yes, ma'am.

19 MS. POTUTO: I just wanted to be sure.

20 Mr. Wright reports that you asked him for

21 answers to questions while you were sitting and

22 helping the student-athlete with the music exam.

23 This is on Page 1-27 of the Case Summary.

24 When you said you agreed, do you also

25 agree what he has reported occurred?

1 MS. MONK: I have already testified
2 that this class was a collaborative class and
3 there would be times that I would work with
4 students collaboratively. He would be -- this
5 would be prior to spring, 2007.
6 I am not sure exactly which semester
7 he is referring to, but it would be during the
8 period of time that I have already testified to
9 or spoken about, which was when it was a
10 collaborative class and various groups of
11 students would get together and work on the
12 quizzes with the materials that were available.
13 MS. POTUTO: Okay. And he also
14 reports that you asked him to look at the
15 answers in the binder and make sure they were
16 correct.
17 Do you agree with that?

18 MS. MONK: I don't recall that.

19 MS. POTUTO: I mean, let me be sure.

20 You don't recall or you did not ask him?

21 MS. MONK: I don't recall asking him.

22 CHAIRMAN THOMAS: All right. Any

23 other questions by the Committee?

24 All right. We will go to No. 3.

25 MS. THOMPSON: Members of the

1 Committee, Allegation No. 3 involves unethical
2 conduct against former academic advisor Hillard
3 Goldsmith. The enforcement staff believes that
4 Goldsmith committed academic fraud when he, one,
5 advised Wright to provide answers to student-
6 athletes who were taking the MUH-2051 exam, and,
7 two, when he instructed seven student-athletes
8 to be present in either the computer lab or the
9 tutorial rooms at a time when he knew Wright
10 would be present to provide student-athletes
11 with exam answers.
12 The enforcement staff and the
13 institution are in substantial agreement as to
14 the facts. However, the institution cannot
15 verify that Goldsmith instructed Adam Wright to
16 provide student-athletes with exam answers for
17 the online music course, because Wright was the

18 only person that provided this information.

19 Goldsmith did not cooperate with the

20 NCAA or the institution during its

21 investigations into this matter, and did not

22 respond to this allegation. Therefore, there is

23 one issue for this Committee to consider, which

24 is whether Goldsmith committed academic fraud as

25 set forth in Allegation No. 3.

1 The enforcement staff believes that
2 Goldsmith committed academic fraud as it relates
3 to this subparagraph, or as it relates to this
4 allegation, excuse me, and relies on the
5 following two points to support its position.
6 Point No. 1: Seven student-athletes
7 reported that Goldsmith instructed them to work
8 with Wright or that Wright would help them with
9 their MUH-2051 exam. The enforcement staff
10 asked the Committee to turn its attention to
11 Pages 3-2 and 3-3 of the enforcement staff's
12 Case Summary, which outlines what the student-
13 athletes have reported.
14 Point No. 2: When questioned about
15 other institutional officials involved in this
16 matter who knew or told Wright to provide
17 answers, Wright reported during his January 24,

18 2008, interview with the enforcement staff that

19 Goldsmith knew that he was providing answers to

20 student-athletes because Goldsmith asked him to

21 provide answers to the online exams, and that

22 Goldsmith brought people to him.

23 This concludes the staff's

24 presentation of Allegation No. 3, and the staff

25 believes that the Committee should find

1 Allegation No. 3 as alleged.

2 CHAIRMAN THOMAS: Thank you.

3 MR. DIDION: Mr. Chair, there is one

4 more thing to add to that. In the box on Page

5 3-1 of the Case Summary, there is an amendment

6 to make.

7

8

9 CHAIRMAN THOMAS: Will you repeat

10 that, Mr. Didion?

11 MR. DIDION: On Page 3-1 of the Case

12 Summary, there is a box underneath the start of

13 the allegation that identifies the student-

14 athletes, and student-athlete is

15 in

16 CHAIRMAN THOMAS: Okay. Thank you.

17 Any other corrections?

18 MR. DIDION: Not that I have found so

19 far.

20 CHAIRMAN THOMAS: The institution.

21 MR. SMRT: Yes. This allegation

22 basically has three parts to it. We agree with

23 the first two, and just don't believe we have

24 sufficient information to agree with the third.

25 But since we agree with the first two, we would

1 agree that constitutes a 10.1.

2 We agree that he instructed some

3 student-athletes to be present when he knew

4 Wright was to be present. We agree that he knew

5 that Wright would provide answers. Where we

6 disagree or just don't believe there is

7 sufficient information is that Goldsmith told

8 Wright to provide the answers, and we were not

9 present, and Adam Wright would not allow us to

10 be present for the second interview when he

11 provided this information.

12 During the first interview that we did

13 with him, we questioned him, I think, very

14 vigorously about tell us who knew at the

15 institution, and for the most part other than

16 the reason why he started doing it, he would not

17 tell us anybody at the institution who knew

18 this.

19 It was during the second interview

20 with the enforcement staff. In that interview,

21 there is only a couple of sentences where Wright

22 describes why he thought Goldsmith knew or

23 Goldsmith told him to do this.

24 So, we just don't believe the

25 information is sufficient to get to that third

1 piece. But the first two, we would think in
2 itself constitutes unethical conduct.
3 The institution has disassociated
4 Goldsmith, and we made the attempt during my
5 first trip to Tallahassee, and I talked to
6 Goldsmith the night before, set up an interview
7 for the next day, and the next day the newspaper
8 stories broke about this, and he left me sitting
9 at the public library at 10:00 o'clock.
10 So, he never showed up. I called him,
11 and he left a message back on my cell phone
12 saying I do not wish to participate. I don't
13 want to interview with you. Basically, he said
14 please don't call me again.
15 CHAIRMAN THOMAS: Okay. Any questions
16 from the Committee?
17 Professor Potuto.

18 MS. POTUTO: First, does anybody know

19 what he is doing right now?

20 MS. STEFFENS: To our knowledge, he is

21 employed in the State of Florida with the

22 Department of Education.

23 MS. POTUTO: The Department of

24 Education? I have a question for the staff, and

25 it goes to charging. As I understand it, he

1 never agreed to be interviewed; is that right?

2 MS. THOMPSON: That is correct.

3 MS. POTUTO: I would like to know why

4 neither 10.1-(a), nor failure to cooperate under

5 32.3.11 weren't charged.

6 MR. DIDION: Once again, I would have

7 to tell you that was oversight on our part not

8 to charge him with those.

9 MS. POTUTO: Let me just stop for a

10 moment and beg everybody's indulgence. One of

11 the concerns that the Committee has, and it is a

12 very, very strong concern, is that the charging

13 over a number of cases is consistent.

14 I ask these questions because I have a

15 concern that there is not a consistent approach

16 to charging these. It worries me. So, this is

17 probably my last swan song to make a speech.

18 But this does worry me.

19 CHAIRMAN THOMAS: Are there any other

20 questions by the Committee?

21 If no other questions, we will go to

22 Allegation No. 2.

23 MS. THOMPSON: Mr. Chair, at this

24 point, Dr. Monk and Brant Hargrove are still in

25 the room. I don't know if you want them to be

1 dismissed or not.

2 CHAIRMAN THOMAS: Would you repeat

3 that for me? I was distracted.

4 MS. THOMPSON: My question was Dr.

5 Monk and Mr. Hargrove are still in the room, and

6 Allegation No. 2 involves the failure to monitor

7 against the institution. I am not sure whether

8 or not you still want them in the room or they

9 need to be dismissed at this time.

10 CHAIRMAN THOMAS: Dr. Monk, what is

11 your position? You obviously have the right to

12 leave at this time. Before you leave, I have to

13 have some instructions that I would need to make

14 to you.

15 MR. HARGROVE: On behalf of Dr. Monk,

16 I can tell you as pleasant as this has been, we

17 don't see a need. We don't have a dog in this

18 fight.

19 MS. POTUTO: The chair is going to

20 give you the closing and give you some

21 information now. But before we go there, the

22 institution in its response, and they are going

23 to probably be able to help me find it faster

24 than I am going to be able to do it, had a list

25 of penalties, corrective actions and other.

1 Can you give me that page, Mr. Smrt?

2 MR. SMRT: It would be starting on 19,

3 20, 21, 22.

4 MS. POTUTO: And I really want to go

5 to "Other" on Page 22, because I want to clarify

6 with regard to everybody on this list who was

7 dismissed or let go because of this case, who

8 resigned, you believe resigned because of the

9 case, and which ones of these were serendipitous

10 in terms of they left, but it was not related to

11 this case.

12 I am asking while Ms. Monk is still

13 here, because she is one of the ones listed

14 under "Other". If we can go through each one of

15 them, I would appreciate knowing which ones you

16 contend are related to this case, and the

17 Committee should take into account in

1 So, there are a number of people who
2 have been former employees who are no longer
3 there for me to assign to them or contribute to
4 them some wrongdoing which would probably be
5 unfair.
6 I think it is safe to say there are a
7 number of people, as you can look at this list,
8 who are no longer there, and that was a general
9 feeling that we need to have a new leadership
10 and a new direction from the top down.
11 Now, I can answer your question with
12 regard to Dr. Monk. She voluntarily resigned
13 and we worked out a settlement agreement. Each
14 one of these will be different. It is not a
15 wholesale, which one has something to do with
16 this case or --
17 MS. POTUTO: Let me try to put it

18 differently. I want to know, when I am sitting

19 and deliberating, which one of these you want us

20 to consider as part of your institutional

21 response to this infractions case that is

22 relevant to penalties.

23 MS. STEFFENS: The entire list.

24 MS. POTUTO: The entire list?

25 MS. STEFFENS: Yes.

18 concern is there are a number of names on this

19 list.

20 If you want us to consider that their

21 conduct was part of the environment or activity

22 that led to these violations and, therefore, the

23 action taken with regard to them is relevant to

24 our assessment of other penalties, then you need

25 to tell me particularly, and then I think we may

18 concern is there are a number of names on this

19 list.

20 If you want us to consider that their

21 conduct was part of the environment or activity

22 that led to these violations and, therefore, the

23 action taken with regard to them is relevant to

24 our assessment of other penalties, then you need

25 to tell me particularly, and then I think we may

1 have some questions about whether the people on
2 this list had a chance to respond.
3 MR. SMRT: Is your question posed now
4 because Dr. Monk is here?
5 MS. POTUTO: Yes, because we can do
6 all the rest of them later, but Dr. Monk is on
7 this list. I think the answer is obvious, but,
8 nonetheless, I would like to have it on the
9 record explicitly.
10 MR. SMRT: It seems very appropriate,
11 then, for the institution to respond as it
12 pertains to Dr. Monk and the rest we can talk
13 about later.
14 MS. POTUTO: Right.
15 MS. JENNINGS: Did you say she
16 resigned under a settlement agreement? I didn't
17 hear you.

18 MS. STEFFENS: Yes.

19 MS. JENNINGS: Could you put your

20 mouth closer to the mike, please, Betty?

21 MS. STEFFENS: I apologize. We have

22 the settlement agreement and her resignation,

23 and there was administrative leave during the

24 investigation. But when we say settlement

25 agreement, it settled all issues, and one of the

1 issues we included in the settlement agreement
2 was her full cooperation with any investigation,
3 and Dr. Monk has fully cooperated. It was
4 important for us to obtain that.
5 I don't believe we had any disputes
6 regarding this agreement. It was to conclude
7 her employment and have a written document that
8 would refer her back, and it was important that
9 we have cooperation during the investigations
10 that followed.
11 CHAIRMAN THOMAS: As part of that
12 settlement agreement, were any financials
13 involved?
14 MS. STEFFENS: The remainder of her
15 contract was, I believe, up until the final day.
16 MR. PARK: I am sorry. I can't hear
17 you.

18 MS. STEFFENS: I am sorry. I am not

19 usually accused of --

20 MR. PARK: Get closer.

21 MS. STEFFENS: I am sorry.

22 MS. JENNINGS: Put it right up to your

23 mouth, Betty.

24 MS. STEFFENS: I will be happy to give

25 you a copy of this agreement and her

1 resignation, but the object was that she was
2 paid, I believe, through the month of July.
3 Dr. Monk, is that not correct? I
4 believe through July, 2007. Her contract was
5 about to expire, and that was worked in within
6 her resignation, which she signed it -- July
7 5th, which was the effective date, and she
8 signed it July 29th.
9 MS. POTUTO: And this was not listed
10 as a corrective action? Why? I have a concern,
11 and I think the Committee has a concern that if
12 anything is reported in this report that we are
13 reflecting what the institutional position is,
14 and no more than that.
15 MR. SMRT: She is listed in two places
16 in those pages that I just read to you, and she
17 is listed under Punitive Actions, that the

18 institution did not renew the contract of Monk

19 and Wright. That is correct.

20 Now, there is this "See Other

21 Charges." I guess technically she probably

22 should not be in "Other Charges" since she is in

23 (b). There is a distinction as being made very

24 clearly for a lot of purposes from (c) versus

25 (b).

1 MS. POTUTO: That answers it.

2 CHAIRMAN THOMAS: Okay. Any other

3 questions?

4 Dr. Monk, I understand that you have

5 elected to leave the proceedings with your

6 counsel; is that correct?

7 MS. MONK: Yes, sir.

8 CHAIRMAN THOMAS: Okay. Dr. Monk, I

9 want to advise you that after you leave the

10 hearing room, it is the Committee's expectation

11 that nothing that is said will involve

12 allegations concerning you.

13 Should the Committee believe that the

14 information being presented may affect you, the

15 Committee will cease discussion of that

16 allegation until you are given the opportunity

17 to participate.

18 You have the option of making a

19 closing statement now, and then dismissed, or

20 you may choose to return to the hearing room

21 after all the allegations with the University

22 have been addressed, and give your closing at

23 that time.

24 Do you want to give your closing now?

25 MR. HARGROVE: Mr. Chairman, thank

1 you. I can be repetitive, which I won't be.

2 CHAIRMAN THOMAS: Mr. Hargrove, you

3 elect to give the closing statement now?

4 MR. HARGROVE: What I am trying to get

5 at is in the spirit of brevity, I don't think

6 there is anything that I could add to what Dr.

7 Monk has said. I have tried to point out

8 through two mechanisms what her position is.

9 I have articulated in my two

10 responses. I have tried to point out things

11 that the Committee has let me point out. I can

12 argue about them. I don't know that in this

13 forum that is a good use of time.

14 It is all there. You have heard it.

15 I have been very explicit in my responses, my

16 written responses, and I think Dr. Monk has been

17 very explicit to you folks. So, I don't see any

18 strategic advantage or the necessity to sum it

19 up.

20 I think we have kind of done that

21 through the testimony to you. So, I won't labor

22 with it anymore, at least in this forum. So, we

23 will decline to make a closing comment. Unless

24 you need us to testify further, we are at your

25 call.

1 CHAIRMAN THOMAS: Okay. Thank you. I
2 do have to finish up with some additional
3 information to you and Dr. Monk. Thank you for
4 your comments, and we do appreciate your
5 response.
6 Does the University have anything that
7 it wishes to say?
8 MR. SMRT: No, we have no closing
9 concerning Dr. Monk and we will not say anything
10 about Dr. Monk in our closing.
11 CHAIRMAN THOMAS: Okay. The
12 enforcement staff related to Dr. Monk?
13 MS. THOMPSON: The only thing is I
14 would just like to thank you for your time and
15 cooperation as far as this case is concerned,
16 and thank you for making yourself available in
17 the numerous times I have asked and requested

18 you to be present. So, thank you. That's all I

19 have.

20 MS. MONK: You are welcome.

21 CHAIRMAN THOMAS: Dr. Monk, I am now

22 going to review with you and your counsel what

23 will happen after the hearing adjourns. The

24 Committee, after adjournment, will spend

25 whatever time is necessary in deliberations in

1 order to fully consider all the information in
2 the record, and then to resolve the issues and
3 determine if findings of violations are to be
4 made.
5 We will then consider the penalties,
6 if any, to be imposed. A member of the
7 Committee will be assigned to write a working
8 draft of the infractions report. That will take
9 approximately five to seven weeks.
10 The report will be divided into three
11 parts. One, an introduction in which the
12 Committee will provide an overview and context
13 of its findings. A section that discusses the
14 particulars of each violation.
15 A section that outlines and explains
16 the penalties.
17 Once the working draft is completed,

18 the entire Committee will review it, typically

19 on a conference call. The report then is put in

20 final form.

21 The Committee's public affairs liaison

22 will notify the president's office or the person

23 designated by the University to be notified.

24 This notification will occur 48 hours ahead of

25 the public release of the report. The

1 University will receive a copy of the report 24
2 hours before this release.
3 Dr. Monk, you will be notified 24
4 hours prior to the public release and receive a
5 copy of the report on the morning of the public
6 release. The public release of the report is
7 followed by a press conference with a member of
8 this Committee, usually the chair. There will
9 be no other statements by members of the
10 Committee about this case.
11 As to any appeal of the infractions
12 decision or penalty, you have 15 days from the
13 date the report is released to accept or to
14 appeal the decision. If you accept the
15 decision, the penalties are in effect from the
16 date of the public release. If you appeal, the
17 Infractions Appeals Committee will hear the case

18 and all appealed penalties are stayed until the

19 public announcement of its decision.

20 To exercise your appeal option, you

21 should send the notice of appeal form to Wendy

22 Walters at the NCAA. Ms. Walters is staff

23 liaison to the Infractions Appeals Committee.

24 You may submit your written appeal

25 within 30 days after the Appeals Committee

1 provides you with written acknowledgement that
2 it received your notice of appeal. Either Dean
3 Parkinson or Mr. Halloran will respond to your
4 appeal and represent the Committee on
5 Infractions at the appeals hearing.
6 The NCAA strives to preserve the
7 confidentiality of these proceedings and those
8 providing information. One aspect of that
9 effort is that in the public infractions report,
10 the names of individuals are redacted.
11 The requirement of confidentiality
12 also pertains to these hearings. The Committee
13 cautions all parties that you must refrain from
14 revealing what was discussed in the hearing
15 today, especially with the media, until after
16 public release of the infractions report.
17 You are free to leave. Thank you for

18 your attendance at this hearing today.

19 MR. HARGROVE: Thank you, Mr.

20 Chairman.

21 CHAIRMAN THOMAS: We will go to

22 Allegation No. 2 by the staff.

23 MS. THOMPSON: Members of the

24 Committee, Allegation No. 2 involves the failure

25 to monitor allegation against the institution

1 and the institution failed to monitor certain
2 aspects of the Athletics Academic Support
3 Services unit.
4 Specifically, the enforcement staff
5 believes the institution failed to take
6 appropriate steps regarding the following four
7 areas.
8 First, former director Mark Meleney
9 failed to sufficiently review and forward
10 information to the institution's NCAA compliance
11 staff when it learned of potential violations
12 involving the actions of Dr. Monk to determine
13 whether rules violations had, in fact, occurred.
14 Two, the institution failed to detect
15 or monitor that the MUH-2051 course was taken in
16 an inappropriate structured environment when the
17 number of student-athletes taking the course in

18 the 2006-07 academic year have more than doubled

19 than in the previous semesters.

20 Third, the institution failed to

21 detect that the Athletics Academic Support

22 Services Department had acted contrary to its

23 operating policies when it allowed Monk and

24 Wright to be present while student-athletes were

25 taking their online MUH-2051 exams.

1 Fourth, institutional personnel failed
2 to review a report generated by the Registrar's
3 Office that would have alerted the institution
4 that during the 2006-2007 academic year more
5 student-athletes registered in the MUH-2051
6 online course than in previous years, and that
7 the same year a disproportionate amount of
8 student-athletes were receiving higher grades in
9 the MUH-2051 exam than student-athletes that
10 were taking this course in previous semesters.
11 The institution and the enforcement
12 staff are in substantial agreement as to the
13 facts, and there are no remaining issues that
14 need to be discussed. Therefore, the Committee
15 should find this allegation as reported.
16 This concludes the staff's
17 presentation of Allegation No. 2.

18 CHAIRMAN THOMAS: The institution.

19 MR. SMRT: We agree that there was a

20 failure to monitor. Joyce used four components,

21 and I will touch upon very briefly some of

22 those. The first paragraph or the first

23 component is that several individuals came to

24 Mark Meleney questioning Dr. Monk's activities,

25 and Mark should have reported that on to the

1 Compliance staff.

2 He deferred to Dr. Monk's experience

3 in this area, that all was permissible. But he

4 should have contacted the Compliance staff about

5 that.

6 Paragraph (b) relates to the

7 structured or lack of structured environment.

8 Mark talked earlier about ideally what should

9 have gone on when athletes came in to get

10 tested. That was not done, and that was another

11 reason that some of this resulted in what it

12 did.

13 Paragraph 3 concerned whether there

14 was a policy that a tutor could not be present.

15 That was the practice. There wasn't a written

16 policy, that was the practice, but obviously

17 that was not adhered to.

18 The fourth, of all the things in this

19 No. 2, the thing that is most disappointing, I

20 guess, is that the institution was tracking the

21 number of athletes in courses and the

22 proportional grade the athletes were receiving

23 versus other students. We work with a lot of

24 institutions on compliance reviews, and we have

25 not come across another school that does this

1 type of report.

2 Unfortunately, this report didn't get

3 to the people it should have, and it would have

4 picked this up. So, the institution was doing

5 something that very few do to avoid this

6 situation. But the report didn't get to whom it

7 should have gotten to.

8 So, I think that a lot of this -- at

9 least the right piece of this could have been

10 avoided if the instructor would have done a few

11 things, but also if this report would have

12 gotten forwarded to where it should have gotten

13 forwarded to.

14 Again, there are not many

15 institutions, and I am not sure if I can tell

16 you of another one, that does this. But it just

17 didn't get to the people that it should have.

18 It has been going on since the mid-

19 1990s, and also got to where it was supposed to.

20 But there was never a problem. When a problem

21 arises, it didn't get to where it was supposed

22 to be. Dr. Abele can address that if you need

23 more detail.

24 CHAIRMAN THOMAS: Any comments from

25 the Committee?

1 MS. POTUTO: I have some questions in
2 here, and I am not entirely sure whether they
3 are more pertinent than when we discussed
4 penalties or with regard to the general failure
5 to monitor.
6 So, unless anybody cares, I think I
7 will do them now because some of them are
8 directed at student-athlete reinstatement. You
9 may not want to sit all the way through
10 penalties.
11 I want to try to understand a
12 little -- to make sure that I understand, first,
13 general policies there and some particulars with
14 regard to this case.
15 First, if I read your memorandum of
16 October 8, 2008, correctly, as of December,
17 2007, the Committee directive as to withholding

18 for academic fraud is now permanent

19 ineligibility. In other words, it is no longer

20 one and one, we are up to permanent

21 ineligibility.

22 MS. BAKER: Yes, that is correct.

23 MS. POTUTO: All right. Is that new

24 withholding what would happen without regard to

25 when an academic fraud violation may have been

1 committed. So, if I am in Nebraska and I
2 report, let's say, on February 15th, 2008, an
3 academic fraud incident that occurred in
4 September, '07, would the student-athlete in
5 Nebraska be subject to the permanent withholding
6 or the one and one? Are you looking at when the
7 academic fraud occurred, or when the
8 reinstatement request is made?
9 MS. BAKER: Yes, I appreciate the
10 question. We are looking at the time that the
11 conduct occurred. So, I think in your example,
12 I think you gave a fall of '07 conduct.
13 MS. POTUTO: Right.
14 MS. BAKER: So, then, we would be at
15 the older guideline, if you will, for student-
16 athlete reinstatement.
17 MS. POTUTO: Is this new, the

18 permanent withholding, has that been

19 disseminated to the member schools and the

20 Compliance people? How did you do it?

21 MS. BAKER: Yes, we are still in the

22 process of doing that. We have talked about

23 that at our Regional Rules Seminar. The

24 information has been disseminated for Division

25 I, and again there is a Division I specific

1 change in the guideline through the CCACA
2 Conference membership, and then hopefully that
3 is being disseminated down to their member
4 institutions.
5 But we are still in the process of
6 disseminating that information and very
7 respectful and cognizant of the notice function.
8 MS. POTUTO: The -- I lost my train of
9 thought. Let me back up a little so I can do
10 it. Those guidelines are for academic fraud.
11 If the student-athlete misrepresents, lies or
12 fails to disclose fully, as I understand it,
13 that is an add-on.
14 You have permanent ineligibility and
15 you don't know where it is going anymore. But
16 that is an additional consideration; is that
17 right?

18 MS. BAKER: Yes. I think we can cite

19 a false or misleading charge, if you will. So,

20 it could be an additional charge.

21 I would like to state I think as most

22 people in this room know that the permanent

23 ineligibility is a starting point. It does not

24 mean that there is no room to mitigate from that

25 point.

1 MS. POTUTO: What is relevant to
2 mitigation?
3 MS. BAKER: Well, as you know, we take
4 all of the information that is presented before
5 us, and much of that can be deemed mitigation.
6 The individual culpability of the student-
7 athlete is something that we look at; the
8 institution's culpability and responsibility in
9 the circumstances.
10 MS. POTUTO: Explain that to me,
11 because I had obviously misunderstood. I
12 thought that institutional culpability was this
13 Committee, and what you look at was student-
14 athlete culpability exclusively. Obviously, I
15 misunderstood.
16 So, if you would explain what exactly
17 you do with regard to institutional culpability

18 when you are looking at the student-athlete's

19 responsibility.

20 MS. BAKER: Yes. Thank you. Perhaps

21 I misspoke. Obviously this body has the purview

22 over the institutional responsibility, and our

23 Division I Student-Athlete Committee does look

24 at the student-athlete culpability.

25 When we talk about the institution's

1 involvement, some of that can take into account
2 misadvisement and other types of conduct that
3 may affect the culpability of the student-
4 athletes.
5 MS. POTUTO: Let's look at this case
6 in particular. You went from, I guess it would
7 have been -- would it have been permanent
8 ineligibility considering when the request was
9 made, or are you still under a one and one at
10 that point?
11 MS. BAKER: We were still at the
12 starting point for seed of season, charge of
13 season, one on one.
14 MS. POTUTO: You had not moved to an
15 additional one yet?
16 MS. BAKER: Not for this case, yes.
17 MS. POTUTO: Okay. You went from one

18 on one to 30 percent for one year, which, I

19 guess, most people would say a hefty decrease.

20 How much of that was based on your

21 decision that institutional responsibility

22 mitigated student-athlete responsibility?

23 MS. BAKER: It is hard to say in a

24 succinct way. As you know, as you have read the

25 materials, this has been an extraordinary

1 situation and extraordinary circumstances.
2 Within the review of the student-athlete, we
3 look at things in totality, so that includes the
4 entire circumstance.
5 MS. POTUTO: Well, let's talk about
6 this case. What are the entire circumstances
7 here? How much of it was claimed by the
8 institution as to institutional responsibility
9 that you thought mitigated student-athlete--
10 the first 19, 20, or 21, I never did get the
11 number straight because it was a floating
12 number. Fifteen of those initially you decided
13 deserved one and one; is that right?
14 MS. BAKER: Yes, in our first review
15 of the matter, yes. I can say that those 15, I
16 believe, had an institutional charge, if you
17 will. The institution itself charged student

18 conduct violation.

19 That is important in what we look at

20 from student-athlete reinstatement, because the

21 institution is finding some culpability through

22 their process as it has gone through their

23 entire student conduct code process. So, that

24 was important for us.

25 The status of those students changed,

1 and we got new information. As you know, this
2 case has evolved and you have heard it today and
3 you have read it, and I am sure over the last
4 several weeks through the materials and the case
5 evolved, and we had reconsideration based on new
6 information and additional information.
7 MS. POTUTO: I am interested,
8 obviously, in the institutional culpability
9 part. What you did with student-athletes is
10 over in your end of the world. But the
11 reassessment of student culpability, based on
12 the information they were not culpable, or was
13 it based on information presented that the
14 institution really bore the brunt of the
15 violation?
16 MS. BAKER: It is based on the
17 culpability of the student-athletes. In

18 addition, as you know, we do have some precedent

19 within this particular area. We look at that,

20 the fact that the institution did not charge

21 within its own administrative process.

22 The student code of conduct was

23 important to the view from our staff on the

24 culpability of the student.

25 MS. POTUTO: That is awfully general.

1 Could you be more concrete?

2 MR. LENNON: If I may, Jo, very

3 quickly. The staff and the Reinstatement

4 Committee obviously operate with the authority

5 that they have been given and within the

6 guidelines that have been established to look at

7 mitigation.

8 MS. POTUTO: Mr. Lennon, can I stop

9 you a second? As I understand it, this was the

10 staff based on Committee's guidelines and

11 discretion. The Committee was not involved at

12 the decision-making stage; is that right?

13 MR. LENNON: That is correct.

14 MS. POTUTO: Okay.

15 MR. LENNON: The staff operated with

16 the authority it has been given to consider the

17 mitigation well within its authority and balance

18 to do so. Specific to your question, I think

19 maybe we can get right to it.

20 When the institution came forward and

21 said this is the environment that existed within

22 this course, or the courses in question for

23 these students, they did indicate that there

24 were institutional problems.

25 There were challenges that needed to

1 be considered when you looked at the individuals
2 in their specific culpability. So, if the
3 question is was that factored in? I think the
4 answer is it absolutely was.
5 I can also share with you that the
6 staff did not simply accept whole cloth without
7 any thought to the 30 percent. That was the
8 source of lengthy conversations as we looked
9 again at individual culpability across all the
10 stats, looked at the institution's response and
11 the climate that they talked about that these
12 violations occurred within and reached the 30
13 percent.
14 MS. POTUTO: I don't want to
15 interrupt, but I want to be clear on the facts.
16 I thought, and I may well have misread this,
17 that the initial proposal from the institution

18 was 20 percent.

19 Did I misread it? Was it always 30

20 percent?

21 MR. SMRT: It was 30.

22 MS. POTUTO: Okay.

23 CHAIRMAN THOMAS: Any other questions?

24 MS. POTUTO: Yes, I have not finished

25 this yet.

1 CHAIRMAN THOMAS: Let me ask one
2 question. When it comes to mitigating
3 circumstances, is this the final destination or
4 is there another body to address that, or are
5 you-all the final destination regarding
6 unethical conduct or academic fraud?
7 MS. BAKER: I am sorry, Mr. Chairman.
8 In general or in this specific instance?
9 CHAIRMAN THOMAS: Both.
10 MS. BAKER: Well, for this specific
11 instance, the staff was the final decision-
12 making body, because the institution did not
13 choose to appeal the staff's decision. There
14 is, as you know, an opportunity to appeal, and
15 that would be to the Division I Student-Athlete
16 Reinstatement Committee.
17 MS. POTUTO: Can I pursue that? If I

18 ask for 30 percent and I get 30 percent, what

19 would I be appealing?

20 MS. BAKER: I don't believe you need

21 to appeal anything.

22 MS. POTUTO: I would think that

23 somebody would send me to a psychiatrist

24 quickly, I believe. All right. So, if I heard

25 Mr. Lennon correctly, the student's culpability

1 was determined to be mitigated because of the
2 additional information provided by the
3 institution about the institutional -- the
4 environment that was created at the institution
5 out of which this occurred?
6 MR. LENNON: I think that is a fair
7 statement.
8 MS. POTUTO: And the institution
9 agrees that was the case that you presented?
10 MR. SMRT: I think it is as stated in
11 the restoration request. We said this is an
12 institutional problem and the athletes should be
13 given credit, some credit because of the
14 institutional problem.
15 MS. POTUTO: Okay. And would you
16 agree that the institutional problem was of a
17 large magnitude if the student-athlete

18 reinstatement staff were willing to give such a

19 credit to the student-athletes because of the

20 institutional culpability?

21 MR. SMRT: I didn't hear Reinstatement

22 say what percentage, so I don't know what

23 percentage it was.

24 MS. POTUTO: I know they started out

25 with one and one for 15 of them. I don't know

1 what happened with the others. They started out
2 with one and one, and they came down to 30
3 percent, and there was on the submission as to
4 the environment and the institutional
5 culpability.
6 Would you agree with that part, or was
7 that cited accurately without regard to a
8 conclusion, or that it --
9 MR. SMRT: I hope the institution did
10 a good job in their letter and they convinced
11 the Reinstatement staff that it should reduce to
12 30 percent. What percent was it? The
13 institution said penalizing -- take away
14 something from the athletes because more of it
15 is the institution.
16 That was four or five points that we
17 made. I can't tell you which factor they used.

18 I would think it was used. I don't know how

19 much.

20 MS. POTUTO: Let's put on the record

21 what other factors were there.

22 MR. ABELE: May I present from the

23 academic vice-president's perspective some

24 context for this?.

25 MR. ABELE: May I from the academic

1 vice-president's perspective have some context
2 for this?
3 MS. POTUTO: Well, yeah. I mean, I
4 have read all the stuff and I understand the
5 context. I am just trying to find out on the
6 presentation to Student-Athlete Reinstatement
7 what the considerations were that you raised.
8 I am going to inquire of them whether
9 they can tell me, you know, how they assessed
10 it. They may say no.
11 MR. ABELE: I will try and do it in
12 three minutes. In my 25 years in academic
13 administration, I have never seen so many
14 factors so unfortunately come together.
15 VERY BRIEFLY, This faculty member
16 taught a course for many years. He went on
17 sabbatical. Two people took the course who had

18 open book. The professor came back and violated

19 our own guidelines on the requirement for

20 proctoring of all online exams, whether you are

21 on campus or off campus.

22 When he then met with students, the

23 first 21 students he found one asked for a

24 hearing, four he found not responsible even

25 after they had admitted culpability to some

1 extent.

2 Sixteen, he had signed a Step One

3 Agreement for academic misconduct. Then when

4 some students found out that he gave other

5 students a by, they went back and he started

6 reversing himself.

7 My feeling at that point was the

8 faculty did not follow stated University

9 guidelines, that the two terms before all of

10 these things happened, the faculty member who

11 taught the course was, in my view, was

12 ridiculously lax, if not to the extent that was

13 portrayed earlier, but still lax, nonetheless.

14 And the fact that the faculty member

15 kept changing his mind on how much the students

16 knew about the course during his interview. Our

17 academic honor policy requires the faculty

18 member and the student as the first point of

19 contact.

20 So, by this time it was a mess. We

21 conveyed that to the individuals here, and

22 apologized, and as I will apologize to everyone

23 here. We should never be here if the faculty

24 member had followed what is published in the

25 University and what is required.

1 So, that is how the University felt
2 culpability. We did not monitor that faculty
3 member and his responsibility for proctoring,
4 which is very specific. That is if you are off
5 campus, you must obtain a proctor's
6 certification in advance.
7 That proctor's certification has to be
8 accepted and then the exam given. He ignored
9 all of those things.
10 MS. POTUTO: Can I just inquire? How
11 about the other two professors that taught this
12 course, were they also in violation of the
13 protocol?
14 MR. ABELE: Yes, they were. However,
15 because they said it was open book, that changed
16 it somewhat. But they still violated the
17 protocol that requires proctor certification.

18 MS. POTUTO: So, the four or five

19 things that were presented to Student-Athlete

20 Reinstatement were, one, it is a mess that the

21 professor is moving back and forth on this and

22 it is a moving target; two, the institution is

23 culpable is the second piece of it.

24 Mr. Smrt, you said you had two or

25 three others.

1 MR. SMRT: In our October 15th
2 submission to Reinstatement, we list out almost
3 ten points that we think litigated individual
4 student-athlete responsibility. I can read
5 those to you if you want. Those would be
6 included in our most recent submission this week
7 to you.
8 MS. POTUTO: I can read it. I will
9 look. Let me get back to Student-Athlete
10 Reinstatement.
11 MR. BECKHAM: Professor Potuto, may I
12 add what you asked us for and explain that would
13 relate to the considerations that were weighed
14 with regard to institutional and individual
15 culpability?
16 I wanted to mention one other, if that
17 would be permissible. During the fall, I served

18 on the Ad Hoc Committee appointed by the

19 president to review the information that we had

20 following the Audit Services investigation,

21 which Provost Abele chaired.

22 Throughout that fall term of 2007, we

23 were incrementally adding to a body of

24 information that we felt pointed towards

25 implicating additional students beyond the

1 initial students who came forward and admitted
2 their involvement in misconduct in the course.
3 However, the body of evidence that we
4 had, we continually debated as a Committee
5 because we did not feel it was sufficient to
6 meet the standard of the honor policy, which was
7 the preponderance of the evidence.
8 One of the factors that led to the
9 decision to approach the NCAA staff had to do
10 with trying to build a base for a penalty that
11 would honor our obligation under the NCAA
12 eligibility standards, but at the same time
13 provide a basis for encouraging students who we
14 felt were implicated to come forward and admit
15 their involvement.
16 So, another factor of meeting at the
17 NCAA headquarters in November was our desire as

18 an institution to provide some encouragement to

19 students to come forward who had not done so.

20 That was a related factor.

21 MS. POTUTO: I have a question over

22 here to Student-Athlete Reinstatement. If the

23 institution said we are in such a mess about how

24 the course was set up by the professor and how

25 we are going to be able to figure out how many

1 others may have been involved, I assume that you
2 are saying that that weighs into your
3 determination as to the individual student-
4 athlete's culpability.
5 MS. BAKER: I would say yes, the
6 culture that was created and the environment
7 that was created, and the documentation that we
8 had of that does weigh in and work, I guess, in
9 favor of the student-athlete, if you will, and
10 lessen their culpability because of the
11 environment that was created by the institution.
12 MS. POTUTO: Okay. Now, if I am a
13 student-athlete in fall, '06, and I used the
14 assistance rendered on three of the six quizzes,
15 and I am ineligible at the time I committed the
16 academic fraud, if my institution comes -- I
17 have done this in fall, '06, and my institution

18 comes forward in February, '07, and I have

19 competed in that fall, have I competed while

20 ineligible if I am engaged in academic fraud?

21 MS. BAKER: There are a lot of things

22 that go into that. But if the conduct occurred

23 in the fall and was deemed to be academic fraud,

24 then that student-athlete would be ineligible.

25 MS. POTUTO: From the time of the

1 conduct?

2 MS. BAKER: Well, it again depends on

3 the investigation timing and the interpretation

4 and when the interpretation is garnered.

5 MR. LECHNER: Jo, I have just one

6 question.

7 MS. POTUTO: Sure.

8 MR. LECHNER: Simply put, what is the

9 essence here, the fraud or the finding of the

10 fraud? What triggers it, the actual commission

11 of the fraud or the finding of the fraud? It

12 seems to me that it would have to be the fraud

13 itself. Whether there is a finding or not, the

14 fraud exists.

15 MS. BAKER: I would agree with you as

16 would our Committee, yes.

17 MS. POTUTO: Okay. So, once I find it

18 and I self-report it, and you determine that you

19 agree with me, the student-athlete is ineligible

20 from the time of the commission of the academic

21 fraud, then I am seeking reinstatement.

22 It is not when I find out about it, is

23 it, because in that case I could be dilatory,

24 right?

25 CHAIRMAN THOMAS: Professor Potuto

1 gave an analogy early on about something
2 happened in September, '07, you found out about
3 it in February, '08, and you indicated that
4 September, '07, was the time that the
5 ineligibility would be rendered. So, which one
6 is it? I am confused.
7 MS. BAKER: No, I think that is
8 correct. I think that is an accurate depiction
9 and I would agree with Professor Potuto's
10 question.
11 CHAIRMAN THOMAS: That was my
12 understanding when it was brought to my
13 attention last year about the change in the
14 academic fraud situation from our compliance
15 people.
16 So, I guess I won't -- I understand
17 now the consistency part of it now, so I am

18 clear on it. Thank you.

19 MS. POTUTO: Let me get back to the

20 institution, because you did have athletes who

21 committed the academic fraud in fall, '06, and

22 you had some in spring, '07, a lot in spring,

23 '07, and a few in summer, '07.

24 We now know from the commission of the

25 academic fraud they are ineligible and the

1 Committee, at the request of the institution
2 about regular season and conference competition,
3 and I think their response back was it is our
4 position that they didn't compete while
5 ineligible.
6 Does that mean that none of the
7 athletes in fall, '06, competed?
8 MR. BECKHAM: Mr. Chairman, may I
9 respond in part?
10 CHAIRMAN THOMAS: Yes.
11 MR. BECKHAM: The question of
12 eligibility with regard to the point at which it
13 occurs also influences, and the notion of a
14 dilatory response by an institution is not
15 consistent, in my view, with what the
16 institution did in this case.
17 To be dilatory would suggest that we

18 were negligent. I would urge the Committee that

19 we exercised due diligence here. So, to punish

20 due diligence is different than punishing a

21 dilatory conduct.

22 MS. POTUTO: I used the word, but I

23 wasn't referring to you at all. I was just

24 trying to find out where they timed it. If it

25 sounded like I was describing what Florida State

1 did, I apologize, because that was the furthest
2 thing from my mind.
3 If you had athletes who competed in
4 fall, '06, and they are ineligible from the time
5 of the academic fraud, then you have athletes
6 who competed in regular season and conference
7 competition.
8 Now, were there any fall, '06 -- were
9 all of them in fall, '06, in the course for
10 which a finding of academic fraud was made, did
11 none of them compete? I have the same question
12 for spring, '07.
13 MR. SMRT: We assume some of the
14 athletes that competed in which fraud was
15 committed in the fall of '06 and spring of '07,
16 participated in regular season and
17 championships.

18 Our response this week was that we
19 couldn't within a matter of two days come up
20 with 61 athletes' regular season games, et
21 cetera. So, that was our response about the
22 specifics.
23 Now, Betty can tell you about the
24 statement in there that these have been
25 resolved.

1 MS. STEFFENS: Professor Potuto, I
2 think you are obviously working with a set of
3 principles that you are very familiar with and
4 your staff are working from, and I wish we fit
5 in them as perfectly as you wished that we may
6 fit into them.
7 But I don't think we fit in all the
8 categories, and we were on both sides of the
9 shop here asking for advice a year ago from
10 today. If we knew somebody was ineligible, we
11 sat them.
12 I know that is different than where
13 you are going. But let me start with what we
14 knew and how we got there. When we found out
15 somebody was ineligible, we sat them down and we
16 started communicating on what to do next.
17 We sort of got two sides of the shop

18 involved at NCAA on how do we deal with this

19 eligibility? You have heard them talk about the

20 mitigating factors and the circumstances and all

21 of that.

22 In our minds, and I am not speaking

23 for the NCAA staff, we needed to resolve all of

24 these issues as best we could in one fell swoop

25 with regard to eligibility if we were going to

1 get to move forward.

2 We had students with lawyers, we had

3 students without lawyers, we had categories of

4 honor code. We were not going to go anywhere.

5 We would be playing players that we should not

6 be playing that we knew probably had done

7 something wrong.

8 One of our goals was to bring it in

9 for a landing with some finality, and with the

10 truth on the record as to who did and didn't

11 take advantage of our problems within this music

12 class.

13 We believe or we believed what we came

14 away with last November, after we tooled up here

15 to Indianapolis, was a resolution of

16 ineligibility. Maybe we are wrong, maybe we are

17 naive, but we felt that we resolved the issue of

18 eligibility for these students.

19 They were to pay the 30-percent

20 penalty of their season. Whether or not, and I

21 know you are an expert so I apologize, that

22 there was not a discussion that, oh, by the way,

23 there is this other eligibility issue.

24 If that child played, even though you

25 didn't know about it, and they had been in that

1 guy's last, even though the instructor didn't
2 find them guilty, they now are guilty. So, we
3 have that dilemma that not all these young
4 people were cheating to the same degree or
5 guilty to the same degree, we put them all in
6 the same box, and then we nullified the class.
7 Now, that is another concept that you-
8 all will have to work with us on. We took it to
9 the faculty, and had it wiped off the record.
10 Those young people weren't in that class. It
11 was nullified. It was a do-over.
12 They were to be held harmless for
13 purposes of eligibility so they could keep their
14 scholarships and they could move forward.
15 MS. POTUTO: Let me just clarify this.
16 This Committee doesn't deal with eligibility,
17 but we do deal with the vacation of records,

18 because a participation of ineligible student-

19 athletes, that is a different issue, and for

20 that issue, at least one person's view up here

21 is they compete while ineligible.

22 What the student-athlete reinstatement

23 did, was restore them to eligibility going

24 forward. They can't fix the ineligibility that

25 occurred prior. They can impose some penalty on

1 the student-athletes for the academic fraud.

2 But the ineligible participation that

3 occurred for purposes of the institution is a

4 vacation issue.

5 MS. STEFFENS: I obviously recognize

6 this body has the authority and discretion to

7 decide that issue. Part of what I would

8 suggest, as you are using your discretion, that

9 we didn't fit into a box, that we had a variety

10 of issues involved, we had a class that was

11 wiped off, all our records for all our student-

12 athletes, not just the kids that admitted

13 culpability. It was a nullity.

14 Now, you may --

15 MS. POTUTO: Let me give you another

16 piece of what I am thinking about. So I will

17 just put it on the floor so you can respond.

18 You nullified the class after they completed the

19 class and got the second grade; is that right?

20 MS. STEFFENS: No, ma'am.

21 MR. WETHERELL: I believe we nullified

22 that class, period. Some students retook it and

23 got the same grade. Some people got a different

24 grade. I will defer to the provost. Some

25 students didn't retake it at all, I think.

1 Is that correct?

2 MS. POTUTO: I didn't ask the question

3 correctly. If I am a student-athlete in fall,

4 '06, and I committed the academic fraud, I went

5 to Student-Athlete Reinstatement and I was

6 reinstated to eligibility.

7 If that class in fall, '06, were

8 removed from my record, I might not have enough

9 credits to be eligible the next year. I might

10 not have a grade that meets the required GPA

11 requirement.

12 I might not have made the six hours.

13 I may not have made a host of eligibility

14 requirements. I don't think that is what you

15 did. I think those grades stayed, the credits

16 stayed until the course was retaken.

17 Now, if I misunderstood how you

18 described it, please correct me.

19 MR. BECKHAM: May I at least offer an

20 observation in that regard? Professor Potuto, a

21 consideration that weighed in my mind with

22 regard to the approach that we used for this was

23 that if we nullified the course prior to the

24 opportunity for a retake, it would affect the

25 financial aid and support for him of the

1 students who were involved in this course.

2 These include both Pell Grant and

3 student loans, and other support. That would

4 have been an undue hardship on the 61 athletes

5 that were involved.

6 MR. WETHERELL: If I could also on

7 that, to follow up, yes, ma'am, you are correct.

8 But as has been pointed out, there were other

9 issues at stake ranging from financial aid. We

10 have a program in Florida called Bright Futures.

11 We have a program called Prepared.

12 There were significant ramifications.

13 Part of the reason that we are here today and

14 part of what we suggested in our opening

15 statement, this is a unique case and does not

16 fit into that box.

17 We can sit around and play what if

18 games for a long time. We hope that we don't do

19 that because part of it is that we sort of did

20 that to get to the situation where we could

21 present you with a set of facts that are in

22 disputable.

23 If we would have done that, then we

24 would have said okay, son or daughter, or

25 whoever, take this other course in the summer,

1 and they would not have been ineligible at that
2 point in time.
3 I don't believe the course itself, and
4 I may be wrong, by failing that course at that
5 moment in time did not make anybody ineligible.
6 If they would not have had the courses, the
7 other courses for the summer school they may
8 have been.
9 I think there were a couple of
10 students in that circumstance. But generally
11 speaking, that one course at that moment in time
12 did not change anything. It had the
13 implications to change something should somebody
14 then had not taken an extra three hours the
15 following semester to get eligible for the fall.
16 I believe that to be the case.
17 MS. POTUTO: I am not necessarily

18 suggesting that you needed to do something else.

19 I am just putting in context the vacation issue,

20 because that is one that can be handled now

21 without regard to trying to remake history.

22 But as long as the question came up,

23 are you confident if the course had been -- if

24 you were not able to use the course, that

25 everybody would have been eligible the semester

1 subsequent to the academic fraud on six hours,
2 twelve hours, GPA?
3 MR. WETHERELL: I believe we looked at
4 that and there might have been, Stacey, if I am
5 correct, there might have been potentially one
6 student , if I am not mistaken, that may
7 have fallen in that circumstance.
8 I don't want to be held to that one.
9 But again part of the discussions with
10 Enforcement and Reinstatement dealt with this
11 whole issue in a broader sense, because we
12 realized we were going to be before you at some
13 point in time.
14 And certainly what you have raised is
15 a legitimate question and a legitimate issue,
16 and it deserves to be aired. But it begs the
17 question of how we got to where we are and are

18 able to share with you facts, not, well, we

19 think.

20 We are pretty darn sure of what might

21 have happened here, as embarrassing as it might

22 be. I will speak to some of that other in the

23 closing if you like.

24 CHAIRMAN THOMAS: From the chair's

25 position, I do understand the arduous situation

1 that the University was in in terms of student-
2 athletes' eligibility and how that impacted a
3 whole lot of other variables.
4 However, I think that the situation
5 with the reinstatement moving forward, I think
6 the Committee would have to take a look at the
7 ineligibility that was happening at that time
8 and consider the vacation issue from that time
9 prior to the reinstatement by the NCAA. So, I
10 think that is where we are.
11 If the Committee has -- Jo, do you
12 have anything else?
13 MS. POTUTO: No, I am pretty sure that
14 everybody would like me to shut up, so I don't
15 have anything else.
16 MR. LYONS: Just one comment on that,
17 and from the membership. I have been doing this

18 for over 20 years, and I think there is a

19 reinstatement, and obviously here we are talking

20 about academic fraud and 10.1.

21 But there are other things that fall

22 under 10.1. One, gambling. You know,

23 ineligibility also is in Bylaw 16 that, you

24 know, is that at the point in -- I don't think

25 that the membership has a belief, and I could be

1 wrong, that at the time of that extra benefit,
2 or 10.1, that is the time that the individual is
3 ineligible and anything after that.
4 I believe the membership is once we
5 find that and we have enough evidence to know
6 that there was a 10.1 or a Bylaw 16 violation,
7 from that point forward this student-athlete
8 would be withheld from competition until
9 reinstatement occurs.
10 I don't think we have ever gone back,
11 and there are a lot of cases in Bylaw 16 on
12 extra benefits that we, as a membership, in my
13 20 years of doing this, we have not done that.
14 And also in 10.1 issues, gambling, we have not
15 gone back and said that is a point that you
16 define.
17 MS. POTUTO: Who is we?

18 MR. LYONS: The membership.

19 MS. POTUTO: But "we" in what context?

20 You can't go back for purposes of student-

21 athlete reinstatement and fix what has occurred,

22 although the period of ineligibility may weigh

23 on whatever they do in terms of reinstatement.

24 It is a different issue when you are

25 talking about whether a record should be vacated

1 because of the ineligible participation.

2 MR. LYONS: I guess my point is, Jo,

3 that this has never been discussed with the

4 membership. As I said, I could be wrong on

5 that. This is the first time I have ever heard

6 and asked the question of that, is when does

7 that become ineligible? I don't think the

8 membership has been applying it that way.

9 MS. POTUTO: I am pretty sure the

10 Committee has.

11 CHAIRMAN THOMAS: Go ahead. Being a

12 part of the membership, I have got to say that

13 it has always been our thought, who our member-

14 ship is if a student-athlete participated during

15 the fall of '07 and academic fraud was going on

16 that semester, confirmed that that actually did

17 happen, but it didn't come to light until May of

18 '08. It clearly was my understanding that it

19 was retroactive, for the lack of a better word,

20 to when it actually happened.

21 So, if you took it from the time it

22 came to light in May and forgot about when it

23 actually happened in the fall of '07, then what

24 is the use?

25 MR. LYONS: I guess my point is at the

1 time of the academic fraud, if you go back to
2 the satisfactory progress rules, everything
3 before that time, everything that has been
4 certified without using that course.
5 If at that time there was academic
6 fraud, the student had not even used that course
7 for academic purposes to be certified eligible
8 or not. So, I think that is the issue to
9 debate.
10 CHAIRMAN THOMAS: I am sorry. I
11 didn't mean to interrupt you.
12 MR. LYONS: That is all right.
13 CHAIRMAN THOMAS: If you used that
14 premise, then virtually somebody could commit
15 academic fraud and say, well, I didn't while
16 eligibility, therefore, I am not ineligible.
17 But they have committed academic fraud.

18 C category.

19 So, I think she is in there already.

20 So I guess we would ask that you take her out of

21 C and she is already in B, I guess. So, with

22 that, I guess the people in C, we do not say are

23 culpable in this case. We have taken that

24 position throughout the investigation.

25 In the president's response, we put

1 point.

2 MR. LYONS: I mean, there is still a

3 violation there, but they weren't using that

4 course for purposes of meeting the satisfactory

5 progress requirements.

6 CHAIRMAN THOMAS: Okay. We will move

7 on if there is nothing else. At this time,

8 before we get to closing statements, we will go

9 through the University's discussion and

10 clarification with the corrective actions and

11 penalties.

12 MR. SMRT: Did you want -- I thought

13 the Committee had some questions of us. I think

14 that corrective and punitive and other actions,

15 as I mentioned, it was probably more appropriate

16 to put Dr. Monk, and she is listed in the B

17 category of a punitive action as opposed to the

18 C category.

19 So, I think she is in there already.

20 So I guess we would ask that you take her out of

21 C and she is already in B, I guess. So, with

22 that, I guess the people in C, we do not say are

23 culpable in this case. We have taken that

24 position throughout the investigation.

25 In the president's response, we put

1 that in there to show the changes made in the
2 institution over the past year, 18 months.
3 There was no intent to somehow insinuate that
4 that somehow the individuals are responsible
5 directly for any violations in these
6 allegations.
7 MR. WETHERELL: If I could speak to
8 that just a minute. I am trying to say this
9 where I don't get us all in trouble. I think
10 without trying to do a closing statement, the
11 Committee recognizes that there was an
12 atmosphere in athletics, particularly the
13 academic support, that was unacceptable.
14 I mean, you have heard everyone from
15 Ms. Monk to others say that certain things were
16 happening. The provost and I, from an academic
17 standpoint, don't believe it is appropriate that

18 someone take a test for one another. It is just

19 unacceptable.

20 To suggest that we knew all of the

21 things that we know today in January of

22 February, whenever, of '07, I guess it was, of

23 last year is not true. We didn't know

24 everything then.

25 But in terms of, let's say, the

1 athletic director, he and I met in January and I
2 advised him at that point in time that his
3 contract would not be renewed. This issue
4 didn't come up until March, so to say that it
5 was directly related is not true.
6 But the reason that we didn't or I
7 didn't extend that contract was that I was
8 concerned about some of the things that were
9 going on in athletics at that point in time. I
10 was concerned about class attendance, I was
11 concerned about some issues that were going on
12 with the way our students were conducting
13 themselves publicly.
14 There were a variety of issues going
15 on that while I did not specifically know of the
16 music course or the sports, whatever quiz, we
17 were uncomfortable and we had agreed, the

18 athletic director and I, that we were not going

19 to extend that contract.

20 At his request, so he could find a job

21 and do some things, we didn't make that public.

22 It didn't become public until July at which time

23 this had begun to happen. So, to say directly

24 that it was that cause would be incorrect.

25 But to say that we were pleased with

1 what was going on in academic support prior to
2 that, we weren't, quite frankly. When you look
3 at Ms. Overton, her job was, I don't know--
4 what is the term I am trying to use?
5 MR. ABELE: Student Services.
6 MR. WETHERELL: Her job was to help
7 students act responsibly and do the right thing.
8 Clearly, they were not doing the right thing.
9 We didn't know the details, but we knew
10 something wasn't working out.
11 We have had a nepotism policy at
12 Florida State for a while. It has been pretty
13 well-documented in certain sports about that.
14 But to have a staff member hire their daughter
15 in a sport that we directly supervised, that
16 wasn't getting the job done at that point in
17 time.

18 So, there were a lot of things that

19 were happening that we wanted to correct. So, I

20 guess that is just where I am coming from in the

21 whole deal, so that everybody doesn't misunder-

22 stand.

23 Now, everybody chose to leave. If it

24 had been up to me, to be very honest with you, I

25 would have fired Monk. But the athletic

1 director said no, no, we don't want to do that.
2 We want to work out this agreement and we are
3 going to need this and we are going to need
4 that. You know, that is the way the thing came
5 down.
6 So, trying to answer, Jo, your
7 questions, I can't tell you exactly all of the
8 rules, but there was concern and we had agreed
9 in terms of the Athletic Department to reshape
10 it. I wanted an Athletic Department that was
11 more involved in student activities and more
12 involved in the University and less involved as
13 operating as an island.
14 If you look at the athletic director
15 that we have now, there is an open door policy,
16 not just for staff but for student-athletes.
17 Our staff is involved with athletes. It is a

18 more wholesome atmosphere. That was the

19 intention.

20 This just happened to come up after we

21 had made most of those decisions and started

22 most of those changes in place. While the

23 public may have known about them, we knew about

24 them internally.

25 So, I don't know if you put them on

1 this list or that list, or how we get to which
2 list. But there were changes that were going to
3 be made no matter what happened. This may have
4 just come back, if it makes you-all feel better,
5 and we reaffirmed it, it doesn't. But the fact
6 of the matter is we were going to make some
7 changes no matter what happened.
8 MR. SMRT: I might just piggyback on
9 to that. I want to make sure, because this is
10 more of a housekeeping item, I guess. If you
11 turn to Page 22 of the institution's response,
12 and that is the page that says "Other Changes"
13 under C.
14 I have mentioned to you that it is
15 appropriate to take Dr. Monk out of there
16 because she is in B, and I guess while we are
17 doing that we should take Mark out of that also

18 because he is over in B. So, these other

19 changes would not include Monk and Meleney.

20 MS. JENNINGS: How about Goldsmith?

21 MR. SMRT: MS. JENNINGS: resigned

22 early on, June or July during the middle of the

23 inquiry. When Goldsmith left, there was -- when

24 he left there was no path leading to Goldsmith

25 at that time.

1 I can't say there was no information.
2 I think there was no information. It was very
3 little, if anything, about Goldsmith when he
4 left. By that time not all the athletes had
5 been interviewed. Goldsmith left on his own
6 volition.
7 MS. JENNINGS: Well, the reason I
8 asked that, you had said before that none of the
9 people in C are culpable in this case except for
10 Monk. That is inaccurate if you leave Goldsmith
11 on there.
12 That is fine to leave him on, but the
13 statement is not accurate anymore, is it?
14 MR. SMRT: I guess I was thinking
15 about the time of the departure. But you are
16 correct, we obviously think that Goldsmith
17 violated unethical conduct. We didn't have that

18 information at the time of his departure.

19 CHAIRMAN THOMAS: Any other comments

20 from the Committee? We will take a five-minute

21 break before we go to closings.

22 MS. MYERS: Just a quick question on

23 penalties. In looking on Page 21 where you have

24 the reduction of scholarships, are the students

25 that you used, the number of student-athletes

1 that you used in calculating that, are they the
2 ones listed on 23 through 25, or are there more
3 that I don't see?
4 Where you have listed the number of
5 grants, at the top you have this formula that
6 you used. Are the number of student-athletes
7 that would have been used in that formula the
8 student-athletes that are listed back under 23
9 to 25?
10 MR. SMRT: Yes.
11 MS. MYERS: Okay. A quick follow-up.
12 I have looked at this five times and my eyes are
13 about crossed, so I may have missed it. I
14 didn't see a . listed on
15 those pages, and yet there was a reduction
16 there.
17 MR. SMRT: How about in the Case

18 Summary? Some names were added to the Case

19 Summary.

20 MS. MYERS: That is why I asked. Are

21 there more besides on this chart? So, that is

22 what I as looking at. Okay. You have answered

23 my question. I will go back and do that.

24 MR. SMRT: Formulas are predicated on

25 the number of involved student-athletes. There

1 should be 61 assorted in the 11 sports or 10

2 sports.

3 MS. MYERS: I understand, but the

4 .. was not listed on that chart.

5 So, okay where did that come from? Thank you.

6 Yeah, Jo, don't correct me.

7 CHAIRMAN THOMAS: If there are no

8 other questions, we will take a five-minute

9 break and come back for closing arguments.

10 Thank you.

11 (RECESS.)

12 CHAIRMAN THOMAS: Let's start, please.

13 If the institution and the enforcement staff

14 have addressed all the issues they wish to

15 address and presented all the information you

16 wish to present, then we will move to closing

17 remarks.

18 Just as with opening statements,

19 closing remarks should not rehash, I emphasize,

20 rehash, the particulars of the specific

21 allegations discussed today, but should be

22 general overviews that highlight, and briefly, I

23 can't emphasize briefly enough, summarize your

24 position.

25 President Wetherell, would you,

1 please, make the closing statements for the
2 institution.
3 MR. WETHERELL: Certainly, Mr.
4 Chairman, briefly.
5 MR. LECHNER: We will hold you to
6 that.
7 MR. WETHERELL: It is time at this
8 point to say thank you. Before, as I said, we
9 were embarrassed, but we do want to thank you,
10 Enforcement, Reinstatement, the NCAA, for the
11 time that you spent today.
12 We hope we have made the case. But
13 this is a complex matter. It is not a simple
14 issue. We hope we have made the case that the
15 University takes this seriously and we believed
16 that we have done as responsible of a job of
17 getting to the bottom line and who did what

18 without any hearsay. We hope you understand

19 that.

20 I suppose if we could say two things

21 in closing, we believe that we put forth an

22 effort that as uncomfortable as this has made

23 us, would have made all of us proud that at

24 least the institution is trying to straighten

25 out the situation.

1 Secondly, we believe that those
2 penalties or corrective actions, or whatever
3 were imposed, are fair and adequate and
4 reflective of those who committed the
5 violations. We hope you will reaffirm those.
6 Probably the most important thing we
7 would like to leave the Committee with, this was
8 a collaborative effort to get to where we are
9 today. If we are ever going to make a statement
10 about an institution and the NCAA working
11 together to come to resolution, this is going to
12 be a classic case study for someone at some
13 point in time.
14 If you can affirm what we have done as
15 being responsible, then I think it sends the
16 right message to not only Florida State but
17 hundreds of other institutions who will choose

18 to work with the NCAA as opposed to go the

19 litigation route. We thank you very much for

20 your support.

21 CHAIRMAN THOMAS: Thank you, Mr.

22 Wetherell.

23 Mr. Lyons, would you like to make any

24 closing statement?

25 MR. LYONS: Very briefly, Mr.

1 Chairman. Again, thank you as Mr. Wetherell had
2 already indicated. I would like to emphasize
3 the transparency that the institution has had
4 with the conference office , and you will see in
5 your notes, I don't have to reiterate that, from
6 the time this occurred and then letting us know
7 and to be involved in that process, and to help
8 in any way we can to guide them through the
9 processing and what we have today over the last
10 year and a half.
11 Obviously, this case, as you heard
12 today, there were some poor decisions and
13 mistakes made by a few individuals. I hope that
14 doesn't paint the broad brush of the
15 institution.
16 Being in the league now for eight
17 years as Associate Commissioner, I can tell you

18 that my visits to their campus for various

19 things, including compliance reviews, they have

20 an utmost respect from other members of our

21 conference of having a very solid compliance

22 program, trying to do the right thing as an

23 institution.

24 Those of you who have sat in chairs in

25 the compliance offices and institutions

1 understand that the broad nature and things that
2 can happen on campus when a couple of
3 individuals decide they don't want to follow the
4 rules.
5 I just want to emphasize, you know, in
6 this case that the things that the institution
7 has tried to do over the years from education,
8 their culture with their coaches in trying to
9 ask the questions ahead of time and staying out
10 of trouble, you have heard today.
11 And I think it should be emphasized
12 one last time that this case didn't involve
13 coaches and coaches trying to get an advantage
14 from an academic fraud issue. This was clearly
15 administrative from that standpoint.
16 So, again, thank you for being here
17 and the transparency that the institution has

18 provided to the conference and to the NCAA.

19 CHAIRMAN THOMAS: Thank you, Mr.

20 Lyons.

21 Mr. Didion or Ms. Thompson, who will

22 be making the closing statement?

23 MR. DIDION: Ms. Thompson will be

24 doing it.

25 CHAIRMAN THOMAS: Ms. Thompson.

1 MS. THOMPSON: We would just like to
2 extend out appreciation to the University for
3 the due diligence in their investigative efforts
4 while processing this case. We commend
5 President Wetherell and his staff for initiating
6 a thorough investigation into this matter, and
7 taking strong action to address other difficult
8 issues in this case.
9 We also appreciate the fact that the
10 institution detected and self-reported a
11 majority of these violations. Finally, we would
12 like to thank the Committee for their time and
13 attention on this case, and unless anybody from
14 our staff has any further remarks, we have no
15 further comments.
16 CHAIRMAN THOMAS: Thank you. Are
17 there any further questions or comments today?

18 I would like to thank the University, President

19 Wetherell, the NCAA staff, for their presence

20 today. I know that the members of the Committee

21 join me in thanking you for a very clear and

22 helpful presentation.

23 The matters before us today have been

24 well-presented in a straightforward manner. The

25 Committee appreciates the full participation by

1 the University, and also by such full
2 participation the Committee is able to render a
3 fully-considered decision.
4 The Committee will, after adjournment,
5 spend whatever time is necessary in
6 deliberations in order to fully consider all
7 information in the record, and then to resolve
8 the issues and determine if findings of
9 violations are to be made.
10 We will then consider the penalties,
11 if any, to be imposed.
12 A member of the Committee will be
13 assigned to write a working draft of the
14 infractions report. It sounds like Ground Hog's
15 Day. I said this before.
16 That will take approximately five to
17 seven weeks. The report will be divided into

18 three parts, an introduction, which the

19 Committee will provide an overview and context

20 for its findings.

21 A section that discusses the

22 particulars of each violation; a section that

23 outlines and explains the penalties.

24 Once a working draft is completed, the

25 entire Committee will review it, typically on a

1 conference call. The report then is put in
2 final form. The Committee's public affairs
3 liaison will notify the president's office or
4 the person designated by the University to be
5 notified.
6 This notification will occur 48 hours
7 ahead of the public release of the report. The
8 University will receive a copy of the report 24
9 hours before this release.
10 The public release of the report is
11 followed by a press conference with a member of
12 this Committee, usually the chair, and there
13 will be no other statements made by members of
14 the Committee after this case. I am sorry,
15 about this case.
16 As to any appeal of the infractions
17 decision, all penalties, you will have 15 days

18 from the date the report is released to accept

19 or to appeal the decision. If you accept the

20 decision, the penalties are in effect from the

21 date of the public release.

22 If you appeal, the Infractions Appeals

23 Committee will hear the case and all appealed

24 penalties are stayed until the public

25 announcement of its decision.

1 To exercise your appeal option, you
2 should send the notice of appeal form to Wendy
3 Walters at the NCAA. Ms. Walters is the staff
4 liaison to the Infractions Appeals Committee.
5 You must submit your written appeal
6 within 30 days after the Appeals Committee
7 provides you written acknowledgement that it
8 received your notice of appeal.
9 Either Dean Parkinson or Mr. Halloran
10 will respond to your appeal and represent the
11 Committee on Infractions at the appeals hearing.
12 The NCAA strives to preserve the
13 confidentiality of these proceedings and those
14 providing information. One aspect of that
15 effort is that in the public infractions report
16 the names of individuals are redacted.
17 The requirement of confidentiality

18 also pertains to these hearings. The Committee

19 cautions all parties that you must refrain from

20 revealing what was discussed in the hearing

21 today, especially with the media, until the

22 public release of the infractions report.

23 Unless there are other matters to come

24 before us today, we will conclude this hearing

25 at this time in Case No. M289, Florida State

1 University.

2 We stand adjourned. Thank you very

3 much.

4 (Whereupon, the hearing was duly

5 adjourned at 5:05 p.m.)

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1 REPORTER'S CERTIFICATE

2

3 I, JOHN M. BOWEN, a Certified Court

4 Reporter in the State of Missouri, hereby

5 certify that I was present at the hearing as set

6 forth in the caption sheet hereof, that I then

7 and there took down in shorthand the proceedings

8 had thereat, and the foregoing pages constitute

9 a true and correct transcript of such notes made

10 at said time and place.

11 IN WITNESS WHEREOF, I have hereunto

12 set my hand this 31st day of October, 2008.

13

14

15 Certified Court Reporter

16 C.C.R. No. 727(G)

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Saturday, February 20, 2010 6:53 AM
To: -Everyone <-Everyone@uncaa.unc.edu>
Subject: Re: Committee on Infractions article
Attach: TEXT.htm; IMAGE.gif

Colleagues:

I know that there are some or many of you that are receiving this email that may ask the question, "Why am I receiving this? This information should be received only by coaches!"

Speaking from experiences dealing with the Committee on Infractions, I can tell you that being accused and found guilty of a major NCAA violation will have a profound impact upon everyone in an athletic department and its university/college. Therefore, if you have 10 minutes to spare, the following article is a pretty good description of how the Committee on Infractions "goes about its business" for the NCAA membership.

Thank you and have a good weekend!

Larry Gallo, Jr.

An inside look at the NCAA's secretive Committee on Infractions

SI.com
For three days beginning on Thursday, a 10-person NCAA committee will convene in a conference room at a hotel in Tempe, Ariz. There are more than 125 NCAA committees that meet during a calendar year and this one is no different in that its members are largely unrecognizable collegiate bureaucrats. The NCAA Web site lists three attorneys, three law professors, two conference commissioners and two athletic department officials as members of this committee, and while some of them played or coached collegiate sports, none have done so in the past 20 years.
The NFL, NBA, NHL, MLS and Major League Baseball are dictatorships when it comes to penalizing its members; a single person decides on sanctions. The NCAA has this group of 10, known as the Committee on Infractions (COI), one of the most powerful, yet least examined, entities in American sports. Most people could not name a single member of the COI or tell you how it comes to its decisions. It goes about its business in relative obscurity, its deliberations kept secret, its findings conveyed mostly via press releases. Rarely has so little been known about a group that wields such authority.
The spotlight rarely finds the COI, which makes the hearing in Tempe unique. Among the cases under review is the biggest to come before the committee in years, one that will bring media attention and fan scrutiny:
USC.
The NCAA has investigated allegations against the Trojans athletic department since 2006, one of the longest probes in the association's history. The possibility of major sanctions for the school has loomed in the background for years, the bane of its supporters and a beacon for its critics. Allegations include claims that 2005 Heisman Trophy winner Reggie Bush received improper benefits from multiple agents, including the use of a house for his family. Former USC basketball star O.J. Mayo, in his one season with the Trojans, also reportedly received money and gifts from an agent, and, most recently, investigators looked into a car driven by but not owned by running back Joe McKnight.
Given the profile of the school and the athletes involved it is a landmark case, one sure to stand as a litmus test for the NCAA's unique brand of justice. It also raises questions about the mysterious committee that acts as the NCAA's judge: Who are the members of the COI and how did they land on the committee? How do they review allegations like those against USC? And, perhaps most important, how do they determine what penalties, if any, to hand down?
*****
The NCAA does not disclose the individuals who will hear a specific case, and it is common for COI members to miss a hearing and/or be replaced by a former member. Still, it is a safe bet that those judging USC in Tempe will boast impressive credentials. The COI chairperson, Paul Dee, is the former athletic director at Miami and a professor at that school. Britton Banowsky and Dennis Thomas are the commissioners of Conference USA and the Mid-Eastern Athletic Conference, respectively, and Missy Conboy has worked in Notre Dame's athletic department for 22 years. Temple law professor Eleanor Myers is an expert on legal ethics, and Rodney Uphoff, a professor at Missouri, is a former defense attorney who helped represent Oklahoma City bomber Terry Nichols.
Per NCAA guidelines, two of the 10 members must be women and three are "public" representatives, usually attorneys or former judges unaffiliated with a school or conference. The three public representatives on the COI roster are all lawyers, the most notable being Roscoe Howard Jr., a former U.S. Attorney.
Among the individuals judging USC will be Josephine Potuto, a tiny woman with red hair who teaches law at the University of Nebraska. (She confirmed to SI.com that she would be Tempe.) Potuto might be the smallest person in the room, but she will also be the most senior, having served on the committee since 1999. She is the person USC athletic director Mike Garrett, school president Steven Sample, and the others representing the school should fear the most as she is a fierce questioner and unafraid to call out school officials who attempt to massage the truth.
Hearings are closed to the public, transcripts of the proceedings are kept confidential, and COI members are forbidden from discussing cases. But Potuto's grilling of former basketball Georgia coach Jim Harrick in 2004 is legendary among followers of the COI, and in a 2008 Florida State hearing -- the transcript from which was transmitted to the university in a way that made it subject to open record laws -- she repeatedly cornered those defending the school.

When recruiting COI members, Potuto looked for people with "gravitas," which she says includes fearlessness in the face of a challenge from a high-profile coach or administrator. "My experience with Jo and the rest of the committee is that they want to be fair, but they won't do an institution any favors and they dig down pretty deep," says Michael Rogers, who represented Baylor in its 2005 hearing.
That Potuto will review a high profile case involving agents funneling money to athletes is fitting, as it was her comments on that issue that brought her to the attention of the COI. At aconference in 1998, Potuto listened as former North Carolina basketball coach Dean Smith and Big Ten commissioner Jim Delany bemoaned how agents were funneling money to basketball players. Potuto stood up and said it was interesting that a little money going to the players was such a huge concern given how much the NCAA profited off those same kids. Immediately after, a COI member approached her. "I think they liked that I was willing to challenge people who are respected in athletics," she says.
The most common way to get on the committee is to know someone on it or to impress when representing a school. Alabama law professor Gene Marsh, who served from 1999 to 2008, was asked to join after arguing on behalf of the Crimson Tide in a 1998 infractions case.
COI members will tell you it is a thankless (and unpaid) job.. They meet, on average, six times a year for four days at a time. Each case requires about 20 hours of reading and a complex hearing like USC's can last 12 hours or more. "There are plenty of people who get on the committee and pull the rip cord early because they don't realize the time commitment required," Marsh says.
Not Potuto. Her longevity and embrace of the work stands out.. Followers of the committee say anonymously that if they could grant her a lifetime appointment (members are limited to three, three-year terms) they would, and they predict that she will loom large during the proceedings in Tempe.
For that, USC has, coincidentally, the rule book to blame.
COI guidelines require a committee member to recuse his or herself when a school from the same conference is under scrutiny. Potuto's final term ended in 2008, but she was asked back for the USC case, likely as a replacement for Oregon law professor James O'Fallon.
In other words, the toughest person in the room wasn't even supposed to be there.
*****
Prior to arriving in Tempe, Potuto and the rest of the COI received a case file detailing the infractions the NCAA enforcement staff has concluded were committed by USC, as well as any response by the school. This could be called evidence -- it often includes transcripts of interviews and other supporting documents -- but the COI rarely determines whether or not a rule

was broken, a common misconception. By the time a school appears before the COI it is usually in agreement with the enforcement staff on the violations committed. USC officials (who declined to discuss their case with SI.com) might take exception to the severity of some violations, but the two parties are likely to agree on the rules broken.

"One misconception is that a [COI hearing] is like a trial we would see in our judicial system," says Rogers. "It is very different." In an interview, Dee, the COI chairperson, referred to the process as "quasi-judicial" and "in a way like arbitration" and similar to an "administrative hearing," the variety of descriptors a testament to the unique nature of the COI's work.

Interpret may be the best description for what the committee does. They review the violations and then, while listening to remarks from school officials and others, they interpret the core cause of the misdeeds and whether the university's actions before and after the wrongdoing surfaced were sufficient. Thus, the task of the school officials present at a hearing is to push their own interpretation.

In the Florida State case, university president T.K. Wetherell attempted to paint the widespread cheating by athletes in several sports as the actions of a "rogue tutor," saying: "We don't really believe they cheated. They got inappropriate help." That may seem like a clever muddling of the facts, but a rogue tutor isn't as serious in the eyes of the COI as institutionalized cheating. Though the COI sanctioned the Seminoles -- including vacating wins in 10 sports and taking away three football scholarships -- it concluded that the school did not knowingly allow athletes who cheated to compete.

At the start of a hearing, the school under review and the NCAA enforcement staff make opening remarks. Then the COI members pose questions, and it is during this period when cases are won and lost. Depending on who is among the contingent from USC (former football coach Pete Carroll and Tim Floyd, the former basketball coach, reportedly plan to attend or participate via video conference), this could be the hearing's most dramatic stretch, with Potuto and others peppering them with questions and scrutinizing their responses.

The enforcement division's exact findings regarding USC won't be made public until after the COI's decision, but the committee is expected to conclude that Bush and Mayo received improper benefits from agents. Regarding Mayo, the school did an inadequate job monitoring the basketball program, a supposition supported by the university's imposition of sanctions on the basketball team in December, including a postseason ban this season. The school allowed Rodney Guillory, Mayo's handler, into its program despite the fact that the NCAA deemed him a runner for agents in 2000 when he paid the airfare for a USC player. The COI would surely have sanctioned the Trojans if the school had not taken action against itself, and it could still penalize the program further.

USC's interpretation of violations committed by football players would appear to be very different. Garrett, the Trojans' athletic director, said last month that the school had "some arguments" to make before the COI on that front. He is not likely to challenge that rules were broken but rather whether USC should be held responsible for the actions of Bush, his family, and the agents.

It is a defense that hits at a thorny issue for the NCAA: how much to hold schools accountable for the actions of the agents who court its players? On one hand, it is unreasonable to expect a school to monitor where all of its athletes' families live, what their parents drive and whom they might be receiving money from? On the other, Bush was not just any player, and it appears the agents operated right under USC's nose. According to Yahoo! Sports, the NCAA requested a copy of a photo of sports agents Lloyd Lake and Michael Michaels posing with PeteCarroll in the locker room after a game. USC also cleared Bush in 2005 to work as a summer intern for sports marketing agent Mike Ornstein, who was reportedly allowed on the sidelines for some USC games. Ornstein, like Lake and Michaels, allegedly provided Bush with improper benefits.

Many major infractions cases often come down to simple question -- what should the school have known? In Florida State's case, the school avoided the dreaded "lack of institutional control" label, which carries the harshest sanctions, and USC will hope do the same while in the tricky position of arguing that there were institutional failings in one sport (basketball) but not in another (football).

"It is a hard sell," says one lawyer with ties to the case. "It's the "what-more-could-we-do defense, and the problem with that is what a school could have done is open to a wide interpretation."

*****

A widely held perception about the COI is that they go soft on cheaters, particularly high-profile schools. Pick any major infractions case from the last decade -- Ohio State in 2006, Alabama in 2002 and 2008, etc.. -- and you can find a large segment of people that think the cheaters got off too easy and that the COI selectively spared a big (and profitable) program.

Potuto, Dee and others say that is folly. They judge a case on its merits, they contend, the profile of a school never comes under consideration. And yet it is hard not to note that the NCAA may have already done USC a huge favor.

In July 2008, the COI recommended sweeping changes in the severity of penalties assessed, including giving the COI the ability to impose postseason bans, hefty fines, bans on television appearances, and other penalties that hadn't been used in years. There were other recommendations, which when taken in total meant a seismic overhaul of how the NCAA penalizes cheaters.

A case like USC's, where the finding of a lack of institutional control is a real possibility, would seemingly be ripe for the deployment of the new penalties, and the perfect way to send a message to the rest of the association. "When people realize there is not a risk of severe penalties, they take chances," Dee says. "We wanted to put risk back on the table by dusting off some of these dormant penalties."

One problem: They are still dormant. Nearly 20 months after receiving the COI's recommendations, the Board of Directors has yet to ratify them. The COI may wish to throw the book at USC, but its hands will be tied by the slow-turning wheels of the NCAA machine. As a result, questions about whether justice was served will persist regardless of how the COI rules on the Trojans.

"The porridge will always be too hot or too cold," says Marsh, the Alabama law professor and former COI chair. "Some believe we are too harsh, others say too soft. No one ever says [the COI] got it just right."

At the conclusion of the hearing in Tempe, the COI will gather and begin talking through the issues until a consensus is reached on what penalties, if any, to hand down. Dee will then assign one member to write an opinion, which will be passed among the others to approve. The process takes about between eight to 10 weeks, meaning that sometime in the spring USC will know its fate. On that day, the debate over whether justice was served will rage on radio shows, blogs, and at water coolers across the country.

The COI, meanwhile, will drift back into the shadows.

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Friday, April 16, 2010 11:43 AM
To: -Academics <-Academics@uncaa.unc.edu>; Minshall, Alisa Rawls <arawls@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Stone, Cynthia <cstone@uncaa.unc.edu>; Cheek, Donna <dcheek@uncaa.unc.edu>; Marbry, Delaine <dmarbry@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Holt, Joan <jholt@uncaa.unc.edu>; Griggs, Kathy <kgriggs@uncaa.unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Lynch, Nadia <nlynch@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; -Sports Medicine <-Sports Medicine@uncaa.unc.edu>
Cc: Miller, Beth <bmiller@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>
Subject: URGENT ~ Student-Athlete Medical Insurance and Prescription Drug Information
Attach: TEXT.htm; Sports Medicine Info (2010-11).pdf

Colleagues,

Once again, we are requesting your assistance in obtaining medical insurance information from your respective sport's student-athletes. Additionally, we ask for your help in making sure all student-athletes and their parents are aware of the new requirements regarding mandatory insurance for all UNC students. Finally, we ask for your assistance in obtaining newly-required (by the NCAA) documentation from your student-athletes who might be taking prescription medications that include banned substances (e.g., stimulant medication for learning disabilities).

Please note that these are required procedures, and it is imperative that they be completed before your student-athletes engage in any type of voluntary or mandatory team practices this fall!!!

Mandatory Insurance Requirement

1. Please take the time to review the enclosed letter to the parents regarding the new mandatory insurance requirement. The answers to any questions you and/or the parents might have are likely found in the attached letter or on the referenced websites.
2. Parents should be informed that, pursuant to NCAA regulations, this mandatory insurance IS NOT covered by athletics scholarships! The cost of the system-wide policy, should the parents choose to purchase the plan for their son/daughter, will be the family s responsibility.

Procedures for Medical Insurance Forms

1. Print off the attached document: "Sports Medicine Info (2010-11)".

2. Make the appropriate number of copies and mail the entire packet to the parents/legal guardians of each of your student-athletes that you are expecting to be on your squad list during the 2010-2011 year (i.e., returnees, transfers, incoming freshmen, medical exempts - EVERYONE!!).

3. As an alternative to mailing, please note that you can also email this packet to parents if you have email addresses for all of them - however, it will be your responsibility to follow-up with each of them to make sure that they have successfully received the email and are proceeding with completing the required documentation.

4. The enclosed medical insurance forms are to be returned either to you or one of your coaching staff members.

5. Once you receive the completed medical insurance forms from your 2010-2011 student-athletes, alphabetize the forms, attach a current 2010-2011 roster, and give the forms to your respective sport's head athletic trainer. The athletic trainer will review the forms and then send them to the appropriate staff in the Sports Medicine Department of Campus Health Services. Every student-athlete must complete a form!

6. NOTE: The athletic trainer assigned to your sport will review your roster to ascertain if every student-athlete on your roster has completed and returned the insurance form. A student-athlete who does not return the medical insurance form and complete the online insurance information will not be allowed to participate in any practice until these processes have been completed.

This process should be completed in its entirety, with all forms returned to Sports Medicine, by Monday, May 31, 2010.

This email has been sent to each head coach, assistant coaches, administrative assistants/directors of operations of certain sports, the sports medicine staff, and to some team secretaries.

Thank you for your immediate attention to this very important welfare issue concerning our student-athletes. Please be very diligent in obtaining this information in a timely fashion, and please feel free to share this information with your colleagues in your work unit. I appreciate your cooperation and assistance in advance.

Take care,
Larry

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

CAMPUS HEALTH SERVICES
DIVISION OF STUDENT AFFAIRS

THE JAMES A. TAYLOR
CAMPUS HEALTH SERVICES BLDG.
CAMPUS BOX 7470
CHAPEL HILL, NC 27599-7470

April 16, 2010

Dear Parents of UNC Student Athletes:

The UNC Sports Medicine Department is excited to work with your son/daughter during the 2010-2011 academic year! In advance of his/her arrival for the fall semester, we would like to provide you with some information regarding both a change in insurance policy affecting all UNC students, as well as procedural information as to how the Department of Athletics will handle any medical issues that might arise due to athletics participation.

Mandatory Insurance Program

In August, 2009, the UNC Board of Governors approved the implementation of a mandatory insurance program for all students who meet specific criteria. In essence, all students who are enrolled in a degree-seeking program, enrolled in a minimum of 6 credit hours, and eligible to pay the student health fee are required to show evidence of an existing "creditable coverage" health insurance policy OR enroll in the UNC system-wide plan. Due to the nature of intercollegiate athletics, all of our student-athletes will meet these criteria and be required to have creditable insurance.

Please note that this requirement does NOT obligate student-athletes to enroll in the UNC system-wide insurance plan! Rather, all students, including student-athletes, must simply be covered by a creditable insurance plan and submit the required information through the online system.

"Waiving out" of the UNC system-wide plan is easily and quickly done, provided you have all insurance information available to you at the time that you log in to the system. The web portal to complete this process for Fall, 2010 and Spring, 2011 opened for UNC students on April 1, 2010. The website address is www.studentinsurance.com. We ask that all student-athletes complete this process no later than May 31, 2010.

Policy verification will begin on June 1, 2010 for those students who have submitted the necessary information in advance of that date. At that time, you or your son/daughter will receive an email verifying that your coverage has met the minimum guidelines required by the institution. If, at that point, you are notified that the coverage you submitted does not meet these minimum guidelines, you will have the option to purchase the UNC system-wide plan.

Failure to complete this "waive-out" process will result in the charges for the UNC system-wide insurance plan being automatically placed on your son/daughter's account. The cost of the policy is $723 for the entire academic year, resulting in fall and spring semester charges of $361.50 each term.

Please note that NCAA regulations do not permit the Department of Athletics to cover insurance costs as part of an athletics scholarship. Therefore, any charges placed on your son/daughter's account will be your responsibility.

For those of you that are interested in obtaining the UNC system-wide insurance plan for your son/daughter, we are pleased to inform you that the selected policy is very comprehensive.

Benefits include:

1) 100% coverage of services at the UNC-Chapel Hill Campus Health Services
2) $150 deductible
3) 80% coinsurance of PPO allowance
4) Unlimited major medical lifetime maximum
5) Unlimited pharmacy maximum (with a $10 co-pay at the UNC-Chapel Hill Campus Health Pharmacy and a four-tier plan for other pharmacies)
6) $500 wellness benefit
7) Vision care plan

For more information on the UNC system-wide insurance plan coverage or questions on the university policy of mandatory health insurance, please visit http://campushealth.unc.edu. Additionally, a "Frequently Asked Questions" document can be found at the following link: https://www.pearceandpearce.com/PearceSite/Schools/NC/source/PDFs/FAQs.pdf.

Dates to Know

- April 1, 2010: Portal opens to allow students to "waive out" of the UNC system-wide plan
- **May 31, 2010: Deadline for student-athletes to complete "waive out" process**
- June 1, 2010: Policy verification begins
- June 30, 2010: Deadline for students to "waive out" to avoid fall charges being placed on student accounts
- September 24, 2010: Students will be enrolled in system-wide plan and no credits will be issued.

Sports Medicine Processes and Procedures

Generally speaking, the Department of Athletics covers most medical costs that are associated with participation with UNC Athletics (see www.tarheelblue.com for more information). **It should be noted, though, that any visits, procedures, or prescriptions must be approved by the team physician before the Department of Athletics will cover the charges**. Below are some items to remember.

1) Each team is assigned a team athletic trainer, who is typically their initial contact for medical issues, as well as a team doctor and orthopedist to provide medical care. For details on these team assignments, please see the Department of Athletics' official website (www.tarheelblue.com).
2) Your son/daughter's or family's insurance will be the primary insurance coverage. Therefore, please make sure he/she is in possession of a copy of all insurance cards (medical, prescription) when he/she arrives for school in the fall. Your son/daughter should be instructed to present the applicable card each time he/she picks up a prescription or is seen by a physician outside of Campus Health. **Please note that the UNC Hospitals system is considered "outside" of Campus Health**. Therefore, insurance cards must be presented at all UNC Hospitals appointments. Failure to do so results in a very time-consuming filing process after the fact.
3) LaToya Wright (919-966-3655) is your Sports Medicine contact for any billing questions you may have. When presenting his/her insurance card at time of service, your son/daughter should ask the service provider to send a copy of all bills to UNC Sports Medicine, as well. If this procedure is followed, future bills for the service will be sent directly to the Sports Medicine staff, alleviating the necessity for you to forward any bills to us. However, should you receive a bill that you believe should be covered by Athletics, you should forward it to us at the address below, or by fax at 919-966-9779.
4) If at any point you receive an insurance payment reimbursement check for an expense originally covered by the Department of Athletics, the check should be immediately signed over to Sports Medicine and forwarded to us at the address below, so that we can apply the funds to the medical expenses on your son/daughter's account. Your retention of these reimbursement checks would result in an NCAA violation and would render your son/daughter ineligible to participate in intercollegiate athletics.
5) The attached form must be filled out completely and returned to your son/daughter's head coach as soon as possible. Along with the completed form, please send a copy (FRONT and BACK) of all insurance cards (e.g., medical and prescription drugs) to the head coach at the address on the form. We must have this information **by May 31st** to call and verify benefits on all policies. Note that we MUST have the policy holder's information, as it is critical to verify benefits and in cases in which we need authorization for radiology, surgery, etc.
6) It is critical that we receive updated information regarding your son/daughter's insurance throughout the year. Therefore, after submitting the completed form and copies of insurance cards this summer, please retain a blank copy of the form to send to us, should any insurance information change throughout the year.
7) With HIPPA/FERPA regulations, we must have your son/daughter's permission for a doctor to speak with parents about his/her medical records. Be sure your son/daughter is clear with his/her physician regarding what can be discussed with parents.
8) To assist in your son/daughter's smooth transition into our medical system, please follow the enclosed instructions to obtain a Medical Record Number (MRN) for him/her. This number should then be included on the attached form where requested.
9) Lastly, please be sure to read the new NCAA regulations regarding ADHD medicines in the enclosed letter. Contact information is included in that letter should you have questions or concerns about this issue.

We appreciate your time reading this document and completing the necessary paperwork in order to prepare your child for this fall. Should you have questions or concerns regarding these or any other Sports Medicine issues, please feel free to give us a call at 919-966-3655.

In summary, please review the below Required Tasks List:

1) **By May 31st**, log in to www.studentinsurance.com and either purchase or "waive out" of the system-wide policy.
2) Obtain a UNC Medical Record Number (per the attached instructions), and include it on the enclosed Student-Athlete Insurance Form.
3) **By May 31st**, complete and submit the attached Student-Athlete Insurance Form, along with a copy of the front and back of all insurance cards, to the head coach at the address on the form.
4) **By July 1st**, review the enclosed information regarding the NCAA Medical Exceptions Policy for Banned Drugs and obtain and submit appropriate documentation to our Sports Medicine Staff at the address identified in the attached letter.

Thank you all for attention to these critical issues as your son/daughter prepares for the 2010-2011 academic year on campus.

Sincerely,

Dr. Mario Ciocca, Director
Sports Medicine Division
CB # 7470, Campus Health Services
University of North Carolina
Chapel Hill, NC 27599

enclosures

Please return completed form as soon as possible, with copy of insurance cards (**front and back**) to:

Head Coach (**Sport-Specific**)
UNC Department of Athletics
P.O. Box 2126
Chapel Hill, NC 27515

STUDENT-ATHLETE INSURANCE INFORMATION

Student's Full Name:_____

Date of Birth: _____/_____/_____ SPORT: _____ SEX: M ☐ F ☐

UNC Medical Record Number (see attached instructions): _____

IS YOUR SON/DAUGHTER COVERED BY **HEALTH INSURANCE**? YES ☐ NO ☐

Please complete below. Submit a copy of insurance card, **front & back**. *Make sure copy is legible.*

Policyholder's Information (Required for obtaining authorization)

Name: _____ Date of Birth: _____/_____/_____ S.S.#: _____-____-_____

Policy Number _____ Relationship to Student:_____

Address (Street, City, State, Zip):_____

Home Phone Number: _____ Cell Number _____

Policyholder's Employer: _____

Employer Address (Street, City, State, Zip):_____

Employer's Phone: _____ Fax: _____

(Check all that apply) Full-time ☐ Part-time ☐ Retired ☐ Self-Employed ☐

Is this policy an: HMO ☐ or a PPO ☐ ? If this policy requires pre-authorization from a primary care physician before services can be rendered, please complete the following:

Physician's Name:_____ Phone Number:_____

Do you have a **separate prescription drug policy**? Yes ☐ No ☐ If yes, please provide name and address and/or a blank copy of claim form. Please also include a legible copy of your drug card, front and back.

Name:_____ Address:_____

I give my permission to the Division of Sports Medicine to file a claim for medical services with the above health care insurer. According to NCAA regulations, I understand that any insurance payments I receive must be returned to repay the Department of Athletics for your child's services.

Parent's Signature:_____ Date:_____

**** If this information changes during the school year, please contact:

Division of Sports Medicine
CB #7470, Campus Health Service
University of North Carolina
Chapel Hill, NC 27599

919-966-3655 phone, or fax new card front & back to 919-966-9779. On cover sheet, include student's name, sport, and above policy holder information (if different). Please retain a blank copy of this form to re-submit if your insurance changes.

**** **Athletes should have their own copy of all insurance cards**.****

Instructions to Obtain a UNC Hospitals Medical Record Number (MRN)

The UNC Sports Medicine Department would like to request your assistance with obtaining a UNC Hospitals Medical Record Number (MRN) for your child. **Please note that if your child was enrolled at UNC during the 2009-2010 academic year, he or she most likely already has an MRN**. If you have this number on file, please include it on the attached form. If you do not, you may call the phone number identified below to obtain the MRN for inclusion on the form.

The Campus Health System is a separate entity from the UNC Hospitals System. Therefore, in case your child ever requires services at the hospital (MRI, CT scan, other radiology or specialty clinic, such as ENT), he/she must obtain an MRN prior to receiving such services. It is important to note that these numbers are permanent; thus, if your child has ever received services from UNC Hospitals or an affiliate, he/she most likely already has an MRN.

To obtain an MRN for your child (or to check to see if he/she already has one), please follow the instructions below. The number should then be included on the insurance form where requested.

****

1. Dial 919-966-1234 (if local) or 1-866-595-3175 (toll-free).
2. Press 1 for English
3. Press 3 to "obtain a new Medical Record Number"
4. You will then be transferred to a customer service representative. Inform them that you need to get an MRN for your child. Please be certain to first ask the representative to confirm that your child does not already have an MRN!

Please have the following information available for the representative:

1. Child's Name, Date of Birth, and Social Security Number
2. Child's Primary Address (should be permanent home address – bills will be sent here)
3. Child's Primary Phone (should be cell phone, if possible, as the hospital clinics will call this number for appointments)
4. Emergency Contact Name and Phone Number
5. Insurance Information (i.e., Does your child have insurance? What type? Subscriber ID? Group Number? Policy Holder's Name and SSN? Mailing address for Insurance Company – usually found on back of card? Is Policy Holder a full-time employee?)

After obtaining the necessary information, the representative will generate an MRN for your child and will give you that number prior to ending the call. **This number should then be included on the enclosed insurance information form that you complete and return**. If your child is ever seen at UNC Hospitals, he/she will receive a plastic identification card with their MRN (much like a credit card). This card should be retained by the student, along with his/her other insurance information.

****

Thanks for your assistance. Should you have any questions about this, feel free to contact us at 919-966-3655.

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

DEPARTMENT OF
ATHLETICS

P.O. BOX 2126
SMITH CENTER
SKIPPER BOWLES DRIVE (DELIVERY)
CHAPEL HILL, NC 27515

T 919.962.6000
F 919.962.6002
www.tarheelblue.com

April 16, 2010

Dear UNC Student-Athlete,

The NCAA has adopted a stricter application with regards to its Medical Exceptions Policy for Banned Drugs. Therefore, institutions will now be required to submit more formal and complete documentation when a student-athlete tests positive on an NCAA Drug Test for the use of any prescription medication that contains a banned drug (for example, stimulant medications for ADHD, such as Adderall or Ritalin).

In an effort to protect our student-athletes from unwarranted NCAA drug testing sanctions in the future, **we are now requiring that all student-athletes who are taking such prescription medication submit to us the appropriate documentation prior to the beginning of the 2010-2011 academic year**.

If you are on such medication, the documentation that we must have on file from you is as follows:

1) A physician's record of your evaluation
2) A physician's diagnosis
3) The history of the treatment that you have undergone
4) A copy of your most recent prescription

Please note that this information can come in many different forms, including in letter format from your treating physician. **HOWEVER**, keep in mind that all of the above information must be included in the letter or other paperwork.

We ask that, if applicable, you compile this required information and submit it to our Sports Medicine staff at the following address no later than **July 1, 2010**. This will give us ample opportunity to seek additional information from you, if necessary, prior to the start of the 2010-2011 academic year.

Dr. Mario Ciocca, Director
UNC Division of Sports Medicine
James A. Taylor Campus Health Services
CB #7470
Chapel Hill, NC 27599-7470

Also, on the enclosed pages, I have included a Q&A document from the NCAA competitive safeguards committee, as well as a detailed NCAA Reporting Guidelines document, that further explain this requirement. It is my hope that these documents will answer any questions you might have.

Thank you for your attention to this critical matter with regards to your future eligibility to participate in intercollegiate athletics at UNC.

Sincerely,

Larry Gallo, Jr.
Senior Associate Athletics Director

NCAA Banned Drugs and Medical Exceptions Policy
A stricter application – August 2009

My name is Jerry Koloskie, and I am the chair of the NCAA competitive safeguards committee.

As you know, the NCAA bans classes of drugs because they can harm student-athletes, and because they can create an unfair advantage in competition. Some legitimate medications contain NCAA banned substances, and student-athletes may need to use these medicines to support their academics and their general health. We have in place a procedure to review and approve legitimate use of medications that contain NCAA banned substances.

Our committee has the responsibility to oversee the banned drug list and review medical exception requests. Physicians on the committee determine whether the use of a banned medication is warranted, and weigh the medical need vs. the potential for abuse and for unfair performance enhancement. This review protects not only the health and safety of the student-athlete, but the liability of the institution. Banned substances should not be allowed unless there is sufficient evidence of medical need.

We've received a number of requests to grant medical exceptions in which the institution or student-athlete did not provide adequate documentation to show the student-athlete had undergone a diagnostic evaluation. Most commonly this occurs in cases of ADHD – Attention Deficit Hyperactivity Disorders.

We often get asked what documentation is needed in order for the committee to grant a medical exception, so let's consider these questions:

Question. *What types of medications fall under the NCAA medical exception policy?*

Answer. First, there is no medical exception for the use of street drugs. The use of any medication that contains a banned substance must be approved. For stimulants, diuretics, and anti-estrogen use, a request for review and approval should be made following the notice of a positive NCAA drug test. For anabolic agents and peptide hormones, the request must come prior to the use of the medication.

Question. *What documentation does an institution need to keep on file?*

Answer. The institution should keep on file **a record of the student-athlete's evaluation**, **diagnosis**, **the history of treatment**, and **a copy of the most recent prescription**. This documentation can be compiled in the form of a dictated letter from the prescribing physician if the letter includes the details previously mentioned. There is no need to keep records of all testing, but rather to demonstrate that an evaluation has been conducted to achieve the diagnosis.

Question. *For ADHD specifically, who needs to conduct the evaluation?*

Answer. The initial evaluation may be conducted by clinicians with experience in assessing ADHD: these include school psychologists, clinical psychologists, psychiatrists, other MD's, and their supervised clinicians.

Question. *What type of assessment is used to diagnose ADHD?*

Answer. There are a variety of tools used by clinicians to reach a diagnosis of ADHD. Many children are diagnosed soon after they begin their formal schooling, and school psychologists and child psychiatrists use behavioral assessments such as the Conners Rating Scale or the DSM-IV ADHD Survey. When a student-athlete is not diagnosed until they have already matriculated to your institution, the institution's student support services or disability services can provide an assessment, using such tools as the Conners Adult ADHD Rating

Scales (CAARS) or the Adult ADHD Self-Report Scale (ASRS). In any case, a student-athlete may go through their family physician for a referral for an assessment.

***Question**. Will an assessment conducted more than 5 years ago be acceptable?*

Answer. Yes, if the student-athlete has been followed-up recently to confirm that continuing treatment is appropriate. On the other hand, if a student-athlete has a history of treatment with stimulant medications for ADHD but has not undergone a diagnostic assessment for this condition, the sports medicine staff should refer the student-athlete for an assessment.

The important criteria are: an evaluation has been conducted, the student-athlete is under ongoing medical care for the condition, and the student-athlete is being treated appropriately.

***Question.** Does a student-athlete need to have an updated letter from the prescribing physician on file each year of their eligibility?*

Answer. Yes, an annual follow-up with the prescribing physician is the minimum standard, and that can be reflected in a letter from the physician or a copy of the medical record, with written indication of the current treatment.

***Question**. Some athletes are embarrassed and don't reveal that they are taking medication for ADHD, so the institution is unaware. How is this handled when a student-athlete tests positive for using the medication?*

Answer. Of course, all medications should be reported to the sports medicine staff, so they can be informed in the event a student-athlete experiences any illness or injury while under their care. Incoming student-athletes should be educated on the importance of this policy, and specifically advised of the need to share information about medications that may contain banned substances, such as Adderall or Ritalin. Many new student-athletes are unaware they may be using banned substances. Making it a requirement to report all medications as a part of the routine care, and naming a variety of examples, the sports medicine staff can help diminish embarrassment. The NCAA will also include information about this issue as it sends out information to prospective student-athletes.

If a student-athlete tests positive for a medication and has not provided documentation to the institution, an appeal hearing may be scheduled so that the student-athlete and the institution can gather that information. Until the hearing takes place, the student-athlete must be withheld from competition as in any other positive drug-test case.

***Question**. Do student-athletes need to be prescribed a non-stimulant medication for ADHD before using stimulant medications?*

Answer. The NCAA Medical Exception policy requires that a non-banned medication be used if available, but the medical community has generally accepted that with this age group, the non-stimulant medications are not as effective to treat ADHD. The committee will approve the use of stimulant medications for ADHD without a prior trial with non-stimulant medicine.

For other medical issues, student-athletes need to provide documentation that non-banned medications indicated for the condition have been prescribed before using the banned medication.

These are the most common questions we have heard about the NCAA Medical Exception policy, but your institution may have a unique question or circumstance involving student-athlete use of banned medications. For these, contact the NCAA Health and Safety Staff, at www.ncaa.org/health-safety . Together we can assure that our student-athletes are able to compete in a healthy and safer athletics environment.

NCAA Banned Drugs and Medical Exceptions Policy
Guidelines Regarding Medical Reporting
for Student-Athletes with Attention Deficit Hyperactivity Disorder (ADHD)
Taking Prescribed Stimulants

The NCAA bans classes of drugs because they can harm student-athletes and can create an unfair advantage in competition. Some legitimate medications contain NCAA banned substances, and student-athletes may need to use these medicines to support their academics and their general health. The NCAA has a procedure to review and approve legitimate use of medications that contain NCAA banned substances through a Medical Exceptions Procedure. The diagnosis of adult ADHD remains clinically based utilizing clinical interviews, symptom-rating scales, and subjective reporting from patients and others. The following guidelines will help institutions ensure adequate medical records are on file for student-athletes diagnosed with ADHD in order to request an exception in the event a student-athlete tests positive during NCAA Drug Testing.

1. General considerations. Student-athletes diagnosed with ADHD in childhood should provide records of the ADHD assessment and history of treatment. Student-athletes treated since childhood with ADHD stimulant medication but who do not have records of childhood ADHD assessment, or who are initiating treatment as an adult, must undergo a comprehensive evaluation to establish a diagnosis of ADHD. There are currently no formal guidelines or standards of care for the evaluation and management of adult ADHD. The diagnosis is based on a clinical evaluation. ADHD is a neurobiological disorder that should be assessed by an experienced clinician and managed by a physician to improve the functioning and quality of life of an individual.

    a. Student-athletes should have access to a comprehensive continuum of care including educational, behavioral, psychosocial and pharmacological services provided by licensed practitioners who have experience in the diagnosis and management of ADHD. Student-athletes treated with ADHD stimulant medication should receive, at a minimum, annual clinical evaluations.

    b. Mental health professionals who evaluate and prescribe medical therapy for student-athletes with ADHD should have appropriate training and experience in the diagnosis and management of ADHD and should have access to consultation and referral resources, such as appropriate medical specialists.

    c. Primary care professionals providing mental health services (specifically the prescribing of stimulants) for student-athletes with ADHD should have experience in the diagnosis and management of ADHD and should have access to consultation and referral resources (e.g., qualified mental health professionals as well as other appropriate medical specialists).

2. Recommended ways to facilitate academic, athletics, occupational and psychosocial success in the college athlete with adult ADHD taking prescribed stimulants include:

    a. Access to practitioners experienced in the diagnosis and management of adult ADHD.

    b. A timely, comprehensive clinical evaluation and appropriate diagnosis using current medical standards.

c. Access to disability services.

d. Appropriate medical reporting to athletics departments/sports medicine staff.

e. Regular mental health/general medical follow-up.

3. Student-Athlete Document Responsibility. The student-athlete's documentation from the prescribing physician to the athletics departments/ sports medicine staff should contain a minimum of the following information to help ensure that ADHD has been diagnosed and is being managed appropriately (see Attachment for physician letter criteria):

   a. Description of the evaluation process which identifies the assessment tools and procedures.

   b. Statement of the Diagnosis, including when it was confirmed.

   c. History of ADHD treatment (previous/ongoing).

   d. Statement that a non-banned ADHD alternative has been **considered** if a stimulant is currently prescribed.

   e. Statement regarding follow-up and monitoring visits.

4. Institutional Document Responsibility. The institution should note ADHD treatment in the student-athlete's medical record on file in the athletics department. In order to request a medical exception for ADHD stimulant medication use, it is important for the institution to have on file documentation that an evaluation has been conducted, the student-athlete is undergoing medical care for the condition, and the student-athlete is being treated appropriately. The institution should keep the following on confidential file:

   a. Record of the student-athlete's evaluation.

   b. Statement of the Diagnosis, including when it was confirmed.

   c. History of ADHD treatment (previous/ongoing).

   d. Copy of the most recent prescription (as documented by the prescribing physician).

5. Requesting an NCAA Medical Exception:

   a. The student-athlete should report the banned medication to the institution upon matriculation or when treatment commences in order for the student-athlete to be eligible for a medical exception in the event of a positive drug test.

   b. A student-athlete's medical records or physician's letter should **not** be sent to the NCAA, unless requested by the NCAA.

   c. The use of the prescribed stimulant medication **does not** need to be reported at the time of NCAA drug testing.

   d. Documentation should be submitted by the institution in the event a student-athlete tests positive for the banned stimulant.

Note: The NCAA Committee on Competitive Safeguards and Medical Aspects of Sports may approve stimulant medication use for ADHD without a prior trial of a non-stimulant medication. Although the NCAA Medical Exception Policy requires that a non-banned medication be considered, the medical community has generally accepted that the non-stimulant medications may not be as effective in the treatment of ADHD for some in this age group.

ATTACHMENT

Attention Deficit Hyperactivity Disorder (ADHD) Guideline Attachment

Criteria for letter from prescribing Physician to provide documentation to the Athletics Department/Sports Medicine staff regarding assessment of student-athletes taking prescribed stimulants for Attention Deficit Hyperactivity Disorder (ADHD), in support of an NCAA Medical Exception request for the use of a banned substance.

The following must be included in supporting documentation:

- Student-athlete name.
- Student-athlete date of birth.
- Date of clinical evaluation.
- Clinical evaluation components including:
    - Summary of comprehensive clinical evaluation (referencing DSM-IV criteria) -- attach supporting documentation.
    - ADHD Rating Scale(s) (e.g., Connors, ASRS, CAARS) scores and report summary -- attach supporting documentation.
    - Blood pressure and pulse readings and comments.
    - Note that alternative non-banned medications have been considered, and comments.
    - Diagnosis.
    - Medication(s) and dosage.
    - Follow-up orders.

Additional ADHD evaluation components if available:

- Report ADHD symptoms by other significant individual(s).
- Psychological testing results.
- Physical exam date and results.
- Laboratory/testing results.
- Summary of previous ADHD diagnosis.
- Other comments.

Documentation from prescribing physician must also include the following:

- Physician name (Printed)
- Office address and contact information.
- Specialty.
- Physician signature and date.

DISCLAIMER: The National Collegiate Athletic Association shall not be liable or responsible, in any way, for any diagnosis or other evaluation made, or exam performed, in connection herewith, or for any subsequent action taken, in whole or in part, in reliance upon the accuracy or veracity of the information provided hereunder.

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Wednesday, December 7, 2005 12:43 PM
To: -Everyone <-Everyone@uncaa.unc.edu>
Cc: jmboxill@email.unc.edu; SULLIVAN, MATT <MSULLIVAN@townofchapelhill.org>; smgray@email.unc.edu
Subject: Interesting article
Attach: WSU Today - Faculty & Staff News.htm

Folks,

Attached is an interesting article from Washington State University re:ethics in college athletics. It presents an interesting perspective on today's college student-athlete. John

John Blanchard
Senior Associate Director of Athletics
P.O. Box 2126, CB# 8550
Chapel Hill, NC 27515-2126
University of North Carolina
(919) 962-9533
Fax: (919) 843-2327

Failing system needs challenged

Moral reasoning and teaching found lacking in sports, society

By Robert Frank, WSU Today

Moral reasoning among athletes is at a record low and declining rapidly, according to 18 years of research and statistics gathered by WSU's **Jennifer Beller**, and University of Idaho's Sharon Stoll.

"When I first heard that (supposition), I thought 'What does that say about me,' " said Beller, who played field hockey and tennis throughout high school and college --- enough to advance to the AIAW (Association for Intercollegiate Athletics for Women) national tennis championships. So in 1987 that news propelled her to focus her doctoral research on the topic, with Stoll as her principal advisor. To Beller's dismay, their study and statistics supported the theory.

Today, armed with survey results and statistics gathered from 72,000 athletes, the two work fervently with coaches nationwide to reverse that trend. Ideally, they'd like to see athletic programs return to the competitive goals and integrity upon which they were founded. Unfortunately, their message and mission are not often embraced.
Beller, an associate professor with WSU's Department of Educational Leadership and Counseling Psychology, and Stoll, a UI professor in Physical Education, together form the UI's Center for ETHICS. Beller eventually earned her Ph.D. in education from the UI and is now a research and measurement specialist, collecting and evaluating data; Stoll, who earned her Ph.D. in sport philosophy from Kent State University, is the center's director.

The two have worked with 26 high schools, numerous universities including the University of Georgia, University of Alabama, and most recently the Atlanta Braves. In addition, they serve as consultants to such organizations as the U.S. Naval and Air Force Academies, the Idaho Bar Association, and the American Bar Association.

Evolved ethics
At the root of today's moral decline in athletics lies a battery of competitive ethics that have evolved over the past 40 or more years.

"We (athletics) lost competitive integrity when we began to morally justify that the win was the most important facet of competition," said Stoll. "That has not always been there."

Stoll points to such examples as a 1940 game between Darmouth and Cornell. Cornell won the game with a last-minute touchdown. However, it was later determined that the referees had errantly allowed Cornell a fifth down. Cornell's captain stated that based on the rules his team did not fairly win and that its opponents deserved the victory. In addition, Cornell's coach and university president telegrammed Dartmouth: "We congratulate you on the victory of your fine team. The Cornell touchdown was scored on a fifth down, and we relinquish claim to the victory and extend congratulations to Dartmouth." The gesture of sportsmanship cost Cornell both the game and a national championship.

Fast forward to Oct. 6, 1990, when officials failed to turn the down markers and the University of Colorado gained a similar fifth down and a last-second touchdown victory over University of Missouri. Immediately after the game it was realized that Colorado had gained a fifth down. But the game was over, and NCAA rules dictate that once time has expired no changes or appeals can be made. So, Missouri's appeals were ignored. And, with the help of that hugely controversial victory, Colorado went on to win the Orange Bowl and the Big Eight championship.

Unlike, Cornell, Beller agrues, the Colorado coach did not “take the high ground” by attempting to admit defeat or forfeit the game or accept accountability. Instead, he defended his team by pointing the NCAA rules and the failure of sideline officials to turn the down markers appropriately.

Push the rules, get the win

“Today, coaches and players are taught to push the rules as much as possible,” Stoll said. “Some promote (illegal) strategies and work to manipulate field or playing conditions to gain the advantage. And some encourage their players to attempt to outwit the referees, so they don’t see or know what they’re doing (outside the rules).

“When strategies are changed and manipulated so not to honor your opponent, the game and referee, you have a mess… Athletics hinges upon an understanding that coaches and players respect the opposing team and players…. It’s supposed to be about is the integrity of the game. Doing your best to win the game has always been important, but how you get the win and the integrity of the game must come first.”

There was a time not that long ago, Stoll noted, when the role of sports was to teach. It was a means by which to:

- test and build character
- improve players’ education and skills
- learn to respect your opponent
- teach teamwork and cooperation
- build self-respect through doing one’s best
- teach players how to be good losers, gracious winners and benefit from criticism
- just have fun

"Over time we’ve moved away from principle of building character,” said Stoll. “It was never perfect, but today it’s pretty much out of control.”

A steady progression

Today’s competitive ethics, Beller noted, are often taught from elementary school and beyond in all types of sports. Unfortunately, those same ethics are carried over by athletes into daily life and society.

Sports-page headlines provide ready evidence: university programs suspended for recruiting violations; athletes involved in bar fights and shootings; coaches fired for gambling violations; athletes suspended for drug abuse and drunk driving, etc.

But no one can dare be priggish as the same decline and lack of moral reasoning is evident among nonathletes: students, businesspeople, lawyers and those in competitive jobs. (e.g. Enron, Tyco, Metropolitan Mortgage, etc.)

“Athlete populations score significantly lower on moral reasoning inventories than do nonathlete populations,” said Beller. The reason for the difference is that many socially unacceptable standards are taught, reinforced and modeled in athletics. And statistics show that “the longer one is in athletics, the more affected and calloused one’s moral reasoning becomes.”

Enemy vs. competition

Coaches think athletes need to be motivated to do their best, Beller said. Even at younger ages that might involve pushing, swearing, yelling and other normally (social) unacceptable behaviors. Yet in athletics those actions have become acceptable.

“Opposing athletes become your enemy or an object. When they are an object, it’s okay to violate them or ‘take them out.’ In sports like football and hockey it’s easier because faces are hidden behind helmets and masks, larger bodies are exaggerated and protected by padding and other gear, and brute force against an opponent is lauded.”

For many, today’s athletic philosophy includes “do to others before they do to you.”

The degree of this is lessened in individual and noncontact sports, but the trend is still there.

“We have become good at rationalizing why it’s an acceptable action,” Beller said.

Even in squash, said Stoll, a player might decide to manipulate conditions to his advantage. For example, a player might intentionally hit his opponent in back of the head with the ball to “shake him up or keep him on edge.”

Point of derailment
Although one cannot pinpoint a place in time where society lost its moral compass, in general Beller points back to the 1960s, when the Baby Boom generation promoted such agendas as free love and no accountability, and educators began to embrace and promote a perspective of social contructionism played out as moral relativism, which pervades today’s classrooms. In essence this viewpoint contends that there are no absolute or moral truths, no moral rights and wrongs, everything is relative based on society.

“It was in the 1960s and 1970s that values clarification exercises were begun in the classroom,” Beller said. “Today, moral relativism and moral justification pervade education and society.”

Beller, to many of her colleague’s dismay, argues that those theories don’t hold water and that there are clear absolute and moral truths and that those truths have consequences. “My office is on the third floor, and if I step out the window there is a (universal) truth in place that takes affect.” she said.
Similarly, the lack of teaching of moral ethics and principles has resulted in today’s ethical dilemma in sports and society.

(Information below not available in print -- only available via WSU Today online.)

The social constructionist philosophy allows athletes and coaches to simply choose the morals and ethics that best suit their needs, she noted. In the classroom, similar philosophies have been adopted. Virtually everywhere Beller and Stoll go, students and professionals espouse the belief that “cheating is okay as long as you’re not caught, after all everyone is doing it.”

“What we are finding is that more and more people no longer know what the right thing to do is,” said Stoll.

From nuts to winning teams
“In our early years, people looked at us like we were nuts,” said Stoll. “They don’t anymore.” Today, they are calling the Center for ETHICS for assistance.

To help reverse this trend Stoll and Beller have developed a copyrighted educational program that helps coaches teach moral ethics, decision making, sportsmanship, competitive integrity, inspiring through leadership, justice, and competitive responsibility. Topics include servant leadership, fair play, teamwork, respecting opposing players, cheating, consequences, as well as off-the-court behavior -- drugs, alcohol. And, coaches are required to teach segments of the course.

Although most coaches have not endorsed such a program, those that have are beginning to see the results, telling Beller and Stoll that it has resulted in more teamwork and better and stronger players and staff.

This year, the University of Georgia won its conference with a 9-2 record and was ranked 13th in the nation. The University of Alabama took third in its conference with a 9-2 record and was ranked 14th in the nation.

Stoll, however, says one of the most important outcome measurements of the UGA program — now in its fourth year — will be revealed next spring. That’s when senior UGA football players each complete a journal reflecting their thoughts about the ETHICS

program and the issues taught. Those journals will be shared with Beller and Stoll.

“We’re trying to get to the point where each player is a servant leader,” said Stoll. “You serve others in order to lead. … It’s a foreign concept to athletes. Today’s athletes think ‘It’s about me. I’ll make a touchdown. I’ll catch the pass.’ But as a servant leader, it’s not about me, it’s about others.

“If we are concerned about the mental, physical and social growth of athletes through sports programs, we as parents, coaches, teachers, professors, administrators and media must challenge the status quo and demand changes.”

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Tuesday, December 18, 2007 10:25 AM
To: Gallo, Larry <athgallo@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Smith-Taylor, Charlotte <csmith@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Williams, Tracey <twilliams@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: God versus science
Attach: God versus science.msg

---

this is pretty good.

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From: John Blanchard <jgb@uncaa.unc.edu>

Sent: Wednesday, October 15, 2008 5:11 PM

To: Faculty Committee on Athletics; -Academics <-Academics@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; holden@unc.edu; Montgomery, John <jmont@uncaa.unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; sportlaw@unc.edu; -Student-Athlete Development <-Student-Athlete Development@uncaa.unc.edu>; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Subject: NCAA Press Release

Attach: NCAA News Release GSR 08.doc

Folks,

Attached is today's press release from the NCAA on the most recent graduation rates. I have added in bold print the UNC equivalent at each point in the article that I had one. You will see that we compare quite favorably when compared to national rates. John

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NCAA News Release

NCAA Student-Athletes Graduating at Highest Rates Ever

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Bottom of Form

INDIANAPOLIS—Division I student-athletes are graduating at the highest rates ever, according to the latest NCAA Graduation Success Rates.

The most recent GSR data show that 79 percent of freshmen student-athletes who entered college in 2001 earned their four-year degrees **(UNC 88%)**. The average Graduation Success Rate for the last four graduating classes is 78 percent **(UNC 85%)**. Both rates are up one percentage point from last year. **(UNC up 2 percentage points for later figure.)**

Even when calculating graduation rates using the federal government's methodology, which does not count transfer students, Division I student-athletes graduated at 64 percent **(UNC 77%)**, the highest federal rate ever. This rate is two percentage points higher than the general student body **(UNC 6 percentage points below UNC student body)**, two percentage points higher than last year **(UNC up 11 percentage points)** and up four percentage points **(UNC up 6 percentage points)** over the past seven years.

NCAA President Myles Brand praised the latest figures, citing increased initial-eligibility standards and an overall emphasis on academics, including the development of the Academic Progress Rate for each Division I sports team, as key factors contributing to student-athlete success.

"Nearly eight out of 10 Division I student-athletes are finishing college and earning their degrees. This is extremely good news," Brand said. "We still have work to do and can't declare victory just yet, but the trend lines are moving in the right direction."

Brand said approximately 4,000 additional student-athletes graduated from Division I colleges over the past six years because of increased graduation rates. Another 7,000 additional student-athletes who started college between 1996 and 2001 earned degrees because of increased enrollment

and growth in Division I membership.

Other NCAA research has shown that nearly 90 percent of student-athletes had earned their college degree 10 years after starting college **(UNC 89%)**. The calculations for the GSR and federal rate both limit time to graduation to six years from initial collegiate enrollment.

"The ultimate success is in the changed lives of student-athletes," Brand said. "The so-called 'dumb jock' myth is just that—a myth."

Key findings from the graduation rate data include the following:

OVERALL FINDINGS

- GSR for entering class of 2001: 79 percent **(UNC 88%)**
- GSR for entering classes of 1998-2001: 78 percent **(UNC 85%)**
- 1998-2001 GSR for male student-athletes: 71 percent **(UNC 79%)**
- 1998-2001 GSR for female student-athletes: 87 percent **(UNC 93%)**
- Federal graduation rate for student-athletes who started college in 2001: 64 percent **(UNC 77%)**
- Federal graduation rate for general students who started college in 2001: 62 percent **(UNC 83%)**
- Key statistic: Overall GSR is up five percentage points in last seven years.

MEN'S BASKETBALL

- GSR for entering class of 2001: 65 percent, up nine percentage points over seven years **(UNC 100%)**
- GSR for entering classes of 1998-2001: 62 percent **(UNC 86%)**
- Federal graduation rate for 2001 entering class: 49 percent **(UNC 100%)**

- Key statistic: Latest GSR for African-American men's basketball players is 58 percent, up 12 percentage points over the past seven years. **(UNC 80%)**

WOMEN'S BASKETBALL

- GSR for entering class of 2001: 85 percent **(UNC 100%)**

- GSR for entering classes of 1998-2001: 82 percent **(UNC 90%)**

- Federal graduation rate for 2001 entering class: 65 percent **(UNC 80%)**

- Key statistic: Latest GSR for African-American women's basketball players is 78 percent, up eight percentage points over the past seven years. **(UNC 88%)**

BASEBALL

- GSR for entering class of 2001: 72 percent **(UNC 100%)**

- GSR for entering classes of 1998-2001: 68 percent **(UNC 79%)**

- Federal graduation rate for 2001 entering class: 49 percent **(UNC 20%: one of five graduated, four left eligible.)**

- Key statistic: GSR has increased five percentage points in the past year **(UNC increased 11 percentage points)**.

FOOTBALL BOWL SUBDIVISION

- GSR for entering class of 2001: 66 percent **(UNC 78%)**

- GSR for entering classes of 1998-2001: 67 percent **(UNC 78%)**

- Federal graduation rate for 2001 entering class: 56 percent **(UNC 68%)**

- Key statistic: Latest GSR is 80 percent for white football student-athletes **(UNC 91%)** and 58 percent for African-American football players **(UNC 70%)**. These rates are up four and five percentage points, respectively, over the past seven years, although the GSR for African-American football players decreased three percentage points from last year.

The Graduation Success Rate was developed by the NCAA as part of its academic reform initiative to more accurately assess the academic success of student-athletes. The GSR holds institutions accountable for transfer students, unlike the federal graduation rate. The GSR also accounts for midyear enrollees and is calculated for every sport.

Under the GSR calculation, institutions are not penalized for outgoing transfer students who leave in good academic standing. These outgoing transfers are essentially passed to the receiving institution's GSR cohort.

By counting incoming transfer students and midyear enrollees, the GSR increases the total number of student-athletes tracked for graduation by more than 37 percent. The NCAA also calculates the federal graduation rate for student-athletes, because it is the only rate by which to compare student-athletes to the general student body.

The most recent Graduation Success Rates are based on the four entering freshmen classes in Division I from 1998-99 through 2001-02. There are almost 100,000 student-athletes included in the most recent four classes using the GSR methodology, as compared to just over 72,000 counted in the federal rate.

This year marks the seventh year that GSR data have been collected. The NCAA began collecting GSR data with the entering freshman class of 1995. The latest entering class for which data are available is 2001.

The NCAA also has released the latest Division II graduation rate data, including the division's Academic Success Rate. This is the third year the NCAA has released the Division II ASR, which is similar to the Division I Graduation Success Rate and also includes student-athletes not receiving athletically related financial aid.

The latest figures show a 71 percent ASR for the Division II entering class of 2001, an increase of two percentage points over last year.

Even when utilizing the less-inclusive federal rate, Division II student-athletes perform significantly better than the general student body. The federal rate for Division II student-athletes is 55 percent, nine percentage points higher than the overall student body at Division II colleges and universities.

Most Division III student-athletes are not covered by the federal graduation rate methodology, because it only includes student-athletes who receive athletics financial aid. Therefore, the data for Division III are used to

analyze success rates within the student bodies. In all, students who entered those institutions in the fall of 2001 showed a federal graduation rate of 62 percent.

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Wednesday, December 31, 2008 3:37 PM
To: Faculty Committee on Athletics; -Academics <-Academics@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Montgomery, John <jmont@uncaa.unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; Scroggs, Willie <wscroggs@uncaa.unc.edu>
Subject: article about millennials

Folks,

I know there is probably better things to do on New Year's Eve but I read the lengthy article below from the Chronicle of Higher Education with interest and thought you might be interested. It is about this wonderful generation of students that we all have the privilege to work with and learn from. I agree with some of what he has to say, disagree with some, and not sure of some. Anyway, here it is if you care to read it...and Happy New Year! John

AN ACADEMIC IN AMERICA
On Stupidity

By THOMAS H. BENTON

"No one ever went broke underestimating the intelligence of the American public," said H.L. Mencken in the era of Babbitt and the Scopes "monkey" trial. Several generations later, one might speculate that no publisher has ever lost money with a book accusing Americans - particularly young ones - of being stupid.

The most influential book in that genre is surely Richard Hofstadter's Anti-Intellectualism in American Life (1963), in which he argues that the American dislike for educational elitism derives from a number of interlocking cultural legacies, including religious fundamentalism, populism, the privileging of "common sense" over esoteric knowledge, the pragmatic values of business and science, and the cult of the self-made man. With some cyclical variation, Americans tend to distrust, resent, and even feel moral revulsion toward "intellectuals."

As an English professor, I can attest to the power of that element in American culture, as can just about anyone in any academic field without direct, practical applications. When a stranger asks me what I do, I usually just say, "I'm a teacher." The unfortunate follow-up remarks - usually about political bias in the classroom and sham apologies for their poor grammar meant to imply that I am a snob - usually make me wish I had said, "I sell hydraulic couplers," an answer more likely to produce hums of respectful incomprehension.

If the situation was bad in Hofstadter's time, it's grown steadily worse over the past 40 years. The anti-intellectual legacy he described has often been used by the political right - since at least the McCarthy era - to label any complication of the usual pieties of patriotism, religion, and capitalism as subversive, dangerous, and un-American. And, one might add, the left has its own mirror-image dogmas.

Now, in the post-9/11 era, American anti-intellectualism has grown more powerful, pervasive, and dangerous than at any time in our history, and we have a duty - particularly as educators - to foster intelligence as a moral obligation.

Or at least that is the urgent selling point of a cartload of books published in the past several months.

For academics on the political left, the last eight years represent the sleep of reason producing the monsters of our time: suburban McMansions, gas-guzzling Hummers, pop evangelicalism, the triple-bacon cheeseburger, Are You Smarter Than a Fifth-Grader?, creation science, waterboarding, environmental apocalypse, Miley Cyrus, and the Iraq War - all presided over by that twice-elected, self-satisfied, inarticulate avatar of American incuriosity and hubris: he who shall not be named.

The Anti-Intellectual Presidency: The Decline of Presidential Rhetoric From George Washington to George W. Bush (2008), by Elvin T. Lim, examines speeches and public papers - noting shortened sentences, simplified diction, the proliferation of platitudes - to show a pattern of increased pandering to the lowest common intellectual denominator, combined with a mockery of complexity and analysis.

Just How Stupid Are We?: Facing the Truth About the American Voter (2008), by Richard Shenkman, argues that the dumbing down of our political culture is linked to the decline of organized labor and local party politics, which kept members informed on matters of substance. Building on arguments put forward in books such as What's the Matter With Kansas?: How Conservatives Won the Heart of America (2004), by Thomas Frank, Shenkman shows how the political right has been able to don the populist mantle even as it pursues policies that thwart the economic and social interests of the average voter.

Meanwhile, the political left is unable to argue that those average Americans are in some way responsible for their own exploitation because they are too shallow and misinformed - too stupid - to recognize their own interests. One of Shenkman's solutions is to require voters to pass a civics exam.

Former Vice President Al Gore obviously has a dog in this hunt, and his book The Assault on Reason (2007) argues that the fundamental principles of American freedom - descended from the Enlightenment - are being corrupted by the politics of fear, the abuse of faith, the power of an increasingly centralized media culture, and degradation of political checks and balances favoring an imperial presidency.

The results of that perfect storm include the aftermath of Hurricane Katrina, the continuing threat of global warming, the squandering of respect and sympathy for the United States after 9/11, and the nation's dependence on foreign oil.

Most notably, Gore argues that the democratization of information and the community-building power of the Internet can play important roles in the creation of a "well-connected" citizenry and the restoration of a rational democracy.

Nevertheless, several books - with an emphasis on education and the young - argue that it is precisely the point-and-click culture of the Internet that is damaging our intelligence and our civic culture.

Always On: Language in an Online and Mobile World (2008), by Naomi S. Baron, shows how the proliferation of electronic communication has impaired students' ability to write formal prose; moreover, it discourages direct communication, leading to isolation, self-absorption, and damaged relationships.

Worst of all, the prevalence of multi-tasking - of always being partly distracted, doing several things at once - has diminished the quality of our thought, reflection, self-expression, and even, surprisingly, our productivity. Baron's solution is to turn off the distractions and focus on the task and people at hand.

Her conclusions are largely affirmed by Nicholas Carr's cover story in the July/August 2008 issue of The Atlantic: "Is Google Making Us Stoopid?" which prompted a recent dialogue in The Chronicle ("Your Brain on Google," July 11).

Carr, author of The Big Switch: Rewiring the World, From Edison to Google (2008), argues that daily use of the Internet may be rewiring our brains for skimming rather than for the sustained concentration that is required for reading books, listening to lectures, and writing long essays. Obviously, such rewiring is going to have the biggest impact on the rising generation appearing in our college classrooms: the "digital natives."

The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future (2008), by Mark Bauerlein, provides alarming statistical support for the suspicion - widespread among professors (including me) - that young Americans are arriving at college with diminished verbal skills, an impaired work ethic, an inability to concentrate, and a lack of knowledge even as more and more money is spent on education.

It seems that our students are dumb and ignorant, but their self-esteem is high so they are impervious or hostile to criticism. Approaching his subject from the right, Bauerlein mentions the usual suspects - popular culture, pandering by educators, the culture war, etc. - but also reserves special attention for the digital technologies, which, for all their promise, have only more deeply immersed students in the peer obsessions of entertainment and fashion rather than encouraging more mature and sustained thought about politics, history, science, and the arts.

For Bauerlein, the future of American democracy "looks dim" unless we can counter the youth culture with respect for the knowledge of those over 30.

The most wide-ranging cultural study - extending Hofstadter's analysis up to the present - is Susan Jacoby's The Age of American Unreason (2008), in which she argues that American anti-intellectualism has reached unprecedented heights thanks to the converging influences of junk science, fundamentalism, celebrity-obsessed media, identity politics, urban-gang culture, political correctness, declining academic standards, moral relativism, political pandering, and the weakening of investigative journalism, among other factors.

Jacoby also supports the view that technology has damaged our ability to focus and think deeply. Her vision of the future is a nation that is unprepared for the global challenges we face.

As someone involved in education, I take the concerns of all of those writers quite seriously: The abilities and attitudes of students affect my life on a daily basis. It is my job, as I see it, to combat ignorance and foster the skills and knowledge needed to produce intelligent, ethical, and productive citizens. I see too many students who are:

Primarily focused on their own emotions - on the primacy of their "feelings" - rather than on analysis supported by evidence.

Uncertain what constitutes reliable evidence, thus tending to use the most easily found sources uncritically.

Convinced that no opinion is worth more than another: All views are equal.

Uncertain about academic honesty and what constitutes plagiarism. (I recently had a student defend herself by claiming that her paper was more than 50 percent original, so she should receive that much credit, at least.)

Unable to follow or make a sustained argument.

Uncertain about spelling and punctuation (and skeptical that such skills matter).

Hostile to anything that is not directly relevant to their career goals, which are vaguely understood.

Increasingly interested in the social and athletic above the academic, while "needing" to receive very high grades.

Not really embarrassed at their lack of knowledge and skills.

Certain that any academic failure is the fault of the professor rather than the student.

About half of the concerns I've listed - punctuation, plagiarism, argumentation, evaluation of evidence - can be effectively addressed in the classroom. But the other half make it increasingly difficult to do so without considerable institutional support: small classes, high standards, and full-time faculty members who are backed by the administration.

More than anything else, I see the group of books I've listed here as supporting the redirection of resources into the classroom, rather than into amenities and administrative bloat. We need to reverse the customer-service mentality that goes hand-in-hand with the transformation of most college teaching into a part-time, transient occupation and the absence of any reliable assessment of course outcomes besides student evaluations.

On the other hand, I am not so pessimistic about the abilities of the "digital natives." Different generations have different ways of knowing - different configurations of multiple intelligences. Pick your era and your subject: How many of us know anything about farming anymore or how to read the changing of the seasons? How many of us know how to repair an automobile or make a cake from scratch?

Of course, we lament that the skills we have acquired at great pains can become lost to the next generation, but we can hardly reverse all of it. And it may be that the young are better adapted to what is coming than we are.

We can be student-centered and respond to their ways of viewing the world, but at the same time it seems reasonable to expect that students also become faculty-centered. Students must learn, as we do, to speak across generational lines and gradually abandon the notion of a world constructed purely around them.

While I share many of these authors' concerns about the pathologies nurtured by new technologies, I have to agree with Gore's position - that technology must play a prominent role in this continuing intergenerational negotiation. There are, undoubtedly, major changes taking place in the culture and psychology of the young, with serious consequences for everyone. And there are many steps that individual educators can take to deal with those changes.

But that's a subject for next month's column.

Thomas H. Benton is the pen name of William Pannapacker, an associate professor of English at Hope College, in Holland, Mich. He welcomes mail directed to his attention at careers@chronicle.com. For an archive of his previous columns, see http://chronicle.com/jobs/news/archives/columns/an_academic_in_america

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From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Tuesday, February 10, 2009 3:33 PM
To: Faculty Committee on Athletics; -Academics <-Academics@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; Holliday, Corey <choliday@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; -Student-Athlete Development <-Student-Athlete Development@uncaa.unc.edu>
Subject: ACC Clustering

Folks,

From the CHE afternoon update. We just discussed this in the Faculty Committee Meeting. John

February 10, 2009
Minority Football Players Are More Apt to 'Cluster' in Majors, Study Finds
Minority athletes are more likely than their white peers to □cluster□ in certain academic majors, a new study suggests.

The study, described in a paper by researchers at Nova Southeastern University and published in the Journal of Issues in Intercollegiate Athletics, examined the prevalence of □clustering□ among football players in the Atlantic Coast Conference. The researchers defined clustering, which has raised concerns at the NCAA, as having 25 percent or more of the players on a team choose the same academic major.

The study covered 394 upperclass athletes at 11 of the 12 ACC universities. Fifty-nine percent were identified as minority students. The universities were not identified by name in the study.

The minority players clustered into a single major at a higher rate than their white peers at nearly every university in the study, the authors note. Four teams had 62 percent or more of their minority upperclass athletes clustered into a single major.

White athletes also tended to cluster, although not to the same degree as their minority counterparts. Over all, of the 11 colleges examined, six had one-third or more of all upperclass football players in a single major. The highest concentration was at a university at which 73 percent of the athletes in the study were majoring in business management. □Libby Sander

Posted on Tuesday February 10, 2009 | Permalink |

Comments
So what??? What does this mean? What□s the problem? It doesn□t matter. Stop comparing minorities to whites and vice versa! There are several other things we can be discussing than minority students □clustering.□ Who Cares!

□ College Counselor Feb 10, 03:17 PM #

I could see how this matters. This pattern could emerge from a campus climate that is not welcoming enough to minority students, so they feel more comfort in taking classes together with people they know (i.e. other people on the team), lending them to choose the same majors. Obviously more data would be required for such speculation, but I□m just trying to say that sort of study is not useless.

□ Katherine Feb 10, 03:22 PM #

Now we really are reaching for straws, aren□t we? Student athletes on scholarship receive a □free□ education. Let THEM decide what they want to study. If you want to make an issue of something, then focus on academic performance or the □special□ treatment that student athletes receive.

□ zackattack Feb 10, 03:22 PM #

We care because many of us have read the data showing that clustering is a result of athletes being inserted into gut majors and courses with minimal academic requirements. Or is it just coincidence that out of the dozens of majors available at ACC colleges, football players miraculously gravitate to the same majors at such a disproportionate rate? Wake up and smell the Gatorade.

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From: "Evans, Jack" <EvansJ@kenan-flagler.unc.edu>
Sent: Wednesday, February 11, 2009 11:58 AM
To: Gallo, Larry <athgallo@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Hershey, H G. (Orthodontics) <garland_hershey@unc.edu>; Gladchuk, Julie <gladchuk@uncaa.unc.edu>; Cowell, Glynis S. <gscowell@email.unc.edu>; Tauchen, Helen V. <helen.tauchen@unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Harris, Kathleen M. <KATHIE_HARRIS@unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Lensing, George S. (English) <lensing@email.unc.edu>; Meissen, Kristina <meissen@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; NoelleGranger <noelle_granger@med.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Willis, Rachel <Rachel.Willis@unc.edu>; Reznick, James S. <reznick@email.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Johnson, Shelley <shelljo@uncaa.unc.edu>; Restivo, Sandy <srestivo@uncaa.unc.edu>; Peace, Sherron <stpeace@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: RE: ACC Clustering

This is timely background for our discussion in March. I've read the first half of the paper and hope to finish it today. My overall sense is an unstated premise in the minds of the authors that clustering is per se bad. An additional implication seems to be that the clustering implies the majors in which the clusters appear are gut majors.

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John P. Evans
Executive Director, Carolina North
Hettleman Professor of Business
304 South Building, CB 4000
Chapel Hill, NC 27599
919-843-2025

-----Original Message-----
From: John Blanchard [mailto:jgb@uncaa.unc.edu]
Sent: Tuesday, February 10, 2009 3:33 PM
To: Cowell, Glynis S.; Lensing, George S. (English); Reznick, James S.; Evans, Jack; Noelle Granger; Hershey, H G. (Orthodontics); Tauchen, Helen V.; Harris, Kathleen M.; Willis, Rachel; Larry Gallo; Andre Williams; Blanton, Brent S.; Bridger, Frances E.; Holliday, Corey L.; Cricket Lane; Reynolds, Cynthia R.; Dick Baddour; Julie Gladchuk; Lee, Jaimie A.; John Blanchard; Orr, Kym N.; Kristina Meissen; Willingham, Mary C. (Academic Services); Octavus Barnes; Mercer, Robert J. (Academic Services); Maloy, Susan A. (Athletics Academic Counselor); Shelley Johnson; Sandy Restivo; Sherron Peace; Tony Yount; Welborn, Spencer B.; Walden, Wayne (Academic Services)
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The universities were not identified by name in the study.

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White athletes also tended to cluster, although not to the same degree as their minority counterparts. Over all, of the 11 colleges examined, six had one-third or more of all upperclass football players in a single major. The highest concentration was at a university at which 73 percent of the athletes in the study were majoring in business management.
-Libby Sander

Posted on Tuesday February 10, 2009 | Permalink |

Comments
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Now we really are reaching for straws, aren't we? Student athletes on scholarship receive a 'free' education. Let THEM decide what they want to study. If you want to make an issue of sometbing, then focus on academic performance or the 'special' treatment that student athletes receive.

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We care because many of us have read the data showing that clustering is a result of athletes being inserted into gut majors and courses with minimal academic requirements. Or is it just coincidence that out of the dozens of majors available at ACC colleges, football players miraculously gravitate to the same majors at such a disproportionate rate? Wake up and smell the Gatorade.

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From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Thursday, February 12, 2009 4:06 PM
To: Gallo, Larry <athgallo@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Evans, Jack <EvansJ@kenan-flagler.unc.edu>; Hershey, H G. (Orthodontics) <garland_hershey@unc.edu>; Gladchuk, Julie <gladchuk@uncaa.unc.edu>; Cowell, Glynis S. <gscowell@email.unc.edu>; Tauchen, Helen V. <helen.tauchen@unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Harris, Kathleen M. <KATHIE_HARRIS@unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Lensing, George S. (English) <lensing@email.unc.edu>; Meissen, Kristina <meissen@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; NoelleGranger <noelle_granger@med.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Willis, Rachel <Rachel.Willis@unc.edu>; Reznick, James S. <reznick@email.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Johnson, Shelley <shelljo@uncaa.unc.edu>; Restivo, Sandy <srestivo@uncaa.unc.edu>; Peace, Sherron <stpeace@uncaa.unc.edu>; Yount, Tony <tonyyount@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: RE: ACC Clustering

Jack,

Is the paper on-line or available to read? I would like to check it out. I agree with all your comments and would add that academic "rigor" is also subjective. I felt that the simplest of science courses at Stanford was "rigorous" whereas I felt comfortable with some of the best History courses they had to offer. I am sure that some of my science-oriented friends had the opposite experience. John

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From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Friday, March 6, 2009 5:29 PM
To: Faculty Committee on Athletics; -Academics <-Academics@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>
Subject: FSU

Folks, Article on FSU sanctions. The NCAA hit them hard. John

NCAA penalizes Florida State

March 06, 2009

The NCAA News

The NCAA Division I Committee on Infractions has placed Florida State University on probation for four years, reduced scholarships, vacated records and issued show-cause penalties for former staff members because of major violations in its athletics program.

The case involved academic fraud affecting more than 60 student-athletes across 10 sports, as well as impermissible benefits, unethical conduct by three former academic support services staff members, and a failure to monitor by the university.

The sports programs involved in these violations include football, baseball, men's track and field, women's track and field, men's swimming, women's swimming, men's basketball, women's basketball, softball and men's golf.

The show-cause penalties mandate that the former staff members' contact with student-athletes must be limited at any employing institutions. These limitations are further explained in the public report.

This case involved a former learning specialist, academic advisor and tutor at the University Athletics Academic Support Services (AASS), all of whom gave improper assistance to student-athletes, resulting in academic fraud.

The committee stated this case was "extremely serious" because of the large number of student-athletes involved and the fact that academic fraud is considered by the committee to be among the most egregious of NCAA rules violations.

A significant portion of the academic fraud violations involved a music course offered to students without incident for more than 10 years before its academic integrity was compromised in the fall semester of 2006, resulting in academic fraud occurring during this time, as well as the 2007 spring and summer semesters.

In addition to the academic improprieties associated with the online music course, the former learning specialist provided impermissible assistance to at least three student-athletes by typing portions of papers assigned to them. She also provided answers to an online psychology course quiz for a student-athlete by instructing a second student-athlete to complete the quiz on behalf of the student-athlete enrolled in the course.

Ultimately, 61 student-athletes went through the NCAA's reinstatement process as a result of these violations. The university believed it was likely that more student-athletes received improper assistance in the online music course, but it concluded the evidence to substantiate this belief was circumstantial and inconclusive.

The committee attributed the violations in this case to two primary factors. First, it said the online exams for the music course were not administered in a structured environment. There was no requirement for a proctor, and the university acknowledged that the course did not have sufficient safeguards in place to prevent students from obtaining exam answers. Second, the committee said that inconsistent supervision of the AASS created an environment that allowed the academic support personnel to take actions violating NCAA rules and university guidelines.

The three former staff members were charged with unethical conduct for knowingly arranging for fraudulent academic credit for numerous student-athletes and providing improper academic assistance. The former academic advisor also refused to cooperate with the investigation and violated another provision of NCAA ethical conduct rules, as well as the cooperative principle. The cooperative principle states that university and its staff have an obligation to assist the enforcement staff in developing full information on the case. As a result of the academic

improprieties by the three staff members, 61 student-athletes also violated the ethical conduct rules, and several student-athletes competed while ineligible.

The penalties in this case are as follows:

- Public reprimand and censure.
- Four years of probation (March 6, 2009, to March 5, 2013).
- Scholarship reductions in football; men's and women's basketball; men's and women's swimming; men's and women's track and field; baseball; softball; and men's golf. Additional details are available in the public report.
- Vacation of all wins in which the 61 student-athletes in the sports of football, men's and women's basketball, men's and women's swimming, men's and women's track, men's golf, baseball and softball competed while ineligible during 2006 and 2007. This includes regular season contests, postseason contests and any NCAA championship competition. The individual records of the student-athletes shall be vacated as well. Further, the institution's records regarding all of the involved sports, as well as the records of the head coaches of those sports will reflect the vacated records and will be recorded in all publications in which these records are reported, including, but not limited to, institution media guides, recruiting material, electronic and digital media plus institution and NCAA archives. Any public reference to tournament performances won during this time shall be removed, including, but not limited to, athletics department stationery and banners displayed in public areas such as the venues in which the specified teams compete.
- Five-year show-cause order for the former academic advisor (March 6, 2009, to March 5, 2014). Additional details are available in the public report.
- Four-year show-cause order for the former learning specialist (March 6, 2009, to March 5, 2013). Additional details are available in the public report.
- Three-year show-cause order for the former tutor (March 6, 2009, to March 5, 2012). Additional details are available in the public report.

The members of the Committee on Infractions who reviewed this case include Dennis Thomas, the commissioner of the Mid-Eastern Athletic Conference and formerly director of athletics at Hampton University. He is the vice chair of the Committee on Infractions and acting chair for this case. Other members are Eileen Jennings, general counsel at Central Michigan University; Andrea Meyers, athletic director emeritus, Indiana State University; Alfred Lechner, Jr., attorney; James Park Jr., attorney, Lexington, Kentucky and Josephine (Jo) R. Potuto, the Richard H. Larson Professor of Constitutional Law at the University of Nebraska College of Law.

John Blanchard
Senior Associate Director of Athletics

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From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Wednesday, May 20, 2009 4:52 PM
To: Herman, Amy <ajschae@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Fwd: Fw: [NACAC_E-LIST] Free Range Children
Attach: Fw_ [NACAC_E-LIST] Free Range Children.msg

Interesting story about raising kids...

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From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, July 30, 2010 12:11 PM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer B. Welborn <welborn@uncaa.unc.edu>
Subject: Fwd: Athletes on PR and AI
Attach: TEXT.htm; Athletes PR and AI 7 29 10.xls

>>> "Demetriou, Cynthia" <cyndem@email.unc.edu> 7/30/2010 9:42 AM >>>

Hi, Robert.

I hope you are well!

Please see the attached list and note that appeals are due on August 6th.

Please let me know if you have any questions.

Best,
Cynthia

Cynthia Demetriou
Retention Coordinator
Office of Undergraduate Education
UNC Chapel Hill
3008 Steele Building, CB# 3504
(919) 843-5015

www.studentsuccess.unc.edu
www.firstgeneration.unc.edu

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, March 1, 2005 10:35 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: article

I'm guessing some jobs may be coming available at USC and Clemson. I think Clemson had 4 teams below the 925.

USC earns split grades

Trial run of new system puts men□s basketball at biggest risk for penalties; women□s teams flourish

By STEVE WISEMAN

Staff Writer

South Carolina□s men□s basketball team would lose two scholarships if the NCAA□s new academic guidelines were fully in place, according to Academic Progress Reports (APRs) released by the NCAA on Monday.

The guidelines and their mandated penalties are part of an academic reform package approved by the NCAA in April.

The APRs were mailed to schools on Feb. 15 to let schools know where they stood under the new guidelines.

The guidelines and mandated penalties will not be fully implemented until December. At that time, the NCAA will have compiled APRs using data from the 2003-04 and the 2004-05 school years. Penalties mandated by the APR data released at that time will take effect in the 2006-07 school year.

Of the 19 programs at USC that were assessed by the NCAA, 12 scored at 925 or better. Seven scored below 925, which is the threshold for penalties to go into effect.

Basketball, with a score of 860, ranked the lowest of the seven USC men□s teams that scored below 925. Football (924), baseball (912), soccer (914), tennis (900), indoor track (903) and outdoor track (894) were the others.

No USC women□s sports fell below 925. Softball and tennis were the highest rated teams. Each achieved perfect 1,000 scores.

USC□s average of all its teams□ scores was 934; the Division I average was 948.

Since the numbers in the first year of the program will be based on a limited time period, the NCAA will allow schools a cushion, so that teams falling just below 925 might not be penalized. Schools can appeal punishments on the basis that their athletes performed adequately compared to the student body.

Under these NCAA guidelines, only the basketball team at USC would have been subject to penalties.

□Based on this trial report,□ USC athletics director Mike McGee said, □we would have been restricted by two men□s basketball scholarships. Our goal is to have continued progress among those teams falling within the lower confidence boundary and the cut score and work toward improvement across the board.□

USC basketball coach Dave Odom pointed out that the men's basketball program recorded its best semester GPA (2.910) in the fall and ranked fourth among all USC men□s teams academically.

□Every player in our program is on track for graduation and is in good standing with the NCAA eligibility rules as well as those of our university,□ Odom said in a statement. □Presently we have four seniors on our basketball squad, one of which graduated in December, and the other three are scheduled to graduate either in May or in the summer of 2005.□

USC□s basketball score of 860 would place it only in the 10th-20th percentile among all men□s basketball teams. The average Division I score nationwide was 923.

Football and indoor track also had a 923 average across Division

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, March 3, 2005 10:33 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: interesting article

Dealing with the consequences

Star-coddling not Spurrier□s style

By RON MORRIS

Sports Columnist

AS DISAPPOINTED AS South Carolina football fans are with Tuesday□s decision to dismiss running back Demetris Summers from the team, this could prove to be welcome news for the program and for him.

Even though the decision was out of Steve Spurrier□s hands, the new coach is not likely to brood over it or go to great lengths to retain Summers□ eligibility. From day one at USC, and throughout his tenure at Florida, Spurrier has said that those who violate team rules will be penalized, regardless of their status on the team.

The team and its well being are much greater than any individual by Spurrier□s way of thinking. As a result, Spurrier□s teams experienced few discipline problems over the years. It carried over to his team□s play on the field at Florida, where a precision offense and aggressive, yet disciplined, defense were the hallmarks of his success.

As much as Summer□s absence in the backfield might hurt USC during the next two seasons, Gamecocks fans should embrace Spurrier□s style, if for no other reason than it stands in stark contrast to that of Lou Holtz.

Holtz□s inability to discipline individuals on his team and his coddling of star players were his undoing at USC. Holtz had lost control of his last three teams, and it played out to a national audience with the benches-clearing brawl against Clemson during November□s season finale.

Holtz sold his soul to top-level recruits, and that strategy backfired with the two biggest stars he brought to USC.

Derek Watson and Summers remain the top two running backs in South Carolina high school football history. They were Holtz□s most prized recruits □ and two of his biggest problems.

Unfortunately for the two standouts, Holtz never taught them about being accountable for their actions. Time and again Watson was allowed back on the team and retained his eligibility despite numerous off-field incidents.

By the end of Watson□s three-season stay at USC, Holtz had assigned a player to shadow his star running back at all times. That meant escorting Watson to class and remaining by his side during social activities. When a babysitter was hired for Summers upon his arrival at USC, Holtz□s message was clear to other team members: Stars get special treatment and are above the rules.

Holtz attempted to regain control of his team before last season and formed an advisory counsel of players. One of the counsel□s early complaints to Holtz concerned his designation of star status to certain players. Holtz took their complaint to heart and suspended Summers from the team during the summer for missing workouts and classes.

It was too little, since Summers was eligible again in the fall, and too late, since the team recognized the suspension was for effect only.

Holtz did discipline at least one star player □ Troy Hambrick. He was booted from Holtz□s first USC squad in 1999 and transferred to Savannah State. Hambrick has played the past five seasons in the NFL with the Dallas Cowboys and Arizona Cardinals.

Beyond Hambrick□s suspension, Holtz seemed to work harder at retaining the eligibility of his best players than he did at instilling discipline.

That will not happen with Spurrier, if his history at Florida is any indication.

One of Spurrier□s more noteworthy suspensions came during the 1997 season and involved star quarterback Doug Johnson, who violated curfew before Florida□s game at LSU. Johnson played in the No. 1 Gators□ loss to LSU only because Spurrier did not learn of the quarterback□s late-night antics until the following Monday. Spurrier then suspended Johnson for Florida□s next game, at No. 6 Auburn. In what proved to be one of Spurrier□s great coaching jobs, he used freshman quarterback Jesse Palmer and little-used reserve Noah Brindise to defeat Auburn.

If only Spurrier had been around to discipline Summers. Now it is evident Summers failed an earlier drug test during Holtz□s tenure. Under USC□s wellness program for athletes, Holtz had the option to suspend Summers from the team at that time and, not surprisingly, did not.

Summers probably believed that his next drug violation would be pushed aside, just like the first one. Because that did not happen, he now is forced to work his way out of his own problem, perhaps for the first time in his life.

One can only hope Summers finds the wherewithal to right himself, remain a student at USC through this semester and transfer to another school where he can showcase his immense football talents.

Should that happen, his dismissal from the USC football team will prove to be the best thing that ever happened to him, just as the Gamecocks ultimately will benefit from knowing the rules now apply to everyone ... even the stars.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, March 10, 2005 12:15 PM
To: -Athletics Administration <-Athletics Administration@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>
Cc: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>; Weeden, Mary B. <mbw@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Registration

Coaches & Administrators,

Summer & Fall registration will begin March 21st. Now more than ever it is important for all of our student-athletes to meet with their academic counselor to review degree progress, eligibility, and course selection. The academic counselors are in the process of conducting team meetings to discuss registration and to make student-athlete appointments. Please help us by reinforcing the importance of these meetings and appointments to your team. Remember, now is the time to be proactive in addressing possible graduation and eligibility issues. Thank you. RJM

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, April 27, 2005 2:47 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Weeden, Mary B. <mbw@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: CCI - Loaner Laptops
Attach: CCI - Loaner Laptops.msg

From: Amy S. Herman <ajschae@uncaa.unc.edu>
Sent: Wednesday, April 27, 2005 12:58 PM
To: CCI
Subject: CCI - Loaner Laptops
Attach: 4-27-05 (to CCI group).xls

All,

Please see attached spreadsheet regarding incoming student-athletes who are currently eligible for the CCI loaner laptop program through the Department of Athletics for the 2005-06 academic year. Please keep in mind that all National Letters of Intent are not yet filed, so there will be updates to this list.

You will see that 2 student-athletes are highlighted. These student-athletes are eligible for the CCI grant. In the past, we have given these students loaners and the CCI grant has paid for them (making them "free", so to speak, to the Department of Athletics). However, new legislation might pass tomorrow allowing these student-athletes to accept the CCI grant on top of their athletics scholarship, thereby allowing them to take the CCI grant themselves instead of getting a loaner laptop from us. Once we know the status of this situation, we will be in further touch with you. I will try to let you know ASAP of the student-athletes who should be removed from the loaner list for this reason, as I know you are facing a time crunch to get these computers ordered and tagged for us.

Please let me know if you have any questions. I will send you updates as they become available.

Thanks,
Amy

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, May 31, 2005 9:33 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Weeden, Mary B. <mbw@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Casualties of Tech, football

Casualties of Tech, football
Yellow Jackets 2003 academic washouts repair their lives

By RANA L. CASH
The Atlanta Journal-Constitution
Published on: 05/29/05
Ten Georgia Tech football players stood on the same line, their futures facing fourth-and-long. Academic ineligibility forced them out of school — and off the field — in the spring of 2003.

Some resurrected their careers. Others buried them.

Malone family
(ENLARGE)
Former Jackets defensive tackle Alfred Malone has graduated from Troy and signed an NFL contract.

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They've taken on blue-collar jobs and labored in the junior college ranks. They are playing on all levels — from the NFL to Division II. They've drifted away, losing contact with former friends and teammates.

"I lost the love for the game," Kingi McNair, then a redshirt freshman linebacker, says today.

Georgia Tech has since overhauled the academic arm of its athletics department. Football coaches now lean more heavily on the academic support staff, and are less involved in the daily activities of the players outside of athletics.

Tech's pending NCAA probation for allowing 17 ineligible athletes to compete in four sports from 2000-04 is unrelated to the 2003 football players' academic issues.

As Tech tries to reconcile those separate embarrassments, the athletes involved in the 2003 academic casualties have moved on, as well.

"I was disappointed in myself," said former running back Tony Hollings. "I'm the type of person that I'm not gonna let it hang over my head. I keep moving, keep pushing forward. I keep going."

That's exactly what Hollings, set to begin his third season with the Houston Texans, did. Defensive lineman Tony Hargrove is coming off a breakout year with the St. Louis Rams. A third player, defensive tackle Alfred Malone, hopes to follow them down the NFL road. After graduating this spring from Troy State, Malone signed a free-agent contract with the Houston Texans.

"It motivated me," Malone said. "A lot of people said that Georgia Tech wasn't the place for me and that college isn't for everybody. If I'd started out at Tech the way I did here, with that same focus, I would have graduated from Georgia Tech.

"But I've got the paper — right here — to prove people wrong."

Taking the blame

As they reflect on what went wrong, on how their promising football careers were derailed, many of the players point to themselves.

After undergoing knee surgery, Hollings didn't feel like enduring the pain to attend classes.

Malone fell asleep during lectures.

McNair had too much fun during his first year away from home.

Anthony Lawston admits he didn't always make schoolwork a priority.

Getting back on course was, in most cases, considerably more difficult than falling off it.

"It's easy to let your grade point average slip," said Lawston, a former linebacker. "It's harder to bring it up."

Receiver Lekeldrick Bridges was a budding star at Tech. A 6-foot-2, 175-pound speedster, Bridges made waves his freshman season and was expected to be a major contributor his sophomore year.

That time eventually came, but on a far less glamorous stage. Bridges traded the ACC for Hinds Community College in Mississippi. At Hinds last season, he caught 55 passes for 884 yards and seven touchdowns.

This fall, he is headed to Division I-AA powerhouse Grambling.

"We recruited Lekeldrick out of high school," Grambling coach Melvin Spears said. "It came down to us and Georgia Tech. I told him and his mother that if things didn't work out at Tech, we would be here. He was an outstanding basketball player and football player, but he was also an outstanding student."

Sterling Green found a place, as well. After taking online classes and working a full-time job, the 6-3, 220-pound strong safety enrolled at Division II Bowie State. He missed both the 2002 and '03 Tech football seasons, but at Bowie State, he was the team's third-leading tackler last season.

"Football-wise, I'm blessed to be in the situation I'm in," said Green, who will begin his senior year this fall. "I'm doing well, and I have the opportunity to show what I can do. At Georgia Tech, they required a lot academically and athletically. There's more emphasis on athletics, and it makes it harder to find the time for academics."

Now, things have turned around for Green.

"He's the prototype athlete," Bowie State coach Mike Lynn said. "He's going to be on the cover of our media guide."

Working construction

The road for former running back Michael Sampson has been even longer. Sampson, who was on Tech's 2004 spring roster, underwent back surgery before leaving Atlanta for Fort Scott Community College in Kansas, his mother said.

Once there, he never played. And, according to assistant coach Ryan Peterson, Sampson has been dismissed from the team for personal reasons. Peterson said Sampson is considering transferring to a Division II school, possibly Arkansas Monticello.

Terron Pullen, once named the Journal-Constitution's Class A Defensive Player of the Year, attempted unsuccessfully to transfer to Georgia Southern. Now, he's working construction in Johnson County.

McNair works from 11 p.m. to 7 a.m. as a machine operator in his hometown of Pelahatchie, Miss. He briefly considered playing at Hinds, but chose instead to work and help care for his 1-year-old son.

"Three years ago, you couldn't pay me to say that I lost the love for the game, but I did," McNair said. "There was too much pressure, too stressful. It wasn't fun anymore. It was too much of a business.

"But I don't have any complaints. I tell people around here all the time: 'If your mind ain't made up, don't pursue it.' I see them quitting the high school team. I know how they feel. I feel like I could have gone all the way if I'd stuck with it. But people call me a 'has been.' All I say is: 'What are you doing other than standing on the corner drinking?' I have a job and I take care of my son. I'm not embarrassed by that."

'I'd like to teach'

Lawston, who said he was "ashamed" for failing out of school, re-enrolled at Tech and briefly remained in school there. Despite needing just five more classes to graduate, he said he has put pursuing his degree on hold because his GPA was too low.

He is headed to the Air Force reserves after working as a baggage handler at Hartsfield-Jackson International Airport. With a 2-year-old son and marriage plans in the works, he said he'd like to transfer to Georgia State and begin a career as a teacher.

"I'd like to teach and coach," he said. "I believe that is what I've always been trained to do."

Defensive tackle Reggie Koon, originally from Miramar, Fla., is still living and working in Atlanta. He left the game of football behind.

Malone, however, was unable walk away from school — or football. While the winds of life fanned away others' desire, he saw his determination take deeper roots, his passion for football swelling every day he had to sit and watch. In two seasons at Troy State, he flourished on the defensive line.

"When I came here, I was more focused," said Malone, who said he graduated with a 3.4 GPA in social sciences. "The big thing for me was getting better and polishing my skills. There was a time after I left that I thought about walking away. Life is so much easier when you don't have practices and games and no one is breathing down your neck.

"I gained 20 pounds, but then I lost 40 in one summer and was ready to go. Everything happens for a reason. I got off to a bad start at Tech. Physically I was ready, but mentally I wasn't. When I got here, I was a grown man."

Going pro

Hollings and Hargrove grew up quickly, as well, competing in the NFL. Hargrove, a starting defensive end, recorded 23 tackles last season for the Rams. Hollings severely damaged his knee in the fourth game of the 2002 season. The following spring, he failed out of school. That summer, he took a job unloading bags from airplanes at the airport. A few months later, he entered the NFL supplemental draft.

He has rushed for 149 yards in two seasons, but is hoping for a turn this year.

"I haven't reached where I want to be, but I do look at it as a success, just being here," Hollings said. "This was a lifelong dream. If that hadn't happened at Tech, I would have had another season of college to play and to mature more.

"I would have been in a better situation. But this is something I did to myself. You take the good with the bad. I was embarrassed, but had to man up and face it, and things turned out well. Life goes on."

WHATEVER HAPPENED TO . . .

A look at what the 10 Georgia Tech football players ruled academically ineligible in 2003 are up to now:

- RB Tony Hollings: Playing for the NFL's Houston Texans
- DE Tony Hargrove: Playing for the NFL's St. Louis Rams
- DT Alfred Malone: Graduated from Troy State; free agent with NFL's Houston Texans
- WR Lekeldrick Bridges: Went to Hinds CC; enrolling at Grambling State
- SS Sterling Green: Playing at Maryland's Bowie State
- RB Michael Sampson: Went to Fort Scott CC; looking for a Division II school
- DL Terron Pullen: Construction worker in Johnson County
- SS Kingi McNair: Machine operator in Mississippi
- LB Anthony Lawston: Entering Air Force reserves
- LB Reggie Koon: Working in Atlanta

From: Robert Mercer <rmercer@uncaa.unc.edu>

Sent: Thursday, August 4, 2005 11:34 AM

To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>; jmboxill@email.unc.edu; Orr, Kym N. <knorr@uncaa.unc.edu>; Weeden, Mary B. <mbw@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>; Yasutomi, Emily <yasutomi@uncaa.unc.edu>

Subject: [Fwd: Eligibility Waiver Petition Deadline]

Attach: [Fwd_ Eligibility Waiver Petition Deadline].msg

From: Matt Yager <yager@email.unc.edu>
Sent: Thursday, August 4, 2005 9:15 AM
To: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: [Fwd: Eligibility Waiver Petition Deadline]

FYI

-------- Original Message --------
Subject: Eligibility Waiver Petition Deadline
Date: Thu, 04 Aug 2005 08:43:18 -0400
From: Melanie Stimeling <mstimeli@email.unc.edu>
Reply-To: mstimeli@email.unc.edu
To: Academic Advising Staff Listserv <advisingstaff@listserv.unc.edu>, Cheryl Junk <tweeter@email.unc.edu>, Elizabeth Fox <eafox@email.unc.edu>, Elizabeth Shuster <eshuster@email.unc.edu>, Linwood Webster <websl@ils.unc.edu>, Matt Yager <yager@unc.edu>, Minda Brooks <mdbrooks@email.unc.edu>, Michael Jahn <msjahn@email.unc.edu>, Alice Dawson <alice_dawson@unc.edu>, Alison Roberts <arobert2@email.unc.edu>, Barbara Lucido <blucido@email.unc.edu>, Marilyn Wyrick <wyrick@email.unc.edu>, Meredith Soles <mksoles@email.unc.edu>, Rosemary Howard <rhoward@email.unc.edu>, Carolyn Cannon <ccannon@email.unc.edu>, Barbara Stenross <stenross@email.unc.edu>

The deadline for petitions for a waiver of eligibility for fall 2005 is *2:00pm* on August 9, 2005. The Advising webpage will reflect this change shortly.

--
Melanie J. Stimeling
Student Services Manager
Academic Advising Programs
The University of North Carolina at Chapel Hill
CB# 3105, 311 Steele Building
Chapel Hill, NC 27599-3110

http://www.unc.edu/advising

--
Matt Yager
Academic Advising Program
College of Arts and Sciences
CB# 3110, Steele Building
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http://www.unc.edu/advising

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, August 19, 2005 1:27 PM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: UNC ranks 5th among publics, gains in faculty resources,leads in student accessibility
Attach: UNC ranks 5th among publics, gains in faculty resources,leads in student accessibility.msg

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From: steve kirschner <skirschner@uncaa.unc.edu>

Sent: Friday, August 19, 2005 9:54 AM

To: Herman, Amy S. <ajschae@uncaa.unc.edu>; Dorrance, Anson <anson@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Hundley, Robert <bhundley@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Camarati, Jeff <camarati@mindspring.com>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; coachmock@uncaa.unc.edu; Craddock, Dennis <craddock@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Gelin, Dana <dgelin@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Lohse, Dave <dlohse@uncaa.unc.edu>; Dibbert, Doug <doug_dibbert@unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Culler, Ellen <eculler@uncaa.unc.edu>; Comfort, Frank <fcswim@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Evans, Jack <jack_evans@unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Haase, Jerod <jhaase@uncaa.unc.edu>; Holbrook, Jennifer <jholbrook@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Martin, John <jmartin@uncaa.unc.edu>; Montgomery, John <jmont@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Snyder, Lee <lsnyder@uncaa.unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Bowers, Matt <mbowers@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Teague, Norwood <nteague@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Robinson, Steve <srobo@uncaa.unc.edu>; Vanderford, Teresa <tvanderford@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>; Teague, William <wmt1953@aol.com>; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Subject: UNC ranks 5th among publics, gains in faculty resources,leads in student accessibility

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UNC News Release:
http://www.unc.edu/news/archives/aug05/USNewsAdvance081805.htm

For immediate use
Aug. 19, 2005 -- No. 363

UNC ranks 5th among publics, gains in faculty resources,
leads in student accessibility: U.S. News & World Report

CHAPEL HILL - The University of North Carolina at Chapel Hill ranked as the nation's fifth best public university and stands out as a national leader in promoting student accessibility, according to U.S. News & World Report magazine.

In addition, UNC posted an 11-point gain - following last year's 21-point rise - in faculty resources. That 39th overall ranking was up from 50th in 2004. It was the university's best showing in the past six years; the lowest had been 71st twice during that period. Two other rankings - best value and least debt load - affirmed Carolina's leadership role in measures of student accessibility.

In faculty resources, U.S. News examined snapshots of class size (fewer than 20 students and 50 students or more), average faculty compensation in 2003-04 and 2004-05, proportion of faculty who are full time and with the highest degree in their field, and student-faculty ratio.

"Carolina is making excellent progress toward university priorities we have set ourselves," said Chancellor James Moeser. "Overall, our focus is on promoting excellence in all that we do in order to benefit the people of North Carolina and beyond. Our top priority is strengthening faculty recruitment, retention and development, and these U.S. News results show how last year's state appropriations and campus-based tuition revenue helped keep us competitive in faculty compensation with our national peers."

Another university priority is creating the richest possible learning environment for students, Moeser said. "The U.S. News rankings examine important aspects of the exceptional education we provide to undergraduates," he said.

Among public campuses, the University of California at Berkeley ranked first, followed by the University of Virginia. The universities of California at Los Angeles and Michigan at Ann Arbor tied for third, followed by UNC at fifth for the fifth consecutive year. For years, these five campuses have held the top five spots.

Overall, Carolina tied for 27th - up two spots from last year - among both public and private campuses with Tufts and Wake Forest universities. Other top public campuses ranked between 20th (Berkeley) and 25th (UCLA and Michigan).

The new rankings appear in the magazine's 2006 "America's Best Colleges" guidebook and will be posted at www.usnews.com Friday (Aug. 19) at 12:01 a.m. EDT. The magazine's Aug. 29 edition and the guidebook are scheduled to be on newsstands Monday (Aug. 22).

The U.S. News rankings formula weighs data including opinion survey responses about academic excellence from peer presidents, provosts or admissions officials; student retention rates; faculty resources; student selectivity; financial resources; graduation rates; and alumni giving.

UNC ranked first among national public campuses and 10th overall - up nine places from last year - in "Great Schools, Great Prices," based on a formula determining which schools offer best value by relating academic quality to the net cost of attendance for a student who receives the average level of financial aid.

Another category - least debt among students - listed UNC fifth among public campuses and eighth overall, with 24 percent of graduates posting an average debt of $11,751 in 2004. In 2003, that number was $11,519, down from $13,700 in 2000. Less than a quarter of Carolina's graduating students accumulate debt. By contrast, the nation's average student debt loan doubled to $18,900 in about a decade.

Moeser said campus practices protect access and affordability. Among undergraduates, 33 percent received need-based financial aid in 2004-05. UNC met two-thirds of undergraduates' need with scholarships and grants and the remaining third with loans and work-study jobs. Traditionally, aid packages on most campuses are closer to two-thirds loans and one-third grants.

In recent years, when UNC-Chapel Hill enacted a campus-based tuition increase for undergraduates, 35 percent of the revenue went to grants for needy students. Every needy student received a grant to cover a campus-based tuition increase.

UNC has launched the Carolina Covenant, a first among U.S. public universities, that makes a Chapel Hill education possible debt-free for qualified low-income students. Eligible freshmen can graduate without borrowing by doing a work-study job. Carolina meets the rest of their needs through federal, state and private grants and scholarships. This fall, the second class of Covenant scholars is enrolling. An estimated 340 to 350 new first-year students will participate under expanded eligibility requirements announced by Moeser last year.

UNC's own measures of excellence, developed in 2002 in consultation with trustees, emphasize indicators that the university provides an outstanding, intellectually challenging liberal arts education for undergraduates. The university has invested its resources based on these key priorities such as class size.

In 2004, 54 percent of UNC's course sections enrolled fewer than 20 students. That was second (topped only by UC-Berkeley at 58 percent) among UNC's top public peers and up from 51 percent in 2003. U.S. News considered an additional measure: only 11 percent of UNC's course sections enrolled 50 or more students in 2004, down from 12 percent the previous year.

In other U.S. News rankings, UNC's Kenan-Flagler Business School tied for fifth with Carnegie Mellon and New York universities, as well as the University of Texas at Austin, among undergraduate business degree programs. Kenan-Flagler tied for second among public campuses. In specialty areas, Kenan-Flagler tied for fourth with Berkeley for marketing and ranked fifth in management.

U.S. News included Carolina in a category called "programs to look for" - highlighting outstanding examples of academic programs that lead to student success. Education experts, including staff of the Association of American Colleges of Universities, helped identify these programs.

UNC was among 43 public and private campuses cited for their first-year experiences programs, which include first-year seminars and other programs bringing small groups of students together with faculty and staff on a regular basis. UNC was one of 22 public campuses selected for this list.

Another category of "programs to look for" was undergraduate

research/creative projects, in which UNC was listed among a dozen public campuses and 36 universities overall. This category reflects opportunities for students to engage in independent or small-team work under the direction of a faculty mentor. Students conduct intensive and self-directed research or creative work that results in an original scholarly paper or other product that they can formally present on or off campus.

-- 30 --

UNC contact: Mike McFarland, (919) 962-8593, mike_mcfarland@unc.edu
U.S. News contact: Beth Seibold, (212) 210-6314, bseibold@usnews.com

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, August 19, 2005 4:01 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Scandal at Houston

Scandal at Houston
Ex-instructor, athlete accuse school of grade-fixing
Posted: Friday August 19, 2005 1:23PM; Updated: Friday August 19, 2005 3:31PM

Brown says former University of Houston football player Brandon Evans, now with the Texans, did not complete coursework in Brown's summer classes. Evans says he earned every grade he received.
AP

By George Dohrmann, SI.com

When Alex Brown became a coordinator for student-athlete academic support at the University of Houston in 1994, he believed the job would allow him to help black student-athletes earn their degrees. Instead, Brown says, he became the athletic department's "fixer," the man coaches and academic counselors went to when an athlete's academic eligibility was in peril and a quick remedy was needed.

From 1995 to 2003, Brown says he solicited from other University of Houston professors at least 25 improper grade changes for UH athletes at the behest of coaches and other school officials. In addition, he says he changed grades for at least 30 athletes in the class he taught, Introduction to African-American Studies, and committed other acts of academic misconduct.

Brown, who was fired from the university in January 2004 and indicted by a grand jury earlier this year on charges related to stealing department funds, detailed his role in a series of interviews with SI.com this week. Other former University of Houston athletic department employees and former athletes contacted by SI.com substantiated Brown's charges that several school faculty members were willing to bend and break the rules for athletes.

"I was the best book-cooker in the athletic department. I was the go-to man," Brown says. "Everybody knew it. But I wasn't the only person doing wrong."

Brown twice met with NCAA enforcement officials earlier this year to discuss his accusations against the school. Brown says the first meeting occurred in February, when he traveled to Indianapolis to meet with NCAA assistant director of enforcement Eddie Weatherington. Brown says he then met with Rich Johanningmeier, the NCAA's associate director of enforcement, at a Houston hotel in April. The NCAA contacted the University of Houston on May 13, and a subsequent internal investigation by the school found 14 grade changes for student athletes between 1999-2005, says athletic director Dave Maggard. "The investigations found nothing irregular about the grade changes, the number of grade changes or the purpose or reasons for the grade changes," says Maggard.

NCAA spokesperson Jennifer Kearns told SI.com that the organization would not comment on the issue.

Brown says the grade changing began long before 1999 and claims the wrongdoing is more far-reaching than the school's internal investigation revealed. "My reaction to the results of [Houston's internal] investigation was, 'Damn, that's all they found?' They must not have looked hard," Brown says. "And I told the NCAA to look back to 1994, but the school went back only to 1999-2000. I guess they only looked at what they wanted to look at."

Brown was accused of stealing money from the university in December 2003, when he oversaw the athletic department's book distribution program. He is scheduled to go to trial on theft charges on Aug. 29. If convicted of the felony, Brown faces between 180 days and two years in jail and up to $10,000 in fines.

Brown denies stealing the money and admits he spoke to the NCAA and then to the media about his allegations to gain a measure of revenge for the theft charges. "Am I doing this because I am angry? Absolutely," he says. "But I just got fed up with all of it."

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, August 19, 2005 4:13 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: rest of the story

Brown had previously filed a federal lawsuit against the school in August 2001, accusing former athletic director Chet Gladchuk of racial discrimination and alleging he was denied promotion to associate athletic director because he was black. Brown says he dropped the case after Gladchuk left the university.

Brown's attorney, Jolanda Jones, a former Houston track star, has subpoenaed a host of school employees, including Maggard, to testify in the theft-charges trial. Jones vows to use the trial to expose the wrongdoing she believes has festered in the athletic department since she was an athlete there in the late 1980s. She has requested documents she says will detail Brown's grade changing.

"We will push to get the truth out about what goes on in the athletic department to keep athletes eligible," says Jones, "and it will be excruciatingly painful for them."

"Each year, Professor Brown signed documents stating that if he knew of an NCAA violation, he was obligated to report it," Maggard says. "He never reported a violation to our compliance director. Why only now is he coming forward and saying there were violations?

"I can only speak to what I have seen since I was hired [in 2002]. I have seen nothing to indicate the types of things he is talking about."

'Kamikaze summer' courseloads questioned
Brown believes his final act of academic misconduct at the university, which he says took place during the summer of 2003, may have been his most serious violation of NCAA and school policy. He says he was involved in a scheme to ensure star offensive line recruit Brandon Evans would be eligible to play that fall. Brown says an athletic department employee told him that Evans, a transfer, was 27 credits short of being eligible to compete. According to Brown, the official created a plan that would allow Evans to get the credits he needed. The plan included enrolling Evans in Brown's course -- AAS 2320 -- as well as an independent study class that Brown monitored. Brown says Evans never attended a single session for either course nor did he turn in any assignments, a fact Brown says he passed along to school officials. "They said that they would take care of it, they would get him to turn something in before the fall semester started," Brown says. "So I gave him the grades. But he never turned in a thing. It was absolute academic fraud."

Evans may not have had time for Brown's classes because of the courseload he took at other schools in or near Houston that summer. According to an employee in the registrar's office at Houston Community College, Evans was enrolled in an art history course there that summer. Brown says Evans also took classes at San Jacinto College and Lee College in Baytown, Texas. (Neither San Jacinto nor Lee would provide information about enrollment without student consent or a social security number.)

Evans, who now plays for the Houston Texans, could not be reached directly by SI.com, but he said through a Texans spokesperson that he attended all his classes that summer and turned in the work required. Evans told KPRC TV in Houston, "I took 27 [hours] that summer and the rest I took 40 [hours] between the whole school year."

Evans would not have been the first University of Houston athlete to use those schools to retrieve credits needed to stay eligible. Brown and other former school employees say it was a common practice, dating to 1996. Athletes took so many courses at that trio of colleges that one UH employee referred to them as "kamikaze summers."

An athletic department intern, who asked not to be named for fear of reprisal from university officials and alumni, says that in the summer of 1996 he was asked by Maria Peden, the school's assistant athletics director for student-athlete academic services, to drive football players to Lee College several times. He says she even let him use her convertible BMW to transport them.

Brown says having athletes take classes at Lee College was a systemic abuse of a loophole in NCAA policy. Lee College has a three-week semester it calls a May Mini Session. It falls between the end of Houston's spring semester and the start of its summer session. Brown says school officials would count Lee College credits as having been earned in the spring. Thus, an athlete could still take classes during Houston's summer session and not exceed the NCAA maximum of six credit hours a summer. "Grades were in, we had walked [at commencement], but somehow those Lee College classes were still counted toward the spring semester," Brown said.

Maggard said that when he was hired by the school, he was concerned about the classes athletes were taking during the summer, which is why he instituted a rule stating that the school would not pay for summer classes that did not contribute toward an athlete getting a degree. As for Brown's charge about the mini-session at Lee College, Maggard says: "That's a new [accusation]. We would

have to look at the records and see how many students did that."

Brown, 57, was hired as assistant director of African-American studies at the University of Houston in 1989 after teaching at Prairie View A&M. In 1994, he applied for the position of associate athletic director for academic affairs at UH, which included supervision of academic support for athletes. He didn't get the job, but the woman who did, Janice Hilliard, tabbed him as her second in command. Brown supervised the academic counselors for the various sports and also counseled athletes, including men's basketball players until 2000.

Brown says he was first asked to orchestrate an improper grade change for an athlete shortly after he joined the athletic department. A university official approached him with the transcript of safety Delmonico Montgomery, and asked if Brown could find a way to raise Montgomery's grade-point average. "The team was leaving for the charter [plane] that day, it was the Friday before the opening game, and everyone was frantic," Brown says.

He took a grade-change form to a professor he knew was sympathetic to athletes. The instructor signed the form without hesitation, Brown says, and Brown then got it signed by the head of the department and by someone in the dean's office, as both must approve a grade change. After they signed the form, he took it to the registrar's office so it could be recorded. Montgomery's NCAA eligibility needed to be certified by the school's faculty representative to athletics, so Brown raced back to the athletic department, where he says an unknowing Montgomery was waiting to learn his fate while the rest of the team sat in buses outside wondering if their star defender would be joining them on the trip to the airport.

Brown says he took the certification form to the athletic department, where they had a rubber stamp of the faculty rep's signature "They stamped it and then I walked Delmonico out to the buses," Brown says. "When we got outside, the whole bus started cheering."

Later that night, Brown went to a restaurant where former players were hosting a reception. "Before I got there, word had spread about what I'd done," Brown says. "When I arrived, everyone wanted to buy me a drink."

That incident contributed to Brown's reputation as the man to go to when an athlete's transcript needed a quick fix. He would push already forgiving professors to raise an athlete's grade when asked by coaches or counselors. He said he enticed professors with tickets or promises of athletic clothing. Once he arranged for football tickets to be provided to a professor's son and his Little League teammates. "One professor used to joke with me that he helped a certain player so much that the player should name his first child after him," Brown says.

The stable of professors Brown says he could count on to raise a grade or turn an incomplete into a grade include some of the schools most distinguished faculty. Brown says those professors changed grades without requiring extra work from the students or, in some instances, requested more work but were willing to change the grade before it was turned in. "And then more often than not the athlete wouldn't turn anything in later," Brown says.

One of Brown's former assistants, who often filled out grade-change forms for him, said she got so tired of the frequent trips to the registrar's office to retrieve the forms that she ultimately brought back a stack of between 15-20 and stored them in a credenza in Brown's office. The assistant said she witnessed Brown facilitate change grades for football or basketball players "at least 15 times," and said she often delivered the signed forms to the registrar's office herself or sent them using inter-office mail.

"Any time a season was about to start, when an athlete needed to be certified to play, the coaches would come to Dr. Brown's office," said the assistant, who asked not to be named. "Then we'd fill out more [grade-change] forms."

At the center of Brown's allegation is the class (AAS 2320) he taught three times a year -- during the fall semester, the spring semester and the summer session. Brown drew on his experiences growing up in Birmingham, Ala., during the Civil Rights movement. He once marched with Dr. Martin Luther King and was mentioned in a chapter of James Forman's book The Makings of Black Revolutionaries.

When he started teaching at the University of Houston, Brown required his students to complete a series of reading assignments, take two exams, write a 10-page research paper, review a book and prepare an oral presentation. It was a popular class, he says, but initially did not attract many athletes because it was an elective and did not fill a requirement toward a degree in most disciplines. But after he moved into the athletic department, Brown gradually tailored the course to accommodate athletes. He began teaching it twice during the summer because so many players stayed for summer school, and he eventually got approval for his fall and spring classes to meet only once a week (and at night). Brown says he stopped giving in-class exams, assigning only take-home writing assignments. "I knew athletes were getting their girlfriends or mamas to write the papers, but I didn't care," Brown says. "Changing grades was a lot of work. If they turned in something, I had an excuse to give a player a good grade and then didn't have to feel so slimy changing it later."

Though Brown's course was an easy one, he says athletes still cheated. In 2001, according to Brown, six male athletes turned in the

same paper for his class. "The only thing they changed was the cover sheet," he says. He took the matter to at least one school official and a coach. Brown says they assured him the six would be punished. He claims the athletes did not resubmit the assignment, yet he did not flunk them because "I knew I'd just be asked to change their grades later."

Brown's class was not the only one in which athletes allegedly got away with cheating. Several former Houston athletes contacted by SI.com told of athletes receiving improper assistance, including some taught by professors other than those Brown mentioned.

Brown says one professor of a class that was popular with athletes sometimes gave his tests to an academic counselor so the athletic department could administer them. Former football player Kyle Brown (no relation), recalled the circumstances under which he and others took one of the professor's exams. "After practice on a Sunday, all the football players in that class and some other athletes went to a room in the athletic department to take the test," Kyle Brown says. When the players arrived, they were given a blank form to fill in the answers for the multiple-choice test but also one with the answers already filled in. "All we had to do was fill in the blank form with the answers they gave us," Kyle Brown says. "Sometimes, there were not enough forms with the answers, so we'd pass them around."

Kyle Brown said he saw the professor travel on the team bus and attend walk-throughs before games, a privilege he says was extended only to "special guests."

"I don't know anything about that first hand," says Maggard. "But going by what people have told me about [the years] prior to when I got here, nothing like that would have occurred."

Houston athletic director Maggard says of Brown's accusations, "I can only speak to what I have seen since I was hired [in 2002], and I have seen nothing to indicate the types of things he is talking about."
AP

Brown points to the high number of professors, heads of academic departments, and deans who signed off on grade changes as evidence of a systematic problem. "It is an institutional issue," he says. He said the cheating contributes to the larger crisis: the school's failure to graduate its athletes, particularly African-American males. "Look at the graduation numbers; they're embarrassing," Brown says.

Houston's four-class average graduation rate was 44 percent, according to the most recent results released by the NCAA. However, as recent as the NCAA's 2000 synopsis, it was 31 percent. Houston's record of graduating black male athletes is even lower. The school's most recent four-class average in that category is 33 percent and was 30 percent or lower in each of the four years prior. (The Division I average was 60 percent for all athletes and 45 percent for African-American male athletes, according to the most recent figures available.)

"The university has had a problem educating athletes for a long time," says Jones, who is a member of the university's athletic Hall of Fame. "It's shameful."

"The graduation rate for athletes has been going up since I got here," says Maggard. "The most recent numbers are higher for athletes [50 percent] than they are for regular students [40 percent]."

Brown said he initially thought his grade fixing was aiding the athletes' cause but came to believe he was being exploited while no one benefited. He says that when Evans enrolled in the fall of 2003 after his "kamikaze summer," Brown vowed to never again cheat for a Houston athlete.

"I told the academic counselors not to put another athlete in my class again," he said. "I told them that if they did I was going to flunk [the athlete] whether he did the work or not."

That was in October. By January, Brown had been fired. When he returned from Christmas break, he says he was questioned by campus police and then handcuffed in the parking lot outside the athletics building. Brown claims the university manufactured the theft charge to get rid of him once he would no longer agree to cheat for athletes. He also wonders if it was retaliation for a separate incident.

At the end of the 2003 fall semester, Brown claims he identified at least six football players who had not returned their books. He says he feared that they had sold them and pocketed the money, so he ordered the athletics business office to put a stop on their registration for the spring semester until the books were returned or paid for. The six were not eligible to compete in the Hawaii Bowl on Christmas Day unless they registered for the spring semester. Brown says an athletic department official sent a memo to the business office ordering the holds released, allowing the players to register and play. Brown says he doesn't believe the six ever made restitution for the books, which he claims were worth several thousand dollars, a potential violation of NCAA rules.

"It made me sick," says Brown, who is now selling basketball equipment. "Look, I am not proud of what I did. Had I set out to be crooked and dishonest, I would be pleased with myself. But I am not . . . I did it because I was getting a decent salary, state benefits and good vacation time. I liked my job and wanted to keep my job.

"But eventually, I got tired of it. It gets old. An athlete would come in with this swagger and expect things to be done for him. It made me sick."

George Dohrmann is a staff writer for Sports Illustrated. He can be contacted at george_dohrmann@simail.com.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, August 23, 2005 9:32 AM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: Corrections to 05-06 NCAA Manual
Attach: Corrections to 05-06 NCAA Manual.msg

From: Mary Ball <maryball@uncaa.unc.edu>

Sent: Tuesday, August 23, 2005 8:54 AM

To: -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Batt, J. <batt@uncaa.unc.edu>; bjpolk@unc.edu; Miller, Beth <bmiller@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; ciocca@email.unc.edu; Lane, Cricket <cricket@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Bebbs, Debra <dhoard@uncaa.unc.edu>; Hooker, Dan <dhooker@uncaa.unc.edu>; McPherson, Dawn <dmcpherson@uncaa.unc.edu>; evansj@bschool.unc.edu; Basnight, Gail <gbasnight@uncaa.unc.edu>; gregoryc@email.unc.edu; -Head Coaches <-Head Coaches@uncaa.unc.edu>; jackie_copeland@unc.edu; james_moeser@unc.edu; Boone, Josh <jboone@uncaa.unc.edu>; Cake, Johnny <jcake@uncaa.unc.edu>; Connors, Jeff <jconnors@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Montgomery, John <jmont@uncaa.unc.edu>; joanna@unc.edu; Best, Kevin <kbest@uncaa.unc.edu>; Crowder, Ken <kcrowder@uncaa.unc.edu>; lschimm@email.unc.edu; Ballen, Martina <mballen@uncaa.unc.edu>; Perkins, Michael <mperkins@uncaa.unc.edu>; Teague, Norwood <nteague@uncaa.unc.edu>; pgrogran@email.unc.edu; Mercer, Robert <rmercer@uncaa.unc.edu>; rucinski@email.unc.edu; Kirschner, Steve <skirschner@uncaa.unc.edu>; strohm@email.unc.edu; tbrickne@email.unc.edu; Smith, Tim <tdsmith@uncaa.unc.edu>; ttaft@med.unc.edu; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Subject: Corrections to 05-06 NCAA Manual

Attach: Corrections Chart.doc

All,

Attached please find a chart listing corrections to the 2005-06 NCAA Division I Manual. The chart focuses on substantive changes and bylaw cite corrections. If you have any questions, feel free to contact the Compliance office.

Thanks,

Mary

Mary Ball
Compliance Office
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P.O. Box 2126
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Corrections to the 2005-06 NCAA Division I Manual*

Page(s)	Bylaw	Correction
93	13.1.3.1.2	Additional text added (**correction noted in bold and underlined**). 13.1.3.1.2 Exception -- Men's Basketball. In men's basketball, an institution is permitted to make one telephone call per month to a prospect [or the prospect's parents or legal guardian(s)] on or after June 15 of the prospect's sophomore year in high school through July 31 of the prospect's junior year in high school. An institution is permitted to make two telephone calls **per week** to a prospect [or the prospect's relatives or legal guardian(s)] beginning August 1 prior to the prospect's senior year in high school. An institution is permitted to make one telephone call per week to a two-year college prospect [or the prospect's parents or legal guardian(s)].
100	13.1.8.8-(a)-(4)	Bylaw cite is incorrect. Please replace 30.17 with 30.16.
100	13.1.8.8-(b)-(2)	Bylaw cite is incorrect. Please replace 30.18 with 30.17.
124	13.12.1.1.2	Additional text added (**correction noted in bold and underlined**). 13.12.1.1.2 Football and Basketball. An institution's football camp or clinic may be conducted only during two periods of 15-consecutive days in the months of June and July or any calendar week (Sunday through Saturday) that includes days of those months (e.g., May 28-June 3), unless such activities meet the provisions regarding developmental clinics set forth in Bylaw 13.11.3.1. The dates of the two 15-day periods must be on file in the office of the athletics director. An institution's basketball camp or clinic may be conducted only during the months of June, July and August, **or any calendar week (Sunday through Saturday) that includes days of those months** unless such activities meet the provisions regarding developmental clinics set forth in Bylaw 13.11.3.1. Violations of this bylaw shall be considered institutional violations per Constitution 2.8.1; however, such violations shall not affect the prospective student-athlete's eligibility.
127	13.12.3-(a)	Bylaw cite is incorrect. Please replace 30.18 with 30.16.
128	13.12.3-(b)	Bylaw cite is incorrect. Please replace 30.18 with 30.17.

Corrections to the 2005-06 NCAA Division I Manual*

Page(s)	Bylaw	Correction
148 and 149	14.3.1.1-(a)	Under "Additional academic courses," please remove reference to computer science. As of August 1, 2005, computer science course can be used only if the high school grants graduation credit in mathematics or natural/physical science and the courses appear on the high-school's core course list as a math or science course.
164	14.4.3.5-(a)	Remove "not" in the last sentence of the bylaw (**correction noted in bold and <u>underlined</u>**). 14.4.3.5 Exceptions to Progress-Toward-Degree Rule. (a) Missed term**.** One time during a student-athlete's entire period of collegiate enrollment, the provisions of Bylaw 14.4.3.1-(b)-(1) may be prorated at 12 hours per term of actual attendance if the student-athlete misses a complete term or consecutive terms during an academic year, subject to the following conditions: (1) The student-athlete engaged in no outside competition in the sport during the academic term or terms in which the student was not in attendance; and (2) At the time of certification, the student has fulfilled the progress-toward-degree requirements per Bylaw 14.4.3.1 for the terms in which the student was in attendance. A transfer student from a two-year college is not eligible to utilize this one-time exception during the first academic year of residence at the certifying institution in order to maintain eligibility during the second year in residence. **<u>Hours earned while enrolled as a part-time student during the "missed term" may be counted in meeting the progress-toward-degree requirements</u>**.

Corrections to the 2005-06 NCAA Division I Manual*

Page(s)	Bylaw	Corrections
171	14.4.3.6-(a)	Additional text added (**correction noted in bold and <u>underlined</u>**). (a) Medical absence. The credit hours required under the progress-toward-degree regulation of Bylaws 14.4.3.1 **<u>(b) and (c)</u>** and 14.4.3.5-(c) may be prorated at nine hours per term of actual attendance during an academic year in which a student misses a term or is unable to complete a term as a full-time student as a result of an injury or illness.
215	15.5.7.1.1.2.3.1	Bylaw cite in the first sentence is missing a number. 15.5.7.1.2.3 should read 15.5.7.1.1.2.3.
218	Figure 15-1	The footnote for the "Institutional Employee Dependent Tuition Benefit" should be 5 not 7.
240	17.02.11.4	The reference to football should be removed from this bylaw. It should read as follows: 17.02.11.4 First Day of Practice. The first day of practice may be conducted on the day when the last practice unit occurs, which is determined by counting backward from the day of the first permissible regularly scheduled contest. For example, in women's volleyball, practice may be held on the day that the 29th practice unit actually occurs, counting backward from the day of the first permissible regularly scheduled contest.
265	17.8.3	The reference to rugby is incorrect. Please replace with equestrian.
411-12	30.11.2-(b)	Additional text added (**correction noted in bold and <u>underlined</u>**). (b) September 16 through Tuesday of the week following the initial date for the spring signing of the National Letter of Intent [except for (1), (2), (3) **<u>, (4) (5) and (6)</u>** below] Women's basketball staff members shall not exceed 85 recruiting person days (see Bylaw 13.02.10). Academic year evaluations are limited to scholastic events.*:
412	30.11.3-(a)-(2)	Please remove the word "calendar" in between "42" and "days." Please see 13.1.8.9.3 and ER-2005-17 for details on the change.
428-29	31.2.3.3	The two references to "season of participation" is incorrect. Please replace "participation" with "competition."

* The LSDBi contains the most up to date version of the Division I Manual.

The National Collegiate Athletic Association
August 22, 2005 BN:jh

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, September 22, 2005 9:47 AM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: [Fwd: [advisingfulltime] Updated Contact/Hours Info.]
Attach: [Fwd_ [advisingfulltime] Updated Contact_Hours Info.].msg

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From: Marilyn Wyrick <wyrick@email.unc.edu>
Sent: Wednesday, September 21, 2005 4:55 PM
To: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: [Fwd: [advisingfulltime] Updated Contact/Hours Info.]
Attach: DeptContactsF05.xls

Robert,
Attached is contact information for Advisors and departments. I know Cynthia wanted this information, but it might be helpful to others.

Marilyn

--

Marilyn J. Wyrick
Assistant Director, Advising Programs
University of North Carolina - Chapel Hill
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919-843-8920

Department Contacts
2005-2006

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49		Mark Richardson	202 Greenlaw	962-6871	richardm@email.unc.edu	Writing Prog.Asst	
50	**Creative Wr.**	Bland Simpson	231 Greenlaw	962-0468	bsimpson@email.unc.edu	Dir. Creative Writing	
51		Lisa Foley-Pellicani	213 Greenlaw	962-4000	lfoley@email.unc.edu	Program Asst.	
52	**Entrepreneurship**	John Stewart	107A/202 Gardner	966-5345	jfstewar@email.unc.edu		
53	**Environment Sci**	Greg Gangi	204 Miller	962-9805	ggangi@email.unc.edu	Dir, Stud.Aff, CEP	
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58		Yvette Thompson	115 Mitchell	962-0679	vette4@email.unc.edu	Student Serv	
59	**Germanic Lang**	Siegfried Mews	443 Dey	843-8863	mews@email.unc.edu	Dir. UG Studies	
60		Valerie Berhnardt	438 Dey	966-1642	valerieb@email.unc.edu	Student Serv	
61	**History**	Miles Fletcher	453 Hamilton	962-5577	wmfletch@email.unc.edu	Dir. UG Studies	
62		Wanda Wallace	556 Hamilton	962-9822	allace@email.unc.edu	Student Serv	
63		Willis Brooks	556 Hamilton	962-5043	ewbrooks@email.unc.edu	Study Abroad	

Department Contacts
2005-2006

	A	B	C	D	E	F	G
64	**Information&Lib.Sci**	Beth Dye	100 Manning	962-0208	bdye@unc.edu	UG St.Serv.Manager	
65	**Interdisclipinary St**	Gustavo Maroni	213A Steele	843-8923	gmaroni@unc.edu	Asst. Dean	
66	**Cultural Studies**				upsc@email.unc.edu		
67	**International Stu.**	Adam Versenyi	134 1/2 E.Frankin	962-5442	anversen@email.unc.edu	Chair	
68		Jonathan Weiler	134 1/2 E Franklin	962-0491	jweiler@email.unc.edu	UG Coordinator	
69		Anne Scaff (retiring in Dec)	134 1/2 E.Frank.	962-5442	ascaff@email.unc.edu	Admin. Asst.	
70	**Journalism**	Bill Cloud or Rhonda Gibson	112A Steele	843-4948		Part-time faculty adv.	
71		Sharon Jones	158 Carroll	962-2479	sharon_jones@unc.edu	St. Records Manager	
72	**Latin Amer. Stud.**	Arturo Excobar	223 E Franklin	962-6880	aescobar@email.unc.edu	Director, ILAS	
73		Stacey Sewall	Rm 201 A&B	966-1484	sewall@email.unc.edu	Student Serv	
74	**Linguistics**	Jen Smith	322 Dey	962-1474	jsmith@email.unc.edu	UG Advisor	
75	**Marine Sciences**	Mark Alperin	17-4 Venable	962-5184	alperin@email.unc.edu	Dir. UG Studies	
76		Pat Tolle	12-7 Venable	962-1252	ptolle@email.unc.edu	Student Serv	
77	**Mathematics**	Karl Petersen	300A Phillips	962-2380	petersen@email.unc.edu	Dir. UG Studies	
78		Dylan Thurston	356 Phillips	962-0198	thurston@email.unc.edu	Student Serv	
79		Elizabeth McLaughlin	374 Phillips	962-9604	eamclaug@email.unc.edu	Math PL issues	
80		Joseph Plante	388 Phillips	962-1268	plante@math.unc.edu	TR credit re-evaluation	
81	**Math Dec. Sciences**	Jon Tolle	106 Smith	962-3839	tolle@email.unc.edu	Dir. UG Studies	
82		Haipeng Shen	304 Smith	962-1358	haipeng@email.unc.edu	PL (Stat 31,OR 22, etc)	
83		Rosalie Olsen	102-B Smith	843-6024	raolsen@email.unc.edu	Student Serv	
84	**Mgmt & Soc**	Phillip Cohen	270 Hamilton	843-4791	pnc@unc.edu	Chair	
85		Clint Key (email best)	225 Hamilton	962-8184	cckey@email.unc.edu	Curriculum advisor	
86	**Music**	Susan Klebanow	106 Person	962-1093	skleb@email.unc.edu	Dir. UG Studies	
87		Angeline Waren	104 Hill	962-1039	awarren@email.unc.edu	Stu Serv/Music Registrar	
88	**Nursing**	Beth Black	201B Steele	843-9028	beth_black@unc.edu		
89		Anna Terry	301C Carrington	966-4260			
90		Kathy Moore		966-4260			
91	**Peace,War, & Def.**	Richard Kohn	401 Hamilton	962-9700	rhkohn@unc.edu	Dir. UG Studies	
92		Jackie Gorman	401 Hamilton	962-3093	jackie@unc.edu	Student Serv	
93	**Pharmacy**	Boka Hadzija	201B Steele	843-9028	boka_hadzija@unc.edu	Team 75	
94	**Philosophy**	John Roberts	215-C Caldwell	962-3325	jtrosap@email.unc.edu	Dir. UG Studies	
95		Gucki Obler	101 Caldwell	962-7291	hobler@email.unc.edu	Student Serv	
96	**Physics & Astro**	Jonathan Engel	182 Phillips	962-2619	engelj@physics.unc.edu	Dir. UG Studies	
97		Sallie Anderson	278 Phillips	962-2078	sallie@physics.unc.edu	Student Serv	
98	**Political Science**	Stuart Macdonald	255 Hamilton	962-0402	macdonald@email.unc.edu	Dir. UG Studies	
99		Janet Ward	360 Hamilton	962-0442	jkerr@email.unc.edu	Student Serv	
100	**Psychology**	Beth Kurtz-Costes	221 Davie	962-4137	bkc@unc.edu	Dir. UG Studies	
101		Barbara Atkins	203 Davie	962-7149	batkins@email.unc.edu	Student Serv	
102	**Public Policy A.**	Daniel Gitterman	202B Abernathy	843-6407	danielg@email.unc.edu	Dir. UG Studies	
103		Asta Crowe	002A Abernathy	962-2788	acrowe@email.unc.edu	Student Serv	
104	**Radiologic Sci.**	Joy Renner	201B Steele	966-5147	jrenner@med.unc.edu	Team 75	
105	**Rec & Leis. Stu**	Deb Bialeschki	3rd Floor Steele		moon@email.unc.edu	Recreation Advisor	
106	**Religious Studies**	Jodi Magness	116 Saunders	962-3928	magness@email.unc.edu	Dir. UG Studies	
107		Myra Quick	125D Saunders	962-5667	quick@email.unc.edu	Student Serv/Registrar	
108	**Romance Lang**	James Noblitt	105 Dey	843-7110	noblitt@email.unc.edu	Dir. UG Studies	
109	**French**	Hannelore Jarausch	223 Dey	962-0111	hljaraus@email.unc.edu	Dir of Fren Instruc, PL	
110		Martine Antle	225 Dey	962-0464	mcantle@email.unc.edu	Major advising	
111	**Italian**	Ennio Rao	238 Dey	962-1028	erao@email.unc.edu	Major advising	
112	**Portuguese**	Monica Rector	238 Dey	962-0744	rector@email.unc.edu	Major advising	
113	**Spanish**	Glynis Cowell	220 Dey	962-0156	gscowell@emai.unc.edu	Dir of Span Instruc, PL	
114		Elizabeth Gunn	120 Dey	962-1471	esgunn@email.unc.edu	Major advising	
115		Malgorzata Lee	337 Dey	843-2058	gosialee@email.unc.edu	Major advising	
116		Leticia Romo	120 Dey	962-1471	liromo@email.unc.edu	Major advising	
117	**Russ/E.Euro Lang**	Robert Jenkins	223 Franklin	962-0901	rjenkins@email.unc.edu	Dir. UG Studies	
118		Jeremy Pinkham	223 Franklin	962-0901	jpinkham@email.unc.edu	Student Serv	
119	**Sch Public Health**	Sherry Rhodes		966-0064		General Information	
120	**Biostatistics**	Craige Turnbull	3103B Mcgavran	966-7259	turnbull@bios.unc.edu		
121	**Environ. Science**	Don Francisco	110 Miller	966-5631	don_francisco@unc.edu		
122	**Health Policy**	Pam McDonald	1102A Mcgavran	966-7391	pam_mcdonald@unc.edu		
123	**Nutrition**	Joanne Lee	2205 Mcgavran	966-7212	joanne_lee@unc.edu	Student Serv	
124	**Slavic Languages**	Christopher Putney	425 Dey	962-7548	crputney@email.unc.edu	Dir. UG Studies	
125		Glenda Thompson	425 Dey	962-3977	glenda@email.unc.edu		

Department Contacts
2005-2006

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126	**Social & Econ Justice**	Judith Blau	266 Hamilton	962-5603	judith_blau@unc.edu		
127	**Sociology**	Sherryl Kleinman	222 Hamilton	962-7565	kleinman@email.unc.edu	Dir. UG Studies	
128		Matt Ezzell	214 Hamilton	843-5969	ezzellm@email.unc.edu	Asst.Dir UG Studies	
129		Elke Fuessmann (Temp)	155 Hamilton	962-1007	emf@email.unc.edu	Student Serv	
130	**Urban Studies/Plan**	David Moreau	202 New East	962-4756	dmoreau@email.unc.edu		
131	**Women's Studies**	Karen Booth	207F Caldwell	962-3908	kmbooth@email.unc.edu	Dir. UG Studies	

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, September 28, 2005 12:09 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Weeden, Mary B. <mbw@uncaa.unc.edu>
Subject: Fwd: Ed. Fdn. Fall Scholarship Dinner
Attach: Ed. Fdn. Fall Scholarship Dinner.msg

Any Academic Team Captains...or Mary, do you know of any outstanding kids?

From: Beth Miller <bmiller@uncaa.unc.edu>
Sent: Wednesday, September 28, 2005 11:26 AM
To: Mock, C D <cd@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>
Cc: Gallo, Larry <athgallo@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Jones, Kim <kjones@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Ed. Fdn. Fall Scholarship Dinner

Hi All,

The Rams Club is looking for student-athletes to assist with the program at the Nov. 5 Scholarship Dinner. If you would like to recommend someone from your team for the following, please let me know by Oct. 6, 2005.

1. Invocation
2. Speak on behalf of student-athletes on scholarship
3. write a letter to include in the printed program
4. serve as emcee

We have some very bright and talented student-athletes and the scholarship donors love to hear from them, so please give some thought to who might do a good job with any of these areas and let me know if you have someone.

Thanks,
Beth

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, October 5, 2005 3:42 PM
To: -Academics <-Academics@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; fclark@email.unc.edu; Blanchard, John <jgb@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>
Subject: Guest Coaches for Louisville

Guest Coaches for the Louisville game are:

Julius Nyang'oro - Faculty, African/Afro American Studies (traveling to L'ville)
Debbie Crowder and Travis also from Afam
*Coach Bunting's table

Beth Jordan - Faculty, Psychology (traveling to L'ville)
*Coach Bunting's table

Others groups attending Thursday lunch:

Tommy Womble and Cashier's office staff (3 total).

Jim Clinton and Jon Gorsuch from the One Card Office and Bookstore, also bringing staff (11 total).

Jeannette Florence and Kim Allison from Arts & Sciences/Advising.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, October 13, 2005 4:49 PM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: (no subject)
Attach: (no subject).msg

From: Marilyn Wyrick <wyrick@email.unc.edu>
Sent: Thursday, October 13, 2005 4:37 PM
To: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: (no subject)

Robert,
There was a question in your staff meeting last week about students still showing up on the roll for Afam 40 004. This course was canceled, but students were not dropped from the list. I just received word from the Registrar's office that Debra Banks will take care of dropping these students, but she will contact the Cashier's office first to make sure there are no issues.

Can you pass this on?

Thank you,
Marilyn

--

Marilyn J. Wyrick
Assistant Director, Advising Programs
University of North Carolina - Chapel Hill
114 Steele, CB# 3110
919-843-8920

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, November 1, 2005 1:50 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Freshmen Scholarship Athletes - Important
Attach: Freshmen Scholarship Athletes - Important.msg

All of these names need to be sent to Jeannette and counselors' will need to contact their student's in order to advise and get paperwork on them. Remember, # of these students' may need to see their gc advisor as well. RJM

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, November 28, 2005 9:22 AM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: Poor Grades Aside, Athletes Get Into College on a $399 Diploma (long NY Times)
Attach: Poor Grades Aside, Athletes Get Into College on a $399 Diploma (long NY Times).msg

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From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, December 1, 2005 1:17 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Athletic Department Newsletter
Attach: Athletic Department Newsletter.msg

Send Dave and Dana the information from the ATC meeting last night. Dana should be able to write something entertaining. RJM

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, December 12, 2005 11:33 AM
To: Gallo, Larry <athgallo@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>
Subject: Winning logic

Winning logic
Winning logic

By Dan Wetzel, Yahoo! Sports
December 8, 2005

The Colorado Buffaloes lost by a combined score of 100-6 the last two weeks, which means Nebraska and Texas did to Gary Barnett what hookers, rape allegations and NCAA investigators couldn't get him fired.

CU officials dumped Barnett for being a lousy football coach on Thursday. They should have canned him a long time ago for being a lousy representative of the university.

But that, of course, isn't how college athletics works. You can have recruits plied with drugs, prostitutes and strippers on campus visits, you can have sexual misconduct charges pile up like cord wood and you can say outrageously stupid things about a female place kicker who had filed one of the aforementioned sexual misconduct charges and you'll still keep your job.

At least as long as you are winning. Before the 100-6 double debacle, Barnett was working on a contract extension.

"In major college (athletics) nine out of 10 schools break the rules," said Jerry Tarkanian, the rogue former basketball coach in a book I wrote with him.

"The other one is in last place."

Say what you want about Tark the Shark, but he is bringing it real on that one. All that major college lip service about compliance, education and values blows away in the wind of reality.

And every coach like Barnett knows it. Which is why you either push the envelope or perish, playing a wink-and-nod game with administrators who care not how all that ticket, television and parking money shows up in the coffers, just how much shows up.

Barnett took over for Rick Neuheisel, who had landed CU on probation only to get a better paying gig at the University of Washington anyway. The Huskies liked Neuheisel's on-field record (33-14) and didn't care about his NCAA compliance one. He lasted all of four years before landing UW on probation and getting caught gambling on college sports.

For this, Neuheisel made millions.

This isn't just a Colorado or Washington thing, of course. It is everywhere. Winning is both everything and the only thing.

In November, The New York Times in a brilliant piece of investigative reporting blew the roof off of Miami's University High, a storefront "school" with no classes, no teachers and no academic accreditation that area football stars were paying $399 to pump up weak transcripts in an effort to get academically eligible for college ball.

It was an outrageous, almost comically fraudulent place.

Naturally, the paper identified 14 University High "alums" at 11 different Division I programs, including the University of Tennessee, where three of four members on the admission board "expressed reservations" about the place but still allowed recruit Demetrice Morley and his absurd transcript into UT.

"I always had reservations about this type of school, if students are actually learning," Ruth Darling, assistant vice chancellor for academic affairs, told the Times.

Not enough reservations, of course, for Ruth to deny admission to a big recruit. Even at a school which dealt with an academic scandal (tutors writing papers) as recently as 2000.

You would have thought this would be a big thing at Tennessee, academic fraud cutting to the core mission of college athletics you know, actually educating the athletes. But the only swift investigations and mass firings inside Volunteer football were three assistant coaches who were deemed responsible for UT's first losing season since 1988.

UT hasn't done anything about admitting kids from joke high schools because, it points out, the NCAA Clearinghouse itself said it was OK. But that is the NCAA, which is interested in fair play as long as it doesn't crimp the business model.

Consider that the NCAA governing board that makes the very rule book no one follows includes six members representing either schools or conferences that are currently on probation, essentially allowing the rule breakers to write the rules.

Probably the most laughable example is Mike Slive, the commissioner of the SEC a league that since 1990 has seen all 12 members (the entire conference) slammed with major violations 20 different times and in 2005 alone had seven of its schools on probation.

This is the most credible guy the NCAA could find?

Of course, the most recent case under Slive's watch involves Lou Holtz's South Carolina program, which was nailed for 10 major violations earlier this year. This shouldn't have come as a surprise to anyone since Ole Lou put his last three programs (South Carolina, Notre Dame and Minnesota) on probation. This is what he does.

For some reason, Holtz is still a highly paid and respected motivational speaker and ESPN analyst. As a coach he cheated and cheated and cheated. Of course, he never got fired like Gary Barnett.

Gee, wonder why.

Dan Wetzel is Yahoo! Sports' national columnist. Dan's new book, "Runnin' Rebel: Shark Tales of 'Extra Benefits,' Frank Sinatra and Winning It All" with coach Jerry Tarkanian, is on sale now.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, February 21, 2006 3:24 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: NCAA's Most Profitable Basketball Programs (In Millions)

NCAA's Most Profitable Basketball Programs (In Millions)

	Revenue	Profit
Louisville	$18.5	$13.1
Arizona	$16.6	$12.5
North Carolina	$15.0	$10.2
NC State	$11.4	$9.0
Illinois	$11.3	$8.1
Indiana	$11.9	$8.1
Wisconsin	$12.0	$8.1
Minnesota	$10.4	$7.6
Ohio State	$11.4	$7.4
Kentucky	$12.9	$7.2

Source: U.S. Dept. of Education from 2004-05 academic year

NCAA's Most Profitable Football Programs (In Millions)

	Revenue	Profit
Texas	$53.2	$38.7
Georgia	$50.9	$38.3
Michigan	$46.4	$35.7
Alabama	$42.9	$28.9
LSU	$39.7	$27.5
Florida	$43.3	$27.1
Notre Dame	$41.8	$26.7
Ohio State	$51.8	$26.1
Texas A&M	$37.3	$25.2
Auburn	$40.6	$24.2

Source: U.S. Dept. of Education from 2004-05 academic year

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, March 15, 2006 11:31 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Weeden, Mary B. <mbw@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>; Yasutomi, Emily <yasutomi@uncaa.unc.edu>
Subject: English

Wanted to update everyone on the meeting Mary Willingham and I had with Todd Taylor today. Our priorities going in were English 10 in 2nd summer session, supplemental instruction or writing workshops and plagiarism.

Todd is going to meet with C.Cannon and B.Owen to discuss his thoughts on English 10 being offered in 2nd summer session. There is some concern about having an English class with all SA's. However, Todd estimates that about 75% of English 10 students (fall and summer) are SA's so it's almost impossible not to have the above scenario. The other 25% are traditional fr and ESL students (English second language).

Mary Willingham is going to develop an SI or writing workshop for English 10 students. This will be approved by Todd and will be open to all English 10 students (not just SA's). We will facilitate the program out of our building. The program will then expand to follow the English 10 students thru English 11 as well. We will also make support available to the ESL students.

Todd would also like to work with our SA's (all of them) on issues of plagiarism. He said he really took to heart Coach Bunting's message (fall Thursday lunch) on leadership and integrity and wants to help. Todd will work with us this summer and fall on developing a more comprehensive program on plagiarism. It may also be a good idea to include Todd in on the Summer II football programs and the CREED academic meeting in the fall, Cricket?

Mary Willingham will also participate in the English TA training this summer/fall to help us better understand the course.

OK - that's it for now..this is very good news...Todd is really making himself and the writing program available to us.

RJM

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, March 21, 2006 12:26 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: our students
Attach: our students.msg

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, March 21, 2006 12:15 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>
Cc: Blanchard, John <jgb@uncaa.unc.edu>
Subject: our students

I thought you guy's should be in the loop about this. The part in red is, well, in red!

Faculty Council is meeting Friday to discuss the following....

Resolution 2006-2.
Revising the Standards for Continued Academic Eligibility for Undergraduate Enrollment

The Faculty Council endorses the recommendation of the Educational Policy Committee that the standard for continuing eligibility for undergraduate enrollment be changed to a cumulative GPA of 2.0 throughout a student's enrollment, and that this change be made effective beginning with the Fall Semester, 2007.

The Dean of the College of Arts and Sciences is requested to prepare the necessary amendments to the Academic Eligibility Regulations (2005-006 Undergraduate Bulletin, pp. 304-308) for formal approval by the Faculty Council.

Educational Policy Committee Comment: Eligibility standards are designed to specify minimum acceptable academic performance. It is expected that most students will exceed those standards and in fact most do. Current standards for continuing eligibility have been in place since the mid 1980s (see the Undergraduate Bulletin). These standards can be seen as attempting to place standards for cumulative GPA that get progressively higher over the course of a college career, presumably so as to allow a struggling student to adapt to the demands of academic work at Carolina. Based on analyses of student performance by the Student Retention Study Group and on discussions with student advisors, the current system creates two kinds of difficulties. First, the current rules requiring progressively higher levels of performance are very complicated and can be difficult to explain to students in some cases. Second, and more seriously, the current eligibility rules allow students to remain eligible while building a record that can make it very hard to meet the standard of a cumulative GPA of 2.0 that is needed in order to graduate. Based on these considerations, EPC recommends that the standard for continuing eligibility be changed to a cumulative GPA of 2.0 throughout a student's academic career. EPC proposes that this change go into effect for students entering the University during the fall semester of 2007.

Resolution 2006-3
Replacing the System of Academic Warning Notification and Academic Review with a System of Academic Probation
The Faculty Council endorses the recommendation of the Educational Policy Committee that the current system of Academic Warning Notification and Academic Review for undergraduate students be replaced with a system of Academic Probation that contains the following features:

1. a student who does not meet eligibility standards after any semester in residence is automatically placed on probation for one semester;

2. a student who does not meet eligibility standards at the end of the probationary semester becomes ineligible; and

3. the associate dean responsible for academic advising may impose other conditions to be met during the probationary semester in order to promote student success by providing support services to students in a coordinated and timely manner.

This change shall be made effective beginning with the Fall Semester, 2007.

The Dean of the College of Arts and Sciences is requested to prepare the necessary amendments to the Academic Eligibility Regulations (2005-006 Undergraduate Bulletin, pp. 304-308) for formal approval by the Faculty Council.

Educational Policy Committee Comment: Currently there is a system where students who are not making acceptable academic progress receive an Academic Warning Notification and undergo Academic Review. Besides providing an explicit warning about inadequate progress, this notice is meant to encourage students to take advantage of resources that provide academic support. EPC recommends that the current system of Academic Warning Notification and Academic Review be replaced with a system of Academic Probation. A student who does not meet eligibility standards after any semester in residence would be automatically placed on probation for one semester. A student who does not meet eligibility standards at the end of the probationary semester would become ineligible. Further conditions of Academic Probation would be determined by the Deans who are responsible for academic advising. The requirement that students on probation meet conditions specified by academic advisors is intended to promote student success by providing support services to students in a coordinated and timely manner. EPC proposes that this change go into effect for students entering the University during the fall semester of 2007.

Resolution 2006-4
Revising the Deadline for Undergraduate Course Schedule Changes in the Fall and Spring Semester
The regulation on Changes in Fall and Spring Semester Schedules (2005-06 Undergraduate Bulletin, pp. 301-302) is amended by striking out the words "sixth week" wherever they appear and inserting in lieu thereof the words "eighth week".

This amendment is effective beginning with the Fall Semester, 2006.

The Dean of the College of Arts and Sciences is requested to prepare the necessary amendments to the Academic Eligibility Regulations (2005-006 Undergraduate Bulletin, pp. 304-308) for formal approval by the Faculty Council.

Educational Policy Committee Comment: Currently students can withdraw from courses (with permission) through the sixth week of class with no record of enrollment in the course on their transcripts. EPC believes that if higher eligibility standards for cumulative GPA are instituted, then this deadline should be extended to the eighth week of classes. Extending the drop date would allow students to assess better how well they are doing in a class before having to decide whether to withdraw. This should make it easier for struggling students to meet the GPA standards by dropping courses in which they are doing poorly and focusing on their remaining courses. Because a change in the withdrawal date is relatively easy to implement, EPC recommends that the new deadline be adopted starting in the fall semester of 2006.

*So what does this mean? OK, the 9/HR 1.0 gpa rule will be replaced by a 9/hr 2.0 cum gpa rule. If at any time a student drops below a 2.0 cum gpa they will be placed on academic probation. If after the probation semester they are still below the 2.0 cum gpa, they will be dismissed. For now there is no appeal process.

What are we concerned about? First the term academic probation. The NCAA says an SA must be in good academic standing within the institution to compete. So what does academic probation mean? Who defines it? Second, is to make sure the probation period is consecutive and not retroactive.

Bobbi gave me the heads up last week. Cyn, Wayne, JGB and I met this morning to review. JGB and I spoke with L Broome and Jack. Most likely all of us will be attending Friday's FC meeting to hear the faculty discussion. After that we will contact Bobbi, Fred and Carolyn to hear/discuss amendments.

The good news is there is an opportunity for the Dean of Arts and Sciences to make amendments before the final Faculty Council Review.

More - I spoke with Alice Poehls - Registrar and she said that the intent is to retain students not to dismiss them. So, the probation period must be consecutive, not retroactive. Further, at her prior institutions (Illinois, N. Dakota), good academic standing meant enrolled full time regardless of the probationary status. Very good news. She is going to pursue this with Bobbi and get back with me.

Call if you have questions. RJM

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, March 21, 2006 12:26 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: From Faculty Council
Attach: From Faculty Council.msg

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, March 21, 2006 11:12 AM
To: Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Cc: Blanchard, John <jgb@uncaa.unc.edu>
Subject: From Faculty Council

The meeting is this Friday.

www.unc.edu

Resolution 2006-2.
Revising the Standards for Continued Academic Eligibility for Undergraduate Enrollment

The Faculty Council endorses the recommendation of the Educational Policy Committee that the standard for continuing eligibility for undergraduate enrollment be changed to a cumulative GPA of 2.0 throughout a student's enrollment, and that this change be made effective beginning with the Fall Semester, 2007.

The Dean of the College of Arts and Sciences is requested to prepare the necessary amendments to the Academic Eligibility Regulations (2005-006 Undergraduate Bulletin, pp. 304-308) for formal approval by the Faculty Council.

Educational Policy Committee Comment: Eligibility standards are designed to specify minimum acceptable academic performance. It is expected that most students will exceed those standards and in fact most do. Current standards for continuing eligibility have been in place since the mid 1980s (see the Undergraduate Bulletin). These standards can be seen as attempting to place standards for cumulative GPA that get progressively higher over the course of a college career, presumably so as to allow a struggling student to adapt to the demands of academic work at Carolina. Based on analyses of student performance by the Student Retention Study Group and on discussions with student advisors, the current system creates two kinds of difficulties. First, the current rules requiring progressively higher levels of performance are very complicated and can be difficult to explain to students in some cases. Second, and more seriously, the current eligibility rules allow students to remain eligible while building a record that can make it very hard to meet the standard of a cumulative GPA of 2.0 that is needed in order to graduate. Based on these considerations, EPC recommends that the standard for continuing eligibility be changed to a cumulative GPA of 2.0 throughout a student's academic career. EPC proposes that this change go into effect for students entering the University during the fall semester of 2007.

Resolution 2006-3
Replacing the System of Academic Warning Notification and Academic Review with a System of Academic Probation
The Faculty Council endorses the recommendation of the Educational Policy Committee that the current system of Academic Warning Notification and Academic Review for undergraduate students be replaced with a system of Academic Probation that contains the following features:

1. a student who does not meet eligilibity standards after any semester in residence is automatically placed on probation for one semester;

2. a student who does not meet eligibility standards at the end of the probationary semester becomes ineligible; and

3. the associate dean responsible for academic advising may impose other conditions to be met during the probationary semester in order to promote student success by providing support services to students in a coordinated and timely manner.

This change shall be made effective beginning with the Fall Semester, 2007.

The Dean of the College of Arts and Sciences is requested to prepare the necessary amendments to the Academic Eligibility Regulations (2005-006 Undergraduate Bulletin, pp. 304-308) for formal approval by the Faculty Council.

Educational Policy Committee Comment: Currently there is a system where students who are not making acceptable academic progress receive an Academic Warning Notification and undergo Academic Review. Besides providing an explicit warning about inadequate progress, this notice is meant to encourage students to take advantage of resources that provide academic support. EPC recommends that the current system of Academic Warning Notification and Academic Review be replaced with a system of Academic Probation. A student who does not meet eligibility standards after any semester in residence would be automatically placed on probation for one semester. A student who does not meet eligibility standards at the end of the probationary semester would become ineligible. Further conditions of Academic Probation would be determined by the Deans who are responsible for academic advising. The requirement that students on probation meet conditions specified by academic advisors is intended to promote student success by providing support services to students in a coordinated and timely manner. EPC proposes that this change go into effect for students entering the University during the fall semester of 2007.

agenda

Resolution 2006-4
Revising the Deadline for Undergraduate Course Schedule Changes in the Fall and Spring Semester
The regulation on Changes in Fall and Spring Semester Schedules (2005-06 Undergraduate Bulletin, pp. 301-302) is amended by striking out the words "sixth week" wherever they appear and inserting in lieu thereof the words "eighth week".

This amendment is effective beginning with the Fall Semester, 2006.

The Dean of the College of Arts and Sciences is requested to prepare the necessary amendments to the Academic Eligibility Regulations (2005-006 Undergraduate Bulletin, pp. 304-308) for formal approval by the Faculty Council.

Educational Policy Committee Comment: Currently students can withdraw from courses (with permission) through the sixth week of class with no record of enrollment in the course on their transcripts. EPC believes that if higher eligibility standards for cumulative GPA are instituted, then this deadline should be extended to the eighth week of classes. Extending the drop date would allow students to assess better how well they are doing in a class before having to decide whether to withdraw. This should make it easier for struggling students to meet the GPA standards by dropping courses in which they are doing poorly and focusing on their remaining courses. Because a change in the withdrawal date is relatively easy to implement, EPC recommends that the new deadline be adopted starting in the fall semester of 2006.

agenda

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, March 21, 2006 2:46 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Evans, Jack <EvansJ@kenan-flagler.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Broome, Lissa <lbroome@email.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Re: Probation
Attach: Re_ Probation.msg

More information. I think we should all read this very closely and start to develop our list of questions. RJM

From: Bobbi Owen <owenbob@unc.edu>
Sent: Tuesday, March 21, 2006 2:38 PM
To: Poehls, Alice <apoehls@email.unc.edu>
Cc: Blanchard, John G <johnblanchard@unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Re: Probation
Attach: ToolboxRevisited.pdf; owenbob.vcf

2.0 not 3.0.

The working plan is that all first year students stay in school regardless of how they do during their first semester (if they do really poorly, they will be asked to "consult with a member of the academic advising retention team."

The first time a student finds him or herself in trouble - they would be automatically put on probation. Only after a semester of probation would they become ineligible - with the current methods of restoring good standing still in place (summer school, on-line, self-paced studies). I am attaching what looks like the standard hours and gpa requirements. No more review, no more warning.

It's technically possible to be here for three semesters in a row before ending up ineligible.

Bobbi
****

DRAFT:

A student who enters the University after July 1, 2007 must meet the following minimum requirements:

A. a 2.000 cumulative grade point average and 24 academic semester hours passed (cumulative) to begin the third semester-in-residence. Any student who does not have at least a 2.000 cumulative GPA and 9 academic hours passed by the beginning of their second semester in residence will be required to consult with a member of the advising program retention team

B. a 2.000 cumulative grade point average and 36 academic semester hours passed (cumulative) to begin the fourth semester-in-residence;

C. a 2.000 cumulative grade point average and 51 academic semester hours passed (cumulative) to begin the fifth semester-in-residence;

D. a 2.000 cumulative grade point average and 63 academic semester hours passed (cumulative) to begin the sixth semester-in-residence;

E. a 2.000 cumulative grade point average and 78 academic semester hours passed (cumulative) to begin the seventh semester-in-residence;

F. a 2.000 cumulative grade point average and 90 academic semester hours passed (cumulative) to begin the eighth semester-in-residence;

G. a 2.000 cumulative grade point average and 105 academic semester hours passed (cumulative) to begin the ninth semester-in-residence.

/Notes/

Except for degree programs that require enrollment beyond a ninth semester, permission to enroll in a tenth semester or beyond must be secured in advance from the appropriate officials in the college or school in which the student is enrolled. A minimum of 2.000 cumulative GPA is required to enter a 10th semester or beyond.

****

I am also attaching the "Toolbox Revisited Report" which has much of interest. It suggests that course drops without penalty and waivers of good standing without penalty do little good over the long term as students do not accept responsibility for their actions.

Bobbi

Alice Poehls wrote:
> Hi John and Robert,
>
> I have spoken to Bobbi Owen and want to summarize what I learned from
> her. The interpretation of the new eligibility rules that I gave to
> you, Robert, do not seem to agreee with the intentions of the College.
>
> Bobbi agrees that we need to include some language in the
> catalog/bulletin that says "good standing" means the ability to
> register. When you are on probation , you will be able to register
> and thus it would follow that you are in "good standing."
>
> Bobbi said that they are committed to a "one probation" concept. That
> means, once dismissed, it would be unusual to be re-admitted on
> probation. Further, the student who is probated and then reaches a
> 3.0 for a semester or two, could be dismissed if the student fell
> below 3.0, even if it had been several semesters since the student was
> on "probation."
>
> Bobbi is happy to discuss these items. Thanks.\
>
> Alice
>

THE TOOLBOX REVISITED

Paths to Degree Completion From High School Through College

U.S. Department of Education

THE TOOLBOX REVISITED

Paths to Degree Completion from High School Through College

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February 2006

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Executive Summary

The Toolbox Revisited is a data essay that follows a nationally representative cohort of students from high school into postsecondary education, and asks what aspects of their formal schooling contribute to completing a bachelor's degree by their mid-20s. The universe of students is confined to those who attended a four-year college at any time, thus including students who started out in other types of institutions, particularly community colleges.

The core question, data source, and legacy

The core question is not about basic "access" to higher education. It is not about persistence to the second term or the second year following postsecondary entry. It is about completion of academic credentials—the culmination of opportunity, guidance, choice, effort, and commitment.

To answer the question, *The Toolbox Revisited* uses the most recently completed of the national grade-cohort longitudinal studies conducted by the National Center for Education Statistics. This study, known as the NELS:88/2000, began with a national sample of eighth-graders in 1988. They were scheduled to be in the 12th grade and graduate from high school in 1992. They were followed through December 2000. In addition to regular interviews with these students, the data set on which this essay draws includes the critical components of high school and college transcripts, and the transcript data are the principal sources for the academic history observed.

The Toolbox Revisited was designed as a replication of a noted previous study published by the U.S. Department of Education, *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment* (1999), hereinafter referred to as "the original *Tool Box,*" which based its analysis on a national cohort of high school students who were scheduled to graduate in 1982, and who were followed through 1993. The question naturally arose as to whether the hypotheses and analyses based on that cohort's history would hold up in the story of the slightly overlapping 1992–2000 period.

We have learned a great deal in a very short time from numerous initiatives of states and private foundations to prepare high school students better for higher education, and from major federal stimuli under the *No Child Left Behind* legislation to jump start the process of academic momentum prior to high school. One of the reasons for examining the academic history of the NELS:88/2000 cohort is that its students attended high school after the wave of reforms in the 1980s that followed the critique of U.S. education offered by the seminal report, *A Nation at Risk* (1983), and, hence, may provide some clues as to the likely outcomes of current reform efforts.

Much has changed in other ways, too, since the High School Class of 1982 (the subjects of the original *Tool Box*) moved through their scheduled 12th grade and through postsecondary education. A dramatically higher proportion of high school seniors of all race/ethnicity groups continue their education, though access gaps remain (Wirt et al. 2005, indicator 22). Postsecondary attendance patterns among traditional-age students have become far more

complex, with nearly 60 percent of undergraduates attending more than one institution, and 35 percent of this group crossing state lines in the process; community college transfer rates rising nearly 10 percentage points; one out of eight undergraduates based in four-year institutions using community colleges to fill in pieces of their curriculum, and another eight percent "swirling" back and forth between the four-year and two-year sectors. Dual-enrollment while in high school, credit-by-examination, and use of summer terms all added to the dynamic mix of time and space that marked student pathways in the1990s.

With all this change, we still measure something called "college graduation rates" with anachronistic formulas that do not track students through increasingly complex paths to degrees. As a result, we do not understand what is really going on. The dominant language accompanying analyses bemoaning putatively low graduation rates is a language of "attrition," with students labeled "at risk" or "minimally college-qualified," and leaking out of "pipelines."

This study looks at student histories derived from transcript records in a different way and with a different tone. It follows the student, not the institution, because it is the *student's* success that matters to families—and to the nation. It allows the maximum length of postsecondary time for the High School Class of 1992, 8.5 years, for students to earn degrees no matter how many institutions they attend. It notes that if the history of the Class of 1982 were truncated at 8.5 years, there has been a decent improvement in bachelor's degree attainment among non-incidental students (those who earned more than 10 credits, i.e. "made a go of it") who attended a four-year college at any time (from 60 to 66 percent). It is natural to ask how this happened, to identify the moments and aspects of schooling that may have made a difference, and to reflect on what might make the most difference in the future for narrowing degree-completion gaps by race/ethnicity. In that task, *The Toolbox Revisited* looks for the features of academic history that are realistically subject to change by institutions whose principal business is the generation, preservation, and dissemination of knowledge. While acknowledging that for degree-completion rates to improve, students themselves must respond, and that their response does not occur in a vacuum, the features of student histories that are the domain of this inquiry do not include social and psychological variables attendant on the passage from adolescence to adulthood.

It is important to note that, as was the case for the original *Tool Box*, the student universe for *The Toolbox Revisited* constitutes roughly half who reach the 12th grade (table 1). It does not include students who failed to graduate from high school, those who earned General Education Diplomas (GEDs), those who had not enrolled in any postsecondary institution by the age of 26, and those who entered the postsecondary system but never attended a bachelor's degree-granting institution. The resulting demographics are slightly more female, slightly less minority, less with a second language background, and a higher socioeconomic status distribution than the cohort as a whole (table 2).

Organization

We learned from critiques of the original *Tool Box* to sort the chronology of events with greater care. There are seven steps in the analysis of *The Toolbox Revisited*, each of which involves a

collection of variables that are investigated in terms of the degree to which they help us explain bachelor's degree completion for the population of students under investigation:

Step 1: Demographic background and high school history
Step 2: Postsecondary entrance (timing and type of institution)
Step 3: First postsecondary year history (curriculum and performance)
Step 4: Factors of financing postsecondary education in the early years
Step 5: Postsecondary attendance patterns
Step 6: Extended postsecondary history (curriculum and performance)
Step 7: Final model, with complete academic history

This essay also takes an important pause outside the steps of the core statistical model to consider the characteristics of student progress through the *second* year following postsecondary entry.

As each step of the statistical model of student history is set forth, it is pointed out where the results are similar to the findings of the original *Tool Box* with its earlier population, and where they diverge. All seven steps are subsequently assembled together in one place (table 29) so that the reader can observe the factors that have *consistently* contributed to degree completion.

Principal Stories and Guidance

This executive summary offers themes, highlights, and implications of the data for those who comment on secondary and higher education and make decisions about institutional or system policy—editorial writers, legislators, researchers, education administrators.

Two national longitudinal studies, a decade apart, have told similar stories. When the second story reinforces the first—and sheds even more light—something has to be right, and it behooves us to pay attention. Both of them provide support for current efforts to improve the quality of high school curricula and the participation in those curricula of ever larger proportions of students. Both of them provide guidance for college and community college processes likely to lead students to degree completion.

Some of what was learned from the original *Tool Box* was taken to heart at the secondary school level, and, in some respects, we are seeing positive results in academic curricular participation in high schools. But counting Carnegie units[1] in English or science is not the same as describing and validating what students have learned, and whether that learning links smoothly to the performance expectations of the postsecondary world. *The Toolbox Revisited* says we have more to do, that the bulk of our task lies both after the college matriculation line, and in communication and outreach between postsecondary institutions and high schools. How do we

[1]A Carnegie unit is the basic credit system for U.S. secondary schools. It is generally recognized as representing a full year (36-40 weeks) in a specific class meeting four or five times per week for 40-50 minutes per class session (Martinez and Bray 2002).

learn what we have to do? By following students in the richness and complexity of their postsecondary histories.

Curriculum, starting in high school, and continuing

However complex students' attendance patterns, the principal story line leading to degrees is that of content. What one learns is what one studies, and what one brings to economic and community life. The story starts in high school, but merely crossing the bridge to college or community college doesn't mean the story is over. Furthermore, the bridge is not always aligned with the road on the other side.

The academic intensity of the student's high school curriculum still counts more than anything else in precollegiate history in providing momentum toward completing a bachelor's degree. At the highest level of a 31-level scale describing this academic intensity (see Appendix F), one finds students who, through grade 12 in1992, had accumulated:

3.75 or more Carnegie units of English
3.75 or more Carnegie units of mathematics
highest mathematics of either calculus, precalculus, or trigonometry
2.5 or more Carnegie units of science *or* more than 2.0 Carnegie units of core laboratory science (biology, chemistry, and physics)
more than 2.0 Carnegie Units of foreign languages
more than 2.0 Carnegie Units of history and social studies
1.0 or more Carnegie Units of computer science
more than one Advanced Placement course
no remedial English; no remedial mathematics

These are minimums. In fact, students who reached this level of academic curriculum intensity accumulated much more than these threshold criteria (see table F1), and 95 percent of these students earned bachelor's degrees (41 also percent earned master's, first professional, or doctoral degrees) by December 2000.

Provided that high schools offer these courses, students are encouraged or required to take them, and, in the case of electives, students *choose* to take them, just about everybody could accumulate this portfolio. Unfortunately, not all high schools present adequate opportunity-to-learn, and some groups of students are excluded more than others. Latino students, for example, are far less likely to attend high schools offering trigonometry (let alone calculus) than white or Asian students. Students from the lowest socioeconomic status (SES) quintile attend high schools that are much less likely to offer any math above Algebra 2 than students in the upper SES quintiles (table 6). If we are going to close gaps in preparation—and ultimate degree attainment—the provision of curriculum issue has to be addressed. In recent years, colleges and community colleges have begun to provide these courses to high school students, and distance learning provides additional options if students have access to the technology. The hypothetical

consequences of participating in curriculum configurations approaching that illustrated above for Latino degree completion rates, in particular, are stunning (table 32).

There is a quantitative theme to the curriculum story that illustrates how students cross the bridge onto and through the postsecondary landscape successfully. The highest level of mathematics reached in high school continues to be a key marker in precollegiate momentum, with the tipping point of momentum toward a bachelor's degree now firmly above Algebra 2. But in order for that momentum to pay off, earning credits in truly college-level mathematics on the postsecondary side is *de rigeur*. The world has gone quantitative: business, geography, criminal justice, history, allied health fields—a full range of disciplines and job tasks tells students why math requirements are not just some abstract school exercise. By the end of the second calendar year of enrollment, the gap in credit generation in college-level mathematics between those who eventually earned bachelor's degrees and those who didn't is 71 to 38 percent (table 21). In a previous study, the author found the same magnitude of disparity among community college students in relation to earning a terminal associate degree (Adelman 2005a). The math gap is something we definitely have to fix.

A dominant feature of academic histories that cannot really be assessed until the end of the second year following college entry is the extent to which students successfully completed credits in a range of "gateway" courses. It is at this point that the postsecondary curricular story line fully emerges, with ratios of participation in the "gateways" between those who ultimately earned degrees and those who did not running 6:1 in American literature, 4:1 in general chemistry, and more than 3:1 in precalculus, micro/macroeconomics, introduction to philosophy, and world civilization (table 20). These gaps in curricular participation argue for academic administrators to identify their key gateway courses and regularly monitor participation.

College and community college expectations for their first-year students in those gateway courses—expressed through examinations, paper and laboratory assignments—need to be more public. Examples such as those offered by the American Diploma Project in its report, *Ready or Not: Creating a High School Diploma That Counts* (2004), should be shared with larger audiences than policymakers and others who habitually read such reports. Parents should see those assignments even if they don't understand them; high school teachers should ponder them to assess whether their exiting students are likely to be prepared; and, most importantly, high school students have got to see them as road signs to their next education destination. *The Toolbox Revisited* advocates making these examples part and parcel of admissions packets, publicity brochures, and Web sites. There is risk in this: Some students may be scared away. But there is no better way to enhance articulation and preparedness than to display what students can expect.

Postsecondary benchmarks

In both colleges and community colleges, the curriculum story line intersects attendance patterns and performance in ways that set benchmarks for academic advisement and intervention:

- Less than 20 credits by the end of the first calendar year of enrollment (no matter in what term one started, whether summer, fall, winter, spring) is a serious drag on degree completion. The original *Tool Box* told the same story. It is all the more reason to begin the transition process in high school with expanded dual enrollment programs offering true postsecondary course work so that students enter higher education with a *minimum* of 6 additive credits to help them cross that 20-credit line. Six is good, 9 is better, and 12 is a guarantee of momentum.
- We falsely believe that beginning students drop out of higher education in appalling numbers by the end of their scheduled first academic year of attendance. In fact, about 90 percent of traditional-age beginning students turn up somewhere (maybe not at the first school attended) and at some time (maybe not in the fall term) during the subsequent calendar academic year (which we measure as July 1 through June 30). However impressive this percentage, the *quality* of persistence counts more, and, for a third of these students, the quality of persistence leaves much to be desired (table 17). *The Toolbox Revisited* urges that institutions monitor and report the quality (as much as the fact) of persistence.
- More than 60 percent of the students in the sample under investigation enrolled during summer terms. Undergraduates are not only more geographically mobile, but have shattered observance of the traditional academic calendar. Summer term credits are more than metaphors for high octane persistence: Earning more than 4 credits during those terms held a consistently positive relationship to degree completion, and gave African-American students, in particular, a significant boost in hypothetical graduation rates (table 32). College and community college administrators can be very creative in expanding the use of summer terms.

Student uses of time

The example of summer-term credits, particularly in combination with the complex multi-institutional attendance patterns, underscores another theme of *The Toolbox Revisited*: Student uses of time in undergraduate careers are now more important than their uses of place. In other words, *when* students do something academic has a more significant relationship to degree completion than *where* they do it. For example:

- For the High School Class of 1982 (the subjects of the original *Tool Box)*, timing of entry to postsecondary education never rose to a level of statistical significance in the analysis, whereas variables for the type of institution first entered played inconsistent but positive roles in explaining degree completion. A decade later, with a higher proportion of high school students continuing to college, the situation was reversed (table 13). What this means is that recruitment efforts have to insure that students enter postsecondary education immediately following high school graduation. The longer students wait, the less likely they will finish a degree.

- The only characteristic of the first institution of attendance to be admitted to statistical analysis was selectivity, but it never rose above the threshold of significance. Quite frankly, one isn't worried about degree completion for the 5 percent of traditional-age undergraduates who enter highly selective colleges. One is more concerned with the rest of the river—particularly the 78 percent who start in either nonselective four-year colleges or open-door community colleges.
- The original *Tool Box* study declined to confront part-time status and its effects. If one is using transcripts as evidence, there are a number of problems in determining which students are part-time and when. *The Toolbox Revisited* found a way around these problems to mark whether a student's enrollment intensity *ever* fell into part-time status, i.e., less than 12 credits per semester or its equivalent. Part-time attendance by whatever means, as Carroll (1989) labeled it, proved "hazardous" to degree completion health (table 24; table 29).
- In longitudinal studies extending for as long a period of postsecondary time as does the NELS:88/2000 (8.5 calendar years), a student is allowed stop-out periods totaling one semester or its equivalent (e.g., two quarters), exclusive of summer terms, and still be considered "continuously enrolled." Continuous enrollment is a factor of attendance patterns, and another marker of the student's use of time. It proves to be overpowering: with 16 other variables in play, continuous enrollment increases the probability of degree completion by 43 percent (table 27). The original *Tool Box* offered the same message, arguing for assiduous monitoring of student stop-out periods. Put another way: Keep the student continuously enrolled, even part-time (less damaging than excessive stop-out periods).

Purposeful migration versus "swirling"

The complexity of student postsecondary enrollment patterns, already a notable phenomenon for the population under study in the original *Tool Box*, accelerated in the subsequent cohort. The construction of the NELS:88/2000 postsecondary transcript files took advantage of what we learned from more sophisticated institutional and state system tracking studies of the 1990s; hence, some new attendance pattern variables were available and others (those describing different kinds of multi-institutional attendance) refined.

What we found for the students of the 1992-2000 period was this:

- Formal transfer from a community college to a four-year college and formal transfer from one four-year college to another were positively associated with degree completion, but wandering from one school to another was not.

In fact, the nomadic multi-institutional attendance behavior increasingly known as 'swirling,' held a significant and negative relationship to degree completion (table 24, table 39). These statements are a very simple untangling of complex realities.

The basic question asked of the transcript data—did a student attend only one school or more than one?—begins a process of inquiry to determine *how* the student attended second and third institutions. Given very taut definitions of what transfer means, we are advised to ensure that multi-institutional attendance is purposeful and productive. For that, we require much better student tracking systems than we currently possess, and regular contact with students in motion.

Student academic performance

More than the original *Tool Box*, *The Toolbox Revisited* recognizes that the path of student academic performance, marked by grades, is a reflection of quality of effort, and pays off. It starts in high school: Academic curriculum participation is still the strongest of the precollegiate momentum indicators, but between the 1980s and 1990s, class rank/GPA moved markedly ahead of senior year test score in its contribution to students' overall "Academic Resources" index, a composite indicator of high school curriculum intensity, class rank/GPA, and senior year scores on a 90-minute exam best described as a mini, enhanced SAT (see p. 16 and Glossary).

This story continues on the postsecondary side of the matriculation line:

- Earning grades that place one in the top 40 percent of first-year GPA for the whole cohort is a strong—and positive—contributor to academic momentum, and remains in the account of degree completion throughout the histories of both the class of 1982 and the class of 1992 (table 15).

- The theme of quality-of-student-effort, reflected in grades, is strengthened when the canvas covers the student's entire undergraduate career. In the original *Tool Box*, the variable describing the *trend* in students' GPA had only two reference points: first calendar year and final GPA. For *The Toolbox Revisited*, there are three such points: first calendar year GPA, cumulative GPA for the first two calendar years, and GPA as of the last date of attendance, whether or not a degree was earned. A rising trend in grades fits with attainment (table 25), contributing positively and significantly (table 26).

A story twice told should be a story to which we listen

Both the original *Tool Box* and *The Toolbox Revisited* revealed that one of the most degree-crippling features of undergraduate histories is an excessive volume of courses from which the student withdrew *without penalty* and those the student repeated. We set this up as a ratio, and marked those who withdrew from or repeated 20 percent or more of their course attempts. Doing so cuts the probability of completing a degree in half (table 27)!

The withdrawals counted here are not "drop" grades that apply during standard drop-and-add periods at the beginning of terms. They are the result of institutional policies that allow withdrawals without penalty after the drop-and-add period. No-credit repeats are standard fare

in remedial courses, but when they reach destructive levels the question arises as to how many times an institution allows a student to repeat a course. Think of it this way: Every non-penalty withdrawal and no-credit repeat means that a seat in a course is not available to someone else. Add those seats up, and admission to an institution may not be available to someone else. Excessively lax withdrawal and repeat policy, then, ultimately blocks general access. And in terms of degree completion, such policies do students no favors.

What Does Not Count in The Account of Completion?

- Students' education "anticipations" (the consistency and level of their vision of how far they will get in school) were not significant at any step of the logistic account for the High School Class of 1992. This is a change from the position of the "anticipations" variable in the original *Tool Box*, where it ducked in and out of significance. The new message is more clear: Among students who attend a four-year college at some time, expectations are distinctly secondary to one's uses of academic time and to one's academic performance.

- Whereas grants and student work-study were modestly significant contributors to degree momentum at *early* stages of students' postsecondary careers in the history of the High School Class of 1982, the data on finance mechanisms for the High School Class of 1992 are poor, and the results inconclusive. Analysts are directed instead to the Beginning Postsecondary Students longitudinal studies, which contain detailed financial aid data (but skeletal information on high school histories and postsecondary course work).

- Of student demographic characteristics, only one—socioeconomic status—was significantly associated with degree completion, though in a modest manner. Gender and race/ethnicity were never significant in the logistic narrative, even though some *indirect* effects of these key demographic characteristics would probably be found in other statistical models. When each race/ethnicity group was treated as an independent variable, the basic story did not change.

- Both a dichotomous variable marking any remedial work in the first calendar year of attendance, and an elaborate variable describing types and extent of remediation over the course of a student's entire undergraduate career were employed in the analysis, but to no avail. The same procedure was used in the original *Tool Box*, where the variables were admitted to the statistical model but did not reach the threshold of significance. Sufficient numbers of students who took remedial classes successfully moved through them so that remediation did not make a strategic difference in degree completion.

- Half of the students in the sample for *The Toolbox Revisited* who earned bachelor's degrees changed their major along the way. It was natural to ask whether change-of-major had any influence on degree attainment. It did not,

principally because, with few exceptions, community college transfer students come in to the four-year institution from a general studies program and automatically are classified as "change-of-major" the minute they enter a specific program at the four-year school.

Students as active, responsible participants

The Toolbox Revisited does not treat students as passive creatures whose fate is wholly molded by schools and colleges. It demonstrates that, within the population of traditional-age students who attend a four-year college at any time (obviously including community college transfers), we *can* improve graduation rates and close some of the gaps in completion by race/ethnicity and socioeconomic status. But it also argues that there is a limit to what we can realistically do unless students respond to highly targeted advice and prodding.

The analysis of *The Toolbox Revisited* identifies features of academic history that are most tractable in terms of second party intervention. But there is also something we might dub "first party intervention." Once the modest echoes of socioeconomic status are accounted for, each step of academic history offers *students* a set of decisions that require the commitment of time and effort likely to yield the return of earning a degree. Provided there is opportunity, the choices made by students, beginning with high school curriculum and quality of effort in high school, allow subsequent leverage. Entering a postsecondary institution directly from high school, earning 20 or more credits in the first calendar year of enrollment, and performing well enough in that first calendar year to fall in the top 40 percent of a GPA distribution build on previous academic investments, and are all signs of commitment.

Subsequent choices that may not be reflected in a bounded period of time, such as excessive course withdrawals, prove to be poor decisions with negative returns, breaking accumulated momentum. Other configurations of choice, including summer-term credit generation, meeting the challenge of college-level mathematics, effort required to yield a rising GPA, and most of all, remaining continuously enrolled, all reflect continuing leverage of attainment. This is what academic momentum is all about. While these choices do not take place in a social and psychological vacuum, this is a story about the intersection of student choice with the structures of opportunity offered by institutions whose first order of business is the distribution of knowledge. It is not a story about growing up, although that happens along the way.

Degree Completion: How High Can We Go? How Much Can the Gaps Be Closed?

In Part V of *The Toolbox Revisited*, three different national longitudinal studies conducted during the 1990s are set side-by-side, so as to demonstrate a remarkable degree of agreement on the rate of bachelor's degree completion for students who started out in four-year colleges (granted, that is only part of the broader universe addressed in this essay). Looking at the concordance of these three sources (table 30), it is fair to say that:

- A third of traditional-age students who started in a four-year college earned a bachelor's degree from the same school in the "traditional" four-year period.

- Between 54 and 58 percent earned the degree from the same school in which they began within six years of entry.
- When the option of earning a degree from a different four-year college than the one in which these students commenced study, the six-year completion rates are in the 62–67 percent range.
- Only the NELS:88/2000 extends the time period for earning a degree beyond six years; at 8.5 years, its degree completion rate for students who started in a four-year college approaches 70 percent.

However, it is unfortunate to note that despite increased participation of minority students to postsecondary education over the past quarter century, the gap in bachelor's degree completion between whites and Asians, on the one hand, and Latinos and African-Americans, on the other, remains wide.

What features of academic history might close the gaps, and by how much?

The data-driven exercise in Part V of *The Toolbox Revisited* can be characterized as "reasoned speculation." From the NELS:88/2000, we start with a degree completion gap between whites and Asians vis-a-vis African-Americans of 15 percent; and with reference to Latinos, 22 percent. We go back through our analysis and ask what factors:

(a) consistently contributed to bachelor's degree completion at all stages of the model in which they were "in play," and

(b) were most subject to change by external parties with little-to-modest—but creative—effort that might improve the portrait of degree completion.

Five factors stand out, four of which affect small populations in which minority students are over-represented. Small populations can add up. These factors are:

1. **First-year credit generation**, i.e., the goal of making sure that postsecondary students end their first calendar year of enrollment with 20 or more additive credits.

2. The problem of **excessive no-penalty withdrawals and no-credit repeats**, which affect 10 percent of the cohort. Institutional policy and advising can cut the incidence of withdrawals and repeats in half.

3. **Use of summer terms**. Strategic enrollment management can move more sections of high demand courses into summer terms, offer credit-bearing internships in summer terms, and engage in other creative initiatives that will also smooth out the utilization of institutional resources over what has become an "academic calendar year."

4. **No delay of entry.** This is a matter of recruitment strategy among high school students whose commitment to postsecondary education is less than fervid. The later they show up, the more their postsecondary fate is in jeopardy.

5. **The high school curriculum component of "Academic Resources."** This is not a case of "little-to-modest" effort or a small population. It is a megawork in progress, much of which depends on students' reading skills on entering high school. If students cannot read close to grade level, the biology textbook, the math problems, the history documents, the novel—all will be beyond them. And if high schools are not offering a full academic curriculum, there is little hope.

But with those five factors in mind, and assuming full student response and success, *potential* degree completion rates were hypothesized based on the records of NELS:88/2000 high school graduates by race/ethnicity (table 32) and socioeconomic status quintile (table 34). Virtually every one of these factors contributed to closing degree completion gaps, but none more than high school academic curriculum participation—which, to repeat, is criterion-referenced, hence, open to everyone to rank at or near the top. For African-American students, the combination of moving into the top 40 percent of the high school academic curriculum intensity index plus earning more than four credits during postsecondary summer terms would lower the degree completion gap vis-a-vis white and Asian students from 15 percent to 6 percent. For students from the lowest socioeconomic status quintile, moving into the top 40 percent of the academic curriculum intensity index and entering postsecondary education directly from high school would improve degree completion from 36 to 59 percent. For Latino students, the same steps would improve degree completion from 45 to 69 percent. Does that mean that future degree completion rates will look like those in tables 32 and 34 if everyone meets the criteria on all five counts? No; not everybody will make it. But the tables suggest just where the improvements could be dramatic—and for whom.

Messages to Students and Commentators

Student responsibility (the intersection of choice with opportunity) is a major theme of *The Toolbox Revisited* in a way that was only implicit in the original *Tool Box*. The essay concludes with some recommendations for students, who are partners in their own education fate, who shouldn't wait around for someone else to do something for them, and who are rarely addressed in studies of attainment.

The concluding messages also reflect on the dissonant data of public discourse on high school graduation rates, college attrition rates, and college graduation rates, examples of consequent "scare stories" that do not help us identify and address real problems, and a plea for creativity and cooperation in developing better student tracking systems. These messages also urge a considerable change in the language we use in describing what happens to students from a negative rhetoric that assumes passivity to one that respects students as active players, seeking and discovering paths to their education goals.

A Guide for Reading Tables and Terms

Interchangeable terms

This essay frequently compares the histories of two grade-cohort longitudinal studies carried out by the National Center for Education Statistics (NCES). Each of these studies can be referenced in a number of ways, and all of these references are used.

The following labels for the longitudinal study that began with a national sample of 10th-graders in 1980, the High School and Beyond/Sophomore cohort, are interchangeable:

HS&B/So
High School Class of 1982
class of 1982 (where inter-cohort comparisons of 12th-graders are at issue)

"High School & Beyond/Sophomore cohort" will also be spelled out when the entire longitudinal study, including all its data set components, is the subject.

The following labels for the longitudinal study that began with a national sample of eighth-graders in 1988, the National Education Longitudinal Study of 1988, are interchangeable:

NELS:88/2000
High School Class of 1992
class of 1992 (where inter-cohort comparisons of 12th-graders are at issue)

On reading tables in this study, part 1: Descriptive cross-tabulations

All tables in this study are constructed to meet the statistical standards for table presentation of the National Center for Education Statistics (NCES 2002a). They are stand-alone tables, so that if they are reproduced outside the context of the essay, they tell a complete, self-contained story. To ensure a complete story, the descriptive cross-tabulations in this document include the standard errors of the estimates. The reason for this election—instead of placing tables of standard errors in an appendix—is to enable the reader to judge, on the spot, whether the difference between any two estimates is statistically significant. While the text draws the reader's attention to statistically significant (and insignificant) estimates important to the narrative, it does not comment on all statistically significant estimates. In general, the formula invoked for statistical significance is the simple student's *t* test:

$$t = (P_1 - P_2) \div \bullet\bullet \overline{(se_1^2 + se_2^2)}$$

where P_1 and P_2 are the percentage estimates to be compared and se_1 and se_2 are the corresponding standard errors. If $t > 1.96$, one has a statistically significant difference at $p < .05$ (which means that the probability that this observation would occur by chance is less than 1 in 20), a standard marker. In the case of multiple comparisons, the critical value for *t* rises.[2]

[2]For technical issues concerning standard errors and multiple comparisons, see Appendix D.

Variances in estimates

The reader will often find that estimates for the same phenomenon will differ somewhat, e.g., in one table a bachelor's degree completion rate is 69.3 percent, in another table, 64.6 percent. These differences are due to the definition of the universe (i.e., who are we counting?) for each table and the weight employed in the calculation.

On reading tables in this study, part 2: Logistic models

The core analytic method employed in *The Toolbox Revisited* is a logistic regression, and there are a baker's dozen tables in both the text and appendices that present the results of logistic models. There are many ways in which researchers have presented these results (Peng, So, St. John, and Stage 2002), and a number of statistics are employed in these representations. *The Toolbox Revisited* employs the following for each row of these tables:

The name of the variable—Variable names were created so that the realities to which they refer are self-evident.

The unadjusted parameter estimate—also known as the log odds, or the natural logarithm of the odds of the outcome of interest happening, e.g., whether a bachelor's degree was earned. The reader should note whether the sign for this estimate indicates a positive or negative relationship to bachelor's degree completion, as well as the magnitude of the estimate (though that alone does not indicate whether the estimate is significant).

The adjusted standard error of measurement for the estimate—Some researchers will say that this statistic is not necessary. The author provides it because, without it, one could not verify the accuracy of the other statistics on the row. We need the adjustment because NCES longitudinal studies are based on complex sampling designs. The adjusted standard error is calculated by multiplying the simple standard error by the Root Design Effect for students who offer non-missing values for all variables in the logistic model at issue (see Appendix D).

The t statistic—This is the measure that opens the gate to the judgment of degree of significance for the variable in question on that row. Again, some researchers will say that this statistic is not necessary because in the next column, the p statistic indicating degree of significance is provided. The author offers the t statistic because a minimum t of 0.765 was selected as a threshold for keeping a variable in the sequence of logistic models, and the reader should see those instances where a variable fails to meet that criterion. Why 0.765? In any statistics textbook, one will find an appendix with a table of relationships between levels of significance (p values) and t-values for two-tailed significance tests according to the number of degrees of freedom (number of variables in a model minus one). If one goes to the column for the lowest level of significance in this standard table ($p < .50$), and scrolls down to the t-value for the smallest number of

variables used in any of the logistic models in *The Toolbox Revisited*, three, one will find it equal to 0.765. This is a very generous threshold.

The *p* statistic—This notation tells us whether the observed relationship would occur by chance, and, if so, at what ratio of chance. A *p* of <.05 says that the odds of the relationship between independent and dependent variables in that model occurring by chance are less than 1 in 20. This is also known as a 95 percent confidence level. In all of the logistic models in *The Toolbox Revisited* there are variables that do not meet the *t* requirements for even a marginal level of significance ($p < .10$). All variables with a *p* of <.10 or better are highlighted in bold.

Delta-p is the critical statistic for telling the story of the association of the parameter estimate with degree completion. It says that every unit change in the independent variable changes the *probability* that X will happen by Y percent—and the Y is indicated by the Delta-p, e.g., 0.1285 would be translated in the text as 12.9 percent. The statement of change in probability is not a linear statement, and is always the result of relationships among the variables in a particular logistic model. It certainly should not be read as a statement of cause or prediction.

Three decision rules

In indicating whether a variable was used in the logistic models of *The Toolbox Revisited*, three criteria were observed:

- Any statistical software package (the Statistical Analysis System, or SAS, was used in this report) allows one to set a threshold of statistical significance for a variable to be admitted to a multivariate model. The default threshold is that 95 percent confidence level, represented as $p < .05$. For both the original *Tool Box* and *The Toolbox Revisited* this threshold was changed to a much more generous .2, i.e., the probability that the variable would be admitted by chance is less than 1 in 5. The purpose of the more generous threshold is to allow more variables to "compete," so to speak, within the boundaries of a statistical model, and then to see which variables survive.
- As noted above, the survival indicator in a model was a *t* value set to 0.765. If a variable failed to exceed that value when utilized in the step of the logistic series in which it was introduced, it was not carried forward to subsequent steps.
- Collinearity—Think of the Venn diagrams you learned in high school mathematics. If each circle in the Venn diagram represents a variable, you don't want a situation where two or more of them overlap to a point approaching an eclipse, for if they do, analysis of either one is impossible. There are special statistics for determining the extent of collinearity, and these were employed to determine when this situation arose. When it arose, one of the variables had to be dropped. This often happens when one variable is a major component of another, e.g., family income in relation to socioeconomic status. The narrative will describe these cases. For further comments on collinearity, see Appendix D.

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Organization of This Data Essay

The following is a brief outline of *The Toolbox Revisited* so the reader knows what to expect.

Part I: Background. The introduction presents the basic question, the data sets invoked, the purposes and statistics of the investigation, and the demography of the subject universe.

Part II: Variables Explored and Used in This Analysis. This short section of the study lists all the independent variables that were considered and provides brief definitions and basic statistical characteristics. A summary figure (pp. 20–21) indicates which of these met the criteria for inclusion in the logistic narrative of Parts III and IV. A more elaborate glossary (pp.179–193) provides details on the construction of these variables, allied data and commentary, and will be of particular interest to researchers.

Part III: What Is and What Happens Before Matriculation. Here we begin the chronological narrative, using both descriptive and multivariate data, of what ultimately made a difference in bachelor's degree attainment by December 2000 for 1992 12th-graders who attended a four-year college at any time. Part III begins with background demographic characteristics, then adds the critical components of high school academic history.

Part IV: Matriculation and Beyond. This section continues the cumulative steps of the logistic narrative, starting with the characteristics of entry to the postsecondary world, and continuing with first calendar year performance, financing considerations, attendance patterns, and extended performance (that is, taking students' entire undergraduate careers into account). It includes a special consideration for the second calendar year of enrollment and concludes its logistic narrative with attention to two very powerful variables: continuous enrollment and the ratio of course withdrawals and repeats to the number of all courses attempted.

Part V: Closing the Gap. Having demonstrated how the universe of independent variables is related to degree completion, *The Toolbox Revisited* then asks two questions: (1) To what extent do the major national data sets agree on "graduation rates"? And (2) Given what we have learned about what makes a difference in degree completion, what variables provide the most promising guidance for closing the gap in graduation rates, by race/ethnicity and socioeconomic status, for students who attend a four-year college at any time?

Part VI: The Missing Element of This Story. A key missing part of the story that is a by-product of the limited features of the NELS:88/2000 is addressed in this section: the content standards of high school and postsecondary course work. Other brief "excursions"—timing and reasons for permanent ("status") drop out from college, and time-to-degree—are placed in Appendices H and K respectively.

Part VII: Messages. Finally, *The Toolbox Revisited* offers some messages—to students and to those who engage in public discourse about the issues we have covered—and highlights the major conclusions of the study.

Appendices: With one exception, appendices are presented in the order in which they are cited in the text. The exception is the last appendix, Appendix L, that contains a variety of reference tables on miscellaneous topics raised in the text.

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Part I
Background

This study explores the academic resources and momentum students build through their high school and college careers, and analyzes the relationships between those factors and degree completion rates. It departs from most previous research on attainment by focusing on the details of students' high school and college curricula and academic performance that are available from transcript records. Its principal data are drawn from the National Education Longitudinal Study of 1988 (hereafter referred to as the NELS:88/2000 or just NELS). This longitudinal study followed a national sample of over 12,000 students (representing a weighted 2.9 million students) from the time they were in the eighth grade in 1988 to roughly age 26 or 27 in December 2000.

In round numbers, of the high school graduates in this cohort, 83 percent engaged in some form of postsecondary education by age 26, and 68 percent attended a four-year college at some time. Of those who earned any credits from four-year colleges at any time (which includes a substantial proportion of students who began postsecondary study in community colleges), 66 percent earned a bachelor's degree.

While the 66 percent completion rate sounds impressive for a mass system of higher education, it masks an unhappy differential by race/ethnicity, and more so by socioeconomic status. As we strive to improve high school graduation rates, to invite greater numbers of high school graduates into the postsecondary system, simply to maintain—let alone improve—our completion rates will take a great deal of effort. We need constructive guidance and benchmarks.

This study was designed as a follow-up and replication of a previous attempt to provide that guidance—*Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment* (hereafter referred to as the original *Tool Box*).[3] Since its publication in 1999, the original *Tool Box* has become one of the most frequently cited works in public discussions about—and initiatives to improve—the preparation of students for higher education. Its most visible uses have included the presentations of the Texas "Master Scholars" program (2002), the revisions in entrance requirements for the University of North Carolina system (2000), standards goals set by the Illinois Board of Higher Education (2001), and suggestions of the Education Commission of the States for state high school graduation policies (2001). It was summarized in major litigation addressed to inequities in opportunity-to-learn in high schools (e.g., *Daniel v. California* 1999), and in the research literature, its analyses of both precollegiate preparation and post-matriculation attendance patterns and performance have also been marked (e.g., Horn and Kojaku, 2001; Zucker & Dawson, 2001; Cabrera and La Nasa, 2001) and improved on (DesJardins, McCall, Ahlburg and Moye, 2002; Cabrera, Burkum, and LaNasa 2005).

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[3]Out of print but available at http://www.ed.gov/students/prep/college/thinkcollege/early/aboutus/edlite-resources.html.

The analyses in the original *Tool Box* were based on the High School & Beyond/Sophomore cohort longitudinal study (hereafter occasionally referred to as the HS&B/So), the second of the U.S. Department of Education's national grade-cohort longitudinal studies,[4] which followed a national sample of 10th-graders from 1980 to1992 in surveys and to September 1993 on postsecondary transcripts. As with all of the grade cohort longitudinal studies carried out by the National Center for Education Statistics,[5] test scores are included in the database, along with surveys of parents, school teachers, and school administrators. The modal high school graduation year for the HS&B/So was 1982, and student age at the conclusion of the study was 29 or 30.

The HS&B/So data, while compelling, are now somewhat dated. There were considerable changes in both the demography and postsecondary entrance behavior of high school seniors in the comparatively short span of the decade between 1982 and 1992. Appendix A highlights contrasts in selected background characteristics of all 12th-graders in the two longitudinal studies cohorts. Some of these changes have been frequently observed (higher proportion of minority students, westward and southward movements of populations, higher proportion of high school seniors entering higher education and planning to earn a bachelor's degree), and some rarely observed (higher proportion who grew up in mixed-ethnicity neighborhoods, and a higher proportion with parents who indicated some postsecondary education). The question naturally arises as to whether the hypotheses and analyses based on the history of the High School & Beyond/Sophomore cohort would hold up in the story of the NELS:88/2000. The NELS history offers a more contemporary account,[6] one that, in terms of secondary school records, may reflect the high school curriculum reforms of the mid- and later-1980s[7] that followed the discussion of the report of the National Commission on Excellence in Education, *A Nation at Risk* (1983). *The Toolbox Revisited* follows the same path of analysis using the NELS:88/2000 as did its predecessor with the HS&B/So. In that sense, it is a replication. It is a modified replication, however, because it introduces new constructs based on critiques of the original *Tool Box* and because it offers a more refined chronology of steps from high school to the end of a student's undergraduate education.

A substantial amount of the analyses and endorsements that followed the original *Tool Box* revived the flagging "seamless" K–16 themes of the 1980s post-*Nation at Risk* reform effort. In an October 2000 policy brief that visited these issues, the Education Commission of the States reminded people of what most of the 1980s reform reports did not address: the fact that K-12 and postsecondary systems are governed in very different ways, even in the public sector of postsecondary, and that there is a consequent "disconnect" of substantial dimensions (Education

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[4]The first was the National Longitudinal Study of the High School Class of 1972 (1972–86).

[5]For a description of the grade-cohort studies, see Appendix B.

[6]A fourth-grade-cohort longitudinal study is currently in progress. Called the ELS2002, it began with a national sample of 10th-graders in 2002 and is expected to run at least through 2012. We obviously will have to wait some years before we see its full results.

[7]For an account of changes in high school graduation requirements in the years immediately following issuance of *A Nation at Risk*, see Stedman and Jordan (1986).

Commission of the States 2000). The metaphor of bridges (Venezia, Kirst and Antonio 2003) and the rhetoric of disconnect (e.g., Conley 2003) created a more sophisticated focus of analysis than the reform reports of the 1980s embraced. The major work that sought to build new bridges and connect the disconnects underscored the obligation of the system not merely to assure college "access," but degree completion, with curriculum playing the key role. While "degree completion," in public discourse, refers to the bachelor's degree, the same principles apply to associate degrees granted principally by community colleges as well (Adelman 2005a).

What Did the Original *Tool Box* Say?—And Based on What Kind of Evidence?

In a nutshell, here are the major conclusions of the High School & Beyond/Sophomore-based *Answers in theTool Box* analysis:

1) Of three traditional measures of precollegiate educational history—curriculum configuration, academic performance (on a scale that combines class rank and GPA), and assessed general learned abilities (a senior year mini-SAT)—the intensity and quality of one's secondary school curriculum was the strongest influence not merely on college entrance, but more importantly, on bachelor's degree completion for students who attended a four-year college at any time. The highest level of mathematics the student reached in high school played a significant role in the strength of the curriculum configuration. One of the major contributions of *Tool Box* not only to the literature, but to practice as well, was to change what was understood by the "entry characteristics"of students by digging out and demonstrating the power of the academic intensity of secondary school curriculum over combinations of standardized test scores and grades.

2) By moving into the top two quintiles of the curriculum measure and completing a high school mathematics course beyond Algebra 2, African-American students who started out in a four-year college would hypothetically increase their bachelor's degree attainment rate from 45 percent to 73 percent; Latino students who did the same would hypothetically increase their bachelor's degree attainment rate from 61 percent to 79 percent.[8] These increases were significantly greater than those for white and Asian students under this scenario, and, more importantly, were considerably greater than the influence of moving into the top two quintiles of either test scores or class rank/GPA. In other words, curriculum counts, particularly for minority students.

3) The three traditional precollegiate measures can be combined in a composite measure of "Academic Resources." This measure had continuing, statistically significant relationships with bachelor's degree completion in both linear and (more appropriately and convincingly) logistic regression sequences involving four post-matriculation steps (blocks of variables for financial aid, attendance patterns, first-year performance, and extended postsecondary performance).

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[8]For African-American students in the HS&B/So who reached the 12th grade and entered postsecondary education, 52.3 percent started in four-year colleges, a percentage that rose to 54.2 in the NELS:88/2000. The comparable percentages for Latino students, who are more likely to start in community colleges, were 38.9 percent for the HS&B/So and 38.6 percent for the NELS:88/2000. For white students, the proportions starting in four-year colleges were 54.3 percent for the HS&B/So and 57.4 percent in the NELS:88/2000.

4) Post-matriculation behaviors and attendance patterns that were strongly and positively associated with bachelor's degree attainment were continuous enrollment, transfer from a community college to a four-year institution after more than 10 credits earned at the community college, and the *trend* in students' grades.

5) Post-matriculation behaviors and attendance patterns that had a strong negative influence on bachelor's degree attainment were the ratio of courses from which the student withdrew or repeated to all courses attempted, and earning less than 20 credits in the first calendar year of postsecondary attendance.

6) Socioeconomic status had a modest and diminishing association with bachelor's degree attainment. Minority status had a modest negative association until performance (first-year performance and continuing performance) was taken into account, at which point it had no effect Gender had no effect at any stage of the model. The only demographic variable to have a strong (and in this case, negative) association with degree completion was becoming a parent by age 20.

The overall message was about academic momentum and what adds to that momentum at each stage of a student's history from secondary school onward. The evidence was archival, was treated in the tradition of quantitative history (Elder, Pavalko, and Clipp 1993; Clubb, Austin and Kirk 1989; Haskins and Jeffrey 1990), and like this essay, did not claim causality.

Why use these data sets?

There are three types of national data sets available to construct longitudinal analyses such as the original *Tool Box* and this replication, but only one type of data set—the NCES transcript-based grade-cohort study—is truly suited to the task. The other two are (1) the Cooperative Institutional Research Project (CIRP) occasional longitudinal follow-ups to its annual survey of entering college freshmen, and (2) the NCES Beginning Postsecondary Students studies (BPS). Each of these has its virtues, and will be revisited in Part V of this study when we compare what three different longitudinal studies of the 1990s say about degree-completion rates. The CIRP produces an enormous amount of information on student attitudes, values, and college experiences, and does so with large samples of (principally) entering four-year college students. Its occasional longitudinal follow-ups involve sufficient history (e.g., six or nine years) to track not only long-term undergraduate completion rates, but also postbaccalaureate education (Astin 1993). The BPS longitudinal studies are shorter (five or six years), not dependent on institutional decisions to participate (as is the CIRP), inclusive of students of all ages at entry, and, as befits their principal population sample (a subset of the triennial National Postsecondary Student Aid Study), contain very strong and reliable financial aid data. The BPS study of 1995/96–2001 will be used at a number of points in this study to expand the range of our observations.

However, in both cases, all features of precollegiate history must be rendered as exogenous variables. The high school histories provided by students in CIRP are retrospective, and the precollegiate histories in the Beginning Postsecondary Students studies derive from a combination of retrospective offerings by students and accounts on the student information

questionnaires for those who took either the Scholastic Assessment Test (SAT) or American College Test (ACT) within the two years prior to the BPS start date (nearly half the students in the BPS studies did *not* take either exam). As Kahn and Nauta (2001) demonstrated, there is an inevitable loss of accuracy in the process of these retrospections.

On the other hand, the very nature of a longitudinal study population assembled in the 10th grade (High School & Beyond/Sophomore cohort) or eighth grade (NELS:88/2000) renders precollegiate history endogenous to analytic models. The transcript-base overrides student accounts and provides far more detail than either paper-and-pencil surveys (used by CIRP) or computer-assisted telephone interviews (used by the BPS studies) can provide.

Every data set sacrifices something. No data set is constructed with the questions a particular researcher may have a decade later, so variables are derived and secondary. The High School & Beyond/Sophomore study and the NELS:88/2000 are wanting in many ways where the other studies are strong: financial aid (BPS), and changes in values and opinions (CIRP). But as stories about the core activities we call education, they are unsurpassed by the others.

Purposes and Statistics of This Monograph

The primary purpose of this monograph is to trace the elements of academic momentum as they played out in the secondary school and college history of the High School Class of 1992 (through December 2000) compared with the parallel history of the High School Class of 1982 that was the foundation for the original *Tool Box* study. In the process, the analysis is enriched by including variables we learned to construct or modify on the basis of commentaries and critiques of *Tool Box*, and by a more accurate chronological order in presentation of those variables. The portrait of academic momentum that emerges is a framework within which more sophisticated analyses can be pursued, and within which ameliorative policies (the tools) can be advocated. This study does not pretend to answer complex questions about indirect effects of home, peer, school, and postsecondary institution interactions, but rather trusts future research to deal with those issues.

A secondary task is to demonstrate the construction of a replication when the two data sources, a decade apart, are presumably parallel**,** but turn out to be something less (for a key example, see Appendix C). The principal encouragement for the replication is that the bachelor's degree attainment rate for students who attended a four-year college at any time remained the same despite differences in the length of cohort history: 65.6 percent for the HS&B/So over 11 years, and 66.5 percent for the NELS:88/2000 cohort over 8.5 years (Adelman 2004a, table 2.2, p. 21). If the HS&Beyond/So history were truncated at 8.5 years, the bachelor's degree attainment rate would have been 59.7 percent. From this perspective there was a marked improvement in degree completion for traditional age college students over the two decades in question. It is natural to ask how this happened, and if the answers to that question provide any guidance for the future.

In terms of statistical technique, both the original *Tool Box* and *The Toolbox Revisited* use simple logistic regression, not structural equations or other path models that are common to causal inquiries or searches for indirect effects, e.g., of discrete aspects of school or college environments (Dey and Astin 1993). A logistic regression is focused on an event that either happens or it doesn't. The dependent variable is dichotomous: yes or no. The independent variables are judged within each model by the degree to which they contribute to what happened in relation to or controlling for all other independent variables in the model (Hair, Anderson, Tatham, and Black 1995).

There are a number of ways of expressing this "degree." One is by an "odds ratio," which, expressed in a simple way, is a ratio of the odds that X will happen given a unit of change in the independent variable to the odds of X not happening, and ultimately shows the strength of association between the independent and dependent variables—with the closer the odds ratio to 1, the less the strength of the association.[9] This was the measure used in the original *Tool Box*. Another way of expressing the value of the contribution of an independent variable is by a "Delta-p" statistic that says every unit change in the independent variable changes the *probability* that X will happen by Y percent given the values of the other variables in the model (Peterson 1985; Cabrera 1994). The narrative of *The Toolbox Revisited* relies on Delta-p,[10] and the logistic model tables provide Delta-p statistics only for those parameter estimates that are statistically significant since there is no way to determine the statistical significance of the Delta-p itself (Cabrera 1994).[11]

But in this paper there is a major methodological departure from the original *Tool Box* study: there are seven (and not five) steps in the model employed, all driven by the empirical history of the NELS:88/2000 students. Following St. John, Paulsen, and Starkey (1996), the blocks of variables in each step were entered "in a sequence that parallels the order in which students pass through well-established stages of persistence behavior" (p. 194) on their way toward bachelor's degree completion (or not). Each of the seven steps, too, is cumulative. That is, variables in one step that meet the statistical criteria for remaining in the model are carried forward to the next step. This extended accounting, which we will call a "logistic narrative," allows "a meaningful examination of the direct effects of variables on persistence, as well as their interactions with the variables entered in successive steps" (St. John, Paulsen, and Starkey 1996, p. 194).

The reader can already tell that there is a great deal of technical material in this presentation, but it is presented in the spirit of the U.S. Department of Education's goal of building a culture of evidence. The author trusts that reports such as *The Toolbox Revisited* will contribute to the

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[9] Odds ratios, as Peng, So, Stage, and St. John (2002) remind us, are not odds. Their interpretation is not as transparent as the original *Tool Box* assumed them to be. And while an R^2 statistic is presented in the logistic tables of this study, it cannot be read the way one would interpret an R^2 in a linear regression, i.e., it does not indicate the percent of variance in the dependent variable that is explained by the independent variables (Long, 1997). For that reason, it is called a "pseudo R^2" (Cabrera 1994) and is one of a number of measures of goodness-of-fit. As blocks of variables are added to the model in the stepwise manner followed here, the pseudo R^2 should increase.

[10] For the computation of Delta-p, I am using a shortcut recommended by Paul Allison of the University of Pennsylvania: bp(1-p), where b is the logistic coefficient and p is the probability for the dependent variable in the model. This heuristic produces slightly higher values than the formula advanced by Petersen (1985).

[11] For all technical issues, please see Appendix D.

attainment of that goal. Some of the technical material is placed in appendices so that researchers have access to documentation, and all readers have access to reference material.

Who Are We Talking About? And Who Are We *NOT* Talking About?

As was the case for the original *Tool Box*, the basic universe of analysis in *The Toolbox Revisited* does *not* consist of everybody who started out in the cohort. We have to be very clear about this. The basic question of both studies is:

> What demographic, high school performance, postsecondary entry, and postsecondary history (attendance patterns, academic performance) factors are convincingly associated with bachelor's degree attainment for 12th-graders who subsequently attended a four-year college at any time in their undergraduate careers?

This is not a question about completing high school, completing high school on time, or completing high school on time with a standard diploma (as opposed to a GED or certificate of attendance).[12]

This is not a question about entering the postsecondary system. We are not talking about "access." Nor is it a question about "persistence" to the second term or the second year following entry to postsecondary education. It certainly is not about "retention" in the same institution to the second term or the second year.

This is a question about *completion* of academic credentials—the culmination of opportunity, advisement, choice, effort, and commitment.

The question is carefully worded. The universe does not include people who never reached the 12th grade. In fact, as a consequence of the sampling design and weighting of the two longitudinal studies, both essays include only those students who were in the 12th grade *in the same year,*[13] along with those who graduated from high school. The definition of the universe also requires that we have demographic information, high school transcripts,[14] test scores, and postsecondary transcripts for everybody whose careers are subject to analysis. Not everybody can present all this information, and, with rare exceptions (involving some aspects of high school records, and as explained in Appendix C) both the original *Tool Box* and *The Toolbox Revisited* decline to impute any of this information.

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[12]For details on the high school graduation status of those who were eighth-graders in 1988, see Appendix L, table L1.

[13]For details on those in the NELS:88/2000 cohort who, though in the 12th grade in 1992 along with others, had previously been held back at least one year in the course of their schooling, see Appendix L, table L2.

[14]Only 21.3 percent (s.e. = 1.17) of the NELS:88/2000 who were in the 12th grade in 1992 were missing high school transcripts, compared with 73.7 percent (s.e. = 2.58) of those who had either dropped out of high school or were not in-grade. Nearly 100 percent of the former group graduated from high school with a standard diploma.

There are two other notable features of the basic question. First, both essays argue that, regardless of what students *say* on a survey about their education expectations, it is what they actually *do* that counts. So the only students we can talk about honestly with respect to bachelor's degree attainment are those who set foot in a bachelor's degree-granting institution at some time. This criterion obviously includes students who started their postsecondary careers in community colleges and other types of sub-baccalaureate institutions. Second, the term used to describe the relationship between the dozens of independent variables describing demography, high school performance, postsecondary entry, and postsecondary history and the dependent variable of bachelor's degree completion is "convincingly associated." Neither essay claims "cause" or "prediction."

To illustrate how these conditions restrict the universe, let us start with 2.93 million 1988 eighth-graders in the NELS:88/2000 cohort. Table 1 lays out the stages of contraction of the basic population until we reach the subject universe of this study.

Table 1. From macro to micro: Contraction of the universe of 1988 eighth-graders to the universe subject to analysis in *The Toolbox Revisited*

Description of Universe	Percent	Descending weighted N[a]
A. Initial universe of 1988 eighth-graders	100.0	2.93M
B. Of (A), those who were in the 12th grade in 1992	83.6 (0.98)	2.45M
C. Of (B), those who continued to postsecondary education at any time through December 2000	81.7 (1.28)	2.0M
D. Of (C), those who presented complete high school transcripts, test scores,[b] complete postsecondary transcript records, and socioeconomic status information	80.5 (1.01)	1.61M
E. Of (D), those who attended a four-year college at any time.	73.5 (1.00)	1.19M
Net percentage of 1988 eighth-graders in the universe	41	1.19M
Net percentage of 1992 12th-graders in the universe	51	1.19M

[a]Like other NCES longitudinal studies, the NELS:88/2000 cohort is a stratified sample, in which each student is assigned a weight to represent other similar students in the cohort (see Curtin, Ingels, Wu, and Heuer 2002).
[b] See definition of SRTSQUIN in Glossary.
NOTES: Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: NELS:88/2000 postsecondary transcript files (NCES 2003-402 and Supplement).

Looking more closely at our universe in terms of the types of schools attended, we find that 20.2 percent (s.e. = 1.13) started in community colleges, and 41.0 percent (s.e. = 1.29) earned credits from community colleges, whether or not they started at community colleges. While we will describe the attendance patterns of the NELS:88/2000 cohort in more detail later, the point is that the universe under analysis is not limited to those who attended *only* four-year institutions, and that the community college plays a significant role in the careers of the group of students under consideration.

To repeat: Our subject universe consists of half the 1992 12th-grade students in the NELS:88/2000 cohort. We are *not* talking about:

- students who did not graduate from high school or those who graduated with something other than a standard diploma (G.E.D. or Certificate of Attendance);
- students for whom we do not have full high school records (transcripts, grades, test scores);
- students for whom socioeconomic status could not be determined;
- students who did not enter any postsecondary institution by December 2000, when they were 26 or 27 years old; and
- students who entered the postsecondary system, but never set foot in a bachelor's degree-granting institution.

That is the other half. Some 22.2 per cent (s.e. = 1.05) of 1992 12th-graders who attended a four-year college at any time are in this "other half" because they are missing key information that excludes them from the universe under analysis. Readers interested in the demographic differences between included and excluded students due to missing data elements are referred to Appendix E.

Comparative demography of the subject universe

Given the strong boundaries drawn around the subject universe, how does its demography compare to less restrictive definitions? Table 2 sets out the major demographic categories, and compares the target subject universe with (a) all 1988 eighth-graders who participated in the last survey of the NELS:88/2000 in 2000, (b) all participants in the 1992 survey, whether or not they were in school or in the 12th grade,[15] and (c) all 1992 12th-graders who attended *any* postsecondary institution by December 2000.

As readers work from left to right across the columns of table 2, they will notice that gender balances are even until the moment of entry to postsecondary education, at which point women pull ahead of men. The same type of observation applies to the race/ethnicity distribution: At the point of entry to postsecondary education, the proportion of African-Americans, Latinos, and American Indians declines, while that of whites and Asians rises. In the universe for this study,

[15]The reader should note that, unlike the High School & Beyond/Sophomore cohort study, the NELS:88/2000 sample was "refreshed" in 1992 to be representative of 12th-graders in that year. The "refreshed" students are included in our analyses.

Table 2. For each of four definitions of the universe of students in the NELS:88/2000, percentage distribution by gender, race/ethnicity, socioeconomic status quintile, and second language background

Demographic variable	1988 eighth-graders	All 1992 survey participants	All 1992 12th-graders who entered postsecondary education	1992 12th-graders who attended a four-year college at any time and met other criteria to be subjects of this study[a]
Gender				
Men	49.7 (1.01)	49.9 (0.83)	46.5 (0.93)	48.8 (1.27)
Women	50.3 (1.01)	50.1 (0.83)	53.5 (0.93)	51.2 (1.27)
Race/ethnicity				
White	71.7 (1.50)	71.5 (1.30)	74.9 (1.29)	78.2 (1.31)
African-American	12.9 (1.26)	12.7 (0.94)	10.3 (0.90)	9.4 (1.03)
Latino	10.5 (0.87)	10.4 (0.84)	9.1 (0.88)	7.0 (0.72)
Asian	3.5 (0.32)	3.7 (0.31)	4.8 (0.43)	4.7 (0.42)
American Indian	1.4 (0.43)	1.7 (0.55)	0.7 (0.23)	0.6 (0.18)
Second language background				
Nonnative speaker of English	8.6 (0.68)	10.1 (0.83)	10.0 (0.90)	7.4 (0.67)
Native speaker of English from a second language household	3.3 (0.33)	2.7 (0.21)	2.4 (0.23)	2.2 (0.28)
Socioeconomic status quintile				
Highest quintile	21.3 (0.92)	21.1 (0.88)	29.1 (1.08)	38.5 (1.52)
2nd quintile	20.8 (0.79)	21.0 (0.69)	25.3 (0.88)	26.4 (1.24)
3rd quintile	20.7 (1.10)	19.8 (0.68)	20.2 (0.73)	17.7 (0.85)
4th quintile	19.6 (0.83)	19.2 (0.66)	15.4 (0.61)	11.7 (0.59)
Lowest quintile	17.6 (0.93)	18.9 (0.85)	10.0 (0.73)	6.8 (0.50)

[a]1992 12th-graders with known socioeconomic status and high school records (transcripts and test scores), who graduated from high school by December 1996, and attended a four-year college at any time.

NOTES: Standard errors are in parentheses. Columns for gender, race/ethnicity, and socioeconomic status quintile may not add to 100.0 percent due to rounding.

SOURCE: National Center for Education Statistics: NELS:88/2000 postsecondary transcript files (NCES 2003-402 and Supplement).

the proportion of whites rises even further, while that of Asians, American Indians, and African-Americans[16] holds steady, and that of Latinos declines. There are no statistically significant differences in the proportion of students who were nonnative speakers of English[17] until the final boundaries are drawn for the universe for this study.

The most dramatic and expected changes in the distributions of table 2 are by socioeconomic status quintile, with quantum leaps in the proportion of students from the top two quintiles as soon as one crosses the postsecondary line, and parallel declines in the proportion of students from the bottom two quintiles. Only the third quintile (the 41st–60th percentile) remains stable until the final contraction of the cohort for the universe used in this study.

What do these demographic changes within the universes of students who might be the subjects for a study mean? *The Toolbox Revisited*—and *Answers in the Tool Box* before it—is a study about students who graduate from high school and go on to college. Given historical data, it is not surprising that this group will evidence a higher SES profile and a lower percentage of under-represented minorities than others in the same grade cohort. Since the 1980s, women have been in the majority in this group.[18] Within our subject universe, demography is not necessarily destiny, as the original *Tool Box* demonstrated. For the comparison group—the other half that either does not graduate from high school, graduates but doesn't continue its education, or graduates and continues but never at a four-year college—*The Toolbox Revisited* says: If we want more people to wind up with at least a bachelor's degree in life, here are some guidelines based on the experience of people who tried.

Summary of Part I

What do *Answers in the Tool Box* and *The Toolbox Revisited* do, and what do they not do? Both studies use the histories of 12th-graders who subsequently attended a four-year college at any time (entered in any term and not just the fall term, entered as part-time as well as full-time students, entered in community colleges as well as four-year institutions) to indicate what factors in those histories are associated with completing a bachelor's degree—not in four years, not in six years, but whenever the longitudinal tracking ended (8.5 years from high school graduation for the class of 1992; 11 years for the class of 1982). They do not ascribe cause or pretend to predict. They recognize that what is associated with degree completion in one generation may not be associated with it in the next, or that the strength of association may change. Conditions and populations change, after all. Rigid prediction is a risky call, and besides, that's not what the data and statistical standards allow one to do.

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[16]The difference in the African-American proportion of the two universes is not statistically significant.

[17]Nonnative speakers were defined as those who said their first language was not English and, in grade 10 and/or 12 (the 1992 survey) indicated that they spoke to their mothers most or all of the time in their first language.

[18]Though to the extent to which the group includes students who commenced their postsecondary studies in community colleges—and it does—that majority will be a little less.

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Part II
Variables Explored and Used in This Analysis

With two major exceptions—high school academic curriculum intensity and the composite high school performance variable we call "Academic Resources," both of which are covered in Part III—the construction and allied information for most of the variables explored in *The Toolbox Revisited* are detailed in the Glossary (starting on p. 179). Whenever the reader asks for details on "How was that defined?" or "How did they get that?" the Glossary is the place to go.

The purpose of this section is to provide the reader with an advance reference list of the variables considered and used in this analysis. The reader should keep in mind that "variables" are *representations* of realities (e.g., first-year college grades) or constructs (e.g., transfer). We use them as a shorthand.

The variables listed and described are presented in the order of the steps of the logistic narrative for which they were considered. The collection represents neither a "fishing expedition" nor a "mind dump," as a majority of the variables considered were determined by the attempt to replicate the original *Tool Box* study with a more recent parallel cohort. A quick summary of their properties can be found in figure1.

Demographic background variables defined

1) NNSE—Nonnative speaker of English. A dichotomous variable marking those students whose first language was not English *and* who, in grade 12, reported that they conversed in that language with their mothers most or all of the time.

2) IMMIG—Parent immigrant status. A dichotomous variable indicating whether the student's parents were immigrants to the United States within the previous 10 years.

3) BROSIS—Number of siblings. A dichotomous variable marking students with three or more siblings, versus those with one, two, or none.

4) FIRSTGEN—First generation postsecondary student. A dichotomous variable indicating students for whom neither father nor mother ever attended a postsecondary institution.

5) FAMINC—Family income. This variable was first set in six bands, then trichotomized to yield upper-, mid-range, and low-income populations.

6) URBAN—A dichotomous variable indicating whether the student's high school was located in an urban area.

7) NEWCHILD—A dichotomous variable to mark students, male or female, who became parents by the time they were 20 years old.

8) RACE—A dichotomous race/ethnicity variable, with under-represented minority (African-American, Latino, and American Indian) = 1 and White and Asian = 0.

9) GENDER—A dichotomous variable in which male = 1 and female = 0.

10) SESQUINT—Socioeconomic status quintile. See Glossary.

High school background variables defined

1) EDUANTIC—Education anticipations. A three-level variable: (a) consistently (in grades 10 and 12) expected to earn a bachelor's degree; (b) raised expectations to the bachelor's degree between grades 10 and 12; and (c) either lowered expectations from the bachelor's level between grades 10 and 12 or never expected to earn a bachelor's degree.

2) CLSSRNKQ—High school class rank/GPA quintile. See Glossary and Appendix C for accounts of construction and limited imputation, respectively.

3) SRTSQUIN—Senior year test score quintile. A test of general learned abilities was administered to NELS high school seniors and the results set out in percentiles. For those who did not take that test but for whom SAT or ACT scores were available, those scores were substituted using an equipercentile concordance methodology, weighted, and set out in quintiles. See Glossary for a more detailed account.

4) HIGHMATH—Highest level of mathematics reached in high school. A five-level variable with calculus and precalculus at the high end and Algebra 1 and prealgebra at the low end. See Glossary.

5) SCIMOM—High school momentum in science and mathematics. A three-level variable combining highest level of mathematics with numbers of credits earned in core laboratory science. See Glossary.

6) FLAN—Number of units of foreign language in high school on a five-level scale.

7) ADVANCE—Number of Advanced Placement (AP) courses. Three values based simply on the number of AP courses recorded: three or more, one or two, and none. See Glossary for a full account of identifying AP course work.

8) HSCURRQ—Academic intensity of high school curriculum, in quintiles. This variable is the core of the analysis of students' precollegiate histories, and, hence, is described in detail in Part III and Appendix F.

9) ACRES—Academic Resources. A quintile index representing a composite of students' pre-collegiate attainment (curriculum plus class rank/GPA plus senior year test score). ACRES is the dominant precollegiate variable in both the original *Tool Box* and *The Toolbox Revisited.* The construction of this variable is described in detail in Part III.

Postsecondary entry variables defined

1) FIRST4—A dichotomous variable indicating whether the first postsecondary institution attended by the student was a four-year college.

2) DOCT—Another dichotomous variable indicating whether the first postsecondary institution attended was a doctoral degree-granting institution.

3) SELECT—A dichotomous variable indicating that the first institution attended by the student was either highly selective or selective.[19] See Glossary for details on selectivity.

4) NODELAY—A dichotomous variable marking students who entered postsecondary education within seven months of high school graduation.

5) ACCELCRD—Acceleration credits. A sum of all college credits earned by both course work prior to high school graduation and by examination. The values of this variable were set at three levels: more than 4 credits, 1–4, and zero.

First-year performance variables defined

1) LOWCRED—A dichotomous variable marking students who earned less than 20 additive credits earned in the first calendar year of attendance. For descriptive data on the relationship between number of credits earned in the first year and highest degree, see Appendix L, table L4.

2) FRSHGRAD—GPA in the first calendar year of attendance. Grade point averages were determined for the first *full calendar year* of postsecondary attendance and were then set out in quintiles. FRSHGRAD is a dichotomous variable that divides the highest two quintiles from the other three.

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[19]Institutional selectivity in the postsecondary files of all three grade-cohort longitudinal studies conducted by the National Center for Education Statistics has five values: highly selective, selective, nonselective, open-door, and not ratable. The first three of these values were based on the selectivity cells developed by the Cooperative Institutional Research Project (CIRP) at UCLA for its annual survey (since 1966) or entering freshmen. For the distribution of NELS:88/2000 postsecondary students by selectivity of first institution attended, see Appendix L, table L3.

3) FREM—A dichotomous variable indicating any remedial course work in the first calendar year of attendance.

4) FCOLMATH—Another dichotomous variable indicating whether the student earned any credits in college-level mathematics during the calendar year following first enrollment. "College-level mathematics" was defined to include college algebra, finite math, statistics, precalculus, calculus,[20] and a category of "liberal arts mathematics" courses that require the equivalent of high school Algebra 2 as a prerequisite, and include such topics as game theory, basic combinatorics, and foundations of numerical methods.

Financing postsecondary schooling variables

There are three dichotomous financing variables in both *Answers in the Tool Box* and *The Toolbox Revisited*: GRANTS, LOANS, and STUWORK. Each indicates only whether the student used that form of financing during his/her early postsecondary career. The reader is referred to the text of Part IV for elaboration.

Attendance pattern variables defined

1) TRANSFER—community college to four-year. With students going back and forth between community colleges and four-year colleges, it is important to mark transfer as a permanent change of venue, a migration that is formally recognized by system rules. A transfer student is one who (a) started in a community college, (b) earned more than 10 credits from the community college before (c) enrolling in a four-year college and (d) earning more than 10 credits from the four-year college. The only time limit set for these changes of venue and credit accumulation is the length of the longitudinal study. In the case of the NELS:88/2000, that means 8.5 years from the modal high school graduation data of June 1992. This is a dichotomous variable.

2) FOURTRAN—A dichotomous variable indicating transfer from one four-year college to another. The algorithm for classic transfer from a community college to a four-year college was fairly easy to construct. But to distinguish a true four-year-to-four-year college transfer required an indirect route. See Glossary for details.

3) MULTINS—A dichotomous variable indicating that the student attended more than one institution. This is a macro-vision of otherwise multidirectional student behavior.

4) SUMMER—Number of credits earned during summer terms, set in three bands: more than 4, 1–4, and none.

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[20]The category of "calculus" includes not only the standard sequence but also special "short calculus" or "brief calculus" courses, and specialized introductions to calculus for business, economics, and life science majors.

5) PARTTIME—A dichotomous variable tagging students whose enrollment intensity was *ever* part-time**.** The construction of this variable involves complex algorithms, and the reader is referred to the Glossary for details. (For an account of enrollment intensity in both the NELS:88/2000 and the Beginning Postsecondary Students longitudinal study of 1995/96–2001, see Appendix L, table L5).

Extended postsecondary performance variables defined

1) TREND—Trend in student's GPA: rising, flat, or falling. Cumulative undergraduate GPA was measured at three points in time—at the end of the first calendar year following initial enrollment, at the end of the first two calendar years following initial enrollment, and at the end of the student's undergraduate career, no matter when that occurred. See Glossary for further elaboration.

2) CUMMATH—Number of credits earned in college-level mathematics**:** more than 4, 1–4, and 0.

3) CHANMAJ—A dichotomous change-of-major variable. See Glossary for a full description.

Final factors variables defined

1) NOSTOP—In all three NCES postsecondary transcript-based grade-cohort studies, noncontinuous enrollment was defined as *more than* a one semester (or its equivalent, e.g., two quarters) stop-out period. In the dichotomous variable, NOSTOP, the student is considered continuously enrolled even with one semester (or two quarters) off.

2) WRPT Ratio—A dichotomous variable. On one side of the dividing line are students who withdrew from or repeated 20 percent or more of all courses in which they enrolled (ratio of non-penalty withdrawal and no-credit repeat grades to all grades received).

Summary: Locus of Responsibility

Figure 1 presents the basic statistical characteristics for 39 of the major variables described above that were either tested, used in trials, and/or employed in the final logistic narrative of *The Toolbox Revisited.* Seven of these variables describe demographic characteristics, and another three label types of financial aid that ultimately are offshoots of demography. Of the remaining 29 variables, 14 are principally matters of student choice (e.g., changed major), five are indicators of student academic effort (e.g., first-year grades), seven reflect interactions of student choice plus student effort plus opportunity to learn (e.g., highest high school math), two mark interactions of student effort and institutional judgment or guidance (e.g., first-year remediation), and one (education anticipations) reflects student experience, attainment, and self-assessment, along with the encouragement of family and peers. The student is at the center of all these representations. The locus of responsibility for the way each of these variables will tilt lies as much with the student as with external forces. *The Toolbox Revisited* is optimistic that most students can make it all come out right. We will return to this optimism in Part VII.

Figure 1. Values, means, standard deviations, use of variables considered, and step no., if used, in the logistic narrative of *The Toolbox Revisited*, with universe confined to 1992 12th-graders with complete high school records and known socioeconomic status who attended a four-year college at any time through December 2000

Variable	Values	Programming name	Mean	S.D.[a]	Used	Step no.	Relationship to variables in the original *Tool Box*
Nonnative speaker of English	2[b]	NNSE	0.1472	0.3544	No		New
First generation student	2	FIRSTGEN	0.1664	0.3725	Trial only		New
Number of siblings (more than 2 = 1)	2	BROSIS	0.2912	0.4543	Trial only		New
Race/ethnicity (minority = 1)	2	RACE	0.1678	0.3737	Yes	1–5	Carried forward
Gender (male = 1)	2	GENDER	0.4677	0.4990	Yes	1–7	Carried forward
Socioeconomic status quintile	5	SESQUINT	3.6909	1.2840	Yes	1–7	Carried forward
Family income	3	FAMINC	4.0792	1.5641	Trial Only		New
Became parent by age 20	2	PARENT	0.0282	0.1655	Yes	1–7	Carried forward
Education anticipations (consistency and level)	3	EDUANTIC	2.8747	0.4120	Yes	1–7	Modified
Highest high school math (prealgebra to calculus)	5	HIGHMATH	3.0030	1.3560	Trial only		Carried forward
High school science momentum	3	SCIMOM	2.1146	0.8837	Trial only		New
High school foreign language units	5	FLAN	3.3662	1.1617	Trial only		New
Advanced Placement	3	ADVANCED	1.2493	0.5833	Trial only		New
High school curriculum intensity	5	HSCURRQ	3.7424	1.1860	Trial only		New
Senior year test score quintile	5	SRTESTQ	3.8533	1.1752	Trial only		New
High school class rank/GPA quintile	5	CLSSRNKQ	3.6272	1.2965	Trial only		New
Academic Resources quintile	5	ACRES	3.6703	1.2130	Yes	1–7	Carried forward
No delay of postsecondary entry	2	NODELAY	0.9351	0.2463	Yes	2–7	Carried forward
Acceleration credits	3	ACCEL	1.4076	0.7546	Yes	2	New

See notes at end of figure.

Figure 1. Values, means, standard deviations, and use of variables considered, and step no., if used, in the logistic narrative of *The Toolbox Revisited,* with universe confined to 1992 12th-graders with complete high school records and known socioeconomic status who attended a four-year college at any time through December 2000—continued

Variable	Values	Programming name	Mean	S.D.[a]	Used	Step #	Relationship to variables in *Answers in the Tool Box*
First school was a four-year	2	FIRST4	0.7842	0.4114	No		Carried forward
First school was doctoral	2	DOCT	0.3764	0.4845	No		Carried forward
First school was selective	2	SELECT	0.2348	0.4239	Yes	1–7	Carried forward
Less than 20 credits in first calendar year	2	LOWCRED	0.2045	0.4034	Yes	3–7	Carried forward
First calendar year grades	2	FRESHGRD	0.4320	0.4954	Yes	3–7	Carried forward
Any first calendar year remediation	2	FREM	0.2204	0.4146	Yes	3–6	New
Any first year college-level math	2	FCOLMTH	0.5294	0.4992	Yes	3–5	New
Grants/scholarships	2	GRANTS	0.4972	0.5000	No		Carried forward
Loans	2	LOANS	0.3180	0.4658	No		Carried forward
Work-Study/campus job	2	STUWORK	0.3016	0.4590	Yes	4	Carried forward
Attended multiple institutions	2	MULTINS	0.6180	0.4859	Yes	5–7	Modified
Community college transfer	2	TRANSFER	0.1377	0.3446	Yes	5–7	Carried forward
Four-year to four-year transfer	2	FOURTRAN	0.1476	0.3547	Yes	5–7	New
Summer-term credits	3	SUMMER	2.1577	0.9184	Yes	5–7	New
Ever part-time	2	EVERPT	0.3342	0.4717	Yes	5–7	New
Trend in GPA (rising, flat, falling)	3	TREND	2.1733	0.7311	Yes	6–7	Modified
All credits in college-level math	3	MATH	2.2305	0.8388	Yes	6–7	New
Changed major	2	CHANMAJ	0.4765	0.4995	No		New
Continuous enrollment	2	CONTIN	0.7984	0.4012	Yes	7	Carried forward
Ratio of withdrawal/repeat grades to all courses attempted	2	WRPRATIO	0.0905	0.2870	Yes	7	Carried forward
Remedial problem (type and amount of remediation)	5	REMPROB	3.8960	1.4730	No		Carried forward

[a] Standard deviation.
[b] A value of 2 indicates a dichotomous variable, i.e. yes (1) and no (0).
SOURCE: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement)

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Part III
What Is and What Happens Before Matriculation

There are at least three distinct ways of setting up Step 1 in the progression of multivariate analyses that lead us to appreciate what makes a difference (and how much of a difference) in completing a bachelor's degree for students who attended a four-year college at any time. The first step covers both student demographics and high school performance. Let us cover the demographics first because they do not present complex analytic choices.

What If We Knew Nothing Except Demography?

The demographic background of students is marked as of a set moment in time (in our case, in grade 12). It is what students look like, where they are living, their parents' education(s), occupation(s), and income(s), and other features of the student's family. Demographic characteristics may be subject to special attention in education policy from local to national levels, but, with the exception of the student's marital and parental status, are not subject to change.

Demographic variables are normally considered in the context of other aspects of student experience, behaviors, and attitudes when attainment of any kind (e.g., high school graduation, test scores, grades, college degree) is the dependent variable. Indeed, that is the way this analysis treats demographic characteristics. But to demonstrate what happens to the demographic variables in the analysis, this section opens with a stark presentation. If someone asked us to explain bachelor's degree completion for 1992 12th-graders who subsequently attended a four-year college at any time, and all we knew about them were demographics, what would the various associations of demography with degree attainment look like?

Table 3 presents a logistic exploration that started with nine demographic variables described in Part II above. The socioeconomic status quintile variable is not included, but two of its components (family income and parents' highest level of education) are present to serve as proxies for SES. Two of the nine demographic variables—whether the student was a nonnative speaker of English and family immigrant status—were not accepted into the logistic equation.

Whether there were nine variables or seven, however, this logistic model fails to reach significance as a *model,* regardless of whether independent variables within the model turn out to be significant. The t value for the intercept falls below the threshold of 0.765 this study uses for keeping independent variables under consideration, and the proportion of concordant probabilities predicted at 63 percent is the lowest–by far–of any logistic model in this study.

Of the independent variables within the model, four are significant, even though that significance is undercut by the statistical characteristics of the model as a whole. The most significant ($p < 0.01$) is first generation college status, with a Delta-p statistic that says the probability of completing a bachelor's degree is reduced by roughly 21 percent for first generation students.

Race/ethnicity and gender are significant at $p <.05$, with the messages of the Delta-p that minority status reduces the probability of earning a bachelor's degree by 17 percent, and being male reduces that probability by 11 percent. Falling in the highest third of family income is marginally significant.

Table 3. Logistic account of the relationships among major demographic variables and bachelor's degree attainment for 1992 12th-graders who attended a four-year college at any time

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	0.2250	0.1869	0.69		
Race/ethnicity	**-0.7257**	**0.1434**	**2.90**	**0.05**	**-0.1660**
Gender	**-0.4760**	**0.1072**	**2.54**	**0.05**	**-0.1089**
Parenthood	-1.6285	0.5255	1.77	†	†
Siblings	-0.3619	0.1109	1.87	†	†
Family income	**0.3870**	**0.1111**	**2.00**	**0.10**	**0.0885**
First generation	**-0.9137**	**0.1420**	**3.69**	**0.01**	**-0.2089**
Urban high school	0.1839	0.1217	0.87	†	†

†Variable did not reach the minimum level of significance (p<.10) in a two-tailed test.
NOTES: Statistically significant variables are in bold. $G^2 = 6288.09$; $df=5144$; $G^2/df = 1.222$; $X^2(df) = 413.76(7)$; pseudo $R^2 = .077$. Proportion of concordant probabilities predicted = 63.0. Root design effect = 1.75.
SOURCE: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

But the most important message is the failure of the purely demographic analysis itself. If the statistical model does not reach a convincing level of significance, and all the variables inside the model are basically cut from the same cloth, then even if some of those variables are significant within the model, the cloth is frayed. That failure sets up a hypothesis that will unravel in the course of subsequent steps of the logistic narrative: Among students who attended a four-year college at any time, student demographics and family demographics may have, at best, indirect connections with degree completion. In fact, at the moment high school academic history is included in the multivariate account, demography plays a considerably reduced role at the same time that the logistic model becomes more persuasive.

High School Background and History

This is where the academic momentum story begins, where the major contributions of the original *Tool Box* were most prominent, and where the story continues to be of considerable importance.

There were four core high school background and performance variables in the first step of the logistic inquiry in the original *Tool Box*: senior year test score, a combined index of class rank and GPA, academic curriculum intensity, and the student's education "anticipations." The first three of these variables were combined in a composite index of "Academic Resources" that proved to have lasting positive repercussions through students' postsecondary histories.

Before we examine the results of the Step 1 logistic model, we should (a) revisit education "anticipations," and (b) provide a detailed account of how *The Toolbox Revisited* deals with high school curriculum.

"Anticipations" versus "aspirations"

Both the original *Tool Box* and this study employ a variable that some people will interpret as indicating students' education "aspirations." But this construct is carefully labeled "anticipations," and is *not* based on the student's answer to a question asked only once (for example, in a 12th-grade survey or in a freshman registration line). Rather, "anticipations" is built from sets of questions asked in both the 10th grade and the 12th grade, and describes the *consistency* and *level* of the student's abstract expectations and concrete plans.

Perhaps as a by-product of the national visibility of discussions on secondary-to-postsecondary transitions that followed the release of *A Nation at Risk* in1983, along with a burst in recruitment of minority students by both colleges and professionally-oriented organizations such as the National Action Committee for Minorities in Engineering, the proportion of 12th-graders who *consistently* expected to earn at least a bachelor's degree more than doubled from 22.5 percent (s.e. = 0.58) among 1982 12th-graders to 59.4 percent (s.e. = 1.02) among 1992 12th-graders. Continuing one's education after high school, at some point and "in some form of postsecondary education" is now a norm of expectations among high school graduates: 92.6 percent (s.e. = 0.54) of NELS:88/2000 students who graduated from high school with any kind of diploma, whether "on-time" in 1992 or later, expected to continue their education in a postsecondary setting. That which is a norm of behavior is like breathing in and breathing out. When virtually everyone expects to continue, the serious curricular "disconnect" between K-12 and postsecondary systems eloquently dissected by Venezia, Kirst, and Antonio (2003) is even more fraught with hazards and ironies. "Anticipations," one can surmise, will not play as significant a role in a logistic account of bachelor's degree completion as it did in the original *Tool Box*.[21]

To aspire is an active concept. In our ordinary usage, it means to hope, seek, wish, or yearn. When Kao and Tienda (1998) describe "aspirations" as "a realistic evaluation of likely outcomes" (p. 352), they are not describing "aspirations" as we normally understand the term. Qian and Blair (1999), too, indicate that they use the "aspirations" to describe expectations or plans

[21]Even there, the variable floated in and out of significance over the steps of the logistic model (see Adelman 1999, pp. 80–81).

"rather than a wish" (p. 622). And that's just the point: With these rare exceptions, the literature on education "aspirations" consistently confounds an emotively-laden term applied to motivation, desire, or drive with an assessment of possibility based in experience (Mezias 1988). Underneath the consistency-by-level construct of the educational "anticipations" variable used in both the original *Tool Box* and in this study is what Kao and Tienda (1998) document as a growth from abstract attitudes about a very distant possibility when students are in junior high school to a rational judgment based on both school experience and input from parents and peers as the time draws closer to high school graduation. There is no doubt that the consistency-by-level formulation of our anticipations variable is influenced by what happens to students between grades 10 and 12.

A different interpretation of expectations is implicit in Venezia, Kirst, and Antonio (2003): Expectations become assumptions, more passive than "aspirations." Their principal thesis—that students falsely assume that the momentum inherent in a high school diploma is sufficient not merely to enter a postsecondary environment ("the easy part," in their words) but to complete a credential—is all the more powerful when these assumptions end in less than completion. The principal culprit lies in poorly articulated (secondary-to-postsecondary) curricula (Conley 2005), a topic addressed in Part VI of this essay.

Academic Intensity of Secondary School Curriculum

Think of a series of moving walkways in an airport. Passengers expect that one leads to the next, and don't think too much about what's happening along the way. What the most perceptive of contemporary analysts of the curriculum paths from high schools into colleges of any kind have observed (Venezia, Kirst and Antonio; and Conley) might be described as a disconnect in both the location and speed of these successive moving walkways, so that the passengers stepping mindlessly off the first and heading to the second trip, stumble into the moving hand rail, and desperately grasp at their luggage so that it doesn't get stuck in the space between the two segments. This issue was imperfectly highlighted in the original *Tool Box* and is worth extended preliminary attention here.

The "differential course work" hypothesis, originating in the work of Pallas and Alexander (1983) and Alexander and Pallas (1984) in relation to high school test scores, and validated by *Answers in the Tool Box* with a longer time frame and a bachelor's degree attainment dependent variable, remains the core of the presentation in *The Toolbox Revisited* as well. With these forebears as guidance, we are going to look at the components of the curriculum variable, alternative presentations of those components for multivariate analyses, and some critiques of the measure. In the past decade, a number of short-hand representations of the high school curriculum, e.g., the New Basics as advocated in *A Nation at Risk* (1983), "minimum college-qualified" (Berkner and Chavez 1997), and "track location" (Lucas 1999; Lucas and Berends 2002) have become common in both the research literature and the general press. The New Basics are the best known of these heuristics. The highest level of these "new basics"

—which simply counted Carnegie units[22] (four of English, three each of mathematics, science, and social studies, and two of foreign language)—has been labeled "rigorous" (McCormick 1999), even though three units of mathematics could amount to no more than plane geometry and the science in question could lack any laboratory components. After the publication of the original *Tool Box*, the literature added criteria for highest level of math, core laboratory science, and Advanced Placement course work to the judgment of "rigor," and sought a trichotomous presentation with labels such as "core curriculum or less," "mid-level," and "rigorous" (Horn and Kojaku 2001).

Quite frankly, the word "rigorous" is somewhat of a misnomer since a course requiring a high concentration of intellectual effort can be presented in a relaxed manner with comparatively low standards for success. Put another way, calculus or laboratory chemistry, for example, can be taught in a very laid-back fashion, while an otherwise "ordinary" survey of U.S. history can require the search for, discovery, and cataloguing of original source material, readings in archival methods, and frequent examinations and project presentations with criterion-referenced grading standards. Both the original *Tool Box* and *The Toolbox Revisited* prefer the term, "academic intensity," defend the continuous variable of academic curriculum intensity as a more flexible language of accounting, and decline to invoke labels of "college qualified," "at risk," and others.

The academic curriculum intensity variable is called HSCURRQ. It takes a weighted distribution of NELS:88/2000 students across 31 levels of academic curriculum intensity and quality (there were 40 levels in the records of the High School Class of 1982, the subjects of the original *Tool Box*), and divides the distribution by quintile. Each level of academic curriculum intensity is a distinct configuration of numbers of Carnegie units[23] earned in core academic areas and other distinct notations about students' course of study. For example, in both data sets, at the highest level, one finds students who, between grades 9 and 12, accumulated.[24]

3.75 or more Carnegie units of English;
3.75 or more Carnegie units of mathematics;
highest mathematics of either calculus, precalculus, or trigonometry;
2.5 or more Carnegie units of science *or* more than 2.0 Carnegie units of core laboratory science (biology, chemistry, and physics);
more than 2.0 Carnegie units of foreign languages;
more than 2.0 Carnegie units of history and/or social studies;
more than 1 Advanced Placement course; and
no remedial English; no remedial mathematics.

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[22]A Carnegie unit is the basic credit system for U.S. secondary schools. It is generally recognized as representing a full year (36–40 weeks) in a specific class meeting four or five times per week for 40–50 minutes per class session (Martinez and Bray 2002).

[23]It is important to note that the Carnegie unit thresholds indicated, e.g., 3.75 units of English, are not determined *a priori*, but rather from the empirical distribution of Carnegie units standardized across the NELS high school transcripts in their edited version. See the descriptive windows for all the high school curriculum variables on the NCES data sets in CD # 2003-402 and its June 2004 Supplement.

[24]For mean numbers of Carnegie units earned in major curriculum areas, see Appendix L, table L6.

These are minimums. In fact, at the highest level of academic curricular intensity, students had accumulated an average of 4.30 Carnegie units of English, 4.34 units of mathematics (94 percent having reached precalculus or calculus), 3.63 units of core laboratory science, 3.76 units of foreign languages, and 3.79 units of history and other social studies, along with an average of three AP courses. That is an impressive portfolio.

To this particular configuration, the NELS:88/2000 version of the highest level of academic curriculum intensity adds any Carnegie units in "computer science," a far more frequent and integrated elective in the high school curriculum by 1990, when the NELS students were in the 10th grade, as opposed to 1980, when the High School & Beyond/So students were in the 10th grade (the mass availability and marketing of PCs began in 1984).

Each subsequent level in a descending logical cascade subtracts something from this configuration (see Appendix F) until a relatively smooth distribution is achieved. Nothing is perfect in these algorithmic adjustments; and whatever lumpiness in distribution remains is assuaged in the quintile version.

In light of recent literature on the effects of AP course-taking versus scores on AP examinations (e.g., Geiser and Santelices 2004; Klopfenstein and Thomas 2005), it is important to note that in both the original *Tool Box* and in this study, AP course work is *not* treated as a discrete variable, rather as *part* of the overall index of academic curricular intensity. However, in a moment we will demonstrate what happens when AP is invoked as a distinct independent variable in alternative constructions of the first step of our core logistic model.

The basic critique of this account of high school curriculum has much merit: Numbers of courses (expressed in Carnegie units) in specific subject areas are not equivalent to high content standards or performance standards in those courses (Barth and Haycock 2004). In the cascading curriculum levels of the Academic Intensity variable, a student could accumulate three units of watered down history and social studies and still have three units. A national transcript accounting has no way of knowing what is demanded in thousands of history and social studies courses offered in 1100 high schools, a point made in the staff research for *A Nation at Risk* (see Adelman 1983). The only domestic examples available for those who argue for test-driven high content standards in individual high school subjects such as U.S. history or chemistry or Algebra 2 are the College Board achievement tests (now called SAT II) and the New York State Regents. Some other states (e.g., Michigan) have tests in place for merit-based scholarships that cover broad areas of the curriculum (e.g., math, science) and language skills (reading, writing) but not specific subjects. In this respect, they are closer to the ACT examination, though at a less demanding level (Bishop 2004). The high school transcripts that serve as our evidence are very inconsistent in entering SAT II subject exam scores, so we have nothing on which to rely for an external validation of content. Getting beyond course titles to content standards is addressed in Part VI of this study.

Altonji's work (1996) offers a second important critique. He would have us control high school curriculum variables for school effects and "quality of courses," but admits that whatever one tries for proxy measures, the results would be "imperfect." Altonji draws our attention to the fact that more than half the variance in the mean number of Carnegie units earned in academic

subjects by the NLS-72 cohort[25] was across schools, indicating disparities in opportunity to learn, teacher quality, and student talents and proclivities. One might put Altonji's conclusion more baldly: Students from higher SES backgrounds attend high schools that serve similar students, schools in which parental expectations and involvement are high, and schools in which curriculum offerings and teacher quality follow SES demands and can afford to do so because the tax base is higher. These students tend to enter college and earn degrees at higher rates than students from "lesser" backgrounds and from schools that accompany those backgrounds, therefore, the influence of the academic intensity of high school curriculum will be overstated.

The implicit response of the original *Tool Box* made explicit in *The Toolbox Revisited* is that there are inequities in opportunity to learn and proclivity to learn that are reflected in the geo-demography of schools, but in a logistic account of bachelor's degree attainment in which the results are reported with the Delta-p statistic, socioeconomic status will modulate some of the effects of curriculum. The message encourages all high schools to offer the requisite curricula, to make sure they have teachers who can deliver that curricula, to believe that their students can all reach higher levels of academic intensity in preparation, and to encourage their students to do so—no matter what students' intentions for subsequent education or work may be. As the principles of the *No Child Left Behind* legislation are applied in high schools, this is a large part of what they mean.

Highest level of mathematics and changes in high school course-taking

In comparing the high school records of the HS&B/So (High School Class of 1982) with those of the NELS:88/200 (High School Class of 1992), and looking only at earned Carnegie units, what we principally witness is an improvement of precollegiate preparation of students in mathematics

Table 4. Percentage of 1982 and 1992 12th-graders in academic high school programs whose high school curriculum fell below selected content and intensity thresholds

	Class of 1982		Class of 1992	
Curriculum markers	**All 12th-graders**	**In academic program**	**All 12th-graders**	**In academic program**
Percent of students with:				
Highest level of mathematics *less than* Algebra 2	60.2 (0.78)	35.4 (1.02)	37.7 (1.11)	24.2 (1.24)
Maximum of one year of core laboratory science	60.1 (0.82)	37.1 (1.04)	34.3 (1.17)	21.0 (1.22)
Maximum of one year of foreign language	28.3 (0.88)	14.3 (0.75)	41.5 (1.30)	28.4 (1.47)

NOTES: "Core laboratory science" is confined to biology, chemistry, and physics. Standard errors are in parentheses. Weighted N for students in academic program: HS&B/So = 1.5M; NELS:88/2000 = 1.8M.
SOURCES: High School & Beyond/Sophomore Cohort (NCES 2000-194) and NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

[25]The National Longitudinal Study of the High School Class of 1972, the first, most elaborate, and longest (1972–86) of the NCES grade-cohort longitudinal studies

and science, a change that affects the amount of remediation necessary in four-year colleges, as well as mathematics course-taking at the college-level (Adelman, Daniel, and Berkovits 2003). We also note an unsettling increase in the percentage of students taking a maximum of one year of foreign language course work (though that percentage spread might be mitigated somewhat if we accounted for the increase in bilingual heritage language users between the two cohorts). Table 4 sets forth some basic threshold markers in these curricular areas.

Thresholds are suggestive, but not conclusive, of the shape of change in curricular preparation. By reverse logic, table 4 says only that X percent of students are getting beyond point Q in secondary school study. It does not say how far beyond, and that may make more of a difference in academic momentum. The mathematics analysis in the original *Tool Box* was a proxy for the general metaphor of momentum, and it may be instructive to compare the results of those calculations—a distribution and a logistic—to what emerges from the NELS:88/2000 involving all the rungs on the "math ladder." Tables 5, 6, and 7 do so, confining their universes only to students who were in the 12th grade in the year they were scheduled to be in the 12th grade. They do not restrict the universes to those who entered postsecondary education, let alone to those attended four-year colleges at some time. These are very inclusive groups.

Table 5 confirms other observations in these data sets: The efforts following *A Nation at Risk* to move students further ahead in high school mathematics had positive results. Higher proportions of students were reaching Algebra 2 and higher levels. Bachelor's degree attainment rates for those who moved at least one step beyond Algebra 2 in high school were stable, but declined at every level at or below Algebra 2. Table 5 provides a framework that needs to be validated in a more convincing way, and that is the purpose of table 7. Table 7 presents the results of logistic analyses and does so in odds ratios (departing from the presentation of other logistics in *The Toolbox Revisited*) to match the way in which this table was presented in the original *Tool Box* study.[26]

From the write-ups and presentations of the original *Tool Box* study a principle for high school curriculum guidance arose: "One step beyond Algebra 2 doubles the odds that you will earn a bachelor's degree." What does that mean, i.e., how does one read table 7? An odds ratio indicates that every unit of change in an independent variable (in this case, each step up the math ladder) increases the odds of X happening versus the odds of X *not* happening by Y (the odds ratio). For table 7, the data for the full model—using only highest mathematics and socioeconomic status quintile—are presented first, in bold. In both cohorts, the odds ratio says that every step up the math ladder multiplies the odds of earning a bachelor's degree by roughly 2.5 versus an odds ratio for each step up the socioeconomic status quintile measure of 1.68 (for the class of 1982) and 1.78 (for the class of 1992). These data are statistically significant ($p < .05$ or better).

[26]The High School Class of 1982 data in table 7 are slightly different from those in the previous presentation in *Answers in the Tool Box* (table 6, page 17) because a more accurate 12th-grade flag for that data set has been developed to match the NELS:88/2000.

Table 5. Bachelor's degree attainment rate by highest level of mathematics reached in high school by 1982 and 1992 12th-graders

	Class of 1982		Class of 1992	
Level of math	Percentage reaching this level of math	Earned bachelor's	Percentage reaching this level of math	Earned bachelor's
Calculus	5.2 (0.36)	82.1 (2.45)	9.7 (0.54)	83.3 (2.72)
Precalculus	4.8 (0.37)	75.9 (2.43)	10.8 (0.65)	74.6 (2.04)
Trigonometry	9.3 (0.51)	64.7 (2.32)	12.1 (0.81)	60.0 (3.32)
Algebra 2	24.6 (0.75)	46.4 (1.54)	30.0 (1.08)	39.3 (2.31)
Geometry	16.3 (0.65)	31.0 (1.92)	14.2 (0.87)	16.7 (1.87)
Algebra 1	21.8 (0.69)	13.4 (1.33)	16.5 (0.92)	7.0 (1.24)
Pre-algebra	18.0 (0.66)	5.4 (1.19)	6.7 (0.53)	3.9 (1.34)

NOTES: Standard errors are in parentheses. The columns for level of math may not add to 100.0 percent due to rounding.
SOURCES: National Center for Education Statistics: High School & Beyond/Sophomore Cohort (NCES 2000-194) and NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

The balance of the table takes each level of high school mathematics, and runs a logistic regression *for that level*, with bachelor's degree completion as the dependent variable, and SES quintile as the sole control. For the class of 1982, reaching calculus in high school increased the odds of earning a bachelor's degree by a very impressive 8.18 to 1. For the class of 1992, the odds ratio for calculus was still in the same range at 7.52 to 1. The parameter estimates for the calculus line are almost identical (2.102 versus 2.018). These are consistent results.

When one looks at the columns in table 7 for the class of 1982, one notices that the sign of the parameter estimate moves from negative to positive territory between geometry and Algebra 2, and the value of the parameter estimate rises above 1.0 between Algebra 2 and trigonometry. The odds ratio more than doubles in each of those steps, but only in the step between Algebra 2 and trigonometry (the "one step beyond") is the parameter also positive. For the class of 1992, all those relationships move up one rung on the "math ladder," principally because a higher percentage of this group (than the percentage for the class of 1982) reached precalculus or calculus while a lower percentage failed to get as far as Algebra 2. The critical boundary for math momentum now lies firmly beyond Algebra 2.

But therein lies the rub, for not everyone has the chance to reach beyond Algebra 2. Differential lack of opportunity-to-learn was a major theme in the original *Tool Box* and is just as prominent a theme in this study of a cohort a decade later. Table 6 illustrates this unhappy situation. It asks what proportion of students—by race/ethnicity and socioeconomic status quintile—attended high schools that offered key math courses beyond Algebra 2.

If mathematics momentum is as important as we contend it to be, one can see the ripples of opportunity—or lack of opportunity—that start in high school offerings. In the matter of calculus, Latino students and those from any socioeconomic status quintile other than the highest are at a distinct disadvantage with respect to the opportunity even to confront the subject. African-American students join the other groups in less access to both trigonometry and statistics. While this issue will be revisited, it deserves underscoring here: The task of providing quality secondary school curricula to *everybody*, the *paths* to AP, the *paths* to the kind of learning challenges students will face in higher education, is enormous. If the promise of *No Child Left Behind* is to be realized at the secondary school level, it is first and foremost through the equitable provision of opportunity-to-learn.

Table 6. Percentage of 1992 12th-graders who attended high schools that offered courses[a] in statistics, trigonometry, and calculus, by race/ethnicity and socioeconomic status quintile

	Percent attending high schools that offered:		
Demographic group	Calculus	Trigonometry	Statistics
Race/ethnicity			
White	58.6 (1.67)	76.9 (1.29)	27.7 (1.62)
African-American	50.8 (4.14)	67.0 (3.90)	19.5 (2.71)
Latino	44.6 (4.04)	59.9 (3.55)	18.2 (2.44)
Asian	61.3 (4.31)	71.9 (3.61)	30.1 (3.94)
Socioeonomic status quintile			
Highest quintile	71.6 (1.93)	83.1 (1.64)	34.0 (2.30)
2nd quintile	56.2 (2.32)	73.2 (2.13)	27.1 (2.01)
3rd quintile	54.1 (2.39)	71.4 (2.33)	24.9 (1.92)
4th quintile	49.3 (2.46)	70.3 (2.28)	20.3 (1.80)
Lowest quintile	43.5 (2.86)	63.7 (2.66)	18.5 (2.06)

[a] Responses are based on surveys of school administrators and math teachers of NELS students in 1990. Where the administrator did not answer the question, the math teachers did not indicate that they taught the subject, and students did not earn any credits in the subject, the calculation assumes that the school did not offer the subject. This approach may underestimate the percentage of high school offering the subjects at issue.

NOTES: Standard errors are in parentheses.

SOURCES: National Center for Education Statistics: NELS:88/94 (NCES 96-130), and NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

Since "highest high school mathematics" is a critical sorting component in the construction of the composite variable describing the academic intensity of a student's secondary school curriculum, the ramifications of more students completing courses beyond Algebra 2, it is hypothesized, will ironically diminish (however modestly) the explanatory power of curriculum and raise the power of academic performance (class rank/GPA). To illustrate with a metaphor: If it was said that a student who reaches precalculus in high school and earns a C has a better chance of finishing a bachelor's degree than a student who gets only as far as Algebra 2 with an A-, we now have to raise the bar for performance in precalculus to at least a B- in order for the prediction to hold.

Table 7. The math ladder for 1982 and 1992 12th-graders: Odds ratios and parameter estimates of earning a bachelor's degree at each rung, controlling for socioeconomic status quintile

	1982 12th-graders				1992 12th-graders			
Variable	Odds ratio	parameter estimate	Adjusted standard error	*p*<	Odds ratio	parameter estimate	Adjusted standard error	*p*<
Highest math	**2.56**	**0.938**	**.0426**	**.01**	**2.50**	**0.918**	**.0467**	**.01**
Socioeconomic status quintile	**1.68**	**0.520**	**.0359**	**.02**	**1.78**	**0.571**	**.0449**	**.05**
By highest level of mathematics:								
Calculus	8.18	2.102	.0426	.01	7.52	2.018	.1936	.05
Precalculus	6.34	1.846	.1895	.05	4.91	1.591	.1592	.05
Trigonometry	3.76	1.352	.1267	.05	3.05	0.860	.1422	.10
Algebra 2	1.82	0.599	.0867	.05	0.89	-0.115	.1030	†
Geometry	0.63	-0.468	.1108	†	0.24	-1.434	.1812	.10
Algebra 1	0.19	-1.666	.1386	.02	0.07	-2.688	.2788	.10
Pre-algebra	0.06	-2.778	.2614	.05	0.05	-3.088	.6684	†

† Variable did not reach the minimum level of significance (p < .10) in a two-tailed test.
NOTES: For both 1982 and 1992 12th-graders, the universe consists of all students for whom highest mathematics in high school could be determined, SES data were available, and highest postsecondary credential at the end of the cohort study period was known. Root design effect for the high school class of 1982 (HS&B/So cohort)=1.59; root design effect for the high school class of 1992 (NELS:88/2000 cohort)=1.98. NELS:88/2000 goodness-of-fit data for the full model: G^2 = 8289.25; *df* = 9135; G^2/df = 0.91; percent concordant probabilities predicted = 84.3. HS&B/So cohort goodness-of-fit data for the full model: G^2 = 8371.74; *df* = 9288; G^2/df = 0.892; percent concordant probabilities predicted = 80.0.
SOURCES: High School & Beyond/Sophomore Cohort (NCES 2000-194); NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

The general improvement in the high school curriculum profile of the NELS:88/2000 cohort is reflected, at least among students who subsequently attended a four-year college at any time, in diminished postsecondary remediation for that population. Table 8 sets out the distribution of what in the original *Tool Box* study was called the "remedial problem," a logical cascade that distinguishes not only the amount of remediation a student takes in college, but also the kind of remediation at issue. The logical cascade begins with remedial reading, then sorts out those students whose only remediation consists of one or two courses in mathematics, then divides the balance of the remedial population between those who required more than two remedial courses and those who required only one. The type of remediation at issue for both these residual populations is usually writing, but also includes courses devoted to basic study skills and general developmental work. If the population included students who never attended a four-year college, this distribution would look very different.[27]

Table 8. Percentage of 1982 and 1992 12th-graders who attended a four-year college at any time, by type and amount of remedial courses taken in postsecondary education

Type and amount of remediation	High School Class of 1982	High School Class of 1992
Any remedial reading	10.0 (0.56)	7.8 (0.72)
Remedial math only (1–2 courses)	14.0 (0.65)	9.8 (0.65)
More than 2 remedial courses of any kind other than reading	14.5 (0.72)	8.9 (0.64)
Only 1 remedial course other than reading	9.0 (0.50)	6.5 (0.41)
No remedial courses	52.5 (1.04)	66.9 (1.07)

NOTES: (1) Standard errors are in parentheses. (2) Columns may not add to 100.0 percent due to rounding.
SOURCES: High School & Beyond/Sophomore Cohort (NCES 2000-194) and NELS:88/2000 Postsecondary Transcript Files (2003-402).

[27]Among all NELS:88/2000 students who participated in the 1992 survey and subsequently attended *only* community colleges, 64.5 percent (s.e. = 1.88) took at least one remedial course and 43.7 percent (s.e. = 1.98) took more than one. Among those who attended only sub-baccalaureate trade schools, which often do not require remediation, 32.4 percent (s.e. = 5.89) took at least one remedial course and 21.9 percent (s.e. = 6.07) took more than one. There is a considerable difference between the norms and requirements of community colleges versus those of other sub-baccalaureate institutions in the matter of remediation, and we should not mix the two in analyses of remediation.

Summary of high school curriculum and performance variables

To remind the reader of our tools before heading into Step 1 of the logistic narrative: For the high school curriculum components of the analysis we have a composite variable called HSCURRQ, and four variables set forth in Part II above describing discrete components of HSCURRQ that we can test as proxy measures for the composite—highest level of mathematics, science momentum (a combination of highest math and core laboratory science credits), foreign language credits, and number of Advanced Placement courses. In a moment all these will appear in a correlation matrix that will provide a preview of how they might play out in multivariate analyses.

For our other performance measures, we bring forward from Part II a quintile presentation of the student's high school class rank/GPA, and a quintile presentation of senior year test score.

Academic Resources

The original *Tool Box* advanced a notion explored and developed by Karl Alexander of Johns Hopkins and his associates in numerous exemplary contributions to the research literature: A student's academic background was far more important than demographic variables such as gender, race/ethnicity, family composition, and socioeconomic status in relation to test performance (Alexander and Pallas 1984), entering higher education (Thomas, Alexander, and Eckland 1979), and, in one study, degree completion (Alexander, Riordan, Fennessey and Pallas 1982). How does one reflect a composite idea of "academic background" of students coming out of high school and into postsecondary education? The key measure of Academic Resources (or ACRES, as the original *Tool Box* variable was called in order to elicit the idea of academic cultivation), combined curricular record, academic performance (class rank/GPA) as an indicator of student effort, and an external measure in the form of performance on tests of general learned abilities. These three components, as we have seen, are set out in quintiles. To get a preliminary idea of their relative strength in relation to bachelor's degree completion and to equalize the conditions of judging degree-completion rates by performance quintiles, table 9 takes all on-time high school graduates in 1992 and indicates the percentage who completed a bachelor's degree by December 2000 by quintile of each of the three components of Academic Resources. To be included in table 9, the student's record had to contain positive values for all three components.

Table 9 offers some hints of what multivariate analysis will confirm. Compared to the distributions for academic curriculum intensity and class rank/GPA, the test score quintile variable yields weaker degree completion rates in its highest two quintiles. This is a clear sign that the test score quintile will not have as strong an association with degree completion as the curriculum and performance factors. At first glance, it looks as if class rank/GPA will be fairly dependable, but it has one minor bump. The reader is directed in table 9 to the percentage of eventual bachelor's recipients from the lowest quintile of class rank/GPA (13 percent) compared to the percent of bachelor's degree completers in the lowest quintile of test scores and academic curriculum (about 9 percent in both cases). The differences are statistically significant in a

descriptive account such as that of table 9, but how meaningful they turn out to be must await a multivariate context. In the meantime, one would posit that the class rank/GPA measure may not prove as strong as the curriculum measure.

Table 9. Percentage of on-time 1992 high school graduates who continued their education in any postsecondary institution who completed bachelor's degrees by December 2000, by quintile performance in the three component variables of Academic Resources

	Percent completing bachelor's degree				
Population	Quintiles of Academic Resources components				
	Highest	Second	Third	Fourth	Lowest
All on-time1992 high school graduates who continued to postsecondary education at any time					
Curriculum	81.7 (1.50)	60.5 (2.14)	35.5 (1.93)	23.4 (1.99)	8.7 (1.37)
Class rank/GPA	78.8 (1.47)	59.1 (2.24)	40.3 (2.11)	25.7 (2.16)	13.0 (1.94)
Senior test score	74.9 (1.72)	53.9 (1.92)	37.2 (2.16)	26.7 (2.41)	8.9 (1.31)

NOTES: Standard errors are in parentheses. Weighted N = 1.6M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

A multivariate analysis involving these variables, in fact, confirms our suspicions, and its results are presented in table 10. The model is the foundation for construction of the composite variable, Academic Resources, and is derived from ratios of the standardized beta estimates of the three high school performance indicators produced by a logistic regression with bachelor's degree attainment as the dependent variable and no controls (the logistic regression itself can be found in Appendix L, table L7). The change in these ratios between those for the High School Class of 1982 and those for the High School Class of 1992, while still leaving academic curriculum with the highest weight, narrows the gap between curriculum and performance, and lowers the strength of test scores as a component of Academic Resources. Given the differences in overall participation in the variable, i.e., the proportion of 12th-graders for whom all three components have positive values, some of the change may be an artifice of the NELS:88/2000 data set. But the principal message is one observed when commenting on the change in the distribution of students by highest level of mathematics studied in high school: The higher the average level of mathematics attainment, the more student effort, reflected in grades, will count. This theme will continue to play out when our story crosses the matriculation line into postsecondary education; and it was one of the principal points made by DesJardins, McCall, Ahlburg and Moye (2002) in their critique of the original *Tool Box* study.

When using all three measures—curriculum, class rank, and ACT test score—in a traditional linear analysis predicting first-year college grades, Pike and Saupe (2002) found curriculum to be the strongest, though their curriculum variable was dichotomous (students either meeting or not meeting the entrance specifications for a selective state university), which would naturally increase its power. Even when they introduced indirect effects of high school characteristics —control (private/public), size, mean ACT score of students, and mean proportion of students who attended the university—the parameter estimates for this curriculum variable were significantly greater than those for test scores or class rank. While *The Toolbox Revisited* is not in the business of predicting first-year grades, it is gratifying to note research that has similar respect for the propulsive power of course of study.

Table 10. Component weights of the high school Academic Resources variable for 1982 12th-graders and 1992 12th-graders who presented positive values for all three components

Components of Academic Resources	1982 12th-graders	1992 12th-graders
Academic curriculum intensity	.41	.42
Classrank/GPA	.30	.33
Senior test score	.29	.25

NOTE: Columns will add to 1.00.
SOURCES: High School & Beyond/Sophomore cohort (NCES 2000-194), and NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

A second message bears repeating from its formulation in the original *Tool Box*: Student effort in curriculum participation and performance over the three *years* of high school (grades 10 to 12) reflected in the transcript data is worth considerably more than performance on a three-*hour* test on a Saturday morning. Test scores are a natural consequence of the academic intensity of curriculum and quality of student effort reflected in grades, and the weakening position of the test score variable in the ACRES configuration for the NELS:88/2000 cohort is a natural outcome of improvements in academic curriculum participation of the post-*A Nation at Risk* era.

Correlations

Now that we have all the precollegiate variables explained and in place, the process of bringing zoom and macro lenses of multivariate analysis to bear begins. The first stage sets forth a correlation matrix of precollegiate academic variables including three outcomes: on-time high school graduation, basic postsecondary "access," and bachelor's degree completion. Table 11 presents the Pearson's *r* results. Some of these correlations are weak, suggesting that one or both of the variables in question will not add to the explanatory power of a logistic regression. On-time high school graduation, for the most noted example, is not related to anything (this was also true in the parallel correlation matrix in the original *Tool Box*). Other relationships are not surprising, e.g., Advanced Placement has almost no bearing on entering postsecondary education (96.7 percent [s.e. = 1.48] of NELS 12th-graders with any AP courses entered the postsecondary sphere, versus 75.9 percent [s.e. = 1.01] of those with no AP course work).

Table 11. Correlations of major precollege Academic Resources variables and high school graduation status, college entry, and bachelor's degree attainment by December 2000 for 1992 12th-graders

	Curriculum intensity quintile (CURRQ)	AP courses (APCRS)	Highest math (5 levels) (HMATH)	Science momentum (3 levels) (SCIMOM)	Foreign language (3 levels) (FLAN)	Class rank/GPA quintile (RANK)	Senior test quintile (TEST)	On-time HS grad, standard diploma (ONTIME)	Post-secondary entry (PSENT)
CURRQ	-----	0.368	0.777	0.774	0.645	0.572	0.581	0.167*	0.352
APCRS		-----	0.438	0.366	0.270	0.326	0.317	0.050*	0.111*
HMATH			-----	0.869	0.519	0.618	0.634	0.124*	0.301
SCIMOM				-----	0.489	0.594	0.578	0.118*	0.279
FLAN					-----	0.430	0.510	0.146*	0.338
RANK						----	0.566	0.185*	0.298
TEST							-----	0.138*	0.313
ONTIME								-----	0.168*
PSENT									-----
BACHELOR'S	0.524	0.319	0.538	0.530	0.451	0.493	0.469	0.129*	0.332

NOTE: All estimates except those noted with an asterisk are statistically significant at p<.05 or better.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

True to its position in the construction of the composite academic curriculum intensity variable (abbreviated here as CURRQ), in fact, Advanced Placement does not exhibit as strong a correlation with the composite as do the mathematics, science momentum, and foreign language components. Why? Because AP is invoked as a sorting criterion in only six of those 31 levels of academic curriculum intensity (see Appendix F), while highest mathematics is invoked in 25 levels, foreign languages in 18, and core laboratory science or all science in 30. Common sense says that we will find higher correlations of these other components with the composite curriculum variable.

But among those other components, the correlation between the highest level of mathematics and science momentum (which includes highest math in its definition) is so strong (0.869) as to set off collinearity bells. The clear message is to use only one of them in any multivariate analysis. The highest level of mathematics was dropped because the variable represents only one curricular area, whereas SCIMOM carries two. Likewise, following Pedhazur's (1982) rules of thumb for identifying potential collinearity problems from correlations, table 11 advises that if we use the high school academic curriculum index, we should not invoke either highest level of math or science momentum in the same multivariate model.

The only other observations of the correlation matrix of table 11 worth special attention are:

- When bachelor's degree completion is the reference point, the relative correlations of the curriculum, class rank/GPA, and test score variables are in roughly the same relationship observed in the more complex construction of the composite Academic Resources variable: Curriculum exhibits the strongest correlation, followed by class rank/GPA, followed by test score.
- However, when the referent variable is simply entering postsecondary education, (a) the correlation coefficients are much lower, and (b) the test score variable is slightly stronger than class rank/GPA.

The bottom line of these two conclusions: What counts for completion will be more potent than what counts for mere entrance (the "easy part," in the words of Venezia, Kirst, and Antonio, 2003).

Step 1: The First Logistics

In the commentaries and critiques of these aspects of the original *Tool Box*, two potent questions were raised:

> 1) Is a composite variable such as Academic Resources, a variable that yokes together very different types of measures (a basically qualitative curriculum index, class rank and GPA, test score), as convincing as these measures taken separately in any multivariate account of degree completion (DesJardins, McCall, Ahlburg, and Moye 2002)?
>
> 2) Unlike class rank/GPA and senior test score, the academic curriculum intensity variable is built from components, some of which are high profile in their own right, e.g., Advanced Placement and highest level of mathematics reached in high school. If we substitute the major components for the composite in an account of degree completion, will they be as convincing?

In light of these questions, three distinct ways of setting up the first step in the progression of logistic analyses that lead us to appreciate what makes a difference (and how much of a difference) in completing a bachelor's degree for students who attended a four-year college at any time were explored. The first step covers both student demographics and high school performance.

What happens to all those demographic variables in the "demography only" logistic of table 3 when these three competing approaches were tried out? With the exception of gender, race/ethnicity, and becoming a parent by age 20, the minute the high school performance variables enter, the demographic variables disappear. Taken individually, none of them—first postsecondary generation status, second language dominant, recent immigrant status, family income, number of siblings, and urbanicity of community in which the student's high school was located—meet the statistical criteria for either entering or staying in the logistic models employed in this study. But two of these variables, family income and level of parents' education, play dominant roles in the construct of socioeconomic status, which itself more than qualifies for the logistic treatment.

Repetition of a special note on the components of the high school academic curriculum intensity variable is necessary in the context of this first step in the logistic narrative. With the exception of Klopfenstein and Thomas (2005), a spate of recent reports and commentaries on the Advanced Placement program (e.g., College Board 2005) claim that the original *Tool Box* demonstrated the unique power of AP course work in explaining bachelor's degree completion. To put it gently, this is a misreading. AP is only a *component* of the academic curriculum intensity in both the original *Tool Box* and this replication. But to test the misreadings, AP was tried out as one of three variables that might serve as proxies for curriculum intensity. The other two variables tested as substitutes were a measure of momentum in science (SCIMOM) which includes elements of HIGHMATH and Carnegie units earned in both core laboratory science and all science courses, and number of Carnegie units earned in foreign languages.

So, three distinct approaches to logistic regression models were tried out for Step 1. The first, table 12, keeps the composite variable Academic Resources, and includes nothing else. The second divided Academic Resources into its three components. And the third dropped the high school academic curriculum intensity variable and replaced it with its three proxy components: science momentum, foreign language study, and AP.

Which one of these three versions should be carried forward in the stepwise analysis? In the first version (table 12), maintaining the composite of Academic Resources, only Academic Resources and socioeconomic status quintile are statistically significant (though with a p value of <0.10, SES is a barely influential presence) The Delta-p statistic says that each step up the five-quintile ladder of Academic Resources improves the probability of degree completion by about 15 percent. The Delta-p applied to socioeconomic status quintile says that for each step the probability of degree completion increases by about 7 percent. Expectations do not make a difference, and the demographic variables, while all carrying negative parameter estimates, do not meet the criteria for statistical significance either. Message: At this stage, and in this formulation, the composite representation of student learning in high school, Academic Resources, is a very persuasive construct.

The second and third versions of the Step 1 logistic can be found in Appendix G, and both are far less convincing. In the second version, Academic Resources was divided into its three components: curriculum, performance (class rank/GPA), and test score. The test score component, with a t statistic of 0.35 (far below the threshold requirement of 0.765), disqualifies this version from the logistic narrative. This result also reinforces our previous observation that when both academic curriculum participation and the quality of student effort within that curriculum (grades) improve, test scores will automatically rise and paradoxically become less important with reference to the dependent variable of degree completion.

In the third version of Step 1, of the three proxy variables for high school academic curriculum intensity, only science momentum (that combination of highest level of math and number of Carnegie units in core laboratory science) emerged as statistically significant. Neither Advanced Placement nor foreign language study reached the threshold level of significance, and, with a t statistic of 0.75, foreign language study was on the borderline of disqualification in terms of further consideration. The senior test score quintile variable did not even meet the minimum statistical criterion for entrance. Had we taken this version forward into subsequent stages of student history we would have only one proxy for high school curriculum (science momentum), and no traces of the external measurement of general learned abilities that the senior year test

score quintile conveys. At least the composite index of high school performance, Academic Resources, includes a trace of external assessment.

Table 12. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time—demographic and high school background, version 1: Using the composite variable for high school Academic Resources

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-4.2762	0.6360	3.10	.05	
Academic Resources quintile	**0.6439**	**0.0662**	**4.48**	**0.01**	**0.14924**
Socioeconomic status quintile	**0.2912**	**0.0621**	**2.16**	**0.10**	**0.06749**
Education expectations	0.6272	0.2065	1.40	†	†
Race/ethnicity	-0.4093	0.1941	0.97	†	†
Gender	-0.4633	0.1485	1.44	†	†
Parenthood	-1.5757	0.4790	1.51	†	†

† Variables did not meet threshold criterion for statistical significance.
NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 2.17. G^2 = 5315.44; *df* =4919; G^2/df = 1.081; X^2 (df) =1074.9 (6); pseudo R^2 = 0.204; percent concordant predicted probabilities = 77.5.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Summary decision: The composite variable, Academic Resources, stays in the logistic narrative; other versions of representing high school performance fail.

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Part IV
Matriculation and Beyond: The Features of Postsecondary History

On reflection, the original *Tool Box* made a mistake in the order and boundaries of the blocks of variables entered in its analysis. Following high school background, and tracking students who ultimately attended a four-year college at any time, it jumped first to financial aid, for which the High School & Beyond/Sophomore data set contained detailed information (including unobtrusive Pell Grant files) covering the first four years of a student's postsecondary history. It then considered a configuration of attendance patterns that covered everything from the timing of entry to postsecondary education to extended aspects of attendance such as whether the student *ever* left his or her first institution of enrollment and *never* returned to that institution. Thirdly, it followed this mixture of time periods with a block of first-year performance indicators. The order and content of these three blocks of variables scrambled time and student history.

The Toolbox Revisited unscrambles that sequence so that momentum can be more clearly observed. We begin with the transition from secondary school to postsecondary matriculation, and focus on timing of entry and type of first institution. We then move on to first-year performance, the importance of which is fully justified by the research literature. Only after accounting for the first year do we confront financial aid (which, in the NELS:88/2000 data set, covers only the first two years of post-high school history, and is the weakest section of the study, by far).[28] Longer-term attendance patterns and extended performance (curriculum and trends in grades) come later, as they should.

In shaping the universe for analysis so that a full history is visible, one minor change to the boundaries will be exercised. The NELS:88/2000 cohort was scheduled to graduate from high school in the spring of 1992. Not all of them did, so the upper boundary for high school graduation will now be set at December 1996. Very few cases are affected,[29] but, as the NELS history ends in December 2000, the point of changing the upper boundary is to allow enough time for late high school graduates to build a postsecondary history.

In entering this sequence, the reader should note that the master program generating the mass of student-level variables included on the restricted NCES data sets of transcript-based files for both the HS&B/So cohort and the NELS:88/2000 was basically the same, hence, there were no

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[28]Financial aid comes *after* first-year performance because the story line is more interested in the potential relationship of aid to completion among those who are *already enrolled.* If the topic was initial access, then the financial aid package for the first year would be part of the postsecondary entry configuration of variables. The NELS:88/2000 unfortunately does not allow us to distinguish modes of financing postsecondary education in the first year from those of the second year.

[29] Those who earned a high school diploma of any kind *after* December 1996 constituted 2.7 percent of all 1992 12th-graders (s.e. = 0.16) and 0.7 percent of all 1992 12th-graders who subsequently attended a four-year college (s.e.= 0.16).

algorithmic differences that would account for change in student behaviors such as attendance patterns and academic performance. There are minor exceptions, and these will be noted in the narrative.

Step 2: Matriculation

The research literature has long held that where one starts out in higher education has enormous consequences, particularly with reference to completing degrees (Velez 1985). The vast majority (78.7 percent; s.e. = 1.15) of the universe under study here started out in a four-year college. Do any characteristics of that first institution stand out in multivariate analysis?

Only selectivity of the first institution was admitted to the Step 2 logistic model (the fact that the institution was a four-year college was not admitted). To be sure, there are other characteristics of the first institution of attendance. But if the dichotomous "selective" variable turns out to have but modest, if any, significance in the account, it is unlikely that other stock institutional characteristics—size, control, residential/commuter ratio—will have any influence, either. The best of the institutional characteristics variables in the literature is probably Stoecker, Pascarella and Wolfle's (1988) "size." This is not a simple measure, rather a factorial scale that includes total enrollment, student/faculty ratio, and public control. However attractive the concept, institutional size rarely breaks through as a stand-alone factor in literature with large national samples because of student taste—some like it large, some like it small—and taste is too variant. All this does not mean that where one starts out is irrelevant to completion, rather it directs our attention to other features of student academic history. More to the point, with 64.8 percent (s.e. = 1.06) of NELS:88/2000 students who attended a four-year college at some time attending more than one institution, and 26 percent (s.e. = 1.01) attending more than two, the task of ascribing influence to institutional characteristics is daunting (for a discussion of this issue, see pp. 81–84).

In addition to the selectivity variable (SELECT), Step 2 includes NODELAY, a marker for direct entry to postsecondary education following high school graduation. It also includes a new variable, ACCELCRD, made possible by the construction of the NELS:88/2000 postsecondary transcript file to reflect the practice of dual-enrollment that expanded during the period the High School Class of 1992 was attending high school and that has become much more visible since then. ACCELCRD sums all college credits earned by course work prior to high school graduation, along with credits earned by examination—including AP, the College Level Examination Program (CLEP), and institutional challenge exams. Most of these credits were earned either prior to matriculation or during the first term of enrollment, though some were earned at later points in the student's undergraduate career. A previous brief analysis of this phenomenon (Adelman 2004a, pp. 55–56) suggested that acceleration might have a bearing on degree completion since the descriptive data indicated a positive relationship between the number of "acceleration" credits earned and both (a) high school academic curriculum intensity quintile and (b) selectivity of the first institution attended.

Table 13 sets forth the relationships of the variables in play at the postsecondary matriculation stage to bachelor's degree completion for students who attended a four-year college at any time. Academic Resources is still in a commanding position, and the Delta-p statistic indicates that with each step up the quintiles of Academic Resources the probability of completion increases by 12.8 percent. Socioeconomic status quintile is still significant, though again, marginally so. Of all the new variables, no delay of entry alone is statistically significant, and its Delta-p says that students who enter college directly from high school increase the probability of bachelor's degree attainment by 21.2 percent, a very persuasive marker.

Table 13. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: Postsecondary entry phase

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-4.2124	0.6588	2.02	0.01	
Academic Resources quintile	**0.5541**	**0.0715**	**3.54**	**0.01**	**0.1283**
Socioeconomic status quintile	**0.2859**	**0.0643**	**2.03**	**0.10**	**0.0662**
Education expectations	0.3462	0.2032	0.78	†	†
No delay of entry	**0.9161**	**0.2224**	**1.88**	**0.10**	**0.2121**
Selectivity of first institution	0.4470	0.2301	0.89	†	†
Acceleration credits	0.1904	0.1196	0.73	†	†
Race	-0.4709	0.2130	1.01	†	†
Gender	-0.4627	0.1540	1.37	†	†
Parenthood	-0.9639	0.4597	0.96	†	†

[a] Variables did not meet threshold criterion for statistical significance

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 2.19. G^2 = 5060.17; *df* =4913; G^2/df = 1.030; X^2 (df) = 1101.0 (9); pseudo R^2 = 0.2127; percent concordant predicted probabilities = 78.5.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

The selectivity of the first institution of attendance, while yielding a positive parameter estimate, does not reach the threshold of significance, and the *t* value for acceleration credits, at 0.73, falls just below the threshold for retention in the overall statistical model. The case of acceleration credits is one for which the author hoped for a better outcome, but once a rule is set, it is observed: The variable is dropped from subsequent steps. The demographic variables are

retained, but don't tell us much. And education expectations barely stays under consideration with a *t* value of 0.78. Beattie's human capital analysis (2002) downplayed education expectations as a central feature of explaining outcomes, particularly in consideration of group differences. It turns out that, even with a more sophisticated variable (our "anticipations") than the customary way of marking "aspirations," Beattie is right.

Step 3: First-Year Performance

Now that we have our universe of 1992 12th-graders in college, no matter where they started out, the most prominent initial marker of progress is a configuration of first-year academic performance indicators—and by "first year" is meant the *first calendar year* following the month in which the student first enrolled in their "true" first postsecondary institution after high school graduation.[30]

Most research on the critical first year of postsecondary education takes as its subjects students who start out in the fall term, and, by custom-and-usage, measures of retention (whether term-to-term or year-to-year) begin with fall enrollments. The transcript data, however, teach us that not all students commence postsecondary study in the fall term, and that there is a modest bias in drawing a universe based on fall term beginners only. For all 1992 12th-graders who entered postsecondary education at any time, 82.1 percent (s.e. = 0.83) started in the fall term, 5.8 percent (s.e. = 0.46) started in the summer term, and 12.1 percent (s.e. = 0.71) began in the winter or spring terms (depending on local academic calendars). While the full data on first term of entrance are presented in Appendix L, tables L8a and L8b, it is important to note here that Latino and African-American students are less likely than white students to commence postsecondary study in the fall term, and the same is true when students from lower socioeconomic status quintiles are compared with students from the highest socioeconomic status quintile. Any measure of retention or completion that confines its universe to students who began their postsecondary careers in the fall term is, to put it gently, grossly incomplete.

The cumulative number of variables qualifying for the logistic narrative increases by 50 percent when our field of vision opens out to first-year performance. The logistic model of the original *Tool Box* included three first-year performance variables, two of which were major contributors to understanding degree completion, and are carried forward: a marker for earning less than 20 credits in the first calendar year and a tag for students whose first calendar year GPA fell in the top 40 percent of the GPA distribution for that period. *The Toolbox Revisited* adds dichotomous variables indicating whether the student took any remedial courses in the first calendar year, and

[30]The "true" first institution of attendance excludes (1) colleges and community colleges in which the student was enrolled prior to high school graduation; (2) institutions in which the student was enrolled during the summer immediately following high school graduation and prior to fall term postsecondary entry (unless the institution was the same in both periods); and (3) "false starts," that is, cases in which the student enrolled, but then withdrew during the first term of attendance, only to enroll and complete course work in a different institution at a later point in time (in these cases, the second institution is the "true first institution"). The true first *date* of attendance is the first month of enrollment at the true first institution.

whether the student earned any credits in college-level mathematics during that period. The mathematics variable, identified as potentially potent by Astin and Astin (1993), represents a major departure in the way *The Toolbox Revisited* approaches its subject, for it introduces the potential association of *postsecondary* curriculum with degree completion (the original *Tool Box* did not raise this issue).

The first calendar year of attendance is the year in which students' preparation for postsecondary education is most sorely tested (Pascarella and Terenzini 1991), and in which both remediation and college-level mathematics study serve as indicators of that preparation. The lower division curriculum sets out course "gateways" through which students must pass in both universities (Hanson 1998) and community colleges (Boughan 2001). Every school can identify its list from high enrollment courses[31] and there is no question that most of these gateways require a direct connection to the content of high school curricula that define "readiness." Remediation stalls student momentum toward those gateways; college-level mathematics itself is a gateway.

In a different approach, American College Testing (2004) defines "college readiness" as a remediation-free postsecondary experience, and sets its benchmarks for "readiness" as

> . . . The level of achievement [based on ACT test scores] for students to have a high probability of success (a 75 percent chance of earning a course grade of C or better, a 50 percent chance of earning a B or better) in such credit-bearing college courses as English Composition, [College] Algebra, and Biology. . . (p. 1).

With all due respect to ACT, earning a C—or even a B—in college algebra is not why most students go to school. There are better ways to benchmark, starting with the Academic Resources index of total high school performance in which curriculum (including highest level of mathematics reached in secondary school) dominates and test scores do not. Instead of a grade in a single course, we then acknowledge the proportion of students who completed credits in *any* of five core college-level math courses during the first year of attendance, and, among those who became non-incidental students (i.e., earned at least an adjusted semester's worth of credits), the proportion who *ever* completed credits in those courses. In table 14, one notes right away that among those who start in community colleges and complete college-level math courses in the first year, college algebra is the dominant math course. Among those who start in four-year colleges, it is not the dominant math course, even though it ranks at the top in terms of student participation.[32]

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[31]Hanson's (1998) list from the University of Texas at Austin ranges from Ecology, Evolution, and Society, to Introduction to U.S. and Texas Government, to General Psychology, to Calculus I and II for Science and Engineering Students.

[32]For more discrete details on credits earned in college-level mathematics, the reader is directed to table L9, Appendix L.

Ironically, the ACT study helps explain why curriculum quality emerges as more influential than test scores in building the Academic Resources composite, and justifies continuing to track curriculum (in this case, using mathematics momentum) across the matriculation line. The test scores are dependent variables that respond directly to increases in the concentration and level of study in each of the major secondary school content areas (see, e.g., Florida Department of Education 2005). The ACT study sees value-added in each step up the math curriculum ladder in terms of scores on the ACT math test. So when the dependent variable is degree completion, it is this curriculum—more than the test score—that sets the value-added tone.

Table 14. Percentage of 1992 12th-graders who earned credits in five categories of college-level mathematics courses in the first calendar year of attendance, and among non-incidental students,[a] the percentage who ever earned credits in those five categories, by type of institution first attended

College-level math category	Percent completing during first calendar year of attendance, starting in:		Among all students earning more than 10 credits, percent who ever earned credits in
	Four-year colleges	Community colleges	
College algebra	21.7 (1.01)	17.0 (1.19)	28.2 (0.92)
Precalculus	18.6 (0.85)	4.9 (0.77)	17.4 (0.69)
Calculus	17.6 (0.96)	1.6 (0.26)	16.8 (0.74)
Finite mathematics	4.6 (0.54)	0.9 (0.30)	6.4 (0.46)
Statistics, probability	5.3 (0.42)	2.3 (0.58)	19.6 (0.82)

[a] A non-incidental student is defined as one who earned more than 10 undergraduate credits.
NOTES: Standard errors are in parentheses. Weighted Ns: four-year college beginners = 1.14M; community college beginners = 789k; all who earned more than 10 credits = 1.84M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

But does that mean that curriculum continues to have the same influence in a postsecondary setting? The issue comes up twice in the sequence of logistic models, first in table 15, which presents the results of the Step 3 logistic: first-year performance variables. What do we see?

- Earning less than 20 credits in the first calendar year following postsecondary entry is a distinct drag on degree completion. The Delta-p says that falling below the 20-credit threshold lessens the probability of completing a bachelor's degree by a *third*!

- First-year grades, a proxy for both student effort and acclimation to the academic demands of a new environment (Pascarella and Terenzini 1991), move in the opposite direction from low credits: If one's first-year GPA falls in the top two quintiles, the probability of earning a degree increases by nearly 22 percent.

Table 15. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: First postsecondary year performance

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-3.5834	0.6054	3.33	0.01	
Academic Resources quintile	**0.3419**	**0.0699**	**2.75**	**0.01**	**0.0754**
Socioeconomic status quintile	**0.2879**	**0.0569**	**2.84**	**0.01**	**0.0635**
Education expectations	0.4040	0.1794	1.27	†	†
Selectivity of first institution	0.4059	0.1979	1.15	†	†
No delay of entry	0.8153	0.2779	1.65	†	†
Low credits in first year	**-1.5299**	**0.1669**	**5.15**	**0.001**	**-0.3372**
First-year grades	**0.9919**	**0.1541**	**3.62**	**0.01**	**0.2186**
College-level math in first year	0.3603	0.1479	1.37	†	†
Any first-year remediation	0.4963	0.1722	1.62	†	†
Race	-0.3471	0.1906	1.02	†	†
Gender	-0.3414	0.1372	1.40	†	†
Parenthood	-1.0277	0.3965	1.46	†	†

† Variables did not meet threshold criterion for statistical significance
NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 1.78. $G^2 = 4411.64$; $df = 4764$; $G^2/df = 0.926$; X^2 (df) = 1516.37(12); pseudo $R^2 = 0.2893$; percent concordant predicted probabilities = 83.3.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

- Academic Resources and socioeconomic status are the only other statistically significant variables. The Delta-p story for socioeconomic status quintile remains at roughly the same level: Each step up the SES ladder increases the probability of degree completion for this population by 6 percent or so. The Delta-p strength for Academic Resources, however, falls from 12.8 percent in the postsecondary entry model to 7.5 percent here, a natural consequence of the introduction of other competing curricular and grade-based variables.

- The two new curricular variables for remediation and college-level mathematics produce *t* statistics that justify carrying them forward, but do not reach even a threshold statistical significance level of $p<0.10$.

In the last observation there is a surprise that calls out for explanation. The parameter estimate for remediation in the first year is positive, not negative as conventional wisdom would assume. Students in this group who took any remedial courses in the first year earned bachelor's degrees at a 48.7 percent rate (s.e. = 2.70) compared to 69.9 percent (s.e. = 1.26) of those who did not take remedial courses in the first year (not in table). That is a significant and meaningful difference from which, one might assume, remediation would be a negative. But there are other variables in this model that determine the sign and strength of the parameter estimate and its statistical significance. In a study of the academic careers of traditional-age community college students, the author found that remediation (one dichotomous variable marking any remedial reading, and one multi-level variable based on type and number of remedial courses) did not affect either transfer or (for students who did not transfer) completion of an associate degree (Adelman 2005a). Other recent research, using a very sophisticated targeting of students whose need for remediation may differ according to the school they enter, goes beyond the finding that remediation is not a drag on degree completion to demonstrate that, in terms of persistence, remediation yields decidedly positive results (Bettinger and Long 2005). Two studies do not make for a definitive conclusion, but the evidence that students who successfully pass through remedial course work gain momentum toward degrees is beginning to build.

As for the other variables in the Step 3 model, we note that NODELAY drops out of the statistically significant range with an indirect message of "once a student is in college, their performance counts more than when they arrived." In other words, the ramifications of delayed entry can be overcome, but only with the kind of considerable effort reflected in first-year credit accumulation and first-year grades. The reader will note of table 16, however, that when financial aid variables are part of the logistic model, NODELAY rises back above the significance threshold.

Step 4. Adding Financial Aid to the Equation

There is a major difference between the High School & Beyond/So and NELS:88/2000 data sets in the nature and temporal coverage of financial aid information. For the HS&B/So, an unobtrusive Pell Grant file provided data on at least one type of grant-in-aid. Student reports covered four years (1982–86) of other types of grants-in-aid, loans, and work (including, but not confined to, college work-study from all sources) while enrolled. Three dichotomous variables resulted: GRANT, LOAN, and STUWORK. In the original *Tool Box* study, based on the HS&B/So data, GRANTS and STUWORK were modestly significant contributors to the explanation of bachelor's degree completion in both the financial aid and attendance pattern steps of the model, but fell below the threshold of statistical significance as soon as first-year and extended performance factors were taken into consideration.

The NELS:88/2000 financial aid information covered the period 1992–94 only, i.e., the first two years following the modal high school graduation date for the cohort. In the initial input versions of the data in 1994 (the third NELS follow-up survey), the information was provided by students for each institution attended, and in answer to the question, simply phrased, "besides your previous savings, how are you paying for this?" The options were grants, loans, work, parents, and other forms of aid. For students who attended more than one institution during the 1992–94 period, it is thus possible for different combinations of financial aid types to be attached to the

discrete attendance cases. For our purposes, if a student reported using any one form of financial aid or support (grants, loans, work-study or campus job) at *any* institution attended, a positive entry was recorded for that *type* of financial aid or support for that student.

Table 16: Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: Postsecondary financing

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-3.5855	0.6048	3.33	0.01	
Academic Resources quintile	**0.3362**	**0.0701**	**2.69**	**0.02**	**0.0751**
Socioeconomic status quintile	**0.2902**	**0.0571**	**2.86**	**0.02**	**0.0648**
Education expectations	0.3993	0.1788	1.25	†	†
No delay of entry	**0.7854**	**0.1980**	**2.23**	**0.05**	**0.1754**
Selectivity of first institution	0.3962	0.1980	1.12	†	†
First-year grades	**0.9878**	**0.1541**	**3.60**	**0.01**	**0.2207**
College-level math in first year	0.3673	0.1480	1.39	†	†
Low credits in first year	**-1.5148**	**0.1674**	**5.08**	**0.001**	**-0.3384**
Any first-year remediation	0.4967	0.1722	1.62	†	†
Work-study or campus job	0.1785	0.1528	0.66	†	†
Race	-0.3504	0.1906	1.03	†	†
Gender	-0.3379	0.1374	1.38	†	†
Parenthood	-1.0293	0.3959	1.46	†	†

† Variables did not meet threshold criterion for statistical significance
NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 1.78. G^2 = 4396.88; *df* =4763; G^2/df = 0.923; X^2 (df) = 1519.14(13); pseudo R^2 = 0.2915; percent concordant predicted probabilities = 83.4.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

For those who ask about the importance of initial financial aid package offerings to students' choice of where to enter the postsecondary system, the NELS:88/2000 is of little help. The Beginning Postsecondary Students longitudinal study of 1995/96–2001, on the other hand, has the data elements but does not provide convincing guidance: For traditional-age students (i.e., those who began at age 20 or younger)in the BPS95/96–2001, 7 percent (s.e. = 0.7) of those who

started at four-year colleges and had applied to more than one school and 3.4 percent (s.e. = 1.6) of those who started at community colleges and had applied to more than one school said the financial aid package was the principal reason for their selection.[33] Such percentages do not merit further inquiry.

We come to Step 4 of the logistic model, then, with a weak collection of dichotomous financial aid variables, and the results must be judged in that light. As table 16 reveals, only the variable indicating whether the student received College Work-Study funds from any source or held a campus job was even admitted to the *Toolbox Revisited* model, and even then, produced a *t* statistic of 0.66, below the 0.765 required for carrying forward to the next step. Before that next step is taken, though, this narrative needs an important pause.

A Critical Pause for the Second Calendar Year

The literature on postsecondary persistence, retention, and attrition has historically taken its pauses and measures at the end of the student's first academic year. A more constructive notion for plotting the path of academic momentum on the far side of the postsecondary matriculation line may be to give students two full calendar years following the initial date of enrollment before taking their progress pulses, yet the research on this possibility has been surprisingly limited to date (see Smith 1995, and Nora, Barlow and Crisp 2005).[34] Looking backwards from the final degree completion status of our NELS:88/2000 universe to mark cumulative change to the end of the second calendar year following entry on key indicators provides a richer framework for advisement.

"Retention" and its paradoxes

No national database will support the assertion that a quarter of four-year college entrants and half of community college entrants "do not return for their second year" (Kazis 2004, p. 4). Contrary to this negative conventional wisdom, the proportion of students in the universe for this study who "persisted" to the second postsecondary year is substantial. The definition of "persistence" is active and student-centered, marks a calendar academic year as July 1 through the following June 30, and runs as follows:

> Whenever the student first enrolls and earns credits in postsecondary education (summer, fall, winter, spring) marks the first academic calendar year of their postsecondary history.
>
> If the student enrolls and earns credits at *any* time and at *any* institution during the next academic calendar year, that student has "persisted."

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[33]National Center for Education Statistics, BPS95/96–2001 Data Analysis System; NCES 2003-173.

[34]Nora, Barlow, and Crisp (2005) offer a potentially promising analysis of a cohort at one nonselective four-year institution that is undercut somewhat by lack of data on age distribution and the fact that retention and six-year graduation rates are confined to that institution. But the authors include cumulative GPA to the second year, enrollment intensity, remediation, three core courses (what this study calls "gateways"), and a rough course withdrawal factor—all of which speak in favor of their approach.

"Retention," which puts the student in a passive role vis-a-vis a specific institution, is not the right word to describe this sequence: It's "persistence." There are two important points to underscore: (1) This definition reveals an extremely high rate of persistence, but (2) whether we talk about institutional "retention" or student "persistence," the true measure is not the fact of the event, rather the *quality* of the student's record going forward. The second academic calendar year offers students the opportunity to recapture any lack of momentum of the first. In that respect, the second year may be even more important than the first.

The unhappy paradoxes of retention rates and retention quality[35] are revealed in table 17. The universe for the table is confined to students with complete records. The proportion of students who enrolled sometime, somewhere in the second academic calendar year following entrance to postsecondary education is about 90 percent for all NELS:88/2000 postsecondary students and 96 percent for those with standard high school diplomas who subsequently attended a four-year college at some time (and in this group, just about everybody who started in community colleges). These data ought to destroy the mythologies of low first-to-second year retention (which, by the formulas most commonly applied, include only students who started full-time and in the fall semester and returned to the same school the following fall semester). This account gives students credit for persisting, and gives students who started in sub-baccalaureate trade schools credit for earning a certificate in their first year and then going on their way.[36]

However, this account also shows that, even when one confines the universe to the group being followed in *The Toolbox Revisited*, roughly one out of five entered the second year with low credit momentum, and roughly one out of six carried low first year GPAs. The overlap, too, is considerable: 40 percent of those coming out of their first year with fewer than 20 credits were also in the bottom quintile of first year GPA (not in table). Low credit momentum is also due to the number of courses taken in the first year, with 41.7 percent (s.e. = 2.46) of those who earned less than 20 credits attempting seven or fewer courses—a proxy for part-time status—versus 2 percent (s.e. = 0.27) of those who emerged with 20 or more credits. The reason for counting course attempts and not credit attempts is a by-product of the volume of remedial courses (which do not carry additive credits). Half of the low first-year credit group were tied up in remediation, versus 17 percent of those who reached or exceeded the 20-credit threshold.

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[35]As Tinto (1987) noted, "The point of retention efforts is not merely that individuals be kept in college, but that they be retained so as to be further educated." (p. 136) Poor retention quality significantly lowers the odds of further education.

[36]The persistence rates for all 1992 12th-graders noted in this paragraph are slightly different from those previously reported (Adelman 2004a, table 3.4, p. 42), where the weight for known postsecondary participants (not the weight for students with complete records) was used.

Table 17. Percentage of 1992 12th-graders with complete postsecondary records who persisted in postsecondary education from their first calendar year of enrollment to a second calendar year, by type of institution first attended, and, of those who persisted, percentage with lagging first-year performance

Student group	Persisted	Earned one-year certificate	Did not persist	Of those who persisted, first-year performance indicators: Less than 20 credits	In lowest GPA quintile
All 12th-graders	89.7 (0.57)	0.9 (0.13)	9.4 (0.55)	33.2 (1.12)	17.4 (0.81)
Type of first institution					
Four-year college	95.2 (0.59)	0.1 (0.03)	4.7 (0.59)	15.9 (0.91)	15.2 (0.86)
Community college	84.0 (1.12)	0.4 (0.10)	15.6 (1.11)	60.7 (1.93)	21.5 (1.76)
Other sub-baccalaureate	71.5 (3.06)	14.8 (2.52)	13.7 (2.01)	31.4 (5.17)	11.9 (2.70)
All with standard high school diploma by December 1996 who attended a four-year college at any time	95.8 (0.50)	0.1 (0.03)	4.2 (0.50)	21.9 (0.98)	15.5 (0.88)
Type of first institution					
Four-year college	95.2 (0.59)	0.1 (0.03)	4.7 (0.59)	15.9 (0.91)	15.2 (0.86)
Community college	97.9 (0.87)	2.1 (0.87)	#	44.0 (2.93)	15.7 (2.72)
Other sub-baccalaureate	Low N[a]	Low N[a]	Low N[a]	Low N[a]	Low N[a]

Rounds to zero.
[a] Reporting standard not met.
NOTES: Standard errors are in parentheses. Row totals for the three persistence/retention columns may not add to 100.0 percent due to rounding. Weighted N for all 12th-graders with complete postsecondary records: 1.88M; for all 12th-graders with complete postsecondary records who attended a four-year college at any time and who earned a standard high school diploma by December 1996: 1.38M
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Momentum at the end of the second calendar year

First-year background certainly helps explain some of what transpires in student histories by the end of the second year. Tables 18 and 19 offer a skeleton of two-year performance so that future research on the momentum hypothesis can become more sophisticated than this outing. The information is presented in two separate tables to make sure the messages are clear. The most overwhelming phenomenon to note in table 18 is that by the end of the second calendar year, those who never earned their bachelor's degree were already 25 credits behind those who did (57.4 credits earned by those who eventually received a bachelor's degree versus 31.6 for those who did not earn the degree), and for those who were behind, there was no difference between starting in a four-year college and starting in a community college. One set of "culprits" was attendance pattern related: lower percentage full time, lower percentage continuously enrolled, lower percentage getting to and beyond 20 credits in the first calendar year. All these factors decrease the probability of completion.

Credit momentum is clearly in play. For the universe of this study, the mean number of credits earned within two calendar years of the date of entry was 49.5 (s.e. = 0.51). It takes a lot of work in the second calendar year for those whose additive credit totals in the first year were less than 20 to reach that mean, and only 3.6 percent (s.e. = 1.03) did, compared with 77.6 percent (s.e. = 1.02) for those who earned 20 or more credits in the first year.

But a second set of negative vectors is clearly that of academic performance. In table 18 the spread in mean grade point average between those who eventually earned the degree and those who did not is substantial by the end of the second year, and it is not surprising that nearly one in five of those who never earned any credential had already become status dropouts (see table 19). The data remind us of a common sense fact that few analysts or commentators ever acknowledge when writing about student academic careers after high school: A measurable proportion of postsecondary students will not perform well (for GPAs of status dropouts, by timing of permanent departure from postsecondary education, see Appendix H, table H4). Higher education has standards, and some students will, in fact, be placed on academic probation or be formally dismissed for academic reasons, i.e., flunk out. These compressed signals are not as likely to be entered on official records as graduation with honors (*cum laude*, etc.). [37]

[37]Compressed signals are used to mark extremes of academic performance. The American Association of Collegiate Registrars and Admissions Officers has reported that 90 percent of its member institutions enter graduation with honors on transcripts (AACRAO 2002), and, in a 2005 survey of transcript practices , found that 70 percent enter academic probation or dismissal (www.aacrao.org/pro_development/surveys/transcript05.htm).

Table 18. Of 1992 12th-graders who earned a standard high school diploma by December 1996 and attended a four-year college at any time, credits earned and GPA at the end of the second year following initial enrollment in postsecondary education, and extended postsecondary attendance and performance markers, by ultimate bachelor's degree status

Selected attendance and academic performance markers	Of those who earned bachelor's		Of those who attended a four-year college, but did not earn bachelor's	
Earned 20 or more credits in first year	90.8 (0.79)		46.8 (1.88)	
Always full-time	79.3 (1.04)		37.9 (1.85)	
Continuously enrolled	93.5 (0.58)		45.7 (1.93)	
Cumulative credits and GPA two years from entry				
	average credits	mean GPA	average credits	mean GPA
All students in universe	57.4 (0.35)	2.91 (0.14)	31.6 (0.86)	2.13 (0.36)
Started in four-year college	58.8 (0.30)	2.92 (0.14)	32.1 (0.85)	2.03 (0.39)
Started in community college	49.2 (1.30)	2.84 (0.42)	31.6 (2.20)	2.37 (0.81)
If no remedial courses in first year	58.8 (0.36)	2.97 (0.14)	34.1 (1.13)	2.19 (0.32)

NOTES: Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table 19 serves another function in the narrative, namely, to look back from the end of the longitudinal study in December 2000, and ask what percentage of postsecondary students were no longer enrolled and had not earned a credential of any kind, by timing of the gap between their first month and last month of enrollment? These students are called "status dropouts" (though they may return to postsecondary education at a later date). While the general subject of timing and reasons for departure is elaborated in Appendix H, table 19 looks at the eventual dropout population only by their status at the end of the second year of attendance. It says, very simply that:

(a) of those who never earned a credential, 23 percent became status dropouts by the end of the second year;

(b) of all those who ultimately became status dropouts over an 8.5 year period, roughly a third did so by the end of the second year;

(c) for those who dropped out in either the first or second year, GPAs were decidedly below thresholds required for degrees, but

(d) when asked why they left without a degree, less than 6 percent cited academic reasons (also see Appendix H, table H2).

Yes, the status dropout rate proves higher during the first year than the second, but by the end of the second year, the loss of academic momentum is very evident.

Table 19. Status dropout rates at the end of the second year following initial enrollment in postsecondary education of 1992 12th-graders who attended a four-year college at any time, and allied academic performance data

Timing of departure	Percent of those who never earned a degree who became status dropouts	Percent of all who ultimately became status dropouts	Mean grade point average at end of enrollment	Percentage of dropouts who said they left for academic reasons
Left postsecondary without credential, never returned:				
during first 11 months	13.1 (1.62)	19.1 (1.33)	1.68 (0.81)	5.9 (1.92)
during months 12–23 after first enrollment	10.3 (1.26)	13.3 (1.56)	1.98 (0.68)	5.6 (1.40)

NOTES: Standard errors are in parentheses. Weighted N for status dropouts in first two years = 103k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Curriculum gateways

As significant in the panorama of student performance through the end of the second calendar year are rates of participation in specific courses identified as curricular gateways in four-year colleges by Hanson (1998) and in community colleges by Boughan (2001). The taxonomy of postsecondary courses used to code the transcripts for both the High School & Beyond/ Sophomore cohort and the NELS:88/2000 data files includes over 1100 discrete course categories[38] of which 645 were used to answer the following question: "What percentage of students in the *Toolbox Revisited* universe successfully completed credits in each course category between the month they first entered postsecondary education to a point two calendar years later?" Table 20 presents the 25 academic course categories[39] in which the highest percentage of those who eventually earned bachelor's degrees garnered credits during that time span, and for each course category, also presents matching percentages for students who attended a four-year college at any time but who did not complete a bachelor's degree.

[38]The most recent version, *Taxonomy of Postsecondary Courses Based on the National Transcript Samples, 2003*, is available at www.ed.gov/rschstat/research/pubs/empircurr/index.html.

[39]Though their enrollments were substantial, physical education activities, health information, physical conditioning, orientation, and personal development courses were excluded.

Table 20. Of 1992 12th-graders who earned a standard high school diploma by December 1996 and attended a four-year college at any time, course participation rates by the end of the second year following initial enrollment in postsecondary education, by ultimate degree status

	Percentage of students who earned credits by the end of the second year following initial enrollment	
Course	Earned bachelor's	Did not earn bachelor's
English composition	82.3 (1.03)	53.4 (1.40)
General psychology	61.5 (1.18)	32.2 (1.19)
General biology	35.2 (1.24)	12.4 (0.87)
Introduction to sociology	34.4 (1.12)	19.6 (1.08)
U.S. history surveys	32.6 (1.22)	14.9 (0.97)
Micro/macroeconomics	30.3 (1.14)	9.3 (0.88)
General chemistry	30.1 (1.05)	7.5 (0.74)
College algebra	26.7 (1.20)	13.9 (0.94)
U.S. government	25.3 (1.12)	10.4 (0.74)
Calculus	23.7 (1.11)	3.2 (0.43)
Precalculus	22.4 (0.95)	5.8 (0.68)
Oral communication	20.4 (1.03)	11.0 (0.72)
Introduction to philosophy	18.9 (1.05)	5.0 (0.49)
Literature: general	18.9 (1.03)	5.0 (0.56)
Spanish: intro and intermed	18.8 (1.01)	5.9 (0.61)
Western civilization	17.0 (0.93)	6.5 (0.62)
Introduction to computing[a]	15.8 (0.90)	10.9 (0.81)
Introductory accounting	15.7 (0.81)	7.2 (0.56)
Statistics (mathematics)	14.4 (0.79)	3.7 (0.68)
World civilization	12.1 (0.93)	4.0 (0.50)
General physics	12.1 (0.83)	2.3 (0.42)
Public speaking	11.2 (0.78)	6.2 (0.67)
Music appreciation	10.9 (0.84)	3.8 (0.45)
Drama criticism/history	10.7 (0.73)	2.9 (0.46)
American literature	10.3 (0.71)	1.7 (0.28)

[a] This is not "introduction to computer science."

NOTES: Standard errors are in parentheses. Weighted N for bachelor's recipients = 935k; for those who did not earn bachelor's = 513k. All row estimate comparisons are significant at $p<.05$.

SOURCE: National Center for Education Statistics: NELS:88/2000 postsecondary transcript files (NCES 2003-402 and Supplement).

This is a story that moves curriculum details forward from high school. It is empirically-driven, which is to say that the volume of course participation identifies the gateways for both community college transfer students and those who started in four-year colleges in the NELS:88/2000 cohort. Given the disparity in the number of credits accumulated by the end of the second academic calendar year between those who eventually earned the bachelor's degree and those who did not, the spreads in participation rates in these 25 course categories are not surprising. The ratios of these percentage participation rate contrasts are 7:1 in calculus, 6:1 in American literature, 5:1 in general physics, 4:1 in general chemistry, and more than 3:1 in precalculus, micro/macroeconomics, introduction to philosophy, general literature surveys, statistics, history/criticism of drama, and world civilization. These courses cover the full range of traditional lower-division distribution requirements (akin to pick one from bin A, two from bin C, etc.) in four-year colleges and general studies associate degree requirements (the bulk of the transfer curriculum) in community colleges, with the standard non-remedial English composition and college algebra the most visible gateways for the community college group (Boughan 2001).

The list of 25 discrete categories in table 20 invites aggregation and, with aggregation, the inclusion of other lower division courses that serve gateway roles. For example, there are four college-level mathematics courses among the 25, and they certainly can be aggregated as we have already done in our assessment of first-year performance. General biology is not the only introductory biology course category in the taxonomy used. Some institutions still use a zoology-botany sequence; others open the study of life forms with cellular biology; others, still, offer the option of human biology as a starting point. All of these course categories are in the taxonomy, and joining them with general biology in an aggregate allows a broader and more accurate coverage of participation in gateways to upper division course work requiring a grounding in the biological sciences.

Table 21 takes this alternative approach to describing the curricular participation of students who earned bachelor's degrees and those who did not. Table 21 uses 14 aggregate gateways, two of which are single-course categories repeated from table 20 (general psychology and micro/macroeconomics). While Appendix I provides a listing of all course categories under each aggregate, a few notes are necessary in the text:

- Humanities other than literature covers multidisciplinary introductions to the humanities, introduction to philosophy, ethics, and introduction to religious studies (usually a comparative religions survey). It does not include foreign languages.

- "Foundation business" is included for two reasons. First, business fields have historically claimed the largest percentage of majors among traditional-age bachelor's degree completers and a substantial proportion of associate degrees awarded to traditional-age students by community colleges (Adelman 2004a, tables 5.1, p. 61 and 5.4, p. 65). Secondly, prospective business majors appear to take at least one introductory gateway course in the area during their first two years (introduction to business, business law or business legal environment, and/or introductory accounting).

Table 21 displays not only the percentage of students in the bachelor's and no-bachelor's groups who earned credits in each of the 14 aggregates, but also, for those who earned any credits in the aggregates, the average number of credits earned. The reader will notice first, that the use of aggregates narrows the difference in participation rates between the two groups. For example, in the category of standard English composition, the difference in participation rates between those who eventually earned a bachelor's degree and those who didn't is 82.3 percent to 53.4 percent (table 20); but when the category becomes "college-level writing," and includes technical writing, creative writing, and advanced essay, the participation difference narrows to 84.5 percent to 68.6 percent. That is still a significant gap, though not as severe as others in table 21. For the record, the credits earned in the aggregates of table 21 account for 59 percent of all credits earned by students in this study during their first two years of postsecondary education.

Table 21. Of 1992 12th-graders who earned a standard high school diploma by December 1996 and attended a four-year college at any time, participation rates in lower-division course category aggregates and average number of credits earned in each aggregate by the end of the second year following enrollment in postsecondary education, by ultimate degree status

	Earned bachelor's degree by December 2000		**Did not earn bachelor's degree by December 2000**	
Course aggregate[a]	Percentage completing credits	Average credits earned	Percentage completing credits	Average credits earned
College-level writing	84.5 (0.95)	4.96 (.046)	68.6 (2.05)	4.83 (.091)
Oral communication	35.6 (1.21)	3.38 (.054)	26.2 (1.59)	3.15 (.080)
Computer-related	24.5 (1.03)	3.42 (.057)	17.2 (1.52)	3.31 (.091)
Intro biological sciences	42.1 (1.25)	5.21 (.088)	22.3 (1.53)	4.96 (.160)
Intro physical sciences	40.2 (1.15)	7.46 (.142)	15.8 (1.33)	5.79 (.223)
College-level mathematics	70.5 (1.20)	6.30 (.103)	37.5 (1.87)	5.34 (.225)
Core history	56.0 (1.27)	3.04 (.132)	34.6 (1.82)	4.13 (.099)
General psychology	61.5 (1.18)	3.33 (.030)	42.0 (1.95)	3.32 (.082)
Micro/macroeconomics	30.3 (1.14)	4.69 (.088)	13.1 (1.35)	3.86 (.112)
Humanities except literature	38.2 (1.24)	4.20 (.140)	19.1 (1.50)	3.55 (.124)
Literature	45.1 (1.30)	4.48 (.087)	19.8 (1.39)	3.84 (.144)
Core social sciences	62.6 (1.27)	4.57 (.080)	42.8 (1.85)	4.22 (.115)
Visual/graphic arts	17.3 (0.96)	5.12 (.230)	10.1 (0.98)	5.47 (.488)
Foundation business	19.9 (0.88)	5.17 (.120)	14.2 (1.41)	4.86 (.227)

[a]For a listing of courses under each aggregate, see Appendix I.

NOTES: Standard errors are in parentheses. Weighted N for those who earned bachelor's degrees: 935k; for those who did not earn bachelor's degrees: 513k.

SOURCE: National Center for Education Statistics: NELS:88/2000 postsecondary transcript files (NCES 2003-402 and Supplement).

At the same time—and with few exceptions—the differences in average credits earned in the 14 aggregates are negligible, statistically insignificant, or meaningless—or all three of the above. In other words, when students who did *not* earn a degree took courses in these aggregates, they earned credits at the same rate as those who *did* earn the degree. The problem is still that a much lower percentage of those who did not earn degrees even pass through these gateways.

What does this account of the second calendar year mean?

The sequence of steps of the logistic narrative of what matters in degree completion in *The Toolbox Revisited* moves from first-year performance (with an apostrophe of financial aid considerations) to longer-term vistas of attendance patterns and extended performance. It does not make a distinct stop at the end of the second year. And yet by the end of students' second year, a significant spread in credit generation, academic performance, and curricular participation has opened up between those who eventually completed bachelor's degrees and those who did not. An event history account appropriate to the analysis of withdrawal (e.g., DesJardins, Ahlburg, and McCall 1999) would include a measurement at this point. So as the logistic narrative heads into consideration of attendance patterns (Step 5), the reader might ask what would happen if we took first year-credits and first-year GPA and replaced those variables with *second*-year cumulative measures.

An experimental logistic was constructed in response to that hypothetical question (see Appendix L, table L10). What happened? The Delta-p statistic for the credits variable barely budged and the Delta-p for GPA declined but slightly, i.e., at first glance, it doesn't make a difference whether one uses first- or cumulative second-year measures. At the same time, though, the strength of that cumulative second-year credits substitute[40] wreaked havoc on critical variables that would otherwise be highlighted under attendance patterns, e.g., community college transfer and four-year-to-four-year transfer. As we will note in a moment, disentangling the consequences of different kinds of multi-institutional attendance is more critical to the analysis of degree completion than status at the end of the second year.

What about the gateway lower-division courses taken by the end of the second calendar year? Are any of them key portals to degrees? Beyond college-level writing (a requirement) and college-level mathematics, this is not a fair question, for the answer depends on a student's major and the requirements of the degree-granting department. Consider an English major who took general physics, the introductory micro/macroeconomics sequence, and introduction to design to satisfy distribution requirements. None of these courses (which are gateways to upper-division offerings in other fields) is a portal to completing a degree in English, though one could argue that they provide literature majors with analytic tools, reference points, and contexts that can only

[40]The variable for cumulative credits to the end of the second calendar academic year was constructed in a manner different from the dichotomous presentation of first calendar academic year credits. Cumulative credits is a categorical variable with four levels based on empirical mean credits earned and standard deviation (49 and 19 respectively): 0–29, 30–49, 50–69, and 70 or more.

enrich their interpretive powers. In fact, it could also be argued that the distribution courses gathered in the 14 aggregates of table 21 are secondary in propulsive power to the second level of course work in specific fields. For example, "everybody" takes general psychology, but those who log experimental psychology and developmental psychology are establishing a beachhead in the field, and those courses become the real portals to the degree.

One might use the number of curricular "gateways" through which students had passed by the end of their second calendar academic year as an independent variable, but the national samples with which we work in grade-cohort longitudinal studies would require consensus of academic administrators as to the curricular locations and expected threshold numbers of these gateways, and that consensus is simply not available. In fact, given the variety of presentations of postsecondary curricula across over 3,000 degree-granting institutions, that consensus may be impossible. This is ultimately a matter for local configuration and analysis (for a course cluster approach, see Zhai, Ronco, Feng, and Feiner 2001) as well for future research that would revisit the differential course work hypothesis in *postsecondary* contexts that appeared in the literature a decade ago (e.g., Ratcliff et al. 1995; Kroc, Howard, Hull, and Woodard 1997). As this pause in the narrative of *The Toolbox Revisited* demonstrates, though, those analyses cannot be profitably engaged on the basis of the student's first-year work alone. The second year is just as important.

Step 5: Postsecondary Attendance Patterns

One of the principal contributions of *Answers in the Tool Box* was to document, on a national scale, what college and community college registrars, institutional research officers, and enrollment managers had known for some time: the increasingly complex enrollment patterns of postsecondary students (Hearn 1992; Kearney, Townsend, and Kearney 1995). This complexity has steadily accelerated since the 1970s, when the first high school cohort tracked by the National Center for Education Statistics attended college (for historical comparisons of multi-institutional attendance patterns, see Appendix L, table L11). It is not merely a case of the proportion of non-incidental[41] undergraduates attending more than one school increasing from 47 to 57 percent;[42] it is more a question of *how* they attended more than one school, and in what combinations and order (Adelman 2004a, pp. 45–50).

The most critical distinction on this dynamic landscape is between transfer and multi-institutional attendance. Transfer is a migration that is formally recognized by system rules, a sequential movement from a *de jure* status in one institution to a *de jure* status at a second institution (or third, or fourth). Furthermore, the student's stay at the second institution is not a short visit. So, for example, the beginning community college student who earns 46 credits at the first school and 5 credits at the second is a multi-institutional student not a transfer student. In the context of

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[41]"Non-incidental" means students who earned more than 10 credits in their undergraduate careers. Those who earned 10 or fewer credits do not accumulate enough history for analysis of attendance patterns.

[42]Kuh et al. (2001) found that 53.2 percent of the 32 thousand seniors who participated in the 2000 National Survey of Student Engagement had attended more than one institution.

a four-year student's history, earning 102 credits at the first school (ultimately, the degree-granting school), 21 credits at a different four-year college and 9 credits at a community college along the way, involves a situation in which *credits* are transferred, not the student. But the student who begins at a community college and earns 44 credits at the community college before attending a four-year college, then earns 55 credits from the four-year college and is still enrolled at the four-year college at the end of our tracking period is a transfer student.

Whether and how students attend more than one school may also depend on student performance in the first calendar year of enrollment. Using the five-year Beginning Postsecondary Students longitudinal study of 1989–94, McCormick (2003) demonstrated that for students who started in four-year institutions, the higher the first-year self-reported GPA, the more likely the student would stay put, whereas for students who started in two-year colleges, a higher GPA was associated with transfer, hence, with multi-institutional attendance. Do these findings hold up in a transcript-based longitudinal study such as the NELS:88/2000? Table 22 outlines the corroboration: For four-year college students, McCormick's observation is unconditionally seconded; for community college students, the difference between attending one school and two schools strongly supports the argument.

Table 22. Relationships of grade point average (GPA) in the first year of attendance to number of institutions attended by 1992 12th-graders, by type of first institution attended

Type and number of institutions	First year GPA
Started in four-year college	
One institution	2.74 (0.03)
Two institutions	2.61 (0.04)
Three or more institutions	2.53 (0.04)
Started in community college	
One institution	2.39 (0.05)
Two institutions	2.59 (0.04)
Three or more institutions	2.45 (0.09)

NOTES: Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

The students in the subject universe of this study were even more mobile than the NELS:88/2000 cohort as a whole: 35.9 percent (s.e. = 1.17) attended only one institution, compared with 46.2 percent (s.e. =1.04) of all NELS students who earned any postsecondary credits. And our subjects were more likely to attend *more than two* institutions than the larger universe (25.3 percent (s.e. = 1.15) versus 20 percent (s.e. = 0.81). This higher degree of

mobility invites us to identify the deeper structures of attendance so that we can better sort the relationships between starting point, performance, migration, and degree completion.

For those students who attended more than one school, table 23 lays out some basic patterns. One should be very careful in reading them. The universe consists of the 64 percent of 1992 12th-graders who not only attended a four-year school at any time *but also* attended more than one institution as undergraduates. Institutional mobility is built into the definition. It is not surprising (in fact, it is outrightly redundant) that reverse transfers do not earn bachelor's degrees and that classic community college transfers who earn bachelor's degrees receive them from an institution other than the one first entered.

Those obvious observations aside, the most intriguing students in this configuration are what de los Santos and Wright (1990), Borden (2004), and others have called "swirlers." The basic definition of "swirling" follows a pattern first observed in the High School & Beyond/ Sophomore cohort data and was labeled "alternating sectoral enrollment." In this pattern, the student starts in either a four-year college or a community college, and moves back and forth between them for at least one cycle, accumulating more than 10 credits from both sectors in the process. In the sample isolated in table 23, 63 percent of these cycles began in four-year colleges

Table 23. Combinations of institutions attended by 1992 12th-graders who attended a four-year college at any time who also attended more than one school, and percentage earning bachelor's degrees under each combination

		Earned bachelor's degree	
Institutional combination	Percent attending	Total	From other than first institution
Two or more four-year colleges	31.8 (1.41)	82.3 (1.52)	42.3 (2.57)
Reverse transfer (four-year to community college)	9.7 (1.00)	<0.1 (0.42)	N.A.
Community college to four-year college (including classic transfers)	24.0 (1.37)	58.1 (2.97)	99.7 (0.26)
Alternating sectoral enrollment ("swirling")	15.4 (1.24)	39.1 (3.77)	69.7 (4.55)
Four-year-college-based student attending community colleges for incidental course work	14.3 (1.01)	86.4 (2.32)	24.6 (4.39)
Other combinations	4.7 (0.62)	4.6 (1.42)	45.1 (13.5)

NOTES: Standard errors are in parentheses. Column for attending may not add to 100.0 percent due to rounding. Weighted N=753k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

and 37 percent in community colleges (s. e. = 3.98; not in table). Furthermore, 57.6 percent of the students engaged in just one cycle of alternating enrollment while 42.4 percent rotated through two or more alternating cycles of attendance (s.e. = 4.05; not in table). Among the major categories of students who attended more than one school in table 23 there is a broad range of bachelor's degree completion rates (39 to 86 percent), and the "swirlers" are at the low end of that range.

What's the point? Attendance patterns, as accounted for in the history of the High School Class of 1982 (the HS&B/So), presented paradoxes. As a dichotomous variable in the original *Tool Box*, multi-institutional attendance evidenced no association with bachelor's degree attainment; classic community college transfer bore strong and positive fruit; but the more general phenomenon of attending more than one institution and not returning to the first institution of enrollment evidenced a strong negative relationship to degree completion. These paradoxes are unwound in table 24, the logistic account of the associations between the increasingly complex postsecondary attendance patterns of the 1990s and degree completion.

As befits the topic of attendance patterns, the variables considered and admitted to the Step 5 logistic model are those of time and place:

Ever part-time:	flagging those students who, at some time in their undergraduate careers, enrolled part-time in an academic term other than a summer term;
Summer:	number of credits earned during summer terms in three bands: none, 1–4, and more than 4;
Classic transfer:	community college to four-year after earning more than 10 credits from the community college;
Four-to-four:	four-year college to four-year college transfer; and
Multiple schools:	marking students who attended more than one institution, whether they formally transferred or not.

Actually, one major time-related attendance pattern variable is purposefully left out of the equation, continuous enrollment—or NOSTOP, as it is abbreviated. NOSTOP was one of the most powerful of the postsecondary history variables in the original *Tool Box*. Given the length of the grade-cohort postsecondary histories in the longitudinal studies,[43] a student was allowed a one-semester (or its equivalent, and exclusive of summer terms) stop-out period and still considered continuously enrolled. When this variable is entered into the logistic model, its positive value and extraordinary statistical significance do not permit us to ascertain fully how

[43]Up to 12 years for the High School Class of 1972 (NLS-72), 11 years for the High School Class of 1982 (HS&B/So), and 8.5 years for the High School Class of 1992 (NELS:88/2000).

Table 24. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: Postsecondary attendance patterns

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-4.6208	0.7114	3.68	0.001	
Academic Resources quintile	**0.3648**	**0.0773**	**2.67**	**0.02**	**0.0804**
Socioeconomic status quintile	**0.2790**	**0.0621**	**2.55**	**0.05**	**0.0615**
Education expectations	0.5165	0.1985	1.47	†	†
No delay of entry	**0.9468**	**0.3064**	**1.75**	**0.10**	**0.2087**
Selectivity of first institution	0.5176	0.2155	1.36	†	†
First-year grades	**0.9295**	**0.1687**	**3.12**	**0.01**	**0.2049**
College math in first year	0.3121	0.1608	1.10	†	†
Any first-year remediation	0.3261	0.1876	0.99	†	†
Low credits in first year	**-1.1934**	**0.1853**	**3.65**	**0.001**	**-0.2712**
Classic community college transfer	**0.9518**	**0.2252**	**2.40**	**0.05**	**0.2097**
Four-to-four transfer	**0.7020**	**0.2271**	**1.75**	**0.10**	**0.1547**
Multiple schools	**-0.7509**	**0.1908**	**2.23**	**0.05**	**-0.1655**
Summer-term credits[a]	**0.6517**	**0.0866**	**4.26**	**0.001**	**0.1436**
Ever part-time	**-1.6067**	**0.1551**	**5.87**	**0.001**	**-0.3545**
Race	-0.3481	0.2096	0.94	†	†
Gender	-0.2955	0.1498	1.12	†	†
Parenthood	-0.8677	0.4246	1.16	†	†

† Variables did not meet threshold criterion for statistical significance.

[a] Set in three bands: 0, 1–4, and more than 4.

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 1.76. G^2 = 3749.31; *df* = 4759; G^2/df = 0.788; X^2 (df) = 1984.37(17); pseudo R^2 = 0.3813; percent concordant predicted probabilities = 88.1.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

the other variables in the model are interacting. Its strength deflates the associative contribution of other factors in student performance that might better illuminate the dynamics of degree completion. Hence, in *The Toolbox Revisited*, we set aside NOSTOP until the last possible moment, the final Step 7.

All five attendance pattern variables introduced in table 24 break the barriers of significance at this stage of model-building:

- Ever part-time: Whether the student was ever part-time, a decidedly negative influence on degree completion. The Delta-p statistic tells us that part-time status reduces the probability of completion by over 35 percent. While previous research has documented the extent to which part-time enrollment pulls students off the "persistence track" (Carroll 1989), the 35 percent reduction in probability seems high given the fact that nearly half of the NELS:88/2000 postsecondary students were part-time at some time. Students are inconsistent in their understanding of what part-time means, and under a more generous definition of the concept, the reduction in probability dropped to 30 percent—still a puzzlingly high number (see definition of PARTTIME in the Glossary).

- Summer-term credits: The more, the better. That is, each step up the short ladder of summer-term credits increases the probability of completion by 14.4 percent.

- Classic community college transfer: The significance of transfer is solid at $p < .05$, and the Delta-p says that the probability of completion for a transfer student increases by 21 percent. At one point in the construction of this variable for the NELS:88/2000 cohort, a flag was added to indicate whether the student's first enrollment at the four-year college occurred within four years of entry to the community college. This attempted refinement of a time-sensitive variable did not change its position in the Step 5 logistic model. Given the fact that many students who ultimately transfer move back and forth between community colleges and four-year institutions, it is very difficult to determine the precise moment of transfer, i.e., the season on the academic clock at which both institutions recognize a permanent change in status for the student. A flag for first date of attendance at the four-year school does not help.

- Four-year to four-year transfer: This variable is not as strong as community college transfer. Its statistical significance is marginal at $p < .10$. The Delta-p says that those who started in a four-year college and transferred to another four-year college increased the probability of earning a bachelor's degree by 15 percent. Some 18.5 percent (s.e. = 0.86) of those who started in four-year colleges transferred to another four-year college. In comparing those who transferred to those who didn't, one could say only that the more selective the first institution attended, the less likely the student would transfer.[44]

[44]Only 5.4 percent (s.e. = 1.54) of NELS students who started in highly selective four-year colleges transferred to another four-year college, versus 15.7 percent (s.e. = 1.71) for those who began in selective institutions and 20.0 percent (s.e. = 0.99) for those who started in nonselective four-year schools.

- Multi-institutional attendance: In the steps of the logistic model of the original *Tool Box*[45] in which it appeared, the parameter estimates for this variable were -0.009, 0.015, and -0.077, and with odds ratios ranging from 0.93 to 1.02. All these data are basically flat and inconsequential. The situation in *The Toolbox Revisited* is different. In light of the two transfer variables and the ostensive intersection of multi-institutional attendance with transfer, what does this variable say by coming out of a logistic model with a Delta-p indicating that attendance at more than one school reduces the probability of earning a bachelor's degree by about 16.5 percent? While further probing of the issue is advised, it appears that the message of the three variables (community college transfer, four-year to four-year transfer, and multi-institutional attendance) is that formal transfer is more effective than broader patterns of multi-institutional attendance, including simultaneous enrollment and "swirling." This common sense encourages institutions to track and guide apparent nomads toward formal transfer.

Of the other statistically significant variables in this step, even though Academic Resources and socioeconomic status quintile are receding in time, they are not so receding in strength, and are very much with the explanation of degree completion. In this new configuration, no delay of entry to postsecondary education and first-year grades are actually stronger than they were in Step 4 in their positive parameter estimates and Delta-p statistics. The negative consequences of earning fewer than 20 credits in the first calendar year following initial enrollment is also among the continuing statistically significant variables, though with a lower parameter estimate and Delta-p statistic than observed in tables 15 (first-year performance logistic) and 16 (financing logistic). What counts continues to count.

And what counts less but remains statistically acceptable for presentation includes: (a) the set of basic demographic variables that has been in the logistic narrative from the beginning, (b) education expectations (which are proving far weaker for the High School Class of 1992 than they were for the High School Class of 1982), and (c) two curricular features of the first year of postsecondary attendance (remedial course work and credits in college-level mathematics) that are about to be reconstructed in Step 6, when we extend the temporal scope of curricular experience to a student's entire undergraduate career.

Step 6: Extended Postsecondary Performance

Both the attendance pattern variables and those covered in this step (and the next) are distinguished from first-year performance considerations (Step 3) by the temporal reach of the observed behaviors. All the variables from Step 5 are carried forward. We then ask what additional key academic measures span the full range of a student's undergraduate history—from entrance through the first calendar year of attendance, and beyond.

As previously noted, consideration of continuous enrollment has been set aside for the last step in the logistic model sequence. Of other extended performance variables, what was called the "DWI Index" in the original *Tool Box* and is described more prosaically here as the ratio of courses from which the student withdrew or repeated to all courses for which the student

[45] Adelman (1999), table 39, pp. 80-81.

enrolled, also is set aside for the last step, as it is another case of a very strong variable that would overwhelm other extended performance measures that the reader should see play out.

The block of variables entered for the first time in Step 6 includes two reconstructions of curriculum-related factors originally presented within the confines of the first calendar year of attendance: type and extent of remedial problems (replacing first-year remediation), and cumulative credits in college-level mathematics (replacing first-year credits). "Remedial Problem" (see page 34 and table 8 above and description in the Glossary, p. 190) was not admitted to the model, while cumulative mathematics credits was easily admitted.

The variable marking the *trend* in cumulative student grade point averages at three points in time is an improvement over its predecessor in the original *Tool Box* (which offered only two points of reference). Event-history analysts would no doubt want to see more points than three, but more points than three would result in the loss of more students than the 22 percent already lost by insisting on three (due principally to cases in which the true date of first attendance could not be determined).

Table 25 offers a descriptive account of the three trend populations (rising, flat, and declining) in terms of average cumulative GPAs at each measurement point, the average elapsed undergraduate time period (in years) that is covered by those three markers, and the proportion of each group that earned a bachelor's degree. The purpose of presenting table 25 is to demonstrate that the permutations of relationships between GPAs at the three moments of measurement work, and the results evidence *prima facie* sense. Students with rising GPAs are more likely to earn bachelor's degrees than those in the other two groups, and students with falling GPAs seem more likely to spend more time as undergraduates (though the differences here are not great). The reader will also note that for the plurality of students, grades were flat over an average undergraduate stay of roughly four and three-quarter calendar years.

Table 25. Three trends in postsecondary grade point average (GPA) of 1992 12th-graders who attended a four-year college at any time through December 2000 and offered complete postsecondary records, by GPA at three points in time, average undergraduate time, and percentage earning bachelor's degree

	Average GPA					
GPA trend	First calendar year	First two calendar years	At end of undergraduate career	Average elapsed undergrad time	Percentage earning bachelor's degree	**Percentage of all in group**
Rising	2.43 (0.30)	2.64 (0.28)	2.93 (0.18)	4.76 (0.57)	73.5 (1.80)	**37.0 (1.09)**
Flat	2.72 (0.25)	2.63 (0.27)	2.73 (0.26)	4.79 (0.59)	65.5 (1.63)	**43.9 (1.10)**
Falling	3.09 (0.29)	2.90 (0.29)	2.70 (0.30)	4.92 (0.81)	63.8 (2.38)	**19.1 (0.89)**

NOTES: Standard errors are in parentheses. Column for percent of all in group may not add to 100.0 percent due to rounding. Weighted Ns: rising GPA = 415k; flat GPA = 486k; falling GPA = 215k.
SOURCE: National Center for Education Statistics: NELS:88\2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Changing majors: Not a rare phenomenon

St. John et al. (2004) complained that research on persistence pays inadequate attention to college major. Agreed. There are a number of problems with the extant research when major is an issue, not the least of which is the definition of "persistence" as within-year, i.e., fall to spring, and no attention to *change*-of-major. Stoecker, Pascarella and Wolfle (1988) paid considerable heed to major field, found some race-by-field interactions in a structural equation model, and did so within the context of a nine-year longitudinal study with degree completion as the dependent variable (a better framework than that used by others). But they faced problems of tracking change of major, moment of decision on major, the problem of students who drop out without a major, and the exclusion of community college transfers.

In response to these difficulties, the Step 6 extended postsecondary performance model tried out a variable that marks change of major. This variable was not accepted into the model, principally as a by-product of overlapping characteristics with the community college transfer variable, as virtually all community college transfers "change major" from general studies to a specific field on entrance to a four-year college (see Glossary, p. 191). But it is worth noting that 50 percent (s.e. = 1.26) of NELS:88/2000 bachelor's degree recipients changed majors at least once, and that this estimate comes very close to Simpson's (1987) estimate of 48 percent for a 1976–84 cohort. The 50 percent mark thus appears to be a strong reference point.

All the elements are now in place for the stage of analysis that examines student histories through the end of their undergraduate careers (with the exception of continuous enrollment and the ratio of withdrawals and repeats to all courses). The logistic for Step 6 is presented in table 26. There are three major observations:

> 1) Race/ethnicity, never statistically significant in steps 1 through 5, does not even qualify for entry under extended postsecondary performance. Performance variables overwhelm demography. At this key inflection point in the analysis of degree completion, it appears race/ethnicity doesn't matter (Light and Strayer 2002), though it may be operating as an indirect effect through other variables. But to test what happens in a different way, the Step 6 logistic model was run defining "minority" separately for each of the four major race/ethnicity groups. This test was run at this point in the logistic narrative because Step 7 introduces two very powerful variables that would bury race/ethnicity indicators. The model itself emerged significant for white students, but not for African-American, Latino, or Asian students. For white students, all the significant variables in table 26 were the same except for four-year to four-year transfer, which dropped below the threshold of significance. For Latino students, the only statistically significant variable within a nonsignificant model (t = 1.37 with 10 degrees of freedom) was whether the student had ever been part-time. For African-American students, the only statistically significant variables within a nonsignificant model (t =1.70 with 13 degrees of freedom) were summer-term credits and whether the student had ever enrolled part-time. For Asian students, nothing was significant within a nonsignificant model (t = 0.34 with 13 degrees of freedom).

Table 26. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: Extended postsecondary performance

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-5.8188	0.7996	4.12	0.001	
Academic Resources quintile	**0.3147**	**0.0799**	**2.23**	**0.05**	**0.0667**
Socioeconomic status quintile	**0.3066**	**0.0628**	**2.77**	**0.02**	**0.0650**
Education expectations	0.3825	0.2075	1.04	†	†
No delay of entry	0.7798	0.3208	1.38	†	†
Selectivity of first institution	0.4103	0.2225	1.04	†	†
Any first-year remediation	0.2969	0.1920	0.88	†	†
Low credits in first year	**-1.0822**	**0.1957**	**3.13**	**0.01**	**-0.2294**
Classic transfer	**0.8391**	**0.1273**	**2.12**	**0.05**	**0.1779**
Four-year to four-year transfer	**0.7192**	**0.2285**	**1.78**	**0.10**	**0.1525**
Multiple schools	**-1.0523**	**0.2005**	**2.97**	**0.01**	**-0.2231**
Summer-term credits[a]	**0.5299**	**0.0900**	**3.34**	**0.01**	**0.1123**
Ever part-time	**-1.6696**	**0.1599**	**5.92**	**0.001**	**-0.3539**
Cumulative college math credits[a]	**0.5456**	**0.0994**	**3.11**	**0.01**	**0.1157**
Trend in grades	**0.5813**	**0.1119**	**2.94**	**0.01**	**0.1232**
First-year grades	**1.1619**	**0.1860**	**3.54**	**0.01**	**0.2463**
Gender	-0.3518	0.1578	1.26	†	†
Parenthood	-0.9058	0.4318	1.19	†	†

† Variables did not meet threshold criterion for statistical significance

[a] Set in three bands: 0, 1–4, and more than 4.

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 1.76. G^2 = 3355.32; *df* = 4632; G^2/df = 0.745; X^2 (df) = 1965.7 (18); pseudo R^2 = 0.3984; percent concordant predicted probabilities = 89.3.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

2) The new cumulative college-level math credits variable proves its worth, with a Delta-p statistic that says for every move up the credit-range the probability of earning a bachelor's degree increases by 11.8 percent, putting it in the same range of influence as summer-term credits and trend in grades.

3) When trend in grades is added to the variable block, the influence of first-year grades increases, in part because, by definition, a rising GPA trend requires a lower starting point. In fact, the first-year GPA quintile factor is twice as strong, measured in Delta-p, than the trend.

We also note variables carried forward and remaining statistically significant in the model:

- As predicted, Academic Resources continues to lose some of its power as students move further away in time from high school performance. There are too many intervening experiences. In Step 1, the Delta-p said that for each rung up the quintile Academic Resources scale, the probability of earning a bachelor's degree increased by nearly 15 percent (see table 12 above). At this point, that increase in probability is 6.6 percent. Tested separately (see Appendix J), the tolerance collinearity statistic for Academic Resources dipped close to a 0.50 mark that was set for a caution light. While still acceptable, the tolerance statistic indicates that, at this point in a stepwise logistic with 17 other variables, a Venn diagram would show the circle for Academic Resources overlapping (but not eclipsing) many of the other variables in the model.

- Socioeconomic status quintile continues to evidence some explanatory power, and with a Delta-p that basically doesn't change from model to model. In this model, moving up each step of the SES quintile ladder increases the probability of earning a bachelor's degree by 6.5 percent. SES would assume a more significant dynamic, as Cabrera, Burkum, and LaNasa (2005) have demonstrated with the HS&B/So cohort, if one entered the entire logistic narrative by SES quintile, and the elaboration of that dynamic will be left to future research.

- The echoes of first-year credit generation are still noteworthy. The Delta-p says that dropping below 20 credits will decrease the probability of bachelor's degree attainment by 22.4 percent.

- Whether the student was ever part-time remains a very strong negative, with a Delta-p unchanged from its first appearance in the attendance pattern model.

- Earning credits during summer terms is still good advice, though each step of that variable now adds 11.2 percent to the probability of earning a bachelor's degree, as opposed to 14.4 percent when it was first introduced under attendance patterns.

- Both the classic community college transfer variable and the four-year-to-four-year transfer variable stay in the model with positive contributions to the

probability of degree completion of 18 percent and 15 percent respectively, even as the multi-institutional variable strengthens with a negative parameter estimate and a restraining influence of 22 percent on the probability of degree completion. This tension continues to challenge analysis.

The only other variable carried forward, but losing statistical significance is that indicating no delay of entry. No delay, which has bounced above and below the line of statistical significance, now drops below.

Lastly, what has not counted in previous steps of the model still does not count: education anticipations, selectivity of first institution, first year remediation, gender, and parenthood.

Three major themes emerge in this penultimate step of logistic analysis:

- The combination of the strength of Academic Resources (composite high school performance, dominated by academic curriculum intensity) and cumulative college-level math credits underscores the power of curricular momentum on both sides of the matriculation line.

- A group of attendance and performance factors, including part-time status at some point, low credit momentum coming out of the first calendar year of enrollment, and multi-institutional attendance apparently colored by "swirling" and not formal transfer, are strong restraints on academic momentum.

- Validating the event history critique of the original *Tool Box* offered by DesJardins, McCall, Ahlburg, and Moye (2002), two measures of GPA—first-year and trend—reflecting the quality of student effort, are very positive contributors to degree completion. The stronger position of the class rank/GPA quintile variable within Academic Resources reinforces this message. Grades count; and yes, there is a competitive message here, since our GPA scales and quintile breaks are relative, not absolute.

Step 7: Final Factors

The very last step in the logistic narrative takes all 17 variables from the extended postsecondary performance model of table 26, and adds the two strongest variables from the original *Tool Box* analysis. One of these, a dichotomous variable for continuous enrollment called NOSTOP, is a staple of analyses of postsecondary careers (e.g., Carroll 1989; Astin 1993; Horn 1998; Berkner, He, and Cataldi 2002).

The second of these notable variables is not such a staple of analysis. It is the ratio of courses from which the student withdrew *without penalty* and those the student repeated to all courses in which the student enrolled. This is a rare topic in the higher education literature, and was last

seen in the major journals in Adams and Becker (1990), though the number of course withdrawals appears on the check list of elements in analyses of time-to-degree (Knight 2002, 2004b). The ratio counts course attempts, not credits. Withdrawals without penalty are not the same as courses "dropped" within set periods most colleges and community colleges mark for "drop-and-add," and dropped courses are not included in the ratio. As for no-credit repeats: Less than 4 percent of respondents to the 2002 survey of grading practices conducted by the American Association of Collegiate Registrars and Admissions Officers indicated their institutions did *not* allow repeats; fully 55 percent indicated that a student could repeat *any* course for a better grade; and 55 percent indicated that students could repeat a course as often as they liked (AACRAO 2002). These proportions suggest a very lenient environment. Nothing here involves penalty grades. These are all cases of noncredit grades. The variable WRPT Ratio is dichotomous: On one side of the dividing line are students who withdrew from or repeated 20 percent or more of all courses for which they enrolled.

Table 27 presents the final step of the logistic model for *The Toolbox Revisited*. The power of the last two variables entered is instantly obvious:

- Withdrawing from or repeating 20 percent or more of courses decreases the probability of earning a bachelor's degree by nearly half!!!

- Remaining continuously enrolled increases the probability of degree completion by 43.4 percent.

As a consequence of the introduction of NOSTOP and the WRPT Ratio, remediation in the first calendar year, a weakening variable from the point of its introduction, is forced out of the model. Its attempted replacement, the more elaborate description of type and intensity of undergraduate remedial problems (REMPROB), was tried out again, and again did not qualify to enter the model. As noted previously, remediation appears to be a neutral factor in this account.

The marker for earning less than 20 credits in the first year of attendance, previously a strong contributor to the model, is turned on its head in the final step, and drops below the threshold of significance. Why? Principally because, as table 28 demonstrates, nearly 60 percent of those who wound up withdrawing from or repeating 20 percent or more of the courses for which they registered were *already withdrawing from and repeating 20 percent or more of their courses in the first year*. When one withdraws without penalty, one earns zero credits. When one repeats a course, one earns credits only once (assuming one passes, of course). What the relationships in table 28 strongly suggest is that low credit production in the first year is a logical consequence of withdrawal and repeat behavior. If we allow negative momentum to start early, the consequences will snowball. The phenomenon argues for more intense academic advising and monitoring, more accurate placement, and (in some cases) more sensible credit loads in the first calendar year of enrollment.

Table 27. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: Final factors, with complete academic history

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-7.6637	0.8827	4.89	0.001	
Academic Resources quintile	**0.2766**	**0.0847**	**1.84**	**0.10**	**0.0583**
Socioeconomic status quintile	**0.2974**	**0.0685**	**2.45**	**0.05**	**0.0627**
Education anticipations	0.4162	0.2211	1.06	†	†
No delay of entry	0.7848	0.3515	1.26	†	†
Selectivity of first institution	0.4436	0.2432	1.03	†	†
First-year grades	**1.1020**	**0.1119**	**3.14**	**0.01**	**0.2323**
Low credits in first year	-0.6553	0.2165	1.71	†	†
Classic community college transfer	0.7186	0.2488	1.63	†	†
Four-to-four transfer	0.6832	0.2509	1.53	†	†
Multiple schools	**-0.7306**	**0.2174**	**1.89**	**0.10**	**-0.1540**
Summer-term credits[a]	**0.5628**	**0.0553**	**3.25**	**0.01**	**0.1186**
Ever part-time	**-1.1739**	**0.1009**	**3.71**	**0.01**	**-0.2474**
Cumulative college math credits[a]	**0.4993**	**0.1075**	**2.62**	**0.02**	**0.1053**
Trend in grades	**0.5879**	**0.1211**	**2.74**	**0.02**	**0.1240**
WRPT ratio[b]	**-2.3078**	**0.4246**	**3.06**	**0.01**	**-0.4865**
Continuous enrollment	**2.0601**	**0.2211**	**5.25**	**0.001**	**0.4343**
Gender	-0.3233	0.1715	1.06	†	†
Parenthood	-0.8511	0.4627	1.04	†	†

†Variables did not meet threshold criterion for statistical significance

[a] Set in three bands: 0, 1–4, and more than 4.

[b] Ratio of withdrawal (W) and no-credit repeat (NCR) grades to all grades received.

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 1.76. G^2 = 2993.12; *df* = 4595; G^2/df = 0.651; X^2 (df) =2260.53 (18); pseudo R^2 = 0.4382; Percent concordant predicted probabilities = 91.8.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Lastly, the variable marking swirling multi-institutional attendance continues to be negative —though marginally significant with $p <. 10$—in table 27 at the same time that both community college transfer and four-year-to-four-year transfer variables fall out of significance altogether. In this final accounting, then, all three type of multi-institutional accounts fade in associative power in the face of behaviors that transcend institutional effects: continuous enrollment and academic performance reflected in grades.

Table 28. To what extent does the final ratio of undergraduate course withdrawal and no-credit repeat grades reflect the ratio and volume of withdrawal and no-credit repeat grades in the first calendar year of enrollment? Answers from the history of 1992 12th-graders who attended a four-year college at any time

Final ratio of withdrawals and no-credit repeats to all courses attempted	Percent for whom first-year withdrawal and repeat ratio was 20 percent or higher	Number of withdrawals and no-credit repeats in the first year		
		None	One	Two or more
Less than 20 percent	5.4 (0.60)	66.7 (1.15)	22.7 (1.06)	10.6 (0.71)
20 percent or higher	57.5 (3.93)	13.7 (2.05)	20.3 (3.17)	66.0 (3.62)

NOTES: Standard errors are in parentheses. Weighted N for those with a ratio of no-penalty withdrawals and no-credit repeats to all courses attempted of 20 percent or higher: 106k; of those with a ratio below 20 percent: 1.08M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Summing Up the Logistic Narrative

Parts III and IV of *The Toolbox Revisited* have walked the reader, sometimes painstakingly, through the consideration of independent variables for each of the seven roughly chronological steps from high school background to extended postsecondary performance. At the end of each step, a logistic account of what was associated with completion of bachelor's degrees for 1992 12th-graders who attended a four-year college at any time was offered. The logistic account applied to students' histories as of that particular moment only. Step 7, of course, offered the concluding account.

But to judge the full sweep of these seven steps, we ought to see them together in the same table. Table 29 allows summative statements about the changing strength of independent variables, the continuity of what counts, and required goodness-of-fit statistics for the whole model. Let's start with the goodness-of-fit statistics because they validate the model. The reader can find them at the bottom of the second page of the table. Everything that is supposed to happen in a stepwise logistic model (Cabrera 1994; Menard 1995) happens. The G^2 (also called the "maximum likelihood function") falls with each step; G^2/df (degrees of freedom in this calculation is the product of the unweighted number of students in the model minus the number of variables

in the model) also falls with each step, though perhaps too much in Step 7. The chi square statistic is a little more erratic, but rises as it is supposed to. So do the pseudo R^2 and the percent of concordant probabilities predicted at each step. These results are a relief to any analyst .

Table 29 includes all the variables that were entered at any of the seven steps of the logistic account, even if they were not carried forward to subsequent steps because they did not meet the *t* statistic threshold criterion that was set at 0.765. In this manner, we can see where these variables were introduced and where they fell out of the model (the first "X" in the table marks the spot). Race/ethnicity is the most noted example because it was present from the beginning, and even though it was never statistically significant, it qualified to be retained until extended postsecondary performance variables were introduced. In Step 7—and because race/ethnicity is a sensitive factor in public discourse on education—another approach was tried out whereby each of the four major race/ethnicity groups was treated as an independent variable in the model. Only the Asian student variable qualified for entry, but wound up with a *t* statistic less than 0.50.

Another "casualty"—though for a very different reason—is the variable describing credits in college-level mathematics in the first calendar year. This variable was purposefully replaced in Step 6 (extended postsecondary performance) by cumulative credits in college-level mathematics across the student's entire undergraduate career because it was more appropriate to the temporal framework. First-year college-level math was never significant, but its more expansive replacement was, as might be expected from comparative participation rates in college-level mathematics by the end of the *second* calendar year of enrollment (table 21).

Another virtue of the presentation in table 29 is that because all statistically significant variables are highlighted in bold, the reader can swiftly identify what was consistently meaningful among the potential associations with bachelor's degree completion for this group of students. From the moment of their introduction, the following factors met the criteria:

- Academic Resources quintile
- Socioeconomic status quintile
- Low (less than 20) credits in the first calendar year of attendance
- First calendar year GPA
- Summer-term credits
- Ever part-time
- Trend in GPA
- Cumulative "career" credits in college-level mathematics

And no delay of entry to postsecondary education from high school evidenced positive and significant association with degree completion in half the stages of the logistic narrative in which it was in play.

Table 29. Seven steps of a logistic regression model with bachelor's degree attainment by age 26 or 27 as the outcome for 1992 12th-graders who attended a four-year college at any time

	Background		Entry		First Year		Financing		Attendance Patterns		Extended Performance		Final Factors	
	Para-meter	Delta-p	Para-meter	Delta-p	Para-meter	Delta-p	Para-meter	Delta-p	Para-meter	Delta-p	Para-meter	Delta-p	Para-meter	Delta-p
Intercept	-4.28		-4.21		-3.58		-3.59		-4.70		-5.85		-7.94	
Academic Resources	**0.644*** **	**0.1492**	**0.554*** **	**0.1283**	**0.342*** **	**0.0754**	**0.336***	**0.075**	**0.371***	**0.081**	**0.312***	**0.066**	**0.277~**	**0.058**
Anticipations	0.627		0.346		0.404		0.339		0.553		0.386		0.416	
SES quintile	**0.291~**	**0.0675**	**0.286~**	**0.0662**	**0.288*** **	**0.0635**	**0.290***	**0.065**	**0.282***	**0.062**	**0.307** **	**0.065**	**0.297***	**0.063**
Race/ethnicity	-0.409		-0.471		-0.347		-0.350		-0.370		X		X	
Gender	-0.463		-0.463		-0.341		-0.338		-0.280		-0.349		-0.323	
Parenthood	-1.576		-0.964		-1.027		-1.029		-0.913		-.933		-0.851	
First institution was selective			0.447		0.406		0.396		0.493		0.399		0.444	
No delay entry			**0.916~**	**0.2121**	0.815		**0.785** **	**0.175**	**0.980~**	**0.216**	0.825		0.785	
Acceleration			0.190		X		X		X		X		X	
Low credits					**-1.53+**	**-0.337**	**-1.52+**	**-0.338**	**-1.19+**	**-0.263**	**-1.058** **	**-0.175**	0.655	
First-year grades					**0.992*** **	**0.2186**	**0.988** **	**0.221**	**0.916*** **	**0.202**	**1.148*** **	**0.243**	**1.102** **	**0.232**
First-year remediation					0.496		0.497		0.319		0.295		X	
First-year college math					0.360		0.367		0.318		X		X	

Work-study							0.179		X		X		X	
Multiple schools									-0.751*	-0.166	-1.052	-0.223	-0.731~	-0.154
Classic transfer									0.952*	0.208	0.839*	0.178	0.719	
Summer credits									0.654+	0.144	0.530***	0.112	0.563***	0.119
Ever part-time									-1.61+	-0.354	-1.67+	-0.353	-1.17***	-0.247
Four-to-four transfer									0.702~	0.155	0.719~	0.152	0.683	
GPA trend											0.566**	0.119	0.588*	0.124
Cumulative college math											0.521*	0.110	0.499**	0.105
WRPT ratio[a]													-2.31***	-0.487
No stop													2.02+	0.426
Root design effect		2.17		2.19		1.78		1.78		1.76		1.76		1.76	
G^2		5315.44		5060.17		4411.64		4396.88		3749.31		3452.61		2993.12	
df		4919		4913		4764		4763		4759		4632		4595	
G^2/df		1.081		1.030		0.926		0.923		0.788		0.745		0.651	
X^2 (df)		1074.9 (5)		1101.0 (9)		1516.4 (11)		1519.1 (12)		1984.2 (17)		1965.7 (17)		2260.5 (18)	
Pseudo R^2		0.204		0.213		0.289		0.292		0.381		0.398		0.438	
Percent concordant probabilities predicted		77.5		78.5		83.3		83.4		88.1		89.3		91.8	

[a] Ratio of withdrawal (W) and no-credit repeat (NCR) grades to all grades received.
NOTES: Keys to significance levels: ~ = .10; * = .05; ** = .02; *** = .01; + = .001. X = variable did not meet criterion to be carried forward.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

When one adds the withdrawal/repeat ratio and continuous enrollment (which appear only in the last step of model-building), some rough themes emerge. Of the ten independent variables, three involve **uses of time** (continuous enrollment, ever part-time, summer-term credits); and four clearly reflect different aspects of **academic performance** (high school Academic Resources, first-year GPA, trend in grades, low-credits in the first year, and the withdrawal/repeat ratio).

Under the temporal theme, no delay of entry floats in and out of statistical significance. Some might say, e.g., of no delay of entry, that the fact a variable is significant in one step of the logistic and not in another "does not always mean that different effects are operating" (Anaya 1999, p. 507). One of the reasons that the logistic narrative provides collinearity statistics (see Appendix J) is to reassure the reader that, for whatever reason a variable ducks in and out of significance, it is not because it is excessively tangled up with other variables. The "tolerance" collinearity statistic for no delay of entry is consistently in the high comfort zone.

Summary of Parts III and IV: Investment Behaviors

When we look across the series of ingredients that rise to the top of strength of association with degree completion, we can interpret them in terms of what Noxel and Katunich (1998) called an "investment model," though this author prefers "investment behaviors," a microscale version of human capital. Once the modest consequences of socioeconomic status are accounted for, each step offers students a set of decisions that require the commitment of time and effort likely to yield a future benefit. These decisions move students, sometimes smoothly and sometimes less so, toward the degree. The choices made, beginning with high school curriculum (from the available curriculum—which is an opportunity-to-learn issue) and quality of effort in high school (reflected in class rank/GPA), allow subsequent leverage. Entering a postsecondary institution directly from high school, earning 20 or more credits in the first calendar year of enrollment, and performing well enough in that first calendar year to fall in the top 40 percent of a GPA distribution build on previous investment, and are all signs of commitment. Subsequent choices that may not be reflected in a bounded period of time, such as excessive course withdrawals, prove to be poor decisions with negative returns, breaking accumulated momentum. Other configurations of choice, including summer-term credit generation, meeting the challenge of college-level mathematics, effort that yields a rising GPA, and most of all, remaining continuously enrolled, all reflect continuing leverage of attainment. This is what academic momentum is all about.

Tinto's (1987) approach is just as direct: Students have responsibilities, and are expected to invest time on behalf of their own learning. Yes, in his words, students have the right "to refuse education" (p. 135), but since the primary commerce of the institution is education, those who refuse should not be surprised if (in his very delicate phrasing) the institution exercises its "right . . . to be selective in its judgments as to who should be further educated" (p. 135). One begins to see why student choice (and the responsibility inherent in student choice) emerges not only as a dominant theme of *The Toolbox Revisited* as well, but as the principal challenge to academic advising and counseling from secondary through postsecondary education.

One grants that a great deal more is going on in the lives of traditional-age students at the same time. They are not bloodless. The literature on persistence has included not only a mass of psychological and social considerations (Harmston 2004; Hu and St. John 2001; Kahn and Nauta 2001; Robbins et al. 2004), but also basic aspects of maturation such as physical fitness (Zhang and Richards 1998), nutrition, roommate conflicts, dating problems, time management (Purcell and Clark 2002), and personality-environment congruences and dissonances (Feldman, Smart, and Ethington 2004). Studies such as Stage's investigation of "motivational orientation" (1989) are also valuable in that they override stock demographic explanations and identify "subsets of college students who might react similarly to college experiences" and, hence, assist advisers and student service personnel. Our data sources do not include these factors.

What the Literature Calls "Institutional Effects"

A major strand of the literature on postsecondary retention derives from Tinto's (1987) constructs of academic and social integration, constructs that contributed to the emergence of the National Survey of Student Engagement (Kuh 2001) and its use by hundreds of institutions in assessing the effects of environments on student behaviors. The reason Tinto's work generated such a continuing elaboration and response is a combination of its elegance and *prima facie* common sense. At whatever age they start out, entering postsecondary students are not empty vessels; they come with demographic characteristics and high school experiences (and, if there is a gap of years between high school graduation and postsecondary entry, work experiences and family formation as well) that condition and shade where and how they enter the postsecondary system. Once at an institution, these background characteristics interact with the academic processes and social environment of that institution to yield varying degrees of determination to persist and complete credentials. Institutional culture, including habits of faculty interactions with students outside of the formal classroom and opportunities for a variety of peer group interactions, plays a significant role in Tinto's models of academic and social integration.

It is not surprising that the mass of studies drawing on Tinto's work are institution-specific or use institutional characteristics as independent variables. To attain enough depth on all these features of student lives so that direct and indirect influences can be mapped through path analysis requires extraordinary probing, which is best carried out in institutional contexts where adequate samples can be assembled. Even if we employed hierarchical linear models to illuminate the relationships between nested characteristics of individuals within institutions and outcomes such as GPA, we would need much larger samples of students within each institution than the NELS:88/2000 provides.[46]

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[46]In a case of a continuous dependent variable for student engagement, and sets of independent variables describing both student and institutional characteristics (half of them continuous), Porter (2005) demonstrates the statistical superiority of multilevel analysis versus Ordinary Least Squares analysis. There are three significant differences between Porter's illustration and the story line of *The Toolbox Revisited* : (1) the dependent variable (bachelor's degree attainment) and most of the independent variables in this data essay are dichotomous, hence, our method is logistic, not linear, (2) Porter's model assumes that students attend only one institution, whereas more than half the students in this analysis attended two or more, and (3) while multilevel analyses can create models for institutions "even for schools with few student observations" (Porter 2005, p. 110), of the 3,258 institutions in the NELS:88/2000 postsecondary transcript files, 1,003 had only one student in the sample. An institution-level model with a population of one is out-of-scope.

With the student as the unit of analysis, and 25 percent of the students in the universe we are examining attending *more than two* institutions as undergraduates, the calculation of institutional effects becomes problematic. For the students who attended only one four-year college, the weighting of institutional characteristics such as those Titus (2004) admits into his analysis of three-year persistence at the same institution (e.g., control, size, selectivity, degree of residentiality, and percent female, etc.) are fairly easy to plot. But for those who attended more than one institution, a weighting scheme for the influence of each institutional characteristic based on the proportion of undergraduate time each student spent in different institutions would be necessary. For a student who earned 26 credits at a community college, 30 credits at a four-year baccalaureate residential college, and 75 credits at an urban university, the ratios would dilute the very meaning—let alone effect—of any single institutional characteristic. This example is not a fantasy. Consider, for example, the credit accumulation at each school attended by two sets of students from the NELS:88/2000 who attended three institutions as undergraduates (fig. 2).

Figure 2. Examples of credits earned at each institution attended by 1992 12th-graders who earned standard high school diplomas by December 1996, attended a four-year college at some time, earned a bachelor's degree, and attended three institutions as undergraduates, by type of transfer

	Credits earned at each school attended		
Student cases	School #1	School #2	School #3
Community college transfers			
#1	66 (community coll)	34 (four-year)	62 (four-year)
#2	32 (community coll)	28 (community coll)	90 (four-year)
#3	41 (community coll)	18 (four-year)	64 (four-year)
Four-year-to-four-year transfers[a]			
#1	24	36	92
#2	36	21	88
#3	25	30	79

[a] All three schools attended by these three students were four-year colleges.
SOURCE: National Center for Education Statistics. NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

How does one evaluate indirect effects of institutional characteristics and experiences (class size, contact with faculty, peer group interactions, etc.) for these students? Does one weight each potential effect by the percentage of credits earned at each school in relation to all credits earned? Can one somehow arrive at a consolidated index for each effect across schools? How would one compare these indices to those for students who attended only two institutions? To those for students who attended only one? All six of the students in figure 2 above earned bachelor's degrees. For students who did *not* earn bachelor's degrees but who attended three institutions,

what is the minimum threshold of credits one would set at each institution attended before trying to determine the range of institutional characteristics and student experiences that might have some degree of association with the dependent variable? Across all patterns of inter-institutional "traffic" (Astin and Astin 1993), is there a common effects metric that encompasses mere excursions (incidental attendance at second or third institutions), true migration (formal transfer), and the nomadic behavior described as "swirling"? The author tried to develop a descriptive framework of excursion, migration, fragmentation, and discovery for this task, but with less than satisfactory results (Adelman 2004b). Certainly, there are more sophisticated models that can address the rhetorical questions above, but they risk both neglect or devaluation of life-changing experiences at institutions where a student spent comparatively little time and earned few credits, and false identification of effects that can be very fleeting.

Postsecondary student attendance patterns have rendered consolidated institutional-effects analyses moot. For that reason, these analyses are best carried out within the context of individual institutions (no matter where else the student goes to school). This study does not belittle the constructs of institutional effects and assessment efforts such as those of the National Survey of Student Engagement (NSSE) at all. For college and community college administrators, these assessments count a great deal in determining the kinds of environmental adjustments likely to intensify student involvement with institutional services as well as to heighten student satisfaction with instruction, even if the student is present for only 24 credits.

Even so, many of the variables of institutional effects analyses (and that includes high schools as well as colleges and community colleges) are sufficiently beyond the control of administrators so that the practical implications of whatever paths one delineates as productive are limited. Yes, high schools can change the structure of opportunity-to-learn, e.g., by not even offering arithmetic or watered-down pre-algebra and simultaneously conveying a clear message to students that they can meet the challenge of higher level math (Lee, Croninger, and Smith 1997). And the postsecondary level can follow suit, e.g., community colleges can refuse to teach arithmetic or basic algebra. Neither of these strategies is micromanagement, and, however some may wish otherwise, neither is likely to be implemented on a large scale. At the postsecondary level, the very conditions of control shift: An administrator cannot change the fact that the institution was not the student's first choice and that he or she is determined to transfer from the moment of first registration; there is no drug to prescribe for a student with severe homesickness; one cannot—and should not—prevent the student from changing majors for the second time; no college authority has any influence on the romantic life and angst of 20 year-olds that may affect their involvement with academic pursuits (Okun, Taub, and Witter 1986); administrators can't sand down every potentially hard edge of their schools. Furthermore, there is a natural capacity limit to truly meaningful contact with faculty outside the classroom. To use examples from the National Survey of Student Experience, how many faculty can deans deploy for student participation in faculty research projects or for students to work with faculty on committees and

student life programs?[47] The larger and/or less residential the institution, the less the opportunity for student-faculty interaction in other than casual or ritualistic activities (Hu and Kuh 2002).

To repeat: The NELS:88/2000 does not reach the details of student development or institution-specific student experiences accounted for in other research lines. The elaborate connections between student background characteristics, social and psychological predispositions, initial perceptions and responses to a particular postsecondary environment, strength of goal commitments, etc. in relation to not only the fact but also the pace of student progress toward a credential—all of which have been explored and documented by the touchstone giants of postsecondary student outcomes research (Astin, Pascarella and Terenzini, Cabrera, Tinto)—lie beyond the scope of national longitudinal studies. That is not an excuse for the "economic" reading, broadly construed, of academic momentum. We all know that the many investment decisions made by students along their paths through postsecondary education do not occur in social and psychological vacuums. But the archival data on which this study draws isolate moments in which student choice intersects the structures of opportunity offered by institutions whose first order of business—and first order reason for existing in our society and economy—is the generation, preservation, and distribution of knowledge. This is a story about taking advantage of that mission; it is not a story about growing up, although that happens along the way.

[47]Kuh et al. (2001) reported that less than 20 percent of seniors in 2000 indicated experiencing these modes of nonstandard faculty contact. By 2004, that proportion had not changed, while 58 percent of seniors indicated they had talked often or very often with faculty outside of class about their grades (a ritualistic interaction that shouldn't carry much weight in assessments of student/faculty contact). See www.nsse.iub.edu/~nsse/2004_annual_ report/html/responses _senior sfi.html. (Accessed 7/31/05).

Part V
Closing the Gap

One of the principal objectives of the *No Child Left Behind* legislation as it works its way through grades K–8 is to close the gaps in achievement between minority and majority students. When that objective is extended to high schools, as this essay underscores in Part III above, we have no adolescent left behind. And when extended to postsecondary schooling, as the logistic narrative has done, our objective is to leave no young adult behind, either. While race/ethnicity itself was not a significant variable in that narrative, the fact of an unhappy gap remains in degree completion—which means that there are residual echoes of experience by race/ethnicity that affect education outcomes. It is not the intention of this monograph to explore these echoes (there are far more sophisticated techniques and far more knowledgeable researchers than the author to engage in that task). But if we focus on the academic story line, we can at least draw some parameters of possibility for assisting minority students.

Two issues attendant on this observation are now addressed: our confidence in degree completion rates, and what might contribute to closing the gap between majority and minority populations in degree completion.

Bachelor's completion rates: Some remarkable agreements

The most prescient and eloquent statement of the problems attendant on our romance with graduation rates was offered a decade ago by Ronco (1996):

> Performance, even in relatively straightforward terms like graduation and retention, eludes our attempts to measure it. Students no longer march lockstep through four years of college to graduation. The educational model of the new millennium will likely be characterized more by lifelong learning, where students move among various kinds of higher education institutions, stopping in and out as their lifestyles and educational needs dictate. Enrollment patterns like these make indicators like four- or even six-year graduation rates for first-time, full-time freshmen largely irrelevant. Transfer students deprive both the sending and receiving institution of retention and graduation credit. (p. 1).

But accepting the object of policy affections for a moment, the most enduring context for the analyses of *The Toolbox Revisited* involves what its predecessor called the Dow Jones Industrial Average accountability measure of U.S. higher education: the proportion of entering undergraduates who earn a bachelor's degree. There are very few truly reliable national portraits of degree completion because there are very few data sources of convincing scope and magnitude. The task requires a longitudinal study with a tested sampling design and matching weights. The technology for a full census of completion does not yet exist.

Ewell (2004) has reminded us that a *student-based* indicator of completion leads to assessments of the benefits of higher education to the entire society and economy. An *institution-based* indicator does none of that, though there is no question that the institution is responsible for contributing to the student's discovery of intellect and path to attainment. While the student is obviously more important, institutions are partners.

There are three recent national accounts of bachelor's degree completion for students who started out in postsecondary education together that can demonstrate how these two indicators, student and institutional, play out.[48] Each account comes from a different data set:

1. The NELS:88/2000 that is the subject of *The Toolbox Revisited*. To repeat its major characteristics: The temporal term is a maximum of 8.5 years (1992–2000) from the month of entrance, no matter when that happens and at what enrollment intensity (full-time or part-time). This is a grade cohort, with all students roughly the same age.
2. A six-year longitudinal study, based on the Cooperative Institutional Research Project's (CIRP) data, that followed 1994 entering college freshmen to 2000 (Astin and Oseguera 2002). While dominated by traditional-age students, this cohort is not wholly homogenous in terms of age at entrance, but is confined to those who started out, full-time, at 262 four-year colleges, weighted to represent beginning full-time freshmen at all public and not-for-profit private four-year colleges (for-profit four-year colleges are not included).
3. Another 6-year longitudinal study, 1995/6 through 2001, conducted by NCES as a spin-off from the massive Congressionally-mandated National Postsecondary Student Aid Study. We have used this data set, the Beginning Postsecondary Students longitudinal study, previously. Beginning students of all ages and enrollment intensities (full-time, part-time, and mixed) are included.

Let us set these three data sets side-by-side, adjust the two NCES databases to match both each other and the CIRP database, and then assess how much they disagree with each other. We will confine both the NELS:88/2000 and the BPS 95/96–2001 to those who started out in four-year colleges, limit the dates of entry of the NELS:88/2000 cohort to the same year (1992) and, most importantly, put an upper bound on age at date of entry in the Beginning Postsecondary Students of 20. Table 30 offers these comparisons.

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[48]There are other large longitudinal studies of degree completion, but their samples of institutions and students are not representative. For example, Saupe, Smith and Xin (1999) used the Consortium for Student Retention Data Exchange information from 174 public four-year colleges to track six-year (1989–96) institutional graduation rates. While these 174 institutions enrolled nearly half of entering four-year college students in 1989, they represent a class, not a universe. For another, but more dated example, Stoecker, Pascarella, and Wolfle (1988) used a 1980 CIRP follow-up to an initial 1971 sample of roughly 10,000 students who had attended only one four-year college in the interim. Some 487 college and universities were represented. Stocker, Pascarella, and Wolfle were interested in institutional effects, so their restriction of the universe to students who had attended only one school is justified, and their findings revealing. But that doesn't justify using the conclusions as a generalized model of degree completion—certainly not under contemporary conditions of student mobility. For state-level postsecondary longitudinal studies, only Florida has produced data sets comparable to the national accounts.

Given the conditions under which degree completion is judged, the conclusions of these three data sets do not differ that much from each other. We can say that roughly a third of traditional-age students who start in a four-year college will earn a bachelor's degree from the *same* school in the traditional four-year period, and that between 54 and 58 percent will earn the degree from the same school in which they began within six years of entry. When the option of earning a degree from a *different* four-year college than the one in which these students commenced study is included (in the NELS:88/2000 and BPS 95/96–2001), six-year degree completion rates for traditional-age students are in the 62–67 percent range. Only when the temporal boundaries are extended to 8.5 years in the NELS:88/2000 does degree attainment for those who started in four-year colleges approach 70 percent, and Florida state longitudinal studies show a similar rate (Johnson, Coles, and Thomas 2004).

Table 30. Bachelor's degree completion rates for students who began in four-year colleges according to three different national longitudinal studies of the 1990s

	Percent completing bachelor's degree		
Bachelor's degree completion modes	NELS:88/2000 1992–2000	Cooperative Institutional Research Project (CIRP) 1994–2000[a]	Beginning postsecondary students 1995–2001
Bachelor's from same school in 4 years	30.9 (1.14)	36.4	33.1 (1.3)
Bachelor's from a different school in 4 years	3.0 (0.30)	Not available	2.3 (0.3)
Bachelor's from same school in 6 years	52.9 (1.27)	57.6	53.7 (1.2)
Bachelor's from a different school in 6 years	11.3 (0.79)	Not available	8.1 (0.4)
Bachelor's from same school in 8.5 years	55.3 (1.24)	60.6[b]	Not available
Bachelor's from different school in 8.5 years	14.1 (0.84)	Not available	Not available
Total degree completion:	69.3 (1.16)	60.6[b]	61.8 (1.2)

[a] As reported in Astin and Oseguera (2002). Standard errors are not available.
[b] In Astin and Oseguera, this cumulative figure includes students who were still enrolled at their institution of first attendance at the end of six years.
NOTES: Standard errors for the NELS:88/2000 and BPS95/96–2001are in parentheses.
SOURCES: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement) and Beginning Postsecondary Students Longitudinal Study, 1995/96–2001, Data Analysis System (NCES 2003-173). Astin and Oseguera (2002).

Degree Completion: How High Can It Go?

If roughly seven out of ten traditional-age students who start in a four-year college—and roughly two out of three who ever attend a four-year college—graduate within eight and one-half years, how likely is it that the rate will improve, by how much, and among what groups? When looking back at the factors consistently contributing to bachelor's degree completion in table 29 and asking which are most subject to change by external parties with little to modest, but creative, effort, a few stand out, and encourage speculation. All depend on student response. In the words of Tinto's (1987) astute guidance:

> Though . . . institutions owe each admitted student an equal degree of attention, it does not follow that institutions should be held accountable for the equal education of all admitted students. To absolve . . . [students] of at least partial responsibility for their own education is to make a serious error. (p. 135)

Let's look at each of the more promising levers, and then explore what the configuration of change in behaviors and policy might suggest for upper boundaries of degree completion and the closing of the gap in completion among race/ethnicity groups.

1) **Less than 20 credits in the first calendar year of enrollment**: Approximately nine percent of those who entered four-year colleges at any time earned between 15 and 19 credits in their first calendar year, with African-Americans and Latinos overrepresented.[49] Within this group, only 35 percent (s.e. = 3.05) earned bachelor's degrees compared with 77.7 percent (s.e. = 0.99) of those who earned 20 or more credits. Fifteen to nineteen credits is close enough to 20 to be optimistic: If we know more about who students are and where they come from, colleges and community colleges can target dual enrollment efforts to yield at least six additive credits for these students, thus pushing them across the 20-credit line. But we do know something about these students, and our optimism must be tempered by the facts that 15.3 percent (s.e. = 2.49) of them were assigned to remedial reading in their first postsecondary year, an overlapping 34.5 percent (s.e. = 3.93) never reached Algebra 2 in high school, and only 27.9 percent (s.e. = 2.96) earned any college-level mathematics credits in that first year. For the residual group (about six percent of those who enrolled in a four-year colleges at any time), suburban high school students from the Pacific and Southwest Central census divisions[50] are overrepresented, and provide some geo-direction for dual-enrollment policy targeting.

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[49]Some 7.4 percent (s.e. = 0.56) of white students earned between 15 and 19 credits in their first calendar year of attendance, compared with 11.1 (s.e.=1.86) of African-Americans and 18.5 percent (s.e. = 3.30) of Latinos.

[50]The Pacific census division includes California, Oregon, Washington, Alaska, and Hawaii; the Southwest Central encompasses Texas, Oklahoma, Arkansas, and Louisiana.

2) **Ratio of non-penalty withdrawals and no-credit repeat courses to all courses attempted**: For about 10 percent of the NELS:88/2000 cohort who attended a four-year college at any time, this ratio was 20 percent or higher. That is, this group of students withdrew from or repeated at least one out of every five courses in which they enrolled, behavior negatively associated with degree completion. Compared with white students, all minority groups are overrepresented.[51] What would happen if institutions limited the number of no-penalty withdrawals and no-credit repeats students were allowed to accumulate, converting these cases above a given threshold to penalty grades? This is a risky proposition and difficult to model because we do not always know why students withdraw from courses after the customary drop/add periods (Adams and Becker 1990). Students repeat courses to earn better or passing grades. In the case of remedial work, the repeat is required, and the list of courses with the highest ratios of withdrawal and repeat grades is dominated by remedial offerings (Adelman 2004a, table 6.6, p. 84). In other cases, repeats are a luxury. Since no-penalty course withdrawals and no-credit repeats increase time-to-degree measurably for those who earn degrees (Adelman 2004a, table 6.2b, p. 79; Knight 2004b; Noxel and Katunich 1998), and since these behaviors have a rippling effect by blocking other students from seats, often in high demand courses, it is in institutions' self-interest to limit the practice. Intensified advisory care to student credit loads (Szafran 2001) and more precise placement criteria should help.

A good example of the way this might work is provided by Eno, McLaughlin, Brozovsky, and Sheldon (1998), who predicted difficulty ratings for specific courses likely to be taken by entering freshmen in their institution on the basis of both overall high school GPA and, more importantly, grades in specific high school courses. The hypotheses for each student within each course were then set against the empirical record of students' actual performance in the college course at issue. The information assists students' advisers with indications of which courses a student might find particularly difficult. The likelihood of no-penalty withdrawals or no-credit repeat grades is attenuated by delaying students' engagement with those courses until they have gathered the requisite momentum elsewhere in the college curriculum.

3) **Use of summer terms**: As table 31 suggests, earning more than four credits during summer terms may have a considerable influence on the degree completion rates of African-American students in particular. That is, 78.2 percent (s.e. = 4.12) of those who started in four-year colleges and exceeded this threshold earned bachelor's degrees, compared with 21.2 percent (s.e. = 4.59) of those who did not earn summer-term credits at all. The difference was also significant for white students, but not to the same degree. Parallel comparisons for Latinos and Asians were not statistically significant.

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[51]Some 8.3 percent (s.e.= 0.68) of white students were in the high ratio category, versus 12.2 percent (s.e. = 3.04) of Asian students, 12.3 percent (s.e. = 1.96) of African-American students, and 19.6 percent (s.e. = 3.56) of Latinos.

Table 31. Of 1992 12th-graders who started their postsecondary careers in four-year colleges, percentage who earned bachelor's degrees by December 2000, by number of credits earned in summer terms, by race/ethnicity

	Percentage earning bachelor's degrees by December 2000		
	Number of summer-term credits		
Race/ethnicity	None	1–4	More than 4
All	56.2 (1.99)	68.1 (2.78)	79.7 (1.29)
White	59.8 (2.22)	74.2 (2.58)	82.2 (1.19)
African-American	21.2 (4.59)	42.5 (10.3)	78.2 (4.12)
Latino	48.6 (7.14)	28.3 (7.15)	56.4 (6.21)
Asian	66.8 (10.3)	70.0 (13.0)	77.9 (7.08)

NOTES: Standard errors are in parentheses. Weighted N=1.14M.
SOURCE: National Center for Education Statistics: NELS:88/2000 postsecondary transcript files (NCES 2003-402 and Supplement).

Summer-term enrollment that results in more than four additive credits works for just about everybody (we saw that in the multivariate analyses). While it surprisingly does not shorten time-to-degree for those who earn degrees (see Appendix K), summer credits are associated with higher graduation rates for everyone except Latino students. It is thus in an institution's self-interest to encourage the use of summer-term work, either at the institution itself or at another school. Ways of approaching this goal shy of tuition discounting include moving some of the offerings of high demand courses from the traditional academic-year terms into the summer term, offering summative course work in the major in the summer term, and recruiting students for credit-bearing internships and cooperative education placements in the summer terms. Academic administrators in cooperation with strategic enrollment managers can be very creative.

4) **The high school curriculum component of Academic Resources:** One of the more dramatic illustrations of the potential influence of high school performance on bachelor's degree attainment in the original *Tool Box* isolated four major race/ethnicity groups, confined each to those who entered a four-year college directly from on-time high school graduation, and compared two estimates: the bachelor's degree attainment rate for everyone versus the bachelor's degree attainment rate for those who were in the top 40 percent on each of the three component measures of Academic Resources (curriculum, class rank/GPA, and senior year test score). Though undercut by the fact that, in multivariate analyses, race/ethnicity does not play much of a role in bachelor's degree completion, the cross-tabulation of these estimates suggested that the criterion-referenced curriculum variable had the potential to boost African-American degree completion by 28

percent and Latino degree completion by 18 percent (though that datum was statistically shaky) and white students' degree completion by 10 percent. For Asian students of the period, test scores made more of a difference than either curriculum or class rank/GPA.

Class rank/GPA and senior year test score are not criterion referenced, and while performing better in high school in terms of grades and tests improved degree completion in the original *Tool Box*, it was by lesser magnitudes. It was observed that "in a happy paradox, *everybody* can be in the 'highest 40 percent' on the [criterion-referenced] curriculum measure," whereas that is not true for test scores or class rank (Adelman 1999, p. 85). Content counts, particularly for minority students, and the influence of special preparation programs supports that conclusion (Ishitani and Snider 2004)

Does this analysis still hold, particularly as we have already observed improvements in academic curriculum participation by the High School Class of 1992 compared with the High School Class of 1982 (see tables 4 and 5 above)? That depends on what else is in the mix of factors associated with degree completion, and unlike the original analysis of this feature in *Answers in the Tool Box*, the other factors are matters of *postsecondary* entry and *postsecondary* academic behavior.

How might the four factors just highlighted, along with direct entry to higher education following high school graduation, cumulatively influence bachelor's degree completion for the core universe of this study, the subjects of table 29? To remind the reader just who these students are:

- they were 12th-graders in 1992;
- they earned a standard high school diploma (not a GED) by December1996 (as the NELS transcript records conclude in December 2000, an honest account of degree completion should allow the student at least four years to reach that mark);
- they attended a four-year college at any time (20 percent started in community colleges, and those who started in community colleges earned an average of 52 credits [s.e. = 1.58] from community colleges and 59.5 credits [s.e. = 1.92] from four-year colleges); and
- their postsecondary records were complete, i.e., no transcripts were missing.

Table 32 takes this group, and first sets down a base bachelor's degree completion rate for the entire cohort by four major race-ethnicity groups.[52] The table then enters five key conditions influencing degree attainment that are subject to the initiatives and control of second parties, and marks the *potential* bachelor's degree completion rate for students meeting the thresholds of those cumulative conditions. As each condition is added to the cumulation, the universe narrows for the NELS:88/2000 cohort, and as it narrows, hypothetical degree completion rates rise. One could choose a different sequence of conditions, but the bottom line would be the same.

[52]There were too few American Indians in the base group to follow through a narrowing population as conditions for academic momentum were added.

Table 32. Hypothetical cumulative consequences of variables critical to bachelor's degree completion for 1992 12th-graders who earned a standard high school diploma by December 1996, attended a four-year college at any time, and whose postsecondary records were complete, by race/ethnicity

	Percentage earning bachelor's degree				
Cumulative conditions	**White**	**African-American**	**Latino**	**Asian**	**All**
1)Baseline, no conditions	**67.6 (1.18)**	**52.1 (4.26)**	**45.4 (3.74)**	**67.9 (4.71)**	**64.6 (1.12)**
2) No delay of entry	71.0 (1.22)	54.6 (4.49)	50.5 (3.79)	68.2 (4.89)	67.9 (1.15)
3) No delay, top 40 percent of high school curriculum, and highest high school mathematics above Algebra 2	85.6 (1.50)	65.9 (8.57)	69.2 (6.33)	91.5 (1.96)	84.1 (1.40)
4) No delay, top 40 percent of high school curriculum, and more than four credits in summer terms	90.6 (1.31)	84.6 (5.95)	69.2 (8.12)	92.6 (2.27)	89.1 (1.30)
5) No delay, top 40 percent of high school curriculum, more than four credits in summer terms, and 20 or more credits in first calendar year of attendance	92.6 (1.23)	88.2 (5.28)	71.9 (9.07)	93.9 (2.16)	91.4 (1.24)
6) No delay, top 40 percent of high school curriculum, more than four credits in summer terms, 20 or more credits in first calendar year, and less than 10 percent of grades were withdrawals or no-credit repeats	95.5 (0.98)	94.3 (4.62)	79.4 (11.1)	95.3 (2.20)	94.6 (1.07)

NOTES: Standard errors are in parentheses. Weighted Ns for each cumulative step: (1) 1.45M; (2) 1.33M; (3) 712k; (4) 621k; (5) 310k; (6) 273k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

These are statistical coincidences, not causes. The subjunctive is very strong in this presentation. The standard errors indicate that not all these changes would be statistically significant, particularly for minority students, but that phenomenon, too, is a consequence of a shrinking population at each step. No delay of entry is invoked as the first condition because it results in the least shrinkage**,** leaving a larger population with which to assess the other four factors.

All five conditions of table 32 are criterion-referenced. That is, everyone can meet those conditions; everyone can cross those thresholds. The populations could be much larger. Does that mean that future degree completion rates will look like those in this table if everyone meets the criteria on all five counts? No: We know that not everybody will make it. We have already marked and acknowledged that some students will flunk out or become status dropouts for other reasons. But the table suggests just where the improvements are likely to be dramatic—and for whom. Some examples, by race/ethnicity, would be instructive.

For **Latino** students, high school academic curriculum attainment and entering college directly from high school provide the greatest leaps in degree completion, narrowing the gap with white students from 22.2 percent in the base rate to 16.4 percent. But little else narrows the gap much further. Postsecondary summer-term participation, for an obvious case, yields something of a zero, and getting across the 20-credit line in the first year of attendance appears to do little for Latino graduation rates (though if the sequence of conditions were different, it would do more). If we are looking carefully at this fastest growing population in the United States, we pour our efforts into high school preparation above everything else. A decade from now, we will be able to assess better whether postsecondary behaviors become more impressive contributors.

For **white** and **Asian** students, moving into the top 40 percent of the high school academic curriculum intensity index and completing high school mathematics beyond Algebra 2 also is the strongest engine among these variables for boosting college graduation rates. Earning more than four summer-term credits adds something for white students, but nothing to speak of for Asian students. The other factors may contribute minor momentum, but once one reaches a hypothetical 90 percent completion rate, subsequent improvements are not meaningful.

For **African-American** students, who start out at a higher bachelor's degree completion rate than do Latinos, the high school academic curriculum factor does not close the degree completion gap by a statistically significant amount, but earning more than four credits in summer terms offers a stunning boost, narrowing the completion gap vis-a-vis white students from 15.5 percent to 6 percent. The momentum provided by this high-octane persistence behavior continues through the first calendar year credits criterion and avoidance of no-penalty withdrawals and no-credit repeat grades until, at the bottom line of the hypothetical rates set forth in table 32, African-American degree completion rates would be no different from those of whites and Asians.

What did African-American students in the NELS:88/2000 cohort universe who attended a four-year college at any time study during summer terms? A transcript-based account can be very revealing—and in this case, positively so. Using 110 aggregate course categories, table 33 displays the 15 categories accounting for the highest percentages of summer-term credits earned.

Table 33. Percentage of credits earned during undergraduate summer terms by African-American 1992 12th-graders in aggregate course categories

Category	Percent of total summer-term credits
Business other than accounting and administrative science	5.5
Chemistry	5.1
Physical education activities/health information	4.9
College-level mathematics[a]	4.1
College-level writing[b]	3.7
General biology	3.3
Psychology other than general psych	3.0
Physics	2.8
U.S. history surveys, American Civilization	2.8
Micro/macroeconomics	2.6
Accounting	2.5
Calculus	2.5
Foreign languages	2.4
Liberal studies/general humanities/general social science	2.1
Oral communication/public speaking	2.0
Total for top 15 categories	46.7

[a] Includes college algebra, finite mathematics, precalculus, and statistics.
[b] Includes standard English composition, technical writing, creative writing, and advanced essay.
NOTE: The calculation is a "credit ratio" in which the unit of analysis is the course category. All student-weighted earned credits from all course categories are added, with the total a finite glass of 100 percent that becomes the denominator for subsequent calculations. No standard errors are produced.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

This is a very respectable list for anyone. It advises advisers: Point out to African-American students that their peers have proved (a) summer-term credit production is a benefit, and (b) the student can concentrate in the summer terms on the kind of critically demanding and critical gateway courses that might not otherwise be in as intense focus during an academic year term. The learning goes deeper under single-subject concentration. Examples include organic chemistry, calculus, and experimental psychology. To repeat: There are values in summer-term credit production for everybody, but if summer-term credit production looks like it benefits a particular group more than others, that needs to be said. If we don't know why the benefits seem more significant for African-American students, let us submit the issue to future research.

Is the story for low-SES students the same?

Reviewers of drafts of this document asked whether the same type of analysis could be performed by socioeconomic status, since we know that the gap in degree completion between the highest and lowest SES quintiles is far wider than any pair of race/ethnicity comparisons (Adelman 2004a, table 3.1, p.34). The lowest SES quintile group is small: only 6 percent of the

1.43 million 1992 12th-graders who graduated from high school by December 1996 with a regular diploma and who attended a four-year college at some time. These students completed bachelor's degrees at a rate of 35.9 percent, compared with 55.4 percent for students in the middle (3rd) SES quintile, and 79.7 percent for students in the highest SES quintile. Perhaps the best illustration of what might close the gap for them is to compare their hypothetical rates of completion with students from the middle and highest quintiles, and table 34 does so. We use the same levers as variables because they are subject to second-party action. But we have to stop after the step where summer-term credits are added in because (a) in extending the data beyond the boundaries of table 34, subsequent variables in the cumulative sequence (first-year credit threshold and withdrawal/repeat limits) do not add anything to the degree completion rates of low-SES students, and (b) the standard errors of the estimates have risen to the point at which comparisons between the lowest SES quintile group and the middle group are not statistically significant. The data of table 34, though, send clear messages: Despite obviously great limitations inherent in low socioeconomic status, the most promising engine of momentum for

Table 34. Hypothetical cumulative consequences of variables critical to bachelor's degree completion for 1992 12th-graders from the lowest, middle, and highest socioeconomic status quintiles who earned a standard high school diploma by December 1996, attended a four-year college at any time, and whose postsecondary records were complete

Cumulative conditions	**Percentage earning bachelor's degree**		
	Lowest SES quintile	**Middle (3rd) SES quintile**	**Highsest SES quintile**
1) Baseline, no conditions	35.9 (3.74)	55.4 (2.34)	79.7 (1.50)
2) No delay of entry	39.9 (4.18)	59.7 (2.47)	81.3 (1.46)
3) No delay, top 40 percent of high school curriculum, and highest high school mathematics above Algebra 2	58.7 (6.14)	72.5 (3.71)	89.0 (1.21)
4) No delay, top 40 percent of high school curriculum, highest high school math above Algebra 2, and more than 4 credits in summer terms	59.6 (9.73)	82.2 (5.26)	91.2 (1.25)

NOTES: Standard errors are in parentheses. Weighted Ns for each cumulative step: (1) 1.43M; (2) 1.31M; (3) 546k; (4) 260k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

these students is a strengthened high school curricular background, and achieving that objective requires greater attention to the provision of curriculum and the quality of learning environments in schools attended by these students, no matter where those schools are located. Even then, the degree completion gap between the lowest and highest SES quintile would be 32 percent.

The bottom line on degree completion

In reporting the proportion of college students who complete bachelor's degrees, there seem to be as many answers as there are observers. A number of rules are recommended:

1. Use transcript-based data sources. They do not lie; they do not exclude.
2. Follow the student, not the institution. Community college transfer students are followed to determine degree completion. Do it for everybody! And if one insists on institutional graduation rates, give the institution credit for students who transfer in. We don't do that now.
3. Do not restrict the universe to students who entered higher education only in the fall term and only full-time (otherwise one excludes half of an entering cohort).
4. Do not mix your 18 year-old daughter and your 34 year-old brother-in-law in the same analytic of degree completion. They live on different planets of life's responsibilities. In other words, institutions should consider ledgers indicating degree completion rates separately by age bracket at the point of entry, and national accounts should follow suit.
5. The only people for whom bachelor's degree completion rates should be calculated are those who actually enrolled at a bachelor's degree-granting institution at some time.

All these common sense rules, respectful of students and their families, were observed in *The Toolbox Revisited*—and in *Answers in the Tool Box* before it.

The elaborate multivariate analyses of Parts III and IV of this essay provided a framework within which academic momentum toward bachelor's degree completion (not toward something else such as first-year GPA or second-year retention) could be tracked and judged, but without race/ethnicity as a vector. When we extract from this framework the most tractable variables and examine their potential repercussions in terms of closing degree completion gaps by race/ethnicity, there is no question that the academic intensity of secondary school curriculum continues to serve as the engine of subsequent academic momentum, and that the use of summer terms for substantive, highly focused postsecondary coursework is an effective booster to that engine. Both these variables are mixtures of the student's use of time and the mastery of content.

But what does "academic intensity" or "an academically 'rigorous' curriculum" really mean? What content, postsecondary as well as secondary, could be labeled as "challenging," that is, the knowledge toward which students eagerly reach as opposed to unenthusiastically slog through? These questions are part of a large missing component in this study. Part VI of this essay will reflect on that component with the greater care it deserves.

Part VI
The Missing Element of This Story

There is (at least) one major missing element of the story line in both the original *Tool Box* and *The Toolbox Revisited*, and some important questions readers might have asked in the course of the logistic narrative that should be addressed. The missing element, a by-product of the limitations of the NCES grade-cohort longitudinal studies database, is content standards in high school curricula. Postsecondary curricula, which are far more complex in organization, offer a different framework for assessing potential student learning.

Beyond Course Titles to Content Standards

In the years following the release of *A Nation at Risk* (1983), a standing one-liner on the lecture and conference circuit ran something like "we've changed the marquée on the theater, but the show inside is still the same." The marquée carried the course titles, and for better or worse, that is what our grade-cohort longitudinal studies transcript files rely on. As Shireman (2004) has concisely put it, "If schools just change the names of the courses . . .students will not have learned anything more" (p. 4). In building the NELS:88/2000 data files, we discovered that in some high schools, "precalculus" on a transcript could mean any mathematics prior to calculus, including Algebra 1. On the postsecondary transcripts we often ran across cases of professorial marketing with course titles such as "Tooth Brush," "Dots to Dinosaurs," "Time After Time," and (yes) "Good Books" that even online catalogues could not explain. The postsecondary transcripts also carried 3-credit courses in topics such as social event planning, daily living skills, and "appreciation of sports" that, when the syllabi were examined online, could be offered to junior high school students. One has to acknowledge the limitations of the data source, in addition to its virtues. But the limitations, in these cases, were serendipitous because the online search for concrete clues to the content of course work was dispiriting.

Over the past two decades, states have paid increasing attention to content standards for elementary and junior high school curricula, and the *No Child Left Behind* legislation has stimulated a period of intense review and refinement of these standards. But as *Achieve* pointed out in its review of state high school graduation requirements (2004), similar detailed sets of content standards at the secondary school level are rare. We get generalized requirements that reference course titles such as "11th-grade English" or "Applied Biology," and have no idea what precise learning objectives will be pursued. There have been exceptions, of course, with mathematics being an often revisited subject and in ways that demonstrated the difference between what should be expected of all high school graduates and what should be expected of entering postsecondary students (California Education Roundtable 1997).

The past five years in particular have witnessed the birth and expansion of a number of large-scale efforts to get beyond Carnegie unit credit counting to comprehensive criterion-referenced statements of what graduating high school students should know and be able to do in order to

"succeed" in postsecondary environments. By "succeed" is meant completing degrees (see, e.g., American Association of Universities 2003; Achieve 2004). We have also witnessed the growth of high profile alternative approaches to secondary-postsecondary transitions such as "early college high schools." These efforts have been aided and abetted by comparative analyses of emerging state high school exit examinations and the content and knowledge-objectives of lower division college courses (Conley 2003; Venezia, Kirst, and Antonio 2003). The American Diploma Project (Achieve 2004) pushes beyond general knowledge-objectives to include samples of college assignments (e.g., profit-maximizing output analyses in microeconomics, pH calculations for a complex solution in introductory chemistry, an essay assignment on Plato's distinction between thinking and belief in introductory philosophy) and workplace tasks (e.g., a bank loan officer's assessment of an application from a corporation for $1.7 million to purchase two corporate aircraft, a report requiring measurements of DC supply voltage for diffusion furnaces in semiconductor manufacturing and analysis of furnace regulator modification costs, and the determination of dosages in an insulin therapy regimen). These are superb examples of digging below the credit count to the stuff of learning.

Granting that the academic quality and intensity of one's high school curriculum is a key determinant of postsecondary success, there is no assurance that either the standards of secondary school performance, content coverage, or challenge of the material will come close to the threshold demands of either four-year or community colleges. For the vast majority of high school graduates, who will not attend selective institutions, the "disconnect" is considerable. Indeed, Venezia, Kirst and Antonio (2003) urge everyone to pay more attention than that to which the media are accustomed to the "broad access colleges," including community colleges, because the service of these institutions to the bulk of the nation's postsecondary learners has the greatest potential to better "the civic and economic well-being" of every state and region (p. 46).

It is with that in mind that the work of the American Diploma Project (2004) is noteworthy because the sample assignments and examination questions selected signal precisely the kind of learning expected of the bulk of the nation's postsecondary newcomers. Such assignments and questions provide clear expectations for students entering community college occupational programs as well as those moving into the general education portions of postsecondary education. The microeconomics problems come from a community college, the chemistry from a research university.

Previews of the future and their risks

In fact, it could be argued that these previews of lower-division postsecondary learning objectives and tasks should be part and parcel of 11th- and 12th-grade curricula, equally accessible to students intending traditional lines to a bachelor's degree and those following career and technical education paths that *may* include the bachelor's, but certainly involve the occupationally oriented community college associate degrees. We can get to these levels through a modest amount of dual-enrollment for many students, but for those for whom dual enrollment is inaccessible, special postsecondary preview modules could be offered either by high school

faculty with the requisite knowledge or by visiting college and community college faculty.[53] Somehow, students should have a taste of what will be expected, and whether their current knowledge and skills puts them at least on the threshold of those expectations, if not beyond. Some may argue that such previews will scare some students away from continuing their education or that some secondary school teachers will resist the intrusion. One has to be optimistic in both cases, and come to the task with the conviction that it's worth the risk. The risk to academic momentum of not providing these opportunities is greater.

While each state bears principal authority and responsibility for linking the curricular pathways of secondary and postsecondary sectors (Venezia et al. 2005), the examples set forth by the American Diploma Project and the "previews of the future" strategies described above do not treat state borders as Maginot lines. And for good reason: Roughly one out of four undergraduates (and one out of three African-American students) in *The Toolbox Revisited* universe started their postsecondary careers in a state other than that in which they graduated high school. The geographic mobility of our traditional-age postsecondary populations suggests that, at the least, multistate regions (e.g., South Atlantic) should be considered productive information zones for providing those concrete signals of expectations and specific examples of quality postsecondary student work.

Moving the messages to students, families, and school teachers

Let's take the best of what is offered by reports such as that of the American Diploma Project and books such as Conley's recent (2005) *College Knowledge*, and move it out to much larger audiences than policymakers and others who habitually read such reports and books. It might be more helpful for each college and community college to include in its information packages for prospective students a sample of those examination questions and assignments in courses typically taken by lower-division students. One might go even further and provide examples of exemplary student responses—even less-than-exemplary student responses—to those examination questions and assignments.

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[53]Dual enrollment has made huge strides since the NELS:88/2000 cohort went to high school. Some 38 states now have formal policies (Karp, Bailey, Hughes, and Fermin 2004), though these vary widely in terms of what is offered and by whom, who pays tuition, who gets credit toward what, academic eligibility, grade levels, course enrollment limits, and whether credits earned are placed in escrow (though that varies more by institution than state). The 2002–03 NCES survey of dual enrollment practices at postsecondary institutions distinguished between high school students who took courses within formal agreements and those who took courses outside of those agreements. Our NELS:88/2000 transcript data cannot make that distinction, so they lump together all postsecondary credits earned at colleges or community colleges prior to the date of high school graduation.

Kleiner and Lewis (2005) estimate that 813,000 high school students took courses at postsecondary institutions, either within and/or outside of dual enrollment programs and agreements, in 2002–03, compared with the weighted 213,000 NELS:88/2000 students who earned any postsecondary credits through dual enrollment during their high school years (1989–92). While not exactly comparable populations, those figures are testimony to the growth of student participation in these arrangements.

A quarter century ago, the Educational Testing Service worked on developing an experimental examination to assess lower division college competencies across a matrix of cognitive operations (e.g., analysis, synthesizing) and general curricular areas (e.g., science, humanities). Called "Academic Competences in General Education," the questions were open-ended (not multiple-choice) and required responses that could be composed in roughly 10 minutes. For example, one question went something like this:

> Suppose a new method for producing energy had been developed that, when brought on-stream, would have the effect of slowing the rotation of the Earth from 24 to 26 hours. Before we can flip the switch on this new form of energy, an Environmental Impact Statement (EIS) must be filed. What would be the chapter headings and major sub-headings of that EIS ? You need not fill in the details, but the most important questions about the potential effects of a 26-hour day ought to be included.

In a trial of the examination, faculty sorted student responses to questions such as "Earth's Rotation" into piles of descending quality. They then described what the students whose responses were rated most highly did to earn that rating, turned to the second most highly rated collection of responses and arrived at a consensus of what these students did *not* do that the first group did—and so on down the line of the piles of student papers they had rated until a level euphemistically described as "nonresponsive" was reached. The faculty descriptions were subsequently aggregated and ironed out as performance criteria. One could then turn to incoming freshmen with this question, along with an example of a first-rate response and an example of a fourth-rate response (out of seven levels), show them the performance criteria and say, "This is what you can expect to be able to do by the middle of next year; would you be better than the fourth level now?" A light goes on somewhere—or should—when entering students see that what it takes to respond effectively to the "Earth's Rotation" question draws on a selection of knowledge from economics and business, psychology, international relations, world history, cultural anthropology, physical geography, technologies, visual arts—all in addition to the core sciences. More important, the light goes on when students see a good example of how to put all this together in an outline of a document that is as much a product of daily work life as it is a college exercise.

And a similar light can go on among high school seniors as well, nearly all of whom think they are going on to something called "college," but have little idea what that means beyond the fact that they will no longer be bound by school rules. Prospective students are not the only audience for this information: Their families and high school teachers are equal players. Not all parents will understand the assignments, laboratories, and examination questions, but certainly they will sense, from the examples, that postsecondary education is serious business, that their children will not get through with a carefree study schedule, that colleges and community colleges have standards, and that such examples are typical of what their children will learn. Inevitably (being optimistic about this) they will be proud enough at the prospect to ask their children to be prepared. High school teachers reading these assessment "prods" will have to reflect on the extent to which their graduating seniors possess the academic foundations and momentum to

respond successfully. To the extent to which high school teachers have doubts, they may adjust the form and content of their own assignments, laboratories, and examinations. Students are bound to be the beneficiaries of the resulting "postsecondary practice runs."

Postsecondary dimensions of content

At the postsecondary level, the issue of content is somewhat easier to address, but only in the context of a student's entire undergraduate record. We know that students completing organic chemistry enrolled in the course not only with general chemistry as a background, but also mathematics at at least the precalculus level. We know that students completing a course in American economic history would have a very difficult time without prior learning in both U.S. history writ large and the standard introductory micro/macroeconomics sequence. A course in the psychological and cultural components of health care in a community college allied health program will probably not be offered to anyone without previous course work in general psychology. The chances that a fine arts degree candidate's transcript shows an entry for a course in color and color theory without prior foundations and studio courses are remote. In higher education, we can use the second- and third-level courses in a field as rough confirmations of learning at the introductory level. There is a sufficient lattice-work within disciplines to track traces of content from one point on the scaffolding to another. No, the traces inherent in second- and third-level courses in a field are not in themselves content standards, and nuance is expected from school to school, but there is a generalizeable quality to these content cues. In fact, the generalizeable portions of upper-division curricula are what one is likely to see on the Graduate Record Examination Board's subject matter examinations. This topic witnessed a surge of interest in the 1980s (for a paradigmatic analysis, see Oltman 1982), and is worth renewed exploration.

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Part VII
Concluding Messages

Compared to its predecessor, *Answers in the Tool Box*, the preponderance of the *Toolbox Revisited* story has been on the postsecondary side of the matriculation line. Implicitly, it calls on colleges, universities, and community colleges to be a great deal more interventionary in the precollegiate world, to be more self-reflective about the paths they offer from high school through their own territories. It also calls on them both to fortify their institutional research capacities and integrate them more intimately with academic advising and course scheduling. As noted above, we are witnessing measurable ferment on the high school side of the passage, and as the principles of the *No Child Left Behind* legislation move beyond grade 8, we will see more. The higher education sector cannot sleep through these changes.

To students as agents of their own futures

Beyond that fundamental banner of institutional fortification, there are three sets of messages impelled by both studies. The first set is for entering high school students who, when asked, blithely shrug that "of course I'm going to finish college."

1. Just because you say you will continue your education after high school and earn a college credential doesn't make it happen. Wishing doesn't do it; preparation does! So . . .

2. Take the challenging course work in high school, and don't let anyone scare you away from it. Funny thing about it, but you learn what you study, so if you take up these challenges, your test scores will inevitably be better (if you are worried about that). If you cannot find the challenge in the school's offerings, point out where it is available on-line, and see if you can get it that way. There are very respectable Web sites offering full courses in precalculus, introductory physics, humanities, music theory, and computer programming, for example.

3. Read like crazy! Expand your language space! Language is power! You will have a lot less trouble in understanding math problems, biology textbooks, or historical documents you locate on the Web. Chances are you won't be wasting precious credit hours on remedial courses in higher education.

4. If you don't see it now, you will see it in higher education: The world has gone quantitative: business (obviously), geography, criminal justice, history, allied health fields—a full range of disciplines and job tasks tells you why math requirements are not just some abstract school exercise. So come out of high school with more than Algebra 2, making sure to include math in your senior year course work, and when you enter higher education, put at least one college-level math course under your belt in the first year–no matter what your eventual major.

5. When you start to think seriously about postsecondary options, log on to college and community college Web sites and look not so much for what they tell you of how wonderful life is at Old Siwash, but what they *show* you of the kinds of assignments and examination questions given in major gateway courses you will probably take. If you do not see these indications of what to expect, push! Ask the schools for it! These assignments and questions are better than SAT or ACT preparation manuals in terms of what you need to complete degrees.

6. See if your nearest community college has a dual-enrollment agreement with your school system, allowing you to take significant general education or introductory occupational courses for credit while you are still in high school. Use a summer term or part of your senior year to take advantage, and aim to enter higher education with at least six credits earned this way—preferably more.

7. You are ultimately responsible for success in education. You are the principal actor. The power is yours. Seize the day—or lose it!

Given the story lines of *The Toolbox Revisited,* it is obvious that students are partners in their own education fate, and shouldn't wait around for someone else to do something to them or for them.

Public discourse, part 1: Dissonant data and their discontents

The second set of messages is for those who engage in public discourse on education in general, secondary-to-postsecondary transitions, and ultimately, degree completion rates (with all stops in-between). We have some problems here.

Foremost among these problems is the sheer volume of dissonant statistics that are thrown around about student progress, and all the labels of "at risk," "minimal college-qualified," and "failure" that get pasted to populations in the process. The "at risk" labeling default has gone so far as to turn students into "patients," whose "illnesses" must be diagnosed and followed up with early intervention, intensive intervention, and continuous intervention (Seidman 2005, p. 298) that may even continue after graduation—and for "a modest fee" (p. 299). The data dissonance and deficit language cloud perceptions and preclude constructive policy. We all have considerable cleaning up to do.

On any given day, the public will be offered a half-dozen different statistics on high school graduation rates, college-enrollment rates, college completion rates, grades, and time-to-degree. The data will appear in respectable academic journals in articles that were reviewed by peers who often are experts on statistical technique and (at best) novices on the data sources. Or they will appear in publications and on Web sites of respectable organizations, even though they were never reviewed by anyone outside the organization. Anything that appears between respectable

covers is taken as authoritative, and once it moves into the mainstream press and onto the home pages, we read the headlines but not the footnotes. Inference runs rampant.[54]

For any of these statistics, we never ask who is in the denominator: that is, who are we counting, and who are we not counting—and how? As a consequence, what often pours out are scare stories that make for good press and bad policy. The bad data-driven scare story, in fact, has become the preferred narrative. We are scared by stagnant high school graduation rates over a 30 year period during which the size of the grade cohorts declined significantly then expanded dramatically with the baby boom echo, and during which we witnessed increased immigration from countries with mandatory school attendance ages much lower than ours. By an alternative view, it's amazing we have maintained a stable high school graduation rate (the quality of high school curriculum aside). The same alternative view could be advanced with reference to rates of postsecondary credentialing: It's remarkable we are maintaining the same degree-granting rates in the face of significantly higher enrollments (unless, of course, we are awarding an excess of cheap degrees).

Dissonance by age and season: A plea for honest tracking

The source of many unnerving postsecondary stories is one of the most grievous errors in analyses of student progress: including in the denominator students who started their postsecondary careers at age 29, 36, or 47 along with the mass of students who entered the postsecondary universe at age 18 or 19. Common sense says that a 19-year-old and a 31-year-old are on completely different life trajectories, and the national data from the Beginning Postsecondary Students longitudinal studies back up the common sense. When the newspaper story uses the term, "college students," most adults think of their children, not their brother-in-law or their coworker. Community and four-year college administrators know the difference, and provide academic programs, scheduling and services for those different populations.

But what are they to do when the press and the news Web sites complain that nearly half of entering students do not return for their second year or that the graduation rate is *only* 50 percent (thus assuming everyone else is a dropout), and they are called before legislative committees and boards of trustees to explain? There is an enormous difference by age at entry to the postsecondary system in these measures, and an even greater distortion when one restricts the

[54]For example, consider the following statement in a respectable publication: "One of the key reasons that low income students have such low completion rates in postsecondary education is that many work long hours in order to be able to afford college. They struggle to balance work with part-time enrollment in college . . ." (Allen, Goldberger, and Steinberg 2004, p. 222). The data source for this assertion is the National Postsecondary Student Aid Study of 2000, a one-year snapshot that includes no "completion rate" data. Analyses of the NPSAS 2000 data files show that the statement does not reach the threshold of justification unless one divides the population by age bracket. At that point, one finds that, and among traditional-age students (presumably the group referenced by the scare), poor kids are no more likely to be working longer hours at their jobs than anyone else, though they are more likely to use their wages for education expenses. That, at least, is an honest statement—for a snapshot population. And it is not what we really would want to know.

definitions of what it means to "return to" or "graduate from" to those who started in the fall term, full-time, and who came back to or earned a degree from the same school. That denominator knocks out half of traditional-age students from the calculation, and denies the realities of geographic mobility that the Bureau of the Census—let alone NCES longitudinal studies—has documented for the 20-something population (Schachter 2004; Adelman 2005b). Policies designed to "retain" students who have already moved to another state or who are *de facto* ghosts by not being included in the retention denominator in the first place are, at best, wastes of energy.

What is *not* a waste of energy is the task of developing more universal and efficient student tracking systems, and recapturing the headlines from the mongers of scare. There are those who will not accept NCES national longitudinal studies on the grounds that they are samples (no matter how scientific the sampling design), that we can only afford to start one every six or 10 years, and then have to wait for people to age and accumulate academic history by which time, the grievance goes, "the data are old." Impatient to simulate instant longitudinal cohorts, they impute sequences of data from different sources and with denominators that include "projections," and produce shock data that cannot be validated by any sensible reference points, e.g., that only 18 percent of ninth-graders will earn an associate or bachelor's degree within the subsequent ten years (National Center for Public Policy and Higher Education 2004).[55]

But even the best of state tracking systems and the services of the independent National Student Clearinghouse information system that currently (2005) covers about 2900 institutions (and cites a burgeoning interest in including high schools in the universe), will not produce the wealth of information that a NELS:88/2000 or a Beginning Postsecondary Students study yield. This essay cannot recommend policy in these matters, but it can recommend creativity and cooperation, serious reading of the papers and reports from Florida's tracking system (e.g., Whitfield and Howat 1999; Goodman, Latham, Copa, and Wright 2001; Goodman, Copa, and Wright 2004; Johnson, Coles, and Thomas 2004), and reflection followed by activistic innovation, and will wager that the long-term results look better than the scare stories assume.

Public discourse, part 2: The language we use

Language does more than reflect reality—it creates reality as well. There are considerable problems with the language used in describing what happens to students in our education system, and our choice of terms sets boundaries and colors of reality. The boundaries and colors, in turn, condition the terms of policy. Let us illustrate with a few paired terms. These are contrary rhetorics, and this study frankly admits to taking sides in their contention. But it does so in order to urge a positive tone that, not so by-the-way, legislators, superintendents of schools, college presidents and other leaders would prefer to use. The language of leadership is a "can do" language, not a punitive rhetoric.

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[55]There has never been a national longitudinal study of ninth-graders. But we do have a national longitudinal study of eighth-graders—the NELS:88/2000—with transcripts, not imputations, projections, and dubious math. If we follow these eighth-graders, including high school dropouts, all the way through to age 26, ultimately 34 percent earned either an associate or bachelor's degree (see the full account offered in Appendix L, table L12). That percentage at least puts us in range of doing better. If we accept the putative (and utterly false) 18 percent, we risk abandoning all hope and effort.

"Attrition" versus "Persistence." When "attrition" is the governing term, we worry about students who (it appears) leave school or college, and seek explanations for departure that have included theories of organizational turnover (Bean 1983) and failures of academic and social integration (Tinto 1987). At the first sign of exit—even though the student may return—we turn to negativity. There has to be something wrong here, we say. The student was "at risk," the institution did not respond—we witness a cycle of blame.

When "persistence" is the governing term, we take our directions from students. What did they do that resulted in attainment? What structures of opportunity do we need to offer so that future students can follow the same paths? What do we think works? Can we test it out? This is a far more positive approach. This essay endorses it: Drop "attrition," embrace "persistence"!

"Retention" versus "Persistence." Institutions "retain"; students "persist." If our language is governed by "retention" all we see are institutions determined to hold on to students, keeping them in places that may be unproductive, at all costs, and for the sake of their public ratings. If our language follows student "persistence," on the other hand, we see those individuals making a series of rational choices that take advantage of the opportunities offered by institutions so as both to discover true interests and reach productive ends. Tinto would not object if the rhetoric of leaving an institution was turned into a saga of discovery. Students may go elsewhere; they may take extended time off from higher education; but ultimately they may judge the change as positive and not a result of failure (Tinto 1987, pp. 132–33). In the rhetoric of "retention," students are passive: Something is done to them, and that "something" assumes a deficit model. Under the rhetoric of "persistence" they are actors shaping their fate, with a model of success in mind. Wouldn't anyone rather have success?

"Pipelines" versus "Paths." As Bach et al. (2000) noted—and others have followed—there is no linear path to a degree, particularly for students who start out in community colleges. The default "pipeline" metaphor, used to describe presumably linear learning experiences and environmental sequences, is wholly inadequate to describe student behavior. Pipelines are unidirectional closed spaces, and under the "pipeline" metaphor students are passive creatures (as in "retention") swept along or dropping out of the space completely through leaks at the joints. But student behavior doesn't look like that at all: It moves in starts and stops, sideways, down one path to another and perhaps circling back. Liquids move in pipes; people don't.

At the high school level, for example, a student can acquire momentum in science through a combination of statistics and biology, on the one hand, or physics and calculus, on the other. These are different paths, but who is to say that, once in a four-year or community college, these students could not move in very different directions? The students entering a community college with the statistics and biology background thinking they were heading for further study in allied health fields could easily discover business and computer programming, and transfer to a four-year college to pursue an academic program in management information systems with both quantitative background and empirical habits of mind born of study in the life sciences. The paths to degrees offer many such intersections.

Under the "pipeline" metaphor, we look for easy (sometimes glib) causalities along a single line of explanation. "Paths," on the other hand, allow for multiple analyses and discoveries of tools that suggest (but do not predict) productive routes to education goals. This essay obviously endorses "paths."

Reiterations

Virtually all reviewers of drafts of this study recommended a concluding reiteration of its major themes and conclusions. Three configurations of themes and conclusions stand out in response:

First, there was a story about curriculum, the content of schooling, that was compelling in its secondary school dimensions in the original *Tool Box*, and is even more compelling now on both secondary and postsecondary stages. What you study, how much of it, how deeply, and how intensely has a great deal to do with degree completion. All of this is common sense, but requires equitable execution with emphasis on primary tools, which in this story means that:

- Secondary schools must provide maximum opportunity-to-learn, by which we mean not merely course titles, but course substance. If we seek better preparation for any kind of postsecondary education—occupational, professional or traditional arts and sciences—we have to ratchet up the challenge of content.

- Postsecondary institutions have got to be active players and reinforcers at the secondary school level—particularly in partnership with schools that are not providing or inspiring students—with opportunity to learn at those ratcheted-up levels of content. Pep talks, family visits, recruitment tours, and guidance in filling out application and financial aid forms are not enough.

- Indeed, the first year of postsecondary education has to begin in high school, if not by AP then by the growing dual enrollment movement or other, more structured current efforts (for examples, see Hughes, Karp, Fermin and Bailey 2005). If all traditional-age students entered college or community college with a minimum of 6 credits of "real stuff," not fluff, their adaptation in the critical first year will not be short-circuited by either poor placement or credit overload.

Second, this curriculum story, joined by nuances of attendance patterns that turn out to have significant leverage, continues into higher education. These features of the saga of degree completion are rarely attended to, and all provide tools to enhance completion rates.

- It's not merely getting beyond Algebra 2 in high school any more: The world demands advanced quantitative literacy, and no matter what a student's postsecondary field of study—from occupationally-oriented programs through traditional liberal arts— more than a ceremonial visit to college-level mathematics is called for.

- Academic advisers and counselors have to target every first-time student for at least 20 additive credits by the end of the first calendar year of enrollment. We saw the same consequences in the original *Tool Box*, though now we understand better that the chances of making up for anything less than 20 credits diminish rapidly in the second year. Community colleges have some special challenges here, given increasing rates of transfer among traditional-age students. With 6 credits of dual-enrollment course work, even part-time students can reach 20 credits in the first calendar year, and community colleges enroll the bulk of traditional-age part-time students.

- Excessive no-penalty withdrawals and no-credit repeats appear to do irreparable damage to the chances of completing degrees. This phenomenon was also observed in the original *Tool Box*. Twice advised, institutions might think very seriously about tightening up, with bonuses of increased access and lower time-to-degree.

- More than incidental use of summer terms has proven to be a degree-completion lever with convincing fulcrum. It's part of the calendar-year frame in which students are increasingly participating. Four-year and community colleges can entice students into fuller use of summer terms with creative scheduling.

Third, in contrast to their treatment in the mass of literature on academic progress, students are explicit, rather than implicit, in *The Toolbox Revisited.* They are respected adults playing large roles in their own destinies. What we call "variables" are not bloodless abstractions: they are signs of what students do; and our messages are about where and when the green lights and caution lights will flash along the paths toward degrees. While we trust that school and college actions will not leave them behind, they have equal responsibilities.

Legacy

These are limited beginnings of change in the terms of the enterprise with which any reader of this document is concerned. They are honest terms and do not pretend to predict, rather help us draw a background tapestry against which we can judge just how well we are doing for our children as they cross the cusp of adulthood. The terms derive from the story; the story derives from the wisdom of the U.S. Department of Education in establishing and maintaining its longitudinal studies; and our subsequent discussions and enlightenment derive from the leadership of the National Center for Education Statistics in executing those studies and providing us with archives of information that are the envy of other nations. All of this constitutes an unmatchable legacy.

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APPENDIX A

Changes in Demography, Geo-Demography, and Postsecondary Entry From the High School & Beyond/Sophomores to the NELS:88/2000

Table A1. Contrasts in the percentage distributions of selected demographic backgrounds, postsecondary plans, and postsecondary entry behavior of 1982 and 1992 12th-graders

	1982 (HS&B/So)	1992 (NELS:88/2000)
Parents' highest level of education		
Less than high school graduate	12.2 (0.47)	8.1 (0.59)
High school graduate	32.4 (0.66)	19.5 (0.79)
Some postsecondary	29.8 (0.58)	41.2 (0.92)
Bachelor's degree	12.7 (0.45)	17.0 (0.71)
Graduate or first professional	12.9 (0.55)	14.2 (0.74)
Race/ethnicity		
White	77.5 (0.77)	72.2 (1.32)
African-American	12.6 (0.63)	12.0 (0.96)
Latino	7.1 (0.33)	10.1 (0.89)
Asian	1.5 (0.16)	4.3 (0.37)
American Indian	1.3 (0.19)	1.5 (0.43)
Proportion of same race in childhood neighborhood		
10 percent or less	4.5 (0.26)	6.3 (0.43)
11–50 percent	8.4 (0.43)	11.7 (0.63)
51–85 percent	16.8 (0.59)	24.1 (0.82)
More than 85 percent	70.3 (0.83)	57.9 (1.13)
Proportion from second language backgrounds		
All 12th-graders	5.5 (0.30)	9.4 (0.84)
White	1.8 (0.19)	2.0 (0.29)
African-American	1.2 (0.29)	3.1 (1.41)
Latino	40.5 (2.18)	50.9 (3.12)
Asian	55.1 (4.11)	48.0 (3.48)
American Indian	17.9 (5.12)	28.5 (16.7)

See notes at end of table.

Table A1. Contrasts in the percentage distributions of selected demographic backgrounds, postsecondary plans, and postsecondary entry behavior of 1982 and 1992 12th-graders—continued

	1982 (HS& B/So)	1992 (NELS:88/2000)
Became parent by age 20	9.0 (0.41)	10.8 (0.65)
Urbanicity of high school community		
Urban	20.2 (1.26)	28.3 (1.53)
Suburban	49.3 (1.55)	40.9 (1.72)
Rural	30.6 (1.31)	30.8 (1.66)
Census division of high school		
New England	6.7 (0.61)	4.6 (0.80)
Mid-Atlantic	16.7 (0.57)	14.6 (1.01)
East North Central	20.6 (0.60)	17.4 (0.84)
West North Central	7.9 (0.41)	8.5 (0.56)
South Atlantic	16.1 (0.62)	17.1 (0.90)
East South Central	5.3 (0.20)	6.6 (0.52)
West South Central	10.1 (0.51)	11.5 (0.70)
Mountain	4.8 (0.31)	6.3 (0.59)
Pacific	11.8 (0.55)	13.3 (0.78)
Highest level of education planned		
High school or less	19.5 (0.60)	5.9 (0.52)
Postsecondary vocational	23.9 (0.58)	12.0 (0.76)
2+ years of college	15.7 (0.46)	14.2 (0.64)
Bachelor's degree	22.6 (0.53)	35.5 (0.81)
Graduate degree	18.3 (0.53)	32.6 (0.90)
Entered postsecondary education within 8.5 years[a] of scheduled high school graduation	59.0 (0.67)	77.3 (0.87)
Of those who continued to postsecondary, entered within 7 months of high school graduation[b]	77.1 (0.74)	82.6 (0.82)

[a] 8.5 years is the maximum time between the modal high school graduation date and the concluding date for the longitudinal study for the NELS:88/2000, that is, June 1992 through December 2000. The HSB/So is cut to match.
[b] See definition of "no delay" in the glossary, p. 186.
NOTES: Where applicable, columns may not add to 100.0 percent due to rounding. Standard errors are in parentheses. Weighted Ns: High School & Beyond/Sophomores = 3.3M; NELS:88/2000 = 2.6M.
SOURCES: National Center for Education Statistics: High School & Beyond/Sophomore cohort (NCES 2000-194) and NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

APPENDIX B

Principal Features of the NCES Grade-cohort Longitudinal Studies

There are four grade-cohort longitudinal studies designed and conducted by the National Center for Education Statistics. Three of these have been completed:

- National Longitudinal Study of the High School Class of 1972 (NLS-72), started with a cohort of seniors in the spring of 1972, concluded in 1986;
- High School and Beyond, with a cohort of seniors in 1980, concluded in 1986, and another cohort of sophomores in 1980 (HS&B), concluded in 1993; and
- National Education Longitudinal Study of 1988, initiated with an eighth-grade class in 1988 (NELS:88), concluded in 2000.

The data from these studies are available in both public release and restricted (license required) form on CD-ROM, with electronic code books (ECBs) listing all variables, with descriptions and distributions.

The fourth, the Education Longitudinal Study of 2002 (ELS:2002), starting with a sample of 20,000 10th-grade students in the spring of 2002, is in progress.

Curtin, Ingels, Wu, and Heuer (2002) offer a figure with a temporal presentation of the four longitudinal studies,[56] highlighting their component and comparison points. Each of the studies begins with a national probability sample involving a stratified sample of schools and a random sample of students within the target grade in those schools. Schools in minority communities are over-sampled. In some cases, the samples are refreshed at later points in the longitudinal study (NELS:88 in 1990 and 1992)[57] and, in some cases, augmented at a later point (NLS-72 in 1973).

Each of these longitudinal studies includes a great deal more information than what is used in *The Toolbox Revisited.* Not all of them are comparable in terms of the depth with which various topics are explored. The surveys of the NLS-72 were focused wholly on students, whereas those

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[56]Curtin, T.R., Ingels, S.J., Wu, S., and Heuer, R (2002). *National Education Longitudinal Study of 1988: Base-Year to Fourth Follow-up Data File User's Manual* (NCES 2003-323). Washington, DC: U.S. Department of Education, National Center for Education Statistics (http://nces.ed.gov/pubs2002/2002323.pdf, p.3).

[57]As Lucas and Berends (2002) remind us, the high schools attended by students in the NELS study are not a true representative sample. The reason stems from the decision to begin the longitudinal study in the eighth grade. When students move into high schools from the eighth grade (or, in some districts, from the ninth grade), it is impossible for the sampling framework to be based on high schools. Roughly 1,000 middle schools and junior high schools became 4,000 high schools by grade 10, and there was no way to follow the students into all 4,000 of those schools. So the NELS sample was refreshed in 10th and 12th grades to reflect the total enrolled population in those years (Ingels et al. 1994), and , by necessity, the refreshing was based in the high schools in which the vast majority of the existing NELS cohort students were enrolled.

of the subsequent longitudinal studies included parents, teachers, and secondary school administrators. The cognitive tests administered in the 12th grade to the NLS-72 cohort were administered in the 10th and 12th grades to subsequent cohorts, thus enabling measures of intellectual growth. High school course-taking for the NLS-72 was summarized and reported by the school, whereas for the HS&B/Sophomore cohort and NELS:88/2000 high school course-taking was derived directly from transcripts. And the postsecondary transcripts for the NELS:88/2000 were used to fill in missing information from the high school transcripts in that cohort. Labor market histories were far more detailed in the NLS-72 and HS&B/Sophomore cohort than they were for the NELS:88/2000. Military records exist for the NLS-72 but not for any subsequent study. Student financial aid information included an unobtrusive Pell Grant file for the HS&B/Sophomore cohort, and that for the NELS:88/2000 included data from the National Student Loan Data System (though this file requires more cleaning and reconstruction in order to be truly helpful).[58]

Lastly, the shift from paper-and-pencil survey response forms to computer-assisted telephone interviews (CATI) in the1990s constricted the range of questions asked (e.g., there was no time to ask students about reasons for changing majors, reasons for transferring from one college to another, and degrees of satisfaction with different aspects of postsecondary experience), whereas the NLS-72 paper survey forms covered these topics in some depth.

Nonetheless, the archives of these data sets are the richest we have to explore the nature of secondary and postsecondary education and its consequences in the early adult life histories of Americans over the past 30 years.

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[58]See the brief discussion of financial aid data in the NELS:88/2000 in Adelman, C. *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972-2000.* Washington, DC: U.S. Department of Education, 2004, p. 98.

APPENDIX C

Differences Between the High School & Beyond/Sophomore Cohort and NELS:88/2000 High School Record Variables, and Limited Imputation Procedures for the NELS:88/2000

The principal portions of the data sets in question are secondary school transcripts and allied information derived from survey questionnaires and computer assisted telephone interviews (CATI). The secondary school transcripts were collected and coded by the same contractor for both data sets, but the returns were very different. The High School & Beyond/Sophomore cohort began with a stratified national sample of secondary schools, all of which agreed to participate in the project and provide transcripts, access to teachers and administrators. The NELS:88/2000 began with a national stratified sample of schools with eighth grades, all of which agreed to participate in the project and provide appropriate information. As noted above in Appendix B, when students moved into high schools, the NELS sample was refreshed in10th and 12th grades to reflect the total enrolled population in those years (Ingels et al. 1998), and, by necessity, the refreshing was based in the high schools in which the vast majority of the existing NELS cohort students were enrolled. The analysis file created for this study includes the12th grade refreshed sample, but some of the high schools that were not part of the original stratified sample did not provide transcripts.

At the postsecondary level, on the other hand, the transcript return rate increased from 89 percent for the HS&B/So to 93 percent for the NELS:88/2000 (Curtin, Ingels, Wu, and Heuer 2002), and the proportion of postsecondary participants with complete records increased from 88 to 97 percent.

Editorial processes

The postsecondary transcript-based versions of both data sets were edited by the same person (the author of this study), and with the same rules, a feature that increases reliability at the price of intra-coder bias. If one thinks of two sets of archival documents: secondary and postsecondary transcripts for two cohorts, i.e., four data files, in only one did the editor actually see the paper documents submitted by institutions, namely, the postsecondary transcript files of the NELS. These artifacts contained information that allowed corrections and fill-ins for missing information on the secondary school transcript files, e.g., state location of high school, high school graduation date, high school diploma type, Advanced Placement course credits (by examination), and SAT and ACT test scores. Hence, the presentation of secondary school transcripts on the restricted file with the postsecondary transcript data (NCES CD#2003-402) is more accurate than it is on earlier NELS restricted files. After a year of use, a supplement to NCES 2003-402 was issued in June 2004, containing further refinement of both high school and college transcript-derived variables, in addition to new derived variables.

Missing data and limited imputation

The analysis files for both this study and *Answers in the Tool Box* used high school transcripts with complete records for at least grades 10–12. But the NELS:88/2000 transcript data, as well as test score data, fell short of the HS&Beyond/So coverage, even after preparation of the 2004 Supplement to the original NELS Postsecondary Files that included the second round of corrections and fill-ins of missing information on the high school transcripts.

Table C1. Unweighted percentage of 1982 and 1992 12th-graders missing precollegiate academic performance data

	HS&B/So	NELS:88/2000	After Supplement
Performance variables			
Curriculum measure	18%	14%	14%
Class rank/GPA	13	20	17
Senior test score	9	14	14
One or more measures	**18**	**24**	**21**

SOURCES: High School & Beyond/Sophomore cohort (NCES #2000-194); NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Class rank/GPA, the combined high school class rank/grade point average quintile, is the major problem in the comparison displayed in table C1. In both data sets this variable (called "CLSSRNKQ" for programming purposes) was constructed in the same way, but the input data initially yielded a far smaller universe for the NELS than was the case for the HS&B/So.

The construction of this variable begins with class rank, expressed as a percentile, for students whose high school graduating classes are greater than 10. Class rank was chosen for the base reference because it overrides variability in local grading practices. Not all high schools compute class rank, so for a significant percentage of students, this datum is missing. For these missing cases (as well as for the students from very small high schools), the variable construction turns to high school grade point average (where available, and only for students with three years or more of course work in all high schools attended). In both data sets, all known cases of high school GPA were weighted and set out in quintiles. The missing cases of class rank, by quintile, were then substituted by the GPA quintile (the correlation between the two quintile scales was .84).

However, there are two significant differences in data input between the HS&B/So and the NELS:88/2000. First, the HS&B/So grade point average was for academic courses only, whereas in the NELS, the GPA applied to all courses. Second, by the time of the NELS histories, some high schools evidently were indicating neither class rank nor cumulative GPA of

any kind on transcripts (either that or the original data entry for the NELS high school transcripts did not compute GPA). While 13 percent of the HS&B/So students were missing the combined CLSRANKQ variable, half again of that proportion (20 percent) of the NELS students lacked a CLSSRNKQ value (see Glossary for further details and citations).

This difference would have serious consequences in the replication of the original *Tool Box* hypotheses. The universe of NELS students with positive CLSSRNKQ values was initially smaller than those for the curriculum variable (HSCURRQ) and senior year test score (SRTSQUIN). Since the multivariate analyses of both *Tool Box* studies depend on positive values for all three variables, the composite variable built from a partition of the three would overestimate the value of CLSSRNKQ at the expense of the other two components. In preparing the analysis file for this study, plausible values for missing cases of CLSSRNKQ were imputed when values for both curriculum quintile (HSCURRQ) and test score quintile (SRTSQUIN) were positive and equal, e.g., both were in the third quintile. In these cases, CLSSRNKQ was assigned the same value as the other two variables. The impact of this imputation strategy lowered the unweighted missing cases of CLSSRNKQ from 20 to 17 percent, and the unweighted cases of NELS:88/2000 students missing one or more of the high school performance variables from 24 to 21 percent (see table C1).

Bias and potential imputation.

Even after this revision, a problem remained, and a multiple imputation procedure was followed (Herzog and Rubin 1983). In the original edited version of the NELS high school transcript data that appears on NCES data CD 2003-402 (March 2003), and modified by its June 2004 supplement, some 17.3 percent of the students were missing CLSSRNKQ, 13.8 percent were missing HSCURRQ, and 13.5 percent were missing SRTSQUIN. Under NCES statistical standards, CLSSRNKQ would have to be evaluated, since the proportion of students with non-missing values was less than 85 percent.[59]

The formula used to determine the nonresponse (i.e., missing) bias in these three variables was:

> A*(b-c) where A is the percent of students missing data, b is the percent of those missing data who did NOT earn a bachelor's degree, and c is the percent of those not missing data who did not earn a bachelor's degree.

To obtain the relative bias with respect to the estimate, the result of this formula is divided by b.

The initial nonresponse bias rates for the three variables were:

	Bias	Relative bias
HSCURRQ	0.015	0.021
CLSSRNKQ	0.034	0.049
SRTSQUIN	0.039	0.048

[59]See NCES 2002b.

In other words, for example, if the estimate for the curriculum variable was based only on those with positive values, it would overestimate the percent who did not earn bachelor's degrees by 2 percent. These are all small biases, and would not threaten tests of statistical significance. But the missing cases were less than random: Students who never entered postsecondary education by age 26 or 27 were overrepresented, and those who never graduated from high school or who were still enrolled in high school after the scheduled graduation of the class in 1992 would not show complete transcript records in1992.

In order to increase the number of students with positive and plausible values for all three components of the Academic Resources variable, another limited imputation was undertaken, focused on class rank/GPA. The first question identified, of all students who were in the 12th grade in 1992 and for whom the file showed positive values for both the curriculum (HSCURRQ) and test score (SRTSQUIN) variables:

1) those who also showed a positive quintile value for class rank/GPA (CLSSRNKQ), and were in the *same quintile* on all three measures.	16.6%
2) those who were in the same quintile on both curriculum and test score measures, also had a positive quintile value for class rank/GPA, but the rank of this quintile differed from the others by $\pm$ 1.	13.4
3) those who were in the same quintile on both curriculum and test score measures, but were missing class rank/GPA.	2.7
4) those who were missing class rank/GPA, and whose quintile positions on curriculum and test score measures differed by 1.	2.5
5) those who were in the same quintile on both curriculum and test score measures, also had a positive quintile value for class rank/GPA, but the rank of this quintile differed from the others by > 1.	5.8
6) those who were not in the same quintile on both curriculum and test score measures, whether or not class rank/GPA was missing.	59.0

The focus of imputation was on those members of groups 3 and 4 whose high school transcripts registered 12 or more academic Carnegie units. This small group was then examined for *prima facie* anomalies in variables such as postsecondary attendance, selectivity of first institution of attendance (if any), and postsecondary remedial work. There were none. An algorithm was then developed that assigned a value to CLSSRNKQ, as follows: (1) where HSCURREV = SRTSQUIN, the class rank/GPA quintile was assigned the same value; (2) where the difference between HSCURREV and SRTSQUIN was $\pm$1, CLSSRNKQ was assigned the lower value in half the cases, and the higher value in the other half.

The result reduced the proportion of missing ("nonresponse") cases of CLSSRNKQ from 17.3 to 15.8 percent. The nonresponse bias rates improved as follows:

	Before imputation	After imputation
Bias rate	0.034	0.019
Relative bias	0.049	0.026

The consequent reconstruction of Academic Resources

The proportion of students with non-missing values for all three components of the Academic Resources index rose from 70 to 72 percent as a result of the imputation described above. However small the increase, it required a recalculation of the comparative weights of the three components of Academic Resources, in the following steps:

a) A logistic regression was run with bachelor's degree attainment as the dependent variable, the three components as independent variables, and a universe limited to1992 12th-graders. The ratios of the standardized beta coefficients for each of the independent variables produce the weights for each variable in the composite. The changes between the earlier version of these weightings and the post-imputation version are small, but required, as table C2 shows.

Table C2. Differences in ratios of standardized betas for the three components of the Academic Resources composite, before and after limited imputation of missing class rank/GPA data for 1992 12th-graders

	Partition weight	
Component of Academic Resources	Before imputation	After imputation
Curriculum	41.9	42.4
Class rank/GPA	32.9	32.5
Senior-year test score	25.2	25.1

SOURCE: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

b) Each of the three components is then multiplied by its weight brought forward from the logistic model. So, for example, a student in the third quintile of HSCURRQ is credited with 1.272 points (3*0.424). The points are added, then weighted by the enhanced NELS high school transcript weight for those in the 12th grade in 1992 (F4F2HWT), then set out in quintiles of Academic Resources. The difference in distributions of the values of Academic Resources, before and after imputation, are indicated in table C3.

Table C3. Differences in distribution of 1992 12th-graders across the values of the Academic Resources composite variable, before and after limited imputation of missing class rank/GPA data

	Percent distribution of students	
Values of Academic Resources	Before imputation	After imputation
Missing	29.9	27.9
Highest quintile	14.3	14.6
2nd quintile	13.3	14.3
3rd quintile	14.2	14.7
4th quintile	13.9	13.6
Lowest quintile	14.3	14.9

SOURCE: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

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APPENDIX D

Technical Issues

Accuracy of estimates and standard errors

There are different kinds of statistics in *The Toolbox Revisited*, and all of them are estimates derived from student samples. Two kinds of error occur when samples are at issue: errors in sampling itself, particularly when relatively small subpopulations (for example, American Indians) are involved; and nonsampling errors. Even in surveys as large as the three grade-cohort longitudinal studies used in this monograph, sampling errors can affect estimates of statistical significance.

Non-sampling errors are more serious. A good example of a non-sampling error would be the fact that transcripts are missing for some students in all three grade-cohort studies. The transcripts are missing either because the student did not tell the interviewer that he or she attended the school (and there were no transfer credits on another transcript to identify the school); the school refused to send the transcript; the school could not find the transcript; the information sent by the school was not really a transcript; or while the student may have enrolled at the school he or she never registered for courses and did not generate a record. In this case, we can mitigate the effect of missing transcripts by differential weighting of the population, and, indeed, for both the High School and Beyond/Sophomore and NELS:88/2000 files, the analyst is given a choice of weights, one of which is confined to students with complete records (see the discussion of weights and flags below). Weighting, though, will not address the panoply of nonsampling errors.

The effects of sampling and non-sampling errors ripple through databases. To judge the accuracy of any analysis, one needs to explicate and judge these effects. When the unit of analysis is the student, this is a straightforward issue because the original samples in the longitudinal studies consisted of students. For example, when questions are asked about the proportion of students who earned credits in an aggregate category of courses (e.g., table 21), the questions are about nonrepetitive behaviors of the students who were sampled. The descriptive comparisons in *The Toolbox Revisited* dealing with non-repetitive student behaviors require invocation of the Students'*t* statistic to determine whether the difference between two independent estimates is significant. The formula for computing Students' *t* values is:

$$t = \bullet \bullet \frac{(P_1 - P_2)}{(se_1^2 + se_2^2)}$$

where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are the corresponding standard errors. In this case, if $t \geq 1.96$, one has a statistically significant difference at $p < .05$, a standard marker. For the judgments of statistical significance in all cross-tabulations in this document, an Excel template developed by MPR Associates for the production of reports to the National Center for Education Statistics, was used.

The formula becomes more complex, however, for multiple comparisons among categories of an independent variable such as race/ethnicity. For multiple comparisons, the critical value for *t* rises depending on the number of comparisons that can be made in the family of the independent

variable. For race/ethnicity presented in five categories, there are10 possible comparisons, so the significance level of each test must be $p \leq .05/10$ or $p \leq .005$. To determine the significance level of t values in any comparison of means or proportions, the result should be matched against standard published tables of significance levels for two-tailed hypothesis testing.

When estimates are not independent, a covariance term must be added to the Students' t formula

$$t = \bullet\bullet \frac{(P_1 - P_2)}{(se_1^2 + se_2^2) - 2(r)se_1se_2}$$

where r is the correlation between the two estimates. The determination of correlations requires a statistical software package, such as SAS or SPSS, and the invocation of proper weights for the comparison.

Because none of the longitudinal studies invoked in *The Toolbox Revisited* was based on a simple random sample of students, the technique for estimating sampling error involves a more complex approach known as the Taylor series method. To produce Taylor series standard errors, the estimates presented used AM, a program developed by Jon Cohen and associates at the American Institutes for Research under contract to the National Center for Education Statistics.

Flags and weights

Each of the grade-cohort studies used in this monograph carries a complex set of flags and weights to mark the populations for which estimates are to be generated. The selection of these flags and weights is very important for both the accuracy and meaningfulness of estimates.

For the postsecondary transcript sample of the High School and Beyond/Sophomore cohort (HS&B/So), the process was somewhat complex. Using the weights for the first follow-up survey (1982, the scheduled 12th-grade year for this cohort), three postsecondary transcript weights were developed. The first was based on a ratio of the sum of weights for all students in the 1982 panel who subsequently (in surveys of 1984, 1986 or 1992) claimed to have attended a postsecondary institution to the sum of weights for those for whom a transcript validating the claim was subsequently received. The ratio was then modified by factors derived from the stratification cells in the 1982 survey design to create multipliers that were applied to the raw weights for the students for whom transcripts were received or for whom postsecondary attendance was imputed from survey storylines. This is a generous formulation for all likely postsecondary participants.

The second High School and Beyond/Sophomore weight involved the same procedure as the first but a more restrictive ratio applied to those students for whom a true postsecondary transcript was received. These students are more than "likely" participants; they are "known participants." The third weight followed the same procedure as the second, but confined the population to only those students with complete postsecondary records (i.e., no missing transcripts). This weight is used in analyses of credit production and grades, since complete records are necessary for the analysis of both these features of student academic history. These weights are labeled PSEWT1, PSEWT2, and PSEWT3, respectively.

To accompany these weights for the comparisons that hold the population to students who were in the 12th grade in 1982, a special flag, SENRFLAG, was constructed from variables in the HS&B/So that described student status in 1982. Using the given flag for participation in the 1982 cohort sample would be insufficient and not wholly accurate because not all students were in the 12th grade in 1982, e.g., students who graduated early from high school in 1981. But there were also students who were labeled "early graduates" on the data set (and thus candidates for exclusion from a 12th-grade flag) whose high school graduation date was listed as 1982. Early graduates were excluded, and erroneously labeled "early graduates" were included in the population with SENRFLAG = 1. If these students were not participants in the 1982 panel (even if postsecondary transcripts were received) their weight = 0. Using the 1982 panel weight alone without this flag will not produce an accurate universe of 1982 12th-graders.

For all calculations of HS&B/So data in this document, SENRFLAG = 1, and the appropriate PSE weight invoked.

The weights and flags for the NELS:88/2000 are more complex, still, because the cohort, established in the eighth grade, was "refreshed" twice: first, to be representative of the census of 10th-graders in 1990, and second, to be representative of the census of 12th-graders in 1992. The weights deriving from the 1992 12th-grade refreshing are at the core of weights subsequently developed for the postsecondary transcript sample. The same three postsecondary weight types developed for the High School and Beyond/Sophomores were employed here, but in combination with the 12th-grade (second follow-up survey, or F2) weight and the student's presence in the final (2000) survey panel, F4. In addition, a set of weights based on the NELS high school transcripts in combination with the three postsecondary weight types also was developed when questions arise concerning the relationship between secondary school variables derived from high school transcripts and postsecondary variables derived from postsecondary transcripts.

The most frequently used NELS:88/2000 weights in *The Toolbox Revisited* are:

F4F2P2WT	For all known postsecondary participants who were 12th-graders in 1992.
F4F2HP3W	For all postsecondary participants with complete records who were 12th-graders in 1992 and for whom high school transcripts are also part of the file.
F4F2P3WT	For all postsecondary participants with complete records who were 12th-graders in 1992.

As in the case of the High School and Beyond/Sophomore cohort, a special flag was developed for 12th-graders in 1992. The existing flag on the NELS:88/2000 files excluded over 250 students who, in fact, were awarded high school diplomas in the spring of 1992 and who carry positive weights for the panel (the descriptive windows of the Electronic Code Book for the fourth follow up survey of 2000 offer no reasons or clues for this anomaly). These students are included in the flag, GRADE12A, used in this monograph.

The weighted Ns for samples used in a table are provided in the notes to the tables. Even if the same weight and flag is used on two tables, the weighted Ns may differ slightly because missing values in a particular variable are excluded from the calculations.

Multivariate analyses

For all multivariate analyses in this monograph, special procedures were employed in accordance with the complex sampling designs of NCES longitudinal studies. These procedures are in the spirit, though not exactly to the letter, of those discussed and recommended by Thomas and Heck (2001). Thomas and Heck recommended alternative ways of producing both regression models and their adjusted standard errors in a single step, as opposed to the two-stage procedure used in this study. The reader should be aware that the software employed in this study, AM, correctly estimates standard errors associated with complex, cluster samples.

For any model, an adjusted weight based on the population with non-missing values on all variables in the model was calculated, in the following steps:

1. A weight appropriate to the question was selected. For example, for determinants of transfer from a community college to a four-year college, the weight for NELS students with received postsecondary transcripts, F4F2P2WT, was chosen.
2. A simple tabulation of the dependent variable was then run for students who evidenced positive (non-missing) values for all variables in the model. Call this universe A. The selected weight was invoked.
3. The log of the program for step 2 produces both unweighted and weighted Ns for universe A.
4. The selected weight is then adjusted by what Thomas and Heck (2001) refer to as NORMWT, i.e., the weighted N / unweighted N of universe A.
5. The selected weight is then multiplied by the NORMWT, thus adjusting the effective sample size.
6. The example would look as follows:

   F4F2P2WT / (f4f2p2wtA / unweighted N for A configuration of variables)

7. The result becomes a variable in its own right, a weight with a name, e.g., COREWT1.

A root design effect (DEFT) reflects the effect of departures from simple random sampling, and in the methodology reports for the NELS:88/2000, is calculated for sub-populations on each of a selection of variables (Haggerty et al. 1996; Curtin, Ingels, Wu, and Heuer 2002). For any logistic model in *The Toolbox Revisited*, a DEFT based on the population with non-missing values on all variables in the model was calculated in order to adjust the standard errors produced by statistical packages such as SAS (used in the production of this study). The DEFT is calculated in three steps:

1. The requisite data for a simple standard error are produced by the same equation used for NORMWT, and set out as follows:

$$\sqrt{\frac{p(1-p)}{N}} = \text{s.e.}$$

2. A matching Taylor series standard error is produced by AM software with the same dependent variable and equation, with the population filtered by positive (non-missing) values for the same variables used in the equation in step 1. The Taylor series s.e. takes into account both stratum and primary sampling unit in combination with the weight selected, hence accounting for the complex sampling design.

3. The DEFT = Taylor Series s.e. / simple s.e.

Every discrete multivariate analysis has a unique DEFT. The DEFTs for the NELS:88/2000 are rather substantial, e.g., 1.83, reflecting not only the original sampling design in 1988 but also the successive "refreshings" of the sample in 1990 and (for the analyses in this monograph) in 1992.[60] They are used to adjust the standard errors in the multivariate analyses, and hence reduce the likelihood of overestimating the effects of independent variables. The effect of the DEFT also is reflected in the production of the *F* and *t* statistics, for which the formulas used are:

$$\left(\frac{\beta}{\text{s.e.} \times \text{DEFT}}\right)^2 = F$$

and

$$\sqrt{\frac{F}{\text{DEFT}^2}} = t$$

In the logistic models employed in *The Toolbox Revisited*, the level of significance of the *t* statistic—*p*—for a two-tailed test is determined by reference to a standard table of critical values of *t* that can be found in any statistics textbook.

Collinearity data

This study includes Appendix J with tolerance statistics for collinearity for all the logistic model tables in order to assure the reader that the independent variables included in the models do not exhibit a nearly perfect linear relationship, in other words, that they do not overlap to such an extent that analysis of each variable, taken singly, is impossible. There are sometimes situations in which one variable is part of the definition of another, e.g., family income in relationship to

[60]Curtin, Ingels, Wu, and Heuer (2002) report the mean DEFT for all students in the fourth follow-up (2000) survey of the NELS as 1.954 (p. 209). The range of DEFTs in *The Toolbox Revisited* is 1.76 to 2.19.

socioeconomic status or multi-institutional attendance in relation to transfer. In cases such as these, collinearity statistics are produced as by-products of Ordinary Least Squares regressions for the variables in the logistic models.

Of these by-products, tolerance is the statistic of choice: It measures how well one independent variable can be predicted by other independent variables in the model, and is equal to $1-R^2$ for that variable. Ideally one would want this predictive relationship to be close to 1. The literature (e.g., Belsley, Kun, and Welsch 1980) suggests that there are no hard and fast rules for determining collinearity using either tolerance or its inverse, variance inflation, but that, in general, a tolerance reading of .20 or less evidences collinearity problems. This study adopted a tolerance threshold of 0.50, i.e., any reading above that threshold indicates no serious collinearity problem. Any indication below that point required further investigation of the independent variable(s) in question through correlation matrices. If the variables in question were part of the constructs of other variables, a choice was made as to which variable would be dropped. Dropping independent variables is one of the recommended options when potential multicollinearity arises (Knight 2004).

APPENDIX E

Populations Included and Excluded From the Study Universe

The population subject to analysis in *The Toolbox Revisited* consisted of 1992 12th-graders who subsequently attended a four-year college at any time through December 2000, who earned their high school diploma by December 1996, who presented complete high school transcript records and a senior year test score, whose postsecondary records were complete, and whose socioeconomic status was known. But there are other students who participated in the 1992 NELS:88/2000 survey and who subsequently attended a four-year college at some time who are not part of this population principally because (a) one or more of these data elements were missing or (b) because they were not in the 12th grade in 1992.

It is natural to ask about the demographic characteristics of the students who are excluded from the analysis because they are missing data or because they were not in the 12th grade in 1992, compared with the demographic characteristics of the students who *are* included. In order to compare distributions of this comparative demography, we include all 1992 survey participants.

Considering those who attended a four-year college at some time but were nonparticipants because one or more of the key data elements were missing, key contrasts include:

- A higher proportion of minority students than white students;
- A higher proportion of students who were 20 years old or older in 1992 than those who were less than 20 years old;
- A higher proportion of students from the lowest third of family income distribution than those from higher income levels;
- A higher proportion of first-generation students than those whose parents had either some college or who had earned at least a bachelor's degree;
- A higher proportion of nonnative speakers of English than those from English monolingual backgrounds;
- A higher proportion of those with three or more siblings than those who were either only children or had one or two siblings;
- A higher proportion of those who became parents by age 20 than those who did not;
- A higher proportion of those who had been retained in grade at least once than those who were never held back; and
- A higher proportion of those who came from high schools in urban areas than those from suburban or rural areas.

Some 60 percent of this group was missing only one of the key data elements, but it was a very important one: a high school transcript.

Of nonparticipants because they were not in the 12th grade in 1992, we notice distinctively higher proportions by age (20 years or older), origin in a second language household (though not among nonnative speakers of English), and parental status, and among those who had been retained in grade and those who earned General Education Diplomas.

Table E1. Percentage distribution of participants in the 1992 survey of the NELS:88/2000 by participation status in *The Toolbox Revisited* universe, by demographic and schooling background characteristics

Characteristics	Participants in the universe of this study	Nonparticipants[a] who were 12th-graders in 1992	Nonparticipants[a] who were *not* 12th-graders in 1992
All students	77.8 (1.11)	20.6 (1.05)	1.6 (0.33)
By gender			
Male	76.5 (1.57)	21.3 (1.46)	2.2 (0.57)
Female	79.2 (1.35)	19.8 (1.34)	1.0 (0.22)
By race/ethnicity			
White	81.1 (1.08)	18.0 (1.07)	0.9 (0.20)
African-American	64.3 (4.44)	30.0 (4.04)	5.7 (2.72)
Latino	66.2 (4.11)	29.6 (3.99)	4.2 (1.19)
Asian	73.2 (5.09)	26.6 (5.09)	0.1 (0.09)
American Indian	53.6 (12.8)	43.1 (13.0)	2.4 (2.30)
By age in 1992			
Missing	48.5 (9.15)	51.5 (9.15)	#
20 or older	41.6 (8.56)	47.9 (9.52)	10.4 (4.86)
Under 20	79.2 (1.06)	19.3 (1.01)	1.5 (0.34)
By family income			
Missing	70.8 (3.02)	27.1 (2.55)	2.2 (1.24)
Highest third	81.5 (1.44)	17.3 (1.41)	1.2 (0.37)
Middle third	80.1 (1.79)	19.2 (1.79)	0.7 (0.17)
Lowest third	71.3 (1.74)	25.2 (2.60)	3.5 (1.12)
By postsecondary generational status			
Missing	66.2 (4.08)	33.4 (4.07)	0.4 (0.24)
First generation	73.7 (2.73)	23.8 (2.74)	2.5 (0.68)
Parents had some college	78.3 (1.72)	19.2 (1.60)	2.5 (0.74)
Parents earned bachelor's	81.2 (1.34)	18.1 (1.32)	0.7 (0.27)
By second language background			
Nonnative speakers	68.8 (3.78)	28.9 (3.73)	2.3 (0.81)
From second language households	68.3 (5.48)	22.5 (4.94)	9.2 (4.06)
Monolingual English	79.0 (1.12)	19.7 (1.08)	1.3 (0.35)

See notes at end of table.

Table E1. Percentage distribution of participants in the 1992 survey of the NELS:88/2000 by participation status in *The Toolbox Revisited* universe, by demographic and schooling background characteristics—continued

Characteristics	Participants in the universe of this study	Nonparticipants[a] who were 12th-graders in 1992	Nonparticipants[a] who were *not* 12th-graders in 1992
By number of siblings			
None	76.0 (4.37)	23.3 (4.39)	0.6 (0.31)
One or two	81.8 (1.15)	17.2 (1.13)	1.0 (0.24)
Three or more	71.8 (2.04)	25.5 (1.87)	2.7 (0.84)
By parenthood			
Parent by age 20	64.6 (5.38)	22.5 (4.07)	12.9 (4.62)
Not a parent by age 20	78.3 (1.10)	20.5 (1.07)	1.2 (0.25)
Held back in grade at least once			
Missing	59.2 (6.33)	38.5 (6.21)	2.3 (1.11)
Yes	62.9 (4.85)	30.4 (4.54)	6.7 (2.64)
No	79.9 (1.07)	18.9 (1.04)	1.2 (0.31)
By urbanicity of high school location			
Urban	69.9 (2.36)	27.1 (2.15)	2.9 (0.99)
Suburban	80.1 (1.58)	19.0 (1.57)	0.9 (0.28)
Rural	83.9 (1.71)	14.9 (1.71)	1.2 (0.29)
By type of high school diploma[b]			
Standard	79.0 (1.07)	20.5 (1.06)	0.5 (0.13)
GED	8.7 (2.56)	23.6 (6.49)	67.7 (7.10)

[a] Nonparticipants are defined as students who were either (a) missing data on senior year test score or socioeconomic status or both, (b) missing an in-scope high school transcript, (c) graduated from high school in January 1997 or later, (d) presented an incomplete postsecondary record, and/or (e) were not in the 12th grade in 1992.
[b] A tiny percentage who received a certificate of attendance was included with the GEDs.
Rounds to zero.
NOTES: Standard errors are in parentheses. Universe consists of students who participated in the 1992, 1994, and 2000 follow-ups of the NELS:88/2000 and who attended a four-year college at some time. Weighted N=1.45M.
SOURCE: National Center for Education Statistics, NELS:88/2000 Postsecondary Transcript Files, NCES 2003-402 and Supplement.

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APPENDIX F

Gradations of Academic Intensity of High School Curriculum

The following figure sets forth the 31 gradations (in descending value) of academic curriculum intensity and quality as used in the development of the Academic Resources index and variable for the NELS:88/2000 cohort. The figures in the boxes represent the minimum rounded number of Carnegie units required for the gradation on a given *row*. Where a cell is empty, there are no minimum requirements. Where a cell indicates "none" (for remedial math and remedial English), it means that no remedial work is allowed for that gradation. Where the cell for AP courses indicates zero, that means the student did not take any AP courses, not a minimum. For the NELS:88/2000 cohort, computer science was not nearly as widely offered as it is today. Therefore, computer-related credits were brought into play only to disaggregate lumps in the distribution. Total high school academic credits is an empirically-derived factor that comes into play only in the very lowest gradations.

The basic five-subject credit thresholds were constructed in the course of examining the edited, coded transcript data for students who were known high school graduates with graduation dates through Dec.31, 1996. The editorial process paid particular attention to all cases that showed less than 16 total high school credits. Where the evidence strongly suggested dissonance with other variables in the student's record, all transcript records from that student's *school* were examined. Where nonstandard credit metrics were found, they were adjusted with reference to state standards for high school graduation (Medrich, Brown, and Henke 1992), and major components (e.g., mathematics, English, etc.) multiplied or divided by as much as (but no more than) two. For example, when a group of students from the same high school showed 40–45 Carnegie units in a state that required 20 for an academic diploma, the editorial process cut those 40–45 units in half—across all subjects in which they were given. The editorial process also Windsorized cases of total Carnegie unit counts above 32, adjusting the major components down one-by-one, and dropped fragmentary transcripts with less than 6 Carnegie unit counts.

As noted in the parallel appendix in the original *Tool Box*:

> These gradations of academic intensity and quality are based on the history of one national high school class that was scheduled to graduate in 1982. The next graduating class for which we possess similar data is that of 1992. While the specific number of Carnegie units, APs, and remedial indicators might change, the basic form and principles of the gradations will probably not change. This presentation of the possibilities of high school curricular attainment is criterion-referenced: theoretically, *everybody* can reach gradation level #1. (p. 114)

The account of curriculum for the class of 1982 had 40 gradations. This account, for the class of 1992, has 31. One implication of the shrinking number of gradations is that, in fact, more students were moving up the academic intensity ladder, clustering at higher criterion-referenced levels.

Table F1 presents the actual mean number of Carnegie units earned in core academic fields, irrespective of the theoretical thresholds, for students in each of the five quintiles of academic intensity derived from the 31 more detailed gradations.

Figure 3. Curriculum components of the 31 gradations of the high school academic intensity measure of the NELS:88/2000, by Carnegie unit minimums

Grada-tion	English	Math	Science	Foreign Langs	Hist and Soc Stu	Highest Math	Remed Math	Remed English	APs	Computer Science	Total Academ Units
1	3.75	3.75	>2.0*	>2.0	>2.0	>Alg2	None	None	>1	>0	
2	3.75	3.75	>2.0	>2.0	>2.0	>Alg2	None	None	>0		
3	3.75	3.75	>2.0	>2.0	>2.0	>Alg2	None	None	0	1.0	
4	3.75	3.75	3.0	>2.0	>2.0	>Alg2	None	None			
5	3.5	3.0	2.0	2.0	2.0	>Alg2	None	None	>1		
6	3.5	3.0	2.0	2.0	2.0	>Alg2	None	None	>0		
7	3.5	3.5	2.0	2.0	2.0	>Alg2	None	None	0	0.5	
8	3.5	3.0	2.0	2.0	2.0	>Alg2	None	None	0	1.0	
9	3.0	3.0	2.0	2.0	2.0	Alg2	None	None	>0		
10	3.5	3.5	2.0	2.0	2.0	Alg2	None	None	0	>0	
11	3.5	3.5	2.5	2.0	2.0	Alg2	None	None	0		
12	3.0	2.0	1.0		1.0	>Alg2	None	None	>0		
13	3.0	2.5	2.0	1.0	2.0	>Alg2	None	None	0		
14	3.0	2.5	2.0*		2.0	>Alg2	None	None	0		
15	3.0	2.5	2.0*	2.0	2.0	Alg2	None	None	0	>0	
16	3.0	2.5	2.0	2.0	2.0	Alg2	None	None	0		
17	3.0	2.5	1.0	1.0	2.0	<Alg2	None	None	0		
18	3.0	3.0	1.5	1.0	1.5	<Alg2		None			
19	2.5	3.0	1.5	1.0	1.5	Alg2	None				
20	2.5	2.5	1.5	0.5	1.0	<Alg2			0		≥12
21	2.5	2.5	2.0		1.0	Alg2	Net 0			>0	≥12
22	2.5	2.5	1.0		1.0		Net 0			>0	≥12
23	2.5	2.0	2.0		1.5	<Alg2	Net 0				≥12
24	2.5	2.0	2.0		1.5	<Alg2	Net 0			1.0	
25	2.5	2.0	1.0		0.5	Alg2	Net 0	None			
26	2.5	2.0	1.0			<Alg2	None	None			≥12
27	2.5	2.0	1.0		1.0		Net 0				

28	2.5	1.5	1.0		0.5		Net 1				
29	2.5	1.5	1.0		0.5						
30	2.0	1.0	0.5		0.5						
31											≥6

NOTES: (1) Net 1 means the sum of total mathematics credits minus remedial mathematics credits was 0.5 or less, i.e., if remedial math appeared at all on a student's transcript, it was a major presence; Net 0 means the sum of total mathematics credits minus remedial mathematics credits was more than 0.5, i.e. of remedial math appeared at all on a student's transcript, it was a minor presence.
(2) The figures in the cells for English, math, science, foreign languages, and history and social studies represent the minimum rounded number of Carnegie units required for the gradation on a given row. Where a box is empty, there are no minimum requirements.
(3) An asterisk in a cell for science credits indicates core laboratory science (biology, chemistry, and physics).
(4) The reference points for highest level of mathematics studied in high school are higher than Algebra 2 (>Alg2), Algebra 2 (Alg2), and less than Algebra 2 (<Alg2). Where there is no entry in the cell, there is no highest mathematics requirement for that row.
(5) Minimum requirements for total high school academic Carnegie units, e.g., =>12 and =>6, come into play only in the very lowest gradations of the curriculum distribution.
(6) When the distribution of students across these 31 levels is weighted and then aggregated to quintiles, the quintile breaks are as follows: 1–8 (highest quintile), 9–15 (2nd quintile), 16–20 (3rd quintile), 21–25 (4th quintile), and 26–31 (lowest quintile).
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

Table F1. Of 1992 12th-graders with complete high school transcripts, mean Carnegie units earned in core high school academic fields, percent of students whose highest level of high school mathematics was above Algebra 2, and mean number of Advanced Placement (AP) courses, by quintile of academic curriculum intensity

	Core high school academic curriculum fields							
Academic curriculum intensity quintile	English	Math	Core lab science	Foreign lan-guages	History and social studies	Com-puter science	Percent with highest math above Algebra 2	Total AP courses
Highest	4.27	4.10	3.20	3.09	3.70	0.74	96.4	0.644
2nd	4.17	3.81	2.71	2.23	3.62	0.56	64.7	0.068
3rd	4.23	3.11	1.99	1.98	3.47	0.59	0	0.003
4th	4.10	2.98	1.36	0.74	3.44	0.61	0.71	0.019
Lowest	3.43	1.81	0.94	0.62	2.82	0.28	0.05	0.006

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

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APPENDIX G

Logistic Models for Two Alternative Presentations of High School Academic Background

Table G1. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time, version 2: Demographic and high school background using the three components of Academic Resources as discrete variables

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p	Tolerance[a]
Intercept	-4.7580	0.6530	3.33	0.02		
Curriculum quintile	**0.3782**	**0.0738**	**2.34**	**0.05**	**0.0878**	0.6729
Class rank/ GPA quintile	**0.3886**	**0.0712**	**2.49**	**0.05**	**0.0899**	0.6268
Senior test score quintile	0.0581	0.0754	0.35	†	†	0.6079
Socioeconomic status quintile	**0.3075**	**0.0638**	**2.20**	**0.10**	**0.0712**	0.8632
Education expectations	0.5351	0.2020	1.21	†	†	0.8949
Race	-0.5191	0.2020	1.17	†	†	0.8757
Gender	-0.4076	0.1525	1.22	†	†	0.9477
Parenthood	-1.6210	0.4834	1.53	†	†	0.9721

† Variables did not meet threshold criterion for statistical significance

[a] For details on Tolerance, see Appendix D.

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by design effect = 2.17. G^2 = 5206.65; *df = 4943*; G^2/df = 1.0529; X^2 (df) = 33.78 (8); pseudo R^2 = 0.227; percent concordant predicted probabilities = 78.9.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table G2. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time, version 3: Demographic and high school background using three proxy variables for high school academic curriculum intensity

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p	Tolerance[a]
Intercept	-5.0792	0.6795	3.41	0.01		
Advanced placement	0.8931	0.2715	1.50	†	†	0.8462
Science momentum	**0.4005**	**0.0990**	**1.85**	**0.10**	**0.0927**	0.6341
Foreign language	0.1163	0.0708	0.75	†	†	0.7843
Class rank / GPA quintile	**0.3317**	**0.0703**	**2.15**	**0.10**	**0.0768**	0.6475
Socioeconomic status quintile	**0.2957**	**0.0638**	**2.12**	**0.10**	**0.0685**	0.8597
Education expectations	0.5305	0.2055	1.18	†	†	0.8960
Race	-0.4740	0.1963	1.10	†	†	0.9234
Gender	-0.4022	0.1569	1.17	†	†	0.9036
Parenthood	-1.6042	0.4838	1.51	†	†	0.9730

†Variables did not meet threshold criterion for statistical significance

[a] For details on Tolerance, see Appendix D.

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by design effect = 2.19. G^2 = 5193.69; *df = 4939*; G^2/df = 1.0515; X^2 (df) = 33.94 (9); pseudo R^2 = 0.229; percent concordant predicted probabilities = 79.2.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

APPENDIX H

The Timing of Departure

When this narrative took up the topic of the second calendar year of student histories and pointed out that roughly one out of five of our subjects had become status dropouts by that point, the question naturally arose: What happens to all those students who leave after the first year—or even the first semester—when most attrition occurs? How does one account for them? We need to provide some corrective data in this excursion, since we considered status dropout status only in the context of the paradoxes of first-to-second year persistence.

With rare exceptions (e.g., Tinto 1987), most attrition studies are (a) short-term, as in first year to second year, without allowing for the fact that students who skip the second year may return in the third or fourth years, and (b) limited to attrition at the same institution, without allowing that the student who can no longer be found at Old Siwash may, in fact, be enrolled at Greentree Valley Community College. Students who leave one school and attend another one are not dropouts—they are most likely transfers. Tinto (1987) made that point a long time ago, and it should be obvious. If they are not transfers, they may be on temporary "excursions" or more sustained voyages that end in either fragments or "discovery" (Adelman 2004b).

Given the systemwide perspective and the length of a longitudinal study such as the NELS:88/2000, a more sophisticated question about withdrawal can be asked, looking backwards from the last month of the longitudinal study (December 2000):

> What percentage of traditional-age students who entered postsecondary education during this period are no longer enrolled—anywhere—and never completed a credential of any kind, by timing of the gap between their first month and last month of enrollment?

This question follows the student—wherever the student goes. It tells us who became a "status dropout" by age 26 or 27 (which does not preclude even these students from returning at a later moment). And it tells us *when* the student became a status dropout, setting up an inquiry concerning the reasons for departure that follows Tinto's (1988) common sense suggestion that these reasons change by point of departure. Table H1 sets forth these data for *all* 1992 12th-graders who entered postsecondary education, by type of institution first attended.

Yes, the highest attrition rate in postsecondary education occurs in the first year (Schutz and Malo 2003), but table H1 shows that the proportion of traditional-age students who leave in the first year and never return is not radically higher than the proportion of those who leave at later points in time, and differs by type of institution first attended. Consider the face validity of these data: The mean number of credits earned by students who ultimately became status dropouts, by period of departure, matches roughly what one would expect—half or less of the full-time norm for the period. Proportion, however, is not the ideal way to assess the phenomenon.

Event-history accounts of attrition offer a more enlightening approach (e.g., Ronco 1996; DesJardins, Ahlburg, and McCall, 1999). The driving force of event history is risk or hazard, as befits a methodology derived from medical history analyses (Singer and Willett 1991), as in:

given the patient's medical momentum and other configurations of the patient's life-style, demography, and environment, when is the patient at risk of dying (the ultimate censoring event) if the patient did not die last year? The flip side of risk in event history is survival. While the purpose of this study stops short of survival analysis, the first step involved in setting up risk modeling involves determining hazard probabilities, and these are instructive in light of the

Table H1. Percentage of 1992 12th-graders who entered postsecondary education and withdrew without completing any credential by December 2000, by timing of withdrawal and institution of first attendance

Withdrawal behavior and its timing	Institution of First Attendance: Four-year	Community college	Other sub-bacc[a]	Mean credits	Percent of all
Left postsecondary without a credential and did not return					
Left within 11 months of first enrollment	4.6 (0.59)	14.6 (1.13)	15.5 (2.77)	9.85 (0.54)	**8.9 (0.58)**
Left within 12–23 months	3.3 (0.41)	11.0 (1.32)	6.5 (1.50)	21.64 (0.99)	**6.7 (0.59)**
Left within 24–47 months	4.9 (0.41)	12.5 (1.11)	4.6 (1.05)	39.88 (1.62)	**7.9 (0.50)**
Left within 48–102 months and not enrolled in 2000	8.7 (0.73)	14.3 (1.23)	4.0 (1.62)	58.29 (2.68)	**10.6 (0.65)**
No credential but still enrolled in 2000	4.7 (0.52)	9.2 (0.94)	1.8 (0.85)	70.98 (3.56)	**6.4 (0.47)**
Earned credential	73.8 (1.09)	38.4 (1.67)	67.7 (3.55)	124.73 (0.90)	**59.5 (1.05)**

[a] Sub-baccalaureate institutions other than community colleges.
NOTES: Standard errors are in parentheses. Columns may not add to 100 percent due to rounding. "Credentials" can be certificates, associate degrees, or bachelor's degrees.
SOURCE: National Center for Education Statistics: NELS:88\2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

first-year performance variables used in our analysis. That is, if we start at the first month of the first term of attendance and, for each calendar year following that point, asked what percentage of students left the postsecondary system with no degree and had not returned to school by December 2000, changing the denominator for each year to the number of students who remained in the system, we have a "declining risk set" (Ronco 1996) that serves as a rough guideline for the timing of potential dropout. The annual metric is obviously more even than the time brackets chosen for table H1.

The "declining risk set" for this study is presented in table H2. To summarize: For all postsecondary students, the risks of becoming a status dropout are highest in the first year, decline through the fourth year, flatten out through the sixth year, and decline after that. For students who attended a four-year college at any time, the risks of becoming a status dropout are much lower across the temporal board, are slightly higher in the first year, drop and then flatten from the second year through the sixth, and drop again after that. This is only the first step—and hardly the final analysis—of event history, but is perhaps a more accurate way of describing the parameters for understanding the phenomenon of when students leave postsecondary education.

Table H2. Declining "hazard probabilities" for 1992 12th-graders who entered postsecondary education, by calendar year following first date of enrollment

	"Hazard probabilities" for leaving without a degree	
Departure timing for those who never returned by December 2000	All students	All who attended a four-year institution at any time
First calendar year	.102	.039
Second calendar year	.061	.029
Third calendar year	.048	.030
Fourth calendar year	.039	.027
Fifth calendar year	.037	.027
Sixth calendar year	.041	.029
Seventh calendar year	.031	.025
More than seven calendar years	.026	.020

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

The reader of table H1 will note that community college beginners exit sooner than do students who started at four-year colleges, and are more likely to still be enrolled at the end of the longitudinal study period. While there is comparatively little variance in the pace of permanent dropout for students who started in community colleges when the periods between the first and the fourth year are considered, there is no question that beyond that point, attrition slows. The same cannot be said for the pace of status dropout for students who started in four-year colleges: The rate of permanent attrition appears to be stable over time, a finding slightly different from that of the "declining risk set" approach, and a product of the clumping of years in table H1. As for sub-baccalaureate institutions other than community colleges, which specialize in short-term certificate programs, the status dropout rate drops dramatically from the first year to the second and subsequent periods.

Advancing on Tinto's (1988) suggestion, Eaton and Bean (1995) hypothesize that the factors affecting attrition are different for first-year students who withdraw from higher education versus the factors that come into play for students who leave at later points in time. Unfortunately, Eaton and Bean could not investigate that hypothesis because their study was confined to first-year and second-year students at one institution (a public research university), and bracketed

only one year's account of retention/attrition (for a similar inquiry, see Patrick 2001). The NELS: 88/2000 data, on the other hand, offer 8.5 years and a myriad of institutional types in which to explore and detail the boundaries of the issue. As Ronco (1996) notes, the timing and duration of "enrollment events" is a critical framework for identifying factors associated with graduation, transfer, and stop-out—the three modes of "exit" from an institution.

Table H3 provides a framework for future consideration of the differential attrition hypothesis. The literature on the putatively sophisticated economic decisionmaking of adolescents with respect to entering higher education, even in the face of uncertainty of returns (Altonji 1993), can be extended to reasons for leaving a path to postsecondary credentials. As Beattie (2002) points out, human capital theory is not rigid: it recognizes something called individual taste or proclivity that may be only tangentially related to group membership (e.g., ethnicity, gender, family income). At the least, students already in the postsecondary system know that they will eventually be better off for their education efforts (or they wouldn't have been there in the first place). So, what did the students in our universe who did not complete a bachelor's degree program (and who were not still enrolled as degree candidates at the end of the 8.5 year period) tell us of their reasons for leaving, by period during which they became status dropouts?

Table H3. Reasons for leaving postsecondary education without credentials by timing of exit: 1992 12th-graders who entered postsecondary education by December 1996

	Percent offering these reasons for leaving postsecondary education				
Timing of withdrawal	**Finances**	**Job/ Military**	**Academic**	**Personal/ Family**	**Mood/ Lifestyle**
Left postsecondary without a credential and did not return					
Left within 11 months of first enrollment	19.7 (3.10)	14.8 (2.03)	5.9 (1.92)	31.5 (3.51)	25.9 (3.99)
Left within 12-23 months	25.2 (5.19)	11.0 (2.81)	5.6 (1.40)	42.6 (6.19)	12.7 (2.23)
Left within 24-47 months	19.4 (3.60)	17.4 (2.69)	3.6 (0.99)	35.2 (3.78)	20.5 (2.30)
Left within 48-102 months and not enrolled in 2000	17.8 (2.19)	18.9 (2.45)	7.7 (2.46)	29.3 (4.04)	21.2 (3.21)

NOTES: Rows will not add to 100.0 because (a) student responses to questions about reasons for departure are not mutually exclusive, and (b) a category for "other" is not included. Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

When the NELS:88/2000 students were asked (in the spring of 2000) why they left school, they were offered a list of reasons (though only 17 percent of students responding to the question indicated more than one reason). As table H3 indicates, personal and family reasons for departure dominate all other reasons for students who left postsecondary education without a credential between the 12th and 47th month following the first month of enrollment. The same factor ranks at the top versus all other factors except mood/lifestyle for students who left in the first year and students who left after the fourth year. Strictly financial reasons are not as prominent in students' judgment as some contend. "Job/military considerations" might be considered "financial," but there is too much ambiguity in that category of response to leap to that conclusion. Some 6.6 percent (s.e. = 0.47) of the1992 12th-graders subsequently served in the military, but 14.9 percent (s.e. = 4.95) of status dropouts who cited financial reasons for leaving school had served in the military, and an identical 14.9 percent (s.e. = 3.84) who cited "job/military considerations" for leaving had served in the military. If the NELS files had offered a more complete labor market history, we might be able to resolve the ambiguities.

As a partial confirmation of these observations, consider the work of Li and Killian (1999), who surveyed 622 students of all ages and levels who left a large state flagship university in 1997 (present in the winter term but not the following fall) and elicited 45 discrete reasons for departure. First, Li and Killian discovered that 20 percent of these students were not really dropouts at all, rather either transfers to other institutions (principally for reasons of academic program or location) or stop-outs with intentions of returning. Of the remaining students, 43 percent left for academic reasons (e.g., didn't like the program, classes too large, poor performance), 34 percent left for personal reasons (e.g., unstated personal problems, location issues including homesickness, illness, "social" reasons), and 20 percent for financial reasons. Of the financial reasons, Li and Killian advise us that "individual patterns of money management, more than family income" may be responsible for financially-driven attrition (p. 12), and that if we are going to understand attrition at all so that student affairs officers can establish realistic efforts to address what is within the control of the institution to assist, we have to dig below the level of large-scale concepts of academic and social integration. There is a considerable range of reasons that students leave an institution, and, as Li and Killian point out, students usually have more than one reason for departure. We can't control homesickness; we can help students deal with money management.

As for academic reasons for departure, table H4 reveals that compared to those who earned bachelor's degrees, no one in the departure universe was performing very well, no matter when they left, and even though a tiny percentage (see table H3) cited academic reasons for walking away. Braxton, Brier, and Hossler (1988) argue that when students are asked about their reasons for withdrawal in post-hoc surveys, they offer "socially acceptable rationalizations." We should hence be appropriately wary of the percentage distributions in table H3. Given the low percentage of students who cited academic reasons, and GPAs and cumulative credits for the same students that can be described as, at best, marginal, there is some indirect support for this contention.

Table H4. Mean postsecondary GPAs of 1992 12th-graders who withdrew without completing any credential, by timing of withdrawal, and compared with GPAs of those who had not completed a credential but were still enrolled in 2000, and those who earned bachelors degrees by December 2000

	Mean grade point average		
Departure behavior and timing	In first calendar year of attendance	Through second calendar year of attendance	Entire undergraduate record
Left postsecondary without a credential and did not return			
Left within 1st 11 months of first enrollment	2.10 (0.091)	2.10 (0.091)	2.10 (0.091)
Left within 12–23 months	2.30 (0.057)	2.08 (0.058)	1.83 (0.100)
Left within 24–47 months	2.31 (0.049)	2.26 (0.046)	2.03 (0.060)
Left within 48–102 months	2.10 (0.059)	2.02 (0.054)	2.03 (0.050)
No credential, but still enrolled	2.14 (0.069)	2.08 (0.069)	2.19 (0.078)
Earned bachelor's degree	2.89 (0.015)	2.91 (0.014)	3.04 (0.011)

NOTE: Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: NELS:88\2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

APPENDIX I

Course Categories Included in Aggregates for Participation Rates In the First Two Calendar Academic Years of Attendance

Aggregate	Course categories
College-level writing	English composition; technical writing; creative writing; advanced essay
Oral communications	Oral communications; public speaking/debate; voice
Computer-related	Introduction to computer science; introduction to computing; computer programming: general
Introductory biological sciences	General biology; human biology; cellular biology; zoology: general; botany: general
Introductory physical sciences	General chemistry; general physics; general geology
College-level mathematics	College algebra, liberal arts mathematics, finite mathematics, statistics, precalculus, calculus
Core history	Western civilization, world history, U.S. history surveys, European history 1789–present, Asian history, African history, Latin-American history
General psychology	[single course category]
Micro/macroeconomics	[single course category]
Humanities other than literature and foreign languages	Humanities: general; introduction to philosophy; ethics (philosophy); religious studies surveys; interdisciplinary humanities; arts/humanities
Literature	Literature: general; introductions to poetry, fiction, drama, non-fiction prose; English literature; American literature; Afro-American literature
Core social sciences	Anthropology: general; cultural anthropology; geography: general; introduction to political science; U.S. government; introduction to sociology
Visual/graphic arts	Visual communications; introduction to design; fine arts: introduction; art history; drawing
Foundation business	General business principles; business law/legal environment; introduction to accounting

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APPENDIX J

Collinearity Statistic (Tolerance) for the Seven Steps of the Logistic Narrative

Variable	Step 1 table 12	Step 2 table 13	Step 3 table 15	Step 4 table 16	Step 5 table 24	Step 6 table 26	Step 7 table 27
Academic Resources quintile	0.8618	0.7454	0.5672	0.5638	0.5631	0.5554	0.5957
Socioeconomic status quintile	0.8761	0.8638	0.8505	0.8494	0.8452	0.8851	0.8893
Race/ethnicity	0.9198	0.9231	0.9068	0.9065	0.8977	[c]	[c]
Gender	0.9712	0.9623	0.9404	0.9403	0.9351	0.9187	0.9184
Parenthood by age 20	0.9734	0.9653	0.9443	0.9441	0.9409	0.9409	0.9409
Education anticipations	0.9071	0.8930	0.8517	0.8515	0.8460	0.8458	0.8468
Selectivity of first institution	[a]	0.8296	0.8342	0.8330	0.8143	0.8233	0.8195
No delay of entry	[a]	0.9034	0.8663	0.8599	0.8633	0.8698	0.8664
Acceleration credits	[a]	0.8862	[b]	[b]	[b]	[b]	[b]
Low credits in first year	[a]	[a]	0.7645	0.7611	0.7125	0.7096	0.6860
First-year grades	[a]	[a]	0.8427	0.8410	0.8246	0.7619	0.7646
First-year remediation	[a]	[a]	0.7586	0.7585	0.7462	0.7759	[c]
First-year college-level math	[a]	[a]	0.7439	0.7435	0.7688	[d]	[d]
Work-study	[a]	[a]	[a]	0.9563	[b]	[b]	[b]
Multiple institutions	[a]	[a]	[a]	[a]	0.6671	0.7976	0.6601
Classic transfer	[a]	[a]	[a]	[a]	0.7216	0.7985	0.7049
Four-to-four transfer	[a]	[a]	[a]	[a]	0.7801	0.9426	0.7731
Summer-term credits	[a]	[a]	[a]	[a]	0.8926	0.9030	0.8978
Ever part-time	[a]	[a]	[a]	[a]	0.8192	0.8056	0.7130
Trend in grades	[a]	[a]	[a]	[a]	[a]	0.9093	0.9136
Cumulative college math	[a]	[a]	[a]	[a]	[a]	0.8166	0.8089
Continuous enrollment	[a]	[a]	[a]	[a]	[a]	[a]	0.7595
Withdrawal/repeat ratio	[a]	[a]	[a]	[a]	[a]	[a]	0.7816

[a] Variable not included at this step of the logistic narrative.
[b] Variable did not qualify to be carried forward to the next step of the logistic narrative.
[c] Variable did not meet criterion for entry into the model at this step of the logistic narrative.
[d] Replaced by cumulative college math in these steps of the logistic narrative.
NOTE: For definition of tolerance and discussion of collinearity, see Appendix D.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

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APPENDIX K

So They Earned a Degree! Now, How Long Did It Take Them?

The second most frequently asked question about U.S. higher education concerns time to degree. Despite accumulating evidence over the past quarter-century, the normative benchmark for completing a bachelor's degree has remained at four elapsed academic years. Our ideal seems not only to get it over with, but to get it over with in normative time. An altruistic argument in favor of the normative is that when students finish in a timely manner, they make room for others, i.e., completion keeps the access channels open. Yet recipients of bachelor's degrees are adults who have made a variety of decisions concerning competing goals and obligations that often do not include finishing a degree in four years. For example, if one looks at all recipients of bachelor's degrees in 1999–2000, and asks when they commenced their studies and how old they were when the degree was awarded, one finds that 62.8 percent (s.e. = 1.5) of the 7.5 percent of bachelor's degree recipients who were over 40 in 2000 started out in postsecondary education before 1980. At a minimum, the elapsed time to degree for these people was 20 years (in fact, the average was over 27 years). Of the 9.2 percent (s.e. = 0.4) of degree completers who were between 30 and 39 in 2000, 73.3 percent (s.e. = 1.7) entered postsecondary education prior to 1990, so, at a minimum, the elapsed time to degree for these people was 10 years (in fact, the average was nearly 15 years).[61]

The key phrase for our purposes is "elapsed time," as that is the customary way of measuring time to degree. It is not surprising that the older the baccalaureate recipient, then more likely that student had taken at least two years off from higher education, and the more likely that their principal reason for doing so was "change in family status," as in becoming a parent and raising children. The reader might consider, in passing, when complaints are raised about excessive time to degree, whether our system of higher education should be "blamed" for providing the opportunity for adults with different life trajectories to return to school and complete degrees, even if the time between initial enrollment and degree award is 15 or more years. That is the practical meaning of elapsed time.

There is an obvious difference between elapsed and enrolled time. When DesJardins, Ahlburg, and McCall (2002) investigated factors leading to "timely graduation," they confined one of their universes to students who had never stopped out—not even for the one term this study allows stop-out without labeling the student a non-continuous enrollee.[62] If we followed this mode of analysis, we could focus in on student *uses* of enrolled time to determine what contributed to and what detracted from year-by-year progress. Knight (2002) includes types and timing of

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[61] All data in this paragraph were generated from the National Center for Education Statistics: Baccalaureate and Beyond Longitudinal Study, 2000: Data Analysis System.

[62] The research here involved a "competing risks" model in which the histories of students who had never stopped out were compared to the histories of those who had stopped out, hence, embraced both elapsed and enrolled time.

remediation, majors and changes-of-major, course withdrawals and repeats, course failures, credit hours earned and grades in general education courses, hours per week working and studying, and first-year grade point average among variables reflecting different aspects of the uses of time.[63] Volkwein and Lorang (1996) took up the phenomenon of students with extended time-to-degree because they purposefully carried lighter credit loads. Why did they carry less than the 15 credit per semester norm for the institution that served as the site for this study? To enhance GPA (an objective which precipitated dropping difficult courses), and to generate more free time, some of which was for work or family responsibilities, or both. Some respondents also cited difficulty of enrolling in a course "at the time I wanted," a phenomenon familiar to anyone who has worked student registration lines.

We also know that many disciplines require credit hour production that, when translated into standardized semester metrics, exceed the 120 credits that would be produced by students who attended only during the regular academic year and carried a standardized full-time load of 15 credits per semester. In a survey of 91 public universities in all 50 states, Pitter, LeMon, and Lanham (1996) found combinations of university and program requirements ranging from 122–124 credits in social sciences, foreign languages, psychology, mathematics, and protective services, for example, to 130–142 credits in such fields as engineering, architecture, and health professions (e.g., nursing, physical therapy, etc.). They also confirm our observation of five-year bachelor's degree programs in pharmacy, for a noted case, with a median credit requirement of 161. Any requirement above 120 credits will either add time to degree or encourage students to (a) earn credits by examination, including Advanced Placement, (b) attend during summer terms, and/or (c) carry credit loads in excess of 15 per semester in order to graduate "on time".[64] As Garcia (1994) observed, whether the student is a community college transfer or a native student in a four-year college, the "basic recipe" for completing a bachelor's degree within the standard "templates for time-to-degree is to maintain continuous enrollment and to earn more than 30 semester units each academic year" (p. 8). Sounds simple, but the list of diverting phenomena is long, complex, and often best assessed for *indirect* effects, as Garcia has done, using path analysis.

What we learn from these studies of the uses of enrolled time in relation to normative models of time to degree is what to include in both descriptive and multivariate accounts of elapsed time—and elapsed time is the measure used in both the original *Tool Box* and *The Toolbox Revisited.* The descriptive statistics are offered to the reader in Appendix L, table L13, but some basic observations are worth repeating here. First, the mean elapsed time to degree for bachelor's recipients in the NELS:88/2000 was 4.58 calendar years, and the median time (which

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[63]Knight's list for a "hypothesized model of effects upon total semesters elapsed" (Knight 2002, p. 6) also includes provisions for variables derived from student surveys that are parallel to those used in the National Survey of Student Engagement, e.g., in Kuh et al. 2001.

[64]The small number of NELS:88/2000 bachelor's recipients who completed the degree in three elapsed calendar years or less entered with a mean of 10.6 acceleration credits (s.e. = 2.81) and subsequently accumulated a mean of 12.2 credits during summer terms (s.e. = 1.94).

is probably more meaningful) was 4.24 calendar years.[65] Shorter time to degree is observable among students from the highest quintile of high school Academic Resources, students who first entered highly selective institutions, among those who brought more than four acceleration credits across the matriculation line, and among those who attended only one school. Considerably longer time to degree is observable among those who attended three or more schools, among both community college to four-year college and four-year-to-four-year transfer students, among those who took more than one remedial course, those who were not continuously enrolled, and those who majored in the physical sciences. Most of these relationships confirm common sense.

But it is the multivariate analysis that will tell us what counts, and that is the purpose of table K1. Table K1 presents a linear (Ordinary Least Squares) regression in which the dependent variable, time to degree, is set on a scale with four values: more than 6 calendar years, 5–6 years, 4–5 years, and less than 4 calendar years (which encompasses the normative four-year degree). With one exception, a dichotomous variable indicating whether the student ever engaged in a cooperative education or internship course, the independent variables selected were those previously explored and (in most cases) used in the logistic narrative of Part IV of this study. The statistically significant independent variables are highlighted in bold. How do we read the table? What do we see?

On reading the table: First, the R^2 indicates that this linear model accounts for half the variance in timing of bachelor's degree completion for the NELS:88/2000 cohort. That's a very convincing level. Second, the positive parameter estimates mark variables that add time to degree, while the negative parameter estimates indicate variables that shrink it. Third, the following variables did not meet the significance threshold for entering the model (set at $p < .05$): race/ethnicity, becoming a parent by age 20, multi-institutional attendance, and freshman year remediation.

There is no question of the major contributors to extended time to degree:

1. Excessive no-penalty course withdrawals (W) and no-credit repeats (NCR)—Damaging to degree completion, these are just as damaging to time to degree. Yes, we can keep students continuously enrolled, but if much of that enrollment is nullified by withdrawals and repeats, we have what Tinto calls retention without education. It's worse, though, because every seat at every available hour in every facility of an institution of higher education is at stake, and every seat marked with a W or NCR bars another student from sitting down. When the blocked seats reach a critical mass, general access is impeded as well. This observation is worth repeating.

[65]Broh (1991) presented an intriguing argument for an alternative time to degree calculation that began with the *median*, not the mean, and included students who had not finished the degree but who were still enrolled as degree candidates. In *The Toolbox Revisited*, the median for students who had completed degrees is 4.24 calendar years. Including students who had not earned degrees by December 2000 but who were still enrolled as bachelor's candidates, the median time to degree would be 4.49—very close to the mean of 4.58.

2. Transfer, both classic community college to four-year, and four-year to four-year—As previously noted, transfer often involves a hiatus in enrollment and extra effort to meet prerequisite requirements at the new institution.
3. Change of major—Garcia (1994) observed that the more times the student changed major, the greater the elapsed time to degree. Knight (2002, 2004a, 2004b) also includes multiple changes of major among the set of variables with significant impact on both enrolled and elapsed time.
4. Whether the student was ever part-time—Since our variable for part-time attendance was constructed partly with reference to course withdrawals that, in effect, produced lighter course loads, the result here backs up the conclusions of Volkwein and Lorang (1996).

Table K1. Ordinary Least Squares regression indicating factors influencing time-to-degree for 1992 12th-graders who earned bachelor's degrees by December 2000

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Partial R-square[a]
Intercept	3.5227	0.2703	8.41	0.001	
WRPRATIO[b]	**4.5126**	**0.4314**	**6.75**	**0.001**	**0.1946**
Continuous enrollment	**-1.2149**	**0.0854**	**9.18**	**0.001**	**0.1287**
Community college transfer	**0.4789**	**0.0632**	**4.89**	**0.001**	**0.0616**
Four-to-four transfer	**0.3685**	**0.0553**	**4.30**	**0.001**	**0.0358**
Ever part-time	**0.3813**	**0.0496**	**4.96**	**0.001**	**0.0274**
Remedial problem[c]	**0.1322**	**0.0344**	**2.48**	**0.05**	**0.0232**
Freshman GPA quintile	**0.0758**	**0.0186**	**2.63**	**0.02**	**0.0109**
Changed major	**0.1711**	**0.0431**	**2.56**	**0.02**	**0.0055**
SES quintile	**-0.0563**	**0.0174**	**2.09**	**0.10**	**0.0028**
Selective first institution	-0.1227	0.0470	1.69	†	0.0045
Academic Resources quintile	-0.0551	0.0233	1.53	†	0.0052
First-year low credits	0.1717	0.0800	1.39	†	0.0015
GPA trend	-0.0518	0.0288	1.16	†	0.0024
No delayed entry	0.1922	0.1190	1.04	†	0.0014
Co-ops or internships	-0.0736	0.0508	0.87	†	0.0007
Education anticipations	-0.1324	0.0497	1.11	†	0.0006
Gender	0.0623	0.0388	1.04	†	0.0010
					$R^2 = 0.5052$
					Adjusted $R^2 = 0.5056$

†Variable did not meet minimum criterion for statistical significance in this model.
[a] Indicates the contribution of each variable to the explanation of variance, the total R^2.
[b] Ratio of no-penalty withdrawals and no-credit repeats to all courses attempted.
[c] See Glossary, p. 191.
NOTES: Root design effect = 1.55. Statistically significant variables are highlighted in bold. Weighted N=922k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

And there is no question concerning which variables will contract time to degree: continuous enrollment and no remediation (the highest value of the "total remediation" variable). Socioeconomic status is a marginally significant contributor to lower time to degree, while the position of freshman year GPA quintile as a contributor to extended time to degree is somewhat puzzling.

Of those variables that were admitted to the linear model but failed to reach the threshold of statistical significance, enrollment in cooperative education or internship courses deserves special attention because it raises contrasting policy options with respect to influences on time to degree. Knight (2004b) observes that:

> Timely degree completion is not all that matters in terms of college student outcomes. Both analytical and student self-report evidence supports the fact that enrollment in cooperative education classes, involvement in internships, etc., while extending time-to-degree, significantly improves student learning and skill development, affective outcomes, career prospects, and the like. Significantly reducing time-to-degree could perhaps demand a trade-off against other long-term (and maybe more important) outcomes. (p. 14).

It turns out that the NELS:88/2000 baccalaureate students who engaged in cooperative education or internships or clinical externships did not take longer than others to complete degrees. But Knight is really asking readers to reflect on the principal objectives of conducting a baccalaureate enterprise. The modes of instructional delivery in professional and applied fields, in particular, often include carefully designed, graded experience in occupational environments, involving considerable time commitments that lie beyond the classroom. If we say to a school of engineering, "You can't offer cooperative education any more and cannot require more than 128 credits for a degree," what do we accomplish in terms of the quality of student learning and the quality of engineering graduates?

In contrasting spirit, if we observe institutions in which students can withdraw from courses, without penalty, as much as 10 weeks into a 14-week semester, a volume of withdrawals equivalent to 15 percent of all credits offered by the institution in a calendar year, and the average time to degree for native students at that institution to be well over five calendar years, we would accomplish a great deal by a tightening of course withdrawal policy. Here is a prime candidate for future research governed by quasi-experimental design: Find two comparable institutions (mission, size, demography, distribution of majors), one with lax withdrawal rules, the other with restrictive rules. The hypothesis, from everything learned in this data essay: An institution that restricts course withdrawal policy will witness higher graduation rates and shorter average time to degree.

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APPENDIX L

Tables and Comments on Miscellaneous Topics Raised in the Text

Table L1. Percentage of 1988 eighth-graders who graduated from high school, by timing and type of high school diploma (if any), by gender, race/ethnicity, and socioeconomic status quintile

Population	Graduated by July 1992 with standard diploma	Graduated by July 1992 with GED	Graduated after July 1992 with standard diploma	Graduated after July 1992 with GED	Had not graduated by December 2000
All 1988 eighth-graders	78.3 (1.08)	2.6 (0.38)	4.7 (0.44)	5.1 (0.50)	9.3 (0.84)
Race/ethnicity					
White	82.4 (1.06)	2.3 (0.40)	3.1 (0.36)	4.4 (0.54)	7.8 (0.85)
African-American	63.2 (4.59)	4.6 (1.86)	11.2 (2.39)	9.0 (2.22)	12.0 (3.27)
Latino	66.1 (3.34)	2.5 (0.44)	7.6 (1.28)	6.9 (1.16)	16.9 (3.16)
Asian	93.4 (1.90)	0.4 (0.18)	1.6 (0.57)	0.9 (0.35)	3.7 (1.81)
American Indian	61.6 (7.71)	2.9 (1.24)	11.3 (5.59)	4.3 (2.39)	20.0 (7.26)
Gender					
Male	77.1 (1.61)	2.2 (0.41)	5.1 (0.66)	5.2 (0.80)	10.4 (1.37)
Female	79.6 (1.28)	2.9 (0.63)	4.2 (0.58)	5.1 (0.58)	8.3 (0.92)
Socioeconomic status quintile					
Highest	94.8 (1.12)	0.5 (0.17)	2.0 (0.58)	1.6 (0.75)	1.1 (0.49)
2nd quintile	84.1 (1.90)	3.7 (1.30)	4.4 (0.96)	3.6 (0.80)	4.3 (1.02)
3rd quintile	83.4 (1.99)	2.4 (0.66)	4.2 (1.01)	5.3 (1.38)	4.7 (0.73)
4th quintile	70.5 (2.55)	2.9 (0.80)	5.9 (1.00)	7.7 (1.34)	13.0 (2.42)
Lowest	54.1 (2.61)	3.6 (0.83)	7.5 (1.25)	8.0 (1.15)	26.8 (2.80)
Urbanicity of high school community					
Urban	73.7 (2.32)	2.8 (0.75)	7.1 (1.15)	6.7 (1.12)	9.7 (1.67)
Suburban	81.3 (1.41)	2.6 (0.74)	4.2 (0.62)	4.3 (0.77)	7.6 (0.92)
Rural	80.5 (1.85)	2.3 (0.35)	3.0 (0.46)	4.6 (0.71)	9.6 (1.76)

NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L2. Percentage distribution of high school graduation status, postsecondary participation and degree completion of students in the 1992 NELS:88/2000 survey, by retention in-grade

	Was student ever retained in grade?		
	No	Yes	Indeterminable
Population			
All students:	73.0 (0.94)	17.8 (0.90)	9.2 (0.71)
Education Attainment			
High school completion			
Academic diploma	90.6 (0.67)	58.6 (2.44)	57.1 (3.50)
GED and other	4.7 (0.43)	20.2 (2.28)	14.8 (2.31)
Did not complete	3.8 (0.52)	18.9 (1.86)	26.7 (3.60)
Indeterminable	0.9 (0.18)	2.2 (0.61)	1.4 (0.37)
Postsecondary entry	81.3 (0.86)	48.7 (2.23)	47.5 (3.53)
Highest degree			
No postsecondary	18.7 (0.86)	51.3 (2.23)	52.5 (3.53)
No degree	35.1 (0.90)	35.0 (2.17)	29.1 (2.93)
Certificate	3.7 (0.32)	3.7 (0.65)	4.1 (1.22)
Associate	6.2 (0.41)	3.2 (0.61)	4.8 (1.33)
Bachelor's or above	36.4 (1.00)	6.8 (0.82)	9.5 (1.91)
Highest degree of those who entered postsecondary			
No degree	40.5 (1.01)	69.0 (2.60)	57.8 (5.19)
Certificate	4.8 (0.43)	9.1 (1.59)	9.8 (3.23)
Associate	8.0 (0.54)	6.2 (0.95)	10.7 (2.86)
Bachelor's	46.7 (1.10)	15.6 (1.83)	21.7 (4.05)

NOTES: (1) Standard errors are in parentheses. (2) Column totals for high school completion and highest degree may not add to 100.0 percent due to rounding. (3) Weighted Ns for all students: Never retained in grade = 2.298M; retained in grade = 560k; indeterminable = 291k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES #2003-402 and Supplement).

Table L3. Percentage distribution of 1992 12th-graders who entered postsecondary education, by selectivity of first institution of attendance, by standard demographics

	Selectivity of first institution of attendance				
Population	Highly selective	Selective	Non-selective	Open-door	Not ratable[a]
All students	3.2 (0.43)	12.2 (0.66)	40.4 (1.02)	41.6 (1.13)	2.6 (0.31)
Gender					
Male	3.4 (0.58)	12.3 (0.86)	38.2 (1.40)	44.0 (1.50)	2.1 (0.39)
Female	3.0 (0.51)	12.1 (0.84)	42.2 (1.30)	39.6 (1.44)	3.1 (0.42)
Race/ethnicity					
White	2.4 (0.32)	13.2 (0.78)	42.5 (1.15)	39.6 (1.24)	2.3 (0.34)
African-American	5.1 (2.30)	7.5 (1.59)	41.7 (3.36)	42.4 (3.98)	3.2 (0.82)
Latino	2.8 (1.23)	7.9 (2.31)	28.5 (3.09)	56.2 (3.40)	4.5 (1.47)
Asian	12.9 (3.09)	15.4 (2.35)	30.6 (3.11)	38.4 (3.84)	2.7 (1.37)
American Indian	#	6.7 (3.02)	29.7 (8.55)	62.2 (9.33)	1.4 (1.07)
Socioeconomic status quintile					
Highest	7.3 (1.05)	25.1 (1.47)	45.6 (1.67)	20.6 (1.60)	1.3 (0.55)
2nd quintile	2.1 (0.85)	10.2 (0.99)	42.7 (1.93)	43.4 (2.07)	1.6 (0.33)
3rd quintile	0.4 (0.13)	6.0 (0.72)	40.2 (1.97)	50.3 (2.10)	3.0 (0.52)
4th quintile	0.8 (0.29)	4.8 (0.76)	35.2 (1.97)	55.7 (2.06)	3.5 (0.70)
Lowest quintile	1.3 (1.08)	3.8 (0.95)	29.9 (3.07)	58.9 (3.36)	6.1 (1.44)

Rounds to zero.

[a] Includes less-than-two-year trade schools, conservatories (music and art), and schools of divinity.

NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding. Weighted N=2.03M.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L4. Descriptive relationship of number of credits earned in the first calendar year of attendance by 1992 12th-graders to highest degree earned by December 2000

	Highest degree earned by December 2000				
Number of credits in first year	None	Certificate	Associate	Bachelor's or higher	**Percentage of all students**
0–10	84.6 (1.44)	6.4 (0.98)	5.4 (0.88)	3.6 (0.75	**24.5 (0.94)**
11–19	63.9 (2.27)	4.9 (0.88)	12.0 (1.65)	19.2 (1.70)	**16.5 (0.73)**
20–29	27.5 (1.39)	3.8 (0.75)	8.4 (0.79)	60.3 (1.60)	**31.0 (0.83)**
30 or more	10.6 (0.86)	5.1 (0.66)	7.9 (0.83)	76.5 (1.31)	**27.9 (0.81)**
Among those who attended a four-year college at any time, number of credits earned in first year					
0–10	75.8 (3.15)	4.9 (1.50)	8.8 (2.18)	10.4 (2.11)	**12.4 (0.88)**
11–19	53.9 (2.82)	2.1 (0.55)	12.1 (2.22)	31.9 (2.51)	**14.1 (0.70)**
20–29	24.2 (1.39)	2.0 (0.79)	5.0 (0.62)	68.9 (1.59)	**38.8 (1.01)**
30 or more	8.4 (0.81)	0.6 (0.16)	3.4 (0.48)	87.6 (0.93)	**34.8 (0.94)**

NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding. Weighted N for all 1992 12th-graders = 2.09M; for those who attended a four-year college at any time:1.47M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L5. Percentage distribution of enrollment intensity over six years (1995/96–2001) of students who started out in postsecondary education in 1995/96, by age as of December 1995

Age at entry	Enrollment intensity		
	Full-time only	Part-time only	Both full-time and part-time
All Students	47.0 (1.1)	12.2 (0.8)	40.7 (1.0)
Less than 21	51.8 (1.1)	4.4 (0.5)	43.8 (1.1)
21–23	40.0 (3.8)	18.7 (3.1)	41.3 (1.1)
24–29	30.2 (3.7)	35.5 (4.6)	34.3 (4.2)
30 and older	32.1 (3.1)	42.9 (3.5)	25.0 (2.8)

NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding.
SOURCE: National Center for Education Statistics: Beginning Postsecondary Students Longitudinal Study, 1995/96–2001, Data Analysis System (NCES 2003-171).

As the reader will notice, about 48 percent of traditional-age students in the BPS longitudinal study of 1995/96-2001 told us that they attended part-time at some point in their undergraduate careers. In contrast, only 38 percent of the NELS:88/2000 postsecondary cohort indicated in their 2000 CATI interviews that they had attended part-time at any time. Are the two cohorts, three years apart in their modal starting date, that different? No.

NELS:88/2000:

Part-time by student report	37.7
Part-time by transcript evidence	9.7
Total part-time	47.4

BPS95/96–2001 students who started before they were 21:

Always part-time	4.4
Mixed full-time and part-time	43.8
Total part-time	48.2

So a dichotomous variable indicating whether the student *ever* attended part-time can be included in the logistic model in Step 5 (attendance patterns).

Table L6. Mean Carnegie unit credits earned in grades 10–12 by (a) all 1992 12th-graders and (b) by those of known socioeconomic status who attended a four-year college at any time and for whom high school transcript records and senior year test scores were complete

	Mean Carnegie units earned by:	
Category of earned credits	All 1992 12th-graders	All 1992 12th-graders who are the subjects of *The Toolbox Revisited*[a]
All high school credits	17.93 (0.09)	18.74 (0.09)
All academic credits	16.06 (0.09)	17.13 (0.09)
All vocational credits	1.28 (0.03)	1.01 (0.03)
English	4.11 (0.02)	4.18 (0.02)
Mathematics	3.39 (0.03)	3.61 (0.03)
Foreign language	1.98 (0.04)	2.31 (0.04)
Science	3.14 (0.03)	3.39 (0.03)
Social sciences	3.55 (0.03)	3.64 (0.03)

[a] These students are the same as those described under (b) in the title of this table.

NOTES: Standard errors are in parentheses. Weighted N for all 1992 12th-graders: 2.62M. Weighted N for 1992 12th-graders who graduated from high school by December 1996, attended a four-year college at any time, and were of known socioeconomic status: 1.41M.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L7. Logistic account of the three components of Academic Resources in relation to bachelor's degree attainment for all 1992 12th-graders with complete records for all three components

Variable	Parameter estimate	Adjusted standard error	F	*t*	*p*	Standard-ized estimate	Odds Ratio
Intercept	-5.3515	0.2348	529.46	11.12	0.01		
Curriculum intensity	0.6273	0.0568	122.17	5.39	0.02	0.4672	1.87
Classrank/GPA	0.4700	0.0529	79.05	4.34	0.05	0.3686	1.60
Senior test score	0.3649	0.0561	42.25	3.17	0.10	0.2785	1.44

NOTES: Standard errors adjusted by root design effect=2.05; universe consists of 1992 12th-graders with high school transcript records and senior year test scores. Percent of concordant probabilities predicted: 85.1; G^2=7536.7; *df*=8280; G^2/df=90.9; X^2 (df)=2977.32 (3).

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L8a. First season of postsecondary attendance of NELS:88/2000 students (a) who participated in the 1992 NELS survey and (b) who were 12th-graders in 1992 and subsequently attended a four-year college

	All students in 1992 survey	12th-graders in 1992 with full high school records who attended a four-year college
First season of attendance		
Summer term	5.8 (0.46)	4.4 (0.49)
Fall term	82.1 (0.83)	91.3 (0.65)
Winter or spring terms	12.1 (0.71)	4.3 (0.37)

Table L8b. Percentage of two groups of NELS:88/2000 postsecondary students who entered in the fall term: (a) All who participated in the 1992 NELS survey and (b) those who were 12th-graders in 1992 and subsequently attended a four-year college, by race/ethnicity and socioeconomic status quintile

	Percent Entering in the Fall Term	
	All students in 1992 survey	12th-graders in 1992 with full high school records who attended a four-year college
By race/ethnicity		
White	84.3 (0.84)	92.3 (0.54)
African-American	73.8 (3.53)	85.7 (4.28)
Latino	73.9 (2.19)	86.1 (3.49)
Asian	83.3 (3.54)	89.9 (3.77)
American Indian	85.1 (5.82)	97.1 (2.87)
By socioeconomic status quintile		
Highest	92.2 (0.73)	93.7 (0.81)
2nd quintile	83.3 (1.85)	90.6 (1.66)
3rd quintile	79.6 (1.68)	90.8 (1.04)
4th quintile	77.4 (1.83)	89.9 (1.32)
Lowest	66.0 (2.96)	82.7 (3.62)

NOTES: Standard errors are in parentheses. Weighted Ns: 1992 survey participants = 2.18M; 1992 12th-graders who attended a four-year college at any time and who presented full high school records = 1.18M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L9. Percentage of 1992 12th-graders earning credits in college-level math courses, both in the first calendar year of attendance and cumulatively, by number of credits earned in college-level mathematics, and type and selectivity of first institution of attendance

Characteristics of first institution	Number of credits in all college-level math courses earned in the first calendar year of attendance: None	1-4	More than 4
Type of first institution			
Four-year	44.2 (1.20)	30.2 (1.02)	25.6 (0.98)
Community college	82.1 (1.22)	12.0 (1.00)	6.0 (0.75)
Other sub-baccalaureate	89.2 (2.72)	9.5 (2.70)	1.3 (0.51)
Selectivity of first institution			
Highly selective	25.1 (5.69)	26.9 (4.24)	48.0 (5.32)
Selective	26.9 (1.98)	32.0 (2.38)	41.1 (2,28)
Nonselective	51.3 (1.26)	30.1 (1.15)	18.6 (0.91)
Open-door	82.4 (1.17)	11.8 (0.96)	5.8 (0.73)
Not ratable	92.4 (2.51)	3.7 (2.09)	3.9 (1.42)

	Number of credits in all college-level math courses earned at any time in the undergraduate careers of students who earned more than 10 undergraduate credits[a]: None	1–4	5–9	More than 9
Type of first institution				
Four-year	23.2 (0.96)	26.3 (0.96)	28.9 (0.92)	21.5 (0.99)
Community college	52.8 (1.82)	21.4 (1.47)	16.1 (1.29)	9.6 (1.01)
Other sub-baccalaureate	79.1 (3.88)	12.4 (3.62)	6.1 (1.70)	2.4 (0.83)
Selectivity of first institution				
Highly selective	18.1 (5.44)	17.8 (3.53)	18.0 (3.34)	46.1 (5.33)
Selective	16.5 (1.74)	21.1 (2.21)	31.9 (2.13)	20.5 (2.16)
Nonselective	25.4 (1.02)	29.1 (1.14)	28.7 (1.09)	16.8 (0.94)
Open-door	54.2 (1.77)	21.2 (1.43)	15.6 (1.24)	9.1 (0.92)
Not ratable	88.0 (3.10)	2.7 (1.14)	7.9 (2.65)	1.4 (0.81)

[a] The "more than 10 undergraduate credits" criterion excludes incidental students.

NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding. Weighted N for all 1992 12th-graders = 2.09M; for those who earned more than ten credits: 1.83M.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L10. Logistic account of factors associated with bachelor's degree completion for 1992 12th-graders who attended a four-year college at any time, using second-year cumulative credits and second-year cumulative GPA

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	- 6.2118	.7595	4.63	.001	----
GPA through second year	**0.7585**	**.1826**	**2.37**	**.05**	**0.1672**
Credits through second year	**1.1780**	**.1054**	**6.34**	**.001**	**0.2597**
No delay of entry	0.8852	.3240	1.55	†	†
SES quintile	**0.2636**	**.0651**	**2.29**	**.05**	**0.0581**
Education expectations	0.5402	.2031	1.51	†	†
Academic Resources quintile	**0.3345**	**.0821**	**2.31**	**.05**	**0.0737**
Ever part-time	**-1.3259**	**.1611**	**4.66**	**.001**	**-0.2923**
Summer-term credits	**0.5273**	**.0929**	**3.29**	**.01**	**0.1162**
Race/ethnicity	-0.3327	.2186	0.86	†	†
Gender	-0.1998	.1574	0.72	†	†
Parenthood by age 20	-0.8960	.4535	1.12	†	†
Multiple institutions	-0.5354	.1874	1.62	†	†
Community college transfer	0.6251	.2151	1.65	†	†
First institution was selective	0.4008	.2248	1.01	†	†
College-level math in first year	0.2064	.1692	0.69	†	†
First-year remediation	0.2940	.1929	0.86	†	†

† Variables did not meet threshold criterion for statistical significance.

NOTES: Standard errors adjusted by root design effect = 1.71. Delta-p computed only for statistically significant variables (in bold). Universe consists of all 1992 12th-graders who participated in postsecondary education, whose records indicated positive values for all variables in the model, and whose transcript records were complete. Weighted N = 1.5M. $G^2 = 3477.1$; df=4759; $G^2/df = 0.73$; X^2 (df)= 2272.2 (17); p = 0.0001. Proportion concordant predicted probabilities = 90.4 percent.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L11. Institutional attendance patterns of 1982 and 1992 12th-graders who subsequently earned more than 10 postsecondary credits[a]

Attendance characteristics	Class of 1982	Class of 1992
Number of schools attended		
One	46.9 (0.82)	43.5 (1.06)
Two	33.8 (0.75)	35.1 (0.93)
More than two	19.3 (0.63)	21.5 (0.84)
For those who attended more than one school:		
Attended in more than one state	39.5 (1.21)	35.7 (1.36)
Institutional combinations:		
Four-year only	38.9 (1.21)	27.5 (1.17)
Reverse transfer[b]	7.6 (0.60)	8.2 (0.76)
Community college transfer	18.1 (0.90)	22.1 (1.12)
Alternating/simultaneous[c]	10.2 (0.67)	13.8 (1.01)
Four-year student with incidental community college[d]	[e]	12.7 (0.90)
Four-year plus other sub-baccalaureate	4.9 (0.46)	1.8 (0.36)
Community college only	10.2 (0.69)	9.1 (0.71)
Community college and other sub-baccalaureate	5.3 (0.50)	3.0 (0.33)
Sub-baccalaureate trade school only	1.1 (0.22)	0.3 (0.20)
Other combinations	3.6 (0.51)	1.5 (0.31)

[a] The reason for excluding incidental students (those who earned 10 or fewer credits) is that they provide an insufficient history for judging multi-institutional attendance.
[b] Student began in four-year institution, did not earn a degree, and transferred to a community college.
[c] Student moved back and forth between four-year and two-year institutions, or attended two institutions at the same time, or did both.
[d] Student was based in a four-year institution, and earned 10 or fewer credits, principally during summer terms, from community colleges. This measure was not available in the High School & Beyond/Sophomore cohort transcript file.
[e] Category was not available in the High School & Beyond/Sophomore cohort transcript files (NCES 2000-194).
NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding. Weighted N for those who earned more than ten credits: 1.83M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L12. Percentage distribution of final (December 2000) education status of 1988 eighth-graders, by type and timing of high school diploma (if any), and including those who did not earn high school diplomas

Secondary/postsecondary status	Percent
1) Earned standard high school diploma by July 1992 and	
Earned at least a bachelor's degree	29.1 (0.94)
Associate degree was highest earned credential	4.7 (0.28)
Certificate was highest earned credential	2.8 (0.24)
No degree, but still enrolled in 2000	4.6 (0.33)
No degree, not enrolled in 2000	23.6 (0.79)
Never entered postsecondary education	13.1 (1.10)
2) Earned standard high school diploma *after* July 1992 and	
Earned at least a bachelor's degree	0.2 (0.12)
Associate degree was highest earned credential	0.3 (0.14)
Certificate was highest earned credential	0.2 (0.04)
No degree, but still enrolled in 2000	0.4 (0.14)
No degree, not enrolled in 2000	1.9 (0.29)
Never entered postsecondary education	1.6 (0.23)
3) Earned GEDs or certificates of attendance and	
Earned at least a bachelor's degree	0.1 (0.03)
Associate degree was highest earned credential	0.2 (0.05)
Certificate was highest earned credential	0.4 (0.14)
No degree, but still enrolled in 2000	0.8 (0.22)
No degree, not enrolled in 2000	2.8 (0.38)
Never entered postsecondary education	3.9 (0.46)
4) Others	
Did not graduate from high school, but entered postsecondary	1.0 (0.42)
Did not graduate from high school, no postsecondary	6.7 (0.65)
Indeterminable high school graduation status	1.7 (0.37)

NOTES: Standard errors are in parentheses. Percent column may not add to 100.0 due to rounding. Weight used throughout this table is the F4BYWT with a base year (1988) flag. F4BYWT covers NELS:88/2000 students who were in both the base year (1988) sample and the 2000 follow-up survey sample. Weighted N=2.93M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L13. Mean elapsed time to bachelor's degree[a] for all 1992 12th-graders who earned the degree by December 2000, by demographics, academic background, and attendance pattern characteristics

Student characteristic	Mean elapsed calendar years to degree	Standard deviation	Standard error
All NELS:88/2000 bachelor's	4.58	1.098	0.028
By Academic Resources quintile			
Highest quintile	4.23	0.914	0.042
2nd quintile	4.63	1.089	0.045
3rd quintile	4.94	1.091	0.071
4th quintile	4.98	1.206	0.137
Lowest quintile	5.54	1.095	0.161
By socioeconomic status quintile			
Highest quintile	4.40	1.018	0.044
2nd quintile	4.66	1.131	0.056
3rd quintile	4.74	1.089	0.060
4th quintile	4.83	1.201	0.084
Lowest quintile	4.87	1.113	0.120
By education anticipations			
Bachelor's consistent	4.49	1.051	0.029
Raised to bachelor's	4.90	1.138	0.067
Lowered from bachelor's	5.14	1.303	0.218
By selectivity of first institution			
Highly selective	3.92	0.741	0.093
Selective	4.32	0.987	0.071
Nonselective	4.53	1.026	0.031
Open-door	5.39	1.165	0.070
Not rated	4.85	1.412	0.481
By number of acceleration credits			
None	4.67	1.105	0.034
1–4	4.46	1.006	0.083
5–8	4.38	1.005	0.081
9 or more	4.28	1.101	0.088

See notes at end of table.

Table L13. Mean elapsed time to bachelor's degree[a] for all 1992 12th-graders who earned the degree by December 2000, by demographics, academic background, and attendance pattern characteristics—continued

Student characteristic	Mean elapsed calendar years to degree	Standard deviation	Standard error
By number of schools attended			
One	4.30	0.825	0.034
Two	4.66	1.143	0.048
Three or more	5.04	1.254	0.063
By transfer status			
Community college to four-year	5.43	1.162	0.071
Four-year to four-year	5.09	1.197	0.060
No transfer	4.43	1.015	0.030
By continuity of enrollment			
Continuously enrolled	4.44	0.941	0.024
Noncontinuous	6.68	1.114	0.101
By number of remedial courses			
None	4.43	1.042	0.033
One	4.94	1.117	0.071
More than one	5.33	1.092	0.068
Bachelor's degree major			
Business	4.56	1.083	0.072
Education	4.72	1.193	0.088
Engineering/architecture	4.71	1.019	0.089
Math/computer science	4.45	0.915	0.161
Physical sciences	4.99	1.293	0.194
Biological sciences	4.41	0.998	0.063
Health sciences/services	4.66	1.131	0.081
Humanities	4.35	1.134	0.143
Fine and performing arts	4.61	1.183	0.144
Social sciences	4.50	1.062	0.058
Applied social sciences[b]	4.68	1.033	0.066

[a] From first true date of attendance to degree award date.
[b] Includes communications, public administration, criminal justice, social work, family and community services, and leisure studies and recreation.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

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GLOSSARY

VARIABLES AND THEIR CONSTRUCTION

This glossary serves not only to expand the definition of the variables considered for *The Tool-box Revisited*, but also to provide details on their construction and allied guidance for interpretation that the reader may find helpful. As in Part II of this study, the presentation follows the order of the seven steps of the logistic narrative.

Where the initial definition of the variables in Part II was simple and transparent, e.g., GENDER, no further elaboration is provided here. Nearly all these variables were either taken directly or derived from other variables on NCES 2003-402 and its June 2004 Supplement.

Step 1a: Demographic Background

NNSE (Nonnative speaker of English)—New in this analysis.

The most notable demographic change between postsecondary students from the High School Class of 1982 and those from the High School Class of 1992 was a doubling of those who not only came from households where English was a second language, but who themselves were users of the heritage language. More than half of both Asian and Latino postsecondary students were so classified (Adelman 2004a, table 1.3, p. 9).

IMMIG (Family immigrant status)—New in this analysis.

Allied to second language background is the immigrant status of families. A dichotomous variable, IMMIG, was created to indicate whether the student's parents were immigrants to the United States within the previous 10 years. Among those who attended a four-year college at any time, 27.5 percent (s.e. = 3.33) of Asian students and 8.8 percent (s.e. = 1.61) of Latino students came from recent immigrant families. The dichotomous variable did not meet the minimum *t* criterion for retention in the demographic logistic model. Nonresponse bias undermines this variable: Responses from nearly 15 percent of the NELS:88/2000 families are missing.

BROSIS (Number of siblings)—New in this analysis.

Some research has indicated that students from larger families have more difficulty entering and successfully participating in higher education (Stage and Hossler 1989; Leigh and Gil 2003; Perkhounkova, McLaughlin, and Noble 2004). The dichotomous variable, BROSIS, marks students with three or more siblings versus those with one, two, or none.

FIRSTGEN (First generation postsecondary student)—New in this analysis.

A dichotomous variable under which the criterion for first-generation status is that *neither* parent had attended a postsecondary institution. Parents' education status was reported by parents themselves, not by students. The discrepancy between students' understandings of their parents' education status and parental accounts was demonstrated in the original *Tool Box* (p. 36): For the High School Class of 1982, only 50 percent of the students with at least one parent who had

earned a bachelor's degree (but not a graduate degree) could correctly describe their parents' achievement. Parents' highest level of education is a key component of socioeconomic status, and the original *Tool Box* did not test it separately.

FAMINC (Family income)—New in this analysis.

Family income in 1991 (the year before NELS students were scheduled to be in the 12th grade) was reported by parents, and set in six bands with a fairly even distribution of all respondents across those bands. In 2005 dollars (adjusted for a Gross Domestic Product deflator[66] of 1.288), as shown in figure 4, these bands were:

Figure 4. 1991 family income bands used in the NELS:88/2000 in 2005 dollars

Income band	Income range ($000)
Highest	96.6 and higher
Second	64.4–96.5
Third	45.1–64.3
Fourth	32.2–45.0
Fifth	19.3–32.1
Lowest	Less than 19.3

SOURCES: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement); *Budget of the United States Government: Historical Tables, Fiscal Year 2005*, table 10.1.

For purposes of our analysis, the bands were combined in pairs—highest two, middle two, and lowest two—to produce a trichotomy. This version is used in the Step1a logistic model (demographic characteristics only), along with FIRSTGEN, as one of the proxies for socioeconomic status.

NEWCHILD (Parenthood by age 20)—Carried forward from *Answers in the Tool Box.*

The variable, abbreviated as NEWCHILD, is a dichotomous marking of students (of either sex) who became parents by age 20. It was a powerful, negative, and consistently significant variable through all stages of the logistic story of the HS&B/So. A decade later, the rate of early parenthood had changed. For the entire cohort of the HS&B/So, 11.6 percent (s.e. = 0.43) became parents by age 20, a proportion that rose to 16.4 percent (s.e. = 0.92) for the NELS:88/2000. For those who ever entered a postsecondary institution, these percentages drop in half. Georges (2000) would remind us of the common sense that students who became parents by age 20 were not likely to enter college at all by that time. Indeed, 59.4 percent (s.e. = 2.30) of

[66]For the GDP deflator calculator, go to http://www1.jsc.nasa.gov/bu2/inflateGDP.html

the NELS:88/2000 participants who had children by 1994 did not enter any postsecondary institution by 2000, compared with 20.9 percent (s.e. = 0.89) of those who did not become parents by 1994.[67]

SESQUINT (Socioeconomic status quintile)—Carried forward from the original *Tool Box*.

In NCES longitudinal studies, socioeconomic status (abbreviated SES) is a composite index of family income, parents' highest level of education, prestige of parents' occupations, and the presence of items such as books, regular newspapers, and a computer in the student's household. Parents provide this information, and the 1992 parent interview was the primary source. The NELS:88/2000 files presented this index in centiles, as did the HS& Beyond/So file before it. To match quintile presentations of high school curriculum intensity, high school class rank/Grade Point Average, 12th-grade test score, and the composite variable, Academic Resources (see below), the centile scale was collapsed to quintiles. SES is an anchor of the education attainment literature, with recent studies enlightening our understanding of the complex ways students of different SES backgrounds experience higher education (e.g., Walpole 2003).

Step 1b: High School Background

EDUANTIC (Education anticipations)—Modified from *Answers in the Tool Box*.

In both the original *Tool Box* and *The Toolbox Revisited*, this is a composite variable describing the consistency and level of the student's education expectations, hence, goal commitment (Allen and Nora 1995). It departs considerably from measures of student education "aspirations" that are based on the student's answer to a single question at one moment in time. The variable was built from matched pairs of questions asked in grades 10 and 12. The High School & Beyond/Sophomore cohort surveys included six pairs of questions: highest level of education expected, planned dominant activity in the year following high school graduation, timing of college entry, choice of a two-year or four-year college as entry point, lowest level of education with which the student would be satisfied, and whether the student would be disappointed if he or she did not graduate from college.

The NELS:88/2000 version does not have as strong a base. Only two pairs of questions were asked in grades 10 and 12 that feed into the construction: highest level of education expected and timing of college entry.[68] In grade12 only, the respondent was asked what was the most likely type of postsecondary institution he or she would enter: four-year, two-year, or trade school, and the answer to this question also was used in building the variable. But the lack of parallelism

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[67]These percentages are based on the entire panel of participants in 1992 who also participated in the 1994 and 2000 follow-up surveys.

[68]Georges (2000) used a similar level-of-expectations by consistency-of-expectations construct for parental visions of their children's future education in the NELS:88/2000 cohort. Parents were interviewed on this issue when students were in the eighth grade and again when students were scheduled to be in the 12th grade.

between the HS&B/So survey and the NELS:88/2000 lead to revisiting the NELS categories and applying stricter algorithmic standards to yield an education anticipations variable closer to the structure of its predecessor, as displayed in figure 5.

Even after this construction, the education anticipations variable required an adjustment. Unlike the quintile variables for curriculum, class rank/GPA, and senior year test score, in which meanings are linear, the five-level anticipations variable is categorical. For purposes of multivariate analysis, the five levels were reduced to three as follows: (1) consistently expected to earn a bachelor's degree; (2) raised expectations to the bachelor's degree between grades 10 and 12; and (3) either lowered expectations from the bachelor's level between grades 10 and 12 or never expected to earn a bachelor's degree. The result is still a categorical variable, but the reference point—expectations for earning a bachelor's degree—is now constant in all three values.

Figure 5. Comparison of the education anticipations composite variable in the High School & Beyond/Sophomore cohort and the NELS:88/2000: Changes in students' expectations between grade 10 and grade 12

HS& B/So	NELS:88/2000
Bachelor's consistent	Bachelor's consistent
Raised to bachelor's	Raised to bachelor's
Lowered from bachelor's to some college; associate consistent	Lowered from bachelor's to some college, inconsistent
Lowered to no degree; associate inconsistent	Raised to some college; consistent "some college"
No degree plans, don't know	Sub-baccalaureate, including high school diploma or less

SOURCES: National Center for Education Statistics: High School & Beyond/Sophomore cohort, NCES 2000-194; NELS:88/2000 Postsecondary Transcript Files, NCES 2003-402.

CLSSRNKQ (Class rank/GPA quintile)—Carried forward from the original *Tool Box*.

This variable is a composite of high school class rank and GPA quintile. In both the HS&B/So and NELS:88/2000 data sets the composite was constructed in roughly the same way. The construction is described in detail in Appendix C, but the key features are worth repeating here.

The construction of this variable began with class rank, expressed as a percentile, for students whose high school graduating classes were larger than 10. Class rank was chosen for the base

reference because it overrides variability in local grading practices,[69] and responds to the divergence between stable scores on standardized tests such as the SAT or ACT and rising GPAs among the college bound (College Board 1998). Not all high schools compute class rank,[70] so for a significant percentage of students, this datum is missing. For these missing cases (as well as for the students from very small high schools), the variable construction turns to high school GPA (where available, and only for students with three or more years of course work). Basing a percentage scale first on class rank, and filling in the missing values with available GPAs from a matched scale using an equipercentile concordance methodology (Houston and Sawyer 1991), weighting the combined scale and cutting it by quintiles solves some of the bias and validity problems that would result from relying on GPA alone.

SRTSQUIN (Senior year test score quintile)—Carried forward from the original *Tool Box*.

SRTSQUIN is the quintile version of a senior year test score. Comparing the HS&B/So to the NELS:88/2000, this variable had the least variation in construction among the precollegiate academic performance variables. In both data sets, composite scores on an "enhanced mini-SAT" given to survey participants in the 12th grade were set out in percentiles. For missing cases, ACT scores were first converted to the SAT scale using ACT's equipercentile concordance methodology (accounting for the 1989 revision of the ACT test battery), and a combined SAT/ACT variable constructed. Scores on this variable were set out in percentiles, and filled in for missing cases of the senior year test score percentile using the equipercentile concordance method. SRTSQUIN reduces the noise in the lumpy distribution with a quintile presentation. Despite these efforts, 14 percent of the students in the NELS:88/2000 database are missing a senior year test measure, compared to 9 percent in the HS&B/So (see Appendix C). It must be acknowledged that the construction of SRTSQUIN combines low-stakes test scores with high-stakes test scores, though it is unclear how that ultimately affects a quintile presentation.

HIGHMATH (Highest level of mathematics reached in high school)—Carried forward from the original *Tool Box*.

In the original construction of this variable in both the HS&B/So and NELS:88/2000 data sets, some editing of the original coding of high school mathematics courses was required in light of postsecondary transcript evidence. For example, if the original coding in 1992 judged the student's highest level of high school mathematics to be "geometry," and the student's postsecondary transcript record of 2000 showed enrollment and completion of "Calculus III" in the first semester of college, then it was obvious that the original coder did not know the

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[69]Among the divergent policies found by the College Board (1998): (a) 9 percent of high schools do not use A-F or numeric grading systems; (b) 8 percent of high schools do not give credit for grades lower than C-; (c) 19 percent of high schools are in districts where grading systems vary; and (d) 43 percent of high schools exclude some courses when calculating GPA.

[70]In its survey of high school grading practices, the College Board (1998) found that 19 percent of high schools did not calculate class rank.

difference between "geometry" and "analytic geometry," and the student's high school record had to be adjusted accordingly. HIGHMATH is considered a categorical variable (as opposed to a continuous variable) because the distance between its levels cannot be judged as ordinal.

SCIMOM (High school momentum in science and mathematics)—New in this analysis.

This variable has three values: (1) A student who reached a level of math beyond Algebra 2 and who earned three or more Carnegie units in core laboratory science was labeled as having sufficient momentum in STEM (Science, Technology, Engineering, and Mathematics)-oriented fields to enhance that momentum even further in a postsecondary environment (whether or not they chose to do so). (2) Students who reached Algebra 2 but no higher, and accumulated more than 1.5 units of core laboratory science exhibited "modest" science momentum, and (3) those whose high school records fell short of "modest" on either the mathematics or science criteria were labeled "weak-to-minimal" in terms of science momentum. SCIMOM is one of three variables tested together as proxies for the combined measure of the academic intensity of a student's high school curriculum, HSCURRQ.

FLAN (Number of units of foreign language in high school)—New in this analysis.

This variable was developed as part of a configuration of proxies for academic curriculum intensity so that we could test the proxies against the consolidated academic curriculum index, HSCURRQ, described on pages 24–27 and in Appendix F. FLAN indicates the number of Carnegie units earned in high school foreign language study, and has five values: more than 3 units, from 2.01 to 3 units, from 1.01 to 2 units, from 0.1 to 1 unit, and 0 units. FLAN is one of three variables tested as proxies for HSCURRQ.

ADVANCE (Number of Advanced Placement courses)—New in this analysis.

This variable was constructed with three values based simply on the number of AP courses recorded: three or more, one or two, and none. It was tested, along with SCIMOM and FLAN, as a proxy for the consolidated academic curriculum index, HSCURRQ.

The identification of Advanced Placement course work in the NELS:88/2000 was a complex task.The version of the NELS:88/2000 high school transcripts to which researchers have referred in the past understates participation in AP courses, though it was difficult to say precisely by how much. Two proxy measures were employed to create the first version of an AP variable on the data file used in this study:[71] AP test scores recorded on the high school transcripts and AP entries on the postsecondary transcripts (which do not include test scores). These were combined to yield 7 percent of the NELS:88/2000 12th-graders, compared with the College Board's

[71]NCES CD 2003-402.

estimate of approximately 11 percent of 1992 12th-graders having taken AP courses.[72] Not everyone who takes AP courses takes AP examinations, and while that might explain some of the gap in the estimates, it still left an uncomfortable discrepancy between the NELS and College Board accounts of Advanced Placement volume.

In light of this low yield and anomalies in the data, a new approach was taken in the work that produced the 2004 Supplement to the original NCES 2003-402 files. Enough new cases of AP course taking (*not* courses labeled "honors" or just "advanced") were identified to raise the proportion of NELS 12th-graders with AP courses to 9.4 percent.[73]

Step 2: Postsecondary Entry

FIRST4 (First school attended was a four-year college)—Carried forward from *Answers in the Tool Box.*

The dichotomous variable indicating whether the first institution attended by the student was a four-year school was active in the original *Tool Box* account, but did not qualify for entry into the model in this replication. It is not clear why this should be the case. Some 81.9 percent (s.e. = 0.82) of the class of 1982 who attended a four-year college at any time started at a four-year college, versus 78.1 percent (s.e. = 1.04) of the class of 1992. There is no meaningful difference in those numbers.

DOCT (First school attended was a doctoral degree-granting institution)—Carried forward from the original *Tool Box.*

Another dichotomous variable indicating that the first institution attended by the student was not only a four-year college, but a doctoral degree-granting school. In the original *Tool Box*, this variable was admitted to the steps of the logistic model but was never statistically significant. In *The Toolbox Revisited* analysis, this variable did not qualify for entrance in the model, even though roughly similar percentages of students who attended a four-year college at any time started in a doctoral degree-granting institution (33.8 percent; s.e. = 1.06 for the HS&B/So versus 34.1 percent; s.e. = 1.11 for the NELS:88/2000).

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[72]See indicator #14 in *The Condition of Education, 1999*. Washington, D.C.: National Center for Education Statistics, 1999, p. 56.

[73]This approach began by isolating students who were consistent in their claims to have taken an "advanced placement course," planned to take an AP test, and reported taking at least one AP test between 1990 and 1993. From this group, those for whom AP course work had already been recorded were dropped. The balance were first matched against the HIGHMATH variable. For students who reached calculus or precalculus, responses to another question as to whether they took the course to earn college credit were invoked. If the student responded positively, the record was credited with an AP course. College transcripts were also examined for foreign language study at advanced levels in the first year of attendance (along with more than 2 years of foreign language study in high school), etc. Where matches were found, the student record was credited with an AP course.

The variable indicating the selectivity of the first institution of attendance (SELECT) is, to a large extent, confounded with doctoral degree-granting status (55 percent of the NELS:88/2000 students who started at doctoral degree-granting institutions started at either selective or highly selective schools).

SELECT (Selectivity of first institution attended)—Carried forward from the original *Tool Box.*

A dichotomous variable indicating that the first institution attended by the student was either highly selective or selective.[74] Some 4.1 percent (s.e. 0.49) of the universe for this study started in highly selective institutions (e.g., Princeton, the University of California at Berkeley, and Harvey Mudd). Another 17.8 percent (s.e. = 0.98) began their postsecondary careers in selective institutions (principally flagship state universities such as Michigan-Ann Arbor, North Carolina-Chapel Hill, Wisconsin-Madison, and Texas-Austin). More than half of the universe of students in this study (56.3 percent; s.e. = 1.32) commenced study in nonselective four-year colleges, and 20.7 percent (s.e. = 1.19) in open-door institutions, a category that is just about identical to community colleges. For the previous cohort of students from the High School Class of 1982, selectivity of first institution had a modestly positive and statistically significant association with degree completion until the last step of that analysis, extended postsecondary performance. Readers interested in the distribution of first institutional selectivity by race/ethnicity, gender, and socioeconomic status are referred to Appendix L, table L3.

NODELAY (Direct entry to postsecondary education following high school)—Carried forward from the original *Tool Box.*

This dichotomous variable was built from a simple distinction: Among students for whom we know both the month and year of high school graduation and the month and year of a transcript-documented attendance in a postsecondary institution following high school graduation, is the difference (a) seven months or less, (b) 8–18 months, or (c) more than 18 months? The first of these options is regarded as "direct entry." Dual enrollment courses do not count in this determination. The student who graduates from high school in June has until the following January to enroll and be judged "no delay." To those who might question the seven month allowance and argue for four months, one would point to a small percentage of graduates with April commencement dates who would be judged late entrants in September under a four-month rule.

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[74] Institutional selectivity in the postsecondary files of all three grade-cohort longitudinal studies conducted by the National Center for Education Statistics has five values: highly selective, selective, nonselective, open-door, and not ratable. The first three of these values were based on the selectivity cells developed by the Cooperative Institutional Research Project (CIRP) at UCLA for its annual survey (since 1966) of entering freshmen. Community colleges and area vocational-technical institutes (AVTIs) were assigned the value of "open-door." Theological seminaries, music conservatories, and sub-baccalaureate vocational schools were considered "not ratable."

ACCELCRD (Credits earned prior to high school graduation and by examination)—New in this analysis.

ACCELCRD sums all college credits earned by course work prior to high school graduation, along with credits earned by examination—including Advanced Placement, College Level Examination Program (CLEP), and institutional challenge exams (the majority of these—in the records of the NELS:88/2000—in foreign languages). Most of these credits were earned either prior to matriculation or during the first term of enrollment, though some were earned at later points in the student's undergraduate career. The ACCELCRD values were set at three levels: more than 4 credits, 1–4, and zero.

Step 3: First-year Performance

LOWCRED (Less than 20 additive credits earned in the first calendar year of attendance)— Carried forward from *Answers in the Tool Box.*

A dichotomous variable built on an analysis of the mean number of additive credits (those that count toward degrees) earned by all postsecondary students in the first calendar year following the date of first enrollment. The threshold at which this broad population began to earn any credentials (including certificates and associate degrees) was 20 credits (in the NELS:88/2000 population, 20.252 credits, to be precise; s.e. = 1.016). LOWCRED is an early momentum indicator with enduring consequences. As table L4 in Appendix L demonstrates, the more additive credits earned in the first year, the more likely a degree will be completed.

FRSHGRAD (Grade point average in the first calendar year of attendance)—Carried forward from the original *Tool Box.*

Grade point averages were determined for the first *full calendar year* of postsecondary attendance, and were then set out in quintiles. FRSHGRAD is a dichotomous variable that divides the highest two quintiles from the other three. For the history of the HS&B/So used in the original *Tool Box* study, the dividing line was 2.70. For that of the NELS:88/2000 used in *The Tool- box Revisited*, the line is drawn at 2.88. The difference reflects the general trend in GPAs of the two cohorts (see Adelman 2004a, table 6.1, p. 78).

FREM (Any remedial course work in the first calendar year of attendance)—New in this analysis.

FREM is a dichotomous variable marking students who took any remedial courses during the first calendar year of attendance. Three variations on first-year remediation were tried out in the process of arriving at this formulation: one that focused only on remedial reading, another on remedial math, and a third on all types of remediation. The dichotomous version of the latter was the only form that could meet the minimal statistical criteria for entrance into the stepwise logistic model and allow us to track any association of early remediation with degree completion.

Step 4: Financial Aid

In general, the NCES grade-cohort longitudinal studies have been weak on financial aid information, where as the event-cohort Beginning Postsecondary Students longitudinal studies have offered a panoply of financing data. For example, if we were to ask about grants or scholarships received in the first year of attendance (1995–96) for the BPS:95/96–2001 by traditional-age students who attended a four-year college at some time, we would find the information indicated in table Glossary-1.

We would know, too, that for those who received grants/scholarships in 1995/96, the amount constituted an average of 69.3 percent (s.e. = 1.0) of all aid received, and covered 33.4 percent (s.e. = 0.7) of the price of attendance for the 1995–96 academic year. We could easily break these averages out by type of institution first attended. And we would know more, as the BPS:95/96–2001 covers PLUS (Parent Loan for Undergraduate Students) loans, Perkins loans, Stafford loans (subsidized and unsubsidized), need-based aid by source, merit-aid by source, Pell grants, SEOG (Supplementary Educational Opportunity Grants) grants, and other types of financial aid. If the grade-cohort longitudinal studies such as the NELS:88/2000 had gathered even a third of this information, a much richer analysis would be possible—though not necessarily an analysis demonstrating a significant association of types, amounts, and ratios of financial aid to degree completion.

Table Glossary-1. Percentage of 1995/96 beginning postsecondary students 20 years old and younger who attended a four-year college at any time, and received grants or scholarships in 1995/96, by source and average amount of award, and bachelor's degree attainment rate by 2001

			Percent earning bachelor's degree by 2001	
Source of grant	Percent receiving grant	Average amount of grant	Received grant or scholarship	Did not receive grant or scholarship
All sources	54.6 (1.3)	$4506.00 (170.7)	59.8 (1.4)	49.1 (1.9)
Federal	23.2 (1.0)	1958.60 (34.0)	47.8 (1.9)	57.1 (1.4)
State	19.1 (1.0)	1757.40 (68.8)	58.6 (2.0)	54.0 (1.4)
Institution	31.9 (1.3)	4312.00 (208.0)	67.5 (1.7)	49.0 (1.5)
Other	16.1 (0.7)	1529.60 (73.5)	71.1 (2.0)	51.9 (1.4)

NOTE: Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: Beginning Postsecondary Students Longitudinal Study, 1995/96–2001, Data Analysis System (NCES 2003-173).

Step 5: Attendance Patterns

FOURTRAN (Transfer from one four-year college to another)—New in this analysis.

The algorithm for classic transfer from a community college to a four-year college was fairly easy to construct. But to distinguish a true four-year-to-four-year college transfer required an indirect route. In the final survey of NELS longitudinal study (2000), respondents who attended any postsecondary institution(s) were asked whether they ever "transferred credits." One cannot equate the yes/no answer to that question with institutional transfer. One group of four-year-to-four-year transfers was easy to identify: those who started in a four-year college and earned a bachelor's degree from a different four-year college. The second group was defined by the following attendance characteristics: They started in a four-year college, attended at least two four-year colleges, earned more than 30 credits from four-year colleges, were *not* reverse transfers, and earned less than 20 credits from community colleges and other sub-baccalaureate institutions. For the most part, these students did not earn bachelor's degrees, but they accumulated an average of 85.6 credits (s.e.=3.57) from four-year colleges. Of those who did not earn a degree, 34.6 percent (s.e. = 4.17) were still enrolled and degree-candidates in 2000.

MULTINS (Student attended more than one postsecondary institution as an undergraduate)—Carried forward from *Answers in the Tool Box.*

MULTINS is a dichotomous variable indicating that the student attended more than one institution. This is a macro-vision of otherwise multidirectional student behavior. One might suspect that when MULTINS, TRANSFER, and FOURTRAN are in the same logistic model, at least one of these variables will evidence an unacceptable degree of collinearity. But within the context of the universe under study in *The Toolbox Revisited*, the correlation between community college transfer (TRANSFER) and MULTINS is 0.3363 and that between four-year-to-four-year transfer (FOURTRAN) and MULTINS is 0.3246. These are modestly positive, but not so high as to indicate collinearity problems. What that may mean is that the three independent variables are making distinctly different statements in the context of the logistic regressions in which they appear.

SUMMER (Number of credits earned during summer terms)—New in this analysis.

Attendance and credit generation during summer terms turned out to be a strong proxy for high-octane persistence among community college students (Adelman 2005a), and was, hence, brought into the model for the population of those who attended a four-year college at any time. The variable was set by three bands of the number of credits earned in this manner: more than 4, 1–4, and 0. Some 54.8 percent (s.e. = 0.92) of all 1992 12th-graders who continued their education earned credits in at least one summer term; 61.1 percent (s.e. = 0.96) of those who earned more than 10 credits did so, as did 63.2 percent (s.e. = 1.10) of the universe on which this essay focuses. Given the magnitude of those percentages, it is not so much the fact of using summer terms, but the volume of credit generation that should count.

PARTTIME (Was the student's enrollment intensity *ever* part-time?)—New in this analysis.

The original *Tool Box* declined to confront part-time status and its effects. If one is using transcripts as evidence, there are a number of problems in determining which students are part-

time and when. This issue deserves extended attention, with support drawn from very different data sources (see, e.g., O'Toole, Stratton, and Wetzel 2003). Even if one standardizes credits on a semester metric across over 3000 institutions in the NELS:88/2000 postsecondary transcript files, it is often difficult to know what is considered "part-time" in term X at institution Y in program Z. With over 60 percent of students earning credits in summer terms, we would be obligated to include such terms in an account of enrollment intensity, and the question, "What is 'full-time' in a summer term?" would have to be answered in each institution. In the last survey of the NELS:88/2000 cohort in 2000, students were asked whether they had ever "attended less than full time." Despite the ambiguity of the phrasing and students' understanding of what "less than full time means," student responses were accepted as the first stage of creating a variable indicating part-time status at some point in their careers. In their 1994 interviews, students were also asked about their enrollment intensity status at the first institution they attended. When they indicated part-time, that fact overrode any denial of part-time status in their 2000 interview. Proximate judgment supercedes retrospection.

The second stage in developing this rough proxy draws on the transcripts and the notion of reducing credit load to part-time status. To identify students who may start with a full-time schedule but reduce it to part-time intensity by withdrawing from courses, we take the average credit load per semester for bachelor's degree recipients—14.2 (average annual load of 30.8 minus the sum of summer-term credits, credits by examination, and dual enrollment credits divided by two)—and ask by what percentage that figure would have to fall to bring the student's credit load below the threshold for full-time status (12 credits). The answer is 16.2 percent. So for the sake of this crude proxy measure, it is assumed that students who withdrew from attempted credits at 16.2 percent rate or higher were—or became—part-time at some time. With that group added to students who indicated part-time status in the course of their 2000 interviews, the proportion of NELS students who were part-time at some time in the undergraduate careers was 47.4 percent—compared with 48.2 percent of traditional-age students in the BPS longitudinal study of 1995/96–2001 (for an account of enrollment intensity in both data sets, see Appendix L, table L5).

Step 6: Extended Postsecondary Performance

REMPROB (Nature and intensity of remedial work)—Carried forward from *Answers in the Tool Box.*

In both the original *Tool Box* and *The Toolbox Revisited*, REMPROB describes the nature and extent of a student's remedial course work without the boundary of the first calendar year of attendance. For that reason, when REMPROB is tried out in the logistic narrative at the stage of extended postsecondary performance, it replaces the freshman year remediation variable (FREM).

REMPROB is created by an if-then-else logic that starts with remedial reading as the most serious of remedial problems,[75] and works its logical steps as follows:

[75]For an elaboration of REMPROB in relation to student demographic backgrounds, high school performance, and degree attainment, see Adelman 2004a, pp. 87–94, and Wirt, et al. (2000), indicator 14, p. 52 and supplemental tables (p. 152).

1. Any remedial reading
2. Two or more remedial courses (not reading, and, if math, more than two)
3. One or two courses of remedial mathematics only
4. One remedial course (not reading, not math, thus leaving writing, language arts, and general basic skills)
5. No remedial course work

For the sake of presentation in the logistic sequence, REMPROB is a dichotomous variable in which remedial reading plus more than one remedial course falls on one side of the border, and all other remediation (including no remediation) on the other side. In the original *Tool Box*, REMPROB was admitted into the model, but did not reach the threshold of statistical significance. In *The Toolbox Revisited*, REMPROB did not meet the minimum statistical standard for entry into the model when it was invoked in Step 6.

TREND (Trend in student's grade point average)—Modified from previous presentation in the original *Tool Box*.

This variable describes the trend in a student's postsecondary grade point average (GPA), and applies only to those students with complete undergraduate transcript records and computable GPAs. In its original *Tool Box* version, two reference points were used: end of the first calendar year GPA, and final undergraduate GPA. From these two markers, one could observe whether GPA was rising, flat, or falling, using a ratio of final GPA to first-year GPA. Ratios in the .95 to 1.05 range were judged to indicate no change, with ratios above 1.05 indicating a rising GPA, and ratios below 0.95 indicating a falling GPA. For a slightly better set of markers, the NELS:88/2000 postsecondary transcript files thus added a variable for GPA two years after entry. With three points of reference, ratios are not invoked, rather relationships (greater, less than, or equal to)—and at three points in time. From the permutations of these relationships one can determine whether the trend was rising, flat/inconsistent, or falling.

CUMMATH (Number of credits earned in college-level mathematics)—New in this analysis.

This variable, setting out cumulative credits earned in college-level mathematics in three bands (more than four, 1–4, and 0) replaces the parallel variable for first-year college-level mathematics credits in the context of an extended postsecondary history account. The motivation for including this curriculum marker is the same: Even if postsecondary students do not concentrate their studies in science, technology, engineering, or mathematics/computer science (STEM), their quantitative background will be called upon (in business and the social sciences, in particular). Student academic momentum, it is hypothesized, will be as much enhanced by quantitative study on the post-matriculation side of education history as it was in secondary school.

CHANMAJ (Change of major)—New in this analysis.

If transcripts are our principal source of evidence, the only moment at which we are sure of a student's major is the moment of degree award. Sometimes, the NELS:88/2000 transcripts with no degree indicated a major, which was verified by hand-and-eye reading by two judges only when the transcript carried a minimum of 15 credits and the major field indicated carried a minimum of 12. But that still leaves a large swath of missing accounts of students' major. It is wholly possible, for example, that a student earning a B.S. in computer science changed majors

twice along the way, and in two different institutions. In the matter of major—and change-of-major—the transcript is not as credible as the student. So the last NELS survey in 2000 asked students whether they had changed majors at any time, but unfortunately did not ask "from what to what."

A dichotomous change-of-major variable was developed and tried out for this study. Basically, it took the universe of students who said they changed majors, and added to that universe community college transfer students who moved from general studies to a discrete major, and cases where the student presented two transcripts with no degrees but different majors. It also took student responses in 1994 to questions about their major at the first institution attended and that at the most recent institution attended. Where the student reported two different disciplinary majors, e.g. electrical engineering at the first institution and biology at the most recent institution, that, too, was marked as a change of major no matter what the student told interviewers in 2000. Unfortunately, all these steps created a collinearity problem with the TRANSFER variable, and CHANMAJ did not qualify for entrance into the logistic narrative. On the other hand, it was admitted and played a notable role in the linear account of time to degree (see Appendix J).

Step 7: Final Model

NOSTOP (Continuous enrollment)—Carried forward from *Answers in the Tool Box.*

Given the extended potential undergraduate periods of 12 years (National Longitudinal Study of the High School Class of 1972), 11 years (High School and Beyond/Sophomores), or 8.5 years (NELS:88/2000), it makes no sense to describe stop-out behavior as one semester or its equivalent. In all three NCES postsecondary transcript-based grade-cohort studies, non-continuous enrollment was defined as *more than* a one semester (or its equivalent, e.g., two quarters) stop-out period. In the dichotomous variable, NOSTOP, the student is considered continuously enrolled even with one semester (or two quarters) off. From the moment of its introduction, NOSTOP was the strongest independent variable in the logistic narrative of the original *Tool Box*.

WRPT Ratio (Ratio of non-penalty withdrawal and no-credit repeat grades to all grades received)—Carried forward from the original *Tool Box.*

In the original *Tool Box*, this variable was called the DWI (drops, withdrawals, and incompletes) index. DWI is not a wholly accurate acronym. What is really described is a ratio in which the number of courses from which the student withdrew without penalty *plus* those the student repeated is the numerator, and the total number of courses in which the student enrolled is the denominator. The ratio counts course attempts, not credits. Withdrawals without penalty are not the same as courses "dropped" within set periods that most colleges and community colleges mark for "drop-and-add." Courses "dropped" are not included in the ratio. Nothing here involves penalty grades. All cases at issue are noncredit grades. The variable WRPT ratio is dichotomous: On one side of the dividing line are students who withdrew from or repeated 20 percent or more of all courses in which they enrolled.

THE TOOLBOX REVISITED

Paths to Degree Completion From High School Through College

U.S. Department of Education

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Executive Summary

The Toolbox Revisited is a data essay that follows a nationally representative cohort of students from high school into postsecondary education, and asks what aspects of their formal schooling contribute to completing a bachelor's degree by their mid-20s. The universe of students is confined to those who attended a four-year college at any time, thus including students who started out in other types of institutions, particularly community colleges.

The core question, data source, and legacy

The core question is not about basic "access" to higher education. It is not about persistence to the second term or the second year following postsecondary entry. It is about completion of academic credentials—the culmination of opportunity, guidance, choice, effort, and commitment.

To answer the question, *The Toolbox Revisited* uses the most recently completed of the national grade-cohort longitudinal studies conducted by the National Center for Education Statistics. This study, known as the NELS:88/2000, began with a national sample of eighth-graders in 1988. They were scheduled to be in the 12th grade and graduate from high school in 1992. They were followed through December 2000. In addition to regular interviews with these students, the data set on which this essay draws includes the critical components of high school and college transcripts, and the transcript data are the principal sources for the academic history observed.

The Toolbox Revisited was designed as a replication of a noted previous study published by the U.S. Department of Education, *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment* (1999), hereinafter referred to as "the original *Tool Box,*" which based its analysis on a national cohort of high school students who were scheduled to graduate in 1982, and who were followed through 1993. The question naturally arose as to whether the hypotheses and analyses based on that cohort's history would hold up in the story of the slightly overlapping 1992–2000 period.

We have learned a great deal in a very short time from numerous initiatives of states and private foundations to prepare high school students better for higher education, and from major federal stimuli under the *No Child Left Behind* legislation to jump start the process of academic momentum prior to high school. One of the reasons for examining the academic history of the NELS:88/2000 cohort is that its students attended high school after the wave of reforms in the 1980s that followed the critique of U.S. education offered by the seminal report, *A Nation at Risk* (1983), and, hence, may provide some clues as to the likely outcomes of current reform efforts.

Much has changed in other ways, too, since the High School Class of 1982 (the subjects of the original *Tool Box*) moved through their scheduled 12th grade and through postsecondary education. A dramatically higher proportion of high school seniors of all race/ethnicity groups continue their education, though access gaps remain (Wirt et al. 2005, indicator 22). Postsecondary attendance patterns among traditional-age students have become far more

complex, with nearly 60 percent of undergraduates attending more than one institution, and 35 percent of this group crossing state lines in the process; community college transfer rates rising nearly 10 percentage points; one out of eight undergraduates based in four-year institutions using community colleges to fill in pieces of their curriculum, and another eight percent "swirling" back and forth between the four-year and two-year sectors. Dual-enrollment while in high school, credit-by-examination, and use of summer terms all added to the dynamic mix of time and space that marked student pathways in the1990s.

With all this change, we still measure something called "college graduation rates" with anachronistic formulas that do not track students through increasingly complex paths to degrees. As a result, we do not understand what is really going on. The dominant language accompanying analyses bemoaning putatively low graduation rates is a language of "attrition," with students labeled "at risk" or "minimally college-qualified," and leaking out of "pipelines."

This study looks at student histories derived from transcript records in a different way and with a different tone. It follows the student, not the institution, because it is the *student's* success that matters to families—and to the nation. It allows the maximum length of postsecondary time for the High School Class of 1992, 8.5 years, for students to earn degrees no matter how many institutions they attend. It notes that if the history of the Class of 1982 were truncated at 8.5 years, there has been a decent improvement in bachelor's degree attainment among non-incidental students (those who earned more than 10 credits, i.e. "made a go of it") who attended a four-year college at any time (from 60 to 66 percent). It is natural to ask how this happened, to identify the moments and aspects of schooling that may have made a difference, and to reflect on what might make the most difference in the future for narrowing degree-completion gaps by race/ethnicity. In that task, *The Toolbox Revisited* looks for the features of academic history that are realistically subject to change by institutions whose principal business is the generation, preservation, and dissemination of knowledge. While acknowledging that for degree-completion rates to improve, students themselves must respond, and that their response does not occur in a vacuum, the features of student histories that are the domain of this inquiry do not include social and psychological variables attendant on the passage from adolescence to adulthood.

It is important to note that, as was the case for the original *Tool Box*, the student universe for *The Toolbox Revisited* constitutes roughly half who reach the 12th grade (table 1). It does not include students who failed to graduate from high school, those who earned General Education Diplomas (GEDs), those who had not enrolled in any postsecondary institution by the age of 26, and those who entered the postsecondary system but never attended a bachelor's degree-granting institution. The resulting demographics are slightly more female, slightly less minority, less with a second language background, and a higher socioeconomic status distribution than the cohort as a whole (table 2).

Organization

We learned from critiques of the original *Tool Box* to sort the chronology of events with greater care. There are seven steps in the analysis of *The Toolbox Revisited*, each of which involves a

collection of variables that are investigated in terms of the degree to which they help us explain bachelor's degree completion for the population of students under investigation:

Step 1: Demographic background and high school history
Step 2: Postsecondary entrance (timing and type of institution)
Step 3: First postsecondary year history (curriculum and performance)
Step 4: Factors of financing postsecondary education in the early years
Step 5: Postsecondary attendance patterns
Step 6: Extended postsecondary history (curriculum and performance)
Step 7: Final model, with complete academic history

This essay also takes an important pause outside the steps of the core statistical model to consider the characteristics of student progress through the *second* year following postsecondary entry.

As each step of the statistical model of student history is set forth, it is pointed out where the results are similar to the findings of the original *Tool Box* with its earlier population, and where they diverge. All seven steps are subsequently assembled together in one place (table 29) so that the reader can observe the factors that have *consistently* contributed to degree completion.

Principal Stories and Guidance

This executive summary offers themes, highlights, and implications of the data for those who comment on secondary and higher education and make decisions about institutional or system policy—editorial writers, legislators, researchers, education administrators.

Two national longitudinal studies, a decade apart, have told similar stories. When the second story reinforces the first—and sheds even more light—something has to be right, and it behooves us to pay attention. Both of them provide support for current efforts to improve the quality of high school curricula and the participation in those curricula of ever larger proportions of students. Both of them provide guidance for college and community college processes likely to lead students to degree completion.

Some of what was learned from the original *Tool Box* was taken to heart at the secondary school level, and, in some respects, we are seeing positive results in academic curricular participation in high schools. But counting Carnegie units[1] in English or science is not the same as describing and validating what students have learned, and whether that learning links smoothly to the performance expectations of the postsecondary world. *The Toolbox Revisited* says we have more to do, that the bulk of our task lies both after the college matriculation line, and in communication and outreach between postsecondary institutions and high schools. How do we

[1]A Carnegie unit is the basic credit system for U.S. secondary schools. It is generally recognized as representing a full year (36-40 weeks) in a specific class meeting four or five times per week for 40-50 minutes per class session (Martinez and Bray 2002).

learn what we have to do? By following students in the richness and complexity of their postsecondary histories.

Curriculum, starting in high school, and continuing

However complex students' attendance patterns, the principal story line leading to degrees is that of content. What one learns is what one studies, and what one brings to economic and community life. The story starts in high school, but merely crossing the bridge to college or community college doesn't mean the story is over. Furthermore, the bridge is not always aligned with the road on the other side.

The academic intensity of the student's high school curriculum still counts more than anything else in precollegiate history in providing momentum toward completing a bachelor's degree. At the highest level of a 31-level scale describing this academic intensity (see Appendix F), one finds students who, through grade 12 in1992, had accumulated:

3.75 or more Carnegie units of English
3.75 or more Carnegie units of mathematics
highest mathematics of either calculus, precalculus, or trigonometry
2.5 or more Carnegie units of science *or* more than 2.0 Carnegie units of core laboratory science (biology, chemistry, and physics)
more than 2.0 Carnegie Units of foreign languages
more than 2.0 Carnegie Units of history and social studies
1.0 or more Carnegie Units of computer science
more than one Advanced Placement course
no remedial English; no remedial mathematics

These are minimums. In fact, students who reached this level of academic curriculum intensity accumulated much more than these threshold criteria (see table F1), and 95 percent of these students earned bachelor's degrees (41 also percent earned master's, first professional, or doctoral degrees) by December 2000.

Provided that high schools offer these courses, students are encouraged or required to take them, and, in the case of electives, students *choose* to take them, just about everybody could accumulate this portfolio. Unfortunately, not all high schools present adequate opportunity-to-learn, and some groups of students are excluded more than others. Latino students, for example, are far less likely to attend high schools offering trigonometry (let alone calculus) than white or Asian students. Students from the lowest socioeconomic status (SES) quintile attend high schools that are much less likely to offer any math above Algebra 2 than students in the upper SES quintiles (table 6). If we are going to close gaps in preparation—and ultimate degree attainment—the provision of curriculum issue has to be addressed. In recent years, colleges and community colleges have begun to provide these courses to high school students, and distance learning provides additional options if students have access to the technology. The hypothetical

consequences of participating in curriculum configurations approaching that illustrated above for Latino degree completion rates, in particular, are stunning (table 32).

There is a quantitative theme to the curriculum story that illustrates how students cross the bridge onto and through the postsecondary landscape successfully. The highest level of mathematics reached in high school continues to be a key marker in precollegiate momentum, with the tipping point of momentum toward a bachelor's degree now firmly above Algebra 2. But in order for that momentum to pay off, earning credits in truly college-level mathematics on the postsecondary side is *de rigeur*. The world has gone quantitative: business, geography, criminal justice, history, allied health fields—a full range of disciplines and job tasks tells students why math requirements are not just some abstract school exercise. By the end of the second calendar year of enrollment, the gap in credit generation in college-level mathematics between those who eventually earned bachelor's degrees and those who didn't is 71 to 38 percent (table 21). In a previous study, the author found the same magnitude of disparity among community college students in relation to earning a terminal associate degree (Adelman 2005a). The math gap is something we definitely have to fix.

A dominant feature of academic histories that cannot really be assessed until the end of the second year following college entry is the extent to which students successfully completed credits in a range of "gateway" courses. It is at this point that the postsecondary curricular story line fully emerges, with ratios of participation in the "gateways" between those who ultimately earned degrees and those who did not running 6:1 in American literature, 4:1 in general chemistry, and more than 3:1 in precalculus, micro/macroeconomics, introduction to philosophy, and world civilization (table 20). These gaps in curricular participation argue for academic administrators to identify their key gateway courses and regularly monitor participation.

College and community college expectations for their first-year students in those gateway courses—expressed through examinations, paper and laboratory assignments—need to be more public. Examples such as those offered by the American Diploma Project in its report, *Ready or Not: Creating a High School Diploma That Counts* (2004), should be shared with larger audiences than policymakers and others who habitually read such reports. Parents should see those assignments even if they don't understand them; high school teachers should ponder them to assess whether their exiting students are likely to be prepared; and, most importantly, high school students have got to see them as road signs to their next education destination. *The Toolbox Revisited* advocates making these examples part and parcel of admissions packets, publicity brochures, and Web sites. There is risk in this: Some students may be scared away. But there is no better way to enhance articulation and preparedness than to display what students can expect.

Postsecondary benchmarks

In both colleges and community colleges, the curriculum story line intersects attendance patterns and performance in ways that set benchmarks for academic advisement and intervention:

- Less than 20 credits by the end of the first calendar year of enrollment (no matter in what term one started, whether summer, fall, winter, spring) is a serious drag on degree completion. The original *Tool Box* told the same story. It is all the more reason to begin the transition process in high school with expanded dual enrollment programs offering true postsecondary course work so that students enter higher education with a *minimum* of 6 additive credits to help them cross that 20-credit line. Six is good, 9 is better, and 12 is a guarantee of momentum.
- We falsely believe that beginning students drop out of higher education in appalling numbers by the end of their scheduled first academic year of attendance. In fact, about 90 percent of traditional-age beginning students turn up somewhere (maybe not at the first school attended) and at some time (maybe not in the fall term) during the subsequent calendar academic year (which we measure as July 1 through June 30). However impressive this percentage, the *quality* of persistence counts more, and, for a third of these students, the quality of persistence leaves much to be desired (table 17). *The Toolbox Revisited* urges that institutions monitor and report the quality (as much as the fact) of persistence.
- More than 60 percent of the students in the sample under investigation enrolled during summer terms. Undergraduates are not only more geographically mobile, but have shattered observance of the traditional academic calendar. Summer term credits are more than metaphors for high octane persistence: Earning more than 4 credits during those terms held a consistently positive relationship to degree completion, and gave African-American students, in particular, a significant boost in hypothetical graduation rates (table 32). College and community college administrators can be very creative in expanding the use of summer terms.

Student uses of time

The example of summer-term credits, particularly in combination with the complex multi-institutional attendance patterns, underscores another theme of *The Toolbox Revisited*: Student uses of time in undergraduate careers are now more important than their uses of place. In other words, *when* students do something academic has a more significant relationship to degree completion than *where* they do it. For example:

- For the High School Class of 1982 (the subjects of the original *Tool Box)*, timing of entry to postsecondary education never rose to a level of statistical significance in the analysis, whereas variables for the type of institution first entered played inconsistent but positive roles in explaining degree completion. A decade later, with a higher proportion of high school students continuing to college, the situation was reversed (table 13). What this means is that recruitment efforts have to insure that students enter postsecondary education immediately following high school graduation. The longer students wait, the less likely they will finish a degree.

- The only characteristic of the first institution of attendance to be admitted to statistical analysis was selectivity, but it never rose above the threshold of significance. Quite frankly, one isn't worried about degree completion for the 5 percent of traditional-age undergraduates who enter highly selective colleges. One is more concerned with the rest of the river—particularly the 78 percent who start in either nonselective four-year colleges or open-door community colleges.
- The original *Tool Box* study declined to confront part-time status and its effects. If one is using transcripts as evidence, there are a number of problems in determining which students are part-time and when. *The Toolbox Revisited* found a way around these problems to mark whether a student's enrollment intensity *ever* fell into part-time status, i.e., less than 12 credits per semester or its equivalent. Part-time attendance by whatever means, as Carroll (1989) labeled it, proved "hazardous" to degree completion health (table 24; table 29).
- In longitudinal studies extending for as long a period of postsecondary time as does the NELS:88/2000 (8.5 calendar years), a student is allowed stop-out periods totaling one semester or its equivalent (e.g., two quarters), exclusive of summer terms, and still be considered "continuously enrolled." Continuous enrollment is a factor of attendance patterns, and another marker of the student's use of time. It proves to be overpowering: with 16 other variables in play, continuous enrollment increases the probability of degree completion by 43 percent (table 27). The original *Tool Box* offered the same message, arguing for assiduous monitoring of student stop-out periods. Put another way: Keep the student continuously enrolled, even part-time (less damaging than excessive stop-out periods).

Purposeful migration versus "swirling"

The complexity of student postsecondary enrollment patterns, already a notable phenomenon for the population under study in the original *Tool Box*, accelerated in the subsequent cohort. The construction of the NELS:88/2000 postsecondary transcript files took advantage of what we learned from more sophisticated institutional and state system tracking studies of the 1990s; hence, some new attendance pattern variables were available and others (those describing different kinds of multi-institutional attendance) refined.

What we found for the students of the 1992-2000 period was this:

- Formal transfer from a community college to a four-year college and formal transfer from one four-year college to another were positively associated with degree completion, but wandering from one school to another was not.

In fact, the nomadic multi-institutional attendance behavior increasingly known as 'swirling,' held a significant and negative relationship to degree completion (table 24, table 39). These statements are a very simple untangling of complex realities.

The basic question asked of the transcript data—did a student attend only one school or more than one?—begins a process of inquiry to determine *how* the student attended second and third institutions. Given very taut definitions of what transfer means, we are advised to ensure that multi-institutional attendance is purposeful and productive. For that, we require much better student tracking systems than we currently possess, and regular contact with students in motion.

Student academic performance

More than the original *Tool Box*, *The Toolbox Revisited* recognizes that the path of student academic performance, marked by grades, is a reflection of quality of effort, and pays off. It starts in high school: Academic curriculum participation is still the strongest of the precollegiate momentum indicators, but between the 1980s and 1990s, class rank/GPA moved markedly ahead of senior year test score in its contribution to students' overall "Academic Resources" index, a composite indicator of high school curriculum intensity, class rank/GPA, and senior year scores on a 90-minute exam best described as a mini, enhanced SAT (see p. 16 and Glossary).

This story continues on the postsecondary side of the matriculation line:

- Earning grades that place one in the top 40 percent of first-year GPA for the whole cohort is a strong—and positive—contributor to academic momentum, and remains in the account of degree completion throughout the histories of both the class of 1982 and the class of 1992 (table 15).

- The theme of quality-of-student-effort, reflected in grades, is strengthened when the canvas covers the student's entire undergraduate career. In the original *Tool Box*, the variable describing the *trend* in students' GPA had only two reference points: first calendar year and final GPA. For *The Toolbox Revisited*, there are three such points: first calendar year GPA, cumulative GPA for the first two calendar years, and GPA as of the last date of attendance, whether or not a degree was earned. A rising trend in grades fits with attainment (table 25), contributing positively and significantly (table 26).

A story twice told should be a story to which we listen

Both the original *Tool Box* and *The Toolbox Revisited* revealed that one of the most degree-crippling features of undergraduate histories is an excessive volume of courses from which the student withdrew *without penalty* and those the student repeated. We set this up as a ratio, and marked those who withdrew from or repeated 20 percent or more of their course attempts. Doing so cuts the probability of completing a degree in half (table 27)!

The withdrawals counted here are not "drop" grades that apply during standard drop-and-add periods at the beginning of terms. They are the result of institutional policies that allow withdrawals without penalty after the drop-and-add period. No-credit repeats are standard fare

in remedial courses, but when they reach destructive levels the question arises as to how many times an institution allows a student to repeat a course. Think of it this way: Every non-penalty withdrawal and no-credit repeat means that a seat in a course is not available to someone else. Add those seats up, and admission to an institution may not be available to someone else. Excessively lax withdrawal and repeat policy, then, ultimately blocks general access. And in terms of degree completion, such policies do students no favors.

What Does Not Count in The Account of Completion?

- Students' education "anticipations" (the consistency and level of their vision of how far they will get in school) were not significant at any step of the logistic account for the High School Class of 1992. This is a change from the position of the "anticipations" variable in the original *Tool Box*, where it ducked in and out of significance. The new message is more clear: Among students who attend a four-year college at some time, expectations are distinctly secondary to one's uses of academic time and to one's academic performance.

- Whereas grants and student work-study were modestly significant contributors to degree momentum at *early* stages of students' postsecondary careers in the history of the High School Class of 1982, the data on finance mechanisms for the High School Class of 1992 are poor, and the results inconclusive. Analysts are directed instead to the Beginning Postsecondary Students longitudinal studies, which contain detailed financial aid data (but skeletal information on high school histories and postsecondary course work).

- Of student demographic characteristics, only one—socioeconomic status—was significantly associated with degree completion, though in a modest manner. Gender and race/ethnicity were never significant in the logistic narrative, even though some *indirect* effects of these key demographic characteristics would probably be found in other statistical models. When each race/ethnicity group was treated as an independent variable, the basic story did not change.

- Both a dichotomous variable marking any remedial work in the first calendar year of attendance, and an elaborate variable describing types and extent of remediation over the course of a student's entire undergraduate career were employed in the analysis, but to no avail. The same procedure was used in the original *Tool Box*, where the variables were admitted to the statistical model but did not reach the threshold of significance. Sufficient numbers of students who took remedial classes successfully moved through them so that remediation did not make a strategic difference in degree completion.

- Half of the students in the sample for *The Toolbox Revisited* who earned bachelor's degrees changed their major along the way. It was natural to ask whether change-of-major had any influence on degree attainment. It did not,

principally because, with few exceptions, community college transfer students come in to the four-year institution from a general studies program and automatically are classified as "change-of-major" the minute they enter a specific program at the four-year school.

Students as active, responsible participants

The Toolbox Revisited does not treat students as passive creatures whose fate is wholly molded by schools and colleges. It demonstrates that, within the population of traditional-age students who attend a four-year college at any time (obviously including community college transfers), we *can* improve graduation rates and close some of the gaps in completion by race/ethnicity and socioeconomic status. But it also argues that there is a limit to what we can realistically do unless students respond to highly targeted advice and prodding.

The analysis of *The Toolbox Revisited* identifies features of academic history that are most tractable in terms of second party intervention. But there is also something we might dub "first party intervention." Once the modest echoes of socioeconomic status are accounted for, each step of academic history offers *students* a set of decisions that require the commitment of time and effort likely to yield the return of earning a degree. Provided there is opportunity, the choices made by students, beginning with high school curriculum and quality of effort in high school, allow subsequent leverage. Entering a postsecondary institution directly from high school, earning 20 or more credits in the first calendar year of enrollment, and performing well enough in that first calendar year to fall in the top 40 percent of a GPA distribution build on previous academic investments, and are all signs of commitment.

Subsequent choices that may not be reflected in a bounded period of time, such as excessive course withdrawals, prove to be poor decisions with negative returns, breaking accumulated momentum. Other configurations of choice, including summer-term credit generation, meeting the challenge of college-level mathematics, effort required to yield a rising GPA, and most of all, remaining continuously enrolled, all reflect continuing leverage of attainment. This is what academic momentum is all about. While these choices do not take place in a social and psychological vacuum, this is a story about the intersection of student choice with the structures of opportunity offered by institutions whose first order of business is the distribution of knowledge. It is not a story about growing up, although that happens along the way.

Degree Completion: How High Can We Go? How Much Can the Gaps Be Closed?

In Part V of *The Toolbox Revisited*, three different national longitudinal studies conducted during the 1990s are set side-by-side, so as to demonstrate a remarkable degree of agreement on the rate of bachelor's degree completion for students who started out in four-year colleges (granted, that is only part of the broader universe addressed in this essay). Looking at the concordance of these three sources (table 30), it is fair to say that:

- A third of traditional-age students who started in a four-year college earned a bachelor's degree from the same school in the "traditional" four-year period.

- Between 54 and 58 percent earned the degree from the same school in which they began within six years of entry.
- When the option of earning a degree from a different four-year college than the one in which these students commenced study, the six-year completion rates are in the 62–67 percent range.
- Only the NELS:88/2000 extends the time period for earning a degree beyond six years; at 8.5 years, its degree completion rate for students who started in a four-year college approaches 70 percent.

However, it is unfortunate to note that despite increased participation of minority students to postsecondary education over the past quarter century, the gap in bachelor's degree completion between whites and Asians, on the one hand, and Latinos and African-Americans, on the other, remains wide.

What features of academic history might close the gaps, and by how much?

The data-driven exercise in Part V of *The Toolbox Revisited* can be characterized as "reasoned speculation." From the NELS:88/2000, we start with a degree completion gap between whites and Asians vis-a-vis African-Americans of 15 percent; and with reference to Latinos, 22 percent. We go back through our analysis and ask what factors:

(a) consistently contributed to bachelor's degree completion at all stages of the model in which they were "in play," and

(b) were most subject to change by external parties with little-to-modest—but creative—effort that might improve the portrait of degree completion.

Five factors stand out, four of which affect small populations in which minority students are over-represented. Small populations can add up. These factors are:

1. **First-year credit generation**, i.e., the goal of making sure that postsecondary students end their first calendar year of enrollment with 20 or more additive credits.

2. The problem of **excessive no-penalty withdrawals and no-credit repeats**, which affect 10 percent of the cohort. Institutional policy and advising can cut the incidence of withdrawals and repeats in half.

3. **Use of summer terms**. Strategic enrollment management can move more sections of high demand courses into summer terms, offer credit-bearing internships in summer terms, and engage in other creative initiatives that will also smooth out the utilization of institutional resources over what has become an "academic calendar year."

4. **No delay of entry.** This is a matter of recruitment strategy among high school students whose commitment to postsecondary education is less than fervid. The later they show up, the more their postsecondary fate is in jeopardy.

5. **The high school curriculum component of "Academic Resources."** This is not a case of "little-to-modest" effort or a small population. It is a megawork in progress, much of which depends on students' reading skills on entering high school. If students cannot read close to grade level, the biology textbook, the math problems, the history documents, the novel—all will be beyond them. And if high schools are not offering a full academic curriculum, there is little hope.

But with those five factors in mind, and assuming full student response and success, *potential* degree completion rates were hypothesized based on the records of NELS:88/2000 high school graduates by race/ethnicity (table 32) and socioeconomic status quintile (table 34). Virtually every one of these factors contributed to closing degree completion gaps, but none more than high school academic curriculum participation—which, to repeat, is criterion-referenced, hence, open to everyone to rank at or near the top. For African-American students, the combination of moving into the top 40 percent of the high school academic curriculum intensity index plus earning more than four credits during postsecondary summer terms would lower the degree completion gap vis-a-vis white and Asian students from 15 percent to 6 percent. For students from the lowest socioeconomic status quintile, moving into the top 40 percent of the academic curriculum intensity index and entering postsecondary education directly from high school would improve degree completion from 36 to 59 percent. For Latino students, the same steps would improve degree completion from 45 to 69 percent. Does that mean that future degree completion rates will look like those in tables 32 and 34 if everyone meets the criteria on all five counts? No; not everybody will make it. But the tables suggest just where the improvements could be dramatic—and for whom.

Messages to Students and Commentators

Student responsibility (the intersection of choice with opportunity) is a major theme of *The Toolbox Revisited* in a way that was only implicit in the original *Tool Box*. The essay concludes with some recommendations for students, who are partners in their own education fate, who shouldn't wait around for someone else to do something for them, and who are rarely addressed in studies of attainment.

The concluding messages also reflect on the dissonant data of public discourse on high school graduation rates, college attrition rates, and college graduation rates, examples of consequent "scare stories" that do not help us identify and address real problems, and a plea for creativity and cooperation in developing better student tracking systems. These messages also urge a considerable change in the language we use in describing what happens to students from a negative rhetoric that assumes passivity to one that respects students as active players, seeking and discovering paths to their education goals.

A Guide for Reading Tables and Terms

Interchangeable terms

This essay frequently compares the histories of two grade-cohort longitudinal studies carried out by the National Center for Education Statistics (NCES). Each of these studies can be referenced in a number of ways, and all of these references are used.

The following labels for the longitudinal study that began with a national sample of 10th-graders in 1980, the High School and Beyond/Sophomore cohort, are interchangeable:

HS&B/So
High School Class of 1982
class of 1982 (where inter-cohort comparisons of 12th-graders are at issue)

"High School & Beyond/Sophomore cohort" will also be spelled out when the entire longitudinal study, including all its data set components, is the subject.

The following labels for the longitudinal study that began with a national sample of eighth-graders in 1988, the National Education Longitudinal Study of 1988, are interchangeable:

NELS:88/2000
High School Class of 1992
class of 1992 (where inter-cohort comparisons of 12th-graders are at issue)

On reading tables in this study, part 1: Descriptive cross-tabulations

All tables in this study are constructed to meet the statistical standards for table presentation of the National Center for Education Statistics (NCES 2002a). They are stand-alone tables, so that if they are reproduced outside the context of the essay, they tell a complete, self-contained story. To ensure a complete story, the descriptive cross-tabulations in this document include the standard errors of the estimates. The reason for this election—instead of placing tables of standard errors in an appendix—is to enable the reader to judge, on the spot, whether the difference between any two estimates is statistically significant. While the text draws the reader's attention to statistically significant (and insignificant) estimates important to the narrative, it does not comment on all statistically significant estimates. In general, the formula invoked for statistical significance is the simple student's *t* test:

$$t = (P_1 - P_2) \div \bullet\bullet \overline{(se_1^2 + se_2^2)}$$

where P_1 and P_2 are the percentage estimates to be compared and se_1 and se_2 are the corresponding standard errors. If $t > 1.96$, one has a statistically significant difference at $p < .05$ (which means that the probability that this observation would occur by chance is less than 1 in 20), a standard marker. In the case of multiple comparisons, the critical value for *t* rises.[2]

[2]For technical issues concerning standard errors and multiple comparisons, see Appendix D.

Variances in estimates

The reader will often find that estimates for the same phenomenon will differ somewhat, e.g., in one table a bachelor's degree completion rate is 69.3 percent, in another table, 64.6 percent. These differences are due to the definition of the universe (i.e., who are we counting?) for each table and the weight employed in the calculation.

On reading tables in this study, part 2: Logistic models

The core analytic method employed in *The Toolbox Revisited* is a logistic regression, and there are a baker's dozen tables in both the text and appendices that present the results of logistic models. There are many ways in which researchers have presented these results (Peng, So, St. John, and Stage 2002), and a number of statistics are employed in these representations. *The Toolbox Revisited* employs the following for each row of these tables:

The name of the variable—Variable names were created so that the realities to which they refer are self-evident.

The unadjusted parameter estimate—also known as the log odds, or the natural logarithm of the odds of the outcome of interest happening, e.g., whether a bachelor's degree was earned. The reader should note whether the sign for this estimate indicates a positive or negative relationship to bachelor's degree completion, as well as the magnitude of the estimate (though that alone does not indicate whether the estimate is significant).

The adjusted standard error of measurement for the estimate—Some researchers will say that this statistic is not necessary. The author provides it because, without it, one could not verify the accuracy of the other statistics on the row. We need the adjustment because NCES longitudinal studies are based on complex sampling designs. The adjusted standard error is calculated by multiplying the simple standard error by the Root Design Effect for students who offer non-missing values for all variables in the logistic model at issue (see Appendix D).

The t statistic—This is the measure that opens the gate to the judgment of degree of significance for the variable in question on that row. Again, some researchers will say that this statistic is not necessary because in the next column, the p statistic indicating degree of significance is provided. The author offers the t statistic because a minimum t of 0.765 was selected as a threshold for keeping a variable in the sequence of logistic models, and the reader should see those instances where a variable fails to meet that criterion. Why 0.765? In any statistics textbook, one will find an appendix with a table of relationships between levels of significance (p values) and t-values for two-tailed significance tests according to the number of degrees of freedom (number of variables in a model minus one). If one goes to the column for the lowest level of significance in this standard table ($p < .50$), and scrolls down to the t-value for the smallest number of

variables used in any of the logistic models in *The Toolbox Revisited*, three, one will find it equal to 0.765. This is a very generous threshold.

The *p* statistic—This notation tells us whether the observed relationship would occur by chance, and, if so, at what ratio of chance. A *p* of <.05 says that the odds of the relationship between independent and dependent variables in that model occurring by chance are less than 1 in 20. This is also known as a 95 percent confidence level. In all of the logistic models in *The Toolbox Revisited* there are variables that do not meet the *t* requirements for even a marginal level of significance ($p < .10$). All variables with a *p* of <.10 or better are highlighted in bold.

Delta-p is the critical statistic for telling the story of the association of the parameter estimate with degree completion. It says that every unit change in the independent variable changes the *probability* that X will happen by Y percent—and the Y is indicated by the Delta-p, e.g., 0.1285 would be translated in the text as 12.9 percent. The statement of change in probability is not a linear statement, and is always the result of relationships among the variables in a particular logistic model. It certainly should not be read as a statement of cause or prediction.

Three decision rules

In indicating whether a variable was used in the logistic models of *The Toolbox Revisited*, three criteria were observed:

- Any statistical software package (the Statistical Analysis System, or SAS, was used in this report) allows one to set a threshold of statistical significance for a variable to be admitted to a multivariate model. The default threshold is that 95 percent confidence level, represented as $p < .05$. For both the original *Tool Box* and *The Toolbox Revisited* this threshold was changed to a much more generous .2, i.e., the probability that the variable would be admitted by chance is less than 1 in 5. The purpose of the more generous threshold is to allow more variables to "compete," so to speak, within the boundaries of a statistical model, and then to see which variables survive.
- As noted above, the survival indicator in a model was a *t* value set to 0.765. If a variable failed to exceed that value when utilized in the step of the logistic series in which it was introduced, it was not carried forward to subsequent steps.
- Collinearity—Think of the Venn diagrams you learned in high school mathematics. If each circle in the Venn diagram represents a variable, you don't want a situation where two or more of them overlap to a point approaching an eclipse, for if they do, analysis of either one is impossible. There are special statistics for determining the extent of collinearity, and these were employed to determine when this situation arose. When it arose, one of the variables had to be dropped. This often happens when one variable is a major component of another, e.g., family income in relation to socioeconomic status. The narrative will describe these cases. For further comments on collinearity, see Appendix D.

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Organization of This Data Essay

The following is a brief outline of *The Toolbox Revisited* so the reader knows what to expect.

Part I: Background. The introduction presents the basic question, the data sets invoked, the purposes and statistics of the investigation, and the demography of the subject universe.

Part II: Variables Explored and Used in This Analysis. This short section of the study lists all the independent variables that were considered and provides brief definitions and basic statistical characteristics. A summary figure (pp. 20–21) indicates which of these met the criteria for inclusion in the logistic narrative of Parts III and IV. A more elaborate glossary (pp.179–193) provides details on the construction of these variables, allied data and commentary, and will be of particular interest to researchers.

Part III: What Is and What Happens Before Matriculation. Here we begin the chronological narrative, using both descriptive and multivariate data, of what ultimately made a difference in bachelor's degree attainment by December 2000 for 1992 12th-graders who attended a four-year college at any time. Part III begins with background demographic characteristics, then adds the critical components of high school academic history.

Part IV: Matriculation and Beyond. This section continues the cumulative steps of the logistic narrative, starting with the characteristics of entry to the postsecondary world, and continuing with first calendar year performance, financing considerations, attendance patterns, and extended performance (that is, taking students' entire undergraduate careers into account). It includes a special consideration for the second calendar year of enrollment and concludes its logistic narrative with attention to two very powerful variables: continuous enrollment and the ratio of course withdrawals and repeats to the number of all courses attempted.

Part V: Closing the Gap. Having demonstrated how the universe of independent variables is related to degree completion, *The Toolbox Revisited* then asks two questions: (1) To what extent do the major national data sets agree on "graduation rates"? And (2) Given what we have learned about what makes a difference in degree completion, what variables provide the most promising guidance for closing the gap in graduation rates, by race/ethnicity and socioeconomic status, for students who attend a four-year college at any time?

Part VI: The Missing Element of This Story. A key missing part of the story that is a by-product of the limited features of the NELS:88/2000 is addressed in this section: the content standards of high school and postsecondary course work. Other brief "excursions"—timing and reasons for permanent ("status") drop out from college, and time-to-degree—are placed in Appendices H and K respectively.

Part VII: Messages. Finally, *The Toolbox Revisited* offers some messages—to students and to those who engage in public discourse about the issues we have covered—and highlights the major conclusions of the study.

Appendices: With one exception, appendices are presented in the order in which they are cited in the text. The exception is the last appendix, Appendix L, that contains a variety of reference tables on miscellaneous topics raised in the text.

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Part I
Background

This study explores the academic resources and momentum students build through their high school and college careers, and analyzes the relationships between those factors and degree completion rates. It departs from most previous research on attainment by focusing on the details of students' high school and college curricula and academic performance that are available from transcript records. Its principal data are drawn from the National Education Longitudinal Study of 1988 (hereafter referred to as the NELS:88/2000 or just NELS). This longitudinal study followed a national sample of over 12,000 students (representing a weighted 2.9 million students) from the time they were in the eighth grade in 1988 to roughly age 26 or 27 in December 2000.

In round numbers, of the high school graduates in this cohort, 83 percent engaged in some form of postsecondary education by age 26, and 68 percent attended a four-year college at some time. Of those who earned any credits from four-year colleges at any time (which includes a substantial proportion of students who began postsecondary study in community colleges), 66 percent earned a bachelor's degree.

While the 66 percent completion rate sounds impressive for a mass system of higher education, it masks an unhappy differential by race/ethnicity, and more so by socioeconomic status. As we strive to improve high school graduation rates, to invite greater numbers of high school graduates into the postsecondary system, simply to maintain—let alone improve—our completion rates will take a great deal of effort. We need constructive guidance and benchmarks.

This study was designed as a follow-up and replication of a previous attempt to provide that guidance—*Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment* (hereafter referred to as the original *Tool Box*).[3] Since its publication in 1999, the original *Tool Box* has become one of the most frequently cited works in public discussions about—and initiatives to improve—the preparation of students for higher education. Its most visible uses have included the presentations of the Texas "Master Scholars" program (2002), the revisions in entrance requirements for the University of North Carolina system (2000), standards goals set by the Illinois Board of Higher Education (2001), and suggestions of the Education Commission of the States for state high school graduation policies (2001). It was summarized in major litigation addressed to inequities in opportunity-to-learn in high schools (e.g., *Daniel v. California* 1999), and in the research literature, its analyses of both precollegiate preparation and post-matriculation attendance patterns and performance have also been marked (e.g., Horn and Kojaku, 2001; Zucker & Dawson, 2001; Cabrera and La Nasa, 2001) and improved on (DesJardins, McCall, Ahlburg and Moye, 2002; Cabrera, Burkum, and LaNasa 2005).

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[3]Out of print but available at http://www.ed.gov/students/prep/college/thinkcollege/early/aboutus/edlite-resources.html.

The analyses in the original *Tool Box* were based on the High School & Beyond/Sophomore cohort longitudinal study (hereafter occasionally referred to as the HS&B/So), the second of the U.S. Department of Education's national grade-cohort longitudinal studies,[4] which followed a national sample of 10th-graders from 1980 to1992 in surveys and to September 1993 on postsecondary transcripts. As with all of the grade cohort longitudinal studies carried out by the National Center for Education Statistics,[5] test scores are included in the database, along with surveys of parents, school teachers, and school administrators. The modal high school graduation year for the HS&B/So was 1982, and student age at the conclusion of the study was 29 or 30.

The HS&B/So data, while compelling, are now somewhat dated. There were considerable changes in both the demography and postsecondary entrance behavior of high school seniors in the comparatively short span of the decade between 1982 and 1992. Appendix A highlights contrasts in selected background characteristics of all 12th-graders in the two longitudinal studies cohorts. Some of these changes have been frequently observed (higher proportion of minority students, westward and southward movements of populations, higher proportion of high school seniors entering higher education and planning to earn a bachelor's degree), and some rarely observed (higher proportion who grew up in mixed-ethnicity neighborhoods, and a higher proportion with parents who indicated some postsecondary education). The question naturally arises as to whether the hypotheses and analyses based on the history of the High School & Beyond/Sophomore cohort would hold up in the story of the NELS:88/2000. The NELS history offers a more contemporary account,[6] one that, in terms of secondary school records, may reflect the high school curriculum reforms of the mid- and later-1980s[7] that followed the discussion of the report of the National Commission on Excellence in Education, *A Nation at Risk* (1983). *The Toolbox Revisited* follows the same path of analysis using the NELS:88/2000 as did its predecessor with the HS&B/So. In that sense, it is a replication. It is a modified replication, however, because it introduces new constructs based on critiques of the original *Tool Box* and because it offers a more refined chronology of steps from high school to the end of a student's undergraduate education.

A substantial amount of the analyses and endorsements that followed the original *Tool Box* revived the flagging "seamless" K–16 themes of the 1980s post-*Nation at Risk* reform effort. In an October 2000 policy brief that visited these issues, the Education Commission of the States reminded people of what most of the 1980s reform reports did not address: the fact that K-12 and postsecondary systems are governed in very different ways, even in the public sector of postsecondary, and that there is a consequent "disconnect" of substantial dimensions (Education

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[4]The first was the National Longitudinal Study of the High School Class of 1972 (1972–86).

[5]For a description of the grade-cohort studies, see Appendix B.

[6]A fourth-grade-cohort longitudinal study is currently in progress. Called the ELS2002, it began with a national sample of 10th-graders in 2002 and is expected to run at least through 2012. We obviously will have to wait some years before we see its full results.

[7]For an account of changes in high school graduation requirements in the years immediately following issuance of *A Nation at Risk*, see Stedman and Jordan (1986).

Commission of the States 2000). The metaphor of bridges (Venezia, Kirst and Antonio 2003) and the rhetoric of disconnect (e.g., Conley 2003) created a more sophisticated focus of analysis than the reform reports of the 1980s embraced. The major work that sought to build new bridges and connect the disconnects underscored the obligation of the system not merely to assure college "access," but degree completion, with curriculum playing the key role. While "degree completion," in public discourse, refers to the bachelor's degree, the same principles apply to associate degrees granted principally by community colleges as well (Adelman 2005a).

What Did the Original *Tool Box* Say?—And Based on What Kind of Evidence?

In a nutshell, here are the major conclusions of the High School & Beyond/Sophomore-based *Answers in theTool Box* analysis:

1) Of three traditional measures of precollegiate educational history—curriculum configuration, academic performance (on a scale that combines class rank and GPA), and assessed general learned abilities (a senior year mini-SAT)—the intensity and quality of one's secondary school curriculum was the strongest influence not merely on college entrance, but more importantly, on bachelor's degree completion for students who attended a four-year college at any time. The highest level of mathematics the student reached in high school played a significant role in the strength of the curriculum configuration. One of the major contributions of *Tool Box* not only to the literature, but to practice as well, was to change what was understood by the "entry characteristics"of students by digging out and demonstrating the power of the academic intensity of secondary school curriculum over combinations of standardized test scores and grades.

2) By moving into the top two quintiles of the curriculum measure and completing a high school mathematics course beyond Algebra 2, African-American students who started out in a four-year college would hypothetically increase their bachelor's degree attainment rate from 45 percent to 73 percent; Latino students who did the same would hypothetically increase their bachelor's degree attainment rate from 61 percent to 79 percent.[8] These increases were significantly greater than those for white and Asian students under this scenario, and, more importantly, were considerably greater than the influence of moving into the top two quintiles of either test scores or class rank/GPA. In other words, curriculum counts, particularly for minority students.

3) The three traditional precollegiate measures can be combined in a composite measure of "Academic Resources." This measure had continuing, statistically significant relationships with bachelor's degree completion in both linear and (more appropriately and convincingly) logistic regression sequences involving four post-matriculation steps (blocks of variables for financial aid, attendance patterns, first-year performance, and extended postsecondary performance).

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[8]For African-American students in the HS&B/So who reached the 12th grade and entered postsecondary education, 52.3 percent started in four-year colleges, a percentage that rose to 54.2 in the NELS:88/2000. The comparable percentages for Latino students, who are more likely to start in community colleges, were 38.9 percent for the HS&B/So and 38.6 percent for the NELS:88/2000. For white students, the proportions starting in four-year colleges were 54.3 percent for the HS&B/So and 57.4 percent in the NELS:88/2000.

4) Post-matriculation behaviors and attendance patterns that were strongly and positively associated with bachelor's degree attainment were continuous enrollment, transfer from a community college to a four-year institution after more than 10 credits earned at the community college, and the *trend* in students' grades.

5) Post-matriculation behaviors and attendance patterns that had a strong negative influence on bachelor's degree attainment were the ratio of courses from which the student withdrew or repeated to all courses attempted, and earning less than 20 credits in the first calendar year of postsecondary attendance.

6) Socioeconomic status had a modest and diminishing association with bachelor's degree attainment. Minority status had a modest negative association until performance (first-year performance and continuing performance) was taken into account, at which point it had no effect Gender had no effect at any stage of the model. The only demographic variable to have a strong (and in this case, negative) association with degree completion was becoming a parent by age 20.

The overall message was about academic momentum and what adds to that momentum at each stage of a student's history from secondary school onward. The evidence was archival, was treated in the tradition of quantitative history (Elder, Pavalko, and Clipp 1993; Clubb, Austin and Kirk 1989; Haskins and Jeffrey 1990), and like this essay, did not claim causality.

Why use these data sets?

There are three types of national data sets available to construct longitudinal analyses such as the original *Tool Box* and this replication, but only one type of data set—the NCES transcript-based grade-cohort study—is truly suited to the task. The other two are (1) the Cooperative Institutional Research Project (CIRP) occasional longitudinal follow-ups to its annual survey of entering college freshmen, and (2) the NCES Beginning Postsecondary Students studies (BPS). Each of these has its virtues, and will be revisited in Part V of this study when we compare what three different longitudinal studies of the 1990s say about degree-completion rates. The CIRP produces an enormous amount of information on student attitudes, values, and college experiences, and does so with large samples of (principally) entering four-year college students. Its occasional longitudinal follow-ups involve sufficient history (e.g., six or nine years) to track not only long-term undergraduate completion rates, but also postbaccalaureate education (Astin 1993). The BPS longitudinal studies are shorter (five or six years), not dependent on institutional decisions to participate (as is the CIRP), inclusive of students of all ages at entry, and, as befits their principal population sample (a subset of the triennial National Postsecondary Student Aid Study), contain very strong and reliable financial aid data. The BPS study of 1995/96–2001 will be used at a number of points in this study to expand the range of our observations.

However, in both cases, all features of precollegiate history must be rendered as exogenous variables. The high school histories provided by students in CIRP are retrospective, and the precollegiate histories in the Beginning Postsecondary Students studies derive from a combination of retrospective offerings by students and accounts on the student information

questionnaires for those who took either the Scholastic Assessment Test (SAT) or American College Test (ACT) within the two years prior to the BPS start date (nearly half the students in the BPS studies did *not* take either exam). As Kahn and Nauta (2001) demonstrated, there is an inevitable loss of accuracy in the process of these retrospections.

On the other hand, the very nature of a longitudinal study population assembled in the 10th grade (High School & Beyond/Sophomore cohort) or eighth grade (NELS:88/2000) renders precollegiate history endogenous to analytic models. The transcript-base overrides student accounts and provides far more detail than either paper-and-pencil surveys (used by CIRP) or computer-assisted telephone interviews (used by the BPS studies) can provide.

Every data set sacrifices something. No data set is constructed with the questions a particular researcher may have a decade later, so variables are derived and secondary. The High School & Beyond/Sophomore study and the NELS:88/2000 are wanting in many ways where the other studies are strong: financial aid (BPS), and changes in values and opinions (CIRP). But as stories about the core activities we call education, they are unsurpassed by the others.

Purposes and Statistics of This Monograph

The primary purpose of this monograph is to trace the elements of academic momentum as they played out in the secondary school and college history of the High School Class of 1992 (through December 2000) compared with the parallel history of the High School Class of 1982 that was the foundation for the original *Tool Box* study. In the process, the analysis is enriched by including variables we learned to construct or modify on the basis of commentaries and critiques of *Tool Box*, and by a more accurate chronological order in presentation of those variables. The portrait of academic momentum that emerges is a framework within which more sophisticated analyses can be pursued, and within which ameliorative policies (the tools) can be advocated. This study does not pretend to answer complex questions about indirect effects of home, peer, school, and postsecondary institution interactions, but rather trusts future research to deal with those issues.

A secondary task is to demonstrate the construction of a replication when the two data sources, a decade apart, are presumably parallel**,** but turn out to be something less (for a key example, see Appendix C). The principal encouragement for the replication is that the bachelor's degree attainment rate for students who attended a four-year college at any time remained the same despite differences in the length of cohort history: 65.6 percent for the HS&B/So over 11 years, and 66.5 percent for the NELS:88/2000 cohort over 8.5 years (Adelman 2004a, table 2.2, p. 21). If the HS&Beyond/So history were truncated at 8.5 years, the bachelor's degree attainment rate would have been 59.7 percent. From this perspective there was a marked improvement in degree completion for traditional age college students over the two decades in question. It is natural to ask how this happened, and if the answers to that question provide any guidance for the future.

In terms of statistical technique, both the original *Tool Box* and *The Toolbox Revisited* use simple logistic regression, not structural equations or other path models that are common to causal inquiries or searches for indirect effects, e.g., of discrete aspects of school or college environments (Dey and Astin 1993). A logistic regression is focused on an event that either happens or it doesn't. The dependent variable is dichotomous: yes or no. The independent variables are judged within each model by the degree to which they contribute to what happened in relation to or controlling for all other independent variables in the model (Hair, Anderson, Tatham, and Black 1995).

There are a number of ways of expressing this "degree." One is by an "odds ratio," which, expressed in a simple way, is a ratio of the odds that X will happen given a unit of change in the independent variable to the odds of X not happening, and ultimately shows the strength of association between the independent and dependent variables—with the closer the odds ratio to 1, the less the strength of the association.[9] This was the measure used in the original *Tool Box*. Another way of expressing the value of the contribution of an independent variable is by a "Delta-p" statistic that says every unit change in the independent variable changes the *probability* that X will happen by Y percent given the values of the other variables in the model (Peterson 1985; Cabrera 1994). The narrative of *The Toolbox Revisited* relies on Delta-p,[10] and the logistic model tables provide Delta-p statistics only for those parameter estimates that are statistically significant since there is no way to determine the statistical significance of the Delta-p itself (Cabrera 1994).[11]

But in this paper there is a major methodological departure from the original *Tool Box* study: there are seven (and not five) steps in the model employed, all driven by the empirical history of the NELS:88/2000 students. Following St. John, Paulsen, and Starkey (1996), the blocks of variables in each step were entered "in a sequence that parallels the order in which students pass through well-established stages of persistence behavior" (p. 194) on their way toward bachelor's degree completion (or not). Each of the seven steps, too, is cumulative. That is, variables in one step that meet the statistical criteria for remaining in the model are carried forward to the next step. This extended accounting, which we will call a "logistic narrative," allows "a meaningful examination of the direct effects of variables on persistence, as well as their interactions with the variables entered in successive steps" (St. John, Paulsen, and Starkey 1996, p. 194).

The reader can already tell that there is a great deal of technical material in this presentation, but it is presented in the spirit of the U.S. Department of Education's goal of building a culture of evidence. The author trusts that reports such as *The Toolbox Revisited* will contribute to the

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[9] Odds ratios, as Peng, So, Stage, and St. John (2002) remind us, are not odds. Their interpretation is not as transparent as the original *Tool Box* assumed them to be. And while an R^2 statistic is presented in the logistic tables of this study, it cannot be read the way one would interpret an R^2 in a linear regression, i.e., it does not indicate the percent of variance in the dependent variable that is explained by the independent variables (Long, 1997). For that reason, it is called a "pseudo R^2" (Cabrera 1994) and is one of a number of measures of goodness-of-fit. As blocks of variables are added to the model in the stepwise manner followed here, the pseudo R^2 should increase.

[10] For the computation of Delta-p, I am using a shortcut recommended by Paul Allison of the University of Pennsylvania: bp(1-p), where b is the logistic coefficient and p is the probability for the dependent variable in the model. This heuristic produces slightly higher values than the formula advanced by Petersen (1985).

[11] For all technical issues, please see Appendix D.

attainment of that goal. Some of the technical material is placed in appendices so that researchers have access to documentation, and all readers have access to reference material.

Who Are We Talking About? And Who Are We *NOT* Talking About?

As was the case for the original *Tool Box*, the basic universe of analysis in *The Toolbox Revisited* does *not* consist of everybody who started out in the cohort. We have to be very clear about this. The basic question of both studies is:

> What demographic, high school performance, postsecondary entry, and postsecondary history (attendance patterns, academic performance) factors are convincingly associated with bachelor's degree attainment for 12th-graders who subsequently attended a four-year college at any time in their undergraduate careers?

This is not a question about completing high school, completing high school on time, or completing high school on time with a standard diploma (as opposed to a GED or certificate of attendance).[12]

This is not a question about entering the postsecondary system. We are not talking about "access." Nor is it a question about "persistence" to the second term or the second year following entry to postsecondary education. It certainly is not about "retention" in the same institution to the second term or the second year.

This is a question about *completion* of academic credentials—the culmination of opportunity, advisement, choice, effort, and commitment.

The question is carefully worded. The universe does not include people who never reached the 12th grade. In fact, as a consequence of the sampling design and weighting of the two longitudinal studies, both essays include only those students who were in the 12th grade *in the same year,*[13] along with those who graduated from high school. The definition of the universe also requires that we have demographic information, high school transcripts,[14] test scores, and postsecondary transcripts for everybody whose careers are subject to analysis. Not everybody can present all this information, and, with rare exceptions (involving some aspects of high school records, and as explained in Appendix C) both the original *Tool Box* and *The Toolbox Revisited* decline to impute any of this information.

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[12]For details on the high school graduation status of those who were eighth-graders in 1988, see Appendix L, table L1.

[13]For details on those in the NELS:88/2000 cohort who, though in the 12th grade in 1992 along with others, had previously been held back at least one year in the course of their schooling, see Appendix L, table L2.

[14]Only 21.3 percent (s.e. = 1.17) of the NELS:88/2000 who were in the 12th grade in 1992 were missing high school transcripts, compared with 73.7 percent (s.e. = 2.58) of those who had either dropped out of high school or were not in-grade. Nearly 100 percent of the former group graduated from high school with a standard diploma.

There are two other notable features of the basic question. First, both essays argue that, regardless of what students *say* on a survey about their education expectations, it is what they actually *do* that counts. So the only students we can talk about honestly with respect to bachelor's degree attainment are those who set foot in a bachelor's degree-granting institution at some time. This criterion obviously includes students who started their postsecondary careers in community colleges and other types of sub-baccalaureate institutions. Second, the term used to describe the relationship between the dozens of independent variables describing demography, high school performance, postsecondary entry, and postsecondary history and the dependent variable of bachelor's degree completion is "convincingly associated." Neither essay claims "cause" or "prediction."

To illustrate how these conditions restrict the universe, let us start with 2.93 million 1988 eighth-graders in the NELS:88/2000 cohort. Table 1 lays out the stages of contraction of the basic population until we reach the subject universe of this study.

Table 1. From macro to micro: Contraction of the universe of 1988 eighth-graders to the universe subject to analysis in *The Toolbox Revisited*

Description of Universe	Percent	Descending weighted N[a]
A. Initial universe of 1988 eighth-graders	100.0	2.93M
B. Of (A), those who were in the 12th grade in 1992	83.6 (0.98)	2.45M
C. Of (B), those who continued to postsecondary education at any time through December 2000	81.7 (1.28)	2.0M
D. Of (C), those who presented complete high school transcripts, test scores,[b] complete postsecondary transcript records, and socioeconomic status information	80.5 (1.01)	1.61M
E. Of (D), those who attended a four-year college at any time.	73.5 (1.00)	1.19M
Net percentage of 1988 eighth-graders in the universe	41	1.19M
Net percentage of 1992 12th-graders in the universe	51	1.19M

[a]Like other NCES longitudinal studies, the NELS:88/2000 cohort is a stratified sample, in which each student is assigned a weight to represent other similar students in the cohort (see Curtin, Ingels, Wu, and Heuer 2002).
[b] See definition of SRTSQUIN in Glossary.
NOTES: Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: NELS:88/2000 postsecondary transcript files (NCES 2003-402 and Supplement).

Looking more closely at our universe in terms of the types of schools attended, we find that 20.2 percent (s.e. = 1.13) started in community colleges, and 41.0 percent (s.e. = 1.29) earned credits from community colleges, whether or not they started at community colleges. While we will describe the attendance patterns of the NELS:88/2000 cohort in more detail later, the point is that the universe under analysis is not limited to those who attended *only* four-year institutions, and that the community college plays a significant role in the careers of the group of students under consideration.

To repeat: Our subject universe consists of half the 1992 12th-grade students in the NELS:88/2000 cohort. We are *not* talking about:

- students who did not graduate from high school or those who graduated with something other than a standard diploma (G.E.D. or Certificate of Attendance);
- students for whom we do not have full high school records (transcripts, grades, test scores);
- students for whom socioeconomic status could not be determined;
- students who did not enter any postsecondary institution by December 2000, when they were 26 or 27 years old; and
- students who entered the postsecondary system, but never set foot in a bachelor's degree-granting institution.

That is the other half. Some 22.2 per cent (s.e. = 1.05) of 1992 12th-graders who attended a four-year college at any time are in this "other half" because they are missing key information that excludes them from the universe under analysis. Readers interested in the demographic differences between included and excluded students due to missing data elements are referred to Appendix E.

Comparative demography of the subject universe

Given the strong boundaries drawn around the subject universe, how does its demography compare to less restrictive definitions? Table 2 sets out the major demographic categories, and compares the target subject universe with (a) all 1988 eighth-graders who participated in the last survey of the NELS:88/2000 in 2000, (b) all participants in the 1992 survey, whether or not they were in school or in the 12th grade,[15] and (c) all 1992 12th-graders who attended *any* postsecondary institution by December 2000.

As readers work from left to right across the columns of table 2, they will notice that gender balances are even until the moment of entry to postsecondary education, at which point women pull ahead of men. The same type of observation applies to the race/ethnicity distribution: At the point of entry to postsecondary education, the proportion of African-Americans, Latinos, and American Indians declines, while that of whites and Asians rises. In the universe for this study,

[15]The reader should note that, unlike the High School & Beyond/Sophomore cohort study, the NELS:88/2000 sample was "refreshed" in 1992 to be representative of 12th-graders in that year. The "refreshed" students are included in our analyses.

Table 2. For each of four definitions of the universe of students in the NELS:88/2000, percentage distribution by gender, race/ethnicity, socioeconomic status quintile, and second language background

Demographic variable	1988 eighth-graders	All 1992 survey participants	All 1992 12th-graders who entered postsecondary education	1992 12th-graders who attended a four-year college at any time and met other criteria to be subjects of this study[a]
Gender				
Men	49.7 (1.01)	49.9 (0.83)	46.5 (0.93)	48.8 (1.27)
Women	50.3 (1.01)	50.1 (0.83)	53.5 (0.93)	51.2 (1.27)
Race/ethnicity				
White	71.7 (1.50)	71.5 (1.30)	74.9 (1.29)	78.2 (1.31)
African-American	12.9 (1.26)	12.7 (0.94)	10.3 (0.90)	9.4 (1.03)
Latino	10.5 (0.87)	10.4 (0.84)	9.1 (0.88)	7.0 (0.72)
Asian	3.5 (0.32)	3.7 (0.31)	4.8 (0.43)	4.7 (0.42)
American Indian	1.4 (0.43)	1.7 (0.55)	0.7 (0.23)	0.6 (0.18)
Second language background				
Nonnative speaker of English	8.6 (0.68)	10.1 (0.83)	10.0 (0.90)	7.4 (0.67)
Native speaker of English from a second language household	3.3 (0.33)	2.7 (0.21)	2.4 (0.23)	2.2 (0.28)
Socioeconomic status quintile				
Highest quintile	21.3 (0.92)	21.1 (0.88)	29.1 (1.08)	38.5 (1.52)
2nd quintile	20.8 (0.79)	21.0 (0.69)	25.3 (0.88)	26.4 (1.24)
3rd quintile	20.7 (1.10)	19.8 (0.68)	20.2 (0.73)	17.7 (0.85)
4th quintile	19.6 (0.83)	19.2 (0.66)	15.4 (0.61)	11.7 (0.59)
Lowest quintile	17.6 (0.93)	18.9 (0.85)	10.0 (0.73)	6.8 (0.50)

[a]1992 12th-graders with known socioeconomic status and high school records (transcripts and test scores), who graduated from high school by December 1996, and attended a four-year college at any time.

NOTES: Standard errors are in parentheses. Columns for gender, race/ethnicity, and socioeconomic status quintile may not add to 100.0 percent due to rounding.

SOURCE: National Center for Education Statistics: NELS:88/2000 postsecondary transcript files (NCES 2003-402 and Supplement).

the proportion of whites rises even further, while that of Asians, American Indians, and African-Americans[16] holds steady, and that of Latinos declines. There are no statistically significant differences in the proportion of students who were nonnative speakers of English[17] until the final boundaries are drawn for the universe for this study.

The most dramatic and expected changes in the distributions of table 2 are by socioeconomic status quintile, with quantum leaps in the proportion of students from the top two quintiles as soon as one crosses the postsecondary line, and parallel declines in the proportion of students from the bottom two quintiles. Only the third quintile (the 41st–60th percentile) remains stable until the final contraction of the cohort for the universe used in this study.

What do these demographic changes within the universes of students who might be the subjects for a study mean? *The Toolbox Revisited*—and *Answers in the Tool Box* before it—is a study about students who graduate from high school and go on to college. Given historical data, it is not surprising that this group will evidence a higher SES profile and a lower percentage of under-represented minorities than others in the same grade cohort. Since the 1980s, women have been in the majority in this group.[18] Within our subject universe, demography is not necessarily destiny, as the original *Tool Box* demonstrated. For the comparison group—the other half that either does not graduate from high school, graduates but doesn't continue its education, or graduates and continues but never at a four-year college—*The Toolbox Revisited* says: If we want more people to wind up with at least a bachelor's degree in life, here are some guidelines based on the experience of people who tried.

Summary of Part I

What do *Answers in the Tool Box* and *The Toolbox Revisited* do, and what do they not do? Both studies use the histories of 12th-graders who subsequently attended a four-year college at any time (entered in any term and not just the fall term, entered as part-time as well as full-time students, entered in community colleges as well as four-year institutions) to indicate what factors in those histories are associated with completing a bachelor's degree—not in four years, not in six years, but whenever the longitudinal tracking ended (8.5 years from high school graduation for the class of 1992; 11 years for the class of 1982). They do not ascribe cause or pretend to predict. They recognize that what is associated with degree completion in one generation may not be associated with it in the next, or that the strength of association may change. Conditions and populations change, after all. Rigid prediction is a risky call, and besides, that's not what the data and statistical standards allow one to do.

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[16]The difference in the African-American proportion of the two universes is not statistically significant.

[17]Nonnative speakers were defined as those who said their first language was not English and, in grade 10 and/or 12 (the 1992 survey) indicated that they spoke to their mothers most or all of the time in their first language.

[18]Though to the extent to which the group includes students who commenced their postsecondary studies in community colleges—and it does—that majority will be a little less.

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Part II
Variables Explored and Used in This Analysis

With two major exceptions—high school academic curriculum intensity and the composite high school performance variable we call "Academic Resources," both of which are covered in Part III—the construction and allied information for most of the variables explored in *The Toolbox Revisited* are detailed in the Glossary (starting on p. 179). Whenever the reader asks for details on "How was that defined?" or "How did they get that?" the Glossary is the place to go.

The purpose of this section is to provide the reader with an advance reference list of the variables considered and used in this analysis. The reader should keep in mind that "variables" are *representations* of realities (e.g., first-year college grades) or constructs (e.g., transfer). We use them as a shorthand.

The variables listed and described are presented in the order of the steps of the logistic narrative for which they were considered. The collection represents neither a "fishing expedition" nor a "mind dump," as a majority of the variables considered were determined by the attempt to replicate the original *Tool Box* study with a more recent parallel cohort. A quick summary of their properties can be found in figure1.

Demographic background variables defined

1) NNSE—Nonnative speaker of English. A dichotomous variable marking those students whose first language was not English *and* who, in grade 12, reported that they conversed in that language with their mothers most or all of the time.

2) IMMIG—Parent immigrant status. A dichotomous variable indicating whether the student's parents were immigrants to the United States within the previous 10 years.

3) BROSIS—Number of siblings. A dichotomous variable marking students with three or more siblings, versus those with one, two, or none.

4) FIRSTGEN—First generation postsecondary student. A dichotomous variable indicating students for whom neither father nor mother ever attended a postsecondary institution.

5) FAMINC—Family income. This variable was first set in six bands, then trichotomized to yield upper-, mid-range, and low-income populations.

6) URBAN—A dichotomous variable indicating whether the student's high school was located in an urban area.

7) NEWCHILD—A dichotomous variable to mark students, male or female, who became parents by the time they were 20 years old.

8) RACE—A dichotomous race/ethnicity variable, with under-represented minority (African-American, Latino, and American Indian) = 1 and White and Asian = 0.

9) GENDER—A dichotomous variable in which male = 1 and female = 0.

10) SESQUINT—Socioeconomic status quintile. See Glossary.

High school background variables defined

1) EDUANTIC—Education anticipations. A three-level variable: (a) consistently (in grades 10 and 12) expected to earn a bachelor's degree; (b) raised expectations to the bachelor's degree between grades 10 and 12; and (c) either lowered expectations from the bachelor's level between grades 10 and 12 or never expected to earn a bachelor's degree.

2) CLSSRNKQ—High school class rank/GPA quintile. See Glossary and Appendix C for accounts of construction and limited imputation, respectively.

3) SRTSQUIN—Senior year test score quintile. A test of general learned abilities was administered to NELS high school seniors and the results set out in percentiles. For those who did not take that test but for whom SAT or ACT scores were available, those scores were substituted using an equipercentile concordance methodology, weighted, and set out in quintiles. See Glossary for a more detailed account.

4) HIGHMATH—Highest level of mathematics reached in high school. A five-level variable with calculus and precalculus at the high end and Algebra 1 and prealgebra at the low end. See Glossary.

5) SCIMOM—High school momentum in science and mathematics. A three-level variable combining highest level of mathematics with numbers of credits earned in core laboratory science. See Glossary.

6) FLAN—Number of units of foreign language in high school on a five-level scale.

7) ADVANCE—Number of Advanced Placement (AP) courses. Three values based simply on the number of AP courses recorded: three or more, one or two, and none. See Glossary for a full account of identifying AP course work.

8) HSCURRQ—Academic intensity of high school curriculum, in quintiles. This variable is the core of the analysis of students' precollegiate histories, and, hence, is described in detail in Part III and Appendix F.

9) ACRES—Academic Resources. A quintile index representing a composite of students' pre-collegiate attainment (curriculum plus class rank/GPA plus senior year test score). ACRES is the dominant precollegiate variable in both the original *Tool Box* and *The Toolbox Revisited.* The construction of this variable is described in detail in Part III.

Postsecondary entry variables defined

1) FIRST4—A dichotomous variable indicating whether the first postsecondary institution attended by the student was a four-year college.

2) DOCT—Another dichotomous variable indicating whether the first postsecondary institution attended was a doctoral degree-granting institution.

3) SELECT—A dichotomous variable indicating that the first institution attended by the student was either highly selective or selective.[19] See Glossary for details on selectivity.

4) NODELAY—A dichotomous variable marking students who entered postsecondary education within seven months of high school graduation.

5) ACCELCRD—Acceleration credits. A sum of all college credits earned by both course work prior to high school graduation and by examination. The values of this variable were set at three levels: more than 4 credits, 1–4, and zero.

First-year performance variables defined

1) LOWCRED—A dichotomous variable marking students who earned less than 20 additive credits earned in the first calendar year of attendance. For descriptive data on the relationship between number of credits earned in the first year and highest degree, see Appendix L, table L4.

2) FRSHGRAD—GPA in the first calendar year of attendance. Grade point averages were determined for the first *full calendar year* of postsecondary attendance and were then set out in quintiles. FRSHGRAD is a dichotomous variable that divides the highest two quintiles from the other three.

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[19]Institutional selectivity in the postsecondary files of all three grade-cohort longitudinal studies conducted by the National Center for Education Statistics has five values: highly selective, selective, nonselective, open-door, and not ratable. The first three of these values were based on the selectivity cells developed by the Cooperative Institutional Research Project (CIRP) at UCLA for its annual survey (since 1966) or entering freshmen. For the distribution of NELS:88/2000 postsecondary students by selectivity of first institution attended, see Appendix L, table L3.

3) FREM—A dichotomous variable indicating any remedial course work in the first calendar year of attendance.

4) FCOLMATH—Another dichotomous variable indicating whether the student earned any credits in college-level mathematics during the calendar year following first enrollment. "College-level mathematics" was defined to include college algebra, finite math, statistics, precalculus, calculus,[20] and a category of "liberal arts mathematics" courses that require the equivalent of high school Algebra 2 as a prerequisite, and include such topics as game theory, basic combinatorics, and foundations of numerical methods.

Financing postsecondary schooling variables

There are three dichotomous financing variables in both *Answers in the Tool Box* and *The Toolbox Revisited*: GRANTS, LOANS, and STUWORK. Each indicates only whether the student used that form of financing during his/her early postsecondary career. The reader is referred to the text of Part IV for elaboration.

Attendance pattern variables defined

1) TRANSFER—community college to four-year. With students going back and forth between community colleges and four-year colleges, it is important to mark transfer as a permanent change of venue, a migration that is formally recognized by system rules. A transfer student is one who (a) started in a community college, (b) earned more than 10 credits from the community college before (c) enrolling in a four-year college and (d) earning more than 10 credits from the four-year college. The only time limit set for these changes of venue and credit accumulation is the length of the longitudinal study. In the case of the NELS:88/2000, that means 8.5 years from the modal high school graduation data of June 1992. This is a dichotomous variable.

2) FOURTRAN—A dichotomous variable indicating transfer from one four-year college to another. The algorithm for classic transfer from a community college to a four-year college was fairly easy to construct. But to distinguish a true four-year-to-four-year college transfer required an indirect route. See Glossary for details.

3) MULTINS—A dichotomous variable indicating that the student attended more than one institution. This is a macro-vision of otherwise multidirectional student behavior.

4) SUMMER—Number of credits earned during summer terms, set in three bands: more than 4, 1–4, and none.

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[20]The category of "calculus" includes not only the standard sequence but also special "short calculus" or "brief calculus" courses, and specialized introductions to calculus for business, economics, and life science majors.

5) PARTTIME—A dichotomous variable tagging students whose enrollment intensity was *ever* part-time**.** The construction of this variable involves complex algorithms, and the reader is referred to the Glossary for details. (For an account of enrollment intensity in both the NELS:88/2000 and the Beginning Postsecondary Students longitudinal study of 1995/96–2001, see Appendix L, table L5).

Extended postsecondary performance variables defined

1) TREND—Trend in student's GPA: rising, flat, or falling. Cumulative undergraduate GPA was measured at three points in time—at the end of the first calendar year following initial enrollment, at the end of the first two calendar years following initial enrollment, and at the end of the student's undergraduate career, no matter when that occurred. See Glossary for further elaboration.

2) CUMMATH—Number of credits earned in college-level mathematics**:** more than 4, 1–4, and 0.

3) CHANMAJ—A dichotomous change-of-major variable. See Glossary for a full description.

Final factors variables defined

1) NOSTOP—In all three NCES postsecondary transcript-based grade-cohort studies, noncontinuous enrollment was defined as *more than* a one semester (or its equivalent, e.g., two quarters) stop-out period. In the dichotomous variable, NOSTOP, the student is considered continuously enrolled even with one semester (or two quarters) off.

2) WRPT Ratio—A dichotomous variable. On one side of the dividing line are students who withdrew from or repeated 20 percent or more of all courses in which they enrolled (ratio of non-penalty withdrawal and no-credit repeat grades to all grades received).

Summary: Locus of Responsibility

Figure 1 presents the basic statistical characteristics for 39 of the major variables described above that were either tested, used in trials, and/or employed in the final logistic narrative of *The Toolbox Revisited.* Seven of these variables describe demographic characteristics, and another three label types of financial aid that ultimately are offshoots of demography. Of the remaining 29 variables, 14 are principally matters of student choice (e.g., changed major), five are indicators of student academic effort (e.g., first-year grades), seven reflect interactions of student choice plus student effort plus opportunity to learn (e.g., highest high school math), two mark interactions of student effort and institutional judgment or guidance (e.g., first-year remediation), and one (education anticipations) reflects student experience, attainment, and self-assessment, along with the encouragement of family and peers. The student is at the center of all these representations. The locus of responsibility for the way each of these variables will tilt lies as much with the student as with external forces. *The Toolbox Revisited* is optimistic that most students can make it all come out right. We will return to this optimism in Part VII.

Figure 1. Values, means, standard deviations, use of variables considered, and step no., if used, in the logistic narrative of *The Toolbox Revisited*, with universe confined to 1992 12th-graders with complete high school records and known socioeconomic status who attended a four-year college at any time through December 2000

Variable	Values	Programming name	Mean	S.D.[a]	Used	Step no.	Relationship to variables in the original *Tool Box*
Nonnative speaker of English	2[b]	NNSE	0.1472	0.3544	No		New
First generation student	2	FIRSTGEN	0.1664	0.3725	Trial only		New
Number of siblings (more than 2 = 1)	2	BROSIS	0.2912	0.4543	Trial only		New
Race/ethnicity (minority = 1)	2	RACE	0.1678	0.3737	Yes	1–5	Carried forward
Gender (male = 1)	2	GENDER	0.4677	0.4990	Yes	1–7	Carried forward
Socioeconomic status quintile	5	SESQUINT	3.6909	1.2840	Yes	1–7	Carried forward
Family income	3	FAMINC	4.0792	1.5641	Trial Only		New
Became parent by age 20	2	PARENT	0.0282	0.1655	Yes	1–7	Carried forward
Education anticipations (consistency and level)	3	EDUANTIC	2.8747	0.4120	Yes	1–7	Modified
Highest high school math (prealgebra to calculus)	5	HIGHMATH	3.0030	1.3560	Trial only		Carried forward
High school science momentum	3	SCIMOM	2.1146	0.8837	Trial only		New
High school foreign language units	5	FLAN	3.3662	1.1617	Trial only		New
Advanced Placement	3	ADVANCED	1.2493	0.5833	Trial only		New
High school curriculum intensity	5	HSCURRQ	3.7424	1.1860	Trial only		New
Senior year test score quintile	5	SRTESTQ	3.8533	1.1752	Trial only		New
High school class rank/GPA quintile	5	CLSSRNKQ	3.6272	1.2965	Trial only		New
Academic Resources quintile	5	ACRES	3.6703	1.2130	Yes	1–7	Carried forward
No delay of postsecondary entry	2	NODELAY	0.9351	0.2463	Yes	2–7	Carried forward
Acceleration credits	3	ACCEL	1.4076	0.7546	Yes	2	New

See notes at end of figure.

Figure 1. Values, means, standard deviations, and use of variables considered, and step no., if used, in the logistic narrative of *The Toolbox Revisited,* with universe confined to 1992 12th-graders with complete high school records and known socioeconomic status who attended a four-year college at any time through December 2000—continued

Variable	Values	Programming name	Mean	S.D.[a]	Used	Step #	Relationship to variables in *Answers in the Tool Box*
First school was a four-year	2	FIRST4	0.7842	0.4114	No		Carried forward
First school was doctoral	2	DOCT	0.3764	0.4845	No		Carried forward
First school was selective	2	SELECT	0.2348	0.4239	Yes	1–7	Carried forward
Less than 20 credits in first calendar year	2	LOWCRED	0.2045	0.4034	Yes	3–7	Carried forward
First calendar year grades	2	FRESHGRD	0.4320	0.4954	Yes	3–7	Carried forward
Any first calendar year remediation	2	FREM	0.2204	0.4146	Yes	3–6	New
Any first year college-level math	2	FCOLMTH	0.5294	0.4992	Yes	3–5	New
Grants/scholarships	2	GRANTS	0.4972	0.5000	No		Carried forward
Loans	2	LOANS	0.3180	0.4658	No		Carried forward
Work-Study/campus job	2	STUWORK	0.3016	0.4590	Yes	4	Carried forward
Attended multiple institutions	2	MULTINS	0.6180	0.4859	Yes	5–7	Modified
Community college transfer	2	TRANSFER	0.1377	0.3446	Yes	5–7	Carried forward
Four-year to four-year transfer	2	FOURTRAN	0.1476	0.3547	Yes	5–7	New
Summer-term credits	3	SUMMER	2.1577	0.9184	Yes	5–7	New
Ever part-time	2	EVERPT	0.3342	0.4717	Yes	5–7	New
Trend in GPA (rising, flat, falling)	3	TREND	2.1733	0.7311	Yes	6–7	Modified
All credits in college-level math	3	MATH	2.2305	0.8388	Yes	6–7	New
Changed major	2	CHANMAJ	0.4765	0.4995	No		New
Continuous enrollment	2	CONTIN	0.7984	0.4012	Yes	7	Carried forward
Ratio of withdrawal/repeat grades to all courses attempted	2	WRPRATIO	0.0905	0.2870	Yes	7	Carried forward
Remedial problem (type and amount of remediation)	5	REMPROB	3.8960	1.4730	No		Carried forward

[a] Standard deviation.
[b] A value of 2 indicates a dichotomous variable, i.e. yes (1) and no (0).
SOURCE: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement)

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Part III
What Is and What Happens Before Matriculation

There are at least three distinct ways of setting up Step 1 in the progression of multivariate analyses that lead us to appreciate what makes a difference (and how much of a difference) in completing a bachelor's degree for students who attended a four-year college at any time. The first step covers both student demographics and high school performance. Let us cover the demographics first because they do not present complex analytic choices.

What If We Knew Nothing Except Demography?

The demographic background of students is marked as of a set moment in time (in our case, in grade 12). It is what students look like, where they are living, their parents' education(s), occupation(s), and income(s), and other features of the student's family. Demographic characteristics may be subject to special attention in education policy from local to national levels, but, with the exception of the student's marital and parental status, are not subject to change.

Demographic variables are normally considered in the context of other aspects of student experience, behaviors, and attitudes when attainment of any kind (e.g., high school graduation, test scores, grades, college degree) is the dependent variable. Indeed, that is the way this analysis treats demographic characteristics. But to demonstrate what happens to the demographic variables in the analysis, this section opens with a stark presentation. If someone asked us to explain bachelor's degree completion for 1992 12th-graders who subsequently attended a four-year college at any time, and all we knew about them were demographics, what would the various associations of demography with degree attainment look like?

Table 3 presents a logistic exploration that started with nine demographic variables described in Part II above. The socioeconomic status quintile variable is not included, but two of its components (family income and parents' highest level of education) are present to serve as proxies for SES. Two of the nine demographic variables—whether the student was a nonnative speaker of English and family immigrant status—were not accepted into the logistic equation.

Whether there were nine variables or seven, however, this logistic model fails to reach significance as a *model,* regardless of whether independent variables within the model turn out to be significant. The t value for the intercept falls below the threshold of 0.765 this study uses for keeping independent variables under consideration, and the proportion of concordant probabilities predicted at 63 percent is the lowest–by far–of any logistic model in this study.

Of the independent variables within the model, four are significant, even though that significance is undercut by the statistical characteristics of the model as a whole. The most significant ($p < 0.01$) is first generation college status, with a Delta-p statistic that says the probability of completing a bachelor's degree is reduced by roughly 21 percent for first generation students.

Race/ethnicity and gender are significant at $p <.05$, with the messages of the Delta-p that minority status reduces the probability of earning a bachelor's degree by 17 percent, and being male reduces that probability by 11 percent. Falling in the highest third of family income is marginally significant.

Table 3. Logistic account of the relationships among major demographic variables and bachelor's degree attainment for 1992 12th-graders who attended a four-year college at any time

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	0.2250	0.1869	0.69		
Race/ethnicity	**-0.7257**	**0.1434**	**2.90**	**0.05**	**-0.1660**
Gender	**-0.4760**	**0.1072**	**2.54**	**0.05**	**-0.1089**
Parenthood	-1.6285	0.5255	1.77	†	†
Siblings	-0.3619	0.1109	1.87	†	†
Family income	**0.3870**	**0.1111**	**2.00**	**0.10**	**0.0885**
First generation	**-0.9137**	**0.1420**	**3.69**	**0.01**	**-0.2089**
Urban high school	0.1839	0.1217	0.87	†	†

†Variable did not reach the minimum level of significance (p<.10) in a two-tailed test.
NOTES: Statistically significant variables are in bold. $G^2 = 6288.09$; $df=5144$; $G^2/df = 1.222$; $X^2(df) = 413.76(7)$; pseudo $R^2 = .077$. Proportion of concordant probabilities predicted = 63.0. Root design effect = 1.75.
SOURCE: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

But the most important message is the failure of the purely demographic analysis itself. If the statistical model does not reach a convincing level of significance, and all the variables inside the model are basically cut from the same cloth, then even if some of those variables are significant within the model, the cloth is frayed. That failure sets up a hypothesis that will unravel in the course of subsequent steps of the logistic narrative: Among students who attended a four-year college at any time, student demographics and family demographics may have, at best, indirect connections with degree completion. In fact, at the moment high school academic history is included in the multivariate account, demography plays a considerably reduced role at the same time that the logistic model becomes more persuasive.

High School Background and History

This is where the academic momentum story begins, where the major contributions of the original *Tool Box* were most prominent, and where the story continues to be of considerable importance.

There were four core high school background and performance variables in the first step of the logistic inquiry in the original *Tool Box*: senior year test score, a combined index of class rank and GPA, academic curriculum intensity, and the student's education "anticipations." The first three of these variables were combined in a composite index of "Academic Resources" that proved to have lasting positive repercussions through students' postsecondary histories.

Before we examine the results of the Step 1 logistic model, we should (a) revisit education "anticipations," and (b) provide a detailed account of how *The Toolbox Revisited* deals with high school curriculum.

"Anticipations" versus "aspirations"

Both the original *Tool Box* and this study employ a variable that some people will interpret as indicating students' education "aspirations." But this construct is carefully labeled "anticipations," and is *not* based on the student's answer to a question asked only once (for example, in a 12th-grade survey or in a freshman registration line). Rather, "anticipations" is built from sets of questions asked in both the 10th grade and the 12th grade, and describes the *consistency* and *level* of the student's abstract expectations and concrete plans.

Perhaps as a by-product of the national visibility of discussions on secondary-to-postsecondary transitions that followed the release of *A Nation at Risk* in1983, along with a burst in recruitment of minority students by both colleges and professionally-oriented organizations such as the National Action Committee for Minorities in Engineering, the proportion of 12th-graders who *consistently* expected to earn at least a bachelor's degree more than doubled from 22.5 percent (s.e. = 0.58) among 1982 12th-graders to 59.4 percent (s.e. = 1.02) among 1992 12th-graders. Continuing one's education after high school, at some point and "in some form of postsecondary education" is now a norm of expectations among high school graduates: 92.6 percent (s.e. = 0.54) of NELS:88/2000 students who graduated from high school with any kind of diploma, whether "on-time" in 1992 or later, expected to continue their education in a postsecondary setting. That which is a norm of behavior is like breathing in and breathing out. When virtually everyone expects to continue, the serious curricular "disconnect" between K-12 and postsecondary systems eloquently dissected by Venezia, Kirst, and Antonio (2003) is even more fraught with hazards and ironies. "Anticipations," one can surmise, will not play as significant a role in a logistic account of bachelor's degree completion as it did in the original *Tool Box*.[21]

To aspire is an active concept. In our ordinary usage, it means to hope, seek, wish, or yearn. When Kao and Tienda (1998) describe "aspirations" as "a realistic evaluation of likely outcomes" (p. 352), they are not describing "aspirations" as we normally understand the term. Qian and Blair (1999), too, indicate that they use the "aspirations" to describe expectations or plans

[21]Even there, the variable floated in and out of significance over the steps of the logistic model (see Adelman 1999, pp. 80–81).

"rather than a wish" (p. 622). And that's just the point: With these rare exceptions, the literature on education "aspirations" consistently confounds an emotively-laden term applied to motivation, desire, or drive with an assessment of possibility based in experience (Mezias 1988). Underneath the consistency-by-level construct of the educational "anticipations" variable used in both the original *Tool Box* and in this study is what Kao and Tienda (1998) document as a growth from abstract attitudes about a very distant possibility when students are in junior high school to a rational judgment based on both school experience and input from parents and peers as the time draws closer to high school graduation. There is no doubt that the consistency-by-level formulation of our anticipations variable is influenced by what happens to students between grades 10 and 12.

A different interpretation of expectations is implicit in Venezia, Kirst, and Antonio (2003): Expectations become assumptions, more passive than "aspirations." Their principal thesis—that students falsely assume that the momentum inherent in a high school diploma is sufficient not merely to enter a postsecondary environment ("the easy part," in their words) but to complete a credential—is all the more powerful when these assumptions end in less than completion. The principal culprit lies in poorly articulated (secondary-to-postsecondary) curricula (Conley 2005), a topic addressed in Part VI of this essay.

Academic Intensity of Secondary School Curriculum

Think of a series of moving walkways in an airport. Passengers expect that one leads to the next, and don't think too much about what's happening along the way. What the most perceptive of contemporary analysts of the curriculum paths from high schools into colleges of any kind have observed (Venezia, Kirst and Antonio; and Conley) might be described as a disconnect in both the location and speed of these successive moving walkways, so that the passengers stepping mindlessly off the first and heading to the second trip, stumble into the moving hand rail, and desperately grasp at their luggage so that it doesn't get stuck in the space between the two segments. This issue was imperfectly highlighted in the original *Tool Box* and is worth extended preliminary attention here.

The "differential course work" hypothesis, originating in the work of Pallas and Alexander (1983) and Alexander and Pallas (1984) in relation to high school test scores, and validated by *Answers in the Tool Box* with a longer time frame and a bachelor's degree attainment dependent variable, remains the core of the presentation in *The Toolbox Revisited* as well. With these forebears as guidance, we are going to look at the components of the curriculum variable, alternative presentations of those components for multivariate analyses, and some critiques of the measure. In the past decade, a number of short-hand representations of the high school curriculum, e.g., the New Basics as advocated in *A Nation at Risk* (1983), "minimum college-qualified" (Berkner and Chavez 1997), and "track location" (Lucas 1999; Lucas and Berends 2002) have become common in both the research literature and the general press. The New Basics are the best known of these heuristics. The highest level of these "new basics"

—which simply counted Carnegie units[22] (four of English, three each of mathematics, science, and social studies, and two of foreign language)—has been labeled "rigorous" (McCormick 1999), even though three units of mathematics could amount to no more than plane geometry and the science in question could lack any laboratory components. After the publication of the original *Tool Box*, the literature added criteria for highest level of math, core laboratory science, and Advanced Placement course work to the judgment of "rigor," and sought a trichotomous presentation with labels such as "core curriculum or less," "mid-level," and "rigorous" (Horn and Kojaku 2001).

Quite frankly, the word "rigorous" is somewhat of a misnomer since a course requiring a high concentration of intellectual effort can be presented in a relaxed manner with comparatively low standards for success. Put another way, calculus or laboratory chemistry, for example, can be taught in a very laid-back fashion, while an otherwise "ordinary" survey of U.S. history can require the search for, discovery, and cataloguing of original source material, readings in archival methods, and frequent examinations and project presentations with criterion-referenced grading standards. Both the original *Tool Box* and *The Toolbox Revisited* prefer the term, "academic intensity," defend the continuous variable of academic curriculum intensity as a more flexible language of accounting, and decline to invoke labels of "college qualified," "at risk," and others.

The academic curriculum intensity variable is called HSCURRQ. It takes a weighted distribution of NELS:88/2000 students across 31 levels of academic curriculum intensity and quality (there were 40 levels in the records of the High School Class of 1982, the subjects of the original *Tool Box*), and divides the distribution by quintile. Each level of academic curriculum intensity is a distinct configuration of numbers of Carnegie units[23] earned in core academic areas and other distinct notations about students' course of study. For example, in both data sets, at the highest level, one finds students who, between grades 9 and 12, accumulated.[24]

3.75 or more Carnegie units of English;
3.75 or more Carnegie units of mathematics;
highest mathematics of either calculus, precalculus, or trigonometry;
2.5 or more Carnegie units of science *or* more than 2.0 Carnegie units of core laboratory science (biology, chemistry, and physics);
more than 2.0 Carnegie units of foreign languages;
more than 2.0 Carnegie units of history and/or social studies;
more than 1 Advanced Placement course; and
no remedial English; no remedial mathematics.

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[22]A Carnegie unit is the basic credit system for U.S. secondary schools. It is generally recognized as representing a full year (36–40 weeks) in a specific class meeting four or five times per week for 40–50 minutes per class session (Martinez and Bray 2002).

[23]It is important to note that the Carnegie unit thresholds indicated, e.g., 3.75 units of English, are not determined *a priori*, but rather from the empirical distribution of Carnegie units standardized across the NELS high school transcripts in their edited version. See the descriptive windows for all the high school curriculum variables on the NCES data sets in CD # 2003-402 and its June 2004 Supplement.

[24]For mean numbers of Carnegie units earned in major curriculum areas, see Appendix L, table L6.

These are minimums. In fact, at the highest level of academic curricular intensity, students had accumulated an average of 4.30 Carnegie units of English, 4.34 units of mathematics (94 percent having reached precalculus or calculus), 3.63 units of core laboratory science, 3.76 units of foreign languages, and 3.79 units of history and other social studies, along with an average of three AP courses. That is an impressive portfolio.

To this particular configuration, the NELS:88/2000 version of the highest level of academic curriculum intensity adds any Carnegie units in "computer science," a far more frequent and integrated elective in the high school curriculum by 1990, when the NELS students were in the 10th grade, as opposed to 1980, when the High School & Beyond/So students were in the 10th grade (the mass availability and marketing of PCs began in 1984).

Each subsequent level in a descending logical cascade subtracts something from this configuration (see Appendix F) until a relatively smooth distribution is achieved. Nothing is perfect in these algorithmic adjustments; and whatever lumpiness in distribution remains is assuaged in the quintile version.

In light of recent literature on the effects of AP course-taking versus scores on AP examinations (e.g., Geiser and Santelices 2004; Klopfenstein and Thomas 2005), it is important to note that in both the original *Tool Box* and in this study, AP course work is *not* treated as a discrete variable, rather as *part* of the overall index of academic curricular intensity. However, in a moment we will demonstrate what happens when AP is invoked as a distinct independent variable in alternative constructions of the first step of our core logistic model.

The basic critique of this account of high school curriculum has much merit: Numbers of courses (expressed in Carnegie units) in specific subject areas are not equivalent to high content standards or performance standards in those courses (Barth and Haycock 2004). In the cascading curriculum levels of the Academic Intensity variable, a student could accumulate three units of watered down history and social studies and still have three units. A national transcript accounting has no way of knowing what is demanded in thousands of history and social studies courses offered in 1100 high schools, a point made in the staff research for *A Nation at Risk* (see Adelman 1983). The only domestic examples available for those who argue for test-driven high content standards in individual high school subjects such as U.S. history or chemistry or Algebra 2 are the College Board achievement tests (now called SAT II) and the New York State Regents. Some other states (e.g., Michigan) have tests in place for merit-based scholarships that cover broad areas of the curriculum (e.g., math, science) and language skills (reading, writing) but not specific subjects. In this respect, they are closer to the ACT examination, though at a less demanding level (Bishop 2004). The high school transcripts that serve as our evidence are very inconsistent in entering SAT II subject exam scores, so we have nothing on which to rely for an external validation of content. Getting beyond course titles to content standards is addressed in Part VI of this study.

Altonji's work (1996) offers a second important critique. He would have us control high school curriculum variables for school effects and "quality of courses," but admits that whatever one tries for proxy measures, the results would be "imperfect." Altonji draws our attention to the fact that more than half the variance in the mean number of Carnegie units earned in academic

subjects by the NLS-72 cohort[25] was across schools, indicating disparities in opportunity to learn, teacher quality, and student talents and proclivities. One might put Altonji's conclusion more baldly: Students from higher SES backgrounds attend high schools that serve similar students, schools in which parental expectations and involvement are high, and schools in which curriculum offerings and teacher quality follow SES demands and can afford to do so because the tax base is higher. These students tend to enter college and earn degrees at higher rates than students from "lesser" backgrounds and from schools that accompany those backgrounds, therefore, the influence of the academic intensity of high school curriculum will be overstated.

The implicit response of the original *Tool Box* made explicit in *The Toolbox Revisited* is that there are inequities in opportunity to learn and proclivity to learn that are reflected in the geo-demography of schools, but in a logistic account of bachelor's degree attainment in which the results are reported with the Delta-p statistic, socioeconomic status will modulate some of the effects of curriculum. The message encourages all high schools to offer the requisite curricula, to make sure they have teachers who can deliver that curricula, to believe that their students can all reach higher levels of academic intensity in preparation, and to encourage their students to do so—no matter what students' intentions for subsequent education or work may be. As the principles of the *No Child Left Behind* legislation are applied in high schools, this is a large part of what they mean.

Highest level of mathematics and changes in high school course-taking

In comparing the high school records of the HS&B/So (High School Class of 1982) with those of the NELS:88/200 (High School Class of 1992), and looking only at earned Carnegie units, what we principally witness is an improvement of precollegiate preparation of students in mathematics

Table 4. Percentage of 1982 and 1992 12th-graders in academic high school programs whose high school curriculum fell below selected content and intensity thresholds

	Class of 1982		Class of 1992	
Curriculum markers	**All 12th-graders**	**In academic program**	**All 12th-graders**	**In academic program**
Percent of students with:				
Highest level of mathematics *less than* Algebra 2	60.2 (0.78)	35.4 (1.02)	37.7 (1.11)	24.2 (1.24)
Maximum of one year of core laboratory science	60.1 (0.82)	37.1 (1.04)	34.3 (1.17)	21.0 (1.22)
Maximum of one year of foreign language	28.3 (0.88)	14.3 (0.75)	41.5 (1.30)	28.4 (1.47)

NOTES: "Core laboratory science" is confined to biology, chemistry, and physics. Standard errors are in parentheses. Weighted N for students in academic program: HS&B/So = 1.5M; NELS:88/2000 = 1.8M.
SOURCES: High School & Beyond/Sophomore Cohort (NCES 2000-194) and NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

[25]The National Longitudinal Study of the High School Class of 1972, the first, most elaborate, and longest (1972–86) of the NCES grade-cohort longitudinal studies

and science, a change that affects the amount of remediation necessary in four-year colleges, as well as mathematics course-taking at the college-level (Adelman, Daniel, and Berkovits 2003). We also note an unsettling increase in the percentage of students taking a maximum of one year of foreign language course work (though that percentage spread might be mitigated somewhat if we accounted for the increase in bilingual heritage language users between the two cohorts). Table 4 sets forth some basic threshold markers in these curricular areas.

Thresholds are suggestive, but not conclusive, of the shape of change in curricular preparation. By reverse logic, table 4 says only that X percent of students are getting beyond point Q in secondary school study. It does not say how far beyond, and that may make more of a difference in academic momentum. The mathematics analysis in the original *Tool Box* was a proxy for the general metaphor of momentum, and it may be instructive to compare the results of those calculations—a distribution and a logistic—to what emerges from the NELS:88/2000 involving all the rungs on the "math ladder." Tables 5, 6, and 7 do so, confining their universes only to students who were in the 12th grade in the year they were scheduled to be in the 12th grade. They do not restrict the universes to those who entered postsecondary education, let alone to those attended four-year colleges at some time. These are very inclusive groups.

Table 5 confirms other observations in these data sets: The efforts following *A Nation at Risk* to move students further ahead in high school mathematics had positive results. Higher proportions of students were reaching Algebra 2 and higher levels. Bachelor's degree attainment rates for those who moved at least one step beyond Algebra 2 in high school were stable, but declined at every level at or below Algebra 2. Table 5 provides a framework that needs to be validated in a more convincing way, and that is the purpose of table 7. Table 7 presents the results of logistic analyses and does so in odds ratios (departing from the presentation of other logistics in *The Toolbox Revisited*) to match the way in which this table was presented in the original *Tool Box* study.[26]

From the write-ups and presentations of the original *Tool Box* study a principle for high school curriculum guidance arose: "One step beyond Algebra 2 doubles the odds that you will earn a bachelor's degree." What does that mean, i.e., how does one read table 7? An odds ratio indicates that every unit of change in an independent variable (in this case, each step up the math ladder) increases the odds of X happening versus the odds of X *not* happening by Y (the odds ratio). For table 7, the data for the full model—using only highest mathematics and socioeconomic status quintile—are presented first, in bold. In both cohorts, the odds ratio says that every step up the math ladder multiplies the odds of earning a bachelor's degree by roughly 2.5 versus an odds ratio for each step up the socioeconomic status quintile measure of 1.68 (for the class of 1982) and 1.78 (for the class of 1992). These data are statistically significant ($p < .05$ or better).

[26]The High School Class of 1982 data in table 7 are slightly different from those in the previous presentation in *Answers in the Tool Box* (table 6, page 17) because a more accurate 12th-grade flag for that data set has been developed to match the NELS:88/2000.

Table 5. Bachelor's degree attainment rate by highest level of mathematics reached in high school by 1982 and 1992 12th-graders

	Class of 1982		Class of 1992	
Level of math	Percentage reaching this level of math	Earned bachelor's	Percentage reaching this level of math	Earned bachelor's
Calculus	5.2 (0.36)	82.1 (2.45)	9.7 (0.54)	83.3 (2.72)
Precalculus	4.8 (0.37)	75.9 (2.43)	10.8 (0.65)	74.6 (2.04)
Trigonometry	9.3 (0.51)	64.7 (2.32)	12.1 (0.81)	60.0 (3.32)
Algebra 2	24.6 (0.75)	46.4 (1.54)	30.0 (1.08)	39.3 (2.31)
Geometry	16.3 (0.65)	31.0 (1.92)	14.2 (0.87)	16.7 (1.87)
Algebra 1	21.8 (0.69)	13.4 (1.33)	16.5 (0.92)	7.0 (1.24)
Pre-algebra	18.0 (0.66)	5.4 (1.19)	6.7 (0.53)	3.9 (1.34)

NOTES: Standard errors are in parentheses. The columns for level of math may not add to 100.0 percent due to rounding.
SOURCES: National Center for Education Statistics: High School & Beyond/Sophomore Cohort (NCES 2000-194) and NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

The balance of the table takes each level of high school mathematics, and runs a logistic regression *for that level*, with bachelor's degree completion as the dependent variable, and SES quintile as the sole control. For the class of 1982, reaching calculus in high school increased the odds of earning a bachelor's degree by a very impressive 8.18 to 1. For the class of 1992, the odds ratio for calculus was still in the same range at 7.52 to 1. The parameter estimates for the calculus line are almost identical (2.102 versus 2.018). These are consistent results.

When one looks at the columns in table 7 for the class of 1982, one notices that the sign of the parameter estimate moves from negative to positive territory between geometry and Algebra 2, and the value of the parameter estimate rises above 1.0 between Algebra 2 and trigonometry. The odds ratio more than doubles in each of those steps, but only in the step between Algebra 2 and trigonometry (the "one step beyond") is the parameter also positive. For the class of 1992, all those relationships move up one rung on the "math ladder," principally because a higher percentage of this group (than the percentage for the class of 1982) reached precalculus or calculus while a lower percentage failed to get as far as Algebra 2. The critical boundary for math momentum now lies firmly beyond Algebra 2.

But therein lies the rub, for not everyone has the chance to reach beyond Algebra 2. Differential lack of opportunity-to-learn was a major theme in the original *Tool Box* and is just as prominent a theme in this study of a cohort a decade later. Table 6 illustrates this unhappy situation. It asks what proportion of students—by race/ethnicity and socioeconomic status quintile—attended high schools that offered key math courses beyond Algebra 2.

If mathematics momentum is as important as we contend it to be, one can see the ripples of opportunity—or lack of opportunity—that start in high school offerings. In the matter of calculus, Latino students and those from any socioeconomic status quintile other than the highest are at a distinct disadvantage with respect to the opportunity even to confront the subject. African-American students join the other groups in less access to both trigonometry and statistics. While this issue will be revisited, it deserves underscoring here: The task of providing quality secondary school curricula to *everybody*, the *paths* to AP, the *paths* to the kind of learning challenges students will face in higher education, is enormous. If the promise of *No Child Left Behind* is to be realized at the secondary school level, it is first and foremost through the equitable provision of opportunity-to-learn.

Table 6. Percentage of 1992 12th-graders who attended high schools that offered courses[a] in statistics, trigonometry, and calculus, by race/ethnicity and socioeconomic status quintile

	Percent attending high schools that offered:		
Demographic group	Calculus	Trigonometry	Statistics
Race/ethnicity			
White	58.6 (1.67)	76.9 (1.29)	27.7 (1.62)
African-American	50.8 (4.14)	67.0 (3.90)	19.5 (2.71)
Latino	44.6 (4.04)	59.9 (3.55)	18.2 (2.44)
Asian	61.3 (4.31)	71.9 (3.61)	30.1 (3.94)
Socioeonomic status quintile			
Highest quintile	71.6 (1.93)	83.1 (1.64)	34.0 (2.30)
2nd quintile	56.2 (2.32)	73.2 (2.13)	27.1 (2.01)
3rd quintile	54.1 (2.39)	71.4 (2.33)	24.9 (1.92)
4th quintile	49.3 (2.46)	70.3 (2.28)	20.3 (1.80)
Lowest quintile	43.5 (2.86)	63.7 (2.66)	18.5 (2.06)

[a] Responses are based on surveys of school administrators and math teachers of NELS students in 1990. Where the administrator did not answer the question, the math teachers did not indicate that they taught the subject, and students did not earn any credits in the subject, the calculation assumes that the school did not offer the subject. This approach may underestimate the percentage of high school offering the subjects at issue.

NOTES: Standard errors are in parentheses.

SOURCES: National Center for Education Statistics: NELS:88/94 (NCES 96-130), and NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

Since "highest high school mathematics" is a critical sorting component in the construction of the composite variable describing the academic intensity of a student's secondary school curriculum, the ramifications of more students completing courses beyond Algebra 2, it is hypothesized, will ironically diminish (however modestly) the explanatory power of curriculum and raise the power of academic performance (class rank/GPA). To illustrate with a metaphor: If it was said that a student who reaches precalculus in high school and earns a C has a better chance of finishing a bachelor's degree than a student who gets only as far as Algebra 2 with an A-, we now have to raise the bar for performance in precalculus to at least a B- in order for the prediction to hold.

Table 7. The math ladder for 1982 and 1992 12th-graders: Odds ratios and parameter estimates of earning a bachelor's degree at each rung, controlling for socioeconomic status quintile

	1982 12th-graders				1992 12th-graders			
Variable	Odds ratio	parameter estimate	Adjusted standard error	*p*<	Odds ratio	parameter estimate	Adjusted standard error	*p*<
Highest math	**2.56**	**0.938**	**.0426**	**.01**	**2.50**	**0.918**	**.0467**	**.01**
Socioeconomic status quintile	**1.68**	**0.520**	**.0359**	**.02**	**1.78**	**0.571**	**.0449**	**.05**
By highest level of mathematics:								
Calculus	8.18	2.102	.0426	.01	7.52	2.018	.1936	.05
Precalculus	6.34	1.846	.1895	.05	4.91	1.591	.1592	.05
Trigonometry	3.76	1.352	.1267	.05	3.05	0.860	.1422	.10
Algebra 2	1.82	0.599	.0867	.05	0.89	-0.115	.1030	†
Geometry	0.63	-0.468	.1108	†	0.24	-1.434	.1812	.10
Algebra 1	0.19	-1.666	.1386	.02	0.07	-2.688	.2788	.10
Pre-algebra	0.06	-2.778	.2614	.05	0.05	-3.088	.6684	†

† Variable did not reach the minimum level of significance (p < .10) in a two-tailed test.
NOTES: For both 1982 and 1992 12th-graders, the universe consists of all students for whom highest mathematics in high school could be determined, SES data were available, and highest postsecondary credential at the end of the cohort study period was known. Root design effect for the high school class of 1982 (HS&B/So cohort)=1.59; root design effect for the high school class of 1992 (NELS:88/2000 cohort)=1.98. NELS:88/2000 goodness-of-fit data for the full model: G^2 = 8289.25; *df* = 9135; G^2/df = 0.91; percent concordant probabilities predicted = 84.3. HS&B/So cohort goodness-of-fit data for the full model: G^2 = 8371.74; *df* = 9288; G^2/df = 0.892; percent concordant probabilities predicted = 80.0.
SOURCES: High School & Beyond/Sophomore Cohort (NCES 2000-194); NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

The general improvement in the high school curriculum profile of the NELS:88/2000 cohort is reflected, at least among students who subsequently attended a four-year college at any time, in diminished postsecondary remediation for that population. Table 8 sets out the distribution of what in the original *Tool Box* study was called the "remedial problem," a logical cascade that distinguishes not only the amount of remediation a student takes in college, but also the kind of remediation at issue. The logical cascade begins with remedial reading, then sorts out those students whose only remediation consists of one or two courses in mathematics, then divides the balance of the remedial population between those who required more than two remedial courses and those who required only one. The type of remediation at issue for both these residual populations is usually writing, but also includes courses devoted to basic study skills and general developmental work. If the population included students who never attended a four-year college, this distribution would look very different.[27]

Table 8. Percentage of 1982 and 1992 12th-graders who attended a four-year college at any time, by type and amount of remedial courses taken in postsecondary education

Type and amount of remediation	High School Class of 1982	High School Class of 1992
Any remedial reading	10.0 (0.56)	7.8 (0.72)
Remedial math only (1–2 courses)	14.0 (0.65)	9.8 (0.65)
More than 2 remedial courses of any kind other than reading	14.5 (0.72)	8.9 (0.64)
Only 1 remedial course other than reading	9.0 (0.50)	6.5 (0.41)
No remedial courses	52.5 (1.04)	66.9 (1.07)

NOTES: (1) Standard errors are in parentheses. (2) Columns may not add to 100.0 percent due to rounding.
SOURCES: High School & Beyond/Sophomore Cohort (NCES 2000-194) and NELS:88/2000 Postsecondary Transcript Files (2003-402).

[27]Among all NELS:88/2000 students who participated in the 1992 survey and subsequently attended *only* community colleges, 64.5 percent (s.e. = 1.88) took at least one remedial course and 43.7 percent (s.e. = 1.98) took more than one. Among those who attended only sub-baccalaureate trade schools, which often do not require remediation, 32.4 percent (s.e. = 5.89) took at least one remedial course and 21.9 percent (s.e. = 6.07) took more than one. There is a considerable difference between the norms and requirements of community colleges versus those of other sub-baccalaureate institutions in the matter of remediation, and we should not mix the two in analyses of remediation.

Summary of high school curriculum and performance variables

To remind the reader of our tools before heading into Step 1 of the logistic narrative: For the high school curriculum components of the analysis we have a composite variable called HSCURRQ, and four variables set forth in Part II above describing discrete components of HSCURRQ that we can test as proxy measures for the composite—highest level of mathematics, science momentum (a combination of highest math and core laboratory science credits), foreign language credits, and number of Advanced Placement courses. In a moment all these will appear in a correlation matrix that will provide a preview of how they might play out in multivariate analyses.

For our other performance measures, we bring forward from Part II a quintile presentation of the student's high school class rank/GPA, and a quintile presentation of senior year test score.

Academic Resources

The original *Tool Box* advanced a notion explored and developed by Karl Alexander of Johns Hopkins and his associates in numerous exemplary contributions to the research literature: A student's academic background was far more important than demographic variables such as gender, race/ethnicity, family composition, and socioeconomic status in relation to test performance (Alexander and Pallas 1984), entering higher education (Thomas, Alexander, and Eckland 1979), and, in one study, degree completion (Alexander, Riordan, Fennessey and Pallas 1982). How does one reflect a composite idea of "academic background" of students coming out of high school and into postsecondary education? The key measure of Academic Resources (or ACRES, as the original *Tool Box* variable was called in order to elicit the idea of academic cultivation), combined curricular record, academic performance (class rank/GPA) as an indicator of student effort, and an external measure in the form of performance on tests of general learned abilities. These three components, as we have seen, are set out in quintiles. To get a preliminary idea of their relative strength in relation to bachelor's degree completion and to equalize the conditions of judging degree-completion rates by performance quintiles, table 9 takes all on-time high school graduates in 1992 and indicates the percentage who completed a bachelor's degree by December 2000 by quintile of each of the three components of Academic Resources. To be included in table 9, the student's record had to contain positive values for all three components.

Table 9 offers some hints of what multivariate analysis will confirm. Compared to the distributions for academic curriculum intensity and class rank/GPA, the test score quintile variable yields weaker degree completion rates in its highest two quintiles. This is a clear sign that the test score quintile will not have as strong an association with degree completion as the curriculum and performance factors. At first glance, it looks as if class rank/GPA will be fairly dependable, but it has one minor bump. The reader is directed in table 9 to the percentage of eventual bachelor's recipients from the lowest quintile of class rank/GPA (13 percent) compared to the percent of bachelor's degree completers in the lowest quintile of test scores and academic curriculum (about 9 percent in both cases). The differences are statistically significant in a

descriptive account such as that of table 9, but how meaningful they turn out to be must await a multivariate context. In the meantime, one would posit that the class rank/GPA measure may not prove as strong as the curriculum measure.

Table 9. Percentage of on-time 1992 high school graduates who continued their education in any postsecondary institution who completed bachelor's degrees by December 2000, by quintile performance in the three component variables of Academic Resources

	Percent completing bachelor's degree				
Population	Quintiles of Academic Resources components				
	Highest	Second	Third	Fourth	Lowest
All on-time1992 high school graduates who continued to postsecondary education at any time					
Curriculum	81.7 (1.50)	60.5 (2.14)	35.5 (1.93)	23.4 (1.99)	8.7 (1.37)
Class rank/GPA	78.8 (1.47)	59.1 (2.24)	40.3 (2.11)	25.7 (2.16)	13.0 (1.94)
Senior test score	74.9 (1.72)	53.9 (1.92)	37.2 (2.16)	26.7 (2.41)	8.9 (1.31)

NOTES: Standard errors are in parentheses. Weighted N = 1.6M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

A multivariate analysis involving these variables, in fact, confirms our suspicions, and its results are presented in table 10. The model is the foundation for construction of the composite variable, Academic Resources, and is derived from ratios of the standardized beta estimates of the three high school performance indicators produced by a logistic regression with bachelor's degree attainment as the dependent variable and no controls (the logistic regression itself can be found in Appendix L, table L7). The change in these ratios between those for the High School Class of 1982 and those for the High School Class of 1992, while still leaving academic curriculum with the highest weight, narrows the gap between curriculum and performance, and lowers the strength of test scores as a component of Academic Resources. Given the differences in overall participation in the variable, i.e., the proportion of 12th-graders for whom all three components have positive values, some of the change may be an artifice of the NELS:88/2000 data set. But the principal message is one observed when commenting on the change in the distribution of students by highest level of mathematics studied in high school: The higher the average level of mathematics attainment, the more student effort, reflected in grades, will count. This theme will continue to play out when our story crosses the matriculation line into postsecondary education; and it was one of the principal points made by DesJardins, McCall, Ahlburg and Moye (2002) in their critique of the original *Tool Box* study.

When using all three measures—curriculum, class rank, and ACT test score—in a traditional linear analysis predicting first-year college grades, Pike and Saupe (2002) found curriculum to be the strongest, though their curriculum variable was dichotomous (students either meeting or not meeting the entrance specifications for a selective state university), which would naturally increase its power. Even when they introduced indirect effects of high school characteristics —control (private/public), size, mean ACT score of students, and mean proportion of students who attended the university—the parameter estimates for this curriculum variable were significantly greater than those for test scores or class rank. While *The Toolbox Revisited* is not in the business of predicting first-year grades, it is gratifying to note research that has similar respect for the propulsive power of course of study.

Table 10. Component weights of the high school Academic Resources variable for 1982 12th-graders and 1992 12th-graders who presented positive values for all three components

Components of Academic Resources	1982 12th-graders	1992 12th-graders
Academic curriculum intensity	.41	.42
Classrank/GPA	.30	.33
Senior test score	.29	.25

NOTE: Columns will add to 1.00.
SOURCES: High School & Beyond/Sophomore cohort (NCES 2000-194), and NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

A second message bears repeating from its formulation in the original *Tool Box*: Student effort in curriculum participation and performance over the three *years* of high school (grades 10 to 12) reflected in the transcript data is worth considerably more than performance on a three-*hour* test on a Saturday morning. Test scores are a natural consequence of the academic intensity of curriculum and quality of student effort reflected in grades, and the weakening position of the test score variable in the ACRES configuration for the NELS:88/2000 cohort is a natural outcome of improvements in academic curriculum participation of the post-*A Nation at Risk* era.

Correlations

Now that we have all the precollegiate variables explained and in place, the process of bringing zoom and macro lenses of multivariate analysis to bear begins. The first stage sets forth a correlation matrix of precollegiate academic variables including three outcomes: on-time high school graduation, basic postsecondary "access," and bachelor's degree completion. Table 11 presents the Pearson's *r* results. Some of these correlations are weak, suggesting that one or both of the variables in question will not add to the explanatory power of a logistic regression. On-time high school graduation, for the most noted example, is not related to anything (this was also true in the parallel correlation matrix in the original *Tool Box*). Other relationships are not surprising, e.g., Advanced Placement has almost no bearing on entering postsecondary education (96.7 percent [s.e. = 1.48] of NELS 12th-graders with any AP courses entered the postsecondary sphere, versus 75.9 percent [s.e. = 1.01] of those with no AP course work).

Table 11. Correlations of major precollege Academic Resources variables and high school graduation status, college entry, and bachelor's degree attainment by December 2000 for 1992 12th-graders

	Curriculum intensity quintile (CURRQ)	AP courses (APCRS)	Highest math (5 levels) (HMATH)	Science momentum (3 levels) (SCIMOM)	Foreign language (3 levels) (FLAN)	Class rank/GPA quintile (RANK)	Senior test quintile (TEST)	On-time HS grad, standard diploma (ONTIME)	Post-secondary entry (PSENT)
CURRQ	-----	0.368	0.777	0.774	0.645	0.572	0.581	0.167*	0.352
APCRS		-----	0.438	0.366	0.270	0.326	0.317	0.050*	0.111*
HMATH			-----	0.869	0.519	0.618	0.634	0.124*	0.301
SCIMOM				-----	0.489	0.594	0.578	0.118*	0.279
FLAN					-----	0.430	0.510	0.146*	0.338
RANK						----	0.566	0.185*	0.298
TEST							-----	0.138*	0.313
ONTIME								-----	0.168*
PSENT									-----
BACHELOR'S	0.524	0.319	0.538	0.530	0.451	0.493	0.469	0.129*	0.332

NOTE: All estimates except those noted with an asterisk are statistically significant at p<.05 or better.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

True to its position in the construction of the composite academic curriculum intensity variable (abbreviated here as CURRQ), in fact, Advanced Placement does not exhibit as strong a correlation with the composite as do the mathematics, science momentum, and foreign language components. Why? Because AP is invoked as a sorting criterion in only six of those 31 levels of academic curriculum intensity (see Appendix F), while highest mathematics is invoked in 25 levels, foreign languages in 18, and core laboratory science or all science in 30. Common sense says that we will find higher correlations of these other components with the composite curriculum variable.

But among those other components, the correlation between the highest level of mathematics and science momentum (which includes highest math in its definition) is so strong (0.869) as to set off collinearity bells. The clear message is to use only one of them in any multivariate analysis. The highest level of mathematics was dropped because the variable represents only one curricular area, whereas SCIMOM carries two. Likewise, following Pedhazur's (1982) rules of thumb for identifying potential collinearity problems from correlations, table 11 advises that if we use the high school academic curriculum index, we should not invoke either highest level of math or science momentum in the same multivariate model.

The only other observations of the correlation matrix of table 11 worth special attention are:

- When bachelor's degree completion is the reference point, the relative correlations of the curriculum, class rank/GPA, and test score variables are in roughly the same relationship observed in the more complex construction of the composite Academic Resources variable: Curriculum exhibits the strongest correlation, followed by class rank/GPA, followed by test score.
- However, when the referent variable is simply entering postsecondary education, (a) the correlation coefficients are much lower, and (b) the test score variable is slightly stronger than class rank/GPA.

The bottom line of these two conclusions: What counts for completion will be more potent than what counts for mere entrance (the "easy part," in the words of Venezia, Kirst, and Antonio, 2003).

Step 1: The First Logistics

In the commentaries and critiques of these aspects of the original *Tool Box*, two potent questions were raised:

> 1) Is a composite variable such as Academic Resources, a variable that yokes together very different types of measures (a basically qualitative curriculum index, class rank and GPA, test score), as convincing as these measures taken separately in any multivariate account of degree completion (DesJardins, McCall, Ahlburg, and Moye 2002)?
>
> 2) Unlike class rank/GPA and senior test score, the academic curriculum intensity variable is built from components, some of which are high profile in their own right, e.g., Advanced Placement and highest level of mathematics reached in high school. If we substitute the major components for the composite in an account of degree completion, will they be as convincing?

In light of these questions, three distinct ways of setting up the first step in the progression of logistic analyses that lead us to appreciate what makes a difference (and how much of a difference) in completing a bachelor's degree for students who attended a four-year college at any time were explored. The first step covers both student demographics and high school performance.

What happens to all those demographic variables in the "demography only" logistic of table 3 when these three competing approaches were tried out? With the exception of gender, race/ethnicity, and becoming a parent by age 20, the minute the high school performance variables enter, the demographic variables disappear. Taken individually, none of them—first postsecondary generation status, second language dominant, recent immigrant status, family income, number of siblings, and urbanicity of community in which the student's high school was located—meet the statistical criteria for either entering or staying in the logistic models employed in this study. But two of these variables, family income and level of parents' education, play dominant roles in the construct of socioeconomic status, which itself more than qualifies for the logistic treatment.

Repetition of a special note on the components of the high school academic curriculum intensity variable is necessary in the context of this first step in the logistic narrative. With the exception of Klopfenstein and Thomas (2005), a spate of recent reports and commentaries on the Advanced Placement program (e.g., College Board 2005) claim that the original *Tool Box* demonstrated the unique power of AP course work in explaining bachelor's degree completion. To put it gently, this is a misreading. AP is only a *component* of the academic curriculum intensity in both the original *Tool Box* and this replication. But to test the misreadings, AP was tried out as one of three variables that might serve as proxies for curriculum intensity. The other two variables tested as substitutes were a measure of momentum in science (SCIMOM) which includes elements of HIGHMATH and Carnegie units earned in both core laboratory science and all science courses, and number of Carnegie units earned in foreign languages.

So, three distinct approaches to logistic regression models were tried out for Step 1. The first, table 12, keeps the composite variable Academic Resources, and includes nothing else. The second divided Academic Resources into its three components. And the third dropped the high school academic curriculum intensity variable and replaced it with its three proxy components: science momentum, foreign language study, and AP.

Which one of these three versions should be carried forward in the stepwise analysis? In the first version (table 12), maintaining the composite of Academic Resources, only Academic Resources and socioeconomic status quintile are statistically significant (though with a p value of <0.10, SES is a barely influential presence) The Delta-p statistic says that each step up the five-quintile ladder of Academic Resources improves the probability of degree completion by about 15 percent. The Delta-p applied to socioeconomic status quintile says that for each step the probability of degree completion increases by about 7 percent. Expectations do not make a difference, and the demographic variables, while all carrying negative parameter estimates, do not meet the criteria for statistical significance either. Message: At this stage, and in this formulation, the composite representation of student learning in high school, Academic Resources, is a very persuasive construct.

The second and third versions of the Step 1 logistic can be found in Appendix G, and both are far less convincing. In the second version, Academic Resources was divided into its three components: curriculum, performance (class rank/GPA), and test score. The test score component, with a t statistic of 0.35 (far below the threshold requirement of 0.765), disqualifies this version from the logistic narrative. This result also reinforces our previous observation that when both academic curriculum participation and the quality of student effort within that curriculum (grades) improve, test scores will automatically rise and paradoxically become less important with reference to the dependent variable of degree completion.

In the third version of Step 1, of the three proxy variables for high school academic curriculum intensity, only science momentum (that combination of highest level of math and number of Carnegie units in core laboratory science) emerged as statistically significant. Neither Advanced Placement nor foreign language study reached the threshold level of significance, and, with a t statistic of 0.75, foreign language study was on the borderline of disqualification in terms of further consideration. The senior test score quintile variable did not even meet the minimum statistical criterion for entrance. Had we taken this version forward into subsequent stages of student history we would have only one proxy for high school curriculum (science momentum), and no traces of the external measurement of general learned abilities that the senior year test

score quintile conveys. At least the composite index of high school performance, Academic Resources, includes a trace of external assessment.

Table 12. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time—demographic and high school background, version 1: Using the composite variable for high school Academic Resources

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-4.2762	0.6360	3.10	.05	
Academic Resources quintile	**0.6439**	**0.0662**	**4.48**	**0.01**	**0.14924**
Socioeconomic status quintile	**0.2912**	**0.0621**	**2.16**	**0.10**	**0.06749**
Education expectations	0.6272	0.2065	1.40	†	†
Race/ethnicity	-0.4093	0.1941	0.97	†	†
Gender	-0.4633	0.1485	1.44	†	†
Parenthood	-1.5757	0.4790	1.51	†	†

† Variables did not meet threshold criterion for statistical significance.
NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 2.17. G^2 = 5315.44; *df* =4919; G^2/df = 1.081; X^2 (df) =1074.9 (6); pseudo R^2 = 0.204; percent concordant predicted probabilities = 77.5.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Summary decision: The composite variable, Academic Resources, stays in the logistic narrative; other versions of representing high school performance fail.

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Part IV
Matriculation and Beyond: The Features of Postsecondary History

On reflection, the original *Tool Box* made a mistake in the order and boundaries of the blocks of variables entered in its analysis. Following high school background, and tracking students who ultimately attended a four-year college at any time, it jumped first to financial aid, for which the High School & Beyond/Sophomore data set contained detailed information (including unobtrusive Pell Grant files) covering the first four years of a student's postsecondary history. It then considered a configuration of attendance patterns that covered everything from the timing of entry to postsecondary education to extended aspects of attendance such as whether the student *ever* left his or her first institution of enrollment and *never* returned to that institution. Thirdly, it followed this mixture of time periods with a block of first-year performance indicators. The order and content of these three blocks of variables scrambled time and student history.

The Toolbox Revisited unscrambles that sequence so that momentum can be more clearly observed. We begin with the transition from secondary school to postsecondary matriculation, and focus on timing of entry and type of first institution. We then move on to first-year performance, the importance of which is fully justified by the research literature. Only after accounting for the first year do we confront financial aid (which, in the NELS:88/2000 data set, covers only the first two years of post-high school history, and is the weakest section of the study, by far).[28] Longer-term attendance patterns and extended performance (curriculum and trends in grades) come later, as they should.

In shaping the universe for analysis so that a full history is visible, one minor change to the boundaries will be exercised. The NELS:88/2000 cohort was scheduled to graduate from high school in the spring of 1992. Not all of them did, so the upper boundary for high school graduation will now be set at December 1996. Very few cases are affected,[29] but, as the NELS history ends in December 2000, the point of changing the upper boundary is to allow enough time for late high school graduates to build a postsecondary history.

In entering this sequence, the reader should note that the master program generating the mass of student-level variables included on the restricted NCES data sets of transcript-based files for both the HS&B/So cohort and the NELS:88/2000 was basically the same, hence, there were no

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[28]Financial aid comes *after* first-year performance because the story line is more interested in the potential relationship of aid to completion among those who are *already enrolled.* If the topic was initial access, then the financial aid package for the first year would be part of the postsecondary entry configuration of variables. The NELS:88/2000 unfortunately does not allow us to distinguish modes of financing postsecondary education in the first year from those of the second year.

[29] Those who earned a high school diploma of any kind *after* December 1996 constituted 2.7 percent of all 1992 12th-graders (s.e. = 0.16) and 0.7 percent of all 1992 12th-graders who subsequently attended a four-year college (s.e.= 0.16).

algorithmic differences that would account for change in student behaviors such as attendance patterns and academic performance. There are minor exceptions, and these will be noted in the narrative.

Step 2: Matriculation

The research literature has long held that where one starts out in higher education has enormous consequences, particularly with reference to completing degrees (Velez 1985). The vast majority (78.7 percent; s.e. = 1.15) of the universe under study here started out in a four-year college. Do any characteristics of that first institution stand out in multivariate analysis?

Only selectivity of the first institution was admitted to the Step 2 logistic model (the fact that the institution was a four-year college was not admitted). To be sure, there are other characteristics of the first institution of attendance. But if the dichotomous "selective" variable turns out to have but modest, if any, significance in the account, it is unlikely that other stock institutional characteristics—size, control, residential/commuter ratio—will have any influence, either. The best of the institutional characteristics variables in the literature is probably Stoecker, Pascarella and Wolfle's (1988) "size." This is not a simple measure, rather a factorial scale that includes total enrollment, student/faculty ratio, and public control. However attractive the concept, institutional size rarely breaks through as a stand-alone factor in literature with large national samples because of student taste—some like it large, some like it small—and taste is too variant. All this does not mean that where one starts out is irrelevant to completion, rather it directs our attention to other features of student academic history. More to the point, with 64.8 percent (s.e. = 1.06) of NELS:88/2000 students who attended a four-year college at some time attending more than one institution, and 26 percent (s.e. = 1.01) attending more than two, the task of ascribing influence to institutional characteristics is daunting (for a discussion of this issue, see pp. 81–84).

In addition to the selectivity variable (SELECT), Step 2 includes NODELAY, a marker for direct entry to postsecondary education following high school graduation. It also includes a new variable, ACCELCRD, made possible by the construction of the NELS:88/2000 postsecondary transcript file to reflect the practice of dual-enrollment that expanded during the period the High School Class of 1992 was attending high school and that has become much more visible since then. ACCELCRD sums all college credits earned by course work prior to high school graduation, along with credits earned by examination—including AP, the College Level Examination Program (CLEP), and institutional challenge exams. Most of these credits were earned either prior to matriculation or during the first term of enrollment, though some were earned at later points in the student's undergraduate career. A previous brief analysis of this phenomenon (Adelman 2004a, pp. 55–56) suggested that acceleration might have a bearing on degree completion since the descriptive data indicated a positive relationship between the number of "acceleration" credits earned and both (a) high school academic curriculum intensity quintile and (b) selectivity of the first institution attended.

Table 13 sets forth the relationships of the variables in play at the postsecondary matriculation stage to bachelor's degree completion for students who attended a four-year college at any time. Academic Resources is still in a commanding position, and the Delta-p statistic indicates that with each step up the quintiles of Academic Resources the probability of completion increases by 12.8 percent. Socioeconomic status quintile is still significant, though again, marginally so. Of all the new variables, no delay of entry alone is statistically significant, and its Delta-p says that students who enter college directly from high school increase the probability of bachelor's degree attainment by 21.2 percent, a very persuasive marker.

Table 13. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: Postsecondary entry phase

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-4.2124	0.6588	2.02	0.01	
Academic Resources quintile	**0.5541**	**0.0715**	**3.54**	**0.01**	**0.1283**
Socioeconomic status quintile	**0.2859**	**0.0643**	**2.03**	**0.10**	**0.0662**
Education expectations	0.3462	0.2032	0.78	†	†
No delay of entry	**0.9161**	**0.2224**	**1.88**	**0.10**	**0.2121**
Selectivity of first institution	0.4470	0.2301	0.89	†	†
Acceleration credits	0.1904	0.1196	0.73	†	†
Race	-0.4709	0.2130	1.01	†	†
Gender	-0.4627	0.1540	1.37	†	†
Parenthood	-0.9639	0.4597	0.96	†	†

[a] Variables did not meet threshold criterion for statistical significance

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 2.19. G^2 = 5060.17; *df* =4913; G^2/df = 1.030; X^2 (df) = 1101.0 (9); pseudo R^2 = 0.2127; percent concordant predicted probabilities = 78.5.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

The selectivity of the first institution of attendance, while yielding a positive parameter estimate, does not reach the threshold of significance, and the *t* value for acceleration credits, at 0.73, falls just below the threshold for retention in the overall statistical model. The case of acceleration credits is one for which the author hoped for a better outcome, but once a rule is set, it is observed: The variable is dropped from subsequent steps. The demographic variables are

retained, but don't tell us much. And education expectations barely stays under consideration with a *t* value of 0.78. Beattie's human capital analysis (2002) downplayed education expectations as a central feature of explaining outcomes, particularly in consideration of group differences. It turns out that, even with a more sophisticated variable (our "anticipations") than the customary way of marking "aspirations," Beattie is right.

Step 3: First-Year Performance

Now that we have our universe of 1992 12th-graders in college, no matter where they started out, the most prominent initial marker of progress is a configuration of first-year academic performance indicators—and by "first year" is meant the *first calendar year* following the month in which the student first enrolled in their "true" first postsecondary institution after high school graduation.[30]

Most research on the critical first year of postsecondary education takes as its subjects students who start out in the fall term, and, by custom-and-usage, measures of retention (whether term-to-term or year-to-year) begin with fall enrollments. The transcript data, however, teach us that not all students commence postsecondary study in the fall term, and that there is a modest bias in drawing a universe based on fall term beginners only. For all 1992 12th-graders who entered postsecondary education at any time, 82.1 percent (s.e. = 0.83) started in the fall term, 5.8 percent (s.e. = 0.46) started in the summer term, and 12.1 percent (s.e. = 0.71) began in the winter or spring terms (depending on local academic calendars). While the full data on first term of entrance are presented in Appendix L, tables L8a and L8b, it is important to note here that Latino and African-American students are less likely than white students to commence postsecondary study in the fall term, and the same is true when students from lower socioeconomic status quintiles are compared with students from the highest socioeconomic status quintile. Any measure of retention or completion that confines its universe to students who began their postsecondary careers in the fall term is, to put it gently, grossly incomplete.

The cumulative number of variables qualifying for the logistic narrative increases by 50 percent when our field of vision opens out to first-year performance. The logistic model of the original *Tool Box* included three first-year performance variables, two of which were major contributors to understanding degree completion, and are carried forward: a marker for earning less than 20 credits in the first calendar year and a tag for students whose first calendar year GPA fell in the top 40 percent of the GPA distribution for that period. *The Toolbox Revisited* adds dichotomous variables indicating whether the student took any remedial courses in the first calendar year, and

[30]The "true" first institution of attendance excludes (1) colleges and community colleges in which the student was enrolled prior to high school graduation; (2) institutions in which the student was enrolled during the summer immediately following high school graduation and prior to fall term postsecondary entry (unless the institution was the same in both periods); and (3) "false starts," that is, cases in which the student enrolled, but then withdrew during the first term of attendance, only to enroll and complete course work in a different institution at a later point in time (in these cases, the second institution is the "true first institution"). The true first *date* of attendance is the first month of enrollment at the true first institution.

whether the student earned any credits in college-level mathematics during that period. The mathematics variable, identified as potentially potent by Astin and Astin (1993), represents a major departure in the way *The Toolbox Revisited* approaches its subject, for it introduces the potential association of *postsecondary* curriculum with degree completion (the original *Tool Box* did not raise this issue).

The first calendar year of attendance is the year in which students' preparation for postsecondary education is most sorely tested (Pascarella and Terenzini 1991), and in which both remediation and college-level mathematics study serve as indicators of that preparation. The lower division curriculum sets out course "gateways" through which students must pass in both universities (Hanson 1998) and community colleges (Boughan 2001). Every school can identify its list from high enrollment courses[31] and there is no question that most of these gateways require a direct connection to the content of high school curricula that define "readiness." Remediation stalls student momentum toward those gateways; college-level mathematics itself is a gateway.

In a different approach, American College Testing (2004) defines "college readiness" as a remediation-free postsecondary experience, and sets its benchmarks for "readiness" as

> . . . The level of achievement [based on ACT test scores] for students to have a high probability of success (a 75 percent chance of earning a course grade of C or better, a 50 percent chance of earning a B or better) in such credit-bearing college courses as English Composition, [College] Algebra, and Biology. . . (p. 1).

With all due respect to ACT, earning a C—or even a B—in college algebra is not why most students go to school. There are better ways to benchmark, starting with the Academic Resources index of total high school performance in which curriculum (including highest level of mathematics reached in secondary school) dominates and test scores do not. Instead of a grade in a single course, we then acknowledge the proportion of students who completed credits in *any* of five core college-level math courses during the first year of attendance, and, among those who became non-incidental students (i.e., earned at least an adjusted semester's worth of credits), the proportion who *ever* completed credits in those courses. In table 14, one notes right away that among those who start in community colleges and complete college-level math courses in the first year, college algebra is the dominant math course. Among those who start in four-year colleges, it is not the dominant math course, even though it ranks at the top in terms of student participation.[32]

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[31]Hanson's (1998) list from the University of Texas at Austin ranges from Ecology, Evolution, and Society, to Introduction to U.S. and Texas Government, to General Psychology, to Calculus I and II for Science and Engineering Students.

[32]For more discrete details on credits earned in college-level mathematics, the reader is directed to table L9, Appendix L.

Ironically, the ACT study helps explain why curriculum quality emerges as more influential than test scores in building the Academic Resources composite, and justifies continuing to track curriculum (in this case, using mathematics momentum) across the matriculation line. The test scores are dependent variables that respond directly to increases in the concentration and level of study in each of the major secondary school content areas (see, e.g., Florida Department of Education 2005). The ACT study sees value-added in each step up the math curriculum ladder in terms of scores on the ACT math test. So when the dependent variable is degree completion, it is this curriculum—more than the test score—that sets the value-added tone.

Table 14. Percentage of 1992 12th-graders who earned credits in five categories of college-level mathematics courses in the first calendar year of attendance, and among non-incidental students,[a] the percentage who ever earned credits in those five categories, by type of institution first attended

College-level math category	Percent completing during first calendar year of attendance, starting in:		Among all students earning more than 10 credits, percent who ever earned credits in
	Four-year colleges	Community colleges	
College algebra	21.7 (1.01)	17.0 (1.19)	28.2 (0.92)
Precalculus	18.6 (0.85)	4.9 (0.77)	17.4 (0.69)
Calculus	17.6 (0.96)	1.6 (0.26)	16.8 (0.74)
Finite mathematics	4.6 (0.54)	0.9 (0.30)	6.4 (0.46)
Statistics, probability	5.3 (0.42)	2.3 (0.58)	19.6 (0.82)

[a] A non-incidental student is defined as one who earned more than 10 undergraduate credits.
NOTES: Standard errors are in parentheses. Weighted Ns: four-year college beginners = 1.14M; community college beginners = 789k; all who earned more than 10 credits = 1.84M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

But does that mean that curriculum continues to have the same influence in a postsecondary setting? The issue comes up twice in the sequence of logistic models, first in table 15, which presents the results of the Step 3 logistic: first-year performance variables. What do we see?

- Earning less than 20 credits in the first calendar year following postsecondary entry is a distinct drag on degree completion. The Delta-p says that falling below the 20-credit threshold lessens the probability of completing a bachelor's degree by a *third*!

- First-year grades, a proxy for both student effort and acclimation to the academic demands of a new environment (Pascarella and Terenzini 1991), move in the opposite direction from low credits: If one's first-year GPA falls in the top two quintiles, the probability of earning a degree increases by nearly 22 percent.

Table 15. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: First postsecondary year performance

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-3.5834	0.6054	3.33	0.01	
Academic Resources quintile	**0.3419**	**0.0699**	**2.75**	**0.01**	**0.0754**
Socioeconomic status quintile	**0.2879**	**0.0569**	**2.84**	**0.01**	**0.0635**
Education expectations	0.4040	0.1794	1.27	†	†
Selectivity of first institution	0.4059	0.1979	1.15	†	†
No delay of entry	0.8153	0.2779	1.65	†	†
Low credits in first year	**-1.5299**	**0.1669**	**5.15**	**0.001**	**-0.3372**
First-year grades	**0.9919**	**0.1541**	**3.62**	**0.01**	**0.2186**
College-level math in first year	0.3603	0.1479	1.37	†	†
Any first-year remediation	0.4963	0.1722	1.62	†	†
Race	-0.3471	0.1906	1.02	†	†
Gender	-0.3414	0.1372	1.40	†	†
Parenthood	-1.0277	0.3965	1.46	†	†

† Variables did not meet threshold criterion for statistical significance
NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 1.78. $G^2 = 4411.64$; $df = 4764$; $G^2/df = 0.926$; X^2 (df) = 1516.37(12); pseudo $R^2 = 0.2893$; percent concordant predicted probabilities = 83.3.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

- Academic Resources and socioeconomic status are the only other statistically significant variables. The Delta-p story for socioeconomic status quintile remains at roughly the same level: Each step up the SES ladder increases the probability of degree completion for this population by 6 percent or so. The Delta-p strength for Academic Resources, however, falls from 12.8 percent in the postsecondary entry model to 7.5 percent here, a natural consequence of the introduction of other competing curricular and grade-based variables.

- The two new curricular variables for remediation and college-level mathematics produce *t* statistics that justify carrying them forward, but do not reach even a threshold statistical significance level of $p<0.10$.

In the last observation there is a surprise that calls out for explanation. The parameter estimate for remediation in the first year is positive, not negative as conventional wisdom would assume. Students in this group who took any remedial courses in the first year earned bachelor's degrees at a 48.7 percent rate (s.e. = 2.70) compared to 69.9 percent (s.e. = 1.26) of those who did not take remedial courses in the first year (not in table). That is a significant and meaningful difference from which, one might assume, remediation would be a negative. But there are other variables in this model that determine the sign and strength of the parameter estimate and its statistical significance. In a study of the academic careers of traditional-age community college students, the author found that remediation (one dichotomous variable marking any remedial reading, and one multi-level variable based on type and number of remedial courses) did not affect either transfer or (for students who did not transfer) completion of an associate degree (Adelman 2005a). Other recent research, using a very sophisticated targeting of students whose need for remediation may differ according to the school they enter, goes beyond the finding that remediation is not a drag on degree completion to demonstrate that, in terms of persistence, remediation yields decidedly positive results (Bettinger and Long 2005). Two studies do not make for a definitive conclusion, but the evidence that students who successfully pass through remedial course work gain momentum toward degrees is beginning to build.

As for the other variables in the Step 3 model, we note that NODELAY drops out of the statistically significant range with an indirect message of "once a student is in college, their performance counts more than when they arrived." In other words, the ramifications of delayed entry can be overcome, but only with the kind of considerable effort reflected in first-year credit accumulation and first-year grades. The reader will note of table 16, however, that when financial aid variables are part of the logistic model, NODELAY rises back above the significance threshold.

Step 4. Adding Financial Aid to the Equation

There is a major difference between the High School & Beyond/So and NELS:88/2000 data sets in the nature and temporal coverage of financial aid information. For the HS&B/So, an unobtrusive Pell Grant file provided data on at least one type of grant-in-aid. Student reports covered four years (1982–86) of other types of grants-in-aid, loans, and work (including, but not confined to, college work-study from all sources) while enrolled. Three dichotomous variables resulted: GRANT, LOAN, and STUWORK. In the original *Tool Box* study, based on the HS&B/So data, GRANTS and STUWORK were modestly significant contributors to the explanation of bachelor's degree completion in both the financial aid and attendance pattern steps of the model, but fell below the threshold of statistical significance as soon as first-year and extended performance factors were taken into consideration.

The NELS:88/2000 financial aid information covered the period 1992–94 only, i.e., the first two years following the modal high school graduation date for the cohort. In the initial input versions of the data in 1994 (the third NELS follow-up survey), the information was provided by students for each institution attended, and in answer to the question, simply phrased, "besides your previous savings, how are you paying for this?" The options were grants, loans, work, parents, and other forms of aid. For students who attended more than one institution during the 1992–94 period, it is thus possible for different combinations of financial aid types to be attached to the

discrete attendance cases. For our purposes, if a student reported using any one form of financial aid or support (grants, loans, work-study or campus job) at *any* institution attended, a positive entry was recorded for that *type* of financial aid or support for that student.

Table 16: Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: Postsecondary financing

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-3.5855	0.6048	3.33	0.01	
Academic Resources quintile	**0.3362**	**0.0701**	**2.69**	**0.02**	**0.0751**
Socioeconomic status quintile	**0.2902**	**0.0571**	**2.86**	**0.02**	**0.0648**
Education expectations	0.3993	0.1788	1.25	†	†
No delay of entry	**0.7854**	**0.1980**	**2.23**	**0.05**	**0.1754**
Selectivity of first institution	0.3962	0.1980	1.12	†	†
First-year grades	**0.9878**	**0.1541**	**3.60**	**0.01**	**0.2207**
College-level math in first year	0.3673	0.1480	1.39	†	†
Low credits in first year	**-1.5148**	**0.1674**	**5.08**	**0.001**	**-0.3384**
Any first-year remediation	0.4967	0.1722	1.62	†	†
Work-study or campus job	0.1785	0.1528	0.66	†	†
Race	-0.3504	0.1906	1.03	†	†
Gender	-0.3379	0.1374	1.38	†	†
Parenthood	-1.0293	0.3959	1.46	†	†

† Variables did not meet threshold criterion for statistical significance
NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 1.78. G^2 = 4396.88; *df* =4763; G^2/df = 0.923; X^2 (df) = 1519.14(13); pseudo R^2 = 0.2915; percent concordant predicted probabilities = 83.4.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

For those who ask about the importance of initial financial aid package offerings to students' choice of where to enter the postsecondary system, the NELS:88/2000 is of little help. The Beginning Postsecondary Students longitudinal study of 1995/96–2001, on the other hand, has the data elements but does not provide convincing guidance: For traditional-age students (i.e., those who began at age 20 or younger)in the BPS95/96–2001, 7 percent (s.e. = 0.7) of those who

started at four-year colleges and had applied to more than one school and 3.4 percent (s.e. = 1.6) of those who started at community colleges and had applied to more than one school said the financial aid package was the principal reason for their selection.[33] Such percentages do not merit further inquiry.

We come to Step 4 of the logistic model, then, with a weak collection of dichotomous financial aid variables, and the results must be judged in that light. As table 16 reveals, only the variable indicating whether the student received College Work-Study funds from any source or held a campus job was even admitted to the *Toolbox Revisited* model, and even then, produced a *t* statistic of 0.66, below the 0.765 required for carrying forward to the next step. Before that next step is taken, though, this narrative needs an important pause.

A Critical Pause for the Second Calendar Year

The literature on postsecondary persistence, retention, and attrition has historically taken its pauses and measures at the end of the student's first academic year. A more constructive notion for plotting the path of academic momentum on the far side of the postsecondary matriculation line may be to give students two full calendar years following the initial date of enrollment before taking their progress pulses, yet the research on this possibility has been surprisingly limited to date (see Smith 1995, and Nora, Barlow and Crisp 2005).[34] Looking backwards from the final degree completion status of our NELS:88/2000 universe to mark cumulative change to the end of the second calendar year following entry on key indicators provides a richer framework for advisement.

"Retention" and its paradoxes

No national database will support the assertion that a quarter of four-year college entrants and half of community college entrants "do not return for their second year" (Kazis 2004, p. 4). Contrary to this negative conventional wisdom, the proportion of students in the universe for this study who "persisted" to the second postsecondary year is substantial. The definition of "persistence" is active and student-centered, marks a calendar academic year as July 1 through the following June 30, and runs as follows:

> Whenever the student first enrolls and earns credits in postsecondary education (summer, fall, winter, spring) marks the first academic calendar year of their postsecondary history.
>
> If the student enrolls and earns credits at *any* time and at *any* institution during the next academic calendar year, that student has "persisted."

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[33]National Center for Education Statistics, BPS95/96–2001 Data Analysis System; NCES 2003-173.

[34]Nora, Barlow, and Crisp (2005) offer a potentially promising analysis of a cohort at one nonselective four-year institution that is undercut somewhat by lack of data on age distribution and the fact that retention and six-year graduation rates are confined to that institution. But the authors include cumulative GPA to the second year, enrollment intensity, remediation, three core courses (what this study calls "gateways"), and a rough course withdrawal factor—all of which speak in favor of their approach.

"Retention," which puts the student in a passive role vis-a-vis a specific institution, is not the right word to describe this sequence: It's "persistence." There are two important points to underscore: (1) This definition reveals an extremely high rate of persistence, but (2) whether we talk about institutional "retention" or student "persistence," the true measure is not the fact of the event, rather the *quality* of the student's record going forward. The second academic calendar year offers students the opportunity to recapture any lack of momentum of the first. In that respect, the second year may be even more important than the first.

The unhappy paradoxes of retention rates and retention quality[35] are revealed in table 17. The universe for the table is confined to students with complete records. The proportion of students who enrolled sometime, somewhere in the second academic calendar year following entrance to postsecondary education is about 90 percent for all NELS:88/2000 postsecondary students and 96 percent for those with standard high school diplomas who subsequently attended a four-year college at some time (and in this group, just about everybody who started in community colleges). These data ought to destroy the mythologies of low first-to-second year retention (which, by the formulas most commonly applied, include only students who started full-time and in the fall semester and returned to the same school the following fall semester). This account gives students credit for persisting, and gives students who started in sub-baccalaureate trade schools credit for earning a certificate in their first year and then going on their way.[36]

However, this account also shows that, even when one confines the universe to the group being followed in *The Toolbox Revisited*, roughly one out of five entered the second year with low credit momentum, and roughly one out of six carried low first year GPAs. The overlap, too, is considerable: 40 percent of those coming out of their first year with fewer than 20 credits were also in the bottom quintile of first year GPA (not in table). Low credit momentum is also due to the number of courses taken in the first year, with 41.7 percent (s.e. = 2.46) of those who earned less than 20 credits attempting seven or fewer courses—a proxy for part-time status—versus 2 percent (s.e. = 0.27) of those who emerged with 20 or more credits. The reason for counting course attempts and not credit attempts is a by-product of the volume of remedial courses (which do not carry additive credits). Half of the low first-year credit group were tied up in remediation, versus 17 percent of those who reached or exceeded the 20-credit threshold.

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[35]As Tinto (1987) noted, "The point of retention efforts is not merely that individuals be kept in college, but that they be retained so as to be further educated." (p. 136) Poor retention quality significantly lowers the odds of further education.

[36]The persistence rates for all 1992 12th-graders noted in this paragraph are slightly different from those previously reported (Adelman 2004a, table 3.4, p. 42), where the weight for known postsecondary participants (not the weight for students with complete records) was used.

Table 17. Percentage of 1992 12th-graders with complete postsecondary records who persisted in postsecondary education from their first calendar year of enrollment to a second calendar year, by type of institution first attended, and, of those who persisted, percentage with lagging first-year performance

Student group	Persisted	Earned one-year certificate	Did not persist	Of those who persisted, first-year performance indicators: Less than 20 credits	In lowest GPA quintile
All 12th-graders	89.7 (0.57)	0.9 (0.13)	9.4 (0.55)	33.2 (1.12)	17.4 (0.81)
Type of first institution					
Four-year college	95.2 (0.59)	0.1 (0.03)	4.7 (0.59)	15.9 (0.91)	15.2 (0.86)
Community college	84.0 (1.12)	0.4 (0.10)	15.6 (1.11)	60.7 (1.93)	21.5 (1.76)
Other sub-baccalaureate	71.5 (3.06)	14.8 (2.52)	13.7 (2.01)	31.4 (5.17)	11.9 (2.70)
All with standard high school diploma by December 1996 who attended a four-year college at any time	95.8 (0.50)	0.1 (0.03)	4.2 (0.50)	21.9 (0.98)	15.5 (0.88)
Type of first institution					
Four-year college	95.2 (0.59)	0.1 (0.03)	4.7 (0.59)	15.9 (0.91)	15.2 (0.86)
Community college	97.9 (0.87)	2.1 (0.87)	#	44.0 (2.93)	15.7 (2.72)
Other sub-baccalaureate	Low N[a]	Low N[a]	Low N[a]	Low N[a]	Low N[a]

Rounds to zero.
[a] Reporting standard not met.
NOTES: Standard errors are in parentheses. Row totals for the three persistence/retention columns may not add to 100.0 percent due to rounding. Weighted N for all 12th-graders with complete postsecondary records: 1.88M; for all 12th-graders with complete postsecondary records who attended a four-year college at any time and who earned a standard high school diploma by December 1996: 1.38M
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Momentum at the end of the second calendar year

First-year background certainly helps explain some of what transpires in student histories by the end of the second year. Tables 18 and 19 offer a skeleton of two-year performance so that future research on the momentum hypothesis can become more sophisticated than this outing. The information is presented in two separate tables to make sure the messages are clear. The most overwhelming phenomenon to note in table 18 is that by the end of the second calendar year, those who never earned their bachelor's degree were already 25 credits behind those who did (57.4 credits earned by those who eventually received a bachelor's degree versus 31.6 for those who did not earn the degree), and for those who were behind, there was no difference between starting in a four-year college and starting in a community college. One set of "culprits" was attendance pattern related: lower percentage full time, lower percentage continuously enrolled, lower percentage getting to and beyond 20 credits in the first calendar year. All these factors decrease the probability of completion.

Credit momentum is clearly in play. For the universe of this study, the mean number of credits earned within two calendar years of the date of entry was 49.5 (s.e. = 0.51). It takes a lot of work in the second calendar year for those whose additive credit totals in the first year were less than 20 to reach that mean, and only 3.6 percent (s.e. = 1.03) did, compared with 77.6 percent (s.e. = 1.02) for those who earned 20 or more credits in the first year.

But a second set of negative vectors is clearly that of academic performance. In table 18 the spread in mean grade point average between those who eventually earned the degree and those who did not is substantial by the end of the second year, and it is not surprising that nearly one in five of those who never earned any credential had already become status dropouts (see table 19). The data remind us of a common sense fact that few analysts or commentators ever acknowledge when writing about student academic careers after high school: A measurable proportion of postsecondary students will not perform well (for GPAs of status dropouts, by timing of permanent departure from postsecondary education, see Appendix H, table H4). Higher education has standards, and some students will, in fact, be placed on academic probation or be formally dismissed for academic reasons, i.e., flunk out. These compressed signals are not as likely to be entered on official records as graduation with honors (*cum laude*, etc.). [37]

[37]Compressed signals are used to mark extremes of academic performance. The American Association of Collegiate Registrars and Admissions Officers has reported that 90 percent of its member institutions enter graduation with honors on transcripts (AACRAO 2002), and, in a 2005 survey of transcript practices , found that 70 percent enter academic probation or dismissal (www.aacrao.org/pro_development/surveys/transcript05.htm).

Table 18. Of 1992 12th-graders who earned a standard high school diploma by December 1996 and attended a four-year college at any time, credits earned and GPA at the end of the second year following initial enrollment in postsecondary education, and extended postsecondary attendance and performance markers, by ultimate bachelor's degree status

Selected attendance and academic performance markers	Of those who earned bachelor's		Of those who attended a four-year college, but did not earn bachelor's	
Earned 20 or more credits in first year	90.8 (0.79)		46.8 (1.88)	
Always full-time	79.3 (1.04)		37.9 (1.85)	
Continuously enrolled	93.5 (0.58)		45.7 (1.93)	
Cumulative credits and GPA two years from entry				
	average credits	mean GPA	average credits	mean GPA
All students in universe	57.4 (0.35)	2.91 (0.14)	31.6 (0.86)	2.13 (0.36)
Started in four-year college	58.8 (0.30)	2.92 (0.14)	32.1 (0.85)	2.03 (0.39)
Started in community college	49.2 (1.30)	2.84 (0.42)	31.6 (2.20)	2.37 (0.81)
If no remedial courses in first year	58.8 (0.36)	2.97 (0.14)	34.1 (1.13)	2.19 (0.32)

NOTES: Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table 19 serves another function in the narrative, namely, to look back from the end of the longitudinal study in December 2000, and ask what percentage of postsecondary students were no longer enrolled and had not earned a credential of any kind, by timing of the gap between their first month and last month of enrollment? These students are called "status dropouts" (though they may return to postsecondary education at a later date). While the general subject of timing and reasons for departure is elaborated in Appendix H, table 19 looks at the eventual dropout population only by their status at the end of the second year of attendance. It says, very simply that:

(a) of those who never earned a credential, 23 percent became status dropouts by the end of the second year;

(b) of all those who ultimately became status dropouts over an 8.5 year period, roughly a third did so by the end of the second year;

(c) for those who dropped out in either the first or second year, GPAs were decidedly below thresholds required for degrees, but

(d) when asked why they left without a degree, less than 6 percent cited academic reasons (also see Appendix H, table H2).

Yes, the status dropout rate proves higher during the first year than the second, but by the end of the second year, the loss of academic momentum is very evident.

Table 19. Status dropout rates at the end of the second year following initial enrollment in postsecondary education of 1992 12th-graders who attended a four-year college at any time, and allied academic performance data

Timing of departure	Percent of those who never earned a degree who became status dropouts	Percent of all who ultimately became status dropouts	Mean grade point average at end of enrollment	Percentage of dropouts who said they left for academic reasons
Left postsecondary without credential, never returned:				
during first 11 months	13.1 (1.62)	19.1 (1.33)	1.68 (0.81)	5.9 (1.92)
during months 12–23 after first enrollment	10.3 (1.26)	13.3 (1.56)	1.98 (0.68)	5.6 (1.40)

NOTES: Standard errors are in parentheses. Weighted N for status dropouts in first two years = 103k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Curriculum gateways

As significant in the panorama of student performance through the end of the second calendar year are rates of participation in specific courses identified as curricular gateways in four-year colleges by Hanson (1998) and in community colleges by Boughan (2001). The taxonomy of postsecondary courses used to code the transcripts for both the High School & Beyond/ Sophomore cohort and the NELS:88/2000 data files includes over 1100 discrete course categories[38] of which 645 were used to answer the following question: "What percentage of students in the *Toolbox Revisited* universe successfully completed credits in each course category between the month they first entered postsecondary education to a point two calendar years later?" Table 20 presents the 25 academic course categories[39] in which the highest percentage of those who eventually earned bachelor's degrees garnered credits during that time span, and for each course category, also presents matching percentages for students who attended a four-year college at any time but who did not complete a bachelor's degree.

[38]The most recent version, *Taxonomy of Postsecondary Courses Based on the National Transcript Samples, 2003*, is available at www.ed.gov/rschstat/research/pubs/empircurr/index.html.

[39]Though their enrollments were substantial, physical education activities, health information, physical conditioning, orientation, and personal development courses were excluded.

Table 20. Of 1992 12th-graders who earned a standard high school diploma by December 1996 and attended a four-year college at any time, course participation rates by the end of the second year following initial enrollment in postsecondary education, by ultimate degree status

	Percentage of students who earned credits by the end of the second year following initial enrollment	
Course	Earned bachelor's	Did not earn bachelor's
English composition	82.3 (1.03)	53.4 (1.40)
General psychology	61.5 (1.18)	32.2 (1.19)
General biology	35.2 (1.24)	12.4 (0.87)
Introduction to sociology	34.4 (1.12)	19.6 (1.08)
U.S. history surveys	32.6 (1.22)	14.9 (0.97)
Micro/macroeconomics	30.3 (1.14)	9.3 (0.88)
General chemistry	30.1 (1.05)	7.5 (0.74)
College algebra	26.7 (1.20)	13.9 (0.94)
U.S. government	25.3 (1.12)	10.4 (0.74)
Calculus	23.7 (1.11)	3.2 (0.43)
Precalculus	22.4 (0.95)	5.8 (0.68)
Oral communication	20.4 (1.03)	11.0 (0.72)
Introduction to philosophy	18.9 (1.05)	5.0 (0.49)
Literature: general	18.9 (1.03)	5.0 (0.56)
Spanish: intro and intermed	18.8 (1.01)	5.9 (0.61)
Western civilization	17.0 (0.93)	6.5 (0.62)
Introduction to computing[a]	15.8 (0.90)	10.9 (0.81)
Introductory accounting	15.7 (0.81)	7.2 (0.56)
Statistics (mathematics)	14.4 (0.79)	3.7 (0.68)
World civilization	12.1 (0.93)	4.0 (0.50)
General physics	12.1 (0.83)	2.3 (0.42)
Public speaking	11.2 (0.78)	6.2 (0.67)
Music appreciation	10.9 (0.84)	3.8 (0.45)
Drama criticism/history	10.7 (0.73)	2.9 (0.46)
American literature	10.3 (0.71)	1.7 (0.28)

[a] This is not "introduction to computer science."

NOTES: Standard errors are in parentheses. Weighted N for bachelor's recipients = 935k; for those who did not earn bachelor's = 513k. All row estimate comparisons are significant at $p<.05$.

SOURCE: National Center for Education Statistics: NELS:88/2000 postsecondary transcript files (NCES 2003-402 and Supplement).

This is a story that moves curriculum details forward from high school. It is empirically-driven, which is to say that the volume of course participation identifies the gateways for both community college transfer students and those who started in four-year colleges in the NELS:88/2000 cohort. Given the disparity in the number of credits accumulated by the end of the second academic calendar year between those who eventually earned the bachelor's degree and those who did not, the spreads in participation rates in these 25 course categories are not surprising. The ratios of these percentage participation rate contrasts are 7:1 in calculus, 6:1 in American literature, 5:1 in general physics, 4:1 in general chemistry, and more than 3:1 in precalculus, micro/macroeconomics, introduction to philosophy, general literature surveys, statistics, history/criticism of drama, and world civilization. These courses cover the full range of traditional lower-division distribution requirements (akin to pick one from bin A, two from bin C, etc.) in four-year colleges and general studies associate degree requirements (the bulk of the transfer curriculum) in community colleges, with the standard non-remedial English composition and college algebra the most visible gateways for the community college group (Boughan 2001).

The list of 25 discrete categories in table 20 invites aggregation and, with aggregation, the inclusion of other lower division courses that serve gateway roles. For example, there are four college-level mathematics courses among the 25, and they certainly can be aggregated as we have already done in our assessment of first-year performance. General biology is not the only introductory biology course category in the taxonomy used. Some institutions still use a zoology-botany sequence; others open the study of life forms with cellular biology; others, still, offer the option of human biology as a starting point. All of these course categories are in the taxonomy, and joining them with general biology in an aggregate allows a broader and more accurate coverage of participation in gateways to upper division course work requiring a grounding in the biological sciences.

Table 21 takes this alternative approach to describing the curricular participation of students who earned bachelor's degrees and those who did not. Table 21 uses 14 aggregate gateways, two of which are single-course categories repeated from table 20 (general psychology and micro/macroeconomics). While Appendix I provides a listing of all course categories under each aggregate, a few notes are necessary in the text:

- Humanities other than literature covers multidisciplinary introductions to the humanities, introduction to philosophy, ethics, and introduction to religious studies (usually a comparative religions survey). It does not include foreign languages.

- "Foundation business" is included for two reasons. First, business fields have historically claimed the largest percentage of majors among traditional-age bachelor's degree completers and a substantial proportion of associate degrees awarded to traditional-age students by community colleges (Adelman 2004a, tables 5.1, p. 61 and 5.4, p. 65). Secondly, prospective business majors appear to take at least one introductory gateway course in the area during their first two years (introduction to business, business law or business legal environment, and/or introductory accounting).

Table 21 displays not only the percentage of students in the bachelor's and no-bachelor's groups who earned credits in each of the 14 aggregates, but also, for those who earned any credits in the aggregates, the average number of credits earned. The reader will notice first, that the use of aggregates narrows the difference in participation rates between the two groups. For example, in the category of standard English composition, the difference in participation rates between those who eventually earned a bachelor's degree and those who didn't is 82.3 percent to 53.4 percent (table 20); but when the category becomes "college-level writing," and includes technical writing, creative writing, and advanced essay, the participation difference narrows to 84.5 percent to 68.6 percent. That is still a significant gap, though not as severe as others in table 21. For the record, the credits earned in the aggregates of table 21 account for 59 percent of all credits earned by students in this study during their first two years of postsecondary education.

Table 21. Of 1992 12th-graders who earned a standard high school diploma by December 1996 and attended a four-year college at any time, participation rates in lower-division course category aggregates and average number of credits earned in each aggregate by the end of the second year following enrollment in postsecondary education, by ultimate degree status

	Earned bachelor's degree by December 2000		**Did not earn bachelor's degree by December 2000**	
Course aggregate[a]	Percentage completing credits	Average credits earned	Percentage completing credits	Average credits earned
College-level writing	84.5 (0.95)	4.96 (.046)	68.6 (2.05)	4.83 (.091)
Oral communication	35.6 (1.21)	3.38 (.054)	26.2 (1.59)	3.15 (.080)
Computer-related	24.5 (1.03)	3.42 (.057)	17.2 (1.52)	3.31 (.091)
Intro biological sciences	42.1 (1.25)	5.21 (.088)	22.3 (1.53)	4.96 (.160)
Intro physical sciences	40.2 (1.15)	7.46 (.142)	15.8 (1.33)	5.79 (.223)
College-level mathematics	70.5 (1.20)	6.30 (.103)	37.5 (1.87)	5.34 (.225)
Core history	56.0 (1.27)	3.04 (.132)	34.6 (1.82)	4.13 (.099)
General psychology	61.5 (1.18)	3.33 (.030)	42.0 (1.95)	3.32 (.082)
Micro/macroeconomics	30.3 (1.14)	4.69 (.088)	13.1 (1.35)	3.86 (.112)
Humanities except literature	38.2 (1.24)	4.20 (.140)	19.1 (1.50)	3.55 (.124)
Literature	45.1 (1.30)	4.48 (.087)	19.8 (1.39)	3.84 (.144)
Core social sciences	62.6 (1.27)	4.57 (.080)	42.8 (1.85)	4.22 (.115)
Visual/graphic arts	17.3 (0.96)	5.12 (.230)	10.1 (0.98)	5.47 (.488)
Foundation business	19.9 (0.88)	5.17 (.120)	14.2 (1.41)	4.86 (.227)

[a]For a listing of courses under each aggregate, see Appendix I.

NOTES: Standard errors are in parentheses. Weighted N for those who earned bachelor's degrees: 935k; for those who did not earn bachelor's degrees: 513k.

SOURCE: National Center for Education Statistics: NELS:88/2000 postsecondary transcript files (NCES 2003-402 and Supplement).

At the same time—and with few exceptions—the differences in average credits earned in the 14 aggregates are negligible, statistically insignificant, or meaningless—or all three of the above. In other words, when students who did *not* earn a degree took courses in these aggregates, they earned credits at the same rate as those who *did* earn the degree. The problem is still that a much lower percentage of those who did not earn degrees even pass through these gateways.

What does this account of the second calendar year mean?

The sequence of steps of the logistic narrative of what matters in degree completion in *The Toolbox Revisited* moves from first-year performance (with an apostrophe of financial aid considerations) to longer-term vistas of attendance patterns and extended performance. It does not make a distinct stop at the end of the second year. And yet by the end of students' second year, a significant spread in credit generation, academic performance, and curricular participation has opened up between those who eventually completed bachelor's degrees and those who did not. An event history account appropriate to the analysis of withdrawal (e.g., DesJardins, Ahlburg, and McCall 1999) would include a measurement at this point. So as the logistic narrative heads into consideration of attendance patterns (Step 5), the reader might ask what would happen if we took first year-credits and first-year GPA and replaced those variables with *second*-year cumulative measures.

An experimental logistic was constructed in response to that hypothetical question (see Appendix L, table L10). What happened? The Delta-p statistic for the credits variable barely budged and the Delta-p for GPA declined but slightly, i.e., at first glance, it doesn't make a difference whether one uses first- or cumulative second-year measures. At the same time, though, the strength of that cumulative second-year credits substitute[40] wreaked havoc on critical variables that would otherwise be highlighted under attendance patterns, e.g., community college transfer and four-year-to-four-year transfer. As we will note in a moment, disentangling the consequences of different kinds of multi-institutional attendance is more critical to the analysis of degree completion than status at the end of the second year.

What about the gateway lower-division courses taken by the end of the second calendar year? Are any of them key portals to degrees? Beyond college-level writing (a requirement) and college-level mathematics, this is not a fair question, for the answer depends on a student's major and the requirements of the degree-granting department. Consider an English major who took general physics, the introductory micro/macroeconomics sequence, and introduction to design to satisfy distribution requirements. None of these courses (which are gateways to upper-division offerings in other fields) is a portal to completing a degree in English, though one could argue that they provide literature majors with analytic tools, reference points, and contexts that can only

[40]The variable for cumulative credits to the end of the second calendar academic year was constructed in a manner different from the dichotomous presentation of first calendar academic year credits. Cumulative credits is a categorical variable with four levels based on empirical mean credits earned and standard deviation (49 and 19 respectively): 0–29, 30–49, 50–69, and 70 or more.

enrich their interpretive powers. In fact, it could also be argued that the distribution courses gathered in the 14 aggregates of table 21 are secondary in propulsive power to the second level of course work in specific fields. For example, "everybody" takes general psychology, but those who log experimental psychology and developmental psychology are establishing a beachhead in the field, and those courses become the real portals to the degree.

One might use the number of curricular "gateways" through which students had passed by the end of their second calendar academic year as an independent variable, but the national samples with which we work in grade-cohort longitudinal studies would require consensus of academic administrators as to the curricular locations and expected threshold numbers of these gateways, and that consensus is simply not available. In fact, given the variety of presentations of postsecondary curricula across over 3,000 degree-granting institutions, that consensus may be impossible. This is ultimately a matter for local configuration and analysis (for a course cluster approach, see Zhai, Ronco, Feng, and Feiner 2001) as well for future research that would revisit the differential course work hypothesis in *postsecondary* contexts that appeared in the literature a decade ago (e.g., Ratcliff et al. 1995; Kroc, Howard, Hull, and Woodard 1997). As this pause in the narrative of *The Toolbox Revisited* demonstrates, though, those analyses cannot be profitably engaged on the basis of the student's first-year work alone. The second year is just as important.

Step 5: Postsecondary Attendance Patterns

One of the principal contributions of *Answers in the Tool Box* was to document, on a national scale, what college and community college registrars, institutional research officers, and enrollment managers had known for some time: the increasingly complex enrollment patterns of postsecondary students (Hearn 1992; Kearney, Townsend, and Kearney 1995). This complexity has steadily accelerated since the 1970s, when the first high school cohort tracked by the National Center for Education Statistics attended college (for historical comparisons of multi-institutional attendance patterns, see Appendix L, table L11). It is not merely a case of the proportion of non-incidental[41] undergraduates attending more than one school increasing from 47 to 57 percent;[42] it is more a question of *how* they attended more than one school, and in what combinations and order (Adelman 2004a, pp. 45–50).

The most critical distinction on this dynamic landscape is between transfer and multi-institutional attendance. Transfer is a migration that is formally recognized by system rules, a sequential movement from a *de jure* status in one institution to a *de jure* status at a second institution (or third, or fourth). Furthermore, the student's stay at the second institution is not a short visit. So, for example, the beginning community college student who earns 46 credits at the first school and 5 credits at the second is a multi-institutional student not a transfer student. In the context of

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[41]"Non-incidental" means students who earned more than 10 credits in their undergraduate careers. Those who earned 10 or fewer credits do not accumulate enough history for analysis of attendance patterns.

[42]Kuh et al. (2001) found that 53.2 percent of the 32 thousand seniors who participated in the 2000 National Survey of Student Engagement had attended more than one institution.

a four-year student's history, earning 102 credits at the first school (ultimately, the degree-granting school), 21 credits at a different four-year college and 9 credits at a community college along the way, involves a situation in which *credits* are transferred, not the student. But the student who begins at a community college and earns 44 credits at the community college before attending a four-year college, then earns 55 credits from the four-year college and is still enrolled at the four-year college at the end of our tracking period is a transfer student.

Whether and how students attend more than one school may also depend on student performance in the first calendar year of enrollment. Using the five-year Beginning Postsecondary Students longitudinal study of 1989–94, McCormick (2003) demonstrated that for students who started in four-year institutions, the higher the first-year self-reported GPA, the more likely the student would stay put, whereas for students who started in two-year colleges, a higher GPA was associated with transfer, hence, with multi-institutional attendance. Do these findings hold up in a transcript-based longitudinal study such as the NELS:88/2000? Table 22 outlines the corroboration: For four-year college students, McCormick's observation is unconditionally seconded; for community college students, the difference between attending one school and two schools strongly supports the argument.

Table 22. Relationships of grade point average (GPA) in the first year of attendance to number of institutions attended by 1992 12th-graders, by type of first institution attended

Type and number of institutions	First year GPA
Started in four-year college	
One institution	2.74 (0.03)
Two institutions	2.61 (0.04)
Three or more institutions	2.53 (0.04)
Started in community college	
One institution	2.39 (0.05)
Two institutions	2.59 (0.04)
Three or more institutions	2.45 (0.09)

NOTES: Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

The students in the subject universe of this study were even more mobile than the NELS:88/2000 cohort as a whole: 35.9 percent (s.e. = 1.17) attended only one institution, compared with 46.2 percent (s.e. =1.04) of all NELS students who earned any postsecondary credits. And our subjects were more likely to attend *more than two* institutions than the larger universe (25.3 percent (s.e. = 1.15) versus 20 percent (s.e. = 0.81). This higher degree of

mobility invites us to identify the deeper structures of attendance so that we can better sort the relationships between starting point, performance, migration, and degree completion.

For those students who attended more than one school, table 23 lays out some basic patterns. One should be very careful in reading them. The universe consists of the 64 percent of 1992 12th-graders who not only attended a four-year school at any time *but also* attended more than one institution as undergraduates. Institutional mobility is built into the definition. It is not surprising (in fact, it is outrightly redundant) that reverse transfers do not earn bachelor's degrees and that classic community college transfers who earn bachelor's degrees receive them from an institution other than the one first entered.

Those obvious observations aside, the most intriguing students in this configuration are what de los Santos and Wright (1990), Borden (2004), and others have called "swirlers." The basic definition of "swirling" follows a pattern first observed in the High School & Beyond/ Sophomore cohort data and was labeled "alternating sectoral enrollment." In this pattern, the student starts in either a four-year college or a community college, and moves back and forth between them for at least one cycle, accumulating more than 10 credits from both sectors in the process. In the sample isolated in table 23, 63 percent of these cycles began in four-year colleges

Table 23. Combinations of institutions attended by 1992 12th-graders who attended a four-year college at any time who also attended more than one school, and percentage earning bachelor's degrees under each combination

		Earned bachelor's degree	
Institutional combination	Percent attending	Total	From other than first institution
Two or more four-year colleges	31.8 (1.41)	82.3 (1.52)	42.3 (2.57)
Reverse transfer (four-year to community college)	9.7 (1.00)	<0.1 (0.42)	N.A.
Community college to four-year college (including classic transfers)	24.0 (1.37)	58.1 (2.97)	99.7 (0.26)
Alternating sectoral enrollment ("swirling")	15.4 (1.24)	39.1 (3.77)	69.7 (4.55)
Four-year-college-based student attending community colleges for incidental course work	14.3 (1.01)	86.4 (2.32)	24.6 (4.39)
Other combinations	4.7 (0.62)	4.6 (1.42)	45.1 (13.5)

NOTES: Standard errors are in parentheses. Column for attending may not add to 100.0 percent due to rounding. Weighted N=753k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

and 37 percent in community colleges (s. e. = 3.98; not in table). Furthermore, 57.6 percent of the students engaged in just one cycle of alternating enrollment while 42.4 percent rotated through two or more alternating cycles of attendance (s.e. = 4.05; not in table). Among the major categories of students who attended more than one school in table 23 there is a broad range of bachelor's degree completion rates (39 to 86 percent), and the "swirlers" are at the low end of that range.

What's the point? Attendance patterns, as accounted for in the history of the High School Class of 1982 (the HS&B/So), presented paradoxes. As a dichotomous variable in the original *Tool Box*, multi-institutional attendance evidenced no association with bachelor's degree attainment; classic community college transfer bore strong and positive fruit; but the more general phenomenon of attending more than one institution and not returning to the first institution of enrollment evidenced a strong negative relationship to degree completion. These paradoxes are unwound in table 24, the logistic account of the associations between the increasingly complex postsecondary attendance patterns of the 1990s and degree completion.

As befits the topic of attendance patterns, the variables considered and admitted to the Step 5 logistic model are those of time and place:

Ever part-time:	flagging those students who, at some time in their undergraduate careers, enrolled part-time in an academic term other than a summer term;
Summer:	number of credits earned during summer terms in three bands: none, 1–4, and more than 4;
Classic transfer:	community college to four-year after earning more than 10 credits from the community college;
Four-to-four:	four-year college to four-year college transfer; and
Multiple schools:	marking students who attended more than one institution, whether they formally transferred or not.

Actually, one major time-related attendance pattern variable is purposefully left out of the equation, continuous enrollment—or NOSTOP, as it is abbreviated. NOSTOP was one of the most powerful of the postsecondary history variables in the original *Tool Box*. Given the length of the grade-cohort postsecondary histories in the longitudinal studies,[43] a student was allowed a one-semester (or its equivalent, and exclusive of summer terms) stop-out period and still considered continuously enrolled. When this variable is entered into the logistic model, its positive value and extraordinary statistical significance do not permit us to ascertain fully how

[43]Up to 12 years for the High School Class of 1972 (NLS-72), 11 years for the High School Class of 1982 (HS&B/So), and 8.5 years for the High School Class of 1992 (NELS:88/2000).

Table 24. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: Postsecondary attendance patterns

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-4.6208	0.7114	3.68	0.001	
Academic Resources quintile	**0.3648**	**0.0773**	**2.67**	**0.02**	**0.0804**
Socioeconomic status quintile	**0.2790**	**0.0621**	**2.55**	**0.05**	**0.0615**
Education expectations	0.5165	0.1985	1.47	†	†
No delay of entry	**0.9468**	**0.3064**	**1.75**	**0.10**	**0.2087**
Selectivity of first institution	0.5176	0.2155	1.36	†	†
First-year grades	**0.9295**	**0.1687**	**3.12**	**0.01**	**0.2049**
College math in first year	0.3121	0.1608	1.10	†	†
Any first-year remediation	0.3261	0.1876	0.99	†	†
Low credits in first year	**-1.1934**	**0.1853**	**3.65**	**0.001**	**-0.2712**
Classic community college transfer	**0.9518**	**0.2252**	**2.40**	**0.05**	**0.2097**
Four-to-four transfer	**0.7020**	**0.2271**	**1.75**	**0.10**	**0.1547**
Multiple schools	**-0.7509**	**0.1908**	**2.23**	**0.05**	**-0.1655**
Summer-term credits[a]	**0.6517**	**0.0866**	**4.26**	**0.001**	**0.1436**
Ever part-time	**-1.6067**	**0.1551**	**5.87**	**0.001**	**-0.3545**
Race	-0.3481	0.2096	0.94	†	†
Gender	-0.2955	0.1498	1.12	†	†
Parenthood	-0.8677	0.4246	1.16	†	†

† Variables did not meet threshold criterion for statistical significance.

[a] Set in three bands: 0, 1–4, and more than 4.

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 1.76. G^2 = 3749.31; *df* = 4759; G^2/df = 0.788; X^2 (df) = 1984.37(17); pseudo R^2 = 0.3813; percent concordant predicted probabilities = 88.1.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

the other variables in the model are interacting. Its strength deflates the associative contribution of other factors in student performance that might better illuminate the dynamics of degree completion. Hence, in *The Toolbox Revisited*, we set aside NOSTOP until the last possible moment, the final Step 7.

All five attendance pattern variables introduced in table 24 break the barriers of significance at this stage of model-building:

- Ever part-time: Whether the student was ever part-time, a decidedly negative influence on degree completion. The Delta-p statistic tells us that part-time status reduces the probability of completion by over 35 percent. While previous research has documented the extent to which part-time enrollment pulls students off the "persistence track" (Carroll 1989), the 35 percent reduction in probability seems high given the fact that nearly half of the NELS:88/2000 postsecondary students were part-time at some time. Students are inconsistent in their understanding of what part-time means, and under a more generous definition of the concept, the reduction in probability dropped to 30 percent—still a puzzlingly high number (see definition of PARTTIME in the Glossary).

- Summer-term credits: The more, the better. That is, each step up the short ladder of summer-term credits increases the probability of completion by 14.4 percent.

- Classic community college transfer: The significance of transfer is solid at $p < .05$, and the Delta-p says that the probability of completion for a transfer student increases by 21 percent. At one point in the construction of this variable for the NELS:88/2000 cohort, a flag was added to indicate whether the student's first enrollment at the four-year college occurred within four years of entry to the community college. This attempted refinement of a time-sensitive variable did not change its position in the Step 5 logistic model. Given the fact that many students who ultimately transfer move back and forth between community colleges and four-year institutions, it is very difficult to determine the precise moment of transfer, i.e., the season on the academic clock at which both institutions recognize a permanent change in status for the student. A flag for first date of attendance at the four-year school does not help.

- Four-year to four-year transfer: This variable is not as strong as community college transfer. Its statistical significance is marginal at $p < .10$. The Delta-p says that those who started in a four-year college and transferred to another four-year college increased the probability of earning a bachelor's degree by 15 percent. Some 18.5 percent (s.e. = 0.86) of those who started in four-year colleges transferred to another four-year college. In comparing those who transferred to those who didn't, one could say only that the more selective the first institution attended, the less likely the student would transfer.[44]

[44]Only 5.4 percent (s.e. = 1.54) of NELS students who started in highly selective four-year colleges transferred to another four-year college, versus 15.7 percent (s.e. = 1.71) for those who began in selective institutions and 20.0 percent (s.e. = 0.99) for those who started in nonselective four-year schools.

- Multi-institutional attendance: In the steps of the logistic model of the original *Tool Box*[45] in which it appeared, the parameter estimates for this variable were -0.009, 0.015, and -0.077, and with odds ratios ranging from 0.93 to 1.02. All these data are basically flat and inconsequential. The situation in *The Toolbox Revisited* is different. In light of the two transfer variables and the ostensive intersection of multi-institutional attendance with transfer, what does this variable say by coming out of a logistic model with a Delta-p indicating that attendance at more than one school reduces the probability of earning a bachelor's degree by about 16.5 percent? While further probing of the issue is advised, it appears that the message of the three variables (community college transfer, four-year to four-year transfer, and multi-institutional attendance) is that formal transfer is more effective than broader patterns of multi-institutional attendance, including simultaneous enrollment and "swirling." This common sense encourages institutions to track and guide apparent nomads toward formal transfer.

Of the other statistically significant variables in this step, even though Academic Resources and socioeconomic status quintile are receding in time, they are not so receding in strength, and are very much with the explanation of degree completion. In this new configuration, no delay of entry to postsecondary education and first-year grades are actually stronger than they were in Step 4 in their positive parameter estimates and Delta-p statistics. The negative consequences of earning fewer than 20 credits in the first calendar year following initial enrollment is also among the continuing statistically significant variables, though with a lower parameter estimate and Delta-p statistic than observed in tables 15 (first-year performance logistic) and 16 (financing logistic). What counts continues to count.

And what counts less but remains statistically acceptable for presentation includes: (a) the set of basic demographic variables that has been in the logistic narrative from the beginning, (b) education expectations (which are proving far weaker for the High School Class of 1992 than they were for the High School Class of 1982), and (c) two curricular features of the first year of postsecondary attendance (remedial course work and credits in college-level mathematics) that are about to be reconstructed in Step 6, when we extend the temporal scope of curricular experience to a student's entire undergraduate career.

Step 6: Extended Postsecondary Performance

Both the attendance pattern variables and those covered in this step (and the next) are distinguished from first-year performance considerations (Step 3) by the temporal reach of the observed behaviors. All the variables from Step 5 are carried forward. We then ask what additional key academic measures span the full range of a student's undergraduate history—from entrance through the first calendar year of attendance, and beyond.

As previously noted, consideration of continuous enrollment has been set aside for the last step in the logistic model sequence. Of other extended performance variables, what was called the "DWI Index" in the original *Tool Box* and is described more prosaically here as the ratio of courses from which the student withdrew or repeated to all courses for which the student

[45] Adelman (1999), table 39, pp. 80-81.

enrolled, also is set aside for the last step, as it is another case of a very strong variable that would overwhelm other extended performance measures that the reader should see play out.

The block of variables entered for the first time in Step 6 includes two reconstructions of curriculum-related factors originally presented within the confines of the first calendar year of attendance: type and extent of remedial problems (replacing first-year remediation), and cumulative credits in college-level mathematics (replacing first-year credits). "Remedial Problem" (see page 34 and table 8 above and description in the Glossary, p. 190) was not admitted to the model, while cumulative mathematics credits was easily admitted.

The variable marking the *trend* in cumulative student grade point averages at three points in time is an improvement over its predecessor in the original *Tool Box* (which offered only two points of reference). Event-history analysts would no doubt want to see more points than three, but more points than three would result in the loss of more students than the 22 percent already lost by insisting on three (due principally to cases in which the true date of first attendance could not be determined).

Table 25 offers a descriptive account of the three trend populations (rising, flat, and declining) in terms of average cumulative GPAs at each measurement point, the average elapsed undergraduate time period (in years) that is covered by those three markers, and the proportion of each group that earned a bachelor's degree. The purpose of presenting table 25 is to demonstrate that the permutations of relationships between GPAs at the three moments of measurement work, and the results evidence *prima facie* sense. Students with rising GPAs are more likely to earn bachelor's degrees than those in the other two groups, and students with falling GPAs seem more likely to spend more time as undergraduates (though the differences here are not great). The reader will also note that for the plurality of students, grades were flat over an average undergraduate stay of roughly four and three-quarter calendar years.

Table 25. Three trends in postsecondary grade point average (GPA) of 1992 12th-graders who attended a four-year college at any time through December 2000 and offered complete postsecondary records, by GPA at three points in time, average undergraduate time, and percentage earning bachelor's degree

	Average GPA					
GPA trend	First calendar year	First two calendar years	At end of undergraduate career	Average elapsed undergrad time	Percentage earning bachelor's degree	**Percentage of all in group**
Rising	2.43 (0.30)	2.64 (0.28)	2.93 (0.18)	4.76 (0.57)	73.5 (1.80)	**37.0 (1.09)**
Flat	2.72 (0.25)	2.63 (0.27)	2.73 (0.26)	4.79 (0.59)	65.5 (1.63)	**43.9 (1.10)**
Falling	3.09 (0.29)	2.90 (0.29)	2.70 (0.30)	4.92 (0.81)	63.8 (2.38)	**19.1 (0.89)**

NOTES: Standard errors are in parentheses. Column for percent of all in group may not add to 100.0 percent due to rounding. Weighted Ns: rising GPA = 415k; flat GPA = 486k; falling GPA = 215k.
SOURCE: National Center for Education Statistics: NELS:88\2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Changing majors: Not a rare phenomenon

St. John et al. (2004) complained that research on persistence pays inadequate attention to college major. Agreed. There are a number of problems with the extant research when major is an issue, not the least of which is the definition of "persistence" as within-year, i.e., fall to spring, and no attention to *change*-of-major. Stoecker, Pascarella and Wolfle (1988) paid considerable heed to major field, found some race-by-field interactions in a structural equation model, and did so within the context of a nine-year longitudinal study with degree completion as the dependent variable (a better framework than that used by others). But they faced problems of tracking change of major, moment of decision on major, the problem of students who drop out without a major, and the exclusion of community college transfers.

In response to these difficulties, the Step 6 extended postsecondary performance model tried out a variable that marks change of major. This variable was not accepted into the model, principally as a by-product of overlapping characteristics with the community college transfer variable, as virtually all community college transfers "change major" from general studies to a specific field on entrance to a four-year college (see Glossary, p. 191). But it is worth noting that 50 percent (s.e. = 1.26) of NELS:88/2000 bachelor's degree recipients changed majors at least once, and that this estimate comes very close to Simpson's (1987) estimate of 48 percent for a 1976–84 cohort. The 50 percent mark thus appears to be a strong reference point.

All the elements are now in place for the stage of analysis that examines student histories through the end of their undergraduate careers (with the exception of continuous enrollment and the ratio of withdrawals and repeats to all courses). The logistic for Step 6 is presented in table 26. There are three major observations:

> 1) Race/ethnicity, never statistically significant in steps 1 through 5, does not even qualify for entry under extended postsecondary performance. Performance variables overwhelm demography. At this key inflection point in the analysis of degree completion, it appears race/ethnicity doesn't matter (Light and Strayer 2002), though it may be operating as an indirect effect through other variables. But to test what happens in a different way, the Step 6 logistic model was run defining "minority" separately for each of the four major race/ethnicity groups. This test was run at this point in the logistic narrative because Step 7 introduces two very powerful variables that would bury race/ethnicity indicators. The model itself emerged significant for white students, but not for African-American, Latino, or Asian students. For white students, all the significant variables in table 26 were the same except for four-year to four-year transfer, which dropped below the threshold of significance. For Latino students, the only statistically significant variable within a nonsignificant model (t = 1.37 with 10 degrees of freedom) was whether the student had ever been part-time. For African-American students, the only statistically significant variables within a nonsignificant model (t =1.70 with 13 degrees of freedom) were summer-term credits and whether the student had ever enrolled part-time. For Asian students, nothing was significant within a nonsignificant model (t = 0.34 with 13 degrees of freedom).

Table 26. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: Extended postsecondary performance

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-5.8188	0.7996	4.12	0.001	
Academic Resources quintile	**0.3147**	**0.0799**	**2.23**	**0.05**	**0.0667**
Socioeconomic status quintile	**0.3066**	**0.0628**	**2.77**	**0.02**	**0.0650**
Education expectations	0.3825	0.2075	1.04	†	†
No delay of entry	0.7798	0.3208	1.38	†	†
Selectivity of first institution	0.4103	0.2225	1.04	†	†
Any first-year remediation	0.2969	0.1920	0.88	†	†
Low credits in first year	**-1.0822**	**0.1957**	**3.13**	**0.01**	**-0.2294**
Classic transfer	**0.8391**	**0.1273**	**2.12**	**0.05**	**0.1779**
Four-year to four-year transfer	**0.7192**	**0.2285**	**1.78**	**0.10**	**0.1525**
Multiple schools	**-1.0523**	**0.2005**	**2.97**	**0.01**	**-0.2231**
Summer-term credits[a]	**0.5299**	**0.0900**	**3.34**	**0.01**	**0.1123**
Ever part-time	**-1.6696**	**0.1599**	**5.92**	**0.001**	**-0.3539**
Cumulative college math credits[a]	**0.5456**	**0.0994**	**3.11**	**0.01**	**0.1157**
Trend in grades	**0.5813**	**0.1119**	**2.94**	**0.01**	**0.1232**
First-year grades	**1.1619**	**0.1860**	**3.54**	**0.01**	**0.2463**
Gender	-0.3518	0.1578	1.26	†	†
Parenthood	-0.9058	0.4318	1.19	†	†

† Variables did not meet threshold criterion for statistical significance

[a] Set in three bands: 0, 1–4, and more than 4.

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 1.76. G^2 = 3355.32; *df* = 4632; G^2/df = 0.745; X^2 (df) = 1965.7 (18); pseudo R^2 = 0.3984; percent concordant predicted probabilities = 89.3.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

2) The new cumulative college-level math credits variable proves its worth, with a Delta-p statistic that says for every move up the credit-range the probability of earning a bachelor's degree increases by 11.8 percent, putting it in the same range of influence as summer-term credits and trend in grades.

3) When trend in grades is added to the variable block, the influence of first-year grades increases, in part because, by definition, a rising GPA trend requires a lower starting point. In fact, the first-year GPA quintile factor is twice as strong, measured in Delta-p, than the trend.

We also note variables carried forward and remaining statistically significant in the model:

- As predicted, Academic Resources continues to lose some of its power as students move further away in time from high school performance. There are too many intervening experiences. In Step 1, the Delta-p said that for each rung up the quintile Academic Resources scale, the probability of earning a bachelor's degree increased by nearly 15 percent (see table 12 above). At this point, that increase in probability is 6.6 percent. Tested separately (see Appendix J), the tolerance collinearity statistic for Academic Resources dipped close to a 0.50 mark that was set for a caution light. While still acceptable, the tolerance statistic indicates that, at this point in a stepwise logistic with 17 other variables, a Venn diagram would show the circle for Academic Resources overlapping (but not eclipsing) many of the other variables in the model.

- Socioeconomic status quintile continues to evidence some explanatory power, and with a Delta-p that basically doesn't change from model to model. In this model, moving up each step of the SES quintile ladder increases the probability of earning a bachelor's degree by 6.5 percent. SES would assume a more significant dynamic, as Cabrera, Burkum, and LaNasa (2005) have demonstrated with the HS&B/So cohort, if one entered the entire logistic narrative by SES quintile, and the elaboration of that dynamic will be left to future research.

- The echoes of first-year credit generation are still noteworthy. The Delta-p says that dropping below 20 credits will decrease the probability of bachelor's degree attainment by 22.4 percent.

- Whether the student was ever part-time remains a very strong negative, with a Delta-p unchanged from its first appearance in the attendance pattern model.

- Earning credits during summer terms is still good advice, though each step of that variable now adds 11.2 percent to the probability of earning a bachelor's degree, as opposed to 14.4 percent when it was first introduced under attendance patterns.

- Both the classic community college transfer variable and the four-year-to-four-year transfer variable stay in the model with positive contributions to the

probability of degree completion of 18 percent and 15 percent respectively, even as the multi-institutional variable strengthens with a negative parameter estimate and a restraining influence of 22 percent on the probability of degree completion. This tension continues to challenge analysis.

The only other variable carried forward, but losing statistical significance is that indicating no delay of entry. No delay, which has bounced above and below the line of statistical significance, now drops below.

Lastly, what has not counted in previous steps of the model still does not count: education anticipations, selectivity of first institution, first year remediation, gender, and parenthood.

Three major themes emerge in this penultimate step of logistic analysis:

- The combination of the strength of Academic Resources (composite high school performance, dominated by academic curriculum intensity) and cumulative college-level math credits underscores the power of curricular momentum on both sides of the matriculation line.

- A group of attendance and performance factors, including part-time status at some point, low credit momentum coming out of the first calendar year of enrollment, and multi-institutional attendance apparently colored by "swirling" and not formal transfer, are strong restraints on academic momentum.

- Validating the event history critique of the original *Tool Box* offered by DesJardins, McCall, Ahlburg, and Moye (2002), two measures of GPA—first-year and trend—reflecting the quality of student effort, are very positive contributors to degree completion. The stronger position of the class rank/GPA quintile variable within Academic Resources reinforces this message. Grades count; and yes, there is a competitive message here, since our GPA scales and quintile breaks are relative, not absolute.

Step 7: Final Factors

The very last step in the logistic narrative takes all 17 variables from the extended postsecondary performance model of table 26, and adds the two strongest variables from the original *Tool Box* analysis. One of these, a dichotomous variable for continuous enrollment called NOSTOP, is a staple of analyses of postsecondary careers (e.g., Carroll 1989; Astin 1993; Horn 1998; Berkner, He, and Cataldi 2002).

The second of these notable variables is not such a staple of analysis. It is the ratio of courses from which the student withdrew *without penalty* and those the student repeated to all courses in which the student enrolled. This is a rare topic in the higher education literature, and was last

seen in the major journals in Adams and Becker (1990), though the number of course withdrawals appears on the check list of elements in analyses of time-to-degree (Knight 2002, 2004b). The ratio counts course attempts, not credits. Withdrawals without penalty are not the same as courses "dropped" within set periods most colleges and community colleges mark for "drop-and-add," and dropped courses are not included in the ratio. As for no-credit repeats: Less than 4 percent of respondents to the 2002 survey of grading practices conducted by the American Association of Collegiate Registrars and Admissions Officers indicated their institutions did *not* allow repeats; fully 55 percent indicated that a student could repeat *any* course for a better grade; and 55 percent indicated that students could repeat a course as often as they liked (AACRAO 2002). These proportions suggest a very lenient environment. Nothing here involves penalty grades. These are all cases of noncredit grades. The variable WRPT Ratio is dichotomous: On one side of the dividing line are students who withdrew from or repeated 20 percent or more of all courses for which they enrolled.

Table 27 presents the final step of the logistic model for *The Toolbox Revisited*. The power of the last two variables entered is instantly obvious:

- Withdrawing from or repeating 20 percent or more of courses decreases the probability of earning a bachelor's degree by nearly half!!!

- Remaining continuously enrolled increases the probability of degree completion by 43.4 percent.

As a consequence of the introduction of NOSTOP and the WRPT Ratio, remediation in the first calendar year, a weakening variable from the point of its introduction, is forced out of the model. Its attempted replacement, the more elaborate description of type and intensity of undergraduate remedial problems (REMPROB), was tried out again, and again did not qualify to enter the model. As noted previously, remediation appears to be a neutral factor in this account.

The marker for earning less than 20 credits in the first year of attendance, previously a strong contributor to the model, is turned on its head in the final step, and drops below the threshold of significance. Why? Principally because, as table 28 demonstrates, nearly 60 percent of those who wound up withdrawing from or repeating 20 percent or more of the courses for which they registered were *already withdrawing from and repeating 20 percent or more of their courses in the first year*. When one withdraws without penalty, one earns zero credits. When one repeats a course, one earns credits only once (assuming one passes, of course). What the relationships in table 28 strongly suggest is that low credit production in the first year is a logical consequence of withdrawal and repeat behavior. If we allow negative momentum to start early, the consequences will snowball. The phenomenon argues for more intense academic advising and monitoring, more accurate placement, and (in some cases) more sensible credit loads in the first calendar year of enrollment.

Table 27. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: Final factors, with complete academic history

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-7.6637	0.8827	4.89	0.001	
Academic Resources quintile	**0.2766**	**0.0847**	**1.84**	**0.10**	**0.0583**
Socioeconomic status quintile	**0.2974**	**0.0685**	**2.45**	**0.05**	**0.0627**
Education anticipations	0.4162	0.2211	1.06	†	†
No delay of entry	0.7848	0.3515	1.26	†	†
Selectivity of first institution	0.4436	0.2432	1.03	†	†
First-year grades	**1.1020**	**0.1119**	**3.14**	**0.01**	**0.2323**
Low credits in first year	-0.6553	0.2165	1.71	†	†
Classic community college transfer	0.7186	0.2488	1.63	†	†
Four-to-four transfer	0.6832	0.2509	1.53	†	†
Multiple schools	**-0.7306**	**0.2174**	**1.89**	**0.10**	**-0.1540**
Summer-term credits[a]	**0.5628**	**0.0553**	**3.25**	**0.01**	**0.1186**
Ever part-time	**-1.1739**	**0.1009**	**3.71**	**0.01**	**-0.2474**
Cumulative college math credits[a]	**0.4993**	**0.1075**	**2.62**	**0.02**	**0.1053**
Trend in grades	**0.5879**	**0.1211**	**2.74**	**0.02**	**0.1240**
WRPT ratio[b]	**-2.3078**	**0.4246**	**3.06**	**0.01**	**-0.4865**
Continuous enrollment	**2.0601**	**0.2211**	**5.25**	**0.001**	**0.4343**
Gender	-0.3233	0.1715	1.06	†	†
Parenthood	-0.8511	0.4627	1.04	†	†

†Variables did not meet threshold criterion for statistical significance

[a] Set in three bands: 0, 1–4, and more than 4.

[b] Ratio of withdrawal (W) and no-credit repeat (NCR) grades to all grades received.

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 1.76. G^2 = 2993.12; *df* = 4595; G^2/df = 0.651; X^2 (df) =2260.53 (18); pseudo R^2 = 0.4382; Percent concordant predicted probabilities = 91.8.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Lastly, the variable marking swirling multi-institutional attendance continues to be negative —though marginally significant with $p <. 10$—in table 27 at the same time that both community college transfer and four-year-to-four-year transfer variables fall out of significance altogether. In this final accounting, then, all three type of multi-institutional accounts fade in associative power in the face of behaviors that transcend institutional effects: continuous enrollment and academic performance reflected in grades.

Table 28. To what extent does the final ratio of undergraduate course withdrawal and no-credit repeat grades reflect the ratio and volume of withdrawal and no-credit repeat grades in the first calendar year of enrollment? Answers from the history of 1992 12th-graders who attended a four-year college at any time

Final ratio of withdrawals and no-credit repeats to all courses attempted	Percent for whom first-year withdrawal and repeat ratio was 20 percent or higher	Number of withdrawals and no-credit repeats in the first year		
		None	One	Two or more
Less than 20 percent	5.4 (0.60)	66.7 (1.15)	22.7 (1.06)	10.6 (0.71)
20 percent or higher	57.5 (3.93)	13.7 (2.05)	20.3 (3.17)	66.0 (3.62)

NOTES: Standard errors are in parentheses. Weighted N for those with a ratio of no-penalty withdrawals and no-credit repeats to all courses attempted of 20 percent or higher: 106k; of those with a ratio below 20 percent: 1.08M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Summing Up the Logistic Narrative

Parts III and IV of *The Toolbox Revisited* have walked the reader, sometimes painstakingly, through the consideration of independent variables for each of the seven roughly chronological steps from high school background to extended postsecondary performance. At the end of each step, a logistic account of what was associated with completion of bachelor's degrees for 1992 12th-graders who attended a four-year college at any time was offered. The logistic account applied to students' histories as of that particular moment only. Step 7, of course, offered the concluding account.

But to judge the full sweep of these seven steps, we ought to see them together in the same table. Table 29 allows summative statements about the changing strength of independent variables, the continuity of what counts, and required goodness-of-fit statistics for the whole model. Let's start with the goodness-of-fit statistics because they validate the model. The reader can find them at the bottom of the second page of the table. Everything that is supposed to happen in a stepwise logistic model (Cabrera 1994; Menard 1995) happens. The G^2 (also called the "maximum likelihood function") falls with each step; G^2/df (degrees of freedom in this calculation is the product of the unweighted number of students in the model minus the number of variables

in the model) also falls with each step, though perhaps too much in Step 7. The chi square statistic is a little more erratic, but rises as it is supposed to. So do the pseudo R^2 and the percent of concordant probabilities predicted at each step. These results are a relief to any analyst .

Table 29 includes all the variables that were entered at any of the seven steps of the logistic account, even if they were not carried forward to subsequent steps because they did not meet the *t* statistic threshold criterion that was set at 0.765. In this manner, we can see where these variables were introduced and where they fell out of the model (the first "X" in the table marks the spot). Race/ethnicity is the most noted example because it was present from the beginning, and even though it was never statistically significant, it qualified to be retained until extended postsecondary performance variables were introduced. In Step 7—and because race/ethnicity is a sensitive factor in public discourse on education—another approach was tried out whereby each of the four major race/ethnicity groups was treated as an independent variable in the model. Only the Asian student variable qualified for entry, but wound up with a *t* statistic less than 0.50.

Another "casualty"—though for a very different reason—is the variable describing credits in college-level mathematics in the first calendar year. This variable was purposefully replaced in Step 6 (extended postsecondary performance) by cumulative credits in college-level mathematics across the student's entire undergraduate career because it was more appropriate to the temporal framework. First-year college-level math was never significant, but its more expansive replacement was, as might be expected from comparative participation rates in college-level mathematics by the end of the *second* calendar year of enrollment (table 21).

Another virtue of the presentation in table 29 is that because all statistically significant variables are highlighted in bold, the reader can swiftly identify what was consistently meaningful among the potential associations with bachelor's degree completion for this group of students. From the moment of their introduction, the following factors met the criteria:

- Academic Resources quintile
- Socioeconomic status quintile
- Low (less than 20) credits in the first calendar year of attendance
- First calendar year GPA
- Summer-term credits
- Ever part-time
- Trend in GPA
- Cumulative "career" credits in college-level mathematics

And no delay of entry to postsecondary education from high school evidenced positive and significant association with degree completion in half the stages of the logistic narrative in which it was in play.

Table 29. Seven steps of a logistic regression model with bachelor's degree attainment by age 26 or 27 as the outcome for 1992 12th-graders who attended a four-year college at any time

	Background		Entry		First Year		Financing		Attendance Patterns		Extended Performance		Final Factors	
	Para-meter	Delta-p	Para-meter	Delta-p	Para-meter	Delta-p	Para-meter	Delta-p	Para-meter	Delta-p	Para-meter	Delta-p	Para-meter	Delta-p
Intercept	-4.28		-4.21		-3.58		-3.59		-4.70		-5.85		-7.94	
Academic Resources	**0.644*** **	**0.1492**	**0.554*** **	**0.1283**	**0.342*** **	**0.0754**	**0.336***	**0.075**	**0.371***	**0.081**	**0.312***	**0.066**	**0.277~**	**0.058**
Anticipations	0.627		0.346		0.404		0.339		0.553		0.386		0.416	
SES quintile	**0.291~**	**0.0675**	**0.286~**	**0.0662**	**0.288*** **	**0.0635**	**0.290***	**0.065**	**0.282***	**0.062**	**0.307** **	**0.065**	**0.297***	**0.063**
Race/ethnicity	-0.409		-0.471		-0.347		-0.350		-0.370		X		X	
Gender	-0.463		-0.463		-0.341		-0.338		-0.280		-0.349		-0.323	
Parenthood	-1.576		-0.964		-1.027		-1.029		-0.913		-.933		-0.851	
First institution was selective			0.447		0.406		0.396		0.493		0.399		0.444	
No delay entry			**0.916~**	**0.2121**	0.815		**0.785** **	**0.175**	**0.980~**	**0.216**	0.825		0.785	
Acceleration			0.190		X		X		X		X		X	
Low credits					**-1.53+**	**-0.337**	**-1.52+**	**-0.338**	**-1.19+**	**-0.263**	**-1.058** **	**-0.175**	0.655	
First-year grades					**0.992*** **	**0.2186**	**0.988** **	**0.221**	**0.916*** **	**0.202**	**1.148*** **	**0.243**	**1.102** **	**0.232**
First-year remediation					0.496		0.497		0.319		0.295		X	
First-year college math					0.360		0.367		0.318		X		X	

Work-study							0.179		X		X		X	
Multiple schools									-0.751*	-0.166	-1.052	-0.223	-0.731~	-0.154
Classic transfer									0.952*	0.208	0.839*	0.178	0.719	
Summer credits									0.654+	0.144	0.530***	0.112	0.563***	0.119
Ever part-time									-1.61+	-0.354	-1.67+	-0.353	-1.17***	-0.247
Four-to-four transfer									0.702~	0.155	0.719~	0.152	0.683	
GPA trend											0.566**	0.119	0.588*	0.124
Cumulative college math											0.521*	0.110	0.499**	0.105
WRPT ratio[a]													-2.31***	-0.487
No stop													2.02+	0.426
Root design effect		2.17		2.19		1.78		1.78		1.76		1.76		1.76	
G^2		5315.44		5060.17		4411.64		4396.88		3749.31		3452.61		2993.12	
df		4919		4913		4764		4763		4759		4632		4595	
G^2/df		1.081		1.030		0.926		0.923		0.788		0.745		0.651	
X^2 (df)		1074.9 (5)		1101.0 (9)		1516.4 (11)		1519.1 (12)		1984.2 (17)		1965.7 (17)		2260.5 (18)	
Pseudo R^2		0.204		0.213		0.289		0.292		0.381		0.398		0.438	
Percent concordant probabilities predicted		77.5		78.5		83.3		83.4		88.1		89.3		91.8	

[a] Ratio of withdrawal (W) and no-credit repeat (NCR) grades to all grades received.
NOTES: Keys to significance levels: ~ = .10; * = .05; ** = .02; *** = .01; + = .001. X = variable did not meet criterion to be carried forward.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

When one adds the withdrawal/repeat ratio and continuous enrollment (which appear only in the last step of model-building), some rough themes emerge. Of the ten independent variables, three involve **uses of time** (continuous enrollment, ever part-time, summer-term credits); and four clearly reflect different aspects of **academic performance** (high school Academic Resources, first-year GPA, trend in grades, low-credits in the first year, and the withdrawal/repeat ratio).

Under the temporal theme, no delay of entry floats in and out of statistical significance. Some might say, e.g., of no delay of entry, that the fact a variable is significant in one step of the logistic and not in another "does not always mean that different effects are operating" (Anaya 1999, p. 507). One of the reasons that the logistic narrative provides collinearity statistics (see Appendix J) is to reassure the reader that, for whatever reason a variable ducks in and out of significance, it is not because it is excessively tangled up with other variables. The "tolerance" collinearity statistic for no delay of entry is consistently in the high comfort zone.

Summary of Parts III and IV: Investment Behaviors

When we look across the series of ingredients that rise to the top of strength of association with degree completion, we can interpret them in terms of what Noxel and Katunich (1998) called an "investment model," though this author prefers "investment behaviors," a microscale version of human capital. Once the modest consequences of socioeconomic status are accounted for, each step offers students a set of decisions that require the commitment of time and effort likely to yield a future benefit. These decisions move students, sometimes smoothly and sometimes less so, toward the degree. The choices made, beginning with high school curriculum (from the available curriculum—which is an opportunity-to-learn issue) and quality of effort in high school (reflected in class rank/GPA), allow subsequent leverage. Entering a postsecondary institution directly from high school, earning 20 or more credits in the first calendar year of enrollment, and performing well enough in that first calendar year to fall in the top 40 percent of a GPA distribution build on previous investment, and are all signs of commitment. Subsequent choices that may not be reflected in a bounded period of time, such as excessive course withdrawals, prove to be poor decisions with negative returns, breaking accumulated momentum. Other configurations of choice, including summer-term credit generation, meeting the challenge of college-level mathematics, effort that yields a rising GPA, and most of all, remaining continuously enrolled, all reflect continuing leverage of attainment. This is what academic momentum is all about.

Tinto's (1987) approach is just as direct: Students have responsibilities, and are expected to invest time on behalf of their own learning. Yes, in his words, students have the right "to refuse education" (p. 135), but since the primary commerce of the institution is education, those who refuse should not be surprised if (in his very delicate phrasing) the institution exercises its "right . . . to be selective in its judgments as to who should be further educated" (p. 135). One begins to see why student choice (and the responsibility inherent in student choice) emerges not only as a dominant theme of *The Toolbox Revisited* as well, but as the principal challenge to academic advising and counseling from secondary through postsecondary education.

One grants that a great deal more is going on in the lives of traditional-age students at the same time. They are not bloodless. The literature on persistence has included not only a mass of psychological and social considerations (Harmston 2004; Hu and St. John 2001; Kahn and Nauta 2001; Robbins et al. 2004), but also basic aspects of maturation such as physical fitness (Zhang and Richards 1998), nutrition, roommate conflicts, dating problems, time management (Purcell and Clark 2002), and personality-environment congruences and dissonances (Feldman, Smart, and Ethington 2004). Studies such as Stage's investigation of "motivational orientation" (1989) are also valuable in that they override stock demographic explanations and identify "subsets of college students who might react similarly to college experiences" and, hence, assist advisers and student service personnel. Our data sources do not include these factors.

What the Literature Calls "Institutional Effects"

A major strand of the literature on postsecondary retention derives from Tinto's (1987) constructs of academic and social integration, constructs that contributed to the emergence of the National Survey of Student Engagement (Kuh 2001) and its use by hundreds of institutions in assessing the effects of environments on student behaviors. The reason Tinto's work generated such a continuing elaboration and response is a combination of its elegance and *prima facie* common sense. At whatever age they start out, entering postsecondary students are not empty vessels; they come with demographic characteristics and high school experiences (and, if there is a gap of years between high school graduation and postsecondary entry, work experiences and family formation as well) that condition and shade where and how they enter the postsecondary system. Once at an institution, these background characteristics interact with the academic processes and social environment of that institution to yield varying degrees of determination to persist and complete credentials. Institutional culture, including habits of faculty interactions with students outside of the formal classroom and opportunities for a variety of peer group interactions, plays a significant role in Tinto's models of academic and social integration.

It is not surprising that the mass of studies drawing on Tinto's work are institution-specific or use institutional characteristics as independent variables. To attain enough depth on all these features of student lives so that direct and indirect influences can be mapped through path analysis requires extraordinary probing, which is best carried out in institutional contexts where adequate samples can be assembled. Even if we employed hierarchical linear models to illuminate the relationships between nested characteristics of individuals within institutions and outcomes such as GPA, we would need much larger samples of students within each institution than the NELS:88/2000 provides.[46]

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[46]In a case of a continuous dependent variable for student engagement, and sets of independent variables describing both student and institutional characteristics (half of them continuous), Porter (2005) demonstrates the statistical superiority of multilevel analysis versus Ordinary Least Squares analysis. There are three significant differences between Porter's illustration and the story line of *The Toolbox Revisited* : (1) the dependent variable (bachelor's degree attainment) and most of the independent variables in this data essay are dichotomous, hence, our method is logistic, not linear, (2) Porter's model assumes that students attend only one institution, whereas more than half the students in this analysis attended two or more, and (3) while multilevel analyses can create models for institutions "even for schools with few student observations" (Porter 2005, p. 110), of the 3,258 institutions in the NELS:88/2000 postsecondary transcript files, 1,003 had only one student in the sample. An institution-level model with a population of one is out-of-scope.

With the student as the unit of analysis, and 25 percent of the students in the universe we are examining attending *more than two* institutions as undergraduates, the calculation of institutional effects becomes problematic. For the students who attended only one four-year college, the weighting of institutional characteristics such as those Titus (2004) admits into his analysis of three-year persistence at the same institution (e.g., control, size, selectivity, degree of residentiality, and percent female, etc.) are fairly easy to plot. But for those who attended more than one institution, a weighting scheme for the influence of each institutional characteristic based on the proportion of undergraduate time each student spent in different institutions would be necessary. For a student who earned 26 credits at a community college, 30 credits at a four-year baccalaureate residential college, and 75 credits at an urban university, the ratios would dilute the very meaning—let alone effect—of any single institutional characteristic. This example is not a fantasy. Consider, for example, the credit accumulation at each school attended by two sets of students from the NELS:88/2000 who attended three institutions as undergraduates (fig. 2).

Figure 2. Examples of credits earned at each institution attended by 1992 12th-graders who earned standard high school diplomas by December 1996, attended a four-year college at some time, earned a bachelor's degree, and attended three institutions as undergraduates, by type of transfer

	Credits earned at each school attended		
Student cases	School #1	School #2	School #3
Community college transfers			
#1	66 (community coll)	34 (four-year)	62 (four-year)
#2	32 (community coll)	28 (community coll)	90 (four-year)
#3	41 (community coll)	18 (four-year)	64 (four-year)
Four-year-to-four-year transfers[a]			
#1	24	36	92
#2	36	21	88
#3	25	30	79

[a] All three schools attended by these three students were four-year colleges.
SOURCE: National Center for Education Statistics. NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

How does one evaluate indirect effects of institutional characteristics and experiences (class size, contact with faculty, peer group interactions, etc.) for these students? Does one weight each potential effect by the percentage of credits earned at each school in relation to all credits earned? Can one somehow arrive at a consolidated index for each effect across schools? How would one compare these indices to those for students who attended only two institutions? To those for students who attended only one? All six of the students in figure 2 above earned bachelor's degrees. For students who did *not* earn bachelor's degrees but who attended three institutions,

what is the minimum threshold of credits one would set at each institution attended before trying to determine the range of institutional characteristics and student experiences that might have some degree of association with the dependent variable? Across all patterns of inter-institutional "traffic" (Astin and Astin 1993), is there a common effects metric that encompasses mere excursions (incidental attendance at second or third institutions), true migration (formal transfer), and the nomadic behavior described as "swirling"? The author tried to develop a descriptive framework of excursion, migration, fragmentation, and discovery for this task, but with less than satisfactory results (Adelman 2004b). Certainly, there are more sophisticated models that can address the rhetorical questions above, but they risk both neglect or devaluation of life-changing experiences at institutions where a student spent comparatively little time and earned few credits, and false identification of effects that can be very fleeting.

Postsecondary student attendance patterns have rendered consolidated institutional-effects analyses moot. For that reason, these analyses are best carried out within the context of individual institutions (no matter where else the student goes to school). This study does not belittle the constructs of institutional effects and assessment efforts such as those of the National Survey of Student Engagement (NSSE) at all. For college and community college administrators, these assessments count a great deal in determining the kinds of environmental adjustments likely to intensify student involvement with institutional services as well as to heighten student satisfaction with instruction, even if the student is present for only 24 credits.

Even so, many of the variables of institutional effects analyses (and that includes high schools as well as colleges and community colleges) are sufficiently beyond the control of administrators so that the practical implications of whatever paths one delineates as productive are limited. Yes, high schools can change the structure of opportunity-to-learn, e.g., by not even offering arithmetic or watered-down pre-algebra and simultaneously conveying a clear message to students that they can meet the challenge of higher level math (Lee, Croninger, and Smith 1997). And the postsecondary level can follow suit, e.g., community colleges can refuse to teach arithmetic or basic algebra. Neither of these strategies is micromanagement, and, however some may wish otherwise, neither is likely to be implemented on a large scale. At the postsecondary level, the very conditions of control shift: An administrator cannot change the fact that the institution was not the student's first choice and that he or she is determined to transfer from the moment of first registration; there is no drug to prescribe for a student with severe homesickness; one cannot—and should not—prevent the student from changing majors for the second time; no college authority has any influence on the romantic life and angst of 20 year-olds that may affect their involvement with academic pursuits (Okun, Taub, and Witter 1986); administrators can't sand down every potentially hard edge of their schools. Furthermore, there is a natural capacity limit to truly meaningful contact with faculty outside the classroom. To use examples from the National Survey of Student Experience, how many faculty can deans deploy for student participation in faculty research projects or for students to work with faculty on committees and

student life programs?[47] The larger and/or less residential the institution, the less the opportunity for student-faculty interaction in other than casual or ritualistic activities (Hu and Kuh 2002).

To repeat: The NELS:88/2000 does not reach the details of student development or institution-specific student experiences accounted for in other research lines. The elaborate connections between student background characteristics, social and psychological predispositions, initial perceptions and responses to a particular postsecondary environment, strength of goal commitments, etc. in relation to not only the fact but also the pace of student progress toward a credential—all of which have been explored and documented by the touchstone giants of postsecondary student outcomes research (Astin, Pascarella and Terenzini, Cabrera, Tinto)—lie beyond the scope of national longitudinal studies. That is not an excuse for the "economic" reading, broadly construed, of academic momentum. We all know that the many investment decisions made by students along their paths through postsecondary education do not occur in social and psychological vacuums. But the archival data on which this study draws isolate moments in which student choice intersects the structures of opportunity offered by institutions whose first order of business—and first order reason for existing in our society and economy—is the generation, preservation, and distribution of knowledge. This is a story about taking advantage of that mission; it is not a story about growing up, although that happens along the way.

[47]Kuh et al. (2001) reported that less than 20 percent of seniors in 2000 indicated experiencing these modes of nonstandard faculty contact. By 2004, that proportion had not changed, while 58 percent of seniors indicated they had talked often or very often with faculty outside of class about their grades (a ritualistic interaction that shouldn't carry much weight in assessments of student/faculty contact). See www.nsse.iub.edu/~nsse/2004_annual_ report/html/responses _senior sfi.html. (Accessed 7/31/05).

Part V
Closing the Gap

One of the principal objectives of the *No Child Left Behind* legislation as it works its way through grades K–8 is to close the gaps in achievement between minority and majority students. When that objective is extended to high schools, as this essay underscores in Part III above, we have no adolescent left behind. And when extended to postsecondary schooling, as the logistic narrative has done, our objective is to leave no young adult behind, either. While race/ethnicity itself was not a significant variable in that narrative, the fact of an unhappy gap remains in degree completion—which means that there are residual echoes of experience by race/ethnicity that affect education outcomes. It is not the intention of this monograph to explore these echoes (there are far more sophisticated techniques and far more knowledgeable researchers than the author to engage in that task). But if we focus on the academic story line, we can at least draw some parameters of possibility for assisting minority students.

Two issues attendant on this observation are now addressed: our confidence in degree completion rates, and what might contribute to closing the gap between majority and minority populations in degree completion.

Bachelor's completion rates: Some remarkable agreements

The most prescient and eloquent statement of the problems attendant on our romance with graduation rates was offered a decade ago by Ronco (1996):

> Performance, even in relatively straightforward terms like graduation and retention, eludes our attempts to measure it. Students no longer march lockstep through four years of college to graduation. The educational model of the new millennium will likely be characterized more by lifelong learning, where students move among various kinds of higher education institutions, stopping in and out as their lifestyles and educational needs dictate. Enrollment patterns like these make indicators like four- or even six-year graduation rates for first-time, full-time freshmen largely irrelevant. Transfer students deprive both the sending and receiving institution of retention and graduation credit. (p. 1).

But accepting the object of policy affections for a moment, the most enduring context for the analyses of *The Toolbox Revisited* involves what its predecessor called the Dow Jones Industrial Average accountability measure of U.S. higher education: the proportion of entering undergraduates who earn a bachelor's degree. There are very few truly reliable national portraits of degree completion because there are very few data sources of convincing scope and magnitude. The task requires a longitudinal study with a tested sampling design and matching weights. The technology for a full census of completion does not yet exist.

Ewell (2004) has reminded us that a *student-based* indicator of completion leads to assessments of the benefits of higher education to the entire society and economy. An *institution-based* indicator does none of that, though there is no question that the institution is responsible for contributing to the student's discovery of intellect and path to attainment. While the student is obviously more important, institutions are partners.

There are three recent national accounts of bachelor's degree completion for students who started out in postsecondary education together that can demonstrate how these two indicators, student and institutional, play out.[48] Each account comes from a different data set:

1. The NELS:88/2000 that is the subject of *The Toolbox Revisited*. To repeat its major characteristics: The temporal term is a maximum of 8.5 years (1992–2000) from the month of entrance, no matter when that happens and at what enrollment intensity (full-time or part-time). This is a grade cohort, with all students roughly the same age.
2. A six-year longitudinal study, based on the Cooperative Institutional Research Project's (CIRP) data, that followed 1994 entering college freshmen to 2000 (Astin and Oseguera 2002). While dominated by traditional-age students, this cohort is not wholly homogenous in terms of age at entrance, but is confined to those who started out, full-time, at 262 four-year colleges, weighted to represent beginning full-time freshmen at all public and not-for-profit private four-year colleges (for-profit four-year colleges are not included).
3. Another 6-year longitudinal study, 1995/6 through 2001, conducted by NCES as a spin-off from the massive Congressionally-mandated National Postsecondary Student Aid Study. We have used this data set, the Beginning Postsecondary Students longitudinal study, previously. Beginning students of all ages and enrollment intensities (full-time, part-time, and mixed) are included.

Let us set these three data sets side-by-side, adjust the two NCES databases to match both each other and the CIRP database, and then assess how much they disagree with each other. We will confine both the NELS:88/2000 and the BPS 95/96–2001 to those who started out in four-year colleges, limit the dates of entry of the NELS:88/2000 cohort to the same year (1992) and, most importantly, put an upper bound on age at date of entry in the Beginning Postsecondary Students of 20. Table 30 offers these comparisons.

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[48]There are other large longitudinal studies of degree completion, but their samples of institutions and students are not representative. For example, Saupe, Smith and Xin (1999) used the Consortium for Student Retention Data Exchange information from 174 public four-year colleges to track six-year (1989–96) institutional graduation rates. While these 174 institutions enrolled nearly half of entering four-year college students in 1989, they represent a class, not a universe. For another, but more dated example, Stoecker, Pascarella, and Wolfle (1988) used a 1980 CIRP follow-up to an initial 1971 sample of roughly 10,000 students who had attended only one four-year college in the interim. Some 487 college and universities were represented. Stocker, Pascarella, and Wolfle were interested in institutional effects, so their restriction of the universe to students who had attended only one school is justified, and their findings revealing. But that doesn't justify using the conclusions as a generalized model of degree completion—certainly not under contemporary conditions of student mobility. For state-level postsecondary longitudinal studies, only Florida has produced data sets comparable to the national accounts.

Given the conditions under which degree completion is judged, the conclusions of these three data sets do not differ that much from each other. We can say that roughly a third of traditional-age students who start in a four-year college will earn a bachelor's degree from the *same* school in the traditional four-year period, and that between 54 and 58 percent will earn the degree from the same school in which they began within six years of entry. When the option of earning a degree from a *different* four-year college than the one in which these students commenced study is included (in the NELS:88/2000 and BPS 95/96–2001), six-year degree completion rates for traditional-age students are in the 62–67 percent range. Only when the temporal boundaries are extended to 8.5 years in the NELS:88/2000 does degree attainment for those who started in four-year colleges approach 70 percent, and Florida state longitudinal studies show a similar rate (Johnson, Coles, and Thomas 2004).

Table 30. Bachelor's degree completion rates for students who began in four-year colleges according to three different national longitudinal studies of the 1990s

	Percent completing bachelor's degree		
Bachelor's degree completion modes	NELS:88/2000 1992–2000	Cooperative Institutional Research Project (CIRP) 1994–2000[a]	Beginning postsecondary students 1995–2001
Bachelor's from same school in 4 years	30.9 (1.14)	36.4	33.1 (1.3)
Bachelor's from a different school in 4 years	3.0 (0.30)	Not available	2.3 (0.3)
Bachelor's from same school in 6 years	52.9 (1.27)	57.6	53.7 (1.2)
Bachelor's from a different school in 6 years	11.3 (0.79)	Not available	8.1 (0.4)
Bachelor's from same school in 8.5 years	55.3 (1.24)	60.6[b]	Not available
Bachelor's from different school in 8.5 years	14.1 (0.84)	Not available	Not available
Total degree completion:	69.3 (1.16)	60.6[b]	61.8 (1.2)

[a] As reported in Astin and Oseguera (2002). Standard errors are not available.
[b] In Astin and Oseguera, this cumulative figure includes students who were still enrolled at their institution of first attendance at the end of six years.
NOTES: Standard errors for the NELS:88/2000 and BPS95/96–2001are in parentheses.
SOURCES: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement) and Beginning Postsecondary Students Longitudinal Study, 1995/96–2001, Data Analysis System (NCES 2003-173). Astin and Oseguera (2002).

Degree Completion: How High Can It Go?

If roughly seven out of ten traditional-age students who start in a four-year college—and roughly two out of three who ever attend a four-year college—graduate within eight and one-half years, how likely is it that the rate will improve, by how much, and among what groups? When looking back at the factors consistently contributing to bachelor's degree completion in table 29 and asking which are most subject to change by external parties with little to modest, but creative, effort, a few stand out, and encourage speculation. All depend on student response. In the words of Tinto's (1987) astute guidance:

> Though . . . institutions owe each admitted student an equal degree of attention, it does not follow that institutions should be held accountable for the equal education of all admitted students. To absolve . . . [students] of at least partial responsibility for their own education is to make a serious error. (p. 135)

Let's look at each of the more promising levers, and then explore what the configuration of change in behaviors and policy might suggest for upper boundaries of degree completion and the closing of the gap in completion among race/ethnicity groups.

1) **Less than 20 credits in the first calendar year of enrollment**: Approximately nine percent of those who entered four-year colleges at any time earned between 15 and 19 credits in their first calendar year, with African-Americans and Latinos overrepresented.[49] Within this group, only 35 percent (s.e. = 3.05) earned bachelor's degrees compared with 77.7 percent (s.e. = 0.99) of those who earned 20 or more credits. Fifteen to nineteen credits is close enough to 20 to be optimistic: If we know more about who students are and where they come from, colleges and community colleges can target dual enrollment efforts to yield at least six additive credits for these students, thus pushing them across the 20-credit line. But we do know something about these students, and our optimism must be tempered by the facts that 15.3 percent (s.e. = 2.49) of them were assigned to remedial reading in their first postsecondary year, an overlapping 34.5 percent (s.e. = 3.93) never reached Algebra 2 in high school, and only 27.9 percent (s.e. = 2.96) earned any college-level mathematics credits in that first year. For the residual group (about six percent of those who enrolled in a four-year colleges at any time), suburban high school students from the Pacific and Southwest Central census divisions[50] are overrepresented, and provide some geo-direction for dual-enrollment policy targeting.

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[49]Some 7.4 percent (s.e. = 0.56) of white students earned between 15 and 19 credits in their first calendar year of attendance, compared with 11.1 (s.e.=1.86) of African-Americans and 18.5 percent (s.e. = 3.30) of Latinos.

[50]The Pacific census division includes California, Oregon, Washington, Alaska, and Hawaii; the Southwest Central encompasses Texas, Oklahoma, Arkansas, and Louisiana.

2) **Ratio of non-penalty withdrawals and no-credit repeat courses to all courses attempted**: For about 10 percent of the NELS:88/2000 cohort who attended a four-year college at any time, this ratio was 20 percent or higher. That is, this group of students withdrew from or repeated at least one out of every five courses in which they enrolled, behavior negatively associated with degree completion. Compared with white students, all minority groups are overrepresented.[51] What would happen if institutions limited the number of no-penalty withdrawals and no-credit repeats students were allowed to accumulate, converting these cases above a given threshold to penalty grades? This is a risky proposition and difficult to model because we do not always know why students withdraw from courses after the customary drop/add periods (Adams and Becker 1990). Students repeat courses to earn better or passing grades. In the case of remedial work, the repeat is required, and the list of courses with the highest ratios of withdrawal and repeat grades is dominated by remedial offerings (Adelman 2004a, table 6.6, p. 84). In other cases, repeats are a luxury. Since no-penalty course withdrawals and no-credit repeats increase time-to-degree measurably for those who earn degrees (Adelman 2004a, table 6.2b, p. 79; Knight 2004b; Noxel and Katunich 1998), and since these behaviors have a rippling effect by blocking other students from seats, often in high demand courses, it is in institutions' self-interest to limit the practice. Intensified advisory care to student credit loads (Szafran 2001) and more precise placement criteria should help.

A good example of the way this might work is provided by Eno, McLaughlin, Brozovsky, and Sheldon (1998), who predicted difficulty ratings for specific courses likely to be taken by entering freshmen in their institution on the basis of both overall high school GPA and, more importantly, grades in specific high school courses. The hypotheses for each student within each course were then set against the empirical record of students' actual performance in the college course at issue. The information assists students' advisers with indications of which courses a student might find particularly difficult. The likelihood of no-penalty withdrawals or no-credit repeat grades is attenuated by delaying students' engagement with those courses until they have gathered the requisite momentum elsewhere in the college curriculum.

3) **Use of summer terms**: As table 31 suggests, earning more than four credits during summer terms may have a considerable influence on the degree completion rates of African-American students in particular. That is, 78.2 percent (s.e. = 4.12) of those who started in four-year colleges and exceeded this threshold earned bachelor's degrees, compared with 21.2 percent (s.e. = 4.59) of those who did not earn summer-term credits at all. The difference was also significant for white students, but not to the same degree. Parallel comparisons for Latinos and Asians were not statistically significant.

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[51]Some 8.3 percent (s.e.= 0.68) of white students were in the high ratio category, versus 12.2 percent (s.e. = 3.04) of Asian students, 12.3 percent (s.e. = 1.96) of African-American students, and 19.6 percent (s.e. = 3.56) of Latinos.

Table 31. Of 1992 12th-graders who started their postsecondary careers in four-year colleges, percentage who earned bachelor's degrees by December 2000, by number of credits earned in summer terms, by race/ethnicity

	Percentage earning bachelor's degrees by December 2000		
	Number of summer-term credits		
Race/ethnicity	None	1–4	More than 4
All	56.2 (1.99)	68.1 (2.78)	79.7 (1.29)
White	59.8 (2.22)	74.2 (2.58)	82.2 (1.19)
African-American	21.2 (4.59)	42.5 (10.3)	78.2 (4.12)
Latino	48.6 (7.14)	28.3 (7.15)	56.4 (6.21)
Asian	66.8 (10.3)	70.0 (13.0)	77.9 (7.08)

NOTES: Standard errors are in parentheses. Weighted N=1.14M.
SOURCE: National Center for Education Statistics: NELS:88/2000 postsecondary transcript files (NCES 2003-402 and Supplement).

Summer-term enrollment that results in more than four additive credits works for just about everybody (we saw that in the multivariate analyses). While it surprisingly does not shorten time-to-degree for those who earn degrees (see Appendix K), summer credits are associated with higher graduation rates for everyone except Latino students. It is thus in an institution's self-interest to encourage the use of summer-term work, either at the institution itself or at another school. Ways of approaching this goal shy of tuition discounting include moving some of the offerings of high demand courses from the traditional academic-year terms into the summer term, offering summative course work in the major in the summer term, and recruiting students for credit-bearing internships and cooperative education placements in the summer terms. Academic administrators in cooperation with strategic enrollment managers can be very creative.

4) **The high school curriculum component of Academic Resources:** One of the more dramatic illustrations of the potential influence of high school performance on bachelor's degree attainment in the original *Tool Box* isolated four major race/ethnicity groups, confined each to those who entered a four-year college directly from on-time high school graduation, and compared two estimates: the bachelor's degree attainment rate for everyone versus the bachelor's degree attainment rate for those who were in the top 40 percent on each of the three component measures of Academic Resources (curriculum, class rank/GPA, and senior year test score). Though undercut by the fact that, in multivariate analyses, race/ethnicity does not play much of a role in bachelor's degree completion, the cross-tabulation of these estimates suggested that the criterion-referenced curriculum variable had the potential to boost African-American degree completion by 28

percent and Latino degree completion by 18 percent (though that datum was statistically shaky) and white students' degree completion by 10 percent. For Asian students of the period, test scores made more of a difference than either curriculum or class rank/GPA.

Class rank/GPA and senior year test score are not criterion referenced, and while performing better in high school in terms of grades and tests improved degree completion in the original *Tool Box*, it was by lesser magnitudes. It was observed that "in a happy paradox, *everybody* can be in the 'highest 40 percent' on the [criterion-referenced] curriculum measure," whereas that is not true for test scores or class rank (Adelman 1999, p. 85). Content counts, particularly for minority students, and the influence of special preparation programs supports that conclusion (Ishitani and Snider 2004)

Does this analysis still hold, particularly as we have already observed improvements in academic curriculum participation by the High School Class of 1992 compared with the High School Class of 1982 (see tables 4 and 5 above)? That depends on what else is in the mix of factors associated with degree completion, and unlike the original analysis of this feature in *Answers in the Tool Box*, the other factors are matters of *postsecondary* entry and *postsecondary* academic behavior.

How might the four factors just highlighted, along with direct entry to higher education following high school graduation, cumulatively influence bachelor's degree completion for the core universe of this study, the subjects of table 29? To remind the reader just who these students are:

- they were 12th-graders in 1992;
- they earned a standard high school diploma (not a GED) by December1996 (as the NELS transcript records conclude in December 2000, an honest account of degree completion should allow the student at least four years to reach that mark);
- they attended a four-year college at any time (20 percent started in community colleges, and those who started in community colleges earned an average of 52 credits [s.e. = 1.58] from community colleges and 59.5 credits [s.e. = 1.92] from four-year colleges); and
- their postsecondary records were complete, i.e., no transcripts were missing.

Table 32 takes this group, and first sets down a base bachelor's degree completion rate for the entire cohort by four major race-ethnicity groups.[52] The table then enters five key conditions influencing degree attainment that are subject to the initiatives and control of second parties, and marks the *potential* bachelor's degree completion rate for students meeting the thresholds of those cumulative conditions. As each condition is added to the cumulation, the universe narrows for the NELS:88/2000 cohort, and as it narrows, hypothetical degree completion rates rise. One could choose a different sequence of conditions, but the bottom line would be the same.

[52]There were too few American Indians in the base group to follow through a narrowing population as conditions for academic momentum were added.

Table 32. Hypothetical cumulative consequences of variables critical to bachelor's degree completion for 1992 12th-graders who earned a standard high school diploma by December 1996, attended a four-year college at any time, and whose postsecondary records were complete, by race/ethnicity

	Percentage earning bachelor's degree				
Cumulative conditions	**White**	**African-American**	**Latino**	**Asian**	**All**
1)Baseline, no conditions	**67.6 (1.18)**	**52.1 (4.26)**	**45.4 (3.74)**	**67.9 (4.71)**	**64.6 (1.12)**
2) No delay of entry	71.0 (1.22)	54.6 (4.49)	50.5 (3.79)	68.2 (4.89)	67.9 (1.15)
3) No delay, top 40 percent of high school curriculum, and highest high school mathematics above Algebra 2	85.6 (1.50)	65.9 (8.57)	69.2 (6.33)	91.5 (1.96)	84.1 (1.40)
4) No delay, top 40 percent of high school curriculum, and more than four credits in summer terms	90.6 (1.31)	84.6 (5.95)	69.2 (8.12)	92.6 (2.27)	89.1 (1.30)
5) No delay, top 40 percent of high school curriculum, more than four credits in summer terms, and 20 or more credits in first calendar year of attendance	92.6 (1.23)	88.2 (5.28)	71.9 (9.07)	93.9 (2.16)	91.4 (1.24)
6) No delay, top 40 percent of high school curriculum, more than four credits in summer terms, 20 or more credits in first calendar year, and less than 10 percent of grades were withdrawals or no-credit repeats	95.5 (0.98)	94.3 (4.62)	79.4 (11.1)	95.3 (2.20)	94.6 (1.07)

NOTES: Standard errors are in parentheses. Weighted Ns for each cumulative step: (1) 1.45M; (2) 1.33M; (3) 712k; (4) 621k; (5) 310k; (6) 273k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

These are statistical coincidences, not causes. The subjunctive is very strong in this presentation. The standard errors indicate that not all these changes would be statistically significant, particularly for minority students, but that phenomenon, too, is a consequence of a shrinking population at each step. No delay of entry is invoked as the first condition because it results in the least shrinkage**,** leaving a larger population with which to assess the other four factors.

All five conditions of table 32 are criterion-referenced. That is, everyone can meet those conditions; everyone can cross those thresholds. The populations could be much larger. Does that mean that future degree completion rates will look like those in this table if everyone meets the criteria on all five counts? No: We know that not everybody will make it. We have already marked and acknowledged that some students will flunk out or become status dropouts for other reasons. But the table suggests just where the improvements are likely to be dramatic—and for whom. Some examples, by race/ethnicity, would be instructive.

For **Latino** students, high school academic curriculum attainment and entering college directly from high school provide the greatest leaps in degree completion, narrowing the gap with white students from 22.2 percent in the base rate to 16.4 percent. But little else narrows the gap much further. Postsecondary summer-term participation, for an obvious case, yields something of a zero, and getting across the 20-credit line in the first year of attendance appears to do little for Latino graduation rates (though if the sequence of conditions were different, it would do more). If we are looking carefully at this fastest growing population in the United States, we pour our efforts into high school preparation above everything else. A decade from now, we will be able to assess better whether postsecondary behaviors become more impressive contributors.

For **white** and **Asian** students, moving into the top 40 percent of the high school academic curriculum intensity index and completing high school mathematics beyond Algebra 2 also is the strongest engine among these variables for boosting college graduation rates. Earning more than four summer-term credits adds something for white students, but nothing to speak of for Asian students. The other factors may contribute minor momentum, but once one reaches a hypothetical 90 percent completion rate, subsequent improvements are not meaningful.

For **African-American** students, who start out at a higher bachelor's degree completion rate than do Latinos, the high school academic curriculum factor does not close the degree completion gap by a statistically significant amount, but earning more than four credits in summer terms offers a stunning boost, narrowing the completion gap vis-a-vis white students from 15.5 percent to 6 percent. The momentum provided by this high-octane persistence behavior continues through the first calendar year credits criterion and avoidance of no-penalty withdrawals and no-credit repeat grades until, at the bottom line of the hypothetical rates set forth in table 32, African-American degree completion rates would be no different from those of whites and Asians.

What did African-American students in the NELS:88/2000 cohort universe who attended a four-year college at any time study during summer terms? A transcript-based account can be very revealing—and in this case, positively so. Using 110 aggregate course categories, table 33 displays the 15 categories accounting for the highest percentages of summer-term credits earned.

Table 33. Percentage of credits earned during undergraduate summer terms by African-American 1992 12th-graders in aggregate course categories

Category	Percent of total summer-term credits
Business other than accounting and administrative science	5.5
Chemistry	5.1
Physical education activities/health information	4.9
College-level mathematics[a]	4.1
College-level writing[b]	3.7
General biology	3.3
Psychology other than general psych	3.0
Physics	2.8
U.S. history surveys, American Civilization	2.8
Micro/macroeconomics	2.6
Accounting	2.5
Calculus	2.5
Foreign languages	2.4
Liberal studies/general humanities/general social science	2.1
Oral communication/public speaking	2.0
Total for top 15 categories	46.7

[a] Includes college algebra, finite mathematics, precalculus, and statistics.
[b] Includes standard English composition, technical writing, creative writing, and advanced essay.
NOTE: The calculation is a "credit ratio" in which the unit of analysis is the course category. All student-weighted earned credits from all course categories are added, with the total a finite glass of 100 percent that becomes the denominator for subsequent calculations. No standard errors are produced.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

This is a very respectable list for anyone. It advises advisers: Point out to African-American students that their peers have proved (a) summer-term credit production is a benefit, and (b) the student can concentrate in the summer terms on the kind of critically demanding and critical gateway courses that might not otherwise be in as intense focus during an academic year term. The learning goes deeper under single-subject concentration. Examples include organic chemistry, calculus, and experimental psychology. To repeat: There are values in summer-term credit production for everybody, but if summer-term credit production looks like it benefits a particular group more than others, that needs to be said. If we don't know why the benefits seem more significant for African-American students, let us submit the issue to future research.

Is the story for low-SES students the same?

Reviewers of drafts of this document asked whether the same type of analysis could be performed by socioeconomic status, since we know that the gap in degree completion between the highest and lowest SES quintiles is far wider than any pair of race/ethnicity comparisons (Adelman 2004a, table 3.1, p.34). The lowest SES quintile group is small: only 6 percent of the

1.43 million 1992 12th-graders who graduated from high school by December 1996 with a regular diploma and who attended a four-year college at some time. These students completed bachelor's degrees at a rate of 35.9 percent, compared with 55.4 percent for students in the middle (3rd) SES quintile, and 79.7 percent for students in the highest SES quintile. Perhaps the best illustration of what might close the gap for them is to compare their hypothetical rates of completion with students from the middle and highest quintiles, and table 34 does so. We use the same levers as variables because they are subject to second-party action. But we have to stop after the step where summer-term credits are added in because (a) in extending the data beyond the boundaries of table 34, subsequent variables in the cumulative sequence (first-year credit threshold and withdrawal/repeat limits) do not add anything to the degree completion rates of low-SES students, and (b) the standard errors of the estimates have risen to the point at which comparisons between the lowest SES quintile group and the middle group are not statistically significant. The data of table 34, though, send clear messages: Despite obviously great limitations inherent in low socioeconomic status, the most promising engine of momentum for

Table 34. Hypothetical cumulative consequences of variables critical to bachelor's degree completion for 1992 12th-graders from the lowest, middle, and highest socioeconomic status quintiles who earned a standard high school diploma by December 1996, attended a four-year college at any time, and whose postsecondary records were complete

Cumulative conditions	**Percentage earning bachelor's degree**		
	Lowest SES quintile	**Middle (3rd) SES quintile**	**Highsest SES quintile**
1) Baseline, no conditions	35.9 (3.74)	55.4 (2.34)	79.7 (1.50)
2) No delay of entry	39.9 (4.18)	59.7 (2.47)	81.3 (1.46)
3) No delay, top 40 percent of high school curriculum, and highest high school mathematics above Algebra 2	58.7 (6.14)	72.5 (3.71)	89.0 (1.21)
4) No delay, top 40 percent of high school curriculum, highest high school math above Algebra 2, and more than 4 credits in summer terms	59.6 (9.73)	82.2 (5.26)	91.2 (1.25)

NOTES: Standard errors are in parentheses. Weighted Ns for each cumulative step: (1) 1.43M; (2) 1.31M; (3) 546k; (4) 260k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

these students is a strengthened high school curricular background, and achieving that objective requires greater attention to the provision of curriculum and the quality of learning environments in schools attended by these students, no matter where those schools are located. Even then, the degree completion gap between the lowest and highest SES quintile would be 32 percent.

The bottom line on degree completion

In reporting the proportion of college students who complete bachelor's degrees, there seem to be as many answers as there are observers. A number of rules are recommended:

1. Use transcript-based data sources. They do not lie; they do not exclude.
2. Follow the student, not the institution. Community college transfer students are followed to determine degree completion. Do it for everybody! And if one insists on institutional graduation rates, give the institution credit for students who transfer in. We don't do that now.
3. Do not restrict the universe to students who entered higher education only in the fall term and only full-time (otherwise one excludes half of an entering cohort).
4. Do not mix your 18 year-old daughter and your 34 year-old brother-in-law in the same analytic of degree completion. They live on different planets of life's responsibilities. In other words, institutions should consider ledgers indicating degree completion rates separately by age bracket at the point of entry, and national accounts should follow suit.
5. The only people for whom bachelor's degree completion rates should be calculated are those who actually enrolled at a bachelor's degree-granting institution at some time.

All these common sense rules, respectful of students and their families, were observed in *The Toolbox Revisited*—and in *Answers in the Tool Box* before it.

The elaborate multivariate analyses of Parts III and IV of this essay provided a framework within which academic momentum toward bachelor's degree completion (not toward something else such as first-year GPA or second-year retention) could be tracked and judged, but without race/ethnicity as a vector. When we extract from this framework the most tractable variables and examine their potential repercussions in terms of closing degree completion gaps by race/ethnicity, there is no question that the academic intensity of secondary school curriculum continues to serve as the engine of subsequent academic momentum, and that the use of summer terms for substantive, highly focused postsecondary coursework is an effective booster to that engine. Both these variables are mixtures of the student's use of time and the mastery of content.

But what does "academic intensity" or "an academically 'rigorous' curriculum" really mean? What content, postsecondary as well as secondary, could be labeled as "challenging," that is, the knowledge toward which students eagerly reach as opposed to unenthusiastically slog through? These questions are part of a large missing component in this study. Part VI of this essay will reflect on that component with the greater care it deserves.

Part VI
The Missing Element of This Story

There is (at least) one major missing element of the story line in both the original *Tool Box* and *The Toolbox Revisited*, and some important questions readers might have asked in the course of the logistic narrative that should be addressed. The missing element, a by-product of the limitations of the NCES grade-cohort longitudinal studies database, is content standards in high school curricula. Postsecondary curricula, which are far more complex in organization, offer a different framework for assessing potential student learning.

Beyond Course Titles to Content Standards

In the years following the release of *A Nation at Risk* (1983), a standing one-liner on the lecture and conference circuit ran something like "we've changed the marquée on the theater, but the show inside is still the same." The marquée carried the course titles, and for better or worse, that is what our grade-cohort longitudinal studies transcript files rely on. As Shireman (2004) has concisely put it, "If schools just change the names of the courses . . .students will not have learned anything more" (p. 4). In building the NELS:88/2000 data files, we discovered that in some high schools, "precalculus" on a transcript could mean any mathematics prior to calculus, including Algebra 1. On the postsecondary transcripts we often ran across cases of professorial marketing with course titles such as "Tooth Brush," "Dots to Dinosaurs," "Time After Time," and (yes) "Good Books" that even online catalogues could not explain. The postsecondary transcripts also carried 3-credit courses in topics such as social event planning, daily living skills, and "appreciation of sports" that, when the syllabi were examined online, could be offered to junior high school students. One has to acknowledge the limitations of the data source, in addition to its virtues. But the limitations, in these cases, were serendipitous because the online search for concrete clues to the content of course work was dispiriting.

Over the past two decades, states have paid increasing attention to content standards for elementary and junior high school curricula, and the *No Child Left Behind* legislation has stimulated a period of intense review and refinement of these standards. But as *Achieve* pointed out in its review of state high school graduation requirements (2004), similar detailed sets of content standards at the secondary school level are rare. We get generalized requirements that reference course titles such as "11th-grade English" or "Applied Biology," and have no idea what precise learning objectives will be pursued. There have been exceptions, of course, with mathematics being an often revisited subject and in ways that demonstrated the difference between what should be expected of all high school graduates and what should be expected of entering postsecondary students (California Education Roundtable 1997).

The past five years in particular have witnessed the birth and expansion of a number of large-scale efforts to get beyond Carnegie unit credit counting to comprehensive criterion-referenced statements of what graduating high school students should know and be able to do in order to

"succeed" in postsecondary environments. By "succeed" is meant completing degrees (see, e.g., American Association of Universities 2003; Achieve 2004). We have also witnessed the growth of high profile alternative approaches to secondary-postsecondary transitions such as "early college high schools." These efforts have been aided and abetted by comparative analyses of emerging state high school exit examinations and the content and knowledge-objectives of lower division college courses (Conley 2003; Venezia, Kirst, and Antonio 2003). The American Diploma Project (Achieve 2004) pushes beyond general knowledge-objectives to include samples of college assignments (e.g., profit-maximizing output analyses in microeconomics, pH calculations for a complex solution in introductory chemistry, an essay assignment on Plato's distinction between thinking and belief in introductory philosophy) and workplace tasks (e.g., a bank loan officer's assessment of an application from a corporation for $1.7 million to purchase two corporate aircraft, a report requiring measurements of DC supply voltage for diffusion furnaces in semiconductor manufacturing and analysis of furnace regulator modification costs, and the determination of dosages in an insulin therapy regimen). These are superb examples of digging below the credit count to the stuff of learning.

Granting that the academic quality and intensity of one's high school curriculum is a key determinant of postsecondary success, there is no assurance that either the standards of secondary school performance, content coverage, or challenge of the material will come close to the threshold demands of either four-year or community colleges. For the vast majority of high school graduates, who will not attend selective institutions, the "disconnect" is considerable. Indeed, Venezia, Kirst and Antonio (2003) urge everyone to pay more attention than that to which the media are accustomed to the "broad access colleges," including community colleges, because the service of these institutions to the bulk of the nation's postsecondary learners has the greatest potential to better "the civic and economic well-being" of every state and region (p. 46).

It is with that in mind that the work of the American Diploma Project (2004) is noteworthy because the sample assignments and examination questions selected signal precisely the kind of learning expected of the bulk of the nation's postsecondary newcomers. Such assignments and questions provide clear expectations for students entering community college occupational programs as well as those moving into the general education portions of postsecondary education. The microeconomics problems come from a community college, the chemistry from a research university.

Previews of the future and their risks

In fact, it could be argued that these previews of lower-division postsecondary learning objectives and tasks should be part and parcel of 11th- and 12th-grade curricula, equally accessible to students intending traditional lines to a bachelor's degree and those following career and technical education paths that *may* include the bachelor's, but certainly involve the occupationally oriented community college associate degrees. We can get to these levels through a modest amount of dual-enrollment for many students, but for those for whom dual enrollment is inaccessible, special postsecondary preview modules could be offered either by high school

faculty with the requisite knowledge or by visiting college and community college faculty.[53] Somehow, students should have a taste of what will be expected, and whether their current knowledge and skills puts them at least on the threshold of those expectations, if not beyond. Some may argue that such previews will scare some students away from continuing their education or that some secondary school teachers will resist the intrusion. One has to be optimistic in both cases, and come to the task with the conviction that it's worth the risk. The risk to academic momentum of not providing these opportunities is greater.

While each state bears principal authority and responsibility for linking the curricular pathways of secondary and postsecondary sectors (Venezia et al. 2005), the examples set forth by the American Diploma Project and the "previews of the future" strategies described above do not treat state borders as Maginot lines. And for good reason: Roughly one out of four undergraduates (and one out of three African-American students) in *The Toolbox Revisited* universe started their postsecondary careers in a state other than that in which they graduated high school. The geographic mobility of our traditional-age postsecondary populations suggests that, at the least, multistate regions (e.g., South Atlantic) should be considered productive information zones for providing those concrete signals of expectations and specific examples of quality postsecondary student work.

Moving the messages to students, families, and school teachers

Let's take the best of what is offered by reports such as that of the American Diploma Project and books such as Conley's recent (2005) *College Knowledge*, and move it out to much larger audiences than policymakers and others who habitually read such reports and books. It might be more helpful for each college and community college to include in its information packages for prospective students a sample of those examination questions and assignments in courses typically taken by lower-division students. One might go even further and provide examples of exemplary student responses—even less-than-exemplary student responses—to those examination questions and assignments.

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[53]Dual enrollment has made huge strides since the NELS:88/2000 cohort went to high school. Some 38 states now have formal policies (Karp, Bailey, Hughes, and Fermin 2004), though these vary widely in terms of what is offered and by whom, who pays tuition, who gets credit toward what, academic eligibility, grade levels, course enrollment limits, and whether credits earned are placed in escrow (though that varies more by institution than state). The 2002–03 NCES survey of dual enrollment practices at postsecondary institutions distinguished between high school students who took courses within formal agreements and those who took courses outside of those agreements. Our NELS:88/2000 transcript data cannot make that distinction, so they lump together all postsecondary credits earned at colleges or community colleges prior to the date of high school graduation.

Kleiner and Lewis (2005) estimate that 813,000 high school students took courses at postsecondary institutions, either within and/or outside of dual enrollment programs and agreements, in 2002–03, compared with the weighted 213,000 NELS:88/2000 students who earned any postsecondary credits through dual enrollment during their high school years (1989–92). While not exactly comparable populations, those figures are testimony to the growth of student participation in these arrangements.

A quarter century ago, the Educational Testing Service worked on developing an experimental examination to assess lower division college competencies across a matrix of cognitive operations (e.g., analysis, synthesizing) and general curricular areas (e.g., science, humanities). Called "Academic Competences in General Education," the questions were open-ended (not multiple-choice) and required responses that could be composed in roughly 10 minutes. For example, one question went something like this:

> Suppose a new method for producing energy had been developed that, when brought on-stream, would have the effect of slowing the rotation of the Earth from 24 to 26 hours. Before we can flip the switch on this new form of energy, an Environmental Impact Statement (EIS) must be filed. What would be the chapter headings and major sub-headings of that EIS ? You need not fill in the details, but the most important questions about the potential effects of a 26-hour day ought to be included.

In a trial of the examination, faculty sorted student responses to questions such as "Earth's Rotation" into piles of descending quality. They then described what the students whose responses were rated most highly did to earn that rating, turned to the second most highly rated collection of responses and arrived at a consensus of what these students did *not* do that the first group did—and so on down the line of the piles of student papers they had rated until a level euphemistically described as "nonresponsive" was reached. The faculty descriptions were subsequently aggregated and ironed out as performance criteria. One could then turn to incoming freshmen with this question, along with an example of a first-rate response and an example of a fourth-rate response (out of seven levels), show them the performance criteria and say, "This is what you can expect to be able to do by the middle of next year; would you be better than the fourth level now?" A light goes on somewhere—or should—when entering students see that what it takes to respond effectively to the "Earth's Rotation" question draws on a selection of knowledge from economics and business, psychology, international relations, world history, cultural anthropology, physical geography, technologies, visual arts—all in addition to the core sciences. More important, the light goes on when students see a good example of how to put all this together in an outline of a document that is as much a product of daily work life as it is a college exercise.

And a similar light can go on among high school seniors as well, nearly all of whom think they are going on to something called "college," but have little idea what that means beyond the fact that they will no longer be bound by school rules. Prospective students are not the only audience for this information: Their families and high school teachers are equal players. Not all parents will understand the assignments, laboratories, and examination questions, but certainly they will sense, from the examples, that postsecondary education is serious business, that their children will not get through with a carefree study schedule, that colleges and community colleges have standards, and that such examples are typical of what their children will learn. Inevitably (being optimistic about this) they will be proud enough at the prospect to ask their children to be prepared. High school teachers reading these assessment "prods" will have to reflect on the extent to which their graduating seniors possess the academic foundations and momentum to

respond successfully. To the extent to which high school teachers have doubts, they may adjust the form and content of their own assignments, laboratories, and examinations. Students are bound to be the beneficiaries of the resulting "postsecondary practice runs."

Postsecondary dimensions of content

At the postsecondary level, the issue of content is somewhat easier to address, but only in the context of a student's entire undergraduate record. We know that students completing organic chemistry enrolled in the course not only with general chemistry as a background, but also mathematics at at least the precalculus level. We know that students completing a course in American economic history would have a very difficult time without prior learning in both U.S. history writ large and the standard introductory micro/macroeconomics sequence. A course in the psychological and cultural components of health care in a community college allied health program will probably not be offered to anyone without previous course work in general psychology. The chances that a fine arts degree candidate's transcript shows an entry for a course in color and color theory without prior foundations and studio courses are remote. In higher education, we can use the second- and third-level courses in a field as rough confirmations of learning at the introductory level. There is a sufficient lattice-work within disciplines to track traces of content from one point on the scaffolding to another. No, the traces inherent in second- and third-level courses in a field are not in themselves content standards, and nuance is expected from school to school, but there is a generalizeable quality to these content cues. In fact, the generalizeable portions of upper-division curricula are what one is likely to see on the Graduate Record Examination Board's subject matter examinations. This topic witnessed a surge of interest in the 1980s (for a paradigmatic analysis, see Oltman 1982), and is worth renewed exploration.

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Part VII
Concluding Messages

Compared to its predecessor, *Answers in the Tool Box*, the preponderance of the *Toolbox Revisited* story has been on the postsecondary side of the matriculation line. Implicitly, it calls on colleges, universities, and community colleges to be a great deal more interventionary in the precollegiate world, to be more self-reflective about the paths they offer from high school through their own territories. It also calls on them both to fortify their institutional research capacities and integrate them more intimately with academic advising and course scheduling. As noted above, we are witnessing measurable ferment on the high school side of the passage, and as the principles of the *No Child Left Behind* legislation move beyond grade 8, we will see more. The higher education sector cannot sleep through these changes.

To students as agents of their own futures

Beyond that fundamental banner of institutional fortification, there are three sets of messages impelled by both studies. The first set is for entering high school students who, when asked, blithely shrug that "of course I'm going to finish college."

1. Just because you say you will continue your education after high school and earn a college credential doesn't make it happen. Wishing doesn't do it; preparation does! So . . .

2. Take the challenging course work in high school, and don't let anyone scare you away from it. Funny thing about it, but you learn what you study, so if you take up these challenges, your test scores will inevitably be better (if you are worried about that). If you cannot find the challenge in the school's offerings, point out where it is available on-line, and see if you can get it that way. There are very respectable Web sites offering full courses in precalculus, introductory physics, humanities, music theory, and computer programming, for example.

3. Read like crazy! Expand your language space! Language is power! You will have a lot less trouble in understanding math problems, biology textbooks, or historical documents you locate on the Web. Chances are you won't be wasting precious credit hours on remedial courses in higher education.

4. If you don't see it now, you will see it in higher education: The world has gone quantitative: business (obviously), geography, criminal justice, history, allied health fields—a full range of disciplines and job tasks tells you why math requirements are not just some abstract school exercise. So come out of high school with more than Algebra 2, making sure to include math in your senior year course work, and when you enter higher education, put at least one college-level math course under your belt in the first year–no matter what your eventual major.

5. When you start to think seriously about postsecondary options, log on to college and community college Web sites and look not so much for what they tell you of how wonderful life is at Old Siwash, but what they *show* you of the kinds of assignments and examination questions given in major gateway courses you will probably take. If you do not see these indications of what to expect, push! Ask the schools for it! These assignments and questions are better than SAT or ACT preparation manuals in terms of what you need to complete degrees.

6. See if your nearest community college has a dual-enrollment agreement with your school system, allowing you to take significant general education or introductory occupational courses for credit while you are still in high school. Use a summer term or part of your senior year to take advantage, and aim to enter higher education with at least six credits earned this way—preferably more.

7. You are ultimately responsible for success in education. You are the principal actor. The power is yours. Seize the day—or lose it!

Given the story lines of *The Toolbox Revisited,* it is obvious that students are partners in their own education fate, and shouldn't wait around for someone else to do something to them or for them.

Public discourse, part 1: Dissonant data and their discontents

The second set of messages is for those who engage in public discourse on education in general, secondary-to-postsecondary transitions, and ultimately, degree completion rates (with all stops in-between). We have some problems here.

Foremost among these problems is the sheer volume of dissonant statistics that are thrown around about student progress, and all the labels of "at risk," "minimal college-qualified," and "failure" that get pasted to populations in the process. The "at risk" labeling default has gone so far as to turn students into "patients," whose "illnesses" must be diagnosed and followed up with early intervention, intensive intervention, and continuous intervention (Seidman 2005, p. 298) that may even continue after graduation—and for "a modest fee" (p. 299). The data dissonance and deficit language cloud perceptions and preclude constructive policy. We all have considerable cleaning up to do.

On any given day, the public will be offered a half-dozen different statistics on high school graduation rates, college-enrollment rates, college completion rates, grades, and time-to-degree. The data will appear in respectable academic journals in articles that were reviewed by peers who often are experts on statistical technique and (at best) novices on the data sources. Or they will appear in publications and on Web sites of respectable organizations, even though they were never reviewed by anyone outside the organization. Anything that appears between respectable

covers is taken as authoritative, and once it moves into the mainstream press and onto the home pages, we read the headlines but not the footnotes. Inference runs rampant.[54]

For any of these statistics, we never ask who is in the denominator: that is, who are we counting, and who are we not counting—and how? As a consequence, what often pours out are scare stories that make for good press and bad policy. The bad data-driven scare story, in fact, has become the preferred narrative. We are scared by stagnant high school graduation rates over a 30 year period during which the size of the grade cohorts declined significantly then expanded dramatically with the baby boom echo, and during which we witnessed increased immigration from countries with mandatory school attendance ages much lower than ours. By an alternative view, it's amazing we have maintained a stable high school graduation rate (the quality of high school curriculum aside). The same alternative view could be advanced with reference to rates of postsecondary credentialing: It's remarkable we are maintaining the same degree-granting rates in the face of significantly higher enrollments (unless, of course, we are awarding an excess of cheap degrees).

Dissonance by age and season: A plea for honest tracking

The source of many unnerving postsecondary stories is one of the most grievous errors in analyses of student progress: including in the denominator students who started their postsecondary careers at age 29, 36, or 47 along with the mass of students who entered the postsecondary universe at age 18 or 19. Common sense says that a 19-year-old and a 31-year-old are on completely different life trajectories, and the national data from the Beginning Postsecondary Students longitudinal studies back up the common sense. When the newspaper story uses the term, "college students," most adults think of their children, not their brother-in-law or their coworker. Community and four-year college administrators know the difference, and provide academic programs, scheduling and services for those different populations.

But what are they to do when the press and the news Web sites complain that nearly half of entering students do not return for their second year or that the graduation rate is *only* 50 percent (thus assuming everyone else is a dropout), and they are called before legislative committees and boards of trustees to explain? There is an enormous difference by age at entry to the postsecondary system in these measures, and an even greater distortion when one restricts the

[54]For example, consider the following statement in a respectable publication: "One of the key reasons that low income students have such low completion rates in postsecondary education is that many work long hours in order to be able to afford college. They struggle to balance work with part-time enrollment in college . . ." (Allen, Goldberger, and Steinberg 2004, p. 222). The data source for this assertion is the National Postsecondary Student Aid Study of 2000, a one-year snapshot that includes no "completion rate" data. Analyses of the NPSAS 2000 data files show that the statement does not reach the threshold of justification unless one divides the population by age bracket. At that point, one finds that, and among traditional-age students (presumably the group referenced by the scare), poor kids are no more likely to be working longer hours at their jobs than anyone else, though they are more likely to use their wages for education expenses. That, at least, is an honest statement—for a snapshot population. And it is not what we really would want to know.

definitions of what it means to "return to" or "graduate from" to those who started in the fall term, full-time, and who came back to or earned a degree from the same school. That denominator knocks out half of traditional-age students from the calculation, and denies the realities of geographic mobility that the Bureau of the Census—let alone NCES longitudinal studies—has documented for the 20-something population (Schachter 2004; Adelman 2005b). Policies designed to "retain" students who have already moved to another state or who are *de facto* ghosts by not being included in the retention denominator in the first place are, at best, wastes of energy.

What is *not* a waste of energy is the task of developing more universal and efficient student tracking systems, and recapturing the headlines from the mongers of scare. There are those who will not accept NCES national longitudinal studies on the grounds that they are samples (no matter how scientific the sampling design), that we can only afford to start one every six or 10 years, and then have to wait for people to age and accumulate academic history by which time, the grievance goes, "the data are old." Impatient to simulate instant longitudinal cohorts, they impute sequences of data from different sources and with denominators that include "projections," and produce shock data that cannot be validated by any sensible reference points, e.g., that only 18 percent of ninth-graders will earn an associate or bachelor's degree within the subsequent ten years (National Center for Public Policy and Higher Education 2004).[55]

But even the best of state tracking systems and the services of the independent National Student Clearinghouse information system that currently (2005) covers about 2900 institutions (and cites a burgeoning interest in including high schools in the universe), will not produce the wealth of information that a NELS:88/2000 or a Beginning Postsecondary Students study yield. This essay cannot recommend policy in these matters, but it can recommend creativity and cooperation, serious reading of the papers and reports from Florida's tracking system (e.g., Whitfield and Howat 1999; Goodman, Latham, Copa, and Wright 2001; Goodman, Copa, and Wright 2004; Johnson, Coles, and Thomas 2004), and reflection followed by activistic innovation, and will wager that the long-term results look better than the scare stories assume.

Public discourse, part 2: The language we use

Language does more than reflect reality—it creates reality as well. There are considerable problems with the language used in describing what happens to students in our education system, and our choice of terms sets boundaries and colors of reality. The boundaries and colors, in turn, condition the terms of policy. Let us illustrate with a few paired terms. These are contrary rhetorics, and this study frankly admits to taking sides in their contention. But it does so in order to urge a positive tone that, not so by-the-way, legislators, superintendents of schools, college presidents and other leaders would prefer to use. The language of leadership is a "can do" language, not a punitive rhetoric.

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[55]There has never been a national longitudinal study of ninth-graders. But we do have a national longitudinal study of eighth-graders—the NELS:88/2000—with transcripts, not imputations, projections, and dubious math. If we follow these eighth-graders, including high school dropouts, all the way through to age 26, ultimately 34 percent earned either an associate or bachelor's degree (see the full account offered in Appendix L, table L12). That percentage at least puts us in range of doing better. If we accept the putative (and utterly false) 18 percent, we risk abandoning all hope and effort.

"Attrition" versus "Persistence." When "attrition" is the governing term, we worry about students who (it appears) leave school or college, and seek explanations for departure that have included theories of organizational turnover (Bean 1983) and failures of academic and social integration (Tinto 1987). At the first sign of exit—even though the student may return—we turn to negativity. There has to be something wrong here, we say. The student was "at risk," the institution did not respond—we witness a cycle of blame.

When "persistence" is the governing term, we take our directions from students. What did they do that resulted in attainment? What structures of opportunity do we need to offer so that future students can follow the same paths? What do we think works? Can we test it out? This is a far more positive approach. This essay endorses it: Drop "attrition," embrace "persistence"!

"Retention" versus "Persistence." Institutions "retain"; students "persist." If our language is governed by "retention" all we see are institutions determined to hold on to students, keeping them in places that may be unproductive, at all costs, and for the sake of their public ratings. If our language follows student "persistence," on the other hand, we see those individuals making a series of rational choices that take advantage of the opportunities offered by institutions so as both to discover true interests and reach productive ends. Tinto would not object if the rhetoric of leaving an institution was turned into a saga of discovery. Students may go elsewhere; they may take extended time off from higher education; but ultimately they may judge the change as positive and not a result of failure (Tinto 1987, pp. 132–33). In the rhetoric of "retention," students are passive: Something is done to them, and that "something" assumes a deficit model. Under the rhetoric of "persistence" they are actors shaping their fate, with a model of success in mind. Wouldn't anyone rather have success?

"Pipelines" versus "Paths." As Bach et al. (2000) noted—and others have followed—there is no linear path to a degree, particularly for students who start out in community colleges. The default "pipeline" metaphor, used to describe presumably linear learning experiences and environmental sequences, is wholly inadequate to describe student behavior. Pipelines are unidirectional closed spaces, and under the "pipeline" metaphor students are passive creatures (as in "retention") swept along or dropping out of the space completely through leaks at the joints. But student behavior doesn't look like that at all: It moves in starts and stops, sideways, down one path to another and perhaps circling back. Liquids move in pipes; people don't.

At the high school level, for example, a student can acquire momentum in science through a combination of statistics and biology, on the one hand, or physics and calculus, on the other. These are different paths, but who is to say that, once in a four-year or community college, these students could not move in very different directions? The students entering a community college with the statistics and biology background thinking they were heading for further study in allied health fields could easily discover business and computer programming, and transfer to a four-year college to pursue an academic program in management information systems with both quantitative background and empirical habits of mind born of study in the life sciences. The paths to degrees offer many such intersections.

Under the "pipeline" metaphor, we look for easy (sometimes glib) causalities along a single line of explanation. "Paths," on the other hand, allow for multiple analyses and discoveries of tools that suggest (but do not predict) productive routes to education goals. This essay obviously endorses "paths."

Reiterations

Virtually all reviewers of drafts of this study recommended a concluding reiteration of its major themes and conclusions. Three configurations of themes and conclusions stand out in response:

First, there was a story about curriculum, the content of schooling, that was compelling in its secondary school dimensions in the original *Tool Box*, and is even more compelling now on both secondary and postsecondary stages. What you study, how much of it, how deeply, and how intensely has a great deal to do with degree completion. All of this is common sense, but requires equitable execution with emphasis on primary tools, which in this story means that:

- Secondary schools must provide maximum opportunity-to-learn, by which we mean not merely course titles, but course substance. If we seek better preparation for any kind of postsecondary education—occupational, professional or traditional arts and sciences—we have to ratchet up the challenge of content.

- Postsecondary institutions have got to be active players and reinforcers at the secondary school level—particularly in partnership with schools that are not providing or inspiring students—with opportunity to learn at those ratcheted-up levels of content. Pep talks, family visits, recruitment tours, and guidance in filling out application and financial aid forms are not enough.

- Indeed, the first year of postsecondary education has to begin in high school, if not by AP then by the growing dual enrollment movement or other, more structured current efforts (for examples, see Hughes, Karp, Fermin and Bailey 2005). If all traditional-age students entered college or community college with a minimum of 6 credits of "real stuff," not fluff, their adaptation in the critical first year will not be short-circuited by either poor placement or credit overload.

Second, this curriculum story, joined by nuances of attendance patterns that turn out to have significant leverage, continues into higher education. These features of the saga of degree completion are rarely attended to, and all provide tools to enhance completion rates.

- It's not merely getting beyond Algebra 2 in high school any more: The world demands advanced quantitative literacy, and no matter what a student's postsecondary field of study—from occupationally-oriented programs through traditional liberal arts— more than a ceremonial visit to college-level mathematics is called for.

- Academic advisers and counselors have to target every first-time student for at least 20 additive credits by the end of the first calendar year of enrollment. We saw the same consequences in the original *Tool Box*, though now we understand better that the chances of making up for anything less than 20 credits diminish rapidly in the second year. Community colleges have some special challenges here, given increasing rates of transfer among traditional-age students. With 6 credits of dual-enrollment course work, even part-time students can reach 20 credits in the first calendar year, and community colleges enroll the bulk of traditional-age part-time students.

- Excessive no-penalty withdrawals and no-credit repeats appear to do irreparable damage to the chances of completing degrees. This phenomenon was also observed in the original *Tool Box*. Twice advised, institutions might think very seriously about tightening up, with bonuses of increased access and lower time-to-degree.

- More than incidental use of summer terms has proven to be a degree-completion lever with convincing fulcrum. It's part of the calendar-year frame in which students are increasingly participating. Four-year and community colleges can entice students into fuller use of summer terms with creative scheduling.

Third, in contrast to their treatment in the mass of literature on academic progress, students are explicit, rather than implicit, in *The Toolbox Revisited.* They are respected adults playing large roles in their own destinies. What we call "variables" are not bloodless abstractions: they are signs of what students do; and our messages are about where and when the green lights and caution lights will flash along the paths toward degrees. While we trust that school and college actions will not leave them behind, they have equal responsibilities.

Legacy

These are limited beginnings of change in the terms of the enterprise with which any reader of this document is concerned. They are honest terms and do not pretend to predict, rather help us draw a background tapestry against which we can judge just how well we are doing for our children as they cross the cusp of adulthood. The terms derive from the story; the story derives from the wisdom of the U.S. Department of Education in establishing and maintaining its longitudinal studies; and our subsequent discussions and enlightenment derive from the leadership of the National Center for Education Statistics in executing those studies and providing us with archives of information that are the envy of other nations. All of this constitutes an unmatchable legacy.

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APPENDIX A

Changes in Demography, Geo-Demography, and Postsecondary Entry From the High School & Beyond/Sophomores to the NELS:88/2000

Table A1. Contrasts in the percentage distributions of selected demographic backgrounds, postsecondary plans, and postsecondary entry behavior of 1982 and 1992 12th-graders

	1982 (HS&B/So)	1992 (NELS:88/2000)
Parents' highest level of education		
Less than high school graduate	12.2 (0.47)	8.1 (0.59)
High school graduate	32.4 (0.66)	19.5 (0.79)
Some postsecondary	29.8 (0.58)	41.2 (0.92)
Bachelor's degree	12.7 (0.45)	17.0 (0.71)
Graduate or first professional	12.9 (0.55)	14.2 (0.74)
Race/ethnicity		
White	77.5 (0.77)	72.2 (1.32)
African-American	12.6 (0.63)	12.0 (0.96)
Latino	7.1 (0.33)	10.1 (0.89)
Asian	1.5 (0.16)	4.3 (0.37)
American Indian	1.3 (0.19)	1.5 (0.43)
Proportion of same race in childhood neighborhood		
10 percent or less	4.5 (0.26)	6.3 (0.43)
11–50 percent	8.4 (0.43)	11.7 (0.63)
51–85 percent	16.8 (0.59)	24.1 (0.82)
More than 85 percent	70.3 (0.83)	57.9 (1.13)
Proportion from second language backgrounds		
All 12th-graders	5.5 (0.30)	9.4 (0.84)
White	1.8 (0.19)	2.0 (0.29)
African-American	1.2 (0.29)	3.1 (1.41)
Latino	40.5 (2.18)	50.9 (3.12)
Asian	55.1 (4.11)	48.0 (3.48)
American Indian	17.9 (5.12)	28.5 (16.7)

See notes at end of table.

Table A1. Contrasts in the percentage distributions of selected demographic backgrounds, postsecondary plans, and postsecondary entry behavior of 1982 and 1992 12th-graders—continued

	1982 (HS& B/So)	1992 (NELS:88/2000)
Became parent by age 20	9.0 (0.41)	10.8 (0.65)
Urbanicity of high school community		
Urban	20.2 (1.26)	28.3 (1.53)
Suburban	49.3 (1.55)	40.9 (1.72)
Rural	30.6 (1.31)	30.8 (1.66)
Census division of high school		
New England	6.7 (0.61)	4.6 (0.80)
Mid-Atlantic	16.7 (0.57)	14.6 (1.01)
East North Central	20.6 (0.60)	17.4 (0.84)
West North Central	7.9 (0.41)	8.5 (0.56)
South Atlantic	16.1 (0.62)	17.1 (0.90)
East South Central	5.3 (0.20)	6.6 (0.52)
West South Central	10.1 (0.51)	11.5 (0.70)
Mountain	4.8 (0.31)	6.3 (0.59)
Pacific	11.8 (0.55)	13.3 (0.78)
Highest level of education planned		
High school or less	19.5 (0.60)	5.9 (0.52)
Postsecondary vocational	23.9 (0.58)	12.0 (0.76)
2+ years of college	15.7 (0.46)	14.2 (0.64)
Bachelor's degree	22.6 (0.53)	35.5 (0.81)
Graduate degree	18.3 (0.53)	32.6 (0.90)
Entered postsecondary education within 8.5 years[a] of scheduled high school graduation	59.0 (0.67)	77.3 (0.87)
Of those who continued to postsecondary, entered within 7 months of high school graduation[b]	77.1 (0.74)	82.6 (0.82)

[a] 8.5 years is the maximum time between the modal high school graduation date and the concluding date for the longitudinal study for the NELS:88/2000, that is, June 1992 through December 2000. The HSB/So is cut to match.
[b] See definition of "no delay" in the glossary, p. 186.
NOTES: Where applicable, columns may not add to 100.0 percent due to rounding. Standard errors are in parentheses. Weighted Ns: High School & Beyond/Sophomores = 3.3M; NELS:88/2000 = 2.6M.
SOURCES: National Center for Education Statistics: High School & Beyond/Sophomore cohort (NCES 2000-194) and NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

APPENDIX B

Principal Features of the NCES Grade-cohort Longitudinal Studies

There are four grade-cohort longitudinal studies designed and conducted by the National Center for Education Statistics. Three of these have been completed:

- National Longitudinal Study of the High School Class of 1972 (NLS-72), started with a cohort of seniors in the spring of 1972, concluded in 1986;
- High School and Beyond, with a cohort of seniors in 1980, concluded in 1986, and another cohort of sophomores in 1980 (HS&B), concluded in 1993; and
- National Education Longitudinal Study of 1988, initiated with an eighth-grade class in 1988 (NELS:88), concluded in 2000.

The data from these studies are available in both public release and restricted (license required) form on CD-ROM, with electronic code books (ECBs) listing all variables, with descriptions and distributions.

The fourth, the Education Longitudinal Study of 2002 (ELS:2002), starting with a sample of 20,000 10th-grade students in the spring of 2002, is in progress.

Curtin, Ingels, Wu, and Heuer (2002) offer a figure with a temporal presentation of the four longitudinal studies,[56] highlighting their component and comparison points. Each of the studies begins with a national probability sample involving a stratified sample of schools and a random sample of students within the target grade in those schools. Schools in minority communities are over-sampled. In some cases, the samples are refreshed at later points in the longitudinal study (NELS:88 in 1990 and 1992)[57] and, in some cases, augmented at a later point (NLS-72 in 1973).

Each of these longitudinal studies includes a great deal more information than what is used in *The Toolbox Revisited.* Not all of them are comparable in terms of the depth with which various topics are explored. The surveys of the NLS-72 were focused wholly on students, whereas those

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[56]Curtin, T.R., Ingels, S.J., Wu, S., and Heuer, R (2002). *National Education Longitudinal Study of 1988: Base-Year to Fourth Follow-up Data File User's Manual* (NCES 2003-323). Washington, DC: U.S. Department of Education, National Center for Education Statistics (http://nces.ed.gov/pubs2002/2002323.pdf, p.3).

[57]As Lucas and Berends (2002) remind us, the high schools attended by students in the NELS study are not a true representative sample. The reason stems from the decision to begin the longitudinal study in the eighth grade. When students move into high schools from the eighth grade (or, in some districts, from the ninth grade), it is impossible for the sampling framework to be based on high schools. Roughly 1,000 middle schools and junior high schools became 4,000 high schools by grade 10, and there was no way to follow the students into all 4,000 of those schools. So the NELS sample was refreshed in 10th and 12th grades to reflect the total enrolled population in those years (Ingels et al. 1994), and , by necessity, the refreshing was based in the high schools in which the vast majority of the existing NELS cohort students were enrolled.

of the subsequent longitudinal studies included parents, teachers, and secondary school administrators. The cognitive tests administered in the 12th grade to the NLS-72 cohort were administered in the 10th and 12th grades to subsequent cohorts, thus enabling measures of intellectual growth. High school course-taking for the NLS-72 was summarized and reported by the school, whereas for the HS&B/Sophomore cohort and NELS:88/2000 high school course-taking was derived directly from transcripts. And the postsecondary transcripts for the NELS:88/2000 were used to fill in missing information from the high school transcripts in that cohort. Labor market histories were far more detailed in the NLS-72 and HS&B/Sophomore cohort than they were for the NELS:88/2000. Military records exist for the NLS-72 but not for any subsequent study. Student financial aid information included an unobtrusive Pell Grant file for the HS&B/Sophomore cohort, and that for the NELS:88/2000 included data from the National Student Loan Data System (though this file requires more cleaning and reconstruction in order to be truly helpful).[58]

Lastly, the shift from paper-and-pencil survey response forms to computer-assisted telephone interviews (CATI) in the1990s constricted the range of questions asked (e.g., there was no time to ask students about reasons for changing majors, reasons for transferring from one college to another, and degrees of satisfaction with different aspects of postsecondary experience), whereas the NLS-72 paper survey forms covered these topics in some depth.

Nonetheless, the archives of these data sets are the richest we have to explore the nature of secondary and postsecondary education and its consequences in the early adult life histories of Americans over the past 30 years.

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[58]See the brief discussion of financial aid data in the NELS:88/2000 in Adelman, C. *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972-2000.* Washington, DC: U.S. Department of Education, 2004, p. 98.

APPENDIX C

Differences Between the High School & Beyond/Sophomore Cohort and NELS:88/2000 High School Record Variables, and Limited Imputation Procedures for the NELS:88/2000

The principal portions of the data sets in question are secondary school transcripts and allied information derived from survey questionnaires and computer assisted telephone interviews (CATI). The secondary school transcripts were collected and coded by the same contractor for both data sets, but the returns were very different. The High School & Beyond/Sophomore cohort began with a stratified national sample of secondary schools, all of which agreed to participate in the project and provide transcripts, access to teachers and administrators. The NELS:88/2000 began with a national stratified sample of schools with eighth grades, all of which agreed to participate in the project and provide appropriate information. As noted above in Appendix B, when students moved into high schools, the NELS sample was refreshed in10th and 12th grades to reflect the total enrolled population in those years (Ingels et al. 1998), and, by necessity, the refreshing was based in the high schools in which the vast majority of the existing NELS cohort students were enrolled. The analysis file created for this study includes the12th grade refreshed sample, but some of the high schools that were not part of the original stratified sample did not provide transcripts.

At the postsecondary level, on the other hand, the transcript return rate increased from 89 percent for the HS&B/So to 93 percent for the NELS:88/2000 (Curtin, Ingels, Wu, and Heuer 2002), and the proportion of postsecondary participants with complete records increased from 88 to 97 percent.

Editorial processes

The postsecondary transcript-based versions of both data sets were edited by the same person (the author of this study), and with the same rules, a feature that increases reliability at the price of intra-coder bias. If one thinks of two sets of archival documents: secondary and postsecondary transcripts for two cohorts, i.e., four data files, in only one did the editor actually see the paper documents submitted by institutions, namely, the postsecondary transcript files of the NELS. These artifacts contained information that allowed corrections and fill-ins for missing information on the secondary school transcript files, e.g., state location of high school, high school graduation date, high school diploma type, Advanced Placement course credits (by examination), and SAT and ACT test scores. Hence, the presentation of secondary school transcripts on the restricted file with the postsecondary transcript data (NCES CD#2003-402) is more accurate than it is on earlier NELS restricted files. After a year of use, a supplement to NCES 2003-402 was issued in June 2004, containing further refinement of both high school and college transcript-derived variables, in addition to new derived variables.

Missing data and limited imputation

The analysis files for both this study and *Answers in the Tool Box* used high school transcripts with complete records for at least grades 10–12. But the NELS:88/2000 transcript data, as well as test score data, fell short of the HS&Beyond/So coverage, even after preparation of the 2004 Supplement to the original NELS Postsecondary Files that included the second round of corrections and fill-ins of missing information on the high school transcripts.

Table C1. Unweighted percentage of 1982 and 1992 12th-graders missing precollegiate academic performance data

	HS&B/So	NELS:88/2000	After Supplement
Performance variables			
Curriculum measure	18%	14%	14%
Class rank/GPA	13	20	17
Senior test score	9	14	14
One or more measures	**18**	**24**	**21**

SOURCES: High School & Beyond/Sophomore cohort (NCES #2000-194); NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Class rank/GPA, the combined high school class rank/grade point average quintile, is the major problem in the comparison displayed in table C1. In both data sets this variable (called "CLSSRNKQ" for programming purposes) was constructed in the same way, but the input data initially yielded a far smaller universe for the NELS than was the case for the HS&B/So.

The construction of this variable begins with class rank, expressed as a percentile, for students whose high school graduating classes are greater than 10. Class rank was chosen for the base reference because it overrides variability in local grading practices. Not all high schools compute class rank, so for a significant percentage of students, this datum is missing. For these missing cases (as well as for the students from very small high schools), the variable construction turns to high school grade point average (where available, and only for students with three years or more of course work in all high schools attended). In both data sets, all known cases of high school GPA were weighted and set out in quintiles. The missing cases of class rank, by quintile, were then substituted by the GPA quintile (the correlation between the two quintile scales was .84).

However, there are two significant differences in data input between the HS&B/So and the NELS:88/2000. First, the HS&B/So grade point average was for academic courses only, whereas in the NELS, the GPA applied to all courses. Second, by the time of the NELS histories, some high schools evidently were indicating neither class rank nor cumulative GPA of

any kind on transcripts (either that or the original data entry for the NELS high school transcripts did not compute GPA). While 13 percent of the HS&B/So students were missing the combined CLSRANKQ variable, half again of that proportion (20 percent) of the NELS students lacked a CLSSRNKQ value (see Glossary for further details and citations).

This difference would have serious consequences in the replication of the original *Tool Box* hypotheses. The universe of NELS students with positive CLSSRNKQ values was initially smaller than those for the curriculum variable (HSCURRQ) and senior year test score (SRTSQUIN). Since the multivariate analyses of both *Tool Box* studies depend on positive values for all three variables, the composite variable built from a partition of the three would overestimate the value of CLSSRNKQ at the expense of the other two components. In preparing the analysis file for this study, plausible values for missing cases of CLSSRNKQ were imputed when values for both curriculum quintile (HSCURRQ) and test score quintile (SRTSQUIN) were positive and equal, e.g., both were in the third quintile. In these cases, CLSSRNKQ was assigned the same value as the other two variables. The impact of this imputation strategy lowered the unweighted missing cases of CLSSRNKQ from 20 to 17 percent, and the unweighted cases of NELS:88/2000 students missing one or more of the high school performance variables from 24 to 21 percent (see table C1).

Bias and potential imputation.

Even after this revision, a problem remained, and a multiple imputation procedure was followed (Herzog and Rubin 1983). In the original edited version of the NELS high school transcript data that appears on NCES data CD 2003-402 (March 2003), and modified by its June 2004 supplement, some 17.3 percent of the students were missing CLSSRNKQ, 13.8 percent were missing HSCURRQ, and 13.5 percent were missing SRTSQUIN. Under NCES statistical standards, CLSSRNKQ would have to be evaluated, since the proportion of students with non-missing values was less than 85 percent.[59]

The formula used to determine the nonresponse (i.e., missing) bias in these three variables was:

> A*(b-c) where A is the percent of students missing data, b is the percent of those missing data who did NOT earn a bachelor's degree, and c is the percent of those not missing data who did not earn a bachelor's degree.

To obtain the relative bias with respect to the estimate, the result of this formula is divided by b.

The initial nonresponse bias rates for the three variables were:

	Bias	Relative bias
HSCURRQ	0.015	0.021
CLSSRNKQ	0.034	0.049
SRTSQUIN	0.039	0.048

[59]See NCES 2002b.

In other words, for example, if the estimate for the curriculum variable was based only on those with positive values, it would overestimate the percent who did not earn bachelor's degrees by 2 percent. These are all small biases, and would not threaten tests of statistical significance. But the missing cases were less than random: Students who never entered postsecondary education by age 26 or 27 were overrepresented, and those who never graduated from high school or who were still enrolled in high school after the scheduled graduation of the class in 1992 would not show complete transcript records in1992.

In order to increase the number of students with positive and plausible values for all three components of the Academic Resources variable, another limited imputation was undertaken, focused on class rank/GPA. The first question identified, of all students who were in the 12th grade in 1992 and for whom the file showed positive values for both the curriculum (HSCURRQ) and test score (SRTSQUIN) variables:

1) those who also showed a positive quintile value for class rank/GPA (CLSSRNKQ), and were in the *same quintile* on all three measures.	16.6%
2) those who were in the same quintile on both curriculum and test score measures, also had a positive quintile value for class rank/GPA, but the rank of this quintile differed from the others by $\pm$ 1.	13.4
3) those who were in the same quintile on both curriculum and test score measures, but were missing class rank/GPA.	2.7
4) those who were missing class rank/GPA, and whose quintile positions on curriculum and test score measures differed by 1.	2.5
5) those who were in the same quintile on both curriculum and test score measures, also had a positive quintile value for class rank/GPA, but the rank of this quintile differed from the others by > 1.	5.8
6) those who were not in the same quintile on both curriculum and test score measures, whether or not class rank/GPA was missing.	59.0

The focus of imputation was on those members of groups 3 and 4 whose high school transcripts registered 12 or more academic Carnegie units. This small group was then examined for *prima facie* anomalies in variables such as postsecondary attendance, selectivity of first institution of attendance (if any), and postsecondary remedial work. There were none. An algorithm was then developed that assigned a value to CLSSRNKQ, as follows: (1) where HSCURREV = SRTSQUIN, the class rank/GPA quintile was assigned the same value; (2) where the difference between HSCURREV and SRTSQUIN was $\pm$1, CLSSRNKQ was assigned the lower value in half the cases, and the higher value in the other half.

The result reduced the proportion of missing ("nonresponse") cases of CLSSRNKQ from 17.3 to 15.8 percent. The nonresponse bias rates improved as follows:

	Before imputation	After imputation
Bias rate	0.034	0.019
Relative bias	0.049	0.026

The consequent reconstruction of Academic Resources

The proportion of students with non-missing values for all three components of the Academic Resources index rose from 70 to 72 percent as a result of the imputation described above. However small the increase, it required a recalculation of the comparative weights of the three components of Academic Resources, in the following steps:

a) A logistic regression was run with bachelor's degree attainment as the dependent variable, the three components as independent variables, and a universe limited to1992 12th-graders. The ratios of the standardized beta coefficients for each of the independent variables produce the weights for each variable in the composite. The changes between the earlier version of these weightings and the post-imputation version are small, but required, as table C2 shows.

Table C2. Differences in ratios of standardized betas for the three components of the Academic Resources composite, before and after limited imputation of missing class rank/GPA data for 1992 12th-graders

	Partition weight	
Component of Academic Resources	Before imputation	After imputation
Curriculum	41.9	42.4
Class rank/GPA	32.9	32.5
Senior-year test score	25.2	25.1

SOURCE: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

b) Each of the three components is then multiplied by its weight brought forward from the logistic model. So, for example, a student in the third quintile of HSCURRQ is credited with 1.272 points (3*0.424). The points are added, then weighted by the enhanced NELS high school transcript weight for those in the 12th grade in 1992 (F4F2HWT), then set out in quintiles of Academic Resources. The difference in distributions of the values of Academic Resources, before and after imputation, are indicated in table C3.

Table C3. Differences in distribution of 1992 12th-graders across the values of the Academic Resources composite variable, before and after limited imputation of missing class rank/GPA data

	Percent distribution of students	
Values of Academic Resources	Before imputation	After imputation
Missing	29.9	27.9
Highest quintile	14.3	14.6
2nd quintile	13.3	14.3
3rd quintile	14.2	14.7
4th quintile	13.9	13.6
Lowest quintile	14.3	14.9

SOURCE: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

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APPENDIX D

Technical Issues

Accuracy of estimates and standard errors

There are different kinds of statistics in *The Toolbox Revisited*, and all of them are estimates derived from student samples. Two kinds of error occur when samples are at issue: errors in sampling itself, particularly when relatively small subpopulations (for example, American Indians) are involved; and nonsampling errors. Even in surveys as large as the three grade-cohort longitudinal studies used in this monograph, sampling errors can affect estimates of statistical significance.

Non-sampling errors are more serious. A good example of a non-sampling error would be the fact that transcripts are missing for some students in all three grade-cohort studies. The transcripts are missing either because the student did not tell the interviewer that he or she attended the school (and there were no transfer credits on another transcript to identify the school); the school refused to send the transcript; the school could not find the transcript; the information sent by the school was not really a transcript; or while the student may have enrolled at the school he or she never registered for courses and did not generate a record. In this case, we can mitigate the effect of missing transcripts by differential weighting of the population, and, indeed, for both the High School and Beyond/Sophomore and NELS:88/2000 files, the analyst is given a choice of weights, one of which is confined to students with complete records (see the discussion of weights and flags below). Weighting, though, will not address the panoply of nonsampling errors.

The effects of sampling and non-sampling errors ripple through databases. To judge the accuracy of any analysis, one needs to explicate and judge these effects. When the unit of analysis is the student, this is a straightforward issue because the original samples in the longitudinal studies consisted of students. For example, when questions are asked about the proportion of students who earned credits in an aggregate category of courses (e.g., table 21), the questions are about nonrepetitive behaviors of the students who were sampled. The descriptive comparisons in *The Toolbox Revisited* dealing with non-repetitive student behaviors require invocation of the Students'*t* statistic to determine whether the difference between two independent estimates is significant. The formula for computing Students' *t* values is:

$$t = \bullet \bullet \frac{(P_1 - P_2)}{(se_1^2 + se_2^2)}$$

where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are the corresponding standard errors. In this case, if $t \geq 1.96$, one has a statistically significant difference at $p < .05$, a standard marker. For the judgments of statistical significance in all cross-tabulations in this document, an Excel template developed by MPR Associates for the production of reports to the National Center for Education Statistics, was used.

The formula becomes more complex, however, for multiple comparisons among categories of an independent variable such as race/ethnicity. For multiple comparisons, the critical value for *t* rises depending on the number of comparisons that can be made in the family of the independent

variable. For race/ethnicity presented in five categories, there are10 possible comparisons, so the significance level of each test must be $p \leq .05/10$ or $p \leq .005$. To determine the significance level of t values in any comparison of means or proportions, the result should be matched against standard published tables of significance levels for two-tailed hypothesis testing.

When estimates are not independent, a covariance term must be added to the Students' t formula

$$t = \bullet\bullet \frac{(P_1 - P_2)}{(se_1^2 + se_2^2) - 2(r)se_1se_2}$$

where r is the correlation between the two estimates. The determination of correlations requires a statistical software package, such as SAS or SPSS, and the invocation of proper weights for the comparison.

Because none of the longitudinal studies invoked in *The Toolbox Revisited* was based on a simple random sample of students, the technique for estimating sampling error involves a more complex approach known as the Taylor series method. To produce Taylor series standard errors, the estimates presented used AM, a program developed by Jon Cohen and associates at the American Institutes for Research under contract to the National Center for Education Statistics.

Flags and weights

Each of the grade-cohort studies used in this monograph carries a complex set of flags and weights to mark the populations for which estimates are to be generated. The selection of these flags and weights is very important for both the accuracy and meaningfulness of estimates.

For the postsecondary transcript sample of the High School and Beyond/Sophomore cohort (HS&B/So), the process was somewhat complex. Using the weights for the first follow-up survey (1982, the scheduled 12th-grade year for this cohort), three postsecondary transcript weights were developed. The first was based on a ratio of the sum of weights for all students in the 1982 panel who subsequently (in surveys of 1984, 1986 or 1992) claimed to have attended a postsecondary institution to the sum of weights for those for whom a transcript validating the claim was subsequently received. The ratio was then modified by factors derived from the stratification cells in the 1982 survey design to create multipliers that were applied to the raw weights for the students for whom transcripts were received or for whom postsecondary attendance was imputed from survey storylines. This is a generous formulation for all likely postsecondary participants.

The second High School and Beyond/Sophomore weight involved the same procedure as the first but a more restrictive ratio applied to those students for whom a true postsecondary transcript was received. These students are more than "likely" participants; they are "known participants." The third weight followed the same procedure as the second, but confined the population to only those students with complete postsecondary records (i.e., no missing transcripts). This weight is used in analyses of credit production and grades, since complete records are necessary for the analysis of both these features of student academic history. These weights are labeled PSEWT1, PSEWT2, and PSEWT3, respectively.

To accompany these weights for the comparisons that hold the population to students who were in the 12th grade in 1982, a special flag, SENRFLAG, was constructed from variables in the HS&B/So that described student status in 1982. Using the given flag for participation in the 1982 cohort sample would be insufficient and not wholly accurate because not all students were in the 12th grade in 1982, e.g., students who graduated early from high school in 1981. But there were also students who were labeled "early graduates" on the data set (and thus candidates for exclusion from a 12th-grade flag) whose high school graduation date was listed as 1982. Early graduates were excluded, and erroneously labeled "early graduates" were included in the population with SENRFLAG = 1. If these students were not participants in the 1982 panel (even if postsecondary transcripts were received) their weight = 0. Using the 1982 panel weight alone without this flag will not produce an accurate universe of 1982 12th-graders.

For all calculations of HS&B/So data in this document, SENRFLAG = 1, and the appropriate PSE weight invoked.

The weights and flags for the NELS:88/2000 are more complex, still, because the cohort, established in the eighth grade, was "refreshed" twice: first, to be representative of the census of 10th-graders in 1990, and second, to be representative of the census of 12th-graders in 1992. The weights deriving from the 1992 12th-grade refreshing are at the core of weights subsequently developed for the postsecondary transcript sample. The same three postsecondary weight types developed for the High School and Beyond/Sophomores were employed here, but in combination with the 12th-grade (second follow-up survey, or F2) weight and the student's presence in the final (2000) survey panel, F4. In addition, a set of weights based on the NELS high school transcripts in combination with the three postsecondary weight types also was developed when questions arise concerning the relationship between secondary school variables derived from high school transcripts and postsecondary variables derived from postsecondary transcripts.

The most frequently used NELS:88/2000 weights in *The Toolbox Revisited* are:

F4F2P2WT	For all known postsecondary participants who were 12th-graders in 1992.
F4F2HP3W	For all postsecondary participants with complete records who were 12th-graders in 1992 and for whom high school transcripts are also part of the file.
F4F2P3WT	For all postsecondary participants with complete records who were 12th-graders in 1992.

As in the case of the High School and Beyond/Sophomore cohort, a special flag was developed for 12th-graders in 1992. The existing flag on the NELS:88/2000 files excluded over 250 students who, in fact, were awarded high school diplomas in the spring of 1992 and who carry positive weights for the panel (the descriptive windows of the Electronic Code Book for the fourth follow up survey of 2000 offer no reasons or clues for this anomaly). These students are included in the flag, GRADE12A, used in this monograph.

The weighted Ns for samples used in a table are provided in the notes to the tables. Even if the same weight and flag is used on two tables, the weighted Ns may differ slightly because missing values in a particular variable are excluded from the calculations.

Multivariate analyses

For all multivariate analyses in this monograph, special procedures were employed in accordance with the complex sampling designs of NCES longitudinal studies. These procedures are in the spirit, though not exactly to the letter, of those discussed and recommended by Thomas and Heck (2001). Thomas and Heck recommended alternative ways of producing both regression models and their adjusted standard errors in a single step, as opposed to the two-stage procedure used in this study. The reader should be aware that the software employed in this study, AM, correctly estimates standard errors associated with complex, cluster samples.

For any model, an adjusted weight based on the population with non-missing values on all variables in the model was calculated, in the following steps:

1. A weight appropriate to the question was selected. For example, for determinants of transfer from a community college to a four-year college, the weight for NELS students with received postsecondary transcripts, F4F2P2WT, was chosen.
2. A simple tabulation of the dependent variable was then run for students who evidenced positive (non-missing) values for all variables in the model. Call this universe A. The selected weight was invoked.
3. The log of the program for step 2 produces both unweighted and weighted Ns for universe A.
4. The selected weight is then adjusted by what Thomas and Heck (2001) refer to as NORMWT, i.e., the weighted N / unweighted N of universe A.
5. The selected weight is then multiplied by the NORMWT, thus adjusting the effective sample size.
6. The example would look as follows:

   F4F2P2WT / (f4f2p2wtA / unweighted N for A configuration of variables)

7. The result becomes a variable in its own right, a weight with a name, e.g., COREWT1.

A root design effect (DEFT) reflects the effect of departures from simple random sampling, and in the methodology reports for the NELS:88/2000, is calculated for sub-populations on each of a selection of variables (Haggerty et al. 1996; Curtin, Ingels, Wu, and Heuer 2002). For any logistic model in *The Toolbox Revisited*, a DEFT based on the population with non-missing values on all variables in the model was calculated in order to adjust the standard errors produced by statistical packages such as SAS (used in the production of this study). The DEFT is calculated in three steps:

1. The requisite data for a simple standard error are produced by the same equation used for NORMWT, and set out as follows:

$$\sqrt{\frac{p(1-p)}{N}} = \text{s.e.}$$

2. A matching Taylor series standard error is produced by AM software with the same dependent variable and equation, with the population filtered by positive (non-missing) values for the same variables used in the equation in step 1. The Taylor series s.e. takes into account both stratum and primary sampling unit in combination with the weight selected, hence accounting for the complex sampling design.

3. The DEFT = Taylor Series s.e. / simple s.e.

Every discrete multivariate analysis has a unique DEFT. The DEFTs for the NELS:88/2000 are rather substantial, e.g., 1.83, reflecting not only the original sampling design in 1988 but also the successive "refreshings" of the sample in 1990 and (for the analyses in this monograph) in 1992.[60] They are used to adjust the standard errors in the multivariate analyses, and hence reduce the likelihood of overestimating the effects of independent variables. The effect of the DEFT also is reflected in the production of the *F* and *t* statistics, for which the formulas used are:

$$\left(\frac{\beta}{\text{s.e.} \times \text{DEFT}}\right)^2 = F$$

and

$$\sqrt{\frac{F}{\text{DEFT}^2}} = t$$

In the logistic models employed in *The Toolbox Revisited*, the level of significance of the *t* statistic—*p*—for a two-tailed test is determined by reference to a standard table of critical values of *t* that can be found in any statistics textbook.

Collinearity data

This study includes Appendix J with tolerance statistics for collinearity for all the logistic model tables in order to assure the reader that the independent variables included in the models do not exhibit a nearly perfect linear relationship, in other words, that they do not overlap to such an extent that analysis of each variable, taken singly, is impossible. There are sometimes situations in which one variable is part of the definition of another, e.g., family income in relationship to

[60]Curtin, Ingels, Wu, and Heuer (2002) report the mean DEFT for all students in the fourth follow-up (2000) survey of the NELS as 1.954 (p. 209). The range of DEFTs in *The Toolbox Revisited* is 1.76 to 2.19.

socioeconomic status or multi-institutional attendance in relation to transfer. In cases such as these, collinearity statistics are produced as by-products of Ordinary Least Squares regressions for the variables in the logistic models.

Of these by-products, tolerance is the statistic of choice: It measures how well one independent variable can be predicted by other independent variables in the model, and is equal to $1-R^2$ for that variable. Ideally one would want this predictive relationship to be close to 1. The literature (e.g., Belsley, Kun, and Welsch 1980) suggests that there are no hard and fast rules for determining collinearity using either tolerance or its inverse, variance inflation, but that, in general, a tolerance reading of .20 or less evidences collinearity problems. This study adopted a tolerance threshold of 0.50, i.e., any reading above that threshold indicates no serious collinearity problem. Any indication below that point required further investigation of the independent variable(s) in question through correlation matrices. If the variables in question were part of the constructs of other variables, a choice was made as to which variable would be dropped. Dropping independent variables is one of the recommended options when potential multicollinearity arises (Knight 2004).

APPENDIX E

Populations Included and Excluded From the Study Universe

The population subject to analysis in *The Toolbox Revisited* consisted of 1992 12th-graders who subsequently attended a four-year college at any time through December 2000, who earned their high school diploma by December 1996, who presented complete high school transcript records and a senior year test score, whose postsecondary records were complete, and whose socioeconomic status was known. But there are other students who participated in the 1992 NELS:88/2000 survey and who subsequently attended a four-year college at some time who are not part of this population principally because (a) one or more of these data elements were missing or (b) because they were not in the 12th grade in 1992.

It is natural to ask about the demographic characteristics of the students who are excluded from the analysis because they are missing data or because they were not in the 12th grade in 1992, compared with the demographic characteristics of the students who *are* included. In order to compare distributions of this comparative demography, we include all 1992 survey participants.

Considering those who attended a four-year college at some time but were nonparticipants because one or more of the key data elements were missing, key contrasts include:

- A higher proportion of minority students than white students;
- A higher proportion of students who were 20 years old or older in 1992 than those who were less than 20 years old;
- A higher proportion of students from the lowest third of family income distribution than those from higher income levels;
- A higher proportion of first-generation students than those whose parents had either some college or who had earned at least a bachelor's degree;
- A higher proportion of nonnative speakers of English than those from English monolingual backgrounds;
- A higher proportion of those with three or more siblings than those who were either only children or had one or two siblings;
- A higher proportion of those who became parents by age 20 than those who did not;
- A higher proportion of those who had been retained in grade at least once than those who were never held back; and
- A higher proportion of those who came from high schools in urban areas than those from suburban or rural areas.

Some 60 percent of this group was missing only one of the key data elements, but it was a very important one: a high school transcript.

Of nonparticipants because they were not in the 12th grade in 1992, we notice distinctively higher proportions by age (20 years or older), origin in a second language household (though not among nonnative speakers of English), and parental status, and among those who had been retained in grade and those who earned General Education Diplomas.

Table E1. Percentage distribution of participants in the 1992 survey of the NELS:88/2000 by participation status in *The Toolbox Revisited* universe, by demographic and schooling background characteristics

Characteristics	Participants in the universe of this study	Nonparticipants[a] who were 12th-graders in 1992	Nonparticipants[a] who were *not* 12th-graders in 1992
All students	77.8 (1.11)	20.6 (1.05)	1.6 (0.33)
By gender			
Male	76.5 (1.57)	21.3 (1.46)	2.2 (0.57)
Female	79.2 (1.35)	19.8 (1.34)	1.0 (0.22)
By race/ethnicity			
White	81.1 (1.08)	18.0 (1.07)	0.9 (0.20)
African-American	64.3 (4.44)	30.0 (4.04)	5.7 (2.72)
Latino	66.2 (4.11)	29.6 (3.99)	4.2 (1.19)
Asian	73.2 (5.09)	26.6 (5.09)	0.1 (0.09)
American Indian	53.6 (12.8)	43.1 (13.0)	2.4 (2.30)
By age in 1992			
Missing	48.5 (9.15)	51.5 (9.15)	#
20 or older	41.6 (8.56)	47.9 (9.52)	10.4 (4.86)
Under 20	79.2 (1.06)	19.3 (1.01)	1.5 (0.34)
By family income			
Missing	70.8 (3.02)	27.1 (2.55)	2.2 (1.24)
Highest third	81.5 (1.44)	17.3 (1.41)	1.2 (0.37)
Middle third	80.1 (1.79)	19.2 (1.79)	0.7 (0.17)
Lowest third	71.3 (1.74)	25.2 (2.60)	3.5 (1.12)
By postsecondary generational status			
Missing	66.2 (4.08)	33.4 (4.07)	0.4 (0.24)
First generation	73.7 (2.73)	23.8 (2.74)	2.5 (0.68)
Parents had some college	78.3 (1.72)	19.2 (1.60)	2.5 (0.74)
Parents earned bachelor's	81.2 (1.34)	18.1 (1.32)	0.7 (0.27)
By second language background			
Nonnative speakers	68.8 (3.78)	28.9 (3.73)	2.3 (0.81)
From second language households	68.3 (5.48)	22.5 (4.94)	9.2 (4.06)
Monolingual English	79.0 (1.12)	19.7 (1.08)	1.3 (0.35)

See notes at end of table.

Table E1. Percentage distribution of participants in the 1992 survey of the NELS:88/2000 by participation status in *The Toolbox Revisited* universe, by demographic and schooling background characteristics—continued

Characteristics	Participants in the universe of this study	Nonparticipants[a] who were 12th-graders in 1992	Nonparticipants[a] who were *not* 12th-graders in 1992
By number of siblings			
None	76.0 (4.37)	23.3 (4.39)	0.6 (0.31)
One or two	81.8 (1.15)	17.2 (1.13)	1.0 (0.24)
Three or more	71.8 (2.04)	25.5 (1.87)	2.7 (0.84)
By parenthood			
Parent by age 20	64.6 (5.38)	22.5 (4.07)	12.9 (4.62)
Not a parent by age 20	78.3 (1.10)	20.5 (1.07)	1.2 (0.25)
Held back in grade at least once			
Missing	59.2 (6.33)	38.5 (6.21)	2.3 (1.11)
Yes	62.9 (4.85)	30.4 (4.54)	6.7 (2.64)
No	79.9 (1.07)	18.9 (1.04)	1.2 (0.31)
By urbanicity of high school location			
Urban	69.9 (2.36)	27.1 (2.15)	2.9 (0.99)
Suburban	80.1 (1.58)	19.0 (1.57)	0.9 (0.28)
Rural	83.9 (1.71)	14.9 (1.71)	1.2 (0.29)
By type of high school diploma[b]			
Standard	79.0 (1.07)	20.5 (1.06)	0.5 (0.13)
GED	8.7 (2.56)	23.6 (6.49)	67.7 (7.10)

[a] Nonparticipants are defined as students who were either (a) missing data on senior year test score or socioeconomic status or both, (b) missing an in-scope high school transcript, (c) graduated from high school in January 1997 or later, (d) presented an incomplete postsecondary record, and/or (e) were not in the 12th grade in 1992.
[b] A tiny percentage who received a certificate of attendance was included with the GEDs.
Rounds to zero.
NOTES: Standard errors are in parentheses. Universe consists of students who participated in the 1992, 1994, and 2000 follow-ups of the NELS:88/2000 and who attended a four-year college at some time. Weighted N=1.45M.
SOURCE: National Center for Education Statistics, NELS:88/2000 Postsecondary Transcript Files, NCES 2003-402 and Supplement.

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APPENDIX F

Gradations of Academic Intensity of High School Curriculum

The following figure sets forth the 31 gradations (in descending value) of academic curriculum intensity and quality as used in the development of the Academic Resources index and variable for the NELS:88/2000 cohort. The figures in the boxes represent the minimum rounded number of Carnegie units required for the gradation on a given *row*. Where a cell is empty, there are no minimum requirements. Where a cell indicates "none" (for remedial math and remedial English), it means that no remedial work is allowed for that gradation. Where the cell for AP courses indicates zero, that means the student did not take any AP courses, not a minimum. For the NELS:88/2000 cohort, computer science was not nearly as widely offered as it is today. Therefore, computer-related credits were brought into play only to disaggregate lumps in the distribution. Total high school academic credits is an empirically-derived factor that comes into play only in the very lowest gradations.

The basic five-subject credit thresholds were constructed in the course of examining the edited, coded transcript data for students who were known high school graduates with graduation dates through Dec.31, 1996. The editorial process paid particular attention to all cases that showed less than 16 total high school credits. Where the evidence strongly suggested dissonance with other variables in the student's record, all transcript records from that student's *school* were examined. Where nonstandard credit metrics were found, they were adjusted with reference to state standards for high school graduation (Medrich, Brown, and Henke 1992), and major components (e.g., mathematics, English, etc.) multiplied or divided by as much as (but no more than) two. For example, when a group of students from the same high school showed 40–45 Carnegie units in a state that required 20 for an academic diploma, the editorial process cut those 40–45 units in half—across all subjects in which they were given. The editorial process also Windsorized cases of total Carnegie unit counts above 32, adjusting the major components down one-by-one, and dropped fragmentary transcripts with less than 6 Carnegie unit counts.

As noted in the parallel appendix in the original *Tool Box*:

> These gradations of academic intensity and quality are based on the history of one national high school class that was scheduled to graduate in 1982. The next graduating class for which we possess similar data is that of 1992. While the specific number of Carnegie units, APs, and remedial indicators might change, the basic form and principles of the gradations will probably not change. This presentation of the possibilities of high school curricular attainment is criterion-referenced: theoretically, *everybody* can reach gradation level #1. (p. 114)

The account of curriculum for the class of 1982 had 40 gradations. This account, for the class of 1992, has 31. One implication of the shrinking number of gradations is that, in fact, more students were moving up the academic intensity ladder, clustering at higher criterion-referenced levels.

Table F1 presents the actual mean number of Carnegie units earned in core academic fields, irrespective of the theoretical thresholds, for students in each of the five quintiles of academic intensity derived from the 31 more detailed gradations.

Figure 3. Curriculum components of the 31 gradations of the high school academic intensity measure of the NELS:88/2000, by Carnegie unit minimums

Grada-tion	English	Math	Science	Foreign Langs	Hist and Soc Stu	Highest Math	Remed Math	Remed English	APs	Computer Science	Total Academ Units
1	3.75	3.75	>2.0*	>2.0	>2.0	>Alg2	None	None	>1	>0	
2	3.75	3.75	>2.0	>2.0	>2.0	>Alg2	None	None	>0		
3	3.75	3.75	>2.0	>2.0	>2.0	>Alg2	None	None	0	1.0	
4	3.75	3.75	3.0	>2.0	>2.0	>Alg2	None	None			
5	3.5	3.0	2.0	2.0	2.0	>Alg2	None	None	>1		
6	3.5	3.0	2.0	2.0	2.0	>Alg2	None	None	>0		
7	3.5	3.5	2.0	2.0	2.0	>Alg2	None	None	0	0.5	
8	3.5	3.0	2.0	2.0	2.0	>Alg2	None	None	0	1.0	
9	3.0	3.0	2.0	2.0	2.0	Alg2	None	None	>0		
10	3.5	3.5	2.0	2.0	2.0	Alg2	None	None	0	>0	
11	3.5	3.5	2.5	2.0	2.0	Alg2	None	None	0		
12	3.0	2.0	1.0		1.0	>Alg2	None	None	>0		
13	3.0	2.5	2.0	1.0	2.0	>Alg2	None	None	0		
14	3.0	2.5	2.0*		2.0	>Alg2	None	None	0		
15	3.0	2.5	2.0*	2.0	2.0	Alg2	None	None	0	>0	
16	3.0	2.5	2.0	2.0	2.0	Alg2	None	None	0		
17	3.0	2.5	1.0	1.0	2.0	<Alg2	None	None	0		
18	3.0	3.0	1.5	1.0	1.5	<Alg2		None			
19	2.5	3.0	1.5	1.0	1.5	Alg2	None				
20	2.5	2.5	1.5	0.5	1.0	<Alg2			0		≥12
21	2.5	2.5	2.0		1.0	Alg2	Net 0			>0	≥12
22	2.5	2.5	1.0		1.0		Net 0			>0	≥12
23	2.5	2.0	2.0		1.5	<Alg2	Net 0				≥12
24	2.5	2.0	2.0		1.5	<Alg2	Net 0			1.0	
25	2.5	2.0	1.0		0.5	Alg2	Net 0	None			
26	2.5	2.0	1.0			<Alg2	None	None			≥12
27	2.5	2.0	1.0		1.0		Net 0				

28	2.5	1.5	1.0		0.5		Net 1				
29	2.5	1.5	1.0		0.5						
30	2.0	1.0	0.5		0.5						
31											≥6

NOTES: (1) Net 1 means the sum of total mathematics credits minus remedial mathematics credits was 0.5 or less, i.e., if remedial math appeared at all on a student's transcript, it was a major presence; Net 0 means the sum of total mathematics credits minus remedial mathematics credits was more than 0.5, i.e. of remedial math appeared at all on a student's transcript, it was a minor presence.
(2) The figures in the cells for English, math, science, foreign languages, and history and social studies represent the minimum rounded number of Carnegie units required for the gradation on a given row. Where a box is empty, there are no minimum requirements.
(3) An asterisk in a cell for science credits indicates core laboratory science (biology, chemistry, and physics).
(4) The reference points for highest level of mathematics studied in high school are higher than Algebra 2 (>Alg2), Algebra 2 (Alg2), and less than Algebra 2 (<Alg2). Where there is no entry in the cell, there is no highest mathematics requirement for that row.
(5) Minimum requirements for total high school academic Carnegie units, e.g., =>12 and =>6, come into play only in the very lowest gradations of the curriculum distribution.
(6) When the distribution of students across these 31 levels is weighted and then aggregated to quintiles, the quintile breaks are as follows: 1–8 (highest quintile), 9–15 (2nd quintile), 16–20 (3rd quintile), 21–25 (4th quintile), and 26–31 (lowest quintile).
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

Table F1. Of 1992 12th-graders with complete high school transcripts, mean Carnegie units earned in core high school academic fields, percent of students whose highest level of high school mathematics was above Algebra 2, and mean number of Advanced Placement (AP) courses, by quintile of academic curriculum intensity

	Core high school academic curriculum fields							
Academic curriculum intensity quintile	English	Math	Core lab science	Foreign lan-guages	History and social studies	Com-puter science	Percent with highest math above Algebra 2	Total AP courses
Highest	4.27	4.10	3.20	3.09	3.70	0.74	96.4	0.644
2nd	4.17	3.81	2.71	2.23	3.62	0.56	64.7	0.068
3rd	4.23	3.11	1.99	1.98	3.47	0.59	0	0.003
4th	4.10	2.98	1.36	0.74	3.44	0.61	0.71	0.019
Lowest	3.43	1.81	0.94	0.62	2.82	0.28	0.05	0.006

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

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APPENDIX G

Logistic Models for Two Alternative Presentations of High School Academic Background

Table G1. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time, version 2: Demographic and high school background using the three components of Academic Resources as discrete variables

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p	Tolerance[a]
Intercept	-4.7580	0.6530	3.33	0.02		
Curriculum quintile	**0.3782**	**0.0738**	**2.34**	**0.05**	**0.0878**	0.6729
Class rank/ GPA quintile	**0.3886**	**0.0712**	**2.49**	**0.05**	**0.0899**	0.6268
Senior test score quintile	0.0581	0.0754	0.35	†	†	0.6079
Socioeconomic status quintile	**0.3075**	**0.0638**	**2.20**	**0.10**	**0.0712**	0.8632
Education expectations	0.5351	0.2020	1.21	†	†	0.8949
Race	-0.5191	0.2020	1.17	†	†	0.8757
Gender	-0.4076	0.1525	1.22	†	†	0.9477
Parenthood	-1.6210	0.4834	1.53	†	†	0.9721

† Variables did not meet threshold criterion for statistical significance

[a] For details on Tolerance, see Appendix D.

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by design effect = 2.17. G^2 = 5206.65; *df = 4943*; G^2/df = 1.0529; X^2 (df) = 33.78 (8); pseudo R^2 = 0.227; percent concordant predicted probabilities = 78.9.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table G2. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time, version 3: Demographic and high school background using three proxy variables for high school academic curriculum intensity

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p	Tolerance[a]
Intercept	-5.0792	0.6795	3.41	0.01		
Advanced placement	0.8931	0.2715	1.50	†	†	0.8462
Science momentum	**0.4005**	**0.0990**	**1.85**	**0.10**	**0.0927**	0.6341
Foreign language	0.1163	0.0708	0.75	†	†	0.7843
Class rank / GPA quintile	**0.3317**	**0.0703**	**2.15**	**0.10**	**0.0768**	0.6475
Socioeconomic status quintile	**0.2957**	**0.0638**	**2.12**	**0.10**	**0.0685**	0.8597
Education expectations	0.5305	0.2055	1.18	†	†	0.8960
Race	-0.4740	0.1963	1.10	†	†	0.9234
Gender	-0.4022	0.1569	1.17	†	†	0.9036
Parenthood	-1.6042	0.4838	1.51	†	†	0.9730

†Variables did not meet threshold criterion for statistical significance

[a] For details on Tolerance, see Appendix D.

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by design effect = 2.19. G^2 = 5193.69; *df = 4939*; G^2/df = 1.0515; X^2 (df) = 33.94 (9); pseudo R^2 = 0.229; percent concordant predicted probabilities = 79.2.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

APPENDIX H

The Timing of Departure

When this narrative took up the topic of the second calendar year of student histories and pointed out that roughly one out of five of our subjects had become status dropouts by that point, the question naturally arose: What happens to all those students who leave after the first year—or even the first semester—when most attrition occurs? How does one account for them? We need to provide some corrective data in this excursion, since we considered status dropout status only in the context of the paradoxes of first-to-second year persistence.

With rare exceptions (e.g., Tinto 1987), most attrition studies are (a) short-term, as in first year to second year, without allowing for the fact that students who skip the second year may return in the third or fourth years, and (b) limited to attrition at the same institution, without allowing that the student who can no longer be found at Old Siwash may, in fact, be enrolled at Greentree Valley Community College. Students who leave one school and attend another one are not dropouts—they are most likely transfers. Tinto (1987) made that point a long time ago, and it should be obvious. If they are not transfers, they may be on temporary "excursions" or more sustained voyages that end in either fragments or "discovery" (Adelman 2004b).

Given the systemwide perspective and the length of a longitudinal study such as the NELS:88/2000, a more sophisticated question about withdrawal can be asked, looking backwards from the last month of the longitudinal study (December 2000):

> What percentage of traditional-age students who entered postsecondary education during this period are no longer enrolled—anywhere—and never completed a credential of any kind, by timing of the gap between their first month and last month of enrollment?

This question follows the student—wherever the student goes. It tells us who became a "status dropout" by age 26 or 27 (which does not preclude even these students from returning at a later moment). And it tells us *when* the student became a status dropout, setting up an inquiry concerning the reasons for departure that follows Tinto's (1988) common sense suggestion that these reasons change by point of departure. Table H1 sets forth these data for *all* 1992 12th-graders who entered postsecondary education, by type of institution first attended.

Yes, the highest attrition rate in postsecondary education occurs in the first year (Schutz and Malo 2003), but table H1 shows that the proportion of traditional-age students who leave in the first year and never return is not radically higher than the proportion of those who leave at later points in time, and differs by type of institution first attended. Consider the face validity of these data: The mean number of credits earned by students who ultimately became status dropouts, by period of departure, matches roughly what one would expect—half or less of the full-time norm for the period. Proportion, however, is not the ideal way to assess the phenomenon.

Event-history accounts of attrition offer a more enlightening approach (e.g., Ronco 1996; DesJardins, Ahlburg, and McCall, 1999). The driving force of event history is risk or hazard, as befits a methodology derived from medical history analyses (Singer and Willett 1991), as in:

given the patient's medical momentum and other configurations of the patient's life-style, demography, and environment, when is the patient at risk of dying (the ultimate censoring event) if the patient did not die last year? The flip side of risk in event history is survival. While the purpose of this study stops short of survival analysis, the first step involved in setting up risk modeling involves determining hazard probabilities, and these are instructive in light of the

Table H1. Percentage of 1992 12th-graders who entered postsecondary education and withdrew without completing any credential by December 2000, by timing of withdrawal and institution of first attendance

Withdrawal behavior and its timing	Institution of First Attendance: Four-year	Community college	Other sub-bacc[a]	Mean credits	Percent of all
Left postsecondary without a credential and did not return					
Left within 11 months of first enrollment	4.6 (0.59)	14.6 (1.13)	15.5 (2.77)	9.85 (0.54)	**8.9 (0.58)**
Left within 12–23 months	3.3 (0.41)	11.0 (1.32)	6.5 (1.50)	21.64 (0.99)	**6.7 (0.59)**
Left within 24–47 months	4.9 (0.41)	12.5 (1.11)	4.6 (1.05)	39.88 (1.62)	**7.9 (0.50)**
Left within 48–102 months and not enrolled in 2000	8.7 (0.73)	14.3 (1.23)	4.0 (1.62)	58.29 (2.68)	**10.6 (0.65)**
No credential but still enrolled in 2000	4.7 (0.52)	9.2 (0.94)	1.8 (0.85)	70.98 (3.56)	**6.4 (0.47)**
Earned credential	73.8 (1.09)	38.4 (1.67)	67.7 (3.55)	124.73 (0.90)	**59.5 (1.05)**

[a] Sub-baccalaureate institutions other than community colleges.
NOTES: Standard errors are in parentheses. Columns may not add to 100 percent due to rounding. "Credentials" can be certificates, associate degrees, or bachelor's degrees.
SOURCE: National Center for Education Statistics: NELS:88\2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

first-year performance variables used in our analysis. That is, if we start at the first month of the first term of attendance and, for each calendar year following that point, asked what percentage of students left the postsecondary system with no degree and had not returned to school by December 2000, changing the denominator for each year to the number of students who remained in the system, we have a "declining risk set" (Ronco 1996) that serves as a rough guideline for the timing of potential dropout. The annual metric is obviously more even than the time brackets chosen for table H1.

The "declining risk set" for this study is presented in table H2. To summarize: For all postsecondary students, the risks of becoming a status dropout are highest in the first year, decline through the fourth year, flatten out through the sixth year, and decline after that. For students who attended a four-year college at any time, the risks of becoming a status dropout are much lower across the temporal board, are slightly higher in the first year, drop and then flatten from the second year through the sixth, and drop again after that. This is only the first step—and hardly the final analysis—of event history, but is perhaps a more accurate way of describing the parameters for understanding the phenomenon of when students leave postsecondary education.

Table H2. Declining "hazard probabilities" for 1992 12th-graders who entered postsecondary education, by calendar year following first date of enrollment

	"Hazard probabilities" for leaving without a degree	
Departure timing for those who never returned by December 2000	All students	All who attended a four-year institution at any time
First calendar year	.102	.039
Second calendar year	.061	.029
Third calendar year	.048	.030
Fourth calendar year	.039	.027
Fifth calendar year	.037	.027
Sixth calendar year	.041	.029
Seventh calendar year	.031	.025
More than seven calendar years	.026	.020

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

The reader of table H1 will note that community college beginners exit sooner than do students who started at four-year colleges, and are more likely to still be enrolled at the end of the longitudinal study period. While there is comparatively little variance in the pace of permanent dropout for students who started in community colleges when the periods between the first and the fourth year are considered, there is no question that beyond that point, attrition slows. The same cannot be said for the pace of status dropout for students who started in four-year colleges: The rate of permanent attrition appears to be stable over time, a finding slightly different from that of the "declining risk set" approach, and a product of the clumping of years in table H1. As for sub-baccalaureate institutions other than community colleges, which specialize in short-term certificate programs, the status dropout rate drops dramatically from the first year to the second and subsequent periods.

Advancing on Tinto's (1988) suggestion, Eaton and Bean (1995) hypothesize that the factors affecting attrition are different for first-year students who withdraw from higher education versus the factors that come into play for students who leave at later points in time. Unfortunately, Eaton and Bean could not investigate that hypothesis because their study was confined to first-year and second-year students at one institution (a public research university), and bracketed

only one year's account of retention/attrition (for a similar inquiry, see Patrick 2001). The NELS: 88/2000 data, on the other hand, offer 8.5 years and a myriad of institutional types in which to explore and detail the boundaries of the issue. As Ronco (1996) notes, the timing and duration of "enrollment events" is a critical framework for identifying factors associated with graduation, transfer, and stop-out—the three modes of "exit" from an institution.

Table H3 provides a framework for future consideration of the differential attrition hypothesis. The literature on the putatively sophisticated economic decisionmaking of adolescents with respect to entering higher education, even in the face of uncertainty of returns (Altonji 1993), can be extended to reasons for leaving a path to postsecondary credentials. As Beattie (2002) points out, human capital theory is not rigid: it recognizes something called individual taste or proclivity that may be only tangentially related to group membership (e.g., ethnicity, gender, family income). At the least, students already in the postsecondary system know that they will eventually be better off for their education efforts (or they wouldn't have been there in the first place). So, what did the students in our universe who did not complete a bachelor's degree program (and who were not still enrolled as degree candidates at the end of the 8.5 year period) tell us of their reasons for leaving, by period during which they became status dropouts?

Table H3. Reasons for leaving postsecondary education without credentials by timing of exit: 1992 12th-graders who entered postsecondary education by December 1996

	Percent offering these reasons for leaving postsecondary education				
Timing of withdrawal	**Finances**	**Job/ Military**	**Academic**	**Personal/ Family**	**Mood/ Lifestyle**
Left postsecondary without a credential and did not return					
Left within 11 months of first enrollment	19.7 (3.10)	14.8 (2.03)	5.9 (1.92)	31.5 (3.51)	25.9 (3.99)
Left within 12-23 months	25.2 (5.19)	11.0 (2.81)	5.6 (1.40)	42.6 (6.19)	12.7 (2.23)
Left within 24-47 months	19.4 (3.60)	17.4 (2.69)	3.6 (0.99)	35.2 (3.78)	20.5 (2.30)
Left within 48-102 months and not enrolled in 2000	17.8 (2.19)	18.9 (2.45)	7.7 (2.46)	29.3 (4.04)	21.2 (3.21)

NOTES: Rows will not add to 100.0 because (a) student responses to questions about reasons for departure are not mutually exclusive, and (b) a category for "other" is not included. Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

When the NELS:88/2000 students were asked (in the spring of 2000) why they left school, they were offered a list of reasons (though only 17 percent of students responding to the question indicated more than one reason). As table H3 indicates, personal and family reasons for departure dominate all other reasons for students who left postsecondary education without a credential between the 12th and 47th month following the first month of enrollment. The same factor ranks at the top versus all other factors except mood/lifestyle for students who left in the first year and students who left after the fourth year. Strictly financial reasons are not as prominent in students' judgment as some contend. "Job/military considerations" might be considered "financial," but there is too much ambiguity in that category of response to leap to that conclusion. Some 6.6 percent (s.e. = 0.47) of the1992 12th-graders subsequently served in the military, but 14.9 percent (s.e. = 4.95) of status dropouts who cited financial reasons for leaving school had served in the military, and an identical 14.9 percent (s.e. = 3.84) who cited "job/military considerations" for leaving had served in the military. If the NELS files had offered a more complete labor market history, we might be able to resolve the ambiguities.

As a partial confirmation of these observations, consider the work of Li and Killian (1999), who surveyed 622 students of all ages and levels who left a large state flagship university in 1997 (present in the winter term but not the following fall) and elicited 45 discrete reasons for departure. First, Li and Killian discovered that 20 percent of these students were not really dropouts at all, rather either transfers to other institutions (principally for reasons of academic program or location) or stop-outs with intentions of returning. Of the remaining students, 43 percent left for academic reasons (e.g., didn't like the program, classes too large, poor performance), 34 percent left for personal reasons (e.g., unstated personal problems, location issues including homesickness, illness, "social" reasons), and 20 percent for financial reasons. Of the financial reasons, Li and Killian advise us that "individual patterns of money management, more than family income" may be responsible for financially-driven attrition (p. 12), and that if we are going to understand attrition at all so that student affairs officers can establish realistic efforts to address what is within the control of the institution to assist, we have to dig below the level of large-scale concepts of academic and social integration. There is a considerable range of reasons that students leave an institution, and, as Li and Killian point out, students usually have more than one reason for departure. We can't control homesickness; we can help students deal with money management.

As for academic reasons for departure, table H4 reveals that compared to those who earned bachelor's degrees, no one in the departure universe was performing very well, no matter when they left, and even though a tiny percentage (see table H3) cited academic reasons for walking away. Braxton, Brier, and Hossler (1988) argue that when students are asked about their reasons for withdrawal in post-hoc surveys, they offer "socially acceptable rationalizations." We should hence be appropriately wary of the percentage distributions in table H3. Given the low percentage of students who cited academic reasons, and GPAs and cumulative credits for the same students that can be described as, at best, marginal, there is some indirect support for this contention.

Table H4. Mean postsecondary GPAs of 1992 12th-graders who withdrew without completing any credential, by timing of withdrawal, and compared with GPAs of those who had not completed a credential but were still enrolled in 2000, and those who earned bachelors degrees by December 2000

	Mean grade point average		
Departure behavior and timing	In first calendar year of attendance	Through second calendar year of attendance	Entire undergraduate record
Left postsecondary without a credential and did not return			
Left within 1st 11 months of first enrollment	2.10 (0.091)	2.10 (0.091)	2.10 (0.091)
Left within 12–23 months	2.30 (0.057)	2.08 (0.058)	1.83 (0.100)
Left within 24–47 months	2.31 (0.049)	2.26 (0.046)	2.03 (0.060)
Left within 48–102 months	2.10 (0.059)	2.02 (0.054)	2.03 (0.050)
No credential, but still enrolled	2.14 (0.069)	2.08 (0.069)	2.19 (0.078)
Earned bachelor's degree	2.89 (0.015)	2.91 (0.014)	3.04 (0.011)

NOTE: Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: NELS:88\2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

APPENDIX I

Course Categories Included in Aggregates for Participation Rates In the First Two Calendar Academic Years of Attendance

Aggregate	Course categories
College-level writing	English composition; technical writing; creative writing; advanced essay
Oral communications	Oral communications; public speaking/debate; voice
Computer-related	Introduction to computer science; introduction to computing; computer programming: general
Introductory biological sciences	General biology; human biology; cellular biology; zoology: general; botany: general
Introductory physical sciences	General chemistry; general physics; general geology
College-level mathematics	College algebra, liberal arts mathematics, finite mathematics, statistics, precalculus, calculus
Core history	Western civilization, world history, U.S. history surveys, European history 1789–present, Asian history, African history, Latin-American history
General psychology	[single course category]
Micro/macroeconomics	[single course category]
Humanities other than literature and foreign languages	Humanities: general; introduction to philosophy; ethics (philosophy); religious studies surveys; interdisciplinary humanities; arts/humanities
Literature	Literature: general; introductions to poetry, fiction, drama, non-fiction prose; English literature; American literature; Afro-American literature
Core social sciences	Anthropology: general; cultural anthropology; geography: general; introduction to political science; U.S. government; introduction to sociology
Visual/graphic arts	Visual communications; introduction to design; fine arts: introduction; art history; drawing
Foundation business	General business principles; business law/legal environment; introduction to accounting

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APPENDIX J

Collinearity Statistic (Tolerance) for the Seven Steps of the Logistic Narrative

Variable	Step 1 table 12	Step 2 table 13	Step 3 table 15	Step 4 table 16	Step 5 table 24	Step 6 table 26	Step 7 table 27
Academic Resources quintile	0.8618	0.7454	0.5672	0.5638	0.5631	0.5554	0.5957
Socioeconomic status quintile	0.8761	0.8638	0.8505	0.8494	0.8452	0.8851	0.8893
Race/ethnicity	0.9198	0.9231	0.9068	0.9065	0.8977	[c]	[c]
Gender	0.9712	0.9623	0.9404	0.9403	0.9351	0.9187	0.9184
Parenthood by age 20	0.9734	0.9653	0.9443	0.9441	0.9409	0.9409	0.9409
Education anticipations	0.9071	0.8930	0.8517	0.8515	0.8460	0.8458	0.8468
Selectivity of first institution	[a]	0.8296	0.8342	0.8330	0.8143	0.8233	0.8195
No delay of entry	[a]	0.9034	0.8663	0.8599	0.8633	0.8698	0.8664
Acceleration credits	[a]	0.8862	[b]	[b]	[b]	[b]	[b]
Low credits in first year	[a]	[a]	0.7645	0.7611	0.7125	0.7096	0.6860
First-year grades	[a]	[a]	0.8427	0.8410	0.8246	0.7619	0.7646
First-year remediation	[a]	[a]	0.7586	0.7585	0.7462	0.7759	[c]
First-year college-level math	[a]	[a]	0.7439	0.7435	0.7688	[d]	[d]
Work-study	[a]	[a]	[a]	0.9563	[b]	[b]	[b]
Multiple institutions	[a]	[a]	[a]	[a]	0.6671	0.7976	0.6601
Classic transfer	[a]	[a]	[a]	[a]	0.7216	0.7985	0.7049
Four-to-four transfer	[a]	[a]	[a]	[a]	0.7801	0.9426	0.7731
Summer-term credits	[a]	[a]	[a]	[a]	0.8926	0.9030	0.8978
Ever part-time	[a]	[a]	[a]	[a]	0.8192	0.8056	0.7130
Trend in grades	[a]	[a]	[a]	[a]	[a]	0.9093	0.9136
Cumulative college math	[a]	[a]	[a]	[a]	[a]	0.8166	0.8089
Continuous enrollment	[a]	[a]	[a]	[a]	[a]	[a]	0.7595
Withdrawal/repeat ratio	[a]	[a]	[a]	[a]	[a]	[a]	0.7816

[a] Variable not included at this step of the logistic narrative.
[b] Variable did not qualify to be carried forward to the next step of the logistic narrative.
[c] Variable did not meet criterion for entry into the model at this step of the logistic narrative.
[d] Replaced by cumulative college math in these steps of the logistic narrative.
NOTE: For definition of tolerance and discussion of collinearity, see Appendix D.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

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APPENDIX K

So They Earned a Degree! Now, How Long Did It Take Them?

The second most frequently asked question about U.S. higher education concerns time to degree. Despite accumulating evidence over the past quarter-century, the normative benchmark for completing a bachelor's degree has remained at four elapsed academic years. Our ideal seems not only to get it over with, but to get it over with in normative time. An altruistic argument in favor of the normative is that when students finish in a timely manner, they make room for others, i.e., completion keeps the access channels open. Yet recipients of bachelor's degrees are adults who have made a variety of decisions concerning competing goals and obligations that often do not include finishing a degree in four years. For example, if one looks at all recipients of bachelor's degrees in 1999–2000, and asks when they commenced their studies and how old they were when the degree was awarded, one finds that 62.8 percent (s.e. = 1.5) of the 7.5 percent of bachelor's degree recipients who were over 40 in 2000 started out in postsecondary education before 1980. At a minimum, the elapsed time to degree for these people was 20 years (in fact, the average was over 27 years). Of the 9.2 percent (s.e. = 0.4) of degree completers who were between 30 and 39 in 2000, 73.3 percent (s.e. = 1.7) entered postsecondary education prior to 1990, so, at a minimum, the elapsed time to degree for these people was 10 years (in fact, the average was nearly 15 years).[61]

The key phrase for our purposes is "elapsed time," as that is the customary way of measuring time to degree. It is not surprising that the older the baccalaureate recipient, then more likely that student had taken at least two years off from higher education, and the more likely that their principal reason for doing so was "change in family status," as in becoming a parent and raising children. The reader might consider, in passing, when complaints are raised about excessive time to degree, whether our system of higher education should be "blamed" for providing the opportunity for adults with different life trajectories to return to school and complete degrees, even if the time between initial enrollment and degree award is 15 or more years. That is the practical meaning of elapsed time.

There is an obvious difference between elapsed and enrolled time. When DesJardins, Ahlburg, and McCall (2002) investigated factors leading to "timely graduation," they confined one of their universes to students who had never stopped out—not even for the one term this study allows stop-out without labeling the student a non-continuous enrollee.[62] If we followed this mode of analysis, we could focus in on student *uses* of enrolled time to determine what contributed to and what detracted from year-by-year progress. Knight (2002) includes types and timing of

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[61] All data in this paragraph were generated from the National Center for Education Statistics: Baccalaureate and Beyond Longitudinal Study, 2000: Data Analysis System.

[62] The research here involved a "competing risks" model in which the histories of students who had never stopped out were compared to the histories of those who had stopped out, hence, embraced both elapsed and enrolled time.

remediation, majors and changes-of-major, course withdrawals and repeats, course failures, credit hours earned and grades in general education courses, hours per week working and studying, and first-year grade point average among variables reflecting different aspects of the uses of time.[63] Volkwein and Lorang (1996) took up the phenomenon of students with extended time-to-degree because they purposefully carried lighter credit loads. Why did they carry less than the 15 credit per semester norm for the institution that served as the site for this study? To enhance GPA (an objective which precipitated dropping difficult courses), and to generate more free time, some of which was for work or family responsibilities, or both. Some respondents also cited difficulty of enrolling in a course "at the time I wanted," a phenomenon familiar to anyone who has worked student registration lines.

We also know that many disciplines require credit hour production that, when translated into standardized semester metrics, exceed the 120 credits that would be produced by students who attended only during the regular academic year and carried a standardized full-time load of 15 credits per semester. In a survey of 91 public universities in all 50 states, Pitter, LeMon, and Lanham (1996) found combinations of university and program requirements ranging from 122–124 credits in social sciences, foreign languages, psychology, mathematics, and protective services, for example, to 130–142 credits in such fields as engineering, architecture, and health professions (e.g., nursing, physical therapy, etc.). They also confirm our observation of five-year bachelor's degree programs in pharmacy, for a noted case, with a median credit requirement of 161. Any requirement above 120 credits will either add time to degree or encourage students to (a) earn credits by examination, including Advanced Placement, (b) attend during summer terms, and/or (c) carry credit loads in excess of 15 per semester in order to graduate "on time".[64] As Garcia (1994) observed, whether the student is a community college transfer or a native student in a four-year college, the "basic recipe" for completing a bachelor's degree within the standard "templates for time-to-degree is to maintain continuous enrollment and to earn more than 30 semester units each academic year" (p. 8). Sounds simple, but the list of diverting phenomena is long, complex, and often best assessed for *indirect* effects, as Garcia has done, using path analysis.

What we learn from these studies of the uses of enrolled time in relation to normative models of time to degree is what to include in both descriptive and multivariate accounts of elapsed time—and elapsed time is the measure used in both the original *Tool Box* and *The Toolbox Revisited.* The descriptive statistics are offered to the reader in Appendix L, table L13, but some basic observations are worth repeating here. First, the mean elapsed time to degree for bachelor's recipients in the NELS:88/2000 was 4.58 calendar years, and the median time (which

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[63]Knight's list for a "hypothesized model of effects upon total semesters elapsed" (Knight 2002, p. 6) also includes provisions for variables derived from student surveys that are parallel to those used in the National Survey of Student Engagement, e.g., in Kuh et al. 2001.

[64]The small number of NELS:88/2000 bachelor's recipients who completed the degree in three elapsed calendar years or less entered with a mean of 10.6 acceleration credits (s.e. = 2.81) and subsequently accumulated a mean of 12.2 credits during summer terms (s.e. = 1.94).

is probably more meaningful) was 4.24 calendar years.[65] Shorter time to degree is observable among students from the highest quintile of high school Academic Resources, students who first entered highly selective institutions, among those who brought more than four acceleration credits across the matriculation line, and among those who attended only one school. Considerably longer time to degree is observable among those who attended three or more schools, among both community college to four-year college and four-year-to-four-year transfer students, among those who took more than one remedial course, those who were not continuously enrolled, and those who majored in the physical sciences. Most of these relationships confirm common sense.

But it is the multivariate analysis that will tell us what counts, and that is the purpose of table K1. Table K1 presents a linear (Ordinary Least Squares) regression in which the dependent variable, time to degree, is set on a scale with four values: more than 6 calendar years, 5–6 years, 4–5 years, and less than 4 calendar years (which encompasses the normative four-year degree). With one exception, a dichotomous variable indicating whether the student ever engaged in a cooperative education or internship course, the independent variables selected were those previously explored and (in most cases) used in the logistic narrative of Part IV of this study. The statistically significant independent variables are highlighted in bold. How do we read the table? What do we see?

On reading the table: First, the R^2 indicates that this linear model accounts for half the variance in timing of bachelor's degree completion for the NELS:88/2000 cohort. That's a very convincing level. Second, the positive parameter estimates mark variables that add time to degree, while the negative parameter estimates indicate variables that shrink it. Third, the following variables did not meet the significance threshold for entering the model (set at $p < .05$): race/ethnicity, becoming a parent by age 20, multi-institutional attendance, and freshman year remediation.

There is no question of the major contributors to extended time to degree:

1. Excessive no-penalty course withdrawals (W) and no-credit repeats (NCR)—Damaging to degree completion, these are just as damaging to time to degree. Yes, we can keep students continuously enrolled, but if much of that enrollment is nullified by withdrawals and repeats, we have what Tinto calls retention without education. It's worse, though, because every seat at every available hour in every facility of an institution of higher education is at stake, and every seat marked with a W or NCR bars another student from sitting down. When the blocked seats reach a critical mass, general access is impeded as well. This observation is worth repeating.

[65]Broh (1991) presented an intriguing argument for an alternative time to degree calculation that began with the *median*, not the mean, and included students who had not finished the degree but who were still enrolled as degree candidates. In *The Toolbox Revisited*, the median for students who had completed degrees is 4.24 calendar years. Including students who had not earned degrees by December 2000 but who were still enrolled as bachelor's candidates, the median time to degree would be 4.49—very close to the mean of 4.58.

2. Transfer, both classic community college to four-year, and four-year to four-year—As previously noted, transfer often involves a hiatus in enrollment and extra effort to meet prerequisite requirements at the new institution.
3. Change of major—Garcia (1994) observed that the more times the student changed major, the greater the elapsed time to degree. Knight (2002, 2004a, 2004b) also includes multiple changes of major among the set of variables with significant impact on both enrolled and elapsed time.
4. Whether the student was ever part-time—Since our variable for part-time attendance was constructed partly with reference to course withdrawals that, in effect, produced lighter course loads, the result here backs up the conclusions of Volkwein and Lorang (1996).

Table K1. Ordinary Least Squares regression indicating factors influencing time-to-degree for 1992 12th-graders who earned bachelor's degrees by December 2000

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Partial R-square[a]
Intercept	3.5227	0.2703	8.41	0.001	
WRPRATIO[b]	**4.5126**	**0.4314**	**6.75**	**0.001**	**0.1946**
Continuous enrollment	**-1.2149**	**0.0854**	**9.18**	**0.001**	**0.1287**
Community college transfer	**0.4789**	**0.0632**	**4.89**	**0.001**	**0.0616**
Four-to-four transfer	**0.3685**	**0.0553**	**4.30**	**0.001**	**0.0358**
Ever part-time	**0.3813**	**0.0496**	**4.96**	**0.001**	**0.0274**
Remedial problem[c]	**0.1322**	**0.0344**	**2.48**	**0.05**	**0.0232**
Freshman GPA quintile	**0.0758**	**0.0186**	**2.63**	**0.02**	**0.0109**
Changed major	**0.1711**	**0.0431**	**2.56**	**0.02**	**0.0055**
SES quintile	**-0.0563**	**0.0174**	**2.09**	**0.10**	**0.0028**
Selective first institution	-0.1227	0.0470	1.69	†	0.0045
Academic Resources quintile	-0.0551	0.0233	1.53	†	0.0052
First-year low credits	0.1717	0.0800	1.39	†	0.0015
GPA trend	-0.0518	0.0288	1.16	†	0.0024
No delayed entry	0.1922	0.1190	1.04	†	0.0014
Co-ops or internships	-0.0736	0.0508	0.87	†	0.0007
Education anticipations	-0.1324	0.0497	1.11	†	0.0006
Gender	0.0623	0.0388	1.04	†	0.0010
					$R^2 = 0.5052$
					Adjusted $R^2 = 0.5056$

†Variable did not meet minimum criterion for statistical significance in this model.
[a] Indicates the contribution of each variable to the explanation of variance, the total R^2.
[b] Ratio of no-penalty withdrawals and no-credit repeats to all courses attempted.
[c] See Glossary, p. 191.
NOTES: Root design effect = 1.55. Statistically significant variables are highlighted in bold. Weighted N=922k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

And there is no question concerning which variables will contract time to degree: continuous enrollment and no remediation (the highest value of the "total remediation" variable). Socioeconomic status is a marginally significant contributor to lower time to degree, while the position of freshman year GPA quintile as a contributor to extended time to degree is somewhat puzzling.

Of those variables that were admitted to the linear model but failed to reach the threshold of statistical significance, enrollment in cooperative education or internship courses deserves special attention because it raises contrasting policy options with respect to influences on time to degree. Knight (2004b) observes that:

> Timely degree completion is not all that matters in terms of college student outcomes. Both analytical and student self-report evidence supports the fact that enrollment in cooperative education classes, involvement in internships, etc., while extending time-to-degree, significantly improves student learning and skill development, affective outcomes, career prospects, and the like. Significantly reducing time-to-degree could perhaps demand a trade-off against other long-term (and maybe more important) outcomes. (p. 14).

It turns out that the NELS:88/2000 baccalaureate students who engaged in cooperative education or internships or clinical externships did not take longer than others to complete degrees. But Knight is really asking readers to reflect on the principal objectives of conducting a baccalaureate enterprise. The modes of instructional delivery in professional and applied fields, in particular, often include carefully designed, graded experience in occupational environments, involving considerable time commitments that lie beyond the classroom. If we say to a school of engineering, "You can't offer cooperative education any more and cannot require more than 128 credits for a degree," what do we accomplish in terms of the quality of student learning and the quality of engineering graduates?

In contrasting spirit, if we observe institutions in which students can withdraw from courses, without penalty, as much as 10 weeks into a 14-week semester, a volume of withdrawals equivalent to 15 percent of all credits offered by the institution in a calendar year, and the average time to degree for native students at that institution to be well over five calendar years, we would accomplish a great deal by a tightening of course withdrawal policy. Here is a prime candidate for future research governed by quasi-experimental design: Find two comparable institutions (mission, size, demography, distribution of majors), one with lax withdrawal rules, the other with restrictive rules. The hypothesis, from everything learned in this data essay: An institution that restricts course withdrawal policy will witness higher graduation rates and shorter average time to degree.

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APPENDIX L

Tables and Comments on Miscellaneous Topics Raised in the Text

Table L1. Percentage of 1988 eighth-graders who graduated from high school, by timing and type of high school diploma (if any), by gender, race/ethnicity, and socioeconomic status quintile

Population	Graduated by July 1992 with standard diploma	Graduated by July 1992 with GED	Graduated after July 1992 with standard diploma	Graduated after July 1992 with GED	Had not graduated by December 2000
All 1988 eighth-graders	78.3 (1.08)	2.6 (0.38)	4.7 (0.44)	5.1 (0.50)	9.3 (0.84)
Race/ethnicity					
White	82.4 (1.06)	2.3 (0.40)	3.1 (0.36)	4.4 (0.54)	7.8 (0.85)
African-American	63.2 (4.59)	4.6 (1.86)	11.2 (2.39)	9.0 (2.22)	12.0 (3.27)
Latino	66.1 (3.34)	2.5 (0.44)	7.6 (1.28)	6.9 (1.16)	16.9 (3.16)
Asian	93.4 (1.90)	0.4 (0.18)	1.6 (0.57)	0.9 (0.35)	3.7 (1.81)
American Indian	61.6 (7.71)	2.9 (1.24)	11.3 (5.59)	4.3 (2.39)	20.0 (7.26)
Gender					
Male	77.1 (1.61)	2.2 (0.41)	5.1 (0.66)	5.2 (0.80)	10.4 (1.37)
Female	79.6 (1.28)	2.9 (0.63)	4.2 (0.58)	5.1 (0.58)	8.3 (0.92)
Socioeconomic status quintile					
Highest	94.8 (1.12)	0.5 (0.17)	2.0 (0.58)	1.6 (0.75)	1.1 (0.49)
2nd quintile	84.1 (1.90)	3.7 (1.30)	4.4 (0.96)	3.6 (0.80)	4.3 (1.02)
3rd quintile	83.4 (1.99)	2.4 (0.66)	4.2 (1.01)	5.3 (1.38)	4.7 (0.73)
4th quintile	70.5 (2.55)	2.9 (0.80)	5.9 (1.00)	7.7 (1.34)	13.0 (2.42)
Lowest	54.1 (2.61)	3.6 (0.83)	7.5 (1.25)	8.0 (1.15)	26.8 (2.80)
Urbanicity of high school community					
Urban	73.7 (2.32)	2.8 (0.75)	7.1 (1.15)	6.7 (1.12)	9.7 (1.67)
Suburban	81.3 (1.41)	2.6 (0.74)	4.2 (0.62)	4.3 (0.77)	7.6 (0.92)
Rural	80.5 (1.85)	2.3 (0.35)	3.0 (0.46)	4.6 (0.71)	9.6 (1.76)

NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L2. Percentage distribution of high school graduation status, postsecondary participation and degree completion of students in the 1992 NELS:88/2000 survey, by retention in-grade

	Was student ever retained in grade?		
	No	Yes	Indeterminable
Population			
All students:	73.0 (0.94)	17.8 (0.90)	9.2 (0.71)
Education Attainment			
High school completion			
Academic diploma	90.6 (0.67)	58.6 (2.44)	57.1 (3.50)
GED and other	4.7 (0.43)	20.2 (2.28)	14.8 (2.31)
Did not complete	3.8 (0.52)	18.9 (1.86)	26.7 (3.60)
Indeterminable	0.9 (0.18)	2.2 (0.61)	1.4 (0.37)
Postsecondary entry	81.3 (0.86)	48.7 (2.23)	47.5 (3.53)
Highest degree			
No postsecondary	18.7 (0.86)	51.3 (2.23)	52.5 (3.53)
No degree	35.1 (0.90)	35.0 (2.17)	29.1 (2.93)
Certificate	3.7 (0.32)	3.7 (0.65)	4.1 (1.22)
Associate	6.2 (0.41)	3.2 (0.61)	4.8 (1.33)
Bachelor's or above	36.4 (1.00)	6.8 (0.82)	9.5 (1.91)
Highest degree of those who entered postsecondary			
No degree	40.5 (1.01)	69.0 (2.60)	57.8 (5.19)
Certificate	4.8 (0.43)	9.1 (1.59)	9.8 (3.23)
Associate	8.0 (0.54)	6.2 (0.95)	10.7 (2.86)
Bachelor's	46.7 (1.10)	15.6 (1.83)	21.7 (4.05)

NOTES: (1) Standard errors are in parentheses. (2) Column totals for high school completion and highest degree may not add to 100.0 percent due to rounding. (3) Weighted Ns for all students: Never retained in grade = 2.298M; retained in grade = 560k; indeterminable = 291k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES #2003-402 and Supplement).

Table L3. Percentage distribution of 1992 12th-graders who entered postsecondary education, by selectivity of first institution of attendance, by standard demographics

	Selectivity of first institution of attendance				
Population	Highly selective	Selective	Non-selective	Open-door	Not ratable[a]
All students	3.2 (0.43)	12.2 (0.66)	40.4 (1.02)	41.6 (1.13)	2.6 (0.31)
Gender					
Male	3.4 (0.58)	12.3 (0.86)	38.2 (1.40)	44.0 (1.50)	2.1 (0.39)
Female	3.0 (0.51)	12.1 (0.84)	42.2 (1.30)	39.6 (1.44)	3.1 (0.42)
Race/ethnicity					
White	2.4 (0.32)	13.2 (0.78)	42.5 (1.15)	39.6 (1.24)	2.3 (0.34)
African-American	5.1 (2.30)	7.5 (1.59)	41.7 (3.36)	42.4 (3.98)	3.2 (0.82)
Latino	2.8 (1.23)	7.9 (2.31)	28.5 (3.09)	56.2 (3.40)	4.5 (1.47)
Asian	12.9 (3.09)	15.4 (2.35)	30.6 (3.11)	38.4 (3.84)	2.7 (1.37)
American Indian	#	6.7 (3.02)	29.7 (8.55)	62.2 (9.33)	1.4 (1.07)
Socioeconomic status quintile					
Highest	7.3 (1.05)	25.1 (1.47)	45.6 (1.67)	20.6 (1.60)	1.3 (0.55)
2nd quintile	2.1 (0.85)	10.2 (0.99)	42.7 (1.93)	43.4 (2.07)	1.6 (0.33)
3rd quintile	0.4 (0.13)	6.0 (0.72)	40.2 (1.97)	50.3 (2.10)	3.0 (0.52)
4th quintile	0.8 (0.29)	4.8 (0.76)	35.2 (1.97)	55.7 (2.06)	3.5 (0.70)
Lowest quintile	1.3 (1.08)	3.8 (0.95)	29.9 (3.07)	58.9 (3.36)	6.1 (1.44)

Rounds to zero.

[a] Includes less-than-two-year trade schools, conservatories (music and art), and schools of divinity.

NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding. Weighted N=2.03M.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L4. Descriptive relationship of number of credits earned in the first calendar year of attendance by 1992 12th-graders to highest degree earned by December 2000

	Highest degree earned by December 2000				
Number of credits in first year	None	Certificate	Associate	Bachelor's or higher	**Percentage of all students**
0–10	84.6 (1.44)	6.4 (0.98)	5.4 (0.88)	3.6 (0.75	**24.5 (0.94)**
11–19	63.9 (2.27)	4.9 (0.88)	12.0 (1.65)	19.2 (1.70)	**16.5 (0.73)**
20–29	27.5 (1.39)	3.8 (0.75)	8.4 (0.79)	60.3 (1.60)	**31.0 (0.83)**
30 or more	10.6 (0.86)	5.1 (0.66)	7.9 (0.83)	76.5 (1.31)	**27.9 (0.81)**
Among those who attended a four-year college at any time, number of credits earned in first year					
0–10	75.8 (3.15)	4.9 (1.50)	8.8 (2.18)	10.4 (2.11)	**12.4 (0.88)**
11–19	53.9 (2.82)	2.1 (0.55)	12.1 (2.22)	31.9 (2.51)	**14.1 (0.70)**
20–29	24.2 (1.39)	2.0 (0.79)	5.0 (0.62)	68.9 (1.59)	**38.8 (1.01)**
30 or more	8.4 (0.81)	0.6 (0.16)	3.4 (0.48)	87.6 (0.93)	**34.8 (0.94)**

NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding. Weighted N for all 1992 12th-graders = 2.09M; for those who attended a four-year college at any time:1.47M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L5. Percentage distribution of enrollment intensity over six years (1995/96–2001) of students who started out in postsecondary education in 1995/96, by age as of December 1995

Age at entry	Enrollment intensity		
	Full-time only	Part-time only	Both full-time and part-time
All Students	47.0 (1.1)	12.2 (0.8)	40.7 (1.0)
Less than 21	51.8 (1.1)	4.4 (0.5)	43.8 (1.1)
21–23	40.0 (3.8)	18.7 (3.1)	41.3 (1.1)
24–29	30.2 (3.7)	35.5 (4.6)	34.3 (4.2)
30 and older	32.1 (3.1)	42.9 (3.5)	25.0 (2.8)

NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding.
SOURCE: National Center for Education Statistics: Beginning Postsecondary Students Longitudinal Study, 1995/96–2001, Data Analysis System (NCES 2003-171).

As the reader will notice, about 48 percent of traditional-age students in the BPS longitudinal study of 1995/96-2001 told us that they attended part-time at some point in their undergraduate careers. In contrast, only 38 percent of the NELS:88/2000 postsecondary cohort indicated in their 2000 CATI interviews that they had attended part-time at any time. Are the two cohorts, three years apart in their modal starting date, that different? No.

NELS:88/2000:

Part-time by student report	37.7
Part-time by transcript evidence	9.7
Total part-time	47.4

BPS95/96–2001 students who started before they were 21:

Always part-time	4.4
Mixed full-time and part-time	43.8
Total part-time	48.2

So a dichotomous variable indicating whether the student *ever* attended part-time can be included in the logistic model in Step 5 (attendance patterns).

Table L6. Mean Carnegie unit credits earned in grades 10–12 by (a) all 1992 12th-graders and (b) by those of known socioeconomic status who attended a four-year college at any time and for whom high school transcript records and senior year test scores were complete

	Mean Carnegie units earned by:	
Category of earned credits	All 1992 12th-graders	All 1992 12th-graders who are the subjects of *The Toolbox Revisited*[a]
All high school credits	17.93 (0.09)	18.74 (0.09)
All academic credits	16.06 (0.09)	17.13 (0.09)
All vocational credits	1.28 (0.03)	1.01 (0.03)
English	4.11 (0.02)	4.18 (0.02)
Mathematics	3.39 (0.03)	3.61 (0.03)
Foreign language	1.98 (0.04)	2.31 (0.04)
Science	3.14 (0.03)	3.39 (0.03)
Social sciences	3.55 (0.03)	3.64 (0.03)

[a] These students are the same as those described under (b) in the title of this table.

NOTES: Standard errors are in parentheses. Weighted N for all 1992 12th-graders: 2.62M. Weighted N for 1992 12th-graders who graduated from high school by December 1996, attended a four-year college at any time, and were of known socioeconomic status: 1.41M.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L7. Logistic account of the three components of Academic Resources in relation to bachelor's degree attainment for all 1992 12th-graders with complete records for all three components

Variable	Parameter estimate	Adjusted standard error	F	*t*	*p*	Standard-ized estimate	Odds Ratio
Intercept	-5.3515	0.2348	529.46	11.12	0.01		
Curriculum intensity	0.6273	0.0568	122.17	5.39	0.02	0.4672	1.87
Classrank/GPA	0.4700	0.0529	79.05	4.34	0.05	0.3686	1.60
Senior test score	0.3649	0.0561	42.25	3.17	0.10	0.2785	1.44

NOTES: Standard errors adjusted by root design effect=2.05; universe consists of 1992 12th-graders with high school transcript records and senior year test scores. Percent of concordant probabilities predicted: 85.1; G^2=7536.7; *df*=8280; G^2/df=90.9; X^2 (df)=2977.32 (3).

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L8a. First season of postsecondary attendance of NELS:88/2000 students (a) who participated in the 1992 NELS survey and (b) who were 12th-graders in 1992 and subsequently attended a four-year college

	All students in 1992 survey	12th-graders in 1992 with full high school records who attended a four-year college
First season of attendance		
Summer term	5.8 (0.46)	4.4 (0.49)
Fall term	82.1 (0.83)	91.3 (0.65)
Winter or spring terms	12.1 (0.71)	4.3 (0.37)

Table L8b. Percentage of two groups of NELS:88/2000 postsecondary students who entered in the fall term: (a) All who participated in the 1992 NELS survey and (b) those who were 12th-graders in 1992 and subsequently attended a four-year college, by race/ethnicity and socioeconomic status quintile

	Percent Entering in the Fall Term	
	All students in 1992 survey	12th-graders in 1992 with full high school records who attended a four-year college
By race/ethnicity		
White	84.3 (0.84)	92.3 (0.54)
African-American	73.8 (3.53)	85.7 (4.28)
Latino	73.9 (2.19)	86.1 (3.49)
Asian	83.3 (3.54)	89.9 (3.77)
American Indian	85.1 (5.82)	97.1 (2.87)
By socioeconomic status quintile		
Highest	92.2 (0.73)	93.7 (0.81)
2nd quintile	83.3 (1.85)	90.6 (1.66)
3rd quintile	79.6 (1.68)	90.8 (1.04)
4th quintile	77.4 (1.83)	89.9 (1.32)
Lowest	66.0 (2.96)	82.7 (3.62)

NOTES: Standard errors are in parentheses. Weighted Ns: 1992 survey participants = 2.18M; 1992 12th-graders who attended a four-year college at any time and who presented full high school records = 1.18M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L9. Percentage of 1992 12th-graders earning credits in college-level math courses, both in the first calendar year of attendance and cumulatively, by number of credits earned in college-level mathematics, and type and selectivity of first institution of attendance

Characteristics of first institution	Number of credits in all college-level math courses earned in the first calendar year of attendance: None	1-4	More than 4
Type of first institution			
Four-year	44.2 (1.20)	30.2 (1.02)	25.6 (0.98)
Community college	82.1 (1.22)	12.0 (1.00)	6.0 (0.75)
Other sub-baccalaureate	89.2 (2.72)	9.5 (2.70)	1.3 (0.51)
Selectivity of first institution			
Highly selective	25.1 (5.69)	26.9 (4.24)	48.0 (5.32)
Selective	26.9 (1.98)	32.0 (2.38)	41.1 (2,28)
Nonselective	51.3 (1.26)	30.1 (1.15)	18.6 (0.91)
Open-door	82.4 (1.17)	11.8 (0.96)	5.8 (0.73)
Not ratable	92.4 (2.51)	3.7 (2.09)	3.9 (1.42)

	Number of credits in all college-level math courses earned at any time in the undergraduate careers of students who earned more than 10 undergraduate credits[a]: None	1–4	5–9	More than 9
Type of first institution				
Four-year	23.2 (0.96)	26.3 (0.96)	28.9 (0.92)	21.5 (0.99)
Community college	52.8 (1.82)	21.4 (1.47)	16.1 (1.29)	9.6 (1.01)
Other sub-baccalaureate	79.1 (3.88)	12.4 (3.62)	6.1 (1.70)	2.4 (0.83)
Selectivity of first institution				
Highly selective	18.1 (5.44)	17.8 (3.53)	18.0 (3.34)	46.1 (5.33)
Selective	16.5 (1.74)	21.1 (2.21)	31.9 (2.13)	20.5 (2.16)
Nonselective	25.4 (1.02)	29.1 (1.14)	28.7 (1.09)	16.8 (0.94)
Open-door	54.2 (1.77)	21.2 (1.43)	15.6 (1.24)	9.1 (0.92)
Not ratable	88.0 (3.10)	2.7 (1.14)	7.9 (2.65)	1.4 (0.81)

[a] The "more than 10 undergraduate credits" criterion excludes incidental students.

NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding. Weighted N for all 1992 12th-graders = 2.09M; for those who earned more than ten credits: 1.83M.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L10. Logistic account of factors associated with bachelor's degree completion for 1992 12th-graders who attended a four-year college at any time, using second-year cumulative credits and second-year cumulative GPA

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	- 6.2118	.7595	4.63	.001	----
GPA through second year	**0.7585**	**.1826**	**2.37**	**.05**	**0.1672**
Credits through second year	**1.1780**	**.1054**	**6.34**	**.001**	**0.2597**
No delay of entry	0.8852	.3240	1.55	†	†
SES quintile	**0.2636**	**.0651**	**2.29**	**.05**	**0.0581**
Education expectations	0.5402	.2031	1.51	†	†
Academic Resources quintile	**0.3345**	**.0821**	**2.31**	**.05**	**0.0737**
Ever part-time	**-1.3259**	**.1611**	**4.66**	**.001**	**-0.2923**
Summer-term credits	**0.5273**	**.0929**	**3.29**	**.01**	**0.1162**
Race/ethnicity	-0.3327	.2186	0.86	†	†
Gender	-0.1998	.1574	0.72	†	†
Parenthood by age 20	-0.8960	.4535	1.12	†	†
Multiple institutions	-0.5354	.1874	1.62	†	†
Community college transfer	0.6251	.2151	1.65	†	†
First institution was selective	0.4008	.2248	1.01	†	†
College-level math in first year	0.2064	.1692	0.69	†	†
First-year remediation	0.2940	.1929	0.86	†	†

† Variables did not meet threshold criterion for statistical significance.

NOTES: Standard errors adjusted by root design effect = 1.71. Delta-p computed only for statistically significant variables (in bold). Universe consists of all 1992 12th-graders who participated in postsecondary education, whose records indicated positive values for all variables in the model, and whose transcript records were complete. Weighted N = 1.5M. $G^2 = 3477.1$; df=4759; $G^2/df = 0.73$; X^2 (df)= 2272.2 (17); p = 0.0001. Proportion concordant predicted probabilities = 90.4 percent.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L11. Institutional attendance patterns of 1982 and 1992 12th-graders who subsequently earned more than 10 postsecondary credits[a]

Attendance characteristics	Class of 1982	Class of 1992
Number of schools attended		
One	46.9 (0.82)	43.5 (1.06)
Two	33.8 (0.75)	35.1 (0.93)
More than two	19.3 (0.63)	21.5 (0.84)
For those who attended more than one school:		
Attended in more than one state	39.5 (1.21)	35.7 (1.36)
Institutional combinations:		
Four-year only	38.9 (1.21)	27.5 (1.17)
Reverse transfer[b]	7.6 (0.60)	8.2 (0.76)
Community college transfer	18.1 (0.90)	22.1 (1.12)
Alternating/simultaneous[c]	10.2 (0.67)	13.8 (1.01)
Four-year student with incidental community college[d]	[e]	12.7 (0.90)
Four-year plus other sub-baccalaureate	4.9 (0.46)	1.8 (0.36)
Community college only	10.2 (0.69)	9.1 (0.71)
Community college and other sub-baccalaureate	5.3 (0.50)	3.0 (0.33)
Sub-baccalaureate trade school only	1.1 (0.22)	0.3 (0.20)
Other combinations	3.6 (0.51)	1.5 (0.31)

[a] The reason for excluding incidental students (those who earned 10 or fewer credits) is that they provide an insufficient history for judging multi-institutional attendance.
[b] Student began in four-year institution, did not earn a degree, and transferred to a community college.
[c] Student moved back and forth between four-year and two-year institutions, or attended two institutions at the same time, or did both.
[d] Student was based in a four-year institution, and earned 10 or fewer credits, principally during summer terms, from community colleges. This measure was not available in the High School & Beyond/Sophomore cohort transcript file.
[e] Category was not available in the High School & Beyond/Sophomore cohort transcript files (NCES 2000-194).
NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding. Weighted N for those who earned more than ten credits: 1.83M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L12. Percentage distribution of final (December 2000) education status of 1988 eighth-graders, by type and timing of high school diploma (if any), and including those who did not earn high school diplomas

Secondary/postsecondary status	Percent
1) Earned standard high school diploma by July 1992 and	
Earned at least a bachelor's degree	29.1 (0.94)
Associate degree was highest earned credential	4.7 (0.28)
Certificate was highest earned credential	2.8 (0.24)
No degree, but still enrolled in 2000	4.6 (0.33)
No degree, not enrolled in 2000	23.6 (0.79)
Never entered postsecondary education	13.1 (1.10)
2) Earned standard high school diploma *after* July 1992 and	
Earned at least a bachelor's degree	0.2 (0.12)
Associate degree was highest earned credential	0.3 (0.14)
Certificate was highest earned credential	0.2 (0.04)
No degree, but still enrolled in 2000	0.4 (0.14)
No degree, not enrolled in 2000	1.9 (0.29)
Never entered postsecondary education	1.6 (0.23)
3) Earned GEDs or certificates of attendance and	
Earned at least a bachelor's degree	0.1 (0.03)
Associate degree was highest earned credential	0.2 (0.05)
Certificate was highest earned credential	0.4 (0.14)
No degree, but still enrolled in 2000	0.8 (0.22)
No degree, not enrolled in 2000	2.8 (0.38)
Never entered postsecondary education	3.9 (0.46)
4) Others	
Did not graduate from high school, but entered postsecondary	1.0 (0.42)
Did not graduate from high school, no postsecondary	6.7 (0.65)
Indeterminable high school graduation status	1.7 (0.37)

NOTES: Standard errors are in parentheses. Percent column may not add to 100.0 due to rounding. Weight used throughout this table is the F4BYWT with a base year (1988) flag. F4BYWT covers NELS:88/2000 students who were in both the base year (1988) sample and the 2000 follow-up survey sample. Weighted N=2.93M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L13. Mean elapsed time to bachelor's degree[a] for all 1992 12th-graders who earned the degree by December 2000, by demographics, academic background, and attendance pattern characteristics

Student characteristic	Mean elapsed calendar years to degree	Standard deviation	Standard error
All NELS:88/2000 bachelor's	4.58	1.098	0.028
By Academic Resources quintile			
Highest quintile	4.23	0.914	0.042
2nd quintile	4.63	1.089	0.045
3rd quintile	4.94	1.091	0.071
4th quintile	4.98	1.206	0.137
Lowest quintile	5.54	1.095	0.161
By socioeconomic status quintile			
Highest quintile	4.40	1.018	0.044
2nd quintile	4.66	1.131	0.056
3rd quintile	4.74	1.089	0.060
4th quintile	4.83	1.201	0.084
Lowest quintile	4.87	1.113	0.120
By education anticipations			
Bachelor's consistent	4.49	1.051	0.029
Raised to bachelor's	4.90	1.138	0.067
Lowered from bachelor's	5.14	1.303	0.218
By selectivity of first institution			
Highly selective	3.92	0.741	0.093
Selective	4.32	0.987	0.071
Nonselective	4.53	1.026	0.031
Open-door	5.39	1.165	0.070
Not rated	4.85	1.412	0.481
By number of acceleration credits			
None	4.67	1.105	0.034
1–4	4.46	1.006	0.083
5–8	4.38	1.005	0.081
9 or more	4.28	1.101	0.088

See notes at end of table.

Table L13. Mean elapsed time to bachelor's degree[a] for all 1992 12th-graders who earned the degree by December 2000, by demographics, academic background, and attendance pattern characteristics—continued

Student characteristic	Mean elapsed calendar years to degree	Standard deviation	Standard error
By number of schools attended			
One	4.30	0.825	0.034
Two	4.66	1.143	0.048
Three or more	5.04	1.254	0.063
By transfer status			
Community college to four-year	5.43	1.162	0.071
Four-year to four-year	5.09	1.197	0.060
No transfer	4.43	1.015	0.030
By continuity of enrollment			
Continuously enrolled	4.44	0.941	0.024
Noncontinuous	6.68	1.114	0.101
By number of remedial courses			
None	4.43	1.042	0.033
One	4.94	1.117	0.071
More than one	5.33	1.092	0.068
Bachelor's degree major			
Business	4.56	1.083	0.072
Education	4.72	1.193	0.088
Engineering/architecture	4.71	1.019	0.089
Math/computer science	4.45	0.915	0.161
Physical sciences	4.99	1.293	0.194
Biological sciences	4.41	0.998	0.063
Health sciences/services	4.66	1.131	0.081
Humanities	4.35	1.134	0.143
Fine and performing arts	4.61	1.183	0.144
Social sciences	4.50	1.062	0.058
Applied social sciences[b]	4.68	1.033	0.066

[a] From first true date of attendance to degree award date.
[b] Includes communications, public administration, criminal justice, social work, family and community services, and leisure studies and recreation.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

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GLOSSARY

VARIABLES AND THEIR CONSTRUCTION

This glossary serves not only to expand the definition of the variables considered for *The Tool-box Revisited*, but also to provide details on their construction and allied guidance for interpretation that the reader may find helpful. As in Part II of this study, the presentation follows the order of the seven steps of the logistic narrative.

Where the initial definition of the variables in Part II was simple and transparent, e.g., GENDER, no further elaboration is provided here. Nearly all these variables were either taken directly or derived from other variables on NCES 2003-402 and its June 2004 Supplement.

Step 1a: Demographic Background

NNSE (Nonnative speaker of English)—New in this analysis.

The most notable demographic change between postsecondary students from the High School Class of 1982 and those from the High School Class of 1992 was a doubling of those who not only came from households where English was a second language, but who themselves were users of the heritage language. More than half of both Asian and Latino postsecondary students were so classified (Adelman 2004a, table 1.3, p. 9).

IMMIG (Family immigrant status)—New in this analysis.

Allied to second language background is the immigrant status of families. A dichotomous variable, IMMIG, was created to indicate whether the student's parents were immigrants to the United States within the previous 10 years. Among those who attended a four-year college at any time, 27.5 percent (s.e. = 3.33) of Asian students and 8.8 percent (s.e. = 1.61) of Latino students came from recent immigrant families. The dichotomous variable did not meet the minimum *t* criterion for retention in the demographic logistic model. Nonresponse bias undermines this variable: Responses from nearly 15 percent of the NELS:88/2000 families are missing.

BROSIS (Number of siblings)—New in this analysis.

Some research has indicated that students from larger families have more difficulty entering and successfully participating in higher education (Stage and Hossler 1989; Leigh and Gil 2003; Perkhounkova, McLaughlin, and Noble 2004). The dichotomous variable, BROSIS, marks students with three or more siblings versus those with one, two, or none.

FIRSTGEN (First generation postsecondary student)—New in this analysis.

A dichotomous variable under which the criterion for first-generation status is that *neither* parent had attended a postsecondary institution. Parents' education status was reported by parents themselves, not by students. The discrepancy between students' understandings of their parents' education status and parental accounts was demonstrated in the original *Tool Box* (p. 36): For the High School Class of 1982, only 50 percent of the students with at least one parent who had

earned a bachelor's degree (but not a graduate degree) could correctly describe their parents' achievement. Parents' highest level of education is a key component of socioeconomic status, and the original *Tool Box* did not test it separately.

FAMINC (Family income)—New in this analysis.

Family income in 1991 (the year before NELS students were scheduled to be in the 12th grade) was reported by parents, and set in six bands with a fairly even distribution of all respondents across those bands. In 2005 dollars (adjusted for a Gross Domestic Product deflator[66] of 1.288), as shown in figure 4, these bands were:

Figure 4. 1991 family income bands used in the NELS:88/2000 in 2005 dollars

Income band	Income range ($000)
Highest	96.6 and higher
Second	64.4–96.5
Third	45.1–64.3
Fourth	32.2–45.0
Fifth	19.3–32.1
Lowest	Less than 19.3

SOURCES: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement); *Budget of the United States Government: Historical Tables, Fiscal Year 2005*, table 10.1.

For purposes of our analysis, the bands were combined in pairs—highest two, middle two, and lowest two—to produce a trichotomy. This version is used in the Step1a logistic model (demographic characteristics only), along with FIRSTGEN, as one of the proxies for socioeconomic status.

NEWCHILD (Parenthood by age 20)—Carried forward from *Answers in the Tool Box.*

The variable, abbreviated as NEWCHILD, is a dichotomous marking of students (of either sex) who became parents by age 20. It was a powerful, negative, and consistently significant variable through all stages of the logistic story of the HS&B/So. A decade later, the rate of early parenthood had changed. For the entire cohort of the HS&B/So, 11.6 percent (s.e. = 0.43) became parents by age 20, a proportion that rose to 16.4 percent (s.e. = 0.92) for the NELS:88/2000. For those who ever entered a postsecondary institution, these percentages drop in half. Georges (2000) would remind us of the common sense that students who became parents by age 20 were not likely to enter college at all by that time. Indeed, 59.4 percent (s.e. = 2.30) of

[66]For the GDP deflator calculator, go to http://www1.jsc.nasa.gov/bu2/inflateGDP.html

the NELS:88/2000 participants who had children by 1994 did not enter any postsecondary institution by 2000, compared with 20.9 percent (s.e. = 0.89) of those who did not become parents by 1994.[67]

SESQUINT (Socioeconomic status quintile)—Carried forward from the original *Tool Box*.

In NCES longitudinal studies, socioeconomic status (abbreviated SES) is a composite index of family income, parents' highest level of education, prestige of parents' occupations, and the presence of items such as books, regular newspapers, and a computer in the student's household. Parents provide this information, and the 1992 parent interview was the primary source. The NELS:88/2000 files presented this index in centiles, as did the HS& Beyond/So file before it. To match quintile presentations of high school curriculum intensity, high school class rank/Grade Point Average, 12th-grade test score, and the composite variable, Academic Resources (see below), the centile scale was collapsed to quintiles. SES is an anchor of the education attainment literature, with recent studies enlightening our understanding of the complex ways students of different SES backgrounds experience higher education (e.g., Walpole 2003).

Step 1b: High School Background

EDUANTIC (Education anticipations)—Modified from *Answers in the Tool Box*.

In both the original *Tool Box* and *The Toolbox Revisited*, this is a composite variable describing the consistency and level of the student's education expectations, hence, goal commitment (Allen and Nora 1995). It departs considerably from measures of student education "aspirations" that are based on the student's answer to a single question at one moment in time. The variable was built from matched pairs of questions asked in grades 10 and 12. The High School & Beyond/Sophomore cohort surveys included six pairs of questions: highest level of education expected, planned dominant activity in the year following high school graduation, timing of college entry, choice of a two-year or four-year college as entry point, lowest level of education with which the student would be satisfied, and whether the student would be disappointed if he or she did not graduate from college.

The NELS:88/2000 version does not have as strong a base. Only two pairs of questions were asked in grades 10 and 12 that feed into the construction: highest level of education expected and timing of college entry.[68] In grade12 only, the respondent was asked what was the most likely type of postsecondary institution he or she would enter: four-year, two-year, or trade school, and the answer to this question also was used in building the variable. But the lack of parallelism

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[67]These percentages are based on the entire panel of participants in 1992 who also participated in the 1994 and 2000 follow-up surveys.

[68]Georges (2000) used a similar level-of-expectations by consistency-of-expectations construct for parental visions of their children's future education in the NELS:88/2000 cohort. Parents were interviewed on this issue when students were in the eighth grade and again when students were scheduled to be in the 12th grade.

between the HS&B/So survey and the NELS:88/2000 lead to revisiting the NELS categories and applying stricter algorithmic standards to yield an education anticipations variable closer to the structure of its predecessor, as displayed in figure 5.

Even after this construction, the education anticipations variable required an adjustment. Unlike the quintile variables for curriculum, class rank/GPA, and senior year test score, in which meanings are linear, the five-level anticipations variable is categorical. For purposes of multivariate analysis, the five levels were reduced to three as follows: (1) consistently expected to earn a bachelor's degree; (2) raised expectations to the bachelor's degree between grades 10 and 12; and (3) either lowered expectations from the bachelor's level between grades 10 and 12 or never expected to earn a bachelor's degree. The result is still a categorical variable, but the reference point—expectations for earning a bachelor's degree—is now constant in all three values.

Figure 5. Comparison of the education anticipations composite variable in the High School & Beyond/Sophomore cohort and the NELS:88/2000: Changes in students' expectations between grade 10 and grade 12

HS& B/So	NELS:88/2000
Bachelor's consistent	Bachelor's consistent
Raised to bachelor's	Raised to bachelor's
Lowered from bachelor's to some college; associate consistent	Lowered from bachelor's to some college, inconsistent
Lowered to no degree; associate inconsistent	Raised to some college; consistent "some college"
No degree plans, don't know	Sub-baccalaureate, including high school diploma or less

SOURCES: National Center for Education Statistics: High School & Beyond/Sophomore cohort, NCES 2000-194; NELS:88/2000 Postsecondary Transcript Files, NCES 2003-402.

CLSSRNKQ (Class rank/GPA quintile)—Carried forward from the original *Tool Box*.

This variable is a composite of high school class rank and GPA quintile. In both the HS&B/So and NELS:88/2000 data sets the composite was constructed in roughly the same way. The construction is described in detail in Appendix C, but the key features are worth repeating here.

The construction of this variable began with class rank, expressed as a percentile, for students whose high school graduating classes were larger than 10. Class rank was chosen for the base

reference because it overrides variability in local grading practices,[69] and responds to the divergence between stable scores on standardized tests such as the SAT or ACT and rising GPAs among the college bound (College Board 1998). Not all high schools compute class rank,[70] so for a significant percentage of students, this datum is missing. For these missing cases (as well as for the students from very small high schools), the variable construction turns to high school GPA (where available, and only for students with three or more years of course work). Basing a percentage scale first on class rank, and filling in the missing values with available GPAs from a matched scale using an equipercentile concordance methodology (Houston and Sawyer 1991), weighting the combined scale and cutting it by quintiles solves some of the bias and validity problems that would result from relying on GPA alone.

SRTSQUIN (Senior year test score quintile)—Carried forward from the original *Tool Box*.

SRTSQUIN is the quintile version of a senior year test score. Comparing the HS&B/So to the NELS:88/2000, this variable had the least variation in construction among the precollegiate academic performance variables. In both data sets, composite scores on an "enhanced mini-SAT" given to survey participants in the 12th grade were set out in percentiles. For missing cases, ACT scores were first converted to the SAT scale using ACT's equipercentile concordance methodology (accounting for the 1989 revision of the ACT test battery), and a combined SAT/ACT variable constructed. Scores on this variable were set out in percentiles, and filled in for missing cases of the senior year test score percentile using the equipercentile concordance method. SRTSQUIN reduces the noise in the lumpy distribution with a quintile presentation. Despite these efforts, 14 percent of the students in the NELS:88/2000 database are missing a senior year test measure, compared to 9 percent in the HS&B/So (see Appendix C). It must be acknowledged that the construction of SRTSQUIN combines low-stakes test scores with high-stakes test scores, though it is unclear how that ultimately affects a quintile presentation.

HIGHMATH (Highest level of mathematics reached in high school)—Carried forward from the original *Tool Box*.

In the original construction of this variable in both the HS&B/So and NELS:88/2000 data sets, some editing of the original coding of high school mathematics courses was required in light of postsecondary transcript evidence. For example, if the original coding in 1992 judged the student's highest level of high school mathematics to be "geometry," and the student's postsecondary transcript record of 2000 showed enrollment and completion of "Calculus III" in the first semester of college, then it was obvious that the original coder did not know the

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[69]Among the divergent policies found by the College Board (1998): (a) 9 percent of high schools do not use A-F or numeric grading systems; (b) 8 percent of high schools do not give credit for grades lower than C-; (c) 19 percent of high schools are in districts where grading systems vary; and (d) 43 percent of high schools exclude some courses when calculating GPA.

[70]In its survey of high school grading practices, the College Board (1998) found that 19 percent of high schools did not calculate class rank.

difference between "geometry" and "analytic geometry," and the student's high school record had to be adjusted accordingly. HIGHMATH is considered a categorical variable (as opposed to a continuous variable) because the distance between its levels cannot be judged as ordinal.

SCIMOM (High school momentum in science and mathematics)—New in this analysis.

This variable has three values: (1) A student who reached a level of math beyond Algebra 2 and who earned three or more Carnegie units in core laboratory science was labeled as having sufficient momentum in STEM (Science, Technology, Engineering, and Mathematics)-oriented fields to enhance that momentum even further in a postsecondary environment (whether or not they chose to do so). (2) Students who reached Algebra 2 but no higher, and accumulated more than 1.5 units of core laboratory science exhibited "modest" science momentum, and (3) those whose high school records fell short of "modest" on either the mathematics or science criteria were labeled "weak-to-minimal" in terms of science momentum. SCIMOM is one of three variables tested together as proxies for the combined measure of the academic intensity of a student's high school curriculum, HSCURRQ.

FLAN (Number of units of foreign language in high school)—New in this analysis.

This variable was developed as part of a configuration of proxies for academic curriculum intensity so that we could test the proxies against the consolidated academic curriculum index, HSCURRQ, described on pages 24–27 and in Appendix F. FLAN indicates the number of Carnegie units earned in high school foreign language study, and has five values: more than 3 units, from 2.01 to 3 units, from 1.01 to 2 units, from 0.1 to 1 unit, and 0 units. FLAN is one of three variables tested as proxies for HSCURRQ.

ADVANCE (Number of Advanced Placement courses)—New in this analysis.

This variable was constructed with three values based simply on the number of AP courses recorded: three or more, one or two, and none. It was tested, along with SCIMOM and FLAN, as a proxy for the consolidated academic curriculum index, HSCURRQ.

The identification of Advanced Placement course work in the NELS:88/2000 was a complex task.The version of the NELS:88/2000 high school transcripts to which researchers have referred in the past understates participation in AP courses, though it was difficult to say precisely by how much. Two proxy measures were employed to create the first version of an AP variable on the data file used in this study:[71] AP test scores recorded on the high school transcripts and AP entries on the postsecondary transcripts (which do not include test scores). These were combined to yield 7 percent of the NELS:88/2000 12th-graders, compared with the College Board's

[71]NCES CD 2003-402.

estimate of approximately 11 percent of 1992 12th-graders having taken AP courses.[72] Not everyone who takes AP courses takes AP examinations, and while that might explain some of the gap in the estimates, it still left an uncomfortable discrepancy between the NELS and College Board accounts of Advanced Placement volume.

In light of this low yield and anomalies in the data, a new approach was taken in the work that produced the 2004 Supplement to the original NCES 2003-402 files. Enough new cases of AP course taking (*not* courses labeled "honors" or just "advanced") were identified to raise the proportion of NELS 12th-graders with AP courses to 9.4 percent.[73]

Step 2: Postsecondary Entry

FIRST4 (First school attended was a four-year college)—Carried forward from *Answers in the Tool Box.*

The dichotomous variable indicating whether the first institution attended by the student was a four-year school was active in the original *Tool Box* account, but did not qualify for entry into the model in this replication. It is not clear why this should be the case. Some 81.9 percent (s.e. = 0.82) of the class of 1982 who attended a four-year college at any time started at a four-year college, versus 78.1 percent (s.e. = 1.04) of the class of 1992. There is no meaningful difference in those numbers.

DOCT (First school attended was a doctoral degree-granting institution)—Carried forward from the original *Tool Box.*

Another dichotomous variable indicating that the first institution attended by the student was not only a four-year college, but a doctoral degree-granting school. In the original *Tool Box*, this variable was admitted to the steps of the logistic model but was never statistically significant. In *The Toolbox Revisited* analysis, this variable did not qualify for entrance in the model, even though roughly similar percentages of students who attended a four-year college at any time started in a doctoral degree-granting institution (33.8 percent; s.e. = 1.06 for the HS&B/So versus 34.1 percent; s.e. = 1.11 for the NELS:88/2000).

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[72]See indicator #14 in *The Condition of Education, 1999*. Washington, D.C.: National Center for Education Statistics, 1999, p. 56.

[73]This approach began by isolating students who were consistent in their claims to have taken an "advanced placement course," planned to take an AP test, and reported taking at least one AP test between 1990 and 1993. From this group, those for whom AP course work had already been recorded were dropped. The balance were first matched against the HIGHMATH variable. For students who reached calculus or precalculus, responses to another question as to whether they took the course to earn college credit were invoked. If the student responded positively, the record was credited with an AP course. College transcripts were also examined for foreign language study at advanced levels in the first year of attendance (along with more than 2 years of foreign language study in high school), etc. Where matches were found, the student record was credited with an AP course.

The variable indicating the selectivity of the first institution of attendance (SELECT) is, to a large extent, confounded with doctoral degree-granting status (55 percent of the NELS:88/2000 students who started at doctoral degree-granting institutions started at either selective or highly selective schools).

SELECT (Selectivity of first institution attended)—Carried forward from the original *Tool Box.*

A dichotomous variable indicating that the first institution attended by the student was either highly selective or selective.[74] Some 4.1 percent (s.e. 0.49) of the universe for this study started in highly selective institutions (e.g., Princeton, the University of California at Berkeley, and Harvey Mudd). Another 17.8 percent (s.e. = 0.98) began their postsecondary careers in selective institutions (principally flagship state universities such as Michigan-Ann Arbor, North Carolina-Chapel Hill, Wisconsin-Madison, and Texas-Austin). More than half of the universe of students in this study (56.3 percent; s.e. = 1.32) commenced study in nonselective four-year colleges, and 20.7 percent (s.e. = 1.19) in open-door institutions, a category that is just about identical to community colleges. For the previous cohort of students from the High School Class of 1982, selectivity of first institution had a modestly positive and statistically significant association with degree completion until the last step of that analysis, extended postsecondary performance. Readers interested in the distribution of first institutional selectivity by race/ethnicity, gender, and socioeconomic status are referred to Appendix L, table L3.

NODELAY (Direct entry to postsecondary education following high school)—Carried forward from the original *Tool Box.*

This dichotomous variable was built from a simple distinction: Among students for whom we know both the month and year of high school graduation and the month and year of a transcript-documented attendance in a postsecondary institution following high school graduation, is the difference (a) seven months or less, (b) 8–18 months, or (c) more than 18 months? The first of these options is regarded as "direct entry." Dual enrollment courses do not count in this determination. The student who graduates from high school in June has until the following January to enroll and be judged "no delay." To those who might question the seven month allowance and argue for four months, one would point to a small percentage of graduates with April commencement dates who would be judged late entrants in September under a four-month rule.

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[74] Institutional selectivity in the postsecondary files of all three grade-cohort longitudinal studies conducted by the National Center for Education Statistics has five values: highly selective, selective, nonselective, open-door, and not ratable. The first three of these values were based on the selectivity cells developed by the Cooperative Institutional Research Project (CIRP) at UCLA for its annual survey (since 1966) of entering freshmen. Community colleges and area vocational-technical institutes (AVTIs) were assigned the value of "open-door." Theological seminaries, music conservatories, and sub-baccalaureate vocational schools were considered "not ratable."

ACCELCRD (Credits earned prior to high school graduation and by examination)—New in this analysis.

ACCELCRD sums all college credits earned by course work prior to high school graduation, along with credits earned by examination—including Advanced Placement, College Level Examination Program (CLEP), and institutional challenge exams (the majority of these—in the records of the NELS:88/2000—in foreign languages). Most of these credits were earned either prior to matriculation or during the first term of enrollment, though some were earned at later points in the student's undergraduate career. The ACCELCRD values were set at three levels: more than 4 credits, 1–4, and zero.

Step 3: First-year Performance

LOWCRED (Less than 20 additive credits earned in the first calendar year of attendance)— Carried forward from *Answers in the Tool Box.*

A dichotomous variable built on an analysis of the mean number of additive credits (those that count toward degrees) earned by all postsecondary students in the first calendar year following the date of first enrollment. The threshold at which this broad population began to earn any credentials (including certificates and associate degrees) was 20 credits (in the NELS:88/2000 population, 20.252 credits, to be precise; s.e. = 1.016). LOWCRED is an early momentum indicator with enduring consequences. As table L4 in Appendix L demonstrates, the more additive credits earned in the first year, the more likely a degree will be completed.

FRSHGRAD (Grade point average in the first calendar year of attendance)—Carried forward from the original *Tool Box.*

Grade point averages were determined for the first *full calendar year* of postsecondary attendance, and were then set out in quintiles. FRSHGRAD is a dichotomous variable that divides the highest two quintiles from the other three. For the history of the HS&B/So used in the original *Tool Box* study, the dividing line was 2.70. For that of the NELS:88/2000 used in *The Tool- box Revisited*, the line is drawn at 2.88. The difference reflects the general trend in GPAs of the two cohorts (see Adelman 2004a, table 6.1, p. 78).

FREM (Any remedial course work in the first calendar year of attendance)—New in this analysis.

FREM is a dichotomous variable marking students who took any remedial courses during the first calendar year of attendance. Three variations on first-year remediation were tried out in the process of arriving at this formulation: one that focused only on remedial reading, another on remedial math, and a third on all types of remediation. The dichotomous version of the latter was the only form that could meet the minimal statistical criteria for entrance into the stepwise logistic model and allow us to track any association of early remediation with degree completion.

Step 4: Financial Aid

In general, the NCES grade-cohort longitudinal studies have been weak on financial aid information, where as the event-cohort Beginning Postsecondary Students longitudinal studies have offered a panoply of financing data. For example, if we were to ask about grants or scholarships received in the first year of attendance (1995–96) for the BPS:95/96–2001 by traditional-age students who attended a four-year college at some time, we would find the information indicated in table Glossary-1.

We would know, too, that for those who received grants/scholarships in 1995/96, the amount constituted an average of 69.3 percent (s.e. = 1.0) of all aid received, and covered 33.4 percent (s.e. = 0.7) of the price of attendance for the 1995–96 academic year. We could easily break these averages out by type of institution first attended. And we would know more, as the BPS:95/96–2001 covers PLUS (Parent Loan for Undergraduate Students) loans, Perkins loans, Stafford loans (subsidized and unsubsidized), need-based aid by source, merit-aid by source, Pell grants, SEOG (Supplementary Educational Opportunity Grants) grants, and other types of financial aid. If the grade-cohort longitudinal studies such as the NELS:88/2000 had gathered even a third of this information, a much richer analysis would be possible—though not necessarily an analysis demonstrating a significant association of types, amounts, and ratios of financial aid to degree completion.

Table Glossary-1. Percentage of 1995/96 beginning postsecondary students 20 years old and younger who attended a four-year college at any time, and received grants or scholarships in 1995/96, by source and average amount of award, and bachelor's degree attainment rate by 2001

			Percent earning bachelor's degree by 2001	
Source of grant	Percent receiving grant	Average amount of grant	Received grant or scholarship	Did not receive grant or scholarship
All sources	54.6 (1.3)	$4506.00 (170.7)	59.8 (1.4)	49.1 (1.9)
Federal	23.2 (1.0)	1958.60 (34.0)	47.8 (1.9)	57.1 (1.4)
State	19.1 (1.0)	1757.40 (68.8)	58.6 (2.0)	54.0 (1.4)
Institution	31.9 (1.3)	4312.00 (208.0)	67.5 (1.7)	49.0 (1.5)
Other	16.1 (0.7)	1529.60 (73.5)	71.1 (2.0)	51.9 (1.4)

NOTE: Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: Beginning Postsecondary Students Longitudinal Study, 1995/96–2001, Data Analysis System (NCES 2003-173).

Step 5: Attendance Patterns

FOURTRAN (Transfer from one four-year college to another)—New in this analysis.

The algorithm for classic transfer from a community college to a four-year college was fairly easy to construct. But to distinguish a true four-year-to-four-year college transfer required an indirect route. In the final survey of NELS longitudinal study (2000), respondents who attended any postsecondary institution(s) were asked whether they ever "transferred credits." One cannot equate the yes/no answer to that question with institutional transfer. One group of four-year-to-four-year transfers was easy to identify: those who started in a four-year college and earned a bachelor's degree from a different four-year college. The second group was defined by the following attendance characteristics: They started in a four-year college, attended at least two four-year colleges, earned more than 30 credits from four-year colleges, were *not* reverse transfers, and earned less than 20 credits from community colleges and other sub-baccalaureate institutions. For the most part, these students did not earn bachelor's degrees, but they accumulated an average of 85.6 credits (s.e.=3.57) from four-year colleges. Of those who did not earn a degree, 34.6 percent (s.e. = 4.17) were still enrolled and degree-candidates in 2000.

MULTINS (Student attended more than one postsecondary institution as an undergraduate)—Carried forward from *Answers in the Tool Box.*

MULTINS is a dichotomous variable indicating that the student attended more than one institution. This is a macro-vision of otherwise multidirectional student behavior. One might suspect that when MULTINS, TRANSFER, and FOURTRAN are in the same logistic model, at least one of these variables will evidence an unacceptable degree of collinearity. But within the context of the universe under study in *The Toolbox Revisited*, the correlation between community college transfer (TRANSFER) and MULTINS is 0.3363 and that between four-year-to-four-year transfer (FOURTRAN) and MULTINS is 0.3246. These are modestly positive, but not so high as to indicate collinearity problems. What that may mean is that the three independent variables are making distinctly different statements in the context of the logistic regressions in which they appear.

SUMMER (Number of credits earned during summer terms)—New in this analysis.

Attendance and credit generation during summer terms turned out to be a strong proxy for high-octane persistence among community college students (Adelman 2005a), and was, hence, brought into the model for the population of those who attended a four-year college at any time. The variable was set by three bands of the number of credits earned in this manner: more than 4, 1–4, and 0. Some 54.8 percent (s.e. = 0.92) of all 1992 12th-graders who continued their education earned credits in at least one summer term; 61.1 percent (s.e. = 0.96) of those who earned more than 10 credits did so, as did 63.2 percent (s.e. = 1.10) of the universe on which this essay focuses. Given the magnitude of those percentages, it is not so much the fact of using summer terms, but the volume of credit generation that should count.

PARTTIME (Was the student's enrollment intensity *ever* part-time?)—New in this analysis.

The original *Tool Box* declined to confront part-time status and its effects. If one is using transcripts as evidence, there are a number of problems in determining which students are part-

time and when. This issue deserves extended attention, with support drawn from very different data sources (see, e.g., O'Toole, Stratton, and Wetzel 2003). Even if one standardizes credits on a semester metric across over 3000 institutions in the NELS:88/2000 postsecondary transcript files, it is often difficult to know what is considered "part-time" in term X at institution Y in program Z. With over 60 percent of students earning credits in summer terms, we would be obligated to include such terms in an account of enrollment intensity, and the question, "What is 'full-time' in a summer term?" would have to be answered in each institution. In the last survey of the NELS:88/2000 cohort in 2000, students were asked whether they had ever "attended less than full time." Despite the ambiguity of the phrasing and students' understanding of what "less than full time means," student responses were accepted as the first stage of creating a variable indicating part-time status at some point in their careers. In their 1994 interviews, students were also asked about their enrollment intensity status at the first institution they attended. When they indicated part-time, that fact overrode any denial of part-time status in their 2000 interview. Proximate judgment supercedes retrospection.

The second stage in developing this rough proxy draws on the transcripts and the notion of reducing credit load to part-time status. To identify students who may start with a full-time schedule but reduce it to part-time intensity by withdrawing from courses, we take the average credit load per semester for bachelor's degree recipients—14.2 (average annual load of 30.8 minus the sum of summer-term credits, credits by examination, and dual enrollment credits divided by two)—and ask by what percentage that figure would have to fall to bring the student's credit load below the threshold for full-time status (12 credits). The answer is 16.2 percent. So for the sake of this crude proxy measure, it is assumed that students who withdrew from attempted credits at 16.2 percent rate or higher were—or became—part-time at some time. With that group added to students who indicated part-time status in the course of their 2000 interviews, the proportion of NELS students who were part-time at some time in the undergraduate careers was 47.4 percent—compared with 48.2 percent of traditional-age students in the BPS longitudinal study of 1995/96–2001 (for an account of enrollment intensity in both data sets, see Appendix L, table L5).

Step 6: Extended Postsecondary Performance

REMPROB (Nature and intensity of remedial work)—Carried forward from *Answers in the Tool Box.*

In both the original *Tool Box* and *The Toolbox Revisited*, REMPROB describes the nature and extent of a student's remedial course work without the boundary of the first calendar year of attendance. For that reason, when REMPROB is tried out in the logistic narrative at the stage of extended postsecondary performance, it replaces the freshman year remediation variable (FREM).

REMPROB is created by an if-then-else logic that starts with remedial reading as the most serious of remedial problems,[75] and works its logical steps as follows:

[75]For an elaboration of REMPROB in relation to student demographic backgrounds, high school performance, and degree attainment, see Adelman 2004a, pp. 87–94, and Wirt, et al. (2000), indicator 14, p. 52 and supplemental tables (p. 152).

1. Any remedial reading
2. Two or more remedial courses (not reading, and, if math, more than two)
3. One or two courses of remedial mathematics only
4. One remedial course (not reading, not math, thus leaving writing, language arts, and general basic skills)
5. No remedial course work

For the sake of presentation in the logistic sequence, REMPROB is a dichotomous variable in which remedial reading plus more than one remedial course falls on one side of the border, and all other remediation (including no remediation) on the other side. In the original *Tool Box*, REMPROB was admitted into the model, but did not reach the threshold of statistical significance. In *The Toolbox Revisited*, REMPROB did not meet the minimum statistical standard for entry into the model when it was invoked in Step 6.

TREND (Trend in student's grade point average)—Modified from previous presentation in the original *Tool Box*.

This variable describes the trend in a student's postsecondary grade point average (GPA), and applies only to those students with complete undergraduate transcript records and computable GPAs. In its original *Tool Box* version, two reference points were used: end of the first calendar year GPA, and final undergraduate GPA. From these two markers, one could observe whether GPA was rising, flat, or falling, using a ratio of final GPA to first-year GPA. Ratios in the .95 to 1.05 range were judged to indicate no change, with ratios above 1.05 indicating a rising GPA, and ratios below 0.95 indicating a falling GPA. For a slightly better set of markers, the NELS:88/2000 postsecondary transcript files thus added a variable for GPA two years after entry. With three points of reference, ratios are not invoked, rather relationships (greater, less than, or equal to)—and at three points in time. From the permutations of these relationships one can determine whether the trend was rising, flat/inconsistent, or falling.

CUMMATH (Number of credits earned in college-level mathematics)—New in this analysis.

This variable, setting out cumulative credits earned in college-level mathematics in three bands (more than four, 1–4, and 0) replaces the parallel variable for first-year college-level mathematics credits in the context of an extended postsecondary history account. The motivation for including this curriculum marker is the same: Even if postsecondary students do not concentrate their studies in science, technology, engineering, or mathematics/computer science (STEM), their quantitative background will be called upon (in business and the social sciences, in particular). Student academic momentum, it is hypothesized, will be as much enhanced by quantitative study on the post-matriculation side of education history as it was in secondary school.

CHANMAJ (Change of major)—New in this analysis.

If transcripts are our principal source of evidence, the only moment at which we are sure of a student's major is the moment of degree award. Sometimes, the NELS:88/2000 transcripts with no degree indicated a major, which was verified by hand-and-eye reading by two judges only when the transcript carried a minimum of 15 credits and the major field indicated carried a minimum of 12. But that still leaves a large swath of missing accounts of students' major. It is wholly possible, for example, that a student earning a B.S. in computer science changed majors

twice along the way, and in two different institutions. In the matter of major—and change-of-major—the transcript is not as credible as the student. So the last NELS survey in 2000 asked students whether they had changed majors at any time, but unfortunately did not ask "from what to what."

A dichotomous change-of-major variable was developed and tried out for this study. Basically, it took the universe of students who said they changed majors, and added to that universe community college transfer students who moved from general studies to a discrete major, and cases where the student presented two transcripts with no degrees but different majors. It also took student responses in 1994 to questions about their major at the first institution attended and that at the most recent institution attended. Where the student reported two different disciplinary majors, e.g. electrical engineering at the first institution and biology at the most recent institution, that, too, was marked as a change of major no matter what the student told interviewers in 2000. Unfortunately, all these steps created a collinearity problem with the TRANSFER variable, and CHANMAJ did not qualify for entrance into the logistic narrative. On the other hand, it was admitted and played a notable role in the linear account of time to degree (see Appendix J).

Step 7: Final Model

NOSTOP (Continuous enrollment)—Carried forward from *Answers in the Tool Box.*

Given the extended potential undergraduate periods of 12 years (National Longitudinal Study of the High School Class of 1972), 11 years (High School and Beyond/Sophomores), or 8.5 years (NELS:88/2000), it makes no sense to describe stop-out behavior as one semester or its equivalent. In all three NCES postsecondary transcript-based grade-cohort studies, non-continuous enrollment was defined as *more than* a one semester (or its equivalent, e.g., two quarters) stop-out period. In the dichotomous variable, NOSTOP, the student is considered continuously enrolled even with one semester (or two quarters) off. From the moment of its introduction, NOSTOP was the strongest independent variable in the logistic narrative of the original *Tool Box*.

WRPT Ratio (Ratio of non-penalty withdrawal and no-credit repeat grades to all grades received)—Carried forward from the original *Tool Box.*

In the original *Tool Box*, this variable was called the DWI (drops, withdrawals, and incompletes) index. DWI is not a wholly accurate acronym. What is really described is a ratio in which the number of courses from which the student withdrew without penalty *plus* those the student repeated is the numerator, and the total number of courses in which the student enrolled is the denominator. The ratio counts course attempts, not credits. Withdrawals without penalty are not the same as courses "dropped" within set periods that most colleges and community colleges mark for "drop-and-add." Courses "dropped" are not included in the ratio. Nothing here involves penalty grades. All cases at issue are noncredit grades. The variable WRPT ratio is dichotomous: On one side of the dividing line are students who withdrew from or repeated 20 percent or more of all courses in which they enrolled.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, March 21, 2006 2:55 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Probation
Attach: Probation.msg

---

can't remember if I sent this one or not...

From: Alice Poehls <apoehls@email.unc.edu>
Sent: Tuesday, March 21, 2006 2:18 PM
To: Blanchard, John G <johnblanchard@unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Cc: Owen, Bobbi <owenbob@unc.edu>
Subject: Probation

Hi John and Robert,

I have spoken to Bobbi Owen and want to summarize what I learned from her. The interpretation of the new eligibility rules that I gave to you, Robert, do not seem to agreee with the intentions of the College.

Bobbi agrees that we need to include some language in the catalog/bulletin that says "good standing" means the ability to register. When you are on probation , you will be able to register and thus it would follow that you are in "good standing."

Bobbi said that they are committed to a "one probation" concept. That means, once dismissed, it would be unusual to be re-admitted on probation. Further, the student who is probated and then reaches a 3.0 for a semester or two, could be dismissed if the student fell below 3.0, even if it had been several semesters since the student was on "probation."

Bobbi is happy to discuss these items. Thanks.\

Alice

--
Alice C. Poehls, Ph.D.
Assistant Provost and University Registrar
Office of the University Registrar
104 Hanes Hall
Campus Box 2100
Chapel Hill, NC 27599-2100
apoehls@email.unc.edu
919.962.9839 Phone
919.962.3349 Fax

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, April 4, 2006 10:16 AM
To: -Academics <-Academics@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; fclark@email.unc.edu; Comfort, Frank <fcswim@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>
Subject: Fwd: Award Winning Advisors
Attach: Award Winning Advisors.msg

CONGRATULATIONS WAYNE! This is a great acknowledgment, a great recognition on campus! WELL DESERVED!

RJM

From: Carolyn Cannon <ccannon@email.unc.edu>

Sent: Monday, April 3, 2006 10:09 AM

To: aarouse@email.unc.edu; adamson, david <adamsond@email.unc.edu>; dawson, alice <adawson@email.unc.edu>; roberts, alison <arobert2@email.unc.edu>; tamkai, wendy <atamkai@email.unc.edu>; atdye@email.unc.edu; cloud, bill <bcloud@email.unc.edu>; lucido, barbara <blucido@email.unc.edu>; Hadzija, Boka <boka_hadzija@unc.edu>; cjnewsom@email.unc.edu; collins, marcus <collinsm@email.unc.edu>; coluzzi, seth <coluzzi@email.unc.edu>; Fox, Elizabeth <eafox@email.unc.edu>; Jordan, Elizabeth <eajordan@email.unc.edu>; shuster, elizabeth <eshuster@email.unc.edu>; clark, fred <fclark@email.unc.edu>; Vogler, Fred <fwvogler@email.unc.edu>; Gibson, Rhonda <gibsonr@email.unc.edu>; WOODARD, HAROLD <hwoodard@email.unc.edu>; DeSaix, Jean <jdesaix@email.unc.edu>; jfallin@email.unc.edu; Florin, John <jflorin@email.unc.edu>; gale, judy <jgale@email.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Browning, Jennifer J <jjbrowni@email.unc.edu>; Renner, Joy <jrenner@med.unc.edu>; Allison, Kim <kallison@email.unc.edu>; Johnson, Kay <Kay_Johnson@med.unc.edu>; bynum, kenneth <kbynum@email.unc.edu>; Hogan, Kelly A <kelly_hogan@unc.edu>; Stewart, Kevin <kgstewar@email.unc.edu>; King, Richard <kink@email.unc.edu>; mcgee, katie <kmcgee@unc.edu>; romo, leticia <liromo@email.unc.edu>; lamantia, lisa <ll@email.unc.edu>; petschauer, meredith <mbusby@email.unc.edu>; brooks, minda <mdbrooks@email.unc.edu>; soles, meredith <mksoles@email.unc.edu>; mccombs, mark <mmccombs@email.unc.edu>; mrcramer@email.unc.edu; edwards, melissa <mredward@email.unc.edu>; Jahn, Michael S. <msjahn@email.unc.edu>; steenbergen, marco <msteenbe@email.unc.edu>; Stimeling, Melanie <mstimeli@email.unc.edu>; nittoli, harriet <nittoli@email.unc.edu>; Parikh, Nalin <nparikh@physics.unc.edu>; Phillips-Ayers, Patricia <pphillip@email.unc.edu>; Pruvost, Valerie <pruvost@email.unc.edu>; quint, stephen <quint@bme.unc.edu>; howard, rosemary <rhoward@email.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Perelmuter, Rosa <rpperelm@email.unc.edu>; Salyer, Sherry <salyer@email.unc.edu>; Coats, Sandra <scoats@email.unc.edu>; Dobbins, Steve <sdobbins@email.unc.edu>; Little, Shade Keys <shadekey@email.unc.edu>; sredward@email.unc.edu; Stenross, Barbara <stenross@email.unc.edu>; Taylor, Betsy <taylorb@email.unc.edu>; hilger, tony <thilger@med.unc.edu>; Tiani, Domenic J. <tiani@email.unc.edu>; austell, todd <tlaustell@unc.edu>; Smith, Teresa <tsmith7@email.unc.edu>; junk, cheryl <tweeter@email.unc.edu>; Webster, Linwood <websl@ils.unc.edu>; Wesson, Andre <wesson@email.unc.edu>; Wyrick, Marilyn <wyrick@email.unc.edu>

Cc: Owen, Bobbi <owenbob@email.unc.edu>

Subject: Award Winning Advisors

Dear Colleagues,

Each year, the Academic Advising invites students to nominate candidates for the /Minor-Mickel Shaw Excellence in Advising Award and the Class of 1996 Awards for Advising Excellence/. This year fifty-four advisors campus-wide received nominations. I am delighted to announce the 2006 advising awards winners:

Minor-Mickel Shaw Excellence in Advising Award
Amy Dye, Humanities and Social Sciences (Team 60)
Cheryl Junk, Fine Arts and Humanities (Team 95)
Beth Shuster, Basic and Applied Sciences (Team 70)

__
Class of 1996 Awards for Advising Excellence
Dick Cramer, Senior Team (85)
Gregory Gani, Carolina Environmental Program
Wayne Walden, Academic Support for Student Athletes

A special thank you goes to Jill Fallin for her technical assistance and members of the Awards Selection Committee for their time and deliberations. Members of the selection committee include: Nalin Parikh, Chair and Assistant Dean, Austin Rouse, Peer Advisor, Meredith Soles, Senior Advisor, and Kevin Stewart, Faculty Advisor, Department of Geological Sciences.

I extend my sincere thanks to all advising personnel for making this year a successful one.

Many thanks
Carolyn
--

Carolyn C. Cannon
Associate Dean of Academic Advising
The College of Arts and Sciences and the General College
Campus Box 3110, 213 Steele Building
The University of North Carolina
Chapel Hill, NC 27599-3110
(919) 966-5116

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, April 4, 2006 12:25 PM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: update

I'm sure Doug has emailed everyone that there is not a staff meeting today. However, I do want to take a moment and update everyone on issues that some of us have been working on.

First - Registration Assistance for Committee Case Students:

If you remember, Mary Brunk, Mary Willingham and I wrote a proposal requesting registration assistance for this population of our students. I have had several meetings with Bobbi Owen, Lissa Broome, the Registrars Office and the Faculty Committee on Athletics. All have shared their thoughts and support. This afternoon I present to the Faculty Advising Committee to Admissions (not the sub cmt on athletics). After, they will provide their thoughts and possibly amendments. After, Bobbi and I will meet with the Chair of the Educational Policy Committee, Peter Gordon for direction. If all goes well the proposal will be a pilot for the next registration period (in the fall) and then in full effect in the spring.

Second - New UNC Eligibility Standards - specifically:

Resolution 2006-2. Revising the Standards for Continued Academic Eligibility for Undergraduate Enrollment
Resolution 2006-3. Replacing the System of Academic Warning Notification and Academic Review with a System of Academic Probation
Resolution 2006-4. Revising the Deadline for Undergraduate Course Schedule Changes in the Fall and Spring Semester

Bobbi contacted me about a week and a half ago about these resolutions. Since that time I have had several meetings with Bobbi, Fred, the Registrars Office, Wayne and Cynthia. Lissa Broome, Jack Evans, JGB and I attended last Friday's Faculty Council Meeting to hear and participate in the resolution discussions. Meetings will continue this Friday with Bobbi, Wayne, Cynthia and I.
Please go to http://www.unc.edu/faculty/faccoun/agendas/A06FC03.html
click on the links to read the resolutions.
Bobbi will be the person responsible for writing the new policies and Bobbi has been very open to hearing our questions and issues concerning these eligibility changes.
Also, this afternoon I will meet with the Faculty Committee on Athletics to discuss these changes.
At first reading, these resolutions appear to have a big impact on our population. However, after discussing with Bobbi and others I am reserving judgement. I would like to hear your thoughts and have discussion about this at our next staff meeting (next Tuesday). Waiting till next Tuesday to have staff meeting will allow for another meeting with Bobbi, Cynthia, Wayne and myself. I think we will have a better understanding of it's impact after that meeting.

Third - SI for English 10:

Mary Willingham, Todd and I met and discussed English 10. Out of that meeting, we have decided to pull our resources and work together to include English 10 and 11 in our SI classes. Mary is working with Todd to put this together. This is a great opportunity to work with the Enghlish Dept. in helping all students enrolled in English 10 (and follow them in 11). Mary can share more about this a next weeks staff meeting.

Fourth - Math requirements for students who enter UNC as exceptions:

This has also been an active topic on campus and Wayne and I have been following closely. Both of us will discus at staff meeting.

If you have any questions about anything in this email - please come in and see me. Thank you.
RJM

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, April 6, 2006 10:01 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Duke committees
Attach: Duke committees.msg

Interesting article...

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, April 21, 2006 9:48 AM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: [Fwd: CTOPS Training--Registration/Day 2]
Attach: [Fwd_ CTOPS Training--Registration_Day 2].msg

From: Marilyn Wyrick <wyrick@email.unc.edu>
Sent: Friday, April 21, 2006 9:05 AM
To: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: [Fwd: CTOPS Training--Registration/Day 2]

Robert,
In case Barbara didn't send this to you, below is information on C-Tops training for Day 1 and 2. You all are welcome, especially for the Day 1.

Marilyn

-------- Original Message --------
Subject: CTOPS Training--Registration/Day 2
Date: Mon, 17 Apr 2006 08:52:06 -0400
From: Barbara Lucido <blucido@email.unc.edu>
To: David Adamson <adamsond@email.unc.edu>, Todd Austell <tlaustell@unc.edu>, Minda Brooks <mdbrooks@email.unc.edu>, Kenneth Bynum <kbynum@email.unc.edu>, Bill Cloud <bcloud@email.unc.edu>, Marcus Collins <collinsm@email.unc.edu>, Seth Coluzzi <coluzzi@email.unc.edu>, Alice Dawson <adawson@email.unc.edu>, Amy Dye <atdye@email.unc.edu>, Stacy Edwards <sredward@email.unc.edu>, fishell@email.unc.edu, John Florin <jflorin@email.unc.edu>, Elizabeth Fox <eafox@email.unc.edu>, Rhonda Gibson <gibsonr@email.unc.edu>, Kelly Hogan <leek@email.unc.edu>, Rhoward@email.unc.edu, "Michael S. Jahn" <msjahn@email.unc.edu>, Kay Johnson <kay_johnson@med.unc.edu>, Elizabeth Jordan <eajordan@email.unc.edu>, Cheryl Junk <tweeter@email.unc.edu>, Lisa LaMantia <ll@email.unc.edu>, Stephen Leonard <sleonard@email.unc.edu>, Barbara Lucido <blucido@email.unc.edu>, mark mccombs <mmccombs@email.unc.edu>, lee_may@unc.edu, Hatsy Nittoli <nittoli@email.unc.edu>, pagej@email.unc.edu, Meredith Petschauer <mbusby@email.unc.edu>, Valerie Pruvost <pruvost@email.unc.edu>, Stephen Quint <quint@bme.unc.edu>, Joy Renner <jrenner@med.unc.edu>, Alison Roberts <arobert2@email.unc.edu>, Leticia Romo <liromo@email.unc.edu>, Beth Shuster <eshuster@email.unc.edu>, Meredith Soles <mksoles@email.unc.edu>, "Domenic J. Tiani" <tiani@email.unc.edu>, Fred Vogler <fwvogler@email.unc.edu>, Linwood Webster <lwebster@email.unc.edu>, andre <wesson@email.unc.edu>, Jonathan Weiler <jweiler@email.unc.edu>, Marilyn Wyrick <wyrick@email.unc.edu>, "ElaineY.(Honors) Yeh" <yeh@email.unc.edu>
CC: Assoc.DeanCarolyn Cannon <ccannon@email.unc.edu>, Richard Cramer <mrcramer@email.unc.edu>, Dean Ritchie Kendall (honors) <rkendall@email.unc.edu>, Nalin Parikh <nparikh@physics.unc.edu>, Rosa Perelmuter <rpperelm@email.unc.edu>, Sherry Salyer <salyer@email.unc.edu>, Teresa Smith <tsmith7@email.unc.edu>, Marco Steenbergen <msteenbe@email.unc.edu>, Asst.DeanBarbara Stenross <stenross@email.unc.edu>, Melanie Stimeling <mstimeli@email.unc.edu>

Dear Colleagues--

This is a reminder that training for Day 2 of CTOPS (Registration Lab) is fast approaching. Be sure to attend one of two training dates:

Friday, April 28, 10am-noon, Greenlaw 431
or
Wednesday, May 3, 2:00-4:00, Bingham 103

You do not need to tell us which of the two dates you plan to attend, but please let us know if you have questions or are unable to attend either day.

You are all welcome to also attend Day 1 (Workshop) Training, at which time we will focus on the new curriculum. (Full-time advisors are required to attend.) Part I of Day 1 Training is scheduled for Thursday, May 11, 2:00-4:00, in Bingham 103. If Part II is needed, we have scheduled Bingham 103 for Wednesday, May 24, from 2:00 to 4:00. Although participating in this training is optional for part-time advisors, doing so may serve to ease some of the apprehension you may be feeling about

the new curriculum and thereby enhance your level of comfort in the Registration Lab.

We are looking forward to another great summer of welcoming our new first-year students to Carolina, and we thank you for all of your support and hard work!

Best regards--

Barbara Lucido & Rosemary Howard
CTOPS Co-Chairs

--

Marilyn J. Wyrick
Assistant Director, Advising Programs
University of North Carolina - Chapel Hill
114 Steele, CB# 3110
919-843-8920

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, April 26, 2006 4:15 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Weeden, Mary B. <mbw@uncaa.unc.edu>
Subject: Fwd: Letter to editor
Attach: Letter to editor.msg

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, May 19, 2006 4:07 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Complaints from ACC basketball not logical
Attach: Complaints from ACC basketball not logical.msg

From: Kevin Best <kbest@uncaa.unc.edu>
Sent: Tuesday, May 23, 2006 11:40 AM
To: Gallo, Larry <athgallo@uncaa.unc.edu>; Haithcock, Brenda <bhaithcock@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; Maynor, Terri <tmaynor@uncaa.unc.edu>; Vanderford, Teresa <tvanderford@uncaa.unc.edu>
Subject: Carolina Football Graduation Rate Honored By AFCA

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http://tarheelblue.cstv.com/sports/m-footbl/spec-rel/052306aab.html

CAROLINA FOOTBALL GRADUATION RATE HONORED BY AFCA
UNC among nine ACC schools to receive mention.

May 23, 2006

WACO, TEX. -- For the third consecutive year, the University of North Carolina has been recognized for graduating at least 70 percent of its football student-athletes by the America Football Coaches Association. Carolina was one of nine Atlantic Coast Conference institutions to receive the honor. The ACC lead all conferences with nine, followed by the Big East and Big 12 with four.

Carolina has received honorable-mention recognition 13 times since the College Football Association began presenting the award in 1981. The AFCA has presented the award since 1998.

SMU won top honors this year with 100 percent graduation. Twenty-eight other institutions were recognized for graduating 70 percent or more of their football student-athletes. Five of those institutions achieved a rate of 90 percent or better: Boston College, Duke, Northwestern, Notre Dame and Southern Mississippi. Those receiving honorable mention are: Auburn, Baylor, California, Cincinnati, Clemson, Colorado State, Florida State, Iowa, Iowa State, Maryland, Miami (Ohio), Nebraska, North Carolina, Penn State, Rice, Rutgers, Syracuse, Texas Tech, Troy, Virginia, Virginia Tech, Wake Forest and West Virginia.

The overall graduation rate of the 104 schools that responded to the survey was 58 percent, equaling last year's mark. Fifty of the members responding were above the average and 54 were below the average. The median graduation rate was 57 percent, compared to 57 percent last year and 60 percent two years ago.

The study involves the freshman class from the academic year of 2000-2001, including those who entered at that time but who did not receive financial aid until after their initial year, or who transferred from another institution and subsequently received a grant-in-aid.

Conference Breakdown: Atlantic Coast (9), Big East (4), Big 12 (4), Big 10 (3), Conference USA (3), Independents (1), Mid-American (1), Mountain West (1), Pacific 10 (1), Southeastern (1), Sun Belt (1).

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Kevin Best
University of North Carolina
Deputy Director of Communications
Director of Football Communications
919-962-8916

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, May 24, 2006 1:36 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: S-A Handbooks
Attach: S-A Handbooks.msg

Take a look at the handbook. If you need to have Mary Brunk do it. Eligibility needs to change and so does the drop date. RJM

From: Cricket Lane <cricket@uncaa.unc.edu>
Sent: Tuesday, May 23, 2006 2:25 PM
To: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: S-A Handbooks
Attach: handbook 2006-2007 Academics.doc

Hi there,

Please take a look at the attached information from last year's Student-Athlete Handbook and make any corrections/changes and send back to me by Friday, May 26th

We are changing the look of the handbooks to make them user friendly date books and need to get them to the company much earlier than in the past.

Thanks,
Cricket

University of North Carolina
Department of Athletics

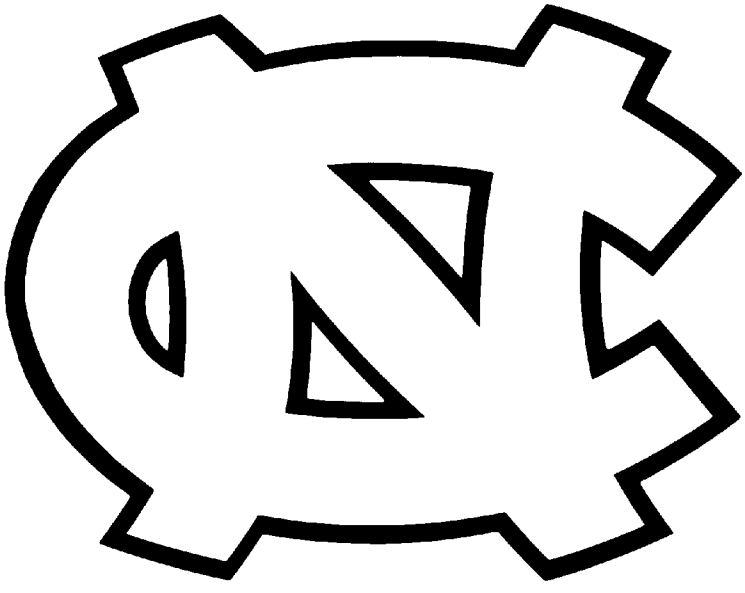

STUDENT-ATHLETE HANDBOOK 2005-2006

STUDENT-ATHLETE SERVICES

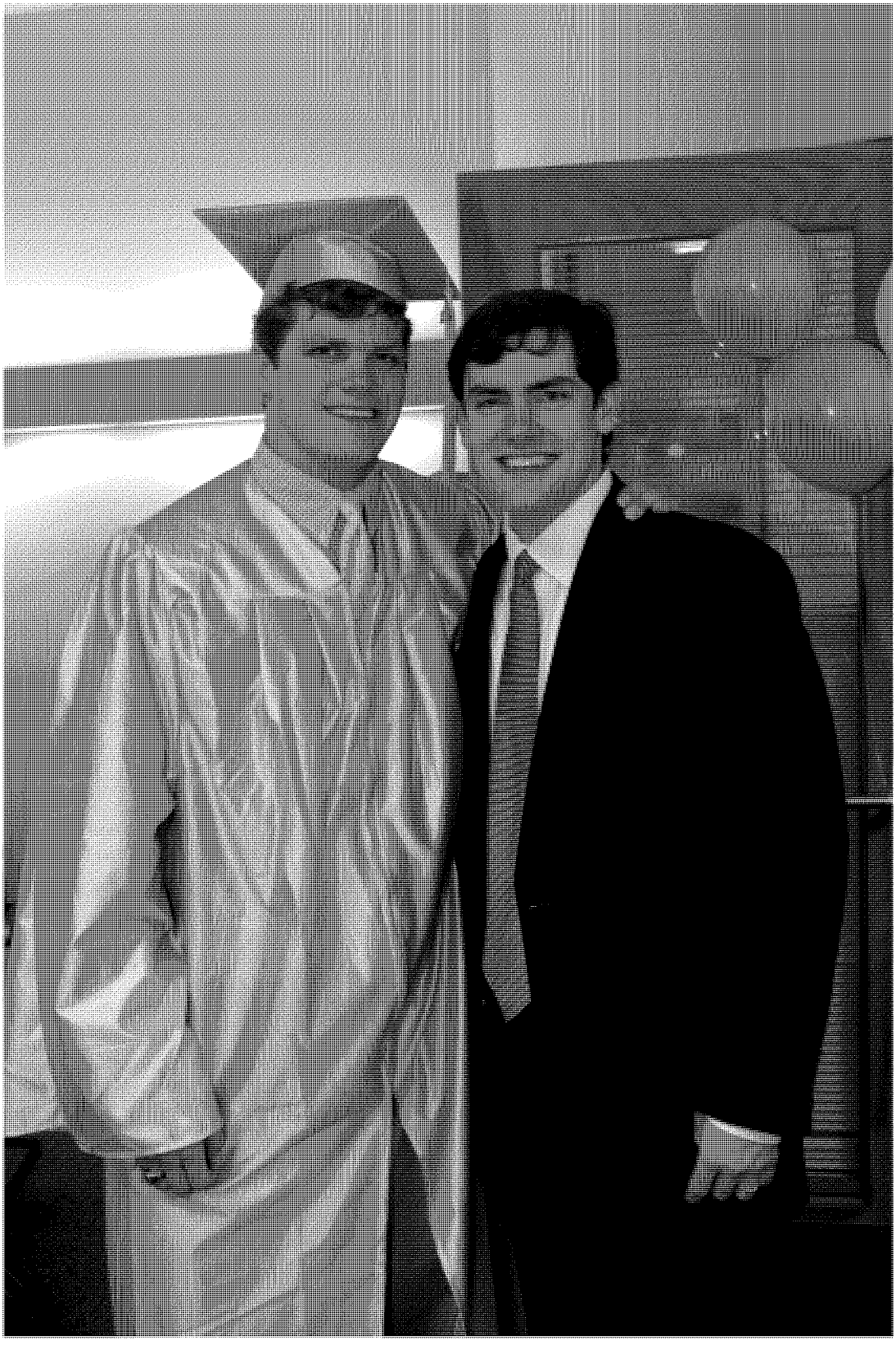

STUDENT-ATHLETE SERVICES

The Department of Athletics provides support services to our student-athletes designed to reach each student-athlete based on his or her individual needs focusing on the individual as a whole. These services include the Academic Support Program, Student-Athlete Development, and the Carolina Leadership Academy.

MISSION STATEMENT

The mission of Student-Athletes Services at the University of North Carolina at Chapel Hill is to provide services and develop relationships which foster a climate that supports University of North Carolina student-athletes advancing toward graduation, building character, and developing leadership.

ACADEMICS

The Department of Athletics maintains an Academic Support Program to offer student-athletes the greatest opportunity to excel in academics while at the same time competing in intercollegiate sports.

MISSION STATEMENT

The mission of the Academic Support Program for Student-Athletes at the University of North Carolina at Chapel Hill is to provide programs and services in partnership with the University community to assist and encourage student-athletes in achieving academic success. These programs and services are designed to advance responsibility and enhance leadership potential, while inspiring educational excellence and an appreciation of the academic experience.

ROLE OF THE ACADEMIC COUNSELOR

Each intercollegiate athletic team is permitted to use the support programs conducted in the Academics Center through the guidance of their assigned academic counselor. Academic counselors are available to help student-athletes reach their academic potential and career aspirations. They can assist student-athletes in developing time management skills, successful study skills, an individualized study plan, and other strategies to enhance personal growth.

Academic counselors monitor the degree progress of each student-athlete, as well as monitor their eligibility status according to NCAA and UNC eligibility regulations. In addition, academic counselors in the Academics Center work jointly with the campus advising staff to coordinate the advising and registration processes. Academic counselors also refer student-athletes to appropriate on-campus resources.

RESPONSIBILITIES OF STUDENT-ATHLETES

Students who represent the University of North Carolina in intercollegiate athletic competition are regular, full-time students of the University and, as such, have the same academic responsibilities as students who are not athletes. In addition, student-athletes must devote sizable amounts of time and energy to participating in their sports. Although the Academic Support Program offers a wide range of excellent academic services to student-athletes, the ultimate responsibility for learning and for following a program that leads to a degree lies, of course, with the students themselves.

Student-athletes at the University of North Carolina are expected to meet the following responsibilities:

1. To develop and maintain habits of learning commensurate with education at the university level and to pursue a program of study leading to a degree.
2. To know the provisions of the Code of Student Conduct and to abide by them.
3. To seek academic advice in the Office of Academic Advising and department of the major, or in the appropriate professional school at the regularly prescribed times, and to pre-register every semester during the official pre-registration period. Advising offered by the Academic Support Program complements the regular University advising system. **Student-athletes are not free to bypass ordinary advising procedures.**
4. To attend all class meetings, labs, required discussion sessions, and required conferences with teachers for all courses. The only acceptable reasons for missing course obligations or appointments with teachers are serious illness, family emergency, or official travel to university-sponsored activities. The Academic Support Program provides each student-athlete with a travel letter to present to each of their professors along with their competition/travel schedule. By University policy, students are not to be penalized for absences from class and other academic obligations during those specified times when they are involved in University-sponsored activities. On the other hand, coaches have been advised that in the event of a conflict between practice and a scheduled class or laboratory, make-up session, field trip, or student-teacher conference, students shall be permitted to miss practice without penalty. It is an NCAA violation to miss class for practice.

a) Students should be familiar with the University policy regarding class attendance as printed in the latest edition of The Undergraduate Bulletin, which says, in part "Absences from class for valid reasons are excused only by the instructors. A student should present his or her explanation for any absences to the instructor at the next meeting of class."

b) Students should find out the instructor's attendance and makeup policies for all courses in which they are enrolled.

c) Students are responsible for all material covered in class when they are absent, as well as for all assignments due or assigned on a day when class is missed. Students must take the initiative to talk to their professors about making up work missed because of an absence as a result of athletics travel and competition (e.g., UNC, National Team, etc.).

d) For travel and competition that occurs during the final exam period, students are responsible for notifying their professors of the conflict and obtaining an exam excuse approved by an academic dean. Students should communicate all final exam conflicts to their academic counselor.

5. To fulfill all requirements of all courses being taken, including turning in all papers and assignments on time and taking all quizzes, tests, and final examinations on the scheduled dates.

6. To seek out the advice or help of the instructor about difficulties in a course, preferably during the instructor's regular office hours. If that time is not possible, arrange an appointment with the instructor at another time.

7. To keep their assigned academic counselor in the Academic Support Program and their coach informed of academic progress during the semester.

a) Students should notify their academic counselors of athletic commitments which might interfere with fulfilling their academic responsibilities every semester.

b) Students should speak with their academic counselors right away if they are having difficulty in a course.

c) Students for whom structured study or individual tutoring is deemed appropriate by their academic counselors must abide by the procedures of the Academic Support Program in availing themselves of those services.

d) Students should keep in mind that tutoring is never a substitute for class attendance.

8. To cooperate with and abide by their team's academic policies. For example, some teams require team members with averages below a certain grade point to turn in weekly academic logs.

9. To know and abide by the policies and procedures of the Academic Support Program.

PLAGIARISM AND THE HONOR CODE SYSTEM

All student-athletes should remember that they are to follow the University Honor Code at all times. The definition of the Honor Code is referenced in the Code of Conduct section of this Handbook.

Occasionally, scholastic dishonesty occurs as the result of a lack of information or misinformation. Everyone knows cheating on an exam is dishonest; however, students have, on occasion, turned in papers which they thought were acceptable only to find they were accused of plagiarism.

One area of essay or term paper writing that often causes students confusion is acknowledging sources. **If you use another person's ideas or expressions in your writing without acknowledging the source, you are guilty of plagiarism.** Although most students understand that you are plagiarizing if you use someone else's work more or less verbatim, they do not realize that not giving proper credit for ideas, research conclusions, etc., is also considered plagiarism.

A good rule of thumb is to quote the unique or witty and paraphrase the rest; but, remember, if you are paraphrasing someone else's work, you must acknowledge your source either by direct quotations or by footnotes.

It is often difficult to separate your thoughts from someone else's after reading an article. In general, do not write your thoughts while you are reading someone else's research material.

Many students have the most difficulty when they are asked to prepare a commentary or critique on a particular book. If you consult a critical essay or book review to stimulate your thinking, it is very likely that you will need to acknowledge/cite this material within your paper.

A simple principle helpful when trying to determine if you should acknowledge a source: If you knew it or it was your opinion **before** you did any reading on the subject, it need not be acknowledged/cited.

Remember, whenever specific facts, opinions, judgments, or explanations are obtained from your readings, they must be acknowledged/cited, even if you present the facts entirely in your own words.

PHILOSOPHY OF COACHES REGARDING THE ACADEMIC PERFORMANCE OF STUDENT-ATHLETES

Student-athletes look to their coaches for guidance in their lives. As such, the coach is usually in the best position to stress the importance of academic achievement in preparation for successful careers beyond the undergraduate level. Coaches best serve the interests of the student-athletes when they emphasize the importance of academic achievement. Coaches promote academic achievement by:

1. Understanding the academic expectations that the faculty hold for student-athletes.
2. Creating an atmosphere in which team members strive for stated academic goals.
3. Making class, laboratory, and required study session attendance mandatory.
4. Scheduling practice sessions that minimize conflict with courses and excusing students from practice when these conflicts occur. Again, it is an NCAA violation to miss class for practice.
5. Regulating the amount of practice, competition, and travel time such that each week the students are able to devote a minimum of 2 hours, for each credit hour taken, to academic pursuits; this time is exclusive of time spent in the classroom.
6. Advising students to take advantage of the off season to enhance significantly their academic standing within the University. While conditioning and athletic skill enhancement may occur during this time, the student should have every opportunity to lead a normal student life.
7. Arranging travel time to minimize missed classes, labs, and required study sessions.
8. Structuring study times during extended travel periods.
9. Requiring that each team member contact the Academic Support Program (ASP) staff to discuss academic progress at the time interval determined by the ASP staff. Decisions made by the ASP staff regarding the amount of time each team member should be spending in structured study should be strictly adhered to. Students who are not making satisfactory academic progress, in the view of the ASP staff and/or the coach, should be instructed to substitute supervised structured study time for time normally devoted to athletic activities.
10. Providing special recognition for students who meet or exceed the stated academic goals and for those students who demonstrate improvement over last semester's academic performance.

CLASS REGISTRATION DURING TRAVEL AND COMPETITION

When student-athletes are traveling for athletics competition or competing at home on their specified registration date, a system is in place by which student-athletes may be registered by the Academic Support Program for Student-Athletes staff provided he or she is on the travel roster. All students are expected to see their academic advisors in Steele Building to discuss course selection, receive their PIN #, and remove academic registration holds as soon as the advisement period begins. Appointments to see advisors can be made online. Students must then complete the Pre-registration Form in the Academics Center and return it to their academic counselor no later than 5 pm on the Wednesday before their registration date. This form should include the PIN # and a preferred list of courses totaling at least 12 hours including section number, day and time, and a list of several alternate courses. Student-athletes who have financial holds on their account may not be registered until those holds are removed; thus it is important to review your student account prior to submitting pre-registration materials to the Academics Center. Upon return from competition, it is the responsibility of the student-athlete to review his or her academic record online or meet with their academic counselor to ensure that their class schedule for the upcoming semester is correct.

CHANGING YOUR SCHEDULE

Changes in schedules should be made no later than the first five days of class. If after this time you want to add a course to your schedule, you need to see your University academic advisor.

After the second week of class and before the end of the sixth week of class, you may drop a course with Dean's approval. **Please be sure to consult with your academic counselor BEFORE you make any change to your schedule, as it may affect your eligibility to compete.**

In some cases, the professor may drop you from a course if you do not attend the first and/or second day of class. Though you will be removed from the class roll, you still MUST follow the appropriate steps required for dropping a course. Failure to do so may result in an "F" as a final grade.

Be careful when dropping a course that you do not fall below the NCAA minimum requirements for full-time enrollment of 12 hours per semester or violate the Satisfactory Progress rule. Both requirements are necessary for you to maintain your athletic eligibility. **Keep in mind that Physical Education Activity courses cannot be counted when calculating academic hours of enrollment. At the point when a student drops below 12 hours, he or she becomes ineligible for practice and competition.**

ACADEMIC TEXTBOOK PURCHASING POLICY

- Student-Athletes designated to receive books as part of their scholarship must follow the proper protocol when purchasing academic textbooks.
- Student-Athletes must obtain a textbook purchasing form from the Academics Support Center, complete this form, and obtain signatures from the appropriate Academics Support personnel.
- Only textbooks and course materials that are stated explicitly on the course syllabus as required may be purchased through the book scholarship program.
- Only textbooks and materials that are required by a course for which the student-athlete is officially registered for may be purchased through the book scholarship program.
- Student-Athletes designated to receive books as part of their scholarship are allotted a maximum of $600 per semester to buy books. Exceptions may be approved on a case-by-case basis at the discretion of the appropriate Academics Support personnel.
- Student-athletes are ultimately responsible for the purchase and safeguarding of their books. If books or materials are lost or stolen, it is the student-athlete's responsibility to report the loss to the police. A police report is necessary in order to purchase replacement books and course materials through the book scholarship program.
- Student-athletes have up to one month after the first day of classes to purchase required textbooks and/or course materials and submit a receipt for reimbursement of textbook and course material purchase. Exceptions may be approved on a case-by-case basis at the discretion of the appropriate Academics Support personnel.
- If a student-athlete drops a course, all textbooks and materials must be returned immediately to the appropriate Academics Support personnel.

CHANGING YOUR MAJOR

You are required to officially declare a major before your fifth semester. After the beginning of your junior year, you may not switch from one major to another without the approval of your University academic advisor. Your course of study during your junior and senior years must include the minimum departmental requirements for your major in addition to any other courses selected by you and your University academic advisor. All courses must be applicable towards NCAA degree progress requirements (see NCAA Academic Requirements section).

Before changing your major, notify your academic counselor.

SUMMER SCHOOL

Every effort should be made to maintain satisfactory progress toward a degree. If, despite your best efforts, it becomes necessary for you to attend summer school, please consult with your head coach. **Because of budgetary restraints, it is not always possible to cover summer school expenses for every student-athlete who wishes to attend summer school.** However, it is a departmental goal to have all student-athletes graduate, so as much help as possible is given.

If you need more information on the summer school program, online courses, correspondence courses, or independent study courses at the University, please contact your academic counselor.

If you wish to attend summer school at a university other than the University of North Carolina, you must first obtain written permission from the Office of Undergraduate Admissions to ensure that the hours will transfer.

The Department of Athletics does not pay for courses taken at other universities. Summer school at other universities cannot improve your GPA, as only the credit hours if approved by the Office of Undergraduate Admissions transfer. You must make a "C" or better in order for the hours to transfer.

ONLINE COURSES

Carolina Courses online is becoming increasingly popular. Each course follows the University calendar for the term in which it is offered and is therefore counted within the total hours of enrollment (12 credit hours or more). Students may register for only one online course per semester. There may be athletic scholarship/grant-in-aid implications when registering for an online course**. Students who wish to take an online course must meet with their academic counselor for approval before officially enrolling in the course.** In most cases, the athletic scholarship **WILL NOT** cover the cost of tuition expenses for online courses.

UNC-CH ACADEMIC ELIGIBILITY REQUIREMENTS

To be eligible to remain in the University, a student must meet the following minimum requirements:

To begin the third semester in residence:
1.50 grade point average and 24 academic semester hours (cumulative)
To begin a fifth semester in residence:
1.75 grade point average and 51 academic semester hours (cumulative)
To begin a seventh semester in residence:
1.90 grade point average and 78 academic semester hours (cumulative)
To begin a ninth semester in residence:
2.00 grade point average and 105 academic semester hours (cumulative)

Students are expected to complete their degrees in 9 semesters. If additional time is needed, students must submit an application for a 10th semester to the Dean's office for approval prior to their 9th semester. A plan to seek a 10th semester should be discussed with your academic counselor one year in advance to begin the necessary process with your college or school. Students **do not always** receive University permission for a 10th semester in residence. Each academic counselor will verify with their coaches in July which of their athletes will be in need of a 10th semester. The list of students the counselor receives from the coaches will be given to the Director of the Academic Support Program, who will forward it to the Associate Dean of the Office of Academics Advising.

Required physical education courses (PHYA) do not count as academic semester hours. Students who do not earn at least a 1.00 grade point average and pass 9 academic hours in any semester must appeal to be readmitted by the appeals committee of the schools or colleges in which the students are enrolled.

NCAA ACADEMIC REQUIREMENTS

Those students first entering a collegiate institution full-time prior to August 1, 2003:

To be eligible for athletic competition, students must (1) pass 24 academic hours within the span of one calendar year (fall, spring, and summer semesters), **or** (2) pass an average of 12 academic hours per semester for every semester that a student has been in attendance since initial enrollment at the University. In addition, **75% of these hours** (18 hours) must be earned during the fall and spring semesters. The remaining 25% of these hours (6 hours) may be earned in the summer. Further, a student must earn at least 6 hours during each regular academic term to be eligible to compete the following term.

To be eligible for athletic competition, students must meet the following minimum satisfactory progress requirements:

Entering the fifth semester:

1. The student must have declared a major.
2. The student must have completed 30 hours toward his/her degree program (25% of the required 120 hours for graduation).
3. The student must have a 1.80 cumulative GPA (90% of the 2.0 that is required for graduation).

Entering the seventh semester:

1. The student must have completed 50% of his/her degree program (60 hours).
2. The student must have a 1.90 cumulative GPA.

Entering the ninth semester:

1. The student must have completed 75% of his/her degree program (90 hours).
2. The student must have a 1.90 cumulative GPA.

Those students first entering a collegiate institution full-time on or after August 1, 2003:

To be eligible for athletic competition, students must meet the following minimum satisfactory progress requirements:

Entering EACH semester:

1. The student must have completed a minimum of 6 semester hours of academic credit in the previous full-time regular academic term.
2. The student's GPA must be certified on a term-by-term basis, which means that the GPA listed below must be maintained throughout the year.

Entering the second year (third semester):
1. The student must have completed a minimum of 24 hours of academic credit.
2. At least 18 of these hours must have been earned during the regular academic year (fall and spring semesters). Remaining 6 hours could be earned during the summer.
3. The student must have a 1.8 cumulative GPA (90% of the 2.0 that is required for graduation).

Entering the third year (fifth semester):
1. The student must have declared a major.
2. The student must have completed a minimum of 18 hours during the institution's preceding regular two semesters.
3. The student must have completed 48 hours toward his/her degree program (40%) of the required 120 hours for graduation).
4. The student must have a 1.9 cumulative GPA (95% of the required 2.0).

Entering the fourth year (seventh semester):
1. The student must have completed a minimum of 18 hours during the institution's preceding regular two semesters.
2. The student must have completed 72 hours toward his/her degree program (60% of the required 120 hours for graduation).
3. The student must have a 2.0 cumulative GPA (100% of the required 2.0).

Entering the fifth year (ninth semester):
1. The student must have completed a minimum of 18 hours during the institution's preceding regular two semesters.
2. The student must have completed 96 hours toward his/her degree program (80% of the required 120 hours for graduation).
3. The student must have a 2.0 cumulative GPA (100% of the required 2.0).

FOR ALL STUDENTS

- Hours earned from repeated courses will not count toward eligibility.
- PHYA activity hours do not count toward eligibility.
- Taking level one of your high school foreign language will never count toward graduation. It will only count toward NCAA satisfactory progress if it is taken in your freshmen year of enrollment.
- If you miss a complete term or are unable to complete a term, you must review your eligibility status with your athletics academic counselor and the Director of Eligibility.

FULL-TIME ENROLLMENT
All student-athletes must be enrolled as a full-time student in a minimum of 12 academic hours, not including Physical Education activity courses, in order to be eligible to practice and compete. At the start of each semester, students will have 5 class days to register themselves in a minimum of 12 hours. During these 5 days, student-athletes are permitted to practice but NOT compete. Only seniors in their last semester may apply and take less than 12 hours, or for an underload. These graduating seniors must seek written approval from their college dean for this underload and provide copies of their approval to the Registrar's Office and the academic counselor.

UNC GRADUATION REQUIREMENTS
To qualify for an undergraduate degree, a student must successfully complete at least 120 semester hours, although some programs' requirements are higher than this minimum. In addition to these semester hours, you are required to complete 2 physical education activity courses. Athletes receive credit for 1 physical education course through participation on an intercollegiate team. Please check with your coach to ensure that he or she has submitted your name to the Department of Exercise and Sport Science for this credit to be applied toward your academic record. Also, the student must have a 2.0 cumulative grade point average in all work attempted at the University of North Carolina.

The required 2.0 average must be earned in a total number of hours not to exceed 45 hours beyond the minimum graduation requirements (120 hours) for the degree being sought. A minimum of 45 hours of academic credit must be taken at UNC-CH. 24 of the last 30 hours must be taken on the UNC-CH campus. In the College of Arts and Sciences, at least 18 semester hours of work with grades of "C" or higher are required in the student's major, and at least half the student's major must be completed at this University.

Students who are going to graduate must:
1.File an application for a degree at least one semester before the expected date of graduation with the dean of your college.

2.See their University academic advisor to complete an official degree audit form at least one semester before the expected date of graduation. Students should verify their graduation status with their advisor.
3.Pay all tuition, fees, and other obligations owed to the University before receiving a diploma.

SWIM TEST REQUIREMENT
Every student at UNC-CH must successfully complete the UNC swim test before graduating. Only varsity swimming and diving student-athletes are exempt from this requirement. It is possible to be exempt from the test if the student has current lifeguard certification. Current certification must be presented to the Director of the Activities Program. The UNC Swim Test consists of jumping feet first into the deep end of the pool and swimming at least two pool lengths (any stroke) and then remaining in the pool swimming or treading water without touching the bottom or sides of the pool for a total of five minutes.

The swim test is offered three times during the Fall semester and twice during the Spring semester. Students report to the Bowman Grey Pool next to Woollen Gym on the day of the test and bring their UNC One Card along with a bathing suit.

Counselors send swim test notices to the coaches each semester encouraging student-athletes to take the exam before their senior year. The 2005-06 swim test is offered on the following days:

Fall Semester:	August 29, 2005	9 am-6 pm
	September 2, 2005	9 am-2 pm
	November 18, 2005	9 am-4 pm
Spring Semester:	March 3, 2006	9 am-4 pm
	April 7, 2006	9 am-4 pm

GRADING SYSTEM
A letter grade and plus-minus system for evaluating academic performance is employed for all undergraduates. Each letter grade receives a numeric value (quality points) for the purpose of determining a student's grade point average for a semester's work and for averaging grades for all semesters' work to find a student's cumulative grade point average.

The letter grades, and the quality points represented by each, are as follows:

A = 4.0	B+ = 3.3	C+ = 2.3	D+ = 1.3	IN = 0.0
A- = 3.7	B = 3.0	C = 2.0	D = 1.0	AB = 0.0
B- = 2.7	C- = 1.7	F = 0.0	FA = 0.0	

TEMPORARY GRADES:
Temporary grades of **IN** or **AB** carry the force of an F until replaced by a permanent grade. Courses assigned a grade (or notation) of **PS, NG, NR, or W** are not considered in establishing a grade point average.

PASS/D/FAIL CLASSES:
A student may register for a maximum of four credit hours per semester under the "Pass/D/Fail" grading system. A total of 11 Pass/D/Fail credit hours may be applied to graduation requirements. Course content and requirements are the same for Pass/D/Fail registrants as for regular students. The minimum performance for a **PS** grade is equivalent to the minimum performance of the letter "**C-**". **A student can only sign up for a Pass/D/Fail grade in a class they wish to use for an elective.**

To take a course Pass/D/Fail, a student must complete the Pass/D/Fail course registration form. It is obtained from their academic advisor or dean's office. The period for making Pass/D/Fail declarations begins on the 5th day of classes each semester and concludes at the end of the sixth week of classes. Once a form is submitted, the declaration cannot be changed.

DEAN'S LIST
To be eligible for the Dean's List, you must have:
1. A 3.2 grade-point average with no grade lower than C and be enrolled in15 or more hours of letter grade credit (exclusive of physical education activities courses); or
2. A 3.5 grade-point average and no grade lower than a C and be enrolled in at least 12 hours but fewer than 15 hours of letter grade credit (exclusive of physical education activities courses).

ATLANTIC COAST CONFERENCE HONOR ROLL
To receive recognition on the ACC Honor Roll, students must earn a 3.0 GPA or better for the academic year, which is a combined average from the fall and spring semesters.

SCHOLARSHIPS, AWARDS, AND INTERNSHIPS
Numerous postgraduate scholarships, academic, and leadership awards, along with internship opportunities, are available to all UNC student-athletes through a competitive application process coordinated through the Academic Center. For information about these opportunities, see your athletics academic counselor. A complete description of all scholarships, awards, internships, and their deadlines are available upon request.

CLASS ATTENDANCE
Go to class! It cannot be emphasized enough that there is a direct correlation between classroom attendance and academic success. Be sure to attend your classes each time your classes meet.

Be aware that certain classes, for example English 10, 11 and 12, have very strict attendance rules. If you exceed the specified number of absences, you automatically fail the course, even if your grades were excellent. There is no such thing as an "excused absence." Whether you are hospitalized or on a team trip, it is still counted as an absence. Your class attendance and academic progress is monitored by your academic counselor and reported to your coach. You should inform your professor if illness requires you to miss a class. If a conflict is caused by away games, your professors are usually more than willing to assist you in resolving this conflict when advance notice is given. You will be given a letter from the Director of the Academic Support Program to give to each of your instructors at the beginning of each semester. Your travel schedule will be attached to this letter. The letter will state that you will make up any missed assignments due to team travel and that you will remind your instructor of all approaching travel dates. **Be sure each of your instructors receives this letter!**

MISSING FINAL EXAMS DUE TO TRAVEL AND COMPETITION
The possibility of missing a final exam due to post season competition opportunities may arise. Should this occur, student-athletes must immediately notify their professor and their athletics academic counselor and obtain an exam excuse from a Dean in the Steele Building. Confirmation of the departure and competition dates will be provided to the Dean by the Academic Support Staff.

TUTORING PROGRAM
The Academic Support Program provides quality tutorial instruction to student-athletes. The program employs graduate students who tutor major subjects offered by the University. Students meet regularly with tutors during evening and daytime hours for individual instruction. Assisting students with comprehension of subject matter, test-taking strategies, and study techniques, the tutors continue to form a strong foundation for the success of the Academic Support Program. Additional tutorial assistance can also be obtained through other on-campus services such as the Learning Center, the Writing Center, and the Math Help Center.

SUPPLEMENTAL INSTRUCTION
Supplemental Instruction (SI) is a learning enhancement program and is designed to organize and improve the ways in which students prepare for class outside of the classroom. SI is attached to courses to provide students with a systematic and disciplined approach for processing the course material assigned by the professor. SI leaders are assigned to each of the "perspective" courses selected. Student-athletes will be identified to join a SI group at the beginning of each semester. The meetings will take place during their regular student hall hours. The SI supervisor will attend class and lead the SI sessions.

COMPUTER LAB
The Academics Center houses its own computer lab for student-athletes. The lab holds PC-compatible computers plus 2 laser printers. The computers are equipped with standard applications, such as Microsoft Word, Excel, Power Point, and Publisher. All computers also have internet access as well as access to the University email system. The lab is staffed with a lab manager and lab monitors to help students with computer questions and issues.

STRUCTURED STUDY
The Academic Support staff views structured study the same way your coach views practice. Those student-athletes assigned structured study hours are expected to attend regularly, come on time, and be prepared to study. During structured study periods, you must study in designated areas.

In general, all freshmen on an athletic scholarship, any student-athlete who has less than a 2.0 GPA, and those student-athletes recommended by an academic counselor or a head coach are required to attend structured study. All student-athletes are welcome to use the academic facilities Monday through Friday and Sundays. However, because of the limited amount of space in the evening structured study program, those wishing to attend should talk to their academic counselor. Please contact the Academics Center staff for hours of operation as they may vary throughout the semester.

The following are the only acceptable reasons for missing structured study:

1. You are hospitalized;
2. You are attending a review session held by your professor;
3. You have a scheduled game; or
4. You are on a team trip.

A question frequently asked is, "Can the time I spend in the library be substituted for my structured study hours?" The answer is **NO**. If you are required to attend structured study, you must spend the full time required in the supervised study areas of the Academic Center.

STRUCTURED STUDY RULES

The Academic Center's study programs are designed to maintain a comfortable and conducive academic environment. The following rules apply to all student-athletes using the facility:

1. Arrive promptly.
2. Come prepared to study. That means have the required books, papers, notebooks, etc.
3. Do not disturb other student-athletes who are trying to study.
4. Food or drinks are not allowed.
5. Radios, personal stereos, cell phones, magazines, etc. are not allowed
6. Proper attire must be worn in structured study.
7. Smoking and chewing tobacco are not allowed in the Academic Center.
8. Falsifying forms used by the Academic Support Program is an Honor Code violation.
9. Disrespect of the staff and/or tutors will result in immediate disciplinary action.
10. NCAA rules require that staff phones be off-limits. Copiers are available ONLY By approval of a support Staff member
11. Inappropriate language will not be tolerated.
12. No viewing of inappropriate web-sites is permitted in the computer lab.

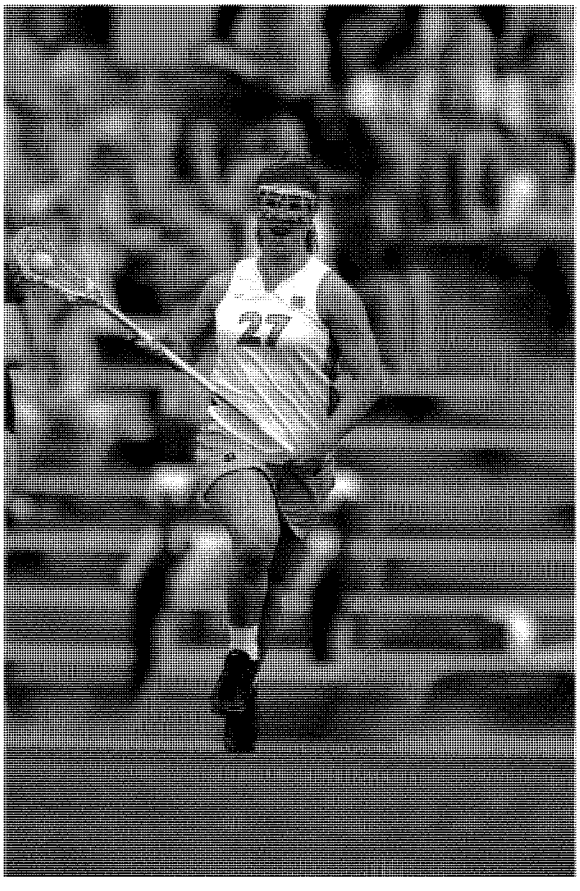

STRATEGIES FOR ACADEMIC SUCCESS

For students of all academic achievement levels, there are general rules that will help you perform to your academic potential. They are as follows:

1. **Attend class.** Tests are most often based on the material covered in class. If you are going to be away from campus for a game, alert your instructors ahead of time. Get your assignments in advance, if possible, and determine when the work is due. Let your instructor know when you are ill. Your class attendance may be one criteria used by your professor when assigning final grades.

2. **Go to class prepared.** You should have all reading and written assignments completed on time. If you go to class unprepared, it is often difficult to understand the material presented in class. Also, your instructor may tag you as a student with a poor attitude, which may influence your grade.
3. **Know your instructor.** Introduce yourself to your instructor; if you have any questions relative to the course throughout the semester, meet with your instructor. Your professor is interested in your performance in the classroom and will generally be happy to discuss material related to the course with you.
4. **Make a good impression.** Go to class on time. Entering class late causes a disruption. Do not read newspapers, listen to radios, etc. in class. It is recommended that you sit near the front of the classroom and not within a large group of student-athletes.
5. **Don't let little problems become big problems.** If you feel yourself falling behind in class, contact your academic counselor for help. Also, remember your instructors are there to teach. Don't be afraid to make an appointment and ask a question about material you don't understand. Make sure someone knows you need help before you reach the point where you cannot possibly do well in the course.
6. **Use tutoring help wisely.** Tutors are available in select subjects. They are there to help you understand your assignments, not to do your work for you. If you don't have the notes or haven't read the assignments, tutors will not be able to work with you. If you require a tutor in a special subject that is not normally provided, inform your academic counselor as soon as possible.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, May 26, 2006 4:31 PM
To: -Academics <-Academics@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Fwd: FW: Correspondence Course Concerns
Attach: FW_ Correspondence Course Concerns.msg

From: "Wood, Eric" <ewood@theacc.org>
Sent: Friday, May 26, 2006 11:47 AM
To: agoff@umd.edu; bberndt@duaa.duke.edu; caldwejh@wfu.edu; ferna.phillips.1@bc.edu; helmsc@vt.edu; mmeleney@admin.fsu.edu; philip_moses@ncsu.edu; plabaw@at.gtaa.gatech.edu; rbell@miami.edu; rbowman@clemson.edu; Mercer, Robert <rmercer@uncaa.unc.edu>; tomasj@virginia.edu
Cc: Babcock, Lindsey <lbabcock@theacc.org>; Lyons, Shane <slyons@theacc.org>
Subject: FW: Correspondence Course Concerns
Attach: TEXT.htm

F.Y.I - let me know you if you have any questions. Have a great weekend!

From: Lyons, Shane
Sent: Wednesday, May 24, 2006 5:47 PM
To: Wood, Eric
Subject: Correspondence Course Concerns

Correspondence Courses Spell Concern

Correspondence Courses Spell Concern

Knightcommission.org

A number of schools are currently under NCAA investigation for allowing student-athletes to use an inordinate amount of correspondence courses (courses by Internet or mail) in their course loads.

According to a special report in <http://www.sltrib.com/ci_3813488> the Salt Lake Tribune, Brigham Young University's independent study program has been employed by coaches and athletes-including football recruits from the University of Kansas, and more than two dozen football and basketball players from Nicholls State University in Louisiana -to improperly gain or maintain athletic eligibility at other schools. The case that tipped off the investigation focused on Ricky Clemons, a basketball player from the University of Missouri.

Wayne Baker, the executive director of the National Junior College Athletic Association, told the Tribune: "For the last two or three years, we have seen a number of transcripts with one hour or two hours or three hours from BYU correspondence courses."

BYU's enormous correspondence program has 28,358 students enrolled in so-called "distance learning" courses in 2005, one of the largest in America.

"There is clearly a rapidly moving coaches' grapevine," said David Price, the NCAA's vice president for enforcement services.

According to the Tribune, it is not clear how widespread the problem is. Price would not reveal to the Tribune how many investigations his office is actively pursuing involving online courses, but admitted there were "a lot more than I thought there would be. The state of technology has made it much more common."

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, June 13, 2006 10:01 AM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: diploma mills article...
Attach: diploma mills article....msg

From: Amy S. Herman <ajschae@uncaa.unc.edu>
Sent: Monday, June 12, 2006 2:36 PM
To: Gallo, Larry <athgallo@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Engel, Shoshanna <shoshanna@uncaa.unc.edu>
Subject: diploma mills article...
Attach: Text.htm

Not sure if you guys saw this from The Chronicle.
Amy
NCAA Bans Transcripts From 15 Prep Schools in Crackdown on Grade Fraud

Stepping up its effort to crack down on preparatory schools that provide fraudulent grades and diplomas to athletes, the National Collegiate Athletic Association has released a preliminary list of 15 nontraditional high schools from which it will no longer accept transcripts.

In April, the NCAA's Division I Board of Directors authorized the association to investigate suspected diploma mills after The New York Times reported that a number of prep schools across the country were giving fraudulent grades to athletes so that they could meet NCAA standards for college competition and scholarships.
One school included on the list is University High School, a now-defunct correspondence school in Miami that reportedly had neither teachers nor classes, but offered diplomas for $399 that enabled 14 athletes to play on Division I college football teams. The school closed in December, and its transcripts will no longer be accepted by NCAA's eligibility clearinghouse.
Also listed as "inactive" are Celestial Prep, in Philadelphia, and Philadelphia Christian School, two schools attended by Omar Williams, a recent graduate of George Washington University who was a key player on its basketball team.
Schools on the preliminary list were identified "based on irregularities in the information reported to the NCAA Initial-Eligibility Clearinghouse," the association said in a written statement. It added that the list is likely to grow before July 1, when the association will complete its list of ineligible schools for the 2006-7 academic year.
Some prep schools that have been under scrutiny for academic fraud were not included on the list. Most notably, Lutheran Christian Academy, in Philadelphia, which, according to a New York Times report in February, did not require students to attend classes and had only one instructor -- the basketball coach -- was not named. The NCAA will be conducting further reviews, including site visits, the statement said, and schools that have been notified of their "inactive" status will have an opportunity to respond.
The schools on the initial list are identified as follows by the NCAA:
American Academy (Miami)
Celestial Prep (Philadelphia)
Einstein Charter School (Morrisville, Pa.)
Goliath Academy (Miami Lakes, Fla.)
Hawaii Electronic School
Martinez Adult Education (Martinez, Calif.)
North Atlantic Regional High (Lewiston, Maine)
Paradise Christian Academy (Paradise, Calif.)
Philadelphia Christian Academy (Philadelphia) Ranch Academy (Canton, Tex.)
Rich Township HS Phoenix Camp (Park Forest, Ill.)
Sagemount School (Miami)
Tazewell City Career and Tech Center (Tazewell, Va.)
University High School (Miami)
Virginia Beach Central Academy (Virginia Beach, Va.)

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, July 31, 2006 11:19 AM
To: Gallo, Larry <athgallo@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Evans, Jack <EvansJ@kenan-flagler.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>
Subject: more auburn

Updated: July 31, 2006, 8:55 AM ET
Tuberville unfazed by academic investigation at AuburnBy Mark Schlabach
ESPN.com
Archive

HOOVER, Ala. -- Auburn coach Tommy Tuberville has survived a coup from within his own administration and coached six seasons in the state where college football seems to matter most.

Nelson Chenault/US Presswire
Tommy Tuberville and Auburn open preseason practice on Tuesday.So perhaps it should come as no surprise that about a month before a season in which the Tigers are a popular choice to win the SEC, Tuberville seems unfazed by his school's investigation into alleged academic irregularities involving his players.

Earlier this month, The New York Times reported that Auburn sociology professor Thomas Petee gave 18 football players from the 2004 team that finished 13-0 and ranked No. 2 in the country high grades in classes that required no attendance or little work. Petee offered the directed-study courses to more than 250 students during the 2004-05 academic year, The Times reported, and a large percentage of them were nonathletes.

James Gundlach, another Auburn professor, alleged that the players received higher grades in Petee's classes -- the 18 players took a combined 97 hours of Petee's courses during their careers, according to The Times -- than they were awarded in other courses. A committee appointed by Provost John Heilman is investigating the matter, and the school's board of trustees is expected to approve academic reform measures at an Aug. 4 meeting.

"It's an academic issue," Tuberville said Friday, during SEC Media Days. "Our president obviously gave me strict orders -- let's complete the investigation before we make any rash judgments. If we're doing something wrong, please look at it and tell us. We're going to do things right. I promise you, we'll change it. I don't foresee anything happening."

Neither does SEC commissioner Michael Slive, who this week defended Auburn by saying that directed-study courses also are offered at Ivy League schools. Historically, the NCAA hasn't delved into academic matters involving individual institutions unless the schools self-report violations.

When former Tennessee professor Linda Bensel-Myers alleged that football players there were being given preferential treatment, school officials investigated the allegations that English tutors wrote and co-wrote papers for athletes. The Tennessee investigation found no evidence of wrongdoing, so the NCAA never took action.

"I really can't say anything about it until we get done," Tuberville said. "Hopefully, it's before the season. I'm pretty sure it will be. Our people have been working very hard trying to catch people -- students that are not on campus, that are home for the summer. We'll just have to see what happens from there."

Tuberville said 98 Auburn football players have graduated during the last three years and 15 received degrees from the sociology department, where Petee was the highest-ranking faculty member.

Former Auburn stars Carnell "Cadillac" Williams, now a starting tailback for the NFL's Tampa Bay Buccaneers, and cornerback Carlos Rogers, who plays for the Washington Redskins, took Petee's classes. According to data Gundlach gave to The Times, football players in Petee's classes had an average grade-point average of 3.31.

The players had a 2.14 GPA in their other courses at Auburn, according to Gundlach's statistics. One player took seven such courses from Petee, and many of the students in his directed-study courses were transfers from junior colleges.

"Obviously, when you come from a junior college, you want to make sure you're successful early," Tuberville said. "But you want to make sure they get a degree in what they want to get one in. We want them to get a degree where they're going to have an opportunity to go back home in their environment -- if they go back home -- to have the opportunity to be successful, to be a positive part of their community. Whether it's sociology or pre-med, you know, it's up to them."

Auburn linebacker Will Herring said the issue hasn't been much of a distraction for the Tigers, who finished 9-3 last season and lost to Wisconsin 24-10 in the Capital One Bowl.

"To be honest, as a team, we really haven't gotten caught up in it," Herring said. "Yet, it kind of hurts me because we're all a family. I've seen some guys' names being dragged into it. It does hurt. But when you're on top and the better you are, the farther people want to see you fall."

Auburn, which opens preseason practice Tuesday and plays its first game at home against Washington State on Sept. 2, was an overwhelming choice by the media to win the SEC championship. The Tigers received 73 of 104 votes.

Auburn returns 13 starters, including quarterback Brandon Cox, tailback Kenny Irons and Herring. But both offensive tackles, two starting receivers, three defensive linemen and two linebackers must be replaced.

The Tigers play four of their toughest opponents -- LSU, Arkansas, Florida and Georgia -- at home and play only four of their 12 games on the road. "I appreciate the target you put on my back," Tuberville told reporters. "Last time you did that, it almost got me fired."

Before the 2003 season, the Tigers were an overwhelming choice to win the SEC and at least one national sports magazine ranked them No. 1 in the country. But Auburn lost its first two games, against Southern California and Georgia Tech, and finished 7-5.

Two nights before the last regular-season game that season, against Alabama, Auburn's former president, athletics director and two trustees secretly met with Louisville coach Bobby Petrino at a Kentucky airport.

They wanted to hire Petrino to replace the disgraced Tuberville. But when the clandestine meeting became public, Auburn fans rallied around their coach, and the president and athletics director later stepped down. The next season, Auburn went undefeated and beat ACC champion Virginia Tech in the Sugar Bowl.

The Tigers were left out of the national championship game because USC and Oklahoma, which were ranked higher during the preseason, finished undefeated, too. So Tuberville knows things could be worse on The Plains.

"Have I checked the airport?" Tuberville joked. "No, I haven't checked the airport."

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, August 14, 2006 10:43 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Auburn Univ.
Attach: Auburn Univ..msg

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Saturday, August 12, 2006 7:17 AM
To: Blanchard, John <jgb@uncaa.unc.edu>; Broome, Lissa <lbroome@email.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Auburn Univ.

Another Auburn Univ. article.

http://www.montgomeryadvertiser.com/apps/pbcs.dll/article?AID=/20060811/NEWS/608110354/1001

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, August 21, 2006 2:05 PM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: faculty resolutions
Attach: Text.htm

At the coaches meeting today I reminded the coaches about the new eligibility resolutions passed in the spring. As a reminder, the resolutions have passed, the procedures of these resolutions are still being discussed. I told the coaches that these resolutions will be discussed in more detail in an upcoming (but yet to be determined) coaches meeting. So -expect some questions from your coaches regarding these resolutions. The resolutions can be read on the Faculty Council web page.
I also asked the coaches not to send walk-on athletes to us for advising (schedule changes) until they are officially on the roster. These students should see their academic advisors in Arts & Sciences.

RJM

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, September 14, 2006 11:06 AM
To: Gallo, Larry <athgallo@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>
Cc: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Wireless Issue Continues
Attach: Text.htm; Wireless Issue Continues.msg

Larry & John - I am forwarding this to both of you because I know at different times this semester both of you have been involved in our computer issues. From Brent's email the frustration from our students' and staff is clear. The tangible issues of the electronics not working combined with the personality conflicts of the tech support staff has created a "perfect storm" scenario. So...looking only at the wireless issue...do either of you know who is Kent and Christy's supervisor so we can chase down this problem? Is it Ken Yow?
RJM

From: Brent Blanton <blanton@uncaa.unc.edu>
Sent: Thursday, September 14, 2006 10:51 AM
To: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Wireless Issue Continues
Attach: Text.htm

We had more trouble last night, so after speaking with Doug, I believe something needs to be communicated to Kent, Mr. Gallo and ITS. I tempered the frustration, but left some in b/c they need to know what results come from their seemingly arbitrary decisions. If it is our ignorance, then that is addressed too... B

Kent/Christy,
I want a clear explanation for why we are experiencing so many problems with our wireless settings and why the students suddenly have to reconfigure their machines. My understanding is that Tarheel-1 is a connection for visitors, not a group that we have in the facility on many occasions. For visiting media (a group I heard may be involved in this situation), it is a rarity in the scheme of 365 days/year. Our students are our priority, and I want to repeat that in case you missed it - our students are our priority, and they should not experience any of these problems or have to reconfigure if it is all based on something for visitors. We as a staff do not have the time to constantly help students reconfigure their machines if that is the solution proposed. In an email trail that I read yesterday, it seemed that there was a response that solved the problem. Actually, I thought it was already solved because our students experienced no problems for the better portion of a week until last night when Tarheel-1 re-entered the picture.

Clearly, there is ignorance somewhere. If it is on this side of things, then clear us up and solve this problem, because we are in an incredibly busy time for our students, and these problems tie them up much longer than necessary. Printing from personal laptops and accessing UNC's Blackboard, which is critical for students, have become problems or impossible because of this situation. Since our lab is not large, we cannot accommodate all of the traffic in the lab that results. AND, since several of our lab machines cannot be used (more on that in a moment), the problem is compounded. We simply want to know the score over here. Several of us received new machines recently, and they were not set up properly. We also bought two new printers, but now four of our lab machines cannot be used because they are having drive problems in the printing process. These are problems that you guys are supposed to take care of but have not, so you can understand our frustration and cynicism in the case of the wireless problem. I understand Christy has been out this week, but business goes on and needs still must be met.

Again, please clear things up - both in our minds and for the students so they can come into our facility and receive the level of service they deserve and have received for some time before these problem arose.

Thank you,
Brent

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, September 19, 2006 11:20 AM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: FW: Thank you
Attach: FW_ Thank you.msg

From: Cynthia Reynolds <cynthiar@uncaa.unc.edu>
Sent: Monday, November 6, 2006 11:27 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: misc. article...
Attach: Text.htm

November 4, 2006Athletes Get New College Pitch: Check Out Our Tutoring Center
By PETE THAMEL (http://topics.nytimes.com/top/reference/timestopics/people/t/pete_thamel/index.html?inline=nyt-per)
LOS ANGELES Chris McFoy, a wide receiver at the University of Southern California
(http://topics.nytimes.com/top/reference/timestopics/organizations/u/university_of_southern_california/index.html?inline=nyt-org), answers to about half a dozen coaches. Off the field, his coaching staff has been much larger.
Like many U.S.C. athletes, Mr. McFoy has had a lot of help during his five years as a student. During his freshman season, he met weekly with four tutors, one for each of his classes. He also met with a learning specialist who composed action plans to organize his schedule and help him plan for tests and papers. U.S.C. and most other N.C.A.A.
(http://topics.nytimes.com/top/reference/timestopics/organizations/n/national_collegiate_athletic_assn/index.html?inline=nyt-org) Division I-A universities also use student class checkers who traverse campus to make sure athletes are where they are supposed to be.
There s no way that you should do bad, said Mr. McFoy, a 23-year-old senior. You have to really not care about your grades, or your life in general, to mess up.
Bigger stadiums and better training facilities are no longer enough to attract some of the most talented football prospects. The competition to create a top athletic program now extends to efforts that help ensure that players survive in class.
LouisianaState University, a perennial championship contender, spent $15 million to build an academic center for athletes. The University of Georgia
(http://topics.nytimes.com/top/reference/timestopics/organizations/u/university_of_georgia/index.html?inline=nyt-org), another top-10 football program, built a new facility for $7 million.
At Temple University (http://topics.nytimes.com/top/reference/timestopics/organizations/t/temple_university/index.html?inline=nyt-org), long home to one of the nation s worst football programs, officials increased the academic support budget for athletes by 34 percent in the aftermath of poor academic performance that led to scholarship losses.
All of the nation s more than 100 major college athletic departments employ some type of academic support program. So do some Ivy League
(http://topics.nytimes.com/top/reference/timestopics/organizations/i/ivy_league/index.html?inline=nyt-org) colleges and other smaller institutions. The National Collegiate Athletic Association said Division I athletic departments spend at least $150 million annually on such programs.
Few in college athletics doubt the importance of helping student athletes succeed. But while college officials say these programs are necessary because athletes must devote so much time to their sports, few other students whose time is consumed by jobs or activities receive as much assistance. Another issue is oversight: The educational support centers often report to the athletic director, who has an interest in keeping athletes eligible to compete, instead of to the academic leadership.
I think that the people who work in it should be working for the provost, said Jim Delany, the commissioner of the Big Ten Conference.
Investing in Support
U.S.C. spends $1.5 million annually on tutors and other academic support for its student athletes, more than most programs. The university has 14 staff positions in its Student Athlete Academic Services Department, having added four positions in the past six years, to serve its 550 student athletes.
We re looking for every opportunity to get ahead, said Pete Carroll, the football coach.
LouisianaState s academic center for athletes opened in 2002 and has a corporate sponsor, Cox Communications. A review in Architectural Record called the ornate design by Victor Trahan III sleek, inspiring and almost monastic in character.
Georgia s $1.3 million budget for academic tutoring for its roughly 600 athletes is the same amount that the university spends on its centralized campus tutorial program for its 25,000 undergraduate students. Dell Dunn, the university s vice president for instruction, said the budget for all of Georgia s tutoring services outside athletics rose by $200,000 when programs in individual departments were included.
Georgia s center for athletes, which was built in 2002, features rows of computers, plush furniture and an electronic check-in system to make sure athletes put in their minimum study hours. The center has 17 full-time staff members and more than 60 tutors.
It s getting competitive that s one of the reasons why we have this center, said Becky Galvin, an academic counselor and tutorial coordinator at Georgia. The coaches started hearing from kids that so-and-so had a nicer academic center. We had a good academic program, but we didn t have all the bells and whistles.
New N.C.A.A. rules can reduce the number of scholarships for colleges whose student athletes do not meet minimum academic standards, a change that has fueled the building boom and budget increases for academic centers. The money usually comes from the athletic department, from ticket sales and television deals, and from the N.C.A.A.
On some campuses, tutoring programs have run into trouble recently. At the University of South Carolina
(http://topics.nytimes.com/top/reference/timestopics/organizations/u/university_of_south_carolina/index.html?inline=nyt-org), the senior associate athletic director for academic support arranged for tutors for junior college players not yet enrolled at the university.
At the University of Tennessee (http://topics.nytimes.com/top/reference/timestopics/organizations/u/university_of_tennessee/index.html?inline=nyt-org) in the late 1990s, a tenured English professor, Linda Bensel-Meyers, found that athletic tutors were doing too much of the work themselves and that the athletic department had the influence to change grades. Bensel-Meyers was ostracized for bringing her findings public, and she later left for the University of Denver.
Based on my experiences, I would have to say that athletic academic assistance centers serve more as academic evasion centers, Ms. Bensel-Meyers said.
Many universities have developed training and monitoring programs for tutors, and rules govern how much assistance they can provide. For example, tutors at Tennessee cannot type papers for athletes. Most universities make the tutors sign an integrity contract saying they will not perform work for athletes.
Teaching Independence
At Southern California, Mr. McFoy is a success story. He graduated after four years with a degree in economics and, in his fifth year on campus, is pursuing a double major in political science as he plays football as a redshirt senior.
Magdi el-Shahawy, U.S.C. s director for student athlete academic services, said Mr. McFoy s experience was ideal. He did well enough eventually to be excused from mandatory team study halls, and he no longer required tutors for all of his classes.
Our goal in this profession is to create independent, self-regulated learners and teach them what they need to survive, Mr. Shahawy said.
Mr. Shahawy s program includes about 50 tutors, all of whom are students, in addition to the 14 staff positions. He reports to both the provost and the athletic director.
Mr. McFoy said his academic career had not been without incident. Once or twice, he said, he was fined $10, which was taken from his athletic stipend, for missing an appointment with a tutor.
Even though his grade-point average was high enough that tutors became unnecessary, he sometimes continued with them anyway. I knew that they would help motivate me, Mr. McFoy said. Why not? It s free.
Mr. Carroll tries to make academics competitive, like football. U.S.C. has instituted a points system in which athletes can get in trouble with their coaches if they are not attending class or handing in assignments.
Taking Action at Temple
Colleges without the money to pay for such programs can find it harder to recruit and to compete. The struggles at Temple, a public university in Philadelphia, illustrate what can happen. Last year, the university s football program lost nine scholarships because of its athletes academic shortcomings, the most of any Division I-A program. In what Temple s athletic director, Bill Bradshaw, called crisis management, he said all five Temple academic counselors either resigned or were not rehired for their positions. That led to an overhaul that included luring a counselor from Notre Dame (http://topics.nytimes.com/top/reference/timestopics/organizations/u/university_of_notre_dame/index.html?inline=nyt-org) and the 34 percent budget increase for academic support.
How does Wendy s succeed when it doesn t have McDonald s budget? said Temple s coach, Al Golden. We have to be creative.
Formal academic support for college athletes traces back to 1964, and as with just about every major development in college sports, money was a factor.
The president of Notre Dame at the time, the Rev. Theodore M. Hesburgh, asked the fencing coach and engineering professor, Mike DeCicco, to start a program to tutor student athletes. Television money had become important in college football, and Father Hesburgh worried that universities might sacrifice academic integrity to keep players eligible so they would have strong teams to cash in on television payouts.
To keep that from happening at Notre Dame, Mr. DeCicco began tracking the progress of athletes in class through contact with their professors. If players missed classes, Mr. DeCicco would threaten them with the fencing saber hanging over his desk.
A few years later, Sports Illustrated described Mr. DeCicco s program in an article on Notre Dame s high graduation rate. Calls and visitors came from places like Arizona State, Kentucky and Michigan.
It was like someone had opened the faucet, Mr. DeCicco said.
The career of one Temple linebacker, Leyon Azubuike, a redshirt sophomore, shows the difference the right people can make. In less than a year, Mr. Azubuike has gone from a struggling

student with a 1.8 grade-point average, on the brink of becoming ineligible, to a confident student with a 2.2 average.
When Mr. Golden was hired last December, he made his entire staff build two and a half hours into their daily schedules to help the players personally, with a special focus on academics.
Mr. Golden took the pool table out of the players lounge and replaced it with more computers.
He posted a list of players not attending class or handing in assignments on the door of the Temple football facility for everyone to see. He takes one shift a week himself to check players classes personally.
He made his players get to know their professors, sit in the front row, and not wear hats to class. If you re not going to class, you re going to be suspended, Mr. Golden said.
Templeincreased its academic support staff to nine from six. Peter D Alonzo, the lead coordinator and a learning specialist at Temple, installed the same program he used at Notre Dame.
Freshmen are now mentored by students in Temple s law school. Students below a 2.4 average are given mandatory study hours and intensive tutoring; Mr. D Alonzo compared it to doing homework in front of Mom and Dad at the kitchen table.
Mr. Golden said incredible doesn t do justice to the academic turnaround. The team had a grade-point average of more than 3.0 during one session of summer school, and Mr. Bradshaw said the university expected to increase its Academic Progress Rate, the measure the N.C.A.A. uses to gauge progress of student athletes.
But Mr. D Alonzo is pushing for the tutorial staff to report only to the provost. Noting that the athletic department has an interest in keeping athletes eligible to compete, he said, It s entrapment.
Mr. Azubuike had failed the most basic math course, Math 45, offered by Temple. He credited the new football staff with giving him the confidence and guidance to get a B in the course the second time. He said he was on pace for a B in Math 55, something I never could have imagined before.
He is looking forward to raising his average even more by retaking a few classes this summer.
The biggest difference to me was their love for the student athlete transcended football, he said. I ve been in few situations where the coach cares as much for you personally and academically as they do athletically.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, November 16, 2006 10:11 AM
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College Football
Inside Sports

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EnlargeBy Steve Nesius, AP
Iowa coach Kirk Ferentz has a base salary of $1.4 million this year and is guaranteed another $1.4 million in supplemental compensation for media and other obligations.

WHERE THE MONEY COMES FROM

IOWA'S FERENTZ A $4M MAN

Iowa coach Kirk Ferentz earns one of college football's highest annual salaries and, with extras, is in the middle of a particularly lucrative 13-month period:

Guaranteed compensation June 1, 2006-June 30, 2007:

Base salary: $1.44 million (includes shoe and apparel endorsements, compensation for working at a summer football camp, participating in radio and TV shows).

Recurring supplemental payments: $1.4 million (four payments of $350,000 annually, Sept. 2006-June 2007).

Longevity bonus: $400,000 (paid for remaining Iowa's coach as of June 1, 2006).

One-time payment: $1.4 million (paid on or before June 1, 2006 under contract amendment dated May 15, 2006).

Total: $4.64 million

Annual incentive bonuses that he could still achieve, based on Iowa's 6-5 record with one regular-season game remaining:

Participating in bowl game that pays $1 million or more to each school: $75,000.

Participating in bowl game that pays less than $1 million to each school: $25,000.

Participating in any bowl game also will result in a $180,000 increase in base salary on July 1, 2007 under a provision triggered if the team plays in a bowl game and has a federally computed graduation rate of 55% or higher; its rate this year is 56%.

This is the third and final year in which Ferentz can earn the guaranteed annual salary increase for himself (he added $100,000 after the 2004 season and $140,000 after 2005). But his contract, which runs through June 2012, provides an average salary increase of 8% for his nine assistant coaches, head strength coach and top assistant strength coach when Iowa hits the bowl-grad rate combination.

MORE ON COACHES' SALARIES

(http://www.usatoday.com/sports/graphics/coaches_contracts/flash.htm)Database: Compensation for NCAA Division I-A head football coaches (http://www.usatoday.com/sports/graphics/coaches_contracts/flash.htm)
Provisions: Coaches' contracts contain some unusual clauses (http://www.usatoday.com/sports/college/football/2006-11-16-contract-provisions_x.htm)
Coming Friday: How are athletic departments finding the money to pay coaches? New, and increasingly rich, department-wide marketing and media rights deals help.
Contracts for college coaches cover more than salaries
By Jodi Upton and Steve Wieberg, USA TODAY
Pick any numbers you like to define college football's premier teams points scored, yards allowed.

Or the big money earned by their coaches.
The sport's dizzying salaries spiral has come to this, a USA TODAY study finds: The million-dollar coach, once a rarity, is now the norm. Head coaches at the NCAA's top-level schools are making an average of $950,000 this year, not counting benefits, incentives, subsidized housing or any of the perks they routinely receive. At least 42 of the 119 Division I-A coaches are earning $1 million or more this year, up from five in 1999.
Jim Tressel, coach of No. 1-ranked Ohio State, and Mack Brown, who steered Texas to the national championship a year ago, are among the nine coaches making more than $2 million. Iowa's Kirk Ferentz will pocket a guaranteed $4.6 million in an atypical 13-month period ending next June, including $1.8 million in one-time payments. With the incentive bonuses he still can earn, he could push his take to more than $4.7 million. That's the most among the 107 coaches for whom USA TODAY could obtain a contract or other official document showing compensation. Oklahoma's Bob Stoops is the only coach in that group who has cleared the $3 million-a-year bar in guaranteed pay, although Ferentz likely will join him in 2007.
Coaches' contracts these days offer far more than just the basic salary. In scrutinizing contracts, USA TODAY found all kinds of perks: personal use of private jets, low-interest home loans, land deals, million-dollar annuities, pricey luxury suites at schools' stadiums, use of vacation homes and family travel accounts.
Texas' Brown received a $1.6 million "special payment" for his 53rd birthday in 2004, before his contract was renegotiated.
The perks vary from coach to coach, but at least one car, country club memberships and tickets for varsity sports events are de rigueur.
About 10% of coaches get a cut of ticket revenue; Oregon's Mike Bellotti got $631,000 last season under such a provision.
Incentive bonuses, raises and automatic contract extensions are promised for winning specific games or specific numbers of games, helping guide players to graduation, keeping players out of trouble and completing individual years of contracts.
USA TODAY could not obtain figures for 11 coaches, including Notre Dame's Charlie Weis, who is likely among the higher earners. Notre Dame is a private school that declined the newspaper's request for salary information, and his salary does not appear on the school's most recently available tax records.
Access to compensation information for the coaches in Pennsylvania, including Penn State's Joe Paterno, is being decided as part of a lawsuit that has reached the state's supreme court.
"Is (Ferentz's compensation) fair?" says Gary Barta, who took over as Iowa's athletics director in August, inheriting the high-end contract accorded Ferentz, a two-time Big Ten Conference coach of the year with a 6-5 record this season. "I'm not going to judge that. Is it the reality across the country? Yes. We want to keep Kirk here. The marketplace drives what we pay ... and right now the marketplace is aggressive."
Competition for proven coaches is keen, not only among colleges but increasingly from the National Football League. Its teams have hired four college head coaches in the past five-plus years Nick Saban from Louisiana State, Dennis Erickson from Oregon State, Steve Spurrier from Florida and Butch Davis from Miami (Fla.) giving them contracts averaging $2.5 million to $5 million per year. NFL teams also have flirted with Stoops, Brown and Ferentz, among others.
"Just like the high-end housing market can pull up the mid-range housing market," NFL coaching salaries can affect college coaching salaries, says Gary O'Hagan, manager of the sports marketing and representation firm IMG's coaches' division, which represents NFL and college coaches.
The coaching market isn't always so logical, says Peter Likins, the recently retired president of the University of Arizona and head of an NCAA panel on fiscal responsibility. Even presidents and trustees can fall prey to the impulse to overpay for the promised glitter of a winning season.
"These are emotional decisions," Likins says of the hiring process.
Multimedia is driving force
Feeding the salary spiral, insiders and critics say, is a tidal wave of money from schools' lucrative television and apparel contracts and from the latest skyrocketing revenue sources, multimedia and marketing rights deals for entire athletic programs or entire campuses.
For example, Auburn in April signed a nine-year, $51.3 million multimedia and marketing rights deal with ISP Sports; starting in 2008, Auburn's guaranteed annual rights fee will rise 138% to $5.7 million. While the deal covers all Auburn sports teams, its value is connected largely to fan and advertiser interest in football, says athletics director Jay Jacobs.
Football coach Tommy Tuberville is being paid an average of $1.5 million a year under provisions related to Auburn's deal with ISP Sports for TV, radio and related personal appearance work during his seven-year contract, which began in 2005.
"The fact is, today, the majority of (a football head coach's) salary comes from the multimedia rights," Jacobs says.

Above all, schools are driven to maintain or shore up a sport that's the revenue-generating backbone of most overall athletics programs.
At Texas, for example, the return on the sizable investment in Brown is a pre-eminent football program that last season won the school's first football national championship in 35 years and accounted for 62% of all the Longhorns' athletics revenues, turning a $42 million profit. Football essentially underwrote 17 other sports at the school that don't make money all but men's basketball and baseball.
Not all athletic departments are self-supporting. Between 80% and 95% of Division I-A athletic departments still rely on either the university's general fund or student fees to balance the budget, according to NCAA financial reports obtained by USA TODAY and other academic studies.
When football coaches are the face of the athletic program, however, they are more and more often claiming marquee salaries. Increasingly, they are turning to sports agents to exact what they consider a fair share.
Conflicting messages?
As their take grows, so do critics' concerns about the distortion of sports' importance in its higher-education setting. The chancellor of Texas' university system, Mark Yudof, earned $693,677 last year, according to The Chronicle of Higher Education. Brown makes about four times as much.
Louisville paid its full-time professors an average of $95,024 a year ago, according to the state's Council on Postsecondary Education. That's less than half what coach Bobby Petrino would receive as a bonus for getting the Cardinals to a Bowl Championship Series game; Petrino is guaranteed a little more than $1.6 million annually, not including sweeteners like a gasoline allowance of $10,000 a year.
"What kind of message does that send?" says Smith College sports economist Andrew Zimbalist. "What does that say about the value system? What does that say to students?"
Even the man who so richly rewarded Ferentz at Iowa is conflicted. "When you have a football coach or a basketball coach who makes multiples of three to six times what the university president makes," says Bob Bowlsby, who left Iowa in July to become the athletics director at Stanford, "I think there's probably something a little out of whack."
Iowa's president made $390,250 last year, according to The Chronicle.
The rise in salaries caught the eye of the House Ways and Means Committee, which in October asked the NCAA to justify why such a revenue-generating enterprise deserves tax-exempt status.
Chairman Bill Thomas, R-Calif., in a letter to association President Myles Brand, contended "excessive compensation ... makes less revenue available for other sports, causes many athletic departments to operate at a net loss, and may call into question the priorities of educational institutions."
Thomas went on to ask: "What actions has the NCAA taken to encourage its member institutions to curb excessive compensation for college coaches?"
Brand has urged schools not to spend beyond their means, on facilities as well as on coaches. But the NCAA can't set financial parameters for individual schools without violating antitrust laws.
Brand's answer to Congress, in part: Much of the big money paid to coaches is underwritten by media, apparel and other outside entities, and isn't coming out of university coffers, and those coaches hardly differ from schools' faculty stars, who also have tenure.
Incentives run gamut
The Division I-A Athletic Directors Association conducts its own salaries survey, including the 1999 tally that found five million-dollar coaches, and executive director Dutch Baughman says there's one area where schools are trying to hold the line: incentives.
Because of faculty complaints about "additional compensation for (coaches) doing things they should be doing anyway," Baughman says, both the number and value of incentives are being reduced. Still, USA TODAY's study found they're common:
At 83 schools, more than $23 million in on-field performance bonuses are at stake as coaches and their teams approach the 2006 postseason. Florida's Urban Meyer will pocket $37,500 for getting the Gators to next month's Southeastern Conference title game; he will effectively get another $137,500 if the Gators win it and qualify for a Bowl Championship Series game, $50,000 more if they get to the BCS national title game and an additional $100,000 more if they win that.
Maryland's Ralph Friedgen receives $50,000 in any year in which he, his players or coaches essentially behave themselves if there are no violations of university student conduct or academic rules that result in action by the school's office of judicial programs; no arrests, indictments or convictions for "any criminal or suspected criminal conduct"; and "no neglect or willful conduct" that the athletics director deems a violation of NCAA rules.
Texas' Brown gets $20,000 if the football team's graduation rate is at least 50%-54% (the Division I-A average is 66%) and rises to $100,000 at 75%.
Top conferences, top salaries
Overall salary packages are the biggest in college football's six biggest, richest conferences the Atlantic Coast Conference, Big East, Big Ten, Big 12, Pacific-10 and SEC. There, excluding bonuses, USA TODAY found the average coach's salary is $1.4 million. That's more than three times the average of $419,000 in Conference USA, the Mountain West, Western Athletic, Mid-American and Sun Belt.
"I don't think people are going to pay the salaries if they don't have the money," says Texas athletics director DeLoss Dodds. "If you've got the revenue, you're going to stay in the marketplace. If you don't, you can't."
That's the rationale at Iowa, where Ferentz, in his eighth season as the Hawkeyes coach, has won 44 games and two Big Ten championships in the past five seasons. The financial aspects of his original eight-year contract were to "not be renegotiated within three years" of its October 2004 signing, but nonetheless were this May.
The school is counting on revenues from private suites, outdoor club seats and other amenities geared to wealthier fans to cover the cost of an $87 million stadium renovation. Sustaining football's success is key to keeping those patrons happy, and the 51-year-old Ferentz is seen as the instrument of that success.
"And so," Bowlsby says, "negotiation with a coach who had brought great stability to the program seemed to make good sense. Now, I never in my wildest dreams thought that I would be negotiating a contract with a coach with a $2.8 million base. But that's where we've gotten to."
A former NFL offensive line coach, Ferentz has seen his value spike in the wake of approaches in recent years by rival colleges and pro teams. He interviewed with the Jacksonville Jaguars after the 2002 season. Ferentz withdrew from consideration. He received a $72,800 raise, according to The Des Moines Register.
Ferentz's compensation was re-worked again in May. His base salary is $1.4 million this year, and he's guaranteed another $1.4 million in supplemental compensation for radio and TV and other obligations. He also got a $400,000 longevity bonus for still being at Iowa last June 1 and a $1.4 million "one-time lump sum payment" when the school reworked his deal.
Ferentz can get $75,000 for getting his team to a bowl game that pays at least $1 million to each team.
He has made a point of giving back, donating $100,000 with his wife, Mary, to Iowa's College of Liberal Arts and Sciences several years ago, and last week announcing gifts of $150,000 to the college and $250,000 to the University of Iowa Children's Hospital.
Ferentz was a 10th-grader in Pennsylvania when he decided he wanted to coach for a living. He's still doing it for love, not the money, he says, though "I've learned it's silly to leave money on the table. ... I've learned, too, that they fire you besides hire you. It's the reality of what we do."
Are players overlooked?
The schools have their own realities. Those straining budgets to pay their marquee coaches top dollar have been forced to tighten their belts elsewhere. And to seek out additional revenue.
Transylvania (Ky.) University accounting professor Dan Fulks, who conducts the NCAA's biennial study of athletics finances, says the use and amount of student fees as a supplement are trending up, especially at schools without big football stadiums or significant ticket sales.
The more coaches are paid, meanwhile, the louder the argument that the sport's most essential personnel players allowed little more than scholarships covering room, board, books and tuition are under-compensated and exploited. "They're saving tens of millions by not paying their players," Zimbalist says. "So they spend it on coaches."
Individual institutions could take a stand. Says Baughman: "I'm waiting to see one of those schools step up and say, 'At the next time of a coaching change, we will not be in this marketplace.' "
Fulks expects football revenues to level off, and that could force schools to apply the brakes. But not shift into reverse.
"I don't think you can unring the bell. I don't think we're going to one day decide these coaches aren't worth the money and start paying them $800,000 a year again," Bowlsby says. "How does that happen? I think the answer is it doesn't."
***
Contributing: Michael McCarthy, Steve Berkowitz

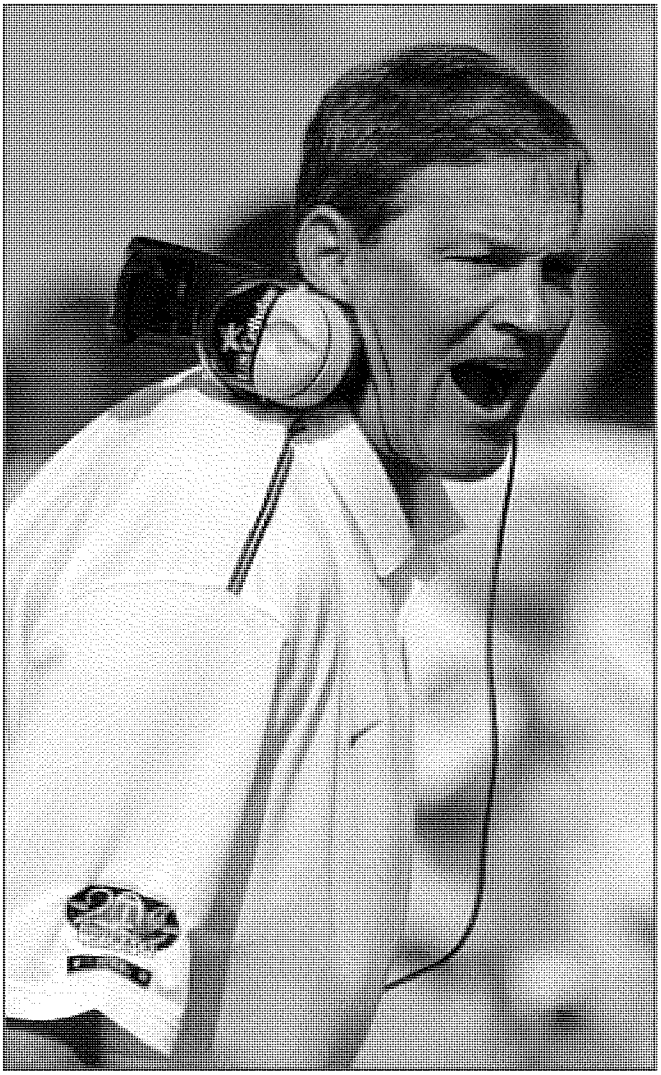

Among 35 of the larger schools that detail income, here's a typical breakdown:

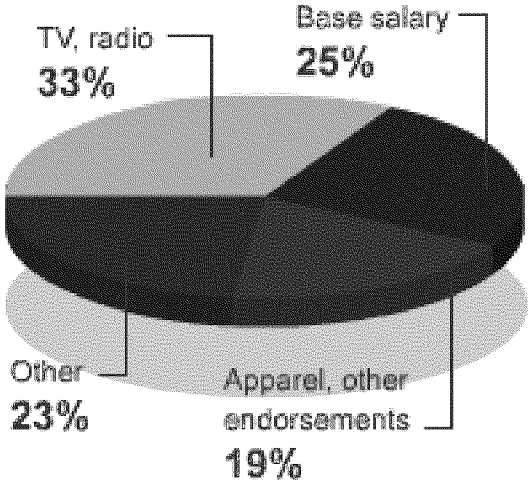

1 – Including deferred payments, annuities, speaker fees.

Source: USA TODAY research

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, November 16, 2006 12:14 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>
Subject: Fwd: From USA Today
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From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, November 27, 2006 10:23 AM
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Subject: [Fwd: [advisingfulltime] Last Weekly Appeals Deadlines]
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From: Marilyn Wyrick <wyrick@email.unc.edu>
Sent: Monday, November 27, 2006 10:10 AM
To: Mercer, Robert <rmercer@uncaa.unc.edu>
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Marilyn

-------- Original Message --------
Subject: [advisingfulltime] Last Weekly Appeals Deadlines
Date: Mon, 20 Nov 2006 15:15:24 -0500
From: Melanie Stimeling <mstimeli@email.unc.edu>
Reply-To: Academic Advising Full-Time Advisors Listserv
<advisingfulltime@listserv.unc.edu>
To: Academic Advising Full-Time Advisors Listserv
<advisingfulltime@listserv.unc.edu>

Sorry if you received a blank email earlier. Below is a message from
Dean Stenross.

Dear Advisors,

The last weekly Appeals Committee meetings for fall 2006 are as follows:
* GC: Tuesday, Dec. 5
* AS: Monday, Dec. 4

Deadlines to have the petitions heard are the prior Friday at noon (AS)
and that Monday at noon (GC).
Counseling and Wellness Services (CWS) will offer as many academic
intervention appointments as possible for current semester course drop
requests up through Thursday, Nov. 30, at 5. If a student's paperwork
(petition form, typed statement, and CWS evaluation) are not received
by the Appeals Committee deadline, the petition will be rolled over to
be heard at a GC or AS Administrative Appeals Committee meeting. If the
student is ineligible, the petition will be heard at the January
meetings before classes start; if not, at the next semester meeting
Unless they have a dean's excuse, students should take their final exams.

Please note that Dr. Martin is no longer the only person seeing students
for Academic Intervention appointments. If students are working with
other counselors at CWS, those counselors may be completing the CWS
evaluation and then sending students down here to get the petition form
and to turn in their typed statements. We must have all of the pieces
(student statement, instructor assessment of grade and performance, and
CWS evaluation) before a petition can be heard.

For the purpose of Administrative Appeals (retroactive course drops and

semester withdrawals), CWS will be open for academic intervention appointments until Dec. 15. They will then be closed until they open for students on January 2 (except for January 3, staff retreat).
Please let me know if you have any questions.

Barb

PS: Please destroy all old petition forms in your office. If you are not sure whether you the newest forms, check with Melissa or Sandra.

--
Melanie J. Stimeling
Student Services Manager
Academic Advising Programs
The University of North Carolina at Chapel Hill
CB# 3105, 311 Steele Building
Chapel Hill, NC 27599-3110

http://www.unc.edu/advising

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_____

Marilyn J. Wyrick
Assistant Director, Advising Programs
University of North Carolina - Chapel Hill
116 Steele, CB# 3110
919-843-8920
919-843-4775 (fax)

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, January 5, 2007 11:39 AM
To: Brunk, Mary W. <brunk@uncaa.unc.edu>
Cc: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: All-ACC Academic Forms Fall Season
Attach: All-ACC Academic Forms Fall Season.msg

From: "Leturmy, Jason" <jleturmy@theacc.org>
Sent: Friday, January 5, 2007 11:38 AM
To: agoff@umd.edu; bberndt@duaa.duke.edu; caldwejh@wfu.edu; ferna.phillips.1@bc.edu; helmsc@vt.edu; jko3b@virginia.edu; mmeleney@admin.fsu.edu; philip_moses@ncsu.edu; plabaw@at.gtaa.gatech.edu; rbell@miami.edu; rbowman@clemson.edu; Mercer, Robert <rmercer@uncaa.unc.edu>
Cc: ageorge@at.gtaa.gatech.edu; annabelle_vaughan@ncsu.edu; Dery, Barb <bdery@theacc.org>; blj@vt.edu; Morrison, Brian <bmorrison@theacc.org>; btimoth@clemson.edu; (buchanw@wfu.edu), Dean Buchan <buchandw@wfu.edu>; cameroch@bc.edu; ddull@umd.edu; jimdaves@virginia.edu; Le, Kristie <kle@theacc.org>; Rogers, Lindsey <lrogers@theacc.org>; mpray@miami.edu; rlwilson@mailer.fsu.edu; sid@duaa.duke.edu; (skirschner@uncaa.unc.edu), Steve Kirschner <stevekirschner@unc.edu>; vtsid@vt.edu
Subject: All-ACC Academic Forms Fall Season
Attach: TEXT.htm; Letter to Academic Advisors Fall Version.doc; 2006 All-ACC Academic Women's Soccer.doc; 2006 All-ACC Academic Field Hockey.doc; 2006 All-ACC Academic Men's Cross Country.doc; 2006 All-ACC Academic Men's Soccer.doc; 2006 All-ACC Academic Volleyball.doc; 2006 All-ACC Academic Women's Cross Country.doc

---

To: ACC Academic Advisors

From: Kristie Le, Assistant Director of Media Relations (Field Hockey, Volleyball)

Jason Leturmy, Associate Director of Media Relations (W/M Cross Country, W Soccer)

Lindsey Rogers, Associate Director of Media Relations (M Soccer)

Re: 2006 Fall Olympic Sports All-ACC Academic Teams

Date: January 5, 2007

Attached are the nomination forms for the 2006 Fall Olympic Sports All-Atlantic Coast Conference Academic Teams. The All-ACC Academic Teams are based on a combination of the student-athlete's academic achievement and athletic performance.

Nominate any player who achieved a minimum 3.00 grade-point average for his/her last semester/quarter and has at least a cumulative 3.00 GPA for his/her career.

The ACC Office has produced a new form this year allowing you to submit your form electronically. If you wish to submit your form electronically, please be sure to save the document before sending it via email to ensure that the information you entered is not lost. You may also print the completed form out and submit your nominations via fax (336-854-8797). Once nominations are received the All-ACC Academic Teams will be selected by a committee appointed by the Commissioner.

Please return the completed forms to the appropriate person covering that sport by Friday, January 26, 2007

Men's Cross Country - Jason Leturmy (jleturmy@theacc.org)

Women's Cross Country - Jason Leturmy (jleturmy@theacc.org)

Field Hockey - Kristie Le (kle@theacc.org)

Women's Soccer - Jason Leturmy (jleturmy@theacc.org)

Men's Soccer - Lindsey Rogers (lrogers@theacc.org)

Volleyball - Kristie Le (kle@theacc.org)

- ACC -

Jason Leturmy

Associate Director of Media Relations

Atlantic Coast Conference

Phone (336) 851-6062; Fax (336) 854-8797

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, January 12, 2007 11:13 AM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: reminder
Attach: Text.htm

Susan asked me to remind everyone to check/update your mid-year students eligibility. Also, if they have not signed their eligibility check form (the one we do with them) they need to do so. Thanks. RJM

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, January 30, 2007 9:32 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: eligibility rules for implementation
Attach: Text.htm; eligibility rules for implementation.msg

In yesterday's Admissions meeting Carolyn shared that a committee had met to "flesh" out the new eligibility guidelines. These have not gone to the Ed. Policy Committee yet but will very soon. Take a look and let's try and discuss ASAP. Thanks. RJM

From: Carolyn Cannon <ccannon@email.unc.edu>
Sent: Tuesday, January 30, 2007 8:43 AM
To: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: eligibility rules for implementation
Attach: AcademicEligibility1-29-2007-1.doc

Robert,

FYI. Contact me if you have questions.

--
Carolyn C. Cannon
Associate Dean of Academic Advising
The College of Arts and Sciences and the General College
Campus Box 3110, 213 Steele Building
The University of North Carolina
Chapel Hill, NC 27599-3110
(919) 966-5116

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Academic Eligibility

The University expects all students to study and perform to the best of their abilities. The eligibility standards listed below do not suggest acceptable academic performance, but rather minimum levels. Students failing to meet these standards are not making good use of their educational opportunities.

First-year students entering the University on or after May 14, 2007 are required to meet the requirements listed below. These standards will apply to sophomore transfer students beginning Fall 2008 and to junior transfer students beginning Fall 2009.

Eligibility standards

Good Standing entitles a student to enroll in a fall or spring term. The requirements for ordinary **Good Standing** are as follows.

> A 2.0 cumulative grade-point average **and** the following number of credit hours passed:
>
> 9 hours to enter a second semester
> 24 hours to enter a third semester
> 36 hours to enter a fourth semester
> 51 hours to enter a fifth semester
> 63 hours to enter a sixth semester
> 78 hours to enter a seventh semester
> 93 hours to enter an eighth semester
> Special permission of the Dean to enter a ninth semester

A student who falls short of these standards will be considered in "**good standing–on probation**" for one semester provided he or she passed at least nine credit hours of graded coursework in the preceding semester and was not already on probation. Probation is considered good standing.

Academic Ineligibility

Students who do not qualify for automatic probation or who do not meet cumulative eligibility standards after a probationary term are **academically ineligible** and may not enroll in a spring or fall term.

Registration Priority and Classification

Academic eligibility, registration priority, and classification are separate considerations.

Classification (class standing)

Comment [bo1]: Effective date?

- Semesters 1 and 2: First-year student
- Third or later semester
  At least 30 hours but fewer than 60 hours: Sophomore
  At least 60 hours but fewer than 90 hours: Junior
  90 or more hours: Senior

Registration Priority

- Based on the number of semesters completed (1, 2, 3, 4, 5, 6, 7, 8, 9). Those with more semesters completed are granted higher priority
- Office of Undergraduate Registrar will determine priority among students with the same number of semesters completed
- A group will look at registration priority for select populations

External Semesters

The following formula will define the number of semesters regarded as completed based on the number of credit hours transferred from other colleges or from enrollment in Part-time Classroom Studies:

0 – 14.9 = 0 semesters
15.0 – 29.9 = 1 semester
30.0 – 44.9 = 2 semesters
45.0 – 59.9 = 3 semesters
60.0 – 74.9 = 4 semesters
75.0 – 89.9 = 5 semesters
90.0 – 104.9 = 6 semesters
105.0 or more = 7 semesters

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, February 7, 2007 7:14 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>
Subject:
Attach: Text.htm; IMAGE.gif; IMAGE.gif_1; IMAGE.xxx

Wednesday, February 7, 2007 5:44 PM
Commentary: All Not Well At Clemson Despite Another Strong Class
by Dan Scott (mailto:dan.scott@tigernet.com)
(http://www.thetigernet.com/feeds/news/rss.xml)| Printer Friendly (http://www.tigernet2.com/print/story.do?id=6475) | E-mail Article (http://www.tigernet2.com/view/story.do?id=6475#email)

Correspondent

Signing Day is supposed to be a day of joy and anticipation for fans of big time college football programs - a Christmas in Feb., if you will.
The two, sometimes three years of hard work by a coaching staff recruiting a player - building a relationship with the kid and his family - is supposed to pay off with an early-morning fax to the football office, returning to the school a signed Letter of Intent.
Often times the faxes are delayed by press conferences scheduled at the player's high school. Sometimes there are hi jinx or shenanigans which delay the process, like the switching of hats or a round of musical jerseys. All have become commonplace in recent years.
But by and large when a coaching staff arrives at its office that first Wednesday in Feb., it has a pretty good idea of who's coming and who isn't. Sure, there are always a surprise or three around the corner (Bobby Bowden swore a year ago he went to bed not knowing for sure where as many as 12 players would sign), but then what fun would Signing Day be without a little mystery?
At Clemson, however, a number of faxes failed to arrive on Wednesday for markedly different reasons. And a fan base, which should be celebrating what is still a very good recruiting class pulled in by Tommy Bowden and staff, instead is asking a very direct question today:
What the devil is going on at Clemson University?
The questions - and subsequent firestorm - began early Wednesday morning when WCCP radio personality Mickey Plyler reported that at least two players, and maybe as many as four or more, were declared off limits to the Clemson coaches by some sort of special academic advisory board at the university.
Apparently the way it works is as follows:
Every player Clemson recruits has already submitted high school grade transcripts and any ACT or SAT testing scores to the school.
The advisory board reviews each player's high school academic profile, then apparently determines whether or not - in their opinion - the recruit could ever obtain a degree from Clemson University.
When the board decides a player wouldn't be able to make it through Clemson and graduate, apparently the coaching staff is notified that they can no longer pursue the athlete and can't put a scholarship offer in front of him.
It is an academic standard which goes above and beyond the NCAA requirements for admission and eligibility to a school like Clemson.
That fact alone is enough to ruffle some feathers, though there are a number of high profile colleges and universities out there who set their entrance and eligibility standards significantly higher than those of the NCAA.
But if Plyler is correct - and he repeated the facts as he knows them to be true on my show this morning, as well - the issue isn't just that the coaching staff was prohibited from offering a scholarship to these players by an academic board.
It's when they were informed.
By all reports, at least one of the most highly sought after wide receivers in the country told Clemson coaches as late as this past Sunday night that all was well and the school could expect his LOI to be faxed in Wednesday morning with no problem.
But - again according Plyler's story today - the academic board told Clemson's coaches Tuesday that they couldn't offer a scholarship to the wide receiver and some number of other recruits.
If that's the case, if the coaches were blind-sided by such restrictions this late in the process, then it's no wonder they - and fans alike - are upset today. The academic board, it would seem, has forced the Clemson coaching staff to compete on a playing field that's anything but level.
Earlier Wednesday on my talk show (Cruise Control, 9 a.m.-Noon on 104.9 FM, The Drive), I asked Clemson wide receivers coach Dabo Swinney if there was anything to the story.
Swinney's response was, and I'm paraphrasing, that he couldn't address the issue. Any comment, he said, would have to come from his higher-ups.
Anybody see a denial there?
Later, in his post-Signing Day press conference, Bowden was asked about the issue as well. He, too, refused comment on the issue.

Again, no denial.
Makes one pause and think, doesn't it?
The bottom line here, then, simply is this:
There is a rift between the academic world and the athletic world - especially the football program - at Clemson University. How large is the rift? How wide the divide?
No one knows. Or at least no one will say publicly.
But when a wide receiver Clemson can't even offer turns around and signs a scholarship with the University of North Carolina, it speaks volumes about the relationship between the two sides here.
Beneath the beauty of this campus nestled around Lake Hartwell, there could be an ugly battle beginning to brew.
Meanwhile, though he walks without a limp, Wednesday's events only seem to further highlight the speculation that Bowden is, indeed, a lame-duck coach.

Dan Scott can be reached at dan.scott@tigernet.com

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('http://coy.thetigernet.com/adclick.php?n=afd5ace0' target='_blank')

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, February 8, 2007 9:55 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>
Subject: (http://www.tigernet2.com/blogs/page/plyler/20070208) Thursday February 08, 2007
Attach: Text.htm; IMAGE.gif; IMAGE.xxx

(http://www.tigernet2.com/blogs/page/plyler/20070208) Thursday February 08, 2007

The Truth (http://www.tigernet2.com/blogs/page/plyler?entry=the_truth)

The Truth
Nine years ago I had a conversation with a high ranking Clemson athletic department official who told me that the University is going in a new direction with new goals from an academic standpoint. He was very clear when he told me that this would hurt the athletic department.
I was there on April 7, 2000 when Jim Barker was named the 14th president of Clemson University. I consider him a friend but in my opinion his "Top 20"
initiative was another step towards the decline of the Clemson athletic department.

('http://coy.tigernet.com/adclick.php?n=a2a58df3' target='_blank')

Barker's 10-year goals included two Final Fours in men's basketball, a national title in football and two national titles in Olympic sports. I think it is unfair to place public goals on employees and not give them the resources to be able to reach those goals.
Five years ago I told three members of the Clemson board of trustees that the "Gaffney gate" deal was a sensationalized version of the truth and that was the tip of the iceberg as to how the playing field was not level for this football staff.
And on February 7, 2007 the next step towards football mediocrity was taken by Clemson University.
After consulting with more than 10 sources inside the athletic department and the university administration, I am fully confident that you will find the following to be true:
*Clemson has an academic review board that prospects' transcripts must go through in order to continue to be recruited by the football staff.
*This board is made up of six or seven individuals including Becky Bowman (director of Vickery Hall), Larry LaForge (management professor and NCAA faculty rep) and Gail DiSabatino (vice-president of student affairs).
Provost Dorrie Helms is not on the review board but is involved. The president is also aware of the results.
*This board turned down the following players among others:
JoJo Cox-unsigned
Dwight Jones-North Carolina
Tydreke Powell-North Carolina
Ryan Houston-North Carolina
Brandon Paul-Florida State
Weslye Saunders-South Carolina
Olufemi Ajiboye-South Carolina
Jarius Wynn-Georgia
*Wynn and Ajiboye have cleared the NCAA clearinghouse and are currently enrolled in their respective schools.
*The board also turned down Markish Jones and six prospects that did eventually sign with Clemson. However, Bowden demanded that they review the cases again. Markish Jones was given a clearance the second time because he was an in-state prospect. The board gave second reviews to the seven players and the coaches were allowed to send LOIs to each prospect after Bowden's battle.
*Dwight Jones committed to Clemson but the day before signing day, Clemson assistants had to call his mother and high school to explain that he could not sign with Clemson. Jones' mother was in tears after hearing the news.
Jones has a 2.25 core GPA and a 670 SAT. He is currently taking three core classes. If he made Bs on each core credit he would have to raise his SAT to an 800. Jones signed with North Carolina, a top 10 public institution, on Wednesday.
*Clemson originally turned down Kourtnei Brown who has a 2.4 core GPA. He has a 21 ACT which is equivalent to about a 970 SAT. That GPA and core are passable scores according to the NCAA Clearinghouse. The reason Brown was originally turned down was because he had two semester Ds in English but made Bs during the other semester in each of those years. The other reason Brown was turned down was because he was in the lower half of his class in terms of class rank. Brown's high school is a small, Christian school that 93% of the students at the school went on to college last year. It is among the most competitive high schools in the state.
*Because the other five that Bowden fought for were signed by the Tigers, I will omit their names. However, I will reveal that all five were on defense. I could not imagine this class with the five plus Brown not being a part of the program. I could not imagine what the future of the defense would have looked like.
*The morale among the coaching staff is extremely low. The staff recruited numerous prospects for countless hours and drove and flew countless miles in the past year only to have over 15 players turned down by this board.

*In the past, the board has claimed that no player they have ever turned down ever made it to a Division I-A school. This is false on two fronts.
First, some went to a D-I school after being placed in a prep school or junior college. Also, Wynn and Ajiboye are currently enrolled at SEC schools.
*What this board has prevented is the signing of a prospect that has a chance to qualify but does not and is placed in a prep school or JUCO.
Under this scenario, some of Clemson's all-time leading players would have never entered Clemson University. Gaines Adams is the all-time sack leader at the school and is a recent Clemson graduate. Adams was signed by the Tigers but did not qualify out of high school. He re-signed with Clemson after a year at prep school. There are many examples of great Clemson players who went on the become Clemson graduates who had to go the JUCO or prep school route. There are members of the academic review board who feel it is not appropriate to sign these type of prospects.
*The Clemson staff essentially wasted hundreds of hours on players like Dwight Jones. One Clemson assistant saw Jones at every legal opportunity.
On Saturday Tommy Bowden and two assistants went to Burlington to try to convince Jones one last time to sign with the Tigers. The attempt was successful. However, Tuesday the academic review board gave the staff the news and the staff had to deliver the news to Jones.
*Clemson assistants had to write letters of recommendations for players to the academic review board. They had to personally go in front of the board and plead each case. I could not imagine how degrading that would be. What happened to trusting your coaches?
*Six of the top 20 public universities finished in the top 10 in the rivals.com recruiting rankings.
*Clemson has an Athletic Council that meets periodically. They also have a Sportsmanship Committee. Former NCAA faculty rep Cecil Huey sits on both of those committees and according to several members of the committee made the statement that, 'The Clemson-USC fight in 2004 was the single most embarrassing moment in Clemson history." Huey also spearheaded a committee meeting that was attempting to eliminate booing the opponent or officials at home sporting events. I mention these two examples for two reasons. First, Huey has been an extremely influential member of the academic movement at Clemson. Second, they both represent how far removed from the real world Huey and his academia cronies have become.
*The University has turned down proposed majors and eliminated other majors that were considered not in line with the Top 20 goal.
*The administration had compliance director, Stephanie Ellison, sit in on Bowden□s press conference Wednesday. Bowden joked and asked her what she was doing there and if he had already committed some minor violations that she would send to the president□s office. Bowden has a way of lightening the mood and was clearly joking with her but what does it say that they placed Ellison in the room for the press conference? What are they afraid the coach would say? I have been to countless press conferences and have never seen a member of compliance. How degrading was that move? How paranoid was that move?
*It is the feeling among several staff members that Clemson will have a hard time in recruiting in the future with this academic review board in place.
*Several members of the athletic administration feel it will be difficult to retain coaches in the future with the academic review board in place.
*Here are some quotes from athletic department officials and university administrators that have been said to me in the last six days:
"I don't know what Danny Ford did to you guys years ago but it must have been unbelievable because this place is still paranoid."
"The administration has no idea what it takes to be successful in football.
They are scared to be great. This place could be great but they are scared to be great. They want to 8-4 so everyone gives their money to IPTAY and buys the season tickets. If they went 4-8 they would have to fire people and they don't want to do that. If they went 12-0 they would be scared to death that someone would think badly of them... that Danny Ford is coming back or something."
"As a staff they are hand cuffed. The public has no idea the hoops they have to jump through here that other schools don't. Other coaches laugh at us when they find out what they have to go through."
"These people have no idea what goes on in this industry. Think this kind of thing would happen at Georgia, Florida, Tennessee or LSU? Alabama is spending over $30 million on Saben alone. Think this academic review board would go over there? Who do you think will be better in football in the next few years Alabama or Clemson?"
"We signed a great class but imagine what it could have been if they would not have been in the way."
"Things won't change around here until we have some expensive funerals."
"The perplexing aspect is that Bowden has graduated players at a high rate and academics are good here. But he gets no credit for that. They handcuff him instead."
"One Clemson runs one way. It is a one-way street that flows from Jervey to Sikes."
These are quotes that I believe tell the story. Please understand that they asked me to please not use their names in fear of losing their jobs. After I spoke in Charleston, Columbia, and Greenville and on the radio after the Gaffney Gate situation, a major ordeal occurred at the university and athletic department. Instead of righting what was wrong, the university called meetings and went on a mission to find out who leaked information to me. They were more worried about the perception as opposed to solving the problem.
I am confident that the next step here will be another attempt from the university to out my sources. I am sure that not many of the university officials want to be seen in public talking to me in the next few months.
However, they need to fix what is broken. Clemson football is not doomed to mediocrity but is headed there. Signing a kid and him not qualifying is not the end of the world. It is not embarrassing to the university.
I realize this blog entry will be met with skepticism by some. I have confirmed it with multiple sources and have full confidence that I am stating the facts in this case. I also realize that it may hurt the university on the short term but I think the facts coming out will help in the long run. Personally, I do not want to hurt the football program. I only want to be part of the solution not the problem.
Abolish the academic review board before it kills the Golden Goose--Clemson football.
I will conclude with a statement I told the chairman of the board of trustees at Clemson five years ago. "Cecil Huey, Becky Bowman and several others want Clemson to be Duke Monday through Friday but that will never happen because of perception. However, if

you don't fix it, Clemson will become Duke on Saturdays in the fall."

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, February 14, 2007 11:40 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>
Subject: More Topics: Local News (http://www.charleston.net/assets/webPages/departmental/news/LocalNews.aspx
Attach: Text.htm; IMAGE.gif; IMAGE.jpg; IMAGE.xxx; IMAGE.xxx_1; IMAGE.xxx_2

More Topics: Local News (http://www.charleston.net/assets/webPages/departmental/news/LocalNews.aspx) | Sports (http://www.charleston.net/assets/webPages/departmental/news/Sports.aspx) | Business (http://www.charleston.net/assets/webPages/departmental/news/Business.aspx) | State Region (http://www.charleston.net/assets/webPages/departmental/news/StateRegion.aspx) | Entertainment (http://www.charleston.net/assets/webpages/shared/entertainment/entertainment.aspx) | Features (http://www.charleston.net/assets/webPages/departmental/news/Features/Features.aspx) | Ap Wire (http://customwire.ap.org/dynamic/fronts/HOME?SITE=SCCHA&SECTION=HOME)

Clemson's most important score
Wednesday, February 14, 2007

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BY GENE SAPAKOFF

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(http://ad.doubleclick.net/jump/N3502.Centro/B2154964.12;abr=!ie4;abr=!ie5;sz=300x250;ord=[timestamp]?)

Oh, what a statewide classroom debate: Should Clemson, the most academically challenging public university from Fort Sumter to Sassafras Mountain, err on the studious side of admissions policy even if leaning away from its traditional role as a land grant institution theoretically founded to roughly mirror the brainpower profile of the Palmetto State?
Clemson football coach Tommy Bowden and staff, along with thousands of Tigers fans, probably don't think so. They have privately blamed the school's rising admissions standards for some big losses on the recruiting trail.
Some of these outraged folks - most of whom probably didn't actually graduate from Clemson - are stunned that school president James F. Barker (Clemson, '70) has the audacious goal of placing Clemson among the nation's top 20 public universities. The anger was enough to get Barker to issue a statement Tuesday calling for a "healthy discussion" and for athletic director Terry Don Phillips to issue his own statement insisting, "There is no university conspiracy to devalue the football program in favor of an academic ranking."
Calm down. Before you go marching through the streets of Berkeley ... uh, Clemson ... burning either a calculus book or a Music City Bowl jersey consider that this conflict hardly is new.
South Carolinians with teens are well aware of rising admission standards at our state schools, led by Clemson.
Clemson was named Time magazine's "Public College of the Year."
That was six football seasons ago. Since then, academics and athletics have meshed well enough at Clemson to produce bowl team after bowl team, one of the very best college baseball programs in the world and a basketball program apparently headed in the right direction.
Danny Ford, a former Clemson head football coach and All-Southeastern Conference Academic Team selection, clashed with Clemson officials who wanted to build an academic learning center on campus against Ford's wishes.
That was so long ago that babies born that summer of 1989 are now sending out college apps.
But a football national title?
No, probably not.
The real rub
Obviously, state schools such as California, UCLA, Michigan and Ohio State have proven high-profile success is possible on and off the football field. Those schools, however, are located in California, Michigan and Ohio, not in a state whose high school students annually have combined for one of the worst collective SAT averages in the nation.
Of course, lots of wonderful things are going on in South Carolina public schools, which are full of great teachers and staff. Just in the last week, students at Wando High School convinced over-cautious administrators that "To Kill a Mockingbird" would not stir racial discord as a school play but instead help unite people in the sensitive spirit of the book and movie.
But it doesn't take a Clemson math whiz to tell you that when entrance
standards at a given college rise in a given state where low high school test scores remain relatively stagnant, a lower percentage of students in the given state will qualify for admission.
Ay, there's the rub.
That tailgatin' Clemson family in which mom or dad (or both) are alums who have always told their daughter or son (or both) that a dorm room within walking distance to Death Valley is just a few good report cards away is in for a shock: Admission denied.
It started happening a few years ago at Clemson and the College of Charleston. Students smart enough to qualify for South Carolina's Life Scholarship (meeting two of three criteria including a 3.0 grade-point average, an 1,100 SAT score and top 30 percent class rank) were turned away from places where the average entering SAT score shot above 1,200 (Clemson's is now 1,217, and rising).
At this rate, Clemson may have to change its athletic nickname to the Geeksters.
More likely, more and more kids of Clemson alums and fans will be denied access to their (and their parents') dream school. Junior's spot in the freshman class will be taken by some better-prepared teen from California, Michigan or Ohio.
And there will be a bitter backlash costing Clemson at the football, basketball and baseball turnstiles.
Clemson probably will get a little worse in football. Last semester, the program's average grade point average was 2.17, last among Clemson sports teams. Hello, Boise bowl trips.
SAT numbers
Funny. But Clemson's high sports profile, surely including the coolness of the Tiger paw logo, has partly driven the popularity of the school, and enough competition for admission eventually makes it more difficult for coaches to recruit.
Bowden knows this isn't new, that standards didn't shoot up out of Lake Hartwell last month. Even while building a generally successful and classy program usually sprinkled with more graduate students than the average bowl-bound team, Bowden clashed with admissions people almost from the get-go.
The same conflict is playing out at the College of Charleston. John Kresse's remarkable basketball success brought the school millions of dollars in national publicity, and more applicants.
With admission standards now so much higher than Kresse ever had to deal with, the basketball program is significantly less likely to produce NCAA Tournament-caliber teams.
The same thing may play out at South Carolina. The average entering SAT score is up to 1,172.
Last spring, Life Scholarship qualifiers were turned away in Columbia, too. I have had a kid rejected by Clemson. And South Carolina. I feel your pain.
But in a state too long known for weak and lagging public education the answer is yes, err on the side of quality.
And if it takes the real or perceived decline of Clemson and South Carolina football prowess to inspire improved high school academics, the whole state will score a touchdown.
Reach Gene Sapakoff at gsapakoff@postandcourier.com

(http://www.charleston.net/assets/webPages/departmental/circulation/circulation.aspx)

(http://www.onestat.com/)

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, February 21, 2007 10:34 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>
Subject:
Attach: Text.htm; IMAGE.gif; IMAGE.gif_1; IMAGE.gif_2

Big 10 commish responds to Big 10/ SEC recruiting commentary [1]
Posted: Feb 21, 2007 8:12 AM
Report Abuse (http://www.tigernet2.com/report/abuse.do?messageID=4095423) Rate: (http://www.tigernet2.com/vote/hof.do?messageID=4095423&rating=up) (http://www.tigernet2.com/forums/post!reply.jspa?messageID=4095423&forumID=1)Reply (http://www.tigernet2.com/forums/post!reply.jspa?messageID=4095423&forumID=1)

Big Ten needs to find new talent pool -- fast
RECRUITING

February 9, 2007
BY TAYLOR BELL
There was a time when the Big Ten was the most feared and most respected college football conference in the country.
The conference of Grange, Butkus, Brady and Griffin dominated the Rose Bowl, won national championships and produced more NFL players than the SEC, Pac-10 or any other league.

So what happened?

It got slower.

The Big Ten fell behind because it stayed north of the Mason-Dixon Line and failed to bring in the athletes who were coming out of the Deep South, especially Florida.

And they were reluctant to challenge the traditional powers in Texas and California, the mother lodes of high school football talent.

For the first time in memory, the Big Ten failed to sign at least one of the top 10 recruiting classes in the nation. When the No. 1 prospect in Michigan invited five coaches to visit, Michigan's Lloyd Carr wasn't one of them. He chose USC. And the No. 1 player in Ohio went to Tennessee.

"The Southeastern Conference is much faster on defense than the Big Ten," said CSTV recruiting analyst Tom Lemming, who has been evaluating players from coast to coast since 1978.

"In the Midwest, people are thinkers. In the SEC, they rely on athleticism and aggressiveness on defense. They pride themselves on rushing the quarterback. They appear to be much more aggressive than the Big Ten."

If the Big Ten hopes to catch up to the SEC, Lemming suggests the conference must lower its academic standards.

"Then they can get anyone into school that they want," Lemming said. "It seems to me that no matter who the kid is, he finds a way to get into school. A lot of times it is an SEC school, after the kid spends only four months at a prep school.

"People have turned poor students into very good ones and make them eligible to play in the SEC. Few of them wind up in the Big Ten. But many of them are difference-makers and game-breakers. If the Big Ten can't get those kind of players, it will keep falling behind."

Bob Chmiel, a former recruiter at Michigan and Northwestern, cites two other reasons the Big Ten has fallen behind. Except for Michigan and Ohio State, other schools were slow to become national recruiters. And assistant coaches in the SEC and Pac-10 are paid more than those in the Big Ten.

"Some say recruiting rankings don't make a difference," Chmiel said. "But look at the past. It is a direct reflection on their success. You can't miss a year without bringing in a top 10 class.

"Contrary to when I was coaching, competition for great assistant coaching talent has turned into a bidding war. There is a lot more movement among assistant coaches than 10 to 20 years ago. The salaries of assistant coaches at the elite teams in the SEC and Pac-10

are by far the highest in the country."

Chmiel said the best recruiters combine the ability to sell their programs with the ability to evaluate and project talent. He says the great Miami teams were laden with high school fullbacks who ended up as defensive linemen, linebackers and strong safeties -- big guys who could run.

"LSU's defensive linemen -- those are the kind of guys you have to get, big guys who are athletic and can run, who are relentless in their pursuit," Chmiel said. "You have to go where they are and they are all over the country, not just in California, Florida and Texas."

Big Ten Commissioner Jim Delany's response...

To Fans of the Big Ten and College Football
Feb. 9, 2007

Greetings from the Big Ten Conference,

With the conclusion of another tremendous college football season and the recent national signing day, there has been a lot written and said about the Big Ten's recruiting efforts across the country, including a recent article in the Chicago Sun-Times entitled "Big Ten needs to find new talent pool - fast" (see full article here). In response to these commentaries, it seems premature for us to lower our admission standards or give up on the tremendous talent pool in the Midwest. No doubt national programs must recruit nationally wherever the talented students and athletes live. Hats off to Florida and the SEC -- they had a great year. We believe that both the Big Ten and the SEC have been and remain two of the greatest college football conferences in the country. But you may want to keep in mind the following as you review the various recruiting services, listen to talking heads and reflect the blogosphere out there as they compare these two fine conferences. I think most people would agree that head-to-head competition is an effective method to compare relative strengths between competitive entities:

The Big Ten was 2-1 vs. the SEC in this past season's bowl games.
The Big Ten is 8-6 vs. the SEC in bowl games over the last five years
The Big Ten is 13-13 vs. the SEC in bowl games over the last decade.
Over the last nine years of Bowl Championship Series games, the Big Ten leads all conferences with 15 berths while ranking second with eight victories. The SEC tops all leagues with nine wins and ranks second to the Big Ten with 13 appearances.
In the last 10 years the Big Ten has produced two national champions compared to three for the SEC.
In the last 15 years the Big Ten has produced five Heisman Trophy winners, more than any other conference. Over that same time span, the SEC has claimed one Heisman.
While the SEC ranked first among various recruiting rankings, the Big Ten ranked second or third nationally with four to five programs rated among the top 25 recruiting classes.
The Big Ten has a history of developing players - the most recent Heisman Trophy winner, Troy Smith, was one of the last players to receive a scholarship from Ohio State.
The Big Ten has slightly less than 300 players in the NFL while the SEC has slightly more than 300; Sixteen former Big Ten players earned Super Bowl rings with the Indianapolis Colts earlier this month.

I love speed and the SEC has great speed, especially on the defensive line, but there are appropriate balances when mixing academics and athletics. Each school, as well as each conference, simply must do what fits their mission regardless of what a recruiting service recommends. I wish we had six teams among the top 10 recruiting classes every year, but winning our way requires some discipline and restraint with the recruitment process. Not every athlete fits athletically, academically or socially at every university. Fortunately, we have been able to balance our athletic and academic mission so that we can compete successfully and keep faith with our academic standards.

Let's see if the five- and 10-year trend lines hold or whether the recruiting services and talking heads are seeing a new day. We are quite proud of our history and tradition and remain optimistic about the future of Big Ten football.

Thanks.
Jim Delany

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, February 23, 2007 2:56 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Important Payroll Matters
Attach: Important Payroll Matters.msg

From: Joyce Dalgleish <joyced@uncaa.unc.edu>
Sent: Friday, February 23, 2007 2:07 PM
To: Bitting, Angie <abitting@uncaa.unc.edu>; Rawls, Alisa <arawls@uncaa.unc.edu>; Gales, Bobby <bgales@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Andrews, Clara <candrews@uncaa.unc.edu>; Conway, Connie <cconway@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Warren, Kendra <coachmack@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Cheek, Donna <dcheek@uncaa.unc.edu>; Marbry, Delaine <dmarbry@uncaa.unc.edu>; McPherson, Dawn <dmcpherson@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Parker, Andrew <drewp@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>; Culler, Ellen <eculler@uncaa.unc.edu>; Gatz, Greg <ggg@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Holbrook, Jennifer <jholbrook@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Holt, Joan <jholt@uncaa.unc.edu>; Nipper, Joan <jnipper@uncaa.unc.edu>; Brunner, John <johnnyb@uncaa.unc.edu>; Duffy, Kathy <kduffy@uncaa.unc.edu>; Robinson, Kevin <krob@uncaa.unc.edu>; Law, Greg <lawdawg@uncaa.unc.edu>; Snyder, Lee <lsnyder@uncaa.unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Bunting, Mike <mbunting@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Wilkinson, Mike <mhwgolf@uncaa.unc.edu>; Perkins, Michael <mperkins@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Harris, Stacey <sharris@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Wagner, Sharon <swagner@uncaa.unc.edu>; Sabo, Tim <tsabo@uncaa.unc.edu>
Cc: Gallo, Larry <athgallo@uncaa.unc.edu>; Harris, Tracy <tuh@uncaa.unc.edu>
Subject: Important Payroll Matters
Attach: Text.htm

Due to new procedures with time sensitive deadlines mandated by the federal government in the pay-rolling of new employees, ALL new temporary AND student employees must come to our office to complete their paperwork. PLEASE NOTE: this must be done on the employee's FIRST work day--with no exception. Paperwork may no longer be processed in advance, as mandated by federal regulations governing certain processes that all state agencies must now adhere to. HOWEVER, before a non-student temporary employee can start work, they must complete the criminal background investigation form, which you may completed in your area and sent to our office. Once the Office of Public Safety notifies us of the results, we will contact the hiring supervisor to notify you know that the employee can begin work (the crim check does not apply to student employees).
Please contact Tracy Harris (2-7852) or myself (2-7850) to arrange a time for the new employee to come to our office on their first day of work.
A FEW OTHER REMINDERS:
1. PLEASE contact Joyce PRIOR to entering into an agreement to pay someone for services rendered to be sure that we can in fact employee the individual.
2. Timesheet deadline reminder: timesheets are due to Tracy Harris by 10:00 on the Monday following payday. Several areas are turning timesheets in much later than this deadline, and this is creating a delay in the delivery of timesheets to payroll services.
3. Please share this information with those who may need to be made aware of these changes and updates but may not be on the recipient list or have access to email.
Please let me know if you have any questions, and thank you in advance for your prompt attention to these matters.
Joyce & Tracy

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, March 5, 2007 9:38 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Facing N.C.A.A., the Best Defense Is a Legal Team
Attach: Facing N.C.A.A., the Best Defense Is a Legal Team.msg

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From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, May 2, 2007 3:50 PM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: APR for 2005-06
Attach: APR for 2005-06.msg

NCAA Division I 2005 - 2006 Academic Progress Rate

Public Report

Institution: University of North Carolina, Chapel Hill Date of Report: 04/30/2007

This report is based on academic progress rate (APR) information submitted by member institutions for the 2003-04, 2004-05, and 2005 - 2006 academic years.

[Note: All information contained in this report is for three academic years only, unless otherwise noted. This may lead to very small sample sizes within certain groups. The NCAA anticipates reporting data only on the basis of a four-year rolling rate for all sports when four years of data are available.]

*In accordance with FERPA's interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol.*

The following chart represents by sport APR averages for noted subgroups.

Sport (N)	Multiyear APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I
By Sport - Men's									
Baseball (292)	988	90th-100th	70th-80th	934	923	957	936	933	931
Basketball (333)	993	90th-100th	80th-90th	927	917	947	922	930	932
Cross Country (304)	947	20th-30th	20th-30th	961	952	978	962	960	962
Football (239)	948	70th-80th	20th-30th	931	922	955	934	927	NA
Fencing (20)	1000	80th-90th	90th-100th	974	950	987	969	987	961
Golf (292)	950	30th-40th	30th-40th	962	956	974	967	957	962
Gymnastics (16)	NA	NA	NA	970	968	1000	969	1000	958

* Denotes data representing three or fewer student-athletes - In accordance with FERPA's interpretation of federal privacy regulations, these data are not available.
N/A = No APR
N = Number of teams reporting
Percentile Rank: 0 to 100; 0 = low, 100 = high
^ Denotes APR that does not subject the team to a contemporaneous penalty because the team is performing better than the institution's general student body or based on institutional, athletics and student resources.
+ Denotes APR that does not subject the team to contemporaneous penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 925 for that team to be subject to contemporaneous penalties. Squad-size adjustments will be eliminated when the fourth year of APR data is collected, provided the team's multiyear cohort includes 30 or more student-athletes.
@ Denotes APR that does not subject the team to historical penalties due to the team's demonstrated academic improvement and favorable comparison based on other academic or institutional factors.
~ Denotes APR that does not subject the team to historical penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 900 for that team to be subject to historical penalties. Squad-size adjustments will be eliminated when the fourth year of APR data is collected, provided the team's multiyear cohort includes 30 or more student-athletes.
% Denotes APR based on a one year cohort, not subject to a historical and/or contemporaneous penalty.
! Denotes APR based on a two year cohort, not subject to a historical penalty.

NCAA Division I 2005 - 2006 Academic Progress Rate

Public Report

Institution: University of North Carolina, Chapel Hill

Date of Report: 04/30/2007

Sport (N)	Multiyear APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I
Ice Hockey (59)	NA	NA	NA	970	960	979	976	982	970
Lacrosse (57)	988	60th-70th	70th-80th	967	967	967	974	971	963
Skiing (13)	NA	NA	NA	966	957	985	953	985	955
Soccer (201)	977	80th-90th	60th-70th	952	942	963	947	959	953
Swimming (139)	988	70th-80th	70th-80th	967	960	978	965	969	966
Tennis (268)	992	80th-90th	80th-90th	959	951	972	960	959	962
Track, Indoor (245)	944	40th-50th	20th-30th	950	942	968	948	954	948
Track, Outdoor (266)	944	30th-40th	20th-30th	951	941	972	948	954	951
Volleyball (22)	NA	NA	NA	962	956	970	963	972	961
Water Polo (21)	NA	NA	NA	972	963	977	969	985	961
Wrestling (86)	935	40th-50th	10th-20th	937	930	957	944	935	920
By Sport - Women's									
Basketball (331)	989	90th-100th	80th-90th	960	954	971	958	960	962
Bowling (28)	NA	NA	NA	942	936	960	947	938	964
Cross Country (329)	990	70th-80th	80th-90th	970	965	979	971	972	967
Fencing (25)	1000 !	80th-90th	90th-100th	971	940	989	967	991	946
Field Hockey (79)	988	60th-70th	70th-80th	983	979	986	981	985	982
Golf (234)	1000	80th-90th	90th-100th	973	969	980	980	964	971

* Denotes data representing three or fewer student-athletes - In accordance with FERPA's interpretation of federal privacy regulations, these data are not available.
N/A = No APR
N = Number of teams reporting
Percentile Rank: 0 to 100; 0 = low, 100 = high
^ Denotes APR that does not subject the team to a contemporaneous penalty because the team is performing better than the institution's general student body or based on institutional, athletics and student resources.
+ Denotes APR that does not subject the team to contemporaneous penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 925 for that team to be subject to contemporaneous penalties. Squad-size adjustments will be eliminated when the fourth year of APR data is collected, provided the team's multiyear cohort includes 30 or more student-athletes.
@ Denotes APR that does not subject the team to historical penalties due to the team's demonstrated academic improvement and favorable comparison based on other academic or institutional factors.
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NCAA Division I 2005 - 2006 Academic Progress Rate

Public Report

Institution: University of North Carolina, Chapel Hill

Date of Report: 04/30/2007

Sport (N)	Multiyear APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I
Gymnastics (64)	992	60th-70th	80th-90th	980	978	989	982	985	975
Ice Hockey (34)	NA	NA	NA	977	968	982	984	983	981
Lacrosse (81)	997	80th-90th	90th-100th	983	980	985	990	983	976
Rowing (84)	989	50th-60th	80th-90th	984	978	990	978	989	987
Skiing (15)	NA	NA	NA	959	945	988	938	983	955
Soccer (306)	965	30th-40th	40th-50th	971	965	982	972	969	973
Softball (272)	977	60th-70th	60th-70th	965	958	979	968	964	965
Swimming (190)	997	80th-90th	90th-100th	978	975	984	980	974	981
Tennis (315)	979	50th-60th	60th-70th	970	965	979	973	968	970
Track, Indoor (295)	974	50th-60th	50th-60th	964	958	979	962	967	962
Track, Outdoor (305)	975	50th-60th	60th-70th	965	959	980	963	968	966
Volleyball (316)	993	80th-90th	80th-90th	969	964	979	970	966	971
Water Polo (32)	NA	NA	NA	973	964	981	972	982	968
By Sport - Co-Ed									
Rifle (27)	NA	NA	NA	968	968	970	969	972	960

* Denotes data representing three or fewer student-athletes - In accordance with FERPA's interpretation of federal privacy regulations, these data are not available.
N/A = No APR
N = Number of teams reporting
Percentile Rank: 0 to 100; 0 = low, 100 = high
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% Denotes APR based on a one year cohort, not subject to a historical and/or contemporaneous penalty.
! Denotes APR based on a two year cohort, not subject to a historical penalty.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, May 7, 2007 9:57 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject:
Attach: THE STUDENT-ATHLETE ADMISSIONS PROCESS.ppt

ACC ACADEMIC & COMPLIANCE MEETING

MAY 7-8 2007
CONFERENCE OFFICE
GREENSBORO, NC

AGENDA

- WELCOME & INTRODUCTIONS
- REVIEW ITINERARY & AGENDA
- APPROVE MINUTES FROM 5/01/06
- BENCHMARKING
- INSTITUTIONAL POLICIES (ADMISSIONS PROCESSES, TRAVEL&MISSED CLASS, SUMMER SCHOOL)
- CONTINUING ELIGIBILITY
- COMMUNICATION WITH PROSPECTS
- NCAA LEGISLATION UPDATE
- BEST PRACTICES (J.S.STUDYHALL,PROGRAMMING)
- APR (RECOVERY PLANS, COLLABORATION)
- STUDENT-ATHLETE PROGRAMS (FUTURE INTERNS, POSTGRADUATE SCHOLARSHIPS LUNCHEON)
- OTHER BUSINESS
- FUTURE MEETING/CONFERENCE CALL
- ADJOURNMENT

INSTITUTIONAL POLICIES & PROCEDURES

ADMISSIONS PROCESSES

TRAVEL/MISSED CLASSES

SUMMER SCHOOL

THE STUDENT-ATHLETE ADMISSIONS PROCESS

UNC-CHAPEL HILL

STEP 1

- COACHES MUST PROVIDE A PROSPECT LIST TO THE ADMISSIONS OFFICE AND THE COMPLIANCE OFFICE BY NOVEMBER 1ST

STEP 2

- COACHES SEND UNOFFICIAL TRANSCRIPTS TO THE COMPLIANCE OFFICE FOR INITIAL REVIEW
- COMPLIANCE OFFICE REVIEWS TRANSCRIPTS FOR PRELIMINARY NCAA ELIGIBILITY

STEP 3

- UNOFFICIAL TRANSCRIPTS AND COMPLIANCE WORKSHEETS FORWARDED TO THE ADMISSIONS OFFICE
- ADMISSIONS OFFICE REVIEWS TRANSCRIPTS AND WORKSHEETS TO DETERMINE STUDENT STATUS
- POSSIBLE STATUS: ATHLETIC SLOT, FACULTY COMMITTEE CASE, EXCEPTION (MINIMUM CORE REQUIREMENTS-MCR)
- THERE ARE 140 SLOTS PLUS AN ADDITIONAL 20 ACADEMIC INCENTIVE SLOTS

DEFINITIONS

- SLOT – ANY SA WHO DOES NOT MEET UNC ADMISSION CRITERIA BUT IS ABOVE THE FACULTY COMMITTEE ON ATHLETIC ADMISSIONS CRITERIA
- ACADEMIC INCENTIVE SLOT – ANY SA WHO DOES NOT MEET UNC ADMISSION CRITERIA BUT IS ACADEMICALLY COMPETATIVE AT PEER INSTITUTIONS
- EXCEPTION – MINIMUM CORE REQUIREMENT DEFICIENT (MCR)
- FACULTY COMMITTEE CASE –
  - SAT CRITICAL READING BELOW 420
  - SAT MATH BELOW 400
  - SAT COMBINED CRITICAL READING AND MATH BELOW 900
  - ACT COMPOSITE BELOW 19 (SUBTOTAL 76)
  - RANK IN CLASS BELOW THE MIDDLE OF THE CLASS
  - NCAA CORE GPA OF LESS THAN 2.5

MCR-4 units English, 4 units Math, 2 units language (same), 3 units science (1bio,1physical, 1lab), 2 units Soc. Sci. (1USHistory).

STEP 4

- ADMISSIONS OFFICE FORWARDS REVIEW TO SR. ASSOCIATE ATHLETIC DIRECTOR
- SR ASSOCIATE AD MEETS WITH COACH TO SHARE ADMISSIONS REVIEW AND DETERMINE INTEREST LEVEL
- SR ASSOCIATE AD & COACH DETERMINE SLOT USE OR COMMITTEE VIABILITY – SR ASSOCIATE AD ULTIMATELY DETERMINES HOW MANY SLOTS EACH TEAM REVIEVES BASED ON SQUAD SIZE & TEAM ACADEMIC PERFORMANCE

STEP 5

- SLOTS (INCLUDING ACADEMIC INCENTIVES) ARE SENT BACK TO ADMISSIONS OFFICE FOR APPROVAL
- COMMITTEE CASE SLOTS & EXCEPTIONS ARE SENT BACK TO THE ADMISSIONS OFFICE FOR FACULTY SUB COMMITTEE REVIEW
- ADMISSIONS OFFICE SCHEDULES THE FACULTY SUB COMMITTEE MEETINGS

STEP 6

- FACULTY COMMITTEE CONSIST OF 7 FACLUTY, 1 ATHLETIC OFFICIAL, DIRECTOR OF ACADEMIC SUPPORT, DIRECTOR OF ADMISSIONS, SR. ASSOCIATE DIRECTOR OF ADMISSION – FACULTY COMMITTEE ACTS ONLY AS AN ADVISORY COMMITTEE TO THE DIRECTOR OF ADMISSIONS
- ATHLETIC OFFICIAL & DIRECTOR OF ACADEMIC SUPPORT ARE NON VOTING MEMBERS
- COACHES PRESENT EACH SA TO THE FACULTY COMMITTEE – COACHES ARE QUESTIONED ON ACADEMIC, CHARACTER & ATHLETIC VIABILITY OF SA (FULL DISCLOSURE IS EXPECTED)
- DIRECTOR OF ACADEMIC SUPPORT PRESENTS TEAM ACADEMIC INFORMATION AND PAST COMMITTEE CASE SUCCESS
- FACULTY COMMITTEE DETERMINES STATUS OF STUDENT-ATHLETE: APPROVED (ADMIT IF QUALIFIES), DENIED, DEFERRED (REQ. LETTERS FROM TEACHERS), EXCEPTION
- RECOMMENDATION GIVEN TO THE DIRECTOR OF ADMISSIONS

Faculty sub committee members are elected by the faculty council for a 3 year term and may serve a limit of 2 terms.

ATHLELTIC TRAVEL & MISSED CLASS TIME

- UNC ATHLETIC DEPARTMENT POLICY –
- The maximum number of classes student-athletes can miss, due to athletic related activities is seven (7) per semester.
- Exam Travel Statement – No student-athlete will be excused from, or reschedule, a final exam to accommodate an in-season athletic contest. Therefore, an athletic contest, or travel, may not commence prior to the participating student-athlete completing final exams as scheduled by The University of North Carolina.

SUMMER SCHOOL

- OPEN TO THE FLOOR…

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, May 24, 2007 11:13 AM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: 2006-65-A - Core Courses
Attach: 2006-65-A - Core Courses.msg

From: "Babcock, Lindsey" <lbabcock@theacc.org>

Sent: Wednesday, May 23, 2007 9:26 AM

To: Cooley, Amanda <acooley@uncaa.unc.edu>; agoff@umd.edu; Herman, Amy S. <ajschae@uncaa.unc.edu>; am@virginia.edu; Gallo, Larry <athgallo@uncaa.unc.edu>; bbattle@mailer.fsu.edu; bberndt@duaa.duke.edu; blocklin@vt.edu; byrdsm@wfu.edu; caldwejh@wfu.edu; carly.pariseau@bc.edu; carmicha@wfu.edu; cbwoody@clemson.edu; cgm5h@virginia.edu; ckennedy@acpub.duke.edu; clongtho@umd.edu; cmc@virginia.edu; cmccoy@med.miami.edu; cwellford@crim.umd.edu; daniel.schrage@aerospace.gatech.edu; dfoley@miami.edu; donn_ward@ncsu.edu; dtrump@umd.edu; ebookwalter@mailer.fsu.edu; ellebykc@wfu.edu; ferna.phillips.1@bc.edu; fhaith@miami.edu; gbbrown@duaa.duke.edu; gfeather@umd.edu; hairstct@wfu.edu; heflinlg@wfu.edu; helmsc@vt.edu; jack_evans@unc.edu; jbeckham@mail.coe.fsu.edu; jerome.rodgers.1@bc.edu; Haase, Jerod <jhaase@uncaa.unc.edu>; Holbrook, Jennifer <jholbrook@uncaa.unc.edu>; jisrael@miami.edu; jjohnson@at.gtaa.gatech.edu; jko3b@virginia.edu; jon_fagg@ncsu.edu; jpootrakul@duaa.duke.edu; jwb8q@virginia.edu; jwhite@clemson.edu; kcunning@umd.edu; kksmith@duke.edu; klouis@at.gtaa.gatech.edu; koost@bc.edu; larry@vt.edu; lgomez@umd.edu.; lhamilto@mailer.fsu.edu; Markos, Lance <markos@uncaa.unc.edu>; michelle_lee@ncsu.edu; mmeleney@admin.fsu.edu; opurnel@clemson.edu; phewitt@at.gtaa.gatech.edu; philip_moses@ncsu.edu; plabaw@at.gtaa.gatech.edu; pparker@at.gtaa.gatech.edu; putallaz@duke.edu; rbell@miami.edu; rbowman@clemson.edu; rcobb@vt.edu; reed@miami.edu; rllafg@clemson.edu; Mercer, Robert <rmercer@uncaa.unc.edu>; rminnix@mailer.fsu.edu; robert.taggart@bc.edu; saellis@clemson.edu; sandyj@vt.edu; sara.sikorski.1@bc.edu; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; sclacherty@miami.edu; sgreenbe@vt.edu; sharon_mcswain@ncsu.edu; shoshanna_engel@ncsu.edu; Green, Shelly <sjgreen@uncaa.unc.edu>; skinneal@bc.edu; skm6f@virginia.edu; thernandez@miami.edu; tmesibov@duaa.duke.edu; tparker@vt.edu; wsf3h@virginia.edu

Cc: McGlade, Bernie <bvmcglade@theacc.org>; Wood, Eric <ewood@theacc.org>; Hicks, Karl <khicks@theacc.org>; Lyons, Shane <slyons@theacc.org>

Subject: 2006-65-A - Core Courses

Attach: TEXT.htm

Hi Everyone -

The NCAA just released the ed column below this morning regarding the application of adopted NCAA Proposal 2006-65-A, which specifies that a prospect must complete his/her core courses no later than the graduation date of his/her class (determined as being 8 semesters after enrollment in high school). If the prospect graduates within the 8 semesters one additional core course may be used to meet initial eligibility standards during the summer following graduation or the following academic year.

During our recent meeting with the men's basketball coaches there were several concerns expressed over the adoption of this legislation and how it would affect the recruiting process. The main concern being that if a prospect needed to repeat a year of high school and therefore was unable

to graduate within the 8 semesters. I have highlighted in red the section below that addresses this issue.

The staff has not yet responded to our additional question regarding waivers for these individuals who do not graduate within the 8 semesters. The men's basketball coaches' main concern was that these waivers could not be filed until after the prospect graduates high school, which is basically too late in the recruiting process. As soon as we get a response on that matter I'll forward it to you.

Please feel free to contact Shane or me if you have any additional questions or concerns regarding this matter.

Thanks,

Lindsey

Educational Column -- Eligibility -- Freshman Academic Requirements -- Core Curriculum Time Limitation (I)

_____

Date Issued: May 23, 2007
Type: Ed. Column
Item Ref: 1

Interpretation:

The NCAA Division I Board of Directors adopted NCAA Proposal No. 2006-65-A during its April 2007 meeting. This proposal amends NCAA Bylaw 14.3.1.2.1, by adding Bylaw 14.3.1.2.1.1. The amended bylaw specifies that a prospective student-athlete must complete his or her core-curriculum requirements not later than the high school graduation date of the prospective student athlete's class [as determined by the first year of enrollment in high school (ninth grade) or the international equivalent as specified in the NCAA Guide to International Academic Standards for Athletics Eligibility].

If the prospective student-athlete graduates from high school within the described time-frame, he or she may use one core course completed in the year after graduation (summer or academic year), but not later than the end of the academic year immediately after the high school graduation

date of the prospective student athlete's class.

Below are some commonly asked questions along with some example scenarios that may assist in the application of this legislation.

Question: What is the effective date of proposal No. 2006-65-A?

Answer: August 1, 2007, for all prospective student-athletes first entering a collegiate institution on or after August 1, 2007.

Question: How does this Proposal affect prospective student-athletes whose expected date of graduation was prior to or during 2006?

Answer: The NCAA Initial-Eligibility Clearinghouse* will conduct "business as usual" for prospective student-athletes whose expected date of graduation was prior to or during 2006. That is, the clearinghouse will accept post-eighth semester coursework for these individuals, subject to review if inconsistencies or irregularities are discovered. Institutions will not be required to request a waiver for these courses to be considered in a prospective student athlete's final certification. However, if a prospective student-athlete still does not meet initial-eligibility standards after consideration of the post-eighth semester coursework, institutions will be able to seek relief through the initial-eligibility waiver process.

Beginning with the 2008-09 academic year, the new legislation will apply to all prospective student-athletes regardless of their year of expected graduation.

*NOTE: As of October 29, 2007, the NCAA Eligibility Center will conduct all initial-eligibility certifications for prospective student-athletes.

Question: Will the amended legislation affect prospective student-athletes whose expected date of graduation is in 2007?

Answer: Yes. Prospective student-athletes whose expected date of graduation is with the 2007 class, but failed to meet graduation requirements, will not be able to use coursework completed after the 2006-07 academic year.

Question: How will this legislation affect prospective student-athletes with disabilities?

Answer: The legislation does not impact prospective student-athletes with a diagnosed disability that is approved by NCAA Disability Services. These prospective student-athletes may use coursework completed prior to initial full-time enrollment at a collegiate institution.

Question: What if a prospective student-athlete repeats a grade during his or her high school career?

Answer: This legislation is designed to encourage prospective student-students to take academic courses each year of high school to ensure timely graduation, and to discourage prospective student-athlete's from intentionally delaying high school graduation solely to meet NCAA eligibility requirements while not preparing for the academic rigors of college. Thus, if a prospective student-athlete repeats a grade during his or her high school career, the application of this legislation will impact his or her ability to use core courses. In other words, the prospective student-athlete will still be required to complete core-curriculum requirements prior to the graduation date of their class at the time they entered ninth grade.

The NCAA recognizes there will be legitimate instances where student-athletes repeat a grade or do not graduate in a four-year period. The initial-eligibility waiver process will continue to address these situations.

Question: May an initial-eligibility waiver be filed for a student-athlete who does not meet the requirements?

Answer: Yes. The initial-eligibility waiver process is available for situations in which a prospective student-athlete is required to repeat a grade which results in an inability to meet the

requirements. These waivers will be considered by the eligibility center and governance committees.

The NCAA will also continue to monitor these instances to ensure that no unintended consequences result from the adopted rules.

Question: If an individual completes a core course after his or her expected date of graduation, may it be considered in the initial-eligibility certification process?

Answer: Only those individuals who graduate within the appropriate timeframe (eight semesters) may take advantage of the additional core course considered in the initial-eligibility certification process.

Prospective student-athletes who do not graduate in eight semesters with their class may not use any courses taken after eight semesters, unless they have a documented and approved disability.

Question: Does the one additional course have to be completed at the same high school from which the prospective student-athlete graduated?

Answer: No. The course may be taken at any high school, through any nontraditional program or at any post-secondary institution. However, the course must meet the legislated definition of a core course.

Question: What if the high school's graduation date is June 1, but the prospective student-athlete does not graduate until July 1? May a summer school course be used?

Answer: No. A prospective student-athlete must graduate on time with his or her class in order for the additional core course to be considered in the initial-eligibility certification process.

Question: What if a prospective student-athlete meets requirements for graduation, but proof of graduation does not appear on the high school transcript?

Answer: The prospective student-athlete must graduate on time with his or her class and have proof of graduation on the high school transcript in order for the additional core course to be considered in the initial-eligibility certification process. (See the above question regarding potential waiver opportunities.)

Question: May a prospective student-athlete using the additional core course take two half-unit courses?

Answer: Yes. A prospective student-athlete using this opportunity may complete the equivalent of one Carnegie unit. For example, the prospective student-athlete could complete two one-half unit courses.

Question: May a prospective student-athlete who graduates and meets the core curriculum requirement after eight semesters of high school use the additional core course to improve his or her core-course grade-point average?

Answer: Yes. A prospective student-athlete who completes the core-curriculum requirements within the specified timeframe may use the additional core course to improve his or her core-course grade-point average for consideration in the initial-eligibility process.

Examples:

No. 1 2003-04: Grade 9

2004-05: Grade 10

2005-06: Grade 11

2006-07: Grade 12 (did not graduate)

Summer 2007: takes three classes through online program

RESULT: The prospective student-athlete did not graduate with his class; therefore, only courses taken in the first eight semesters will be considered in the initial-eligibility certification process. The summer school online courses may not be used.

No. 2 2003-04: Grade 9

2004-05: Grade 10

2005-06: Grade 11

2006-07: Grade 12 (graduated)

Summer 2007: takes three classes through online program

RESULT: One of the three courses taken through the online program may be used, since the prospective student-athlete graduated at the end of eight semesters. The eligibility center will use the one class that most benefits the prospective student-athlete in the review of his or her initial eligibility.

No. 3 2003-04: Grade 9

2004-05: Grade 10

2005-06: Grade 11

2006-07: Grade 12 (did not graduate)

2007-08: The prospective student-athlete plans to enroll at a prepatory school for a fifth year.

RESULT: The prospective student-athlete may attend the prepatory school, but none of the courses may be used for initial eligibility certification. The prospective student-athlete may still improve his or her standardized test score during the prepatory school year.

No. 4 2003-04: Grade 9

2004-05: Repeat grade 9 due to injury or illness

2005-06: Grade 10

2006-07: Grade 11

2007-08: Grade 12

RESULT: Under the new legislation, none of the courses from 2007-08 can be used for initial-eligibility purposes unless the prospective student-athlete graduated at the conclusion of the 2006-07 year. However, there is a waiver process available for prospective student-athletes who fail to meet the core-curriculum time limitations.

No. 5 2002-03: Grade 9

2003-04: Repeat Grade 9

2004-05: Grade 10. Prospective student-athlete diagnosed with learning disability.

2005-06: Grade 11

2006-07: Grade 12

RESULT: Provided the prospective student-athlete is approved through NCAA Disability Services, he or she will be able to use coursework from all five years.

Lindsey K. Babcock

Atlantic Coast Conference

Compliance & Governance

336-854-8787 ext. 249

--- Scanned by M+ Guardian Messaging Firewall ---

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, May 25, 2007 11:29 AM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: Athletics academics release
Attach: Athletics academics release.msg

From: Dana Gelin <dgelin@uncaa.unc.edu>
Sent: Thursday, May 24, 2007 5:41 PM
To: Miller, Beth <bmiller@uncaa.unc.edu.gwia.UNCATHLETICS>; Gallo, Larry <athgallo.uncaa.uncathletics@uncaa.unc.edu>; Brunk, Mary W. <brunk.uncaa.uncathletics@uncaa.unc.edu>; Holliday, Corey <cholliday.uncaa.uncathletics@uncaa.unc.edu>; Baddour, Dick <dbaddour.uncaa.uncathletics@uncaa.unc.edu>; Clark, Fred <fclark@email.unc.edu>; Evans, Jack <jack_evans@unc.edu>; Blanchard, John <jgb.uncaa.uncathletics@uncaa.unc.edu>; Gil, Karen <kgil@email.unc.edu>; Broome, Lissa <lbroome@email.unc.edu>; Mercer, Robert <rmercer.uncaa.uncathletics@uncaa.unc.edu>; Kirschner, Steve <skirschner.uncaa.uncathletics@uncaa.unc.edu>
Subject: Athletics academics release

FYI ...

FOUR TAR HEELS EARN ACADEMIC ALL-DISTRICT HONORS

CHAPEL HILL, N.C. – Four North Carolina student-athletes have earned ESPN The Magazine Academic All-District honors, as announced Thursday by the College Sports Information Directors of America (CoSIDA). Sara Anundsen (tennis) and Heather Kendell (field hockey) were named to the District 3 University Division women's at-large second team and Barden Berry (golf) and Benjamin Carlotti (tennis) were named to the District 3 University Division men's at-large second team.

The at-large teams include student-athletes from the sports of women's bowling, women's crew, men's and women's fencing, field hockey, men's and women's golf, men's and women's gymnastics, men's and women's ice hockey, men's and women's lacrosse, men's and women's rifle, men's and women's skiing, men's and women's swimming, men's and women's tennis, men's volleyball, men's and women's water polo and wrestling. To be a candidate for the honor, a student-athlete must be a starter or key reserve and must carry a grade point average of 3.2 or better. First and second teams in University and College divisions were announced Thursday for eight districts across the U.S.

Anundsen, a senior from Littleton, Colo., is a two-time All-America selection and part of the nation's second-ranked doubles team. She is 20-13 in singles and 31-6 in doubles this season. In addition to serving as a team captain, she is the squad's Academic Team Captain and recipient of the Athletic Director's Scholar-Athlete Award. She is a member of the Student-Athlete Advisory Council (SAAC), as well as a participant in the Carolina Leadership Academy and Carolina Outreach. An ACC Academic Honor roll member, Anundsen is majoring in management and society and carries a 3.3 GPA.

Kendell, a junior from Chapel Hill, is a three-year starter for the Tar Heel field hockey team. She is a two-time All-Atlantic Coast Conference Academic Team selection and a four-time member of the NFHCA National Academic Squad. The team's second-leading scorer as a sophomore, she is the field hockey Academic Team Captain and SAAC representative, and the squad's recipient of the Athletic Director's Scholar-Athlete Award. She also is a member of the National Society of Collegiate Scholars and volunteers for Habitat for Humanity and Adopt-a-Highway as well as participating in the Carolina Leadership Academy. Named to the ACC Academic Honor Roll and the Dean's List, Kendell is majoring in exercise and sport science with a minor in chemistry and carries a 3.8 GPA.

Berry, a junior from Kinston, has been a starter for the golf team in all 12 tournaments this year and has six top-25 finishes. A member of the 2006 All-ACC Academic Team, he is the squad representative to SAAC and recipient of the Athletic Director's Scholar-Athlete Award. He has volunteered at UNC Hospitals and with the Get Kids in Action program, is a Carolina Leadership Academy participant and has been named to the ACC

Academic Honor Roll and the Dean's List. A psychology major with a 3.9 grade point average, Berry is part of the UNC honors program and has earned a perfect 4.0 GPA in each of the last two semesters.

Carlotti, a junior from Paris, France, played No. 1 singles for the Tar Heels in 2006-07. He finished the season ranked No. 75 nationally and was ranked as high as No. 33 during the year, when he went 22-17 in singles and beat eight nationally-ranked opponents. An All-ACC selection in 2007, he has more than 20 singles wins in each of the last three years. Carlotti is a two-time ACC Academic Honor Roll selection and spent part of last summer interning with the Red Cross in France. A business major, he carries a 3.2 GPA.

Women's District 3 Winners
University Division
FIRST TEAM
Kristi Miller (Georgia Tech, Jr.); Amanda Blumenherst (Duke, So.); Audra Cohen (Miami, Jr.); Lindsay Pieper (Virginia Tech, Sr.); Amy Stopford (Duke, Sr.); Heather Reynolds (Georgia Southern, Grad.); Courtney Kupets (Georgia, So.); Savannah Evans (Florida, Sr.); Leah Wigger (Virginia, Sr.); Jessica Botzum (Virginia Tech, Jr.)
SECOND TEAM
Romy Altmann (Florida State, Sr.); Caroline Westrup (Florida State, So.); Kristen Waagbo (Duke, Sr.); Heather Kendell (UNC, Jr.); Sara Anundsen (UNC, Sr.); Cassandra Price (Radford, Jr.); Claire Maust (Georgia, Sr.); Klaudyna Kasztelaniec (William & Mary, So.); Emily Klein (UNC Wilmington, Jr.); Lene Krog (East Carolina, So.)

Men's District 3 Winners
University Division
FIRST TEAM
Roberto Castro (Georgia Tech, Sr.); Kevin Nead (Florida, Jr.); Thomas Cunningham (Virginia Military Institute, Jr.); Luca De Matteis (Florida, Sr.); Ofer Finkler (Georgia Tech, Sr.); Geoff Handsfield (East Carolina, Jr.); Ed Douglas (Duke, Grad.); Richard Redding (Coastal Carolina, Sr.); Henrique Cancado (Old Dominion, Sr.); Ben Rubeor (Virginia, Jr.)
SECOND TEAM
Barden Berry (UNC, Jr.); Neil Savage (Virginia Tech, Sr.); Andrew An (Mercer, Jr.); Phillip Compeau (Davidson, Jr.); Jonas Enander Hedin (Charlotte, Jr.); Brendon Todd (Georgia, Sr.); Alex Kennon (Florida State, Sr.); Peter Borchelt (Virginia Military Institute, Jr.); Jonas Blixt (Florida State, Jr.); Ray Sheedy (Charlotte, Sr.); Benjamin Carlotti (UNC, Jr.); Pat Mellors (Virginia, Jr.); Dimitar Dimitrov (Appalachian State, Sr.)

Dana Gelin
Associate Director of Athletic Communications
University of North Carolina
P.O. Box 2126
Chapel Hill, NC 27515
(919) 962-0083
dgelin@uncaa.unc.edu
www.tarheelblue.com

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, June 7, 2007 11:36 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Here is what I'm thinking...
Attach: Text.htm; COACHES EVAL 06-07.xls

Here is what I'm thinking...

	A	B	C	D	E
1			**GPA YR/CUM**	**COMMENTS**	**SCORE**
2	**TEAM**	BASEBALL	2.75/2.68		OUTSTANDING
3	**COACH**	FOX			OUTSTANDING
4					
5					
6	**TEAM**	W-BASKETBALL	2.59/2.59	GPA RATES "MEETS EXPECTATIONS", HOWEVER STUDENT PROFILES	VERY GOOD
7	**COACH**	HATCHELL		MERIT A "VERY GOOD" RATING	OUTSTANDING
8					
9					
10	**TEAM**	FENCING	3.14/3.10 - M		OUTSTANDING
11	**COACH**	MILLER	3.23/3.28 - W	ASST. COACH STAYED IN COMMUNICATION W/OFFICE	OUTSTANDING
12					
13					
14	**TEAM**	FIELD HOCKEY	3.00/2.966		OUTSTANDING
15	**COACH**	SHELTON			OUTSTANDING
16					
17					
18	**TEAM**	M-GOLF	2.87/2.897		OUTSTANDING
19	**COACH**	INMAN			OUTSTANDING
20					
21					
22	**TEAM**	W-GOLF	3.21/3.11		OUTSTANDING
23	**COACH**	AUSTIN			OUTSTANDING
24					
25					
26	**TEAM**	GYMNASTICS	3.40/3.46		OUTSTANDING
27	**COACH**	GALVIN			OUTSTANDING
28					

	A	B	C	D	E
29			**GPA YR/CUM**	**COMMENTS**	**SCORE**
30	**TEAM**	M-LACROSSE	2.83/2.80		OUTSTANDING
31	**COACH**	HAUS			OUTSTANDING
32					
33					
34	**TEAM**	W-LACROSSE	2.82/2.90		OUTSTANDING
35	**COACH**	LEVY			OUTSTANDING
36					
37					
38	**TEAM**	ROWING	3.15/3.13		OUTSTANDING
39	**COACH**	HANEY			OUTSTANDING
40					
41					
42	**TEAM**	M-SOCCER	2.88/3.01		OUTSTANDING
43	**COACH**	BOLOWICH			OUTSTANDING
44					
45					
46	**TEAM**	W-SOCCER	3.24/3.12		OUTSTANDING
47	**COACH**	DORRANCE			OUTSTANDING
48					
49					
50	**TEAM**	SOFTBALL	2.78/2.79		VERY GOOD
51	**COACH**	PAPA			OUTSTANDING
52					
53					
54	**TEAM**	SWIMMING	3.11/3.02 - M		OUTSTANDING
55	**COACH**	COMFORT/DESELM	3.07/3.04 -W		OUTSTANDING
56					
57					
58	**TEAM**	M-TENNIS	2.97/3.05		OUTSTANDING
59	**COACH**	PAUL			OUTSTANDING
60					

	A	B	C	D	E
61			**GPA YR/CUM**	**COMMENTS**	**SCORE**
62	**TEAM**	W-TENNIS	2.92/2.87	WOMEN'S CUM WOULD RATE "VERY GOOD" BUT YEAR WAS OUTSTANDING	OUTSTANDING
63	**COACH**	KALBAS			OUTSTANDING
64					
65					
66	**TEAM**	TRACK & FIELD	2.85/2.81 - M		OUTSTANDING
67	**COACH**	CRADDOCK	2.86/2.85 - W	WOMEN'S TEAM WOULD RATE "VERY GOOD"	OUTSTANDING
68					
69					
70	**TEAM**	VOLLEYBALL	2.95/2.95		OUTSTANDING
71	**COACH**	SAGULA			OUTSTANDING
72					
73					
74	**TEAM**	WRESTLING	2.41/2.57	LOW YEAR GPA	MEETS EXPECTATIONS
75	**COACH**	MOCK			OUTSTANDING

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, June 7, 2007 1:11 PM
To: Miller, Beth <bmiller@uncaa.unc.edu>
Cc: Blanchard, John <jgb@uncaa.unc.edu>
Bcc: Brent Blanton <blanton@uncaa.unc.edu>
Subject: review
Attach: Text.htm; COACHES EVAL 06-07.xls

Beth,

Take a look at this. Let me know if/when you want to discuss. RJM

	A	B	C	D	E
1			**GPA YR/CUM**	**COMMENTS**	**SCORE**
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3	**COACH**	FOX			OUTSTANDING
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31	**COACH**	HAUS			OUTSTANDING
32					
33					
34	**TEAM**	W-LACROSSE	2.82/2.90		OUTSTANDING
35	**COACH**	LEVY			OUTSTANDING
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37					
38	**TEAM**	ROWING	3.15/3.13		OUTSTANDING
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55	**COACH**	COMFORT/DESELM	3.07/3.04 -W		OUTSTANDING
56					
57					
58	**TEAM**	M-TENNIS	2.97/3.05		OUTSTANDING
59	**COACH**	PAUL			OUTSTANDING
60					

	A	B	C	D	E
61			**GPA YR/CUM**	**COMMENTS**	**SCORE**
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72					
73					
74	**TEAM**	WRESTLING	2.41/2.57	LOW YEAR GPA	MEETS EXPECTATIONS
75	**COACH**	MOCK			VERY GOOD

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, September 27, 2007 9:24 AM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: article for everyone to read
Attach: Text.htm

Nearly 2 dozen FSU athletes accused of cheating

The Associated Press
Published on: 09/26/07
Tallahassee, Fla. □ Two athletic department academic assistance employees have resigned and 23 Florida State University athletes were implicated in cheating on tests given over the Internet, school officials said Wednesday.

The athletes represent nine sports and 17 of the students are or have been on scholarship. Officials could not identify the students and could not say which sports are involved because of federal confidentiality restrictions.

University President T.K. Wetherell reported the findings in a letter to the NCAA. He indicated inquires are continuing although an internal investigation failed to find conclusive evidence of a more widespread pattern of cheating.

The students could face punishment from the university and NCAA including loss of eligibility. The NCAA also could sanction the university, but spokesman Erik Christianson said it would be speculative and declined comment.

"I think the school took appropriate action," said Jim Smith, chairman of the university's board of trustees and a former Florida attorney general. "It's unfortunate something like this could happen."

Wetherell ordered an investigation by the university's Office of Audit Services in May after receiving information an athletics department learning specialist had directed one athlete to take an online quiz for another and then provided the answers.

The student who took the test was not enrolled in the class and reported what happened to his athletics academic advisor.

Neither he nor the other athlete, who had been unaware someone else took the test for him, were disciplined, the report said.

The investigation then found the learning specialist also typed papers for five students who apparently didn't qualify for that service and a tutorovided answers or other unethical assistance to 23 students for online tests. The testing involved a single course, which was not identified.

"Some students from the 2007 semester indicated that it was common knowledge among the student athletes that the tutor would help with the exams in the class," the report said.

The learning specialist and tutor resigned. They are not named in the report.

The tutor confirmed in an interview with the school's auditors that he had been assisting students with answers for the online exams since the fall of 2006, according to the report.

"Student testimony as well as the students' grades indicated the amount of assistance the tutor provided escalated from fall 2006 through his resignation during the summer semester 2007," the report stated.

The auditors also found the learning specialist had failed to direct athletes with disabilities to Florida State's Student Disability Resource Center where they could have received legitimate assistance.

The NCAA is also awaiting more details.

"We are aware of the situation and we will work with the institution when more information is submitted to our office," Christianson said.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, October 2, 2007 10:07 AM
To: -Academics <-Academics@uncaa.unc.edu>; Herman, Amy <ajschae@uncaa.unc.edu>
Subject: Fwd: academic fraud in college athletics (from the APR)
Attach: Text.htm; academic fraud in college athletics (from the APR).msg

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FYI

From: Lissa Broome <lbroome@email.unc.edu>
Sent: Tuesday, October 2, 2007 9:38 AM
To: Gallo, Larry <athgallo@uncaa.unc.edu>; Leonard, Barbara <bjleonar@email.unc.edu>; Kirby, Brenda <brenda_kirby@unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Runyan, Desmond <drunyan@unc.edu>; Evans, Jack <evansj@kenan-flagler.unc.edu>; Hershey, Garland <garland_hershey@unc.edu>; Cowell, Glynis <Gscowell@email.unc.edu>; Tauchen, Helen <helen.tauchen@unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Harris, Kathleen <Kathie_Harris@unc.edu>; Lensing, George <lensing@email.unc.edu>; Granger, Noelle <noelle@med.unc.edu>; Willis, Rachel <Rachel.Willis@unc.edu>; Reznick, Steven <reznick@email.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Wildemuth, Barbara <wildem@ils.unc.edu>
Subject: academic fraud in college athletics (from the APR)

Friends -- You may have already seen these articles in the press. We might want to discuss the issues raised today. It fits in nicely with our meeting agenda item on Academic Support.

See you at 4:00.

Lissa

Inside Higher Ed

Oct. 2

Academic Fraud in Collegiate Athletics

Academic fraud cases have long been a staple of the National Collegiate Athletic Association's infractions list. The descriptions are pleasure reading for critics of big-time college sports who question the influence that determined athletics officials, administrators and faculty can have on keeping athletes eligible at all costs.

Of late, there's been no shortage of material:

* At Florida State University, a "learning specialist" and a tutor "perpetrated academic dishonesty" in a scandal involving 23 athletes, an internal investigation found. In some cases, the employees — both of whom resigned, according to the university — gave students answers to online exams and typed material for them.
* A former Purdue University women's basketball assistant coach, fired last year, was found to have partially researched and composed a sociology paper <http://www.insidehighered.com/news/2007/08/23/purdue> for a player and then lied about it to university officials who were looking into the allegations. The coach left an e-mail trail behind that proved to be the smoking gun.
* The University of Kansas received three years' probation last fall for a series of violations <http://www.insidehighered.com/news/2006/10/13/ncaa>, including a former graduate assistant football coach who gave two prospective athletes answers to test questions for correspondence courses they were taking at the university.
* Add to the list concerns over correspondence courses <http://www.insidehighered.com/news/2005/12/01/ncaa> that allow athletes to gain eligibility and the issue of "clustering <http://www.insidehighered.com/news/2006/07/20/sports>" — illustrated in the Auburn University case involving a sociology professor who is accused of offering specialized classes to athletes that required little work.

Whether or not cases of academic fraud have become more rampant or even more serious in recent years is up for debate; statistics on their occurrence (increased or otherwise) are hard to come by. But many agree that the climate has changed in college athletics in ways that may make such misbehavior more likely. And it has happened since the NCAA unveiled its latest set of academic policies <http://insidehighered.com/news/2005/03/01/athletes3_1>that raised the stakes on colleges to show that their athletes perform well in the classroom while simultaneously lowering the requirements freshman athletes must meet to become eligible initially.

Largely as a response to sagging graduation rates for football and basketball players, the NCAA put into place several years ago new academic rules that require colleges to report each term whether their athletes are on progress toward a degree — with penalties awaiting those whose students aren't progressing and aren't performing.

At the same time, the NCAA reversed its previous approach of continually raising initial entrance requirements and began allowing students with SAT scores as low as 400 (or a corresponding ACT score) to enroll so long as their high school grades were high enough. That move appeased critics of the standardized test score requirement who said it adversely affected minority students.

In the years since the changes, many have expressed concern that the combination of heightened academic expectations and lowered entrance regulations would put the campus employees responsible for providing academic support to athletes in a tough spot, asked to help a growing number of marginal students — potentially at all costs.

That fear is so real to James F. Barker, president of Clemson University, that he meets each semester with everyone who gives tutorial help or guidance to athletes and "reads them the Riot Act."

"I tell them, 'I'm responsible for 20,000 people and a half-a-million-dollar budget — those two things could keep me awake at night, but they don't. What does is academic fraud. No student-athlete is worth crossing that line for,' " says Barker, who also heads the NCAA's Division I Board of Directors, the panel of college presidents that governs the NCAA's highest-profile competitive level.

David Goldfield, a professor of history at the University of North Carolina at Charlotte who served on the academic eligibility and compliance cabinet of the NCAA, which helped craft the new policy, said he supports the new progress standards but still opposes lowering entrance requirements — which he said strains the entire system of academic support.

"When there's pressure applied you're going to get a reaction, and the reaction we're seeing is academic fraud cases," Goldfield said. "From a coach's perspective, the major task is to win, but now with the new requirements, the second and often equally pressing task is to maintain the eligibility of players."

Goldfield fears that academic fraud cases are far more widespread than just the ones reported to the NCAA. Compliance officers can have a difficult time tracking down such cases, he said, because they can involve wrongdoing by people in all parts of an institution, and often rely on self-reporting by athletics officials.

The NCAA did not have a comment for this article. Kevin Lennon, the association's vice president for membership services, said in a

statement
<http://www2.ncaa.org/portal/media_and_events/press_room/2007/september/20070928_fsu_statementb_rls.html>
about the Florida State case that "the NCAA and its member institutions take seriously any allegation of academic misconduct" and that "these types of violations are among the most serious that can be committed."

Lennon added that the NCAA is committed to its academic reform measures. The association has defended its eligibility changes by arguing that the focus should be primarily on what students can achieve in college and not just on their high school academic performance.

But some say that stance ignores the reality that unprepared students often can't cut it in college.

"Just because you're technically eligible to compete doesn't mean you are ready to compete in the classroom," said Tim Metcalf, director of compliance at East Carolina University.

Terry Holland, a longtime men's basketball coach at the University of Virginia who is now athletics director at East Carolina, said coaches and college officials are under increasing pressure to accept any student who qualifies under the NCAA's rules. In his meetings with other athletics directors, Holland said he hasn't encountered one yet who says athletes are better prepared now than they were five years ago.

"For many programs, the recruiting pitch is, 'We have a great academic support system and everyone graduates,' " Holland said. "Maybe what the athletes are hearing is, 'You're going to do the work for me. It may not be fraud, but I won't have to do as much.' "

Colleges have largely responded by devoting more resources to academic support services. They are hiring more tutors, building new academic centers and beefing up compliance offices.

If more academic fraud cases have surfaced in recent years, it's most likely a product of better reporting and more collaboration among those monitoring the athletics departments, said Phil Hughes, associate director of athletics for student services at Kansas State University and president of the National Association of Academic Advisors for Athletes.

Hughes said he understands the increasing demands on athletics and academic support employees, who are spending more time tracking real-time data for the Academic Progress Rate
<http://www2.ncaa.org/portal/academics_and_athletes/education_and_research/academic_reform/defining_academic_reform.html>

(the NCAA's primary new way of measuring athletes' and teams' classroom progress) and helping struggling students, which can take time away from helping other students, athlete or non.

Barker, the Clemson president, said he typically doesn't meet with the academic support staff who provides tutoring and other services to the general study body (as opposed to athletes) because he doesn't see the pressures of committing academic misconduct there to be as great.

At Clemson, both academic support offices report to the university's provost. Some have called for more colleges to remove the perceived wall between athletics and the rest of the academy by moving tutors assigned to athletes into academic affairs, or at least providing students and athletes with the same degree of academic support.

Hughes sees reason for optimism in the academic support landscape: Advisers who once felt like they worked directly for the football coach are increasingly reporting that they feel insulated from that pressure,

he said.

Holland, the East Carolina athletics director, said that simply adding more tutors doesn't get at the problem. Colleges still face the risk of having lower-level employees (often graduate students) making important judgment calls about what the proper boundaries are in helping a student stay eligible. The NCAA, he added, is also complicit in adding stress to academic support system by scheduling events during busy test periods instead of moving more contests to the weekend.

But Tomas Jimenez, executive director of the LSU Academic Center for Student Athletes, said he isn't convinced that entering students are any less prepared than before, or that the NCAA's new academic rules are leading to more cases of academic misconduct.

"It's always easy to point the finger at the NCAA, but it takes institutions to step up for academic support," he said.

Goldfield, the Charlotte professor, said he doesn't entirely blame athletics departments for misconduct, either. Faculty are often guilty of grade manufacturing or taking part in schemes in which athletes are funneled to their class and largely given a pass.

And what about the role of students in such scandals? Kerry Kenny, vice-chair of the Division I Student-Athlete Advisory Committee, which represents the interests of athletes in the NCAA's top competitive level, said that while it's unfair to judge all athletes by the actions of a few, the group as a whole needs to make better decisions about how they use help from academic support employees.

In the end, most agree it comes down to trust.

"We have to rely on the integrity of the people involved," Goldfield said.

— Elia Powers <mailto:elia.powers@insidehighered.com>

Comments

Until three months ago I was the faculty athletic rep. from Tulane and a member of the NCAA's AEC Cabinet, so I was involved with the creation of the new APR system that raises the stakes of not keeping athletes on track to graduate. When that system was being considered, everyone who thought about it knew that increasing academic standards would put put great pressure on coaches to improve their athletes' academic performance and thus would inevitably produce two effects: (1) some coaches would change behavior in desirable ways by recruiting better academically qualified student-athletes and by increasing the emphasis on good academic performance, and (2) some coaches would change behavior in undesirable ways by committing academic fraud and by creating bogus watered-down academic courses and majors. The hope was that there would be far more of the desirable behavior changes than the undesirable. But there was no doubt that there would be some of both. That we are seeing more instances of academic fraud is not only no surprise, it was virtually certain to happen. The question is by how much. I suspect we will never know exactly the answer to that question.

Gary Roberts, dean & professor of law at Indiana Univ. School of Law — Indianapolis, at 8:55 am EDT on October 2, 2007

End the pretense

If colleges are to offer athletic scholarships (an oxymoron: you start with an ox and end with a moron) they should not require the recipients to use them during their playing years but allow them to use them later when they are no longer eligible to play. That way, during the player's playing years he or she could concentrates on athletics without the pretense of being a college student. The college should pay the athlete a salary commensurate with his ability. Once his or her eligibility ends, he or she could use the scholarship to go to college if that suits his or her career plan. If the ex-player chooses not to pursue a college degree, or cannot qualify academically, then he or she should be allowed to surrender the scholarship for cash. The few (about 1%) whose talent qualifies them to join the professional leagues should be free to do so at any time, since playing careers are usually short and they need to make full use of their talent while they're young.

Why should the colleges subsidize the National Football League and the NBA by serving as their minor leagues? The pretense of semi-pro athletes playing in guise of college students interferes with the colleges' academic mission, as this article illustrates. If the colleges must have football and basketball teams to satisfy the alumni, let them sponsor teams but not require the players to pretend to be college students. Then the colleges could avoid scandals like the above.

Jack Olson, at 8:55 am EDT on October 2, 2007

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, November 7, 2007 2:14 PM
To: -Academics <-Academics@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Fwd: On a Roll!
Attach: Text.htm; On a Roll!.msg

Registration Update from Steve Reznick.

From: "Steve Reznick" <reznick@email.unc.edu>
Sent: Wednesday, November 7, 2007 1:28 PM
To: Force, Registration Task <registration_task_force@listserv.unc.edu>; Reznick, Steve <reznick@email.unc.edu>
Cc: Whisnant, Anne <anne_whisnant@unc.edu>; Poehls, Alice <apoehls@email.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Gray-Little, Bernadette <bernadet@email.unc.edu>; Cannon, Carolyn <ccannon@email.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Runyan, Des <drunyan@med.unc.edu>; Carson, Eve <ecarson@email.unc.edu>; Exum, Melissa <exum@email.unc.edu>; Hershey, Garland <garland_hershey@unc.edu>; Cowell, Glynis <gscowell@email.unc.edu>; Tauchen, Helen <helen.tauchen@unc.edu>; Thorp, Holden <holden@unc.edu>; Moeser, James <James_Moeser@unc.edu>; Templeton, Joe <joetemp@unc.edu>; Ferrell, Joe <jsferrel@email.unc.edu>; Harris, Kathleen <Kathie_Harris@unc.edu>; Jablonski, Peggy <mjablons@email.unc.edu>; Granger, Noelle <noelle@med.unc.edu>; Owen, Bobbi <owenbob@unc.edu>; Willis, Rachel <Rachel.Willis@unc.edu>; Wildemuth, Barbara <wildem@ils.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Bcc: Brent Blanton <blanton@uncaa.unc.edu>
Subject: On a Roll!
Attach: Priority Registration Proposal.doc

Priority Registration Task Force (and others who are following this process):
The modified Priority Registration Proposal was approved by unanimous vote of the Faculty Athletics Committee yesterday and by a unanimous vote of the EPC today. The EPC requested one word-smithing modification: The eligibility condition for students with a disability is now "a diability for which priority registration is an approved accommodation."
Next step: Faculty Council this Friday has agenda item "Introduction of the Priority Registration Proposal" scheduled for 3:35. I will briefly describe the context, process, and specific proposal, and take "point of information" questions. Based on the level of interest, a decision will be made as to whether to schedule an information session for later in November and an extended discussion and vote on the matter at Faculty Council on Dec 7.

Thanks,
Steve
****

J. Steven Reznick
Professor, Department of Psychology
Director, Program in Developmental Psychology
Associate Dean for First Year Seminars and Academic Experiences

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You are currently subscribed to registration_task_force axsd: rmercer@uncaa.unc.edu.
To unsubscribe send a blank email to leave-18824336-8386770.77357120426b71c4c7623722ee7e4d3f@listserv.unc.edu

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November 7, 2007

Letter of Transmittal to Accompany the Proposal for Priority Registration

A complex system of priority registration that is based on assorted traditions, permissions, and precedents has evolved at the University of North Carolina at Chapel Hill. There is a long history of efforts to establish a formal priority registration policy on our campus, and the goal of the Proposal for Priority Registration that is attached here is to provide a transparent, systematic mechanism for administering priority registration under appropriate scrutiny.

Informal conversations in fall 2006 led the Faculty Committee on Athletics to establish a task force to explore the possibility of proposing a priority registration system that would assist varsity athletes and other students who have notably difficult scheduling issues due to their university obligations. I was asked to Chair this task force. The initial members of the task force were Lissa Broome, Jack Evans, George Lensing (all from the Faculty Committee on Athletics), John Blanchard (Department of Athletics), and Robert Mercer (Academic Support Center for Student-Athletes).

To launch this endeavor, I consulted with various individuals regarding the groups of students who should be candidates to be covered by priority registration and the steps that would lead to a registration priority proposal being implemented. Conversations with Senior Associate Dean Bobbi Owen, Provost Bernadette Gray-Little, and Associate Dean of Academic Services Carolyn Cannon indicated that education majors, students with disabilities, and allied health majors were obvious candidates. Also, a plan emerged whereby if the Faculty Committee on Athletics endorsed the task force's proposal, the proposal would then be forwarded to the Registrar, and she would seek advice from the Educational Policy Committee regarding the proposal's merits pursuant to the charge of that committee to act "as a council of advice for the university registrar in administering faculty regulations concerning . . . registration."

To expand the task force's expertise, I consulted with Dean Tom James of the School of Education and on his advice, invited Jane Smith, Licensure Officer and Coordinator of Teacher Recruitment and Retention to join the task force. Subsequently, I also asked Anne Bryan, Director of Student Affairs of the School of Education to join. Beverly Foster, Chair of the Educational Policy Committee and Director of Undergraduate Studies in the School of Nursing; and Harold Woodard, Associate Dean of Student Academic Counseling, also agreed to join the task force.

After an initial meeting in December, the task force met four times and corresponded via e-mail. Our deliberations were focused on preparing the attached Proposal for Priority Registration. This

proposal addresses the general issue of priority registration and does not address enrollment priorities for select groups of students in particular courses (e.g., honor student enrollment in honor's classes, or eligibility for courses with supplemental instruction). Another issue that this proposal does not address is the problem facing a student who is off campus due to a university sanctioned event on the specific day when that student is expected to register for classes. These issues are adequately covered by current policies. It is our understanding that UNC currently allows students with learning disabilities to register before their classmates in order to reduce barriers to their academic success. The present proposal would formalize this policy and extend it to a broader group of students who are deemed eligible.

We consulted with the University Registrar Alice Poehls and Applications Analyst Megan Keefe regarding the feasibility of the plan. The Registrar also helped us compile the registration priority policies at other ACC schools and at universities that we consider to be our "comparables" by updating a report prepared by the previous Registrar, David Lanier, in 2002 (Survey of Registration Priorities for Athletes 2007 – attached). She also gathered new data regarding priority registration policies at our peer institutions (Registration Priority for Athletes and Others at Selected Universities – attached). We also examined information gathered by Robert Mercer concerning registration policies for athletes at schools in the ACC and some of our comparables (SA Registration Procedures at Comparable Universities – attached). On the basis of these data, we are confident that our proposal is feasible and well within the boundaries that have been adopted by comparable institutions.

One important aspect of our deliberations was to determine how many student athletes would be eligible to be considered for priority registration. Under the guidelines of our proposal, the Athletics Department could nominate a student-athlete for priority registration during a semester in which the student's practice obligation is at the NCAA maximum of 20 hours per week. John Blanchard prepared a table (attached) showing the number of weeks per semester in which varsity athletes are practicing at the NCAA maximum of 20 hours per week. One sport (cross country) has no official practices in the spring semester, so under the guidelines of our proposal, athletes who only participate in cross country (and are not members of the track & field team) would not be eligible for priority registration for that semester. Several sports practice at the 20 hour limit for only a few weeks a semester (e.g., baseball and softball in the fall semester). These students could be nominated for priority registration, but the Priority Registration Advisory Committee might advise against it on a sport-by-sport or student-by-student basis.

The Faculty Committee on Athletics reviewed the Proposal on May 1, 2007, endorsed it, and forwarded it to the Educational Policy Committee. Subsequently, Lissa Broome and Jack Evans raised the issue of priority registration with the Executive Committee of the Faculty Council. During the summer of 2007, I met with Student Body President Eve Carson to review the proposal, and I provided documentation to be posted on the Student Government website. I also met with Melissa Exum, Theresa Maitland, Jim Kessler, and Fred Clark to review the implications of this policy for students with special needs.

The Educational Policy Committee reviewed the Priority Registration Proposal on October 10 and October 17, and voted to return the Proposal to the task force with the request that clarifications be made regarding the scope of students who would be covered, the focus on groups of students rather than individual students, the expectations regarding annual reports, and the explicit inclusion of a four-year sunset provision that would require reauthorization of the Proposal after a thorough review by the Educational Policy Committee in collaboration with Faculty Council. A straw poll suggested that Educational Policy Committee members would vote in favor of the proposal if it incorporated the recommended changes.

I consulted with Lissa Broome and reconvened the task force with some change of membership. Specifically, Jane Smith was no longer available, but Anne Bryan continued to represent the School of Education. I also asked Theresa Maitland, Jim Kessler, and Fred Clark to join the task force. Modifications were made in the Proposal to incorporate the suggestions from the Educational Policy Committee. The Faculty Athletics Committee reviewed the revised policy on November 6, 2007 and approved it unanimously. The Educational Policy Committee reviewed the revised policy on November 7, 2007, made one minor modification, and approved it unanimously.

To summarize, we have made a diligent effort to formulate a priority registration system that solves obvious problems and has appropriate limitations and oversight to avoid misuse. The modifications suggested by the Educational Policy Committee are improvements. We look forward to a broad discussion of the proposal, and hopefully, its eventual implementation.

Sincerely,

J. Steven Reznick, Ph.D.
Professor and Director, Program in Child Development

Proposal for Priority Registration – November 7, 2007

Rationale

Some groups of undergraduate students encounter unusual challenges in our registration system that inhibit their academic progress and threaten their timely graduation. For example, students with physical or learning disabilities may require reasonable accommodations in order to reduce barriers to their academic success. Education majors in teaching programs spend the second semester of their senior year off campus as student teachers, and during their junior and senior year must complete specific courses required for certification in their areas of specialization. Nursing students must spend significant amounts of time in clinical rotations in order to meet licensure requirements. Varsity athletes must fit their class schedules with their practice/competition schedules so that they can make progress toward their degrees as required by the University and the NCAA. This proposal suggests a process for priority registration that provides a flexible but transparent approach to these issues.

Mechanism

A process for determining how students qualify for priority registration is described in subsequent paragraphs. Those students who qualify for priority registration will be allowed to register ahead of their cohort. UNC has adopted a new registration ordering plan in which the order in which students register is based on the number of semesters completed. Students who qualify for priority registration would receive the earliest assignment times for their semester cohort. In other words, a sophomore who receives priority registration would register before other sophomores but not before any juniors or seniors.

The Registrar will convene a Priority Registration Advisory Committee (the PRAC) that will meet each semester to review the student groups who have been recommended for priority registration. Members of the PRAC will be appointed by the Registrar and will include faculty, students, and administrators representing a range of interests and expertise. We recommend that the PRAC include some individuals who have had experience in educational policy, academic advising, and disability services.

Each semester, prior to the start of registration, an official who has responsibility for students who are potentially eligible for priority registration (e.g., a Dean, Director, or Department Chair) will send the Registrar a list of students who are recommended for priority registration and a rationale for the need for priority registration given the demands of the students' activities. The Registrar will forward these rationale statements to the PRAC along with a tally of the number of students being proposed (i.e., the Registrar will not give PRAC an actual list of names). In the interest of transparency and accountability, the PRAC's meetings will be open to the public, and all rationale statements and tallies as well as the PRAC's decisions will be publicly available. Having received advice from the PRAC, the Registrar will adjust assignment times for those students who are selected for priority registration.

The PRAC will review summary data regarding the operation of priority registration (e.g., the specific courses that are selected during priority registration) and suggest modifications to the Priority Registration Policy as needed. The Registrar will consult with the PRAC and seek advice from the Educational Policy Committee

regarding any amendments to the Priority Registration Policy. The Registrar will present an annual report to the Educational Policy Committee indicating the number of students who were granted or denied priority registration, and evaluating whether course selection during priority registration appears to be serving its intended purpose.

The Priority Registration Policy proposed here will be in effect for a trial period of four years. After four years, the Registrar will request that the Educational Policy Committee in collaboration with Faculty Council review how well the policy is working and make a formal recommendation regarding whether the policy should be continued as is, modified, or allowed to lapse.

Limitations

As a general rule, we recommend that no more than 25% of the seats in each section be available for priority registration. The Registrar and the PRAC will monitor the distribution of priority registration students across sections to determine whether any sections are being selected disproportionately. If significant over-enrollment occurs in selected courses, the Registrar will work with the department involved so that seat availability in selected courses is capped at 25% during the next priority registration.

Eligibility for Priority Registration

Priority registration will be extended to undergraduate students who encounter unusual challenges in our registration system that inhibit their academic progress and threaten their timely graduation. It is difficult to establish an a priori definition of "unusual", but the Priority Registration Task Force has identified three groups that would be exemplars of these unusual registration challenges. Thus, these student groups are eligible to be considered for priority registration if the students in the group meet any of the following conditions:

- The student engages in an activity that formally represents the University and by virtue of that representation is required to attend practices and events during hours in which classes are offered (e.g., varsity athletes during a semester in which the student's practice obligation is at the NCAA maximum of 20 hours per week);

- The student is enrolled in a degree program requiring that at least one semester be spent off campus (e.g., student teaching), that specific courses in Arts and Sciences be successfully completed in order to obtain licensure (e.g., Education majors), or that requires significant time be devoted to clinical practice (e.g., nursing, allied health, etc); or

- The student has a disability for which priority registration is an approved accommodation.

Other groups that may have comparable registration challenges may be proposed for priority registration by an official who has responsibility for their program (e.g., a Dean, Director, or Department Chair), and these groups will be reviewed by the PRAC. Individual students may not apply directly to the Registrar for priority registration.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, November 14, 2007 11:30 AM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: Priority Registration Update
Attach: Priority Registration Update.msg

From: "Steve Reznick" <reznick@email.unc.edu>
Sent: Wednesday, November 14, 2007 10:36 AM
To: Force, Registration Task <registration_task_force@listserv.unc.edu>; Reznick, Steve <reznick@email.unc.edu>
Bcc: Brent Blanton <blanton@uncaa.unc.edu>
Subject: Priority Registration Update

Priority Registration Task Force (and others who are following this process): Balancing my optimism with realism, I am confident that the presentation at Faculty Council on Friday went well. The questions were reasonable and not notably hostile. Joe Templeton asked FC if an additional informational meeting would be needed. The response was a unamimous "no", but Anne Whisnant hopes to set up some form of on-line discussion. Student reaction in the DTH has been reasonable. In my opinion, the informational pieces on the 9th and the 12th were accurate and fair-minded, and the editorial on the 13th was reasonable albeit unrealistic: an open-application process for priority registration would be great, but it would require an office and staff dedicated to that task. Someday, maybe.
So, next step: FC will discuss the priority registration proposal on Dec 7 and vote on it. If the proposal is endorsed by FC, Alice will assemble the PRAC in December, and the new system will be in operation before registration begins for Fall 2008.

Steve
****

J. Steven Reznick
Professor, Department of Psychology
Director, Program in Developmental Psychology
Associate Dean for First Year Seminars and Academic Experiences

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From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, November 19, 2007 3:33 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Stanford story from NY Times
Attach: Stanford story from NY Times.msg

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, November 29, 2007 9:33 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>
Subject: article
Attach: Text.htm; IMAGE.xxx_1; IMAGE.gif; IMAGE.xxx; IMAGE.gif_1; IMAGE.gif_2; IMAGE.gif_3; IMAGE.gif_4; IMAGE.gif_5; IMAGE.gif_6

ACLU wants Bowden to stop team church trips
University denies players' rights violated

Published: Thursday, November 29, 2007 - 2:00 am

By Eric Connor
STAFF WRITER
econnor@greenvillenews.com

<!-- Media: PDF Document
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The American Civil Liberties Union has accused Clemson head football coach Tommy Bowden of abusing his authority by imposing his religious beliefs on his players, and it has asked the university to discontinue the coach's practice of strongly recommending that players participate in an annual team visit to a local church.
The university on Wednesday denied the ACLU's claim that Bowden, who is a state employee in a supervisory position, has violated the players' constitutional rights of separation of church and state.
The coach used publicly owned team buses to transport the team to the church this past August but will no longer be allowed to do so, school spokeswoman Cathy Sams said. "From our standpoint, this has been resolved for several months."
Neil Caesar, vice president of the South Carolina chapter of the ACLU, said the organization plans to press the issue. "The ball's in our court," Caesar said. "We just need to figure out what our response is going to be."

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Frank Page, pastor of Taylors First Baptist Church and president of the national Southern Baptist Convention, called the ACLU's allegations "absolutely inane," and said the group is fighting "anything that is Christian."
"If the coach had taken his team to another religion, I doubt we would ever have heard from the ACLU," he said, adding, "He is doing what he thinks is best for the group, and absolutely no harm would come from that."
Page said using the university bus is appropriate.
"They take them to all kinds of places that are certainly less positive than that," Page said. "I just think the ACLU needs to find something better to do with its time."
University president James Barker was out of town Wednesday and wasn't available for comment, Sams said. Bowden was out of town and unavailable for comment, Clemson sports information director Tim Bourret said.
The ACLU filed a complaint with the university on Aug. 31. The complaint refers to comments Bowden made in The Greenville News in May in which the coach describes how he annually holds a "church day" for everyone on the roster and how one player's mother asked her son to be excused from the trip.
Bowden, who frequently refers to his Christian faith publicly, said in The News that the player's absence was "OK" and that "there's no intent to make anyone feel uncomfortable or awkward."
Caesar said that Bowden "has abused his authority as Clemson University's head football coach by imposing his strong personal religious beliefs upon student-athletes under his charge" and that the coach has created a situation wherein a player must "opt out" of something that is being billed as voluntary, bringing undue attention to that player's "apostasy."
Caesar questioned whether it would be acceptable if a Jewish or Muslim coach created an annual visit to a temple or mosque that players had to request to be excused from.
In a July letter to players' parents, Bowden expresses his Christian faith and his belief that "a young man's spiritual growth should be addressed, but done so in a very personal and private way."
The coach explains in the letter that "having said this, I strongly recommend attendance at a local church once per year as a team." In the letter, he instructs parents to call him if "this creates a concern for either you or your son."
In Clemson's Sept. 21 response to the ACLU's request to discontinue the church visit, university general counsel Clayton Steadman said "we decline to take this action and do not believe it is warranted."
The response cites Bowden's letter to parents and states that "the voluntary nature of the event is made very clear to students and their parents." The university's response points out that players have declined to participate in the past and none have been penalized.

The university didn't receive any complaints it was aware of from players or parents, Sams said on Wednesday.
Steve Lowe, president of the ACLU's Piedmont chapter, said on Wednesday that the ACLU didn't receive any complaints from players or parents but looked into the issue after ACLU board members raised concerns.
Caesar said on Wednesday that while the university "does seem to be taking this seriously," the ACLU still believes that Bowden is violating players' rights.
"A person who doesn't want to do it has to actively take steps to opt out of it," Caesar said. "It's not voluntary. It's something you have to get out of."
He said that "coach Bowden or anybody is allowed to be religious or express their religious preferences. How and when it might be done with student-athletes is an area that is kind of subtle and kind of nuanced and needs to be approached from that perspective."

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From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, November 30, 2007 1:38 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Hours Countable Towards Degree
Attach: Text.htm; Hours Countable Towards Degree.msg

Did you get this? I'm sure we are good on this (Susan always reminds us) but just in case. RJM

From: "Wood, Eric" <ewood@theacc.org>
Sent: Tuesday, November 27, 2007 10:56 AM
To: agoff@umd.edu; bberndt@duaa.duke.edu; caldwejh@wfu.edu; ferna.phillips.1@bc.edu; helmsc@vt.edu; jwb8q@virginia.edu; mmeleney@admin.fsu.edu; philip_moses@ncsu.edu; plabaw@at.gtaa.gatech.edu; rbell@miami.edu; rbowman@clemson.edu; Mercer, Robert <rmercer@uncaa.unc.edu>
Cc: Babcock, Lindsey <lbabcock@theacc.org>; Lyons, Shane <slyons@theacc.org>
Subject: Hours Countable Towards Degree
Attach: TEXT.htm

All,

While you are working on your survey for Maryland, please review this minute from our November ACC Compliance Director's meeting here in Greensboro, NC. It appears as though Shane and Lindsey on our staff are discovering in their compliance reviews that many of your institutions may be misapplying this NCAA rule. Let me know if you have questions or concerns.

1. Hours Countable Toward Degree. Ms. Lindsey Babcock reminded the group that while counting hours toward degree for certification of continuing eligibility, NCAA rules require those hours to be included within a specific major, once a major has been declared and after the beginning of their third year. Some institutions may have been misapplying this rule when institutions accept all hours toward GRADUATION, however, these hours may not fit into the actual MAJOR requirements or electives. The following scenario was used as an example:

A student-athlete declares a major that requires 120 hours to graduate. Within those 120 hours 80 of those hours are specific requirements and the remaining 40 hours are electives. Students in that major are permitted to take additional electives; however, those additional classes must be considered above the 120 hours and therefore cannot be used for NCAA certification purposes. This student-athlete decides to take 43 hours of electives in his major. Now he will graduate with 123 hours but those 3 additional hours will not be countable toward degree by NCAA rules.

Eric A. Wood

Director of Student-Athlete Programs & Compliance

The Atlantic Coast Conference

4512 Weybridge Lane

Greensboro, NC 27407

tel. 336.854.8787

fax 336.369.0065

http://www.theacc.com/saac/

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, December 17, 2007 11:15 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Meeting yesterday
Attach: Meeting yesterday.msg

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, December 12, 2007 1:00 PM
To: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Meeting yesterday
Attach: Textbook Purchasing Procedures - Loopholes.doc

Hey Mercer,
Good meeting this morning.

I typed up a summary of our discussion yesterday regarding the loopholes to the textbook purchasing process. Before I formalize this document, please take a look at it in detail and let me know your thoughts. Let me know if I am missing anything.

Thanks.
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

Plan of Action to Patch the Loopholes in the Academic Textbook Purchasing Procedures

What to do with books from courses that have been dropped?

If a student-athlete drops a course at anytime during the semester, he/she must return the books to their academic counselor promptly. When books are returned, the counselor will mark each book with the student-athlete's name, PID# and name of the course. The return date will then be recorded on the original requisition form maintained in the master alphabetical binder by the counselor or a staff designee. By recording this information on the original form, counselors will know right away that all required books and supplies for the dropped course have been returned. The Bookstore will provide a full refund to the Athletic Department when the books are returned by a staff member. Books that the academic counselors do not wish to keep as reference materials, will be returned to the Bookstore every week or two. Books that have been returned to the academic counselor must be kept under lock and key to prevent any possible theft.

To prevent the counselor from having to chase a student down for their books, one of two things should happen. 1.) Counselor will not sign an additional book requisition form until all books from the dropped class are returned; or 2.) Counselor will not sign a Drop/Add Form until the books are returned.

It may be helpful to provide a handout with brief instructions as to what to do with books from a course that the student has dropped.

If a student-athlete takes the books back to the Bookstore on their own, the Bookstore staff will need to check to see if they are an athlete. The Bookstore staff will inform the athlete that they may not accept their returned books and that they must return their books to their academic counselor in athletics.

How do we prevent a student from purchasing the same book twice?

If a book that appears on their original requisition form is not yet available at the Bookstore, the student-athlete does not need to complete a second form. The Bookstore will maintain the original requisition form at the service desk. The counselor must instruct the student-athlete to go to the service desk at the Bookstore in order to purchase the book.

If a student-athlete comes back a 2nd and 3rd time to purchase books, the counselor must refer to the master binder to review any previous requisition forms for that student to be sure that the book has not already been purchased.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, December 19, 2007 11:31 AM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: PR/Ineligible Update
Attach: PR_Ineligible Update.msg

From: "Cynthia Demetriou" <cyndem@email.unc.edu>
Sent: Tuesday, December 18, 2007 5:30 PM
To: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: PR/Ineligible Update
Attach: TEXT.htm; Ath Dec 18.xls; Fall 2007.doc

Hi, Robert.

Attached is an eligibility report of all First-Year athletes.

There are currently 12 on Probation. All but 1 of these students have received all of their grades (see the last column).

6 Students are currently Ineligible. Only 2 of these 6 have all of their grades in.

I have contacted all students that are currently Ineligible and informed them about the process to appeal/request a semester of probation (see attached letter that was emailed today).

I will be out of town until the 26th. On the 27th, I will provide updated information and will begin contacting students on Probation.

Have a happy and healthy holiday!

Best,
Cynthia

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, January 7, 2008 3:07 PM
To: -Academics <-Academics@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Fwd: PR Update
Attach: Text.htm; PR Update.msg

Academic Probation #'s from Cynthia D.

From: "Cynthia Demetriou" <cyndem@email.unc.edu>
Sent: Monday, January 7, 2008 2:55 PM
To: Dawson, Alice <adawson@email.unc.edu>; Cannon, Carolyn C <ccannon@email.unc.edu>; Collins, Marcus <collinsm@email.unc.edu>; clark, fred <fclark@email.unc.edu>; harold_woodard@unc.edu; owenbob@unc.edu; Mercer, Robert <rmercer@uncaa.unc.edu>; AmySchmitz-Sciborski <schmitzs@email.unc.edu>
Subject: PR Update
Attach: TEXT.htm

Good afternoon.

Several people have been asking, so here are some general updates as of January 7, 2008. Please let me know if you have any questions and keep in mind these are still flexible/rough numbers.

Thank you,
Cynthia

There are currently 159 students on PR.

Out of the initial 1st First Year cohart of 3893 students: 15 withdrew before the end of the semester; 159 are PR and 11 are Ineligible.

Of the 159 students on PR, 107 have already completed the Self-Assessment (the first step in the Academic Enhancement Plan). All 107 Self-Assessments have been forwarded to academic advisors and student support services. All students who have not completed the assessment have been contacted by email and asked to do so.

Of the 159 students on probation: 19 are Athletes; 27 are Carloina Covenant; 4 are Summer Bridge; 51 are 1st Generation (neither parent holds a 4 year degree); 81 are minority.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, February 15, 2008 4:43 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: FSU 2
Attach: FSU 2.msg

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, April 22, 2008 10:06 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Student-Athlete Handbook 2008-2008
Attach: Text.htm; Student-Athlete Services.doc

Check this out and then speak with me before you return to Cricket. Thanks. RJM

>>> Cricket Lane 4/21/2008 5:07 PM >>>
Hi All,

It's that time again . . . Student-Athlete Handbook time . . . Attached you will find "your part" of the handbook. Please edit and track changes. I need to have your edited text emailed to me by May 18th to guarantee on time delivery.

Please contact me if you have any questions.

Thanks,
Cricket

STUDENT-ATHLETE SERVICES

STU

T-ATHLETE SERVICES

The Department of Athletics provides support services to our student-athletes designed to reach each student-athlete, based on his or her individual needs focusing on the individual as a whole. These services include the Academic Support Program, Student-Athlete Development, and the Carolina Leadership Academy.

MISSION STATEMENT

The mission of Student-Athletes Services at the University of North Carolina at Chapel Hill is to provide services and develop relationships which foster a climate that supports University of North Carolina student-athletes advancing toward graduation, building character, and developing leadership.

ACADEMICS

The Department of Athletics maintains an Academic Support Program to offer student-athletes the greatest opportunity to excel in academics while at the same time competing in intercollegiate sports.

MISSION STATEMENT

The mission of the Academic Support Program for Student-Athletes at the University of North Carolina at Chapel Hill is to provide programs and services in partnership with the University community to assist and encourage student-athletes in achieving academic success. These programs and services are designed to advance responsibility and enhance leadership potential, while inspiring educational excellence and an appreciation of the academic experience.

ROLE OF THE ACADEMIC COUNSELOR

Each intercollegiate athletic team is permitted to use the support programs conducted in the Academics Center through the guidance of their assigned Academic Counselor. Academic Counselors are available to help student-athletes reach their academic potential and career aspirations. They can assist student-athletes in developing time management skills, successful study skills, an individualized study plan, and other strategies to enhance personal growth.

Academic Counselors monitor the degree progress of each student-athlete, as well as monitor their eligibility status according to NCAA and UNC eligibility regulations. In addition, Academic Counselors in the Academics Center work jointly with the campus advising staff to coordinate the advising and registration processes. Academic Counselors also refer student-athletes to appropriate on-campus resources.

RESPONSIBILITIES OF STUDENT-ATHLETES

Students who represent the University of North Carolina in intercollegiate athletic competition are regular, full-time students of the University and, as such, have the same academic responsibilities as students who are not athletes. In addition, student-athletes must devote sizable amounts of time and energy to participating in their sports. Although the Academic Support Program offers a wide range of excellent academic services to student-athletes, the ultimate responsibility for learning and for following a program that leads to a degree lies, of course, with the students themselves.

Student-athletes at the University of North Carolina are expected to meet the following responsibilities:

1. To develop and maintain habits of learning commensurate with education at the University level and to pursue a program of study leading to a degree.
2. To know the provisions of the Code of Student Conduct and to abide by them.
3. To seek academic advice in the Office of Academic Advising and department of their major, or in the appropriate professional school, at the regularly prescribed times, and to pre-register every semester during the official pre-registration period. Advising offered by the Academic Support Program complements the regular University advising system. **Student-athletes are not free to bypass ordinary advising procedures.**
4. To attend all class meetings, labs, required discussion sessions, and required conferences with teachers for all courses. The only acceptable reasons for missing course obligations or appointments with teachers are serious illness, family emergency, or official travel to University-sponsored activities. The Academic Support Program provides each student-athlete with a travel letter to present to each of their professors along with their competition/travel schedule. By University policy, students are not to be penalized for absences from class and other academic obligations during those specified times when they are involved in University-sponsored activities. On the other hand, coaches have been advised that in the event of a conflict between practice

and a scheduled class or laboratory, make-up session, field trip, or student-teacher conference, students shall be permitted to miss practice without penalty. **It is an NCAA violation to miss class for practice.**

a) Students should be familiar with the University policy regarding class attendance as printed in the latest edition of The Undergraduate Bulletin, which states, in part, "Absences from class for valid reasons are excused only by the instructors. A student should present his or her explanation for any absences to the instructor at the next meeting of class."

b) Students should find out the instructor's attendance and makeup policies for all courses in which they are enrolled.

c) Students are responsible for all material covered in class when they are absent, as well as for all assignments due or assigned on a day when class is missed. Students must take the initiative to talk to their professors about making up work missed because of an absence as a result of athletics travel and competition (e.g., UNC, National Team, etc.).

d) For travel and competition that occurs during the final exam period, students are responsible for notifying their professors of the conflict and obtaining an exam excuse approved by an Academic Dean. Students should communicate all final exam conflicts to their Academic Counselor.

5. To fulfill all requirements of all courses being taken, including turning in all papers and assignments on time and taking all quizzes, tests, and final examinations on the scheduled dates.
6. To seek out the advice or help of the instructor about difficulties in a course, preferably during the instructor's regular office hours. If that time is not possible, arrange an appointment with the instructor at another time.
7. To keep their assigned Academic Counselor in the Academic Support Program and their coach informed of academic progress during the semester.

a) Students should notify their Academic Counselors of athletic commitments which might interfere with fulfilling their academic responsibilities every semester.

b) Students should speak with their Academic Counselors right away if they are having difficulty in a course.

c) Students for whom structured study or individual tutoring is deemed appropriate by their Academic Counselors must abide by the procedures of the Academic Support Program in availing themselves of those services.

d) Students should keep in mind that tutoring is never a substitute for class attendance.

8. To cooperate with and abide by their team's academic policies. For example, some teams require team members with averages below a certain grade point to turn in weekly academic logs.
9. To know and abide by the policies and procedures of the Academic Support Program.

PLAGIARISM AND THE HONOR CODE SYSTEM

All student-athletes should remember that they are to follow the University Honor Code at all times. The definition of the Honor Code is referenced in the Code of Conduct section of this Handbook.

Occasionally, scholastic dishonesty occurs as the result of a lack of information or misinformation. Everyone knows cheating on an exam is dishonest; however, students have, on occasion, turned in papers which they thought were acceptable only to find they were accused of plagiarism.

One area of essay or term paper writing that often causes students confusion is citing sources. **If you use another person's ideas or expressions in your writing without acknowledging the source, you are guilty of plagiarism.** Although most students understand that you are plagiarizing if you use someone else's work more or less verbatim, they do not realize that not giving proper credit for ideas, research conclusions, etc., is also considered plagiarism.

A good rule of thumb is to quote the unique or witty and paraphrase the rest; but, remember, if you are paraphrasing someone else's work, you must acknowledge your source either by direct quotations or by footnotes/endnotes.

It is often difficult to separate your thoughts from someone else's after reading an article. In general, do not write your thoughts while you are reading someone else's research material.

Many students have the most difficulty when they are asked to prepare a commentary or critique on a particular book. If you consult a critical essay or book review to stimulate your thinking, it is very likely that you will need to acknowledge/cite this material within your paper.

A simple principle helpful when trying to determine if you should acknowledge a source: If you knew it or it was your opinion **before** you did any reading on the subject, it need not be acknowledged/cited.

Remember, whenever specific facts, opinions, judgments, or explanations are obtained from your readings, they must be acknowledged/cited, even if you present the facts entirely in your own words.

PHILOSOPHY OF COACHES REGARDING THE ACADEMIC PERFORMANCE OF STUDENT-ATHLETES

Student-athletes look to their coaches for guidance in their lives. As such, the coach is usually in the best position to stress the importance of academic achievement in preparation for successful careers beyond the undergraduate level. Coaches best serve the interests of the student-athletes when they emphasize the importance of academic achievement. Coaches promote academic achievement by:

1. Understanding the academic expectations that the faculty hold for student-athletes.
2. Creating an atmosphere in which team members strive for stated academic goals.
3. Making class, laboratory, and required study session attendance mandatory and enforcing this policy.
4. Scheduling practice sessions that minimize conflict with courses and excusing students from practice when these conflicts occur. Again, it is an NCAA violation to miss class for practice.
5. Regulating the amount of practice, competition, and travel time such that each week the students are able to devote a minimum of 2 hours, for each credit hour taken, to academic pursuits; this time is exclusive of time spent in the classroom.
6. Advising students to take advantage of the off season to enhance significantly their academic standing within the University. While conditioning and athletic skill enhancement may occur during this time, the student should have every opportunity to lead a "normal" student life.
7. Arranging travel time to minimize missed classes, labs, and required study sessions.
8. Structuring study times during extended travel periods.
9. Requiring that each team member contact the Academic Support Program (ASP) staff to discuss academic progress at the time interval determined by the ASP staff. Decisions made by the ASP staff regarding the amount of time each team member should be spending in structured study should be strictly adhered to. Students who are not making satisfactory academic progress, in the view of the ASP staff and/or the coach, should be instructed to substitute supervised structured study time for time normally devoted to athletic activities.
10. Providing special recognition for students who meet or exceed the stated academic goals and for those students who demonstrate improvement over last semester's academic performance.

CLASS REGISTRATION DURING TRAVEL AND COMPETITION

When student-athletes are traveling for athletics competition or competing at home on their specified registration date, a system is in place through which student-athletes may be registered by the Academic Support Program for Student-Athletes staff provided he or she is on the travel roster. All students *with advising flags* are expected to see their Academic Advisors in Steele Building to discuss course selection, receive their PIN #, and remove academic registration holds as soon as the advisement period begins. Appointments to see advisors should be made online. Students must then complete the Pre-registration Form in the Academics Center and return it to their Academic Counselor no later than 5 pm on the Wednesday before their registration date. This form should include a preferred list of courses totaling at least 12 hours including section number, day and time, and a list of several alternate courses. Student-athletes who have financial holds on their account will not be registered until those holds are removed; thus it is important to review your student account prior to submitting pre-registration materials to the Academics Center. Upon return from competition, it is the responsibility of the student-athlete to review his or her academic record online or meet with his/her Academic Counselor to ensure that the class schedule for the upcoming semester is correct.

DROP/ADD APPROVAL FOR STUDENT-ATHLETES

Each semester (fall, spring, and summer) after the last day to drop a course using the web registration system, student-athletes must obtain written approval from their athletics academic counselor, in addition to their Arts & Sciences academic advisor, in order to add or drop a course. PLEASE NOTE that student-athletes must continue to attend class in the course(s) that they wish to drop until the written approvals from both their advisor and counselor have been granted.

In some cases, the professor may drop you from a course if you do not attend the first and/or second day of class. Though you will be removed from the class roll, you still MUST follow the appropriate steps required for dropping a course. Failure to do so may result in an "F" as a final grade.

ACADEMIC TEXTBOOK PURCHASING POLICY

- Student-Athletes designated to receive books as part of their scholarship must follow the proper protocol when purchasing academic textbooks.
- Student-Athletes must obtain a textbook purchasing form from the Academics Support Center, complete this form, and obtain signatures from the appropriate Academics Support personnel.

- Only textbooks and course materials that are stated explicitly on the course syllabus as **required** may be purchased through the book scholarship program.
- Only textbooks and materials that are required by a course for which the student-athlete is officially registered for may be purchased through the book scholarship program.
- Student-Athletes designated to receive books as part of their scholarship are allotted a maximum of $600 per semester to buy books. Exceptions may be approved on a case-by-case basis at the discretion of the appropriate Academics Support personnel.
- Student-athletes are ultimately responsible for the purchase and safeguarding of their books. If books or materials are lost or stolen, it is the student-athlete's responsibility to report the loss to the police. A police report is necessary in order to purchase replacement books and course materials through the book scholarship program.
- Student-athletes have up to one month after the first day of classes to purchase required textbooks and/or course materials and submit a receipt for reimbursement of textbook and course material purchase. Exceptions may be approved on a case-by-case basis at the discretion of the appropriate Academics Support personnel.
- If a student-athlete drops a course, all textbooks and materials must be returned immediately to the appropriate Academics Support personnel.

CHANGING YOUR MAJOR

You are required to officially declare a major before your fifth semester. After the beginning of your junior year, you may not switch from one major to another without the approval of your University academic advisor. Your course of study during your junior and senior years must include the minimum departmental requirements for your major in addition to any other courses selected by you and your University Academic Advisor. All courses must be applicable towards NCAA degree progress requirements (see NCAA Academic Requirements section).

Before changing your major, notify your Academic Counselor.

SUMMER SCHOOL

Every effort should be made to maintain satisfactory progress toward a degree. If, despite your best efforts, it becomes necessary for you to attend summer school, please consult with your head coach. **Because of budgetary restraints, it is not always possible to cover summer school expenses for every student-athlete who wishes to attend summer school.** However, it is a departmental goal to have all student-athletes graduate, so as much help as possible is given.

If you need more information on the summer school program, online courses, correspondence courses, or independent study courses at the University, please contact your Academic Counselor.

If you wish to attend summer school at a university other than the University of North Carolina, you must first obtain written permission from the Office of Undergraduate Admissions to ensure that the hours will transfer.

The Department of Athletics does not pay for courses taken at other universities. Summer school at other universities cannot improve your GPA, as only the credit hours, if approved by the Office of Undergraduate Admissions, will transfer. You must make a "C" or better in order for the hours to transfer.

ONLINE COURSES

Carolina Courses Online is becoming increasingly popular. Each course follows the University calendar for the term in which it is offered and is therefore counted within the total hours of enrollment (12 credit hours or more). Students may register for only one online course per semester. There may be athletic scholarship/grant-in-aid implications when registering for an online course. **Students who wish to take an online course must meet with their Academic Counselor for approval before officially enrolling in the course.** *See Policy for Funding Online Courses in Financial Aid section for information on payment of online courses.*

UNC-CH ACADEMIC ELIGIBILITY REQUIREMENTS

To be eligible to remain in the University, a student **who entered UNC prior to the fall of 2007** must meet the following minimum requirements:

To begin the third semester in residence:
1.50 grade point average and 24 academic semester hours (cumulative)
To begin a fifth semester in residence:
1.75 grade point average and 51 academic semester hours (cumulative)

To begin a seventh semester in residence:
1.90 grade point average and 78 academic semester hours (cumulative)
To begin a ninth semester in residence:
2.00 grade point average and 105 academic semester hours (cumulative)

Students are expected to complete their degree in no more than 9 semesters. If additional time is needed, students must submit an application for a 10th semester to the Dean's office for approval prior to their 9th semester. A plan to seek a 10th semester should be discussed with your Academic Counselor one year in advance to begin the necessary process with your college or school. Students **do not always** receive University permission for a 10th semester in residence. Each Academic Counselor will verify with their coaches in July which of their athletes will be in need of a 10th semester. The list of students the counselor receives from the coaches will be given to the Director of the Academic Support Program, who will forward it to the Associate Dean of the Office of Academics Advising.

First-year students entering the University on or after May 14, 2007 are required to meet the requirements listed below. These standards will apply to sophomore transfer students beginning Fall 2008 and to junior transfer students beginning Fall 2009.

Eligibility Standards
Good standing entitles a student to enroll in a fall or spring term. The requirements for ordinary ***Good Standing*** *are as follows:*
A 2.0 cumulative grade-point ***and*** *the following number of credit hours passed:*
9 hours to enter a second semester
24 hours to enter a third semester
36 hours to enter a fourth semester
51 hours to enter a fifth semester
63 hours to enter a sixth semester
78 hours to enter a seventh semester
93 hours to enter an eighth semester
Special permission of the Dean to enter a ninth semester

A student who falls short of these standards will be considered in ***"good standing-on probation"*** *for one semester provided he or she passed at least nine credit hours of graded coursework in the preceding semester and was not already on probation. Probation is considered good standing.*

Academic Ineligibility
Students who do not qualify for automatic probation or who do not meet cumulative eligibility standards after a probationary term are ***academically ineligible*** *and may not enroll in a spring or fall term.*

NCAA ACADEMIC REQUIREMENTS
Those students first entering a collegiate institution full-time prior to August 1, 2003:
To be eligible for athletic competition, students must (1) pass 24 academic hours within the span of one calendar year (fall, spring, and summer semesters), **or** (2) pass an average of 12 academic hours per semester for every semester that a student has been in attendance since initial enrollment at the University. In addition, **75% of these hours** (18 hours) must be earned during the fall and spring semesters. The remaining 25% of these hours (6 hours) may be earned in the summer. Further, a student must earn at least 6 degree applicable hours during each regular academic term to be eligible to compete the following term.

To be eligible for athletic competition, students must meet the following minimum satisfactory progress requirements:

Entering the fifth semester:
1. The student must have declared a major.
2. The student must have completed 30 hours toward his/her degree program (25% of the required 120 hours for graduation).
3. The student must have a 1.80 cumulative GPA (90% of the 2.0 that is required for graduation).

Entering the seventh semester:
1. The student must have completed 50% of his/her degree program (60 hours).
2. The student must have a 1.90 cumulative GPA.

Entering the ninth semester:
1. The student must have completed 75% of his/her degree program (90 hours).
2. The student must have a 1.90 cumulative GPA.

Those students first entering a collegiate institution full-time on or after August 1, 2003:
To be eligible for athletic competition, students must meet the following minimum satisfactory progress requirements:

Entering EACH semester:
1. The student must have completed a minimum of 6 semester hours of *degree applicable* academic credit in the previous full-time regular academic term.
2. The student's GPA must be certified on a term-by-term basis, which means that the GPA listed below must be maintained throughout the year.

Entering the second year (third semester):
1. The student must have completed a minimum of 24 hours of academic credit.
2. At least 18 of these hours must have been earned during the regular academic year (fall and spring semesters). The remaining 6 hours could be earned during the summer.
3. The student must have a 1.8 cumulative GPA (90% of the 2.0 that is required for graduation).

Entering the third year (fifth semester):
1. The student must have declared a major.
2. The student must have completed a minimum of 18 hours during the institution's preceding regular two semesters.
3. The student must have completed 48 hours toward his/her degree program (40% of the required 120 hours for graduation).
4. The student must have a 1.9 cumulative GPA (95% of the required 2.0).

Entering the fourth year (seventh semester):
1. The student must have completed a minimum of 18 hours during the institution's preceding regular two semesters.
2. The student must have completed 72 hours toward his/her degree program (60% of the required 120 hours for graduation).
3. The student must have a 2.0 cumulative GPA (100% of the required 2.0).

Entering the fifth year (ninth semester):
1. The student must have completed a minimum of 18 hours during the institution's preceding regular two semesters.
2. The student must have completed 96 hours toward his/her degree program (80% of the required 120 hours for graduation).
3. The student must have a 2.0 cumulative GPA (100% of the required 2.0).

FOR ALL STUDENTS
- Hours earned from repeated courses will not count toward eligibility.
- PHYA activity hours do not count toward eligibility, with the exception of Lifetime Fitness courses
- Taking level one of your high school foreign language will never count toward graduation. It will only count toward NCAA progress toward degree if it is taken in your freshman year of enrollment.
- If you miss a complete term or are unable to complete a term, you must review your eligibility status with your athletics Academic Counselor and the Assistant Athletic Director for Certification and Eligibility.

ELIGIBILITY FOR POST-SEASON COMPETITION BETWEEN TERMS
In order for any student-athlete to be eligible to compete in post-season competition (e.g. conference tournament, bowl game, NCAA Championships, etc.) that occurs between regular terms (including summer), he/she must pass six degree-applicable hours during the preceding regular academic term of full-time enrollment. For example, if football is participating in a bowl game in December or January, all student-athletes must have passed a minimum of 6 hours toward their degree that Fall semester in order to participate in the bowl game. Additionally, student-athletes who are in their final season of competition and are enrolled in an approved underload of less than 12 hours must pass a minimum of 6 hours the preceding regular academic term. If the student-athlete is enrolled in an approved underload of less than six hours, he/she must pass the number of semester hours in which he/she is enrolled during the preceding regular academic term.

FULL-TIME ENROLLMENT
All student-athletes must be enrolled as a full-time student in a minimum of 12 academic hours, not including Physical Education activity courses, in order to be eligible to practice and compete. At the start of each semester, students will have 5 class days to register themselves in a minimum of 12 hours. During these 5 days, student-athletes are permitted to practice but NOT compete.

Only seniors in their last semester may apply and take less than 12 hours, i.e., an underload. These graduating seniors must seek written approval from their college dean for this underload and provide copies of their approval to the Registrar's Office and the Academic Counselor.

UNC GRADUATION REQUIREMENTS

To qualify for an undergraduate degree, a student must successfully complete at least 120 semester hours, although some programs' requirements are higher than this minimum. In addition to these semester hours, you are required to complete 2 physical education activity courses. Athletes receive credit for 1 physical education course through participation on an intercollegiate team. Please check with your coach to ensure that he or she has submitted your name to the Department of Exercise and Sport Science for this credit to be applied toward your academic record. Also, the student must have a 2.0 cumulative grade point average in all work attempted at the University of North Carolina.

The required 2.0 average must be earned in a total number of hours not to exceed 45 hours beyond the minimum graduation requirements (120 hours) for the degree being sought. A minimum of 45 hours of academic credit must be taken at UNC-CH. 24 of the last 30 hours must be taken on the UNC-CH campus. In the College of Arts and Sciences, generally at least 18 semester hours of work with grades of "C" or higher are required in the student's major, and at least half the student's major must be completed at this University.

Students who are going to graduate must:

1. File an application for a degree at least one semester before the expected date of graduation with the Dean of your college.
2. See their University Academic Advisor to complete an official degree audit form at least one semester before the expected date of graduation. Students should verify their graduation status with their advisor.
3. Pay all tuition, fees, and other obligations owed to the University before receiving a diploma.

GRADING SYSTEM

A letter grade and plus-minus system for evaluating academic performance is employed for all undergraduates. Each letter grade receives a numeric value (quality points) for the purpose of determining a student's grade point average for a semester's work and for averaging grades for all semesters' work to find a student's cumulative grade point average.

The letter grades, and the quality points represented by each, are as follows (all numeric values are per hour):

A = 4.0	A- = 3.7	B+ = 3.3	B = 3.0	B- = 2.7
C+ = 2.3	C = 2.0	C- = 1.7	D+ = 1.3	D = 1.0
F = 0.0	FA = 0.0	AB = 0.0	IN = 0.0	

TEMPORARY GRADES:

Temporary grades of **IN** or **AB** carry the force of an F until replaced by a permanent grade. Courses assigned a grade (or notation) of **PS, NG, NR, or W** are not considered in establishing a grade point average.

PASS/D/FAIL CLASSES:

A student may register for a maximum of four credit hours per semester under the "Pass/D/Fail" grading system. A total of 11 Pass/D/Fail credit hours may be applied to graduation requirements. Course content and requirements are the same for Pass/D/Fail registrants as for regular students. The minimum performance for a **PS** grade is equivalent to the minimum performance of the letter "**C-**". **A student can only sign up for a Pass/D/Fail grade in a class they wish to use for an elective.**

To take a course Pass/D/Fail, a student must complete the Pass/D/Fail course registration form. It is obtained from their Academic Advisor or Dean's office. The period for making Pass/D/Fail declarations begins on the 5th day of classes each semester and concludes at the end of the **eighth** week of classes. Once a form is submitted, the declaration cannot be changed.

DEAN'S LIST

To be eligible for the Dean's List, you must have:

1. A 3.2 grade-point average with no grade lower than C and be enrolled in 15 or more hours of letter grade credit (exclusive of physical education activities courses); or
2. A 3.5 grade-point average and no grade lower than a C and be enrolled in at least 12 hours but fewer than 15 hours of letter grade credit (exclusive of physical education activities courses).

ATLANTIC COAST CONFERENCE ACADMEIC HONOR ROLL
To receive recognition on the ACC Honor Roll, students must earn a 3.0 GPA or better for the academic year, which is a combined average from the fall and spring semesters.

SCHOLARSHIPS, AWARDS, AND INTERNSHIPS
Numerous postgraduate scholarships, academic and leadership awards, along with internship opportunities, are available to all UNC student-athletes through a competitive application process coordinated through the Academic Center. For information about these opportunities, see your athletics Academic Counselor. A complete description of all scholarships, awards, internships, and their deadlines are available upon request.

CLASS ATTENDANCE
Go to class! It cannot be emphasized enough that there is a direct correlation between classroom attendance and academic success. Be sure to attend your classes each time your classes meet.

Be aware that certain classes, for example English 100, 101 and 102, have very strict attendance rules. If you exceed the specified number of absences allotted, you automatically fail the course, even if your grades are excellent. There is no such thing as an "excused absence." Whether you are hospitalized or on a team trip, it is still counted as an absence. Your class attendance and academic progress is monitored by your Academic Counselor and reported to your coach. You should inform your professor if illness requires you to miss a class. If a conflict is caused by away games, your professors are usually more than willing to assist you in resolving this conflict when advance notice is given. You will be given a letter from the Director of the Academic Support Program to give to each of your instructors at the beginning of each semester. Your travel schedule will be attached to this letter. The letter will state that you will make up any missed assignments due to team travel and that you will remind your instructor of all approaching travel dates. **Be sure each of your instructors receives this letter!**

MISSING FINAL EXAMS DUE TO TRAVEL AND COMPETITION
The possibility of missing a final exam due to post season competition opportunities may arise. Should this occur, student-athletes must immediately notify their professor and their athletics Academic Counselor and obtain an exam excuse from a Dean in the Steele Building. Confirmation of the departure and competition dates will be provided to the Dean by the Academic Support Staff.

TUTORING PROGRAM
The Academic Support Program provides quality tutorial instruction to student-athletes. The program employs qualified personnel who tutor major subjects offered by the University. Students meet regularly with tutors during evening and daytime hours for individual instruction. Assisting students with comprehension of subject matter, test-taking strategies, and study techniques, the tutors continue to form a strong foundation for the success of the Academic Support Program. Additional tutorial assistance can also be obtained through other on-campus services such as the Learning Center, the Writing Center, and the Math Help Center.

SUPPLEMENTAL INSTRUCTION
Supplemental Instruction (SI) is a learning enhancement program designed to organize and improve the ways in which students prepare for class outside of the classroom. SI is attached to courses to provide students with a systematic and disciplined approach for processing the course material assigned by the professor. SI leaders are assigned to each of the "perspective" courses selected. Student-athletes will be identified to join a SI group at the beginning of each semester. The meetings will take place during their regular study hall hours. The SI supervisor will attend class and lead the SI sessions.

COMPUTER LAB
The Academics Center houses its own computer lab for student-athletes. The lab holds PC-compatible computers plus 2 laser printers. The computers are equipped with standard applications, such as Microsoft Word, Excel, Power Point, and Publisher. All computers also have internet access as well as access to the University email system. The lab is staffed with a lab manager and lab monitors to help students with computer questions and issues.

STRUCTURED STUDY
The Academic Support staff views structured study the same way your coach views practice. Those student-athletes assigned structured study hours are expected to attend regularly, come on time, and be prepared to study. During structured study periods, you must study in designated areas.

In general, all freshmen on an athletic scholarship, any student-athlete who has less than a 2.0 GPA, and those student-athletes recommended by an Academic Counselor or a head coach are required to attend structured study. All student-athletes are welcome to use the academic facilities Sunday through Friday; however, because of the limited amount of space in the evening structured study program, those wishing to attend should talk to their Academic Counselor. Please contact the Academics Center staff for hours of operation as they may vary throughout the semester.

The following are the only acceptable reasons for missing structured study:

1. You are hospitalized;
2. You are attending a review session held by your professor;
3. You have a scheduled game; or
4. You are on a team trip.

A question frequently asked is, "Can the time I spend in the library be substituted for my structured study hours?" The answer is **NO**. If you are required to attend structured study, you must spend the full time required in the supervised study areas of the Academic Center.

STRUCTURED STUDY RULES

The Academic Center's study programs are designed to maintain a comfortable and conducive academic environment. The following rules apply to all student-athletes using the facility:

1. Arrive promptly.
2. Come prepared to Study: have the required books, papers, notebooks, etc.
3. Do not disturb other student-athletes who are trying to study.
4. Food or drinks are not allowed.
5. Radios, personal stereos, cell phones, magazines, etc. are not allowed.
6. Proper attire must be worn in structured study.
7. Smoking and chewing tobacco are not allowed in the Academic Center.
8. Falsifying forms used by the Academic Support Program is an Honor Code violation.
9. Disrespect of the staff and/or tutors/monitors will result in immediate disciplinary action.
10. NCAA rules require that staff phones be off-limits. Copiers are available ONLY by approval of a support staff member.
11. Inappropriate language will not be tolerated.
12. No viewing of inappropriate web-sites is permitted in the computer lab or on laptops in Study Hall.

STRATEGIES FOR ACADEMIC SUCCESS

For students of all academic achievement levels, there are general rules that will help you perform to your academic potential. They are as follows:

1. Attend class. Tests are most often based on the material covered in class. If you are going to be away from campus for a game, alert your instructors ahead of time. Get your assignments in advance, if possible, and determine when the work is due. Let your instructor know when you are ill. Your class attendance may be one criteria used by your professor when assigning final grades.

2. Go to class prepared. You should have all reading and written assignments completed on time. If you go to class unprepared, it is often difficult to understand the material presented in class. Also, your instructor may tag you as a student with a poor attitude, which may influence your grade.

3. Know your instructor. Introduce yourself to your instructor; if you have any questions relative to the course throughout the semester, meet with your instructor. Your professor is interested in your performance in the classroom and will generally be happy to discuss material related to the course with you.

4. Make a good impression. Go to class on time. Entering class late causes a disruption. Do not read newspapers, listen to radios, etc. in class. It is recommended that you sit near the front of the classroom and not within a large group of student-athletes.

5. Don't let little problems become big problems. If you feel yourself falling behind in class, contact your Academic Counselor for help. Also, remember your instructors are there to teach. Don't be afraid to make an appointment and ask a question about material you don't understand. Make sure someone knows you need help before you reach the point where you cannot possibly do well in the course.

6. **Use tutoring help wisely.** Tutors are available in select subjects. They are there to help you understand your assignments, not to do your work for you. If you don't have the notes or haven't read the assignments, tutors will not be able to work with you. If you require a tutor in a special subject that is not normally provided, inform your Academic Counselor as soon as possible.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, April 30, 2008 4:57 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: Daily Compliance Item- 4/29/08- Current Event
Attach: Text.htm; Daily Compliance Item- 4_29_08- Current Event.msg

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>>> Susan B. Maloy 4/29/2008 9:23 AM >>>
Check this out!

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Saturday, May 3, 2008 3:58 PM
To: Blanchard, John <jgb@uncaa.unc.edu>
Cc: Blanton, Brent <blanton@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>
Subject: here is the article

Feature
Walking a thin line
The rewards of academic advisement are great, but so are the pressures
By Michelle Brutlag Hosick

When academic-support staff members in athletics departments talk about their jobs, they use words such as □passion,□ □fulfilling□ and □rewarding.□

But lately, they also are using words such as □grind,□ □burnout□ and □pressure.□

It□s always been like walking a tightrope. Some who work in academic advising lose their footing and drop out of the profession; others find the right balance between the upside and the downside of the job.

After five years of academic reform in the NCAA, the lofty goals of that high-wire act □ keeping student-athletes playing games while steadily working toward and ultimately earning degrees □ seem more within reach in Division I than ever before. But the downside hasn□t disappeared, and more and more advisors are warning that recent reforms are shaking the rope a bit.

In many ways, the extra attention that observers □ ranging from institutional presidents to journalists □ are paying to student-athletes□ academic success has been positive for academic-support staff. Their work is more valued. They get more recognition for a job well done. The pay is sometimes better.

But expectations are higher, stress levels have increased and downtime has become almost nonexistent.

□You□ve got to monitor everything□

As academic standards have increased, so have the requirements for documentation, monitoring and paperwork. Some institutions have hired staff specifically to collect and analyze academic-performance data generated by student-athletes.

That□s the case at Minnesota, where Mark Nelson is director of the McNamara Academic Center. Minnesota hired an analyst to work full time with the registrar□s office and compliance office, searching data to reveal trends indicating who is successful and who is not □ and why. Nelson spends much of his time examining graduation rates and Academic Progress Rates.

But the challenge goes well beyond tending to marginal students. Before academic reform, □good students□ mostly were left alone after initial discussions about classes and schedules, unless they asked for help. Not so anymore, said Steve McDonnell, associate athletics director for academic services at Texas A&M.

□You□ve got to monitor everything,□ he said. □We have to make sure all students know what the rules are and what they need to keep us informed about. While that□s not a bad thing, it is more demanding of your time.□

Jim Rost, director of the student-athlete enhancement center at Middle Tennessee, cited increased monitoring of student-athletes as the most significant change in his job since academic reform began, and he believes it is creating a dilemma.

Academic-support units must pay attention to all student-athletes, but they also must allocate resources appropriately and effectively. It□s getting tougher to focus on individual needs, and even to know what those needs are, as academic advisors find themselves dealing with more student-athletes.

□If you don□t know what□s happening, how can you possibly know how to intervene?□ Rost said. □You can□t use your resources effectively if you don□t know the student-athletes and what their needs are.□

That problem cuts right to the bone for academic advisors. Most, such as Kim Durand, associate athletics director for student development at Washington, entered the profession precisely because they want to help student-athletes succeed outside the arena.

□I□ve always been challenged, impressed with collegiate student-athletes at every level,□ Durand said. □There□s not a day that goes by that I don□t get up in the morning and I□m excited to go to work.□

But she admitted that excitement is tempered when she runs into some of the unintended consequences of academic reform.

Sometimes, advisors will tell you that they struggle a little with what is good, solid academic advice and what they need to do to make a student-athlete aware that these choices might impact their eligibility, she said. Examples include stiffer progress-toward-degree requirements and a rule requiring student-athletes at schools on the quarter system to pass six hours of coursework per academic term.

Academic advisors are trained to consider what s best for a student, but those who work in athletics oftentimes find themselves toeing a fine line.

They might encourage student-athletes to stretch their limits by taking challenging courses. But they also must consider that student-athletes need to meet specific grade standards and show progress toward a degree in order to compete and to retain a scholarship. The resulting advice always is tempered by the need to keep a student-athlete eligible for competition.

In your heart, you might believe that part of the college experience is having some academic freedom to fully explore what a university has to offer, Durand said. But sometimes, that advice could be at a detriment to the student s progress.

Tom s Jimenez of LSU described the conundrum this way: Academic advisors are kind of caught between two worlds the powerful enterprise of college athletics and the pure education of students.

Upside/downside

Balancing the requirements of those worlds can be tough, but the effort can yield rewards.

Many academic advisors believe that recent reforms have created a positive environment for student-athletes, encouraging them to always be aware of eligibility standards and their own academic standing. More student-athletes are thinking for themselves about such things than in years past, said Donald Reed, associate athletics director for academic services at Buffalo.

They do feel a sense of urgency more now than before, he said. I look at it as stimulating life lessons. When we go into our professions, there always is some level of urgency as far as completing tasks or meeting standards to be successful. This is helping our student-athletes understand the academic commitments and that there are standards that must be met.

Another benefit: Not only has the advisors relationship with the student-athletes shifted, but they also are seeing a change in other relationships opportunities to build more partnerships outside the walls of the athletics department.

Whether they call it north campus, upper campus or something else, academic staffers are spending more time with people who work there: admissions personnel, registrars, financial aid officers, deans and others. They have meetings, they review paperwork and they make sure student-athletes are on the path to graduation.

And some say that relationships with coaches are stronger than before. Many coaches respected the work of the academic professional even before academic reform, and now that respect has grown.

They see us more as professionals, Texas A&M s McDonnell said. When you talk to coaches, they tell you we have the toughest job, that they wouldn t have my job for anything. In general, they have a genuine respect for what we do in our profession.

As penalties for classroom failures have become a Division I reality, coaches who rarely dabbled in the academic side are beginning to realize the true value of the academic-support staff. They ve become more knowledgeable about academic issues, which makes for a strong partnership. After all, coaches can provide the carrot, or wield the stick, of playing time in urging student-athletes toward better academic performance.

Meanwhile, others who have desired, and perhaps even demanded, academic success from student-athletes university administrators, faculty and staff also are becoming more directly engaged in achieving the goal. It s more of a partnership, Middle Tennessee s Rost said. Our president is tremendously involved. It really starts at the top and moves on down.

The academic/eligibility vise

But even with such help, academic advisors still bear the basic responsibility for achieving results. In fact, one type of help in the form of increased financial resources for academic support seems to be heightening the pressure by increasing that accountability.

As the media report APRs and Graduation Success Rates of football and basketball teams at championship selection time, academic personnel get more public scrutiny. When schools pour money into academic programming but results still are slow in coming, the glare of the spotlight can be harsh.

Universities have put in a lot more resources to these units, staffing and money for programming, Rost said. That puts a little bit more emphasis on our department to have a succinct, clearly defined mission in place to make sure we are using all the resources we

have for the student-athletes. There□s more accountability when things are missed. Universities are saying you have all these resources available, you should have known about this.□

Academic staff may be responsible for advising errors, but some suggest it□s unfair to hold advisors responsible in cases in which student-athletes simply are ill-equipped or unmotivated to perform in the classroom.

□I don□t believe it□s uniquely our responsibility to make sure student-athletes succeed,□ Rost said. □It□s up to the student-athletes to be intrinsically motivated, to value their education and do what they□re supposed to do. There is a fine line between babysitting and actually teaching them.

□It□s the student-athletes□ responsibility to go to class, to take the tests, to write the papers. It□s our responsibility to provide the best environment for them to be as successful as possible.□

Jimenez said academic support may not be enough to help student-athletes who enroll unprepared for college studies. In such cases, he said, it□s not the academic staff□s job to provide remedial education.

□We certainly can□t perform miracles,□ he said. □It□s a societal issue. We□re talking about education and the educational attainment of our young people. When we work with young people, we provide support services. We try to supplement their education using different resources, different programs. But we can□t recapture what they didn□t learn in grades K through 12. We can□t re-teach them everything they didn□t learn.□

The price of caring

Such pressures are creating personal issues for academic advisors.

As more and more sports become □year-round,□ more and more student-athletes stay at school for summer sessions and freshmen arrive early for the □summer bridge□ programs on many campuses, there is no real break □ no □downtime□ □ in advisors□ work.

The summers don□t look much different than the academic year for many academic-support programs. They still conduct orientation programs, offer tutoring sessions, operate the study center, do advising and run study halls. The pressure for student-athletes to get ahead and stay ahead means that more of them stay at school year-round than they did 10 years ago. Sometimes, academic support is even more crucial in the summer, when student-athletes take classes in a compressed time frame.

Reed acknowledged that it□s tough but said that academic-support staffs are simply mirroring what is going on in athletics programs overall, especially in football and men□s basketball.

□Summer is just a continuation of the spring in a lot of peoples□ minds,□ he said. □We, as academicians, had to come up with a way to assist these students just as we would in the fall or spring, The only way we know it□s summer as opposed to spring is there□s a few less students and it□s a lot hotter.□

Add certifications and quarter-school schedules into the mix, and the squeeze gets tighter. Not only has summer downtime disappeared, Durand said, but breaks between terms are nonexistent.

□It□s frustrating and concerning to me because the workload of our advisors has quadrupled,□ she said. □We ask our advisors to not take vacation (at certain times of year). We have had to add staff. The costs associated with doing business have gone up. It seems like every couple of weeks you□re reviewing work or projecting their next quarter classes. There□s not a time when our advisors are not focused on eligibility.□

Student-athletes may be paying a price, too. Instead of spending summers working in jobs, pursuing internships or tackling other interests, they are on campus □ full time.

□It□s a grind for the kids, the coaches, for us,□ Rost said. □But with the (competitive) culture the way it is, it□s tough to do anything else.□

As the spotlight on academics grows brighter and the pressure on those charged with assisting student-athletes to succeed in the classroom builds, more and more program directors are seeing burnout among their staffs.

Like many in athletics, those who coordinate the academic lives of student-athletes care deeply about the success of those in their charge, and some have difficulty finding a balance between work and life outside of the athletics department.

Sometimes, academic personnel approach the work with expectations that are different from the reality of the job. Sometimes, they simply think it will be □cool□ to work in big-time college athletics. But the hours are long and the pressures are real. Advisors and tutors often don□t know when to let the phone ring or to go ahead and take a vacation.

□It is such a high burnout rate,□ Jimenez said. □The hours they work, the stressful situations they are placed in, it□s hard to

eliminate stress. There□s always something to do. There□s always a student who needs you. There□s always an issue that needs to be resolved.□

Most agree that the pace is different for advisors who work with student-athletes compared to those who work with the general student body. More factors must be considered □ athletics commitments and academic activities must be balanced, and every decision must be carefully considered with future eligibility in mind. In fact, Jim Pignataro at Michigan State said that academic personnel working with student-athletes can really no longer be called □advisors.□ Instead, he said, they serve as academic coordinators, helping to manage and synchronize every aspect of a student-athlete□s academic career.

But despite all the pressure and the danger of burning out, many advisors wouldn□t consider doing anything else. A new father, Jimenez compared his feelings about his job to his feelings on fatherhood: He wants to see student-athletes succeed, just as he loves to see his toddler mature and grow.

□It□s the moments that you capture when a student graduates, or a student succeeds, or a situation that didn□t seem like it could work itself out works itself out, or you see a staff member achieve a positive result,□ he said. □That□s what it□s all about. You□re going to be successful if you□re in it because you really want students to succeed academically and in their lives.□

It is a labor of love, even if the safety net seems a little skimpy.

□By and large, people are very passionate about what they□re doing, and they really care for the welfare of the kids,□ Rost said. □It□s a really rewarding field, but it takes a lot out of you, too. When the day is over, you need to let it go. Sometimes, it can be an emotional roller coaster □ you want them to do well. But I will do nothing else. I really love it.□

University of North Carolina
May 8, 2008

Q & A:

I. Admissions
   A. Formula's used
   B. Philosophy
      1. Kids they cannot recruit
      2. Program breakers?
         a. football
         b. Non-rev

   C. Expectations of competing at a national level or conference level or league level

II. Programs of study
   A. Attractive degree programs/majors
   B. Common courses
   C. Independent studies
   D. General Studies degree?
   E. Skill development courses/programs

III. Roles & Responsibilities
   A. College advising
   B. Sign off power
   C. Compliance
   D. Regents
   E. Sears Cup
   F. Reporting lines
   G. Retention
   H. Faculty oversight (APC or SACUA)

IV. Media

V. Open dialogue

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, May 7, 2008 11:34 AM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: PR and IP
Attach: Text.htm; Ath Eligibility 5 7 08.xls

>>> "Cynthia Demetriou" <cyndem@email.unc.edu> 5/7/2008 11:16 AM >>>

Hi, Robert.

Attached please find a report of Athlete 1st Year Students with all grades in that are calculating at PR or IP.

Thank you,
Cynthia

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, May 8, 2008 12:05 PM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: RE: Updated IP & PR
Attach: Text.htm; Ath Eligibility 5 8 08.xls

>>> "Cynthia Demetriou" <cyndem@email.unc.edu> 5/8/2008 11:31 AM >>>

Sorry here you go!

From:Robert Mercer [mailto:rmercer@uncaa.unc.edu]
Sent: Thursday, May 08, 2008 11:22 AM
To: Cynthia Demetriou
Subject: Re: Updated IP & PR

Nothing attached. RJM

>>> "Cynthia Demetriou" <cyndem@email.unc.edu> 5/8/2008 10:08 AM >>>

Hi, Robert.

Attached please find an updated report of Athlete 1st Year Students with all grades in that are calculating at PR or IP.

Thank you,
Cynthia

Cynthia Demetriou
Retention Coordinator
Office of Undergraduate Education
UNC Chapel Hill
303 Coates Building, CB# 3504
(919) 843-5015

www.studentsuccess.unc.edu (http://www.studentsuccess.unc.edu/)

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, May 12, 2008 11:16 AM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: Eligibility Report
Attach: Text.htm; Ath Eligibility 5 12 08.xls

>>> "Cynthia Demetriou" <cyndem@email.unc.edu> 5/12/2008 10:58 AM >>>

Hi, Robert.

Attached please find a report of the Eligibility Status of all 1st Year Student Athletes. Most students have received all grades (see last column). I have contacted all students on Academic Probation and with Ineligibility Pending. Please let me know if you have any questions.

Thank you,
Cynthia

Cynthia Demetriou
Retention Coordinator
Office of Undergraduate Education
UNC Chapel Hill
303 Coates Building, CB# 3504
(919) 843-5015

www.studentsuccess.unc.edu (http://www.studentsuccess.unc.edu/)

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, June 2, 2008 11:33 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Non-Good Athletes
Attach: Text.htm; Athlete Non Good 6 2 08.xls

Folks, take a look at the list and if any of them belong to you (the ones in red) please let me know their status on Wednesday. Brent, you will need to follow up with your staff. Thanks.
RJM

>>> "Cynthia Demetriou" <cyndem@email.unc.edu> 6/2/2008 11:05 AM >>>

Good morning, Robert.

I am taking a look at all of our Non-Good 1st Year Students: students that at EOT Spring 2008 are on PR, Ineligibility Pending, Eligible but did not enroll and Withdrawals. Attached is a report of the Non-Good 1st Year Student-Athletes. My goal is to encourage as many of these students as possible to register for summer school. The athletes look excellent the vast majority is registered. There are only a few students (highlighted in red) that I am concerned about. Do you have any info on these students?

Thank you!
-Cynthia

Cynthia Demetriou
Retention Coordinator
Office of Undergraduate Education
UNC Chapel Hill
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(919) 843-5015

www.studentsuccess.unc.edu (http://www.studentsuccess.unc.edu/)

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, June 24, 2008 3:37 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: FW: NCAA Amateurism Certification Newsletter - June 2008
Attach: TEXT.htm; IMAGE.jpeg_6; IMAGE.jpeg_7; IMAGE.png_2; IMAGE.jpeg_8; IMAGE.jpeg_9; IMAGE.jpeg_10; IMAGE.jpeg_11; IMAGE.png_3; IMAGE.jpeg_12; IMAGE.jpeg_13; IMAGE.jpeg; IMAGE.jpeg_14; IMAGE.jpeg_15; June08ACPNewsletter.pdf; ATT2264481.txt; IMAGE.jpeg_1; IMAGE.jpeg_2; IMAGE.png; IMAGE.jpeg_3; IMAGE.png_1; IMAGE.jpeg_4; IMAGE.jpeg_5

>>> "Wood, Eric" <ewood@theacc.org> 6/24/2008 2:24 PM >>>

FYI-just keeping you posted in case compliance did not forward this on.

Eric A. Wood
Director of Student-Athlete Programs & Compliance
The Atlantic Coast Conference
4512 Weybridge Lane
Greensboro, NC 27407
tel. 336.854.8787
fax 336.369.0065
http://www.theacc.com/saac/

From:Babcock, Lindsey
Sent: Thursday, June 19, 2008 10:35 AM
To: Aaron Aaker (aaker@bc.edu); Amy Herman (ajschae@uncaa.unc.edu); Art Markos (am@virginia.edu); Bert Locklin (blocklin@vt.edu); Brad Woody (cbwoody@clemson.edu); Bret Cowley (bcowley@mailer.fsu.edu); Brian Battle (bbattle@mailer.fsu.edu); Carly Pariseau (carly.pariseau@bc.edu); Christopher B. Kennedy (ckennedy@acpub.duke.edu); Courtney Vinson (cvinson@clemson.edu); Craig Anderson (cea3f@virginia.edu); Dan Trump (dtrump@umd.edu); David Reed (reed@miami.edu); Deborah Foley (dfoley@miami.edu); Elizabeth Bookwalter (ebookwalter@mailer.fsu.edu); Greg Featherston (gfeather@umd.edu); Heather Robertson (herobert@vt.edu); Jamie Isreal (jisrael@miami.edu); Jamie Pootrakul (jpootrakul@duaa.duke.edu); Jerome Rodgers (jerome.rodgers.1@bc.edu); Jim Booz (jwb8q@virginia.edu); Katreshia Louis (klouis@at.gtaa.gatech.edu); Keli Cunningham (kcunning@umd.edu); Kirsten Elleby (ellebykc@wfu.edu); Lance Markos (markos@uncaa.unc.edu); Larry Gallo Jr. (athgallo@uncaa.unc.edu); Lizzie Gomez (lgomez@umd.edu.); Megan Finch (megan_finch@ncsu.edu); Michelle Lee (michelle_lee@ncsu.edu); Paul Parker (pparker@at.gtaa.gatech.edu); Scott Byrd (byrdsm@wfu.edu); Sean Strauch (sstrauch@athletics.gatech.edu); Shauna Cobb (rcobb@vt.edu); Shelly Green (sjgreen@uncaa.unc.edu); Stephanie Ellison (saellis@clemson.edu); Steve Clacherty (sclacherty@miami.edu); Steve Flippen (wsf3h@virginia.edu); Susan Maloy (sbmaloy@uncaa.unc.edu); Tim Parker (tparker@vt.edu); Todd Hairston (hairstct@wfu.edu); Todd Mesibov (tmesibov@duaa.duke.edu); Tony Hernandez (thernandez@miami.edu)
Cc: Lyons, Shane; Wood, Eric
Subject: FW: NCAA Amateurism Certification Newsletter - June 2008

Lindsey K. Babcock
AtlanticCoastConference
Director of Compliance & Governance
336-854-8787
336-369-0065 (fax)
lbabcock@theacc.org

From:amateurism-bounces@mylist.net [mailto:amateurism-bounces@mylist.net] On Behalf Of amateurism@mylist.net
Sent: Thursday, June 19, 2008 10:28 AM
To: amateurism@mylist.net
Subject: NCAA Amateurism Certification Newsletter - June 2008

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Amateurism Age-Related Rules—Division I

Prior to initial full-time collegiate enrollment, prospective student-athletes wishing to compete at an NCAA Division I institution may be subject to age-related rules that are certified as part of the Eligibility Center's amateurism certification process.

Participation After 21st Birthday

In Division I sports other than tennis and swimming and diving, a student-athlete will use a season of eligibility for each year the student-athlete competes as an individual or member of a team in that sport.

Participation After 20th Birthday – Tennis

A student-athlete who participates in tennis after his or her 20th birthday will use a season of eligibility for each year and will be subject to academic year in residence.

* Please note that NCAA Division II has different pre-enrollment amateurism rules than Division I. Additionally, the amateurism certification process does not certify the amateur status of prospective student-athletes enrolling at NCAA Division III institutions. For more information regarding amateurism rules, please visit our Web site at www.ncaa.org or contact an NCAA Eligibility Center representative at 317/223-0700.

The NCAA amateurism certification team is available to answer questions about the amateurism certification process. Also, if you have information about the amateurism status of a prospective student-athlete, please contact a team member. The staff can be reached at 317/223-0700 or by e-mail at: ec-amateurism@ncaa.org.

Amateurism Certification Newsletter

June 2008

Amateurism Certification Newsletter

NCAA Eligibility Center

June 2008

- All prospective student-athletes (high school, two-year, four-year, domestic and foreign) enrolling at a NCAA Division I or II institution for the first time on or after August 1, 2007 must register with the NCAA Eligibility Center and have their amateur status certified in order to be eligible to participate in NCAA intercollegiate athletics.
- A prospective student-athlete may register online at www.ncaaclearinghouse.net.
- Prospective student-athletes enrolling in **fall 2008** who have completed their amateurism questionnaire need to request a final certification of their amateur status at www.ncaaclearinghouse.net.
- Prospective student-athletes enrolling in **winter/spring (January) 2009** should register with the Eligibility Center and complete the amateurism questionnaire now at www.ncaaclearinghouse.net.
- To learn more about the amateurism certification process, and to read past issues of the Amateurism Certification Newsletter visit our Web site at http://www1.ncaa.org/membership/ach/index.html.
- To learn more about the NCAA, visit www.ncaa.org.

How to Request a Final Amateurism Certification

To receive an amateurism certification decision, follow the steps below:

· Login to www.ncaaclearinghouse.net by entering your SSN or Eligibility Center ID and your PIN number.

· Choose **ENTER/UPDATE AMATEUR QUESTIONNAIRE** from the tabs on left side of page.

· Choose **FINAL AUTHORIZATION SIGNATURE** at the bottom of the WELCOME PAGE.

· READ the NCAA 10.1 Ethical Conduct Statement page.

· Check the **"I AGREE"** box and type your full name in the space provided.

· Click **SUBMIT**.

Amateurism Certification Staff

The NCAA amateurism certification team is available to answer questions about the amateurism certification process. Also, if you have information about the amateurism status of a prospective student-athlete, please contact a team member. The staff can be reached at **317/223-0700** or by e-mail at: ec-amateurism@ncaa.org.

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Amateurism mailing list
Amateurism@mylist.net
http://mylist.net/listinfo/amateurism

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· Check the **"I AGREE"** box and type your full name in the space provided.

· Click **SUBMIT**.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, June 24, 2008 3:38 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: FW: EC PSA Review and IEW information
Attach: TEXT.htm; ART-DI IEW education June 2008.pdf; ART-PSA Review education June 2008.pdf

---

>>> "Wood, Eric" <ewood@theacc.org> 6/24/2008 2:47 PM >>>

FYI-Playing catch up from some e-mails received while I was out of the office. I hope you find the information useful.

Eric A. Wood
Director of Student-Athlete Programs & Compliance
The Atlantic Coast Conference
4512 Weybridge Lane
Greensboro, NC 27407
tel. 336.854.8787
fax 336.369.0065
http://www.theacc.com/saac/

From:Dana, Greg [mailto:gdana@ncaa.org]
Sent: Monday, June 16, 2008 9:59 AM
To: Babcock, Lindsey
Subject: EC PSA Review and IEW information

Lindsey:

Attached you will find two PowerPoints with some information on the PSA Review and Initial-Eligibility Waiver processes. We hope that these can be helpful resources for people in your conference as they prepare for a PSA review case or prepare to file an IEW. Please e-mail these to the compliance officers in the conference and encourage them to review the information. If anyone has any questions, they can call me, or we can schedule a conference call with a larger group later in the month if necessary.

Best Regards,

Greg

Greg Dana
Director of Client Relations
NCAAEligibility Center
direct (317) 223-0770
fax (317) 968-5104
toll free (877) 262-1492
gdana@ncaa.org

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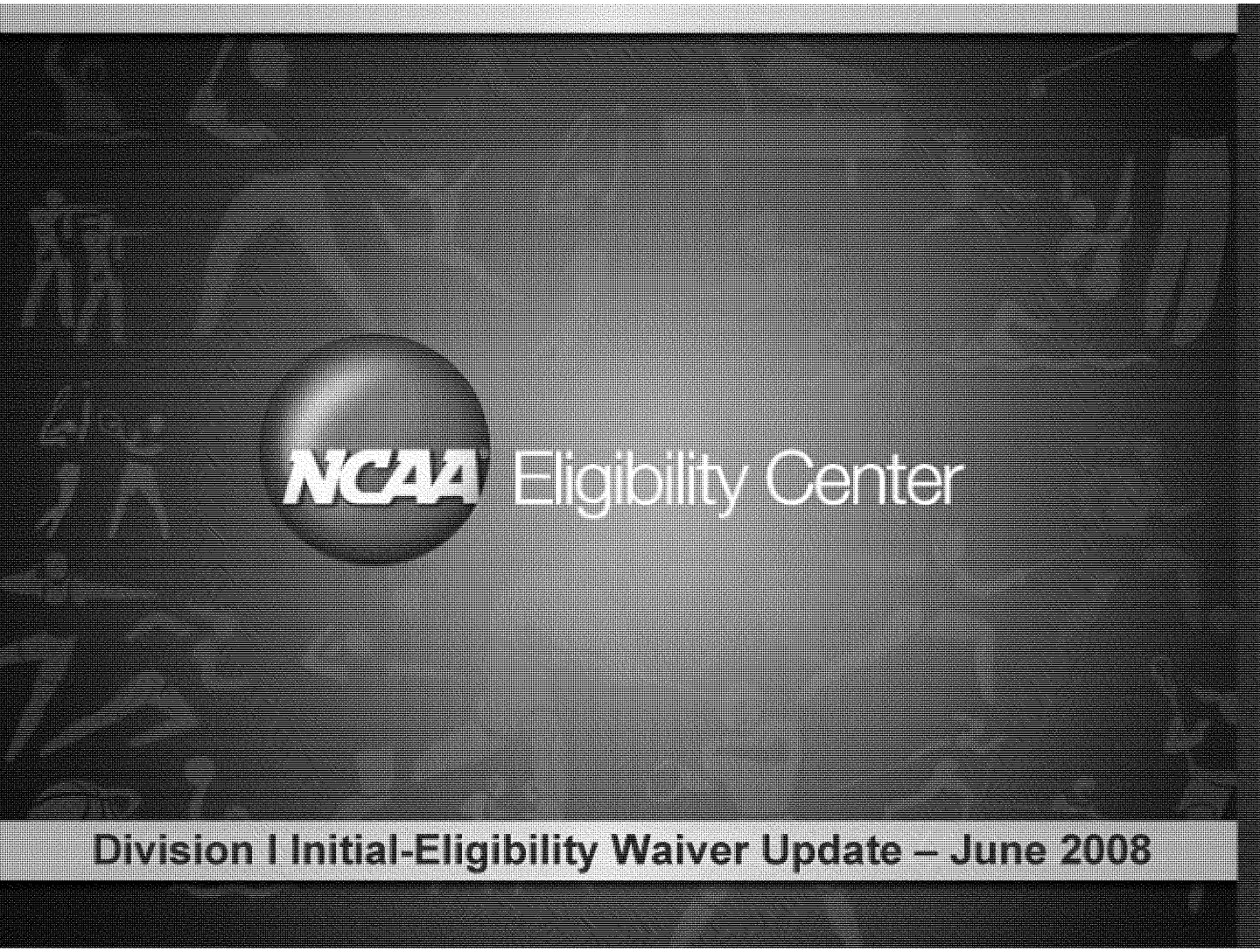

Division I Initial-Eligibility Waiver Update – June 2008

Overview

- Initial-Eligibility Waiver: What Now?
- Best Practices
- 72-Hour Memo Reminders

More Details from the Eligibility Center

- This is where the Eligibility Center starts with the initial-eligibility waiver process:
  - Common follow-up questions are listed here.
  - Prospective student-athlete specific questions will be added to each case based on the prospective student-athlete's individual academic history.
- Answering these questions and gathering the supporting documentation for those answers is the first step toward a smooth and efficient waiver process.

NCAA Division I Reclassification

As per the NCAA Division I Academics/Eligibility/Compliance Cabinet directive, waivers involving grade reclassification that shall be favorably considered include:

- Clear and strong nexus between post-eighth semester enrollment and a prospective student-athlete's unique circumstance in the areas of:
  - Family.
  - Health.
  - Financial.
  - Circumstances outside the prospective student-athlete's control.

NCAA Division I Reclassification

- Examples of unique circumstances outlined in the directive:
  - Illness or injury to the prospective student-athlete or immediate family member.
  - Significant geographical movement.
  - Natural disaster.
- What if a prospective student-athlete's reclassification does not fit in the Cabinet's directive?
  - Proceed cautiously.

International Initial-Eligibility Waiver

- Has the secondary school provided course descriptions?
- Has the secondary school provided the specific school program with curriculum and other supporting documentation?
- Has the secondary school provided an explanation of the circumstances?
  - Obtain a copy of the secondary school policy.
  - Obtain the secondary school educational program.
- The extraordinary circumstances may entail additional information.

Core-Course Grade-Point Average Initial-Eligibility Waiver

- Has the high school provided information to support circumstances?
- Has your institution done a preliminary evaluation?
- Has the high school changed its grading scale?
- The extraordinary circumstances may entail additional information.

Test Score Initial-Eligibility Waiver

- Have all official test scores been sent to the Eligibility Center?
  - Code 9999 sends scores from the testing agency to the Eligibility Center.
- Has the prospective student-athlete received any correspondence from the testing agency?
  - Test score letter indicating the score is under review.
  - The testing agency will only communicate with the student while the score is under review. Score recipients are notified only if the score is cancelled.
- Gather all information related to score review, affirmation of validity or cancellation.

Transcript Change Initial-Eligibility Waiver

- Request the high school's or district's policy for transcript changes.
- Determine whether the policy was followed.
  - Who is permitted to make changes?
  - Is approval by principal or superintendent required?
  - Is there a time limitation for retroactive transcript changes?
- The extraordinary circumstances may entail additional information.

Proof of Graduation Initial-Eligibility Waiver

- Did the prospective student-athlete meet high school graduation requirements?
- Did the prospective student-athlete meet the state's graduation requirements (i.e., state exit/proficiency exam)?
- What is the high school's policy for meeting graduation requirements?
- What is the high school's district policy on graduation requirements?
- The extraordinary circumstances may entail additional information.

What Drives Initial-Eligibility Waiver Results?

Building your case with supporting documentation is key to make your best case and to ensure the process is efficient/expedient.

How do you do that?

Consult with:

- Prospective student-athlete in gathering all facts and any supporting documentation the prospective student-athlete has or can provide.
- Coach in the background of the prospective student-athlete and any additional information they have.
- Parents/guardians/family members/high school personnel that can provide information of the circumstances.
- Others possibly include faculty athletics representative, athletics director, senior woman administrator, institution's coaches for the merits of the initial-eligibility waiver.

Supporting Documentation

Supporting documentation drives waiver results.

- Specific circumstances that connect the mitigation to the deficiency, including documentation and/or statements to support circumstances and/or institution's assertions.
- A statement from the prospective student-athlete that specifically identifies why he or she did not meet the initial-eligibility requirements.
- If a waiver indicates misadvisement, the institution will need to have supporting documentation that not only indicates misadvisement but documentation that supports the mitigation.

Minimum Threshold

Be mindful of minimum threshold standards.

- If a prospective student-athlete's academic credentials are beyond minimum threshold, significant or extraordinary mitigation must exist and be documented
  for staff to even consider a review of the waiver.

Increase from 14 to 16 required core courses in fall 2008.

- Core-course deficiencies due to this change will automatically result in a significant increase in waiver applications to the Eligibility Center.

- There is more need now than ever for each institution to submit only initial-eligibility waiver applications that provide mitigation and meet the standards set forth in the initial-eligibility waiver application outline of what is or is not a good waiver.

Timely Initial-Eligibility Waiver Submissions

File as soon as the prospective student-athlete is deemed a nonqualifier.

- If, after completing your own internal review, you determine that the prospective student-athlete will need an initial-eligibility waiver, gather the needed information during the recruiting process before a final “No” is certified by the Eligibility Center.
- If you collect information along the way, this will enable your institution to submit a complete waiver as soon as possible.
- Filing as soon as possible after the final nonqualifier declaration will help ensure the waiver is reviewed and decided in advance of key deadlines, including admission, financial aid and/or competition.

Best Practices

Submitting a complete waiver application can be a difference maker.

- Ensure your institution stands behind the merits of the waiver.
  - Institutions should not file waivers they do not believe merit relief of the initial-eligibility requirements.
  - Institutions should not file waivers for which they cannot provide documentation that supports the merits of the waiver.

- Before submitting the waiver, have another person review it with a fresh set of eyes to ensure the application is completely filled out and assertions and supporting documentation collectively “make sense.”

72-Hour Memo

What is it?

- Notification to the institution that the initial-eligibility waiver application has been received by the Eligibility Center is provided within three business days.

72-Hour Memo Reminders

72-Hour Memo Practice:

- 72-hour memo will not release a prospective student-athlete for practice purposes until ALL documentation supporting the institution's assertions has been received.
- This aids the Eligibility Center in prioritization of cases while working to meet institutional deadlines (e.g., practice, financial aid, admissions, competition).
- Best Practice: Review the initial-eligibility waiver application to make sure all assertions (prospective student-athlete statement, parent statement, etc.) are documented and supported.

72-Hour Memo Reminders

The text of the 72-Hour memo will differ depending on whether or not the initial-eligibility waiver application was complete when submitted.

Complete Initial-Eligibility Waiver:	Incomplete Initial-Eligibility Waiver:
• Confirms the receipt of initial-eligibility waiver. • Informs the institution the initial-eligibility waiver is complete. • Informs the institution that the prospective student-athlete is permitted to practice during the initial-eligibility waiver process.	• Confirms the receipt of initial-eligibility waiver. • Informs the institution the initial-eligibility waiver is not complete. • Informs the institution that the prospective student-athlete is not permitted to practice until all necessary information is provided. • Information needed will be specifically outlined.

Thank you!

Prospective Student-Athlete Review Update – June 2008

Overview

- Reminders.
- Prospective Student-Athlete Review: What Now?

General Reminders

Prospective student-athlete review is part of the certification process.

- All information must be received for a prospective student-athlete's certification.
  - Official high school transcript with graduation date.
  - Official test score(s).
  - Payment received.
  - Amateurism questionnaire and final amateurism certification requested.

- Certification process begins and is completed unless irregularities are discovered.
- Once irregularities are discovered, prospective student-athlete review will begin on prospective student-athlete's academic record.
  - N03 code placed on Web status report indicating record is under review.

Member Institution Collaboration

NCAA Eligibility Center staff will work directly with the member institution.

- Eligibility Center staff will send a list of required documents to the member institution in order to gather the necessary information.
- Institutions will work with outside sources to gather the information requested by the Eligibility Center:
  - PSA statement (signed).
  - Parent/guardian statement.
  - High school, testing agency, etc.

List of Required Documents

Attempt to provide all information requested in the list of required documents to Eligibility Center staff for review.

- Institution should review all documentation and ensure that all questions have been addressed before forwarding to the Eligibility Center.
- Indicate possible delays in gathering certain or specific information and when that information may be provided.
- Provide statement signed by the prospective student-athlete. Provide statements with detailed explanation from parents/guardians or others involved in any aspect of the prospective student-athlete's high school or prep-school enrollment.
- Please provide any other details that explain the prospective student-athlete's enrollment choices for secondary school.
- If the requested documentation is not available, provide other supporting and contemporaneous documentation (e.g., letters from teachers/tutors, progress reports and grade books in the absence of coursework).

More Details from the Eligibility Center

- This is where the Eligibility Center starts with the prospective student-athlete review process:
  - Common follow-up questions are listed here.
  - Prospective student-athlete specific questions will be added to each case based on the prospective student-athlete's individual academic history.
- Answering these questions and gathering the supporting documentation for those answers is the first step toward a smooth and efficient review.

Sample Questions ~ Matriculation Pattern

Suggestions of helpful documents:

- School policy as outlined in handbook.
- Curriculum program design as outlined in handbook.
- Guidance counselor advice / what is typical for students in general.

Prospective student-athlete graduated from a high school where no coursework was taken:

- What is the graduating high school's policy on this issue?
- Why did the prospective student-athlete attend another educational program/school and not graduate?
- Provide the graduation requirements and high school courses the graduating high school accepted for graduation.

Sample Questions ~ Matriculation Pattern

In their senior year, the prospective student-athlete transferred to a new high school or attended multiple high schools:

- Why did the prospective student-athlete transfer to a new high school in senior year?
- Who was involved in the decision-making process?
- Was the prospective student-athlete on track to graduate from the old high school from which the prospective student-athlete transferred?
- Will the prospective student-athlete graduate at the end of eight semesters (i.e., with his or her class)?

Prospective student-athlete left late in the senior year without graduating and subsequently enrolled in a different high school:

- Why did the prospective student-athlete leave during the senior year without graduating?
- Who assisted the prospective student-athlete in making the decision?
- Was the prospective student-athlete on track to graduate from the original high school attended?
- Will the prospective student-athlete graduate in eight semesters (i.e., with his/her class)?

Sample Questions ~ Matriculation Pattern

Attendance at a high school not cleared by the Eligibility Center:

- If the prospective student-athlete was enrolled at a high school before a decision was made on a school as "not cleared," the courses will be reviewed on a case-by-case analysis.
- If the prospective student-athlete enrolled at a high school considered "not cleared" after that decision was rendered, coursework from that school will not be used in the final certification.
- Provide enrollment history of prospective student-athlete including entry and withdrawal dates (to include month, day and year).
- Who advised the PSA to attend the school?

Attendance at a high school under review by the Eligibility Center:

- The courses will be reviewed on a case by case analysis.
- Provide enrollment history of PSA including entry and withdrawal dates (to include month, day and year).
- Gather and provide syllabi, class schedules, copies of coursework completed.
- Who advised the PSA to attend the school?

Sample Questions ~ Course Acquisition

Prospective student-athlete was enrolled in sequential courses in a single academic year or term:

- Who advised the prospective student-athlete to register in the specific courses taken?
- Provide school policy that explains enrollment in concurrent / sequential coursework.
- What is the high school's class schedule used for all students (e.g., semester, block)?
- What was the prospective student-athlete's daily schedule (class time, travel, practice, job, home responsibilities, etc.)?

Courses taken out of sequence:

- Who advised the prospective student-athlete to register in the specific courses taken?
- Provide coursework and grade books.

Sample Questions ~ Course Acquisition

Number of core courses taken in grade 12 is disproportionate to what was taken before grade 12:

- Who advised the prospective student-athlete to register in the specific courses taken?
- Explain the increase in the number of courses taken during grades nine, 10 and 11 relative to the number of courses taken in grade 12.

Prospective student-athlete completes course(s) in a short timeframe:

- What type of educational program was the prospective student-athlete enrolled?
- What is the program's recommended policy for the completion of courses?
- Explain the abbreviated timeframe for course completion.
- Explain how coursework was completed.

Sample Questions ~ Course Acquisition

Repeat Courses:

- Provide high school's written policy on repeating courses.
- Did the prospective student-athlete attend another educational program/school to complete the repeat courses?
- Did the repeat course(s) count toward high school graduation?
- Did the prospective student-athlete repeat the entire curriculum or specific portions (e.g., failed exams, senior paper)?
- Provide course curriculum and materials for original and repeated course(s).
- Who advised the prospective student-athlete to repeat courses? Does that person's job responsibility entail advising students regarding course selection?

Sample Questions ~ Course Acquisition

Nontraditional coursework (online, correspondence, independent study):

- What is the graduating high school's policy on nontraditional coursework?
- Why did the prospective student-athlete attend another educational program/school to complete the course(s)?
- Who advised the prospective student-athlete to complete a nontraditional course? Does that person's job responsibility entail advising students to meet graduation or NCAA initial-eligibility requirements?
- Is the nontraditional program connected to the high school or school district? If so, how?
- What are the quality control measurements in place for the nontraditional course?

Sample Questions ~ Test Score Increase

Significant increase in test score:

- Did your admissions office review the test scores and have concerns?
- Has the prospective student-athlete received any correspondence from the testing agency?
- Are prospective student-athletes required to report such communication to athletics department personnel?
- Does your institution or conference have a policy regarding test-score irregularities? If so, provide copy of policy.
- Contact the testing agency directly for questions regarding review.

Sample Questions ~ Grade-Point Average Increase

Significant increase in grade-point average (GPA) from preliminary evaluation to final evaluation:

- When did the GPA increase occur (e.g., after transferring schools, after completing nontraditional courses)?
- Did the prospective student-athlete receive tutoring or other academic assistance?
- Explain the increase in the GPA relative to the GPA at previous schools/during previous semesters.
- Explain how the coursework was completed for the courses associated with the increased GPA.
- Explain how learning outcomes were assessed and provide examples of assessment.
- Obtain letters from teachers, tutors or other individuals personally familiar with the prospective student-athlete's academic performance during the relevant time periods.

Thank you!

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, July 24, 2008 1:20 PM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: Requesting Probation
Attach: TEXT.htm; end of ss2.xls

>>> "Cynthia Demetriou" <cyndem@email.unc.edu> 7/24/2008 1:00 PM >>>

Hello,

As Summer Session 2 draws to a close, I thought you might find the following information helpful.

Below, please find the email I sent to today to all 1st Year Students/rising Sophomores that were Ineligibility Pending during Summer Session 2. If these students do not return to Good by the beginning of next week, they may apply for Probation or Continued Probation.

In the case that you may work with some of these students, I thought it would be helpful for you to read the email the students will be receiving about how to apply for Probation or Continued Probation. Attached is a document with the names and PIDs of each of these students. Please do not hesitate to contact me should you have any questions.

Thank you,
Cynthia

Dear ,

Your academic standing during the 2008 2nd Summer Session was Ineligibility Pending.
Please check your current academic standing through Student Central.

If you are not in Good Academic Standing by the beginning of next week, you may want to consider applying for a semester of Academic Probation.

If you were on probation during the Spring 2008 semester, you will have to request a semester of Continued Probation.

If your academic standing is Ineligible at the start of the fall semester, you will not be allowed to take courses on campus during the fall term.

Please note: all requests for probation are due by 9 a.m. on August 1st.

I have cut and pasted information below on Probation and Continued Probation from www.studentsuccess.unc.edu
(http://www.studentsuccess.unc.edu/). Please read it carefully.

Best,

Cynthia Demetriou
Retention Coordinator

If you did not qualify for a semester of probation but you would like to request a semester of probation you must put your request in writing. The request must contain a compelling explanation for your poor academic performance in the preceding semester as well as an explanation of why you believe you should be granted a probationary semester. This request may be accompanied by supporting

documentation if appropriate (such as a doctor□s note, official and/or financial records). It should also identify your plan of action for the upcoming semester in the case you are granted a semester of probation. To request a semester of probation the student must send a letter and supporting documents to:
The Academic Advising Programs
Appeals Committee of the Administrative Board
The University of North Carolina at Chapel Hill
CB# 3110, Steele Building
Chapel Hill, NC 27599-3110
by 9 a.m. on August 1st. The Appeals Committee of the Administrative Board will approve or deny requests. Their action is final.
A student whose request for probation has been approved is granted probation for one semester only. The probationary status is valid only in the specific semester for which it is granted. If a student withdraws from or does not enroll in that semester and wishes at a later time to be granted probation for a subsequent semester, the student will have to re-petition the appeals committee.
Continued Probation
In the rarest of cases, a student who has already completed a semester on probation but did not return to Good Academic Standing, may be granted one semester of Continued Probation by the Appeals Committee of the Administrative Board. This will occur only when a student successfully presents a compelling explanation of medical, psychological, financial or personal difficulties that prevented him/her from returning to good academic standing.

This request may be accompanied by supporting documentation if appropriate (such as a supporting recommendation from the University's Campus Health Services, Counseling and Wellness Services, or private physician or therapist).
Students requesting Continued Probation should have done everything requested of students on Probation during their probationary semester:
completing the self-assessment,
completing the online Student Success Seminar,
completing the Probation Contract,
completing the End of Semester Assessment,
meeting with their academic advisors
and
utilizing university resources such as the Learning Center.
Whether or not a student completed these steps and/or took additional measures to resolve their probationary status such as participating in Bounce Back, will be taken into consideration when determining whether or not to grant Continued Probation.
Students will not be granted Continued Probation if they cannot return to good academic standing in one semester or if the student□s academic performance is getting worse rather than better.
To request a semester of Continued Probation the student must send a letter and supporting documents to:
The Academic Advising Programs
Appeals Committee of the Administrative Board
The University of North Carolina at Chapel Hill
CB# 3110, Steele Building
Chapel Hill, NC 27599-3110
by 9 a.m. on August 1st. The Appeals Committee of the Administrative Board will approve or deny requests. Their action is final.
All students on Continued Probation will be required to meet with the Retention Coordinator and complete an individualized performance contract.□

Cynthia Demetriou
Retention Coordinator
Office of Undergraduate Education
UNC Chapel Hill
303 Coates Building, CB# 3504
(919) 843-5015

www.studentsuccess.unc.edu

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, December 22, 2008 11:11 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Welborn, Spencer B. <welborn@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Fwd: Academic Eligibility Update
Attach: TEXT.htm; Student Athletes 12 19 08.xls

>>> "Cynthia Demetriou" <cyndem@email.unc.edu> 12/19/2008 12:27 PM >>>

Hi, Robert.

The attached file contains all First-Year and Sophomore student-athletes.

You will find that 28 are on Academic Probation and 8 are Ineligible as of today, December 19th.

Please do not hesitate to contact me should you have any questions.

Happy Holidays!

Best,
Cynthia

Cynthia Demetriou
Retention Coordinator
Office of Undergraduate Education
UNC Chapel Hill
3007 Steele Building, CB# 3504
(919) 843-5015

www.studentsuccess.unc.edu

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, April 3, 2009 9:50 AM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: ACC Directors Of Academic Support
Attach: TEXT.htm; NCAA FLAG One Page Summary Spr 2009.docx; ACC Directors of Academics-Supp. 6.pdf; Academic Memo-2009.doc; April 2009 Academic Itinerary.doc; Directions to ACC.doc; Directions to Grandover.doc; April 2009 Agenda.doc; Academic Oct. 2008 Call MinutesSUPP. 1.doc; NCAA Academic Updates - ACC April 2009.pdf; NCAA F.L.A.G Presentation.ppt

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>>> "Wood, Eric" <ewood@theacc.org> 4/2/2009 6:48 PM >>>

ACC Directors of Academic Support,

I hope you are having a great week. Attached you will find the following;

- Memo sent to you February 19, 2009 regarding our meeting Monday & Tuesday April 6-7, 2009
- An updated itinerary adding Mr. Steve McDonnell as our F.L.A.G presenter, as well as the option to watch the NCAA National Championship Game on the Big Screen at the ACC office
- Directions to the ACC Office if you will be arriving just in time for the meeting-DO NOT USE YOUR NAVIGATION UNITS OR MAPQUEST YOU WILL GET LOST!
- Directions to the Grandover Resort if you wish to check-in prior to the meeting
- April 2009 Meeting Agenda
- Minutes from the October 2008 conference call for your review
- UPDATED NCAA Webinar Academic Updates Presentation Material for Monday
- UPDATED NCAA FLAG Presentation For Tuesday Morning Please make plans to stay for Day 2
- NCAA FLAG One page Summary
- Supplement 6 Article on Academic Majors of Upperclassman Football Players in the ACC. All other meeting materials will be provided in an ACC folder so you do not have to print

PLEASE DON T FORGET TO MAKE YOUR HOTEL ROOM RESERVATIONS ASAP(SEE MEMO).

I m looking forward to seeing everyone and to having another productive meeting. Ms. Teresa Evans-Hunter, Executive Director for N4A, will be joining us for day 2 of the meeting. My office number is 336-854-8787 ext. 233 and my work cell is 336-207-6409 if you have any questions. Have a great weekend!

Eric A. Wood
Director of Student-Athlete Programs & Compliance
The Atlantic Coast Conference
4512 Weybridge Lane
Greensboro, NC 27407
tel. 336.854.8787
fax 336.369.0065
http://www.theacc.com/saac/

FACILITATING LEARNING AND ACHIEVING GRADUATION (FLAG)

FLAG is a system that assesses and recommends support for each student-athlete, regardless of his or her level of risk. This program will facilitate the success of all student-athletes, and has been designed to help institutions optimize their respective campus environments to leverage opportunities for graduation success. In so doing, FLAG will provide tools for institutions to increase the efficiency of their current services--including academic support and life-skills programs--and to make informed decisions regarding recruiting, admissions and program resources (e.g., staffing and budget).

DEFINING "RISK"

"Risk" includes all the factors that can reduce a student-athlete's chances of graduating from the institution, not just academic-risk factors. For purposes of this system, every student is assumed to have some degree of risk of not graduating until the time that he or she actually completes all requirements for a degree. As a result, throughout their collegiate careers student-athletes are on a risk continuum determined by factors that often fall into three main categories:

a. Factors inherent to the student-athlete when he or she enters a member institution (e.g., academic preparation, two- or four-year transfer status, academic motivation and effort, socioeconomic status, first-generation college student);

b. Factors presented by the student-athlete's institution, program or sports team (e.g., sport time demands, level of academic support programming); and

c. Factors that arise during a student-athlete's collegiate career (e.g., academic ineligibility, personal issues, actual or perceived opportunities to pursue a professional sports career, coaching change, exhaustion of athletics eligibility).

Consistent with this approach, a student-athlete's individual risk level may fluctuate from low risk to high risk due to the development or resolution of various risk factors. The working group acknowledges the paradigm shift presented within its work, as "at risk" often is used to categorize a group of students who are academically underprepared at the point of entry into the collegiate environment. However, research regarding student-athlete graduation success indicates that other nonacademic factors, some of which develop after the student-athlete has enrolled in college, present significant threats to a student-athlete's likelihood of persistence to graduation.

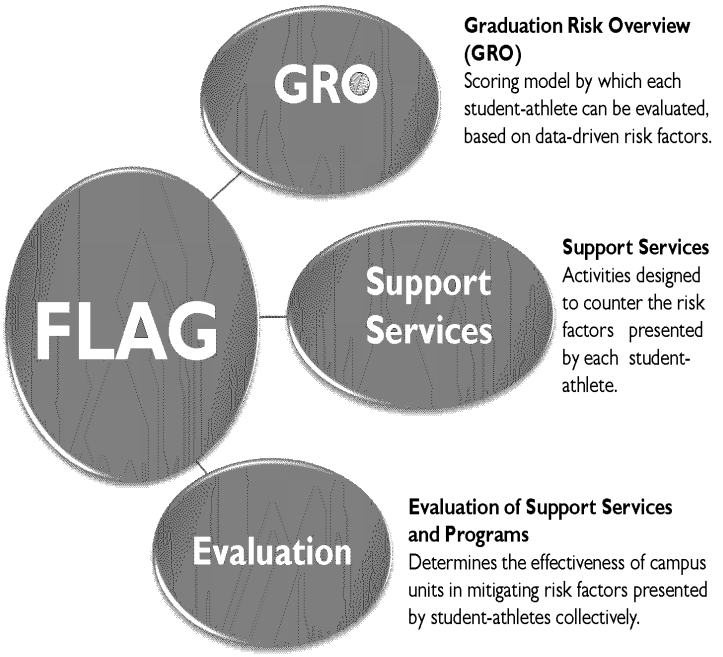

Academic Risk for Student-Athletes at Entry

Category	Weight	Variable(s)/Criteria
Academic	+2	(HS student) HS core GPA < 2.6 ***or*** ACT/SAT < 820 ***or*** Core units < 16 ***or*** Academic nonqualifier ***or*** Number of HS > 2 ***or*** Educational disability diagnosed ***or*** Other locally identified criteria. (Transfer) Transfer GPA < 2.6 (for 2-4 or 4-4 transfers)
Role of Academics	+1	Identifies strongly as an athlete, not as a student.
	+2	Academic effort lacking (historical or contemporary).
Transfer	+1	Transferred into current institution (2-4 or 4-4).
Personal History	+1	First-generation college student ***or*** Student has low financial resources ***or*** Student is homesick ***or*** Other locally identified criteria.
	+1	Personal, health, injury, family, mental health or substance abuse issue(s).
Sport	+1	Student-athlete in high-profile sport at the institution ***or*** High-profile (e.g., Olympic caliber) student-athlete.
	+1	Team environment does not prioritize academics ***or*** Coach in first year.
Total		0-1 = low risk; 2-3 = moderate risk; 4+ = high risk

Academic Risk for Student-Athletes Post-Entry

Category	Weight	Variable(s)/Criteria
Academic	+4 or +2	(+4) Current cumulative GPA < 2.0 ***or*** Current term GPA < 2.0 ***or*** Academically ineligible within the past year (+2) Current cumulative GPA < 2.6 ***or*** Current term GPA < 2.6 ***or*** Education disability diagnosed ***or*** Other locally identifiable academic criteria.
Role of Academics	+1	Identifies strongly as an athlete, not as a student ***or*** Professional sports opportunity presents.
	+2	Academic effort lacking (historical or contemporary).
	+1	Negative attitude toward major.
Transfer	+1	Transferred into current institution (2-4 or 4-4).
Personal History	+1	First-generation college student ***or*** Student has low financial resources ***or*** Student is homesick ***or*** Other locally identified criteria.
	+1	Personal, health, injury, personal, family, mental health or substance abuse issue(s).
Sport	+1	Student-athlete in high-profile sport at the institution ***or*** High-profile (e.g., Olympic caliber) student-athlete.
	+2	No athletic eligibility remaining.
	+1	Team environment does not prioritize academics ***or***

The National Collegiate Athletic Association
March 30, 2009 JLC:alg

		Coaching change occurred ***or*** Student-athlete dissatisfied with athletics experience.
Total		0-2 = low risk; 3-4 = moderate risk; 5+ = high risk

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Journal of Issues in Intercollegiate Athletics

Academic Majors of Upperclassmen Football Players in the Atlantic Coast Conference: An Analysis of Academic Clustering Comparing White and Minority Players

Jeffrey J. Fountain
Nova Southeastern University

Peter S. Finley
Nova Southeastern University

Studies on graduation rates of college athletes have typically utilized subdivisions based on race, gender, and sport to allow for more transparent scrutiny of potential problem areas. However, subdivision by race has not been utilized when examining clustering of football players into academic majors. Clustering occurs when 25% or more of an athletic team shares a single academic major (Case, Greer, & Brown, 1987). Football media guides from Atlantic Coast Conference (ACC) schools were utilized to determine the academic majors of upperclassmen to explore whether race could be a factor in academic clustering. The results showed that Minority players were clustered into specific academic programs at greater rates than their White counterparts. While academic clustering occurred for both White and Minority players, the clustering of Minority players involved greater numbers of players enrolled in clustered majors, as well as the existence of a second clustered major at several schools. At six of the schools in the study, 75% or more of the Minority players were enrolled into just two academic majors.

The academic performance of college athletes, most notably in revenue-generating sports, continues to receive considerable attention from both the academic community and the media. The research focus of the academic community has included comparisons between athletes and the general student body in regard to graduation rates, academic performance, academic support services, academic entrance requirements, and academic motivation (Carodine, Almond, & Gratto, 2002; Gaston-Gayles, 2004; Maloney & McCormick, 1993; Purdy, Eitzen, & Hufnagel, 1982). The primary focus of the media has revolved around the reporting of unusual and/or unethical behavior by coaches, players, alumni, athletic department employees, university administrators and faculty members as it pertains to the academic performance of athletes (Finley, Finley, & Fountain, 2008; Lederman, 2003; Suggs, 2003).

Academic Reform

The NCAA also created the Graduation Success Rate (GSR) to better reflect the percent of athletes who do earn a college degree. This measure increases the overall Division I athlete graduation rate up to 77% (from the 63% based on traditional means of measurement) for the 1999-2000 freshman class, once athletes who transfer schools are accounted for (NCAA, 2007b). However, the GSR for Division I-A (Football Bowl Subdivision) showed a marked gap between White and African-American players (64% GSR and 50% GSR, respectively) (The Institute for Diversity and Ethics in Sport, 2007). Unfortunately there is no GSR score for the general student body to compare against the GSR for athletes.

In April of 2004 the NCAA Division I Board of Directors adopted the Academic Reform Package. The goals of the reform package, according to Myles Brand, were to "...improve the academic progress, retention, and graduation rates of student-athletes..." (NCAA, 2004, p. 1). The Academic Progress Rate (APR) was created to measure the academic progress of each athletic team. Teams that fall below the NCAA acceptable APR (925 out of 1000 possible points) risk losing scholarships (NCAA, 2007c). The metric encompasses maintaining eligibility and staying enrolled in the short run, as well as graduating players over time.

Basketball coaches' opinions of the new academic reform revealed some of the top coaches in the country did not immediately embrace the APR (Prisbell, 2005). Roy Williams of the University of North Carolina said, "I am not going to care about the APR at all. The fact of a guy leaving early for the NBA, that may be what I think about, but the APR is not what I will be thinking about" (p. E1). Syracuse University's coach Jim Boeheim said, "The better players you recruit, the lower your APR is going to be" and "the scholarship reduction might be worth it if you end up winning the national championship" (p. E1). Boeheim also said, "I can have a 1000 APR every year, I can graduate every guy. I won't be coaching here very long. You're not going to win" (p. E1). Bob Huggins was concerned about disciplinary action because throwing a player off the team for violating rules would lower a team's APR score.

While the goal of the APR, to increase graduation rates of athlete, is admirable, the means utilized by schools to avoid loss of scholarship could prove to be dubious. Pressure on coaches, and subsequently on academic advisors and professors, to find new and creative ways for players to stay eligible and ultimately to graduate is not a new issue (Renick, 1974), but, among academicians, there is concern that the APR will drive such practices to new extremes (Capriccioso, 2006; Finley & Fountain, 2007). Given that coaches certainly do not want to face scholarship reductions due to a low APR, they will be faced with several options for maintaining, or increasing graduation rates. First, they can recruit athletes who are truly and completely prepared for the academic rigors of the university. Second, they can increase expectations of players and provide academic services for the players of marginal academic pedigree. Third, they can recruit athletes of marginal academic ability and seek easier majors, courses, and professors to ensure a reasonable graduation rate. Exercising the third option could lead to an increase in academic clustering of athletes. Academic clustering (loading athletes into a few majors which might be "athlete friendly") is not a new phenomenon but is one that might become more prevalent in the face of the APR and the threat of lost scholarships. Indiana Professor Murray Sperber, a former chair of *The Drake Group*, believes "you will see a kind of movement toward more Mickey Mouse courses" when addressing the issue of eligibility of athletes (Prisbell, 2005, p. E1). Sperber is not alone in this belief. Richard Southall, director of the *College Sport*

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one academic major. The authors examined media guides from 130 randomly selected NCAA Division I basketball teams (77 men's teams, 53 women's teams). Results showed men's teams clustered players more often than women's teams. In addition, African-American players comprised over half the team roster on 71% of the teams exhibiting clustering.

While athletes in football and men's basketball are often steered into academic programs (Knobler, 2007), this is apparently seen as little more than the cost of doing business by the NCAA. In response to a survey that found nearly one-third of football and basketball players at the Division I level were prevented from pursuing the major they really wanted, NCAA President Myles Brand responded, "You have to be somewhat directed. Everyone doesn't get in this world to do everything they want to" (Knobler, 2007, 1A). While journalistic attention has been paid to the issue of academic clustering among football players, it has treated the players as one group. To date, no attempt was found that determined whether academic clustering is more prevalent among football players when divided into White and Minority subgroups.

The overarching purpose of this investigation was to examine academic clustering and race and to determine whether it merits entrée into discussions that traditionally centered on graduation rates, academic fraud, and academic support. The following researcher questions were considered: 1) Does academic clustering occur among ACC football players? 2) Is there a difference in prevalence of clustering when considering White and Minority subgroups? 3) Are there multiple majors at these schools that exceed the threshold to be considered clustered?

Method

Participants

The ACC was utilized as the population for this study. Following the 2006 season, it was decided to analyze a Bowl Championship Series (BCS) conference that had an average football performance, and preferred to examine a twelve-team conference to increase the size of the population under examination. The ACC was considered to best represent an average BCS conference, in terms of football performance in 2006. The ACC was ranked fourth of the six BCS conferences, according to Sagarin rankings (Sagarin, 2007) and was the in the middle of the three conferences with 12 teams (The Southeastern Conference was the highest rated conference and the Big Twelve was sixth). Data from 11 of the 12 ACC schools was available.

The data set contained 394 football players from 11 of the 12 ACC schools. The sample had 41.4% of players identified as White and 58.6% identified as Minority. The percentages of Whites and Minorities was nearly identical to published percentages of White and Minority football players at the Division I level (the 1999-2000 freshman class had 42% White players and 58% Minorities) (NCAA, 2007a). The number of upperclassmen per team with published majors at a particular university ranged from 28 to 44 players, with a mean of 35.8.

Procedure

As in prior research (Case et al., 1987), a survey study was conducted via analysis of media guides from the 2006 season to determine the published academic major of athletes. The operational definition of clustering as proposed by Case et al. was utilized: Clustering occurs when 25% of a team was identified as having the same major.

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Table 1-*Highest Concentration of Upperclassmen Majors*

School	N	(n) and %	Major
University 1	33	(24) 73%*	Business Management
University 2	28	(13) 46%*	Social Science
University 3	38	(17) 45%*	Liberal Arts
University 4	44	(17) 39%*	Apparel, Housing and Resource Mgt.
University 5	31	(11) 36%*	Sport Management
University 6	36	(12) 33%*	Sociology
University 7	43	(13) 30%*	Communications
University 8	41	(12) 29%*	Arts & Science
University 9	36	(10) 28%*	Criminology
University 10	36	(10) 28%*	Sociology
University 11	28	(7) 25%*	Sport Administration

* Meets or exceeds the 25% cutoff for academic clustering as defined by Case et al. (1987). N = total number of football players with a listed major in the media guide. (n) = the number of players in that specific major, followed by the percent of the total players.

Research Question 2: Is there a difference in prevalence of clustering when considering White and Minority subgroups?

Nearly every school in the study had Minority football players clustering into a single major at a higher percentage than their White counterparts (See Table 2). The pattern of Minorities clustering more densely into a single program held true at nine of the schools. Four teams had 62% or more of its Minority upperclassmen clustered into a single major. Only in one case was the percentage of White players in one major as high (69%).

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titles. Further, the athletes had to be treated as one population to allow for sufficient numbers of expected values to make the use of chi-square appropriate. These broad academic areas consisted of: 1) Social and Political Sciences, 2) Liberal Arts, 3) Health, Exercise Science, and Recreation, 4) Engineering and Construction, 5) Education, 6) Sport Management/Administration, 7) Business, 8) Science, Math, and Technology, and 9) General Studies.

Table 3-*Cross-tabulation of race and area of study*

	Count/Expected	Minority	White	Total
Social/Political Science	Count	96	51	147
	Expected	86.2	60.8	147
Liberal Arts	Count	14	12	26
	Expected	15.2	10.8	26
Health/Exercise/Recreation	Count	13	16	29
	Expected	17	12	29
Engineering/Construction	Count	4	8	12
	Expected	7	5	12
Education	Count	5	6	11
	Expected	6.4	4.6	11
Sport Management/Admin	Count	16	6	22
	Expected	12.9	9.1	22
Business	Count	30	43	73
	Expected	42.8	30.2	73
Science/Math/Technology	Count	7	7	14
	Expected	8.2	5.8	14
General Studies	Count	46	14	60
	Expected	35.2	24.8	60
Total	Count	231	163	394
	Expected	231	163	394

Pearson Chi-Square Value = 28.710 *df*= 8 Asymp. Sig. (2-sided) = .000
2 cells (11.1%) have expected count less than 5. The minimum expected count is 4.55

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One common explanation for academic clustering has been the players gravitate to majors that allow flexibility in scheduling, allowing more electives, and offering a wide variety of class times (Capriccioso, 2006; Finley & Fountain, 2007). However, if flexibility of scheduling were the driving force behind academic clustering, a large percent of players, both White and minorities would select the same majors as opposed to the significant divisions between White and Minority players. In only three universities in this study was the clustered program the same for White and Minority players. It should be noted that at one university, where Business Management is the major of preference for a tremendous number of both White and Minority players in this study, there was an alarming disparity in the GSR between White (81%) and African-American (34%) players according to The Institute for Diversity and Ethics in Sport (2007).

The NCAA over the years has attempted to address academic issues by adopting certain academic criteria like Proposition 16 and requiring academic reports to track academic progress and graduation using the GSR and the Academic Progress Rate (APR). Nevertheless, the NCAA may be oblivious to the larger issues of academic integrity and fairness as it pertains to the treatment of student-athletes and especially Minority student-athletes in revenue generating sports. Factoring in the significant financial resources schools allocate for academic support for athletes as well as the presence of clustering the athletes into a few majors (including into General Studies majors) the graduation rates of football players, especially African-American players at some schools is appalling and should be viewed as the greatest academic crises facing college football. It is not surprising that some view college football as little more than a "neo-plantation" that creates high-paying jobs for coaches and athletic directors, while players are sometimes treated like raw materials, used up and discarded, with no better than a coin-flip's chance of earning a degree. One must also determine if a degree in "General Studies" has value.

The NCAA needs to exert more control over academic integrity and fairness. Future NCAA legislation should focus on legitimacy of academic programs at each institution, especially if clustering is present. Having a system in place that only analyzes the most basic academic information (graduation rate, academic standing during current and previous terms, and progressing toward any degree) does not allow for any analysis of the quality of education received. For example, a system that allows a Division I football program to graduate only 49% (the average) of its Minority players but does not review what majors the degrees were in or the quality of the degree is creating a path of least resistance and nobody should feign surprise when the institutions exploit that very path.

This study did not seek to determine how players selected majors, which has been attributed to cultural or sociological interest, scheduling, advising, and pressure from coaches (Capriccioso, 2006; Finley & Fountain, 2007; Finley et al., 2008). Further research should be performed to make definitive statements about how players come to be enrolled in a major. Other athletic conferences and other sports may be analyzed to determine if clustering in other conferences and sports occurs. A longitudinal study also needs to be conducted to determine if new APR rules and punishments increase the likelihood of clustering at schools over time. Finally, this research should be replicated on a broader scale to determine whether the clustering that is evident at the ACC schools is also present among the Bowl Championship Series schools in general, particularly as the pressures regarding the potential loss of scholarships due to the APR become more pronounced.

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ATLANTIC COAST CONFERENCE

OFFICE OF THE COMMISSIONER

MEMORANDUM

TO: ACC Directors of Academic Support

FROM: Eric A. Wood, Director of Student-Athlete Programs & Compliance

DATE: February 19, 2009

SUBJECT: 2009 ACC Directors of Academic Support In-Person Meeting

The spring meeting of the ACC Directors of Academic Support will be held April 6-7, 2009 in the Conference Office Board Room in Greensboro, NC. A boxed lunch of your choice will be served at noon and the meeting will begin promptly at 1:00 p.m. on Monday, concluding no later than 11:30 am on Tuesday. A group dinner has been arranged for Monday evening as well as breakfast in the hotel restaurant Tuesday morning.

As in the past the ACC will provide expenses (transportation, lodging and meals) for one academic advisor to attend the meeting; however, we are requesting that all attendees pay their own expenses (including hotel) up front and the ACC will reimburse the appropriate staff person upon receipt of your expense form. One other full-time academic staff member may attend the meeting at the institutions expense. This year, some of the hot topics will include a discussion on the Facilitating Learning and Achieving Graduation (F.L.A.G) presentation by The Working Group to Examine Issues Related to Academic Risk, as well as a progress report on the Football Academic Working group and an update on the Basketball Academic Enhancement Group. I am working on setting up a video conference with an NCAA staff member in Academic Affairs to facilitate our F.L.A.G discussion. A block of rooms has been reserved at the Grandover Resort and reservations may be made by contacting the hotel at 1-800-472-6301. Be sure to mention that you are with the "ACC Directors of Academic Support Block" for the corporate rate of $149.

Please make your flight reservations at least 21 days in advance and submit your travel itinerary to Tracey Haith in order for us to set up your shuttle service from the airport to the hotel. The other option is to use the PTI Express taxi service for $30 per person and they can be reached at 1-877-796-5466. The conference will reimburse for shuttle and taxi service but will not reimburse for a rental car.

Please use the enclosed form to submit agenda items for the meeting and to identify those planning to attend from your institution by **Friday, March 6, 2009.** The final agenda will be forwarded to you prior to the meeting. If you have any questions or concerns please feel free to contact Eric Wood or Tracey Haith, Administrative Assistant for Compliance/Student-Athlete Welfare.

Attachment

cc: Shane Lyons, Associate Commissioner

4512 WEYBRIDGE LANE • GREENSBORO, NC 27407 • P.O. DRAWER ACC • GREENSBORO, NC 27417-6724 • (336) 854-8787
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DIRECTORS OF ACADEMIC SUPPORT MEETING
CONFERENCE OFFICE BOARD ROOM

Greensboro, NC
April 6-7, 2009

ITINERARY

Monday, April 6, 2009

12:00 - 1:00 p.m.	Box Lunch Available (Conference Board Room)
1:00 – 5:00 p.m.	Academic Meeting (Conference Board Room)
6:00 p.m.	Meet in Grandover Resort Lobby
6:30 pm	Dinner (Smokey Bones Restaurant)
8:45 pm	National Championship Game Viewing (ACC Office-Projection Screen)

Tuesday, April 7, 2009

6:00 – 8:30 a.m.	Breakfast (DiValletta Restaurant – Grandover First Floor) (Vouchers Provided by ACC)
9:00 a.m. – 9:30 a.m.	Academic Meeting (Conference Board Room)
9:30 – 11:30 a.m.	F.L.A.G. Discussion (Mr. Steve McDonnell)
11:30 a.m.	Adjourn

Directions to the Atlantic Coast Conference Office
4512 Weybridge Lane, Greensboro, NC 27407 ~ Phone: (336) 854-8787

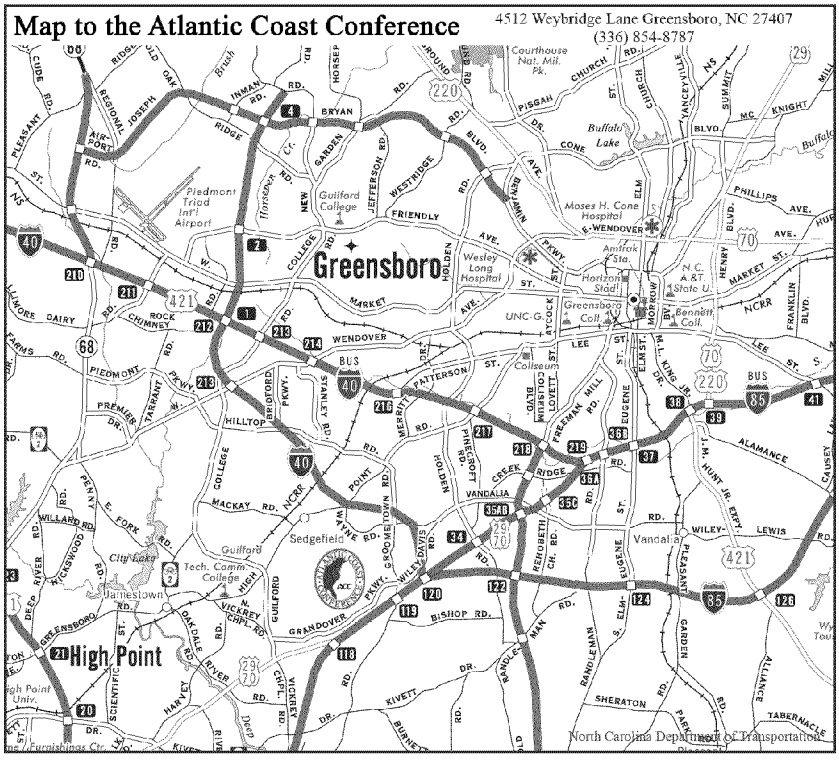

From PTI Airport (approx. 16 miles):
Turn **right** onto East Bryan Blvd. Take the Winston Salem Exit off of Bryan Blvd. Continue on I-40 East to Exit 218 (Greensboro/Charlotte/High Point). Merge **right** to Groometown Road/Grandover Parkway Exit. Turn **right** onto Groometown Road at the traffic light. Turn **left** at the next stoplight onto Grandover Parkway. Go approximately 0.5 miles and turn **right** onto ACC Lane. The ACC building will be on the left.

Directions to PTI Airport from ACC Office:
*Turn **left** onto Grandover Parkway. At the stoplight, turn **right** onto Groometown Road. Cross over bridge and turn **left** at the stoplight. Bear **right** at the first exit (before getting onto I-85). Exit **left** to I-40 W/73 N to Winston-Salem. Take Exit 212A (Bryan Blvd/PTI Airport Exit). Take Exit 3 (Bryan Blvd/PTI Airport). Take **left** off of Bryan Blvd into Airport.*

From Charlotte area and points South on I-85:
Follow I-85 North towards Greensboro. Take Exit 119 and turn **left** onto Groometown Road. Turn **left** at the second stoplight onto Grandover Parkway. Go approximately 0.5 miles and turn **right** onto ACC Lane. The ACC building will be on the left.

From Raleigh/Durham/Chapel Hill and points East:
Traveling I-40 W/I-85 S, follow I-85 South (towards Charlotte). Take Exit 122A to Groometown Road. Turn **right** onto Groometown Road at the traffic light. Turn **left** at the next stoplight onto Grandover Parkway. Go approximately 0.5 miles and turn **right** onto ACC Lane. The ACC building will be on the left.

Alternate route from Raleigh/Durham/Chapel Hill and points East:
If you enter Greensboro from Business I-85 instead of the new interstate, continue traveling south on Business I-85. Take the Groometown Road Exit. Turn **right** onto Groometown Road at the traffic light. Turn **left** at the next stoplight onto Grandover Parkway. Go approximately 0.5 miles and turn **right** onto ACC Lane. The ACC building will be on the left.

From Winston-Salem/High Point and points West:
Follow I-40 E into Greensboro. There will be two signs for I-85 (one 85 South, one 85 North). Take the **first** exit which is I-85 South. The road will then split. Bear **right** to take Groometown Road Exit. Turn **right** onto Groometown Road at the traffic light. Turn **left** at the next stoplight onto Grandover Parkway. Go approximately 0.5 miles and turn **right** onto ACC Lane. The ACC building will be on the left.

From Charlottesville area and points North on Highway 29:
Follow Hwy 29 South into Greensboro. Merge onto I-40/85 Business. Continue on I-85 South towards Charlotte. Take the Groometown Road Exit. Turn **right** onto Groometown Road at the traffic light. Turn **left** at the next stoplight onto Grandover Parkway. Go approximately 0.5 miles and turn **right** onto ACC Lane. The ACC building will be on the left.

For those traveling south on I-85:

Directions to the Atlantic Coast Conference Office
4512 Weybridge Lane, Greensboro, NC 27407 ~ Phone: (336) 854-8787

If you miss the Groometown Road Exit from I-85, take Business I-85 South towards High Point (Exit 118). Take the Vickery Chapel Road Exit to the ***right****. Turn* ***right*** *onto Vickery Chapel Road. At the next stoplight, turn* ***right*** *onto Grandover Parkway. Continue past Grandover Resort & Conference Center which will be on your left. Turn* ***left*** *onto ACC Lane. The ACC building will be on the left*

DIRECTIONS TO GRANDOVER RESORT & CONFERENCE CENTER

From Raleigh/Durham/Chapel Hill and points East:

Traveling I-40 W/I-85 S, follow sign for I-85 South (new bypass) (Charlotte/High Point) to Exit 122A (Groometown Road). Turn right onto Groometown Road. Turn left onto Grandover Parkway; go half mile and you will see the Grandover Resort & Conference Center on the right.

> ***Alternate route from Raleigh/Durham/Chapel Hill and points East****: If you continue on the old I-85 (now Business I-85 entering Greensboro), continue traveling south on I-85. Take the Groometown Road to Grandover Parkway Exit. Turn right onto Groometown Road. Turn left onto Grandover Parkway; go half mile and you will see the Grandover Resort & Conference Center on the right.*

From Greensboro/High Point/Winston-Salem Airport and points West:

Follow signs from airport to I-40 E. Take I-40 to I-85 South (Exit 218, then Exit 79) . Take the Groometown Road to Grandover Parkway Exit). Turn right onto Groometown Road. Turn left onto Grandover Parkway; go half mile and you will see the Grandover Resort & Conference Center on the right.

From Charlotte area:

From I-85, take Exit 119 (Groometown Road to Grandover Parkway). Turn left onto Groometown Road. Turn left onto Grandover Parkway; go half mile and you will see the Grandover Resort & Conference Center on the right.

From Charlottesville area and points north on Highway 29:

Enter Greensboro from the north by way of Hwy 29. Take I-85 South to Groometown Road Exit. Turn right onto Groometown Road. Turn left onto Grandover Parkway; go half mile and you will see the Grandover Resort & Conference Center on the right.

> ***For those travelling south on I-85:***
>
> *If you miss the Groometown Road to Grandover Parkway Exit, take Business I-85 South towards High Point. Take the Vickery Chapel Road Exit. Turn right onto Vickery Chapel Road (going past the gas station which will be on the right). At the stoplight, turn right onto Grandover Parkway. Grandover Resort & Conference Center will be on your left.*

ATLANTIC COAST CONFERENCE
ACADEMIC ADVISORS MEETING
April 6-7, 2009
Conference Office Board Room
Greensboro, NC

AGENDA

1. Welcome & Introductions (*Eric Wood/Jane Caldwell, Chair*)

2. Review Itinerary & Agenda (*Caldwell)*

3. Approve Minutes from October 8, 2008 Call (*Caldwell*) **Supplement No. 1**

4. NCAA Academic Updates-Webinar (*Matt Burgemeister*) **Supplement No. 2**
   a. Men's Basketball Academic Enhancement Group
   b. Football Academic Working Group
   c. Division I Academic Cabinet
   d. Division I Committee on Academic Performance

5. NCAA Legislative Update (*Lindsey Babcock*) **Supplement No. 3**

6. **Best Practices**-Academic Support During Challenging Economy
   a. Roundtable Discussion

7. Attendance Policy for Orientation (*Caldwell*)

8. Student-Athlete Opportunity Fund Executive Summary (*Wood*) **Supplement No. 4**

9. ACC All-Academic Teams (*Carrie Leger*) **Supplement No. 5**

10. Article on Student-Athletes Choosing Majors (*Ferna Phillips*) **Supplement No. 6**

11. NCAA Self Study Of Academic Units (*Phillips*) **Supplement No.** 7

12. APR/GSR Conference Comparison (*Wood*) **Supplement No. 8**

13. Student-Athlete Programs (*Wood)*

14. Future Meeting/Conference Call(s) (*Caldwell*)

15. Adjournment

ATLANTIC COAST CONFERENCE
MINUTES OF THE
DIRECTORS OF ACADEMIC SUPPORT SERVICES COMMITTEE

October 8, 2008

Those on the call:

Ferna Phillips, Boston College
Becky Bowman, Clemson University
Heather Ryan, Duke University
Bill Shults, Florida State University
Phyllis LaBaw, Georgia Tech
Anton Goff, University of Maryland
Robert Mercer, University of North Carolina
Carrie Leger, North Carolina State University
Phillip Moses, North Carolina State University
Jim Booz, University of Virginia
Colin Howlett, Virginia Tech
Jane Caldwell, Wake Forest University, *Chair*
Atlantic Coast Conference – Eric Wood, *ex-officio*

Those unable to join the call: David Wyman, University of Miami

[Note: While certain items in the agenda may have been acted on at various times throughout the call, all final actions within a given topic are combined in these minutes and listed in order of the agenda for convenience of reference. These minutes reflect only actions (formal votes or "sense of meeting") that occurred.]

1. Welcome/Introduction. Jane Caldwell welcomed everyone and shared the purpose of the call. During our spring 2008 in-person meeting it was the request of the group to have a conference call in October in order for the committee to provide input on 2008 NCAA legislative proposals related to academic issues.

2. NCAA 2008 Legislative Proposals. Eric Wood reviewed 12 proposals selected by the Conference Office for the committee to review, discuss and provide feedback. There was a request to add proposal 2008-46 to the voting chart. Institutional positions are due back Friday October 17, 2008. Since that meeting the deadline was extended to Monday October 20, 2008. The results will be shared with the group and included in the mailings sent to the FAR's, AD's and SWA's for consideration prior to taking official institutional positions.

3. APR Issues. The group received an e-mail from the NCAA prior to the call regarding the Academic Performance Program (APP)-clarifying the documentation needed for student-athletes who transfer. Jane Caldwell solicited the group for questions/concerns but there was no further discussion.

4. Benchmarking Survey. Jane Caldwell asked the group to review the benchmarking survey because it was evident that many people responded differently based on how they interpreted the questions. Please pay close attention to the operating budget question and be more specific about how many staff members are working with each sport, excluding names. It would also be helpful to update the priority registration question explaining what exactly it allows student-athletes to do. We will also add a column for the salary range of interns. Please notify Eric Wood with your updates and he will provide the revised survey during the spring meeting.

5. Meeting/Conference Calls. The group decided we did not need another conference call this academic year. Jane asked if everyone would check their calendars for April 6 & 7, 2009 or April 13 & 14, 2009 and let Eric know your preferred meeting dates as you submit your voting charts.

6. Other Business. Eric Wood learned that The Compliance Group added an academic services consulting unit with Mr. Steve McDonnell, formerly of Texas A&M, and wanted to know if the group would like to extend an invitation to him for the spring meeting. The group was not in favor of inviting Mr. McDonnell in as a speaker at this time because of the potential conflict with what N4A already provides. Jane Caldwell thanked the group for their work on the Men's Basketball Academic Enhancement Group recommendations. Anton Goff reported that the comments/suggestions were forwarded to Dr. Debbie Yow as our ACC representative and were well received.

Division I Academic Updates

Atlantic Coast Conference
April 6, 2009

Matt Burgemeister
NCAA Academic and Membership Affairs

Agenda

- NCAA Division I Men's Basketball Academic Enhancement Group (BAEG).
- Football Academic Working Group (FAWG).
- NCAA Division I Academic Cabinet.
- NCAA Division I Committee on Academic Performance.

MEN'S BASKETBALL ACADEMIC ENHANCEMENT GROUP

BAEG Overview

- Chair: Dan Guerrero, Director of Athletics, UCLA.
- August 2007: Working group established.
- September 2008: Progress report circulated for comment.
- December 2008: In-person meeting.
- Subcommittee work throughout.

Areas to Address

- Identified areas for the potential development of recommendations to improve the academic performance of basketball student-athletes:
  - Transfers – incoming and outgoing.
  - "0/2" phenomenon.
  - Academic preparation and support.
  - Coach/player relationship.
  - Playing and practice season.

Preliminary Concepts

- Mandatory summer school.
- Playing and practice seasons.
- NCAA Division I Academic Progress Rate (APR) policies.
- Academic preparedness.

Mandatory Summer School

- Summer attendance for incoming freshmen and returning student-athletes.
  - Not mandatory; based on academic profile and academic performance of individuals and teams.
  - Three credit hours and study skills/life skills before initial enrollment.
  - Six credit hours for continuing student-athletes.

Mandatory Summer School (continued)

- Summer athletics activities; limited opportunity for practice/skill development.
- Group continues to support "access," but is concerned about appearance of rewarding low academic achievement.

Playing and Practice Seasons

- Staggered start to on-court practice.
- Maintain 15-week season.
- Reduce maximum number of contests by one.

Playing and Practice Seasons (continued)

- In-season best practices (conference offices should monitor and require documentation).
  - Average no more than two contests per week when classes in session.
  - No contests during week of final exams.
  - No more than one away-from-home game Monday through Friday of a given week.

APR Policies

- Not recommending any changes in the APR calculation at this time.
  - Withdrew recommendation to consider academic engagement to point of departure.
- Narrowed recommendation regarding waiver flexibility after a head coaching change - advocate consideration to all penalties, not just historical.
  - Full group will review at April meeting.

Academic Preparedness

- Examining academic preparedness and "year of readiness."
  - Entering prospective student-athletes.
  - Two-year transfers.
- Greater interaction with 2-4 transfers *prior* to transfer (e.g., academic advising).

Academic Preparedness
(continued)

- Limit use of physical education activity courses for two-year transfers.
- Academic Cabinet continue to review transfers and nontraditional courses.

April 2009 Meeting

- Finalize summer school recommendation.
  - Institutional opt-out.
  - "At-risk" students.
  - Athletics access.
- 2-4 Transfers.
  - Residence requirement.
  - Remediation period.
- Status of APR recommendations.
- Playing and practice seasons – 48-hour rule.

Next Steps

- April 6, 2009: Next meeting.
- Recommendations forwarded to NCAA Division I Board of Directors at August or October 2009 meeting.
- Legislative items forwarded to 2009-10 legislative cycle.
  - Recommendations will be considered by Division I governance structure.

FOOTBALL ACADEMIC WORKING GROUP

FAWG Overview

- Chair: Joe Castiglione,
  Director of Athletics, University of Oklahoma.
- April 2008: Working group established.
- January 2009: Preliminary report to Board of Directors.
- Three subcommittees (separated by FBS/FCS).
  - Eligibility.
  - Retention.
  - Finances.

Preliminary Findings

- APR problems seem to be more related to eligibility rather than retention.
  - Retention rates higher than baseball and basketball, but eligibility rates lower.
- Incoming freshman in football have lower high school academic profiles than any Division group except basketball.
  - First year academic performances is worse than basketball.

Preliminary Findings

- High rate of student-athletes who lose the "E" for the fall term.
  - First term of enrollment:

	Credits Earned	GPA
Earn "E"	12.2	2.560
Lose "E"	6.4	1.130

- "0/2s" most likely to occur after exhausting eligibility.
- Retention loss occur most after exhausted eligibility.

Preliminary Findings

- Two-year college transfers most likely to be "0/2s."
  - More than 18 percent of two-year transfers become "0/2" after exhausting eligibility.
- About one-quarter of all two-year transfers lose an E-point in first term of enrollment.
- Two-year transfers more likely to depart without graduating.

Preliminary Findings

- Football student-athletes report higher time demands than other sports, but less missed class and time away from campus.
- Summer school usage much higher in FBS (81 percent) than FCS (36 percent).
- High school SAT scores and percentage of 2-4 transfers more correlated to APR than resources.

March 2009 Meeting

- First-year student-athlete required to earn "E" in fall semester or lose some contests the following season.
  - Possibility to earn back through remainder of year.
- Eliminate APR contemporaneous penalty exemption for student-athletes who exhaust eligibility.
- Best practices (retention).

Next Steps

- Consult various constituent groups (AFCA, CCA, SAAC, N4A, etc.).
- April 2009: Status report due to Board of Directors.
- Recommendations will be considered by Division I governance structure.
  - Additional feedback to structure: 2-4 transfers, initial-eligibility standards and APR coaches rate.

NCAA DIVISION I ACADEMIC CABINET

Academic Cabinet

- Chair: Carolyn Callahan, Faculty Athletics Representative, University of Virginia.
- Jurisdiction includes:
  - Overseeing academic research and policies;
  - Establishing, managing and monitoring eligibility standards; and
  - Serving as the appellate body for academic waivers.

Academic Cabinet Priorities

- Academic success of transfers, particularly two-year college transfers.
- Nontraditional courses.
- Impact of academic reform on academic support personnel.
- Student-athlete time demands.
- Degree program selection.

Transfer Student-Athletes

- Reviewed final report of Transfer Issues Ad Hoc Group.
- Reviewed academic performance of 2-4 transfers.
  - About five percent of all student-athletes; downward trend.
  - Baseball and men's basketball over 17 percent; women's sports other than basketball about 2.5 percent.
  - Tend to have lower high school academic performance than nontransfers and four-year transfers.
  - Transfer status increases likelihood to be "0/2."

Transfer Student-Athletes

- More data collection needed for 2-4 transfers.
  - High school academic record.
  - Performance at two-year college.
- Possible concepts for consideration:
  - Residence requirement/year in readiness.
  - Summer coursework at four-year institution.
  - Delay of five-year clock or percentage of degree requirements.

Nontraditional Courses

- Support proposals regarding use of nontraditional courses for full-time enrollment and progress-toward-degree requirements.
  - Topic remains a priority despite defeat of NCAA Proposal Nos. 2008-32-A, 2008-35-A and 2008-35-B.

Nontraditional Courses (continued)

- Reviewed document produced by N4A to assist institutions in monitoring nontraditional course enrollment by student-athletes.
- Will review nontraditional courses used for initial-eligibility purposes at June 2009 meeting.

Academic Support Personnel

- Hosted representatives from N4A: president and president-elect.
  - Reviewed results of 2006 survey on the impact of academic reform and workload of academic support personnel.
  - Agreed to repeat survey to update findings.
- Working with representatives from N4A and NACADA on a comprehensive study of academic support services.

Time Demands

- Reviewed findings of GOALS and SCORE studies.
  - Student-athletes report 30-40 hours per week on athletic activities.
  - FBS football players report the most hours and the highest athletics plus academics time commitment.
  - Baseball and basketball report the least time on class and study.
  - Five sports report more time on athletics than academics: baseball, men's basketball, football, men's golf and men's ice hockey.

Time Demands

- Competition during final-exam period.
  - Many teams continue to compete during final exams.
  - Teams from low-resource institutions more likely to compete and travel greater distances during finals.
  - More nuanced data needed.

Time Demands

- In-season versus out-of-season academic performance.
  - Student-athletes consistently earn fewer credits and achieve lower GPA during season, especially in sports with high time demands and students who entered less academically prepared.

Degree Program Selection

- Will review current requirements regarding degree designation, double majors, dual degrees, minors, etc. during June 2009 meeting.
- Will also review progress-toward-degree waivers related to major selection.

Academic Cabinet Guiding Principles

- Eligibility requirements shall assure proper emphasis on educational objectives, promote competitive equity and prevent exploitation.
- Intercollegiate athletics shall be a vital component of the educational program, and student-athletes shall be an integral part of the student-body.

Academic Cabinet Guiding Principles

- Support graduation as the primary measure of student-athlete success; preserve the "seamless" academic eligibility model and promote graduation within five years.
- Emphasize research and data-driven decision making in the development of legislative and policy recommendations.

Academic Cabinet Guiding Principles

- Increase student-athletes' responsibility for academic success.
- Increase institutional responsibility to facilitate the academic success.
- Commit to student-athlete well-being issues, including minimizing missed class time and balancing self-identification as students with identity as athletes.

Academic Cabinet Guiding Principles

- Promote student-athletes' options to select from a wide range of degree programs and to integrate fully into the university and student-body.
- Minimize disparate impact on low-income and minority student-athletes and PSAs.

Academic Cabinet Guiding Principles

- Remain cognizant of the impact of proposals on institutional resources, academic support professionals and other institutional staff members.
- Ensure legislation is written in a simple, clear and direct manner.
- Consider the amount of time legislation has been in effect before supporting a legislative change.

Academic Cabinet Guiding Principles

- As appropriate, ensure feedback has been solicited from external groups.
- Consider whether or not sport-specific legislation is warranted or whether a proposed legislation can/should be expanded to other sports.
- Examine potential unintended consequences when reviewing legislation.

Data Collection

- Initiative for 2009-10:
  - Collect information on academic performance of two-year college transfers while at the two-year institution.
- Proposals currently under consideration:
  - Collect high school academic information (courses, grades, test scores) for two-year college transfers.
  - Collect final high school transcripts for early academic qualifiers.

NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE

February 2009 Meeting

- Head Coaches' APR Portfolio.
- Two-year transfer data collection.
- Occasion-Three Historical Penalty Hearings.
- Public data release: May 2009.

Summary

- Basketball Academic Enhancement Group.
- Football Academic Working Group.
- Academic Cabinet.
- Committee on Academic Performance.

Questions?

Matt Burgemeister

Associate Director of Academic
and Membership Affairs

mburgemeister@ncaa.org
317/917-6656

Facilitating Learning and Achieving Graduation

A Report from the Working Group Examining Issues related to Academic Risk

Brief History and Process Overview

- The Presidential Task Force on the Future of Division I Intercollegiate Athletics noted the need to focus on support for "at-risk" student-athletes.
- In response, a working group was formed to examine issues pertaining to the academic risk of student-athletes.
- The working group's report has been approved by the NCAA Division I Board of Directors and the NCAA Division I Academic Cabinet.

Working Group Charge

- Identify factors and characteristics that may cause a student-athlete to be at risk of not graduating from his or her institution.
- Establish a data-based definition of “at risk” that allows for local differences among the diverse NCAA Division I membership.
- Develop a tool for campuses to use to examine special admissions of scholarship student-athletes and to measure whether campus systems can adequately support the number of student-athletes admitted via special admissions review each year.

Working Group Charge

- Identify model practices in academic and life-skills programs to support at-risk student-athletes in their academic endeavors.
- Develop mechanisms to assist institutions in evaluating the level of academic and life-skills support provided to at-risk student-athletes and in determining if enhancements or changes are necessary.

Defining "At Risk"

- Determined to be at risk of not graduating from a four-year institution.
- The working group was mindful of negative connotations of the at-risk label, as well as traditional view of at-risk students as those who are academically underprepared as they enter college.
- At the urging of the Board of Directors and the Oversight and Monitoring Group, a new paradigm was developed.

Nature of "Risk"

- Any student-athlete can be at risk of not graduating.
- Risk can take a variety of forms, including nonacademic factors (e.g., first-generation status, financial hardship, time demands of sport).
- Risk factors can be specific to the student-athlete or can be presented by team culture or campus environment.

Nature of "Risk"

- A student-athlete's level of risk may fluctuate throughout the course of his or her collegiate enrollment.
- As a result, risk assessments should not be limited to the point of student-athlete entry. Rather, they should continue throughout a student-athlete's career.
- In order to best support student-athlete success, institutions need a management system to identify and mitigate each student-athlete's risk of not graduating.

FLAG Program

Facilitating Learning and Achieving Graduation

- Program's purposes:
  - To optimize each campus environment to leverage opportunities for graduation success.
  - To increase the efficiency of current services, including academic support and life-skills programs.
  - To inform decision making regarding recruiting, admissions and program resources (e.g., staffing and budget).

FLAG Program

Facilitating Learning and Achieving Graduation

- Primary components will…
  - Determine an individual student-athlete's hurdles to graduation.
  - Match support services for an individual student-athlete to mitigate hurdles.
  - Evaluate the level and effectiveness of services provided.

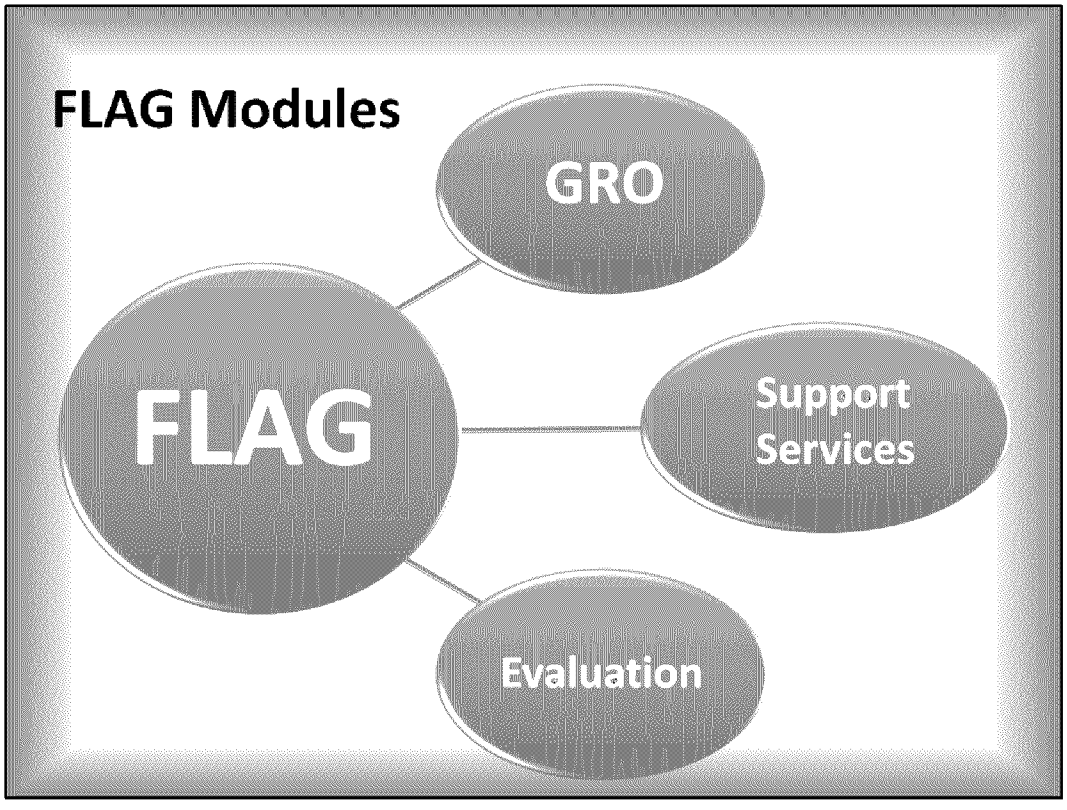
FLAG Modules
GRO
FLAG
Support Services
Evaluation

FLAG Modules

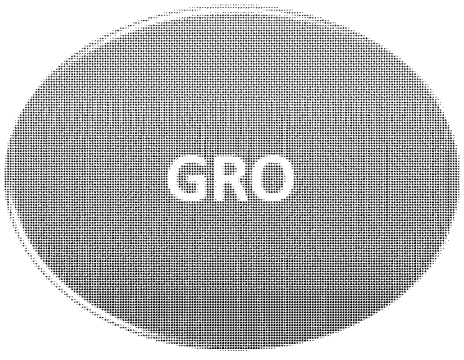

Graduation Risk Overview (GRO)
Scoring model by which each student-athlete can be evaluated, based on data-driven risk factors.

FLAG Modules

Support Services
Activities designed to counter the risk factors presented by each student-athlete.

FLAG Modules

Evaluation of Support Services and Programs
Determines the effectiveness of campus units in mitigating risk factors presented collectively by student-athletes.

FLAG Structure

Facilitating Learning and Achieving Graduation

- A current NCAA Web-based program (i.e., NCAA Division I Academic Performance Program) will be expanded to include FLAG.
- The FLAG system will be programmed to:
  - Compute a GRO score for each student-athlete.
  - Match suggested services to factors identified for each student-athlete.
  - Provide summary reports regarding the effectiveness of programs and services and the potential impact of recruiting and admissions decisions on service provision.

GRO – First Year

Category	Weight	Variable(s)/Criteria
Academic	+2	(HS student) HS core GPA < 2.6 ***or*** ACT/SAT < 820 ***or*** Core units < 16 ***or*** Academic nonqualifier ***or*** Number of HS > 2 ***or*** Educational disability diagnosed ***or*** Other locally identified criteria. (Transfer) Transfer GPA < 2.6 (for 2-4 or 4-4 transfers).
Role of Academics	+1	Identifies strongly as an athlete, not as a student.
	+2	Academic effort lacking (historical or contemporary).
Transfer	+1	Transferred into current institution (2-4 or 4-4).
Personal History	+1	First-generation college student ***or*** Student has low financial resources ***or*** Student is homesick ***or*** Other locally identified criteria.
	+1	Personal, health, injury, family, mental health or substance abuse issue(s).
Sport	+1	Student-athlete in high-profile sport at the institution ***or*** High-profile (e.g., Olympic caliber) student-athlete.
	+1	Team environment does not prioritize academics ***or*** Coach in first year.
Total		0-1 = low risk; 2-3 = moderate risk; 4+ = high risk

GRO – Second Year and Beyond

Category	Weight	Variable(s)/Criteria
Academic	+4 or +2	(+4) Current cumulative GPA < 2.0 ***or*** Current term GPA < 2.0 ***or*** Academically ineligible within the past year (+2) Current cumulative GPA < 2.6 ***or*** Current term GPA < 2.6 ***or*** Education disability diagnosed ***or*** Other locally identifiable academic criteria.
Role of Academics	+1	Identifies strongly as an athlete, not as a student ***or*** Professional sports opportunity presents.
	+2	Academic effort lacking (historical or contemporary).
	+1	Negative attitude toward major.
Transfer	+1	Transferred into current institution (2-4 or 4-4).
Personal History	+1	First-generation college student ***or*** Student has low financial resources ***or*** Student is homesick ***or*** Other locally identified criteria.
	+1	Personal, health, injury, personal, family, mental health or substance abuse issue(s).
Sport	+1	Student-athlete in high profile sport at the institution ***or*** High-profile (e.g., Olympic caliber) student-athlete.
	+2	No athletic eligibility remaining.
	+1	Team environment does not prioritize academics ***or*** Coaching change occurred ***or*** Student-athlete dissatisfied with athletics experience.
Total		0-2 = low risk; 3-4 = moderate risk; 5+ = high risk

Next Steps

- FLAG development is underway at the NCAA national office.
  - Advisory and pilot groups are being formed to complete module designs and to test new program.
    - If you would like to participate, please contact Matt Burgemeister at the NCAA National Office (mburgemeister@ncaa.org)
  - Targeted Project Time Line:
    - GRO module available to the membership Fall 2009.
    - Support Services module available Spring 2010.
    - Evaluation module available in 2010.

Final Thoughts…

- Student-athletes fall along a continuum of risk that is based on multiple factors - not all of which are academic.
- Institutional units must collaborate to identify student-athlete support needs and to provide quality services and programs to foster student-athlete graduation success.
- Informed decision making is essential to optimizing campus resources to mitigate student-athlete hurdles to graduation.
- To this end, FLAG is designed to support institutional endeavors to ensure graduation for every student-athlete.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, April 13, 2009 3:22 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>
Subject: academic review
Attach: TEXT.htm; Faculty Review of the Academic Support Program.docx

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Attached is a copy of the Faculty Review of the Academic Support Program for Student-Athletes as required by the NCAA for the institution's 10 year certification, completed by Patrick Akos. Thank you folks for cooperating with Patrick. RJM

Faculty Review of the Academic Support Program for Student Athletes

2008-2009

During the spring semester 2009, the Faculty Advisory Committee to the Academic Support Program for Student Athletes conducted a review of the Academic Support Program. The review focused on the eleven areas listed in the Institutional Self-Study Instrument Report under the Academic Integrity Report subhead. The Faculty Advisory Committee is composed of five faculty members including Dr. Patrick Akos (chair), Dr. Sherry Salyer, Prof. Lissa Broome, Dr. Helen Tauchen (also representative of the Faculty Athletic Committee), and Dr. Glynis Cowell (another representative of the Faculty Athletic Committee); and four Ex Officio members including Dr. Shade Little, Dr. Fred Clark, John Blanchard, and Robert Mercer.

The chair of the Faculty Advisory Committee, Dr. Patrick Akos, conducted a review of the program materials provided by Robert Mercer, and conducted several interviews with academic support staff (including tutors and mentors).

Based on these interviews and the information and data provided by the Academic Support Program, the committee was overwhelmed by the attention to integrity and found the Academic Support Program thoughtful in its program planning and responsive to the needs of student athletes. The effectiveness of each and every service remains a challenging and elusive question to answer, but the leadership is mounting additional efforts to determine effectiveness (and related cost-effectiveness). A general recommendation is for additional and continuous analysis of utilization of campus- based along with the academic support program-based services. Ideally, student-athletes take advantage of campus based academic support services (e.g., writing center) as often as possible, and this program monitors redundancy and how services are additive to campus-based services. Another glaring need is the addition or renovation of space to serve the large number of student-athletes and growing needs (e.g., level of academic preparedness, post-graduate opportunities). Below are additional comments about each of the services listed in program documentation along with selected recommendations for future consideration.

Academic advising – Advising is accomplished similar to that of all UNC-CH undergraduate students, and is supplemented by Academic Support staff. UNC-CH students are assigned an advisor upon entering the University. The Academic Support Program assigns their staff to student-athletes according to each sport. The Academic Support staff provides complementary advising on course selection, class scheduling, and degree program assistance. They further assist student-athletes with registration when travel and competition schedules warrant assistance. The Priortiy Registration Committee remains an important part of optimizing student-athlete course scheduling, and it seems those freshman student-athletes most academically at-risk (really any UNC-CH student academically at-risk) would even benefit from additional consideration in registration. Further, continued communication and work with faculty

around travel and exams seems warranted to provide student-athletes equal opportunity when traveling. There is some obvious utility in assigning advisors by sport, which includes consolidated schedules and communication with coaches. Even so, we suggest exploration and discussion around equitable distribution of those student-athletes that are least academically prepared upon entering the university (as they are most demanding for advising and support services). Because the distribution of academic preparedness may be skewed by sport, some advisors may be overloaded with students with more needs.

Tutoring – Tutoring is available to all student-athletes on a walk-in basis during the Academic Support Program tutoring hours. Student –athletes also utilize tutoring on campus that is offered to all students, however availability of tutoring requires the academic support program to supplement those services extensively. For example, tutoring is also organized through the team academic counselor and review sessions are offered on demand. Coordination of the academic tutoring program is a laborious task (e.g., scheduling, contact, monitoring and oversight with tutors) and the lack of consistency from year to year (as the task is moved around to different staff) seems problematic. Academic tutors are hired based on content knowledge and undergo screening and training, follow a tutor handbook, and agree to NCAA compliance forms both at the start and end of each semester (often campus personnel from the honor court and/or writing center are used in training). Integrity of the academic tutoring program is also monitored by tutor review forms where tutors both log in and out of session that includes a summary of what occurred during tutoring sessions (e.g., how many students were served, what was the focus of the session). Student-athletes also provide feedback on tutor effectiveness, although tutor turnover occurs frequently as tutors are graduate students. Tutors that were interviewed commented "the integrity of the academic support program is solid and consistent" and "effectiveness is difficult to assess…however…the vast majority have been able to get back on track and finish their course(s) successfully (through tutoring)". Further, one UNC-CH undergraduate who serves as a tutor noted an emphasis on integrity with "it was not until I began working at the academic center that I really began to understand the honor code." Future enhancement of the tutoring program may include use of studyhalltracker.com – a web-based system that can automate some of the monitoring process. Additional suggestions include making the tutoring program a shared coordination task among the staff and/or the use of graduate assistants to help with the labor intensive administrative tasks. Finally, it was noted the tutoring programs on campus often hire UNC-CH students as tutors doing a service-learning requirement. It may be useful to investigate the use of service-learning programs on campus to enhance or supplement the tutoring efforts in the academic support program.

Success skills – Study skills programs include note and test taking strategies, writing skills, and time management, among other topics. These topics are addressed through workshops throughout the year, and provided by learning specialists and academic counselors individually. Priority and proactive attention is given to freshmen/transfer students, and those who are deemed academically at-risk. Additional programs include the Academic PASS (**P**romoting **A**cademic **S**uccess for **S**tudent-Athletes) Book (time management) and Summer College Opportunity for Realizing Educational Success (SCORE; overall college success skills).

Freshman/transfer student orientation – Orientation activities are mandatory for all UNC-CH students. This includes meeting with academic advisors on campus. Academic Support Program staff also attends orientation sessions to assist student-athletes as needed. Additionally, Academic Support staff invites all student athletes to meet with them and to learn more about the programs offered through the Academic Support Center.

Academic progress monitoring and reporting – Monitoring and reporting is done by each of the assigned staff persons by sport in the Academic Support Program. Even though a comprehensive academic monitoring database is in place, it is utilized only by some advisors as each staff person seems to monitor in ways they feel work best. With the database system, sometimes daily and weekly reports are created based on self and faculty reports of student-athlete academic progress. While not all faculty provide data – the reports generated address grades, attendance, and related issues. Monitoring is especially intense for freshmen, transfer, and at-risk student-athletes, and data is shared with the appropriate coaches. Recommendations include more regular and consistent use of the academic monitoring system among all program staff – in particular for the targeted student groups and those least academically prepared. There also seems to be utility in cultivating strong relationships with head or appointed assistant coaches where academic progress information can be shared, and then reinforcing structures that are in place from both the academic support staff and athletic coaches to implement and monitor compliance with support services.

Study hall – Study hall is mandatory for freshmen, transfer, and at-risk student athletes. It is open to all student-athletes and coordinated with the assigned Academic Support staff member. Trained tutors and supplemental instruction is offered 7-9pm Sunday through Thursday.

Assistance for special academic needs – UNC-CH students can access special assistance for learning needs through the Academic Success Program for Students with LD/ADHD (or the Learning Center which oversees that program). The Academic Support Program employs learning specialists that work in collaboration with the UNC-CH office and provide additional screening and academic skills development as needed.

Learning assessments – The program provides coordination for screening, appointments, and accommodations for special needs (e.g., LD, ADHD) of any student athletes.

Mentoring (Academic) – The academic support center has also initiated the use of academic mentors to supplement the tutoring program. Academic mentors go through a rigorous hiring process including review of resume and transcripts, an interview, orientation and training, use of a handbook, and agreement with NCAA integrity statement. The program is primarily utilized in the fall to get at-risk student athletes off to a good start, but some student-athletes choose to continue in spring. Academic mentors include predominantly juniors and seniors, and several preservice teachers from the School of Education. Mentoring relationships evolve individually – but predominantly center on academic strategies (e.g., bringing and organizing notes/books, how to take notes, strategies for reading a textbook) and skills. Academic program staff meets with mentors weekly or every two weeks, and both mentors and student-athletes evaluate the program every semester. It seems that football student-

athletes primarily use mentors. Recommendations include the use of mentors in other sports based on academic preparedness and continual evaluation of mentor effectiveness and checks for redundancy with tutoring.

Assistance for at-risk students – Structured study, individualized counseling/advising, tutoring, supplemental instruction, learning skills workshops, learning disability screening, and the opportunity to work with a learning specialist are all available and promoted for helping at-risk students. The program also now offers a "bounce back" program coordinated through the University Counseling and Wellness Services to assist students on academic probation. One example, Supplemental Instruction (SI) is designed to focus on classes student-athletes have struggled with the most (often large freshman courses). A SI leader is selected (again provided orientation, training, manual, and compliance forms) and paid to attend class. This is done only after written permission is given by the course instructor (some UNC-CH faculty have declined participation). The SI leader then leads group discussion of class material, readings, and test preparation outside of class. For papers, the SI leaders often discuss major prompts or key components. These sessions are open to any undergraduate student at UNC-CH. The program coordinator noted decades of research and anecdotal evidence and suggests that those students that attend seem to have a 99% pass rate for the class.

Post-eligibility programs – Programs include information and assistance with scholarships, awards, and internships. These come in the form of workshops, monthly newsletters, and email blasts.

Academic Results -- The academic data (progress and GPA results) have been impressive and perhaps indicative of the strong support offered through the programs mentioned above and staff in the Academic Support Program. We suspect that outcome data (e.g., GPA, degree progress, retention) for student-athletes would well exceed a similar matched population of students attending UNC-CH.

- Academic Athletic Support Program Advisory Committee (1/09)

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, May 8, 2009 9:51 AM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: Re: end of fiscal year ordering computer equipment
Attach: TEXT.htm

Here is the computer replacement rotation from Kent:

>>> Kent Pennington 5/8/2009 9:47 AM >>>

SpencerWelborn
Cynthia Reynolds
Brent Blanton
Jaime Lee
Octavis Barnes
Robert Mercer
Cricket

>>> Robert Mercer 5/6/2009 11:19 AM >>>
Kent - can you tell me who on my staff will be getting new computers this summer? Also, are we eligible for new printers in the computer lab? If so, we would like to get double sided printers. If we would have to purchase the printers, could you get us any deals on double sided printers? Thanks! RJM

>>> Kent Pennington 5/5/2009 8:03 PM >>>

June 5th, 2009

Please note above date. This is the last day that I will place any computer related orders should you have any remaining funds this fiscal year. This includes computers, laptops, monitors, printers and software. This date is in no way related to the Business Office's end of fiscal year deadlines for 2008-09.

So please be sure to do any computer related ordering by June 5, 2009.

Thanks for your attention.

Kent

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, August 20, 2009 4:11 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>
Subject: Fwd: FW: Academic Support Evaluation Guide
Attach: TEXT.htm; Academic Support Services Evaluation Guide.pdf

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let's talk about this tomorrow...

>>> "Babcock, Lindsey" <lbabcock@theacc.org> 8/18/2009 9:08 AM >>>

Hi Everyone attached is an electronic copy of the Academic Support Services Evaluation Guide completed by the N4A in partnership with the DI Committee on Athletics Certification. The evaluation guide includes an example academic support review for the either required areas only. However any academic evaluation should include those eight required areas and any other areas in which support services are provided to student-athletes.

This information was shared with the CCACA last week. Since Eric is currently out of the office I thought I would share it with you in hopes that you find the information useful. Let me know if you have any questions.

Thanks,
Lindsey

Lindsey K. Babcock
AtlanticCoastConference
Director of Compliance & Governance
336-854-8787
336-369-0065 (fax)
lbabcock@theacc.org

Academic Support Services

Evaluation Guide

ACADEMIC SUPPORT SERVICES EVALUATION GUIDE

Background.

Based on feedback from the membership, the NCAA Division I Committee on Athletics Certification partnered with the National Association of Academic Advisors for Athletics (N4A) to develop sample materials to provide institutions as a resource for the required academic support services evaluation and report. These materials include example lists of potential interviewees, potential documents to review prior to and during the visit and suggested questions to ask during interviews. The committee agreed these materials will provide guidance to individuals conducting these evaluations to demonstrate the nature and scope expected by the committee in this evaluation.

This document is intended to provide guidance for institutions in the conduct of the academic support services evaluation, along with a sample format for the written report. This document should be used only as a guide to assist the institution in examining and improving its academic support services for student-athletes. It is important to note that institutions are **not** required to use these specific materials in order to conduct a satisfactory evaluation; nor, does the use of these materials alone ensure completion of an acceptable evaluation. The committee will continue to accept reports of any format, provided institutions demonstrate that the evaluation conducted was comprehensive in nature and meets the requirements set forth by the committee.

Please note: Institutions must involve on-campus academic authorities who do not have day-to-day responsibilities in the academic support services area as participants in the evaluation of academic support services (e.g., academic board, undergraduate education office, provost office) and are not permitted to solely rely on outside entities or individuals (e.g., conference office, peer colleagues) to conduct this evaluation. An outside entity or individual (e.g., conference office, peer colleague) may assist in the coordination or facilitation of the evaluation, provided they do not serve as the lead authority. For example, the outside entity or individual (e.g., conference office, peer colleague) could provide materials for the institution's academic authorities to use during the conduct of the review, observe interviews or suggest questions to ask during the interviews. However, in no way should the balance of responsibility for the academic support services evaluation shift from on-campus academic authorities to outside entities or individuals (e.g., conference office, peer colleague).

SAMPLE EVALUATION AND REPORT

PLEASE NOTE: The following report is only a sample format. The observations, recommendations and individuals interviewed are only an example of how an evaluation could be conducted and reported.

Purpose of Evaluation.

The purpose of this evaluation is to provide recommendations that can improve the overall effectiveness of the institution's academic support services for student-athletes. The evaluation is not intended to be an investigation or an audit. As required by the NCAA Division I Committee on Athletics Certification, this evaluation includes a review of the eight required areas only.

The following areas were evaluated:

1. Academic counseling and/or advising resources and services;
2. Tutoring;
3. Academic progress monitoring and reporting;
4. Assistance for student-athletes with special academic needs;
5. Assistance for at-risk student-athletes;
6. Academic support services facilities;
7. Academic evaluation of prospective student-athletes; and
8. Student-athlete degree selection.

An evaluation committee of faculty and staff external to the athletics department were selected by the president to conduct this evaluation and to provide a written summary of their recommendations to the director of athletics, faculty athletics representative and the athletics council.

Format for Evaluation.

The evaluation committee of faculty and staff selected to conduct the evaluation include representatives from the athletics council, faculty senate, provost office and office of student affairs.

The evaluation committee included:

- <Evaluation Committee Names and Titles>

The evaluation committee examined the following documents prior to conducting the evaluation:

1. Mission statement and goals for academic support services;
2. Most recent NCAA athletics certification self-study report;
3. Most recent academic support services evaluation report;
4. Student-athlete handbook;
5. Athletics departmental policies regarding student-athlete well-being issues (e.g., class absences, competition and practice scheduling, etc.);
6. NCAA Division I Academic Progress Rate (APR) improvement plans;
7. Academic support services budget;
8. Academic profile data of entering students (e.g., first-year students, transfers);
9. Special or alternate admissions policies and procedures;
10. Special or alternate admissions data (e.g., high school grade point average, SAT/ACT test score, first year grade point average, credit hours earned);
11. APR report;
12. Graduation success rate report;
13. Sampling of student-athlete eligibility files;
14. Tutorial handbook;
15. Academic support services organizational chart, including reporting lines; and

16. List of academic support services personnel, titles and responsibilities.

The evaluation committee conducted interviews with key constituents to examine the existing policies and procedures of academic support services for student-athletes. [Please note: the following is a list of groups included but should not be considered comprehensive. Each campus is unique and, therefore, it is imperative to understand the "lay of the land" and to involve all key personnel in the evaluation.]

Example Constituent Groups and Individuals to Interview during the Evaluation.

Listed below are the names and titles of individuals interviewed:

1. Athletics administration;
2. Academic support services staff;
3. Coaches;
4. Student-athletes;
5. Faculty athletics representative;
6. Provost office;
7. Office of academic affairs;
8. Athletics council members;
9. Compliance staff;
10. Institution administrators;
11. Representatives from the faculty senate;
12. Office of admissions and records; and
13. Other groups recommended by the institution.

Areas Reviewed in the Evaluation.

Academic Counseling and/or Advising Resources and Services.

Individuals interviewed: athletics administration, academic support services staff, compliance staff, faculty athletics representative, student-athletes and coaches.

Interview Questions:

1. What support services are provided for student-athletes?

2. What are the policies or requirements for using these services?

3. Are the services available to all student-athletes?

4. How are student-athletes made aware of these services?

5. How are progress-toward-degree requirements monitored?

6. What are the responsibilities of the academic support services staff and campus academic advisors?

7. What methods are used each term to ensure student-athletes are taking courses that fulfill progress-toward-degree requirements?

8. Is there regularly scheduled communication each term between academic support services staff and campus academic advisors? If yes, describe the frequency and type of communication.

9. How regularly do coaches meet with academic support services staff?

10. Describe the orientation program presented by academic support services staff for all student-athletes.

11. How many full-time staff members are in academic support services?

12. What are the titles and job responsibilities of full-time staff?

13. What are the reporting lines of the staff in academic support services?

14. What is the ratio of full-time athletics academic advisors to student-athletes?

15. What part-time staff does academic support services use? Describe their roles and job responsibilities.

16. Are development opportunities provided for academic support services staff? If yes, please describe.

17. Describe involvement with institutional academic support services external to athletics where collaboration is significant (e.g., honors program, learning disabilities, minority student support, university orientation).

Observations:

1. The academic support services staff participates in monthly meetings with campus academic advisors. These meetings discuss advising issues, curriculum changes, adjustments and/or changes in degree audit and general everyday academic advising information. Relationships are established and maintained through this venue. Clear communication is encouraged through networking when concerns arise regarding degree audits.

2. The registration process for student-athletes is clear and concise. All student-athletes are required to have their registration forms signed by their campus academic advisor after their advising session. Quite often, pre-advising meetings are established to gauge the student-athlete's responsibility and accountability with these sessions.

Recommendations:

1. Currently, the academic support services staff reports exclusively to the director of athletics. The committee suggests that the institution examine the reporting lines to consider reporting external to athletics.

2. Some academic support services staff members meet regularly with coaches; however, the committee suggests that regular meetings occur with coaches from all sports.

Tutoring.

Individuals interviewed: academic support services staff, coaches, student-athletes, athletics administration and tutors.

Interview Questions:

1. What support services regarding tutoring are provided for the student-athletes?

2. What are the policies or requirements for using these services?

3. Are the services available to all student-athletes?

4. How are student-athletes made aware of these services?

5. How are tutors recruited, selected, trained and evaluated?

6. Is there a tutorial handbook? If yes, please describe how often it is reviewed and updated. Also, identify who is responsible.

7. What training occurs to ensure that tutors are knowledgeable of applicable NCAA, conference and/or institutional compliance rules and regulations?

8. What methods are in place to ensure that tutors adhere to NCAA rules and regulations?

9. What programs are in place to provide ongoing training for tutors?

10. Is the tutorial program certified? If yes, by what association?

11. What are the methods by which a student-athlete is assigned a tutor?

12. What strategies are used to ensure that you have enough tutors to meet the academic needs of student-athletes?

13. What type of collaboration, if any, exists between academic support services and tutoring services on campus?

Observations:

1. The tutorial program is an extremely important component of academic support services. The tutorial coordinator is a full time, benefited institutional employee. It is the tutorial coordinator's responsibility to ensure recruitment, orienting, training, supervision and oversight of the tutors is handled professionally and ethically. The tutorial coordinator has created a tutoring handbook (attached is table of contents from the manual).

2. A critical component of the orientation program for tutors is to ensure academic integrity. The staffs of both the office of student conduct and the compliance office within athletics are involved in the orientation training. During this time, the staff shares real case studies and consequences regarding the ramifications of inappropriate behavior. The tutorial program is certified through the College Reading and Learning Association at the third level. The continued commitment to certification remains a point of focus for the program.

3. The tutorial coordinator consistently seeks feedback from other members of the academic support services staff regarding best measures regarding assignment of tutors. An emphasis is not to allow tutors to become tutors exclusively for certain teams. The tutorial program offers student-athletes three methods of receiving tutorial services. The three methods are individual (one-on-one) requests, drop-in tutoring and team study halls. All assignments are approved by the coordinator and all tutorial sessions occur in one of three highly supervised support study areas.

Recommendations:

1. Recruitment and retention of tutors remains a top priority for the program. The evaluation committee recommends the tutorial coordinator develop a recruitment plan for meeting immediate needs but, eventually, to meet with all departments, student associations and other contacts as identified.

2. It is the evaluation committee's recommendation that the tutorial coordinator meet on a regular basis (at least once a semester) with campus tutorial program leaders. We believe this collaboration is critical to the relationship with other campus groups and helps to facilitate new ideas for training and recruitment.

3. It is recommended that specific training be included in the tutorial manual and the training sessions in regards to working with student-athletes enrolled in online courses, including the proctoring of online tests.

Academic Progress Monitoring and Reporting.

Individuals interviewed: academic support services staff, office of admissions and records and compliance staff.

Interview Questions:

1. What is the role of academic support services staff in monitoring the academic progress of student-athletes?

2. How does the academic support services staff interact with staff from the office of admissions and records and campus academic advisors to monitor academic progress?

3. May coaches communicate directly with faculty or campus academic advisors regarding student-athlete academic performance?

4. What is the procedure for informing coaches, administrators and student-athletes about the academic progress of student-athletes?

5. How is faculty involved in monitoring the academic progress of student-athletes?

6. How does the academic support services staff monitor the number of class absences due to athletics competition?

Observations:

1. Academic support services advisors have specific team responsibilities and are responsible for monitoring all academic areas involved with the team, including monitoring academic progress. The academic progress of student-athletes is primarily monitored through electronic communication with the instructors and individual meetings with student-athletes. The staff has developed a process of gathering the academic updates and compiling reports. The report is shared with the director of academic support services and with coaches on a weekly basis. Only academic support services staff communicate directly with campus instructors. Coaches may not contact instructors without permission from the director of academic support services.

2. The eligibility coordinator and one academic support services staff member have continuous contact with the office of admissions and records. These individuals are the liaisons to the office of admissions and records if there are concerns regarding degree audits. All academic support services staff members are encouraged to foster relationships and ties campus wide. Academic support services has established liaisons for each college to funnel and control communications.

Recommendation:

- It is suggested that academic support services purchase a software program to assist in monitoring the continuing eligibility of all student-athletes.

Assistance for Special Academic Needs.

Individuals interviewed: academic support services staff, coaches, student-athletes, athletics administration and office of disability services.

Interview Questions:

1. How are student-athletes with special academic needs identified?

2. What diagnostic testing is provided generally for students with special needs?

3. What diagnostic testing is provided for student-athletes with special needs?

4. Is comprehensive learning disability testing provided for student-athletes? Who performs the testing? Does this differ from the general student body? If not, how are learning disability testing services provided to student-athletes?

5. What accommodations are available for the general student body if diagnosed with a learning disability?

6. What specific services or accommodations do you provide to meet the needs of student-athletes with special academic needs? Does this differ from those provided to the general student body? If so, how?

7. Does your institution have a learning specialist? If yes, what are his or her qualifications and duties?

8. What type of communication occurs between academic support services staff and the office of disability services?

Observations:

1. Academic support services has a full-time learning specialist located in academic support services but has a direct relationship with the office of disability services. This relationship is critical to the success of the student-athletes with diagnosed disabilities. Accommodations typically available for these student-athletes are note takers, extended time and distraction-free testing environments. The personnel in the office of disability services are responsible for sending notices to instructors regarding these accommodations. Academic support services emphasizes that all student-athletes with documented disabilities must register with their office.

2. All official diagnostic testing is done external to the institution. The learning specialist does the initial screening (documents approved by the licensed psychiatrist/psychologist). The academic support services learning specialist does informal testing using the Scholastic Abilities Test for Adults. The areas tested are nonverbal reasoning, reading comprehension, math calculations, writing mechanics and reading/vocabulary.

3. The major qualification established for the learning specialist is for the individual to have earned, at minimum, a masters degree in an educational discipline (preferably in special education) and have three to five years experience working with college-age students. The learning specialist does oversee a small staff (three graduate assistants) to work with approximately 35-40 student-athletes on learning strategies.

Recommendation:

- There seems to be a very effective working relationship between the academic support services staff and the office of disability services. However, there is a need to coordinate more effectively with coaches and student-athletes to ensure that the student-athletes are using all of the accommodations for which they are qualified.

Assistance for At-Risk Students.

Individuals interviewed: athletics administration, academic support services staff, coaches and student-athletes.

Interview Questions:

1. How are at-risk student-athletes identified?

2. What support services are provided for student-athletes determined to be at-risk?

3. What are the policies or requirements for using these support services?

4. Are the support services available to all student-athletes?

5. How are student-athletes made aware of these support services?

6. What diagnostic testing is provided for at-risk student-athletes? Who performs these tests? Does this differ from the general student body? If so, how?

7. Describe the support services provided to at-risk student-athletes to assist them in developing study skills.

8. Does your institution offer a basic study-skills class? If yes, please provide a copy of the syllabus.

9. Are learning assistants and mentors provided or available to work with at-risk student-athletes? If yes, please describe their qualifications and duties.

10. What is the staffing ratio of learning assistants and mentors to student-athletes?

11. Are at-risk student-athletes required to log a specific amount of time in the learning center (e.g., study hall, tutors) each week? If yes, what are the requirements?

12. How do the academic profiles of at-risk student-athletes compare to student-athletes, at-risk students and the general student body at your institution?

13. What are the policies regarding academic probation?

14. Does your institution provide a summer bridge (or comparable) program for new student-athletes? If yes, are at-risk student-athletes encouraged and/or required to attend? What are the components of the program?

Observations:

1. A complete listing of the support services offered was provided, including the institution's definition of "at-risk" and the policies and procedures regarding at-risk student-athletes.

2. Every new student-athlete is required to participate in the institution's new student orientation sessions. During these sessions, the staff has an opportunity to meet with student-athletes and their parents to discuss the services. Additional opportunities to share orientation information are the freshmen orientation courses and team meetings.

3. Initial screening for at-risk student-athletes is performed during the first week of classes. If the results dictate, full-diagnostic testing is scheduled at a later date at an external facility. The results of this testing and noted observations dictate the type of academic plan that is designed for each at-risk student-athlete. It is required that all at-risk student-athletes have an academic plan on file. It is the responsibility of the academic advisor and/or coordinator to make sure the plan is implemented and followed.

4. The learning specialist works with student-athletes based on their specific academic needs. The sessions with the learning specialist and his or her staffs are designed toward the implementation of strategies. These sessions are not tutorial sessions. Each staff member is assigned a maximum of 10 at-risk student-athletes.

Recommendations:

1. Currently, there is a very limited summer bridge program for new student-athletes. The committee recommends academic support services work in conjunction with the office of student affairs and the academic colleges on campus to expand this program for more new student-athletes.

2. The majority of coaches have been very cooperative when working with the learning specialist and academic support services staff to address the needs of at-risk student-athletes. However, it is recommended that the athletics department stress the importance of this to all coaching staffs to ensure that the needs of at-risk student-athletes are being met.

Academic Support Facilities.

Individuals interviewed: athletics administration, academic support services staff, coaches, student-athletes and faculty athletics representative.

Interview Questions:

1. Is a learning center (or other designated space or facility) available exclusively for student-athletes? If yes, please describe the facility.

2. How many tutorial rooms, offices, classrooms or other facilities are available?

3. Is there a computer lab? If yes, how many computers are available? Does the computer lab have the software equivalent to other labs on campus?

4. Does your institution have computers available to be checked out for team travel? If yes, how many are available? What is the pattern of use? Are there policies related to use?

5. Is the facility accessible to student-athletes during the day and evening hours? What are the hours of operation?

Observations:

1. The floor plan for the academic support services facility was provided. There is a desktop computer lab that accommodates 25 student-athletes and a laptop lab that can handle the overflow up to 20 more computer stations. Academic support services also has a classroom that accommodates 30 student-athletes.

2. The offices for the academic advisors are located on the top floor with the main level hosting the tutorial rooms. There are eight large and 10 small tutorial rooms.

3. For monitoring and safety reasons, all rooms have windows that allow for clear vision into the rooms.

4. The hours for the study center are Monday through Thursday 7:30 a.m. to 11 p.m; Friday 7:30 a.m. to 5 p.m.; and Sunday 4 p.m. to 11 p.m. The hours are adjusted as finals approach.

Recommendations:

1. The facilities seem to adequately meet the needs of student-athletes. It is recommended that academic support services provide additional tutoring opportunities during the daytime hours to better address the needs of many of the student-athletes.

2. It is also recommended that academic support services purchase a software program to monitor the student-athlete participation in the learning center. Currently, this process is done by hand with periodic reports going to coaches and staff.

Academic Evaluation of Prospective Student-Athletes.

Individuals interviewed: academic support services staff, office of admissions and records, faculty athletics representative and office of academic affairs.

Interview Questions:

1. Are evaluations of unofficial or official high school, two-year and four-year college transcripts prepared? If yes, what are the procedures?

2. How do you evaluate transcripts of prospective transfer student-athletes?

3. How do you determine if prospective transfer student-athletes will meet progress-toward-degree requirements when they arrive on campus?

4. How do predictors of academic success of student-athletes at your institution compare to the general student body?

5. Does your institution have special or alternative admission policies for prospective student-athletes? If yes, what are the policies?

6. Do faculty members participate in the review of specially admitted prospective student-athletes? If yes, describe.

7. What are the procedures for admitting prospective student-athletes who do not meet the regular admission standard of the institution? Does this differ from the general student body? If so, how?

8. Describe the involvement of academic support services staff in the recruiting process (e.g., unofficial, official visits).

Observations:

1. The official visit process incorporates an evaluation of the prospective student-athlete's high school or college transcripts. The review is to identify prospective student-athletes who are significantly deficient in meeting the institution's admissions standards or NCAA eligibility standards. This information is forwarded to sport administrators and coaches

immediately. This review also would identify a prospective student-athlete that would need additional review through the special-admission process.

2. The special-admission process is a faculty-based review. The institution has established five criteria that must be met to avoid the need for special admissions. If a prospective student-athlete falls short in two or more of the five areas, he or she is reviewed as a special admission. The criteria are: (1) 2.5 cumulative high school grade-point average; (2) top half of his or her class; (3) 900 combined SAT score; (4) 420 score in critical reading; and (5) 420 score on the math component of the SAT. The special admission committee meets to review prospective student-athletes to access if their academic history indicates they have the academic ability to be successful on campus.

3. Regarding transfer student-athletes, the office of admissions uses an unofficial transcript and does the first review for transferability of courses. If a course does not match with the database, the course may be sent to the dean's office of the department for review. After all courses have been reviewed, a comparison is done to determine satisfaction with the percentage-of-degree requirements. Academic support services has assigned one person, the eligibility coordinator, to be responsible for the review of each transfer's academic history. The director of academic support services signs off on each of the evaluations.

Recommendation:

- The committee recommends that the director of academic support services sign off on a document that verifies the eligibility status of all prospective student-athletes prior to a National Letter of Intent being issued to the prospective student-athlete. This document would also be signed by the athletics director.

Student-Athlete Degree Selection.

Individuals interviewed: academic support services staff, student-athletes, office of admissions and records and faculty athletics representative.

Interview Questions:

1. What is the process for student-athletes to select a major at your institution? Do student-athletes receive any education for choosing a major?

2. Is there a selection of majors that do not have restricted admission?

3. Are student-athletes satisfied with the selection of majors available to them on your campus? How is this monitored or evaluated?

4. How does your institution monitor degree-selection trends or patterns for student-athletes? Are there trends and/or patterns?

Observations:

1. Approximately 40 percent of the student-athletes initially enroll at the institution with an undeclared major. The other 60 percent move directly into their degree major and are advised by departmental advisors.

2. The undeclared student-athletes take an additional one-hour course which allows them to gather information regarding the institution's curriculums in an effort to make educated decisions concerning their matriculation. This process has served this population well. Students' satisfaction with their choice of major is quite often higher than other matriculated students.

3. The change of major process for student-athletes is the same process for all students on campus. The student-athlete first must be accepted into another major before he or she is allowed to move out of the current area. One of the recent trends on campus is that most majors, as a part of their degree requirements, have increased the transfer grade-point-average minimums and have added additional course requirements with recommended grades in specific courses.

Recommendations:

1. Academic support services has not conducted a formal review of whether student-athletes are clustering in specific majors. The committee recommends that a formal review be completed this academic year with the results and recommendations submitted to the athletics council.

2. The academic support services currently does not have a procedure to monitor student-athlete degree and/or major changes. The institution should formally collect and evaluate this information. Further, this information should be shared with the athletics council.

Summary.

Based on its evaluation of these areas, the evaluation committee believes that the institution has a sound academic support services program. The committee believes certain academic support services can be more effective with the implementation of the recommendations from this report.

The observations and the recommendations listed are not intended to be inclusive. They reflect the continuing issues and themes that were raised as a result of this evaluative process. The committee would welcome any questions or concerns regarding these recommendations. The committee appreciates the cooperation provided by all participants in this evaluation. Everyone who was interviewed was very cooperative and forthcoming with information and documents requested.

The institution's academic support services for student-athletes should be evaluated on a continuing basis. It is important to note that the academic support services evaluation was intended to assist the institution in examining and improving its academic support services for student-athletes. It should not be viewed as a comprehensive "audit" or "seal of approval" relative to the institution's academic support services efforts for student-athletes.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, September 18, 2009 11:56 AM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: SA Emails
Attach: TEXT.htm; Copy of S-A Emails.xls

Emails of our student-athletes attached...

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, February 4, 2010 3:13 PM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: probation students
Attach: TEXT.htm

Folks - if you have not received a probation paperwork status email on your probation students, check with Brent. I have forwarded all completed paperwork emails to him. Off to Chicago.
RJM

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, June 9, 2010 9:41 AM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: Junior Transfer Seminar
Attach: TEXT.htm

>>> cyndem <cyndem@email.unc.edu> 6/4/2010 11:30 AM >>>

Dear Colleagues:

Please encourage all new junior transfers to register for the Junior Transfer Seminar this fall.

Junior transfer students are among the least likely to persist and graduate from Carolina. The Junior Transfer Seminar was designed to help junior transfers make a successful transition to the University. This small seminar, consisting of only junior transfer students, gives students the opportunity work closely with a faculty member in a small class environment and to meet with other transfer students. The seminar was modeled on the First Year Seminar program. It is an academic three-credit course emphasizing class discussion as well as learning in creative ways. The seminar is also designed to help students refine their communications skills, ability to speak clearly, and to write persuasively. Most importantly, students will have fun in this seminar because they are able to participate in the excitement of intellectual discovery and creative accomplishment.

Participating in this seminar may help transfers build a network of peers with the common experience of transferring. This support system can help smooth their transition to the University. Additionally, the seminar may fulfill a supplemental general education requirement.

For the fall 2010 semester, the Junior Transfer Seminar will be:
DRAM 290-003 - Special Studies
MWF - 11:00-11:50, CDA #105
Prof. Kimball King

To register for the Junior Transfer Seminar, please invite students to send an email to cyndem@email.unc.edu as soon as possible.
There are limited seats available for this opportunity so please encourage students to register as soon as possible.
The student email must include the following:Full name PID (Personal Identification Number) A statement requesting enrollment in Drama 290 for the fall 2010 semester.

Please do not hesitate to contact me should you have any questions. The Junior Transfer Seminar was offered for the first time last year and it was a great success. 100% of students who participated last fall were retained and are currently in good academic standing. I hope you encourage transfers to take advantage of this opportunity to make a strong start to their academic career at Carolina.

Best,
Cynthia

Cynthia Demetriou
Retention Coordinator
Office of Undergraduate Education
UNC Chapel Hill
3008 Steele Building, CB# 3504
(919) 843-5015

www.studentsuccess.unc.edu

From: Unspecified Sender
Sent:
To: Stafford-Odom, Trisha L <tsodom@email.unc.edu>
Subject: RE: The Daily Tar Heel: New UNC policy forces athletes to pay for their own tutors

---

For WBB, it doesn't

From: Trisha L Stafford-Odom [mailto:tsodom@email.unc.edu]
Sent: Monday, February 04, 2013 9:37 AM
To: Bridger, Beth; Andrew Calder
Subject: Fwd: The Daily Tar Heel: New UNC policy forces athletes to pay for their own tutors

Please tell me how this will affect us and our athletes.

Thanks,
Trish

Sent from my iPhone

Begin forwarded message:

> **From:** "Pamela A. Turner" <pam@pamturnerphd.com>
> **Date:** February 3, 2013, 9:50:54 PM EST
> **To:** Trisha Stafford-Odom <tsodom@live.com>
> **Subject: The Daily Tar Heel: New UNC policy forces athletes to pay for their own tutors**
>
> http://www.dailytarheel.com/m/article/2013/01/510b45853d306
>
> Sent from my iPhone

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Thursday, August 16, 2012 2:46 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Update from Chancellor Thorp

Dear Carolina Trustees, Faculty and Staff,

This has been a year of great accomplishments and, at the same time, significant challenges.

This weekend, we will welcome nearly 4,000 outstanding first-year students whom we accepted from a record 29,000 applicants, up 24 percent over last year. Our faculty brought in an estimated $767 million in research funding despite a challenging federal budget picture. Alumni and friends stepped up their private giving for our second best year ever. With the state budget stabilized, the General Assembly provided for modest faculty and staff raises for the first time in four years. And we have launched a campus-wide initiative to develop our 21st-Century Vision of the Public University.

Against this backdrop of achievement, we disclosed in May serious breaches of academic integrity that had occurred in our Department of African and Afro-American Studies. We forced the retirement of Professor Julius Nyang'oro, who had earlier stepped down as department chair. A former departmental manager had long ago retired from the University. They were the only people implicated in the investigation. Throughout, we have kept our Board of Trustees, UNC President Ross and the leadership of the Board of Governors informed. We have been and are continuing to conduct our review in a deliberate and careful manner. Our focus every day remains on fixing the problems and ensuring they never happen again.

We also had four extensive reviews that examined what went wrong and recommended improvements and new safeguards. We are implementing every recommendation made in these reports:

* Review of Courses in the Department of African and Afro-American Studies: a departmental review that found 54 irregularly taught courses among 616 offered between summer 2007 and summer 2011; see the report at http://www.unc.edu/news/12/1.pdf.

* Report on Academic Support Program for Student-Athletes: an examination of ways to better serve the academic needs of student-athletes following the relocation of the Academic Support Program for Student-Athletes to the Loudermilk Center for Excellence; see the report at http://www.unc.edu/news/12/3.pdf.

* Independent Study Task Force Report: an assessment of independent study practices throughout the College of Arts and Sciences that produced recommendations for consistent policies college-wide to be implemented beginning this semester; see the report at http://www.unc.edu/news/12/2.pdf.

* Faculty Executive Committee Report: a faculty-led examination of the University's reviews of courses in the African and Afro-American Studies department and independent studies, with a focus on identifying issues that contributed to the academic problems and recommendations for next steps; see the report at http://www.unc.edu/news/12/4.pdf.

In addition, a panel of the UNC Board of Governors began its own review last month to assess our investigative work and to determine whether the steps we have taken and proposed are reasonable and adequate to protect the University's academic integrity and help prevent a similar situation from occurring again. We are cooperating fully in that effort.

As we start the new school year, I want to share what we have done so far and the additional steps we are taking to ensure integrity.

Former Governor James G. Martin agrees to lead continuing review of courses:

As part of our ongoing review of academic irregularities disclosed in May in our review of courses in African and Afro-American Studies, we have been reviewing the extent to which irregularities may have occurred prior to 2007. In consultation with our Board of Trustees and UNC President Tom Ross, we have asked James G. Martin, former N.C. governor and a former professor at Davidson College, to lead an independent review of any additional academic irregularities that may have occurred. Governor Martin's expanded review will be assisted by Virchow, Krause & Company, LLP, a national management consulting firm with extensive experience in academic performance audit procedures and controls. Members of the Board of Trustees, President Ross and I all believe that this is an important step in rebuilding the confidence that you deserve to have in our academic integrity. This review will begin immediately.

Governor Martin and Virchow, Krause & Company will provide their findings to the UNC Board of Governors panel that is now assessing the University's previous investigation. We will then ask Virchow, Krause & Company to review the new academic performance policies, procedures and controls that we have already implemented to ensure that they represent best practices and, if not, to make specific recommendations for improvement. We are determined to make sure that our internal controls are such that irregularities of the past will not recur.

Appointment of Hunter Rawlings to examine the role of athletics in the life of the University:

In its report, the Faculty Executive Committee acknowledged the complicated relationship between academics and athletics and recommended that I appoint outside experts to provide an independent, comprehensive analysis of that relationship. I agree that finding the right balance is essential, and we have the opportunity now to determine where we want to be in the future.

I have asked Hunter Rawlings, president of the Association of American Universities (AAU), to help us examine the appropriate future relationship between academics and athletics at the University. The AAU is the association of 61 preeminent public and private research universities. Hunter's credentials are impressive. He is a member of the American Academy of Arts and Sciences. He was president of the University of Iowa and Cornell University. His degrees are in classics - from Haverford and a Ph.D. from Princeton. He also brings personal experience as a student-athlete. While he was in college, he was the star of the men's basketball team, and he pitched for the baseball team.

We will launch this effort after Governor Martin and Virchow, Krause & Company complete their independent review and after the Board of Governors' panel wraps up its work. Our goal is to engage the entire campus community in a meaningful discussion and analysis of the role of athletics in the life of the University.

Changes in the Academic Support Program for Student Athletes:

College of Arts and Sciences Dean Karen Gil, Athletic Director Bubba Cunningham, the Board of Trustees and I have been examining ways to strengthen the intersection of academics and athletics. Our plans reflect excellent ideas from members of our faculty and are entirely consistent with the report issued by the 2011 Task Force on Athletics and Academics commissioned by President Ross. That report recommended that academic affairs be "fully in control" of academic support services related to athletics.

We are implementing plans now to:

Reorganize the Academic Support Program for Student-Athletes and Hire a New Leader:
The College has, for several months, been engaged in the process of reorganizing the Academic Support Program for Student-Athletes, and has launched a national search for a new director. Steve Matson, dean of the Graduate School, is chairing the search. The new director will report solely to the College of Arts and Sciences and will have the authority to manage the program's budget. Harold Woodard, associate dean and director of the Center for Student Success and Academic Counseling, will serve as interim director of the Academic Support Program for Student Athletes. Collectively, these changes provide the opportunity to move forward with a fresh perspective.

Expand Academic Advising:
Like all students at Carolina, each student-athlete is assigned a primary academic advisor through the College's Academic Advising Program. The College will strengthen the role of the advisors by adding two new positions to monitor and oversee academic advising for student-athletes.

Coordinate and Clarify the Relationship between Academic Advising and the Academic Support Program for Student-Athletes:
We are making it unequivocally clear that the College of Arts and Sciences is in charge of Academic Advising and the Academic Support Program for Student-Athletes. The College will enhance its training and supervision of academic advisors and academic counselors to strengthen their distinct, but complementary, roles and responsibilities.

Expand the Summer Bridge Program:
The College is expanding its successful summer residential academic support program to incorporate student-athletes who may need help with their personal and academic transition from high school to the University.

Strengthen Faculty Involvement in Athletics:
We are strengthening relationships among the Faculty Advisory Committee of the Academic Support Program, the Faculty Athletics Committee and the faculty representative to the ACC/NCAA. Professor Joy Renner, the new

chair of the Faculty Athletics Committee, spent the summer meeting with members of her committee, the administration and Athletics Department to discuss how the committee can better ensure academic integrity and full integration of student-athletes into the life of the University. To meet the complex challenges associated with balancing academic and athletic excellence, it's essential that faculty be visibly engaged in relevant policies and practices.

Changes in the Department of Athletics:

Athletic Director Bubba Cunningham is the right person to help us move forward. He wants our student-athletes to get a world-class education, with high academic standards. To that end, he and College Dean Karen Gil are working collaboratively to strengthen the connections between academics and athletics.

Bubba recently completed a comprehensive analysis of the department and has reorganized to strengthen the department. He has hired two new staff members.

Senior Associate Athletic Director Vince Ille comes from the University of Illinois, where he was first an assistant athletic director for compliance and then a senior athletic director. He will be the liaison with academic advising and counseling for student-athletes. Bubba has made clear that these functions remain independent of athletics and are part of the College of Arts and Sciences. Vince will coordinate with the College. He will also supervise the compliance program and work with staff to minimize the risk of NCAA infractions.

Associate Director Paul Pogge was associate athletic director for strategic planning and partnerships at the University of Denver. He will assist in coordinating student-athlete eligibility, the NCAA's Academic Progress Rankings, risk assessment and summer camps.

A wide range of improvements in the department, the College and the University:

The Department of African and Afro-American Studies, all of the departments in the College of Arts and Sciences, and the Summer School all have new policies and procedures in place to prevent irregularities going forward:

* The department has entirely new leadership and governance structure, and new policies and procedures for independent studies.

* The new chair, Professor Eunice Sahle, has a vision for the department that will further strengthen the excellent teaching, research and service being done by its current faculty.

* Stronger and more consistent policies for exams, grading and course syllabi are now in place.

* The College is implementing consistent best practices for independent study in all of its academic departments.

* The College now follows an annual process for reviewing all teaching assignments and enrollments in every academic department and curriculum.

* The Summer School has implemented new policies and monitoring tools.

* ConnectCarolina, the University's new centralized database, now enables stronger management of monitoring and tracking student records and grade forms.

Summary

I am a graduate of this great University, I have served on its faculty, and I am proud now to be the chancellor. The academic issues that we have confronted are unacceptable for our University, and we are intent on resolving them. Nothing is more important than restoring integrity to this University that we all love.

The great things we have accomplished would not be possible without your hard work and dedication to this University. So thank you for all that you do for the University of North Carolina at Chapel Hill.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: Susan Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, December 5, 2012 3:11 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Bradley Bethel <bbethel@uncaa.unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer Welborn <welborn@uncaa.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>
Cc: Woodard, Harold <harold_woodard@unc.edu>
Subject: Final Exam Schedule with Room Numbers
Attach: Final Exam Reviews - Fall 2012.xlsx

Hey Everyone,
Room numbers have been assigned to the reviews as best as we could. Just wanted to be sure you all had a copy of the final version.
Thanks,
Susan

Susan Maloy
Tutorial Coordinator/Academic Counselor
UNC Academic Support Program for Student-Athletes
919-962-9892 (office)
919-962-8247 (fax)
sbmaloy@uncaa.unc.edu

FINAL EXAM REVIEW SCHEDULE
Fall 2012

Wednesday, December 5

COURSE	TIME	TUTOR	ROOM
AFAM 101-003 (All Sports)	7pm	Sherman	2301
CHEM	6-8pm	Betucci	2303

2

Thursday, December 6

COURSE	TIME	TUTOR	ROOM
BIOL 101-002 (FB)	11am	Grant	2310C
BIOL 101-002 (WBB)	12:45-2pm	Grant	2310C
BIOL 101-001	2-3:30pm	Grant	2310C
POLI 100	6pm	Miller	2406
WOLO 403 (WBB)	6pm	Kasse	B
STOR 155	6pm	Hutton	2310A
WOLO 401 (WBB)	7pm	Kasse	B
EXSS 175-002	7pm	Bomberger	2408
MATH 110,118,130,152,231	7pm	Upson	2303
ENGL 148 (WBB)	7pm	Levett	C
DRAM 116-002 (All Sports)	7pm	Mazzochi	2301
AFAM 101-003 (FB)	8pm	Reed	WL1
PSYC 101-001	8pm	Stephens	2310A
MATH/STOR 113	9pm	Upson	2303
DRAM 116-002 (FB)	9pm	Mazzochi	2301

15

Friday, December 7

COURSE	TIME	TUTOR	ROOM
BIOL 101-001	3-4:30pm	Grant	2310C
EXSS 276-001 (All Sports)	7pm	Bomberger	2310A
AFRI 101-006	7pm	Sawyer	2310B
ECON 101	7pm	Spence	2301
MATH 110,118,130,152,231	7pm	Upson	2303
ECON 400+	8pm	Spence	2301
MATH 110,118,130,152,231	8pm	Upson	2303

7

Sunday, December 9

COURSE	TIME	TUTOR	ROOM
ASTR 101	6pm	Brown	2408
EXSS 188	6pm	Bomberger	2310A

FINAL EXAM REVIEW SCHEDULE
Fall 2012

SPAN 105 (WBB)	6pm	Palmer	2310C
CHEM	7pm	Bertucci	2301
EXSS	7pm	Bomberger	2310A
HIST - General drop-in	7pm	Felicelli	2406
MATH/STOR	7pm	Upson	2303
PORT 101	7pm	Conrad	2310B
SPAN 105	7pm	Palmer	2310C
SPAN 203	8pm	Palmer	2310C
PORT 102	8pm	Conrad	2310B
PORT 103	9pm	Conrad	2310B
SPAN - General drop-in	9pm	Palmer	2310C
PSYC 101-003	9pm	Stephens	2310A
MATH 118	9pm	Upson	2303

15

Monday, December 10

COURSE	**TIME**	**TUTOR**	**ROOM**
BIOL 101-002 (WBB)	10-11:3am	Grant	2310C
ASTR 101	6pm	Brown	S
AFRI 101-004	6pm	Sawyer	2310B
AFAM 101-001&002	7pm	Sherman	2306
ASTR 101	7pm	Brown	S
ECON 101	7pm	Spence	2301
EXSS 175	7pm	Bomberger	2310A
GEOL 101	7pm	Chapman	2310C
PSYC 101-002	7pm	Stephens	WL1
MATH 118	7pm	Upson	2303
MATH/STOR	8pm	Upson	2303
BIOL 101-002 (All)	8-10pm	Grant	2310B
ECON 101	8pm	Spence	2301
SOCI 101-001&002 (FB)	8pm	O'Sullivan	2408
ECON	9pm	Spence	2301
SOCI 101-001&002 (All)	9pm	O'Sullivan	2408
MATH/STOR	9pm	Upson	2303

17

Tuesday, December 11

COURSE	**TIME**	**TUTOR**	**ROOM**
EXSS	7pm	Bomberger	2301
GEOL	7pm	Chapman	2303
GEOL	8pm	Chapman	2303

FINAL EXAM REVIEW SCHEDULE
Fall 2012

3

Wednesday, December 12

COURSE	TIME	TUTOR	ROOM
HIST 128-006&007	6pm	Sheppard	2310C
DRAM 115-001 (FB)	7pm	Mazzochi	2310A
HIST - General Drop-in	7pm	Felicelli	2310B
GEOL 105	7pm	Chapman	V
ECON 101	7pm	Spence	2301
MATH/STOR	7pm	Upson	2303
MATH/STOR	8pm	Upson	2303
DRAM 160	8pm	Hendrick	2408/2406
DRAM 115-001 (All)	8pm	Mazzochi	2310A
ECON 101	8pm	Spence	2301
ECON 400+	9pm	Spence	2301

11

Thursday, December 13

COURSE	TIME	TUTOR	ROOM
HIST 142-001	6pm	Sawyer	2310B
HIST 128-007	6pm	Sheppard	2303
AFRI 101-003 (All)	7pm	Sawyer	2310B
HIST 151-002&006	7pm	Sherman	2310A
PSYC 101-002	7pm	Stephens	2310C
DRAM 116-001	8pm	Mazzochi	2303
EXSS 276-002 (FB)	8pm	Bomberger	2301
AFRI 101-003 (FB)	9pm	Sawyer	2310B
EXSS 276-002 (All)	9pm	Bomberger	2301

9

WBB Sessions
FB Sessions

WRITING TUTOR SHIFTS
Final Exam Week

Thursday, December 6 @ 7-9pm	Room
Kathleen Crosby	WL3
Susan O'Rourke	2403
Friday, December 7 @ 7-9pm	
Kathleen Crosby	WL
Melissa Pojasek	WL
Sunday, December 9 @ 7-9pm	
Kathleen Crosby	WL
Ron Jenkins	WL
Monday, December 10 @ 7-9pm	
Rebecca Bailey	2403
Ron Jenkins	WL3
Tuesday, December 11 @ 7-9pm	
Rebecca Bailey	WL
Melissa Pojasek	WL
Wednesday, December 12 @ 7-9pm	
Melissa Pojasek	WL
Thursday, December 13 @ 7-9pm	
Kathleen Crosby	WL

From: Farmer, Stephen M <sfarmer@admissions.unc.edu>
Sent: Wednesday, January 2, 2013 8:49 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; Bethel, Bradley Richard <bbethel@email.unc.edu>
Subject: Following Up

Dear Beth and Bradley:

Thank you again for meeting with Barbara and me on December 7.

I've done some homework in response to the advice you gave us and would welcome the chance to talk with you about it.

If you'd have 30 minutes free during any of the times listed below, I'd be glad to come to your building. If none of these will work, I hope you'll feel free to suggest others during the next few weeks.

Thank you again and Happy New Year to both of you.

Steve

Thu 1/3 – 11a to 1p
Fri 1/4 – 1:30p to 3p
Mon 1/7 – 10a to 12p

From: Innovative Educators <mail@innovativeducators.ccsend.com>
Sent: Wednesday, January 2, 2013 5:06 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Managing Students with Stress, Aggressive Behaviors, and Suicidal Tendencies

---

Having trouble viewing this email? Click here

January Webinars

Managing Students with Stress, Aggressive Behaviors, and Suicidal Tendencies

Click on the webinar titles below for more information.

Webinar Calendar - http://www.innovativeeducators.org/Webinar_Calendar_s/193.htm

Innovative Educators

Click on the titles below for more information.

- Graduate Students In Distress: How To Recognize Warning Signs & Avoid Violent Results Of Stress, Strain & Strife: January 17
- Take On Violence, Bullying, and Drugs: Bystander Intervention On Campus: January 17
- Identifying & Managing Aggressive Student Behaviors, Attitudes & Emotions: January 22
- Training Front Office Staff: Handling Difficult & Disruptive Behaviors: January 23
- Removing Suicidal Students From Campus: The Significance Of Recent Changes In Federal Policy: January 30

Innovative Educators

3277 Carbon PL
Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

Free Webinar

Delivering On The Career Promise: How To Incorporate Experiential Learning Curriculum Into The Student Experience - January 15

Upcoming Webinars

View all events

January 2013

24
Training Student Employees To Provide Excellent Customer Service

24
The Top 10 Most Successful Student Recruitment Strategies

25
Veterans Resource Centers On Campus: How To Create, Staff & Fund A Thriving Center

29
First-Year Minority Male Students: Increasing Retention & Persistence By Addressing Their Academic & Social Needs

31
Rise Above The Spam: How To Attract Media-Saturated Students With Relevant & Strategic Communications

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IE | 13635 Clermont Court | Thornton | CO | 80602

From: Susan Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, January 3, 2013 10:27 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; Woodard, Harold <harold_woodard@unc.edu>; Bradley Bethel <bbethel@uncaa.unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer Welborn <welborn@uncaa.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>
Subject: Tutorial Items - Spring 2013

Hey Everyone,
I hope you all had a great holiday break!
I have a couple of things regarding tutoring and structured study that I wanted to run by everyone.
1. Tutor Training is scheduled for Wednesday, January 9th 6-8pm. Dr. Steve Knotek from the School of Education will be our guest speaker for the evening. Please plan to attend if you can.
2. If you are confident that your students' schedules for certain courses will not change, go ahead and begin loading your tutor requests in the database. If a drop-in is sufficient, no need to add this as a tutor request. At this point, tutor requests should be one-on-one requests or small group requests. Please be sure to indicate LEEP students and identify priorities in the comments. If there are specific drop-ins that you would like to see on the weekly schedule, just email me or stop by my office to let me know.
3. Below is what we are considering for start dates to structured study and tutoring. Please review and let me know any thoughts you may have. I need to have this officially added to the Policy Sheet for team meetings ASAP. If I do not hear from you, I will assume everyone is comfortable with this schedule.
Thanks so much,
Susan

STRUCTURED STUDY PROGRAMS

First-year students participating in our structured study program will be required to complete designated team hours of structured study per week. Upperclassmen who are below a certain GPA may also be required to attend according to his/her academic counselor's guidelines. Structured Study starts on **Sunday, January 13th.** All structured study hours must be completed **during the building's hours of operation**, **Sunday through Thursday.** Students MUST present their ONE Card in order to log study hours at night. There will be a sign-in sheet for hours logged during the day.

EVENING TUTORING

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Susan Maloy
Tutorial Coordinator/Academic Counselor
UNC Academic Support Program for Student-Athletes
919-962-9892 (office)
919-962-8247 (fax)
sbmaloy@uncaa.unc.edu

From: mjpender@email.unc.edu
Sent: Thursday, January 3, 2013 11:01 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; ePro Users <epro_users@listserv.unc.edu>
Subject: [epro_users] Viewstar is down - do not fax any documents

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At 10:04:50 AM on 1/3/2013, ITS detected a problem with Viewstar Fax Document Import for Check Request, Web Travel, InDEPTh, ePro Small Order, Account Request, Vendor Request, and UNC PPO. Members of the ITS staff are working to resolve the issue and to identify the root cause of the service interruption.

Updates will be communicated as they become available.

Please refrain from faxing new documents or re-faxing previously faxed documents until this issue has been resolved.

If you have any questions, please contact the ITS Service Desk at 962-HELP.

From: mjpender@email.unc.edu
Sent: Thursday, January 3, 2013 12:33 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; ePro Users <epro_users@listserv.unc.edu>
Subject: [epro_users] Viewstar Issue has been resolved

ITS has informed us that ViewStar is now working properly. Thanks for your patience.

If you have any questions, please contact the ITS Service Desk at 962-HELP.

From: Brent Blanton <blanton@uncaa.unc.edu>
Sent: Thursday, January 3, 2013 1:29 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Woodard, Harold <harold_woodard@unc.edu>; Bradley Bethel <bbethel@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer Welborn <welborn@uncaa.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>
Subject: RE: Tutorial Items - Spring 2013

Hi Susan,
I thought for research purposes you actually wanted us to put in any/every request regardless of how it will be filled. Is that not correct?
B

From: Susan Maloy [mailto:sbmaloy@uncaa.unc.edu]
Sent: Thursday, January 03, 2013 10:27 AM
To: Blanton, Brent S; Woodard, Harold; Bradley Bethel; Beth Bridger; Beth Lyons; Jaimie Lee; Jennifer Townsend; Kym Orr; Tia Overstreet; Tony Yount; Spencer Welborn; Wally Richardson
Subject: Tutorial Items - Spring 2013

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919-962-8247 (fax)
sbmaloy@uncaa.unc.edu

From: Jane High <jhigh@uncaa.unc.edu>

Sent: Thursday, January 3, 2013 1:48 PM

To: Bridger, Beth <bridgerb@email.unc.edu>; Boxill, Jan <JMBOXILL@email.unc.edu>; Stafford-Odom, Trisha L <tsodom@email.unc.edu>; Pinkstaff, Chelsey R <pinkstaf@live.unc.edu>; Andrew Calder <acalder@uncaa.unc.edu>; Bob Ellis <bellis@uncaa.unc.edu>; Bobby Hundley <bhundley@uncaa.unc.edu>; Billy Lee <billylee@uncaa.unc.edu>; Clarissa Adams <cadams@uncaa.unc.edu>; Donna Cheek <dcheek@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Sarah Humphries <shumphri@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>

Subject: End of Year Banquet

FYI: Just wanted you to know that we have scheduled the banquet for Tuesday, April 16th for our End of the Year Banquet. Wanted you to put this on your calendar!

Jane High
UNC Women's Basketball
Admin Assistant
919-962-5187 ofc
919-962-2506 fax

From: Susan Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, January 3, 2013 3:36 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Woodard, Harold <harold_woodard@unc.edu>; Bradley Bethel <bbethel@uncaa.unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer Welborn <welborn@uncaa.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>
Subject: RE: Tutorial Items - Spring 2013

Thanks Brent. Yes, I guess you are right.
Everyone, please note the correction to my previous email regarding drop-in session requests. If you feel that a student will benefit from a drop-in and is likely to attend, please add the request to the database, but be sure to indicate "Drop-in" in the Notes so that I fill the request as such if I am able to.
Thanks and let me know if anyone has any other thoughts.
Susan

>>> "Blanton, Brent S" <blanton@uncaa.unc.edu> 1/3/2013 1:29 PM >>>
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919-962-9892 (office)
919-962-8247 (fax)
sbmaloy@uncaa.unc.edu

From: Carolina Women's Center@uncaa.unc.edu
Sent: Thursday, January 3, 2013 3:39 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; The Carolina Women's Center general listserv <cwc@listserv.unc.edu>
Subject: [cwc] 2 Job Postings
Attach: Court Advocacy and Community Response Coordinator 12-12.doc; ATT00001.htm

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The Carolina Women's Center general mailing list
womenscenter.unc.edu

Please see attached job description for the Compass Center as well as job description below for Durham Crisis Response Center.

--

Carolina Women's Center
University of North Carolina at Chapel Hill
150 South Road, Suite 101, CB #3302
Phone: (919) 843-2423
http://womenscenter.unc.edu

Sexual Assault Investigator
Persons interested in applying should EMAIL their resumes to: jobs@durhamcrisisresponse.org. No calls, please!
GENERAL DESCRIPTION AND PURPOSE:
The position of Sexual Assault Investigator is a critical component of the "Strengthening Sexual Assault Advocacy and Investigations in Durham" (SSAI) Grant through the Governor's Crime Commission. This grant is designed to improve coordination and services throughout the victim's experience, including law enforcement and the courts. Durham Crisis Response Center (DCRC) is the implementing agency for this grant. DCRC will work collaboratively with law enforcement and the District Attorney's office to improve service delivery and critical responses to victims of sexual violence.
The SA Investigator is an employee of DCRC, assigned exclusively to the District Attorney's Office. The DA's office will provide daily supervision of this employee. The Investigator will perform investigations and other tasks as assigned by the District Attorney or his designee in keeping with the terms of this grant.
Minimum Qualifications for Position:

1. At least two years of study at a college or university or an Associate degree from an accredited institution or at least two years of experience as a law enforcement officer or a related field of employment.
2. Ability to understand complex legal issues and develop investigation techniques to provide District Attorney's Office with information needed in the prosecution of criminal cases involving violence against women, in particular, sexual assaults cases.
3. Ability to develop relationships with witnesses and victims of crimes for the purpose of extracting relevant information.
4. Possess a thorough knowledge of the court system and the various law enforcement personnel involved in criminal prosecution.
5. Ability to work long hours and weekends as needed to contact witnesses and victims and develop information required for each case.
6. Ability to work collaborative with a multidisciplinary team to address the systemic needs for the successful investigation and prosecution of sexual assault cases.
7. Examine records in order to locate links in chains of evidence or information. 8. Knowledge of relevant

equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions. 9. Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

Skills/Abilities:

- Strong oral and written communication skills
- Strong organizational skills
- Demonstrates ability to effectively work on a multidisciplinary team
- Demonstrates skills of self-direction

This job description is meant to serve as information to the applicant as to what may be required for appointment to this position. It is in no way to be exhaustive of the education and experience required. The final decision as to whether the applicant possesses the qualifications for appointment to this position will rest with the Executive Director of DCRC and the District Attorney.

LICENSES/CREDENTIALS:

Preference is given to a duly sworn officer with investigative experience

SUPERVISED BY:

Daily supervision by the Durham District Attorney and the Executive Director of DCRC

1. Accountabilities of the Sexual Assault Investigator:
   - To abide by the policies and procedures of Durham Crisis Response Center's personnel manual
   - Maintain the high standards and work ethic of the Office of the District Attorney
   - Mandatory attendance of and participation in the Sexual Assault Response Team, ensuring the success of the collaborative approach to sexual assault cases
2. Provide referral information and support to clients
   - Possess a sense of social perceptiveness, being aware of victims' reactions and understanding why they react as they do.
   - Refer clients to DCRC for assistance and support
   - Work collaboratively with all community partners
3. Program Evaluation and Program Statistics
   - Produce a monthly program statistical report to DCRC, documenting cases referred and disposition of cases
   - Number of clients referred to DCRC for support and support
4. Provides outreach to the community
   - Provide community education as need and time permits
   - Attends appropriate activities within the community, representing the needs of DCRC clients

Other duties as determined by the Executive Director in conjunction with the District Attorney

The Sexual Assault Investigator will receive DCRC's Employee Manual and participate in DCRC meetings and programs.

Source: http://durhamcrisisresponse.org/learn-more/employment-at-dcrc

Begin forwarded message:

From: Joey Honeycutt <joey@ocrcc.org>
Date: January 3, 2013, 2:56:22 PM EST
Subject: FW: Job Posting

FYI – to distribute

From: @gmail.com [mailto: @gmail.com] **On Behalf Of** Connie

Carringer
Sent: Friday, December 28, 2012 10:34 AM
To: Laurie Graham
Subject: Fwd: Job Posting

We are posting the Court Advocacy and Community Response Director position today. It is attached. We are looking for a fluent Spanish speaker. In order to find our next great staff member we need YOUR help! Please forward this position description to any of your contacts, listserves, friends, etc. We hope to get it widely circulated quickly.

It is posted on Craigslist and on some other job boards.

Kristi and Nancy--will you please post this on the current websites?

Thanks,
Ardith

--
Connie Carringer
Support Group Coordinator
Compass Center for Women and Families
Chapel Hill, NC
(919) 929-7122
connie@fvpcoc.org

- -- You are currently subscribed to
cwc as: bridgerb@uncaa.unc.edu . To unsubscribe send a blank
email to leave-32579574-7208210.e8686140fd7c1e794963e15d04af47f5@listserv.unc.edu

Compass Center for Women and Families

Court Advocacy and Community Response Director
Position Description

Overview:
The Court Advocacy and Community Response Director oversees the domestic violence court advocacy program, trains and supervises volunteers to support this program and manages a multi-agency coordinated community response of service providers. This position provides direct services to victims of domestic violence in English and Spanish. The Court Advocacy and Community Response Director is supervised by the Client Services and Programs Director.

Primary Duties:
- Coordinate domestic violence court advocacy program.
- Accompany victims to civil and criminal domestic violence court.
- Assist victims in securing Domestic Violence Protective Orders.
- Recruit, screen, train and supervise court advocacy volunteers.
- Provide direct assistance to Spanish-speaking and English-speaking victims of domestic violence receiving services through the 24-hour hotline and in person.
- Provide leadership in building and managing the coordinated community response system of Orange County domestic violence victim service providers.
- Serve as a liaison between victims and victim services providers related to court advocacy such as those in the District Attorney's office, law enforcement, Legal Aid NC, and local attorneys.
- Develop and present trainings for justice system and law enforcement personnel as requested.
- Remain informed about domestic violence legislation.
- Maintain statistical records and proper documentation on clients served.
- Assist in training of hotline advocates.
- Other activities as assigned by the Client Services and Programs Director or Executive Director.

Qualifications:
- Bachelor's Degree required.
- Fluency in Spanish and English required.
- Minimum of two years experience providing services to victims of crime or working with an underserved population or an equivalent combination of education and work experience.
- Demonstrated interest or experience in the justice system.
- Ability to perform job duties with a high degree of initiative and professionalism; demonstrated sound judgment, and outstanding communication skills.
- Must possess and maintain a valid driver's license, automobile insurance, and reliable vehicle.

Hours: Full-time; exempt from FLSA. Will participate in hotline rotation as primary and/or back-up staff, including weekend and overnight shifts. Other evening and weekend hours may be required.

To apply, please send a cover letter and resume as a Word or PDF attachment to employment@fvpcoc.org. State the job title in the subject line of the email. No phone calls please. Position will be open until filled.

December 2012

From: Innovative Educators <mail@innovativeducators.ccsend.com>
Sent: Thursday, January 3, 2013 4:04 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: How To Motivate Students & Retain At-Risk Populations: Veterans, Minority Males, and Non-Traditionals

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Having trouble viewing this email? Click here

January Webinars

How To Motivate Students & Retain At-Risk Populations: Veterans, Minority Males, and Non-Traditionals

Click on the webinar titles below for more information.
Webinar Calendar - http://www.innovativeeducators.org/Webinar_Calendar_s/193.htm

Innovative Educators

Click on the titles below for more information.

- How To Improve Student Success By Creating An Active Learning Environment: January 23
- Veterans Resource Centers On Campus: How To Create, Staff & Fund A Thriving Center: January 25
- First-Year Minority Male Students: Increasing Retention & Persistence By Addressing Their Academic & Social Needs: January 29
- Student Motivation: Practical Strategies That Will Increase Engagement, Learning & Retention: January 29
- Understanding The New Non-Traditional Student: Supporting Their Success In & Out Of The Classroom: January 30

Innovative Educators

3277 Carbon PL
Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

Free Webinar

Delivering On The Career Promise: How To Incorporate Experiential Learning Curriculum Into The Student Experience - January 15

Upcoming Webinars

View all events

17
Graduate Students In Distress: How To Recognize Warning Signs & Avoid Violent Results Of Stress, Strain & Strife

17
Take On Violence, Bullying, and Drugs: Bystander Intervention On Campus

22
Identifying & Managing Aggressive Student Behaviors, Attitudes & Emotions

23
Training Front Office Staff: Handling Difficult & Disruptive Behaviors

24
Training Student Employees To Provide Excellent Customer Service

24
The Top 10 Most Successful Student Recruitment Strategies

30
Removing Suicidal Students From Campus: The Significance Of Recent Changes In Federal

Policy

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IE | 13635 Clermont Court | Thornton | CO | 80602

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Thursday, January 3, 2013 8:48 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Message from the Chancellor: Provost Search Update

Dear Students, Faculty and Staff:

I'm pleased to announce the appointment of a reconstituted 21-member committee searching for the University's next executive vice chancellor and provost. I will charge the committee at its first meeting later this month, and we expect this work to proceed productively in the coming weeks under the leadership of Kristen Swanson, dean of the School of Nursing and Alumni Distinguished Professor, as chair.

With the search for the University's next chancellor well under way, it was important to take action now to time the provost search so my successor will have an opportunity to provide input and be involved in the interview process and final selection. (We plan to use the same strategy with the search for the vice chancellor for development.)

The University faced a similar situation with vacant provost and vice chancellor for finance and administration positions in 2000 before James Moeser became chancellor. I consulted with Chancellor Moeser, and he confirmed my thinking that taking this approach would help accelerate the transition process within the administration and put my successor in the best position to hit the ground running when he or she is expected to take office next July.

I am grateful for Dr. Bruce Carney's continued service as executive vice chancellor and provost until this search is complete. He previously announced plans to return to his teaching and research career. Dr. Carney has done an exceptional job in serving as our chief academic officer. The provost oversees all academic operations including our schools and the College of Arts and Sciences, the University Library, a variety of centers and several cultural and educational units. This position also involves working closely with our vice chancellor for finance and administration to manage the University's budget process.

Dean Swanson is communicating with Wade Hargrove, chair of the chancellor search committee and our Board of Trustees, to assure a well-coordinated process with both searches. Joining Dean Swanson on the committee are distinguished faculty colleagues representing the College of Arts and Sciences, our professional schools and the Office of Faculty Governance. They are:

* Howard Aldrich, Kenan Professor and chair, Department of Sociology;

* Bill Andrews, E. Maynard Adams Professor of English, Department of English and Comparative Literature;

* Tim Carey, professor of medicine and social medicine, School of Medicine, and director of the Cecil G. Sheps Center for Health Services Research;

* Jennifer Conrad, senior associate dean for academic affairs and Dalton McMichael Distinguished Professor of Finance, Kenan-Flagler Business School;

* Jo Anne Earp, professor and former chair, Department of Health Behavior, Gillings School of Global Public Health;

* Joe Ferrell, Secretary of the Faculty and Albert Coates Professor of Public Law and Government, School of Government;

* Thomas Hazen, Cary C. Boshamer Distinguished Professor of Law, School of Law;

* William Kier, professor and chair, Department of Biology;

* Barbara Moran, Louis Round Wilson Distinguished Professor and former dean, School of Information and Library Science;

* Mike Smith, dean and professor of public law and government, School of Government;

* Dulcie Straughan, James and Hallie Parker Distinguished Professor and former interim dean, School of Journalism and Mass Communication;

* and Kim Strom-Gottfried, Smith Theimann Distinguished Professor for Ethics and Professional Practice and former interim dean, School of Social Work.

Also serving on the committee are:

* Alston Gardner, a member of our Board of Trustees and a lecturer of strategy and entrepreneurship, Kenan-Flagler Business School;

* Taffye Clayton, vice provost for diversity and multicultural affairs;

* Stephen Farmer, vice provost for enrollment and undergraduate admissions;

* Karol Kain Gray, vice chancellor for finance and administration;

* Bettina Shuford, associate vice chancellor for student affairs;

* Tammy Cox, treasurer of the Employee Forum;

* Rachel Myrick, student body vice president;

* and Kiran Bhardwaj, vice president of external affairs for the Graduate and Professional Student Federation.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

THE COMPLIANCE NEWSLETTER

UNC Department of Athletics

JANUARY 4, 2013 ***VOLUME XVIV, NUMBER 6***

JANUARY ENROLLEES

Any new student-athlete enrolling at UNC in January must complete eligibility paperwork and be cleared by Sports Medicine PRIOR to participating in any countable activities. Contact Lance (3-7259) to complete eligibility paperwork.

ELIGIBLE TO COMPETE

As a new semester quickly approaches, please remember that all student-athletes must be certified and released by the Compliance department before they can compete. Prior to the first competition, all coaches will receive an email from Lance Markos with a list of those S-As that are eligible. Do NOT let any S-A compete before receiving that eligible to compete memo.

CAMP BROCHURES

All camp and clinic brochures must be approved by the Compliance Office before they are printed and distributed. Brochures should be submitted to Lance for review.

BOOKS

The process for S-As on a book scholarship will be the same in the Spring as it was for Fall 2012. Samantha Kirby will be in Loudermilk Tuesday, January 8 through Friday, January 11, from 10am-2pm to collect book forms. Those book forms will be processed within 48 hours and S-As can then pick up books on the first floor of Student Stores. If a S-A preordered books then those will be available for pick up on the first floor of Student Stores starting Saturday January 5th. Please feel free to call Samantha or Tom Timmermans with any questions related to the textbook process.

NATIONAL LETTER OF INTENT (NLI) SIGNING PERIOD

Please note the upcoming NLI signing dates:

FOOTBALL: 2/6/2013 to 4/1/2013

FIELD HOCKEY, SOCCER, TRACK/CROSS COUNTRY: 2/6/2013 to 8/1/2013

FIELD HOCKEY, SOCCER, TRACK/CROSS COUNTRY: Coaching staff members may make unlimited telephone calls to a prospect from February 6th through February 8th.

FOOTBALL: Coaching staff members may make unlimited telephone calls to prospects from February 4th at 7:00 am until February 8that 7:00 am.

Please note: Sports associated with this NLI signing period are in a dead period from Monday, February 4th through Thursday, February 7th. During a dead period, it is not permissible to make in-person recruiting contacts or evaluations on or off the UNC campus. This also prohibits official or unofficial visits to UNC's campus, as well as the provision of complimentary admissions to prospects for campus athletics contests. See Bylaw 13.02.5.5 for more details.

Coaches, please remember that Tom will be preparing all NLI/ASA packets. In order to have a packet prepared, you must complete the NLI/ASA Information Form (found on the J: drive, Compliance, Financial Aid, NLI/ASA Information) and submit it to Tom. Please do so as soon as you know of individuals to whom you wish to send an NLI packet.

January Recruiting Calendar

Baseball
Quiet Period: Jan. 1-2; 7-31
Dead Period: Jan. 3-6

Men's Basketball
Recruiting Period: Jan. 1-31

Women's Basketball
Evaluation Period: Jan. 1-31

Football
Dead Period: Jan. 1-3; 7-10; 30-31
Contact Period: Jan. 4-5 11-31
Quiet Period: Jan. 6

Men's Lacrosse
Dead Period: Jan 1-6
Contact Period (No Lax Evals): Jan. 7-21
Quiet Period: Jan. 22-31

Women's Lacrosse
Quiet Period: Jan. 1
Contact Period: Jan. 2-31

Softball
Quiet Period: Jan. 1
Contact Period: Jan. 2-31

Track/Cross Country
Quiet Period: Jan. 1-2
Contact Period: Jan. 3-31

Volleyball
Quiet Period: Jan. 1-18
Contact Period: Jan. 19-31

Other Sports
Contact Period: Jan. 1-31

From: Dana Gelin <dgelin@uncaa.unc.edu>
Sent: Friday, January 4, 2013 4:47 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>
Cc: Bobby Hundley <bhundley@uncaa.unc.edu>; Matt Bowers <mbowers@uncaa.unc.edu>
Subject: Academic All-America nominees

Beth and Jenn,
When you get a chance, could you please let me know whether we have any potential nominees for Academic All-America honors from mbb or wbb? Full criteria below, but basically it's soph or above with a 3.3 or better cumulative GPA.
Thanks,
Dana

REMINDERS:
The nominee must be a starter or important reserve with legitimate athletic credentials.

Nominees must have a cumulative grade point average of at least 3.30 (on a 4.0 scale) in BOTH undergrad and graduate work. This MAY NOT be rounded up to 3.30 -- thus, a student-athlete with a 3.299 GPA is not eligible. Nominees in graduate school must have a cumulative GPA of 3.30 or better both as an undergrad AND in graduate school. For example, a student-athlete with GPAs of 3.0 in undergraduate work and 3.9 in graduate school would not be eligible, even if the average of the two combined was above 3.30.

Nominees must have reached sophomore athletic and academic standing at your institution (true freshmen, red-shirt freshmen and ineligible athletic transfers are not eligible) and must have completed at least one academic year at your institution.

Nominees must have participated in at least 50 percent of the team's games. The basketball programs are not selected by position, so please remember to include the nominee's position in the field for academic and athletic accomplishments.
Dana Gelin
Associate Director of Athletic Communications
Coordinator of Career Development for Student-Athletes
University of North Carolina
P.O. Box 2126
Chapel Hill, NC 27515
(919) 962-0083
dgelin@uncaa.unc.edu
www.goheels.com

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, January 4, 2013 8:20 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: DDD -- State Mileage Allowance Change

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To: Deans, Directors, and Department Chairs

From: Martha J. Pendergrass, Director, Procurement Services

Effective January 1, 2013, the Internal Revenue Service (IRS) has increased the business standard mileage rate from 55.5 cents per mile to 56.5 cents per mile to better reflect the recent increases in gas prices. Pursuant to state statute, the Office of State Budget and Management changed the allowable rate of reimbursement for travel on official business by state employees to be equal to the IRS rate.

In processing travel reimbursement forms for trips that begin on or after January 1, 2013, the allowable rate is 56.5 cents. For trips that began before January 1, 2013, the rate is 55.5 cents.

University travelers are obligated to use a State vehicle (if available) when the round trip exceeds 100 miles. The reimbursement rate is 30 cents per mile when an individual uses a personal car when a state car is available.

If you have any questions regarding the new rate or the processing of travel forms, please contact Fahir Zulfikar at 843-5098 or zulfikar@email.unc.edu. Thank you.

This memo is also being sent to University Business Managers.

This email is sponsored by: Procurement Services

From: Dana Gelin <dgelin@uncaa.unc.edu>
Sent: Sunday, January 6, 2013 12:04 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: RE: Academic All-America nominees

Ok, thanks for checking!

-- dg

Dana Gelin
Associate Director of Athletic Communications
Coordinator of Career Development for Student-Athletes
University of North Carolina
P.O. Box 2126
Chapel Hill, NC 27515
(919) 962-0083
dgelin@uncaa.unc.edu
www.goheels.com

>>> On 1/6/2013 at 11:16 AM, in message <5430313F7434E44F8F8F4266C04CB2400A0911BD@ITS-MSXMBS5M.ad.unc.edu>, "Bridger, Beth" <bridgerb@email.unc.edu> wrote:

And I have no one.

From: Dana Gelin [mailto:dgelin@uncaa.unc.edu]
Sent: Friday, January 04, 2013 4:47 PM
To: Bridger, Beth; Jennifer Townsend
Cc: Bobby Hundley; Matt Bowers
Subject: Academic All-America nominees

Beth and Jenn,
When you get a chance, could you please let me know whether we have any potential nominees for Academic All-America honors from mbb or wbb? Full criteria below, but basically it's soph or above with a 3.3 or better cumulative GPA.
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The nominee must be a starter or important reserve with legitimate athletic credentials.

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Nominees must have reached sophomore athletic and academic standing at your institution (true freshmen, red-shirt freshmen and ineligible athletic transfers are not eligible) and must have completed at least one academic year at your institution.

Nominees must have participated in at least 50 percent of the team's games. The basketball programs are not selected by position, so please remember to include the nominee's position in the field for academic and athletic accomplishments.

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ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES
POLICIES AND PROCEDURES: Spring Semester 2013

AN IMPORTANT MESSAGE…
The University of North Carolina expects students to act with the highest regard for integrity and ethical conduct when it comes to the UNC Honor Code and NCAA rules. These standards are to be taken seriously with your academic decision making as you not only represent yourself, but also your family, your team, and the University of North Carolina.

STRUCTURED STUDY PROGRAMS
First-year students participating in our structured study program will be required to complete designated team hours of structured study per week. Upperclassmen who are below a certain GPA may also be required to attend according to his/her academic counselor's guidelines. Structured Study starts on **Sunday, January 13th**. All structured study hours must be completed **during the building's hours of operation**, **Sunday through Thursday.** Students MUST present their ONE Card in order to log study hours at night. There will be a sign-in sheet for hours logged during the day.

EVENING TUTORING
Contact your academic support counselor if you need a tutor. **Drop-in tutoring for English, Math, and Foreign Language will begin on Monday, January 14th with all other tutoring scheduled to begin on Tuesday, January 22nd and will run from 6:00pm -10:00pm, Sunday-Thursday evenings.** See staff on duty for nightly tutor schedule. This schedule may change during the term, so be sure to check in with the staff on duty each night. In order for the tutoring session to be useful and productive, please arrive on time with proper books, notes, materials, **and your computer**. YOU MUST HAVE A GOAL FOR YOUR TUTOR SESSION!

UNC/NCAA TUTOR POLICIES
The Academic Support Program for Student-Athletes provides a variety of resources to promote academic success. These resources are to be used with the utmost respect and regard for academic integrity.
The following are **NOT ALLOWED** when utilizing tutors and other academic staff/resources:

- Working with a tutor who is not currently employed by the University without paying the standard rate for such service.
- Contacting tutors, via telephone, text messaging, social networking sites, etc.--you must contact tutors through your academic counselor
- Having tutors write papers for you or do any of your class assignments for you
- Having tutors write their own thoughts, circle misspellings, and write edits on your papers
- Meeting with ASPSA tutors for academic sessions outside of the Academic Center
- Socializing with tutors outside of academic sessions (ie dating or contact on social networking sites such as Facebook, MySpace, or Twitter)
- Providing tickets to tutors or putting tutors on pass lists
- Accepting cash, gifts, and other extra benefits from tutors
- ***IF YOU WISH TO HIRE A PRIVATE TUTOR YOU MUST MEET WITH TUTOR COORDINATOR, SUSAN MALOY!***

YOU ARE RESPONSIBLE FOR ALL OF YOUR OWN ACADEMIC WORK

GENERAL FACILITY RULES
Any violation of the following rules may result in removal from the facility and possible loss of tutor privileges

- Behave in a manner that does not disrupt others
- Must be respectful of all staff (part-time staff and tutors included)
- Discard all trash in appropriate receptacles
- Accessing non-academic websites during academic sessions is prohibited
- Cell phones and other similar electronic devices are prohibited during academic sessions
- Music use is at the discretion of your academic counselor
- Please do not put your feet on the furniture, also, if you move the furniture please put it back in its original location

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IMPORTANT ACADEMIC INFORMATION & EVENTS

YOU MUST BE ENROLLED IN 12 HOURS TO BE CONSIDERED A FULL TIME STUDENT AND ABLE TO PRACTICE AND COMPETE

CLASS ATTENDANCE
Class attendance is mandatory and necessary. Attend and be on-time to all classes. **Please note that English 100 and 105 have a very strict attendance policy.** Make sure that you inform your professor of your competition schedule in advance!

DROP/ADD PROCEDURES
You MUST MEET with your academic counselor in order to add or drop a course. Your eligibility may depend on it! After the on-line drop/add period ends, you must see your academic advisor on campus to obtain a drop/add form. You must then obtain your academic counselor's signature. Should you go to the Registrar's Office without that signature, you will be turned away. REMEMBER, ONCE YOU RECEIVE THE DEAN'S APPROVAL, YOU WILL HAVE UNTIL THE END OF THAT DAY TO MAKE YOUR SCHEDULE CHANGE. DO NOT FORGET TO GET YOUR ACADEMIC SUPPORT COUNSELOR'S SIGNATURE/APPROVAL BEFORE SEEING THE REGISTRAR!

DECLARING/CHANGING YOUR MAJOR
You MUST MEET with your academic counselor in order to declare or change your major. Paperwork must be filled out and signed BEFORE you MEET with your academic advisor at the Steele Building. If you do not have the proper paperwork, you will not be able to declare/change your major with your campus advisor.

TRAVEL LETTERS
All students in their competition season need to contact their professors **during the first week of school** and make them aware of their travel schedule by handing them a copy of the travel letter with the conflict dates highlighted. Students need to make arrangements for these conflicts **as soon as possible.** Remind professors each week of pending competitions! After the second week of classes, letters will no longer be available at the Academic Center – they will *ONLY* be available at your coach's office. **NEW POLICY: You must obtain each professor's signature and return it to your academic counselor as verification that you have met with your professor.**

TEXTBOOK PURCHASE/PICK-UP POLICY ***(only for student-athletes designated to receive books as part of their scholarship)***

- Where (Book Forms): Loudermilk Center for Excellence, Pope Academic Center Room 2417 (by computer lab)
- When (Book Forms): 10:00am-2:00pm, Monday August 20 thru Friday August 24 and 6:00pm-8:00pm Tuesday August 21
- Where (Pre-Packaged Books): Student Stores/South Road Entrance/1st floor on the left
- When (Pre-Packaged Books): 7:30am-9:00pm during Student Stores hours of operation
- Last day to purchase books: October 17th
- Save receipts for ALL purchases and returns
- All books from dropped courses must be returned to either Student Stores (with proof of receipt of return) or your academic counselor—You will not be approved to drop a class unless you either return the books or show a receipt.
- Only textbooks and course materials that are listed in the official University Book list as "required" may be purchased.

ALL STUDENT-ATHLETES

- **YOU MUST MEET WITH YOUR MAJOR ADVISOR ON CAMPUS EACH SEMESTER IN ORDER TO REGISTER FOR CLASSES**
- **YOU MUST MEET WITH YOUR ACADEMIC SUPPORT COUNSELOR FOR AN INDIVIDUAL MEETING TO REVIEW YOUR ELIGIBILITY STATEMENT EACH SEMESTER**

GRADUATING SENIORS

- At least 120 hours/2.0 cum, 1 LFIT needed
- See major advisor on campus and complete an official degree audit during your senior year
- Resume on file with University Career Services, Career Guide
- Application for 9th or 10th semester (if necessary)
- Last day to file for Fall 2012 graduation – Friday, October 12th
- UNDERLOAD APPROVALS MUST BE COMPLETED BY THE END OF THE FIRST WEEK OF CLASSES—FRIDAY, AUGUST 24th

JUNIORS

- See major advisor on campus for academic worksheet update

SOPHOMORES

- You must declare a major with your major advisor on campus before your junior year, specifically during the second semester of your sophomore year before Fall registration!

FRESHMEN

- You must meet with your advisor in the College of Arts & Sciences for initial advising appointment before registration during the Spring semester.

ACADEMIC ELIGIBILITY REQUIREMENTS

***UNC* REQUIREMENTS FOR STUDENT-ATHLETES**

To enter…	All students must have…
1st semester	2.0 cum gpa and 9 hours
3rd semester	2.0 cum gpa and 24 hours
4th semester	2.0 cum gpa and 36 hours
5th semester	2.0 cum gpa and 51 hours
6th semester	2.0 cum gpa and 63 hours
7th semester	2.0 cum gpa and 78 hours
8th semester	2.0 cum gpa and 93 hours
9th semester	2.0 cum gpa and 105 hours and prior approval by a dean is required
10th semester	Prior approval by a dean is required

You must pass 9 hours with a 2.0 *each* semester in order to return to UNC.
The student-athlete is responsible for the appeals process. The Academic Support Program exists to counsel and assist.

***NCAA* REQUIREMENTS FOR CONTINUING ELIGIBILITY** (GPA & HOURS FOR AID, PRACTICE, AND COMPETITION)

To be eligible for…	All students must have…
3rd Semester	1.8 gpa and 24 total hours
4th Semester	1.8 gpa
5th Semester	1.9 gpa and 48 DA hours + declare major
6th Semester	1.9 gpa
7th Semester	2.0 gpa and 72 DA hours
8th Semester	2.0 gpa
9th Semester	2.0 gpa and 96 DA hours
10th Semester	2.0 gpa

DA = Degree Applicable

FOR SATISFACTORY PROGRESS

IMPORTANT!!! 6 degree hours each semester (fall and spring) and 18 degree hours (fall + spring) are needed to meet satisfactory progress.
Hours must be earned during the regular academic year. PHYA courses **DO NOT** count as academic hours or towards NCAA eligibility and therefore are not counted toward full-time enrollment. Only 1 **(one)** Lifetime Fitness course counts for graduation.

HOURS OF OPERATION

Monday-Thursday – 8:00 a.m. to 11:00 p.m, **Friday** – 8:00 a.m. to 5:00 p.m, **Sunday** – 6:00 p.m. to 11:00 p.m.

IMPORTANT ACADEMIC DATES: FALL 2012	
Classes Begin	Tuesday Aug. 21st
Last Day to Add	Monday Aug. 27th
Holiday	Monday Sept. 3rd
Last Day to Drop (on-line)	Tuesday Sept. 4th
File for Graduation	Friday Oct. 12th
University Day	Friday Oct. 12th (no class 10-1)
Last Day to Drop (w/Dean)	Monday Oct. 15th
"IN" changes to F	Monday Oct. 15th
Last Day Pass/Fail Option	Monday Oct. 15th
Fall Break	Thursday Oct. 18th-Sunday Oct. 22nd
Thanksgiving Break	Wed. Nov. 21st-Sunday Nov. 25th
Classes End	Wednesday Dec. 5th
"AB" changes to "F"	Wednesday Dec. 5th
Reading Day(s)	Thur. Dec. 6th & Wed. Dec. 12th
Exams Begin	Friday Dec. 7th
Exams End	Friday Dec. 14th
Commencement	Sunday Dec. 16th

STAFF CONTACT INFORMATION		
Harold Woodard	Harold_woodard@unc.edu	962-9534
Bradley Bethel	bbethel@uncaa.unc.edu	962-2237
Brent Blanton	blanton@uncaa.unc.edu	962-9536
Beth Bridger	bridgerb@uncaa.unc.edu	843-5669
Jenn Townsend	jtownsend@uncaa.unc.edu	962-9538
Susan Maloy	sbmaloy@uncaa.unc.edu	962-9892
Jaimie Lee	jamielee@uncaa.unc.edu	843-6566
Beth Lyons	emlyons@uncaa.unc.edu	843-6029
Kym Orr	knorr@uncaa.unc.edu	843-2425
Tia Overstreet	overstre@uncaa.unc.edu	843-4400
Wally Richardson	wricha@uncaa.unc.edu	962-9893
Spencer Welborn	welborn@uncaa.unc.edu	843-2328
Nate Yarbrough	yarbrough@uncaa.unc.edu	962-9537
Tony Yount	tonyyount@uncaa.unc.edu	962-9535
Office Main Line		962-9537
Office Fax		962-8247

From: scanner@unc.edu
Sent: Sunday, January 6, 2013 5:36 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject:
Attach: 20130106173554367.pdf

This E-mail was sent from "R11153" (Aficio MP 3500).

Scan Date: 01.06.2013 17:35:54 (-0500)
Queries to: scanner@unc.edu

From: scanner@unc.edu
Sent: Sunday, January 6, 2013 5:36 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject:
Attach: 20130106173612569.pdf

This E-mail was sent from "R11153" (Aficio MP 3500).

Scan Date: 01.06.2013 17:36:12 (-0500)
Queries to: scanner@unc.edu

From: scanner@unc.edu
Sent: Sunday, January 6, 2013 5:37 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject:
Attach: 20130106173651828.pdf

This E-mail was sent from "R11153" (Aficio MP 3500).

Scan Date: 01.06.2013 17:36:51 (-0500)
Queries to: scanner@unc.edu

From: scanner@unc.edu
Sent: Sunday, January 6, 2013 5:37 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject:
Attach: 20130106173658856.pdf

This E-mail was sent from "R11153" (Aficio MP 3500).

Scan Date: 01.06.2013 17:36:58 (-0500)
Queries to: scanner@unc.edu

From: scanner@unc.edu
Sent: Sunday, January 6, 2013 5:53 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject:
Attach: 20130106175244348.pdf

This E-mail was sent from "R11153" (Aficio MP 3500).

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From: Russell, Chloe <cjrussel@email.unc.edu>
Sent: Sunday, January 6, 2013 6:05 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Automatic reply: TUESDAY STAFF MEETING

Happy Holidays!

I will be peridiodically out of the office until January 7, 2013 and will try to respond to emails and voicemails as I am able. Please note that the University is closed December 24th, 25th, 26th, 31th and January 1st, 2013.

If you need immediate assistance, please contact our main line 919-966-5116.

Best,
Ms. Russell

From:	bounce-32587794-59573061@listserv.unc.edu on behalf of Reid, Dee <deereid@unc.edu>
Sent:	Monday, January 7, 2013 9:01 AM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	[ssac-staff] [all-college-staff] UNC College Calendar: January arts and talks

Happy New Year. Get warmed up for the spring term by checking out the many events on the College of Arts and Sciences January calendar. Highlights and links below.

Jan. 9 – 13: PlayMakers' PRC2 presents And God Created Great Whales. $15-$36. https://college.unc.edu/2012/12/18/playmakersgreatwhales/

Jan. 10: A folklore colloquium with Grammy Award winners Lance and April Ledbetter, Mississippi Blues Trail creator Scott Barretta, and bluesman Jake Fussell. 5 pm, Love House and Hutchins Forum, 410 E. Franklin St. http://www.uncsouth.org/.

Jan. 12: All-Carolina Men's Invitational Choral Festival concert, with UNC Men's Glee Club and male high school chorus students from around the state. $5.. 5:30 pm. Hill Hall http://music.unc.edu/events

Jan. 15: IAH Fellows Recognition Party, a celebration of new publications, performances and compositions by Institute for the Arts and Humanities Fellows. 4 pm, Hyde Hall University Room. http://iah.unc.edu/events/calendar

Jan. 16: Eco-hydrologist Jeffrey McDonnell presents the Nannerl Keohane Distinguished Visiting Professor Lecture in conjunction with the UNC Water in Our World Initiative. 5:30 pm, FedEx Global Education Center, Mandela Auditorium. http://watertheme.unc.edu/

Jan. 17: UNC Music faculty Richard Luby and Clara Yang join guest artist Fred Raimi to present works by Beethoven, Prokofiev and Shostakovich. 7:30 pm, Hill Hall. http://music.unc.edu/events

Jan. 17 – Feb. 7: Alcott Gallery MFA Alumni Art Exhibition featuring the work of Sharon Lee Hart and Ashley Oates. Hart will discuss her work Jan. 17 at 6 pm in Hanes Art Center Auditorium. http://art.unc.edu/News_Events/Events/CCM3_039198

Jan. 20: Kristen Dolan, UNC history doctoral student, will discuss Internment Camps and the Politics of Denazification in American Occupied Germany, 1944-1950. 5 pm, Hyde Hall. http://www.unc.edu/ncgs

Jan. 22: Historian William Leuchtenburg will discuss US Presidents and Foreign Policy from Harry Truman to Barack Obama. 4 pm, Hamilton Hall 369. k.larres@unc.edu

Jan. 22: UNC faculty are invited to join representatives from UNC Press and Duke University Press in a conversation on academic press publishing. 4 pm, Hyde Hall University Room. http://iah.unc.edu/events/calendar

Jan. 22: Hanes Visiting Artist Lecturer Lauren Cornell will discuss developments in contemporary art and emerging technology. 6 pm, Hanes Art Center. http://art.unc.edu

Jan. 24-25: A two-day series on Gender, War and Violence: Remembering the 1990s War on the Balkans.

Includes a screening and discussion of the Angelina Jolie film In the Land of Blood and Honey, Jan. 24, 5 pm at the FedEx Global Education Center; and a public discussion on Masculinity, Sexual Violence and Ethnicity in the Balkan Wars and Beyond, Jan. 25, 4 pm at Hyde Hall. http://gwc.web.unc.edu/

Jan. 26 – March 3: PlayMakers present s two dramas exploring race and the meaning of home: A Raisin in the Sun and Clybourne Park, in rotating repertory. Tickets and schedule for plays and related talks, film screenings and more: https://college.unc.edu/2013/01/02/raisinclybourne/

Jan. 28: UNC archaeologist Jodi Magness will discuss and share images of exciting discoveries from recent excavations in the ancient village and synagogue of Huqoq. 7:30 pm, Friday Center.
http://www.unc.edu/ccjs/events.html

Jan. 31 – Feb. 2: W.E.B. DuBois and the Problem(s) of the 21st Century, a symposium presented by distinguished faculty, alumni, students and honored guests of the Department of African and Afro-American Studies. Hyde Hall University Room. Details and registration online: http://duboisconference.web.unc.edu

# # #

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UNC College Calendar is sent monthly to all faculty and staff in the College of Arts and Sciences, University communicators and others by request. Send your College events details with contact information to deereid@unc.edu.

- -- You are currently subscribed to

all-college-staff as: ssac-staff@listserv.unc.edu.

From: Brent Blanton <blanton@uncaa.unc.edu>
Sent: Monday, January 7, 2013 9:39 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Policy Sheet
Attach: POLICY HANDOUT-Spring 2013.docx

Here it is...
B

Brent Blanton

Associate Director
Academic Support Program for Student-Athletes
Center for Student Success and Academic Counseling
College of Arts and Sciences
University of North Carolina, Chapel Hill
(919) 962-9536 ofc | (919) 962-8247 fax
Loudermilk Center for Excellence
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Chapel Hill, NC 27599-3107

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ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES
POLICIES AND PROCEDURES: Spring Semester 2013

AN IMPORTANT MESSAGE…
The University of North Carolina expects students to act with the highest regard for integrity and ethical conduct when it comes to the UNC Honor Code and NCAA rules. These standards are to be taken seriously with your academic decision making as you not only represent yourself, but also your family, your team, and the University of North Carolina.

STRUCTURED STUDY PROGRAMS
First-year students participating in our structured study program will be required to complete designated team hours of structured study per week. Upperclassmen who are below a certain GPA may also be required to attend according to his/her academic counselor's guidelines. Structured Study starts on **Tuesday, August 28th.** All structured study hours must be completed **during the building's hours of operation**, **Sunday through Thursday.** Students MUST present their ONE Card in order to log study hours at night. There will be a sign-in sheet for hours logged during the day.

EVENING TUTORING
Contact your academic support counselor if you need a tutor. **Tutoring will begin on Tuesday, August 28th and will run from 6:00pm -10:00pm, Sunday-Thursday evenings.** See staff on duty for nightly tutor schedule. This schedule may change during the term, so be sure to check in with the staff on duty each night. In order for the tutoring session to be useful and productive, please arrive on time with proper books, notes, materials, **and your computer**. YOU MUST HAVE A GOAL FOR YOUR TUTOR SESSION!

UNC/NCAA TUTOR POLICIES
The Academic Support Program for Student-Athletes provides a variety of resources to promote academic success. These resources are to be used with the utmost respect and regard for academic integrity.
The following are **NOT ALLOWED** when utilizing tutors and other academic staff/resources:

- Working with a tutor who is not currently employed by the University without paying the standard rate for such service.
- Contacting tutors, via telephone, text messaging, social networking sites, etc.--you must contact tutors through your academic counselor
- Having tutors write papers for you or do any of your class assignments for you
- Having tutors write thoughts and circle misspellings on your papers
- Meeting with ASPSA tutors for academic sessions outside of the Academic Center
- Socializing with tutors outside of academic sessions (ie dating or contact on social networking sites such as Facebook, MySpace, or Twitter)
- Providing tickets to tutors or putting tutors on pass lists
- Accepting cash, gifts, and other extra benefits from tutors
- ***IF YOU WISH TO HIRE A PRIVATE TUTOR YOU MUST MEET WITH TUTOR COORDINATOR, SUSAN MALOY!***

YOU ARE RESPONSIBLE FOR ALL OF YOUR OWN ACADEMIC WORK

GENERAL FACILITY RULES
Any violation of the following rules may result in removal from the facility and possible loss of tutor privileges

- Behave in a manner that does not disrupt others
- Must be respectful of all staff (part-time staff and tutors included)
- Discard all trash in appropriate receptacles
- Accessing non-academic websites during academic sessions is prohibited
- Cell phones and other similar electronic devices are prohibited during academic sessions
- Music use is at the discretion of your academic counselor
- Please do not put your feet on the furniture, also, if you move the furniture please put it back in its original location

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IMPORTANT ACADEMIC INFORMATION & EVENTS

YOU MUST BE ENROLLED IN 12 HOURS TO BE CONSIDERED A FULL TIME STUDENT AND ABLE TO PRACTICE AND COMPETE

CLASS ATTENDANCE
Class attendance is mandatory and necessary. Attend and be on-time to all classes. **Please note that English 100 and 105 have a very strict attendance policy.** Make sure that you inform your professor of your competition schedule in advance!

DROP/ADD PROCEDURES
You MUST MEET with your academic counselor in order to add or drop a course. Your eligibility may depend on it! After the on-line drop/add period ends, you must see your academic advisor on campus to obtain a drop/add form. You must then obtain your academic counselor's signature. Should you go to the Registrar's Office without that signature, you will be turned away. REMEMBER, ONCE YOU RECEIVE THE DEAN'S APPROVAL, YOU WILL HAVE UNTIL THE END OF THAT DAY TO MAKE YOUR SCHEDULE CHANGE. DO NOT FORGET TO GET YOUR ACADEMIC SUPPORT COUNSELOR'S SIGNATURE/APPROVAL BEFORE SEEING THE REGISTRAR!

DECLARING/CHANGING YOUR MAJOR
You MUST MEET with your academic counselor in order to declare or change your major. Paperwork must be filled out and signed BEFORE you MEET with your academic advisor at the Steele Building. If you do not have the proper paperwork, you will not be able to declare/change your major with your campus advisor.

TRAVEL LETTERS
All students in their competition season need to contact their professors **during the first week of school** and make them aware of their travel schedule by handing them a copy of the travel letter with the conflict dates highlighted. Students need to make arrangements for these conflicts **as soon as possible.** Remind professors each week of pending competitions! After the second week of classes, letters will no longer be available at the Academic Center – they will *ONLY* be available at your coach's office. **NEW POLICY: You must obtain each professor's signature and return it to your academic counselor as verification that you have met with your professor.**

TEXTBOOK PURCHASE/PICK-UP POLICY ***(only for student-athletes designated to receive books as part of their scholarship)***

- Where (Book Forms): Loudermilk Center for Excellence, Pope Academic Center Room 2417 (by computer lab)
- When (Book Forms): 10:00am-2:00pm, Tuesday, January 8 thru Wednesday, January 16
- Where (Pre-Packaged Books): Student Stores/South Road Entrance/1st floor on the left
- When (Pre-Packaged Books): 7:30am-9:00pm during Student Stores hours of operation
- Last day to purchase books: March 7th
- Save receipts for ALL purchases and returns
- All books from dropped courses must be returned to either Student Stores (with proof of receipt of return) or your academic counselor—You will not be approved to drop a class unless you either return the books or show a receipt.
- Only textbooks and course materials that are listed in the official University Book list as "required" may be purchased.

ALL STUDENT-ATHLETES

- **YOU MUST MEET WITH YOUR MAJOR ADVISOR ON CAMPUS EACH SEMESTER IN ORDER TO REGISTER FOR CLASSES**
- **YOU MUST MEET WITH YOUR ACADEMIC SUPPORT COUNSELOR FOR AN INDIVIDUAL MEETING TO REVIEW YOUR ELIGIBILITY STATEMENT EACH SEMESTER**

GRADUATING SENIORS

- At least 120 hours/2.0 cum, 1 LFIT needed
- See major advisor on campus and complete an official degree audit during your senior year
- Resume on file with University Career Services, Career Guide
- Application for 9th or 10th semester (if necessary)
- Last day to file for Fall 2012 graduation – Friday, October 12th
- UNDERLOAD APPROVALS MUST BE COMPLETED BY THE END OF THE FIRST WEEK OF CLASSES—FRIDAY, AUGUST 24th

JUNIORS

- See major advisor on campus for academic worksheet update

SOPHOMORES

- You must declare a major with your major advisor on campus before your junior year, specifically during the second semester of your sophomore year before Fall registration!

FRESHMEN

- You must meet with your advisor in the College of Arts & Sciences for initial advising appointment before registration during the Spring semester.

ACADEMIC ELIGIBILITY REQUIREMENTS

***UNC* REQUIREMENTS FOR STUDENT-ATHLETES**

To enter…	All students must have…
1st semester	2.0 cum gpa and 9 hours
3rd semester	2.0 cum gpa and 24 hours
4th semester	2.0 cum gpa and 36 hours
5th semester	2.0 cum gpa and 51 hours
6th semester	2.0 cum gpa and 63 hours
7th semester	2.0 cum gpa and 78 hours
8th semester	2.0 cum gpa and 93 hours
9th semester	2.0 cum gpa and 105 hours and prior approval by a dean is required
10th semester	Prior approval by a dean is required

You must pass 9 hours with a 2.0 *each* semester in order to return to UNC.
The student-athlete is responsible for the appeals process. The Academic Support Program exists to counsel and assist.

***NCAA* REQUIREMENTS FOR CONTINUING ELIGIBILITY** (GPA & HOURS FOR AID, PRACTICE, AND COMPETITION)

To be eligible for…	All students must have…
3rd Semester	1.8 gpa and 24 total hours
4th Semester	1.8 gpa
5th Semester	1.9 gpa and 48 DA hours + declare major
6th Semester	1.9 gpa
7th Semester	2.0 gpa and 72 DA hours
8th Semester	2.0 gpa
9th Semester	2.0 gpa and 96 DA hours
10th Semester	2.0 gpa

DA = Degree Applicable

FOR SATISFACTORY PROGRESS

IMPORTANT!!! 6 degree hours each semester (fall and spring) and 18 degree hours (fall + spring) are needed to meet satisfactory progress.
Hours must be earned during the regular academic year. PHYA courses **DO NOT** count as academic hours or towards NCAA eligibility and therefore are not counted toward full-time enrollment. Only 1 **(one)** Lifetime Fitness course counts for graduation.

HOURS OF OPERATION

Monday-Thursday – 8:00 a.m. to 11:00 p.m, **Friday** – 8:00 a.m. to 5:00 p.m, **Sunday** – 6:00 p.m. to 11:00 p.m.

IMPORTANT ACADEMIC DATES: FALL 2012	
Classes Begin	Tuesday Aug. 21st
Last Day to Add	Monday Aug. 27th
Holiday	Monday Sept. 3rd
Last Day to Drop (on-line)	Tuesday Sept. 4th
File for Graduation	Friday Oct. 12th
University Day	Friday Oct. 12th (no class 10-1)
Last Day to Drop (w/Dean)	Monday Oct. 15th
"IN" changes to F	Monday Oct. 15th
Last Day Pass/Fail Option	Monday Oct. 15th
Fall Break	Thursday Oct. 18th-Sunday Oct. 22nd
Thanksgiving Break	Wed. Nov. 21st-Sunday Nov. 25th
Classes End	Wednesday Dec. 5th
"AB" changes to "F"	Wednesday Dec. 5th
Reading Day(s)	Thur. Dec. 6th & Wed. Dec. 12th
Exams Begin	Friday Dec. 7th
Exams End	Friday Dec. 14th
Commencement	Sunday Dec. 16th

STAFF CONTACT INFORMATION		
Harold Woodard	Harold_woodard@unc.edu	962-9534
Bradley Bethel	bbethel@uncaa.unc.edu	962-2237
Brent Blanton	blanton@uncaa.unc.edu	962-9536
Beth Bridger	bridgerb@uncaa.unc.edu	843-5669
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Office Main Line		962-9537
Office Fax		962-8247

From: Nate Yarbrough <yarbro9@email.unc.edu>
Sent: Monday, January 7, 2013 9:56 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: SP 2013 policy sheet
Attach: POLICY-Spring 2013.docx

ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES
POLICIES AND PROCEDURES
Spring Semester 2013

ACADEMICS CENTER HOURS OF OPERATION

Monday-Thursday – 8:00 a.m. to 5:00 p.m. & 7:00 p.m. to 10:00 p.m.
Friday – 8:00 a.m. to 5:00 p.m.
Sunday – 7:00 p.m. to 10:00 p.m.

IMPORTANT ACADEMIC DATES: Spring 2013	
Classes Begin	Wednesday, January. 9th
Last Day to Add	Tuesday, January. 15th
Holiday	Monday, January. 21th
Last Day to Drop (on-line)	Tuesday, March. 5th
File for Graduation	Friday, Fe. 10th
Spring Recess begins at 5pm	Monday, March. 8th
Classes Resume at 8am	Monday, March. 18th
Last Day to Drop (w/ Dean)	Tuesday, March. 5th
"IN" changes to F*	Tuesday, March. 5th
Last Day Pass/ Fail option	Tuesday, March. 5th
Holiday	Friday, March. 29th
Spring Classes End	Friday, April. 26th
"AB" changes to "F"	Friday, April. 26th
Reading Day(s)	Monday. April. 29th/Thrs. May. 2th
Exams Begin	Tuesday, April. 30th
Exams End	Tuesday, May. 7th
Commencement	Sunday, May. 12th

STAFF CONTACT INFORMATION		
Bradley Bethel	bradley.bethel@unc.edu	962-2237
Brent Blanton	blanton@uncaa.unc.edu	962-9536
Beth Bridger	bridgerb@uncaa.unc.edu	843-5669
Jamie Lee	jamielee@uncaa.unc.edu	843-6566
Beth Lyons	emlyons@uncaa.unc.edu	843-6029
Susan Maloy	sbmaloy@uncaa.unc.edu	962-9892
Kym Orr	knorr@uncaa.unc.edu	843-2425
Tia Overstreet	overstre@uncaa.unc.edu	843-4400
Wally Richardson	wricha@uncaa.unc.edu	962-9893
Jenn Townsend	jtownsend@uncaa.unc.edu	962-9538
Spencer Welborn	welborn@uncaa.unc.edu	843-2328
Harold Woodard	harold_woodard@unc.edu	962-9534
Nate Yarbrough	yarbrough@uncaa.unc.edu	962-9537
Tony Yount	tonyyount@uncaa.unc.edu	962-9535
Office Main Line		962-9537
Office Fax		962-8247
	Area Code (919)	

DROP/ADD PROCEDURES
Student-athletes are now required to get their Academic Support advisor's signature BEFORE any changes in enrollment will be allowed once the on-line drop/add period ends. Should you go to the Registrar's Office without that signature, you will be turned away. REMEMBER, ONCE YOU RECEIVE THE DEAN'S APPROVAL, YOU WILL HAVE UNTIL THE END OF THAT DAY TO MAKE YOUR SCHEDULE CHANGE. DO NOT FORGET TO GET YOUR ACADEMIC SUPPORT ADVISOR'S SIGNATURE/APPROVAL BEFORE SEEING THE REGISTRAR!

STRUCTURED STUDY PROGRAMS
First-year students participating in our structured study program will be required to complete 6 hours of structured study per week. **Upperclassmen who are below a certain GPA may also be required to attend according to his/her coach's guidelines** (this will not include computer lab usage). Structured Study starts on Friday, January 14th.

EVENING TUTORING
The Academic Center opens at 7pm and small group tutoring will run from 7:00 -10:00pm, Sunday-Thursday evenings. In order to guarantee sufficient time with the tutor please arrive promptly for each appointment. Evening tutoring will begin on Sunday, August 30th. The tutor schedule is posted on the bulletin boards in the Academic Center. This schedule is constantly changing so be sure to check it on a regular basis. If you need an individual tutor, see your counselor. In order for the tutoring session to be useful and productive please arrive with proper books, notes and materials.

COMPUTER LAB
All computers have Internet and email access. During peak hours you will be limited to one hour at the computer. If you have any questions about the computers or software please see the computer lab monitor. He/she will be glad to assist you. Computer lab monitors will be on duty Sunday through Thursday from 7:00pm to 10pm.

CLASS ATTENDANCE
Class attendance is mandatory. **Please note that English 100, 101, and 102 have a very strict attendance policy**. Make sure that you inform your professor of your competition schedule in advance! Your coach will furnish you with travel letters to give to your professors before you miss a class due to athletic competition. It is your responsibility to give the letters to your professors.

TRAVEL LETTERS
All students in their competition season need to contact their professors **during the first week of school** and make them aware of their travel schedule by handing them a copy of the travel letter with the conflict dates highlighted. Students need to make arrangements for these conflicts **as soon as possible**. Remind professors each week of pending competitions! After the second week of classes, letters will no longer be available at the Academic Center – they will ONLY be available at your coach's office.

SUPPLEMENTAL INSTRUCTION PROGRAM (SI)
SI is a series of weekly organized group study sessions facilitated by trained SI leaders. Please see your academic counselor for more information about participation in Supplemental Instruction.

TEXTBOOK PURCHASE PURCHASING POLICY *(for student-athletes designated to receive books as part of their scholarship)*
- Obtain a textbook purchasing form from the Academic Support Center, complete the form, and have your form signed between the hours of 10:00am & 2:00pm in the Academic Support Center.
- Book forms **will not** be signed without a copy of your schedule.
- Only textbooks and course materials that are listed in the official University Book List as "required" may be purchased.

- You are allotted a maximum of $600 per semester to buy books. Exceptions are approved on a case by case basis.
- **You must purchase all of your required textbooks by October 2nd.** Exceptions are approved on a case by case basis.
- If you drop a course, all textbooks and materials must be returned immediately to your academic counselor.
- If you are unsure of your scholarship status, check with your coach.
- For all "recommended" materials on your syllabi, please see your academic counselor.

IMPORTANT INFORMATION & EVENTS

GRADUATING SENIORS

- 1 PHYA or LFIT – depending upon initial enrollment date – needed (check with your Academic Support advisor to make sure that credit for playing your varsity sport has been added for those who entered prior to summer/fall 2006)
- See Academic Advisor in Arts & Sciences or Professional School and complete an official degree audit during your senior year
- Resume on file with University Career Services
- Career Guide
- At least 120 hours/2.0 cum
- Application for 10th semester (if necessary)
- Last day to file for Spring 2013 graduation ~ Friday, February 10th
- UNDERLOAD APPROVALS MUST BE COMPLETED BY THE END OF THE FIRST WEEK OF CLASSES

JUNIORS

- LFIT
- See Academic Advisor in Arts & Sciences or Business College

SOPHOMORES

- You must declare a major before your junior year, specifically during the second semester of your sophomore year! Go to Arts & Sciences and fill out the necessary paperwork.

MINIMUM ACADEMIC ELIGIBILITY REQUIREMENTS

Each student is required to attend an individual eligibility meeting with an academic counselor each term. Your counselor will contact you at the beginning of each semester about scheduling your eligibility meeting.

You must be enrolled FULL TIME (12 hrs) in order to practice and compete. Please contact your Academic Support Counselor PRIOR to dropping or adding a course.

***UNC* REQUIREMENTS FOR FRESHMAN & CONTINUING STUDENT-ATHLETES**

To enter…	Seniors must have…	Freshmen/Sophomores/Juniors must have…
3rd semester	1.5 cum gpa and 24 hours	2.0 cum gpa and 24 hours
5th semester	1.75 cum gpa and 51 hours	2.0 cum gpa and 51 hours
7th semester	1.9 cum gpa and 78 hours	2.0 cum gpa and 78 hours
9th semester	2.0 cum gpa and 105 hours	2.0 cum gpa and 105 hours and prior approval by a dean is required
10th semester	Prior approval by a dean is required	Prior approval by a dean is required

You must pass 9 hours with a 2.0 *each* semester in order to return to UNC. The student-athlete is responsible for the appeals process. The Academics Center exists to counsel and assist.

***NCAA* REQUIREMENTS FOR CONTINUING ELIGIBILITY** (GPA & HOURS FOR AID, PRACTICE, AND COMPETITION)

To be eligible for…	Must have…
3rd Semester	1.8 gpa and 24 total hours
4th Semester	1.8 gpa
5th Semester	1.9 gpa and 48 DA hours + declare major
6th Semester	1.9 gpa
7th Semester	2.0 gpa and 72 DA hours
8th Semester	2.0 gpa
9th Semester	2.0 gpa and 96 DA hours
10th Semester	2.0 gpa

DA = Degree Applicable

FOR SATISFACTORY PROGRESS

IMPORTANT!!! 18 degree hours needed to meet satisfactory progress must be earned during the regular academic year (i.e. fall and spring semester). Physical education activity classes **DO NOT** count as academic hours or towards NCAA eligibility and therefore are not counted toward full-time enrollment for all students following UNC's old curriculum standards. Lifetime fitness courses DO count for all students following the new curriculum.

From: Martha Pendergrass <mjpender@unc.edu>
Sent: Monday, January 7, 2013 10:47 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; ePro Users <epro_users@listserv.unc.edu>
Subject: [epro_users] Airgas/National Welders' ePro Site is Down

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The Airgas/National Welders' vendor catalog site is currently down. ITS and Airgas are working together to resolve this as quickly as possible. Another email will be sent once more information is available.

From: Sylvia Hatchell <shatchell@uncaa.unc.edu>
Sent: Monday, January 7, 2013 1:23 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Andrew Calder <acalder@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>
Subject: Fwd: Tuesday, January 8th Faculty Athletics Cmte Meeting--Admissions Advice

---

Sylvia R. Hatchell
Head Coach
UNC Women's Basketball
919-962-5187 Office
919-962-2506 Fax

>>> "Parsons, Eileen R" <rparsons@email.unc.edu> 1/7/2013 11:40 AM >>>
Good morning Coach Hatchell,

I hope you had a blessed holiday season and that 2013 is off to a promising start.

The Faculty Athletics Committee (FAC) reviewed and discussed information regarding admissions at the December meeting. We will spend the January meeting to further discuss issues and offer any formal recommendations. The meeting is scheduled for tomorrow, Tuesday the 8th, at 4:30 p.m. I apologize for the short notice but circumstances over the winter break prevented an earlier communication.

If you would like to speak via phone then please let me know.

I hope you have a wonderful day.

Eileen R. Carlton Parsons, PhD
Associate Professor, Science Education
Program Affiliation: PhD in Education
Associate Editor, Journal of Research in Science Teaching (JRST);
Science Policy Fellow, American Association for the Advancement of Science (AAAS)
(919) 843-9133 (p)
(919) 843-2614 (f)

From: Russell, Chloe <cjrussel@email.unc.edu>
Sent: Monday, January 7, 2013 2:49 PM
To: Wally Richardson <wricha@uncaa.unc.edu>; Townsend, Jenn <jtownsend@unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Yount, Tony <tonyyount@unc.edu>; Welborn, Spencer <swelborn@email.unc.edu>; Orr, Kym N <orr@email.unc.edu>; Maloy, Susan B <sbmaloy@email.unc.edu>
Subject: FW: A special section of GEOL 101 this semester

I am not sure if student-athletes can ever take courses in the evenings...but if someone wants to try a special section of GEOL 101, please encourage them to enroll!
Please pass this along if you feel the need,
Chloe

Chloe J. Russell, M. Ed.
Academic Advisor
Division of Social and Behavioral Sciences
College of Arts & Sciences and General College
University of North Carolina at Chapel Hill
1005 Steele Building, 214 East Cameron Avenue, CB #3110
Chapel Hill, NC 27599-3110

919-843-8912 (p)
919-962-6888 (f)
advising.unc.edu

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From: Demetriou, Cynthia [mailto:cyndem@email.unc.edu]
Sent: Monday, January 07, 2013 11:14 AM
To: Academic Advising Full-Time Advisors Listserv
Subject: [advisingfulltime] A special section of GEOL 101 this semester
Importance: High

GEOL 101.951 (T/TH 6-7:15pm) is now OPEN for enrollment to ALL general education students. Sponsored by the Friday Center, the course is traditionally reserved for continuing education students. However, due to poor publication, the enrollment is very low this semester. In an attempt to keep the class from being canceled, I've persuaded the powers that be to open the class up to all students for enrollment. It is a 1-time opportunity for general ed students to take an intro level science course in small class (capped at 25) environment. The small class would allow for more individualized instructor attention. I'm really looking forward to the opportunity to teach a more interactive and hands-on version of intro geology. I was hoping to use this semester as a way to help illustrate the importance of interactive teaching to my department, by inviting faculty in to observe—something that is difficult to do in my large sections of intro classes.

Melissa O. Hudley
UNC-BEST Lecturer
Laboratory Coordinator
UNC-CH Geological Sciences
104 South Road, Mitchell Hall
Campus Box #3315
Chapel Hill, NC 27599-3315
Telephone: (919) 966-4518
Fax: (919) 966-4519

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From: Sylvia Hatchell <shatchell@uncaa.unc.edu>
Sent: Monday, January 7, 2013 2:55 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: RE: Tuesday, January 8th Faculty Athletics Cmte Meeting--Admissions Advice

---

I don't think so.

Sylvia R. Hatchell
Head Coach
UNC Women's Basketball
919-962-5187 Office
919-962-2506 Fax

>>> "Bridger, Beth" <bridgerb@email.unc.edu> 1/7/2013 1:35 PM >>>

Do you need anything from me?

From: Sylvia Hatchell [mailto:shatchell@uncaa.unc.edu]
Sent: Monday, January 07, 2013 1:23 PM
To: Bridger, Beth; Andrew Calder; Greg Law; Trisha Stafford-Odom; Tracey Williams
Subject: Fwd: Tuesday, January 8th Faculty Athletics Cmte Meeting--Admissions Advice

Sylvia R. Hatchell
Head Coach
UNC Women's Basketball
919-962-5187 Office
919-962-2506 Fax

>>> "Parsons, Eileen R" <rparsons@email.unc.edu> 1/7/2013 11:40 AM >>>
Good morning Coach Hatchell,

I hope you had a blessed holiday season and that 2013 is off to a promising start.

The Faculty Athletics Committee (FAC) reviewed and discussed information regarding admissions at the December meeting. We will spend the January meeting to further discuss issues and offer any formal recommendations. The meeting is scheduled for tomorrow, Tuesday the 8th, at 4:30 p.m. I apologize for the short notice but circumstances over the winter break prevented an earlier communication.

If you would like to speak via phone then please let me know.

I hope you have a wonderful day.

Eileen R. Carlton Parsons, PhD
Associate Professor, Science Education
Program Affiliation: PhD in Education
Associate Editor, Journal of Research in Science Teaching (JRST);
Science Policy Fellow, American Association for the Advancement of Science (AAAS)
(919) 843-9133 (p)
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F 919.962.8247

Spring Semester - 2013

Dear Professor:

Student-athletes in your course may be absent from class due to travel for athletic events. This letter is to inform you as to when such absences will occur.

Attached is the varsity sport travel schedule for_____ who is a student-athlete in your course. Please note that because travel rosters often change, the student is responsible for notifying you prior to each expected absence. Not all student-athletes travel for every competition (e.g. Swimming & Diving, Track and Field, and other individual sports). A list of traveling student-athletes is maintained in the Department of Athletics. Should you wish to consult this list please contact me at 962-9534.

The Faculty Council's policy is stated in The Undergraduate Bulletin:

"Students who are members of regularly organized and authorized University activities and who may be out of town taking part in some scheduled event are to be excused during the approved period of absence. Notification of such an absence must be sent by the responsible University official to the instructor before the date(s) of the scheduled absence."

The student understands that s/he is responsible for all the work of all class meetings and must make arrangements with you to complete assignments or make-up quizzes or tests.

Please contact me with any questions or concerns regarding team travel or any academic matter concerning student-athletes.

Sincerely,

Harold Woodard

Harold Woodard
Associate Dean and Director of Center for
Students Success and Academic
Counseling (CSSAC)

STUDENT-ATHLETE MUST RETURN LOWER SECTION TO ACADEMIC COUNSELOR

STUDENT NAME:_____

PID:_____

COURSE NAME _____ NUMBER_____ Section_____

FACULTY SIGNATURE: _____DATE:_____

From: Dan Tudor <dan@sellingforcoaches.ccsend.com>
Sent: Tuesday, January 8, 2013 9:52 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Curing Your Prospects of "Analysis Paralysis"

View this as a webpage... Click here!

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TUDOR TCS COLLEGIATE STRATEGIES

College Recruiting Weekly

January 8, 2013 Volume 9, Issue 2

Curing Your Prospect's Analysis Paralysis

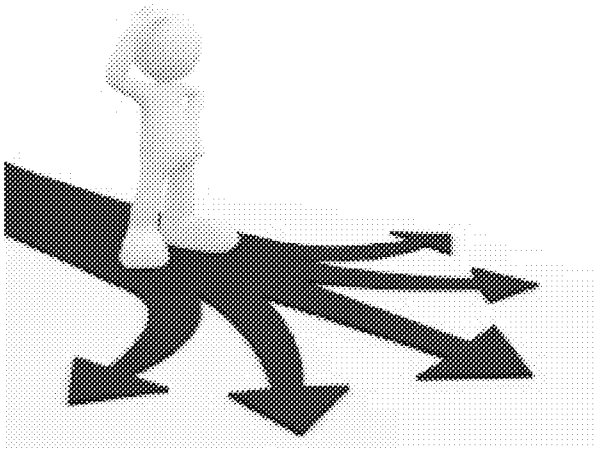

You've heard of "analysis paralysis", right?

It's the term we use when someone over-analyzes a question, situation or choice so long that he or she is "paralyzed" with the inability to decide what to do. As a coach, you've had moments of analysis paralysis, right?

So do your prospects.

Especially as the recruiting process enters the final stages. The fun of being pursued is over, and now it's decision time. And making a final choice is tough for many prospects. Heck, it may happen way before the end of the process...some prospects freeze in the face of the decision of where to take a campus visit, or even which phone call to return. "Analysis paralysis" is at the root of a lot of the recruiting hurdles college coaches face when it comes to getting their recruits to get to the next step in the recruiting process.

If you want a more detailed, psychological study explaining the reasons behind the very real phenomenon that is analysis paralysis, **click here**. But if you're ready to jump into a strategy that will provide you with a good opportunity to help your prospect (and their parents) overcome paralysis analysis, let's get started...

CLICK HERE TO CONTINUE

Building Traditions: What Is Your Selling Point?

*by Ellen Sawin, **NCSA** College Relations*

College sports are home to some of the nation's most famous traditions: Wisconsin football fans "Jumping Around" before the 4th quarter, Florida fans "Gator Chomping" at their opponents, the Fighting Irish slapping their "Play Like A Champion" sign as they take to the field, and so on.

High school athletes dream of playing for a team with a tradition and fan base like these. But less than 1% will realize that dream. One school is changing that.

Picture this...

A gym packed to capacity with college kids and community members lining the court. Everyone is dressed in eccentric and hilarious outfits. And the crowd is perfectly still and dead silent. Two teams take to the court and nothing changes. Play begins and the crowd remains silent. Both teams put points on the board, and the crowd doesn't make a sound. Then, the home team scores their 10th point... and suddenly the gym erupts in absolute madness...

CLICK HERE TO CONTINUE

We Can Teach You to Recruit More Effectively, Beth!

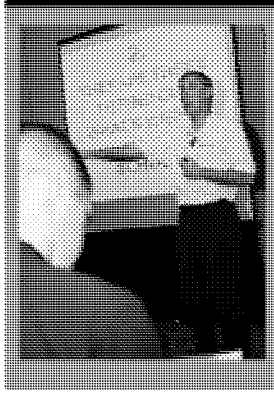

BRING DAN TUDOR AND HIS TEAM TO YOUR CAMPUS FOR OUR FAMOUS ON-CAMPUS WORKSHOP!

Schedule Your 2013 Event Now Click Here

'Think Outside The Box" For Recruiting Strategies That Can Make A Difference

by Sean Devlin, ***Front Rush***

This week, I digressed from technology.

"Love something besides magic, in the arts. Get inspired by a particular poet, film-maker, sculptor, composer. You will never be the first Brian Allen Brushwood of magic if you want to be Penn & Teller. But if you want to be, say, the Salvador Dali of magic, we'll THERE'S an opening."

This excerpt is from an email between celebrity magician Teller (Penn & Teller) and a young up-and-coming magician Brian Bushwood.

I read the above in a blog post and my head exploded with the simplicity and obvious nature of it, yet we all practice this so little. It's true. Think about how often you look to your peers or predecessors for inspiration but rarely look outside the coaching world. Or think about how often you emulate your competition instead of seeing how others in a different domain dealt with their challenges. We all fall into this trap of tunnel vision so let's explore the idea of breaking away a bit...

CLICK HERE TO CONTINUE

Dan 2006 Picture

HOW THE SEC BECAME THE RICHEST CONFERENCE AROUND
To the people in control of the Southeastern Conference - the university presidents, athletic directors, and conference leadership - supporting

the SEC is about much more than Southern pride. It's about protecting what has quickly grown into a billion-dollar enterprise that still has plenty of room left to grow. **CLICK HERE**

Dan 2006 Picture

GET THE LATEST RECRUITING NEWS AND TIPS THIS WINTER!

It's getting cold out there, Coach. But the news, tips and exclusive advice on on Twitter is red hot! So make sure to follow Dan on Twitter to get the latest recruiting news and exclusive daily advice on how to better recruiting your next class of prospects. Follow us on Twitter as we start 2013, Coach! **CLICK HERE**

Final Month for Big Conference Discount: Register for the 2013 NCRC and Save $

The chance for college coaches to save big for this Summer's upcoming National Collegiate Recruiting Conference is counting down.

Register in January for the upcoming 2013 NCRC, coming up this June 7-9 in wonderful Charlotte, North Carolina.

RESERVE YOUR SEAT NOW AND SAVE!

UPDATE: Coaches who register early will save $100, and have first choice over our discounted hotel room block at the Hilton Charlotte City Center in the heart of downtown.

It's going to be our best event ever, and we want you there to hear from the best minds in the business!...

CLICK HERE TO FIND OUT MORE

Mom: The Last Line Of Defense

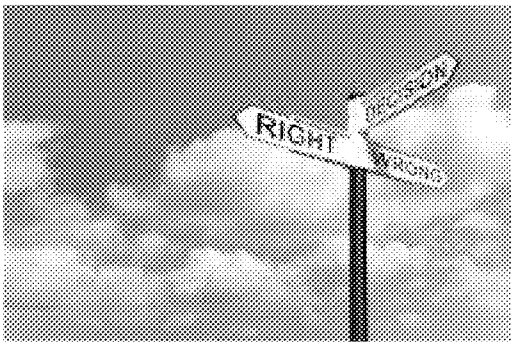

by Mitch Sherman, ESPN

We all saw it.

If not the live telecast last year during the Under Armour All-America Game, then surely the replay online as video went viral of Landon Collins' mother, April Justin, openly upset with his decision to attend Alabama over her preference, LSU.

It was uncomfortable. It was alarming. And it was real.

They say blood is thicker than water, an adage that often holds true in recruiting. But when two schools get between a player and his mother, the results can turn ugly, as Collins, the nation's No. 1 safety prospect in the Class of 2012, and Justin so clearly displayed.

"I was shocked to see that on television," said tight end O.J. Howard, a future Crimson Tide teammate of Collins and the No. 42 prospect in the ESPN 150 who's set to play in the UA Game at 5 p.m. ET Friday on ESPN. "But I guess they're happy now."

More than any figure in the lives of top recruits, mothers loom large. To avoid replays of the Collins saga -- be it on the sideline of an all-star game, in the living room or on campus during a visit -- recruiters value relationships with mom and work overtime to sell her on their school...

CLICK HERE TO CONTINUE

Looking for better recruiting results?

Coach Relies on Recruiting Legacy

by Carroll Rogers, Atlanta Journal-Constitution

Chuck Driesell comes from good recruiting stock.

His father Lefty, the legendary college basketball coach at Davidson, Maryland, James Madison and Georgia State, was a recruiting wizard, attracting the kind of talent to take four programs to the NCAA tournament, three of them from relative obscurity.

Stories have been passed down over the years about Lefty sleeping on a mattress in the back of his station wagon while recruiting for Davidson on a $500 budget. And he still was able to turn the small liberal arts school into a national power in the 1960s.

The running joke is you can't Driesell without "S-E-L-L."

Even with that pedigree, Chuck Driesell has taken on a tall task. He is three years into his first head college coaching job at The Citadel, the military school in Charleston, S.C., with demanding requirements, tough academics and 53 losing seasons in its 76 years of basketball history.

Driesell knew he was dealing with a different animal when he found himself on recruiting visits, informing prospects if they came to The Citadel, they'd have to get up at 5:30 a.m. every day. No sense in sugarcoating...

CLICK HERE TO CONTINUE

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Forward this email to other coaches!

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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Tuesday, January 8, 2013 10:58 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Increase Student Success with Intrusive Academic Advising

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Having trouble viewing this email? Click here

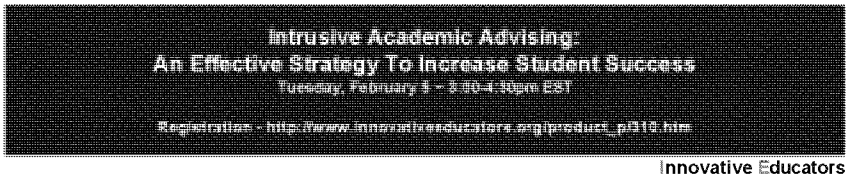

Innovative Educators

Free Resources

- Intrusive Advising Among Best Practices for Community College Student Success
- Intrusive Advisement: A Model for Success
- Intrusive Advising (Minnesota State Colleges and Universities)
- Rethinking Advising: Developing a Proactive Culture to Improve Retention
- Developing Relationships to Foster Student Success

Webinar Overview

First formulated by Robert Glennan in the mid-1970s, the concept of Intrusive (sometimes referred to as Proactive) Academic Advising has been found to have a positive impact on student success. Intrusive academic advising means that colleges and universities-through instructional faculty, academic advisors, counselors, and others-take the initiative to reach out to students to offer advice, support, and assistance, rather than waiting for students to seek help. For example, intrusive academic advising expects that advisors will schedule meetings with their advisees at critical junctures, especially during the first year of enrollment, following receipt of notifications of academic difficulty, planning academic programs, and changing majors.

Intrusive academic advising does not mean "hand holding" or the return of in loco parentis. Rather, it suggests that faculty, counselors, academic advisors and others demonstrate an active concern for students' academic progress and a concomitant willingness to assist students to understand and utilize programs and services that can increase the likelihood for their success. Intrusive academic advising programs and advisors understand that many students, especially those who may be at greater risk for dropping out, often do not seek assistance in time for the assistance to have a positive impact on their progress. This webinar will look at the principles, philosophy, effects, best practices, and successful implementation of Intrusive Academic Advising.

Webinar Objectives

Participants will:

- Learn the principles and philosophy of intrusive academic advising
- Review how and why intrusive academic advising impacts student achievement, persistence, and success
- Discuss how to implement intrusive academic advising programs and interventions
- Discover professional development opportunities for intrusive academic advising programs and advisors
- Learn best practices in intrusive academic advising

Webinar Speaker

Thomas Brown is a lifelong student and academic affairs educator with an impressive record of effectiveness in creating academic and student affairs programs that promote increased learning, achievement, and success. Tom served as Dean of Advising Services/Special Program at Saint Mary's College of California, was a member of the Board of Directors and Vice President of the National Academic Advising Association, and was chairperson of the Prelaw Advisors National Council.

Tom is currently Managing Principal of a consulting network that assists campuses to increase student success, build inclusive communities, and manage change (www.tbrownassociates.com). He also writes an occasional column, The Advising Dean, for The St. Helena Star newspaper in California's Napa Valley.

His work is based on an integration of theories, research findings, and practical experience that makes a real difference for individuals and institutions.

Free Offerings

Webinar
Delivering On The Career Promise: How To Incorporate Experiential Learning Curriculum Into The Student Experience - January 15

StudentLingo Case Studies & Demo - How To Support Students 24/7

Upcoming Webinars

View all events

January 2013

17
Graduate Students In Distress: How To Recognize Warning Signs & Avoid Violent Results Of Stress, Strain & Strife

17
Take On Violence, Bullying, and Drugs: Bystander Intervention On Campus

22
Identifying & Managing Aggressive Student Behaviors, Attitudes & Emotions

25
Veterans Resource Centers On Campus: How To Create, Staff & Fund A Thriving Center

29
First-Year Minority Male Students: Increasing Retention & Persistence By Addressing Their Academic & Social Needs

30
Removing Suicidal Students From Campus: The Significance Of Recent Changes In Federal Policy

30
Understanding The New Non-Traditional Student: Supporting Their Success In & Out Of The Classroom

31
Providing Comprehensive Student Support Services Online

February 2013

6
Summer Bridge Programs: Easing The Transition For First-Generation College Students
12
Supporting First-Generation Students: Best Practices From A Highly Successful Early Intervention Program

- A consultant to more than 350 colleges and universities in the U.S. and abroad
- Regularly invited to deliver keynote addresses at national conferences, campus colloquia, and professional development workshops for faculty and staff
- Nationally recognized author and expert in retention, academic advising, promoting the success of at-risk students, international education, and diversity/inclusivity training
- Recent publications include: "Critical Concepts in Academic Advising" in The Academic Advising Handbook, Jossey Bass, 2008; "Preparing Providers to Foster Student Success", in Fostering Student Success in the Campus Community, 2008; "Advising Students of Color", in Academic Advising for Student Success and Retention, 1997, 2004

Innovative Educators

3277 Carbon PL
Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

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Supporting Military Veterans: How To Develop An Effective Academic Advising Protocol
13
Identifying & Engaging Unprepared Students: Practical Strategies & Techniques For Today's College Classroom
14
A Faculty Advisor Blueprint: Understanding & Supporting Their Role in Student Success
19
Responding To A Student Death: How To Create A Proactive Response Plan For Your Campus
20
Undocumented Students: An Overview Of Policies, Myths & Best Practices
21
Managing Psychotic, Manic & Delusional Students: How To Reduce Legal Risk & Increase Student Safety
22
Establishing A Campus-Wide Veteran-To-Veteran Mentoring Program On Your Campus

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From: Susan Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, January 8, 2013 10:59 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer Welborn <welborn@uncaa.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>
Subject: Holds Report
Attach: Holds Report 1.8.13.xlsx

Hello All,
Attached is a holds report if you need it.
Thanks,
Susan

Susan Maloy
Tutorial Coordinator/Academic Counselor
UNC Academic Support Program for Student-Athletes
919-962-9892 (office)
919-962-8247 (fax)
sbmaloy@uncaa.unc.edu

From: Townsend, Jenn <jtownsend@unc.edu>
Sent: Tuesday, January 8, 2013 11:10 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Staff meeting

Can you add underloads to the agenda items?

Thanks!

Jenn Townsend
Associate Director
Academic Support Program for Student-Athletes
University of North Carolina, Chapel Hill
919-962-9538
919-962-8247 (fax)

January 8, 2013

Dear Parents:

This letter was drafted by me and Beth Bridger, our academic counselor, and with the help of Tom Timmermans in our UNC Athletic Compliance Office. It pertains to the fact that your son or daughter is currently receiving an athletic grant yet not currently participating on the team as a swimmer or diver.

The UNC Athletic Department has a vested interest in your son/daughter even though their athletic status has changed. In lieu of the new scholarship situation your son/daughter has with the Swimming and Diving program, some new policies have been set in order to monitor their academic progress in conjunction with receiving their grant-in-aid.

Before any financial award/check may be distributed by the Compliance Office (Tom Timmermans) at the beginning of each month, the student must meet with their Academic Counselor (Beth Bridger). At this time, the Academic Counselor will gather grade/course information and determine if the student is doing what they need to academically in order to earn their monthly check. This meeting could also include seeing proof of professor communication, tutor review session attendance, study hour completion, paperwork for drop/add procedures, etc.

If the student has not met the requirements during the meeting, their monthly check will not be given to them, or will not be given to them until the requirements have been met, no exceptions.

The same procedure will apply with other department obligations the student must fulfill. If they have not met the requirements requested of the coaching staff or other department staff, their check will be cancelled/held as well.

It is critical that even though your son/daughter may not be actively participating athletically as a part of the team, they are still accountable to UNC Athletics and the UNC Swimming and Diving program. They still contribute to our athletic department as a scholarship student, so their dedication to excellence must be a priority.

Please let us know if you have any questions.

Sincerely,

Rich DeSelm
Head Coach Swimming & Diving

Full Name: Rich DeSelm
Last Name: DeSelm
First Name: Rich

Business Phone: 919-966-5340

E-mail: richdeselm@uncaa.unc.edu

From: nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent: Tuesday, January 8, 2013 9:12 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Message from the Chancellor: Changes in Information Technology Leadership

---

Dear Faculty, Staff and Students,

I'm writing to let you know that Larry Conrad, Carolina's vice chancellor for information technology and chief information officer, has been appointed as the University of California at Berkeley's chief information officer and associate vice chancellor for information technology, effective Feb. 18.

Larry has led the University's multi-faceted Information Technology Services (ITS) organization since February 2008. He has four decades of experience in both corporate and university settings, with extensive knowledge of academic and administrative computing.

Under Larry's leadership, the University launched ConnectCarolina, the massive campus-wide effort to streamline and integrate the computing systems that manage student information, human resources, payroll and finance. Within the last two years, the student information system has been successfully converted to PeopleSoft, the software underpinning ConnectCarolina, and efforts are now under way to convert the human resources, payroll and finance systems.

Larry has significantly advanced the information technology environment at Carolina. He and his colleagues have not only enhanced the University's IT infrastructure to support teaching and research, but they have also made the systems we rely on much more secure and stable. We wish him every success at UC-Berkeley, which faces similar challenges and opportunities in this area. Larry will be leaving Carolina well positioned for the future.

Even with these enhancements, the University has had to look for cost savings wherever possible. Larry has worked to make information technology more efficient as part of Carolina Counts, the University-wide initiative to improve the efficiency of campus operations and reduce administrative costs, based on the key recommendations from the 2009 Bain & Company study. In conjunction with IT partners in the campus units, ITS has worked to reduce the University's recurring IT costs by $12 million - a significant savings for our campus.

Larry came to Carolina from Florida State University, where he served for a decade as chief information officer in addition to other IT roles there. It isn't surprising that he will continue working in an academic setting.

I have asked Chris Kielt to serve as interim vice chancellor and assume the CIO responsibilities until our next chancellor makes the decision about a permanent successor. Chris, the associate vice chancellor for administrative systems and business transformation, came to Carolina last fall from Stony Brook University, where he served as CIO.

He has 25 years of higher education administrative experience, including more than two decades at Yale University where he worked in a variety of University roles including deputy CIO overseeing Yale's ITS application development, client support, systems infrastructure and information

security. With his extensive experience in large-scale enterprise resources planning implementations and project management (systems like ConnectCarolina), Chris' expertise is a tremendous asset as the University continues to convert the human resources, payroll and finance systems to PeopleSoft.

He already works closely with colleagues in the Finance Division and Office of Human Resources on the ConnectCarolina conversion, and I am so pleased that he has agreed to lead the University's many IT initiatives until a search for a permanent vice chancellor and CIO is launched.

Please join me in thanking Larry for all he has done at Carolina and wishing him well in his new role at Berkeley.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

CAROLINA LEADS

A STRATEGIC PLAN FOR CAROLINA ATHLETICS

2012–2016

WE **EDUCATE** AND **INSPIRE** THROUGH ATHLETICS.

> A Strategic Direction for Carolina Athletics

Success begins when teammates work together from the same playbook. The quarterback relies on the running back to hit the right hole just as the linemen create it. The point guard delivers the pass best when his teammates are at the right spot every time. The hit-and-run only works when the batter and the runner execute in concert.

The same is true for the athletics program at the University of North Carolina. This Strategic Plan seeks to provide the playbook — the strategic direction — for Carolina Athletics to make consistent decisions in its pursuit of the highest levels of success. In other words, we will work together to advance the ball, to score the basket, to move the runner.

This plan provides a template for strategic thinking for Carolina Athletics through 2016. It identifies our foundation — the Mission and Values. It communicates our program's future — the Vision. It establishes the detailed things we will do — the Priorities, Objectives and Initiatives we will undertake to reach our goals.

As CAROLINA LEADS the future of college athletics, our playbook is important. The implementation of this strategic plan positions Carolina Athletics to live its mission and values, and to achieve its vision.

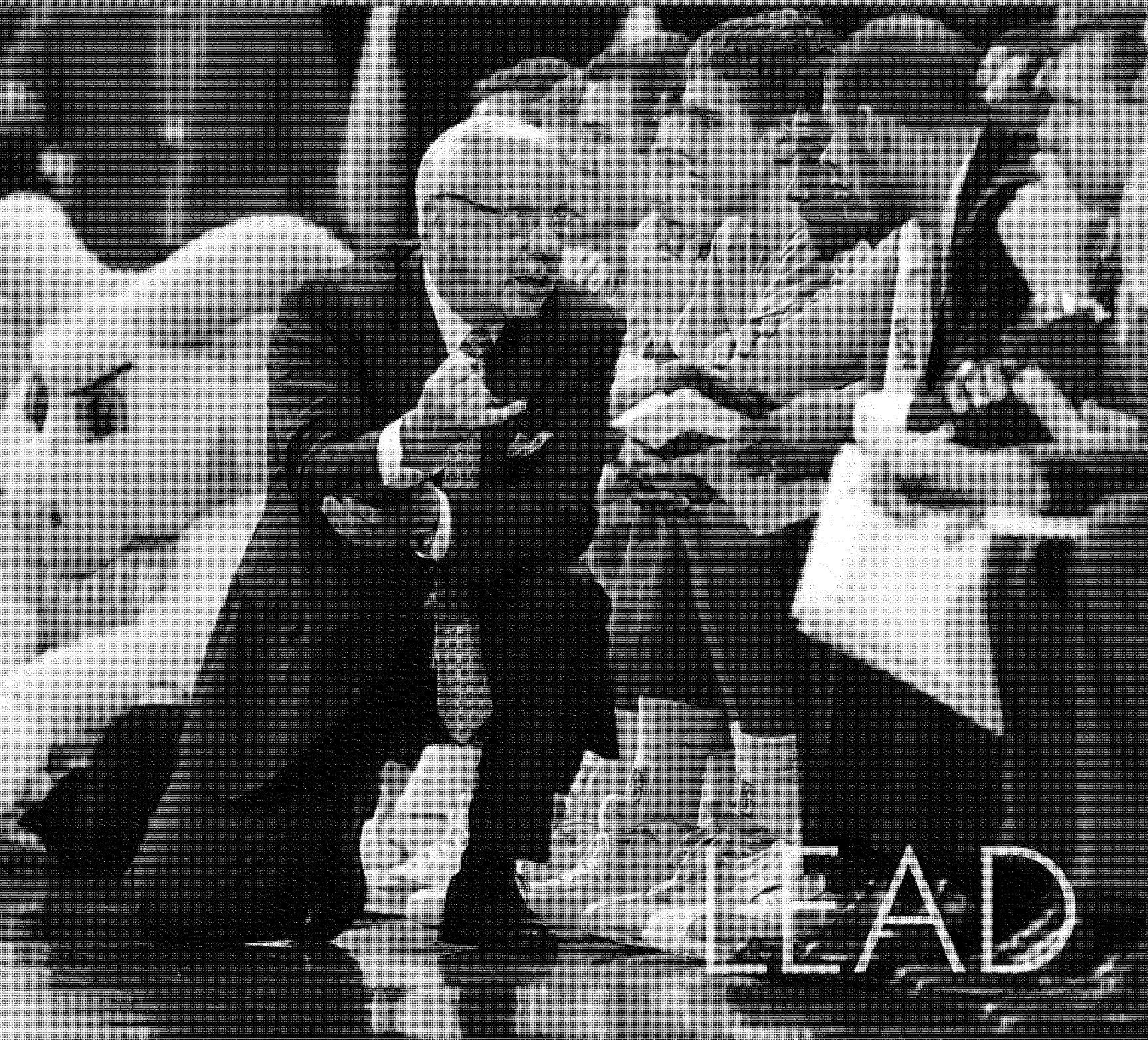
LEAD

> Letter from the Director of Athletics

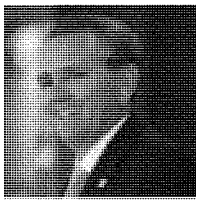

Fellow Tar Heels:

The Strategic Plan for Carolina Athletics is the result of nearly a year of assessment, discussion, analysis and feedback. It provides the direction to guide us as we educate, inspire and lead.

We do those things in support of the nearly 800 gifted student-athletes and the committed and passionate coaches who represent the University of North Carolina. We also do those things for our University community. Carolina Athletics has the responsibility to educate all Tar Heels through lessons that last a lifetime, and the opportunity to inspire them through action and example.

This plan was made possible through a great show of teamwork from people who saw a dynamic future for Carolina Athletics. My thanks go out to many people involved in this process: our consulting team led by Dr. Paul Friga of the Kenan-Flagler Business School; the athletics staff members who gave of their time to this process in addition to their regular responsibilities; an advisory committee of faculty, student-athletes, coaches and supporters; the athletics staff who participated in numerous surveys and briefings to provide valuable feedback; and numerous other members of the University community who offered vital input along the way.

With this strategic plan, we seek to renew Carolina's role in shaping the future of college athletics. By working together to accomplish the objectives in this plan, we will define a future where CAROLINA LEADS.

Go Heels!

Lawrence R. Cunningham
Director of Athletics

EXCEL

> The Strategic Planning Process

The University of North Carolina embarked upon a department-wide initiative for its athletics program with the arrival of Director of Athletics Bubba Cunningham in November 2011. The Department of Athletics quickly sought to shore up the foundations of excellence that built Carolina into a leader in intercollegiate athletics. The goal was to chart a path for Carolina Athletics' future success. With these objectives in mind, the strategic planning process was initiated in February 2012.

The process comprised three in-depth phases: Assessment, Visioning and Implementation. The initial Assessment phase involved research, surveys, discussion and an extensive SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) of the program. These exercises were designed to benchmark Carolina against peer institutions and other athletics programs, as well as against its own past performance.

The Visioning phase involved discussion with a variety of constituencies interested in the future of Carolina Athletics, and resulted in strategy statements that will guide Carolina Athletics moving forward. The process established the Mission and Values — why we are here and what we believe in. It set forth the Vision for the future — what we strive to do. It identified our Priorities — the goals we want to accomplish.

The Implementation phase outlines the steps needed to accomplish the goals set out in the Strategic Plan. The objectives and initiatives that will help Carolina Athletics live its mission and values and achieve its vision are detailed in this publication. These efforts are supported by action steps that continually grow through constant evaluation.

The success of this strategic plan rests in its ability to be a living document. As an important next step, each unit and sports program in the Department of Athletics will develop its own action plan to ensure progress toward our identified goals. With a common strategic direction, we can lead in all that we do.

ACHIEVE

> Strategy Statements

MISSION	We educate and inspire through athletics.	
VALUES	Responsibility	Do what is right.
	Innovation	Find a better way.
	Service	Put others first.
	Excellence	Work hard. Play smart. Win together.
VISION	We will lead in all that we do—Academics, Athletics & Administration.	
PRIORITIES	Alignment	Align our operations to fulfill the mission of the University.
	Academic Achievement	Achieve a top 3 academic finish in the conference and a top 10 finish nationally in each sport.
	Athletic Performance	Perform to a top 3 athletic ranking in the conference and a top 10 ranking nationally in each sport.
	Administrative Engagement	Engage internal and external constituents to relentlessly pursue the resources and administrative structures necessary for success.

DEVELOP

> Alignment

Align our operations to fulfill the mission of the University.

Objective 1. Define and respect the importance of athletics within public research universities.

Initiatives:

A. Work with university-appointed task forces to develop operational and growth strategies for the athletics program.
B. Develop a culture that values athletics and academics as vital parts of the student-athlete experience.
C. Develop a compliance culture to serve as a model for responsibility and integrity.
D. Create the first multi-university coalition to monitor impact of athletics on a university.

Objective 2. Build stronger relationships within the university community.

Initiatives:

A. Launch campus-wide athletics/community partnership programs.
B. Create a campaign that celebrates athletics contributions to university life.
C. Operate in a transparent manner so that the university community is informed about decisions that are made within Carolina Athletics.

Objective 3. Actively shape the future of college athletics.

Initiatives:

A. Seek leadership roles on collegiate athletics committees (e.g., conference committees, NCAA task forces, NACDA and affiliate leadership organizations).
B. Offer the Carolina perspective in multiple venues on a national basis.

EDUCATE

> Academic Achievement

Achieve a top 3 academic finish in the conference and a top 10 finish nationally in each sport.

Objective 4. Improve the academic profile of incoming student-athletes.

Initiatives:

A. Track and annually improve the academic profiles of incoming student-athletes.
B. Aggressively recruit prospective student-athletes who exemplify and embrace the core values of Carolina Athletics.
C. Develop a compliance culture to serve as a model for responsibility and integrity.
D. Recognize coaches for their recruiting classes that meet high standards for academic profiles.

Objective 5. Support student-athletes' academic goals, performance and their efforts to graduate.

Initiatives:

A. Facilitate and support the University's efforts to offer an outstanding academic support system.
B. Develop and implement a comprehensive feedback system for academic support.
C. Monitor regularly the academic progress and graduation rates, giving increased attention to groups, teams and individuals that fall below established goals.
D. Create a program to recruit former student-athletes who have exhausted their eligibility to complete their education.
E. Recognize and celebrate individual and team academic achievement to all constituencies.

Objective 6. Develop student-athletes for a life of success beyond athletics.

Initiatives:

A. Enhance life skills programs.
B. Utilize the Baddour Carolina Leadership Academy to identify leaders among student-athletes and to develop their leadership skills.
C. Prepare student-athletes for careers after graduation.
D. Measure impact of athletics in life.

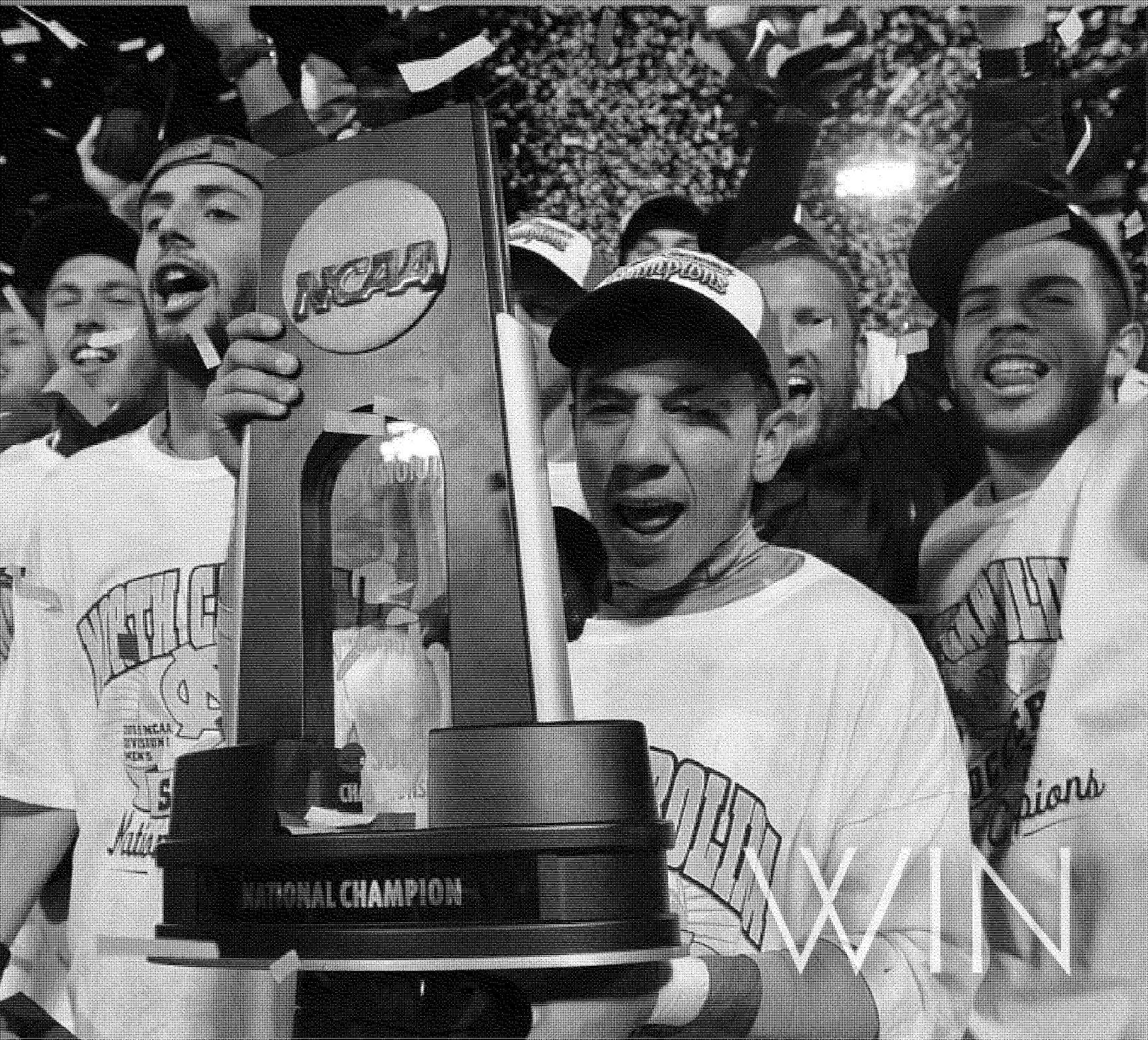
NCAA
NATIONAL CHAMPION
WIN

> Athletic Performance

Perform to a top 3 athletic ranking in the conference and a top 10 finish nationally in each sport.

Objective 7. Attract, develop and retain the best coaches.

Initiatives:

A. Seek aggressively the coaches in the hiring process who exemplify and embrace the core values of Carolina Athletics.
B. Embrace diversity in hiring practices.
C. Develop a systematic approach to reward coaches for performance.
D. Emphasize and support the importance of professional development and self-improvement.

Objective 8. Attract, develop and retain the best student-athletes to achieve their maximum potential.

Initiatives:

A. Develop the mindset that everything we do should enhance the student-athlete experience.
B. Attract the best student-athletes.
C. Develop a comprehensive student-athlete health and wellness program.
D. Emphasize the importance of living the core values of Carolina Athletics.

Objective 9. Win championships in every sport.

SERVE

> Administrative Engagement

Engage internal and external constituents to relentlessly pursue the resources and administrative structures necessary for success.

Objective 10. Create a culture that emphasizes strategic thinking, effective organizational structure and outstanding communications.

Initiatives:

A. Develop a comprehensive campaign to deliver the Strategic Plan, and to establish consistent strategic thinking at all levels.
B. Reinforce the strategic plan through review and renewal.
C. Define staff roles clearly for excellent staff interaction.
D. Encourage open communication between all units and management levels.
E. Encourage innovation by soliciting and celebrating new ideas at all levels and across business units.
F. Establish a coordinated information-gathering effort to track progress.

Objective 11. Attract, develop and retain the best staff.

Initiatives:

A. Seek aggressively the staff members who exemplify and embrace the core values of Carolina Athletics.
B. Embrace diversity in hiring practices.
C. Emphasize and support the importance of professional development and self-improvement.
D. Develop a systematic approach to reward staff for performance.

08
ENGAGE

> Administrative Engagement (continued)

Objective 12. Identify, secure and allocate the resources needed to achieve at the highest level.

Initiatives:

A. Identify resources needed to achieve our vision through benchmarking analysis.
B. Secure the resources identified to achieve our vision through accelerated fundraising and new revenue generation.
C. Allocate and track the resources to ensure maximum achievement and performance.

Objective 13. Develop an operational approach that emphasizes connections with fans, donors and partners through outreach and collaboration.

Initiatives:

A. Provide great customer service based on inventive programming, continuous improvement and systematic feedback.
B. Grow partner relationships to expand the reach and impact of Carolina Athletics.
C. Become a data-based decision-making organization.

Objective 14. Tell the "Carolina Story" through innovative communications, aggressive promotions and proactive public relations.

Initiatives:

A. Share stories across multiple platforms of the impact Carolina Athletics has on the University and its community.
B. Develop cutting-edge strategies to utilize digital, social and emerging media to inform, educate and engage all constituencies.
C. Develop a common brand positioning platform for all external communications.

INSPIRE

> Carolina Leads

In sports there is little better than the perfectly executed play. Whether it is teammates aligned in a choreographed play to accomplish a unified goal, or a lone athlete performing with an effort practiced over and over — the result is inspiring.

Carolina Athletics has proclaimed its vision for the next four years: We will lead in all that we do — Academics, Athletics and Administration. This Strategic Plan is the playbook for achieving that vision. It is the guide for making the decisions and executing the plays that will bring success to Carolina Athletics.

When we all play from the same playbook, we will move forward with the confidence that CAROLINA LEADS.

> Acknowledgments

Task Force

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Vince Ille
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Allen Wilson

Many thanks to the numerous athletics staff, faculty members, university supporters and members of the University community who provided input during this planning process. Your participation was valuable and vital — and will help ensure that strategic thinking remains a priority for Carolina Athletics.

WE WILL **LEAD** IN ALL THAT WE DO —
ACADEMICS, ATHLETICS AND ADMINISTRATION.

A STRATEGIC PLAN FOR CAROLINA ATHLETICS

www.gotheels.com/carolinaleads

UNIVERSITY OF NORTH CAROLINA
ATHLETIC COMMUNICATIONS
WEDNESDAY, JAN. 9, 2013
CONTACT: Steve Kirschner (919-962-7258, stevekirschner@unc.edu)

Carolina Athletics Department Announces Strategic Plan

CHAPEL HILL – "We educate and inspire through athletics" – that is the mission statement for the University of North Carolina's department of athletics that is a result of a recently completed strategic planning process developed by Bubba Cunningham, who is in his second year as the Tar Heels' director of athletics.

"Our number one priority is for athletics to be part of the educational experience of all students at the University, those who compete in our 28 varsity sports as well as those who do not," says Cunningham. "Athletics provides academic and competitive opportunities for more than 700 students, and is part of a unifying spirit for thousands of other students, faculty, staff and alumni.

"Through competition and achievement, our programs can be a source of inspiration for the student body, the community, our alumni, donors and future generations of Tar Heels."

Early in his tenure as director of athletics, Cunningham appointed a group of executive staff members that began developing a strategic plan that will guide the athletic department's decision-making over the next four years.

Dr. Paul Friga, associate professor of strategy and entrepreneurship at Carolina's Kenan-Flagler School of Business, led UNC's strategic planning process. Friga teaches management consulting and strategy, researches strategic decision-making and consults on management and strategy for numerous companies across the country. He is the director of S.T.A.R. (Student Teams Achieving Results), domestic business practices and consulting concentrations.

"Paul did an outstanding job guiding us through the planning process," says Cunningham. "He helped us to think more strategically each day and worked exceptionally well with Matt Terrell from the Rams Club, who coordinated much of the planning process from organizing meetings, getting input, feedback and ideas from various constituents in and out of the athletic department, and crafting the plan which will serve as a blueprint for us over the next several years."

"Strategy is critical to an organization's success," says Friga. "Strategic planning sets the stage for moving an organization forward to a new, positive direction. A strategy speaks to the employees, and also speaks to the external constituents about whom we are and where we're going. The goal is to have the decision-making of everyone in the organization to be particularly aligned with the mission, values, vision and priorities of that organization. That's when you know strategy is effective."

The planning team identified four core values for Carolina Athletics– Responsibility, Innovation, Service and Excellence.

“Our values are at the heart of what we do every day, whether you are a coach, a student-athlete or an administrator who supports our programs,” says Cunningham. “Number one, we must do what is right. If we make good choices and smart decisions based on what is the right thing to do, then we will be successful on and off the field. We must be creative and encourage people to find a better way, whether that is devising a better strategy to win an event, seeking new financial solutions to budget for 28 sports or identifying the students who have the best chance to succeed academically and athletically at an outstanding university.

“Service to the state of North Carolina and to our various constituents is an important part of our mission. We are fortunate to give young men and women the opportunity to attend a world-class university and compete in athletics, and we have an obligation as a department to put others first and use athletics to help people reach their goals and dreams.

“And we believe in excellence in all that we do. We are part of one of the top public universities in the country, the Tar Heel athletic program has succeeded at the highest levels and we want to challenge ourselves to win with integrity in all areas. It’s a take off from what Coach Dean Smith taught for many years – our goals are to work hard, play smart and win together.”

College athletics has seen many changes in recent years and Cunningham wants Carolina positioned to have a voice in the on-going conversation about the future, whether it is in the state university system, the Atlantic Coast Conference or at the NCAA level.

“Our vision is that we will lead in all that we do – academics, athletics and administration,” says Cunningham. “It is critical that with all that is being discussed about the role of athletics at all levels of higher education, the University of North Carolina be at the forefront of those conversations. The only way to do that is to have a program that is people can look to with pride in how we are recruiting and educating our student-athletes, how we are faring competitively at the ACC and national level and how we are growing and developing our professional staff.”

To support the department’s mission, values and vision, the strategic planning team established four priorities. Those include alignment with the university’s mission of educating students; finishing in the top three in the ACC and top 10 in the nation academically in each sport; finishing in the top three in the ACC and top 10 on the nation athletically in each sport; and engaging administratively with internal and external constituents to pursue the resources and structures to achieve those benchmarks of success.

“It’s important that every day that our team comes to work, every decision we make, whether it’s the executive staff, senior staff, coaches, unit managers and all levels of staff, they understand and live by our values, understand the vision to be leaders and abide by our four priorities. We must structure our program so that what we do compliments and helps to fulfill the true mission of the University of North Carolina; we will strive to succeed at the highest levels in the classroom and competitively; and our administrative staff will be accountable for supporting the goals and aspirations of our 28 sports and 700-plus students.”

“Success and winning is a by-product of your whole entire program and that comes from recruiting the right student-athlete, having the right resources here, having the right leadership, the right training and

the right focus," says Jenny Levy, head coach of the women's lacrosse team that has played in six final fours. "With that focus, the by-product will be winning.

"It's a constant climb to being the best that you can be, on the field, in the classroom and in the community," says Levy. "If you are sitting still then you are going to be passed. What we see as an overall athletic department goal is that we need to find a better way so we are constantly on an ascension to do something better."

Academic success may be measured by a number of indicators, including the NCAA's Academic Progress Rates, graduation rates, ACC Honor Roll, Dean's List, etc….

Athletic success may also be measured by a number of factors, including the NACDA Directors Cup, which UNC has finished in the Top 10 in 19 of the last 19 seasons, NCAA postseason appearances, national rankings, and NCAA and ACC finishes in regular-season and post-season play.

"What I like about this strategic plan is it's not just about me and the kids I am recruiting and training, it's about the entire athletic department on a mission to be the best at everything," says women's soccer coach Anson Dorrance, who has led the Tar Heels to 22 national championships, including the 2012 NCAA title. "To be the best not only on the fields but in the classrooms – to be the best in all of our functions beyond our coaching responsibilities; to lead in every conceivable way. I like the collective, communal ambition to be the best in everything we do."

Supporting the overall strategic plan are 14 objectives that the planning team identified as ways to implement the four priorities. Each of the objectives has action steps that serve as a daily roadmap to achieving the department's goals over the next four years.

The objectives that support each individual priority are as follows:

ALIGNMENT
• Define and respect the importance of athletics within public research universities
• Build stronger relationships within the university community
• Actively shape the future of college athletics

ACADEMIC ACHIEVEMENT
• Improve the academic profile of incoming student-athletes
• Support student-athletes' academic goals, performance and efforts to graduate
• Develop student-athletes for a life of success beyond athletics

ATHLETIC PERFORMANCE
• Attract, develop and retain the best coaches
• Attract, develop and retain the best student-athletes to achieve their maximum potential
• Win championships

ADMINISTRATIVE ENGAGEMENT
• Create a culture that emphasizes strategic thinking effective organizational structure and outstanding communications

• Attract, develop and retain the best staff
• Identify, secure and allocate the resources needed to achieve at the highest level
• Develop an operational approach that emphasizes connections with fans, donors and partners throughout outreach and collaboration
• Tell the "Carolina Story" through innovative communications, aggressive promotions and proactive public relations

"The objectives give us a starting point where we can really make an impact on the University community on a daily basis," says Cunningham. "These are the basic building blocks for continuing the many years of success that Carolina has been known for an respected throughout college athletics. Each of these objectives has ideas and action items that will change on a regular basis as we adapt to the world around us. But they give us a chance to be big and bold and chart a course for the future that is both exciting and rewarding.

"We truly are in an unprecedented time of change in college athletics and the whole point of this strategic plan is to position the University of North Carolina to move forward in ways that make productive citizens of our student-athletes, to create stimulating and challenging work environments for our coaches and staff, to enhance the educational experience of every student on this campus and to make all of our alumni, donors and fans proud to call themselves Tar Heels."

From: lisa.bazlamit@mail.learningtree.com on behalf of Lisa Bazlamit <lisa.bazlamit@learningtree.com>
Sent: Wednesday, January 9, 2013 11:16 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Try your luck - win 3 courses

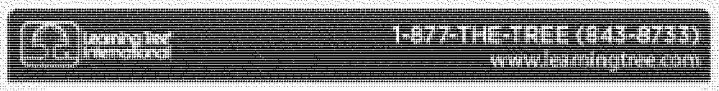

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From: Innovative Educators <mail@innovativeducators.ccsend.com>
Sent: Wednesday, January 9, 2013 4:08 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Summer Bridge & Early Intervention Programs for First-Generation Students

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Innovative Educators

Free Resources

- Summer Bridge Programs: Supporting All Students
- Getting Ready for College: An Implementation and Early Impacts Study
- Summer Bridge Program - St. Olaf College
- What is a Summer Bridge Program?
- Summer Bridge program prepares students for College Life
- EIP - George Mason University
- EIP - University of Washington

Summer Bridge Programs: Easing The Transition For First-Generation College Students

Register - http://www.innovativeeducators.org/product_p/293.htm

Overview
First-generation college-goers experience a variety of challenges as they enter and move through higher education. Much of the existing research indicates that students whose parents did not attend college are more likely than their non first-generation counterparts to be less academically prepared for college, to have less knowledge of how to apply for college and financial assistance, and to have more difficulty in acclimating themselves to college once they enroll (Tym, et al., 2005).

This webinar will present a plan for an effective Summer Bridge Program, one that supplements existing programmatic and institutional efforts to support first-generation students. Participants will learn the importance of building relationships between academic and student affairs divisions, as well as empowering students through the development of critical college knowledge to ensure their academic success and retention.

Presenter
Dr. Paz Maya Olivérez is Student Success Coordinator with the Title V Encounter to Excellence Program and Associate Director of the Educational Opportunity Program at CSU Dominguez Hills. She also currently holds a position as an Adjunct Assistant Professor in the Master of Arts in Teaching Program in the Rossier School of Education at the University of Southern California. Dr. Oliverez has spent the last 12 years working with underrepresented students from diverse backgrounds, including undocumented immigrant students, as a researcher, program evaluator, professor, and college advisor. She holds a Ph.D. in Education from the University of Southern

Free Offerings

Webinar
Delivering On The Career Promise: How To Incorporate Experiential Learning Curriculum Into The Student Experience - January 15

StudentLingo Case Studies & Demo - How To Support Students 24/7

Upcoming Webinars

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January 2013

23
How To Improve Student Success By Creating An Active Learning Environment

24
The Top 10 Most Successful Student Recruitment Strategies

25
Veterans Resource Centers On Campus: How To Create, Staff & Fund A Thriving Center

29
Â First-Year Minority Male Students: Increasing Retention & Persistence By Addressing Their Academic & Social Needs

29
Student Motivation: Practical

California and a B.A. in Sociology from the University of California, Santa Cruz. She recently completed a Masters in Counseling at CSU Long Beach.

Supporting First-Generation Students: Best Practices From A Highly Successful Early Intervention Program

Register - http://www.innovativeeducators.org/product_p/299.htm

Overview
As 2-year and 4-year institutions place increased attention on student success and retention, the preparedness and transition of first-generation college-bound students, especially during the freshman and sophomore years, is more important than ever. We now understand that student success encompasses not only the academic achievement of the student, but also their level of satisfaction with the environment, as well as sustainability for their long-term professional development. So, how can faculty and administrators better identify and support first-generation college-bound students early in their academic career? How can they do this in a way that addresses student success at every level?

Now in its 25th year, the Early Identification Program (EIP) is George Mason University's college preparatory program. It provides academic support, access to educational resources, social development, and leadership training to first-generation college-bound students in seven participating school districts throughout Northern Virginia. Supporting 630+ middle and high school students, and an additional 125+ undergraduate George Mason students, EIP's mission is to produce engaged students who value learning, serve their communities, and establish meaningful careers.

This webinar will examine the path of first-generation students through the lens of George Mason University's highly successful Early Identification Program. Participants will learn strategies that address providing college access opportunities, maximizing student achievement, supporting successful transition and persistence to the college environment, and creating opportunities for global citizenship.

Presenters
Jason A. Moore joined George Mason University's Early Identification Program as Associate Director in June 2012. Formerly a school counselor and educational consultant in New Jersey, Moore was most recently Assistant Director in the Center for Academic Excellence at North Carolina A&T State University. Over the last 9 years, his experience with programmatic assessment, the minority male demographic, NCAA compliance processes and athletic academic support, and program facilitation at the K-12 and higher-ed levels has created a detailed framework for his student advocacy and educational access initiatives.

Lewis E. Forrest is currently the Executive Director of George Mason University' Early Identification Program. For the past 13 years he has served in many roles with Mason's Early Identification Program (EIP) including the positions of Tutoring Coordinator, Assistant, and Associate Director. Prior to returning to Mason he worked three-years in Prince William County (VA) Public Schools as a Professional School Counselor, and also served as the county's coordinator for the EIP. Forrest is a member of both the National College Access Network and Virginia College Access Network, and in Spring 2012, was honored with the George Mason University "University Life Positive Impact Award", recognizing him as a visionary leader, mentor, and friend who makes genuine connections with students and staff.

Strategies That Will Increase Engagement, Learning & Retention

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Understanding The New Non-Traditional Student: Supporting Their Success In & Out Of The Classroom

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Rise Above The Spam: How To Attract Media-Saturated Students With Relevant & Strategic Communications

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Providing Comprehensive Student Support Services Online

February 2013

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Intrusive Academic Advising: An Effective Strategy To Increase Student Success Students

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Supporting Military Veterans: How To Develop An Effective Academic Advising Protocol

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Identifying & Engaging Unprepared Students: Practical Strategies & Techniques For Today's College Classroom

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Undocumented Students: An Overview Of Policies, Myths & Best Practices

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Managing Psychotic, Manic & Delusional Students: How To Reduce Legal Risk & Increase Student Safety

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Establishing A Campus-Wide Veteran-To-Veteran Mentoring Program On Your Campus

27
Three Generations, One Classroom: Using Generational Theory To Understand & Motivate Your Students

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Sent:	Wednesday, January 9, 2013 9:01 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Message from the Chancellor: Faculty and Staff Feedback is Important

---

Dear Faculty and Staff,

A couple of years ago, following the completion of the Bain & Company study and report, I asked for your feedback about the University's organizational effectiveness. Your responses to that survey provided excellent information that helped us assess and improve our policies and practices.

Now, I'd like you to provide your opinions again - this time to examine how the University is doing in terms of goal-setting, leadership, communications and decision-making. I'm asking all Carolina employees, both faculty and staff, to respond to a survey that examines these issues in your own areas as well as across the broader University. Your responses will help us determine the degree of progress made since the 2010 survey and pinpoint areas that need improvement.

The link to the survey is https://www.surveymonkey.com/s/MZ69F9S. I assure you that all individual responses will be anonymous and completely confidential. We will publish the full results of the survey on the Carolina Counts website later this spring. If you'd like to see the results of the 2010 survey, you can find that information at http://hr.unc.edu/faculty-and-staff/survey/index.htm.

I strongly encourage everyone to take the current survey; it should take only 10 to 15 minutes. Your perspective is important as we continue to identify ways to improve campus operations, so please take this opportunity to let your voice be heard. The deadline for submitting your response is January 28.

Paper copies of the survey are available in English, Spanish, Karen and Burmese for employees who typically do not have access to computers. These employees can obtain a copy from their supervisors and follow the instructions on the cover sheet for returning the completed survey.

Again, I encourage everyone to participate. Thank you for your commitment to Carolina.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Thursday, January 10, 2013 7:01 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: What's On Deck This Week at ECU!

Use this link to view a web version of this message.

What's On Deck | Tuesday 12.04

pir@mail
Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

GET TICKETS ECUPIRATES.COM PIRATE CLUB STORE PHOTOS

What's On Deck - Upcoming Pirate Athletic events

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

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Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: **athletictickets@ecu.edu**.

From: Lorman Seminars <customerservice@lorman.com>
Sent: Thursday, January 10, 2013 8:04 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Employment Law Update in NC

Employment Law Update

LORMAN

[illegible] | Seminar

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□ Social media is exploding □ understand the issues this creates in the workplace
□ Get a head start and learn the outcomes of recent case law

View Complete Agenda

Who Should Attend?
This seminar is designed for human resource managers, operations managers, presidents, vice presidents, supervisors, managers, controllers, accountants and attorneys.

Register Today
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Email: customerservice@lorman.com
Fax: 1-715-833-3953
Mail: Lorman Education Services, Dept 5382, PO Box 2933, Milwaukee, WI 53201-2933
Printable Registration Form

Please provide the attendee's name, company, address, phone number and email address.

Seminar ID: 390533 Priority Code: 2306-7363-04

Faculty
Moderator: Kirk J. Angel, The Angel Law Firm, PLLC
Kristen E. Finlon, James, McElroy & Diehl P.A.
Nicole L. Gardner, Gardner & Hughes PLLC
Wood W. Lay, Winston & Strawn LLP
Adam L. Ross, James, McElroy & Diehl, P.A.
Ross S. Sohm, The Law Firm of Ross S. Sohm, PLLC

Credits

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- CPE 8.0 including Personnel/HR 8
- NC CLE 6.5

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From: Susan Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, January 10, 2013 12:17 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer Welborn <welborn@uncaa.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>
Subject: Holds Report
Attach: Holds Report 1.10.13.xlsx

Attached is a holds Report as of today in case you are interested.
Thanks,
Susan

Susan Maloy
Tutorial Coordinator/Academic Counselor
UNC Academic Support Program for Student-Athletes
919-962-9892 (office)
919-962-8247 (fax)
sbmaloy@uncaa.unc.edu

From: Karen Wiman <wiman@email.unc.edu>
Sent: Thursday, January 10, 2013 12:23 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Campus Recreation Listserv <campusrec@listserv.unc.edu>
Subject: [campusrec] January announcements!

Hello students, faculty & staff! Welcome back! We hope that you are well-rested and ready for all the programs and events that Campus Rec has to offer this spring!

THIS WEEK

Start the new semester off right with **Spring Into Fitness**! This event is today from 12:00pm – 7:00pm and will highlight all that our program has to offer, including nutrition information from experts, group fitness and TRX demos, and much more! For more information, visit the Spring Into Fitness page.

LAST CHANCE to start your New Year's Resolution! Sign up for **Get Fit With H.I.I.T.** for the most effective way to exercise and see quick results! This is a 10-week healthy lifestyle, weight loss, and physical activity program designed to help participants achieve an optimal state of health through modification of diet, exercise, and lifestyle. To learn more about this program or to sign up, visit the Get Fit with H.I.I.T. page.

From Aerobics to Ziplines, your UNC Campus Rec blogger, Stacey Northup, is back in action, bringing you new articles to read on the Tar Heel Tone Up blog. Be sure to subscribe when you visit the Tar Heel Tone Up blog today.

Stay up to date with Campus Rec programs and events with our **monthly online newsletter**. In it you'll find fun facts, fitness articles, events, and much more! Check out the January edition today!

For the best way to get updated information on programs and events, add UNC Campus Rec on Facebook.

SPECIAL EVENTS

Our **Jingle Bell Jog** was a success! Thank you to the 258 individuals and 24 teams who participated. Congratulations to the Office of Sponsored Research's team, "Whoville," who won Best Costume and the School of Public Health's team, "Public Health Prancers," who took home the title for Most Participants. Check out our Flickr album for photos of the 2012 Jingle Bell Jog.

Spring 2013 Special Events will be coming soon! Visit the Special Events page for more

information.

FACILITIES

We are currently operating on **Normal Hours**.

All facilities will be closed on January 21st for Martin Luther King Jr. Day.

Visit our Hours of Operation page for a current list of operating hours.

FITNESS

The regular, full Group Fitness Class Schedules start on Monday, January 14. For a complete list of classes and descriptions, please visit the Group Fitness page.

Diversify your workout routine with our **Specialty Fitness Programs**. This semester we are offering a new Specialty Fitness Program, Dynamic Stability, where participants will focus on their balance and stabilization for a fun-filled workout! Other Specialty Fitness Programs offered this spring are TRX Suspension Training, Bootcamp and more! For more information, please visit our Specialty Fitness Programs page.

Have you reached a plateau in your workout or do you need help getting started? Our **Personal Training Services** have all the necessary tools to help you reach your goals. We offer everything from Start-Up Sessions to individual Personal Training, meeting the needs of any fitness level. For more information on Personal Training packages, including how to register, please visit our Personal Training page.

Are you interested in becoming a Personal Trainer? Campus Recreation offers a **Personal Trainer Training Program**. This program prepares and teaches you how to understand and apply the basic principles of exercise training to become a personal trainer. Trainees receive training on exercise instruction fundamentals including physiology, anatomy, and program design. For more information on how to register, visit the PT Certification page.

Get in shape at home with Campus Rec's **Training Time Series**! These videos provide various workouts that are instructional, informational, and can be done any time at home or in the gym! Visit our YouTube Channel for all of our videos!

INTRAMURAL SPORTS

The Spring IM Sports schedule is here!

January IM Sports are Basketball, Spades, Wally Ball, Indoor Soccer, Doubles Table Tennis, Racquetball, Swim Meet, Paddle Tennis, and Innertube Water Basketball.

February IM Sports include Softball, Ultimate Disc, Tennis, 4v4 Flag Football, Primetime Basketball, and Street Hockey!

Please see our Intramural Sports page for a complete schedule and list of offerings.

OUTDOOR EDUCATION

The **Spring 2013 Outdoor Expeditions** schedule is here! Don't miss your chance to experience an adventure of a lifetime with the Outdoor Education Center. Trips vary from rock climbing, hiking, kayaking, yoga, and much more! Upcoming expeditions include:

- Jan. 26th – **Hike Hanging Rock**
- Feb. 2nd – **Climb Occoneechee Mountain**
- Feb. 3rd – **Climb Pilot Mountain**
- Feb. 10th – **Hike Medoc Mountain**
- Feb. 17th – **Hike Birkhead Mountain**

For a complete list of trips, visit the Expeditions Page.

Interested in working for the OEC? Find out what it takes to be part of the Outdoor Education program by participating in the **Outdoor Leadership Series**. This program, consisting of nine workshops, will teach participants what it takes to become an Apprentice and about the training required to become a Facilitator/Instructor for expeditions or challenge course. Visit the OEC Employment page for more information.

SPORT CLUBS

Get To Know Us! Each month we spotlight a couple of our Sport Clubs. This month, get to know the Ski and Snowboard Club and the Tae Kwon Do Club!

The UNC **Ski and Snowboard Club** compete in alpine ski racing and snowboard racing in both freestyle and slopestyle in seven locations across the Southeast. During the off-season, the team continues to stay active by participating in hiking, biking, and camping. This team welcomes all individuals with a desire to ski or snowboard competitively across all experience and ability levels. If interested in joining, please contact

The Carolina **Tae Kwon Do** club practices WTF-style Tae Kwon Do, including Tae Guek forms and Olympic style. All individuals from beginners to experienced black belts are encouraged to join, including those skilled in other martial arts. For more information on this club, please contact

Visit the Carolina Sport Club's website for up-to-date Sport Club tournament and race results, as well as a calendar of upcoming events.

Department of Geography
University of North Carolina
Spring 2013

Geography 225: Space, Place, and Difference
TR 11 am, Saunders Hall Room 220

Dr. Altha Cravey
Office: Saunders Hall Room 309
Phone: 962-5157
E-mail: cravey@unc.edu
Office Hours: Tuesdays 3:30 – 4:45 pm and Thursdays 3:30 – 4:45 pm

In this course, students can earn credit in Geography or Women's Studies (GEOG 225/WMST 225). We explore the politics and power of social distinctions, focusing special attention on the dynamics of gender, race, class, sexuality, and their interactive effects. Local examples – drawn from the UNC campus and urban/rural North Carolina – make the material accessible and provocative while global and regional examples provide a window on a variety of contexts that influence the way social distinctions become important (or not) in people's everyday lives. We will discuss and debate – and read scholarly work – that examines why and how geography matters in all of this.

The goal of the course is to examine cultural diversity in particular places and geographic patterns of social difference and social inequality. These examples provide feminist insights on the way "space" and "place" and "scale" are useful tools for understanding contemporary society and social change. Significant attention will be paid to the following ethic/racial groups: Latinos and Latin Americans, African Americans, and U.S. whites.

Feminist concepts about gender, race, sexuality, and class have transformed the way geographers examine social processes, the interaction between people and their environments, and the human perception and construction of landscapes. A geographical sensibility about society and social processes on the other hand, provides a different angle on social theory, and new possibilities for social theorization. In this course, students will examine globalization, global processes, and international development from a feminist geography perspective. In the second half of the course, we turn to local and regional concerns and try to "make feminist sense"of cultural diversity in North Carolina and in the United States South, examining Latino transnational migration to the region, as well as African American exodus, persistence, and return migration to the United States South.

In this research-exposure course, you will be working with a Graduate Research Consultant, Willie Wright, who will assist you in the research project. The GRC Program is sponsored by the Office of Undergraduate Research (www.unc.edu/depts/our), and you may be able to use this research-exposure course to meet a requirement of the Carolina Research Scholars Program (http://www.unc.edu/depts/our/students_crsp.html). I encourage you to visit the OUR website to engage in research, scholarship and creative performance while you are at Carolina.

Course requirements:

1. Short position papers (3)	25
2. Class participation	20
3. Local project/presentation/paper	20
4. Midterm exams (2)	20
5. Final exam	15
	100%

Required texts:
Morrison, Toni. 1993. *Jazz* Plume (reprint)
Stack, Carol. *Call to Home: African-Americans Reclaim the Rural South.* Basic Books.
Gonzalez, Juan. 2011. *Harvest of Empire: A History of Latinos in America.* Viking New edition.

THEORY AND CONCEPTS, GENDER, SEXUALITY, RACE, CLASS, INTERSECTIONALITY

R	1/10	Harvest of Empire, Introduction and CH 1
T	1/15	Harvest of Empire, CH 2

CAROLINA DEL NORTE, GLOBALIZATION, NEOLIBERALISM, CAPITALISM

T	1/22	Harvest of Empire, CH 3, Begin reading Toni Morrison's Jazz
T	1/29	Harvest of Empire, CH 4
T	2/5	Begin reading Carol Stack's *Call to Home*. Harvest of Empire, CH 5
T	**2/12**	**MIDTERM # 1**

AFRICAN AMERICANS AND THE GREAT MIGRATION

T	2/19	Harvest of Empire, CH 6
T	2/26	Discuss Toni Morrison's *Jazz*
R	2/28	Assignment due: Jazz
T	3/5	Discuss Carol Stack's *Call to Home.*
R	3/7	Campus Tour – weather permitting
R	**3/21**	**MIDTERM # 2**

LOCAL STRUGGLES: PIGS, PICKLES, AND POULTRY

T	3/26	Articles on Sakai. Assignment due: Library work.
T	4/02	. Articles on Sakai.
T	4/09	Guest lecture/event
T	4/16	Student Presentations
R	4/18	Student Presentations
T	4/23	Student Presentations
R	4/25	Student Presentations

FINAL EXAM **Saturday, May 4 at 12 noon**

From: Townsend, Jenn <jtownsend@unc.edu>
Sent: Thursday, January 10, 2013 2:10 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: travel letter
Attach: Spring2013TravelletterMBB.docx

Jenn Townsend
Associate Director
Academic Support Program for Student-Athletes
University of North Carolina, Chapel Hill
919-962-9538
919-962-8247 (fax)

January 9, 2013

Dear Professor/Instructor,

I wanted to communicate with you regarding the travel schedule for the men's basketball team for the Spring 2013 semester. Our student-athletes and team managers will be missing class on the following days due to intercollegiate competition:

Tuesday, January 29

Tuesday, February 19

Thursday, February 28

Wednesday, March 6

An additional letter will be created for any post season competition in March/April.

I realize that these students are still responsible for any material missed during these class periods, but I would still like to ask you to allow them to make up any missed work at an alternate time that you believe is appropriate. If you have any questions or concerns, please do not hesitate to contact either myself of a member of my staff at 962-1154. You may also contact the team's academic counselor, Jenn Townsend, at 962-9538.

Thank you very much for your assistance.

Sincerely,

Roy Williams

Head Men's Basketball Coach

From: Clint Gwaltney <cgwaltney@uncaa.unc.edu>
Sent: Thursday, January 10, 2013 4:29 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Clint Gwaltney <cgwaltney@uncaa.unc.edu>
Subject: Exchange Email Migration

Over the next 3 months, we will be slowly migrating the entire Athletic Department off of the Groupwise Email server and over to the University's Exchange (Microsoft Outlook) Email. This will be a tedious undertaking for the Computer Services staff and they will need your help. When the time comes for your unit, and specifically your email account to be changed over, please be helpful in the process. We understand how valuable your time is, but this is something that must be done. We will work around your schedule as best we can to accommodate your needs, but please understand that there might be some minor inconveniences to complete the process.

Thanks for your effort as we continue to try and improve your computer services.

Go Heels!

Clint

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Thursday, January 10, 2013 8:42 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Encouraging Faculty and Staff to Participate in Survey

---

Deans, Directors and Department Heads:

I recently sent all faculty and staff an email message encouraging their participation in a survey to help gauge how the University is doing in terms of goal-setting, leadership, communications and decision-making. This survey is a follow-up to the organizational effectiveness survey we conducted a couple of years ago after the completion of the Bain & Company study and report.

Because it's important for everyone's voice to be heard, I'm asking that you urge the faculty and staff members in your areas to complete the survey, which should take only 10 to 15 minutes. The link to the survey is https://www.surveymonkey.com/s/MZ69F9S and the deadline for submitting responses is January 28. All individual responses will be anonymous and completely confidential. The full results of the survey will be published on the Carolina Counts website later this spring.

Paper copies of the survey are available in English, Spanish, Karen and Burmese for employees who typically do not have access to computers. These employees can obtain a copy from their supervisors and follow the instructions on the cover sheet for returning the completed survey.

Thank you for your help in reminding people to participate. I hope you will provide your input as well since a good response is key as we continue to identify ways to improve campus operations.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, January 10, 2013 9:11 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Nannerl Keohane Distinguished Visiting Professorship and Lecture

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The Keohane Professorship recognizes the remarkable contributions of Dr. Nannerl Keohane during her term as President of Duke University, and the unprecedented level of collaboration she and former UNC Chancellor James Moeser created between these two great institutions. The award was created in 2004 by then Chancellor Moeser and is funded by Carolina graduate Julian Robertson and his wife, Josie, of New York (parents of Spencer Robertson '98) and the William R. Kenan, Jr. Charitable Trust.

The 2013 Keohane Distinguished Visiting Professor is Dr. Jeffrey McDonnell, a watershed hydrologist and eco-hydrologist at the Global Institute for Water Security at the University of Saskatchewan and Distinguished Professor at the University of Aberdeen and Oregon State University. He will discuss the issues faced by the world's freshwater resources during the 2013 Keohane Lecture.

McDonnell will present "Tracking raindrops: Basic science for understanding global change impacts on fresh water" at 5:30 p.m. on Jan. 16 in the Nelson Mandela Auditorium in the FedEx Global Education Center. The lecture is free and open to the public, however space is limited. A light reception will follow. For more on this event, please visit http://www.provost.duke.edu/pdfs/KeohaneLecture.pdf

Faculty and administrators at The University of North Carolina at Chapel Hill and Duke University are encouraged to nominate outstanding scholars, artists, or practitioners for the 2014-15 Nannerl Keohane Distinguished Visiting Professorship. Nominations are due by Monday, April 1, 2013.

For more about the Professorship, including instructions for submitting nominations, please visit https://provost.unc.edu/announcements/keohane_rfp/

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From: Turnitin News <news@turnitin.com>
Sent: Thursday, January 10, 2013 10:06 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Turnitin First Draft - Sources in Student Writing

Turnitin First Draft

Having trouble? View as Webpage

Sources in Student Papers

Which online sources do students most frequently use in their written work and what are the implications of these choices?

A new pair of studies from Turnitin analyzes the most frequently matched Internet sources in an analysis of over 156 million content matches from 37 million papers submitted to Turnitin in the United States between July 2011 and June 2012. Two separate reports are available for Secondary and Higher Education groups.

Across both segments, just over half of the Internet sources in student writing come from legitimate educational resources-categorized as Academic and Homework sites, news and portal sites, and encyclopedias. Just under half of the matched sites fell into less authoritative sites-categorized as social and user-generated content sites, cheat sites and paper mills, and shopping sites.

Download the white papers below for more findings and recommendations.

SE Infographic HE Infographic

SE Study He Study

NEW YEAR, NEW LOOK, NEW ADVICE

Plagiarism Advice Org

For 10 years, PlagiarismAdvice.org has been offering resources for educators and institutions around the world. In honor of this 10th anniversary, here are the Top 10 key resources for any institution looking to develop or review an academic integrity or plagiarism policy.

Top 10 Resources

PlagiarismAdvice.org also features over 200 research papers from our 5 international plagiarism conferences and pays tribute to some of the people who have been influential in developing awareness of plagiarism and promoting academic integrity throughout the world as members of our academic network.

NOTEWORTHY

Chronicle: From Grading to Helping Students: A Mind Hack
Lincoln Mullen explains his shift in his approach to grading, from commenting on what they did wrong, to a more positive approach of giving students feedback that helps them improve.

iThenticate: Top Plagiarism Scandals of 2012
Turnitin's Jason Chu guest blogs about the steps that we can take to encourage students to make better ethical choices around the use of others' intellectual property.

Turnitin Blog: 80 Million Student Papers
Over 80 million student papers were submitted to Turnitin worldwide in 2012. That a virtual stack high enough to reach the Earth's stratosphere. See more comparisons on our blog.

EVENTS

WEBINARS

Basic Training Walkthrough | See schedule for dates and times.
Turnitin Academy Live Professional Development | On-demand
Turnitin 30-minute Webcast Series | See Schedule
Turnitin Talk - New and Upcoming Features | Mar 19

USER EVENTS AND SEMINARS

Turnitin UK User Group | London, UK | Feb 15

CONFERENCES

Middle East Academic Integrity Conference | Dubai, United Arab Emirates | Jan 24
ICAI Annual Conference | San Antonio, Texas | Feb 26-28
NERCOMP 2013 | Providence, RI | Mar 11-13

80 Million Trees

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From: Innovative Educators <mail@innovativeducators.ccsend.com>
Sent: Friday, January 11, 2013 4:35 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Supporting Student Veterans: Advising, Resource Centers & Mentor Programs

---

Having trouble viewing this email? Click here

Supporting Military Veterans:
How To Develop An Effective Academic Advising Protocol
Wednesday, February 13 ~ 1:00-2:30pm EST
Registration - http://www.innovativeeducators.org/product_p/298.htm

Veterans Resource Centers On Campus:
How To Create, Staff & Fund A Thriving Center
Friday, January 25 ~ 1:00-2:30pm EST
Registration - http://www.innovativeeducators.org/product_p/288.htm

Establishing A Campus-Wide Veteran-To-Veteran
Mentoring Program On Your Campus
Friday, February 22 ~ 1:00-2:30pm EST
Registration - http://www.innovativeeducators.org/product_p/296.htm

Innovative Educators

Free Resources

- Advising Veteran Students
- Advising Veterans - Challenges and Constraints
- Veterans in Higher Education - What Every Adviser May Want to Know
- Sacramento State Deploys Support for Veterans Across the Campus
- College Counseling for Veterans
- Advising Veterans Resources (NACADA)

Overview

Supporting Military Veterans: How To Develop An Effective Academic Advising Protocol
Military veterans returning as students to the campus environment need a certain level of support as well as key academic services to help ensure that they have a successful, long-lasting experience. Academic advising is one very critical part of the picture.

This webinar will focus on the development of a protocol for academic advisors providing services to military veterans. This protocol takes into consideration military culture, life experiences of military veterans, previous military training, deployment issues, family issues, and traumatic life experiences.

Speaker

Roger P. Buck, Ph.D., is a retired Navy veteran with 22 years active duty serving during the Vietnam War era. Dr. Buck is a licensed Professional Clinical Counselor, a Doctoral Addictions Counselor, and a retired U.S. Navy Veteran. He earned a Ph.D. in Counseling and Human Development Services from Kent State University in August 1998, an M.Ed. in Community Counseling from Georgia State University in March 1984, and a B.A. in Psychology from the University of Toledo in June 1975. Dr. Buck has extensive advanced training and research in human responses to Trauma and the study of Post Traumatic Stress Disorder. He also has extensive experience as a counselor, teacher, consultant, and administrator spanning a professional career of nearly 30 years.

Free Offerings

Webinar
Delivering On The Career Promise: How To Incorporate Experiential Learning Curriculum Into The Student Experience - January 15

StudentLingo Case Studies & Demo - How To Support Students 24/7

Upcoming Webinars

View all events

January 2013

17
Graduate Students In Distress: How To Recognize Warning Signs & Avoid Violent Results Of Stress, Strain & Strife

22
Identifying & Managing Aggressive Student Behaviors, Attitudes & Emotions

29
First-Year Minority Male Students: Increasing Retention & Persistence By Addressing Their Academic & Social Needs

29
Student Motivation: Practical

Overview

Veterans Resource Centers On Campus: How To Create, Staff & Fund A Thriving Center

A Veterans Resource Center (VRC) is a powerful way to assist those who defend our country and help them transition successfully to college once they return home. From applying for GI Bill benefits to veterans-only classes and veteran-to-veteran mentoring programs, a VRC plays an important role in the future of a community's veteran population.

This webinar will show you how to create a Veterans Resource Center (VRC) on your campus: how to staff it, how to get your local veteran community to help run it, and most importantly, how to fund it. We will show the financial and human impact that these centers have had on campuses and communities. We will provide data for over 11,000 student veterans on over 30 campuses on the impact of a VRC.

Overview

Establishing A Campus-Wide Veteran-To-Veteran Mentoring Program On Your Campus

A student veteran to student veteran mentoring program has the potential to have a significant impact on campuses and communities across the country, both financially and transitionally. This webinar will describe the successes, failures, and best practices of student-to-student mentoring programs for student veterans.

Participants will discover what grants and free programs are available that will help them create a program on their campus. They will also receive a step-by-step outline on how to create a student veteran to student veteran mentoring program, complete with timeline, types of student veterans to certify, and certification materials.

Speaker

Dr. John Schupp founded the SERV Program, a two-semester program at Cleveland State University designed just for veterans. These two semesters are just what the veterans needed to increase the freshmen retention graduation rates. Under his direction, the program helps veterans apply for GI bill benefits and offers veterans-only classes that help ease the transition back into the classroom for many veterans who have not been in a classroom for years. He works with the veterans to navigate VA issues and offers a veteran-to-veteran mentoring program. The Sunday New York Times, National Public Radio, all the Armed Forces media, and the Chronicle of Higher Education have taken an interest in SERV. John Schupp loses no chance to spread the word at conferences and conventions around the country, as he continues to remind us of our responsibility to those who've served.

Strategies That Will Increase Engagement, Learning & Retention

30
Removing Suicidal Students From Campus: The Significance Of Recent Changes In Federal Policy

30
Understanding The New Non-Traditional Student: Supporting Their Success In & Out Of The Classroom

Innovative Educators

3277 Carbon PL
Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

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IE | 13635 Clermont Court | Thornton | CO | 80602

From: Altha J Cravey <cravey@unc.edu>
Sent: Friday, January 11, 2013 4:59 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Guest Coach dates

Hello Beth Bridger:

I'd be thrilled to be a guest coach. How about Valentine's Day, February 14? Is that still available? If not, perhaps the February 28 date is available? Let me know. I could probably make one of the January dates, yet February is much better for me.

Thanks for this kind invitation.

Altha Cravey
Associate Professor
UNC Geography Dept

From: Pinterest Weekly <weekly@pinterest.com>
Sent: Saturday, January 12, 2013 6:45 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Your Pinterest Weekly Email: 6 Recommended Boards

Pinterest

Hi, Beth!

Here at Pinterest...

Here at Pinterest...

Our New Year's celebrations already feel like a distant memory, but **"Julian Tay's video"** of fireworks shown in reverse is a simple, mesmerizing way to reflect on 2012 and just plain relax for a while.

Popular Boards

Kid Crafts
mama♥miss

Kid Crafts

1 2 3 4

Carnets de voyage
miss Trop

Carnets de voyage

1 2 3 4

Architecture I Like
Eric Milhouse

Architecture I Like

1 2 3 4

My Crimson Tide!!
Wendy Hensley

My Crimson Tide!!

1 2 3 4

Garden
Debbie Hulme

Garden

1 2 3 4

It's the little ...
Kimberly Lyle

It's the little things :)

1 2 3 4

Pins You'll Love

the struggle is part of the story
1512 likes 3416 repins

Neilie Hepworth via **Tomomi Yamada** onto **printed - quotes and posters**

such truth.
1454 likes 2545 repins

Liz Lamoreux via **Julie Gibbons** onto **YES**

Know your value.
1277 likes 2413 repins

Maiysha via **Kimberly Giese Dyste** onto **Mai Style: Well Said**

Baked Garlic Brown Sugar Chicken

1379 likes 3464 repins

☆☆imari starr☆☆ via **Lisa Pepper** onto **clean eating lifestyle.**

1310 likes 3048 repins

Lauren Rabadi onto **iFit**

Chicken and Sweet Pepper Linguine Alfredo...lower in fat and ...

1003 likes 2648 repins

Mitzi Dulan- America's Nutrition Expert via **Jenny Clark** onto **Workout Plans**

Like us Get the apps

This email was sent to Bridgerb@uncaa.unc.edu
Don't want your weekly Pinterest? Change your email preferences.

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From: Welborn, Spencer <swelborn@email.unc.edu>
Sent: Saturday, January 12, 2013 11:28 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: form
Attach: Pg 7 AD Endorsement.doc

Endorsement by Director of Athletics

(Please type)

Nominee's Name: _____ _____ _____
(Last) (First) (Middle)

Please comment on the nominee's qualifications, abilities and character. Your assessment of the nominee's contribution, through athletics, to the life of your institution is of special interest.

Type name: _____
Director of Athletics

Date: _____

From: Jennifer Krumper <krumper@email.unc.edu>
Sent: Sunday, January 13, 2013 2:43 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Guest Coach: 2/28?

Dear Ms. Bridger,

I would LOVE to be a guest coach for the womens' team! Is the 2/28 slot still available?

Thank you very much,
Jen Krumper

Dr. Jennifer Krumper
Lecturer, Department of Chemistry
UNC-Chapel Hill

Kenan C 147F
919-966-3869
jkrumper@unc.edu

Documentary Film and Culture
ENGL 143: Section 003
TuTh 8:00-9:15
Greenlaw 301

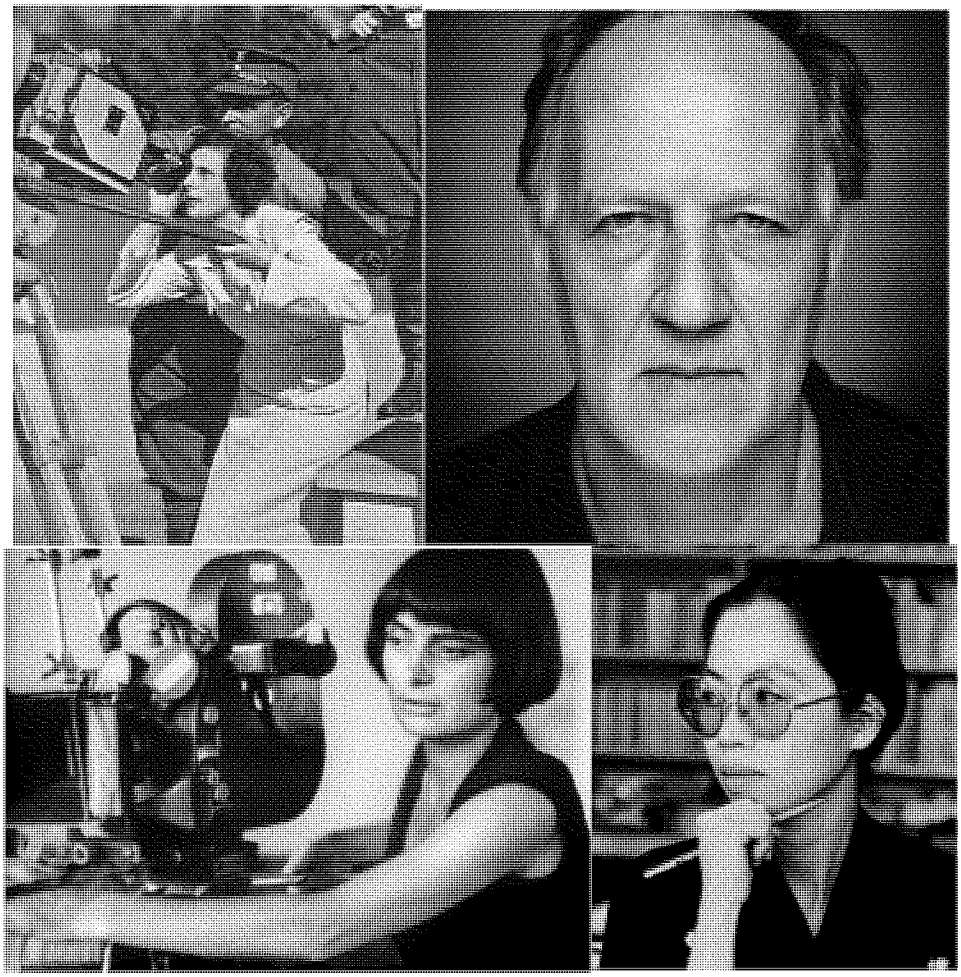

Instructor: Lauren Du Graf (dugraf@email.unc.edu)
Graduate Research Consultant: Pat Horn
Office: Greenlaw 408
Office Hours: 9:30 – 10:30
Website: https://www.unc.edu/sakai

Course Description

This course is an intensive introduction into the art of documentary cinema. We will sample a range of documentary films from around the globe, including the work of documentarians such as Werner Herzog, Errol Morris, Albert and David Maysles, Trinh Minh-Ha, Jean Rouch, Jafar Panahi and Ross McElwee. We will learn about the various schools and styles of documentary filmmaking, including Cinéma Vérité, Direct Cinema, experimental documentaries, and the autobiographical/personal documentary. Along the

way, we will explore the tenuous boundary between documentary and fiction while interrogating the ethics of documentary cinema. Students will attend the Full Frame Documentary Film Festival in Durham, NC, one of the country's most prominent film festivals devoted exclusively to documentary cinema.

This course will follow a rigorous schedule with frequent and varied assignments to test and build each student's body of knowledge and critical thinking and communication skills, including presentations, frequent quizzes, field trips, exams and papers. Those who signed up for a movie course with the expectation that this course will simply require the passive viewing of movies will be gravely disappointed.

Required Texts

While you are not required to purchase any books for this course, we will have readings throughout the semester. These readings will be posted on Sakai, and it will be your responsibility to print them out and bring them to class. In addition to these printing and copying costs, you may need to rent films throughout the semester from Blockbuster, Netflix, or Amazon. If you do not have an account with these film purveyors, you may consider getting one this semester in order to see all of the films that we will be discussing.

Students will also be required to purchase passes for the Full Frame Documentary film festival. These passes are available at a student-discounted rate of $100. As there are a very limited number of student passes for sale, there will be a pass reserved for each student in the class during the first week of pass sales (starting January 15). These passes will be released after the first week of sales.

Below is the link that our class should use to purchase tickets, once they go on sale at 11:00 am on January 15:

https://store.fullframefest.org/Online/seatSelect.asp?BOset::WSmap::seatmap::performance_ids=B288FBD5-057E-49AE-A405-9A6E4CEAF9BD&BOparam::WSmap::loadBestAvailable::promocode_access_code=FFSTUUNC

After clicking the link, each student should choose "Student Group Pass" as the type of pass. You may also call in to the box office (919-684-4444) and mention "UNC Du Graf". The code also tells us who has purchased a pass and when, so the Full Frame office can keep in touch with me regarding my students' progress on acquiring passes.

Assignments

Presentation Paper: For this assignment, you will write a 1,400-1,500 word research paper on a topic related to the day's reading, discussion or film assignment. A list of topics will circulate during the first week of classes for sign-up; if you have any questions or concerns about signing up for your topic and presentation, please let me know.

The successful presentation paper will clearly and concisely give an overview of its subject. Papers on people should focus on the major artistic achievements of the filmmaker, critical responses to his/her work, unique or notable formal qualities of his/her texts, and any biographical information that might inform our understanding of his/her work.

Papers on topics related to documentary filmmaking should provide a broad overview of the big concepts, key figures and historical development of the topic in question.

All papers must draw upon *at least* three scholarly sources and use proper MLA citation throughout. You will present your paper orally to the class on the day that it is due; 5% of your assignment grade will be based on your oral presentation. After you have submitted your paper, it will be posted to the class Sakai site to serve as study notes for your classmates. Presentation papers must be emailed to me at dugraf@email.unc.edu by *no later than* 8:00 A.M. on the day that they are due.

Full-Frame Festival Report:
In a brief, 500+ word paper, write a report on the Full Frame Documentary Festival. You are not expected to write a comprehensive survey of the festival, but you must include a synopsis and analysis of at least three films from the festival, as well as your general impressions of the festival.

Final Paper: In an essay of approximately 2,800 to 3,000 words, you will cultivate an argument based on the themes of English 143: Documentary Film and Culture. You are free to choose your own topic. The only requirement is that your essay in some way address documentary cinema using the themes of this course. You may wish to engage an aspect of one of the films or filmmakers we've discussed in this course.

Regardless of your topic, your final research paper must cite *at least* four academic sources and use proper MLA citation throughout. These scholarly sources could be used to support your arguments, or you could use them as examples of ideas that you hope to refute.

The successful paper will advance a critical thesis about the film, illustrate engagement with the work of other scholars who have also considered the film, display deft close reading skills, and make bold, assertive, and original claims about the importance of the paper's central argument. We will discuss this assignment in greater detail following the mid-term exam.

Participation

Because this class will be based largely on our free and open discussions as a group of scholars, it is of the upmost importance that we each participate as fully as possible during every class meeting. Classroom participation is, therefore, a substantial portion of your final grade. Participation includes, but is not limited to: constructive contributions to

class discussions and activities, engagement with and support of classmates, and timely completion of reading and homework assignments. Your participation grade represents your presence in the classroom—both physically and intellectually. Each student will receive a daily participation grade of 1-3 points. Students will receive 1 point for being present, 2 points for basic participation, and 3 points for being an active participant.

Note on In-class Performance
This course is based heavily on in-class discussion. For this to work, each class-member must maintain a critical, but open mind. This requires a somewhat gymnastic mentality in which you practice an unwillingness to merely accept, without scrutiny, the world as it has been given to you, a willingness to subject your observations and ideas to the scrutiny of others, and, most importantly, a willingness to respect the right of all others to express viewpoints different from your own, regardless of their ethnic, economic, sexual, or religious backgrounds. Arguing with viewpoints on the basis of disrespect for those personal qualities is intolerable, but arguing on the basis of the text is encouraged.

Don't be a Twit Face: Adequate participation requires that individuals refrain from non-productive activities during class time, such as texting, looking at Twitter or Facebook, emailing, carrying on extraneous conversations, or doing work for other classes. **This type of non-productive behavior will result in an absence for the day and will negatively impact your class participation grade.**

Attendance

If you miss three classes, your grade will be lowered a final letter grade. Students who miss eight or more classes are in danger of failing the course. Since UNC and the Writing Program does not recognize a difference between "excused" or "unexcused" absences, students who experience a personal crisis or severe illness which will take them away from the classroom for an extended period should see their academic advisors about withdrawing from the class.

Quizzes

Over the course of the term, you will be given a number of short quizzes on your reading and viewing assignments. I will drop your lowest *three* scores. If you are absent from class on the day of a quiz, you may *not* make up that quiz; that day's score will count as one of your dropped scores. Quizzes will be given during the first five minutes of each class. If you are tardy to class and miss the administration of a quiz, you may *not* make it up; that score will be dropped.

Plagiarism

Do not pass the work of others off as your own. Plagiarism, a grave violation of the Honor Code will not be tolerated. Plagiarism consists of the intentional or inadvertent submission of another's work as your own. Two examples of plagiarism are turning in a paper or parts of a paper purchased on the Internet or from another student, and failing to

adequately cite quoted or paraphrased source material in an original paper.

Formatting

All submitted work must be typed in precise MLA format. The basics: 12-point, serifed, variable-width font (see note below); 1" margins on all sides; last name/page numbers in upper right; full name/course info/date in upper left of first page; ALL double-spaced.

A note on fonts: Acceptable fonts include the following: Times or Times New Roman and closely related fonts (e.g. Baskerville, Garamond, Goudy Old Style). Courier and its fixed-width cousins will not work—a lowercase 'i' is not the same width as a capital 'W'. All of the below are 12-point:

If it is in ill advisement, I will not do it. (Times New Roman)
If it is in ill advisement, I will not do it. (Garamond)
If it is in ill advisement, I will not do it. (Courier New)

The Writing Center

The UNC Writing Center (http://www.unc.edu/depts/wcweb/) offers free tutoring services for students. You may visit the writing center to ask for help with a specific paper, whether you are concerned with developing ideas and content, organizing your assignment, or working on style issues. The Writing Center's main location is in the Student and Academic Services Building—the same building where the Cashier and the Registrar are located, and a satellite space is located in Greenlaw Hall, Room 221.

Accommodations and Concerns

If you need particular accommodations, I will gladly work with the UNC disabilities services and/or the UNC learning center to help make the course as productive and fulfilling for you as possible. Please contact me personally if this is the case.

Evaluation

Assignments will be evaluated as follows:

Presentation Paper	15%	Final Paper	25%
Participation	20%	Reading Quizzes	10%
Mid-Term Exam	20%	Festival Report	10%

Permanent grades are defined at UNC Chapel Hill as follows:
A: Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.

B: Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.

C: A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that while not yet showing any unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.

D: A marginal performance in the required exercises demonstrating a minimal passing level of attainment for a student at a given stage of development. The D grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.

F: For whatever reasons, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant an adviser's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken

Email: All class-related email must be formal, concise, and clear. Instructor and students should respond to each other swiftly and at least within 24 hours.

- Meaningful Subject heading: [Student Name; issue]
- Greeting: Dear [Professor's Name]; Dear Ms./Mr. [Student's Name]
- Message: Clear and concise. Ex: "May I request an appointment for this week on Thursday or Friday afternoon to discuss problems I'm having with obtaining sources?" "May I speak with you by telephone this evening about a family emergency that will require my attention this week?" "May I ask you to clarify one point on this week's writing assignment? What is the preferred page length?"
- Close: Sincerely, [Student's full name]

Subject: Robin Tanaka Request for Recommendation Letter

Dear Ms. Du Graf,

I am applying for the UNC Tokyo Summer Program and would like to request a recommendation letter from you. I can come to your Monday office hour next week to explain my interests in this program and my preparation for it. I appreciate your time and advice.

Sincerely,
Robin Tanaka (CMPL 143)
****

Subject: Robin Tanaka Request for Recommendation Letter
Dear Ms. Tanaka,

Thank you for your note. I'd be glad to meet you Monday, Aug. 27th at 4pm to talk about the Tokyo Summer Program. It would be helpful to know at that time how much Japanese you have had and what your long-term interests in Japanese are. This is a wonderful program and I am sure that you would enjoy it.

Sincerely,
Lauren Du Graf

Course Schedule

-Readings and assignments are due at the start of class on the dates indicated.
-This calendar may change. Email me if you have any questions about when assignments are due.

Week	Sunday Screening	Tuesday	Thursday
1			Jan. 10 Course Introduction/ Syllabus Overview Screening: Werner Herzog Eats His Shoe
2		Jan. 15 Actuality Films and the Birth of Cinema: the Lumière Brothers. Screening: *Arrival of a Train at La Ciotat* (1896) Reading: Bill Nichols, ch. 5; Gorky, In the Kingdom of Shadows Quiz on Syllabus Course Policies	Jan. 17 **NO CLASS**

3	Jan. 21 Screening: Robert Flaherty, Nanook of the North (1922)	Jan. 22 Report: Robert Flaherty Reading: John Grierson Report: Ethnographic Film and Ethnofiction	Jan. 24 Report: Trinh-Minh Ha Screening: Reassemblage (40 min, 1982)
4	Screening: Leni Riefenstahl, Triumph of the Will (1934)	Jan. 29 Report: Leni Riefenstahl Discuss Triumph of the Will Report: Wartime Propaganda Documentaries	Jan. 31 Report: Frank Capra Screening: Why We Fight (Clips)
5	Screening: Alain Resnais, *Hiroshima Mon Amour* (1959)	Feb. 5 Report: Alain Resnais Screening: *Night and Fog*	Feb. 7 Report: The Essay Film Screening: Chris Marker (TBD) Reading: Timothy Corrigan Report: French New Wave
6	Screening: Jean Rouch, Chronicle of a Summer (1960)	Feb. 12 Report: Jean Rouch Reading: On the Vicissitudes of the Self Report: Jump Cuts and Cine-trance	Feb. 14 Reading: TBD Report: Cinema Verite
7	Screening: Albert and David Maysles *Gimme Shelter* (1970)/ *Grey Gardens* (1976) TBD	Feb. 19 Report: Albert and David Maysles Report: Direct Cinema	Feb. 21 Report: TBD

8	Screening: Agnes Varda, *The Gleaners and I* (2000)	Feb. 26 Report: Agnes Varda Screening: L'Opera-Mouffe Report: Autobiographical Cinema	Feb. 28 Report: TBD
9	Screening: *Time Indefinite* Ross McElwee,	March 5 Report: Ross McElwee Continue discussion of Autobiographical Cinema. Questions before the Midterm *Last day to drop courses	March 7 MIDTERM
10		March 11 **Spring Break**	March 13 **Spring Break**
11		March 18 Report: Errol Morris Begin Screening *Thin Blue Line* (1988, 103 mins)	March 20 Finish Screening *Thin Blue Line*
12	Screening: Abbas Kiarostami, *Close-Up* (1990)	March 26 Report: Abbas Kiarostami Report: Iranian New Wave	March 28 Report: TBD
13	Screening: Chris Smith, *American Movie* (1999)	April 2 Report: *American Movie* Report: Full Frame Documentary Tribute Award Winner (TBD)	April 4 NO CLASS: Full Frame Documentary Film Festival

14	NO SCREENING: Full Frame	April 9 Due: 1-2 page festival Report Discuss Full Frame Report: The Role of Film Festivals in Film Distribution	April 11 Discuss Final Paper Report: Werner Herzog Reading: On the Absolute, Sublime, and Ecstatic Truth Begin screening *Grizzly Man* (2005)
15	Screening: *Into The Abyss*	April 16 Finish screening *Grizzly Man* Reading: Werner Herzog in conversation with Errol Morris: http://www.believermag.com/issues/200803/?read=interview_herzog	April 18 Report: TBD
16	Screening: This is Not a Film, Jahar Panahi	April 23 Report: Jahar Panahi Questions Regarding Final Paper Report: iPhone Documentary Filmmaking* *Permissible to use non-academic sources for report	April 25 FINAL PAPER DUE

MATH 110
Course Overview & Syllabus Spring 2013

Course Overview: The main goal of Math 110 is to ensure your preparation for other courses. However, because there may be topics that you only need to review briefly, and others that need more detailed study, we have designed a course where you can choose to take section tests earlier than the scheduled times, hence either completing the course early or allowing more time for those topics that you find challenging. You will use your computer to access online material on the web, including the textbook for the course. It provides tutorial support, illustrative examples and exercises with step-by-step hints and readiness tests with which you can gauge your preparedness for the exams.

Along with traditional lectures, instructors and assistants will be available at many regularly scheduled hours throughout the week for individual and small group work. This help takes place in a facility called the Math Help Center, which is staffed by instructors, graduate assistants, and undergraduate tutors in Phillips Hall. **The Math Help Center instructional staff are available for help on lesson topics, practice problems, graded homework, and test review.**

Currently all sections of Math 110 are taught using this format. Mr. Mark McCombs is the course coordinator for Math 110.

MATH HELP CENTER HOURS
Location: Phillips Hall 365
Monday – Thursday, 1:00pm – 6:00pm
Friday, 1:00pm – 3:00pm

Lecture Meetings: Students will attend traditional lecture meetings on Monday and Friday each week throughout the semester. Lecture meetings will last 50 minutes and will be devoted to instructors introducing and explaining course topics via specific examples.

Problem Sessions: Students will also attend a 50-minute problem session on Wednesday each week throughout the semester. During these 50-minute weekly sessions, you will work on a variety of practice problems in a small-group and/or individual setting.

Students should bring a calculator, textbook, and all relevant problem worksheets to each weekly session. Prior to each problem session meeting, students should read the appropriate section notes and sections from your text as per the Math 110 Semester Schedule.

IMPORTANT NOTE: Students should be aware that success in Math 110 requires self-motivation and a willingness to complete assignments each week. **There will be ample opportunity for you to get one-on-one or small group help many times each week throughout the semester in the Math Help Center.**

Sincerely,

Mark McCombs
Math 110 Coordinator
mccombs@math.unc.edu

Karl Petersen
Director of Undergraduate Studies
petersen@math.unc.edu

MATH 110
Course Overview & Syllabus Spring 2013

Course Website: http://webcom2.grtxle.com/mathcoach/

Textbook Information: This course uses an online textbook, available via an access code. The access code may be purchased using a credit card at the web address listed above, or in the UNC Textbook store.

Students must purchase an access code and enroll online in order to view and submit homework assignments.

Placement: Only students who scored below 520 on the SAT II Math Level IC or II–C test are eligible to receive credit for Math 110. MATH 110 placement carries no credit hours, although students who place into MATH 110 and complete it successfully will earn credit hours towards graduation. If you are not sure about your placement, contact Mark McCombs, mccombs@math.unc.edu.

Math 110 DOES NOT fulfill the Quantitative Reasoning requirement.

Honor Code: It is expected that each student in this class will conduct him or herself within the guidelines of the UNC Honor System. All academic work should be done with the high level of honesty and integrity that this University demands.

Accommodations: If there any special circumstances that will affect your performance in this class, please contact the staff at the Academic Success Program, 919-962-7227, so that we can work together to meet your needs.

Course Description: Math 110 is a college algebra course designed to provide you with the fundamental skills that are necessary for success in all subsequent math courses. Emphasis is given to the study of polynomial, exponential and logarithmic functions, and solving equations and inequalities. The course is divided into four units:

Unit I:	Solving Equations: Text Sections 1.1–1.4
Unit II:	Solving and Graphing Equations: Text Sections 2.1–2.4
Unit III:	Working with Functions: Text Sections 3.1–3.4
Unit IV:	Special Functions and Applications: Text Sections 4.1–1.4

Calculator: You will need a basic scientific calculator (i.e. one that will do trigonometric, logarithmic and exponential functions) for this course. Some test and exam problems will be impossible without one. You may use a graphing calculator. However, you will not be allowed to use the graphing or equation solving features on certain quiz, test and final exam problems.

Practice Problems: A set of practice problems (with solution keys) is available online for each lesson. You are expected to complete each of these problem sets. **These problems will not be collected or graded, but they are the foundation for the graded tests and the final exam.** You are encouraged to work together on these problems.

MATH 110
Course Overview & Syllabus Spring 2013

Graded Homework: You will submit a total of 8 online homework assignments during the semester. These assignments are open-book, open note, and must be submitted on the course website You may submit each homework assignment only once.

Graded homework deadlines are listed online. Deadlines are deadlines!
Do not expect any extensions. Your lowest homework score will be dropped.

Testing Procedures:

1. You will take 4 closed-book, closed-notes, pencil and paper tests. Test deadlines are listed on the Math 110 Semester Schedule. These tests will be proctored.

2. If you choose to take a test before the deadline date, you will take the test in the Math Help Center location in Phillips Hall. These tests will be proctored. You MUST schedule your testing time by emailing Mark McCombs at mccombs@math.unc.edu at least 24 hours in advance.
   Early testing will only be offered on Tuesdays and Thursdays at 6pm.

3. If you test on the deadline, you will take the test during your class meeting time in Phillips Hall.

4. As with the graded homework, deadlines are deadlines! Since you can always test early, do not expect any extensions. If a test is missed, it will be scored as a zero no matter what the excuse.

NO MAKEUPS WILL BE GIVEN

Final Exam: The cumulative final exam is a common exam taken by all sections of Math 110 at the same time. Uniform grading instructions for the final exam, applicable to all sections, allow only minimal partial credit.

You must have an official examination excuse in order to take the Make-up Exam. This excuse must be signed by an academic Dean. You must bring this excuse, along with a picture ID to the exam. **ABSOLUTELY NO EXCEPTIONS!**

Special Note: Your final exam grade will replace your lowest test grade, provided the final exam grade is higher.

Grading: All grades will be assigned according to a 10-point scale. That is, 90–100 is an A; 80–89 is a B, etc. Your overall average must be greater than or equal to 60% to earn a passing grade for the course.

Your course grade will be determined as follows:

HW Avg.: 10%	**Test 1: 14%**	**Test 2: 14%**
Test 3: 14%	**Test 4: 14%**	**Final Exam: 34%**

THERE ARE NO EXTRA CREDIT OPPORTUNITIES IN THIS COURSE.

From: n4a-request@lists.nacda.com on behalf of Mark Trumbo <mhtrumbo@bsu.edu>
Sent: Monday, January 14, 2013 9:13 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; n4a@lists.nacda.com
Subject: [n4a] RE: N4A Distribution email

N4A members,

The Research Committee would like to pass along information regarding grants. Many of you have used the NCAA Student-Athlete Affairs Grant in the past. With the 2013-14 application process beginning in the near future, new information regarding the grant has surfaced this morning. Below is a link from the NCAA office outlining the grant will no longer exist in its current state. Those seeking funds are to now go through the NCAA's Campus and Conferences services for leadership development training. The link may require a NCAAconnect login to read the memo.

Thank you and have a great 2013!

2013 SAA Grant Memo<http://www.ncaa.org/wps/myportal/ncaahome?WCM_GLOBAL_CONTEXT=/ncaa/NCAA/Academics%20and%20Athletes/Student-Athlete%20Affairs/2013%20SAA%20Grant%20Memo>

Jason Frank
USF
Research Committee Chair

Mark Trumbo
BSU
Research Committee Chair-Elect

Mark Trumbo
Academic Coordinator
Student Athlete Support Services
Ball State University
NQ 354
765.285.3781
mhtrumbo@bsu.edu<mailto:mhtrumbo@bsu.edu>
[Description: C:\Users\mhtrumbo\Pictures\facebook.jpg]<http://www.facebook.com/bsuSASS>
Twitter<https://twitter.com/BSU_SASS>

To unsubscribe from this list, click here: http://lists.nacda.com/unsubscribe

From: The SPORToften Community Team <social@sportoften.com>
Sent: Monday, January 14, 2013 11:20 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: SPORToften Local Events Newsletter - January 14th, 2013

You are receiving this email because of your relationship with SPORToften Online Registration. Our intent is to share with you the most comprehensive list of upcoming events you can do in the region. If you would like to stop receiving emails from us, of course you can unsubscribe from this newsletter at the bottom of this message - though we will miss you.

SPORToften™
Live Well. Sport Often.

Welcome to the SPORToften newsletter! - your local community resource for endurance events and online registration.

Over **140,000** regional online members (and growing!!!)

Like Join our Facebook community!

FORWARD TO A FRIEND

Divas Half Marathon

April 28th, 2013
Myrtle Beach, SC

This new year, commit to running and join us for our Divas Half Marathon & 5K in North Myrtle Beach on April 28, 2013!
This course starts right on Ocean Boulevard heading south toward Atlantic Beach, one of the Grand Strand's most historical areas. Along the way, you will encounter one of the most picturesque beachside residential communities right before coming upon Main Street, the SHAG capital of the world! Take a trip down 'millionaire row' featuring some of the most beautiful homes in North Myrtle Beach and pass by beautifully manicured golf courses, which lead you back to the finish line on hotel row, back on Ocean Blvd. If you have never visited North Myrtle Beach, but have always dreamed of a perfect beachside town, this is the destination for you!
The Divas Half Marathon & 5K Series is the most fun and glam women's half marathon series in the nation! Enjoy a great run not only in North Myrtle Beach, but in some of the country's best vacation destinations: San Francisco Bay, CA, DC's Wine Country, VA, Long Island, NY, San Juan, PR and SoCal, CA! For more information, visit us at www.runlikeadiva.com.

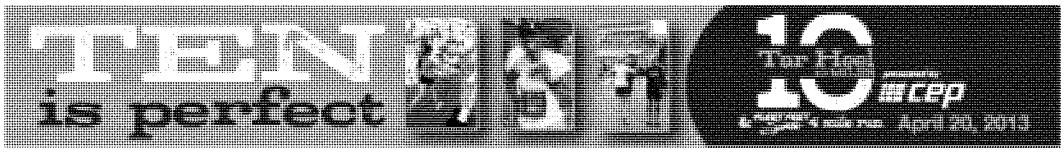

From: mjpender@email.unc.edu
Sent: Monday, January 14, 2013 3:36 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: [epro_sop_users] Enabling Compatibility View in Internet Explorer 9

In the past, only Internet Explorer 8 could be used to access Viewstar documents. However, IE 9 can now be used, with a few minor modifications as follows:

Configure IE 9 to always use Compatibility mode views for particular web sites domains. Only configure this for local UNC based websites (unc.edu) and **not** public internet web sites external to UNC network.

Select Compatibility View Settings from IE9's Tools menu and type unc.edu in this box, and then click the Add button.

Click the middle check box to ensure all intranet sites are displayed in Compatibility View, and then click Close.

Images for SOP documents reminder
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EXSS Chapter 3: Stress Management

What is stress?

What is a stressor?

What is the difference between eustress and distress?

The specific psychobiological changes that occur as the body attempts to cope with a stressor and return to homeostasis: _____

What is homeostasis?

List some of the physical reactions to stress:
1)

2)

3)

4)

5)

6)

7)

What are cortisol and adrenaline? What do they do?

What is the fight-or-flight response? Who first described it?

How/when can the fight-or-flight response prove unhelpful or even detrimental?

What are the protective physiological adaptations in response to stressors called?

The General Adaption Syndrome (GAS) was developed by _____ and has three stages. Describe:
1) Alarm:

2) Resistance:

3) Exhaustion:

What are allostasis and allostatic overload?

What is chronic stress syndrome?

What are some effects of stress on the:
*Cardiovascular System?

*Digestive System?

*Immune System?

- What area of science studies the interactions among _____ processes, the _____ system, _____, and the _____ system?

*Mood, Mind, and Mental Health?

Some Warning Signs of Stress Overload:
*Emotional

*Physical

*Behavioral

Likely Causes of Stress:
*Financial Stressors

*Daily Hassles

*Academic Pressure

*Job-Related Stressors

*Social Stressors

*Major Life Events

*Environmental Stressors

*Internal Stressors

Identify at least one way that stress varies by . . .
*Sex/Gender:

*Race:

*Age:

*Geography:

Strategies for Reducing Stressors/Managing Stress (List at least 3 strategies/habits for <u>each</u> category.):
*Healthy Lifestyle:

*Time Management:

*Test-Taking Skills:

*Exercise:

*Sleep:

- Define sleep debt:

*Relaxation:

- Define relaxation response:

*Thinking:

*Help from Professionals:

<u>SUPPLEMENT</u>: Physiological (_____) Effects of Stress on Body (from class slides):
*Nervous system:

- _____ nervous system –
- _____ nervous system –
    - _____ division
    - _____ division

*Endocrine system:

*Describe how these two systems work together during an emergency:

EXSS – Chapter 4: Nutrition

What is nutrition?

Nutrients:

6 Essential Nutrients:

1) Carbohydrates:

   A.
   B.

2) Fats:

   A.
   B.
      a.
      b.

3) Protein:

   a. Amino Acids:

4)

5)

6)

What is a kilocalorie?

Which three classes of essential nutrients supply energy and how much does each supply?

_____ = _____ calories per gram

_____ = _____ calories per gram

_____ = _____ calories per gram

What are the other healthful substances in food?

1.

2.

3.

4.

What are some strategies for eating right?

How do nutrition needs differ depending on the person?

What is a vegetarian?

A vegetarian who eats no animal products at all is a _____.

A vegetarian who includes milk and cheese products in the diet is a _____.

A vegetarian who eats no meat, poultry or fish but does eat eggs and milk products is a _____.

A vegetarian who includes eggs, dairy products, and/or small amounts of poultry and seafood in the diet is a _____.

What is a foodborne illness?

What is a food allergy?

What are food additives?

What are food residues?

What are genetically modified foods (GMFs)?

EXSS Chapter 6: Weight Management

Overweight:

Obese:

*An estimated _____ percent of American adults over age 20 are overweight or obese. Among children and teenagers, an estimated _____ percent of those aged 6 to 11 years and _____ percent of those aged 12 to 19 years are overweight.

Identify the health risks associated with being overweight or obese:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

Terms to know:

*insulin resistance

*LDL cholesterol

*HDL cholesterol

*atherosclerosis

*angina

Excess weight is also linked to . . .

An Oxford University study found that life expectancy of severely obese individuals may be reduced by _____ to _____ years, and federal estimates indicate that health problems caused by overweight and obesity cost our health-care systems about _____ each year.

Energy Balance:

Discuss the factors that contribute to weight gain:

1.

2.

3.

4.

5.

6.

7.

8.

More terms to know:

*thermogenesis

*BMR

*RMR

*FTO

Identify some weight trends . . . on campus:

. . . in the U.S.

. . . around the globe

Things to consider before assessing whether you are at a healthful weight:

1.

2.

3.

4.

5.

Methods for assessing healthful weight and body composition:

*BMI

--healthful weight

--underweight

--overweight

--obese

*Waist Circumference and Waist-to-Hip Ratio

*Body Composition Analysis

--

--

--

--

--(from slides)

Three Keys to Reaching a Healthful Weight:

1.

2.

3.

List five ways (in addition to portion control) that you can modify your eating habits healthfully:

1. portion control –

2.

3.

4.

5.

6.

Define hunger and appetite and indicate how they are different:

Satiety:

Three common dieting approaches (identify tips or guidelines for each):

1.

2.

3.

How much did Americans spend on over-the counter diet pills in 2007? _____

In one study, what percentage of college women at risk for eating disorders reported having used a diet drug? _____

Identify some problems with over-the-counter diet pills:

Describe some of the medical options for weight loss:
*prescription drugs

*surgery:

Identify four ways one can gain weight healthfully:
1.
2.
3.
4.

List six ways you can maintain a healthful weight:
1.
2.
3.
4.
5.
6.

Body Image:

According to the class slides, what five areas does body image encompass?
1.
2.
3.
4.
5.

List the three identified body image concerns that affect men and women:
1.
2.
3.

Eating Disorders:

For each of the disorders, define and list at least two signs; define all other terms:
1. anorexia nervosa
   a)
   b)
2. bulimia nervosa
   a)
   b)

   - binge eating

   - purging

3. binge-eating disorder
   a)
   b)

Disordered Eating:

1. compulsive overeating
   a)
   b)
2. extreme dieting
   a)
   b)

What should you do if you think someone you know has an unhealthful eating behavior?

1.

2.

3.

4.

5.

What have studies revealed about the ways that overweight and obesity affect people by race, ethnicity, and socioeconomic class? List some findings/trends/factors:

<u>ADDITIONAL INFORMATION FROM CLASS SLIDES</u>:

**body fat categories for men and women

**body fat distribution and health (apples and pears)

**anaerobic vs. aerobic exercise

**creating individual weight management program

**key components of legitimate programs to help you overcome weight problem

**recommended healthful weight loss (rate and amount of fat and calories)

**specific types of surgeries

EXSS Chapter 7: Drug Use and Abuse

drug:

psychoactive:

Drug Use on Campus:

Identify trends in drug use:

*overall:

*race:

*sex:

*geography:

*age:

The inappropriate use of a legal drug for a reason for which it was not medically intended or by a person without a prescription: _____

drug abuse:

addiction:

The brain's "feel good" chemical: _____

A feeling of intense pleasure: _____

tolerance:

psychological dependence:

physical dependence:

Physical symptoms that develop when a person stops using a drug: _____

List five of the characteristics of substance dependence:

1.

4.

2.

5.

3.

intoxicate:

List the factors that affect the rate and effects of intoxication:

Identify and describe the five basic ways people self-administer drugs:

1.

2.

3.

4.

5.

How do drugs leave the body?

Explain the physiological impact of drugs:

-additive interactions:

-antagonistic interactions:

-toxicity:

How are prescription medications most commonly misused?

1.

2.

3.

4.

What are some other problems with prescription medications?

What are some problems with over-the-counter (OTC) drugs?

COMMONLY ABUSED DRUGS:

(For each of the following, define the drug and any aliases and then describe its/their effects on the body.):

****MARIJUANA:**

-psychoactive ingredient of marijuana: _____

****STIMULANTS:**

+caffeine:

+cocaine:

+amphetamines:

+methamphetamine:

****HALLUCINOGENS:**

+LSD:

+PCP (Include definition of dissociative drugs.):

+psilocybin:

****CLUB DRUGS:**

+MDMA:

+GHB:

+Rohypnol:

+ketamine:

****INHALANTS:**

+solvents:

+aerosols:

+gases:

+nitrites:

****DEPRESSANTS:**

+barbiturates:

+benzodiazepines:

****OPIOIDS:**

+heroin:

+prescription opioids:

Prevention:

Signs of Drug Addiction:

1.

2.

3.

4.

Treatment:

-relapse:

-residential programs:

-12-step programs:

-intervention:

-polyabuser:

codependency:

enablers:

Preventing Relapse:

Other Addictive Behaviors:

EXSS Chapter 8: Alcohol and Tobacco Use and Abuse – Alcohol (p. 165-176)

binge drinking:

Why do students drink?

ethyl alcohol (ethanol):

proof value:

standard drink:

absorption:

metabolism:

acute intoxication:

blood alcohol concentration:

What factors can affect your blood alcohol concentration?

alcohol intoxication:

What are the immediate effects of alcohol on the body?

-hangover:

-alcohol poisoning:

What are the long term effects of alcohol on the body?

fetal alcohol syndrome:

Effects of Alcohol on Behavior:

alcohol abuse:

alcoholism (alcohol dependence):

Risk Factors for Alcoholism:

-self-medicating:

Common Alcoholic Profiles:

What are the treatment options for an alcoholic?

relapse:

EXSS Chapter 8: Alcohol and Tobacco Use and Abuse – Tobacco (p. 177-184)

Why do students smoke?

nicotine:

carcinogenic:

tar:

carbon monoxide:

What are the short-term effects of smoking on the body?

-dopamine:

What are the long term effects of smoking on the body?

-COPD:

-emphysema:

-chronic bronchitis:

-asthma:

Smoking & Pregnancy:

secondhand smoke (environmental tobacco smoke):

*sidestream smoke:

*mainstream smoke:

What are the health effects of secondhand smoke?

Other Forms of Tobacco:

-leukoplakia:

Why is it difficult to quit smoking?

What is the START method for quitting smoking?

S

T

A

R

T

Treatment Options:

relapse:

EXSS 141 Chapter 9: Relationships and Communication

Self-disclosure:

Identify the nine suggested communication strategies:

1.

2.

3.

4.

5.

6.

7.

8.

9.

Another phrase for nonverbal communication is _____. Give some examples of nonverbal communication:

List four ways to be a good listener:

1.

2.

3.

4.

Describe four ways that the content and/or style of communication differ between men and women:

1.

2.

3.

4.

Conflict avoidance:

Conflict resolution:

Conflict escalation:

List eight strategies for effective conflict resolution:

1.

2.

3.

4.

5.

6.

7.

8.

Describe the personal factors that influence the way we develop relationships with others:

***Self-Perception:**

***Early Relationships (Make sure you address/define attachment theory.):**

***Gender Roles:**

Why are friendships important?

Identify at least two tips for maintaining old friendships:

What are some of the criticisms of social media networks like Facebook?

List six tips for safe, effective use of social media networks:

1. **4.**

2. **5.**

3. **6.**

According to _____'s _____ Theory of Love, what are the three primary components of healthy, loving relationships (numerals) and the seven different types of love (letters)?

1. **C.**

2. **D.**

3. **E.**

A. **F.**

B. **G.**

What eighth category of love did the above theorist identify?

Assortative Mating:

Which similarity appears to be the most indicative of a happy relationship? Explain.

In what ways has traditional dating changed (Address both hooking up and online dating.)?

What safety precautions should you keep in mind when trying online dating?

Homosexual:

The number of people in the U.S. who identify themselves as lesbian, gay, or bisexual: _____.

Heterosexual:

Homophobia:

Identify six tips for maintaining strong, healthy relationships:

1. **4.**

2. **5.**

3. **6.**

List six signs that a relationship is dysfunctional:

1. **4.**

2. **5.**

3. **6.**

Jealousy:

When does jealousy become especially problematic in a relationship?

How should you deal with jealousy in a relationship?

List four strategies for recovering from a breakup:

1. **3.**

2. **4.**

Cohabitation:

The estimated percentage of U.S. couples that live together before getting married is _____.

Why do couples cohabitate?

What are some of the negative effects of cohabitation?

The estimated percentage of Americans who will marry at some point is _____.

According to the text, what are the benefits of marriage?

In the U.S., an estimated _____ percent of marriages end in divorce.

Identify at least four possible reasons or risk factors for divorce:

1. **3.**

2. **4.**

Identify two factors that decrease the risk of divorce:

Domestic Partnerships (Include the minimum time period that <u>most</u> identified domestic partnerships have spanned.):

Between 1980 and 2005, the median age at marriage for <u>women</u> increased from _____ to _____ years and that age for <u>men</u> increased from _____ to _____ years. Why?

List three recent trends in childbearing/families:

If you choose to have children, you must be ready for what three dramatic changes?

You should also consider the following:

1. **4.**

2. **5.**

3. **6.**

In the U.S., _____ percent of women who have a child less than a year old are in the labor force.

Women with children spend _____ hours a week on housework, caregiving, and professional responsibilities, while men spend about _____ hours a week on these tasks.

One out of every _____ Americans is now a member of a stepfamily.

Of the 74.2 million children living in the United States in 2009, _____ percent lived with only one parent.

List 6 qualities of a strong family.

1. **4.**

2. **5.**

3. **6.**

EXSS Chapter 10: Sexuality, Contraception, and Reproductive Choices (p. 210-216)

SEXUAL ANATOMY & HEALTH

sexuality:

Female Sexual Anatomy (collective external organs also known as _____; know internal v. external organs):

1.

2.

3.

4.

5.

6.

7.

8.

Common sexual health problems in females:

ADDITIONAL FEMALE TERMS TO KNOW: womb, endometrium, cervix, ova, estrogen, VVC, yeast infections

Male Sexual Anatomy (know internal v. external organs):

1.

2.

3.

4.

5.

6.

7.

Common sexual health problems in males:

ADDITIONAL MALE TERMS TO KNOW: shaft, glans, erection, foreskin, circumcision, seminal vesicles, seminal fluid, prostate gland, Cowper's glands

THE MENSTRUAL CYCLE:

menarche:

menstruation:

menopause:

Phases of the Menstrual Cycle:
*menstrual phase:

*proliferative phase:

- ovulate:

*secretory phase:

Disorders Associated with the Menstrual Cycle:
*premenstrual syndrome (PMS) :

*premenstrual dysphoric disorder (PMDD) :

*Pain during menstruation that is severe enough to limit normal activities or requires medication: _____.

*endometriosis:

*amenorrhea:

*A rare bacterial infection linked to tampon use: _____.

ADDITIONAL MENSTRUAL CYCLE TERMS TO KNOW: FSH, follicles, cervical mucus, LH, corpus luteum, progesterone, hCG, SSRI, prostaglandins, *Staphylococcus aureus*

EXSS Chapter 11: Preventing Infectious Diseases and Sexually Transmitted Infections (p. 258-266)

SEXUALLY TRANSMITTED INFECTIONS (STIS)

What are the risk factors for STIs?

1.
2.
3.
4.
5.
6.
7.
8.

*HIV & AIDS
Opportunistic diseases:

How is HIV transmitted?

How do you test for and treat HIV?

What steps can you take to reduce your risk of contracting HIV or any STI?

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

*Hepatitis B:

*Genital Herpes:

*Human Papillomavirus (HPV):

*Chlamydia:

- ectopic pregnancy:

*Gonorrhea

*Pelvic Inflammatory Disease (PID):

*Syphilis:

*Pubic Lice & Scabies:

*Trichomoniasis:

EXSS Chapter 12: Preventing Cardiovascular Disease, Diabetes, and Cancer (p. 272-287)

chronic disease:

What four key health-risk behaviors influence chronic diseases?

1. 3.

2. 4.

A fifth behavior is wreaking havoc as well. What is it?

diabetes mellitus:

-glucose

-mellitus

insulin:

pancreas:

type 1 diabetes (aka _____ diabetes):

type 2 diabetes (Once known as _____ diabetes, most cases begin with _____.):

-hyperglycemia:

gestational diabetes:

type 1.5 diabetes:

Identify six physical signs and symptoms of diabetes:

1. 4.

2. 5.

3. 6.

What is the FPG?

prediabetes:

What are the long-term effects of diabetes?

In addition to _____, the four risk factors for diabetes include . . .

1.

2.

3.

4.

. . . and metabolic syndrome:

What behavior changes can you make to reduce your risk of diabetes?

1.

2.

3.

4.

5.

How do you control type 1 diabetes?

How do you control type 2 diabetes?

cardiovascular disease (CVD):

The normal cardiovascular system includes:

*arteries-

*veins-

*myocardium-

*atria-

*ventricles-

*coronary arteries-

*capillaries-

*sinus node-

atherosclerosis (*athero* = Greek for _____):

-blood pressure:

-plaque

-angina

hypertension (aka _____):

-systole:

-diastole:

-compliance:

-sphygmomanometer:

coronary heart disease (aka _____):

-angina pectoris:

-myocardial infarction (or _____):

-arrhythmia:

*bradycardia-

*tachycardia-

-fibrillation-

*ventricular fibrillation-

*sudden cardiac arrest-

congestive heart failure:

stroke:

-ischemic stroke:

-hemorrhagic stroke:

-transient ischemic attack (TIA):

Other forms of CVD:

-congenital heart disease:

-heart valve disorders:

-rheumatic heart disease:

-peripheral artery disease:

Describe six detection methods for CVD (Address LDL, HDL, ECG/EKG, stress test, echocardiogram, coronary angiography.):

1.

2.

3.

4.

5.

6.

Identify ten healthy behaviors that will help reduce your risk for CVD:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Which risk factors will these healthy behaviors help you offset?

Why do men have greater CVD risk?

List ways you can help control CVD (Address statins, balloon angioplasty, bypass surgery.):

What two things should you do if you encounter someone in a CVD emergency?

1.

2.

In addition, you can also do the following for someone suffering . . . a heart attack:

. . . sudden cardiac arrest:

. . . a stroke:

EXSS : Chapter 12 (286-297)

What is cancer?

Carcinogen

Oncogene

Tumor

*benign tumor

*malignant tumor

Metastasis

What are some genetic and biological factors for cancer?

What are some lifestyle factors for cancer?

What are some environmental factors for cancer?

What infectious agents often lead to cancer?

1.

2.

3.

How do you detect cancer?

Biopsy

What are the different types of cancer?

1. Carcinomas

2.

3.

4.

5.

What are the most common cancers and what are the risk factors?

1. Skin cancer

2. Lung cancer

3. Colon and rectal cancer

4. Pancreatic cancer

5. Leukemia

6. Oral cancer

The cancers most commonly found in men are:

1.

2.

The cancers most commonly found in women are:

1.

2.

3.

violence:

Identify ten factors that lead to violence:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Describe some of the special concerns for young men:

What is the difference between assault and aggravated assault?

murder:

homicide:

gangs:

hazing:

hate crimes:

terrorism:

domestic (family) violence:

intimate partner violence:

physical and emotional abuse:

Describe the three steps in the cycle of violence:

1.

2.

3.

stalking:

List six common stalking behaviors:

1.

2.

3.

4.

5.

6.

child abuse:

elder abuse:

To stop family and intimate partner violence:

Identify five factors that lead to sexual violence:

1.

2.

3.

4.

5.

sexual harassment:

Identify some of the circumstances in which sexual harassment may occur:

rape:

sexual assault:

statutory rape:

date (acquaintance) rape:

date rape drugs:

Six precautions to help you avoid accidentally consuming a date rape drug:

1.

2.

3.

4.

5.

6.

How can <u>women</u> reduce the risk of date rape?

1.

2.

3.

4.

5.

How can <u>men</u> reduce the risk of date rape?

1.

2.

3.

4.

What should you do if you are raped or sexually assaulted?

sexual abuse of children:

What are some of the effects of sexual violence?

List five specific things you can do to help prevent violence:

1.

2.

3.

4.

5.

EXSS Chapter 15: Your Environment, Your Health

ecosystem:

environmental health:

pollution:

Your environment includes:

Why/How is environmental health a global issue?

Describe the evolution of environmental health:

sustainability:

The collective impact of an entity on its resources, ecosystems, and other key environmental features: _____

globalization:

Effects of Overpopulation and Globalization:

-zero population growth

-negative population growth

ozone:

greenhouse gases:

The primary way we have disrupted our delicately balanced system is _____.

Common Air Pollutants:

1.

2.

3.

4.

5.

6.

Air Quality Index (AQI):

global warming:

Environmental Effects of Air Pollution:

*smog-

*ozone depletion-

*global warming-

*acid rain-

groundwater:

Common Water Pollutants:

1.

2.

3.

4.

Strategies to Reduce Air Pollution (and Energy Consumption):

1.

2.

3.

4.

Bottled Water Terms/Definitions:

1.

2.

3.

4.

5.

6.

Ways to Reduce Water Pollution:

1.

2.

3.

4.

5.

6.

municipal solid waste (MSW):

reduction:

reuse:

recycling:

composting:

hazardous waste:

e-waste:

Superfund:

Ways to Manage Household Hazardous Waste:

1.

2.

3.

4.

Pollutants in Foods and Beverages:

-bioaccumulation:

-biomagnification:

Pollutants in Indoor Air:

Health Effects of Pollutants at Home (Address endocrine disruptors, neurotoxins):

1.

2.

3.

4.

body burden:

biomonitoring:

Findings from Recent Biomonitoring Survey:

Strategies for Reducing Pollution at Home – where you eat:

1.

2.

3.

4.

– where you live:

1.

2.

3.

4.

5.

6.

7.

8.

decibel:

Ways to Limit Your Exposure to Noise Pollution:

1.

2.

3.

4.

radiation:

-non-ionizing radiation (Define and indicate health effects.):

-ionizing radiation (Define and indicate health effects.):

Reducing Your Exposure to Radiation:

1.

2.

3.

4.

From: nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent: Monday, January 14, 2013 9:35 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Message from the Chancellor: Vice Chancellor for Development Search Update

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Dear Faculty and Staff:

I have appointed an 11-member search committee to help identify candidates to become the University's vice chancellor for development. I will charge the committee, chaired by Lowry Caudill, an alumnus and member of our Board of Trustees, co-founder of Magellan Laboratories and an adjunct faculty member, at its first meeting next week.

With the search for the University's next chancellor well under way, it's important to initiate the process now to time the vice chancellor search so my successor will have an opportunity to provide input and be involved in the interview process and final selection. (We also are using this strategy with the search for the executive vice chancellor and provost, as I outlined in a recent campus email.)

I consulted with Chancellor Emeritus James Moeser, who had to deal with two vacant administrative positions when he became chancellor in 2000. He confirmed my thinking that initiating these key searches now would help accelerate the transition process within the administration and put my successor in the best position after taking office.

I am grateful to Julia Sprunt Grumbles for her continued service as interim vice chancellor. A Carolina alumna, Julia is the former corporate vice president of Turner Broadcasting in Atlanta. She has done an excellent job overseeing the central development office since last September.

Joining Trustee Caudill on the search committee are faculty, administrators and alumni representing a cross-section of the University community. They are:

* Alice Ammerman, professor of nutrition, Gillings School of Global Public Health, and director, Center for Health Promotion and Disease Prevention;

* David Anderson, associate dean for advancement and president of the Medical Foundation of North Carolina, Inc., which supports the School of Medicine and UNC Health Care;

* James Dean, Sarah Graham Kenan Distinguished Scholar and professor of organizational behavior and dean, Kenan-Flagler Business School;

* Douglas Dibbert, president, General Alumni Association;

* John Ellison, president and chief executive officer of the Ellison Company, Inc. and a former member of the University's Board of Trustees;

* Michael Kennedy, senior client partner with Korn/Ferry International, an Atlanta-based executive recruitment and leadership development firm, and past chair of UNC's Board of Visitors;

* John Montgomery, executive director of the Educational Foundation, Inc. and senior associate athletic director, Department of Athletics;

* Terry Rhodes, professor of music and senior associate dean for fine arts and humanities, College of Arts and Sciences;

* Barbara Rimer, Alumni Distinguished Professor and dean, Gillings School of Global Public Health; and

* Anna Wu, assistant vice chancellor for facilities operations, planning and design, Finance and Administration Division.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: Dan Tudor <dan@sellingforcoaches.ccsend.com>
Sent: Tuesday, January 15, 2013 10:11 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: When Your Timeline Doesn't Match Your Prospect's Timeline

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COLLEGIATE STRATEGIES

College Recruiting Weekly

January 15, 2013 Volume 9, Issue 3

When Your Timeline Doesn't Match Your Prospect's Timeline

They are common problems we see unfolding this time of year:

You had set a deadline for your prospect to make a decision by last week, but mom and dad just emailed you to tell you that they really need to visit just one more campus at the end of the month.

You have a verbal commitment from a prospect, and you just got an email saying that they're having second thoughts and are going to talk to the other coach again before they make their final decision.

Or, you think you have until late Winter to bring one of your prime recruits on campus, but they've decided (unbeknownst to you) that they want to make their final choice in the early Fall, and surprise you with an email announcing their decision before you even have the chance to get them to campus.

Any of these scenarios sound familiar to you, Coach?

It all comes down to this reality: Your timeline as a college coach doesn't match your prospect's timeline that he or she has set in their mind.

There are two different ways this usually materializes in the recruiting process. The most common is that you have a timeline that you need your recruit to comply with sooner rather than later, and your prospect is dragging their feet. However, there is a more treacherous timeline scenario that sneaks-up on coaches, too: Your prospect is going to make their decision earlier than you think, and you never...

CLICK HERE TO CONTINUE

If you are one of our **TRS Clients** or **Premium Members**, we'll be giving you more ideas on how to communicate what your timeline is to your recruit (and their parents), as well as discuss the latest focus group research we've seen on what your projects say are the best ways to communicate with them about ramping-up the decision making process.

In addition, make sure you read about the 2013 NCRC registration process for Clients and Premium Members, which is free for you to attend.

Look for it in your Inbox this Thursday morning!

Not a TRS Client? Click here.

Want to become a Premium Member? Click here.

Have questions? Email Dan directly at dan@dantudor.com

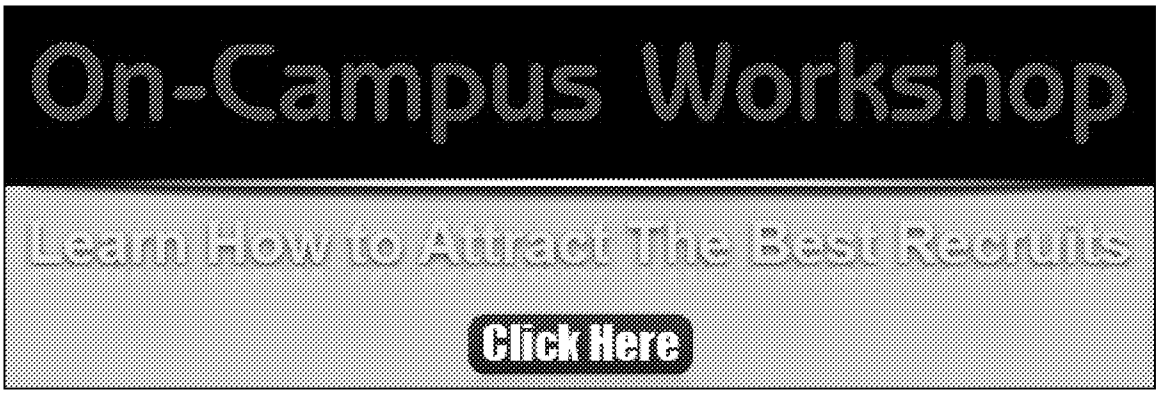

Exact Sports Brings Psychology To The Recruiting Table

*by Joe Cice, **Front Rush***

*Front Rush recently partnered with a company called Exact Sports (**exactsports.com**), to provide coaches with a mental achievement profile (MAP) of each of their recruits.*

This helps schools see beyond the physical side and evaluate recruits' on their mental strengths and weaknesses as well. Below is an article by Front Rush's own Joe Cice who is a doctoral candidate in psychology. We thought it most appropriate for him to discuss the mental side of sports and introduce this partnership.

-Sean Devlin

The idea of psychology has always been prevalent in society. Before it could be defined as a science, it was folded into the ancient mystic idea of philosophy. In sports it can be described as the intangibles. That underlying makeup of an athlete that cannot be explained by mere physical attributes. These intangibles are vital to the success of an athlete or a team, but may often be forgotten when recruiting...

CLICK HERE TO CONTINUE

Final Weeks for Big Conference Discount: Register for the 2013 NCRC and Save $

The chance for college coaches to save big for this Summer's upcoming National Collegiate Recruiting Conference is counting down.

Register in January for the upcoming 2013 NCRC, coming up this June 7-9 in wonderful Charlotte, North Carolina.

RESERVE YOUR SEAT NOW AND SAVE!

UPDATE: Coaches who register early will save $100, and have first choice over our discounted hotel room block at the Hilton Charlotte City Center in the heart of downtown.

It's going to be our best event ever, and we want you there to hear from the best minds in the business!...

CLICK HERE TO FIND OUT MORE

Four Tools For Personal Organization

by Mandy Green
Head Soccer Coach, Univ of South Dakota
Time Management Expert

For those that have read my ***Green Time Management Workbook*** for coaches, you know that I am big on helping coaches have more productive days through the use of time blocking, making lists, prioritizing, and working with a sense of urgency.

This week I wanted to share with you four more ideas that you can use to help get yourself organized for maximum productivity. I will have four more ideas for you next week. The more of these tools you learn to use, the more that you will get done each day...

CLICK HERE TO CONTINUE

Dan 2006 Picture

IN DEFENSE OF THE RECRUITING HAT DANCE

It goes like this: A recruit holds a ceremony. In front of him are the flat-brim hats of four or five schools that have offered him a scholarship. He picks up one hat ... and puts its down. He picks up a second hat ... and puts it down. Finally, he picks up the right hat and announces his commitment. Is this the best way to do it? **CLICK HERE**

Dan 2006 Picture

GET THE LATEST RECRUITING NEWS AND TIPS THIS WINTER!

Coach, did you make a resolution to become a better recruiter this year? Getting our tips, articles and exclusive news can help! So make sure to follow Dan on Twitter to get the latest advice on how to better recruiting your next class of prospects. Follow us on Twitter as we start 2013, Coach! **CLICK HERE**

Impressive Results Abound for Division III Athletes

by Dennis D. Berkey, President & CEO
Worcester Polytechnic Institute

We recently bid farewell to quite a tough year for NCAA Division I (DI) collegiate athletics, from the tragedy of Penn State football to the ineligibility of top teams for post-season competition due to various gross violations of ethical standards.

Many see high-profile D1 sports programs as being out of control. Schools increasingly hop from one conference to another, causing odd distortions to once sensible leagues. And there are the usual concerns over graduation rates and career prospects for players not making the professional ranks. Some of the harsher critics argue that the major D1 sports ought to be regarded as professional entertainment, with recruited athletes paid handsomely for their performances, rather than their current status as students with full scholarships and extensive special amenities.

How many D1 athletes would have enrolled at their current institutions were it not for the potential financial benefits and career prospects in professional sports?...

CLICK HERE TO CONTINUE

Football Coaches Wary Of Upcoming NCAA Recruiting

Rule Changes

by Mitch Sherman, ESPN

In the wake of the American Football Coaches Association convention this week and the NCAA's explanation to college coaches on several proposed legislative changes that threaten to impact recruiting significantly, I've repeatedly heard one question.

Why?

Why would the Division I Board of Directors consider a vote to deregulate all private electronic communication, including text messaging, from coaches to prospects, as it will do next week at the NCAA convention with Proposal 13-3?

Why would the NCAA, with Proposal 13-2, consider giving coaches more off-campus access to prospects, adding six potential home visits from every school during a prospect's junior year to the six already allowed in his senior year?

Coaches say they're already stretched too thin. If these proposals pass, quality of life for assistants, in particular, will take a huge hit. How are they supposed to coach their teams while keeping up with hundreds of text messages and twice as many home visits?...

CLICK HERE TO CONTINUE

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Constant Contact

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Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.

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From: Cravey, Altha J <cravey@unc.edu>
Sent: Tuesday, January 15, 2013 10:24 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: RE: Guest Coach dates

Yes, I'll try to do that tomorrow. Thanks for the reminder. Altha

---

From: Bridger, Beth
Sent: Tuesday, January 15, 2013 10:15 AM
To: Cravey, Altha J
Subject: RE: Guest Coach dates

Valentine's Day it is!
I will send out the game day itinerary closer to the game. In the meantime, could you send me a short bio, headshot, shirt size, and # of guest tickets you will need.

Thanks!

From: Altha J Cravey [mailto:cravey@unc.edu]
Sent: Friday, January 11, 2013 4:59 PM
To: Bridger, Beth
Subject: Guest Coach dates

Hello Beth Bridger:

I'd be thrilled to be a guest coach. How about Valentine's Day, February 14? Is that still available? If not, perhaps the February 28 date is available? Let me know. I could probably make one of the January dates, yet February is much better for me.

Thanks for this kind invitation.

Altha Cravey
Associate Professor
UNC Geography Dept

From: scanner@unc.edu
Sent: Tuesday, 11:23 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; @live.unc.edu>
Subject:
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Math 110
Semester Schedule Spring 2013

Instructors:

QUENTIN ROBINSON	Section 001	MWF 9-950am	Phillips Hall 328
MARK MCCOMBS	Section 002	MWF 11-1150am	Phillips Hall 328
MICHAEL SCHUSTER	Section 003	MWF 12-1250pm	Phillips Hall 328

Date	Sections Covered		Date	Sections Covered
			M 2/25	3.1–3.2
W 1/9	Introduction		W 2/27	3.1–3.2
F 1/11	1.1–1.2		F 3/1	3.2
M 1/14	1.1–1.2		M 3/4	3.3
W 1/16	1.2		W 3/6	3.3
F 1/18	1.3		F 3/8	3.3
M 1/21	**No Class**		M 3/18	3.4
W 1/23	1.3		W 3/20	3.4
F 1/25	1.4		F 3/22	Review
M 1/28	1.4		**M 3/25**	**Test 3**
W 1/30	Review		W 3/27	4.1
F 2/1	**Test 1**		**F 3/29**	**No Class**
M 2/4	2.1–2.2		M 4/1	4.2
W 2/6	2.1–2.2		W 4/3	4.2
F 2/8	2.2–2.2		F 4/5	4.2
M 2/11	2.3		M 4/8	4.3
W 2/13	2.3		W 4/10	4.3
F 2/15	2.4		F 4/12	4.4
M 2/18	2.4		M 4/15	4.4
W 2/20	Review		W 4/17	Review
F 2/22	**Test 2**		**F 4/19**	**Test 4**
			M 4/22	Exam Review
			W 4/24	Exam Review
			F 4/26	Exam Review
			Wed 5/1	**FINAL EXAM 4PM**

Homework Deadlines

HW1	**Fri, Jan 18**	**HW5**	**Wed, Mar 6**
HW2	**Wed, Jan 30**	**HW6**	**Sun, Mar 24**
HW3	**Mon, Feb 11**	**HW7**	**Mon, Apr 8**
HW4	**Wed, Feb 20**	**HW8**	**Wed, Apr 17**

HW assignments must be submitted online at http://webcom2.grtxle.com/mathcoach/

MATH 110
Course Overview & Syllabus Spring 2013

Course Overview: The main goal of Math 110 is to ensure your preparation for other courses. However, because there may be topics that you only need to review briefly, and others that need more detailed study, we have designed a course where you can choose to take section tests earlier than the scheduled times, hence either completing the course early or allowing more time for those topics that you find challenging. You will use your computer to access online material on the web, including the textbook for the course. It provides tutorial support, illustrative examples and exercises with step-by-step hints and readiness tests with which you can gauge your preparedness for the exams.

Along with traditional lectures, instructors and assistants will be available at many regularly scheduled hours throughout the week for individual and small group work. This help takes place in a facility called the Math Help Center, which is staffed by instructors, graduate assistants, and undergraduate tutors in Phillips Hall. **The Math Help Center instructional staff are available for help on lesson topics, practice problems, graded homework, and test review.**

Currently all sections of Math 110 are taught using this format. Mr. Mark McCombs is the course coordinator for Math 110.

MATH HELP CENTER HOURS
Location: Phillips Hall 365
Monday – Thursday, 1:00pm – 6:00pm
Friday, 1:00pm – 3:00pm

Lecture Meetings: Students will attend traditional lecture meetings on Monday and Friday each week throughout the semester. Lecture meetings will last 50 minutes and will be devoted to instructors introducing and explaining course topics via specific examples.

Problem Sessions: Students will also attend a 50-minute problem session on Wednesday each week throughout the semester. During these 50-minute weekly sessions, you will work on a variety of practice problems in a small-group and/or individual setting.

Students should bring a calculator, textbook, and all relevant problem worksheets to each weekly session. Prior to each problem session meeting, students should read the appropriate section notes and sections from your text as per the Math 110 Semester Schedule.

IMPORTANT NOTE: Students should be aware that success in Math 110 requires self-motivation and a willingness to complete assignments each week. **There will be ample opportunity for you to get one-on-one or small group help many times each week throughout the semester in the Math Help Center.**

Sincerely,

Mark McCombs
Math 110 Coordinator
mccombs@math.unc.edu

Karl Petersen
Director of Undergraduate Studies
petersen@math.unc.edu

MATH 110
Course Overview & Syllabus Spring 2013

Course Website: http://webcom2.grtxle.com/mathcoach/

Textbook Information: This course uses an online textbook, available via an access code. The access code may be purchased using a credit card at the web address listed above, or in the UNC Textbook store.

Students must purchase an access code and enroll online in order to view and submit homework assignments.

Placement: Only students who scored below 520 on the SAT II Math Level IC or II–C test are eligible to receive credit for Math 110. MATH 110 placement carries no credit hours, although students who place into MATH 110 and complete it successfully will earn credit hours towards graduation. If you are not sure about your placement, contact Mark McCombs, mccombs@math.unc.edu.

Math 110 DOES NOT fulfill the Quantitative Reasoning requirement.

Honor Code: It is expected that each student in this class will conduct him or herself within the guidelines of the UNC Honor System. All academic work should be done with the high level of honesty and integrity that this University demands.

Accommodations: If there any special circumstances that will affect your performance in this class, please contact the staff at the Academic Success Program, 919-962-7227, so that we can work together to meet your needs.

Course Description: Math 110 is a college algebra course designed to provide you with the fundamental skills that are necessary for success in all subsequent math courses. Emphasis is given to the study of polynomial, exponential and logarithmic functions, and solving equations and inequalities. The course is divided into four units:

Unit I:	Solving Equations: Text Sections 1.1–1.4
Unit II:	Solving and Graphing Equations: Text Sections 2.1–2.4
Unit III:	Working with Functions: Text Sections 3.1–3.4
Unit IV:	Special Functions and Applications: Text Sections 4.1–1.4

Calculator: You will need a basic scientific calculator (i.e. one that will do trigonometric, logarithmic and exponential functions) for this course. Some test and exam problems will be impossible without one. You may use a graphing calculator. However, you will not be allowed to use the graphing or equation solving features on certain quiz, test and final exam problems.

Practice Problems: A set of practice problems (with solution keys) is available online for each lesson. You are expected to complete each of these problem sets. **These problems will not be collected or graded, but they are the foundation for the graded tests and the final exam.** You are encouraged to work together on these problems.

MATH 110
Course Overview & Syllabus Spring 2013

Graded Homework: You will submit a total of 8 online homework assignments during the semester. These assignments are open-book, open note, and must be submitted on the course website You may submit each homework assignment only once.

Graded homework deadlines are listed online. Deadlines are deadlines!
Do not expect any extensions. Your lowest homework score will be dropped.

Testing Procedures:

1. You will take 4 closed-book, closed-notes, pencil and paper tests. Test deadlines are listed on the Math 110 Semester Schedule. These tests will be proctored.

2. If you choose to take a test before the deadline date, you will take the test in the Math Help Center location in Phillips Hall. These tests will be proctored. You MUST schedule your testing time by emailing Mark McCombs at mccombs@math.unc.edu at least 24 hours in advance.
   Early testing will only be offered on Tuesdays and Thursdays at 6pm.

3. If you test on the deadline, you will take the test during your class meeting time in Phillips Hall.

4. As with the graded homework, deadlines are deadlines! Since you can always test early, do not expect any extensions. If a test is missed, it will be scored as a zero no matter what the excuse.

NO MAKEUPS WILL BE GIVEN

Final Exam: The cumulative final exam is a common exam taken by all sections of Math 110 at the same time. Uniform grading instructions for the final exam, applicable to all sections, allow only minimal partial credit.

You must have an official examination excuse in order to take the Make-up Exam. This excuse must be signed by an academic Dean. You must bring this excuse, along with a picture ID to the exam. **ABSOLUTELY NO EXCEPTIONS!**

Special Note: Your final exam grade will replace your lowest test grade, provided the final exam grade is higher.

Grading: All grades will be assigned according to a 10-point scale. That is, 90–100 is an A; 80–89 is a B, etc. Your overall average must be greater than or equal to 60% to earn a passing grade for the course.

Your course grade will be determined as follows:

HW Avg.: 10%	**Test 1: 14%**	**Test 2: 14%**
Test 3: 14%	**Test 4: 14%**	**Final Exam: 34%**

THERE ARE NO EXTRA CREDIT OPPORTUNITIES IN THIS COURSE.

From: NACDA <nacda@newsletter.nacda.com>
Sent: Tuesday, January 15, 2013 3:57 PM
To: Bridge, Beth <bridgebr@email.unc.edu>
Subject: NACDA Daily Review

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NACDA Daily Review

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Submit an Article

Association News

» FINAL DAY to Submit your N4A PDI Applications | **N4A**

» Early Bird Region IV Conference Registration ends Friday | **N4A**

» Nominations for the 2013 Under Armour ADOY Award now being accepted | **NACDA**

Athletics Development

» Lanny and Sharon Martin Give $15 Million To Athletics Campaign | **Northwestern University**

Awards/Recognitions

» Lauren Perdue To Be Honored on National Girls and Women in Sports Day | **University of Virginia**

Coaches

» Burns Resigns as Women's Soccer Coach | **Austin College**

» DSC names Dawes interim coach | **Dixie State College**

» Snow College Announces Britt Maughan as new head Football Coach | **Snow College**

» Kathy Gregory Announces Retirement After Storied 38-Year Coaching Career | **University of California at Santa Barbara**

» Jen Petteys Named New York College Softball Coach | **York College**

Collegiate Academics

» 1724 Conference Carolinas Student-Athletes Represented in 2012 Fall Presidential Honor Roll | **Conference Carolinas**

» Athletic Department Announces Record-Breaking Academic Success For Fall 2012 Semester | **Southern Connecticut State University**

Community Outreach

» Cabrini to Host Annual 'Hoops for the Heart' Youth Clinic | **Cabrini College**

» EKU Student-Athletes Visit Lee and Owsley High Schools | **Eastern Kentucky University**

» Louis uses Christmas break to inspire students | **University of Central Arkansas**

Directors of Athletics

» UPEI names Bill Schurman as new athletics director | **University of Prince Edward Island**

General

» Daytona State to drop swimming programs after this semester | **Daytona State College**

» Nighthawks all: four campuses become one school | **University of North Georgia**

Marketing and Promotions

» Men's Hockey to Host Autism Awareness Game | **Rensselaer Polytechnic Institute**

Media Rights

» IMG College acquires University of Mississippi rights | **University of Mississippi**

Other Conference News

» ECAC names Steve Bamford Interim Commissioner and Ben Layton Assistant Commissioner | **Eastern College Athletic Conference**

» Former NACDA Executive Committee Member Rudy Keeling Retires from ECAC Commissioner Post | **Eastern College Athletic Conference**

» Conference Carolinas Announces NCAA Sponsorship for Southern Wesleyan University | **Southern Wesleyan University**

Partnerships

» Premiere Global Sports Selected by the University of South Carolina Department of Athletics | **University of South Carolina**

Social Media

» Join the NCAA 'Social Media and Student-Athletes' webinar Jan. 16 from the NCAA Convention

TV/Media

» ACC panel will study whether to launch net

NCAA Football | Wounded Warrior Project | Ticketmaster | Director's Cup | CBS Sports College Network

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From: Susan Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, January 16, 2013 8:51 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>
Subject: EXSS 141 Tutor Tonight

Beth and Jenn,
Just wanted to be sure you knew that the EXSS 141 tutor appointments for your students will begin tonight. Please inform your students.

Thanks,
Susan

From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Wednesday, January 16, 2013 11:55 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: What's On Deck This Week at ECU!

Use this link to view a web version of this message.

What's On Deck | 01.14-01.20

pir@mail
Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

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What's On Deck - Upcoming Pirate Athletic events

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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Wednesday, January 16, 2013 2:15 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Summer Bridge Programs: Easing The Transition For First-Generation College Students

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Innovative Educators

Free Resources

- Summer Bridge Programs: Supporting All Students
- Getting Ready for College: An Implementation and Early Impacts Study
- Summer Bridge Program - St. Olaf College
- What is a Summer Bridge Program?
- Study Suggests that Summer Bridge Programs Help Black and Hispanic Men Earn Better Grades

Summer Bridge Programs: Easing The Transition For First-Generation College Students

Register - http://www.innovativeeducators.org/product_p/293.htm

Overview
First-generation college-goers experience a variety of challenges as they enter and move through higher education. Much of the existing research indicates that students whose parents did not attend college are more likely than their non first-generation counterparts to be less academically prepared for college, to have less knowledge of how to apply for college and financial assistance, and to have more difficulty in acclimating themselves to college once they enroll (Tym, et al., 2005).

This webinar will present a plan for an effective Summer Bridge Program, one that supplements existing programmatic and institutional efforts to support first-generation students. Participants will learn the importance of building relationships between academic and student affairs divisions, as well as empowering students through the development of critical college knowledge to ensure their academic success and retention.

Presenter
Dr. Paz Maya Olivérez is Student Success Coordinator with the Title V Encounter to Excellence Program and Associate Director of the Educational Opportunity Program at CSU Dominguez Hills. She also currently holds a position as an Adjunct Assistant Professor in the Master of Arts in Teaching Program in the Rossier School of Education at the University of Southern California. Dr. Oliverez has spent the last 12 years working with underrepresented students from diverse backgrounds, including undocumented immigrant students, as a researcher, program evaluator, professor, and college advisor. She holds a Ph.D. in Education from the University of Southern California and a B.A. in Sociology from the University of California, Santa Cruz. She recently completed a Masters in Counseling at CSU Long Beach.

Free Offerings

Webinar
Delivering On The Career Promise: How To Incorporate Experiential Learning Curriculum Into The Student Experience - January 15

StudentLingo Case Studies & Demo - How To Support Students 24/7

Upcoming Webinars

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January 2013

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How To Improve Student Success By Creating An Active Learning Environment

24
The Top 10 Most Successful Student Recruitment Strategies

25
Veterans Resource Centers On Campus: How To Create, Staff & Fund A Thriving Center

29
Â First-Year Minority Male Students: Increasing Retention & Persistence By Addressing Their Academic & Social Needs

29
Student Motivation: Practical

Supporting First-Generation Students: Best Practices From A Highly Successful Early Intervention Program

Register - http://www.innovativeeducators.org/product_p/299.htm

Overview
As 2-year and 4-year institutions place increased attention on student success and retention, the preparedness and transition of first-generation college-bound students, especially during the freshman and sophomore years, is more important than ever. We now understand that student success encompasses not only the academic achievement of the student, but also their level of satisfaction with the environment, as well as sustainability for their long-term professional development. So, how can faculty and administrators better identify and support first-generation college-bound students early in their academic career? How can they do this in a way that addresses student success at every level?

Now in its 25th year, the Early Identification Program (EIP) is George Mason University's college preparatory program. It provides academic support, access to educational resources, social development, and leadership training to first-generation college-bound students in seven participating school districts throughout Northern Virginia. Supporting 630+ middle and high school students, and an additional 125+ undergraduate George Mason students, EIP's mission is to produce engaged students who value learning, serve their communities, and establish meaningful careers.

This webinar will examine the path of first-generation students through the lens of George Mason University's highly successful Early Identification Program. Participants will learn strategies that address providing college access opportunities, maximizing student achievement, supporting successful transition and persistence to the college environment, and creating opportunities for global citizenship.

Presenters
Jason A. Moore joined George Mason University's Early Identification Program as Associate Director in June 2012. Formerly a school counselor and educational consultant in New Jersey, Moore was most recently Assistant Director in the Center for Academic Excellence at North Carolina A&T State University. Over the last 9 years, his experience with programmatic assessment, the minority male demographic, NCAA compliance processes and athletic academic support, and program facilitation at the K-12 and higher-ed levels has created a detailed framework for his student advocacy and educational access initiatives.

Lewis E. Forrest is currently the Executive Director of George Mason University' Early Identification Program. For the past 13 years he has served in many roles with Mason's Early Identification Program (EIP) including the positions of Tutoring Coordinator, Assistant, and Associate Director. Prior to returning to Mason he worked three-years in Prince William County (VA) Public Schools as a Professional School Counselor, and also served as the county's coordinator for the EIP. Forrest is a member of both the National College Access Network and Virginia College Access Network, and in Spring 2012, was honored with the George Mason University "University Life Positive Impact Award", recognizing him as a visionary leader, mentor, and friend who makes genuine connections with students and staff.

Strategies That Will Increase Engagement, Learning & Retention

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Innovative Educators

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2013-14 NCAA Postgraduate Internship Writing Exercise – Communications

1. **Use the below information to write a 300 - 400 word story for NCAA.org. You are not required to include all of the information; use just what you need to write a complete story.**

Sally Jones, former cross country student-athlete at NCAA University, recently completed 51 half marathons, one in every state and Washington D.C. In October 2009, she took the first step of her remarkable journey by competing in San Diego, Calif. She completed her goal on December 9, 2012 in Tampa, Fla.

- **51:** Number of half-marathons completed (one in every state and Washington D.C.)
- **668.1:** Number of miles ran in 51 half marathons (13.1 miles per race)
- **160,000:** Number of frequent flyer miles accumulated traveling from race to race
- **2, 17, 20, and 12:** Number of half marathons ran in 2009, 2010, 2011 and 2012, respectively
- **1:39:** Best time (Minneapolis, Minn.)
- **3 years, 2 months:** Time it took to Jones to complete her goal
- **13:** Number of pairs of shoes needed to complete 668.1 miles
- **$25,000:** Estimated money spent on travel
- **0:** Number of times Jones was injured during completion of goal

Quotes:

- "I wanted to see the country and have fun doing it."

- "I set many smaller goals toward the end goal."

- "I felt so happy and blessed to have such a great support base. My family and friends were my biggest cheerleaders, motivators and fans along the way."

2. **Answer the following essay question in 150 – 250 words. What are the two biggest issues facing college sports?**

From: Cravey, Altha J <cravey@unc.edu>
Sent: Thursday, January 17, 2013 5:27 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: RE: Guest Coach dates

Ok, thx. I'll get these items to you. Altha

From: Bridger, Beth
Sent: Tuesday, January 15, 2013 10:30 AM
To: Cravey, Altha J
Subject: RE: Guest Coach dates

Sure thing! Sorry if that was a repeat email, I hadn't updated my list, so apologies for that. You have some time before the 14th, so please no rush.

From: Cravey, Altha J
Sent: Tuesday, January 15, 2013 10:24 AM
To: Bridger, Beth
Subject: RE: Guest Coach dates

Yes, I'll try to do that tomorrow. Thanks for the reminder. Altha

---

From: Bridger, Beth
Sent: Tuesday, January 15, 2013 10:15 AM
To: Cravey, Altha J
Subject: RE: Guest Coach dates

Valentine's Day it is!
I will send out the game day itinerary closer to the game. In the meantime, could you send me a short bio, headshot, shirt size, and # of guest tickets you will need.

Thanks!

From: Altha J Cravey [mailto:cravey@unc.edu]
Sent: Friday, January 11, 2013 4:59 PM
To: Bridger, Beth
Subject: Guest Coach dates

Hello Beth Bridger:

I'd be thrilled to be a guest coach. How about Valentine's Day, February 14? Is that still available? If not, perhaps the February 28 date is available? Let me know. I could probably make one of the January dates, yet February is much better for me.

Thanks for this kind invitation.

Altha Cravey
Associate Professor
UNC Geography Dept

From: Lorman Bookstore <customerservice@lorman.com>
Sent: Thursday, January 17, 2013 8:42 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Employment Law Update Audio Reference Set

Employment Law Update Audio Reference Set

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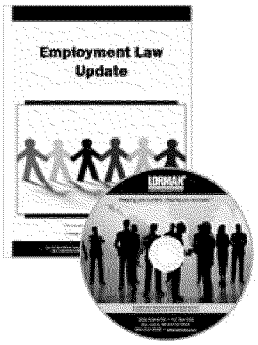

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Authored By

Moderator: Maureen R. McDonald, Hedrick, Gardner, Kincheloe & Garofalo, LLP
Jorgelina E. Araneda, Araneda & Stroud, PC
William Joseph Austin Jr., Ward and Smith, P.A.
F. Stephen Glass, Johnson, Hearn, Vinegar, Gee & Glass, PLLC
George J. "Jerry" Oliver, Smith Moore Leatherwood LLP
Michael T. Rosenberg, Kilpatrick Townsend & Stockton LLP

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From: Katie Fennell - The Workers' Comp Group <benefitsdirector@theworkerscompgroup.net>
Sent: Thursday, January 17, 2013 11:22 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: The Important Role of Safety Incentive Programs

HR | Resource

Hello,

As the Member Benefits Director of The Workers' Comp Group, I would like to encourage you to download our new free white paper, **"The Important Role of Safety Incentive Programs."**

Download this white paper

Every business wants to operate a safe workplace. While some workplaces are more dangerous than others - a warehouse vs. an office, for example - most businesses have experienced some sort of accident in the workplace. According to OSHA, businesses pay nearly one billion dollars a week in workers' compensation costs. What's more, businesses suffer about $60 billion in losses each year due to loss of productivity. Download this white paper to learn the importance of a safety incentive program.

About the Workers' Comp Group:
The Workers' Comp Group is a leading provider in continuing education for HR professionals, attorneys and safety and risk management professionals. We offer audio conferences, webinars, seminars, articles and other resources covering the latest law updates, regulations and best practices that impact the success of your business. We continually add new content and programs to keep thousands of professionals, like you, informed and up-to-date on industry hot topics. Visit our website to learn more.

Katie Fennell
Member Benefits Director
The Workers' Comp Group

The Workers Comp Group | 2510 Alpine Rd. | Eau Claire, WI | 54703

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To ensure that all our mailings get to you safely, we recommend you add theworkerscompgroup.net to your whitelist in your email client. Learn more about how to add theworkerscompgroup.net to your whitelist. This mailbox is unattended, so please do not reply to this message.

Communication

Class Meetings:

Course Website: https://sakai.unc.edu/portal/site/comm:

Instructor: *Email:* @email.unc.edu

Office: *Office Hours:* Thursday 1:45-2:45pm and by appointment

---

About the Course

Course Objective

The primary objective of is to introduce you to communication skills that are relevant to creating and sustaining interpersonal relationships. The specific objectives of this course include:

- increasing your awareness of the process of interpersonal communication
- increasing your sensitivity to the influences of culture on communication
- increasing your competence as an interpersonal communicator

The fundamental assumption of this course is that communication can be conscious, reality-based, and highly satisfying, and that interpersonal communication skills can be acquired, changed, developed, and/or improved.

Target Audience

This course is designed to benefit everyone. The course, while broadly useful, is also part of the requirements of a Communication Studies major. As a required, introductory course option for the Communication Studies major, we will also explore interpersonal and organizational communication as fields of knowledge and academic disciplines.

Many students find this course most useful when they share their personal stories and experiences, but this is not the only way to engage the subject matter. We will be watching tv episodes, clips from movies, and engaging other media in order to have a deep supply of examples to draw from. If you are uncomfortable sharing your own personal stories in class, that is OK, just make sure you are participating through other examples.

Methods of Instruction

We are only together for 50 minutes, 3 times each week. In order to get the most out of this time, you will need to be wholly responsible for reading your textbook and understanding it as best as possible. It is inevitable that some things will be harder to understand, and we can go over these things in class, but class time will primarily be spent applying these ideas, not explaining them. Should you have a question, please make an appointment to meet with me during my office hours or at another time.

This class will require you to listen, speak, perform, write, take notes, work independently, and work in small groups with other students. If you are uncomfortable with any of these skills make an appointment to talk with me!

Required Textbook

Wood, Julia. *Interpersonal Communication: Everyday Encounters.* 7Th Ed. Boston: Wadsworth, 2013. Print.

Course Policies

Respect

I will not tolerate any harassment based on age, sex, gender identification, sexuality, race, economic class, size, or other group affiliation. I don't think that this will be a problem at all, but given the personal nature of this course it is extremely important that we treat each other with respect and do our best to create a supportive, welcoming environment. Class should be a place where we all feel comfortable, and this is not possible if some people are being treated poorly. If you are uncomfortable in class for ANY reason, please get in touch with me.

Privacy

What takes place in this class is private, confidential. Information shared is privileged. This means you are not to discuss with people outside the class any specific comments and behaviors of members of the class. Of course, you may share material covered in the class, as well as your *own* reactions, insights, and so on.

Late Work

Late work will be accepted via email up to 1 week after the original assignment was due. You will receive 5% deduction in your final grade for each calendar day your work is late. This includes holidays, Saturdays and Sundays.

Missed Midterm

If you miss the midterm for a university-approved excuse, the weight of that test will be added to the weight of your final exam (making your final exam worth 30% of your total grade). University excused absences include the sickness of a student, the death of a family member, university-sponsored event, and other circumstances covered by UNC policies. All excused absences must be accompanied by a written excuse. Tests missed without a university-approved excuse will receive a grade of 0. There are no exceptions.

Attendance

Attendance is a requirement for success in this course. You may miss up to 3 class periods for ANY REASON (have a cold, a *Sopranos* marathon, whatever) with no penalty. For each absence beyond 3 your final grade will be deducted by one letter grade. You are responsible for obtaining any material/information distributed in a missed class period. Please make an appointment with me if you believe you have earned an exception to this rule.

Communicating with the Instructor

- All out-of-class communication should either occur directly through email (@email.unc.edu) or through Sakai. If you want to discuss something please do so in person by either setting an appointment or signing up to meet during my office hours on Sakai (through the "sign up" feature).
- You should not expect a reply for at least 24 hours after you submit your email/message.
- Questions about exams and assignments will not be answered if turned in within 24 hours of the due date, so plan ahead!
- All assignments will be returned within 14 days. Please don't ask me about it before then, and feel free to bug me incessantly after then.
- If you are planning on attending office hours, please either email me or sign up via the "Sign

From: @uncaa.unc.edu>
Sent: Thursday, 11:41 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Testing

Hey Beth,

I have tried to find time recently to go through the invoices for you, but it doesn't look as though that is gonna happen anytime in the near future. I can scan the individual invoices over to you and see if someone in your office can go through them, but I do not have time as of now. I am not sure if this is something Nate could do, or even a student intern. I apologize, but we have so much going on right now and this isn't something that can be added to the list right now. Let me know how you would like to proceed.

From: Woodard, Harold <harold_woodard@unc.edu>
Sent: Thursday, January 17, 2013 11:49 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: RE: syllabi

Thanks Beth.

H.

-----Original Message-----
From: Bridger, Beth
Sent: Thursday, January 17, 2013 11:48 AM
To: Woodard, Harold
Subject: FW: syllabi

-----Original Message-----
From: scanner@unc.edu [mailto:scanner@unc.edu]
Sent: Thursday, January 17, 2013 11:42 AM
To: Bridger, Beth; Spencer Welborn
Subject:

This E-mail was sent from "R11153" (Aficio MP 3500).

Scan Date: 01.17.2013 11:42:06 (-0500)
Queries to: scanner@unc.edu

ï»¿<!-- Email Converted by LAW -->
<html xmlns="http://www.w3.org/TR/REC-html40" xmlns:v="urn:schemas-microsoft-com:vml" xmlns:o="urn:schemas-microsoft-com:office:office" xmlns:w="urn:schemas-microsoft-com:office:word" xmlns:m="http://schemas.microsoft.com/office/2004/12/omml">
<head>
<meta http-equiv="Content-Type" content="text/html; charset=utf-8">
<meta name="GENERATOR" content="MSHTML 9.00.8112.16457">
<style><!--
/* Font Definitions */
@font-face
{font-family:"Cambria Math";
panose-1:2 4 5 3 5 4 6 3 2 4;}
@font-face
{font-family:Calibri;
panose-1:2 15 5 2 2 2 4 3 2 4;}
@font-face
{font-family:Tahoma;
panose-1:2 11 6 4 3 5 4 4 2 4;}
@font-face
{font-family:"Segoe UI";
panose-1:2 11 5 2 4 2 4 2 2 3;}
/* Style Definitions */
p.MsoNormal, li.MsoNormal, div.MsoNormal
{mso-margin-top-alt:auto;
margin-right:0in;
mso-margin-bottom-alt:auto;
margin-left:0in;
font-size:12.0pt;
font-family:"Times New Roman","serif";
mso-believe-normal-left:yes;}
a:link, span.MsoHyperlink
{mso-style-priority:99;
color:blue;
text-decoration:underline;}
a:visited, span.MsoHyperlinkFollowed
{mso-style-priority:99;
color:purple;
text-decoration:underline;}
span.EmailStyle17
{mso-style-type:personal-reply;
font-family:"Calibri","sans-serif";
color:#1F497D;}
.MsoChpDefault
{mso-style-type:export-only;
font-size:10.0pt;}
@page WordSection1
{size:8.5in 11.0in;
margin:1.0in 1.0in 1.0in 1.0in;}
div.WordSection1

{page:WordSection1;}
--></style>
</head>
<body style="MARGIN: 4px 4px 1px; FONT: 10pt Segoe UI" lang="EN-US" vlink="purple" link="blue">
<table border="0" width="95%">
<tr><td width="100">From: </td><td>Samantha Kirby <slkirby5@uncaa.unc.edu></td></tr>
<tr><td width="100">Sent: </td><td>Thursday, January 17, 2013 11:53 AM</td></tr>
<tr><td valign="top" width="100">To: </td><td>Bridger, Beth <bridgerb@email.unc.edu></td></tr>
<tr><td valign="top" width="100">Subject: </td><td>RE: Testing</td></tr>
</table> <hr color="#000000" size="2" noshade>

I will scan them over this afternoon.

Thanks,

Samantha

>>> "Bridger, Beth" <bridgerb@email.unc.edu> 1/17/2013 11:50 AM >>>

Please scan and send over, I will talk with Nate. We donâ€™t have student workers, so we will have to figure out a way.<o:p></o:p>
<o:p> </o:p>

From: Samantha Kirby [mailto:slkirby5@uncaa.unc.edu]

Sent: Thursday, January 17, 2013 11:41 AM
To: Bridger, Beth
Subject: Testing<o:p></o:p>
<o:p> </o:p>

Hey Beth,<o:p></o:p>

 <o:p></o:p>

I have tried to find time recently to go through the invoices for you, but it doesn't look as though that is gonna happen anytime in the near future. I can scan the individual invoices over to you and see if someone in your office can go through them, but I do not have time as of now. I am not sure if this is something Nate could

do, or even a student intern. I apologize, but we have so much going on right now and this isn't something that can be added to the list right now. Let me know how you would like to proceed.<o:p></o:p>

 <o:p></o:p>

Samantha<o:p></o:p>

</BODY></HTML>

From: Woodard, Harold <harold_woodard@unc.edu>
Sent: Thursday, January 17, 2013 12:04 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: RE: syllabi

Beth,

Sorry, but a different file came through that was not the syllabus.

Please try sending the syllabus again.

Nate says my e-mail address is now on the scanner, as well.

Thanks.

Harold

-----Original Message-----
From: Bridger, Beth
Sent: Thursday, January 17, 2013 11:48 AM
To: Woodard, Harold
Subject: FW: syllabi

-----Original Message-----
From: scanner@unc.edu [mailto:scanner@unc.edu]
Sent: Thursday, January 17, 2013 11:42 AM
To: Bridger, Beth; Spencer Welborn
Subject:

This E-mail was sent from "R11153" (Aficio MP 3500).

Scan Date: 01.17.2013 11:42:06 (-0500)
Queries to: scanner@unc.edu

From: CheapTickets <cheaptickets@email.cheaptickets.com>
Sent: Thursday, January 17, 2013 12:09 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Email exclusive: Your 15% promo code inside

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From: Beller, Debra L <debra_beller@unc.edu>
Sent: Thursday, January 17, 2013 1:48 PM
To: campus solutions staff users <cccs_staffusers@listserv.unc.edu>
Subject: [cccs_staffusers] Outage Affecting ConnectCarolina Campus Solutions Thurs., Jan. 24, 5pm to 11pm

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There will be an outage affecting ConnectCarolina Campus Solutions on the evening of Thursday, Jan. 24, related to the Spring session Census. Due to the need to "freeze" the database to take the census snapshot, users will not be able to access ConnectCarolina Campus Solutions pages from 5:00 p.m. to 11:00pm on Jan. 24. We request that all faculty and staff be logged out of ConnectCarolina by 5:00 p.m. on Jan. 24. Students will NOT be able to use ConnectCarolina Campus Solutions for all functions during this time.

The latest information about the outage will be posted on this page:
http://its.unc.edu/enterprise/enterprise-applications/connectcarolina/system-status/

Questions/Problems:
Help Desk: 919-962-HELP or help.unc.edu

We appreciate your cooperation and support as we continue to make ConnectCarolina more efficient for our users.

Debra Beller
Communications Specialist
ConnectCarolina, Enterprise Applications, ITS
University of North Carolina at Chapel Hill
Phone: 919-843-0477
Website: http://its.unc.edu/enterprise/enterprise-applications/

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Thursday, January 17, 2013 4:20 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: A Faculty Advisor Blueprint: Supporting Their Role In Student Success

---

Having trouble viewing this email? Click here

Innovative Educators

Free Resources

- Price of Success
- Learner Centric Approach Leads to Graduation
- Five Tips for Surviving Advising Season
- Five Tips for Being the Adviser Your Graduate Student Needs
- Encouraging STEM Students is in the National Interest
- Reinvigorating Faculty Advising on Campus
- Campus Case Study

Webinar Overview

In spite of the fact that faculty academic advising has the potential to become a central component in the delivery of quality services to students, its power is often unrealized by individuals in leadership positions on the college campus. National surveys find academic advising is second only to the quality of instruction among student priorities, while faculty surveyed at two- and four-year colleges overwhelmingly agree there is a relationship between advising and retention. Nevertheless, some individuals continue to view advising as a perfunctory and mundane process of helping students plan their class schedules. This session is intended to provide faculty members, decision makers, and resource allocators with a better understanding of the essential, multifaceted role faculty advisors play in student success and institutional effectiveness.

Part 1 of this 2-part workshop will focus on the critical nature of academic advising and affirm the importance of the role faculty play in its delivery. Part 2 will focus on best practices in support of faculty advisors.

Webinar Objectives

- Part 1 participants will:
  - Review factors that underscore the centrality of faculty academic advising
  - Understand the status of critical components that support faculty advising
  - Discuss what students think about faculty advisors
  - Discuss what faculty members say about their role as advisors
  - Build a blueprint for the enhancement of faculty advising
- Part 2 participants will:
  - Understand the critical relationship between training, assessment, and recognition and reward for faculty advisors
  - Delineate the components of a quality faculty advisor development

Free Offerings

Webinar

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January 2013

25
Veterans Resource Centers On Campus: How To Create, Staff & Fund A Thriving Center

29
First-Year Minority Male Students: Increasing Retention & Persistence By Addressing Their Academic & Social Needs

29
Student Motivation: Practical Strategies That Will Increase Engagement, Learning & Retention

30
Removing Suicidal Students From Campus: The Significance Of Recent Changes In Federal Policy

30
Understanding The New Non-Traditional Student: Supporting Their Success In & Out Of The Classroom

31
Providing Comprehensive Student Support Services Online

program
- Identify the array of techniques for engaging faculty in development programs
- Consider critical issues in the assessment of advising delivered by faculty members
- Understand what motivates faculty to engage in advising

Webinar Speakers

Thomas Brown is a lifelong student and academic affairs educator with an impressive record of effectiveness in creating academic and student affairs programs that promote increased learning, achievement, and success. Tom served as Dean of Advising Services/Special Program at Saint Mary's College of California, was a member of the Board of Directors and Vice President of the National Academic Advising Association, and was chairperson of the Prelaw Advisors National Council. Tom is currently Managing Principal of a consulting network that assists campuses to increase student success, build inclusive communities, and manage change (www.tbrownassociates.com). He also writes an occasional column, The Advising Dean, for The St. Helena Star newspaper in California's Napa Valley (http://napavalleyregister.com/star/).
His work is based on an integration of theories, research findings, and practical experience that makes a real difference for individuals and institutions.

- A consultant to more than 350 colleges and universities in the US and abroad
- Regularly invited to deliver keynote addresses at national conferences, campus colloquia, and professional development workshops for faculty and staff.
- Nationally recognized author and expert in retention, academic advising, promoting the success of at-risk students, international education, and diversity/inclusivity training.
- Recent publications include: Fulfilling the Promise of the Community College: Increasing First-Year Student Success," (co-editor and author) "Critical Concepts in Academic Advising" in The Academic Advising Handbook, Jossey Bass, 2008; "Preparing Providers to Foster Student Success", in Fostering Student Success in the Campus Community, 2008; "Advising Students of Color", in Academic Advising for Student Success and Retention, 1997, 2004

Dr. Wes Habley is a Principal Associate and Coordinator of ACT's Office of State Organizations. He received his BS in music education and M.Ed. in student personnel from the University of Illinois-Urbana/Champaign, and his EdD. from Illinois State University in educational administration. Prior to joining ACT, Habley directed advising programs at Illinois State University and the University of Wisconsin-Eau Claire.
Habley is co-editor of both the first (2000) and the second (2008) editions of Academic Advising: a comprehensive handbook and the author of monographs on four of ACT's National Surveys of Academic Advising. Habley's more recent publications include two chapters in Fostering Student Success in the College Community and What Works in Student Retention? a series of four research reports on college retention practices. He contributed chapters to Developmental Academic Advising, Foundations: a college reader, and Faculty Advising Examined as well as numerous journal articles and chapters in monographs published by Jossey-Bass, the Center for the First Year Experience, and NACADA.

February 2013

5
Intrusive Academic Advising: An Effective Strategy To Increase Student Success Students

6
Summer Bridge Programs: Easing The Transition For First-Generation College Students

12
Supporting First-Generation Students: Best Practices From A Highly Successful Early Intervention Program

13
Supporting Military Veterans: How To Develop An Effective Academic Advising Protocol

19
Responding To A Student Death: How To Create A Proactive Response Plan For Your Campus

20
Undocumented Students: An Overview Of Policies, Myths & Best Practices

21
Managing Psychotic, Manic & Delusional Students: How To Reduce Legal Risk & Increase Student Safety

22
Establishing A Campus-Wide Veteran-To-Veteran Mentoring Program On Your Campus

27
Identifying & Managing Aggressive Student Behaviors, Attitudes & Emotions

27
Three Generations, One Classroom: Using Generational Theory To Understand & Motivate Your Students

Innovative Educators

3277 Carbon PL
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303-955-0415
Kristen@ieinfo.org

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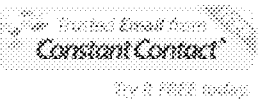

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, January 17, 2013 6:15 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Check UNC Homepage for Updates About Winter Weather

---

Dear Students, Faculty and Staff:

With a winter weather advisory in effect for the area this evening, January 17, until tomorrow morning, January 18, including possible freezing precipitation, the following are some reminders about the University's adverse weather practices.

Any announcements about a change in the University's operations will be posted as soon as possible to www.unc.edu. Unless a change is announced, the University always operates under Condition 1 - regular schedule (classes will be held; offices will be open).

Employees (SPA and EPA non-faculty) are reminded of the University's Adverse Weather Policy, http://hr.unc.edu/faculty-and-staff/adv-wx-land/index.htm. Emergency employees should report for work. Other employees are responsible for their regular duties, making up any missed work time, and making their own decisions about work based on personal safety.

UNC uses three main adverse weather operating conditions: Condition 1 (open), Condition 2 (classes canceled; offices open) or Condition 3 (classes canceled; offices closed). Reports of state government closings do not apply to the University.

The University announces adverse weather news on www.unc.edu, the campus information sources listed below and through the news media:

* Adverse Weather and Emergency Phone Line (919-843-1234) for recorded information and announcements about campus operations.

* UNC Traveler's Information System Radio, 1610 AM, near campus.

* UNC Department of Public Safety, http://www.dps.unc.edu/, for details including parking lot conditions.

* Chapel Hill Transit, http://www.townofchapelhill.org/index.aspx?page=696, for inclement weather updates, routes and schedules, and actual bus arrival times.

Sincerely,

Office of University Relations

This email is sponsored by: Office of University Relations

From: Edward Hallowell M.D. <melissa@allaboutminds.ccsend.com>
Sent: Friday, January 18, 2013 2:11 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: January Newsletter

Having trouble viewing this email? Click here

Dr. Hallowell Newsletter

www.drhallowell.com January 23, 2013

Greetings!

Ever wonder how the environment around you impacts your life or your child's ADHD?

Looking for a great family experience this summer that helps you all see the sunny side of ADHD?

Interested in learning mindfulness skills or finding out how ADHD differs from bipolar?

That's just a "taste" of what's in store for you in this month's redesigned newsletter.

We hope you like it - and as always, please feel free to send your feedback and questions. We love to hear from you!

Melissa Orlov, editor

Dr Hallowell's ADHD Summer Enrichment Camp

Hallowell Centers Strength-Based Philosophy:

First we search for what is good, strong and healthy in a person, then what is in need of remediation.

The Hallowell Centers integrate the latest research on brain, body and heart. We help people with emotional issues and learning disabilities lead happier, more productive lives through a positive, balanced treatment approach.

FAQ

Q: Can you please explain the difference between ADHD and Bipolar Disorder? My son was diagnosed with ADHD in third grade but last week his psychiatrist suggested that he may have Bipolar Disorder. What is the difference between the two?

A: The symptoms of bipolar disorder and ADHD overlap considerably, especially ADHD with pronounced hyperactivity and impulsivity. As with ADHD, there is no surefire test for bipolar disorder and social problems usually accompany both. The hallmark of bipolar disorder is severe mood swings, that include mania. To be a true manic episode, the grandiose or irritable mood must last at least one week.

The major symptom must be evaluated to distinguish the

SKYPE coaching is available at each Center

Want to Learn More? Simply place a call to one of our new patient specialists:

New York City: *212-799-7777*
Sudbury, MA: *978 287-0810*

Upcoming Events

Dr. Hallowell Live

January 25 and 26
Keynote Speaker: 2013 ADHD Conference and Symposium
University of Alabama
Two presentations: ADHD Throughout the Lifespan, and A Strength-based Approach to Treatment of ADHD.

February 7 & 8
CLA Summit
Morristown, NJ
Presentation: SHINE For Doctors, the ADHD drug-less chiropractic alternative.

March 16
Keynote Speaker: 2013 American Montessori Society Annual Conference
Orlando Florida
Presentation: Igniting Every Child's Full Potential. The Institute of Montessori Education now offers Mining Magnificent Minds training to their teachers.

March 20
ADHD: A New Vision
Marist College Poughkeepsie, NY

April 10
Learning & The Brain Alfred Lerner Hall, Columbia University
Presentation: Igniting Every Child's Full Potential

July 15-19
Dr. Hallowell's ADHD Summer Enrichment Camp at Leelanau School
Students entering grades 5 thru 12 and parents.

August 12-16
Cape Cod Institute
Presentation: Unwrapping the Gifts: A Strength-Based Approach to ADHD Across the Life Span.

Sudbury Center

Trouble focusing? - Check this Working Memory Quiz to see if your score warrants further investigation. Rebecca Shafir

two conditions. If the major symptom is a disturbance or mood, then think of bipolar disorder. If it is disturbance of attention, then think of ADHD. Keep in mind that you may see both in the same person. A second good way to differentiate is to look at the history: ADHD is a long-standing, chronic condition that is not marked by cycling. To learn more, read chapter 15 in Delivered from Distraction.

Mothers Wonder About Alternative ADHD Treatment

Rebecca Shafir M.A.CCC

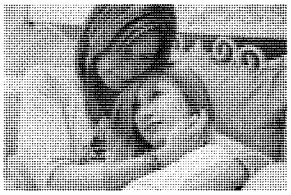

A recent study shows that mothers of children taking prescription medication for ADHD feel empowered to manage their child's treatment and see improvements in their child's behavior at home and at school, however, 47% say that at times they had not felt fully informed about all available treatment options, including Alternative/Complementary approaches. **Learn More Here.**

Make Your Environment a Partner in Your Success

Sarah Reiff-Hekking, Ph.D.

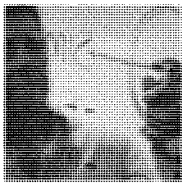

I've heard so much lately about using your mindset to improve your performance. There is a lot of science behind "the head game" which can make changes in your thinking and affect how you act and feel and ultimately the quality of your day to day life. It affects your moods. It affects your path in daily life. It affects how you interact with others. It affects your ability to fight off difficulties on your path to success.

The thing that I think is often missing in the "change your mindset" conversation is that environment predicts a lot of our behavior too. **Learn More**

ADHD and Children, Teens and Young Adults

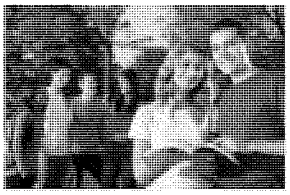

Support a Teacher Who is Trying Hard to Help Your Child
Teachers have a tough job, and so do you. Read these tips on how to better communication in an effort to help your child succeed at ImpactADHD.

ADHD Summer Camp for Children and Parents with Dr. Hallowell -
Designed for children in grades 5 - 12, this camp helps families build stronger bonds in a beautiful setting. July 15-19, 2013. **Register by February 1st for a 10% discount**. Watch the video and learn more here.

Recent Advances to Manage Distractions - Dr. Hallowell calls the trials of this game-based software application a tremendous breakthrough and is working with Attentiv in the Hallowell Centers to study the technology further. Read more here.

M.A.CCC, speech/language pathologist and neurotherapist is offering free 15 minute phone inquiry sessions to discuss how Cogmed Working Memory Training (a very powerful executive function) can help you. Contact the Hallowell Center or call 978 287 0810.

Flying Off the Handle? Use Mindfulness Skills for Adults with ADHD to get your 2013 resolutions in check. Starting January 30th at 10a.m. for 1.5 hours, $480. Contact Sarah Reiff-Hekking at 978 287 0810, Sarah@TrueFocusCoaching.com at the Sudbury Hallowell Center.

NYC Center

CrazyBusy: Introduction to Mindfulness - Learn techniques to support work/life balance and reduce stress, anxiety, physical and mental discomfort. Use a combination of breath, sound, movement and visualization to break habitual patterns so that you can slow down and listen to your innate intelligence.
8 sessions: 1/21 to 3/11 7-8pm

The CrazyBusy Family
These 'separate but similar' workshops are designed to introduce both you and your teen to skills designed to reduce stress, anxiety, and physical/mental distress.
For Grades 6-8 or 8-10
Learn more here.

Social Skills for Children
These 12 week programs (6 children/group) will help children with self-regulation and social competence. For ages 6-9 or 10-12. Starts January 22. Learn more here

Calm and Collected - Parenting Your Child with ADHD - Learn the tools to support your child's success in school, at home, and in life! Starts January 23. Learn more here.

ADHD & Marriage

The ADHD Effect on Couples CE - This Web Conference will pay special attention to the behavioral patterns specific to ADHD-impacted relationships and provide an overview of the healing progression and stages specific to couples impacted by ADHD. January 25 by phone. Learn more here.

How to Thrive in Your

Learning and Organizing Skills for Students - Does your child save everything for the last minute, is homework a battle, and do the school papers never make it home? Dr. Hallowell recommends the strategies in the SOAR Program designed to help your child be more efficient and effective at school. Learn more here.

Help Children with ADHD Develop Strategies Early - This study points to a startling conclusion that children with ADHD will earn less and work less than their counterparts. It is important that families directly and aggressively help children with ADHD develop strategies for success as early in life as possible, using all means that are known to be effective for managing symptoms.

Free ADHD Parent Care Package - This care package is designed to give parents the support and guidance they need to help their children become successful, contributing adults. Find out more at Edge Foundation.

Math Anxiety for High Achieving Students A study of first and second graders found that many high-achieving students experience math anxiety, with worry and fear, undermining them so much that they can fall behind other students who don't have that anxiety. Read more here.

Software Training Programs for Young Children - These activities are for children ages 4-6 with attention problems who may be too young for some of the more structured and rigorous software training programs. Find out more here.

ADHD and Adults

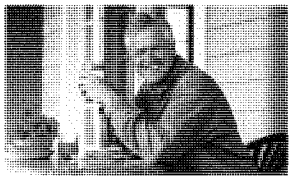

Is ADHD Making You Moody, Anxious and Exhausted? - 90% of women who have ADHD don't know it. It's usually not until a woman is seeking help for her own child who is struggling in school or in relationships, that she finally gets the ADHD diagnosis that has eluded her. Dr. Hallowell describes ADHD in women on the Dr. Oz Show. Read the article and watch the video.

Think You Might Have ADHD? - Read this introspective blog post on preparing for an evaluation at the Hallowell Center here.

5 ADHD-Friendly Steps to Clean up Your Office Fast - Do you have trouble keeping your workspace organized? Are there papers and objects everywhere? Piles upon piles? If so, check out these tips at adhdmarriage.com.

Quillivant XR™ is now available in the U.S. This is the first, once-daily, extended-release liquid medication for patients with ADHD. Read more.

CrazyBusy Tip

Learn to Put on the Brakes

In order for energy to get focused, a person must be able to put the brakes on incoming stimuli and outgoing impulses long enough to concoct a complex thought. Life is a powerful accelerator these days; what separates the successful from the frustrated is the quality of their brakes and their ability to use them.

ADHD Marriage -
Melissa Orlov will discuss the many ways that ADHD can affect our relationships and offer some proven strategies to manage struggles and enhance intimate relationships. January 31, London, UK. Learn more here.

The challenge of modern life, even for people who do not have ADD, is to learn how to put on the brakes, and to turn this fast-paced world into an advantage.

One way to do this is to invest your time wisely and don't fritter it away on activities that do not yield a positive return. Set time aside to do the things that really matter to you.

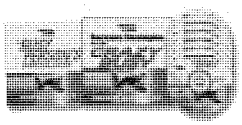

CrazyBusy is available in book, CD and MP3 format

Quote of the Month:

"Let's try to use often, and well, the most powerful force we have...connection & love. It's free and infinite in supply, ready to be used all the time."

- Edward M. Hallowell, M.D., "Item" #43 in 100 Ways to Make 2013 Your Best Year! by SuperHeroYou.com

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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Friday, January 18, 2013 2:53 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Removing Suicidal Students From Campus: Recent Changes In Federal Policy

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Removing Suicidal Students From Campus:
The Significance Of Recent Changes In Federal Policy
Wednesday, January 30 ~ 1:00-2:30pm EST

Registration - http://www.innovativeeducators.org/product_p/285.htm

Innovative Educators

Free Resources

- Danger for Whom?
- Suicide Prevention Resource Center - College Students
- Stopping Suicide 101
- Depression, Suicide Rising Among College Students
- Behavioral Intervention Team at Central Pennsylvania's Community College
- Students Rights' Weighed As Colleges Try to Assess Threats
- Whose Life is this Anyways? When College Students Kill Themselves
- Dealing with Suicidal Students on College Campuses

Webinar Overview

Should suicidal students stay on campus or should they go? If they stay, how should a school address suicidal behavior on campus? If they go, under what circumstances can they return?

The Department of Education's Office of Civil Rights (OCR) made significant changes in policy that leave colleges and universities in a catch-22 when managing suicidal students on campus or addressing requests for re-entry for students who continue to struggle with active suicidal thoughts. Remove these students from campus through a forced medical withdrawal and face an ADA lawsuit for discrimination against the student. Leave the student on campus struggling with suicidal ideations and be sued for not having the services available to adequately treat the student's medical condition.

Found under Title II of the Americans with Disabilities Act (ADA), the revised regulation now deems it unlawful to involuntarily separate, suspend, or expel a student on the basis of self-harmful or suicidal behaviors.

As suicide continues to be a leading cause of death among U.S. college students age 18-24, this new regulation leaves schools and administrators struggling with some important questions regarding both institutional legal risk and student safety:

- How do you handle a chronically suicidal student who is vocal about his/her intentions?
- How do you address a student who engages in high-risk eating disorder behavior?
- How do you work with a student who has had a public overdose attempt and demands to return to school after a hospital stay?
- How do you address a student who is engaging in cutting and self-mutilation and is discovered by a roommate?
- How do you deal with a student who presents delusional speech and odd behavior that is disruptive and concerning to other students?
- How do you handle these potentially dangerous situations without running afoul of the new OCR standards?

Free Offerings

Webinar

StudentLingo Case Studies & Demo - How To Support Students 24/7

Upcoming Webinars

View all events

January 2013

22
Identifying & Managing Aggressive Student Behaviors, Attitudes & Emotions

23
Training Front Office Staff: Handling Difficult & Disruptive Behaviors

25
Veterans Resource Centers On Campus: How To Create, Staff & Fund A Thriving Center

30
Understanding The New Non-Traditional Student: Supporting Their Success In & Out Of The Classroom

February 2013

5
Intrusive Academic Advising: An Effective Strategy To Increase Student Success Students

13
Supporting Military Veterans: How To Develop An Effective Academic Advising Protocol

13

This webinar will present a variety of creative solutions that aim to reduce institutional legal risk and increase student safety. The presenters will discuss how to address suicidal and self-harm behaviors on campus through the Behavioral Intervention Team (BIT), counseling services and the student conduct office. They will also address critical dos and don'ts when working with sensitive students in crisis situations.

Webinar Objectives

Participants will learn:

- To address the issues of suicide, self-harm and delusional/psychotic behavior through counseling, conduct, and administrative interventions
- The importance of addressing behavior through case management, team meetings, and parental involvement
- How to pursue an involuntary medical withdrawal with a student through tuition refunds, incompletes, and housing refunds
- When to pursue inpatient hospital admissions, partial day treatment, and off-campus counseling referrals
- How to discuss these changes with the campus community, frustrated parents, and students while respecting FERPA and privileged communication

Webinar Speaker

Dr. Brian Van Brunt has worked in the counseling field for more than 15 years. He served as Director of Counseling at New England College from 2001-2007 and currently serves as Director of Counseling and Testing at Western Kentucky University. His counseling style draws from a variety of approaches, though primarily from the humanistic/person-centered style of treatment with its emphasis on warmth, compassion, empathy, unconditional positive regard, individual choice, and personal responsibility. He is a certified QPR suicide prevention trainer and trained in BASICS alcohol intervention. Brian is also a senior trainer in John Byrne's Aggression Management program.

Brian was the president of the American College Counseling Association in 2010-2011. He has presented nationally on counseling ethics, mandated counseling, and testing and assessment for the American College Counseling Association (ACCA), Association of College and University Counseling Center Directors (AUCCCD), American College Personnel Association (ACPA), Association for Student Conduct Administration (ASCA) and the National Association of Forensic Counselors (NAFC). He serves on the advisory boards for the National Behavioral Intervention Team Association (NaBITA) and School and College Organization for Prevention Educators (SCOPE).

Laura Bennett, M.Ed. is a student conduct and campus behavioral intervention practitioner. She currently serves as the Student Conduct Officer at Harper College, where she also coordinates the campus threat assessment and behavioral intervention team. Prior to her role in the community college setting, she worked in student conduct at the University of California, Berkeley, and in residential life at the Colorado College. In addition to student conduct and behavioral intervention, Laura has over 10 years of experience as a student affairs administrator including the areas of: policy analysis and development, gender & LGBT studies, preventing and addressing sexual misconduct/harassment, supporting students with disabilities and mental health conditions, conducting investigations, staff supervision/management, classroom management, academic integrity, residential life/housing, organizational change, privilege and social justice, crisis response, assessment and marketing, and strategic planning.

Laura received her Master's degree in College Student Services Administration from Oregon State University and her Bachelor's degree in English from the University of Kansas. She serves on the Board of Directors for the Association for Student Conduct Administration (ASCA), is an active member of the National Behavioral Intervention Team Association (NaBITA), and recently conducted research on threat assessment and behavioral intervention in four-year public and community college settings.

Identifying & Engaging Unprepared Students: Practical Strategies & Techniques For Today's College Classroom

19
Responding To A Student Death: How To Create A Proactive Response Plan For Your Campus

21
Managing Psychotic, Manic & Delusional Students: How To Reduce Legal Risk & Increase Student Safety

22
Establishing A Campus-Wide Veteran-To-Veteran Mentoring Program On Your Campus

March 2013

13
Asperger's Disorder: Practical Strategies For Identifying, Understanding & Supporting Students

14
Communicating In Crisis: How & When To Inform Parents & Family Members

April 2013

2
Best Practices In Alcohol Education: 10 Core Concepts To Teach College Students

4
Graduate Students In Distress: How To Recognize Warning Signs & Avoid Violent Results Of Stress, Strain & Strife

Innovative Educators

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Kristen@ieinfo.org

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From: Charles Byrd @nc.rr.com>
Sent: Monday, January 21, 2013 12:21 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Women at Maryland 1/24

With the upcoming Maryland Game, this Thursday at Maryland, will The Women meet Class(s) on Friday (1/25)? Charlie

EXSS : Chapter 2: Psychological Health

WHAT IS PSYCHOLOGICAL HEALTH?

psychological health:

mental health:

emotional health:

spiritual health:

People in good psychological health usually:

1.

2.

3.

4.

5.

6.

autonomy:

- True/False: Autonomy means others' opinions are irrelevant.

assertiveness:

- Assertiveness is NOT_____.

realism:

self-esteem:

Strategies for building self-esteem:

1.

2.

3.

4.

5.

6.

7.

optimism:

Strategies for building optimism:

1.

2.

3.

4.

mind-body connection:

Psychologist _____ _____'s _____ of _____ pyramid illustrates _____.

The pyramid's five levels from [top/bottom] to [top/bottom] (include examples and/or definitions):

1.

2.

3.

4.

5.

A close relationship with another person is _____. _____ is one of its key components.

emotional intelligence:

spirituality:

Main themes of personal development:

1. 3.

2. 4.

values:

Spiritual health thrives when _____.

The ways to accomplish this include _____ and _____, which often trigger the _____ response (which is defined as _____ _____.

gratitude:

The practice of helping and giving to others out of genuine concern for their well-being is _____.

<u>COMMON PSYCHOLOGICAL PROBLEMS</u>:

shyness (include social isolation):

loneliness (include options for more meaningful connections):

anger (include negative effects of released and unreleased anger):

bad moods (define mood and indicate strategies for breaking bad moods):

MENTAL DISORDERS:

definition:

Mental disorders are classified in the U.S. in the _____.

causes:

***DEPRESSIVE DISORDERS:**

- depression:

- depressive disorder:

- symptoms:

- major depressive disorder:

- dysthymic disorder:

- causes:

- seasonal affective disorder (SAD) (include definition and treatment):

- trends/manifestations of depression in men versus women:

- treatments:

***BIPOLAR DISORDER:**

- definition:

- symptoms:

- treatments:

***ATTENTION DISORDERS:**

- definition (include most common form):

- symptoms:

- treatments:

***ANXIETY DISORDERS:**

- definition:

Six types (include definition and symptom or two):

1.

2.

3.

4.

5.

6.

- treatments:

***SCHIZOPHRENIA:**

- definition:

- symptoms:

- treatments (?):

SUICIDE AND SELF-INJURY:

self-injury:

suicide (include causes and warning signs):

GETTING HELP:

self-care options:

professional options:

- mental health professionals:

- therapies:

destructive thoughts (patterns to watch out for):

EXSS Chapter 4: Nutrition and You

nutrition:

diet:

WHAT ARE NUTRIENTS?

nutrients (define and differentiate between macro- and micro-):

calorie (also called _____):

List the three classes of essential nutrients that supply energy (and how much energy they supply):

- _____ = _____ calories per gram
- _____ = _____ calories per gram
- _____ = _____ calories per gram

Identify the non-nutrient substance that also provides energy (and how much energy it supplies):

- _____ = _____ calories per gram

ESSENTIAL NUTRIENTS (6):

definition:

1. CARBOHYDRATES (define and include examples where applicable):
   a. simple –
   b. complex –
   c. whole grains (include why you should choose) –
   d. recommended intake –
   e. strategies for choosing healthful carbohydrates –

2. FATS (define and include examples where applicable):
   a. saturated –
   b. unsaturated –
   c. trans fats (include why you should avoid) –
   d. recommended intake –

e. strategies for choosing healthful fats –

3. PROTEINS (define and include examples where applicable):

a. complete –

b. incomplete –

c. amino acids (include types and functions) –

d. recommended intake –

e. strategies for choosing lean protein –

4. VITAMINS (define and include examples where applicable):

a. fat-soluble (include functions/sources) –

b. water-soluble (include functions/sources) –

c. intake needs/recommendations/precautions –

5. MINERALS (define and include examples where applicable):

a. major (include functions/sources) –

b. trace (include functions/sources) –

c. intake needs/recommendations/precautions –

6. WATER (define):

a. functions –

b. intake needs/recommendations/precautions –

c. sources –

OTHER HEALTHFUL SUBSTANCES:

1. fiber:

a. benefits –

b. sources –

c. intake needs/recommendations/precautions –

2. phytochemicals:
   a. benefits –
   b. sources –
   c. intake needs/recommendations/precautions –
3. antioxidants:
   a. benefits –
   b. sources –
   c. intake needs/recommendations/precautions –
4. probiotics:
   a. benefits –
   b. sources –
   c. intake needs/recommendations/precautions –

STRATEGIES FOR EATING RIGHT:

Dietary Reference Intakes (DRIs):

1. 3.

2. 4.

Information to look for on food labels:

percent Daily Value (% DV):

List some of the Dietary Guidelines for Americans:

1. 4.

2. 5.

3. 6.

Food Guide Pyramid (define and list some of its recommendations):

serving:

ounce-equivalent:

Identify some strategies for eating "on the run":

1.

2.

3.

4.

HOW DO NUTRITION GUIDELINES VARY FOR DIFFERENT GROUPS?

*over time:

*men versus women:

*athletes:

*vegetarians:

- _____ eat no animal products at all
- _____ include dairy products and eggs
- _____ eat seafood, dairy products, and eggs
- _____ avoid only red meat or eat animal-based foods once or twice per week

IS OUR FOOD SUPPLY SAFE?

foodborne illness:

Primary culprits of foodborne illnesses (3):

Steps to keep food safe:

1.

2.

3.

4.

food allergy:

food intolerance:

food additive:

food residues:

genetic modification (define and include types of things that can be/have been modified):

PERSONALIZED NUTRITION PLAN:

Identify some strategies/things to consider:

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Monday, January 21, 2013 6:32 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Undocumented Students: An Overview Of Policies, Myths & Best Practices

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Innovative Educators

Free Resources

- Advising Undocumented Students
- Undocumented Students Have A Degree of Anxiety
- Report Finds Undocumented Students Face College Roadblocks
- Advising the Undocumented
- State Policies Regarding Undocumented College Students
- Bill on In-State Tuition for Undocumented Students Passes State Senate
- An Undocumented Student's Dream Inspires Others
- Undocumented Students, Unfulfilled Dreams
- College Board Releases Guide for Undocumented Students
- Undocumented Dreamers in College Welcome Immigration Shift

Webinar Overview

Over 65,000 college-ready undocumented students graduate from our nation's high schools each year and this number is likely to increase. As such, higher education professionals are compelled to address the needs of this growing population. College-ready undocumented students have jumped the same hurdles as other college-eligible students, yet they have not been given the samedegree of access to higher education. Without improvements in relevant college knowledge, guidance, and financial support, these students, many of whom are among the best their communities have to offer, will continue to be shut out of a system that is virtually their only means for upward mobility.

Based on six years of research and practice with college-bound undocumented immigrant students, this webinar will offer participants insight into best practices for improving the college access and success of this growing population. The presenter will share information to dispel the myths about college-going, immigration, and educational rights for undocumented immigrants across the nation. In doing so, she will provide up-to-date information about policies and practices to provide undocumented immigrant students with greater access to higher education. The session will include information about state and federal policies that shape college access for undocumented students and offer best practices for helping undocumented students persist through the college admissions, college attendance, and financial aid acquisition processes. A major component of the session will be best practices for assisting undocumented immigrants in securing funds to support their college education.

Webinar Objectives

Participants will:

- Review the impact of state and federal education and immigration policies on college access for undocumented students in their state
- Learn how to assist undocumented students as they apply for college admission
- Address the unique needs of undocumented college-goers
- Brainstorm ways to help undocumented students fundraise to pay for college
- Discover ways to help undocumented students develop a network of support once they get to college
- Learn how to help undocumented students improve their potential for employment or graduate school attendance upon college graduation
- Review ways to help undocumented students determine if they are eligible to adjust their residency status

Webinar Speaker

Dr. Paz Maya Olivérez is Student Success Coordinator with the Title V Encounter to Excellence Program and Associate Director of the Educational Opportunity Program at CSU Dominguez Hills. She also currently holds a position as an Adjunct Assistant Professor in the Master of Arts in Teaching Program in the Rossier School of Education at the University of Southern California. Dr. Oliverez has spent the last 12 years working with underrepresented students from diverse backgrounds, including undocumented immigrant students, as a researcher, program evaluator, professor, and college advisor. She holds a Ph.D. in Education

Free Offerings

Webinar

StudentLingo Case Studies & Demo - How To Support Students 24/7

Upcoming Webinars

View all events

January 2013
29
First-Year Minority Male Students: Increasing Retention & Persistence By Addressing Their Academic & Social Needs
29
Student Motivation: Practical Strategies That Will Increase Engagement, Learning & Retention
30
Understanding The New Non-Traditional Student: Supporting Their Success In & Out Of The Classroom

February 2013
5
Intrusive Academic Advising: An Effective Strategy To Increase Student Success Students

6
Summer Bridge Programs: Easing The Transition For First-Generation College Students

12
Supporting First-Generation Students: Best Practices From A Highly Successful Early Intervention Program
13
Identifying & Engaging Unprepared Students: Practical Strategies & Techniques For Today's College Classroom
14
A Faculty Advisor Blueprint: Understanding & Supporting Their Role in Student Success

March 2013
1
The Top 10 Most Successful Student Retention Strategies

13
Asperger's Disorder: Practical Strategies For Identifying, Understanding & Supporting Students

from the University of Southern California and a B.A. in Sociology from the University of California, Santa Cruz. She recently completed a Masters in Counseling at CSU Long Beach.

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From: Dan Tudor <dan@sellingforcoaches.ccsend.com>
Sent: Tuesday, January 22, 2013 10:30 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Using Email to Get Your Prospect's Attention

View this as a webpage... Click here!

You're receiving this email because of your relationship with Tudor Collegiate Strategies. Please confirm your continued interest in receiving email from us.
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College Recruiting Weekly

January 22, 2013 Volume 9, Issue 4

Using Email to Get Your Prospect's Attention

Your email subject line

Winter is a tough time to recruit, Beth.
For most of your prospects, you're either trying to get a final "yes" from a Junior or Senior, or working to figure-out how to keep the conversation going with a Junior (or Sophomore). Primarily, most coaches are going to rely upon email to achieve either of those two goals. And if that's the case, how well you communicate in your email will largely depend on whether or not it gets opened.
So in a sense, much of the success (or failure) rests on how well you write your email subject line. Why? Because according to our **research**, when they check their email (which is usually only once or twice a week for most prospects) they tend to judge whether or not your message is worth their time by the subject line (the same way we adults do as we're filtering through our Inbox).
So the question then becomes, *"How much thought do you put into the subject lines in your recruiting emails?"* It's an important question, because the degree of creativity you put into your email subject lines is most likely directly proportional to the number of times your email gets opened by your prospects.
It's something we factor into messages that we create. For example, when we produce our **Total Recruiting Solution** plans for clients around the country, subject lines are something we pay close attention to. Why? Because our job is to get more prospect click-throughs for our clients. And, great subject lines are a big key to that.
So, if you want to take this little aspect of your recruiting a little more seriously in an effort to get more prospects to open more of your emails, here are some ideas that we've seen work...
CLICK HERE TO CONTINUE

Client Insider Preview

If you are one of our **TRS Clients** or **Premium Members**, you won't want to miss Thursday's Client Insider email newsletter:

- **We'll be giving you specific subject line ideas** that you can use immediately...ideas that we've seen work time and time again.
- **Plus, look for more details on the new NCAA rules** regarding contacts and your prospects. These major new guidelines will drastically affect the way you will - and should - recruit your upcoming

classes.

Also, make sure you read about the 2013 NCRC registration process for Clients and Premium Members, which is free for you to attend.
Look for it in your Inbox this Thursday morning!
Not a TRS Client? Click here.
Want to become a Premium Member? Click here.
Have questions? Email Dan directly at dan@dantudor.com

NCSA Athletic Recruiting

BREAKING NEWS:
NCAA Passes Important New Recruiting Guidelines at Annual Convention

The anticipated recruiting contact rule changes passed this weekend at the annual NCAA convention, meaning that college coaches at virtually all levels will see new strategy and tactics at their disposal for upcoming recruiting classes.

In all cases, one of the primary changes true for all coaches is daunting: Coaches will need to effectively recruit their student-athlete prospects for a longer ongoing period of time. Failing to become an effective ongoing communicator will mean greater struggles as they pursue recruits.

Here's a rundown of the important changes at each division level:
DIVISION I
Division I took its first steps toward a rulebook that is more meaningful, enforceable and supportive of student-athlete success when the Board of Directors on Saturday adopted a set of proposals aimed at creating a more flexible manual based on common sense...

CLICK HERE TO CONTINUE

DIVISION II
Division II found itself in an unusual position at the conclusion of the 2013 Convention with attention focusing more on what delegates did not approve more than on what they did...
CLICK HERE TO CONTINUE

DIVISION III
Division III delegates produced another narrow margin on their way to expanding the realm of contact to prospects to include private communication through social networking sites...
CLICK HERE TO CONTINUE

9 Days Left for Big Conference Discount:
Register for the 2013 NCRC and Save $

2012 NCRC

The chance for college coaches to save big for this Summer's upcoming National Collegiate Recruiting Conference is counting down.
Register in January for the upcoming 2013 NCRC, coming up this June 7-9 in wonderful Charlotte, North Carolina.
RESERVE YOUR SEAT NOW AND SAVE!
UPDATE: Coaches who register early will save $100, and have first choice over our discounted hotel room block at the Hilton Charlotte City Center in the heart of downtown.
It's going to be our best event ever, and we want you there to hear from the best minds in the business!...
CLICK HERE TO FIND OUT MORE

Front Rush

Shaq Speaks Out Against "One and Done" in Men's College Basketball

Shaquille O'Neal

Shaquille O'Neal took an advocate role in the discussion of whether or not allowing players to leave their college for the NBA draft, offering his opinion on the controversial topic.
O' Neal, who joined NCAA President Mark Emmert on stage at this weekend's NCAA convention, said earning that his doctoral degree in education, which he received last May from Barry College in Florida, was harder than anything he ever did athletically. He also talked about the importance of education, saying in the age of one-and-done basketball players that they should have to stay in school at least three years before going pro, such as the rule for NCAA football players.
"A lot of guys do it because of their financial situation and they need to do it. That's the only way to provide a better means for their family. So when you look at it from that aspect, I understand it," said O'Neal, who added that if up to him the rule would "probably say three-and-done"...
CLICK HERE TO CONTINUE

Dan 2006 Picture

FORMER COLLEGE COACH SAYS...NOT TO DO WHAT *HE* DID?
There's no question that Pete Carroll is a fantastic football coach, and a legendary motivator. But some recent comments are raising eyebrows, as he said coaches seeking to make the jump from college to the NFL do a disservice to college athletes and the recruiting process. What do you think of his comments? **CLICK HERE**

Dan 2006 Picture

GET THE LATEST RECRUITING NEWS AND TIPS THIS WINTER!
Coach, did you make a resolution to become a better recruiter this year? Getting our tips, articles and exclusive news can help! So make sure to follow Dan on Twitter to get the latest advice on how to better recruiting your next class of prospects. Follow us on Twitter as we start 2013, Coach! **CLICK HERE**

On-Campus Workshop

Recruit Who Said His College Visit "Went Great" Actually Never Visited Campus

Recruit mixes-up his campus visit story

Sometimes, recruiting gets so confusing and stressful for recruits that they get a little confused.
But this? This one might cross the line.
A story emerged this weekend of high-profile recruit Stanley Williams, who committed to the University of Georgia two summers ago. But as his stock has risen, other programs have caught his attention.
And that's where the story gets a little embarrassing.
Read what happens when a recruit isn't truthful with the media about a visit to the University of Notre Dame that apparently didn't actually happen...
CLICK HERE TO CONTINUE

Looking for better recruiting results?

Our team of experts helped hundreds of coaches last year.
Be one of them in 2013. CLICK HERE

Sign-up for the Newsletter!
CLICK HERE

Forward this email to other coaches!

This email was sent to bridgerb@uncaa.unc.edu by dan@dantudor.com
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From: mjpender@email.unc.edu
Sent: Tuesday, January 22, 2013 12:31 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; ePro Users <epro_users@listserv.unc.edu>
Subject: [epro_users] Campus ePro Queries now available
Attach: Campus Query Directions.docx

To: ePro Users

From: Martha J. Pendergrass, Director, Procurement Services

Campus ePro Queries now available

We are pleased to announce the creation of ePro queries available to all users with ePro access. The instructions for running the queries and the information provided by each, is on the Finance website under the Training – eProcurement section and also attached to this announcement.

Please call 962-HELP or submit a ticket at help.unc.edu with any issues or questions. Please include the word QUERY in the problem description.

FINANCE DIVISION
UNIVERSITY of NORTH CAROLINA at CHAPEL HILL
Training

PROCUREMENT SERVICES

eProcurement: Queries

Purpose: To provide information to ePro campus users.

Security Access Requirement: All eProcurement users have access.

Prerequisites: None.

Find Help: For technical assistance contact 962-HELP or place a ticket at help.unc.edu. Please ensure "QUERY" is included in the problem description.

NOTE: If a logout screen appears when the Query section is clicked for the first time, clear your cache and browsing history, close Internet Explorer and log back into ePro.

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Query Viewer

Under Reporting Tools, select Query and then Query Viewer.

All campus queries begin with UNC, so you can type this in the Search By box and click Search

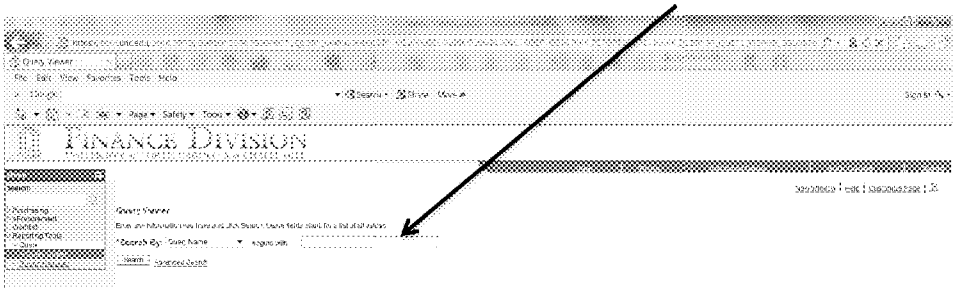

A list of queries will appear. The ones that are campus queries are:

UNC_ALL_ORDERS
UNC_ORDER_DETAILS
UNC_REQ_DEPT_SUM
UNC_REQ_DEPT_DTL
UNC_SOP_ORDERS
UNC_SOP_ORD_W_DAS

Please see Appendix A for prompts (what the query will ask for once you click Run to Excel or Schedule) and Appendix B for information returned by query.

Time Saving Tip – Favorites

If these queries will be run regularly, add these queries to favorites as follows: After running the search above, click on the Add to Favorites link next to each of the queries you wish to add to Favorites

Search Results

*Folder View: -- All Folders --

Query Name	Description	Owner	Folder	Run to HTML	Run to Excel	Schedule	Add to Favorites
UNC_ACCOUNT_WO_DEPT	FRS Accounts w/o DEPT Id's	Public		HTML	Excel	Schedule	Favorite
UNC_ALL_ORDERS	All Orders	Public		HTML	Excel	Schedule	Favorite
UNC_DEPT_DETAILS	UNC Department Details	Public		HTML	Excel	Schedule	Favorite
UNC_DISPATCHED_PO_BY_DATE	List PO's Dispatched for Day	Public		HTML	Excel	Schedule	Favorite
UNC_EPR_ORDERS_ON_HOLD	Orders with Dispatch Issues	Public		HTML	Excel	Schedule	Favorite
UNC_INVALID_EMPLID	Invalid Employee ID (PID)	Public		HTML	Excel	Schedule	Favorite
UNC_ITEM_CAT_TO_OBJECT_MAP	Category to object code map	Public		HTML	Excel	Schedule	Favorite
UNC_ITEM_VENDOR_STAGE_ERRORS	Custom Item to Vndr Stage Errs	Public		HTML	Excel	Schedule	Favorite
UNC_ORDER_DETAILS	ePRo Order Details	Public		HTML	Excel	Schedule	Favorite
UNC_REQ_DEPT_DTL	Req details	Public		HTML	Excel	Schedule	Favorite
UNC_REQ_DEPT_SUM	Sum. of reqs for specific dept	Public		HTML	Excel	Schedule	Favorite
UNC_REQ_LINE_DETAILS	Req & PO line details	Public		HTML	Excel	Schedule	Favorite
UNC_SOP_COVER_SHEET	UNC Small Order Process Cover	Public	UNC	HTML	Excel	Schedule	Favorite
UNC_SOP_ORDERS	SOP Orders	Public		HTML	Excel	Schedule	Favorite
UNC_SOP_ORD_W_DAS	All SOP Orders With DAS Fields	Public		HTML	Excel	Schedule	Favorite

The query will then appear under the Favorites section (I used UNC_ALL_ORDERS)

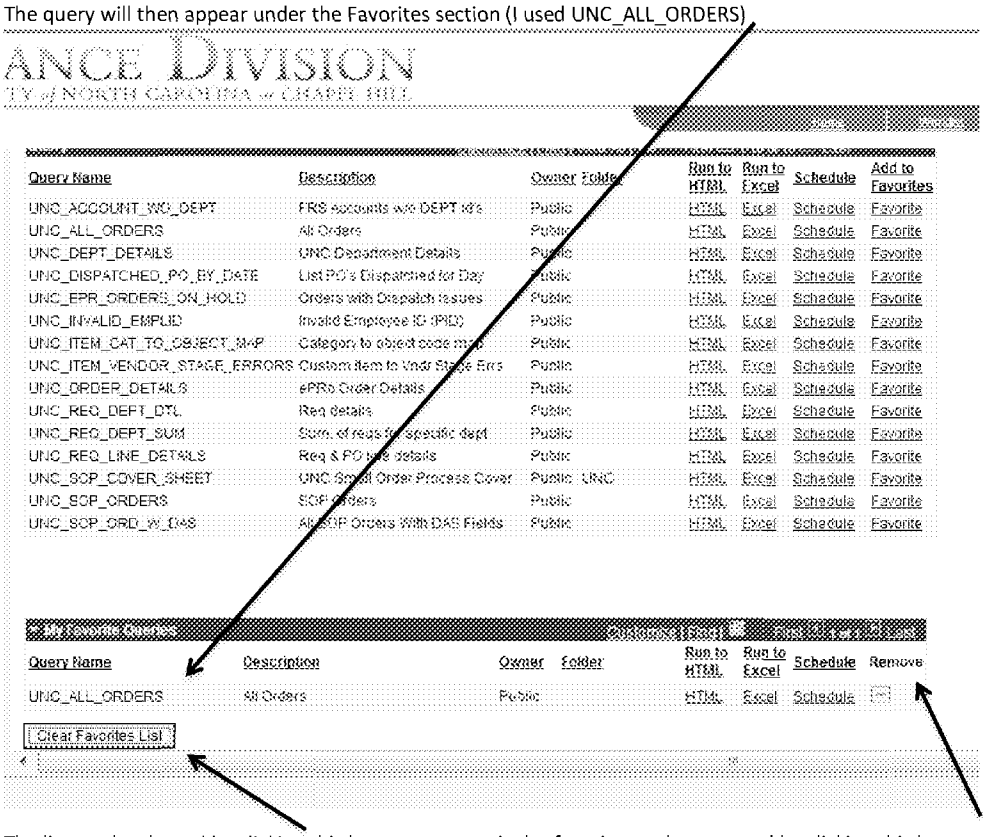

The list can be cleared by clicking this button, or a particular favorite can be removed by clicking this button.

These will only clear the queries you set as favorites. These will **not** delete the queries.

Running Query to Excel

Click the Excel hyperlink (underlined "Excel" to the right of the query you want to run).

The following window will appear:

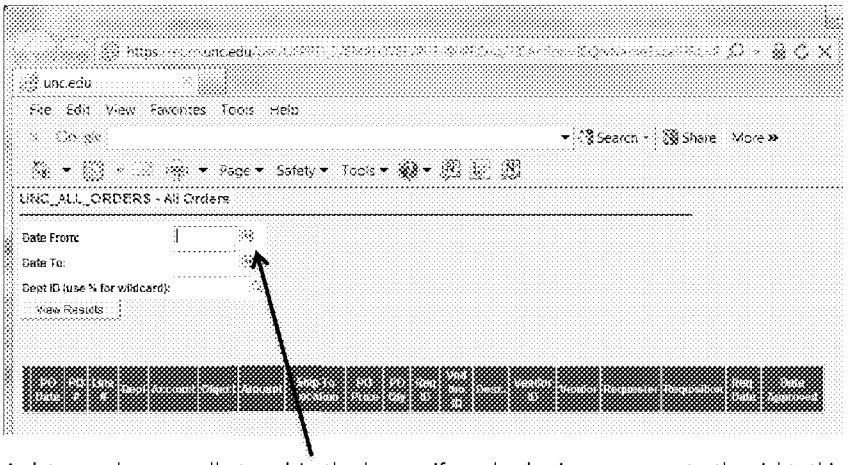

A date can be manually typed in the box or if a calendar icon appears to the right, this can be clicked on and the following appears:

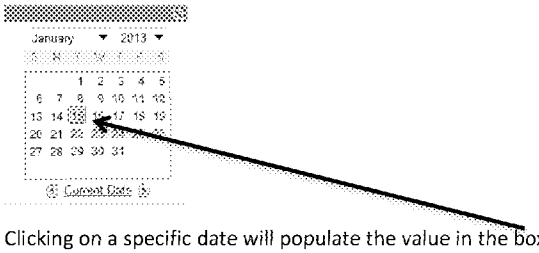

Clicking on a specific date will populate the value in the box. Either the drop down boxes at the top or the arrows at the bottom may be used to navigate to the desired month and year.

The Dept ID can be up to 6 characters, or a wildcard can be utilized. For example, you need several departments' information, but they all begin with "22". You can type "22%" in the Dept. ID box and retrieve all information for any department where the ID begins with "22". **Please do not run a query with a wildcard AND a date range longer than a month**, it will take too long and cause performance issues. If you need a longer period of time or many departments, see the instructions for scheduling a query beginning on the following page.

Once the three prompts are complete, click View Results. The following message may appear:

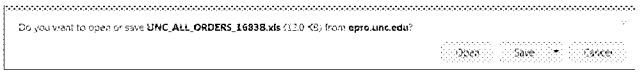

Choose to Open the file, or Save, Save As or Save and Open (choices which are available once the down arrow is selected to the right of the Save button). We recommend selecting Save As and renaming the file to something meaningful and saving in a folder created for ePro query results. **Note**: the file will be saved in Compatibility mode if you are running Excel 2010. To convert the file to 2010, once the file is opened, go to the File tab and click Convert. Click "Yes" when asked if you want to close and reopen workbook.

Scheduling Queries

Under Reporting Tools, select Query and then Query Viewer. Click on the Schedule link to the right of the query you want to schedule.

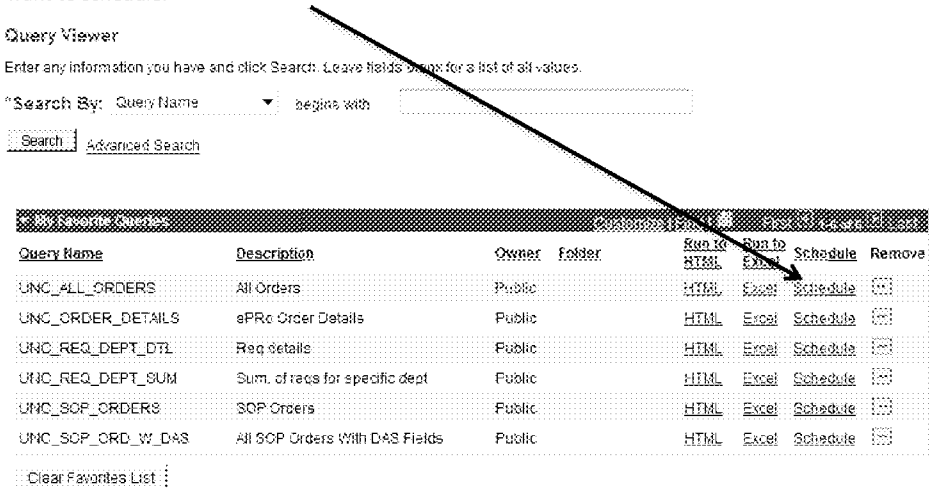

Run Controls

A Run Control ID needs to be established the first time a query is scheduled. Run Control ID's need to follow these rules:

- Only include alphanumeric characters
- Do not include spaces in the name – use underscores between words
- This is specific to your user name – other users will not see this run control.

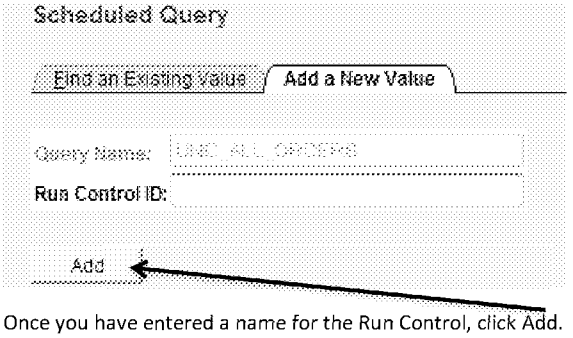

Once you have entered a name for the Run Control, click Add.

The prompts for the query selected then appear (for the first time a run control is set-up). An example has been completed here. Click OK.

The following screen appears:

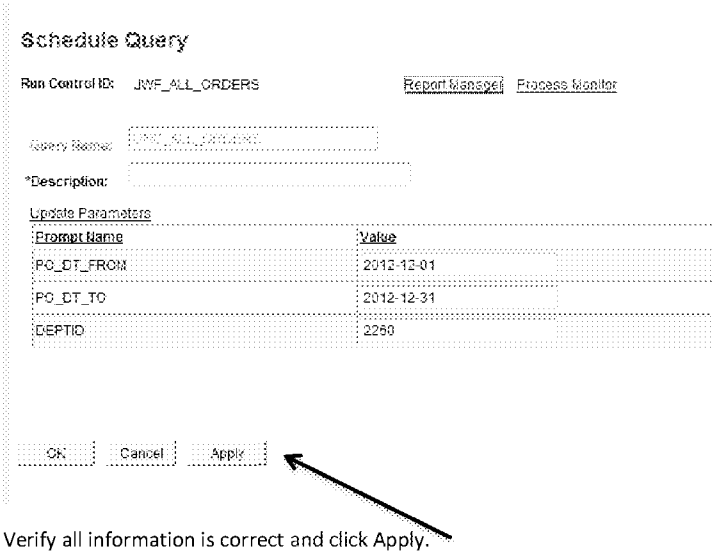

Verify all information is correct and click Apply.

Completing Process Request

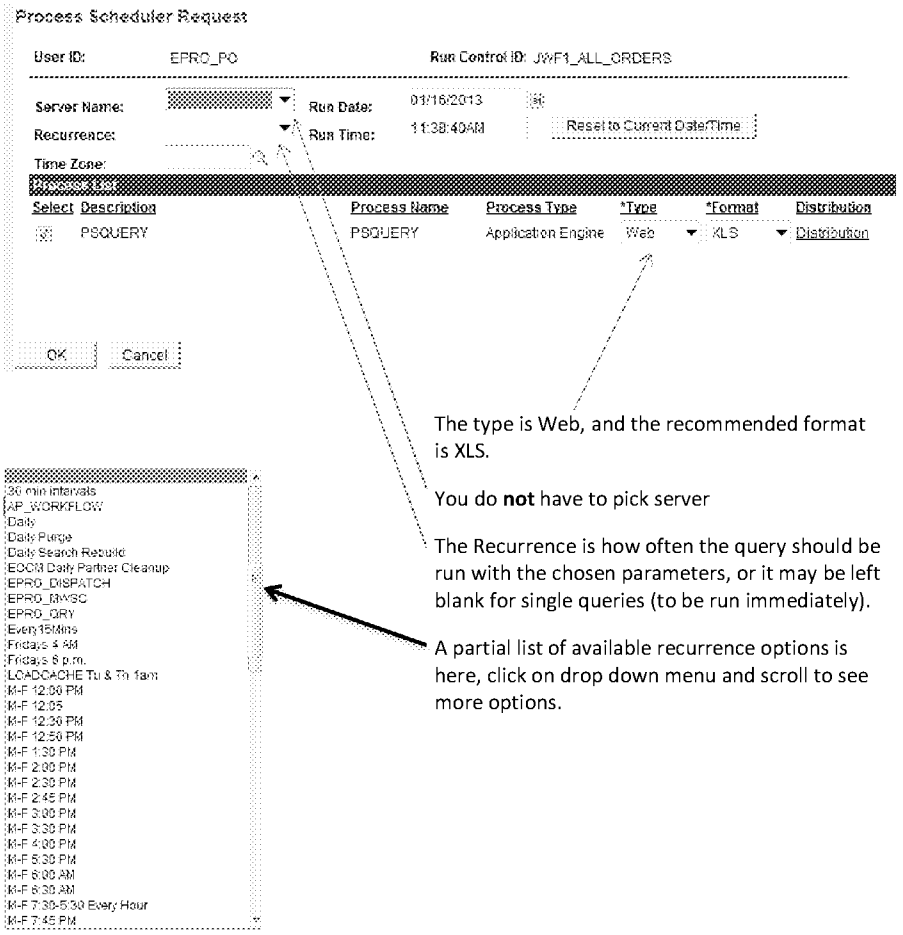

The type is Web, and the recommended format is XLS.

You do **not** have to pick server

The Recurrence is how often the query should be run with the chosen parameters, or it may be left blank for single queries (to be run immediately).

A partial list of available recurrence options is here, click on drop down menu and scroll to see more options.

Once Recurrance, Type, and Format are selected, click on **Distribution** link on the far right of the screen.

Distribution Detail

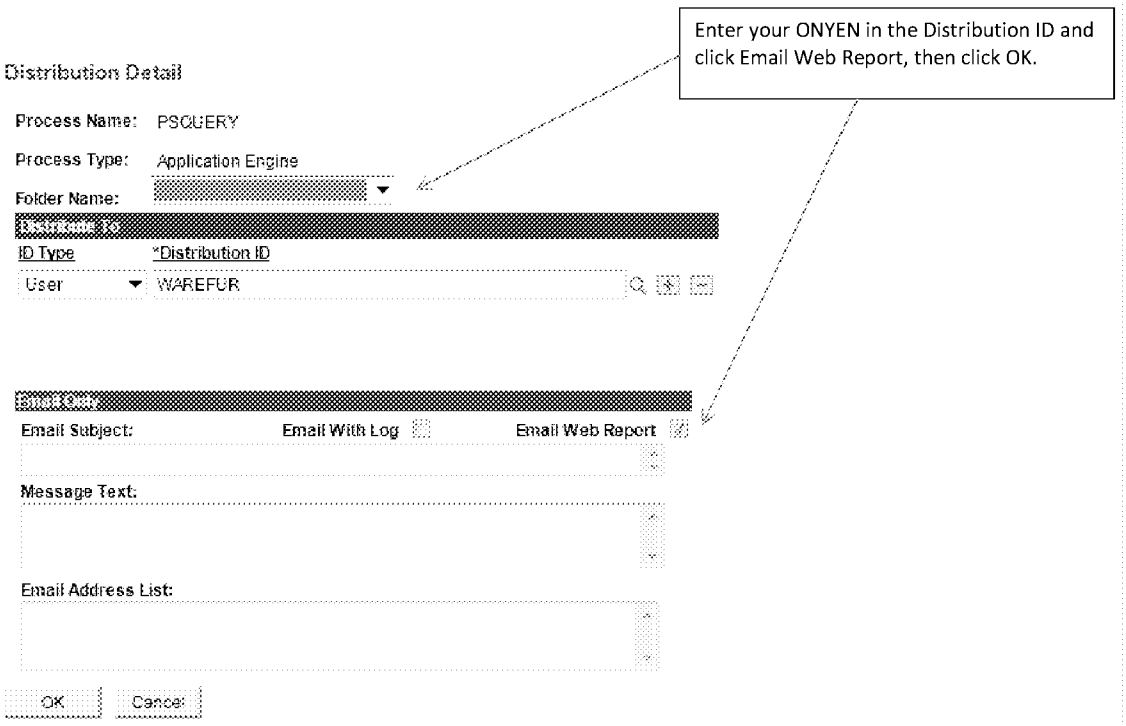

The email will be sent to the ONYEN listed at the time the query is scheduled or after it is submitted as follows:

From: uf890prd@unc.edu [mailto:uf890prd@unc.edu]
Sent: Wednesday, January 16, 2013 11:06 PM
To: Ware-Furlow, Joey
Subject: Output from PSQUERY (#2335379)

Report information for Process Instance 2335379, Process Name PSQUERY:

https://epro.unc.edu/psc/UFPRD/EMPLOYEE/PUF890PRD/c/CDM_RPT.CDM_RPT.GBL?Page=CDM_RPT_INDEX&Action=U&CDM_ID=948880

Click on the hyperlink to view the report file.

Report

This screen appears when the link is clicked from the email:

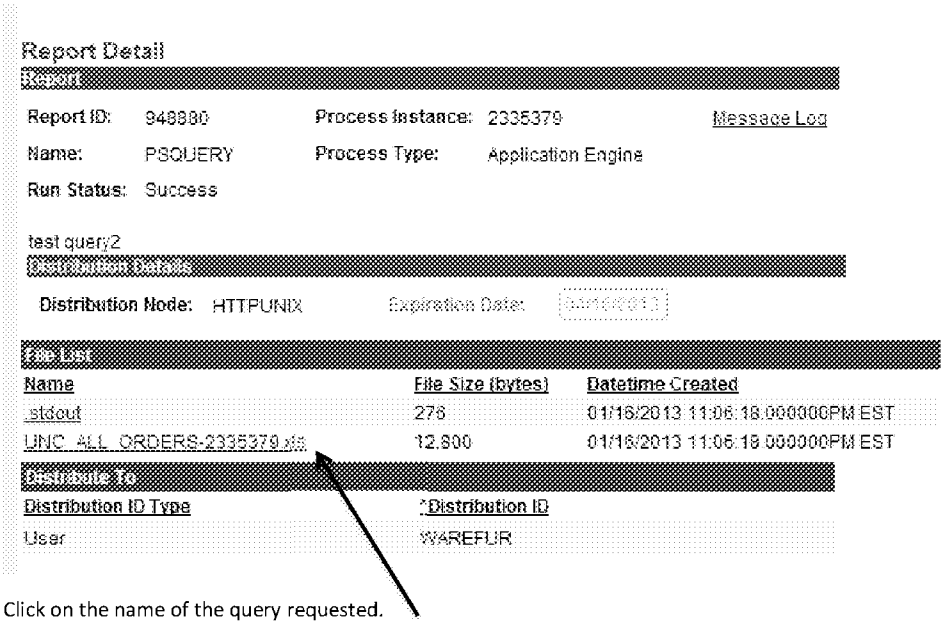

Report Detail

Report

Report ID:	948880	Process Instance:	2335379	Message Log
Name:	PSQUERY	Process Type:	Application Engine	
Run Status:	Success			

test query2

Distribution Details

Distribution Node: HTTPUNIX Expiration Date: [illegible]

File List

Name	File Size (bytes)	Datetime Created
stdout	276	01/16/2013 11:06:18.000000PM EST
UNC_ALL_ORDERS-2335379.xls	12,800	01/16/2013 11:06:18.000000PM EST

Distribute To

Distribution ID Type	*Distribution ID
User	WAREFUR

Click on the name of the query requested.

The report will open in Excel.

Appendix A: List of the queries and prompts

UNC_ALL_ORDERS	PO Date From (xx/xx/xxxx) OR use calendar button
	PO Date To (xx/xx/xxxx) OR use calendar button
	Department ID (use % for wildcard values)
UNC_ORDER_DETAILS	Requisition ID **OR**
	Department ID (use % for wildcard values)
	From Date (YYYY-MM-DD) *NOTE format change, a calendar icon is not available for this query
	To Date (YYYY-MM-DD)
UNC_REQ_DEPT_SUM	Req Date From (xx/xx/xxxx) OR use calendar button
	Req Date To (xx/xx/xxxx) OR use calendar button
	Department ID (use % for wildcard values)
UNC_REQ_DEPT_DTL	Req Date From (xx/xx/xxxx) OR use calendar button
	Req Date To (xx/xx/xxxx) OR use calendar button
	Department ID (use % for wildcard values)
UNC_SOP_ORDERS	Entered Date From (xx/xx/xxxx) OR use calendar button
	Entered Date To (xx/xx/xxxx) OR use calendar button
	Department ID (use % for wildcard values)
UNC_SOP_ORD_W_DAS	PO Date From (xx/xx/xxxx) OR use calendar button
	PO Date To (xx/xx/xxxx) OR use calendar button
	Department ID (use % for wildcard values)

Formatted: Centered

Appendix B: Fields returned by query

UNC_ALL_ORDERS

Column Name	Description
PO Date	Date requisition became Purchase Order
PO #	Purchase Order Number
PO Status	Purchase Order Status
Req Status	Requisition Status
Line #	Line on Purchase Order
Dept	Department (can be up to 6 characters)
Account	6 digit account number
Object	Object Code (4 digits)
Amount	Merchandise Amount
Ship To Location	Ship To Address (usually xxx_xxxxx)
PO Price	Purchase Order price (up to 5 decimals)
PO Qty	Purchase Order Quantity
Req ID	Requisition number (10 digits)
Vnd Itm ID	Vendor Item ID
Desc.	Description
Vendor ID	Vendor Number
Vendor	Vendor Name
Requester	Name of user entering requisition
Requisition	Name the Requester gave the requisition or K# from InDEPTh
Req Date	Date requisition entered
Date Approved	Date approved

UNC_ORDER_DETAILS

Column Name	Description
Req Date	Date requisition entered
Req Status	Requisition Status
Requisition	Name the Requester gave the requisition or K# from InDEPTh
Requester	Name of user entering requisition
Dept	Department (can be up to 6 characters)
Vendor ID	Vendor Number
Vendor	Vendor Name
Line #	Line on Purchase Order
Account	6 digit account number
Object	Object Code (4 digits)
Date Approved	Date approved
Req Qty	Requisition quantity
Amount	Merchandise Amount

UNC_REQ_DEPT_SUM

Column Name	Description
Req Date	Date requisition entered
Req ID	Requisition number (10 digits)
Req Status	Requisition Status
Requisition	Name the Requester gave the requisition or K# from InDEPTh
Account	6 digit account number
Object	Object Code (4 digits)
Requester	Name of user entering requisition
Dept	Department (can be up to 6 characters)
Sum Amount	Total of requisition lines

UNC_REQ_DEPT_DTL

Column Name	Description
Req Date	Date requisition entered
Req ID	Requisition number (10 digits)
Req Status	Requisition Status
Requisition	Name the Requester gave the requisition or K# from InDEPTh
Dept	Department (can be up to 6 characters)
Account	6 digit account number
Object	Object Code (4 digits)
Line #	Line on Purchase Order
UOM	Unit of Measure
Req Qty	Requisition quantity
Amount	Merchandise Amount
Desc.	Description

UNC_SOP_ORDERS

Column Name	Description
Req ID	Requisition number (10 digits)
Req Status	Requisition Status
PO #	Purchase Order Number
PO Post Status	Purchase Order Post Status
Line #	Line on Purchase Order
Dept	Department (can be up to 6 characters)
Requisition	Name the Requester gave the requisition or K# from InDEPTh
Vendor	Vendor Name
Vendor ID	Vendor Number
Address #	Address selected where check should be sent
Requester	Name of user entering requisition
Created	Date SOP document entered
Received	Date items received (for SOP documents)
Account	6 digit account number
Object	Object Code (4 digits)
ChartField 1	Cost Code (SOP)
ChartField 2	Sub Account (SOP)
ChartField 3	Sub Subcode (SOP)
Merchandise Amt	Total of SOP lines
Discount Amt	Discount Amount (SOP)
Total Line Amt	Invoice Total (SOP)

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Column Name	Description
PO #	Purchase Order Number
PO Status	Purchase Order Status
Line #	Line on Purchase Order
Amount	Merchandise Amount
Object	Object Code (4 digits)
Dept	Department (can be up to 6 characters)
Account	6 digit account number
Req ID	Requisition number (10 digits)
Req Status	Requisition Status
Price	SOP price
Ship To Location	Ship To Address (usually xxx_xxxxx)
PO Qty	Purchase Order Quantity
Vnd Itm ID	Vendor Item ID
Desc.	Description
PO Date	Date requisition became Purchase Order
Vendor ID	Vendor Number
Vendor	Vendor Name
Requester	Name of user entering requisition
Requisition	Name the Requester gave the requisition or K# from InDEPTh
Entered	Date SOP document entered
ChartField 1	Cost Code (SOP)
ChartField 2	Sub Account (SOP)
ChartField 3	Sub Subcode (SOP)

From: Innovative Educators <mail@innovativeducators.ccsend.com>
Sent: Tuesday, January 22, 2013 5:28 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Responding To A Student Death: How To Create A Proactive Response Plan

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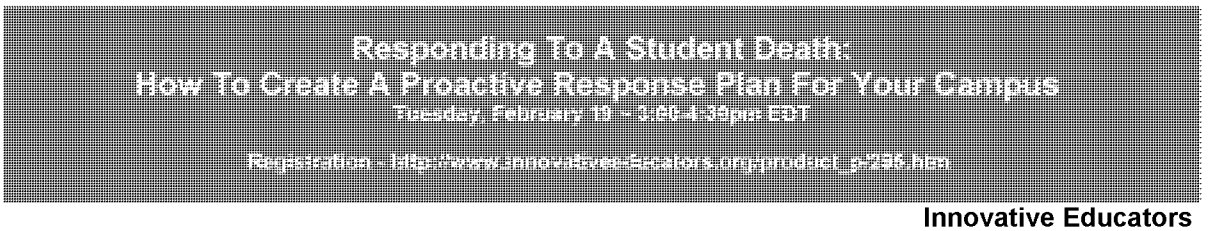

Innovative Educators

Free Resources

- A Comprehensive Model for Campus Death Postvention
- When a Student Dies
- Coping with Death on Campus
- The Sudden Empty Chair

Webinar Overview

It's the last thing any campus administrator, counselor, or psychologist wants to think about: the death of a student.

Whether related to physical or mental health challenges, poor decision-making, or unexplained circumstances, the loss of any young life is tragic and difficult to prepare for. As seen on several college campuses this past fall, when the light of a student-our brightest hope-is snuffed out prematurely, it can be devastating.

Any responsible campus crisis plan must include provisions for dealing with student death. Regardless of circumstances, how a campus responds can make all the difference to both the immediate family and the greater campus community that suddenly finds itself in mourning.

Inevitably, community and individual reactions will be varied and will elicit a wide range of responses. How will you deal with public reaction? How will you address questions from students and support them through their grief process? How will you respect and offer both support and information to the affected families? How will you respond to media inquiries and national press coverage? Every institution must be fully prepared to deal with a variety of possible tragedies, scenarios, and proactive responses.

This webinar will offer an overview of grief theory, as well as plans for how administrators can respond to student death on campus. Participants will review the stages of grief, consider extremely sensitive considerations such as suicide, and devise concrete plans for dealing with the aftermath of such a tragedy.

Webinar Objectives

Participants will:

- Review the stages of grief
- Understand the importance of "helping the helpers"
- Learn about special considerations when coping with suicide
- Review scenarios that involve complicated grief responses
- Devise plans for outreach to faculty and the classroom
- Discuss the importance of hosting memorials
- Review student death checklists

Free Offerings

Webinar

Go2Knowledge Case Studies & Demo - February 28

StudentLingo Case Studies & Demo - How To Support Students 24/7

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Upcoming Webinars

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January 2013

29
First-Year Minority Male Students: Increasing Retention & Persistence By Addressing Their Academic & Social Needs

29
Student Motivation: Practical Strategies That Will Increase Engagement, Learning & Retention

30
Understanding The New Non-Traditional Student: Supporting Their Success In & Out Of The Classroom

30
Removing Suicidal Students From Campus: The Significance Of Recent Changes In Federal Policy

February 2013

5
Intrusive Academic Advising: An Effective Strategy To Increase Student Success Students

- Leave with grief handouts and trauma information

Webinar Speaker

Dr. Brian Van Brunt has worked in the counseling field for more than 15 years. He served as Director of Counseling at New England College from 2001-2007 and currently serves as Director of Counseling and Testing at Western Kentucky University. His counseling style draws from a variety of approaches, though primarily from the humanistic/person-centered style of treatment with its emphasis on warmth, compassion, empathy, unconditional positive regard, individual choice, and personal responsibility. He is a certified QPR suicide prevention trainer and trained in BASICS alcohol intervention. Brian is also a senior trainer in John Byrne's Aggression Management program.

Brian was the president of the American College Counseling Association in 2010-2011. He has presented nationally on counseling ethics, mandated counseling, and testing and assessment for the American College Counseling Association (ACCA), Association of College and University Counseling Center Directors (AUCCCD), American College Personnel Association (ACPA), Association for Student Conduct Administration (ASCA) and the National Association of Forensic Counselors (NAFC). He serves on the advisory boards for the National Behavioral Intervention Team Association (NaBITA) and School and College Organization for Prevention Educators (SCOPE).

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Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

6
Summer Bridge Programs: Easing The Transition For First-Generation College Students

12
Supporting First-Generation Students: Best Practices From A Highly Successful Early Intervention Program

13
Identifying & Engaging Unprepared Students: Practical Strategies & Techniques For Today's College Classroom

14
A Faculty Advisor Blueprint: Understanding & Supporting Their Role in Student Success

March 2013

1
The Top 10 Most Successful Student Retention Strategies

13
Asperger's Disorder: Practical Strategies For Identifying, Understanding & Supporting Students

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From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Tuesday, January 22, 2013 9:40 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Message from the Chancellor: Provide Your Input About Carolina by January 28

Dear Faculty and Staff,

Earlier this month, I sent a message encouraging your participation in a survey to help gauge how the University is doing in terms of goal setting, leadership, communications and decision-making. This survey is a follow-up to the organizational effectiveness survey we conducted a couple of years ago after the completion of the Bain & Company study and report.

Because it's important for everyone's voice to be heard, I'm asking that you take a few minutes to complete the survey, if you haven't already done so. The link to the survey is https://www.surveymonkey.com/s/MZ69F9S and the deadline for submitting responses is next Monday, January 28.

All individual responses will be anonymous and completely confidential. The full results of the survey will be published on the Carolina Counts website later this spring.

Paper copies of the survey are available in English, Spanish, Karen and Burmese for employees who typically do not have access to computers. These employees can obtain a copy from their supervisors and follow the instructions on the cover sheet for returning the completed survey.

Again, I encourage everyone to participate because a good response is key as we continue to identify ways to improve campus operations. Thank you for your commitment to Carolina.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: National Football Foundation <news@footballfoundation.ccsend.com>
Sent: Wednesday, January 23, 2013 11:38 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: National Football Foundation and Pop Warner Announce Partnership

NEWS RELEASE

Media Contacts:
Phil Marwill
National Football Foundation
917-579-4256
pmarwill@footballfoundation.com

Alexandra Paparsenos
Pop Warner
301-792-6019
apaparsenos@ctpboston.com

Please use the following link to tweet this release:
http://bit.ly/VrwQac

National Football Foundation and Pop Warner Announce Partnership

Participation, health and safety, and character development top the list of common goals.

IRVING, Texas, (January 23, 2012) - The National Football Foundation (NFF) and Pop Warner Little Scholars, Inc., the nation's largest and oldest youth football organization, today announced a partnership to enhance the sport through a variety of initiatives and research projects that promote participation, health and safety, academic achievement, and the community involvement of the young athletes who play football.

"Pop Warner's partnership with the National Football Foundation presents a tremendous opportunity to positively influence more athletes and improve the sport of football," said **Jon Butler**, executive director of Pop Warner Little Scholars. "Both organizations share a common belief in the life-long lessons that come from playing football, and we look forward to collaborating."

The two organizations will work closely to identify trends and opportunities to strengthen the youth sports experience. Spearheaded by Pop Warner, areas of collaboration will include coaches training, equipment changes, and the promotion of academic achievement and community leadership by those involved with the sport.

"We are excited to team with Pop Warner, using the full power of the National Football Foundation to expand on our collective initiatives to promote the good in the game," said NFF President & CEO **Steve Hatchell**. "Pop

Warner and the NFF share a mutual understanding of the power of football in developing leadership and academic achievement in our nation's young people, and by working together we will magnify our ability to ensure the strength of our sport."

The NFF and Pop Warner have entered a partnership to work closely to identify trends and opportunities to strengthen the youth sports experience.

ABOUT THE NATIONAL FOOTBALL FOUNDATION & COLLEGE HALL OF FAME

Founded in 1947 with early leadership from General Douglas MacArthur, legendary Army coach Earl "Red" Blaik and immortal journalist Grantland Rice, The National Football Foundation & College Hall of Fame is a non-profit educational organization that runs programs designed to use the power of amateur football in developing scholarship, citizenship and athletic achievement in young people. With 120 chapters and 12,000 members nationwide, NFF programs include the College Football Hall of Fame, the NFF Scholar-Athlete Award presented by Fidelity Investments, Play It Smart, the NFF Hampshire Honor Society, the NFF National Scholar-Athlete Alumni Association, and scholarships of more than $1.3 million for college and high school scholar-athletes. The NFF presents the MacArthur Bowl, the William V. Campbell Trophy endowed by HealthSouth, and releases the Bowl Championship Series (BCS) Standings. NFF corporate partners include the Allstate Sugar Bowl, the BCS, Fidelity Investments, Herff Jones, Liberty Mutual Insurance, NCAA Football, and Under Armour. For more information, please visit www.footballfoundation.org.

About Pop Warner Little Scholars, Inc.

Founded in 1929 and headquartered in Langhorne, PA, Pop Warner Little Scholars is the world's largest youth football, cheerleading and dance organization and the only youth sports organization that emphasizes academics as a prerequisite for participation. Currently there are over 400,000 children in Pop Warner organizations in 43 states, Scotland, Germany, Russia, Japan and Mexico. The NFLPA estimates that 70% of all current NFL Players got their start in Pop Warner programs. For more information on Pop Warner and its programs visit www.popwarner.com our Facebook page and follow us on Twitter.

email: news@footballfoundation.com
phone: 800.486.1865
web: http://www.footballfoundation.com/

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Full Name: Rich DeSelm
Last Name: DeSelm
First Name: Rich

Business Phone: 919-966-5340

E-mail: richdeselm@uncaa.unc.edu

From: Innovative Educators <mail@innovativeducators.ccsend.com>
Sent: Wednesday, January 23, 2013 5:48 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Providing Comprehensive Student Support Services Online

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Providing Comprehensive Student Support Services Online

Thursday, January 31 ~ 3:00-4:30pm EST

Registration - http://www.innovativeeducators.org/product_p/287.htm

Innovative Educators

Free Resources

- StudentLingo Case Studies & Demo
- Best Practices - Student Support Online
- The Strengths of Online Learning
- Improving Online Success
- Bill Gates Promotes Professor's Online Course at TED
- Khan Academy
- TED
- Go2Knowledge

Webinar Overview

With diminishing resources and a new generation of students who have high expectations for information being available 24/7, colleges need to identify and implement an extensive menu of online student support services. In addition to providing much needed support to our students, online services assist faculty and staff with many things such as reducing repetitive inquiries, preparing students ahead of time for counseling and advising appointments, and providing detailed and consistent information.

Additionally, with more and more colleges moving to online and hybrid class offerings, it is critical to serve these students with comparable services to meet accreditation standards and support student success. This webinar will review and discuss several of the programs that have proven successful for colleges in meeting the ever-growing needs of today's students.

Webinar Objectives

Participants will:

- Reconsider conceptions of non-traditional students
- Define and describe characteristics of new non-traditional students
- Identify the current needs of new non-traditional students
- Consider the necessary partnership between student services and instruction to engage new non-traditional students
- Develop strategies to communicate this information to the campus community

Webinar Speaker

Dr. Denise Swett is currently the interim Vice President of Student Development & Instruction and the Associate Vice President of Middlefield Campus & Community Programs at Foothill College. Denise has worked at both 2 and 4-year colleges,

Free Offerings

Webinar
Go2Knowledge Case Studies & Demo - February 28

StudentLingo Case Studies & Demo - How To Support Students 24/7

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Upcoming Webinars

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January 2013

22
Identifying & Managing Aggressive Student Behaviors, Attitudes & Emotions

23
Training Front Office Staff: Handling Difficult & Disruptive Behaviors

24
Training Student Employees To Provide Excellent Customer Service

24
The Top 10 Most Successful Student Recruitment Strategies

25
Veterans Resource Centers On Campus: How To Create, Staff & Fund A Thriving Center

29
First-Year Minority Male Students: Increasing Retention & Persistence By Addressing Their Academic & Social Needs

30
Removing Suicidal Students From

including 11 years at the University of San Francisco in student life, Chabot College as Dean of Students, and Cañada College as Vice President of Student Services.

Denise has been with Foothill College since July of 2007. As vice president she provides leadership and guidance for the student services division. As associate vice president she supervises a collaborative team of faculty and staff providing coursework, programs, and services at Middlefield Campus, area high schools and Regional Occupational Programs, and community based organizations. She also oversees career and workforce grants, the Workforce Innovation Partnership, and the Family Engagement Institute and college-wide professional development.

She was Administrator of the Year, Foothill College, 2008-09 and has been recognized for her work by the Association of Mexican American Educators of Silicon Valley receiving the Educator of the Year award for 2010-11, and recently received the National Community College Administrator of the Year 2011-12 from NASPA, Student Affairs Administrators in Higher Education. Denise earned her BA and MPA at San Jose State University and her Ed.D. in organization and leadership (with a concentration in higher education administration) from the University of San Francisco.
Dr. Christina Royal has been involved in education for over 15 years, in both academic (community college and private four-year institutions) and corporate environments. She currently serves as the Associate Vice President of eLearning & Innovation at Cuyahoga Community College (Tri-C), and has district-wide oversight over one of the largest distance-learning units in the state of Ohio. Her extensive experience as an administrator and faculty member allows her to bring significant expertise and value to discussions, and a forward-thinking approach to ideas associated with contemporary higher education teaching and learning practices, approaches, issues, and solutions.

Dr. Royal is leading Tri-C's $2MM Title III grant to enhance distance learning in four key areas: student success and retention, innovative faculty development, infrastructure and technology, and quality. She also led the College in obtaining its first regional accreditation (Higher Learning Commission) for fully online programs at Tri-C. Dr. Royal developed and led the College in its most comprehensive strategic planning process for distance learning. Under her leadership, Tri-C has advanced policy and program development, virtual support services, faculty professional development and training, and technology system integration and innovation in support of teaching and learning.

Dr. Royal received her Ph.D. in Education/Instructional Design for Online Learning and a Graduate Certificate in Teaching Online from Capella University. She also received a Master's in Educational Psychology and Bachelor's in Mathematics from Marist College.

Announcement

In recognition of excellence in community college teaching and leadership, the League is proud to announce the establishment of the John & Suanne Roueche Excellence Awards.

Click here to submit your college's nomination(s) for the Awards.

Campus: The Significance Of Recent Changes In Federal Policy

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Understanding The New Non-Traditional Student: Supporting Their Success In & Out Of The Classroom

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Rise Above The Spam: How To Attract Media-Saturated Students With Relevant & Strategic Communications

February 2013

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Summer Bridge Programs: Easing The Transition For First-Generation College Students
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Supporting Military Veterans: How To Develop An Effective Academic Advising Protocol

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Identifying & Engaging Unprepared Students: Practical Strategies & Techniques For Today's College Classroom

19
Responding To A Student Death: How To Create A Proactive Response Plan For Your Campus

22
Establishing A Campus-Wide Veteran-To-Veteran Mentoring Program On Your Campus

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From: Lauren M Mangili <lmangili@email.unc.edu>
Sent: Wednesday, January 23, 2013 6:47 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Listserv news about HEELS for Health programming <h.e.e.l.s.forhealth@listserv.unc.edu>
Subject: [h.e.e.l.s.forhealth] Family Recreation
Attach: 13 spring kids rock.docx

Good afternoon,
UNC Campus Recreation offers Carolina faculty and staff an opportunity to play and exercise with your children through our Kids ROCK (Recreational Opportunities for Carolina Kids) program. Two special programs will be offered this spring-- VOLLEYBALL and BASKETBALL. This is a free program thanks to the generosity of our staff and special guest instructors.

Volleyball is scheduled for 10AM- noon, Saturday, January 26, 2013.
For more information and to sign up visit--

http://campusrec.unc.edu/programs-services-facilities

In health,
Lauren Mangili

Lauren Mangili, Associate Director
Campus Recreation, CB 8610
201 Student Recreation Center
UNC-Chapel Hill
Chapel Hill, NC 27599-8610
(T) 919-962-7348, (F) 919-962-3621

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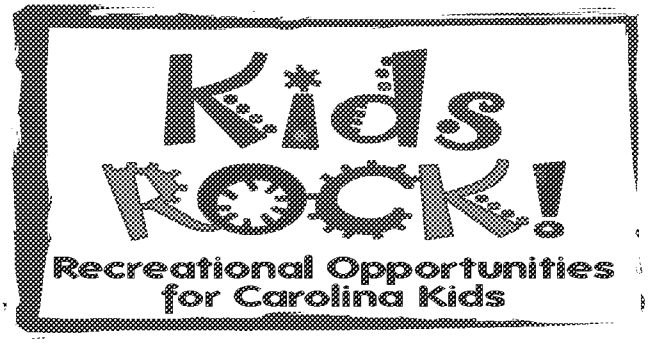

OBJECTIVES:

- For Carolina students, faculty and staff to have an opportunity to play and exercise with their kids;
- To expose Carolina kids to a variety of fun, healthy activities; and
- To combat a national rise in the incidence of juvenile obesity and diabetes.

COST: This is a **free** program thanks to the generosity of our staff and special guest instructors. All we ask is that you **register at least 2 days ahead of the program** you want to attend so we can plan appropriately.

REGISTRATION:
To register visit http://campusrec.unc.edu/special-events

PARKING is always difficult on campus. For programs at Hooker Fields, park in the Visitor Lot at the top of Hwy. 54. For Rams Head programs or Fetzer Hall, park on Stadium Drive if available or in the Rams Head parking deck right below the Rec Center. For maps and directions visit http://www.unc.edu/visitors/getting-here/index.htm

Spring 2013

VOLLEYBALL● Saturday, January 26, 2013
Time: 10am-12pm
Location: Rams Head Rec Center

Join Coach Joe Sagula and our varsity Volleyball Team for some expert instruction, drills, and brief demonstration. Players will be on hand to sign autographs at the end of this active session.

BASKETBALL●TBA
Time: 10am-12pm
Location: Rams Head Rec Center

What would a Carolina sports program be without basketball? Come to the Rams Head Rec Center to sharpen your basketball skills in a variety of games and contests with members of the women's UNC Club Basketball team.

From: nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent: Wednesday, January 23, 2013 9:00 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: UNC Section 403(b) Plan Universal Availability Notice for 2013

TO: All Employees

FROM: Ashley Nicklis, Benefits & Work/Life Programs,
Office of Human Resources

The University of North Carolina offers you a choice of voluntary supplemental retirement programs on a pre-tax and post-tax (Roth) basis in accordance with Section 403(b) of the Internal Revenue Code. Under The University of North Carolina Section 403(b) Plan ("the 403(b) Plan"), eligible employees may elect to defer a portion of their compensation to the 403(b) Plan to supplement their retirement savings.

The 403(b) Plan is designed to help you invest more money today so that you have the income you need in your retirement years. It provides a supplement to either the N.C. Teachers' and State Employees' Retirement System or the UNC Optional Retirement Program, the State's mandatory retirement plans available to permanent employees who work 30 or more hours per week. Voluntary contributions to the 403(b) Plan have become an increasingly important part of saving for retirement.

Eligibility
All employees who receive compensation reportable on a W-2 and pay FICA are eligible to participate in the 403(b) Plan, so long as the employee elects to contribute at least $200 each calendar year.

Contributions
An eligible employee may elect to defer a portion of his or her compensation on a pre-tax or post-tax (Roth) basis.

Pre-tax Contributions: If you elect to make contributions on a pre-tax basis, both federal and state income taxes are deferred on any contributions and earnings until a distribution is made from the plan. Distributions are taxed as ordinary income for federal and state income tax purposes. Generally, a participant must begin receiving a distribution no later than April 1 following the year in which age 70 = or retirement is attained, whichever is later.

Post-tax Contributions (Roth): A Roth 403(b) account allows you to designate some or all of your contributions on an after-tax basis, rather than the traditional pre-tax contributions. Interest and earnings on these contributions when withdrawn are generally tax-free. In the event of either retirement or termination, your earnings can be withdrawn tax-free as long as it has been five tax years since your first Roth 403(b) contribution and you are at least 59= years old.

Contribution Limits
Annual contribution limits are set by the Internal Revenue Service (IRS). The IRS allows an eligible employee to make an additional catch-up contribution beginning in the year in which he or she turns age 50. For 2013, the calendar year limit under the 403(b) Plan is as follows:

Calendar Year Annual Contribution Limit: $17,500
Age 50+ Catch-up Contribution Limit: $5,500
Note: This is a combined limit for pre-tax and Roth after-tax contributions.

Approved Vendors
The University has approved Fidelity Investments and TIAA-CREF as the two financial services companies offering options under the 403(b) Plan. Fidelity and TIAA-CREF provide a wide range of mutual fund investment options and annuity products through their own funds and other investment managers in the industry. Both companies offer resources and tools to help participants plan their investment strategy. Eligible employees should contact each vendor for information about plan investment options and services provided.
-- Fidelity Investments: 800-343-0860
-- TIAA-CREF: 800-842-2888

Enrollment Process
Eligible employees may enroll immediately upon date of hire or at any time. To start the enrollment process, please visit the website and follow the steps listed:
Step 1 - Complete a Salary Reduction Agreement (SRA) (forms and instructions available on the website)
Step 2 - Enroll in the plan with Fidelity and/or TIAA-CREF

Contributions may be designated as a percent of salary or as a flat dollar amount depending on your campus payroll capability. The SRA will apply only to amounts earned after enrolling in the Plan, and an

employee's election under the SRA will continue until the SRA is modified or revoked by the employee.

Modifying a Deferral Election
An eligible employee may increase, decrease or stop his or her future contributions to the plan at any time by completing an SRA. Employees may also change from one vendor to another at any time by completing an SRA to stop contributions with the existing vendor, and following the Steps above to enter into a new agreement with another vendor. It is also possible to make contributions to more than one vendor at a time.

More Information
If you have questions about the 403(b) Plan, please contact your Benefits Representative.

This notice is provided as a source of information and does not constitute legal, tax or other professional advice. If legal advice, tax advice or other professional assistance is required, the services of a professional advisor should be sought. Every effort has been made to make this notice as thorough and accurate as possible. However, there are other legal documents, laws, and regulations that govern the operation of the Program. It is understood that in the event of any conflict, the terms of the Plan Document, applicable laws, and regulations will govern.

This email is sponsored by: Office of Human Resources

From: Turnitin Academy <academy@turnitin.com>
Sent: Thursday, January 24, 2013 8:40 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Turnitin Academy - Grade Faster

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EVENTS

WEBINARS

Basic Training Walkthrough | See schedule for dates and times.
Turnitin Academy Live Professional Development | On-demand
Turnitin 30-minute Webcast Series | See Schedule
Turnitin Talk - New and Upcoming Features | Mar 19

USER EVENTS AND SEMINARS

Turnitin UK User Group | London, UK | Feb 15

CONFERENCES

Middle East Academic Integrity Conference | Dubai, United Arab Emirates | Jan 24
Texas Association of Secondary School Principals | Austin, TX | Feb 17-19
ICAI Annual Conference | San Antonio, TX | Feb 26-28
NERCOMP 2013 | Providence, RI | Mar 11-13

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Last Name: DeSelm
First Name: Rich

Business Phone: 919-966-5340

E-mail: richdeselm@uncaa.unc.edu

From: HR Resource <info@hr-resource.net>
Sent: Thursday, January 24, 2013 11:56 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Employment Law Update

View this invitation from HR Resource as a webpage

Employment Law Update

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- Get a head start and learn the outcomes of recent case law

View Complete Agenda

Who Should Attend

This seminar is designed for human resource managers, operations managers, presidents, vice presidents, supervisors, managers, controllers, accountants and attorneys.

Seminar Details

February 20, 2013 | 8:30 AM - 4:30 PM
Ramada Charlotte Hotel and Conference Center
212 West Woodlawn Road, I-77 Exit 6A
Charlotte, NC 28217

3 Easy Ways to Register

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E-mail: info@hr-resource.net

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From: Beller, Debra L <debra_beller@unc.edu>
Sent: Thursday, January 24, 2013 12:26 PM
To: campus solutions staff users <cccs_staffusers@listserv.unc.edu>
Subject: [cccs_staffusers] Outage TONIGHT Affecting ConnectCarolina Campus Solutions 5pm to 11pm

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REMINDER:
There will be an outage affecting ConnectCarolina Campus Solutions on the evening of Thursday, Jan. 24, related to the Spring session Census. Due to the need to "freeze" the database to take the census snapshot, users will not be able to access ConnectCarolina Campus Solutions pages from 5:00 p.m. to 11:00pm on Jan. 24. We request that all faculty and staff be logged out of ConnectCarolina by 5:00 p.m. on Jan. 24. Students will NOT be able to use ConnectCarolina Campus Solutions for all functions during this time.

The latest information about the outage will be posted on this page:
http://its.unc.edu/enterprise/enterprise-applications/connectcarolina/system-status/

Questions/Problems:
Help Desk: 919-962-HELP or help.unc.edu

We appreciate your cooperation and support as we continue to make ConnectCarolina more efficient for our users.

Debra Beller
Communications Specialist
ConnectCarolina, Enterprise Applications, ITS
University of North Carolina at Chapel Hill
Phone: 919-843-0477
Website: http://its.unc.edu/enterprise/enterprise-applications/

From: Banks, Matthew R <mbanks@email.unc.edu>
Sent: Thursday, January 24, 2013 1:31 PM
To: A Closed Mailing List for EPA Non-Faculty (Emp Forum Division 1) <forum-div1@listserv.unc.edu>
Subject: [forum-div1] Employee Forum Update

It's time to update you once again on happenings involving the Employee Forum.

First, I should note that the Chancellor's survey on University goal-setting, leadership, communications and decision-making is still open until Monday, January 28. Please take the estimated 10-15 minutes to fill out the survey; it will make the University a better place in which to work. The survey is located at https://www.surveymonkey.com/s/MZ69F9S

Secondly, I should note that the Employee Forum delegate elections are coming very soon. We will initiate electronic voting for the first time in the Forum's 20-year history this year, thanks to the work of Forum Delegate Charles Streeter.

If you are interested in running for Forum delegate please write the Forum at forum_office@unc.edu

Thirdly, please take a moment to check out the Forum's new and fully functional website, which went on-line in December. Forum Delegates Charles Streeter and Katie Turner were instrumental in getting the new website up and active. The website is at http://forum.unc.edu

Finally, please be on the lookout for the Forum's Community Award and Peer Recognition Award nominations. These nominations will also be handled electronically.

Jackie Overton, Chair
UNC-Chapel Hill Employee Forum

From: Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of Helen Hale <helenhale@CROWDER.EDU>
Sent: Thursday, January 24, 2013 3:14 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Subject: Re: Embedded Tutoring

We did a very small pilot comparing both embedded and out of class 'mentors' for a developmental math class -- for the students who participated, we saw an increase in success. But we made it voluntary, so our numbers were very small. We would like to try it again, and found it was better for the class dynamics if the tutor was embedded in the classroom; rather than out of the class. However, our embedded tutors were students taking the class at the same time, and just performing better; rather than already taking the class and going back. So we would definitely change some things for future projects.
-Helen Hale

Helen Hale, M.Ed
Academic Resource Center Coordinator
helenhale@crowder.edu
Crowder College....Building a civil, serving, literate, learning community of responsible citizens
601 Laclede
Neosho, MO 64850
Tel: 417.455.5602
Fax: 417.455.5625

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From: Supplemental Instruction Discussion List [mailto:SINET@LISTSERV.UMKC.EDU] **On Behalf Of** Deb Hysell
Sent: Thursday, January 24, 2013 12:48 PM
To: SINET@LISTSERV.UMKC.EDU
Subject: Embedded Tutoring
Have any of your institutions had experience using embedded tutoring to increase student success, engagement, and retention? We are considering the assignment of advanced tutors to our developmental and gateway English and mathematics classes to help facilitate more one-on-one attention and cooperative (group) learning. If you have done this, I am especially interested in learning what results were achieved and any advice that you might offer.

Deb Hysell, North Central State College

To search past discussions on the SI-Net, visit our archive at http://groups.google.com/group/si-net

To add or remove from this mailing list, please go to <http://listserv.umkc.edu/scripts/wa.exe?SUBED1=SINET&A=1> or send an email message to the address listserv@listserv.umkc.edu, with the text SIGNOFF SINET in the body of the message.
You are subscribed to the SINET list as helenhale@CROWDER.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.
To search past discussions on the SI-Net, visit our archive at http://groups.google.com/group/si-net

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You are subscribed to the SINET list as bridgerb@UNCAA.UNC.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.

From: Innovative Educators <mail@innovativeducators.ccsend.com>
Sent: Thursday, January 24, 2013 8:15 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Psychotic, Manic & Delusional Students: Reduce Legal Risk & Increase Safety

Having trouble viewing this email? Click here

Innovative Educators

Free Resources

- Symptoms of Bipolar Disorder
- 10 Subtle Signs of Bipolar Disorder
- Symptoms of Schizophrenia
- A Social Support Intervention to Ease the College Transition
- Dealing with the Depressed and Dangerous
- Reaching Students Who Don't Report Depression
- Number of College Students with Severe Mental Illnesses on the Rise

Webinar Overview

A professor reports a student is argumentative in class and seems to respond with odd and strange associations when confronted. Is this the next Jared Loughner?

A student handles stress poorly, isolates himself, and gives other students 'the creeps.' Students demand that staff do something before the student 'flips out.'

A student in the residence halls frequently talks to a poster on his wall, draws strange symbols on his arms, and talks rapidly to other students about the end of the world.

Much has been discussed lately regarding the legal and policy issues related to managing suicidal students on campus following the federal OCR policy update. However, there is another important component to consider - what to do about those students who present a risk to others based on their paranoid, delusional, or psychotic symptoms. This webinar will discuss the issues and review how these students should be treated under the recent federal OCR policy changes.

Jason Ebbeling, J. D. will discuss issues related to legal risk when managing these students through the conduct, application, and re-entry process at both community and four-year residential colleges. Dr. Van Brunt will review the common treatment and management struggles encountered when addressing students exhibiting psychotic, delusional, and paranoid thoughts and behaviors.

Case examples and a lively, interactive discussion will provide audience members with some insight into how these cases should be handled on campus, how students can be successfully referred to treatment, and some of the limits related to conduct and medical leave sanctions under the new OCR policy.

Webinar Objectives

Participants will:

- Develop an understanding of how these students become involved in the conduct process at a college or university and common legal and policy pitfalls schools encounter when attempting to manage their behavior
- Learn how to identify the common symptoms of bi-polar disorder, psychotic disorders, and schizophrenia
- Understand the components of the four-part direct threat test related to a

Free Offerings

Webinar
Go2Knowledge Case Studies & Demo - February 28

StudentLingo Workshops - Free Trial

Campus Safety: Using NaBITA Survey Results To Improve Management Of Behavioral Intervention Teams - March 15

Like us on facebook for a chance to win a free webinar!

Upcoming Webinars

View all events

January 2013

25
Veterans Resource Centers On Campus: How To Create, Staff & Fund A Thriving Center

29
First-Year Minority Male Students: Increasing Retention & Persistence By Addressing Their Academic & Social Needs

30
Removing Suicidal Students From Campus: The Significance Of Recent Changes In Federal Policy

February 2013

5
Intrusive Academic Advising: An Effective Strategy To Increase Student Success Students

19
Responding To A Student Death: How To Create A Proactive

forced medical leave separation from the college or university when a 'threat to others' scenario develops
- Learn how to minimize the legal risk when working with these students
- Review the best ways to involve social supports, case management, and parents in the review of students exhibiting these behaviors

Webinar Speaker(s)

Dr. Brian Van Brunt , past president of the American College Counseling Association, is Senior Vice President for Professional Development Programs at the National Center for Higher Education Risk Management (NHCERM, www.ncherm.org). He is the president-elect of the National Behavioral Intervention Team Association (NaBITA, www.nabita.org), current president of the School and College Organization for Prevention Educators (SCOPE, www.wearescope.org) and the managing editor for Student Affairs eNews (SAeN, www.studentaffairsenews.com). Over the past thirteen years Brian has taught counseling theory, ethics, program evaluation, statistics and sociology topics at both public and private schools for both graduate and undergraduate students at five different colleges and universities. Brian has served as the director of counseling at New England College and Western Kentucky University. He is the author of several books including: Ending Campus Violence: New Approaches in Prevention and A Faculty Guide to Addressing Disruptive and Dangerous Behavior in the Classroom. Brian is an expert on campus violence and has been interviewed by the New York Times, National Pubic Radio, LA Times, USA Today and has appeared on Headline News and Anderson Cooper 360.

Jason Ebbeling, J.D. is Vice President of Student Affairs at Mitchell College in New London, Connecticut. He previously served as Director of Residential Education and Services at Southern Oregon University, Associate Dean of Student Affairs at Menlo College in Atherton, CA, Director of Campus Life at New England College, Residence Community Coordinator at California State University, Chico, and as Director of Residence Life at Edgewood College in Madison, Wisconsin. He completed doctoral coursework in Educational Administration at the University of Wisconsin-Madison and received a Juris Doctorate from The Ohio State University Moritz College of Law.

Announcement

In recognition of excellence in community college teaching and leadership, the League is proud to announce the establishment of the John & Suanne Roueche Excellence Awards.

Click here to submit your college's nomination(s) for the Awards.

Innovative Educators

3277 Carbon PL
Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

Response Plan For Your Campus

20
Training Front Office Staff: Handling Difficult & Disruptive Behaviors

22
Establishing A Campus-Wide Veteran-To-Veteran Mentoring Program On Your Campus

27
Identifying & Managing Aggressive Student Behaviors, Attitudes & Emotions

27
Three Generations, One Classroom: Using Generational Theory To Understand & Motivate Your Students

March 2013

1
The Top 10 Most Successful Student Retention Strategies

13
Asperger's Disorder: Practical Strategies For Identifying, Understanding & Supporting Students

14
Communicating In Crisis: How & When To Inform Parents & Family Members

April 2013

2
Best Practices In Alcohol Education: 10 Core Concepts To Teach College Students

4
Graduate Students In Distress: How To Recognize Warning Signs & Avoid Violent Results Of Stress, Strain & Strife

25
Hiring Faculty & Staff: Best Practices & Legal Standards For Today's Complex Process

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, January 24, 2013 8:21 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Distinguished Professorships - Call for Nominations

---

January 25, 2013

MEMORANDUM

TO: Carolina Faculty

FROM: Bruce W. Carney, Executive Vice Chancellor and Provost

RE: Nominations for Distinguished Professorships

I am pleased to inform you that we will be able to name several of our faculty members to distinguished professorships this year. These professorships may include the following: Kenan Professorships; William R. Kenan, Jr. Professorships, and Cary C. Boshamer Professorships. All are
open to faculty members throughout the University. I ask for your nominations of exceptionally distinguished faculty members to be considered for these various professorships. Any individual nominated must be a tenured full professor and must have a record of scholarly and educational distinction. Self-nominations will not be accepted.

To nominate a faculty member, please submit electronic copies (each as an individual attachment) of the following to Nelia Resendes Cooper at nrcooper@unc.edu no later than 5pm on Friday, February 22, 2013:

- your nomination letter
- a copy of the individual's curriculum vitae
- a letter of support from the individual's Dean
- a list of three references for your nominee with complete contact information, including email addresses
- in units with departments, a second letter of support from the Department Chair

A faculty committee composed of current distinguished professors will review the nominations. The Chair of this committee will be Professor Sheryl Zimmerman from the School of Social Work. The committee will recommend to me individuals to be considered for the available professorships, indicating which professorship may be most appropriate for a particular individual.

Questions may be directed to Dr. Ron Strauss, Executive Vice Provost at ron_strauss@unc.edu.

Thank you for your careful consideration of this request.

BWC:st
copy: Ron Strauss

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Thursday, January 24, 2013 8:26 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Encourage Survey Participation by January 28

Deans, Directors and Department Heads,

Earlier this week, I sent all faculty and staff an email message reminding them to participate in a survey to help gauge how the University is doing in terms of goal setting, leadership, communications and decision-making. This survey is a follow-up to the organizational effectiveness survey we conducted a couple of years ago after the completion of the Bain & Company study and report.

Because it's important for everyone's voice to be heard, I'm asking that you urge the faculty and staff members in your areas to take a few minutes to complete the survey if they haven't already done so. The link to the survey is https://www.surveymonkey.com/s/MZ69F9S and the deadline for submitting responses is next Monday, January 28.

All individual responses will be anonymous and completely confidential. The full results of the survey will be published on the Carolina Counts website later this spring.

Paper copies of the survey are available in English, Spanish, Karen and Burmese for employees who typically do not have access to computers. These employees can obtain a copy from their supervisors and follow the instructions on the cover sheet for returning the completed survey.

Thank you for reminding people to participate, and I hope you will complete the survey as well. The stronger the response, the more effective we can be in identifying ways to improve campus operations.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: Greg Law <lawdawg@uncaa.unc.edu>

Sent: Friday, January 25, 2013 7:00 AM

To: MikePope@anthonytravel.com; michael@championcoach.com; Bridger, Beth <bridgerb@email.unc.edu>; Stafford-Odom, Trisha L <tsodom@email.unc.edu>; jennifer.slama@hyatt.com; Andrew Calder <acalder@uncaa.unc.edu>; Bobby Hundley <bhundley@uncaa.unc.edu>; Billy Lee <billylee@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Clarissa Adams <cadams@uncaa.unc.edu>; Donna Cheek <dcheek@uncaa.unc.edu>; Jane High <jhigh@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>

Subject: Itinerary - Miami

Attach: 05 - Miami (Players).xlsx

Attached is most updated itinerary

Greg A. Law
University of North Carolina
(o) 919/962-9663
(c) 919/475-3297
email: lawdawg@uncaa.unc.edu

	A	B	C
1			
2			
3	***Saturday, January 26***		
4	*2:00pm*	*Bus Leaves for RDU*	
5	*2:15pm*	*Eat at Golden Corral*	
6			
7	*3:00pm*	*Bus continues to RDU*	
8	*3:40pm*	*Charter flight to Miami, FL*	
9	*5:40pm*	*Arrive in Miami, FL*	
10			
11	*5:50pm*	*Bus to Hotel*	
12	*6:15pm*	*Check into Hotel:*	
13			**Hyatt Regency Coral Gables**
14			**50 Alhambra Plaza**
15			**Coral Gables, FL 33134**
16			**305-441-1234**
17	*6:45pm*	*Bus to Practice*	
18	*7:00pm*	*Practice*	
19	*8:15pm*	*Bus to Hotel*	
20	*8:30pm*	*Snack in Cadiz Room*	
21	_____	*Curfew*	
22			
23	***Sunday, January 27***		
24			
25	*9:30am*	*Film in Cadiz Room*	
26	*10am*	*Breakfast in Cadiz Room*	
27			
28	*12:15pm*	*Bus leaves for Arena*	
29	*2:00pm*	*Beat Miami*	
30	*4:15pm*	*Meal outside Locker room*	
31			
32	*5:00pm*	*Bus leaves for airport*	
33	*5:30pm*	*Charter flight to RDU*	
34	*7pm*	*Arrive at RDU*	
35	*7:20pm*	*Bus leaves for Chapel Hill, NC*	
36	*7:40pm*	*Bus Arrives in Chapel Hill, NC*	
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49	***WEATHER IN CORAL GABLES, FL***		
50		***High***	***Low***
51	*Saturday*	*77*	*59*
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53	*Sunday*	*76*	*65*
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55	***THINGS TO TAKE***		
56	_____ *Government Issued I.D.*		
57	_____ *Practice Gear (1 set)*		
58	_____ *Basketball Shoes*		
59	_____ *Ankle Braces*		
60	_____ *Government Issued I.D.*		
61	_____ *Books for study hall*		
62			
63	*****NOTE: ALL PLAYERS MUST BE DRESSED THE SAME WHEN WE TRAVEL. SENIORS COMMUNICATE***		
64		***THIS WITH UNDERCLASSMEN***	

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50	***Other***	
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56	_____ *Toiletries*	
57	_____ *Under garments for practice and games*	
58	_____ *Government Issued I.D.*	
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From: Townsend, Jenn <jtownsend@unc.edu>
Sent: Friday, January 25, 2013 9:37 AM
To: Blanton, Brent S <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; Bethel, Bradley Richard <bbethel@email.unc.edu>; Maloy, Susan B <sbmaloy@email.unc.edu>; Richardson, Wally <wricha@email.unc.edu>; Tia Overstreet (overstre@uncaa.unc.edu); Lee, Jaimie Alexis Samatha <jaimielee@email.unc.edu>; Orr, Kym N <orr@email.unc.edu>; Yount, Tony <tonyyount@unc.edu>; Lyons, Elizabeth M <emlyons@email.unc.edu>
Cc: Woodard, Harold <harold_woodard@unc.edu>
Subject: Assistant Dean Interview today at 11
Attach: deidre yancey friday jan 25 morning.pdf

This is a reminder that we will have a candidate in for one of our new Assistant Dean of Advising positions today at 11. I am attaching the resume and cover letter for today's candidate, Deidre Yancey.
Please let me know if you have any questions or if you will be unable to attend the interview.
Thanks,
Jenn Townsend
Associate Director
Academic Support Program for Student-Athletes
University of North Carolina, Chapel Hill
919-962-9538
919-962-8247 (fax)

From: Autism Society <asanet@autism-society.org>
Sent: Friday, January 25, 2013 10:32 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Autism Society Introduces New Business Programs; Resources for Educators

---

If you are unable to view the message below, please go to http://support.autism-society.org/site/MessageViewer/.

2010 Appeal Header

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IN THIS ISSUE

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Conferences >>
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Autism Society Newsletter

NEWS

Autism Society Introduces New Business Programs

The Autism Society today kicks off two new programs that will help constituents identify all the businesses that give back to the nation's largest and oldest grassroots autism organization.

The Autism Society is pleased to introduce Autism Society Business Members and Autism Society Supporters. These new programs will highlight the businesses and other organizations that contribute funds or services to advance the Autism Society's mission. Read more...

FAQ from Autism Source™: I am a teacher. How can you help me?

The Autism Society is proud to be the first choice of educators looking for information! Teachers contact Autism Source™ because they are committed to ensuring their student or students with autism receive the best possible education and school experience. Here are some of the Autism Society's best resources for educators. Read more...

Join the Autism Society and AMC Theatres for Sensory Friendly Films!

Join AMC Theatres and the Autism Society on Saturday, March 30, for a special showing of *The Croods* in 2-D. We will be showing the movie at 10 a.m. local time in participating theatres nationwide. For more information or to find a theatre near you, visit www.autism-society.org/sensoryfilms.

Autism Headlines Weekly

This week, a server is celebrated for standing up for a boy with Down Syndrome, a mother shares her son's "care map" and a *New York Times* article looks at extra-curricular sports and inclusion. Read more...

No Link between Autism and Planned Violence

Scott Badesch, Autism Society President, is a featured guest blogger for Disability.Blog, the official blog of Disability.gov. Read more...

ADVOCACY

Thoughts on Equality on Martin Luther King Day

The nation celebrated Martin Luther King Day on Monday. I had the true honor and privilege of meeting Dr. King once when my father took my brothers and me to an event outside of Chicago. Dr. King spoke so

eloquently of the need for equality and equal opportunity for all people.

That speech occurred in 1966, a year after the Autism Society was formed (in 1965). Read more...

Join the 2013 Disability Policy Seminar

Does what happens in Washington, D.C., really matter? You bet! Every day millions of Americans with intellectual and developmental disabilities are impacted by the public policy decisions – big and small – made by their representatives in Congress. Read more...

Interagency Autism Coordinating Committee Meeting to Take Place Next Week

Please join us for an IACC Full Committee meeting that will take place on Tuesday, January 29, 2013 from 10: 00 a.m. to 5:00 p.m. ET at the William H. Natcher Conference Center, 45 Center Drive, Bethesda, MD. Onsite registration will begin at 9:00a.m. Read more...

CONFERENCE

Save the Date for the 44th Autism Society Conference and Exhibition

The Autism Society, its Pennsylvania chapters and other key partners are continuing to plan the 44th annual Autism Society National Conference and Exhibition held July 10 - 13, 2013 in Pittsburgh. Conference registration and exhibit sales will open online soon - stay tuned! Read more...

RESEARCH

Study Documents that Some Children Lose Autism Diagnosis

Some children who are accurately diagnosed in early childhood with autism lose the symptoms and the diagnosis as they grow older, a study supported by the National Institutes of Health has claimed. Read more...

RESOURCES

I Would Have Said Yes

If God asked your permission before a blessing or hardship, how would you answer? Most would say “yes” to the blessing and “no” to the hardship, especially if it involved our children. Thankfully, God does not ask; rather, he gives us the gift of hindsight—to look back and say "yes" to the hardship that made us who we are. Read more...

Successful Problem-Solving for High-Functioning Students with Autism Spectrum Disorders

The objective of this book is to teach you how to integrate the Problem-Solving Chart into classrooms, homes and social skills groups to help individuals with ASD to learn to problem solve effectively. Read more...

The Panicosaurus: Managing Anxiety in Children Including those with Asperger's Syndrome

Sometimes, the Panicosaurus tricks Mabel's brain into panicking about certain challenges, such as walking past a big dog on the street or when her favorite teacher is not at school. Read more...

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Autism Society
4340 East-West Hwy, Suite 350, Bethesda, Maryland 20814
301.657.0881 or 1.800.328.8476

From: Alert Carolina <no_reply@unc.edu>
Sent: Friday, January 25, 2013 10:35 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Subject: Classes canceled starting at noon today; offices open

---

Subject: Classes canceled starting at noon today; offices open

Classes will be canceled starting at noon today; offices will be open on Friday, January 25. Condition 2

Employees (SPA and EPA non-faculty) are reminded of the University's Adverse Weather Policy. Emergency employees should report for work. Other employees are responsible for their regular duties, making up any missed work time, and making their own decisions about work based on personal safety.

UNC uses three main adverse weather operating conditions: Condition 1 (open), Condition 2 (classes canceled; offices open) or Condition 3 (classes canceled; offices closed). Reports of state government closings do not apply to the University. The University generally announces adverse weather news on www.unc.edu, the campus information sources listed below, and through the news media. Unless a change is announced, the University always operates under Condition 1 – regular schedule.

Other information sources:

- (919) 843-1234. Adverse Weather and Emergency Phone Line for recorded information and announcements about campus operations.
- UNC Traveler's Information System Radio, 1610 AM, near campus.
- UNC Department of Public Safety for details including parking lot conditions.
- Chapel Hill Transit inclement weather news and routes and schedules.

From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Friday, January 25, 2013 12:03 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: What's On Deck This Week at ECU!

Use this link to view a web version of this message.

What's On Deck | 01.25-01.30

pir@mail
Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

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What's On Deck - Upcoming Pirate Athletic events

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

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Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: athletictickets@ecu.edu.

From: @live.unc.edu>
Sent: Friday, 12:16 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Syllabus math
Attach: Math+ docx

Math 118

Topics in Math-Section 002- Spring 2013

INSTRUCTOR: Perry Harabin **E-MAIL**: gharabin@email.unc.edu
OFFICE: Phillips 404
OFFICE HOURS: Monday 12:00 to 1:00, Wednesday 12:00 to 1:00, Tuesday 11:00 to 12:00 or by appointment.

Meeting Time and Place: Smith 107, MWF from 11:00 to 11:50
Prerequisites: None
Class webpage: Sakai website

TEXT: I will draw from many sources in this class, including:

-*Excursions in Modern Mathematics*, Tannenbaum (I am using the sixth edition for material)

-*The Heart Of Mathematics,* Edward B. Burger & Michael Starbird (I will photocopy the relevant sections and post them to Sakai as they are needed).

-*Miscellaneous Outside Materials*: These will be posted to the Sakai Webpage as needed. There will also be optional material posted to Sakai.

ATTENDENCE: It is extremely important that you come to class prepared and ready to learn. I cannot guarantee that all the material will come from one source; in class material is fair game on all exams. There will also be **NO make-up Exams or assignments without a valid university excuse.**

Course Description: This course is intended as a nontechnical introduction to Mathematical topics not covered in traditional courses. I want for this course to be enjoyable by all students, and the emphasis will be on developing logical skills. This course is a wonderful opportunity for students to see what mathematics is really like. I intend for this course to be very flexible: if I feel that the class doesn't understand a topic, I will devote extra time to it. I also hope that there can be fun activities which help us explore the material further. Of course, all of this will become clearer with the development of the class.
Finally, we will cover a range of topics, including but not limited to: Probability, Symmetry, Circuits, The Mathematics of Money and various other topics covered in your textbook and in the additional material. All the material is subject to change, and some topics may be covered more deeply than others.

Calculator Use: Calculators are wonderful tools for exploring the material; however, students will be expected to know how to perform basic operations without a calculator. With this in mind, calculators (all models) will be allowed on all work, but definitely not required. In fact, some questions on homework and tests may ask students to explain their thought process.

Graded Work: Outlined Below

Homework: You will be required to submit weekly homework assignments online using the course website. These assignments will help you be better prepared for in-class tests and the final exam. Each assignment will have a submission deadline. Late work will not be accepted.

You will also be required to submit a short reading assignment quiz prior to each lecture meeting. These quizzes will help you be better prepared for the topics presented during class. Late work will not be accepted.

Tests: I expect that there will be 3 tests throughout the semester. No make-up tests will be given unless you have a university approved excuse. There will be no collaboration on tests. Here are the *tentative* dates:

Test 1: February 8th

Test 2: March 8th

Test 3: April 12th

Final Exam: There will be a final exam on Tuesday, May 7th and will be cumulative.

Grading: I will grade on a 10 point scale with plusses and minuses as I see fit:
90-100 A, 80-90 B, 70-80 C, 60-70 D, Below 60 F

The assignment types are below with a point value for each (tentative).

Homework: 1/6th of your grade (100 points total)
Tests: 1/6th each (100 points each)
Final: 1/3rd (200 points)

Honor Code: Students at the University of North Carolina at Chapel Hill are expected to conduct themselves with the utmost honor and integrity (academic and otherwise). I expect each student in this class to uphold the honor code. Every assignment turned in must be pledged by the student to conform to highest standards of honor and integrity.

Resources: I highly encourage students to come to my office hours if they are having trouble with the material. Remember that this course is intended to engage YOU! There is also a math help center in Phillips which is a great resource for all math questions.

Hoping for a happy semester!

From: Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of Dennis Congos <Dennis.Congos@UCF.EDU>
Sent: Monday, January 28, 2013 1:41 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Subject: Re: SI Leader Cost-Effectiveness
Attach: How SI generates income JCSR 3-2-00-1.pdf

Hi Ethel,
The attachment may be helpful to you on how SI generates revenue far and above its costs.
Best wishes…….
Dennis

Dennis H. Congos
Academic Advisor and College Level Learning Skills Specialist
First Year Advising and Exploration (FYAE)
University of Central Florida
116 Phillips Hall, POB 160170
Orlando, FL 32816
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FYAE web site: http://fyae.sdes.ucf.edu/
http://twitter.com/FYAEUCF
Learning Skills: The only indispensable knowledge in college.
"Starting Out In College" Editor, Dennis H. Congos, MSEd. McGraw Hill. ISBN# 978-0-07-662408-9. *Available at Gray's Bookstore by the UCF campus.*
"Starting Out in Community College" Editor, Dennis H. Congos, MSEd. McGraw Hill. ISBN# 978-0-07-660765-5
FYAE QR code

From: Supplemental Instruction Discussion List [mailto:SINET@LISTSERV.UMKC.EDU] **On Behalf Of** Swartzendruber, Ethel S
Sent: Monday, January 28, 2013 1:24 PM
To: SINET@LISTSERV.UMKC.EDU
Subject: SI Leader Cost-Effectiveness
I want to do a cost comparison of tutoring versus SI. If you have a formula that works for demonstrating SI cost-effectiveness, please share.
Eth e1

Ethel Swartzendruber
Senior Assistant Director
Coordinator of Supplemental Instruction
Student Success at Purdue
765-494-8507
Main Office: 765-494-9328
Fax: 765-496-6752
studentsuccess@purdue.edu

To search past discussions on the SI-Net, visit our archive at http://groups.google.com/group/si-net

To add or remove from this mailing list, please go to <http://listserv.umkc.edu/scripts/wa.exe?SUBED1=SINET&A=1> or send an email message to the address listserv@listserv.umkc.edu, with the text SIGNOFF SINET in the body of the message.

You are subscribed to the SINET list as dcongos@MAIL.UCF.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.

To search past discussions on the SI-Net, visit our archive at http://groups.google.com/group/si-net

To add or remove from this mailing list, please go to <http://listserv.umkc.edu/scripts/wa.exe?SUBED1=SINET&A=1> or send an email message to the address listserv@listserv.umkc.edu, with the text SIGNOFF SINET in the body of the message.

You are subscribed to the SINET list as bridgerb@UNCAA.UNC.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.

Congos, D. H. (2001-2002). How Supplemental Instruction (SI) generates revenue for colleges and universities. Journal of College Student Retention: Research, Theory, & Practice, 3(3), 301-309.

HOW SUPPLEMENTAL INSTRUCTION (SI) GENERATES REVENUE FOR COLLEGES AND UNIVERSITIES

By Dennis Congos

Certified Supplemental Instruction Trainer and SI Coordinator

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HOW SUPPLEMENTAL INSTRUCTION (SI) GENERATES REVENUE FOR COLLEGES AND UNIVERSITIES

Abstract

Many colleges and universities still do not understand how an SI program can retain tuition revenue ordinarily lost to attrition. The purpose of this article is to increase awareness of the ability of SI to generate retained tuition revenue far beyond the costs of an SI program. Furthermore, formulas are presented to help prospective and existing SI programs determine the amount of retained revenue SI can generate for individual institutions.

HOW SUPPLEMENTAL INSTRUCTION (SI) GENERATES REVENUE FOR COLLEGES AND UNIVERSITIES

Introduction

As an SI Coordinator and certified SI trainer, I am bewildered when college and university administrators say that they cannot find the money to begin or expand an SI program. That response is on the same level as turning down tens of thousands of dollars in unrestricted donations because the paperwork to process them costs money. There is much research on SI's positive influence on retention beginning in the 1980's (Blanc and others, 1983; Burmeister, 1994; Collins, 1982; Hill and others, 1998; Ramirez, 1997.). Perhaps the reason for administrators' negative or reserved responses to SI is that many of them are still not aware of the potential financial windfall that an SI program can deliver to an institution.

SI programs keep a sizeable sum of tuition money in an institution otherwise lost to attrition and SI minimizes money spent on recruiting replacement students. In 1997, public institutions reported a mean cost of $433 to recruit each new student for fall 1997 which is 26% higher than in 1995. Private institutions reported a mean cost of $1,624 which is 4% higher than in the fall of 1995 (Noel-Levitz, 1998). We know from national research on SI that about 10% more of students who attend SI sessions persist until graduation when compared to non-participants with similar incoming characteristics (Arendale & Martin, 1997; Center for Supplemental Instruction, 1998). How do recruiting costs and retention translate into revenue?

The State Supported College and University Bonanza

It is easier to understand how SI can increase tuition revenue if an example is used. Old Ivy State University has a medium size SI program where SI support is available in 10 classes in fall and spring semesters. In the fall semester, 419 freshmen at-

tend SI sessions. We will call this first group of SI freshmen the alpha class and use the letters of the Greek alphabet to identify each successive semester's group of SI attendees. With 419 SI attendees, it is very likely that the SI program will influence approximately 41 of these students to reenroll at Old Ivy each semester until graduation who we would otherwise be lost to attrition (using the 10% figure from the national study).

If we use Old Ivy student's tuition of $64.32 per credit hour times an average of 12 credit hours (estimated) per student, the student's contribution in tuition for 1 semester is $772. Further adding in the contribution from the state per student of $2316 per semester, the total in tuition revenue for Old Ivy State is about $3088 per semester per student. Since we anticipate that 41 more students will persist at Old Ivy due to SI session attendance, the potential in retained revenue is $126,608 from these alpha SI students *per semester*. For the sake of a simpler, more comprehensible example, we will assume that 419 freshmen attend SI sessions each semester for the 4 years covered in this example. This figure will not include retained revenue from upper classes and transfer students who may attend SI sessions or retained revenue from auxiliary services such as the bookstore, housing, and meal plans. It will not include tuition and revenue from summer school attendance, either. Also, it is typical for SI attendance to increase each year as students learn of the benefits and as SI expands to other classes and sections and this increase in potential tuition revenue is also not included in the example below for simplicity.

The chart below is an example of the potential retained revenue per year from year 1 to year 4 of Old Ivy's SI program. It charts the potential in retained tuition reve-

nue for each subsequent incoming group of SI attendees over 4 years of OI's SI program.

Insert Table 1 about here

One common reason used by administrators for not supporting an SI program is lack of funds. From the above chart a small investment in an SI program can bring large returns and provide money for many other institutional ventures. In this example of Old Ivy State University, their investment in SI amounts to about $50,000 per year for:

1. An SI Coordinator's salary and benefits totaling $35,000 year.
2. 5 SI leaders at $1200 per semester for 2 semesters is $12,000.
3. Office supplies totaling $3000.

Subtracting that $50,000 from the annual retention revenue figure of $886,265 (4 years of SI retainees), the influence of SI still retains about $836,265 annually as long as there is an SI program of the same size and level of attendance. Another way to look at this is there is one SI leader for every $167,253 retained.

The Private College Gold Mine

In light of potential retained revenue, private colleges and universities face greater gains from an SI program. As tuition amounts increase, SI becomes more and more cost effective. For example, many private institutions have tuitions in excess of $15,000 per year. SI does not have to influence many SI attendees to persist in order become cost effective. If the costs of an SI program are $50,000 per year, only 4 students *per year* need be retained by SI (at $15,000 tuition annually) to more than break even on

this institution's investment in SI. If only 50 freshmen attend SI sessions each semester (and this is a very low figure), about $75,000 in potential revenue is kept from the 10% retained students group (5) each semester in subsequent semesters until graduation. That is $150,000 for every 2 semesters per year. As soon as the SI program is 4 years old, the retained revenue in this private school example from this initial group of 10 SI retainees is $525,000 *over 3.5 academic years or 7 semesters!* (retained revenue accrues when persisting students matriculate beginning with the first semester subsequent to SI attendance). With this knowledge, what private school administrator would not covet SI on campus and gratefully invest in this moneymaker?

If SI attendance is constant at 100 per year, there are likely to be 10 more retainees *each year* this SI program is in existence (10% of 100). Every year that 10 SI retainees graduate, the institution has had the benefit of a total of $525,000 in retained revenue over the past 3.5 academic years or 7 semesters. With 7 semesters of SI attendees in the pipeline toward graduation, the *annual retained revenue after 4 years and every year thereafter as long as there is an SI program is $525,000!*

Computing Retained Revenue

When a student is lost to attrition after the first year in a baccalaureate program the cost is three to four years of lost revenue, not one year as some may assume (Bean, 1992). Therefore, it is prudent to include the costs of recruiting replacement students for those unretained when computing retention revenue from SI. Below is a formula to determine the potential retained revenue for students attending SI sessions. It includes retained tuition and savings in recruiting costs to replace students lost to attrition.

HOW SUPPLEMENTAL INSTRUCTION (SI) GENERATES REVENUE FOR COLLEGES AND UNIVERSITIES

$$(T)(N) + (C)(r) - S = RS$$

C = savings in recruiting costs

G = the number of groups who attended SI sessions to date (1 group per semester)

n = number of semesters enrolled until graduation minus 1 semester

N = 10% of SI attendees for a given semester

r = number of replacement students to compensate for those unretained

RC = retained revenue from SI attendees among current enrollees

RG = total retained revenue per semester to graduation

RS = potential retained revenue per semester

S = Costs of an SI program

T = tuition revenue per student per semester

For example, Old Ivy has $3088 in tuition per student, 41 retainees, $500 per student in recruiting costs, and $50,000 for the annual costs of an SI program.

(T) (N) + (C) (r) – S = RS

($3088)(41) + ($500)(41) - $50,000 = Retained revenue per semester

$126,608 + $20,500 - $50,000 = $97,108 of retained revenue per semester

This $97,108 in retained revenue applies only for the first semester for which students are retained each year since in this example, we deduct the total annual costs of an SI program here. During the next semester, the retained revenue is $126,608 per semester from this one group of SI attendees until graduation. That projects to $223,716 in retained revenue per academic year from this one group of SI retainees until graduation.

HOW SUPPLEMENTAL INSTRUCTION (SI) GENERATES REVENUE FOR COLLEGES AND UNIVERSITIES

To determine the retained revenue per each group of SI attendees per semester until graduation, use the following formula. We will use Old Ivy's tuition, SI attendance, and recruiting costs in this example also:

$$(n-1) \quad (T) \quad (N) + \quad (C) \quad (r) - \quad S \quad = RG$$

$$(8-1)(\$3088)(41) + (\$500)(41) - \$50{,}000 = \$679{,}756$$

To determine the amount of retained revenue per semester from currently enrolled students who attend SI sessions, we can use Old Ivy State University's 8 groups of SI attendees over 4 years. Since retention at the end of a first semester of SI attendance generates no retained revenue up to this point, we will use the multiplier of 7 semesters of SI attendees that do generate retained revenue:

$$(G) \quad (T) \quad (N) - \quad S \quad = \quad RC$$

$$(7)\ (\$3088)(41) \ - \ \$50{,}000 = \$679{,}756$$

Beginning in an SI program's fourth year, there is $679,756 per year in retained revenue in the pipeline as long as there is an SI program!

Problems

Some would say that an unretained student is not that costly because another student will take the place of the unretained student. In that case, we must consider the costs of recruiting a replacement student. If the cost of recruiting a student to a public institution such as Old Ivy is an average of $500 per student, and if 100% of those students lost to attrition (82 in our example – 41 each semester) after the first year of SI are replaced in the subsequent academic year, the cost to an institution is $41,000 in recruiting costs and no lost tuition revenue. If a student leaves and is not replaced in the semester subsequent to attrition, there is unrecoverable tuition revenue per student

for each semester until that student is replaced plus the costs spent recruiting a replacement.

As an example, if only 90% of the 82 unretained students or 74 students are replaced in the semester subsequent to their attrition, there is lost tuition revenue from 8 unreplaced students ($3088 each) or $24,704 plus the cost of recruiting those 74 replacement students of $37,000. The total in lost tuition revenue and recruiting costs comes to $61,704 ($11,704 more than the cost of an SI program). If only 80% of those 82 unretained students are replaced, that is 66 students, the lost tuition revenue from 16 unreplaced students is $49,408 plus recruiting costs for 66 students of $33,000. The combined total is $82,408 in lost tuition and recruiting expenses ($32,408 more than the cost of an SI program). As the numbers of students increase who are not replaced in the semester immediately after attrition, recruiting costs mount and losses in tuition revenue rise dramatically.

As you can see in the examples above, recruiting costs accumulate quickly and do not guarantee replacement students. Once tuition revenue is lost, it is money not recovered and tuition revenue is lost every semester until the unretained student is replaced with one who successfully matriculates.

Other Benefits of SI

SI also increases the quality of the educational experience by fostering those all-important and retention-related affective connections between students. SI is proactive in that students begin attending during the first week of classes. Problems in content understanding and skills for learning can be identified and addressed in SI sessions early. Students also make early connections with veteran peers (SI leaders) whose goal is

to help these students learn better ways to succeed in college. Faculty members notice higher quality questions and answers in class and on exams. Faculty see fewer students with basic content and study skills problems during office hours. It follows that when baccalaureate students graduate with higher gpa's that more of them meet entrance requirements for grade point averages in graduate, medical, and law schools. It also follows that students who are happy with their educational experience are more likely to contribute to alumni annual giving programs and capital expansion efforts. While it is somewhat easier to measure the direct financial gains in terms of retained revenue, there are many intangible benefits from SI that accrue to institutions with SI programs.

Conclusions

Overall, SI appears to be a wise investment not only from the retained revenue viewpoint. SI reduces recruiting costs and retains incoming tuition dollars for longer periods of time, supplements the quality of the educational experience, and potentially may impact the fund raising efforts of an institution.

HOW SUPPLEMENTAL INSTRUCTION (SI) GENERATES REVENUE FOR COLLEGES AND UNIVERSITIES

Table 1 - Example of Retained Revenue For An SI Program Over 4 Years

Assumption: Constant rate of 419 SI attendees per semester and 41 SI attendees persisting each semester until graduation. SI program costs not deducted

Fall semester of year 1 of SI. (Y1Fall)	**Spring semester of year 1 of SI. (Y1Sp.)**	**Fall semester of year 2 of SI. (Y2 Fall)**	**Spring semester of year 2 of SI. (Y2 Sp.)**	**Fall semester of year 3 of SI. (Y3 Fall)**	**Spring semester of year 3 of SI. (Y3 Sp.)**	**Fall semester of year 4 of SI. (Y4 Fall)**	**Spring semester of year 4 of SI. (Y4 Sp.)**	**Total retained persistence revenue.**
Alpha SI attendees. At the end of Y1Fall, 41 alpha attendees produce a retained revenue of 0.	**Alpha SI attendees.** At the end of Y1 Spring., 41 alpha attendees produce a retained revenue of $126,608.	**Alpha SI attendees.** At the end of Y2FALL, alpha attendees produce additional retained revenue of $126,608.	**Alpha SI attendees.** At the end of Y2Spring, 41 alpha attendees produce additional retained revenue of $126,608.	**Alpha SI attendees.** At the end of Y3Fall, 41 alpha attendees produce additional retained revenue of $126,608.	**Alpha SI attendees.** At the end of Y3 Spring, 41 alpha attendees produce additional retained revenue of $126,608.	**Alpha SI attendees.** At the end of Y4Fall, 41 alpha attendees produce additional retained revenue of $126,608.	**Alpha SI attendees.** At the end of Y4 Spring, 41 alpha attendees produce additional retained revenue of $126,608.	**Alpha SI attendees. 7 semesters of persistence produce a retained revenue of $886,265**
	Beta SI attendees. At the end of Y1 Spring, 41 beta attendees produce a retained revenue of 0.	**Beta SI attendees.** At the end of Y2Fall, 41 beta attendees produce a retained revenue of $126,608.	**Beta SI attendees.** At the end of Y2 Spring, 41 beta attendees produce additional retained revenue of $126,608.	**Beta SI attendees.** At the end of Y3Fall, 41 beta attendees produce additional retained revenue of $126,608.	**Beta SI attendees.** At the end of Y3 Spring,41 beta attendees produce additional retained revenue of $126,608.	**Beta SI attendees.** At the end of Y4Fall, 41 beta attendees produce additional retained revenue of $126,608.	**Beta SI attendees.** At the end of Y4 Spring, 41 beta attendees produce additional retained revenue of $126,608.	**Beta SI attendees. 6 semesters of persistence produce a retained revenue of $759,648**
		Gamma SI attendees. At the end of Y2Fall, 41 gamma attendees produce a retained revenue of 0.	**Gamma SI attendees.** At the end of Y2 Spring, 41 gamma attendees produce a retained revenue of $126,608.	**Gamma SI attendees.** At the end of Y3Fall, 41 gamma attendees produce additional retained revenue of $126,608.	**Gamma SI attendees.** At the end of Y3 Spring, 41 gamma attendees produce additional retained revenue of $126,608.	**Gamma SI attendees.** At the end of Y4Fall, 41 gamma attendees produce additional retained revenue of $126,608.	**Gamma SI attendees.** At the end of Y4 Spring, 41 gamma attendees produce additional retained revenue of $126,608.	**Gamma SI attendees. 5 semesters of persistence produce a retained revenue of $633,040**
			Delta SI attendees. At the end of Y2 Spring, 41 delta attendees produce a retained revenue of 0.	**Delta SI attendees.** At the end of Y3Fall, 41 delta attendees produce a retained revenue of $126,608.	**Delta SI attendees.** At the end of Y3 Spring, 41 delta attendees produce additional retained revenue of $126,608.	**Delta SI attendees.** At the end of Y4Fall, 41 delta attendees produce additional retained revenue of $126,608.	**Delta SI attendees.** At the end of Y4 Spring, 41 delta attendees produce additional retained revenue of $126,608.	**Delta SI attendees. 4 semesters of persistence produce a retained revenue of $506,432**
				Epsilon SI attendees. At the end of Y3Fall, **41** epsilon attendees produce a retained revenue of 0.	**Epsilon SI attendees.** At the end of Y3 Spring, 41 epsilon attendees produce a retained revenue of $216,608	**Epsilon SI attendees.** At the end of Y4Fall, 41 epsilon attendees produce additional retained revenue of $216,608	**Epsilon SI attendees.** At the end of Y4 Spring, 41 epsilon attendees produce additional retained revenue of $216,608	**Epsilon SI attendees. 3 semesters of persistence produce a retained revenue of $379,824**
					Zeta SI attendees. At the end of Y3 Spring, 41 zeta attendees produce a retained revenue of 0.	**Zeta SI attendees.** At the end of Y4Fall, 41 zeta attendees produce a retained revenue of $126,608	**Zeta SI attendees.** At the end of Y4 Spring, 41 zeta attendees produce additional retained revenue of $126,608	**Zeta SI attendees. 2 semesters of persistence produce a retained revenue of $253,216**
						Eta SI attendees. At the end of Y4Fall, 41 eta attendees produce a retained revenue of 0.	**Eta SI attendees.** At the end of Y4 Spring, 41 eta attendees produce a retained revenue of $126,608	**Eta SI attendees. 1 semester of persistence produces a retained revenue of $126,608**
							Theta SI attendees. At the end of Y4 Spring, 41 theta attendees produce a retained revenue of 0.	**Theta SI attendees. 0 semesters of persistence produce a retained revenue of $0**

Y1 Fall retained revenue	$0	Y1Spring retained revenue	$126,608	Y2 Fall retained revenue	$253,216	Y2 Spring retained revenue	$379,824	Y3 Fall retained revenue	506,432	Y3 Spring retained revenue	$633,040	Y4 Fall retained revenue	$759,648	Y4 Spring retained revenue	$886,265	**Total retained revenue over 4 years of OI's SI program is $3,545,033.**

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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Monday, January 28, 2013 3:09 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Do Programs For At-Risk Students Work? How To Assess Their Effectiveness

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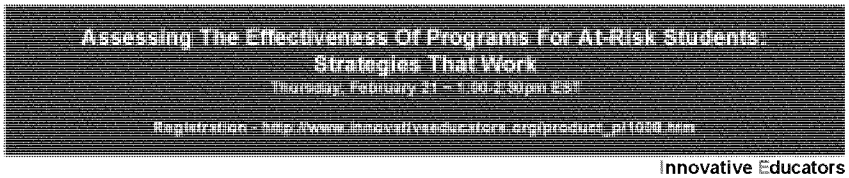

Innovative Educators

Free Resources

- For Students at Risk, Early Colleges Proves a Draw
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- Guest Commentary: At-Risk Students Deserve Support
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Webinar Overview

Higher education must face increasing ethical and practical demands in order to successfully serve special at-risk student populations. Providing services for these students can be difficult and successfully evaluating the programs that target at-risk populations presents its own challenges. Many traditional measures of student success such as course grades and retention are reported for the entire student population. These broad reporting practices make it nearly impossible to get an accurate reflection of the quality of at-risk programs, as the experiences of these limited groups are often not common to the student population as a whole.

This webinar will look at some processes for examining the effectiveness of targeted programming, such as seminars for students on probation or returning from suspension, workshops for international students, learning communities for veterans, summer bridge programs, intensive pre-semester skills review for conditionally admitted students, and other programs for specific populations that struggle for academic success and retention. Participants will look at both quantitative and qualitative data as well as short- and long-term perspectives on success. A limited bibliography of sample evaluations and related resources will be provided.

Webinar Objectives

Participants will be able to:

- Identify categories of at-risk students
- Describe their personal and academic characteristics
- Design and provide programs that address those characteristics
- Identify some of the challenges involved in evaluation for at-risk student programs
- Write outcomes and/or select baseline measures
- Create a comparison group for evaluation
- Develop an evaluation plan that combines qualitative and quantitative measures as well as direct and indirect measures of effectiveness
- Understand the importance of "big picture" data
- Identify campus partners and assistance for evaluation projects

Upcoming Webinars

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January 2013

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Veterans Resource Centers On Campus: How To Create, Staff & Fund A Thriving Center

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First-Year Minority Male Students: Increasing Retention & Persistence By Addressing Their Academic & Social Needs

29
Student Motivation: Practical Strategies That Will Increase Engagement, Learning & Retention

30
Removing Suicidal Students From Campus: The Significance Of Recent Changes In Federal Policy

30
Understanding The New Non-Traditional Student: Supporting Their Success In & Out Of The Classroom

February 2013

5
Intrusive Academic Advising: An Effective Strategy To Increase Student Success Students

6
Summer Bridge Programs: Easing The Transition For First-Generation College Students

12
Supporting First-Generation Students: Best Practices From A Highly Successful Early Intervention Program

Webinar Speaker(s)

"One could easily argue that every student coming to college is academically at risk in some way - otherwise college retention rates would all be closer to 100 percent. However, we are aware of certain patterns of high risk, so we design programs based upon those patterns. How well are those programs working? How do you measure success for students whose chances for success are, by definition, below average?"

Jan Norton received her Master's in Educational Research & Psychology. In

addition to managing comprehensive, multi-discipline learning centers, she has worked as an evaluation consultant for tutoring programs and developmental education in several states and been a reviewer for NADE, CRLA, and NCLCA certifications. Her training includes Supplemental Instruction, the Kellogg Institute, the Winter Institute, the NCLCA Summer Institute, TIDE, a NACADA Summer Institute, and NADE certification training; she was one of the featured trainers at the 2006 Winter Institute and the 2005 NCLCA Summer Institute. For CRLA, she has served as the leader for the Learning Assistance Center Management SIG and the Research & Evaluation SIG. Currently working for Academic Programs and Student Development at the University of Iowa, Jan continues to be an occasional author and a frequent presenter at conferences.

13
Supporting Military Veterans: How To Develop An Effective Academic Advising Protocol

13
Identifying & Engaging Unprepared Students: Practical Strategies & Techniques For Today's College Classroom

20
Undocumented Students: An Overview Of Policies, Myths & Best Practices

22
Establishing A Campus-Wide Veteran-To-Veteran Mentoring Program On Your Campus

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Subject: Super Bowl Gambling Reminder

Attach: Header; Super Bowl Sports Wagering Reminder Notice 2013.pdf

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All,

In anticipation of Super Bowl weekend, the NCAA has issued the attached reminder regarding its prohibition on gambling.

Please note that this regulation applies to all athletics department employees, as well as nonathletics staff members who have responsibilities within or over the athletics department (e.g., Chancellor, FAR).

We will send this same reminder to our student-athletes, as well.

Please do not hesitate to contact me with any questions you may have.

DON'T BET ON IT!!!

Thanks,
Tom

Tom Timmermans | Assistant Director of Compliance/Fin. Aid | University of North Carolina
Office 919.962.7851 |Cell 919.259.4442 |Fax 919.962.6002

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<Ronnie.Pendleton@facilities.unc.edu>; Rick Steinbacher <rsteinbacher@uncaa.unc.edu>; Ryan Vanhoy <rvanhoy@uncaa.unc.edu>; Robert Woodard <rwoodard@uncaa.unc.edu>; Robert Sweeney <rwsweene@uncaa.unc.edu>; Randall Young <ryoung@fac.unc.edu>; Staci Austin <saustin@email.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Stephen Boyd <sboyd@uncaa.unc.edu>; Clark Smith <scsmith@uncaa.unc.edu>; Doug Halverson <sdhalverson@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Shelley Johnson <shelljo@uncaa.unc.edu>; Sarah Humphries <shumphri@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Shelly Streett <sjgreen@uncaa.unc.edu>; Simon Haake <sjhaake@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Steve Kirschner <skirschner@uncaa.unc.edu>; Sara Koenig <skoenig@uncaa.unc.edu>; Sally Mays <smays@email.unc.edu>; Steve Miller <smiller@uncaa.unc.edu>; Scott Oliaro <soliaro@uncaa.unc.edu>; Shane Parrish <sparrish@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Sandy Restivo <srestivo@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Gary Stec <stec@uncaa.unc.edu>; Stephen Toomy <stoomy@uncaa.unc.edu>; Scott Trulock <strulock@uncaa.unc.edu>; Mary Stuneck <stuneck@uncaa.unc.edu>; Sue Walsh <suewalsh@ad.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Tom Brickner <tbrickne@email.unc.edu>; Thomas Woody <tgwoody@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>; Tim Taft <timothy_taft@med.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Terri Jo Rucinski <tjrucinski@uncaa.unc.edu>; Terry K. Roberts <tkrobert@email.unc.edu>; Tommy Davis <tommyd@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Trey Parnell <tparnell@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Tim Sabo <tsabo@uncaa.unc.edu>; Tyson Lusk <tslusk@uncaa.unc.edu>; Tim Smith <tsmith06@ad.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracy Harris <tuh@uncaa.unc.edu>; Teresa Vanderford <tvanderford@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Tychius Cowdin <tychnine@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>; Velvet Catoe <vcatoe@ad.unc.edu>; Kelly Waicus <waicus@email.unc.edu>; Walt Bell <wbell@uncaa.unc.edu>; Spencer Welborn <welborn@uncaa.unc.edu>; William Modlin <william.modlin@facilities.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>; Willie Scroggs <wscroggs@uncaa.unc.edu>; Ross Whisenant <wwhisena@uncaa.unc.edu>; Leslie Funk <xfunk@uncaa.unc.edu>; Nate Yarbrough <yarbrough@uncaa.unc.edu>; Zana Tauriaianen <ztauriai@uncaa.unc.edu>; Chad Zwierlein <zwierlein@uncaa.unc.edu>

Subject: Super Bowl Gambling Reminder

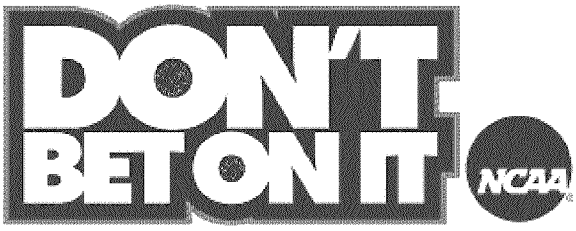

Super Bowl Sports Wagering Reminder Notice

Dear NCAA student-athletes, coaches and administrators:

With the Super Bowl coming soon, we wanted to take this time to remind all student-athletes, coaches and administrators of the NCAA's policy on gambling.

- The NCAA membership has adopted specific rules prohibiting athletics department staff members and student-athletes from engaging in gambling activities as they relate to intercollegiate or professional sporting events.

- NCAA member colleges and universities have defined sports wagering as putting something at risk, such as an entry fee, with the opportunity to win something in return. Because of this, student-athletes, coaches and administrators may not participate in competitions where there is both a required entry fee and an opportunity to win a prize.

If you have any questions regarding this material, please do not hesitate to contact Mark Strothkamp, NCAA associate director of enforcement, at mstrothkamp@ncaa.org or 317/917-6222.

From: Shannon Roberts <serober4@ncsu.edu>
Sent: Monday, January 28, 2013 6:24 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: NC State Conference--Informative Email

You are invited to NC State's Academic Support Program for Student-Athletes

12th Annual Drive In Conference!

ASPSA would like to invite you and your support staff to this event. We are still in the planning process, but want to send information out as soon as possible.

The ASPSA intern class plans an annual Athletic Academic Support conference for those institutions in driving distance (all are welcome, but that is the target audience). The purpose of this conference is to provide professional resources to those in our profession who may have a limited budget or restrictions and might not be able to attend the National Convention. This conference will also provide networking opportunities. The date of the conference is Friday, April 26, 2013. The conference will start at 9:00 and end at approximately 4:00 with a social at a local restaurant.

Some of our committed presenters include academic support staff from Clemson University, University of Virginia, University of Georgia, University of North Carolina at Charlotte, and North Carolina Central University.

There will be more information and a formal invitation to follow. If you have any questions or concerns please feel free to contact me by email or by phone at 919-513-1047. Hope all is well!

--
Shannon Roberts
Assistant Academic Coordinator
Academic Support Program for Student Athletes
North Carolina State University

Follow ASPSA on Twitter @ASPSA1

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, January 28, 2013 9:30 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Administrative Review of Bill McDiarmid, Dean, School of Education

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MEMORANDUM

DATE: January 28, 2013

TO: Members of the UNC Chapel Hill - Faculty, Staff, Students and Alumni

FROM: Bruce Carney, Executive Vice Chancellor and Provost

RE: Administrative Review of Bill McDiarmid, Dean, School of Education

I am pleased to invite your participation in the review process on behalf of the committee appointed to review the performance of Bill McDiarmid as Dean, School of Education

This review, required by University regulations, will focus on Bill McDiarmid's performance as Dean of the School of Education over the past four years. The committee consists of Kristen Swanson, Chair Wendy Brewster, Matthew Green, Barbara Holland Chapman, Jim Ketch, Lloyd Kramer, Michael Lee, Donna LeFebvre, Xue Lan Rong, Lynne Vernon-Feagans and Bill Ware. As required by University regulations, this committee will review Dean McDiarmid's accomplishment as dean with respect to long-range planning, intellectual leadership, faculty and staff recruitment, retention and promotion, curriculum and program development, fundraising and entrepreneurship, and the day-to-day management of the School of Education. The committee invites your comment on these and related issues. It is important for the committee to have some sense of how Dean McDiarmid is viewed by his peers at UNC-Chapel Hill as a colleague and citizen of the University Community.

We encourage you to contribute to this review in the following different ways:

1. The committee has scheduled two open sessions to receive comments. These times are:

February 11 - 10:00-11:00 - 307 South Building

February 12 - 10:00-11:00 - 307 South Building

If you wish to meet with the committee, please contact Debbie Stevenson in the Office of the Executive Vice Chancellor and Provost (debbie_stevenson@unc.edu or 962-7882). She will schedule a specific time (usually about 10-15 minutes) within that time period. While all comments received during these sessions will be kept strictly confidential, a master list of attendees will be retained as part of Dean McDiarmid's personnel file. All requests for a meeting during these session times must be received no later than February 4, 2013.

2. You also may contribute to this review by providing written comments to the Chair. The review committee will treat your comments as strictly confidential. However, by law, all written communications, whether on paper or by email, become a confidential part of Dean McDiarmid's personnel file and as such, are open to examination by him. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Dean McDiarmid's personnel file. If you wish to provide oral comments, please contact the Chair or any member of the committee. University regulations prohibit consideration of anonymous letters in the review process.

All written comments should be sent to: Dean Kristen Swanson c/o Debbie Stevenson, 104 South Building, CB # 3000, or by emailing debbie_stevenson@unc.edu.

3. You may telephone or meet privately, in person, with committee members. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Dean McDiarmid's personnel file but may be reflected in the committee's report without identifiers.

The deadline for receiving comments is February 25, 2013.

Thank you very much for your help in this important task.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

ACC Scholar-Athlete of the Year Nomination

"Kay Yow Award"

- 2012-13 WOMEN'S BASKETBALL -

NOMINEE:_____

SCHOOL: _____ **POSITION**:_____

CLASS: _____ **HOMETOWN**: _____

ACADEMIC MAJOR: _____

LAST TWO SEMESTERS GPA:_____

CAREER GPA: _____

ATHLETIC ACCOMPLISHMENTS & RECOGNITIONS: 2012-13 SEASON ONLY

(PLEASE INCLUDE TOP FINISHES, INDIVIDUAL HONORS, NATIONAL AND ACC HONORS)

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ACADEMIC ACCOMPLISHMENTS & RECOGNITIONS: 2012-13 SEASON ONLY

(you may attach further information if needed**):**

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ADDITIONAL COMMENTS:

_____

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_____

SIGNATURE: _____

SCHOOL: _____ DATE: _____

Deadline for Return: FRIDAY, FEBRUARY 15, 2013.

Return to Amy Yakola, 4512 Weybridge Lane, Greensboro, N.C. 27407

Fax: 336-854-8797; E-Mail: ayakola@theacc.org

ACC Scholar-Athlete of the Year Nomination

"Skip Prosser Award"

- 2012-13 MEN'S BASKETBALL -

NOMINEE: _____

SCHOOL: _____ **POSITION:** _____

CLASS: _____ **HOMETOWN:** _____

ACADEMIC MAJOR: _____

LAST TWO SEMESTERS GPA: _____

CAREER GPA: _____

ATHLETIC ACCOMPLISHMENTS & RECOGNITIONS: 2012-13 SEASON ONLY

(PLEASE INCLUDE TOP FINISHES, INDIVIDUAL HONORS, NATIONAL AND ACC HONORS)

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ACADEMIC ACCOMPLISHMENTS & RECOGNITIONS: 2012-13 SEASON ONLY

(you may attach further information if needed):

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ADDITIONAL COMMENTS:

_____

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SIGNATURE: _____

SCHOOL: _____ DATE: _____

Deadline for Return: FRIDAY, FEBRUARY 15, 2013.

Return to Amy Yakola, 4512 Weybridge Lane, Greensboro, N.C. 27407

Fax: 336-854-8797; E-Mail: ayakola@theacc.org

From: Dan Tudor <dan@sellingforcoaches.ccsend.com>
Sent: Tuesday, January 29, 2013 9:40 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: 5 Things Your Prospect's Silence Could Be Signaling

View this as a webpage... Click here!

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TUDOR TCS COLLEGIATE STRATEGIES

College Recruiting Weekly

January 29, 2013 Volume 9, Issue 5

5 Things Your Prospect's Silence Could Be Signaling

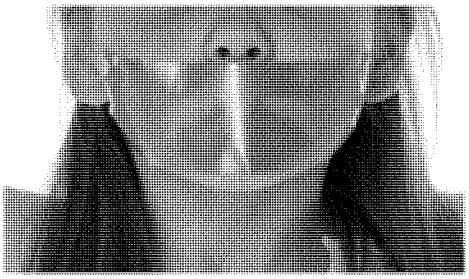

Sure, it may be a virtue, but patience is still tough to come by if you're a college coach who isn't getting the kind of response he or she expects from their prospect.
Especially this time of year.
Early winter is one of the roughest times of year to maintain, or continue, good communication with recruits you have been in contact with. I could be describing some of your Seniors who have an offer, but haven't come to their final decisions yet. Or, I might be talking about your underclass prospects, who are done with the initial excitement of first hearing from you and are now feeling ill-equipped to continue the conversation with so much time left to go before they are close to reaching a final decision.
In either scenario, or a cavalcade of others that you and your fellow college coaches could easily add to that list, the immediate reaction is a combination of frustration and urgency. And when a college recruiter is frustrated and feeling pressured when engaged in ongoing communication with their recruits, bad things often follow.
Those are the coaches who set unfair deadlines late in the game...stop communicating all-together...ask end-of-the-process questions way too soon in an effort to get a decision (or the hint of one).
All of these actions could be devastating, not only in your efforts to continue effective communication with your prospects, but also in your efforts to eventually win over that prospect as their final choice.
But rather than give you a list of things you should be asking or doing with your recruits at this point in the process (check our blog archives for lots of information on that topic), I wanted to take you inside your prospect's head and give you...

CLICK HERE TO CONTINUE

COMING-UP IN THURSDAY'S Client Insider

If you are one of our **TRS Clients** or **Premium Members**, we'll be giving you additional video

instruction on overcoming one of the key aspects of the silence that your recruits may be inflicting on you. Don't worry, it's not impossible to reverse soon. And later this week, we'll teach you how.
In addition, make sure you read about the 2013 NCRC registration process for Clients and Premium Members, which is free for you to attend this Summer!
Look for it in your Inbox this Thursday morning!
Not a TRS Client? Click here.
Want to become a Premium Member? Click here.
Have questions? Email Dan directly at dan@dantudor.com

3 More Tools For Personal Organization

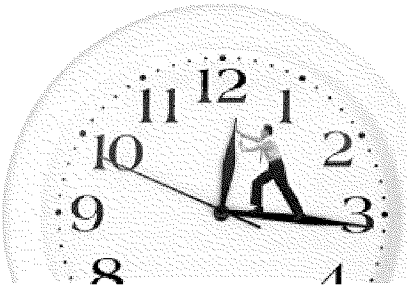

by Mandy Greene, Head Soccer Coach, Univ of South Dakota, Time Management Expert
I know that early in my coaching career I fell into the trap of conventional thinking that to be more productive, I just needed to work harder. My thought about time management was that if I spend more and more hours at my desk, I will get more done. Makes sense right?
In the book, *The Power of Full Engagement*, author Tony Schwartz talks about how we shouldn't worry about time management. Rather, we should focus on managing our energy levels because that is the key to productivity and getting things done.
When I first read this book, the concept of managing my energy over managing my time got me thinking. I looked at what I was currently doing to increase or at least manage my energy and how it was affecting my productivity throughout the day. Pretty sure I smacked myself on the forehead and thought "Duh, why wasn't I doing this stuff before?"
CLICK HERE TO CONTINUE

The Attitude And Fire Of Super Bowl Coach Jim Harbaugh

by Charlie Adams
StokeTheFireWithin.com

I have used a quote by Jim Harbaugh many times over recent years when delivering the "Stoke the Fire Within" keynote or the "How to Build a Positive Attitude and KEEP the Darn Thing!" seminar.

It is this: "I vow I will attack this endeavor with an enthusiasm unknown to mankind."

That's what Jim Harbaugh said when he was introduced as Stanford University's new head football coach in December of 2006. He then made Stanford a national power.
Two years ago, Harbaugh left Stanford to become head coach of the San Francisco 49ers. Using that same approach he has guided them to the Super Bowl where they will take on the Baltimore Ravens, who, ironically are coached by his brother John.
When they were kids, their Dad Jack would drop them off at school. Each morning he would say, "Okay men, grab your lunch boxes and attack this day with an enthusiasm unknown to mankind!"
Years later Jack Harbaugh told writer Jeff Arnold this...

CLICK HERE TO CONTINUE

FINAL DAYS for Big Conference Discount: Register for the 2013 NCRC and Save $

The chance for college coaches to save big for this Summer's upcoming National Collegiate Recruiting Conference is down to the final days.
Register in January for the upcoming 2013 NCRC, coming up this June 7-9 in wonderful Charlotte, North Carolina.
RESERVE YOUR SEAT NOW AND SAVE!
UPDATE: Coaches who register early will save $100, and have first choice over our discounted hotel room block at the Hilton Charlotte City Center in the heart of downtown.
It's going to be our best event ever, and we want you there to hear from the best minds in the business!...
CLICK HERE TO FIND OUT MORE

Looking for better recruiting results?

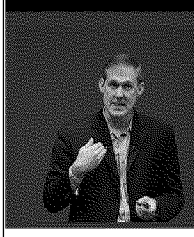

Our team of experts helped hundreds of coaches last year.
Be one of them in 2013. CLICK HERE

Two Coaches Linked by incredible Bond of Coaching and Recruiting Success

by Alex Scarborough

He's insistent. Basketball is a sport of five, Kentucky coach John Calipari says, not of 22. He'll say this a handful of times during a roughly 20-minute phone conversation, reiterating the numbers that separate him from Alabama football coach Nick Saban.

Calipari needs just a handful of recruits to buy into his program, while his counterpart needs dozens to be convinced. Winning titles this past season has helped both men in this respect. They don't trudge up and down the recruiting trail -- they dance along it, picking out blue-chip prospects like produce at an overstocked supermarket.

Saban and Calipari, Calipari and Saban.

Say it enough times and it will stick with you, like apples and oranges. They're a study in how two wildly different coaches can yield similar results. They're a study in mathematics. They apply different formulas, yet end up with similar outcomes. Calipari is the soothsaying salesman with charm to spare, and Saban is ... well, none of those things...

CLICK HERE TO CONTINUE

BEING HONEST WITH RECRUITS CAN GO A LONG WAY

One recruit knew what he was doing when he asked a coach the question: "Be honest: Do you plan on staying here four years?"

In recruiting, the answer can mean a world of difference. Most coaches vowed to him they weren't going anywhere. Let us know what you think about coaches moving and the impact it has on the team. **CLICK HERE**

Dan 2006 Picture

GET THE LATEST RECRUITING NEWS AND TIPS THIS WINTER!

Coach, did you make a resolution to become a better recruiter this year? Getting our tips, articles and exclusive news can help! So make sure to follow Dan on Twitter to get the latest advice on how to better recruiting your next class of prospects. Follow us on Twitter as we start 2013, Coach! **CLICK HERE**

International Recruits Help Fuel Women's College Tennis

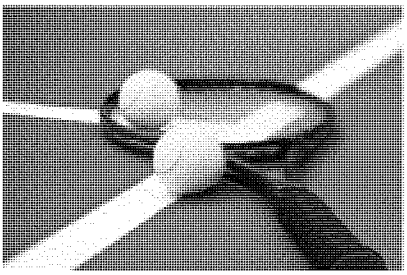

by Ron Morris

South Carolina played a women's tennis doubleheader this past week involving Winthrop and USC Upstate. Of the 26 players listed on the three rosters, 19 called another country home - from Algeria to Brazil to Russia.

College tennis, particularly on the women's side, has taken on an international flavor. So much so that when college coaches go abroad to recruit players, they often sit courtside with 30 or 40 of their colleagues.

"It's all cats in an aquarium store, really," USC women's tennis coach Kevin Epley says. "We're all looking at the same goldfish for a good dinner."

Coaches around the state say the predominance of international players in women's tennis is the result of a numbers game, one in which the United States has fallen short in producing top-level talent for decades...
CLICK HERE TO CONTINUE

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Tudor Collegiate Strategies | 455 Kern St | Suite D | Shafter | CA | 93263

From: Woodard, Harold <harold_woodard@unc.edu>
Sent: Tuesday, January 29, 2013 11:26 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; Lyons, Elizabeth M <emlyons@email.unc.edu>
Subject: MEETING

Steve Farmer has invited ASPSA's Learning Specialists to attend a meeting with him and Layna Mosley, Chair of the Faculty Admissions Committee on Special Talents scheduled for this coming Monday, February 4th from 3:30 – 4:30 p.m. in Jackson Hall.

Please check your calendars and let me know if you will be able to attend.

Thanks.

Harold

From: Lyons, Elizabeth M <emlyons@email.unc.edu>
Sent: Tuesday, January 29, 2013 11:54 AM
To: Woodard, Harold <harold_woodard@unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>
Subject: RE: MEETING

Yes, I am free to attend; already marked my calendar.

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Harold

From: Woodard, Harold <harold_woodard@unc.edu>
Sent: Tuesday, January 29, 2013 12:09 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Lyons, Elizabeth M <emlyons@email.unc.edu>
Subject: RE: MEETING

I am available to meet on Monday at any time other than 12:30 – 2:30 p.m.

Please feel free to check with Bradley and let me know what time works best for all of us.

Thanks again.

Harold

From: Bridger, Beth
Sent: Tuesday, January 29, 2013 12:05 PM
To: Lyons, Elizabeth M; Woodard, Harold
Subject: RE: MEETING

Yes, this is during our LEEP meeting time…
Are we going to meet as a group before we go?

From: Lyons, Elizabeth M
Sent: Tuesday, January 29, 2013 11:54 AM
To: Woodard, Harold; Bridger, Beth
Subject: RE: MEETING

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Thanks.

Harold

From: Woodard, Harold <harold_woodard@unc.edu>
Sent: Tuesday, January 29, 2013 1:04 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: RE: MEETING

Regrettably, I am not available to meet on Friday.

Thanks for trying to see if a time on Monday will work.

Harold

From: Bridger, Beth
Sent: Tuesday, January 29, 2013 12:27 PM
To: Woodard, Harold
Subject: RE: MEETING

I will try for 230 and let you know, would it be better for us to meet this Friday?

From: Woodard, Harold
Sent: Tuesday, January 29, 2013 12:09 PM
To: Bridger, Beth; Lyons, Elizabeth M
Subject: RE: MEETING

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Subject: RE: MEETING

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Sent: Tuesday, January 29, 2013 11:26 AM
To: Bridger, Beth; Lyons, Elizabeth M
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Please check your calendars and let me know if you will be able to attend.

Thanks.

Harold

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Tuesday, January 29, 2013 7:42 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: 3 Generations, 1 Classroom: Using Generational Theory To Motivate Students

Having trouble viewing this email? Click here

Three Generations, One Classroom: Using Generational Theory To Understand & Motivate Your Students

Wednesday, February 27 ~ 3:00-4:30pm EST

Registration - http://www.innovativeeducators.org/product_p/271.htm

Innovative Educators

Free Resources

- Millennials are More "Generation Me" Than "Generation We" Study Finds
- How Millennial Are You?
- Gen X as Transitional

Webinar Overview

Today's university classroom is not filled exclusively with traditional-age students. Instead, instructors are likely to encounter traditional, adult, and returning students spanning an age range from 17 to 67 years of age. To effectively reach the three main generations you might encounter - Baby Boom, GenX, and Millennial - you must understand who they are, how their generation shaped their motivations and expectations, and how to use this knowledge to communicate class material.

Participants will learn basic generational theory and how it applies to teaching the most common generations in the classroom: Baby Boom, GenX, and Millennial. They will also explore ways to motivate each generation in the classroom, taking into account the specific challenges and distractions that each group will most likely exhibit.

Webinar Objectives

Participants will:

- Understand generational theory as it relates to the three main generations in higher education
- Describe the different historical factors that influence each generation
- Understand why each generation may be in school
- Explore ways of motivating each generation in the classroom
- Discover what challenges and distractions may impede each generation's learning

Webinar Speaker(s)

"Most of us no longer have just a single generation in our classrooms; we usually have students who range in age from 17 to 67. As faculty members, it is important to understand what these students' generational experiences mean for their motivation as students - what sorts of actions from instructor and fellow students will inspire them to learn and which will cause them frustration."

Jennifer Patterson Lorenzetti is an experienced writer, speaker, and consultant

Free Offerings

Webinar
Go2Knowledge Case Studies & Demo - February 28

StudentLingo Workshops - Free Trial

Campus Safety: Using NaBITA Survey Results To Improve Management Of Behavioral Intervention Teams - March 15

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Upcoming Webinars

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January 2013

29
Student Motivation: Practical Strategies That Will Increase Engagement, Learning & Retention

30
Understanding The New Non-Traditional Student: Supporting Their Success In & Out Of The Classroom

February 2013

12
Supporting First-Generation Students: Best Practices From A Highly Successful Early Intervention Program

13
Supporting Military Veterans: How To Develop An Effective Academic Advising Protocol

13
Identifying & Engaging

specializing in higher education, marketing research, and marketing copywriting. As a seasoned higher education administrator and veteran writer, she is passionate about helping colleges serve students more effectively.

As the owner of Hilltop Communications, she has written hundreds of articles for higher education professional publications and delivered numerous speeches, webinars, and trainings to this market. Her work has appeared in the Distance Education Report, Recruitment & Retention, and other newsletters from Magna Publications, as well as University Business and The College Store. After graduating from Miami University with a B.A. in History and an M.S. in Higher Education Administration, she served as an academic advisor working with under-prepared and undeclared students at Northern Kentucky University and as the registrar of the University of Dayton School of Law. Most recently, she served as Director of Education for the School of Advertising Art, where she works closely with faculty development issues while serving an associate's degree-seeking population. She teaches Copywriting and History of Advertising.

Innovative Educators

3277 Carbon PL
Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

Unprepared Students: Practical Strategies & Techniques For Today's College Classroom

28
The Critical Mind: Instructional Strategies That Promote Higher Order Thinking Skills

March 2013

1
The Top 10 Most Successful Student Retention Strategies

5
Seven Steps To Service Learning: A Practical Approach To Course Design

6
Why Emotions Matter: Helping Students Develop Non-Cognitive Skills That Lead To Success

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From: Jane High <jhigh@uncaa.unc.edu>
Sent: Wednesday, January 30, 2013 4:56 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Guest Coaches

Hi Beth

Do you have coaches for Thursday and Sunday?

Thanks!
Sent from my Verizon Wireless 4G LTE DROID

From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Wednesday, January 30, 2013 12:17 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: What's On Deck This Week at ECU!

Use this link to view a web version of this message.

What's On Deck | Wednesday 01.30 - Sunday 02.03

pir@mail
Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

GET TICKETS ECUPIRATES.COM PIRATE CLUB STORE PHOTOS

What's On Deck - Upcoming Pirate Athletic events

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Please do not reply to this email. Questions or comments may be sent to: **athletictickets@ecu.edu**.

From: Rich DeSelm <richdeselm@uncaa.unc.edu>
Sent: Wednesday, January 30, 2013 5:03 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Sharing of Address Book '2013 Incoming Women'.

You have been granted shared access to my address book named '2013 Incoming Women'.

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Wednesday, January 30, 2013 5:54 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: The Critical Mind: How To Promote Higher Order Thinking Skills

---

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Innovative Educators

Free Resources

- The Critical Thinking Community
- Helping Students Think About Thinking
- Why Students Gripe About Grades
- The Assessment Impasse
- Beyond Critical Thinking
- Critical Thinking in the Curriculum
- Critical Thinking: A Necessary Skill in the Age of Spin
- Ten Takeaway Tips for Teaching Critical Thinking
- University of Texas - Critical Thinking in the College Classroom

Webinar Overview

Critical thinking is a concept that is widely used and has high visibility in the accreditation and mission statements of educational institutions across the world. However, many educators and institutions have difficulty clarifying the concept and infusing it within curriculum and instruction. This three-part workshop focuses on explicating those concepts and principles that inform a foundational, cross-disciplinary conception of critical thinking as well as how these fundamentals translate into concrete teaching and learning strategies that, when done well, help our students improve the quality of their thinking.

Session Titles & Descriptions:
Part 1: Introduction To Foundational Critical Thinking Concepts & Principles
In this first segment, participants will be introduced to a robust, cross-disciplinary conception of critical thinking. We will discuss what critical thinking is and explore how it can be substantively infused into our content areas and instructional contexts. It will be argued that critical thinking is not something that is merely added to our existing curriculum and workload, but should be the way we teach and learn. When critical thinking is treated as the organizing idea of teaching and learning, substantive understanding will naturally result.

Part 2: Question-Generating Concepts
The critical mind is the questioning mind. The extent to which students ask genuine questions and seek to answer them reflects the extent to which students take content seriously and think it through. The problem is that our students rarely know how to systematically ask questions that probe content by searching for assumptions, concepts, purposes, information, inferences and solutions, points of view, or implications. They rarely seek out intellectual standards to evaluate the quality of their thought and the thoughts of others: questions that target clarity, depth, relevance, validity, significance, and accuracy. We want to create a classroom culture where students actively, reflectively, and fair-mindedly question the content and each other. Such a culture cultivates important intellectual skills and abilities as well as virtuous dispositions like intellectual flexibility, empathy, humility, integrity, open-mindedness, and perseverance, to name a few. This session will focus on the relationship between our ability to question and our ability to think critically. Participants will explore various ways to help students develop questions that analyze and evaluate content and their thinking.

Part 3: Focus On Instructional Strategies That Promote Critical Thought
This session will build on the foundational critical thinking concepts and principles addressed in the first session. In doing so, participants will explore the intimate relationship between what it means to think critically and how we can design instruction to promote critical thought. Based on best practices in teaching and learning, participants will engage and discuss specific instructional strategies designed to foster critical thought and the cultivation of higher order thinking skills. The instructional strategies act as examples of what instructors can do on a typical day of class. At the end of this session participants will have a short list of practical strategies they can immediately incorporate into their instruction.

Webinar Speaker(s)

Free Offerings

Webinar
Go2Knowledge Case Studies & Demo - February 28

StudentLingo Workshops - Free Trial

Campus Safety: Using NaBITA Survey Results To Improve Management Of Behavioral Intervention Teams - March 15

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Upcoming Webinars

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February 2013

6
Summer Bridge Programs: Easing The Transition For First-Generation College Students

12
Supporting First-Generation Students: Best Practices From A Highly Successful Early Intervention Program

13
Supporting Military Veterans: How To Develop An Effective Academic Advising Protocol

13
Identifying & Engaging Unprepared Students: Practical Strategies & Techniques For Today's College Classroom

14
A Faculty Advisor Blueprint: Understanding & Supporting Their Role in Student Success

27
Identifying & Managing Aggressive Student Behaviors, Attitudes & Emotions
28
The Critical Mind: Instructional Strategies That Promote Higher Order Thinking Skills

March 2013

1
The Top 10 Most Successful Student Retention Strategies

5
Seven Steps To Service Learning: A Practical Approach To Course Design

Dr. Enoch Hale has been a Fellow at the Foundation for Critical Thinking since 2004, and he is now the executive director of the Institute for Critical and Integrated Thinking. He has over fifteen years of instructional experience in secondary, post-secondary and graduate education. For close to a decade, Dr. Hale has worked with faculty and administrators, nationally and internationally, from primary schools, secondary schools, graduate schools, businesses and government agencies in the design and facilitation of professional development workshops. This work focuses on infusing critical thinking into curriculum, instruction and classroom/organizational culture. Dr. Hale has published work on various dimensions of critical thinking in multiple peer-reviewed journals including the Journal of College Teaching and Learning, Action Learning Research and Practice, and the International Journal of Human Resources Development and Management (IJHRDM). His research interests focus on the practical application and assessment of critical thinking, meta-cognition, and professional development studies. His PhD dissertation, entitled "A Critical Analysis of Richard Paul's Substantive Trans-disciplinary Conception of Critical Thinking" is, to date, the most comprehensive analysis of Paul's conception of critical thinking.

6
Why Emotions Matter: Helping Students Develop Non-Cognitive Skills That Lead To Success

7
Online Student Success: The Key To Keeping Students Motivated & Engaged

13
Asperger's Disorder: Practical Strategies For Identifying, Understanding & Supporting Students

13
The Digital Switch: Moving A Classroom-Based Course To Online Or Hybrid

19
Cheating In The 21st Century: Strategies To Tackle Online Academic Dishonesty

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From: Alert Carolina <no_reply@unc.edu>
Sent: Wednesday, January 30, 2013 8:49 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Timely Warning: Orange County under tornado watch

Dear Students, Faculty and Staff:

The National Weather Services has issued a TORNADO WATCH IN ORANGE COUNTY.

That means conditions are favorable for tornadoes and severe thunderstorms in and close to the watch area. The weather service says people in these areas should be on the lookout for threatening weather conditions and listen for later statements and possible warnings.

Remain alert for approaching storms.

The weather service updates this information regularly, so be sure to check the National Weather Service website listing the current status of watches, warnings or advisories for Orange County at http://alerts.weather.gov/cap/wwaatmget.php?x=NCC135.

The University will not send additional text, email or other notifications to the campus community about a tornado watch since the status of those often change frequently during a weather event. If a new weather pattern enters the area that prompts a fresh watch after a 24-hour period, the University plans to reissue the watch notice as part of ongoing monitoring efforts for potential serious weather conditions.

If the weather service issues a tornado warning for Chapel Hill and Carrboro, the University will activate the emergency sirens. A tornado warning means that a tornado has been spotted, or that radar indicates a thunderstorm circulation that can spawn a tornado, according to the National Weather Service. The University will activate the sirens for a significant emergency or immediate health or safety threat, send a text message to registered cell phones and start other notifications including campus email.

For more information refer to http://www.alertcarolina.unc.edu/go/doc/1395/1075683/About-Tornado-Warnings-and-Watches

ABOUT THIS EMAIL: Campus-wide email is not an instant source of information as part of the University's timely warning notification process. Text messages sent to registered cell phone users are the fastest way for the University to notify you. That's why email messages like this one will always include a timestamp to indicate when the message was sent. The University's Emergency Notification System is activated using a strategy that is based on redundancy, using multiple methods to communicate. The best, most up-to-date source of information will always be the Alert Carolina website, http://alertcarolina.unc.edu.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, January 31, 2013 7:53 AM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Request to Update Personal Information in Campus Directory

---

This is a request that you check your information in the online campus directory to ensure that it is current and accurate. This request is sent to you on a quarterly basis.

It is very important that your information is correct in the online campus directory (http://directory.unc.edu) which is part of ConnectCarolina, the University's integrated administrative system. Because ConnectCarolina centralizes management of person information in one integrated system, any information in the directory is duplicated in all of the University's administrative systems (e.g., payroll).

To review and update your directory information, please go to http://www.unc.edu/myunc/, click on Update Personal Information (upper left of screen under Account Information in the Service Menu) and log-in using your Onyen and password. You can also choose whether certain information is publicly viewable in the directory.

Your home and business addresses are explained below:

Home address: This is your "permanent" address; as such, your home address is the address where your tax forms (W-2, 1098T, etc.) will be sent.

Business address: This is your University work address and, by virtue of University policy, is viewable by all. You can update your business address but you cannot delete it.

Privacy
You can change whether your home address and/or your home phone appears in the directory (i.e., is public) or not by going to http://www.unc.edu/myunc/ and clicking Update Personal Information.

If you need help using the online campus directory, please contact the Help Desk at (919) 962-HELP (962-4357).

Your time and effort is appreciated.

This email is sponsored by: Information Technology Services

From: Department of Environment, Health and Safety <no_reply@unc.edu>
Sent: Thursday, January 31, 2013 9:14 AM
To: EHS Notifications <ehs_notifications@listserv.unc.edu>
Subject: REQUIRED ENVIRONMENT HEALTH & SAFETY ORIENTATION TRAINING

North Carolina OSHA regulations and University policies require that you complete safety orientation training appropriate to your work here at UNC. This training is mandatory for all full-time, part-time, and temporary employees, including student/federal work study employees. Training is easy to complete. If you have access to the internet, take this training on-line at http://ehs.unc.edu; select Training and then go to "Online Orientation". Select the Work Environment that best describes your job activities. EHS will be automatically notified upon successful completion of the post test.

If the link does not open properly you may type in the address in your web browser address box. Once you have typed it in and arrived at the EHS website, click on Workplace Safety in the box to the left. Then click on safety trainings and then click online orientation. Select the orientation that best fits your job description. After reading the modules, be sure to take the test to receive credit for the training.

All of the following training is online.

If you are unsure which work environment you fall under, review the descriptions below and select the one that most closely describes your job activities.

Laboratory Environment: Work activities in laboratories in which chemicals, radioactive materials or biological agents are used or stored.

Clinic Environment: Duties involving patient contact or closely associated activities at ACC, SHS, UNCH, etc.

Office Environment: Work activities in an office environment, academic classroom, or library.

Support Services Environment: Work Activities involving Public Safety, Housekeeping, or Animal Handling.

IMAC Environment: Duties involving industrial, maintenance, and construction work.

For additional classroom dates, go to ehs.unc.edu and select Workplace Safety, then Safety Training, then Instructional Led Courses.

Please make sure that you complete your training as soon as possible either on-line or by attending an instructor-led class. Under the Enforcement Policy, EHS will be reporting compliance status to Deans, Directors, and Department Heads.

Safety orientation training is important for your safety as well as others.

Department of Environment, Health, and Safety
University of North Carolina at Chapel Hill
1120 Estes Drive Ext. , CB# 1650
Chapel Hill, NC 27599-1650

From: Abigail Allen <aallen@turnitin.com>
Sent: Thursday, January 31, 2013 12:06 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Addressing Plagiarism - Technology Best Practices

To view this email as a web page, click here

Best Practices: Technology in Education

Addressing Plagiarism: Why Students Plagiarize

Turnitin

Dear Beth,

- How serious is the issue of student plagiarism?
- What motivates students to plagiarize?
- How can educators create a culture of academic integrity?

These are three of the questions answered in Why Students Plagiarize, a 30-minute webcast featuring Jason M. Stephens, an expert on academic motivation, moral judgment, self-regulation, and cheating behavior among students. Dr. Stephens gives you the information you need to address the issue of plagiarism at your institution and provides you with some additional resources.
This is just one resource we have to help you and your colleagues manage written assignments. Once a week over the next several months I will send you additional articles, briefs, videos and white papers to help you use technology to:

* Understand and address plagiarism
* Fully engage students in the writing process
* Teach essential 21st century skills
* Reduce grading time & effort---while providing richer feedback to students

Want to learn faster?
Click ACCELERATE and I will expedite the program so you receive these emails twice a week.
.
Regards,
Abigail Allen
Sr. Account Manager
aallen@turnitin.com
866-816-5046 x223
www.turnitin.com

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From: Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of Craig M [D S O] Zywicki <czywicki@IASTATE.EDU>
Sent: Thursday, January 31, 2013 3:26 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Subject: Re: In session surveys

Dear Katie:
We encourage our SI Leaders to develop their own simple and quick methods to gather feedback during the semester. The method we model for Leaders to use is the "plus delta" classroom assessment technique, but a common alternative is a simpler one-minute paper with one question or prompt. The descriptions we provide to Leaders for each method are online at:
http://www.dso.iastate.edu/asc/supplemental/SIShowcaseFeedbackPlusDelta.pdf
http://www.dso.iastate.edu/asc/supplemental/SIShowcaseFeedbackMinutePaper.pdf
We generally prefer written or verbal qualitative feedback during the semester, since likert scale information from regular participants tends to give predictable results.
We also use formal surveys near the end of the term, with one version for SI participants and a second for non-participants.
Craig
****
Craig Zywicki
Academic Success Center
Iowa State University

From: Supplemental Instruction Discussion List [mailto:SINET@LISTSERV.UMKC.EDU] **On Behalf Of** Bowen, Kathleen
Sent: Thursday, January 31, 2013 1:29 PM
To: SINET@LISTSERV.UMKC.EDU
Subject: In session surveys
Good Afternoon All-
I am currently trying to put together a short, in-session survey that can give our leaders immediate feedback about how they are doing. I wanted to know if other institutions are doing this, and if so, what types of questions do you include?
Thanks!
Katie
--
Katie Bowen
Assistant Director
Student Success at Purdue
765-494-0210
Main Office: 765-494-9328

To search past discussions on the SI-Net, visit our archive at http://groups.google.com/group/si-net

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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Thursday, January 31, 2013 5:51 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Training Front Office Staff: Handling Difficult & Disruptive Behaviors

---

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Innovative Educators

Free Resources

Policy Progress vs. Protecting Privacy
Admissions Summer
Clean the Slate
Building a Customer-Focused Culture
Action Ideas to Deal With Difficult Customers
Dealing With Difficult People
Ten Tips for Dealing With Difficult People
Dealing With Difficult People: 17 Tips to Keep You Sane

Webinar Overview

A student shows up at your front desk...

yelling, crying, upset, frustrated, tearful, angry, overwhelmed, pushy, aggravated, annoyed, demanding, obnoxious, smelly, drunk, disoriented...

...what do you do?

Front office staff, like soldiers on the front lines of battle, are often placed in situations where they are nose-to-nose with students, faculty, and staff who are not at their best. They are asked to create a warm, caring, customer-service focused place for students, faculty, and staff to have their questions answered.

Problems occur from the Registrar to the Admissions office, from Residential Life to Advising, from Counseling to Testing. Students demand services from Parking and Transportation and often become frustrated with front-line service staff such as cashiers in dining services and financial aid tellers. People become upset with Student Affairs office staff and Academic Affairs.

This program will offer some practical advice on how to work with emotional and at-risk faculty, staff, and students who approach front office staff in person, on the phone, or through email in a disrespectful manner. The presenters will also discuss ways to create an office waiting room environment that will help reduce conflict and prevent problems before they start.

Webinar Objectives

Participants will:

- Learn how to address phone and Internet communications
- Discuss how to create a safe, warm, and comfortable waiting room
- Address how front office staff can receive support from listserv and professional groups
- Discover how to use food and beverages to de-escalate and calm
- Be able to address problems specific to different areas, including:
  - Counseling and Testing, Residential life, Health Services, Admissions Office, Student Affairs Reception, Financial Aid, Registrar, Police Dispatch, Bookstore, Food Service, Library, Computer IT services, Athletics, Fitness Center, President's office, Academic Affairs
- Brainstorm ways to reduce conflict with someone who is potentially going to be a problem
- Learn how to say no or redirect in a manner that doesn't escalate
- Leave with strategies to create an office environment that supports students, faculty, and staff in crisis
- Generate innovative, fun ideas to calm people who are stressed (popsicles, music, TV) and learn how to implement these approaches on their campus

Webinar Speaker(s)

Dr. Brian Van Brunt , past president of the American College Counseling Association, is Senior Vice President for Professional Development Programs at the National Center for Higher Education Risk Management (NHCERM, www.ncherm.org). He is the president-elect of the National Behavioral Intervention Team Association (NaBITA, www.nabita.org), current president of the School and

Free Offerings

Webinar
Go2Knowledge Case Studies & Demo - February 28

StudentLingo Workshops - Free Trial

Campus Safety: Using NaBITA Survey Results To Improve Management Of Behavioral Intervention Teams - March 15

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Upcoming Webinars

View all events

February 2013

19
Responding To A Student Death: How To Create A Proactive Response Plan For Your Campus

21
Managing Psychotic, Manic & Delusional Students: How To Reduce Legal Risk & Increase Student Safety

21
Assessing The Effectiveness Of Programs For At-Risk Students: Strategies That Work

22
Establishing A Campus-Wide Veteran-To-Veteran Mentoring Program On Your Campus

27
Identifying & Managing Aggressive Student Behaviors, Attitudes & Emotions

March 2013

1
The Top 10 Most Successful Student Retention Strategies

6
Why Emotions Matter: Helping Students Develop Non-Cognitive Skills That Lead To Success

13
Asperger's Disorder: Practical Strategies For Identifying, Understanding & Supporting Students

14
Communicating In Crisis: How & When To Inform Parents & Family Members

College Organization for Prevention Educators (SCOPE, www.wearescope.org) and the managing editor for Student Affairs eNews (SAeN, www.studentaffairsenews.com). Over the past thirteen years Brian has taught counseling theory, ethics, program evaluation, statistics and sociology topics at both public and private schools for both graduate and undergraduate students at five different colleges and universities. Brian has served as the director of counseling at New England College and Western Kentucky University. He is the author of several books including: Ending Campus Violence: New Approaches in Prevention and A Faculty Guide to Addressing Disruptive and Dangerous Behavior in the Classroom. Brian is an expert on campus violence and has been interviewed by the New York Times, National Pubic Radio, LA Times, USA Today and has appeared on Headline News and Anderson Cooper 360.

Julia Johnson, Office Associate /Assistant Coordinator of Testing Services at Western Kentucky University. Ms. Johnson has been serving the Counseling & Testing Center at WKU since August 2008. Before working at the university, she worked as a Development Officer for WKYU Public Media. Julia has always been a people person and enjoys the face-to-face interaction with others. She is a very caring individual and strives to make the center warm and inviting. For instance, when she started in the office she even had it repainted to "inviting ivory."

As a mother, her mothering skills come out in all parts of the office. Julia tries to make not only the center staff, but also the clients feel welcome and show compassion to them. Julia tries to look at everything with a positive spin, even when working with students, staff, faculty and concerned family members during difficult situations. She prides herself in possessing the ability to listen and communicate with others on all levels.

Julia is a graduate of WKU and has always enjoyed working at a university because she believes it keeps you young at heart and helps you learn new things. She has been married to Brandon for eight years and has two children Rachel & Logan. She also enjoys shopping, doing crafts with her kids and traveling.

Julia always says "look at the positive side of anything and SMILE while doing everything."

15
How To Support Student Veterans & Increase Retention During The Critical First Year

26
To Share Or Not To Share? FERPA Compliance Training For Front Line Staff

27
Destructive Romantic Relationships: How To Help Students Recognize Warning Signs & Make Healthy Decisions

April 2013

2
Best Practices In Alcohol Education: 10 Core Concepts To Teach College Students

4
Graduate Students In Distress: How To Recognize Warning Signs & Avoid Violent Results Of Stress, Strain & Strife

Innovative Educators

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Kristen@ieinfo.org

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From:	bounce-32702834-60474167@listserv.unc.edu on behalf of Reid, Dee <deereid@unc.edu>
Sent:	Friday, February 1, 2013 9:24 AM
To:	academic-services-staff <academic-services-staff@listserv.unc.edu>
Subject:	[academic-services-staff] [all-college-staff] UNC College Calendar: Love, history, and all that jazz

---

It may be our shortest month, but the College's February calendar is packed with African-American history and culture, the Carolina Jazz festival, a little bit of love, and more. Highlights and links below.

Feb. 2: Bart Ehrman, professor of religious studies, will answer the question, Did Jesus Exist? as part of a humanities symposium. $75; free for UNC undergraduates. 919.962.1544. Register at: http://humanities.unc.edu.

Feb. 5: Film screening of When the Drum Is Beating, about the journey of the Haitian band, Septentrional. $4 or free with student ID. 7 pm, Varsity Theatre. http://isa.unc.edu/

Feb. 6-8: Global Sustainability Symposium: Water and Energy in the Crosshairs. http://areastudies.unc.edu/sustainability-symposium/

Feb. 6: Michelle Robinson, UNC American studies, will discuss Love Freaks (And Order Avenges) at Art for Lunch. Free for members $5 for One Card holders. 12 noon. Ackland. RSVP: http://tiny.cc/lunch_rsvp

Feb. 6-27: Tournees Festival of New French Films on Campus. 7 pm, FedEx Global Education Center, Mandela Auditorium. Complete schedule: http://tinyurl.com/bhmuv6m

Feb. 7-April 26: Bloodlines: The Work of Toni Scott, exhibit featuring sculptures, paintings, montages, maps, recordings and more. Reception Feb. 7 at 7 pm. Sonja Haynes Stone Center, Brown Gallery. http://sonjahaynesstonectr.unc.edu/

Feb. 7: Research Ethics and You, Jan Boxill, Parr Center, and Tim Kuhn, Office of Human Research Ethics, will discuss IRB processes and requirements. Lunch provided. 12:30 pm, Hyde Hall. Register at http://parrcenter.unc.edu

Feb. 7: Frank Costigliola, University of Connecticut, will discuss The Process of Thought in George Kennan's Imagining of Russia. 4 pm, Hamilton Hall 569. K.larres@unc.edu

Feb. 7: Explore Italo Calvino's Difficult Loves with Xin Liu, teaching fellow in Romance languages. Free to students, $10 others. 6:30 pm, Ackland. RSVP: acklandRSVP@unc.edu

Feb. 7: Recital and master class by pianist Keiko Sekino. 7:30 pm, Hill Hall Auditorium. http://music.unc.edu/

Feb. 8-9: Southern Sounds/ Out of Bounds: Music and the Global American South, a two-day exploration of the culture, meaning and practices surrounding music in and from the global American south. Free with registration. http://cgi.unc.edu/

Feb. 8: Carolina Women's Choral Showcase, 8 pm, Hill Hall Auditorium. http://music.unc.edu/

Feb. 9: A symposium on Picture Making in the Age of Hals, Rembrandt and Vermeer, with art curator Dennis Willer and art historian Hans Van Miegroet. $140, free for UNC undergraduates. 919.962.1544. 9:30 am to 5 pm. http://humanities.unc.edu

Feb. 9: TEDxUNC, Common Threads, an all-day student-run series of talks and performances at Memorial Hall. Free tickets are sold out but you can get on a wait list or learn more at http://www.tedxunc.com

Feb. 11: Independent historian David Cecelski will discuss Music All Over the Ocean: Voices from the Menhaden Fishery's Last Days. 3:30 pm, Greenlaw, Donovan Lounge. @live.unc.edu

Feb. 12: Hanes Visiting Artist Kerry Tribe discusses film, video and installations exploring the phenomenology of memory. 6 pm, Hanes Art Center. http://art.unc.edu/index.htm

Feb. 12: Film screening of Los Chigualeros, celebrating the music of one of Ecuador's most famous orchestras. $4 or free with student ID. 7 pm, Varsity Theatre. http://isa.unc.edu/

Feb. 15: UNC blues historian William Ferris shares stories, photos, music and film clips, with performances by Ben Wiley Payton and the Black Student Movement. 6 pm reception and exhibit; 7 pm program. Friday Center for Continuing Education. http://FridayCenter.unc.edu/Ferris

Feb. 15-16: Interpreting Black Politics, 7th Annual Triangle African Americna History and Culture Conference. http://taahc.web.unc.edu/

Feb. 16: Free play and discussion on civil discourse by Christian Lundberg, communication studies, and dramatic art alumnus Mike Wiley. Based around PlayMakers presentation of Clybourne Park. 2 pm, Center for Dramatic Art. Register to reserve free seating, 919.962.1544. http://humanities.unc.edu

Feb. 17: Carolina Jazz Festival: Valentine Concert, featuring Jazz Ensembles from Duke, NCCU and UNC, $10, Tickets: 919.843.3333. More info: 919.962.1039. 4 pm, Kenan Music Building. http://music.unc.edu/

Feb. 18: Melvyn Leffler, UVA, will discuss George W. Bush and Saddam Hussein: Why Did the US Go to War Against Iraq in March 2003? 4 pm, Hamilton Hall 569. K.larres@unc.edu

Feb. 18: Religious studies scholar Katharine von Kellenbach will discuss Absolved from the Guilt of the Past? Memory as Burden and as Grace in the Post-War Lives of Perpetrators of the Shoah. 5:30 pm, Hyde Hall. http://www.unc.edu/ccjs/

Feb. 19: Carolina Jazz Festival: NC Jazz Repertory Orchestra. $5-$15. 919.843.3333. 7:30 pm, Hill Hall. http://music.unc.edu/

Feb. 20: Carolina Jazz Festival: NCCU and UNC Jazz Faculty Jazz Ensembles. 919.962.1039. 7:30 pm, Hill Hall. http://music.unc.edu/

Feb. 21: Kim Severson, New York Times Atlanta Bureau Chief, Talking About the South. 4:30 pm, Graham Memorial 039. @live.unc.edu

Feb. 21: Carolina Jazz Festival: Essentially Ellington High School Jazz Festival. 919.962.1039. 9 am, Student Union. http://music.unc.edu/

Feb. 21: Bettie Allison Rand Lectures in Art with Lisa Monnas, independent scholar, on silk. 5:30 pm. Hanes Art Center. http://art.unc.edu/index.htm

Feb. 21: Ninth Annual African American History Month Lecture with gender historian Tera Hunter, Princeton University, discussing African-American Marriage, Slavery and Freedom. 7 pm, Wilson Library, Pleasants Family Assembly Room. Davila@email.unc.edu

Feb. 21: Reckford Lecture in European Studies: Martin Puchner, Harvard professor of drama and English, will discuss Theater and Philosophy: Socrates on the Modern Stage. 919.843.2654. 7:30 pm Gerrard Hall. http://iah.unc.edu/events/lectures/reckford

Feb. 22: A symposium on The Southern Journey of Alan Lomax with Bill Ferris, Anna Lomax Wood, Tom Piassa, John Szwed, guitarist Nathan Salsburg and fiddler Rayna Gellert. 5:30 pm, Wilson Library, Pleasants Family Assembly Room. http://uncsouth.org

Feb. 22: Carolina Jazz Festival, UNC Jazz Combos with guest artist Claudio Roditi and Michael Dease. 919.962.1039. http://music.unc.edu/

Feb. 22: UNC journalism/poli sci alumna Bethany Bradsher discusses her book, The Classic: How Everett Case and His Tournament Brought Big-Time Basketball to the South. 12 noon, Bull's Head Bookshop. BullsHead@store.unc.edu

Feb. 22: Carolina Jazz Festival, Dafnis Prieto Sextet, Latin/Cuban jazz. $10-$39. 919.843.3333. At 8 pm, Memorial Hall. http://music.unc.edu/

Feb. 22-23: Scholars and artists will discuss multi-faceted issues around the relationship of Muslim women and their veils in a two-day conference co-sponsored by UNC and Duke at UNC's FedEx Global Education Center, Mandela Auditorium. Free and open to the public. Register by Feb. 15. http://veil.unc.edu/conference

Feb. 23: A humanities symposium with UNC historian Lloyd Kramer discussing Americans in Europe. $125. 919.962.1544. 11 am to 4:30 pm. Register: http://humanities.unc.edu

Feb. 23: Carolina Jazz Festival: Jazz Clinic with guest artists Claudio Roditi and Michael Dease. 919. 962.1039. 2 pm, Kenan Music Building. http://music.unc.edu/

Feb. 23: Carolina Jazz Festival, UNC Jazz Band with guest artists Claudio Roditi and Michael Dease. 919.962.1039.At 8 pm, Kenan Music Building. http://music.unc.edu/

Feb. 24: Music Faculty Recital, Works by Britten, Faure and Schumann, featuring Timothy Sparks and Thomas Otten. 919.962.1039. 3 pm, Hill Hall. http://music.unc.edu/

Feb. 25: UNC historian Brooke Bauer will discuss 18th Century Catawba Indian Women, Kinship and Identity. 5 pm, Greenlaw, Donovan Lounge. @live.unc.edu

Feb. 26: Author Chimimanda Ngozi Adichie will discuss the relationship between literature and human rights. 530 pm, FedEx Global Education Center, Mandela Auditorium. http://global.unc.edu/

Feb. 26: UNC Symphony Orchestra with the winners of annual concerto competition playing works of Artiunian, Dvorak, Bernstein, Khachaturian and others. $10-$15. 919.962.1039. 7:30 pm, Hill Hall Auditorium. http://music.unc.edu/

Feb. 27: Mary Karr, memoirist and author of The Liars Club and Lit, will read from her works. Distinguished Writer in Residence. 7:30 pm, Genome Sciences 100. http://englishcomplit.unc.edu

Feb. 28: Author Minrose Gwin, UNC English scholar, discusses Remembering Medgar Evans: Writing the Long Civil Rights Movement. 3:30 pm, BullHead Book Shop. BullsHead@store.unc.edu

Feb. 28: Music Faculty Recital with Juan Alamo, Stephen Anderson and the UNC Percussion Ensemble. 919.962.1039. 7:30 pm, Kenan Music Building. http://music.unc.edu/

Feb 28-March 1: Creating Participatory Democracy: Green Politics in Germany since 1983, a free two-day conference, open to the public, at UNC and Duke. Registration and schedule: http://www.unc.edu/ncgs/nextworkshop.html

ONGOING

Through – March 3: PlayMakers present s two dramas exploring race and the meaning of home: A Raisin in the Sun and Clybourne Park, in rotating repertory. Tickets and schedule for plays and related talks, film screenings and more: https://college.unc.edu/2013/01/02/raisinclybourne/

Water in Our World, interdisciplinary events across the campus. Follow on Twitter @UNC Water or on the web at http://watertheme.unc.edu

# # #

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Our calendar news is sent monthly to all faculty and staff in UNC's College of Arts and Sciences, University communication specialists, and others by request. Send your College events details with contact information to deereid@unc.edu.

* * * *

Dee Reid (919) 843-6339
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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Friday, February 1, 2013 12:59 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Complimentary Case Studies: Providing Professional Development 24/7

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Complimentary
Go2Knowledge Case Studies & Demo: Providing Professional Development 24/7
Thursday, February 28 - 12:00-12:30pm EST

Registration - http://www.innovativeeducators.org/product_pr1007.htm

Innovative Educators

Webinar Overview

With increasingly limited resources and high demands from today's staff and faculty, institutions are finding it difficult to provide professional development in a cost-effective manner. In addition, they are finding it difficult to track participation and provide certificates of completion. Several institutions are turning to technology-based solutions to solve these problems. This webinar will explore 2 case studies from clients currently using Go2Knowledge, a suite of 75+ on-demand professional development trainings. The presenters will focus on how they utilize Go2Knowledge to provide on-going training for staff as well as part-time, online faculty, full time faculty.

Webinar Objectives

Presenters will discuss ways they utilize Go2Knowledge such as:

- **Flexible Training:** Hybrid and On-Demand
- **In-Service Training:** Plan an in-service around one of the trainings or use the training sessions as part of a brown bag lunch series and invite faculty and staff to brainstorm and discuss implications for your college.
- **Online Faculty and Staff Learning Communities:** Distribute Go2Knowledge to all faculty and staff so they can watch when it is convenient for them.
- **Staff Recognition:** Develop a program around the trainings with monthly themes and recognize the staff members that implement the best idea related to the theme.
- **Team-Building:** Utilize these trainings to develop cross-functional and cross-discipline teams to foster collegiality.
- **New Employee Training:** Include these trainings and our free trainings as part of your new employee training program to ensure consistency.

Webinar Speaker(s)

Dr. Denise Swett is the Vice President of Student Services at Foothill College. Denise has worked at both 2 and 4-year colleges, including 11 years at the University of San Francisco in student life and at Chabot College as Dean of Students and Cañada College as Vice President of Student Services.

Denise has been with Foothill College since July of 2007. As vice president she provides leadership and guidance for the student services division. She also supervises a collaborative team of faculty and staff providing coursework, programs, and services at Middlefield Campus, area high schools and Regional Occupational Programs, and community based organizations. She also oversees career and workforce grants, the Workforce Innovation Partnership and the Family Engagement Institute and college-wide professional development.

She was Administrator of the Year, Foothill College, 2008-09 and has been recognized for her work by the Association of Mexican American Educators of Silicon Valley receiving the Educator of the Year award for 2010-11, and recently received the National Community College Administrator of the Year 2011-12 from NASPA, Student Affairs Administrators in Higher Education. Denise earned her BA and MPA at San Jose State University and her Ed.D. in organization and leadership (with a concentration in higher education administration) from the University of San Francisco.

Dr. Rhonda Tracy was born in Sumter, South Carolina and graduated summa cum laude with a B.A. degree in education from the University of South Carolina. She later completed a Master of Education degree from West Virginia University and a Ph.D. in Reading Education with a concentration in educational administration from Ohio University. Dr. Tracy has authored over 30 professional publications on issues related to education, literacy, and technology and has served as lead investigator and/or grant writer for over 20 grants. She currently chairs the West Virginia Community and Technical College System-wide Developmental Assessment Committee and is on the board of the Southeastern Association of Community College Research (SACCR). She has experiences in research, technology, and literacy. During her educational career she directed the Instructional Technology Center at Winthrop University, served as Director of Institutional Research and Assistant Vice Chancellor at University of Arkansas-Monticello, and directed the

Free Offerings

Webinar
Best Practices For Moving Lab-Based Science Courses Online Safely & Effectively - Feb 22

Campus Safety: Using NaBITA Survey Results To Improve Management Of Behavioral Intervention Teams - March 15

StudentLingo Workshops - Free Trial

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Upcoming Webinars

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February 2013

6
Summer Bridge Programs: Easing The Transition For First-Generation College Students

12
Supporting First-Generation Students: Best Practices From A Highly Successful Early Intervention Program

13
Supporting Military Veterans: How To Develop An Effective Academic Advising Protocol

13
Identifying & Engaging Unprepared Students: Practical Strategies & Techniques For Today's College Classroom

14
A Faculty Advisor Blueprint: Understanding & Supporting Their Role in Student Success

27
Identifying & Managing Aggressive Student Behaviors, Attitudes & Emotions 28
The Critical Mind: Instructional Strategies That Promote Higher Order Thinking Skills

March 2013

1
The Top 10 Most Successful Student Retention Strategies

5
Seven Steps To Service Learning: A Practical Approach To Course Design

6
Why Emotions Matter: Helping

Reading Clinic at Marietta College, OH. She is currently Senior Vice President for Academic Affairs at West Virginia University at Parkersburg.

Dr. Tracy was appointed by Governor Ernie Fletcher of Kentucky to the Kentucky Commission on Women and was selected as a Kentucky Colonel. She also served as a board member of the Lexington, KY- based International Book Project which provides thousands of books to third world countries. She has been a Rotarian in South Carolina and Arkansas and is currently a member of the Wood County, WV Rotary Club. She is also on the Board of the Volunteer Action Center and is a member of the Parkersburg Altrusa Club.

Innovative Educators

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Students Develop Non-Cognitive Skills That Lead To Success

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Online Student Success: The Key To Keeping Students Motivated & Engaged

13
Asperger's Disorder: Practical Strategies For Identifying, Understanding & Supporting Students

13
The Digital Switch: Moving A Classroom-Based Course To Online Or Hybrid

19
Cheating In The 21st Century: Strategies To Tackle Online Academic Dishonesty

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From:	Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of Christine Connerly <CConnerly@CSUCHICO.EDU>
Sent:	Friday, February 1, 2013 2:18 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Subject:	Re: Supplemental Instruction/Tutoring Tracking Systems
Attach:	SI Comparison fall2012.xlsx

We have been using TutorTrac for SI and have been able to get all kinds of data and reports. Very easy to put into Excel by just copying and pasting into a spreadsheet (you may have to paste the data as HTML or Unicode to get the format right though). The SI grade comparison report is fantastic and very easy to run. I am attaching a sample SI Grade Comparison report to show that it automatically compares students who visited to students who did not. It also shows the differences in grades based on how many times students attended SI. You can also pull demographic reports. Of course this only works if you download student database information into TutorTrac, but once that is set up, it is easy to maintain. I think the best feature of TutorTrac is the reports.

Christine Connerly
Student Learning Center Coordinator
California State University, Chico
SSC 340, 530-898-6839

"In learning you will teach, and in teaching you will learn."
~Phil Collins

From: Supplemental Instruction Discussion List [mailto:SINET@LISTSERV.UMKC.EDU] **On Behalf Of** HAMBERG, KERI
Sent: Friday, February 01, 2013 9:02 AM
To: SINET@LISTSERV.UMKC.EDU
Subject: Re: Supplemental Instruction/Tutoring Tracking Systems

The features that I have found to be somewhat weak with Tutortrac are:

- Very basic SI report (no bar charts, etc) and no ability to customize
- No export feature – to send reports to excel for manipulation
- If you want to export the data so that you can run your own reports (to compare non-attendees to more/different groups), you can't because TT will not run a report that lists students with zero visits

Keri Hamberg, M.Ed
Assistant Director & SI Coordinator
Academic Success Center
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From: Supplemental Instruction Discussion List [mailto:SINET@LISTSERV.UMKC.EDU] **On Behalf Of** Helen Lansdell
Sent: Friday, February 01, 2013 11:21 AM
To: SINET@LISTSERV.UMKC.EDU
Subject: Re: Supplemental Instruction/Tutoring Tracking Systems

Hello.

I am investigating TutorTrac because it was recommended to me by a number of attendees at the January SI Training session in Kansas City. I contacted TutorTrac on my return to Canada and participated in a Demo yesterday; I liked a number of the features (import from Banner, text message capability, simple interface for students to book appts, reporting capabilities, etc.). The Demo site is left active for "play" (30 days), so I look forward to some sandbox time. That said, though, it will be a hard sell because it is pricey.

Hope this helps,

Helen

HELEN LANSDELL, M.A.
Manager, Learning Centre
Olds College

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From: Supplemental Instruction Discussion List [mailto:SINET@LISTSERV.UMKC.EDU] **On Behalf Of** Ronald Johnson
Sent: Thursday, January 31, 2013 2:58 PM

To: SINET@LISTSERV.UMKC.EDU
Subject: Supplemental Instruction/Tutoring Tracking Systems

Hello!

Florida Atlantic University is in the process of replacing its current Academic Advising software and have been reviewing three specific companies: Starfish Solutions, Insight Advising and Grades First. Based on our current system, the Center for Teaching and Learning uses a subcomponent to track Tutoring, Writing and Math Learning Center appointments in addition to tracking Supplemental Instruction attendance. As we are reviewing the above companies, the Center for Learning And Student Success (CLASS) is interested in hearing from our colleagues about your tracking of Tutoring appointments and entering of Supplemental Instruction attendance if you use any of the mentioned systems. If you do not use any of the above systems, please let us know what tracking method you currently utilize for tracking of appointments/attendance and for statistical purposes. Please comment to the questions below:

1. Which system is implemented by your Center?
2. What are the functions, of the respective system, that your Center utilizes? (i.e. tracking, grade comparisons, scheduling, etc.)
3. What is the general view of your respective system from your students/colleagues? What are the pros and cons?

4. Please describe the reliability/dependability of pulling data each semester from your Center's respective system?
5. Would you recommend this system to other Colleges/Universities? Why or Why Not?
6. Will you be available for additional questions about your respective system?
7. Additional Comments.

Thank you so much for your time and attention. Once your comments are received, I will be more than happy to compile the responses and submit it to the Listserv. I apologize, in advance, for duplication of this email as it will be posted again to an additional listserv.

Have a great day and I look forward to hearing from you soon!

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"Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity." - Gen. George S. Patton

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SI to Non SI Comparison from 8/27/2012 to 12/21/2012
and BIOL103 01 2128

Section: BIOL103 01 2128

	SI Group		.	Non SI Group		.
	194			189		
Grade			.			.
A	12	6.2%	.	7	3.7%	.
A-	12	6.2%	.	2	1.1%	.
B	0	.0%	.	0	.0%	.
B	17	8.8%	.	5	2.6%	.
B-	24	12.4%	.	6	3.2%	.
C	0	.0%	.	0	.0%	.
C	24	12.4%	.	9	4.8%	.
C-	17	8.8%	.	12	6.3%	.
D	0	.0%	.	0	.0%	.
D	20	10.3%	.	16	8.5%	.
D-	0	.0%	.	0	.0%	.
F	39	20.1%	.	59	31.2%	.
WU	0	.0%	.	0	.0%	.
IC	0	.0%	.	0	.0%	.
W	0	.0%	.	0	.0%	.
Combined	126	64.9%	.	57	30.2%	.
A,A-,B ,B,B-,C ,C,C-,D ,D,D-						
Combined	39	20.1%	.	59	31.2%	.
F,WU,IC and W						
Grade Point Avg (no withdraws):	1.9		.	1.1		.
Other Ungraded	29	14.9%	.	73	38.6%	.
(B+,C+,D+)						

Total Graded Enrollment:
Total (B+,C+,D+):

Total Enrollment:
Number SI Sessions Attended:
Number SI Sessions Not Attended:
Total Number SI Session Offered:
Total number and % of Graded Students Attending SI:
Total Contact Hours of SI Participating Students:
Mean Number of (60 minute) Sessions Attended by SI Participants:
Mean Size of SI Sessions:

Mean final grade of SI participants w/o Withdrawals:
Mean final grade of Non-SI participants w/o Withdrawals:
Difference from SI to Non-SI group:
Mean final grade of SI participants + Withdrawals:
Mean final grade of Non-SI participants + Withdrawals:

Effects of SI Attendance

Grade	1 to 4	5 to 7	8 or more
A	5	5	2
A-	7	1	4
B	0	0	0
B	12	2	3
B-	13	9	2
C	0	0	0
C	14	5	5
C-	14	3	0
D	0	0	0
D	15	4	1
D-	0	0	0
F	30	6	3
WU	0	0	0
IC	0	0	0
Total: 165	110	35	20
GPA:	1.76	2.2	2.5

Total		
	383	
	19	5.00%
	14	3.70%
	0	0.00%
	22	5.70%
	30	7.80%
	0	0.00%
	33	8.60%
	29	7.60%
	0	0.00%
	36	9.40%
	0	0.00%
	98	25.60%
	0	0.00%
	0	0.00%
	0	0.00%
	183	47.80%
	98	25.60%
	1.6	
	102	26.60%
	281	
	102	

383
54
0
54 [view]
165 59.00%
918
4.73
13.26

1.9
1.1
0.8
1.9
1.1

SI to Non SI Comparison from 8/27/2012 to 12/21/2012
and HIST130 04 2128

Section: HIST130 04 2128

	SI Group		.	Non SI Group		.
	16			309		
Grade			.			.
A	1	6.3%	.	8	2.6%	.
A-	1	6.3%	.	9	2.9%	.
B	0	.0%	.	0	.0%	.
B	2	12.5%	.	70	22.7%	.
B-	2	12.5%	.	27	8.7%	.
C	0	.0%	.	0	.0%	.
C	4	25.0%	.	78	25.2%	.
C-	0	.0%	.	21	6.8%	.
D	0	.0%	.	0	.0%	.
D	4	25.0%	.	17	5.5%	.
D-	0	.0%	.	0	.0%	.
F	2	12.5%	.	11	3.6%	.
WU	0	.0%	.	1	.3%	.
IC	0	.0%	.	0	.0%	.
W	0	.0%	.	0	.0%	.
Combined	14	87.5%	.	230	74.4%	.
A,A-,B ,B,B-,C ,C,C-,D ,D,D-						
Combined	2	12.5%	.	12	3.9%	.
F,WU,IC and W						
Grade Point Avg (no withdraws):	2		.	2.4		.
Other Ungraded	0	.0%	.	67	21.7%	.
(B+,C+,D+)						

Total Graded Enrollment:
Total (B+,C+,D+):

Total Enrollment:
Number SI Sessions Attended:
Number SI Sessions Not Attended:
Total Number SI Session Offered:
Total number and % of Graded Students Attending SI:
Total Contact Hours of SI Participating Students:
Mean Number of (60 minute) Sessions Attended by SI Participants:
Mean Size of SI Sessions:

Mean final grade of SI participants w/o Withdrawals:
Mean final grade of Non-SI participants w/o Withdrawals:
Difference from SI to Non-SI group:
Mean final grade of SI participants + Withdrawals:
Mean final grade of Non-SI participants + Withdrawals:

Effects of SI Attendance

Grade	1 to 4	5 to 7	8 or more
A	0	1	0
A-	1	0	0
B	0	0	0
B	2	0	0
B-	2	0	0
C	0	0	0
C	4	0	0
C-	0	0	0
D	0	0	0
D	4	0	0
D-	0	0	0
F	2	0	0
WU	0	0	0
IC	0	0	0
Total: 16	15	1	0
GPA:	1.87	4	

Total		
	325	
	9	2.80%
	10	3.10%
	0	0.00%
	72	22.20%
	29	8.90%
	0	0.00%
	82	25.20%
	21	6.50%
	0	0.00%
	21	6.50%
	0	0.00%
	13	4.00%
	1	0.30%
	0	0.00%
	0	0.00%
	244	75.10%
	14	4.30%
	2.3	
	67	20.60%
	258	
	67	

325
11
0
11 [view]
16 6.00%
66
4.12
5

2
2.4
-0.4
2
2.4

SI to Non SI Comparison from
8/27/2012 to 12/21/2012
and HIST130 10 2128

Section: HIST130 10 2128

Grade	SI Group 14		on SI Grou 131		Total 145	
A	0	.0%	1	.8%	1	0.70%
A-	1	7.1%	4	3.1%	5	3.40%
B	0	.0%	0	.0%	0	0.00%
B	3	21.4%	8	6.1%	11	7.60%
B-	0	.0%	14	10.7%	14	9.70%
C	0	.0%	0	.0%	0	0.00%
C	3	21.4%	9	6.9%	12	8.30%
C-	0	.0%	11	8.4%	11	7.60%
D	0	.0%	0	.0%	0	0.00%
D	2	14.3%	14	10.7%	16	11.00%
D-	0	.0%	0	.0%	0	0.00%
F	0	.0%	17	13.0%	17	11.70%
WU	0	.0%	3	2.3%	3	2.10%
IC	0	.0%	0	.0%	0	0.00%
W	0	.0%	0	.0%	0	0.00%
Combined A,A-,B ,B,B-,C ,C,C-,D ,D,D-	9	64.3%	61	46.6%	70	48.30%
Combined F,WU,IC and W	0	.0%	20	15.3%	20	13.80%
Grade Point Avg (no withdraws):	2.3		2		1.8	
Other Ungraded (B+,C+,D+)	5	35.7%	50	38.2%	55	37.90%

Total Graded Enrollment:	90	
Total (B+,C+,D+):	55	
Total Enrollment:	145	
Number SI Sessions Attended:	18	
Number SI Sessions Not Attended:	0	
Total Number SI Session Offered:	18	[view]
Total number and % of Graded Students Attending SI:	9	10%
Total Contact Hours of SI Participating Students:	56	
Mean Number of (60 minute) Sessions Attended by SI Participants:	4.02	
Mean Size of SI Sessions:	2.72	
Mean final grade of SI participants w/o Withdrawals:	2.3	
Mean final grade of Non-SI participants w/o Withdrawals:	1.7	
Difference from SI to Non-SI group:	0.6	
Mean final grade of SI participants + Withdrawals:	2.3	
Mean final grade of Non-SI participants + Withdrawals:	1.7	

Effects of SI Attendance

Grade	**1 to 4**	**5 to 7**	**8 or more**	
A	0	0	0	
A-	0	0	1	
B	0	0	0	
B	3	0	0	
B-	0	0	0	
C	0	0	0	
C	2	1	0	
C-	0	0	0	
D	0	0	0	
D	2	0	0	
D-	0	0	0	

F	0	0	0	
WU	0	0	0	
IC	0	0	0	
Total: 9	**7**	**1**	**1**	

GPA:	2.14	2	4	

SI to Non SI Comparison from
8/27/2012 to 12/21/2012
and HIST130 08 2128

Section: HIST130 08 2128

	SI Group 3			Non SI Grou 60			Total 63	
Grade			.			.		
A	0	.0%	.	3	5.0%	.	3	4.80%
A-	0	.0%	.	8	13.3%	.	8	12.70%
B	0	.0%	.	0	.0%	.	0	0.00%
B	1	33.3%	.	12	20.0%	.	13	20.60%
B-	0	.0%	.	6	10.0%	.	6	9.50%
C	0	.0%	.	0	.0%	.	0	0.00%
C	1	33.3%	.	1	1.7%	.	2	3.20%
C-	0	.0%	.	7	11.7%	.	7	11.10%
D	0	.0%	.	0	.0%	.	0	0.00%
D	0	.0%	.	3	5.0%	.	3	4.80%
D-	0	.0%	.	0	.0%	.	0	0.00%
F	0	.0%	.	1	1.7%	.	1	1.60%
WU	0	.0%	.	0	.0%	.	0	0.00%
IC	0	.0%	.	0	.0%	.	0	0.00%
W	0	.0%	.	0	.0%	.	0	0.00%
Combined	2	66.7%	.	40	66.7%	.	42	66.70%
A,A-,B ,B,B-,C ,C,C-,D ,D,D-								
Combined	0	.0%	.	1	1.7%	.	1	1.60%
F,WU,IC and W								
Grade Point Avg (no withdraws):	2.5		.	2.9		.	2.8	
Other Ungraded	1	33.3%	.	19	31.7%	.	20	31.70%
(B+,C+,D+)								

Total Graded Enrollment:	43	
Total (B+,C+,D+):	20	
Total Enrollment:	63	
Number SI Sessions Attended:	3	
Number SI Sessions Not Attended:	0	
Total Number SI Session Offered:	3	[view]
Total number and % of Graded Students Attending SI:	2	5%
Total Contact Hours of SI Participating Students:	5	
Mean Number of (60 minute) Sessions Attended by SI Participants:	1.7	
Mean Size of SI Sessions:	1.7	
Mean final grade of SI participants w/o Withdrawals:	2.5	
Mean final grade of Non-SI participants w/o Withdrawals:	2.9	
Difference from SI to Non-SI group:	-0.4	
Mean final grade of SI participants + Withdrawals:	2.5	
Mean final grade of Non-SI participants + Withdrawals:	2.9	

Effects of SI Attendance

Grade	**1 to 4**	**5 to 7**	**8 or more**	
A	0	0	0	
A-	0	0	0	
B	0	0	0	
B	1	0	0	
B-	0	0	0	
C	0	0	0	
C	1	0	0	
C-	0	0	0	
D	0	0	0	
D	0	0	0	
D-	0	0	0	

F	0	0	0	
WU	0	0	0	
IC	0	0	0	
Total: 2	**2**	**0**	**0**	

GPA:	2.5			

Student Learning Center SI Comparison
TutorTrac

SI to Non SI Comparison from 8/27/2012 to 12/21/2012
and POLS155 01 2128

Section: POLS155 01 2128

	SI Group		.	Non SI Group
	74			358
Grade			.	
A	0	.0%	.	6
A-	17	23.0%	.	28
B	0	.0%	.	0
B	14	18.9%	.	53
B-	11	14.9%	.	53
C	0	.0%	.	0
C	7	9.5%	.	38
C-	4	5.4%	.	20
D	0	.0%	.	0
D	5	6.8%	.	20
D-	0	.0%	.	0
F	3	4.1%	.	16
WU	0	.0%	.	7
IC	0	.0%	.	0
W	0	.0%	.	0
Combined	58	78.4%	.	218
A,A-,B ,B,B-,C ,C,C-,D ,D,D-				
Combined	3	4.1%	.	23
F,WU,IC and W				
Grade Point Avg (no withdraws):	2.8		.	2.4
Other Ungraded	13	17.6%	.	117
(B+,C+,D+,I)				

Total Graded Enrollment:
Total (B+,C+,D+,I):
Total Enrollment:
Number SI Sessions Attended:
Number SI Sessions Not Attended:
Total Number SI Session Offered:
Total number and % of Graded Students Attending SI:
Total Contact Hours of SI Participating Students:
Mean Number of (60 minute) Sessions Attended by SI Participants:
Mean Size of SI Sessions:

Mean final grade of SI participants w/o Withdrawals:
Mean final grade of Non-SI participants w/o Withdrawals:
Difference from SI to Non-SI group:
Mean final grade of SI participants + Withdrawals:
Mean final grade of Non-SI participants + Withdrawals:

Effects of SI Attendance

Grade	1 to 4	5 to 7	8 or more
A	0	0	0
A-	14	2	1
B	0	0	0
B	13	1	0
B-	8	2	1
C	0	0	0
C	6	1	0
C-	3	1	0
D	0	0	0
D	5	0	0
D-	0	0	0
F	2	1	0
WU	0	0	0
IC	0	0	0

Total: 61	51	8	2
GPA:	2.78	2.63	3.5

	.	Total	
		432	
	.		
1.7%	.	6	1.40%
7.8%	.	45	10.40%
.0%	.	0	0.00%
14.8%	.	67	15.50%
14.8%	.	64	14.80%
.0%	.	0	0.00%
10.6%	.	45	10.40%
5.6%	.	24	5.60%
.0%	.	0	0.00%
5.6%	.	25	5.80%
.0%	.	0	0.00%
4.5%	.	19	4.40%
2.0%	.	7	1.60%
.0%	.	0	0.00%
.0%	.	0	0.00%
60.9%	.	276	63.90%
6.4%	.	26	6.00%
	.	2.5	
32.7%	.	130	30.10%

302
130
432
36
0
36 [view]
61 20.00%
175
2.36
4.89

2.8
2.4
0.4
2.8
2.4

Student Learning Center SI Comparison
TutorTrac

SI to Non SI Comparison from 8/27/2012 to 12/21/2012
and CMST132 40 2128

Section: CMST132 40 2128

	SI Group		.	Non SI Group
	27			2
Grade			.	
A	1	3.7%	.	0
A-	1	3.7%	.	0
B	0	.0%	.	0
B	6	22.2%	.	0
B-	7	25.9%	.	0
C	0	.0%	.	0
C	3	11.1%	.	0
C-	0	.0%	.	0
D	0	.0%	.	0
D	1	3.7%	.	0
D-	0	.0%	.	0
F	0	.0%	.	0
WU	0	.0%	.	0
IC	0	.0%	.	0
W	0	.0%	.	0
Combined	19	70.4%	.	0
A,A-,B ,B,B-,C ,C,C-,D ,D,D-				
Combined	0	.0%	.	0
F,WU,IC and W				
Grade Point Avg (no withdraws):	2.8		.	
Other Ungraded	8	29.6%	.	2
(B+,C+,D+)				

Total Graded Enrollment:
Total (B+,C+,D+):
Total Enrollment:
Number SI Sessions Attended:
Number SI Sessions Not Attended:
Total Number SI Session Offered:
Total number and % of Graded Students Attending SI:
Total Contact Hours of SI Participating Students:
Mean Number of (60 minute) Sessions Attended by SI Participants:
Mean Size of SI Sessions:

Mean final grade of SI participants w/o Withdrawals:
Mean final grade of Non-SI participants w/o Withdrawals:
Difference from SI to Non-SI group:
Mean final grade of SI participants + Withdrawals:
Mean final grade of Non-SI participants + Withdrawals:

Effects of SI Attendance

Grade	1 to 4	5 to 7	8 or more
A	0	0	1
A-	0	0	1
B	0	0	0
B	0	0	6
B-	0	1	6
C	0	0	0
C	1	0	2
C-	0	0	0
D	0	0	0
D	0	0	1
D-	0	0	0
F	0	0	0
WU	0	0	0
IC	0	0	0

Total: 19	1	1	17
GPA:	2	3	2.88

Student Learning Center
TutorTrac

SI to Non SI Comparison from 8/27/2012 to 12/21/2012
and CMST132 41 2128

Section: CMST132 41 2128

	.	Total		
		29		
	.			Grade
.0%	.	1	3.40%	A
.0%	.	1	3.40%	A-
.0%	.	0	0.00%	B
.0%	.	6	20.70%	B
.0%	.	7	24.10%	B-
.0%	.	0	0.00%	C
.0%	.	3	10.30%	C
.0%	.	0	0.00%	C-
.0%	.	0	0.00%	D
.0%	.	1	3.40%	D
.0%	.	0	0.00%	D-
.0%	.	0	0.00%	F
.0%	.	0	0.00%	WU
.0%	.	0	0.00%	IC
.0%	.	0	0.00%	W
.0%	.	19	65.50%	Combined A,A-,B ,B,B-,C ,C,C-,D ,D,D-
.0%	.	0	0.00%	Combined F,WU,IC and W
	.	2.8		Grade Point Avg (no withdraws):
100.0%	.	10	34.50%	Other Ungraded (B+,C+,D+)

19		Total Graded Enrollment:
10		Total (B+,C+,D+):
29		Total Enrollment:
48		Number SI Sessions Attended:
0		Number SI Sessions Not Attended:
48	[view]	Total Number SI Session Offered:
19	100.00%	Total number and % of Graded Students Attending SI:
357		Total Contact Hours of SI Participating Students:
13.23		Mean Number of (60 minute) Sessions Attended by SI Participants:
7.5		Mean Size of SI Sessions:
2.8		Mean final grade of SI participants w/o Withdrawals:
		Mean final grade of Non-SI participants w/o Withdrawals:
		Difference from SI to Non-SI group:
2.8		Mean final grade of SI participants + Withdrawals:
		Mean final grade of Non-SI participants + Withdrawals:
		Effects of SI Attendance
		Grade
		A
		A-
		B
		B
		B-
		C
		C
		C-
		D
		D
		D-
		F
		WU
		IC

Total: 17

GPA:

SI Comparison

SI Group			Non SI Group			Total	
	24			5		29	
		.			.		
	0	.0%	.	0	.0%	.	0	0.00%
	1	4.2%	.	0	.0%	.	1	3.40%
	0	.0%	.	0	.0%	.	0	0.00%
	4	16.7%	.	0	.0%	.	4	13.80%
	5	20.8%	.	0	.0%	.	5	17.20%
	0	.0%	.	0	.0%	.	0	0.00%
	2	8.3%	.	0	.0%	.	2	6.90%
	4	16.7%	.	0	.0%	.	4	13.80%
	0	.0%	.	0	.0%	.	0	0.00%
	0	.0%	.	0	.0%	.	0	0.00%
	0	.0%	.	0	.0%	.	0	0.00%
	1	4.2%	.	1	20.0%	.	2	6.90%
	0	.0%	.	0	.0%	.	0	0.00%
	0	.0%	.	0	.0%	.	0	0.00%
	0	.0%	.	0	.0%	.	0	0.00%
	16	66.7%	.	0	.0%	.	16	55.20%
	1	4.2%	.	1	20.0%	.	2	6.90%
	2.5		.	0		.	2.4	
	7	29.2%	.	4	80.0%	.	11	37.90%

18	
11	
29	
39	
0	
39	[view]
17	94.00%
149	
6.19	
3.85	
2.5	
0	
2.5	
2.5	
0	

1 to 4	5 to 7	8 or more
0	0	0
0	1	0
0	0	0
1	2	1
2	1	2
0	0	0
1	0	1
0	4	0
0	0	0
0	0	0
0	0	0
0	1	0
0	0	0
0	0	0

4	9	4
2.75	2.33	2.75

Student Learning Center SI Comparison
TutorTrac

SI to Non SI Comparison from 8/27/2012 to 12/21/2012
and CMST132 42 2128

Section: CMST132 42 2128

	SI Group		.	Non SI Group		.
	29			0		
Grade			.			.
A	9	31.0%	.	0	%	.
A-	7	24.1%	.	0	%	.
B	0	.0%	.	0	%	.
B	3	10.3%	.	0	%	.
B-	2	6.9%	.	0	%	.
C	0	.0%	.	0	%	.
C	0	.0%	.	0	%	.
C-	2	6.9%	.	0	%	.
D	0	.0%	.	0	%	.
D	0	.0%	.	0	%	.
D-	0	.0%	.	0	%	.
F	0	.0%	.	0	%	.
WU	0	.0%	.	0	%	.
IC	0	.0%	.	0	%	.
W	0	.0%	.	0	%	.
Combined	23	79.3%	.	0	%	.
A,A-,B ,B,B-,C ,C,C-,D ,D,D-						
Combined	0	.0%	.	0	%	.
F,WU,IC and W						
Grade Point Avg (no withdraws):	3.6		.			.
Other Ungraded	6	20.7%	.	0	%	.
(B+)						

Total Graded Enrollment:
Total (B+):
Total Enrollment:
Number SI Sessions Attended:
Number SI Sessions Not Attended:
Total Number SI Session Offered:
Total number and % of Graded Students Attending SI:
Total Contact Hours of SI Participating Students:
Mean Number of (60 minute) Sessions Attended by SI Participants:
Mean Size of SI Sessions:

Mean final grade of SI participants w/o Withdrawals:
Mean final grade of Non-SI participants w/o Withdrawals:
Difference from SI to Non-SI group:
Mean final grade of SI participants + Withdrawals:
Mean final grade of Non-SI participants + Withdrawals:

Effects of SI Attendance

Grade	1 to 4	5 to 7	8 or more
A	0	0	9
A-	0	0	7
B	0	0	0
B	0	0	3
B-	0	0	2
C	0	0	0
C	0	0	0
C-	0	1	1
D	0	0	0
D	0	0	0
D-	0	0	0
F	0	0	0
WU	0	0	0
IC	0	0	0

Total: 23	0	1	22
GPA:		2	3.68

Student Learning Center
TutorTrac

SI Comparison

SI to Non SI Comparison from 8/27/2012 to 12/21/2012
and CMST132 43 2128

Section: CMST132 43 2128

Total			SI Group
29			27
		Grade	
9	31.00%	A	8
7	24.10%	A-	8
0	0.00%	B	0
3	10.30%	B	3
2	6.90%	B-	0
0	0.00%	C	0
0	0.00%	C	1
2	6.90%	C-	1
0	0.00%	D	0
0	0.00%	D	0
0	0.00%	D-	0
0	0.00%	F	0
0	0.00%	WU	0
0	0.00%	IC	0
0	0.00%	W	0
23	79.30%	Combined	21
		A,A-,B ,B,B-,C ,C,C-,D ,D,D-	
0	0.00%	Combined	0
		F,WU,IC and W	
3.6		Grade Point Avg (no withdraws):	3.7
6	20.70%	Other Ungraded	6
		(B+)	

23		Total Graded Enrollment:
6		Total (B+):
29		Total Enrollment:
65		Number SI Sessions Attended:
0		Number SI Sessions Not Attended:
65	[view]	Total Number SI Session Offered:
23	100.00%	Total number and % of Graded Students Attending SI:
406		Total Contact Hours of SI Participating Students:
14		Mean Number of (60 minute) Sessions Attended by SI Participants:
6.31		Mean Size of SI Sessions:
3.6		Mean final grade of SI participants w/o Withdrawals:
		Mean final grade of Non-SI participants w/o Withdrawals:
		Difference from SI to Non-SI group:
3.6		Mean final grade of SI participants + Withdrawals:
		Mean final grade of Non-SI participants + Withdrawals:

Effects of SI Attendance

Grade	1 to 4
A	0
A-	0
B	0
B	0
B-	0
C	0
C	0
C-	0
D	0
D	0
D-	0
F	0
WU	0
IC	0

Total: 21 0

GPA:

	.	Non SI Group		.	Total	
			2		29	
	.			.		
29.6%	.		0 .0%	.	8	27.60%
29.6%	.		0 .0%	.	8	27.60%
.0%	.		0 .0%	.	0	0.00%
11.1%	.		0 .0%	.	3	10.30%
.0%	.		0 .0%	.	0	0.00%
.0%	.		0 .0%	.	0	0.00%
3.7%	.		0 .0%	.	1	3.40%
3.7%	.		0 .0%	.	1	3.40%
.0%	.		0 .0%	.	0	0.00%
.0%	.		0 .0%	.	0	0.00%
.0%	.		0 .0%	.	0	0.00%
.0%	.		0 .0%	.	0	0.00%
.0%	.		0 .0%	.	0	0.00%
.0%	.		0 .0%	.	0	0.00%
.0%	.		0 .0%	.	0	0.00%
77.8%	.		0 .0%	.	21	72.40%
.0%	.		0 .0%	.	0	0.00%
	.			.	3.7	
22.2%	.		2 100.0%	.	8	27.60%

21	
8	
29	
50	
0	
50	[view]
21	100.00%
209	
7.72	
4.26	
3.7	
3.7	

5 to 7	8 or more
3	5
1	7
0	0
3	0
0	0
0	0
1	0
0	1
0	0
0	0
0	0
0	0
0	0
0	0

8	13
3.38	3.85

Student Learning Center
TutorTrac

SI Comparison

SI to Non SI Comparison from 8/27/2012 to 12/21/2012
and CMST132 44 2128

Section: CMST132 44 2128

	SI Group		.	Non SI Group		.
	26			0		
Grade			.			.
A	2	7.7%	.	0	%	.
A-	2	7.7%	.	0	%	.
B	0	.0%	.	0	%	.
B	6	23.1%	.	0	%	.
B-	4	15.4%	.	0	%	.
C	0	.0%	.	0	%	.
C	1	3.8%	.	0	%	.
C-	1	3.8%	.	0	%	.
D	0	.0%	.	0	%	.
D	2	7.7%	.	0	%	.
D-	0	.0%	.	0	%	.
F	1	3.8%	.	0	%	.
WU	0	.0%	.	0	%	.
IC	0	.0%	.	0	%	.
W	0	.0%	.	0	%	.
Combined	18	69.2%	.	0	%	.
A,A-,B ,B,B-,C ,C,C-,D ,D,D-						
Combined	1	3.8%	.	0	%	.
F,WU,IC and W						
Grade Point Avg (no withdraws):	2.7		.			.
Other Ungraded	7	26.9%	.	0	%	.
(B+,C+,D+)						

Total Graded Enrollment:
Total (B+,C+,D+):
Total Enrollment:
Number SI Sessions Attended:
Number SI Sessions Not Attended:
Total Number SI Session Offered:
Total number and % of Graded Students Attending SI:
Total Contact Hours of SI Participating Students:
Mean Number of (60 minute) Sessions Attended by SI Participants:
Mean Size of SI Sessions:

Mean final grade of SI participants w/o Withdrawals:
Mean final grade of Non-SI participants w/o Withdrawals:
Difference from SI to Non-SI group:
Mean final grade of SI participants + Withdrawals:
Mean final grade of Non-SI participants + Withdrawals:

Effects of SI Attendance

Grade	1 to 4	5 to 7	8 or more
A	0	0	2
A-	0	0	2
B	0	0	0
B	0	0	6
B-	0	1	3
C	0	0	0
C	0	0	1
C-	0	1	0
D	0	0	0
D	0	2	0
D-	0	0	0
F	0	0	1
WU	0	0	0
IC	0	0	0

Total: 19	0	4	15
GPA:		1.75	3

Student Learning Center
TutorTrac

SI Comparison

SI to Non SI Comparison from 8/27/2012 to 12/21/2012
and CMST132 45 2128

Section: CMST132 45 2128

Total			SI Group	
26			28	
		Grade		
2	7.70%	A	1	3.6%
2	7.70%	A-	4	14.3%
0	0.00%	B	0	.0%
6	23.10%	B	3	10.7%
4	15.40%	B-	6	21.4%
0	0.00%	C	0	.0%
1	3.80%	C	1	3.6%
1	3.80%	C-	1	3.6%
0	0.00%	D	0	.0%
2	7.70%	D	1	3.6%
0	0.00%	D-	0	.0%
1	3.80%	F	0	.0%
0	0.00%	WU	0	.0%
0	0.00%	IC	0	.0%
0	0.00%	W	0	.0%
18	69.20%	Combined	17	60.7%
		A,A-,B ,B,B-,C ,C,C-,D ,D,D-		
1	3.80%	Combined	0	.0%
		F,WU,IC and W		
2.7		Grade Point Avg (no withdraws):	3.1	
7	26.90%	Other Ungraded	11	39.3%
		(B+,C+)		

19		Total Graded Enrollment:
7		Total (B+,C+):
26		Total Enrollment:
37		Number SI Sessions Attended:
0		Number SI Sessions Not Attended:
37	[view]	Total Number SI Session Offered:
19	100.00%	Total number and % of Graded Students Attending SI:
326		Total Contact Hours of SI Participating Students:
12.55		Mean Number of (60 minute) Sessions Attended by SI Participants:
8		Mean Size of SI Sessions:
2.7		Mean final grade of SI participants w/o Withdrawals:
		Mean final grade of Non-SI participants w/o Withdrawals:
		Difference from SI to Non-SI group:
2.7		Mean final grade of SI participants + Withdrawals:
		Mean final grade of Non-SI participants + Withdrawals:

Effects of SI Attendance

Grade	1 to 4	5 to 7
A	0	0
A-	0	2
B	0	0
B	0	3
B-	1	3
C	0	0
C	1	0
C-	1	0
D	0	0
D	0	1
D-	0	0
F	0	0
WU	0	0
IC	0	0

Total: 17	3	9
GPA:	2.33	3

.	Non SI Group		.	Total	
		1		29	
.			.		
.		0 .0%	.	1	3.40%
.		0 .0%	.	4	13.80%
.		0 .0%	.	0	0.00%
.		0 .0%	.	3	10.30%
.		0 .0%	.	6	20.70%
.		0 .0%	.	0	0.00%
.		0 .0%	.	1	3.40%
.		0 .0%	.	1	3.40%
.		0 .0%	.	0	0.00%
.		0 .0%	.	1	3.40%
.		0 .0%	.	0	0.00%
.		0 .0%	.	0	0.00%
.		0 .0%	.	0	0.00%
.		0 .0%	.	0	0.00%
.		0 .0%	.	0	0.00%
.		0 .0%	.	17	58.60%
.		0 .0%	.	0	0.00%
.			.	3.1	
.		1 100.0%	.	12	41.40%

	17	
	12	
	29	
	42	
	0	
	42	[view]
	17	100.00%
	195	
	6.97	
	4.57	
	3.1	
	3.1	
8 or more		
	1	
	2	
	0	
	0	
	2	
	0	
	0	
	0	
	0	
	0	
	0	
	0	
	0	
	0	

5

3.6

From: Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of Michael L Frizell <MichaelFrizell@MISSOURISTATE.EDU>
Sent: Friday, February 1, 2013 4:40 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Subject: Fwd: National College Learning Center Association (NCLCA) - Call for All Proposals - 2013 Annual Conference

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<!--[endif]-->NCLCA Call for All Proposals
Deadline is Monday, April 1, 2013

The Mission of NCLCA, the National College Learning Center Association, is to support learning center professionals as they develop and maintain learning centers, programs, and services that enhance student learning at the post-secondary level. To help meet that mission, the 2013 annual conference will be held Sept. 26-28, 2013 at The Embassy Suites Hotel Airport/Convention Center in North Charleston, SC.

The NCLCA Board of Directors and the Conference Planning Committee are excited to announce this year's theme – "Weaving a Legacy of Student Success". The theme reflects the idea that there are layers of learning strategies and campus partnerships needed to help all students reach their full academic potential. If you have any experience in one of the following areas dedicated to student excellence, submit a proposal to share your experiences and expertise with your colleagues at the conference:

- Best Practices for Learning Centers
- Academic Support Programs for Specific Populations (Student with Disabilities, International Students, Athletes, Veterans, etc.)
- Developing Tutor and Mentor Training
- Developing and Assessing Learning Center Outcomes
- Program Start-up and/or Evaluation
- Small Group Academic Support Programs
- Using Available Technology in Creative Ways
- Developing Independent Learners
- Finding Funding in Tough Times

There are three types of proposals: regular concurrent sessions which offer in-depth information about a topic, poster sessions which are relatively informal conversations about the basics of a topic, and a one-page great idea to share at the conference. You can view a sample session proposal, a sample poster session proposal, and a great idea proposal online for you to follow as a guide. Submit proposals electronically at http://www.nclca.org/2013conference/proposal_submission.html.
The deadline for submitting proposals is Monday, April 1, 2013.

All presenters must register for the conference upon proposal acceptance. If you have any questions about developing and/or submitting a proposal, please contact Jenny Pippen (jlpippen@noctrl.edu), NCLCA Professional Development Officer. Any other questions about the conference can be directed to me.

Sincerely,

Laura Sanders

NCLCA Vice-President and Conference Chair

laura.sanders@valpo.edu

To search past discussions on the SI-Net, visit our archive at http://groups.google.com/group/si-net

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You are subscribed to the SINET list as &*TO;.
Problems or questions should be directed to manager@listserv.umkc.edu.

Loudermilk Center for Excellence and Kenan Stadium

Week of February 4, 2013

Date	Event	Time	Location
2/4	CREED	6:00-9:00 PM	Concourse Club
2/5	Athletic Dept. Meeting	8:00-10:00 AM	Concourse Club
2/5	Women's Bible Study	12:00-1:00 PM	Concourse Club
2/5	Champions For Christ	8:00-9:00 PM	Concourse Club
2/6	Faculty/Staff Bible Study	12:00-1:00 PM	Concourse Club
2/6	Signing Day Celebration	6:00-8:00 PM	Concourse Club
2/6	Athletes in Action	6:00-9:00 PM	Pope Box
2/7	Sports Medicine Meeting	11:30 AM-1:30 PM	Concourse Club
2/7	Institute for Defense	3:00-8:30 PM	Upper Club

Week of February 11, 2013

Date	Event	Time	Location
2/11	bCLA	6:00-9:00 PM	Concourse Club
2/12	Women's Bible Study	12:00-1:00 PM	Concourse Club
2/12	Champions For Christ	8:00-9:00 PM	Concourse Club
2/13	Pot Luck Lunch	11:00 AM-2:00 PM	Upper Club
2/13	Faculty/Staff Bible Study	12:00-1:00 PM	Concourse Club
2/13	Athletes in Action	6:00-9:00 PM	Pope Box
2/13	Possible Viewing Party	7:00-11:00 PM	Concourse Club
2/16	Dance Marathon	4:30-8:00 AM	Kenan Stadium
2/16	UNC Med School	8:00-11:00 PM	Concourse Club

Week of February 18, 2013

Date	Event	Time	Location
2/18	Explore Carolina	8:00-10:30 AM	Concourse Club
2/19	Women's Bible Study	12:00-1:00 PM	Concourse Club
2/19	Champions For Christ	8:00-9:00 PM	Concourse Club
2/20	Faculty/Staff Bible Study	12:00-1:00 PM	Concourse Club
2/20	Athletes in Action	8:00-9:00 PM	Concourse Club
2/22	Explore Carolina	8:00-10:30 AM	Concourse Club
2/23	Sports Med Seminar	9:00 AM-5:00 PM	Weight Room
2/23	FB Lunch	Noon-3:00 PM	Upper Club
2/23	Coaches Circle	12:30-2:30 PM	Concourse Club
2/23	Field Hockey Event	TBD	Pope Box
2/24	Visiting Team Use-SB	12:00-7:00 PM	Visiting Team Locker Room

From: mailer@infusionmail.com on behalf of Ph.D. Robert A. Rohm <insights@personality-insights.com>
Sent: Monday, February 4, 2013 8:04 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Tip of the Week - When preparing to deal with a situation, get "up" for it first!

Having trouble viewing this email? Click here

Personality INSIGHTS

Tip of the Week

by Robert A. Rohm, Ph.D.

Tip: When preparing to deal with a situation, get "up" for it first!

A few days ago I experienced a difficult situation with the airlines that left me completely exhausted and drained. I was trying to book some tickets for family members for a vacation. They were coming from three different locations and I was trying to make reservations in order to connect everyone to be on certain legs of the flight together. The entire process took four and a half hours from start to finish! And even though the experience drained me, I took the time to immediately process what had happened when it was over. I want to share with you ten things that I discovered that I believe will help you immensely in the event that you find yourself in a similar situation some day needing good customer service.

1. Set aside enough time. Before you even begin, you need to prepare yourself mentally and give yourself plenty of time to successfully accomplish your goal. Do not start the process if you only have five minutes to give to the task or when you feel rushed. When you are in a hurry, you tend to be "short" with other people and they can hear it in your tone of voice. I find that thirty minutes to an hour of uninterrupted time is usually a good amount to plan for. Now, I realize that I told you this particular situation took four and a half hours. That is extremely unusual, but I was "up" for it and believe I was successful because I had prepared my mind and used each of these steps I am sharing with you.
2. Have pen and paper in hand. Do not call until you are ready to start the process with something to write on and a pen that works. Nothing is more frustrating than to have to waste time looking for a piece of paper or pen once you have begun the conversation. I would suggest having a notepad so you can take good notes and have them handy for future reference.
3. Be friendly. Set the tone in the very beginning. Realize that the other person probably does not want to help you in the first place! I know that may sound negative, but it is usually true. However, if you are friendly and upbeat, you can set the tone for a good experience.
4. Give your name. Rather than asking for the other person's name, be the first to give yours. And when you do, speak clearly and slowly.
5. Ask for their name. When they give it to you, write it down and if their name could be spelled more than one way, like Shawn or Sean, ask for the correct spelling. Then thank them and use their name from time to time as you continue your conversation with them. It will show them that you are paying attention and it will also raise their awareness that you have documented their name for future reference.
6. Show respect. You can do this by thanking them in advance for helping you. I usually start by saying, "Thank you so much for taking the time to take my call and helping me with this particular situation." By showing respect to others, cooperation, team work and respect are more likely to come back to you.
7. Write a brief description. Before you begin your call, write out a brief description (twenty words or less) of the situation. This will keep you from rambling and help to keep you focused as you explain the purpose of your call.
8. Explain your perspective. As you explain the situation, let them know you are aware that there may be another way of looking at it, but that you are simply stating things from your own perspective. By approaching it in this manner, you then

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March 21-23
To register, call
800-509-DISC

Atlanta
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April 8-10
To register, call
800-509-DISC

Especially for Educators
LEVEL 1
Basic Studies
April 15-18, 2013
To register call
978-928-4764

Durham, NC
LEVEL 1
Behavioral Studies
April 18-20
To register, call
800-509-DISC

give them the opportunity to help you better.

9. Ask if they are the right person to help. After you have given your brief explanation of the situation from your perspective, be sure to ask if they are the person who can help you. You don't want to go on and on for five minutes only to have them say, "Let me transfer you to the department who handles that." State the problem briefly and succinctly and then give them the opportunity to tell you whether they are actually the one who can help you or not.

10. Find a place where you will not be interrupted. I have occasionally gone to my vehicle with paper and pen in hand to make my call so that I will be assured of not being interrupted. Also, many phones allow you to hit *67 before you actually dial the number so that if anyone calls while you are on the phone, they will get a busy signal. After you hang up, your phone will go back to normal mode, but the *67 trick prevents anyone from interrupting you while you are on your phone call.

Some of you may think that all of this is ridiculous and going way overboard. Yet, I have discovered that reducing stress in my own life and having success in situations like these requires thought, effort and energy. I know this information works and I know it will help you the next time you are called upon to deal with a difficult situation. If you get "up" for it in your mind first and have a plan, you will have a much better chance of succeeding in all that you do. I hope that will be the case!

Tip: When preparing to deal with a situation, get "up" for it first!

Have a great week! God bless you!

Dr. Robert A. Rohm

Toronto
Behavioral Studies
March 25-27
To register, call
866-534-6094

Cambridge
Behavioral Studies
April 18-20
To register, call
519-221-1212

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From: Alert Carolina <no_reply@unc.edu>
Sent: Monday, February 4, 2013 12:20 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: INFORMATIONAL MESSAGE FROM ALERT CAROLINA: Sexual Assault Reported Near Campus

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INFORMATIONAL MESSAGE FROM ALERT CAROLINA: Sexual Assault Reported near Campus

The Chapel Hill Police Department is seeking assistance from anyone with information related to a sexual assault of a female which took place at the West End Wine Bar, during the early morning hours Sunday (Feb. 3).

The victim, who was not affiliated with UNC, reported that a male suspect had started talking to her, then followed her into the women's bathroom and sexually assaulted her. The suspect was described as tall, wearing a collared blue shirt, jeans, and brown shoes.

Chapel Hill Police reported Monday morning that they are asking anyone with information about this incident, please call the Chapel Hill Police Department at 919-968-2760 or contact the Chapel Hill-Carrboro-UNC CrimeStoppers at (919) 942-7515. Calls are confidential and anonymous. You can also submit information to Crime Stoppers online at www.crimestoppers-chcunc.org.

Continue to monitor Alert Carolina website (alertcarolina.unc.edu) for any updates in the investigation into this incident. Call 911 immediately to report any and all suspicious activity on campus. For a list of safety tips, see the following link through the Alert Carolina page:

http://www.alertcarolina.unc.edu/go/doc/1395/158078/

About Informational Messages: The University sends an Informational Message to inform the campus community about a situation that is not an emergency, but is expected to be of significant interest to the campus. An Informational Message is one of three tiers of communication under the University's revised emergency communications plan. Emergency Warning refers to a siren activation for a significant emergency. And a Timely Warning is issued if there is a continuing danger AND notification will not compromise law enforcement efforts.

Sponsored by the UNC Department of Public Safety

From: Beller, Debra L <debra_beller@unc.edu>
Sent: Monday, February 4, 2013 1:02 PM
To: campus solutions staff users <cccs_staffusers@listserv.unc.edu>
Subject: [cccs_staffusers] ITS maintenance outage Sat. Feb. 9 impacts ConnectCarolina and other systems

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ITS will have a planned maintenance outage on Saturday, Feb. 9, starting at 8:00 am and ending around 8:00pm. ConnectCarolina and other systems will be down during this time frame.

View a complete list of all affected systems and the most updated information here:
http://its.unc.edu/enterprise/enterprise-applications/connectcarolina/system-status/

We appreciate your cooperation and support as we continue to make ITS systems more efficient for our users.

Questions/Problems:
Help Desk: 919-962-HELP or help.unc.edu

Debra Beller
Communications Specialist
ConnectCarolina, Enterprise Applications, ITS
University of North Carolina at Chapel Hill
Phone: 919-843-0477
Website: http://its.unc.edu/enterprise/enterprise-applications/

From:	Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of Tosha Giuffrida <tgiuffrida@CSUFRESNO.EDU>
Sent:	Monday, February 4, 2013 1:47 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Subject:	Job Opportunity: Learning Center Director at Fresno State
Attach:	11943 Learning Center Director, 1-30-13.pdf

Please see the attached vacancy announcement for the position of Learning Center Director at Fresno State.

Tosha Giuffrida, Assistant Director
Learning Center
Fresno State
d. 559.278.5716
o. 559.278.8370
fresnostate.edu/learningcenter
fresnostate.edu/supportnet
facebook.com/FresnoStateSupportNet

FRESNO STATE
Discovery. Diversity. Distinction.

To search past discussions on the SI-Net, visit our archive at http://groups.google.com/group/si-net

To add or remove from this mailing list, please go to <http://listserv.umkc.edu/scripts/wa.exe?SUBED1=SINET&A=1> or send an email message to the address listserv@listserv.umkc.edu, with the text SIGNOFF SINET in the body of the message.
You are subscribed to the SINET list as bridgerb@UNCAA.UNC.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.

California State University, Fresno

Learning Center

Vacancy # 11943

Learning Center Director

General Information:

California State University, Fresno is one of 23 campuses in the California State University System. The University's mission is to offer high quality educational opportunities to qualified students at the bachelor's and master's levels, and in certain applied disciplines at the doctoral level. The current enrollment is approximately 20,000 students with diverse and culturally rich backgrounds. The University serves the San Joaquin Valley while maintaining deep involvement with the state, nation, and world. California State University, Fresno promotes student learning and community engagement through faculty scholarship and service learning opportunities in collaboration with community organizations, education, industry, business and government. The university was one of the first US Colleges and Universities to be selected by The Carnegie Foundation for the Advancement of Teaching for its new Community Engagement Classification.

Metropolitan Fresno, with a multi-ethnic population of over 600,000, is located in

Salary:

Commensurate with experience and qualifications

Overview:

Reporting to the Assistant Vice President of Student Success Services, the director has primary responsibility for providing vision, leadership, and management of programs and services designed to facilitate student learning and promote student success. This includes tutorial services, academic skills workshops, supplemental instruction and an early warning program (SupportNet). The director will also assist the assistant vice president with research, development and implementation of initiatives designed to improve student success and serve on campus wide committees as assigned.

Position Summary:

- Provide management to the development and implementation of innovative strategies to support student learning and retention through graduation.
- Collaborate with academic departments and support programs to develop and implement innovative programs and strategies to support student learning in the classroom.
- Oversee the development of a comprehensive tutor training program and the expansion of Supplemental Instruction and SupportNet (early warning program).
- Provide group and individual student advising on personal development, learning skills and academic issues.
- Develop and execute a comprehensive assessment plan to improve services, gauge the effectiveness of programs and services.
- Budget planning and fiscal management for the Learning Center, the Tutorial Center, and SupportNet.
- Supervise and evaluate professional, administrative, and student support staff.

Secondary Duties of the job include the following:

1. Work closely with Academic Affairs and other Student Affairs

the heart of the San Joaquin Valley on the western edge of the Sierra Nevada Mountain Range. The campus is within easy driving distance of San Francisco, Los Angeles, Yosemite, Kings Canyon and Sequoia National Parks, the Monterey Peninsula, Lake Tahoe, beaches, sailing, lakes, and numerous ski resorts. Fresno boasts one of the most reasonable housing markets in California and offers a wide array of locally grown fruits and produce.

programs and departments to develop partnerships, services, and activities which support student retention and graduation;
2. Conduct research on how student learn and use knowledge to develop and expand learning assistance programs and services;
3. Work to ensure quality control in services offered through the Learning Center;
4. Seek grant-funding opportunities to supplement funding for the Learning Center;
5. Performing other duties appropriate to the position as assigned by the assistant vice president.

Qualifications:

1. A master's degree
2. A minimum of three years of progressively responsible management experience in a student service program such as a Learning Center or tutorial program and experience with program development, evaluation, fiscal management and supervision;
3. Demonstrated knowledge of learning theory and sensitivity to issues and needs of students from low-income, diverse ethnic and cultural backgrounds;
4. Knowledge of statistical and research methods;
5. Highly developed leadership and supervisory skills in applying sound personnel practices and procedures;
6. Strong problem-solving and conflict resolution skills;
7. Solid interpersonal skills;
8. Excellent oral and written communication skills;
9. Proven ability to manage a service-oriented learning center;

Demonstrated ability to do the following:

- Develop, organize, implement and evaluate programs which support student learning and development
- Reach practical, logical, objective decisions and put effective changes into practice

Filing Deadline:

Applications received by March 1, 2013, will be reviewed for minimum qualifications and given full consideration by the hiring manager and/or search committee. Qualified applicants received after that date will be forwarded upon request to the hiring manager and/or search committee.

Application Procedures:

Individuals interested in being considered for this position must submit an on-line application and attach the following supporting documents: 1) resume, 2)

letter of interest which includes a narrative detailing how the candidate fulfills each of the required and preferred items listed under Qualifications, and 3) names, email addresses and telephone numbers of three references who can provide current assessments of the candidate's qualifications for the position.

Pursuant to Executive Order 883, reasonable accommodation is to be provided upon request from an employee or applicant with disabilities, unless doing so would impose an undue hardship on the campus. What constitutes a reasonable accommodation is to be determined by the campus on a case-by-case basis after it has received the individual's request for accommodation and engaged in an interactive process. Employees or applicants requiring reasonable accommodation should contact Human Resources directly at (559) 278-2032.

How To Apply:

To apply for this or any open position at Fresno State visit our online employment site at: http://jobs.fresnostate.edu/

Other Requirements:

Pursuant to the requirements of the Immigration Reform and Control Act of 1986, any offer of employment is contingent upon verification of individual's eligibility to be employed in the United States.

Background investigations will be conducted, as required, depending upon the job requirements of a position. These could include, but are not limited to, processing of fingerprints through the Department of Justice and degree and license verifications. An offer of employment may or may not be extended based upon the results of these verifications.

California State University, Fresno annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by Fresno State, and on public property within, or immediately adjacent to or accessible from the campus. The report also includes institutional policies concerning campus security, alcohol/drug use, crime prevention, reporting of crimes, sexual assault, and other matters. You can obtain a copy of this report by contacting the Campus Police Department or by accessing the following web site: http://www.csufresno.edu/police/report.htm.

Other Applicant Information:

Applicants will receive confirmation of receipt of their application materials via automatic email reply. In addition, qualified applicants will receive email notification at the conclusion of the recruitment process.

This is a full-time management position covered by the California State University Management Personnel Plan. Under this plan, employees are subject to management reviews and serve at the pleasure of the University President of that campus.

Equal Employment Opportunity:

California State University, Fresno is committed to maintaining and implementing employment policies and procedures in compliance with applicable state and federal equal employment opportunity laws and regulations. Executive Order 883 prohibits discrimination and Executive Order 927 prohibits harassment on the basis of protected status: race, color, religion, national origin, ancestry, age, sex (including gender identity, per HR 2004-12), sexual orientation, marital status, pregnancy, mental disability, physical disability, medical condition and covered veteran status. Retaliation against individuals for complaining about proscribed conduct, opposing such conduct, or participating in an investigation or proceeding involving such conduct is prohibited by both executive orders.

Further, California State University, Fresno's statement of commitment to equal employment opportunity principles is also found in the various collective bargaining agreements.

The Immigration Reform and Control Act of 1986 requires the University to inform you that we can employ only U.S. citizens and aliens lawfully authorized to work in the U.S. Each new employee is required to present documentation verifying his/her identity and authorization to accept employment.

From: Innovative Educators <mail@innovativeducators.ccsend.com>
Sent: Monday, February 4, 2013 8:24 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: The Top 10 Most Successful Student Retention Strategies

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Having trouble viewing this email? Click here

The Top 10 Most Successful Student Retention Strategies
2 Part Workshop
Friday, March 1 ~ 1:00-2:30pm EST
Friday, March 8 ~ 1:00-2:30pm EST

Registration - http://www.innovativeeducators.org/product_p/312.htm

Innovative Educators

Free Resources

How can you turn college student satisfaction data into action planning?
Raising the bar on degree completion
Implementing a Retention Program
Retention Strategy Model
What Helps Students Graduate?
Retention and Motivation
In Student Retention Attitude Seems to Matter Most
Retention Planning - blog posts (Noel-Levitz)
Summary of College Retention Plans (Western Michigan University)
Retention Rates Improve at Community Colleges

Webinar Overview

A student shows up at your front desk...

yelling, crying, upset, frustrated, tearful, angry, overwhelmed, pushy, aggravated, annoyed, demanding, obnoxious, smelly, drunk, disoriented...

...what do you do?

Front office staff, like soldiers on the front lines of battle, are often placed in situations where they are nose-to-nose with students, faculty, and staff who are not at their best. They are asked to create a warm, caring, customer-service focused place for students, faculty, and staff to have their questions answered.

Problems occur from the Registrar to the Admissions office, from Residential Life to Advising, from Counseling to Testing. Students demand services from Parking and Transportation and often become frustrated with front-line service staff such as cashiers in dining services and financial aid tellers. People become upset with Student Affairs office staff and Academic Affairs.

This program will offer some practical advice on how to work with emotional and at-risk faculty, staff, and students who approach front office staff in person, on the phone, or through email in a disrespectful manner. The presenters will also discuss ways to create an office waiting room environment that will help reduce conflict and prevent problems before they start.
Nationally, student retention rates are declining even though investments in student success strategies and support services have been increasing on many campuses. Thus, it is important to explore the underlying factors leading to this phenomenon as well as other emerging trends impacting retention rates. This two-part webinar will cover the five critical elements of a retention framework along with constructs and principles for effective retention research, planning, implementation, and assessment.

Part 1: Elements Of The Retention Framework

- Five critical ingredients to creating and sustaining a student success culture
- A learner-centered ethos
- Top 10 retention research questions and retention metrics
- Conditions for student success
- The strategic allocation of resources
- Campus-wide engagement

Free Offerings

Webinar
Best Practices For Moving Lab-Based Science Courses Online Safely & Effectively - February 22

Go2Knowledge Case Studies & Demo - February 28

StudentLingo Workshops - Free Trial

Campus Safety: Using NaBITA Survey Results To Improve Management Of Behavioral Intervention Teams - March 15

Like us on facebook for a chance to win a free webinar!

Upcoming Webinars

View all events

February 2013

5
Intrusive Academic Advising: An Effective Strategy To Increase Student Success Students

6
Summer Bridge Programs: Easing The Transition For First-Generation College Students

12
Supporting First-Generation Students: Best Practices From A Highly Successful Early Intervention Program

13
Supporting Military Veterans: How To Develop An Effective Academic Advising Protocol

13
Identifying & Engaging Unprepared Students: Practical Strategies & Techniques For Today's College Classroom

14

Part 2: Best Practices In Student Retention

- Areas of greatest retention impact
- High-risk students
- High-risk institutional experiences
- Student communications and leveraging social media
- The first-year experience
- Early intervention models and practices
- Integrated student success model
- Developmental advising
- Other retention practices

Webinar Objectives

Participants will:

- Review the five critical elements of a retention framework
- Explore the top 10 retention research questions and retention metrics
- Discuss constructs and principles for effective retention research, planning, implementation, and assessment
- Learn how to utilize student communications and social media to affect retention
- Understand the importance of early intervention models and practice

Webinar Speaker(s)

Dr. Jim Black is the president and CEO of SEM Works and an internationally recognized expert in enrollment management and change management. He has published a monograph titled, Navigating Change in the New Millennium: Strategies for Enrollment Leaders, and four books, The Strategic Enrollment Management Revolution, considered to be a groundbreaking publication for the enrollment management profession, Gen Xers Return to College, Essentials of Enrollment Management: Cases in the Field, and Strategic Enrollment Intelligence. Among his other published works are numerous articles and book chapters including a feature article in College & University, Creating Customer Delight; a chapter, Creating a Student-Centered Culture, for a book on best practices in student services published by SCUP and sponsored by IBM; a chapter on enrollment management in a Jossey-Bass book on student academic services; as well as a bimonthly feature in The Greentree Gazette.

Dr. Black is the founder of the National Conference on Student Retention in Small Colleges and cofounder of the National Small College Admissions Conference and the National Small College Enrollment Conference. He formerly served as the director of AACRAO's Strategic Enrollment Management Conference.

Black was honored as the recipient of the 2005 AACRAO Distinguished Service Award and in 2012, he was selected as the Alumnus of the Year for the Higher Education and Student Affairs graduate program at the University of South Carolina. He has been interviewed by publications such as The Chronicle of Higher Education, Converge Magazine, The Enrollment Management Report, The Lawlor Review, and was interviewed for AACRAO's Data Dispenser. Black also was featured in an international teleconference on enrollment management sponsored by The Center for the Freshman Year Experience at the University of South Carolina, and a PBS broadcast on "Blending High Tech and High Touch Student Services." In 1999, Jim Black was named an IBM Best Practices Partner, one of only twenty-three in the world. He was invited by The College Board to Heidelberg, Germany, to evaluate the APIEL Exam and most recently was invited to lead conferences on enrollment management and student services in the United Kingdom and the Netherlands.

A Faculty Advisor Blueprint: Understanding & Supporting Their Role in Student Success

21
Assessing The Effectiveness Of Programs For At-Risk Students: Strategies That Work

22
Establishing A Campus-Wide Veteran-To-Veteran Mentoring Program On Your Campus

March 2013

5
Student Motivation: Practical Strategies That Will Increase Engagement, Learning & Retention

6
Why Emotions Matter: Helping Students Develop Non-Cognitive Skills That Lead To Success

7
Online Student Success: The Key To Keeping Students Motivated & Engaged

15
How To Support Student Veterans & Increase Retention During The Critical First Year

Innovative Educators

3277 Carbon PL
Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

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From: Dan Tudor <dan@sellingforcoaches.ccsend.com>
Sent: Tuesday, February 5, 2013 9:54 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: 3 Logical Ways to Earn Your Prospect's "Yes"

View this as a webpage... Click here!

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COLLEGIATE STRATEGIES

College Recruiting Weekly

February 5, 2013 Volume 9, Issue 6

Three Logical Ways to Earn Your Prospect's "Yes"

Phone calls seem to be on the minds of college coaches recently, since many of you are focused on trying to keep communication going with recruits who are in the midst of making final decisions.

And it's not a surprise, really. The NCAA is giving coaches more flexibility when it comes to calling recruits, and there's no doubt that a phone call is critical to moving the recruiting process forward.

Forward, that is, towards getting a "yes". The yes is what every coach is looking for, and there are definite rules that apply when it comes to putting yourself in the best position to get that thumbs-up from a recruit.

So with that in mind, here are three really important strategies when it comes to getting a "yes" from a prospect you are recruiting:

YES STRATEGY #1: Don't react negatively

We've all sent an email, or said something in haste over the phone, that we wish we could take back. Either we're upset by what we've just heard, or we say something that just doesn't put us in the best light with a recruit (or their parents) as the recruiting process gets started.

It doesn't even have to do anything with recruiting...we've all overreacted to something trivial, and wish we could take it all back and start fresh.

What it means to your recruiting conversation: It's great to feel passionate about what you're selling, especially if your school or program has a lot to be proud of. But before launching into a feverish sales "rationale" with your teenage prospect or their parents, take a minute to...

CLICK HERE TO CONTINUE

COMING-UP IN THURSDAY'S

Client Insider

The Latest Research on What Your Prospects Want to Talk About

If you are one of our **TRS Clients** or **Premium Members**, we'll be providing the latest research on what prospects want to talk about during this odd time of year, as many of them are waiting to make final decisions on where to commit to play, and others who have committed begin second-guessing their original decision because of lack of communication from the coach who they originally chose.

Confused? We'll explain it in-depth for you. Look for it in your Inbox this Thursday morning!

Not a TRS Client? Click here.

Want to become a Premium Member? Click here.

Have questions? Email Dan directly at dan@dantudor.com

Dealing With Adversity: Those Who Stay Will Be Champions

by John Brubaker, Author and Performance Consultant

Picture for a moment this scenario playing out in your organization:

The board of directors just decided to eliminate your department and its $800,000 annual drain on the company's already struggling operating budget.

You are now faced with having to tell your employees that you all will be out of a job at the end of the quarter and not reassigned within the company.

After being on life support for four sub-par years, your department was now declared officially dead.

Now fast forward one month from that fateful day. Thanks to the Herculean efforts of the department manager (which may be you) who enlisted the support of former colleagues, customers, community members, managers at competing companies and other industry peers, your department has been moved from the morgue back to the critical care unit, so to speak.

By 5-4 vote of the board, the decision was reversed and your department is reinstated, but there's a catch. Your management team has been cut in half, your payroll for the remaining staff has been cut by 21 percent, and your operating budget was also halved.

What would you do?...

CLICK HERE TO CONTINUE

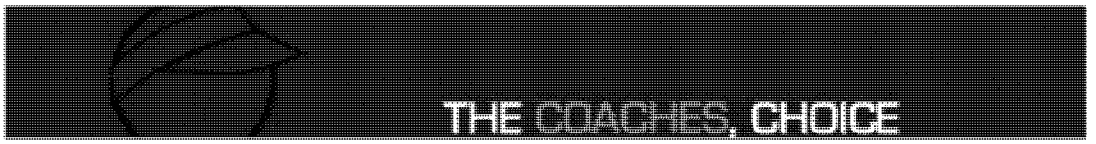

Windows 8 for College Coaches: What You Need To Know

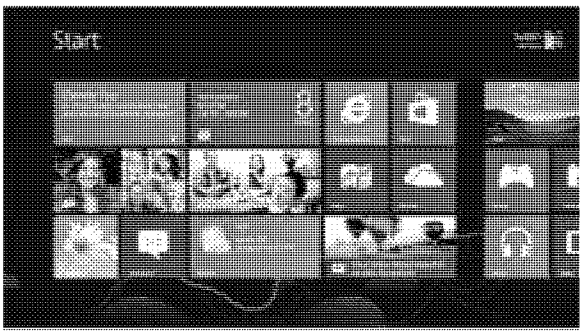

*by Justin Chud, **Front Rush***

With the release of Windows 8 last month, many consumers' curiosity has piqued as to whether we can expect another Vista blunder by Microsoft or something spectacular.

Microsoft's new advertising campaign seems to suggest the latter, however, the reality falls somewhere in-between.

All comparisons to previous versions of Windows will be made against the Windows 7 OS. I will attempt to break down the ins and outs of this new operating system as your average consumer - and college coach - would use it...

CLICK HERE TO CONTINUE

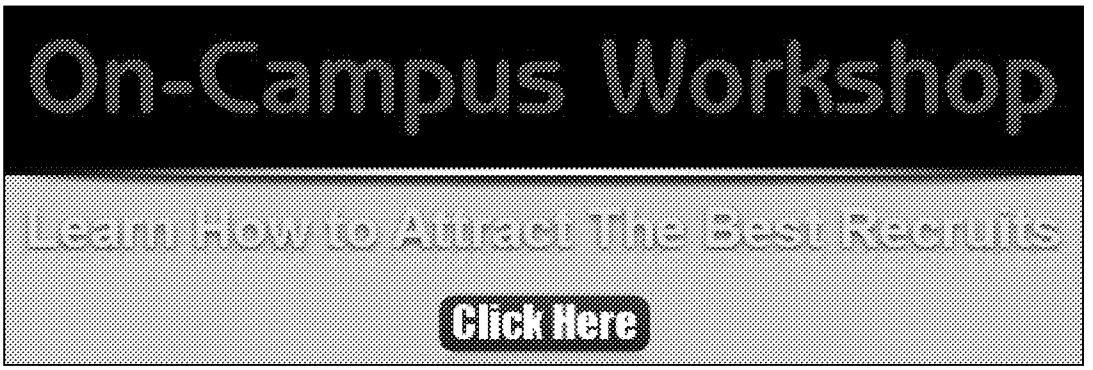

Coaches, Recruiting Experts Gathering in North Carolina for Big Conference

College coaches are making their plans and reserving their seat at this Summer's premier live recruiting training event, the 2013 National Collegiate Recruiting Conference.

If you're serious about upgrading your recruiting skills heading into the new year, you need to be at this one-of-a-kind event, coming up this June 7-9 in wonderful Charlotte, North Carolina.

RESERVE YOUR SEAT NOW AND SAVE!

UPDATE: Discounted hotel rooms are still available for early registrations!

It's going to be our best event ever, and we want you there to hear from the best minds in the business!...

CLICK HERE TO FIND OUT MORE

Has Social Media Has Led To Communication Overload In Recruiting?

by Michael Rothstein, ESPN

When Ray McCartney started coaching college football, there were phone calls, handwritten notes and visits crisscrossing the country to find recruits. Three options and done.

Recruiting has taken a long, digital trip for everyone involved -- high school and college coaches, the media covering college football and all the way down to the recruits.

As the NCAA has continually tweaked its legislation of what is legal and not legal -- often far from the latest innovation -- lines of communication have shifted.

Welcome to the new state of recruitment, for now. New rules will change recruiting again Aug. 1, when unlimited phone calls and text messages to the Class of 2014 are allowed. These are the last vestiges of some restrictions in the recruiting world.

For good and bad...

CLICK HERE TO CONTINUE

In Recruiting, Top Recruits Now More Willing To Split Workload

by Andy Staples, SI.com

Tail Back

Even before he had Alabama rolling to three national titles in four years, Nick Saban didn't bother catering to the egos of high school tailbacks.

Brad Bolding, Tenpenny's coach at North Little Rock High, said Alabama coaches have stressed using multiple backs throughout the recruiting process. "It's unique how they recruit," Bolding said. "They tell you just flat-out that, 'Hey, we're going to run two or three backs in the game. The shelf life in the NFL is a lot longer.'"

According to the NFL Players Association, the average career of an NFL tailback lasts 2.57 years. The more pounding a player takes for free (in high school) or for a scholarship (in college), the less he can take for big money in the NFL.

Because backs absorb the hardest hits whether they're carrying or blocking, they are the most at risk to suffer a career-ending injury on a given play. That has made the tailback the most expendable position in the NFL, and it has forced Saban and other coaches to change how they use and recruit tailbacks. If high school tailbacks are smart, it should change how they choose a college program. The schools that can divide the workload should have the advantage...

CLICK HERE TO CONTINUE

Dan 2006 Picture

OLE MISS COACH CALLS OUT RECRUITING SKEPTICS

Many who follow college football recruiting do not believe it, or at minimum, are questioning how it has happened. That's nothing new. Any school that crashes the recruiting rankings the way Ole Miss has will make people scratch their heads... **CLICK HERE**

Dan 2006 Picture

GET THE LATEST RECRUITING NEWS AND TIPS THIS WINTER!

Coach, did you make a resolution to become a better recruiter this year? Getting our tips, articles and exclusive news can help! So make sure to follow Dan on Twitter to get the latest advice on how to better recruiting your next class of prospects. Follow us on Twitter as we start 2013, Coach! **CLICK HERE**

College Prospects Hitting The Road More Often To Find

A Good Fit

by Dallas Jackson

Most people would prefer to work close to home, and it's not much different for football recruits choosing a school. But as in life, it's not always possible.

By and large, kids want to stay close to home or even a state away. But with more games on television, families can see more games, and with the expansion of recruiting, when an SEC school comes calling it is hard to pass up that lure.

Some of it is spot recruiting -- and teams will go anywhere to get a quarterback they like -- and some of it is relationship-based. More and more there are guys coaching far away from where they played, but they still have roots in the area and so they reach out to coaches they know and get kids out of areas that don't seem natural...

CLICK HERE TO CONTINUE

Recruits Who Keep Their Verbal Commitments Become More Rare

by Christy Cabrera, Sun Sentinal

In the fast-paced, often-crazy world of college football recruiting, it seems almost quaint.

A highly-recruited prospect makes an early verbal commitment, endures overtures from other programs, watches his teammates experience all the perks the recruiting process has to offer undecided athletes, and through it all, manages to make it to National Signing Day with his commitment intact.

That's the dream scenario for most of the nation's top college football coaches, but with numerous top-notch prospects changing their minds often, it's becoming increasingly rare to keep a high-profile recruit from wavering.

So what's the secret? How do college coaches and their prospects keep those rare long-term relationships together? They work at it, day and night...

CLICK HERE TO CONTINUE

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CLICK HERE

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	A	B	C
1			
2			
3	***Wednesday, Feb. 6***		
4	*4:00pm*	*Bus Leaves for RDU*	
5	*4:20pm*	*Eat at Cracker Barrel*	
6			
7	*5:30pm*	*Continue to Airport*	
8	*6:00pm*	*Charter flight to Boston, MA*	
9	*7:45pm*	*Arrive in Boston, MA*	
10			
11	*8:00pm*	*Bus to Hotel*	
12	*8:30pm*	*Check into Hotel:*	
13			**Crowne Plaze - Newton**
14			**320 Washington Street**
15			*Newton, MA 02458*
16			**617/969-3010**
17			
18	*9:00pm*	*Snack in Boston Room*	
19	_____	*Curfew*	
20			
21	***Thursday, Feb. 7***		
22			
23			
24	*9:30am*	*Film in Boston Room*	
25	*10:00am*	*Breakfast in Boston Room*	
26	*10:40am*	*Bus leaves for Shoot Around*	
27	*11:00am*	*Shoot Around*	
28	*12:15pm*	*Bus returns to hotel*	
29			
30	*3:00pm*	*Pregame Meal in Boston Room*	
31			
32	*5:15pm*	*Bus leaves for Arena*	
33			
34	*7pm*	*Beat Boston College*	
35	*9:15pm*	*Meal outside Locker room - Campus Services*	
36	*9:45pm*	*Bus leaves for airport*	
37	*10:45pm*	*Charter flight to RDU*	
38			
39	***Friday, Feb. 8***		
40			
41	*12:30am*	*Arrive at RDU*	
42	*12:45am*	*Bus leaves for Chapel Hill, NC*	
43	*1:00am*	*Bus Arrives in Chapel Hill, NC*	
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1		**Boston College**
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48	***WEATHER IN Chestnut Hill, MA***		
49		***High***	***Low***
50	*Wednesday*	*38*	*21*
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52	*Thursday*	*32*	*28*
53			
54	***THINGS TO TAKE***		
55	_____ *Government Issued I.D.*		
56	_____ *Practice Gear (1 set)*		
57	_____ *Basketball Shoes*		
58	_____ *Ankle Braces*		
59	_____ *Government Issued I.D.*		
60	_____ *Books for study hall*		
61			
62	*****NOTE: ALL PLAYERS MUST BE DRESSED THE SAME WHEN WE TRAVEL. SENIORS COMMUNICATE***		
63		***THIS WITH UNDERCLASSMEN***	

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49	***Other***	
50	*Snow*	
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52	*partly cloudy*	
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55	_____ *Toiletries*	
56	_____ *Under garments for practice and games*	
57	_____ *Government Issued I.D.*	
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From: Alert Carolina <no_reply@unc.edu>
Sent: Tuesday, February 5, 2013 2:45 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: INFORMATIONAL MESSAGE FROM ALERT CAROLINA: Alert Carolina Siren Test – Tuesday, February 12

INFORMATIONAL MESSAGE FROM ALERT CAROLINA: Alert Carolina Siren Test – Tuesday, February 12

Dear Students, Faculty and Staff:

The University will TEST the emergency sirens and text messages on Tuesday, February 12th, between noon and 1 p. m. We test the sirens each semester to make sure the equipment works.

During the test, anyone outside on or near campus likely will hear the sirens. (The sirens are not designed to be heard inside or while you are in a vehicle.) The sirens will sound an alert tone along with a brief pre-recorded voice message. When testing is complete, a different siren tone and voice message will signal "All clear. Resume regular activities."

The sirens sound only for a major emergency or an immediate safety or health threat such as:

- An armed and dangerous person on or near campus;
- A major chemical spill or hazard;
- A tornado warning for the Chapel Hill-Carrboro area issued by the National Weather Service; or
- A different emergency, as determined by the Department of Public Safety.

The University also sends a text message to cell phone users who registered their numbers in the online campus directory. In an emergency, the University will post safety-related announcements on the Alert Carolina website, alertcarolina.unc.edu, along with updates.

No action is required during the siren test. But we hope you have taken the time to review the poster, "What You Should Do For An Emergency Warning," posted in all campus classrooms and accessible online, http://www.alert.unc.edu/external/content/document/1395/1255639/1/AlertClassroomPoster.pdf.

The sirens are part of the University's Emergency Notification System and a communications strategy that uses multiple ways to reach students, faculty and staff, as well as visitors, local residents, parents and the public. To support that system, we launched Emergency Notification Protocols that inform the campus community using three types of notifications – Emergency Warning (sirens), Timely Warning and Informational Message.

In a real emergency, we strongly encourage students and employees to use the American Red Cross Safe and Well List to let their parents and families know they are okay in the while keeping cell phone lines open for emergency calls. The Safe and Well list is especially helpful in communicating with family members who are outside the emergency area.

You may also now access a mobile-friendly version of the Alert Carolina website during an emergency at http://m.alertcarolina.unc.edu/

About Informational Messages: The University sends an Informational Message to inform the campus community about a situation that is not an emergency, but is expected to be of significant interest to the campus. An Informational Message is one of three tiers of communication under the University's revised emergency communications plan. Emergency Warning refers to a siren activation for a significant emergency. And a Timely Warning is issued if there is a continuing danger AND notification will not compromise law enforcement efforts. Sponsored by the UNC Department of Public Safety

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Tuesday, February 5, 2013 6:09 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: 7 Steps To Service Learning: A Practical Approach To Course Design

---

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Seven Steps To Service Learning: A Practical Approach To Course Design

Tuesday, March 5 – 1:30-2:30pm EST

Registration - http://www.innovativeeducators.org/product_p/i08.htm

Innovative Educators

Free Resources

- Service Learning for Students
- Impact of Service Learning on College Students
- Community-Campus Partnerships for Health - Service Learning
- Marquette University - Service Learning Program
- Health Professor, Honored for Civic Work, Developed a Metric for Student Learning
- Does Service Learning Really Help?
- A Deeper Kind of Service

Webinar Overview

There is no doubt that service learning enriches traditional classroom learning and at the same time instills an important sense of civic responsibility in students. Although faculty and administrators might understand the importance of service-learning programs, they might not know where to start or how to navigate tricky and time-consuming logistics outside of the campus environment.

This webinar will provide participants with an understanding of the historical context and positive effects of service learning on students, the campus, and the surrounding community. Participants will also learn a proven, seven-step course development model that will take them through each critical phase of designing a successful service-learning course. While primarily designed for novices, this presentation will also benefit faculty and staff currently involved in service learning, as the presenter will reinforce guiding service-learning principles and provide new ideas for accomplishing goals.

Webinar Objectives

Participants will learn how to develop a service-learning course via seven steps:

- Define student learning outcomes
- Define scholarship and/or creative activity outcomes
- Plan community collaboration
- Design the course
- Handle logistics, contracts, and risk management
- Incorporate pedagogical tools (reflection, analysis, delivery and display)
- Perform meaningful assessment

Webinar Speaker(s)

Maureen Shubow Rubin was appointed Associate Dean of the Mike Curb College of Arts, Media, and Communication at California State University, Northridge in 2010. She served as Director of Undergraduate Studies from 2006 to 2010. Prior to this position, since 1998 she served as founding director of the Center for Community-Service Learning where she helped to develop and secure funding for over 300 new service-learning classes. She has written and implemented successful grant proposals to help students on her campus participate in projects centered on gang prevention, school readiness, computer literacy, self-help legal assistance, and bringing English and citizenship skills to immigrant elders, among others. An experienced faculty trainer and peer mentor, she has published widely about service-learning pedagogy, civic engagement, community collaboration and effective outreach. In 2001, she was awarded the Richard E. Cone Award from California Campus Compact for excellence and leadership in cultivating community partnerships in higher education.

Rubin joined the University in 1984 as a professor of journalism where she specialized in teaching law, public relations and media ethics, all of which have been subjects of numerous articles she wrote for both scholarly journals and mainstream media. In 1993, she was voted Outstanding Journalism Educator in the State of California by the California Newspaper Publishers Association. Prior to joining the university, Rubin was Director of Public Information for President Carter's Special Assistant for Consumer Affairs in the White House, and held similar

Free Offerings

Webinar
Best Practices For Moving Lab-Based Science Courses Online Safely & Effectively - February 22

Go2Knowledge Case Studies & Demo - February 28

StudentLingo Workshops - Free Trial

Campus Safety: Using NaBITA Survey Results To Improve Management Of Behavioral Intervention Teams - March 15

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Upcoming Webinars

View all events

February 2013

13
Identifying & Engaging Unprepared Students: Practical Strategies & Techniques For Today's College Classroom

14
A Faculty Advisor Blueprint: Understanding & Supporting Their Role in Student Success

27

Three Generations, One Classroom: Using Generational Theory To Understand & Motivate Your Students

28
The Critical Mind: Instructional Strategies That Promote Higher Order Thinking Skills

March 2013

5
Student Motivation: Practical Strategies That Will Increase Engagement, Learning & Retention

6
Why Emotions Matter: Helping Students Develop Non-Cognitive Skills That Lead To Success

13
Asperger's Disorder: Practical Strategies For Identifying, Understanding & Supporting Students

13
The Digital Switch: Moving A Classroom-Based Course To Online Or Hybrid

positions for a U.S. Congresswoman and Consumer Federation of America. Rubin is a graduate of the Catholic University School of Law In Washington, D.C., holds a Master of Arts degree in Public Relations from University of Southern California and a Bachelor of Science degree in Journalism from Boston University.

Innovative Educators

3277 Carbon PL
Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

April 2013

4
Graduate Students In Distress: How To Recognize Warning Signs & Avoid Violent Results Of Stress, Strain & Strife

10
Developmental Education Redesign: Strategies & Resources That Improve Student Success

25
Hiring Faculty & Staff: Best Practices & Legal Standards For Today's Complex Process

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From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Wednesday, February 6, 2013 5:55 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: HAPPY BIRTHDAY!

Beth ~

Have a great birthday today (February 6th) ~ I wish you many more birthdays to come!

Thank you for all you continue to do for our student-athletes, University, and Department of Athletics. I understand that the last couple of years have been challenging, and at time, "not that much fun." I appreciate all you do, and I am glad that you are part of our Department.

Take care of yourself, and HAPPY BIRTHDAY!

Be well,
Larry Gallo, Jr.

From: Turnitin News <news@turnitin.com>
Sent: Wednesday, February 6, 2013 8:20 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Turnitin First Draft - What's Wrong with Wikipedia?

Turnitin First Draft

Having trouble? View as Webpage

WHAT'S WRONG WITH WIKIPEDIA

Evaluating Sources

Educators are well aware of the shortcomings of relying on crowd-sourced content for authoritative information, yet the fact that Wikipedia continues to reign supreme as a top match in Turnitin suggests that students don't see things the same way. In short, what constitutes "research" for students today has come to mean "Googling."

Evaluating Sources Webcast

This on-demand webcast explores the connection between student source choices and the development of research and critical thinking skills. We'll also discuss the development of the Turnitin website evaluation rubric to help students enhance their competencies in evaluating online sources.

Watch Webcast

Sources White Paper

This white paper highlights the recent findings regarding student research practices, presents SEER, and offers guidance on using the rubric to improve student research skills.

Read White Paper

HOW DO STUDENTS DO RESEARCH ONLINE?

While the internet has been a boon for information access and availability, three out of four educators strongly agree that "search engines have conditioned students to expect to be able to find information quickly and easily," according to a Pew Internet & American Life Project study entitled, How Teens Do Research in the Digital World.

Most of the advanced placement (AP) and National Writing Project teachers in this study said students are "very likely" to use Google, Wikipedia, and social media sites for typical research assignments.

- Google or other online search engine (94%)
- Wikipedia or other online encyclopedia (75%)
- Social media sites (52%)
- Their peers (42%)
- Study guides (41%)
- News sites (25%)
- Print or electronic textbooks (18%)
- Online research databases (17%)

- A research librarian at their school or public library (16%)
- Printed books other than textbooks (12%)
- Student-oriented search engines(10%)

  * Pew Internet & American Life Project

This is consistent with findings from Turnitin's recent research that analyzes the most frequently matched Internet sources (released in January) which show that Wikipedia, Yahoo! Answers, and eNotes were the top three among secondary students. At the college and university level, the top three were Wikipedia, OPPapers (a paper mill), and SlideShare. Learn more about this study:

SE Infographic HE Infographic

SE Button He Button

NOTEWORTHY

Atlantic: Why Teachers Secretly Hate Grading Papers
For many instructors, grading papers is the most stressful part of the job. Amidst the tedium of reading and marking, many instructors struggle to remain objective, fair, and consistent.

CQ Researcher: Plagiarism and Cheating-Are They Becoming More Acceptable in the Internet Age?
This in-depth report covers the prevalence of student cheating and plagiarism and how this shift may warrant some reconsideration how plagiarism is defined.

Education Dive: The Top 10 Internet Sources ... May Depress You
A breakdown and analysis of the top 10 sites students use in college-level writing from Turnitin's report on sources in student writing,.

EVENTS

WEBINARS

Basic Training Walkthrough | See schedule for dates and times.
Turnitin Academy Live Professional Development | On-demand
Turnitin 30-minute Webcast Series | See Schedule
Turnitin Talk - New and Upcoming Features | Mar 19

USER EVENTS AND SEMINARS

Turnitin UK User Group | London, UK | Feb 15

CONFERENCES

Texas Association of Secondary School Principals | Austin, TX | Feb 17-19
ICAI Annual Conference | San Antonio, TX | Feb 26-28
5th International Private Education Forum | Moscow, Russia | Feb 28 - Mar 2
AOC Annual College HE Conference | London, UK | Mar 3
NERCOMP 2013 | Providence, RI | Mar 11-13
Committee on Publication Ethics European Seminar | London, UK | Mar 22

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From: Woodard, Harold <harold_woodard@unc.edu>
Sent: Wednesday, February 6, 2013 10:20 AM
To: Bethel, Bradley Richard <bbethel@email.unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; jaimielee@uncaa.unc.edu; Lyons, Elizabeth M <emlyons@email.unc.edu>; Maloy, Susan B <sbmaloy@email.unc.edu>; Orr, Kym N <orr@email.unc.edu>; Overstreet, Tia <overstre@email.unc.edu>; Richardson, Wally <wricha@email.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Welborn, Spencer <swelborn@email.unc.edu>; Yount, Tony <tonyyount@unc.edu>
Subject: FW: INFORMATIONAL: Call for 2013 Carolina Summer Reading Program Discussion Leaders

---

Colleagues,

If you would like an opportunity to participate in a campus-wide activity beyond ASPSA, please consider serving as a discussion leader for the Carolina Summer Reading Program (see forwarded message below).

Take care.

Harold

-----Original Message-----
From: nobody@notify.unc.edu [mailto:nobody@notify.unc.edu] On Behalf Of newstudents@unc.edu
Sent: Monday, February 04, 2013 10:02 PM
To: Woodard, Harold
Subject: INFORMATIONAL: Call for 2013 Carolina Summer Reading Program Discussion Leaders

Dear Faculty and Staff:

Please consider joining us as a discussion leader for the Carolina Summer Reading Program. The program invites all first-year and transfer students to read a book and participate in small group discussions facilitated by faculty and staff volunteers with college teaching or group facilitation experience.

"Home" by Toni Morrison will be the 2013 summer reading book. "Home" is the story of a man who joins the army to escape his too-small world, leaving behind his cherished and fragile little sister, Cee. After the war, his shattered life has no purpose until he hears that Cee is in danger.
For additional information about "Home" and the author, please visit the Carolina Summer Reading website at http://summerreading.web.unc.edu

If you are interested in serving as a discussion leader, please complete the online sign-up form at http://summerreading.web.unc.edu/discussion-leader-resources/. You are welcome to facilitate a group on your own or collaborate with a UNC-CH faculty member, staff member, or student. The priority date for signing up to serve as a discussion leader is Wednesday, February 27, 2013.

You will be notified electronically by March 8, 2013 if you are selected to serve as a discussion leader. Discussion leaders will be provided a free paperback copy of "Home" by March 15, 2013. For information about the Carolina Summer Reading Discussion sessions, please visit http://summerreading.web.unc.edu. Throughout the summer, the Carolina Summer Reading website will be updated with inter-disciplinary materials to assist you in planning and conducting your session.

In addition, we are interested in involving the UNC community through programming related to the themes explored in "Home." If your department plans to offer related programming, please contact New Student & Carolina Parent Programs at newstudents@unc.edu

Thank you for your continued support of this exciting intellectual endeavor!

Regards,
Office of New Student & Carolina Parent Programs newstudents@unc.edu
919-962-8304

This email is sponsored by: Office of New Student & Carolina Parent Programs

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Welborn, Spencer <swelborn@email.unc.edu>
Sent: Wednesday, February 6, 2013 11:16 AM
To:
Subject: Postgraduate Scholarship Opportunity - WINTER SPORTS
Attach: NCAA POSTGRADUATE SCHOLARSHIP.docx

This email is intended for all senior student-athletes that participate in the following sports:

M/W Basketball, Gymnastics, M/W Swimming and Diving, M/W Indoor Track, Wrestling

NCAA POSTGRADUATE SCHOLARSHIP for Winter Sports

(SUBMISSION DUE DATE: MARCH 21, 2013)

Are you interested in attending graduate school in the next three years? If so, you may be eligible to apply for the NCAA Postgraduate Scholarship for Winter Sports!

The NCAA awards up to 174 postgraduate scholarships annually, 87 for men and 87 for women. The scholarships are awarded to student-athletes who **excel academically and athletically** and who are in their final year of intercollegiate athletics competition during the 2012-13 academic year.

The one-time grants of $7,500 each are awarded for fall sports, winter sports and spring sports. Each sports season (fall, winter and spring), there are 29 scholarships available for men and 29 scholarships available for women.

The scholarships are one-time, non-renewable grants.

CRITERIA:

- In final season of NCAA athletics eligibility or will not be using any remaining athletics eligibility after Winter 2012.
- Overall undergraduate minimum cumulative grade-point average of **3.200** or higher.
- Have **performed with distinction as a member of the varsity team** in the sport in which the student-athlete is being nominated. The degree of the student-athlete's athletics achievement will be weighed in conjunction with academic performance, university involvement and volunteer community service.
- Intend to continue academic work beyond the baccalaureate degree and enroll in a graduate degree program on a part- or full-time basis at an academically accredited graduate or degree-granting professional school.
- Are outstanding citizens and excellent role models for the institution and intercollegiate athletics as a whole.

If you are interested in learning more, please see Spencer Welborn in the Academic Support Center for Student-Athletes or contact him (919-843-2328, swelborn@email.unc.edu) prior to February 25, 2013.

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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Wednesday, February 6, 2013 7:52 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Student Motivation: Practical Strategies To Increase Engagement & Retention

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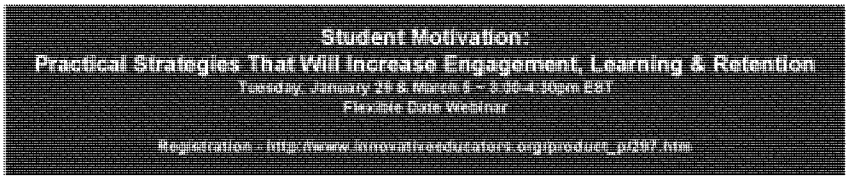

Innovative Educators

Free Resources

- Pedagogies of Engagement
- Motivating Students (Vanderbilt)
- College Beyond Grades
- Motivation (NACADA)
- Ten Steps to Better Student Engagement
- How Twitter in the Classroom is Boosting Student Engagement
- Motivating Today's College Students
- Can Colleges Manufacture Motivation?

Webinar Overview

"If only my students were motivated to learn!" Perhaps you have heard that lament or something similar. Sometimes the discussion devolves into a search for "techniques" to move our students from the edges of sleep to the edges of their seats. It can be a slippery slope. Technique without connection, without meaning, and without understanding will not help us-or our students.

For those of us that work with students day in and day out, we need the HOW! We need clear explanations about strategies and exercises that will help us engage our students-and enable our students to take more and more responsibility as they move toward their dreams. This webinar will examine the topic of student motivation, but not from a technique perspective. While research in the area of student motivation provides a necessary foundation to understand our students, this webinar will not spend a lot of time on the WHY of student motivation.

Our starting premise will be that student success is our goal. We help students move toward their life dreams, achieve their academic goals, and care for their health and well-being. Participants in this webinar will examine commonly accepted principles associated with student success. You will learn HOW the basic principle of "active student involvement" will help us help our students to focus on their sense of purpose, reflect on and strengthen their internal locus of control, and build connections that will help them socially, academically, physically, and emotionally.

Participants will examine common best practices in education and have an opportunity to engage in their own reflective practice as to how they measure up. Creating a conducive college classroom climate does not happen by accident. It happens on purpose. Join us for this webinar to examine HOW effective teachers motivate their students.

Webinar Objectives

Participants will:

- Differentiate between the WHY and the HOW of student success and motivation
- Examine the underlying principles of student success
- Examine common best teaching practices in a college classroom
- Reflect on and describe how their teaching practices compare with the best practices
- Identify teaching strategies that are appropriate for their student population
- Apply basic principles of student success to their own teaching success (e.g. validation, self-efficacy, collaboration, active involvement)

Webinar Speaker

"If we want our students to be actively involved in our instructional strategies, then we must model basic student success principles in how we prepare and how we teach. Let's show our students how "active involvement" will help them focus on their sense of purpose, reflect on and strengthen their internal locus of control, and build connections that will help them socially, academically, physically, and emotionally."
Steve Piscitelli has dedicated himself to the processes of teaching and learning

Free Offerings

Webinar
Best Practices For Moving Lab-Based Science Courses Online Safely & Effectively - February 22

Go2Knowledge Case Studies & Demo - February 28

StudentLingo Workshops - Free Trial

Campus Safety: Using NaBITA Survey Results To Improve Management Of Behavioral Intervention Teams - March 15

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6
Why Emotions Matter: Helping Students Develop Non-Cognitive Skills That Lead To Success

13
Asperger's Disorder: Practical Strategies For Identifying, Understanding & Supporting Students

for more than three decades. An award-winning teacher, he is a:

Speaker. Energetic. Humorous. Relevant. Steve knows how to connect with his audiences. He has worked with people from every state of the nation as well as Canada and Puerto Rico. His audiences have included students, secondary and post-secondary faculty and administrators, and corporate managers and their team members. Steve is also a seasoned webinar developer and facilitator.

Author. In addition to his ninth book, Study Skills: Do I Really Need This Stuff? 3rd edition (Pearson Education, 2013), Pearson Education published Choices for College Success (second edition, 2011). Steve, also, has written, recorded, and produced two music CDs. He uses the music with many of his programs and with his students in class. He writes a weekly blog (now in its third year) and has a YouTube Channel with more than 16,000 views.

Teacher. Steve has more than 30 years of direct (face-to-face) classroom experience. He has taught at the middle school, high school, and college level. As a tenured professor, Steve knows the importance of connecting with the people in front of him.

When facilitating a professional development session, Steve's goal is simple:

- Talk with the audience about real issues-issues that matter to them. In other words, don't waste the audience's time.
- Provide simple, useable, and practical suggestions to help participants improve their lives.
- Give the audience an experience-not a speech.

Steve lives in Atlantic Beach, Florida with his wife Laurie and canine companion, Buddy.

More information is available at www.stevepiscitelli.com.

13
The Digital Switch: Moving A Classroom-Based Course To Online Or Hybrid

April 2013

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Graduate Students In Distress: How To Recognize Warning Signs & Avoid Violent Results Of Stress, Strain & Strife

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, February 6, 2013 8:26 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Keohane Distinguished Visiting Professorship Request for Proposals

---

Faculty and administrators at The University of North Carolina at Chapel Hill and Duke University are asked to nominate outstanding scholars, artists, or practitioners for the Nannerl Keohane Distinguished Visiting Professorship. Nominations are welcome for academic year 2014-15. Nominations are due by Monday, April 1, 2013.

The Keohane Professorship recognizes the remarkable contributions of Dr. Nannerl Keohane during her term as President of Duke University, and the unprecedented level of collaboration she and former UNC Chancellor James Moeser created between these two great institutions. The award was created in 2004 by then Chancellor Moeser and is funded by Carolina graduate and his wife, , of New York (parents of '98) and the William R. Kenan, Jr. Charitable Trust.

Goals of the Professorship:

(1) Promote inter-institutional collaboration and the enhancement of intellectual life at both universities by strengthening established or encouraging new collaborations;

(2) Contribute to the teaching missions of both UNC and Duke, and in particular to the undergraduate curriculum, through a self-standing course or the co-teaching of one or more courses, or through a carefully planned series of guest appearances in a number of courses;

(3) Provide at least one major public lecture or performance.

Structure and Activities of the Professorship:

Past recipients have typically spent a semester or the equivalent of a semester in the program; however, proposals will be accepted for residencies of varying lengths based upon the schedule of the nominee and the collaborations proposed. Past recipients have catalyzed cross-campus undergraduate and graduate programs, conducted joint projects with Carolina and Duke research centers, taught joint Carolina and Duke courses, and delivered major public addresses.

Funding:

Two recipients may be selected each year. Each recipient is entitled to a payment of $60,000 US dollars (before taxes) for a full semester residency or $30,000 for a half semester residency (or its equivalent). The recipient may request reimbursement for a maximum amount of $20,000 US dollars ($10,000 for a half semester residency) for costs associated with the Professorship which could include housing, travel (including dependents), research, and other related expenses. In order to be reimbursed, the award recipient would need to provide the necessary documentation and receipts of the expenses within 30 days of the conclusion of the Professorship. The award is contingent on the ability of the recipient to receive the funds. International recipients are responsible for obtaining the necessary visa in order to receive

payment.

Responsibilities of the nominating units:

The Department(s) hosting the recipient is responsible for all other costs related to instruction, office, and clerical support (copying, space, office phone, etc.). All arrangements should be handled by the host Department(s). Such arrangements could include (though are not limited to) helping the recipient access resources such as IT support, University libraries, equipment, campus parking, as well as providing any appropriate advice on housing and living in the local community. For international recipients, the Department(s) hosting the recipient must assure that the visa process is appropriately handled by the recipient. The nominating Department at UNC-CH will be responsible for making all expense reimbursements and payroll arrangements for the recipient during the term of the professorship.

Nomination Process:

Nominations must address the institutional purpose of the Professorship - the advancement of inter-institutional collaboration and intellectual life - and should state explicitly the specific institutional purpose for which the person is being nominated followed by a description of qualifications and the activities that the nominee will undertake to fulfill that goal.

Nominations may be made by any faculty member or administrator of either institution, but must be accompanied by the signature of the Department Chairs or appropriate Institute Directors at both institutions. Students who wish to make a nomination will need to do so through a faculty member or administrator. The joint advisory committee shall make its final nominations to the Provosts of each institution by April 30, 2013. The two Provosts shall make the final selection.

Nomination letters should be as specific as possible and:

- state how the nominee will advance inter-institutional collaboration and intellectual life at Duke and UNC-Chapel Hill;

- describe the nominee's qualifications including how s/he has demonstrated the ability to work across departmental or institutional boundaries;

- identify what programmatic benefits would arise from his or her appointment as well as a plan for assessment of impact;

- demonstrate the enthusiasm of groups on both campuses and make clear how the nominee will help to create new initiatives that will serve both
UNC and Duke; and

- include the nominee's CV.

Nominations must be received no later than Monday, April 1, 2013 and should be sent electronically to susan.booth@duke.edu. Questions about the Professorship may be addressed to Carol Tresolini (carol_tresolini@med.unc.edu) or Noah Pickus (noah.pickus@duke.edu), Co-Chairs of the Nannerl Keohane Distinguished Visiting Professorship Joint Advisory Committee.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From: Smilebox <newsletter@smilebox.com>
Sent: Wednesday, February 6, 2013 9:09 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Send Customized Valentines, Quick as Cupid's Arrow.

♥ Deliver one-of-kind Valentine's Day greetings.

Smilebox

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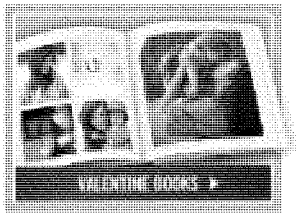

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From: Sylvia Hatchell <shatchell@uncaa.unc.edu>
Sent: Wednesday, February 6, 2013 10:36 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Boxill, Jan <JMBOXILL@email.unc.edu>; Jane High <jhigh@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>
Subject: Fwd: INFORMATIONAL: Nominate a Faculty or Staff Member as Honorary Coach

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Sent from my iPad

Begin forwarded message:

From: "<no_reply@unc.edu>" <no_reply@unc.edu>
Date: February 6, 2013 9:59:01 PM EST
To: "Sylvia Hatchell" <shatchell@uncaa.unc.edu>, "" <no_reply@unc.edu>
Subject: INFORMATIONAL: Nominate a Faculty or Staff Member as Honorary Coach

The Honorary Coach of the Game program is designed to recognize outstanding members of the UNC community who go above and beyond the call of duty each day. Is there a person you know that fits this description? If so, please log onto GoHeels.com go to the promotions tab and click on the UnitedHealthcare Honorary Coach tab.

How to make a Nomination:
Nominate a UNC faculty or staff member (UNC Hospital included) to be the Honorary Coach of the Game. The top nominee will all receive 2 courtside tickets to the UNC vs. Florida State men's basketball game on Sunday, March 3, 2013 and a prize pack.

How the Honorary Coach is selected:
The Honorary Coach will be selected based on number of individual nominations and reason for being nominated. The winner will be contacted a week prior to the game by email/phone and will be posted on this splash page the week of the UNC vs. Florida State men's basketball game.

How you can win:
Don't worry you could win something too! Just for telling us about an outstanding UNC faculty/staff member, you are eligible to win a UNC/UnitedHealthcare prize package. Each week during the nomination period, a name will be drawn from the website entries to win these prizes. A total of 4 prizes will be given away throughout the season.

This email is sponsored by: UNC Athletics

==========

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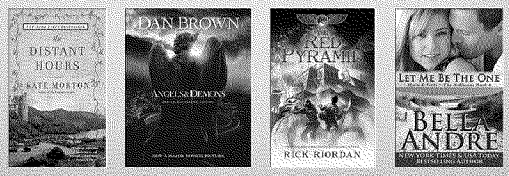

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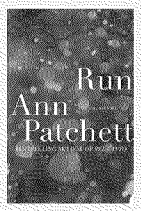

Run
Ann Patchett
With sophisticated nuance, Patchett weaves a tale of knotty family ties.

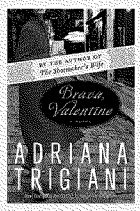

Brava, Valentine
Adriana Trigiani
Seeking her destiny, Valentine stumbles upon romance in Buenos Aires.

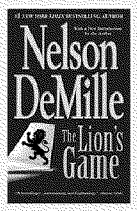

The Lion's Game
Nelson DeMille
Detective John Corey hunts the world's most infamous terrorist, "The Lion."

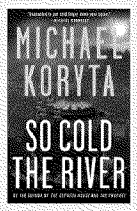

So Cold the River
Michael Koryta
A family's past conceals the dark secrets hidden inside a historic hotel.

Mystery & Thrillers

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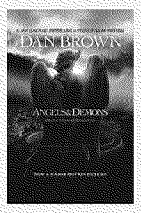

Angels & Demons
Dan Brown
Meet Robert Langdon in the days before he cracked *The Da Vinci Code*.

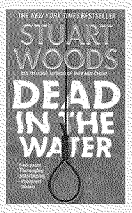

Dead in the Water
Stuart Woods
While vacationing, a lawyer and an ex-cop get caught up in a murder investigation.

Postmortem
Patricia Cornwell
Brassy medical examiner Kay Scarpetta searches for a brilliant serial killer.

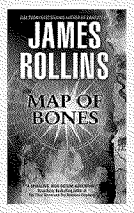

Map of Bones
James Rollins
When thugs steal a mystical artifact, Sigma Force steps in to save humanity.

Romance

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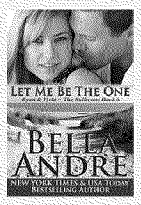

Let Me Be The One
Bella Andre

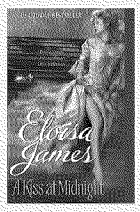

A Kiss at Midnight
Eloisa James

No Tan Lines
Kate Angell

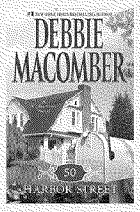

50 Harbor Street
Debbie Macomber

Two friends take their relationship to the next level, risking their companionship.

A prince must choose between his royal fiancée and a willy peasant.

Small-town beaches get steamy when meds happen upon unexpected romance.

Mysterious notes from the past bring intrigue to Cedar Cove.

Tweens & Teens

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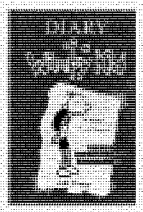

Diary of a Wimpy Kid
Jeff Kinney

A laugh-a-minute chronicle of life as a middle-school outsider.

The Red Pyramid
Rick Riordan

Sinister forces of Egyptian mythology threaten to destroy Carter's family.

Dragon's Oath
P. C. & Kristin Cast

A young swordsman is banished to America in this House of Night story.

Twilight
Stephenie Meyer

The supernatural romance that made Bella and Edward household names.

Faith & Spirituality

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Heaven is for Real
Todd Burpo & Lynn Vincent

A boy returns from life-saving surgery with heavenly visions.

Become a Better You
Joel Osteen

Outlines inspirational principles for living a fulfilling, joyful life.

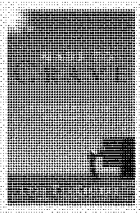

Made to Crave
Lysa TerKeurst

A roadmap to using spiritual strength to gain physical health.

Battlefield of the Mind
Joyce Meyer

Stave off negativity and doubt with this strategic battle plan.

Book of the Week

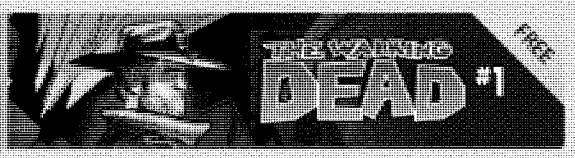

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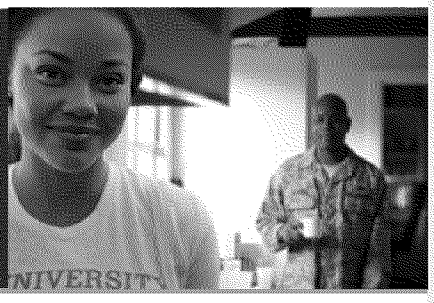

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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Thursday, February 7, 2013 4:43 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Helping Students Help Themselves: The Importance of Non-Cognitive Skills in Student Success

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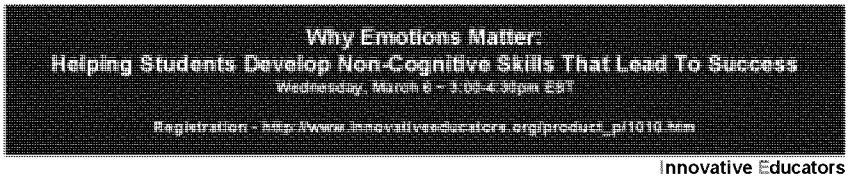

Innovative Educators

Free Resources

- A Closer Look at College Students
- Self-Efficacy: Helping Students Believe in Themselves
- Problem Internet Use and Locus of Control Among College Students
- Helping First Year Students Help Themselves
- 21st Century Campus Culture

Webinar Overview

As educators, we often hesitate to involve ourselves in the emotional lives of our students. Many of us think it's too messy and we fear it may be a Pandora's box - once it is opened, we may never get it closed again. When we think of student success, we may first think of tutoring, developmental courses, or reading and writing skills. While each of these skills is essential, a student's emotional state is, in many ways, a very important precursor because it can affect one of the most influential and adaptable tools in their college success toolbox: their desire to succeed!

Join us to discover the relationships between attrition risk factors and non-cognitive barriers to success. Faculty and staff on your campus will explore the issues of self-efficacy, social capital, and locus of control. Participants will leave with practical strategies they can begin using immediately to help students develop emotional skills that lead to success.

Webinar Objectives

Participants will learn how to develop a service-learning course via seven steps:

- Define student learning outcomes
- Define scholarship and/or creative activity outcomes
- Plan community collaboration
- Design the course
- Handle logistics, contracts, and risk management
- Incorporate pedagogical tools (reflection, analysis, delivery and display)
- Perform meaningful assessment

Webinar Speaker(s)

Dr. Adam Peck serves as the Dean of Student Affairs at Stephen F. Austin State University (SFA) in Nacogdoches, Texas. He also serves as adjunct faculty in the graduate program for Student Affairs and in the department of Communication and Contemporary Culture at SFA. He has worked in higher education for over seventeen years. Adam writes and speaks frequently on topics as varied as cultivating creativity, critical thinking, and assessment methodologies.

Innovative Educators

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Kristen@ieinfo.org

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February 2013

13
Identifying & Engaging Unprepared Students: Practical Strategies & Techniques For Today's College Classroom

28
The Critical Mind: Instructional Strategies That Promote Higher Order Thinking Skills

March 2013

5
Student Motivation: Practical Strategies That Will Increase Engagement, Learning & Retention

13
Asperger's Disorder: Practical Strategies For Identifying, Understanding & Supporting Students

April 2013

4
Graduate Students In Distress: How To Recognize Warning Signs & Avoid Violent Results Of Stress, Strain & Strife

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From: Autism Society <asanet@autism-society.org>
Sent: Thursday, February 7, 2013 5:11 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Adolescence and Puberty; Introducing Business Members and Supporters

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If you are unable to view the message below, please go to http://support.autism-society.org/site/MessageViewer/.

2010 Appeal Header

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IN THIS ISSUE

News >>
Advocacy >>
Conferences >>
Research >>
Resources>>

PSU conference

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Autism Society Newsletter

NEWS

Introducing Autism Society Supporters and Business Members

The Autism Society is pleased to introduce Autism Society Business Members and Autism Society Supporters. These new programs will highlight the businesses and other organizations that contribute funds or services to advance the Autism Society's mission.

By patronizing participating organizations, consumers can trust their dollars are supporting the Autism Society. Please consider choosing an Autism Society Supporter or Autism Society Business Member when you make your next purchase!

FAQ from Autism Source™: Puberty and Adolescence

Transitions are often difficult for individuals on the autism spectrum and their families. Adapting to a new phase in life, such as puberty, can be challenging. However, preparatory activities as well as educational materials can reduce the stress of transitions, resulting in confidence and comfort during these difficult phases. Read more...

***Autism Journeys*: Lee**

"Some people believe that 'Autistics' are antisocial. I am not antisocial, though some people might interpret my behavior as though I am." Read more...

Join the Autism Society and AMC Theatres for Sensory Friendly Films!

Join AMC Theatres and the Autism Society on Saturday, March 30, for a special showing of *The Croods in 2-D*. We will be showing the movie at 10 a.m. local time in participating theatres nationwide. For more information or to find a theatre near you, visit www.autism-society.org/sensoryfilms

ADVOCACY

The Autism Society's 2013 Advocacy Agenda

The Autism Society has a simple goal: To improve the lives of all affected by autism. In order to improve lives, we focus on ensuring that all individuals with autism and their families have access to the help they need. When needs are met, people with autism can maximize their dignity and independence and enjoy improved quality of life. Read more...

Join the 2013 Disability Policy Seminar

Does what happens in Washington, D.C., really matter? You bet! Every day millions of Americans with intellectual and developmental disabilities are impacted by the public policy decisions – big and small -- made by their representatives in Congress. Read more...

CONFERENCE

Save the Date for the 44th Autism Society Conference and Exhibition

The Autism Society, its Pennsylvania chapters and other key partners are continuing to plan the 44th annual Autism Society National Conference and Exhibition held July 10 - 13, 2013 in Pittsburgh. Conference registration and exhibit sales will open online soon - stay tuned! Read more...

RESEARCH

Children with Autism at Significant Risk for Feeding Problems and Nutritional Deficits

Healthy eating not only promotes growth and development, but also provides important opportunities for children to socialize during meals. A new, comprehensive analysis of feeding behavior in children with autism spectrum disorders (ASD) indicates that these children are five times more likely to have a feeding problem, including extreme tantrums during meals, severe food selectivity and ritualistic mealtime behaviors. Read more...

RESOURCES

Destination Friendship

Over the years of providing *Destination Friendship*, the authors have witnessed many magical moments. This book was written with the hope of spreading this magic to many more individuals with ASD. It provides a roadmap for the reader to follow when teaching friendship skills. The book provides a series of theme-based sessions and a large selection of fun activities. It also includes subtle strategies designed to target a wide variety of skills that are necessary to foster friendships. Read more...

Exploring Feelings for Young Children with High-Functioning Autism or Asperger's Disorder

Young children with autism have particular difficulty in understanding and controlling their emotions, especially when those emotions are negative. This practical manual for professionals provides a set of simple strategies to help children with high-functioning autism or Asperger's Syndrome who suffer from mood difficulties to decrease negative feelings and increase positive feelings in daily life. Read more...

A Curriculum for Teaching Sexual Health

The book *Intimate Relationships and Sexual Health* provides a curriculum that instructors can use to teach adolescents and adults with autism spectrum disorders and other social challenges. Specifically, the curriculum is targeted to people with average to high cognitive abilities. Read more…

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Friday, February 8, 2013 2:47 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: The Critical Mind: How To Promote Higher Order Thinking Skills

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Innovative Educators

Free Resources

- The Critical Thinking Community
- Helping Students Think About Thinking
- Why Students Gripe About Grades
- The Assessment Impasse
- Beyond Critical Thinking
- Critical Thinking in the Curriculum
- Critical Thinking: A Necessary Skill in the Age of Spin
- Ten Takeaway Tips for Teaching Critical Thinking
- University of Texas - Critical Thinking in the College Classroom

Webinar Overview

Critical thinking is a concept that is widely used and has high visibility in the accreditation and mission statements of educational institutions across the world. However, many educators and institutions have difficulty clarifying the concept and infusing it within curriculum and instruction. This three-part workshop focuses on explicating those concepts and principles that inform a foundational, cross-disciplinary conception of critical thinking as well as how these fundamentals translate into concrete teaching and learning strategies that, when done well, help our students improve the quality of their thinking.

Session Titles & Descriptions:
Part 1: Introduction To Foundational Critical Thinking Concepts & Principles
In this first segment, participants will be introduced to a robust, cross-disciplinary conception of critical thinking. We will discuss what critical thinking is and explore how it can be substantively infused into our content areas and instructional contexts. It will be argued that critical thinking is not something that is merely added to our existing curriculum and workload, but should be the way we teach and learn. When critical thinking is treated as the organizing idea of teaching and learning, substantive understanding will naturally result.

Part 2: Question-Generating Concepts
The critical mind is the questioning mind. The extent to which students ask genuine questions and seek to answer them reflects the extent to which students take content seriously and think it through. The problem is that our students rarely know how to systematically ask questions that probe content by searching for assumptions, concepts, purposes, information, inferences and solutions, points of view, or implications. They rarely seek out intellectual standards to evaluate the quality of their thought and the thoughts of others: questions that target clarity, depth, relevance, validity, significance, and accuracy. We want to create a classroom culture where students actively, reflectively, and fair-mindedly question the content and each other. Such a culture cultivates important intellectual skills and abilities as well as virtuous dispositions like intellectual flexibility, empathy, humility, integrity, open-mindedness, and perseverance, to name a few. This session will focus on the relationship between our ability to question and our ability to think critically. Participants will explore various ways to help students develop questions that analyze and evaluate content and their thinking.

Part 3: Focus On Instructional Strategies That Promote Critical Thought
This session will build on the foundational critical thinking concepts and principles addressed in the first session. In doing so, participants will explore the intimate relationship between what it means to think critically and how we can design instruction to promote critical thought. Based on best practices in teaching and learning, participants will engage and discuss specific instructional strategies designed to foster critical thought and the cultivation of higher order thinking skills. The instructional strategies act as examples of what instructors can do on a typical day of class. At the end of this session participants will have a short list of practical strategies they can immediately incorporate into their instruction.

Webinar Speaker(s)

Free Offerings

Webinar
Go2Knowledge Case Studies & Demo - February 28

StudentLingo Workshops - Free Trial

Campus Safety: Using NaBITA Survey Results To Improve Management Of Behavioral Intervention Teams - March 15

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Upcoming Webinars

View all events

February 2013

12
Supporting First-Generation Students: Best Practices From A Highly Successful Early Intervention Program

13
Supporting Military Veterans: How To Develop An Effective Academic Advising Protocol

13
Identifying & Engaging Unprepared Students: Practical Strategies & Techniques For Today's College Classroom

14
A Faculty Advisor Blueprint: Understanding & Supporting Their Role in Student Success

27
Identifying & Managing Aggressive Student Behaviors, Attitudes & Emotions
28
The Critical Mind: Instructional Strategies That Promote Higher Order Thinking Skills

March 2013

1
The Top 10 Most Successful Student Retention Strategies

5
Seven Steps To Service Learning: A Practical Approach To Course Design

6
Why Emotions Matter: Helping Students Develop Non-Cognitive Skills That Lead To Success

Dr. Enoch Hale has been a Fellow at the Foundation for Critical Thinking since 2004, and he is now the executive director of the Institute for Critical and Integrated Thinking. He has over fifteen years of instructional experience in secondary, post-secondary and graduate education. For close to a decade, Dr. Hale has worked with faculty and administrators, nationally and internationally, from primary schools, secondary schools, graduate schools, businesses and government agencies in the design and facilitation of professional development workshops. This work focuses on infusing critical thinking into curriculum, instruction and classroom/organizational culture. Dr. Hale has published work on various dimensions of critical thinking in multiple peer-reviewed journals including the Journal of College Teaching and Learning, Action Learning Research and Practice, and the International Journal of Human Resources Development and Management (IJHRDM). His research interests focus on the practical application and assessment of critical thinking, meta-cognition, and professional development studies. His PhD dissertation, entitled "A Critical Analysis of Richard Paul's Substantive Trans-disciplinary Conception of Critical Thinking" is, to date, the most comprehensive analysis of Paul's conception of critical thinking.

7
Online Student Success: The Key To Keeping Students Motivated & Engaged

13
Asperger's Disorder: Practical Strategies For Identifying, Understanding & Supporting Students

13
The Digital Switch: Moving A Classroom-Based Course To Online Or Hybrid

19
Cheating In The 21st Century: Strategies To Tackle Online Academic Dishonesty

Innovative Educators

3277 Carbon PL
Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

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From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Friday, February 8, 2013 3:11 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: What's On Deck This Week at ECU!

Use this link to view a web version of this message.

What's On Deck | Softball Pirate Classic

pir@mail
Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

GET TICKETS ECUPIRATES.COM PIRATE CLUB STORE PHOTOS

What's On Deck - Upcoming Pirate Athletic events

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

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Please do not reply to this email. Questions or comments may be sent to: **athletictickets@ecu.edu**.

2012 All-ACC Academic Volleyball Team
Nomination Form

		School:			

The following student-athletes must have a minimum GPA of 3.00 for both the last semester and for their careers.

Name	Class	Major	GPA Semester	GPA Career	Office Use Only

Academic Advisor Name:		**Date:**	

Return by Thursday, February 7, 2013 to Amy Yakola, Senior Associate Commissioner, at the following:			
Email Address:	ayakola@theacc.org	**Fax Number:**	336-854-8797

2012 All-ACC Academic Men's Cross Country Team
Nomination Form

		School:			

The following student-athletes must have a minimum GPA of 3.00 for both the last semester and for their careers.

Name	Class	Major	GPA Semester	GPA Career	Office Use Only

Academic Advisor Name:		**Date:**	

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2012 All-ACC Academic Women's Cross Country Team
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			8797

2012 All-ACC Academic Field Hockey Team
Nomination Form

		School:			

The following student-athletes must have a minimum GPA of 3.00 for both the last semester and for their careers.

Name	Class	Major	GPA Semester	GPA Career	Office Use Only

Academic Advisor Name:		**Date:**	

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Email Address:	ayakola@theacc.org	**Fax Number:**	336-854-8797

2012 All-ACC Academic Men's Soccer Team
Nomination Form

		School:			

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Name	Class	Major	GPA Semester	GPA Career	Office Use Only

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ACC Scholar-Athlete of the Year Nomination

- 2012 Men's Soccer -

NOMINEE:_____

SCHOOL: _____ **POSITION:**_____

CLASS: _____ **HOMETOWN:**_____

ACADEMIC MAJOR: _____

LAST TWO SEMESTERS GPA: _____

CAREER GPA: _____

ATHLETIC ACCOMPLISHMENTS & RECOGNITIONS: 2012 SEASON ONLY

(PLEASE INCLUDE TOP FINISHES, INDIVIDUAL HONORS, NATIONAL AND ACC HONORS)

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ACADEMIC ACCOMPLISHMENTS & RECOGNITIONS: 2012 SEASON ONLY

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SIGNATURE: _____

SCHOOL: _____ DATE: _____

Deadline for Return: Wednesday, February 6, 2013.

Return to Amy Yakola, 4512 Weybridge Lane, Greensboro, N.C. 27407
Fax: 336-854-8797; E-Mail: ayakola@theacc.org

ACC Scholar-Athlete of the Year Nomination

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ACC Scholar-Athlete of the Year Nomination

- 2012 Volleyball -

NOMINEE:_____

SCHOOL: _____ **POSITION:**_____

CLASS: _____ **HOMETOWN:**_____

ACADEMIC MAJOR:_____

LAST TWO SEMESTERS GPA:_____

CAREER GPA: _____

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ACC Scholar-Athlete of the Year Nomination

- 2012 Women's Cross Country -

NOMINEE:_____

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ACC Scholar-Athlete of the Year Nomination

- 2012 Women's Soccer -

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ACC Scholar-Athlete of the Year Nomination

- 2012 Field Hockey -

NOMINEE:_____

SCHOOL: _____ **POSITION:**_____

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Fax: 336-854-8797; E-Mail: ayakola@theacc.org

ACC Scholar-Athlete of the Year Nomination

- 2012 Men's Cross Country -

NOMINEE: _____

SCHOOL: _____ **POSITION:** _____

CLASS: _____ **HOMETOWN:** _____

ACADEMIC MAJOR: _____

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Fax: 336-854-8797; E-Mail: ayakola@theacc.org

ACC Scholar-Athlete of the Year Nomination

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Deadline for Return: Wednesday, February 6, 2013.

Return to Amy Yakola, 4512 Weybridge Lane, Greensboro, N.C. 27407

Fax: 336-854-8797; E-Mail: ayakola@theacc.org

From:	Chancellor's Task Force on Technology Commercialization <noreply@qemailserver.com>
Sent:	Saturday, February 9, 2013 1:37 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	UNC Faculty Commercialization Survey

Dear Carolina Faculty Member,

Chancellor Thorp has assembled a Task Force on Technology Commercialization that is charged "to develop an integrated strategy and plan of action for commercialization of technology at UNC". Your views on what can be done to enhance technology development and commercialization at the university will be invaluable to the Task Force.

The Task Force wishes to learn about your experience on this campus and your experiences at your previous institutions with respect to technology commercialization. We ask you to fill out a short survey that will take about 10 minutes to complete. The survey is designed to gain a broad representation of campus views on technology development and commercialization in the context of the mission of the university.

Follow this link to the Survey:
Take the Survey

Or copy and paste the URL below into your internet browser:
https://unc.qualtrics.com/WRQualtricsSurveyEngine/?Q_SS=6heD6V5bEY4wBpP_dmPcvT1TUYYBgd7&_=1

This data generated from this survey will be incorporated in the Task Force's report to the Chancellor. All responses are confidential and will be used in aggregate statistical analysis. No particular individual will ever be identified in any report, presentation, or publication in which the data from this survey are used. This survey is conducted under an approve IRB.

The Task Force sincerely appreciates your efforts in completing this survey.

Sincerely,

Dhiren Thakker

Maryann Feldman (please address questions to feldmanm@email.unc.edu)

PLEASE COMPLETE THE SURVEY BY FEBRUARY 22, 2013.

Follow the link to opt out of future emails:
Click here to unsubscribe

Loudermilk Center for Excellence and Kenan Stadium

Week of February 11, 2013

Date	Event	Time	Location
2/11	bCLA	6:00-9:00 PM	Concourse Club
2/12	Women's Bible Study	12:00-1:00 PM	Concourse Club
2/12	Champions For Christ	8:00-9:00 PM	Concourse Club
2/13	Pot Luck Lunch	11:00 AM-2:00 PM	Concourse Club
2/13	Faculty/Staff Bible Study	12:00-1:00 PM	Concourse Club
2/13	Athletes in Action	6:00-9:00 PM	Pope Box
2/16	Dance Marathon	4:30-8:00 AM	Kenan Stadium
2/16	UNC Med School	8:00-11:00 PM	Concourse Club
2/17	Visiting Team Use—Base	4:00-6:00 PM	Visiting Locker Room

Week of February 18, 2013

Date	Event	Time	Location
2/18	Explore Carolina	8:00-10:30 AM	Concourse Club
2/19	Women's Bible Study	12:00-1:00 PM	Concourse Club
2/19	Champions For Christ	8:00-9:00 PM	Concourse Club
2/20	Meeting with Bubba	11:00 AM-1:00 PM	Upper Club
2/20	Faculty/Staff Bible Study	12:00-1:00 PM	Concourse Club
2/20	Athletes in Action	8:00-9:00 PM	Concourse Club
2/22	Explore Carolina	8:00-10:30 AM	Concourse Club
2/23	Sports Med Seminar	9:00 AM-5:00 PM	Weight Room
2/23	FB Lunch	Noon-3:00 PM	Upper Club
2/23	Coaches Circle	12:30-2:30 PM	Concourse Club
2/23	FB Recruit Viewing Party	3:30-6:30 PM	Concourse Club
2/23	Field Hockey Event	TBD	Pope Box
2/24	Visiting Team Use-SB	12:00-7:00 PM	Visiting Team Locker Room

Week of February 25, 2013

Date	Event	Time	Location
2/25	bCLA	6:00-9:00 PM	Concourse Club
2/26	Women's Bible Study	12:00-1:00 PM	Concourse Club
2/26	Champions For Christ	8:00-9:00 PM	Concourse Club
2/27	Faculty/Staff Bible Study	12:00-1:00 PM	Concourse Club
2/27	Athletes in Action	8:00-9:00 PM	Concourse Club
2/28	CREED Mentors	6:00-9:00 PM	Concourse Club
3/1	EXSS Research Symposium	7:30 AM-7:30 PM	Concourse Club
3/1	Phi Gam Pig Dinner	6:00-9:00 PM	Upper Club

From: FTD Flowers <FTD@email.ftd.com>
Sent: Monday, February 11, 2013 8:36 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Only Three Days Left to Save 25% on Val Day flowers from FTD

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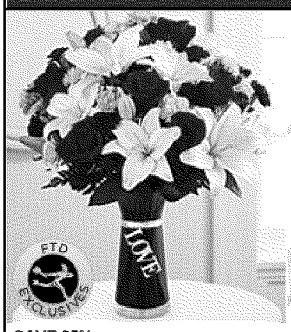

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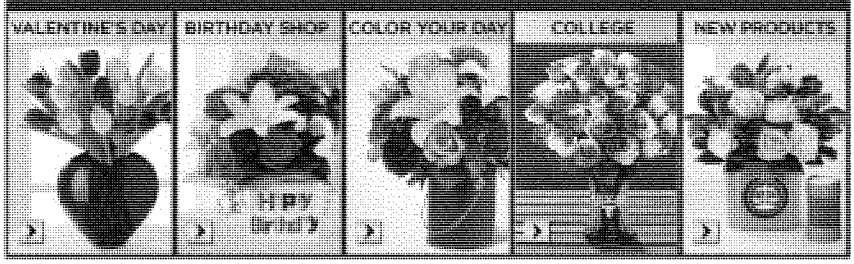

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From: Welborn, Spencer <swelborn@email.unc.edu>
Sent: Monday, February 11, 2013 8:44 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: ALl-ACC
Attach: 2013 Basketball (W) Form.doc

Jenn:
Could you check over the All-ACC Academic Form for students with a 3.000 (Fall) and a 3.000 (cumulative)? I do not believe we have any candidates.

2012-13 All-ACC Academic Women's Basketball Team
Nomination Form

		School:	University of North Carolina		

The following student-athletes must have a minimum GPA of 3.00 for both the last semester and for their careers.

Name	Class	Major	GPA Semester	GPA Career	Office Use Only
NO NOMINEE'S					

Academic Advisor Name:	Beth Bridger	**Date:**	February 11, 2013

Return by Friday, February 15, 2013 to Amy Yakola, Senior Associate Commissioner, at the following:

Email Address:	ayakola@theacc.org	**Fax Number:**	336-854-8797

From: Yarbrough, Nate <yarbro9@email.unc.edu>
Sent: Monday, February 11, 2013 10:11 AM
To: wricha@uncaa.unc.edu; jtownsend@uncaa.unc.edu; Orr, Kym N <orr@email.unc.edu>; Welborn, Spencer <swelborn@email.unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>
Subject: SA book returns
Attach: Book Returns from Student Athletes.xlsx

From: Woodard, Harold <harold_woodard@unc.edu>
Sent: Monday, February 11, 2013 11:16 AM
To: Bethel, Bradley Richard <bbethel@email.unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; jaimielee@uncaa.unc.edu; Lyons, Elizabeth M <emlyons@email.unc.edu>; Maloy, Susan B <sbmaloy@email.unc.edu>; Orr, Kym N <orr@email.unc.edu>; Overstreet, Tia <overstre@email.unc.edu>; Richardson, Wally <wricha@email.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Welborn, Spencer <swelborn@email.unc.edu>; Yount, Tony <tonyyount@unc.edu>
Subject: FW: Academic Progress Reports for Student Athletes
Attach: CC APR - Jan 25 - Feb 10 2013.xls

Colleagues,
I am sharing this list of student-athletes who have received academic progress reports through the Connect Carolina Early Warning system (see attached excel file).
Please note any students assigned to you and respond with your usual care and attention. Also, check for any discrepancies between this list and information generated through our own progress report system and information self-reported to you by students.
Take care and please let me know if you have questions.
Harold

From: Demetriou, Cynthia
Sent: Monday, February 11, 2013 11:06 AM
To: Woodard, Harold
Subject: Academic Progress Reports for Student Athletes
Hi, Dean Woodard.
Attached please find a list of all Student Athletes receiving academic progress reports **between 1/25/13 and 2/10/13**.
For Spring 2013, the Academic Progress Report period is January 28th through February 25th. The last day to drop a course is Tuesday, March 5th.
Thank you,
Cynthia Demetriou
Director for Retention
Office of Undergraduate Education
UNC Chapel Hill
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(919) 843-5015
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From: @live.unc.edu>
Sent: Monday, 1:03 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Listserv news about HEELS for Health programming <h.e.e.l.s.forhealth@listserv.unc.edu>
Subject: [h.e.e.l.s.forhealth] Weekly Newsletter - February 11

Hi everyone,

I hope you all had a great weekend! Below is this week's newsletter - enjoy!

Get Active!

- Are you a Campus Recreation member? We have a lot to offer this semester to help you stay active and have fun! Visit this website for more information: http://campusrec.unc.edu/special-events on these events:
  - The Rec Experience (Feb. 1st - March 8th)
  - Fit Campus (Feb. 11th - May 7th)
  - Eating for Exercise: The Recipe for Fitness (Feb. 25th, 5:30-7:00 pm)
  - Reaching for Excellence! (March 27th, 5:30 pm)
- Are you a fan of The Biggest Loser? Join CUAB and Campus Recreation in welcoming **Biggest Loser winner Ken Canion** TOMORROW, Tuesday, at 5:15 pm (SRC A). Ken will be giving a brief talk and will then lead a workout.
- **Kids ROCK! Basketball** (featuring the UNC women's club basketball team) is coming soon - Saturday, , 10 am - noon. To register your child(ren), visit https://docs.google.com/spreadsheet/viewform?formkey=dGNKMFlYTnpjS3RWSU5tc281QkJQcGc6MA#gid=0 .

This Week in Health

- Continuing our theme of **American Heart Month**, this week we are focusing on Cardiovascular Disease Prevention and stroke. Follow these links for more information: http://yourethecure.org/aha/advocacy/issuedetails.aspx?IssueId=CVD%20Prevention , http://yourethecure.org/aha/advocacy/issuedetails.aspx?IssueId=Stroke .

- If you are interested in joining a free Heart Health Program, take a look at this information from SparkPeople: http://www.sparkpeople.com/resource/health_conditions.asp?condition=15 .

- This week's exercise is a "6-minute Upper Body Workout with Ball". Follow this link to access the video: http://www.sparkpeople.com/resource/videos-detail.asp?video=72 [*If clicking the link above does not work, copy and paste it into your browser by (1) highlighting the entire link above, (2) right-clicking "Copy", (3) opening your internet browser, and (4) right-clicking "Paste" into the website address space at the top of the toolbar.*]

GFI, LWMC, AHC
UNC Department of Exercise and Sport Science
Exercise Physiology Masters Student - c/o
Employee Fitness Graduate Assistant - Campus Recreation
Teaching Assistant - Lifetime Fitness Program

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From: Lorman Bookstore <customerservice@lorman.com>
Sent: Monday, February 11, 2013 1:53 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Employment Law Update Audio Reference Set

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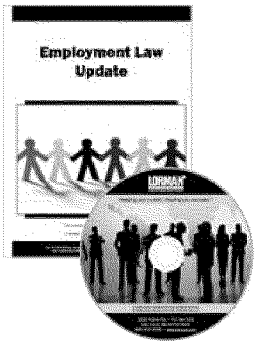

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Authored By

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Jorgelina E. Araneda, Araneda & Stroud, PC
William Joseph Austin Jr., Ward and Smith, P.A.
F. Stephen Glass, Johnson, Hearn, Vinegar, Gee & Glass, PLLC
George J. "Jerry" Oliver, Smith Moore Leatherwood LLP
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From: Alert Carolina <no_reply@unc.edu>
Sent: Monday, February 11, 2013 2:08 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Reminder: University Will Test Sirens Tuesday

Dear Students, Faculty and Staff:

You may hear the University's emergency sirens on Tuesday, February 12, between noon and 1 p.m. during a TEST that is part of Alert Carolina, our ongoing safety awareness campaign. No action is required.

The sirens sound only for a major emergency or an immediate safety or health threat, such as an armed and dangerous person on or near campus; a major chemical spill or hazard; tornado warning for the Chapel Hill-Carrboro area issued by the National Weather Service; or a different emergency, as determined by the Department of Public Safety. Be prepared to go inside or take cover immediately in a real emergency.

The University also sends test text messages to anyone who has registered a cell phone number in the online campus directory. For more information, including audio samples of the siren tones, see http://alertcarolina.unc.edu

About Informational Messages: The University sends an Informational Message to inform the campus community about a situation that is not an emergency, but is expected to be of significant interest to the campus. An Informational Message is one of three tiers of communication under the University's revised emergency communications plan. Emergency Warning refers to a siren activation for a significant emergency. And a Timely Warning is issued if there is a continuing danger AND notification will not compromise law enforcement efforts.Sponsored by the UNC Department of Public Safety

From: Woodard, Harold <harold_woodard@unc.edu>
Sent: Monday, February 11, 2013 2:14 PM
To: Bethel, Bradley Richard <bbethel@email.unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; jaimielee@uncaa.unc.edu; Lyons, Elizabeth M <emlyons@email.unc.edu>; Maloy, Susan B <sbmaloy@email.unc.edu>; Orr, Kym N <orr@email.unc.edu>; Overstreet, Tia <overstre@email.unc.edu>; Richardson, Wally <wricha@email.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Welborn, Spencer <swelborn@email.unc.edu>; Yount, Tony <tonyyount@unc.edu>
Subject: FW: Academic Progress Reports for Student Athletes
Attach: ATH APR - Jan 25 - Feb 10 2013.xls

Colleagues,
Please delete my earlier message with the attachment about students who received academic progress reports through the Connect Carolina system. As several of you noted, that list was not the one for our students.
See attachment to this message for the accurate list.
Thanks and I apologize for the confusion.
Harold

From: Demetriou, Cynthia
Sent: Monday, February 11, 2013 2:05 PM
To: Woodard, Harold
Subject: RE: Academic Progress Reports for Student Athletes
My apologies! I attached the CC or Covenant report to my earlier email. Here is the correct list ("ATH" for athletes).
Thanks for letting me know.
Best, Cynthia

From: Woodard, Harold
Sent: Monday, February 11, 2013 2:03 PM
To: Demetriou, Cynthia
Subject: RE: Academic Progress Reports for Student Athletes
Cynthia,
Several of my academic counselors have not found any of their assigned student-athletes on the list you attached, so I wanted to check with you to see if perhaps you meant to send a different set of names.
Thanks.
Harold

From: Demetriou, Cynthia
Sent: Monday, February 11, 2013 11:06 AM
To: Woodard, Harold
Subject: Academic Progress Reports for Student Athletes
Hi, Dean Woodard.
Attached please find a list of all Student Athletes receiving academic progress reports **between 1/25/13 and 2/10/13**.
For Spring 2013, the Academic Progress Report period is January 28th through February 25th. The last day to drop a course is Tuesday, March 5th.
Thank you,
Cynthia Demetriou
Director for Retention
Office of Undergraduate Education
UNC Chapel Hill
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From: Oracle University <reply@oracle-mail.com>
Sent: Monday, February 11, 2013 11:50 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Be Our Guest: Web Seminar on UPK Beyond Oracle, and Beyond Training

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About the Instructor

Beth Renstrom is the Sr. Manager of the UPK Outbound Product Management team with over 19 years experience in implementing and developing technology. She has worked with UPK since 2004, driving adoption and enabling customers, partners, and Oracle teams on UPK.

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From: Dan Tudor <dan@sellingforcoaches.ccsend.com>
Sent: Tuesday, February 12, 2013 10:15 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Creating the Right Recruiting "Beat" for Your Recruits

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View this as a webpage... Click here!

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College Recruiting Weekly

February 12, 2013 **Volume 9, Issue 7**

Creating the Right Recruiting "Beat" for Your Recruits

(No, this is not Dan Tudor dancing. You wouldn't want to see Dan dance. It's scary.

Ever listen to a song and start tapping your foot to the tune...even though you've never heard it before?

It's probably because its using a beat that's been used before in other songs. Dozens and dozens and dozens of other songs you've listed to in your life, and have probably forgotten about.

You've just fallen for a secret tactic in the music industry: They want to get you sucked-in to a new song by giving you a taste of something that you're already familiar with.

What I'd like to suggest to you today is that you employ the same subtle messaging in your communication with prospects.

Here's why it works...

Our brains (your teenage prospect's brain, included) loves to be able to predict what's coming next. We do it all the time: Try to guess the end to a movie, guess the next play in a football game we're watching...we love to be one step ahead. As I mentioned a moment ago, so do your teenage prospects.

And, like us, they also want to be intrigued by new, exciting information. Actually, let me rephrase that: They don't "want" it, they need it.

The challenge, of course, is giving them those two ingredients: Something new and exciting, as well as something familiar and comfortable. However, if you can mix those two things effectively - like we try to do for **our clients** - then the results can be stunning.

So let's aim for "stunning" today...here are a few important rules as you begin the process of creating the delicate mix of these two critical parts of any good recruiting communication piece...

CLICK HERE TO CONTINUE

NCSA Athletic Recruiting

Client Insider Preview

SPECIAL VIDEO TRAINING:
Dan Tudor Talks More About
Creating the Right Recruiting Message "Beat"

If you are one of our **TRS Clients** or **Premium Members**, make sure you read this week's Client Insider email this Thursday. We'll be discussing more details and research surrounding the idea of creating the right "feel" for your emails and letters.

Most letters and emails from college coaches don't strike the same conversational tone that today's teen athlete connects with. We'll make sure you understand the latest trends so that

your communication is as effective as possible.

Not a TRS Client? Click here.

Want to become a Premium Member? Click here.

Have questions? Email Dan directly at dan@dantudor.com

Front Rush

What Brand Message Is Your College Athletic Program Sending?

by Alison Vincent, ***NCSA Recruiting***

Companies spend millions of dollars creating and cultivating their image and developing their brand. What do you do to shape the image of your program and develop your brand? Branding may not be on the agenda of your weekly staff meetings, but it certainly should be.

Let's try an experiment: go to each of the other coaches on your staff and ask them what your team's brand is. See if anyone can clearly articulate it and if you have several people on the same page. Chances are, most of you have never thought about creating your brand.

Your first step is to define what your brand should be, identify what your brand currently is and how to bring those two together. Ask questions of your current staff, student-athletes and alumni about what they would think of as the image of your program, what your brand looks like. Make sure the focus is on the image of the team as a whole or the program as a historical entity.

Recruits in this generation are brand-savvy individuals who have had branding in every realm in their life since infancy. They are sensitive to brand-identities and will judge you on your image and your brand long before they take a step on your campus...

CLICK HERE TO CONTINUE

On-Campus Workshop

Dan Tudor to Teach Special Four Hour Message Session at 2013 NCRC

2012 NCRC

On the last morning of this year's **National Collegiate Recruiting Conference**, Dan Tudor will teach a special four hour session on creating a smarter, more strategic recruiting message. This special session will incorporate the new NCAA recruiting contact rules and timelines, which are "game changers" for college recruiters.

That's in addition to the incredible line-up of coaches, speaker and recruiting experts from around the country that are going to be a part of this annual event.

If you're serious about upgrading your recruiting skills heading into the new year, you need to be at this one-of-a-kind event, coming up this June 7-9 in wonderful Charlotte, North Carolina.

RESERVE YOUR SEAT NOW AND SAVE!

UPDATE: Discounted hotel rooms are still available for early registrations!

It's going to be our best event ever, and we want you there to hear from the best minds in the business!

CLICK HERE TO FIND OUT MORE

Dan 2006 Picture

JUDGE RULES THAT NCAA ATHLETES CAN PURSUE TV MONEY
In dismissing a motion by the NCAA to prevent players from legally pursuing a cut of live broadcast revenues, Judge Claudia Wilken issued her ruling Tuesday, rejecting the NCAA's motion that players should be precluded from advancing their lawsuit. What do you think about college athletes making money from live television broadcasts? Let us know...**CLICK HERE**

Dan 2006 Picture

GET THE LATEST RECRUITING NEWS AND TIPS THIS WINTER!

Coach, did you make a resolution to become a better recruiter this year? Getting our tips, articles and exclusive news can help! So make sure to follow Dan on Twitter to get the latest advice on how to better recruiting your next class of prospects. Follow us on Twitter as we start 2013, Coach! **CLICK HERE**

Free Video Webinar Tomorrow: "Ways to Get Your Prospect to Talk"

Dan Tudor webinar

Dan Tudor will present a **free, live video webinar** Wednesday, February 13 at 1pm EST / 10am PST on "Creative Ways to Get Your Prospect to Talk".

This special webinar, hosted by NCSA Athletic Recruiting, will focus on the best practices from coaches around the country when it comes to the challenging task of getting your recruits to interact with you on the phone (or just pick up the phone in the first place).

If this is an issue for you as a college coach, make sure to click the link below on Wednesday five to ten minutes before the start of the webinar.

It's a great topic, and we think you'll find our recommendations useful!

CLICK THIS LINK ON WEDNESDAY, FEBRUARY 13th at 10am PST/1pm EST

2013 NCRC

How Much Should Coaches Weigh Character When Recruiting Athletes?

by Rachel Cohen, NBC Sports

The high school janitor could be one of the most important people in college football recruiting. Coaches must evaluate more than just 40-yard dash times and tackling technique when they decide whether to offer a scholarship.

A player's success often rests as much on whether he works hard in practice and stays out of trouble off the field. "It's a big deal because the character and quality of the person directly correlates to how much better that guy will get in your program," Rutgers coach Kyle Flood said.

And the people who offer the best takes on that guy's character may be the folks he passes in the hallway every day. And the people who offer the best takes on that guy's character may be the folks he passes in the hallway every day.

"We obviously want kids who can play, but we'd much rather have a little less talent and more character," Mississippi coach Hugh Freeze said.

On Wednesday, high school stars around the country will sign their letters of intent to play college football, as fans breathlessly await the final decisions and pore over the rankings. Yet look back four or five years, and many of the highly rated recruiting classes will have produced more busts than All-Americans...

CLICK HERE TO CONTINUE

TRS Client Program

Will New NCAA Rules Will Turn Recruiting Into "The Wild, Wild West"?

College football recruiting

by Mike Bianchi, Orlando Sentinal

If you think it's bad now, just wait.

If you think college football recruiting has become too big and too time-consuming and too insanely excessive, just wait.

If you think 17-year-old high school football players have become too self-important, too entitled and too overindulged, just wait.

If you think confused recruits committing, decommitting and recommitting is bad now, just wait.

Just wait until the new recruiting rules kick in and college coaches begin inundating Billy Bluechip with phone calls, text message, smoke signals and love letters.

These respected college and high school coaches are referring to the new recruiting rules that take effect Aug. 1 when college coaches will be permitted by the NCAA to make unlimited phone calls and send unlimited text messages to high school recruits...

CLICK HERE TO CONTINUE

National Signing Day Is Only The Beginning Of Another Recruiting Year

by WBIC.com

Wednesday was essentially Christmas for the die hard college football fan, National Signing Day. It's when recruits across the country finally announce where they will play.

Former college basketball coach and author of "Recruiting Game Changers" says this is technically the end of the recruiting process and the culmination of years of work for some coaches, and possibly years of agonizing over a school for the players.

He says "It is when the young man and his parents put their names on the dotted line committing then to an institution, and the institution commits to a scholarship for one year and you can't break the letter of intent because you'll be ineligible to play for at least a year."

Lovell says a "verbal commitment" formerly used to be the end of the process, but those times are long gone. Now some coaches are known for "flipping" players to their schools, even as late as National Signing Day. "Many people say, well it's just a verbal commitment it really doesn't mean anything, I think we get lost in that." Lovell adds, "It's an important thing for people to remember that when you say something it ought to be a binding commitment, but when it comes to recruiting I think all's fair, the classic love and war, and recruiting it seems like it's all fair."...

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Sent: Tuesday, February 12, 2013 11:10 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Winter 2013 Texthelp News

In This Issue

Product News
Corporate News
Customer News
Conference Connection

Read&Write GOLD Higher Education Promotion!

Community Colleges and Schools with less than 10K students - Get $100 off a new RWG Unlimited Site License

Schools with more than 10K students - Get $750 off a new RWG Unlimited Site License

Offer expires March 31, 2013

Remarks from the President

Since our last newsletter, the holiday season has come and gone with the new year off to a busy start! We are charging full steam ahead here at Texthelp and will be releasing several exciting new products and upgrades in the coming months. Watch your email or the Texthelp website for more details!

We just returned from ATIA in Orlando where it was great to see so many of our customers. The Exhibit Hall was busy and attendees seemed very pleased with the sessions including several given by Texthelp's Jason Carroll and Martin McKay. We are looking forward to CSUN this month and catching up with our west coast friends!

On another note, we'd like to welcome **Nora Trentacoste** to the Texthelp team. She will be managing the sales efforts in Alaska, California, Oregon, Washington, and Western Canada. Nora is excited about getting to know everyone in her new territory and providing solutions to meet their needs. If you want to reach out to Nora, please email her at n.trentacoste@texthelp.com.

Sincerely,

Jack Dolan, President, Texthelp Inc.

Read&Write GOLD IEP

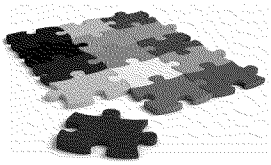

One thing that has many people excited these days is our **special Read&Write GOLD pricing for K-12 students with IEPs**. For many of these students, getting the right assistive technology is the missing piece to their success and our goal is to make this happen. Single copies of Read&Write GOLD (PC or Mac, DVD or USB) cost **only $295** when purchased by schools or authorized agencies for students with IEPs.

Download the order form or call 888-248-0652 today to learn more!

Read&Write for Google Docs News

Read&Write for Google Docs, available **free on the Chrome Web Store** or with Web Apps for SMS customers, is generating some great buzz! The Read&Write for Google Docs toolbar makes Google Documents accessible with Text-to-Speech, Dictionary, Picture Dictionary, Translator, and Study Skills. Best of all, writing support features are on the way!

One AT and Educational Consultant states that Read&Write for Google Docs is "***A must have tool for any student using Google Docs. This is huge; an amazing benefit for our struggling readers, writers, and researchers.***" Check out what others are saying.

A recent article from The PACER Center in Minneapolis, MN entitled, "*TechTip: A Free Solution Providing Reading Supports for Anyone & Everyone*", discusses the benefits of Read&Write for Google Docs and the simple steps to use it. Read about **how easy it is to make your Google Documents accessible**!

PACER CENTER
CHAMPIONS FOR CHILDREN WITH DISABILITIES

Read&Write GOLD for PC Update - 10.0.6

Have you got the **latest update of Read&Write 10 GOLD for PC**? Version 10.0.5 was released in October to support Windows 8 and Version 10.0.6 was released in November to support Adobe Reader and Acrobat XI.

Not sure if you have the latest version? To check, click on the down arrow next to the Texthelp button on the toolbar and then click "About...". If you do not have 10.0.6, click

on check for updates and follow the instructions.

New Content Added to Fluency Tutor

More non-fiction passages for both elementary and secondary levels were recently added to Fluency Tutor! Readers of all ages can access interesting, on target, grade appropriate passages for practice reading or assessment. **Try our interactive demo or request a free 90-day trial of Fluency Tutor today!**

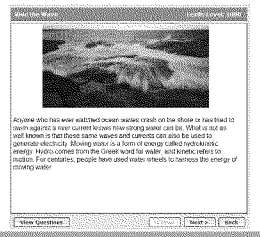

Corporate News

Atomic Leaning Partners with Texthelp

Atomic Learning and Texthelp have partnered to offer **free training tutorials** on Read&Write GOLD. The training tutorials for Read&Write GOLD for PC and Read&Write GOLD for Mac walk learners through all of the reading, writing and self-editing, study skills, and research features found on the Read&Write GOLD toolbar.

Fluency Tutor chosen as one of Readers' Choice Top 100 Products!

District Administration has selected Fluency Tutor as one of the **Readers' Choice Top 100 Products**! The award is based on nominations from readers who submit products which have made a positive difference in the operation of their schools and classrooms as well as programs that help improve student reading, writing, science, and math comprehension.
We are honored to have Fluency Tutor included in this group of products!

Customer News

New Hampshire Audio Book Initiative Includes Read&Write GOLD

The New Hampshire Audio Book Initiative for elementary and secondary schools was developed by the NH DOE to help schools provide audio versions of books and learning materials to students who qualify so that every student has access to the same books and learning materials as their peers.
A copy of **Read&Write GOLD will be installed in every public school in NH** to scan books, handouts, and other learning materials for students to have in an accessible format. We are very excited to be part of such a wonderful initiative!

Boston University Students are Benefiting from Read&Write GOLD

An article in BU Today, "***Reading Made Easier - Free Software for Anyone at BU with Dyslexia, Learning Disabilities***", discusses Read&Write GOLD and how it is helping Boston University students.
One student states, ***"This is a game changer for my college career. You have to manage your time and treasure those 15 minutes you have. It's all about being efficient, and Read&Write GOLD makes your life more efficient."***
Read&Write GOLD is available as a free download to everyone at Boston University. ***"It's not just a little piece of assistive technology in the corner,"*** says Office of Disability Services Assistant Director Lorraine Norwich. ***"It's something that everyone can use and can benefit from."*** Read more...

Customer Spotlight - Professional Studio Glass Artist, Paul Stankard

We recently caught up with one of our customers, **Paul Stankard**. He is a gifted artist with an international reputation. His glass art work is represented in over 60 Museums around the world. We spoke to him about his art and how Read&Write GOLD has helped him in his active career.
"Because of my Dyslexia reading and writing had always been laborious. But when I discovered and installed Read&Write GOLD, I was 'fast forwarded.' With noticeably less effort, I'm reading and writing much easier, in fact better than most non-dyslexics."
"With the help of Read&Write GOLD, I wrote an autobiography, No Green Berries or Leaves: A Creative Journey of an Artist in Glass, and am currently writing a second book celebrating excellence in glass art. Read&Write GOLD gives me the confidence to share my writing with the world because, with the "Read" feature, I can listen to what I've typed, make corrections, and refine the ideas until it says exactly what I want it to say."
Learn more about Paul and his beautiful artwork by visiting his website.

How Mobile is Your MOBILE Contest Winners

We want to thank everyone who participated in the **How Mobile is Your MOBILE contest.** It was fun to see the pictures that were sent in. The winners are:

Bill Ziegler (left), an AT Specialist from Bucks County, PA, took his MOBILE to "Space"! **He wins for "traveling" furthest with his MOBILE**!
Diane Conner's son stayed "mobile" in Louisiana by using the Web Apps in a duck blind. **He wins the GRAND PRIZE for Most Unique!**

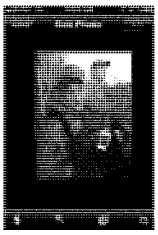

Share a Success Story

We love to hear **how people are successfully using our products**. Share your stories on YouTube, Facebook, or Twitter!

Conference Connection

During the past few months, we were at the **Association for Middle Level Education (AMLE) Conference, Accessing Higher Ground, National Title 1**, and **ATIA**, as well as many regional conferences.

Presentations of Interest

At AMLE, Lori Revel gave a great presentation on how they are improving fluency at Winburn Middle School in KY - "***Improving Reading Fluency & Comprehension in the Middle School: What Works!***"
At ATIA, there were several presentations featuring Read&Write GOLD and AT, including:

- "***Making Common Core Standards Accessible with Read&Write GOLD***" - Jason Carroll, Texthelp
- "***Literacy and Learning: Combining Assistive Technology and Instructional Strategies Successfully***" - Jason Gibson, Innovative Communications Group and Jason Carroll, Texthelp
- "***Making Change: Implementing AT Across Your School or District***" - Jason Gibson, Innovative Communications Group and Jason Carroll, Texthelp

We will be busy at conferences throughout the coming months and hope you will stop by and see us at an **event** near you including:

CSUN 2013

We will be exhibiting in **Booth #10** at the CSUN Conference in San Diego, CA from February 27th - March 2nd. Stop by for information on our newest releases and to enter our Read&Write GOLD MOBILE drawing!
Attend this great session about Cloud-based technology while you are there:

- "***Cloud-based AT Solutions Accessible for All***", Martin McKay, Texthelp - Thursday, February 28th at 9:20 AM, Edward CD, 2nd Floor

International Reading Association Conference (IRA) 2013

From April 20th - 22nd, you can find us in **Booth #1924** at the IRA 58th Annual Convention in San Antonio, TX. If you are going to IRA, stop by and say hello!

Webinar Registration - Request Information - Newsletter Archive
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To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Online Student Success: How To Keep Students Motivated & Engaged

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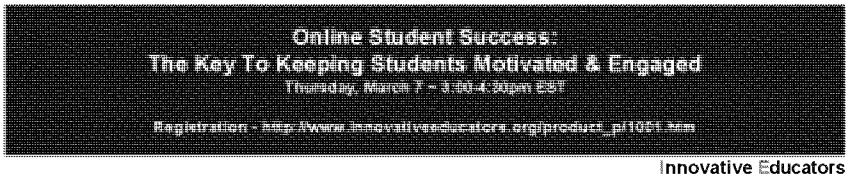

Innovative Educators

Free Resources

- Increasing the success of online students
- Student Affairs - Student Services Resources
- Delivering Student Services Online
- Guide to Developing Student Online Services
- Improving Online Success
- Next Generation of Online Learning Systems Faces Barriers to Adoption
- What's Next in Online Learning?
- Distance Learning Survey Shows Growing Concern for Student Services

Webinar Overview

The challenge of keeping online students motivated and engaged is an area of concern for all types of institutions and courses. As online courses grow in offerings and popularity, it is important to address the concerns that arise via this still-new medium of instruction. Online learners are statistically a very varied group in terms of study habits, personal schedules, work commitments, and family. It is essential for faculty to be aware of their students' demands outside of the online environment in order to better tailor their curriculum and offer an experience that encourages retention.

This webinar will review the most common problems that keep online learners from completing their coursework successfully. Participants will have the opportunity to discuss, in-depth, the role of motivation from the perspective of human development, as well as its role in the online learning environment. Participants will also learn how to tap into their students' motivation and promote it in a way that addresses all learning styles.

Webinar Objectives

Participants will be able to:

- Identify common problems that keep online learners from succeeding
- Develop best practices for motivating students in the online environment
- Learn how to tailor their curriculum to create an environment that encourages retention
- Gain an understanding of how motivation impacts student retention
- Apply key principles of human motivation to promote student motivation in the online environment

Webinar Speaker(s)

Dr. Lashun Aron holds a doctoral degree in Higher Education Administration and Education Leadership from Argosy University. She has worked in both traditional and proprietary school environments. Lashun's love for education was sparked on road trips where student work groups formed organically. Her commitment to education as a lifelong career came from working in Higher Education as an Administrator. Dr. Aron has worked with many youth organizations, campaigning students to experience personal development and educational attainment. She found this to be challenging and incredibly rewarding. She believes that one critical component in becoming a truly effective leader is learning to serve and help the people you lead. Although she has worn many educational hats, serving as a (Tutor, T.A., Faculty Mentor, Instructor, Department Chair, Academic Dean, Director of Education, and Online Education Supervisor) - there have been no moments more satisfying than when student learning is evident.

Lashun has delivered numerous campus workshops and presentations focused on student success in higher education. She is currently working for an online for-profit college as an education supervisor whose mission is to promote student success in the online environment.

LaRuth A. Ensley earned an Education Specialist degree from The George Washington University in Washington, DC with an emphasis in Educational

Free Offerings

Webinar
Best Practices For Moving Lab-Based Science Courses Online Safely & Effectively - February 22

Go2Knowledge Case Studies & Demo - February 28

StudentLingo Workshops - Free Trial

Campus Safety: Using NaBITA Survey Results To Improve Management Of Behavioral Intervention Teams - March 15

Like us on facebook for a chance to win a free webinar!

Upcoming Webinars

View all events

February 2013

27
Three Generations, One Classroom: Using Generational Theory To Understand & Motivate Your Students

28
The Critical Mind: Instructional Strategies That Promote Higher Order Thinking Skills

28
A Faculty Advisor Blueprint: Understanding & Supporting Their Role in Student Success

March 2013

1
The Most Successful Student Retention Strategies

5
Student Motivation: Practical Strategies That Will Increase Engagement, Learning & Retention

13
The Digital Switch: Moving A Classroom-Based Course To Online Or Hybrid

19
Cheating In The 21st Century: Strategies To Tackle Online Academic Dishonesty

20
The College Coach Approach: A Low-Cost, High-Impact Strategy For Student Success

April 2013

Leadership and Administration and a Master of Arts degree in English from Old Dominion University in Norfolk, VA. She has been working in education for over ten years and has served in various roles including adjunct faculty, full-time faculty, departmental chairperson, and director.

Ms. Ensley now works full-time for a proprietary college in the Northeast. In her current role, she conducts faculty observations, provides curricula oversight, and serves as a mentor for new and existing faculty.

3
Cyberbullying On Campus & Off: New Approaches To Conduct & Prevention

3
Developing & Providing Integrated Student Services In Higher Education: Creating The "One Stop" Shop For Students

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Subject: Emergency Siren TEST Begins

Dear Students, Faculty and Staff:

You received this email as part of a TEST of the University's emergency sirens. The message coincided with the beginning of the siren test. There may be delays in delivery of campus-wide email. In an emergency, we plan to use all available communication methods including email as part of a multi-layered strategy to reach as many people, including those who may not be on campus when a real siren occurs, as quickly as possible. For more information, see alertcarolina.unc.edu.

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To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: ALL CLEAR; RESUME NORMAL ACTIVITIES

Dear Students, Faculty and Staff:

The University has issued an "all clear." Now it's safe to resume your normal activities.

See alertcarolina.unc.edu for updates and more information about the University's emergency communications.

ABOUT THIS EMAIL: Campus-wide email is not an instant source of information as part of the University's emergency warning notification process. The sirens and the text messages sent to registered cell phone users are the fastest way for the University to notify you. That's why email messages like this one will always include a timestamp to indicate when the message was sent. The University's Emergency Notification System is activated using a strategy that is based on redundancy, using multiple methods to communicate. The best, most up-to-date source of information will always be the Alert Carolina website, http://alertcarolina.unc.edu.

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From: National Football Foundation <news@footballfoundation.ccsend.com>
Sent: Tuesday, February 12, 2013 2:50 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: John Stephenson Named President & CEO of the College Football Hall of Fame

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NEWS RELEASE

Media Contact:
Phil Marwill
917-579-4256
pmarwill@footballfoundation.com
Twitter: @NFFNetwork

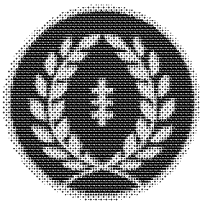

NATIONAL FOOTBALL FOUNDATION

Please use the following link to tweet this release:
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John Stephenson Named President & CEO of the College Football Hall of Fame

Atlanta native brings a strong track record of success and a deep understanding of all the local forces in the region.

IRVING, Texas - Feb. 12, 2013 - The National Football Foundation (NFF) announced today that **John Stephenson** has been named the president and chief executive officer of Atlanta Hall Management, Inc., (AHM) the Georgia not-for-profit corporation tasked with constructing and operating the national College Football Hall of Fame in Atlanta. The announcement was made locally last week by AHM after its board of directors unanimously approved a three-year contract for Stephenson in late January.

"We are very fortunate that John has agreed to lead the Hall in Atlanta. His presence puts us on a trajectory for success now and well into the future," said **Steve Hatchell**, the president & CEO of the NFF, which launched the College Football Hall of Fame in 1951 and controls its rights. "John has clearly established himself as a tireless worker with amazing connections. He was the key person in getting everybody on board, throughout Atlanta and the state, including the support of all of the major CEOs headquartered in the region. He's done a great job, and we are fortunate to have him in this role."

An Atlanta native and previously an attorney with the law firm of Troutman Sanders, Stephenson had been serving in the role on an interim basis since December 15, 2011, and he played a critical role in taking the final steps in securing the funds for the $66.5 million project, which is being built in downtown Atlanta near Centennial Park. Troutman Sanders has served as counsel since the project's earliest stages, ultimately "loaning"

Stephenson out as the interim chief in 2011.

"John's leadership of the Hall of Fame project has been nothing short of phenomenal," said **Archie Manning**, chairman of the board of the National Football Foundation. "His guidance has taken a shared vision and ushered it to the point where we can all see the finish line. There is no question in my mind that he is the right man to continue leading this endeavor."

As president and CEO of Atlanta Hall Management, Stephenson will be responsible for guiding the broader efforts to construct and operate the Hall attraction. Continual construction began Jan. 28, and the 94,256 square foot facility is scheduled to open in the fall of 2014. Stephenson has been at Troutman Sanders LLP since graduating from the University of Georgia School of Law in 2000. He has been a partner at the firm since 2007. Having served as counsel to a number of clients in the hospitality, sports and entertainment industry, he was retained by the project organizers in 2009 to assist with efforts to move the Hall to Atlanta.

"I'm honored to have this opportunity, and I'm blessed to be surrounded by a remarkable team of stakeholders and partners that have never wavered in their commitment to bring the Hall to Atlanta," said Stephenson. "We have a lot of work to do, but I'm thrilled to be part of such an exciting project here in my hometown. Everyone involved is focused on ensuring that this facility exceeds expectations as the Hall's home, as a marketing and community asset for the city and state, and most importantly as an unforgettable experience for fans from across the country."

In addition to his law degree, Stephenson also holds his undergraduate degree from the University of Georgia, and he played football at the Lovett School, growing up in Atlanta. He currently lives in Atlanta with his wife, Megan, and children, May and Jack.

John Stephenson has been named the president and chief executive officer of Atlanta Hall Management, Inc., (AHM) the Georgia not-for-profit corporation tasked with constructing and operating the national College Football Hall of Fame in Atlanta.

Construction has begun on an artists' rendering of the new College Football Hall of Fame in Atlanta. The building is scheduled to open in the fall of 2014.

ABOUT ATLANTA HALL MANAGEMENT

Atlanta Hall Management (AHM) is a Georgia nonprofit corporation, designated as a 501(c)3/509(a)2 charitable organization, established to build and operate the College Football Hall Fame in Atlanta. AHM has been tasked with the responsibility of delivering a highly-immersive, interactive and engaging experience to Hall of Fame visitors. Slated to open in the fall of 2014, the new College Football Hall of Fame will be a 94,256 square foot facility adjacent to the Georgia World Congress Center and Centennial Olympic Park in downtown Atlanta. For more information, please visit www.cfbhall.com.

ABOUT THE NATIONAL FOOTBALL FOUNDATION & COLLEGE HALL OF FAME

Founded in 1947 with early leadership from General Douglas MacArthur, legendary Army coach Earl "Red" Blaik and immortal journalist Grantland Rice, The National Football Foundation & College Hall of Fame is a non-profit educational organization that runs programs designed to use the power of amateur football in developing scholarship, citizenship and athletic achievement in young people. With 120 chapters and 12,000 members nationwide, NFF programs include the College Football Hall of Fame, the NFF Scholar-Athlete Award presented by Fidelity Investments, Play It Smart, the NFF Hampshire Honor Society, the NFF National Scholar-Athlete Alumni Association, and scholarships of more than $1.3 million for college and high school scholar-athletes. The NFF presents the MacArthur Bowl, the William V. Campbell Trophy endowed by HealthSouth, and releases the Bowl Championship Series (BCS) Standings. NFF corporate partners include the Allstate Sugar Bowl, the BCS, Fidelity Investments, Herff Jones, Liberty Mutual Insurance, NCAA Football, and Under Armour. For more information, please visit www.footballfoundation.org.

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<sfarmer@admissions.unc.edu></td></tr>
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<bbethel@email.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; Lyons,
Elizabeth M <emlyons@email.unc.edu></td></tr>
<tr><td valign="top" width="100">Subject: </td><td>Following Up</td></tr>
</table> <hr color="#000000" size="2" noshade>

Dear Beth,
Bradley, and Beth:

Thank you again for getting together earlier this month.

I'm writing to see if you'd be willing to get together for a working lunch sometime in March. The main goal, at least as far as I'm concerned, would be to hear any concerns you might have, as well as your advice about how the admissions office and UNC
 in general can do a better job of serving your students.

Here are a few other things I'd be interested in talking over with you, if you'd be willing.

<ul style="font-family: Tahoma; font-size: 10pt;">
Since we should know a little more about the shape of the 2013 entering class by the time we get together, and I'd appreciate your perspective on the group and on how we might try to do better for 2014.
I'd also be grateful for your thoughts on how we can bring our current 1-2-3 groupings more in line with your own way of thinking about students.
I'd be interested in knowing what information about athletics admissions you think we should report regularly to the campus community and to the public. It seems to me that we might head off some misinformation and speculation
 if we provided more information ourselves. But I don't want us to do anything that would stigmatize students or treat them unfairly.

Of course, I'd be glad to set all this aside if there are other things you'd rather discuss.

I would understand if you're too busy to get together. But if you're willing, here are a few dates that would work for me:

Thank you very much for considering this request, and thank you also for all you're doing.

Steve

Thursday 3/7
Monday 3/11
Thursday 3/14
Tuesday 3/19
Friday 3/22

</BODY></HTML>

From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Wednesday, February 13, 2013 11:40 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: What's On Deck This Week at ECU!

Use this link to view a web version of this message.

What's On Deck | 02.13 - 02.17

pir@mail
Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

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What's On Deck - Upcoming Pirate Athletic events

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

Share this Pir@mail:

Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: athletictickets@ecu.edu.

From: Groupon Goods <noreply@r.groupon.com>
Sent: Wednesday, February 13, 2013 12:12 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Awww! Cute Pet Deals with Adorably Tiny Prices

Look for more Goods deals to arrive in your inbox every week.
Remember that you can unsubscribe from future Goods emails at any time.

GROUPON Goods

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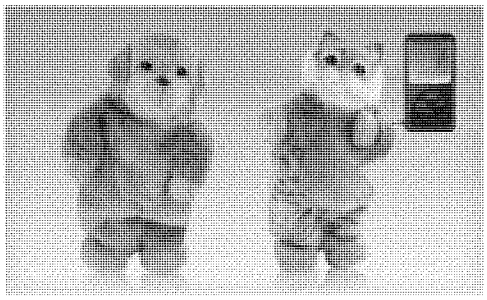

Party Animal Dancing Speakers

Plush cat- and dog-shaped speakers dance to the beat as music flows from their 3.5mm audio jacks

~~$44.95~~ **$24** (47% off)

View This Deal

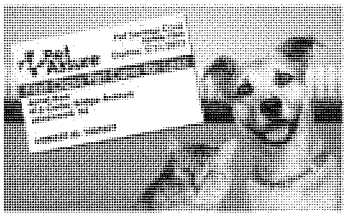

Pet Assure Veterinary Discount Plans

Pet plans include no deductibles, no paperwork, and a 25% discount on any veterinary procedures and medical services

~~$93.65~~ **$29** (69% off) View

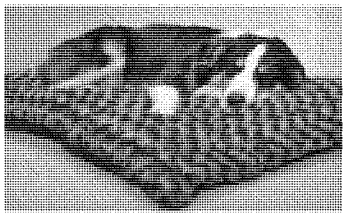

Furhaven NAP Faux Fur Tufted Pet Pillows

Tufted pet pillows generously stuffed with gobs of eco-friendly fibers and topped with soft faux fur; three sizes available

~~$42.99~~ **$21** (51% off) View

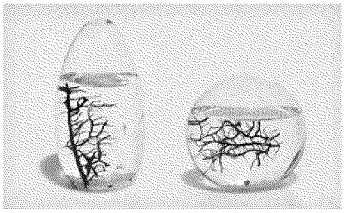

EcoSphere Closed Aquatic Ecosystem

Self-sustaining aquatic ecosystem teems with shrimp, algae, bacteria, and microorganisms and requires virtually no maintenance

~~$79~~ **$45** (43% off) View

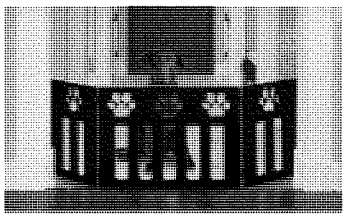

Adjustable Pet Gates

Sturdy pet gates expand to barricade doors of varying widths

~~$99.99~~ **$29** (71% off) View

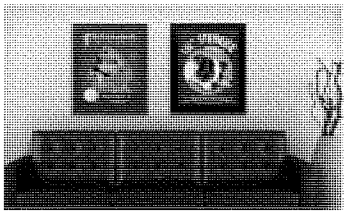

Gallery-Wrapped Retro Pet Art

Cats and dogs pose in whimsical, vintage-inspired advertisements; gallery-wrapped canvases printed with archival inks and come ready to hang

~~$140~~ **$39** (72% off) View

BarkBox Monthly Delivery of Dog Goodies

Tailored to the size of your dog, boxes with four or more high-end dog products—from toys to treats—arrive on doorsteps every month

~~$69~~ **$39** (43% off) View

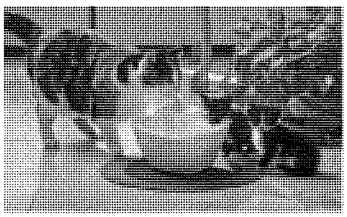

Drinkwell Lotus Pet Water Fountain

Multiple streams pour aerated, filtered water into ceramic drinking dishes at two different height levels to hydrate one or more small pets

~~$79.99~~ **$49** (39% off) View

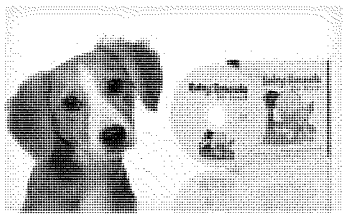

Baby Sounds for Pets CD

Recordings of babies crying, laughing, and throwing a temper tantrum help to prepare a pet for life with a new baby

~~$16.99~~ **$8** (53% off) View

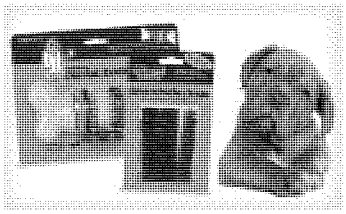

Bristle Bone and Gnawhide Pet Treats

Bone with nylon bristles and rubber nubs cleans doggy teeth as they try to gnaw their way to the natural-rawhide treat inside

~~$20.98~~ **$9** (57% off) View

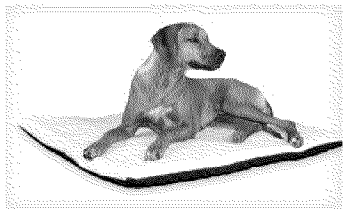

K&H Ortho Thermo Bed for Pets

Heated pet beds with two layers of orthopedic foam and plush sherpa fabric surfaces cushion pups of all sizes

~~$65.22~~ **$29.99** (54% off) View

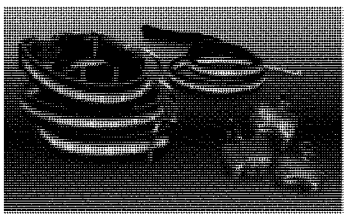

ShopTough LED Pet-Safety

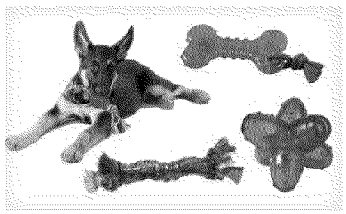

Petstages Orka Dog Toys

Gear

LED lights housed in rugged casing and tubing flash or blink to boost pooches' visibility during nighttime walks

~~$29~~ **$10** (64% off) VIEW

Durable, nontoxic, synthetic rubber toys stand up to even the toughest chewing while boosting dental health and keeping dogs entertained

~~$10.49~~ **$9** (14% off) VIEW

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Petco Animal Supplies Stores, 10850 Gateway Blvd, El Paso, TX 79935, USA

From: Beller, Debra L <debra_beller@unc.edu>
Sent: Wednesday, February 13, 2013 1:20 PM
To: campus solutions staff users <cccs_staffusers@listserv.unc.edu>
Subject: [cccs_staffusers] ConnectCarolina Outage Tues., Feb. 19, 5pm to approx. 11pm

---

ConnectCarolina will have a planned maintenance outage on Tuesday, Feb. 19, starting at 5:00pm and ending around 11:00pm. ConnectCarolina will be down during this time frame. This impacts Campus Solutions and other systems.

You can view the list of impacted services and the latest system status here: http://ccinfo.unc.edu/system-status/

We appreciate your cooperation and support as we continue to make ConnectCarolina more efficient for our users.

Thank you.

Debra Beller
Communications Specialist
ConnectCarolina, Enterprise Applications, ITS
University of North Carolina at Chapel Hill
Phone: 919-843-0477
Website: http://its.unc.edu/enterprise/enterprise-applications/

From: Beller, Debra L <debra_beller@unc.edu>
Sent: Wednesday, February 13, 2013 1:41 PM
To: ConnectCarolina <connectcarolina@listserv.unc.edu>
Subject: [connectcarolina] ConnectCarolina Newsletter for February 2013

ConnectCarolina Town Hall Feb. 25
The campus community is invited to learn more about ConnectCarolina for HR/Payroll and Finance during a town hall meeting on Feb. 25. Sign up to attend one of two sessions.
http://ccinfo.unc.edu/connectcarolina-town-hall-feb-25/

System Outage Feb. 19
ConnectCarolina will have a planned maintenance outage on Tuesday, Feb. 19, 5pm - 11pm. ConnectCarolina will be down during this time frame. You can view the list of impacted services and the latest system status here:
http://ccinfo.unc.edu/system-status/

HR/Payroll and Finance Go-Live Less Than a Year Away
Less than a year remains until the Human Resources, Payroll and Finance components of ConnectCarolina are expected to go live.
http://ccinfo.unc.edu/less-than-a-year-to-go-live-of-connectcarolina-hrpayroll-and-finance/

Project Phases and Timeline – February 2013
View a graphic of the ConnectCarolina project timeline.
http://ccinfo.unc.edu/project-phases-and-timelime-february-2013/

Changes to Departmental Systems and Chartfields
View the key changes to departmental systems and chartfields as a result of the ConnectCarolina HR/Payroll and Finance implementation.
http://ccinfo.unc.edu/information-center/key-changes/

Questions and comments may be sent to: connectcarolina_info@unc.edu

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Wednesday, February 13, 2013 1:45 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Asperger's Disorder: How To Identify, Understand & Supporting Students

---

Having trouble viewing this email? Click here

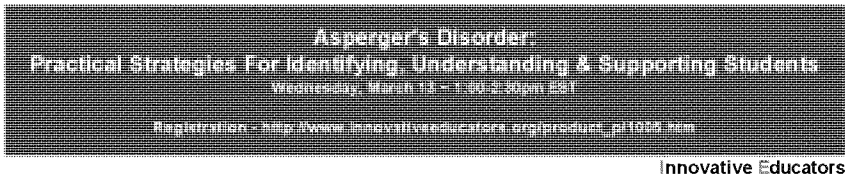

Innovative Educators

Free Resources

- Colleges Welcoming Students with Asperger's
- Supporting College Students with Asperger's Syndrome
- Asperger Syndrome in Higher Education
- My Semester with an Asperger Syndrome Student
- Students with Asperger Syndrome: A Guide for College Personnel
- Strategies for Teaching College Students with Asperger Syndrome
- A College Structure for Students with Asperger's
- AHEADD - Achieving in Higher Education

Webinar Overview

At many colleges and universities, the number of students with Asperger's Disorder continues to increase. While these students have the intellectual abilities to be successful, they often struggle with understanding social cues and comprehending unwritten rules and procedures. They may be teased or laughed at by other students. As a result, these students pose unique challenges to faculty members, administrators, and other students during their college careers. Working successfully with Asperger's students requires an understanding of their behavior and knowledge of how to communicate with them.

In this webinar, Brian Van Brunt, Ed.D., will offer recommendations for helping these students succeed. Participants will better understand the behaviors and needs of students with Asperger's Disorder. They will also learn strategies to build awareness, understanding, empathy, and tolerance in the classroom and campus-wide.

Webinar Objectives

Participants will:

- Understand the various departments and locations where students with Asperger's Disorder may come into conflict
- Better understand students with Asperger's Disorder, including their behaviors and needs
- Learn strategies to build understanding, empathy, and tolerance when communicating with other students about Asperger's Disorder
- Come away with an improved understanding of how to better communicate with Asperger's students so they can focus on course content (faculty) and ultimately help these students succeed (advisors, student services staff, other students)

Webinar Speaker(s)

Dr. Brian Van Brunt , past president of the American College Counseling Association, is Senior Vice President for Professional Development Programs at the National Center for Higher Education Risk Management (NHCERM, www.ncherm.org). He is the president-elect of the National Behavioral Intervention Team Association (NaBITA, www.nabita.org), current president of the School and College Organization for Prevention Educators (SCOPE, www.wearescope.org) and the managing editor for Student Affairs eNews (SAeN, www.studentaffairsenews.com). Over the past thirteen years Brian has taught counseling theory, ethics, program evaluation, statistics and sociology topics at both public and private schools for both graduate and undergraduate students at five different colleges and universities. Brian has served as the director of counseling at New England College and Western Kentucky University. He is the author of several books including: Ending Campus Violence: New Approaches in Prevention and A Faculty Guide to Addressing Disruptive and Dangerous Behavior in the Classroom. Brian is an expert on campus violence and has been interviewed by the New York Times, National Pubic Radio, LA Times, USA Today and has appeared on Headline News and Anderson Cooper 360.

Free Offerings

Webinar
Best Practices For Moving Lab-Based Science Courses Online Safely & Effectively - February 22

Go2Knowledge Case Studies & Demo - February 28

StudentLingo Workshops - Free Trial

Campus Safety: Using NaBITA Survey Results To Improve Management Of Behavioral Intervention Teams - March 15

Like us on facebook for a chance to win a free webinar!

Upcoming Webinars

View all events

February 2013

13
Identifying & Engaging Unprepared Students: Practical Strategies & Techniques For Today's College Classroom

14
A Faculty Advisor Blueprint: Understanding & Supporting Their Role in Student Success

19
Responding To A Student Death: How To Create A Proactive Response Plan For Your Campus

20
Training Front Office Staff: Handling Difficult & Disruptive Behaviors

21
Assessing The Effectiveness Of Programs For At-Risk Students: Strategies That Work

27
Identifying & Managing Aggressive Student Behaviors, Attitudes & Emotions

27
Three Generations, One Classroom: Using Generational Theory To Understand & Motivate Your Students

28
The Critical Mind: Instructional Strategies That Promote Higher Order Thinking Skills

March 2013

Innovative Educators

3277 Carbon PL
Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

1
The Most Successful Student Retention Strategies

5
Student Motivation: Practical Strategies That Will Increase Engagement, Learning & Retention

6
Why Emotions Matter: Helping Students Develop Non-Cognitive Skills That Lead To Success

20
The College Coach Approach: A Low-Cost, High-Impact Strategy For Student Success

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, February 13, 2013 9:01 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Compliance with Credit Card Processing Standards and Payment Gateway Update

---

To: Deans, Directors and Department Chairs

From: Karol Kain Gray, Vice Chancellor for Finance and Administration
Chris Kielt, Interim Vice Chancellor for Information Technology and CIO

Please review the memo at the below URL regarding compliance issues :

http://www.unc.edu/finance/fd/gen_docs/pci_compliance_gateway_update.pdf

Thank you.

This email is sponsored by: VC for Finance and Administration; Interim VC for Information Technology

From: DSA NSCPP New Students <newstudents@unc.edu>
Sent: Thursday, 11:15 AM
To: Bridger, Beth <bridgerb@email.unc.edu>;
Cc: Higley, Pamela <phigley@unc.edu>
Subject: RE: CTOPS Plans

Good Afternoon,

Thank you for this note. We cannot confirm that you have reserved a space in the orientation reservation system at this time. Please reply with your PID when you have completed and paid for an orientation date (you may pick anyone that is available to you) so that we may switch you into the August session.

Please let us know if you have any further question.

Thank you,

NSCPP

From:
Sent: Wednesday, 8:12 PM
To: bridgerb@uncaa.unc.edu
Cc: Higley, Pamela; DSA NSCPP New Students
Subject: CTOPS Plans

Hi Ms. Bridger,

I am emailing you regarding my plans for CTOPS. I have reviewed the dates, and my father has contacted NSCPP and has also talked to Scarlett about coming down on Thursday and Friday for the orientation. Do to various commitments, this is the only date I can make. Please feel free to contact me with any questions or concerns.

Sincerely,

From: Cravey, Altha J <cravey@unc.edu>
Sent: Thursday, February 14, 2013 1:08 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: RE: Last minute items...

Hi Beth: I need 17 tickets total. And the dept staff just went outside to take a high resolution photo for me. I am happy to pay for the extra tickets. And I deeply appreciate you working that out for me.

I will email the PHOTO to you in a few minutes.

Best, Altha

From: Bridger, Beth
Sent: Thursday, February 14, 2013 8:20 AM
To: Cravey, Altha J
Subject: Last minute items...

Professor Cravey-

If you could, by 2pm, I will need your final count for tickets and head shot if you have one. I have to get this information to our ticket person and marketing person for tonight's game.

Thanks so much!
Sent from my Verizon Wireless 4G LTE DROID

From: Cravey, Altha J <cravey@unc.edu>
Sent: Thursday, February 14, 2013 1:28 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Davis, Barbara Taylor <barb@unc.edu>
Subject: FW: Pictures CRAVEY

Hi Beth – Barbara Taylor Davis is trying to send the PHOTOS directly to you. So far the msg hasn't been getting to my email.

You may want to email Barbara if the photos don't arrive in your email inbox (her info is below).

Thanks, Altha p.s. Perhaps they are large files (she has high resolution camera)

From: Davis, Barbara Taylor
Sent: Thursday, February 14, 2013 1:21 PM
To: Cravey, Altha J
Subject: RE: Pictures

Tried again ~ to you and Beth!

B

From: Cravey, Altha J
Sent: Thursday, February 14, 2013 1:18 PM
To: Davis, Barbara Taylor
Subject: RE: Pictures

Hi Barbara – You could also try sending directly to Beth Bridger (bridgerb@email.unc.edu)

(She works with the bball team I think)

Thanks so much! altha

From: Davis, Barbara Taylor
Sent: Thursday, February 14, 2013 1:08 PM
To: Cravey, Altha J
Subject: Pictures

Altha ~

I had to send them through my gmail account, since that is what my phone is synched to. Let me know if you receive them, and if they are "ok". I sent small and medium versions of both, I think!

B

Barbara Taylor Davis
Department Manager
Department of Geography

From: Cravey, Altha J <cravey@unc.edu>
Sent: Thursday, February 14, 2013 1:33 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Head shot cravey
Attach: cravey head.jpeg.jpg

Hi Beth:

Would it be possible to use this head shot holding a sign? I'd love it if you could use this. The sign is about an education campaign for equity in College costs.

Altha Cravey

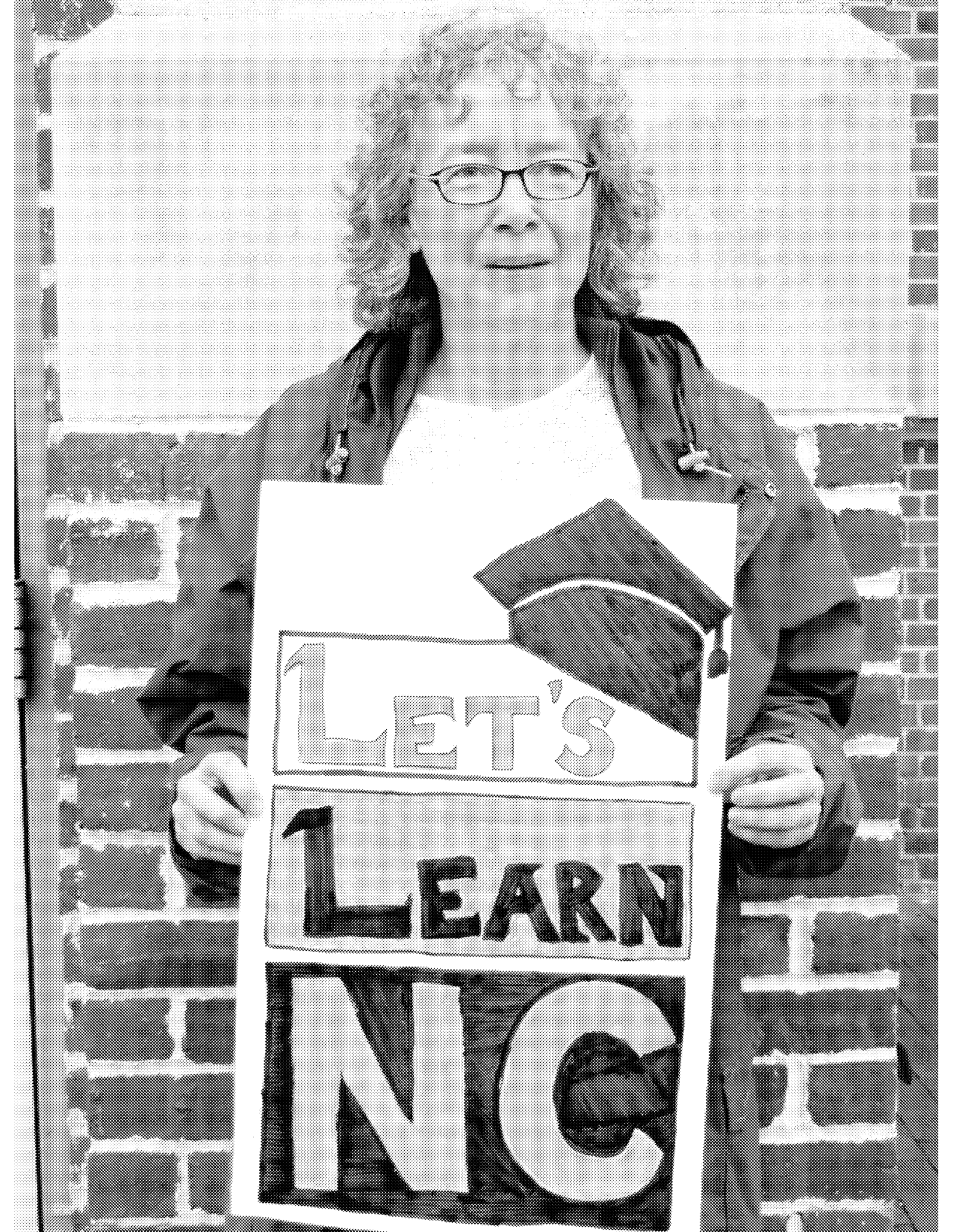
LET'S
LEARN
NC

From: Tiani, Domenic J <tiani@email.unc.edu>
Sent: Thursday, February 14, 2013 1:35 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: CB #

Beth

Good afternoon. I had sent you a thank you note via campus mail to the CB # that was listed on line but it was returned to me.

Could you tell me what your campus mailing address is, I would like to send the thank you note to you via campus mail if possible.

Thank you.

Domenic Tiani

****
Domenic J. Tiani, Ph. D.
Research Assistant Professor
Department of Chemistry
The University of North Carolina
Chapel Hill, NC 27599-3290
Office: (919) 962-1616

Academic Advisor for the Health Professions
(http://prehealth.unc.edu/)

Academic Advisor for the Department of Chemistry
****

From: Cravey, Altha J <cravey@unc.edu>
Sent: Thursday, February 14, 2013 1:38 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FW: Head shot cravey
Attach: cravey head.jpeg.jpg

Hi Beth – If you can use the one with the sign, do that.

If you can't use the sign, then use the one of the ones from Barbara Davis (our dept staff).

Thanks! Altha

From: Cravey, Altha J
Sent: Thursday, February 14, 2013 1:33 PM
To: Bridger, Beth
Subject: Head shot cravey

Hi Beth:

Would it be possible to use this head shot holding a sign? I'd love it if you could use this. The sign is about an education campaign for equity in College costs.

Altha Cravey

From: Groupon Goods <noreply@r.groupon.com>
Sent: Thursday, February 14, 2013 1:58 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: 75% Off iPad Cover, MyPublisher Custom Photo Books, GNC Digital Scales & More

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Look for more Goods deals to arrive in your inbox every week.
Remember that you can unsubscribe from future Goods emails at any time.

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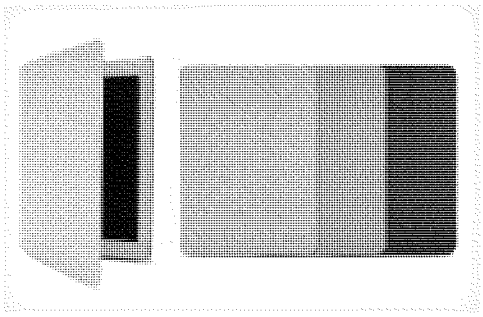

iLuv Epicarp Folio iPad Cover

iPad case with ultra-thin design and hard-shell back protects against drops and scratches; magnetic close automatically powers off device

~~$59.99~~ **$15** (75% off)

View This Deal

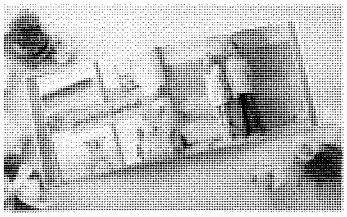

Custom Photo Books from MyPublisher

Create-your-own keepsakes with customized layouts, background colors, text, and fonts; photos printed on thick high-gloss archival paper

~~$19.99~~ **$4.99** (75% off) View

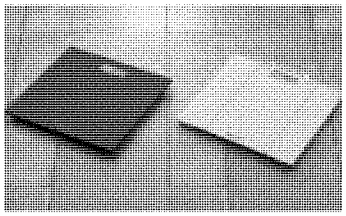

GNC Digital Scales

AccuWeight Plus scale broadcasts body weight visually and vocally; AccuIndex also displays body fat, water hydration, and muscle mass

~~$39.99~~ **$22** (45% off) View

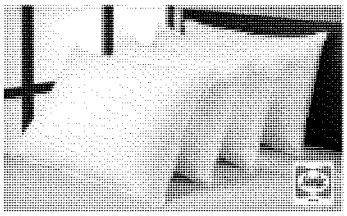

Sealy 300-Thread-Count Cotton Pillows

Four-pack of 300-thread-count pillows filled with spiral-spun slickened polyester are hypoallergenic and machine washable

~~$99.99~~ **$35** (65% off) View

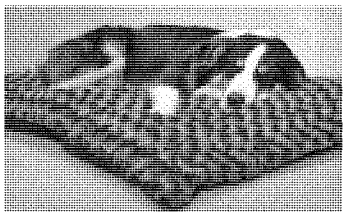

Furhaven NAP Faux Fur Tufted Pet Pillows

Tufted pet pillows generously stuffed with gobs of eco-friendly fibers and topped with soft faux fur; three sizes available

~~$42.99~~ **$21** (51% off) View

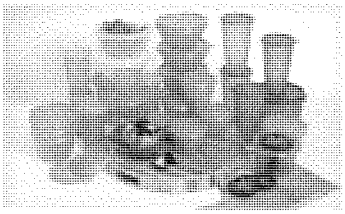

60-Piece Fresh Keeper Food-Storage Set

Microwave- and freezer-safe food-storage set with variously sized bowls, tumblers, and canisters; includes matching airtight lids

~~$79.99~~ **$24** (70% off) View

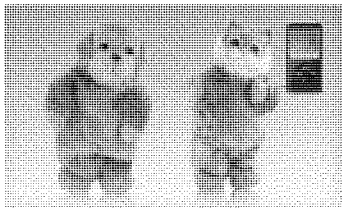

Party Animal Dancing Speakers

Plush cat- and dog-shaped speakers dance to the beat as music flows from their 3.5mm audio jacks

~~$44.95~~ **$24** (47% off) View

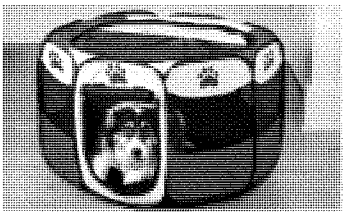

Large Portable Pet Playpen

Foldable tan-and-brown playpen made of lightweight nylon with mesh windows and paw-print accents

~~$99.99~~ **$29** (71% off) View

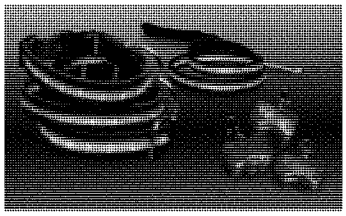

ShopTough LED Pet-Safety Gear

LED lights housed in rugged casing and tubing flash or blink to boost pooches' visibility during nighttime walks

~~$28~~ **$10** (64% off) View

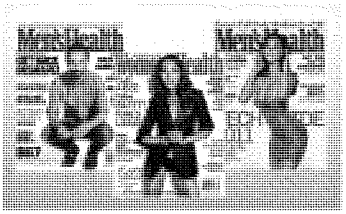

"Men's Health" or "Women's Health" Subscriptions

"Men's Health" and "Women's Health" magazines inspire fitness through nutrition tips, workout plans, and lifestyle guides

~~$23.5~~ **$8** (66% off) View

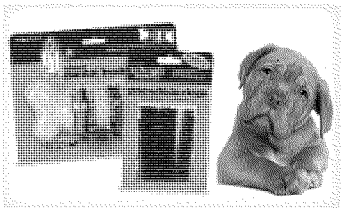

Bristle Bone and Gnawhide Pet Treats

Bone with nylon bristles and rubber nubs cleans doggy teeth as they try to gnaw their way to the natural-rawhide treat inside

~~$20.98~~ **$9** (57% off) View

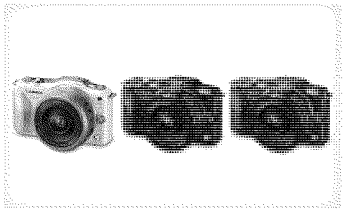

Panasonic GF5X 12.1MP

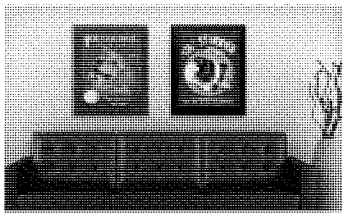

Gallery-Wrapped Retro Pet Art

Compact System Camera with Power Zoom Lens Kit

Compact digital camera captures pictures in 12.1-megapixel resolution and shoots 1080p HD video; includes a power zoom 14-42 mm lens

~~$749.99~~ **$399** (47% off) View

Cats and dogs pose in whimsical, vintage-inspired advertisements; gallery-wrapped canvases printed with archival inks and come ready to hang

~~$140~~ **$39** (72% off) View

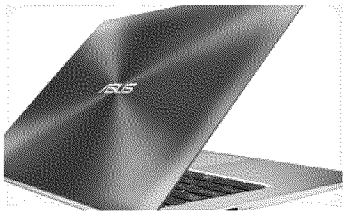

13.3-Inch ASUS Zenbook

13.3-inch laptop with a 4GB memory, 320GB hard drive, Intel Core i3-2367M processor, and seven-hour battery life

~~$719~~ **$549** (24% off) View

Aduro iPad Case with Bluetooth Keyboard

Colorful iPad cases protect the device while traveling; a wireless, removable keyboard allows for easy typing

~~$79.99~~ **$39** (51% off) View

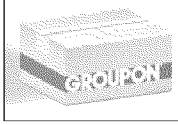

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For Free Standard Standard Shipping and Free Returns: see details and exclusions

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From: Cravey, Altha J <cravey@unc.edu>
Sent: Thursday, February 14, 2013 2:20 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: RE: Head shot cravey

Ok. Thank you again. altha

From: Bridger, Beth
Sent: Thursday, February 14, 2013 2:11 PM
To: Cravey, Altha J
Subject: RE: Head shot cravey

Perfect!

Also, tickets are set, 17, waiting under your name at Will Call
$75 total, pay debit, credit, check, whatever works for you!

From: Cravey, Altha J
Sent: Thursday, February 14, 2013 1:33 PM
To: Bridger, Beth
Subject: Head shot cravey

Hi Beth:

Would it be possible to use this head shot holding a sign? I'd love it if you could use this. The sign is about an education campaign for equity in College costs.

Altha Cravey

From: Tiani, Domenic J <tiani@email.unc.edu>
Sent: Thursday, February 14, 2013 2:56 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Re: CB #

Thank you Beth and I apologize for the confusion on the CB #.

Domenic

From: <Bridger>, Beth <bridgerb@email.unc.edu>
Date: Thursday, February 14, 2013 2:09 PM
To: "Domenic J. Tiani" <tiani@email.unc.edu>
Subject: RE: CB #

3107!
I hope you semester is going well!

From: Tiani, Domenic J
Sent: Thursday, February 14, 2013 1:35 PM
To: Bridger, Beth
Subject: CB #

Beth

Good afternoon. I had sent you a thank you note via campus mail to the CB # that was listed on line but it was returned to me.

Could you tell me what your campus mailing address is, I would like to send the thank you note to you via campus mail if possible.

Thank you.

Domenic Tiani

****
Domenic J. Tiani, Ph. D.
Research Assistant Professor
Department of Chemistry
The University of North Carolina
Chapel Hill, NC 27599-3290
Office: (919) 962-1616

Academic Advisor for the Health Professions
(http://prehealth.unc.edu/)

Academic Advisor for the Department of Chemistry
****

From: Cricket Lane <cricket@uncaa.unc.edu>
Sent: Thursday, February 14, 2013 3:03 PM
To: Paul Pogge <ppogge@uncaa.unc.edu>
Cc: Bridger, Beth <bridgerb@email.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>
Subject: Re: SCORES

That would be Beth Bridger or Wally Richardson -- she/he usually did academic programming with Football in the summer

>>> On 2/14/2013 at 2:20 PM, in message <511D38F7.BBD : 23 : 27025>, Paul Pogge wrote:

> Do you have any documentation of SCORES that shows our increased efforts specifically through that program to maintain academic integrity, develop academic skills, and convey our academic expectations?
>
> >>> Cricket Lane 2/14/2013 2:05 PM >>>
>
> >>> On 2/14/2013 at 11:24 AM, in message <511D0FA2.748 : 23 : 27025>, Paul Pogge wrote:
>
> > Cricket,
> > Sorry for yet another email. Do you also have any documents related to the SCORES program that I could include as exhibits?
> > Thanks,
> > Paul

ï»¿<!-- Email Converted by LAW -->
<html xmlns="http://www.w3.org/TR/REC-html40" xmlns:v="urn:schemas-microsoft-com:vml" xmlns:o="urn:schemas-microsoft-com:office:office" xmlns:w="urn:schemas-microsoft-com:office:word" xmlns:m="http://schemas.microsoft.com/office/2004/12/omml">
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{font-family:"Cambria Math";
panose-1:2 4 5 3 5 4 6 3 2 4;}
@font-face
{font-family:Calibri;
panose-1:2 15 5 2 2 2 4 3 2 4;}
@font-face
{font-family:Tahoma;
panose-1:2 11 6 4 3 5 4 4 2 4;}
/* Style Definitions */
p.MsoNormal, li.MsoNormal, div.MsoNormal
{margin:0in;
margin-bottom:.0001pt;
font-size:11.0pt;
font-family:"Calibri","sans-serif";}
a:link, span.MsoHyperlink
{mso-style-priority:99;
color:blue;
text-decoration:underline;}
a:visited, span.MsoHyperlinkFollowed
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color:purple;
text-decoration:underline;}
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{mso-style-type:personal;
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color:windowtext;}
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color:#1F497D;}
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@page WordSection1
{size:8.5in 11.0in;
margin:1.0in 1.0in 1.0in 1.0in;}
div.WordSection1
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--></style>

```
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link="blue">
<table border="0" width="95%">
 <tr><td width="100"><strong>From:</strong> </td><td>Sarah Humphries
&lt;shumphri@uncaa.unc.edu&gt;</td></tr>
 <tr><td width="100"><strong>Sent:</strong> </td><td>Thursday, February 14, 2013 3:16
PM</td></tr>
 <tr><td valign="top" width="100"><strong>To:</strong> </td><td>Bridger, Beth
&lt;bridgerb@email.unc.edu&gt;</td></tr>
 <tr><td valign="top" width="100"><strong>Subject:</strong> </td><td>Re: FW: Head shot
cravey</td></tr>
 </table> <hr color="#000000" size="2" noshade><br>

<div>Thanks!  </div>
<div> </div>
<div>Sarah<br><br>&gt;&gt;&gt; &quot;Bridger, Beth&quot; &lt;bridgerb@email.unc.edu&gt;
2/14/2013 2:09 PM &gt;&gt;&gt;<br></div>
<div class="WordSection1">
<p class="MsoNormal"><span style="COLOR: #1f497d">Got it!<o:p></o:p></span></p>
<p class="MsoNormal"><span style="COLOR: #1f497d">Here is the head shot for Professor
Cravey.<o:p></o:p></span></p>
<p class="MsoNormal"><span style="COLOR: #1f497d"><o:p> </o:p></span></p>
<p class="MsoNormal"><span style="COLOR: #1f497d"><o:p> </o:p></span></p>
<div>
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solid; BORDER-RIGHT: medium none; PADDING-TOP: 3pt">
<p class="MsoNormal"><b><span style="FONT-FAMILY: 'Tahoma','sans-serif'; FONT-SIZE:
10pt">From:</span></b><span style="FONT-FAMILY: 'Tahoma','sans-serif'; FONT-SIZE:
10pt"> Cravey, Altha J <br><b>Sent:</b> Thursday, February 14, 2013 1:33
PM<br><b>To:</b> Bridger, Beth<br><b>Subject:</b> Head shot
cravey<o:p></o:p></span></p></div></div>
<p class="MsoNormal"><o:p> </o:p></p>
<p class="MsoNormal">Hi Beth:<o:p></o:p></p>
<p class="MsoNormal"><o:p> </o:p></p>
<p class="MsoNormal">Would it be possible to use this head shot holding a sign? Iâ€™d
love it if you could use this. The sign is about an education campaign for equity in College
costs.<o:p></o:p></p>
<p class="MsoNormal"><o:p> </o:p></p>
<p class="MsoNormal">Altha Cravey<o:p></o:p></p></div>

</BODY></HTML>
```

From: mjpender@email.unc.edu
Sent: Thursday, February 14, 2013 3:28 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; ePro Users <epro_users@listserv.unc.edu>
Subject: [epro_users] Agilent Technologies Available in eProcurement

---

Agilent Technologies Available in eProcurement

Effective today, the Agilent Technologies catalog is available as an eProcurement Vendor Catalog. You will be able to log in to eProcurement, place your order with Agilent, and have it billed to your University account. All future purchases from Agilent need to be made through ePro. Orders can **only** be placed with this vendor through Vendor Catalog.

ONYEN and password caution

If a vendor's ePro site asks for your username and password, **DO NOT ENTER** them because you think it is a required step to access the ePro vendors – it is not. This usually indicates an issue with the vendor's punchout site. If this occurs, please close the browser and place a remedy ticket by calling 962-HELP, or going to help.unc.edu. **The ticket should be addressed to CONNECTCAROLINA-EPRO.**

Window Shopping with Two Vendors

Users are still experiencing issues when window shopping using one Internet browser. This has led to two different vendors' parts/items being included on the same purchase order. To prevent this from happening, please follow the steps listed below if window shopping or comparing two vendors:

1. Two different browsers should be utilized (i.e. Internet Explorer and Mozilla/Firefox).
2. Once the vendor is chosen, close the other browser before placing the order with the selected vendor.
3. Click **Create Order** on the menu on the left hand side of the page under **eProcurement**.
4. Follow normal procedures to place order in chosen vendor catalog.

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Thursday, February 14, 2013 3:47 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Developing A Peer Mentoring Program To Support First-Generation Students

---

Having trouble viewing this email? Click here

Developing An Effective Peer Mentoring Program Supporting First-Generation College Students
Wednesday, March 6 ~ 1:00-2:30pm EDT

Registration - http://www.innovativeeducators.org/product_pi/1019.htm

Innovative Educators

Free Resources

- **NEW ~ Have a higher ed question? AskIE!**
  - How can peer advising help with retention?
  - How can I support first generation students?
- The Role of Academic and Non-Academic Factors in Improving College Retention
- Peer Mentoring Resource Book
- Peer Mentors - University of Michigan
- Why Peer Tutoring Might Be Helpful for Your College Student

Webinar Overview

In these difficult economic times of budget cuts and limited resources determining best practices for making the most of existing assets while continuing to serve students effectively is critical. First-generation college-goers experience a variety of challenges as they enter and move through higher education. In fact, much of the existing research indicates that students whose parents did not attend college are more likely than their non first-generation counterparts to be less academically prepared for college, to have less knowledge of how to apply for college and for financial assistance, and to have more difficulty in acclimating themselves to college once they enroll (Tym, et al., 2005). As Vargas (2004) explains, low-income, minority, and first-generation students are especially likely to lack specific types of "college knowledge." Zimmerman (2000) asserts that at-risk students are less likely to seek help when they need it. As such, educational institutions must provide students with specific types of resources and support to insure that they move through college successfully. Peer mentoring programs like the one to be described here can serve to supplement existing programmatic and institutional efforts to support first-generation students, while building capacity and empowering students through the development of critical college knowledge.

Webinar Objectives

Participants will:

- Gain a better understanding of the role peer mentoring can play in supporting first-generation college students to degree completion;
- Learn about best practices for identifying and selecting peer mentors;
- Determine which peer mentoring services are appropriate for your campus and student population;
- Learn best practices for delivery of peer mentoring services;
- Learn how to empower peer mentors and mentees through the peer mentoring relationship;
- Acquire knowledge and skills to build programmatic and institutional capacity through the use of peer mentors;
- Discuss various methods for evaluating the outcomes and effectiveness of your peer mentoring program.

Free Offerings

Webinar
Best Practices For Moving Lab-Based Science Courses Online Safely & Effectively - February 22

Go2Knowledge Case Studies & Demo - February 28

StudentLingo Workshops - Free Trial

Campus Safety: Using NaBITA Survey Results To Improve Management Of Behavioral Intervention Teams - March 15

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Upcoming Webinars

View all events

February 2013

On Demand
Intrusive Academic Advising: An Effective Strategy To Increase Student Success Students

On Demand
Summer Bridge Programs: Easing The Transition For First-Generation College Students

12
Supporting First-Generation Students: Best Practices From A Highly Successful Early Intervention Program

20
Undocumented Students: An Overview Of Policies, Myths & Best Practices

21
Assessing The Effectiveness Of Programs For At-Risk Students:

Webinar Speaker(s)

"Peer mentor programs aimed at supporting first-generation college students serve mentors and mentees alike, and help programs and institutions build capacity in ways that can lead to greater student retention."

Dr. Paz Maya Olivérez is Student Success Coordinator with the Title V Encounter to Excellence Program at CSU Dominguez Hills. She also currently holds a position as an Adjunct Assistant Professor in the Master of Arts in Teaching Program in the Rossier School of Education at the University of Southern California. Dr. Oliverez has spent the last 12 years working with underrepresented students from diverse backgrounds, including undocumented immigrant students, as a researcher, program evaluator, professor, and college advisor. She holds a Ph.D. in Education from the University of Southern California and a B.A. in Sociology from the University of California, Santa Cruz. She is also currently completing a Masters in Counseling at CSU Long Beach.

Innovative Educators

3277 Carbon PL
Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

Strategies That Work

March 2013

1
The Most Successful Student Retention Strategies

5
Student Motivation: Practical Strategies That Will Increase Engagement, Learning & Retention

6
Why Emotions Matter: Helping Students Develop Non-Cognitive Skills That Lead To Success

20
The College Coach Approach: A Low-Cost, High-Impact Strategy For Student Success

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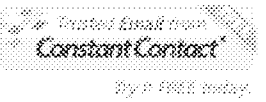

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From: Samantha Kirby <slkirby5@uncaa.unc.edu>

Sent: Thursday, February 14, 2013 4:06 PM

To: Bridger, Beth <bridgerb@email.unc.edu>; Boxill, Jan <JMBOXILL@email.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Bradley Bethel <bbethel@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Cricket Lane <cricket@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Devin Fratarcangeli <dfratarc@uncaa.unc.edu>; Dana Gelin <dgelin@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; Vince Ille <ille@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; John Blanchard <jgb@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym Orr <knorr@uncaa.unc.edu>; Niobra Peterson <nmpeters@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Shelley Johnson <shelljo@uncaa.unc.edu>; Shelly Streett <sjgreen@uncaa.unc.edu>; Sandy Restivo <srestivo@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer Welborn <welborn@uncaa.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>; Nate Yarbrough <yarbrough@uncaa.unc.edu>

Cc: Tom Timmermans <timmermans@uncaa.unc.edu>

Subject: Final S-A Missing Book List

Attach: Final Book List_2.14.13.xlsx

All,

Please find attached the final list of all student-athlete books that need to be turned in to Nate immediately. I appreciate your patience as our department has been working diligently all week to obtain the necessary information to determine the status of all S-A books. This has been a learning process for all of us and going forward we will be able to make the return process easier and more efficient. All student-athletes that are on the attached list did sign and pick up the books listed. I have copies of the receipts from the book store as proof that the books were picked up. Please make sure that these student-athletes have returned the necessary books to Nate by tomorrow afternoon! Charges will be placed on their accounts at the beginning of next week.

Please feel free to contact me with any questions. Thank you all for your help.

Samantha

Samantha Kirby
Compliance Assistant
University of North Carolina at Chapel Hill
(919)-537-3350

From: Crocs <email@crocs-email.com>
Sent: Friday, February 15, 2013 6:23 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: This weekend only: FREE SHIPPING

---

view this email as a webpage

crocs

Share:

new arrivals | women | men | girls | boys | sale | jibbitz | ocean minded

sail into spring.

above deck boat shoe »

not afraid to get wet.

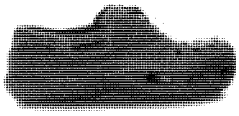

men's islander sport »

for her sporty side.

girls' genna II »

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From: Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of Kathleen M. Fortner <kfortner@SCHOOLCRAFT.EDU>
Sent: Friday, February 15, 2013 9:19 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Subject: Re: Training Meeting on Study Skills

Hi Jane,
Thank you so much for sending this very detailed message...your suggestions are most appreciated! I am going to try the activity...I think it will be a great learning opportunity for my PAL leaders...thanks again!
Kathy

From: Supplemental Instruction Discussion List [mailto:SINET@LISTSERV.UMKC.EDU] **On Behalf Of** Jane Neuburger
Sent: Thursday, February 14, 2013 11:49 AM
To: SINET@LISTSERV.UMKC.EDU
Subject: Re: Training Meeting on Study Skills
Good morning,
Over the years, I've found that "study strategies" are one of the main "contents" in tutor training. Like in SI and other CLA, we are helping with learning _*strategies*_.
So, that has meant that I have broken up "study strategies" into the general areas of time management, reading, lecture notes, memory, and so on – the very categories one would find in Walter Pauk's various editions of *How to Study in College* and/or the various chapters in any number of first-year seminar books that have study strategies.
The trainer's task then, can be, to read up on a number of topics on, say, reading strategies or time management and look for the common elements. Online handouts and information are abundant, and helpful. But, as a master teacher, look for the common elements. Create that as an overarching schema – for a handout, for writing on the board. **(and I'll give one at the end, in case you need one to do, quickly ☺).**
Then, ask your tutors "what do you do (when you are reading; to take notes, to manage your time. . . . whatever topic you've centered on). They can simply give them, or they can work in pairs and then share – whatever you like. List those on the board or paper or some way, for whole-group sharing. IF you have shared your schema in advance, you can direct the categories. If you save it for later, you can do the grouping/creating of categories after you elicit the strategies. BTW, tutors often have fantastic strategies – I've learned a lot – PLUS, it's really good for them to hear that other good students use a multitude of strategies, successfully. Go ahead and make the point that tutees will use different strategies, too, and that no one strategy is the only "right" one.
If time permits, it's fun to practice a strategy-not-your-own preferred method in the session, as that is instructive in how to help someone who does not use your own strategy. I often assign one-two pages of one of the books I've mentioned above, but you can use anything you find online as well. Use an article on the study strategy you've chosen for this it IS your "content".
So yes, this means that I will do sessions on reading, note taking, and on test taking (and anxiety) at the very least for training.
So, as promised, here is the very simple nutshell idea for reading. I am using reading because SO OFTEN, it boils down to the tutee hasn't read actively, does not understand (is trying to memorize) what she has read, does not know that reading is the act of making/creating meaning. So, the activity is called BEFORE, DURING AND AFTER reading strategies. Please UNDERSTAND that I am simplifying on purpose – this is and must be a task for tutors to remember easily and to SHARE easily with others. There is more going on. Of course.

1) Ask your tutors: What do you do when you read a textbook? What about a math textbook? What about an article or collection of readings?
2) Gather that all up. See if it can be put into the simple categories of before reading strategies (survey, question, look over, use the table of contents to create organization of the reading. . . . at least, see how many pages!); During reading (take notes, make note cards, highlight, check to see if I understand, stop to read it over, be sure I understand, and so on) CAVEAT here: It is much better to highlight or take notes just after reading a small section rather than as you are reading. You will highlight less. AFTER reading (highlight, take notes, [yes, I have these twice}. RECITE and REVIEW – look at them again, within 24 hours, don't wait until the test ORGANIZE – put together with class notes, make or clean up the map or outline. RECITE – actively make up potential test questions, put stars next to important material.
3) Ask if they have found a strategy they don't do. One that is intriguing – one they might try out.
4) Ask if they have heard of a strategy they might use with a particular student (do not share names). Why might that work? HOW might that work (see above, and if time permits, do the practice, on some handout on reading strategies.).
5) As you repeat this activity, you too will learn more strategies that the best and brightest are using – your tutors. So will they. You and they will enlarge your "toolkit" of strategies to use/suggest with struggling students. You'll also find that certain strategies are used more frequently in particular subjects. . . ah, yes, there is research on that.

Cheers,
Jane A. Neuburger
Director, Tutoring & Study Center
Syracuse University
111 Waverly Avenue Suite 220
Syracuse NY 13244
315.443.2005
Fax: 315.443.5160
www.tutoring.syr.edu

From: Supplemental Instruction Discussion List [mailto:SINET@LISTSERV.UMKC.EDU] **On Behalf Of** Kathleen M. Fortner
Sent: Thursday, February 14, 2013 10:23 AM
To: SINET@LISTSERV.UMKC.EDU
Subject: Training Meeting on Study Skills
Hello All,
I'm planning my next PAL training meeting on incorporating study skills into study sessions and I wonder if anyone has any good activities or handouts they can share. I do have some SI materials on the subject but I'm hoping to find something a little more "hands-on" to present. Anything you have to share would be greatly appreciated...thank you!
Kathy Fortner
LSS Program Coordinator – PAL
Schoolcraft College
Livonia, Michigan

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SINET in the body of the message.

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Problems or questions should be directed to manager@listserv.umkc.edu.

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You are subscribed to the SINET list as bridgerb@UNCAA.UNC.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.

From:	Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of Kathleen M. Fortner <kfortner@SCHOOLCRAFT.EDU>
Sent:	Friday, February 15, 2013 10:27 AM
To:	Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Subject:	A great question from one of our PAL Leaders

Hello again,
As I am preparing for my training meeting on study skills, one of my PAL leaders commented "it would be nice to learn some techniques to let students know that getting 67% is never "good.'" Does anyone have any thoughts about how to help students who are unmotivated or unrealistic about what it takes to succeed? The old adage "You can lead a horse to water but you can't make him drink" comes to mind but maybe there are some ideas out there to encourage them to strive to do better. Thanks so much…
Kathy Fortner
LSS Program Coordinator – PAL
Schoolcraft College
Livonia, Michigan
To search past discussions on the SI-Net, visit our archive at http://groups.google.com/group/si-net

To add or remove from this mailing list, please go to <http://listserv.umkc.edu/scripts/wa.exe?SUBED1=SINET&A=1> or send an email message to the address listserv@listserv.umkc.edu, with the text SIGNOFF SINET in the body of the message.

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Problems or questions should be directed to manager@listserv.umkc.edu.

From:	Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of Kathleen M. Fortner <kfortner@SCHOOLCRAFT.EDU>
Sent:	Friday, February 15, 2013 11:41 AM
To:	Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Subject:	Re: Motivating students to attend SI

Something to consider....I was just told by our Tutoring coordinator that a student who comes to our Learning Assistance Center regularly for math tutoring said she doesn't go to her PAL sessions because she "needs help, not more work." She said the PAL leader announced that she had some activities to do in sessions but somehow that translated to more work in this student's mind. I've asked the PAL leader to be sure to explain the reason why activities are planned and that the students *will* receive "help."
Kathy Fortner
LSS Program Coordinator - PAL
Schoolcraft College
Livonia, Michigan
From: Supplemental Instruction Discussion List [mailto:SINET@LISTSERV.UMKC.EDU] **On Behalf Of** Ira Fabri
Sent: Friday, February 15, 2013 11:15 AM
To: SINET@LISTSERV.UMKC.EDU
Subject: Re: Motivating students to attend SI
Hi Hilary.

We are experiencing the same problem with one of our ECON classes. We are working on making the leaders' emails announcing the sessions more 'interesting' putting some more information about difficult topics she will go over, jazzing them up a bit. We are also thinking of three more actions we may take if better emails do not have the desired effect: 1) asking the teacher to allow the leader to give a 5-10 minute demonstration of how an SI session works, at the beginning of class; 2) 3 distributing more detailed information about how and why SI works; 3) re administering the survey with new times (sometimes students change their schedules a couple of weeks into the semester and the first survey results become 'deceiving').

We did #3 in the past, but have never done #1 and #2. I will welcome all your opinions and advice.

Thanks,

Ira Fabri
Coordinator, Supplemental Instruction & Tutoring Services
American University
Academic Support Center
Mary Graydon Center 231
202-885-3443
fabri@american.edu

-----Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> wrote: -----
To: SINET@LISTSERV.UMKC.EDU
From: "Risser, Hilary"
Sent by: Supplemental Instruction Discussion List
Date: 02/15/2013 11:00AM
Subject: Motivating students to attend SI

Hello everyone,
We have just started SI this semester in our mathematics courses (College Algebra through Diff Eq). Our issue is that we are having trouble motivating students in some of the lower level classes to attend the SI sessions. Here are some things that the SI leaders are currently doing to encourage attendance.

1. Write the dates and times of SI on the board each class period
2. Post information about what will be covered in SI on a website the students can access
3. Send e-mails to remind students about upcoming test dates and relevant SI sessions
4. Personally invite students they sit near in class to SI sessions

We piloted SI in a course last fall (Calc 2). The attendance at SI sessions was quite good. Much better in fact than attendance this semester in the lower level courses. We don't want to use a stick (e.g. requiring attendance) to try and get struggling students to attend SI because we feel that it will change how they perceive it and consequently how effective it is. Does anyone have any ideas how we might encourage them to attend?
Thanks for the help,
Hilary
Hilary Smith Risser, Ph.D.
Associate Professor
Department of Mathematical Sciences
Montana Tech
hrisser@mtech.edu
To search past discussions on the SI-Net, visit our archive at http://groups.google.com/group/si-net

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You are subscribed to the SINET list as &*TO;.
Problems or questions should be directed to manager@listserv.umkc.edu.

From: Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of KERI HAMBERG <khamberg@KENT.EDU>
Sent: Friday, February 15, 2013 12:00 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Subject: Re: SI Rubric
Attach: Observation Form.doc

Here's the one that KSU uses. I like the bottom of the 3rd page – it sets up strengths, goals, and ways to actually reach the goals. For example, if the goal is to improve wait time, ways to reach the goal would include: singing "Twinkle Twinkle", thinking of a follow-up question, looking through the class notes to find the answer (so that you can direct the students to the answer), etc. One way to improve wait time cannot be "wait longer." Page 4 is nice as it allows the observer to have more space for qualitative observations.

Keri Hamberg, M.Ed
Assistant Director & SI Coordinator
Academic Success Center
207 Schwartz Center
800 E. Summit Street
Kent, Ohio 44242
P: 330-672-3190

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From: Supplemental Instruction Discussion List [mailto:SINET@LISTSERV.UMKC.EDU] **On Behalf Of** Rossman, Elizabeth
Sent: Friday, February 15, 2013 11:05 AM
To: SINET@LISTSERV.UMKC.EDU
Subject: Re: SI Rubric

Hi Jeanne,

Here are the forms we use (usually a front and back). We comment under the boxes in the front, if it's just small stuff and then use the other side for larger issues.

Take care,

El

Elizabeth C. Rossman
Program Director, Supplemental Instruction (SI)
DePaul University
SI Resource Room, JTR 307
http:/ / condor.depaul.edu/ si/

Please consider the environment before printing this email.

From: Supplemental Instruction Discussion List [mailto:SINET@LISTSERV.UMKC.EDU] **On Behalf Of** Ronald Johnson
Sent: Friday, February 15, 2013 9:06 AM
To: SINET@LISTSERV.UMKC.EDU
Subject: Re: SI Rubric

Happy Friday Jeanne!

Hope all is well.

Congratulations on your new student success initiative with Supplemental Instruction!

Attached is a rubric the Center for Learning And Student Success at Florida Atlantic University uses to evaluate our SI sessions. Not only do we evaluate sessions as professional staff, but we make it mandatory for our SI Leaders/Tutors to do 2 peer observations. I have attached that document also. Additionally, in the training binder from UMKC under the Supervisors Guide (page 30-31) there are some additional observation guides you can utilize.

If you have any questions or need more information, please do not hesitate contact us.

Have a great day!

Ronald Romances Johnson | Coordinator, Supplemental Instruction & Tutoring
Center for Learning And Student Success (CLASS)
Florida Atlantic University
777 Glades Road, GS 223
Boca Raton, Florida 33431
(O) 561.297.0945 | www.fau.edu/class

"Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity." - Gen. George S. Patton

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From: Supplemental Instruction Discussion List [mailto:SINET@LISTSERV.UMKC.EDU] **On Behalf Of** Jeanne Duggan
Sent: Thursday, February 14, 2013 4:26 PM
To: SINET@LISTSERV.UMKC.EDU
Subject: SI Rubric

Hello,

Our department is holding our first SI sessions this spring and are considering ways to evaluate SI sessions. Ideally, I would like to observe a few sessions each semester and provide SI leaders with feedback to help build their skills and make sessions more effective and helpful to students. Does anyone have a rubric that they use to evaluate sessions that they would like to share? Any advice is welcome!

Thank you,

Jeanne Duggan
Tutoring Program Coordinator
Academic Support Programs
UMass Boston

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You are subscribed to the SINET list as khamberg@KENT.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.

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You are subscribed to the SINET list as bridgerb@UNCAA.UNC.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.

Post-Observation Meeting (Date) _____

I agree that we have reviewed the following observation together, and the SI leader has his/her own copy.

SI Leader Signature: _____ Observer: _____

Supplemental Instruction Observation Form

SI Leader:	Date and Time of Session:
SI Course Title	Building and Room Number:
Observer:	Total Number of Students:

Opening the SI Session	Exceeds Expectations	Yes	Develop Further	Not Applicable
Passes around sign-in sheet. Comments:	❒	❒	❒	❒
Sets an agenda for the session. Comments:	❒	❒	❒	❒
Shows evidence of preparation. Comments:	❒	❒	❒	❒
Fields questions before starting new content. Comments:	❒	❒	❒	❒
General Comments:				

Presentation Style	Exceeds Expectations	Yes	Develop Further	Not Applicable
Speaking volume is loud enough for everyone to hear. Comments:	❒	❒	❒	❒
Speaks confidently. Comments:	❒	❒	❒	❒
Non-verbal communication is appropriate; approachable and caring. Comments:	❒	❒	❒	❒
Appears alert, enthusiastic, and involved during the session. Comments:	❒	❒	❒	❒
Makes eye contact with students. Comments:	❒	❒	❒	❒
Uses overhead, chalkboard, whiteboard, or other audiovisuals effectively. Comments:	❒	❒	❒	❒
Uses handouts, study sheets, or worksheets when appropriate. Comments:	❒	❒	❒	❒
Shows evidence of knowing student names. Comments:	❒	❒	❒	❒

Uses encouraging words where appropriate. Comments:	❒	❒	❒	❒
General Comments:				
Interaction	**Exceeds Expectations**	**Yes**	**Develop Further**	**Not Applicable**
Interacts with students in a comfortable manner. Comments:	❒	❒	❒	❒
Appropriately redirects questions to other students, the textbook class notes, etc. Comments:	❒	❒	❒	❒
Rephrases, repeats, and breaks down questions for students when needed. Comments:	❒	❒	❒	❒
Repeats or summarizes student questions and answers. Comments:	❒	❒	❒	❒
Checks for understanding either formally or informally using non-verbal cues. Comments:	❒	❒	❒	❒
Leader uses wait time (30 sec.) effectively, giving students time to think about the material, generate questions, and to answer questions. Comments:	❒	❒	❒	❒
Encourages all students to participate in discussions. Comments:	❒	❒	❒	❒
Leader's teaching style promotes student interaction and discussion (60%). Comments:	❒	❒	❒	❒
Avoids relecturing. Comments:	❒	❒	❒	❒
Involvement	**Exceeds Expectations**	**Yes**	**Develop Further**	**Not Applicable**
Leader's session activities promote student involvement. Comments:	❒	❒	❒	❒
Students are asked to answer questions orally, on a worksheet or board, or in groups. Comments:	❒	❒	❒	❒
Students explain a majority of the course material. Comments:	❒	❒	❒	❒
Most students are attentive during the session. Comments:	❒	❒	❒	❒
Most students are participating during the session. Comments:	❒	❒	❒	❒

Information	Exceeds Expectations	Yes	Develop Further	Not Applicable
Integrates information from the book, notes, and lecture during the session. Comments:	❒	❒	❒	❒
Points out specific pages in the book to illustrate ideas. Comments:	❒	❒	❒	❒
Demonstrates knowledge of subject matter. Comments:	❒	❒	❒	❒
Acknowledges mistakes or limits in knowledge when necessary. Comments:	❒	❒	❒	❒
The leader promotes application or problem solving rather than memorization of facts. Examples & Comments:	❒	❒	❒	❒
The leader models behavior and study skills of a good student. Study Skills & Comments:	❒	❒	❒	❒
Interjects study skills information into activities and discussion during sessions. Study Skills & Comments:	❒	❒	❒	❒
Closing an SI Session	**Exceeds Expectations**	**Yes**	**Develop Further**	**Not Applicable**
Leaves adequate time to close the session. Comments:	❒	❒	❒	❒
Uses a closure technique (summary, 1-minute paper, quiz, etc.). Closure Technique & Comments:	❒	❒	❒	❒
Encourages participants to return for a future session. Comments:	❒	❒	❒	❒
General Comments:				

Strengths

1.

2. (leader completes with observer)

Goals for Future Sessions (Brainstorm together)

Goal 1:

2 or 3 Ways to reach Goal 1:

Goal 2:

2 or 3 Ways to reach Goal 2:

Questions for the Observer:

What are some processes you think worked well in this session?

What are some teaching techniques that you would like to try in your own sessions?

What are some processes that you think didn't work as well as they could have? Provide tips to help this leader in these areas.

How can this leader improve as an SI leader? What can he/she continue to work on?

Comments/notes:

*After discussing with leader, please make **3** copies of this completed observation. Keep one for your own improvement as an SI Leader (last page especially), give one to the leader you observed, and turn **2** in to the SI Coordinator for both of your files.

From: Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of Ronald Johnson <rjohnson@FAU.EDU>
Sent: Friday, February 15, 2013 12:05 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Subject: Re: Motivating students to attend SI

Hello,
In a conversation with my Director the other day about at-risk populations, it was discussed that sometimes there are more underlined problems going on with students that are keeping them disconnected from their studies. Yes, we need to explain our purpose and reasons that lead to student success, but if we "see" that it is greater than "laziness" announcements about counseling services on campus is not a bad suggestion. I would suggest speaking with your particular department on your campus to see if they can give any information that you can send out as a "tip" to your students to just let them know..."we are here for you."
Ronald Romances Johnson | Coordinator, Supplemental Instruction & Tutoring
Center for Learning And Student Success (CLASS)
Florida Atlantic University
777 Glades Road, GS 223
Boca Raton, Florida 33431
(O) 561.297.0945 | www.fau.edu/class

"Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity." - Gen. George S. Patton

From: Supplemental Instruction Discussion List [mailto:SINET@LISTSERV.UMKC.EDU] **On Behalf Of** Kathleen M. Fortner
Sent: Friday, February 15, 2013 11:41 AM
To: SINET@LISTSERV.UMKC.EDU
Subject: Re: Motivating students to attend SI
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Kathy Fortner
LSS Program Coordinator - PAL
Schoolcraft College
Livonia, Michigan
From: Supplemental Instruction Discussion List [mailto:SINET@LISTSERV.UMKC.EDU] **On Behalf Of** Ira Fabri
Sent: Friday, February 15, 2013 11:15 AM
To: SINET@LISTSERV.UMKC.EDU
Subject: Re: Motivating students to attend SI
Hi Hilary.

We are experiencing the same problem with one of our ECON classes. We are working on making the leaders' emails announcing the sessions more 'interesting' putting some more information about difficult topics she will go over, jazzing them up a bit. We are also thinking of three more actions we may take if better emails do not have the desired effect: 1) asking the teacher to allow the leader to give a 5-10 minute demonstration of how an SI session works, at the beginning of class; 2) 3 distributing more detailed information about how and why SI works; 3) re administering the survey with new times (sometimes students change their schedules a couple of weeks into the semester and the first survey results become 'deceiving').

We did #3 in the past, but have never done #1 and #2. I will welcome all your opinions and advice.

Thanks,

Ira Fabri
Coordinator, Supplemental Instruction & Tutoring Services
American University
Academic Support Center
Mary Graydon Center 231
202-885-3443
fabri@american.edu

-----Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> wrote: -----
To: SINET@LISTSERV.UMKC.EDU
From: "Risser, Hilary"
Sent by: Supplemental Instruction Discussion List
Date: 02/15/2013 11:00AM
Subject: Motivating students to attend SI

Hello everyone,
We have just started SI this semester in our mathematics courses (College Algebra through Diff Eq). Our issue is that we are having trouble motivating students in some of the lower level classes to attend the SI sessions. Here are some things that the SI leaders are currently doing to encourage attendance.

1. Write the dates and times of SI on the board each class period
2. Post information about what will be covered in SI on a website the students can access
3. Send e-mails to remind students about upcoming test dates and relevant SI sessions
4. Personally invite students they sit near in class to SI sessions

We piloted SI in a course last fall (Calc 2). The attendance at SI sessions was quite good. Much better in fact than attendance this semester in the lower level courses. We don't want to use a stick (e.g. requiring attendance) to try and get struggling students to attend SI because we feel that it will change how they perceive it and

consequently how effective it is. Does anyone have any ideas how we might encourage them to attend?
Thanks for the help,
Hilary

Hilary Smith Risser, Ph.D.
Associate Professor
Department of Mathematical Sciences
Montana Tech
hrisser@mtech.edu

To search past discussions on the SI-Net, visit our archive at http://groups.google.com/group/si-net

To add or remove from this mailing list, please go to <http://listserv.umkc.edu/scripts/wa.exe?SUBED1=SINET&A=1> or send an email message to the address listserv@listserv.umkc.edu, with the text SIGNOFF SINET in the body of the message.

You are subscribed to the SINET list as fabri@AMERICAN.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.

To search past discussions on the SI-Net, visit our archive at http://groups.google.com/group/si-net

To add or remove from this mailing list, please go to <http://listserv.umkc.edu/scripts/wa.exe?SUBED1=SINET&A=1> or send an email message to the address listserv@listserv.umkc.edu, with the text SIGNOFF SINET in the body of the message.

You are subscribed to the SINET list as kfortner@SCHOOLCRAFT.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.

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Problems or questions should be directed to manager@listserv.umkc.edu.

	A	B	C
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2			
3	***Saturday, February 16***		
4	*2:00pm*	*Bus Leaves for RDU*	
5	*2:15pm*	*Eat at KANKI*	
6	*3:30pm*	*Bus continues to RDU*	
7			
8	*4:15pm*	*Charter flight to Tallahassee, FL*	
9	*6:15pm*	*Arrive in Tallahassee, FL*	
10			
11	*6:25pm*	*Bus to Practice*	
12	*7pm*	*Practice*	
13	*8:15pm*	*Bus to Hotel*	
14			
15	*8:15pm*	*Check into Hotel:*	
16			**Hotel Duval**
17			**415 N Monroe Street**
18			**Tallahassee, FL 32301**
19			**850-224-6000**
20			
21			
22	*8:45pm*	*Snack in Opal Room*	
23	_____	*Curfew*	
24			
25	***Sunday, February 17***		
26			
27	*8:30am*	*Film in Opal Room*	
28	*9am*	*Breakfast in Opal Room*	
29			
30	*11:15am*	*Bus leaves for Arena*	
31	*1:00pm*	*Beat Florida State*	
32			
33	*3:15pm*	*Meal outside Locker room*	
34			
35	*4:00pm*	*Bus leaves for airport*	
36	*4:30pm*	*Charter flight to RDU*	
37	*6:15pm*	*Arrive at RDU*	
38			
39	*6:20pm*	*Bus leaves for Chapel Hill, NC*	
40	*6:40pm*	*Bus Arrives in Chapel Hill, NC*	
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	A	B	C
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50	***WEATHER IN Tallahassee, FL***		
51		***High***	***Low***
52	*Saturday*	*58*	*34*
53			
54	*Sunday*	*58*	*34*
55			
56	***THINGS TO TAKE***		
57	_____ *Government Issued I.D.*		
58	_____ *Practice Gear (1 set)*		
59	_____ *Basketball Shoes*		
60	_____ *Ankle Braces*		
61	_____ *Government Issued I.D.*		
62	_____ *Books for study hall*		
63			
64	*****NOTE: ALL PLAYERS MUST BE DRESSED THE SAME WHEN WE TRAVEL. SENIORS COMMUNICATE***		
65		***THIS WITH UNDERCLASSMEN***	

	D	E
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51	***Other***	
52	*Partly Cloudy*	
53		
54	*Sunny*	
55		
56		
57	_____ *Toiletries*	
58	_____ *Under garments for practice and games*	
59	_____ *Government Issued I.D.*	
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65		

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Friday, February 15, 2013 2:16 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: The Digital Switch: Moving A Classroom-Based Course To Online Or Hybrid

---

Having trouble viewing this email? Click here

The Digital Switch: Moving A Classroom-Based Course To Online Or Hybrid

Wednesday, March 13 – 2:00-4:30pm EDT

Registration: http://www.innovativeeducators.com/product_p/1062.htm

Innovative Educators

Free Resources

- Best Practices in Designing Online Courses
- Ten Best Practices for Teaching Online
- A Technophobe's Guide to Managing Online Courses
- Study Shows Promise and Challenges of Hybrid Courses
- Proposal Pushes Ontario Colleges to Do More Online Education
- Purdue Kicks Off Global Online Education Project
- Colorado Study finds "No Significant Difference" in Online Science Courses
- Promise and Pitfalls in Online Ed

Webinar Overview

Online learning is a growing trend. Instructors need to be prepared to develop an online course that increases student engagement and learning. How do you decide which delivery mode is best suited for your course: face-to-face, online, or hybrid? What are the benefits of online and hybrid courses? Are some subjects more suited to one style of delivery over the other? What are the best practices for developing and delivering online and hybrid courses?

This webinar will answer some of the most pressing questions about course delivery today. Participants will discover how to create online learning environments that lead to student success based on best practices and trends nationwide.

Webinar Objectives

- Articulate the benefits of online or hybrid delivery methods
- Explore best practices and nationwide trends
- Describe strategies for developing and delivering an online or hybrid course
- Identify tools for assessing whether a course fits comfortably into a face-to-face, online, or hybrid delivery mode
- Discover how to create online learning environments that lead to student success

Webinar Speaker(s)

Debra Runshe is an Instructional Development Specialist at Indiana University. She assists staff and faculty in addressing complex teaching and learning issues relating to teaching methods, assessment, and the use of instructional technology. Her dedication to quality teaching, has led to her involvement in many national endeavors. As a member of the Carnegie Foundation's CASTL Program: Scholarly Inquiry about Active Pedagogies cluster group, she explored active learning pedagogies in universities across the nation and presented the findings nationally. She has been involved in several grant projects funded by: Fund for the Improvement of Post Secondary Education (FIPSE), National Science Foundation (NSF), and Department of Education (DOE). Presently, as a member of Cohort VI of the Inter/National Coalition for Electronic Portfolio Research she is exploring the use and best practices in portfolio learning. She is also participating in the FIPSE project: "Connect to Learning: ePortfolio, Engagement, and Student Success," a nationwide educational innovation project focused on exploring and strengthening best practices in ePortfolio pedagogy.

Innovative Educators

3277 Carbon PL
Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

Free Offerings

Webinar
Best Practices For Moving Lab-Based Science Courses Online Safely & Effectively - February 22

Go2Knowledge Case Studies & Demo - February 28

StudentLingo Workshops - Free Trial

Upcoming Webinars

View all events

February 2013

27
Three Generations, One Classroom: Using Generational Theory To Understand & Motivate Your Students

28
The Critical Mind: Instructional Strategies That Promote Higher Order Thinking Skills

March 2013

1
The Most Successful Student Retention Strategies

5
Student Motivation: Practical Strategies That Will Increase Engagement, Learning & Retention

7
Online Student Success: The Key To Keeping Students Motivated & Engaged

19
Cheating In The 21st Century: Strategies To Tackle Online Academic Dishonesty

26
To Share Or Not To Share? FERPA Compliance Training For Front Line Staff

April 2013

3
Cyberbullying On Campus & Off: New Approaches To Conduct & Prevention

25
Hiring Faculty & Staff: Best Practices & Legal Standards For Today's Complex Process

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From: Shannon Roberts <serober4@ncsu.edu>
Sent: Friday, February 15, 2013 3:54 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Drive In Conference Save the Date
Attach: Save the Date.pdf

Greetings Academic Professionals,

It is time for NC State's ASPSA to announce the theme of the12th Annual Drive-In Conference------

Lights, Camera, Action: The Spotlight is on Academic Support for Student Athletes!

The theme is in reference to the myriad of academic controversies appearing in the media. We are extremely excited for the event, and would like invite you and your staff to join us. Please see the attached 'Save the Date' and pass it along to your staff and campus colleagues. The conference will feature presentations from three ACC institutions - N.C. State, Clemson, and Virginia - as well as a panel discussion including the Directors of Academic Support from N.C. State, Georgia, UNC Charlotte, North Carolina Central, Elon, and Richmond.

No need to RSVP now; a formal invitation will be headed your way.

Don't forget to save the date and spread the word! See you in April.

Shannon Roberts
Assistant Academic Coordinator
Academic Support Program for Student Athletes
North Carolina State University

Follow ASPSA on Twitter @ASPSA1

SAVE THE DATE:

PRODUCTION : 12th Annual Drive-In Conference

SCENE

Lights, Camera, Action! The spotlight is on Academic Support for Student Athletes.

TAKE

12

DIRECTOR : North Carolina State University

CAMERA : Academic Support Program for Student Athletes

DATE : Friday, April 26, 2013

From: Paul Pogge <ppogge@uncaa.unc.edu>
Sent: Friday, February 15, 2013 5:06 PM
To: Cricket Lane <cricket@uncaa.unc.edu>
Cc: Bridger, Beth <bridgerb@email.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>
Subject: Re: SCORES

Thanks, Cricket. Beth and Wally, could one of you provide some documentation about SCORES that shows our increased efforts specifically through that program to maintain academic integrity, develop academic skills, and convey our academic expectations?
Thanks very much and have a great weekend,
Paul

>>> Cricket Lane 2/14/2013 3:03 PM >>>
That would be Beth Bridger or Wally Richardson -- she/he usually did academic programming with Football in the summer

>>> On 2/14/2013 at 2:20 PM, in message <511D38F7.BBD : 23 : 27025>, Paul Pogge wrote:

> Do you have any documentation of SCORES that shows our increased efforts specifically through that program to maintain academic integrity, develop academic skills, and convey our academic expectations?
>
> >>> Cricket Lane 2/14/2013 2:05 PM >>>
>
> >>> On 2/14/2013 at 11:24 AM, in message <511D0FA2.748 : 23 : 27025>, Paul Pogge wrote:
>
> > Cricket,
> > Sorry for yet another email. Do you also have any documents related to the SCORES program that I could include as exhibits?
> > Thanks,
> > Paul

From: Crocs <email@crocs-email.com>
Sent: Saturday, February 16, 2013 8:21 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Don't miss it: FREE SHIPPING this weekend

---

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the boat shoe with a crocs twist.

men's tideline sport »

I change color!

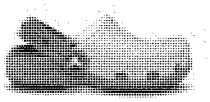

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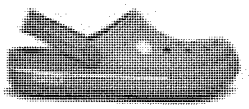

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this email was sent by:
Crocs Retail, Inc. | 7477 East Dry Creek Parkway | Niwot, CO 80503

From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Saturday, February 16, 2013 5:11 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: ECU Baseball/Softball Events Cancelled Due to Weather

---

Use this link to view a web version of this message.

Inclement Weather Causes Game Cancellations

Sunday Baseball and Softball Events Cancelled

Due to the snow storm currently blanketing the Greenville, N.C. area, which is expected to continue through Sunday with freezing temperatures, the baseball game against Virginia and the final day of games in softball's Pirate Clash originally scheduled for Sunday have been cancelled.

Anyone who has purchased an individual game ticket for the Sunday baseball game against Virginia may exchange the ticket for a future Pirate Baseball home game this season, with the exception of the NC State contest on April 2nd.

The women's basketball team, which defeated Conference USA's top-ranked squad from SMU this past Thursday, is still scheduled to play the Southern Miss Golden Eagles on Sunday at 1:00 p.m. inside Williams Arena at Minges Coliseum. Adult tickets are $5 each and youth ages 17 and under receive free admission.

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

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Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: **athletictickets@ecu.edu**.

From: Crocs <email@crocs-email.com>
Sent: Sunday, February 17, 2013 8:13 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FREE SHIPPING ends tomorrow!

---

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his favorite, now for her.

women's walu loafer »

take it easy.

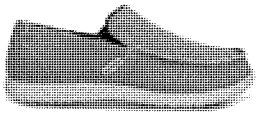

men's santa cruz »

fun with flowers.

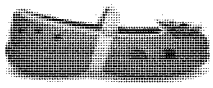

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this email was sent by:
Crocs Retail, Inc. | 7477 East Dry Creek Parkway | Niwot, CO 80503

From:	Chancellor's Task Force on Technology Commercialization <noreply@qemailserver.com>
Sent:	Sunday, February 17, 2013 10:53 AM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	Reminder: UNC Faculty Commercialization Survey

Dear Carolina Faculty Member,

Chancellor Thorp has assembled a Task Force on Technology Commercialization that is charged "to develop an integrated strategy and plan of action for commercialization of technology at UNC". Your views on what can be done to enhance technology development and commercialization at the university will be invaluable to the Task Force.

The Task Force wishes to learn about your experience on this campus and your experiences at your previous institutions with respect to technology commercialization. We ask you to fill out a short survey that will take about 10 minutes to complete. The survey is designed to gain a broad representation of campus views on technology development and commercialization in the context of the mission of the university.

Follow this link to the Survey:
Take the Survey

Or copy and paste the URL below into your internet browser:
https://unc.qualtrics.com/WRQualtricsSurveyEngine/?Q_SS=3t839PCqB5DzoMt_dmPcvT1TUYYBgd7&_=1

This data generated from this survey will be incorporated in the Task Force's report to the Chancellor. All responses are confidential and will be used in aggregate statistical analysis. No particular individual will ever be identified in any report, presentation, or publication in which the data from this survey are used. This survey is conducted under an approve IRB.

The Task Force sincerely appreciates your efforts in completing this survey.

Sincerely,

Dhiren Thakker

Maryann Feldman (please address questions to feldmanm@email.unc.edu)

PLEASE COMPLETE THE SURVEY BY FEBRUARY 22, 2013.

Follow the link to opt out of future emails:
Click here to unsubscribe

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Monday, February 18, 2013 5:10 AM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Message from Chancellor Thorp

Dear Carolina students, faculty and staff,

Earlier today, Washington University in St. Louis announced that I will become the provost and hold an endowed professorship in the departments of chemistry and medicine. The appointments are effective July 1.

When I announced my decision last September to step down as chancellor, I was humbled and flattered by your outpouring of support. This exciting new opportunity represents the best of both worlds. My new positions will enable me to return to my passions of teaching and research while, at the same time, as the chief academic officer, will allow me to continue many of the administrative duties that I've enjoyed as chancellor.

For more than two years, there is no question that we have faced some of the most difficult issues to come before the University in decades. We have met those challenges head on and put much-needed reforms in place. It's been painful, but we've become a better university as a result.

I'm proud of the University's recent accomplishments, including making our first top 10 appearance in federal funding for research and development; growing undergraduate admissions applications by 43 percent - the largest five-year gain in recent campus history; positioning Carolina as a leader in our country's debate about college costs, retention and attainment; bringing the national spotlight to our efforts to promote innovation and entrepreneurship; and working successfully with our local community partners, especially the Town of Chapel Hill.

I'm confident that Carolina is in a better place, and the next chancellor will continue to build on the progress we've made working together. I expect a seamless transition this summer and pledge to continue to do everything that I can until the day I leave South Building to make sure that my successor is in the best possible position to succeed.

I will always love Carolina. This University and this community have been my home for more than 25 years, and have meant more to me personally and professionally than I can measure or describe.

With great respect and appreciation for all of you and what you do for Carolina,

- Holden Thorp

This email is sponsored by: Office of the Chancellor

From: Crocs <email@crocs-email.com>
Sent: Monday, February 18, 2013 6:23 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Ends tonight: FREE SHIPPING

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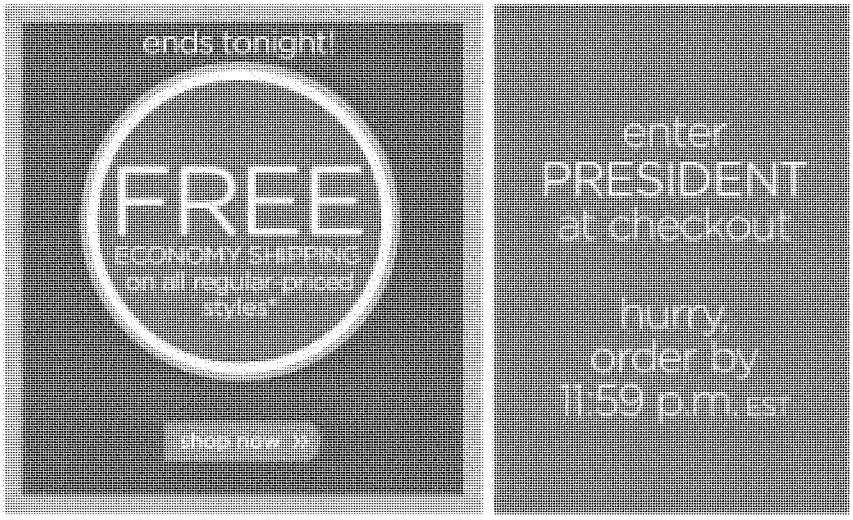

comfortable, never sloppy.

men's walu »

easy-going as dad's.

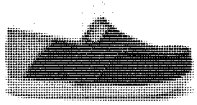

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Loudermilk Center for Excellence and Kenan Stadium

Week of February 18, 2013

Date	Event	Time	Location
2/18	Explore Carolina	8:00-10:30 AM	Concourse Club
2/19	Women's Bible Study	12:00-1:00 PM	Concourse Club
2/19	Champions For Christ	8:00-9:00 PM	Concourse Club
2/20	Meeting with Bubba	11:00 AM-1:00 PM	Upper Club
2/20	Faculty/Staff Bible Study	12:00-1:00 PM	Concourse Club
2/20	Athletes in Action	8:00-9:00 PM	Concourse Club
2/22	Explore Carolina	8:00-10:30 AM	Concourse Club
2/23	Sports Med Seminar	9:00 AM-5:00 PM	Weight Room
2/23	FB Academic Presentation	Noon-3:30 PM	Upper Club
2/23	Coaches Circle	12:30-2:30 PM	Concourse Club
2/23	FB Recruit Viewing Party	3:30-6:30 PM	Concourse Club
2/23	Field Hockey Event	TBD	Pope Box
2/24	Visiting Team Use-SB	12:00-7:00 PM	Visiting Team Locker Room

Week of February 25, 2013

Date	Event	Time	Location
2/25	bCLA	6:00-9:00 PM	Concourse Club
2/26	Women's Bible Study	12:00-1:00 PM	Concourse Club
2/26	Champions For Christ	8:00-9:00 PM	Concourse Club
2/27	Faculty/Staff Bible Study	12:00-1:00 PM	Concourse Club
2/27	Athletes in Action	8:00-9:00 PM	Concourse Club
2/28	CREED Mentors	6:00-9:00 PM	Concourse Club
3/1	EXSS Research Symposium	7:30 AM-7:30 PM	Concourse Club
3/1	Phi Gam Pig Dinner	6:00-9:00 PM	Upper Club

Week of March 4, 2013

Date	Event	Time	Location
3/4	Explore Carolina	8:00-10:30 AM	Concourse Club
3/4	CREED	6:00-9:00 PM	Concourse Club
3/5	Women's Bible Study	12:00-1:00 PM	Concourse Club
3/5	Career Fair	5:30-8:30 PM	Concourse Club
3/5	Champions For Christ	8:00-9:00 PM	Concourse Club
3/6	Faculty/Staff Bible Study	12:00-1:00 PM	Concourse Club
3/6	Athletes in Action	8:00-9:00 PM	Concourse Club
3/8	Young Alumni	8:30 AM-4:30 PM	Upper Club
3/8	Concussion Symposium	8:00 AM-6:00 PM	Concourse Club
3/9	Concussion Symposium	8:00 AM-6:00 PM	Concourse Club
3/9	Lacrosse Pre Game Meal	TBD	Upper Club

From: mailer@infusionmail.com on behalf of Ph.D. Robert A. Rohm <insights@personality-insights.com>
Sent: Monday, February 18, 2013 8:02 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Tip of the Week - Sometimes we must take a detour before we can reach our destination!

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Personality INSIGHTS

Tip of the Week

by Robert A. Rohm, Ph.D.

Home Page | Books and More | Personality Reports | Training Programs | Need a speaker?

Tip: Sometimes we must take a detour before we can get to our destination!

Have you ever been on a trip and suddenly seen a detour sign ahead of you? Perhaps it was placed there because of an accident or road construction. In any case, your journey was about to turn in a different direction. Having to go in a different direction may have been upsetting to you; especially if you were in a hurry or if you were trying to reach your destination to meet a deadline. But, detours in traffic, and in life, are a fact that no one can deny.

As I look back on my own personal journey, I am amazed at some of the detours I have taken that have led me to where I am today. I started my aspirations to success as an assistant paperboy. A few years later I got a job as a life-guard. Next I was a construction worker and then later became a delivery driver for the company for which I worked. I eventually became a full-time student and after college, the youth director of a church. After that, I was a school teacher and then a school principal. My life took another turn and I became an associate pastor and later became a pastor. Then I moved into the world of speaking and became a motivational speaker. And finally I reached my current destination of business owner and entrepreneur. All of those experiences have shaped my life, and you know what? I am grateful for each one of them. There is no way that I could understand or be where I am today if I had not had the opportunities that I have had to take detours in life.

If you have been fortunate enough to have had one job for forty years, are now retired and living on a nice pension with lots of benefits, then I have one word for you: Congratulations! But, I think all of us would agree that scenario is more of a rarity now than it was just a few decades ago.

The fact is that we all learn and grow on a daily basis. If every person reading this Tip could share their story, they would reveal that many times they have ended up in places they never imagined they would have gone. But, detours are not all bad. A detour can cause us to slow down in life. Sometimes we all need to stop and smell the roses. Detours cause us to see new scenes as we travel roads we perhaps would never have traveled otherwise. And, it is on those roads that we see sights, meet people, and have experiences that we would have missed if we had not been on the detour.

Just last year I took a detour and ended up on the backside of nowhere. But, I stopped at a roadside restaurant that had the best peach pie I've ever had in my whole life. What a great detour *that* was!

Detours can also help us find shortcuts. It is amazing to me how much traffic gets log-jammed on the road when there may be a shortcut only a couple of blocks away that we could take if we only knew our way around. A detour helps us to find new ways to get to where we are going.

Detours can happen in our personal relationships as well. I would venture to guess that none of us who have children realized the extent or cost of the commitment we were making when we became parents. Having a family certainly changes the direction of almost everything we wanted to do in life. Hopefully, it turned us in a better direction than we would have been going otherwise. Yet, even in families, sometimes relationships end. But still those kinds of painful detours can lead us to do things better at our next given opportunity.

The older I get, the more I appreciate having to take a detour.

Personality INSIGHTS INSTITUTE

Training Opportunities

Las Vegas
LEVEL 1
Behavioral Studies
March 21-23
To register, call
800-509-DISC

Atlanta
Speakers Boot Camp
April 22-24
To register, call
800-509-DISC

Especially for Educators
LEVEL 1
Basic Studies
April 15-18, 2013
To register call
978-928-4764

Durham, NC
LEVEL 1
Behavioral Studies
April 18-20
To register, call
800-509-DISC

Although it is forced upon us at times, it pays rich dividends because it does things for us that we would otherwise have missed. Anyone who has lived long enough to see the power that a detour can bring into a person's life has no doubt come to a place in the road where they simply could not go on the route they had originally intended any longer. The detour becomes necessary, and ultimately it becomes a blessing because it leads them to their final destination.

The next time you are traveling and come to a detour in the road, rather than being frustrated and upset, why not ask yourself where this experience could take you? It may be something as simple as finding a great piece of peach pie, or it may mean a new job opportunity, or perhaps running into the love of your life. Let a detour become your friend because it is on that journey that you may find everything that you are looking for without realizing that was the purpose of the detour all along!

Tip: Sometimes we must take a detour before we can get to our destination!

Have a great week! God bless you!

Dr. Robert A. Rohm

Toronto
Behavioral Studies
March 25-27
To register, call
866-534-6094

Cambridge
Behavioral Studies
April 18-20
To register, call
519-221-1212

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From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Monday, February 18, 2013 4:56 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: ECU Baseball Game Delayed Tuesday

Use this link to view a web version of this message.

Game Delay due to Inclement Weather

pir@mail
Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

GET TICKETS | ECUPIRATES.COM | PIRATE CLUB | STORE | PHOTOS

Tuesday Baseball Game Start Time Delayed
Due to the inclement weather expected early Tuesday in the Greenville, N.C. area, the baseball game against Campbell has been delayed. Originally scheduled for a 3:00 p.m. afternoon start, first pitch has been moved to 6:00 p.m.

Tickets for the game may be purchased through the **Online Ticket Center**. The stadium ticket office will open operations beginning at 4:30 p.m.

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

Share this Pir@mail:

Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: **athletictickets@ecu.edu**.

From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Monday, February 18, 2013 7:50 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: What's On Deck This Week at ECU!

Use this link to view a web version of this message.

What's On Deck | 02.19 - 02.24

pir@mail
Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

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What's On Deck - Upcoming Pirate Athletic events

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

Share this Pir@mail:

Like

Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: **athletictickets@ecu.edu**.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, February 18, 2013 8:18 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Payment Card Industry Data Security Standard (PCI DSS) Online Training

---

To: Credit Card Merchants
University Business Managers

From: CERTIFI Committee

The University's credit card policies as well as Payment Card Industry Data Security Standards stipulate that everyone involved in the credit card environment is required to complete PCI training on an annual basis. Since credit card information is considered to be sensitive information, everyone involved in the credit card environment must also complete the ITS Security Awareness Training. These trainings apply not only to those who have access to full credit card numbers, but also to those who have access to truncated credit card numbers that can be found in credit card receipts, payment gateways, and merchant statements. These trainings also apply to IT support/ developers of applications and software that access or process credit card information or interface with credit card payment gateways.

In order to provide education and training about protecting payment card data with the PCI Data Security Standards, an online training portal has been developed with Vigitrust. A guide for registering and using the portal is available on the Finance Training web site at http://finance.unc.edu/finance-division/training/training-overview.html#merchant. Two online training courses, PCI Basic 2013 and PCI DSS Comprehensive 2013, are now available at http://pci.vigitrust.com/unc. Please have all individuals in the credit card environment register through this link using their University email address.

-The course titled "PCI DSS Comprehensive 2013" should be completed by the following:
1. The individual who completes the annual Self-Assessment Questionnaire.
2. Individuals who are the IT support of payment applications and software.
3. All CERTIFI (Compliant Electronic Receipt Transactions through Innovation and Financial Integrity) committee members.

-All others involved in the credit card environment is required to complete the course titled "PCI Basic 2013."

ITS Security Awareness Training is located at https://itsapps.unc.edu/ITSSelfStudy/.

It is the responsibility of the department's Credit Card Merchant Contact to make sure that everyone involved in the credit card environment in their area completes the appropriate PCI training course and ITS Security Awareness Training in a timely manner. The deadline for completing the PCI training and ITS Security Awareness Training is March 15th, 2013.

The CERTIFI Committee appreciates your support to complete this training program. If you have any questions, please email pci_training@unc.edu or jenacton@unc.edu.

This email is sponsored by: CERTIFI Committee

From: Dan Tudor <dan@sellingforcoaches.ccsend.com>
Sent: Tuesday, February 19, 2013 9:41 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: 15 Effective Ways to Recruit the Coaches of Your Prospects

View this as a webpage... Click here!

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COLLEGIATE STRATEGIES

College Recruiting Weekly

February 19, 2013 Volume 9, Issue 8

15 Effective Ways to Recruit the Coaches of Your Prospects

It's no secret that the current high school and club coaches are holding more and more power over the recruiting process, especially since so many college coaches are being forced to keep up with their competition by going through those prep and club coaches to arrange conversations with younger and younger athletes.

The result? Saavy college coaches are realizing they need to systematically recruit the coaches of their prospects.

Of course, that's a much more difficult challenge:

Recruiting a prospect and his or her parents has a pay-off for them, in that they will receive scholarship money or at least the opportunity to have sports be a part of their college experience. Their coaches, on the other hand, are (at their best) feeling a sense of needing to protect and shield their young athletes from college recruiters, or (at their worst) bent on guiding their young athletes towards the program that will bring the most notoriety and prestige to the high school or club program that they play for currently.

No matter their motives, they are now a major player in the battle for the best recruits. And, how you "sell"

them on your program is going to be an increasingly important piece in the overall recruiting puzzle - and how successful you are at it.

With that in mind, we compiled data from our **On-Campus Workshop** focus groups and our other **research** and came up with a list of the most successful ways to effectively recruit the coaches of your current high school and club prospects. I don't see it as being critical that you are...

CLICK HERE TO CONTINUE

5 More Ways to Get Coaches On Your Side

We're digging a little deeper for our **TRS Clients** and **Premium Members** here in a few days, as we unveil five more ways to win over coaches. These tips are good, so make sure to watch for it this Thursday.

Plus, we're going to be giving you some additional training that a lot of you have been talking with us about...we'll save the topic as a surprise, so keep an eye out for a really great special training session for you later this week, Coach!

Not a TRS Client? Click here.

Want to become a Premium Member? Click here.

Have questions? ***Email Dan directly at dan@dantudor.com***

Hey Coach: Got "Lagniappe"?

*by **John Brubaker**, Author & Performance Consultant*

Coach Brubaker will be one of our featured speakers at the upcoming National Collegiate Recruiting Conference in Charlotte, North Carolina. To find out more about the event, click here.

The Super Bowl just witnessed by millions took place in New Orleans, Louisiana. While the game and its pageantry were the main attraction, the experience of New Orleans itself is a close second.

Why? Quite simply because *lagniappe* is part of their culture. The word *Lagniappe* (pronounced Lan-Yap) is a creole word, that originated in Louisiana which means something extra or a little more. It's that little something extra someone gives you as their way of saying thank you or expressing appreciation.

I can assure you there was a lot of *lagniappe* going around New Orleans during Super Bowl week; everyone from store owners to street vendors make it a best practice. It isn't just during Super Bowl week though, "a little more" is the norm in Louisiana and the exception most other places.

Recruiting is big business and in every business there is a line where exceptional service and profitability meet but I would argue losing prospects because you don't...

CLICK HERE TO CONTINUE

Youngest Head Coach in NCAA Takes on Challenge of Rebuilding Program

by Doug Roberson, Atlanta Journal Constitution

Two years ago, Oliver Reynolds was a senior at Samford, leading the Bulldogs to the NCAA men's tennis tournament.

Now, Reynolds, just 24 years old, may be the youngest head coach in any Division I sport (those records aren't kept).

An Atlanta native, Reynolds is in charge of The Citadel's program, which like Samford plays in the Southern Conference.

"Everybody said as long as you know what you are doing and get the job done, it doesn't matter what age you are," he said.

Reynolds took over a program that hadn't had much success. The Bulldogs hadn't won a conference match since March 23, 2010.

Kemper Baker, who coached Reynolds at Samford and brought him with him to The Citadel as an assistant coach, left for the College of Coastal Georgia in late January and Reynolds was promoted to interim coach on Feb. 4. This year's team has yet to start conference play, but under Reynolds it is 5-1.

"I've been able to learn as much as I can about college tennis in the past year and a half," he said. "I'm not nervous. Everything is going smoothly since everything happened. I'm just trying to keep the guys focused"...

CLICK HERE TO CONTINUE

Watch Our Latest Free Webinar: "Creative Ways to Get Your Prospect to Talk"

Last week, Dan Tudor taught over 100 college coaches how to interact their prospects more effectively in our "Creative Ways to Get Your Prospect to Talk" webinar class, hosted by NCSA Athletic Recruiting.

If you weren't able to attend live, you can view the recorded 20-minute special educational workshop this week!

CLICK HERE TO WATCH THE WEBINAR

You can also view our most recent series of webinar sessions when you click that link.

In this age of overcoming complacent recruits who are thirsty for an original message from college coaches who are recruiting them, this is must-have information.

Looking for more recruits to build your next recruiting class? More and more coaches are using **NCSA Athletic Recruiting** to help construct great classes. If you haven't registered to see the incoming 2014 and 2015 prospects they have listed in their database, **click here** to get your free access.

Dan Tudor to Teach Special Four Hour Message Session at 2013 NCRC

On the last morning of this year's

National Collegiate Recruiting Conference, Dan Tudor will teach a special four hour session on creating a smarter, more strategic recruiting message. This special session will incorporate the new NCAA recruiting contact rules and timelines, which are "game changers" for college recruiters.

That's in addition to the incredible line-up of coaches, speaker and recruiting experts from around the country that are going to be a part of this annual event.

If you're serious about upgrading your recruiting skills heading into the new year, you need to be at this one-of-a-kind event, coming up this June 7-9 in wonderful Charlotte, North Carolina.

RESERVE YOUR SEAT NOW AND SAVE!

UPDATE: Discounted hotel rooms are still available for early registrations!

It's going to be our best event ever, and we want you there to hear from the best minds in the business!

CLICK HERE TO FIND OUT MORE

Dan 2006 Picture

SCHOOLS REVISITING "NO VISIT" POLICY

Interesting recruiting story here from ESPN.com's Mitch Sherman on schools that have a "no visit" policy for committed players. This is a different approach for teams trying to gain leverage and helps schools know where they stand with the recruit. What do you think about the "No Visit" policy? Let us know...**CLICK HERE**

Dan 2006 Picture

GET THE LATEST RECRUITING NEWS AND TIPS THIS WINTER!

Looking to up your knowledge level as we get into Spring? Getting our tips, articles and exclusive news can help. So make sure to follow Dan on Twitter to get the latest advice on how to better recruiting your next class of prospects! **CLICK HERE**

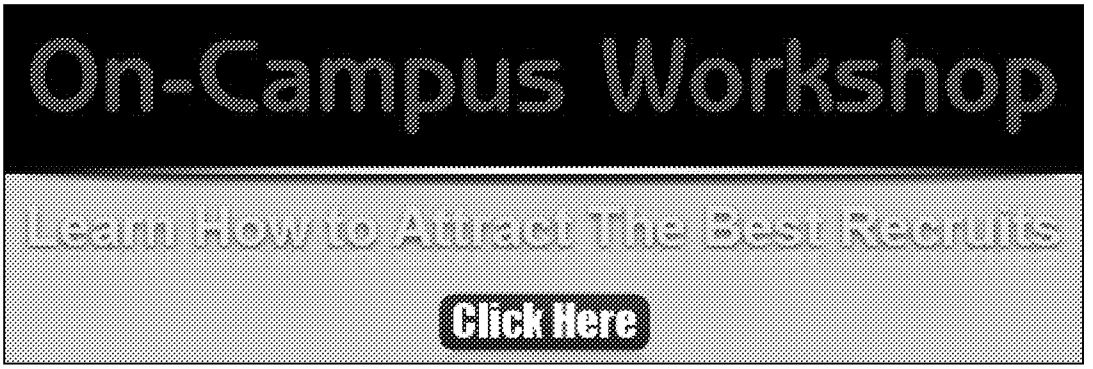

College Swim Coaches Look To Stand Against Recruiting High School Juniors

by Swimming World Total Access

Recently, the NCAA approved a boatload of recruiting deregulation that opened the floodgates for communication between coaches and recruits beginning this summer. The NCAA has, however, tabled the possibility of opening the door even wider by allowing high school juniors to also be contacted.

The College Swim Coaches Association of America looks to stand against this tabled rule from ever going into the rulebook. CSCAA Executive Director Joel Shinofield recently sent an open letter to his membership calling for all college coaches to fight to keep high school juniors from entering the recruiting pool in this way.

To put that in perspective, Olympic gold medalist Katie Ledecky (pictured above) would have been thrown into the recruiting pool this summer after completing her sophomore year at Stone Ridge. So, Ledecky, who will turn 16 in March, would see her incoming communication from coaches skyrocket heading into her junior year of school.

Here is Shinofield's letter in full...

CLICK HERE TO CONTINUE

Are Colleges Stalking Student Athletes?

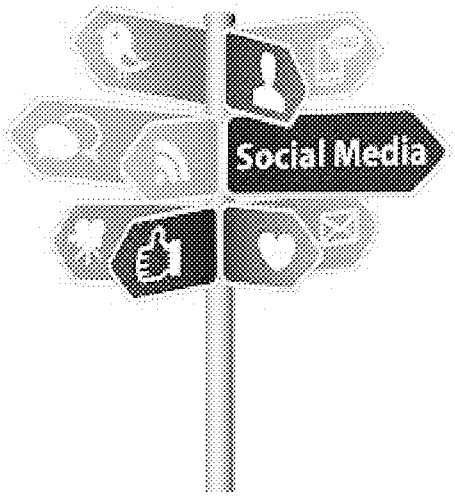

by Kayla Faria, The Daily Record

A university that stalks or bans student-athletes' Facebook and Twitter accounts may be legally out of bounds, sports law experts say.

University athletic departments are following the trend set by professional sports teams to regulate social media. But university officials who ask student-athletes for social media passwords or registered handles to monitor their activity or prohibit them from using social networking sites are violating freedom of speech rights and exposing schools to lawsuits by increasing legal liability, law experts said at a recent sports law symposium.

At a global leaders forum in Toledo, Ohio, on Feb. 1, University of Michigan Athletic Director Dave Brandon admitted that the university hired consulting firms that would "friend" and "follow" student-athletes using a bogus account, then monitor their activity on Facebook and Twitter - essentially "catfishing," before the term became synonymous with Notre Dame linebacker Manti Te'o, who maintains that he was duped into an online relationship with a woman who never existed...

CLICK HERE TO CONTINUE

10 Year Olds Being Recruited Now May Not Be Able To Play In High School

by Bob Cook

About every state high school athletic association has rules regulating the recruitment of tween and teen students for the purpose of athletics. Thanks to a story that appeared Jan. 26 in The Times of Northwest Indiana, I know now high schools in that state are worried about recruitment of

athletes who have just reached double-digits - not in basketball scoring average, but in age.

Basically, what the bylaw, which went into effect for the 2012-13 school year, does is extends rules governing sports-related transfers during high school way, way back to the latter stage of elementary school. Here is bylaw 20-2 in full:

It's a shame a 10-year-old and his or her family, and a state high school athletic association, has to worry about pre-pre-teen recruiting, but as long as coach's fortunes and jobs depend on a won-loss record, it's going to be hard to stop anyone from doing it...

CLICK HERE TO CONTINUE

Sign-up for the Newsletter!
CLICK HERE

Forward this email to other coaches!

SafeUnsubscribe

Constant Contact

This email was sent to bridgerb@uncaa.unc.edu by dan@dantudor.com |
Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.

Tudor Collegiate Strategies | 455 Kern St | Suite D | Shafter | CA | 93263

From: Beller, Debra L <debra_beller@unc.edu>
Sent: Tuesday, February 19, 2013 10:08 AM
To: campus solutions staff users <cccs_staffusers@listserv.unc.edu>
Subject: [cccs_staffusers] REMINDER: ConnectCarolina outage TONIGHT Feb. 19, 5pm to approx. 11pm

---

ConnectCarolina will have a planned maintenance outage TONIGHT, Tuesday, Feb. 19, starting at 5:00pm and ending around 11:00pm. ConnectCarolina will be down during this time frame. This impacts Campus Solutions and other systems.

You can view the list of impacted services and the latest system status here: http://ccinfo.unc.edu/system-status/

We appreciate your cooperation and support as we continue to make ConnectCarolina more efficient for our users.

Thank you.

Debra Beller
Communications Specialist
ConnectCarolina, Enterprise Applications, ITS
University of North Carolina at Chapel Hill
Phone: 919-843-0477
Website: http://its.unc.edu/enterprise/enterprise-applications/

From: Humphries, Sarah <shumphries@unc.edu>
Sent: Tuesday, February 19, 2013 10:10 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: RE: honorary coach for women's basketball??

Absolutely, I always want to make sure we get our money's worth out of the PA announcer so it's good to keep him busy with a full script!

Sarah

From: Bridger, Beth
Sent: Tuesday, February 19, 2013 9:56 AM
To: Humphries, Sarah
Subject: RE: honorary coach for women's basketball??

Am booked for this season, but will put on my list for next year!

Thanks!

We will have guest coaches for Sunday, but nothing for video board.

Also, we do have 3 again for Boston College---will shorten their bios down…I tried on the last 3, but seemed to still run long with the announcer. Practice makes perfect, right?

From: Humphries, Sarah
Sent: Monday, February 18, 2013 10:50 AM
To: Bridger, Beth
Cc: Penny, Rachel
Subject: FW: honorary coach for women's basketball??

Beth,

We got the attached email regarding guest coaches for women's basketball. I assumed you were all booked for the rest of the season but wanted to pass the names along just in case.

Thanks!

Sarah

From: Rachel Penny [mailto:rfpenny@uncaa.unc.edu]
Sent: Monday, February 18, 2013 10:47 AM
To: Humphries, Sarah
Subject: Fwd: honorary coach for women's basketball??

I assume this is too late, but who handles honorary coaches?

Rachel

Rachel Penny
Assistant Director of Marketing
University of North Carolina Athletics
rfpenny@uncaa.unc.edu
(919) 962-5499
@rfpenny

UNC HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, February 19, 2013

Upcoming Dates and Deadlines

Feb. 21: It Takes All Types: Intro to MBTI class
Feb. 26: Valuable Presentation Skills class
Feb. 26: ULEAD information session
Feb. 27: Managing Interactions with your Employees class
Feb. 28: Managing Menopause Workshop
March 5: ULEAD information session
March 12: ULEAD information session
March 13: Work Well, Live Well Expo
March 15: ULEAD applications due

Information for Employees

2012 Total Compensation Statements

FROM: Ashley Nicklis, Benefits & Work/Life Programs
Office of Human Resources

This week, staff and faculty members will receive an exciting piece of mail – their personalized Total Compensation Statement from the Office of Human Resources.

The statement provides each employee's total annualized salary and benefits contributions, leave earnings, and the amount the University contributes to individual benefits. All amounts shown are as of Dec. 31, 2012.

OHR is committed to ensuring that employees have all of the information that's necessary to make their employment experiences as positive as possible. These statements are just part of our effort to ensure that all employees understand their compensation and benefits, as well as the value of the University's financial commitment to each employee.

We encourage employees to carefully review this information. Having these figures readily available is essential to understanding how employees and the University share these costs.

MetLife Group Term Life Insurance Special Enrollment

FROM: Ashley Nicklis, Benefits & Work/Life Programs
Office of Human Resources

In January 2013 we experienced a 5 percent decrease in MetLife Group Term Life Insurance rates! Now it's time to ask, "Has your life insurance coverage kept up with your life?"

The University of North Carolina at Chapel Hill realizes that life insurance is an important part of your benefits program, and we have arranged for MetLife to offer a special enrollment opportunity that allows you to:

- Enroll in life insurance or increase your coverage with fewer health questions
    - Enroll your spouse and/or domestic partner (subject to full evidence of insurability)
    - Enroll eligible children with no questions asked
- Benefit from a variety of special features including will preparation and estate resolution services that can be used today and in the future
- Pay premiums through convenient payroll deduction

Starting the week of Feb. 25, MetLife Group Term Life Insurance information and enrollment instructions will be delivered to each employee's campus mailbox address. ***The materials will show the MetLife logo – please do not discard them.*** Employees should receive reminder post-cards and a customized packet showing current coverage and/or available coverage options available as a result of this enrollment period.

Life Insurance benefits from the University of North Carolina are convenient and affordable. **Take advantage of this opportunity to update and view your current coverage online from March 4–22 at www.metlife.com/mybenefits.** First-time users will need to click on the "Register Now" link to create a unique user name and password.

If you are currently enrolled and wish to maintain coverage, no action is required.

If you have questions about your MetLife Group Term Life Insurance, contact a MetLife Customer Service Consultant toll-free at **877-638-4671**, Monday–Friday, from 8 a.m.–11 p.m.

University Leadership Education and Development (ULEAD) Program Accepting Applications

FROM: Verita Murrill, Training & Talent Development
Office of Human Resources

The Office of Human Resources is accepting applications for its University Leadership Education and Development (ULEAD) program, which helps University managers strengthen quality leadership competencies and skills through collaboration, strong curriculum and knowledgeable faculty.

For more information on the program, including eligibility, a video featuring recent ULEAD graduates, and the schedule of interest meetings, visit hr.unc.edu/training-talent-development/specialized-programs-and-resources/ulead/.

The program is designed to help high performing, highly motivated managers meet the challenges of the changing higher education environment.

Whether you want to become a stronger leader, advance in your career or simply learn innovative techniques that will enhance the performance of your unit, speak with your manager today about enrolling in ULEAD. This program provides an opportunity to develop the skills necessary to understand, embody and model the mission, vision, values and goals of the University.

ULEAD participants are nominated by their managers to take part in a rigorous curriculum composed of several core classes, a comprehensive assessment, peer coaching and team

projects that are designed to have a significant impact on improving institutional effectiveness. Class topics include crucial conversations, negotiation, leading change, strategic thinking, appreciative leadership and the business of higher education.

This program is free for all participants, but only a limited number of applicants are accepted. Applications will be accepted through March 15, and are available online at http://hr.unc.edu/form-finder/training-and-talent-development-forms/ulead-application-form/ or by contacting William Frey (will_frey@unc.edu) in OHR at 962-9685.

ULEAD

University Leadership Education And Development

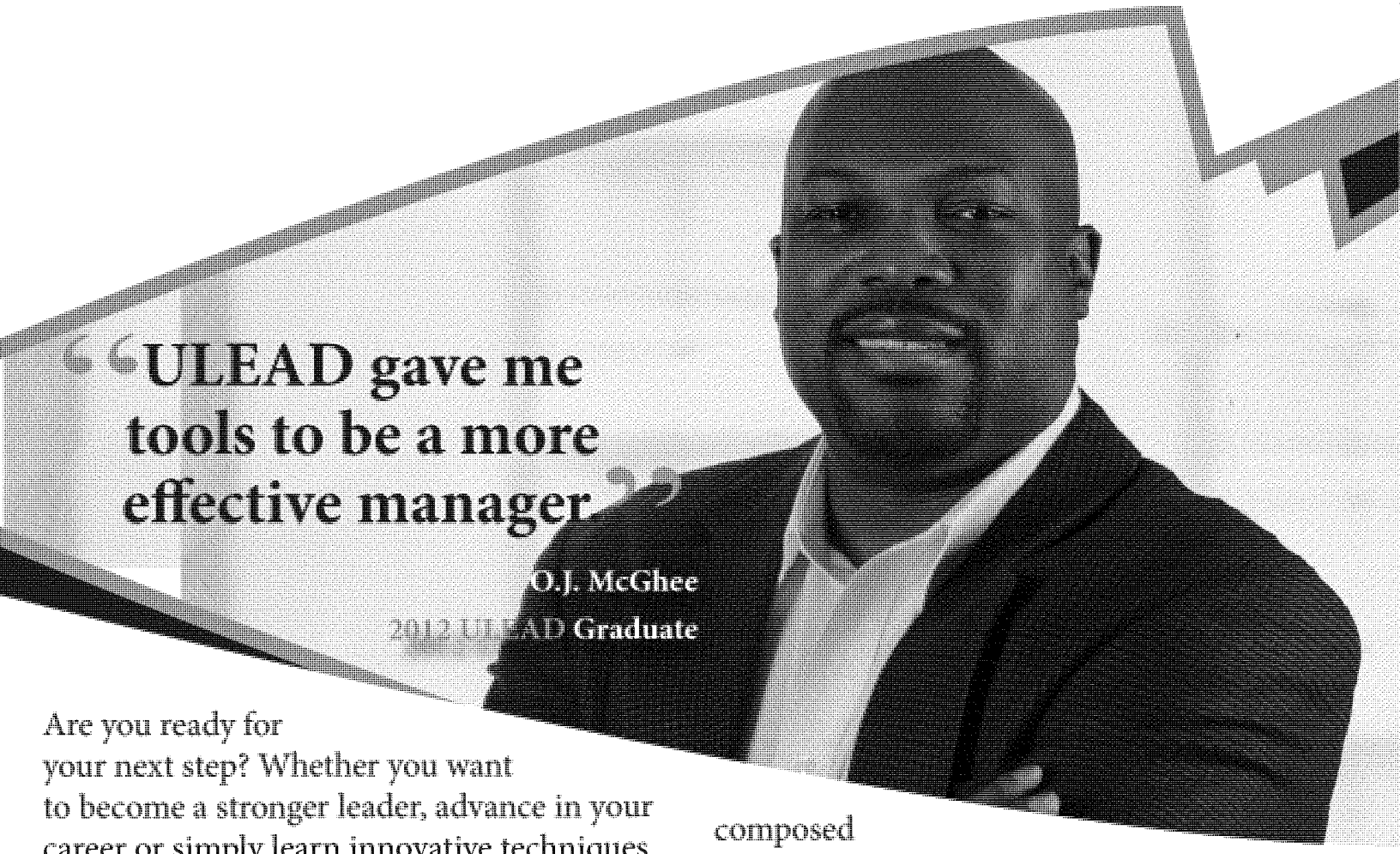

Are you ready for your next step? Whether you want to become a stronger leader, advance in your career or simply learn innovative techniques that will enhance the performance of your unit, take a look at the ULEAD program!

ULEAD provides an opportunity to develop the skills necessary to understand, embody and model the University's mission, vision, values and goals. Challenge your abilities with this competitive four-month program.

Participants are nominated by their managers to take part in a rigorous curriculum composed of core classes, a 360-degree assessment, peer coaching and team projects that are designed to have a significant impact on improving University effectiveness.

This program is free for all participants, but only a limited number of applicants are accepted. Apply online at http://hr.unc.edu/training-talent-development/.

UNC HUMAN RESOURCES

Career Development of Student-Athletes: Assessment Components

The researchers are hoping to collect data on the following variables in order to obtain a comprehensive view of the career development of student-athletes at a Division I institution. Any feedback on additional variables to consider or existing tools that examine career development would be greatly appreciated!

- Career readiness of student-athletes
  - Perceived career readiness (*Note: a person who responds low in each of the following categories has high career readiness)
    - Career choice anxiety
    - General indecisiveness
    - Need for career information (before choosing/entering a career)
    - Need for self-knowledge (before choosing/entering a career)
  - Perceived possession of career-related skills
    - Career-related skills (in consideration)
      - Resume writing; interviewing skills; career planning / setting career goals; experience in career field; knowledge of career field; performance in classroom; communication (written; oral); leadership; work on a team; work independently; critical thinking; analytic skills; problem solving; motivation; prioritization; detail-orientation

- Factors influencing career readiness of student-athletes
  - Awareness of available career development services
  - Motivation to utilize career development services
  - Degree of utilization of available career development services
  - Time availability

- Demographics
  - Sport
  - Academic major
  - GPA
  - Gender
  - Age
  - Academic year
  - Ethnicity/Race

From: Oracle University <reply@oracle-mail.com>
Sent: Tuesday, February 19, 2013 3:15 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Be Our Guest! Web Seminar on Introduction to Agile

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Learn Oracle from Oracle

Be Our Guest!
Web Seminar on Introduction to Agile

Free Web Seminar

Introduction to Agile
Monday, Feb 25
11:00am to 12:00pm PT
(2:00pm to 3:00pm ET)

Sign up Now!

About the Instructor

Ron Weisinger has been in software consulting for over 25 years. He has worked with manufacturing, distribution, and consumer product companies during that time. Ron joined Oracle in 1994 and for the last 6 years has been with Oracle University as a Senior Principal Instructor teaching the Supply Chain products including the Agile Collaboration and Administration products.

Save the date

Free Web Seminar!
Introduction to Agile

Oracle University invites you to join us for a Free **one-hour** Web Seminar delivered by **Ron Weisinger**. In this Seminar, Ron introduces Agile's Product Lifecycle Management (PLM) core module – Product Collaboration. Product Collaboration serves as the centerpiece of your PLM system, and interfaces seamlessly with Product Quality Management (PQM), Product Portfolio Management (PPM), Product Cost Management (PCM) and Product Governance & Compliance (PG&C). Ron also describes how Agile's object-oriented approach enables Users to take full advantage of the solution's 'tailorability'. Key features of the User Interface are reviewed and some core functionality is also presented.

This Web Seminar Includes:

- Product Collaboration Basics
- The User Interface
- Lifecycles & Workflow
- Other Interesting Features

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Oracle University features Live Virtual Classes, online learning with live delivery of lectures and labs. The trainers are Oracle University expert instructors who deliver an educational experience that is comparable to our traditional in-class training—without the need for expensive travel. In this Web Seminar, you will see online learning in action.

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***Please note that there are system requirements to join this seminar.**

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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Tuesday, February 19, 2013 4:12 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Communicating In Crisis: How & When To Inform Family Members

---

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Innovative Educators

Free Resources & Trainings

- **Webinars & Workshops**
  - Campus Safety: Using NaBITA Survey Results To Improve Management Of Behavioral Intervention Teams: March 15
  - Go2Knowledge Case Studies& Demo - February 28
  - StudentLingo Workshops - Free Trial
- How School Communicate in a Crisis
- The Post-Crisis Crisis
- Schools find new ways to communicate during crisis
- Higher Education's 9/11: Crisis Management
- Campus Crisis Management Plan (Purdue)
- Emergency Management Plan (Washington and Lee)

Webinar Overview

With so many serious campus incidents in the news, from assaults to shootings to student deaths, higher education administrators are formulating plans on how to communicate, respond, and reach out specifically to parents and families during a campus crisis. This program will present two case studies and, during one scenario, invite the participants to formulate their responses to each stage of a crisis. The presenters will also report on the results of their survey of 33 institutions of higher education about how they communicate with parents in crisis. The purpose of this session is to present best practices in the area of crisis communication with parents, based on literature review as well as real-life experiences of higher education parent programs' professionals.

Webinar Objectives

Participants will:

- Learn to relate the benchmark elements of successful communication with parents and family members during a campus crisis
- Be able to determine what constitutes a good communication plan
- Discover which practices work well and which don't, from the perspective of two parent programs' professionals
- Learn about the interdepartmental partnerships that are necessary for building a successful communication plan

Webinar Speaker(s)

Branka Kristic joined Hofstra University in January 2007 as the inaugural director of the Parent and Family Programs. Before coming to Hofstra, Branka was the Assistant Director of Academic Affairs and Special Programs at Columbia University. Her work with students, parents, and families has convinced her that parents can be essential partners to college administrators in supporting student academic and personal success. Branka holds a Master of Arts in Education from Columbia University, Teachers College, and a Bachelor of Arts from Queens College. Three of her four children are in college or have recently finished it, offering her first-hand opportunities to experience and deal with many frustrations and joys of being a college parent.

Donna Krivoski began working part-time with parents at Lafayette College in 1990 and was assigned the task of developing a full parent services program. Now, as Director of Parent Relations, she oversees a variety of parent publications, committees, and programs. Donna has a Bachelor of Science degree from Shippensburg University. Her experiences in teaching high school, guiding her children through college and working with students, parents, faculty, and administrators in the college setting for over 20 years has given her insight to some of the most effective ways to communicate with parents and collaborate with other campus departments.

Donna Krivoski and Branka Kristic presented at the AHEPPP (Association of Higher Education Parent/Family Programs Professionals) Conference 2010 on the topic of

Upcoming Webinars

February 2013

19
Responding To A Student Death: How To Create A Proactive Response Plan For Your Campus

20
Training Front Office Staff: Handling Difficult & Disruptive Behaviors

21
Managing Psychotic, Manic & Delusional Students: How To Reduce Legal Risk & Increase Student Safety

27
Identifying & Managing Aggressive Student Behaviors, Attitudes & Emotions

March 2013

6
Why Emotions Matter: Helping Students Develop Non-Cognitive Skills That Lead To Success

13
Asperger's Disorder: Practical Strategies For Identifying, Understanding & Supporting Students

15
How To Support Student Veterans & Increase Retention During The Critical First Year

27
Destructive Romantic Relationships: How To Help Students Recognize Warning Signs & Make Healthy Decisions

April 2013

2
Best Practices In Alcohol Education: 10 Core Concepts To Teach College Students

3
Cyberbullying On Campus & Off: New Approaches To Conduct & Prevention

4
Graduate Students In Distress: How To Recognize Warning Signs & Avoid Violent Results Of Stress, Strain & Strife

communicating with parents in a campus crisis.

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Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

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3	***Thursday, February 21***	
4	*4:00pm*	*Bus leaves for Blacksburg, VA*
5	*4:40pm*	*Eat at Cutting Board*
6	*5:40pm*	*Continue to Blacksburg*
7		
8	*9:00pm*	*Check into Hotel:*
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14	*9:30pm*	*Snack in Latham Ballroom*
15	_____	*Curfew*
16		
17	***Friday, February 22***	
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19	*8:00am*	*Breakfast in Restaurant (This will be optional for each person)*
20		
21	*11:00am*	*Lunch in Latham Ballroom*
22	*11:30am*	*Film in Private Room*
23		
24	*12:45am*	*Bus leaves for Shoot Around*
25	*1:00pm*	*Shoot Around*
26	*2:15pm*	*Bus returns to hotel*
27		
28	*4:30pm*	*Pregame Meal in Latham Ballroom*
29		
30	*7:10pm*	*Bus leaves for Arena*
31	*8:30pm*	*Beat Virginia Tech*
32	*10:30pm*	*Meal outside Locker room*
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34	*11:00pm*	*Bus leaves for Chapel Hill, NC*
35	*2:30am*	*Bus Arrives in Chapel Hill, NC*
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	C	D	E
1			**Virginia Tech**
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9	**The Inn at Virginia Tech and Skelton Conference Center**		
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11	**Blacksburg, VA 24061**		
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49	***WEATHER IN Blacksburg, VA***	
50		***High***
51	*Saturday*	*47*
52		
53	*Sunday*	*40*
54		
55	***THINGS TO TAKE***	
56	_____ *Government Issued I.D.*	
57	_____ *Practice Gear (1 set)*	
58	_____ *Basketball Shoes*	
59	_____ *Ankle Braces*	
60	_____ *Government Issued I.D.*	
61	_____ *Books for study hall*	
62		
63	*****NOTE: ALL PLAYERS MUST BE DRESSED THE SAME WHEN WE TRAVEL. SENIORS COMMUNICATE***	
64		***THIS WITH UNDERCLASSMEN***
65		
66	*2. MatchingTravel wear. You must look alike. Shirt included.*	
67	*3. Books to study*	

	C	D	E
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49			
50	***Low***	***Other***	
51	*29*	*Mostly Sunny*	
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53	*32*	*Light/ Freezing rain*	
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56		_____ *Toiletries*	
57		_____ *Under garments for practice and games*	
58		_____ *Government Issued I.D.*	
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From:	Chancellor's Task Force on Technology Commercialization <noreply@qemailserver.com>
Sent:	Wednesday, February 20, 2013 3:29 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	Reminder: UNC Faculty Commercialization Survey

Dear Carolina Faculty Member,

Chancellor Thorp has assembled a Task Force on Technology Commercialization that is charged "to develop an integrated strategy and plan of action for commercialization of technology at UNC". Your views on what can be done to enhance technology development and commercialization at the university will be invaluable to the Task Force.

The Task Force wishes to learn about your experience on this campus and your experiences at your previous institutions with respect to technology commercialization. We ask you to fill out a short survey that will take about 10 minutes to complete. The survey is designed to gain a broad representation of campus views on technology development and commercialization in the context of the mission of the university.

Follow this link to the Survey:
Take the Survey

Or copy and paste the URL below into your internet browser:
https://unc.qualtrics.com/WRQualtricsSurveyEngine/?Q_SS=3t839PCqB5DzoMt_dmPcvT1TUYYBgd7&_=1

This data generated from this survey will be incorporated in the Task Force's report to the Chancellor. All responses are confidential and will be used in aggregate statistical analysis. No particular individual will ever be identified in any report, presentation, or publication in which the data from this survey are used. This survey is conducted under an approved IRB.

The Task Force sincerely appreciates your efforts in completing this survey.

Sincerely,

Dhiren Thakker

Maryann Feldman (please address questions to feldmanm@email.unc.edu)

PLEASE COMPLETE THE SURVEY BY FEBRUARY 22, 2013.

Follow the link to opt out of future emails:
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From: Edward Hallowell M.D. <melissa@allaboutminds.ccsend.com>
Sent: Wednesday, February 20, 2013 3:31 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: February Newsletter

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New York, NY 10023
TEL 212.799.7777
www.hallowellcenterny.com

Dr. Hallowell Newsletter

www.drhallowell.com **February 2013**

Greetings!

It is a hallmark of the Hallowell approach to ADHD that families impacted by ADHD understand the positives, and the risks, as they work to manage ADHD issues.

Dr. Hallowell's response to a parent concerned about explaining ADHD to her children is a wonderful example of the power of the positive approach. What child wouldn't get excited by his words?!

As always, this month's newsletter provides a healthy "diet" of helpful tips, resources and information. Enjoy!

Melissa Orlov, editor

Dr. Hallowell Explains the Risks of Over-Prescribing Adderall on the Dr. Oz Show

Hallowell Centers Strength-Based Philosophy:

First we search for what is good, strong and healthy in a person, then what is in need of remediation.

The Hallowell Centers integrate the latest research on brain, body and heart. We help people with emotional issues and learning disabilities lead happier, more productive lives through a positive, balanced treatment approach.

FAQ

Q: Our daughter's kindergarten teacher spoke with us about the signs she saw in our 6 year old. We have her 1st appointment coming up and we have filled out the forms. How do we approach the subject of appointments and tests with her? Also, how do we explain this to our 8 year old child who is very inquisitive and will also be tested soon?

A: Any child old enough to go through psychological testing is old enough to be told the test results (though younger children need less detail than older kids). I start with asking them simple questions: "You know how you sometimes have trouble paying attention in school?" Jed nods. "That's because your mind is zipping around all over the place, bursting with new ideas. And that's great! That's why you'll do amazing things and have fun all your life. But you need help taking care of your race-car brain, so I'm going to teach you how to put on the brakes."

SKYPE coaching is available at each Center

Want to Learn More? Simply place a call to one of our new patient specialists:

***New York City**: 212-799-7777*
***Sudbury, MA:** 978 287-0810*

Upcoming Events

Dr. Hallowell Live

March 16
Keynote Speaker: 2013 American Montessori Society Annual Conference
Orlando Florida
Presentation: Igniting Every Child's Full Potential. The Institute of Montessori Education now offers Mining Magnificent Minds training to their teachers.

March 20
ADHD: A New Vision
Marist College Poughkeepsie, NY

April 10
Learning & The Brain Alfred Lerner Hall, Columbia University
Presentation: Igniting Every Child's Full Potential

July 15-19
Dr. Hallowell's ADHD Summer Enrichment Camp at Leelanau School
Students entering grades 5 thru 12 and parents.

August 12-16
Cape Cod Institute
Presentation: Unwrapping the Gifts: A Strength-Based Approach to ADHD Across the Life Span.

Sudbury Center

Trouble focusing? - Check this Working Memory Quiz to see if your score warrants further investigation. Rebecca Shafir M.A.CCC, speech/language pathologist and neurotherapist is offering free 15 minute phone inquiry sessions to discuss how Cogmed Working Memory Training (a very powerful executive function) can help you. Contact the Hallowell Center or call 978 287 0810.

NYC Center

Partners in ADHD - Does your ADHD relationship strain under time management troubles? Is your partner running late regularly and losing track of time

If your child has questions, answer them. Just keep the answers simple, brief, and upbeat. It's important for them not to feel defined by ADHD. Having attention-deficit disorder is a bit like being left-handed. It is part of who you are, not who you are. Read more in this ADDitude Article. To learn what to tell your school, read chapter 11 of SuperParenting for ADD. You may also find this discussion group on ADDConnect to be helpful.
- Dr. Hallowell

Students, Help Your Teacher Help You

Cindy Goldrich, Ed.M., ACAC

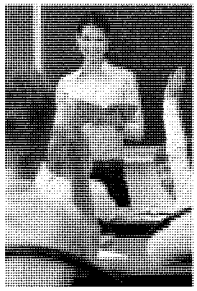

Do you ever wish that your time at school could benefit you more? Do you wish that your teachers understood you better and knew how to help you achieve more?

It may take some courage, some new skills, and maybe some insight into your self, but the results may make a tremendous difference in how comfortable you are in school, your grades, and what you really get out of your education. **Learn More Here.**

Diet Strategies Improve Mood and Focus

Sarah Reiff-Hekking, Ph.D.

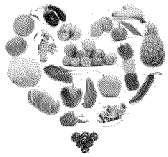

Eat. Regularly. 3-4 times a day. Healthy food.

You've heard it before, right? Do you DO it?

I've been a proponent of eating whole foods since before most people knew they weren't eating them. Despite the availability of information about healthy eating and the healthier options in the fast food markets, I find that asking my clients about their eating habits still makes a big difference. **Learn More**

ADHD and Children, Teens and Young Adults

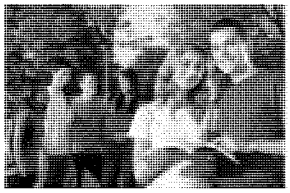

Dr. Hallowell on Promoting Learning and Life Long Joy -
The FENN School posted the video of Dr. Hallowell's presentation to their families, on recommendations for children and their families, including love, the importance of class ranking, religion, electronics, connections and family ties. Watch the video here.

Easy to Love But Hard to Raise - The forward to this book was written by Dr. Hallowell and is now a Reader's Choice finalist for Children with Special Needs in About.com. Designed for parents, this book captures true stories and emphasizes the need for community. Vote here.

ADHD Summer Camp for Children and Parents with Dr. Hallowell -
Designed for children in grades 5 - 12 and their parents, this camp helps families build stronger bonds in a beautiful setting. July 15-19, 2013. **Register by February 1st for a 10% discount**. Watch the video and learn more here.

and things? Join others who share these issues in our Partners of adults with ADHD support group. Learn more here

FREE Teleseminar Feb 27 @ 9pm - Tutoring Your ADHD Student - You don't want your child to fall behind - learn the 4 Essentials to Successful tutoring. Register here.

The CrazyBusy Family
These 'separate but similar' workshops are designed to introduce both you and your teen to skills designed to reduce stress, anxiety, and physical/mental distress.
For Grades 6-8 or 8-10
Starts March 2nd. Learn more here.

Calm and Collected -
Parenting Your Child with ADHD - Learn the tools to support your child's success in school, at home, and in life! Starts April 10. Learn more here.

ADHD & Marriage

The Hidden Effect of ADHD on Couples, CE -
Most clinicians who work with couples will encounter ADHD issues in their practices, and yet, since an estimated 90% of adults with ADHD are currently undiagnosed, client and social worker are often unaware that ADHD may be playing a significant role in couples' dysfunction. March 11, Learn more here.

Couples' Seminar with Melissa Orlov - The ADHD Effect In-Depth -
Turn around your relationship and learn to thrive! This seven-session seminar will help you take the ideas from The ADHD Effect on Marriage and apply them to your own relationship. Starts April 9, Learn more here.

Dr. Hallowell Presenter Topics

CONNECT: THE OTHER VITAMIN C - We live under the influence of a dangerous paradox: while we are far more connected electronically than ever before in history, we are disconnecting with each other as well as with the many other connections that give meaning to our lives.
Connection, is as essential for health, success, joy, and longevity as ascorbic acid. Living

Dr. Hallowell on the Dr. Oz Show - The Dangers of Over-Prescribed Medication
Kids who want an "A" in class are now taking medications? "These medications are not M&Ms", says Dr. Hallowell. The casual belief, of taking medications for better focus or to "be number one", is creating dependencies in our young adults. Watch this Dr. Oz video to learn more.

ADHD Diagnosis and Treatment - Do you think you or someone in your family may have ADHD? Read Dr. Hallowell's recommendations on the Dr. Oz website.

Young People with ADHD Earn Less and are More Likely to be Unemployed - A recent study indicates that Young Adults with ADHD have greater difficulty in their careers than those who do not have ADHD. This reinforces how important it is that families directly and aggressively deal with helping children with ADHD develop strategies for success as early in life as possible, using all means that are known to be effective for managing symptoms. Read more here.

ADHD Diagnosis Up Substantially -
Children are being diagnosed with ADHD at a higher rate in recent years. This may be contributed by heightened awareness among parents and physicians. Read more here.

Can ADHD be Confirmed and Predicted by DNA? - A Spanish researcher believes that a DNA chip can help confirm diagnosis, predict how it will evolve and recommend treatment, for people with ADHD. Read More at PsychCentral.

Are Sensory Processing Difficulties an actual "Disorder" or a Characteristic of Another Disorder? - Difficulties tolerating and processing sensory information can be a characteristic of Autism spectrum disorder, ADHD, developmental coordination disorders and childhood anxiety disorders. The use of sensory-based therapies may include activities that stimulate the vestibular, auditory, proprioceptive and tactile systems, and can be helpful as one of the components of a comprehensive treatment plan. Read the article in its entirety in Pediatrics.

ADHD and Adults

Dr. Hallowell 10 Tips on Forgiveness
- Do yourself a favor and practice forgiveness, is Dr. Hallowell's advice during a Sunday Service in Charlotte. Read all the tips here.

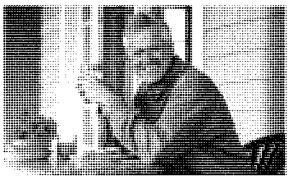

The Role of Neuropsychological Assessment in the Evaluation and Treatment of ADHD -
Find out what should go into an ADHD evaluation, who should be doing it, and how to pick the right professional? Listen to the audio file and view the accompanying PowerPoint at CHADD NYC.

Was Your Valentine's Day "Picture Perfect"? - Too many couples find that Valentine's Day is a yearly reminder of what they don't have - the "picture perfect" marriage. Read the four tips for reinforcing that you care every day of the year at adhdmarriage.com.

CrazyBusy Tip

The Importance of a Good Night's Sleep

without enough of it can cause low-grade depression, lethargy, lack of get-up-and-go a demoralizing feeling of purposelessness, and can even lead to an early death.

However, the problem is eminently solvable. In this presentation, I will give you the practical steps you can take to experience the full and marvelous powers of connection.

Best of all, unlike most steps we might take to improve health and well-being, creating a connected life is fun!

I'm eager to share not only what I've learned but what science has proven: connection, the other vitamin C, is the most transformative force for good in all of human existence.

Learn More on Engaging Dr. Hallowell's Speaking Services here.

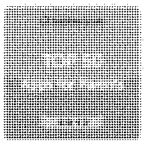

According to the Division of Sleep Medicine at Harvard Medical School, your body requires sleep the same way it needs to eat, drink, and breathe. Extensive research has been done on the effects of sleep and shows that it plays a vital role in promoting physical health and emotional well-being.

This explains why, after a good night's sleep, you feel better, your thoughts are clearer, and your emotions are less fragile. Without adequate sleep, judgment, mood, and ability to learn and retain information are weakened.

HOW MUCH SLEEP DO YOU NEED?

* Pre-schoolers (3-5 years old) 11-13 Hours
* Children (5-10 years old) 10-11 Hours
* Teens (11-17 years old) 8-9 Hours
* Adults 7-9 Hours

Chances are you are you are like most Americans and aren't getting the recommended amount.

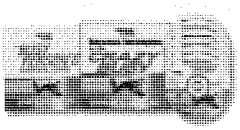

CrazyBusy Tips are available in book, CD, MP3 format and as an iPhone App
Click here to learn more

Quote of the Month:

"I can think of no more precious resource than the spirits of our children. Life necessarily breaks us all down somewhat, but to do it unnecessarily to our children in the name of educating them -- this is a tragedy."

- Edward M. Hallowell, M.D., Driven To Distraction: Recognizing and Coping with Attention Deficit Disorder from Childhood Through Adulthood

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From: Turnitin Academy <academy@turnitin.com>
Sent: Thursday, February 21, 2013 8:02 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Turnitin Academy - Best Practice: Multiple Submissions

Turnitin Academy

Having trouble? View as Webpage

Best Practice:

Multiple Submissions

Allowing students to submit each draft multiple times before the due date helps them foster the development of their own writing.

Create an incentive to start and submit work early. Students who turn in their work early will have a chance to look at their OriginalityCheck feedback to see if they've adequately integrated their sources and then make changes as appropriate before resubmitting by the due date. There is a 24-hour waiting period before the next report will be processed to prevent devious students from resubmitting their assignments too often to prevent them from trying to iteratively bring down their similarity score.

Enabling multiple submissions also shows that you trust your students, allowing them to see their feedback immediately and take corrective action. This also alleviates some of the anxiety students may have around the use of Turnitin by using it in a non-threatening and supportive way.

This strategy is great at the beginning of a course when students are still adjusting to the new coursework and instructor, and as a way to reinforce the importance of proper source integration. As stakes increase later in the term, you can start to raise expectations as well and not allow the multiple submissions, though formal draft assignments are still recommended.

Learn more about this classroom strategy and more by joining the on-demand Turnitin Academy class, "Best Practices for Teaching with Turnitin."

Watch This Class

Watch Full Course

WHEN TO GENERATE ORIGINALITY REPORTS

There are three options for choosing when Originality reports are generated. These options are accessible when creating or editing an assignment under Optional Settings. Here's what each one means:

Generated Originality Report Settings

Immediately (first report is final) - Originality Reports for all submissions will be generated immediately. Students cannot resubmit papers. Submissions must be deleted by the instructor to enable resubmission.

Immediately (can overwrite reports until due date) - Originality Reports for the initial submission by each student user to this assignment will be generated immediately. Students may resubmit as often as the student wishes until the assignment due date. Originality Reports for the second or subsequent submission will require a 24-hour delay before the Originality Report begins processing. Only the latest submission is available to the instructor or student. Previous versions are removed. Originality Reports will regenerate within an hour of the due date and time to allow student submissions to compare against one another within the assignment. A change in the Originality Report similarity index may result from the regeneration of the reports. This option is typically used when students are self-

reviewing and revising their submissions and able to view the Originality Report. No resubmissions are allowed after the due date and time of the assignment.

On due date - Originality Reports will not be generated for any submission until the due date and time of the assignment. Students may resubmit as many times as needed until the due date and time without receiving reports. Resubmissions may not be made after the due date and time of the assignment.

Learn more about Assignment Options

EVENTS

WEBINARS

Basic Training Walkthrough | See schedule for dates and times.
Turnitin Academy Live Professional Development | On-demand
Turnitin 30-minute Webcast Series | See Schedule
Turnitin Talk - New and Upcoming Features | Mar 19

CONFERENCES

ICAI Annual Conference | San Antonio, TX | Feb 26-28
5th International Private Education Forum | Moscow, Russia | Feb 28 - Mar 2
AOC Annual College HE Conference | London, UK | Mar 3
NERCOMP 2013 | Providence, RI | Mar 11-13
Committee on Publication Ethics European Seminar | London, UK, Mar 22

CONNECT

SHARE YOUR STORY

Do you have a success story you'd like to tell? Share them on one of our social media pages.

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Lin Edi Blo

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If you no longer wish to receive any emails from Turnitin, click on the following link: Unsubscribe

From: National Football Foundation <news@footballfoundation.ccsend.com>
Sent: Thursday, February 21, 2013 1:15 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: The NFF California Showcase: Opening New Doors to College

NEWS RELEASE

Media Contact:
Phil Marwill
917-579-4256
pmarwill@footballfoundation.com
Twitter: @NFFNetwork

NATIONAL FOOTBALL FOUNDATION

Please use the following link to tweet this release:
http://bit.ly/12SfFEJ

The NFF California Showcase: Opening New Doors to College

Free events in Houston have set the stage for the inaugural NFF California Showcase, which will provide student-athletes in the region a new opportunity to connect with divisional college coaches from around the country.

IRVING, Texas - Feb. 21, 2013 – Building on the success of similar events in Houston and El Paso, Texas, the inaugural National Football Foundation (NFF) California Showcase, which will take place this weekend at the Home Depot Center in Carson, Calif., has attracted phenomenal interest with more than 600 student-athletes and 30 colleges registered to attend.

"This is going to be a huge success," said **Terry Donahue**, the College Football Hall of Fame coach at UCLA who has organized the Feb. 23 event in conjunction with the NFF Newport Beach Chapter. "It is an incredible opportunity for the kids to continue their education and play the great game of college football, and it's free. It's free to the players, and it's free to the colleges, and nobody is making a dime."

Participants, who all have to meet minimum academic standards, will compete in a series of athletic drills at the event designed to let divisional college coaches assess each player's potential, including a 40-yard dash and several agility tests. Academically, participants must meet at least one of the three following criteria: a GPA of 2.5 or higher; a rank in the top half of his graduating class; or an SAT score of 1000 (math and verbal only) or higher, or an ACT score of 18 or higher.

"We are excited about the outcomes of these events," said NFF President & CEO **Steve Hatchell**. "They are providing hundreds of student-athletes the opportunity to go to college where the path previously did not exist. The local organizers have been very successful at attracting the support required to stage these events. We are really appreciative of Coach Donahue's leadership in making the event happen in California."

Traditional combines charge student-athletes a fee to participate and colleges a fee to attend, but the organizers at the events in California and Texas realized that the fees create a barrier for student-athletes of limited means and colleges with tight budgets.

"There are so many combines and showcases, but this one really has legs to it because it's totally free for the players and the colleges. All they have to do is register and show up," said Donahue. "We hope that others areas of the country will follow Houston, El Paso and now us, and say let's do one here. This is going to be a huge success, and we're fired up."

Five years ago, the NFF Touchdown Club of Houston Chapter began hosting a similar event, which was quickly replicated in El Paso, Texas. The Houston organizers place the cost to run the event around $7,500 per year in their community, and they estimate that their event produces more than $8 million in annual scholarships. Donahue heard about the success of the Houston and El Paso initiatives and knew that Southern California had a similar void in providing student-athletes an opportunity to earn academic and participation scholarships at the divisional level. He set to work, leveraging his connections to make the event a reality in Southern California.

"Partnering with the National Football Foundation and having their brand on the event has been a big help," said Donahue. "The NFF chapters, the California Interscholastic Federation and the local news outlets have all been very helpful in promoting the event. Our only concern now is the weather."

The hopefuls at the NFF California Showcase will vie for academic and participation scholarships from NCAA

division II, III and NAIA schools, including institutions from Arkansas, California, Colorado, Florida, Illinois, Iowa, Kansas, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oregon, South Dakota, Tennessee, Texas and Wisconsin. The event allows the schools a unique opportunity to evaluate a large number of academically and athletic qualified student-athletes in a short period of time while minimizing their travel costs. The event is not open to student-athletes who have already signed Division I letters of intent.

"One of the things that has always bugged me about combines and camps is that they say they provide kids exposure to colleges," said **Chris Vaughan**, a key organizer of the Houston event and a board member of the NFF Touchdown Club of Houston Chapter. "I always felt like people were taking advantage of parents and kids, and this was something that we felt we could do without having to charge anybody anything. We just want kids who want to go to college and play football to have a chance to be exposed. After the first year, we knew that we were onto something good."

Click here for more details on the NFF California Showcase.

Click here for news coverage with quotes from the participants at the NFF Houston Showcase.

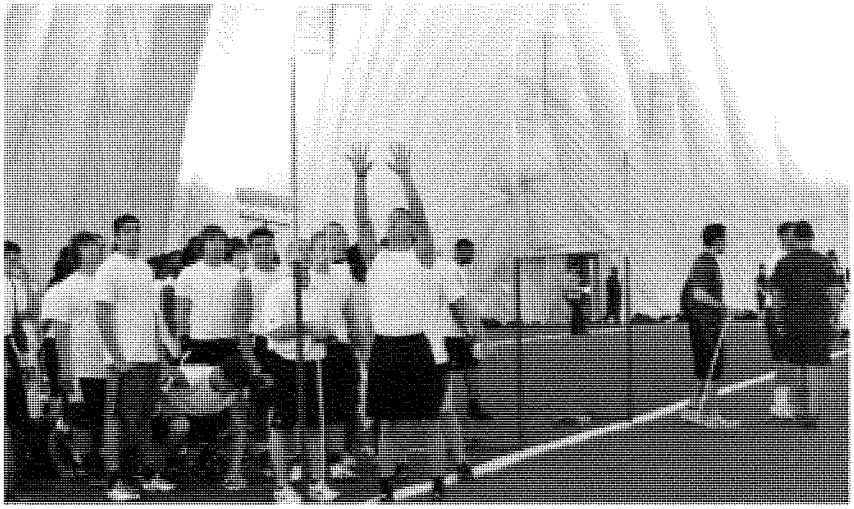

High school seniors test their skills in the vertical jump at the NFF Houston Showcase, measuring lower-body explosion and power. The National Football Foundation Touchdown Club of Houston Chapter hosted the Fifth Annual Greater Houston Senior Football Showcase February 9 at the Methodist Training Center, inspiring the NFF California Showcase, which will take place this weekend at the Home Depot Center in Carson, Calif.

ABOUT THE NATIONAL FOOTBALL FOUNDATION & COLLEGE HALL OF FAME
Founded in 1947 with early leadership from General Douglas MacArthur, legendary Army coach Earl "Red" Blaik and immortal journalist Grantland Rice, The National Football Foundation & College Hall of Fame is a non-profit educational organization that runs programs designed to use the power of amateur football in developing scholarship, citizenship and athletic achievement in young people. With 120 chapters and 12,000 members nationwide, NFF programs include the College Football Hall of Fame, the NFF Scholar-Athlete Award presented by Fidelity Investments, Play It Smart, the NFF Hampshire Honor Society, the NFF National Scholar-Athlete Alumni Association, and scholarships of more than $1.3 million for college and high school scholar-athletes. The NFF presents the MacArthur Bowl, the William V. Campbell Trophy endowed by HealthSouth, and releases the Bowl Championship Series (BCS) Standings. NFF corporate partners include the Allstate Sugar Bowl, the BCS, Fidelity Investments, Herff Jones, Liberty Mutual Insurance, NCAA Football, and Under Armour. For more information, please visit www.footballfoundation.org.

email: news@footballfoundation.com
phone: 800.486.1865
web: http://www.footballfoundation.org

Forward email

SafeUnsubscribe
This email was sent to bridgerb@uncaa.unc.edu by news@footballfoundation.com |
Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.

The National Football Foundation & College Hall of Fame, Inc. | 433 East Las Colinas Blvd. | Ste. 1130 | Irving | TX | 75039

From: Allison, Kim A <kallison@email.unc.edu>

Sent: Thursday, February 21, 2013 2:38 PM

To: Beth Lyons <emlyons@uncaa.unc.edu>; Bethel, Bradley Richard <bbethel@email.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; Kleissler, Amy <kleissle@uncaa.unc.edu>; Lee, Jaimie Alexis Samatha <jaimielee@email.unc.edu>; Orr, Kym N <orr@email.unc.edu>; Overstreet, Tia <overstre@email.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Townsend, Jenn <jtownsend@unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>; Welborn, Spencer <swelborn@email.unc.edu>; Yarbrough, Nate <yarbro9@email.unc.edu>; Yount, Tony <tonyyount@unc.edu>

Cc: Woodard, Harold <harold_woodard@unc.edu>; Shambley, Billie K <shambley@email.unc.edu>

Subject: [learningcenter] Midterm Madness Study Camp!

Attach: Midterm Madness - Spring 2013.docx

Please find attached information for the upcoming Midterm Madness sessions being sponsored by the Learning Center. Feel free to pass this information along to your students.

If you have any questions please feel free to contact Billie Shambley at 962-4001 or shambley@email.unc.edu.

Thanks,

K

Papers due? Tests piling up?

It's that time of year…

Register NOW for

MIDTERM MADNESS!

4 nights of supervised study with optional mini-workshops to help you survive midterms.

Wednesday – Thursday, February 27 & 28

Monday – Tuesday, March 4 & 5

5:00pm – 8:00pm

SASB North, Suite 0127
(The Writing Center)

Peanut-Butter and Jelly Bar...Quiet Study Spaces… Help from Learning Center Staff

Plus optional mini-workshops:

*Studying in Sprints, Managing Test Anxiety, Preparing for Essay Exams and **MUCH MORE!***

Sponsored by The Learning Center

Details and Registration:

http://learningcenter.unc.edu

From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Thursday, February 21, 2013 3:54 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Keith LeClair Classic Schedule Revised For Weather

Use this link to view a web version of this message.

Keith LeClair Classic Schedule Revised for Inclement Weather

pir@mail Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

GET TICKETS ECUPIRATES.COM PIRATE CLUB STORE PHOTOS

Keith LeClair Classic Revised Schedule
GREENVILLE, N.C. - Due to potential inclement weather in the area this weekend, East Carolina Head Baseball Coach Billy Godwin has announced that the schedule for the 10th Annual Keith LeClair Classic has been altered.

Friday, Feb. 22
10:00 A.M. - Ohio vs. Illinois
*** 2:00 P.M. -** New Mexico State vs. Ohio
*** 6:00 P.M. -** Boston College vs. East Carolina
** Times are approximate. Games will begin 45 minutes after the end of the previous game.*

The rest of the 2013 Keith LeClair Classic schedule will be revised based on potential weather forecasts. Pirate fans should stay tuned to **ECUPIRATES.COM** for daily updates.

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

Share this Pir@mail:

Like

Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: **athletictickets@ecu.edu**.

From: Beller, Debra L <debra_beller@unc.edu>
Sent: Thursday, February 21, 2013 4:34 PM
To: campus solutions staff users <cccs_staffusers@listserv.unc.edu>
Subject: [cccs_staffusers] TONIGHT, 6pm-7pm, Outage Notice -- unplanned brief outage of ConnectCarolina

---

There will be a brief unplanned outage of ConnectCarolina TONIGHT (Feb. 21) from 6:00pm to 7:00pm. We apologize for any inconvenience.

ConnectCarolina will be down during this time frame. In addition, the following functions may experience limited and/or no functionality due to their use of Person Services which is impacted by this outage:

- UNC Directory (lookups available, but not updates)
- UNC Online Application (Summer School, Nursing, Part-time Studies, etc.)
- UNC Guest ID creations
- TouchNet (Online Application fees only)
- Affiliate
- InDEPTh
- Check Request
- Web Travel
- Web Vendor
- Friday Center Applications (CPPSReg, PDEPReg, CEU, FCCPS)
- EPAWeb (New Hire Actions Only)
- Applicant Web (Employees cannot update their PID under their Applicant Profile)
- HRIS
- FACS II Administration
- Onyen Services
- PID Create
- PID Inquiry
- ConnectCarolina reporting environment (HRRPT)
- Reporting tools (OBIEE, EPM and WebFocus)
- ImageNow
- Student Stores applications (i.e., ordering textbooks)

We appreciate your cooperation and support as we continue to make ConnectCarolina more efficient for our users.

Questions/Problems:
Help Desk: 919-962-HELP or help.unc.edu

Debra Beller
Communications Specialist
ConnectCarolina, Enterprise Applications, ITS
University of North Carolina at Chapel Hill
Phone: 919-843-0477
Website: http://its.unc.edu/enterprise/enterprise-applications/

Connect CAROLINA

Registrar
Campus Reports

February 2013

Connect CAROLINA

Agenda

Topic	Time	Presenter
Welcome and Remarks • Timeline, scope, high level approach • Step one on the path to self service reporting	10 min	Chris Derickson
Overview of Student Records Dashboard Reports A quick overview of the Student Records Dashboard	10 min	Gary Lloyd
Demo/Training A demonstration of the self service ad-hoc reports.	30 min	Gina Coleman and Beth Tanner
Filtering Reports Using Excel	20 min	Ben Haven Nick Siedentop
Training Materials Need help? Demonstration of Sakai based help documents	10 min	Charles Smith
Questions	10 min	

Connect CAROLINA

Welcome and Remarks

Chris Derickson
University Registrar

Connect CAROLINA

Campus Reports

Welcome and Remarks

- Thanks and acknowledgements
- Step one on the path to self-service reporting
- Timeline, scope, high level approach
- FERPA Reminder

Connect CAROLINA

Data Warehouse Project

- New reporting environment – Enterprise Performance Management (EPM)
- New reporting tool -- Oracle Business Intelligence Enterprise Edition (OBIEE)
- Initial release includes the 7 interactive reports in the Student Records (SR) Dashboard
- Future expansion will encompass data from financial systems, human resources and several additional areas

Connect CAROLINA

Project Team

- PeopleSoft EPM/OBIEE Data Warehouse Project Team:
  - Sharron Bouquin (Team Manager)
  - Prakash Balakrishnan (Technical Analyst, OBIEE Dev/Security)
  - Jennifer Turpin (Functional Analyst)
  - Michael Nichols (Data Modeler / Architect)
  - Prakash Gadde (ETL Developer)
  - Premnath Bagahiagari (ETL Developer)
  - Mechelle Clayton / Jerri Bland (ITS Management Support)

Connect CAROLINA

What is a Data Warehouse?

- An online repository of information that is used for reporting and analysis
- Data from PeopleSoft is incorporated into a data warehouse, providing an institution-wide view of available data
- Users are then able to view, filter, and search the information using intuitive dashboards

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Project Approach

- Requirements – What reports are needed by when
- Analysis – Delivered product vs. UNC needs
- Design – Customize product as needed
- Test – Unit test, System Test, End to End Testing, Performance Testing
- Deployment – Go-Live (release to Users)
- Post Production Support – Enhancements and additional subject areas and data marts

Connect CAROLINA

Campus Reports

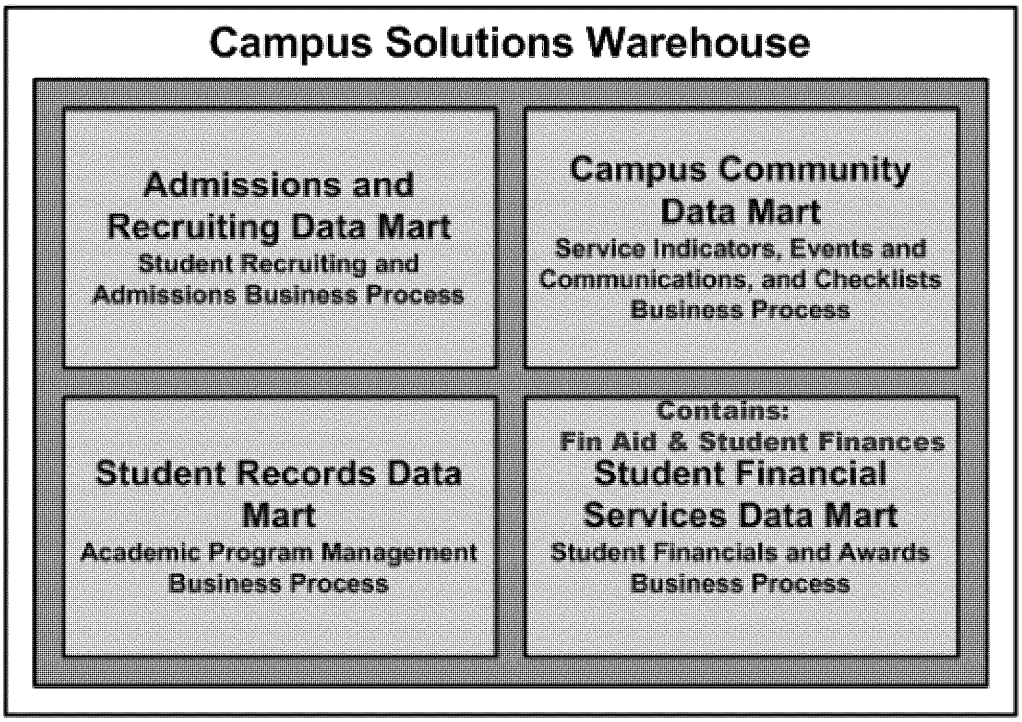

Data marts are logical divisions within the Campus Solutions Warehouse and are comprised of subject-specific dimensional data models designed around a specific institutional process.

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Access

How Do I Get Access?

- Access to all UNC-Chapel Hill dashboards is based on your role at the University and corresponding authorization to the appropriate source system (i.e. PeopleSoft Campus Solutions)
- Appropriate roles are:
  - Course scheduling
  - Student enrollment
  - Advisors
- If you do not have access, submit a request to:

OBIRegistrarReports@unc.edu

Connect CAROLINA

Restricted Student Data

- The Federal Family Educational Rights and Privacy Act (FERPA) governs disclosure of information from student records. Some of the reports in the Student Records Data Warehouse include either personally identifiable information (FERPA protected data) or records that are restricted because students have invoked their right to privacy under FERPA
- It is critical that anyone who has access to or produces reports out of the Student Records Data Warehouse understands the University's responsibilities to protect student data under FERPA
- If you have any questions, email ferpa@unc.edu

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Overview of Student Records Dashboard Reports

Gary Lloyd
Associate University Registrar

Records and Reporting

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Dashboard

- A grouping of data warehouse information based upon specific criteria
- Dashboards are created by the campus for specific needs, such as the Student Records Dashboard, which allows the user to query against:
  - term/class enrollment data
  - student program/plan/sub-plan data
  - class/instructor information data

Common Landing Page

ORACLE Business Intelligence

Search All | Advanced | Administration | Help | Sign Out

UNCCH_Main_Start_Page

Home | Catalog | Dashboards | New | Open | Signed In As Balakrishnan, Prakash

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

Welcome to the UNC Reporting Warehouse!

The Data Warehouse was last updated on: 2/20/2013 2:48:59 PM

ANNOUNCEMENTS

Check back here often for information on:

- New Dashboards or Reports
- Updates to Dashboards or Reports
- System maintenance and downtime
- And much more...

Help / Support

Each dashboard and set of related reports is "owned" by one or more University departments. Please see each individual dashboard's corresponding help page for contact information and FAQs specific to the data being reported.

Supported Browsers

- Internet Explorer 9 in Compatibility View

Security Access

The goal of the Data Warehouse security is to protect sensitive data while allowing approved users access to information needed to do their job.

Access to all UNC-Chapel Hill dashboards is based on your role at the University and corresponding authorization to the appropriate source system.

If you do not have the appropriate access, submit a Help request to ConnectCarolina at https://www.unc.edu/ar-bin/websub/index.pl or by calling **919-962-HELP (919-962-4357)**.

If this is your first time visiting the Warehouse, you will have access to one or more dashboards (based upon your role with the University). The instructions for accessing your dashboard(s) are shown at the bottom of this message.

We are in the early stages of implementation, but are excited at the information that is already available – and for that which is still to come. Our phased roll-out schedule means that you will be informed of new dashboards and reports – or updates to existing reports – as they are made public. Those announcements will be listed in the Announcements section to the left of this page.

Don't miss out – be sure to check for Announcements each time you log in to the Data Warehouse.

Thanks for visiting us today – and happy reporting!

Navigating between different Dashboards

From any page, select the "Dashboards" drop-down menu at the top of the page:

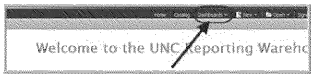

A list of your available dashboards will be displayed. Simply click the name of the dashboard you wish to view, and the selected dashboard will load to your screen.

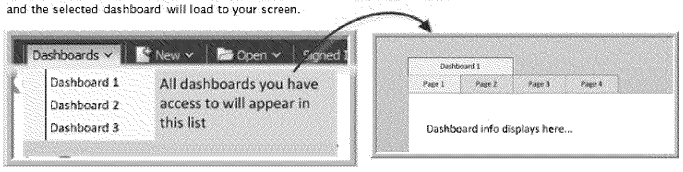

powered by ORACLE

Connect CAROLINA **Business Intelligence**

Search All | Advanced | Help | Sign Out

UNC-CH Student Records | Home | Catalog | Dashboards | New | Open | Signed In As **Coleman, Gina**

Start Page | Class | Class Instructor | Class Meeting | Class TBA | Term Enrollment | Degree Candidates | Degree Recipients | Data Dictionary | Technical Dictio»

Welcome to the Student Records dashboard!

Refresh Status

The Data Warehouse was last updated on: 2/21/2013 2:02:42 AM

Refresh

Announcements

Welcome Pilot Participants!

Student Records Pilot Project Kick-Off begins Monday, November 26th!

We welcome your suggestions and feedback on any of the Student Records reports and/or the data dictionary. Please send these comments to: **obiregistrarreports@unc.edu**

If you are experiencing technical difficulties, please submit a Remedy ticket to ensure your issue is routed to the correct department.

Thanks for your participation and welcome to our Data Warehouse!

OUR

Creating a Report

1) Each report is available on its separate tab, please click on a tab to get started

2) Select the parameters

3) Click Apply to run the report

4) When the results are displayed, scroll down and click "Export" to download the data into your desired file format.

Training Documents

To access the SAKAI Data Warehouse Answers support page, follow the steps below:

1. Go to **https://www.unc.edu/sakai/**
2. Select the **Onyen Login** button (located at upper right of the page)
3. Login with your Onyen
4. Select the **Campus Solutions OBIE...** tab

This Sakai site is the repository for all Student Records training documentation.

Shared Reports

powered by ORACLE

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Student Records Dashboard Reports

- Reports allow users to obtain information on various aspects of student enrollment, graduation, and class/instructor data
- All data is housed in PeopleSoft Campus Solutions
- Any legacy data (i.e. Instructor data) that was not converted into Campus Solutions will not be available in the Warehouse at this time
- Unless otherwise noted, the data returned represents the current status of that student
- Historical data is available in these 7 reports, with the exception that Instructor data only goes back to Fall 2010. In addition, historical term enrollment data will be available at a later date

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Available Reports

The following reports are currently available for the Student Records Data Warehouse:

- Class – All course sections for a term. This report returns only one row for each class scheduled in the term
- Class Instructor – Only classes that currently, or previously, had instructors assigned are included in this report. This report includes all classes scheduled in the term with separate rows for each instructor and each meeting pattern
- Class Meeting – The Class Meeting report shows course section information including classes' dates, times, buildings and rooms. Only course sections with meeting days and times are listed

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Available Reports, cont'd.

- Class TBA – This report shows any course sections for a term that do not have a meeting pattern
- Degree Candidates – The Degree Candidates report lists students that have applied to graduate
- Degree Recipients – The Degree Recipients report lists students that have been awarded a degree
- Term Enrollment - The Term Enrollment report lists the bio-demographical and academic information for all students eligible to enroll for a term. The report shows the student academic program and the academic plan (major) as of one business day ago.

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Available Reports, cont'd.

Dictionary Tabs

- Data Dictionary: Use this data dictionary to find the definition of a field you see on your screen - and to trace that data back to the table in Campus Solutions from which it originated. The Business Friendly Name column will be of the most value.

- Technical Dictionary:
  You can use this data dictionary to find the definition of a field you see on your screen - and to trace that data back to the table in Campus Solutions from which it originated.

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Demonstration / Training

Gina Coleman/Beth Tanner
Registrar Office

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Demo / Training

- Browser Configuration Tips
  - Internet Explorer 9 with Compatibility View enabled
- How to access the Data Warehouse Dashboard Reports
  - Link (**OBI Reporting**) will be on the **MyUNC** main page after Feb 25
- Review of Delivered reports
  - Degree Recipients
  - Degree Candidates
  - Class Meeting and Class Instructor
  - Term Enrollment
  - The Input Prompts use the logic operator **AND**

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OBIEE
Student Enrollment Dashboard
Demonstration

Connect CAROLINA

Filtering Reports Using Excel

Ben Haven
Nick Siedentop
Office of Undergraduate Curricula

Connect CAROLINA

Training Materials

Charles Smith
Registrar's Training Coordinator

Connect CAROLINA

Training Materials

Where to find the Data Warehouse Answers support site:

1. Go to **https://www.unc.edu/sakai/**
2. Click the **Onyen Login** button
3. Login using your **Onyen** username and password
4. Click on the **Campus Solutions OBIEE** tab

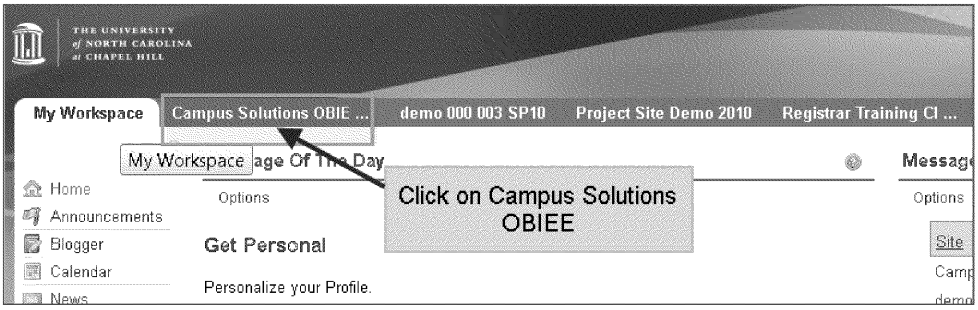

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Sakai Demo

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Training Materials, cont'd.

- Requesting Access to the Data Warehouse Answers support site
  - Please send an email request with your full name and Onyen to obiregistrarreports@unc.edu

Connect CAROLINA

Wrap-up and Questions

Chris Derickson
University Registrar

Connect CAROLINA

Questions?

From: Alert Carolina <no_reply@unc.edu>
Sent: Saturday, February 23, 2013 7:07 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Informational Message from Alert Carolina -- Student death

---

Dear Carolina community:

I am saddened to inform you that one of our students has died. The Chapel Hill Police Department is investigating the death of , a junior from Wilmington. Police said his body was discovered late Friday night at his off-campus residence. The cause of death has not been determined, but Chapel Hill Police do not suspect any foul play.

I have offered my support to Stedman's parents in this time of grief. Please keep Stedman's family and friends in your thoughts as we mourn this latest loss.

Counseling resources have been made available over the weekend to the students most immediately affected by the death. Students who feel they need assistance may call Counseling and Wellness Services at (919) 966-2281 during regular operating hours. Employees may contact the Employee Assistance Program at (877) 314-5841.

Sincerely,

Holden Thorp

About Informational Messages: The University sends an Informational Message to inform the campus community about a situation that is not an emergency, but is expected to be of significant interest to the campus. An Informational Message is one of three tiers of communication under the University's revised emergency communications plan. Emergency Warning refers to a siren activation for a significant emergency. And a Timely Warning is issued if there is a continuing danger AND notification will not compromise law enforcement efforts.

From: mailer@infusionmail.com on behalf of Ph.D. Robert A. Rohm <insights@personality-insights.com>
Sent: Monday, February 25, 2013 8:03 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Tip of the Week - Inspiration without information leads to frustration!

Having trouble viewing this email? Click here

Personality INSIGHTS

Tip of the Week

by Robert A. Rohm, Ph.D.

Home Page | Books and More | Personality Reports | Training Programs | Need a speaker?

Tip: Inspiration without information leads to frustration!

I love inspiration! There is nothing better to me than to have my spirits lifted and to feel motivated and energized inside. It causes me to have a lift in my step and an air of excitement about my day. However, I have learned painfully over the years that inspiration can only take me so far. I also have to have information to help me complete whatever journey I am on or task I am doing. Maybe a story will illustrate my point.

Years ago, I went to Dallas, Texas for a huge motivational seminar. There were over 2,000 people in attendance and it was an exciting time. The speakers were loud and lively. People were up in their chairs. The air was electric. Everywhere you looked, you could see people who were filled with excitement and enthusiasm. The seminar lasted an entire weekend and I can honestly say that by the time I got to the Dallas airport to head back home, I was exhausted. There was something wrong inside of me that I couldn't quite understand and I remember trying to get to the bottom of the feeling, but just wasn't able to tell what it was.

While standing in line to board the plane, a girl about 30 or 40 feet away from me started waving and jumping up and down as she headed in my direction. Since I did not recognize her, I couldn't understand why she was waving to me. When she got close, the guy in front of me, who had been standing there rather subdued, reached out and hugged her. I realized then that she had been waving to him all along. She said in an excited voice, "Wasn't it a *great* weekend? Didn't we have a great time? Aren't you glad you came?!" He said, "Yes, it was an exciting weekend and I had a great time, but in terms of actually having something that I can take back home and use on a daily basis, I am no better off now than when I arrived on Friday afternoon." They both sort of laughed it off and then she turned and went her way.

When he said those words, it was as though he put his finger right on what I had been feeling inside and was not able to verbalize to myself. We had been given plenty of inspiration, but we had not been given any information. It was just a lot of talk. Now, please understand and hear me well...I know that words are powerful and talk can be one of the most useful mediums of communication in the world today. However, the words must have some sort of concrete meaning to them to give direction, guidance, and purpose.

All the way home I thought about what the gentleman at the airport had said. It was then that I decided that as an inspirational and motivational speaker, I also want to always have good information that people can use and apply on a daily basis.

I'm sure you have heard of the sales concept of "steak and sizzle". Restaurants get their steaks sizzling hot so they will make a lot of noise and really look good, but the steak itself has to be tender and juicy and come through as well. While the sizzle is important, it takes both in order to make a delicious meal. In this case, the inspiration is the sizzle and the information is the steak.

I think excitement is a powerful tool. Excitement and energy

Personality INSIGHTS INSTITUTE

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April 22-24
To register, call
800-509-DISC

Especially for Educators
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Basic Studies
April 15-18, 2013
To register call
978-928-4764

Durham, NC
LEVEL 1
Behavioral Studies
April 18-20
To register, call
800-509-DISC

get us started on our journey, but good information helps us reach our final destination. This is especially true in the world of business. We need to be excited about our business, our lives and our future, and we also need to have some good information from those who have gone before us to help us find our way. Having a mentor or someone who has actually accomplished something in life is an excellent way to gain good information to go along with the inspiration.

Life is a tricky experience. Billboards, magazines, television commercials and seminar leaders are trying to tell you how life works. They are all calling for your attention. I can help you with that by reminding you that there are two things that you need to succeed in whatever you do. First, you need inspiration in order to give you the motivation to do something with your life. And, then you need information that will give you the specific steps on how to go about doing it. Those two together make a powerful, powerful combination!

If you are lopsided today with one of those, let me encourage you to become a little more balanced. I can assure you that if you have those two together, you will be a winner and succeed in all that you do.

Tip: Inspiration without information leads to frustration!

Have a great week! God bless you!

Dr. Robert A. Rohm

Toronto
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April 18-20
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From: @email.unc.edu>
Sent: Monday, February 25, 2013 2:25 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Campus Recreation Listserv <campusrec@listserv.unc.edu>
Subject: [campusrec] National Eating Disorders Awareness Week at UNC Campus Rec

---

In honor of National Eating Disorder Awareness week (February 24th – March 2nd), UNC Campus Rec is launching its *Body Beautiful Campaign* to encourage UNC students and community members to value their bodies and celebrate social, physical, and mental well-being.

Thank you to the acapella groups: the UNC Loreleis, UNC Anchordants, Cadence, and Tarheel Voices for recording this amazing song!

Join Campus Rec in celebrating National Eating Disorders Awareness Week by participating in these special events!

Monday, February 25th

Eating for Exercise: The Recipe for Fitness (5:30-7:00pm in SRC)

Tuesday, February 26th

Mirrorless Tuesday: All Campus Rec Group Fitness Classes in the SRC will be mirror free in order to emphasize to participants that it is not how you look, but how you feel.

Eating Disorders Myth Busters (11:30am – 1:00pm in RHRC)

Embody Carolina Premiere Training (5 – 9pm in Carolina Union 3408; reception to follow from 9:00-10:00pm)

Wednesday, February 27th

Eating Disorders Information and Research Fair (11:00am – 1:00pm in the Pit)

Hip Hop Master Class taught by Joseph Nontanovan (6:30 – 7:45pm in SRC)

Thursday, February 28th

Greek Groove (7:00pm in Memorial Hall)

If you are interested in learning more about National Eating Disorders Awareness Week, please visit www.nationaleatingdisorders.org. If you would like to learn more about UNC's participation in and special events related to NEDA, please visit www.unceatingdisorders.org.

For more information about UNC Campus Recreation Special Events, contact
ı at @unc.edu.

From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Monday, February 25, 2013 5:44 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: What's On Deck This Week at ECU!

Use this link to view a web version of this message.

What's On Deck | 02.25 - 03.03

pir@mail
Electronic Newsletter of Pirate Athletics

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What's On Deck - Upcoming Pirate Athletic events

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

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Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: **athletictickets@ecu.edu**.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, February 25, 2013 9:31 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Campus Telephone Service Transition

Interoffice Memorandum

To: All Campus Telephone Customers

From: Rick Harden, Director, ITS Communication Technologies

Date: February 25, 2013

Subject: UNC-Chapel Hill Campus Telephone Service Transition

As you may recall, ITS is in the process of transitioning campus telephone services from the current AT&T Centrex to Verizon's Voice Over Internet Protocol (VOIP). The transition has been necessitated by the need to replace decades old legacy telephony equipment and AT&T's decision to discontinue traditional Centrex service within the next few years. The change marks the first major telephone system upgrade for the University in over 30 years. The process for replacing all Centrex phones is expected to take the better part of the next two years.

While the change has in part provided some immediate advantages (e.g., lower telephony costs for the University), one consequence has been a required change in dialing habits. Calling new VOIP lines from a phone on the old AT&T system requires the use of 10-digits plus the current Centrex dial prefix (i.e., 7+919+7-digit telephone number). I am aware of the confusion caused by this change, however, it is a change mandated by the North Carolina Utilities Commission and the local exchange telephone companies as of March 31, 2012, for all of North Carolina.

As of this writing, it is recommended that everyone on campus begin using 10-digit dialing for all calls. Specifically if you dial a number and do not reach your intended party or receive an error message, please try the full 10 digit number.

In order to better explain some of the dialing changes, please see the information below:
* If you are dialing from an AT&T Centrex phone to another campus phone use the number: 7+919+7-digit telephone number
* If you are dialing from a Verizon VoIP phone to another campus phone number: 919+7-digit telephone number

Note: The "7" dial prefix is only required for legacy Centrex telephones. No dial prefix is required for VoIP.

To-date, the following UNC campus buildings or locations have been transitioned to Verizon VoIP service:

* Koury Oral Health Sciences Building
* Genome Science Building
* ITS Franklin
* ITS Manning
* WUNC (Goodman and American Tobacco Campus)
* RENCI (100 Europa Drive)
* Brauer Hall
* Tarrson Hall

* Old Dental
* Baity Environmental Lab
* Hooker Hall
* McGavran-Greenberg Hall
* Rosenau Hall
* Kenan Labs

New phone line requests will be fulfilled with Verizon VoIP service--legacy Centrex service is no longer available for new installations.

For the schedule of additional buildings and more information about the UNC VoIP transition, please visit http://its.unc.edu/voip or call 919-962-HELP and select option 1 for ITS Communication Technologies Customer Support.

If I can personally answer any additional questions or concerns about the project, please contact me at rmharden@email.unc.edu. Thank you for attention in this important matter.

This email is sponsored by: ITS Communication Technologies

From: Christy Suits <csuits@uncaa.unc.edu>
Sent: Tuesday, February 26, 2013 12:11 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; chsuits@uncaa.unc.edu
Subject: Unplanned GroupWise outage

Hello Everyone,

This evening around 8:30 pm one of our GroupWise servers went down unexpectedly. When the node crashed it also took down the GroupWise post office. You may have still been able to access your email during this time, however email was not being sent or from GroupWise until I was able to get the post office services and the failed server back online at 11:30 pm.

If you sent any email from GroupWise during this outage, it should be going through now and you should be receiving any email that were sent to you during that time.

If there are any questions or problems please contact me at

Thank you for your patience with this outage.

Christy Suits

From: Dan Tudor <dan@sellingforcoaches.ccsend.com>
Sent: Tuesday, February 26, 2013 9:54 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: The Top 5 Ways to Effectively Brag About Yourself and Your Program

View this as a webpage... Click here!

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College Recruiting Weekly

February 26, 2013 Volume 9, Issue 9

The Top 5 Ways to Effectively Brag About Yourself and Your Program

Babe Ruth said it best:

"It ain't braggin' if you can do it."

So, should you want to brag about your yourself and your program?

Absolutely!

As a society, we're surrounded by people who confidently promote their ideas. And for the most part, we're drawn to those individuals. They inspire us, challenge us, and make it impossible to ignore their message.

From the world of politics, you have an individual - Barrack Obama - on one side of the aisle who used confident bragging to win back-to-back Presidential elections. On the other side of the political aisle, you have an individual - Rush Limbaugh - who uses confidence and bragging to build the nation's largest talk radio audience. Both men have power, and both have used a certain degree of "bragging" to win us over (or enrage us, depending upon your political point

of view).

Sometimes, that confidence and bragging happens with non-verbal communication. If you remember New Orleans' big Super Bowl win a couple of years ago, Saints' coach Sean Payton started the second half unconventionally with an onside kick, which his team recovered. Commentators, and the opposing coach, called that a "statement" play that ultimately swung the momentum in the Saints' favor.

And that's what bragging does...

CLICK HERE TO CONTINUE

Time for a Recruiting Strategy Check-Up!

It won't be our normal expanded training session for **TRS Clients** and **Premium Members** this coming Thursday.

Instead, we're going to spend some time talking about strategy: What should you be focused on this time of year, and how do you ensure success as you head into Spring? What do you need to be doing to get a jump start on your *next* recruiting class?

If you receive our Thursday Client Insider newsletter, you'll like what we'll be talking about in a few days.

Not a TRS Client? Click here.

Want to become a Premium Member? Click here.

Have questions? Email Dan directly at dan@dantudor.com

Frown, And You Frown Alone...Smile, And The Whole World Smiles With You

by Sean Devlin, ***Front Rush***

We are all adults here. We've been on this planet long enough to know that a sincere smile can go a long way.

We know the qualities that a good smile can carry. It makes you happy, it relieves stress, it makes you feel good, happy etc. But it also induces these sensations and emotions on others...like when you are face to face with a recruit. Boom!

Is your facial expression more often a smile or a frown? Are you embodying all that is positive? Are you showing the best that you've got? My assumption is that you are certainly trying to...

CLICK HERE TO CONTINUE

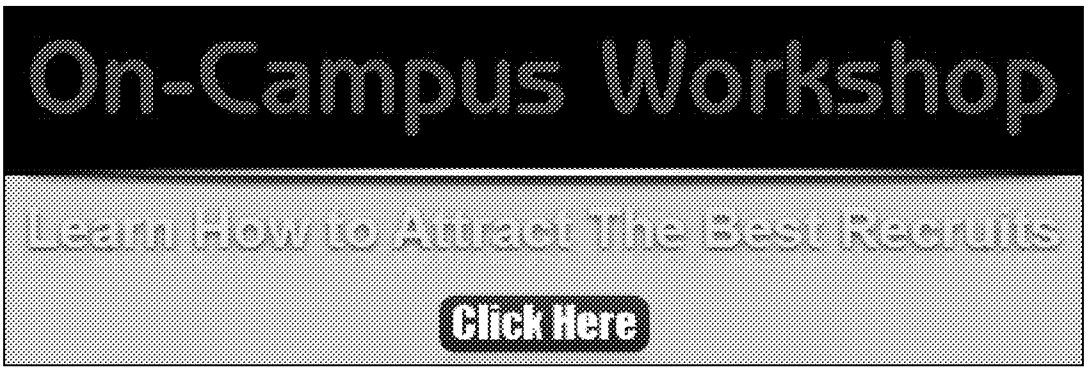

NCSA'S Verified ID: The Recruiting Game Changer

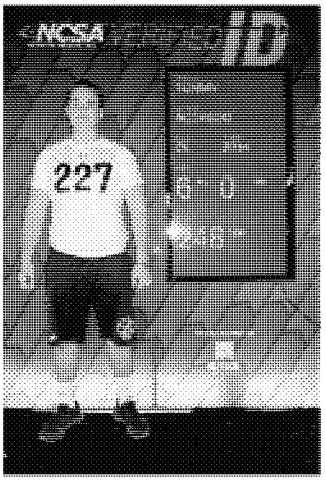

*by Ellen Sawin, **NCSA** College Relations*

The world of athletic recruiting is evolving faster than ever. With technology constantly growing, coaches from all across the country can recruit nationwide, whether they have a large recruiting budget or not. However, there are some new challenges that accompany digital recruiting, things that coaches did not have to have to worry about in the past.

Whether you're a football coach looking at a player's height and weight, a volleyball coach looking at height and reach, or a swimming coach looking at arm span, you need athletes that meet specific standards. But as you meet less recruits in person, and more via email and pictures, I'm sure you've crossed athletes that have exaggerated by 3 inches or 20 lbs. I'm sure you've also run into athletes whose stats fit your standards, and they're telling the truth. But once you see them in person, they're nothing like you had imagined. And as you run into this problem more and more, you're getting frustrated with digital recruiting - but don't!...

CLICK HERE TO CONTINUE

VIDEO: The Backbone Of Good Recruiting Is Your Current Players

By FootballScoop.com

Excellent video here from Miami's signing day and "the backbone" of their recruiting efforts. As Al Golden explains, the backbone of any great recruiting effort lies in your current players.

"On signing day, I know there's always a lot of talk about who the good recruiters are, but the background of any organization, as it relates to recruits, are our players."

"It's really one of the most overlooked aspects of the recruiting process. Players connecting with recruits," Golden explains. "The relationships that they establish and the communication in which they answer recruits questions is invaluable to a recruit and their parents, and ultimately has a great impact on what happens on signing day."

You can see the excitement in the players faces when recruits announce their decisions in the clip because they have invested their time and energy in the process as well. There are a lot of great things about incorporating your players into the process. And we are including information here that every program can take note of and benefit from...

CLICK HERE TO CONTINUE

Dan 2006 Picture

THE DIRTY LITTLE SECRET ABOUT SHRINKING ATTENTION SPANS

Shrinking attention spans and squirrel comparisons have become go-to arguments for why people no longer consume long-form articles or online videos lasting longer than two minutes. But this is a cop out. The real reason people don't consume longer forms of media is that most digital publishers don't want them to. **CLICK HERE**

Dan 2006 Picture

GET THE LATEST RECRUITING NEWS AND TIPS THIS WINTER!

Looking to up your knowledge level as we get into Spring? Getting our tips, articles and exclusive news can help. So make sure to follow Dan on Twitter to get the latest advice on how to better recruiting your next class of prospects! **CLICK HERE**

Dan Tudor to Teach Special Four Hour Message Session at 2013 NCRC

On the last morning of this year's **National Collegiate Recruiting Conference**, Dan Tudor will teach a special four hour session on creating a smarter, more strategic recruiting message. This special session will incorporate the new NCAA recruiting contact rules and timelines, which are "game changers" for college recruiters.

That's in addition to the incredible line-up of coaches, speaker and recruiting experts from around the country that are going to be a part of this annual event.

If you're serious about upgrading your recruiting skills heading into the new year, you need to be at this one-of-a-kind event, coming up this June 7-9 in wonderful Charlotte, North Carolina.

RESERVE YOUR SEAT NOW AND SAVE!

UPDATE: Discounted hotel rooms are still available for early registrations!

It's going to be our best event ever, and we want you there to hear from the best minds in the business!

CLICK HERE TO FIND OUT MORE

Specialization Brings Additional Challenges To Recruiting

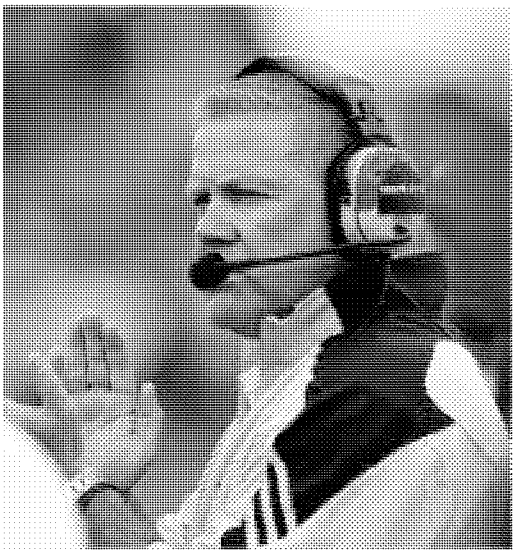

by Keith Arnold, NBCSports.com

As we dig deeper into the talented class that Brian Kelly and his staff reeled in, some trends are starting to emerge in a group widely accepted to be among the best in the nation. We will spend the next few weeks talking about the 24 athletes that comprise the class of 2013, but athlete specialization is an interesting topic that Chuck Martinand, UND.com's Jack Nolan touched on during the Signing Day webcast.

For college coaches, dealing with a new breed of athlete is nothing new. As the world of sports gets more competitive and selective, athletes are coming into college more ready than ever, being trained at a younger age for sport-specific skills. This is hardly limited to the world of football.

With the recruiting industry playing a more prominent role in the world of college football, the summer months have now been taken over by combines and camps, a development not dissimilar to the early days of AAU basketball.

With Nike's foray into the world with The Opening, ESPN, Rivals and 247 staking their claims, and more and more All-Star games taking place in December, football is turning into a twelve-month endeavor, a big change from even ten years ago.

That brings with it new challenges for football coaches. And after building a career on evaluating athletes that may only work on football skills from August to November, identifying the changes that come from specialization is key...

CLICK HERE TO CONTINUE

Big 12 Commissioner Addresses Latest Changes in Collegiate Athletics

Bob Bowlsby

by Berry Tramel, NewOK.com

Big 12 commissioner Bob Bowlsby spoke Wednesday at the OSU Spears School of Business' Executive Management Briefings luncheon at the Cox Convention Center

Bowlsby staged a press conference beforehand and was informative as always. But his speech was even better, which means what was on his mind was more advanced than what was on our minds.

For the Thursday *Oklahoman*, I wrote about Bowlsby's desire to change the culture of college basketball. You can read that here.

But over the next few days, I'll be sharing a series of blogs on Bowlsby's comments in a variety of areas. Today, we'll start off with Bowlsby's general take on the place of college athletics...

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From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Tuesday, February 26, 2013 10:53 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: ECU Baseball vs. VCU Cancelled Due to Weather

Use this link to view a web version of this message.

Inclement Weather Causes Game Cancellation

pir@mail Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

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Tuesday Baseball Game Cancelled
GREENVILLE, N.C. - East Carolina officials have announced that tonight's non-conference baseball game between ECU and VCU at Lewis Field inside Clark-LeClair Stadium has been postponed due to inclement weather in the area. The two teams will attempt to make-up the game at a future date.

Anyone who has purchased an individual game ticket for the Tuesday baseball game against VCU may exchange the ticket for a future Pirate Baseball home game this season, with the exception of the NC State contest on April 2nd.

ECU (3-3) will be back on the diamond Wednesday, Feb. 27 when it plays host to Liberty (4-2). First pitch is scheduled for 5 p.m. (EST).

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

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Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: **athletictickets@ecu.edu**.

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Tuesday, February 26, 2013 1:28 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: The College Coach Approach: A Low-Cost Strategy For Student Success

Having trouble viewing this email? Click here

The College Coach Approach: A Low-Cost, High-Impact Strategy For Student Success

Wednesday, March 20 ~ 3:00-4:30pm EDT

Registration - http://www.innovativeeducators.org/product_p/1016.htm

Innovative Educators

Free Resources

- Consortium for Research on Emotional Intellegence in Organization
- Emotional Intelligence and College Success
- The Role of Emotional Intelligence in College Students' Success
- Emotional Intelligence and Academic Performance
- Four Keys to Emotional Intelligence

Webinar Overview

Emotional Intelligence (EI) is a unique repertoire of emotional skills and competencies that a person uses to navigate everyday challenges of life. EI skills can assist students in adapting to the demands and pressures of the college environment, promoting effective student learning, and contributing to college success.

This session will highlight an innovative and collaborative approach that significantly contributes to student success and college retention. College employees (staff, faculty, and administrators) utilize their leadership and EI skills to make a meaningful difference in the lives of college students. In their role as 'College Coach,' they encourage students to develop those EI skills that are paramount for being academically successful. In doing so, college employees expand their own personal repertoire of EI skills that leads to personal and professional growth.

Webinar Objectives

Participants will:

- Gain an understanding of emotional intelligence and the value of utilizing a coaching approach
- Identify specific Emotional Intelligence (EI) competencies related to student success
- Learn and explore strategies and techniques that encourage students to cultivate emotional intelligence competencies
- Explore an approach that is cost-effective, highly transferable to any post-secondary institution, requires minimal employee time commitment, and produces significant impact within the college community

Webinar Speaker(s)

Lisa Decandia and **Steve Fishman** are the creators and facilitators of the College Coach Approach that they continue to oversee as part of the award winning (EPI, 2009) SUCCESS@Seneca program at Seneca College, Toronto, Canada.

An unwavering passion for student success has lead them to research, develop, and

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StudentLingo Workshops - Free Trial

Campus Safety: Using NaBITA Survey Results To Improve Management Of Behavioral Intervention Teams - March 15

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March 2013

1
The Most Successful Student Retention Strategies

5
Student Motivation: Practical Strategies That Will Increase Engagement, Learning & Retention

6
Developing An Effective Peer Mentoring Program To Support First-Generation College Students

6
Why Emotions Matter: Helping Students Develop Non-Cognitive Skills That Lead To Success

7
Online Student Success: The Key To Keeping Students Motivated & Engaged

15
How To Support Student Veterans & Increase Retention During The

implement an effective and economical intervention that encourages both students and employees to be their very best. Over the last six years, Lisa and Steve have provided College Coach training to over 200 Seneca College employees and continue to facilitate numerous presentations and workshops throughout North America and the United Kingdom.

Lisa and Steve have over 25 years educational and academic experience in the following areas: faculty, counseling, administration, student services, and First Year student success. This breadth of knowledge provides them with extensive insight into student success and personal effectiveness.

Innovative Educators

3277 Carbon PL
Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

Critical First Year

26
Peer Feedback & Coaching: How To Build A Successful Process For Student Growth

April 2013

2
Best Practices In Alcohol Education: 10 Core Concepts To Teach College Students

2
Keeping LGBTQ Students Safe: 10 Strategies For Reducing Targeted Violence On Campus

4
The Tutor Program Playbook: Using Best Practices To Grow A Successful Learning Center

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From: Maloy, Susan B <sbmaloy@email.unc.edu>
Sent: Tuesday, February 26, 2013 3:29 PM
To: Richardson, Wally <wricha@email.unc.edu>; Lee, Jaimie Alexis Samatha <jaimielee@email.unc.edu>; Overstreet, Tia <overstre@email.unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>; Townsend, Jenn <jtownsend@unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; Orr, Kym N <orr@email.unc.edu>; Yount, Tony <tonyyount@unc.edu>; Welborn, Spencer <swelborn@email.unc.edu>
Subject: CREED vs. Tutoring Monday 3/4

Hi Everyone,
Can you help me determine your students who have tutor appointments at 7pm on Monday that need to be canceled due to CREED?
Thank you,
Susan

Susan Maloy
Tutorial Coordinator/Academic Counselor
UNC Academic Support Program for Student-Athletes
919-962-9892 (office)
919-962-8247 (fax)
sbmaloy@uncaa.unc.edu

From: Bradford, Ilouise Scott <ilouise@email.unc.edu>
Sent: Tuesday, February 26, 2013 5:01 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Re: itinerary

Great! Thanks! Is professional attire appropriate?

Best,

Ilouise

On Feb 26, 2013, at 4:11 PM, Bridger, Beth wrote:

<WBB GUEST COACH GAME DAY ITINERARY boston college.doc>

From: Bradford, Ilouise Scott <ilouise@email.unc.edu>
Sent: Tuesday, February 26, 2013 10:30 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Re: itinerary

Haha. No worries!

On Feb 26, 2013, at 5:21 PM, Bridger, Beth wrote:

> Wear what ever you like, jeans are fine or you can dress up, just none of your old bc clothes
>
> *Sent from my Verizon Wireless 4G LTE DROID*
>
> "Bradford, Ilouise Scott" <ilouise@email.unc.edu> wrote:
>
> Great! Thanks! Is professional attire appropriate?
>
> Best,
>
> Ilouise
>
> On Feb 26, 2013, at 4:11 PM, Bridger, Beth wrote:
>
> <WBB GUEST COACH GAME DAY ITINERARY boston college.doc>
>
> <ic_list_happy.png>

From: Markos, Lance M <markos@email.unc.edu>
Sent: Wednesday, February 27, 2013 3:05 PM
To: UNCAA-Everyone <uncaa-everyone@groups.unc.edu>
Subject: Reporting Outside Income
Attach: Outside Income forms.pdf

All,
Per NCAA Bylaw 11.2.2, staff members must report any income from an outside source to UNC on an annual basis. The bylaw below references some, though not all, sources of income which must be reported. UNC policy requires a list of all planned outside activities for an upcoming academic year, per the attached letter from Bubba this past June, along with an estimate of likely outside income for the year. At the end of each academic year, UNC requires that you submit the actual amounts of outside income earned in the previous year. All required paperwork may be submitted to Kathy Griggs at the appropriate time.
If you have any questions, just let us know. Thanks!!
Lance

Lance Markos
Director of Compliance

University of North Carolina
Department of Athletics
Phone: (919) 843-7259
Fax: (919) 962-6002
markos@uncaa.unc.edu

11.2.2 Athletically Related Income.

Contractual agreements, including letters of appointment, between a full-time or part-time athletics department staff member (excluding secretarial or clerical personnel) and an institution shall include the stipulation that the staff member is required to provide a written detailed account annually to the president or chancellor for all athletically related income and benefits from sources outside the institution. In addition, the approval of all athletically related income and benefits shall be consistent with the institution's policy related to outside income and benefits applicable to all full-time or part-time employees. Sources of such income shall include, but are not limited to, the following: *(Revised: 1/10/92, 1/11/94, 1/10/95, 4/26/01 effective 8/1/01, 3/8/06)*

(a) Income from annuities;

(b) Sports camps;

(c) Housing benefits (including preferential housing arrangements);

(d) Country club memberships;

(e) Complimentary ticket sales;

(f) Television and radio programs; and

(g) Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

Memorandum

TO: Head and Assistant Coaches

FROM: Bubba Cunningham

DATE: June 26, 2012

RE: 2012-2013 Notice of Intent Forms

Attached, please find the 2012-2013 Notice of Intent Form for you to complete and sign, along with a copy of a memo referencing the External Professional Activities for Pay policy.

It is IMPERATIVE (per NCAA,By-law 11.2.2, and University regulations) that you complete a form for each and every outside activity in which you plan to participate for the upcoming fiscal year, (July 1, 2012-June 30, 2013). Since these activities have not yet occurred, please remember that the income you report at this time is just an estimate.

If you have any questions as to whether an activity falls under this policy and should be included on this form, please contact Larry Gallo or Amy Herman. **For administrators and coaches with endorsements, or consultation/media contracts, please provide contractual income information (if you know it at this time).**

Please complete your form(s) carefully before signing- incomplete forms will be returned. If you do not expect to receive any outside income, please indicate this on the form, sign and return.

Thanks you in advance for your prompt attention to this very important matter. Please return all forms to Kathy Griggs as soon as possible

MEMORANDUM

TO: Head Coaches, Assistant Coaches, and EPA Non-Faculty Staff Members
FROM: Bubba Cunningham
DATE: May 29, 2012
RE: **External Pay Policies**

This memorandum outlines Departmental and NCAA Policy regarding supplemental income and benefits **for the fiscal year July 1, 2012 through June 30, 2013**. It is important that you clearly understand all the issues involved and comply with the stipulations indicated.

Per NCAA Bylaw 11.2.2, you must receive **annual prior written approval** from the Chancellor for **all athletically-related income and benefits** from sources outside the University. Sources of such income shall include, BUT are not limited to the following:

a). Income from annuities;
b). Sports camps;
c). Private lessons that are permissible per NCAA guidelines;
d). Housing benefits (including preferential housing arrangements);
e). Country club memberships;
f). Complimentary ticket sales;
g). Television and radio programs; and
h). Endorsement or consultation contracts with athletics shoe, apparel, or equipment manufacturers.

The Board of Governors' Policy on External Professional Activities for Pay similarly requires that you receive prior written approval for all your external professional activities for pay.

To make sure that we are in compliance with both sets of rules, I am reminding you of the necessity to adhere to the following sequence in managing your athletically-related income and benefits.

First, you should not enter into **any** agreement with a private entity for any athletically-related income or benefits until after you receive the Chancellor's **written** approval of the agreement. This process is necessitated by the NCAA rule referenced above. Further, if you **propose** to enter into such an agreement or to otherwise agree to receive pay for athletically-related external activities, you must fill out the "Notice of Intent to Engage in External Professional Activity for Pay" and receive my or my designee's written approval before you actually engage in the outside activity or sign the outside agreement. In addition, the approval of all athletically-related income and benefits shall be consistent with the institution's policy related to outside income and benefits applicable to all full-time and part-time employees.

I will continue to be the administrative official responsible for transmitting your requests for approval of your outside activities and your agreements. My written approval and indication of the Chancellor's approval will be addressed to you.

Please contact me if you have any questions. Thank you for your prompt attention to this.

Notice of Intent to Engage in External Professional Activities for Pay Department of Athletics In Accordance with NCAA bylaw 11.2.2

1. INDIVIDUAL PERFORMING ACTIVITY
   Last Name:_____ First Name:_____
   Email: _____

2. CONTRACTING ORGANIZATION
   Name: _____
   Address: _____
   _____

3. Please describe the nature of the proposed activity including if it is a single time or repeating event.
   _____

4. BEGINNING DATE of your proposed activity (the dates must fall within a single fiscal year).
   _____

5. ENDING DATE of your proposed activity (the dates must fall within a single fiscal year).
   _____

6. Total number of hours to be devoted to activity: _____

7. Estimated duration of activity (check one box):
   Less than a month ☐ 1-4 months ☐ More than 4 months ☐

8. Will the activity entail the use of any University resources (see UNC Policy Manual, 300.2.2, Section I, Item I)?
   Yes ☐ No ☐

9. To your knowledge, does the contracting organization above provide funding which directly supports any of your University duties or activities?
   Yes ☐ No ☐

10. Which of the following best describes the contracting organization:
    - Private industry or firm ☐
    - Non-profit organization ☐
    - Federal ☐
    - School district ☐
    - Other state/local government agency ☐
    - University ☐
    - Other ☐

11. To be completed if contracting organization is a private firm:
    a. Do you or any member of your immediate family own an equity interest in the contracting organization?
       Yes ☐ No ☐
    b. Do you hold an office in the contracting organization?
       Yes ☐ No ☐

12. Please input any additional information that is relevant to this request.
    _____

13. Performance of the above described activity is consistent with the Board of Governors Policy on External Professional Activities.

14. What income do you expect to receive for participation in this activity? _____

Signature:_____ Date: _____

Job Title:_____ Department: Athletics

Notice of Intent to Engage in External Professional Activities for Pay Department of Athletics In Accordance with NCAA bylaw 11.2.2

1. Reviewed, activity determined to be consistent with University policy:

_____ _____

Date Department Head Signature

Other action (as required): _____

_____

_____ _____

Date Chancellor

---

2. Reviewed: activity determined not to be consistent with University Policy:

_____ _____

Date Department Head Signature

Action on appeal (if any):

_____ _____

Date Action taken:

_____

Chancellor

Any administrative action approving a "Notice of Intent" shall be effective only for the remaining balance of the fiscal year (in the case of 12-month employees) or for the balance of the academic year (for 9-month employees); see Policy Section 3.b.

From: ITS Response Center <help@unc.edu>
Sent: Thursday, February 28, 2013 2:51 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Password for Onyen 'bridgerb' expires soon.

The password for the Onyen 'bridgerb' is set to expire
at this date and time: Thu Mar 7 10:11:15 2013

Visit the following web site to change your password or for
information on how to have it reset if it was forgotten:

https://onyen.unc.edu/cgi-bin/unc_id/chpw.pl

After your password expires, you can still access the above site
to change your password, though you will not be able to use your
Onyen to access any other Onyen-authenticated services until you
change your password.

Once you change your password, it will work for another 90 days
before it expires again. If you never use your Onyen, then
disregard this notice.

Your new Onyen password will be copied automatically to the
AD.UNC.EDU domain. If you have any Laptop, Desktop, or handheld
device which uses your old Onyen password to automatically login
or re-authenticate to services using the AD.UNC.EDU domain
(Exchange, for example), be sure to logout of those services and
login again with your new Onyen password within 10 minutes of
changing it. If you don't, and your devices continue to attempt
to re-authenticate using your old Onyen password, your
AD.UNC.EDU account will be locked for 10 to 20 minutes, just as
if you repeatedly tried to login with a bad password. During
that time you will not be able to login.

If you think you might forget your password, consider setting up
a "Challenge/Response" where you answer a few personal questions
BEFORE you forget your password. Later, if you can answer these
questions again, you can get a new password without having to
visit one of the password reset sites on campus. Just click
"Challenge-Response" at the top of the page mentioned above and
follow the instructions.

Answers to many common questions and a list of some Onyen
related services can be found by visiting the web site:

http://help.unc.edu/3247

If you have questions or need additional assistance with this
issue, contact the ITS Response Center at 919-962-HELP and we'll
be glad to assist you.

We send out these Password Expiration Notices via email
at 2 weeks, 1 week, and 2 days prior to the expiration.

This message is being sent to the electronic mail address
associated with the Onyen 'bridgerb' in the UNC Campus Directory.
If this address is not your preferred electronic mail address,
you may change it by visiting the Campus Directory web site:

http://dir.unc.edu/dir/home/

From: PREX1@mvs.adp.UNC.EDU on behalf of PAYROLL_NOTIFY@UNC.EDU
Sent: Thursday, February 28, 2013 5:55 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: YOUR CHECK STUB IS AVAILABLE

Today is a payday for the Monthly Payroll. To access your pay information, go to
http://finance.unc.edu/controller/payroll-services/
(Please note the new weblink)
and select the E-Pay/Direct Deposit Paystub Log In under Quick Links. After you login using your Onyen and Onyen password, select View Current Paystub under the Employee Menu to access your pay information for today's payroll.

Please note that your leave information is now being provided to you in the upper right hand corner of the stub. These amounts are your leave totals as of the end of the prior month.

Thank you.

Payroll Services
The University of North Carolina at Chapel Hill

From: Beller, Debra L <debra_beller@unc.edu>
Sent: Thursday, February 28, 2013 9:36 AM
To: ConnectCarolina <connectcarolina@listserv.unc.edu>
Subject: [connectcarolina] ConnectCarolina News and Updates 2/28/2013

System Outage March 9 and 10
ConnectCarolina and other systems will be impacted by a planned maintenance outage over two days – March 9-10, starting at 8:00am on Saturday, March 9, and ending around 5:00pm on Sunday, March 10.
http://ccinfo.unc.edu/system-status/

Presentation from Feb. 25 Town Hall
Couldn't make it to the Feb. 25 ConnectCarolina Town Hall, or want to share the information with your colleagues? View a PDF of the presentation which outlines the milestones of the HR/Payroll and Finance implementation.
https://ccinfo.unc.edu/files/2013/02/Feb-2013-Joint-Town-Hall-presentation-FINAL.pdf

Info Sharing for IT Support Personnel
Changes are coming to departmental systems and other applications that use HR, Payroll and Finance data. The Applications Collaborative is helping IT personnel who support these applications get ready for the transition.
http://ccinfo.unc.edu/appcollaborative/

Campus Solutions Reports Now Available to Campus Users
More than 600 campus users now have access to Student Records reports in the ConnectCarolina Campus Solutions Data Warehouse. This marks the first step for the return to self-service reporting for ConnectCarolina.
http://ccinfo.unc.edu/campus-solutions-reports/

Key Changes Web Page Houses Helpful Documents
Helpful informational documents about ConnectCarolina can be found in the Key Changes section of the project website.
http://ccinfo.unc.edu/information-center/key-changes/

Systems Staying and Going
View the latest list of the systems that are staying and those that will no longer be used as a result of the ConnectCarolina implementation for HR/Payroll and Finance.
https://ccinfo.unc.edu/files/2013/02/Systems-Staying-and-Going-Feb-6-2013.pdf

HR/Payroll and Finance Go-Live Less Than a Year Away
Less than a year remains until the Human Resources, Payroll and Finance components of ConnectCarolina are expected to go live.
http://ccinfo.unc.edu/less-than-a-year-to-go-live-of-connectcarolina-hrpayroll-and-finance/

Project Phases and Timeline – February 2013
View a graphic of the ConnectCarolina project timeline.
http://ccinfo.unc.edu/project-phases-and-timelime-february-2013/

Questions and comments may be sent to: connectcarolina_info@unc.edu

******* 307 days until go-live of ConnectCarolina HR/Payroll and Finance *******

From: Alert Carolina <no_reply@unc.edu>
Sent: Thursday, February 28, 2013 4:31 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: INFORMATIONAL MESSAGE FROM ALERT CAROLINA: Message from Campus Health

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INFORMATIONAL MESSAGE FROM ALERT CAROLINA: Message from Campus Health

February 28, 2013

Dear Carolina Community,

Increased numbers of students with nausea, vomiting and diarrhea are being seen at Campus Health Services and other healthcare facilities. Campus Health Services is working very closely with the Orange County Health Department to identify the cause of these illnesses.

To keep healthy in the meantime, please take the following preventive steps:

- Wash your hands frequently with soap and warm running water for at least 20 seconds, especially after using the toilet and before eating or preparing food.
- Alcohol-based sanitizers may not always be effective.

If you are sick or are around others who are sick:

- Do not go to work or school and stay at home if at all possible.
- Wash and rinse fruits and vegetables carefully before consuming them.
- Thoroughly clean and disinfect contaminated surfaces immediately after an episode of illness. First spray the area with a bleach-based disinfectant or diluted household bleach; then clean with the disinfectant wearing disposable gloves. Diluted bleach should be mixed with 1:10 water and mixed daily.
- Cleanup waste should be placed in a plastic bag, which should be tied and placed in the trash receptacle.
- Immediately remove and wash clothing or linens in hot water and detergent. They may be contaminated after an episode of illness.
- Flush or discard any vomitus and/or stool in the toilet and make sure that the surrounding area is kept clean and disinfected.
- If you are ill, prevent dehydration by frequently sipping a non-alcoholic beverage.

Students with questions should contact Campus Health Services at (919) 966-6573 to speak directly with a registered nurse. University employees with questions, especially housekeepers who want specific guidance, should contact the Department of Environment, Health & Safety at (919) 962-5507.

Sincerely,

Mary Covington
Executive Director for Campus Health Services

About Informational Messages: The University sends an Informational Message to inform the campus community about a situation that is not an emergency, but is expected to be of significant interest to the campus. An Informational Message is one of three tiers of communication under the University's revised emergency communications plan. Emergency Warning refers to a siren activation for a significant emergency. And a Timely Warning is issued if there is a continuing danger AND notification will not compromise law enforcement efforts.Sponsored by the UNC Department of Public Safety

Career Development of Student-Athletes: Assessment Components

The researchers are hoping to collect data on the following variables in order to obtain a comprehensive view of the career development of student-athletes at a Division I institution. Any feedback on additional variables to consider or existing tools that examine career development would be greatly appreciated!

- Career readiness of student-athletes
  - Perceived career readiness (*Note: a person who responds low in each of the following categories has high career readiness)
    - Career choice anxiety
    - General indecisiveness
    - Need for career information (before choosing/entering a career)
    - Need for self-knowledge (before choosing/entering a career)
  - Perceived possession of career-related skills
    - Career-related skills (in consideration)
      - Resume writing; interviewing skills; career planning / setting career goals; experience in career field; knowledge of career field; performance in classroom; communication (written; oral); leadership; work on a team; work independently; critical thinking; analytic skills; problem solving; motivation; prioritization; detail-orientation

- Factors influencing career readiness of student-athletes
  - Awareness of available career development services
  - Motivation to utilize career development services
  - Degree of utilization of available career development services
  - Time availability

- Demographics
  - Sport
  - Academic major
  - GPA
  - Gender
  - Age
  - Academic year
  - Ethnicity/Race

From: Kim A. Andrews <kaandrew@email.unc.edu>
Sent: Friday, March 1, 2013 10:14 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; Live Well Work Well <wwlw@listserv.unc.edu>
Subject: [wwlw] Test email

This is a test please do not respond.

Kim Andrews
Program & Events Coordinator
Benefits Services
Office of Human Resources
University of North Carolina at Chapel Hill
104 Airport Drive, Suite 1500
Chapel Hill, NC 27599-1045
Phone: 919-962-6008
Kim_Andrews@unc.edu
http://hr.unc.edu

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THE COMPLIANCE NEWSLETTER

UNC Department of Athletics

MARCH 1, 2013 ***VOLUME XVIV NUMBER 8***

March Recruiting Calendar

Baseball
Contact Period March 1-31

Men's Basketball
Recruiting Period March 1-31

Women's Basketball
Contact Period March 1-31

Football
Quiet Period March 1-31

Men's Lacrosse
Contact Period March 1-31

Women's Lacrosse
Contact Period March 1-31

Softball
Contact Period March 1-31

Track/Cross Country
Contact Period March 1-7
Dead Period March 8-9
Contact Period March 10-31

Volleyball
Contact Period March 1-31

Other Sports
Contact Period March 1-31

MARCH MADNESS POOLS REMINDER

With the NCAA men's and women's basketball tournaments right around the corner, all athletics department staff members, student-athletes, and others associated with college athletics (e.g., FAR, Chancellor) are reminded that gambling is strictly prohibited by NCAA regulations. **This precludes ALL TOURNAMENT POOLS, regardless of the cost involved (e.g., $5.00 pools).** In addition, this prohibition includes, but is not limited to, UNC office pools, as well as online tournament challenges and March Madness "Pick'em" contests in which there is a cost to enter and an opportunity to win cash or a prize at the completion of the contest.

PARTICIPATION AWARDS FOR STUDENT-ATHLETES

An institution may provide participation awards for participation in a special event to any student-athlete who is eligible to represent the institution in the event, even if the student-athlete does not travel to the event or represent the institution in competition (e.g., injured student-athlete, travel squad or participation limit). It is not permissible, however, to provide special event participation awards to student-athletes who are not eligible for competition (e.g., academically ineligible, transfers serving a year in residence).

PUBLICITY AND PROMOTION OF PROSPECTIVE STUDENT-ATHLETES

Remember that the process to recruit prospective student-athletes to become Tar Heels should be left up to the coaches! However, when a prospective student-athlete comes on campus for a visit, the only people allowed to interact with them are coaches, student-athletes, and institutional staff members. In addition, we may not permit outside entities to participate in the recruiting process.

There should **never** be public communication via Twitter, Facebook, or other social media outlets with prospective student-athletes, at any time. This includes messages to express excitement about him/her becoming a Tar Heel, or in anticipation of an upcoming official visit. As an institution we can only confirm that we are recruiting a prospective student-athlete. It is not permissible to publicize or promote campus visits, the prospective student-athlete's abilities or the impact they could have as a future student-athlete. It is also not permissible to arrange or produce any personalized recruiting aids (e.g. personalized jerseys, video/audio presentations, or decorative items/additions to any locations he/she will visit) during an official visit.

Please contact the Compliance Office (919-962-6000 or compliance@uncaa.unc.edu) if you have any questions regarding the promotion and publicity of prospective student-athletes.

FACEBOOK TIPS

Below are some helpful tips regarding what is permissible and impermissible when using Facebook, Twitter or other social media.

Permissible:

- Send a private message to a prospect (i.e., inbox to inbox), provided the prospect is of age to receive email
- Accept or initiate a friend request **after** the following dates:
  Men's Basketball: June 15 following prospect's sophomore year
  Other Sports: September 1 of prospect's junior year**
- Send recruiting materials via the email function (pursuant to the dates outlined in Bylaw 13.4.1)

Impermissible:

- Post messages on the "wall" of a prospect's page
- Publically Tweet out information regarding a prospect
- Accept or initiate a friend request **prior to** the following dates:
  Men's Basketball: June 15 following prospect's sophomore year
  Other Sports: September 1 of prospect's junior year**
- Post a link to a permissible recruiting item (per Bylaw 13.4.1) on the "wall" of a prospect

**If your program has created a "fan page", it is permissible for anyone (regardless of age) to become a "fan" of the page. However, any direct communication with prospects via the fan page would be limited to that which is outlined as permissible in the above chart. General updates could be published, but the updates would go to everyone who is a fan and cannot be prospect-specific.

From: bounce-32823832-61534121@listserv.unc.edu on behalf of Reid, Dee <deereid@unc.edu>
Sent: Friday, March 1, 2013 11:31 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: [ssac-staff] [all-college-staff] UNC College Calendar: March Madness-- Innovation, Ethics, Music and More

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To stay well-rounded during March Madness, check out the other stimulating events taking place across the College of Arts and Sciences this month:

March 2-3: A Symposium Celebrating African American Composer Margaret Allison Bonds and her mentor Florence Price. At UNC and N.C. Central. ltoppin@unc.edu http://music.unc.edu/

March 3: Guest Artist Recital with soprano Nova Thomas, Westminster Choir College; Keith Buhl, tenor, New School; Thomas Warburton, piano. 2 pm, Hill Hall Auditorium. http://music.unc.edu/

March 3: UNC paleontologist Joe Carter and alumna Karin Peyer will unveil a 12-foot-long skeletal reconstruction of a prehistoric reptile. 1 pm, Graham Memorial. http://college.unc.edu/2013/02/27/prehistoricskull/

March 4: Changing the World through Innovation, a public discussion with John Kao, author of Innovation Nation, and Gary White, co-founder/CEO of Water.Org, with Chancellor Holden Thorp. 5:30 pm, 100-G (ground floor), Genome Sciences Building, Bell Tower Drive. http://college.unc.edu/2013/02/12/2013freytalk/

March 4: Music and film, Breaking Home Ties, with Sharon Pucker Rivo, National Center for Jewish Film. 7:30 pm, Friday Center. http://www.unc.edu/ccjs/

March 5: Parr Center Lecture with Bob Adler on Consumer Protection and You. 12:30 pm, Gardner 08. http://parrcenter.unc.edu/

March 5: Eminent WW II historian Warren F. Kimball on Nuclear Weapons, Roosevelt, Churchill and the Transition to the Cold War World. 5 pm, Hamilton Hall 569. K.larres@unc.edu

March 5: Mezzo-soprano Frederica von Stade, in recital, accompanied by pianist James Meredith, 7:30 pm, Hill Hall Auditorium. $25 general/ $10 students. 919.961.1039. http://music.unc.edu/

March 6: National Football League Commissioner Roger Goodell will present the Carl Blyth Lecture. Open to the university community. Doors open at 12 noon, you must be seated by 12:45, lecture begins at 1 pm, George Watts Hill Alumni Center. Free tickets, going fast, accessible at http://blythlecturepublic.eventbrite.com

March 6: Parr Center Lunch and Learn discussion on What Is A Good Life? With Reid Blackman, UNC visiting assistant professor of philosophy. 12:30 pm, Hyde Hall, University Room. Free, but please pre-register by clicking here. Information at parrcenter@unc.edu.

March 6: Rutgers University Professor Michael McKeon will discuss The Origins of the English Novel in the Parody of Family Romance. Critical Speaker Series. 3:30 pm, Toy Lounge, Dye Hall. http://englishcomplit.unc.edu/

March 19: Parr Center Lecture with Gene Nichol (Law) on Poverty and Obligation. 12:30 pm, Gardner 08. http://parrcenter.unc.edu/

March 19: Nigerian environmental artist Bright Ugochukwu Eke will deliver the Hanes Visiting Artist Lecture. 6 pm, Hanes Art Center. http://art.unc.edu

March 19: Film screening, Mama C: Urban Warrior in the African Bush, the story of Charlotte O'Neal, poet, musician, artist, ex-Black Panther. 7 pm, Stone Center, Hitchock Multi-purpose Room.
http://sonjahaynesstonectr.unc.edu/
March 20: Mama C. story continues with spoken-word and music performances, 4 pm, Ackland Art Museum.
http://www.ackland.org/index.htm

March 21: Mary Jo Salter delivers the Armfield Poetry Reading. 3:30 pm. Donovan Lounge, Greenlaw Hall 2nd floor. http://englishcomplit.unc.edu/

March 21: Cathy Ragland discusses The Mexican American Voice in American Popular Music. 4:30 pm, Graham Memorial 039. http://csas.unc.edu/

March 26: Parr Center Lecture with Barnard Boxill (Philosophy) on Justice of Reparation, 12:30 pm, Gardner 08.. http://parrcenter.unc.edu/

March 26: Psychology Professor Barbara Fredrickson reads from her book, Love 2.0: How Our Supreme Emotion Affects Everything We Feel, Think, Do and Become. (Oprah loves it.) 3:30 pm, Bulls Head Bookshop.
BullsHead@store.unc.edu

March 26: Promoting Cycling and Walking for Sustainable Cities: Lessons from Europe and North America, with John Pucher, Rutgers University. 4 pm, Genome Sciences Building, G-200. @gmail.com
http://www.ie.unc.edu/index.cfm

ONGOING

Water in Our World, interdisciplinary events across the campus. Follow on Twitter @UNC Water or on the web at http://watertheme.unc.edu

# # #

CONNECT:
Calendar:
http://events.unc.edu/cal/main/showMain.rdo
Facebook:
http://www.facebook.com/UNC.College
Twitter:
http://twitter.com/unccollege
Web
http://college.unc.edu
YouTube:
http://www.youtube.com/user/UNCCollege
Magazine:
http://college.unc.edu/magazine/

-
Send your College events details with contact information to deereid@unc.edu.

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* * * *

Dee Reid (919) 843-6339
Director of Communications
College of Arts and Sciences
The University of North Carolina at Chapel Hill
205 South Building, CB #3100
Chapel Hill NC 27599-3100

Web: http://college.unc.edu
Facebook: http://www.facebook.com/UNC.College
Twitter: http://twitter.com/unccollege
YouTube: http://youtube.com/user/UNCCollege

- -- You are currently subscribed to

all-college-staff as: ssac-staff@listserv.unc.edu.

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Friday, March 1, 2013 3:02 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Destructive Romantic Relationships: How To Help Students Make Healthy Decisions

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Having trouble viewing this email? Click here

Innovative Educators

Free Resources

- IONA College - Understanding Unhealthy Relationships
- State University of New York - College Students and Relationships
- Healthy vs Unhealthy Relationships
- Red River College - Healthy Dating Relationships
- Am I in a Healthy Relationship?
- Go Ask Alice - Healthy vs Unhealthy Relationships

Webinar Overview

The destructive college romantic relationship. It's a common storyline in the campus setting. Whether you are a Resident Assistant or work in Student Affairs, you've probably had a student come to you wondering, "What should I do about this bad relationship I'm in?" You give them advice. You try to help. You talk with them about the consequences of staying in an unhealthy relationship when they should be focusing on school. You hope they realize that a break might be the best answer. But nothing works and you're left feeling helpless. What can you do? What should you do?

This webinar will offer suggestions and guidelines for Student Affairs staff on how to best advise students seeking relationship help. Based on decades of working with college students in difficult dating relationships, Dr. MJ Raleigh and Dr. Brian Van Brunt will discuss warning signs that can help identify problematic relationships that have the potential to turn violent and/or dangerous. They will offer practical solutions to help students move away from these relationships and move forward to make better dating decisions. Participants will also learn how to utilize the positive signs of a healthy relationship when talking with students about their choices.

The main focus of this webinar will be on relationships that are currently unproductive or problematic but have not crossed over into violence or sexual assault. However, Dr. Raleigh and Dr. Van Brunt will discuss more serious signs of relationship violence and the importance of proper referrals to judicial affairs, counseling, and campus police.

Webinar Objectives

Participants will:

- Become familiar with the most common challenges presented to front line staff as it relates to FERPA and being compliant
- Learn basic FERPA concepts and receive an overview of the most important aspects of the law to know and uphold
- Discuss ways to respond to challenging FERPA issues using sample scenarios common to the front line environment
- Be able to decipher when to handle a situation themselves and when it is time to refer elsewhere

Webinar Speaker(s)

Dr. Brian Van Brunt, past president of the American College Counseling Association, is Senior Vice President for Professional Development Programs at the National Center for Higher Education Risk Management (NHCERM, www.ncherm.org). He is the president-elect of the National Behavioral Intervention Team Association (NaBITA, www.nabita.org), current president of the School and College Organization for Prevention Educators (SCOPE, www.wearescope.org) and the managing editor for Student Affairs eNews (SAeN, www.studentaffairsenews.com). Over the past thirteen years Brian has taught counseling theory, ethics, program evaluation, statistics and sociology topics at both public and private schools for both graduate and undergraduate students at five different colleges and universities. Brian has served as the director of counseling at New England College and Western Kentucky University. He is the author of several books including: Ending Campus Violence: New Approaches in Prevention and A Faculty Guide to Addressing Disruptive and Dangerous Behavior in the Classroom. Brian is an expert on campus violence and has been interviewed

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Campus Safety: Using NaBITA Survey Results To Improve Management Of Behavioral Intervention Teams - March 15

Like us on facebook for a chance to win a free webinar!

Upcoming Webinars

View all events

March 2013

6
Developing An Effective Peer Mentoring Program To Support First-Generation College Students

6
Why Emotions Matter: Helping Students Develop Non-Cognitive Skills That Lead To Success
13
Asperger's Disorder: Practical Strategies For Identifying, Understanding & Supporting Students
15
How To Support Student Veterans & Increase Retention During The Critical First Year

20
The College Coach Approach: A Low-Cost, High-Impact Strategy For Student Success
26
Peer Feedback & Coaching: How To Build A Successful Process For Student Growth

April 2013

2
Keeping LGBTQ Students Safe: 10 Strategies For Reducing Targeted Violence On Campus
3
Cyberbullying On Campus & Off: New Approaches To Conduct & Prevention

4
Graduate Students In Distress: How To Recognize Warning Signs & Avoid Violent Results Of Stress, Strain & Strife

by the New York Times, National Pubic Radio, LA Times, USA Today and has appeared on Headline News and Anderson Cooper 360.

Innovative Educators

3277 Carbon PL
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Kristen@ieinfo.org

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From: Karen Wiman <wiman@email.unc.edu>
Sent: Friday, March 1, 2013 4:13 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Campus Recreation Listserv <campusrec@listserv.unc.edu>
Subject: [campusrec] March Announcements!

Stay up to date with Campus Rec programs and events with our monthly **Campus Rec Report**! Check out the March edition today.

GENERAL

The Body Beautiful Project – Campus Rec is celebrating self-acceptance! We have launched a new initiative focused on encouraging the University community to enjoy the body they have, and to celebrate social, physical, and mental well-being. Look for our posters and ads around campus!

Facility Hours and Closures – All facilities will operate on an altered schedule from March 8th - 17th. Please note the changes to the Campus Recreation facility hours:

- March 8: All facilities close at 7pm
- March 9-10: SRC and Fetzer hall open on break schedule
- March 11-15: SRC, Fetzer Hall, and Woollen Gym open on break schedule
- March 16-17: SRC and Fetzer Hall open on break schedule.

For the Spring Holiday, all facilities will be closed on March 29 and will operate on Break Hours from March 30-31. Click here for our Hours of Operations page.

Employee Interest Meetings –Interested in joining the Campus Rec team?Don't miss your chance to pick up an application and hear more about available positions for the upcoming semesters. Meetings will be held in Fetzer Hall 109 on March 19th and 20th at 5:30pm. Interested students must attend one of the interest meetings in order to receive an application.

Relay for Life–Join Campus Recreation's Relay for Life team and help fight cancer! Raise $100 for this outstanding cause and receive a free t-shirt. Click here for more information about joining our team.

SOCIAL MEDIA

Stay Connected– For the best way to get updated information on programs, events, and altered facility hours, "friend" UNC Campus Recon Facebook.

Read our Blog– Subscribe to Campus Rec's entertaining and informational blog! "Anything, but Run", "The Best Fitness Magazines" and "Planning for Spring Break" are just a couple of this month's featured posts.

New Albums Posted– February's events, Neon Night and Eating for Exercise: The Recipe for Fitness were a success! Click here to view our albums on Flickr.

PROGRAMS & EVENTS

Kids ROCK! Basketball (March 2) – Join us on Saturday from 10am-2pm at Rams Head Rec Center for Kids ROCK! Basketball. Participants will play with members of the Women's UNC Club Basketball team in a variety of fun games and contests.

Reaching for Excellence! (March 27)– Legendary runner and motivational speaker Dick Beardsley is guaranteed to energize you, and have you leave this event knowing that anything is possible, despite any road block! This FREE event will take place in the Carolina Union Auditorium at 5:30p. RSVP is required.

For more information on anything you see here, including how to register or RSVP for an event, visit the Special Events webpage.

FITNESS

Commit Today 5K– Back by popular demand, registration is now open for this 5K training program. Beginner runners will turn into 5K veterans in just 6 weeks! The cost is $15 and includes a t-shirt. Are you an experienced runner? Volunteers are still needed to help lead the groups.

H.I.I.T. with BOSU / TRX Suspension Training– Spice up your weekly workout routine with one of our Specialty Fitness Programs! *H.I.I.T with BOSU* focuses on High Intensity Interval Training (H.I.I.T.) exercises, which are proven to be the most effective way to see results. *TRX Suspension Training* improves power, strength and calorie expenditure. Make sure to register early – these classes fill up quickly! Registration closes March 22.

Fit Campus– Win prizes for working out in Campus Rec facilities! Simply register at fitcampus.com, log at least 2.5 hours of exercise per week, and be eligible to win weekly prizes. Start logging your workout today!

For information on any of these programs, including how to cost and how to register, visit our Specialty Fitness Programs webpage.

***NEW* Indoor Cycling Policy** – Due to the popularity of our Cycle Classes, Campus Rec has established a new Indoor Cycling Policy to make your experience more enjoyable. Cycle Passes are now required in order to gain access into the Cycle Room. For more details on this policy, visit our Group Fitness Class webpage.

INTRAMURAL SPORTS

Last chance to sign up for**Primetime Basketball** and**Street Hockey!** Registration for these sports close on March 5.

March IM Sports– Registration opens in March for NCAA Basketball, Spikeball, Golf Tournament, Sand Volleyball, Co-Rec Kickball, and Badminton Doubles.

For more information on these sports, including rules and registration, visit our Intramural Sports webpage.

OUTDOOR EDUCATION

Upcoming Expeditions – There are still spots available on upcoming March expeditions! Don't miss your chance to experience an adventure of a lifetime with the Outdoor Education Center:

- March 2, **Kayak Rocky River** ($40)
- March 3, **Climb Pilot Mountain**($50)
- March 22 – 24, **Mount RogersBackpacking**($100)

Cost includes food, transportation and equipment. Visit the Campus Rec Main Office to register. For a complete list of spring trips, visit the Expeditions webpage.

SPORT CLUBS

Sport Club Spotlight– Get to know the *Women's Water Polo Club*! They are host to the annual Tar Heel Invitational tournament, which brings in 30 men's and women's teams from around the country. Water Polo competes in the Mid-Atlantic division of the Collegiate Water Polo Association against Penn State, Virginia Tech, Duke, James Madison University, and other high caliber club teams. For more information on Women's Water Polo or any of our 49 Sport Clubs, visit our Sport Clubs Directory webpage.

Get Scores, Pictures & More– The new and improved Carolina Sport Clubs website provides everything you want to know about Sport Clubs! Get the most up-to-date tournament results, cool team pictures, as well as a calendar of upcoming events.

Upcoming Events–

- March 2: Men's Volleyball Tournament in Fetzer Gyms A & B (All-Day)
- March 4: Women's Lacrosse vs. ECU at 7pm on Ehaus

- March 6: Men's Basketball vs. Duke at 7:30pm in Woollen Gym Practice Court
- March 24: Softball vs. Campbell at 10am, 12pm, and 2pm at Varsity Softball Field
- March 29-31: Water Polo Tournament in Koury Pool

CLIMBING

Get Your Climb On! – Harness up, tie-in and prepare to start climbing again! The Climbing Program will have its Grand Re-opening on Monday, March 11th at the Rams Head Climbing Wall. Additional details coming soon!

New Climbing Coordinator– We are pleased to welcome Chance Van Noppen to the Campus Rec team as the new Climbing Program Coordinator. Chance received a B.S. in Business Administration from Elon University and a M.A. in Parks and Recreation Management from The University of Mississippi. Chance's office is located in the Rams Head Rec Center.

Visit our Climbing webpage for all of the most accurate and current information.

From: Joey Ware-Furlow <joey_furlow@unc.edu>
Sent: Monday, March 4, 2013 8:26 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; ePro Users <epro_users@listserv.unc.edu>
Subject: [epro_users] Sigma Aldrich and Airgas sites currently unavailable

---

These sites are currently unavailable We are aware of the issue and are working to resolve both issues with the vendors affected.

We will provide another update once the sites are available.

From: Woodard, Harold <harold_woodard@unc.edu>
Sent: Monday, March 4, 2013 9:09 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: RE: Tuesday?

Hi Beth,

Yes, you are still scheduled to present and we have been approved to go into closed session to discuss specific students' experiences with LEEP. I have secured permission to bring Bradley, so please let him know he should come prepared to discuss specific examples of how LEEP has impacted students.

They also want to hear about our tutoring program, so I have asked Susan to be prepared to discuss how tutorials have been organized and run since last fall.

Thanks again for your help with this.

Harold

From: Bridger, Beth
Sent: Monday, March 04, 2013 4:48 AM
To: Woodard, Harold
Subject: Tuesday?

Dean Woodard

Any news regarding Tuesday's meeting? Will I still present, closed/open session, or will we hold off?

Sent from my Verizon Wireless 4G LTE DROID

From: mjpender@email.unc.edu
Sent: Monday, March 4, 2013 9:20 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; ePro Users <epro_users@listserv.unc.edu>
Subject: [epro_users] ePro Vendor Catalog Update - Applied Industrial Technologies Available in Epro

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ePro Vendor Catalog

Update– March 04, 2013

. . . . . .

Applied Industrial Technologies Available in eProcurement
Effective today, the Applied Industrial Technologies catalog is available as an eProcurement Vendor Catalog. You will be able to log in to eProcurement, place your order with Applied Industrial, and have it billed to your University account. All future purchases from Applied Industrial need to be made through ePro. Orders can **only** be placed with this vendor through Vendor Catalog.

How to compare vendors using two browsers

Users continue to window shop using one Internet browser, which has led to two different vendors' parts/items being included on the same purchase order. To prevent this from happening, please follow the steps listed below if window shopping or comparing two vendors:

1. Two different browsers should be utilized (i.e. Internet Explorer and Mozilla).

2. Once the vendor is chosen, close the other browser before placing the order with the selected vendor.

3. Click **Create Order** on the menu on the left hand side of the page under **eProcurement**.

4. Follow normal procedures to place order in chosen vendor catalog.

Images for SOP documents reminder

Before clicking the "Submit for Approval in ePro", click on the "View Invoice Image" link and review the fax documents to ensure the documentation is correct and viewable. Click the "Accept Image" button if the images are acceptable or the Delete Images if the documents need to be refaxed.

ONYEN and password caution

If a vendor's ePro site asks for your username and password, **DO NOT ENTER** them because you think it is a required step to access the ePro vendors – it is not. This usually indicates an issue with the vendor's punchout site. If this occurs, please close the browser and place a remedy ticket by calling 962-HELP or going to help.unc.edu and address the ticket to CONNECTCAROLINA-EPRO

If you have problems with or questions about ePro, contact the Help Desk by calling 962-HELP or by creating a help request from the UNC website. In the "Type of Help Needed" field, choose CONNECTCAROLINA_ePROCUREMENT so that your request is routed correctly.

To view a variety of training options and materials, visit the ConnectCarolina ePro training page https://finance.unc.edu/training/#epro.

From: Maloy, Susan B <sbmaloy@email.unc.edu>
Sent: Monday, March 4, 2013 10:58 AM
To: Bethel, Bradley Richard <bbethel@email.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>
Subject: Faculty Athletic Committee Meeting
Attach: Faculty Athletic Committee - Spring 2013 Presentation.pptx

---

Hey Guys,
Attached is a Power Point that I have put together for the meeting tomorrow with the Faculty Athletic Committee after consulting with Brent regarding the data pieces. Since we have 30 minutes to present, it might be a good idea for all of us to meet tomorrow to have a plan. Could we possibly meet around lunch time tomorrow? Beth, Brad said that you have a few slides regarding the LEEP program that I would like to insert into the attached if you don't mind. Can you send that to me?
I have shared the attached with Harold already, and he is comfortable with the content.
Thank you,
Susan

Susan Maloy
Tutorial Coordinator/Academic Counselor
UNC Academic Support Program for Student-Athletes
919-962-9892 (office)
919-962-8247 (fax)
sbmaloy@uncaa.unc.edu

ASPSA Tutorial Program

Susan Maloy
Tutorial Coordinator

PROGRAM STRUCTURE

- Academic Center Hours
  - Sunday 6pm-11pm
  - Monday-Thursday 8am-11pm
  - Friday 8am-5pm
- Content Tutor Sessions
  - Sunday-Thursday 6pm-10pm & some daytime
- Study Strategy Sessions
  - Monday-Friday – daytime hours

PROGRAM STRUCTURE

- Monitors
  - 4 employed 6-11pm
  - 1 employed 7-9pm (Football)
- Full-Time Staff Presence until 9pm
- Part-time assistance
  - 1 employed to process paperwork (i.e. Feedback Forms before and after sessions) and record student and tutor attendance
- Tutors – Graduate Students and community members
- Graduate Learning Assistants (GLA)
- Learning Assistants (LA)

PROGRAM STRUCTURE

TERM	TUTORS	LA	GLA	TOTAL
Fall 2011	84	28	0	112
Spring 2012	75	9	0	84
Fall 2012	43	4	4	51
Spring 2013	47	4	6	57

SCHEDULING

- All appointments are scheduled by the Tutorial Coordinator at the end of the first week of class.
- Additional sessions whether initiated by the counselor, tutor, or student must be approved by the Tutorial Coordinator.
- Cancelations are communicated through the Tutorial Coordinator

SCHEDULING

- Requests for tutorial sessions are made through the database by each academic counselor either upon the counselors recommendation or student's request.

TUTORIAL SESSIONS

- One-on-One Content Tutor Sessions
- One-on-One Study Strategy Sessions
- Small Group – No more than 5 students
- Drop-in Sessions
    - Fall 2012 – Avg. 8 sessions per night
    - Spring 2013 – Avg. 9 sessions per night
    - Writing Lab – ~2 Tutors per hour
- Exam Review Sessions
- Final Exam Review Sessions

303/414 tutoring hours are one-on-one in Spring 2013
84/303 are strategy sessions
110 are small group

HOW MANY STUDENTS DO WE SERVICE?

TERM	# APPTS.	# STUDENTS SERVED w/ APPTS.	% OF TOTAL STUDENT-ATHLETES	# STUDENTS W/ 8 OR MORE APPTS.
Fall 2011	1110	397	53.9%	19
Spring 2012	379	68	10.1%	19
Fall 2012	590	146	19.2%	26
Spring 2013	599	156	21.9%	26

TERM	# APPTS.	% FB	% MBK	% WBK	% MBB	% ALL OTHER SPORTS
Fall 2011	1110	39.2%	2.9%	3.6%	7.6%	46.8%
Spring 2012	379	82.8%	3.2%	10.8%	0.5%	2.6%
Fall 2012	590*	67.1%	6.3%	9%	3.1%	14.6%
Spring 2013	599*	65.3%	6.2%	6.7%	4.3%	17.5%

APPOINTMENT BREAKDOWN

*Fall 2012 – 72 LEEP Students had 402 appointments.

*Spring 2013 – 71 LEEP Students have 395 appointments.

314/379 FB(SP12) 435/110 (F11) 396/590 (F12) 391/599 (SP13)
12/379 MBK 32/1110 (F11) 37/590 (F12) 37/599 (SP13)
41/379 WBK 40/110 (F11) 53/590 (F12) 40/599 (SP13)
2/379 MBB 84/1110 (F11) 18/590 (F12) 26.599 (SP13)
10/379 OTHER 519/1110 (F11) 86/590 (F12) 105/599 (SP13)

WHO DO WE SERVICE?

- LEEP Students (*Learning Engagement and Enhancement Program*)
- First-Year Students
- Students with 2.5 cum GPA and below
- All other students serviced through Drop-In and Exam Review Sessions

POINTS OF EMPHASIS

- Feedback Forms
  - ❑ Required from each tutor, LA, and GLA after each appointment
  - ❑ All forms are reviewed by the Tutorial Coordinator
- Training/Education
  - ❑ Office of Student Affairs
  - ❑ Compliance
  - ❑ Faculty
  - ❑ Learning Specialists
  - ❑ Video Message from the Chancellor
- Assessment/Evaluation of program

From: Woodard, Harold <harold_woodard@unc.edu>
Sent: Monday, March 4, 2013 2:10 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: RE: Tuesday?

Yes, I have spoken with Brad and he is prepared to discuss a few specific students during closed session.

What is your concern about LEEP staffers (you and Brad) being present during Susan's remarks during open session. Please feel free to call me on my cell, if it is more convenient than replying to this e-mail.

How is your Dad doing?

Harold

-----Original Message-----
From: Bridger, Beth
Sent: Monday, March 04, 2013 1:10 PM
To: Woodard, Harold
Subject: RE: Tuesday?

will leep and tutoring both be in closed session? susan has some ppt to present, but i wouldnt want leep in there if she is presenting in open session. can you let me know...i will talk to brad as well...have you talked to him yet?

_____
From: Woodard, Harold
Sent: Monday, March 04, 2013 9:08 AM
To: Bridger, Beth
Subject: RE: Tuesday?

Hi Beth,

Yes, you are still scheduled to present and we have been approved to go into closed session to discuss specific students' experiences with LEEP. I have secured permission to bring Bradley, so please let him know he should come prepared to discuss specific examples of how LEEP has impacted students.

They also want to hear about our tutoring program, so I have asked Susan to be prepared to discuss how tutorials have been organized and run since last fall.

Thanks again for your help with this.

Harold

From: Bridger, Beth
Sent: Monday, March 04, 2013 4:48 AM
To: Woodard, Harold
Subject: Tuesday?

Dean Woodard

Any news regarding Tuesday's meeting? Will I still present, closed/open session, or will we hold off?

Sent from my Verizon Wireless 4G LTE DROID

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Monday, March 4, 2013 8:39 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Message from the Chancellor: Thursday Night Football Game

Dear Faculty and Staff,

The ACC 2013 football schedule was released last week. Coach Fedora is already working hard to prepare the team for the year ahead, and I'm sure our fans share my excitement for the upcoming season. Among our home games this year, we will play a Thursday night game during fall break for the second time in school history. We will welcome Miami to Kenan Stadium on Oct. 17 for a televised 8 p.m. game, to be shown on ESPN. This is a great opportunity to showcase our University on national television.

Those of you who were here in 2009 remember that we held our first Thursday night game during fall break that year. We hope to repeat the success of that event, but we're going to do a few things differently this year.

Most importantly, we will not end the workday early. Since the game occurs during fall break, most of our faculty and students will not be on campus, but it is a regular workday for staff.

We expect a lot of traffic coming into Chapel Hill that afternoon, and people may want to head out before things become too congested. But that's a choice I want our employees to be able to make. In conjunction, I want to encourage supervisors to be flexible with employees' needs and schedules if they would like to leave work early that day and arrange to make up the time.

In addition, leaders at UNC Hospitals are working on plans to ensure that patient care will not be disrupted at our on-campus hospitals and clinics. We know that traffic in and around the hospital area will become heavy that afternoon and we will do everything we can to keep the hospital and campus operating as smoothly as possible.

As we work out the details for game day, you will receive additional information from our Office of Human Resources and Department of Public Safety. We want to make this a successful event for everyone on campus.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: ITS Response Center <help@unc.edu>
Sent: Tuesday, March 5, 2013 2:45 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Password for Onyen 'bridgerb' expires soon.

The password for the Onyen 'bridgerb' is set to expire
at this date and time: Thu Mar 7 10:11:15 2013

Visit the following web site to change your password or for
information on how to have it reset if it was forgotten:

https://onyen.unc.edu/cgi-bin/unc_id/chpw.pl

After your password expires, you can still access the above site
to change your password, though you will not be able to use your
Onyen to access any other Onyen-authenticated services until you
change your password.

Once you change your password, it will work for another 90 days
before it expires again. If you never use your Onyen, then
disregard this notice.

Your new Onyen password will be copied automatically to the
AD.UNC.EDU domain. If you have any Laptop, Desktop, or handheld
device which uses your old Onyen password to automatically login
or re-authenticate to services using the AD.UNC.EDU domain
(Exchange, for example), be sure to logout of those services and
login again with your new Onyen password within 10 minutes of
changing it. If you don't, and your devices continue to attempt
to re-authenticate using your old Onyen password, your
AD.UNC.EDU account will be locked for 10 to 20 minutes, just as
if you repeatedly tried to login with a bad password. During
that time you will not be able to login.

If you think you might forget your password, consider setting up
a "Challenge/Response" where you answer a few personal questions
BEFORE you forget your password. Later, if you can answer these
questions again, you can get a new password without having to
visit one of the password reset sites on campus. Just click
"Challenge-Response" at the top of the page mentioned above and
follow the instructions.

Answers to many common questions and a list of some Onyen
related services can be found by visiting the web site:

http://help.unc.edu/3247

If you have questions or need additional assistance with this
issue, contact the ITS Response Center at 919-962-HELP and we'll
be glad to assist you.

We send out these Password Expiration Notices via email
at 2 weeks, 1 week, and 2 days prior to the expiration.

This message is being sent to the electronic mail address
associated with the Onyen 'bridgerb' in the UNC Campus Directory.
If this address is not your preferred electronic mail address,
you may change it by visiting the Campus Directory web site:

http://dir.unc.edu/dir/home/

From: Alison Ruff <aruff@ncsu.edu>
Sent: Wednesday, March 6, 2013 10:17 AM
To: Laura Hemphill <lhemphill@duaa.duke.edu>; Bridger, Beth <bridgerb@email.unc.edu>; Carrie Drake <cdrake@umd.edu>; Joe Rehder <jdr6s@virginia.edu>
Subject: Criteria: Male and Female Scholar-Athletes of the Year
Attach: Male and Female SA of the Year.doc

Hi ACC Colleagues :)

What criteria have your programs set for giving out the ACC Scholar Athlete of the Year award? How do you determine the winner and how/when are they recognized?

Thanks!
ali

Alison R. Ruff
Associate Director
Academic Support Program for Student Athletes
http://ncsu.edu/aspsa/
North Carolina State University
332 Case Academic Center, Box 7104
Raleigh, NC 27695
919-515-4502
919-515-1619 Fax
alison_ruff@ncsu.edu

"All electronic mail messages in connection with State business which are sent to or received by this account are subject to the NC Public Records Law and may be disclosed to third parties."

Begin forwarded message:

> **From:** "Schroer, Marianne" <mschroer@theacc.org>
> **Date:** February 28, 2013 9:51:19 AM EST
> **To:** "Barbara Kennedy-Dixon (kbarbar@clemson.edu)" <kbarbar@clemson.edu>, "Barbara Walker (walkerbg@wfu.edu)" <walkerbg@wfu.edu>, "Beth Miller (bmiller@uncaa.unc.edu)" <bmiller@uncaa.unc.edu>, "Jaclyn \"Jacki\" Silar (jsilar@duaa.duke.edu)" <jsilar@duaa.duke.edu>, "Jane Miller (jm2y@virginia.edu)" <jm2y@virginia.edu>, "Jennifer Strawley (j.strawley@miami.edu)" <j.strawley@miami.edu>, "Jody Mooradian (mooradjo@bc.edu)" <mooradjo@bc.edu>, "Lisa Rudd (lrudd@vt.edu)" <lrudd@vt.edu>, "Lori Ebihara (lebihara@umd.edu)" <lebihara@umd.edu>, "Michelle Lee (michelle_lee@ncsu.edu)" <michelle_lee@ncsu.edu>, "Sharon McCloskey (smcclosk@vt.edu)" <smcclosk@vt.edu>, "Theresa Wenzel (twenzel@athletics.gatech.edu)" <twenzel@athletics.gatech.edu>, "Vanessa Fuchs (vfuchs@admin.fsu.edu)" <vfuchs@admin.fsu.edu>
> **Cc:** "Yakola, Amy" <ayakola@theacc.org>, "Zoller, Char" <czoller@theacc.org>
> **Subject: Top Six for Service and Male and Female Scholar-Athletes of the Year**
>
> Sent on behalf of Amy Yakola:
>
> It is once again time to submit your institutions Top Six for Service and Male and Female Scholar-Athletes of the Year honorees.
>
> We are requesting that you complete and return the attached two documents (one for Top Six for Service and one for Male/Female Scholar-Athlete of the Year) by Friday, March 29.
>
> We ask that you please forward to the appropriate contact person on your campus if it is not yourself.
>
> Once we receive your list of honorees, we will get the awards produced and shipped to you. It would be helpful if you could let me know the date of your banquet so every attempt can be made to get the awards to you on time.
>
> Should your school choose not to award the Scholar-Athlete of the Year awards, I would appreciate you letting me know.
>
> Thank you and please let me know if you have any questions.
>
> Marianne
>
> --
>
> Marianne Schroer
>
> Intern, Public Relations & Marketing
>
> Atlantic Coast Conference
>
> O: 336.369.1216 // C: 785.470.1082

ACC_2012_EmailSignature

From: Joey Ware-Furlow <joey_furlow@unc.edu>
Sent: Wednesday, March 6, 2013 2:17 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; ePro Users <epro_users@listserv.unc.edu>
Subject: [epro_users] Airgas cross-reference and DHL / FedEx clarification
Attach: Part # Xref REVISED.xls

Attached is a part number cross-reference for Airgas, as users have reported issues with accessing the list in Internet Explorer. The cross reference will also be added to the Procurement website at:

https://finance.unc.edu/files/2013/03/part_num_xref_airgas.xls

Clarification regarding FedEx/DHL and entering user names and passwords in ePro: These two vendors **do** require a username and password to enter shipping information. We apologize for any confusion.

Joey Ware-Furlow

Procurement Services

ANW Part #	SAP Part #	Description	type
020141	AI D300	AIR DRY GRADE 300 CF	Gas
020341	AI Z300BA	AIR ZERO GRADE 300 CF	Gas
020342	AI Z200	AIR ZERO GRADE 223 CF	Gas
020541	AI UZ300	AIR SCIENTIFIC 300 CF	Gas
044841	AR HP300	ARGON HIGH PURITY 302 CF	Gas
044842	AR HP200	ARGON HIGH PURITY 224 CF	Gas
045041	AR UHP300	ARGON UHP 302 CF	Gas
045042	AR UHP200	ARGON UHP 224 CF	Gas
045071	AR UHP300CT	ARGON UHP CERTIFIED 302CF	Gas
045732	AR R200	ARGON ULSI 6N	Gas
046041	AR R300	ARGON RESEARCH GRADE 302 CF	Gas
046042	AR R200	ARGON RESEARCH GRADE 224 CF	Gas
046063	AR R300	ARGON RESEARCH GRADE 330 CF	Gas
060141	X02AR95D3002178	ELECTRON CAPTURE MIX P5 310 CF	Gas
060142	X02AR95D2000994	ELECTRON CAPTURE MIX P5 233 CF	Gas
072034	B3 CPLP2	1-3 BUTADIENE 2.0 CP 14.2LBS	Gas
080241	X02AR90D3000979	NUCLEAR COUNTER MIX P10 310 CF	Gas
080242	X02AR90D2000046	NUCLEAR COUNTER MIX P10 233 CF	Gas
112842	CD BD200	CARBON DIOXIDE BONE DRY 50 LBS	Gas
112846	CD BD200S	CARBON DIOX BONE DRY W/TUBE50#	Gas
114047	CD CL200S	CARB DIOX INST-COLEMAN 50 LBS	Gas
114052	CD ILB	CARB DIOX INSTRUMENT GRADE	Gas
114841	CD R200	CARBON DIOXIDE RESEARCH 50 LBS	Gas
114846	CD R200	CARBON DIOXIDE RESEARCH 50 LBS	Gas
114857	CD R15AS	CARBON DIOXIDE RESEARCH 50 LBS	Gas
116042	CD LZ200	CARBON DIOXIDE LASER GRADE 4.5	Gas
122041	CM CP200	CARBON MONOXIDE TECH 175 CF	Gas
122542	CM CP200	CARBON MONOXIDE CP 175 CF	Gas
122543	CM CP80	CARBON MONOXIDE CP 66 CF	Gas
122544	CM CPLB	CARBON MONOXIDE CP 1 CF	Gas
122551	CM CP300	CARBON MONOXIDE CP 242CF	Gas

122557	CM CP35	CARBON MONOXIDE CP 30CF	Gas
124043	CM RLB	CARBON MONOXIDE RESEARCH 50LT	Gas
172043	ET CPLB	ETHANE CP GRADE 0.3 LB	Gas
182546	EY CP200	ETHYLENE CP GRADE 30 LBS	Gas
182557	EY CP35	ETHYLENE CP GRADE 4LBS	Gas
185044	EY CP200	ETHYLENE POLYMER GRADE 30 LBS	Gas
324741	HE HP300	HELIUM HIGH PURITY 266 CF	Gas
324742	HE HP200	HELIUM HIGH PURITY 176 CF	Gas
325041	HE UHP300	HELIUM UHP 266 CF	Gas
325042	HE UHP200	HELIUM UHP 176CF	Gas
325541	HE UPC300	HELIUM ULTRA CARRIER CERT266CF	Gas
326041	HE R300	HELIUM RESEARCH GRADE 6.0	Gas
326066	HE R300	HELIUM RESEARCH GRADE	Gas
334041	HY HP300	HYDROGEN HIGH PURITY 262 CF	Gas
334042	HY HP200	HYDROGEN HIGH PURITY 194 CF	Gas
334043	HY HP80	HYDROGEN HIGH PURITY 65 CF	Gas
334053	HY HP80A	HYDROGEN HIGH PURITY 65 CF	Gas
335041	HY UHP300	HYDROGEN UHP 262 CF	Gas
335042	HY UHP200	HYDROGEN UHP 194 CF	Gas
335048	HY UHP33A	HYDROGEN UHP 30 CF AL33	Gas
335541	HY UPC300	HYDROGEN ULTRA CARRIER 262 CF	Gas
335551	HY UC300	HYDROGEN ULTRA CARRIER 262 CF	Gas
336045	HY R300	HYDROGEN RESEARCH 262 CF	Gas
357043	HC VL358P	HYDROGEN CHLORIDE VLSI 5.0 8LB	Gas
401845	ME R80	METHANE RESEARCH 100 CF	Gas
402054	ME CP300	METHANE CP GRADE 360 CF	Gas
404042	ME UHP200	METHANE UHP 300 CF	Gas
404062	ME R300	METHANE RESEARCH 360 CF	Gas
404079	ME UHP300	METHANE UHP 360 CF	Gas
452061	NE R3007500LT	NEON RESEARCH 7500 LITER	Gas
452064	NE R2005000LT	NEON RESEARCH 5000 LITER	Gas
462053	NC CP200	NITRIC OXIDE CP GRADE 53 CF	Gas

474841	NI HP300	NITROGEN HIGH PURITY 279 CF	Gas
475041	NI UHP300	NITROGEN UHP 279 CF	Gas
475042	NI UHP200	NITROGEN UHP 210 CF	Gas
475047	NI UHP15A	NITROGEN UHP 140CF AL150	Gas
475049	NI UHP80A	NITROGEN UHP AL88	Gas
475060	NI UHP3HA	NITROGEN UHP 304CF	Gas
475061	NI UHP33A	NITROGEN UHP 33CF	Gas
475100	NI UHP300	NITROGEN UHP 279 CF CGA580	Gas
475541	NI R300	NITROGEN RESEARCH GRADE 279 CF	Gas
475542	NI R200	NITROGEN RESEARCH GRADE 210 CF	Gas
475641	NI UPC300	NITROGEN ULTRACARRIER CER279CF	Gas
512841	OX ED300	OXYGEN EXTRA DRY 305 CF	Gas
514441	OX UHP300	OXYGEN UHP 305 CF	Gas
542545	PP PLP7	PROPYLENE POLYMER GRADE 29 LBS	Gas
562862	SH CP80	SULFUR HEXAFLUORIDE CP 35 LBS	Gas
564054	SH I80	SULFUR HEXAFLUORIDE INST 35LB	Gas
584547	XE RLB	XENON RESEARCH 50 LITER	Gas
700822	X02NI98C33A6691	AMMONIA IN NIT CERTIFIED 29CF	Gas
700843	X02NI99C33A51P2	AMMONIA IN NIT CERTIFIED AL33V	Gas
703847	X02AR99C2009537	CARBON DIOXIDE IN AR CERT220CF	Gas
704314	X02NI95C2003071	CARBONDIOXIDE IN NIT CERT210CF	Gas
704365	X02NI96P33A0000	CARBONDIOXIDE IN NIT PRIM AL33	Gas
704427	X02NI99C33AK036	CARBONDIOXIDE IN NIT CERT 33CF	Gas
704554	X02NI99C33AK036	CARBONDIOXIDE IN NIT CERT 33CF	Gas
706317	X02NI99C33A5262	CARBONMONOXIDE IN N2 PRIMARY	Gas
712628	X02AR95C2000992	HYDROGEN IN AR CERTIFIED 226CF	Gas
713147	X02NI95C2009030	HYDROGEN IN NIT CERTIFIED208CF	Gas
717809	X02NI99C15A0704	NITRIC OXIDE IN NIT CERT 142CF	Gas
717821	X02NI99C15A03N4	NITRIC OXIDE IN NIT CERT 142CF	Gas
717921	X02NI99C15A1243	NITRIC OXIDE IN NIT CERT 142CF	Gas
718029	X02NI99C15A2878	NITRIC OXIDE IN NIT CERT 142CF	Gas
718920	X02OX60C200D292	NITROGEN IN OXY CERTIFIED208CF	Gas

718926	X02OX50C200F728	NITROGEN IN OXY CERTIFIED224CF	Gas
721107	X02NI99C15A2731	OXYGEN IN NIT CERTIFIED 150AL	Gas
726104	X02NI99C33A25H1	TOLUENE IN NIT CERTIFIED AL33V	Gas
730138	Z02NI9542003071	BLOOD GAS MIX 2PT 210 CF	Gas
730139	Z02NI9042003034	BLOOD GAS MIX 2PT 210 CF	Gas
730145	Z02NI92430068V7	BLOOD GAS MIX 2PT 300 CF	Gas
730237	Z02OX9542003102	BLOOD GAS MIX 2PT 210 CF	Gas
730239	Z02OX9042000206	BLOOD GAS MIX 2PT 210 CF	Gas
730240	Z02OX9342000332	BLOOD GAS MIX 2PT 210 CF	Gas
730331	Z03NI86420079F0	BLOOD GAS MIX 3PT 210 CF	Gas
730334	Z03NI7643005340	BLOOD GAS MIX 3PT 300CF	Gas
730344	Z03NI7542003033	BLOOD GAS MIX 3PT 210 CF	Gas
730353	Z03NI9042000254	BLOOD GAS MIX 3PT 210 CF	Gas
730356	Z03NI8542000024	BLOOD GAS MIX 3PT 210 CF	Gas
730366	Z03NI9442000133	BLOOD GAS MIX 3PT 210 CF	Gas
730367	Z03NI7442000074	BLOOD GAS MIX 3PT 210 CF	Gas
730371	Z03NI804ME3065	BLOOD GAS MIX 3PT SIZE E	Gas
730435	Z02AI9542000059	BLOOD GAS MIX 2PT 210 CF	Gas
730441	Z03NI7443000080	BLOOD GAS MIX 2PT 300 CF	Gas
730551	Z02NI744ME0017	BLOOD GAS MIX 2PT SIZE E	Gas
730559	Z03NI7982000147	BLOOD GAS MIX 3PT 210 CF	Gas
730560	Z03NI6342000188	BLOOD GAS MIX 3PT 210 CF	Gas
750333	Z03NI85N2000PY4	ANAEROBIC MIX 210CF	Gas
750334	Z03NI90N2003194	ANAEROBIC MIX 210CF	Gas
750336	Z03NI80N2000000	ANAEROBIC MIX 210CF	Gas
750535	Z02AI95R20051A5	AEROBIC MIX 210 CF	Gas
780981	E02NI87E15A0080	EPA PROTOCOL MIX 2PT BAL N2	Gas
781670	E04NI88E15A41X0	EPA PROTOCOL MIX 4PT BAL N2	Gas
781690	E04NI88E15A4081	EPA PROTOCOL MIX 4PT BAL N2	Gas
781710	E04NI88E15A41W9	EPA PROTOCOL MIX 4PT BAL N2	Gas
781750	E04NI88E15A40V1	EPA PROTOCOL MIX 4PT BAL N2	Gas
781772	E04NI88E15A41X0	EPA PROTOCOL MIX 4PT BAL N2	Gas

781775	E04NI88E15AC4S6	EPA PROTOCOL MIX 4PT BAL N2	Gas
781778	E04NI88E15A0008	EPA PROTOCOL MIX 4PT BAL N2	Gas
781784	E04NI94E15A3853	EPA PROTOCOL MIX 4PT BAL N2	Gas
781786	E04NI88E15A4261	EPA PROTOCOL MIX 4PT BAL N2	Gas
830208	X03OX50C2000788	3PT MIXTURE BAL OXYGEN CERT	Gas
830226	X03AR96C3000157	ISOBUTANE,CO2,AR - HP300	Gas
830552	X03NI90C2000024	3PT MIXTURE BAL NIT CERT HP200	Gas
830616	X03NI90C2001053	3PT MIXTURE BAL NIT CERT HP200	Gas
830806	X03NI78E2000000	3PT MIX BAL NIT PRECISION(MEMO	Gas
830808	X03NI60C200H038	3PT MIXTURE BAL NIT CERT HP200	Gas
830817	X03NI79P15A0001	3PT MIXTURE BAL NIT PRIM AL150	Gas
830818	X03NI79P15A3LD7	3PT MIXTURE BAL NIT PRIM AL150	Gas
832549	X03NI82P33A0000	3PT PRIMARY MIX BAL N2 AL33V	Gas
880165	X08NI99C15A0002	8PT MIX BAL NITROGEN AL150V	Gas
03505V	AM AH400	AMMONIA ANHY AIRGAS TEAL 150LB	Gas
12204V	CM CP200	CARBON MONOXIDE TECH GR 175CF	Gas
AC140	AC 4	ACETYLENE INDUSTRIAL 136CF	Gas
AC140C	AC 4C	ACETYLENE CUSTOMER OWNED SMALL	Gas
AC220	AC 4.5	ACETYLENE INDUSTRIAL 220 CF	Gas
AC300	AC 5	ACETYLENE INDUSTRIAL 268 CF	Gas
AC400	AC 5	ACETYLENE INDUSTRIAL 343CF	Gas
AC75	AC 3	ACETYLENE FS SIZE 75	Gas
ACMC	AC MC	ACETYLENE FS MC 10CF	Gas
ACP140	AC PP4	ACETYLENE PREPURIFIED 140 CF	Gas
ACP400	AC PP5	ACETYLENE PREPURIFIED 330 CF	Gas
ACW400	AC 5	ACETYLENE INDUSTRIAL 360CF	Gas
AR100	AR 125	ARGON IND 125 CF	Gas
AR160	AR 150	ARGON FS SIZE 160	Gas
AR20	AR 20	ARGON FS 20 CF	Gas
AR200	AR 200	ARGON IND 250 CF	Gas
AR300	AR 300	ARGON IND 336 CF	Gas
AR40	AR 40	ARGON FS 40 CF	Gas

AR90	AR 80	ARGON FS 90 CF	Gas
BA300	AI B300	BREATHING AIR IND 310 CF	Gas
CA200	AI 200	COMPRESSED AIR IND 244 CF	Gas
CA300	AI 300	COMPRESSED AIR IND 310 CF	Gas
CD170	CD 170LT350	CARBON DIOXIDE LIQ CD170 378LB	Gas
CD20	CD FG20	CARBON DIOXIDE IND 20 LB	Gas
CD20T	CD FG20S	CARBON DIOX IND 20LB W/SIPHONT	Gas
CD50	CD 50	CARBON DIOXIDE IND 50 LB	Gas
CD50T	CD 50S	CARB DIOX IND 50 LB W/SIPHON T	Gas
CDF2.5	CD FG2.5	CARBON DIOXIDE FOOD GRADE	Gas
DRYBLK	CD ICESB	DRYICE - BLOCKS - SOLD BY LB	Gas
DRYICE	CD ICEP	DRYICE - PELLETS - SOLD BY LB	Gas
DRYPB	CD ICEPB	DRYICE 50# CARDBOARD BOX	Gas
DRYSLI	CD ICECB3	DRYICE-SLICED BLOCK SOLD BY LB	Gas
HE160	HE 150	HELIUM FS SIZE 160	Gas
HE200	HE 200	HELIUM IND 219 CF	Gas
HE300	HE 300	HELIUM IND 291 CF	Gas
HM4200	NI HY5200	HYDROGEN 5% BAL NIT 210CF	Gas
HM4201	NI HY5200	HYDROGEN 1-5.7% BAL NIT 220CF	Gas
HM4300	NI HY5300	HYDROGEN 5% BAL NIT 279CF	Gas
HM5200	NI HY10200	HYDROGEN 10% BAL NIT 208 CF	Gas
HY100	HY 125	HYDROGEN IND 176 CF	Gas
HY200	HY 200	HYDROGEN IND 191 CF	Gas
LACS65	AR 230LT230DCG	ARGON LIQUID XL65 C-STICK	Gas
LARS50	AR 180LT230SS	ARGON LIQUID XL50 4884 CF	Gas
LARS65	AR 230LT230SQ	ARGON LIQUID XL65 6335 CF	Gas
LCS240	NI 230LT22DCG	NITROGEN LIQ CRYOSCAN C STICK	Gas
LH100	HE 100LT	HELIUM LIQUID 100 LITERS	Gas
LH250	HE 250LT	HELIUM LIQUID 250 LITERS	Gas
LH60	HE 60LT	HELIUM LIQUID 60 LITERS	Gas
LMCD45	CD 160LT350	CARBON DIOXIDE MED XL45 HP	Gas
LMN10C	NI NFDEWARREFILL	NITROGEN MED LIQ DEWAR 10 LTR	Gas

LMN25C	NI NFDEWARREFILL	NITROGEN MED LIQ DEWAR 25LTR	Gas
LMN35C	NI NFDEWARREFILL	NITROGEN MED LIQ DEWAR 35LTR	Gas
LN45C	NI 160LT230C	NITROGEN LIQUID CUST OWN GP45	Gas
LNC160	NI 160LT22	NITROGEN LIQUID LS160 3575 CF	Gas
LNCS50	NI 180LT230DCG	NITROGEN LIQUID XL-50 C STICK	Gas
LNCS65	NI 230LT230DCG	NITROGEN LIQUID XL-65 C-STICK	Gas
LNF265	NI FG265LT22	NITROGEN LIQUID 5769CF	Gas
LNMRI	NI 230LT22MRI	NITROGEN LIQ CRYOSCAN 5245CF	Gas
LNS160	NI 160LT22	NITROGEN LIQUID LS160 3575 CF	Gas
LNS180	NI 180LT22	NITROGEN LIQUID PLC180 4044 CF	Gas
LNS240	NI 240LT22	NITROGEN LIQ CRYOSCAN 240SS	Gas
LNS50	NI 180LT230	NITROGEN LIQUID XL-50 4044 CF	Gas
LNS50L	NI 180LT22PB	NITROGEN LIQUID XL-50 LOW PRES	Gas
LNS5HP	NI 180LT350	NITROGEN LIQUID XL-50 HP 3,713	Gas
LNS65	NI 230LT230	NITROGEN LIQUID XL-65 5245 CF	Gas
MBA300	AI USP300	BREATHING AIR MEDICAL 310CF	Gas
MBAE	AI USPE	BREATHING AIR MEDICAL E	Gas
MCDE	CD USPE	CARBON DIOXIDE MEDICAL E	Gas
MCDG	CD USP50	CARBON DIOXIDE MEDICAL G	Gas
MCDGT	CD USP50S	CARBON DIOX MEDICAL G W/SIPHON	Gas
MCDH	CD USP75	CARBON DIOXIDE MEDICAL H	Gas
MM3G	Z02AI9512000012	CARB DIOX 5% BAL OXYGEN G	Gas
MM5G	Z02HE6012003276	OXYGEN 40% BAL HELIUM G	Gas
MM6G	Z02AI9512000012	CARB DIOX 5% BAL AIR G	Gas
MNIE	NI NFE	NITROGEN MEDICAL NF E	Gas
MNIG	NI NF200	NITROGEN MEDICAL NF G	Gas
MNIH	NI NF300	NITROGEN MEDICAL NF H	Gas
MNOE	NS USPE	NITROUS OXIDE MEDICAL E	Gas
MNOG	NS USP56	NITROUS OXIDE MEDICAL G	Gas
MO282	OX USP250	OXYGEN MEDICAL 282 CF	Gas
MOAB	OX USPBA	OXYGEN MEDICAL B 6CF	Gas
MOAD	OX USPDA	OXYGEN MEDICAL D	Gas

MOAE	OX USPEA	OXYGEN MEDICAL E	Gas
MOE	OX USPE	OXYGEN MEDICAL E	Gas
MOM	OX USP125	OXYGEN MEDICAL M 125 CF	Gas
MWBDAE	OX USPEAWBDS	OXYGEN MED ALUM E WOB W/DISS	Gas
MWOBAE	OX USPEAWB	OXYGEN MED ALUM E WALKABOUTS	Gas
NI100	NI 125	NITROGEN IND 115 CF	Gas
NI20	NI 20	NITROGEN FS 20 CF	Gas
NI200	NI 200	NITROGEN IND 230 CF	Gas
NI300	NI 300	NITROGEN IND 304 CF	Gas
NI90	NI 80	NITROGEN FS 90 CF	Gas
NIP300	NI 300	NITROGEN IND PP 304 CF	Gas
NIP90	NI PP80	NITROGEN FS PREPURIFIED 90CF	Gas
OX100	OX 125	OXYGEN IND 125 CF	Gas
OX20	OX 20	OXYGEN FS 20 CF	Gas
OX200	OX 200	OXYGEN IND 251 CF	Gas
OX282	OX 250	OXYGEN IND 282 CF	Gas
OX300	OX 300	OXYGEN IND 337 CF	Gas
OX90	OX 80	OXYGEN FS 90 CF	Gas
PR33	PR 33	PROPANE IND 32 LB	Gas
PRA33	PR 33A	PROPANE ALUMINUM CYLINDER 32LB	Gas
U22160	AR HE25150	UNAMIX 22 FS SIZE 160	Gas
U23100	GG HBTRI125	UNAMIX 23 108 CF	Gas
U23200	GG HBTRI200	UNAMIX 23 210 CF	Gas
U23300	GG HBTRI300	UNAMIX 23 278 CF	Gas
U2390	GG HBTRI80	UNAMIX 23 FS 71 CF	Gas
U290	AR OX280	UNAMIX 2 FS 90 CF	Gas
U5300	AR OX5300	UNAMIX 5 335 CF	Gas
U7100	AR CD25125	UNAMIX 7 134 CF	Gas
U7160	AR CD25150	UNAMIX 7 FS SIZE 160	Gas
U7200	AR CD25200	UNAMIX 7 264CF	Gas
U7300	AR CD25300	UNAMIX 7 380 CF	Gas
AMT274001	VIS274001SM	WRENCH PIPE ADJ 11"	HG

ANT6040	ANT6040	CYLINDER STAND 4 D/E CYL	HG
ASG012C	Y99012C	STREET "T" 1/4 NPT	HG
ASG125A06C	Y19125A06C	GAUGE 2-1/2" 0-60PSIG BRASS	HG
ASG20020	Y9920020	FACE SHIELD & VISOR	HG
ASG242200	Y99242200	CYLINDER BENCH BRACKET	HG
ASG26120	Y9926120	SWAGELOK FITTING 1/4"FNPTX1/4"	HG
ASG26160	Y9926160	COMPRESSION 1/4"MNPTX1/4"	HG
ASG346C43	Y99346C43	NIPPLE SS CGA346	HG
ASG346C44	Y99346C44	NUT SS CGA346	HG
ASG4A705M240	Y914A705M240	REGULATOR ADAPTOR	HG
ASGBF110	Y99BF110	GLOVES CRYOGENIC	HG
ASGC484B240	Y11C484B705	REGULATOR SS 240CGA	HG
ASGCP602B320	Y11CP602B320	LIFE SCIENCE CHANGEOVER GAS	HG
ASGCP602B580	Y11CP602B580	LIFE SCIENCE CHANGEOVER SYS	HG
ASGE464C330	Y11E464C330	REGULATOR 1/S POSITIVE SEAL	HG
ASGG110	Y99G110	CYLINDER BRACKET W/BELT AND CH	HG
ASGMSP120D580	Y11MSP120D580	MANIFOLD	HG
ASGN175B500	Y12N175B500	REGULATOR LOW PRESSURE CGA-500	HG
ASGSG6207	ADESG6207	WALL BRACKET TWO CYLINDER	HG
ASGY11210D	Y11210D	REGULATOR LINE 0-10PSI 1/S	HG
ASGY11215B580	Y11215B580	REGULATOR 1/S GP BRASS	HG
ASGY11215B590	Y11215B590	REGULATOR 1/S GP BRASS	HG
ASGY11215D580	Y11215D580	REGULATOR 1/S BRASS 0-100PSI	HG
ASGY11215D590	Y11215D590	REGULATOR 1/S BRASS 0-100PSI	HG
ASGY11LC241F580	Y11LC241F580	REGULATOR LIQUID NITROGEN	HG
ASGY12215A320	Y12215A320	REGULATOR 2/S BRASS WITH 0-15	HG
ASGY12215A580	Y12215A580	REGULATOR 2/S BRASS WITH 0-15	HG
ASGY12215B320	Y12215B320	REGULATOR 2/S BRASS WITH 50PSI	HG
ASGY12215B350	Y12215B350	REGULATOR 2/S BRASS W/0-50PSI	HG
ASGY12215B540	Y12215B540	REGULATOR 2/S BRASS W/0-50PSI	HG
ASGY12215B580	Y12215B580	REGULATOR 2/S BRASS W/0-50PSI	HG
ASGY12215B590	Y12215B590	REGULATOR 2/S BRASS W/0-50PSI	HG

ASGY12215D320	Y12215D320	REGULATOR 2/S BRASS W/ 100PSIG	HG
ASGY12215D350	Y12215D350	REGULATOR 2/S BRASS WITH 0-100	HG
ASGY12215D580	Y12215D580	REGULATOR 2/S BRASS WITH 0-100	HG
ASGY12215D590	Y12215D590	REGULATOR 2/S BRASS WITH 0-100	HG
ASGY12215F580	Y12215F580	REGULATOR 2/S BRASS WITH 250	HG
ASGY12215F590	Y12215F590	REGULATOR 2/S BRASS WITH 0-250	HG
ASGY12244B280	Y12244B280	REGULATOR ANALYTICAL 2/S	HG
ASGY12244B346	Y12244B346	REGULATOR 2/S HP ANALYTICAL	HG
ASGY12244B350	Y12244B350	REGULATOR 2/S ANALYTICAL BRASS	HG
ASGY12244B580	Y12244B580	REGULATOR 2/S ANALYTICAL 0-50	HG
ASGY12244D280	Y12244D280	REGULATOR 2/S ANALYTICAL HP	HG
ASGY12244D346	Y12244D346	REGULATOR 2/S HP ANALYTICAL	HG
ASGY12244D350	Y12244D350	REGULATOR 2/S HP ANALYTICAL	HG
ASGY12244D540	Y12244D540	REGULATOR 2/S HP	HG
ASGY12244D580	Y12244D580	REGULATOR 2/S HP ANALYTICAL	HG
ASGY12244D590	Y12244D590	REGULATOR 2/S HP ANALYTICAL	HG
ASGY12N145F580	Y12N145F580	REGULATOR 2/S HIGH PURITY	HG
ASGY154CH4295295	Y154CH4295295	HOSE ARMOUR CASING 4' N2	HG
ASGY154CH429538	Y154CH429538	HOSE 4' CRYOGENIC	HG
ASGY154CH6295295	Y154CH6295295	HOSE CRYO 6' 295X295	HG
ASGY154CH629538	Y154CH629538	TRANSFER HOSE ARMORED 6'	HG
ASGY154MBH580	Y154MBH580	SINGLE CYL PROTOCOL STATION	HG
ASGY15PSB38	Y15PSB38	PHASE SEPARATOR 3/8X3	HG
ASGY15QMB1	Y15QMB1	QUICK MOUNT SYSTEM	HG
ASGY4020488	Y4020488	TUBING COPPER 1/8" X50'	HG
ASGY4020618	Y4020618	TUBE GAS DRYING 1/4"COMPRESSIO	HG
ASGY99231100	Y99231100	CART SINGLE CYLINDER	HG
ASGY99241000	Y99241000	WALL BRACKET 90 CU FT	HG
ASGY99241500	Y99241500	CYLINDER WALL BRACKET	HG
ASGY99242200	Y99242200	CYLINDER BRENCH BRACKET	HG
ASGY99243500	Y99243500	CYLINDER STAND PLATED STEEL MD	HG
ASGY9926120	Y9926120	FITTING 1/4"X1/4" SW	HG

ASGY9926140	Y9926140	FITTING 1/4"X18" SW	HG
ASGY9926160C	Y9926160C	ADAPTOR 1/4 X 1/4	HG
ASGY9926217	Y9926217	PIPE TEE 1/4"FNDT	HG
ASGY99580C13CV	Y99580C13CV	CHECK VALVE CGA580 NIPPLE	HG
ASGY99580C14	Y99580C14	NUT BRASS 580	HG
ASGY99705C43	Y99705C43	NIPPLE 705CGA STAINLESS	HG
ASGY99705C44	Y99705C44	NUT 705CGA STAINLESS	HG
ASGY99705W	Y99705W	WASHER 705CGA TEFLON	HG
ASGY99G200	Y99G200	WALL BRACKET 2-CYLINDER	HG
ASGY99LT10	Y99LT10	FLOOR SAVER MATT 11-1/4X11-1/4	HG
ASGY99LT33	Y99LT33	FLOOR SAVER LIQUID CYL W/WHEEL	HG
AVE308L173D3328	AVE64008	ELECT 308L-17 3D 3/32X14X8#TUB	HG
AVE309L173D189	AVE61910	ELECT 309L-17 3D 1/8X14X9#TUB	HG
AVE309L173D3328	AVE61909	ELECT 309L-17 3D 3/32X12X8#TUB	HG
AVE316L1836	AVE59451	STAINLESS 316L 1/8 X 36	HG
AVE316L33236	AVE59431	STAINLESS 316L 3/32X36	HG
AVE316L3326	AVE64013	ELECT 316L17 3/32 8#/24# AVEST	HG
AVE316L53236	AVE59461	STAINLESS 316L 5/32 X 36 10#	HG
CAP7000U	CMX7000	DOO RAG ASSORT 7000U 12/PK	HG
CAPCRAZYADJ	CMX1000E	CAP WELDERS ONE SIZE FITS ALL	HG
COOAC110V	WTCAC110V	WRENCH ADJUSTABLE CHROME 10"	HG
COOAC112V	WTCAC112V	WRENCH ADJUSTABLE CHROME 12"	HG
COOAC14V	WTCAC14V	WRENCH ADJUSTABLE CHROME 4"	HG
COOAC18V	WTCAC18V	WRENCH ADJUSTABLE CHROME 8"	HG
CYLCAPHP	ACCCP800	CYLINDER CAP HI PRES 3-1/8X11	HG
ESA0558005415	ESA0558010643	REGULATOR R-72-75-580 INSERT G	HG
ESA103X85	ESA103X85	REGULATOR INERT ESA R89-3M-580	HG
ESA21528	ESA21528	REGULATOR OXY ESA R-72-125-540	HG
ESA308L1163610	ESA256011834	STAINLESS 308L 1/16X36 10#	HG
ESA308L1633210	ESA251013207	ELECT 308L-16 3/32X12X10#HS	HG
ESA308L3326	ESA251013306	ELECT 308L-16 3/32X9X6# EA=LB	HG
ESA309L1633210	ESA251053203	ELECT 309L-16 3/32X12X10#	HG

ESA309L1810	ESA251051801	ELECT 309L 1/8 10# HSC *	HG
ESA309L3325	ESA251053302	ELECT 309L-16 3/32X9X6# HS	HG
ESA3161810	ESA251181806	ELECT 316 1/8 10# HSC	HG
ESA31633210	ESA251185641	ELECT 316/316H 3/32X12X10 HS	HG
ESA3163325	ESA251183307	ELECT 316 3/32 6# HSC	HG
ESA60101850HSC	ESA811005057	ELECT 6010 SW10P 1/8 50# HSC	HG
ESA70181810HSC	ESA255011827	ELECT 7018 AA 1/8 10# HSC	HG
ESA70181850HSC	ESA255011819	ELECT 7018 AA 1/8 50# HSC	HG
ESA701833210HSC	ESA255013328	ELECT 7018 AA 3/32 10# HSC	HG
ESA701833250HSC	ESA255013310	ELECT 7018 AA 3/32 50# HSC	HG
ESA701853210HSC	ESA255015323	ELECT 7018 AA 5/32 10# HSC	HG
ESA8018B21810HSC	ESA255051823	ELECT 8018B2 AA 1/8 10# HSC	HG
ESA9018B333210HS	ESA255073322	ELECT 9018B3 AA 3/32 10# HSC *	HG
FMPFM68	FIBFM68	SWEATBAND FM-68 COTTON	HG
HYP120926	HYP120926	ELECTRODE HYP	HG
INS181000603	I24181000603	MONITOR GAS BADGE PRO O2 OXY	HG
JAC274	JAC3002707	SWEATBAND LEATHER 274	HG
LAGRCP2882CLE	L06RCP2882CLE	SCOOP CLR POLYCARBONATE 6OZ	HG
LIN70S21836	LINED025882	WIRE 70S2 1/8X36 TIG WIRE	HG
LINBM21001810	LINED032299	ELECT BLUE MAX 2100 1/8 10#	HG
LINEX70181850	LINED028281	ELECT 7018 MR 1/8 50# EO	HG
LINEX701833250	LINED028280	ELECT 7018 3/32 50# EO	HG
LINFW5P+1850	LINED010278	ELECT 6010 FW5P PLUS 1/8 50#	HG
LINFW5P1850	LINED010203	ELECT 6010 FW5P 1/8 50#	HG
LINKP2744035T	LINKP2744035T	CONTACT TIP .035 TAPERED	HG
LINL15153	LINL15153	MOTOR GEARBOX	HG
LINL7829	LINL7829	MOUNTING PLATE LIN L7829	HG
LINT146593	LINT14659-3	PLUG BUTTON T14659-3	HG
LNS4X5CPC	CEP932-442	LENS 4-1/2 X 5-1/4 CLR POLYCAR	HG
MAR96821	MKL96821	MARKER PAINT VALVE ACTION YEL	HG
MAR96823	MKL96823	MARKER PAINT VALVE ACTION BLK	HG
MAR96824	MKL96824	MARKER PAINT VALVE ACTION ORG	HG

MATTW5	M21TW5	WRENCH MATHESON *	HG
MCK3161836	RAD64004464	STAINLESS 316/316L 36" 1/8 10	HG
MIL000067	MIL000067	CONTACT TIP 030 MIL 000067(C)	HG
MIL186405	MIL186405	NOZZLE MIL 186405 (C	HG
MIL186406	MIL186406	CONTACT TIP 035 MIL 186406 (C)	HG
MIL231703	MIL231703	HELMET PRO-HOBBY FS#10	HG
MIL2356736	MIL235673-6	FILTER PARTICULATE (PARR) 6PK	HG
MIL235674	MIL235674	FILTER PRE-FILTER (PAPR) 6/PK	HG
MIL244131	MIL244131	BATTERY (PAPR)	HG
MIL247531	MIL247531	HELMET 9400I PAPR W/TITANIUM	HG
MIL249186	MIL249186	GLOVE WELDING MULTI-PURPOAE XL	HG
MIL300371	MIL300371	SPOOL GUN 100 SPOOLMATE	HG
MIL770187	MIL770187	RUNNING GEAR (CYLINDER RACK)	HG
MIL907136017	MIL907136017	WELDER MAXSTAR 150 STH	HG
MIL907401	MIL907401	WELDER MILLERMATIC PASSPORT+	HG
MIL907422	MIL907422	WELDER MILLERMATIC-211	HG
MIL907460	MIL907460	WELDER DIVERSION 180 TIG AC/DC	HG
MIL951375	MIL951375	WELDER MIG PKG 211 AUTO SET	HG
MRKSOAPRD	OKINS-16A	SOAPSTONE ROUND 144EA/BX	HG
MSA710882	MSA710882	CALIBRATION CYLINDER 60PPM CO	HG
MST70S21836	WACTT70S-206	STEEL 70S-2 1/8 X 36	HG
MVE10580782	MVE10580782	BLOOD BAG FRAME 4/BG FOR "P"	HG
MVE14870322	MVE14870322	HOSE CRYOGENIC TRANSFER HOSE	HG
NFS1226	F08TT40	TAPE TEFLON 1/2 X 260' FS-1226	HG
NMPCRYO8860	STCCRYO8860	CRYLINDER DOLLY CRYO-8860	HG
NMPMDE12R	STCMDE-12R	MEDICAL CART 12CYL RUBBERIZED	HG
NMPMDE2	STCMDE-2	MEDICAL CART 2 "E" CYLINDERS	HG
NSAG99CRBEELLGP	N33G99CRBEELLGP	GLOVES CRYO ELBOW 18" LRG SZ10	HG
OCCTN501	OCCTN5-01	HAT TIE NAVY REG	HG
OCCTN506	OCCTN5-06	TIE HAT REG BLK	HG
OCCTN5CHI	OCCTN5-CHI	HAT TIE CHILI PEPPERS REG	HG
OCCTN5JFL	OCCTN5-JFL	TIE HAT REGULAR JUNGLE CAMO	HG

PFD61006	PFR61006	GRINDWHEEL 7X1/4X5/8-11 T27	HG
PFD62254	PFR62254	FLAP DISC 4-1/2X5/8-11 80G T27	HG
RAD64000752	RAD64000752	CUTOFF WHEEL 14X3/32X1 T1 10PK	HG
RAD64000870	RAD64000870	FLAP DISC 4-1/2X5/8-11 80G T29	HG
RAD64001102	RAD64001102	ELECT 7018 3/32X14 30CT(5TB)	HG
RAD64001214	RAD64001214	WIRE 70S-6 035 11# *EA=SPOOL *	HG
RAD64001465	RAD64001465	WIRE ER308L 035 2#SP	HG
RAD64001502	RAD64001502	WIRE 4043 035 1# SP (5# CTN)	HG
RAD64001958	RAD64001958	TUNGSTEN 3/32 X 7" 2% THORIA	HG
RAD64002223	RAD64002223	ELECT DC-CC 1/4X12 DC-CC	HG
RAD64002300	RAD64002300	SOAPSTONE HOLDER ROUND FS-3256	HG
RAD64002312	RAD64002312	TIP DRILL KIT FS-3416	HG
RAD64002351	RAD64002351	PLIERS MIG 8-WAY WELDERHELPER	HG
RAD64002906	RAD64002906	TIP MIG 035 10/CG 000068	HG
RAD64003038	RAD64003038	REGULATOR FLOWGAUGE CF153-320	HG
RAD64003043	RAD64003043	REGULATOR NITROGEN SR5B-580	HG
RAD64003044	RAD64003044	REGULATOR NITROGEN PURGE INERT	HG
RAD64003061	RAD64003061	REGULATOR OXY 25-100C-540	HG
RAD64003371	RAD64003371	HOSE SGL 1/4 GRN GRD R REEL750	HG
RAD64003400	RAD64003400	WRENCH 1013 TANK COMBINATION	HG
RAD64003493	RAD64003493	CABLE WELDING SIZE 1/0 500FT	HG
RAD64003518	RAD64003518	CABLE WELDING FLEX SZ 1/0 100'	HG
RAD64003562	RAD64003562	CYLINDER STAND ADJ F/7TO9 CYL	HG
RAD64003570	RAD64003570	CART WELDING MIG	HG
RAD64003571	RAD64003571	CYLINDER CART D/E	HG
RAD64003605	RAD64003605	CUTTING TIP 00-1-101 ACETY	HG
RAD64003606	RAD64003606	CUTTING TIP 0-1-101 ACETY	HG
RAD64003607	RAD64003607	CUTTING TIP 1-1-101 ACETY	HG
RAD64003903	RAD64003903	NIPPLE INLET CGA-500-510-580	HG
RAD64003904	RAD64003904	NIPPLE HOSE-B 1/4 BARB	HG
RAD64003917	RAD64003917	OXYGEN W/VALUE B-RHF/M/M	HG
RAD64003929	RAD64003929	NUT INERT 5/8-18 RIGHT HAND	HG

RAD64003931	RAD64003931	NIPPLE BARB INERT 1/4 AW-17	HG
RAD64003940	RAD64003940	WASHER CO2 TEFLON FLAT	HG
RAD64003941	RAD64003941	FLASHBACK ARRESTR TORCH EA=PK*	HG
RAD64003947	RAD64003947	HOSE ADAPTOR 541	HG
RAD64003968	RAD64003968	NUT HEX CGA320 CO-2	HG
RAD64003969	RAD64003969	KIT CO2 WASHER CO-5/CO-6 3EA	HG
RAD64003970	RAD64003970	NIPPLE W/WASHER CGA320 CO-3	HG
RAD64003976	RAD64003976	NUT/NIPPLE N2 CGA580 92&15-3	HG
RAD64005053	RAD64005053	LENS MAG 2X4 1.75	HG
RAD64005463	RAD64005463	TIG TORCH BODY 17 150 AMP	HG
RAD64005527	RAD64005527	TIG TORCH BODY 26F 200A FLEX	HG
RAD64051205	RAD64051205	GLASSES SAFETY CLEAR LEN & FRA	HG
RAD64051220	RAD64051220	GLASSES SAFETY CLR FRAME VB2	HG
RAD64054943	RAD64054943	APRON 24"X48" GREEN FR 9OZ	HG
RAD64054951	RAD64054951	SLEEVE 18" 9OZ GRN	HG
RAD64054964	RAD64054964	JACKET WELD GRN 2XL	HG
RAD64057632	RAD64057632	GLOVES WLDRS STD SHLDR BRN LG	HG
RAD64057642	RAD64057642	GLOVES WLDRS STD SHLDR BLU LRG	HG
RATT45	RATT45	CYL RING TAGS FULL/EMPTY T-45	HG
RIT86917	RTC86917	WRENCH ADJUSTABLE 12 " CUSHION	HG
RMC65005	R4865005	SCOOP PLASTIC 82OZ	HG
RPP120931	HYP120931	NOZZLE 60AMP (ORDER 5)	HG
SMH30150580	SMI30-150-580	REGULATOR NIT/ARGON	HG
SSW308L0302S	WACTS308L04	WIRE 308L 030 2# SPOOL	HG
STE37286	STI37286	WELD CURTAIN 6X8 TOUGHGUARD	HG
TEM750	TEMTS0750	TEMP INDICATOR STIK 750 DEGREE	HG
TIL1012L	TIL1012L	GLOVES WELDING BROWN LOGO	HG
TIL1421L	TIL1421L	GLOVES DRIVERS COWHIDE LARGE	HG
TIL1421XL	TIL1421XL	GLOVES DRIVERS COWHIDE X-LARG	HG
TIL1515B	TIL1515B	GLOVES WORK PEARL DOUBLE PALM	HG
TIL24CL	TIL24CL	GLOVES TIG 4" CUFF LARGE	HG
TIL24CM	TIL24CM	GLOVES TIG 4" CUFF MEDIUM	HG

TIL495L	TIL495L	GLOVES WELDING PIGSKIN LARGE	HG
TIL525	TIL525	ROD HOLDER LEATHER	HG
TTC41V35	TEC41V35	BACK CAP MED 3-1/2" ELECTRODE	HG
TWE2MDCCK	TWE9425-1240	ADAPTOR DINSE MALE ASSY.	HG
TWE2MPC	TWE9425-1200	CABLE CONNECTOR 2-MPC	HG
TWE2MPC1	TWE9425-1210	CABLE CONNECTOR 2-MPC-1	HG
TYW11938C80	TAY11938C80	PHASE SEPARATOR 2-3/4X1-3/8 OD	HG
TYW11938C82	TAY1193-8C82	PHASE SEPARATOR 1-1/4X1 OD	HG
TYW16009C66	TAY1600-9C66	HOSE TRANSFER LIQUID NITROGEN	HG
TYW35LD	TAY35LD	DEWAR 35 LITER LD SERIES	HG
TYW4LD	TAY4LD	DEWAR 4 LITER LD SERIES	HG
TYW5LD	TAY5LD	DEWAR 5 LITER LD SERIES	HG
TYWR0188C50	TAYR018-8C50	DIPPER	HG
TYWR0338C00	TAYR033-8C00	ROLLER BASE	HG
TYWR05K9C16	Y40R05K9C16	NECKTUBE CORE	HG
UASUB613	UASUB613	DOO-CAPS CAMO	HG
VIC01101	VIC0330-0012	CUTTING TIP VIC 1-101 #0	HG
VIC01118	VIC0330-0109	CUTTING TIP VIC 1-118 #0	HG
VIC0W1	VIC0324-0070	WELDING TIP VIC W-1 #0	HG
VIC11101	VIC0330-0005	CUTTING TIP VIC 1-101 #1	HG
VIC21101	VIC0330-0006	CUTTING TIP VIC 1-101 #2	HG
VIC31101	VIC0330-0002	CUTTING TIP VIC 1-101 #3	HG
VIC41101	VIC0330-0007	CUTTING TIP VIC 1-101 #4	HG
VIC51101	VIC0330-0008	CUTTING TIP VIC 1-101 #5	HG
VICSR5B320	VIC0780-2544	REGULATOR SR5-B MEDALIST	HG
VICVMG15LN	VIC0781-3021	REGULATOR MED VIC VMG-15LN	HG
WCT13N23	WCP13N23	COLLET TIG WCT 13N23 3/32	HG
WCT41V33	WCP41V33	BACK CAP SHORT WCT 41V33	HG
WCT45V26	WCP45V26	GAS LENS 3/32	HG
WCT54N01	WCP54N01	INSULATOR TIG WCT 54N01	HG
WCT54N16	WCP54N16	CUP TIG WCT 54N16 #6	HG
WCT57Y04	WCP57Y04	BACK CAP SHORT WCT 57Y04	HG

WEL44053	WBU44053	BRUSH SCRATCH CH-39	HG
WEL44054	WBU44054	BRUSH SCRATCH SS CH-39-SS	HG
WES15-3	WES15-3	NIPPLE INLET CGA-500-510-580	HG
WES15-4	WES15-4	NIPPLE CGA500/510/580/590	HG
WES284	WES284	NUT CGA280	HG
WES29-2	WES29-2	NUT CGA296	HG
WES29-3	WES29-3	NIPPLE CGA296	HG
WES416-1	WES416-1	ADAPTOR INERT CGA580 RH	HG
WES500-2	WES500-2	NUT MED CGA500	HG
WES555	WES555	ADAPTOR HOSE 1/4 NPTF-1/4 HOSE	HG
WES556	WES556	ADAPTER FML 1/4 NPT 5/16 BARB	HG
WES557	WES557	ADAPTER HOSE 1/4NPTM 3/8BARB	HG
WES615-3T	WES615-3T	NIPPLE CGA500,510,580,590	HG
WES7	WES7	NUT OXY B RIGHT HAND (5 PKG)	HG
WES7325	WES7325	FERRULE HOSE 7325	HG
WES815	WES815	ADAPTOR CGA 590-580	HG
WES828	WES828	ADAPTOR CGA 346-580	HG
WES872	WES872	ADAPTOR CGA 500-540	HG
WES874	WES874	ADAPTOR CGA500590	HG
WES93	WES93	NUT AIR CGA590M	HG
WESAW-14A	WESAW-14A	NUT INERT 5/8-18 RIGHT HAND	HG
WESB-4HP	WESB-4HP	BUSHING 1/4-1/4 MALE B-4HP	HG
WESBB-4-6HP	WESBB-4-6HP	BUSHING FEMALEMALE	HG
WESBF-4HP	WESBF-4HP	COUPLER 1/4-1/4 FEMALE BF-4HP	HG
WESC4OXY120FNNFN	WESC4OXY120FNNF	HOSE 10 ' OXYGEN WITH HAND TIG	HG
WESCO-2	WESCO-2	NUT CO2 CGA320	HG
WESCO-4	WESCO-4	NIPPLE CO2 CGA320	HG
WESCO-6	WESCO-6	WASHER CO2 TEFLON FLAT	HG
WESM1-540-PGH	WESM1-540-PGH	REGULATOR CGA540 M1-540-PGH	HG
WESM1-870-PG	WESM1-870-PG	REGULATOR CGA870	HG
WESM1-973-PG	WESM1-973-PG	REGULATOR MEDICAL W/973 INLET	HG
WESM24-24	WESM24-24	M24-24 FEMALE TO 1/48 HOSE BAR	HG

WESM24-7	WESM24-7	BODY ADAPTOR DISS1240	HG
WESM28-5	WESM28-5	NIPPLE CGA280	HG
WESMTT-2K	WESMTT-2K	TEFLON TAPE 1/2"X520	HG
WESMY-2S	WESMY-2S	FEMALE DISS TO 1/4"MNPT "Y"	HG
WESOPA-840	WESOPA-840	REGULATOR MEDICAL OXY OPA-840	HG
WESWMS-1-54	WESWMS-1-54	CHECK VALVE CGA580FX1/2NPTM	HG

From: GrawOzburn, Kara Allison <kara@unc.edu>
Sent: Wednesday, March 6, 2013 5:38 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: School of Ed Decisions

Hi Beth

Just a heads up that the admissions decisions for the School of Ed will be going out tomorrow. This is all keeping me on my toes!

Kara

Kara GrawOzburn
Assistant Director of Student Affairs
School of Education
103 G Peabody Hall
UNC Chapel Hill
CB# 3500
919-843-6245
kara@unc.edu

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, March 6, 2013 9:24 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Executive Vice Chancellor and Provost Search

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Dear Faculty, Staff and Students,

In alignment with the Chancellor search, the search for a new Executive Vice Chancellor and Provost is moving ahead. We have begun to recruit for the position but with an understanding that potential candidates will probably want to know who the Chancellor is before they engage too deeply in the process.

Advertising is about to begin. We will start with an ad in the Chronicle of Higher Education; other ads will soon follow. Both the ad and a Leadership Statement which more fully describes the Executive Vice Chancellor and Provost position may be viewed here https://provost.unc.edu/provost_search/. We strongly encourage you to suggest potential candidates to our search consultants, who can be reached at UNCProvost@wittkieffer.com. Please provide names, contact information, and any additional observations you would like to offer, for either internal or external prospects. The consultants will follow up on all suggestions.

Thank you for your interest in this important project.

Kristen M. Swanson, RN, PhD, FAAN
Dean and Alumni Distinguished Professor
School of Nursing
University of North Carolina at Chapel Hill
919.966.3731

This email is sponsored by: Office of the Excecutive Vice Chancellor and Provost

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Thursday, March 7, 2013 1:44 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Creating The "One Stop" Shop For Student Services

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Developing & Providing Integrated Student Services In Higher Education: Creating The "One Stop" Shop For Students
Wednesday, April 3 - 2:00-4:30pm EDT

Registration - http://www.innovativeeducators.org/product_pr1017.htm

Innovative Educators

Free Resources

- Transforming Student Services
- Promoting Partnerships for Student Success
- U North Carolina at Charlotte Program Targets Transfer Student Retention
- Learning Among The Riches: Students in the Cloud
- Portals: How to Give Prospective Students What They Want
- Learning Online, The Sky's The Limit
- Online Career Services: What Do College Students Want and Expect?
- Promising Practices

Webinar Overview

This webinar will provide an overview of how integrated student services, also known as a "One Stop Shop," can provide your college or university with seamless student services, as well as collaborative and challenging work environments for your staff. The presenter will discuss student services integration across several dimensions including virtual, physical, and organizational integration. By deconstructing operational silos, streamlining processes, and cross-training staff, operational efficiencies can be gained and students can be provided with holistic counseling experiences.

The presenter will discuss the "One Stop" approach to service, which has been successful for many institutions and will also highlight the University of Minnesota's successful One Stop Student Services Office. Participants will leave with a thorough understanding of various approaches on creating a One Stop Shop on their campus and will be provided with several handouts including: job descriptions, organizational charts, and a training matrix.

Webinar Objectives

Participants will learn:

- Considerations for developing a "One Stop" student services model including staffing, training, branding, and physical/facilities
- Physical, organizational, and virtual integration
- Various models to streamline student services organizations
- The One Stop Student Services model at the University of Minnesota from the visionary stages through successful post-implementation
- How to leverage technology into seamless self-service Web applications that bring students from "in line" to "online"

Webinar Speaker(s)

Julie Selander has worked in higher education administration and finance for over 24 years. Her experience includes student loan servicing operations, tuition payment plan sales and marketing, organizational leadership, as well as various management

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Campus Safety: Using NaBITA Survey Results To Improve Management Of Behavioral Intervention Teams - March 15

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Upcoming Webinars

View all events

March 2013

15
How To Support Student Veterans & Increase Retention During The Critical First Year

22
The Critical Components Of A Thriving Veterans Resource Center: Buy-In, Community Involvement & Student Support

26
To Share Or Not To Share? FERPA Compliance Training For Front Line Staff

April 2013

2
Best Practices In Alcohol Education: 10 Core Concepts To Teach College Students

2
Keeping LGBTQ Students Safe: 10 Strategies For Reducing Targeted Violence On Campus

3
Cyberbullying On Campus & Off: New Approaches To Conduct & Prevention

positions in higher education student services including student accounts receivable, billing, collections, financial aid, and customer service.

Julie is the director of the One Stop Student Services Office at the University of Minnesota providing seamless and integrated student services in the areas of enrollment, registration, financial aid, billing, student accounts receivable, and student veterans services. Twenty-seven One Stop Counselors across three campus locations provide service via phone, e-mail, and in-person for over 51,000 students on the Twin Cities campus.

Julie presents frequently on various topics related to higher education student services and has written several articles for publication, including NACUBO's Student Centered Financial Services: Innovations That Succeed. She serves as a board member for Minnesota's College Goal Sunday initiative and is a founding member and on the board of directors for the Institute for Student Services Professionals. She has undergraduate and master's degrees from the University of Minnesota and is currently working on her dissertation as a Ph.D. candidate at the University of Minnesota in the Higher Education Policy and Administration program. She is also an instructor at the University of Minnesota in the Organizational Leadership, Policy, and Administration department and teaches Customer Service Training to undergraduate students.

10
Developmental Education Redesign: Strategies & Resources That Improve Student Success

17
Improving Student Success: Academic Advising & The Completion Agenda

19
He Said THAT On Facebook? Creating Effective Policies That Govern Employee Social Media & Internet Use

Innovative Educators

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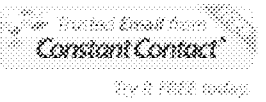

This email was sent to bridgerb@uncaa.unc.edu by mail@innovativeeducators.org | Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.

IE | 13635 Clermont Court | Thornton | CO | 80602

From: Martha Pendergrass <mjpender@email.unc.edu>
Sent: Thursday, March 7, 2013 3:00 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; ePro Users <epro_users@listserv.unc.edu>
Subject: [epro_users] eProcurement - Sigma Aldrich Site is Down

---

Sigma-Aldrich site is currently unavailable in eProcurement. We are aware of the issue and are working to resolve it with the vendor.

We will provide another update once Sigma-Aldrich is available.

From: Banks, Matthew R <mbanks@email.unc.edu>
Sent: Thursday, March 7, 2013 4:55 PM
To: A Closed Mailing List for EPA Non-Faculty (Emp Forum Division 1) <forum-div1@listserv.unc.edu>
Subject: [forum-div1] Employee Forum Delegate Nominations

CALL FOR NOMINATIONS

Nominate yourself or someone else for the Forum Delegate Elections at http://forum.unc.edu/nomination/

March 7, 2013

Dear Fellow UNC-Chapel Hill Employee:

It's time to elect new delegates to the Employee Forum. The Forum, which began in 1992, is the collective voice for SPA and EPA non-faculty employees on our campus, and its effectiveness depends on your participation and support. Chancellor Thorp has expressed his support for the Forum and its work on behalf of the University's staff, stating that he believes:

"For Carolina to be the best place to teach, learn and discover it must be a great place to work for our employees. Serving on the Employee Forum is an opportunity to contribute to that process and make a difference on behalf of your fellow workers."

Please talk with your colleagues about participation in the Forum, and send us the names of those you would like to represent your interests. Each of nine electoral divisions elects representatives based on the proportional number of employees in the division (see table below).

The process of electing delegates begins in March to allow time for new delegate orientation prior to the assumption of duties. In April, you will receive a ballot asking you to vote for your new Forum representatives.

Delegate Responsibility

Employee Forum meetings are held on the first Wednesday of each month, and there is an attendance policy designed to encourage participation and true representation. If a delegate misses three unexcused consecutive meetings or five in a nine-month period, he or she is automatically replaced. **Term in office is from May 2013-June 2015.** Delegate participation will be considered work time.

It is an honor and a privilege to serve as a Forum delegate. Effective service requires dedication, enthusiasm, and time. Monthly meetings are two and a half hours in length. In addition, delegates are likely to spend additional time up to six hours per month on committee and other essential work (more for officers and committee chairs). Employees who accept nominations should verify that their managers will approve the time to support this important service to the University.

Nominations

We need your help in identifying people who are willing to serve on the Forum. You may nominate any permanent UNC-Chapel Hill employee, including yourself, from any electoral division. Please verify that your nominees are willing to serve.

Nominations must be received **by March 22**.

Elections

The Forum will be composed of approximately 60 elected delegates. This year we will elect 36 new delegates from across all

nine electoral divisions.

If you have any questions about the nomination or election process or about Forum issues, please feel free to contact the Forum office at 962-3779 or the Forum Web site at ***http://forum.unc.edu***

Sincerely,
Jackie Overton, Forum Chair

The University of North Carolina at Chapel Hill
2013 Employee Forum Electoral Divisions
as of March 7, 2013

Division	Number of Employees	Percent of Population	Seats on Forum	Seats to be Elected
1 EPA Non-Faculty	1931	23.0	14 (13.8)	13
2 Service /Maintenance	681	8.1	5 (4.9)	2
3 Skilled Craft	480	5.7	3 (3.4)	3
4 SPA Clerical/Secretarial Academic Affairs (AA)	253	3.0	2 (1.8)	2
5 SPA Clerical/Secretarial Health Affairs (HA)	547	6.5	4 (3.9)	3
6 SPA Clerical/Secretarial Other than AA & HA	730	8.7	5 (5.2)	4
7 SPA Technical	877	10.4	6 (6.2)	5
8 SPA Professional	2764	32.9	20 (19.7)	13
9 SPA Exec. Administration Managerial	146	1.7	1 (1.0)	1
Totals	8409	100.0~	60~	46

Nominate yourself or someone else for the Forum Delegate Elections at http://forum.unc.edu/nomination/

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, March 7, 2013 8:19 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Retroactively Adjusted CommTech Core Data Charges

---

Retroactively Adjusted CommTech Core Data Charges

TO: Deans, Directors, Department Heads, Campus Business and Financial Managers

FROM: Stan Waddell, AVC, Infrastructure and Operations and CTO, ITS

RE: Programmatic Correction on Retroactively Adjusted CommTech Core Data Charges
==========

Dear Colleagues,

ITS Communication Technology core services charges have not "followed" retroactive salary source changes. Therefore, when a unit retroactively changes the salary source to a different account, the core services charges have remained on the original account.

ITS has been working to analyze and correct this. Our aim is to ensure core data services charges move to the appropriate account when the salary source changes. We realize that it is of utmost importance that this be corrected well in advance of fiscal year-end processing. We do apologize that this has yet to be satisfactorily resolved.

We are anticipating resolution of this via a programmatic solution by March 22.

In the meantime, we ask that departments NOT initiate journal entries to move the core data charges based on retro funding source changes.

Below, you will find information on:
* The background of this problem
* Action items, including what you should do now
* When we expect this to be resolved

Again, we apologize for this problem. If you have any questions or concerns, please feel free to contact me.

Thank you.

BACKGROUND
ITS Communication Technology core services charges have not moved to the correct accounts after retroactive salary source changes. As such, when a unit retroactively changes the salary source to a different account, the core services charges have remained on the original account. While this was done to prevent shifting charges onto Contracts & Grants sources, it orphaned a number of charges that require correction.

We are working with our colleagues in the Office of Sponsored Research, Accounting Services, Information Technology Services, and Payroll Services, both to correct the orphaned charges, and also to prevent the issue moving forward.

Our goal is to ensure core data services charges move with the salary source change:

* For changes effective after 1/1/2013, a move from a non-Contracts & Grants source onto a Contracts & Grants source, and vice versa, will simply move the charges.
* For changes effective between 7/1/2012 and 12/31/2012, our intent is to ensure a change from a Contracts & Grants source onto a non-Contracts & Grants source will calculate and apply the correct core data services charge; and a change from a non-Contracts & Grants source will remove and refund the core data services charge.

ACTION ITEMS:
* Departments should NOT initiate journal entries for correction of the core data portion of the retro funding source changes (please do NOT make any adjustments to the transaction) and instead should wait for ITS to make this change
* ITS has created a report of historical actions that is being tested this week
* ITS will create the FRS file this week and Accounting Services will test next week

PROJECTED TIMEFRAME:
Barring unforeseen issues with the testing, we expect to complete this change no later than March 22.

Best Regards,

Stan Waddell
Interim Assistant Vice Chancellor for Infrastructure and Operations and CTO
919-843-5684
ITS Manning
211 Manning Dr
Chapel Hill NC 27599

This email is sponsored by: Information Technology Services

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Friday, March 8, 2013 11:40 AM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: From the Chancellor: Continuing the Campus Conversation About Sexual Assault

---

Dear Students, Faculty and Staff:

The conversation on campus surrounding sexual assault is growing louder and more passionate. Let's talk about it.

To make meaningful changes that will improve how sexual assault is addressed at Carolina, we must have an open and honest dialogue. Those conversations are taking place across campus. Informally and formally. In small groups and large. Among students, faculty, administrators, staff and other members of our campus community.

Sexual assault is one of the greatest challenges facing campuses across the nation, including Carolina, and it is an issue that I am committed to addressing before I leave office. We're focused on the safety of our students, as well as faculty and staff, and have an obligation to do everything we can to provide the care and support they need if a sexual assault occurs. In those instances, we must act promptly to thoroughly investigate and address any misconduct.

This week, as expected, we were notified by the U.S. Department of Education's Office for Civil Rights that it has opened an investigation about our handling of sexual assault complaints. The University is cooperating fully with this investigation. In fact, we welcome it. Our response will show how the University has made significant changes in the past 18 months about how sexual assault complaints are handled. They include removing sexual assault cases from the jurisdiction of the Honor System and implementing a new process that involves students, faculty and staff who are specially trained to deal with the complexities of these cases. In addition, we continue to build on our existing relationships with the University's Department of Public Safety, local law enforcement officials and rape crisis counselors to provide a comprehensive range of support services to students who experience sexual assault.

We began making many of these changes long before the Office for Civil Rights complaint was filed several weeks ago. In fact, much of this work is in response to guidelines and recommendations issued by the Office for Civil Rights to universities nationwide in 2011.

Our system is still not perfect.

There is more work to be done, and we are committed to making additional changes that will improve the way sexual assault cases are handled at the University. This month, we brought on board two new employees to investigate sexual assault allegations and help survivors of sexual assault get the information and resources they need.

Gina Smith, a nationally recognized expert on sexual assault issues, continues to work closely with the University. She returned to campus this week to meet with students and engage in open discussions about these issues. Her work will elicit important feedback and produce clear recommendations to help us strengthen our processes.

We are also gathering valuable feedback from students and faculty in

other ways. I recently received a letter from Dr. Joanne Hershfield, chair of the Department of Women's and Gender Studies, offering suggestions on how to address sexual assault issues on campus. I look forward to evaluating those recommendations and working with Dr. Hershfield and other faculty members to continue the dialogue about how we can do better.

Additional feedback from students, faculty, staff, alumni and other members of our campus community is being collected through an online suggestion box at http://campusconversation.web.unc.edu/suggestion-box/. It's a website where you can learn more about the steps we are taking, find the latest news about this issue, and confidentially share your thoughts about the important work that still needs to be done.

While our students and faculty take a well-deserved break for rest and reflection next week, let me assure you that we will be hard at work, mindful that the ultimate goal is to eradicate sexual violence and misconduct from our campus. Our students and this community deserve no less.

Enjoy your Spring Break. Be safe. I look forward to continuing this conversation when you return.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: Innovative Educators <mail@innovativeducators.ccsend.com>
Sent: Friday, March 8, 2013 2:52 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: The Tutor Program Playbook: Best Practices For Growing A Learning Center

---

Having trouble viewing this email? Click here

The Tutor Program Playbook:
Using Best Practices To Grow A Successful Learning Center
Thursday, April 4 ~ 1:00-2:30pm EDT

Registration - http://www.innovativeeducators.org/product_p/1015.htm

Innovative Educators

Free Resources

- We've Got a Tutor for That
- Let's Give Teaching and Learning a Chance
- Teaching Unprepared Students
- Providing Ongoing Tutor Training and Support
- A Learner Centered Approach to Evaluating and Improving a Tutor Training Program
- Evaluating the Impact of Faculty Embedded Tutor Training Programs Factors
- Outcome and Performance Measurement for Tutoring Programs

Webinar Overview

Are you ready to build a tutor program or committed to growing one already in existence? How would you like to benefit from someone with 30 years of experience in exactly that? Imagine avoiding mistakes, saving time, and beginning with a successful, proven model. This webinar will review the tenets that have made the learning center at Stephen F. Austin State University a leader in retention and the winner of several outstanding awards:

- College Reading and Learning Association (CRLA) Certification at all three levels
- Distinguished Certification from National Association of Developmental Education (NADE)
- Star Award from the Texas Higher Education Coordinating Board
- Best Program, Texas Association of Developmental Education
- John Champaign Memorial Award for Outstanding Developmental Education Program

Participants of this webinar will learn how to implement the major touchstones of a successful tutor program. We will discuss budget, management and hiring practices, training, customer service, how to identify your target market, and assessing plans once in place. We will also learn how important it is to inform your practice through current research and trends.

Webinar Objectives

Participants will cover the major touchstones of a successful tutor program:

- Centralize: Creating a healthy management team linked by a common mission
- Budget: Getting the money and keeping the money
- Hire: Recruiting and complying with HR
- Train: Aligning with CRLA certification
- Schedule: Using Tutor Trac or a similar program

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Campus Safety: Using NaBITA Survey Results To Improve Management Of Behavioral Intervention Teams - March 15

Like us on facebook for a chance to win a free webinar!

Upcoming Webinars

View all events

March 2013

15
How To Support Student Veterans & Increase Retention During The Critical First Year

20
The College Coach Approach: A Low-Cost, High-Impact Strategy For Student Success

26
Peer Feedback & Coaching: How To Build A Successful Process For Student Growth

April 2013

10
Developmental Education Redesign: Strategies & Resources That Improve Student Success

17
Improving Student Success: Academic Advising & The Completion Agenda

18
Get On Your Bike & Ride:

- Customer Service: Sustaining a Welcome Desk
- Market: Identifying your target audience
- Assess: Reviewing for "stinky cheese" and "show and tell" and creating action plans
- Research: Informing your practice (Something you are doing simply by attending this workshop!)

Strategies That Inspire Students & Promote Long-Term Knowledge Retention

18
How To Assess & Evaluate Tutor Programs

24
Growth Mindset: How To Foster Enthusiastic Learning & Encourage Students To Set Goals

Webinar Speaker(s)

M.E. McWilliams directs an award-winning learning center at Stephen F. Austin State University in Nacogdoches, Texas. The Academic Assistance and Resource Center (AARC) has earned Distinguished Certification from the National Association of Developmental Education and the Star Award from the Texas Higher Education Coordinating Board for closing the gaps in higher education. Last year the AARC reported 190 peer tutors and 76,000 visits.

Innovative Educators

3277 Carbon PL
Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

To ensure receipt of our emails, please add mail@innovativeducators.org to your Address Book.

If you wish to unsubscribe, please email mail@innovativeducators.org

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innovativeeducators.org

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IE | 13635 Clermont Court | Thornton | CO | 80602

From: Joey Ware-Furlow <joey_furlow@unc.edu>
Sent: Monday, March 11, 2013 1:18 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; ePro Users <epro_users@listserv.unc.edu>
Subject: [epro_users] Apple site is back up

We have confirmed the Apple site is now functioning properly.

Please call 962-HELP or go to remedy.unc.edu to report issues with the site.

From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Monday, March 11, 2013 1:20 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: What's On Deck This Week at ECU!

Use this link to view a web version of this message.

What's On Deck | 03.11 - 03.17

pir@mail
Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

GET TICKETS ECUPIRATES.COM PIRATE CLUB STORE PHOTOS

What's On Deck - Upcoming Pirate Athletic events

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

Share this Pir@mail:

Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: **athletictickets@ecu.edu**.

From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Monday, March 11, 2013 4:00 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: The Original Harlem Globetrotters at East Carolina

Use this link to view a web version of this message.

The Original Harlem Globetrotters | 03.28.13

pir@mail
Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

GET TICKETS | ECUPIRATES.COM | PIRATE CLUB | STORE | PHOTOS

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

Share this Pir@mail:

Like

Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: **athletictickets@ecu.edu**.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, March 11, 2013 9:25 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Director, Institute of African American Research

---

Director, Institute of African American Research

The search committee for the director of the Institute of African American Research is pleased to announce that three candidates have accepted our invitation for campus interviews. The following open forums have been schedule for a presentation and question and answer session.

Karla Slocum

March 19th - 3:00 - 3:45 - Grauer Living Room - Graham Memorial Hall -Room 011

Kia Caldwell

March 21st - 3:00 - 3:45 - Grauer Living Room - Graham Memorial Hall -Room 011

Iris Carlton-LaNey

March 26th - 3:00 - 3:45 - Grauer Living Room - Graham Memorial Hall -Room 011

The topic for theses forum will be ""Potential and Possibilities for the Institute for African American Research".

We hope you will join us and take the time to complete a short online evaluation form after their visits. Your opinions will be invaluable to the committee members in preparing a report for the Associate Provost for Academic Initiatives.

The candidate's curriculum vitaes and a link to the evaluation form are available at the following site.

http://provost.unc.edu/announcements/open-positions/openpositions

This email is sponsored by: Office of the Excecutive Vice Chancellor and Provost

The John Lotz Award

The University of North Carolina
Department of Athletics
Nomination Form

The winner of the John Lotz Award will be a student-athlete who has demonstrated a passion to succeed under adverse circumstances. The winner will have faced difficulties and overcome them while maintaining a positive attitude and serving as an inspiration to all.

Nominee's Name:
Class:
Sport:

Please describe the adversity that the student-athlete has overcome:

Please explain why you think this student-athlete deserves this award. Include details about the positive attitude displayed and the inspiration sparked by the nominee.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, March 12, 2013 8:43 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Correction - Director, Institute of African American Research

---

We apologize for the broken link in the previous email.

Director, Institute of African American Research

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http://provost.unc.edu/open-positions/

This email is sponsored by: Office of the Excecutive Vice Chancellor and Provost

From: Beller, Debra L <debra_beller@unc.edu>
Sent: Wednesday, March 13, 2013 11:02 AM
To: ConnectCarolina <connectcarolina@listserv.unc.edu>
Subject: [connectcarolina] ConnectCarolina News and Updates March 13, 2013

System Outage March 16 and 17
ConnectCarolina and other systems will be impacted by a planned maintenance outage over two days – March 16-17, starting at 8:00am on Saturday, March 16, and ending around 5:00pm on Sunday, March 17.
http://ccinfo.unc.edu/system-status/

Solutions to Issues ConnectCarolina Users May Encounter After March 16-17 Upgrade
Following the installation of an upgrade during the weekend of March 16-17, current ConnectCarolina users may encounter some issues, including the loss of favorites. Here are some of those potential issues and solutions.
http://ccinfo.unc.edu/possible-issues-after-march-upgrade/

PeopleSoft 101 Webinar March 21
Are you curious about what PeopleSoft looks like? A brief webinar called "PeopleSoft 101" will provide a preview of what the new system will look like and how to navigate in PeopleSoft screens. The webinar will be presented Thursday, March 21, 2-3 p.m.
http://ccinfo.unc.edu/peoplesoft-101-webinar-march-21/

Presentation from Feb. 25 Town Hall
Couldn't make it to the Feb. 25 ConnectCarolina Town Hall, or want to share the information with your colleagues? View a PDF of the presentation which outlines the milestones of the HR/Payroll and Finance implementation.
https://ccinfo.unc.edu/files/2013/02/Feb-2013-Joint-Town-Hall-presentation-FINAL.pdf
PDF with audio: http://www.youtube.com/watch?v=FkSgovCV8sA&feature=youtu.be

Info Sharing for IT Support Personnel
Changes are coming to departmental systems and other applications that use HR, Payroll and Finance data. The Applications Collaborative is helping IT personnel who support these applications get ready for the transition.
http://ccinfo.unc.edu/appcollaborative/

Campus Solutions Reports Now Available to Campus Users
More than 600 campus users now have access to Student Records reports in the ConnectCarolina Campus Solutions Data Warehouse. This marks the first step for the return to self-service reporting for ConnectCarolina.
http://ccinfo.unc.edu/campus-solutions-reports/

Key Changes Web Page Houses Helpful Documents
Helpful informational documents about ConnectCarolina can be found in the Key Changes section of the project website.
http://ccinfo.unc.edu/information-center/key-changes/

Systems Staying and Going
View the latest list of the systems that are staying and those that will no longer be used as a result of the ConnectCarolina implementation for HR/Payroll and Finance.
https://ccinfo.unc.edu/files/2012/03/Systems-Staying-and-Going-March-6-2013.pdf

Project website: http://ccinfo.unc.edu/

Questions and comments may be sent to: connectcarolina_info@unc.edu

******* 294 days until go-live of ConnectCarolina HR/Payroll and Finance *******

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, March 14, 2013 8:31 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Administrative Review of Leslie C. Strohm, JD, Vice Chancellor & General Counsel

---

MEMORANDUM
DATE: March 14, 2013
TO: Members of the UNC-Chapel Hill Faculty, Staff, Students and Alumni
FROM: H. Holden Thorp

RE: Administrative Review of Leslie C. Strohm, JD, Vice Chancellor and General Counsel

I am pleased to invite your participation in the review process on behalf of the committee appointed to review the performance of Leslie C. Strohm, JD, Vice Chancellor and General Counsel.

This review, required by University regulations, will focus on Ms. Strohm's performance during the five years since her last review. The committee consists of:

* Barbara K. Rimer, DrPH, Dean and Alumni Distinguished Professor, Gillings School of Global Public Health (Committee Chair),
* Gena Carter, BS, Senior Director, Employee and Management Relations, OHR
* Glenn George, JD, Chief of Staff, Senior Vice President and General Counsel, UNC Health Care System
* Jonathan Hartlyn, PhD, Senior Associate Dean for Social Sciences and Global Programs & Kenneth J. Reckford Professor of Political Science, CAS
* Steve Lerner, PhD, Member, UNC Board of Trustees; Blue Hill Group (Founder and Managing Partner)
* Dwayne Pinkney, PhD, Vice Provost, Finance & Academic Planning
* Erin Schuettpelz, BA, Chief of Staff & University Secretary
* Stan Waddell, CISSP, C/CISO, PMP, ABD, Interim Assistant Vice Chancellor for IT Infrastructure & CTO

The committee invites your comments on Ms. Strohm's leadership. It is important for the committee to understand how Ms. Strohm is viewed by her peers at UNC-Chapel Hill and as a colleague and citizen of the University community. The primary responsibility of the review committee is to serve as a conduit and organizing mechanism for feedback concerning Ms. Strohm's performance.

In that context, we encourage you to contribute to this review in the following different ways:

1. SHARE YOUR COMMENTS WITH THE COMMITTEE AT THE SCHEDULED OPEN SESSION on April 15, 2013 from 9:00-11:00 in room 105 South Building
If you wish to meet with the committee, please contact Ramona Womble in the Chancellor's Office at: (919) 962-7237, or by email at: LS_Admin_Review@unc.edu and she will schedule a 15-minute session. While all comments received during these sessions will be kept strictly confidential, a master list of attendees will be retained as part of Ms. Strohm's personnel file. Requests to meet must be received no later than April 11, 2013.

2. PROVIDE WRITTEN COMMENTS TO THE CHAIR (email or postal or campus mail). The review committee will treat your comments as strictly confidential. However, by law, all written communications, whether paper or email, become a confidential part of Ms. Strohm's personnel file and as such, are open to examination by her. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Ms. Strohm's personnel file, but may be reflected in the committee's report without identifiers. If you wish to provide oral comments, please contact the Chair or any member of the committee. University regulations prohibit consideration of anonymous letters in the review process. All written comments should be sent by April 5, 2013, to: Dean Barbara K. Rimer, committee chair c/o Ramona R. Womble, 103 South Building, CB # 9100, or by email at: LS_Admin_Review@unc.edu

3. You may speak with any of the committee members privately by telephone or in person. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Ms. Strohm's personnel file. The deadline for meeting with committee members is April 5, 2013.

Thank you very much for your help in this important task.

This email is sponsored by: Office of the Chancellor

From: Beller, Debra L <debra_beller@unc.edu>
Sent: Friday, March 15, 2013 2:43 PM
To: campus solutions staff users <cccs_staffusers@listserv.unc.edu>
Subject: [cccs_staffusers] OUTAGE CANCELLED -- ConnectCarolina March 16-17 Outage is Cancelled

---

We apologize for the late notice but this weekend's ConnectCarolina outage is cancelled. This outage was to install an upgrade of behind-the-scenes tools used by programmers to upgrade/maintain the system. Final testing revealed a problem that requires further analysis to correct. This outage has not been rescheduled at this time. You can find the latest system status here: http://ccinfo.unc.edu/system-status/

We appreciate your cooperation and support as we continue to make ConnectCarolina more efficient for our users. Thank you.

Debra Beller
Communications Specialist
ConnectCarolina, Enterprise Applications, ITS
University of North Carolina at Chapel Hill
Phone: 919-843-0477
Website: http://ccinfo.unc.edu

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, March 15, 2013 8:15 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Antivirus Software on personally owned devices

---

March 15, 2013

Greetings:

In response to customer feedback about Symantec antivirus software and the changing needs of the University, the decision has been made to change vendors for antivirus software. To comply with the UNC-Chapel Hill license agreement with Symantec, all UNC-Chapel Hill-provided Symantec antivirus software MUST be removed from your personally owned devices before the Symantec license expires on August 1, 2013.

Although you may use any antivirus program on your personally owned devices, Information Technology Services (ITS) has tested and recommends some free options that are available from the Shareware site at shareware.unc.edu. The recommended software is free to all UNC-Chapel Hill students, faculty and staff and can be retained on your personally-owned device even after you leave UNC-Chapel Hill.

As the University license with Symantec is set to expire soon, you are required to remove Symantec and install a replacement antivirus software program as soon as possible. Help documentation to guide you through the uninstall process for Symantec and the installation of the new antivirus software is available and listed below.

The recommended antivirus product for Windows devices is:
* Microsoft Security Essentials
* https://help.unc.edu/help/migration-from-symantec-to-microsoft-antivirus/

The recommended antivirus product for Apple Macintosh devices is:
* ClamX Antivirus
* https://help.unc.edu/help/clamx-antivirus/

If you have any questions or encounter any problems as you make this antivirus switch, please call 962-HELP for assistance.

Sincerely,

Ramon Padilla Jr.
Associate Vice Chancellor,
Deputy Chief Information Officer,
And Interim Information Security Officer

ITS Manning, Suite 5700
Campus Box 3420
CHAPEL HILL, NC 27599-3420

This email is sponsored by: Information Technology Services

From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Sunday, March 17, 2013 6:39 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Men's Basketball Accepts Bid to 2013 CIT

Use this link to view a web version of this message.

ECU To Host CIT First Round Game

pir@mail
Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

GET TICKETS | ECUPIRATES.COM | PIRATE CLUB | STORE | PHOTOS

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

Share this Pir@mail:

Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: **athletictickets@ecu.edu**.

Eat Right

Food, Nutrition and Health Tips from the Academy of Nutrition and Dietetics

Power Up with Breakfast

Breakfast gives you energy to start the day. A healthy breakfast is important for everyone. Get the morning nutrition you need with these quick breakfast ideas.

- Make instant oatmeal with low-fat milk instead of water. Toss in raisins or dried cranberries and chopped walnuts.
- Layer low-fat plain yogurt with your favorite crunchy cereal and blueberries.
- Blend a breakfast smoothie with low-fat milk, frozen strawberries and a banana.
- Make one packet of microwave oatmeal with low-fat milk. Mix in 1/4 cup unsweetened applesauce. Sprinkle with apple pie spice or cinnamon.
- Top a toaster waffle with low-fat yogurt and peach slices.
- Stuff a whole-wheat pita with a sliced, hard-cooked egg and low-fat shredded cheese.
- Spread a flour tortilla with peanut butter. Add a whole banana and roll it up.
- Spread low-fat cream cheese on a whole-grain toasted bagel. Top with sliced strawberries.
- Add lean ham and low-fat Swiss cheese to a toasted whole-grain English muffin.

Springtime Cereal
Makes 2 servings

¾ cup wheat and barley nugget cereal
¼ cup 100% bran cereal
2 tsp toasted sunflower seeds
2 tsp toasted almonds, sliced
1 tbsp raisins
½ cup bananas, sliced
1 cup strawberries, sliced
1 cup raspberry or strawberry yogurt, low-fat

Mix the wheat and barley nugget cereal, bran cereal, sunflower seeds and almonds in a medium bowl. Add raisins, bananas and half of the strawberries. Gently stir in the yogurt and divide between two bowls. Scatter the remaining strawberries over the top and enjoy!

Nutrition Information per serving:
Calories: 352
Fat: 6 g
Saturated fat: 1 g
Carbohydrate: 69 g
Sodium: 272 mg
Fiber: 8 g

Find more healthy eating tips at:
www.kidseatright.org
www.eatright.org/nutritiontipsheets

If your taste buds just don't crave breakfast foods, try these:

- Peanut butter and banana sandwich on whole-grain bread
- Leftover veggie pizza
- Deli turkey, a slice of low-fat cheese and lettuce wrapped in a tortilla
- Leftover rice mixed with low-fat yogurt, dried fruit and nuts. Sprinkle with cinnamon.

Power up with a healthy breakfast and you're off to a great start!

For a referral to a registered dietitian and for additional food and nutrition information visit www.eatright.org.

eat right.

The Academy of Nutrition and Dietetics is the world's largest organization of food and nutrition professionals. The Academy is committed to improving the nation's health and advancing the profession of dietetics through research, education and advocacy.

This tip sheet is provided by:

Authored by Academy of Nutrition and Dietetics staff registered dietitians.

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, March 18, 2013 5:00 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Antivirus Software on personally owned devices

March 18, 2013

Greetings;

In response to customer feedback about Symantec antivirus software and the changing needs of the University, the decision has been made to change vendors for antivirus software. To comply with the UNC-Chapel Hill license agreement with Symantec, all UNC-Chapel Hill-provided Symantec antivirus software MUST be removed from your personally owned devices before the Symantec license expires on August 1, 2013.

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*
https://help.unc.edu/help/migration-from-symantec-to-microsoft-antivirus/

The recommended antivirus product for Apple Macintosh devices is:
* ClamX Antivirus
* https://help.unc.edu/help/clamx-antivirus/

If you have any questions or encounter any problems as you make this antivirus switch, please call 962-HELP for assistance.

Sincerely,

Ramon Padilla Jr.
Associate Vice Chancellor,
Deputy Chief Information Officer,
And Interim Information Security Officer

ITS Manning, Suite 5700
Campus Box 3420
CHAPEL HILL, NC 27599-3420

This email is sponsored by: Information Technology Services

From: Woodard, Harold <harold_woodard@unc.edu>
Sent: Monday, March 18, 2013 5:10 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: ASPSA STAFF MEETING AGENDA

Beth,
Please place the following questions for academic counselors under my name on the agenda. Actually, it would be great if counselors could come to the meeting with their answers to these questions.
Thanks.
Harold
What are the two best times during the week of March 25th where a number of advisors could hold walk-in hours in Loudermilk for pre-registration advising.
How many of your first year students have not completed their first year advising appointment or attended an advising group workshop? We need to determine quickly if there is a need for an additional group advising workshop for our ASPSA students.
Who would be willing to help lead training workshop for academic advisers on NCAA rules and guidelines regarding student-athletes' eligibility requirements?

From: Blanton, Brent S <blanton@uncaa.unc.edu>
Sent: Monday, March 18, 2013 8:15 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Re: please have these questions ready for meeting tomorrow

---

I believe the NCAA stuff would be right down my alley...

Sent from my iPhone

On Mar 18, 2013, at 8:03 PM, "Bridger, Beth" <bridgerb@email.unc.edu> wrote:

> All
> Please look at the following questions from Dean Woodard and have them ready for discussion for tomorrow's meeting.
> Thanks!
> What are the two best times during the week of March 25th where a number of advisors could hold walk-in hours in Loudermilk for pre-registration advising.
> How many of your first year students have not completed their first year advising appointment or attended an advising group workshop? We need to determine quickly if there is a need for an additional group advising workshop for our ASPSA students.
> Who would be willing to help lead training workshop for academic advisers on NCAA rules and guidelines regarding student-athletes' eligibility requirements?

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, March 18, 2013 8:49 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Director of Academic Support Program for Student-Athletes

Dear Students, Faculty and Staff:

We are pleased to announce the appointment of Dr. Michelle Brown, who has an outstanding record of success in leading academic support services with student-athletes, as director of the University's Academic Support Program for Student-Athletes (ASPSA), effective May 6, 2013. She was selected following a national search led by a committee chaired by Dr. Steve Matson, dean of the Graduate School.

Dr. Brown will lead a talented ASPSA staff that serves the University's nearly 800 student-athletes. Those colleagues include four associate directors, a learning specialist, a reading, writing and learning specialist, five academic counselors, and a tutor coordinator. They are joined by six part-time learning assistants (who are graduate students, an undergraduate alumnus, a local school teacher and a professional tutor) and 57 part-time tutors (who are graduate students, local school teachers, and retired faculty).

Dr. Brown has more than 15 years of professional experience working with student-athletes, most since 2005 as director of the Student-Athlete Center for Academic Excellence and associate athletic director for academics and student services at Florida Atlantic University. She was associate director of the academic excellence center, as well as assistant director of campus-wide advising and academic support services for first-year students, at Florida Atlantic. She has demonstrated strong leadership skills, spearheaded several new initiatives, and implemented a data-driven approach in encouraging the academic and personal well-being of student-athletes.

Dr. Brown earned her Bachelor of Arts degree in International Studies and French with magna cum laude honors in 1992 at West Virginia University, where she played Division I volleyball as a scholarship student-athlete and received all-conference honors. Between her sophomore and junior years, she earned a certificate in French at the Universiti de Paris, Sorbonne. While pursuing her Master of Arts degree in French/Teachers of English to Speakers of Other Languages (TESOL), she received a second certificate in French from the Universiti du Quebic ` Chicoutimi. She completed her Ed. D. in higher education administration at Florida Atlantic in 2002 while working full time.

Dr. Brown's perspective as an accomplished academic and successful administrator who has competed as a student-athlete makes her an excellent fit for our University. She has the professional and personal experiences to work effectively with our faculty, administrators, student-athletes, and athletic department colleagues. Her hiring marks a significant milestone toward making the changes in the ASPSA that Chancellor Thorp announced last August as part of the campus-wide steps we have taken to strengthen the relationship between academics and athletics. At that time, the chancellor emphasized the opportunity to move forward in ASPSA with a fresh perspective, building on his conversations involving College of Arts and Sciences Dean Karen Gil, Athletic Director Bubba Cunningham, and the Board of Trustees.

When Dr. Brown arrives, the program will move to the Office of the Executive Vice Chancellor and Provost from the College of Arts and

Sciences, where the program has been housed since the early 1980s. This change reflects the important role that ASPSA plays in advancing the academic mission of the entire University, as well as the recommended growth in the program resulting from a strategic planning process completed in 2011. Dr. Brown will report directly to the provost, the University's chief academic officer. She will also convene the Provost's Roundtable, a working group that will bring together colleagues from across the University who are responsible for fostering the academic success of student-athletes.

The shift in reporting responsibility definitively addresses the proper separation of academic and athletic responsibilities for student-athletes because the provost is ultimately responsible for academic oversight across the entire campus. It follows Chancellor Thorp's removal last fall of a secondary dotted reporting line from the ASPSA to the athletics department. Our plans for the ASPSA already had been informed by ideas from the faculty and were consistent with recommendations for all UNC campuses in the 2011 Task Force on Academics and Athletics report commissioned by President Tom Ross. President Ross since directed all UNC chancellors to take steps to ensure that academic support services and tutoring for student-athletes are under the purview and responsibility of Academic Affairs or another appropriate unit outside the athletic department. The athletics department will continue to fully fund the ASPSA.

As we announce Dr. Brown's selection, we recognize the work of dedicated faculty, staff, and administrators in the College to promote the academic success of all students, including student-athletes. We also acknowledge the contributions of Dean Harold Woodard, who became interim director of ASPSA last year and has served ably in that role, even as he has continued to fulfill his other duties in the College.

Please join us in welcoming Dr. Brown to Carolina. She is excited about the opportunity to contribute to our campus community.

Sincerely,

Bruce Carney, Executive Vice Chancellor and Provost

and

Bobbi Owen, Senior Associate Dean for Undergraduate Education

This email is sponsored by: Offices of the Executive Vice Chancellor & Provost and Undergraduate Education

From: Dan Tudor <dan@sellingforcoaches.ccsend.com>
Sent: Tuesday, March 19, 2013 9:23 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: The Question to Ask If Your Recruit is Waiting For Money

---

View this as a webpage... Click here!

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College Recruiting Weekly

March 19, 2013 Volume 9, Issue 12

The Question to Ask If Your Recruit is Waiting For Money

Waiting on money for college

The Spring is an odd time of year for coaches who aren't able to offer full athletic scholarships to their prospects (which includes the vast majority of college coaches around the country).
You have the interest of your recruit, they've applied to your school, they know you want them. And so now, you wait.
You're waiting for either one of two things: Either your prospects are finishing-up their Senior seasons and are quietly hoping for other amazing offers from schools who have somehow missed them up to this point, or they are submitting their FAFSA information and are now waiting to get the "official" word from financial aid across campus as to what their "final number" is. And the wait can be excruciating.
You have decisions to make, but of course you understand and appreciate why it's a tough decision to make at this point in the early Spring without all of the "official" financial aid information in place.
The result? Most coaches in this situation choose to wait - albeit somewhat impatiently - for the process to run it's course and eventually get their answer right before the start of Summer. That's stressful for the coach, and doesn't do much to solidify your recruiting class as early as possible.
I'm not claiming that the following advice will be the cure for everything that ails you when it comes to this tricky scenario, but there is a question I'd recommend asking that might just give you the answers you're looking for (even if financial aid isn't done crunching numbers yet).
Here's what to ask...

CLICK HERE TO CONTINUE

Client Insider Preview

Video Training for YOU, Beth:

End of the Process Strategies That Work!

As a follow-up for all of our **TRS Clients** and **Premium Members** this coming Thursday, we'll pick-up where we left off with today's training. I want to spend some time doing video training as we discuss what other strategies are smart to use to get your prospects to move from indecision to committing to you and your program.
Today's question was just the beginning...look for more strategies that work later this week in the Client Insider newsletter (and check out the links below if you aren't signed-up)
Not a TRS Client? ***Click here.***
Want to become a Premium Member? ***Click here.***
Have questions? ***Email Dan directly at dan@dantudor.com***

NCSA Athletic Recruiting

What Marketing Experts Can Teach Us About Recruiting Materials

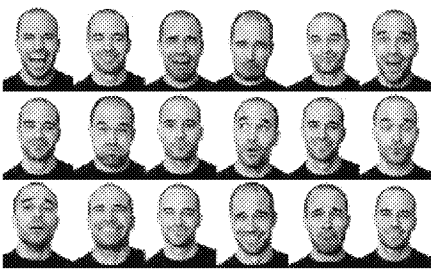

by Sean Devlin, ***Front Rush***
People like to look at other people.
More specifically, people like to look at other people's faces. It's true...we are drawn to them.
We are drawn to other people's faces regardless if they are actual pictures or if they are cartoons or simply a circle with a few lines. We are psychologically predisposed to it. Our brain 'lights up' when we recognize something as a face or even if something resembles a face.
How many times have you seen Abraham Lincoln in a rock formation or in a cloud? It's true and now you recognize it...and so do marketers. There is a reason that many ads have big pictures of faces. You are more likely to interact with it. Eye tracking studies (which are studies where websites track what part of the page you look at) show that users will focus on the parts of the page that have pictures of faces.

So that's cool. You know what else is cool?...
CLICK HERE TO CONTINUE

2013 NCRC

THE COACHING LIFE

How Listening To Your Stomach Can Make You A Better Coach

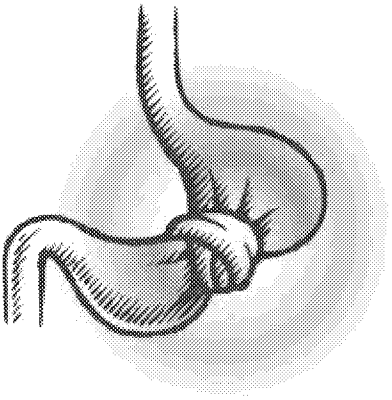

by Dr. Mike Davenport
Stop.
Whatever you're doing, take a break.
Put your mind in reverse and flashback to all the things you've done as a coach. Your accomplishments, your successes. The good and the bad.
Chances are you used the perspective of winning to do this review.
A DIFFERENT LENS
A win/loss record is how most coaches filter their career. It's not wrong, but that perspective may just miss the true measure of the value of a coach.
Let's try a different lens, one that might offer you some unique insights into your coaching and who you are. Let's look back using *gut churn*...
CLICK HERE TO CONTINUE

Front Rush

WATCH LAST WEEK'S VIDEO WEBINAR: "How to Brand Your Program"

Dan Tudor - NCSA Webinar

Looking for creative ideas on how to effectively brand your program the same way that Fortune 100 companies do?
Are you trying to find a new way to present yourself to a generation of kids that are harder and harder to reach?
And, how do you do that under the new NCAA recruiting contact rules just announced?
Click on the link below for a fast-paced 20 minute video chat session on this sometimes complicated topic for college coaches.
CLICK HERE TO VIEW THE NEW WEBINAR AND WATCH PAST TOPICS!

On-Campus Workshop

Recruits Wary Of Deregulation Rules

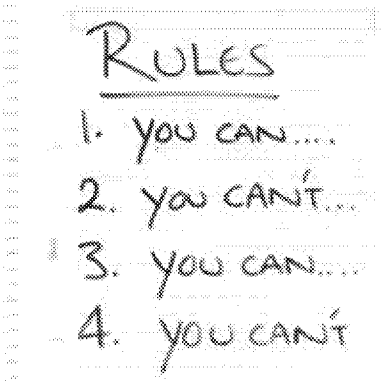

By Mitch Sherman, ESPN
Just as football prospects in the Class of 2014 were beginning to understand the ramifications of recruiting legislation passed in January, the NCAA is suddenly retreating like the Confederate army out of Gettysburg.
Much intrigue has followed the Jan. 19 vote by the Division I Board of Directors to adopt seismic changes that essentially throw out the rule book as it applies to regulation in recruiting.
Unlimited contact from college coaches to prospects? Unregulated staff sizes with no checks on the recruiting materials mailed to prospects? Sure, why not?...
CLICK HERE TO CONTINUE

Dan 2006 Picture

MARCH MADNESS? NCAA FIGHTS FULL-COURT PRESS ON PAY
A few years ago, former UCLA basketball star Ed O'Bannon made a startling discovery: A college basketball video game included a player who very much appeared to be him. O'Bannon, who now works at a car dealership outside of Las Vegas, was not being paid for the use of his likeness. But he knew someone out there was. Let us know what you think. **CLICK HERE**

Dan 2006 Picture

GET THE LATEST RECRUITING NEWS AND TIPS THIS WINTER!
Looking to up your knowledge level as we get into Spring? Getting our tips, articles and exclusive news can help. So make sure to follow Dan on Twitter to get the latest advice on how to better recruiting your next class of prospects! **CLICK HERE**

TRS Client Program

Popular Communication Guru Dr. Robyn Odegaard to be Featured at 2013 NCRC

Dr. Robyn Odegaard

One of the featured speakers at this year's **National Collegiate Recruiting Conference** is one of the most popular and well-respected authorities on building healthy team relationships and relating to recruits.
Dr. Robyn Odegaard - "Doc Robyn" to the hundreds of coaches who rely on her expertise and insights - will be giving our attendees some incredible insights on how to communicate effectively with this generation of recruits
For more information on what this respected national expert is all about, visit her **website**.
Make sure you are on the list to join us this June in Charlotte, North Carolina to hear Dr. Odegaard and the other amazing speakers that are in this year's lineup!
RESERVE YOUR SEAT NOW AND SAVE!

UPDATE: Discounted hotel rooms are still available for early registrations!
It's going to be our best event ever, and we want you there to hear from the best minds in the business!
CLICK HERE TO FIND OUT MORE

How Social Media Has An Impact On March Madness & Recruiting

by Samantha Owens Pyle, Nashville Business Journal

It's the second week of March, which means March Madness is finally upon us!
For college basketball fans across the country, social media has provided some unique and interesting changes in the way we watch and keep up with our favorite teams.

Today, I wanted to highlight different ways that social media has changed college basketball for the better. Fans are using social media to their advantage as well, following and encouraging recruits to choose their favorite school over others...

CLICK HERE TO CONTINUE

Forward this email to other coaches!

This email was sent to bridgerb@uncaa.unc.edu by dan@dantudor.com
Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.

Tudor Collegiate Strategies | 455 Kern St | Suite D | Shafter | CA | 93263

From: Greg Law <lawdawg@uncaa.unc.edu>

Sent: Tuesday, March 19, 2013 9:53 AM

To: Bridger, Beth <bridgerb@email.unc.edu>; Stafford-Odom, Trisha L <tsodom@email.unc.edu>; Pinkstaff, Chelsey R <pinkstaf@live.unc.edu>; Buchanan, Helen <helenb@unc.edu>; Andrew Calder <acalder@uncaa.unc.edu>; Bobby Hundley <bhundley@uncaa.unc.edu>; Billy Lee <billylee@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Clarissa Adams <cadams@uncaa.unc.edu>; Donna Cheek <dcheek@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Jane High <jhigh@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Shane Parrish <sparrish@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>

Subject: NCAA's

HOTEL INFO:

Hilton Christiana
100 Continental Dr
Newark, DE 19713
302-454-1500

We will be leaving on Friday Afternoon.

ALL OTHER information coming soon!

Greg A. Law
University of North Carolina
(o) 919/962-9663
(c) 919/475-3297
email: lawdawg@uncaa.unc.edu

From: Lauren M Mangili <lmangili@email.unc.edu>
Sent: Tuesday, March 19, 2013 10:18 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; Listserv news about HEELS for Health programming <h.e.e.l.s.forhealth@listserv.unc.edu>
Subject: [h.e.e.l.s.forhealth] Work Well, Live Well Wellness Expo

---

Good morning,
Last week the Work Well, Live Well employee wellness committee hosted a wellness expo at the Rams Head Recreation Center, Wednesday, March 13, 2013. If you were able to attend the expo, please take a moment to let us know what you think--
http://studentvoice.com/uncch/2013wellnessexpo

If you were not able to attend, it would be helpful to know why. The purpose of the wellness expo was to provide UNC employees with information related to health and wellness resources available on campus and in the community. For more information about the Work Well, Live Well employee wellness committee visit--
http://hr.unc.edu/benefits/wellness-programs/

Feel free to email your comments to Lauren Mangili (lmangili@email.unc.edu)

In health,
Lauren Mangili

Lauren Mangili, Associate Director
Campus Recreation, CB 8610
201 Student Recreation Center
UNC-Chapel Hill
Chapel Hill, NC 27599-8610
(T) 919-962-7348, (F) 919-962-3621

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From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Tuesday, March 19, 2013 12:01 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: What's On Deck This Week at ECU!

Use this link to view a web version of this message.

What's On Deck | 03.18 - 03.24

pir@mail
Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

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What's On Deck - Upcoming Pirate Athletic events

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

Share this Pir@mail:

Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: athletictickets@ecu.edu.

From: Kim A Allison <kallison@email.unc.edu>
Sent: Tuesday, March 19, 2013 1:02 PM
To: Bethel, Bradley Richard <bbethel@email.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; Townsend, Jenn <jtownsend@unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Amy Kleissler <kleissle@uncaa.unc.edu>; Kym Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer Welborn <welborn@uncaa.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>; Nate Yarbrough <yarbrough@uncaa.unc.edu>
Subject: Leave

Please send me your leave information for the month of February.

Thanks,
K

Kim Allison
Department Manager
Ctr for Student Success & Academic Counseling
Writing Center
450 Ridge Road, Suite 0127
Campus Box #3106
Chapel Hill, NC 27599-3106
919-962-7710 (ph)
919-843-5341 (fx)
kallison@email.unc.edu

From: National Football Foundation <news@footballfoundation.ccsend.com>
Sent: Tuesday, March 19, 2013 2:50 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Passion for College Football Remains Robust

NEWS RELEASE

Media Contacts:
Phil Marwill
917-579-4256
pmarwill@footballfoundation.com

Olivia Kiespert
972-556-1000
okiespert@footballfoundation.com
Twitter: @NFFNetwork

NATIONAL FOOTBALL FOUNDATION

Please use the following link to tweet this release:
http://bit.ly/15YmrHL

Passion for College Football Remains Robust

Impressive ratings and attendance figures signal the sport's relevance in every corner of the country.

IRVING, Texas, March 19, 2013- The National Football Foundation & College Hall of Fame (NFF) showcased today three impressive facts from the 2012 college football season that emphasize the strong interest in the sport by millions of fans across the country, including:

Exceptional Attendance Figures: The sport produced the third highest attendance figure ever with 48.96 million fans attending a game, including 1.7 million spectators for the bowl games.

Outstanding Television Viewership: More than 216 million viewers tuned in to watch the regular season with another 126 million watching the bowl games.

Powerful Bowl Ratings: The Discover BCS National Championship Game on ESPN between Alabama and Notre Dame produced the second most-viewed program in cable

television history with 26.4 million viewers, only behind the 2011 BCS National Championship Game. The five BCS bowl games averaged 15.1 million viewers up 7 percent from last year.

"In every instance, whether it's the regular or the bowl season, the numbers for college football show strong interest," said NFF President & CEO **Steve Hatchell**. "College football fans have an unmatched passion for their sport, and the options for them to connect with their teams have never been greater. We are grateful to the conferences, bowl games and the media for their creativity and commitment in delivering a first-class product that allows fans to experience the game in every imaginable way."

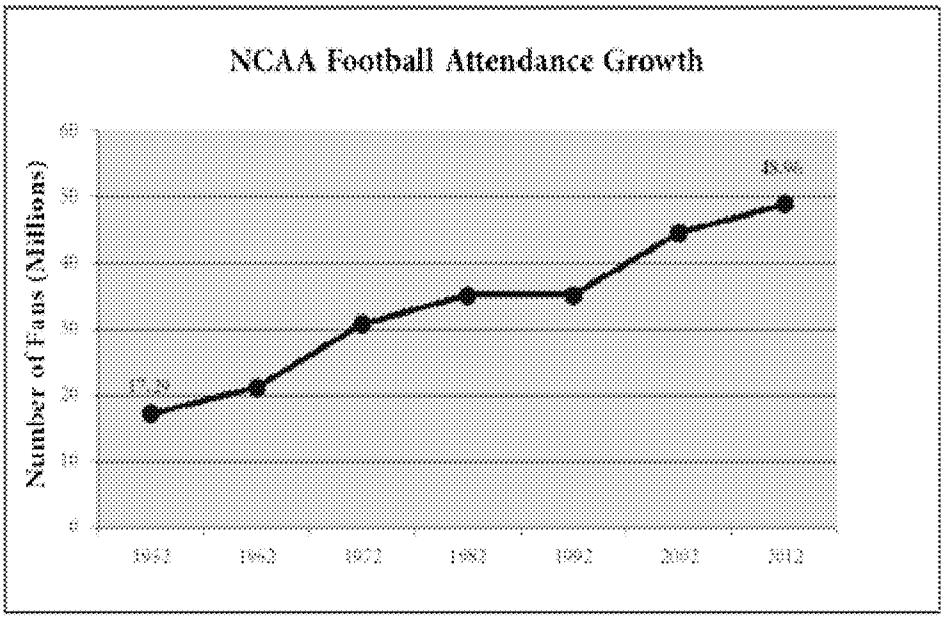

College football attracted its **third-highest attendance total ever with 48,958,547 fans** turning out to watch a home, neutral-site or postseason game in 2012 at the 644 NCAA schools, according to the NCAA. The number represents a slight drop (1.49 percent) from the record set last year when 49,699,419 attended a game, and the numbers symbolize a phenomenal increase of 156 percent from the 19,134,159 fans that the NCAA reported when they first started collecting attendance figures in 1948*. During the past sixty years, total attendance has only dropped more than 2 percent on two occasions, including in 2004 when the NCAA capped 12-game seasons and in 1995 when a 2.25 percent decrease occurred.

The 35 **bowl games this season attracted 1,722,833 spectators to the stands** (49,224 per contest), slightly less than the record mark of 1,813,215, which was set after the 2010 regular season, and a majority of the contests, 18, experienced increases in attendance from last year.

College football bowl game viewership across all networks also remained extremely strong, attracting **126 million viewers to television screens to watch the 35 bowl games** and complimenting the more than **216 million people who tuned into the regular season**. The ESPN family of outlets alone reached more than 187 million viewers during the telecasts of its regular season games, and ESPN's presentation of the **five BCS bowl games averaged 15,131,000 viewers, up 7 percent from last year**.

The game has benefited enormously from the commitment of every major media sports outlet, including the Big Ten Network, BYUtv, CBS, CBS Sports Network, ESPN, ESPN on ABC, ESPN2, ESPNU, ESPN3, ESPN3D, Fox College Sports, Fox Sports, Fox Sports Net, FX, the Longhorn Network, NBC, NBC Sports Network, Pac-12 Network, and multiple regional and local outlets. Throughout the regular and bowl seasons these outlets continue to capitalize on college football's ever-increasing popularity to produce an increasingly dynamic product that engages fans on new levels. IMG reports that the entire industry has committed $25.5 billion in college rights fees over the next 15 years.

Ranked among the top most popular sports in the United States along with the National Football League and Major League Baseball, NCAA Football counts 103 million adults as fans** or 44 percent of all U.S. adults. Among adult college football fans, 61 percent are male and 39 percent female. Twelve percent are between the ages 18-24, 18 percent are 25-34, 19 percent are 35-44, 20 percent are 45-54, 16 percent are 55-64 and 16 percent are age 65 or over. Sixty-one percent have an annual household income of $50,000 or more, with 42 percent at $75,000 or more, and 25 percent at $100,000 or more. Thirty-two percent are college graduates and 61 percent are married, according to Scarborough Sports Marketing.

Regular Season Attendance Highlights

- 48,958,547 fans attended college football games at all 644 NCAA schools in 2012, marking the third-highest total in history.
- The Football Bowl Subdivision (FBS) drew 37,170,235 spectators or an average of 45,440 fans per game. The Football Championship Subdivision (FCS) pulled in 5,967,272 fans, followed by Division II (3,006,297) and Division III (2,361,687).
- The SEC, which added Missouri and Texas A&M, became the first conference in history to break the seven million fan barrier with an all-time conference attendance record of 7,478,304 fans attending games in 2012 for an average of 75,538 spectators per game. The total extends the SEC's streak of 15 consecutive seasons with the highest average fan attendance.
- The top-five conferences for average-home-game attendance included the SEC (75,538), Big Ten (70,040), Big 12 (59,004), Pac-12 (53,679) and ACC (49,910).
- The Pac-12 Conference set a high water mark for total attendance with 4,240,632 fans attending a game as did the Sun Belt with 1,008,084 spectators attending a game. At the FCS level the Big South, Missouri Valley Football, and Northeast conferences all set new records.
- Michigan averaged 112,252 fans per home game, eclipsing its own record set in 2011 and marking their 15th consecutive attendance title.
- Alabama led all teams with 1,299,659 fans watching its 14 regular season games in 2012. Eight other teams played in front of more than one million fans this season: Florida, Georgia, LSU, Michigan, Nebraska, Ohio St, Texas and Wisconsin.
- Michigan (112,252), Ohio State (105,330), Alabama (101,722), and Texas (100,884) all averaged more than 100,000 fans per home game in 2012. The other FBS programs in the top ten for average home attendance included Penn State (96,730), Georgia (92,703), LSU (92,626), Tennessee (89,965), Southern California (87,945) and Florida (87,597).
- Four FBS teams enjoyed crowd increases of more than 10,000 fans per game in 2012: California (18,219-person increase per game), Southern California (13,139), TCU (12,361) and UCLA (11,838). (Stadium renovations at Cal and TCU played a role in their increases.)

- Appalachian State claimed its fifth FCS attendance title in six years with an average of 26,358 fans per game, followed by Montana (25,236), James Madison (22,783) and Old Dominion (20,037).
- Grand Valley State (MI) captured the Division II attendance title by averaging 12,034 fans per game, followed by Miles (AL) with 11,117, Tuskegee (AL) with 10,869, Kentucky State (10,534), West Texas A&M (10,379) and Pittsburg State (KS) with 10,055.
- St. John's (Minnesota) netted the Division III attendance title with an average of 7,948 fans per game, followed by Wisconsin-Whitewater with 7,552, Hampden-Sydney (VA) with 6,723, Wabash (OH) with 4,873 and Concordia-Morehead (MN) with 4,839.

Regular Season Ratings Highlights

- More than 216 million viewers tuned in to watch a regular season telecast.
- College football posted either the No. 1 or No. 2 Saturday primetime-rated show for 14 consecutive weeks this past fall, including seven times at No. 1, according to IMG.
- ESPN's Saturday Night Football on ABC averaged an impressive 6,518,000 viewers and a 4.0 rating, making it the highest-rated and most-viewed college football series in the same time slot during the 2012 season. For 6 of its 12 broadcasts this season, the show was the most-watched program of the night.
- CBS Sports' national coverage of the SEC ON CBS for the 2012 season averaged a national household rating/share of 3.9/9, making it the highest-rated regular-season college football package in multiple windows on any network for the fourth consecutive season.
- Notre Dame football on NBC scored its most-watched season in seven years, averaging 4.4 million viewers and a 2.8 household rating for their seven games on NBC, up 69% and 67%, respectively, from last year.
- The Alabama-Georgia SEC Championship Game on CBS produced the highest-rated and most-watched college football telecast of the 2012 regular season, producing a 9.8/20 ratings/share and 16.2 million viewers.
- The ESPN on ABC Saturday Night Football broadcast of Notre Dame and USC produced the outlet's second most-viewed and second highest-rated regular-season game since 1991, averaging 16,059,000 viewers and a 9.4 rating. It was the most viewed primetime college football game in 2012.
- The November 3 game on CBS between Alabama and LSU produced the second most watched primetime game in 2012 with a 6.8/12 rating/share and 11.4 million viewers, and the November 10 CBS game between Texas A&M and Alabama also notched an impressive 6.1/13 ratings/share with 9.6 million viewers.
- The ABC Saturday Night Football broadcast on Nov. 17 of Stanford upsetting then-undefeated Oregon 17-14 in overtime averaged 8,347,000 viewers, a 5.1 rating and 5,855,000 households, garnering the night's largest audience among all networks.
- The four Notre Dame games on ABC in 2012 averaged 8,839,000 viewers, 6,100,000 households, and a 5.3 rating.
- Notre Dame's Sept. 22 primetime game against Michigan was the most-watched and highest-rated game of the year on NBC with 6.4 million viewers and a 4.0 household rating.
- Primetime telecasts for FOX's first Regular Season of College Football averaged a 2.1/4 with 3.2 million viewers, representing an 11% increase over last year's comparable 1.9/3 (3.1 million viewers) for entertainment programming, and the key male demos for Men 18-34 were up +50%, Men 18-49 up +36%, and Men 25-54 up +31%.

- The Army-Navy game drew a 4.1 rating on CBS, the highest rating for the game since 2009 and the 12th highest rated regular season game in 2012.
- The Heisman Trophy Presentation on ESPN marked the event's second most-viewed and second highest-rated telecast ever, averaging 4,902,000 viewers and a 3.5 rating, only eclipsed by the 2009 announcement.
- For the season, ABC, ESPN, ESPN2, ESPNU and ESPN3 covered 306 regular-season Football Bowl Subdivision games, involving teams from all 11 conferences, plus independents Army, BYU, Navy, and Notre Dame. The telecasts on ABC, ESPN and ESPN2 combined to reach more than 187,000,000 viewers.
- ESPN college football digital platforms logged an average minute audience of 163,000 on college football Saturdays.
- The new ESPN College Football app for Android and iOS devices received 3.4 million downloads this season. On Saturdays, the app averaged 972,000 unique visitors, 1,800,000 visits, and 10,600,000 page views.
- For the 12th consecutive year, Birmingham was the highest-rated metered market for ESPN's regular-season telecasts, averaging an 8.9 rating, followed by No. 2 Greenville (4.7), Knoxville (4.6), New Orleans (3.7), Jacksonville (3.6), Columbus (3.6), Atlanta (3.5), Oklahoma City (3.4), Nashville (3.3), and Memphis (3.1).
- Ivy League football received unprecedented national television coverage in 2012 with seven football games on the NBC Sports Network and one on the CBS Sports Network.
- The NBC and the NBC Sports Network carried a total of 32 college football games in 2012, including seven Notre Dame games, 10 Mountain West Conference games, six Colonial Athletic Association games, seven Ivy League games, plus the Bayou Classic and Atlanta Football Classic.

Post-Season Attendance Highlights

- The 35 bowl games this season attracted 1,722,833 spectators to the stands (49,224 per contest), slightly less than the record mark of 1,813,215, which was set after the 2010 regular season.
- The Discover BCS National Championship Game drew 80,120 fans, the largest crowd to ever view an event at Sun Life Stadium, surpassing the 78,468 for Florida-Oklahoma in the 2009 BCS National Championship Game. The largest crowd to watch a non-football event at Sun Life was 78,363 for WWE WrestleMania 28.
- The Rose Bowl Game presented by VIZIO attracted the largest crowd for a bowl game with 93,359 fans in attendance to watch Stanford play Wisconsin, continuing the longest sellout streak in college football dating back to 1947.
- The AT&T Cotton Bowl Classic had its second-largest crowd in the game's 77-year history with 87,025 on hand to watch Texas A&M and Oklahoma.
- The Valero Alamo Bowl between Texas and Oregon State produced a standing-room-only crowd of 65,277, the fourth largest attendance in the game's history and its fifth sellout in the last seven years.
- The Chick-fil-A Bowl between LSU and Clemson sold out for the 16th consecutive year with 68,027 in attendance.
- The BBVA Compass Bowl drew a record crowd of 59,135 with Ole Miss selling more than 21,000 tickets for the game against Pitt.
- The New Era Pinstripe Bowl set a record with 39,098 attending the game between West Virginia and Syracuse.
- The San Diego County Credit Union Poinsettia Bowl saw its attendance increase 31 percent with 35,442 fans in the stands.
- Fourteen bowl games had crowds in excess of 50,000.

- A majority of the bowl games, 18, experienced increases in attendance from last year.
- The R+L Carriers New Orleans Bowl set an attendance record with 48,828 fans in the seats for the East Carolina and Louisiana-Lafayette match-up.
- The Kraft Fight Hunger Bowl, between Navy and Arizona State with attendance of 34,172 produced the 5th highest mark in the history of the game.
- The Famous Idaho Potato Bowl between Utah State and Toledo attracted 29,243 fans to the stadium, the fourth-best attendance in the game's history.
- Coupling the 48,127 fans who attended the Russell Athletic Bowl and the 59,712 spectators at the Capital One Bowl, nearly 108,000 people passed through the gates of Florida Citrus Bowl Stadium in the span of five days.
- The Liberty Bowl crowd of 53,687 included more than 25,000 Iowa State vs. Tulsa fans.
- The FCS National Championship Game in Frisco, Texas, between North Dakota State and Sam Houston State produced a sellout crowd of 21,411, the largest crowd ever for a football game at FC Dallas Stadium.
- The Division I FCS playoff attracted 227,415 spectators for an average of 11,969 fans at each of its 19 playoff games. The Division II playoff totaled 98,231 fans or an average of 4,271 for each of the 23 games. The Division III playoff drew 56,309 fans for a 1,816 average for 31 games.

Bowl Season Ratings Highlights

- The Discover BCS National Championship Game between Alabama and Notre Dame on ESPN produced the second most-viewed program in cable television history with 26,380,012 viewers, only behind the Auburn-Oregon match-up in the 2011 BCS Championship on ESPN with 27,316,000 viewers.
- ESPN's presentation of the five BCS bowl games averaged 15,131,000 viewers, up 7 percent from last year (14,080,000).
- The Chick-fil-A Bowl between LSU and Clemson became the most-viewed non-BCS bowl on ESPN in history with 8,557,462 viewers, which also represented a 39 percent increase in viewership from the previous season.
- ESPN averaged 15,131,000 viewers for its five BCS bowl game telecasts, a viewership increase of 7 percent over last season's 14,080,000.
- The Outback Bowl between South Carolina and Michigan scored ESPN's fourth most-viewed non-BCS bowl in history with an average of 7,582,532 viewers.
- The Valero Alamo Bowl between Texas and Oregon State averaged an impressive 6,756,916 viewers on a 4.8 rating, making it ESPN's 14th most-viewed non-BCS bowl game telecast in history.
- The 2013 Rose Bowl Game averaged 17,023,715 viewers based on a 10.9 coverage rating, making it the most-viewed program on cable television outside of the NFL and BCS national championship games on ESPN since last year's Rose Bowl.
- The Rose Bowl Game and the Discover Orange Bowl combined for an average 13,736,000 viewers, marking an increase of 11 percent from last year for the two-game average on ESPN.
- The Discover Orange Bowl was the most-viewed program the night of Jan. 1 - broadcast or cable - with an average of 10,562,000 viewers, marking a 47 percent viewer increase from the previous year.
- The Allstate Sugar Bowl averaged 10,124,796 viewers with a 7.2 rating, a 4 percent viewer increase from last year.
- The Capital One Bowl on ABC averaged 10,954,000 viewers, marking a 35 percent increase over the network's coverage of last year's Outback Bowl, which occurred in

the same time slot in 2012 on New Year's Day. The game earned a 6.6 household rating, up 130 percent from 2011-12, the largest percentage improvement of any bowl game in 2012-13 and seventh-best among all bowls.

- The AT&T Cotton Bowl on FOX averaged an exceptionally strong 7.2/12 rating with 11.9 million viewers, ranking the game as the highest-rated and most watched Cotton Bowl ever on FOX and a 43 percent increase in viewers from last year.
- The 10th edition of the Bell Helicopter Armed Forces Bowl between Rice and Air Force drew the largest audience in the game's history with an average of 2,583,848 households (or a 61 percent increase from last year) and the telecast's second highest rating with a 2.6 average household coverage rating, or a 59 percent increase from last year.
- The New Era Pinstripe Bowl achieved a 60 percent increase in viewers from last year, going from 3,218,730 to 5,147,970.
- The MAACO Bowl Las Vegas between Boise State and Washington produced a 41 percent increase in viewership from last season with 4,433,640 fans watching on television this year.
- The BBVA Compass Bowl produced a 33 percent increase in viewers over last year with 2,671,624 fans tuning in to watch the game.
- The R+L Carriers New Orleans Bowl saw a 12 percent increase in viewers from 2,346,886 last year to 2,635,967 this season.
- The 28 non-BCS bowl telecasts on the ESPN outlets averaged 3,661,000 viewers or an increase of five percent over last season.
- 28 of the 35 bowl games each attracted more than 2.2 million viewers with the top ten contests each drawing more than 6.7 million fans, and 24 bowl games garnered a 2.1 or better household rating.
- Birmingham, Ala., averaged an impressive 10.3 metered market rating for the 29 ESPN bowl game telecasts.

Notable Bowl Facts and Milestones

- The SEC has won seven consecutive BCS National Championships and nine of the 14 BCS National Championships that have been played since its inception in 1998.
- Alabama became the first back-to-back winner of the BCS National Championship Games; the first school to win three BCS titles; and only the third school to win three titles in four years since the advent of the polls in 1936 (last accomplished by Nebraska from 1994-97).
- Northern Illinois became the first Mid-American Conference team to play in a BCS bowl with an appearance in the Discover Orange Bowl. Nine conferences and Notre Dame have now appeared in a BCS bowl game.
- The Allstate Sugar Bowl hosted the 8th Annual NFF National Hall of Fame Salute, featuring the 2012 College Football Hall of Fame Class.
- Georgia's victory in the Capital One Bowl gave the school 12 wins for the third time in school history.
- The Louisville victory in the Allstate Sugar Bowl produced a 11-win season for only the fourth time in school in history.
- The Northwestern victory in the TaxSlayer.com Gator Bowl marked the Wildcats first bowl game win since the 1949 Rose Bowl, giving the school a 10 win season for only the third time in school history. The win ended a nine-game losing streak in bowl games for Northwestern.
- Vanderbilt's victory in the Franklin American Mortgage Music City Bowl gave the school a 9-4 record for Commodores best season since 1915.

- Rice won only its second bowl game since 1958.
- The Texas A&M victory in the AT&T Cotton Bowl gave the Aggies 11 wins for only the fourth time in school history. The victory also ended a six game losing streak in the Cotton Bowl for the Aggies with their last win coming in 1988.
- Tulsa's Liberty Bowl victory over Iowa State marked their first win in a bowl game against a major conference team since 1964 while also giving the school its first 11-win season ever.
- San Jose State's victory in the Military Bowl gave the school its first 11 win season since 1940 and their first national ranking since 1975.
- Nevada and Arizona set an NCAA Bowl record, combining for the most plays in a game with 188 snaps during the Gildan New Mexico Bowl.
- TCU appeared in a bowl game for the eighth straight season and 11th time in Patterson's 12 seasons as head coach.
- Louisiana-Monroe appeared in their first bowl game ever, playing Ohio in the AdvoCare V100 Independence Bowl.
- Western Kentucky played in its first bowl game in school history, facing Central Michigan in the Little Caesars Pizza Bowl.
- Arizona won their first bowl game since 2008 with a victory in the Glidan New Mexico Bowl.
- Oregon has participated in four consecutive BCS bowl games.
- Stanford won its first Rose Bowl Game in 41 years, having last defeated Michigan on Jan. 1, 1972. The victory gave the Cardinal a 12-win season for only the second time in school history. This was their third straight BCS Bowl appearance.
- Northwestern set a bowl record with four interceptions, defeating Mississippi State 34-20 in the TaxSlayer.com Gator Bowl.
- Conference USA at 4-1 (.800) posted the best winning percentage in bowl games, and the SEC had the most wins with six during the 2012-13 bowl season.
- Florida State's win in the Discover Orange Bowl was its first BCS bowl victory since 1999, giving it 12 wins on the season and tying the 1993 and 1999 national championship teams for the most wins in Seminole history.
- Florida State played in a bowl game this year for the 31st consecutive year, the longest current streak in the nation, which started with the 1982 season.
- Texas coach Mack Brown and Virginia Tech Coach Frank Beamer have directed their teams to 20 consecutive bowls games since 1993, tying for the longest active streak by a coach.
- Wisconsin became the first Big Ten team to appear in three straight Rose Bowl games since Michigan accomplished the feat from 1976-78.
- The Big 12's 90% bowl-participation mark in 2012 is the highest in college football history.
- West Virginia made a school record 11th consecutive bowl appearance in 2012.
- SMU played in a school-record fourth consecutive bowl game with an appearance in the Sheraton Hawaii Bowl.
- The Rose Bowl will become the first post season game to host its 100th edition next year while the Rose Bowl Parade stages its 125th anniversary. The following week, the organization will host the BCS National Championship Game in the Rose Bowl on Jan. 6, 2014.
- Arizona State set or tied 30 individual and team Kraft Fight Hunger Bowl records in a 62-28 victory over Navy. Sun Devils scored on nine consecutive possessions, and their 62 points established a new mark for Pac-10/12 bowl history.
- The Beef 'O' Brady's Bowl St. Petersburg featured two 9-win teams (Ball State 9-3, vs UCF 9-3) for the first time, breaking 23 bowl game records during the game and hosting its first MAC school ever.
- The 54th AutoZone Liberty Bowl celebrated St. Jude Children's Research Hospital's

50th Anniversary.
- The AutoZone Liberty Bowl and Iowa State celebrated the 40th anniversary of the Cyclones last appearance in the bowl, recognizing head coach Johnny Majors and fifteen players from the 1972 Iowa State team.
- The Outback Bowl has the longest running title sponsorship of any college bowl.

2012-13 Chronological Bowl Results:

Bowl Result. (Attendance) & [HH coverage rating] & (Household Impressions) & [Viewers (P2+)]

- Gildan New Mexico Bowl, ESPN: Nevada 48 - Arizona 49. (24,610) & [2.1] & (2,035,432) & [2,570,132]
- Famous Idaho Potato Bowl, ESPN: Toledo 15 - Utah State 41. (29,243) & [2.2] & (2,183,407) & [2,811,188]
- San Diego County Credit Union Poinsettia Bowl, ESPN: BYU 23 - San Diego State 6. (35,442) & [1.7] & (1,671,379) & [2,198,614]
- Beef 'O' Brady's Bowl St. Petersburg, ESPN: Ball State 17 - Central Florida 38. (21,759) & [1.5] & (1,487,822) & [1,910,876]
- R+L Carriers New Orleans Bowl, ESPN: East Carolina 34 - Louisiana-Lafayette 43. (48,828) & [2.1] & (2,041,571) & [2,635,967]
- MAACO Bowl Las Vegas, ESPN: Washington 26 - Boise State 28. (33,217) & [3.3] & (3,278,160) & [4,433,640]
- Sheraton Hawai'i Bowl, ESPN: Fresno State 10 - SMU 43. (30,024) & [1.7] & (1,634,496) & [2,438,252]
- Little Caesars Bowl, ESPN: Western Kentucky 21 - Central Michigan 24. (23,310) & [2.1] & (2,030,991) & [2,663,213]
- Military Bowl presented by Northrop Grumman, ESPN: San Jose State 29 - Bowling Green 20. (17,835) & [1.5] & (1,496,424) & [1,907,677]
- Belk Bowl, ESPN: Cincinnati 48 - Duke 34. (48,128) & [3.0] & (2,943,617) & [3,867,807]
- Bridgepoint Education Holiday Bowl, ESPN: Baylor 49 - UCLA 26. (55,507) & [2.3] & (2,283,895) & [2,922,711]
- AdvoCare V100 Independence Bowl, ESPN: Ohio 45 - Louisiana-Monroe 14. (41,853) & [1.5] & (1,464,281) & [1,740,575]
- Russell Athletic Bowl, ESPN: Rutgers 10 - Virginia Tech 13. (48,127) & [3.0] & (2,903,230) & [3,939,630]
- Meineke Car Care Bowl of Texas, ESPN: Minnesota 31 - Texas Tech 34. (50,386) & [3.4] & (3,334,581) & [4,556,434]
- Bell Helicopter Armed Forces Bowl, ESPN: Rice 33 - Air Force 14. (40,754) & [2.6] & (2,583,848) & [3,267,484]
- New Era Pinstripe Bowl, ESPN: West Virginia 14 - Syracuse 38. (39,098) & [3.9] & (3,833,628) & [5,147,970]
- Kraft Fight Hunger Bowl, ESPN2: Navy 28 - Arizona State 62. (34,172) & [0.8] & (820,706) & [1,071,333]
- Valero Alamo Bowl, ESPN: Texas 31 - Oregon State 27. (65,277) & [4.8] & (4,701,884) & [6,756,916]
- Buffalo Wild Wings Bowl, ESPN: TCU 16 - Michigan State 17. (44,617) & [3.2] & (3,116,859) & [4,423,720]
- Franklin American Mortgage Music City Bowl, ESPN: NC State 24 - Vanderbilt 38. (55,801) & [1.6] & (1,597,226) & [1,952,256]

- Hyundai Sun Bowl, CBS: USC 7 - Georgia Tech 21. (47,922) & [2.7] & (3,054,716) & [3,967,988]
- AutoZone Liberty Bowl, ESPN: Iowa State 17 - Tulsa 31. (53,687) & [1.7] & (1,908,038) & [2,704,489]
- Chick-fil-A Bowl, ESPN: LSU 24 - Clemson 25. (68,027) & [5.6] & (5,501,843) & [8,557,462]
- TaxSlayer.com Gator Bowl, ESPN2: Mississippi State 20 - Northwestern 34. (48,612) & [1.6] & (1,585,872) & [2,230,035]
- Heart of Dallas Bowl, ESPNU: Purdue 14 - Oklahoma State 58. (48,313) & [0.8] & (614,639) & [942,896]
- Capital One Bowl, ABC: Georgia 45 - Nebraska 31. (59,712) & [6.6] & (7,517,467) & [10,976,559]
- Outback Bowl, ESPN: South Carolina 33 - Michigan 28. (54,527) & [4.3] & (4,855,992) & [7,582,532]
- Rose Bowl Game Presented By Vizio, ESPN: Wisconsin 14 - Stanford 20. (93,359) & [10.9] & (10,715,439) & [17,023,715]
- Discover Orange Bowl, ESPN: Northern Illinois 10 - Florida State 31. (72,073) & [7.1] & (6,999,259) & [10,561,858]
- Allstate Sugar Bowl, ESPN: Louisville 33 - Florida 23. (54,178) & [7.2] & (7,097,937) & [10,124,796]
- Tostitos Fiesta Bowl, ESPN: Oregon 35 - Kansas State 17. (70,242) & [8.6] & (8,441,692) & [12,306,396]
- AT&T Cotton Bowl, Fox: Texas A&M 41 - Oklahoma 13. (87,025) & [7.2] & (8,262,405) & [11,938,372]
- BBVA Compass Bowl, ESPN: Pittsburgh 17 - Mississippi 38. (59,135) & [2.2] & (2,188,887) & [2,671,624]
- GoDaddy.com Bowl, ESPN: Kent State 13 - Arkansas State 17. (37,913) & [1.5] & (1,449,696) & [1,943,733]
- Discover BCS National Championship, ESPN: Notre Dame 14 Alabama 42. (80,120) & [17.5] & (17,215,532) & [26,380,012]

The NFF would like to thank the following people for providing information for this release, including ESPN's Ben Baker, FOX Sports' Dan Bell, The Big Ten Network's Elizabeth Conlisk, NFF Correspondent Bo Carter, the NCAA's Gary Johnson, ESPN's Michael Humes, ESPN's Josh Krulewitz, NBC's Christopher McCloskey, Scarborough Research's Allyson Mongrain, ESPN's Dave Nagle, CBS' Jen Sabatelle, and CBS' Dan Sabreen.

**The NCAA began keeping national home football attendance in 1948 (including non-NCAA teams) and started keeping NCAA-only teams in 1978.*

*** Fan is defined as those adults who are "very, somewhat or a little bit interested" in college football.*

The Rose Bowl will become the first post-season game to host its 100th edition while the Rose Bowl Parade will celebrate its 125th anniversary. The following week, the organization will host the final BCS National Championship Game in the Rose Bowl on Jan. 6, 2014.

ABOUT THE NATIONAL FOOTBALL FOUNDATION & COLLEGE HALL OF FAME

Founded in 1947 with early leadership from General Douglas MacArthur, legendary Army coach Earl "Red" Blaik and immortal journalist Grantland Rice, The National Football Foundation & College Hall of Fame is a non-profit educational organization that runs programs designed to use the power of amateur football in developing scholarship, citizenship and athletic achievement in young people. With 120 chapters and 12,000 members nationwide, NFF programs include the College Football Hall of Fame, the NFF Scholar-Athlete Award presented by Fidelity Investments, Play It Smart, the NFF Hampshire Honor Society, the NFF National Scholar-Athlete Alumni Association, and scholarships of more than $1.3 million for college and high school scholar-athletes. The NFF presents the MacArthur Bowl, the William V. Campbell Trophy endowed by HealthSouth, and releases the Bowl Championship Series (BCS) Standings. NFF corporate partners include the Allstate Sugar Bowl, the BCS, Fidelity Investments, Herff Jones, Liberty Mutual Insurance, NCAA Football, and Under Armour. For more information, please visit www.footballfoundation.org.

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From: Timmermans, Tom <timmermans@unc.edu>
Sent: Wednesday, March 20, 2013 9:37 AM
To: UNCAA-Everyone <uncaa-everyone@groups.unc.edu>
Cc: Broome, Lissa L <lbroome@email.unc.edu>; Thorp, H Holden <thorp@email.unc.edu>
Subject: March Madness - Don't Bet On it!

All,
Please see below for the timely reminder from the NCAA enforcement staff that student-athletes, athletic department staff members and institutional staff members who have responsibilities within or over the athletics department are prohibited from participating in a March Madness bracket pool or the like where something is put at risk (i.e., money, entry fee or tangible item) for the opportunity to win something.
Please contact us if you have any questions.

Don't Bet On It March Madness®

Don't Bet On It March Madness® Reminder. Did you know that the Federal Bureau of Investigations estimates that more than $2.5 billion is illegally wagered on March Madness each year? Did you know that some sports wagering industry experts estimate the number to be as high as $7-10 billion annually? Did you know that last year it was reported that wagering at Nevada sportsbooks on March Madness had surpassed wagering on the Super Bowl? (March Madness Betting Now Tops Super Bowl; USA Today, March 27, 2012)?
With March Madness on the horizon, the NCAA enforcement staff would like to remind the membership about the prohibition of participating in a March Madness bracket pools, fantasy leagues or the like where something is put at risk (i.e., money, entry fee or tangible item) for the opportunity to win something. This prohibition applies to all student-athletes, conference office staff members, athletics department staff members and institutional staff members who have responsibilities within or over the athletics department.
The enforcement staff would like to stress the importance of educating all of these individuals on this prohibition.In this regard, the enforcement staff has created a Don't Bet On It poster (see a small version below) geared towards student-athletes for institutions to display in its athletics facilities and on campus.The poster is available in two sizes (8.5 x 11 and 11 x 17) under the "Additional Multi-Media" section on the Don't Bet On It Sports Wagering Resource Page.

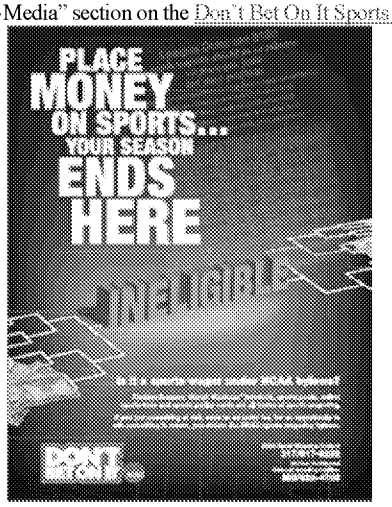

Tom Timmermans | Assistant Director of Compliance/Fin. Aid | University of North Carolina
Office 919.962.7851 |Cell 919.259.4442 |Fax 919.962.6002

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From: scanner@unc.edu
Sent: Wednesday, March 20, 2013 9:54 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject:
Attach: 20130320095427911.pdf

This E-mail was sent from "R11153" (Aficio MP 3500).

Scan Date: 03.20.2013 09:54:27 (-0400)
Queries to: scanner@unc.edu

	A
1	
2	
3	**Friday, March 22**
4	
5	*4:05pm*
6	*4:20pm*
7	*5:30pm*
8	*7:00pm*
9	*7:15pm*
10	*7:30pm*
11	
12	
13	
14	
15	*7:45pm*
16	_____
17	
18	**Saturday, March 23**
19	
20	*9:00am*
21	*9:30am*
22	*10-10:45am*
23	*12:15pm*
24	*12:45pm*
25	*1:25pm*
26	*2-2:30pm*
27	*2:45-4:15pm*
28	*4:30pm*
29	*5:45pm*
30	*6:00pm*
31	*7:45pm*
32	*10:00pm*
33	
34	**Sunday, March 24**
35	
36	*10:00am*
37	*10:30am*
38	*11:00am*
39	*1:05pm*
40	*2:30pm*
41	*5:00pm*
42	*5:30pm*
43	
44	*8:30pm*
45	

	B	C	D	E
1			**NCAA 1st and 2nd Rounds**	
2				
3				
4				
5	*Band/Cheer bus leaves Smith Center for RDU*			
6	*Team bus leaves Carmichael for RDU**(MUST HAVE ID)***			
7	*Air Charter to ILG(New Castle)*			
8	*Arrive at New Castle*			
9	*Bus to Hotel*			
10	*Arrive at Hotel:*			
11		**Hilton Christiana**		
12		**100 Continental Drive**		
13		**Newark, DE 19713**		
14		**302-454-1500**		
15	*Dinner in MacDonough/Blue Hens Room- Support Staff 15 mins later*			
16	*Curfew*			
17				
18				
19				
20	*Breakfast in Restaurant (Coupons)- All except players*			
21	*Breakfast in Restaurant (Coupons)- Players*			
22	*Administrative Meeting (Hatchell, Miller, Law, SID)*			
23	*Film in Tilton/Davis Room*			
24	*Lunch in MacDonough/Blue Hens Room- Support staff at Noon*			
25	*Bus leaves for Arena **(MUST HAVE ID)***			
26	*News Conference*			
27	*Practice*			
28	*Bus returns to Hotel*			
29	*Bus leaves for Dinner at White Clay Creek Country Club*			
30	*Dinner at White Clay Creek Country Club **(Dress is Business Casual)***			
31	*Bus returns to Hotel*			
32	*Snack in MacDonough/Blue Hens Room - Support Staff 15 mins later*			
33				
34				
35				
36	*Film in Tilton/Davis Room*			
37	*Pre-game breakfast in MacDonough/Blue Hens Room - Support Staff 15 mins later*			
38	*Stretch*			
39	*Bus leaves for Arena **(MUST HAVE ID)***			
40	*Beat Albany*			
41	*Bus Returns to Hotel*			
42	*Lunch in MacDonough/Blue Hens Room- Support Staff 15 mins later*			
43				
44	*Dinner in MacDonough/Blue Hens Room- Support Staff 15 mins later*			
45				

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46	_____
47	
48	**Monday, March 25**
49	
50	*9:00am*
51	*9:15am*
52	
53	*11:00am*
54	*Noon*
55	*12:55pm*
56	*1:10pm*
57	*1:30-2:00pm*
58	*2:10-4:10pm*
59	*4:20pm*
60	*4:40pm*
61	*6:00pm*
62	*9:00pm*
63	
64	*9:15pm*
65	
66	_____
67	
68	**Tuesday, March 26**
69	
70	*8:00am*
71	*11:00am*
72	*11:30am*
73	
74	*12:10pm*
75	*12:30-1:30pm*
76	*1:40pm*
77	*3:00pm*
78	
79	*5:20pm*
80	
81	*7:00pm*
82	*9:45pm*
83	*10:30pm*
84	
85	**Wednesday, March 27**
86	
87	*12:00am*
88	*12:15am*
89	*12:35am*
90	

	B	C	D	E
46	*Curfew*			
47				
48				
49				
50	*Breakfast in Restaurant (Coupons)- All except players*			
51	*Breakfast in Restaurant (Coupons)- Players*			
52				
53	*Film in Tilton/Davis Room*			
54	*Lunch in MacDonough/Blue Hens Room- Support Staff 15 mins later*			
55	*Bus leaves for Arena* ***(MUST HAVE ID)***			
56	*Arrive at Arena*			
57	*News Conference*			
58	*Practice*			
59	*Return to Hotel*			
60	*Dinner in MacDonough/Blue Hens Room- Support Staff 15 mins later*			
61	*Bus leaves for Movies*			
62	*Bus returns to Hotel*			
63				
64	*Snack in MacDonough/Blue Hens Room- Support Staff 15 mins later*			
65				
66	*Curfew*			
67				
68				
69				
70	*Optional Breakfast in Restaurant (Coupons)*			
71	*Lunch in MacDonough/Blue Hens Room- Support Staff 15 mins later*			
72	*Film in Tilton/Davis Room*			
73				
74	*Bus leaves for Arena* ***(MUST HAVE ID)***			
75	*Practice*			
76	*Bus returns to hotel*			
77	*Pre-game Meal in MacDonough/Blue Hens Room- Support Staff 15 mins later*			
78				
79	*Bus Leaves for Arena* ***(MUST HAVE ID)***			
80				
81	*Beat ?????*			
82	*Bus leaves for Airport* ***(MUST HAVE ID)***			
83	*Charter flight to RDU*			
84				
85				
86				
87	*Arrive at RDU*			
88	*Bus to Chapel Hill*			
89	*Arrive in Chapel Hill*			
90				

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75	MAY CHANGE			
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	A
91	
92	
93	
94	***WEATHER IN NEWARK, DE***
95	
96	*Friday*
97	
98	*Saturday*
99	
100	*Sunday*
101	
102	*Monday*
103	
104	*Tuesday*
105	
106	
107	
108	***THINGS TO TAKE***
109	_____ ***Government Issued I.D.***
110	_____ *Practice Gear (2 sets)*
111	_____ *Basketball Shoes*
112	_____ *Ankle Braces*
113	_____ ***Government Issued I.D.***
114	_____ *Books for study hall*
115	
116	*****NOTE: ALL PLAYERS MUST BE DRESSED THE SAME WHEN WE TRAVEL. SENIORS COMMUNICATE***
117	

	B	C	D	E
91				
92				
93				
94				
95	***High***	***Low***	***Other***	
96	*45*	*30*	*Partly Cloudy*	
97				
98	*49*	*32*	Sunny	
99				
100	*48*	*38*	*Cloudy*	
101				
102	*45*	*34*	*Rain/Snow*	
103				
104	*52*	*34*	*Partly Cloudy*	
105				
106				
107				
108				
109			_____ *Toiletries*	
110			_____ *Under garments for practice and games*	
111			_____ ***Government Issued I.D.***	
112				
113				
114				
115				
116				
117	***THIS WITH UNDERCLASSMEN***			

From: Pirate Basketball <reply-31@pacmail.em.marketinghq.net>
Sent: Wednesday, March 20, 2013 5:53 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Pirates to Host CIT Second Round Pairing

Use this link to view a web version of this message.

ECU Advances To Host CIT Second Round

pir@mail
Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

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Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: **athletictickets@ecu.edu**.

From: Kirby, Samantha Lillian <slkirby5@email.unc.edu>
Sent: Wednesday, March 20, 2013 8:54 PM
To: UNCAA-Everyone <uncaa-everyone@groups.unc.edu>
Cc: Broome, Lissa L <lbroome@email.unc.edu>; Thorp, H Holden <thorp@email.unc.edu>
Subject: Ram Rules: Don't Bet On It!

All,

Please see below the Ram Rules that was sent to all UNC student-athletes this morning. Make sure that you understand all the necessary rules regarding sports wagering and then reiterate this information to your student-athletes. With March Madness starting tomorrow it is imperative that all UNC student-athletes and staff understand the NCAA bylaws related to Sports Wagering/Gambling. If you have any questions, please contact the Compliance office at 919-962-6000.

Thanks!
Samantha Kirby

The Ram Rules
UNC Department of Athletics
Vol XII * No. 3 * March 20, 2013

A newsletter designed to educate University of North Carolina student-athletes about NCAA rules. *As a UNC student-athlete, it is YOUR responsibility to review the contained information to preserve your eligibility to participate in intercollegiate athletics.*

Dear UNC Student-Athletes,

With the NCAA basketball tournaments beginning this week, the UNC Compliance office would like to remind you that NCAA rules (bylaw 10.3) prohibit athletics department staff members, student-athletes, and other individuals associated with intercollegiate athletics (e.g., Chancellors, Faculty Athletics Representatives) from participating in any gambling activities. **This includes participating in any type of March Madness bracket pools or fantasy leagues where something is put at risk (e.g. money, entry fee, tangible items) for the chance to win something.** This is against NCAA rules and you could lose your eligibility.

Please note that this prohibition does not apply to contests held by certain websites(e.g., www.espn.com), which has a bracket contest that is free of charge. Since there is no fee associated with this contest, it would be permissible for you to participate, even though there is the opportunity for a prize at the end.

Take a few minutes to check out this website created by the NCAA and remember, **DON'T BET ON IT**!

http://dontbetonit.org/

10.02.1 Sports Wagering. Sports wagering includes placing, accepting or soliciting a wager (on a staff member's or student-athlete's own behalf or on the behalf of others) of any type with any individual or organization on any intercollegiate, amateur or professional team or contest. Examples of sports wagering include, but are not limited to, the use of a bookmaker or parlay card; Internet sports wagering; auctions in which bids are placed on teams, individuals or

contests; and pools or fantasy leagues in which an entry fee is required and there is an opportunity to win a prize. *(Adopted: 4/26/07 effective 8/1/07)*

10.3 Sports Wagering Activities. The following individuals shall not knowingly participate in sports wagering activities or provide information to individuals involved in or associated with any type of sports wagering activities concerning intercollegiate, amateur or professional athletics competition: *(Adopted: 4/26/07 effective 8/1/07)*

(a) Staff members of an institution's athletics department;
(b) Non athletics department staff members who have responsibilities within or over the athletics department (e.g., chancellor or president, faculty athletics representative, individual to whom athletics reports);
(c) Staff members of a conference office; and
(d) Student-athletes.

10.3.1 Scope of Application. The prohibition against sports wagering applies to any institutional practice or any competition (intercollegiate, amateur or professional) in a sport in which the Association conducts championship competition, in bowl subdivision football and in emerging sports for women. *(Adopted: 4/26/07 effective 8/1/07)*

10.3.2 Sanctions. The following sanctions for violations of Bylaw10.3shall apply: *(Adopted: 4/27/00 effective 8/1/00, Revised: 4/26/07 effective8/1/07)*

(a) A student-athlete who engages in activities designed to influence the outcome of an intercollegiate contest or in an effort to affect win-loss margins ("point shaving") or who participates in any sports wagering activity involving the student-athlete's institution shall permanently lose all remaining regular-season and postseason eligibility in all sports. *(Revised: 4/26/07 effective 8/1/07)*
(b) A student-athlete who participates in any sports wagering activity through the Internet, a bookmaker or a parlay card shall be ineligible for all regular-season and postseason competition for a minimum period of one year from the date of the institution's determination that a violation occurred and shall be charged with the loss of a minimum of one season of eligibility. If the student-athlete is determined to have been involved in a later violation of any portion of Bylaw10.3, the student-athlete shall permanently lose all remaining regular-season and postseason eligibility in all sports. *(Revised: 4/26/07effective 8/1/07)*

The Ram Rules Bottom Line:

It is your responsibility to understand NCAA and UNC rules. You can find all UNC Department of Athletics' policies and other NCAA resources at goheels.com underthe "Inside Athletics" tab and the "Compliance" link. Please contact the Compliance Office (919-962-6000 or compliance@uncaa.unc.edu) if you have any questions about contact with prospective student-athletes.

From: Brent Blanton <blanton@uncaa.unc.edu>
Sent: Thursday, March 21, 2013 10:16 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; 'Tony Yount(tony.yount@gmail.com)'; Townsend, Jenn <jtownsend@unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Kym Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Spencer Welborn <welborn@uncaa.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>
Cc: Woodard, Harold <harold_woodard@unc.edu>
Subject: Holds Report
Attach: sp13 holds list 3 21.xlsx

Good morning,
Attached is today's report and the advisor holds are now reflecting (we have 30 students remaining with that hold). That said, I DO NOT believe the probation holds are being reflected. Give me a name of someone who has it so I can get the code. That will allow me to go back to the programmer and have it added.
Let me know if you have questions/concerns,
B
Brent Blanton

Associate Director
Academic Support Program for Student-Athletes
Center for Student Success and Academic Counseling
College of Arts and Sciences
University of North Carolina, Chapel Hill
(919) 962-9536 ofc | (919) 962-8247 fax
Loudermilk Center for Excellence
344 Ridge Road, CB 3107
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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Thursday, March 21, 2013 2:43 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: From Podium to Podcast: How To Flip Your Classroom

Having trouble viewing this email? Click here

Innovative Educators

Free Resources

- More on Classroom Flipping in Colleges
- More Universities Try the MOOC Model
- Colleges Go Proactive with Flipped Classrooms
- 7 Things You Should Know About: Flipped Classroom
- Thoughts on the Culture of an Inverted Classroom
- 5 Ways That edX Could Change Education
- Flipping Out? What you need to Know about the Flipped Classroom

Webinar Overview

Are you interested in flipping your classroom but not sure where to begin? Are you curious about this trend and how it can be applied to your college classroom? This webinar will take a close look at what happens when the traditional method of lecturing and assigning homework is reversed; when students receive lectures through video outside of class and use class time to complete homework, solve problems, and collaborate with the instructor and other students.

In this webinar we will prove that flipping college courses is an excellent way to address some of the major concerns in today's institutions of higher learning. A flipped course can enhance student engagement by maximizing time for problem solving and student-student/ student -teacher interaction. In addition, providing opportunities for off-campus content delivery can address the attendance and scheduling issues experienced by many adult learners. Participants will gain practical suggestions, effective strategies, and a checklist of helpful items to use in developing a flipped format.

Webinar Objectives

NOTE: The issues addressed during the webinar will be universal. Both 2 and 4-year institutions will benefit from the content.

- Be able to define and describe the flipped class model in a community college setting
- Learn how flipping a course can overcome course management issues
- Discuss advantages of the blended format in a flipped classroom
- Gain practical insight from experienced classroom faculty
- Improve alignment of course content to course objectives and/or outcomes
- Distinguish which types of course content are best suited for on-campus rather than off-campus presentations
- Learn how to adapt course materials for flipped format
- Consider strategies for encouraging student engagement in the flipped classroom
- Explore software and technology that enhances course content for off-campus presentation
- Identify resources for off-campus lectures

Webinar Speaker(s)

Anne Distler graduated with a BS in Chemistry from the University of Notre Dame in 1999 and a PhD in Chemistry from Michigan State University in 2003. At both universities, Dr. Distler served as an instructor and teaching assistant. After completing a post-doctoral fellowship at Case Western Reserve University, Dr. Distler continued her work at the university as a member of the research faculty in the Department of Pharmacology. In 2009, she accepted a tenure-track faculty position at Cuyahoga Community College. Since returning to teaching, Dr. Distler has taught multiple levels of chemistry in traditional, online, and blended formats, utilizing a number of new technologies in the classroom and Blackboard course sites. By utilizing technology, students have access to the course materials presented in multiple formats, accommodating different learning styles and increasing student engagement. Dr. Distler also serves as a subject matter expert with McGraw-Hill publishers, collaborating on the LearnSmart program available with the publisher's Chemistry textbooks.

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Beyond the MOOC Hype: Definitions, Tips, Benefits & Challenges - April 16

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Upcoming Webinars

View all events

March 2013

On Demand
Cheating In The 21st Century: Strategies To Tackle Online Academic Dishonesty

April 2013

3
Cyberbullying On Campus & Off: New Approaches To Conduct & Prevention
3
Developing & Providing Integrated Student Services In Higher Education: Creating The "One Stop" Shop For Students
4
The Tutor Program Playbook: Using Best Practices To Grow A Successful Learning Center

4
Graduate Students In Distress: How To Recognize Warning Signs & Avoid Violent Results Of Stress, Strain & Strife
10
Developmental Education Redesign: Strategies & Resources That Improve Student Success

23
From Podium to Podcast: How To Flip Your Classroom & Enhance Student Engagement

May 2013

7
Challenge Exams: How To Remove Road Blocks For Students By Creating & Implementing Effective Policies
9
Building A Cost-Effective Online Orientation: Best Practices, Essential Components & Practical Applications
16
Creating & Implementing An Online Orientation Program From The Ground Up

June 2013

"If you've ever had too much instructional material to cover and too little class time, then you should consider flipping your course"

Terri Pope graduated with a BS in Nutrition from Case Western Reserve University in 1980 and a Ph.D in Nutritional Biochemistry from The Ohio State University in 1984. She began teaching at Cuyahoga Community College following a post-doctoral fellowship at Yale University. A tenured Professor with over 26 years of teaching experience, she has seen the college classroom move from podium to podcast. A recent recipient of the Ralph Besse Award for teaching excellence, Dr. Pope uses active learning strategies to teach a wide variety of courses to a diverse student population in traditional, online, and blended formats. She has been teaching online for 10 years and was an early adopter of the blended format. Dr. Pope has written several Laboratory manuals and has used a BlackBoard site to create a Virtual Biology Study Lab to provide students 24/7 access to laboratory image collection. She has been using technology to blend, flip, and shake up her science curriculum.

Innovative Educators

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Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

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From: Brent Blanton <blanton@uncaa.unc.edu>
Sent: Friday, March 22, 2013 10:32 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; 'Tony Yount (tony.yount@gmail.com)'; Townsend, Jenn <jtownsend@unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Kym Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Spencer Welborn <welborn@uncaa.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>
Cc: Woodard, Harold <harold_woodard@unc.edu>
Subject: Today's Holds List
Attach: sp13 holds list 3 22.xlsx

Here it is...
B
Brent Blanton

Associate Director
Academic Support Program for Student-Athletes
Center for Student Success and Academic Counseling
College of Arts and Sciences
University of North Carolina, Chapel Hill
(919) 962-9536 ofc | (919) 962-8247 fax
Loudermilk Center for Excellence
344 Ridge Road, CB 3107
Chapel Hill, NC 27599-3107
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From: UNC College <college-news@unc.edu>
Sent: Friday, March 22, 2013 10:39 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Carolina Arts & Sciences News: Liberal Arts 2.0

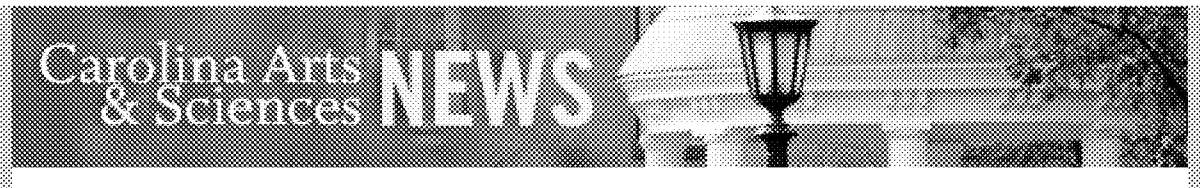

Click to view web version of this message. **March 2013**

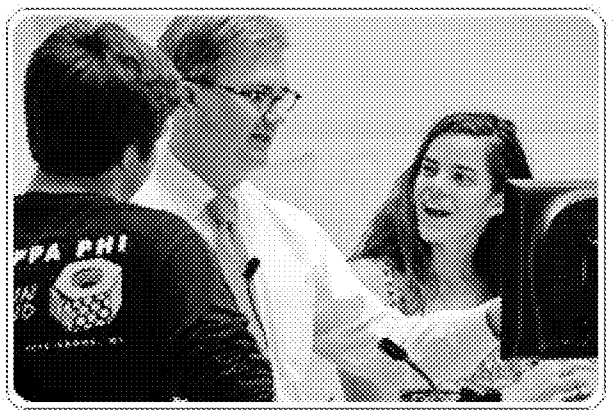

Liberal Arts 2.0

A new "Super Course" co-taught by Chancellor Thorp is one example of learning opportunities across the College that are engaging, experiential and entrepreneurial. Read about some of them in our spring magazine. Stories and video.

Pat Pukkila's Legacy

Two-thirds of undergraduates will gain experience in research by the time they leave Carolina, thanks to Pat Pukkila's leadership. During 14 years as the founding director of the Office for Undergraduate Research, she made our program a national model. She retires in June after 34 years at UNC as a teacher, scholar and leader.

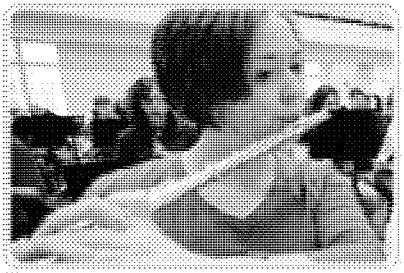

Carolina Coursera

The University has joined the MOOCs bandwagon through a new partnership with Coursera. Carolina's four "massive, open on-line courses" include: Fundamentals of Rehearsing Music Ensembles, Introduction to Environmental Law and Policy, Metadata, and Epidemiology.

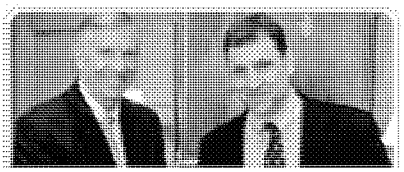

Standing tall as a long leaf pine

Public Policy Professor Daniel Gitterman was tapped for the Order of the Long Leaf Pine, one of the state's highest honors. UNC President Tom Ross presented the award to Gitterman last

month, recognizing his service to N.C. as a health policy adviser during the Perdue administration.

Seventh Super Sawyer

When Raymond Sawyer graduates in May, he will be the last of seven Sawyers who came to Carolina on major scholarships and played in the Tar Heel marching band. Sawyers have won two Morehead-Cain scholarships, one Robertson, two Pogues, a Gates Millenium and a Rotary International.

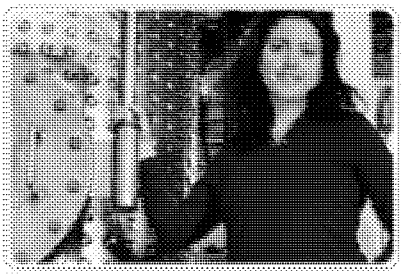

Women's Studies Trailblazer

Alumna Rachel Burton (women's studies '96) didn't just land a great job, she invented one. As the pioneering co-founder of Piedmont Biofuels in Pittsboro N.C., she has won national recognition as a leader in the biodiesel world.

More News

- Pablo Durana '06 filmed Oscar-winning documentary short
- Professor Toppin at White House for Women's History Month
- Need to identify a wildflower? There's a UNC app for that
- Research shows owners of 'green' homes default less
- Hark his sound: making music at the top of the bell tower

Events Calendar

- PlayMakers presents 'Cabaret' April 3-21
- Nobel Laureate LeClézio explores 'interculturality' April 17-19

Media Clips

- Talk of the Nation: Biologist Bob Goldstein on 'Water Bears'
- Politico: Political Scientist Jason Roberts on tax reform
- NPR: Music Professor Louise Toppin on composer Margaret Bonds

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UNC COLLEGE OF ARTS & SCIENCES

Welcome to our e-news, sent monthly to College faculty and staff, University communicators, and others by request.

This message was sent to bridgerb@uncaa.unc.edu from:

UNC College of Arts & Sciences | UNC South Building | Chapel Hill, NC 27599

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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Friday, March 22, 2013 11:53 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Connecting Courses To Careers: Using Analytics To Gauge Student "Employability"

Having trouble viewing this email? Click here

Innovative Educators

Free Resources

- Experiential Learning in Higher Education: Linking Classroom and Community
- Loyola University - Experiential Learning
- APEX Program Offers Experiential Learning
- Duke Global Health Co-Major to Require Interdisciplinary Courses
- Study Shows Promise of "Prior Learning" in Fostering Academic Success
- Council for Adult and Experiential Learning
- An Enrollment Experiment, Grounded in "Grit"

Webinar Overview

With an increased pressure on institutions of higher learning to substantiate their course offerings with respect to employability, now more than ever, experiential learning programs are a viable way to prepare the student and close the "skills gap" that exists in the job market today.

In a survey from Marketplace from American Public Media and The Chronicle of Higher Education, employers said what matters most to them is what actually happens outside the classroom. "Internships came back as the most important thing that employers look for when evaluating a recent college graduate," says Dan Berrett, senior reporter at The Chronicle.

Imagine then, having quantitative and qualitative data obtained through the student's internship experience to help your institution gauge the effectiveness of its course content as is relates to graduate employability? Or, having a tool that helps students substantiate the need for specific soft-skill enhancement for an individual or group categorized as "less employable" by future employers?

Join highly-rated speakers Martha Lanaghen and Ann Cross for this interactive and engaging presentation about the benefits of incorporating experiential learning metrics to predict employment outcomes, measure your students' employability probability, and improve your course content. This webinar will focus on practical, tactical ideas and tools that can be implemented quickly. You'll hear stories of success, see data that supports outcomes, and leave with tools that you can take back to the campus and use to improve employment outcomes.

Webinar Objectives

Participants will:

- Review the effects of recent regulatory, legislative, and marketplace changes and the impact on higher education
- Learn which reporting metrics are needed
- Learn how internship data can be transferred to actionable measures that will improve graduate employability
- Discuss how using quantitative and qualitative data collected from internships can help improve course content
- Identify tools to manage experiential learning programs and collect data for reporting

Webinar Speaker(s)

The Sparrow Group, led by Martha Lanaghen, is a high-impact consulting firm based in Colorado. All of the practitioners on our team have on-campus operating experience in student affairs, retention, employment, and campus strategy. This practical experience, combined with extensive speaking and training experience, makes us uniquely qualified to present compelling, practical workshops that are packed with actionable information that can be put to use immediately.

Martha & Ann Cross have spoken at dozens of conferences across the United States, including APSCU, Pearson's CITE, The Center for Customer Driven Quality, Call Center Week, and others. Their most recent APSCU webinar saw over 500 logins, and their APSCU presentation in July was attended by more than 125 participants and received outstanding ratings. Attendees from their workshops

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Beyond the MOOC Hype: Definitions, Tips, Benefits & Challenges - April 16

Like us on facebook for a chance to win a free webinar!

Upcoming Webinars

View all events

April 2013

4
Graduate Students In Distress: How To Recognize Warning Signs & Avoid Violent Results Of Stress, Strain & Strife
10
Developmental Education Redesign: Strategies & Resources That Improve Student Success

17
Improving Student Success: Academic Advising & The Completion Agenda
18
Get On Your Bike & Ride: Strategies That Inspire Students & Promote Long-Term Knowledge Retention
23
From Podium to Podcast: How To Flip Your Classroom & Enhance Student Engagement
24
Growth Mindset: How To Foster Enthusiastic Learning & Encourage Students To Set Goals
26
Achieving Success In Developmental Education: Implementing Cost-Effective, High-Touch Programs That Work

May 2013

1
The New "At-Risk" Student Seminar: Increasing Retention, Success & Institutional Support
2
Improve Student Learning: Maximizing The Impact Of Learning Centers
7
Challenge Exams: How To Remove Road Blocks For Students By Creating & Implementing Effective Policies

say: "This was the best workshop of the entire conference," and, "The information I learned will be put to work immediately when I return."

Innovative Educators

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Kristen@ieinfo.org

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From: Lane, Cricket <cricket@unc.edu>
Sent: Friday, March 22, 2013 4:55 PM
To: UNCAA-Head Coaches <uncaa_headcoaches@groups.unc.edu>; UNCAA-Asst Head Coaches <uncaa_asstheadcoaches@groups.unc.edu>
Cc: UNCAA-ExeStaff <uncaa_exestaff@groups.unc.edu>; UNCAA_Academics <uncaa_academics@groups.unc.edu>
Subject: Life Skills Seminar - Alcohol Speaker - Linda Hancock
Attach: Linda Hancock.docx

Coaches,

This is a friendly reminder about the Alcohol Speaker, Linda Hancock, who will be speaking to our student-athletes on Monday, March 25th.

1st years and sophomores – 6:30pm – 7:30pm
Juniors and Seniors – 8pm – 9pm
Location: Stone Center Theater
Thanks,
Cricket

Linda Hancock, Ph.D

Fun and Funny

Fresh Thoughts about Alcohol and other Drugs

MONDAY, MARCH 25TH

6:30PM (1ST YEARS & SOPHOMORES)

8:00PM (JUNIORS & SENIORS)

"MOLECULES THAT MONKEY WITH YOUR MIND"

An interactive program that uses humor and creativity to provide practical alcohol and other drug education. Student-athletes will learn useful strategies for motivating healthier choices in teams and teammates.

Location: Stone Center Theater

UNC SWAG

From: Suits, Christy H. <Christy_Suits@unc.edu>
Sent: Friday, March 22, 2013 5:45 PM
To: UNCAA-Everyone <uncaa-everyone@groups.unc.edu>
Subject: Fwd: [ctc] Inadvertent Mobile Device Quarantine Messages

---

Important information about mobile devices and the email sent earlier. This also explains the new policy for out of date mobile devices.

Please read the following message.

Thanks,
CHS

-------- Original Message --------
Subject: [ctc] Inadvertent Mobile Device Quarantine Messages
From: "McGuire, Tim" <tim_mcguire@unc.edu>
To: "LSRV_ctc.con" <ctc@listserv.unc.edu>
CC:

Happy Friday Everyone,
First let me apologize for confusion today and especially the erroneous messages this afternoon. We were preparing to put in the block on the IOS 6.1 and 6.1.1 devices which we tested thoroughly for a good bit of the day and an erroneous button click applied a GLOBAL policy instead of policy targeted to offending devices. It was immediately (less than 1 Minute) undone, but unfortunately a lot of messages went out to folks (~2600). NO ONE is currently blocked.
Given the current state of affairs and the time of day and week – NO ONE WILL BE BLOCKED TODAY. We will monitor for the IOS situation we found this morning and will block individual users as they offend. This series of events does not affect the need to upgrade IOS devices running 6.1 or 6.1.1. We will regroup on Monday and send a note on any IOS blocks that might occur.
As I do not have a way to notify only the users that received the automated message, I am also sending a note out to all Exchange users explaining that if they received a quarantine note to disregard it.
It will look like this:
<MSG>
Dear Colleagues,
Please be advised that an automated note was inadvertently sent to many mobile device users regarding device quarantines. The note indicated that mobile devices were being blocked from accessing the campus's exchange system. This note was not accurate and no quarantine is currently enabled. If you received the notice of quarantine please disregard. There is no action for you to take. I apologize for the confusion and inconvenience. An example message is provided below.
Best Regards,
Tim McGuire
Director, Campus Infrastructure Services
440 W. Franklin St.
Chapel Hill, NC 27599-1150
919-445-0045 (w)
**********EXAMPLE MESSAGE TO DISREGARD**********
From: Microsoft Outlook
Sent: 3/22/2013 3:42 PM
To: username
Subject: Your mobile phone is temporarily blocked from synchronizing using Exchange ActiveSync until your administrator grants it access.

Your mobile phone is temporarily blocked from accessing content via Exchange ActiveSync because the phone has been quarantined. No action is necessary on your part. Content will automatically be downloaded as soon as access is granted by your administrator.

**** ACTION IS REQUIRED **** Your Apple device has been quarantined because it is running iOS 6.1 or 6.1.1. This problem can be rectified by upgrading your device to the latest version. The block does not affect desktop clients like Outlook or web access through outlook.unc.edu. Instructions on the upgrade process can be found here: http://support.apple.com/kb/ht4623 . If you have trouble downloading the update, please try restarting your device. Our helpdesk is standing by if you need assistance with the upgrade. You may reach them at 919-962-HELP.

Information about your mobile phone:

Device model:	SAMSUNG
Device type:	WP
Device ID:	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Device OS:	Windows Phone7.10.8858
Device user agent:	
Device IMEI:	xxxxxxxxxxxxxxxxxxxxxxxxxxx
Exchange ActiveSync version:	14.1
Device access state:	Quarantined
Device access state reason:	Global

Sent at 3/22/2013 3:42:31 PM to user@unc.edu.

</MSG>
Regards,
Tim

You are currently subscribed to ctc as: christy_suits@unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=50345999.248e00852cd8a8639a3a31254408b3dc&n=T&l=ctc&o=32906411

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-32906411-50345999.248e00852cd8a8639a3a31254408b3dc@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, March 22, 2013 8:18 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Spending Guidelines from Governor McCrory

---

March 25, 2013

MEMORANDUM

TO: Deans, Directors, Department Chairs and Division Heads

FROM: Bruce W. Carney, Executive Vice Chancellor and Provost
Karol Kain Gray, Vice Chancellor for Finance and Administration

SUBJECT: Spending Guidelines for the Remainder of FY 2012-13

Governor Pat McCrory recently directed all State agencies to implement spending restrictions for the remainder of FY 2012-13. We have received clarification from the Office of State Budget and Management that the University System is included in this directive.

This link, http://finance.unc.edu/files/2013/03/12_13_spending_guidelines.pdf, will take you to the memo from the Chief Operating Officer of The University of North Carolina, Charles Perusse, which offers more information on the restrictions. This directive applies to General Fund appropriations for salary adjustments, travel and purchasing transactions, and will remain in effect until June 30, 2013.

More information will be provided as it becomes available. Thank you for your assistance with meeting these directives.

BWC/KKG:st
copy: Chancellor Holden Thorp

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From: Pirate Basketball <reply-31@pacmail.em.marketinghq.net>
Sent: Monday, March 25, 2013 8:14 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Pirates Hosting CIT Quarterfinal Game Tuesday!

Use this link to view a web version of this message.

ECU vs. Loyola | 03.26.13 | 7:00 PM

pirMail Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

GET TICKETS ECUPIRATES.COM PIRATE CLUB STORE PHOTOS

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

Share this Pir@mail:

Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: **athletictickets@ecu.edu**.

From: Snyder, Lee <lsnyder@uncaa.unc.edu>
Sent: Monday, March 25, 2013 11:08 AM
To: UNCAA-Everyone <uncaa-everyone@groups.unc.edu>
Subject: Schedule
Attach: Weekly Schedule.xlsx

Attached is this week's athletic schedule. Go Tar Heels!

	A	B	C	D	E	F	G
1	**SPORT**	**DAY**	**DATE**	**OPPONENT/EVENT**	**SITE**	**TIME**	**TV**
2	M Golf	Mon	3/25	at Hootie at Bulls Bay Collegiate	Awendaw, S.C.	All Day	
3	Baseball	Tues	3/26	VCU	Chapel Hill, N.C.	6 PM	
4	W Basketball	Tues	3/26	at NCAA Tourn. 2nd Round (vs. Del.)	Newark, Del.	7 PM	
5	M Golf	Tues	3/26	Hootie at Bulls Bay Collegiate	Awendaw, S.C.	All Day	
6	Baseball	Wed	3/27	Winthrop	Chapel Hill, N.C.	6 PM	
7	M Lacrosse	Wed	3/27	Brown	Chapel Hill, N.C.	6 PM	ESPNU
8	Softball	Wed	3/27	at Campbell	Buies Creek, N.C.	6 PM	
9	Track & Field	Wed	3/27	at Texas Relays	Austin, Texas	All Day	
10	W Lacrosse	Thur	3/28	at Duke	Durham, N.C.	7 PM	
11	M Swimming	Thur	3/28	at NCAA Championship Prelims	Indianapolis, Ind.	11 AM	
12	M Swimming	Thur	3/28	at NCAA Championship Finals	Indianapolis, Ind.	7 PM	
13	Track & Field	Thur	3/28	at Texas Relays	Austin, Texas	All Day	
14	W Golf	Fri	3/29	at Bryan National Collegiate	Browns Summit, N.C.	All Day	
15	Softball	Fri	3/29	Virginia Tech	Chapel Hill, N.C.	6 PM	
16	M Swimming	Fri	3/29	at NCAA Championship Prelims	Indianapolis, Ind.	11 AM	
17	M Swimming	Fri	3/29	at NCAA Championship Finals	Indianapolis, Ind.	7 PM	
18	W Tennis	Fri	3/29	Virginia Tech	Chapel Hill, N.C.	11 AM	
19	Track & Field	Fri	3/29	at Texas Relays	Austin, Texas	All Day	
20	Track & Field	Fri	3/29	at Cardinal Invitational	Palo Alto, Calif.	All Day	
21	Track & Field	Fri	3/29	at Raleigh Relays	Raleigh, N.C.	All Day	
22	Baseball	Sat	3/30	Clemson	Chapel Hill, N.C.	6 PM	
23	W Golf	Sat	3/30	at Bryan National Collegiate	Browns Summit, N.C.	All Day	
24	M Lacrosse	Sat	3/30	Johns Hopkins	Chapel Hill, N.C.	Noon	ESPNU
25	W Lacrosse	Sat	3/30	at Virginia Tech	Blacksburg, Va.	2 PM	
26	Rowing	Sat	3/30	vs. Georgetown	Washington, D.C.	TBA	
27	Softball	Sat	3/30	Virginia Tech	Chapel Hill, N.C.	1 PM	
28	Softball	Sat	3/30	Virginia Tech	Chapel Hill, N.C.	3 PM	
29	M Swimming	Sat	3/30	at NCAA Championship Prelims	Indianapolis, Ind.	11 AM	
30	M Swimming	Sat	3/30	at NCAA Championship Finals	Indianapolis, Ind.	7 PM	
31	W Tennis	Sat	3/30	Virginia	Chapel Hill, N.C.	1 PM	
32	Track & Field	Sat	3/30	at Texas Relays	Austin, Texas	All Day	
33	Track & Field	Sat	3/30	at Raleigh Relays	Raleigh, N.C.	All Day	
34	Baseball	Sun	3/31	Clemson	Chapel Hill, N.C.	7 PM	RSN
35	W Golf	Sun	3/31	at Bryan National Collegiate	Browns Summit, N.C.	All Day	
36							
37							
38	**All times are**						
39	**Eastern Time**						

From: nobody@notify.unc.edu on behalf of hr@unc.edu
Sent: Monday, March 25, 2013 12:48 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Governors Salary Increase Guidelines for Remainder of FY 2012/2013

TO: Deans, Directors, Department Heads
School/Division HR Officers
HR Facilitators
Business Officers

FROM: Bruce Carney, Executive Vice Chancellor and Provost and Brenda R. Malone, Vice Chancellor for Human Resources

SUBJECT: Governor's Salary Increase Guidelines for Remainder of FY 2012/2013

Effective immediately, the Governor has directed that any salary increases on State-appropriated funds will not be permitted to be processed through the remainder of the fiscal year with the exception of increases for promotions (e.g., higher faculty rank or a new non-faculty position with greater responsibilities), a documented temporary or permanent increase in the duties of an employee's current position, or a retention situation. Increases based on equity, market rate, or employee competency adjustment (for SPA) will not be permitted on State-appropriated funds; salary supplements or lump sum payments will be unaffected if used to compensate non-permanent additional duties, administrative titles, or as part of an approved faculty special pay plan (e.g., faculty practice plans, SoM basic science pay plan, etc.). In the case of a retention-related increase, the Department Head must have reasonable knowledge that an employee is either currently or soon to be considered for a specific position with an outside entity, except for SPA positions where a documented offer must be in-hand per OSP guidelines.

These restrictions apply to all categories of temporary and permanent employees, as well as post-doc and student employees. For the purpose of these guidelines, State-appropriated funds are those on accounts 2-XXXXX-1XXX. Salary increases on all other sources of funds (e.g., overhead/F&A, contracts and grants, trust, etc.) are not affected and may be processed per normal salary increase procedures. For the remainder of the fiscal year, please include a notation on the SPA Salary Recommendation Form (SRF) that indicates whether a proposed increase is supported by State-appropriated funds or not so that we can confirm compliance with these special restrictions. The EPA salary increase form already includes this information and no added notation is necessary.

Salary increases with an effective date prior to April 1st using State-appropriated funds that are either in-process in HRIS or EPAWeb and/or already submitted for BOG or BOT pre-approval will be honored and may proceed. All other planned salary increases on State-appropriated funds not meeting one of the permitted circumstances must be either delayed or accomplished using an alternative source of funds. Proposed actions effective April 1st or beyond that have already been formally communicated to an employee should be discussed with the relevant central office HR approver.

If you have any questions regarding these guidelines, please contact one of the following offices:

Faculty actions: Office of the Provost - Academic Personnel;
SPA actions: OHR - Classification and Compensation;
EPA non-faculty actions: OHR - EPA Non-Faculty Human Resources

cc: Chancellor Holden Thorp

This email is sponsored by: Office of the Provost and Office of Human Resources

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Monday, March 25, 2013 5:29 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Growth Mindset: How To Foster Learning & Encourage Goal Setting

Having trouble viewing this email? Click here

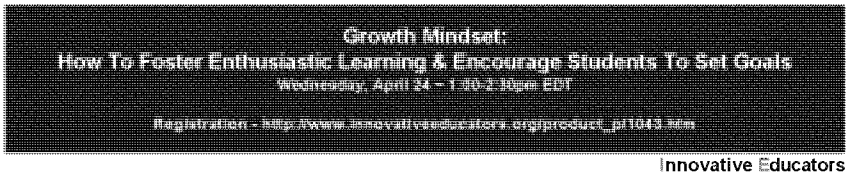

Innovative Educators

Free Resources

- Do You Have A Growth Mindset?
- Carol Dweck's Attitude
- Cultivating a Growth Mindset: Solano College
- The Mindset of a Champion
- Franklin University: Improve Your Mindset
- Response: Classroom Strategies to Foster a Growth Mindset
- Why Praise Can Be Bad For Kids
- The Talent Myth
- Have a question? AskIE
  - How do you encourage active learning?
  - How can I get students to think about learning strategies?
  - How can Bloom's taxonomy be used to enhance student learning?

Webinar Overview

Mindset. You might have heard something about this term and Carol Dweck, the world-renowned Stanford University psychologist that discovered it:
In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success-without effort. They're wrong.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work-brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities. - mindsonline.com

What makes "Growth Mindset" a popular new approach higher education? What does the research say about its success with college students? How can campuses work to recognize the power of this theory and develop principles for practice? This webinar will present a framework for examining mindset theory and related research. Together we will use TRPP (theory, research, principles, and practice) to foster an understanding of how a growth mindset is more conducive to achievement and goal setting than a fixed mindset. The Mindset theory and research of Carol Dweck and others will be explored and linked directly to the development of a set of principles for practice. Participants will leave with a toolbox of strategies for integrating the development of growth mindset on their campus.

Webinar Objectives

Participants will:

- Understand mindset theory and the distinction between growth and fixed mindsets
- Examine the research related to mindset theory and its application to college students
- Learn how to integrate theory and research related to Mindset in order to develop principles for practice
- Develop at least one strategy for promoting a growth mindset in their students
- Become aware of specific feedback techniques that promote a growth mindset
- Apply growth mindset approaches with relevant case studies

Webinar Speaker(s)

Dr. Casazza is is an independent scholar and consultant and was previously the Vice President for Academic Affairs at The Adler School of Professional

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Beyond the MOOC Hype: Definitions, Tips, Benefits & Challenges - April 16

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Upcoming Webinars

View all events

April 2013

4
The Tutor Program Playbook: Using Best Practices To Grow A Successful Learning Center

10
Developmental Education Redesign: Strategies & Resources That Improve Student Success

16
Connecting Courses To Careers: Using Powerful Analytics To Gauge Student "Employability" & Your Institution's Effectiveness On The Job Market
17
Improving Student Success: Academic Advising & The Completion Agenda

18
Get On Your Bike & Ride: Strategies That Inspire Students & Promote Long-Term Knowledge Retention

18
How To Assess & Evaluate Tutor Programs

23
From Podium to Podcast: How To Flip Your Classroom & Enhance Student Engagement
26
Achieving Success In Developmental Education: Implementing Cost-Effective, High-Touch Programs That Work

May 2013

1
The New "At-Risk" Student Seminar: Increasing Retention, Success & Institutional Support

Psychology in Chicago and a partner in the consulting firm of TRPP Associates LLC. Previously, she was the Dean of the College of Arts and Sciences at National-Louis University in Chicago, Illinois. She has served as President of the National College Learning Center Association, President of the National Association for Developmental Education, Co-Editor of the Learning Assistance Review, and Co-Editor for the National Association for Developmental Education Newsletter. She is currently on the Editorial Board for the Journal of Developmental Education, the Board for Heartland Alliance for Human Rights and the Board for the Instituto del Progreso's Social Justice Charter High School in Chicago. Dr. Casazza was a Fulbright Senior Scholar to South Africa in 2000. She received the Hunter R. Boylan Outstanding Research/Publication Award in 2004 and was named a Certification Trailblazer by the National Association for Developmental Education in 2010.

Sharon Silverman, Ed.D. is an independent scholar and consultant with degrees in learning disabilities and educational psychology and is a partner in TRPP Associates, LLC. She works in the areas of faculty/staff development, student retention, teaching and learning excellence, student development, program evaluation, distance learning, and collaboration between academic and student affairs. She is the founder and former director of the Learning Assistance Center at Loyola University Chicago where she developed LEAP, an award winning student access and retention program and a learning center at the Stritch School of Medicine. Dr. Silverman served on the Board of St. Augustine College in Chicago, the first bilingual institution of higher education in Illinois.

Silverman currently consults with Columbia College Chicago to develop and implement academic support programs. From 1999 to 2007, Dr. Silverman consulted with Harry S Truman College, one of the City Colleges of Chicago to enhance programs for student success. In 2010, she worked with the Adler School of Psychology to develop a Center for Learning and Teaching. In June 2011, Dr. Silverman was an invited keynote speaker at the 12th International Symposium on the Contributions of Psychology to Peace Research in Larnaca, Cyprus.

Innovative Educators

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303-955-0415
Kristen@ieinfo.org

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IE | 13635 Clermont Court | Thornton | CO | 80602

From: Lorman Seminars <customerservice@lorman.com>
Sent: Tuesday, March 26, 2013 8:05 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: HR Compliance Roadmap: From Hiring Through Termination in 2013 in SC

HR Compliance Roadmap: From Hiring Through Termination in 2013

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Faculty
Moderator: Wade E. Ballard, FordHarrisonLLP
Melissa L. Azallion, McNair Law Firm, P.A.
Allan R. Holmes Sr., Gibbs & Holmes
Andrew S. Luadzers, McAngus Goudelock & Courie, LLC
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From: Dan Tudor <dan@sellingforcoaches.ccsend.com>
Sent: Tuesday, March 26, 2013 9:25 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: 5 Reasons Why Inciting Your Prospects is a Great Idea

---

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College Recruiting Weekly

March 26, 2013
Volume 9, Issue 13

5 Reasons Why Inciting Your Prospects is a Great Idea

Indiana Jones

Any good movie that you've ever seen has had one key element. And, its something that youneed to add in to all of your recruiting messages.
I'm going to teach you how to do it today.
I'm talking about inciting your prospects when they're reading one of your letters or emails. If you've ever seen a really good movie, one that keeps your attention from start to finish, you'll know what I'm talking about.
The legendary Indiana Jones movie series is a great example of "inciting" moviegoers. If you've seen the start to any of them, you know it's action and an important event that kicks off the story. Whether he's being chased by a giant ball down a cave, stealing an ancient artifact, or hiding in a refrigerator to survive a nuclear explosion, you've been hooked to watch the rest of the movie.
Some of the best movie writers use this technique to write blockbuster stories that we just can't resist: The ask the question, "What is the big event, or the big moment, that really gets this story rolling?"
That usually comes at the beginning of a film (a good one, anyway), and it keeps you glued to the screen from that point forward.
So, how does all this apply to your recruiting message? What techniques can you use from this tried-and-true screenwriting trick to construct better recruiting letters and emails?
Glad you asked...

CLICK HERE TO CONTINUE

NCSA Athletic Recruiting

Why Habits Are For the Short Run

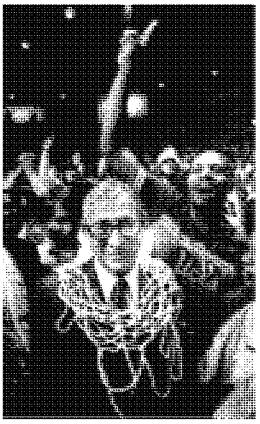

*by Ellen Sawin, **NCSA Athletic Recruiting***

What do John Wooden, Anson Dorrance, Bill Bowerman, Sue Enquist and Russ Rose have in common?

All of these coaches established historic programs in their respective sports.

They established brands: UCLA Basketball, UNC Soccer, Oregon Track & Field, UCLA Softball and Penn State Volleyball.

Seth Godin, one of America's greatest marketing experts, publishes a daily marketing blog with tips and tricks for people trying to establish a brand, something those coaches were and are experts at. As a college coach, you need to think like a marketing guru:

How are you going to establish a brand, and how are you going to establish your team?

How are you going to reach the hundreds of thousands of athletes online that might be perfect for your program?...

CLICK HERE TO CONTINUE

2013 NCRC

Popular Communication Guru Dr. Robyn Odegaard to be Featured at 2013 NCRC

Dr. Robyn Odegaard

One of the featured speakers at this year's **National Collegiate Recruiting Conference** is one of the most popular and well-respected authorities on building healthy team relationships and relating to recruits.

Dr. Robyn Odegaard - "Doc Robyn" to the hundreds of coaches who rely on her expertise and insights - will be giving our attendees some incredible insights on how to communicate effectively with this generation of recruits

For more information on what this respected national expert is all about, visit her **website**.

Make sure you are on the list to join us this June in Charlotte, North Carolina to hear Dr. Odegaard and the other amazing speakers that are in this year's lineup!

RESERVE YOUR SEAT NOW AND SAVE!

UPDATE: Discounted hotel rooms are still available for early registrations!

It's going to be our best event ever, and we want you there to hear from the best minds in the business!

CLICK HERE TO FIND OUT MORE

Client Insider Preview

One More Proven Way to Get Your Prospect to Take Action and Move Forward

As a follow-up for all of our **TRS Clients** and **Premium Members** in a few days, we'll outline a proven strategy for getting your prospect to respond through a letter or email.
A lot of your competition has given-up on consistently sending letters and emails on a regular basis, but we know differently...we know that it's one of the secrets to what this generation wants as they make their final decision. This additional tip is a winner, Coach!
Not a TRS Client? ***Click here.***
Want to become a Premium Member? ***Click here.***
Have questions? ***Email Dan directly at dan@dantudor.com***

Notre Dame Reaching Sports Fans, Recruits With Spotify Playlists

by Samantha Murphy, Mashable.com
Music is a part of any athlete's routine leading up to a big game - in the locker room, on the bus, at the gym and so on. It's a natural fit then that the University of Notre Dame wants fans to get in on that experience with a series of hand-picked playlists for music-streaming service Spotify.
Although team marching bands and a cappella groups have had a presence on Spotify before, this the first time a collegiate athletics department has joined forces with the streaming platform. The move is a part of an effort to get fans and even player recruits more pumped up about the school's teams.

The playlists feature favorite songs from players and coaches across various teams, such as men's basketball - which is currently competing in the NCAA "March Madness" championships - men's soccer, women's soccer, baseball, softball and fencing. The school plans to have all 26 of the university's teams and their coaches make at least one playlist in the near future...
CLICK HERE TO CONTINUE

Front Rush

Recruiting Rules: The Coaches Have Spoken - NCAA Suspends Two Proposals

NCAA headquarters

by Brandon Cavanaugh, SB Nation
If you want something done correctly, you've got to do it yourself.

I'm no big city athletic director, but you know and I know that once proposals that would essentially strip all major rules and regulations of college football recruiting were on the table as legitimate options, some people were gonna get angry.

And they did. And the NCAA did what was best for itself. It listened.
Remember all the talk of recruiting war rooms? Gone. As is the power to recruit for the new Grand Poobahs of Recruiting at individual schools. For now, at least...

CLICK HERE TO CONTINUE

On-Campus Workshop

How A School's Basketball Team Can Impact College Football Recruiting

Basketball influencing football recruiting

By Andrew Kulha, Bleacher Report
Hype is everything on the college football recruiting trail, and a smart program will take that hype any way that it can get it-even from the school's basketball team.
Football and basketball are obviously two very different sports, and they're played in two different seasons, but a school's basketball team can indeed have a big-time impact on the recruiting trail for the football team.
It may not seem conventional, but believe me, having a good basketball program can really help the football coach.
Like I said, it's all about hype in recruiting, and it doesn't really matter where you get it from.
Name recognition and branding is everything...
CLICK HERE TO CONTINUE

Dan 2006 Picture

MARCH MADNESS PRODUCTIVITY PROBLEMS LEADS TO CHANGE
During the the first round of March Madness, employers were officially beginning to tremble. Afraid that their employees would sacrifice production in favor of watching college basketball games. Some employers take it for granted and others have taken steps to inhibit employees from taking part while at their desks. **CLICK HERE**

Twitter

GET THE LATEST RECRUITING NEWS AND TIPS THIS WINTER!
Looking to up your knowledge level as we get into Spring? Getting our tips, articles and exclusive news can help. So make sure to follow Dan on Twitter to get the latest advice on how to better recruiting your next class of prospects! **CLICK HERE**

TRS Client Program

Fans Mock Fashion Forward Basketball Uniforms

ugly bb uniforms

By Samantha Critchell, Houston Chronicle

It seems an unpopular position in college basketball is fashion forward.

The neon-colored jerseys and camouflage-covered shorts debuted by six teams in their postseason conference championships ahead of the NCAA men's basketball tournaments weren't well received in the press or social media, with critics particularly targeting UCLA, Kansas and Notre Dame because of the schools' tradition-rich athletic histories. Louisville, Cincinnati and Baylor also got uniform makeovers from Adidas, and they didn't go over so well, either.

They were called Underoos, Fruit Stripes and costumes. Some people just called them ugly - and you can search for them online that way...

CLICK HERE TO CONTINUE

Forward this email to other coaches!

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From: n4a-request@lists.nacda.com on behalf of Lindsey Stineman <lstineman@unomaha.edu>
Sent: Tuesday, March 26, 2013 11:03 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; N4A@lists.nacda.com
Subject: [n4a] Academic Assistant position pay range

Hello everyone,

We are in the process of creating an Academic Assistant position within our program. This person would be responsible for working as the primary coordinator for a handful of our Olympic sports teams, as well as occasional front desk monitoring responsibilities and general office duties. We would be looking for someone with a bachelor's degree. This position will be between a .5 FTE and 1.0 FTE.

I am wondering if you employ this type of position/employee in your respective programs and if so, could you please provide a pay range for this employee (hourly preferable)?

Thank you kindly for your time. Have a great day!

Best,

LINDSEY STINEMAN | Director of Student-Athlete Success
University of Nebraska Omaha Athletics
6001 Dodge Street | FH 206 | Omaha, NE | 68182
O: (402) 554-4965 | Fax: (402) 554-2555
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From: Allison, Kim A <kallison@email.unc.edu>
Sent: Tuesday, March 26, 2013 11:09 AM
To: Beth Lyons <emlyons@uncaa.unc.edu>; Bethel, Bradley Richard <bbethel@email.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; Kleissler, Amy <kleissle@uncaa.unc.edu>; Lee, Jaimie Alexis Samatha <jaimielee@email.unc.edu>; Orr, Kym N <orr@email.unc.edu>; Overstreet, Tia <overstre@email.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Townsend, Jenn <jtownsend@unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>; Welborn, Spencer <swelborn@email.unc.edu>; Yarbrough, Nate <yarbro9@email.unc.edu>; Yount, Tony <tonyyount@unc.edu>
Subject: February Leave

If you haven't done so already, please send me your February Leave so that I can enter it the TIM system.

Thanks,
K

Kim Allison
Department Manager
Ctr for Student Success & Academic Counseling
Writing Center
450 Ridge Road, Suite 0127
Campus Box #3106
Chapel Hill, NC 27599-3106
919-962-7710 (ph)
919-843-5341 (fx)
kallison@email.unc.edu

From: Brent Blanton <blanton@uncaa.unc.edu>
Sent: Tuesday, March 26, 2013 11:13 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; 'Tony Yount (tony.yount@gmail.com)'; Townsend, Jenn <jtownsend@unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Kym Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Spencer Welborn <welborn@uncaa.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>
Cc: Woodard, Harold <harold_woodard@unc.edu>
Subject: Today's Holds List
Attach: sp13 holds list 3 26.xlsx

Sorry I forgot to run this yesterday. Today's is attached...
B
Brent Blanton

Associate Director
Academic Support Program for Student-Athletes
Center for Student Success and Academic Counseling
College of Arts and Sciences
University of North Carolina, Chapel Hill
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From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Tuesday, March 26, 2013 11:42 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: What's On Deck This Week at ECU!

Use this link to view a web version of this message.

What's On Deck | 03.25 - 03.31

pir@mail
Electronic Newsletter of Pirate Athletics

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What's On Deck - Upcoming Pirate Athletic events

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From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Tuesday, March 26, 2013 12:17 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: From the Chancellor: Update on the Campus Conversation about Sexual Assault

---

Dear Students, Faculty and Staff:

Our ongoing conversation about sexual assault represents one of the most important issues I have faced at Carolina. And rightly so.

It is clear that our students, both men and women, are passionate about this issue. In our conversations over the past two months, our campus community has raised meaningful questions: How can we address the root causes of sexual assault? How we can better support students who experience sexual assault? What is the most appropriate way for the University to handle these complex issues?

I hear your concerns, and I share them.

One issue that has attracted your attention is an Honor Court case involving a student who has spoken out about sexual assault issues on campus. In connection with that case, we understand that a claim of retaliation may have been filed with the U.S. Department of Education's Office for Civil Rights against the University.

For several weeks, the University has grappled with how best to respond to a public claim of retaliation against the University while maintaining the autonomy and integrity of our Honor Court proceedings and the privacy of the individuals involved. Recognizing the potential conflicts that may exist by allowing both processes to continue, we have asked the Student Attorney General to suspend the Honor Court proceeding pending an external review of these allegations of retaliation. The University takes all allegations of retaliation seriously, whether against an individual or an institution, and this allegation is no exception.

In the meantime, we will continue our important work to address the issues of sexual harassment and sexual violence that affect all college campuses. For several weeks, we have participated in a period of community engagement and education. Throughout this process, the University has continued a long tradition of encouraging students to exercise their right to speak out. That's how most important social change occurs. The University will continue to encourage frank and candid dialogue among our community members and to create a safe space for that conversation.

We brought one of the nation's leading experts on this issue to Carolina in January. Gina Smith has since met with dozens of campus groups and talked with hundreds of students. She wanted to hear directly from you, and your input has been valuable in helping her identify ways to improve how sexual assault cases are handled by the University.

These conversations are important. They keep your concerns top of mind as we address these challenges.

I've said before that our system is not perfect -- but it's important to recognize that we have made many significant and positive improvements in recent years. Most recently, we hired two new staff members to investigate sexual assault complaints and provide students with the

compassion, support and resources they need if a sexual assault does occur.

We continue to look for additional ways we can address your concerns in a responsible and meaningful way.

As we move forward, we will continue to seek your input and ideas. We will continue to cooperate with investigations into our handling of sexual assault cases and our campus security program. And we will continue to do everything we can to support our students.

Thank you for being part of the positive changes we are making. If you have additional ideas or concerns regarding these matters, do not hesitate to contact me personally or to submit your feedback to our online suggestion box at the Campus Conversation website. Refer to http://campusconversation.web.unc.edu/suggestion-box/.

Sincerely,

Holden

Related Links:
Resources for students who experience sexual assault:
http://tinyurl.com/cactx53

Key Facts, FAQ, Background on Sexual Assault Complaints, Reporting Options, Campus & Community Resources & the Honor System:
http://tinyurl.com/dytox4x

UNC response to Office for Civil Rights request:
http://tinyurl.com/bms7asd

This email is sponsored by: Office of the Chancellor

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Tuesday, March 26, 2013 3:44 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Developmental Education: Cost-Effective, High-Touch Programs That Work

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Innovative Educators

Free Resources

- National Center for Developmental Education
- Developmental Education Initiative
- Developmental Education and the Iron Triangle
- National Groups Call for Big Changes in Remedial Education
- Researchers Are Rallied to Help Improve Remedial Education, Not Scrap It

- Setting Up Success in Developmental Education
- Improving Student Success by Strengthening Developmental Education in Community Colleges
- Have a question? AskIE
    - How can you help developmental students?
    - Why is assessment important to developmental education?
    - How can Bloom's taxonomy be used to enhance student learning?

Webinar Overview

American college freshmen are increasingly underprepared for college-level work in the critical foundational areas of math, English, and reading. To further complicate the matter, many other students lack academic confidence, regardless of their core skills.

These challenges, combined with shrinking college budgets and increasingly competitive recruiting environments, mean that institutions are compelled to build scalable programs that minimize the cost to serve these inherently at-risk students. Unfortunately, many of these "scalable" programs exacerbate the risks presented in this population and result in increased student attrition, confound student academic success, and in their worst iterations lead to negative student experiences that cost the institution brand equity and reputation.

Flash forward to "mass-customization" and journey with us as we explore several exciting models that are beginning to prove effective in the world of one-to-many communication. You'll see specific examples of models that are being put to work today, and learn about important resources that can assist you in persuading key stakeholders to explore these models.

This highly interactive workshop will give you practical tools that you can take back to your office and immediately put to work.

Webinar Objectives

Participants will:

- Receive a high-level review of current articles and statistics regarding developmental students
- Gain an understanding of "mass customization" and one-to-many concepts in student services
- Review two exciting models for high-touch, high-success developmental support models
- Receive an implementation checklist, including mistakes and lessons learned from schools that have been there
- Get tips for evaluating "Buy or Build" decisions for implementing these models
- Learn specific steps for preparing business cases and proposals for piloting high-touch remediation programs

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Beyond the MOOC Hype: Definitions, Tips, Benefits & Challenges - April 16

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Upcoming Webinars

View all events

April 2013

4
The Tutor Program Playbook: Using Best Practices To Grow A Successful Learning Center

10
Developmental Education Redesign: Strategies & Resources That Improve Student Success

16
Connecting Courses To Careers: Using Powerful Analytics To Gauge Student "Employability" & Your Institution's Effectiveness On The Job Market
17
Improving Student Success: Academic Advising & The Completion Agenda

18
Get On Your Bike & Ride: Strategies That Inspire Students & Promote Long-Term Knowledge Retention

18
How To Assess & Evaluate Tutor Programs

23
From Podium to Podcast: How To Flip Your Classroom & Enhance Student Engagement
24
Growth Mindset: How To Foster Enthusiastic Learning & Encourage Students To Set Goals
30
Removing Suicidal Students From Campus: The Significance Of Recent Changes In Federal Policy

May 2013

1
The New "At-Risk" Student Seminar: Increasing Retention, Success & Institutional Support

Webinar Speaker(s)

The Sparrow Group, led by Martha Lanaghen, is a high-impact consulting firm based in Colorado. All of the practitioners on our team have on-campus operating experience in student affairs, retention, employment, and campus strategy. This practical experience, combined with extensive speaking and training experience, makes us uniquely qualified to present compelling, practical workshops that are packed with actionable information that can be put to use immediately.

Martha & Ann Cross have spoken at dozens of conferences across the United States, including APSCU, Pearson's CITE, The Center for Customer Driven Quality, Call Center Week, and others. Their most recent APSCU webinar saw over 500 logins, and their APSCU presentation in July was attended by more than 125 participants and received outstanding ratings. Attendees from their workshops say: "This was the best workshop of the entire conference," and, "The information I learned will be put to work immediately when I return."

2
Improve Student Learning: Maximizing The Impact Of Learning Centers
7
Challenge Exams: How To Remove Road Blocks For Students By Creating & Implementing Effective Policies
8
Improving Academic Performance Of Student-Athletes With An Innovative Reading Enhancement Program

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From: Edward Hallowell M.D. <melissa@allaboutminds.ccsend.com>
Sent: Wednesday, March 27, 2013 11:21 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: March Newsletter

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For Cognitive & Emotional Health

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Sudbury, MA 01776
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New York, NY 10023
TEL 212.799.7777
www.hallowellcenterny.com

Dr. Hallowell Newsletter

www.drhallowell.com March 2013

Greetings!
Information everywhere! Sometimes it feels as if we will all be buried with it! With this newsletter we try to accomplish two things. First, we want to let you know that we are there to answer your questions about your family's health. We really do want you to feel free to contact us with questions.

Second, we try hard to bring you the most actionable, interesting and relevant information about ADHD and mental health. We hope we can lighten a bit of your information overload by pointing you to some of the best resources out there!

Though it is last minute, don't miss our link to an ADDA seminar on ADHD and financial management TONIGHT, as well our FAQ on the same topic.

Melissa Orlov, editor

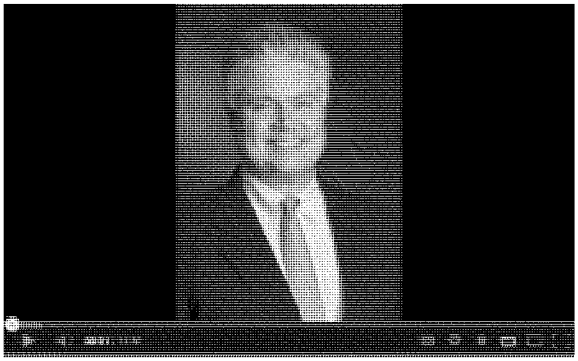

Watch the Newly Created
Dr. Hallowell Biography Video

Hallowell Centers Strength-Based Philosophy:

First we search for what is good, strong and healthy in a person, then what is in need of remediation.

The Hallowell Centers integrate the latest research on brain, body and heart. We help people with emotional issues and learning

A Note from Ned

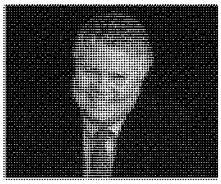

I recently began a correspondence with a smart, sophisticated New Yorker who happens to have ADD. She told told me that since the Newtown tragedy, she senses more of a tone of forgiveness and a desire to understand, than the tone of anger and blame that we've grown accustomed to. I wonder how many of you who receive this newsletter agree. I'd love to hear from you. My email is **drhallowell@gmail.com**

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Upcoming Events

Dr. Hallowell Live

April 10
Learning & The Brain Alfred Lerner Hall, Columbia University Presentation: Igniting Every Child's Full Potential

April 16
Learning and Childhood: Understanding the Issues and Meeting the Challenges," Bancroft School, Worcester, MA

June 21 & 22
"Creating a Connected Life" Institute of Lifestyle Medicine @ Harvard Medical School

July 15-19
Dr. Hallowell's ADHD Summer Enrichment Camp at Leelanau School
Students entering grades 5 thru 12 and parents.

August 12-16
Cape Cod Institute
Presentation: Unwrapping the Gifts: A Strength-Based Approach to ADHD Across the Life Span.

Click here to Learn about Dr. Hallowell's Speaking Services.

Sudbury Center

Trouble focusing? - Check this Working Memory Quiz to see if your score warrants further investigation. Rebecca Shafir M.A.CCC, speech/language pathologist and neurotherapist is offering free 15 minute phone inquiry sessions to discuss how Cogmed Working Memory Training (a very powerful executive function) can help you. Contact the Hallowell Center or call 978 287 0810.

One of the reasons I collect email addresses at my talks and send out this newsletter is to connect with you all. We live in what I call "the modern paradox," namely, we are more connected electronically than ever before in human history, but we are disconnecting interpersonally. This newsletter is part of my small effort to combat disconnection and promote connection. I'd love to hear your thoughts on that, as well. **Read More Here.**

FAQ

Q: My granddaughter has difficulty managing her money. Is this common for people with ADHD? Do you have suggestions on how I can help her with money management skills?

A: Spending money impulsively is common in people with ADHD. I suggest you see this as similar to someone with a reading problem. She needs a tutor to regularly show her how to manage her money. If she has trouble balancing her checkbook, deal only in cash for now and close out her checking account if she keeps overdrawing. Let her know this is not a punishment, but a safeguard against herself. Just as you do not want to drive a car until you can drive it without getting into an accident every drive, you do not want to have a checking account until you can manage it without overdrawing regularly. Work on the issue with a sense of humor, but also with the realistic knowledge that money management is an important life skill, a skill that you, or whoever tutors her, intends to work on with her until she is able to handle it on her own.

This may take a year or two. Don't give up, and above all, don't turn it into a struggle full of anger and reproach. Think of it as a problem you can solve together, which you can!!!
- Dr. Hallowell

P.S Register for tonight's ADDA webinar: "How to Curb Impulsive Spending: Money & ADHD" with Stephanie Sarkis here.

P.P.S. Read about the Emotional Currency of Money below in the Presenter Topic of the Month.

Pediatrics Study: ADHD Effects into Adulthood - Dr. Hallowell Responds

Edward Hallowell, M.D.

A recent study indicates that ADHD diagnosed in childhood often persists into adulthood, and often brings with it various other negative conditions, such as substance abuse, bi-polar disorder, major depression, anti-social personality disorder, and anxiety disorders.

A very important piece of research, this landmark study shows how critical it is to diagnose ADHD as early as possible, and to follow the person who has it well into adulthood. To prevent the severe ravages of untreated ADHD, including an increased risk of incarceration and even suicide, it is imperative that parents join with doctors and teachers in an organized effort to diagnose and then treat and follow indefinitely all who have this potentially devastating condition. **Learn More**

Afraid of "No"? A Dose of Rejection Therapy May Do the Trick

Rebecca Shafir M.A.CCC

NYC Center

CrazyBusy Workshop April 8 - May 13 - Reduce stress, anxiety, and physical/mental distress through the use of mindfulness, breath-work, sound, movement and visualization techniques so that you can listen to your innate intelligence and slow down and unsnarl your frantic life. Learn more here.

Calm and Collected Starts April 10 - Parenting Your Child with ADHD - Learn the tools to support your child's success in school, at home, and in life! Afternoon or evening. Learn more here.

ADHD Focus Diet Webinar April 17 - This uniquely created program deals effectively with gut health, inflammation, and blood sugar. Register here.

ADHD & Marriage

Couples' ADHD Effect In-Depth, Starts April 9 -
Turn your relationship around and learn to thrive! This 7-session seminar will help you apply the ideas from The ADHD Effect on Marriage to your own relationship. Learn more here.

ADHD and Sex, May 13 - This live and interactive webinar addresses the sexual issues related to ADHD, what the top sexual 'complaints' are, and what you can do about them. Learn more here.

Dr. Hallowell Store

The Dr. Hallowell Store has books, videos, products, iphone apps, etc on ADHD and other topics. New items are added regularly, so keep checking back!

Product of the Month:

The iLS Pillow

sleep problems, including an increase in daytime sleepiness, which may severely impact ADHD symptoms. Adults often become lethargic with lack of sleep, while children may overcompensate and speed up.

Do you put off making cold calls, requesting a raise, or asking someone out on a date because of the risk of hearing: "No."

Rejection deflates, demoralizes, and can even cause physical pain. **Learn More**

ADHD and Children, Teens and Young Adults

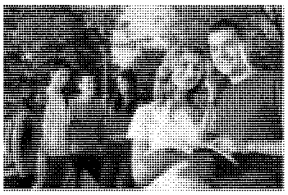

Tutors Can Help Children Excel - Successful tutoring focuses on the process of learning, instead of the emphasis on re-teaching academic content to fill discrete knowledge gaps. Students become empowered by understanding how their unique learning styles and preferences can be effectively applied to their schoolwork and interpersonal relationships. Download the free audio of the successful teleseminar "4 Essentials to Successful Tutoring" and schedule an Academic Coaching Consultation at The NYC Hallowell Center.

2nd National ADHD Youth Leadership Summit - June 22-23, 2013 at the University of Pennsylvania. Adults and Youth will find important programs on empowerment, self-esteem and the latest research on ADHD. Find out more at ADHDSummit.

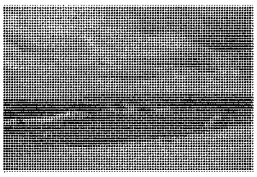

ADHD Summer Camp for Children and Parents with Dr. Hallowell - Designed for children in grades 5 - 12 and their parents, this camp helps families build stronger bonds in a beautiful setting. July 15-19, 2013. Watch the video and learn more here.

ADHD and Adults

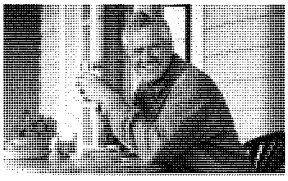

Educators and Parents - Help Students with ADHD Succeed in School
Dr. Hallowell will again share his unique approach on how to view this most commonly diagnosed neurobehavioral disorder of childhood at the Cape Cod Institute August 12-16th. Read his thoughts on ADHD here and find out more about Cape.org here.

Babble's "Top 11 books I wish I had read as a new mom"-
Dr. Hallowell's *The Childhood Roots of Adult Happiness* has been chosen as one of the books for new parents that offers real world parenting advice to inspire confidence. Read more at babble.com

Career Advice for Adults with ADHD
Before taking that new job, or preparing to climb the corporate ladder, be sure to check these tips on how to effectively manage your environment at work. Implement some of these tips now and see your work environment in a new way. Read more at ADDitude Magazine.

Treating sleep problems may improve your ADHD symptoms and your quality of life. iLS has been working for years to develop a product which will reduce anxiety and assist with sleep. Visit iLS website to learn about the research, the iLs Pillow's 3D Music technology, the parent and professional feedback, and the 30-Day Free Trial. Use Code **DRHPILLOW** at checkout to receive $70 off the current price of $295 for the iLs Pillow.

Dr. Hallowell Speakers Bureau

Dr. Hallowell, a seasoned and passionate speaker, is pleased to offer his customized, entertaining, and research-driven talks to your audience. He has expertise on a wide range of topics relevant to parents, couples, children, educators, doctors, managers and people with ADHD. Click here to book Dr. Hallowell

Presenter Topic of the Month:

The Emotional Currency of Money- This presentation is based upon Dr. Hallowell's first published book, What Are You Worth?: Coming to Terms With Your Feelings About Money. Most people have deep feelings about money. While we all want more money, we do not all feel the same way about it. Some of us feel guilty when we get near money. Others of us feel excitement, even frenzy. Some of us feel guilty when we get paid; others of us feel cheated, no matter how much we're given. Read more here.

Dr. Hallowell Professional Programs:

ADHD For Teachers
ADHD For Chiropractors

How to Find an ADHD Therapist - Are you looking for a therapist that can help you manage your ADHD symptoms? Learn what questions to ask, what experience to look for and how to spot the red flags at psychcentral.com.

11 Clues Your Partner Does NOT have ADHD - Terry Matlen makes us laugh out loud as we recognize ourselves and our partners in this humorous blog post at ADDConsults.com.

Tips for Keeping The Cost of ADHD Treatments Low - Being without insurance or a well-padded wallet doesn't have to mean you can't make progress against ADHD. These two articles contain valuable information to help keep the cost of treatment as low as possible: adhdmarriage.com and ADDitude Magazine.

CrazyBusy Tips

Taxes and Organization

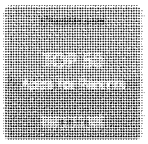

Do you dread tax season? Kitchen tables around the country are piling up with documents and folders as the April 15th scramble approaches.

21 hours is the amount of time the average person spends assembling and completing his or her annual tax return. Add 11 hours to that if they own a business or rental property.

Avoid mistakes and missed deductions by keeping all of your tax documents in an envelope throughout the year. As you get closer to tax time, separate the documents into categories such as business expenses, charitable donations and office supplies to make everything easier to find later. You can also scan paperwork - it takes more time on the front end, but could save you time when you file.

If by the beginning of April you still have an unwieldy pile, you could probably use some organizational help. The CrazyBusy iPhone app pro-version has a new "To-Do" feature that will help you tackle this problem, save time, and possibly avoid missing out on a big deduction. Using the right tools to organize your taxes could mean the difference between sending hundreds, or even thousands, of extra dollars to Uncle Sam.

Download the FREE CrazyBusy Tips iPhone app for CrazyBusy advice tailored just for you. The Pro Version, for $1.99, includes the helpful TO DO list to help you tackle your life.

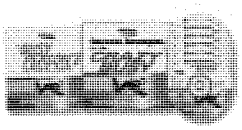

CrazyBusy Tips are available in book, CD, MP3 format and as an iPhone App
Click here to learn more

Quote of the Month:

"Most teachers and adults could benefit from pretending that all kids in their class have ADHD - what is good for kids with ADHD is good for all kids."

- Edward M. Hallowell, M.D.

Forward to a Friend

STAY CONNECTED

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This email was sent to bridgerb@uncaa.unc.edu by christina@drhallowell.com |
Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.

Hallowell Connections | 74 Claypit Road | Wayland | MA | 01778

From: Welborn, Spencer <swelborn@email.unc.edu>
Sent: Wednesday, March 27, 2013 12:08 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FW: ACC Winter Sport Scholar-Athlete of the Year

The sooner that we get the name the better....this will give Lohse more time to put athletic accomplishments together.
> Monday, March 25, 2013
>
> TO: ACC Athletics Directors
> ACC Academic Advisors
> ACC Senior Woman Administrators
> ACC Sports Information Directors
>
> FROM: Amy Yakola, Senior Associate Commissioner, Public Relations &
> Communications
>
> Attached please find the nomination forms for the 2012-13 winter sports Scholar-Athletes of the Year. The nomination forms are being sent to the Athletic Directors, Academic Advisors, Senior Woman Administrators and the Sports Information Directors.
> Men's Indoor Track and Field
> Women's Indoor Track and Field
> Men's Swimming and Diving
> Women's Swimming and Diving
> Wrestling
>
> The final nomination for the Scholar-Athletes of the Year will come from the Athletic Director's office.
>
> The selection of the various Scholar-Athletes of the Year will be made by a committee appointed by the Commissioner and headed by the Senior Associate Commissioner of Communications.
>
> ACC Scholar-Athlete of the Year Criteria:
>
> 1. Candidates must be in their third or fourth year of athletic competition.
> 2. The award will be based on 60 percent academic achievement and 40 percent athletic achievement.
> 3. Candidates must have a 3.0 grade point average for their career as well as a 3.0 during the last two semesters (Spring 2012, Fall 2012).
> 4. Each school may nominate one student-athlete per sport.
>
> A form is enclosed for each sport's nomination. I ask that you forward your nomination only to my attention. Once nominations are received, the Scholar-Athlete of the Year recipient will be selected and announced by the conference office. IF YOU DO NOT HAVE ANY NOMINATIONS, PLEASE E-MAIL ME FOR THE RECORD THAT YOU HAVE NO NOMINATIONS.
>
> Please submit your nominees by Friday, April 5. If you have further questions, please don't hesitate to contact me.
>
> Please email to ayakola@theacc.org<mailto:ayakola@theacc.org>
> The ACC Communications fax number is 336-854-8797.
>
>
>
>
> Amy Yakola
> ACC Senior Associate Commissioner
> Public Relations and Marketing
>
> 4512 Weybridge Lane, Greensboro, NC 27407
> ayakola@theacc.org<mailto:avakola@theacc.org>
> Direct: 336.369.1215; Cell:
>
> [Description: ACC_2012_EmailSignature]
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> <image001.png>

> <2012-13 ACC Scholar - Cover Letter (winter).doc> <Ballot-Indoor Track
> & Field Women(2012-13).pdf> <Ballot-Swimming & Diving
> Men(2012-13).doc> <Ballot-Swimming & Diving Men(2012-13).pdf>
> <Ballot-Wrestling(2012-13).doc> <Ballot-Wrestling(2012-13).pdf>
> <Ballot- Swimming & Diving Women(2012-13).doc>
> <Ballot- Swimming & Diving Women(2012-13).pdf> <Ballot-Indoor Track &
> Field Men(2012-13).doc> <Ballot-Indoor Track & Field Men(2012-13).pdf>
> <Ballot-Indoor Track & Field Women(2012-13).doc>

From: Amy Kleissler <[redacted]@nc.rr.com>
Sent: Wednesday, March 27, 2013 12:57 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>
Subject: Friday

Ladies,
I need you to vote -- if it is just going to be the three of us, I'd like to take you both out to dinner on Friday (after 8:30PM when Jaimie gets off work -- we could be very European and eat late!). If you want people to join are little par-tay let me know and we'll have a soiree here :)
Thanks!
A

From: Pirate Basketball <reply-31@pacmail.em.marketinghq.net>
Sent: Wednesday, March 27, 2013 1:15 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Pirates at Home in CIT Semi-final Saturday!

Use this link to view a web version of this message.

ECU vs. Evansville | 03.30.13 | 5:00 PM

pirMail

Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

GET TICKETS ECUPIRATES.COM PIRATE CLUB STORE PHOTOS

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

Share this Pir@mail:

Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: **athletictickets@ecu.edu**.

From: Amy Kleissler <[redacted]@nc.rr.com>
Sent: Wednesday, March 27, 2013 3:05 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>
Subject: Re: Friday

Fantastic -- how about Acme in Carrboro? It has great food, good atmosphere, and bars nearby if we want to keep the party going!!!! Jaimie, let me know a good time for you and I'll make the reservation.
A

On Mar 27, 2013, at 1:43 PM, Bridger, Beth wrote:

> I like just the three of us...i am here, prob not going home until Saturday early evening
> Can't wait!
>
> -----Original Message-----
> From: Amy Kleissler [mailto:[redacted]@nc.rr.com]
> Sent: Wednesday, March 27, 2013 12:57 PM
> To: Bridger, Beth; Jaimie Lee
> Subject: Friday
>
> Ladies,
> I need you to vote -- if it is just going to be the three of us, I'd like to take you both out to dinner on Friday (after 8:30PM when Jaimie gets off work -- we could be very European and eat late!). If you want people to join are little par-tay let me know and we'll have a soiree here :) Thanks!
> A

From: Beller, Debra L <debra_beller@unc.edu>
Sent: Wednesday, March 27, 2013 4:00 PM
To: ConnectCarolina <connectcarolina@listserv.unc.edu>
Subject: [connectcarolina] ConnectCarolina News and Updates March 27, 2013

PeopleSoft 101 Webinar
Are you curious about what PeopleSoft looks like? View a recently recorded webinar called "PeopleSoft 101" for a preview of what the new system will look like and how to navigate in PeopleSoft screens.
https://ccinfo.unc.edu/information-center/webinars/

Info Sharing for Campus IT Support Personnel
Changes are coming to departmental systems and other applications that use HR, Payroll and Finance data. The Applications Collaborative is helping IT personnel who support these applications get ready for the transition.
http://ccinfo.unc.edu/appcollaborative/

Systems Staying and Going
View the latest list of the systems that are staying and those that will no longer be used as a result of the ConnectCarolina implementation for HR/Payroll and Finance.
https://ccinfo.unc.edu/files/2012/03/Systems-Staying-and-Going-March-6-2013.pdf

Key Changes Web Page Houses Helpful Documents
Helpful informational documents about ConnectCarolina can be found in the Key Changes section of the project website.
http://ccinfo.unc.edu/information-center/key-changes/

Presentation from Feb. 25 Town Hall
Couldn't make it to the Feb. 25 ConnectCarolina Town Hall, or want to share the information with your colleagues? View a PDF of the presentation which outlines the milestones of the HR/Payroll and Finance implementation.
https://ccinfo.unc.edu/files/2013/02/Feb-2013-Joint-Town-Hall-presentation-FINAL.pdf
PDF with audio: http://www.youtube.com/watch?v=FkSgovCV8sA&feature=youtu.be

Campus Solutions Reports Now Available to Campus Users
More than 600 campus users now have access to Student Records reports in the ConnectCarolina Campus Solutions Data Warehouse. This marks the first step for the return to self-service reporting for ConnectCarolina.
http://ccinfo.unc.edu/campus-solutions-reports/

Project website: http://ccinfo.unc.edu/

Questions and comments may be sent to: connectcarolina_info@unc.edu

******* 280 days until go-live of ConnectCarolina HR/Payroll and Finance *******

Debra Beller
Communications Specialist
ConnectCarolina, Enterprise Applications, ITS
University of North Carolina at Chapel Hill
Phone: 919-843-0477
Website: http://ccinfo.unc.edu

From: Lee, Jaimie <jaimielee@unc.edu>
Sent: Wednesday, March 27, 2013 6:25 PM
To: Amy Kleissler < @nc.rr.com>; Bethel, Bradley Richard <bbethel@email.unc.edu>; Townsend, Jenn <jtownsend@unc.edu>; Overstreet, Tia <overstre@email.unc.edu>
Cc: Bridger, Beth <bridgerb@email.unc.edu>
Subject: RE: Friday

Okay, so we are on for this Friday, 8:30pm at Amy's house, ok guys?!

From: Amy Kleissler [mailto: @nc.rr.com]
Sent: Wednesday, March 27, 2013 6:21 PM
To: Lee, Jaimie
Cc: Bridger, Beth
Subject: Re: Friday

Ok. My house Friday

Sent from my iPhone

Coaching Education Minor

Application Form

In order to be approved for the COAC minor, please answer the questions below. Be advised that the Coaching Education minor has a limited enrollment due to the teaching load of the faculty. Return to Dr. Sherry Salyer (209 Fetzer or salyer@email.unc.edu). You will be notified via email of your application status. Dr. Salyer will send a letter to the Academic Advising program (in Steele Building) regarding your approval. At that time, you may return to Steele Building and formally declare the minor. After your acceptance, make an appointment with Dr. Salyer so we can further discuss the minor. (Academic Advising in Steele Building -- http://advising.unc.edu/advising/scheduleanappt or visit her during Fetzer walk-in advising hours.)

Name:

PID:

Email address:

What is your major?

Anticipated graduation date?

Have you already satisfied your EE requirement?

Which of the following COAC classes have you already completed (circle)

- EXSS 205—must take either 205 or 206
- EXSS 206—must take either 205 or 206
- EXSS 188--required
- EXSS 181
- EXSS 141
- EXSS 211
- EXSS 221
- EXSS 380
- EXSS 385
- EXSS 376
- EXSS 408
- RECR 430

List your coaching experience (dates, organization, sport, age coached) and describe your role with the team.

Compose a ONE page typed essay describing your desire to be a coach.

From:	PREX1@mvs.adp.UNC.EDU on behalf of PAYROLL_NOTIFY@UNC.EDU
Sent:	Thursday, March 28, 2013 5:55 AM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	YOUR CHECK STUB IS AVAILABLE

Today is a payday for the Monthly Payroll. To access your pay information, go to
http://finance.unc.edu/controller/payroll-services/
(Please note the new weblink)
and select the E-Pay/Direct Deposit Paystub Log In under Quick Links. After you login using your Onyen and Onyen password, select View Current Paystub under the Employee Menu to access your pay information for today's payroll.

Please note that your leave information is now being provided to you in the upper right hand corner of the stub. These amounts are your leave totals as of the end of the prior month.

Thank you.

Payroll Services
The University of North Carolina at Chapel Hill

From: Higley, Pamela <phigley@unc.edu>
Sent: Thursday, March 28, 2013 10:13 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Lunch Tomorrow

Hey Beth: Christy and I wanted to see if you'd still be available for lunch tomorrow? We'd like to do something around 11:30am, possibly Top of the Hill or 411. Please let me know.

Thanks much Beth!

Pamela

Pamela Holt-Higley
Executive Assistant
UNC Swimming & Diving
919-962-5294

From: mjpender@email.unc.edu
Sent: Thursday, March 28, 2013 10:16 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: [epro_sop_users] SOP changes effective April 1, 2013

Effective Monday, April 1, 2013, users will **no longer be able to "SAVE"** a SOP document containing a Vendor Catalog vendor. All vendor catalog orders with S numbers must be paid for using a PCARD.

Reminder - Small Order Process

Images for SOP documents

Before clicking the "Submit for Approval in ePro", click on the "View Invoice Image" link and review the fax documents to ensure the documentation is correct and viewable. Click the "Accept Image" button if the images are acceptable or the Delete Images if the documents need to be refaxed.

You are currently subscribed to epro_sop_users as: bridgerb@uncaa.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=59774359.93490519d24094cf2659c8746060085c&n=T&l=epro_sop_users&o=32928510

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-32928510-59774359.93490519d24094cf2659c8746060085c@listserv.unc.edu

From: Higley, Pamela <phigley@unc.edu>
Sent: Thursday, March 28, 2013 10:38 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Cc: Garth, Christy Lynn <cgarth@unc.edu>
Subject: RE: Lunch Tomorrow

AWESOME! Let me check with Christy, since she's the boss of me☺. Do you have a restaurant preference? Do you want to meet us there?

Pamela

Pamela Holt-Higley
Executive Assistant
UNC Swimming & Diving
919-962-5294

From: Bridger, Beth
Sent: Thursday, March 28, 2013 10:37 AM
To: Higley, Pamela
Subject: RE: Lunch Tomorrow

Sounds perfect!

From: Higley, Pamela
Sent: Thursday, March 28, 2013 10:13 AM
To: Bridger, Beth
Subject: Lunch Tomorrow

Hey Beth: Christy and I wanted to see if you'd still be available for lunch tomorrow? We'd like to do something around 11:30am, possibly Top of the Hill or 411. Please let me know.

Thanks much Beth!

Pamela

Pamela Holt-Higley
Executive Assistant
UNC Swimming & Diving
919-962-5294

From: Garth, Christy Lynn <cgarth@unc.edu>
Sent: Thursday, March 28, 2013 11:50 AM
To: Higley, Pamela <phigley@unc.edu>
Cc: Bridger, Beth <bridgerb@email.unc.edu>; Garth, Christy Lynn <cgarth@unc.edu>
Subject: Re: Lunch Tomorrow

Yay! Sounds good all around! Pamela and Beth, you choose! Top O or 411... Or if there's somewhere else you'd like to go, just let me know! I'm allllll over it. :)

Sent from my iPhone

On Mar 28, 2013, at 10:38 AM, "Higley, Pamela" <phigley@unc.edu> wrote:

> AWESOME! Let me check with Christy, since she's the boss of me☺. Do you have a restaurant preference? Do you want to meet us there?
>
> *Pamela*
>
> *Pamela Holt-Higley*
> *Executive Assistant*
> *UNC Swimming & Diving*
> *919-962-5294*
>
> ---
>
> **From:** Bridger, Beth
> **Sent:** Thursday, March 28, 2013 10:37 AM
> **To:** Higley, Pamela
> **Subject:** RE: Lunch Tomorrow
>
> Sounds perfect!
>
> ---
>
> **From:** Higley, Pamela
> **Sent:** Thursday, March 28, 2013 10:13 AM
> **To:** Bridger, Beth
> **Subject:** Lunch Tomorrow
>
> Hey Beth: Christy and I wanted to see if you'd still be available for lunch tomorrow? We'd like to do something around 11:30am, possibly Top of the Hill or 411. Please let me know.
>
> Thanks much Beth!
>
> *Pamela*
>
> *Pamela Holt-Higley*

Executive Assistant
UNC Swimming & Diving
919-962-5294

From: Higley, Pamela <phigley@unc.edu>
Sent: Thursday, March 28, 2013 12:11 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FW: Lunch Tomorrow

Okay . . . where would you like to go?

Pamela

Pamela Holt-Higley
Executive Assistant
UNC Swimming & Diving
919-962-5294

From: Garth, Christy Lynn
Sent: Thursday, March 28, 2013 11:50 AM
To: Higley, Pamela
Cc: Bridger, Beth; Garth, Christy Lynn
Subject: Re: Lunch Tomorrow

Yay! Sounds good all around! Pamela and Beth, you choose! Top O or 411... Or if there's somewhere else you'd like to go, just let me know! I'm allllll over it. :)

Sent from my iPhone

On Mar 28, 2013, at 10:38 AM, "Higley, Pamela" <phigley@unc.edu> wrote:

> AWESOME! Let me check with Christy, since she's the boss of me☺. Do you have a restaurant preference? Do you want to meet us there?
>
> *Pamela*
>
> *Pamela Holt-Higley*
> *Executive Assistant*
> *UNC Swimming & Diving*
> *919-962-5294*
>
> ---
>
> **From:** Bridger, Beth
> **Sent:** Thursday, March 28, 2013 10:37 AM
> **To:** Higley, Pamela
> **Subject:** RE: Lunch Tomorrow
>
> Sounds perfect!

From: Higley, Pamela
Sent: Thursday, March 28, 2013 10:13 AM
To: Bridger, Beth
Subject: Lunch Tomorrow

Hey Beth: Christy and I wanted to see if you'd still be available for lunch tomorrow? We'd like to do something around 11:30am, possibly Top of the Hill or 411. Please let me know.

Thanks much Beth!

Pamela

Pamela Holt-Higley
Executive Assistant
UNC Swimming & Diving
919-962-5294

From: Higley, Pamela <phigley@unc.edu>
Sent: Thursday, March 28, 2013 12:18 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Cc: Garth, Christy Lynn <cgarth@unc.edu>
Subject: RE: Lunch Tomorrow

Top of the Hill . . . see you there at 11:30am☺!

Pamela

Pamela Holt-Higley

Executive Assistant

UNC Swimming & Diving

919-962-5294

From: Bridger, Beth
Sent: Thursday, March 28, 2013 12:17 PM
To: Higley, Pamela
Subject: RE: Lunch Tomorrow

You pick!

From: Higley, Pamela
Sent: Thursday, March 28, 2013 12:11 PM
To: Bridger, Beth
Subject: FW: Lunch Tomorrow

Okay . . . where would you like to go?

Pamela

Pamela Holt-Higley

Executive Assistant

UNC Swimming & Diving

919-962-5294

From: Garth, Christy Lynn
Sent: Thursday, March 28, 2013 11:50 AM
To: Higley, Pamela
Cc: Bridger, Beth; Garth, Christy Lynn
Subject: Re: Lunch Tomorrow

Yay! Sounds good all around! Pamela and Beth, you choose! Top O or 411... Or if there's somewhere else you'd like to go, just let me know! I'm allllll over it. :)

Sent from my iPhone

On Mar 28, 2013, at 10:38 AM, "Higley, Pamela" <phigley@unc.edu> wrote:

AWESOME! Let me check with Christy, since she's the boss of me☺. Do you have a restaurant preference? Do you want to meet us there?

Pamela

Pamela Holt-Higley
Executive Assistant
UNC Swimming & Diving
919-962-5294

From: Bridger, Beth
Sent: Thursday, March 28, 2013 10:37 AM
To: Higley, Pamela
Subject: RE: Lunch Tomorrow

Sounds perfect!

From: Higley, Pamela
Sent: Thursday, March 28, 2013 10:13 AM
To: Bridger, Beth
Subject: Lunch Tomorrow

Hey Beth: Christy and I wanted to see if you'd still be available for lunch tomorrow? We'd like to do something around 11:30am, possibly Top of the Hill or 411. Please let me know.

Thanks much Beth!

Pamela

Pamela Holt-Higley
Executive Assistant
UNC Swimming & Diving
919-962-5294

From: Pirate Basketball <reply-31@pacmail.em.marketinghq.net>
Sent: Thursday, March 28, 2013 3:02 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Limited Seating Available for CIT Semifinal Saturday

---

Use this link to view a web version of this message.

ECU vs. Evansville | 03.30.13 | 5:00 PM

pirate@mail

Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

GET TICKETS ECUPIRATES.COM PIRATE CLUB STORE PHOTOS

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

Share this Pir@mail:

Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: **athletictickets@ecu.edu**.

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Thursday, March 28, 2013 5:08 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Removing Suicidal Students From Campus: Recent Changes In Federal Policy

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Having trouble viewing this email? Click here

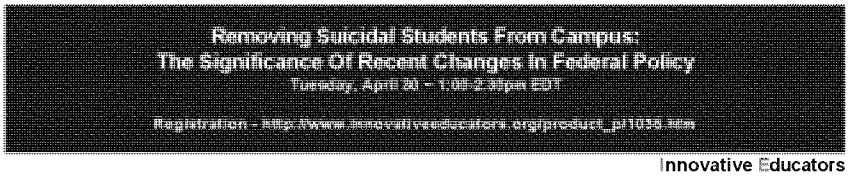

Innovative Educators

Free Resources

- Danger for Whom?
- Suicide Prevention Resource Center - College Students
- Stopping Suicide 101
- Depression, Suicide Rising Among College Students
- Behavioral Intervention Team at Central Pennsylvania's Community College
- Students Rights' Weighed As Colleges Try to Assess Threats
- Whose Life is this Anyways? When College Students Kill Themselves
- Dealing with Suicidal Students on College Campuses

Webinar Overview

Should suicidal students stay on campus or should they go? If they stay, how should a school address suicidal behavior on campus? If they go, under what circumstances can they return?

The Department of Education's Office of Civil Rights (OCR) made significant changes in policy that leave colleges and universities in a catch-22 when managing suicidal students on campus or addressing requests for re-entry for students who continue to struggle with active suicidal thoughts. Remove these students from campus through a forced medical withdrawal and face an ADA lawsuit for discrimination against the student. Leave the student on campus struggling with suicidal ideations and be sued for not having the services available to adequately treat the student's medical condition.

Found under Title II of the Americans with Disabilities Act (ADA), the revised regulation now deems it unlawful to involuntarily separate, suspend, or expel a student on the basis of self-harmful or suicidal behaviors.

As suicide continues to be a leading cause of death among U.S. college students age 18-24, this new regulation leaves schools and administrators struggling with some important questions regarding both institutional legal risk and student safety:

- How do you handle a chronically suicidal student who is vocal about his/her intentions?
- How do you address a student who engages in high-risk eating disorder behavior?
- How do you work with a student who has had a public overdose attempt and demands to return to school after a hospital stay?
- How do you address a student who is engaging in cutting and self-mutilation and is discovered by a roommate?
- How do you deal with a student who presents delusional speech and odd behavior that is disruptive and concerning to other students?
- How do you handle these potentially dangerous situations without running afoul of the new OCR standards?

This webinar will present a variety of creative solutions that aim to reduce institutional legal risk and increase student safety. The presenters will discuss how to address suicidal and self-harm behaviors on campus through the Behavioral Intervention Team (BIT), counseling services and the student conduct office. They will also address critical dos and don'ts when working with sensitive students in crisis situations.

Webinar Objectives

Participants will learn:

- To address the issues of suicide, self-harm and delusional/psychotic behavior through counseling, conduct, and administrative interventions
- The importance of addressing behavior through case management, team meetings, and parental involvement
- How to pursue an involuntary medical withdrawal with a student through tuition refunds, incompletes, and housing refunds
- When to pursue inpatient hospital admissions, partial day treatment, and

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Beyond the MOOC Hype: Definitions, Tips, Benefits & Challenges - April 16

Like us on facebook for a chance to win a free webinar!

Upcoming Webinars

View all events

April 2013

2
Best Practices In Alcohol Education: 10 Core Concepts To Teach College Students (Flexible Date Webinar)
2
Keeping LGBTQ Students Safe: 10 Strategies For Reducing Targeted Violence On Campus

3
Cyberbullying On Campus & Off: New Approaches To Conduct & Prevention

4
Graduate Students In Distress: How To Recognize Warning Signs & Avoid Violent Results Of Stress, Strain & Strife
17
Improving Student Success: Academic Advising & The Completion Agenda

May 2013

1
The New "At-Risk" Student Seminar: Increasing Retention, Success & Institutional Support
1
Creating An FYE Student Success Course For Men Of Color: Methods, Implementation & Results
8
Improving Academic Performance Of Student-Athletes With An Innovative Reading Enhancement Program

June 2013

5
Embracing Technology To Promote Exceptional Student Services In Higher Education
26
Destructive Romantic Relationships: How To Help Students Recognize Warning Signs & Make Healthy Decisions

off-campus counseling referrals
- How to discuss these changes with the campus community, frustrated parents, and students while respecting FERPA and privileged communication

Innovative Educators

3277 Carbon PL
Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

Webinar Speaker(s)

Dr. Brian Van Brunt , past president of the American College Counseling Association, is Senior Vice President for Professional Development Programs at the National Center for Higher Education Risk Management (NHCERM, www.ncherm.org). He is the president-elect of the National Behavioral Intervention Team Association (NaBITA, www.nabita.org), current president of the School and College Organization for Prevention Educators (SCOPE, www.wearescope.org) and the managing editor for Student Affairs eNews (SAeN, www.studentaffairsenews.com). Over the past thirteen years Brian has taught counseling theory, ethics, program evaluation, statistics and sociology topics at both public and private schools for both graduate and undergraduate students at five different colleges and universities. Brian has served as the director of counseling at New England College and Western Kentucky University. He is the author of several books including: Ending Campus Violence: New Approaches in Prevention and A Faculty Guide to Addressing Disruptive and Dangerous Behavior in the Classroom. Brian is an expert on campus violence and has been interviewed by the New York Times, National Pubic Radio, LA Times, USA Today and has appeared on Headline News and Anderson Cooper 360.

Laura Bennett, M.Ed. is a student conduct and campus behavioral intervention practitioner. She currently serves as the Student Conduct Officer at Harper College, where she also coordinates the campus threat assessment and behavioral intervention team. Prior to her role in the community college setting, she worked in student conduct at the University of California, Berkeley, and in residential life at the Colorado College. In addition to student conduct and behavioral intervention, Laura has over 10 years of experience as a student affairs administrator including the areas of: policy analysis and development, gender & LGBT studies, preventing and addressing sexual misconduct/harassment, supporting students with disabilities and mental health conditions, conducting investigations, staff supervision/management, classroom management, academic integrity, residential life/housing, organizational change, privilege and social justice, crisis response, assessment and marketing, and strategic planning.

Laura received her Master's degree in College Student Services Administration from Oregon State University and her Bachelor's degree in English from the University of Kansas. She serves on the Board of Directors for the Association for Student Conduct Administration (ASCA), is an active member of the National Behavioral Intervention Team Association (NaBITA), and recently conducted research on threat assessment and behavioral intervention in four-year public and community college settings.

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IE | 13635 Clermont Court | Thornton | CO | 80602

From: PlayMakers Repertory Company <prcboxoffice@unc.edu>
Sent: Thursday, March 28, 2013 6:02 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: A Sneak Peek at Cabaret!

If you are having trouble viewing this message, see it in your browser.

Cabaret Opens Next Week!

A Sneak Peek Backstage: in the Costume Shop

Excitement is mounting as director Joe Haj and an outstanding company of actors, musicians and creative artists transform the Paul Green Theatre into the tantalizing, decadent world of the Kit Kat Klub in 1930s Berlin.

Take a sneak peek at a sample of some of the wonderful costumes being built in the PlayMakers costume shop. Costume designer Jennifer Caprio (who also did the costumes for *The Making of a King: Henry IV & V*) did extensive research of cabaret and nightclub acts of the period.

Jennifer drew this fun, flirty rendering of a dress for chanteuse Sally Bowles to flounce around in. *(Left)*

Then, the drawing comes to life as the costume shop runs with the design. *(Right)*

This pink, feathered wig created by our costume crafts artisans will appear in one of *Cabaret's* dazzling musical numbers. The photo of an actual 1930s cabaret performer was one of Jennifer's finds and served as inspiration for this snazzy headgear.

If you're interested in seeing more backstage glimpses, check out our blog!

Join us!

Previews begin Wednesday, April 3, and Opening Night is April 6, with the gala post-show cast party included in the price of your ticket.

Tickets are going fast, so book today! Click here to purchase online.

We'll see you soon at *Cabaret*!

PlayMakers Box Office

P.S. Best seats are still available for our added performance on Sunday, April 7 at 7:30!

This message sent to **bridgerb@uncaa.unc.edu** by **prcboxoffice@unc.edu**
PlayMakers Repertory Company
CB 3235
Center for Dramatic Art
Chapel Hill, NC 27599

Unsubscribe | Update Profile/Email Address | Forward to a Friend

This message sent to **bridgerb@uncaa.unc.edu** by **prcboxoffice@unc.edu**.
PlayMakers Repertory Company
CB 3235
Center for Dramatic Art
Chapel Hill, NC 27599

From: Townsend, Jenn <jtownsend@unc.edu>
Sent: Sunday, March 31, 2013 11:34 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject:

Hey

Can you send me the file of worksheets for exss 141?

Sent from my iPhone

From: @live.unc.edu>
Sent: Monday, 9:28 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; Listserv news about HEELS for Health programming <h.e.e.l.s.forhealth@listserv.unc.edu>
Subject: [h.e.e.l.s.forhealth] Weekly Newsletter -

Hi everyone,

Happy Monday! Below is this week's newsletter - enjoy!

Get Active!

- **Heels for Homes 5K!** - The UNC Kenan-Flagler Business School partners with Habitat for Humanity to bring together students, faculty, and staff across the school to serve the community of Chapel Hill. Habitat for Humanity provides affordable housing for individuals in need, and since 2005, Kenan-Flagler has helped provide hope and stability for many local families. In an effort to augment our impact we are organizing an inaugural event, the Heels for Homes 5K, to be held on to benefit our UNC Kenan-Flagler - Habitat for Humanity partnership.
    - Different from other races, the Heels for Homes 5K will finish inside the Kenan Memorial Football Stadium, and our celebrity starter will be UNC's very own head football coach, Larry Fedora. Given the unique venue and guest appearance, we expect a large number of students and alumni, as well as the local Chapel Hill and Carrboro communities, to participate in this special event.
    - This year, our school's goal is to contribute to the $50,000 fundraising target, which will help Habitat for Humanity provide housing for the family of Yoe Moo, Paw Ku, and their three young sons. The family, originally from Burma, arrived in the US in 2008 after living nearly 20 years in refugee camps on the Thailand border.
    - You can learn more about the event and register here: http://tinyurl.com/Heels4Homes

- **2013 Spring Fling** is right around the corner! Join Campus Recreation on a 2.7 mile fun run or 1.5 mile walk, open to all UNC-Chapel Hill faculty and staff. This is a great opportunity to get out of the office for some physical activity with your department and enjoy the great spring weather! In previous years, over 500 participants have completed the Spring Fling individually or as part of a departmental team. This event promotes health and well-being and provides employees a wonderful opportunity to give back to the community by making canned food donations to the Glenwood Elementary Family Assistance Program and pet donations to the Orange County Animal Shelter. Prizes for the Most Creative Costumes and Most Participants will be rewarded following the run/walk.
    - **Date**: **Friday,** ; **Time**: **12:15 pm**
    - **Location**: front of the Student Recreation Center
    - **Check-in**: 11:30 am - 12:00 pm
    - **Registration**: If you are not on a department team, fill out the Individual Registration Form online. Those participating on a department team must fill out the Team Registration Form, printed out, and signed by all team members, and turned back into Campus Rec at the SRC Main Office or by fax at 962.3621 ATTN: Spring Fling. Registration opens Monday, and closes Wednesday, . On-site registration will also be accepted from 11:30am to 12:00pm race day for individual runners only.

This Week in Health

- April is **Stress Awareness Month,** and we are starting the month off with "The Stress Test" and an article about high-stress personality characteristics. Take a look at these websites for more information: http://www.sparkpeople.com/resource/wellness_articles.asp?id=496 and http://www.sparkpeople.com/resource/wellness_articles.asp?id=499 . These articles do a great job in making you aware of how vulnerable you are to stress. In the coming weeks, we will discover ways to minimize stress.

- This week's exercise is a "**Wall Sit with Lateral Dumbbell Raises**". This is a great stabilization and strength exercises for your quadriceps (front of thighs) and shoulders. Follow this link to learn

more: http://www.sparkpeople.com/resource/exercises.asp?exercise=52 [*If clicking the link above does not work, copy and paste it into your browser by (1) highlighting the entire link above, (2) right-clicking "Copy", (3) opening your internet browser, and (4) right-clicking "Paste" into the website address space at the top of the toolbar.*]

Please let me know if you have any questions. Have a great week!

- -- You are currently subscribed to

h.e.e.l.s.forhealth as: bridgerb@uncaa.unc.edu. To unsubscribe send a blank email to leave-32938118-7636558.1a006b1dad2c4e25d03167d97c2b3d80@listserv.unc.edu

From: Alert Carolina <no_reply@unc.edu>
Sent: Monday, April 1, 2013 12:01 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: INFORMATIONAL MESSAGE FROM ALERT CAROLINA: Robbery Reported near Campus

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INFORMATIONAL MESSAGE FROM ALERT CAROLINA: Robbery Reported near Campus

Chapel Hill Police is investigating the belated report of a strong-arm robbery which occurred around 3:30 a.m. Sunday, March 31, in a parking lot near off West Rosemary Street near South Columbia Street. The victim, who was not affiliated with UNC, was approached by two black males who shoved him against a car and demanded his watch and cash. The suspects then fled the scene on foot heading west. No weapons were reportedly seen.
The two suspects were described as around six feet tall with average builds; one was wearing a doo-rag.

Chapel Hill Police reported Monday morning that they are asking anyone with information about this incident, please call the Chapel Hill Police Department at 919-968-2760 or contact the Chapel Hill-Carrboro-UNC CrimeStoppers at (919) 942-7515. Calls are confidential and anonymous. You can also submit information to Crime Stoppers online at www.crimestoppers-chcunc.org.

Continue to monitor Alert Carolina website (alertcarolina.unc.edu) for any updates in the investigation into this incident. Call 911 immediately to report any and all suspicious activity on campus. For a list of safety tips, see the following link through the Alert Carolina page:

http://www.alertcarolina.unc.edu/go/doc/1395/158078/

About Informational Messages: The University sends an Informational Message to inform the campus community about a situation that is not an emergency, but is expected to be of significant interest to the campus. An Informational Message is one of three tiers of communication under the University's revised emergency communications plan. Emergency Warning refers to a siren activation for a significant emergency. And a Timely Warning is issued if there is a continuing danger AND notification will not compromise law enforcement efforts. Sponsored by the UNC Department of Public Safety.

From: bounce-32940603-62696657@listserv.unc.edu on behalf of Reid, Dee <deereid@unc.edu>
Sent: Monday, April 1, 2013 2:10 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: [ssac-staff] [all-college-staff] FW: CORRECTION/ UNC College Calendar: April Diversions

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Due to a typographical error, we published the incorrect date for the Hutchins Lecture with Andrew Kahrl. The correct date is April 11, not April 21. Correct information appears below. We apologize for the error and the inconvenience.
###
Ready for a break from tests and taxes? Check out the delightful distractions on our April calendar.
April 1-4: Celebrate David Amram, a festival honoring the legendary musician, composer, conductor and storyteller who has collaborated with Thelonious Monk, Dizzy Gillespie, Miles Davis, Jack Kerouac, and more. Free and ticketed events. 919.923.1270. http://iah.unc.edu/events/calendar/2013/davidamram
April 2: Parr Center panel discussion: Is Healthcare a Human Right? 12:30 pm, Gardner Hall 08. http://parrcenter.unc.edu
April 2: Chasing Ice, a film on the Earth's changing climate by National Geographic photographer James Balog. Free. Registration required. Discussion after the film with director Jeff Orlowski and UNC geologist Jose Rial. 5:30 pm, Mandela Auditorium. FedEx Global Education Center. http://go.unc.edu/ChasingIce
April 3-21: PlayMakers Repertory Company presents Cabaret. Ticket info and special events: http://playmakersrep.org
April 4: Dooman River, a film by Zhang Lu, which highlights the friendship and tensions between two boys, an ethnic Korean and a North Korean defector. Q&A with filmmaker Lu to follow. 7 pm, Mandela Auditorium, FedEx Global Education Center. 919.843.0129. http://www.carolinaasiacenter.unc.edu
April 4: Music on the Porch: Our State, Carolina Songs Showcase. 5:30 pm, Love House and Hutchins Forum, Franklin Street. http://csas.unc.edu
April 5-21: ACTIVATED ART at The Ackland: Five original plays that offer innovative ways to experience visual art, in the galleries that inspired them. Works by UNC faculty Dana Coen and Marianne Gingher and others. Tickets: $10 at The Ackland Museum Store on Franklin Street or at 919.962.0216. http://www.ackland.org
April 5: UNC music professor Annegret Fauser will discuss Music in the U.S. During World War II, research based on her new book. 4 pm, Hyde Hall Incubator Room. http://gwc.web.unc.edu
April 5: Works by UNC composers Allen Anderson, Stephen Anderson, Stefan Litwin and Lee Weisert. 8 pm, Hill Hall Auditorium. Tickets: $15 general admission;$10 UNC students, faculty, staff. 919.962.1039. http://music.unc.edu
April 6: ConvergeNC: A festival of free Southern music with bands Mipso, Some Army, Hiss Golden Messenger, Turchi and more. Food trucks offering BBQ and other snacks. 3:30 pm, Bell Tower Amphitheater behind the Stone Center and Genome Sciences Building on South Road. http://convergeNCfest.com
April 7: UNC Wind Ensemble and UNC Symphony Band. 3 pm, Memorial Hall. $15 general admission; $10 UNC students, faculty, staff. 919.843.3333. http://music.unc.edu
April 8 and 10: New faculty microtalks, where 21 faculty members in their first and second years at UNC will give brief, informal talks on their work in the humanities, arts or social sciences. 4:30 pm to 6:30 pm each day. Hyde Hall University Room. http://iah.unc.edu
April 9: Parr Center Lecture series. Art Pope: The University and the Community. 12:30 pm, Gardner Hall 08. http://parrcenter.unc.edu.
April 9: Dianne Kirby of the University of Ulster in the United Kingdom discusses Religion and the Cold War. 4 pm, Hamilton Hall 569. k.larres@unc.edu
April 9: J UNC alum ay Leutze discusses his book Stand Up That Mountain: The Battle to Save One Small Community in the Wilderness Along the Appalachian Trail. 5:30 pm, Tate-Turner-Kuralt Auditorium. http://www.ie.unc.edu/
April 9: Water in our World lecture by artist Buster Simpson, who has been involved for more than 40 years with water conservation. Hanes Art Center. 6 pm. http://art.unc.edu
April 11: American studies professor Philip Gura reads from his new book Truth's Ragged Edge: The Rise of the American Novel, 3:30 pm. Bulls Head Bookstore. http://www.facebook.com/bullsheadbookshop
April 11: Andrew Kahrl of Marquette University discusses The Sunbelt's Sandy Foundation: Coastal Development and the Making of the Modern South for the Hutchins Lecture. 4:30 pm, Hyde Hall. http://csas.unc.edu/
April 11: Roberta Orsi Landini discusses The Clothes, The Palace, The Court: Images of Power in 16th Century Florence. 5:30 pm, Hanes Art Center, room 121. http://art.unc.edu
April 12-13: Triangle East Asia Colloquium, featuring faculty from UNC, Duke and NC State. Ackland Art Museum. http://www.ackland.org
April 13: Holocaust Histories: New Directions in Scholarship and Teaching, the Uhlman Family Seminar with UNC historian Christopher Browning. 9:15 a.m. to 4:30 pm. Cost and registration: http://humanities.unc.edu
April 14: One-man show: Yosi Rakover Speaks to G-d, with David Mandelbaum of the New Yiddish Rep theater company. 3 pm, followed by a reception to celebrate the 10th anniversary of the Carolina Center for Jewish Studies. Friday Center for Continuing Education. http://unc.edu/ccjs
April 14: German Enemy Aliens in the Land of the Sky: World War I German Internment Camp in Hot Springs, NC. Featuring a documentary film by Appalachian State professor Kevin Kennedy and a reading from novelist Terry Roberts. 4 pm http://www.unc.edu/ncgs
April 15: Celebration of Undergraduate Research, presentations by student researchers. 1 pm. Frank Porter Graham Student Union. http://go.unc.edu/Wk83M
April 16: Parr Center lecture series: Jamie Bartram: Water in our World. 12:30 pm, Gardner Hall 08. http://parrcenter.unc.edu
April 17-19: Nobel laureate Jean Marie Le Clézio, the prolific French author, will discuss Interculturality in the Arts at a series of events at Duke and UNC. Schedule and details: http://interculturalityandarts.wordpress.com
April 18: Author Josipa Roksa discusses her book Academically Adrift, 3 pm, Kresge Foundation Common Room, Graham Memorial. http://iah.unc.edu
April 22: The Dead Sea Scrolls and the Beginnings of Biblical Interpretation, a lecture by James Kugel, Bar-Ilan University. 7:30 pm, Friday Center for Continuing Education. http://unc.edu/ccjs
April 23: Parr Center lecture series: Niklaus Steiner: What Kind of World Do We Want to Live In? 12:30 pm, Gardner Hall 08. http://parrcenter.unc.edu
April 23: UNC Symphony Orchestra performs Brahms Symphony No. 3 and Shostakovich Symphony No. 9. 7:30 pm, Memorial Hall. $15 general admission;$10 UNC students, faculty, staff). 919.843.3333. http://music.unc.edu
April 24-28: PlayMakers' PRC2 series presents "Spring Training," a meditation on Stravinsky's "The Rite of Spring" by spoken word ensemble UNIVERSES. Tickets and info: http://playmakersrep.org
April 25: Music on the Porch: Ben Wiley Payton and Logie Meachum. 5:30 pm, Love House and Hutchins Forum, Franklin Street. http://csas.unc.edu
April 28: North Carolina Jazz Repertory Orchestra presents Blues and the Abstract Truth and Big Band Monk. 3 pm, Hill Hall Auditorium. 919.962.1039. http://music.unc.edu
April 28: UNC Baroque Ensemble performs Baroque in English: Music by Purcell, Handel and others. 7:30 pm, Person Recital Hall. 919.962.1039. http://music.unc.edu
ONGOING
Through April 14: Your Turn to Burn, solo exhibitions by UNC Master of Fine Arts students. Allcott Gallery, Hanes Art Center. http://art.unc.edu/News_Events/Events/CCM3_039431
MORE WAYS TO CONNECT:
UNC Events Calendar: http://events.unc.edu

Web: http://college.unc.edu
Magazine: http://magazine.college.unc.edu
Facebook: http://www.facebook.com/UNC.College
Twitter: http://twitter.com/unccollege
YouTube: http://www.youtube.com/user/UNCCollege

- -- You are currently subscribed to all-college-staff as: ssac-staff@listserv.unc.edu.

From: Lee, Jaimie <jaimielee@unc.edu>
Sent: Monday, April 1, 2013 5:59 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: im coming...

Running a few mins late, but I'll come by your st room in a sec…

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Monday, April 1, 2013 8:35 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Message from the Chancellor: Hunter Rawlings Panel to Convene April 19

Dear Students, Faculty and Staff:

The University will convene a panel of distinguished leaders in higher education and athletics for the first time next month to consider the role of athletics in the life of Carolina. This idea originated in a report produced last year by a Faculty Executive Committee, and I was pleased to accept that advice.

We previously announced that the panel chair would be Hunter Rawlings, president of the Association of American Universities, which represents 62 leading research universities including Carolina. A former university president and successful student-athlete, Dr. Rawlings spoke here last fall about the future of research universities. (See http://tinyurl.com/ccgum7k on YouTube). He is a member of the American Academy of Arts and Sciences.

Joining him on the panel are:

* James Delany, longtime commissioner of the Big Ten Conference and a former NCAA enforcement officer. He holds bachelor's and law degrees from Carolina, where he was a tri-captain on the men's basketball team.

* Bob Malekoff, associate professor and sport studies chair at Guilford College and a former athletics director and head coach. He has written about athletics and sports management at the collegiate and professional levels.

* Amy Perko, executive director of the Knight Commission on Intercollegiate Athletics, and previously an NCAA employee and athletics administrator at the University of Kansas. She earned academic honors as a Wake Forest student-athlete.

* Patricia Timmons-Goodson, former associate justice of the N.C. Supreme Court who holds two UNC-Chapel Hill degrees and served on the N.C. Court of Appeals. She serves on Guilford College's Board of Trustees.

On Friday, April 19, I will address the panel, which will meet from 1 p.m. to 3 p.m. in the Carolina Inn, Hill Ballroom South. We've invited five other speakers as part of a roundtable discussion: Jay Bilas, ESPN broadcaster, attorney and a former Duke basketball player, as well as UNC colleagues Bubba Cunningham, director of athletics; Joy Renner, Faculty Athletics Committee Chair and clinical associate professor of allied health sciences; Jay Smith, professor of history; and Richard Southall, associate professor of sport administration and director of the College Sport Research Institute. The campus community will also have an opportunity to share comments.

I don't expect this panel to solve in a short time what the Knight Commission has been addressing for more than 20 years. But this is a good opportunity to engage in a conversation that could lead to new ideas for best practices moving forward. I will leave it up to Dr. Rawlings and the panelists to decide how to proceed with this work after the first meeting.

The issues we face here are not unique to Carolina, and we hope other campuses around the nation will benefit in some way from the panel's work.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: Dan Tudor <dan@sellingforcoaches.ccsend.com>
Sent: Tuesday, April 2, 2013 9:23 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Building Anticipation Instead of Anxiety When You're Recruiting

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View this as a webpage... Click here!

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TUDOR TCS COLLEGIATE STRATEGIES

College Recruiting Weekly

April 2, 2013
Volume 9, Issue 14

Building Anticipation Instead of Anxiety When You're Recruiting

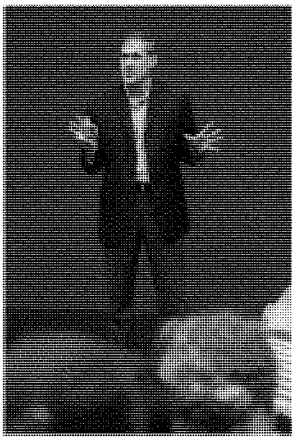

Think about it:
If we can define anxiety as "experiencing failure in advance of it happening", then the opposite definition must be true also, right?
I'm talking about anticipation. When you're anticipating something, it's usually because you just can't wait for it to happen. Buying your first new home, moving in, re-decorating and having your first family gathering there all involves anticipation. You're excited about seeing those things come to fruition.
On the other hand, for families that are experiencing financial difficulties and are in risk of losing their home to foreclosure, they are experiencing anxiety. Lots of anxiety.
Why? Because they are experiencing that failure in advance of it happening.
So, how does this all apply to recruiting? More than you probably think it does, actually...

CLICK HERE TO CONTINUE

The Coaching Life

The Zen Of The Games Coaches Play

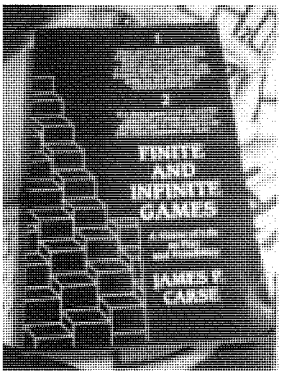

by ***Dr. Mike Davenport***

Coaches play games. I don't mean that in a bad, derogatory sense. But the truth is we coaches play games. Two games in fact. Two games that make a difference.

James Carse wrote about those two games at length in his book, *Finite and Infinite Games, A Vision of Life as Play and Possibility*. He details how those games are the essence of what every coach does, and has done, since the first coach started hollering.

Understanding these two games can have a significant impact on how you coach, how well you coach, how long you coach, and the enjoyment you derive from your coaching.

Something to think about, and Carse's book might be a worthwhile read if you plan on staying in coaching any length of time.

SO WHAT? Why should you care?...

CLICK HERE TO CONTINUE

USA Today College Columnist Signs On to be Featured Speaker at 2013 NCRC

Dan Wolken, USA Today

One of the rising national voices in college sports media will be one of the featured speakers at this June's **National Collegiate Recruiting Conference**, and the founder of the event - Dan Tudor - is excited.

USA Today's Dan Wolken is one of the slated experts joining our line-up at the 2013 NCRC in Charlotte, NC.

"If there's one guy I love reading every day on Twitter, it's Dan Wolken", says Tudor. "He has great insights, a fantastic read on the trends and culture shifts in college sports, and is a pro at telling a great story. I think the college coaches who attend our weekend conference are going to see why I'm such a big fan."

Want to follow him on Twitter? He's at @DanWolken.

Want to make sure you get to hear him, plus the rest of our experts, AND get to network and steal ideas from your fellow college recruiters around the country? Register for this year's conference today!

RESERVE YOUR SEAT NOW AND SAVE!

UPDATE: Discounted hotel rooms are still available for early registrations!

It's going to be our best event ever, and we want you there to hear from the best minds in the business!

CLICK HERE TO FIND OUT MORE

COMING-UP IN THURSDAY'S

Client Insider

Inside the Right Way to Connect Through Social Media

Later this week, our **TRS Clients** and **Premium Members** will be getting the latest trends we've tracked for how best to communicate with prospects by social media.
There's a big trend by coaches to communicate through Twitter, Facebook and other social media websites. Over this past year, we've conducted focus groups with athletes who are being contacted by coaches through social media. **We'll give you an exclusive look** at what we're finding out, and what they say you should be doing differently!
Not a TRS Client? ***Click here.***
Want to become a Premium Member? ***Click here.***
Have questions? ***Email Dan directly at dan@dantudor.com***

The Big Picture of Twitter Recruiting

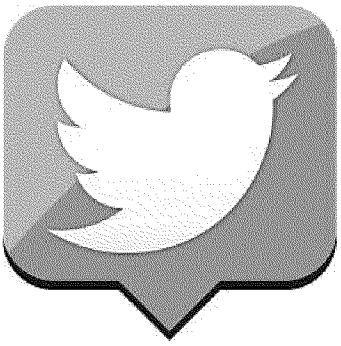

by Mike Carvell, AJC.com
Twitter is one of the hottest trends in college football recruiting.
Why? Because most of the big-time recruits have a presence on the social media platform. And wherever the recruits are, the college scouts soon will follow.
Within the last month, Georgia Tech coach Paul Johnson has activated his Twitter account. Georgia's Mark Richt, fully aware of the recruiting potential, is a Twitter veteran of four years but has ramped up his activity since last summer.
The new football coaches at Tennessee and Auburn made Twitter a priority soon after being hired. Alabama's Nick Saban doesn't have official account, but it's likely only a matter of time.
College coaches around the country are signing up for Twitter because of the recruiting opportunities. It's being on the cutting edge of recruiting

technology and it's also free - which is a big help for cash-strapped athletic departments desperately seeking publicity...

CLICK HERE TO CONTINUE

Should There Be A "Gentleman's Agreement" In Recruiting?

by Michael Carvell, AJC.com
Does Steve Spurrier think there should be a "gentlemen's agreement" among coaches to not recruit players committed to other colleges?
That got a good laugh from the Ol' Ball Coach.
"No," Spurrier told the AJC. "Because the situation could change for a young man. Then all of the sudden, maybe (the college where he's committed) is maybe not the best place for him - whereas six months ago, it looked like the best place for him."
This past year, Georgia had nearly 200 high school seniors sign with FBS (formerly known as NCAA Div. I) schools. More than a fourth of the kids changed their commitment at least once during the recruiting process.

"Sometime things change from when a kid commits in the summer and by the end of his senior season," Spurrier said. "Sometimes the coach may get fired, or whatever. Something may happen - this, that or the other. Maybe a kid gets a better offer. It's going to happen when you commit six months before signing day...

CLICK HERE TO CONTINUE

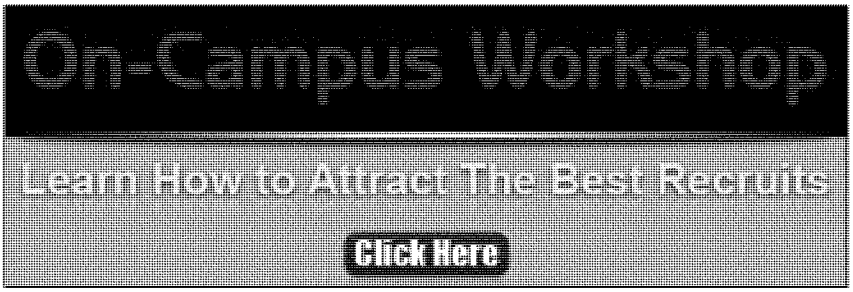

What Is The Impact Of Current Academic Standard Changes?

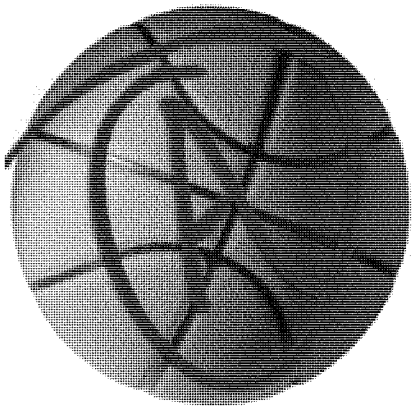

By Mitch Sherman, ESPN

The NCAA is considering changes to pending legislation that promises to impact recruiting in football and other sports like no other set of rules implemented over the past generation.

The much-publicized battle over recruiting deregulation, text messages and staff assignments, right?

Wrong.

Another issue of greater scope looms quietly, with the potential to shake the recruiting world in a way that an extra round of electronic communication can't touch. It involves initial-eligibility standards. Academic requirements are on the rise for prospective Division I athletes, starting with the Class of 2016 that's now just weeks away from the end of its freshman year of high school.

If you haven't heard about it, you're not alone. Neither have some of the parents, coaches and counselors of the students who will be affected.

Even among the growing legions of people who know it's coming, many have yet to do anything, which is arguably the most irresponsible action of all...

CLICK HERE TO CONTINUE

LONGHORNS PICK UP FIRST 2015 RECRUIT AT SOPHOMORE DAY

Sherman offensive tackle Aaron Garza gave the Longhorns a verbal commitment Saturday, becoming the first member of the 2015 recruiting class. Yes, you read that right. Mack Brown has aggressively begun recruiting sophomores. Saturday marks Texas' first Sophomore Day, another step in the evolution of Brown's recruiting policies. Let us know what you think about recruiting sophomores. **CLICK HERE**

Twitter

GET THE LATEST RECRUITING NEWS AND TIPS THIS WINTER!

Looking to up your knowledge level as we get into Spring? Getting our tips, articles and exclusive news can help. So make sure to follow Dan on Twitter to get the latest advice on how to better recruiting your next class of prospects! **CLICK HERE**

Is NCAA Facing 'Crisis Of Confidence' From Its Own Membership?

By Blair Kerkhoff, Kansas City Star

Critics have taken swings at the NCAA since President Theodore Roosevelt influenced its formation more than a century ago to curb violence in football games.

Volumes have been devoted to college athletics' ills. Even the NCAA's original leader, Walter Byers, attacked the organization in a book written nearly 20 years ago.

As March Madness carries on, culminating in the 75th Final Four celebration in Atlanta next weekend, it's easy to lose sight of the weighty issues confronting college sports.

But they're there, bubbling beneath the surface. The very foundation of college athletics shows cracks, and more are asking if the NCAA is working for its membership and what shape a future college sports governance structure might take...

CLICK HERE TO CONTINUE

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From: Lee, Jaimie <jaimielee@unc.edu>
Sent: Tuesday, April 2, 2013 9:25 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: contact list

Hey, did you get a chance to do a contact list for wbb? Just checking…thanks!

From: Karen Wiman <wiman@email.unc.edu>
Sent: Tuesday, April 2, 2013 1:34 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Campus Recreation Listserv <campusrec@listserv.unc.edu>
Subject: [campusrec] April Announcements

GENERAL

Facility Hours and Closures – All facilities will operate on a Normal Hours Schedule from April 1 - 28. From April 29 – May 7, all facilities will operate on Finals Hours Schedule. Click here for our Hours of Operations page.

SOCIAL MEDIA

Stay Connected – If you haven't "friended" UNC Campus Rec on Facebook yet, then what are you waiting for? It is the best way to get updated information on programs, events, and altered facility hours. Add us as a friend today!

Read our Blog – Subscribe to Campus Rec's entertaining and informational blog! "Prepare to Climb", "Run the Distance" and "April's Expeditions" are just a couple of this month's featured posts.

PROGRAMS & EVENTS

Spring Fling (Friday, May 3) – Take advantage of the warm spring weather and join Campus Recreation for a 2.7 mile fun run or 1.5 mile walk, open to all UNC-Chapel Hill faculty and staff. This is a great opportunity to get out of the office and exercise with your co-workers, while giving back to the community through donations. For more information including how to register visit the Spring Fling webpage.

Relay for Life – It isn't too late to join Campus Recreation's Relay for Life team on April 5-6! This is your chance to help fight cancer! Participants that raise $100 for this outstanding cause will receive a free t-shirt. Click here for more information about joining our team.

For more information on anything you see here visit the Special Events webpage.

FITNESS

Campus Run – Join Campus Rec, Fleet Feet, and NIKE every Tuesday at 6:00pm at Rams Head Rec Center for an evening of running. Runs will be 3 and 5 miles in distance, at varying paces. NIKE will be giving away swag after the run so stick around! This is a FREE event and registration is not necessary! For more information visit Fleet Feet Carrboro's website.

INTRAMURAL SPORTS

Last chance to sign-up for an Intramural Sport this semester! Registration closes for **Co-Rec Kickball** and **Badminton Doubles** today! So what are you waiting for? Get involved!

For more information on these sports, including rules and registration, visit our Intramural Sports webpage.

OUTDOOR EDUCATION

***NEW* Eno River Yoga and Hiking** – Connect your mind, body, and spirit with a rejuvenating day of hiking and yoga on a brand new expedition out at Eno River. The OEC will take participants out on a hike to a relaxing wilderness setting and use the power of nature and yoga to enhance your outdoor experience. Sign-up for this amazing adventure today!

Our **April Expeditions** include:

- April 4-7, **White Oak River Kayaking** ($120)
- April 13, **Eno River Yoga and Hiking** ($40)
- April 14, **Rhode's Pond Kayaking** ($40)
- April 19-21, **Brown's Island Kayaking** ($120)

Cost includes food, transportation and equipment. Visit the Campus Rec Main Office to register. For a complete list of spring trips, visit the Expeditions webpage.

SPORT CLUBS

USA Team Handball Collegiate Nationals – UNC Campus Recreation's Team Handball Club in conjunction with USA Team Handball will host the USA Team Handball Collegiate National Tournament from April 19th – 21st. The tournament will feature both Men's and Women's club teams from all over the country to compete. The event will be held in Fetzer Hall Gyms A and B and is open to spectators. Come support the Team Handball Club as they take on highly ranked teams from across the country!

Sport Club Spotlight – This month, get to know the *Wrestling and Women's Lacrosse Clubs*!

The **Wrestling Club** competes in an open mat-style of wrestling that encourages anyone to join, regardless of experience. To acquire all of the necessary training to compete at any level, the team practices twice a week and implements those skills during competition against rival teams such as NC State and Duke.

The **Women's Lacrosse Club** has a lot at stake being the defending National Champions and the preseason overall #1 ranked team in the country. This club has the opportunity to repeat the success of last year's team, but the journey to the tourney will be challenging, taking on teams from Georgia to Maryland to Colorado.

Upcoming Events

- April 6th: Club Swimming Meet: Koury Pool at 12pm
- April 6-7th: Men's Club Basketball Tournament: Fetzer Gyms A & B
- April 7th: Club Softball: Varsity Softball Practice Field at 10am, 12pm, and 2pm vs. Winthrop

- April 13-14th: Men's Ultimate White Conference Tournament on Hooker Fields
- April 14th: Club Softball: Varsity Softball Practice Field at 10am, 12pm, and 2pm vs. NC State
- April 19th-21st: USA Team Handball National Championships: Fetzer Gyms A & B
- April 20-21st: Women's Soccer White 7v7 Tournament: Hooker Fields

Get Scores, Pictures & More – Stay up-to-date with all UNC Sport Clubs on Carolina Sport Clubs website. This new website provides tournament results, upcoming events, team photos, and feature articles on the success of the players and clubs.

CLIMBING

Rams Head Climbing Wall – We are excited to have the Rams Head Climbing Wall open and climbers back in action! All students wanting to climb must be belay certified by the UNC Climbing Wall Staff. Below are the current climbing wall hours.

- Monday – Thursday, 4:00 – 8:00pm
- Friday, 1:00 – 6:00pm
- Sunday, 1:00 – 6:00pm (Weekend hours begin April 13th)

Fetzer Climbing Wall – We are proud to announce the reopening of the Fetzer Climbing Wall on Monday, April 8th. This will provide more opportunities for students to get their climb on! Below are the hours that the Fetzer Climbing Wall will be open.

- Monday – Thursday, 6:00 – 10:00pm
- Friday, 4:00 – 8:00pm
- Saturday, 1:00 – 6:00pm (Weekend hours begin April 13th)

For more information on climbing programs, equipment rental, and facility hours please visit the Climbing Wall webpage.

From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Tuesday, April 2, 2013 1:59 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: What's On Deck This Week at ECU!

Use this link to view a web version of this message.

What's On Deck | 04.01 - 04.07

pir@mail
Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

GET TICKETS | ECUPIRATES.COM | PIRATE CLUB | STORE | PHOTOS

What's On Deck - Upcoming Pirate Athletic events

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

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Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: **athletictickets@ecu.edu**.

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Tuesday, April 2, 2013 2:11 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Therapy & Service Animals On Campus: Understanding The Law

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Therapy, Companion & Service Animals On Campus: Managing Requests & Understanding The Law
Tuesday, April 30 – 2:00-4:30pm EDT
Registration - http://www.innovativeeducators.org/product_p/1043.htm

Innovative Educators

Free Resources

- Accommodating Service and Assistance Animals on Campus
- Lawsuit Raises Questions About Therapy Dogs at Colleges
- Policy on Service Animals in College Owned Housing - Grinnell College
- ADA - Service Animals
- Service/Assistance Animals - Government of New Hampshire
- Federal Case Over Banning a Student's Therapy Dog Illustrates Thicket of Disability Rules
- Have a Higher Ed question? AskIE
  - What accommodations are required for students with mental health issues?
  - What should I do if I suspect that a student has mental health issues?

Webinar Overview

Animals assist humans in many ways. Often, as in the case of Therapy, Companion, and Service animals, they play an important role in facilitating the independence of people living with physical and mental difficulties and disabilities. When animals are brought onto campus and into the classroom for this purpose, what is the protocol? What does the law say about allowing these types of animals to assist students on campus?
Today, there is some confusion about how to handle these animals and incoming requests from students. This webinar will offer some clarity as schools review their decision-making process. Join legal expert, Attorney Saundra (Saunie) Schuster, and Director of Counseling at Western Kentucky University, Dr. Brian Van Brunt, to discuss some of the recent controversy and conflict in the area of Service, Therapy, and Companion animal requests.
Attorney Schuster will review pertinent legal cases while Dr. Van Brunt will discuss the related psychology and medical issues of students. He will also offer some proactive suggestions and alternatives for students whose requests cannot be accommodated.
We will review:

- The differences and similarities between Service, Therapy, and Companion animals
- The case of the University of Nebraska at Kearney and HUD
- The case of an Ohio University student who sued an Athens apartment complex
- How Title II and III define animals who perform an actual "service" and the limiting of these animals to a dog or small horse
- The conflict between HUD/Fair Housing and Department of Justice
- Several existing college and university policies

Webinar Objectives

Participants will:

- Understand the foundational definitions of Service, Companion, and Therapy animals
- Review the common psychological and medical reasons for requests
- Discuss how recent court cases provide insight into current policy
- Discover alternatives to requests that are not allowed

Webinar Speaker(s)

Dr. Brian Van Brunt , past president of the American College Counseling Association, is Senior Vice President for Professional Development Programs at the National Center for Higher Education Risk Management (NHCERM, www.ncherm.org). He is the president-elect of the National Behavioral Intervention

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Beyond the MOOC Hype: Definitions, Tips, Benefits & Challenges - April 16

Like us on facebook for a chance to win a free webinar!

Upcoming Webinars

View all events

April 2013

2
Best Practices In Alcohol Education: 10 Core Concepts To Teach College Students (Flexible Date Webinar)
2
Keeping LGBTQ Students Safe: 10 Strategies For Reducing Targeted Violence On Campus

3
Cyberbullying On Campus & Off: New Approaches To Conduct & Prevention

4
Graduate Students In Distress: How To Recognize Warning Signs & Avoid Violent Results Of Stress, Strain & Strife
17
Improving Student Success: Academic Advising & The Completion Agenda

May 2013

1
The New "At-Risk" Student Seminar: Increasing Retention, Success & Institutional Support
1
Creating An FYE Student Success Course For Men Of Color: Methods, Implementation & Results
8
Improving Academic Performance Of Student-Athletes With An Innovative Reading Enhancement Program

June 2013

5
Embracing Technology To Promote Exceptional Student Services In Higher Education
26
Destructive Romantic Relationships: How To Help Students Recognize Warning Signs & Make Healthy Decisions

Team Association (NaBITA, www.nabita.org), current president of the School and College Organization for Prevention Educators (SCOPE, www.wearescope.org) and the managing editor for Student Affairs eNews (SAeN, www.studentaffairsenews.com). Over the past thirteen years Brian has taught counseling theory, ethics, program evaluation, statistics and sociology topics at both public and private schools for both graduate and undergraduate students at five different colleges and universities. Brian has served as the director of counseling at New England College and Western Kentucky University. He is the author of several books including: Ending Campus Violence: New Approaches in Prevention and A Faculty Guide to Addressing Disruptive and Dangerous Behavior in the Classroom. Brian is an expert on campus violence and has been interviewed by the New York Times, National Pubic Radio, LA Times, USA Today and has appeared on Headline News and Anderson Cooper 360.

Saundra (Saunie) Schuster is a Partner with the National Center for Higher Education Risk Management (NCHERM), a national risk management legal consulting firm. Ms. Schuster is a recognized expert in preventive law for education, notably in the fields of Sexual Misconduct, First Amendment, Risk Management, Student Discipline and Campus Conduct, Intellectual Property and Employment Issues. Her higher education legal experience includes serving as the General Counsel for Sinclair Community College; as Senior Assistant Attorney General for the State of Ohio, representing public colleges and universities; and as the Associate General Counsel for the University of Toledo.

In addition to her legal work in higher education, Ms. Schuster has over twenty years experience in college administration and teaching. Prior to practicing law, she was the Associate Dean of Students at The Ohio State University and served as a faculty member at The Ohio State University, Miami University and Columbus State Community College and created the Developmental Education Program for Miami University. She has presented extensively on legal issues in higher education, and provides consultation on many legal issues to colleges and universities throughout the country. She has provided assistance with policy review and development of sexual harassment and sexual misconduct for students and employees for many institutions across the country, including a recent invitation by the Iowa Board of Regents to develop student sexual misconduct policies for all the State of Iowa higher education institutions. Ms. Schuster is co-author of "The First Amendment: A Guide for College Administrators", and contributing author to "Campus Conduct Practice".

Ms. Schuster is a former President of the Association for Student Conduct Administration (ASCA, formerly ASJA), and held many board positions within the organization. She is a long time member of the National Association of College and University Attorneys (NACUA) and served on the conference planning committee. Ms. Schuster is on the Board of Advisors for the Report on Campus Safety and Student Development, published by the Civic Research Institute. She also serves on several Boards of Directors in her community. Ms. Schuster holds Masters degrees in counseling and higher education administration from Miami University, completed her coursework for her Ph.D. in Organizational Development at Ohio State University, and was awarded her juris doctorate degree from the Moritz College of Law, The Ohio State University.

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From: Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of Michael L Frizell <MichaelFrizell@MISSOURISTATE.EDU>

Sent: Tuesday, April 2, 2013 4:07 PM

To: Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>

Subject: 2013 NCLCA Conference in Charleston

NCLCA Conference!

Because of multiple requests to still turn in Conference Proposals, we are extending the deadlineuntil Monday, May 6. We want everyone to have an opportunity to submit the best proposals possible and not feel rushed to get them in today or tomorrow.

If you would still like to submit a proposal for the 2013 NCLCA Conference, Weaving a Legacy of Student Success, in Charleston on Sept 25-28, please submit your proposal to:

http://www.nclca.org/2013conference/2013cfp.html

Jennifer Pippen
Assistant Director of Academic Support
NCLCA Professional Development Officer
Certified Learning Center Professional - Level Two

To search past discussions on the SI-Net, visit our archive at http://groups.google.com/group/si-net

To add or remove from this mailing list, please go to <http://listserv.umkc.edu/scripts/wa.exe?SUBED1=SINET&A=1> or send an email message to the address listserv@listserv.umkc.edu, with the text SIGNOFF SINET in the body of the message.

You are subscribed to the SINET list as &*TO;.
Problems or questions should be directed to manager@listserv.umkc.edu.

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	color: #3774BD;
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<body marginwidth="0" marginheight="0" bgcolor=#FFFFFF leftmargin="0" topmargin="0">
<table border="0" width="95%">
 <tr><td width="100">From: </td><td>UNC Athletics <reply-630@pacmail.em.marketinghq.net></td></tr>
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 <tr><td valign="top" width="100">To: </td><td>Bridger, Beth <bridgerb@email.unc.edu></td></tr>

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8pt;">Copyright Â© 2012, UNC Athletics. The team names,
logos and uniform designs are registered trademarks of the teams indicated. No logos,
photographs or graphics on
this site may be reproduced without written permission. All rights
reserved. <span
style="font-size: 8pt;">UNC Athletic Department - P.O. Box
2126 - Chapel Hill, NC 27514 -
919-962-6000 </td> </tr> </tbody>
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single game seats has never been easier! Just click on <a
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</BODY></HTML>

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Wednesday, April 3, 2013 2:10 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: The New "At-Risk" Student Seminar: Strategies To Increase Retention

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The New "At-Risk" Student Seminar:
Increasing Retention, Success & Institutional Support
Wednesday, May 1 ~ 1:00-2:30pm EDT

Registration - http://www.innovativeeducators.org/product_p/1030.htm

Innovative Educators

Free Resources

- Advising Academically Underprepared Students (NACADA)
- Community College Retention and Recruitment of "At Risk" Students
- College Forward - College Persistence
- Student Retention Resources (NACADA)
- Factors Influencing Student Retention in Higher Education
- Have a Higher Ed question? AskIE
  - How is this generation of at-risk students different than other generations?
  - How can I help a student that is on academic probation?
  - How should I set up a bridge program?

Webinar Overview

During the last three decades numerous programs and activities have been designed to work with students identified as "at-risk." Most often these programs have centered on college readiness and preparedness, economic issues, and institutional climate and fit. It is time to expand the definition of "at-risk" to include psychosocial issues, such as students and parents holding unrealistic expectations of the collegiate experience, diminished accountability in the educational process, and an underdeveloped work ethic.
In this webinar, we will address this new definition of "at-risk" students and discover strategies to increase the retention of this often misunderstood group. Participants will discuss ways to increase program success and seek institutional support when necessary. Sample documents, resources, and recommended reading will be provided allowing participants to leave with plans for student meetings, workshops, and tracking data.

Webinar Objectives

Participants will:

- Review the spectrum of "at-risk" students and their campus' current definition of the population
- Investigate the importance of student engagement and academic coaching from the perspective of working with "at-risk" students
- Be provided with assistance in reviewing and examining their current retention-focused programming
- Discuss appropriate and effective advising and assistance models that can be utilized when working with at-risk student populations
- Understand the importance and impact of responsibility-focused intrusive advising
- Examine promising practices to providing retention-based services in the era of decreasing funding

Webinar Speaker(s)

Trent Ball currently serves as the Associate Dean of Students at Southeast Missouri State University and provides leadership and management of the Academic Support Centers. This includes the administration of programs, hiring, training, supervision, and evaluation of the staff and activities of Educational Access Programs, Learning Assistance Programs, The Ronald E. McNair Scholars Program (TRiO), and Student Support Services (TRiO). Mr. Ball is the current President-Elect of the Mid-America Association of Educational Opportunity Program Personnel (MAEOPP) for TRIO and Educational Opportunity Program professionals serving a ten state region. Mr. Ball also serves as the Public Institution Representative to the Missouri College Personnel Association's (MoCPA) Board and works with the NASPA Region IV-West Knowledge Community for Graduate and Professional Student Services. He has presented numerous programs at the local, state, regional and national level and has over 15 years of professional experience in Higher Education.
Valdis Zalite currently serves as the Director of the TRIO/Student Support Services Program at Southeast Missouri State University. Mr. Zalite is a key player in the collaborative efforts and programming of the Academic Support Centers

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Beyond the MOOC Hype: Definitions, Tips, Benefits & Challenges - April 16

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - April 26

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Upcoming Webinars

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April 2013

4
The Tutor Program Playbook: Using Best Practices To Grow A Successful Learning Center
10
Developmental Education Redesign: Strategies & Resources That Improve Student Success
17
Improving Student Success: Academic Advising & The Completion Agenda
18
Get On Your Bike & Ride: Strategies That Inspire Students & Promote Long-Term Knowledge Retention
24
Growth Mindset: How To Foster Enthusiastic Learning & Encourage Students To Set Goals
26
Achieving Success In Developmental Education: Implementing Cost-Effective, High-Touch Programs That Work
30
Removing Suicidal Students From Campus: The Significance Of Recent Changes In Federal Policy

May 2013

1
Creating An FYE Student Success Course For Men Of Color: Methods, Implementation & Results
2
Improve Student Learning: Maximizing The Impact Of Learning Centers
8
Improving Academic Performance Of Student-Athletes With An Innovative Reading Enhancement Program
30
Developing & Implementing A Web-Based Early Alert System

(Educational Access Programs, Learning Assistance Programs, The Ronald E. McNair Scholars Program and Student Support Services) at Southeast. Mr. Zalite is the current President-Elect of the tri-state (Missouri-Kansas-Nebraska/MKN) chapter of the Mid-America Association of Educational Opportunity Program Personnel (MAEOPP) for TRIO and Educational Opportunity Program professionals and serves on the MAEOPP and MKN Board of Directors. He has presented at the local, state, regional and national level and is in his sixth year of working professionally in Higher Education.

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303-955-0415
Kristen@ieinfo.org

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THE COMPLIANCE NEWSLETTER

UNC Department of Athletics

APRIL 3, 2013 ***VOLUME XVIV, NUMBER 9***

AWARDS BANQUETS

As the end of the year approaches and you are planning your banquets, please remember that, with few exceptions, family members and friends of student-athletes must pay the per person cost for attending the banquet. NCAA legislation (Bylaw 16.6.1.6) allows us to cover banquet costs only for student-athletes and their spouses and children. We may also provide complimentary admission to parents or legal guardians of *senior* student-athletes who are in their final year of athletics eligibility. All other relatives and friends must pay to attend. The price to attend must include the cost of the meal, as well as linen rental, serving fees, cost of paper goods, catering charges, gratuities, etc. In order to calculate a per-person fee, divide the total cost for the event by the number of attendees.

NLI SIGNING PERIOD

The spring NLI signing period for all sports other than basketball, field hockey, football, soccer, and track and field **begins April 17th** and runs through August 1st. Coaching staff members from sports utilizing this signing period may make **unlimited** telephone calls to prospects from April 17th through April 19th.

Please note that the sports associated with this NLI signing period are in a dead period from Monday, April 15th through Thursday, April 18th.

Men's and women's basketball spring signing period **begins April 17th** and ends May 15th. Basketball coaches may make **unlimited** phone calls to a prospect from April 17th through April 19th. **Please note that the sport of basketball is in a dead period from Monday, April 15th through Thursday, April 18th.**

During a dead period, it is not permissible to make in-person recruiting contacts or evaluations on or off the UNC campus. **This also prohibits any prospect visits to UNC's campus, as well as the provision of complimentary admissions to prospects for campus athletics contests.** Please see Bylaw 13.02.5.5 for more details.

CONTACT RESTRICTIONS AFTER SIGNING NATIONAL LETTER OF INTENT

After prospects have signed NLI's, coaching and administrative staff members are permitted to contact them through unlimited phone calls.

On the calendar day **after** a prospective student-athlete signs an NLI, coaches are also permitted unlimited text messaging, as well as unlimited contacts with or evaluations of the prospect, subject to several exceptions noted in Bylaw 13.1.5.8.1 .

NEW INTERPRETATIONS

SPREAD ON BAGELS: It is now permissible to provide spreads on bagels. Some permissible spreads include: butter/margarine, jelly/jam, cream cheese, honey, vegemite, and peanut butter. The spread must be able to be spread and does not include other toppings such as eggs or meats. For clarification, the term "bagels" also encompasses other breads/pastries/muffins.

Apparently, it is now the NCAA's position that there was never any prohibition regarding this legislation. Rather, it appears that, nationally, institutions operated under an incorrect interpretation for the past four years.

ICING ON COOKIES: During an official visit, if you provide cookies as a reasonable snack for a prospect, it is permissible for the cookie to be iced in school colors as well as for the icing to be a rendering of your school logo. Other reasonable snacks that come in small bags may have tissue paper and ribbon in school colors and/or feature the school logo. Snacks may not be personalized.

April Recruiting Calendar

Football

Quiet Period: April 1-14, 21, 28
Evaluation Period: April 15-20, 22-27, 29-30

Men's Basketball

Quiet Period: April 1-3
Dead Period: April 4 - 11 (noon)
Recruiting Period: April 11 (noon) - 14
Dead Period: April 15-18
Evaluation Period: April 19-21
Recruiting Period: April 22-24;
Quiet Period: April 25
Evaluation Period: April 26-28
Quiet Period: April 29-30

Women's Basketball

Contact Period: April 1-4
Dead Period: April 5-11
Quiet Period: April 12-14
Dead Period: April 15-18
Evaluation Period: April 19-23
Quiet Period: April 24-30

Gymnastics

Contact Period: April 1-14
Dead Period: April 15-22 (noon)
Contact Period: April 22 (noon)- 30

Field Hockey, Soccer, Track/Cross Country

Contact Period: April 1-30

All Other Sports

Contact Period: April 1-14
Dead Period: April 15-18
Contact Period: April 19-30

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, April 4, 2013 2:13 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Background Checks for Staff of Residential Programs Serving Minors

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MEMORANDUM

TO: Vice Chancellors, Deans, Directors, and Department Heads

FROM: Bruce Carney, Executive Vice Chancellor and Provost

DATE: April 1, 2013

RE: Background Checks for Staff of Residential Programs Serving Minors

Recent issues involving alleged harm to minors (persons under the age of 18) on some other college campuses have highlighted for us our responsibility to provide a safe and secure environment for minors we welcome to campus. In August 2012, therefore, I charged a special University task force led by Vice Provosts Carol Tresolini and Taffye Benson Clayton to catalog existing University-sponsored or third-party programs that bring minors to campus, examine processes for approving such programs, identify best practices for these programs, and develop recommendations regarding University policies and processes for overseeing programs for minors. As part of its work, the task force has conducted an initial survey to catalog University programs serving minors who are not current UNC-Chapel Hill students. So far, we have learned of more than 125 such programs, some residential and some non-residential; visit https://provost.unc.edu/files/2013/04/Final-Minors-on-the-Campus-information-12-6-2012.pdf to see a listing of these programs. The task force's work continues in earnest, and I expect that we will adopt a comprehensive policy later this year along with other recommendations to strengthen the practices of these programs. The policy being developed is intended to implement new safeguards for any programs (camps, academic enrichment, etc.) that serve minors, whether operated directly by a University department or by an outside third party that operates such a program using University facilities.

Pending development of the full policy, the task force has made an initial recommendation, which I have accepted, to require that any overnight residential program that serves minors conduct comprehensive criminal background checks for all program staff, whether paid or volunteer. This requirement is for all residential programs serving minors (hereafter "Residential Programs") that are conducted on or after June 1, 2013. I expect that background checks will be required for all paid and volunteer staff of all programs serving minors--whether residential or non-residential--in 2014.

Specific guidelines are as follows:

1) Frequency, Timing, and Applicability of background checks

A) Every Residential Program must have documentation of a background check performed within the last year (measured from the last day of the
program) on each program staff member, whether paid or volunteer.

B) Background checks must be completed prior to a program staff member having any contact with minors as part of the Residential Program.

C) This annual check applies to currently active University faculty,

staff, volunteers, or interns who will serve as program staff in a Residential Program, regardless of any prior background check(s) that have been conducted by the University. This means that in some instances, a new background check on an existing University faculty member, staff member, volunteer, or intern may need to be conducted with the OHR Background Check unit.

2) Costs and Scope of background checks

A) The Residential Program will be responsible for bearing the cost of all required background checks.

B) The background check must be equivalent to the one performed by the University on its prospective employees.

i) UNC-CH Departments that sponsor a Residential Program must use the standard background check process operated by the University's Office of Human Resources (OHR) to satisfy the background check requirement for any current University employees, students, or volunteers. The University's newly revised Background Check Form includes a specific category for checks related to protection of minors.

ii) Programs operated by an outside third party using University facilities will satisfy this background requirement using a qualified background check vendor of their own selection that is a member of the National Association of Professional Background Screeners. The University does not conduct nor take responsibility for background checks for third-party entities or organizations. However, if the outside entity does not otherwise have an arrangement in place with an outside background check vendor, OHR has arranged for referral to the University's background check vendor (Castle Branch), which can provide information on available services. As a courtesy to the University, Castle Branch has agreed to conduct background checks to satisfy the University's Residential Programs requirement. Interested parties may call Castle Branch/CertifiedBackground.com at 888-666-7788 (extension) or send email to candyh@certifiedbackground.com and reference background check package code UF32.

C) Regardless of the source of the background check, any such check must include the following elements:

i) nationwide federal courts criminal convictions;

ii) national sex offender registry;

iii) criminal convictions in all states and counties where a staff member has previously lived or worked;

iv) a residential history check to confirm that a program staff member has truthfully disclosed all prior cities and counties of residence; and

v) if the program staff member's responsibilities include transporting minors participating in the residential program, a mandatory driver's license check.

3) Reviewing the results of a background check

A) Outside third-party residential programs

i) The responsibility for vetting program staff for outside entities is entirely the responsibility of that entity and its management. If the outside third-party entity or its management has questions or concerns about the results of any program staff member's background check, they should consult their own in-house human resources professionals or legal counsel for advice as appropriate.

ii) The University does not have a role or responsibility in reviewing or interpreting background check results for individuals of such outside third-party entities.

B) University Residential Programs

i) If proposed program staff are found to have prior criminal convictions, University Departments must contact their assigned Employment and Staffing Consultant in OHR for assistance in reviewing these situations

C) Effect of certain convictions or violations

i) Any proposed program staff member whose background check reveals prior criminal convictions that involve a sex offense, crimes against children, or a serious violent crime involving assault or injury to others may not be permitted to have contact with minors in Residential Programs.

ii) Proposed program staff members whose duties including driving and who demonstrate a past pattern of serious driving-related convictions may not be permitted to drive minors as part of their duties.

4) Reporting on completion of background checks

A) Outside, third-party Residential Programs

i) A representative of the University department that authorizes use of University facilities for the program or sponsors the program must register the program via an online registration system, available at http://ehs.unc.edu/minors/2013.shtml and verify that background checks have been completed.

B) University Residential Programs

ii) The sponsor of the program must register the program via an online registration system, available at http://ehs.unc.edu/minors/2013.shtml and verify that background checks have been completed.

I ask for your diligence in ensuring the prompt and comprehensive adoption of these new requirements within your areas of responsibility. To that end, please assure that this memorandum is distributed to all individuals who have involvement in operating or planning any University Residential Programs serving minors within your areas of responsibility. If your department or unit sponsors or facilitates the use of University facilities for outside third-parties operating a Residential Program subject to these recommendations, please provide this information to these entities in a timely manner and ensure that these entities comply.

If you have any questions regarding these new background check recommendations or the task force's work, please contact Vice Provost Carol Tresolini or Vice Provost Taffye Benson Clayton.

cc: Carol Tresolini
Taffye Benson Clayton
Task Force members

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From: PlayMakers Repertory Company <prcboxoffice@unc.edu>
Sent: Thursday, April 4, 2013 10:30 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Willkommen, Bienvenue, Welcome! CABARET is Here!

View this email as a webpage

"Willkommen, Bienvenue, Welcome!"
***Cabaret* is Here!**

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Unsubscribe Forward to a Friend

Center for Dramatic
Art
Chapel Hill, NC
27599

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Thursday, April 4, 2013 4:29 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Creating An FYE Student Success Course For Men Of Color

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Creating An FYE Student Success Course For Men Of Color: Methods, Implementation & Results

Wednesday, May 1 – 3:00-4:30pm EDT

Registration - http://www.innovativeeducators.org/product_pl1045.htm

Innovative Educators

Free Resources

- The National Resource Center for The First-Year Experience - Research
- Pulaski Technical College - Intervention Strategies to Improve African American Male Success
- Students of College and the College Experience
- Have a Higher Ed question? AskIE
  - How can I support the success of African American male students?
  - How do you recruit African-American students?
  - How is this generation of at-risk students different than other generations?
  - How can I help a student that is on academic probation?
  - How should I set up a bridge program?

Webinar Overview

Reaching men of color during their first year of college is essential to secure the academic future of the United States. According to the College Board Advocacy and Policy Center, "If present levels of education and current population trends hold, the United States will see a decline in the educational attainment of the country as a whole. The goal of ensuring the future global competitiveness of the U.S. cannot be met without the full participation of our nation's young men of color."

This webinar will present methods for implementing a targeted First-Year Experience Success Course for Men of Color. By rearranging course content based on student self-assessments, and using tools such as a Common Reader targeted toward the interests and needs of the students, co-curricular activities, a customized textbook, and study and accountability teams, colleges can be more successful in capturing this high-risk group during a vulnerable stage of life. We will cover the history and expansion of a First-Year Experience Success Course for African-American males. Participants will gain information about the unique features of this program that promotes engagement and success. We will discuss data gathered for assessment purposes, including attendance, test scores, timeliness, quality of assignments, class preparation, retention, and grades. We will also compare the success of students enrolled in this specialized course compared to students enrolled in the regular First-Year Experience Course.

Webinar Objectives

Student workers will learn:

- Construct a plan for implementing a targeted First-Year Experience Success Course for Men of Color
- Identify key elements that help promote student engagement
- Learn how to incorporate a Common Reader and other specialized engagement methods
- Examine an unofficial early alert system embedded within the course
- Learn about a student accountability tool

Webinar Speaker(s)

Derek Moore is a student success coach and instructor of FYE courses at Pulaski Technical College in North Little Rock, Arkansas. Derek is currently a co-chair on the college's institutional research committee and is a member of the Achieving the Dream initiative. He has contributed to and presented at several venues focusing on student success. Derek has also provided professional development workshops for faculty, community groups, youth programs, and workforce associations. For the past four years, Derek has presented at the annual The First Year Experience conference highlighting strategies for men of color. He, along with other colleagues, was previously selected to present at the NCA Higher Learning Commission's national conference where he focused on the track, "Programs and Structures that Support Student Success." Derek has been a contributing author on customized textbooks for student success courses. He co-authored a recently released book, The College Experience for Men of Color, which is being utilized

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Beyond the MOOC Hype: Definitions, Tips, Benefits & Challenges - April 16

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - April 26

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Removing Suicidal Students From Campus: The Significance Of Recent Changes In Federal Policy
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Therapy, Companion & Service Animals On Campus: Managing Requests & Understanding The Law

May 2013

2
Improve Student Learning: Maximizing The Impact Of Learning Centers
8
Improving Academic Performance Of Student-Athletes With An Innovative Reading Enhancement Program
30
Developing & Implementing A Web-Based Early Alert System

throughout colleges and universities nationwide. Derek is currently enrolled in the Community College Leadership Doctoral program at Morgan State University and is expected to earn his Ed.D in 2014. His research interests include retention for marginalized students, assessment, and institutional effectiveness.

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From: Pirate Basketball <reply-31@pacmail.em.marketinghq.net>
Sent: Thursday, April 4, 2013 5:29 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Thank You For Our Record Season!

Use this link to view a web version of this message.

THANK YOU FOR A RECORD SEASON

pirate@mail

Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

GET TICKETS ECUPIRATES.COM PIRATE CLUB STORE PHOTOS

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

Share this Pir@mail:

Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: **athletictickets@ecu.edu**.

From: Timmermans, Tom <timmermans@unc.edu>
Sent: Friday, April 5, 2013 10:55 AM
To: UNCAA_Academics <uncaa_academics@groups.unc.edu>; UNCAA-Field Hockey <uncaa_fieldhockey@groups.unc.edu>
Subject: Foreign tour - Incoming Freshmen eligibility

I did some checking to get clarification on the question if incoming SA's are eligible for a foreign tour if they have started summer school. The answer is that they are not unless the foreign tour and practices for the tour are on or after the first permissible practice date for your sport: or on or after the first day of classes of the student-athlete's first regular academic term at UNC.
The reason is that the following new legislation:

13-1	RECRUITING -- PROSPECTIVE STUDENT-ATHLETE -- EXCEPTION -- AFTER SIGNING NATIONAL LETTER OF INTENT	To specify that an individual who has signed a National Letter of Intent (or, for an institution that does not use the National Letter of Intent in a particular sport, the institution's written offer of admission and/or financial aid) shall no longer be considered a prospective student-athlete for purposes of NCAA Bylaw 13	Prospects can be treated like student-athlete to Bylaw 13 after a signed NLI (recruiting reg longer apply, except activities that would be bylaw 13.2.1 can be considered an extra

Is only applicable to bylaw 13. This means is cleans up any of the rules we have now, that say when and when not we can have contact with a prospect after they sign a nli until they start practicing or start school. Since it is not applicable to bylaw 17 (playing and practice) they will not be able to compete in a May tour.
Let me know if you have any questions,

Tom Timmermans | Assistant Director of Compliance/Fin. Aid | University of North Carolina
Office 919.962.7851 |Cell 919.259.4442 |Fax 919.962.6002

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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Friday, April 5, 2013 12:51 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: No More Monkeys: Time Management For Burnt-Out Administrators

---

No More Monkeys: Time Management For Burnt-Out Administrators

Thursday, May 2 - 1:00-2:30pm EDT

Registration - http://www.innovativeeducators.org/product_pr1031.htm

Innovative Educators

Free Resources

- Time Management in Higher Education Administration
- Time Management for Teachers
- A Study of Principal's Perceptions Regarding Time Management
- Have a Higher Ed question? AskIE
  - What qualities are important for a leader in higher education?
  - What are three strategies that will help new faculty thrive?
  - How do you develop a vision statement for your campus or department?
  - What can managers do to motivate staff?

Webinar Overview

At the end of the day, do you find that you have more "not done's" than "did's"? Did you fall asleep last night cuddling a laptop? How many tabs are open on your browser right now? How many emails are unanswered? How many texts are waiting in the queue?

We teach our students how to manage time, but we could probably use a lesson ourselves. We hold great promise in new technology like smart phones and iPads. We depend on these devices to increase productivity, but no particular gadget saves time or makes time. Sanity and productivity remain born of choices. This workshop will share the choices great managers make to increase both productivity at work and fulfillment at home.

Webinar Objectives

Participants will learn to use these precepts to drive time management:

- Jiro and Bill: Living to work or working to live
- Thoreau's Thumbnail: Minimizing without sacrifice
- The Fireman and The Fool: Not doing what you should be doing
- Quilt of Many Colors: One-Picture Planning
- A.M. vs. P.M.: Making the most of the morning
- Eat the Elephant: Doing what you dread, one bite at a time
- Serve It Up: Overcoming perfection-fixation
- Controlled Communication: Reducing wasteful interactions
- In Your Face: Remembering errands and bills and "stuff"
- Bamming: Responding to overwhelming stress

Webinar Speaker(s)

M.E. McWilliams directs an award-winning learning center at Stephen F. Austin State University in Nacogdoches, Texas. The Academic Assistance and Resource Center (AARC) has earned Distinguished Certification from the National Association of Developmental Education and the Star Award from the Texas Higher Education Coordinating Board for closing the gaps in higher education. Last year the AARC

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Beyond the MOOC Hype: Definitions, Tips, Benefits & Challenges - April 16

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - April 26

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Upcoming Webinars

View all events

April 2013

19
He Said THAT On Facebook? Creating Effective Policies That Govern Employee Social Media & Internet Use

23
From Podium to Podcast: How To Flip Your Classroom & Enhance Student Engagement

25
Hiring Faculty & Staff: Best Practices & Legal Standards For Today's Complex Process

30
Therapy, Companion & Service Animals On Campus: Managing Requests & Understanding The Law

May 2013

7
Training Part-Time Faculty: How To Create An Online Teacher Training Course

8

reported 190 peer tutors and 76,000 visits.

Stinky Cheese: How To Manage Conflict Among Coworkers

21
Teachable Moments: Managing Aggressive & Overly Involved Parents

22
Exceptional Front-Line Customer Service In Higher Ed

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From: Alert Carolina <no_reply@unc.edu>
Sent: Friday, April 5, 2013 2:21 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: INFORMATIONAL MESSAGE FROM ALERT CAROLINA: Police Seeking Information, Identity of Suspect in Area Vandalisms

---

INFORMATIONAL MESSAGE FROM ALERT CAROLINA: Police Seeking Information, Identity of Suspect in Area Vandalisms

UNC Police and Chapel Hill Police are partnering with the local community in their ongoing investigations into recent acts of vandalism / graffiti at numerous locations. In most cases, graffiti in bright pink paint caused significant damage to local property. Areas vandalized were widespread, including New East and McIver Residence Halls, campus monuments and landmarks, vehicles and buildings in the vicinity of the Swain lot parking area on northwestern campus, and the Chapel of the Cross on Franklin Street. Video surveillance cameras at the Swain Lot yielded the photos shown at the following links:

http://tinyurl.com/cnaexee
http://tinyurl.com/ccatvpx
http://tinyurl.com/bsgqhrq
http://tinyurl.com/bszztjs

UNC Public Safety is asking anyone with information which may aid in these investigations to please call either UNC Police Investigators at (919) 966-2120, call the Chapel Hill Police at (919) 968-2760, or contact the Chapel Hill-Carrboro-UNC CrimeStoppers at (919) 942-7515. Calls are confidential and anonymous. You can also submit information to CrimeStoppers online at www.crimestoppers-chcunc.org.

About Informational Messages: The University sends an Informational Message to inform the campus community about a situation that is not an emergency, but is expected to be of significant interest to the campus.

Sponsored by the UNC Department of Public Safety

From: Endeavors magazine <endeavors=unc.edu@mail65.wdc03.rsgsv.net>
Sent: Friday, April 5, 2013 3:46 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Research and creative activity at Carolina, April 2013

Images not displaying properly? View the online version.

April 2013

endeavors

UNC RESEARCH

Earth Cracked Open

UNC's Rose Cory has unmasked a new culprit in the case of quickening climate change.

READ MORE

FEATURES

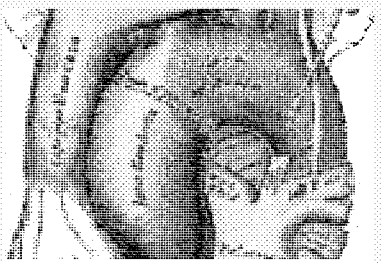

This is Your Heart on Brain Drugs

Could we prevent Alzheimer's and heart disease with the same type of drug?

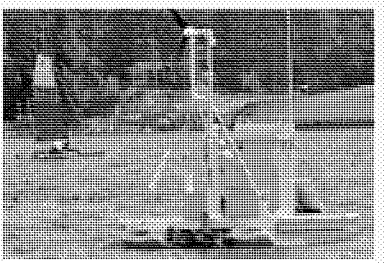

How's the Water?

Researchers at UNC's Institute of Marine Sciences built a machine to answer that question in great detail.

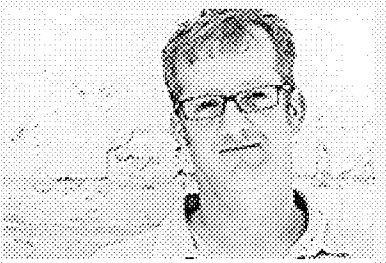

Believing in the Process

The story behind *Believe,* the third album from Stephen Anderson's jazz trio.

SPOTLIGHTS

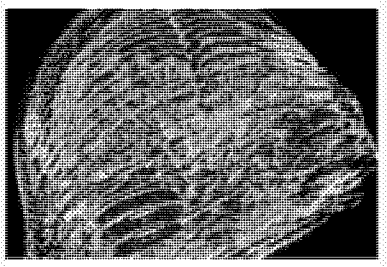

How do brain scans work? UNC's Aysenil Belger explains. *(News & Observer)*

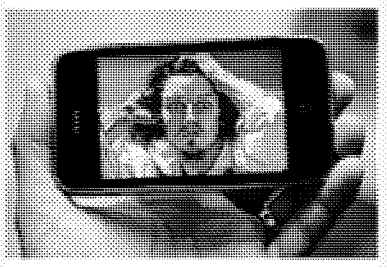

Your phone vs. your heart: Psychology professor Barbara Fredrickson asks what screen time might be doing to our ability to truly connect. *(New York Times)*

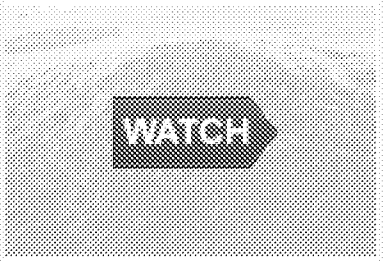

Saving NC's oyster reefs: What can we do to restore them? (Institute of Marine Sciences)

BLOG POSTS

Fighting food allergies: Why are more and more kids growing up with allergies? And what can we do about it? (Here's to Your Health)

Relearning Love: So we can't be in love like the movies? (Here's to Your Health)

CAROLINA, QUOTED

"There are more pollen bullets and the bullets are bigger."
—David Peden, in Allergy season will be even worse this year ("Today," NBC)

MORE IN RESEARCH...

For the first time, researchers isolate adult stem cells from human intestinal tissue (UNC Health Care)

Flouride in drinking water cuts tooth decay in adults (UNC News Services)

UNC mobile app to expand knowledge of plant species (College of Arts and Sciences)

Pat Pukkila champions undergraduate research (University Gazette)

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From:	Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of Emily Finch <eefinch@UNCG.EDU>
Sent:	Monday, April 8, 2013 10:32 AM
To:	Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Subject:	Re: SI Support for Summer classes

Hi Lauralee,

We offered SI to 3 courses last summer and are planning to support 1 course this semester. We too, during the regular school year, offer 3 hours of sessions for the 3 hour classes. There are 3, one hour sessions each week. What we did in the summer is instead of having three one hour sessions we had two 1.5 hour sessions. We only had funding to offer the 3 hours of sessions, since the leaders do sit in class they were paid 8 hours of class time, 3 hours of session time, 2 hours of planning time and 30 minutes of one on one meetings with me per week.

We only had one course that had any attendance, it was our organic chemistry class. The other courses we tried to support were Anatomy and Physiology (2 separate courses at UNCG). Anatomy and Physiology had lengthy labs each week. Students spent 8 hours in class (2 hours, 4 days a week) and 3-4 hours in lab (once a week). After that, they weren't willing to go to anything else for any amount of time. My leaders tried everything to get students to come and they said it was just too much of one subject each week to go to an actual session. A lot of the students enrolled in those classes were regulars at SI during the year too and knew the value of it.

We did have great attendance at our Organic Chemistry sessions. Students didn't have a lab to attend during the summer and loved the extra help. There were about 90 students enrolled in the summer class there were always students coming in and out of the sessions.

This summer we are going to attempt to just offer Organic Chemistry, mainly due to funding limitations. We will look to see the number of session hours. But overall because of less classes there weren't too many conflicts with the session times. And since my leaders had very open schedules we were able to schedule sessions at the times when the most students were available.

Emily

On Mon, Apr 8, 2013 at 10:18 AM, Lauralee Boudreau <lboudreau@uttyler.edu> wrote:

> We are considering offering SI support for a few summer classes, and I am curious to know if other schools are doing this, how the sessions are set and how successful it has been. Currently, for regular semesters, we offer 3 hours of session time for 3 hours of class time. Since summer classes meet more hours during the week, I would draw the natural conclusion that we should also offer more session time. Any input about the pros and cons of summer SI would be greatly appreciated.
>
> Lauralee M. Boudreau, M.A.
>
> Coordinator of Supplemental Instruction
>
> Academic Success Department
>
> 903-565-5567
>
> www.uttyler.edu/si
>
> **To search past discussions on the SI-Net, visit our archive at http://groups.google.com/group/si-net**
>
> To add or remove from this mailing list, please go to <http://listserv.umkc.edu/scripts/wa.exe?SUBED1=SINET&A=1> or send an email message to the address listserv@listserv.umkc.edu, with the text SIGNOFF SINET in the body of the message.
>
> You are subscribed to the SINET list as eefinch@UNCG.EDU.
> Problems or questions should be directed to manager@listserv.umkc.edu.

--
Emily Finch
Assistant Director
Supplemental Instruction Program

University of North Carolina-Greensboro
336.334.3562
eefinch@uncg.edu
To search past discussions on the SI-Net, visit our archive at http://groups.google.com/group/si-net

To add or remove from this mailing list, please go to <http://listserv.umkc.edu/scripts/wa.exe?SUBED1=SINET&A=1> or send an email message to the address listserv@listserv.umkc.edu, with the text SIGNOFF SINET in the body of the message.

You are subscribed to the SINET list as bridgerb@UNCAA.UNC.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.

From: Marcus L Collins <collinsm@email.unc.edu>
Sent: Monday, April 8, 2013 1:38 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Richardson, Wally <wricha@email.unc.edu>
Subject: Athletes and Summer Bridge

Hello Beth and Wally,

I hope you both are doing well.

I wanted to touch base with you regarding the select group of athletes who might attend Summer Bridge. Do you happen to have a group identified that I should be reaching out to for recruitment purposes? Please let me know how I can assist in any way with this process.

Thanks,
Marcus

MARCUS L. COLLINS, M.S.
Assistant Dean, Center for Student Academic Counseling
Director, Summer Bridge
UNC Chapel Hill
105A Abernethy Hall, CB# 3437
Chapel Hill, NC 27599
Ph: 919-966-2143
Fax: 919-843-8134

From: Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of Joyce Zaritsky <jzaritsk@LAGCC.CUNY.EDU>
Sent: Monday, April 8, 2013 2:31 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Subject: Re: SI Support for Summer classes

Hi, We have 2 six week sessions - one in the winter and one in the summer and we have been providing SI for both of these for the past 15 years or so. It works. The only caveat: We do not hire "new" tutors. We only hire experienced tutors since there is not enough time in this short span to train and get tutors ready. Our tutors provide 5 hours a week of tutoring (a minimum) and do re-attend the class which is usually double the hours of our fall and spring semesters (which are each 12 weeks long.) If you want more information, check out our website: www.lagcc.cuny.edu/api or contact me directly. Good luck! Joyce

Dr.Joyce Zaritsky
Professor and Program Director
Academic Peer Instruction (API)
Communication Skills Department
LaGuardia Community College
Room E 115N
(718) 482-5637>> Emily Finch <eefinch@UNCG.EDU> 4/8/2013 10:31 AM >>>
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>
> ** **
>
> Lauralee M. Boudreau, M.A.****
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> Coordinator of Supplemental Instruction****
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> www.uttyler.edu/si****
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> ** **
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> To add or remove from this mailing list, please go to <
> http://listserv.umkc.edu/scripts/wa.exe?SUBED1=SINET&A=1<http://listserv.umkc.edu/scripts/wa.exe?SUBED1=SINET&A=1>>
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>
>

--
Emily Finch
Assistant Director
Supplemental Instruction Program
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with the text SIGNOFF SINET in the body of the message.
You are subscribed to the SINET list as bridgerb@UNCAA.UNC.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.

From: Joey Ware-Furlow <joey_furlow@unc.edu>
Sent: Monday, April 8, 2013 4:01 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; ePro Users <epro_users@listserv.unc.edu>
Subject: [epro_users] Compatibility views in Internet Explorer
Attach: Enabling Compatibility Views in Internet Explorer 9.docx

---

Please see the attached instructions for enabling compatibility views in Internet Explorer. This fix is needed if clicking on the document image link gives the following error:

Error message: Document not found

Please place a help ticket at help.unc.edu or call 962-HELP if the issue continues.

Joey Ware-Furlow

Adding unc.edu to the Sites list for Compatibility Mode Views.

Step 1: Select Compatibility View Settings from IE9's Tools menu.

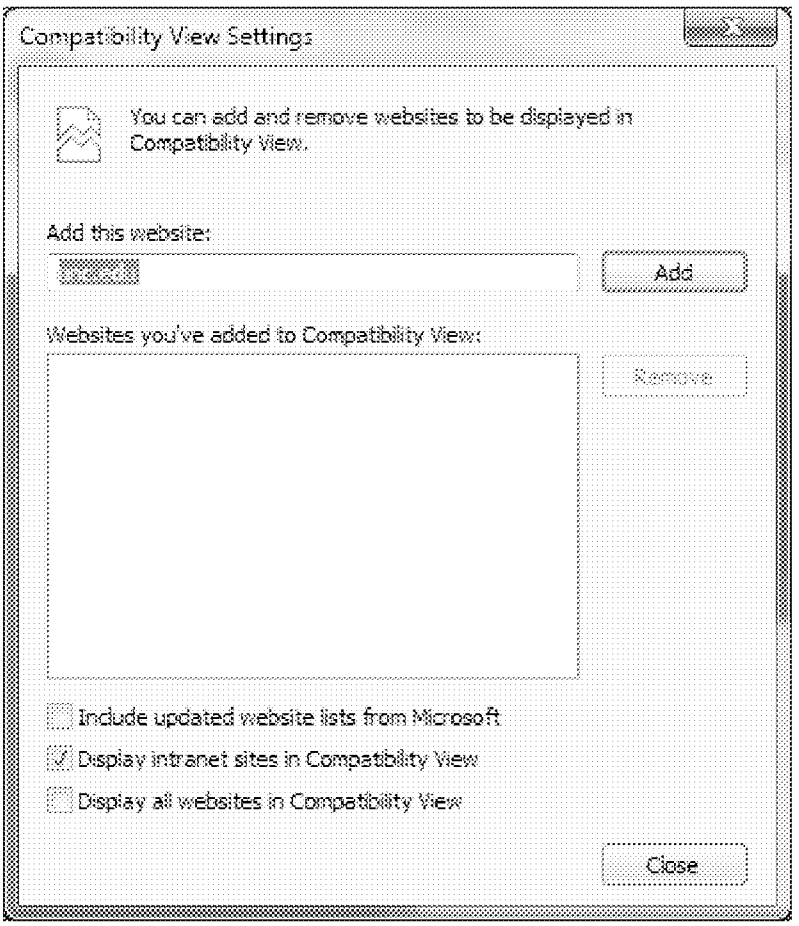

Step 2: Enter 'unc.edu' without the quotes into the Add this Website: input box. Check the middle box "Display intranet sites in Compatibility View"

Step 3: Click the Add button and then the Close button.

From: Alert Carolina <no_reply@unc.edu>
Sent: Monday, April 8, 2013 6:10 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: INFORMATIONAL MESSAGE FROM ALERT CAROLINA: Police File Charges for False Report of Recent Sexual Assault

---

INFORMATIONAL MESSAGE FROM ALERT CAROLINA: Police File Charges for False Report of Recent Sexual Assault

The UNC Department of Public Safety has charged a non-UNC student with filing a false report about an alleged sexual assault early Saturday morning (April 6) on the UNC campus.

No Alert Carolina notification was made in the wake of the alleged incident because there was no imminent threat to the University community and because issuing such a notice would have compromised the integrity of the investigation.

The Department of Public Safety takes all reports of sexual assault seriously, however a thorough investigation determined that the testimony provided by the reporting party was false, and charges were filed on Monday (April 8).

About Informational Messages: The University sends an Informational Message to inform the campus community about a situation that is not an emergency, but is expected to be of significant interest to the campus.

Sponsored by the UNC Department of Public Safety

From: Turnitin News <news@turnitin.com>
Sent: Tuesday, April 9, 2013 7:53 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Turnitin First Draft - Plagiarism Education Week, April 22nd - 26th

Turnitin First Draft

Having trouble? View as Webpage

Plagiarism Education Week

Plagiarism Education Week was started to help educators foster an understanding among their students that Originality Matters. How do we engage students in thinking critically, conducting better online research, using sources appropriately, and doing work that reflects their original thought? During this week, Turnitin is partnering with The International Center for Academic Integrity (ICAI), The School for Ethical Education (SEE), and Plagiarism Today to present a series of free, live webcasts that delve into key issues, each day. Attendees will also receive additional resources to help continue the dialogue in their classrooms and at their institutions.

Monday: *Causes of Plagiarism*

Tuesday: *Types of Plagiarism*

Wednesday: *Responses to Plagiarism*

Thursday: *Approaches to Plagiarism*

Friday: *Originality and Creativity*

Sponsors

View Schedule

Student Resources and Activities

Originality Matters to students as well ‐ and our friends at Plagiarism.org will be highlighting some excellent new sources for students to educate themselves on plagiarism and citation. They will also be holding a student poster contest around the theme of **Originality Matters**. First prize is $1,000.

Learn More

Originality Matters Poster Competition

GETTING STARTED on the INSTRUCTOR DASHBOARD

The instructor dashboard provides you with an overview of recent activity within your classes, showing notifications on submissions, high similarity, and GradeMark reviews. You can also track submissions and your grading progress for recent assignments to help you keep track of that virtual stack of papers you need to get through.

Instructor Dashboard Screenshot

Now you can even set the dashboard as your default homepage when you log into Turnitin by simply clicking the settings icon and checking **Make this my instructor homepage** and then **Apply**.

Learn More

NOTEWORTHY

Campus Technology: Fighting Plagiarism with Technology
A feature story on how plagiarism is on the rise, and how technology like Turnitin is helping to stem that tide. Henry Loya from Citrus College explains how he uses Turnitin to reinforce his teaching.

Times Higher Ed: Turnitin is Turning Up Fewer Cases of Plagiarism
UK decision in 2002 to adopt Turnitin nationwide results in 59% reduction in papers with high levels of similarity. Number of papers submitted to Turnitin grows 50-fold over only seven years.

News Release: Turnitin Selected as CODiE Award Finalist
The SIIA CODiE Awards are the premier award for the software and information industries and has selected Turnitin as a finalist in the Best Cross-Curricular Educational Solution category.

EVENTS

WEBINARS

Turnitin 30-minute Webcast Series | See Schedule
Turnitin Academy Live Professional Development | On-demand
Basic Training Walkthrough | See schedule for dates and times.

USER EVENTS

South Korea Seminar | Seoul, Korea | Apr 9

CONFERENCES

ICT for Education | Leeds, UK | Apr 26
Education ICT 2013 | London, UK | May 14
eLearning Forum Asia 2013 | Hong Kong | May 29-31
African Academic Integrity Seminars | Cape Town and Johannesburg, South Africa | May 20 and 24
IPPHEAE Conference | Brno, Czech Republic | June 12-13

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From: no_reply@unc.edu
Sent: Tuesday, April 9, 2013 9:11 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Quality Assurance Survey for Connect Carolina

Dear Colleague:

As part of the efforts involving the upcoming launch of the HR and Finance portions of ConnectCarolina (http://ccinfo.unc.edu) in January 2014, the project sponsors commissioned a quality assurance (QA) assessment of the project. This assessment included dozens of interviews with key campus stakeholders to "take the pulse" of the project, to assess the efficiency and effectiveness of project activities, and identify opportunities for improvement.

Part of the QA effort includes soliciting feedback regarding the project from the user community to understand expectations and determine how well the ConnectCarolina efforts have been communicated. A brief questionnaire has been prepared to help determine the effectiveness of ConnectCarolina efforts and planning. Please take a few minutes of your time to answer this brief questionnaire. Your answers will be anonymous unless you choose to disclose your identity as part of the questionnaire. Your participation is extremely important to the QA effort and will aid the University in achieving a successful launch of the new HR and Finance administrative systems.

The questionnaire is located at https://unc.qualtrics.com/SE/?SID=SV_eE9eP15Snl7TurX.

Thank you in advance for your participation.

From: HR Resource Seminars <customerservice@hr-resource.net>
Sent: Tuesday, April 9, 2013 11:26 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: HR Compliance Roadmap: From Hiring Through Termination in 2013

View this invitation from HR Resource as a webpage

HR Compliance Roadmap: From Hiring Through Termination in 2013

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- Do your part to save the company money by learning how to discipline and terminate without causing claims

View Complete Agenda

Who Should Attend

This seminar is designed for human resource professionals, business owners and managers, presidents, vice presidents, CFOs, controllers and attorneys.

Seminar Details

May 9 to 10, 2013 | 9:00 AM - 4:30 PM
Holiday Inn Charleston Airport and Convention Center
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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Tuesday, April 9, 2013 12:52 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Improve Student Learning: Maximizing The Impact Of Learning Centers

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Improve Student Learning: Maximizing The Impact Of Learning Centers

Thursday, May 2 - 3:00-4:30pm EDT

Registration - http://www.innovativeeducators.org/product_p/1039.htm

Innovative Educators

Free Resources

- Give Teaching and Learning a Chance
- Teachers Aren't the Only Ones Who Care About Learning
- Learning Support Center Programs and Services
- The Student Learning Imperative
- National Center for Developmental Education - Resources and Research
- Teaching and Learning Centers in the 21st Century

Webinar Overview

In the mid 1990s, the focus of academic institutions began shifting from what is taught by the faculty to what is learned by the students. This new focus on learning resulted in renewed interest in establishing campus learning centers. Learning centers have the potential to become the nucleus of initiatives that focus the entire institution on improving learning. However, to realize this potential, learning center leaders must identify stakeholders and partners, establish a campus wide presence for the learning center, and implement effective strategies for expanding the learning center's sphere of influence.
This webinar will provide strategies to enable the learning center to achieve significant campus-wide impact. The discussion will include specific strategies that will help you improve student learning and successfully move your learning center to a leadership position on campus.

Webinar Objectives

Participants will:

- Identify the departments, administrative units, and individuals that will be allies on the journey to campus leadership
- Describe the local, national, and international initiatives necessary for campus leadership
- Discuss specific strategies that will successfully move the learning center to a leadership position
- Develop an action plan for expanding the learning center's sphere of influence

Webinar Speaker(s)

Dr. Saundra Yancy McGuire is Professor of Chemistry and Assistant Vice Chancellor at Louisiana State University. She is the former director of LSU's Center for Academic Success, the winner of the 2004 National College Learning Center Association (NCLCA) Frank L. Christ Outstanding Learning Center Award. She served as a mentor at the 2011 and 2007 NCLCA Summer Institutes and at the 2006 Winter Institute. Most recently, in 2010, she became one of only seven individuals in the nation to achieve NCLCA's Level Four Lifetime Learning Center Leadership Certification.

In 2012 Dr. McGuire was elected a fellow of The Council of Learning Assistance and Developmental Education Associations (CLADEA). In 2011 she was named a Fellow of the American Association for the Advancement of Science (AAAS), and in 2010 she was named a Fellow of the American Chemical Society. She received the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring in a 2006 White House Oval Office Ceremony.

Dr. McGuire has been teaching chemistry and working in the area of learning support for the past 43 years and has presented her widely praised workshop, "Teaching Students How to Learn", at over 150 colleges and universities.

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Beyond the MOOC Hype: Definitions, Tips, Benefits & Challenges - April 16

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - April 26

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Upcoming Webinars

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April 2013

The Tutor Program Playbook: Using Best Practices To Grow A Successful Learning Center
10
Developmental Education Redesign: Strategies & Resources That Improve Student Success
16
Connecting Courses To Careers: Using Powerful Analytics To Gauge Student "Employability" & Your Institution's Effectiveness On The Job Market
17
Improving Student Success: Academic Advising & The Completion Agenda
18
Get On Your Bike & Ride: Strategies That Inspire Students & Promote Long-Term Knowledge Retention
24
Growth Mindset: How To Foster Enthusiastic Learning & Encourage Students To Set Goals
26
Achieving Success In Developmental Education: Implementing Cost-Effective, High-Touch Programs That Work

May 2013

1
Creating An FYE Student Success Course For Men Of Color: Methods, Implementation & Results
7
Challenge Exams: How To Remove Road Blocks For Students By Creating & Implementing Effective Policies
8
Improving Academic Performance Of Student-Athletes With An Innovative Reading Enhancement Program
30
Developing & Implementing A Web-Based Early Alert System

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From: no_reply@unc.edu
Sent: Tuesday, April 9, 2013 1:00 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Job Posting - Associate Vice Chancellor for Research - Research Development

---

Please feel free to forward this announcement to anyone who may be qualified for and interested in the position.

The University of North Carolina at Chapel Hill invites applications and nominations for the position of Associate Vice Chancellor for Research (AVCR), Office of the Vice Chancellor for Research.

The University of North Carolina at Chapel Hill (UNC) seeks a dynamic and collaborative Associate Vice Chancellor for Research (AVCR). As a member of the Vice Chancellor's cabinet, the AVCR advises the Vice Chancellor in strategic planning for research development and participates in the design of new research and administrative initiatives and strategies. The AVCR advances the research mission of the University by promoting research excellence, creating research partnerships in the public and private sectors, supporting the development of interdisciplinary research teams, and developing and nurturing the research workforce.

UNC is a highly collaborative and international research environment. It is routine for researchers to collaborate on research projects across academic boundaries, and the University also partners with a large and diverse group of outside organizations in the United States and around the world. This approach reflects the University's emphasis on interdisciplinary teaching and scholarship between and among the health, natural and social sciences, as well as the arts and humanities. A major goal is to grow and diversify the portfolio.

Preference will be given to those who currently hold or would qualify for a faculty position at UNC Chapel Hill. The position requires a terminal degree in an academic or professional discipline, a track record of extramural funding as a Principal Investigator and a minimum of ten years of professional experience.

The successful candidate will have a sophisticated understanding of the role and importance of sponsored research in a modern, entrepreneurial, research-intensive university. This may be evidenced by experience as a researcher and faculty member, a history of successful leadership within higher education, governmental agencies, foundations, or other settings with robust research activity. The AVCR will be a person of high energy and high personal integrity, will exhibit a strong commitment to service, possess outstanding communication and interpersonal skills, excel both as a leader and a team member, and have a record of proven managerial success.

Candidates should apply online at http://unc.peopleadmin.com/postings/21830. Applications must include a cover letter that addresses their qualifications for the position, a current curriculum vitae, a statement of administrative philosophy and/or vision for advancing research development and training and the names, addresses, and telephone numbers of three professional references. References will not be contacted until candidates have reached the final round of consideration.

Nominations may be addressed to Dr. Steve Matson, Chair, AVCR Search Committee, CB# 4010, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-4010, or smatson@bio.unc.edu. Consideration of candidates will begin on April 22, 2013. Applications will be accepted until the position is filled. The expected start date is July 1, 2013.

The University of North Carolina is an equal opportunity employer and encourages applications from members of minority groups and women.

From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Tuesday, April 9, 2013 3:08 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: What's On Deck This Week at ECU!

Use this link to view a web version of this message.

What's On Deck | 04.08 - 04.14

pir@mail
Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

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What's On Deck - Upcoming Pirate Athletic events

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Instructions on the 2013-2014 Electronic Employee Parking Registration Form

1. Employees that have an onyen and password will need to utilize the following screen to access the online registration form:

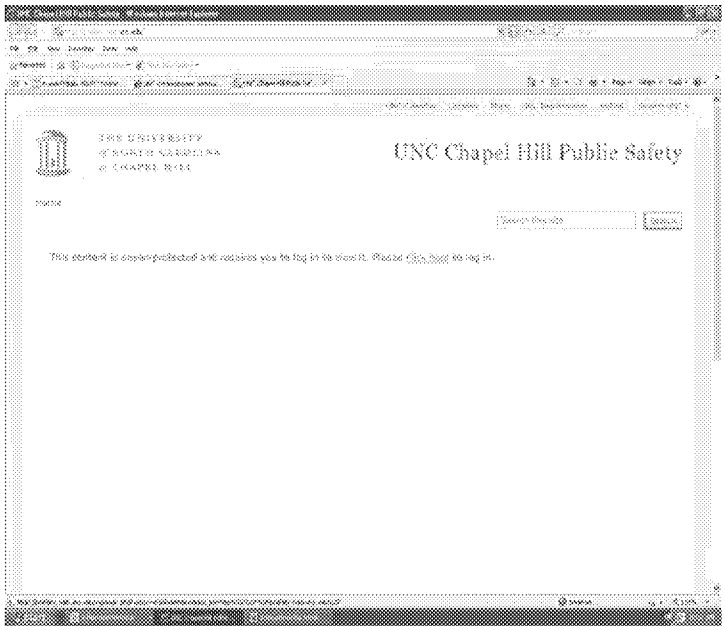

Auxiliary departments (listed on the below example) that have employees with just a PID will need to utilize the following screen to access the online registration form:

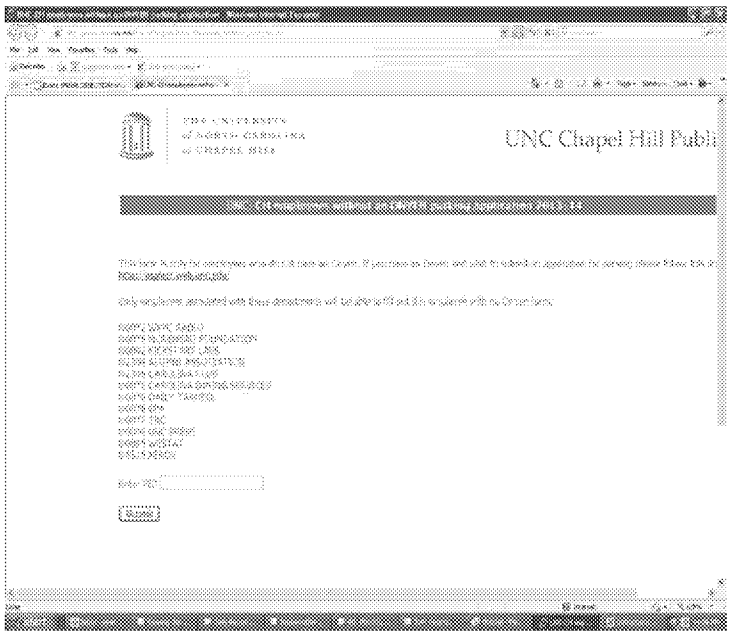

2. Select the appropriate choices as indicated on the screen. If you work for one of the departments listed above, The department number begins with the "U" and four digit number. Just enter the four(4) digit number.
If you do not know your department number, you will need to contact your Department Parking Coordinator to assist you with that information.

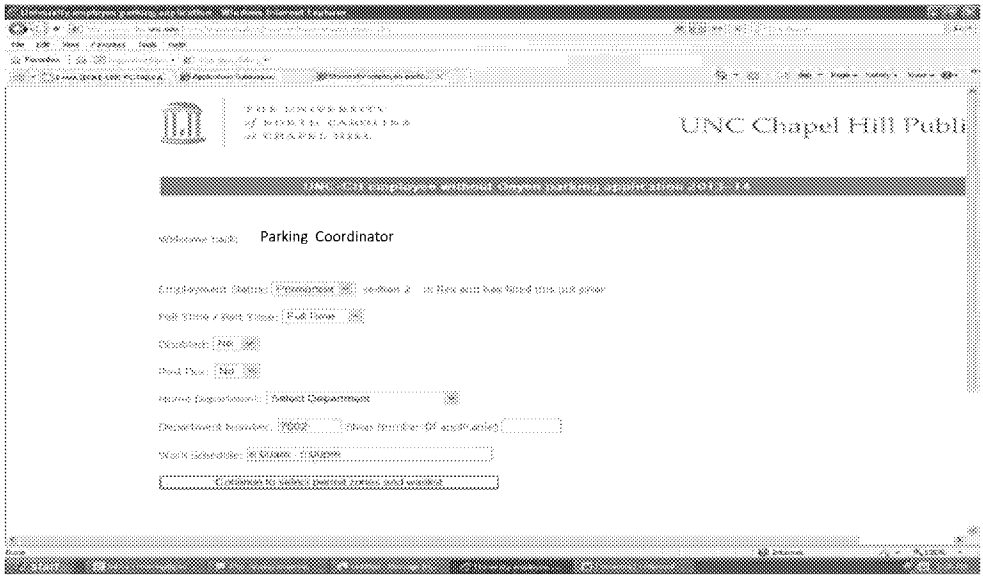

3. Select your 1st choice from the zones in the pull down menu. Provide your 2nd choice as well as 3rd choice. You can make your waitlist option the same as your first choice if you feel certain you may not obtain it during the registration selection by your department. The waitlist choice is optional and you do not have to fill in this information.

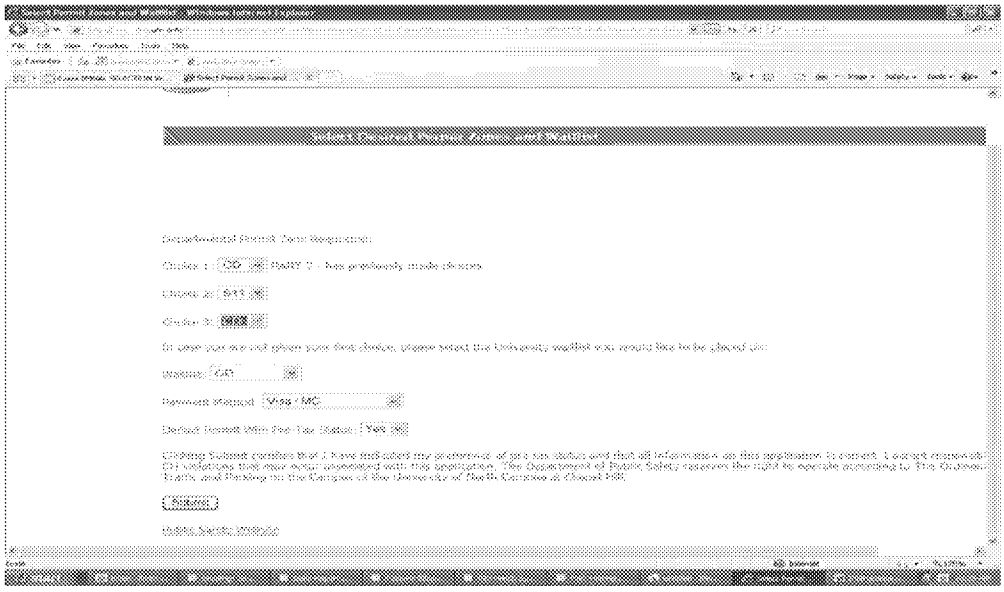

4. Once you have entered your choices and click “Submit” you will then be able to print your confirmation.

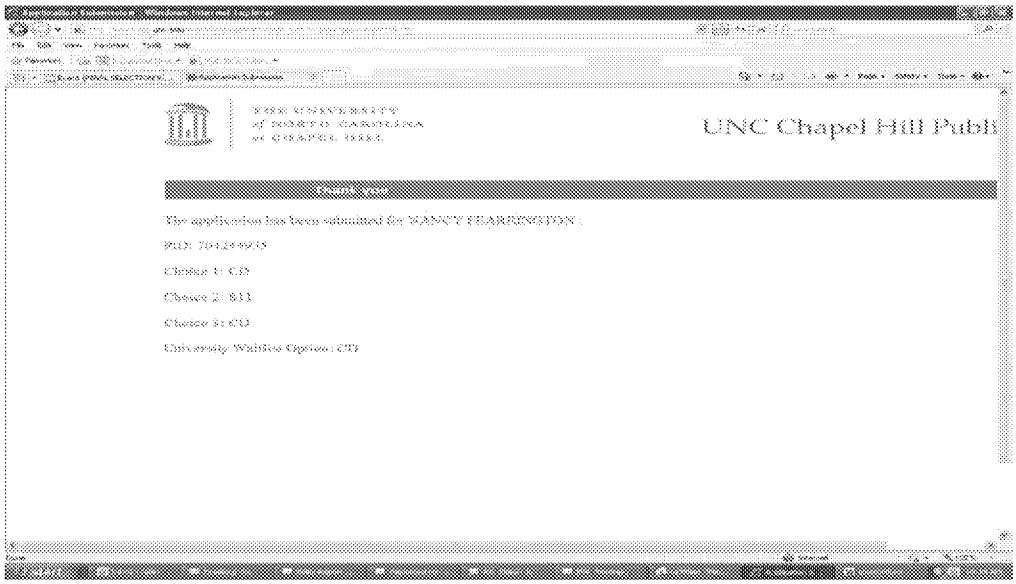

If you have any questions, on how to complete the form or need to find computer access, please speak with your Department Parking Coordinator to assist you.

From: Innovative Educators <mail@innovativeducators.ccsend.com>
Sent: Wednesday, April 10, 2013 1:50 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: How To Create An Online Training Course For Part-Time Faculty

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Training Part-Time Faculty:
How To Create An Online Teacher Training Course
Tuesday, May 7 – 3:00-4:30pm EDT
Registration : http://www.innovativeeducators.com/product_p/1048.htm

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Free Resources

- Central Piedmont Community College - Part Time Faculty Development
- Approaches to Staff Development for Part-Time Faculty
- What Academic Leaders Should Know About Part-Time Faculty
- The Part Time Satisfaction Gap
- Studies Examine Impact of Part-Time College Faculty
- Use of Part-Time College Faculty is On the Rise
- Columbia College - Part Time Faculty Information

Webinar Overview

Part-time faculty bring tremendous benefits to institutions of higher learner, especially the community college environment. They offer a cost-effective solution to institutional budget cuts and are often leaders in their field. But how do you train part-time faculty for success teaching at the community college level? How do you meet their needs and offer support that does not offset or hinder their intrinsic value to your institution?

This webinar will present an online course developed specifically for training part-time faculty at community colleges. Participants will leave with the tools needed to launch an online course that will cover training concepts such as: the history and role of community colleges, governance and organizational structures, accreditation process, support services, copyright law and how it pertains to syllabus creation, adult learning theories, and various teaching and learning styles. We will also discuss the teaching-learning-assessing-reflecting cycle and how to best relay its importance to part-time instructors. The importance of building a sense of community and responding to faculty's technology gaps will also be covered. The training course materials presented during this webinar can be adapted and implemented at other community colleges.

Webinar Objectives

Participants will:

- Review a successful online training course for part-time faculty at community colleges
- Leave with the tools needed to launch an online course at their institution
- Explore strategies to build a sense of community in an online environment
- Be able to explain the history, role, and importance of community colleges
- Understand the definition and role of a community college instructor
- Discuss why understanding curriculum and copyright law is necessary for faculty constructing a course syllabus
- Discuss previously held concepts about community college students, adult learning theories, and teaching and learning styles
- Analyze the teaching-learning-assessing-reflecting cycle and explain the importance and purpose of evaluating student learning as well as different methods to measure academic achievement

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Beyond the MOOC Hype: Definitions, Tips, Benefits & Challenges - April 16

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - April 26

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April 2013

16
Connecting Courses To Careers: Using Powerful Analytics To Gauge Student "Employability" & Your Institution's Effectiveness On The Job Market

17
Improving Student Success: Academic Advising & The Completion Agenda

19
He Said THAT On Facebook? Creating Effective Policies That Govern Employee Social Media & Internet Use

23
From Podium to Podcast: How To Flip Your Classroom & Enhance Student Engagement

25
Hiring Faculty & Staff: Best Practices & Legal Standards For Today's Complex Process

Webinar Speaker(s)

Dr. Carolyn Miller earned her doctorate degree in Educational Leadership through the University of Phoenix, a program that was completed completely online. Prior to higher education, she taught in the K-8 setting as a regular education teacher and special education. She has been studying learning behaviors and theories since 1994. She hopes to share these tips and tricks with other instructors as they develop their courses.

Dr. Miller teaches a hybrid and two online courses each semester. Since 2006, she has developed educational curriculum for hybrid and online formats for the seven courses she can teach. Her current role as an Instructional Designer, for Paradise Valley Community College, has afforded her the opportunity to work with hundreds of diverse faculty with various teaching and learning styles. Though she has passion for technology, she understands the demands placed on today's faculty to maintain their expertise in their field, which often doesn't afford them too much time to learn new technology skills.

Innovative Educators

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Kristen@ieinfo.org

30
Therapy, Companion & Service Animals On Campus: Managing Requests & Understanding The Law

May 2013

7
Challenge Exams: How To Remove Road Blocks For Students By Creating & Implementing Effective Policies

8
Stinky Cheese: How To Manage Conflict Among Coworkers

21
Teachable Moments: Managing Aggressive & Overly Involved Parents

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From: Oracle University <reply@oracle-mail.com>
Sent: Wednesday, April 10, 2013 8:31 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Be Our Guest! Best Practices for Delivering Content to Mobile Devices

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UPK Proficiency Forum
Best Practices for Delivering Content to Mobile/Portable Devices
Tuesday, April 16
10:45 am to 12:00 pm PT
(1:45 pm to 3:00 pm ET)

Sign up Now!

About the Presenter

John Zaums leads the Product Development team for the UPK Core Features. He's been a part of the UPK development team for 14 years and has 20 years of experience in the learning and change management industry.

Save the date

UPK Proficiency Forum
Best Practices for Delivering Content to Mobile/Portable Devices

Get ready for our next UPK Proficiency Forum showcasing "Best Practices for Delivering Content to Mobile/Portable Devices" on Tuesday, April 16th, 11 a.m. PST.

In support of the ever increasingly mobile workforce, UPK 11.1.0.1 extends UPK Player support to the Apple iPad. User can access content on-the-go in See It!, Try It!, and Print It! modes. This first phase support for mobile technologies leverages UPK's existing Player architecture to support the growing audience of mobile device users in today's enterprise.

Join Oracle presenter John Zaums, Senior Director, UPK Product Development as he walks us through the new iPad functionality and speaks to the use of UPK's HTML and PDF outputs on other mobile devices.

This is a free, one-hour session hosted by Oracle University and the UPK Product Development team. The series has been very popular since its inception early this year – don't miss out! Register Now!

The UPK Proficiency Forum is a free series of monthly webcasts connecting the large UPK community with product experts from UPK Product Management and Oracle University.

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, April 10, 2013 8:58 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Carolina Family Scholarship Application - 2013

Dear Carolina Faculty and Staff,

The UNC-Chapel Hill Family Scholarship committee is pleased to announce that the Fall 2013 scholarship applications for children of UNC-Chapel Hill employees are now being accepted. To apply, go to www.unc.edu/familyfund and select the Scholarship Application & Renewal Application option on the left side of the screen (it may take a minute to retrieve the application).

This need-based scholarship fund was created by Carolina employees to provide financial support to the children of our full-time colleagues to attend ANY of the 16 UNC campuses as well as any of the accredited community and technical colleges in North Carolina.

PLEASE NOTE:
* Applicants must file the necessary financial aid forms with the institution they wish to attend and notify the Office of Scholarships and Student Aid at UNC-Chapel Hill with the contact information for that institution's financial aid office, as well as provide a detailed summary of the financial aid package offered by that institution.
* The application deadline is June 1, 2013.

For previous press about the scholarship, see
http://gazette.unc.edu/archives/09apr01/fundraising.html

Respectfully,

UNC-Chapel Hill Family Scholarship Fund committee --
www.unc.edu/familyfund

Have questions?
Contact: Sharon P. Glover
ITS Customer Relations
UNC-Chapel Hill

voice: 919- 445-9317
email: glover@unc.edu

.....
.....

Interested in supporting the Carolina Family Scholarship?

Want to help children of Carolina employees go to college? Check out www.unc.edu/familyfund to arrange for a $1 (or more) weekly tax-deductible payroll deduction or a one-time donation of any amount.

Respectfully,

UNC-Chapel Hill Family Scholarship Fund committee --
www.unc.edu/familyfund

Have questions?
Contact: Sharon P. Glover
ITS Customer Relations
UNC-Chapel Hill

voice: 919- 445-9317
email: glover@unc.edu

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From: The New York Times <nyt@ln-mail.com>
Sent: Thursday, April 11, 2013 12:46 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Access the World's Finest Journalism with our Special College Rate

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☒ ☒

From: Alert Carolina <no_reply@unc.edu>
Sent: Thursday, April 11, 2013 6:42 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: INFORMATIONAL MESSAGE FROM ALERT CAROLINA: Carrboro Police investigate assault on RR tracks

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INFORMATIONAL MESSAGE FROM ALERT CAROLINA: Carrboro Police investigate assault on RR tracks

The Carrboro Police Department is seeking information about a reported assault that occurred on the railroad tracks that run behind Harris Teeter and Estes Park Apartments. The assault occurred sometime during the early morning hours of Thursday, April 11.

The suspect – described as a male, approximately 6 feet tall with a thin build, race unknown – assaulted a woman (not a UNC student) who was walking alone.

This general area is frequented by many Carrboro residents, including UNC students. Police encourage people to avoid walking alone at night, be aware of your surroundings, inform others as to your plans and to call 911 for help, if needed.

Anyone with any information on this incident should call Sgt. Webster at (919) 918-7417.

About Informational Messages: The University sends an Informational Message to inform the campus community about a situation that is not an emergency, but is expected to be of significant interest to the campus.

Sponsored by the UNC Department of Public Safety

From:	nobody@notify.unc.edu on behalf of chancellorsearch@unc.edu
Sent:	Thursday, April 11, 2013 8:40 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Celebrate Our Chancellor-Elect Friday, April 12, at 4 p.m.

Dear Carolina Students, Faculty and Staff:

The University of North Carolina's Board of Governors is scheduled to elect Carolina's 11th chancellor during a special meeting on Friday, April 12, at 2 p.m.

Details will be reported on www.unc.edu shortly after the election.

You are invited to help us celebrate this important day for the University. Come greet the Chancellor-Elect at a campus reception Friday, April 12, at 4 p.m. in the FedEx Global Education Center, located at 301 Pittsboro Street.

(For our staff employees, attendance will be considered work time. You are encouraged to seek advance approval from your supervisors.)

I hope to see you at the reception.

Sincerely,

Wade Hargrove, Chair
Chancellor Search Committee and the University's Board of Trustees

This email is sponsored by: Board of Trustees

From: Alert Carolina <no_reply@unc.edu>
Sent: Friday, April 12, 2013 3:09 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Timely Warning: Orange County under tornado watch

Dear Students, Faculty and Staff:

The National Weather Services has issued a TORNADO WATCH IN ORANGE COUNTY.

That means conditions are favorable for tornadoes and severe thunderstorms in and close to the watch area. The weather service says people in these areas should be on the lookout for threatening weather conditions and listen for later statements and possible warnings.

Remain alert for approaching storms.

The weather service updates this information regularly, so be sure to check the National Weather Service website listing the current status of watches, warnings or advisories for Orange County at http://alerts.weather.gov/cap/wwaatmget.php?x=NCC135.

The University will not send additional text, email or other notifications to the campus community about a tornado watch since the status of those often change frequently during a weather event. If a new weather pattern enters the area that prompts a fresh watch after a 24-hour period, the University plans to reissue the watch notice as part of ongoing monitoring efforts for potential serious weather conditions.

If the weather service issues a tornado warning for Chapel Hill and Carrboro, the University will activate the emergency sirens. A tornado warning means that a tornado has been spotted, or that radar indicates a thunderstorm circulation that can spawn a tornado, according to the National Weather Service. The University will activate the sirens for a significant emergency or immediate health or safety threat, send a text message to registered cell phones and start other notifications including campus email.

For more information refer to http://www.alertcarolina.unc.edu/go/doc/1395/1075683/About-Tornado-Warnings-and-Watches

ABOUT THIS EMAIL: Campus-wide email is not an instant source of information as part of the University's timely warning notification process. Text messages sent to registered cell phone users are the fastest way for the University to notify you. That's why email messages like this one will always include a timestamp to indicate when the message was sent. The University's Emergency Notification System is activated using a strategy that is based on redundancy, using multiple methods to communicate. The best, most up-to-date source of information will always be the Alert Carolina website, http://alertcarolina.unc.edu.

From: Assoc.for Women Faculty & Professionals
Sent: Friday, April 12, 2013 7:45 AM
To: AWFP"s list for all eligible women <awfpall@listserv.unc.edu>
Subject: [awfpall] Invitation, AWFP Spring Luncheon
Attach: AWFPSpringInvite2013.pdf

Hello colleagues,
What an exciting time at UNC!
We hope you will join us at our spring luncheon, Thursday May 2, 2013 at the Carolina Inn. Please see the announcement, attached, and join us in spreading the word. Registration is available on the AWFP Website: http://awfp.web.unc.edu/
We'll look forward to seeing you there,
Kim Strom-Gottfried
AWFP President

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You are subscribed to this list, awfpall, because you have been identified as a female faculty or professional staff member who is eligible to join or participate in activities sponsored by the UNC Association for Women Faculty and Professionals. We use this general list very sparingly only to invite you to the four or five events we sponsor throughout the year. If you would like to be unsubscribed, please email anne_whisnant@unc.edu.

The Association For Women Faculty and Professionals

The University of North Carolina at Chapel Hill

Invites You to Our

Annual Meeting and Spring Luncheon

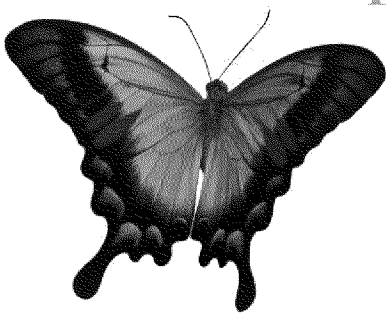

Thursday, May 2, 2013

11:30 am—1:30 pm

The Carolina Inn

Old Well Room

The keynote, "Ethical Action in Trying Times,"

will be delivered by

Prof. Kim Strom-Gottfried

RSVP Required by April 26, 2013

$25 for Members/ $30 for Non-Members

Please RSVP before April 26th

Yes, I Would Like to Attend AWFP's Annual Meeting and Spring Luncheon

Name: _____

School/Department: _____

Campus Address: _____

Email: _____

Phone Number: _____

Register one of two ways:

By Mail - *OR* - **Online**

Please Send This Form With A Check Payable To AWFP To:

Rhonda Gibson

AWFP Treasurer

Campus Box #3365

Make Your Payment by Credit Card at:

http://awfp.web.unc.edu

(Payment through PayPal will register you for the luncheon.)

My Payment Includes the Following:

___$25 for Member Lunch

___$30 for Non-Member Lunch

___ $55 Special: Includes Discounted Lunch and 2013-14 Annual Membership

Reservations and cancellations must be received no later than April 26th. Cancellations after this date will not receive a refund.

For questions about registration, e-mail: gibsonr@email.unc.edu.
For information about AWFP visit: awfp.web.unc.edu.

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Friday, April 12, 2013 1:18 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Challenge Exams: Removing Roadblocks & Implementing Effective Policies

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Challenge Exams:
How To Remove Road Blocks For Students By Creating & Implementing Effective Policies

Tuesday, May 7 ~ 1:00-2:30pm EDT
Registration - http://www.innovativeeducators.org/product_p/1038.htm

Innovative Educators

Free Resources

- CLEP Test Saves Time, Money
- How to Graduate in Three Years
- How to Get a Degree with Free Credit
- CLEP, DSST, and AP Tests Let You Earn College Credit - and Cash In On Savings
- Free Course, Inexpensive Exam
- Who Gets the Credit?

Webinar Overview

As college students are faced with higher and higher tuition rates because of the current financial climate, Challenge Exams offer a cost-effective alternative for earning traditional college credit. Challenge Exams permit students to meet requirements, earn credit, and receive advanced placement by taking an examination instead of a full course. By helping students complete their degrees in a more affordable manner, Challenge Exams have the potential to increase retention and persistence. So, why aren't we using them more?

Thousands of students across the nation can take advantage of Challenge Exams, yet too few are given the information they need in a timely manner to help them save money and graduate on time. This webinar will focus on the many options available to institutions and their students. Participants will learn about CLEP, DSST, Excelsior, AP, IB, and more. Participants will learn how to effectively communicate with students about their options. We will also discuss policy development and implementation. Who is responsible for setting policy? How often are policies evaluated? How do students process Credit for Prior Learning transcripts? We will begin this discussion and provide participants with an opportunity to network with others across the nation and take home ideas for best practices.

Webinar Objectives

Participants will:

- Acquire knowledge of Credit for Prior Learning (CPL)/Challenge Exam options
- Discuss a possible plan for implementation of CPL polices
- Identify road blocks for students
- Identify key leaders for implementation of a new plan
- Evaluate current methodology
- Identify recommendations for changes in policy
- Identify resources for implementation

Webinar Speaker(s)

Deborah Anderson graduated from Fort Lewis College with a BA in Accounting and

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Beyond the MOOC Hype: Definitions, Tips, Benefits & Challenges - April 16

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - April 26

Like us on facebook for a chance to win a free webinar!

Upcoming Webinars

View all events

April 2013

16
Connecting Courses To Careers: Using Powerful Analytics To Gauge Student "Employability" & Your Institution's Effectiveness On The Job Market

17
Improving Student Success: Academic Advising & The Completion Agenda

18
Get On Your Bike & Ride: Strategies That Inspire Students & Promote Long-Term Knowledge Retention

18
How To Assess & Evaluate Tutor Programs

19
He Said THAT On Facebook? Creating Effective Policies That Govern Employee Social Media & Internet Use

23

from Colorado State University with a M.Ed. in Counseling and Career Development. Deborah is a recent retiree from Front Range Community College in Fort Collins, Colorado. She worked at FRCC from 1979-2010. Deborah held numerous positions during her 31 years at FRCC including Financial Aid Director (1979-1981), adjunct faculty (1979-2003), part-time advisor (1992-1996), and Director of Testing (1996-2010). She taught study skills courses for 10 years, served as the chair of new student orientation, served as chair of the Basic Skills Task Force (a state liaison committee for the community college system in Colorado), and worked with the local school district as a member of the 21st Century Graduation Requirements board.

Deborah was a leader in the state of Colorado during the legislation of mandatory placement and assessment from 1998-2000. Her expertise in the assessment process for students in the Colorado Community College System was key in implementing many of the current policies impacting students as they enter community colleges in Colorado. Deborah has presented at numerous national conventions related to the testing field. She presents annually at the National Accuplacer Conference and has presented five times for the National College Testing Association annual conference. Deborah also presented at the College Board Western Forum 2009 Conference, National Association for Developmental Education 2008, and several local conferences in Colorado. Deborah continues her work with college educators and students as a consultant for The College Board and American Education Corporation. Deborah's passion for assisting college students in all aspects of their college career is reflected in her work as a consultant and her past performance as an administrator and educator at Front Range Community College.

Innovative Educators

3277 Carbon PL
Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

From Podium to Podcast: How To Flip Your Classroom & Enhance Student Engagement

24
Growth Mindset: How To Foster Enthusiastic Learning & Encourage Students To Set Goals

May 2013

9
Building A Cost-Effective Online Orientation: Best Practices, Essential Components & Practical Applications

16
Creating & Implementing An Online Orientation Program From The Ground Up

21
Teachable Moments: Managing Aggressive & Overly Involved Parents

22
Exceptional Front-Line Customer Service In Higher Ed

24
Exceptional Customer Service: A Training For Student Employees

30
Developing & Implementing A Web-Based Early Alert System

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From: App Store <AppStore@new.itunes.com>
Sent: Friday, April 12, 2013 5:51 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: What's New on the App Store?

App Store Spotlight

Apps for Elementary School

Our handpicked collection of Apps for Elementary School are specifically designed to help young students build a strong foundation in a variety of subjects including math, reading, science, social studies, art, and more in a fun and engaging way.

iPhone Apps

iPad Apps

Apps for Preschool & Kindergarten

This collection makes it easy to find fun educational apps and games for early learners. Young ones can learn the basics while being entertained at the same time.

iPhone Apps

iPad Apps

Celebrate the Arts

Experience the works of some of the world's most important artists from The Renaissance to the Modern Era. Featuring creations from visionary painters, designers, writers, musicians, photographers and more, these apps are sure to awe and inspire.

iPhone Apps

iPad Apps

New Releases

BADLAND
Games

MLB.com At Bat
Sports

Mittens
Games

WWE
Entertainment

Nimble Quest
Games

PopAGraph

New to the App Store?

Apps to Get You Started

New to the App Store?

Games to Get You Started

Photo & Video

Magnetic Games

Explore	Discover	Help	Manage
App Store	Games	Support	Account
App Collections	Newsstand	Privacy Policy	Redeem
Game Collections	Apple Apps	Terms and Conditions	Subscribe
	Photo & Video Apps		Unsubscribe

iTunes for Mac and Windows

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From: Bella Trio <info=bellatrio.com@cmail1.com>
Sent: Monday, April 15, 2013 10:20 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Hurry Time Is Running Out To Take Advantage Of Bella Trio's April Specials!

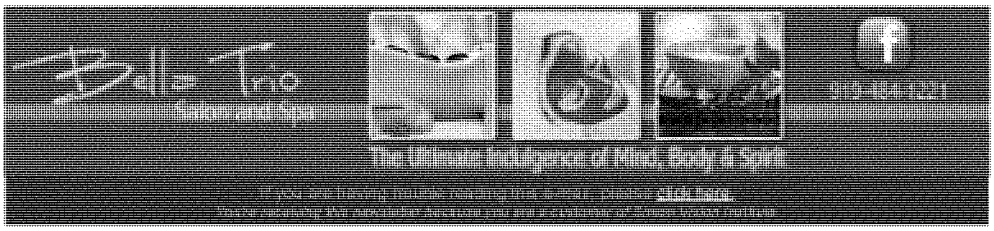

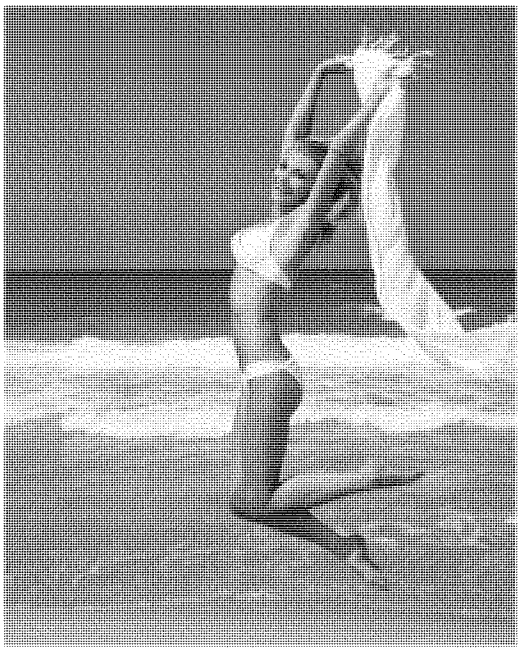

Get Your Skin and Body Ready For The Summer Months!

Bella Trio is excited to offer two new services to our guests! Both the Poly Organic Peel and Perfect Slim Effect will help you look your very best just in time for swimsuit season!

- **Poly Organic Peel** – an innovative treatment that penetrates the outer layer of skin (epidermis) to brighten and lighten. Especially good for reducing scarring and dark spots (hyperpigmentation), this peel combines several types of acid for a truly effective treatment. Book a consultation today with any of our estheticians to learn more!

- **Perfect Slim Effect** – this vigorous cellulite reduction treatment targets specific zones of the body (hips, buttocks, thighs, stomach, etc) while associating the power and pleasure of essential oils with slimming. The deep therapeutic massage techniques of the Perfect Slim Effect help to balance the body as well as refine contours and smooth fatty deposits. Book your treatment soon to prepare your body for bikini season!

Keep an eye out for our Mother's Day Specials coming in mid April!

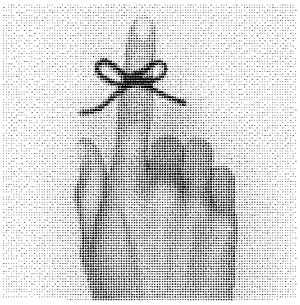

Have You Purchased Any Of The Bella Combos or Mini-Combo Specials Over The Last Year?

This is a friendly reminder... have you purchased one of our Bella Combo or Mini-Combo Specials over the last year?
All Combo Specials will expire on May 31st, so please call to schedule your treatments at **(919) 484-1221** or **click here!**

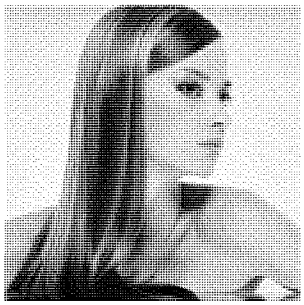

Featured Service: Balayage Face Frame Highlights

Hand painted highlights frame the face to add brightness for spring and freshen your color – **10% off for the month of April!**

Featured Product: L'Oreal Serie Expert Lumino Contrast Shampoo and Conditioner

Great for repairing, brightening and enhancing multi-dimensional blondes and highlights. **10% off for the month of April!**

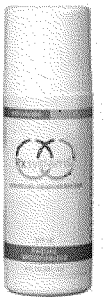

Bella Trio Beauty Tip

Did you know the number one cause of wrinkles is sun damage? Even in the winter months, it's important to use a minimum of SPF 30 to protect your skin, even on cloudy days, and especially now that spring is approaching. The earlier in life you start this habit the better, as sun damage is cumulative. Our Rx Systems SPF 35 Moisturizer covers both your sun protection needs and provides a healthy dose of moisture – try it today!
~ Beauty tip from one of our amazing estheticians, Sheila Adriano

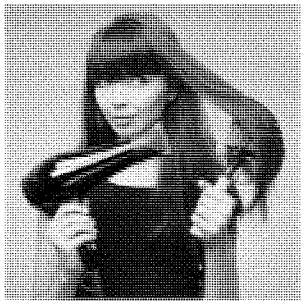

FREE 45 Minute Styling Lesson With Renee!

How many times have you purchased a styling tool and then had difficulty figuring out how to use it effectively? Renee Dube, one of our hair designers, is offering a special for her clients who purchase any Bio-Ionic tool (hairdryer, flat iron, curling iron or brush) you will be eligible for a **FREE 45 minute styling lesson** with Renee! Any clients who previously purchased a Bio-Ionic tool from Renee are eligible for the free styling session as well.

Special Guest Artist: Sherry McDonald

Bella Trio is excited to announce our upcoming guest artist, Sherry McDonald, a world renowned hair designer who specializes in cutting techniques. Sherry believes that true inspiration comes with the knowledge of something that you can believe in. All of the Bella Trio hair stylists will be attending a special class taught by Sherry on April 28th. Check with your favorite stylist to see what's new in cuts!

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Monday, April 15, 2013 1:24 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Improving The Academic Performance Of Student-Athletes

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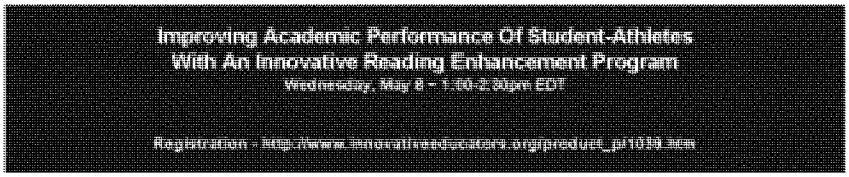

Innovative Educators

Free Resources

- Stop Lowering the Bar for College Athletes
- Athletes Academic Performance Improves
- How Much "Student" is in Student-Athlete?
- Punting the Problem: When Athletes Struggle as Students
- The Education of Dasmine Cathey
- Making the Grade: Academic Success in Today's Athlete

Webinar Overview

Transitioning from high school to college can be difficult for any student, but student-athletes often face even greater challenges. Although many students come to college unprepared for the academic rigors, student-athletes often come under lower admission standards and face the normal psychological and academic obstacles of adjusting to college life in addition to the full-time job of preparing for success in their sport and facing scrutinizing fans. Although there are benefits to being a student-athlete, the pressures can weigh heavy.
Administrators noticed a daunting trend in 2008: Student-athletes were coming in at alarmingly low reading levels. Specifically, within one sport in 2007, an average student-athlete entered with a grade-equivalent reading level of 11.3. This average dropped to 10.7 in 2008 and 7.62 in 2009. In January of 2009, a first grade teacher who was working on her master's degree in reading began working part-time in the evenings with two student-athletes who were reading at the fourth grade level. The progress this teacher was able to make with these two student-athletes convinced administrators to begin a full-time Reading Enhancement Program for the athletic department in August of 2009.
This webinar will outline the development and success of a Division I University Athletics Department Reading Enhancement Program, including assessment, documentation, and curricular decisions. We will discuss the unique academic needs of student-athletes and learn how reading specialists can achieve impressive results when working with collegiate athletics programs. Participants will also receive a guide to implementing a successful reading program for student-athletes at their own institution.

Webinar Objectives

Participants will:

- Discuss unique academic needs of student-athletes
- Learn how a specific athletics program is addressing these needs
- Define the unique role of the reading specialist and how it differs from a learning specialist in a collegiate athletics program
- Explore how similar programs can be implemented in their school
- Strategize how to modify the program based on needs in other places, the resources you have, and with different populations
- Attain an understanding of how solid reading philosophy at any level can be applied to adult learners

Webinar Speaker(s)

Meredith Breitling joined the Texas A&M Athletic Department in 2009, establishing the Reading Enhancement Program as part of the Center for Student-Athlete Services. She conducts independent study sessions with student athletes to enhance academic learning.

A 2007 graduate of Texas A&M with a bachelor's degree in interdisciplinary studies, she also earned a master's degree in curriculum and instruction from Texas A&M in 2010. Breitling, who joined the staff with two years of public school teaching experience in College Station ISD, is a member of the College Reading and Learning Association.

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Beyond the MOOC Hype: Definitions, Tips, Benefits & Challenges - April 16

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - April 26

Like us on facebook for a chance to win a free webinar!

Upcoming Webinars

View all events

April 2013

17
Improving Student Success: Academic Advising & The Completion Agenda
18
Get On Your Bike & Ride: Strategies That Inspire Students & Promote Long-Term Knowledge Retention
18
How To Assess & Evaluate Tutor Programs
23
From Podium to Podcast: How To Flip Your Classroom & Enhance Student Engagement
24
Growth Mindset: How To Foster Enthusiastic Learning & Encourage Students To Set Goals
26
Achieving Success In Developmental Education: Implementing Cost-Effective, High-Touch Programs That Work

May 2013

1
The New "At-Risk" Student Seminar: Increasing Retention, Success & Institutional Support
1
Creating An FYE Student Success Course For Men Of Color: Methods, Implementation & Results
2
Improve Student Learning: Maximizing The Impact Of Learning Centers
30
Developing & Implementing A Web-Based Early Alert System

June 2013

26
Destructive Romantic Relationships: How To Help

Innovative Educators

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Students Recognize Warning Signs & Make Healthy Decisions
July 2013
9
Best Practices In Alcohol Education: 10 Core Concepts To Teach College Students

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From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Monday, April 15, 2013 1:32 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: What's On Deck Special Edition: Pigskin Pig-Out!

Use this link to view a web version of this message.

What's On Deck | 04.15 - 04.21

pir@mail
Electronic Newsletter of Pirate Athletics

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

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Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: **athletictickets@ecu.edu**.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, April 15, 2013 8:18 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Volunteers for Carolina Family Scholarship

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Dear Carolina faculty and staff,

An email was recently sent out announcing that applications for the Carolina Family Fund scholarships for the 2013/2014 academic year are now being accepted.

The Carolina Family Scholarship is a need-based scholarship for children of full-time UNC-Chapel Hill employees. The scholarship provides financial support for our children to attend ANY of the campuses in the UNC system, as well as state community and technology colleges.

The scholarship selections are made by a committee which changes membership every year, and consists of two faculty and two staff members. It is led by a representative from the UNC-Chapel Hill Office of Scholarships and Student Aid.

We are looking for two faculty and two staff members who would be willing to commit to two 1-hour meetings to review
and select the scholarship winners for the coming academic year.

Please email me at glover@unc.edu if you are interested in volunteering to be on the committee which will meet during the month of June.

More information about the Carolina Family Scholarship can be found at www.unc.edu/familyfund and
http://gazette.unc.edu/archives/09apr01/fundraising.html

Thank you!

Sharon

Sharon P. Glover
ITS Customer Relations
UNC-Chapel Hill

919-445-9317

This email is sponsored by: Scholarships and Student Aid

This email is sponsored by: ITS Customer Relations

From: Dan Tudor <dan@sellingforcoaches.ccsend.com>
Sent: Tuesday, April 16, 2013 9:40 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: 4 Ways to Pump Some Life Into Your Recruiting Message

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TUDOR TCS COLLEGIATE STRATEGIES

College Recruiting Weekly

April 16, 2013
Volume 9, Issue 16

4 Ways to Pump Some Life Into Your Recruiting Message

Words mean things.
It's a simple mantra, but often overlooked even by experienced recruiters.
Why does it matter? Because the first chance you have to get a recruit's attention - whether you are a Division I coach who has a program in the national spotlight, or a coach from a small Division III school - is through an email or a letter. Great copywriting is an essential part of a successful recruiting campaign, it's the life-blood of your entire recruiting message. Here are some of the recommendations I shared with a Division II coach I'm working with as a new client. We're helping them develop a series of messages that will go to recruits after they visit their campus, and agreed to share just a few of the things we're using to develop their campaign. Can any of these tips help you be a more effective communicator?
Send mail in different looking envelopes. I don't usually open "junk mail" but two years ago I remember receiving a letter and small brochure booklet in a clear, see-through envelope. It looked cool, I got a glimpse of what was inside because...

CLICK HERE TO CONTINUE

USA Today College Columnist Signs On to be Featured Speaker at 2013 NCRC

Dan Wolken, USA Today

One of the rising national voices in college sports media will be one of the featured speakers at this June's **National Collegiate Recruiting Conference**, and the founder of the event - Dan Tudor - is excited.
USA Today's Dan Wolken is one of the slated experts joining our line-up at the 2013 NCRC in Charlotte, NC.
"If there's one guy I love reading every day on Twitter, it's Dan Wolken", says Tudor. "He has great insights, a fantastic read on the trends and culture shifts in college sports, and is a pro at telling a great story. I think the college coaches who attend our weekend conference are going to see why I'm such a big fan."
Want to follow him on Twitter? He's at @DanWolken.
Want to make sure you get to hear him, plus the rest of our experts, AND get to network and steal ideas from your fellow college recruiters around the country? Register for this year's conference today!
RESERVE YOUR SEAT NOW AND SAVE!
UPDATE: Discounted hotel rooms are still available for early registrations!
It's going to be our best event ever, and we want you there to hear from the best minds in the business!
CLICK HERE TO FIND OUT MORE

The Coaching Life

Three Ways An Exit Plan Can Make You A Better Coach

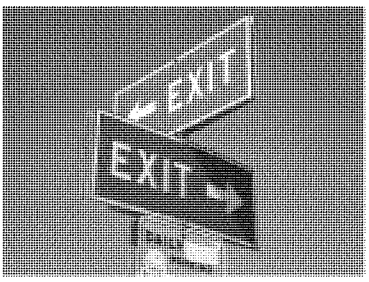

by Dr. Mike Davenport
Jack is standing in line at the supermarket, waiting to pay for his bananas. He knows exactly what he is going to do as soon as he gets his change. He has a plan.
Barb, a fifth grader, is watching the calendar slowly move toward summer vacation. She has big plans when school is over.
Both Jack and Barb have what is commonly known as an "exit-plan." They know what they are going to do after they have finished what they are currently doing. They know "what's next."
It amazes me how few coaches do.
Sooner or later every coach leaves their current job. Either holding a pink slip after the first year, with a gold plated wrist watch after 45 years, or somewhere in between - we all leave. Right now, just down the hall, or up the street is a coach who is getting ready to move on. But to what?...
CLICK HERE TO CONTINUE

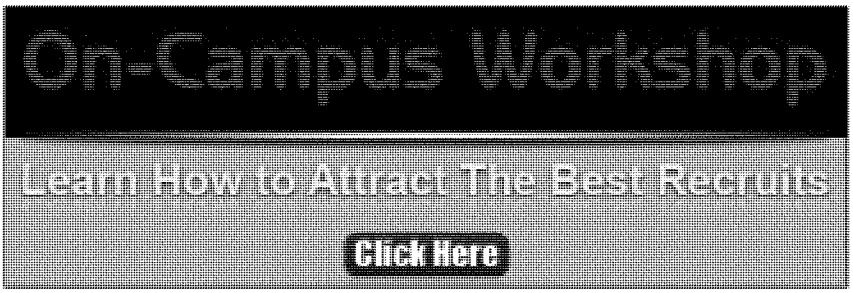

Two-Part Video Webinar Training:
The New NCAA Contact Rules

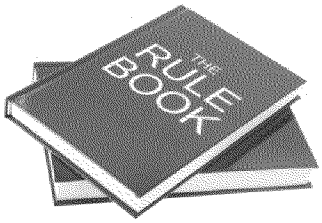

The new NCAA contact rules that are going into effect will drastically change how a coach and their program are able to recruit.
To be blunt, it could be a game changer.
To help with the transition, we've issued a two-part training session through our educational partner at **NCSA Athletic Recruiting** that outlines what the new rules mean, and how to come-up with a plan for succeeding in this brave new world of recruiting communication.
Take time to watch each of these training sessions, Coach. We think you'll really get a better understanding of what you need to do to be successful moving forward.
WATCH PART I
WATCH PART II

AT SPELMAN, THEY'RE DROPPING NCAA SPORTS FOR FITNESS
Officials at the college, whose 2,100 students make it the size of some high schools, decided last year to eliminate the athletic department. This unusual move comes when few institutions seem to be able to resist the lure of intercollegiate sports. The plan is to reallocate the money devoted to sports toward establishing a wellness program for all students. **CLICK HERE**

Twitter

GET THE LATEST RECRUITING NEWS AND TIPS THIS WINTER!
Looking to up your knowledge level as we get into Spring? Getting our tips, articles and exclusive news can help. So make sure to follow Dan on Twitter to get the latest advice on how to better recruiting your next class of prospects! **CLICK HERE**

COMING-UP IN THURSDAY'S

Client Insider

More Ways to Pump-Up Your Phone Calls

First of all, thanks to our **TRS Clients** and **Premium Members** who did a great job of getting back to us on your Junior College prospect needs. We appreciate your help in making sure we've got all the bases covered for you!
Later this week, we'll add to the topics we talked about today with specific techniques and new strategies for making your phone calls easier and more effective. If you're feeling like the phone calls you're making aren't hitting on all cylinders, we'll do our best to fix it with new information you can use to beat your competition.
Not a TRS Client? ***Click here.***
Want to become a Premium Member? ***Click here.***
Have questions? ***Email Dan directly at dan@dantudor.com***

Greenshirting: Some Athletes Are Debating About Starting College Early

by Darren Cooper, North Jersey.com
Andrew Trumbetti followed his heart and picked Notre Dame. Now the Demarest junior football standout has to decide when to go.

Trumbetti gave his verbal commitment to Notre Dame last month at Junior Day in South Bend, Ind. The Fighting Irish coaches are no doubt thrilled to have such a gifted and multi-talented athlete coming - besides being a havoc-raising defensive end, he could win the state title in the shot put - and they want him to come sooner rather than later and enroll in January.

This relatively new trend in recruiting is called "greenshirting," (green means go) in which an athlete graduates from high school early and enrolls in college for the spring semester. One of the best examples of this is current Detroit Lions quarterback Matthew Stafford, who enrolled at Georgia in January and started as a true freshman. The student is eligible to participate in spring drills, gets acclimated to the campus, and since NCAA rules give you five years to play four, it doesn't hurt your so-called "clock" since football is a fall sport.

There is also a system called "grayshirting" in which an athlete delays enrolling in school for one semester, so he/she doesn't count against that school's scholarship limit for the year. The more common "redshirting," where a student-athlete just sits out a year of play while maintaining studies, still exists as well...

CLICK HERE TO CONTINUE

Beware: The Swag-O-Meter, Mississippi's "You're A Baller" Artist Speaks Out

by Steven Godfrey, SBNation

Meet the budding icon of postmodern college football recruiting art. SB Nation talked to the man behind the now-famous "Can of SWAG" and "You're a Baller" recruiting notes, and his head coach.

There's a whole book on his desk, plastic sleeves holding some of his most famous works. Lying on top is a recent sketch - the Mississippi State banner M logo shining over a cityscape like Gotham City's Bat-Signal, with a note imploring a potential recruit that only he can help the Bulldogs save the day.

"Here's a personal favorite. The original 'You're a Baller,'" he says while pointing to a photocopied picture of himself with a magic marker word bubble displaying his now-famous mantra.

He won't allow pictures taken of his collection, ever the discriminating artist (also there's a bunch of current and former recruit names on each page, so that's a NCAA violation and stuff). He professes to have never taken a single drawing class in his life - "Nope, not one!" he happily assures - allowing his natural talent to evolve unencumbered by the gauche restrictions of conventional instruction...

CLICK HERE TO CONTINUE

College Basketball's New Recruiting Epicenter: Washington D.C.?

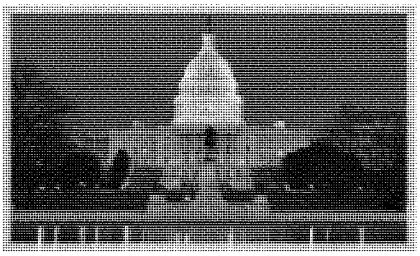

By Pete Thamel, Sports Illustrated

One of the great college basketball debates arose in locker rooms around the Verizon Center this week. And not long after that, it ended. The question: "What is the best area of the country for producing college basketball players?"

Using the last 15 years as a prism, it's hard to argue there's been a better area for producing top-flight basketball players than D.C.-Baltimore. The numbers back up the argument, too. Telep's former intern Drew Cannon, now a graduate manager at Butler, did a geographic breakdown study in 2011. While the data isn't broken up by region, per se, it's obvious where the players are...

CLICK HERE TO CONTINUE

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From: Harris, Stacey Elaine <sharris@unc.edu>
Sent: Tuesday, April 16, 2013 12:02 PM
To: UNCAA-Everyone <uncaa-everyone@groups.unc.edu>
Subject: FW: New Park & Ride Fees

From: Parking Services [mailto:null@exchangeunc]
Sent: Monday, April 15, 2013 5:35 PM
To: Harris, Stacey Elaine
Subject: New Park & Ride Fees
Importance: High

Attention Parking Coordinators: (please forward to all in your department)

UNC will begin implementing fees* for the UNC Park & Ride lots (Friday Center, Hedrick Bldg., Hwy. 54, Chatham, Franklin St., 725 MLK) on August 15, 2013, as approved in the 5-Year Plan.

The Town of Chapel Hill is also implementing fees for Town Park & Ride lots (Eubanks, Jones Ferry, Southern Village). UNC Park & Ride permits will be honored in Town lots. At this time, no fees are planned for the commercial lot at Lowe's in Pittsboro, and Chapel Hill Transit is still negotiating with Carrboro Plaza.

For those of you who currently use a UNC Park & Ride lot and want to consider other alternatives which are available for daily commuting, please consider the range of options available to eligible CAP members:

- FREE Regional Park & Ride lots are available to ride Triangle Transit. Permanent employees and eligible commuting students, who live off campus (within a Triangle Transit route) and do not have an on-campus permit, can get a GoPass to ride for free! (Popular Park & Ride's: Southpoint Mall in Durham, Regional Transit Center near RTP, and District Drive in Raleigh)
- Vanpool through Triangle Transit and PART. Monthly fares cover the cost of gas, maintenance and insurance, and parking is free! Plus, permanent employees and eligible commuting full-time students get a $20 monthly subsidy!
- Carpool through Zimride and ShareTheRideNC. These free ride-matching websites may help you find a new friend to share stories and commuting costs.
- Bike to a Park & Ride lot (or another transit stop) and lock up your bike or put your bike on the bus.

Please hold questions until the final update is provided. Updates will continue to be sent as details become available. Visit our website for more information.

* Please note that Chapel Hill Transit remains fare-free at boarding, and eligible students and permanent employees will still be able to obtain a free GoPass or PX Annual Pass. Vanpool Park & Ride lots will be free, and eligible riders will get the $20 subsidy.

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Tuesday, April 16, 2013 6:44 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Stinky Cheese: How To Manage Conflict Among Coworkers

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Stinky Cheese: How To Manage Conflict Among Coworkers

Wednesday, May 8 - 1:30-4:15pm EDT

Registration: http://www.innovativeeducators.org/product_p/1836.htm

Innovative Educators

Free Resources

- 10 Tips for Managing Conflict in the Workplace
- Should Women Cry at Work?
- Mind Tools - Conflict Resolution
- Workplace Mediators Seek a Role in Taming Faculty Bullies
- Pick Your Battles
- Conflict Resolution Skills
- Kansas Dept of Health and Environment - 10 Strategies for Conflict Resolution

Webinar Overview

Training student employees on the importance of providing excellent customer service is essential to any department. This workshop will outline the basic principles of excellent customer service and demonstrate how students can apply these principles to their current role as student employees. The speaker will explain how student employees fit into the mission and goals of the institution and walk students through appropriate and inappropriate behaviors. She will also explain how students can use the skills they learn on the job to help them succeed professionally outside of school. This training is intended for student employees, however, administrators who supervise student employees may also find it useful.

Webinar Objectives

Participants will learn strategies for "Cutting the Cheese":

- Start with I
- Give good face
- Do the power-pause
- Speak with a pass-the-butter voice
- Swim from positive to negative
- No buts
- Hold back
- Let them talk themselves out
- Restate and find the hole
- Eat some compromise pie
- Be the broken record
- Pod weekly
- Create a culture of civility

Webinar Speaker(s)

Bitsy Cohnis the Director of Learning Opportunity Center Services at Front Range Community College in Fort Collins, Colorado and an adjunct faculty member in the Developmental Studies Department. She holds a BA in English with Minors in

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Beyond the MOOC Hype: Definitions, Tips, Benefits & Challenges - April 16

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - April 26

Like us on facebook for a chance to win a free webinar!

Upcoming Webinars

View all events

April 2013

19
He Said THAT On Facebook? Creating Effective Policies That Govern Employee Social Media & Internet Use

23
From Podium to Podcast: How To Flip Your Classroom & Enhance Student Engagement

25
Hiring Faculty & Staff: Best Practices & Legal Standards For Today's Complex Process

30
Therapy, Companion & Service Animals On Campus: Managing Requests & Understanding The Law

May 2013

2
No More Monkeys: Time Management For Burnt-Out Administrators

Linguistics and Theatre Arts and is currently pursuing a Master's of Science degree in Organizational Leadership. Over the course of a 20-year career in Community College student affairs, teaching, tutoring and administration, she has become expert in customer service, student development, conflict management, post-secondary disability services, faculty training and development, at-risk retention strategies and at teaching all of the various tips, tricks, tools, and magic spells students need for academic success.

7
Challenge Exams: How To Remove Road Blocks For Students By Creating & Implementing Effective Policies

7
Training Part-Time Faculty: How To Create An Online Teacher Training Course

21
Teachable Moments: Managing Aggressive & Overly Involved Parents

22
Exceptional Front-Line Customer Service In Higher Ed

24
Exceptional Customer Service: A Training For Student Employees

Innovative Educators

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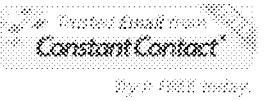

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IE | 13635 Clermont Court | Thornton | CO | 80602

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Tuesday, April 16, 2013 8:22 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Message from the Chancellor: Announcement On New Title IX Coordinator Position

---

Dear Students, Faculty and Staff:

As we continue our campus conversation about the issue of sexual assault, I want to update you on the positive steps the University is taking to strengthen our policies and procedures and expand the resources available to students.

An important part of our work includes making sure we have a dedicated team in place to help us address the challenges that face Carolina -- and all universities -- regarding issues of sexual harassment, discrimination and violence.

With that in mind, we have created a new position for a full-time Title IX Coordinator, and we will begin a national search for a candidate to fill that role permanently. In the meantime, I am pleased to announce that Christi Hurt, director of the Carolina Women's Center, has agreed to serve in that position on an interim basis.

Ms. Hurt is a Carolina alumna (B.A. '93, M.P.A. '98) who demonstrates a lifelong commitment to preventing sexual violence and supporting those who experience it. Her background includes work on the local, state and national level in nonprofit organizations that advocate for an end to gender violence. She is attuned to issues of diversity and inclusion and well positioned to steer Carolina's efforts with a firm and steady hand that is sensitive to all members of our campus community. In this new role, she will lead our initial efforts to improve the campus climate, ensure we have effective resources in place for students, faculty and staff who are affected by sexual harassment, discrimination or violence, and implement policies and practices that are prompt, equitable and in compliance with federal mandates including Title IX. She will report to Ann Penn, the director of our Equal Opportunity/ADA Office, and have regular communication and "dotted line" reporting to the Office of the Chancellor.

Ms. Hurt will work closely with several Deputy Title IX Coordinators across campus. We previously announced the appointment of Ew Quimbaya-Winship as Deputy Title IX Coordinator in Student Affairs. (Ew also serves as the Student Complaint Coordinator). We expect to appoint additional Deputy Title IX Coordinators in areas such as Human Resources and Athletics. These individuals will be designated from existing University personnel and will serve as an important resource to help educate, train and support campus community members.

What is Title IX?

For those of you unfamiliar with Title IX, it is a federal law that prohibits sex discrimination in educational programs and activities at most schools, colleges and universities. Title IX is commonly associated with the concept of gender equity in athletics - a goal that has supported the growth and strength of women's athletics programs. In reality, Title IX is far broader in its scope and protections, including a prohibition on sexual harassment, sexual violence and all forms of sexual misconduct.

University Involvement in Sexual Violence Cases

Under Title IX, the University (and any college or university that receives federal funding) must have a process in place for responding to allegations of sexual discrimination, harassment or sexual violence. Placing these responsibilities under the auspices of an educational institution is a sensitive subject. Many people feel that complaints of sexual violence should be handled exclusively by the police.

Let me be clear: Individuals are encouraged to report criminal behavior to local law enforcement.

However, even when local law enforcement is involved, universities are required to provide an alternative process for resolving complaints within our community. Our processes are designed to provide the affected individuals with more support and resources than they might find in the criminal justice system.

Looking Ahead

We continue to work diligently to make sure our policies, training, processes and resources are designed to best serve our students, faculty and staff. As part of that effort, we brought Gina Smith, a leading expert on sexual assault issues, to campus in February. Over the past two months, she has been a regular presence on our campus. Ms. Smith has met with numerous groups and individuals in an effort to seek feedback

from a broad cross-section of our community. Your candid responses and willingness to openly engage in frank conversation on these difficult issues has framed her understanding - and in turn, our understanding - of our challenges, strengths and campus climate so that we may best assess, revise and improve the way we respond to these issues.

In the coming weeks, Ms. Penn will appoint a task force to review student-on-student complaints of sexual harassment or discrimination, including sexual misconduct. The task force will be chaired by Ms. Hurt and will include representatives from our students, faculty, staff and community.

The task force will begin meeting next month with a goal of finishing its review and presenting recommendations before the fall semester begins in August. I want to thank the future task force members in advance for the work and time commitment they will dedicate to this important issue for our campus community.

We will continue to promote and add to the information available on this issue at our Campus Conversation About Sexual Assault website, http://campusconversation.web.unc.edu/. I especially encourage you to review the key facts/frequently asked questions article featured in this link, http://campusconversation.web.unc.edu/faq/. It details University personnel and resources available to help students in all aspects of this issue. I also want to remind you about where to find the current University policy, http://campusconversation.web.unc.edu/policy/.

As the semester draws to a close, I want you to know that we remain laser focused on addressing these issues and doing everything we can to make Carolina a safe and welcoming place for you and everyone else who calls Carolina home.

Sincerely,

Holden

This email is sponsored by: Office of the Chancellor

From: nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent: Tuesday, April 16, 2013 10:17 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Updated Message from Chancellor Thorp: Title IX Position Announcement

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Note: Some campus community members may previously have received an incomplete version of this message. Below is the full communication.

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Sincerely,

Holden

This email is sponsored by: Office of the Chancellor

From: Employee Forum of UNC-Chapel Hill <survey@qualtrics.unc.edu>
Sent: Wednesday, April 17, 2013 9:01 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: 2013 Employee Forum Elections (Division 1)

April 17, 2013

Dear Frances Bridger,

Welcome to the 2013 Employee Forum elections! This message is being sent to you because you are a staff member at UNC-Chapel Hill. The annual Employee Forum elections gives you an opportunity to have a voice in shared governance and make an impact on issues affecting staff across the university.

Voting begins today and closes on Friday, April 19, 2013 at midnight. To be sure that your ballot is counted, please observe the deadline.

Candidate Information is provided within the ballot. For each vacancy, you will see the name(s) of the person running, his/her years of service and a biography (if one was provided by the candidate). On the next screen, you will be given the option to vote. You may use the back arrow to return to a previous page and the forward arrow to move to the next. You will not be able to change any of your votes once you have completed the survey and submitted your ballot.

To Vote:

Please click the link below to access your ballot. Your ballot is unique to you and may be used only once.

Employee Forum Division 1 Ballot

Or copy and paste the URL below into your internet browser:
https://unc.qualtrics.com/WRQualtricsSurveyEngine/?Q_SS=4YeMsjLPvpRbHOR_babAHd4uTtlYI3r&_=1

If you have technical problems accessing your ballot, please email: forum-elections@unc.edu for assistance.

Thank you in advance for your participation and support of shared governance at UNC!

From: ConnectCarolina <connectcarolina_info@unc.edu>
Sent: Wednesday, April 17, 2013 2:13 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: ConnectCarolina Newsletter for April 17, 2013

Display problems? View this newsletter in your browser.

April 17, 2013
ConnectCarolina Newsletter

Connect CAROLINA

ConnectCarolina System Outage April 20-21

ConnectCarolina will have a planned maintenance outage over two days -- April 20-21, starting at 8:00am on Saturday, April 20, and ending around 5:00pm on Sunday, April 21. ConnectCarolina and other systems will be unavailable during this time frame. More information is on the System Status page.

Read online.

Solutions to Issues ConnectCarolina Users May Encounter After April 20-21 Upgrade

The ConnectCarolina team is installing an upgrade from Oracle during the weekend of April 20-21, 2013. Current ConnectCarolina users may encounter some issues when first using the software after the upgrade. Here are some of those potential issues and solutions.

Read online.

PeopleSoft 101 Webinar for HR April 25

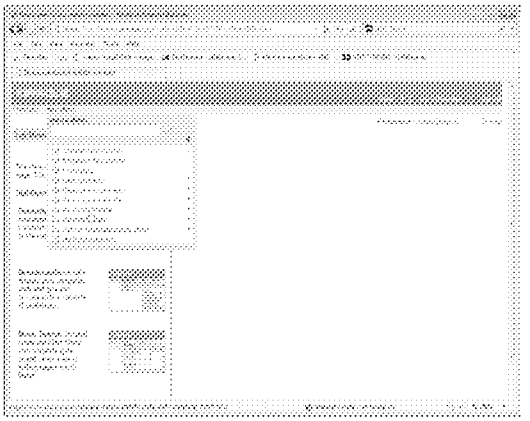

Are you curious about what PeopleSoft looks like? A brief webinar called “PeopleSoft 101” will provide a preview of what the new system will look like and how to navigate in PeopleSoft HR screens.

Read online.

Training Plans Gear Up

With the January 2014 go-live of ConnectCarolina HR/Payroll and Finance getting closer, the ConnectCarolina training team is deep into planning how, when, and where training will be delivered. .

Read online.

Unsubscribe · Edit your subscription

ConnectCarolina
University of North Carolina at Chapel Hill
ccinfo.unc.edu

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Wednesday, April 17, 2013 8:44 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Location changes to Murray Hall for first meeting of the Rawlings panel

---

Dear Students, Faculty and Staff:

On April 1, I sent you a campus-wide email about a meeting this Friday, April 19, that will launch the work of a distinguished panel of higher education and athletics leaders who will consider the role of athletics in campus life. The panel is chaired by Hunter Rawlings, president of the Association of American Universities.

The meeting is from 1 p.m. to 3 p.m. We have moved the location to Lecture Hall G202, Murray Hall, to better accommodate interest in this discussion. This room is located next to the brick archway where Murray Hall and Venable Hall meet. Both are part of the Carolina Physical Science Complex. Members of the campus community will have an opportunity to share public comments after invited speakers and I address the panel.

For details, please see the story on the University's homepage, www.unc.edu under Campus Updates.

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: Edward Hallowell M.D. <melissa@allaboutminds.ccsend.com>
Sent: Wednesday, April 17, 2013 9:19 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: April Newsletter

Having trouble viewing this email? Click here

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www.drhallowellsudbury.com

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117 West 72nd St., 3rd Flr
New York, NY 10023
TEL 212.799.7777
www.hallowellcenterny.com

Dr. Hallowell Newsletter April 2013

www.drhallowell.com

Greetings!

Rates of diagnosis for ADHD in children continue to rise. This month Dr. Hallowell shares his views on whether or not ADHD is overdiagnosed. He also talks about the relationship between electronics and ADHD-like symptoms.

The Hallowells (and Orlovs) live in the Boston area. It has been a time of reflection here as we think about the senseless violence committed at the Boston Marathon. Dr. Hallowell shares his thoughts.

Finally, we are VERY excited to announce that a new Hallowell Center will be opening in the San Francisco Bay area. The center is now taking appointments that will commence May 1.

We wish you all the best this month as Spring finally unfolds.

Melissa Orlov, editor

Watch Dr. Hallowell on Fox News
Are Children Being Given Medication Unnecessarily?

Launching May 1st 2013:
Hallowell Center San Francisco

Market Street Suite 2200 San Francisco, CA 94105

The Hallowell Team is delighted to share our strength-based philosophy on the West Coast! We are now scheduling appointments and we would be overjoyed to help you.

Please visit www.HallowellSFO.com or call 415 967-0061 to learn more and to book an appointment today.

Read more from Dr. Hallowell here.

Hallowell Centers Strength-Based Philosophy:

First we search for what is good, strong and healthy in a person, then what is in need of remediation.

The Hallowell Centers integrate the latest research on brain, body and heart. We help people with emotional issues and learning disabilities lead happier, more productive lives through a positive, balanced treatment approach.

Coaching via SKYPE is available at each Center

Want to Learn More? Simply place a call to one of our new patient specialists:

New York City: *212 799-7777*

Sudbury, MA: *978 287-0810*

San Francisco: *415 967-0061*

Upcoming Events

Dr. Hallowell Live

June 21 & 22
"Creating a Connected Life"
Institute of Lifestyle Medicine @ Harvard Medical School

July 15-19
Dr. Hallowell's ADHD Summer Enrichment Camp at Leelanau School
Students entering grades 5 thru 12 and parents.

August 12-16
Cape Cod Institute
Presentation: Unwrapping the Gifts: A Strength-Based Approach to ADHD Across the Life Span.

Click here to Learn about Dr. Hallowell's Speaking Services.

Sudbury Center

Relationship Rx - If marriage counseling isn't working, come to a 3 session workshop to manage relationship stress using state of-the-art brain training and biofeedback methods. May 7, 9, and 14, 6:30-8:00pm. Register at 978 287 0810 x117 $250/couple, $200/single Instructor: Rebecca

A Note from Ned
How to Make Sense of the Boston Marathon Tragedy?

"Regarding the recent senseless and horrific tragedy..." How many times have we read those words since Columbine? Columbine wasn't the first, of course, but it did seem to mark the beginning of a string of terrors the like of which our world was not accustomed to before then but, sadly, has become all too accustomed to since.

How do we make sense of the latest terrible event, the one in my home state, in Boston, on the day of one of our most cherished, joyful, and glorious holidays? And the running of our most celebrated athletic event, the Boston Marathon?

Not knowing who committed the terrible act, or why, I am unable to make sense of any sort out of what little I know. I am, however, able to feel an avalanche of emotion, as I'm sure most everybody is. I feel anger, sorrow, fear, and bewilderment. I feel deep frustration that this kind of terror keeps on happening, like a dread drumbeat while the world lurches toward chaos and confusion. **Read More Here.**

FAQ

Q: (Excerpted from Family Circle Magazine, March 2013) My 13 year old son is an extremely bright kid who scores A's on his tests, but loses his homework assignments. I've tried everything to get him organized- nothing works. He was on ADD medication for a couple of years, but it was effective only for a while. How can he develop better skills?

A: This question is complicated because you have the everyday challenges of helping a teen get his act together combined with a possible medical issue. So I called my colleague Patty manning, director of the Kelly O'Leary Center for Autism Spectrum Disorders at Cincinnati Children's Medical Center, for some guidance. We both agree kids need a method for staying organized that they can implement at home as well as at school, like a checklist system or a chart. But she also points out that it's not uncommon for medication to appear to stop working when kids outgrow their dosage or develop a different problem that impacts their performance. Please go back to the doctor to review your son's prescription. You might also consider putting additional organizational tools in place. A great resource for new ideas is Edward Hallowell's book *Superparenting for ADD: An Innovative Approach to Raising Your Distracted Child*. - Rosalind Wiseman

Dr. Hallowell in The New York Times: ADHD Diagnosis is Handed out too Freely

Dr. Hallowell in the NY Times article on ADHD maintains that while he still thinks that many children with A.D.H.D. continue to go unrecognized and untreated, he said the high rates demonstrate how the diagnosis is being handed out too freely. **Learn More**

Need a Fresh Perspective? Sit in a Different Chair

Sarah Reiff-Hekking, Ph.D.

Shafir M.A.CCC

Mindfulness Skills for Adults with ADHD - Learn ADHD friendly mindfulness meditation techniques to calm yourself, listen more carefully, and concentrate more effectively in this 8 session group workshop. Begins May 1, 6:30-8:00pm. $480 Sarah Reiff-Hekking, Ph.D. Register at 978.287.0810 x 117.

Alternative Programs
Cogmed Working Memory Training
Heartmath biofeedback
Executive Function training
Pir HEG (passive infrared hemoencephalography)
LENS (Low Energy Neurofeedback System)
Call 978 255 1817 or email RebeccaShafir@att.net

NYC Center

Social Skills for Children Apr 22 - Jun 17 - ages 8-12, 8 week program to provide the skills to improve self-regulation and social competence. Learn more here.

Teen Coaching Webinar, May 14, June 18, July 16 & Aug 27 - coaches help teens asses their abilities, improve skills, and strategize to prepare for high level performance. Learn more here.

ADHD & Marriage

ADHD and Sex, May 13 - This live and interactive webinar addresses the sexual issues related to ADHD, what the top sexual 'complaints' are, and what you can do about them. Learn more here.

Dr. Hallowell Store

The Dr. Hallowell Store has books, videos, products, iphone apps, etc on ADHD and other topics. New items are added regularly, so keep checking back!

Product of the Month:

The Learning Breakthrough Program™

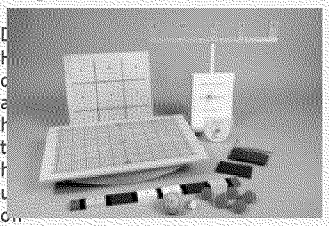

his son in his book *Driven to Distraction*, that targeted the cerebella. This therapy has been

Do you usually always sit in the same living room or kitchen chair?

How about sitting in a different chair than the one you usually sit in? I did this the other day in my living room. Instead of my usual tried and true spot on the couch, I sat in the chair in the corner. And I saw a whole different view... Read More

ADHD and Children, Teens and Young Adults

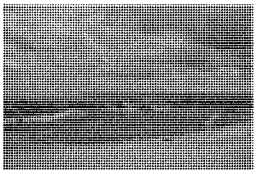

ADHD Summer Camp for Children and Parents with Dr. Hallowell - Designed for children in grades 5 - 12 and their parents, this camp helps families build stronger bonds in a beautiful setting. July 15-19, 2013. Watch the video and learn more here. What are the benefits to attending an ADHD Camp? This ADDitude article spells out some reasons why camp may be beneficial to your child.

ADHD Youth Leadership Summit- June 22-23, 2013 at the University of Pennsylvania. Adults and Youth will find important programs on empowerment, self-esteem and the latest research on ADHD. Find out more at ADHDSummit.

ADHD or overexposure to electronics? Dr. Hallowell on Laura Ingraham Show - Dr. Hallowell explains that our children are exhibiting signs of ADHD due to over connection to technology. Is your child receiving enough Vitamin C (human connection)? Read more on the Laura Ingraham blog.

Nearly One in Five Boys in the US will be Diagnosed with ADHD - Dr. Hallowell Weighs In - According to new numbers from the CDC, nearly one in five boys and 11% of American children have received a diagnosis for ADHD. What's behind these shocking numbers? Watch Huffpost Live for more information.

Personalized Education Solutions - Dr. Hallowell supports bluBeryl educational design. They collaborate with families, educators, and clinicians to create personalized education solutions. Their strengths-based approach helps families transform school-related challenges into opportunities for success, connection, and self-discovery. Just as each student is unique, the collaborative solutions are tailor-made, ranging from a handful of fresh strategies to a comprehensive new approach. Learn more at bluBeryl.com.

ADHD and Adults

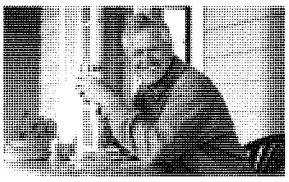

Educators and Parents - Help Students with ADHD Succeed in School
Dr. Hallowell will again share his unique approach on how to view this most commonly diagnosed neurobehavioral disorder of childhood at the Cape Cod Institute August 12-16th. Read his thoughts on ADHD here and find out more about Cape.org here.

revised to be easy to use at home. The Learning Breakthrough Program™ is a suite of daily exercises and equipment that, while game like and fun to use, helps better organize the way the brain processes information and speeds up brain reaction time. Daily use can help with ADHD, Dyslexia and other learning difficulties. Any purchase during the next 30 days will receive a free copy of the e-book "A Life in Balance, Discovery of a Learning Breakthrough" which includes a preface by Dr. Hallowell. Learn more Here

Dr. Hallowell Speakers Bureau

Dr. Hallowell, a seasoned and passionate speaker, is pleased to offer his customized, entertaining, and research-driven talks to your audience. He has expertise on a wide range of topics relevant to parents, couples, children, educators, doctors, managers and people with ADHD. Click here to book Dr. Hallowell

Presenter Topic of the Month:

Human Moments - Life is just a series of mostly forgettable events unless we love ... and love in as many different ways as we can, from loving a person, to a book, to spirit, to a place, to an idea, to a dog - to almost anything. With love, we endow certain moments with a special power and significance. With love, and its cousin, imagination, we conjure up the richness and power that lies beneath the surface of even the most trivial second in our lives. Read more here.

Dr. Hallowell Professional Programs:

ADHD For Teachers
ADHD For Chiropractors

Dr. Hallowell on the Dr. Oz ShareCare - Q&A videos filmed in Dr. Oz's studio greenroom are now live on Sharecare. Watch the 4 new video Q&As here. Additionally, Dr. Hallowell is featured in the Expert Support Center.

Is the Magic Gone From Your ADHD Relationship? - "My partner and I have a much better relationship since she started treating her ADHD, but after years of struggle, the magic seems gone. Can we rekindle the romance?" Read Melissa Orlov's response in ADDitude Magazine.

Free recording of Dr. Hallowell's "Understanding Your ADHD" Webinar - Listen to this detailed webinar including information on discovering the positive aspects of ADHD, dealing with a late ADHD diagnosis, ways to stay focused and organized with ADHD, treating ADHD's comorbid conditions and how to develop strategies to meet your goals. Plus, receive access to the slides accompanying Dr. Hallowell's Webinar, the Webinar transcript file, and links to his top articles here.

Dr. Hallowell: Social Media Addiction? - Is constant social media use cooling what could be a rewarding romance? Read more in Medical Daily.

CrazyBusy Tips

Does your child have a fast paced life?

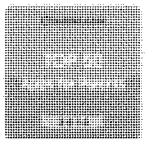

It's a common concern for parents around the country who want to balance new activities and interests with the downtime that children need to thrive.

This informative video, # 3 out of the 4 in this series from our friends at the Avenues School in NYC, features Dr. Hallowell discussing the steps you should take to ensure a happy and successful child.

Watch Dr. Hallowell in this CrazyBusy video

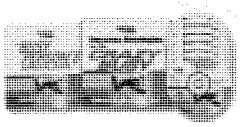

CrazyBusy Tips are available in book, CD, MP3 format and as an iPhone App
Click here to learn more

Read Archived Newsletters here

Quote of the Month:

"I think it's important to remember that the best thing to do when you're feeling very anxious and worried is never worry alone. In other words, talk to somebody, anybody."

Edward M. Hallowell, M.D., after 9/11. Read more at NPR

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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Thursday, April 18, 2013 3:25 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Online Orientation Best Practices: Implementation & Cost-Effective Strategies

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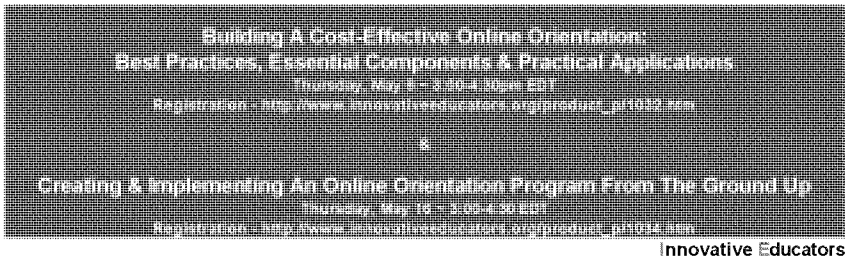

Innovative Educators

Free Resources

- Distance-Learning Survey Shows Growing Concern for Student Services
- Trends in eLearning: Tracking the Impact of eLearning at Community Colleges
- Orientation in Two-Year Colleges
- Fresno City College online orientation (you can view module as a guest)
- Have a Higher Ed question? AskIE
  - How can technology be used to serve today's student?
  - How can you leverage technology to create a safer campus?

Webinar Overviews & Objectives

Building A Cost-Effective Online Orientation: Best Practices, Essential Components & Practical Applications
An online orientation program can be an innovative, cost-effective, and practical way of facilitating transitions into higher education for many different populations. Drawing from relevant theories to substantiate online orientation as an authentic learning environment, this webinar will highlight the utility of using online orientation for multiple institutional audiences (freshmen, transfers, parents, international students, traditional students, and non-traditional students). Presenters will provide an introduction to online orientations including relevant learning theories and best practices, as well as a preliminary planning document for use following the seminar. This session will also showcase a variety of successful online orientations that bridge populations and institutional types.
Participants will:

- Become familiar with the history and current online orientation practices
- Draw from relevant theories to substantiate online orientation as an authentic learning environment
- Identify best practices and typical components for an online orientation
- Discuss the implications for utilizing online orientation with diverse populations
- View/tour a variety of different online orientation applications
- Receive a preliminary planning document

Creating & Implementing An Online Orientation Program From The Ground Up
You know that an online orientation program is the way to go. It saves money and resources and offers an innovative service to your new students. But how do you build and launch a successful program from the ground up? This session is designed to help orientation professionals develop and implement successful online orientation programs. Participants will be guided through the implementation process and engage in dialog with other participants and experienced professionals. This webinar will also provide participants the opportunity to begin the process of creating an action plan for initiating an online orientation at their institution.
Participants will:

- Engage in a discussion of the key components of online orientation creation including goals, process and timelines, assessment and evaluation, maintenance and revision
- Be able to identify key players and collaborators specific to their institution
- Understand stakeholder buy-in
- Interact with and learn from orientation professionals who have experience with successful online orientation programs
- Create an implementation action plan

Webinar Objectives

Participants will:

Attention NODA Members!
You will receive an additional $50 discount. Please enter the NODA coupon code when registering. If you do not know the coupon code, please contact NODA at 1.866.521.NODA or noda@umn.edu

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Beyond the MOOC Hype: Definitions, Tips, Benefits & Challenges - April 16

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - April 26

Like us on facebook for a chance to win a free webinar!

Upcoming Webinars

View all events

April 2013

19
He Said THAT On Facebook? Creating Effective Policies That Govern Employee Social Media & Internet Use
23
From Podium to Podcast: How To Flip Your Classroom & Enhance Student Engagement

May 2013

1
The New "At-Risk" Student Seminar: Increasing Retention, Success & Institutional Support
1
Creating An FYE Student Success Course For Men Of Color: Methods, Implementation & Results

2
Improve Student Learning: Maximizing The Impact Of Learning Centers
16
Creating & Implementing An Online Orientation Program From The Ground Up
21
Empowering At-Risk Probationary Students Using Appreciative Advising Inside & Outside The Classroom
30
Developing & Implementing A

- Become familiar with the history and current online orientation practices
- Draw from relevant theories to substantiate online orientation as an authentic learning environment
- Identify best practices and typical components for an online orientation
- Discuss the implications for utilizing online orientation with diverse populations
- View/tour a variety of different online orientation applications
- Receive a preliminary planning document

Webinar Speaker(s)

Clay Adams serves as the Assistant Dean for New Student Programs at Duke University. Clay joined the Duke family full-time in the summer of 2003 as a Residence Coordinator. He graduated from Virginia Tech with a B.A. in Interdisciplinary Studies, a B.S. in Business Management, and a M.A. Ed. in Educational Leadership and Policy Studies. Clay directs all new student transition programs including: the Student Transition Series, pre-orientation programs, orientation welcome week, communications and student group advisement. In 2008 he led a project team, which ultimately developed Duke's online orientation program known on-campus as the Summer Transition Series. Clay's research interests include: international education, student transition, higher education finance, and online education.

Jessica Hale is a faculty member in the Academic Skills department at Washtenaw Community College (Ann Arbor, Michigan) and is an educational consultant. Prior to working with transitioning students in the classroom, Jessica coordinated WCC's orientation program. In this capacity Jessica welcomed more than 15,000 students to WCC's campus and participated in the development and implementation of a successful online orientation. Jessica served as the co-chair of the Two Year College Network for the National Orientation Directors Association from 2007-11. In addition, she has presented at numerous national and international conferences on topics related to online orientation, educational technology, and transitional programming for students and parents. Jessica holds an M.A. in Higher Education from the University of Michigan and completed her Ed.D. in Educational Leadership at Eastern Michigan University.

Katie Granholm serves as the Associate Director for New Student Programs at DePaul University. In this role, Katie oversees orientation programming for incoming DePaul students. Prior to serving in this role, she worked at the University of Minnesota in New Student and Family Engagement for six years, where she collaborated with a team to streamline, enhance, and assess online orientation programming. Katie holds a M.S.Ed. from Illinois State University and has been an active NODA member, serving in a variety of leadership rolls, since 2006.

Web-Based Early Alert System

June 2013
5
Embracing Technology To Promote Exceptional Student Services In Higher Education
6
Improving Online Student Services Accessibility: Compliance, Requirements & Innovative Tools
13
Enhancing Outcomes-Based Assessment For Student Affairs (Part 1 of 3)
13
Strategic Enrollment Management: Developing & Implementing An Integrated, Results-Driven Plan

Innovative Educators

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Kristen@ieinfo.org

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From: Slivka, Dara M <slivka@email.unc.edu>
Sent: Thursday, April 18, 2013 4:48 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: RE: Lunch with Dean Woodard next week

I will let him know! Best of luck to you :)

Best regards,

Dara

Dara Slivka, M.Ed.
Program Manager
Center for Student Success & Academic Counseling
UNC at Chapel Hill
919-966-2143
slivka@email.unc.edu

-----Original Message-----
From: Bridger, Beth
Sent: Thursday, April 18, 2013 4:46 PM
To: Slivka, Dara M
Subject: RE: Lunch with Dean Woodard next week

I actually am not available. Please thank him for the invitation.

From: Slivka, Dara M
Sent: Thursday, April 18, 2013 9:24 AM
To: Bridger, Beth
Subject: Lunch with Dean Woodard next week

Hi Beth,

I hope you are well!

Dean Woodard asked that I contact you to schedule a lunch with him next week. Do you have any availability on Monday, Wednesday or Thursday?

Best regards,

Dara

Dara Slivka, M.Ed.
Program Manager
Center for Student Success & Academic Counseling
UNC at Chapel Hill
919-966-2143
slivka@email.unc.edu

From: Employee Forum of UNC-Chapel Hill <survey@qualtrics.unc.edu>
Sent: Friday, April 19, 2013 7:01 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Reminder: 2013 Employee Forum Elections (Division 1)

Frances, this is a reminder to please take a minute to vote.

Voting closes at midnight. To be sure that your ballot is counted, please observe the deadline.

Candidate Information is provided within the ballot. For each vacancy, you will see the name(s) of the person running, his/her years of service and a biography (if one was provided by the candidate). On the next screen, you will be given the option to vote. You may use the back arrow to return to a previous page and the forward arrow to move to the next. You will not be able to change any of your votes once you have completed the survey and submitted your ballot.

To Vote

Please click the link below to access your ballot. Your ballot is unique to you and may be used only once.

Vote Now!

Or copy and paste the URL below into your internet browser:
https://unc.qualtrics.com/WRQualtricsSurveyEngine/?Q_SS=4YeMsjLPvpRbHOR_babAHd4uTtlYI3r&_=1

If you have technical problems accessing your ballot, please email: forum-elections@unc.edu for assistance.

Thank you in advance for your participation and support of shared governance at UNC!

You received this message because you are a staff member at UNC-Chapel Hill. The annual Employee Forum elections gives you an opportunity to have a voice in shared governance and make an impact on issues affecting staff across the university.

From: Beller, Debra L <debra_beller@unc.edu>
Sent: Friday, April 19, 2013 10:02 AM
To: campus solutions staff users <cccs_staffusers@listserv.unc.edu>
Subject: [cccs_staffusers] ConnectCarolina System Outage April 20-21

ConnectCarolina will have a planned maintenance outage over two days — April 20-21, starting at 8:00am on Saturday, April 20, and ending around 5:00pm on Sunday, April 21. ConnectCarolina's Campus Solutions and other systems will be unavailable during this time frame. More information is on the System Status page.

The outage is to install an upgrade from Oracle. Current ConnectCarolina Campus Solutions users may encounter some issues when first using the software after the upgrade. Click here to read more about some of those potential issues and solutions.

Debra Beller
Communications Specialist
ConnectCarolina, Enterprise Applications, ITS
University of North Carolina at Chapel Hill
Phone: 919-843-0477
Website: http://ccinfo.unc.edu

ATHLIFE FOUNDATION - CALL FOR PROPOSALS

The Athlife Foundation would like to extend an invitation to all N4A members to submit proposals to be presented at the 2013 Conference for Secondary Education Professionals. The Athlife Foundation has created a national platform for high schools to develop the Academic-Athletic Support profession, and to create powerful programming aimed at student-athletes to promote academic achievement, and the development of life and leadership skills.

This year's conference will be held **July 17-21 at the Sheraton Suites in Alexandria, VA**. The Washington Redskins Charitable Foundation's Coaches in the Classroom program will serve as host. We are seeking a range of presentation topics relating to academic-athletic support aimed at the high school level and beyond, **open areas for professionals to be creative** to seek relevant and topical issues that are prevalent in student-athlete development, as well as areas that can aid in the establishment of a stronger bridge from high school level professional to college level professional.

Eligibility for Submission: Any N4A member involved in academic-advising (administration, faculty, full-time advisors, and administrative staff) is invited to submit a proposal. Proposals should include your presentation title, learning objectives, and desired format (break out or topic presentation). Please include a brief abstract describing your presentation, an outline, the desired learning objectives, and any other pertinent information. Abstracts will be included in the conference program. Please limit abstracts to 125 words.

Format options: Breakout sessions, paper or topic presentations 60-75 minutes in length.

- Breakout sessions can be highly participatory sessions, and presenters should plan to include some lecture as well as possible small and large group activities, and a question and answer period. Breakout sessions should be very hands-on and issue specific with strategies and techniques that the high school staff participants can draw from to potentially incorporate into their own programs.
- Paper or topic presentations discuss current issues in academic-athletic support that will resonate with the high school profession. Some are based on research, some share best practices, and some are developmental, while others are theoretical. The format may be mostly lecture with a discussion following or a more informal discussion.

All sessions are to be proposed 60-75 minutes in length. For questions, or to submit a proposal, please contact Jeff McCann, Executive Director: jmccann@athlife.org - We will accept proposals from April 15, 2013, to May 24th, 2013. **Selected Presenters will be notified via email by the end of May 2013.** Conference registration fees will be waived for selected presenters.

Registration information for those interested in this attending this professional development opportunity will follow. The conference will have presentation topics relevant for the college level professional, and is aimed at the college level professional that has a strong desire to assist the high school professional population more formally. Learn more at www.athlife.org

ATHLiFE

Powered by The Athlife Army

From: Alert Carolina <no_reply@unc.edu>
Sent: Friday, April 19, 2013 2:10 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Timely Warning: Orange County under tornado watch

Dear Students, Faculty and Staff:

The National Weather Services has issued a TORNADO WATCH IN ORANGE COUNTY.

That means conditions are favorable for tornadoes and severe thunderstorms in and close to the watch area. The weather service says people in these areas should be on the lookout for threatening weather conditions and listen for later statements and possible warnings.

Remain alert for approaching storms.

The weather service updates this information regularly, so be sure to check the National Weather Service website listing the current status of watches, warnings or advisories for Orange County at http://alerts.weather.gov/cap/wwaatmget.php?x=NCC135.

The University will not send additional text, email or other notifications to the campus community about a tornado watch since the status of those often change frequently during a weather event. If a new weather pattern enters the area that prompts a fresh watch after a 24-hour period, the University plans to reissue the watch notice as part of ongoing monitoring efforts for potential serious weather conditions.

If the weather service issues a tornado warning for Chapel Hill and Carrboro, the University will activate the emergency sirens. A tornado warning means that a tornado has been spotted, or that radar indicates a thunderstorm circulation that can spawn a tornado, according to the National Weather Service. The University will activate the sirens for a significant emergency or immediate health or safety threat, send a text message to registered cell phones and start other notifications including campus email.

For more information refer to http://www.alertcarolina.unc.edu/go/doc/1395/1075683/About-Tornado-Warnings-and-Watches

ABOUT THIS EMAIL: Campus-wide email is not an instant source of information as part of the University's timely warning notification process. Text messages sent to registered cell phone users are the fastest way for the University to notify you. That's why email messages like this one will always include a timestamp to indicate when the message was sent. The University's Emergency Notification System is activated using a strategy that is based on redundancy, using multiple methods to communicate. The best, most up-to-date source of information will always be the Alert Carolina website, http://alertcarolina.unc.edu.

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Friday, April 19, 2013 2:40 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Teachable Moments: Managing Aggressive & Overly Involved Parents

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Teachable Moments: Managing Aggressive & Overly Involved Parents

Tuesday, May 21 ~ 1:00-2:30 EDT

Registration - http://www.innovativeeducators.org/product_pi/1040.htm

Innovative Educators

Free Resources

- Parents Expectations and Academic Success
- Helicopter Parents Cause Mental Health Problems for Children
- Managing Millennial Parents
- Tips Dealing with Difficult Parents
- When parents are too hands-on
- How a Difficult Parents Look From the Counselor's Side of the Desk
- John Byrne's Aggression Management program

Webinar Overview

Parents worry. Some are concerned about their children's relationships, academic stand, or living arrangements. And some parents bring their concerns to bear when speaking with faculty members - sometimes at the top of their lungs. So what should you do? Brian Van Brunt, Ed.D., suggests that you see this type of situation as a "teachable moment" for the parent.

As advocates for their college-aged students, some parents resort to pushy, demanding or downright aggressive behavior. These so-called "helicopter parents" can be the stuff of legend around the water cooler, but they also take a toll on morale and productivity.

In this webinar, we will:

- Learn about the costs associated with taking a "hard line" approach with overprotective and aggressive parents in efforts to shift them away from these behaviors.
- Learn practical skills and theories and review case examples of how parents engage in pushy, needy and aggressive behavior.
- Learn the art of referral and redirection as a way to manage aggressive and overly involved parents.
- Receive a guide for addressing the top 20 parent concerns, suitable to use for training. Each example uses natural language, and offers suggestions of alternative explanations and answers to parents' questions and demands.

Webinar Objectives

Participants will:

- Learn what drives these particular parents to act this way
- Think about why and how parents may have been rewarded for aggressive behavior in the past
- Understand why a hardline response doesn't work
- Receive a practical list of do's and don'ts when working with parents who are frustrated and aggressive
- Review motivational interviewing, Rationale Emotive Behavioral Therapy (REBT), and the art of persuasion from aggression management
- Receive a primer in the techniques of referral and redirection-effective ways to respond to insistent, over-involved parents
- Review a list of 10 best practice concepts, including a sample staff policy statement
- Receive a guide for addressing the top 20 parent concerns, suitable to use for training. Each example uses natural language, and offers suggestions of alternative explanations and answers to parents' questions and demands

Webinar Speaker(s)

Dr. Brian Van Brunt , past president of the American College Counseling Association, is Senior Vice President for Professional Development Programs at the National Center for Higher Education Risk Management (NHCERM, www.ncherm.org). He is the president-elect of the National Behavioral Intervention Team Association (NaBITA, www.nabita.org), current president of the School and College Organization for Prevention Educators (SCOPE, www.wearescope.org) and the managing editor for Student Affairs eNews (SAeN, www.studentaffairsenews.com). Over the past thirteen years Brian has taught counseling theory, ethics, program evaluation, statistics and sociology topics at both public and private schools for both graduate and undergraduate students at five different colleges and universities. Brian has served as the director of

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Beyond the MOOC Hype: Definitions, Tips, Benefits & Challenges - April 16

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - April 26

Like us on facebook for a chance to win a free webinar!

Upcoming Webinars

View all events

April 2013
23
From Podium to Podcast: How To Flip Your Classroom & Enhance Student Engagement

May 2013
1
The New "At-Risk" Student Seminar: Increasing Retention, Success & Institutional Support
1
Creating An FYE Student Success Course For Men Of Color: Methods, Implementation & Results
2
Improve Student Learning: Maximizing The Impact Of Learning Centers
16
Creating & Implementing An Online Orientation Program From The Ground Up
21
Empowering At-Risk Probationary Students Using Appreciative Advising Inside & Outside The Classroom
30
Developing & Implementing A Web-Based Early Alert System

June 2013
5
Embracing Technology To Promote Exceptional Student Services In Higher Education
6
Improving Online Student Services Accessibility: Compliance, Requirements & Innovative Tools
13
Enhancing Outcomes-Based Assessment For Student Affairs (Part 1 of 3)
13
Strategic Enrollment Management: Developing & Implementing An Integrated, Results-Driven Plan

counseling at New England College and Western Kentucky University. He is the author of several books including: *Ending Campus Violence: New Approaches in Prevention* and *A Faculty Guide to Addressing Disruptive and Dangerous Behavior in the Classroom.* Brian is an expert on campus violence and has been interviewed by the New York Times, National Pubic Radio, LA Times, USA Today and has appeared on Headline News and Anderson Cooper 360.

Innovative Educators

3277 Carbon PL
Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

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From: Assoc.for Women Faculty & Professionals
Sent: Friday, April 19, 2013 4:24 PM
To: AWFP"s list for all eligible women <awfpall@listserv.unc.edu>
Subject: [awfpall] Time to register! AWFP Spring Luncheon
Attach: AWFPSpringInvite2013.pdf

Hello colleagues,
There's just one more week left to register for the Association for Women Faculty and Professionals spring luncheon, to be held on Thursday May 2, 2013 at the Carolina Inn. Please see the announcement, attached, and join us in spreading the word. Registration is available on the AWFP Website: http://awfp.web.unc.edu/
We'll look forward to seeing you there,
Kim Strom-Gottfried
AWFP President

Kim Strom-Gottfried, Ph.D., LISW
Smith P. Theimann, Jr. Distinguished Professor of Ethics and Professional Practice
UNC School of Social Work
CB # 3550, 325 Pittsboro St.
Chapel Hill, NC 27599
Office: 919-962-6495
FAX: 919-962-0890

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You are subscribed to this list, awfpall, because you have been identified as a female faculty or professional staff member who is eligible to join or participate in activities sponsored by the UNC Association for Women Faculty and Professionals. We use this general list very sparingly only to invite you to the four or five events we sponsor throughout the year. If you would like to be unsubscribed, please email anne_whisnant@unc.edu.

The Association For Women Faculty and Professionals

The University of North Carolina at Chapel Hill

Invites You to Our

Annual Meeting and Spring Luncheon

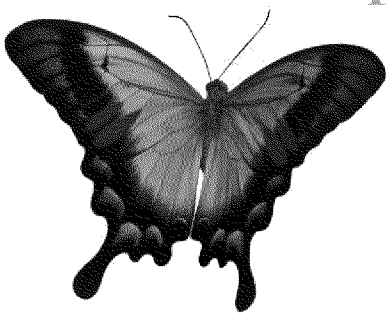

Thursday, May 2, 2013

11:30 am—1:30 pm

The Carolina Inn

Old Well Room

The keynote, "Ethical Action in Trying Times,"

will be delivered by

Prof. Kim Strom-Gottfried

RSVP Required by April 26, 2013

$25 for Members/ $30 for Non-Members

Please RSVP before April 26th

Yes, I Would Like to Attend AWFP's Annual Meeting and Spring Luncheon

Name: _____

School/Department: _____

Campus Address: _____

Email: _____

Phone Number: _____

Register one of two ways:

By Mail - *OR* - **Online**

Please Send This Form With A Check Payable To AWFP To:

Rhonda Gibson

AWFP Treasurer

Campus Box #3365

Make Your Payment by Credit Card at:

http://awfp.web.unc.edu

(Payment through PayPal will register you for the luncheon.)

My Payment Includes the Following:

___$25 for Member Lunch

___$30 for Non-Member Lunch

___ $55 Special: Includes Discounted Lunch and 2013-14 Annual Membership

Reservations and cancellations must be received no later than April 26th. Cancellations after this date will not receive a refund.

For questions about registration, e-mail: gibsonr@email.unc.edu.
For information about AWFP visit: awfp.web.unc.edu.

From: Hertz Offers <HertzGoldOffers@hertzemail.com>
Sent: Friday, April 19, 2013 6:43 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Free Gold and great savings

Add HertzGoldOffers@hertzemail.com to your address book or safe list to be sure you receive your Hertz® news and offers. If you have trouble viewing this email, click here.

Hertz®

Skip the counter with FREE Gold

Renting a car will be faster and more rewarding as a Hertz Gold Plus Rewards® member. Enjoy expedited services and benefits that only members can enjoy. Plus, earn points toward free rental days.

With Hertz Gold Plus Rewards there is no more waiting at counters or paperwork to complete. Best of all, it's free to join!

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- Show your license and pick up your keys at over 1,000 locations worldwide.
- Select the car you prefer with Hertz Gold Choice®.
- Expedite your returns. eReturn is the fastest car rental drop-off ever.
- Receive vehicle updates before you arrive with Mobile Gold Alerts.
- Enjoy rich rewards by earning Gold Plus Rewards points toward free days, free weeks and more—with no blackout dates.

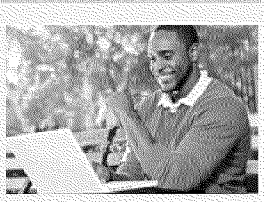

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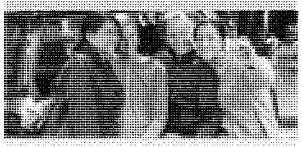

Young Renters get big savings. 20-24 year-olds won't have to pay the Young Renter fee when including **PC# 181661** on rentals through 6/30/2013. That's a savings of up to $25 daily!

Learn More >>

Save up to $40

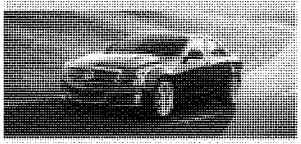

Take $40 off a Prestige or Adrenaline Collection rental when you provide **PC# 181672** with your reservation. You can also save $5 per day, up to $20 off, on Economy to Full-Size vehicles with **PC# 181658**. Offers valid through 5/31/2013.

Book now >>

Free NeverLost

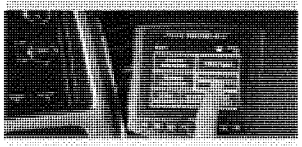

Try Hertz NeverLost® for free. Get three days Free of NeverLost on a Weekly Rental with **PC# 181239** or one day Free on a rental of two or more days when you add **PC# 181661** to a rental through 5/31/13.

Book now >>

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Friday, April 19, 2013 9:21 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Administrative Review of

FROM: Carol Tresolini, Associate Provost for Academic Initiatives

April 18, 2013

RE: Administrative Review of

On behalf of the committee appointed to review the performance of I am pleased to invite your participation in the review process.

The committee is being chaired by Peter White, Chair, Director, NC Botanical Garden. Other members include Katharine Lee Reid, Ackland National Advisory Board member, Terry Rhodes, Senior Associate Dean for the Arts and Humanities and Professor of Music, Bernie Herman, Chair and Professor, American Studies, Lyneise Williams, Associate Professor, Art and Gordon Merklein, Executive Director of Real Estate Development.

As required by University regulations, the Provost has requested a review of performance as over the last five years. Areas for review include vision, long-range planning, day-to-day management of the Center, and leadership in actualizing the ideals and goals of the Center. The committee invites your comments on these and related issues. It is important for the committee to learn how her performance as director is viewed by students, staff, and faculty at UNC-Chapel Hill.

We encourage you to contribute to this review in the following different ways:

1. The committee has scheduled an open session to receive comments.

May 3 - 2:00-4:00 - 104-D South Building

If you wish to meet with the committee, please contact Debbie Stevenson in the Office of the Executive Vice Chancellor and Provost (debbie_stevenson@unc.edu or 962-7882), and she will schedule a specific time (usually about 10-15 minutes) within that time period.

All requests should be received no later than April 29, 2013.

Note that while all comments during these sessions will be kept strictly confidential, a master list of attendees will be kept as part of personnel file.

2. You may provide written comments to the chair or other committee members. The review committee will treat your comments as strictly confidential. By law, all written communication - whether on paper or by email - becomes a confidential part of personnel file. As such, comments are open to examination by her. University regulations prohibit considerations of anonymous letters in the review process. All written comments should be sent to: Dr. Peter White, c/o Debbie Stevenson, 104 South Building, CB # 3000, or by emailing debbie_stevenson@unc.edu

3. You may telephone or meet privately in person with committee members. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of personnel file but may be reflected in the committee's report without identifiers.

The deadline for submitting comments regarding performance to the committee is May 17, 2013.
Thank you very much for your help in this important task.

This email is sponsored by: Office of the Excecutive Vice Chancellor and Provost

From: Turnitin Academy <academy@turnitin.com>
Sent: Monday, April 22, 2013 9:10 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Turnitin Academy - Your Guide to Plagiarism Education Week: Apr 22-26

Turnitin Academy

Having trouble? View as Webpage

Originality Matters

Plagiarism Education Week

YOUR GUIDE TO PLAGIARISM EDUCATION WEEK APRIL 22nd - 26th

Turnitin is partnering with premier experts, educators, and organizations to bring you a full week of plagiarism education and awareness. Our goal is to help educators foster an understanding among their students that *Originality Matters*.

Each day, we'll have a new live webcast progressively covering key topics on plagiarism education and academic integrity. All webcasts will be available live and on-demand shortly afterwards.

Special thanks to the sponsors of Plagiarism Education Week:

The International Center for Academic Integrity | PT PlagiarismToday | see

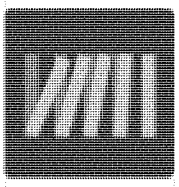

Monday, April 22: Causes of Plagiarism

Plagiarism and cheating among students occur for a variety of specific reasons - you've likely come across more than a few by now. But at the core, plagiarism breaks down to three root motivations according to educational psychologist, Jason Stephens - students are *under pressure*, *under-interested*, or *unable*.

Webcast: Students and Plagiarism: Exploring the Disconnect Between Morals and Behavior
Jason Stephens, Educational Psychologist at University of Connecticut

REGISTER

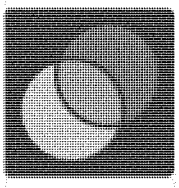

Tuesday, April 23: Types of Plagiarism

From a forgotten footnote to wholesale copy-and-pasting, plagiarism rears its head in a variety of forms and with varied intent. It is important to identify and understand the various types of plagiarism, knowing that it's never black and white but a spectrum.

Webcast: Plagiarism Spectrum Drill Down
Renee Swensen, Professor of English at Saddleback College

REGISTER

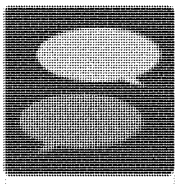

Wednesday, April 24: Responses to Plagiarism

Most instructors seem to respond to plagiarism in their own way that typically can include elements of education, sanctions, and at times ignorance. With appropriate response to the type and intent of the act, and in being considerate and consistent with academic policies, instructors can be more successful in addressing plagiarism.

Webcast: Responding to Plagiarism: Lesson Plans and Strategies

Lynn Lampert, Chair of Reference & Instructional Services at California State University Northridge

REGISTER

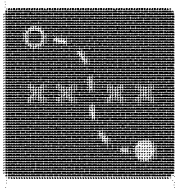

Thursday, April 25: Approaches to Plagiarism

Programmatically addressing plagiarism education and its consequences is important in presenting a unified message and process across the school or institution.

Webcast: Policy to Practice: Developing Effective Academic Integrity Policies

Teddi Fishman, Director at International Center for Academic Integrity

REGISTER

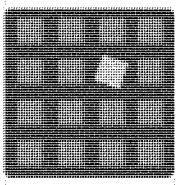

Friday, April 26: Originality and Creativity

Originality and creativity go hand-in-hand. While originality consists of the production of new ideas, creativity is the useful and worthwhile application of these new ideas. On Friday, we'll explore this concept of originality and creativity, and to that end we'll announce the winner of the "Originality Matters" poster contest.

Webcast: Teaching Originality, Creativity, and Critical Thinking

Kelly McBride, Senior Faculty, Ethics, Reporting and Writing at Poynter

REGISTER

How Can I Get Involved?

There are many ways for you to participate in raising awareness for plagiarism education among your colleagues and students this week and throughout the year. Here are a few:

1. Join a live or on-demand webinar above.
2. Share Plagiarism Education Week with your friends and colleagues on Facebook, Twitter, Google+, or your blog. We're using the hashtag #PlagEdWeek
3. Voice your thoughts and opinions on the Turnitin Blog. Throughout this week we're highlighting blog posts specifically around each day's theme.
4. Send us your story - whether it's a story of challenge, triumph, frustration, or joy - you've no doubt experienced a pivotal plagiarism problem. Simply email us at PEW@turnitin.com and be sure to include your name, title, school and 2-3 sentences about yourself.
5. Take 5 minutes in your classes to talk to your students about your expectations of citation and original work.

EVENTS

WEBINARS

Turnitin 30-minute Webcast Series | See Schedule

CONNECT

SHARE YOUR STORY

Do you have a success story

Turnitin Academy Live Professional Development | On-demand Basic Training Walkthrough | See schedule for dates and times.

CONFERENCES

ICT for Education | Leeds, UK | Apr 26
Education ICT 2013 | London, UK | May 14
eLearning Forum Asia 2013 | Hong Kong | May 29-31
African Academic Integrity Seminars | Cape Town and Johannesburg, South Africa | May 20 and 24
African Academic Integrity Seminars | Brno, Czech Republic | June 12-13

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From: mjpender@email.unc.edu
Sent: Monday, April 22, 2013 9:48 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; ePro Users <epro_users@listserv.unc.edu>
Subject: [epro_users] Instructions for returning cylinders to Airgas
Attach: Airgas cylinder return instructions.docx

Returning Airgas cylinders

Please see the attached directions for processing cylinder returns for Airgas, effective immediately. Please note: a cylinder return will have $0.01 cost appearing on the order and email confirmation from Airgas. **This amount will not be billed.**

If you have problems with or questions about ePro, contact the Help Desk by calling 962-HELP or by creating a help request from the UNC website. In the "Type of Help Needed" field, choose CONNECTCAROLINA_ePROCUREMENT so that your request is routed correctly.

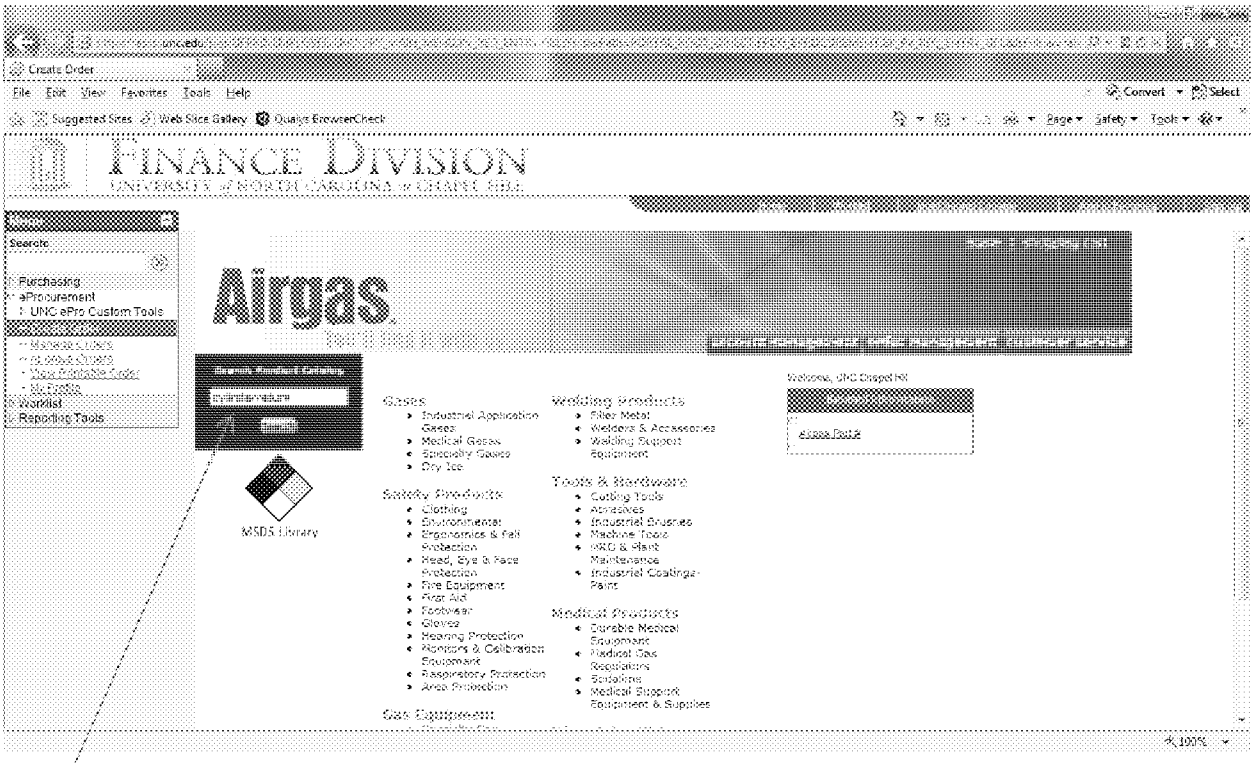

Enter cylinderreturn (one word, no space) and click search.

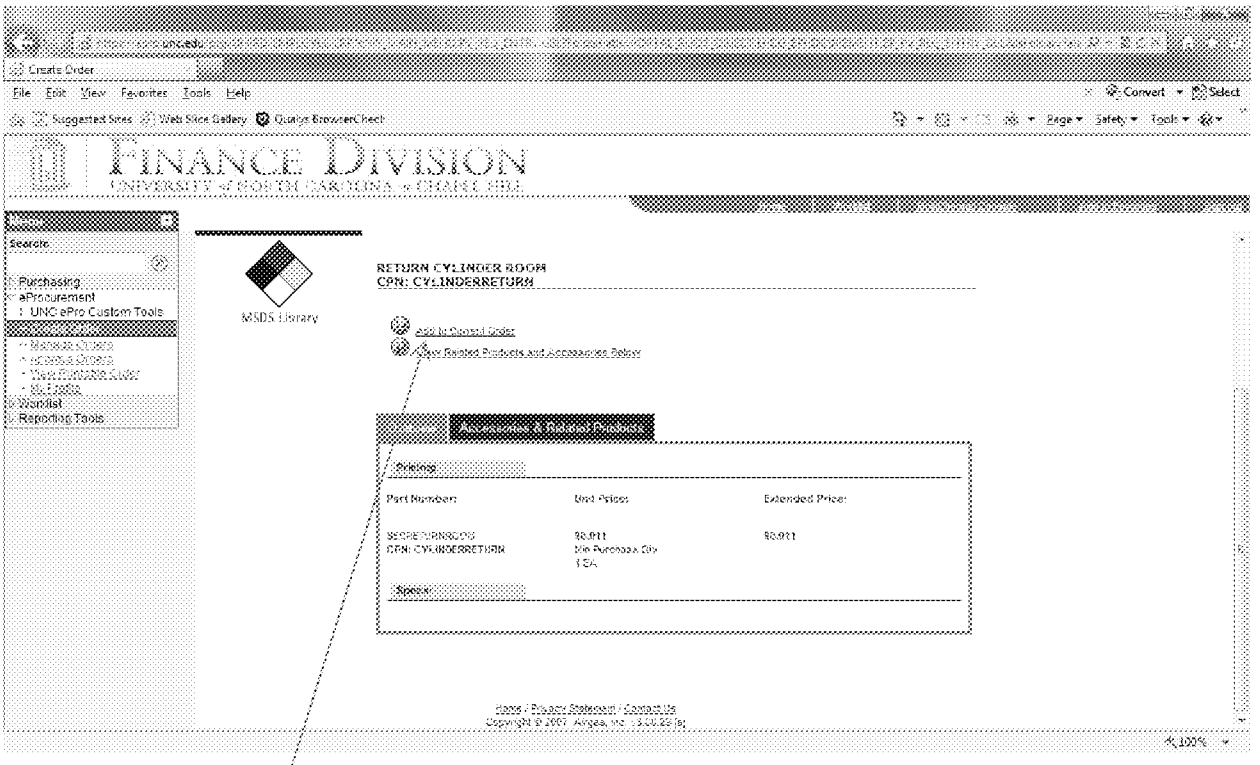

Select add to current order. Pennies are removed before billing.

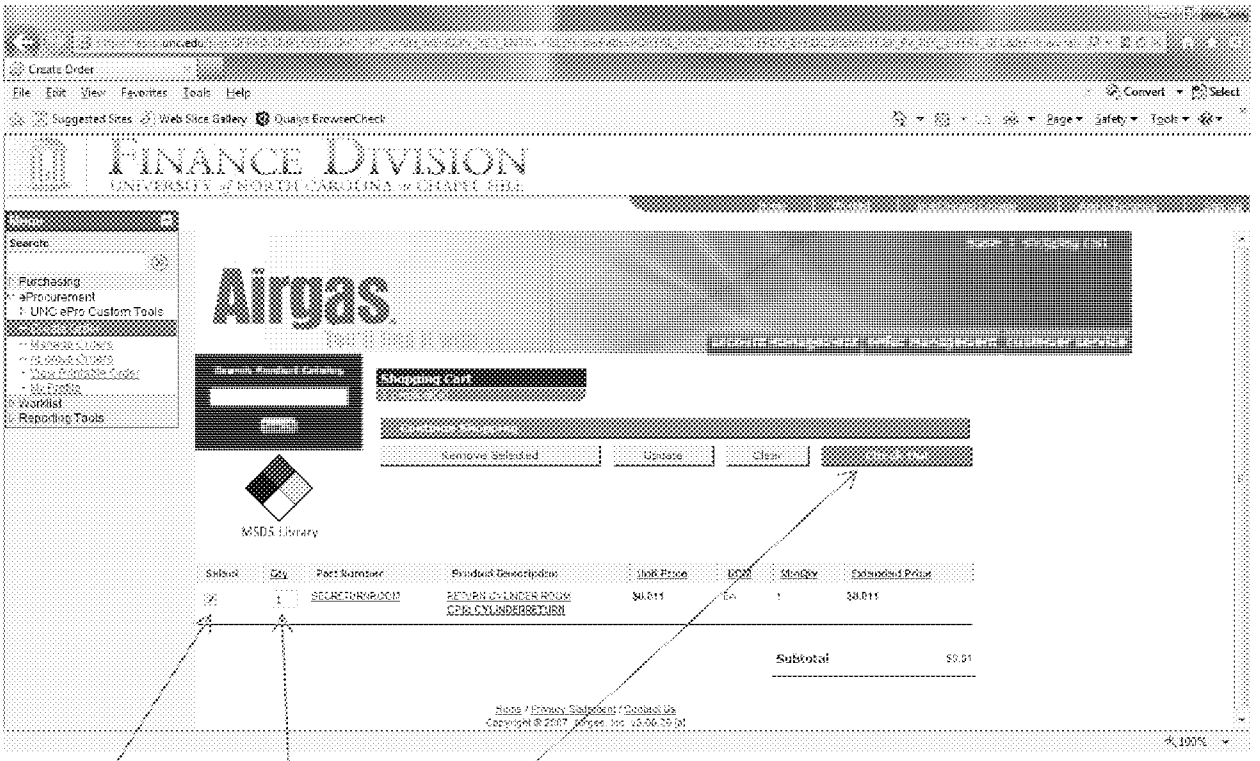

Click select, specify quantity, and check out.

Add details for Airgas drivers in the comments field, including cylinder numbers. Make sure send to vendor box is checked. Comments will appear in shipping instructions on your e-mail confirmation. Click save and submit.

From: Beller, Debra L <debra_beller@unc.edu>
Sent: Monday, April 22, 2013 9:55 AM
To: campus solutions staff users <cccs_staffusers@listserv.unc.edu>
Subject: [cccs_staffusers] Solution to ConnectCarolina menu display issues -- browser compatibility mode
Attach: Compatibility View Issue.pdf

Good morning. As you may be aware, there was an upgrade to ConnectCarolina over the weekend. There have been reports this morning of some problems with menus appearing, particularly in Faculty Center. It appears that this is an issue involving Internet Explorer (version 9) and the need to use compatibility mode.

If you are using IE9, you must be in compatibility mode. You can click on the compatibility mode button from your tool bar, or go to Tools, and click compatibility mode. A brief tutorial is attached. The University Registrar also has tips and tutorials on browser configuration for ConnectCarolina: http://registrar.unc.edu/training/document-repository/browser-basics/

Here are some tips for other issues you may encounter as a result of the upgrade: http://ccinfo.unc.edu/possible-issues-after-march-upgrade/?doing_wp_cron=1366638501.8569350242614746093750

If you have any problems with ConnectCarolina, please submit a ticket at help.unc.edu or call the Help Desk at 919-962-HELP. Thank you.

Debra

Debra Beller
Communications Specialist
ConnectCarolina, Enterprise Applications, ITS
University of North Carolina at Chapel Hill
Phone: 919-843-0477
Website: http://ccinfo.unc.edu

Compatibility View Issue

Monday, April 22, 2013
8:46 AM

When you log into ConnectCarolina with Internet Explorer, you are not able to get past the following screen.

To resolve this issue, you have to turn on compatibility view.

Go to the following menu through the tools option.

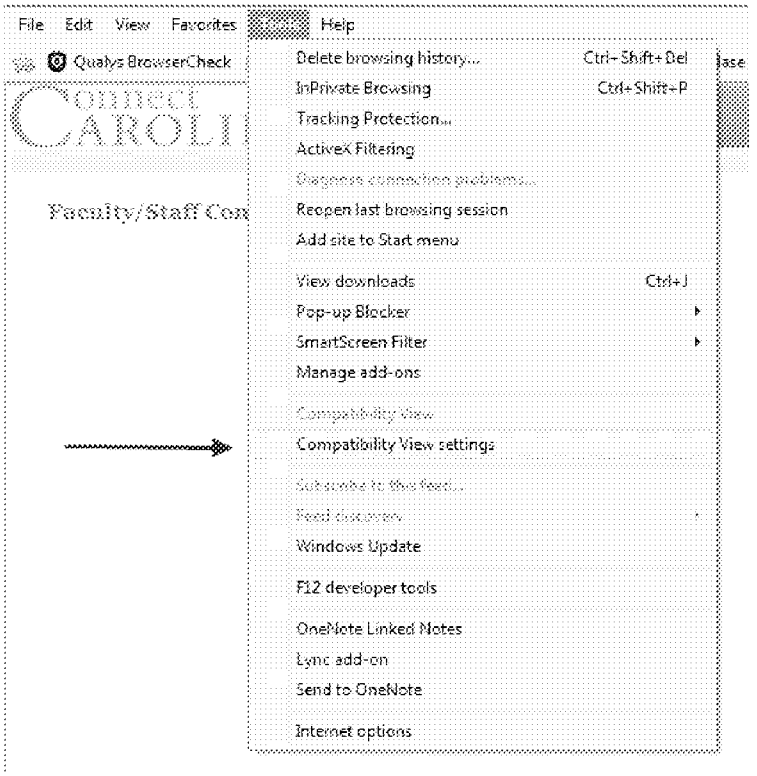

Turn compatibility mode on by adding unc.edu to the list of those that will come up using compatibility mode.

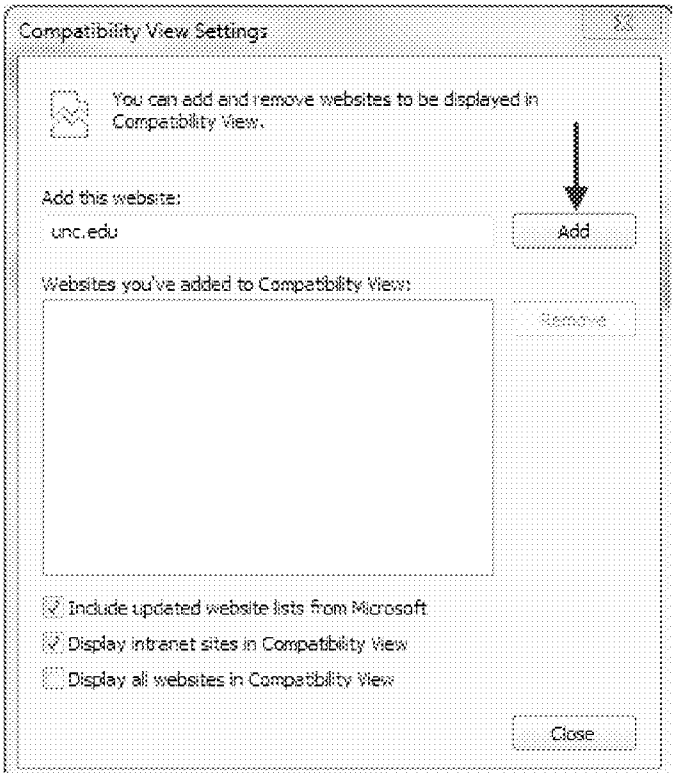

Your screen will look like this.

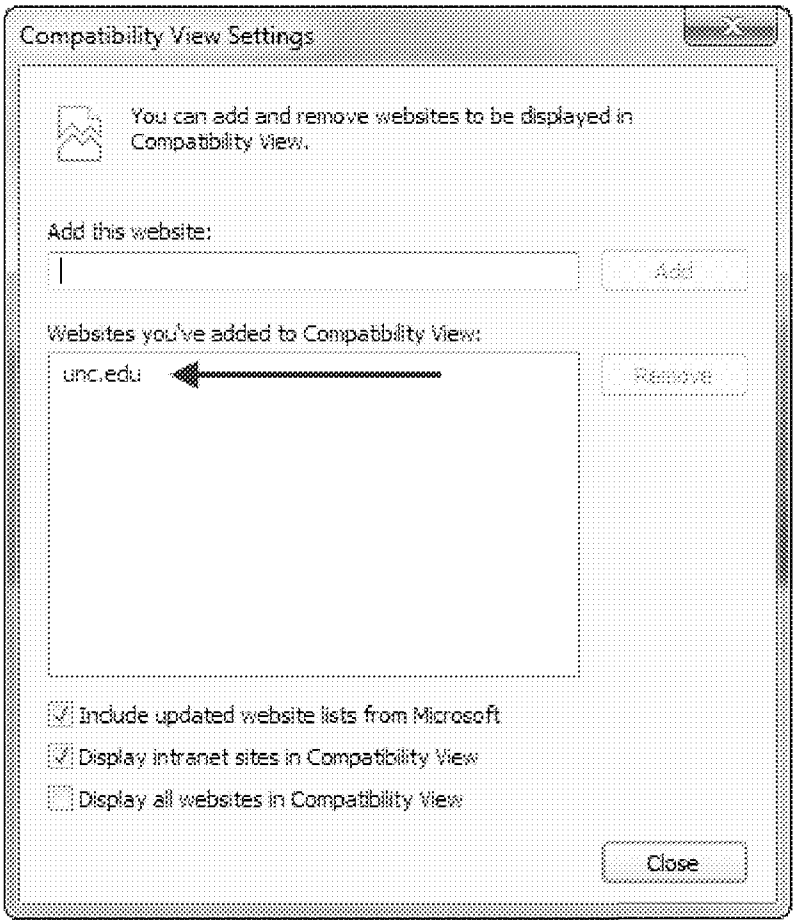

Click Close and close your browser.

Try again.

From: Cynthia Demetriou <cyndem@email.unc.edu>

Sent: Monday, April 22, 2013 12:07 PM

To: Schmitz-Sciborski, Amy Elizabeth <schmitzs@ad.unc.edu>; Polk, Barbara Jo <bpolk@admissions.unc.edu>; Wilson, Ada K <adaw@email.unc.edu>; Dawson, Alice C <adawson@email.unc.edu>; Caldwell, Andrea L <andreac@email.unc.edu>; Mann, April Selena <asmann@email.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; Powell, Candice Shields Fleming <candicef@email.unc.edu>; Demetriou, Cynthia <cyndem@email.unc.edu>; Fisher, Annice E <fisherae@email.unc.edu>; Flinn-Johnson, Lauren <flinnl@email.unc.edu>; Perez, Josmell <josmell@email.unc.edu>; Hogan, Kelly A <leek@email.unc.edu>; Angle, O. Ray <rayangle@email.unc.edu>; Reznick, Steve <reznick@email.unc.edu>; Parsons, Eileen R <rparsons@email.unc.edu>; Mohanty, Suchi <smohanty@email.unc.edu>; 'zthoover@gmail.com'; O'Barr, Allen W <allen_obarr@unc.edu>; Barker, Marco J <barker@unc.edu>; Clark, Fred M <fred_clark@unc.edu>; Woodard, Harold <harold_woodard@unc.edu>; Freeman, Lisa Nicole <lisa_freeman@unc.edu>; Hudley, Melissa O. <mohudley@unc.edu>; Thornburg, Ryan M <ryan.thornburg@unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>

Cc: Owen, Bobbi A <owenbob@unc.edu>

Subject: Cardea Fellows Slides

Attach: UNCRetentionGroupApril17Sent.pptx

Dear Colleagues:

Thank you for attending last week's presentation on the Cardea Fellows. I think there were many interesting aspects of this successful program that we can incorporate into our work at Carolina.

Please see the attached slides from Dr. Baker and Dr. Perz-Edwards.

Thank you for the excellent meeting and for your participation in the Retention Working Group.

Cynthia Demetriou • Director for Retention
Undergraduate Retention • Office of Undergraduate Education
3003/3002 Steele Building • CB# 3504
The University of North Carolina at Chapel Hill • (919) 843-5015

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PROMOTING RETENTION OF TALENTED STUDENTS IN STEM

Duke Cardea Fellows Program

Cardea Fellows at Duke

WHO: Prehealth students

Less science and math in HS (AP, IB, etc.)

Math SAT below 650

WHY: Experience and math SAT predict chemistry grade outcomes

75% get D or F in general chemistry

Prehealth students need 5 or more chemistry courses

Cardea Fellows at Duke

HYPOTHESIS:

Student success in general chemistry historically has been driven by high school experience.

If we want to develop talented students, we need to address differences in experience in ways that account for their academic and personal strengths.

Our solution: Academic Affairs

Advising

Shared classes

Co-housing FY

Academic identity

Professional development

Cardea Fellows

Our solution: Chemistry Department

New course

Problem solving

Peer learning

Address math

Cardea Fellows

Chemistry 99D

Chemistry courses for FY students

- Chemistry 99D (less HS math and/or chemistry)
- Chemistry 101L (general chemistry 1)
- Chemistry 110L (honors chemistry for AP 4)
- Chemistry 201L (organic chemistry 1 for AP 5)

Note: Duke Chemistry uses the 1:2:1 model

1 semester of general chemistry

2 semesters of organic chemistry

1 semester of general chemistry (topics not needed for orgo)

Our solution: Chemistry Department

New course

Problem solving

Peer learning

Address math

Cardea Fellows

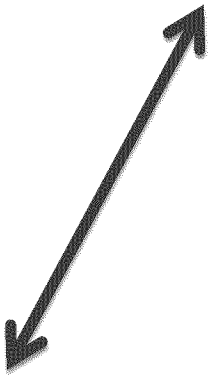

Chemistry 99D

Our solution: Academic Resource Center

Weekly

Peer tutor

Training

Feedback

Referrals

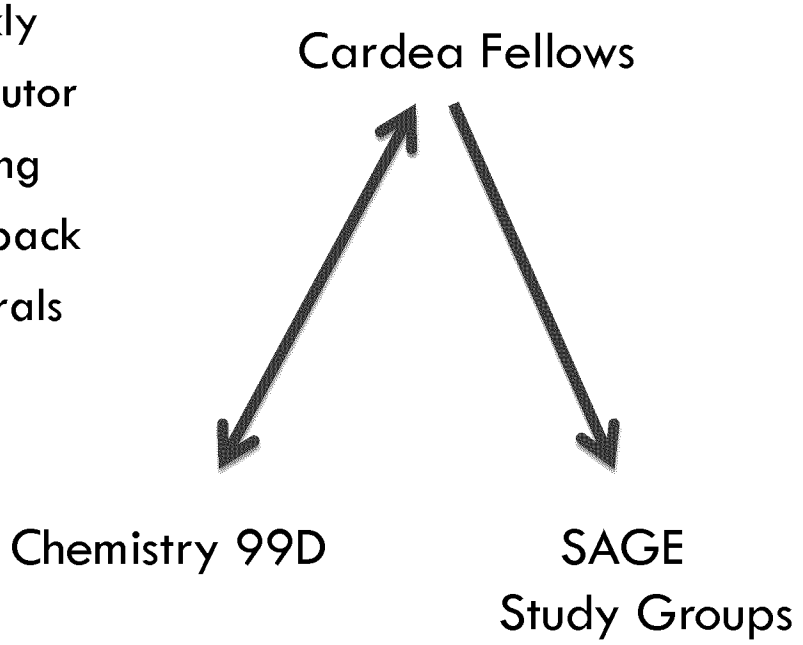

Our solution: Academic Resource Center

Weekly

Peer tutor

Training

Feedback

Referrals

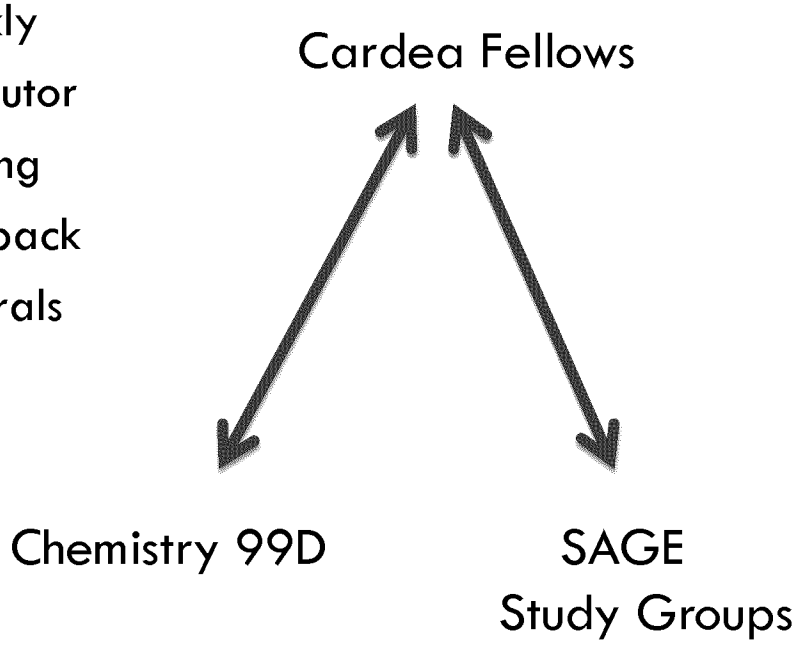

Our solution: Collaborative Synergies

Focus on strengths

Remove stigma

Strong foundation in chemistry and academic skills

Support network

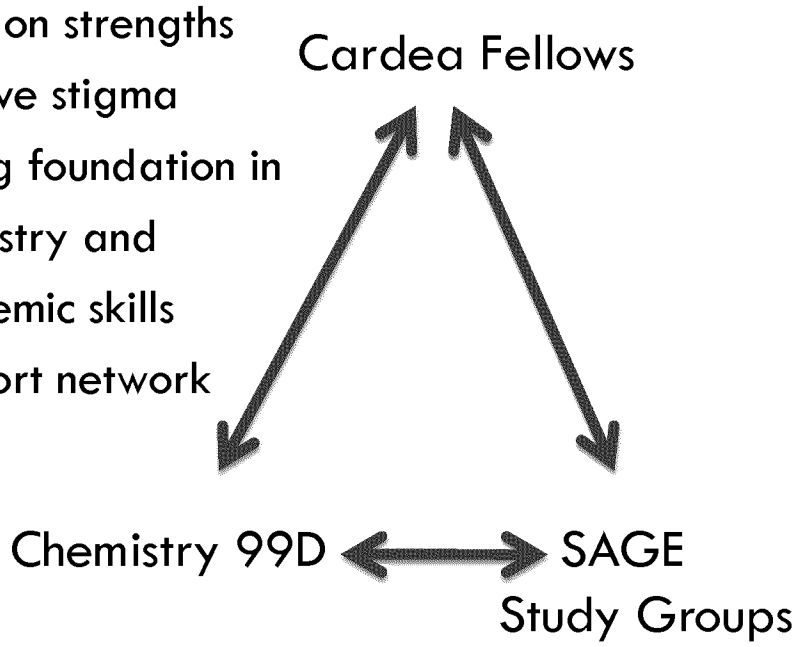

Chem 99D like a freshman redshirt

DukeTODAY

NEWS OPINION WORKING@DUKE STUDENTS

'Redshirt' Chemistry Students Score Big

First-year students with less science experience get boost from introductory chemistry class

March 27, 2013 | *Ashley Yeager*

print |

ARTICLE

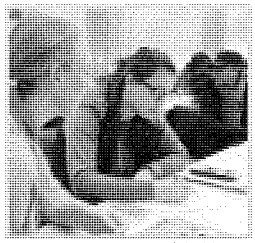

Instructor Dorian Canelas works with a student in her introductory chemistry class. Credit: Miguel Bordo, Duke Media Services.

DURHAM, NC - Quarterback Johnny Manziel "redshirted" his first year at Texas A&M, delaying his playing time by one year while he got the hang of the college game. The next year, he took home the 2012 Heisman Trophy.

Duke senior Eduardo Pascual isn't that much different than Manziel in some ways.

Pascual was a "redshirt" in chemistry his first semester at Duke. He took an extra, introductory chemistry course, which he said gave him the skills and confidence to spend his first year after graduation in a research lab at a New York hospital and then apply to medical school.

http://today.duke.edu/2013/03/redshirtchem

Acknowledgements

Lee Baker
Lee Willard
Donna Hall
Dorian Canales
Dick MacPhail
Matt Serra
Jennifer Hill
Dan Scheirer
Lynn White
Debbie Wahl
Cathy Lewis
Bisa Meek
Amanda Curtin

Alyssa Perz-Edwards akperz@duke.edu

From: nobody@notify.unc.edu on behalf of hr@unc.edu
Sent: Monday, April 22, 2013 8:34 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Change in EPA Non-Faculty Categories for Admissions and Financial Aid Positions

---

To: Deans, Directors, and Department Heads

From: Brenda R. Malone, Vice Chancellor for Human Resources

Over the last several years, UNC General Administration (GA) has been working closely with individual system campuses, including UNC-Chapel Hill, to review how certain EPA Non-Faculty positions in the areas of admissions and financial aid are categorized in our EPA Non-Faculty personnel system.

In an effort to reduce the number of EPA Non-Faculty Senior Academic and Administrative Officers (SAAO), most positions having involvement in admissions and financial aid administration and decision-making have been be re-categorized by GA as EPA Research, Instructional, and Public Service positions instead of SAAO Tier II positions.

GA made these changes effective January 1, 2013, and has asked the campuses to reflect these changes formally in their personnel systems and reporting no later than April. Accordingly, your School/Division HR Officer is notifying affected employees by letter, and the EPA non-faculty categories of these positions will be updated by the Office of Human Resources in EPAWeb. You do not need to take any action regarding this change.

Individual employee terms and conditions of employment are *not* affected by this change. There is *no* effect regarding compensation, benefits, leave eligibility, or policies governing termination, disciplinary action, or grievance rights. The letters notifying employees of this change emphasize the above points. These changes primarily relate to campus HR reporting.

We wanted to make all department heads aware of this change and the notifications that will be made to impacted employees.

If you have any questions about this change, please feel free to contact your School/Division HR Officer or the OHR EPA Non-Faculty Human Resources Office at (919) 962-2897.

cc: School/Division HR Officers

This email is sponsored by: Office of Human Resources

From: Dan Tudor <dan@sellingforcoaches.ccsend.com>
Sent: Tuesday, April 23, 2013 9:40 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Should You Use Assimilation or Differentiation?

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TUDOR TCS COLLEGIATE STRATEGIES

College Recruiting Weekly

April 23, 2013 Volume 9, Issue 17

Should You Use Assimilation or Differentiation, Beth?

All of us have the need to be included in a group.

Your prospects are no different.

It all goes back to our primary need for **two basic psychological drives**: Assimilation and differentiation.

Assimilation is our basic longing to be included in a group, while differentiation is the pleasure we derive from being "set apart" as special. Both are important for coaches to keep in mind as they are recruiting.

So, let me ask you a question:

How are you incorporating those two basic psychological principles in your recruiting strategy?

Most coaches aren't. And those that are usually do so by mistake...getting great results, but not quite sure why.

So, I wanted to share some of the reasons incorporating answers to your recruit's basic psychological need to be included, or set apart, are so effective in getting them to take a serious look at you and your program.

Here are three fairly common recruiting scenarios, and how this strategy can work to help overcome an obstacle you might be facing with a future prospect…

CLICK HERE TO CONTINUE

Former College Coach Ready to Teach Recruiting Lessons at 2013 NCRC

Among the line-up of coaches and experts slated to speak at the **National Collegiate Recruiting Conference**, John Brubaker is unique.

He's a former college lacrosse coach who left the profession and **successfully reinvented himself** as a rising motivational speaker, business and sales consultant. Now, he adds the title of author of his second book...one that will resonate with attendees to this Summer's NCRC, he says.

"When I began my first job as an assistant coach in 1996, my head coach sent me to visit what he called The Three Wise Men", says Brubaker. "They were a Marine Corps recruiter, the CEO of a multi-media corporation and a preacher. I spent three days interviewing and learning from each of these wise men and I learned that the best ideas you get as a coach come from outside your own industry (athletics). Life is the curriculum and everyone has a lesson to teach." Brubaker's latest book, The Seeds of Success, focuses on that story - and the lessons for college coaches that followed...

CLICK HERE TO CONTINUE

The Early Bird Gets the Worm

by Ellen Sawin,
NCSA Athletic Recruiting

This mantra seems to be taking over the world of collegiate athletics.

Many coaches from the nation's top teams have started offering scholarships to athletes who haven't even started high school yet. Just this past summer, LSU offered a scholarship to Dylan Moses, a football player who hadn't even started the 8th grade. As the best Division I programs begin offering scholarships to middle school athletes, coaches at other levels will no doubt feel the need to follow suit and start offering their recruits at earlier times, as well.

With the advanced recruiting timeline, coaches will be scouting and communicating with more players all at once than they have in the past. After all, coaches can't simply ignore the athletes that have given verbal commitments, no matter what their age is. Working with more student-athletes at a time, requires more time and money from teams.

And as many schools have tighter recruiting budgets than 5 years ago, this presents a serious problem. So, how can motivated, competitive college coaches recruit more athletes, at younger ages, without breaking your bank (or the rules)? Here are several ideas we see working for coaches around the country...

CLICK HERE TO CONTINUE

Dan 2006 Picture

HOW DO PROSPECTS FEEL ABOUT NEW RECRUITING RULES?

With all the dramatic recruiting contact rule changes, the focus has largely been centered on how it affects coaches. But what about the prospects? Read some of their insights in this new story from your recruit's perspective. **CLICK HERE**

Twitter

GET THE LATEST RECRUITING NEWS AND TIPS THIS WINTER!

Looking to up your knowledge level as we get into Spring? Getting our tips, articles and exclusive news can help. So make sure to follow Dan on Twitter to get the latest advice on how to better recruiting your next class of prospects! **CLICK HERE**

COMING-UP IN THURSDAY'S

Client Insider

Video Training: Your Early Summer To-Do List

Coming up later this week for our **TRS Clients** and **Premium Members** we're putting together a new private video training session, just for you. The focus? What you need to be getting ready for as we start to look ahead towards Summer recruiting.

Look for this early Summer to-do list coming soon, with some new ideas and trends that we want you to be aware of.

Not a TRS Client? ***Click here.***

Want to become a Premium Member? ***Click here.***

Have questions? ***Email Dan directly at dan@dantudor.com***

The Tricky Task of "De-Recruiting"

by Pat Dooley, Gainesville Sun

He was like so many before him and who have come after his career ended.

He was a big-time recruit who had all kinds of stars and power ratings next to his name. He was recruited with pats on the back and warm smiles.

And then he showed up.

"The love affair definitely ends when you step on campus."

That is Kevin Carter, the former All-American at Florida, speaking about the culture shock that so many athletes face when they go from recruited star to one of the pack. High school athletes are wooed and romanced by college coaches in all sports, some to obscene levels.

But then comes the reality of being coached hard and not being far and away the best player on the field or court.

"Everybody goes through it," former Duke star and ESPN analyst Jay Bilas said. "You have to be able to take criticism. It comes faster and it can be harsh. You're held accountable for things that you weren't held accountable for in high school.

"In high school, you don't have to play every possession."

College coaches refer to it as "de-recruiting." After spending years building an athlete up in an effort to bring him to your school, you almost have to break him or her down once practices begin...

CLICK HERE TO CONTINUE

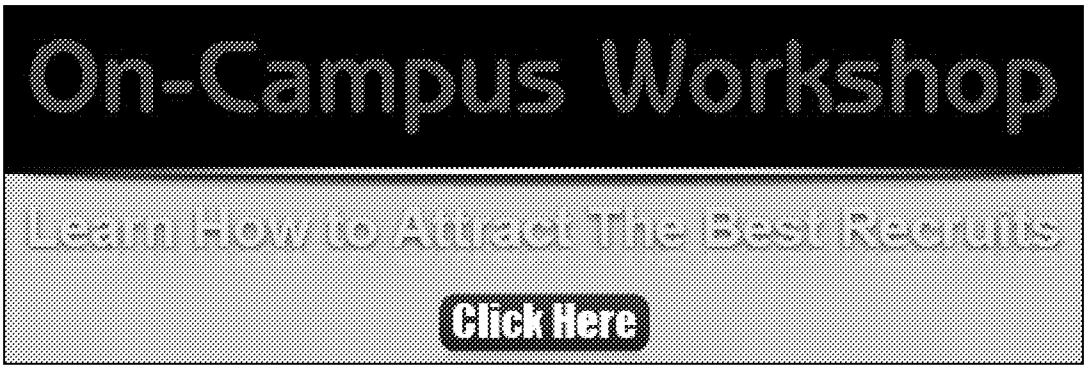

Two-Part Video Webinar Training: The New NCAA Contact Rules

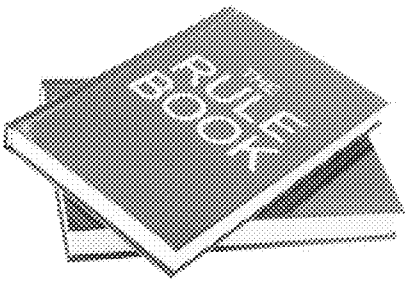

The new NCAA contact rules that are going into effect will drastically change how a coach and their program are able to recruit.

To be blunt, it could be a game changer.

To help with the transition, we've issued a two-part training session through our educational partner at **NCSA Athletic Recruiting** that outlines what the new rules mean, and how to come-up with a plan for succeeding in this brave new world of recruiting communication.

Take time to watch each of these training sessions, Coach. We think you'll really get a better understanding of what you need to do to be successful moving forward.

WATCH PART I

WATCH PART II

Forward this email to other coaches!

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Constant Contact

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From: Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of Ray Sanchez <ray.sanchez@FRESNOCITYCOLLEGE.EDU>
Sent: Tuesday, April 23, 2013 1:12 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Subject: Re: Various Names for SI
Attach: Final_SI_SanDiego_May2012.pdf

Fresno City College coined the name Extending the Class (ETC) about five years ago. There was some concern on my campus about using the term Supplemental Instruction since there are some related terms in the California Community College regulations.
After a semester or two of traditional SI, we modified our program, which coincided with the name change. Last year I presented on ETC at the SI conference in San Diego. See attached PPT which highlights the distinguishing characteristics of ETC.
Ray M. Sanchez
Fresno City College

From: Supplemental Instruction Discussion List [mailto:SINET@LISTSERV.UMKC.EDU] **On Behalf Of** Jennifer Fasy
Sent: Thursday, April 18, 2013 1:37 PM
To: SINET@LISTSERV.UMKC.EDU
Subject: Various Names for SI
Can someone tell me what the difference is with the various names for SI? I've heard:
Structured Learning Assistance (SLA)
Peer Assistant Study Sessions (PASS)
Extending the Classroom (ETC)
Tutors in the Classroom (TC) and
Peer Assisted Learning (PAL)
I don't know what distinguishes them from each other.
Thank you,
Jennifer I. Fasy
Redwood Learning Center Coordinator
Salt Lake Community College
Salt Lake City, UT 84130
801-957-4138
jennifer.fasy@slcc.edu
focusedtutoring@slcc.edu

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To search past discussions on the SI-Net, visit our archive at http://groups.google.com/group/si-net

To add or remove from this mailing list, please go to <http://listserv.umkc.edu/scripts/wa.exe?SUBED1=SINET&A=1> or send an email message to the address listserv@listserv.umkc.edu, with the text SIGNOFF SINET in the body of the message.

You are subscribed to the SINET list as ray.sanchez@FRESNOCITYCOLLEGE.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.

To search past discussions on the SI-Net, visit our archive at http://groups.google.com/group/si-net

To add or remove from this mailing list, please go to <http://listserv.umkc.edu/scripts/wa.exe?SUBED1=SINET&A=1> or send an email message to the address listserv@listserv.umkc.edu, with the text SIGNOFF SINET in the body of the message.

You are subscribed to the SINET list as bridgerb@UNCAA.UNC.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.

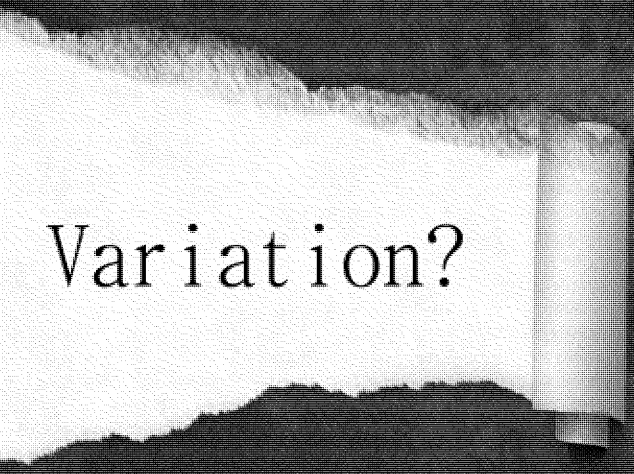

Varied Beyond Recognition: How to Adapt SI without Compromising Student Success

Ray M. Sanchez
Coordinator, Student Learning Support Services
Fresno City College, Fresno, CA
559|442-8209
ray.sanchez@fresnocitycollege.edu

What is SI?

→ Definition:
→ Purpose:
→ Participants:

How much is too much?

Ten (plus one) Essential Components

1. Targets subjects not students (high-risk classes, not high-risk students)
2. Program is evaluated
3. Regularly scheduled sessions
4. SI Leaders receive training
5. SI sessions are peer-facilitated
6. SI sessions integrate study skills and content
7. SI sessions are collaborative/cooperative, involve active learning & group activities
8. Faculty engaged and supportive
9. SI program is supervised
10. SI Leader attends targeted class lectures/labs
11. SI Leaders serve as model students

More?

Which of These are Non-Negotiable?

1. Targets subjects not students
2. Program is evaluated
3. Regularly scheduled sessions
4. SI Leaders receive training
5. SI sessions are peer-facilitated
6. SI sessions integrate study skills and content
7. SI sessions are collaborative/cooperative, involve active learning & group activities
8. Faculty engaged and supportive
9. SI program is supervised
10. SI Leaders attend targeted class lectures/labs
11. SI Leaders serve as model students

12. Institutional support
13. SI Leaders are faculty recommended
14. SI Leaders have passed course
15. SI sessions are voluntary
16. SI Leader has (paid?) planning time

Which of These are Non-Negotiable?

1. Targets subjects not students
2. Program is evaluated
3. Regularly scheduled sessions
4. SI Leaders receive training
5. SI sessions are peer-facilitated
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11. SI Leaders serve as model students
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14. SI Leaders have passed course
15. SI sessions are voluntary
16. SI Leaders have planning time

Semester	Number of Instructors	Number of Sections	FTC Student Attendance	Contact Hours	Visits
Spring 2007	7	8	61	146.92	136
Fall 2007	6	12	78	198.15	195
Spring 2008	8	18	143	831.78	706
Fall 2008	8	22	386	2486	3081
Spring 2009	10	16	466	4335.87	3458
Fall 2009	6	14	275	2383.5	1832
Spring 2010	11	22	465	5315.3	3850
Fall 2010	10	29	510	4856.9	3900
Spring 2011	9	23	686	6358.37	5595
Fall 2011	10	25	674	6857.82	6732
Spring 2012	15	45	1160	9901	8696

Semester	Number of Instructors	Number of Sections	ETC Student Attendance	Contact Hours	Visits
Fall 2011	10	25	674	6857.82	6732

Fall 2011

There were 9 course sections in the Social Sciences Division: Sociology 1A, Political Science 2, and Psychology 2. There were 14 course sections in the Math, Science, and Engineering Division: Math 101, Math 103, Math 4A, Chemistry, and Biology 5. There were 2 course sections in Fine and Performing Arts Division: Art 2.

The total final graded enrollment for these courses was 1,720 with 674 students (39%) participating in the ETC program.

Four Categories

1. Key People & Roles (Leader, Supervisor, Students, Faculty Member)

#4 – SI Leaders receive training | #5 – SI sessions are peer-facilitated

#6 – SI sessions integrate study skills and content | #7 – SI sessions are collaborative/cooperative, involve active learning & group activities

#8 – Faculty engaged and supportive | #9 – SI program is supervised

#10 – SI Leaders attend targeted class lectures/labs | #11 – SI Leaders serve as model students

2. Course & Class Selection

#1 – Targets subjects not students (high-risk classes, not high-risk students)

3. Evaluation and Reporting

#2 – Program is evaluated

4. Review Session Focus & Dynamics

#3 – Regularly scheduled sessions | #4 – SI Leaders receive training

#5 – SI sessions are peer-facilitated | #6 – SI sessions integrate study skills and content

#7 – SI sessions are collaborative/cooperative, involve active learning & group activities

#11 – SI Leaders serve as model students

<u>CAN'T</u> MODIFY:

1. Targets subjects, not students
2. Program is evaluated
4. SI Leaders receive training
5. SI sessions are peer-facilitated
6. SI sessions integrate study skills and content
8. Faculty engaged and supportive
9. SI program is supervised

12. *Institutional support*
13. *SI Leaders are faculty recommended*
14. *SI Leaders have passed course*
16. *SI Leaders have planning time*

CAN MODIFY:

3. Regularly scheduled sessions

But allow for drop-in, not simply 50-minute structured sessions

7. SI sessions are collaborative

Allow for occasional presentation without smaller groupings, unique session strategies, or major activities.

10. SI Leaders attend targeted class

Every class meeting?

11. SI Leaders are model students

But more than a model in the classroom with the instructor

15. SI sessions are voluntary

Extra credit?

3. SI Sessions are Regularly Scheduled

--How do you define “sessions”?
50 minutes? Can’t come late?
Open entry, open exit?

7. SI sessions are collaborative ...

A. **Groupings** (clusters, think-pair-share, assigned discussion leader)

B. **Session Strategies** (matrix, one-minute quiz, mapping, lecture review, flip charts, time lines, muddiest point)

C. **Major Activities** (jeopardy, essay prep, text quest, carousel, lecture note reviews)

10. SI Leaders attend targeted class

--But every class? Why or why not?

Number of weekly hours (per section):

Review Session Time :

- Lecture/Lab = 4 hours
- LGI = 5 hours
- Non-LGI = 3 hours

Prep = 1 hour

Instructor Meeting= 1 hour

In Class = 1 hour per each section

11. SI Leaders are Model Students

15. SI sessions are voluntary

--extra credit, SLA – Structured Learning Assistance
--instructors don’t know who is attending (in traditional SI)

ETC at Fresno City College

Snapshot of Change

	Pilot - Spring 2007	Current Program
Leader Weekly Hrs.	Varied Wasn't Random, Wasn't Fixed	Specific Criteria for Number of Hours
Sections	One Section. One Year into the Program we Encouraged up to Two Sections	All Sections of the Same Course Taught by the Same Instructor (as many sections as possible)
Training	Beginning of Semester	Prior to Semester & Ongoing
Attendance	Log Sheets	TutorTrac; Now using SARS
In-Class Presentation	First Week of School	Throughout Semester (even ETC sessions in class)
Assessment	Leader Observations, Survey Students in supported courses, Instructor Survey, Grade Sheets	
Data Collection	Attendance, Grade Sheets, Baseline Data	Trend Analysis, Statistical Analysis

Snapshot of Course Selection Criteria

Available Funding

Tutorial Center

External Funding (e.g. Division Sponsored)

Statistical Measure

40% or higher rate of unsuccessful completion (D/F final grade)

Instructor Course Load

Instructor Works Collaboratively with the ETC Program

Minimum of 2 courses taught within a semester

Additional Criteria (one needed)

30% or higher Withdrawal

LGI

1st in a sequence

Meets: GE, CSU Transfer Req.

Basic Skills

Original Course Selection Criteria

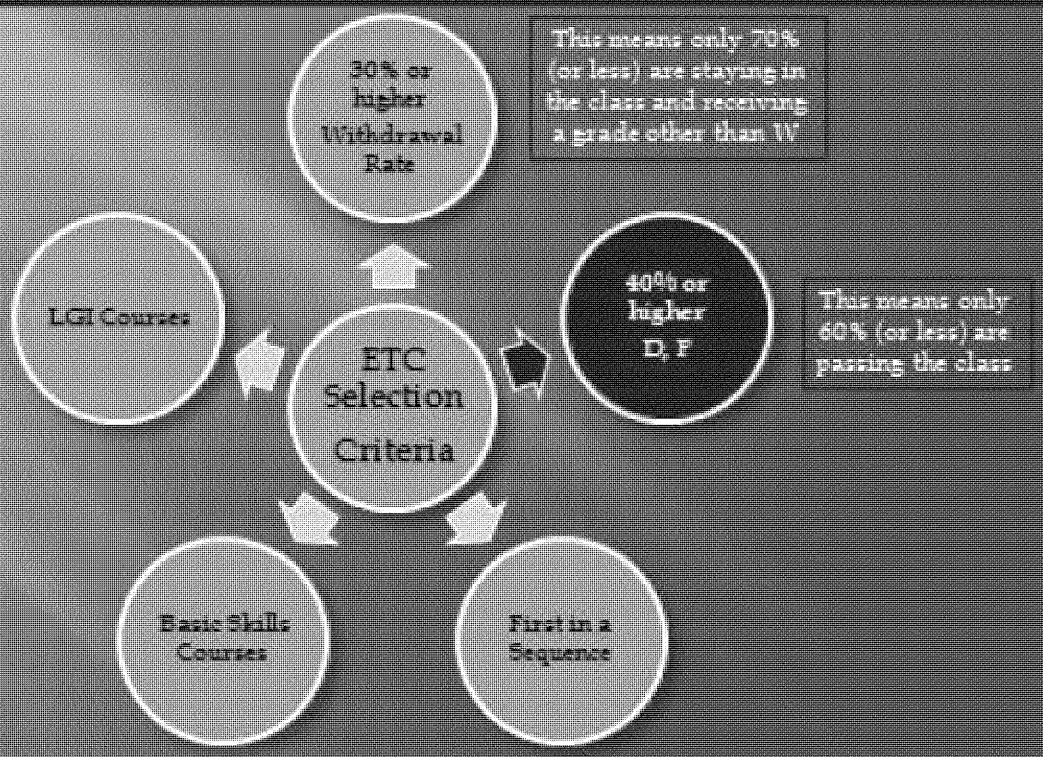

Spring 2007 – Spring 2010

Sociology 1A

- 10 Sections
- 1,157 Total Enrollment
- 300 ETC Participants

Math 101

- 10 Sections
- 421 Total Enrollment
- 175 ETC Participants

Political Science 2

- 12 Sections
- 1601 Total Enrollment
- 572 ETC Participants

Project Measure #1

70% of ETC students successfully complete the class

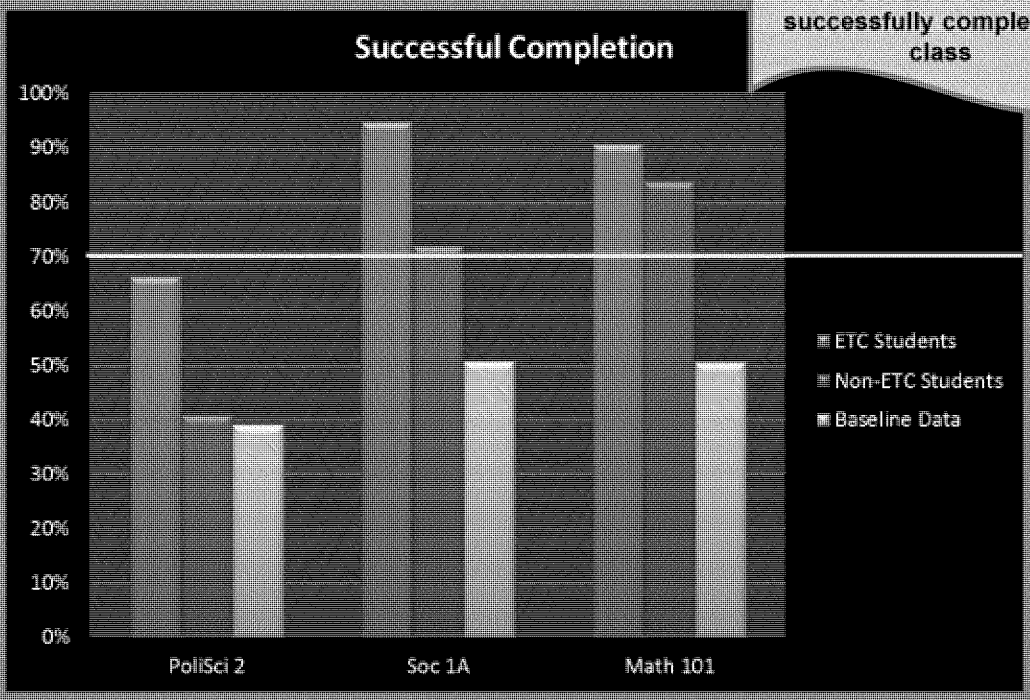

** Baseline data was retrieved from the SCCCD Department of Institutional Research Website (http://ir.scccd.com/)*

Project Measure #3

15 percent increase ETC to baseline comparison

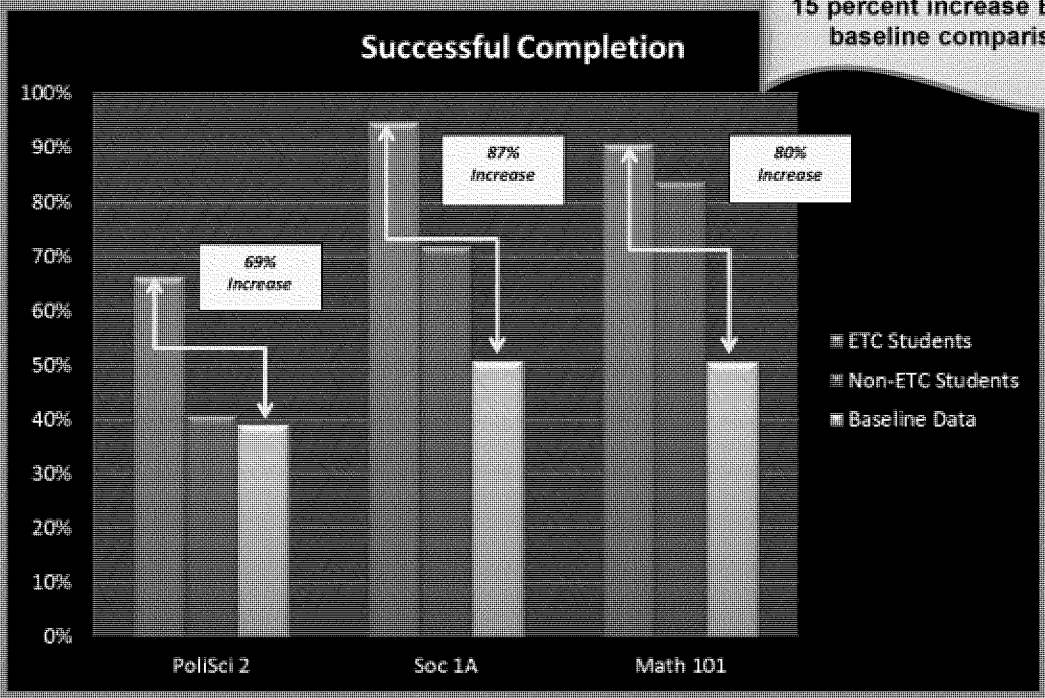

** Baseline data was retrieved from the SCCCD Department of Institutional Research Website (http://ir.scccd.com/)*

	Sections	Total Enrollment	Total Graded Enrollment	Withdrawals	Students Attending at least (1) ETC Sessions	ETC Participant	Non-ETC Participant
					Spring 2007		
Successful Completion	1	73	64	9	25	60.87%	56.10%
					Fall 2007		
Successful Completion	2	117	105	12	22	70.00%	48.24%
					Spring 2008		
Successful Completion	3 & 4	236	212	24	43	55.56%	34.35%
					Fall 2008		
Successful Completion	5 & 6	280	245	35	106	77.38%	44.53%
					Spring 2009		
Successful Completion	7, 8, 9 & 10	366	351	15	147	69.65%	36.88%
					Fall 2009		
Successful Completion	11, 12	166	136	30	62	66.93%	42.00%
					Spring 2010		
Successful Completion	13, 14, 15 & 16	363	319	44	167	62.95%	38.31%
					Fall 2010		
Successful Completion	17, 18 & 19	211	183	28	73	69.75%	37.34%
					Spring 2011		
Successful Completion	20, 21, 22 & 23	406	332	74	148	75.29%	49.71%

Total Enrollment	Total Graded Enrollment	Withdrawals	Students Attending at least (1) ETC Sessions
2218	1947	271	793

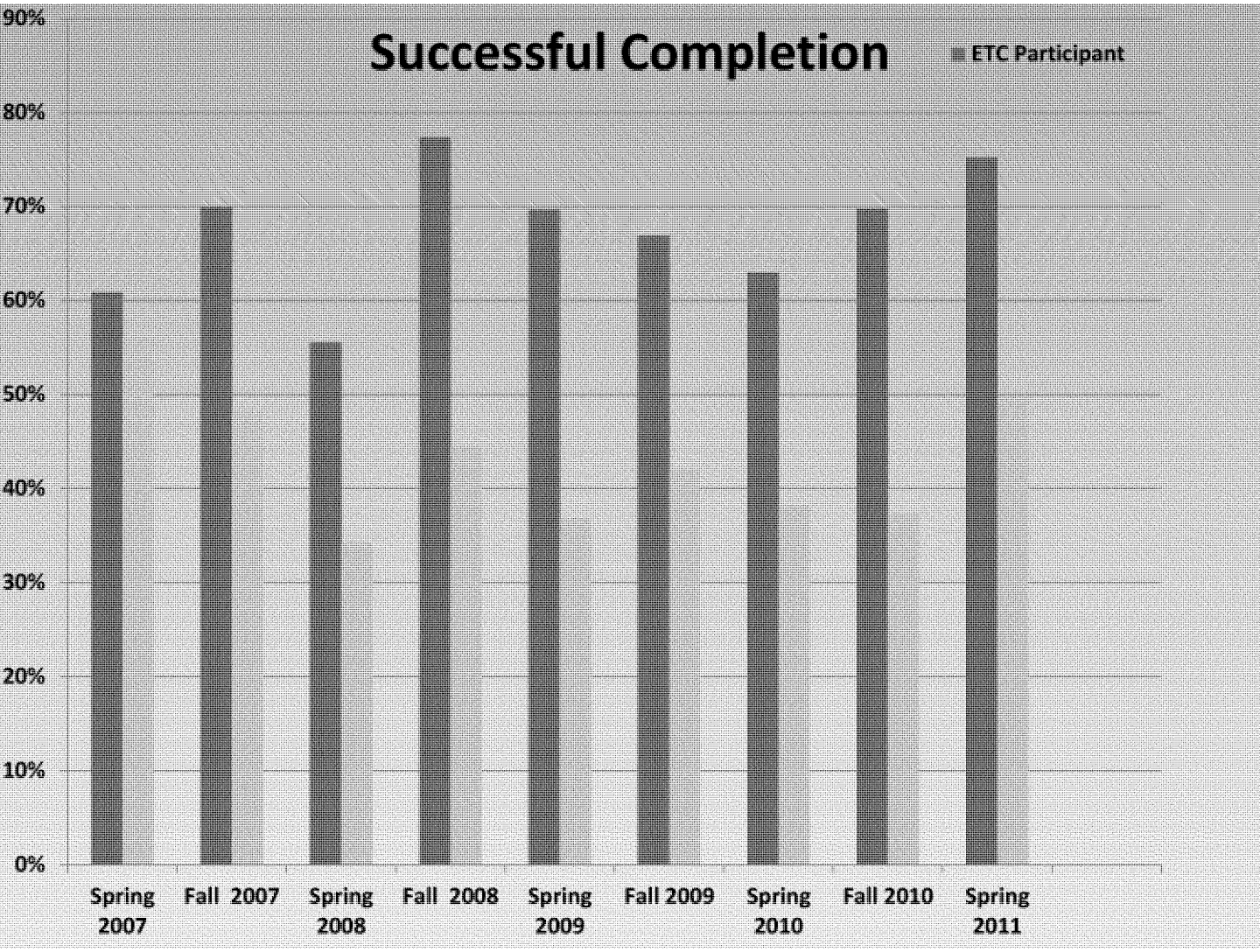
Successful Completion
ETC Participant
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Spring 2007
Fall 2007
Spring 2008
Fall 2008
Spring 2009
Fall 2009
Spring 2010
Fall 2010
Spring 2011

Fall 2011		# of Students			GPA				Retention Rate				Success Rate			
		Total	ETC	Non-ETC	Total	ETC	Non-ETC	ETC VS Non-ETC	Total	ETC	Non-ETC	ETC VS Non-ETC	Total	ETC	Non-ETC	ETC VS Non-ETC
CHEM 3A	38129	28	5	23	1.46	2.60	1.19	Higher	93%	100%	91%	Higher	43%	80%	35%	Higher
	38189	30	8	22	2.00	2.63	1.75	Higher	93%	100%	91%	Higher	67%	100%	55%	Higher
	38190	29	5	24	1.87	1.60	1.95	Lower	83%	100%	79%	Higher	55%	60%	54%	Higher
	38191	30	11	19	2.07	2.64	1.71	Higher	93%	100%	89%	Higher	73%	100%	58%	Higher
	Subtotal	**117**	**29**	**88**	**1.86**	**2.45**	**1.64**	Higher	**91%**	**100%**	**88%**	Higher	**60%**	**90%**	**50%**	Higher
PSY 2	37089	195	60	135	1.73	2.32	1.44	Higher	93%	98%	90%	Higher	51%	72%	41%	Higher
	37087	200	53	147	2.04	2.37	1.91	Higher	93%	98%	90%	Higher	63%	75%	58%	Higher
	Subtotal	**395**	**113**	**282**	**1.89**	**2.34**	**1.69**	Higher	**93%**	**98%**	**90%**	Higher	**57%**	**73%**	**50%**	Higher
SOC 1A	37115	40	10	30	2.92	2.70	3.00	Lower	92%	100%	90%	Higher	83%	90%	80%	Higher
	37622&91114	107	35	72	2.64	2.94	2.48	Higher	94%	100%	92%	Higher	79%	91%	74%	Higher
	37104	56	17	39	2.48	3.13	2.21	Higher	96%	94%	97%	Lower	75%	76%	74%	Higher
	Subtotal	**203**	**62**	**141**	**2.65**	**2.95**	**2.51**	Higher	**95%**	**98%**	**93%**	Higher	**79%**	**87%**	**75%**	Higher
BIOL 5	37627	34	11	23	2.70	3.36	2.32	Higher	88%	100%	83%	Higher	71%	91%	61%	Higher
	37628	24	12	12	2.35	2.91	1.67	Higher	83%	92%	75%	Higher	63%	83%	42%	Higher
	37629	24	10	14	2.31	2.38	2.20	Higher	54%	80%	36%	Higher	46%	70%	29%	Higher
	Subtotal	**82**	**33**	**49**	**2.51**	**2.93**	**2.12**	Higher	**77%**	**91%**	**67%**	Higher	**61%**	**82%**	**47%**	Higher
ART 2	37118	35	9	26	2.42	3.33	2.05	Higher	89%	100%	85%	Higher	66%	100%	54%	Higher
	37119	34	14	20	3.18	3.36	3.05	Higher	97%	100%	95%	Higher	91%	100%	85%	Higher
	Subtotal	**69**	**23**	**46**	**2.81**	**3.35**	**2.51**	Higher	**93%**	**100%**	**89%**	Higher	**78%**	**100%**	**67%**	Higher
POLSCI 2	37054	189	84	105	1.19	1.68	0.67	Higher	83%	95%	72%	Higher	32%	55%	13%	Higher
	37081	60	28	32	1.29	1.46	1.09	Higher	82%	93%	72%	Higher	38%	50%	28%	Higher
	37056	190	74	116	1.55	2.21	1.10	Higher	94%	99%	91%	Higher	47%	72%	32%	Higher
	37077	196	116	80	1.92	2.40	1.21	Higher	95%	96%	94%	Higher	62%	78%	39%	Higher
	Subtotal	**635**	**302**	**333**	**1.55**	**2.07**	**1.01**	Higher	**90%**	**96%**	**84%**	Higher	**46%**	**68%**	**27%**	Higher
MATH 4A	38022	58	7	51	1.67	2.71	1.51	Higher	90%	100%	88%	Higher	48%	86%	43%	Higher
	38020	52	8	44	2.21	2.75	2.10	Higher	90%	100%	89%	Higher	65%	88%	61%	Higher
	Subtotal	**110**	**15**	**95**	**1.93**	**2.73**	**1.79**	Higher	**90%**	**100%**	**88%**	Higher	**56%**	**87%**	**52%**	Higher
MATH 103	37712	30	16	14	3.07	3.00	3.15	Lower	93%	94%	93%	Higher	90%	88%	93%	Lower
	37718	44	28	16	2.95	2.85	3.17	Lower	91%	100%	75%	Higher	91%	100%	75%	Higher
	Subtotal	**74**	**44**	**30**	**3.00**	**2.90**	**3.16**	Lower	**92%**	**98%**	**83%**	Higher	**91%**	**95%**	**83%**	Higher
MATH 101	37685	35	11	24	2.28	2.82	1.94	Higher	83%	100%	75%	Higher	57%	91%	42%	Higher
Total all classes		**1720**	**632**	**1088**	**1.98**	**2.40**	**1.70**	**Higher**	**91%**	**97%**	**87%**	**Higher**	**58%**	**76%**	**48%**	**Higher**

Project Measure #1

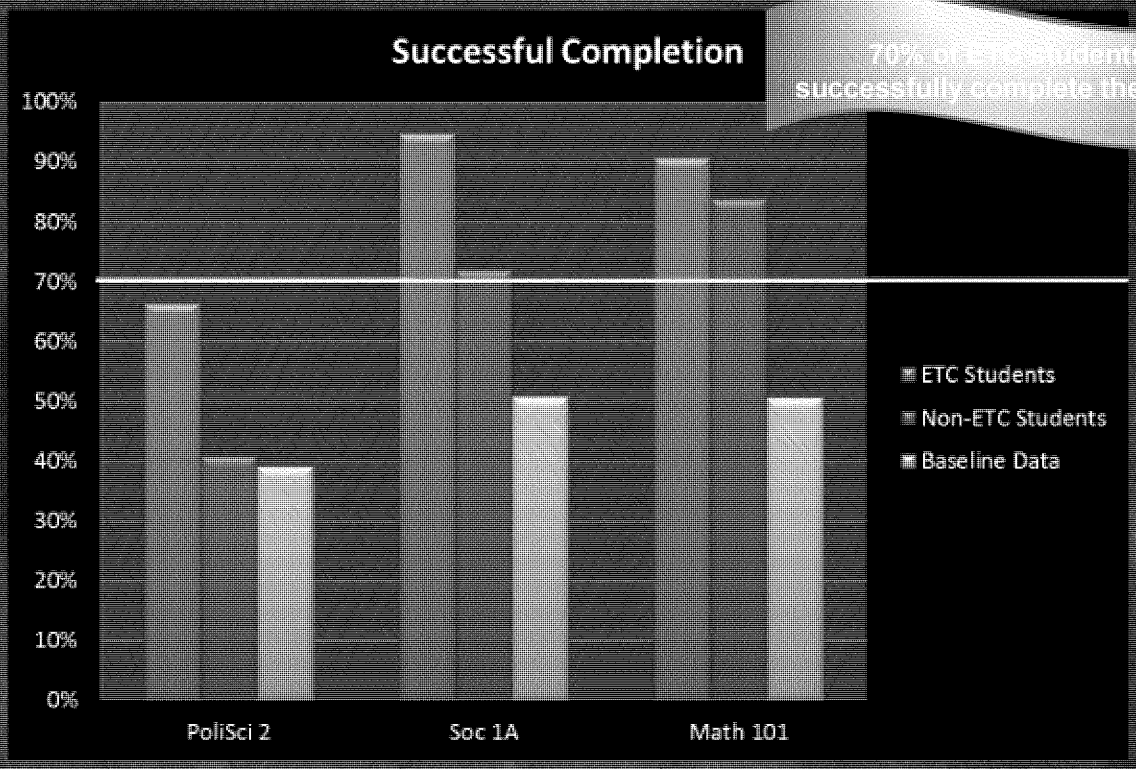

** Baseline data was retrieved from the SCCCD Department of Institutional Research Website (http://ir.scccd.com/)*

Project Measure #2

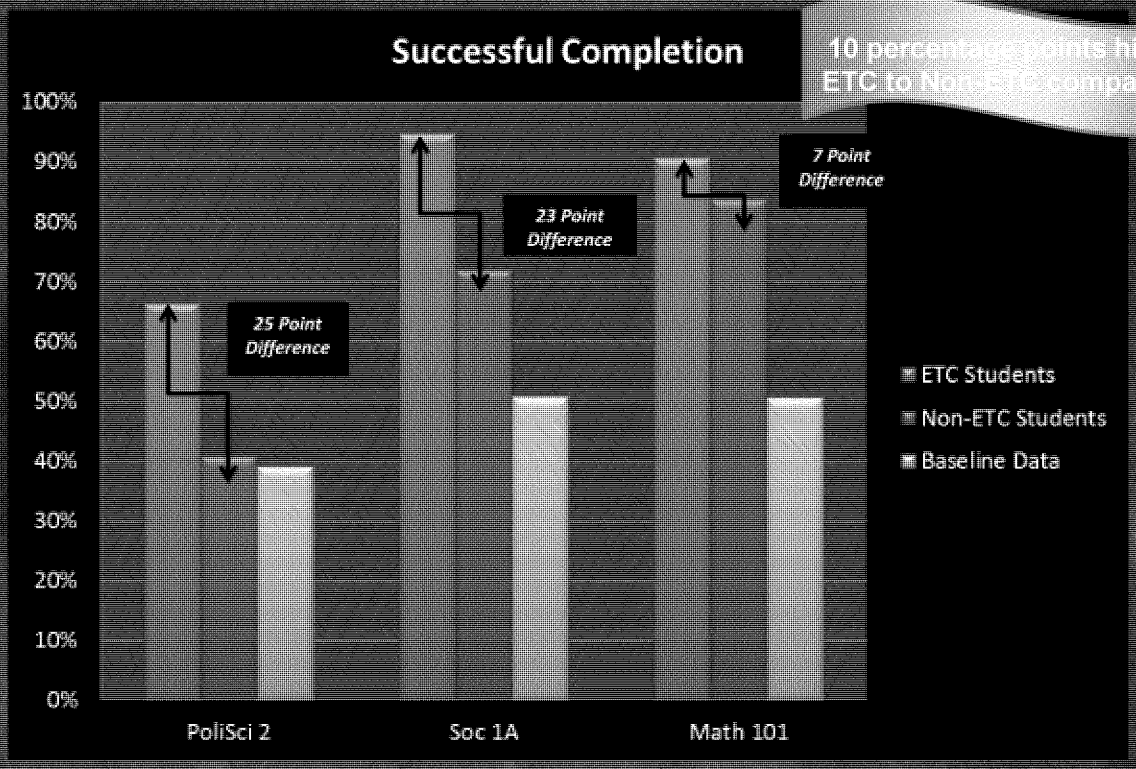

** Baseline data was retrieved from the SCCCD Department of Institutional Research Website (http://ir.scccd.com/)*

Project Measure #3

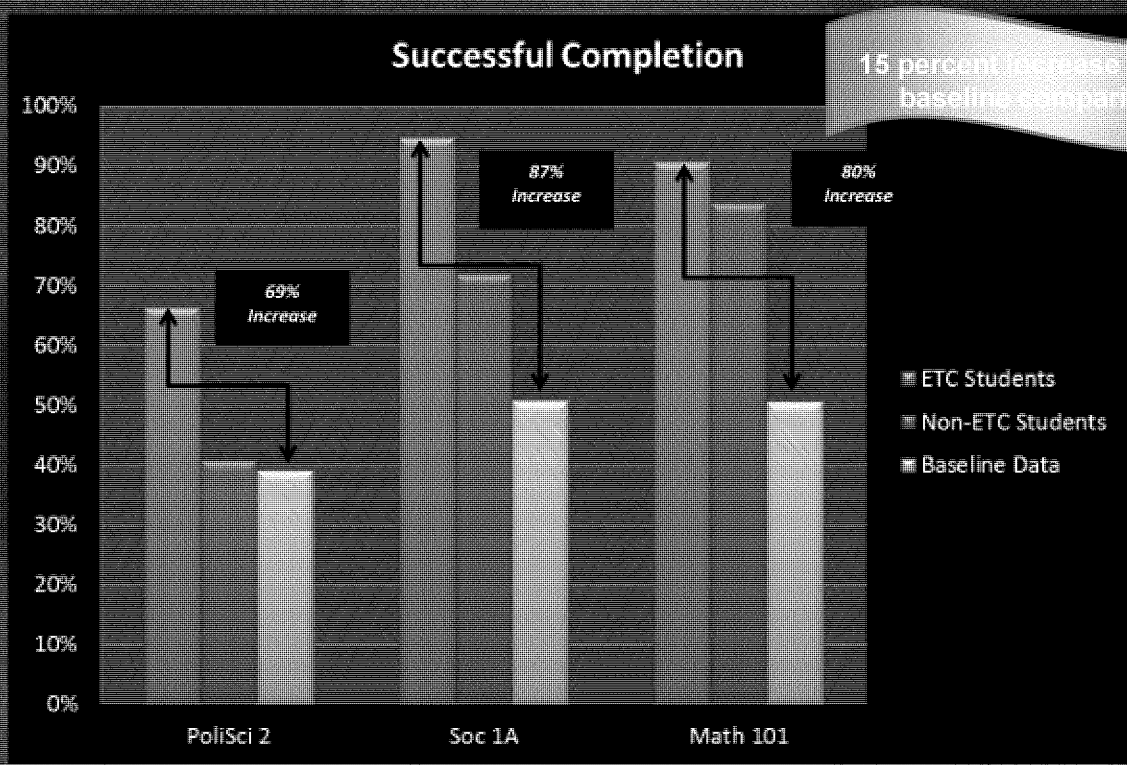

** Baseline data was retrieved from the SCCCD Department of Institutional Research Website (http://ir.scccd.com/)*

- http://a.web.umkc.edu/arendaled/SIvariations98.pdf
- http://a.web.umkc.edu/arendaled/SIvariations98.pdf

From: Innovative Educators <mail@innovativeducators.ccsend.com>
Sent: Tuesday, April 23, 2013 2:33 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Empowering At-Risk Probationary Students Using Appreciative Advising

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Empowering At-Risk Probationary Students Using Appreciative Advising Inside & Outside The Classroom

Tuesday, May 21 – 3:00-4:00pm EST

Registration - http://www.innovativeeducators.org/product_p/1024.htm

Innovative Educators

Free Resources

- The Mentor: An Academic Advising Journal
- Monitoring for Success: Implementing a Proactive
- Appreciative Advising: How the Academic Centers for Excellence at the University of South Carolina are Using this Breakthrough Concept
- How Eight Institutions Have Incorporated Appreciative Advising
- The Accelerated Study in Associate Programs: A Successful Academic Advising Model
- Appreciative Advising
- Tackling Academic Eligibility Requirements for Student-Athletes during the First Year: Appreciative Advising as a Tool
- Have a Higher Ed question? AskIE
  - How can I help at-risk students?
  - How can peer advising help with retention?

Webinar Overview

Institutions across the country have struggled to create initiatives that lead to increased retention rates for students on probation. This webinar will focus on two initiatives at the University of South Carolina-one focused on individual advising and the other on a special section of University 101-that empower students to achieve good standing. The first is a programmatic initiative that helps students on probation and/or financial aid probation to devise and implement an academic plan for success. The Academic Centers for Excellence (ACE) employ graduate students to serve as academic coaches for students experiencing academic difficulty. Participants will learn how ACE coaches translate the Appreciative Advising theory to practice.

In addition, participants will discover how a special section of University 101 was created for students who had failed University 101 the previous semester and/or students who were on academic probation. We will review how the six phases of Appreciative Advising were infused throughout the curriculum and intentionally embedded into the design of the course.

Webinar Objectives

Participants will:

- Understand the theoretical infrastructure behind Appreciative Advising
- Review the six phases of Appreciative Advising: Disarm, Discover, Dream, Design, Deliver, and Don't Settle
- Learn how to infuse the six phases of Appreciative Advising into one-on-one meetings with students on probation as well as in a University 101 setting
- Explore how Academic Centers for Excellence (ACE) coaches use Appreciative Advising in practice
- Receive suggestions about how to start either or both of these Appreciative Advising-inspired initiatives at their own campuses

Webinar Speaker(s)

"The six phases of Appreciative Advising can be easily adapted in curricular and co-curricular settings to help increase the retention rates for students on probation."
~ Jennifer Bloom and Claire Robinson

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Beyond the MOOC Hype: Definitions, Tips, Benefits & Challenges - April 16

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - April 26

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Upcoming Webinars

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April 2013

24
Growth Mindset: How To Foster Enthusiastic Learning & Encourage Students To Set Goals
26
Achieving Success In Developmental Education: Implementing Cost-Effective, High-Touch Programs That Work

May 2013

1
The New "At-Risk" Student Seminar: Increasing Retention, Success & Institutional Support
1
Creating An FYE Student Success Course For Men Of Color: Methods, Implementation & Results
2
Improve Student Learning: Maximizing The Impact Of Learning Centers

8
Improving Academic Performance Of Student-Athletes With An Innovative Reading Enhancement Program
9
Building A Cost-Effective Online Orientation: Best Practices, Essential Components & Practical Applications

16
Creating & Implementing An Online Orientation Program From The Ground Up

Jennifer Bloom is a Clinical Professor and Director of the Master's degree program in the Higher Education & Student Affairs Program housed in the Department of Educational Leadership and Policies at the University of South Carolina. Prior to her appointment at the University of South Carolina in August 2007, she served as the Associate Dean for Student Affairs & the Medical Scholars Program at the University of Illinois College of Medicine at Urbana-Champaign. She earned her doctorate in Higher Education Administration from the University of Illinois at Urbana-Champaign in 1995.
Dr. Bloom served as the 2007-08 President of the National Academic Advising Association (NACADA). She received the NACADA Outstanding Advising Administrator Award in 2005 and University of Illinois' Campus Academic Professional Excellence Award in 2007.
Dr. Bloom has co-authored four books. The first book, Career Aspirations & Expeditions: Advancing Your Career in Higher Education Administration, was released in 2003 and co-authored by Nancy Archer-Martin. The second book, The Appreciative Advising Revolution, was released earlier in September 2008 and is co-authored by Bryant Hutson and Ye He. The third is co-authored with Bryant Hutson, Ye He, and Claire Robinson and it is titled Appreciative College Instruction: Becoming a Force for Positive Change in the Student Success Courses (2011). The fourth was released in 2012 and is titled Increasing Persistence: Research-based Strategies for College Student Success. The co-authors are Wes Habley and Steve Robbins. Her research interests include appreciative advising, academic advising, career paths in higher education administration, leadership, and change management.

Claire Robinson serves as the Associate Director of the Student Success Center (SSC) at the University of South Carolina. In her role, she oversees several academic support programs including tutoring, the student success call center, and academic recovery initiatives. In addition, Claire coordinates the unit's planning and performance document-the Blueprint for Strategic Excellence. She has been a member of the university's Planning, Assessment, and Innovation Council since 2009 and works with various units across the Division of Student Affairs and Academic Support to assist in their strategic planning and assessment. Claire has directed the academic success coaching program since 2007. Using the Appreciative Advising framework, Claire trains graduate students who serve as academic coaching offering individualized student support on campus. She has consulted at several institutions on academic success coaching, succeeded in getting the ACE program CRLA level-three certified, and awarded program winner of a NASPA Excellence Bronze Award in academic support. Claire has written articles on academic coaching, appreciative advising, and co-authored the book Appreciative College Instruction: Becoming a Force for Positive Change in Student Success Courses. She also previously taught an academic recovery course and currently teaches a section of a freshmen seminar course.

21
Empowering At-Risk Probationary Students Using Appreciative Advising Inside & Outside The Classroom
22
Exceptional Front-Line Customer Service In Higher Ed
24
Exceptional Customer Service: A Training For Student Employees

30
Developing & Implementing A Web-Based Early Alert System

June 2013

4
Student Retention: Expanding The Paradigm To Focus On Individual Student Success
5
Embracing Technology To Promote Exceptional Student Services In Higher Education
6
Improving Online Student Services Accessibility: Compliance, Requirements & Innovative Tools

Innovative Educators

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From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Tuesday, April 23, 2013 3:04 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: What's On Deck This Week at ECU!

Use this link to view a web version of this message.

What's On Deck | 04.22 - 04.28

pir@mail
Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

GET TICKETS | ECUPIRATES.COM | PIRATE CLUB | STORE | PHOTOS

What's On Deck - Upcoming Pirate Athletic events

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

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Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: **athletictickets@ecu.edu**.

From: Hatchell, Sylvia R <shatchell@unc.edu>
Sent: Wednesday, April 24, 2013 8:04 AM
To: UNCAA-Everyone <uncaa-everyone@groups.unc.edu>
Subject: Athletic Play Day-Line Dancing in Carmichael

On May 8th, the Athletic Department Line Dancing will begin in Carmichael Arena at 1:30 pm. Come learn how to do Charleston, Ponton/Motor Boatin', Country As A Man Can Be, Biker Shuffle, Cupid Shuffle, Continental, Bus Stop, Ms. Jody's Thang, Tush Push....could be more☺

Everyone who participated last year had a **BLAST**...come and join the fun.

Sylvia R. Hatchell
Head Coach
UNC Women's Basketball
919-962-5187 Office
919-962-2506 Fax

From: Hatchell, Sylvia R <shatchell@unc.edu>
Sent: Wednesday, April 24, 2013 9:14 AM
To: UNCAA-Everyone <uncaa-everyone@groups.unc.edu>
Subject: RE: Athletic Play Day-Line Dancing in Carmichael

Please note that if you choose to have fun with us in Carmichael, you must sign up with the athletic department and indicate line dancing. Hope to see you there!

From: Hatchell, Sylvia R
Sent: Wednesday, April 24, 2013 8:04 AM
To: UNCAA-Everyone
Subject: Athletic Play Day-Line Dancing in Carmichael

On May 8th, the Athletic Department Line Dancing will begin in Carmichael Arena at 1:30 pm. Come learn how to do Charleston, Ponton/Motor Boatin', Country As A Man Can Be, Biker Shuffle, Cupid Shuffle, Continental, Bus Stop, Ms. Jody's Thang, Tush Push....could be more☺

Everyone who participated last year had a **BLAST**...come and join the fun.

Sylvia R. Hatchell
Head Coach
UNC Women's Basketball
919-962-5187 Office
919-962-2506 Fax

From: Joey Ware-Furlow <joey_furlow@unc.edu>
Sent: Wednesday, April 24, 2013 11:23 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; ePro Users <epro_users@listserv.unc.edu>
Subject: [epro_users] Brief ePro outage TODAY at 12:05pm

The Create Orders page in ePro will be down for approximately 10 minutes starting at 12:05pm **today**. Please save any orders in progress before **noon**.

We apologize for any inconvenience this may cause.

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Wednesday, April 24, 2013 3:38 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Customer Service: Training Student Employees & Front Line Staff

---

Exceptional Front-Line Customer Service in Higher Ed
Wednesday, May 22 ~ 2:00-4:30pm EDT
Registration - http://www.innovativeeducators.org/product_pr1037.htm

&

Exceptional Customer Service: A Training For Student Employees
Friday, May 24 ~ 1:00-2:30pm EDT
Registration - http://www.innovativeeducators.org/product_pr1044.htm

Innovative Educators

Free Resources

- Customer Service Tips
- Great Service Matters
- Applying Good Customer Service Skills Training
- How to Defuse a Situation with a Difficult Customer
- Effective Customer Service Training
- Customer Service Zone

- Have a Higher Ed question? AskIE
  - How can customer service principles be applied in higher education?
  - What is customer service in student services?

Webinar Overviews & Objectives

Exceptional Front-Line Customer Service In Higher Ed
How do you define customer service? We may all define this differently, but there are basic principles and proven tips and techniques that can assist front-line staff in providing exceptional customer service to our students and their families. This session will provide participants an overview of different philosophies of customer service and why exceptional service is critical for institutions of higher education. How do our customers (our students and their families) want to be treated? What makes serving students in higher education unique? How do we know if we are living up to their customer service expectations? Learn about methods of benchmarking and setting customer service standards, as well how to evaluate your customers in order to assess the level of customer satisfaction. Explore techniques that can help you develop positive customer relationships with your students and get motivated and geared up with your staff to provide the exceptional service your students deserve.

Objectives:
Participants will learn more about:

- Customer service principles, tips and techniques that help provide exceptional service
- Benchmarking and setting service standards
- Methods of evaluating customers and assessing customer service satisfaction levels
- Motivating and preparing customer service staff for success

Exceptional Customer Service: A Training For Student Employees
Training student employees on the importance of providing excellent customer service is essential to any department. This workshop will outline the basic principles of excellent customer service and demonstrate how students can apply these principles to their current role as student employees. The speaker will explain how student employees fit into the mission and goals of the institution and walk students through appropriate and inappropriate behaviors. She will also explain how students can use the skills they learn on the job to help them succeed professionally outside of school. This training is intended for student employees, however, administrators who supervise student employees may also find it useful.

This workshop will address how to:

- Deal with difficult customers
- Incorporate the service model
- Recognize the importance of the student employee role
- Practice respect for yourselves and your customers
- Exhibit restraint when dealing with difficult people
- Understand the positive use of policy and rules
- Dress for the job
- Network and ask for help
- Embrace school pride

Objectives:
Student workers will learn:

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - April 26

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May 2013
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The New "At-Risk" Student Seminar: Increasing Retention, Success & Institutional Support
1
Creating An FYE Student Success Course For Men Of Color: Methods, Implementation & Results
2
Improve Student Learning: Maximizing The Impact Of Learning Centers
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Creating & Implementing An Online Orientation Program From The Ground Up
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Empowering At-Risk Probationary Students Using Appreciative Advising Inside & Outside The Classroom
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Developing & Implementing A Web-Based Early Alert System

June 2013
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Embracing Technology To Promote Exceptional Student Services In Higher Education
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Improving Online Student Services Accessibility: Compliance, Requirements & Innovative Tools
13
Enhancing Outcomes-Based Assessment For Student Affairs (Part 1 of 3)
13
Strategic Enrollment Management: Developing & Implementing An Integrated, Results-Driven Plan

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- The positive side of serving the public
- Quick tools to use for conflict management
- Appropriate on-the-job behaviors
- How student employees fit into the mission and goals of the institution
- How to use the skills they are learning to help them succeed outside of school

Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

Webinar Speaker(s)

Julie Selander has worked in higher education administration and finance for over 25 years. Her experience includes student loan servicing operations, tuition payment plan sales and marketing, organizational leadership, as well as various management positions in higher education student services including student accounts receivable, billing, collections, financial aid, and customer service.
Julie is the director of the One Stop Student Services Office at the University of Minnesota providing seamless and integrated student services in the areas of enrollment, registration, financial aid, billing, student accounts receivable, and student veterans services. Twenty-seven One Stop Counselors across three campus locations provide service via phone, e-mail, and in-person for over 51,000 students on the Twin Cities campus.
Julie presents frequently on various topics related to higher education student services and has written several articles for publication, including NACUBO's *Student Centered Financial Services: Innovations That Succeed*.

Bitsy Cohnis the Director of Learning Opportunity Center Services at Front Range Community College in Fort Collins, Colorado and an adjunct faculty member in the Developmental Studies Department. She holds a BA in English with Minors in Linguistics and Theatre Arts and is currently pursuing a Master's of Science degree in Organizational Leadership. Over the course of a 20-year career in Community College student affairs, teaching, tutoring and administration, she has become expert in customer service, student development, conflict management, post-secondary disability services, faculty training and development, at-risk retention strategies and at teaching all of the various tips, tricks, tools, and magic spells students need for academic success.

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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Thursday, April 25, 2013 11:05 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: How To Implement A Web-Based Early Alert System

Developing & Implementing A Web-Based Early Alert System

Thursday, May 30 – 3:00-4:30pm EDT

Registration - http://www.innovativeeducators.org/product_pr1047.htm

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Free Resources

- NACADA Early Alert
- Early Alert System
- An Early Alert System for Remediation Needs
- Early Alert listserv
- Sinclair Community College - Early Alert Program
- Hudson College - Early Warning System
- Getting it Right the First Time
- Have a Higher Ed question? AskIE
  - How does knowing my students help with retention?
  - How to get faculty involved in retention?
  - Who should be on a retention committee?
  - What is your best kept retention secret?

Webinar Overview

Early intervention is critical to campus retention efforts. Early alert systems offer institutions systematic approaches to identifying and intervening with students exhibiting at-risk behaviors before the behaviors reach the acute stage. Many of these systems rely on a common format for student referral to a central receiving point. Systems at larger institutions use web-based technology to allow for a scalable approach to at-risk intervention. This presentation describes the development, implementation, and assessment of a web-based, fully integrated early alert referral system at a large, public university in the Southwest.
There are three sections to this webinar. First, we will review the development of the system from a conceptual perspective. This section includes how administrative, faculty, and student service input guided development. The second section details the technical aspects of system design, presented from the end-user perspective. We will emphasize the integration of the system into the campus student information system and conclude with a thorough description of the first term's experience implementing the system, including aggregated descriptive data for those using the system, the students referred, and the follow-up to the referrals. There will be ample opportunity for discussion of all aspects of the early alert project.

Webinar Objectives

Participants will:

- Engage in an audience-centered webinar that will explore the development of an early alert system
- Review the role early intervention plays in an overall student retention program
- Discuss the importance of faculty engagement at the design and testing stage of an early alert system
- Examine the essentials of integrating the early alert system with the student information system
- Consider training issues for faculty and student services staff
- Identify issues central to assessing the student retention outcomes the system supports
- Develop an awareness of the various applications of an early alert system
- Trace the growth and usage patterns through three years of system use
- Examine possible reservations about or challenges involved in the development and implementation of an early alert system
- Respond critically to the session's content and consider a possible action plan and timeline for developing a system at their home campus

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - April 26

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Upcoming Webinars

View all events

May 2013

1
The New "At-Risk" Student Seminar: Increasing Retention, Success & Institutional Support
1
Creating An FYE Student Success Course For Men Of Color: Methods, Implementation & Results
2
Improve Student Learning: Maximizing The Impact Of Learning Centers

7
Challenge Exams: How To Remove Road Blocks For Students By Creating & Implementing Effective Policies
8
Improving Academic Performance Of Student-Athletes With An Innovative Reading Enhancement Program
9
Building A Cost-Effective Online Orientation: Best Practices, Essential Components & Practical Applications
16
Creating & Implementing An Online Orientation Program From The Ground Up
21
Teachable Moments: Managing Aggressive & Overly Involved Parents
21
Empowering At-Risk Probationary Students Using Appreciative Advising Inside & Outside The Classroom

June 2013

4
Student Retention: Expanding The Paradigm To Focus On Individual Student Success
5
Embracing Technology To

Webinar Speaker(s)

Dale Tampke is Dean of Undergraduate Studies and Research Associate Professor of Higher Education University of North Texas. He presents frequently on student retention issues at conferences such as the National Symposium on Student Retention, FYE, ACUHO-I, and NASPA. Tampke holds bachelor and master's degrees from Texas A&M University and a Ph.D. from the University of Illinois at Urbana-Champaign. His prior positions include Assistant Provost for Undergraduate Retention at Ohio University, Director of Residential Life at Stetson University, and Assistant Dean of Students at the University of Illinois

Promote Exceptional Student Services In Higher Education
6
Improving Online Student Services Accessibility: Compliance, Requirements & Innovative Tools
13
Strategic Enrollment Management: Developing & Implementing An Integrated, Results-Driven Plan

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From: Angie Slupe - Lorman Education Services <info@lorman.com>
Sent: Thursday, April 25, 2013 3:44 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: 2 Weeks Left to Register - HR Compliance Roadmap: From Hiring Through Termination

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Dear Colleague,

Want to get away from the office for a couple of days?

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From: simonsilva <simonsilva@verizon.net>
Sent: Thursday, April 25, 2013 10:00 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Professional Development/Simon Silva
Attach: Testimonials.docx

Hello,

I'd like to introduce you to Mr. Silva's workshop which he has been doing around the country with different student programs
(LEAP, GEAR UP, HEP, 21st Century, CAMP, etc).

This is a fantastic workshop that can be done as part of a first year orientation session or as a professional development
workshop.

You'll find an attachment with testimonials from several places which have hosted the workshop with Mr. Silva.

If you have any questions please feel free to contact us via email or by phone at: (909) 260-8086

Thank you for your time.

Sincerely,

Francisco X. Silva

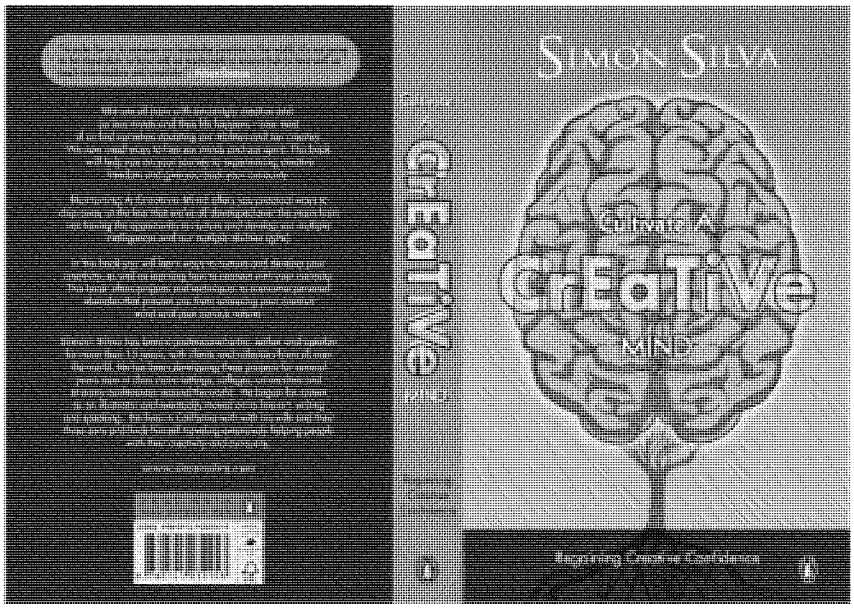

"I had the pleasure of hearing Simon Silva speak at the Washington Art Education Association (WAEA) Conference. It was an early evening keynote, and one that inspired, captivated, and stunned all in attendance with the story and images of Simon Silva's life, presented by the author and artist."
- AnneRene Joseph, Office of Superintendent of Public Instruction Arts Program Supervisor, WA State (2001-2011)

Professional Development:

This highly interactive workshop demonstrates how to use the arts on a daily basis, to enhance a child's creativity, communication skills, social, cognitive and developmental skills, while promoting positive self-esteem. In addition, students will find hidden talents and help in chipping away at the fear and doubt that has accumulated over the years. Teachers will practice methods of using the arts: drawing, design and be able to integrate these into their curriculum.

Parent Engagement Seminars:

This workshop will give parents important demonstrations of how creativity can be used to develop and nurture language and literacy skills, as well as promote cultural diversity and positive self-esteem. Mr. Silva willmodel how to use creativity to enhance early childhood learning skills. This workshop will help parents and students find fresh perspectives and new ideas to help meet the demands they will be facing in the future. This includes abetter understanding the role of culture, the arts and creativity play in finding hidden talents and making choices that will affect their future. The nurturing of curiosity and inventiveness will in fact lead them to become lifelong learners.

School Assemblies:

The Arts (creativity) is an exceptional learning tool! Creativity promotes every important aspect of a child's development. It sparks and enhances language, listening and cognitive skills, as well as motor and coordination skills. Creativity allows children the ability to learn faster and more effectively, especially when thinking, drawing and design are combined. Unlike formal teaching modalities, creativity is a non-threatening mode of learning, and skill retention is very high.
In his presentation, Simon Silva uses his art and his experiences to motivate students to fulfill their dreams. This personal presentation, in English and Spanish, will show how determination and the arts can be used as a vehicle to reaching their dreams, even when faced with countless obstacles.

Evening or Weekend Family Creative Workshop:

This workshop focuses on helping students and parents discover or rediscover, their creativity and expressing that creativity in various forms. Working under the guidance of world-renowned painter and author, Simon Silva, students and parents will learn various techniques and models to convey ideas, thoughts, and emotions through the use of traditional and modern art venues. The delivery model employs lecture and demonstrations to establish the required theoretical frameworks needed by students, and then employs a hands-on approach where students andparents put such theories into practice by having them create their own works of art. In this workshop parents and students will make meaningful and personal connections with their ideas, their work and each other.

Biography:

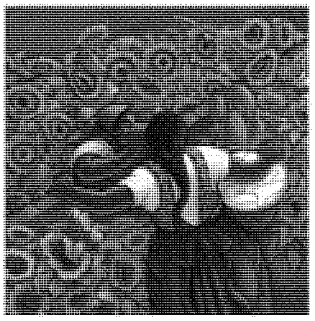

www.simonsilva.com

Simon Silva is a well-known artist, author and speaker who travels around the country to do presentations for educators, students, parents and business people. He knows firsthand the importance of education and it the only person in his family to have graduated from both high school and college. One of eleven children in a family of farmers, he grew up as a migrant student and relied heavily on his artistic skills and interest to cope with what was at times a difficult childhood. Simon was born in Mexicali, Mexico in 1961 and came to the United States when he was just over a year old. He worked to earn money to pay for his college tuition, and graduated from the prestigious Art Center College of Design in California with his Bachelor's Degree in Art.

“Mr. Silva spoke to a packed audience of Valley Center parents, students and community members as well as people from throughout North County. Mr. Silva spoke about his experiences and the importance of art, literature, education, and pride in one's self and culture. Mr. Silva engaged and challenged students to be resilient and use their multiple intelligences. When bullying is such an important topic in our schools, Mr. Silva inspired, captivated and stunned all in attendance with the story and images of Mr. Silva’s life delivering strategies to deal with low self-esteem and pride in cultivating each other’s uniqueness while never loosing the spark of creativity we were born with. Mr. Silva delivered a message that captivated parents, students and teachers unlike any that I have ever seen. A must for every school.”

Rosa González

(760) 522-7984

Middle School Teacher

Valley Center Middle School

profesora21@yahoo.com

Valley Center, CA

December 14, 2012

To Whom It May Concern:

We had the pleasure of contracting with Simon Silva, artist, author, and speaker for our school. Del Norte Elementary had him as one of our contract consultants in the 2010-2011 school year for an “Artist in Residence” program. He spent four weeks on campus and worked with all students, teachers, and our parent program.

One of the perks of this partnership was the opportunity for our parents to work and develop a mural for our front office and as well a mural for our Multipurpose Room.

Please find those attached for your purposes. These murals have left a mark on our school of his time and presence. We have parents that come in and still share with friends, family members, and students the masterpiece they created with Mr. Silva.

He is a man of many talents but the best thing he has done for my parent community was place the importance of art and creativity in the actual hands of these folks. To see them work after school for hours creating this project was true magic. We had parents come together, work for hours, and forget about the reality of the day while losing themselves in a true collaboration of art and education.

One of the best outcomes has been the development of our PTO program, parent volunteers, and ongoing parent education classes. The lasting effects have made a true difference on our campus and in the academic growth of our school. I highly recommend him and look again to work with him in the near future.

If you have any questions, feel free to contact me,

Dr. Angela Robbins Maestas
Principal – Del Norte Elementary
angela.robbins@omsd.k12.ca.us
909.986.9515

The teachers, students and parents of the Chula Vista Learning Community Charter School rave about Mr. Silva's workshops that bring the passion of the arts to strengthen a sense of self, cultural identity, and community. Mr. Silva's power of the word and evidence of thought inspire from within in order to transform the classroom, family, and overall school culture.

Dr. Jorge Ramírez
Jorge.Ramirez@cvesd.org
Director
Chula Vista Learning Community Charter School
590 K Street, Chula Vista, CA 91911
(619) 426-2885

From: Snyder, Lee <lsnyder@uncaa.unc.edu>

Sent: Monday, April 29, 2013 9:58 AM

To: York, Aaron <ayork@email.unc.edu>; Doran, Abigail Joy <adoran@unc.edu>; Aguilar, Alain J <alaguila@email.unc.edu>; Dorrance, Albert A IV <anson@email.unc.edu>; Council, Albert C <acouncil@uncaa.unc.edu>; Sanders, Albert E <aesander@email.unc.edu>; Kidd, Alison Parsons <akidd@unc.edu>; Smith, Amy Diane <amysm@unc.edu>; Williams, Andre <willia46@email.unc.edu>; DiBitetto, Andrew F <afdibite@unc.edu>; Parker, Andrew F <drewp@email.unc.edu>; Calder, Andrew G <acalder@unc.edu>; Gibson, Andrew <guandrew@email.unc.edu>; Congelli, Andrew J <congelli@email.unc.edu>; Sapp, Andrew <masapp@unc.edu>; Reckart, Angela <reckart@unc.edu>; Bitting, Angelyn S <abitting@unc.edu>; Rivera, Arturo Javier <ajrivera@unc.edu>; Sanders, Benjamin A <basander@uncaa.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; Miller, Beth <bethmiller@unc.edu>; Gales, Bobby H. <bgales@unc.edu>; Hundley, Bobby <hundley@email.unc.edu>; Ellis, Bobby Joe <bellis@unc.edu>; Gillette, Boo Laura Michelle <bgillet@email.unc.edu>; Bethel, Bradley Richard <bbethel@email.unc.edu>; Yeargan, Brandon <byeargan@live.unc.edu>; Haithcock, Brenda R <bhaithcock@unc.edu>; Neuharth, Brent <neuharth@live.unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>; Stallings, Brian D <bstallin@email.unc.edu>; Day, Brian <bday@live.unc.edu>; Kalbas, Brian J <bkalbas@unc.edu>; Bersticker, Brian P <bstick50@email.unc.edu>; Tyler, Brie Farley <brie.tyler@unc.edu>; Strowd, Brittany Holland <bstrowd@unc.edu>; Clements, Brittany Renn <bgrenn@unc.edu>; Noell, Bruce A <bnoell@uncaa.unc.edu>; Gaines, Bryant Anthony <bagaines@unc.edu>; Cunningham, Bubba <bubbac@email.unc.edu>; Williams, Butch <bwilliams@unc.edu>; Boxberger, Carl J <cjbox@email.unc.edu>; Oliverira, Carl <coliveira@unc.edu>; Somoano, Carlos M <csomoano@unc.edu>; Rubertino Shearer, Carrie A <carriers@email.unc.edu>; Kolat, Cary J <kolat@email.unc.edu>; Carrick, Casey L <ccarrick@email.unc.edu>; Wade, Chad E <Chad.Wade@facilities.unc.edu>; Zwierlein, Chad Nicholas <zwierlein@unc.edu>; Kam, Charissa <ckam@email.unc.edu>; Pemberton, Chelsea Anne <chelsea.pemberton@unc.edu>; Ducar, Chris <ducar@unc.edu>; Feifs, Chris <cfeifs@unc.edu>; Sparrow, Christopher A <CSparrow@FAC.UNC.EDU>; Kapilovic, Christopher G <ckap@email.unc.edu>; Harris, Christopher J <christhj@uncaa.unc.edu>; Hirth, Christopher J <chirth@email.unc.edu>; Luke, Christopher Joseph <cluke@email.unc.edu>; Suits, Christy H. <Christy_Suits@unc.edu>; Garth, Christy Lynn <cgarth@unc.edu>; Atwater, Cindi <catwater@unc.edu>; Perry, Clara A <caperry@unc.edu>; Duffy, Clare E <duffyce@email.unc.edu>; Morris, Clarence R <randymorris@unc.edu>; Adams, Clarissa <clarissa.adams@unc.edu>; Gwaltney, Clint <cgwaltney@unc.edu>; McGrath, Colin B <mcgrathc@email.unc.edu>; Conway, Connie Morgan <connie@unc.edu>; Mock, Conrad D Jr <cdmock@unc.edu>; Holliday, Corey L <cholliday@unc.edu>; Lane, Cricket <cricket@unc.edu>; Brossman, Curt Alan <cbrossman@unc.edu>; Friend, Cynthia Stone <cfriend@unc.edu>; Disch, Dan <dan.disch@unc.edu>; Gelin, Dana E <dgelin@unc.edu>; Rea, Dana M. <drea@unc.edu>; Gourley, Daniel F <dgourley@email.unc.edu>; Clayton, Daniel George <claytond@unc.edu>; Hooker, Daniel <dhooker@email.unc.edu>; Sebastian, Daniel <dsebasti@live.unc.edu>; Maddox, Danny <dmaddox@email.unc.edu>; Sanders, Darryl J <darryls@email.unc.edu>; Lohse, Dave Clark <davelohse@unc.edu>; Schmidt, Dave <dhschmid@email.unc.edu>; Harris, David A <davidha@uncaa.unc.edu>; Arendas, David C <arendas@email.unc.edu>; Theby, David C <theby@email.unc.edu>;

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Subject:

Schedule

Attach: Weekly Schedule.pdf

Attached is this week's athletic schedule. Good luck on exams. Go Tar Heels!

SPORT	DAY	DATE	OPPONENT/EVENT	SITE	TIME	TV
Baseball	Wed	5/1	The Citadel	Chapel Hill, N.C.	6 PM	
All times are						
Eastern Time						

From: @live.unc.edu>
Sent: Monday, 1:46 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Listserv news about HEELS for Health programming <h.e.e.l.s.forhealth@listserv.unc.edu>
Subject: [h.e.e.l.s.forhealth] Weekly Newsletter -

Hi everyone,

I hope you all had a great weekend! Below is this week's newsletter.

Get Active!

- **2013 Spring Fling** is **THIS FRIDAY**! Join Campus Recreation on a 2.7 mile fun run or 1.5 mile walk, open to all UNC-Chapel Hill faculty and staff. This is a great opportunity to get out of the office for some physical activity with your department and enjoy the great spring weather! In previous years, over 500 participants have completed the Spring Fling individually or as part of a departmental team. This event promotes health and well-being and provides employees a wonderful opportunity to give back to the community by making canned food donations to the Glenwood Elementary Family Assistance Program and pet donations to the Orange County Animal Shelter. Prizes for the Most Creative Costumes and Most Participants will be rewarded following the run/walk.
    - **Date**: **Friday,** ; **Time**: **12:15 pm**
    - **Location**: front of the Student Recreation Center
    - **Check-in**: 11:30 am - 12:00 pm
    - **Registration**: If you are not on a department team, fill out the Individual Registration Form online. Those participating on a department team must fill out the Team Registration Form, printed out, and signed by all team members, and turned back into Campus Rec at the SRC Main Office or by fax at 962.3621 ATTN: Spring Fling. Registration opens Monday, and closes Wednesday, . On-site registration will also be accepted from 11:30am to 12:00pm race day for individual runners only.

This Week in Health

- This week, we are finishing up **Stress Awareness Month** by focusing on **7 Simple Stress Busters**. Visit this website for helpful hints: http://www.sparkpeople.com/resource/wellness_articles.asp?id=185 .

- This week's exercise is a "**Modified Seated Balance on Board**". This is a great exercise for your core! Follow this link to learn more: http://www.sparkpeople.com/resource/exercises.asp?exercise=348 . [*If clicking the link above does not work, copy and paste it into your browser by (1) highlighting the entire link above, (2) right-clicking "Copy", (3) opening your internet browser, and (4) right-clicking "Paste" into the website address space at the top of the toolbar.*]

Please let me know if you have any questions. Have a great wee, and hopefully I'll see most of you at **Spring Fling**!!

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From: Dan Tudor <dan@sellingforcoaches.ccsend.com>
Sent: Tuesday, April 30, 2013 9:22 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: A Gathering Storm for College Recruiters

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College Recruiting Weekly

April 30, 2013 Volume 9, Issue 18

A Gathering Storm for College Recruiters

A gathering storm

For all the challenges college coaches face when it comes to recruiting - overcoming parents' cries of how far from home your campus is, or why that losing season was just a fluke, or the fact that your dorms don't include 42-inch flatscreen televisions like the other college they just visited - there is another gathering storm on the horizon.
And mark my words, it's going to become a challenge for a lot of college recruiters.
I'm talking about an idea that is now becoming a mainstream discussion among parents, students and the media:
Is a traditional four-year college worth it?…

CLICK HERE TO CONTINUE

NCSA Athletic Recruiting

Speaker Line-Up For 2013 Nat'l Collegiate Recruiting Conference Announced!

If you're attending the 2013 National Collegiate Recruiting Conference in Charlotte, North Carolina on June 7-9, you're going to hear the *best* collection of speakers and experts we've ever assembled.
We're proud to announce the line-up, and will update it if changes or additional speakers are added!
To attend the conference, **click here**.
FRIDAY
Dan Tudor - The founder of the NCRC event will kick-off the weekend with the annual "State of Recruiting" talk, setting the agenda for the weekend
Dan Wolken, USA Today - One of the rising stars in college sports reporting will talk about recruiting trends, coaches who are doing it right, and what he forecasts for the evolving world of college recruiting.
Dr. Mike Davenport - A successful rowing coach and expert in the intricacies of successful mentoring, Coach Davenport will talk about how to make sure your coaching career is strong and sustainable for the long haul. Be ready to be challenged in the way you approach your career!
Jan Stuebbe - Author of "How to Be a Lousy Leader", Coach Stuebbe will give insights from a unique athletic and coaching life that saw him in a leadership position since he was a Freshman in high school. He's always been a starter, a head coach, and leading a junior college program as athletic director. These lessons are unforgettable - you'll want him to talk to your team about leadership, too!
Rob Jones - Whatever obstacle you're facing as a coach, be prepared to be humbled and amazed at the story of Rob Jones. Featured earlier in Sports Illustrated this year, Jones' life journey - as a soldier and as an athlete - will amaze you. His session will touch every aspect of your coaching and recruiting life...
CLICK HERE TO SEE THE REST OF THE LINE-UP!
Want a sneak peek at the incredible learning experience our NCRC attendees get? Check out this special look-in at one of last year's popular speakers, Coach Adam Martel and his fascinating talk, "D1 Recruiting on a D3 Budget".
CLICK HERE TO WATCH THE VIDEO

2013 NCRC

My Dad, His Outdated Computer, and the Lesson for College Coaches

Not Sean's dad, just for the record...

by Sean Devlin, Front Rush
This past weekend, I updated my fathers operating system on his computer.
It was a real pain because I couldn't just install the operating system, I had to install a previous version of the operating system, update that version, and then install a new version after downloading it, and then update that...woah!
Do you know what my father learned from the experience? Absolutely nothing! Do you know whatI learned from the experience? Absolutely nothing (I do this stuff all the time!)
So now the next time my father needs his computer fixed, he is going to call me and he is going to be inconvenienced because he has to wait for me and no comment on my my side because its never an inconvenience to do anything for my father...but you get the point.
So what can we all extract from this?...

CLICK HERE TO CONTINUE

Dan 2006 Picture

WHY BORING LETTERS AND EMAILS LOSE TO FACEBOOK
Want an inside look at what a recruit thinks about boring, mass mailed letter? More importantly, want to hear how they react to well done social media messaging? Read this story that has a great example of compelling recruiting communication. **CLICK HERE**

Twitter

GET THE LATEST RECRUITING NEWS, TIPS AND STORIES
Looking to up your knowledge level as we get into Spring? Getting our tips, articles and exclusive news can help. So make sure to follow Dan on Twitter to get the latest advice on how to better recruiting your next class of prospects! **CLICK HERE**

TRS Client Program

Client Insider Preview

Want Ideas on How to Connect Personally with Your Prospects? They're on the Way, Coach!

Coming up later this week for our **TRS Clients** and **Premium Members** we'll be spending time training you how to answer that second question we talked about in today's main article: How do you make your strengths all about them?
We've got answers...answers that work. We'll give you some great ideas on how to approach your recruits so you can use the Summer to connect with your prospects.
Not a TRS Client? *Click here.*
Want to become a Premium Member? *Click here.*
Have questions? ***Email Dan directly at*** *dan@dantudor.com*

On-Campus Workshop

College Basketball Coaches Weigh In on New College

Contact Rules

Coach Bo Ryan

On Saturday afternoon, Bo Ryan sat with his peers on the baseline of a gymnasium in the Minneapolis suburbs and reflected on the changes in recruiting he has witnessed in recent years.
They've all come in bursts.
In the 1970s, he'd contact highly touted recruits on Sunday night. That was the best day to catch them at home, he said. Ryan, then an assistant under Bill Cofield, drove to the basketball offices, because long-distance phone calls were too expensive to make from home.
He employed the same strategy each weekend, too. He would track down a top recruit and then filibuster the conversation so that his rivals couldn't get to him.
"The key was getting the kid on the phone on a Sunday night and never letting him off, because there was no call waiting and every other coach that was calling him kept getting a busy signal," Ryan said. "It's changed an awful lot"...
CLICK HERE TO CONTINUE

Front Rush

The Early Bird Gets the Worm

NCSA Athletic Recruiting

by Ellen Sawin,
NCSA Athletic Recruiting
This mantra seems to be taking over the world of collegiate athletics.
Many coaches from the nation's top teams have started offering scholarships to athletes who haven't even started high school yet. Just this past summer, LSU offered a scholarship to Dylan Moses, a football player who hadn't even started the 8th grade. As the best Division I programs begin offering scholarships to middle school athletes, coaches at other levels will no doubt feel the need to follow suit and start offering their recruits at earlier times, as well.
With the advanced recruiting timeline, coaches will be scouting and communicating with more players all at once than they have in the past. After all, coaches can't simply ignore the athletes that have given verbal commitments, no matter what their age is. Working with more student-athletes at a time, requires more time and money from teams.
And as many schools have tighter recruiting budgets than 5 years ago, this presents a serious problem. So, how can motivated, competitive college coaches recruit more athletes, at younger ages, without breaking your bank (or the rules)? Here are several ideas we see working for coaches around the country...
CLICK HERE TO CONTINUE

Forward this email to other coaches!

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Tudor Collegiate Strategies | 455 Kern St | Suite D | Shafter | CA | 93263

From: Dan Tudor <dan@sellingforcoaches.ccsend.com>
Sent: Tuesday, April 30, 2013 11:52 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: CORRECT ARTICLE LINK for today's College Recruiting Weekly

---

APRIL 30, 2013

Beth,

In the latest issue of College Recruiting Weekly, the link to the main article, "A Gathering Storm for College Recruiters", was incorrect.

To view the entire article, **click here**.

Thanks to those of you who alerted us to the error! Sorry to inconvenience you.

Dan Tudor

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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Tuesday, April 30, 2013 2:48 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Student Retention: Focusing On Individual Student Success

---

Student Retention:
Expanding The Paradigm To Focus On Individual Student Success

Tuesday, June 4 ~ 3:00-4:30pm EDT

Registration - http://www.innovativeeducators.org/product_p/1064.htm

Innovative Educators

Free Resources

- Implementing a Retention Program
- What Helps Students Graduate?
- Retention and Motivation
- In Student Retention Attitude Seems to Matter Most
- Retention Planning - blog posts (Noel-Levitz)
- Retention Rates Improve at Community Colleges
- Have a Higher Ed question? AskIE
    - How to get faculty involved in retention?
    - Who should be on a retention committee?
    - What is your best kept retention secret?

Webinar Overview

Since 1979, ACT has conducted four national surveys on "What Works in Student Retention." While one might think that things have changed since that first survey more than 30 years ago, in reality, the results have been remarkably consistent. We know that students who learn will succeed, students who are motivated will succeed, and students who enroll in programs consistent with abilities and interests will succeed. Unfortunately, we also know that while there has been a proliferation of interventions, retention rates have remained disappointingly stagnant.

This webinar will summarize the themes of attrition and intervention strategies identified in the four surveys and build a case that success in college cannot be characterized as linear and temporal. We will also discuss the need for policy makers to understand that the current retention paradigm where students enroll, are retained, and graduate from a single institution in a reasonable amount of time is both simplistic and counter-productive.

Webinar Objectives

Participants will:

- Review the themes of attrition and retention interventions cited in ACT's four national surveys on student retention
- Acquire a better appreciation for the differential paths that lead to student success in college
- Provoke thoughtful consideration of how students transition from learning experience to learning experience and from institution to institution
- Be challenged to explore the question "How would we do things differently if individual student success was our effectiveness metric rather than institutional retention and graduation rates?"
- Gain further substantiation for focusing retention efforts on advising, learning assistance, and first year transition programs.
- Better understand that college student success is neither confined to a single institution nor constrained by time

Webinar Speaker(s)

If our primary method for determining institutional effectiveness continues to be the percentage of students who enroll, persist, and graduate from a single institution, then we are not likely to see any improvement in college student success rates.

Dr. Wes Habley has held numerous positions at ACT, Inc. and is currently Assistant Vice President for Strategic Partnerships. He earned his BS in music education and M.Ed. in student personnel from the University of Illinois-Urbana/Champaign and his doctorate from Illinois State University in educational administration where he was inducted into the College of Education Hall of Fame. Prior to joining ACT, Habley served first as an academic advisor and later as the Director of the Academic Advisement Center at Illinois State. Habley also served as the Director of Academic and Career Advising at the University of Wisconsin-Eau Claire.

Habley is lead author of Increasing Persistence: Research -based Strategies for

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - On-Demand

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Upcoming Webinars

View all events

May 2013

1
The New "At-Risk" Student Seminar: Increasing Retention, Success & Institutional Support
1
Creating An FYE Student Success Course For Men Of Color: Methods, Implementation & Results
2
Improve Student Learning: Maximizing The Impact Of Learning Centers

8
Improving Academic Performance Of Student-Athletes With An Innovative Reading Enhancement Program
9
Building A Cost-Effective Online Orientation: Best Practices, Essential Components & Practical Applications
16
Creating & Implementing An Online Orientation Program From The Ground Up
21
Empowering At-Risk Probationary Students Using Appreciative Advising Inside & Outside The Classroom
30
Developing & Implementing A Web-Based Early Alert System

June 2013

5
Embracing Technology To Promote Exceptional Student Services In Higher Education
6
Improving Online Student Services Accessibility: Compliance, Requirements & Innovative Tools
13
Strategic Enrollment Management: Developing & Implementing An Integrated, Results-Driven Plan
13
Enhancing Outcomes-Based Assessment For Student Affairs

College Student Success (2012). He is co-editor of the first (2000) and second editions (2008) of Academic Advising: A comprehensive handbook. Habley served as lead researcher on ACT's 2004 and 2010 national retention studies published as What Works in Student Retention? He is the editor of the monograph on ACT's third, and author of monographs on ACT's fourth, fifth, and sixth National Surveys of Academic Advising. He contributed chapters to Fostering Student Success, Developmental Academic Advising and Faculty Advising Examined. Additional published material has appeared in the NACADA Journal, The Journal of College Student Personnel, NASPA Journal, NACADA Monograph Series, the Jossey-Bass New Directions Series, and several monographs published by the First Year Experience Program at the University of South Carolina.

Habley has delivered more than 400 presentations at meetings of professional associations and has served as a consultant or workshop leader at more than 125 colleges in the U.S., the Middle East, and Canada.

Habley is a founding board member, past president and past treasurer of the National Academic Advising Association (NACADA). In 1987, he inaugurated the Summer Institute on Academic Advising and served as its director for 22 years. In 2006, Habley was named Director Emeritus and in 2007 the Summer Institute Scholarship was named in his honor. He is the recipient of NACADA's awards for Outstanding Contributions to the Field of Academic Advising and Service to NACADA.

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Destructive Romantic Relationships: How To Help Students Recognize Warning Signs & Make Healthy Decisions

July 2013
16
A Step-By-Step Guide To Creating A Quality Veterans Resource Center On Your Campus
16
Best Practices In Alcohol Education: 10 Core Concepts To Teach College Students

Innovative Educators

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, April 30, 2013 8:35 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Performance Rating & Competency Assessment Data Entry Schedule

---

TO: Deans, Directors, Department Heads

FROM: Gena J. Carter, Senior Director, Employee & Management Relations, Office of Human Resources

Jessica Moore, Senior Director, Classification & Compensation, Office of Human Resources

DATE: April 30, 2013

Annual Performance Appraisals and Employee Competency Assessments must be completed for SPA permanent employees by May 31, 2013. Department HR Facilitators must enter ratings into HRIS between May 20 and June 28, 2013. A separate communication has been sent to the Facilitators.

THE IMPORTANCE OF THE PERFORMANCE MANAGEMENT PROCESS

The performance management program is a communications system designed to help the employee succeed. It provides the structure through which work unit objectives, manner of supervision, performance expectations, and performance results are defined and clarified. Proper application of the performance management program is essential in the proper execution of other personnel policies, including proper classification and compensation, defensible disciplinary action, and appropriate layoff determination.

Supervisors must meet individually with each employee to review the employee's performance appraisal. Performance appraisals must include ratings and comments for each principal function as well as overall comments and an overall rating. Final documents must include signatures from the employee, the supervisor, and the second-level supervisor. Employees should receive a copy of their work plan and performance appraisal for their own records once all signatures have been obtained.

NO SELF-REPORTING OF RATINGS

The individual who will enter the department's ratings into HRIS must not enter their own rating. Instead, that employee's supervisor must complete the Performance & Competency Rating Manual Entry Form (available on the Office of Human Resources website) and either fax (962-8658), email as a signed PDF (to emr@unc.edu) or mail to Employee & Management Relations in the Office of Human Resources, CB #1045 no later than June 28, 2013. Employee & Management Relations will enter the rating into HRIS.

WHO MUST RECEIVE PERFORMANCE APPRAISALS

All SPA permanent employees (including full-time, part-time, and time-limited) who are regularly scheduled to work 20 or more hours each work week and who by May 31, 2013 will have been working for at least three months under one or more work plans (this work may have been performed in more than one department) must have an annual performance appraisal.

Employees who began their permanent state SPA employment on or after March 1, 2013 will receive a rating of "I" (Insufficient Time). Work performed on or after March 1 will be considered part of the employee's 2013-2014 performance cycle. However, supervisors are encouraged to complete a mid-cycle review for these employees after the employee has completed three months of work at the time of the required 90-day competency assessment.
For employees who transferred into your department on or after March 1, 2013, an annual performance appraisal is still required. Supervisors have two options for addressing the appraisal:

Option 1: The supervisor may request that the employee's previous supervisor complete an annual performance appraisal for the period prior to the date of employee transfer. This rating would be entered as the employee's annual appraisal for this cycle. All work performed by the employee in the current position would be reflected in next year's performance appraisal. (This creates a slightly longer performance cycle for the employee for the coming cycle.)

Option 2: The supervisor may request a mid-cycle review or its equivalent from the previous supervisor for the current supervisor's consideration in determining the overall rating for the employee for this performance cycle.

WHO MUST RECEIVE COMPETENCY ASSESSMENTS

The 2013 overall employee competency assessment rating ratings must be entered into HRIS by June 28, 2013 for all SPA permanent employees (including full-time, part-time, and time-limited) who:

* are regularly scheduled to work 20 or more hours each work week, and
* by May 31, 2013 have been working for at least three months in the current position.

Even if the employee's overall or component competency rating(s) have not changed, comments should be added in section IX, Supervisor's Comments on Competency Assessment, that the assessment remains the same form the last review. The overall assessment rating must be entered into HRIS reflecting the current review date.

For employees who started in their position on or after March 1, 2013, the competency assessment must be completed at the time the employee has worked three months in the position.

QUESTIONS?

If you have questions about the performance management process or assigning appropriate ratings, contact your Employee & Management Relations Consultant.

If you have questions about the competency assessment process or assigning appropriate ratings, contact your Classification & Compensation Consultant.

This email is sponsored by: Office of Human Resources

From: Turnitin News <news@turnitin.com>
Sent: Wednesday, May 1, 2013 8:55 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Turnitin First Draft - Explore the Top Student Sources

Turnitin First Draft

Having trouble? View as Webpage

EXPLORE THE RATINGS FOR TOP STUDENT SOURCES

Turnitin created a new interactive website, "Ratings for Top Student Sources," which ranks the most popular online sources found in student papers.

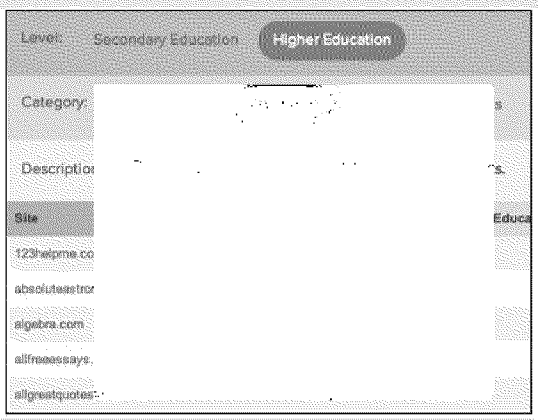

Turnitin partnered with a team of educators who scored the online sources most frequently used by secondary and higher education students in six categories: academic, social media, paper mills, encyclopedias, news/portals, and shopping sites. The educators used the Source Educational Evaluation Rubric (SEER) to rate 197 sources on the level of their authority, educational value, intent, originality, and quality. Visitors to the interactive site can set their viewing preferences using combinations of these attributes.

VIEW RATINGS

PLAGIARISM EDUCATION WEEK IN REVIEW

Plagiarism Education Week proved to be a major success in the educational community. The five daily webcasts were attended and watched over 5,000 times. If you weren't able to join a live webcast, recordings are available for free on-demand.

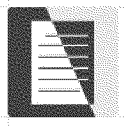

Students and Plagiarism: Exploring the Disconnect Between Morals and Behavior
With Jason Stephens, Educational Psychologist at University of Connecticut

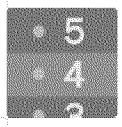

Plagiarism Spectrum Drill Down
With Renee Swensen, Professor of English at Saddleback College

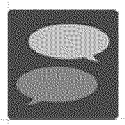

Responding to Plagiarism: Lesson Plans and Strategies
With Lynn Lampert, Chair of Reference & Instructional Services and Coordinator of Information Literacy & Instruction at Cal State Northridge

Policy to Practice: Developing Effective Academic Integrity Policies
With Teddi Fishman, Director, International Center for Academic Integrity

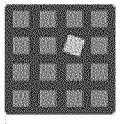

Teaching Originality, Creativity, and Critical Thinking
With Kelly McBride, Senior Faculty, Ethics, Reporting and Writing, Poynter

Just because the week is over, it doesn't mean plagiarism education is over. Last week we helped to

foster discussion about plagiarism among educators by sharing teaching practices, policies, psychology, and pedagogy - we hope you'll take what you've learned and apply them to your classrooms and in your schools.

NOTEWORTHY

Plagiarism Today: Why the UK is Winning the War on Academic Plagiarism
With nearly 60% reduction in high similarity, the UK demonstrates results that can be expected if a country, industry or group make a commitment to both detect and educate about plagiarism.

Deseret News: Is educational technology a force for radical change...or a force multiplier?
With concerns looming over completely automated essay grading, Mary McConnell explains how technology should enhance, but not replace, traditional teaching skills.

Turnitin Blog: Making Academic Integrity Policies Work
Professor Thomas followed his university's plagiarism policy and found himself reprimanded for doing it. So he tried to change a strict and rigid policy into one that offered flexibility, remediation, and learning.

EVENTS

WEBINARS

Turnitin 30-minute Webcast Series | See Schedule
Turnitin Academy Live Professional Development | On-demand
Basic Training Walkthrough | See schedule for dates and times.

USER EVENTS

Hong Kong Turnitin User Group | Hong Kong | May 29

CONFERENCES

Education ICT 2013 | London, UK | May 14
Conference for Digital Resources in Education | Sao Paulo, Brazil | May 23-25
eLearning Forum Asia 2013 | Hong Kong | May 29-31
African Academic Integrity Seminars | Cape Town and Johannesburg, South Africa | May 20 and 24
IPPHEAE Conference | Brno, Czech Republic | June 12-13
The Future of Education Conference | Florence, Italy | June 13-14
Frog 13 - Celebrating Outstanding Education | Birmingham, UK | June 18

CONNECT

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From: Texthelp Inc. <c.nawn@texthelp.com>
Sent: Wednesday, May 1, 2013 9:18 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: What's New at Texthelp

In This Issue

Product News
Corporate News
Customer News
Conference Connection

New Read&Write Gold 3-Minute Videos!
We have just released the first 3 in a series of new **strategy videos** to help you quickly go from simply knowing how features work to applying them in the classroom. Watch them today!
Active Readers are Questioners
Vocabulary List Builder Modifications
Organizing for Writing

Save with Read&Write Gold SMS Promotion!
Buy a new Unlimited Site License, Get 50% off SMS*
*SMS Software Maintenance includes free product upgrades, the Cloud Apps, and 25% off Professional Development, offer expires June 30, 2013.

Remarks from the President

As individuals, schools, universities, and corporations turn towards new devices (e.g. iPads, Chromebooks) and the Cloud, Texthelp's product strategy will continue to be not only adding new features and enhancements to our existing products but also creating support tools for these new platforms to make them accessible to all users. This strategy of providing anywhere, anytime access began years ago with the introduction of **Read&Write Gold Mobile** which runs from a USB on any computer. In 2011, we released our first **Web Apps** to give users access to support tools in the Cloud. The Apps were followed by **Read&Write for Google Docs**, a Chrome extension which makes Google Docs accessible and further expanded our cloud-based solutions. Finally, the recent introduction of **iReadWrite** made some of the most powerful Read&Write features available on the iPad.

All of this has led to the Read&Write family of products - **Read&Write Desktop**, **Read&Write Cloud**, and **Read&Write iPad.**
Our current offerings are:

- **Desktop –** Read&Write Gold for PC and Mac
- **Cloud –** Read&Write for Google Docs and Web Apps
- **iPad –** iReadWrite

In the coming months, you will see a **new Read&Write Gold release** (more on this below), exciting **additions to our Google offering**, and new **iPad Apps**.
We look forward to working with all of you to continue to make sure you have a range of solutions that meet your needs today and in the future.
Sincerely,

Jack Dolan
President, Texthelp Inc.

Read&Write Gold Version 11 Coming in May

Read&Write 11 Gold for PC will be **released May 29th** and we couldn't be more excited about it! In addition to our new Read&Write logo, there will be a new Windows 8 look and feel to the toolbar and icons (don't worry, the existing toolbar is still there for those who prefer it!) as well as new features and enhancements including:

- **New Text-to-Speech Voices –** New Nuance Vocalizer expressive male and female voices are included.
- **Voice Note –** Create and embed recorded voice notes within a Word document or save as .wav file.
- **Word Cloud –** Visual representation of Word Banks (150 subject-specific Word Banks are included) or selected text in list or word "cloud" format. Great for creative writing, vocabulary support, or completing assignments.
- **Enhanced Google Chrome and Firefox Support** – Use Read&Write Gold features directly from the toolbar within Chrome and Firefox including read the web, study skills highlighters, vocabulary builder, text and picture dictionaries, and more!
- **Support for Google Docs** (in Chrome only) from the Read&Write Gold toolbar including text-to-speech, word prediction, phonetic spell checker, dictionaries,

study skills highlighters, vocabulary builder, and more!
- **Enhancements** to Spell Checker, Speech Maker, Scanning, and more

New Software Delivery Process for Read&Write Gold

Effective May 29th, all new and upgrade software orders for Read&Write Gold PC and Mac will be delivered via download. With the exception of new Read&Write Gold Mobile orders, **no physical media will be sent**. When your order is placed, you will receive an email with a link to ***Read&Write Essentials,*** our new repository that contains all of the information needed for downloading and installing your software as well as additional support resources to get you started.
Note: Existing Read&Write 10 Gold Mobile customers who order an upgrade will receive instructions on downloading and updating their current Mobile USB device. They will NOT receive a new USB.

Order Your Version 11 Upgrade!

If you are **current on SMS** or **purchased Read&Write 10 Gold for PC after April 12, 2013,** you are entitled to a free upgrade to Version 11. Upgrades are sent upon request only. If you would like to request your free upgrade now, call or email us with your contact information and serial number and we will process your order when Version 11 is released. Order today and be one of the first to receive it!
If you are not eligible for a free upgrade, call 888-248-0652 or email u.s.info@texthelp.com for pricing.

Have you seen our new iPad App yet?

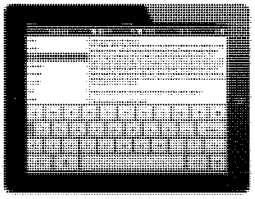

iReadWrite is an easy-to-use reading and writing App that runs on the iPad with no Wi-Fi or 3G access necessary.
For those of you who are already using iReadWrite, thank you for your great feedback and suggestions.
Version 1.0.1 update was just released with two of the most requested features:

- Printing is now supported on AirPrint compatible printers via the Export menu
- Speech rate can now be controlled via the Preferences menu

Watch for more updates in the future!
Watch the iReadWrite video or
get your copy on the App Store today for only $19.99!

Available on the App Store

Corporate News

Read&Write Gold and Fluency Tutor Named Finalists for CODiE Awards

We are pleased to announce that both Read&Write Gold with Web Apps and Fluency Tutor have been selected as finalists for the 2013 CODiE Awards in the following categories:

- **Read&Write Gold with Web Apps –** Best Solution for Special Needs Students
- **Fluency Tutor –** Best Reading/English/ELL Instructional Solution

//CODiE// 2013 SIIA CODiE FINALIST

We are especially excited to be chosen as finalists as the first-round reviews were done by educators and administrators. Winners will be announced on May 6th.

Texthelp Products Receive BESSIE Awards

BEST EDUCATIONAL SOFTWARE AWARDS – Winner of 19TH ANNUAL – BESSIE AWARDS ComputED Gazette, Carlsbad, CA

Read&Write Gold and Fluency Tutor have both won BESSIE Awards! ComputED Gazette's 19th Annual Best Educational Software Awards target innovative and content-rich programs and websites that provide parents and teachers with technology to foster educational excellence.

- **Read&Write Gold with Web Apps –** Multi-Level Language Arts Category
- **Fluency Tutor –** Early Elementary Reading Website Category

See what all the Buzz is About!

Lots of buzz is going around about our newest offerings - **Read&Write for Google Docs** and **iReadWrite**! Below are two recent reviews. Go to reviews, blogs, and videos to see more!

iReadWrite Review and Video from AssistiveTek

Brian Friedlander, author of AssistiveTek - a blog on assistive technology, eLearning, mind mapping, project management, visual learning, collaborative tools, and educational technology, just reviewed iReadWrite and even created a video to walk you through the product. Check out Brian's review and video!

A.T.TIPSCAST features Read&Write for Google Docs

The A.T.TIPSCAST (Assistive Technology Tools In Public Schools), hosted by Christopher Bugaj, is a podcast about using technology to help students meet their educational goals. Each episode features "A.T.TIPs" that can be used to differentiate and individualize the learning process. A.T.TIPSCAST's **Episode #107**

features **Read&Write for Google Docs** working in the Chrome browser and the ways students can benefit from using the extension. Listen to the broadcast now!

New Webinar - Vocabulary Building using Read&Write Gold

On **June 13th at 3pm** (EST), we invite you to attend this free one-hour webinar to learn more about building vocabulary using the literacy tools found in Read&Write Gold.

Register Now!

Kimberly Nix, Texthelp's Professional Development Manager, will show participants how to use a variety of Read&Write Gold tools to create different vocabulary strategies which can be adapted for the needs of every level of learner.

Texthelp Staff News

We are very happy to announce that **Jason Carroll** is the new **Product Marketing Manager** for the Read&Write family of products. Many of you know Jason who has worked for Texthelp as an Education Consultant for the last 2 years and is a well-known speaker at regional and national conferences.

In his new role, Jason will work closely with customers and industry experts as well as with Product Development on new and existing products. He will also be contributing tips and tricks to this newsletter to help users get the most out of Read&Write and will be starting a blog over the summer so watch for more from him in the coming months! Jason can be reached at j.carroll@texthelp.com.

2013 AT Champion Award Announced!

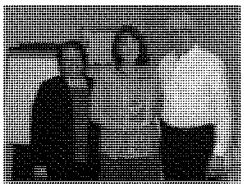

Maureen Joy, AT Facilitator in St. Charles Community Unit School District in Illinois, has been named the 2013 Texthelp AT Champion. This award is given annually by Texthelp to someone in the Assistive Technology/Special Education field who embodies the characters of a true champion - someone who inspires others, has a passion for what he or she does, and is always looking for new and better ways to use technology to help students, teachers, parents, and administrators.

Mo advocates tirelessly for students with disabilities and their families, works collaboratively with staff and other teams within the district, and is an avid promoter of the use of technology to help students. Mo has been a champion to the students she works with, their families, and many others who have been affected by her drive to improve the lives of individuals with disabilities. All of us at Texthelp are happy and proud to call her our **2013 Texthelp AT Champion**! Read more about Mo and the AT Champion Award.

West Fargo, ND Feature Videos

Recently, we came across two terrific Read&Write Gold videos that were produced by the West Fargo Public Schools from West Fargo, ND. These videos show how to:

- Open a Bookshare DAISY Book in Read&Write Gold
- Use Read&Write Gold's Vocabulary Tool

Social Media Contest Winners

We recently had a little fun with a couple of contests on Facebook and Twitter to celebrate our announcement of iReadWrite.

We kicked off with **Finish this phrase - "I Want iReadWrite for..."**. The winners were:

- **Louisa Johnson –** "*I want iReadWrite for my university degree course I'm about to start. I was only assessed last year at the grand old age of 35 and its been a very emotional time, realizing that my struggle with studying as a child and young adult was because of a specific reason and not because I was lazy or stupid. So here I am putting right the wrongs and hopefully with the correct support in place I will achieve my academic dreams.*"

- **Amber Aslakson –** "*I want iReadWrite for my student who works harder than anyone around to be the best student he can be but gets caught up in text when reading or writing.*"

We also asked our Fans and Followers to help us create a **Wordle for iReadWrite** by giving us one word/phrase to describe iReadWrite. The winners were:

- **Debra Fitzgibbons –** *"Independence"*
- **Jessica van Son –** *"Life Changing"*

Each winner won a FREE copy of iReadWrite. Watch for more contests in the future!

Share a Success Story

We love to hear **how people are successfully using our products**.
Share your stories on YouTube, Facebook, or Twitter!

Conference Connection

It was good to see so many of you at the **CSUN** and **IRA Conferences** as well as the many regional conferences we attended over the past few months.
We hope you will stop by and see us at an upcoming **event** near you including:

ISTE
June 24th – June 26th
Booth #7295 - Henry B. Gonzalez Convention Center in San Antonio, TX

AHEAD
July 10th – 12th
Booth #65 - Hilton Baltimore Hotel in Baltimore, MD
While at AHEAD, don't miss this hands-on lab:
Using Texthelp's Read&Write Gold eBook Reader? Qualified Students Signed Up With a Bookshare Membership? Cherie Miller, Bookshare & Jeff Greaves, Texthelp, Thursday, July 11th from 4pm – 5:30pm

Webinar Registration - Request Information - Newsletter Archive
www.texthelp.com - 888-248-0652 - u.s.info@texthelp.com

This message was sent to bridgerb@uncaa.unc.edu from:

Texthelp Inc. | 600 Unicorn Park Drive | Woburn, MA 01801

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From: Karen Wiman <wiman@email.unc.edu>
Sent: Wednesday, May 1, 2013 4:32 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Campus Recreation Listserv <campusrec@listserv.unc.edu>
Subject: [campusrec] May Announcements

WHAT'S IN THIS EMAIL?

- **May Facility Hours & Closures**
- **Programs & Perks for UNC Employees**
- **Step Up Your Workouts**
- **Register for Intramurals**
- **Your Guide to Outdoor Expeditions**
- **Sport Club Spotlights: Ballroom Dance & Baseball**
- **Climb with Campus Rec**
- **Stay Connected**

MAY FACILITY HOURS & CLOSURES

Facility Hours and Closures – We will be running on altered facility hours during the month of May. All facilities, including the climbing walls, will be on reduced Summer Hours May 14 through July 26. For a complete list of facility hours this summer, visit the Hours of Operations page.

- May 1 – 3: All facilities open 6am – 9pm
- May 4: Fetzer, SRC open 9am – 6pm; Woollen open 12pm – 6pm; All other facilities closed
- May 5: Fetzer, SRC, Woollen open 12pm – 9pm; All other facilities closed
- May 6 – 7: All facilities open 6am – 9pm
- May 8 – 10: Fetzer, SRC, Woollen open 11am – 7pm; All other facilities closed
- May 11 – 12: All facilities closed
- May 13: Fetzer, SRC, Woollen open 11am – 7pm; All other facilities closed
- May 25 – 26: Fetzer, SRC, open 12pm – 6pm; All other facilities closed
- May 27: All facilities closed for Memorial Day

PROGRAMS & PERKS FOR UNC EMPLOYEES

Spring Fling (Friday, May 3) – Last chance to sign up for the Spring Fling this Friday! Spring Fling is a 3 mile fun run or 1.5 mile walk open to all UNC faculty and staff. Register as an individual or as part of a departmental team. There will be prizes, food, and fun! Remember to bring pet and/or food donations to help Campus Rec give back to the community. For more information, including how to register, visit the Spring Fling webpage.

Kerr Lake – Whether you are a water enthusiast or just like to relax, Kerr Lake is the right place for you to be this summer. This recreation area is perfect for swimming, fishing, water skiing, canoeing, sailing, and much more! For more information about facilities, memberships, and daily/annual use permits, visit the Kerr Lake webpage.

STEP UP YOUR WORKOUTS

Group Fitness Classes – Students may be on break, but the Group Fitness Program certainly is not! We will continue to offer a variety of classes all summer long. For a complete list of class schedules, visit the Group Fitness Classes webpage.

Specialty Fitness Programs – Looking to spice up your daily workout? Join a Specialty Fitness Program! See maximum results for a minimum fee. For more information on the programs we'll be offering this summer, visit the Specialty Fitness webpage.

Training Time – Not going to be on campus this summer, but still want to be able to work out with Campus Rec? Then check out our Campus Rec You Tube Channel! We have a wide array of workout videos like "Resistance Band Upper Body Workout" and "Total Body Workout", all of which can be done from the comfort of your own home.

REGISTER FOR INTRAMURALS

Join in on the summer action with Intramurals! During Session I, participate in **Softball, 3-on-3 Basketball, 4-on-4 Flag Football**, and **Tennis**. Registration is open from May 14 – 20.

For more information on these sports, including rules and registration, visit our Intramural Sports webpage.

YOUR GUIDE TO OUTDOOR EXPEDITIONS

Summer Day Trips – Explore the outdoors this summer with the Outdoor Education Center (OEC). The OEC offers a variety of expeditions throughout the summer months. Take a break from studying and clear your mind with a hiking or kayaking trip!

- May 25, **Kayak Haw River**
- June 7 – 9, **Backpacking Wilson Creek**
- June 15, **Kayak Three Rivers**

To register for a trip, visit the Campus Rec Main Office, located in the SRC. The trip cost includes food, transportation and equipment.

For a complete list of trips offered this summer, visit the Expeditions webpage.

SPORT CLUB SPOTLIGHTS: BALLROOM DANCE & BASEBALL

This month, get to know *Baseball and Ballroom Dance*!

The **Baseball Club** has gained national recognition winning the 2007 National Club Baseball Association World Series. More recently, the team won the 2013 Mid-Atlantic South Conference Championship and is ranked in the top 25. The club finished the regular season 17 – 5 heading into

the regional tournament in Virginia. Baseball faces powerhouse opponents such as NC State, ECU, Wake Forest, UGA, UVA, and Clemson throughout the regular and post seasons.

The **Ballroom Dance Club** has also risen to the national level wining bronze, silver, and gold national titles. With a variety of dance styles, including Samba, Cha Cha, Jive, Waltz, Tango, and Foxtrot, there is something for everyone. The club is open to any interested student, regardless of experience.

For more information on any of our clubs, visit the Sport Clubs Directory.

CLIMBING WITH CAMPUS REC

Facility Hours – The Climbing Walls are currently running on Finals Hours until May 7. Walls will be closed May 8 - 13.

Finals Hours – Rams Head Rec Center

- Monday – Friday, 1:00pm – 4:00pm
- Saturday – Sunday, CLOSED

Finals Hours – Fetzer Hall Climbing Wall

- Monday – Friday, 5:00pm – 8:00pm
- Saturday – Sunday, 1:00pm – 5:00pm

Summer Hours – The walls will be operating on the Summer Hours schedule from May 14 through July 26. For the most up-to-date facility hours, visit the Climbing Wall webpage.

Belay Certification Classes – All climbers must be belayed certified by UNC Climbing staff in order to climb on our walls. Whether you're a new climber or an experienced climber, we offer a variety of ways to become certified with our Climbing Program Classes. For more information on climbing programs, please visit the Climbing Wall webpage.

STAY CONNECTED

Stay Up To Date – Be sure to “friend” UNC Campus Rec on Facebook to have the best way to get updated information on programs, events, and altered facility hours. Add us as a friend today!

Read Our Blog – Subscribe to Campus Rec’s entertaining and informational blog! “Eat Healthy While Eating Out”, “Health Beyond College”, and “Campus Rec Bucket List” are just a couple of this month’s featured posts.

From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Wednesday, May 1, 2013 5:45 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: What's On Deck This Week at ECU!

Use this link to view a web version of this message.

What's On Deck | 04.29 - 05.05

pir@mail
Electronic Newsletter of Pirate Athletics

FORWARD TO A FRIEND

GET TICKETS | ECUPIRATES.COM | PIRATE CLUB | STORE | PHOTOS

What's On Deck - Upcoming Pirate Athletic events

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

Share this Pir@mail:

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Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: **athletictickets@ecu.edu**.

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Wednesday, May 1, 2013 7:15 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Embracing Technology To Promote Exceptional Student Services

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Embracing Technology To Promote Exceptional Student Services In Higher Education

Wednesday, June 5 - 3:00-4:30pm EDT

Registration - http://www.innovativeeducators.org/product_p/1038.htm

Innovative Educators

Free Resources

- Leveraging Technology to Improve Online Student Success
- Leveraging Technology to Provide Online Academic Advising
- Technology Helps Address Demands in Student Services
- An Introduction to Technologies Commonly Used by College Students
- College Using Technology to Engage More Students
- Support Services for the Net Generation
- Have a Higher Ed question? AskIE
  - How can technology be used to serve today's student?
  - How can I use technology to improve the quality of my courses?
  - How do I get academic help for my online students?
  - What is StudentLingo?

Webinar Overview

This webinar will offer participants an overview of the online self-services and other technology initiatives that higher education institutions are developing and providing for their students and their families. Learn more about how technology is shaping the student experience with financial aid, electronic billing and payments, graduation planning, and more. Through strategic design and implementation of technology tools, administrators can promote increased efficiencies, improve retention and graduation rates, and promote student success.

The presenter will discuss various online student self-services and web applications that have proved successful for students to help manage the business of being a student, including a look into student portals and mobile device initiatives that have been developed to provide personalized information and communications to students. Online views of various University of Minnesota web applications and technology tools that have been highly successful in terms of quality student services and creating efficiencies will also be reviewed.

Webinar Objectives

Participants will learn:

- Self-service options that institutions have developed to assist with customer service strategies including self-service financial aid planning, registration/graduation planning, and customer service relationship software
- How to leverage technology into seamless self-service Web applications that bring students from "in line" to "online"
- Examples of cutting-edge technology initiatives for student services including student portals and mobile device initiatives
- About specific web applications and technology tools that have been highly successful at the University of Minnesota

Webinar Speaker(s)

"Through my years working in higher education finance and student services, I have seen a great paradigm shift in student services over the past two decades. Not only is this shift related to the customer service expectations our students have of higher education, but also in the way higher education administrators have been able to meet that challenge by providing the technology and tools necessary to provide great service and promote student success."

Julie Selander has worked in higher education administration and finance for over 25 years. Her experience includes student loan servicing operations, tuition payment plan sales and marketing, organizational leadership, as well as various management positions in higher education student services including student accounts receivable, billing, collections, financial aid, and customer service.

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - On-Demand

Like us on facebook for a chance to win a free webinar!

Upcoming Webinars

View all events

May 2013

8
Improving Academic Performance Of Student-Athletes With An Innovative Reading Enhancement Program
9
Building A Cost-Effective Online Orientation: Best Practices, Essential Components & Practical Applications
16
Creating & Implementing An Online Orientation Program From The Ground Up
21
Teachable Moments: Managing Aggressive & Overly Involved Parents
22
Exceptional Front-Line Customer Service In Higher Ed
24
Exceptional Customer Service: A Training For Student Employees
30
Developing & Implementing A Web-Based Early Alert System

June 2013

4
Student Retention: Expanding The Paradigm To Focus On Individual Student Success
6
Improving Online Student Services Accessibility: Compliance, Requirements & Innovative Tools
12
Attracting 38 Million Adults With College Credit But No Degree: Increasing Your Market Share
13
Strategic Enrollment Management: Developing & Implementing An Integrated, Results-Driven Plan
13
Enhancing Outcomes-Based Assessment For Student Affairs

July 2013

16
A Step-By-Step Guide To

Julie is the director of the One Stop Student Services Office at the University of Minnesota providing seamless and integrated student services in the areas of enrollment, registration, financial aid, billing, student accounts receivable, and student veterans services. Twenty-seven One Stop Counselors across three campus locations provide service via phone, e-mail, and in-person for over 51,000 students on the Twin Cities campus.

Julie presents frequently on various topics related to higher education student services and has written several articles for publication, including NACUBO's Student Centered Financial Services: Innovations That Succeed. She serves as a board member for Minnesota's College Goal Sunday initiative and is a founding member and on the board of directors for the Institute for Student Services Professionals. She has undergraduate and master's degrees from the University of Minnesota and is currently working on her dissertation as a Ph.D. candidate at the University of Minnesota in the Higher Education Policy and Administration program. She is also an instructor at the University of Minnesota in the Organizational Leadership, Policy, and Administration department and teaches Customer Service Training to undergraduate students.

Creating A Quality Veterans Resource Center On Your Campus
18
7 Emerging Trends Impacting Higher Education: Managing Diversity, Competition & Fiscal Constraints

Innovative Educators

3277 Carbon PL
Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

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THE COMPLIANCE NEWSLETTER

UNC Department of Athletics

MAY 2, 2013 ***Volume XVIV NUMBER 10***

May Recruiting Calendar

Baseball
Contact Period: May 1-31

Men's Basketball
Quiet Period: May 1-15
Dead Period: May 16-25
Quiet Period: May 26-31

Women's Basketball
Quiet Period: May 1-31

Football
Evaluation Period: May 1-31
Quiet Period: May 5, 12, 19, 26, 27
Days must be designated in total evaluation days from April 15-May31. All days not designated for evaluation are considered a quiet period.

Men's Lacrosse
Contact Period: May 1-23
Dead Period: May 24-27 (noon)
Contact Period: May 28 (12:01pm)-31

Women's Lacrosse
Contact Period: May 1-23
Dead Period: May 24-26
Contact Period: May 27-31
**Evaluations may occur at one event during dead period, provided event is conducted within a 100-mile radius of the championship site)*

Softball
Contact Period: May 1-27
Dead Period: May 28-31

Track/Cross Country
Contact Period: May 1-31

Volleyball
Quiet Period: May 1-24
Contact Period: May 25-31

Other Sports
Contact/Evaluation Period: May 1-31

COACHES CERTIFICATION EXAM

The Coaches Certification Exam for the 2013-2014 academic year will be held on **Thursday, May 30, 2013 at 9:00 a.m. on the 2nd floor of the Loudermilk Center for Excellence in classroom 2301.** The session will begin with a review session by the ACC staff followed immediately by the exam at approximately 10:00a.m. Please bring your 2012-2013 NCAA manual and Laptop to the exam. The exam will be conducted electronically, which means that coaches will receive results immediately following exam completion. **UNC requires that all coaching staff members, including volunteer coaches and Directors of Operations, prepare for and take the exam, even if they do not recruit off-campus.**

ORIENTATION

Please notify all incoming student-athletes of the Orientation session for Varsity Student-Athletes and their parents. The presentation by Academics and Compliance will include topics such as NCAA Eligibility Center, Financial Aid, and services provided by the Academic Support Unit

SUMMER EVALUATIONS

Coaches, please remember that evaluations of prospects that occur outside of the prospect's academic year (summer only) DO NOT count against the annual number of recruiting opportunities. Contacts that occur with a prospect during this time period DO COUNT against the annual number of permissible recruiting opportunities and must be reported to the Compliance Office through ACS.

SUMMER CAMP DOCUMENTATION

At least one week prior to the start of each camp, coaches must complete and submit the following forms to Lance in the Compliance Office:

- **Student-Athlete Employment Roster**
- **Outside Coaches Employment Roster**
- **Free or Reduced Admission Roster**

These forms should be signed and submitted, even if they do not apply to your particular camps. For any camp conducted in June or July that is missing documentation, a hold will be placed on that sport's account with the business office in a manner consistent with other delinquent paperwork in August. Forms are located on the J: Drive in the Complaince/Camps and Clinics folder. Please contact Lance (3-7259) with any questions.

POST-SEASON CERTIFICATION

Spring Sports who will be competing in any championships after the completion of exams, be on the lookout for a post-season certification memo from Lance. The Registrar will be certifying student-athlete's post-season eligibility status based on the Spring 2013 semester.

PROSPECTS JOINING LOCAL SPORTS CLUB

Remember that prospects enrolling initially in the fall CANNOT relocate to Chapel Hill for the summer and join and work out with a local sports club with which one of our coaching staff members is involved. Please contact Tom if you have questions.

SUMMER EMPLOYMENT

Coaches: The Compliance Office is in the process of meeting with all student-athletes regarding various summer issues. Part of this presentation includes information on summer employment. **If any of your student-athletes obtain a summer job, please have them complete the Student-Athlete Employment Form.** This form is located on the J:/ drive.

NEW INTERPRETATION

RECRUITING CONVERSATIONS AT CAMPS AND CLINICS

Camps and clinics ARE considered an athletics competition or athletics event. Therefore, a host institution's coaching staff member may not engage in recruiting activities. Examples include: campus tours for recruiting purposes, meetings with faculty members, complimentary admissions, and extending written offers or aid. You may participate in recruiting conversations with prospective student-athletes participating in the institution's camp or clinic. **Any recruiting activities that occur after completion of the camp or clinic are subject to applicable recruiting calendar restrictions.**

From: National Football Foundation <news@footballfoundation.ccsend.com>
Sent: Thursday, May 2, 2013 5:31 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: 2013 NFF Hampshire Honor Society Membership Announced

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NEWS RELEASE

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917-579-4256
pmarwill@footballfoundation.com

Olivia Kiespert
972-556-1000
okiespert@footballfoundation.com
Twitter: @NFFNetwork

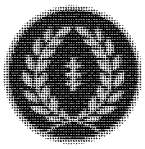

NATIONAL FOOTBALL FOUNDATION

Please use the following link to tweet this release:
http://bit.ly/12tafuK

2013 NFF Hampshire Honor Society Membership Announced

Record number of schools submitted nominations in the Society's seventh year.

DALLAS, May 2, 2013 - The National Football Foundation & College Hall of Fame (NFF) announced today the members of the 2013 NFF Hampshire Honor Society, which is comprised of college football players from all divisions of play who each maintained a cumulative 3.2 GPA or better throughout their college career. A total of 703 players from 259 schools qualified for membership in the society's seventh year, marking the highest school participation in the history of the program, which began in 2007.

"The growing number of schools involved in the Hampshire Honor Society each year shows that football student-athletes not only play at the highest level but that they are some of the best students on campus as well," said NFF President & CEO **Steve Hatchell**. "Congratulations to each of these young men for their commitment to education and their leadership on and off the football field."

The NFF Hampshire Honor Society capitalizes on the NFF's current National Scholar-Athlete program greatly expanding the number of scholar-athletes the NFF can recognize each year. The program further strengthens the organization's leadership role in encouraging academic performance by the student-athletes who play football at the more than 700 college and universities with football programs nationwide. The initiative has honored 4,081 student-athletes since its inception.

Jon F. Hanson, the chairman and founder of The Hampshire Companies, provided the endowment to launch the NFF Hampshire Honor Society in 2007. He made the contribution as part of his legacy to the organization after serving as NFF chairman from 1994-2006. He currently serves the organization as a chairman emeritus. Each player awarded with membership in this year's Honor Society will receive a certificate commemorating their achievement.

"We have honored more than 4,000 student-athletes in the last seven years thanks to Jon Hanson's generosity," said NFF Chairman **Archie Manning**, "We are humbled by his passionate belief in the scholar-athlete ideal, and the Hampshire Honor Society allows us to showcase the names of tomorrow's leaders while inspiring future generations to follow in their footsteps."

Qualifications for membership in the NFF Hampshire Honor Society include:

· Being a starter or a significant substitute in one's last year of eligibility at an accredited NCAA Football Bowl Subdivision, Football Championship Subdivision, Division II, Division III, or an NAIA college or university;
· Achieving a 3.2 cumulative grade point average throughout entire course of undergraduate study; and
· Meeting all NCAA-mandated progress towards degree requirements and graduation.

The Hampshire Honor Society represents a powerful component in the organization's rich history as an innovator in promoting the scholar-athlete ideal. Launched in 1959 with a donation from Hall of Fame coach Earl "Red" Blaik, the NFF's National Scholar-Athlete Awards, presented by Fidelity Investments, became the first initiative in history to grant postgraduate scholarships based on a player's combined academic success, football performance and community leadership. And, since its inception, the NFF National Scholar-Athlete Awards program has awarded $10.1 million to 771 top scholars and community leaders.

Currently, the NFF distributes more than $300,000 a year at the national level through the program to 16 individuals. Each winner of a National Scholar-Athlete Award receives an $18,000 post-graduate scholarship. Additionally, the William V.

Campbell Trophy, endowed by HealthSouth, is given to one member of each year's class as the absolute best. The winner of the Campbell Trophy, claimed by All-American center **Barrett Jones** (Alabama) in 2012, receives a total scholarship of $25,000 and a 24-inch, 25-pound bronze trophy. Through, its chapter network, the NFF also awards an additional $1 million to local high school student-athletes, bringing the NFF's annual scholarship distribution total to more than $1.3 million.

SCHOOL	NAME
Adams State University (Colo.)	Jason Nottingham
Albion College (Mich.)	Tony Brown
Albion College (Mich.)	Charles Carroll
Albion College (Mich.)	Wesley Dolen
Albion College (Mich.)	Spencer Krauss
Albion College (Mich.)	Brian Spencer
American International College (Mass.)	Steve Lampkin
American International College (Mass.)	Zach Weber-Parker
Anderson University (Ind.)	Kevin Eibner
Angelo State University (Texas)	Alvin Johnson
Appalachian State University	Karl Anderson
Appalachian State University	Sam Martin
Appalachian State University	Troy Sanders
Arizona State University	Brandon Johnson
Arkansas State University	Ryan Aplin
Arkansas State University	Nathan Herrold
Arkansas State University	Taylor Stockemer
Arkansas State University	Neely Sullivent
Ashland University (Ohio)	Donald Dottei
Auburn University	Ashton Richardson
Augsburg College (Minn.)	Eric Dooley
Augsburg College (Minn.)	Chris McCollom
Augsburg College (Minn.)	Chris Osborn
Augsburg College (Minn.)	Brian Rud
Augsburg College (Minn.)	Shep Sonstegard
Augsburg College (Minn.)	Marques Townsend
Augsburg College (Minn.)	Bryce Vee
Augustana College (Ill.)	John David Draminski
Augustana College (Ill.)	Michael Kautz
Augustana College (Ill.)	Brett McWilliams
Augustana College (Ill.)	Peter Schimeck
Augustana College (Ill.)	Derek Schneeman
Augustana College (Ill.)	Joseph Spindler
Austin College (Texas)	Tim Smith
Austin Peay State University	Zach Lane
Ball State University	Scott Kovanda
Baylor University	**Nick Florence***
Baylor University	Jake Jackson
Bemidji State University (Minn.)	Cory Crosby
Bemidji State University (Minn.)	Matt Gandrud
Bemidji State University (Minn.)	Brian Leonhardt
Bemidji State University (Minn.)	Christian Metz
Bemidji State University (Minn.)	Lance Rongstad
Bentley University (Mass.)	Angel King
Bentley University (Mass.)	Will Lockwood
Bentley University (Mass.)	Stephen Stewart
Bentley University (Mass.)	Paul Tizzano
Bethany College (W.Va.)	Fletcher Coffman
Bethany College (W.Va.)	Johnathan Foster

Bethel University (Minn.)	Gavin Maurer
Bethel University (Minn.)	Brett Skoog
Bethel University (Minn.)	Josh Wolfe
Bethel University (Tenn.)	Jouan Cox
Bethel University (Tenn.)	Bret Davis
Bethel University (Tenn.)	Jacob Fussell
Bethel University (Tenn.)	Wilson Masoud
Bethel University (Tenn.)	Craig Whitt
Bethel University (Tenn.)	Ethan Wright
Bluffton University (Ohio)	Thomas Gingrich
Bluffton University (Ohio)	Ben Kaufman
Bluffton University (Ohio)	Ryan Sabin
Bluffton University (Ohio)	Tyler Wright
Bridgewater State University (Mass.)	Michael D'Attilio
Bridgewater State University (Mass.)	Benjamin Desmarais
Bridgewater State University (Mass.)	Caleb Gelsomino
Bridgewater State University (Mass.)	Nicholas Pistacchio
Brigham Young University	Braden Brown
Brigham Young University	David Foote
Brigham Young University	Preston Hadley
Brigham Young University	James Lark
Brigham Young University	Zed Mendenhall
Brigham Young University	Riley Nelson
Brigham Young University	Brandon Ogletree
Brown University	Malcolm Andry
Brown University	Demitrius Burnett
Brown University	Daniel Casey
Brown University	Patxi Colbern
Brown University	Anthony Franciosi
Brown University	Alexander Harris
Brown University	Nathaniel Meyer
Brown University	Matthew Miller
Brown University	Benjamin Noury
Brown University	Adam Pelzer
Brown University	Jack Templeton
Brown University	Spiro Theodhosi
Brown University	Ross Walthall
Brown University	Stephen Zambetti
Bryant University	Colin Sullivan
Bucknell University	Ryan Gutowski
Bucknell University	Patrick Joyce
Bucknell University	Samuel Oyekoya
Bucknell University	Troy Steinhilber
Butler University	Jordan Ridley
Butler University	Matt Storey
California State University, Sacramento	T.J. Knowles
Campbell University (N.C.)	Sam Eberwein
Capital University (Ohio)	Jay Bondzeleske
Capital University (Ohio)	Matt DeMore
Capital University (Ohio)	Tyler Dugan
Capital University (Ohio)	Nate Nasrallah
Capital University (Ohio)	Seth Nelson
Capital University (Ohio)	Ryan Neuberger
Capital University (Ohio)	Troy Thompson
Carleton College (Minn.)	Paul Hoffer
Carleton College (Minn.)	Caleb Hyde
Carleton College (Minn.)	Pete McNeely

Carleton College (Minn.)	Max Timm
Carleton College (Minn.)	DJ Turner
Carleton College (Minn.)	Andy Zweber
Case Western Reserve University	Daniel Calabrese
Central College (Iowa)	Robert Daigle
Central College (Iowa)	Ross Doehrmann
Central College (Iowa)	John J. Flaherty
Central College (Iowa)	Spenser Fuller
Central College (Iowa)	Ben Lechtenberg
Central College (Iowa)	Colton Smith
Central College (Iowa)	Garrett Veldman
Central College (Iowa)	Andrew Weaks
Chadron State College (Neb.)	Kevin Lindholm
Chadron State College (Neb.)	Brandon Ratcliff
Chadron State College (Neb.)	Allan Schmaltz
Clemson University	Jaron Brown
Clemson University	Dalton Freeman
Colgate University	Evan Goldszak
Colgate University	Chris Looney
College of the Holy Cross	Reed Apfelbaum
College of the Holy Cross	Josh Hauser
College of the Holy Cross	Tom Mannix
Colorado School of Mines	Cody Renken
Columbia University	Greg Lee
Columbia University	Mike Waller
Cornell College (Iowa)	Christopher Lopez
Cumberland University (Tenn.)	Cody McCallister
Dakota State University (S.D.)	John Niesen
Dartmouth College	Mick Davis
Dartmouth College	Justin Foley
Dartmouth College	Patrick Lahey
Dartmouth College	Garrett Wymore
Denison University (Ohio)	Cale Garverick
Denison University (Ohio)	Nathaniel Kell
Denison University (Ohio)	George Kuntz
Denison University (Ohio)	Braden Layer
Denison University (Ohio)	Brendon McHugh
Denison University (Ohio)	Adam Murray
Denison University (Ohio)	Nathaniel Scheidler
Denison University (Ohio)	Alexander Sycher
DePauw University	Cody Crook
DePauw University	Jake Konovsky
DePauw University	Christopher Lamping
DePauw University	Jack Quinn
DePauw University	Taylor Wagner
Dickinson State University (N.D.)	Carl Dynneson
Doane College (Neb.)	Cason Christensen
Doane College (Neb.)	Vince Martinez
Doane College (Neb.)	Kent McCrimmon
Drake University	Tyler Moorehead
Duke University	Lee Butler
Duke University	Conor Irwin
Duke University	Brian Moore
Duke University	**Sean Renfree***
East Stroudsburg University (Pa.)	Jordan Hallman
East Texas Baptist University	Jordan Hayes
Eastern Kentucky University	Patrick Ford

Eastern Kentucky University	Nick Vicini
Eastern Michigan University	Alex Gillett
Eastern New Mexico University	Wesley Wood
Edward Waters College (Fla.)	Richard Copeland
Edward Waters College (Fla.)	Demarko Huntley
	Brandon Turman
Emory & Henry College (Va.)	David R. Ellis
Emory & Henry College (Va.)	Tyler Houk
Emory & Henry College (Va.)	Steven Michaluk
Emory & Henry College (Va.)	Corey Ware
Fairleigh Dickinson University-Florham (N.J.)	Peter Amerosi
Fairleigh Dickinson University-Florham (N.J.)	Jon Bennett
Fairleigh Dickinson University-Florham (N.J.)	Kyle Molitoris
Fairleigh Dickinson University-Florham (N.J.)	Travis Mullen
Fairleigh Dickinson University-Florham (N.J.)	Shane Roland
Fairleigh Dickinson University-Florham (N.J.)	Charlie Thomas
Faulkner University (Ala.)	Mitchell Thornton
Florida State University	Dustin Hopkins
Fordham University	Brendan Melanophy
Fordham University	Patrick Murray
Fordham University	Nick Womack
Franklin and Marshall College (Pa.)	Kenny Provost
Fresno State	Shawn Plummer
Fresno State	Andrew Shapiro
Frostburg State University (Md.)	Anthony Young
Gallaudet University (D.C.)	Kevin Berrigan
Gallaudet University (D.C.)	Denton Mallas
Georgia State University	Akeen Felder
Gettysburg College (Pa.)	Lawrence Del Viscio
Gettysburg College (Pa.)	Jacob Treinish
Grinnell College (Iowa)	Drew Blumberg
Grinnell College (Iowa)	TJ Schaid
Guilford College (N.C.)	Donte' Mitchell
Gustavus Adolphus College (Minn.)	Brian Grundmeyer
Gustavus Adolphus College (Minn.)	Brian Karg
Gustavus Adolphus College (Minn.)	Brad Kluver
Gustavus Adolphus College (Minn.)	Ryan Williams
Hampden-Sydney College (Va.)	Alex Price
Harding University (Ark.)	Josh Aldridge
Harding University (Ark.)	Caleb Farrel
Harding University (Ark.)	Loren Kolb
Harding University (Ark.)	Chaz Rogers
Harding University (Ark.)	Austin Smithey
Hardin-Simmons University (Texas)	Travis Sugar
Harvard University	John Collins
Harvard University	Jim Deng
Harvard University	Jacob Dombrowski
Harvard University	Jack Holuba
Harvard University	Matt Lunati
Harvard University	John Lyon
Harvard University	Jonathan Mason
Harvard University	Reid McCann
Harvard University	Alexander Norman
Harvard University	Adam Riegel
Harvard University	Anthony Russ
Harvard University	Treavor Scales

Harvard University	Bobby Schneider
Harvard University	Grant Sickle
Harvard University	Rich Zajeski
Hobart College (N.Y.)	Kees Nordin
Hobart College (N.Y.)	Nick Strang
Hobart College (N.Y.)	Nick Zapp
Hope College (Mich.)	Mark Karam
Hope College (Mich.)	Brian Lynn
Huntingdon College (Ala.)	Tyler Hall
Huntingdon College (Ala.)	Neal Posey
Huntingdon College (Ala.)	Austin Worley
Indiana University	Adam Replogle
Iowa State University	Carter Bykowski
Johns Hopkins University (Md.)	Scott Barletta
Johns Hopkins University (Md.)	Patrick Kiernan
Johns Hopkins University (Md.)	Taylor Maciow
Johns Hopkins University (Md.)	Adam Schweyer
Johns Hopkins University (Md.)	Ben Williams
Kansas Wesleyan University	Nick Beth
Kansas Wesleyan University	Jacob McCoy
Kansas Wesleyan University	Seth Myers
Kean University (N.J.)	T.J. Denehy
Kean University (N.J.)	Chris VanFechtmann
Kent State University	Jake Dooley
Kent State University	Spencer Keith
Kenyon College (Ohio)	Luke Bissinger
Kenyon College (Ohio)	Will Clements
Kenyon College (Ohio)	Patrick Maher
Kenyon College (Ohio)	Brett Williams
King's College (Pa.)	Ryan Cordingly
Lafayette College (Pa.)	Rodney Gould
Lafayette College (Pa.)	Jason Marshalek
Lafayette College (Pa.)	Sam Stuart
Lafayette College (Pa.)	Ethan Swerdlow
Lake Forest College (Ill.)	Aidan Price
Lebanon Valley College (Pa.)	Jared Cicero
Lehigh University	Zach Barket
Lehigh University	Ryan Spadola
LIU-CW Post (N.Y.)	Grayson Laurino
Louisiana Tech University	Matt Nelson
Luther College (Iowa)	Obi Ukabiala
Lycoming College (Pa.)td>	Zach Klinger
Lycoming College (Pa.)	Jamie Reitzi
Lycoming College (Pa.)	Parker Showers
Lycoming College (Pa.)	Wesley Strayer
Macalester College (Minn.)	Michael Adams
Macalester College (Minn.)	Clark Bledsoe
Macalester College (Minn.)	Aaron Gallegos
Macalester College (Minn.)	Riley Koval
Macalester College (Minn.)	T. Joe Loiselle
Macalester College (Minn.)	David Melms
Macalester College (Minn.)	Jared Pawelk
Macalester College (Minn.)	Jeff Theismann
MacMurray College (Ill)	Daniel Routh
Manchester University (Ind.)	Matt Frieden
Massachusetts Institute of Technology	Chris Dessonville
Massachusetts Institute of Technology	**Ethan Peterson***

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Massachusetts Institute of Technology	Richard Yoon
McPherson College (Kan.)	Jacob Snodgrass
Miami University (Ohio)	Jason Semmes
Michigan State University	Ethan Ruhland
Middlebury College (Vt.)	Andrew Ackerman
Middlebury College (Vt.)	Andrew Donnelly
Middlebury College (Vt.)	Harris Huguenard
Middlebury College (Vt.)	Daniel Lungo
Middlebury College (Vt.)	Andrew Singley
Middlebury College (Vt.)	James Tilson
Middlebury College (Vt.)	John Wiet
Middlebury College (Vt.)	Lingfeng Zhou
Midwestern State University	Chase Hoopers
Mississippi State University	Sam Williams
Missouri Southern State University	Kellen Cox
Missouri State University	Matt Thayer
Missouri Univ. of Science & Technology	Joshua Firm
Missouri Western State University	Macon Allan
Missouri Western State University	Kyle Knox
Missouri Western State University	Michael Yardley
Monmouth University	Kyle Frazier
Monmouth University	Tyler George
Montana State University	Rick Haluszka
Montana State University	Caleb Schreibeis
Montana State University	Kruiz Siewing
Montana State University	Chase Young
Montclair State University (N.J.)	Brian Bloom
Montclair State University (N.J.)	Doug Pannone
Moravian College (Pa.)	C.J. Billera
Moravian College (Pa.)	Rocco Del Priore
Moravian College (Pa.)	Anthony Dolan
Moravian College (Pa.)	Jake Hildebrand
Moravian College (Pa.)	Travis King
Moravian College (Pa.)	Luke Trexler
Morehead State University	Joey Clegg
Morehead State University	Rainer Duzan
Morningside College (Iowa)	Jared Goforth
Muhlenberg College (Pa.)	Michael Daniel
Muhlenberg College (Pa.)	Chris Galletta
Muhlenberg College (Pa.)	Bryan Wilson
Nebraska Wesleyan University	Jay Brooks
Nebraska Wesleyan University	Nate Hauptman
Nebraska Wesleyan University	Chris Heibel
Nebraska Wesleyan University	Brett Kaczor
Nebraska Wesleyan University	Brian Pieper
Nebraska Wesleyan University	Christian Schmohr
Nebraska Wesleyan University	Taylor Stockamp
Nebraska Wesleyan University	Russell Walton
Nicholls State University	Kerry Guidry
North Carolina State University	McKay Frandsen
North Carolina State University	Michael Glennon
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North Central College (Ill.)	Joey Michals
North Central College (Ill.)	Joe Orozco
North Central College (Ill.)	Alex Pirela
North Central College (Ill.)	Austin Sadnick

North Central College (Ill.)	Adam Trybula
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North Dakota State University	Andre' Martin, Jr.
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Northern Arizona University	Jake Hess
Northern Illinois University	Alan Baxter
Northern Illinois University	**Nabal Jefferson***
Northern Illinois University	Ryan Neir
Northern Illinois University	Jason Schepler
Northern Illinois University	Courtney Stephen
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Northwestern University	Brian Arnfelt
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Ohio Dominican University	Vince German
Ohio Dominican University	Matt Grieb
Ohio Dominican University	Eisen Hardy
Ohio Dominican University	Eli Kovach
Ohio Dominican University	Tyler Maddox
Ohio Dominican University	Andy Mick
Ohio Dominican University	Ian Smercina
Ohio Dominican University	Jeff White
Ohio Dominican University	Tyler White
Ohio State University	Ben Buchanan
Ohio State University	Adam Homan
Ohio State University	Stewart Smith
Ohio University	Matt Weller
Old Dominion University	Jonathan Plisco
Olivet College (Mich.)	Blake Iobe
Olivet College (Mich.)	Justin Schafer
Olivet College (Mich.)	Thomas Tobolic
Oregon State University	Colby Prince
Ottawa University (Kan.)	Donald Anderson
Ottawa University (Kan.)	Matt Gross
Ottawa University (Kan.)	Logan Schultz
Otterbein University (Ohio)	Aaron Kingcade
Penn State University	Mike Farrell
Penn State University	Peter Massaro
Penn State University	Matt Stankiewitch
Peru State College (Neb.)	Joel Woodhead
Pittsburg State University (Kan.)	Jake Catloth
Pittsburg State University (Kan.)	Aaron Kolich
Pittsburg State University (Kan.)	Chance Riley
Pittsburg State University (Kan.)	Chas Smith
Plymouth State University (N.H.)	Matt Fiore
Plymouth State University (N.H.)	Mike Miller
Pomona-Pitzer Colleges (Calif.)	Luke Ferguson
Pomona-Pitzer Colleges (Calif.)	Samuel Konowitch
Pomona-Pitzer Colleges (Calif.)	Brett Lingle
Pomona-Pitzer Colleges (Calif.)	Joshua Rothman
Princeton University	Joe Cloud
Princeton University	Tim Kingsbury
Princeton University	Jason Tiemeier

Purdue University	Robert Maci
Rice University	Jamael Thomas
Robert Morris University	Brad Banas
Robert Morris University	Cameron Chadwick
Robert Morris University	Sanchez Faugue
Robert Morris University	Alex Kirsch
Robert Morris University	Dan Mignogna
Robert Morris University	Stephen Mitchell
Robert Morris University	**Nolan Nearhoof***
Robert Morris University	William Quarles
Rose-Hulman Institute of Technology (Ind.)	Shane Boschert
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Rowan University (N.J.)	Casey Dillon
Rowan University (N.J.)	Chris Garcia
Rowan University (N.J.)	Chris Popper
Rowan University (N.J.)	Dan Reed
Rutgers University	Justin Doerner
Rutgers University	Duron Harmon
Rutgers University	Brandon Jones
Rutgers University	Scott Vallone
Saint John's University (Minn.)	Taylor Freetly
Saint John's University (Minn.)	John Gans
Saint John's University (Minn.)	Ian Goldsmith
Saint John's University (Minn.)	Connor Grill
Saint John's University (Minn.)	Stephen Johnson
Saint John's University (Minn.)	James Obler
Saint John's University (Minn.)	Scott Ramey
Saint John's University (Minn.)	John Ries
Saint John's University (Minn.)	Kevin Wenner
Saint Xavier University (Ill.)	Michael Bushnell
Saint Xavier University (Ill.)	Chase Catton
Saint Xavier University (Ill.)	Ryan Miles
Saint Xavier University (Ill.)	**Shane Zackery***
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Salisbury University (Md.)	Dan Griffin
Salisbury University (Md.)	Jeremy Harrissmith
Salisbury University (Md.)	Gaven Parker
San Jose State University	Travis Johnson
Shenandoah University (Va.)	Nick Erdman
Shepherd University (W.Va.)	John Frick
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Simpson College (Iowa)	Mark Cronin
Simpson College (Iowa)	Alex McCarty
Simpson College (Iowa)	August Severn
Simpson College (Iowa)	Taylor Stockdale
South Dakota State University	Seth Daughters
South Dakota State University	Bo Helm
South Dakota State University	Tyrel Kool
South Dakota State University	Alex Olinger
South Dakota State University	Ross Shafrath
Southern Illinois University	Joe Okon
SMU	Cameron Rogers
SMU	Mark Voosen
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Springfield College (Mass.)	Mike Escalante
St. Cloud State University (Minn.)	Andrew Anderson
St. Cloud State University (Minn.)	Andrew Beckmann

St. Cloud State University (Minn.)	Bradley Meade
St. Cloud State University (Minn.)	Bradley Wignes
Stanford University/td>	Daniel Zychlinski
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Syracuse University	James Jarrett
Syracuse University	**Ryan Nassib***
Syracuse University	Dan Vaughan
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Tennessee Tech	Taylor Hennigan
Texas A&M University	Ryan Epperson
Texas A&M University	Steven Terrell
Texas A&M University-Commerce	Tyler Rawlings
Texas Tech University	**Cody Davis***
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The College of New Jersey	William Friedrich
The College of New Jersey	Michael Lambert
The College of New Jersey	Tyler Powell
Trine University (Ind.)	Jeremy Berry
Trine University (Ind.)	Sean Collins
Trine University (Ind.)	Jared Trimble
Trinity College (Conn.)	Ryan Burgess
Trinity College (Conn.)	Drew Grombala
Trinity College (Conn.)	Ryan McGuirl
Trinity College (Conn.)	Tim O'Brien
Trinity University (Texas)	Nykolas McKissic
Trinity University (Texas)	Riley Walker
UCLA	Jeff Locke
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Union College (N.Y.)	Tim Hersey
Union College (N.Y.)	Noah Joseph
Union College (N.Y.)	Kyle Kalanta
Union College (N.Y.)	Brian Wilson
Union College (N.Y.)	Eric Zavadsky
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United States Military Academy	Nate Combs
United States Military Academy	Ben Jebb
United States Military Academy	Zach Watts
United States Military Academy	Will Wilson
United States Naval Academy	Jerad Fehr
United States Naval Academy	John Michael Nurthen
United States Naval Academy	Keegan Wetzel
University at Buffalo	Graham Whinery
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University of Arizona	Trace Biskin
University of Arizona	John Bonano
University of Arkansas	Dylan Breeding
University of Arkansas at Pine Bluff	William Ross
University of California	Matt Summers-Gavin
University of California, Davis	Sean Davies
University of Central Florida	Lyle Dankenbring
University of Central Florida	Troy Davis
University of Central Florida	Ray Shipman
University of Central Oklahoma	Sam Moses
University of Colorado	Dustin Ebner
University of Colorado	Will Pericak
University of Dayton	Joe Janasek
University of Dayton	Bill Petraiuolo

University of Dayton	Matt Pfleger
University of Dayton	Robert Strong
University of Delaware	Ethan Clark
University of Delaware	Derek Coleman
University of Dubuque	Ian Cooper
University of Dubuque	Wyatt Hanus
University of Dubuque	Miles Hookstead
University of Dubuque	Trevor Runkle
University of Dubuque	Malcolm Stewart
University of Dubuque	Stephan Vassalotti
University of Florida	Caleb Sturgis
University of Georgia	Ty Frix
University of Houston	Matt Hogan
University of Iowa	James Vandenberg
University of Kentucky	Craig McIntosh
University of Kentucky	Morgan Newton
University of Kentucky	Matt Smith
University of Louisville	Alex Kupper
University of Louisville	Will Stein
University of Maine	Brian Harvey
University of Maine	Sam Shipley
University of Memphis	Mitch Huelsing
University of Minnesota	John Rabe
University of Minnesota	Mike Rallis
University of Minnesota	Jordan Wettstein
University of Minnesota Duluth	Cameron Harper
University of Minnesota Duluth	Ben Helmer
University of Minnesota Duluth	Nick Lloyd
University of Minnesota Duluth	Collin Stinogel
University of Mississippi	Joel Kight
University of Missouri	T.J. Moe
University of Missouri	Travis Ruth
University of Montana	Sam Gratton
University of Montana	Josh Harris
University of Montana	Peter Nguyen
University of Mount Union (Ohio)	Tyler Almeida
University of Mount Union (Ohio)	**Nick Driskill***
University of Nebraska	Justin Blatchford
University of Nebraska	**Rex Burkhead***
University of Nebraska	Ben Cotton
University of Nebraska	Sean Fisher
University of Nebraska	Micah Kreikemeier
University of Nebraska	Conor McDermott
University of New Hampshire	Chris Zarkoskie
University of North Carolina	Peter Mangum
University of North Dakota	Ross Brenneman
University of North Dakota	Brett Cameron
University of North Dakota	Emmett Lynch
University of North Dakota	Seth Wisthoff
University of North Texas	Nicholas Summerfield
University of Northern Colorado	Mason Puckett
University of Northern Iowa	Kyle Bernard
University of Notre Dame	Mike Golic, Jr.
University of Notre Dame	**Manti Te'o***
University of Oklahoma	Jaydan Bird
University of Oklahoma	Daniel Franklin

University of Oklahoma	Jamarkus McFarland
University of Rhode Island	Kyle Elliott
University of Rochester (N.Y.)	Michael Carson
University of Rochester (N.Y.)	Jared Hilton
University of Saint Thomas (Minn.)	Paul Carlson
University of Saint Thomas (Minn.)	Garrett Engelhardt
University of Saint Thomas (Minn.)	Tyler Erstad
University of Saint Thomas (Minn.)	Grant Geris
University of Saint Thomas (Minn.)	Curtis James
University of Saint Thomas (Minn.)	Logan Marks
University of Saint Thomas (Minn.)	Kyle Mulrooney
University of Saint Thomas (Minn.)	Jon R. Nelson
University of Saint Thomas (Minn.)	Joe Novitzki
University of Saint Thomas (Minn.)	Eric Rowekamp
University of San Diego	Zachary Dunaj
University of San Diego	Kyle Lokanc
University of San Diego	Matthew Peleti
University of San Diego	Joseph York
University of South Carolina	Walker Inabinet
University of South Carolina	TJ Johnson
University of South Carolina	Seth Strickland
University of South Carolina	Adam Yates
University of South Dakota	Will Powell
University of South Florida	Maikon Bonani
University of South Florida	Lindsey Lamar
University of South Florida	Michael Lanaris
University of South Florida	Evan Landi
University of Southern California	**Matt Barkley***
University of Southern California	Khaled Holmes
University of Southern California	Kyle Negrete
University of Southern Mississippi	Brandon Francesconi
University of St. Francis (Ill.)	Pete Damiani
University of St. Francis (Ill.)	Adam Tondini
University of St. Francis (Ill.)	Drew Tondini
University of Tennessee	Zachary Rogers
University of Tennessee at Chattanooga	Shane Heatherly
University of Tennessee at Chattanooga	Adam Miller
University of Texas	Marquise Goodwin
University of the Cumberlands (Ky.)	Jay Bright
University of the Cumberlands (Ky.)	Justin Dyer
University of the Redlands (Calif.)	Zack Andrews
University of the Redlands (Calif.)	Aaron Atkins
University of the Redlands (Calif.)	Scott Payton
University of the Redlands (Calif.)	Anthony Stephens
University of the Redlands (Calif.)	Dylan Wood
University of the Redlands (Calif.)	Sean Woods
University of Toledo	Dan Molls
University of Tulsa	Derrick Jackson
University of Tulsa	Jared St. John
University of Utah	Dave Fagergren
University of Utah	Luke Matthew
University of Utah	Sean Sellwood
University of Utah	Tevita Stevens
University of Wisconsin	Shelton Johnson
University of Wisconsin-Eau Claire	Jimmy Hall
University of Wisconsin-Eau Claire	Matt Hawley
University of Wisconsin-Eau Claire	Pat Hendricks

University of Wisconsin-Eau Claire	Jake Holterman
University of Wisconsin-Oshkosh	Ben Strehlow
University of Wisconsin-Stout	Joshua Peterson
University of Wisconsin-Whitewater	Michael Seefeld
University of Wisconsin-Whitewater	Jakob Wahl
University of Wyoming	Luke Ruff
University of Wyoming	Oliver Schober
Utah State University	McKade Brady
Valparaiso University	Michael Gerton
Vanderbilt University	Jordan Rodgers
Virginia Tech	Joseph Phillips
Wake Forest University	Gabe Irby
Wartburg College (Iowa)	Riley Anderson
Wartburg College (Iowa)	Alex Covington
Wartburg College (Iowa)	Curt Hruska
Wartburg College (Iowa)	Garrett McGrane
Wartburg College (Iowa)	Reed Pedersen
Wartburg College (Iowa)	Jason Shupp
Washington & Jefferson College (Pa.)	Mike Mastellino
Washington & Jefferson College (Pa.)	John Tokarski
Washington & Jefferson College (Pa.)	John Watts
Washington State University	Andrei Lintz
Washington University in St. Louis (Mo.)	Dan Burkett
Washington University in St. Louis (Mo.)	Chris Castelluccio
Washington University in St. Louis (Mo.)	Eric Chalifour
Washington University in St. Louis (Mo.)	Trevor LaBarge
Washington University in St. Louis (Mo.)	Drew Sexton
Washington University in St. Louis (Mo.)	William Small
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Wayne State University (Mich.)	Sean McCarthy
Wayne State University (Mich.)	Mickey Mohner
Wayne State University (Mich.)	Nick Thomas
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Wesleyan University (Conn.)	Jon Lis
Wesleyan University (Conn.)	Andy McKeon
West Chester University (Pa.)	Sean Beahan
West Texas A&M University	Aaron Mullane*
West Virginia University	Jeff Braun
West Virginia University	Ryan Nehlen
West Virginia University	Corey Smith
Western Carolina University	Conner Orr
Western Carolina University	Rock Williams
Western Michigan University	Matt Cutler
Western Michigan University	John Deyo
Western Michigan University	Chris Prom
Western New England University (Mass.)	Corey Brown
Western New England University (Mass.)	James Georges
Westfield State University (Mass.)	Chris Walker
Westfield State University (Mass.)	Erik Wellhoff
Wheaton College (Ill.)	Sam VanHeest
Willamette University (Ore.)	Jake Knecht
Willamette University (Ore.)	Tommy Laird
Willamette University (Ore.)	Matt Millar
Willamette University (Ore.)	Cody Pastorino
Willamette University (Ore.)	Jake Turner
Willamette University (Ore.)	Wes Wenzel
Willamette University (Ore.)	Zane Wise

William Penn University (Iowa)	Randall Packard
William Penn University (Iowa)	Lewis Russell
William Penn University (Iowa)	Mason Woods
Williams College (Mass.)	David Baker
Williams College (Mass.)	Chris Cameron
Williams College (Mass.)	Thomas Hamrick
Williams College (Mass.)	William Hamrick
Williams College (Mass.)	Darren Hartwell
Williams College (Mass.)	Sam Krieg
Williams College (Mass.)	Tim Morris
Williams College (Mass.)	Jeff Reimann
Williams College (Mass.)	Cong Tian
Wingate University (N.C.)	Andrew Nallenweg
Wofford College	Eric Breitenstein
Wofford College	Calvin Cantrell
Wofford College	Zach Murray
Yale University	Michael Anderson
Yale University	Kenneth Bibb
Yale University	Christopher Dooley
Yale University	William McHale
Yale University	Weston Moyer
Yale University	John Powers
Yale University	John Runk
Yale University	Derek Russell
Yale University	Kurt Stottlemyer
Youngstown State University	David Brown
Youngstown State University	Nick DeKraker
Youngstown State University	D.J. Main

**2012 NFF National Scholar-Athlete*

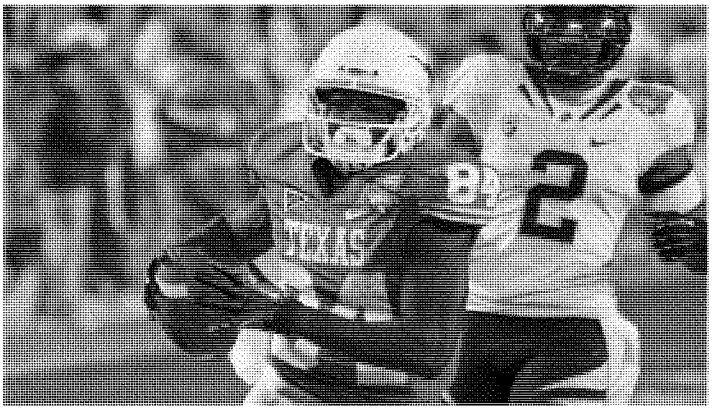

2012 Campbell Trophy semifinalist Marquise Goodwin (Texas) is one of 703 players named to the 2013 NFF Hampshire Honor Society.

About the Hampshire Foundation:
The Hampshire Foundation is the charitable arm of The Hampshire Companies, a privately-held, fully-integrated real estate firm that has more than 50 years of hands-on, cycle-tested experience in acquiring, developing, leasing, repositioning, managing, financing and disposing of real estate. Founded by Jon F. Hanson, who served as NFF Chairman from 1994-2006, Hampshire is headquartered in Morristown, New Jersey, has 33 employees, and currently owns and operates a diversified portfolio of 224 properties in 31 states totaling more than 14.7 million square feet. Learn more at www.hampshireco.com.

ABOUT THE NATIONAL FOOTBALL FOUNDATION & COLLEGE HALL OF FAME
Founded in 1947 with early leadership from General Douglas MacArthur, legendary Army coach Earl "Red" Blaik and immortal journalist Grantland Rice, The National Football Foundation & College Hall of Fame is a non-profit educational organization that runs programs designed to use the power of amateur football in developing scholarship, citizenship and athletic achievement in young people. With 120 chapters and 12,000 members nationwide, NFF programs include the College Football Hall of Fame, the NFF Scholar-Athlete Award presented by Fidelity Investments, Play It Smart, the NFF Hampshire Honor Society, the NFF National Scholar-Athlete Alumni Association, and scholarships of

more than $1.3 million for college and high school scholar-athletes. The NFF presents the MacArthur Bowl, the William V. Campbell Trophy endowed by HealthSouth, and releases the Bowl Championship Series (BCS) Standings. NFF corporate partners include the Allstate Sugar Bowl, the BCS, Fidelity Investments, Herff Jones, Liberty Mutual Insurance, NCAA Football, and Under Armour. For more information, please visit www.footballfoundation.org.

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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Thursday, May 2, 2013 7:32 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Online Student Services Accessibility: Compliance & Innovative Tools

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Improving Online Student Services Accessibility: Compliance, Requirements & Innovative Tools

Thursday, June 6 - 3:00-4:30pm EDT

Registration - http://www.innovativeeducators.org/product_pr1090.htm

Innovative Educators

Free Resources

- Test your website's accessibility - WAVE Web Accessibility
- University of Minnesota - Accessibility
  - Accessible Documents
  - Web Content
- Making Mutimedia Section 508 Compliant and Accessible
- Have a Higher Ed question? AskIE
  - What accommodations are required for students with mental health issues?
  - How can technology be used to serve today's student?
  - How can I use technology to improve the quality of my courses?
  - How do I get academic help for my online students?
  - What is StudentLingo?

Webinar Overview

Everyone wins when Online Student Services are accessible to those with physical and cognitive disabilities. Imagine trying to understand a student orientation video on a college website when you cannot hear. Adding closed-captioning not only makes it more accessible, it makes the video easier to follow for diverse populations of students, from non-native English speakers to those with hearing impairments.

This webinar will address the challenges and barriers faced by students with disabilities when accessing digital content. We will introduce student testimonials and discuss accessibility as a basic civil right. By introducing digital documents, web applications, and other multimedia tools, we will demonstrate specific ways that the entire campus community can benefit from efforts to comply with accessibility requirements. Participants will learn about basic accessibility compliance requirements for digital content in student services including how to assess current programs and implement innovative, cost-effective tools. Participants will also receive accessibility checklists to help them navigate present and future needs.

Webinar Objectives

Participants will be able to:

- Locate closed-captioned videos via YouTube
- Use the WAVE tool to assess the accessibility of webpages
- Add an alternative description to an image in Microsoft Word
- Clearly name a hyperlink in a document or webpage
- Identify when a document or webpage relies on color to convey meaning or prompt a response
- Navigate accessibility checklists to determine present and future accessibility needs

Webinar Speaker(s)

Dr. Judy Baker has 25 years of work experience in higher education administrative and faculty positions. Currently, she manages the online learning and professional development programs at Foothill College in Los Altos Hills, CA as the Dean of Foothill Global Access. She directed the Community College Open Textbook Collaborative project grant project that was funded by The William and Flora Hewlett Foundation from 2008 - 2011 and received the 2010 WCET WOW Award. Formerly, she served as Executive Dean of the Virtual College in the Open Campus at Florida Community College at Jacksonville (FCCJ) where she managed the delivery of online courses and the call center. From 2001 - 2004, she was Dean of Online, Library and Technology Services at San Diego Miramar College, where she was responsible for faculty development, staff supervision, and budget management in the area of innovations in instructional technologies as well as the District's award-winning distance learning program.

Dr. Baker served as a professor, graduate program coordinator, undergraduate program coordinator, interim department chair, grant director, search committee

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

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May 2013

9
Building A Cost-Effective Online Orientation: Best Practices, Essential Components & Practical Applications
16
Creating & Implementing An Online Orientation Program From The Ground Up
30
Developing & Implementing A Web-Based Early Alert System

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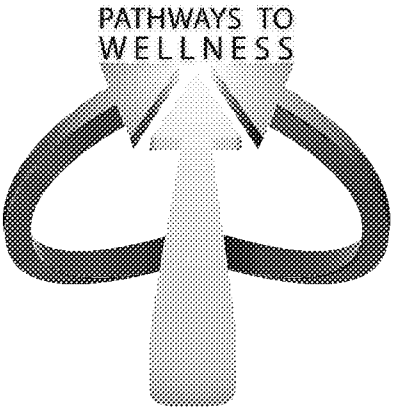

WHAT IS WELLNESS?

Wellness is defined as "an active process of becoming aware of and making choices towards a more successful existence."[1]

Because living a "successful existence" means something different to each individual, wellness can be many things, but it generally includes the pursuit of health, defined as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity"[2] and working towards achieving one's full potential.

Your pathway to wellness can be:

- Good health
- Saving more money
- Healthy relationships
- Being good to yourself
- Showing gratitude
- Keeping good friends close
- Taking care of your community
- Eating one less cookie
- Looking for a new job
- Learning how to let go
- Walking instead of driving
- Playing with your pet
- A day at the spa
- Eating fresh fruit from your own garden
- Mastering a difficult yoga pose

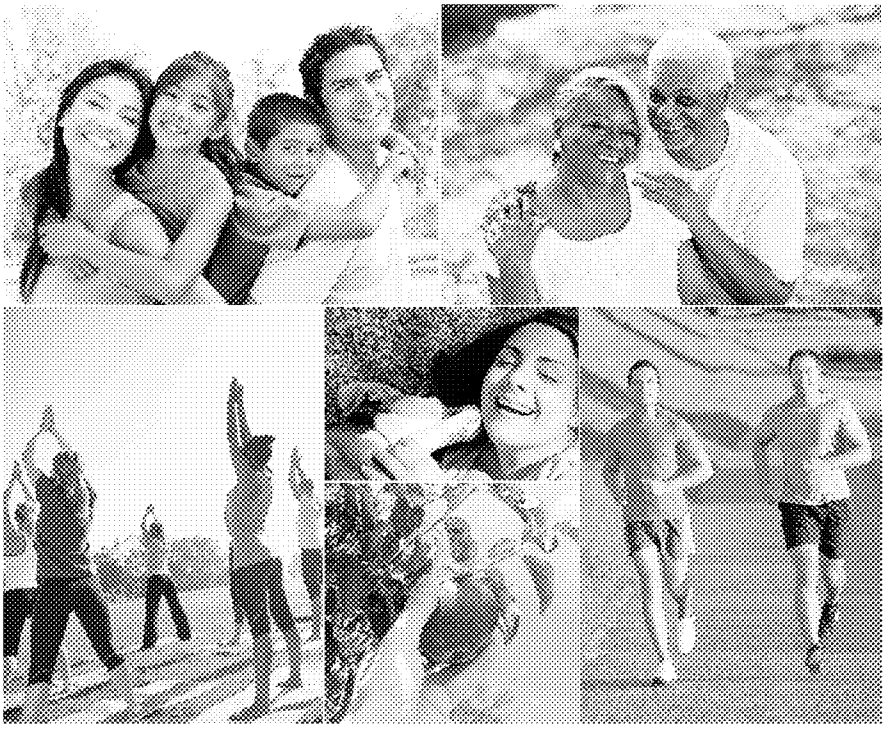

Did you know?

- Connecting with others can help you to enjoy the times when you are alone.
- Staying positive can improve your mood and your health.
- If you quit smoking now, in 20 minutes your heart rate drops, and in 12 hours the carbon monoxide (a gas that can be toxic) in your blood drops to normal.
- Exercising in "spurts" can be just as effective as continuous exercise.
- Helping others may help you experience less depression.
- Drinking beverages with caffeine should be stopped 6-8 hours before bed to ensure a more restful sleep.
- Creating joy and satisfaction can be easy with little things such as making a gourmet meal while listening to your favorite music, treating yourself to a massage, or even taking a few moments to admire nature.
- What you drink is just as important as what you eat.
- Spirituality can give you a sense of purpose and meaning.
- Writing down your problems can help shift your thinking about the issue and ultimately improve your mood.
- It is essential to choose a provider who understands the importance of the both of you working collaboratively regarding your health care.
- Stress management techniques are important because chronic (long-lasting) stress can change your brain and the way you function.

[1] The Six Dimensions of Wellness, National Wellness Institute, http://www.nationalwellness.org/?page=Six_Dimensions, 1976
[2] Preamble to the Constitution of the World Health Organization as adopted by the International Health Conference, New York, 19-22 June, 1946; signed on 22 July 1946 by the representatives of 61 States (Official Records of the World Health Organization, no. 2, p. 100) and entered into force on 7 April 1948.

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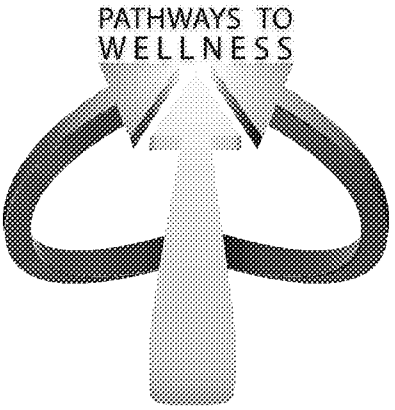

FOUR SIMPLE STEPS

Taking good care of your body and mind can make a difference in how well you do in your day-to-day life and how well you manage change. Exercising, eating right, getting enough rest and relaxing will not only set you on the right path to wellness, but also help you achieve and enjoy daily activities more and improve how you deal with life's challenges. Caring for yourself may take a little extra time, but you will feel better and more successful. Here's what you need and why it helps:

A healthy diet:

- Improves your ability to learn.
- Means eating a nutritious breakfast everyday. Skipping meals leads to a lack of energy.
- Includes eating something nutritious every time you have a meal. Try subsituting processed foods with a salad or swapping something fried for a piece of fruit.
- Requires limiting your alcohol intake.
- Avoids excessive amounts of caffeine. Caffeine dehydrates you. Drink at least 8 glasses of water a day to prevent dehydration.

Regular exercise:

- Elevates mood, reduces stress, increases energy level, improves appearance, and stimulates the release of endorphins and serotonin, which makes you happier.
- Increases alertness and creativity.
- Improves your overall mental and physical well-being. Even taking a 15-minute walk, 3 times a week, can help.
- Keeps you active and also creates more opportunities to meet new friends!
- Decreases stress. On days when you are feeling overwhelmed, hit the gym or do another type of exercise.

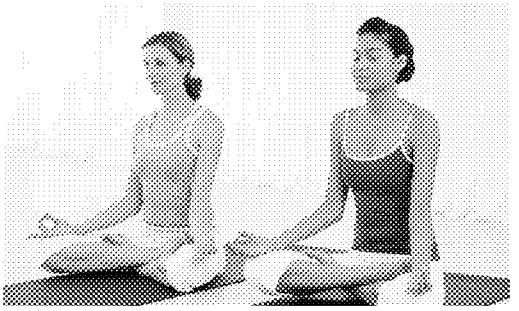

Relaxation:

- Means taking time each day to unwind, especially before sleeping. Listen to music, read or do whatever you enjoy. Alcohol or drugs are not the way to go.
- Offers a distraction from problems, a sense of competence and many other benefits.
- Means getting a good laugh. Laughing decreases pain, may help your heart and lungs, promotes muscle relaxation and can reduce anxiety.

Plenty of rest:

- Means getting at least 7-9 hours of sleep. This is essential and will make you more attentive and active. Inadequate sleep can lead to mood changes and lowered resistance to illness.
- Provides the physical and psychological resources to cope with everyday life. Without it, you have to work harder to get daily tasks done and you have less energy.
- Includes cutting back on alcohol consumption because it can disturb your sleep. Though you might fall asleep faster, you're body will not be as rested.

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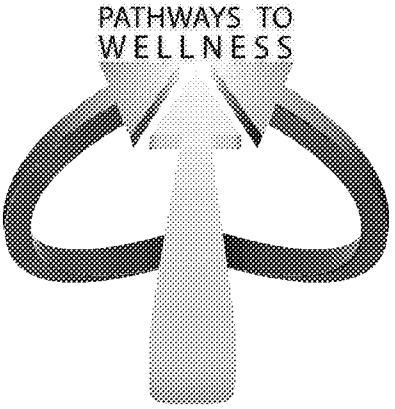

UNDERSTANDING THE SOCIAL DETERMINANTS OF HEALTH

"Our zip code may be more important than our genetic code"[1]

What are the social determinants of health?

The social determinants of health are the conditions, in which children, youth, and families are born, grow up, live and work, as well as the quality and accessibility to health care (Shern, Steverman, Ahmed, & Shea, 2011). Where you live can be a significant indicator of how well you live as well as how long you live. Such non-medical factors influence health and well-being, including health-related knowledge, attitudes, beliefs, or behaviors.[2] Socioeconomic inequalities in health have been widening for decades. In the United States the data consistently show that people living in poverty, and particularly those who are minorities, bear a disproportionate burden of exposure to unhealthy environments and are at greater risk for mental and behavioral health-related conditions.[3] In addition to health literacy, gender, education, sexual orientation and geography; culture, acculturation, language, race, ethnicity, socioeconomic status, and social exclusion significantly influence overall health status as well.[4] These factors tend to be interrelated and contribute to disparities among, as well as within, groups.

Why address the social determinants of health?

Creating a framework that incorporates the social determinants of health can provide a more complete picture of why people become ill initially, and, moreover, what it will take to restore their health. It recognizes the value of equity and social justice as essential to staying healthy and accessing quality health care. Policy changes to alleviate the social determinants of health, such as poverty, racism, violence and access to resources, can have a far reaching impact on improving the health of a community, state or county. Addressing only the symptoms of illness and ignoring its root cause will not improve population health.

Facts at a glance

- Approximately 3.5. million individuals are homeless in America.[5]
- In the U.S., 44 million people are living in poverty and 41.3 million are using food stamps.[6]
- Children living in poverty are seven times more likely to have poor health than children in higher income households.[7]
- With a prison population of 2.3 million, we now have the highest rate of incarceration in the world.[8]
- Approximately 30 percent of LGBT youth report having been physically abused by family members because of their sexual orientation, gender identity or expression.[9]
- LGB individuals had a 1.5 times higher risk for depression and anxiety disorders over a period of 12 months or a lifetime than heterosexual individuals.[10]
- African Americans are 30 percent more likely to report having serious psychological distress than non-Hispanic Whites.[11]
- In 2007, Hispanics were 3 times more likely to be uninsured than non-Hispanics.[12]
- American Indians and Alaska Natives have an infant death rate 40 percent higher than the rate for Caucasians.[13]
- American Indian/Alaska Native adults were 2.3 times as likely as white adults to be diagnosed with diabetes.[14]
- In 2006, adults with less than a high school degree were 50 percent less likely to have visited a doctor in the past 12 months compared to those with a bachelor's degree.[15]
- Only 33 percent of disadvantaged fourth-graders are proficient readers at grade level.[16]
- Poor Mexican-American children ages 2 to 9 have the highest proportion of untreated decayed teeth (70.5 percent), followed by poor non-Hispanic black children (67.4 percent).[17]

[1] Robert Wood Johnson Foundation. http://www.rwjf.org/vulnerablepopulations/product.jsp?id=42029

[2] WHO (2010). Social determinants of health. Retrieved from http://www.who.int/social_determinants/en/

[3] Evans, G., & Kantrowitz, E. (2002). Socioeconomic status and health: The potential role of environmental risk exposure. Annual Review of Public Health, 23, 303-31.

[4] Situational Analysis: Issues of Relevance in Designing a National Strategy to Promote Mental, Emotional, and Behavioral Health and to Prevent/Reduce Mental Illness and Substance Use Disorders. D. Shern, S. Steverman, E. Ahmed, & P. Shea. National Association of State Mental Health Program Directors, 2011. Page 6.

[5] National Coalition for the Homeless. (2009). How many people experience homelessness? Retrieved from http://www.nationalhomeless.org/factsheets/How_Many.html

[6] DeNavas-Walt, C., Proctor, B.D., & Smith, J.C. (2010). Income, poverty, and health insurance coverage in the United States: 2009. U.S. Census Bureau, Current Population Reports, P60-238. Washington, DC: U.S. Government Printing Office. Retrieved from http://www.census.gov/prod/2010pubs/p60-238.pdf

[7] Situational Analysis: Issues of Relevance in Designing a National Strategy to Promote Mental, Emotional, and Behavioral Health and to Prevent/Reduce Mental Illness and Substance Use Disorders. Op. cit.8Ibid. Page 7.

[9] http://minorityhealth.hhs.gov/

[10] http://books.nap.edu/openbook.php?record_id=13128&page=206

[11] http://minorityhealth.hhs.gov/

[12] http://www.cdc.gov/nccdphp/dach/chhep/index.htm

[13] http://minorityhealth.hhs.gov/

[14] http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=3&lvlid=26

[15] http://www.cdc.gov/nccdphp/dach/chhep/index.htm

[16] http://www.cdc.gov/nccdphp/dach/chhep/index.htm

[17] http://www.ahrq.gov/research/dentalcare/dentria.htm

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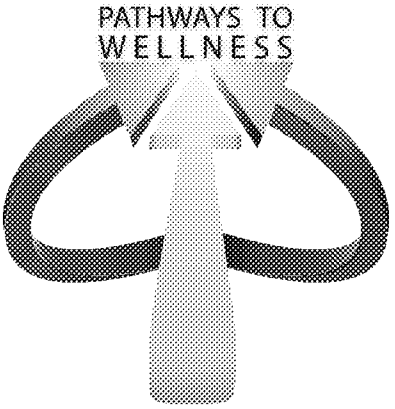

ADDRESSING THE SOCIAL DETERMINANTS OF HEALTH

Who should address social determinants of health?

Social determinants of health should be addressed by groups of all different kinds, including but not limited to:

- Policy Makers
- State Health Directors
- Communities

Language of Social Determinants	
Health	a state of complete physical, mental, and social well-being and not just the absence of illness
Social Exclusion	a multidimensional process of progressive social rupture, detaching groups and individuals from social relations and institutions and preventing them from full participation in the normal, normatively prescribed activities of the society in which they live
Oppression	the exercise of authority or power in a burdensome, cruel, or unjust manner
Acculturation	cultural modification by an individual, group or community by adapting to or borrowing traits from another culture
Social Gradient	the extent of the difference in wealth and opportunity between those with the most and those with the least
Structural Racism	the differential access to the goods, services, and opportunities of society. Generally, there is no sole, true identifiable perpetrator; when racism is built into the institution, it appears as the collective action of the population
Social Capital	the fabric of a community and the community pool of human resources available
Income Inequality	unequal distribution of household or individual income across the various participants in an economy
Health Inequity	a difference or disparity in health outcomes that is systematic, avoidable, and unjust
Health Disparities	differences in health outcomes between groups that reflect social inequalities
Health Literacy	whether a person can obtain, process, and understand basic health information and services that are needed to make appropriate health decisions; also requires complex group of reading, listening, analytical, and decision-making skills

Key Messages for Everyone

- Social determinants of health are the primary determinants regarding whether individuals stay healthy or become ill
- The larger the gap in health disparities, the more the overall health status of entire populations is reduced
- The larger the difference in health status between the healthiest and least healthy in a community the lower the overall health status of the population.
- Assess the community with the community using a community-based participatory approach (community engagement)
- Significant health inequalities persist among and within minority groups
- Equity & social justice are the cornerstones of health

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Tips for Policymakers

1. Lawmakers should consider the impact of social determinants of health as a framework when developing policies.
2. Public policies should be developed that promote equitable access to important social and material resources.
3. Policies that promote social inclusion and acceptance of diverse communities should be pursued.
4. Consider the social determinants of health as a guide for the development of policies for behavioral health prevention that call for multi-agency partnerships or collaboration.
5. Key decision-makers can use this information to coordinate with foundations and other stakeholders in identifying solutions.

Tips for State Health Directors

1. Encourage state public health departments to partner with their state behavioral health program directors to guide implementation of evidence-based programs using the social determinants of health (e.g., parks, other recreational areas, the Good Behavior Game, et al).
2. Incorporate behavioral health into a broader public health state plan using social determinants of health to guide the drafting of the plan. The social determinants can be used as a frame of reference to get behavioral health folded into broader public health goal(s) of states.
3. To facilitate and provide support to the state health directors working with other agencies to be cognizant regarding the impact of the social determinants of health.
4. Address unequal access to health care in all aspects of policy including:
   - Location of clinical facilities
   - Culturally appropriate outreach to populations who are known to underutilize health care
   - Assure that lower income first-time mothers have access to a visiting nurse service
5. Educate political leadership regarding the importance of addressing problems of poverty, racism and social exclusion for the health and productivity of the population.
6. Reach out to the leadership of other components of state government to address the multiple social determinants (education, safe housing, healthful food) known to drive population health.

Tips for Communities

1. Raise awareness of the importance of the social determinants of health and their impact on individuals and communities.
2. Pursue policies to assure that healthful food, safe housing and living wages are available to everyone in the community.
3. Support community activities to build social networks among individuals who represent differing racial or ethnic groups.

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From: Snyder, Lee <lsnyder@uncaa.unc.edu>

Sent: Monday, May 6, 2013 10:07 AM

To: Adrian Beros <beros-adrian@aramark.com>; Thorp, Patti W <patti@unc.edu>; Thorp, Holden <holden_thorp@unc.edu>; Ellis, Ginny <grellis@email.unc.edu>; York, Aaron <ayork@email.unc.edu>; Doran, Abigail Joy <adoran@unc.edu>; Aguilar, Alain J <alaguila@email.unc.edu>; Dorrance, Albert A IV <anson@email.unc.edu>; Council, Albert C <acouncil@uncaa.unc.edu>; Sanders, Albert E <aesander@email.unc.edu>; Kidd, Alison Parsons <akidd@unc.edu>; Smith, Amy Diane <amysm@unc.edu>; Williams, Andre <willia46@email.unc.edu>; DiBitetto, Andrew F <afdibite@unc.edu>; Parker, Andrew F <drewp@email.unc.edu>; Calder, Andrew G <acalder@unc.edu>; Gibson, Andrew <guandrew@email.unc.edu>; Congelli, Andrew J <congelli@email.unc.edu>; Sapp, Andrew <masapp@unc.edu>; Reckart, Angela <reckart@unc.edu>; Bitting, Angelyn S <abitting@unc.edu>; Rivera, Arturo Javier <ajrivera@unc.edu>; Sanders, Benjamin A <basander@uncaa.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; Miller, Beth <bethmiller@unc.edu>; Gales, Bobby H. <bgales@unc.edu>; Hundley, Bobby <hundley@email.unc.edu>; Ellis, Bobby Joe <bellis@unc.edu>; Gillette, Boo Laura Michelle <bgillet@email.unc.edu>; Bethel, Bradley Richard <bbethel@email.unc.edu>; Yeargan, Brandon <byeargan@live.unc.edu>; Haithcock, Brenda R <bhaithcock@unc.edu>; Neuharth, Brent <neuharth@live.unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>; Stallings, Brian D <bstallin@email.unc.edu>; Day, Brian <bday@live.unc.edu>; Kalbas, Brian J <bkalbas@unc.edu>; Bersticker, Brian P <bstick50@email.unc.edu>; Tyler, Brie Farley <brie.tyler@unc.edu>; Strowd, Brittany Holland <bstrowd@unc.edu>; Clements, Brittany Renn <bgrenn@unc.edu>; Noell, Bruce A <bnoell@uncaa.unc.edu>; Gaines, Bryant Anthony <bagaines@unc.edu>; Cunningham, Bubba <bubbac@email.unc.edu>; Williams, Butch <bwilliams@unc.edu>; Boxberger, Carl J <cjbox@email.unc.edu>; Oliverira, Carl <coliveira@unc.edu>; Somoano, Carlos M <csomoano@unc.edu>; Rubertino Shearer, Carrie A <carriers@email.unc.edu>; Kolat, Cary J <kolat@email.unc.edu>; Carrick, Casey L <ccarrick@email.unc.edu>; Wade, Chad E <Chad.Wade@facilities.unc.edu>; Zwierlein, Chad Nicholas <zwierlein@unc.edu>; Kam, Charissa <ckam@email.unc.edu>; Pemberton, Chelsea Anne <chelsea.pemberton@unc.edu>; Ducar, Chris <ducar@unc.edu>; Feifs, Chris <cfeifs@unc.edu>; Sparrow, Christopher A <CSparrow@FAC.UNC.EDU>; Kapilovic, Christopher G <ckap@email.unc.edu>; Harris, Christopher J <christhj@uncaa.unc.edu>; Hirth, Christopher J <chirth@email.unc.edu>; Luke, Christopher Joseph <cluke@email.unc.edu>; Suits, Christy H. <Christy_Suits@unc.edu>; Garth, Christy Lynn <cgarth@unc.edu>; Atwater, Cindi <catwater@unc.edu>; Perry, Clara A <caperry@unc.edu>; Duffy, Clare E <duffyce@email.unc.edu>; Morris, Clarence R <randymorris@unc.edu>; Adams, Clarissa <clarissa.adams@unc.edu>; Gwaltney, Clint <cgwaltney@unc.edu>; McGrath, Colin B <mcgrathc@email.unc.edu>; Conway, Connie Morgan <connie@unc.edu>; Mock, Conrad D Jr <cdmock@unc.edu>; Holliday, Corey L <cholliday@unc.edu>; Lane, Cricket <cricket@unc.edu>; Brossman, Curt Alan <cbrossman@unc.edu>; Friend, Cynthia Stone <cstone@unc.edu>; Disch, Dan <dan.disch@unc.edu>; Gelin, Dana E <dgelin@unc.edu>; Rea, Dana M. <drea@unc.edu>; Gourley, Daniel F <dgourley@email.unc.edu>; Clayton, Daniel George <claytond@unc.edu>; Hooker, Daniel <dhooker@email.unc.edu>; Sebastian, Daniel <dsebasti@live.unc.edu>; Maddox, Danny <dmaddox@email.unc.edu>; Sanders, Darryl J <darryls@email.unc.edu>; Lohse, Dave Clark <davelohse@unc.edu>; Schmidt,

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Subject: Schedule

Attach:

Weekly Schedule.xlsx

Attached is this week's athletic schedule. Go Tar Heels!

	A	B	C	D	E	F	G
1	**SPORT**	**DAY**	**DATE**	**OPPONENT/EVENT**	**SITE**	**TIME**	**TV**
2	Baseball	Tues	5/7	James Madison	Chapel Hill, N.C.	6 PM	
3	Baseball	Wed	5/8	James Madison	Chapel Hill, N.C.	6 PM	
4	W. Golf	Thur	5/9	at NCAA East Regional	Auburn, Ala.	All Day	
5	Softball	Thur	5/9	at ACC Tourn. 1st Rd. (vs. Ga. Tech)	Tallahassee, Fla.	7:30 PM	
6	Baseball	Fri	5/10	at Georgia Tech	Atlanta, Ga.	7 PM	
7	W. Golf	Fri	5/10	at NCAA East Regional	Auburn, Ala.	All Day	
8	Softball	Fri	5/10	at ACC Tournament Semifinals	Tallahassee, Fla.	3:30	RSN
9	W. Tennis	Fri	5/10	NCAA 1st Round (vs. S.C. State)	Chapel Hill, N.C.	1 PM	
10	Track & Field	Fri	5/10	at Georgia Tech Last Chance Meet	Atlanta, Ga.	All Day	
11	Track & Field	Fri	5/10	at Virginia Last Chance Meet	Charlottesville, Va.	All Day	
12	M. Baseball	Sat	5/11	at Georgia Tech	Atlanta, Ga.	6 PM	
13	W. Golf	Sat	5/11	at NCAA East Regional	Auburn, Ala.	All Day	
14	M. Lacrosse	Sat	5/11	NCAA 1st Round (vs. Lehigh)	Chapel Hill, N.C.	Noon	ESPNU
15	Softball	Sat	5/11	at ACC Tournament Championship	Tallahassee, Fla.	6 PM	ESPN2
16	W. Tennis	Sat	5/11	NCAA 2nd Round	Chapel Hill, N.C.	11 AM	
17	Track & Field	Sat	5/11	at Virginia Last Chance Meet	Charlottesville, Va.	All Day	
18	Track & Field	Sat	5/11	at Georgia Tech Last Chance Meet	Atlanta, Ga.	All Day	
19	Track & Field	Sat	5/11	at NC State Last Chance Meet	Raleigh, N.C.	All Day	
20	Baseball	Sun	5/12	at Georgia Tech	Atlanta, Ga.	1 PM	
21	W. Lacrosse	Sun	5/12	NCAA Tournament 2nd Round	Chapel Hill, N.C.	1 PM	
22	Rowing	Sun	5/12	at ACC Championships	Clemson, S.C.	8 AM	
23							
24							
25	**All times are**						
26	**Eastern Time**						

From: mjpender@email.unc.edu
Sent: Monday, May 6, 2013 2:16 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; ePro Users <epro_users@listserv.unc.edu>
Subject: [epro_users] Apple ePro Online Store - Down for Upgrade 5/10/13

Apple ePro Online Store - Down for Upgrade

Friday, May 10 @ 10:00pm PST (Saturday, 5/11 1am EST) to Sunday, May 12 @ 8:00am PST (11am EST)

The Apple online store will be down during the weekend of 5/10 for an upgrade. Users trying to launch the eProcurement online store will receive a message that the store is down. Any orders sent to Apple for processing will be put in a queue, and will be processed after the upgrade is complete.

If you have problems with or questions about ePro, contact the Help Desk by calling 962-HELP or by creating a help request from the UNC website. In the "Type of Help Needed" field, choose CONNECTCAROLINA_ePROCUREMENT so that your request is routed correctly.

To view a variety of training options and materials, visit the ConnectCarolina ePro training page at http://finance.unc.edu/training/#epro.

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Monday, May 6, 2013 3:22 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: 38 Million Adult Students: How To Increase Your Market Share

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Attracting 38 Million Adults With College Credit But No Degree: Increasing Your Market Share
Thursday, June 6 – 2:00 & 3:00 EST
Registration - http://www.innovativeeducators.org/product_pricing.htm

Innovative Educators

Free Resources

- Online Classes and College Completion
- To Raise Completion Rates, States Dig Deep for Data
- College Completion is Key to Competitive Edge
- To Raise College Completion Rates, Deal with Costs and Transfer Policies
- College Completion Tool Kit
- "Near Completers" Get Attention at Higher Education Conference
- Non-Traditional Students Key to College Completion Goal

- Have a Higher Ed question? AskIE
  - What are Tinto's five main conditions for student retention?
  - How can I help my students manage their time?
  - How can I best serve nontraditional students?
  - What is StudentLingo?

Webinar Overview

There are 38 million working-age Americans (22 percent) who have some college credits but no degree, currently placing the U.S. in 10th ranking in the numbers of its citizens earning two- and four-year degrees. At the same time, 60 percent of jobs in the U.S. will require a college degree by 2025. The pipeline of young college graduates will not meet workforce skills demands. The goal of this webinar is to present data and information on who these adults are, what the prospects are for attracting them back to college to finish what they began, and what steps colleges and universities must take to shape their marketing, programs, and services.

In this webinar, Carol Aslanian will present the findings and implications from several regional studies focusing on understanding the demands and preferences of adult students with some college credit but no degree. Participants will be able to apply the demographic profile and preference data to their marketing and outreach efforts to this market pool and advocate for adjustments to programs and services to better meet adult student demand.

Webinar Objectives

Participants will:

- Identify high-demand majors and non-degree options
- Create attractive and academically viable credit transfer/acceptance policies
- Plan innovative marketing and outreach techniques
- Launch an effective web strategy
- Discuss guiding principles that aid in serving adults (multiple class formats, transfer credit policies)
- Offer manageable admissions/enrollment processes
- Choose the right mix of course and program formats
- Offer the academic and student services most in need
- Focus messages on "time to completion"
- Learn about reasons adults had to leave their earlier studies and what would motivate them to return
- Identify institutional policies and practices that can help bring adults back

Webinar Speaker(s)

Carol Aslanian is known nationally as an authority on adult higher education. She has created market studies and institutional audits for colleges, and has developed partnerships between them and employers.

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - On-Demand

Like us on facebook for a chance to win a free webinar!

Upcoming Webinars

View all events

May 2013

7
Challenge Exams: How To Remove Road Blocks For Students By Creating & Implementing Effective Policies
9
Building A Cost-Effective Online Orientation: Best Practices, Essential Components & Practical Applications
16
Creating & Implementing An Online Orientation Program From The Ground Up
22
Exceptional Front-Line Customer Service In Higher Ed
24
Exceptional Customer Service: A Training For Student Employees
30
Developing & Implementing A Web-Based Early Alert System

June 2013

4
Student Retention: Expanding The Paradigm To Focus On Individual Student Success
5
Embracing Technology To Promote Exceptional Student Services In Higher Education
6
Improving Online Student Services Accessibility: Compliance, Requirements & Innovative Tools
13
Strategic Enrollment Management: Developing & Implementing An Integrated, Results-Driven Plan
13
Enhancing Outcomes-Based Assessment For Student Affairs

July 2013

16
A Step-By-Step Guide To Creating A Quality Veterans

Carol served as director of the Office of Adult Learning Services at the College Board for more than 20 years, and also helped the Board enhance its services to community colleges. As principal of the Aslanian Group, founded in 2000, she worked with learners, corporate partners, and institutions to identify new educational options. Her market research studies have helped hundreds of colleges and educational consortia expand their programs to meet the educational needs of working adults.

The author of a number of landmark reports and professional papers on adult learning, Carol has received several national awards for her contributions to the fields of community service and continuing education. She has served on the boards or committees of such groups as the American Marketing Association, the Nontraditional Students Report Board of Advisors, and Elderhostel.

Carol Aslanian holds degrees from Cornell University and Harvard University.

Resource Center On Your Campus
16
Best Practices In Alcohol Education: 10 Core Concepts To Teach College Students
18
7 Emerging Trends Impacting Higher Education: Managing Diversity, Competition & Fiscal Constraints

Innovative Educators

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From:	nobody@notify.unc.edu on behalf of noreply@unc.edu
Sent:	Monday, May 6, 2013 8:22 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: 2014 Holiday Schedule

TO: Deans, Directors, and Department Heads
FROM: Brenda R. Malone, Vice Chancellor for Human Resources

The State Personnel Act provides all State employees a holiday schedule that cannot exceed 11 paid holidays per year, except in those years in which Christmas Day falls on a Tuesday, Wednesday or Thursday - when the schedule allows 12 paid holidays. For 2014, Christmas Day falls on a Thursday; therefore, we have three paid holidays at Christmas (a total of 12 for the year).

UNC System institutions are also allowed to adjust the dates of the annual holidays to accommodate the academic schedule. Traditionally, UNC-Chapel Hill has moved only the State's Veterans Day holiday into the winter break period (between Christmas holiday and the New Year's (Eve) holiday period). For next year, 2014, the University will observe Wednesday, December 31, as a holiday in lieu of Veterans Day.

It is noted that some departments have essential work that must be done on designated holidays. SPA employees who work on holidays are paid holiday premium pay, in addition to hour for hour compensatory time up to 8 hours.

The 2014 holiday schedule is as follows:

* New Year's Day -- Wednesday, January 1, 2014
* Martin Luther King Jr. Day -- Monday, January 20, 2014
* Spring Holiday -- Friday, April 18, 2014
* Memorial Day -- Monday, May 26, 2014
* Independence Day -- Friday, July 4, 2014
* Labor Day -- Monday, September 1, 2014
* Thanksgiving -- Thursday, November 27, and Friday, November 28, 2014
* Winter Break -- Wednesday, December 24, Thursday, December 25 and Friday, December 26, 2014
* New Year's Eve -- Wednesday, Dec. 31, 2014

If you have questions, please contact your Benefits Consultant. You can search for your department's assigned Benefit Specialist using HR Connect (http://hrconnect.unc.edu/); select the topic, "Benefits Questions."

This email is sponsored by: Office of Human Resources

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, May 6, 2013 8:50 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: DDD-Fiscal Year-end Closing Dates and Procedures - 2013

To: University Business Managers

From: Dennis Press, University Controller

Date: May 6, 2013

Please see the memo at
http://www.unc.edu/finance/fd/gen_docs/yearend_close_2013.pdf regarding
year-end procedures
and accompanying dates.

This email is sponsored by: University Controller

From: Dan Tudor <dan@sellingforcoaches.ccsend.com>
Sent: Tuesday, May 7, 2013 9:23 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: 11 Things You Need to Do Now That the NCAA Has Put Recruiting Reform On Hold

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COLLEGIATE STRATEGIES

College Recruiting Weekly

May 7, 2013 Volume 9, Issue 19

11 Things You Need to Do Now That the NCAA Has Put Recruiting Reform On Hold

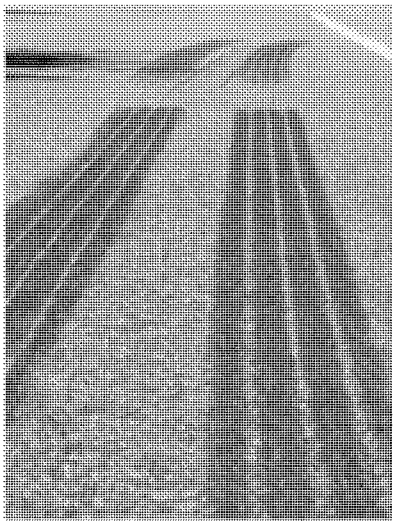

As has happened before, the NCAA has slammed on the breaks and skidded off to the shoulder of the road right before taking the proverbial exit towards recruiting communication reform.

The proposed rules would have allowed a greater variety of contact over longer periods of time, starting sooner. Some coaches and conferences objected to the new rules, and the NCAA **announced** that they were going to take a longer look at the impact of the proposed changes.

Of course, many upper division coaching staffs are already recruiting Freshmen and Sophomores and desperately trying to find better ways to communicate with them. This latest chapter in the ever-increasing trend of early recruiting just means that club and AAU coaches will continue to exert significant influence over the process as they maintain their cherished roles as gatekeepers in your quest to get verbal commitments from top quality pre-driver's license teenagers before your buddies down the street can get their commitment.

Regardless of your position on whether the reforms were good or bad for college sports, one fact

remains: You need to contact young recruits before you can tell your story in a traditional way through phone calls, emails and letters. With that in mind, here's a list of what we recommend for coaches who need to continue to recruit prospects using **Macgyver-like tricks** to lure the right kid to campus:

- **Pretend the new rules are in place.** Try to find creative, legal ways to brand your program early with a focus on prompting communication. Specifically, the younger prospects reaching out to contact you.
- **Social media is big, but it's not the secret formula.** It's a great way to reach out and have simple back-and-forth conversations with a recruit, but it currently has limits on how well it can give them the logical reasons to choose you. Use it to set-up contact, but continue to...

CLICK HERE TO CONTINUE

3 Tips for Managing Your Coaching Energy

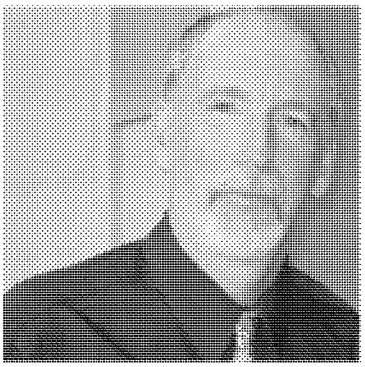

by Mike Davenport, CoachingSportsToday.com

Time-management is everywhere.

Books and blog posts abound with a wealth of tricks to squeeze a few more workable minutes out of your day.

But none of those are any good to you if you sit down exhausted and your head bounces off your desk after a long day of coaching and managing your program. If you're blurry-eyed and nodding off at 4pm, you can imagine how good your afternoon practice is going to be.

So forget time-management. Let's talk energy-management instead. Personal energy - the type of energy you need to get through your coaching day...

CLICK HERE TO CONTINUE

Exclusive New Research on What Kids Want to See On Your Social Media Sites

Coming up later this week for our **TRS Clients** and **Premium Members** we'll focus on the third point in today's main recruiting article:

How does a smart coach build a social media campaign that actually reaches his or her prospects over the Summer?

If you're a client or member, we'll give you some new information based on the latest research from recruited student-athletes. Watch for it later this week!

Not a TRS Client? ***Click here.***

Want to become a Premium Member? ***Click here.***

Have questions? ***Email Dan directly at dan@dantudor.com***

Dan 2006 Picture

WILL LEGISLATION HOLD COACHES RESPONSIBLE?

Every time a college football or basketball coach switches schools, it causes a shake-up. When possible legal problems result, the school gets stuck with the bill. Does this Oregon state legislature proposal fix that problem? **CLICK HERE**

Twitter

GET THE LATEST RECRUITING NEWS, TIPS AND STORIES

Summer is here, but that doesn't mean recruiting news takes a vacation. Want to keep up on the latest info, and get exclusive recruiting tips from Dan Tudor? Follow us on Twitter! **CLICK HERE**

Speaker Line-Up For 2013 Nat'l Collegiate Recruiting Conference Announced!

If you're attending the 2013 National Collegiate Recruiting Conference in Charlotte, North Carolina on June 7-9, you're going to hear the *best* collection of speakers and experts we've ever assembled.

We're proud to announce the line-up, and will update it if changes or additional speakers are added!

To attend the conference, **click here**.

FRIDAY

Dan Tudor - The founder of the NCRC event will kick-off

the weekend with the annual "State of Recruiting" talk, setting the agenda for the weekend

Dan Wolken, USA Today - One of the rising stars in college sports reporting will talk about recruiting trends, coaches who are doing it right, and what he forecasts for the evolving world of college recruiting.

Dr. Mike Davenport - A successful rowing coach and expert in the intricacies of successful mentoring, Coach Davenport will talk about how to make sure your coaching career is strong and sustainable for the long haul. Be ready to be challenged in the way you approach your career!

Jan Stuebbe - Author of "How to Be a Lousy Leader", Coach Stuebbe will give insights from a unique athletic and coaching life that saw him in a leadership position since he was a Freshman in high school. He's always been a starter, a head coach, and leading a junior college program as athletic director. These lessons are unforgettable - you'll want him to talk to your team about leadership, too!

Rob Jones - Whatever obstacle you're facing as a coach, be prepared to be humbled and amazed at the story of Rob Jones. Featured earlier in Sports Illustrated this year, Jones' life journey - as a soldier and as an athlete - will amaze you. His session will touch every aspect of your coaching and recruiting life...

CLICK HERE TO SEE THE REST OF THE LINE-UP!

Want a sneak peek at the incredible learning experience our NCRC attendees get? Check out this special look-in at one of last year's popular speakers, Coach Adam Martel and his fascinating talk, "D1 Recruiting on a D3 Budget".

CLICK HERE TO WATCH THE VIDEO

New Verified Prospects Hit National Database Used by College Coaches

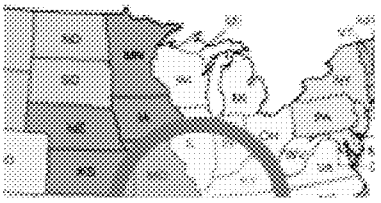

When one class graduates, thousands of other prospects enter the recruiting game.

That's what has happened over the last few weeks at **NCSA Athletic Recruiting**. Their databases of verified prospects have been swelling as new information pours in about 2014, 2015 and 2016 recruits. Likewise, the college coaches that are registered to use the free system have been getting a jump on their competition by contacting

those recruits first and evaluating younger prospects early to determine their Summer scouting itineraries.

Have you seen the upgrades to the NCSA Athletic Recruiting system for college coaches? It's impressive, Coach. Take a minute to see what new recruits are waiting in your sport...

CLICK HERE TO CONTINUE

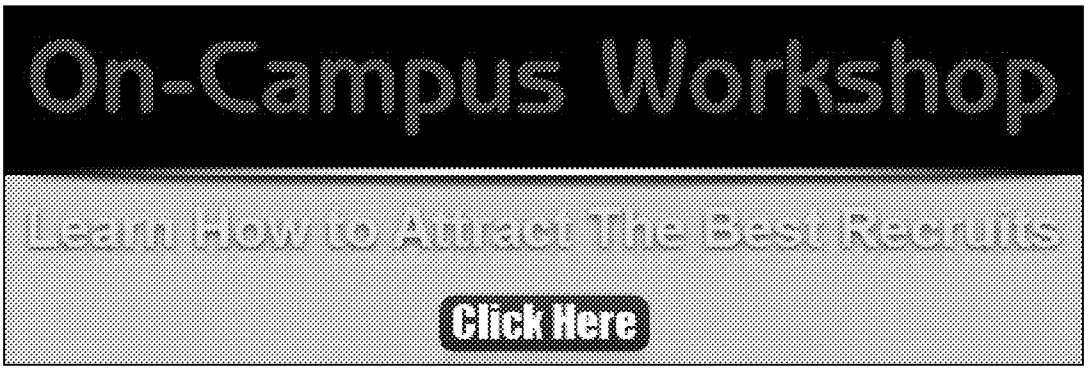

O'Bannon Lawsuit Against the NCAA Gains Steam, Raises Serious Questions

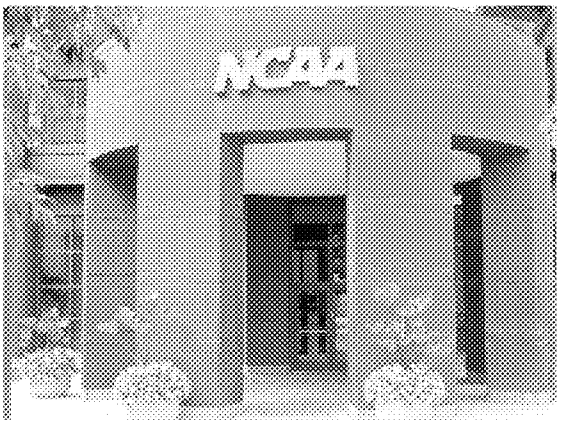

Courtesy Bloomberg View

The storm that's slowly rolling toward Indianapolis quietly gained strength this week with the filing of several devastating documents in a federal court in California.

If it stays on course, it's going to hit with biblical force, reducing the National Collegiate Athletic Association to a heap of rubble.

This storm is also known as O'Bannon v. NCAA. It's an antitrust lawsuit filed in 2009 by former UCLA All-American basketball player Ed O'Bannon and a handful of other ex-college athletes, who don't think the NCAA should be profiting from their names and images without sharing the royalty payments...

CLICK HERE TO CONTINUE

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Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.

Tudor Collegiate Strategies | 455 Kern St | Suite D | Shafter | CA | 93263

From: Allison, Kim A <kallison@email.unc.edu>
Sent: Tuesday, May 7, 2013 9:35 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Re: check

Great. Thanks for letting me know.

K.

Sent from my iPhone

On May 7, 2013, at 9:33 AM, "Bridger, Beth" <bridgerb@email.unc.edu> wrote:

> Kim
>
> Got my check yesterday in the mail...was getting nervous but it finally arrived.
>
> Thanks!

From: National Football Foundation <news@footballfoundation.ccsend.com>
Sent: Tuesday, May 7, 2013 12:08 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: NFF Proudly Announces Stellar 2013 College Football Hall of Fame Class

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NEWS RELEASE

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917-579-4256
pmarwill@footballfoundation.com

Olivia Kiespert
972-556-1000
okiespert@footballfoundation.com
Twitter: @NFFNetwork

NATIONAL FOOTBALL FOUNDATION

Please use the following link to tweet this release:
http://bit.ly/15yT4PD

NFF Proudly Announces Stellar 2013 College Football Hall of Fame Class

12 players and two coaches from the Football Bowl Subdivision to enter college football's ultimate shrine.

NEW YORK, May 7, 2013 – From the national ballot of 77 candidates and a pool of hundreds of eligible nominees, The National Football Foundation & College Hall of Fame announced today the 2013 College Football Hall of Fame Football Bowl Subdivision Class, which includes the names of 12 First-Team All-America players and two legendary coaches.

2013 COLLEGE FOOTBALL HALL OF FAME CLASS

ers
· **TED BROWN** – TB, North Carolina State (1975-78)
· **TEDY BRUSCHI** – DE, Arizona (1992-95)
· **RON DAYNE** – RB, Wisconsin (1996-99)
· **TOMMIE FRAZIER** – QB, Nebraska (1992-95)
· **JERRY GRAY** – DB, Texas (1981-84)
· **STEVE MEILINGER*** – E, Kentucky (1951-53)
· **ORLANDO PACE** – OT, Ohio State (1994-96)
· **ROD SHOATE (deceased)** – LB, Oklahoma (1972-74)
· **PERCY SNOW** – LB, Michigan State (1986-89)
· **VINNY TESTAVERDE** – QB, Miami, Fla. (1982, 1984-86)
· **DON TRULL** – QB, Baylor (1961-63)
· **DANNY WUERFFEL** – QB, Florida (1993-96)
* Selection from the FBS Veterans Committee

Coaches
· **WAYNE HARDIN** – 118-74-5 (61.2%); Navy (1959-64) and Temple (1970-82)
· **BILL McCARTNEY** – 93-55-5 (62.4%); Colorado (1982-94)

"We could not be more proud to announce the 2013 College Football Hall of Fame Class," said **Archie Manning**, NFF Chairman and a 1989 College Football Hall of Famer from Ole Miss. "These players and coaches are some of the greatest to have ever participated in our sport, and we offer our most sincere congratulations to each of them for this incredible achievement. **Gene Corrigan** and the NFF Honors Court deserve the utmost respect for selecting another tremendous group of inductees."

The 2013 College Football Hall of Fame Football Bowl Subdivision (FBS) Class will be inducted at the 56th NFF Annual Awards Dinner on December 10, 2013, at the Waldorf=Astoria in New York City. They will be honored guests at the National Hall of Fame Salute at the Allstate Sugar Bowl in New Orleans on January 2, 2014 and officially enshrined in the summer of 2014.

Today's announcement was made from The NASDAQ OMX MarketSite in Times Square, which has hosted the event for the past five consecutive years. XOS Digital produced the NFF digital broadcast for the third consecutive year, and ESPN3 carried the event live for the third year as well.

2013 Football Bowl Subdivision
College Football Hall of Fame Class Notes

PLAYERS:

VEN unanimous First Team All-Americans (Bruschi, Dayne, Gray, Pace – 2x, Shoate, Snow, Testaverde)
· **SEVEN** consensus First Team All-Americans (Brown, Bruschi, Frazier, Gray, Shoate, Trull, Wuerffel)
· **SEVEN** multi-year First Team All-Americans (Bruschi – 2, Dayne – 3, Gray – 2, Meilinger – 2, Pace – 2, Shoate – 2, Wuerffel – 2)
· **FOUR** members of national championship teams (Frazier – 2, Shoate, Testaverde, Wuerffel – 2)
· **THREE** Heisman Trophy winners (Dayne, Testaverde, Wuerffel)
· **SIX** winners of college football major awards (Dayne – Walter Camp, Maxwell, Doak Walker; Frazier – Johnny Unitas; Pace – Outland, Lombardi – 2; Snow – Butkus, Lombardi; Testaverde – Walter Camp, Maxwell, Davey O'Brien; Wuerffel – Walter Camp, Maxwell, Davey O'Brien – 2, Johnny Unitas)
· **SEVEN** conference player of the year honorees (Bruschi, Dayne, Frazier, Gray – 2, Pace, Shoate – 2, Wuerffel – 2)
· **SEVEN** members of conference championship teams (Dayne – 2, Frazier – 4, Gray, Pace, Shoate – 3, Snow, Wuerffel – 4)
· **TWO** NFF National Scholar-Athletes (Trull, Wuerffel – Campbell Trophy)
· **EIGHT** offensive players (Brown, Dayne, Frazier, Meilinger, Pace, Testaverde, Trull, Wuerffel)
· **FOUR** defensive players (Bruschi, Gray, Shoate, Snow)
· **FIVE** decades represented: **1950s** (1) – Meilinger; **1960s** (1) – Trull; **1970s** (2) – Brown, Shoate; **1980s** (3) – Gray, Snow, Testaverde; **1990s** (5) – Bruschi, Dayne, Frazier, Pace, Wuerffel

COACHES:

E national championship (McCartney)
· **THREE** conference championships (McCartney – 3)
· **12** bowl berths (Hardin – 3, McCartney – 9)
· **FIVE** top five finishes (Hardin – 2, McCartney – 3)
· **NINE** top 20 finishes (Hardin – 3, McCartney – 6)
· **23** First-Team All-Americans coached (Hardin – 5, McCartney – 18)
VEN major award winners coached (Hardin – Joe Bellino, Steve Joachim, Roger Staubach; McCartney – Deon Figures, Chris Hudson, Rashaan Salaam, Alfred Williams)
REE NFF National Scholar-Athletes coached (Hardin – Joe Ince, Navy; McCartney – Jim Hansen (Campbell Trophy), Eric McCarty)

SELECTION CRITERIA

:st and foremost, a player must have received First Team All-America recognition by a selector organization that is recognized by the NCAA and utilized to comprise their consensus All-America teams.

2. A player becomes eligible for consideration by the Foundation's honors courts ten years after his final year of intercollegiate football played.

3. While each nominee's football achievements in college are of prime consideration, his post football record as a citizen is also weighed. He must have proven himself worthy as a citizen, carrying the ideals of football forward into his relations with his community and fellow man. Consideration may also be given for academic honors and whether or not the candidate earned a college degree.

4. Players must have played their last year of intercollegiate football within the last 50 years*. For example, to be eligible for the 2013 ballot, the player must have played his last year in 1963 or thereafter. In addition, players who are playing professionally and coaches who are coaching on the professional level are not eligible until after they retire.

5. A coach becomes eligible three years after retirement or immediately following retirement provided he is at least 70 years of age. Active coaches become eligible at 75 years of age. He must have been a head coach for a minimum of 10 years and coached at least 100 games with a .600 winning percentage*.

* Players that do not comply with the 50-year rule may still be eligible for consideration by the Football Bowl Subdivision and Divisional Honors Review Committees, which examine unique cases.

COLLEGE FOOTBALL HALL OF FAME QUICK FACTS

· Including the 2013 FBS class, only 930 players and 202 coaches, have been inducted into the College Football Hall of Fame from the nearly 4.92 million who have played or coached the game during the past 144 years. In other words, only two one-hundredths of one percent (.0002) of the individuals who have played the game have been deemed worthy of this distinction.

· Founded in 1947, The National Football Foundation & College Hall of Fame inducted its first class of inductees in 1951. The first class included 32 players and 19 coaches, including Illinois' Red Grange, Notre Dame's Knute Rockne, Amos Alonzo Stagg and Carlisle's Jim Thorpe.

· 294 schools are represented with at least one College Football Hall of Famer.

· Induction for this class of Hall of Famers will take place **December 10, 2013** at the 56th NFF Annual Awards Dinner in New York City's historic Waldorf=Astoria.

TED BROWN
North Carolina State
Tailback, 1975-78

One of the truly great runners of his era, Ted Brown dominated the Atlantic Coast Conference in the late 1970's. He becomes the fifth member of the Wolfpack to enter the College Football Hall of Fame.

Brown left Raleigh as the most accomplished rusher in ACC history, holding the league's career records for rushing yards (4,602) and touchdowns (51) – marks which he still holds today. The 1978 consensus First-Team All-America led N.C. State to three bowl games, including victories in the 1977 Peach Bowl and 1978 Tangerine Bowl, in which he garnered MVP honors. He capped off his senior year by rushing for his third consecutive 1,000-yard season and amassing 27 career 100-yard games. He was the first player in league history to earn First-Team All-ACC distinction all four years and was named

the conference's Rookie of the Year in 1975. Brown played under legendary Hall of Fame Coach Lou Holtz and coach Bo Rein.

The High Point, N.C., native was chosen in the first round of the 1979 NFL Draft by the Minnesota Vikings. He spent eight years in the professional ranks, all with the Vikings. He finished his career as the fifth-leading rusher in franchise history (4,546 yards and 53 TDs).

He currently works as a juvenile probation officer in the Ramsey County (Minn.) court system and enjoys helping at-risk youth throughout the state. Brown was a 1995 inductee into the North Carolina Sports Hall of Fame, and his No. 23 jersey was the first football jersey retired at N.C. State.

TEDY BRUSCHI
University of Arizona
Defensive End, 1992-95

One of the most feared defenders of his era as a member of the storied "Desert Swarm" defense, Tedy Bruschi concluded his career at Arizona tied for the NCAA FBS record in career sacks with 52 quarterback takedowns. He becomes the fourth Wildcat to enter the College Football Hall of Fame.

A two-time All-American (1994 – consensus, 1995 – unanimous), Bruschi's celebrated senior season included the 1995 Pac-10 Defensive Player of the Year title and winning the Morris Trophy as the league's best defensive lineman. He was a two-time finalist for the Lombardi Award and graduated with 74 tackles for loss, which ranked sixth in FBS history. Bruschi was named all-conference three times, and he led the Wildcats to three bowl berths under coach Dick Tomey.

The San Francisco native was a third-round selection by the New England Patriots in the 1996 NFL Draft. Bruschi enjoyed a 13-year career, winning three Super Bowls with the franchise. The Pro Bowler was named the *Associated Press'* Comeback Player of the Year in 2005 following a stroke.

A committed spokesman and advocate for stroke survivors, Bruschi founded Tedy's Team, in conjunction with the American Stroke Association, which has raised more than $1.5 million. He wrote a book, "Never Give Up: My Stroke, My Recovery, and My Return to the NFL," detailing his NFL comeback after his own stroke in 2005. Bruschi is also an active participant in the Make-A-Wish Foundation, granting wishes for numerous children through the organization. Bruschi currently works as an NFL analyst on ESPN.

RON DAYNE
University of Wisconsin
Running Back, 1996-99

Concluding his career with 7,125 career rushing yards, Wisconsin's Ron Dayne set a new standard for running backs when he became the all-time leading rusher and first player to reach the 7,000-yard plateau in FBS history during the 1999 season. Dayne becomes the eighth Badger to be inducted into the College Football Hall of Fame.

Dayne won the 1999 Heisman Trophy in a landslide, after topping the 2,000-yard mark for the second time in his career. The three-time First-Team All-America (1997, 1998 – consensus, 1999 – unanimous) also claimed the Walter Camp, Maxwell and Doak Walker awards, and he was named the National Player of the Year by numerous outlets his senior season. He led the Badgers to four consecutive bowl games, earning MVP honors in three of those appearances, including back-to-back Rose Bowl titles in 1999 and 2000. The Big Ten's first three-time rushing champion in league history, Dayne led Wisconsin to two conference titles under Hall of Fame Coach Barry Alvarez.

Drafted in the first round of the 2000 NFL Draft by the New York Giants, Dayne played seven seasons in the pro ranks with the Giants, Broncos and Texans. He helped New York to a 2001 Super Bowl appearance.

The Berlin, N.J., native was inducted into the Rose Bowl Hall of Fame in 2011, and he became a member of the University of Wisconsin Athletics Hall of Fame in 2009. Dayne actively volunteers in numerous community events and fundraisers, placing a special emphasis on initiatives involving children or children's groups and serving as an ambassador for the University of Wisconsin.

TOMMIE FRAZIER
University of Nebraska
Quarterback, 1992-95

A legend among legends in a long line of transcendent Big Eight quarterbacks, Tommie Frazier helped College Football Hall of Fame coach Tom Osborne and Nebraska to back-to-back perfect national championship seasons in 1994 and 1995. He becomes the 16th Cornhusker to enter the College Football Hall of Fame.

The 1995 consensus First-Team All-American and Johnny Unitas Award winner was runner-up for the 1995 Heisman Trophy and a finalist for the Walter Camp and Maxwell awards. Frazier led Nebraska to four consecutive bowl appearances, claiming MVP honors in the 1995 Orange and 1996 Fiesta bowls en route to the national title. Frazier missed seven games during the 1994 season due to blood clots, but the junior was able to return and direct Nebraska's come-from-behind win over Miami in the national title game. The 1995 Big Eight Player of the Year set a conference record with a 33-3 overall career record as a starter. Frazier won the Big Eight title in all four of his seasons, posting three straight years of undefeated league play.

Frazier played for the Montreal Alouettes of the Canadian Football League in 1996 before trying his hand at the coaching profession. He coached at Baylor and Nebraska before being named the 32nd head coach at Doane College (Neb.), spending two seasons at the school.

Coached by legendary Hall of Famer Tom Osborne, Frazier was named to *Sports Illustrated*'s All-Century Team, and his jersey has been retired by Nebraska. Following his football days, the Bradenton, Fla., native settled in Omaha, Neb., where he works for a healthcare foundation.

JERRY GRAY
University of Texas
Defensive Back, 1981-84

Known as one of the fiercest defensive stalwarts of the old Southwest Conference, Jerry Gray was instrumental in helping the Texas defense shut down some of the decade's most high-powered offenses. He becomes the 15th Longhorn to be selected to the College Football Hall of Fame.

A two-time First-Team All-American (consensus – 1983, unanimous – 1984), Gray led Texas to four consecutive bowl

games, including a 1982 Cotton Bowl victory and a No. 2 final national ranking. He was a two-time Southwest Conference Player of the Year (1983, 1984), and he helped the Longhorns win the 1983 conference title under coach Fred Akers. The two-time team MVP recorded 297 career tackles, 16 interceptions, and 20 pass breakups during his time in Austin.

Taken in the first round of the 1985 NFL Draft by the Los Angeles Rams, Gray enjoyed a nine-year career, playing for the Rams, Houston Oilers and Tampa Bay Buccaneers and appearing in four Pro Bowls. Following his playing days, Gray spent time as a position football coach in both the college and professional ranks. He has served as the defensive coordinator for the Tennessee Titans since the 2011 season.

The Lubbock, Texas, native established the Jerry Gray Foundation for underprivileged youth, which provides athletic and academic scholarships. He also founded and coordinated the Jerry Gray/Young Life Skills and Leadership Football Camp, and he is active in the Boys and Girls Club of Orchard Park and the United Way. Gray became a member of the Longhorn Hall of Honor in 1996.

STEVE MEILINGER
University of Kentucky
End, 1951-53

One of the most acclaimed two-way stars of the mid-20th century, Steve Meilinger gained fame as "Mr. Anywhere" for his versatility and value to the Kentucky football program. He becomes the fourth Wildcat to be inducted into the College Football Hall of Fame.

The two-time First-Team All-America (1952, 1953) selection, under Hall of Fame head coach Bear Bryant, Meilinger led Kentucky to victory in the 1952 Cotton Bowl over TCU. The three-year All-Southeastern Conference honoree played end, halfback and quarterback on offense, while covering end, linebacker and defensive back on defense. He also served as the Wildcats' two-year starting punter while returning punts and kickoffs.

A first round selection by the Washington Redskins in the 1954 NFL Draft, Meilinger played six seasons in the league for the Redskins, Green Bay Packers and Pittsburgh Steelers. He spent the entirety of his non-football life in military or public service. Immediately following his selection by the Redskins, Meilinger served two years as a tank commander in the U.S. Army's 100th Tank Battalion of the 1st Armored Division before embarking on his pro football career. From 1962-83, Meilinger was a United States Marshal, and he was one of the original six marshals who founded the U.S. Federal Witness Protection Program. He also served two stints as a property valuation officer for the state of Kentucky.

The Bethlehem, Pa., native is a member of the State of Kentucky Athletic Hall of Fame, the University of Kentucky Athletic Hall of Fame, the Fork Union Military Academy Hall of Fame, the Lehigh Valley (Penn.) Hall of Fame and the Liberty High School Hall of Fame.

ORLANDO PACE
Ohio State University
Offensive Tackle, 1994-96

Known as the "Pancake Man" for flattening his opponents with his exceptional blocking techniques, Orlando Pace finished fourth in the 1996 Heisman balloting, the highest finish for a lineman since 1980. Pace becomes the 24th Buckeye to be inducted into the College Football Hall of Fame.

A two-time unanimous First-Team All-American (1995, 1996), Pace was the first player in history to repeat as the Lombardi Trophy winner, earning the honors as a sophomore and junior. In addition, Pace claimed the 1996 Outland Trophy while leading Ohio State to a share of the Big Ten title. He did not allow a sack during his final two seasons, blocking for Hall of Fame and 1995 Heisman Trophy-winning running back Eddie George as well as NFF Campbell Trophy winner Bobby Hoying. The 1996 Big Ten Offensive Player of the Year started every game of his career, and he led the Buckeyes to three straight bowl appearances under Hall of Fame coach John Cooper.

Chosen with the first overall pick by the St. Louis Rams in the 1997 NFL Draft, Pace enjoyed a decorated 13 seasons in the league, culminating with the Rams' Super Bowl XXXIV Championship in 1999. Pace was named All-Pro five times, and he earned seven Pro Bowl selections.

The Sandusky, Ohio, native has been a spokesman for Our Little Haven's 'Safe & Warm' expansion project since 1998, and he assists with the efforts for the Diversity Awareness Partnership. Pace also regularly purchases NFL tickets for underprivileged youth.

ROD SHOATE
University of Oklahoma
Linebacker, 1972-74

Combining the speed of a running back with exceptional strength, Rod Shoate became a dominant defensive force at perennial football powerhouse Oklahoma in the early 1970s. Shoate becomes the 20th Sooner to enter the College Football Hall of Fame.

A two-time First-Team All-American (consensus – 1973, unanimous – 1974), Shoate guided OU to a perfect 11-0 season and the National Championship in 1974, building on a 10-0-1 record the year before. The Sooners went 29-4-1 during Shoate's career, never finishing with a national ranking lower than No. 3. He was twice named the Big Eight Defensive Player of the Year as the Sooners claimed the conference crown in each of those seasons. As a freshman, he led Oklahoma to a 14-0 shutout of Penn State in the 1972 Sugar Bowl.

Shoate led the Sooners in tackles for three straight seasons and currently ranks sixth in school history with 420 career tackles. He was the second player in OU annals to be named a three-time All-American (Second Team, 1972) while playing for coach Chuck Fairbanks and Hall of Fame coach Barry Switzer.

Picked by New England in the second round of the 1975 NFL Draft, Shoate enjoyed a six year career with the Patriots before playing two seasons in the USFL. The Spiro, Okla., native passed away on Oct. 4, 1999.

PERCY SNOW
Michigan State University
Linebacker, 1986-89

The first player in college football history to win both the Butkus and Lombardi trophies in the same season, Percy Snow served as the backbone of Michigan State's famed "Gang Green" defense in the late 1980s. Snow becomes the seventh Spartan to enter the College Football Hall of Fame.

Voted a unanimous First-Team All-American selection as a senior, Snow led the team in tackles for three consecutive seasons, and he still ranks second all-time in total tackles (473) at MSU. Snow was a three-time all-conference selection, helping the Spartans to the 1987 Big Ten title and a 1988 Rose Bowl win in which he earned MVP honors after recording 17 tackles against Southern California. He also led MSU to the Gator and Aloha bowls under head coach George Perles after the 1988 and 89 seasons, respectively. The winner of the MSU "Governor of Michigan" award as the team MVP, he reached double figures in tackles 11 times as a senior, including a career-high 23 versus Illinois.

Selected in the first round of the 1990 NFL Draft by Kansas City, Snow played in the NFL for four seasons with the Chiefs and Chicago Bears.

Active in the community, he has volunteered as an assistant coach for a little league tlag football team, and he has served as a longtime assistant coach in the Babe Stern Youth Baseball League. The Canton, Ohio, native was inducted into the Michigan State Hall of Fame in 2010.

VINNY TESTAVERDE
University of Miami
Quarterback, 1982, 1984-86

One of the most celebrated players in a Hurricane program stocked with mythical talent, Miami's Vinny Testaverde claimed virtually every major award during his senior season in 1986. He becomes the sixth Hurricane to be inducted into the College Football Hall of Fame.

As a senior, Testaverde earned unanimous First-Team All-American honors, and he won the Heisman Trophy, the Walter Camp Player of the Year, Maxwell, Davey O'Brien and UPI Player of the Year awards. He led the Canes to three consecutive bowls, including the 1987 Fiesta Bowl National Championship game. He finished his collegiate career with more than 6,000 passing yards and 48 touchdown passes, and he still ranks in the top five in virtually every passing category in school history. Testaverde, who was a redshirt on Miami's 1983 national championship team, went 23-3 as a starter playing for legendary coaches Howard Schnellenberger and Hall of Famer Jimmy Johnson.

Tampa Bay selected Testaverde as the No. 1 overall selection in the 1987 NFL Draft, and his pro career spanned 21 seasons with seven different teams. The 1998 All-Pro and two-time Pro Bowl selection finished his NFL career seventh all-time in passing yards (46,233) and eighth in touchdowns (275).

The Elmont, N.Y., native currently resides in Florida where he plays an active role with the Children's Cancer Center of Tampa. Testaverde remains among only four Hurricanes to have their jerseys retired at Miami.

DON TRULL
Baylor University
Quarterback, 1961-63

Passing for more than 4,000 yards and 27 touchdowns in his career, Don Trull left an indelible mark on the Baylor record books while becoming the school's first-ever NFF National Scholar-Athlete. Trull becomes the seventh Bear to enter the College Football Hall of Fame.

A 1963 First-Team All-American and First-Team All-Southwest Conference selection, Trull led the nation in touchdowns and passing yards his senior season. He was a two-time winner of the Sammy Baugh Award for leading the country in completions (1962, 1963), and he finished fourth in Heisman Trophy voting as a senior. A trailblazer on the field and off, Trull became Baylor's first two-time First-Team Academic All-American honoree in 1962 and 1963 as well as the school's first NFF National Scholar-Athlete (1963). Trull led the Bears to the 1961 Gotham Bowl and the 1963 Bluebonnet Bowl under coach John Bridges.

The Oklahoma City native enjoyed an eight-year career in the professional ranks, playing for the Houston Oilers and Boston Patriots as well as the CFL's Edmonton Eskimos. Following his playing days, he served as an assistant coach at Arkansas from 1972-74.

Trull is the 2013 president-elect for the NFF Touchdown Club of Houston Chapter. His many other roles include NFL Alumni Director, vice chairman of the Houston Livestock Show and Rodeo and a member of the Fort Bend County Water Board of Directors. Trull is a Baylor Hall of Fame inductee, and he was named to the school's all-decade team.

DANNY WUERFFEL
University of Florida
Quarterback, 1993-96

The first player in history to win the Heisman as well as the NFF's William V. Campbell Trophy, Danny Wuerffel dominated the college football landscape both athletically and academically during his senior season. He becomes the seventh Gator to enter the College Football Hall of Fame.

A two-time First-Team All-American, Wuerffel claimed the 1996 Heisman Trophy, Walter Camp Player of the Year, Maxwell Award, Davey O'Brien Award, Unitas Golden Arm and the Sammy Baugh Trophy. The two-time SEC Player of the Year and First-Team All-SEC selection posted a 45-6-1 career mark, leading the Gators to the 1996 National Championship. Wuerffel finished his career with nearly 11,000 passing yards and 33 school records, taking Florida to bowl games in each of his four seasons under coach Steve Spurrier (a 1986 Hall of Fame player inductee himself also at Florida). In addition to the 1996 Campbell Trophy, Wuerffel was named a two-time Academic All-American and two-time Scholar-Athlete of the Year. He now becomes the first winner of the Campbell Trophy to enter the College Football Hall of Fame.

The Ft. Walton, Fla., native was drafted in the fourth round of the 1997 NFL Draft by New Orleans, and spent six season in the league with the Saints, Packers, Bears and Redskins.

Wuerffel became executive director of Desire Street Ministries after Hurricane Katrina, currently leading the organization's various community outreach activities. He was a presidential appointee to the White House Council for Service and Civic Participation from 2006-08; a member of the Board of Directors for Professional Athletes Outreach; and a national spokesman for Caps Kids. As the quintessential student-athlete and humanitarian, the All Sports Association established the Wuerffel Trophy in 2005, which recognizes a college football player for his exemplary community service.

WAYNE HARDIN
United States Naval Academy, Temple University
Head Coach, 118-74-5 (61.2%)

The most successful coach in Temple football history and the coach of Navy's only two Heisman Trophy winners, Wayne Hardin created a Hall of Fame career, leading the Midshipmen and Owl programs to unprecedented accomplishments.

Navy's head coach from 1959-64 Hardin coached Hall of Famers and Heisman Trophy winners Joe Bellino (1960) and Roger Staubach (1963). Hardin ranks fifth all-time at Navy in wins (38), and his teams beat archrival Army in five of his six seasons. His five consecutive defeats of Army stood unsurpassed until 2007. He took Navy to the 1960 Orange Bowl and the 1963 Cotton Bowl, and he twice led the Midshipmen to a top five ranking (No. 4, 1960 and No. 2, 1963). He also coached NFF National Scholar-Athlete Joe Ince (1963).

The all-time leader in wins at Temple, Hardin served as head coach of the Owls from 1970-82. He led Temple to its only 10-win season in program history during the 1979 season, finishing at No. 17 in both major polls and beating favored California in the Garden State Bowl. Hardin also mentored Owl quarterback Steve Joachim who led the nation in total offense and won the Maxwell Trophy in 1973.

Hardin attended the College of the Pacific, playing football for College Football Hall of Fame coach Amos Alonzo Stagg. A 1998 Pacific Athletics Hall of Fame inductee, Hardin earned 11 varsity letters before graduating college in 1948.

BILL McCARTNEY
University of Colorado
Head Coach, 93-55-5 (62.4%)

The Colorado head coach from 1982-94, Bill McCartney guided the Buffaloes to their first national title and to more bowl games than any other coach in CU football history.

McCartney and the Buffs finished in the Top 20 in each of his last six seasons in Boulder, including the 1990 national crown and back-to-back appearances in the 1989 and 1990 title games. He claimed unanimous 1989 National Coach of the Year honors, and his extraordinary accomplishments include leading the Buffs to nine bowls in 13 seasons and to three Big Eight titles. His 1988-92 teams went 25 consecutive games (23-0-2) without a loss in league play, the fourth-longest streak in conference history.

McCartney coached 1994 Heisman Trophy winner Rashaan Salaam; Hall of Famer and 1990 Butkus winner Alfred Williams; two Jim Thorpe award winners, Deon Figures (1992) and Chris Hudson (1994); 1992 Campbell Trophy winner Jim Hansen; and 1987 NFF National Scholar-Athlete Eric McCarty.

The three-time Big Eight Coach of the Year was inducted into the Colorado Sports Hall of Fame in 1999, and he was enshrined in CU's Athletic Hall of Fame in 2006. Active in the Fellowship of Christian Athletes, he was voted the 1986 FCA's "Man-of-the-Year" in Colorado.

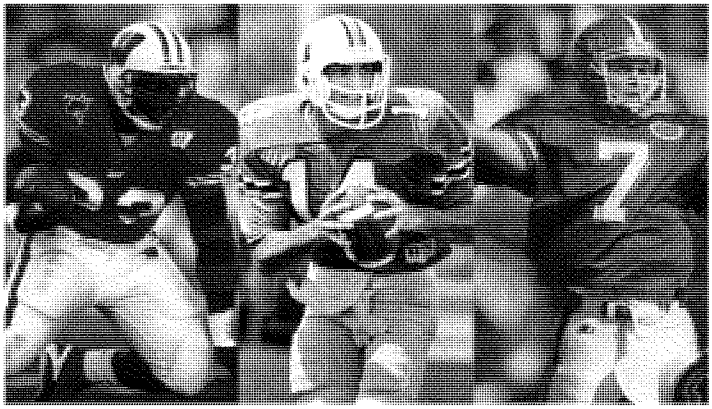

Heisman Trophy winners Ron Dayne, Vinny Testaverde and Danny Wuerffel were announced as members of the 2013 College Football Hall of Fame Class.

ABOUT THE NATIONAL FOOTBALL FOUNDATION & COLLEGE HALL OF FAME
Founded in 1947 with early leadership from General Douglas MacArthur, legendary Army coach Earl "Red" Blaik and immortal journalist Grantland Rice, The National Football Foundation & College Hall of Fame is a non-profit educational organization that runs programs designed to use the power of amateur football in developing scholarship, citizenship and athletic achievement in young people. With 120 chapters and 12,000 members nationwide, NFF programs include the College Football Hall of Fame, the NFF Scholar-Athlete Award presented by Fidelity Investments, Play It Smart, the NFF Hampshire Honor Society, the NFF National Scholar-Athlete Alumni Association, and scholarships of more than $1.3 million for college and high school scholar-athletes. The NFF presents the MacArthur Bowl, the William V. Campbell Trophy endowed by HealthSouth, and releases the Bowl Championship Series (BCS) Standings. NFF corporate partners include the Allstate Sugar Bowl, the BCS, Fidelity Investments, Herff Jones, Liberty Mutual Insurance, NCAA Football, and Under Armour. For more information, please visit www.footballfoundation.org.

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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Tuesday, May 7, 2013 7:17 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: How To Create, Maintain & Expand An Extended Orientation Program

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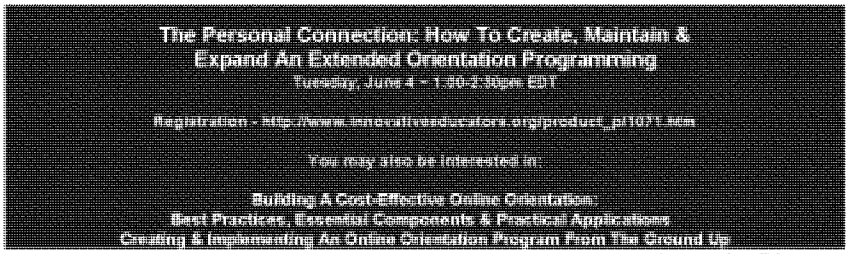

Innovative Educators

Free Resources

- Extended Orientations
- Let Us Orient You
- Extended Orientation
- Rethinking New Student Orientation
- Orientation in Two Year Colleges
- Distance Learning Survey Shows Growing Concern for Student Services
- Fresno City College online orientation (you can view module as a guest)

- Have a Higher Ed question? AskIE
  - How can students help each other succeed?
  - How do college connections help student success?
  - How do you involve families in the educational process?
  - What is StudentLingo?

Webinar Overview

Institutions across the country are exploring ways to connect personally with new students in a way that will increase understanding of the institution's values, transition available resources, and develop true commitment to the academic experience. It marks an incredibly important attempt to positively impact retention and ease students' transition. One type of programming in particular is gaining popularity and results in these areas-the Extended Orientation.

Extended Orientation is defined as programming and services that supplement traditional new student orientations, providing an extension to the orientation and transition process. These are any programs outside of the traditional new student orientation including, but not limited to, spirit/tradition camps, outdoor orientations, and experiential orientation programs. This webinar will focus on the Extended Orientation initiatives at several different institutions. Participants will be able to identify key stakeholders for helping to establish, maintain, and expand their programs. We will also discuss how unique themes such as outdoor adventure are being used to excite and capture students.

Webinar Objectives

Participants will:

- Learn how and why several institutions started Extended Orientation spirit camps
- Discuss themes of retention and student transition and how a better understanding of and connection to the institution's values can affect success rates in these areas
- Determine which departments on campus are key stakeholders for establishing, maintaining, and expanding Extended Orientation programs
- Discover how an existing Extended Orientation program successfully expanded to include an outdoor adventure component

Webinar Speaker(s)

"Extended Orientation programs provide the unique opportunity to not only build on the information covered during a traditional orientation session, but also to dive into what it really means to be a member of the university community on a deeper level. Participants often leave camp with a shared vision of inspiring and initiating change within their community and understand his or her role in traditions, leadership, and the future of the institution."

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Free Offerings

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Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - On-Demand

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22
Exceptional Front-Line Customer Service In Higher Ed
24
Exceptional Customer Service: A Training For Student Employees
30
Developing & Implementing A Web-Based Early Alert System

June 2013

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Student Retention: Expanding The Paradigm To Focus On Individual Student Success
5
Embracing Technology To Promote Exceptional Student Services In Higher Education
6
Improving Online Student Services Accessibility: Compliance, Requirements & Innovative Tools
12
Attracting 38 Million Adults With College Credit But No Degree: Increasing Your Market Share
13
Enhancing Outcomes-Based Assessment For Student Affairs

July 2013

9
Strategies For Effective Academic Mentoring Of 21st Century Students
17
Online Student Retention: Assessing Why Students Stay &

Marc Mobley is the Assistant Director of Orientation and Parent Programs at Florida International University (FIU). In his role he serves as the Advisor of the FIU's Extended Orientation program, Panther Camp. Marc has been actively involved in Noda since 2007 when he served as a NODA Intern. Since then, Marc has served in numerous capacities with the association including participating in OPI, serving as a network chair, serving on 2 NODAC committees and hosting the Extended Orientation Network's annual institute (EOI).

"Increasingly, institutions are introducing expanded or new orientation models to replace or supplement their existing programs. The literature shows the impact these extended orientation and/or camp programs have on social development and academic engagement and persistence."

Rick Sparks currently serves as the Associate Dean of Students/Director, New Student Programs at Virginia Tech. Mr. Sparks provides leadership and management of New Student Programs including the transitional programming of New Student Orientation, Hokie Camp (a traditions based camp/extended orientation program) and the Hokie Hi Welcome Week. He is also the President-elect of NODA. He has presented numerous programs at the local, regional, and national level and has more than 10 years of professional experience in higher education.

"Extended Orientation and Camps are increasing in number across the nation; take this opportunity to hear about what it takes to add these programs to your campus."

Quincy Spencer serves as the Director of New Student & Family Programs at the University of Arkansas. In this role he oversees the four programmatic areas of New Student & Family Programs including Extended Orientation, Parent & Family Programs, Leadership & Late Night Programs and First Year Initiatives. Prior to working at the University of Arkansas, Quincy led student development efforts at the University of Texas M.D. Anderson Cancer Center and served as the Coordinator of New Student Programs at Northwestern State University. In NODA, Quincy has served on the Board of Directors and many other leadership roles and is currently serving as the 2013 NODA Annual Conference Host.

Why They Leave
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7 Emerging Trends Impacting Higher Education: Managing Diversity, Competition & Fiscal Constraints

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From: Hatchell, Sylvia R <shatchell@unc.edu>
Sent: Wednesday, May 8, 2013 10:46 AM
To: UNCAA-Everyone <uncaa-everyone@groups.unc.edu>
Subject: Line Dancers

We have a great group of line dancers today at 1:30 pm in Carmichael…come and join us!! It will be a blast! Come and learn the following and possibly more: Charleston, Ponton/Motor Boatin', Country As A Man Can Be, Biker Shuffle, Cupid Shuffle, Continental, Bus Stop, Ms. Jody's Thang and Tush Push.

Come and join us for exercise, smiling, laughing and loads of fun! See you at 1:30pm in Carmichael.

Sylvia R. Hatchell
Head Coach
UNC Women's Basketball
919-962-5187 Office
919-962-2506 Fax

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Wednesday, May 8, 2013 6:01 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: The Next Step In FYE: Strategies To Strengthen Your Program

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The Next Step In FYE: Innovative Strategies To Strengthen Your Program

Wednesday, June 12 ~ 3:00-4:30pm EDT

Registration - http://www.innovativeeducators.org/product_pi1072.htm

Innovative Educators

Free Resources

- Time Management for College Students
- Time Management Strategies for College Students
- Overcoming Procrastination
- Why Procrastinate: An Investigation of the Root Causes behind Procrastination
- Strategies for Managing Procrastination
- Taking Exams Cause Anxiety For Most College Students
- Helping your Procrastination Prone Students
- The Now Habit
- The Procrastination Equation

- Have a Higher Ed question? AskIE
  - How can I structure a first year experience course?
  - What is StudentLingo?

Webinar Overview

Many colleges and universities have adopted first-year seminars as the centerpiece of their approach to FYE. This webinar will explore innovative ideas and practical strategies for developing a multi-faceted yet cohesive FYE program that can include seminars but also focus on other strategies that fit your unique student and institutional context. We will explore the benefits of harnessing peer-to-peer education, experiential learning, out-of-class faculty interaction with students, learning portfolio development, and learning communities.

Insight into FYE's theoretical underpinnings and history, as well information on what works and doesn't work including solutions to common implementation barriers, will be provided. Participants will be encouraged to imagine new possibilities and potentials for their FYE programs/approach.

Webinar Objectives

Participants will:

- Gain insight into FYE's history and potential role in the 21st century collegiate experience
- Learn from examples of innovative first-year practices from seminars to co-curricular programs and how to implement them
- Receive a brief synopsis of theoretical underpinnings and perspectives on FYE
- Review practical suggestions for starting or strengthening an FYE program
- Learn about FYE's impact and links to mid-collegiate and capstone student experiences
- Leave with strategies for exploring untapped possibilities for FYE at their institution

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - On-Demand

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May 2013

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Building A Cost-Effective Online Orientation: Best Practices, Essential Components & Practical Applications
16
Creating & Implementing An Online Orientation Program From The Ground Up
21
Empowering At-Risk Probationary Students Using Appreciative Advising Inside & Outside The Classroom
22
Suicide Attempts On Campus: A 7-Step Response Plan To Keep Your Students & Institution Safe
22
Exceptional Front-Line Customer Service In Higher Ed
24
Exceptional Customer Service: A Training For Student Employees
30
Developing & Implementing A Web-Based Early Alert System

June 2013

4
The Personal Connection: How To Create, Maintain & Expand An Extended Orientation Programming
4
Student Retention: Expanding The Paradigm To Focus On Individual Student Success

Webinar Speaker(s)

Greg Metz is currently Assistant Dean of Academic Affairs at the University of Cincinnati Blue Ash College. Greg serves as a point person for a wide gamut of student issues and concerns, confers on student success and development initiatives across the college, and is charged with enhancing synergies across student and academic affairs. Previously, Greg served as the Assistant Director of University of Cincinnati's Center for First Year Experience and Learning Communities where his primary responsibilities included expansion and enhancement of an extensive and nationally regarded Peer Educator Program. Greg has a Ph.D. in Sociology from Rutgers University. Over a 25 year career in higher education, he has served as an Assistant Dean of Academic Policy at Rutgers, coordinated advising programs, designed and implemented college transition programs, and supervised educational opportunity programs for first generation college students. Greg has taught extensively at the undergraduate and graduate levels in both Education and Sociology, and also at the high school level. He is the co-author of a forthcoming book - Peer to Peer Leadership: Transforming Student Culture (Kendall-Hunt, 2013). He lives in Wyoming, Ohio with his wife Sharon and daughter Lauren, and enjoys basketball, playing guitar, and listening to a wide array of music.

Pamela F. Person was named the first permanent director of the University of Cincinnati's Office of Nationally Competitive Awards in January, 2012. She previously served for 10 years as UC's inaugural director for the Center for First-year Experience and Learning Communities. During her tenure the programs under her leadership emerged from fledgling, pilot initiatives to become large-scale, integral components of the UC undergraduate experience. Pam was a key contributor to the development of UC's signature approach to undergraduate education which encourages a comprehensive curriculum design connecting FYE with mid-collegiate and graduation capstone experiences. She is a recipient of the Outstanding First-year Student Advocate Award, presented by the National Resource Center for The First-year Experience and Students in Transition and Cengage, recognizing her for the impact of her efforts upon UC's culture and the success of our students.

Prior to her work at UC Pam held the directorship of the Career Center at The University of Alabama at Birmingham as well as leadership positions at Southeast Missouri State University, Southern Illinois University at Carbondale, Virginia Tech, and Radford University. Pam is an active contributor to applied research and scholarly practice in the field of higher education, particularly curriculum development and student transitions and success. She has authored articles on the University of Cincinnati's first-year experience program that have been published in various conference proceedings, monographs, journals, and newsletters and has served internationally as a consultant to colleges and universities.

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Embracing Technology To Promote Exceptional Student Services In Higher Education
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Improving Online Student Services Accessibility: Compliance, Requirements & Innovative Tools
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Enhancing Outcomes-Based Assessment For Student Affairs
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Strategic Enrollment Management: Developing & Implementing An Integrated, Results-Driven Plan
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Destructive Romantic Relationships: How To Help Students Recognize Warning Signs & Make Healthy Decisions

July 2013

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Strategies For Effective Academic Mentoring Of 21st Century Students
16
A Step-By-Step Guide To Creating A Quality Veterans Resource Center On Your Campus
16
Best Practices In Alcohol Education: 10 Core Concepts To Teach College Students

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, May 8, 2013 8:50 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: UNC-CH Patent and Invention Policy Update

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Effective April 22, 2013 an updated version of the UNC Patent and Invention Policy was. The updates do not reflect any changes in policy. They were made solely to clarify process and procedure. The most notable changes are as follows:

(i) Section IV was modified to make clear that the transfer of rights to an Invention occurs at the time the Invention is made, a change necessary to address a technical, legal issue arising from the US Supreme Court's decision in Stanford v. Roche.

(ii) The preamble was modified in order to ensure that the policy is read in its entirety. There has been some confusion over process and procedure with regard to inventor owned inventions, most notably that after reading the preamble, assumptions were made that use of University facilities were the only criteria for determining whether an invention was inventor owned. In Section V, there are multiple criteria for determining whether an invention is inventor owned. These criteria are not new and remain unchanged.

(iii) A paragraph was added to the end of Section V describing the procedures to be followed in order to confirm that an invention is inventor owned.

These procedures had been standard practice at UNC and had been published for many year as part of the University System Patent and Copyright Policy. However, they had not previously been reproduced in the UNC policy. Links to the policies may be found at http://otd.unc.edu/PatInvPolicy.php.

This email is sponsored by: Office of Technology Development

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Thursday, May 9, 2013 5:13 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Enhancing Outcomes-Based Assessment For Student Affairs

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Enhancing Outcomes-Based Assessment For Student Affairs
3-Part Workshop
Thursday, June 13 – 1:00-3:00pm EDT
Wednesday, June 19 – 3:30-5:00pm EDT
Wednesday, June 26 – 3:30-4:00pm EDT

Registration - http://www.innovativeeducators.org/product_pr1082.htm

Innovative Educators

Free Resources

- Internet Resources for Higher Education Outcomes Assessment
- How to Write Program Objectives/Outcomes
- Outcome Based Education: an overview
- Student Affairs Office of Research and Assessment
- Assessment in Higher Ed
- Complex Measures of Success
- Student Affairs Assessment Websites

- Have a Higher Ed question? AskIE
  - What is StudentLingo?
  - What is the role of student services in retention?
  - Why is assessment important to developmental education?
  - How to market student support services?

Webinar Overview

This webinar is a 3-part workshop designed to facilitate your campus team's learning as you design programmatic assessment plans. The ultimate intention of this workshop is for you and your institutional team to walk away with a refined assessment plan and/or report, depending on where you are in your assessment process. Each session is designed to be highly interactive with activities that you complete and share with colleagues and other participants. This process offers a unique opportunity to share ideas and solutions across institutions.

Webinar Objectives

Participants will:

- Describe the history of Outcomes-Based Assessment (OBA)
- Explain the purpose for OBA
- Explain why OBA practice and documentation is so important
- Identify the necessary components of an Outcomes-Based Assessment Plan and report (OBAP)
- Align components of the OBAP with program review, annual planning, strategic planning, and budgeting processes
- Explain the importance of evaluating student learning
- Distinguish between learning goals and outcomes
- Identify characteristics of measurable and meaningful outcomes

Webinar Speaker(s)

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - On-Demand

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May 2013

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Empowering At-Risk Probationary Students Using Appreciative Advising Inside & Outside The Classroom

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Exceptional Front-Line Customer Service In Higher Ed

24
Exceptional Customer Service: A Training For Student Employees

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Developing & Implementing A Web-Based Early Alert System

June 2013

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The Personal Connection: How To Create, Maintain & Expand An Extended Orientation Programming

4
Student Retention: Expanding The Paradigm To Focus On Individual

Marilee J. Bresciani, Ph.D. is a Professor of Postsecondary Education Leadership at San Diego State University, where she coordinates the masters in Student Affairs/Services in community colleges and higher education, the certificate in institutional research, planning, and assessment, and the masters and doctorate in community college leadership. The curriculum at San Diego State University emphasizes student-learning centeredness, integration of the curricular and co-curricular learning paradigms, and analysis, planning, and responsible practice of leaders in a socially just and global environment.

Dr. Bresciani's research focuses on the evaluation of student learning and development. She uses grounded theory to explore how systems and processes contribute to student learning centeredness, which includes the study of leaders' roles in these systems and processes.

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Improving Online Student Services Accessibility: Compliance, Requirements & Innovative Tools

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From: Vangelder, Marielle A <mvangelder@unc.edu>
Sent: Thursday, May 9, 2013 8:23 PM
To: UNCAA-Everyone <uncaa-everyone@groups.unc.edu>
Subject: RE: Daily Compliance Item - 5/9/13- 12.5.1.1 - Summer Promotional Activity
Attach: Promotional Activities Release Agreement.pdf

As a reminder, per the requirements of Bylaw 12.5.1.1 (i) referenced below, ANY student-athlete – prospective registered, enrolled and attending classes at UNC or current – must sign a release statement along with an authorized representative of the charitable, educational or nonprofit agency ensuring that the student-athlete's name, image or appearance is used in a manner consistent with the requirements Bylaw 12.5.

In addition, the promotional activity request must be approved by the Compliance Office writing PRIOR to any participation or commitment for participation in promotional activities.

I have attached a form for your use.

Please let me know if you have any questions or need additional clarification.

Thank you.

Marielle

Marielle A. vanGelder
Associate Athletic Director
University of North Carolina
Phone: (919) 962-7853
Fax: (919) 962-6002
mvangelder@unc.edu

From: Vangelder, Marielle A
Sent: Thursday, May 09, 2013 5:12 PM
To: UNCAA-Everyone
Subject: Daily Compliance Item - 5/9/13- 12.5.1.1 - Summer Promotional Activity

Please see today's Daily Compliance Item.

Let us know if you have any questions or concerns about PSA's (who are registered, enrolled and attending classes at UNC) participating in promotional activities prior to initial full-time enrollment.

Thank you.

Marielle

Marielle A. vanGelder
Associate Athletic Director
University of North Carolina
Phone: (919) 962-7853
Fax: (919) 962-6002
mvangelder@unc.edu

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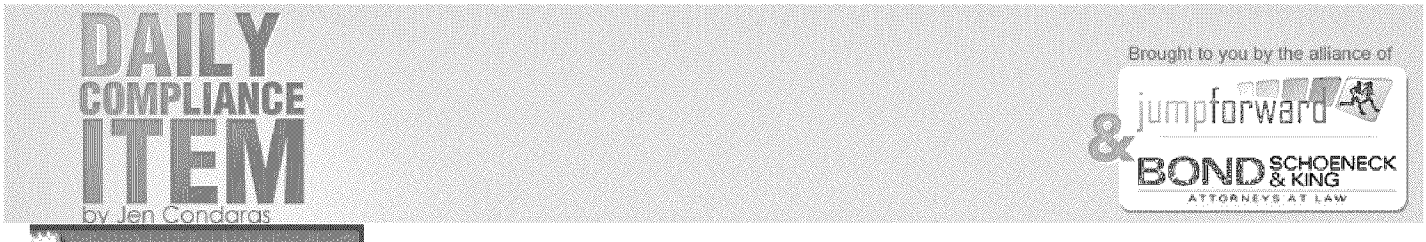

Several incoming freshmen at Ocean State University (OSU) will be enrolling in classes this summer. Since they will be on campus, the sports communications staff would like for them to participate in a few promotional activities with the current student-athletes. Is this permissible?

Yes. **NCAA Staff Interpretation- 11/8/11- Prospective Student-Athlete Participating in Promotional Activities During Summer Prior to Initial Enrollment (I)**- states that a prospective student-athlete who officially registers, enrolls and attends classes at the certifying institution during the summer prior to initial enrollment may participate in a promotional activity.

[Reference: NCAA Division I Bylaws 12.5.1.1 (institutional, charitable, education or nonprofit promotions);

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13.02.12 (prospective student-athlete); 13.02.12.1 (application); and 16.10.1.7 (charitable, educational or nonprofit activities)]

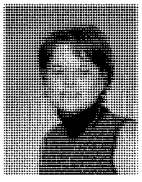

Jennifer M. Condaras
Associate Commissioner for Compliance / SWA Liaison
BIG EAST Conference
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Providence, RI 02903
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jcondaras@bigeast.org www.bigeast.org

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Institutional, Charitable, Educational, or Nonprofit Promotions Release Statement

In accordance with NCAA Bylaw 12.5.1.1, Institutional, Charitable, Educational, or Nonprofit Promotions, a member institution or recognized entity thereof (e.g., fraternity, sorority, or student government organization), a member conference, or a noninstitutional charitable, educational, or nonprofit agency may use a student-athlete's name, picture, or appearance to support its charitable or educational activities or to support activities considered incidental to the student-athlete's participation in intercollegiate athletics, provided the following conditions are met:

- The student-athlete receives written approval to participate from the director of athletics, subject to the limitations on participants in such activities as set forth in Bylaw 17;
- The specific activity or project in which the student-athlete participates does not involve cosponsorship, advertisement, or promotion by a commercial agency other than through the reproduction of the sponsoring company's officially registered regular trademark or logo on printed materials such as pictures, posters, or calendars. The company's emblem, name, address, and telephone number may be included with the trademark or logo. Personal names, messages, and slogans (other than an officially registered trademark) are prohibited;
- The name or picture of a student-athlete with remaining eligibility may not appear on an institution's printed promotional item (e.g., poster, calendar) that includes a reproduction of a product with which a commercial entity is associated if the commercial entity's officially registered regular trademark or logo also appears on the item;
- The student-athlete does not miss class;
- All moneys derived from the activity or project go directly to the member institution, member conference, or the charitable, educational, or nonprofit agency;
- The student-athlete may accept actual and necessary expenses from the member institution, member conference, or the charitable, educational or nonprofit agency related to participation in such activity;
- The student-athlete's name, picture, or appearance is not utilized to promote the commercial ventures of any nonprofit agency;
- Any commercial items with names, likenesses, or pictures of multiple student-athletes (other than highlight films or media guides per Bylaw 12.5.1.8) may be sold only at the member institution at which the student-athlete is enrolled, institutionally controlled (owned and operated) outlets, or outlets controlled by the charitable or educational organization (e.g., location of the charitable or educational organization, site of charitable event during the event). Items that include an individual student-athlete's name, picture, or likeness (e.g., name on jersey, name or likeness on a bobblehead doll), other than information items (e.g., media guide, schedule cards, institutional publications) may not be sold; and
- The student-athlete and an authorized representative of the charitable, educational, or nonprofit agency sign a release statement ensuring that the student-athlete's name, image, or appearance is used in a manner consistent with the requirements of this section.

We, _____ (Student-Athlete) and _____ (Representative), ensure that the student-athlete's name, image, or appearance has been used in a manner consistent with the requirements of NCAA Bylaw 12.5.1.1, Institutional, Charitable, Educational, or Nonprofit Promotions.

Student-Athlete Signature _____ Date _____

Representative Signature _____ Date _____

Compliance Office Approval:

Signature _____ Date _____

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Sunday, May 12, 2013 10:04 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Customer Service: Training Student Employees & Front Line Staff

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- How to Defuse a Situation with a Difficult Customer
- Effective Customer Service Training
- TIPS FOR TRAINING STUDENT EMPLOYEES
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- Noel-Levitz
  - Celebrating student employees
  - Engaging students with engaged employees
  - Student Jobs Impact Student Success and Retention
  - Working Their Way Through College: Student Employment and Its Impact on Student Achievement
  - Student Employee Training
  - A Study of the Effects of Student Employment on Retention
  - Supervision of Students
  - Have a Higher Ed question? AskIE
    - What is StudentLingo?
    - What is customer service in student services?
    - How can customer service principles be applied in higher education?

Exceptional Front-Line Customer Service In Higher Ed Overview

How do you define customer service? We may all define this differently, but there are basic principles and proven tips and techniques that can assist front-line staff in providing exceptional customer service to our students and their families. This session will provide participants an overview of different philosophies of customer service and why exceptional service is critical for institutions of higher education. How do our customers (our students and their families) want to be treated? What makes serving students in higher education unique? How do we know if we are living up to their customer service expectations? Learn about methods of benchmarking and setting customer service standards, as well how to evaluate your customers in order to assess the level of customer satisfaction. Explore techniques that can help you develop positive customer relationships with your students and get motivated and geared up with your staff to provide the exceptional service your students deserve.

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Building A Cost-Effective Online Orientation: Best Practices, Essential Components & Practical Applications

16
Creating & Implementing An Online Orientation Program From The Ground Up

21
Teachable Moments: Managing Aggressive & Overly Involved Parents

21
Empowering At-Risk Probationary Students Using Appreciative Advising Inside & Outside The Classroom

22
Suicide Attempts On Campus: A 7-Step Response Plan To Keep Your Students & Institution Safe

Student Employees Overview

Training student employees on the importance of providing excellent customer service is essential to any department. This workshop will outline the basic principles of excellent customer service and demonstrate how students can apply these principles to their current role as student employees. The speaker will explain how student employees fit into the mission and goals of the institution and walk students through appropriate and inappropriate behaviors. She will also explain how students can use the skills they learn on the job to help them succeed professionally outside of school. This training is intended for student employees, however, administrators who supervise student employees may also find it useful.

Webinar Speaker(s)

Julie Selander has worked in higher education administration and finance for over 25 years. Her experience includes student loan servicing operations, tuition payment plan sales and marketing, organizational leadership, as well as various management positions in higher education student services including student accounts receivable, billing, collections, financial aid, and customer service.
Julie is the director of the One Stop Student Services Office at the University of Minnesota providing seamless and integrated student services in the areas of enrollment, registration, financial aid, billing, student accounts receivable, and student veterans services. Twenty-seven One Stop Counselors across three campus locations provide service via phone, e-mail, and in-person for over 51,000 students on the Twin Cities campus.
Julie presents frequently on various topics related to higher education student services and has written several articles for publication, including NACUBO's Student Centered Financial Services: Innovations That Succeed. She serves as a board member for Minnesota's College Goal Sunday initiative and is a founding member and on the board of directors for the Institute for Student Services Professionals. She has undergraduate and master's degrees from the University of Minnesota and is currently working on her dissertation as a Ph.D. candidate at the University of Minnesota in the Higher Education Policy and Administration program. She is also an instructor at the University of Minnesota in the Organizational Leadership, Policy, and Administration department and teaches Customer Service Training to undergraduate students.

Bitsy Cohn is the Director of Learning Opportunity Center Services at Front Range Community College in Fort Collins, Colorado and an adjunct faculty member in the Developmental Studies Department. She holds a BA in English with Minors in Linguistics and Theatre Arts and is currently pursuing a Master's of Science degree in Organizational Leadership. Over the course of a 20-year career in Community College student affairs, teaching, tutoring and administration, she has become expert in customer service, student development, conflict management, post-secondary disability services, faculty training and development, at-risk retention strategies and at teaching all of the various tips, tricks, tools, and magic spells students need for academic success.

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Developing & Implementing A Web-Based Early Alert System

June 2013

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A Step-By-Step Guide To Creating A Quality Veterans Resource Center On Your Campus

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From: Snyder, Lee <lsnyder@uncaa.unc.edu>

Sent: Monday, May 13, 2013 10:03 AM

To: UNCAA-Everyone <uncaa-everyone@groups.unc.edu>; Adrian Beros <beros-adrian@aramark.com>; Thorp, Patti W <patti@unc.edu>; Thorp, Holden <holden_thorp@unc.edu>; Ellis, Ginny <grellis@email.unc.edu>

Subject: Schedule

Attach: Weekly Schedule.pdf

Attached is this week's athletic schedule. Go Tar Heels!

SPORT	DAY	DATE	OPPONENT/EVENT	SITE	TIME	TV
Baseball	Tues	5/14	Appalachian State	Chapel Hill, N.C.	6 PM	
Baseball	Thur	5/16	Virginia	Chapel Hill, N.C.	6 PM	
M. Golf	Thur	5/16	at NCAA Regionals	Tempe, Ariz.	All Day	
Softball	Thur.	5/16	at NCAA Regionals (vs. Wisconsin)	Eugene, Ore.	6 PM	
Baseball	Fri	5/17	Virginia	Chapel Hill, N.C.	7 PM	
M. Golf	Fri	5/17	at NCAA Regionals	Tempe, Ariz.	All Day	
Softball	Fri	5/17	at NCAA Regionals	Eugene, Ore.	TBA	
W. Tennis	Fri	5/17	at NCAA Championships (vs. Nebraska)	Urbana, Ill.	8 PM	
Baseball	Sat	5/18	Virginia	Chapel Hill, N.C.	2 PM	
M. Golf	Sat	5/18	at NCAA Regionals	Tempe, Ariz.	All Day	
W. Lacrosse	Sat	5/18	NCAA Quarterfinals (vs. Virginia)	Chapel Hill, N.C.	1 PM	
Softball	Sat	5/18	at NCAA Regionals (vs. Wisconsin)	Eugene, Ore.	TBA	
M. Lacrosse	Sun.	5/19	at NCAA Quarterfinals (vs. Denver)	Indianapolis, Ind.	Noon	ESPNU
All times are						
Eastern Time						

From:	Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of Michael L Frizell <MichaelFrizell@MISSOURISTATE.EDU>
Sent:	Monday, May 13, 2013 9:23 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Subject:	Re: SI Session Average Attendance Rates

Thank you, Sharon. It does help.

Michael Frizell
Director of Student Learning Services
Editor, *The Learning Assistance Review*, National College Learning Center Association

On May 13, 2013, at 8:22 PM, "Sharon Wellman" <swellman@EVERETTCC.EDU> wrote:

Michael,

Here is some data from Everett Community College:

Fall 2011 Winter 2012 Spring 2012 Fall 2012 Winter 2013
Biology-211 83.3% 89% 66% 86%
Chem-121 83.3% 89% 66% 86$
Biology-221 68% 42.2%
Biology-222 68.8% 49%
Biology-223 28.6%
Biology- 232 81% 62%
Pre-Alg 19%
Intermediate Alg 16.2%
Elem. Alg 47%

We also Winter Quarter 2013 ran SI in 7 sections of our Elementary Algebra here are the attendance percents for those:
100%, 92.3%, 87.8%, 83.3%, 77.8%, 74.4% and 69.4%.
Students enrolled in these classes were told attendance at 10 SI sessions during the quarter was mandatory but there weren't any consequences and they figured that out but many still came.

The Biology-211 and Chem-121 is what we call "Fast Track" as students can co-enroll in both even though Chem-121 is a pre-req for the Bio-211. No mention of mandatory. The Biology-22,222, and 223 is our majors bio sequence so students typically take all three in consecutive quarters. Bio-232 is our Human Physiology course.

You can see our numbers are not just 10% but much higher. No article but hope it helps.

SI has been offered before 2011 but this was the data that I had at hand.

Sharon

On Mon, May 13, 2013 at 7:28 AM, Frizell, Michael L <MichaelFrizell@missouristate.edu> wrote:

> Hello,
>
> I am co-authoring an article about SI attendance, and I am looking for an article that points to average attendance rates for SI session in relation to the attendance in the target course. I have heard, anecdotally, that average attendance is around 10% (though I suspect it's higher) of the enrollees in the target course will attend SI sessions, but can find no proof. Can anyone point me in the right direction?
>
> **Michael Frizell**
>
> Director of Student Learning Services
>
> Editor, *The Learning Assistance Review*, National College Learning Center Association
>
> <image001.jpg>
>
> **Contact Information:**
>
> **Phone, Bear CLAW:** 417-836-6398
>
> **Phone, Director:** 417-836-5006
>
> **Office, Director:** Meyer Library 112
>
> **Co-Director – Bear CLAW**

E-Mail: bearclaw@missouristate.edu

Website: http://bearclaw.missouristate.edu

Director – Writing Center

E-Mail: writingcenter@missouristate.edu

Website: http://writingcenter.missouristate.edu

Director – PASS Program

Website: http://PASS.missouristate.edu

Director - Absent Professor Program

Website: http://absentprof.missouristate.edu

Administrator – Turnitin.com (Academic Integrity Office)

Website: http://www.missouristate.edu/provost/54081.htm

National College Learning Center Association (NCLCA)

Website: http://www.nclca.org

<image002.jpg>

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--
Sharon Wellman
Tutoring Center Director
Senior Associate Faculty
Everett Community College

To search past discussions on the SI-Net, visit our archive at http://groups.google.com/group/si-net

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You are subscribed to the SINET list as michaelfrizell@MISSOURISTATE.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.

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From: Dan Tudor <dan@sellingforcoaches.ccsend.com>
Sent: Tuesday, May 14, 2013 9:40 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Recruiting Lessons From the Sticky Note on the Hotel Bed

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College Recruiting Weekly

May 14, 2013 Volume 9, Issue 20

Recruiting Lessons From the Sticky Note on the Hotel Bed

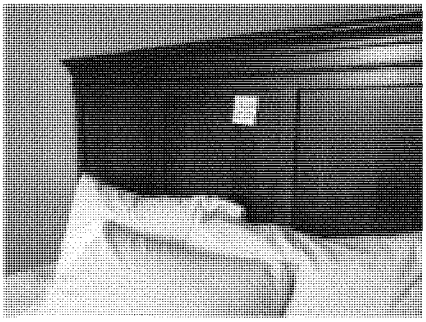

When you're a tired traveler, and you're virtually immune to all forms of marketing that a hotel chain can throw out you, their sales message needs to be simple.
It needs to hit you over the head, and get straight to the point if they have any hope of making you remember them from the other two gazillion hotel options we have.
So I'm giving credit to the folks at Hampton Inn for playing by those rules with a simple, inexpensive and direct message when this weary traveler checked into one of their hotels on the East coast not to long ago.

The yellow sticky note caught my attention right when I walked into the room, mainly because it was out of place. I'm notgoing to lie, it alarmed me at first. When you see a sticky note on the headboard of a hotel bed, there's a flurry of frightening possibilities that rush through your mind as to what is written on the note awaiting you upon your arrival:
"Let us know if it still smells like a horse in here." Or, "Per the health department inspector, no free breakfast in the morning."
This one was a little more positive...

CLICK HERE TO CONTINUE

Countdown Begins for 2013 NCRC: Reserve Your Seat Before It's Too Late

If you're attending the 2013 National Collegiate Recruiting Conference in Charlotte, North Carolina on June 7-9, you're going to hear the *best* collection of speakers and experts we've ever assembled.
This is the biggest collection of recruiting experts in our history, along with some new technologies that will really expand your capabilities to effectively communication with this next generation of recruits!
And, there's just a few weeks left to be a part of it.
To attend the conference, **click here**.
FRIDAY
Dan Tudor - The founder of the NCRC event will kick-off the weekend with the annual "State of Recruiting" talk, setting the agenda for the weekend
Dan Wolken, USA Today - One of the rising stars in college sports reporting will talk about recruiting trends, coaches who are doing it right, and what he forecasts for the evolving world of college recruiting.
Dr. Mike Davenport - A successful rowing coach and expert in the intricacies of successful mentoring, Coach Davenport will talk about how to make sure your coaching career is strong and sustainable for the long haul. Be ready to be challenged in the way you approach your career!
Jan Stuebbe - Author of "How to Be a Lousy Leader", Coach Stuebbe will give insights from a unique athletic and coaching life that saw him in a leadership position since he was a Freshman in high school. He's always been a starter, a head coach, and leading a junior college program as athletic director. These lessons are unforgettable - you'll want him to talk to your team about leadership, too!
Rob Jones - Whatever obstacle you're facing as a coach, be prepared to be humbled and amazed at the story of Rob Jones. Featured earlier in Sports Illustrated this year, Jones' life journey - as a soldier and as an athlete - will amaze you. His session will touch every aspect of your coaching and recruiting life...
CLICK HERE TO SEE THE REST OF THE LINE-UP!
Want a sneak peek at the incredible learning experience our NCRC attendees get? Check out this special look-in at one of last year's popular speakers, Coach Adam Martel and his fascinating talk, "D1 Recruiting on a D3 Budget".
CLICK HERE TO WATCH THE VIDEO

University of Florida's Social Media Campaign Is No Joke

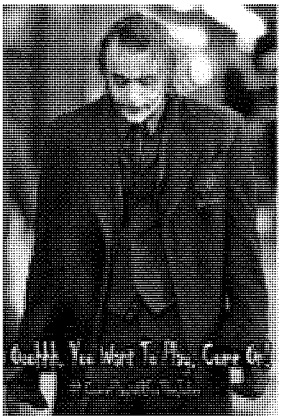

by Derek Tyson, ESPN

It started innocently enough with a hashtag and an illustration tweeted by Florida wide receivers coach Joker Phillips. There was the Joker, the Batman villain portrayed by Heath Ledger, wearing a blue Gators blazer including the hashtag #ComePlayWRFortheJoker.

Others followed. An astronaut planting a Gators flag and a newspaper featuring the hashtag and Jeff Driskell watching the Kentucky Derby among them.
Not to be outdone, offensive coordinator Brent Pease posted his own masterpiece of Harry Potter flying over The Swamp with his three quarterbacks, Jeff Driskel, Tyler Murphy and Skyler Mornhinweg looking up at Potter on a broomstick. It was captioned with "Chasing #TheStandard."
While funny, the campaign is also serious business, helping Florida go on the offensive on the trail. Instead of just private messages to recruits, the Gators are proactively using Twitter, as well as Facebook and Instagram, as new outlets for reaching prospects...

CLICK HERE TO CONTINUE

"HAPPY MOTHER'S DAY" FROM COACH TO RECRUITS MOM
Recruiting is all about the relationships. And after the recruit, probably the most important relationship that a college scout can build is with the recruit's mother. One coach is fully aware of this phenomenon and sends Mother's Day greetings to moms of prospects. **CLICK HERE**

Twitter

GET THE LATEST RECRUITING NEWS, TIPS AND STORIES
Summer is here, but that doesn't mean recruiting news takes a vacation. Want to keep up on the latest info, and get exclusive recruiting tips from Dan Tudor? Follow us on Twitter! **CLICK HERE**

Study Shows That Schools Are Fighting The "Dumb Jock" Stereotype

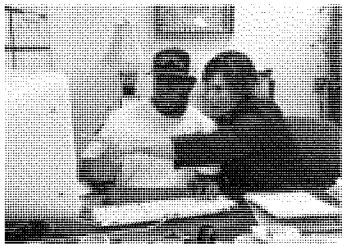

from ScienceDaily.com
College coaches who emphasize their players' academic abilities may be the best defense against the effects of "dumb jock" stereotypes, a Michigan State University study suggests. Researchers found that student-athletes were significantly more likely to be confident in the classroom if they believed their coaches expected high academic performance, not just good enough grades to be eligible for sports.
"Coaches spend a lot of time with their players, and they can play such an important role to build academic confidence in student-athletes," said lead author Deborah Feltz.
Feltz and her graduate students wanted to see what factors influence student-athletes' susceptibility to the "dumb jock" stereotype. The researchers surveyed

more than 300 student-athletes representing men's and women's teams from small and large universities and a range of sports, from basketball and football to cross-country and rowing...
CLICK HERE TO CONTINUE

Exclusive New Research on What Kids Want to See On Your Social Media Sites

Coming up later this week for our **TRS Clients** and **Premium Members** we'll focus on the third point in today's main recruiting article:
How does a smart coach build a social media campaign that actually reaches his or her prospects over the Summer?
If you're a client or member, we'll give you some new information based on the latest research from recruited student-athletes. Watch for it later this week!
Not a TRS Client? Click here.
Want to become a Premium Member? Click here.
Have questions? Email Dan directly at dan@dantudor.com

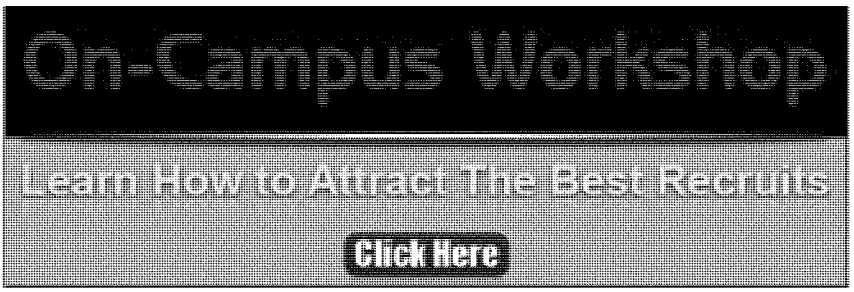

Multisport Athletes Drawing The Attention Of Recruiters

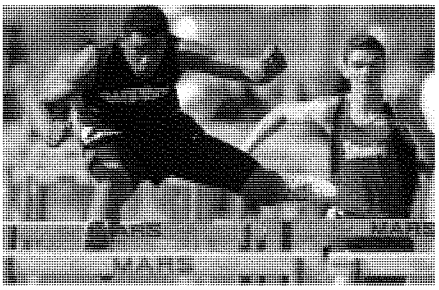

by Chris Harlan, Trib Live
Mt. Lebanon's Alex Bookser has footwork nimble enough to impress college football coaches, partly because the 6-foot-6, 295-pounder can spin with ease.
Maybe turning around fast isn't always the mark of a good offensive tackle. But his ability to throw a discus with proper technique shows a certain coordination not always obvious for a lineman wearing cleats.
Many football stars have proven themselves multi-talented this spring. Along with Bookser, other top recruits from the 2014 class will be at Baldwin on Thursday for the track and field championships.

For most, track season provides an enjoyable yet competitive way to stay in shape. For others, like Nicholson in the hurdles, there are realistic hopes for winning gold.
And for all, it provides some athletic diversity...

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From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Tuesday, May 14, 2013 1:56 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: What's On Deck This Week at ECU!

Use this link to view a web version of this message.

What's On Deck | 05.13 - 05.19

pir@mail
Electronic Newsletter of Pirate Athletics

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What's On Deck - Upcoming Pirate Athletic events

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From: Joey Ware-Furlow <joey_furlow@unc.edu>
Sent: Tuesday, May 14, 2013 2:59 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; ePro Users <epro_users@listserv.unc.edu>
Subject: [epro_users] CDWG ePro site

The site is currently down. We have contacted CDWG and will provide more information as we receive it.

Joey Ware-Furlow

From: Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of Ethel S Swartzendruber <swartzen@PURDUE.EDU>
Sent: Tuesday, May 14, 2013 3:14 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Subject: Re: SI Session Average Attendance Rates

Michael,
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B or better		58%	62%	64%	45%
A		21%	23%	27%	19%
DFW		12%	9%	9%	23%
N=		607	393	227	8733
Total Distinct Participants	1637	15.7%			
Non Participants	8733				

Ethel
Ethel Swartzendruber
Senior Assistant Director
Coordinator of Supplemental Instruction
Student Success at Purdue University
765-494-8507
Main Office: 765-494-9328
Fax: 765-496-6752
studentsuccess@purdue.edu

From: Supplemental Instruction Discussion List [mailto:SINET@LISTSERV.UMKC.EDU] **On Behalf Of** Frizell, Michael L
Sent: Monday, May 13, 2013 9:23 PM
To: SINET@LISTSERV.UMKC.EDU
Subject: Re: SI Session Average Attendance Rates
Thank you, Sharon. It does help.

Michael Frizell
Director of Student Learning Services
Editor, *The Learning Assistance Review*, National College Learning Center Association

On May 13, 2013, at 8:22 PM, "Sharon Wellman" <swellman@EVERETTCC.EDU> wrote:

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Chem-121 83.3% 89% 66% 86$
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Biology-222 68.8% 49%
Biology-223 28.6%
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Hello,
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Michael Frizell
Director of Student Learning Services
Editor, *The Learning Assistance Review*, National College Learning Center Association
<image001.jpg>
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Phone, Director: 417-836-5006
Office, Director: Meyer Library 112
Co-Director – Bear CLAW
E-Mail: bearclaw@missouristate.edu

Website: http://bearclaw.missouristate.edu
Director – Writing Center
E-Mail: writingcenter@missouristate.edu
Website: http://writingcenter.missouristate.edu
Director – PASS Program
Website: http://PASS.missouristate.edu
Director - Absent Professor Program
Website: http://absentprof.missouristate.edu
Administrator – Turnitin.com (Academic Integrity Office)
Website: http://www.missouristate.edu/provost/54081.htm
National College Learning Center Association (NCLCA)
Website: http://www.nclca.org
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Problems or questions should be directed to manager@listserv.umkc.edu.

--
Sharon Wellman
Tutoring Center Director
Senior Associate Faculty
Everett Community College
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From: Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of Ira Fabri <fabri@AMERICAN.EDU>
Sent: Tuesday, May 14, 2013 3:38 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Subject: Re: SI Session Average Attendance Rates

Hi there.

Our attendance rate here has been between 50% and 59% over the last three years. This reflect students who have gone at least one time. If we look at 3 or more times, the percentage goes down to 47-48%, pretty steadily.
We support 17-18 classes in Accounting, Economics, Chemistry, Physics, Applied Calculus, Statistics.

Ira

Ira Fabri
Coordinator, Supplemental Instruction
Academic Support Center
Mary Graydon Center 231
American University
202-885-3443
fabri@american.edu

From: "Swartzendruber, Ethel S" <swartzen@PURDUE.EDU>
To: SINET@LISTSERV.UMKC.EDU,
Date: 05/14/2013 03:19 PM
Subject: Re: SI Session Average Attendance Rates
Sent by: Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>

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Ethel

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Coordinator of Supplemental Instruction
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Main Office: 765-494-9328
Fax: 765-496-6752
studentsuccess@purdue.edu

From: Supplemental Instruction Discussion List [mailto:SINET@LISTSERV.UMKC.EDU] **On Behalf Of** Frizell, Michael L
Sent: Monday, May 13, 2013 9:23 PM
To: SINET@LISTSERV.UMKC.EDU
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Editor, *The Learning Assistance Review*, National College Learning Center Association

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<image001.jpg>

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Office, Director: Meyer Library 112

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E-Mail: bearclaw@missouristate.edu

Website: http://bearclaw.missouristate.edu

Director □ Writing Center

E-Mail: writingcenter@missouristate.edu

Website: http://writingcenter.missouristate.edu

Director □ PASS Program

Website: http://PASS.missouristate.edu

Director - Absent Professor Program
Website: http://absentprof.missouristate.edu

Administrator Turnitin.com (Academic Integrity Office)
Website: http://www.missouristate.edu/provost/54081.htm

National College Learning Center Association (NCLCA)
Website: http://www.nclca.org

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From: Turnitin Academy <academy@turnitin.com>
Sent: Wednesday, May 15, 2013 7:34 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Turnitin Academy - Closing the Gap

Turnitin Academy

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Do your students find your feedback helpful? What are the types of feedback that students are most apt to respond to?

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- Despite high rates of electronic submission, students do not report receiving electronic feedback at the same rate.
- Students find feedback on "thesis/development" the most valuable, but report receiving more feedback on grammar/mechanics and composition/structure.
- Though 66.5 percent of students reported receiving "general, overall comments" on their paper, less than half of those students rated that feedback as "very helpful."
- Forty-five percent of students rate voice/audio comments as helpful, but only 2.7 percent currently receive this type of feedback.
- Over 17 percent of students reported that their instructors would take more than 17 days to provide feedback on their papers.

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New Webinar Series: Fostering & Encouraging Academic Integrity

Our friends at PlagiarismAdvice.org are hosting a series of six plagiarism advisory webinars under the theme of fostering and encouraging academic integrity, aimed at teaching staff. Educators at all levels will benefit from the series which is presented by academics from the UK, Australia and the Middle East and is enhanced by experiences from their personal teaching experience.

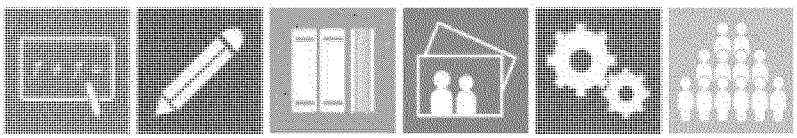

- **Why Do Students Plagiarise?** | May 22
- **Identifying Plagiarism in Student Work** | May 29
- **Reducing Plagiarism through Assessment Design** | Jun 5
- **A Quick Guide to Referencing** | Jun 12
- **Using Electronic Sources** | June 19
- **Case Processing** | Jun 26

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2. Click on the "Grade Book" tab.
3. Click on the export button located in the grade book section. This will open another window for you to save the file to. **Note:** The file will be saved as a Microsoft Excel Spreadsheet.
4. Click on "Save".

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Plagiarism Advice Webinar Series | See Schedule
Turnitin 30-minute Webcast Series | See Schedule
Turnitin Academy Live Professional Development | On-demand
Basic Training Walkthrough | See schedule for dates and times.

USER EVENTS

Hong Kong Turnitin User Group | Hong Kong | May 28

CONFERENCES

African Academic Integrity Seminars | Cape Town and Johannesburg, South Africa | May 20 and 24
Conference for Digital Resources in Education | Sao Paulo, Brazil | May 23-25
eLearning Forum Asia 2013 | Hong Kong | May 29-31
IPPHEAE Conference | Brno, Czech Republic | June 12-13
The Future of Education Conference | Florence, Italy | June 13-14
Frog 13 - Celebrating Outstanding Education | Birmingham, UK | June 18
6th International Plagiarism Conference | Gateshead, UK | June 16-18, 2014

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From: Joey Ware-Furlow <joey_furlow@unc.edu>
Sent: Wednesday, May 15, 2013 9:33 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; ePro Users <epro_users@listserv.unc.edu>
Subject: [epro_users] CDWG site is up

The CDWG site is back up. Please place a help ticket at help.unc.edu or call 962-HELP if you experience any further issues .

Thanks!

Joey Ware-Furlow

From: Vangelder, Marielle A <mvangelder@unc.edu>
Sent: Wednesday, May 15, 2013 9:44 AM
To: UNCAA-Everyone <uncaa-everyone@groups.unc.edu>
Subject: Daily Compliance Item - 5/15/13- 12.5.2.3.3 - Athletic Ability to Win a Prize

---

Good Morning -

Please see today's Daily Compliance Item.

As a reminder, while Bylaw 12.5.2.3.3 permits a prospective or current student-athlete (or their immediate families) to win a prize during a promotional activity provided the prize is won through a random drawing in which all members of the general public or the student body are eligible to participate, we should be cognizant of the perception of such an individual winning a prize. In many cases you may not be aware that the individual entrants in the activity are current/prospective student-athletes (or their immediate families). However, in instances when you ARE aware that the individual selected for participation is a current or prospective student-athlete - while it remains permissible under NCAA regulations - it is likely best to select an alternative person to participate to avoid a perception of impropriety.

Let us know if you have any questions or concerns.

Thank you.

Marielle

Marielle A. vanGelder
Associate Athletic Director
University of North Carolina
Phone: (919) 962-7853
Fax: (919) 962-6002
mvangelder@unc.edu

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DAILY COMPLIANCE ITEM
by Jen Condaras

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Ocean State University (OSU) conducts a promotional activity between the 4th and 5th innings of all its home baseball games. This activity includes hitting a ball from a pitching machine. If the person hits a home run, he/she wins $100. To participate in this activity, the person must fill out the designated card and drop it in the box. Any individual attending the game is permitted to enter and the participants are randomly selected. At today's game, a current football student-athlete was selected to be one of the participants. If he hits a home run, is he permitted to accept the $100 prize?

Yes. **NCAA Bylaw 12.5.2.3.3** states that receipt of a prize for winning an institutional or noninstitutional promotional activity (e.g., making a half-court basketball shot, being involved in a money scramble) by a prospective or enrolled student-athlete (or a member of his or her family) does not affect his or her eligibility, provided the prize is won through a random drawing in which all members of the general public or the student body are eligible to participate. *(Revised: 1/9/96 effective 8/1/96, 3/25/05, 6/12/07)*

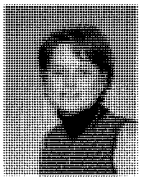

Jennifer M. Condaras
Associate Commissioner for Compliance / SWA Liaison
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15 Park Row West
Providence, RI 02903
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Cell: 401.265.6739
jcondaras@bigeast.org www.bigeast.org

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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Wednesday, May 15, 2013 10:40 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Strategic Enrollment Management: How To Implement A Results-Driven Plan

---

Innovative Educators

Free Resources

- How Predictive Modeling Benefits Enrollment Managers
- Making a Difference in Your Recruitment Work
- A Practical Guide to Strategic Enrollment Management Planning
- Enrollment Management Must Build for the Future
- Enrollment Management: Tips, Strategies, and Techniques
- Enrollment Planning Network
- The Art and Science of Enrollment Planning

Webinar Overview

Is your institution ready for strategic enrollment planning? Are you prepared with the data you need to make real decisions and establish long-term goals regarding enrollment? Do you understand the most important factors in achieving success and optimal enrollment results?

Gain insight into assessing institutional readiness for enrollment planning and identifying the necessary planning antecedents through this comprehensive two-part webinar. Elements included in the planning cycle as well as a variety of planning constructs and structures will be examined. Dr. Jim Black will guide participants through a process for establishing data-driven enrollment goals, sample Key Performance Indicators (KPIs) and related metrics, common strategic opportunities, and a planning framework. Beyond these fundamental planning ingredients, we will discuss methods of moving from planning to implementation. We will also explore how to assess the impact of the plan so that strategies remain aligned with the internal and external environmental conditions and can be perfected over time.

Webinar Objectives

Participants will:

- Discover the importance of transitioning from tactical to strategic enrollment management
- Understand the foundational elements of enrollment planning
- Develop the ability to focus on what produces optimal enrollment results
- Be able to lead change in the enrollment planning and implementation process

Webinar Speaker(s)

Jim Black, Ph.D., President and CEO

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - On-Demand

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Upcoming Webinars

View all events

May 2013

30
Developing & Implementing A Web-Based Early Alert System

June 2013

4
The Personal Connection: How To Create, Maintain & Expand An Extended Orientation Programming

5
Embracing Technology To Promote Exceptional Student Services In Higher Education

6
Improving Online Student Services Accessibility: Compliance, Requirements & Innovative Tools

12
Attracting 38 Million Adults With College Credit But No Degree: Increasing Your Market Share

The president and CEO of SEM Works, Dr. Jim Black, is an internationally recognized expert in enrollment management as well as in change management. He has published a monograph titled, Navigating Change in the New Millennium: Strategies for Enrollment Leaders, and four books, The Strategic Enrollment Management Revolution, considered to be a groundbreaking publication for the enrollment management profession, Gen Xers Return to College, Essentials of Enrollment Management: Cases in the Field, and Strategic Enrollment Intelligence. Among his other published works are numerous articles and book chapters including a feature article in College & University, Creating Customer Delight; a chapter, Creating a Student-Centered Culture, for a book on best practices in student services published by SCUP and sponsored by IBM; a chapter on enrollment management in a Jossey-Bass book on student academic services; as well as a bimonthly feature in The Greentree Gazette.

Dr. Black is the founder of the National Conference on Student Retention in Small Colleges and cofounder of the National Small College Admissions Conference and the National Small College Enrollment Conference. He formerly served as the director of AACRAO's Strategic Enrollment Management Conference.

Black was honored as the recipient of the 2005 AACRAO Distinguished Service Award. He has been interviewed by publications such as The Chronicle of Higher Education, Converge Magazine, The Enrollment Management Report, The Lawlor Review, and was interviewed for AACRAO's Data Dispenser. Black also was featured in an international teleconference on enrollment management sponsored by The Center for the Freshman Year Experience at the University of South Carolina, and a PBS broadcast on "Blending High Tech and High Touch Student Services." In 1999, Jim Black was named an IBM Best Practices Partner, one of only twenty-three in the world. He was invited by The College Board to Heidelberg, Germany, to evaluate the APIEL Exam and most recently was invited to lead conferences on enrollment management and student services in the United Kingdom and the Netherlands.

Dr. Black has served on the boards of several technology companies and has consulted with companies such as Microsoft, Blackboard, and the SAS Institute. Higher education clients have included over 400 two-year, four-year, public, and private institutions.

Jim earned a B.A. in English education and M.A. in higher education administration from the University of South Carolina, as well as a Ph.D. in higher education curriculum and teaching from The University of North Carolina at Greensboro. His doctoral experience provides our clients with unique perspectives into innovative pedagogical, curricular, and program opportunities that impact enrollment outcomes. Leveraging his educational background along with his many years as an associate provost, dean, and faculty member in a higher education environment, Dr. Black will provide your institution with strategic insights that are grounded in theory and are actionable

12
The Next Step In FYE: Innovative Strategies To Strengthen Your Program

13
Enhancing Outcomes-Based Assessment For Student Affairs

13
Strategic Enrollment Management: Developing & Implementing An Integrated, Results-Driven Plan

July 2013

9
Organizing & Delivering Advising: Models for Success

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A Step-By-Step Guide To Creating A Quality Veterans Resource Center On Your Campus

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Online Student Retention: Assessing Why Students Stay & Why They Leave

18
7 Emerging Trends Impacting Higher Education: Managing Diversity, Competition & Fiscal Constraints

23
Improving Academic Performance Of Student-Athletes With An Innovative Reading Enhancement Program

Innovative Educators

3277 Carbon PL
Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

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From: Banks, Matthew R <mbanks@email.unc.edu>
Sent: Wednesday, May 15, 2013 11:12 AM
To: A Closed Mailing List for EPA Non-Faculty (Emp Forum Division 1) <forum-div1@listserv.unc.edu>
Subject: [forum-div1] Employee Forum Spring Community Meeting

---

Dear Staff Member:

I am writing to ask you to attend the Spring Community meeting with President Tom Ross and Chancellor Holden Thorp to take place Tuesday, May 21 from 9-11 a.m. in the Great Hall of the Student Union.

There are a number of legislative changes and pending bills under discussion in Raleigh that will affect the University and its employees. President Ross and Chancellor Thorp have a unique perspective on these changes.

You can submit questions ahead of time by e-mailing *forum_office@unc.edu*

If you cannot be present, you can attend virtually via streamed video at the Forum website at *http://forum.unc.edu*

Please remember that attendance at the community meeting counts as work time if it occurs during your regular schedule. Employees must get approval from their supervisor to attend.

Thank you.

Jackie Overton

From: Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of Alex Seydow <Alex.Seydow@NORMANDALE.EDU>
Sent: Wednesday, May 15, 2013 12:55 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Subject: Polling Students

Hi,
I was wondering what programs other schools use to survey students at the beginning of the semester to find times for SI sessions. We were using paper copies that we handed out in class, but it is rather time consuming. We did like that it guaranteed that most students submitted their availability. I'm aware of programs like Signupgenius, SurveyMonkey and Doodle, but we would like to have a way to guarantee students sign up without having to email them. Preferably, it would be something they could do while in class.
What has worked on your campus? Thank you for your feedback.

Alex Seydow
Interim Director, Tutoring Center
Normandale Community College
9700 France Avenue South
Bloomington, MN 55431-4399
952-358-8450

To search past discussions on the SI-Net, visit our archive at http://groups.google.com/group/si-net

To add or remove from this mailing list, please go to <http://listserv.umkc.edu/scripts/wa.exe?SUBED1=SINET&A=1> or send an email message to the address listserv@listserv.umkc.edu, with the text SIGNOFF SINET in the body of the message.

You are subscribed to the SINET list as bridgerb@UNCAA.UNC.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.

From: Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of Ethel S Swartzendruber <swartzen@PURDUE.EDU>
Sent: Wednesday, May 15, 2013 1:09 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Subject: Re: Polling Students

Hi Alex,
You might check out this query: http://whenisgood.net
Ethel
Ethel Swartzendruber
Senior Assistant Director
Coordinator of Supplemental Instruction
Student Success at Purdue
765-494-8507
Main Office: 765-494-9328
Fax: 765-496-6752
studentsuccess@purdue.edu

From: Supplemental Instruction Discussion List [mailto:SINET@LISTSERV.UMKC.EDU] **On Behalf Of** Alex Seydow
Sent: Wednesday, May 15, 2013 12:55 PM
To: SINET@LISTSERV.UMKC.EDU
Subject: Polling Students

Hi,
I was wondering what programs other schools use to survey students at the beginning of the semester to find times for SI sessions. We were using paper copies that we handed out in class, but it is rather time consuming. We did like that it guaranteed that most students submitted their availability. I'm aware of programs like Signupgenius, SurveyMonkey and Doodle, but we would like to have a way to guarantee students sign up without having to email them. Preferably, it would be something they could do while in class.
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You are subscribed to the SINET list as swartzen@PURDUE.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.

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You are subscribed to the SINET list as bridgerb@UNCAA.UNC.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.

From: Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of Dorothy H. Mundy <DMundy@TOWSON.EDU>
Sent: Wednesday, May 15, 2013 1:12 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Subject: Re: Polling Students

Hi,
I am also interested in what programs or strategies others, particularly nursing schools because of confounding clinical schedules, are utilizing.
Thank you for your feedback.

Dorothy (Dot) Mundy, MN, RN
Retention and Success Specialist
Towson University Department of Nursing
8000 York Rd.
Towson, MD 21252
PH: 410-704-3532

From: Supplemental Instruction Discussion List [mailto:SINET@LISTSERV.UMKC.EDU] **On Behalf Of** Alex Seydow
Sent: Wednesday, May 15, 2013 12:55 PM
To: SINET@LISTSERV.UMKC.EDU
Subject: Polling Students

Hi,
I was wondering what programs other schools use to survey students at the beginning of the semester to find times for SI sessions. We were using paper copies that we handed out in class, but it is rather time consuming. We did like that it guaranteed that most students submitted their availability. I'm aware of programs like Signupgenius, SurveyMonkey and Doodle, but we would like to have a way to guarantee students sign up without having to email them. Preferably, it would be something they could do while in class.
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You are subscribed to the SINET list as dmundy@TOWSON.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.

To search past discussions on the SI-Net, visit our archive at http://groups.google.com/group/si-net

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You are subscribed to the SINET list as bridgerb@UNCAA.UNC.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.

From: Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of Cindy Bourne <Cindy.Bourne@UBC.CA>
Sent: Wednesday, May 15, 2013 3:56 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Subject: Re: Polling Students

Hi Alex
WE use a survey, about 3 or 4 copies circulating around the room with the SL leader's potential times. We have tried clickers, online etc, but found that students kind of tune out of the process. The paper has given us the best result after 4 years so we are sticking to it...
Cindy Bourne, B.A., M.Ad. Ed.
Manager: Learning Resources and Supports
University of British Columbia
Fipke 222
3333 University Way
Kelowna, B.C.
250-807-8065

From: Supplemental Instruction Discussion List [mailto:SINET@LISTSERV.UMKC.EDU] **On Behalf Of** Alex Seydow
Sent: Wednesday, May 15, 2013 9:55 AM
To: SINET@LISTSERV.UMKC.EDU
Subject: Polling Students
Hi,
I was wondering what programs other schools use to survey students at the beginning of the semester to find times for SI sessions. We were using paper copies that we handed out in class, but it is rather time consuming. We did like that it guaranteed that most students submitted their availability. I'm aware of programs like Signupgenius, SurveyMonkey and Doodle, but we would like to have a way to guarantee students sign up without having to email them. Preferably, it would be something they could do while in class.
What has worked on your campus? Thank you for your feedback.
Alex Seydow
Interim Director, Tutoring Center
Normandale Community College
9700 France Avenue South
Bloomington, MN 55431-4399
952-358-8450

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You are subscribed to the SINET list as cindy.bourne@UBC.CA.
Problems or questions should be directed to manager@listserv.umkc.edu.

To search past discussions on the SI-Net, visit our archive at http://groups.google.com/group/si-net

To add or remove from this mailing list, please go to <http://listserv.umkc.edu/scripts/wa.exe?SUBED1=SINET&A=1> or send an email message to the address listserv@listserv.umkc.edu, with the text SIGNOFF SINET in the body of the message.

You are subscribed to the SINET list as bridgerb@UNCAA.UNC.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.

From: Oracle University <reply@oracle-mail.com>
Sent: Thursday, May 16, 2013 1:42 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Free Webinar: Accelerate System Acceptance Testing with Oracle UPK

To ensure delivery directly to your inbox, please add reply@oracle-mail.com to your address book today.
If you are having trouble viewing this newsletter, please click here.

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Be Our Guest! Web Seminar on Accelerate System Acceptance Testing with Oracle User Productivity Kit

UPK Proficiency Forum

Accelerate System Acceptance Testing with Oracle User Productivity Kit
Tuesday, May 21
10:45am to 12:00pm PT
(1:45pm to 3:00pm ET)

Sign up Now!

About the Presenters

Beth Renstrom is the Senior Manager of the UPK Outbound Product Management team with over 19 years of experience implementing and developing technology. She has worked with UPK since 2004, driving adoption and enabling customers, partners, and Oracle teams on UPK.

Kathryn Lustenberger is part of the UPK Outbound Product Management team with over 12 years experience in eLearning working with UPK since 2003. She spent years working with internal teams managing the creation of the UPK Pre-built content. She has been with the Product Management team for the past 5 years.

Save the date

UPK Proficiency Forum
Accelerate System Acceptance Testing with Oracle User Productivity Kit

Join **Oracle University** for the next UPK Forum on May 21, at 11 am Pacific. **Beth Renstrom** and **Kathryn Lustenberger** from UPK Product Management at Oracle will demonstrate how to create test scripts 50% faster with Oracle User Productivity Kit (UPK). UPK 11.1 ESP1 reduces testing time by enabling any user to easily capture test cases.

See how to enhance your implementation's testing phase with UPK, how to gain efficiencies in the overall testing cycle with the automatic capturing of process steps and eliminating errors that are typical in manually written test cases.

This session presents real-life examples of using Oracle User Productivity Kit for testing. Discover how UPK supports change management efforts and establishes the basis for reusable documentation, simulations, and end user performance support.

The UPK Forum is a free webinar series hosted by Oracle University connecting the UPK User Community with experts from UPK Product Management and UPK Development.

You won't want to miss this Free seminar!

Attendance is limited.

Sign up Now!

*Please note that there are system requirements to join this seminar.

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From: mjpender@email.unc.edu
Sent: Thursday, May 16, 2013 10:13 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; ePro Users <epro_users@listserv.unc.edu>
Subject: [epro_users] Storr Office Environments now available in eProcurement

---

ePro Vendor Catalog

Update– May 16, 2013

. . . . . .

Storr Office Environments now available in eProcurement

Effective today, the Storr Office Environments catalog is available as an eProcurement Vendor Catalog. You will be able to log in to eProcurement, place your order with Storr, and have it billed to your University account. All future purchases from Storr need to be made through ePro or through a purchase requisition (for orders greater than $5,000). Orders can **only** be placed with this vendor through Vendor Catalog or Purchase Order.

Please note: some items in the Storr catalog have 5000 object codes. If you receive an Invalid value error message after clicking Save & preview approvals, expand each line of the order by clicking the white triangle icon, and click the magnifying glass to see a list of valid object codes for any object code highlighted in red.

If you have problems with or questions about ePro, contact the Help Desk by calling 962-HELP or by creating a help requestfrom the UNC website. In the "Type of Help Needed" field, choose CONNECTCAROLINA_ePROCUREMENT so that your request is routed correctly.

To view a variety of training options and materials, visit the ConnectCarolina ePro training page https://finance.unc.edu/training/#epro.

From: Beller, Debra L <debra_beller@unc.edu>
Sent: Thursday, May 16, 2013 1:46 PM
To: campus solutions staff users <cccs_staffusers@listserv.unc.edu>
Subject: [cccs_staffusers] Reminder: ConnectCarolina System Outage May 17-18

There will be an outage affecting ConnectCarolina and other systems beginning at 5:00pm on Friday, May 17, and ending at approximately 8:00pm on Saturday, May 18.

The first outage is related to the Summer I session Census. Due to the need to "freeze" the database to take the census snapshot, users will not be able to access ConnectCarolina pages beginning at 5:00pm on Friday, May 17.

Immediately following the census outage, ITS has a planned maintenance outage, beginning at approximately 11:00pm on Friday, May 17, and ending at approximately 8:00pm on Saturday, May 18. ConnectCarolina and other applications will be down during this time frame.

View the complete list of affected systems here: http://ccinfo.unc.edu/system-status/

We appreciate your cooperation and support as we continue to make ITS applications more efficient for our users.

Questions/Problems:
Help Desk: 919-962-HELP or help.unc.edu

Debra Beller
Communications Specialist
ConnectCarolina, Enterprise Applications, ITS
University of North Carolina at Chapel Hill
Phone: 919-843-0477
Website: http://ccinfo.unc.edu

From: Unspecified Sender
Sent: Wednesday, April 3, 2013 2:44 PM
To: bridgerb@email.unc.edu
Subject:

From:	PREX1@mvs.adp.UNC.EDU on behalf of PAYROLL_NOTIFY@unc.edu
Sent:	Thursday, May 31, 2012 6:22 AM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	YOUR CHECK STUB IS AVAILABLE
Attach:	MEMO.pdf

Today is a payday for the Monthly Payroll. To access your pay information, go to http://finance.unc.edu/asst.-vc--controller/payroll-services/welcome.html and select the E-Pay/Direct Deposit Paystub Log In under Quick Links. After you login using your Onyen and Onyen password, select View Current Paystub under the Employee Menu to access your pay information for today's payroll.

Please note that your leave information is now being provided to you in the upper right hand corner of the stub. These amounts are your leave totals as of the end of the prior month.

Attached is a paycheck notice regarding political activities of EPA employees.

Thank you.

Payroll Services
The University of North Carolina at Chapel Hill

Paycheck Notice
Political Activities of EPA Employees

University employees who wish to run for or hold any elective or appointive public office are subject to regulations adopted by the Board of Governors. For many types of office, the regulations require that before becoming a candidate for or occupying the office, the University employee must make certain disclosures and receive various approvals on a prescribed schedule or risk losing University employment. A copy of the full text of the Board of Governors' regulations, as well as a copy of the complementary regulations issued by the Board of Trustees, may be obtained at the Office of the University Counsel, 110 Bynum Hall, 222 East Cameron Avenue, 962-1219. Advice concerning the interpretation and application of the Policies may be obtained from the Vice Chancellor and General Counsel.

Departmental staff and summer faculty
are invited to join
Summer School
as we celebrate 135 years

Please share this invitation with your unit.

Should faculty receive this invitation under separate cover

UNC
SUMMER SCHOOL

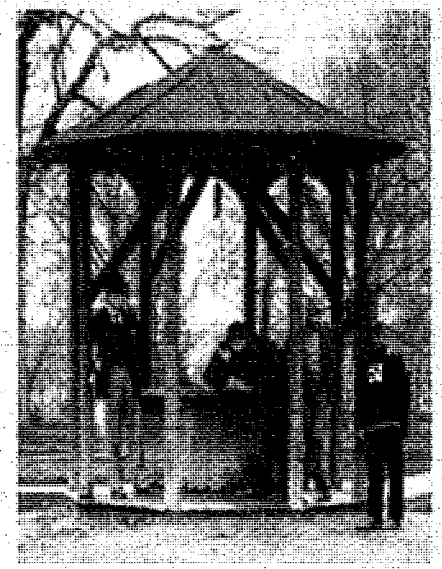

Photo courtesy of The North Carolina Collection

1877–2012

Join us as we celebrate 135 years

Wednesday, June 6, 2012

Drop in for light refreshments
1:30—3:30
Anne Queen Room
The Y Court

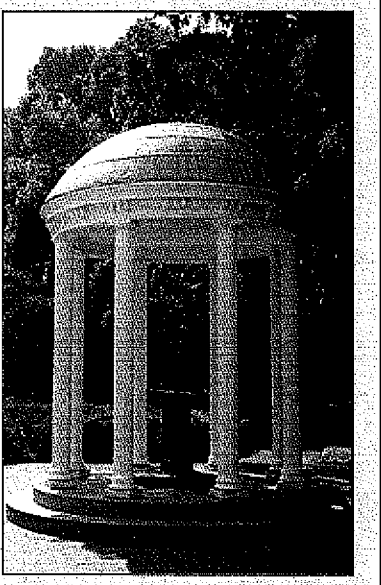

Hosted by Summer School

The University of North Carolina at Chapel Hill established what was possibly the first residential summer school in America in 1877. "The Summer Normal School," as it was then called, enrolled 235 students in courses in more than 10 disciplines. About half the students were teachers; students came from 42 counties across North Carolina and neighboring states.

Summer School was the first school at UNC-Chapel Hill to enroll women, beginning in its first year and continuing thereafter. By 1925, records indicate that 19,983 students had enrolled in Summer School. From 1934 to 1987, these programs were administered by the Office of Summer Sessions. The traditional name of Summer School was reinstated in 1988.

The University has continued to provide a wide offering of annual summer academic opportunities to its students, the people of North Carolina, and other residents in this country and abroad. About 700 sections of courses are offered in about 60 disciplines. More than 7,000 students attend the summer sessions in Academic Affairs.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, June 1, 2012 8:35 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: UNC Injury Prevention Research Center Candidate Open Forums

---

The search committee for the Director, Injury Prevention Research Center is pleased to announce two candidates that have accepted our invitation for public interviews.

We invite you to attend the upcoming open forums. These forums are designed to give the campus community an opportunity to hear from the candidates about their experience for this position and their ideas for growth and enhancing the center.

The work of the UNC Injury Prevention Research Center (UNC IPRC) include activities that focus on research, program development and evaluation, technical assistance, training and the coordination and collaboration across multiple agencies and disciplines. UNC IPRC is one of 11 Centers of Excellence funding by the National Center for Injury Prevention and Control at the Centers for Disease Control and Prevention.

For the open forum, each candidate will present a brief talk on their qualifications and ideas for moving the center forward. Following the talk will be an open question and answer session.

Please join us for the public forums listed below:

Tuesday, June 5, 2012
STEPHEN W. MARSHALL, PhD
2:30PM-3:30PM
Freedom Forum Conference Center, Carroll Hall (Rm 305)

Monday, June 11, 2012
PAUL R. SMOKOWSKI, M.S.W., PhD., CP
2:00PM-3:00PM
Pleasants Family Assembly Room, Wilson Library

This email is sponsored by: Office of the Vice Chancellor for Research

From: ITS Response Center <help@unc.edu>
Sent: Tuesday, June 5, 2012 2:53 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Password for Onyen 'bridgerb' expires soon.

The password for the Onyen 'bridgerb' is set to expire
at this date and time: Tue Jun 12 15:10:06 2012

Visit the following web site to change your password or for
information on how to have it reset if it was forgotten:

https://onyen.unc.edu/cgi-bin/unc_id/chpw.pl

After your password expires, you can still access the above site
to change your password, though you will not be able to use your
Onyen to access any other Onyen-authenticated services until you
change your password.

Once you change your password, it will work for another 90 days
before it expires again. If you never use your Onyen, then
disregard this notice.

Your new Onyen password will be copied automatically to the
AD.UNC.EDU domain. If you have any Laptop, Desktop, or handheld
device which uses your old Onyen password to automatically login
or re-authenticate to services using the AD.UNC.EDU domain
(Exchange, for example), be sure to logout of those services and
login again with your new Onyen password within 10 minutes of
changing it. If you don't, and your devices continue to attempt
to re-authenticate using your old Onyen password, your
AD.UNC.EDU account will be locked for 10 to 20 minutes, just as
if you repeatedly tried to login with a bad password. During
that time you will not be able to login.

If you think you might forget your password, consider setting up
a "Challenge/Response" where you answer a few personal questions
BEFORE you forget your password. Later, if you can answer these
questions again, you can get a new password without having to
visit one of the password reset sites on campus. Just click
"Challenge-Response" at the top of the page mentioned above and
follow the instructions.

Answers to many common questions and a list of some Onyen
related services can be found by visiting the web site:

http://help.unc.edu/3247

If you have questions or need additional assistance with this
issue, contact the ITS Response Center at 919-962-HELP and we'll
be glad to assist you.

We send out these Password Expiration Notices via email
at 2 weeks, 1 week, and 2 days prior to the expiration.

This message is being sent to the electronic mail address
associated with the Onyen 'bridgerb' in the UNC Campus Directory.
If this address is not your preferred electronic mail address,
you may change it by visiting the Campus Directory web site:

http://dir.unc.edu/dir/home/

From: Department of Environment, Health and Safety <no_reply@unc.edu>
Sent: Tuesday, June 5, 2012 12:23 PM
To: EHS Notifications <ehs_notifications@listserv.unc.edu>
Subject: Required Environment Health and Safety Orientation Training

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North Carolina OSHA regulations and University policies require that you complete safety orientation training appropriate to your work here at UNC. This training is mandatory for all full-time, part-time, and temporary employees, including student/federal work study employees. Training is easy to complete. If you have access to the internet, take this training on-line at http://ehs.unc.edu; select Training and then go to "Online Orientation". Select the Work Environment that best describes your job activities. EHS will be automatically notified upon successful completion of the post test.

If the link does not open properly you may type in the address in your web browser address box. Once you have typed it in and arrived at the EHS website, click on Workplace Safety in the box to the left. Then click on safety trainings and then click online orientation. Select the orientation that best fits your job description. After reading the modules, be sure to take the test to receive credit for the training.

All of the following training is online.

If you are unsure which work environment you fall under, review the descriptions below and select the one that most closely describes your job activities.

Laboratory Environment: Work activities in laboratories in which chemicals, radioactive materials or biological agents are used or stored.

Clinic Environment: Duties involving patient contact or closely associated activities at ACC, SHS, UNCH, etc.

Office Environment: Work activities in an office environment, academic classroom, or library.

Support Services Environment: Work Activities involving Public Safety, Housekeeping, or Animal Handling.

IMAC Environment: Duties involving industrial, maintenance, and construction work.

For additional classroom dates, go to ehs.unc.edu and select Workplace Safety, then Safety Training, then Instructional Led Courses.

Please make sure that you complete your training as soon as possible either on-line or by attending an instructor-led class. Under the Enforcement Policy, EHS will be reporting compliance status to Deans, Directors, and Department Heads.

Safety orientation training is important for your safety as well as others.

Department of Environment, Health, and Safety
University of North Carolina at Chapel Hill
1120 Estes Drive Ext. , CB# 1650
Chapel Hill, NC 27599-1650
(p):919.962.5507
(f):919.962.0227

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, June 6, 2012 9:58 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Service Order Freeze Announcement

FROM: ITS Telecommunications

In order to support the UNC-Chapel Hill transition from AT&T Centrex to Verizon Business Hosted IP Centrex (Voice over Internet Protocol, or VoIP) telephony services, Information Technology Services (ITS) Communication Technologies (Comm Tech) initiated a service order freeze of all moves, adds, and changes (MAC's) for AT&T phone service beginning April 11, 2012 that we estimated to end June 8, 2012. The service order freeze is required to port a block of UNC phone numbers from AT&T to Verizon. Unfortunately, due to a discrepancy between our records and AT&T records, and resulting efforts to resolve it (now accomplished), the freeze must unfortunately be extended an additional 2 weeks through June 22, 2012. Because the discrepancy was due to error on AT&T's part, we have asked that our porting request be expedited, so the extension through June 22, 2012, is a worst-case extension.

We appreciate the patience and support of all of our campus and UNC Healthcare customers during this time. We understand that this restriction presents challenges to some of our customers, and we apologize for the inconvenience. We can continue to honor requests for new phone lines with Verizon Business VoIP. Repair and voicemail requests will continue to be supported along with most requests to move phones within campus buildings.

Please contact 962-HELP and select option 1 for Telecommunications to consult with an analyst for questions and planning.

Michael Barker, PhD.
Assistant Vice Chancellor and Chief Technology Officer
University of North Carolina at Chapel Hill

This email is sponsored by: ITS Telecommunications

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, June 8, 2012 7:47 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Service Order Freeze Announcement

FROM: ITS Telecommunications

In order to support the UNC-Chapel Hill transition from AT&T Centrex to Verizon Business Hosted IP Centrex (Voice over Internet Protocol, or VoIP) telephony services, Information Technology Services (ITS) Communication Technologies (Comm Tech) initiated a service order freeze of all moves, adds, and changes (MAC's) for AT&T phone service beginning April 11, 2012 that we estimated to end June 8, 2012. The service order freeze is required to port a block of UNC phone numbers from AT&T to Verizon. Unfortunately, due to a discrepancy between our records and AT&T records, and resulting efforts to resolve it (now accomplished), the freeze must unfortunately be extended an additional 2 weeks through June 22, 2012. Because the discrepancy was due to error on AT&T's part, we have asked that our porting request be expedited, so the extension through June 22, 2012, is a worst-case extension.

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Please contact 962-HELP and select option 1 for Telecommunications to consult with an analyst for questions and planning.

Michael Barker, PhD.
Assistant Vice Chancellor and Chief Technology Officer
University of North Carolina at Chapel Hill

This email is sponsored by: ITS Telecommunications

From: ITS Response Center <help@unc.edu>
Sent: Sunday, June 10, 2012 3:03 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Password for Onyen 'bridgerb' expires soon.

The password for the Onyen 'bridgerb' is set to expire
at this date and time: Tue Jun 12 15:10:06 2012

Visit the following web site to change your password or for
information on how to have it reset if it was forgotten:

https://onyen.unc.edu/cgi-bin/unc_id/chpw.pl

After your password expires, you can still access the above site
to change your password, though you will not be able to use your
Onyen to access any other Onyen-authenticated services until you
change your password.

Once you change your password, it will work for another 90 days
before it expires again. If you never use your Onyen, then
disregard this notice.

Your new Onyen password will be copied automatically to the
AD.UNC.EDU domain. If you have any Laptop, Desktop, or handheld
device which uses your old Onyen password to automatically login
or re-authenticate to services using the AD.UNC.EDU domain
(Exchange, for example), be sure to logout of those services and
login again with your new Onyen password within 10 minutes of
changing it. If you don't, and your devices continue to attempt
to re-authenticate using your old Onyen password, your
AD.UNC.EDU account will be locked for 10 to 20 minutes, just as
if you repeatedly tried to login with a bad password. During
that time you will not be able to login.

If you think you might forget your password, consider setting up
a "Challenge/Response" where you answer a few personal questions
BEFORE you forget your password. Later, if you can answer these
questions again, you can get a new password without having to
visit one of the password reset sites on campus. Just click
"Challenge-Response" at the top of the page mentioned above and
follow the instructions.

Answers to many common questions and a list of some Onyen
related services can be found by visiting the web site:

http://help.unc.edu/3247

If you have questions or need additional assistance with this
issue, contact the ITS Response Center at 919-962-HELP and we'll
be glad to assist you.

We send out these Password Expiration Notices via email
at 2 weeks, 1 week, and 2 days prior to the expiration.

This message is being sent to the electronic mail address
associated with the Onyen 'bridgerb' in the UNC Campus Directory.
If this address is not your preferred electronic mail address,
you may change it by visiting the Campus Directory web site:

http://dir.unc.edu/dir/home/

From: ITS Response Center <help@unc.edu>
Sent: Monday, June 11, 2012 12:14 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Your Onyen 'bridgerb' password was changed

Dear Customer,

The password for your Onyen 'bridgerb' was changed on
Monday, June 11, 2012 at 0:14am.

To prevent account lockouts, please make sure you do the following:

* Log out and log back into your Windows Computer with your new Onyen password if it is connected to the AD.UNC.EDU Domain

* Update the password on any mobile devices that have your UNC Email Account configured (iPods, iPads, smart phones, etc.)

* Manually update your Password on Windows 7 Credentials Manager or Mac OS X Key Chain if you have any special server drives or printers configured

For more information, see http://help.unc.edu/3248

If you have any questions please contact the ITS Help Desk at 919-962-HELP or 1-866-962-4457.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, June 11, 2012 8:31 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Finance and Administration Organizational Changes

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TO: Deans, Directors and Department Heads

FROM: Karol Kain Gray, Vice Chancellor for Finance and Administration

SUBJECT: Organizational Changes in Finance and Administration

DATE: June 11, 2012

When I came to Carolina several months ago, I began a review of the Finance and Administration Division to become more familiar with the division's operations and to ensure that the organizational structure meets the University's complex needs. While this will be an ongoing process to provide continuous improvement, I have decided to move forward with several organizational changes now.

After more than two decades skillfully leading a vital component of Finance and Administration, and four decades at the University, Carolyn Elfland, associate vice chancellor for Campus Services, has decided to retire in June 2013. Carolyn's vast knowledge and proficiency in managing such a large, complex division are invaluable, and finding one person who could take over the post as it is currently structured is unrealistic. To accommodate this significant upcoming change, it is essential that we take a fresh look at the entire organizational structure and determine the best way to manage the large portfolio of services that traditionally have reported to Carolyn.

In addition, we have had several vacant leadership positions within our Facilities Services operation within the past year, including the executive director position and the director of Housekeeping Services. I am pleased that Darius Dixon joined the division in April as Housekeeping Services director. I do not plan to replace Van Dobson, former executive director of Facilities Services. Instead, as of July 1, I will consolidate our Facilities Services and Facilities Planning and Construction Division into a unified Facilities Services Division under the leadership of Associate Vice Chancellor Bruce Runberg. Given the close relationship between these units, consolidating them into one division makes good business sense.

Facilities Services Division:
Anna Wu, who currently is University architect, will manage this consolidated set of facilities functions under the guidance of Bruce Runberg. Anna will be promoted to assistant vice chancellor for facilities operations, planning and design, and will oversee the following departments: Facilities Planning; Design & Construction Services; Building Services; Grounds Services; Energy Management; and Housekeeping Services. Engineering Information Services, Historically Underutilized Businesses (HUB) and Construction Management will continue to report directly to Bruce. Bruce and I look forward to working with Anna in her new capacity and using her experience and expertise to help create a more efficient, streamlined organization.

I want to thank Ray DuBose for leading Facilities Services on an interim basis during this time of transition. He will continue in this role until July 1, when the new consolidated department structure becomes effective, and his knowledge will be instrumental as we make this next

transition.

Administration and Auxiliary Services:
I will soon conduct an internal search for the new position of associate vice chancellor for administration. This person will serve as my principal deputy in the Office of the Vice Chancellor and oversee Auxiliary Services, including the current operations as well as Student Stores, Trademark Licensing and University Mail Services. This position also will manage various shared internal business functions that will evolve over time to serve all units within the Finance and Administration Division. These functions will consolidate and address division-level needs in human resources, communications and planning, and information technology. Until this new post is filled, those units will continue to report to Carolyn Elfland.

Safety, Security and Sustainability:
During the next year, Carolyn will continue to manage Public Safety; Motor Pool; Environment, Health and Safety; Energy Services; Waste Reduction and Recycling; Sustainability; the Horace Williams Airport; and the Carolina Inn. I anticipate that most of these functions will report to a new associate vice chancellor when Carolyn retires, and I will make that final decision in the coming months.

I am very grateful to Carolyn for giving Finance and Administration a full year in which to make this transition. I am confident these changes will improve the efficiency of the Finance and Administration Division and have a positive long-term impact on the University as a whole. Managers will communicate directly with employees in the affected units to keep them informed, and I will issue further updates as other changes take effect.

Here is the new alignment of the current affected services:

FACILITIES SERVICES DIVISION (led by Bruce Runberg):
* Bruce Runberg: Engineering Information Services; Historically Underutilized Businesses; Construction Management; Capital Program Budgeting; and Carolina North.

* Anna Wu: Design & Construction; Building Services; Grounds Services; Housekeeping Services; Facilities Planning; and Energy Management.

AUXILIARY SERVICES (led by Carolyn Elfland until new associate vice chancellor is hired):
Auxiliary Services (Carolina Dining, Carolina Copy, UNC One Card, Laundry Services and Armored Car); Student Stores; Trademark Licensing; and University Mail Services.

SAFETY, SECURITY AND SUSTAINABILITY (led by Carolyn Elfland):
Public Safety (including Transportation & Parking); Motor Pool; Environment, Health and Safety; Energy Services; Waste Reduction and Recycling; Sustainability; the Horace Williams Airport; and the Carolina Inn.

This email is sponsored by: Finance and Administration Division

From: Banks, Matthew R <mbanks@email.unc.edu>
Sent: Thursday, June 14, 2012 1:46 PM
To: A Closed Mailing List for EPA Non-Faculty (Emp Forum Division 1) <forum-div1@listserv.unc.edu>
Subject: [forum-div1] Creation of Employee Forum Divisional Listserv

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Dear Fellow UNC-Chapel Hill Employee:
This message is to announce the creation of the Employee Forum's divisional listservs.

You are an EPA non-faculty member and so are a member of the Forum's **Division 1**. Your divisional representatives are Jennie Brooks, Tammy Cox, and David Schwartz.

This listserv is intended to be an informational one --for the one-way communication of information from the Employee Forum to you. It is not a conversational listserv. Your Forum rep will occasionally send you bulletins, progress reports, etc. that we hope will help keep you updated about what is going on at the University.

If you have comments or need more information, feel free to contact your Forum delegates (in a personal email to them) or the Forum Office at forum_office@unc.edu

If you wish to be unsubscribed from this listserv, please see the directions at the bottom of this e-mail.

Thank you.

Jackie Overton, Chair
Employee Forum

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, June 18, 2012 9:04 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Director, Carolina Women s Center

The University of North Carolina at Chapel Hill invites applications and nominations for the position of Director of the Carolina Women's Center. The Director will lead the Center in fulfilling its mission--to create an inclusive education and work environment where gender is not a barrier to success, difference and diversity are celebrated, and everyone is safe to live, learn, teach, and work without threat of harm or unequal treatment--through advocacy, education, outreach, and support in areas of concern to the women of UNC-Chapel Hill and their colleagues.

The Center, which was established in 1997, aims to improve the status of women and provide an infrastructure to represent women's interests on issues such as health, campus security, childcare, professional development, pay equity, and the campus climate for women students, faculty, and staff. It also works to increase awareness of the intersection of gender with a range of identities and issues.

The Director of the Carolina Women's Center has overall responsibility for the activities, programs, and operations of the Center. Specific responsibilities include the following:

Strategic planning (25%). The Director collaborates extensively with faculty, staff, administrators, and students from all areas of the campus as well as with alumni and community partners to identify needs, establish a shared vision and purpose, set directions for the Center, and stimulate responsive and innovative programs and activities. Collaborators include the Employee Forum, Human Resources, Student Affairs, the Office of Diversity and Multicultural Affairs, Campus Health Services, the Center for Faculty Excellence, student organizations, and various faculty and staff groups and committees.

Development, implementation, and evaluation of programs and services (50%). The Director oversees the planning, implementation, and evaluation of the Center's programs, initiatives, and activities to achieve strategic priorities focused on the separate and shared needs of faculty, staff, and students, with special attention to intersections among identities. Ongoing needs assessment and program evaluation are essential to ensure relevance, accountability, and documentation of achievements.

Fiscal and administrative management and oversight (25%). The Director is responsible for the sound financial management of the Center and its programs and for securing grants and gifts to support the goals of the Center. The Director effectively supervises staff, promotes effective teamwork, provides avenues of communication, fosters a culture of service and excellence, provides mechanisms for generating ideas and addressing concerns, evaluates performance, and provides opportunities for staff recognition and professional development. The Director works closely with the staff of the Unified Business Cluster to promote the financial well-being and stability of the Center and assure compliance with the policies and practices of the University.

The Director reports to the Vice Provost for Academic Initiatives and prepares and transmits an annual budget and annual assessments of the Center's and Director's activities. The Center's advisory boards support the Director in planning, decision-making, and fundraising.

The position requires a minimum of a Master's degree and progressively more responsible experience in developing, leading, and administering units like the Carolina Women's Center. The successful candidate will possess many of the following attributes: knowledge of issues affecting women and experience in addressing those issues; excellent skills in communication and in building positive working relationships with a wide variety of partners and constituents; expertise in program development and outcomes assessment; strong managerial, fiscal, and administrative abilities; and commitment to best practices. The Directorship is a full-time EPA Non-Faculty position. The Director may hold an adjunct faculty appointment.

The University of North Carolina at Chapel Hill is a comprehensive research university offering the highest academic quality and a culture of achievement and collaboration. Chartered in 1789, UNC is the oldest state university in the United States. The University enrolls 29,137 students, and is ranked in the top five public national universities by U.S. News and World Report. The University's fourteen colleges and schools provide instruction offering 73 baccalaureate, 112 master's, and 72 doctoral programs, as well as degrees in the health professions, law, social work, business, education, information and library science, and journalism and mass communication. The University is situated in the vibrant Town of Chapel Hill in the Research Triangle area of North

Carolina.

Inquiries and nominations may be addressed to Dr. Bettina Shuford, Chair, Carolina Women's Center Search Committee Chair, c/o Ms. Debbie Stevenson, 104 South Building, CB# 3000, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3000, or debbie_stevenson@unc.edu. Review of applications will begin July 1,2012 and will continue until the position is filled. The expected start date is October 1, 2012.

Candidates should submit a cover letter describing their interest in and qualifications for the position, a curriculum vitae, and the names, titles, addresses, phone numbers, and email addresses of three references. All inquiries will be kept confidential in the early stages of the search process. Applicants will be directly solicited for permission before references are contacted.

All applications must be submitted electronically. To apply, go to

https://unc.peopleadmin.com/postings/5372

For more information please visit:
http://provost.unc.edu/announcements/open-positions

The University of North Carolina at Chapel Hill is an equal opportunity employer. Minorities and women are encouraged to apply.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From: Turner, Katie <katie_turner@unc.edu>
Sent: Tuesday, June 19, 2012 10:07 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Cc: Maffly-Kipp, Laurie F <MAFFLY@email.unc.edu>
Subject: FEC Subcommittee Meeting Request--Please respond

Dear Ms. Bridger,

The Chair of the Faculty has recently appointed a subcommittee of the Faculty Executive Committee to assess the state of the reporting process in the wake of the problems in African American Studies. The subcommittee has requested that I contact you to set up a 30 minute meeting. The subcommittee's preferred date to meet is Tuesday, June 26th between 9am and noon or 1pm-4pm. Are you available to meet at any of these times?

Thank you,

Katie Turner
Office of Faculty Governance
204 Carr Building
CB 9170
Phone (919) 962-2146
Fax (919) 962-5479

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, June 19, 2012 8:36 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: PeopleSoft and Departmental Systems

TO: All Deans, Directors, and Department Heads

copied to:
All HR Facilitators
All HR Administrative Advisory Committee Members
All Business Managers
ITS Applications Collaborative
All Finance Advisory Group Members

FROM:
Dwayne Pinkney, Vice Provost, Finance and Academic Planning
Matt Brody, Associate Vice Chancellor for Human Resources
Kevin Seitz, Associate Vice Chancellor for Finance
Jerri Bland, Assistant Vice Chancellor of Enterprise Applications

SUBJECT: PeopleSoft and Departmental Systems

Implementing PeopleSoft will change how departmental systems such as InfoPorte, MIS, and ITWorks access data from our enterprise systems. If your department uses a system that accesses data from the HR or Finance Data Warehouses or the legacy FRS, HRIS, EPAWeb or other enterprise systems, please read the Departmental Systems 101 document (link below). This document distills the key points from a Decision Document that was recently approved by the ConnectCarolina Project Sponsors covering this critical area.

The Departmental Systems 101 document:

-- introduces the principles that will guide interactions between PeopleSoft, its accompanying reporting tools, and departmental systems.

-- gives suggestions for what you can do to stay abreast of changes so your systems make a smooth transition to PeopleSoft.

Since departmental systems are a key component of your processes, it's important to be aware of all changes that affect your systems and to start planning for how you will address them so your systems work the first day after go-live.

https://its.unc.edu/enterprise/enterprise-applications/connectcarolina/information-center/key-changes/

This email is sponsored by: Information Technology Services

From: Beller, Debra L <debra_beller@unc.edu>
Sent: Wednesday, June 20, 2012 3:16 PM
To: ConnectCarolina <connectcarolina@listserv.unc.edu>
Subject: [connectcarolina] ConnectCarolina Newsletter for June 2012

System Outage June 26 for Summer II Census
An outage related to the Summer II session Census means users will not be able to access ConnectCarolina from 6:00pm to 10:30pm on Tuesday, June 26.
http://its.unc.edu/2012/06/20/system-outage-june-26-summer-ii-census/

ConnectCarolina Project Update
Find out the latest information on the HR/Payroll and Finance projects.
http://its.unc.edu/2012/06/06/project-update-june-2012/

HR/Payroll and Finance Campus Working Group Representatives
Knowing who is representing your school or unit on the ConnectCarolina Campus Working Groups will help you stay in touch with the project. Click the links below to find your representatives.
Finance Campus Working Groups: http://its.unc.edu/enterprise/enterprise-applications/connectcarolina/finance/campus-working-groups/
HR/Payroll Campus Working Groups: http://its.unc.edu/enterprise/enterprise-applications/connectcarolina/hr-and-payroll/campus-working-groups-2/

New PeopleSoft Portal Coming Soon
The ConnectCarolina project will soon launch the new PeopleSoft Portal at a familiar URL.
http://connectcarolina.unc.edu

ConnectCarolina YouTube Channel
View videos on ConnectCarolina's new YouTube channel.
http://www.youtube.com/user/connectcarolina?ob=0&feature=results_main

Follow ConnectCarolina on Social Media
http://www.facebook.com/pages/ConnectCarolina/100789246978?ref=mf
https://twitter.com/#!/connectcarolina

Campus Solutions Help Resources
The fastest way to resolve any issues with Campus Solutions is to file a Help ticket at http://help.unc.edu; for policy or process questions, contact the functional office directly:

- Student Billing: http://cashier.unc.edu/
- Financial Aid: http://studentaid.unc.edu/
- Student Records, Registration, Drop/Add, Transcripts, etc. -- University Registrar: http://registrar.unc.edu/index.htm
- Undergraduate Admissions: http://www.admissions.unc.edu/
- Graduate Admissions: http://gradschool.unc.edu/

Campus Solutions Governance and Feedback: http://its.unc.edu/enterprise/enterprise-applications/connectcarolina/about-connectcarolina/governance/

Information on the Finance and HR/Payroll Implementations
Finance: http://its.unc.edu/enterprise/enterprise-applications/connectcarolina/finance/
HR/Payroll: http://its.unc.edu/enterprise/enterprise-applications/connectcarolina/hr-and-payroll/

Questions and comments may be sent to: connectcarolina_info@unc.edu

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, June 20, 2012 8:41 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Attention Current Electric Vehicle (EV) Owners or Anyone Considering EV Purchase

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The increase in the number of campus departments and individuals who own electric vehicles has resulted in an opportunity to develop a framework for how to best meet the needs of campus departments and owners using this new technology.

According to the 2011 Sustainability Report (http://sustainability.unc.edu/Portals/Sustainability2009/Documents/2011%20Sustainability%20Report.pdf), more than one-third of the campus vehicle fleet runs on alternatives to fossil fuels. Flex-fuel vehicles (269) run on 85% ethanol fuel, some diesel vehicles (23/53) run on 20% biodiesel fuel, the campus operates 26 electric vehicles, and leases three hybrids.

There has also been an increase in the number of students, faculty, and staff who own and use electric vehicles. The Advisory Committee on Transportation (ACT) has created a working group to assess needs, and Christopher Payne who is Vice Chair of ACT is also serving to lead this effort. If you use an electric vehicle as a department or individual or if you are considering a purchase, please contact Christopher A. Payne, Associate Vice Chancellor for Student Affairs at cpayne@email.unc.edu so we can compile a list and invite you to participate in discussions and surveys regarding the needs of EV users.

Email Sponsored by: Advisory Committee on Transportation

This email is sponsored by: Advisory Committee on Transportation

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, June 21, 2012 9:01 AM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Update on TIM Access

DT: June 20, 2012
TO: All Staff
FR: Dennis Press, University Controller, Finance Division
Jerri Bland, Assistant Vice Chancellor, Enterprise Applications, ITS
RE: Update on TIM Access

As some of our campus community may be aware, in April of this year Mozilla made a change to its Firefox browser that blocked the Java components of Thinstall - the UNCTIM application used by most campus personnel to access our Time Information Management system (TIM). Just prior to Mozilla making this change, the University learned the license costs for using Thinstall is increasing to $100,000 - five times the costs we have previously paid.

As a result of this cost increase and the challenges presented with the Mozilla change, Payroll Services and ITS have been evaluating the University's use of Thinstall. In addition, we are investigating whether there are other low cost solutions similar to Thinstall that may be able to meet our requirements for supporting TIM.

RECOMMENDED ACTION
While we are completing our evaluation, Payroll Services and ITS recommend and encourage campus users who are NOT TIM Administrators to use the HTML (non-Java) version of TIM, if at all possible. The HTML version of TIM avoids any potential Java conflicts and alleviates significant reliance upon Thinstall.

The HTML version of TIM can be accessed by navigating to (or clicking on) http://unctim.unc.edu/employee . While recognizing there are some visual and functional differences with the HTML version of TIM, campus users are able to enter time worked, leave taken, and, as staff or as a manager, approve time.

ALL TIM administrators, Managers who process advanced functions, (such as editing schedules and moving hours), or if you find the HTML version of TIM is not meeting your needs, should continue to use the latest version of UNCTIM Thinstall to access TIM. If you have not installed UNCTIM Thinstall since April 13, 2012, please make sure you delete the current version of UNCTIM5.1 or UNCTIMWIN7 from your desktop and then download the latest version of UNCTIM6.1 from the Shareware site, https://shareware.unc.edu/#t

We will continue to use Thinstall until our evaluation is complete and a final solution identified. Additional updates will be provided as they become known.

COMMENTS / CONCERNS / QUESTIONS
If you have any comments, concerns or questions about this recommendation, please contact Betsi Snipes (Betsi_Snipes@unc.edu) or Jerri Bland (Jerri_Bland@unc.edu).

Time Information Management (TIM) Non-Java User Manuals can be found here:
http://finance.unc.edu/finance-division/training/training-overview.html#tim

A Help Document on fixing the Java error that may occur when installing Thinstall can be found here:
http://help.unc.edu/unctim-javaerror

You may contact 919-962-HELP (962-4357) for further support.

This email is sponsored by: Information Technology Services

From: Beller, Debra L <debra_beller@unc.edu>
Sent: Thursday, June 21, 2012 1:20 PM
To: campus solutions staff users <cccs_staffusers@listserv.unc.edu>
Subject: [cccs_staffusers] ConnectCarolina Outage June 26; ID Management Outage June 30

There will be an outage affecting ConnectCarolina on the evening of Tuesday, June 26, related to the Summer II session Census. Due to the need to "freeze" the database to take the census snapshot, users will not be able to access ConnectCarolina pages from 6:00pm to 10:30pm on June 26. All faculty and staff are requested to please log out of ConnectCarolina by 6:00pm on June 26. Students will NOT be able to use ConnectCarolina for all functions during this time.

There will also be an ID Management maintenance outage on Saturday, June 30, from 9:00am to approximately 12:00pm, affecting:

- UNC Directory (lookups available, but not updates)
- Onyen Services
- Guest ID creation

Questions/Problems:
Help Desk: 919-962-HELP or help.unc.edu

You can see the ConnectCarolina system status here: http://its.unc.edu/enterprise/enterprise-applications/connectcarolina/system-status/

We appreciate your cooperation and support as we continue to make ConnectCarolina more efficient for our users.

Debra Beller
Communications Specialist
ConnectCarolina, Enterprise Applications, ITS
University of North Carolina at Chapel Hill
Phone: 919-843-0477
Website: http://its.unc.edu/enterprise/enterprise-applications/

From: PREX1@mvs.adp.UNC.EDU on behalf of PAYROLL_NOTIFY@unc.edu
Sent: Friday, June 29, 2012 7:16 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: YOUR CHECK STUB IS AVAILABLE

Today is a payday for the Monthly Payroll. To access your pay information, go to http://finance.unc.edu/asst.-vc--controller/payroll-services/welcome.html and select the E-Pay/Direct Deposit Paystub Log In under Quick Links. After you login using your Onyen and Onyen password, select View Current Paystub under the Employee Menu to access your pay information for today's payroll.

Please note that your leave information is now being provided to you in the upper right hand corner of the stub. These amounts are your leave totals as of the end of the prior month.

Thank you.

Payroll Services
The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent: Monday, July 2, 2012 8:22 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Minors on Campus

To: All Employees

From: Holden Thorp

Date: July 2, 2012

Re: Minors on Campus

UNC-Chapel Hill welcomes many visitors to campus during the summer, including young people who attend day and overnight camps that are sponsored by our employees, schools and units. We ask that you review the information in this memorandum because we all have a responsibility to provide a safe and secure environment for these children.

REPORTING:
If any employee reasonably suspects a child has been abused or neglected by a parent, guardian or caregiver, under North Carolina law, there is an obligation to report that suspicion to a county department of social services. The telephone number of the Orange County Department of Social Services is 919-249-2800 or 919-968-2000. Its web address is http://www.co.orange.nc.us/socsvcs/child_protective_services.asp. According to Orange County's website, "[r]eports of abuse and neglect are accepted 24 hours a day including weekends and holidays. If you are reporting a suspected case of abuse after hours, please call 911 and ask for the on-call social worker."

If there is a suspicion or observation of a child being harmed by anyone, Public Safety should be contacted by dialing 911. In addition, if an employee's report involves another University employee, a report should also be made to the University's Equal Opportunity/ADA Officer, Ann Penn (919-966-3576).

TRAINING:
Units that sponsor or have residential/overnight programs that involve minors are required to train staff who stay with minors in the overnight facility on the mandatory reporting requirement and to review the program's safety and security policies and procedures. A brief description of how to recognize signs of potential child abuse and neglect and the reporting requirements may be found at this website sponsored by the North Carolina Department of Social Services; see http://www.ncdhhs.gov/dss/cps/about.htm.

In addition:
* One organization that offers training resources is Prevent Child Abuse North Carolina; see http://www.preventchildabusenc.org/index.cfm?fuseaction=cms.page&id=1047.
* The American Camp Association's website contains recommendations on various topics related to operating youth programs; see http://www.acacamps.org/knowledge.

NO RETALIATION:
Under North Carolina law, persons who make reports to the county department of social services in good faith are immune from civil or criminal liability. Additionally, the University's policy against

retaliation also applies to this reporting.

Recent events that are being reported in the national media remind us that good faith reporting of suspected child abuse and neglect is everyone's responsibility. Please take some time to visit the websites and learn about this important issue and how to make the University's campus a welcoming and safe place for children.

This email is sponsored by: Office of the Chancellor

From: Beller, Debra L <debra_beller@unc.edu>
Sent: Thursday, July 5, 2012 8:58 AM
To: campus solutions staff users <cccs_staffusers@listserv.unc.edu>
Subject: [cccs_staffusers] ConnectCarolina System Outage July 14

ConnectCarolina will have a planned maintenance outage on Saturday, July 14, starting at 7:00am and ending around 1:00pm. ConnectCarolina will be down during this time frame. This impacts Campus Solutions and other systems.

You can view the list of impacted services and the latest system status here: https://its.unc.edu/enterprise/enterprise-applications/connectcarolina/system-status/

We appreciate your cooperation and support as we continue to make ConnectCarolina more efficient for our users.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, July 9, 2012 9:18 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: UNC Printing Operations Update

Deans, Directors and Department Heads:

I am writing to let you know that the University has reached agreement with Xerox to take over the current UNC Printing operations at the Homestead Road location, effective August 1, 2012. Maintaining a printing presence on campus to help departments obtain printing services and advice consistent with the University's graphic standards has been a priority since we announced the upcoming closure of UNC Printing at the end of this month. The agreement with Xerox ensures that the campus's printing needs will continue to be met without interruption.

Beginning next month, Xerox will manage on-campus printing services for University clients and will continue to provide all the services currently offered by UNC Printing. To make the transition as seamless as possible, Xerox plans to use the same web submission, procurement and billing system we now use for departments to request or submit work. Auxiliary Services will manage the departmental billing for Xerox through the current interface with FRS and University Accounting. There should be no change in the process for departments at this time.

In addition to providing the same careful attention to your printing jobs you've come to expect with UNC Printing, Xerox will expand the services offered. I will provide additional information as we make the transition to Xerox. In the meantime, if you have any questions, you can reach me at 919-962-2403.

Sincerely,

Mike Freeman
Director of Auxiliary Services

This email is sponsored by: Auxiliary Services

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Monday, July 9, 2012 9:56 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Message from the Chancellor: State Budget Update

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Dear Carolina Faculty and Staff:

The North Carolina General Assembly last week took final action on a new state budget for fiscal 2012-2013. UNC President Tom Ross has characterized the budget as fair and sensitive to the highest priority needs of the UNC campuses. I agree with that assessment and share his gratitude for the consideration our legislators have given to public higher education in North Carolina under difficult circumstances.

This budget provides stability with no significant new cuts in our state appropriations and recognizes your hard work and contributions through a modest, but well-intentioned - and deserved - salary increase.

For the raises, the first in four years, the budget provides for a 1.2 percent increase for all staff employees covered under the State Personnel Act (SPA). For staff and faculty exempt from the personnel act (EPA), we will receive funding equivalent to a 1.2 percent increase. We will have flexibility to administer these EPA increases at the campus level, pending guidance from General Administration after the Board of Governors meet next month. In addition, all employees will be eligible to receive an additional five days of vacation leave for use in 2013.

Considering the current economic picture for the state, the fact that a raise made the final budget is a positive indication that our legislators value the contributions you make to the University and to North Carolina. Thank you for being patient during these challenging times since the downturn began. My colleagues and I in the administration are grateful for all that you do for Carolina and will continue advocating on your behalf when it comes to future pay increases and enhanced benefits.

The budget also includes funding for enrollment growth on other UNC campuses. As we had hoped, the campuses also will keep the revenue associated with the tuition increases previously approved by the UNC Board of Governors. Those funds will be particularly helpful to us in addressing UNC-Chapel Hill priorities approved by our Board of Trustees and the Board of Governors including need-based financial aid, retaining faculty who have received offers from other institutions, restoring courses eliminated through previous budget reductions, and graduate student aid.

We also expect to gain about $2.8 million for Carolina from among the $13 million allocated for repairs and renovations on UNC campuses. The Legislature will offset earlier reductions in need-based financial aid on UNC campuses with an additional $24 million funded primarily by excess state lottery receipts. The campuses also expect to absorb marginal cuts to meet a reduction created by the restoration of management flexibility provisions enacted last year by legislators.

We still have a lot of details to work through with General Administration to know the full impact of the new budget for UNC-Chapel Hill. Keep in mind that our state appropriations currently account for less than 20 percent of the University's total revenues. The state's investment is generally allocated to support instruction and key academic operations. Other key revenue sources, including faculty research grants and contracts and private gifts from our loyal alumni and friends, remain solid. Compared with other major public research universities around the country, we continue to be well positioned in part because of the generous state support we have received over the years.

We have done our part to help the state cope with the downturn. In all, we've taken more than $231 million in total state cuts since 2008. We have also identified and implemented $50 million in permanent administrative savings based on a study of campus operations by Bain & Company. Carolina Counts, the resulting campus initiative, has helped us streamline operations and eliminate unnecessary bureaucracy, thereby reallocating resources to support the academic mission.

I look forward to continuing our work with President Ross, his staff and the General Assembly to preserve the quality of a Carolina education for thousands of current and future students. Maintaining the strength of public higher education in North Carolina is absolutely vital to the economic future of our state.

For updates on the University budget, refer to universityrelations.unc.edu/budget.

Thanks again for all you do to serve our students and the University.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: nobody@notify.unc.edu on behalf of research_compliance@unc.edu
Sent: Tuesday, July 10, 2012 8:31 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: External Professional Activities for Pay

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July 15, 2012

MEMORANDUM

TO: Deans, Directors, and Department Chairs
Human Resource Facilitators

FROM: Chancellor Holden Thorp

SUBJECT: External Professional Activities for Pay

Please be reminded that you should submit any remaining paper forms pursuant to the Board of Governors' Policy on External Professional Activities that may have been filed with you since July 1, 2011. Please do not send printouts of forms submitted electronically via http://epap.unc.edu. For fiscal year 2011-2012, most forms should've been submitted electronically in which case you may not have many forms, possibly none. However, if you have any paper forms, please direct them to the attention of Roberto Cofresi, Office of University Counsel, CB#9105 by August 15, 2012, and thank you for your help. Please direct any questions to Roberto Cofresi, Office of University Counsel, at 843-9953.

Fiscal year 2011-2012 will be the last fiscal year we will accept paper forms for EPAP requests. Starting with any requests for July 1, 2012 please direct all staff who wish to submit an EPAP request to do it on-line at http://epap.unc.edu. If they have already submitted a paper form to our office, the request must be entered thru the on-line system.

For procedures on filing reports of External Professional Activities for Pay as required by the Board of Governors' Policy on External Professional Activities, see http://intranet.northcarolina.edu/docs/legal/policymanual/300.2.2.1%5BR%5D.pdf (Regulations on External Professional Activities for Pay by Faculty and Non-Faculty EPA Employees).

This email is sponsored by: Research Compliance Program

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, July 10, 2012 8:32 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: DDD-Interdepartmental Fee Requests for Fiscal Year 2013-14

To: Deans, Directors and Department Chairs

From: Interdepartmental Fees & Charges Committee Co-Chairs
Dennis Press, University Controller

Re: Interdepartmental Fee Requests for Fiscal Year 2013-14

This memorandum is the annual reminder regarding requests for interdepartmental fees and charges. In accordance with the Campus Interdepartmental Fees & Charges (IF&C) policies and procedures, requests for new interdepartmental fees, revisions to existing interdepartmental fees, and the elimination of interdepartmental fees that will go into effect during Fiscal Year 2013-14 must be submitted to the IF&C Committee no later than Monday, September 17, 2012. Rate increases and new fees received after the deadline will not be considered. The rate review and approval process must be completed and rate revisions and new fees announced to the campus no later than February 15, 2013, in advance of next year's Annual Budget Hearing Process.

All campus units that charge other departments a fee for goods and services should review the Determination of Fee Oversight Authority decision diagram on page 4 of the IF&C policies and procedures, and confirm to OSR's Cost Analysis and Compliance department of Office of Sponsored Research (OSR) your present oversight status in accordance with this decision diagram. Please confirm your oversight review status with Cost Analysis and Compliance by August 17, 2012.

If the decision diagram indicates your operation is a Research Service Center (RSC), the appropriate oversight body is the OSR. RSCs do not need to take further action based on this memorandum. OSR will contact you to establish the nature and timing of your next review. If the decision diagram indicates your operation is an Interdepartmental Service Center (ISC), then the appropriate oversight body is the Interdepartmental Fees & Charges Committee and this memorandum does apply.

Information about the IF&C policies and procedures and other important information is located at the following web site: http://finance.unc.edu/finance-division/about-us/finance-committees.html#comm_inter. The following information is available on the web site.

* List of Interdepartmental Fees and Charges
* Interdepartmental Fees and Charges Policies and Procedures
* Rate Development Form and Attachments

In summary, requests for interdepartmental fees and charges for fiscal year 2013-14 must be submitted by September 17, 2012 to me at dennis_press@unc.edu. Requests in Excel format are preferred.

Thank you.

Note: This memo is also being sent to University Business Managers.

This email is sponsored by: Office of University Controller

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, July 10, 2012 8:45 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Required COI Training for Researchers Now Available On-line

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To: All Faculty, Staff, Students and Trainees involved in Research

From: Joy Bryde, Conflict of Interest Officer
Assistant Director of Research Compliance

I am pleased to announce that the on-line conflict of interest (COI) training is now available at the website: https://apps.research.unc.edu/coi-training/.

Upon consultation with the Provost and the Vice Chancellor for Research, the Chancellor has determined the COI training should be completed by all individuals who are involved in research. Individuals can include faculty, staff, students or trainees. As part of the preparation for achieving compliance with the new federal regulations effective August 24th, we are making this training available now. Generally, completion of this training will be valid for four years and will be reflected, no later than August 24th, in the RAMSeS and IRBIS systems.

In particular, those individuals who receive funding from the Public Health Service (PHS) through the NIH, CDC, AHRQ, FDA, HRSA or others will
receive additional email training reminders to complete their training no later than August 24th.

For further information, please visit the Research Compliance Program website which has a page discussing the new federal regulations. The page is accessible at http://research.unc.edu/offices/research-compliance-program/index.htm. A summary of some major changes with the anticipated policy modifications are outlined along with a comparison of current regulations. Please continue to check the website as it will be updated with information and frequently asked questions (FAQs) that are received from members of the campus community.

I'd like to thank our faculty/administrator beta testers and those individuals on the RCP and ORIS teams who worked to make this site available now.

This email is sponsored by: Office of University Counsel

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, July 11, 2012 8:42 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Director, World View

Director, World View: An International Program for Educators

The University of North Carolina at Chapel Hill invites applications and nominations for the position of Director of World View: An International Program for Educators. World View, a public service program established in 1998, helps K-12 schools, community colleges, and four-year colleges prepare students to succeed in an interconnected, diverse, and multicultural world. World View accomplishes this mission by helping educators:

1.develop a greater understanding of world regions, cultures, and global issues through professional learning opportunities and international study travel

2.integrate a global perspective into every subject area of the curriculum and at every grade level

3. respond to rapid cultural and demographic changes in our classrooms and communities.

World View organizes professional development programs year-round--seminars, workshops, symposia, online courses, and international study visits--that link educators with experts in international affairs and global education. Programs are held both in Chapel Hill and statewide. World View programs, which serve educators of all content areas and grade levels, provide content and best practices for integrating global education in all areas of the curriculum.

The Director of World View has overall responsibility for its activities, programs, and operations. Specific responsibilities include the following:

Strategic planning and partnership development. The Director works extensively with UNC faculty and administrators, state education officials, K-12 and college educators, and community partners to identify needs, establish a shared vision and purpose, set directions for the Program, and stimulate responsive and innovative programs and activities. Collaborators include the international Area Studies Centers at UNC-Chapel Hill and Duke; the School of Education at UNC-Chapel Hill; the NC Department of Public Instruction; the State Board of Education; and the Center for International Understanding.

Development, implementation, and evaluation of programs and services. The Director oversees the planning, implementation, and evaluation of World View's programs, initiatives, and activities. Ongoing needs assessment and program evaluation are essential to ensure relevance, accountability, and documentation of achievements. World View programs address the needs of students, faculty, and administrators in K-12 schools and colleges throughout North Carolina.

Fiscal and administrative management and oversight. The Director is responsible for the sound financial management of World View and its programs and for securing grants and gifts to support its goals. The Director effectively supervises staff, promotes effective teamwork, provides avenues of communication, fosters a culture of service, provides mechanisms for generating ideas and addressing concerns, evaluates performance, and provides opportunities for staff recognition and professional development. The Director works closely with the staff of the Unified Business Cluster to promote financial well-being and stability and assure compliance with the business policies and practices of the University.

The Director reports to the Vice Provost for Academic Initiatives and prepares and transmits an annual budget and annual assessments of World View's and the Director's activities. World View's advisory board supports the Director in planning and fundraising.

The position requires a minimum of a Master's degree and progressively more responsible experience in international affairs and/or international education and administrative leadership. The successful candidate will possess many of the following attributes: knowledge of international affairs; awareness of strategies for globalizing K-12 and community and four-year college curricula; excellent skills in communication and in building positive working relationships with a wide variety of partners and constituents; expertise in program development and outcomes assessment; strong managerial, fiscal, and administrative abilities; energy, drive, creativity, and ambition; and commitment to best practices. The Directorship is a full-time EPA Non-Faculty position. The Director may hold an adjunct faculty appointment.

The University of North Carolina at Chapel Hill is a comprehensive research university offering the highest academic quality and a culture of achievement and collaboration. Chartered in 1789, UNC is the oldest state university in the United States. The University enrolls 29,137 students and is ranked in the top five public national universities by U.S. News and World Report. The University's fourteen colleges and schools provide instruction offering 73 baccalaureate, 112 master's, and 72 doctoral programs, as well as degrees in the health professions, law, social work, business, education, information and library science, and journalism and mass communication. The University is situated in the vibrant Town of Chapel Hill in the Research Triangle area of North Carolina.

Inquiries should be addressed to Dr. Robert Bruce, World View Search Committee Chair, c/o Ms. Debbie Stevenson, 104 South Building, CB# 3000, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3000, or debbie_stevenson@unc.edu. Review of applications will begin August 1, 2012 and will continue until the position is filled. The expected start date is December 1, 2012.

Candidates should submit a cover letter describing their interest in and qualifications for the position and a curriculum vitae that includes the names, titles, addresses, phone numbers, and email addresses of three references. All inquiries will be kept confidential in the early stages of the search process. Applicants will be directly solicited for permission before references are contacted. All applications must be submitted electronically. To apply, go to

http://unc.peopleadmin.com/postings/5937

For more information please visit:

http://provost.unc.edu/announcements/open-positions

The University of North Carolina at Chapel Hill is an equal opportunity employer. Minorities and women are encouraged to apply.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From: Beller, Debra L <debra_beller@unc.edu>
Sent: Thursday, July 12, 2012 9:49 AM
To: campus solutions staff users <cccs_staffusers@listserv.unc.edu>
Subject: [cccs_staffusers] REMINDER: ConnectCarolina System Outage Saturday, July 14

ConnectCarolina will have a planned maintenance outage on Saturday, July 14, starting at 7:00am and ending around 1:00pm. ConnectCarolina will be down during this time frame. This impacts Campus Solutions and other systems.

You can view the list of impacted services and the latest system status here: https://its.unc.edu/enterprise/enterprise-applications/connectcarolina/system-status/

We appreciate your cooperation and support as we continue to make ConnectCarolina more efficient for our users.

Debra Beller
Communications Specialist
ConnectCarolina, Enterprise Applications, ITS
University of North Carolina at Chapel Hill
Phone: 919-843-0477
Website: http://its.unc.edu/enterprise/enterprise-applications/

From:	nobody@notify.unc.edu on behalf of hr@unc.edu
Sent:	Thursday, July 12, 2012 9:33 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Discontinuation of Special Salary Restrictions and Related Procedure Changes

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TO: Deans, Directors and Department Heads
Human Resources Facilitators
Business Managers

FROM: Gwen Burston, Director of Academic Personnel, Office of the Provost
Jessica Moore, Senior Director, Classification and Compensation, OHR

SUBJECT: Discontinuation of FY 2011/12 Special Salary Increase Restrictions and Related Procedure Changes

Effective July 1, 2012, the special salary increase restrictions and pre-approvals mandated as part of last year's State Budget Act have now been discontinued. This means that we will return to the salary increase policies that were in place prior to the special budget restrictions, with a few minor changes. This memo contains some specific highlights and reminders, since we have not used these procedures in some time and since some of the forms will be changing.

It bears reminding that while the Legislature has lifted many of the special salary increase restrictions and pre-approval requirements that had been in place over the last several fiscal years, the requirement that our campus report all salary increases on a quarterly basis to various external oversight bodies - including UNC General Administration (GA) and the Legislature - remains in place. Therefore, Department Heads are reminded that they must continue to exercise significant care and prudence in proposing any salary increases in the new fiscal year.

Please refer to the compensation portions of the OHR and Academic Personnel websites for more detailed information regarding our regular compensation and pay policies and procedures. The relevant OHR policies are located at http://hr.unc.edu/classification-compensation/compensation-pols/index.htm and the Academic Personnel policies at http://academicpersonnel.unc.edu/faculty-policies-procedures/compensation-and-pay/index.htm.

***Salary Guidelines for All Permanent Employees

-- Prohibitions against granting certain types of salary increases such as equity or retention using State funds are no longer in effect.
-- Temporary salary adjustments such as acting pay or temporary additional duties are no longer subject to UNC President or Board of Governors (BOG) pre-approval.
-- Base salary adjustments for existing employees that result from a competitive recruitment for a new appointment no longer require UNC GA pre-approval.

All salary adjustments and supplemental payments remain subject to our regular compensation and salary administration policies, and must still be reviewed and approved through your management chain and established campus channels. If you have questions regarding these policies and procedures, please seek guidance from your School/Division HR Officer, OHR Classification and Compensation, or Academic Personnel before planning any salary increase.

***Salary Guidelines for EPA Permanent Employees

-- We have modified the "Recommendation for EPA Base Salary Adjustment or Supplement" form to reflect the lifting of the special budget restrictions, to exclude lump sum payments, and to no longer include SPA positions. The revised version of this form may be downloaded from http://hr.unc.edu/form-finder/epa-forms/index.htm. Prior versions of this form should no longer be used.
-- Completed "Recommendation for EPA Base Salary Adjustment or Supplement" forms for EPA Non-Faculty may once again be attached directly to an EPAWeb Salary/FTE Change action instead of being sent to OHR by e-mail. The only exceptions are forms for postdocs, which still must be sent via e-mail to epanfsalaryrequest@unc.edu since postdoc actions do not route to OHR in EPAWeb. The submission process for routing Faculty EPA salary increase forms to the Academic Personnel Office remains unchanged from how it was handled during this past fiscal year.
-- Base salary adjustments that result in a cumulative fiscal year-to-date increase that is 10% or greater than the prior 6/30 base salary are subject to Board of Trustees (BOT) pre-approval, as has been the University's longstanding policy. Base salary adjustments for existing employees that are the result of a competitive recruitment for a new appointment are excluded from this pre-approval requirement.
-- Base salary adjustments that result in a cumulative fiscal year-to-date increase that is both 15% and $10,000 above the prior 6/30

base salary are subject to BOG pre-approval, in accordance with longstanding UNC GA policies. Base salary adjustments for existing employees that are the result of a competitive recruitment for a new appointment are excluded from this pre-approval requirement.
-- Base salary adjustments that meet both of the above Board approval thresholds must first receive BOT approval and then be routed for BOG pre-approval.
-- Any actions requiring BOT or BOG approval may not be effective until the day after the final required Board approval is granted.
-- Any salary adjustment for an employee in a primary EPA Non-Faculty Senior Academic and Administrative Officer (SAAO) appointment may not result in a new base salary that exceeds the assigned UNC GA salary range for their job title without special OHR and BOG approval.
-- Consult EPAWeb position management for currently assigned salary ranges for SAAO positions. Some SAAO positions that do not have a specific salary range in EPAWeb will require consultation with the EPA Non-Faculty HR Office.
-- The implementation of the 1.2% annual salary increase as approved by the Legislature will not be subject to the SAAO salary range limit, in the event such increase is to be given to an SAAO employee as part of the Annual Raise Process (ARP). How and to which specific EPA employees this ARP increase will be given remains unanswered until ARP guidelines have been received from UNC GA sometime in mid-August.
-- Temporary salary supplements or lump sum payments will no longer require UNC GA pre-approval. These actions still must adhere to our established campus compensation guidelines and be reviewed and approved through regular campus channels.
-- Salary supplements will continue to be requested using the "Recommendation for EPA Base Salary Adjustment or Supplement" form, which is available at http://hr.unc.edu/form-finder/epa-forms/index.htm. Lump sum payments will be processed using the standard overload form unless special arrangements are otherwise approved by OHR or Academic Personnel.

***Salary Guidelines for SPA Permanent Employees

-- All SPA salary adjustments will be processed using the SPA Salary Recommendation Form (SRF), which is available at http://hr.unc.edu/form-finder/career-banding-forms/index.htm.
-- Any individual base salary adjustment that exceeds 20% or greater of the employee's current base salary requires pre-approval by the Office of State Personnel (OSP) in addition to our regular campus approvals.
-- Base salary adjustments that result in a cumulative fiscal year-to-date increase that is both 20% and $7,500 or greater of the employee's last June 30 base salary also require the direct signature of the relevant Dean or Vice Chancellor. This level of approval is also required for any individual salary increase that results in a new career banding market index (MI) of 120% or greater. No designee or facsimile signatures are permitted in these instances, unless previously authorized by the Vice Chancellor or Associate Vice Chancellor for Human Resources.
-- In accordance with OSP rules, career banding labor market increases are only permissible when the current salary does not result in a market index of 100% or greater.
-- Retention offers for SPA employees must have a documented offer from an outside entity.
-- Employee competency assessment (ECA) changes that result in an overall higher ECA rating may receive an increase that is appropriately aligned with the employee's assigned career banding branch/role, availability of funds, and equity for comparable positions in the work unit. Employee competency changes that result in only one or two ECA components changing, but not an overall ECA rating increase, should result only in a relatively modest increase. Such amounts typically will not exceed 5% except under very exceptional circumstances.
-- Internal equity-related increases will be reviewed on a case-by-case basis and should include a strong justification, citing details of the equity situation present given comparable positions within the work unit.
-- Employee movement that results in a lateral transfer will only be reviewed for an increase where the department can show higher-level duties and/or labor market issues, and where there are no equity concerns.
-- Employee movement that results in a demotion will only be reviewed for an increase where there are compelling labor market and/or equity issues. Salary increases in these circumstances will not routinely be approved without strong justification and rationale.

***Salary Guidelines for Student, Temporaries, and Postdocs

-- SPA and EPA student employee salary adjustments do not require OHR pre-approval but must still receive all appropriate approvals at the Department and the School/Division-level as required by your management chain.
-- Salary adjustments for existing SPA direct hire temporary employees in their present assignment will be subject to pre-approval by OHR Classification and Compensation using the SPA Salary Request Form (SRF). This form has been modified to accommodate salary adjustments for both permanent and temporary employees.
-- Salary adjustments for EPA Non-Faculty temporary employees and postdocs will be subject to pre-approval by the EPA Non-Faculty HR unit using the "Recommendation for EPA Base Salary Increase or Supplement"

form, which is available at
http://hr.unc.edu/form-finder/epa-forms/index.htm. Forms for postdocs should continue to be emailed to the EPA Non-Faculty HR unit by email at epanfsalaryrequest@unc.edu. All other forms for EPA Non-Faculty temporary employees should be attached to the EPAWeb Salary/FTE action.

***Processing Salary Increases Prior to SPA Legislative Increase and EPA Annual Raise Process

This memo outlines procedural changes resulting from the discontinuation of the special salary increase restrictions from the State Budget. This memo does not include guidelines related to the expected SPA legislative increase or the EPA ARP, which will be communicated separately to campus based on guidance issued by the Office of State Personnel and UNC GA.

Please note the following with regard to these anticipated annual salary increase processes:
-- OHR has now received guidelines from the Office of State Personnel (OSP) for the SPA legislative increase. We are currently working with Payroll and ITS to implement the 1.2% across-the-board increase in the very near future. Until the legislative increase is processed into Payroll, we would ask departments to avoid processing any new SPA salary increase actions unless they are particularly time-sensitive or essential. We are not implementing a mandatory freeze, but awaiting implementation of the SPA legislative increase in Payroll before processing additional actions will help minimize the potential for errors or re-work by OHR and departments.
-- OHR and Academic Personnel are not expected to receive guidelines from UNC GA on the EPA Annual Raise Process (ARP) until mid-August, at the earliest. Until we receive these guidelines from UNC GA and can then issue our own guidelines to campus, we will also ask Departments to avoid processing most new EPA base salary adjustments or salary source changes with the exception of job changes, retention, or acting appointments. Lump sum payments may also continue to be processed per normal procedures without delay. While we would strongly prefer salary adjustments related to higher-level or additional job duties as well as salary source changes be deferred until the ARP, we will accept these if the department indicates they are time-sensitive and cannot be delayed. We will not accept or process any additional 7/1 or later effective salary increase actions for equity, labor market, or any other reason not otherwise noted above, until we receive the ARP guidelines from UNC GA and the ARP process begins. It is expected, although not yet finalized by UNC GA, that the ARP process will permit retroactive actions to 7/1. In the meantime, if you have a special situation, please contact Academic Personnel or the EPA Non-Faculty HR Office for guidance.

As always, the period of time between when the new fiscal year begins and when the legislative increase and ARP processes are accomplished always presents special logistical and coordination issues. We appreciate your patience and understanding during this time as we work through these annual increase processes, especially since they have not been accomplished during the past several years. If you have any questions regarding any of these changes or our compensation guidelines in general, please contact one the following offices:

*Faculty Salary Increases: Academic Personnel Office at 962-1091
*EPA Non-Faculty Increases: EPA Non-Faculty HR unit at 962-2897
*SPA Salary Increases for Internal Promotions/Hires: Contact your assigned OHR Employment and Staffing Consultant
*All Other SPA Salary Increases: Contact your assigned OHR Classification and Compensation Consultant

cc: Holden Thorp
Bruce Carney
Brenda Malone
Ron Strauss
Matthew Brody
Dwayne Pinkney
Barron Matherly

This email is sponsored by: Office of Human Resources

From: Beller, Debra L <debra_beller@unc.edu>
Sent: Wednesday, July 18, 2012 2:50 PM
To: ConnectCarolina <connectcarolina@listserv.unc.edu>
Subject: [connectcarolina] ConnectCarolina Newsletter for July 2012

Students Must Act on Proxy Access to Billing
Improvements made to the Student Financials section of the ConnectCarolina Student Center mean students will need to take action to re-authorize proxies (usually parents) for access to billing and payment. Most students will encounter this for the first time when the first bill for fall term is available in mid-July.
http://its.unc.edu/2012/07/16/changes-connectcarolina-student-financials/

July 2012 Update on the ConnectCarolina Finance and HR/Payroll Project
The ConnectCarolina project team is deep into the detailed work of the project – taking the University's needs and configuring PeopleSoft to work for us with as little customization as possible. Here is just a brief look at what the project team is working on.
http://its.unc.edu/2012/07/18/project-update-july-18-2012/

HR/Payroll and Finance Campus Working Group Representatives
Connect with your school or unit representative on the ConnectCarolina Campus Working Groups to help you stay in touch with the project. Click the link below to find your representative.
http://its.unc.edu/files/2012/07/All-Campus-Working-Group-Participants-May-1-2012-update.pdf

ConnectCarolina YouTube Channel
View videos on ConnectCarolina's new YouTube channel.
http://www.youtube.com/user/connectcarolina?ob=0&feature=results_main

Follow ConnectCarolina on Social Media
http://www.facebook.com/pages/ConnectCarolina/100789246978?ref=mf
https://twitter.com/#!/connectcarolina

Campus Solutions Help Resources
The fastest way to resolve any issues with Campus Solutions is to file a Help ticket at http://help.unc.edu; for policy or process questions, contact the functional office directly:

- Student Billing: http://cashier.unc.edu/
- Financial Aid: http://studentaid.unc.edu/
- Student Records (including access), Registration, Drop/Add, Transcripts, etc. -- University Registrar: http://registrar.unc.edu/index.htm
- Undergraduate Admissions: http://www.admissions.unc.edu/
- Graduate Admissions: http://gradschool.unc.edu/

Campus Solutions Governance and Feedback: http://its.unc.edu/enterprise/enterprise-applications/connectcarolina/about-connectcarolina/governance/

Information on the Finance and HR/Payroll Implementations
Finance: http://its.unc.edu/enterprise/enterprise-applications/connectcarolina/finance/
HR/Payroll: http://its.unc.edu/enterprise/enterprise-applications/connectcarolina/hr-and-payroll/

Questions and comments may be sent to: connectcarolina_info@unc.edu

From:	nobody@notify.unc.edu on behalf of hr@unc.edu
Sent:	Thursday, July 19, 2012 8:27 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Additional Special Leave for State Employees

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TO: All Employees

FROM: Ashley Nicklis, Senior Director, Benefits & Work/Life Programs
Office of Human Resources

The 2012 General Assembly ratified SB 187, which provides a one-time additional five days of special (vacation) leave effective July 1, 2012, to permanent full-time, leave-earning employees. Since 9-month faculty do not earn leave, they are not eligible for this leave. The leave will be pro-rated for part-time employees.

The special leave, which is being referred to as FY13 leave, is being awarded as a one-time benefit and must be used by June 30, 2013. Any leave not used by June 30, 2013, will be forfeited. The FY13 leave should
be used prior to exhausting regular vacation leave, bonus leave and/or earned compensatory time (holiday comp, on-call comp, overtime comp, gap-hours comp, and travel comp). TIM has been modified to include a bucket entitled FY13 for this leave. FY13 leave will not be paid out upon separation unless the separation is due to retirement and the retirement occurs the day following the date of separation.

I advise all employees to read the full policy for details. The policy is available on the Human Resources website at http://hr.unc.edu/benefits/leave-and-holidays/index.htm. If you have questions, please contact the Benefits Office at 962-3071.

This email is sponsored by: Office of Human Resources

UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, July 24, 2012

Upcoming Dates and Deadlines

July 27: Legislative Salary Increase scheduled to appear in SPA employees' paychecks
Aug. 1: Teachers and State Employees Retirement Workshop
Aug. 1: Managing Interactions with your Employees class
Aug. 7: Stress Management class
Aug. 14: Diversity in the Workplace class
Aug. 15: I-9 Policy, Procedure & Lawlogix class
Aug. 16: Moving from Peer to Manager class
Aug. 21: Carolina Summer Reading discussion class
Aug. 21: Time Management class
Aug. 22: Developing Organizational Partnerships class
Aug. 23: It Takes All Types: Intro to MBTI class
Sept. 3: University Holiday: Labor Day

Information for Employees

Learning Opportunities – Conversation Circles Available

FROM: Verita Murrill, Training & Talent Development
Office of Human Resources

The Office of Human Resources would like to highlight several upcoming Conversation Circles offered by Training & Talent Development. Spaces are available in these sessions and there is still time to register. Each circle gathering allows participants at similar career levels and stages to discuss and develop their awareness of leadership and managerial issues. Circles meet once monthly for six months; participants are not required to attend all meetings, but are encouraged to do so. To register online, please visit the Training & Talent Development or contact Training & Talent Development at 962-2550 for more information.

Our new course catalog, listing classes for July – Dec. 2012, is available **online.** Also, visit our website for a complete course listing.

CONVERSATION CIRCLE – PROSPECTIVE SUPERVISORS & MANAGERS
The Prospective Supervisors & Managers Conversation Circle is an opportunity for faculty and staff with the desire to move into a management or supervisory role to connect with other individual contributors across campus to think and learn together and leverage their shared knowledge to develop their individual supervisory and management effectiveness.
Date: Wednesdays, Aug. 8, Sept. 12, Oct. 10, Nov. 14, Dec. 19
Time: 9 a.m. to 10:30 a.m.

CONVERSATION CIRCLE – NEW MANAGERS & SUPERVISORS
Individuals recently (less than one year) promoted or newly hired into a management or supervisory role are invited to join this circle.
Date: Wednesdays, Aug. 8, Sept. 12, Oct. 10, Nov. 14, Dec. 19
Time: 11 a.m. to 12:30 p.m.

CONVERSATION CIRCLE – MANAGERS' CIRCLE
The managers' circle is an opportunity for faculty and staff with management or supervisory responsibilities to connect with other managers across campus to think and learn together and leverage their shared knowledge to improve individual management effectiveness.
Date: August 16, Sept. 5, Oct. 16, Nov. 8, Dec. 4
Time: 9 a.m. to 10:30 a.m.

CONVERSATION CIRCLE – OPENING DOORS
The Opening Doors workshop (sponsored by UNC School of Medicine) is a prerequisite for this circle. The Opening Doors Conversation Circle is an opportunity for participants to continue the awareness-raising conversations initiated at the diversity appreciation workshop titled, *"Opening Doors: A Personal and Professional Journey"* sponsored by the UNC School of Medicine.
Date: Aug. 8, Sept. 19, Oct. 10, Nov. 14, Dec. 12
Time: 2 p.m. to 3:30 p.m.

OHR Personnel Announcement

FROM: Gena Carter, Employee & Management Relations
Office of Human Resources

Effective immediately, Sean Womack has been reassigned to the role of SPA Grievance Coordinator. Sean joined the Employee & Management Relations team earlier this year as an E&MR consultant. Upon Martha Fowler's retirement on April 1, Sean assumed the role of interim grievance coordinator. After rethinking the structure of the position, and in considering both Sean's background in handling investigations and employee disputes and his performance in the role, Sean was shown to be the perfect fit.

In addition to managing the grievance process, Sean will continue to serve as an E&MR consultant to his designated departments.

From: Allison, Kim A <kallison@email.unc.edu>
Sent: Thursday, July 26, 2012 3:43 PM
To: Beth Lyons <emlyons@uncaa.unc.edu>; Bethel, Bradley Richard <bbethel@email.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; Kleissler, Amy <kleissle@uncaa.unc.edu>; Lee, Jaimie Alexis Samatha <jaimielee@email.unc.edu>; Mercer, Robert J Jr <rmercer@email.unc.edu>; Orr, Kym N <orr@email.unc.edu>; Overstreet, Tia <overstre@email.unc.edu>; Townsend, Jenn <jjtowns@email.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>; Welborn, Spencer Brooks <swelborn@email.unc.edu>; Yarbrough, Nathan John <yarbro9@email.unc.edu>; Yount, Tony <gyount@email.unc.edu>
Subject: Additional Special Leave Time

FYI

The additional special leave for state employees, FY13 Leave, has been uploaded in the TIM system and will be effective as of **July 16, 2012**.

Because this leave **WILL NOT** carry forward, you **must** use the special leave before using your regular sick or vacation leave. It will be gone as of July 1, 2013.

Please keep this in mind when sending me your sick and/or vacation leave information.

Let me know if you have any questions.

Thanks,
Kim

Kim Allison
Department Manager
Ctr for Student Success & Academic Counseling
Writing Center
450 Ridge Road, Suite 0127
Campus Box #3106
Chapel Hill, NC 27599-3106
919-962-7710 (ph)
919-843-5341 (fx)
kallison@email.unc.edu

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Thursday, July 26, 2012 8:17 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Update on African and Afro-American Studies

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Dear Carolina colleagues,

We sent this message to faculty last week, and I wanted you to have it, too.

Holden Thorp

Message from the Chancellor: Update on African and Afro-American Studies

July 20, 2012

Dear Carolina faculty colleagues,

I am writing with important updates about what we are doing to resolve the serious problems of academic integrity that arose in our Department of African and Afro-American Studies. I hope that all of you have read the review (go.unc.edu/Zb39D) that we released in May. It provides an account of highly unethical and unprofessional activity that is completely at odds with our values as a University community.

When I took the extraordinary step of publicly releasing our review, which contained confidential personnel information, I did so to protect the University's integrity, to share our findings publicly and, perhaps most important, to absolve dedicated faculty in the department, which is an important part of our teaching, research and service mission, who had done nothing wrong. We disclosed this academic fraud, and we are fixing it.

Throughout this ordeal, we have asked hard questions, and we have found answers that are humiliating and painful for a University built on a commitment to academic excellence. What happened was wrong. There is no excuse and no justification for it. As chancellor, I take responsibility for it. I also take responsibility for cleaning it up and making sure it never happens again.

We have put new policies and procedures in place for independent study courses in the department, the College of Arts and Sciences and in the Summer School. In the department, under new Chair Eunice Sahle's leadership, stronger procedures are in place for independent studies, course syllabi, exams and grading. In addition, the department has approved plans for a new curriculum and undergraduate major. In the College, teaching assignments and enrollments are being reviewed annually to ensure that standard practices are followed.

When we completed the reviews of courses and independent studies, we sent those reports to the NCAA and to the Southern Association of Colleges and Schools (SACS), our accrediting agency. As we expected, and as any first-rate accrediting body would do, SACS followed up with questions for us about the new academic policies and procedures, the kind of monitoring we have with our Academic Support Program for Student-Athletes and the qualifications of the people who lead our various departments. We feel good about the answers we will provide on

each of those issues.

Subsequently, just this week we received a letter from SACS with the news that our fifth-year interim report was accepted with no issues. That is the highest possible ranking we could get for a report submitted as part of the 10-year accreditation timeline.

Today, we are participating in the first meeting of a UNC Board of Governors panel that is reviewing our investigation and response. Our Board of Trustees, under the direction of Chairman Wade Hargrove, is working to retain an outside third party to review and certify the new academic controls. We also are cooperating fully with the State Bureau of Investigation's review of possible criminal activity related to how Professor Julius Nyang'oro, who stepped down as department chair last fall and has retired, taught and was paid for a 2011 summer school class.

With my support, Faculty Chair Jan Boxill and the Faculty Executive Committee appointed a three-member subcommittee to examine the reviews in response to impassioned feedback from concerned faculty. I look forward to working with the subcommittee, the FEC and the Faculty Council on the resulting recommendations. Among the possibilities are my appointing experts to help us examine the appropriate future relationship between academics and athletics at Carolina.

We welcome the involvement of the Board of Governors panel, our trustees, our faculty, and others who care about the University.

We do not know, and we may never know, what motivated Professor Nyang'oro and Deborah Crowder, the former department administrator who retired in 2009, to do what they did. Some speculate that it was about athletics because student-athletes were in most of the questionable classes. But it is not the percentage of athletes in these classes that was the problem. It is that they were not taught properly. Our professors should use a syllabus, meet face to face with students and give them the educational experience they deserve.

I would be remiss in not bringing to your attention some actions Athletic Director Bubba Cunningham has taken. In reorganizing his staff, he has hired two new senior-level administrators as part of a push to strengthen and coordinate the oversight of athletics with the College and University administration. We can expect additional efforts to better connect the athletics department with faculty on issues that affect academics.

I understand some faculty question the role of intercollegiate athletics at Carolina. I personally believe we can find the right balance, but I also know that it will be a challenge. Leaders in higher education, including our own Bill Friday and his distinguished colleagues on the Knight Commission, have been striving for 20 years to develop reforms to help all colleges and universities better integrate academics and athletics. Even after two decades, the Knight Commission acknowledges there is much work to be done. But we can do it. We have to get better. And we will.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

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Taylor & Francis Group

INFLUENCING CHILDREN'S SELF-EFFICACY AND SELF-REGULATION OF READING AND WRITING THROUGH MODELING

Dale H. Schunk

University of North Carolina at Greensboro, North Carolina, USA

Barry J. Zimmerman

Graduate Center, City University of New York, New York, USA

According to Bandura's social cognitive theory, self-efficacy and self-regulation are key processes that affect students' learning and achievement. This article discusses students' reading and writing performances using Zimmerman's four-phase social cognitive model of the development of self-regulatory competence. Modeling is an effective means of building self-regulatory and academic skills and of raising self-efficacy. Reading and writing research is discussed in which modeling was employed to enhance self-efficacy, skills, and self-regulation across multiple phases of Zimmerman's model. The article concludes by suggesting instructional applications based on social cognitive theory and research findings.

Recent years have witnessed an increasing emphasis on the development of students' literacy skills—especially reading and writing. Although these two literacy skills depend in part on students' verbal abilities, research shows that cognitive and motivational variables also play a significant role (Zimmerman & Bandura, 1994).

Two key cognitive and motivational variables in reading and writing are self-efficacy and self-regulation. *Self-efficacy* refers to learners' perceived capabilities for learning or performing actions at designated levels (Bandura, 1997), while *self-regulation* (or

Address correspondence to Dale Schunk, 329 Curry UNCG, 1000 Spring Garden Street, Greensboro, NC 27402, USA. E-mail: dhschunk@uncg.edu

self-regulated learning) refers to self-generated thoughts, feelings, and actions that are systematically designed to affect one's learning of knowledge and skills (Zimmerman, 2000, 2001). Modeling—an important variable in Bandura's (1986) social cognitive theory—is a means for promoting students' self-efficacy and self-regulation.

This article summarizes research supporting the idea that self-efficacy and self-regulation are critical influences on reading and writing achievement. The next section presents a brief theoretical background based on Bandura's (1986) social cognitive theory to include the key concepts of reciprocal interactions, self-efficacy, modeling, and self-regulation. Zimmerman's (1998) phases of self-regulation then are described, along with a model for the development of self-regulatory skill based on the writings of Zimmerman (2000) and Schunk (1999). Research interventions are discussed in which modeling was used to promote self-efficacy and self-regulation in reading and writing among children. The article concludes with suggested ways to apply research findings to instructional contexts to foster learners' reading and writing skills.

THEORETICAL BACKGROUND

Reciprocal Interactions

Our conceptual framework is based on Bandura's (1986, 2001) social cognitive theory, which construes human functioning as a series of *reciprocal interactions* between personal influences (e.g., thoughts, beliefs), environmental features, and behaviors (Fig. 1). For example, one's personal self-efficacy beliefs about writing an essay can influence one's writing behaviors, such as choice of literary topics, effort, and persistence. Self-efficacy beliefs also can affect a person's environment; for example, efficacious students who are trying to write in a noisy social or physical environment may redouble their personal concentration to avoid distractions.

Conversely, one's social environment can affect personal variables and behaviors. Students who receive encouraging feedback from teachers may feel more personally efficacious and work harder to succeed. Teachers can inspire students to write by creating a favorable classroom environment, such as by giving children adequate time to write and revise.

The influence of behavior on personal variables can be seen in the student who succeeds in reading a moderately difficult book and then experiences higher self-efficacy and motivation to try reading another book of comparable difficulty. Behaviors also can affect

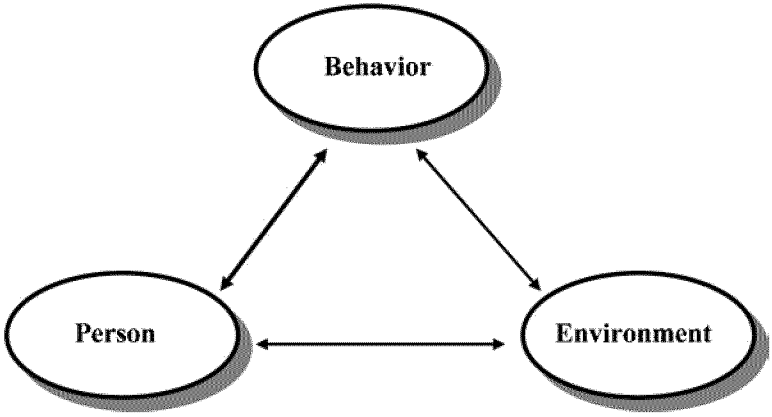

Figure 1. Bandura's model of reciprocal interactions.

the environment, as when students eliminate distractions from their environments (e.g., turn off the television so they can read better).

Bandura (2001) noted that people seek to exert control over important aspects of their lives. The notion of reciprocal interactions illustrates how people can affect their behaviors and environments with their thoughts and beliefs. Important processes that people use to exert control are their self-efficacy and self-regulation.

Self-Efficacy

Self-efficacy is hypothesized to influence choice of activities, effort expenditure, persistence, and achievement (Bandura, 1997; Schunk, 2001). Compared with students who doubt their learning capabilities, those with high self-efficacy for acquiring a skill or performing a task participate more readily, work harder, persist longer when they encounter difficulties, and achieve at higher levels.

Learners obtain information to appraise their self-efficacy from their actual performances, vicarious (modeled) experiences, forms of persuasion, and physiological reactions. One's own performances offer reliable guides for assessing self-efficacy. In general, successes raise self-efficacy and failures lower it, although an occasional failure/success after many successes/failures may not have much effect.

Learners also acquire much self-efficacy information vicariously—primarily through exposure to models. Although adult models can teach children skills, children derive the best self-efficacy information from models who are similar to themselves (e.g., peers; Schunk,

1987). Observing similar others succeed at a task, such as reading aloud in front of the class, may raise observers' self-efficacy. Children are apt to believe that if the peers can succeed, they can as well. Children may not experience the same sense of self-efficacy from observing a competent adult read to the class. Conversely, observing similar peers have difficulty on a task may lead observers to believe that they also may have trouble, which can lower their self-efficacy.

Students also receive persuasive information from others that can influence their self-efficacy to engage in activities; for example, when teachers tell them, "You can do it," or, "Work hard and you'll do well." Such information can raise self-efficacy, but actual performance will validate or invalidate the information. The increased self-efficacy will be substantiated if learners subsequently succeed, but the effect will be short-lived if students subsequently attempt the task and perform poorly.

Finally, physiological reactions (e.g., sweating, heart rate) offer information to gauge self-efficacy. Children who notice that they are less anxious than usual while taking tests may interpret that to mean that they are more skillful, which can promote self-efficacy.

Self-efficacy, however, is not the only influence on achievement. High self-efficacy will not produce competent performance when requisite knowledge and skills are lacking. *Outcome expectations*, or anticipated consequences of actions (e.g., making a high grade on a test after studying hard), are influential because learners engage in activities they believe will lead to positive outcomes (Shell, Murphy, & Bruning, 1989). Even students with high self-efficacy are not apt to attempt a task if they believe that performance will not lead to positive outcomes. *Perceived value*, or the utility of the learning, affects behavior because learners show little interest in activities they do not value (Wigfield & Eccles, 2002). Conversely, students who value an activity and believe that it will lead to positive outcomes (e.g., playing sports leads to social status among peers) may attempt the activity even if they lack self-efficacy for performing well. Assuming that learners hold positive outcome expectations and value the activity, their self-efficacy is predicted to influence their effort, persistence, and achievement (Bandura, 1986).

The effects of self-efficacy also may depend on students' conceptions of ability. Dweck (1991, 1999) proposed that people may hold an entity or incremental theory of ability. Students with an entity theory believe that ability is relatively fixed and unchanging over time, whereas those holding an incremental view believe that ability can be improved with effort and learning. With some exceptions, students who hold an incremental theory are likely to adopt learning

goals, which can raise self-efficacy and motivate them to engage in self-regulation to learn. Those holding an entity theory are less likely to adopt learning goals because they believe that learning will not raise their ability. Their self-efficacy may be lower because they believe that their performance is limited by their ability. Thus, self-efficacy may exert its strongest effects on learning and self-regulation among students who espouse an incremental theory of ability.

Modeling

We noted earlier that models provide information about learners' self-efficacy. *Modeling* refers to the process in which observers pattern their thoughts, beliefs, and behaviors, after those displayed by one or more models (Schunk, 1987). Modeling is an important means for acquiring literacy skills, beliefs, attitudes, and behaviors (Rosenthal & Zimmerman, 1978). Adults and peers serve as key models in children's lives.

Observational learning through modeling occurs when observers display new behaviors that they could not perform prior to being exposed to the models (Schunk, 1987), such as learning to use examples to illustrate abstract concepts (e.g., honesty, fairness). Observational learning through modeling consists of four processes: attention, retention, production, and motivation (Bandura, 1986). Modeling will not occur unless observers attend to relevant environmental events. Retention requires that observers mentally code and transform modeled information to store in memory, as well as cognitively organize and rehearse information. Production involves observers translating their mental conceptions of modeled events into actual behaviors, such as when they translate their thoughts into written sentences and paragraphs. Motivation influences observational learning because when students believe that models possess a useful skill they are likely to attend to such models and attempt to retain what they learn.

Models can inform and motivate observers (Schunk, 2001). Observing competent models perform actions that result in success conveys information to observers about the sequence of actions to use to be successful. By watching models, observers form outcome expectations about the expected consequences of actions. Observers are more likely to perform modeled actions that have been successful and whose outcomes they value. Students who value doing well in school and who observe a teacher successfully model how to use an outline to write a paper are likely to try outlining before they write. Models also can influence observers' self-efficacy. Seeing a successful

model may lead observers to believe that if the model can learn they can as well. As students perform actions and note their learning progress their sense of self-efficacy is strengthened, which maintains their motivation for learning.

Self-Regulation

Along with self-efficacy, self-regulation helps to promote reading and writing achievement, and models can teach students self-regulation skills (Schunk & Zimmerman, 1997a). Zimmerman (1998) conceptualized self-regulation as consisting of three phases: forethought, performance control, and self-reflection. The forethought phase precedes actual performance and refers to processes that set the stage for action, such as goal setting and modeling. The performance control phase involves processes that occur during learning and affect attention and action, such as social comparisons, feedback, and use of learning strategies. During the self-reflection phase that occurs after performance, learners respond to their efforts by evaluating their goal progress and adjusting strategies as needed.

Zimmerman and Schunk (Schunk, 1999; Schunk & Zimmerman, 1997a, 1997b; Zimmerman, 2000) formulated a social cognitive model of the development of self-regulation (Table 1). This model postulates four levels of development—observational, emulative, self-controlled, self-regulated—that begin with social sources and subsequently shift to self-sources. Although there is some overlap, the first two levels (observational, emulative) rely primarily on social factors, whereas the second two (self-controlled, self-regulated) depend more on influence by the learner.

In the early stages of learning a skill, students benefit from observing models explain and demonstrate the skill. At this observational level, students learn the major features of skills and strategies cognitively, such as when an aspiring news announcer observes a veteran anchor on television and learns that one must pause and inflect one's voice to communicate more effectively.

Table 1. Social cognitive model of the development of self-regulation

Phase	Major feature
Observation	Cognitive acquisition of skill from modeled and verbal instruction
Emulation	Demonstration of skill with social guidance and feedback
Self-controlled	Internalization of skill and its independent demonstration
Self-regulated	Adaptation of skill to changes in personal and contextual conditions

An emulative level is attained when the learner's performance approximates the general form of the model's. The learner is not copying the model's actions but rather emulates the model's general pattern or style, such as when the aspiring news announcer practices pausing and inflecting his or her voice on news articles and receives feedback from others. The major difference between the first two levels is that observational learning involves acquisition only at an observational level, whereas emulative learning also includes a performance capability.

These two sources are primarily social because they require that students be exposed to models. Internalization (i.e., learner control) of the skill or strategy being learned has begun, but the process increases with the shift to the third and fourth sources that reside primarily within the learner.

The third, self-controlled level, represents the capability of learners to use the skill or strategy independently when performing related tasks. The skill or strategy becomes internalized (self-controlled) during this phase, although the learner's mental representation is patterned after the model's performance; for example, when the aspiring news announcer listens to recordings of his or her voice and compares these against his or her memory (archived representation) of the anchor's readings. Learners at this point have not developed a mental representation of the skill or strategy independent of that displayed by the models, nor have they mentally modified the skill or strategy based on what they believe will be most effective.

During the final self-regulated level, learners adapt their skills and strategies to changes in personal and contextual conditions. Now learners can initiate use of the skills and strategies, incorporate adjustments based on situational features, and maintain their motivation through personal goals and a sense of self-efficacy for attaining them. Thus, the aspiring news announcer will notice that he or she makes fewer errors when reading slightly slower.

Bandura's reciprocal interactions are evident throughout the phases. Environmental variables influence behaviors and personal variables, which in turn affect the environment. Teachers who observe problems in learners' performances provide correction, learners who do not fully comprehend how to perform a skill or strategy at the emulative level may ask teachers for help, and learners' performances affect their self-efficacy. At more-advanced levels, learners mentally and overtly practice skills and seek out teachers, coaches, and tutors to help them refine their skills.

Social influences (e.g., models) are most prevalent during the early phases but they never completely disappear. Self-controlled and self-regulated learners use social sources less frequently but they continue

to call upon them as needed (Zimmerman, 2000). It also is noteworthy that this is not a stage model and learners may not progress in this fashion. Learners without models in their environments may bypass these levels and learn largely on their own. Despite the frequent use of self-teaching, it fails to capitalize on the potential benefits of the social environment on learning. Also, not using models may limit the level of skill acquisition unless learners are exceptionally self-regulated and can develop effective learning strategies and maintain their motivation for learning.

The emphasis on internalization shares some overlap with Vygotsky's (1962) sociocultural theory, which postulates that socially-mediated activity is an important influence on thought. The social environment, along with personal factors, produced learning through its "tools"—cultural objects, language, social institutions. Cognitive change results from using cultural tools in social interactions and from internalizing and mentally transforming those interactions.

Our social cognitive model with its emphasis on internalization shares with Vygotsky's theory the key role played by cognitive and metacognitive mediation (Schunk, 1999). One difference is that Vygotsky stressed private (internal) speech (Tudge & Scrimsher, 2003), which is one means of promoting internalization but not the only means. In the social cognitive view, internalization also can be based on visual images, verbal meanings, and nonverbalized rules and strategies—all of which can be conveyed through modeling. Internalization produced through the latter means facilitates learning, given that private speech does not commonly occur in children (Schunk & Zimmerman, 1997b).

RESEARCH EVIDENCE

This section summarizes research on reading and writing achievement that highlights the key roles of modeling, self-efficacy and self-regulation, as explained in the preceding section. The research focus in this section is on intervention studies in which programs were implemented to improve students' academic skills. Space limits preclude summarizing non-intervention research. Readers interested in these studies should consult other sources (e.g., Pajares & Johnson, 1994; Shell et al., 1989; Zimmerman & Martinez-Pons, 1990).

Reading Achievement

Schunk and Rice (1989) worked with fourth- and fifth-grade children who had low reading comprehension skills but not excessive decoding

problems. Children were pretested on comprehension of main ideas (self-efficacy and achievement). They then were assigned to one of three conditions: process goal, product goal, general goal.

All children received 35-minute sessions each day for 15 consecutive school days. During these sessions an adult teacher modeled (explained and demonstrated) a strategy to answer questions involving main ideas. The strategy included five steps: read the questions; read the passage to find out what it is mostly about; think about what the details have in common; think about what would make a good title; reread the story if I don't know the answer to a question. Following the initial modeled demonstration, the model called on children to read and apply the strategy's steps to passages they were reading.

Treatment conditions were distinguished by the type of goal instructions provided to children at the start of each of the 15 sessions. Process-goal children were advised to try to learn how to use the steps to answer questions about what they read. Product-goal children were told to try to answer questions about what they read. General-goal students were encouraged to try to do their best. Posttest results showed that process- and product-goal children judged self-efficacy for answering comprehension questions higher than did general-goal students, and process-goal children demonstrated higher reading comprehension achievement.

The modeling that occurred in this study addressed the first two levels in self-regulatory skill development: observational and emulative. Students were able to apply the strategy on their own during the instructional sessions, as well as on the posttest, which suggests that they progressed to the self-controlled level. Although informative, this study did not explicitly address the self-regulated level.

A follow-up study used the same methodology with fifth-grade students with low comprehension skills but not excessive decoding problems (Schunk & Rice, 1991). Children were assigned to a product goal, a process goal, or a process goal plus progress feedback condition. The latter condition was similar to the process-goal condition except that the model periodically provided children with verbal feedback that linked their improved performance to strategy use (e.g., "You got it right because you followed the steps in order."). Goal-plus-feedback students demonstrated higher self-efficacy and comprehension than did process- and product-goal learners. Process-goal and goal-plus-feedback children evaluated their progress in strategy learning greater than did product-goal children. These remedial readers benefited from explicit feedback on their progress toward attainment of a process goal. As with the preceding study, modeling

was used at the observational and emulative levels, and students practiced strategy application to develop a self-controlled level of competence.

In another project that examined how feedback affected learners' achievement outcomes, Schunk and Rice (1987) found in two studies that multiple sources of information stressing the value of a strategy to identify main ideas raised achievement outcomes. The participants were elementary children who had been receiving remedial instruction because they scored below the 20th percentile on a standardized reading test. The methodology was similar to that of Schunk and Rice (1989). In the first study, children were assigned to one of four conditions: specific strategy value information, general strategy value information, specific plus general (combined) strategy value information, no strategy value information. Strategy value information was given to children at the start and finish of each of 15 instructional sessions. For specific strategy value children the teacher verbally linked using the strategy with answering questions about main ideas. For general strategy value information children the teacher linked strategy use with answering any type of questions about reading passages. Children in the combined group received both types of feedback, and children in the no strategy value information group received only modeled strategy instruction. In the second study some children received specific strategy value information, others periodically received strategy effectiveness feedback that linked their strategy use with successful performance (similar to the progress feedback condition in the Schunk and Rice (1991) study), and those in a third condition received both types of feedback.

In both studies, children's self-efficacy and skills showed the greatest improvements from the combined conditions. The combination may have led children to believe that they could improve their comprehension, which raises self-efficacy. As in the prior studies, modeling was used to teach the strategy and children were able to develop self-regulatory competence in strategy application at the self-controlled level.

Further information that poor readers benefit from strategy usefulness information was obtained in two studies by Schunk and Rice (1992). Children who regularly received remedial reading instruction because they scored in the lowest 30th percentile on a standardized reading test received comprehension instruction on main ideas (same methodology as Schunk and Rice (1989)). In the first study, some students received modeled strategy instruction, others received modeled strategy instruction plus strategy-value feedback linking strategy use with improved performance (similar to the progress feedback in the

Schunk and Rice (1991) study), and those in a third condition received instruction without the strategy. In the second study, children received modeled strategy instruction or instruction without strategy modeling; they then were given comprehension instruction on locating details. Some received modeled instruction on how to modify the strategy for the new comprehension task, whereas others did not employ the strategy on details. Children who received strategy-value feedback (Study 1) and strategy-modification instruction (Study 2) demonstrated the highest self-efficacy, comprehension, strategy use, and transfer of the strategy to the new comprehension task. Unlike the preceding studies, this study provides evidence that modeling with instruction on how to adapt a strategy for a different use facilitates children's strategy internalization that is necessary to advance to the self-regulated level.

In similar fashion, Schunk and Rice (1993) found that reading comprehension benefits from procedures that combine modeling with information about strategy usefulness and efforts to internalize the strategy. Children with the same qualifications as those in the Schunk and Rice (1992) study received instruction on locating main ideas. The methodology was similar to that of Schunk and Rice (1989) except that the teacher called on children to verbalize the strategy's steps as they performed them. With increased practice, some children were asked to fade their overt verbalizations to silent (inner) speech. Half of the children in the fading and no-fading conditions periodically received feedback linking strategy use with improved performance (similar to the progress feedback in the Schunk and Rice (1991) study). The no-fading/no-feedback condition scored lower than the other three conditions on self-efficacy and reading achievement. Fading plus feedback led children to judge that they used the strategy's steps more often when answering comprehension questions, compared with the fading-only and feedback-only conditions, and to higher comprehension compared with the feedback-only condition. The fading treatment helps to promote strategy internalization, with corresponding benefits for higher levels of self-regulatory skill development (noted above).

Using a similar methodology, Schunk and Rice (1985) also found that children who verbalized aloud the strategy's steps as they applied them to passages demonstrated higher reading comprehension and self-efficacy, compared with children who applied the strategy without verbalizing the steps. These results show that verbalization is an effective way to transition from social to self-influences.

The reading achievement literature contains many other examples of research projects in which adult or peer models were used to teach

children reading comprehension strategies (Pressley, El-Dinary, Wharton-McDonald, & Brown, 1998). In some cases the modeling was not systematic as in the preceding research studies but rather was provided by teachers as the need arose (e.g., to teach students a strategy for use on a specific task). These projects are not described here because they did not include measures of self-efficacy or self-regulation. Their results do support a central contention of this article—that modeling is an effective means of teaching reading strategies.

The research described in this section shows that observing models can raise children's self-efficacy for learning and motivate them to work diligently. Modeling is a key component of the first two (observational and emulative) levels of self-regulation development. Most of the research summarized in this section did not progress beyond the self-controlled level. Moving to the self-regulated level requires that students internalize strategies. Although students can internalize strategies on their own, much research shows that internalization can be accomplished through overt strategy verbalization and fading to a covert (silent) level.

Writing Achievement

Consistent with the results for reading comprehension discussed in the previous section, research on writing achievement also shows that modeling is an effective means of teaching self-regulatory skills and raising self-efficacy. Schunk and Swartz (1993a, 1993b) found that modeled strategy instruction combined with goal setting raised elementary children's writing skills and self-efficacy and helped them maintain and transfer use of the strategy beyond the instructional context. Average-ability and gifted students received instruction on writing paragraphs over 20 sessions that included five sessions each on descriptive, informative, narrative story, and narrative descriptive paragraphs. Students were taught a five-step strategy: choose a topic to write about; write down ideas about the topic; pick the main idea; plan the paragraph; write down the main idea and the other sentences. The teacher modeled and explained the strategy, after which the students received guided and independent practice. At the start of each session, some students received a learning (process) goal: The teacher advised them to try to use the strategy to write paragraphs. Other children received a product (outcome) goal: The teacher told them to try to write paragraphs. General-goal children were advised to work productively. During the sessions, half of the process-goal students periodically received verbal feedback from the teacher that linked their use of the strategy's steps with improved performance.

Across both average and gifted students, process-goal plus feedback students generally outperformed product- and general-goal children on self-efficacy and writing achievement, evaluated the effectiveness of the strategy the highest, and demonstrated the greatest strategy use. Gains made by process-goal plus feedback children were maintained after six weeks and generalized to types of paragraphs on which children received no instruction. These results suggest that modeling, practice, and feedback, combined with learning goals and evaluations of strategy effectiveness, moved children to a self-controlled level, and the results for transfer and maintenance suggest that they were operating at a self-regulated level.

Additional evidence on the effectiveness of goals in promoting self-regulation was provided by Zimmerman and Kitsantas (1999), who investigated the development of high-school students' self-regulatory writing revision skills. Students observed a modeled demonstration of a writing revision strategy. The three-step strategy was designed to teach students how to combine multiple sentences into a single sentence by eliminating redundancies and adding transitions. Students were assigned to a condition and practiced the strategy. Process-goal students were advised to concentrate on executing key steps in the revision strategy. Outcome-goal students were told to rewrite the sentences using a minimal number of words. Shifting-goal learners initially were asked to concentrate on properly performing the strategy's steps, but after a few minutes they were advised to shift to the outcome goal. Within each of these three conditions some of the students were asked to record the number of strategy steps done correctly (process goal) or the number of words in the sentence (outcome goal). No-goals students received the same modeling and feedback without goals or self-recording. The results showed that students who received the shifting goal demonstrated higher self-efficacy and writing skill compared with the other conditions, and that process-goals were more effective than outcome goals and no goals. Self-recording increased writing skill and self-efficacy.

This study has several noteworthy features. The modeling with practice was designed to address the first two self-regulation levels of observation and emulation, the process goals addressed the third, self-controlled level, and the outcome goals tapped the fourth, self-regulated level. The results showed that it was possible to move students to the fourth level but only after progressing through the third level. Those who skipped the third level (outcome goal group) showed poorer performance and lower self-efficacy compared with the process and shifting goal conditions. Despite our earlier contention that our

model was not a stage model, this study suggests that under some conditions there are benefits to not skipping phases.

In a series of studies, Graham and Harris (1989a, 1989b; Sawyer, Graham, & Harris, 1992) found that using modeling to teach children with learning disabilities a strategy for writing essays or stories improved self-efficacy and composition and that gains were maintained following instruction and generalized to other content and settings. The strategy was taught with a cognitive modeling procedure, in which models explained and demonstrated the strategy while applying its steps to write stories. The models also conveyed strategy value by stressing that strategy use would help students reach their learning goals. To enhance the perception of progress and thereby build self-efficacy, students were asked to monitor their writing performances and evaluate their progress by comparing their learning goals with their achievement. The fact that this research demonstrated maintenance and generalization suggests that the instructional procedure helped students advance to the self-regulated level.

Other research by Graham, Harris and their colleagues has yielded benefits of modeled instruction on writing performance and revision (De La Paz & Graham, 1997; Page-Voth & Graham, 1999; Sexton, Harris, & Graham, 1998; Troia, Graham, & Harris, 1999). Not all of these studies assessed self-efficacy or self-regulatory competence, although Page-Voth and Graham (1999) found that self-efficacy was not increased as a result of providing students with writing goals (e.g., including a specific number of reasons to support the writer's premise). It is possible that their participants—who had learning disabilities—did not have sufficient time to perceive their writing improvement because the study involved only three writing sessions.

Although this article focuses on children's reading and writing achievement, we will briefly summarize a study by Zimmerman and Kitsantas (2002), which explored the effects of modeling and social feedback on self-regulatory writing revision skill acquisition among college students. Students were assigned to one of six conditions. Mastery modeling students observed a model demonstrate the revision strategy flawlessly; coping-model students observed a model who initially made and corrected errors but gradually improved performance; no-model students were not exposed to a model. Within each of these conditions some students received feedback during the practice session that followed the modeling: Students were given feedback about the strategy steps that they performed correctly.

The results showed that observing a coping model led to greater increases in writing self-efficacy and skill compared with the other conditions, and that the mastery model improved outcomes more

than the no-model condition. Feedback also led to gains in self-efficacy and revision skill. These results suggest that the benefits of the coping model may have stemmed from the information conveyed about error corrections, which may help move students from the observational to emulative levels. Witnessing a flawless performance does not convey the same type of information. The benefits of feedback may derive from its capacity to help students move to the self-controlled and self-regulated levels.

In summary, research evidence shows that interventions that include modeling can effectively teach learners self-regulatory skills and raise their self-efficacy for applying them. For learners to move beyond the first two levels of skill development requires modeled instruction and practice on adapting the strategy for use on different tasks.

APPLICATIONS TO INSTRUCTION

Theory and research findings suggest potential applications to instruction. One suggestion is that to ensure that students acquire self-regulation skills they must be taught them and allowed to practice them. Teachers should teach self-regulation strategies along with content so that students understand how to apply the strategies. For example, to teach literary analysis a teacher might model on sample passages a strategy for finding similes, metaphors, irony, foreshadowing, and the like. While teaching reading comprehension a teacher might read a paragraph and them summarize it in his or her own words before moving to the next paragraph.

Another suggestion is that environments need to accommodate to differences in students' self-regulation skills. Like other cognitive skills, students will differ in their knowledge and use of strategies. Some may need teaching in basic comprehension strategies (e.g., summarizing), whereas others will be proficient in these. Some students may need instruction on writing strategy revision. Teachers may find it helpful to form students into small groups and tailor self-regulation instruction according to each group's needs. Most teachers understand how to differentiate instruction depending on students' learning capabilities, and they also need to practice differentiation with respect to students' self-regulation capabilities.

The theory and research summarized in this article suggest that to build students' self-efficacy teachers should ensure that students experience learning progress and success, expose them to successful models, and provide encouraging feedback substantiated by success. Teachers can incorporate these sources of self-efficacy information

into classrooms by teaching self-regulation strategies to use during reading and writing activities, employing adult and peer models, and providing persuasive information (i.e., progress feedback). Although actual performance successes constitute the best source of self-efficacy information, the vicarious and persuasive sources also are effective (Bandura, 1986). When using models it often is advantageous to expose students to multiple models, which can increase the likelihood that the students will perceive themselves as similar to at least one model (Schunk, 1987). Teachers often do this, as when they form students into groups to work on projects. Students who have encountered previous learning difficulties also may benefit from observing models who initially experience some problems but through effective coping methods gradually become successful. When students perceive the peer models as similar to themselves they are apt to feel self-efficacious for learning, believing that if the peers could learn they can as well.

CONCLUSION

Theory and research show that self-efficacy and self-regulation can be developed through exposure to models who explain and demonstrate strategies. In this article we have linked reading and writing instructional procedures with the four-phase self-regulation development model of Zimmerman and Schunk. This model is effective for teaching self-regulatory skills and it aligns well with a typical instructional sequence because it progresses from modeled demonstration to guided practice to independent practice. By linking self-regulatory strategies with instruction and allowing students to practice self-regulation skills, teachers provide an integrated instructional package that will benefit students and may generalize beyond the instructional setting.

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Self-Regulated Strategy Development for Students with Learning Disabilities

Torri Ortiz Lienemann & Robert Reid

Abstract: *Self-Regulated Strategy Development (SRSD) is a well-established, thoroughly validated instructional model. In this article, we discuss the rationale and steps for implementing it. We also provide practical information for use in teaching and evaluating strategy instruction. This article is intended to guide teacher educators as they help future teachers develop a practical working knowledge of how to effectively implement strategy instruction in the classroom.*

Students with learning disabilities (LD) constitute by far the largest group of students with special needs. According to the U. S. Department of Education, in 2003 there were 2,858,000 children birth to age 21 served in federally supported programs for LD. The category of LD is the largest area of special education, students with LD constitute 4.3% of the total school enrollment according to recent figures (U.S. Department of Education, 2005). Over the last 25 years the number of students identified as LD and served in federally supported programs has showed a steady increase. Since 1976 the numbers have more than tripled. Although the rate of increase has slowed, the overall numbers continue to increase.

A learning disability affects nearly every aspect of a student's life and is a lifelong problem (Lerner, 2000). Students with LD are often caught in a spiral of school failure. Their learning difficulties lead to a lack of skills, which in turn impedes new learning and they fall farther and farther behind in school (Stanovich, 1986). According to the U. S. Department of Education, students with LD are at great risk for dropping out; around 70% of students with LD fail to graduate from high school with a standard diploma (U.S. Department of Education, 2005). Their academic problems also result in lower engagement rate (defined as being in post-secondary schooling, employment, or both) compared to typically achieving students (Murray, Goldstein, & Edgar, 1997). To stop the cycle of failure for these students, teacher educators must ensure that their graduates are proficient in the application of validated practices.

The No Child Left Behind Act (NCLB) mandates the use of effective, research-validated instructional methods in the schools. The question of what approaches are most effective for students with LD has been scientifically investigated using meta-analysis. Meta-analysis is a technique that allows researchers to combine the results of many individual studies and objectively assess the overall effectiveness of different instructional approaches. In the largest study of its kind, Swanson and his colleagues (Swanson, Hoskyn, & Lee, 1999) synthesized the findings of more than 260 studies of instructional interventions for stu-

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dents with LD. The results of the meta-analysis were clear. One of the most effective instructional techniques for students with LD is strategy instruction. Graduates from personnel preparation programs for teachers of students with high incidence disabilities should be proficient in the use of strategy instruction, along with other validated interventions.

Teaching Teachers to Use Cognitive Strategy Instruction

There are many models for strategy instruction, but few are as well researched and "user friendly" or as focused on both academic and motivational aspects of students with learning problems, as the Self-Regulated Strategy Development (SRSD) model. SRSD is based on well-established theory and has been thoroughly validated (cf. Harris & Graham, 1996; 2005). Our experience also indicates that SRSD is a model that students in preservice programs find easy to learn and implement in student teaching and other application-settings.

The basic stages of the SRSD model are designed to ensure that all necessary aspects of strategy instruction are fully addressed. They are intended to be recursive and teachers loop back through stages and activities as needed. Revisiting stages helps students to rethink and develop metacognitive skills and abilities. We present the stages in a commonly used sequence; however, they can be reordered or combined as deemed appropriate or necessary by the teacher.

Stage 1: Develop and Activate Background Knowledge

Developing background knowledge sometimes seems so obvious, but in practice it is just this type of obvious task that it is often overlooked. It is critical that students master prerequisite skills to use a strategy effectively. For example, trying to teach a long division strategy to a student who had not mastered multiplication or subtraction would be a fruitless endeavor. At this stage there are two essential tasks: (1) defining the skills a child needs to perform a strategy, and (2) assessing the child's knowledge and/or ability to perform the skills.

Defining skills

While developing background knowledge, it is necessary to initially define the basic skills needed to perform the strategy. For example, to learn a long division strategy, students need to know basic subtraction, multiplication and division facts, and place value. It is also important to make certain that the students understand the components of the strategy. For example, some reading comprehension strategies involve the use of text structures that may not be familiar to students. The best way to identify the basic skills and strategy components necessary is to break down the task in terms of the knowledge needed for success. The task breakdown will help teachers to determine what the students need to know to perform the strategy. The easiest way to break down a task is to make two columns. Label one column Steps and the second Skills. In the first column list the steps the student would need to perform to accomplish the task. In the second list what a child would need to know to perform this step. The easiest way to break down a task is to actually do the task yourself, write down each step, and then ask yourself what you needed to know to perform the step.

Assessing knowledge

There are many ways that teachers can check students' knowledge. For example, for the long division strategy the teacher could simply use flash cards to assess the student's knowledge of basic multiplication and addition facts. Some commonly used methods include observing student performance, using curriculum-based measures, or simply asking students what they are doing (and how and why). Often, teachers will already be aware of student's knowledge. Skill deficits should be addressed prior to introducing the new strategy. This means teaching the skill to sufficient mastery for the student to perform the strategy successfully *or* providing a means for the student to compensate for a skill deficit. For example, if a student needed a long division strategy but had difficulty with multiplication facts, the teacher could provide a times table for the student to use. Note that the teacher should still work on building up the student's skill at multiplication in the interim.

Stage 2: Discuss the Strategy

Using a strategy is a more involved process than merely going through its steps. Remember that one major goal of SRSD is to help students develop into self-regulated learners. In order for this goal to be achieved, students need to be actively involved in and take ownership of the SRSD process. Discussing the strategy helps teachers to "sell" the strategy and get students to "buy" into it. Students need to believe that the strategy they are learning will help them perform better. This commitment enables them to be more actively involved and leads self-regulation. If a student does not want to use a strategy it is fair to assume that they will not use it. Teachers need to remember that motivational processes have significant effects on learning and effort. Throughout the SRSD process teachers need to be excited, committed and energized so that students will be too.

It is not difficult for teachers to sell a strategy when learning it results in improved academic performance. Teachers can provide students with examples of how this strategy or other strategies have improved student performance in the past and even how strategies have helped them in the past. It is helpful to know what motivates particular students. During this stage it is appropriate for the teachers to explain the benefits of using the strategy; while discussing and even providing examples of current performance. For example, teachers can create graphs to show current performance levels. The graphs can also be used to chart progress, which can help motivate students.

The final step of discussing a strategy involves introducing students to its steps. The teacher explains what each step of the strategy is for, how it is used, and where it is useful. This is also where teachers should stress that good performance is the result of effort and strategy use. During this stage, and those that follow, sensitivity to student feedback is very important. Teachers must match the strategy to the student. Strategies that are too easy or too difficult are of little use. Teachers should modify a strategy if a student doesn't understand it or is uncomfortable with part of it. Throughout this process closely monitoring students' understanding; ask questions on the steps and probe for understanding. Remember that strategy instruction is a reciprocal process. Students' aptitudes, deficits, and needs should mold the instruction process.

Stage 3: Model the Strategy

Good modeling allows the student to see an "expert" learner employing the strategy. A critical part of modeling is the "think-aloud" process, where teachers or students verbalize their thought processes as they perform a strategy. Modeling increases students' knowledge of the steps of the strategy and improves their cognitive and metacognitive knowledge of the strategy through exposure to the way a skilled learner implements and regulates strategy use. Note that a good think-aloud goes well beyond merely presenting the steps in a strategy—it provides students with the "why" and the "how" of various strategy steps (i.e., the knowledge and self-regulation processes associated with the performance of steps). Research clearly shows that without this knowledge students will not fully benefit from the strategy. Note that good modeling serves to teach students that using a strategy requires effort. It also addresses attributions (e.g., OK, that was easy. I can do this!) and establishes the value of strategy use—using the strategy results in better performance.

There are several ways to make the process of creating good think-alouds easier. One of the tools teachers can use is a "metacognitive task breakdown." This is a straightforward process. For each step in the task, identify knowledge or self-regulation processes by asking "Why, How, and What" questions:

1. Why am I doing this step in the task?
2. How did I know to do it?
3. What are the important actions, cues or questions?
4. What knowledge do I need?

Stage 4: Memorize the Strategy

Memorizing the steps that constitute the strategy is probably the quickest and easiest of the stages of SSRD. The goal is for students to identify the steps of the strategy and use them automatically. For fluent and effective use of a strategy, they must be able to focus their energy and attention on the task at hand not

on struggling to remember the steps of what they are doing. Students with LD often have problems remembering: Struggling to recall what to do next impedes performance. Note that this step may even be omitted for very simple strategies if students have no trouble remembering the steps.

To help students memorize the strategy many teachers make a game of practicing the steps by using round-robin activities or ball toss games. For example, a teacher says the first step of the strategy and then tosses the ball to a student who relates the second step and to on. Students can go to the next stage in the process before they have reached automaticity if they are provided with prompts or other types of supports (e.g., a card listing the steps in order). Before completing all stages students must memorize the strategy steps. Note that memorizing a strategy goes well beyond parroting the steps of the strategy. Students need to *know and understand* what is involved with each step in the process. This understanding is crucial if students are to use the strategy successfully.

Stage 5: Support the Strategy

In this stage, the teacher and student(s) work together collaboratively and practice using the strategy until the student is able to perform the strategy effectively and independently. During this stage, teachers and students repeatedly model strategy use and discuss how, when, and why to use the strategy.

A key aspect of supporting the strategy is the "scaffolding" or "scaffolded instruction" process. The process of scaffolding is analogous to teaching a child to ride a bike. No one would put a child on his or her first bike, give them a push and expect them to ride well. Instead, we normally use a process where we start with extensive supports (literally!), which are progressively removed. First, we would typically start with training wheels, and let the child practice with the training wheels. Then, we might move the training wheels up, for less support and more practice balancing and riding a little bit more independently. Next, we could take the training wheels off and run behind the child holding the seat. Finally, we would completely let go and let the child ride independently with out any support, just your supervision.

Scaffolding instruction works in much the same manner. Initially, teachers perform all or most of a task while modeling and soliciting student input. Over time, the teacher will increasingly shift responsibility for performance to the student. As students gain experience and confidence with the use of the strategy, teacher support is gradually withdrawn until the student is able to use the strategy independently. Note that the transfer of strategy performance from teacher to student is *gradual*. It's not realistic to expect a student to master a strategy the first time they try it. It's critically important for students to be given *adequate time and support* to master the strategy. Collaborative practice also gives the teacher an opportunity to check for student understanding, provide corrective feedback, and develop any necessary knowledge the student may be lacking. It's also useful in assessment. For example, teachers may discover though interacting with the student that the strategy should be modified, or that earlier SRSD stages need to be revisited. It also gives the teacher another opportunity to make sure that the students possess the skills necessary to complete the task successfully.

Exactly how the teacher goes about supporting strategy development through scaffolding and collaborative practice will depend upon the strategies and the needs of the students. There are some commonly used activities and supports used in the scaffolding process (Dickson, Collins, Simmons, & Kameenui, 1998):

- *Content Scaffolding:* Examples of content scaffolding techniques include: (1) Using content materials that are at an easy level. For example, for a reading comprehension strategy teaches might use text that was one grade below the student's current level. (2) Using content that the students are familiar with or interested in. Thus, content that featured cars or sports might be highly appropriate for adolescent males.(3) Teaching the easier steps of the strategy first, followed by the more difficult steps. Thus, during the initial practice sessions, the student would perform the easy steps while the teacher modeled how to perform the more difficult steps. The student gradually is given responsibility for the more difficult steps.

- *Task Scaffolding:* Ownership of the strategy is gradually transferred by allowing the student to do more and more of the strategy during collaborative practice. For example: (1) the teacher asks the student to name the strategy step that should be performed, then the teacher describes the step and models its use; (2) the teacher asks the student to name the step and describe the step, then the teacher models, (3) the student names, describes, and models the step.
- *Material Scaffolding:* This type of scaffolding uses prompts and cues to help the student use a strategy. This may take the form of posters or help sheets that list strategy steps. Students can use these as a reference or if they get confused. Typically these prompt and aids are faded over time.

Teachers can also use cooperative groups or peers to help scaffold instruction. For example, a teacher might create heterogeneous groups and have each group go through the steps of a strategy. The group as a whole would be responsible for completing the strategy and for making sure that all group members understood each step of the strategy.

The goal of this stage is for the students to be able to use the strategy effectively and independently. The time it takes for students to reach this level of skill may vary widely. When SRSD procedures are used with appropriate strategies, most students can master a strategy after two to four collaborative, scaffolded experiences. Cutting this stage short will likely mean that students will not fully master the strategy or may not reach mastery at all. This in turn means that both the teacher's and student's efforts have been for naught.

Stage 6: Independent Performance

In this stage, a student should be ready to use the strategy independently. The teacher's main task will be to monitor the student's performance and to check on proper and consistent strategy use. Monitoring academic performance is critical. Remember that the goal of strategy instruction is increased academic performance. The student's work should show a marked improvement, and it should also remain at a consistent level. There are a number of ways to monitor performance that we elaborate on in the next section. Monitoring strategy use is also very important as students sometimes distort the strategy or skip steps when using them independently. If a student modifies a strategy, but performance remains high, there is no cause for concern. Many students adapt the strategy to meet their needs. This is acceptable as long as the student is still successful in completing the task. Alternatively, if a student is performing the strategy correctly and consistently but a high level of performance is not attained (or maintained) then reteaching the strategy or considering a different strategy is probably in order.

Monitoring and Evaluating SRSD

With the advent of No Child Left Behind and the passage of IDEA 2004, accountability is receiving ever-increasing attention in schools and teachers must now be able to assess the effectiveness of the instructional interventions they have implemented. One additional benefit of SRSD is that evaluation is an integral component of the approach. Teachers must systematically assess the outcomes or there is no way of gauging the effect of strategy instruction. SRSD facilitates meaningful assessment: The interactive, collaborative nature of the process allows teachers to easily assess changes in students' cognition, affect, and performance. Harris and Graham (1996) offered basic principles for evaluating the methods and procedures used in strategy instruction. The list is not exhaustive, but provides sufficient knowledge of how to accomplish effective strategy evaluation.

Include Students as Co-Evaluators

Students should be encouraged to become partners in the strategy evaluation process. This increases students' sense of ownership in the strategy, reinforces progress, and provides a practical way to reduce a teacher's load. Students can help in many ways, such as learning to evaluate their final products or deciding if the necessary criteria for each step of a strategy have been met. Helping students ask appropriate self-questions (e.g., Am I ready to move on to the next step?) is another effective way to help students evaluate their own progress. Students can also graph or chart their progress.

Consider the Level of Evaluation Needed

The time and effort needed for evaluation depends on a number of factors. At a minimum, teachers should know if students are actually using the strategy, the effect of the strategy on task performance, and whether students see the strategy as being valuable and easily used. Teachers may also find that evaluating their instruction may be useful. The type of strategy used and previous experience with a strategy is also an important factor in evaluation. For example, strategies, methods, and procedures that have been previously used and which have demonstrated their effectiveness, will need less scrutiny than a first-time strategy. As a general rule, the amount of time and effort needed to evaluate the usefulness of a strategy depends on its established validity and teacher's experience with it. However, since interventions are not uniformly effective with students with disabilities, even validated strategies still require some evaluation.

Assess Changes in Performance, Attitudes, and Cognition

Motivation and emotion are important factors that are considered in SRSD. Changing a student's attitude toward a task and success are critical components of strategy instruction. As a result, the benefits of strategy instruction can go beyond improving academic performance, students' attitudes and cognition may also be affected. For example, after teaching a math strategy, a teacher might observe whether students' attitudes toward math and confidence in their abilities improve. The teacher might also check to see if the student performs the task outside the classroom. For example, after teaching a writing strategy check the amount of writing the student does outside of school. Spontaneous statements are also pertinent. For example, one student we worked with on a math strategy who had struggled previously, suddenly stopped in the middle of a problem and stated, "You know, this stuff is really easy!" The use of open-ended questions such as, "What is good writing?" or "What do you most like to say to yourself while answering history study question?" can also help determine if a strategy changed the students' perception of a task. It is important to remember that some changes (such as attitude improvements) take more time than others to obtain. It takes time to overcome years of previous frustration.

Assess While Instruction is in Progress

Most assessment occurs after instruction has occurred. However strategy instruction depends upon frequent and ongoing assessment. Assessment procedures for strategy instruction should reflect the developmental and ongoing process of learning to use a strategy. This means that teachers must evaluate success at learning the strategy. Establishing realistic performance criteria for each step of instruction is one way to facilitate this process. For example, if a student can tell you when and where it would be appropriate to use a strategy then one of the goals of Stage 2 has been accomplished. When the student can list and explain steps of the strategy then Stage 3 objectives have been met. By clearly defining what is expected at each stage of strategy instruction, both teachers and students know what needs to be accomplished and what standards will be used to measure progress.

Assess How Students Actually Use the Strategy

Students often modify their use of a strategy over time. Sometimes this is a natural effect and positive effect of becoming fluent with the strategy. Use of steps may become automatic and not readily observable (Alexander, Graham, & Harris, 1998). Students may also change things for the worse. Teachers should not automatically assume that students are using a strategy as intended. Some modifications allow the strategy to meet a student's unique needs, but others, such as eliminating a necessary step, may be detrimental. The best way for teachers to monitor strategy usage is to directly observe what students do as they use the strategy. Ask the student to work through a strategy. While the student does this, ask questions and discuss how things are working. Looking for evidence of strategy use in students' work is often useful. Often, students will leave "tracks" that indicate they are using a strategy. For example student will often write out mnemonics they use to remember a strategy.

Assess' Use of the Strategy Over Time and in New Situations

Teachers should not assume that students will continue to use a particular strategy or successfully adapt it to new situations. One of the common problems experienced by students LD is that they do not automatically generalize skills or strategies to new situations. Karen Harris tells the story of the student who had learned a comprehension strategy and effectively used it in one class. When asked about using it in other classes the child responded, "Was I supposed to?" If you wish for the strategy use to maintain and generalize you will need to prompt it. Therefore, it is beneficial to actively promote maintenance and generalization of strategy usage from the inception of strategy instruction. For example to promote maintenance, teachers could periodically have students explain the purpose of a strategy or have them share ways they have used the strategy. Students also can keep a record of each time they use a strategy or how they modify it for other tasks. It's also useful to chart performance (which hopefully has improved) review it at regular intervals, and relate improvements to the use of the strategy. Generalization may be tougher. It will often be necessary to involve other teachers who were not involved in the strategy instruction process. The teachers will need to be acquainted with the strategy and any procedures involved with its use (e.g. graphic organizers or prompts) and will at a minimum need to remind the student to use the strategy and encourage its use. One major goal of strategy instruction is generalization. Thus, it is necessary to determine if students need additional support to consistently apply the strategy in all appropriate situations. Note that if other teachers are involved these teachers should also be involved in evaluating strategy use and promoting its generalization.

Use Portfolio Assessment Procedures

Portfolio assessment is an excellent way to implement many of the recommendations we have presented for evaluation of strategy instruction. This type of assessment requires teachers to establish the credibility of, and become intimately involved in, the maintenance and evaluation of student portfolios. Portfolios offer many practical advantages. At a very basic level, portfolios can often help to graphically demonstrate progress. For example, collecting samples of writing over time can make improvements highly visible. It can also help to improve motivation and demonstrate the benefits of strategy use. For example, one junior high teacher collected pre- and post-strategy instruction examples of her students' stories. Pre-strategy stories were typically around one-half page long. Post-strategy stories averaged over three pages! Students were extremely proud of their obvious progress. Note that these examples can also be effective when used to try to get future students to "buy in" to using a strategy. Portfolios can also help students engage in reflective self-evaluation, understand that development is as important as achievement, and take greater responsibility for their own learning. Teachers will also gain new insights and understandings about assessment, teaching, and their students' development and learning. As an aside, it important to note that *teachers* will also receive some reinforcement since they can see that their instruction resulted in meaningful change.

Share Tips with Teachers

The SRSD model is powerful and effective, but it only works if done correctly. There are some common pitfalls; therefore, it is important that teacher educators be certain their students understand and avoid these pitfalls. Here are a few practical tips to help those implementing SRSD in classroom settings.

Take your time

Strategy instruction must be closely tailored to the needs of students; so, students, whether individuals or in groups, must proceed at their own pace. Therefore, it is not possible to set a precise time to expect mastery. Though there are some exceptions—it is critical for students to attain mastery at each stage before proceeding. Also, remember that "One swallow doesn't make a summer," using a strategy well one time does not mean the student has mastered the strategy. Students need to use the strategy correctly and consistently and develop the knowledge of 'why' and 'how' before they have *truly* mastered the strategy.

Start small and build on your success

Because strategy instruction is so powerful and practical there's a natural tendency to want to use it as much as possible. If using one strategy is good, two would be even better. At this point teachers might want to remember the old saying that "You can have too much of a good thing." The same is true of strategy instruction. We recommend using the "small is golden" principle advocated by Pressley (Pressley, Woloshyn, & Associates, 1995). Focus on a small number of strategies and support their use over a sufficient period of time. This will result in students developing a deeper understanding of the strategy and a realization of how strategy use can improve performance.

Plan for generalization

Generalized use of learning strategies must be prompted—it won't occur on its own. Many students who can benefit the most from strategy instruction will not spontaneously generalize a strategy across settings. Teachers in other settings or grades must know what strategies students have learned and how to encourage their continued development. Note also that getting another teacher to support the use of a strategy in his/her class may also involve a "buy in" process. One of the best ways to motivate other teachers to help in the generalization process is to show them (by using the evaluation materials such as portfolios) how much the strategy has improved performance.

Teach "strategically."

Deciding which strategies to use and which students to use them with are important decisions. First, begin with a relatively simple strategy in a content area where you are comfortable and can reasonably anticipate success. Particularly for beginning teachers, initially avoiding difficult curriculum areas where students are struggling the most allows teachers to become more acquainted with the instructional process, hone their skills, and build confidence. Remember that teachers need to develop mastery just as students do. Second, be sure to implement validated strategies. Some teachers think that because existing strategies look simple that it is easy to develop their own. Use electronic resources (http://www.unl.edu/csi/) to help teachers find proven strategies that match learners' needs.

Final Thoughts on Preparing Teachers to Use Self-Regulated Strategy Development

In closing we want to stress three things. First, strategy instruction should be seen as a *process*. It is the process that is powerful. Strategies themselves are useless unless the teacher utilizes an effective strategy instruction process that attends to instilling the metacognitive knowledge that students need and helps to change maladaptive motivational processes. Second, the strategy instruction process depends on *collaboration*. The teacher and students should work together to develop and evaluate new strategies. Remember that strategies are not "off the rack;" rather, they are custom made. Third, teachers should collaborate with other teachers, as well as their students during the strategy instruction process. Professional cooperation allows teachers to share their personal triumphs and challenges and serves to facilitate supportive feedback and problem solving. Teachers who use strategy instruction construct powerful new knowledge about what works for students.

There is now ample evidence that students with LD can be taught to utilize strategies and that these strategies do make a difference in these students' learning outcomes (e.g., Graham & Harris, 2005; Swanson, 1990). Note that the use of SRSD directly empowers both students with disabilities and their educators. It places the control of learning directly in the hands of students and teachers. Students can always learn new strategies, and educators can always teach them. Most importantly, this strategy approach has a *twenty-year track record* of success. Clearly, teacher educators, particularly at this time of emphases on the preparation of high quality special education teachers and accountability about the services delivered to students with disabilities and their families, must infuse mastery of validated practices into their preparation programs. We believe that SRSD should become one of those approaches that become part of the "core" in every program that prepares teachers of

students with high incidence disabilities. Given number of these students, new requirements of NCLB and IDEA '04, and our responsibilities to prepare the best future generation of special educators possible, we simply cannot afford to use anything less than the best methods we have for improving academic learning.

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From: nobody@notify.unc.edu on behalf of hr@unc.edu
Sent: Monday, July 30, 2012 8:17 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Flexible Work Arrangements Policy for SPA and EPA Non-Faculty Employees

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To: Deans, Directors and Department Heads,
HR Facilitators

From: Noreen Montgomery, Senior Director of Employment & Staffing,
Office of Human Resources

In response to an increasing number of questions regarding teleworking and flexible work arrangements, the Office of Human Resources (OHR), in collaboration with the HR Administrative Advisory Council (HRAAC), has revised the Flexible Work Arrangements policy for SPA and EPA Non-Faculty employees.

Flexible scheduling can benefit both employees and departments by helping employees balance their professional and personal responsibilities, and specifically by allowing additional commuting options. Flexible scheduling also can help departments by maximizing employee retention, helping morale, and minimizing employee tardiness and unscheduled absences. However, there are University units or operations that may not be conducive to alternative schedules, and, likewise, certain positions within units where operational needs make flexible schedules difficult or impractical. Units are encouraged to consider the available options, and to approve work schedules that benefit the employee, without detriment to the work unit.

The Flexible Work Arrangements policy includes the following key provisions:

* There are three major types of flexible work arrangements:
-- temporary change in work hours
-- flexible work schedule
-- flexible work location or "teleworking"

* SPA temporary employees are eligible for all flexible work arrangements except for "teleworking" arrangements.

* Departments are encouraged to be flexible in allowing for alternative work arrangements, with the understanding that this flexibility must still ensure appropriate employee accountability and be compatible with the operational needs of the work unit.

* All flexible work arrangements must be approved in advance by management and the Office of Human Resources (if required; see below).

* Teleworking arrangements lasting more than 90 calendar days require:
-- no less than four days per month of the employee's time is physically based within an official University office or facility
-- pre-approval from OHR before the arrangement begins
-- completion of the Supplemental Conditions of Employment form

* Flexible work arrangements may be revised or revoked by management at any time, with as much reasonable notice as possible.

This policy is effective August 1, 2012, and departments must comply with all provisions as of that date. For individuals who are already working in a teleworking arrangement prior to the effective date of this policy, departments must bring these individuals into compliance with the policy provisions no later than September 30, including submission of the necessary request forms.

We recognize that there may be existing arrangements within your areas and that there will be questions as departments implement these new procedures. OHR will work with you to address any questions and minimize inconvenience to the greatest extent possible.

For more information regarding flexible work arrangements, refer to the policy and related forms located at http://hr.unc.edu/policies-procedures-guidelines/spa-employee-policies/employment/CCM3_037554. If you have additional questions, please contact your HR representative or assigned OHR Employment Consultant.

This email is sponsored by: Office of Human Resources

From: PREX1@mvs.adp.UNC.EDU on behalf of PAYROLL_NOTIFY@UNC.EDU
Sent: Tuesday, July 31, 2012 5:40 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: YOUR CHECK STUB IS AVAILABLE

Today is a payday for the Monthly Payroll. To access your pay information, go to http://finance.unc.edu/university-controller/payroll-services/welcome.html and select the E-Pay/Direct Deposit Paystub Log In under Quick Links. After you login using your Onyen and Onyen password, select View Current Paystub under the Employee Menu to access your pay information for today's payroll.

Please note that your leave information is now being provided to you in the upper right hand corner of the stub. These amounts are your leave totals as of the end of the prior month.

Thank you.

Payroll Services
The University of North Carolina at Chapel Hill

From: Bethel, Bradley Richard <bbethel@email.unc.edu>

Sent: Wednesday, August 1, 2012 9:43 AM

To: Amy Kleissler <kleissle@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; Cricket Lane <cricket@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; John Blanchard <jgb@uncaa.unc.edu>; Kendra Hancock <khancock@uncaa.unc.edu>; Maloy, Susan B <sbmaloy@email.unc.edu>; Orr, Kym N <orr@email.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>; Welborn, Spencer Brooks <swelborn@email.unc.edu>

Subject: GLA Traing and Orientation

Attach: GLA Training.pdf

Counselors,

I've attached the schedule for the GLA training and orientation. I have an introduction to the Olympic staff scheduled for Tuesday, August 14th, at 12:30. Please let me know if you can be there. I have only heard from two of you.

Also, you will note a session on academic motivation on Monday, August 13th, at 10 AM and a session on self-regulated learning the same day at 1 PM. There is also a session on literacy and identity that Wednesday at 10 AM. All three sessions will be conducted by faculty members and will be relevant for full-staff. I encourage you all to come.

Bradley R.H. Bethel | Reading and Writing Specialist
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Academic Support Program for Student-Athletes
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Graduate Learning Assistant Orientation and Training
August 13 – 17, 2012

Tasks to complete prior to the first day of training:

1. Email Bradley your class schedule and UNC email address.
2. Complete hiring paperwork with Susan Maloy.
3. Finish reading the following articles:
    a. "Developmental Student Don't Know What They Don't Know"
    b. "Influencing Children's Self-Efficacy and Self-Regulation of Reading and Writing Through Modeling"
    c. "Self-Regulated Strategy Development for Students with Learning Disabilities"

Below is the week's schedule. Please arrive a few minutes early each day. Lunch will be provided on Wednesday and Friday.

	Monday	Tuesday	Wednesday	Thursday	Friday
9:30 – 10 AM	Welcome & Introductions	Introduction to Football Staff	Office Assignments	No training today.	SASB Tour
10:00 – 11:30	Motivation: Dr. Judith Meece	Assessing Motivation & SRL	Literacy & Identity: Dr. Leigh Hall		Learning Strategies
11:30 – 12:30	Lunch	Lunch	Lunch		Lunch
12: 30 – 1:00	Director & Dean's Welcome	Introduction to Olympic Staff	Introduction to Life Skills Staff		Fall Schedules
1:00 – 2:30	SRL*: Dr. Jeff Greene	Learning Disabilities and ADHD	Reading Strategies		Theory to Practice
2:30 – 4:00	Review & Application	Compliance	Honor Court		Professionalism & Expectations

*SRL: self-regulated learning

Additionally, there will be a single reading or a short homework assignment the first three nights.

We look forward to learning with you.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, August 1, 2012 9:54 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: TIM Upgrade

To: All Staff
From: TIM Support and ITS

The TIM System will be upgraded beginning on Saturday, August 4. The system will be down from Saturday, August 4 at 6 a.m. until Monday, August 6 at 6 a.m. During the downtime, users will not be able to log in. Teletime will remain down until Wednesday, August 8 at 6 a.m.

TIM functionality will not change in the upgraded version.

DURING THE DOWNTIME PERIOD
Employees using Time Stamp will not be able to log in to TIM to record their times worked.
*All times in and out worked during the downtime must be submitted to the Manager or TIM Administrator for manual entry on Monday, August 6. *

Employees using Badge Terminals will be able to swipe in and out for worked hours during the downtime. Functions such as View Timecard Totals, View Accrual Balances, and Time Off Notifications will not be available during the downtime period.
Times in and out should be checked by the Manager or TIM Administrator on Monday, August 6 to ensure they are correct.

Employees using Teletime will not be able to call in to the phone system to record times worked during the extended Teletime downtime period.
All times in and out worked during the extended downtime must be submitted to the Manager or TIM Administrator for manual entry by Wednesday, August 8.

SPA Non-Exempt Employees using Manual Time Entry and SPA and EPA Exempt employees will not be able to log into the TIM system during the downtime period.
SPA Non-Exempt and SPA and EPA Exempt employees will be able to enter all of their TIM data on Monday, August 6.

TIM ACCESS
Users will be able to access the Upgraded version of TIM on Monday, August 6, using the access methods currently used. This includes the HTML (non-Java) version for users who are not TIM Administrators, http://unctim.unc.edu/employee and UNCTIM 6.1 Thinstall for all TIM Administrators and Managers who process advanced functions in TIM.

Also, starting on Monday, August 6, TIM Administrators and Managers may access TIM by going to http://unctim.unc.edu in one of the following supported Internet Browsers: Internet Explorer, versions 7, 8, or 9, and Mozilla Firefox, version 4 or higher. Other Internet browsers should NOT be used to access TIM.

UPGRADE SUPPORT
Please contact 962-HELP (4357) for assistance with all technical issues related to TIM.

This email is sponsored by: TIM Support and ITS

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, August 6, 2012 8:52 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: News About Next Phase of ConnectCarolina Implementation

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Deans, Directors and Department Heads:

As I'm sure you are aware, the University is engaged in a significant effort to fully implement the financial and human resources modules of PeopleSoft under the ConnectCarolina project. This creates many opportunities for the University's administrative offices to reassess and redesign business processes to assure that we take full advantage of the powerful capabilities of PeopleSoft. For this reason, I have created a new position, the associate vice chancellor for administrative systems and business transformation, reporting to me in the Division of Finance and Administration. Having someone in this position who can focus on these issues will fully leverage our ability to manage and support these new business applications.

Because our PeopleSoft implementation effort is far along and time is of the essence, I am appointing an experienced higher education leader to fill this critical role. I am pleased to announce that Chris Kielt will begin as associate vice chancellor for administrative systems and business transformation effective September 4. Chris has 25 years of extensive higher education administrative experience, including two decades at Yale University where he worked with a variety of integrated administrative systems in support of core business operations. In addition, he served four years as Yale's deputy chief information officer before heading to Stony Brook University where he was appointed as chief information officer. At Stony Brook, Chris worked with Bain & Company on a campus-wide strategic initiative to streamline administrative operations.

Chris has extensive experience with large-scale enterprise resources planning (ERP) implementations and project management, both of which will be invaluable as he partners with colleagues in Information Technology Services and other University offices to move us forward with the next phase of the ConnectCarolina implementation. He will also review all business systems in the Division of Finance and Administration to create efficiencies and streamline all other administrative applications. As Chris focuses on the transition to PeopleSoft, Kevin Seitz, the associate vice chancellor for finance, will continue to lead the University's finance operations.

Chris will also collaborate closely with colleagues in the Office of Human Resources to develop a seamless organization to consolidate end user support, documentation and training for the Human Resources, Payroll and Finance modules of PeopleSoft. For this reason, Chris will also have a dotted line reporting relationship to Vice Chancellor Brenda Malone in the Office of Human Resources.

I am excited that Chris Kielt has agreed to join us and ask you to welcome him as he begins to work with the campus community in carrying out his new responsibilities.

Sincerely,

Karol Kain Gray, Vice Chancellor for Finance and Administration

This email is sponsored by: Finance and Administration Division

From: Beller, Debra L <debra_beller@unc.edu>
Sent: Wednesday, August 8, 2012 3:37 PM
To: ConnectCarolina <connectcarolina@listserv.unc.edu>
Subject: [connectcarolina] ConnectCarolina Newsletter for August 2012

System Outage This Saturday, August 11
There will be a planned maintenance outage affecting ConnectCarolina and other systems on Saturday, Aug. 11, starting at 7:00 am and ending around 1:00pm. ConnectCarolina will be down during this time frame.
http://its.unc.edu/enterprise/enterprise-applications/connectcarolina/system-status/

Campus Solutions Priority List
View the latest list of the Top 10 In-Progress Activities for Campus Solutions.
http://its.unc.edu/enterprise/enterprise-applications/what-we-are-working-on/

Students Must Act on Proxy Access to Billing
Improvements made to the Student Financials section of the ConnectCarolina Student Center mean students will need to take action to re-authorize proxies (usually parents) for access to billing and payment.
http://its.unc.edu/2012/07/16/changes-connectcarolina-student-financials/

Update on the ConnectCarolina Finance and HR/Payroll Project
The ConnectCarolina project team is deep into the detailed work of the project – taking the University's needs and configuring PeopleSoft to work for us with as little customization as possible. Here is just a brief look at what the project team is working on.
http://its.unc.edu/2012/07/18/project-update-july-18-2012/

ConnectCarolina YouTube Channel
View videos on ConnectCarolina's new YouTube channel.
http://www.youtube.com/user/connectcarolina?ob=0&feature=results_main

Follow ConnectCarolina on Social Media
http://www.facebook.com/pages/ConnectCarolina/100789246978?ref=mf
https://twitter.com/#!/connectcarolina

Campus Solutions Help Resources
The fastest way to resolve any issues with Campus Solutions is to file a Help ticket at http://help.unc.edu; for policy or process questions, contact the functional office directly:

- Student Billing: http://cashier.unc.edu/
- Financial Aid: http://studentaid.unc.edu/
- Student Records (including access), Registration, Drop/Add, Transcripts, etc. -- University Registrar: http://registrar.unc.edu/index.htm
- Undergraduate Admissions: http://www.admissions.unc.edu/
- Graduate Admissions: http://gradschool.unc.edu/

Campus Solutions Governance and Feedback: http://its.unc.edu/enterprise/enterprise-applications/connectcarolina/about-connectcarolina/governance/

Information on the Finance and HR/Payroll Implementations
Finance: http://its.unc.edu/enterprise/enterprise-applications/connectcarolina/finance/
HR/Payroll: http://its.unc.edu/enterprise/enterprise-applications/connectcarolina/hr-and-payroll/

Questions and comments may be sent to: connectcarolina_info@unc.edu

Debra Beller
Communications Specialist
ConnectCarolina, Enterprise Applications, ITS
University of North Carolina at Chapel Hill
Phone: 919-843-0477
Website: http://its.unc.edu/enterprise/enterprise-applications/

From: Beller, Debra L <debra_beller@unc.edu>
Sent: Thursday, August 9, 2012 10:21 AM
To: campus solutions staff users <cccs_staffusers@listserv.unc.edu>
Subject: [cccs_staffusers] System outage Sat., Aug. 11, affecting ConnectCarolina and other systems

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There will be an outage affecting ConnectCarolina, ePro and other systems on Sat., Aug. 11, 7am to approximately 1pm.

This planned maintenance outage means that ConnectCarolina and other systems will not be available during this time frame. View the list of affected systems here:
http://its.unc.edu/Enterprise/ConnectCarolina/SystemStatus/index.htm

We appreciate your cooperation and support as we continue to make ConnectCarolina more efficient for our users.

Questions/Problems:
Help Desk: 919-962-HELP or help.unc.edu

Debra Beller
Communications Specialist
ConnectCarolina, Enterprise Applications, ITS
University of North Carolina at Chapel Hill
Phone: 919-843-0477
Website: http://its.unc.edu/enterprise/enterprise-applications/

From: Allison, Kim A <kallison@email.unc.edu>
Sent: Monday, August 13, 2012 3:46 PM
To: Beth Lyons <emlyons@uncaa.unc.edu>; Bethel, Bradley Richard <bbethel@email.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; Kleissler, Amy <kleissle@uncaa.unc.edu>; Lee, Jaimie Alexis Samatha <jaimielee@email.unc.edu>; Mercer, Robert J Jr <rmercer@email.unc.edu>; Orr, Kym N <orr@email.unc.edu>; Overstreet, Tia <overstre@email.unc.edu>; Townsend, Jenn <jjtowns@email.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>; Welborn, Spencer Brooks <swelborn@email.unc.edu>; Yarbrough, Nathan John <yarbro9@email.unc.edu>; Yount, Tony <gyount@email.unc.edu>
Subject: Vacation and Sick Leave

If you haven't done so, please send me your vacation and sick leave information for the month of July.

Also remember, you have an additional 40 hrs. of "special leave" that **MUST** be used by June 30, 2013. These hours WILL NOT transfer over.

Let me know how you want to use your leave hours (ex. 8 hrs on July 5th – special leave)

Thanks,
Kim

Kim Allison
Department Manager
Ctr for Student Success & Academic Counseling
Writing Center
450 Ridge Road, Suite 0127
Campus Box #3106
Chapel Hill, NC 27599-3106
919-962-7710 (ph)
919-843-5341 (fx)
kallison@email.unc.edu

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, August 15, 2012 8:38 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: DDD - Reminder: Interdepartmental Fee Requests for FY 2013-14

To: Deans, Directors and Department Chairs

From: Dennis Press, University Controller
Interdepartmental Fees & Charges Committee Co-Chair

Date: August 15, 2012

This memorandum provides a reminder regarding requests for interdepartmental fees and charges. In accordance with the Interdepartmental Fees & Charges (IF&C) policies and procedures; requests for new interdepartmental fees, revisions to existing interdepartmental fees, and elimination of interdepartmental fees that will go into effect during Fiscal Year 2013-14 must be submitted to the IF&C Committee no later than Monday, September 17, 2012. Rate increases and new fees received after the deadline will not be considered. The rate review and approval process must be completed and rate revisions and new fees announced to the campus no later than February 15, 2013, in advance of next year's Annual Budget Hearing Process.

All campus units that charge other departments a fee for goods and services should review the Determination of Fee Oversight Authority decision diagram on page 4 of the IF&C policies and procedures, and confirm to OSR's Cost Analysis and Compliance department of the Office of Sponsored Research (OSR) your present oversight status in accordance with this decision diagram. If not have not already done so, please confirm your oversight review status with Cost Analysis and Compliance by August 24, 2012.

If the decision diagram indicates your operation is a Research Service Center (RSC), the appropriate oversight body is the OSR. RSCs do not need to take further action based on this memorandum. OSR will contact you to establish the nature and timing of your next review. If the decision diagram indicates your operation is an Interdepartmental Service Center (ISC), then the appropriate oversight body is the Interdepartmental Fees & Charges Committee and this memorandum does apply.

Information about the IF&C policies and procedures and other important information are located at the following web site: http://finance.unc.edu/finance-division/about-us/finance-committees.html#comm_inter. The following information is available on the web site.

* List of Interdepartmental Fees and Charges
* Interdepartmental Fees and Charges Policies and Procedures
* Rate Development Form and Attachments

In summary, requests for interdepartmental fees and charges for fiscal year 2013-14 must be submitted to me by September 17, 2012, at dennis_press@unc.edu. Requests in Excel format are preferred. Thank you.

Note, this memo is also being distributed to University Business Managers.

This email is sponsored by: Interdepartmental Fees and Charges Committee

LEARNING SESSIONS

Purpose

The purpose of this handout is to provide learning specialists and assistants with a basic structure and expectations of the learning session. In accordance with the mission of the Learning Engagement and Enhancement Program (LEEP), we should use learning sessions to support students in their becoming "goal-directed, strategic, and self-regulated learners." Learning staff will adapt their sessions to meet the needs of their students, but the basic components of the learning session should remain intact. Those basic components are outlined below.

The First Two Weeks

Structure of a session:

1. Set a purpose for the session.
2. Organize binder and PASS book, check Sakai for printouts, and check syllabi for upcoming assignments or readings.
3. Review notes and note-taking strategies.
4. Model/teach strategies to help students with current assignments or readings.
5. Determine tasks for student to complete independently and to record in PASS book.
6. Identify learning goals and questions for student's next class.

Setting a Purpose for the Session

Because most of our students are not yet goal-directed learners, we need to model goal-directed behavior for them. After the student arrives to your session and you spend a minute or two getting settled and discussing the day, you should explain what the goals of the session will be, namely, the next steps as outlined above. During the first two weeks, you will be establishing the purpose for the session, but you should be clear that the student must start to take ownership of his learning. After the first two weeks, students should arrive to their sessions knowing what readings and assignments they have or what questions they want to discuss.

Organizing Materials

After you have set the purpose for the session, you should help the student check Sakai for any printouts, organize materials in his binder, and check syllabi for any assignments or readings he may not have yet recorded in his PASS book. However, you should also be clear that after the first two weeks the student will need to complete these activities on his own prior to arriving at your session. If the student comes to your session directly from another appointment, you may need to help your student identify an appropriate time (e.g., the night before) to complete these activities. This may be a good opportunity to discuss time management.

Reviewing Notes and Note-taking Strategies

We expect our students to take notes during class. Even students who have a note-taker are not excused. Every student must demonstrate that he attempted to be an active learner in class. Many students legitimately struggle with taking notes, and so we may need to teach them note-taking strategies. You can do this by showing them your own notes from class and/or explaining your own particular process. You can also find resources on the internet that demonstrate the widely used Cornell note-taking system. By the end of the first two weeks, students will still be developing their note-taking skills, but they should be producing notes that are suitable for reviewing and studying.

Learning Strategies

The heart of your session is the strategy component. This is the time when you help students learn the material and learn strategies to continue learning and to complete their assignments successfully. You should choose strategies according to the readings or assignments students have that day.

Making a To-do List

Unfortunately, our learning sessions are never long enough to get through all the material students have. Therefore, you should instruct the student to record in the blue pages of his PASS book any readings or assignments he still needs to complete. At the beginning of your subsequent session with that student, you will check to see if he completed it and make note on the feedback form if he did not.

Setting a Purpose for Class

To help our students become goal-directed learners, we must instill in them a habit of setting a purpose not just for learning sessions but also for their classes. Use the last few minutes of your session to identify on the syllabus the topic for the student's next class and help the student anticipate what he may learn during that class. This is also an opportunity to help the student generate questions and connect what he already knows to what he will be learning in the future.

After the First Two Weeks

As discussed above, students need to take ownership of their learning. During the first two weeks, they should have developed some basic organizational skills and should now understand what is expected of them when they show up to learning sessions. At this point the student should arrive (1) knowing what assignments and readings he needs to complete, (2) having already printed materials from Sakai and organizing them in his binder, and (3) having taken notes during class. Because those tasks should be complete when the student arrives, you can now spend more time helping students learn the material and learn strategies for further learning.

Structure of a session:

1. Agree on a purpose for the session.
2. Review notes and previous assignments or readings.
3. Model/teach strategies to help students with current assignments or readings.
4. Determine tasks for student to complete independently and to record in PASS book.
5. Identify learning goals and questions for student's next class.

Establishing a Purpose

Students should arrive with questions from class or previous readings and with an awareness of what readings or assignments they need to complete. You will have the syllabus and thereby also know what readings or assignments they have. You should therefore agree on some goals for the session and proceed. If the student arrived unaware of what he needed to do, you should make note on the feedback form.

Reviewing Notes and Other Materials

If the student comes with specific questions from previous assignments or readings, this is the time to address those questions. You should help the student reason through the questions and try to find the answers on his own. You should also review the student's notes with the student to help him elaborate on them and make connections between his notes and the assignments or readings. Finally, you should also use this time to check whether the student completed his to-do list from the previous session. If he did not, make note on the feedback form.

Learning Strategies

Again, this is the heart of your session. This is the time when you help students learn the material and learn strategies to continue learning and to complete their assignments successfully. You should choose strategies according to the goals you established at the beginning of the session.

Making a To-do List

Unfortunately, our learning sessions are never long enough to get through all the material students have. Therefore, you should instruct the student to record in the blue pages of his PASS book any readings or assignments he still needs to complete.

Setting a Purpose for Class

To help our students become goal-directed learners, we must instill in them a habit of setting a purpose not just for learning sessions but also for their classes. Use the last few minutes of your session to identify on the syllabus the topic for the student's next class and help the student anticipate what he may learn during that class. This is also an opportunity to help the student generate questions and connect what he already knows to what he will be learning in the future.

Although learning staff should maintain the basic components of a learning session as outlined above, learning staff should adapt and possibly even re-arrange the components according to the needs of the situation or the student. For example, there may be sessions when reviewing notes could come after working through the material. In that case, you have an opportunity to support the student's autonomy by allowing him to choose the order of the steps. Learning staff should use their professional judgment to determine how best to help students become goal-directed, strategic, and self-regulated learners.

UNC
STUDENT AFFAIRS

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

ACCESSIBILITY RESOURCES & SERVICE

450 RIDGE ROAD, SUITE 2126
STUDENT AND ACADEMIC
SERVICES BUILDING NORTH
CAMPUS BOX 7214
CHAPEL HILL, NC 27599-7214

919.962.8300 (V)
919.711 (T)
919.962.4748 (F)
accessibility.unc.edu

Current Impact Statement

Name_____ **Date**_____ **PID**_____

In addition to reviewing your documentation, we would also like specific information on how the diagnosed disability/medical condition described is ***currently*** *impacting your functioning and causing you substantial limitations.*

Please address ***ALL*** *of the following in as much detail as possible. Feel free to use to use the back of this form, or type your response on additional paper. Incomplete responses will be returned for more information*

If a written response is difficult for you, you may record your responses and submit an audio file.

1. **Considering the skills such as reading, writing, paying attention, mathematics, etc., describe (be specific) the current (or recent) impact of the disability/medical condition in both of the following areas:**

    a. In Class (lectures, test-taking, participation, etc.)

    b. Out of Class (studying, time management, homework, etc.)

2. **Accommodations/Services**
   In reference to the above information, describe accommodations or services that you think you will need. Why?

In addition to your response, you may also ask others who currently know you, or have observed you to submit answers to these questions in a separate document.

Sign your name indicating you composed and wrote the response.

Please return this form to:

Accessibility Resources & Service
CB# 7214 Suite 2126 SASB North
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7214
919.962.8300 (V/T) - 919.962.4748 (Fax)

From: Chloe Russell <cjrussel@email.unc.edu>

Sent: Thursday, November 8, 2012 2:29 PM

To: Bridger, Beth <bridgerb@email.unc.edu>; Townsend, Jenn <jjtowns@email.unc.edu>; Orr, Kym N <orr@email.unc.edu>; Maloy, Susan B <sbmaloy@email.unc.edu>; Welborn, Spencer <swelborn@email.unc.edu>; Yount, Tony <tonyyount@unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>

Cc: Lucido, Barbara E <blucido@email.unc.edu>

Subject: Enforced prerequisites

Attach: Copy of Total Prereq List-Sent to Depts.xlsx

Good afternoon everyone,
See attached for the list of courses that are currently programmed in ConnectCarolina to enforce prerequisites. Please note that the effective term on the spreadsheet means when it was programmed in the course catalog, not that the course is offered in the Spring 2013 semester.
If a student has a prerequisite for a course and are not able to enroll online, they will need to contact the department directly to register.
Let us know if you have any questions.
Thanks!
Chloe

Chloe J. Russell, M. Ed.
Academic Advisor
Division of Social and Behavioral Sciences
College of Arts & Sciences and General College
University of North Carolina at Chapel Hill
1005 Steele Building, 214 East Cameron Avenue, CB #3110
Chapel Hill, NC 27599-3110
919-843-8912 (p)
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Subject	Course	Pre- Corequisite
ART	202	Prerequisites, ART 102 and 104
ART	206	Prerequisite, ART 106
ART	208	Prerequisites, ART 102 and 104
ART	214	Prerequisite, ART 104
ART	223	Prerequisite, ART 103
ART	302	Prerequisite, ART 202
ART	303	Prerequisite, ART 203
ART	305	Prerequisite, ART 105
ART	307	Prerequisite, ART 103 or 104
ART	313	Prerequisite, ART 213
ART	314	Prerequisite, ART 214
ART	324	Prerequisite, ART 104
ART	328	Prerequisites, ART 102 and 104
ART	330	Prerequisite, ART 103, 104 or 105
ART	338	Prerequisite, ART 208
ART	348	Prerequisite, ART 208
ART	402	Prerequisite, ART 302
ART	403	Prerequisite, ART 303
ART	405	Prerequisite, ART 105
ART	407	Prerequisite, ART 102
ART	410	Prerequisite, ART 302, 303 or 305
ART	413	Prerequisite, ART 313
ART	416	Prerequisite, ART 106
ART	423	Prerequisite, ART 303
ART	515	Prerequisite, ART 305
BIOL	201	Prerequisites, BIOL 101 and CHEM 101 or 102. A grade of C or better in BIOL 101 and CHEM 101 or 102 required
BIOL	202	Prerequisites, BIOL 101 and CHEM 101 or 102. A grade of C or better in BIOL 101 and CHEM 101 or 102 required

BIOL	205	Prerequisite, BIOL 202
BIOL	278	Prerequisites, BIOL 101 and 101L
BIOL	402	Prerequisites, BIOL 202 and 205.
BIOL	422	Prerequisite, BIOL 202
BIOL	425	Prerequisite, BIOL 202
BIOL	427	Pre- or corequisites, BIOL 201 and 202
BIOL	445	Prerequisites, BIOL 202 and 205.
BIOL	446	Prerequisite, BIOL 205
BIOL	451	Prerequisites, BIOL 101 and 101L and either PHYS 104 and 105 or PHYS 116 and 117
BIOL	461	Prerequisite, BIOL 201
BIOL	462	Prerequisite, BIOL 201 or 475
BIOL	465	Prerequisite, BIOL 201
BIOL	473	Prerequisite, BIOL 252 or 276
BIOL	474	Prerequisite, BIOL 201 or 202
BIOL	514	Prerequisites, BIOL 201, 202, and 205
BIOL	526	Prerequisite, BIOL 202
BIOL	528	Prerequisites, BIOL 202, COMP 116, and MATH 232 or 283
BIOL	531	Prerequisite, BIOL 205
BIOL	555	Prerequisites, BIOL 101 and 101L, and BIOL 271 or 272
BIOL	556	Prerequisites, BIOL 201 and PHYS 104 or 116
BIOL	568	Prerequisites, BIOL 201 and MATH 231
BIOL	423L	Prerequisite, BIOL 205
BIOL	252	Prerequisites, BIOL 101 and 101L
CHEM	241	Prerequisite, CHEM 102 or 102H. C- or better required in prerequisite.
CHEM	261	Prerequisite, CHEM 102 or 102H. C- or better required in prerequisite.
CHEM	262	Prerequisite, CHEM 261 or 261H. C- or better required in prerequisite.

CHEM	241L	Prerequisite, CHEM 102L; pre- or corequisite, CHEM 241 or 241H.
CLAR	464	Prerequisite, CLAR 244.
CLAR	489	Prerequisite, CLAR 241.
COMM	142	Prerequisite, COMM 140.
COMM	223	Prerequisite, COMM 120.
COMM	226	Prerequisite, COMM 120.
COMM	230	Prerequisites, COMM 130 and 140.
COMM	230	Prerequisites, COMM 130 and 140. Grade of C or better in COMM 130.
COMM	260	Prerequisite, COMM 160.
COMM	262	Prerequisite, COMM 160.
COMM	263	Prerequisite, COMM 160.
COMM	312	Prerequisite, COMM 120.
COMM	325	Prerequisite, COMM 120.
COMM	333	Prerequisite, COMM 332.
COMM	362	Prerequisite, COMM 160.
COMM	431	Prerequisite, COMM 130
COMM	432	Prerequisite, COMM 140.
COMM	433	Prerequisite, COMM 131
COMM	434	Prerequisite, COMM 140.
COMM	437	Prerequisite, COMM 160.
COMM	442	Prerequisite, COMM 140.
COMM	450	Prerequisite, COMM 140.
COMM	450	Prerequisite, COMM 140.
COMM	451	Prerequisite, COMM 140.
COMM	452	Prerequisite, COMM 140.
COMM	464	Prerequisite, COMM 160.
COMM	466	Prerequisite, COMM 160.
COMM	472	Prerequisite, COMM 170.
COMM	500	Prerequisite, COMM 170.
COMM	523	Prerequisite, COMM 120.
COMM	524	Prerequisites, COMM 224 and 372.

COMM	525	Prerequisites, COMM 120 and 325.
COMM	527	Prerequisite, COMM 325.
COMM	534	Prerequisite, COMM 230.
COMM	535	Prerequisite, COMM 160.
COMM	537	Prerequisite, COMM 433.
COMM	539	Prerequisite, COMM 230.
COMM	544	Prerequisite, COMM 140.
COMM	546	Prerequisite, COMM 140.
COMM	547	Prerequisite, COMM 140.
COMM	548	Prerequisite, COMM 140.
COMM	550	Prerequisite, ART 159, COMM 140, or ENGL 142.
COMM	551	Prerequisite, ART 159, COMM 140, or ENGL 142.
COMM	561	Prerequisite, COMM 160.
COMM	563	Prerequisite, COMM 160.
COMM	564	Prerequisite, COMM 160.
COMM	571	Prerequisite, COMM 170.
COMM	572	Prerequisite, COMM 170.
COMM	572	Prerequisite, COMM 170.
COMM	573	Prerequisite, COMM 170.
COMM	575	Prerequisite, COMM 170.
COMM	620	Prerequisite, COMM 120.
COMM	629	Prerequisite, COMM 120.
COMM	635	Prerequisite, COMM 230.
COMM	638	Prerequisite, COMM 150.
COMM	639	Prerequisite, COMM 140.
COMM	642	Prerequisite, COMM 442.
COMM	645	Prerequisite, COMM 140.
COMM	646	Prerequisite, COMM 130 or 150.
COMM	647	Prerequisites, COMM 230 and one of COMM 534, 635, 646, 653, or 654.

COMM	650	Prerequisite, ART 159, COMM 140, or ENGL 142.
COMM	652	Prerequisite, COMM 140.
COMM	653	Prerequisite, COMM 230.
COMM	654	Prerequisite, COMM 130 or 150.
COMM	655	Prerequisite, COMM 140.
COMM	659	Prerequisite, COMM 140.
COMM	661	Prerequisite, COMM 160.
COMM	663	Prerequisite, COMM 160.
COMM	665	Prerequisite, COMM 160.
COMM	667	Prerequisite, COMM 160 or 260.
COMM	669	Prerequisite, COMM 160.
COMM	670	Prerequisite, COMM 170.
COMM	681	Prerequisite, ART 159, COMM 140, or ENGL 142.
COMM	683	Prerequisite, ART 159, COMM 140, or ENGL 142.
ENST	203	Prerequisite, MATH 231; corequisite, MATH 232.
ENST	222	Prerequisites, MATH 231 and either CHEM 101 or PHYS 104.
EXSS	265	Prerequisites, EXSS 175 and 188
EXSS	276	Prerequisite, EXSS 175.
EXSS	324	Prerequisite, ECON 101
EXSS	369	Prerequisites, EXSS 175, 188, 265, 276, 366, 367, and 368
EXSS	370	Prerequisites, EXSS 175, 188, 265, and 276
EXSS	376	Prerequisites, EXSS 175, 276, and MATH 110 or 110P
EXSS	385	Prerequisites, EXSS 175 and MATH 110 or 110P
EXSS	478	Prerequisites, EXSS 175, 276, and 380.

EXSS	271	Prerequisites, EXSS 175, 188, and 265
EXSS	273	Prerequisite, MATH 110 or 110P
EXSS	360	Prerequisite, EXSS 276 or NUTR 240
EXSS	366	Prerequisites, EXSS 175, 188, and 265
EXSS	367	Prerequisites, EXSS 175, 188, 265, and 366
EXSS	368	Prerequisites, EXSS 175, 188, 265, 366, and 367
EXSS	408	Prerequisites, EXSS 175 and 276
EXSS	412	Prerequisites, EXSS 175, 276, and 376
EXSS	425	Prerequisites, EXSS 220, 385, 408, 410L, and 412
EXSS	410L	Prerequisites, EXSS 175, 276, and 376
FREN	300	Prerequisite, FREN 204, 212, or 402.
FREN	310	Prerequisite, FREN 250, 255, or 260.
FREN	320	Prerequisite, FREN 250, 255, or 260.
FREN	330	Prerequisite, FREN 300.
FREN	331	Prerequisite, FREN 300.
FREN	350	Prerequisite, FREN 300.
FREN	370	Prerequisite, FREN 260 or 312, and 300.
FREN	371	Prerequisite, FREN 260 or 312, and 300.
FREN	372	Prerequisite, FREN 260 or 312, and 300.
FREN	375	Prerequisite, FREN 260 or 312, and 300.
FREN	377	Prerequisite, FREN 300.
FREN	378	Prerequisite, FREN 300.
FREN	380	Prerequisites, FREN 300 and 370, 371, or 372.
FREN	381	Prerequisites, FREN 300 and 370, 371, or 372.
FREN	382	Prerequisites, FREN 300 and 370, 371, or 372.
FREN	387	Prerequisites, FREN 300 and 370, 371, or 372.
FREN	396	Prerequisite, FREN 300.
FREN	398	Prerequisite, FREN 300.
FREN	402	Prerequisite, FREN 102, 105, 111, or 401.
FREN	403	Prerequisite, FREN 300.
FREN	564	Prerequisite, FREN 300.

FREN	565	Prerequisite, FREN 300.
FREN	566	Prerequisite, FREN 300.
FREN	670	Prerequisites, FREN 300 and 371, 372, or 373.
GEOG	253	Prerequisites, MATH 231 and either CHEM 102 or PHYS 104.
GEOG	410	Prerequisite, GEOG 110
GEOG	412	Prerequisite, GEOG 110 or 111
GEOG	416	Prerequisite, GEOG 110 or 111
GEOG	440	Prerequisite, GEOG 110
GEOG	441	Prerequisite, GEOG 110
GEOG	457	Prerequisite, GEOG 259
GEOG	458	Prerequisite, GEOG 259
GEOG	477	Prerequisite, GEOG 370
GEOG	491	Prerequisite, GEOG 370
GEOG	577	Prerequisite, GEOG 370 or 477
GEOG	593	Prerequisite, GEOG 370 or 491
GEOG	594	Prerequisite, GEOG 370
GEOG	595	Prerequisite, BIOL 561 or STOR 355
GEOL	202	Prerequisite, GEOL 101 or 103 or 105 or 108 or 109 or 110 or 159
GEOL	204	Prerequisite, GEOL 101 or 103 or 105 or 108 or 109 or 110 or 159
GEOL	211	Prerequisite, GEOL 101 or 103 or 105 or 108 or 109 or 110 or 159
GEOL	213	Prerequisite, GEOL 101 or 103 or 105 or 108 or 109 or 110 or 159
GEOL	215	Prerequisite, GEOL 101 or 103 or 105 or 108 or 109 or 110 or 159

GEOL	221	Prerequisite, GEOL 101 or 103 or 105 or 108 or 109 or 110 or 159
GEOL	223	Prerequisite, GEOL 101 or 103 or 105 or 108 or 109 or 110 or 159
GEOL	225	Prerequisites, GEOL 101/101L.
GEOL	301	Prerequisite, GEOL 101 or 110; pre- or corequisite, CHEM 101.
GEOL	401	Prerequisite, GEOL 101, 105, 109, or 110
GEOL	402	Prerequisites, GEOL 101 or 110, and GEOL 301.
GEOL	404	Prerequisite, GEOL 301
GEOL	413	Prerequisites, GEOL 101, 109, 110, or 159; and 402 or 478.
GEOL	417	Prerequisites, GEOL 101 or 110, and MATH 231.
GEOL	430	Prerequisite, GEOL 402.
GEOL	431	Prerequisite, GEOL 478 or MASC 440.
GEOL	432	Prerequisite, GEOL 402.
GEOL	433	Prerequisite, GEOL 402 or 503.
GEOL	440	Prerequisites, GEOL 101, 213, 401; MATH 231.
GEOL	460	Prerequisite, MATH 232.
GEOL	478	Prerequisite, GEOL 159 or BIOL 101.
GEOL	480	Prerequisite, MATH 232.
GEOL	504	Prerequisite, GEOL 404.
GEOL	507	Prerequisite, GEOL 402.
GEOL	508	Prerequisites, GEOL 101 or 110, MATH 231, PHYS 105.
GEOL	509	Prerequisites, CHEM 102; GEOL 101, 105, 109, or 110; MATH 231; PHYS 104, 116.
GEOL	510	Prerequisites, CHEM 102; GEOL 101, 105, 109, or 110; MATH 231.

GEOL	511	Prerequisite, CHEM 102.
GEOL	512	Prerequisites, CHEM 102; GEOL 101, 105, or 110; and MATH 231.
GEOL	513	Prerequisite, GEOL 101 or 110, or CHEM 102.
GEOL	514	Prerequisites, GEOL 101 or 110, and 211 or 417.
GEOL	515	Prerequisites, PHYS 104 and 105.
GEOL	516	Prerequisite, GEOL 401.
GEOL	517	Prerequisite, GEOL 402.
GEOL	518	Prerequisites, CHEM 102; GEOL 101 or 110; MATH 232; and PHYS 104 and 105.
GEOL	520	Prerequisites, MATH 231 and 232.
GEOL	601	Prerequisites: GEOL 301, 401, 402, and 404.
GEOL	602	Prerequisites: GEOL 301, 401, 402, and 404.
GEOL	608	Prerequisites, MATH 231; PHYS 104 or 116; GEOL 101 or 103 or 105 or 108 or 109 or 110 or 159
GEOL	609	Prerequisites, GEOL 601 and 602.
GEOL	655	Prerequisites, CHEM 102 and MATH 232.
GEOL	101L	Pre- or corequisite, GEOL 72, 101, 105, 109, or 110.
GEOL	417L	Pre- or corequisite, GEOL 417.
HEBR	102	Prerequisite, HEBR 101.
HEBR	204	Prerequisite, HEBR 203.
INLS	285	Prerequisite, INLS 200.
INLS	318	Prerequisite, INLS 382.
INLS	382	Pre- or corequisite, INLS 261.
INLS	397	Prerequisites, INLS 200, 261, and 382.
INLS	501	Pre- or corequisite, INLS 461.
INLS	502	Prerequisite, INLS 501.
INLS	512	Prerequisite, COMP 110, 116, or 121.
INLS	523	Pre- or corequisite, INLS 261 or 461.
INLS	560	Prerequisite, INLS 261 or 461.

INLS	566	Prerequisite, INLS 261 or 461.
INLS	572	Prerequisite, INLS 261 or 461.
INLS	574	Prerequisite, INLS 261 or 461.
INLS	576	Prerequisite, INLS 261 or 461.
INLS	578	Prerequisite, INLS 261 or 461.
INLS	623	Prerequisites, INLS 382 or 582, and 523.
INLS	672	Prerequisite, INLS 572.
ITAL	203	Prerequisite, ITAL 102 or 401.
ITAL	204	Prerequisite, ITAL 203.
ITAL	300	Prerequisite, ITAL 204 or 402.
ITAL	308	Prerequisite, ITAL 203.
ITAL	310	Prerequisite, ITAL 204 or 402.
ITAL	330	Prerequisite, ITAL 204 or 402.
ITAL	371	Prerequisite, ITAL 204 or 402.
ITAL	382	Prerequisite, ITAL 204 or 402.
ITAL	402	Prerequisite, ITAL 102 or 401.
ITAL	526	Prerequisite, ITAL 204 or 402.
ITAL	102	Prerequisite, ITAL 101.
JOMC	157	Prerequisite, JOMC 153
JOMC	181	Prerequisite, JOMC 180
JOMC	221	Prerequisite, JOMC 153
JOMC	232	Prerequisites, JOMC 137 and 153
JOMC	244	Prerequisite, JOMC 153
JOMC	253	Prerequisite, JOMC 153
JOMC	256	Prerequisite, JOMC 153
JOMC	271	Prerequisite, JOMC 137
JOMC	272	Prerequisite, JOMC 137
JOMC	279	Prerequisite, JOMC 137
JOMC	333	Prerequisite, JOMC 137
JOMC	340	Prerequisite, JOMC 153
JOMC	394	Prerequisite, JOMC 153
JOMC	421	Prerequisites, JOMC 121 and 221
JOMC	422	Prerequisite, JOMC 421

JOMC	423	Prerequisite, JOMC 422
JOMC	426	Prerequisite, JOMC 121
JOMC	431	Prerequisite, JOMC 137
JOMC	433	Prerequisites, JOMC 137 and 431
JOMC	434	Prerequisites, JOMC 232, 279 and 431
JOMC	452	Prerequisite, JOMC 153
JOMC	456	Prerequisites, JOMC 153 and 256
JOMC	457	Prerequisite, JOMC 157
JOMC	459	Prerequisite, JOMC 153
JOMC	473	Prerequisite, JOMC 271 or 272
JOMC	480	Prerequisite, JOMC 180; pre- or corequisite, JOMC 153
JOMC	481	Prerequisite, JOMC 480
JOMC	482	Prerequisite, JOMC 182; pre- or corequisite, JOMC 153
JOMC	483	Prerequisite, JOMC 482
JOMC	484	Prerequisite, JOMC 182
JOMC	551	Prerequisites, JOMC 153, and 137 or 253
JOMC	552	Prerequisite, JOMC 452, 475, or 551
JOMC	581	Prerequisite, JOMC 187
JOMC	583	Prerequisite, JOMC 187
JOMC	586	Prerequisite, JOMC 187
JOMC	582	Prerequisite, JOMC 180
LING	200	Prerequisite, LING 101.
LING	201	Prerequisite, LING 101.
LING	202	Prerequisite, LING 101.
LING	203	Prerequisite, LING 101.
LING	296	Prerequisite, LING 101.
LING	301	Prerequisite, LING 101.
LING	304	Prerequisite, LING 101.
LING	310	Prerequisite, LING 101.
LING	422	Prerequisite, LING 200, 520, 523, or SPHS 540.
LING	522	Prerequisites, LING 520, and 200 or 523.

LING	523	Prerequisite, LING 520, or SPHS 530 or 540.
LING	524	Prerequisite, LING 200 or 523.
LING	529	Prerequisite, LING 203 or 528.
LING	533	Prerequisite, LING 530.
LING	538	Prerequisite, LING 537.
LING	551	Prerequisite, LING 550.
MATH	233	Prerequisite, MATH 232 or 283
MATH	383	Prerequisite, MATH 233.
MATH	406	Prerequisite, MATH 232.
MATH	418	Prerequisites, MATH 233 and 381.
MATH	515	Prerequisite, MATH 381.
MATH	521	Prerequisites, MATH 233 and 381.
MATH	522	Prerequisites, MATH 383 and 521.
MATH	523	Prerequisite, MATH 383.
MATH	524	Prerequisite, MATH 383.
MATH	528	Prerequisites, MATH 383; and PHYS 104 and 105, or PHYS 116 and 117.
MATH	529	Prerequisites, PHYS 104 and 105, and one of MATH 521, 524, or 528.
MATH	533	Prerequisite, MATH 381.
MATH	534	Prerequisite, MATH 381.
MATH	547	Prerequisite, MATH 233 or 283
MATH	548	Prerequisite, MATH 381.
MATH	550	Prerequisite, MATH 233; corequisite, MATH 383.
MATH	551	Prerequisite, MATH 381
MATH	555	Prerequisite, MATH 383.
MATH	564	Prerequisite, MATH 283 or 383
MATH	565	Prerequisite, MATH 383.
MATH	566	Prerequisite, MATH 383.
MATH	577	Prerequisites, MATH 381 and 383.
MATH	578	Prerequisite, MATH 547 or 577.
MATH	579	Prerequisite, MATH 547 or 577.

MATH	590	Prerequisite, MATH 522.
MUSC	123	Corequisite, MUSC 202.
MUSC	125	Prerequisite, MUSC 123.
MUSC	132	Prerequisites, MUSC 130, and 131 or 131H; corequisite, MUSC 133.
MUSC	133	Prerequisites, MUSC 130, and 131 or 131H; corequisite, MUSC 132.
MUSC	135	Prerequisite, MUSC 121 or 131 or 131H.
MUSC	163	Prerequisite, MUSC 135.
MUSC	166	Prerequisites, MUSC 130, and 131 or 131H.
MUSC	228	Prerequisites, MUSC 226 and 227.
MUSC	230	Prerequisites, MUSC 132 or 132H, and 133; corequisite, MUSC 232.
MUSC	232	Prerequisites, MUSC 132 or 132H, and 133; corequisite, MUSC 230.
MUSC	234	Prerequisites, MUSC 132 or 132H, and 133.
MUSC	252	Prerequisites, MUSC 132 or 132H, and 133.
MUSC	253	Prerequisites, MUSC 230, 232 or 232H, and 252.
MUSC	258	Prerequisites, MUSC 132 or 132H, and 133.
MUSC	263	Prerequisite, MUSC 163.
MUSC	266	Prerequisite, MUSC 166.
MUSC	300	Prerequisite, MUSC 200.
MUSC	302	Prerequisite, MUSC 202.
MUSC	303	Prerequisite, MUSC 203.
MUSC	304	Prerequisite, MUSC 204.
MUSC	305	Prerequisite, MUSC 205.
MUSC	306	Prerequisite, MUSC 206.
MUSC	308	Prerequisite, MUSC 168.
MUSC	309	Prerequisite, MUSC 308.
MUSC	331	Prerequisites, MUSC 230, and 232 or 232H.
MUSC	332	Prerequisites, MUSC 230, and 232 or 232H.
MUSC	338	Prerequisites, MUSC 230, and 232 or 232H.

MUSC	355	Prerequisites, MUSC 251, 252, and 253.
MUSC	124	Prerequisite, MUSC 123.
NUTR	240	Prerequisite, BIOL 101/101L and CHEM 102/102L
PHIL	356	Prerequisite, PHIL 155.
PHIL	456	Prerequisite, PHIL 455.
PHIL	457	Prerequisite, PHIL 455.
PHIL	459	Prerequisite, PHIL 455.
PHIL	462	Prerequisite, PHIL 362
PHIL	474	Prerequisite, PHIL 170.
PHIL	475	Prerequisite, PHIL 275 or WMST 101.
PHIL	560	Prerequisite, PHIL 160, and 360 or 362 or 364 or 368
PLCY	460	Prerequisite, STOR 155
PLCY	698	Prerequistes, PLCY 460, and 681 or 691H
PLCY	692H	Prerequisites, PLCY 460 and 691H
POLI	442	Prerequisites, ECON 101 and POLI 150.
POLI	443	Prerequisite, POLI 150.
POLI	446	Prerequisite, POLI 150.
POLI	458	Prerequisite, POLI 150.
PORT	203	Prerequisite, PORT 102, 111, or 401.
PORT	204	Prerequisite, PORT 203.
PORT	310	Prerequisite, PORT 204 or 402.
PORT	323	Prerequisite, PORT 204 or 402.
PORT	402	Prerequisite, PORT 102, 111, or 401.
PORT	102	Prerequisite, PORT 101.
PSYC	270	Prerequisites, PSYC 101, and 210 or 215
PSYC	431	Prerequisites, PSYC 101, and 210 or 215
PSYC	434	Prerequisites, PSYC 101, and 210 or 215; and one of PSYC 220, 222, 225, 230, or BIOL 450, 455

PSYC	500	Prerequisites, PSYC 101, 245, and 250
PSYC	503	Prerequisite, PSYC 101
PSYC	505	Prerequisites, PSYC 101 and 245, and 210 or 215
PSYC	210	Prerequisite, PSYC 101
PSYC	215	Prerequisites, MATH 231 and PSYC 101
PSYC	220	Prerequisite, PSYC 101
PSYC	222	Prerequisite, PSYC 101
PSYC	225	Prerequisite, PSYC 101
PSYC	230	Prerequisite, PSYC 101
PSYC	245	Prerequisite, PSYC 101
PSYC	250	Prerequisite, PSYC 101
PSYC	260	Prerequisite, PSYC 101
PSYC	320	Prerequisite, PSYC 101
PSYC	400	Prerequisites, PSYC 101 and 222
PSYC	401	Prerequisites, PSYC 101, and BIOL 101 or PSYC 222
PSYC	402	Prerequisites, PSYC 101 and 220
PSYC	403	Prerequisites, PSYC 101, and 220 or 402
PSYC	404	Prerequisite, PSYC 101
PSYC	425	Prerequisites, PSYC 101, and one of PSYC 220, 225, or 230
PSYC	430	Prerequisites, PSYC 101, and 222 or 230
PSYC	432	Prerequisites, PSYC 101 and 230, or LING 101, or 400
PSYC	433	Prerequisite, PSYC 101
PSYC	436	Prerequisite, PSYC 220, 222, 225, 230, 260, 431, 432, 433, or 469
PSYC	461	Prerequisites, PSYC 101 and 250
PSYC	463	Prerequisites, PSYC 101 and 250, and 210 or 215
PSYC	465	Prerequisites, PSYC 101 and 250
PSYC	467	Prerequisites, PSYC 101 and 250

PSYC	468	Prerequisites, PSYC 101 and 250, and 210 or 215
PSYC	469	Prerequisites, BIOL 101 and PSYC 101, and 210 or 215
PSYC	470	Prerequisites, PSYC 101 and 250, and 210 or 215
PSYC	471	Prerequisites, PSYC 101, 210 or 215, and 250
PSYC	501	Prerequisite, PSYC 101
PSYC	502	Prerequisites, PSYC 101 and 250
PSYC	504	Prerequisites, PSYC 101 and 245
PSYC	506	Prerequisites, PSYC 101 and 245
PSYC	507	Prerequisites, PSYC 101, 245, and 250
PSYC	509	Prerequisites, PSYC 101 and 245
PSYC	512	Prerequisite, PSYC 101
PSYC	514	Prerequisites, PSYC 101 and 245
PSYC	515	Prerequisite, PSYC 270
PSYC	530	Prerequisites, PSYC 101 and 270
PSYC	531	Prerequisites, PSYC 101, and 210 or 215
PSYC	532	Prerequisite, PSYC 210 or 215 or SOCI 252 or STOR 155
PSYC	533	Prerequisite, ECON 400 or PSYC 210 or 215 or SOCI 252 or STOR 155
PSYC	560	Prerequisites, PSYC 101 and 260, and 210 or 215
PSYC	561	Prerequisites, PSYC 101 and 260, and 210 or 215
PSYC	563	Prerequisites, PSYC 101 and 260, and 210 or 215
PSYC	564	Prerequisites, PSYC 101 and 260, and 210 or 215
PSYC	565	Prerequisites, PSYC 101 and 260, and 210 or 215

PSYC	566	Prerequisites, PSYC 101 and 260, and 210 or 215
PSYC	567	Prerequisites, PSYC 101 and 270, and 210 or 215
PSYC	600	Prerequisite, PSYC 101
PSYC	601	Prerequisites, PSYC 101 and 270
PSYC	602	Prerequisite, PSYC 101
RELI	222	Prerequisite, PHIL 134 or RELI 122, 126, 140, 161, or 163.
RELI	367	Prerequisites, RELI 161 and 163.
RELI	402	Prerequisite, RELI 401.
RELI	409	Prerequisite, GREK 222.
RELI	410	Prerequisites, RELI 403 and 404.
RELI	411	Prerequisites, RELI 403 and 404.
RELI	412	Prerequisites, RELI 403 and 404.
RELI	423	Prerequisite, RELI 140.
RELI	512	Prerequisite, RELI 110
RELI	540	Prerequisite, RELI 140.
RELI	607	Prerequisite, RELI 104, 207, or 208.
SPAN	300	Prerequisite, SPAN 250, 255, or 260.
SPAN	310	Prerequisite, SPAN 250, 255, or 260.
SPAN	320	Prerequisite, SPAN 265.
SPAN	321	Prerequisite, SPAN 265.
SPAN	322	Prerequisite, SPAN 265.
SPAN	323	Prerequisite, SPAN 265.
SPAN	327	Prerequisite, ECON 325 or SPAN 265.
SPAN	329	Prerequisite, SPAN 320, 321, 322, 323, or 327.
SPAN	330	Prerequisite, SPAN 300
SPAN	331	Prerequisite, SPAN 300
SPAN	340	Prerequisite, SPAN 300
SPAN	345	Prerequisite, SPAN 300
SPAN	350	Prerequisite, SPAN 300

SPAN	369	Prerequisite, SPAN 300
SPAN	371	Prerequisites, SPAN 260 and 300
SPAN	372	Prerequisites, SPAN 260 and 300
SPAN	373	Prerequisites, SPAN 260 and 300
SPAN	375	Prerequisite, SPAN 300
SPAN	376	Prerequisite, SPAN 300
SPAN	380	Prerequisite, SPAN 371, 372, or 373.
SPAN	381	Prerequisite, SPAN 371, 372, or 373.
SPAN	382	Prerequisite, SPAN 371, 372, or 373.
SPAN	383	Prerequisite, SPAN 371
SPAN	384	Prerequisite, SPAN 371
SPAN	385	Prerequisite, SPAN 371, 372, or 373.
SPAN	389	Prerequisite, SPAN 373
SPAN	395	Prerequisite, SPAN 300 or 326
SPAN	398	Prerequisite, SPAN 371, 372, or 373.
SPAN	397	Prerequisite, SPAN 330, 340, 344, or 345
STOR	113	Prerequisite, MATH 110 or 110P
STOR	151	Prerequisite, MATH 110 or 110P
STOR	155	Prerequisite, MATH 110 or 110P
STOR	215	Prerequisite, MATH 110 or 110P
STOR	305	Prerequisite, MATH 152 or STOR 155
STOR	415	Prerequisite, MATH 547
STOR	435	Prerequisite, MATH 233
STOR	445	Prerequisite, BIOS 660 or STOR 435
STOR	455	Prerequisite, STOR 155
STOR	456	Prerequisite, STOR 455
STOR	465	Prerequisite, STOR 445
STOR	471	Prerequisite, STOR 435
STOR	472	Prerequisite, STOR 435
STOR	555	Prerequisite, STOR 435
WMST	102	Prerequisite, WMST 101.
WMST	294	Prerequisite, WMST 101.

Effective Term	Notes
Fall 2011	
Fall 2011	
Fall 2011	

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Fall 2012	
Spring 2012	
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Spring 2013	
Spring 2013	BIOL 276 renumbered to 474 Fall 2013
Fall 2013	Renumbered from BIOL 276, effective fall 2013
Spring 2013	
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Fall 2012	
Spring 2012	
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Fall 2011	

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Spring 2012	Adding "Grade of C or better in COMM 130" effective fall 2012.
Fall 2012	
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Spring 2013	Grade of C or better in COMM 130.
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Spring 2013	
Spring 2013	ART 159 changed to ARTH 159 Fall 2013
Spring 2013	ART 159 changed to ARTH 159 Fall 2013
Spring 2013	
Spring 2013	
Spring 2013	
Spring 2013	
Spring 2012	
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Spring 2013	
Spring 2013	
Spring 2013	Course Inactive Fall 2013
Spring 2013	
Spring 2013	
Spring 2013	Course Inactive Fall 2013
Spring 2013	
Spring 2013	
Spring 2013	
Spring 2013	

	ART 159 changed to ARTH 159 Fall 2013
Spring 2013	
Spring 2013	
Spring 2013	Grade of C or better in COMM 130
Spring 2013	
Spring 2013	Course Inactive Fall 2013
Spring 2013	
Spring 2013	Renumbered to 593 in Fall 2013
Spring 2013	
Spring 2013	
Spring 2013	Course Inactive Fall 2013
Spring 2013	
Spring 2013	ART 159 changed to ARTH 159 Fall 2013
Spring 2013	ART 159 changed to ARTH 159 Fall 2013
Fall 2012	Understands about timeline for AP scores
Fall 2012	Understands about timeline for AP scores
Spring 2013	
Spring 2012	
Fall 2012	
Spring 2013	
Spring 2013	
Spring 2012	
Spring 2012	
Spring 2013	Prereq changed to EXSS 175 and 276 only in Fall 2013

Spring 2013	
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Spring 2013	
Fall 2013	Course revised Fall 2013 to add prereqs
Fall 2013	Course revised Fall 2013 to add prereqs
Fall 2013	Course revised Fall 2013 to add prereqs
Fall 2013	Course revised Fall 2013 to add prereqs
Spring 2013	
Spring 2013	
Spring 2013	
Spring 2013	
Spring 2013	
Spring 2013	Renumbered to 395 in Fall 2013
Spring 2013	
Spring 2013	
Spring 2013	

Spring 2013	
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Fall 2012	removed Fall 2012 per Nell Phillips
Fall 2012	
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Spring 2013	
Spring 2013	Bulletin text: "Required preparation, one introductory geology course numbered below GEOL 202, except first-year seminar."
Spring 2013	
Spring 2013	Bulletin text: "Required preparation, one introductory geology course numbered below GEOL 202, except first-year seminar."
Spring 2013	Bulletin text: "Required preparation, one introductory geology course numbered below GEOL 202, except first-year seminar."
Spring 2013	

Spring 2013	Bulletin text: "Required preparation, one introductory geology course numbered below GEOL 202, except first-year seminar."
Spring 2013	Bulletin text: "Required preparation, one introductory geology course numbered below GEOL 202, except first-year seminar."
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Spring 2013	Renumbered to 690 in Fall 2013
Spring 2013	
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From: Frank C Church <fchurch@med.unc.edu>
Sent: Tuesday, November 13, 2012 12:21 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: ACC-Big 10 Challenge!

Hiya Beth,

yes!!!

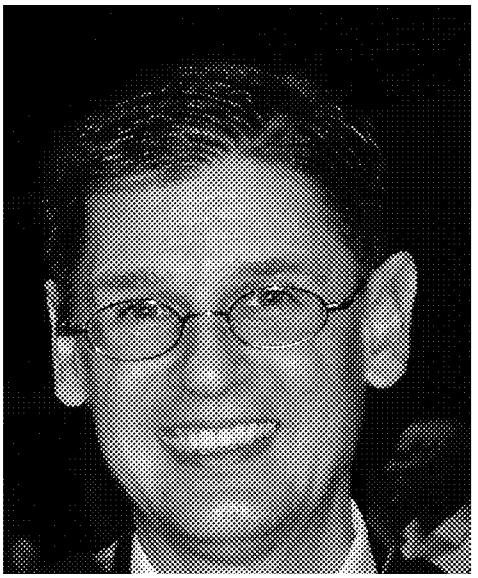

Domenic J. Tiani

I am originally from Pittsburgh, PA and attended both Westminster College and The University of Pittsburgh. I moved to North Carolina and obtained a B.A. in Chemistry at North Carolina State University. After graduating from N.C. State I worked at LabCorp (Burlington, NC) for 1 year and then moved to Tucson, AZ where I obtained my Ph.D. in Chemistry at The University of Arizona. After completing my Ph.D., I taught for 1 year at the University of Arizona. I joined the faculty in the Department of Chemistry at UNC in the fall of 2003. I teach a number of introductory chemistry courses and work closely with the laboratory program. I am also a part time faculty adviser in the chemistry department and for the health professions in the Health Professions Advising Office.

I live in Hillsborough, NC with my wife and my two young children. I enjoy reading, running and woodworking.

- Go Heels

A Program to Provide Psycho-Educational Services for UNC Student-Athletes

Goal: To establish a program for evaluating student-athletes' psycho-educational needs and developing effective services to meet those needs.

Elements of the Program

1. The program would be a partnership between the Academic Support Program for Student-Athletes and the School Psychology Program.
2. School Psychology externs will evaluate student-athletes for potential psycho-educational concerns that may negatively affect their academic performance.
3. School psychology externs will compose thorough reports on students diagnosed with learning disabilities and/or ADHD.
4. School psychology externs will implement evidence-based interventions for students needing socio-emotional support throughout the semester or school year.
5. School psychology externs will consult with learning specialists to develop evidence-based interventions for students needing intensive learning support.
6. Learning specialists will implement learning interventions throughout the semester or school year.
7. School psychology externs will consult with learning specialists to monitor students' learning progress and periodically re-evaluate students' learning needs.
8. School psychology externs and learning specialists will collaborate to collect data and maintain records for program evaluation.

Value-Added Benefits of the Program

1. The range of service will include the current practice of providing psycho-educational reports and be expanded to include: (a) ongoing formative assessments tied directly to students' academic needs, (b) data-based progress monitoring, (c) collaboration with ASPSA staff, (d) a school psychology extern will keep regular hours at the facility, and (e) the extern will provide psycho-educational group support. These additional services are further outlined below.
2. Assessment for intervention: the new assessment program will provide academic support staff and student-athletes with diagnostic information that will be used to develop ongoing support for academic success.
3. Curriculum-based assessments of critical reading and math dimensions will be used to determine appropriate counseling and learning services.
4. Formative assessment practices will be utilized to meaningfully chart academic progress and guide further academic support.
5. The psychological assessment battery will include the use of evidence-based measures that assess the students' cognitive processing and present a learning profile. This profile will be used in conjunction with the curriculum-based assessments to plan and guide academic supports.
6. The school psychology extern will have an office in the academic center and provide assessment and intervention support 15-20 hours a week over the course of the school year.
7. The school psychology extern would be available to offer psycho-educational support to help students with managing school stress and other adaptive issues. (However, the intern

would not provide mental health therapy. That will remain the responsibility of the athletics department's sports psychologists.)

Costs:
The cost to fully fund and cover start-up expenses for a school psychology intern during Summer Session II, Fall, and Spring semesters would be approximately $27-28k per year. A single intern would be able to provide services for incoming football and women's basketball student-athletes.

Full Name: Silvia TomÃ¡Å¡kovÃ¡
Last Name: TomÃ¡Å¡kovÃ¡
First Name: Silvia
Company: UNC-Chapel Hil

Business Address: 204 Smith Bldg., CB#3135 Chapel Hill, NC 27599-3135

Business Phone: 919-962-3908

E-mail: tomas@unc.edu

From: Church, Frank C <fchurch@med.unc.edu>
Sent: Monday, November 26, 2012 9:38 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Re: ACC-Big 10 Challenge!
Attach: FCChurch.headshotjpg; Biography_FChurch2012.doc

Beth,

shirt size = L
biography (modified as needed) and photo attached,

Frank

On Nov 14, 2012, at 4:55 PM, Bridger, Beth wrote:

> I will get more game day details to you before the event. Could you email me your shirt size, head shot, and short biography?
>
> Thanks! So glad you can join us.
>
> ---
>
> **From:** Frank C Church [mailto:fchurch@med.unc.edu]
> **Sent:** Tuesday, November 13, 2012 12:21 PM
> **To:** Bridger, Beth
> **Subject:** ACC-Big 10 Challenge!
>
> Hiya Beth,
>
> yes!!!

****

Frank C. Church, PhD, FAHA
Professor of Pathology & Laboratory Medicine
Thrombosis and Hemostasis Program
Division of Hematology-Oncology/Medicine
302 Mary Ellen Jones Bldg.
98 Manning Drive, School of Medicine
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Lab Phone- 919-966-3313
Lab FAX- 919-966-7639
Division Office Phone- 919-966-3311
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Internet- http://serpins.med.unc.edu/~fcc

Biographical Sketch for Frank Church, Ph.D. (November 2012)
Professor of Pathology & Laboratory Medicine
University of North Carolina at Chapel Hill, School of Medicine

Frank Church is a Professor in the Departments of Pathology and Laboratory Medicine, Pharmacology, and Medicine in the School of Medicine at the University of North Carolina at Chapel Hill. He received his B.S. and M.S. degrees from Louisiana State University; he received a Ph.D. from North Carolina State University; and after a postdoctoral fellowship at UNC-CH, has been on the faculty at UNC-CH since 1986.

His research efforts are to understand the balance between proteases and their specific protease inhibitors (Serpins) in the vasculature, and this research includes protein structure-activity relationships, cell and molecular biology, pathology, and murine models of disease. Specifically, he seeks to better understand the hematological links of coagulation-fibrinolysis to support age/senescence-related venous thrombosis and cancer cell processes that promote proliferation and invasion/metastasis. His laboratory has historically been supported by the NIH (NHLBI, NIA, NINDS, and NCI), the American Heart Association, and the Susan G. Komen for the Cure. Since 1986, he has helped train 18 graduate students (Ph.D., M.D./Ph.D., or M.S.), 15 postdoctoral fellows, and 60 undergraduates in the laboratory.

His teaching activities at the University include senior undergraduates (Biology/ Pathology 426 "Biology of Blood Diseases", where he is Course Director and sole lecturer), medical students (Hematology-Oncology Block for 2nd year students where he serves as Block Head and lecturer in a team-taught course), and graduate students (Pathology 713, "Molecular and Cellular Pathophysiological Basis of Disease: Mechanisms of Disease", where he has served both as Course Director and now as a lecturer in a team-taught course).

He has received several University-wide teaching awards, the Tanner Award for Excellence in Undergraduate Teaching (1999 and 2005) and the Student Undergraduate Teaching Award (2004); the Joe Grisham Award for Excellence in Teaching Graduate Students, Pathology & Laboratory Medicine (2006); the 2nd Year Basic Science Course Award for Hematology-Oncology in the School of Medicine (2007); he was in the inaugural group of Fellows in the Academy of Educators, UNC-CH School of Medicine (2007); and since 2000, he has been a member of the Academy of Teaching Scholars at the University of North Carolina at Chapel Hill.

From 1996-2006 he served two functions in the Department of Pathology and Laboratory Medicine Graduate Program, first as Director of Admissions, and then as Director of Graduate Studies. He also is a currently on the Medical School Admissions Committee, the 2nd year Course Directors Committee, and the Student Promotions Committee. Nationally, he served as the Chair of the Research Committee of the Mid-Atlantic American Heart Association; grant reviewer for the Breast Cancer Research Program, Department of Defense; and is on the Editorial Boards of *The Journal of Biological Chemistry*, *Thrombosis*, and *Journal of Thrombosis and Haemostasis*.

	A	B	C
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3	***Saturday, December 1***		
4			
5	*1:00pm*	*Bus Leaves for RDU*	
6			
7	*2:00pm*	*Charter flight to Knoxville*	
8	*3:00pm*	*Arrive in Knoxville*	
9			
10	*3:15pm*	*Bus to Arena*	
11	*3:45pm*	*Practice*	
12	*5:15pm*	*Bus to Hotel*	
13			
14	*5:25pm*	*Check into Hotel:*	
15			**Hilton Knoxville**
16			**501 West Church Street**
17			**Knoxville, TN**
18			(865) 523-2300
19			
20	*6:15pm*	*Bus to Chelsey's Home*	
21	*6:30pm*	*Eat at Chelsey's*	
22	*8:30pm*	*Bus to Hotel*	
23			
24	*9:30pm*	*Snack in Sequoya I*	
25	_____	*Curfew*	
26			
27	***Sunday, December 2***		
28			
29	*8:40am*	*Film in Sequoya I*	
30	*9:00am*	*Breakfast in Sequoya I*	
31			
32	*11:30am*	*Bus leaves for Arena*	
33	*1:00pm*	*Beat Tennessee*	
34	*3:15pm*	*Meal outside Locker room*	
35			
36	*3:45pm*	*Bus leaves for airport*	
37	*4:15pm*	*Charter flight to RDU*	
38	*5:15pm*	*Arrive at RDU*	
39			
40	*5:30pm*	*Bus leaves for Chapel Hill, NC*	
41	*6:00pm*	*Bus Arrives in Chapel Hill, NC*	
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44	***WEATHER IN KNOXVILLE, TN***		
45		***High***	***Low***

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45	***Other***	

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46	*Saturday*	*64*	*48*
47			
48	*Sunday*	*65*	*46*
49			
50	***THINGS TO TAKE***		
51	_____ *Government Issued I.D.*		
52	_____ *Practice Gear (1 set)*		
53	_____ *Basketball Shoes*		
54	_____ *Ankle Braces*		
55	_____ *Government Issued I.D.*		
56	_____ *Books for study hall*		
57			
58	*****NOTE: ALL PLAYERS MUST BE DRESSED THE SAME WHEN WE TRAVEL. SENIORS COMMUNICATE***		
59		***THIS WITH UNDERCLASSMEN***	

	D	E
46	*partly cloudy*	
47		
48	*partly cloudy*	
49		
50		
51	_____ *Toiletries*	
52	_____ *Under garments for practice and games*	
53	_____ *Government Issued I.D.*	
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59		

THE COMPLIANCE NEWSLETTER

UNC Department of Athletics

DECEMBER 1, 2012 ***VOLUME XVIV, NUMBER 5***

December Recruiting Calendar

Baseball
Quiet Period Dec. 1-31

Men's Basketball
Recruiting Period: Dec. 1-23
Dead Period: Dec. 24-26
Recruiting Period: Dec. 27-31

Women's Basketball
Evaluation Period: Dec. 1-23
Dead Period: Dec. 24-26
Evaluation Period: Dec. 27-31

Football
Contact Period: Dec. 1-15
Quiet Period: Dec. 16
Dead Period: Dec. 17-31
See Recruiting Calendar for regulations associated with mid-year JuCo enrollees

Men's Lacrosse
Quiet Period: Dec. 1-23
Dead Period: Dec. 24-31

Women's Lacrosse
Quiet Period: Dec. 1-31

Softball
Dead Period: Dec. 1
Quiet Period: Dec. 2-31

Track/Cross Country
Contact Period: Dec. 1-9
Quiet Period: Dec. 10-16, 21-30
Dead Period: Dec. 17-20

Volleyball
Contact Period: Dec. 1-2
Quiet Period: Dec. 3-11
Dead Period: Dec. 12-31

Other Sports
Contact Period: Dec.1-31

PARTICIPATION AWARDS

Participation awards may be given to student-athletes each year, provided they are given at the conclusion of the regular playing season and do not exceed the NCAA maximum value **($225 for underclassmen, $425 for seniors)**. Such awards may not include cash, a cash-equivalent award, or a country club or sports club membership. Gift cards are permissible, provided no cash can be received from the card at any time (e.g., remaining balance after purchase). Awards may not be sold or exchanged for another item of value, even if the student-athlete's name or picture does not appear on the award. All awards provided by the institution must be uniform for all team members receiving the award.

Equipment/apparel necessary for competition may be issued during the regular playing season and subsequently given as a participatory award at the conclusion of the season, provided the combined value of these items and any additional institutional participatory awards do not exceed the NCAA maximum values listed above.

OUTSIDE COMPETITION—SPORTS OTHER THAN BASKETBALL

During the winter break, it is permissible for student-athletes to participate in a non-collegiate, amateur outside competition, (e.g., for a club team), provided it is outside of the team's playing and practice season (i.e., 20-hour weeks). Note that there are limits on the number of UNC student-athletes that can participate on the same team (see Bylaw 17.28.2). Additionally, the student-athlete must wait to compete until the institutional final exam period has ended (December 14).

MID-YEAR CERTIFICATION REQUIREMENTS

Please be reminded of the NCAA's academic requirements for student-athletes to compete during the spring semester. All student-athletes must pass at least 6 hours during the fall semester in order to be eligible to compete during the spring. Student-athletes must also meet the following GPA requirements at the end of the fall term:

*Student-athletes competing in post-season championships or bowl games that occur between terms must pass at least 6 hours (with no additional GPA requirement) to be eligible for the competition in the post-season event.

*Please remember that student-athletes should not compete in the spring of 2013 until their names appear on an official eligibility certification roster provided by Lance Markos.

Freshmen	**No GPA Requirement**
Sophomores	**1.8 Cumulative GPA**
Juniors	**1.9 Cumulative GPA**
Seniors & 5th Years	**2.0 Cumulative GPA**

HOLIDAY REMINDERS

With the holiday season upon us, please consider the following reminders as you prepare for team events and correspond with prospects.

Greeting Cards -- It is not permissible to send holiday greeting cards to prospects, their relatives, or their coaches. The only permissible cards are plain postal service cards and approved institutional note cards. It is permissible to use colored ink if you want to include a holiday message on an institutional note card. However, please remember that the greeting must be hand-written.

Holiday Meals -- All "occasional meal" rules still apply for any institutional staff member who wishes to provide a student-athlete or an entire team with a holiday meal. This includes team holiday parties. Each student-athlete is limited to three occasional meals per semester, and anyone wishing to provide a meal must clear it with the student-athlete's head coach, complete the "Occasional Meal Form" (located on the J: Drive), and submit it to the Compliance Office before providing the meal.

Holiday Gifts -- All "extra benefits" rules still apply during the holiday season; therefore, it is not permissible to give holiday gifts to student-athletes or their relatives.

	First Year	SAT Critical Reading	SAT Writing	Cumulative GPA	Cumulative GPA Without AFAM

High-Impact Educational Opportunities

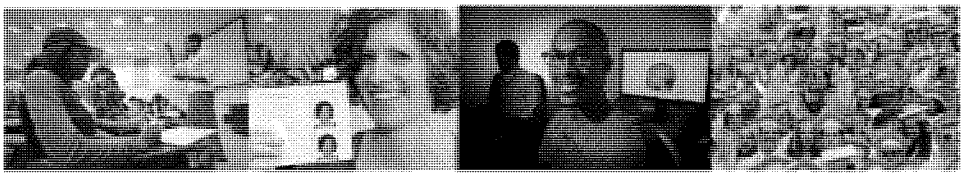

What are they,

Why they matter,

and

Implications for encouraging persistence and retention of undergraduate students at Carolina

Excerpted for the Retention Working Group from George D. Kuh's presentation to the 2012 National Symposium on Student Retention

Student engagement means…

Student Engagement Trifecta

- What students *do* -- time and energy devoted to educationally purposeful activities
- What institutions *do* -- using effective educational practices to induce students to do the right things
- Educationally effective institutions channel student energy toward *the right activities*

Classroom high-impact engagement

Engaging Pedagogies and Practices

a. *Classroom organization*
b. *Early and continuing assignments requiring reflection and integration coupled with feedback*
c. *Use of peer preceptors/mentors*
d. *One minute papers (variations)*
e. *Case studies*
f. *Debates*
g. *Simulations*
h. *Small group problem sets*
i. *Others…*

Out of class high-impact engagement

LEAP

High-Impact Activities

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- "Science as Science Is Done"; Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

AAC&U Association of American Colleges and Universities

Kuh, 2012 : Slide 32

Increasing likelihood of engagement

Good Practices in Undergraduate Education

(Chickering & Gamson, 1987; Pascarella & Terenzini, 2005)

- ✓ Student-faculty/staff contact
- ✓ Active learning
- ✓ Prompt feedback
- ✓ Time on task
- ✓ High expectations
- ✓ Respect for diverse learning styles
- ✓ Cooperation among students

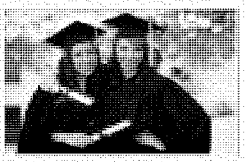

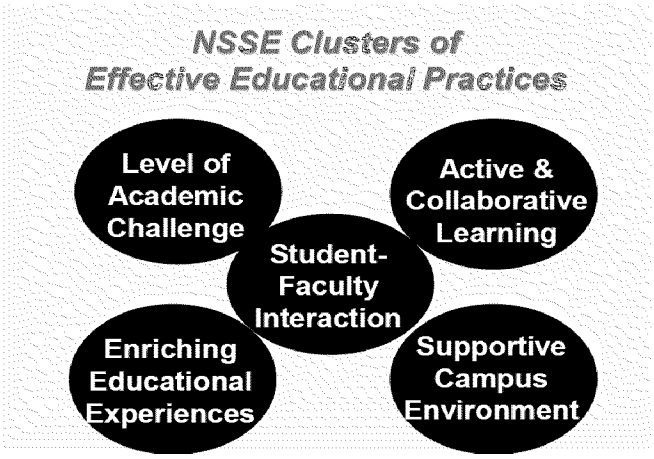

Kuh, 2012 : Slide 19

Do all students benefit equitably from all five clusters?

Are students who are performing at lower levels (just above the minimum eligibility requirements or on academic probation) benefitting from all five clusters?

Access, Advantage and Action

- ✓ ***Fewer 1st gen students***
- ✓ ***Fewer students of color***
- ✓ ***Fewer transfer students***
- ✓ ***Fewer part-time students***
- ✓ ***Fewer older students***

Kuh, 2012 : Slides 40 and 41

Impact on lower-performing and underrepresented students

Impact of Educationally Purposeful Activities on First Academic Year GPA by Race/Ethnicity

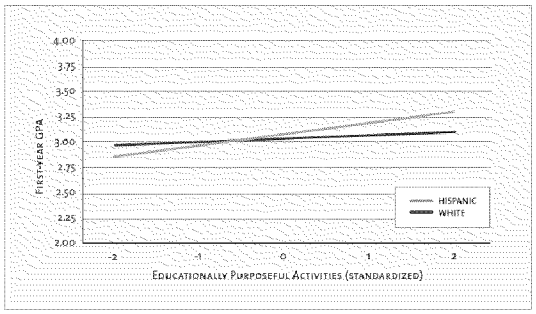

Impact of Educationally Purposeful Activities on the Probablility of Returning for the Second Year of College by Race

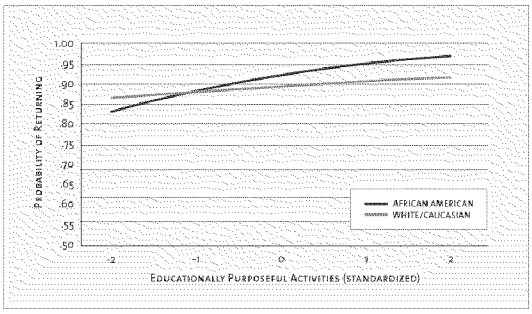

Kuh. G. D. (2008) High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter. http://leap.aacu.org/toolkit/wp-content/files_mf/hips_slos_and_data.pdf

"Thus, while participation in effective educational activities generally benefits all students, the salutary effects are even greater for students who begin college at lower achievement levels, as well as students of color, compared with white students." p. 19

A (highly) suggested institutional priority …

Have *every student* do (at least) one high-quality "high-impact" experience in the first year and another linked to the major

Kuh, 2012 : Slide 30

We can't leave serendipity to chance

Kuh, 2012 : Slide 22

Key takeaways from Kuh et.al. …

- High impact educational opportunities (HIEOs) have a major impact on student success, including persistence to graduation.
- There are disparities in access (perceived and real) to HIEOs.
- *All* students should participate in HIEOs – especially in their first year.
- We should intentionally investigate student participation trends in in HIEOs on our campus.

Opportunities for us to make a difference…

Step 1: Identify evidence-based indicators of HIEOs

Step 2: Identify HIEO at Carolina; invite directors of those initiatives to share information

Step 3: Work with HIEO providers to establish new goals to increase participation for underrepresented students and access lower-performing students

Step 4: Share indicators/ standards of HIEO with all campus partners to encourage enhancement of existing student engagement opportunities to meet those standards

For more information...

- Kuh, G.D. (2008) **High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter**
- **Kuh, G.D. (2012) Keynote Presentation to the National Symposium on Student Retention (see attachement)**

PART 1

High-Impact Educational Practices

A Brief Overview[9]

THE FOLLOWING TEACHING AND LEARNING PRACTICES have been widely tested and have been shown to be beneficial for college students from many backgrounds.[10] These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts. On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices' contribution to students' cumulative learning. However, on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning. Presented below are brief descriptions of high-impact practices that educational research suggests increase rates of student retention and student engagement. The rest of this publication will explore in more detail why these types of practices are effective, which students have access to them, and, finally, what effect they might have on different cohorts of students.

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning (see p. 11).

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

Chart C

Achieving the Goals of Liberal Education:

Connecting Essential Learning Outcomes with High-Impact Practices

Fostering Broad Knowledge of Human Cultures and the Natural World

- Common intellectual experiences (exploring "big questions" in history, cultures, science, and society)
- Undergraduate research
- Learning communities (multiple courses linked to a "big question")
- Diversity, civic, and global learning
- Capstone courses

Strengthening Intellectual and Practical Skills

- First-year seminars and experiences
- Writing-intensive courses (across the curriculum)
- Skill-intensive courses (quantitative reasoning, oral communication, and information literacy across the curriculum)
- Collaborative assignments and projects
- Undergraduate research
- Internships

Deepening Personal and Social Responsibility

- Common intellectual experiences (exploring "big questions" in history, culture, science, and society)
- Diversity, civic, and global learning
- Ethics-intensive courses
- Collaborative assignments and projects
- Service and community-based learning

Practicing Integrative and Applied Learning

- Learning communities (multiple courses linked to a "big question")
- Undergraduate research
- Service and community-based learning
- Internships
- Capstone projects and culminating experiences

Source: "High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter," by George D. Kuh (2008)

Figure 1

Impact of Educationally Purposeful Activities on First Academic Year GPA by Precollege Achievement Level

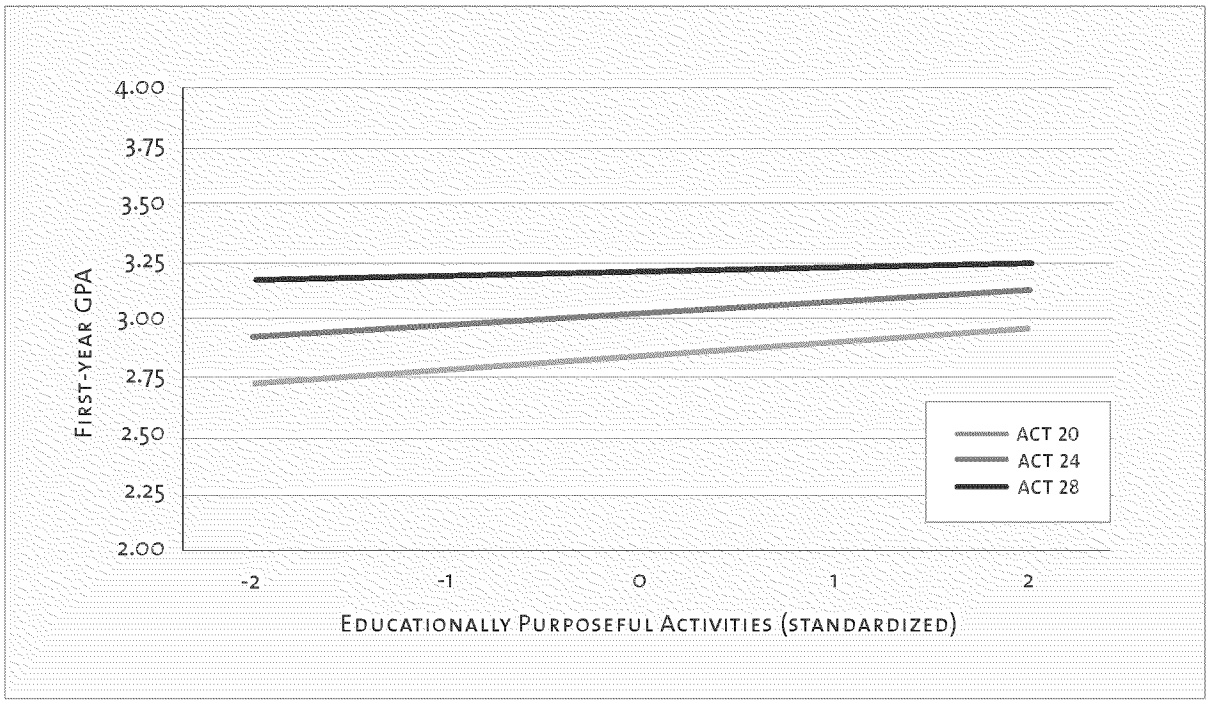

Figure 2

Impact of Educationally Purposeful Activities on First Academic Year GPA by Race/Ethnicity

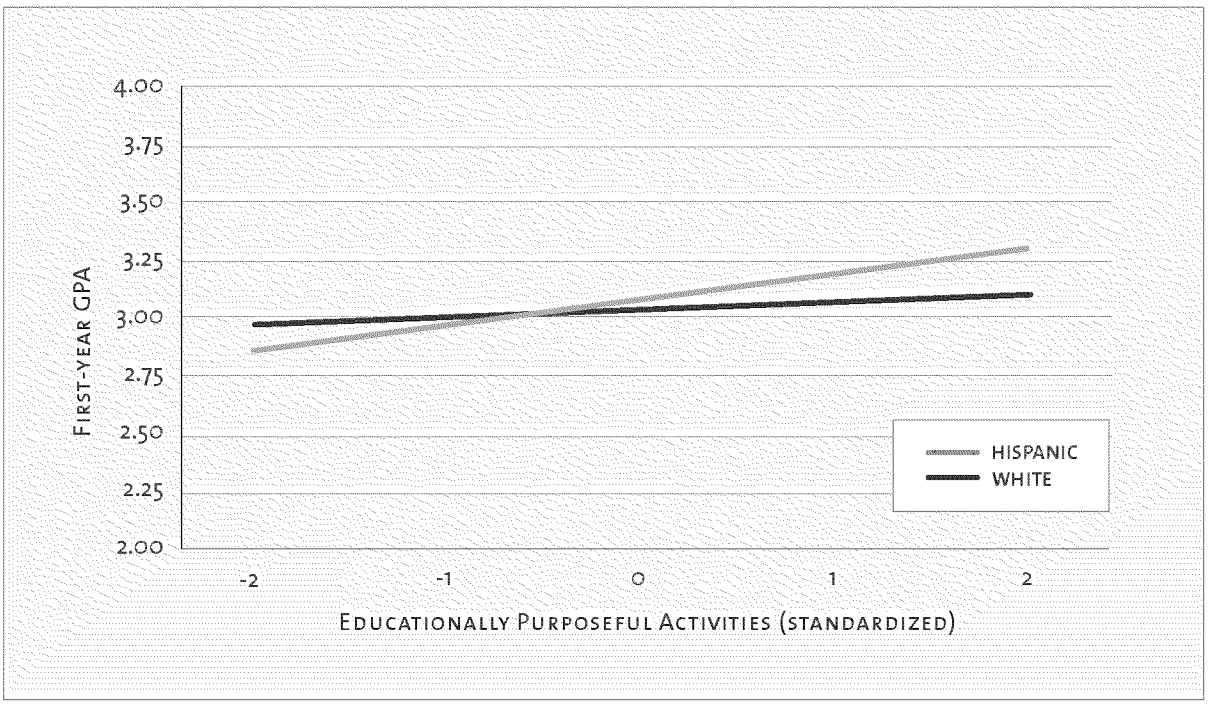

Figure 3

Impact of Educationally Purposeful Activities on the Probablility of Returning for the Second Year of College by Race

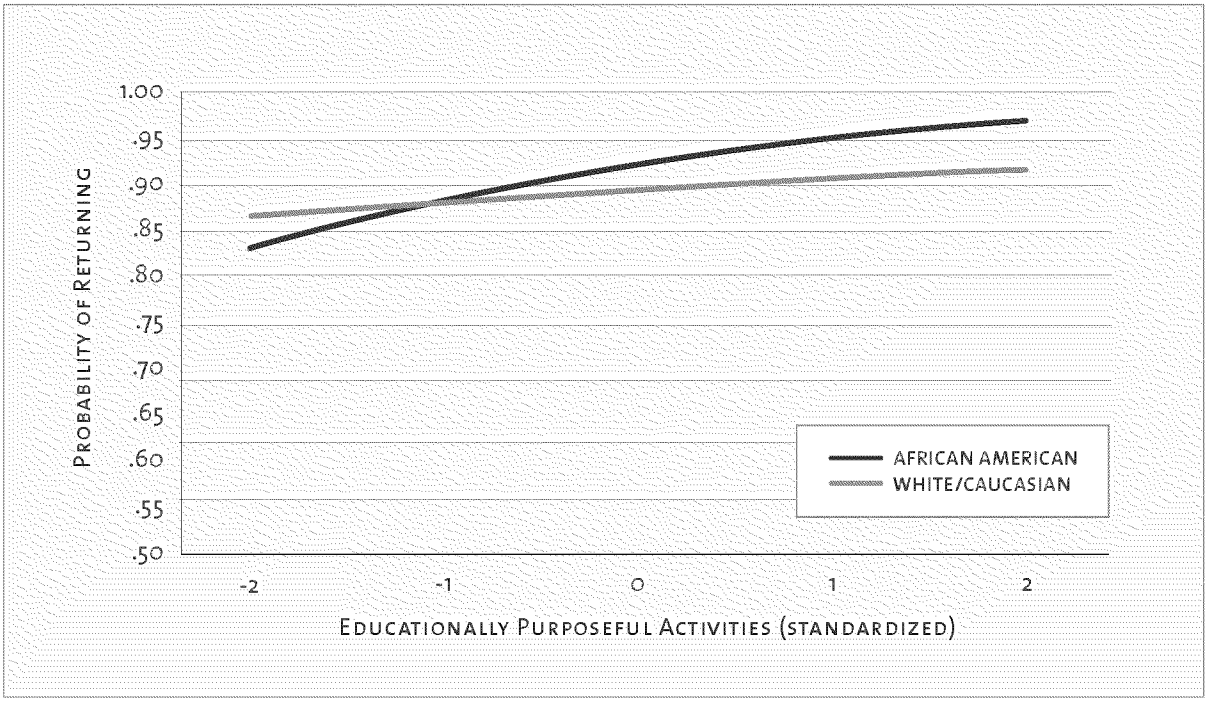

compensatory effect on their first-year grades. Figure 2 shows a similar compensatory effect for the grades of Hispanic students compared with their white counterparts.

A similar effect exists between engagement and the odds that a student will return to the same institution for the second year of college (figure 3). That is, while engagement and persistence are positively correlated for all students, engagement has a compensatory effect for African American students relative to white students in that as the African American students become more engaged, they also become more likely to surpass white students in the likelihood they will persist.

Thus, while participation in effective educational activities generally benefits all students, the salutary effects are even greater for students who begin college at lower achievement levels, as well as students of color, compared with white students.

How Do We Raise Achievement?

So, today when I am asked, what one thing can we do to enhance student engagement and increase student success? I now have an answer: make it possible for every student to participate in *at least two high-impact activities* during his or her undergraduate program, one in the first year, and one taken later in relation to the major field. The obvious choices for incoming students are first-year seminars, learning communities, and service learning. Common intellectual content should be a nonnegotiable organizing principle for these early college experiences; when students have read and discussed some of the same material in one or more classes, they are more likely to talk with their

Table 3

Percent Participation in High-Impact Activities by Institutional and Student Characteristics

	First-Year Students		*Senior Students*				
	Learning Community	Service Learning	Research with Faculty	Study Abroad	Service Learning	Internship	Senior Experience
2005 Basic Carnegie							
Doc RU-VH	20	33	23	18	40	57	29
Doc RU-H	18	37	19	14	44	51	33
Doc DRU	18	39	17	13	52	51	33
Masters-L	16	35	16	10	47	48	30
Masters-M	16	39	17	11	51	52	30
Masters-S	14	44	18	14	53	51	36
Bac-AS	13	43	29	33	53	66	55
Bac-Diverse	13	41	18	11	55	60	37
Other	13	29	15	8	38	49	29
Sector							
Public	17	34	18	12	44	50	29
Private	16	44	22	21	53	61	42
Barron's Selectivity							
Less Selective	16	36	16	10	47	48	30
More Selective	18	37	23	21	45	59	35
Ethnicity							
African American/Black	18	40	17	9	51	45	27
Asian/Pacific Islander	17	37	22	14	49	50	28
Caucasian/ White	17	36	19	15	45	56	34
Hispanic	20	36	17	11	47	45	26
Other	15	38	19	18	46	46	31
Enrollment							
Part-time	10	26	12	7	37	38	22
Full-time	17	37	21	16	48	56	35
First-Generation							
No	18	37	22	19	46	57	36
Yes	15	35	16	9	46	48	29
Transfer							
Started Here	17	37	23	19	49	61	38
Started Elsewhere	13	32	14	9	43	43	25
Age							
Under 24 Years	17	37	23	18	49	61	37
24 Years & Older	10	24	13	7	41	40	24
Overall Participation	**17**	**36**	**19**	**14**	**46**	**53**	**32**

National Institute for
Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent

What Matters to Student Success

George D. Kuh

National Symposium
on Student Retention

October 31, 2012

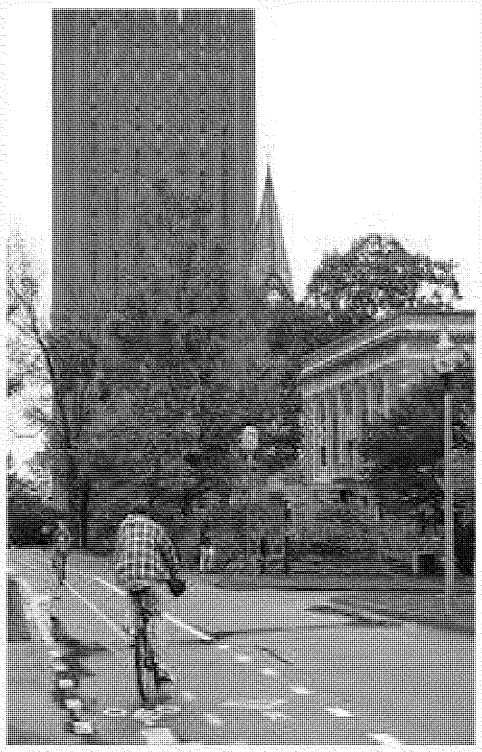

What If…

- Our work was guided by what we know about how students best learn and develop…?
- And if we created optimum learning conditions for all students…?
- Then, how would we re-design our policies, programs and practices?
- What kinds of assessment approaches would we use?

The Major Tasks

Teach students to:

- ***Reflect*** – think about experiences inside and outside the classroom
- ***Integrate*** – see the connections between different courses, out-of-class experiences, and life beyond the institution
- ***Apply*** – use what one has learned in different settings presenting novel challenges and opportunities

Overview

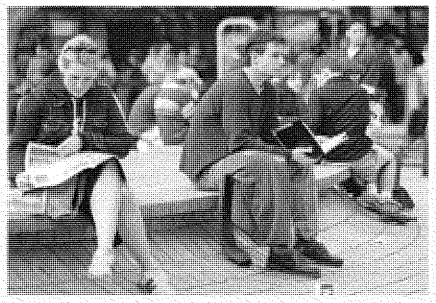

- What the world needs now
- Why engagement and deep learning matter
- Six priorities for our work
- Discussion

US Economy Defined by Greater Workplace Challenges <u>and</u> Dynamism

- **More than 1/3 of the entire US labor force changes jobs *ANNUALLY*.**
- **Today's students will have 10-14 jobs *by age 38*!**
- **Half of workers have been with their company less than 5 years.**
- **Every year, more than 30 million Americans are working in jobs that did not exist in the previous year.**

DOL-BLS

The World is Demanding More

- …more college-educated workers.
- …more educated workers with *higher levels of learning and knowledge*.

Employer expectations of employees have increased

% who agree with each statement

Our company is asking employees to **take on more responsibilities** and to **use a broader set of skills** than in the past

Employees are expected to **work harder to coordinate with other departments** than in the past

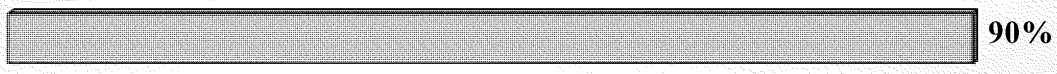

The **challenges** employees face within our company are **more complex today** than they were in the past

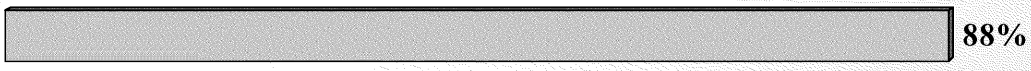

To succeed in our company, employees need **higher levels of learning and knowledge** today than they did in the past

Key Capabilities Open the Door for Career Success and Earnings

"Irrespective of college major or institutional selectivity, what matters to career success is students' development of a **broad set of cross-cutting capacities…**"

Anthony Carnevale, Georgetown University Center on Education and the Workforce

LEAP

Narrow Learning is Not Enough: The Essential Learning Outcomes

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

- ★ ***Knowledge of Human Cultures and the Physical & Natural World***
- ★ ***Intellectual and Practical Skills***
- ★ ***Personal and Social Responsibility***
- ★ ***"Deep" Integrative Learning***

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Deep, Integrative Learning

- Attend to the underlying meaning of information as well as content
- Integrate and synthesize different ideas, sources of information
- Discern patterns in evidence or phenomena
- Apply knowledge in different situations
- View issues from multiple perspectives

Early College Indicators of Persistence and Success

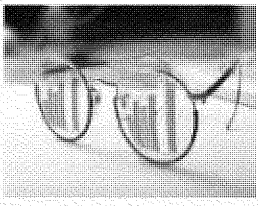

- ✓ Goal realization
- ✓ Psycho-social fit
- ✓ Credit hours completed
- ✓ Academic and social support
- ✓ Involvement in the “right” kinds of activities

What *Really* Matters in College: **Student Engagement**

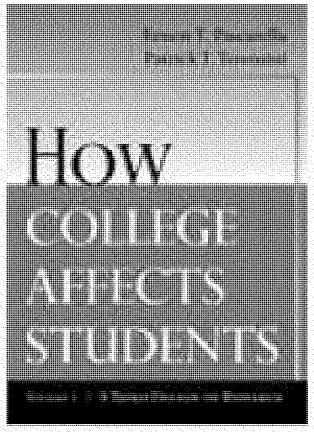

Because individual effort and involvement are the critical determinants of college impact, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage student engagement.

Pascarella & Terenzini, 2005, p. 602

Something Else That *Really Matters* in College

The greatest impact appears to stem from students' *total level* of campus engagement, particularly when academic, interpersonal, and extracurricular involvements are *mutually reinforcing*…

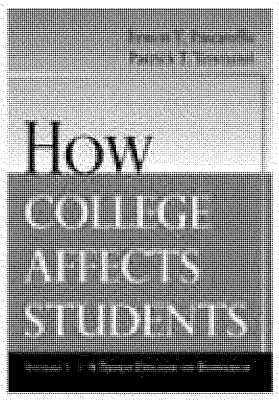

Pascarella & Terenzini, 2005, p. 647

It Takes a Whole Campus to Educate a Student

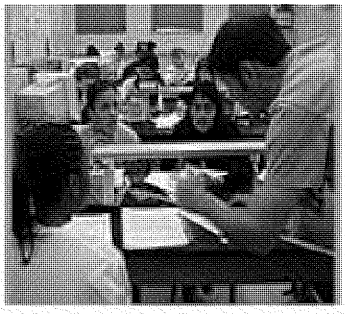

What does a student-friendly, educationally effective institution look like?

Student Engagement Trifecta

- What students *do* -- time and energy devoted to educationally purposeful activities
- What institutions *do* -- using effective educational practices to induce students to do the right things
- Educationally effective institutions channel student energy toward *the right activities*

Good Practices in Undergraduate Education

(Chickering & Gamson, 1987; Pascarella & Terenzini, 2005)

- ✓ Student-faculty/staff contact
- ✓ Active learning
- ✓ Prompt feedback
- ✓ Time on task
- ✓ High expectations
- ✓ Respect for diverse learning styles
- ✓ Cooperation among students

National Survey of Student Engagement
(pronounced "nessie")

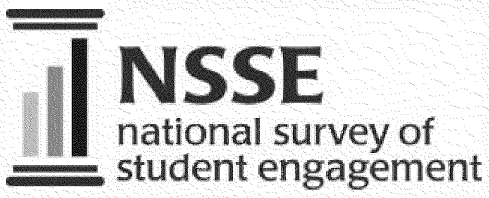

Community College Survey of Student Engagement
(pronounced "cessie")

College student surveys that assess the extent to which students engage in educational practices associated with high levels of learning and development

NSSE Clusters of Effective Educational Practices

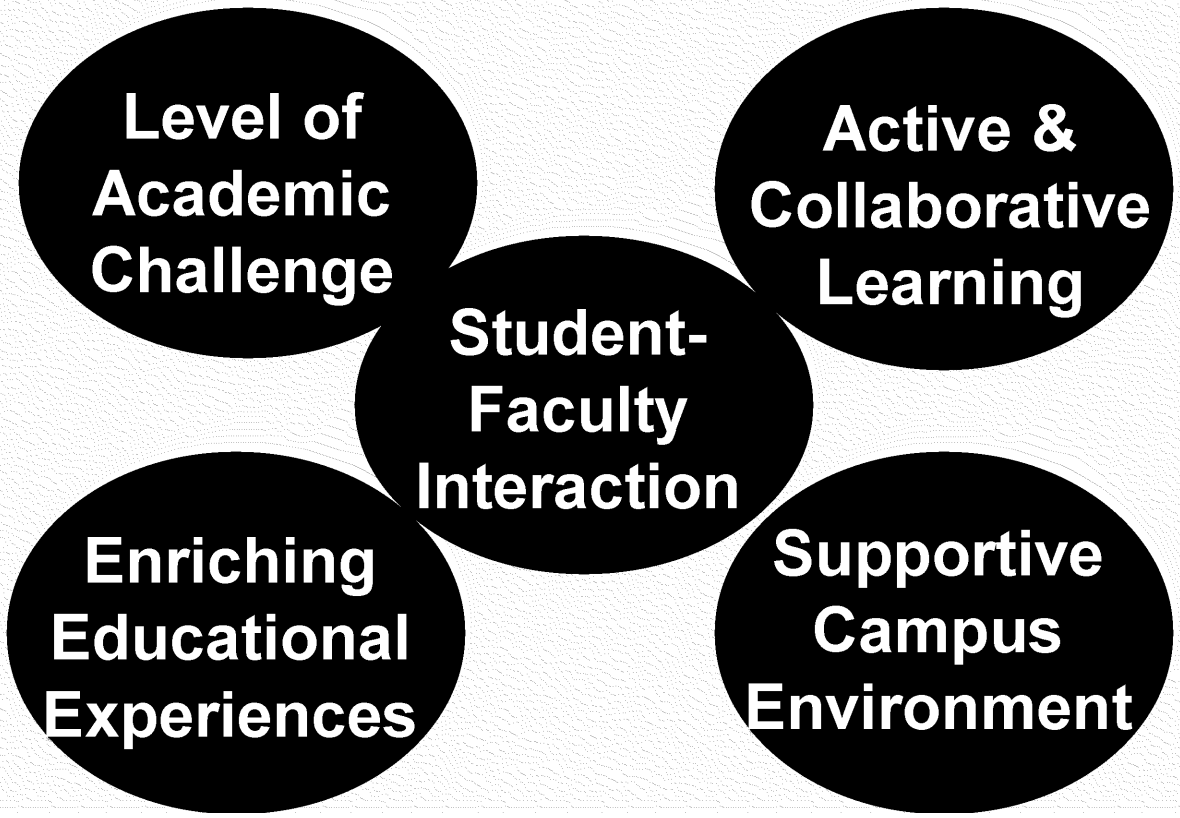

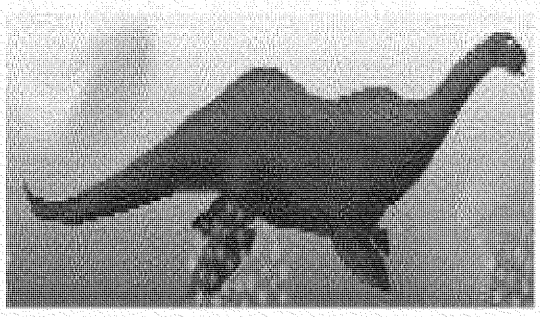

National Survey
of Student Engagement

Key findings

Grades, persistence, student satisfaction, gains across a range of desired outcomes, and engagement go hand in hand

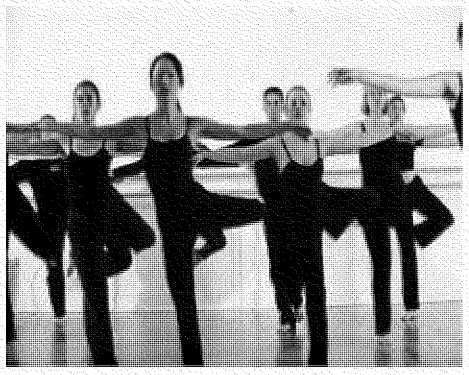

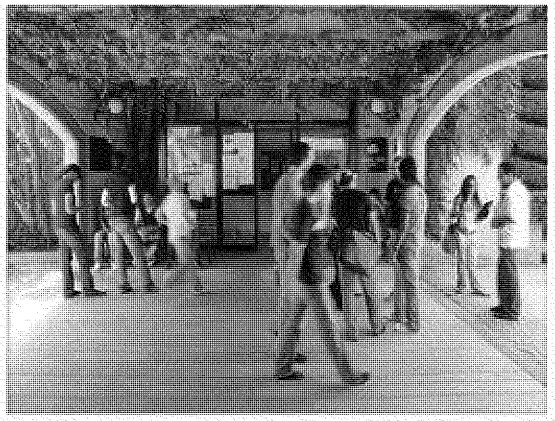

Creating Conditions That Matter to Student Success

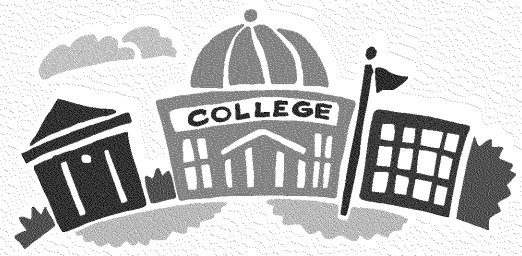

We can't leave serendipity to chance

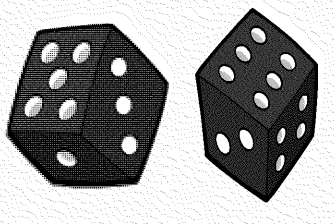

Six Priorities

1. Insist on doing what works

Engaging Pedagogies and Practices

a. *Classroom organization*
b. *Early and continuing assignments requiring reflection and integration coupled with feedback*
c. *Use of peer preceptors/mentors*
d. *One minute papers (variations)*
e. *Case studies*
f. *Debates*
g. *Simulations*
h. *Small group problem sets*
i. *Others…*

Make Effective Practice Mandatory

- Require intrusive advising and orientation
- Stop late registration
- Math refresher before placement test
- Reduce D/W/F rates
- Deploy *effective* early warning systems
- Scale up Supplemental Instruction
- Organize residences around educational themes
- Communicate with students' family members
- Use assessment approaches that measure the outcomes we seek

Let's Talk Checklists

Checklists (Gawande, 2009) have the potential make us more intentional in our practice

"The volume and complexity of what we know has exceeded our individual ability to deliver its benefits correctly, safely, or reliably" (p. 13)

"Checklists ..remind us of the minimum necessary steps and make them explicit. They not only offer the possibility of verification but also instill a kind of discipline of higher performance" (p. 36)

Where Checklists Could Make a Difference

- ✓ Academic advising
- ✓ Service learning courses
- ✓ Internships, field placements
- ✓ Independent student inquiries
- ✓ Academic skills centers
- ✓ Residence hall & student group advisors
- ✓ Study abroad coordinators
- ✓ Others?

“Difference Makers”

Student success is the product of thousands of small gestures extended on a daily basis by caring, supportive educators sprinkled throughout the institution who enact a talent development philosophy.

“Miss Rita”

Six Priorities

2. Put money where it makes a difference to student success.

It's not how much you spend but where
(DEEP study, Delta Cost Project, Cornell studies)

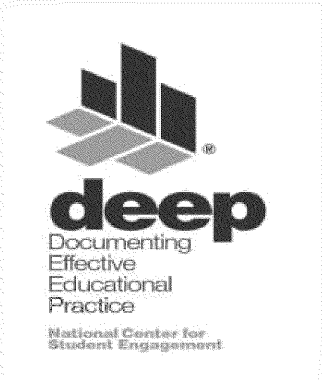

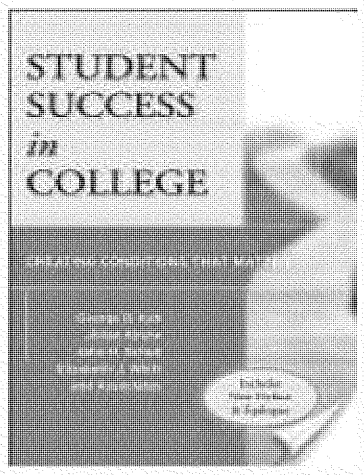

Six Priorities

1. Insist on doing what works
2. Put money where it makes a difference to student success.
3. Sunset redundant and ineffective programs
4. Have *every student* do (at least) one high-quality "high-impact" experience in the first year and another linked to the major

LEAP

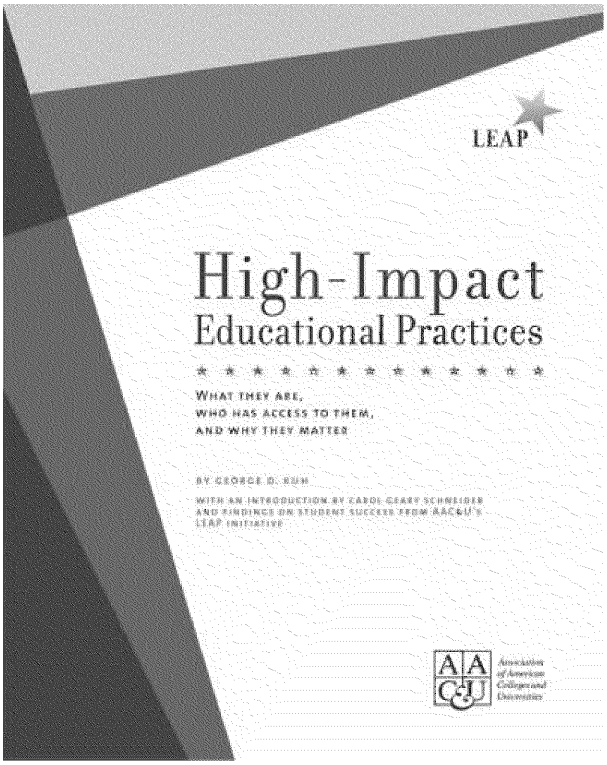

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LEAP

High-Impact Activities

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

- ★ First-Year Seminars and Experiences
- ★ Common Intellectual Experiences
- ★ Learning Communities
- ★ Writing-Intensive Courses
- ★ Collaborative Assignments and Projects
- ★ "Science as Science Is Done"; Undergraduate Research
- ★ Diversity/Global Learning
- ★ Service Learning, Community-Based Learning
- ★ Internships
- ★ Capstone Courses and Projects

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Essential Learning Outcome:

NSSE Deep/Integrative Learning

- Integrating ideas or information from various sources
- Included diverse perspectives in class discussions/writing
- Put together ideas from different courses
- Discussed ideas with faculty members outside of class
- Discussed ideas with others outside of class
- Analyzing the basic elements of an idea, experience, or theory
- Synthesizing & organizing ideas, info., or experiences
- Making judgments about the value of information
- Applying theories to practical problems or in new situations
- Examined the strengths and weaknesses of your own views
- Tried to better understand someone else's views
- Learned something that changed how you understand an issue

Effects of Participating in High-Impact Activities on Deep/Integrative Learning and Gains

	Deep Learning	Gains General	Gains Personal	Gains Practical
		First-Year		
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	++
		Senior		
Study Abroad	++	+	++	
Student-Faculty Research	+++	++	++	++
Internship	++	++	++	++
Service Learning	+++	++	+++	++
Culminating Experience	++	++	++	++

+ $p < .001$, ++ $p < .001$ & Unstd B > .10, +++ $p < .001$ & Unstd B > .30

Effects of Participating in High-Impact Activities on Student Engagement

	Level of Academic Challenge	Active and Collab. Learning	Student-Faculty Interaction	Supportive Campus Env.
		First-Year		
Learning Communities	++	+++	+++	++
Service Learning	++	+++	+++	++
		Senior		
Study Abroad	++	++	++	+
Student-Faculty Research	+++	+++	+++	++
Internship	++	+++	+++	++
Service Learning	++	+++	+++	++
Culminating Experience	++	++	+++	++

+ $p < .001$, ++ $p < .001$ & Unstd B > .10, +++ $p < .001$ & Unstd B > .30

High-Impact Activities Increase Odds Students Will:

- ✓ *Invest time and effort*
- ✓ *Interact with faculty and peers about substantive matters*
- ✓ *Experience diversity*
- ✓ *Get more frequent feedback*
- ✓ *Reflect & integrate learning*
- ✓ *Discover relevance of learning through real-world applications*
- ✓ *Publicly demonstrate competence*

Graduation Rates by Ethnicity and Participation in High-Impact Practices

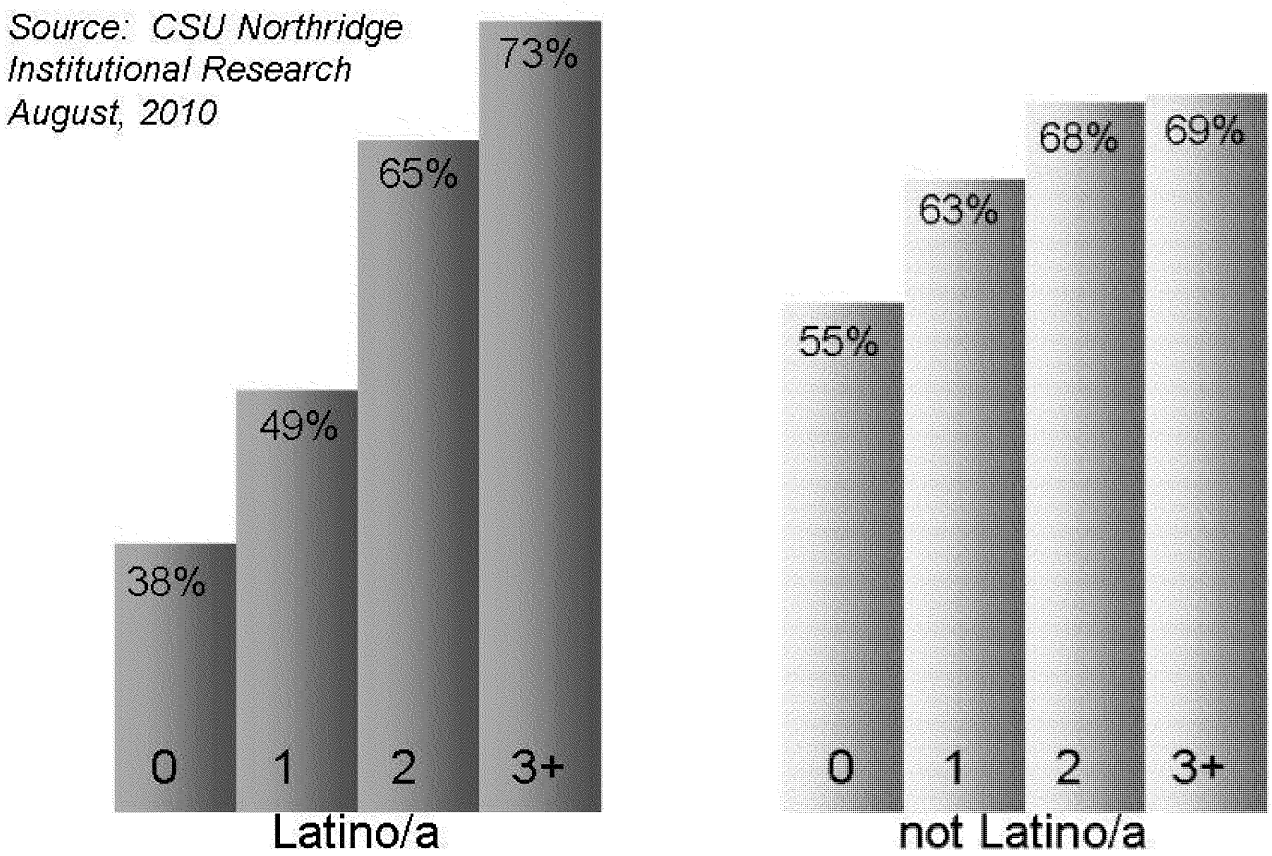

Employers assess the potential value of high-impact educational practices

% saying each would help a lot/fair amount to prepare college students for success

84%	**Students complete a significant project before graduation that demonstrates their depth of knowledge in their major AND their acquisition of analytical, problem-solving, and communication skills *(62% help a lot)***
81%	**Students complete an internship or community-based field project to connect classroom learning with real-world experiences *(66%)***
81%	**Students develop research skills appropriate to their field and develop evidence-based analyses *(57%)***
73%	**Students work through ethical issues and debates to form their own judgments *(48%)***

Keep in Mind…

- ✓ More college experiences can be or are "high impact" in addition to those on the AAC&U list
- ✓ Implementation quality matters!
- ✓ Implications for advising

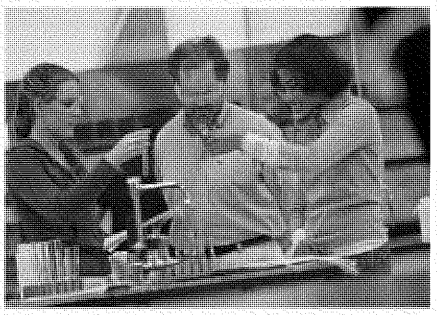

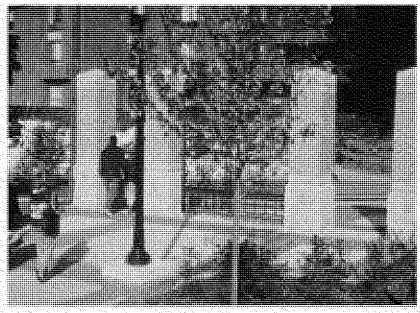

High-Impact Practices and the Disparities Within…

Frosh: Service Learning and LCs

- ✓ *Parity among racial/ethnic groups*
- ✓ *Fewer 1st gen students*
- ✓ *Fewer part-time students*
- ✓ *Fewer transfer students*
- ✓ *Fewer older students*

High-Impact Practices and the Disparities Within…

Seniors in All HIPs

- ✓ ***Fewer 1st gen students***
- ✓ ***Fewer students of color***
- ✓ ***Fewer transfer students***
- ✓ ***Fewer part-time students***
- ✓ ***Fewer older students***

Six Priorities

5. Make work a high-impact activity.

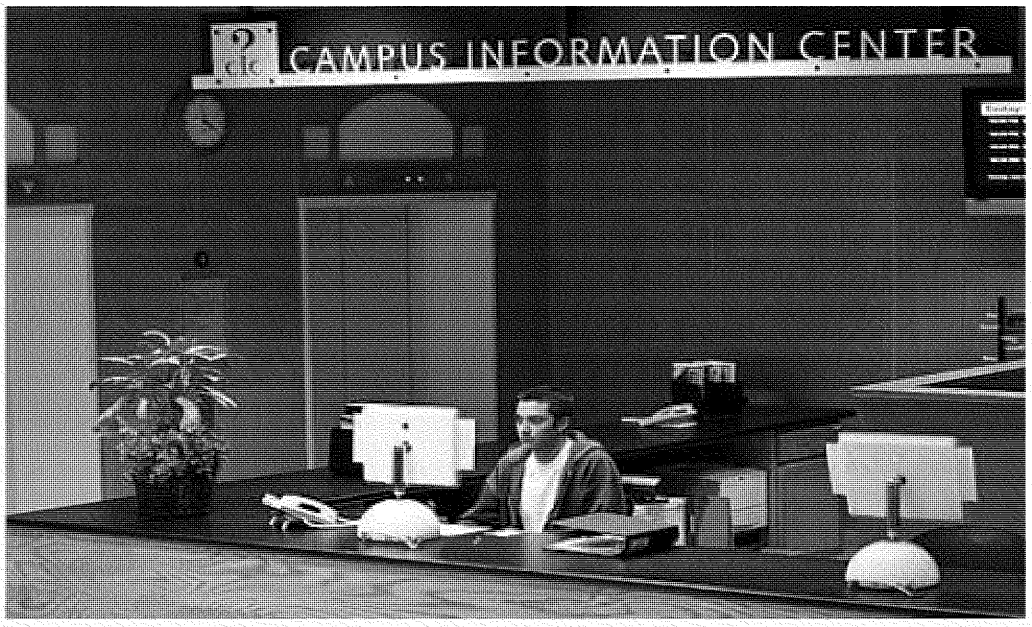

U of Iowa Student Employment Project
"Guided Reflection on Work" (GROW)

- Supervisors from Student Health Service/, Housing, Iowa Memorial Union, Libraries
- Supervisors received one hour of training on:
  - Outcomes of student employment
  - Results from the previous year's Division of Student Services Student Employment Survey
  - Background on the role supervisors can play in helping students make connections between work and academics
  - Expectations for the Pilot Projects

U of Iowa Student Employment Project
"Guided Reflection on Work" (GROW)

- Supervisors had two structured conversations with every student employee during spring semester and coded conversations into the following categories:
  - How the job and academics complement each other ("How is your job fitting in with your academics?")
  - Transfer between work and academics ("What are you learning here at work that is helping you in school?")
  - Transfer between academics and work ("Are you learning anything in class that you can apply here at work?")
  - Transfer between work and future career ("Give me a couple of examples of things that you are learning here at work that you will be using in your future profession?")

U of Iowa Student Employment Project
"Guided Reflection on Work" (GROW)

- **Student Employment Survey used to examine differences between pilot and non-pilot participants.**

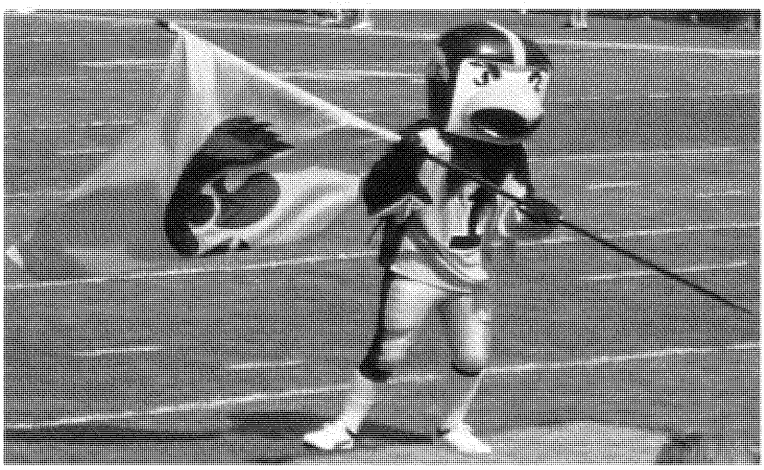

Student Employment Outcomes: "Guided Reflection on Work" (GROW)

Outcome	% agree/strongly agree		Mean	
	Pilot Participants	Non-Pilot	Pilot	Non-Pilot
My supervisor helps me make connections between my work and my life as a student.	60%	51%	3.8	3.3
My job has helped prepare me for the world of full-time work.	62%	51%	3.6	3.4
My job has helped me improve my written communications.	16%	21%	2.6	2.7

Student Employment Outcomes: "Guided Reflection on Work" (GROW)

Outcome	% agree/strongly agree		Mean	
	Pilot Participants	Non-Pilot	Pilot	Non-Pilot
I can see connections between my job and my major/coursework.	56%	36%	3.4	2.9
My job has helped me learn about career options.	30%	39%	3.2	3.3

Student Employment Outcomes: "Guided Reflection on Work" (GROW)

Outcome	% agree/strongly agree		Mean	
	Pilot Participants	Non-Pilot	Pilot	Non-Pilot
Because of my job, I am able to work effectively with individuals with a variety of backgrounds, experiences, and cultures.	82%	77%	4.1	4.0
My job has helped me use critical thinking skills	70%	57%	3.8	3.5

Student Employment Outcomes: "Guided Reflection on Work" (GROW)

Outcome	% agree/strongly agree		Mean	
	Pilot Participants	Non-Pilot	Pilot	Non-Pilot
My job helped me develop more effective time management skills.	76%	76%	4.0	4.0
My job helped me improve my oral communication skills.	78%	72%	4.0	3.8
My job helped me develop conflict resolution skills.	74%	61%	3.8	3.6

6. Stay the course

The good-to-great-transformations never happened in one fell swoop. There was no single defining action, no grand program, no one killer innovation, no solitary lucky break, no miracle moment. Sustainable transformations follow a predictable pattern of buildup and breakthrough…

(Collins, 2001, p. 186)

High performance is not guaranteed to last

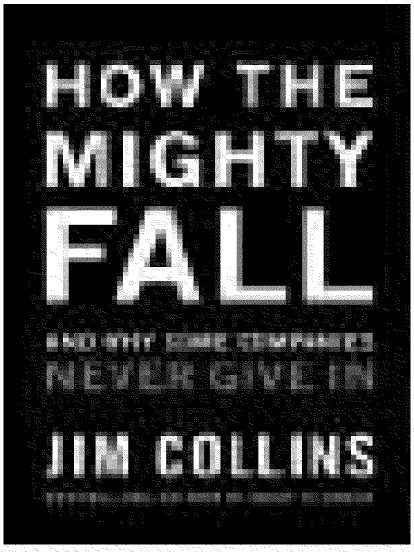

It's not complacency but over-reaching that better explains how the once invincible self-destruct

The things we have to learn before we do them, we learn by doing them.

Aristotle, *Nicomachean Ethics*

Six Priorities

1. Insist on doing what works
2. Put money where it makes a difference to student success.
3. Sunset redundant, ineffective programs
4. Have *every student* do (at least) one high-quality "high-impact" experience in the first year and another linked to the major
5. Make work a high-impact activity
6. Stay the course

The Major Tasks

Teach students to:

- ***Reflect*** – think about experiences inside and outside the classroom
- ***Integrate*** – see the connections between different courses, out-of-class experiences, and life beyond the institution
- ***Apply*** – use what one has learned in different settings presenting novel challenges and opportunities

Last Word

- We must embrace the lineage of our students.
- Campus cultures do not change easily or willingly.
- To foster more student success we must use promising policies and practices more consistently throughout the institution.
- Do we have the *will* to do so?

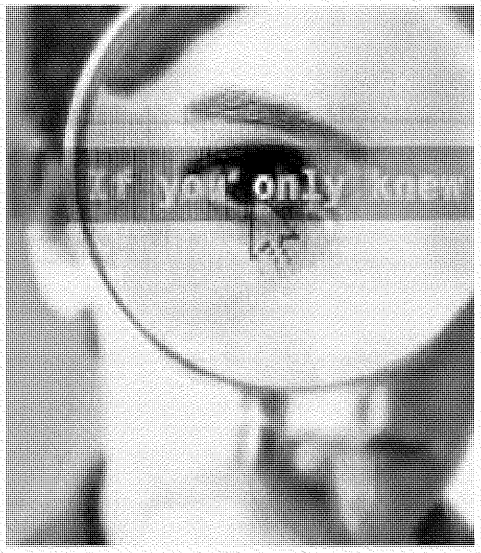

Questions & Discussion

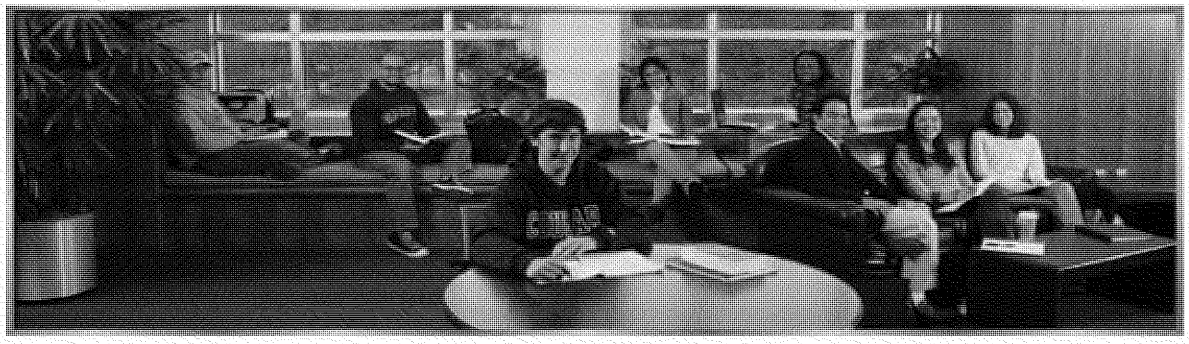

Retention Working Group
December 7, 2012
Agenda

- Welcome and Introductions

- Transfer United Assessment Report

- High Impact Educational Opportunities Discussion

- **Academic Probation Appeals**
  Changes to process - http://studentsuccess.unc.edu/academic_eligibility/appeals/

- **Academic Early Warnings**
  Update: Academic Early warnings will now be called Academic Progress Reports
  In addition to "warnings" instructors will now be able to also provide positive feedback (Keep up Good Work, Showing Improvement, Outstanding Performance, Good Class Participation)

- **Navigating the Research University**
  Update: 4 sections planned for summer (with 1 for Meyerhoff-like program)
  1 or 2 sections will be offered in fall for Millenial Scholars

- New Project - Students In Academic Distress: A Guide for Faculty and Staff
  Students In Academic Distress: A Guide for Families
  Update: Parents Council Grant Application Submitted

- Save the Date: Friday, January 18, 2013 11 a.m. – 1:00 p.m. **(150 participants have registered)**
  First Generation College Student Advocates Program

- Brown Bag Lunch Series – Next Friday
  December 14th **Academic Integrity**
  with Jim Leloudis, Professor of History, Associate Dean for Honors, Director, The James M. Johnston Center for Undergraduate Excellence
  <u>12 noon – 1:30 p.m. Location: Graham Memorial 011</u>
  Academic honesty, personal integrity, and responsible citizenship are cornerstones of the public research university. Academic integrity is essential to all academic work and it is a complex issue. This session will explore questions such as: How do undergraduates learn about academic integrity? What does it mean for undergraduates to be a member of a community of scholars? What programs and supports does Carolina offer to educate undergraduates about academic integrity?

- Suggestions for spring 2013 brown bag lunch topics?

- Open Agenda/Updates from Colleagues

Upcoming Meetings:
2/13
4/17 (Topic: Personal Librarian Program?)

All meetings are from 1 to 2:30 p.m. in the Steele Conference Room

From: Woodard, Harold <harold_woodard@unc.edu>
Sent: Thursday, December 13, 2012 8:27 PM
To: Blanton, Brent S <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; Richardson, Wally <wricha@email.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>
Subject: ASPSA ASSESSMENT FOR SACS (FINAL DRAFT)
Attach: ASPSA Annual Assessment Final DRAFT.xlsx

Colleagues,
Please review the attached report and let me know what you think.
Thanks very much for your valuable assistance with this.
Harold

2011-2012 Annual Assessment Report

Department Name: Academic Support Program for Student-Athletes **Contact Person:** Harold Woodard

Mission of Unit:

The University of North Carolina Academic Support Program assists student-athletes in exploring their interests and abilities, enjoying a broad edu

Outcomes Assessed
Counsel students on progress towards degree, course selection (in collaboration with Academic Advisers), career exploration, eligibility status for both UNC and the NCAA and transitional issues into the University. Assist students in balancing the demands of course responsibilities while also competing in their sport. Be a point of contact for students regarding University procedures. Assist students find necessary resources within the University community.
Deliver tutorial services to students in a variety of settings, depending upon the needs of the student.

Outcomes Assessed
LEEP Program: 1. Students will demonstrate increased levels of self-regulated learning. 2. Students will demonstrate increased reading comprehension levels and fluency with college-level vocabulary words. 3. Students will demonstrate increased ability to compose college-level texts.

ucational experience, and reaching or exceeding their academic goals. This commitment to student learning supports the university's mission to "… t

Assessment Methods	Results of Assessments
Exit interviews conducted with graduating seniors by an athletics/faculty committee. Run reports from our database to track how many contacts we have with each student and the quality of the appointment from an administrative standpoint. Eligibility standards are measured each term via the certification process for competition.	Reports from our database revealed that there were more than 3000 notations of meetings with students. That is more than 300 per counselor over the course of the fall term. We also received, at a minimum, 427 reponses to progress report queries (less than 25%). Academic Progress Report (APR) data shows that the students performed well.
Reviewing statistical data captured within our database as well as online surveys completed by both students and tutors.	Students with cumulative grade point averages of 2.5 or higher are not served adequately by the ASPSA tutorial program. Our academically weaker students are receiving the bulk of the services, but we have yet to determine the level of correlation between amount of services and accomplishment of educational objectives. Feedback also showed deficiencies in the size of the tutorial staff.

Assessment Methods	Results of Assessments
1. Our primary evaluation tool will be the Structured Interview for Assessing Student Use of Self-Regulated Learning Strategies, developed by Barry J. Zimmerman and Manuel Martinez Pons. At the beginning and end of the school year, we will conduct structured interviews with LEEP participants, code the responses according to Zimmerman and Pons's published guidelines, and compare the data. 2. We will administer alternate forms of the Wide Range Achievement Test IV at the beginning and end of the school year and compare the data. 3. We will develop our own rubric and use it to evaluate and compare individual students' writing at the beginning and end of the school year.	The LEEP program began in the fall 2012 semester. The comprehensive process of assessing this program will occur in the spring 2013. Preliminary indicators such as graded class assignments suggest that students will not perform as well as was expected. Feedback from the Learning Specialists and the graduate learning assistants state that they were overwhelmed in their attempts to provide adequate assistance to the most underprepared students, especially those who placed into English 100.

each a diverse community of undergraduates."

Use of Results (Actions)
Develop or purchase software allowing staff to more fully document contacts with students and solicit feedback on the students' experiences. In the meantime, we must, as a unit, commit more fully to documenting our contacts with students and noting what type of contacts they were. We must investigate better ways to solicit professor feedback on student progress. A centralized record of all academic issues must be maintained; having one person over eligibility should easily allow for that in future.
Will remove team oversight from Tutor Coordinator's responsibilities as soon as possible. Intensify tutor training both initially and throughout terms. Try to determine the correlation between the amount of services being provided and the extent to which educational objectives are accomplished. Increase the number of tutors available to students.

Use of Results (Actions)
At least three new Learning Specialists should be hired as soon as possible. This was recommended two years ago by a faculty committee that reviewed the ASPSA program's operations and staffing. The three staff members with some Learning Specialist training will operate as a unit to address the needs of underprepared students more effectively. That unit will also be given the opportunity review the academic profile of recruits and to comment on the unit's ability to meet the needs of these students, given the number of similar students already being served. The comments of this unit will be shared with the Faculty Admissions Committee on Special Talents.

The Learning Engagement and Enhancement Program

Mission: To help academically underprepared student-athletes and student-athletes with learning disabilities become goal-directed, strategic, and self-regulated learners.

Philosophy: Our philosophy is both student-centered and learning-centered. We believe all students can succeed when provided an environment in which learning is the central value. The following seven principles underscore our service to student-athletes:

1. Every student is a learner.
2. Every student has potential.
3. Every student possesses valuable knowledge.
4. Every student will make her or his own learning choices.
5. Learning is an active process.
6. Learning is social.
7. Learning can be enhanced.

Our overall goal is that every student who participates in the Learning Engagement and Enhancement Program will maintain eligibility and advance to graduation. By meeting the following objectives, we believe we can accomplish that goal.

Objective I: Students will demonstrate increased levels of self-regulated learning.

Objective II: Students will demonstrate increased reading comprehension levels and fluency with college-level vocabulary words.

Objective III: Students will demonstrate increased ability to compose college-level texts.

From: Cynthia Demetriou <cyndem@email.unc.edu>
Sent: Wednesday, December 19, 2012 2:00 PM
To: Bethel, Bradley Richard <bbethel@email.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; Richardson, Wally <wricha@email.unc.edu>; Townsend, Jenn <jtownsend@unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>
Subject: FW: Eligibility Report for Student Athletes
Attach: Ath All Eligibility 12 19 12.xls; FY or TR Ineligible - How to Appeal.doc; NON NEW Ineligible in AS.docx; New PR.doc

---

Thought you might find this information helpful too-
Let me know if you need anything.
Cynthia

From: Demetriou, Cynthia
Sent: Wednesday, December 19, 2012 1:56 PM
To: Woodard, Harold
Subject: Eligibility Report for Student Athletes

Hi, Harold.
Attached please find the eligibility report for all student athletes. Highlighted students are Ineligible or on Academic Probation.
The attached documents were sent to Ineligible and Probation students.

- "FY or TR Ineligible" was sent to students who have only completed one semester at the University and are now Ineligible
- "NON NEW" was sent to students who are beyond their first semester and are currently Ineligible
- "New PR" was sent all students new to probation

Appeals are due at 5 p.m. on January 2nd.
Please let me know if I can provide you with any additional information.
Best, Cynthia

Cynthia Demetriou • Director for Retention
Undergraduate Retention • Office of Undergraduate Education
3016 Steele Building • CB# 3504
The University of North Carolina at Chapel Hill • (919) 843-5015
www.studentsuccess.unc.edu
www.firstgeneration.unc.edu

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Please consider the environment before printing this email

December 19, 2012

Dear Student:

I am concerned about your academic progress and would like to see you succeed.

Your current academic standing is **Ineligible.** If you are still missing grades, your academic standing may change. I encourage you to check ConnectCarolina on a regular basis until all of your grades have been posted.

Students who are Ineligible cannot register for full-time, on-campuses classes during the fall or spring terms.

Transitioning to the University can be a significant challenge. The University acknowledges the unique nature of this transition. For this reason, First-Year Students and Transfers who become academically ineligible after their first, fall semester at the University may **appeal for a semester of academic probation**. Probation is a one semester opportunity to take classes on campus even though you have not met minimum eligibility requirements. Students on academic probation must complete academic intervention steps during their probationary semester. I recommend that you review the steps required of all students on academic probation BEFORE you consider appealing. These steps can be found at www.studentsuccess.unc.edu.

If you decided to appeal for probation, please visit http://studentsuccess.unc.edu/academic_eligibility/appeals/ and complete the online form. As part of this form, you must submit a concise and compelling statement describing the circumstances which prevented you from meeting the minimum eligibility requirements. Your statement should contain:

1. A compelling explanation for your poor academic performance in the preceding semester.
2. An explanation of why you believe you should be granted a probationary semester.
3. A plan of action for how you will return to good standing if you are granted a semester of probation.

Appeals are due by **5 p.m. on Wednesday, January 2, 2013**. *You are welcome to submit your appeal early.* Complete appeals submitted by 5 p.m. on January 2nd will receive a decision by the evening of Friday, January 4th. We cannot guarantee a decision prior to the start of classes for appeals which are submitted late.

The University is closed for several days over the next two weeks. If you would like to meet with an academic advisor, Steele Building will be open for the duration of this week as well as on December 27th, 28th, and January 2nd. It will be closed all other days. If you would like to meet with an advisor, I recommend that you make an appointment using the online appointment scheduler.

All parts of the appeals form must be completed. Incomplete appeals will not be approved.

For more information on academic eligibility, please visit
http://studentsuccess.unc.edu/academic_eligibility/ or meet with an academic advisor.

Sincerely,

Cynthia Demetriou
Director for Retention

Office of Undergraduate Education
UNC Chapel Hill
3008 Steele Building, CB# 3504
(919) 843-5015

www.studentsuccess.unc.edu

December 19, 2012

Dear «FIRST_NAME»,

I am concerned about your academic progress and would like to see you succeed.

Your current academic standing is **Eligible – On Academic Probation.**

If you are still missing grades, your academic standing may change. I encourage you to check ConnectCarolina on a regular basis until all of your grades have been posted.

During the spring semester, all students on academic probation will be required to go to www.studentsuccess.unc.edu and complete the following steps:

1. Complete the Self-Assessment.
2. Complete the online Student Success Seminar.
3. Sign the Probation Contract at the end of the seminar.
4. Make an appointment with an academic advisor.

All students on probation are expected to meet with an academic advisor at least 2 times during the semester to discuss their progress towards returning to good standing.

You must make an appointment using the online appointment scheduler:
http://advising.unc.edu/

Walk-in appointments cannot be used to fulfill the probation requirements.

You must bring the completed Self-Assessment and the signed Probation Contract to the meeting with the advisor.

*****If you do not complete ALL of the probation steps above, a "stop" will be placed on your account preventing you from registering for future courses.*****

It is highly recommended that you sign up for the Bounce Back program. Bounce Back is a semester-long program that meets on a weekly-basis in a group setting to foster resiliency, scholastic and personal skills.

Bounce Back will offered during Spring 2013 on the following days and times:

Mondays, 3-4
Mondays, 4-5
Tuesdays, 11-12
Tuesdays, 1-2
Tuesdays 3:30-4:30

Thursdays, 1-2
Fridays, 1-2

To register for Bounce Back, email Caraina Garris at cgarris@ad.unc.edu with your preferred day and time.

Your probationary term of enrollment at UNC-Chapel Hill is critical in determining your academic future. It is a one semester opportunity to return to good academic standing. You must earn a cumulative GPA of at least 2.0 and meet the credit hour requirements outlined below by the end of the semester. Carefully review the requirements for good academic standing.

The University of North Carolina at Chapel Hill is committed to your success. You will receive further communication from me and my colleagues in Undergraduate Retention throughout the spring 2013 semester. *Check your email frequently for this communication. Open and read all emails.*

Sincerely,

Cynthia Demetriou
Director for Retention
Office of Undergraduate Education
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Requirements for Good Standing

A 2.000 cumulative UNC-Chapel Hill grade-point average and the following number of academic semester credit hours passed:

- 9 academic hours to enter a second semester
- 24 academic hours to enter a third semester (30 hours is recommended)
- 36 academic hours to enter a fourth semester
- 51 academic hours to enter a fifth semester (60 hours is recommended)
- 63 academic hours to enter a sixth semester
- 78 academic hours to enter a seventh semester (90 hours is recommended)
- 93 academic hours to enter an eighth semester
- Special permission of the dean to enter a ninth semester

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Please consider the environmental impact before printing this e-mail.

From: Woodard, Harold <harold_woodard@unc.edu>
Sent: Wednesday, December 19, 2012 3:45 PM
To: Bethel, Bradley Richard <bbethel@email.unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; jaimielee@uncaa.unc.edu; Lyons, Elizabeth M <emlyons@email.unc.edu>; Maloy, Susan B <sbmaloy@email.unc.edu>; Orr, Kym N <orr@email.unc.edu>; Overstreet, Tia <overstre@email.unc.edu>; Richardson, Wally <wricha@email.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Welborn, Spencer <swelborn@email.unc.edu>; Yount, Tony <tonyyount@unc.edu>
Subject: FW: Eligibility Report for Student Athletes
Attach: Ath All Eligibility 12 19 12.xls; FY or TR Ineligible - How to Appeal.doc; NON NEW Ineligible in AS.docx; New PR.doc

---

Colleagues,
Please read this forwarded e-mail message and the 4 attachments from Cynthia Demetriou.
Take care.
Harold

From: Demetriou, Cynthia
Sent: Wednesday, December 19, 2012 1:56 PM
To: Woodard, Harold
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December 19, 2012

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Sincerely,

Cynthia Demetriou
Director for Retention

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Fridays, 1-2

To register for Bounce Back, email Caraina Garris at cgarris@ad.unc.edu with your preferred day and time.

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The Influence of Selected Variables on NCAA Academic Progress Rate

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The Academic Progress Rate (APR) was created in 2004 to measure the real-time academic culture of NCAA Division I college athletic teams. During its short existence, the APR has become one of the leading academic metrics from which teams are evaluated. Given the lack of empirical data on APR, the purpose of this study was to determine if selected variables were correlated with, and were significant predictors of, single year APR scores. Ten independent variables were used to evaluate the dependent variable of APR from a sample of 652 NCAA Division I first-year student-athletes. Pearson correlations revealed APR scores were significantly related to gender, race, high school GPA, standardized tests, major, sport, coaching change, playing time, and team winning percentage. Least squares linear regression analysis demonstrated that gender, race, sport, coaching change, and winning percentage significantly predicted 38.7% of the variance observed in APR scores. These results could aid in programming efforts of first-year student-athletes while contributing to the APR body of knowledge.

Introduction

National Collegiate Athletic Association (NCAA) Division I athletics offer an elite athletic environment framed within the walls of higher education. The inimitable balance between athletics and academics has caused a level of antipathy between athletic and academic interests. This antagonism is especially true for elite football and men's basketball programs where the most successful athletic teams are often criticized for lackluster academic performance (Knight Commission, 2001; NCAA, 2009, 2011a). To counterbalance declining academic standards, as well as provide structure for initial and continuing eligibility, the NCAA has enacted a variety of academic reform measures. For example, in 1983, the NCAA adopted Proposition 48, a groundbreaking measure that established a 2.0 grade-point average (GPA), 700 SAT score, and

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11 core high school courses as minimum standards for prospective student-athletes (Baumann & Henschen, 1986). Amid wide-ranging criticism, Proposition 48 was superseded in 1992 by Proposition 16 which including a *sliding scale* relationship between standardized test scores and high school GPAs, and increased the number of core requirements from 11 to 13 (Judge & Johnson, 2011; NCAA, 2010). These initiatives gave way to the current round of academic reform that spawned the Academic Progress Rate (APR).

APR Defined

Established in April of 2004, the APR was a groundbreaking metric designed to measure academic performance while being a "sufficient incentive for athletics programs to ensure the mission of educating student-athletes is not compromised, circumvented or ignored" (NCAA, n.d.a., p. 1). The rationale for the APR came from the lack of real-time academic data for individual athletic teams (Brown, 2005). The previous academic markers used by the NCAA were initial eligibility measures (e.g., Propositions 48 & 16) or graduation rates. These measures, however, were determined before students entered college, or were calculated six years after students were admitted. While enrolled at an institution, the NCAA also monitored GPA and percentage of degree completion for individual student-athletes. These semester-by-semester measures provided sufficient information to determine eligibility for an individual student-athlete, but did little to explain the academic culture of an entire team. Therefore, the APR was designed as a semester-by-semester metric to evaluate the academic culture of an entire team, which could then be compared to other teams across the country (Brown, 2005).

The APR is calculated for all "currently enrolled student-athletes receiving institutional financial aid based in any degree on athletics ability" (NCAA, 2004, p. 1). Eligibility and retention criteria are used to calculate individual student-athlete APR points which are used in the overall team APR calculation. In one semester a student-athlete can earn two points; one point for being academically eligible, and one point for returning to school the following semester. An individual student-athlete can acquire four APR points during an academic year by being eligible and returning to pursue their education for both academic semesters (Brown, 2005). Retention and eligibility were chosen because they are the two factors that best indicate graduation, which is the goal deemed most important by the NCAA (Brown, 2005).

A retention point is earned when a student-athlete "is retained by the institution, returning to school as a full-time student the next regular academic term" (NCAA, 2004, p. 2). When a student graduates they also receive a retention point. To earn an eligibility point, a student-athlete must meet minimum standards for GPA, credit hours completed, and progress towards degree. Students must earn a 1.8 GPA after year one, a 1.9 after year two, and a 2.0 in each subsequent year. Minimum credit hour requirements include 6 hours completed per semester, 18 hours between two semesters, and 24 hours for an entire academic year. Progress towards degree requirements mandate after the second year of athletic eligibility students must have earned 40% of their degree, 60% after year three, 80% after year four, and 100% after year five (Hamilton, 2005). While many institutions adhere to the NCAA minimum requirements, individual conferences and institutions may require minimums above these standards. Stringent policies that exceed the NCAA minimums could prevent an eligibility point that would have otherwise been earned by another institution who adhered to the minimum standards.

The APR is calculated by dividing the team's total points earned by the total team points possible. This number is multiplied by 1,000 to make the score easily understood (a perfect

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score is 1,000). Penalties accrue when scores dip below 925. The Committee on Academic Performance (CAP) designated this cutoff because it was originally thought to equal a 60% graduation rate, and it allowed for normal attrition rates. Diane Dickman, managing director of membership services for the NCAA, explained the 925 mark this way;

> We know that most teams over a four-year period are going to lose points. Things happen in people's lives – they meet the love of their lives or a parent has a health issue – and they transfer. That's why we didn't set the bar at perfection. But if you're having sustained, regular 'runoffs' to the point that half of your roster is just leaving year after year, something's wrong. (Hamilton, 2005, p. 4).

Teams that fall below the 925 mark are subject to both contemporaneous and historical penalties. Contemporaneous penalties are the most immediate penalties and occur when a team score below 925 has a student-athlete go 0/2 (ineligible and leaves school). This specific penalty means the institution cannot re-award the scholarship to another student-athlete. Therefore a 0/2 means that a scholarship is lost for a full year. This type of penalty is designed to identify immediate problems and reinforce the importance of retaining student-athletes, while moving them towards graduation (NCAA, 2004, 2010). Historical penalties are more severe and occur when a team falls below 900. These penalties began after four full years of data were collected in 2008. Crenshaw and Leger (2007) noted these penalties were designed to punish the chronic underperformers through loss of scholarships, postseason bans, and loss of NCAA membership.

APR Outcomes

Following the first year of data collection, 183 of the 326 (56%) schools had at least one program deemed substandard by the NCAA (Wieberg, 2005). Altogether 411 of the 5,720 Division I programs were flagged. Football (923), men's basketball (923) and baseball (922) were the only sports to have a national average under the 925 cutoff. Women's field hockey, lacrosse, and rowing earned the highest average scores (981 for each). A total of 1,737 teams had perfect APRs, none of which were in Division I-A football.

The next five years of data collection (2004-05 and 2008-09) had similar results as the first year. Several women's sports continued to have high marks while the same three men's sports (baseball, basketball, and football) registered the lowest average APR scores. The second year of data collection revealed that 111 out of 6,100 teams were penalized, while the third year showed 112 teams penalized. These numbers indicated less than 2% of all NCAA Division I-A teams were subject to contemporaneous penalties (NCAA, 2006). The most anticipated data set came from the fourth year. This data triggered the use of the four-year rolling average, which was used to enact more serious punishments to offenders. Single year APR scores were still used to determine contemporaneous penalties, but any loss of post-season play was to be determined by the historical penalty structure (Stewart, 2007). Similar to previous years, the four year average saw approximately 3% of all Division I-A teams fall below the 925 mark. Only 218 teams out of approximately 6,100 were penalized. Of those, 174 lost scholarships for the 2008-2009 academic year. Former NCAA president, Miles Brand, saw those numbers as encouraging. He explained the relatively positive outcome as the result of the gradual introduction of the APR over the previous four years, as well as institutions' commitment to

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embrace the philosophy of the APR, and make behavioral changes within their athletic departments (Sander, 2008).

Academic reports from the 2009-10 and 2010-11 academic years showed multi-year Division I APRs for all sports as 967 and 970 respectively. In the high-profile sports, football's average four-year APR was 944 and 946, while men's basketball was 940 and 945. In 2009-10, 177 teams at 107 schools received penalties, while 103 teams at 67 schools were sanctioned in 2010-11. There were 1,143 fewer student-athletes in 2010-11 year who were "0-for-2," compared to 2004-05, the first year of APR penalties (NCAA, 2011a).

Although there have been continued improvements in Division I APR scores since its inception, the APR is not without criticism and subsequent revision. Two key revisions were passed by the NCAA in 2011. First, the four-year postseason benchmark was increased from 900 to 930 to compensate for lower-than-estimated Graduate Success Rates (GSR) for comparable APR scores (Hosick, 2011; NCAA, 2011b). Second, a new penalty structure combines contemporaneous and historical penalties into a three-level penalty structure based solely on the four-year rolling average. Level one penalties limit practice time, level two penalties limit competition dates, and the third level of penalties could include coaching suspensions and scholarship reductions.

APR Research

The influence the APR has had on NCAA Division I athletics has been extensive. It would be rare to find an administrator or coach at the Division I level who does not routinely evaluate APR scores, especially if they have been close to the 900 and 925 penalty benchmarks. Similarly, athletic advising and support offices are keenly aware of the APR because they must program to improve scores while simultaneously educating coaches and athletic administrators on the importance of such a metric (Meyer, 2005). It is clear the APR has taken its own place in the lexicon of college athletics where the terms *eligibility* and *graduation rates* have perched for decades (Smith, 2011).

Despite its far-reaching and practical influence, there have been no empirical studies, and relatively little reporting, on APR outside of the annual press releases provided by the NCAA (NCAA, 2011a). This is surprising when one considers that every Division I student-athlete receiving athletic aid contributes to their team APR. Moreover, the lack of research is unanticipated in view of the potentially serious consequences tied to low APR scores, and that APR scores are made public via the APR team and coach databases maintained by the NCAA (NCAA, n.d.b, NCAA, n.d.c). The lack of empirical investigation is likely the result of two factors. First, APR has only been in existence for seven years, and the historical penalties have only been calculated for three years. Second, the research and publication process sometimes takes several years to complete.

Although APR itself has not been empirically investigated, there is plethora of research examining academic variables relative to student-athletes, especially for two of the contributing factors to APR; eligibility and retention (Astin & Osguera, 2004; Babington, 1997; Durand, 1999; Johnson, Wessel, & Pierce, 2010, in press; Kane, Leo, & Holleran, 2008; Tinto, 1993). GPA is only part of the eligibility criteria used to calculate APR, but has been one of the most scrutinized academic variables related to collegiate student-athletes. A comprehensive review of student-athlete GPA is beyond the scope of this paper, but it is important to note that GPA is regularly used to determine eligibility, financial aid, recruiting, transfer decisions, playing time

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decisions, and APR scores (Johnson et al., 2010). Retention, a second critical component of the APR, is equally as important as GPA. The magnitude of retention is clear when one considers that approximately 40% of college students will never earn a degree (Astin & Oseguera, 2004), and 75% of those students will likely leave within the first two years of their college careers (Tinto, 1993).

The most contemporary studies to evaluate GPA and retention of student-athletes were conducted by Johnson et al. (2010) and Johnson et al. (in press). Using a combination of demographic variables (i.e., gender, race, distance from home), academic variables (i.e., standardized test scores, high school GPA, high school rank, major) and athletic variables (i.e., sport, coaching change, playing time, winning percentage), the authors investigated 674 Division I student-athletes in 19 sports to determine which variables best predicted GPA and retention. For GPA, gender, race, standardized tests, high school GPA, high school rank, and high school size were significant predictors. These results demonstrated that traditional demographic and academic variables were the most powerful variables to consider when predicting GPA. The results also demonstrated that athletic variables (i.e., sport type, coaching change, playing time, and winning percentage) had virtually no impact on GPA. Conversely, race, distance from home, sport, and playing time were significant predictors for retention. These results suggested the variables most influential to predict retention were demographic and athletic in nature. Unlike GPA, two of the four athletic variables under investigation contributed to predicting retention (Johnson et al., in press).

The Johnson et al. (2010, in press) studies demonstrated markedly different predictors for GPA than for retention. Whereas demographic and academic variables significantly contributed to predicting GPA (i.e., gender, race, standardized tests, high school GPA, high school rank, high school size), demographic and athletic variables largely aided in predicting retention (i.e., race, distance from home, sport type, playing time). If both GPA and retention would have been predicted by the same variables, it would be logical to conclude those variables would also predict APR. This, however, was not the case. Given these results, the next logical question to ask is which variables predict APR? Therefore, the current study was designed to utilize the variables investigated by Johnson et al. (2010, in press) to determine: 1) the individual relationship between each of the selected variables and APR; 2) if any of the selected variables were significant predictors of APR.

Method

A sample of 652 NCAA Division I student-athletes in 19 varsity sports were sampled during a five-year span (2005-06 to 2009-10) to determine which selected variables aided in the prediction of single-year APR scores. The sample was taken from a large Midwestern university where the student-athletes were investigated during their first year of college. Only first-time first-year student-athletes were investigated. Student-athletes that transferred into the university were not included in the sample. Student-athletes that transferred out of the university during or after their first year, however, were included in the retention calculations. Additionally, no student-athletes turned professional after the first year of college. A total of 10 variables were selected as potential predictors of APR scores (i.e., gender, race, distance from home, high school GPA, standardized test scores, major, sport type, coaching change, playing time, and team winning percentage). The academic variables of high school rank and size (Johnson et al., 2010, in press) were not utilized in the current study due to large amount of missing data and a reliance

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on high school GPA and standardized test scores as the most appropriate and powerful academic variables under consideration. Each variable investigated was hypothesized to be significantly correlated with, and a significant predictor of, APR.

The comprehensive list of first-year student-athletes was obtained from the Athlete Advising Office, which serves as the primary liaison between the academic community and the athletic department. Each team list was provided to Athletic Advising by head coaches during the week before the semester began as part of pre-semester academic meetings designed to identify a current roster and determine academic services for the upcoming fall semester. Upon completion of the participant roster for each year under investigation, archival data was mined using multiple sources. The selected variables of gender, race, hometown (to determine distance from home), high school GPA, standardized test scores, and choice of major were extracted from the university's central database. The athletic variables (i.e., sport, coaching change, playing time, and winning percentage) were obtained using a combination of athletic media guides and information stored on the athletics website.

Operational Definitions

Operational Definitions for each of the 10 selected variables were paramount during the data collection process. To accurately collect and code data, the following operational definitions were adopted from Johnson et al. (2010, in press). A brief explanation of each variable is included where appropriate.

1) *Gender* = male or female.
2) *Race* = Caucasian or minority. Race was divided into two groups due to the small amount (n = 33) of minority student-athletes that were not African American and the large amount of Caucasians in the sample (n = 498). Of the 33 non-African American minority student-athletes, most were considered bi-racial (n = 22), while seven were Hispanic/Latino, and four were Asian American.
3) *Distance From Home* = short (less than 100 miles from the university), medium (101-250 miles from the university), or long (250+ miles from the university). The longer the distance, the more difficult visits to home would prove to be.
4) *High School GPA* = The grade point average earned on a 4.0 scale. High school GPA was calculated from core high school classes.
5) *Standardized Test Scores* = SAT or ACT scores. SAT scores were converted to ACT score format using a concordance table provided by American College Testing (2009). If a student-athlete had both SAT and ACT scores, ACT scores were used.
6) *Major* = declared a major or was undecided. This designation was self-reported by student-athletes upon their entrance into the university.
7) *Sport* = revenue or nonrevenue sports. Revenue sports were designated as football, and men's and women's basketball because they were the three highest revenue-producing sports at the university. The other 16 varsity sports were designated as nonrevenue sports.
8) *Coaching Change* = no coaching change, positive coaching change, or negative coaching change. Coaching changes were recorded for a change in head coach any time during the academic year. A positive coaching change was recorded if a head coach moved to a

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different program or retired. A negative coaching change occurred if a coach was fired or their contract was not renewed.

9) *Playing Time* = low (played in less than one third of total contests), medium (played in one third to two thirds of total contests), high (played in more than two thirds of total contests). Although each sport has a different type of contest (e.g., games, rounds, meets, or matches), the percentage of total number of contests were used to determine playing time. The exception to this definition occurred in men's and women's basketball where the percentage of total minutes was used rather than the percentage of contests.
10) *Winning Percentage* = number of wins divided by the total number of contests during a sport season. In golf and track where multiple teams compete in competition, winning percentage was calculated as the mean percentile ranking of all competitions.

Because individual years were not a variable of consequence, the data collected across five years were collapsed into one dataset. This permitted confidentiality of individual student-athletes because no student-athlete could be identified by the year they entered school. Individual names were deleted during the collapse of the data to further ensure confidentiality. Data were analyzed using SPSS Predictive Analytics Software version 19. For descriptive purpose, analysis included frequency counts, measures of central tendency, standard deviation, and percentages. Following descriptive analysis, the selected variables were subjected to Pearson Correlation analysis to determine the potential relationships between variables. Finally, the selected predictor variables underwent least squares logistic regression analysis against the criterion variable of APR to determine which selected variables aided in predicting APR scores.

Results

For the criterion variable of APR, there were a total of 652 scores (M = 963.04, SD = 35.93). A total of 205 revenue student-athletes produced a mean APR score of 934, while a total of 447 nonrevenue student-athletes produced a mean APR score of 974. The descriptive information for the predictor variables is displayed in Table 1. Descriptors include total number of participants (N), the percentage of each variable related to the overall sample (%), the mean (M), and the standard deviation (SD). The descriptive results reveal relatively even distributions between the categories of gender and distance from home, but demonstrate uneven distributions for the remaining variables. For example, race includes a large Caucasian sample (76.4%) when compared to the minority sample (23.6%), while sport includes a majority of student-athletes from non-revenue sports (68.6%) compared to revenue sports (31.4%).

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Table 1 - *Descriptive Information for Selected Predictor Variables*

Variable	*N*	*%*	*M*	*SD*
Males	347	53.2		
Females	305	46.8		
Caucasian	498	76.4		
Minority Races	154	23.6		
Distance (0-100 miles)	240	36.8		
Distance (101-250 miles)	206	31.6		
Distance (over 250 miles)	206	31.6		
Has Major	533	81.7		
No Major (undecided)	119	18.3		
Standardized Test Scores	652		21.6	3.8
High School GPA	652		3.1	.5
Sport – Revenue	205	31.4		
Sport – Non-Revenue	447	68.6		
Positive Coaching Change	47	7.2		
Negative Coaching Change	42	6.4		
No Coaching Change	563	86.4		
Low Playing Time	352	54		
Medium Playing Time	82	12.6		
High Playing Time	218	33.4		
Team Winning Percentage	652		46	.5

Note. Team Winning Percentage is presented as a % indicating all student-athletes won 48% of their total contests.

Table 2 presents the Pearson Correlation Coefficients for the selected variables. All variables except distance from home were correlated with APR scores. Eight of the nine variables were significant at the .001 alpha level. The three most powerful relationships with APR scores were sport (r = -.53), gender (r = .47), and race (r = .32). In fact, the correlation

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coefficient between APR scores and sport was the same strength as the relationship between high school GPA and standardized test scores ($r = .53$). This r value proved to be the strongest relationship among all selected variables.

After the examination of Pearson correlations, a least squares linear regression analysis was conducted to evaluate how well the selected variables predicted APR scores. The predictors were 10 variables hypothesized to influence APR scores, while the criterion variable was APR scores. The linear combination of selected variables was significantly related to APR scores, $F(10, 641) = 40.47$, $p < .01$. The sample multiple correlation coefficient was .62, indicating that approximately 38.7% of the variance of APR scores can be accounted for by the linear combination of the selected variables.

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Table 2 - *Pearson Correlation Coefficients Between Selected Variables and APR*

	APR	Gender	Race	Distance	HS GPA	Stand. Tests	Major	Sport	Coach Change	Playing Time	Winning %
APR	—										
Gender	.47**	—									
Race	-.32**	-.21**	—								
Distance	-.05	.06	.15**	—							
HS GPA	.28**	.32**	-.32**	.02	—						
Stand. Tests	.24**	.15**	-.31**	-.05	.53**	—					
Major	.09*	-.08*	.07	.04	-.07	-.08*	—				
Sport	-.53**	.52**	-.43**	-.07	.4**	.36**	-.15**	—			
Coach Change	-.21**	.03	.06	.02	-.02	-.07	-.03	-.17**	—		
Playing Time	.16**	.23**	-.01	.07	.13**	.04	.04	.26**	.01	—	
Winning %	.18**	.07	-.06	-.08	.03	-.03	.01	.08*	.18**	-.11**	—

*p < .05. **p < .01

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Table 3 outlines the results of the least squares linear regression for the selected variables. Despite nine of the ten variables being significantly correlated with APR score, only five variables significantly contributed to predicting APR scores. Those variables were gender (B = .29), race (B = -.11), sport (B = .24), coaching change (B = -.19), and winning percentage (B = .14). None of the three academic variables (i.e., high school GPA, standardized test scores, and major) contributed to the prediction of APR scores. However, three of the four athletic variables examined (i.e., sport, coaching change, and winning percentage) accounted for a majority (57%) of the total 38.7% observed variance in APR scores.

Table 3 - *Summary of Least Squares Regression for Selected Variables Predicting APR*

Variable	*B*	*Std. Error*	*Beta*	*t*	*sig*
Gender	21.14	2.71	.29	7.81	<.01**
Race	-9.53	3.03	-.11	-3.15	<.01**
Distance	-.83	1.39	-.02	-.6	.55
High School GPA	.16	2.59	<.01	.06	.95
Stand. Tests	.6	.36	.06	1.64	.1
Major	-1.76	2.93	-.02	-.6	.55
Sport	18.66	3.39	.24	5.51	<.01**
Coach Change	-12.3	2.2	-.19	-5.86	<.01**
Playing Time	1.76	1.31	.05	1.34	.18
Win %	10.08	2.32	.14	4.35	<.01**

*p < .05. **p < .01.

Discussion

The first variable under investigation, gender, was significantly correlated with (r = .47, p < .01), and significantly aided in predicting APR (B = 21.14, p < .01). The correlation coefficient of .47 demonstrates a moderately strong relationship between gender and APR. Likewise, the B value from the least squares regression analysis indicates that if all other variables were held constant, female student-athletes would have an APR score 21.14 points higher than males. These significant relationships are consistent with the first seven years of

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APR data collection which demonstrated that males have consistently lower APR scores than females (NCAA, 2006, 2011a; Stewart, 2007). In fact, the APR scores for football, men's basketball, and men's baseball have demonstrated the three lowest team scores since the beginning of APR data collection (NCAA, 2006, 2011a). These results are also consistent with the overwhelming majority of literature indicating female student-athletes outperform males in nearly all academic areas. Whether it is GPA, high school measures, standardized test scores, graduation rates, or academic motivation, females tend to have superior results (Babington, 1997; Durand, 1999; Hosick, 2009; Johnson et al., 2010; Kane et al., 2008; Mayo, 1982; Melendez, 2006).

The managerial implications for gender advocate for an increased monitoring and intervention strategy for male athletes. Because males consistently demonstrate lower APR scores than females, it can be assumed that males are in an academic culture that, on average, does not exhibit the level of academic commitment shown by females. Therefore, it is reasonable for personnel in advising, administration, and coaching to provide programming efforts designed to improve APR scores. For example, more academic intercession, increased tutor availability, and an amplified effort to retain male student-athletes could alleviate the disparity between male and female APR scores. Although many colleges and universities already engage in such behavior for their most *at-risk* student-athletes, directly targeting males is a difficult undertaking due to gender equity guidelines (Smith, 2011).

The second selected variable under investigation was race. For the purposes of this study race was divided into two categories; Caucasian and minority student-athletes. Similar to gender, race was significantly correlated with APR ($r = -.32$, $p < .01$). Also similar to gender, the least squares regression analysis revealed race was a significant predictor of APR ($B = -9.53$, $p < .01$). A B value of -9.53 denotes that Caucasian student-athletes demonstrated an APR score 9.53 points higher (out of 1,000) than a minority student-athlete if all other variables were constant. Existing literature indicates these results are consistent with most studies involving race. Specifically, Caucasian student-athletes tend to display higher GPAs, standardized test scores, high school measures, retention behaviors, and academic motivation than their minority counterparts (Babington, 1997; Institute for Diversity and Ethics in Sport, 2009; Johnson et al., 2010, in press; Kane et al., 2008; Killeya, 2001; Sellers, 1992; Shapiro, 1984; Siegel, 1994).

Poor academic performance for minority student-athletes has been linked to a variety of causes including a desire for upward mobility while minimizing academic pursuits, fewer opportunities for economic success, an over-developed athletic identity, and contemporary racism (Ashe, 1977; Kihl, Richardson, & Campisi, 2008; Melendez, 2006; Siegel, 1994). Determining the likely cause is a difficult endeavor that is beyond the bounds of the current study. The importance of the current findings, however, lies in the practical application that can be garnered from the results. In much the same fashion as males, minority student-athlete APR scores would likely benefit from increased academic programming efforts focused on enhanced tutoring, academic skill building, and enhanced advising initiatives. It would also behoove administrators, coaches, and advisors to educate themselves on the distinctive challenges faced by minority student-athletes (Siegel, 1994). Such a gesture would be of particular relevance in the sports of men's basketball and football where 71.2% and 56% of the student-athletes are designated as minorities, respectively (Brown, 2011).

The third variable investigated in the current study was distance from home. Of all the variables investigated, distance from home was the only variable that was neither correlated with ($r = -.05$), or significantly aided in predicting APR ($B = -.83$, $p = .55$). In other words, the

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distance student-athletes attended college from their home had the least amount of interaction with APR scores. This finding is somewhat surprising because distance from home was found to be a relatively powerful predictor of retention, which is half of the calculation for APR scores (Johnson et al., in press). This finding is also curious considering distance from home is a consistent reason for college choice (Briggs, 2006; Higher Education Research Institute, 2008; Martin, 1996; Rajapaksa & Dundes, 2003), and has been linked to homesickness (Fisher, 1989).

Although distance from home was found to be a significant predictor of retention (Johnson et al., in press), it was not found to be a significant predictor of GPA (Johnson et al., 2010). This dichotomy gives credence to the argument that APR is a unique metric that is not overly influenced by the retention variable, but resembled GPA, at least in terms of the distance from home variable. From a practical standpoint, the current findings suggest that coaches and administrators should not focus their efforts on location of student-athletes' homes during the recruiting process in an effort to improve APR scores. However, the distance from home variable should not be entirely ignored because it is a significant predictor of retention into the second year of college, which does factor into the APR calculation. Although distance from home may not be a significant predictor of APR, improving retention could only help APR scores while creating a more stable culture on individual athletic teams (Johnson et al., in press).

High school GPA was the fourth variable under investigation. Results indicated a significant relationship with APR ($r = .28, p < .01$) whereby an increase in high school GPA is related to an increase in APR score. However, the relationship was not strong enough to aid in the overall prediction of APR scores ($B = .16, p = .95$). The correlation found between APR and high school GPA supports much of the previous literature linking high school GPA to student-athlete college GPA (Baumann & Henschen, 1986; Johnson et al., 2010; Lang, Dunham, & Alpert, 1988; Nettles, 1984). In fact, Johnson et al. (2010) found high school GPA to have a strong relationship with college GPA ($r = .64, p < .01$), in addition to being the most powerful predictor of college GPA ($B = .41, p < .01$). These results make intuitive sense when one considers that high school GPA is likely achieved with the same (or similar) skills as college GPA, and that college GPA is one factor used in the overall APR calculation. Although the correlation between high school GPA and APR is not as strong as the relationship between high school GPA and college GPA, the relationship is significant.

The fact that high school GPA is not an APR predictor may appear surprising at first, especially considering the correlational evidence discussed above. However, when one remembers that APR is partially calculated using retention, this result is understandable. High school GPA has not been found to be a significant predictor of retention for student-athletes (Johnson et al., in press), and thus was not found to be a predictor of APR. This is further evidence that the APR is a unique metric that sometimes resembles GPA, while at other times resembles retention. Pragmatically, high school GPA has been used for decades to make decisions about admissions, recruiting, and the probability of college success. Results from this study, as well as Johnson et al. (2010), suggest high school GPA can be used for those purposes. Focusing on high school GPA for those purposes certainly could not hurt APR scores. However, if the goal is solely to predict APR scores, high school GPA is not a variable of choice.

The fifth variable investigated in this study was standardized tests. For operational purposes, standardized tests were defined as scores on the SAT or ACT. Similar to high school GPA, standardized tests have been used for decades to effectively predict college academic performance, especially when used in conjunction with high school GPA (Ayers v. Fordice, 1995; Bridgeman & Wendler, 1989; Burton & Ramist, 2001; Johnson et al., 2010; Sacks, 1997).

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Based on the previous literature, as well as conventional wisdom that standardized tests are one of the primary tools of choice for admissions departments, it was hypothesized that standardized tests would predict APR.

Results for standardized tests, like those for high school GPA, revealed a significant correlation with APR ($r = .24, p < .01$), but an insignificant ability to predict APR ($B = .6, p = .1$). The significant relationship between standardized tests and APR indicate that higher standardized test scores are related to higher APR scores. This result is logical based on the assumption that such tests offer an indication of academic potential, which ultimately would influence the academic eligibility of student-athletes. However, like high school GPA, standardized test scores were not a significant predictor of APR. This result is most likely due to the retention variable used to calculate the APR. Johnson et al. (in press) confirmed that standardized test scores were not a significant predictor of retention. Furthermore, the lack of prediction capabilities for standardized test scores might also be attributed to flaws in the tests themselves. There is a body of literature suggesting such tests might be poorly designed or biased to particular groups (Babington, 1997; Baumann & Henschen, 1986; Hoffman, 1961; Worthen & Spandel, 1991; Young & Kobrin, 2001).

From a managerial perspective, the use of standardized tests, especially in conjunction with high school GPA, has been used for decades with mostly reliable outcomes (Ayers v. Fordice, 1995; Bridgeman & Wendler, 1989; Burton & Ramist, 2001; Sacks, 1997). Such use is likely to continue given the results from the current study, as well as the results from Johnson et al. (2010, in press). These studies revealed standardized tests are correlated to GPA, retention, and APR scores, while also a significant predictor of GPA. However, these studies also revealed that standardized tests are not a significant predictor of retention or APR. Therefore, using standardized test scores for recruiting, programming, and admission decisions appears to be a reasonable practice. Nevertheless, standardized test scores do not predict APR.

Major was the sixth variable investigated in the current study. Undecided students ($n = 119$) were those that did not declare a major upon entering college, while students that chose a major ($n = 533$) were considered a declared major. Similar to the previous two academic variables (i.e., high school GPA and standardized test scores), major was correlated with APR ($r = .09, p < .05$), but was not a significant predictor ($B = -1.76, p = .55$).

The logic behind investigating major as a variable of potential influence on APR is predicated by research supporting and negating its potential influence. For example, the fact that major is correlated with APR scores (i.e., higher APR scores = declared major) is supported by a variety of sources linking major with a heightened level of commitment and focus on academic pursuits (Gordon and Steele, 2003; Roese and Summerville, 2005; St. John, 2000). Theoretically, these sources suggest students who are willing to commit to a specific field of study early in their college career are the ones that will tend to produce higher academic achievement in the form of various metrics such as GPA (Johnson et al., 2010). Moreover, the impact of major choice has been found to be particularly powerful in cases where academic clustering might occur. Academic clustering is defined as more than 25% of students on a given team enrolled in one major (Fountain & Finley, 2011; Sanders & Hildenbrand, 2010; Schneider, Ross, & Fisher, 2010). If first-year student athletes declare a major because it is less rigorous than another area of study, the cluster effect could influence APR. The current study did not investigate clustering or specific major choice, but given the attention of this phenomena in recent years (Fountain & Finley, 2011) it is reasonable to acknowledge that future research linking major choice and APR should consider potential clustering effects.

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Conversely, major was not a significant predictor of APR. This finding supports a body of work with conclusions opposite to the literature referenced above, and suggests that being undecided is not influential to academic achievement or college graduation (Knight, 1994; Kroc, Howard, Hull, & Woodard, 1997; Schein & Laff, 1997). In fact, Schein and Laff (1997) go as far as calling the concept of a major "bureaucratic and administrative" with structures that ultimately may reduce creative options available to students with unique academic interests. Additionally, the lack of APR prediction is not surprising when one considers that major did not predict retention (Johnson et al., in press). Furthermore, From a practical standpoint, major should be treated similarly to high school GPA and standardized tests with regard to APR. It is certainly advisable to monitor which student-athletes have declared a major, and use such information in decisions about academic advising or programming. Such a practice cannot hurt APR scores. Predicting APR scores, however, is not advanced by knowing if a student has declared a major.

The seventh variable investigated was sport type (revenue or nonrevenue). Revenue sports were football, men's basketball, and women's basketball. Nonrevenue sports were the remaining 16 varsity sports. Results indicated sport type had the strongest relationship with APR of any variable investigated ($r = -.53, p < .01$). Sport was also a significant predictor of APR scores ($B = 18.66, p < .01$). In fact, if all other variables were held constant, revenue sports would achieve an APR score 18.66 points lower (out of 1,000) than nonrevenue sports.

These results were hypothesized given the APR annual reports produced by the NCAA. In those reports, football and men's basketball are routinely cited as having the lowest APR scores moving from 923 in the first year of data collection for both sports, to 946 for football and 945 for basketball in the most recent report (NCAA, 2011a). These annual APR results are consistent with the findings from the current study which revealed a mean APR score of 934 for revenue sports ($n = 205$) and 974 for nonrevenue sports ($n = 447$). Furthermore, these findings are consistent with literature indicating revenue sports routinely demonstrate lower GPAs, graduation rates, and retention levels than nonrevenue sports (Johnson et al., 2010, in press; Kane et al., 2008; Kihl et al., 2008; Lang et al., 1988; Le Crom, Warren, Clark, Marolla, & Gerber, 2009; Mayo, 1982; NCAA Research Staff, 2009; Shapiro, 1984).

Stakeholders within collegiate sport would be well-served to focus academic support initiatives towards revenue sports. This recommendation will not be a surprise for many coaches and administrators, especially considering the sports of football and men's basketball are routinely considered the most academically at-risk teams on many college campuses, and often associated with the commercialization and professionalization frequently synonymous with big-time college athletes (Johnson et al., 2010; Meyer, 2005; Sperber, 2001). More importantly, sport could be used in combination with other variables (i.e., gender, race, etc.) to develop an academic risk portfolio based on variables identified in this study. Such a profile could serve to drive allocation of available resources.

Coaching change was the eighth variable under investigation. For the purposes of this study, coaching change was defined as positive, negative, or no change occurring during the academic year. Positive change included a promotion to a new institution following success at the current institution. Negative change was defined as being fired or demoted. Defining coaching change in this way was a deviation from the two previous studies investigating a head coaching change conducted by Johnson et al. (2010, in press) whereby a coaching change was defined as a dichotomous variable of change versus no change. The adjustment in operational definition for coaching change occurred as a result of recommendations by Johnson et al. (2010,

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in press) to be more specific due to the potential impact of context on such a coaching change. This recommendation also occurred after coaching change was not found to be a significant predictor of GPA or retention, which is surprising given the large body of literature documenting the impact of a coach on the well-being of student-athletes (Amorose, 2003; Gagne, Ryan, & Bargmann, 2003; Parsh, 2007).

The current study found that coaching change was both significantly correlated with (r = -.21, $p < .01$), and a significant predictor of (B = -12.3, $p < .01$) APR score. A B value of -12.3 indicates that a negative change in head coach would produce an APR score 12.3 points lower than a positive change, and 24.6 points lower than no change at all, assuming all other variables were constant. This result is somewhat surprising considering Johnson et al. (2010, in press) found coaching change was not a significant predictor of GPA or retention. The likely explanation is the change in operational definition which takes into account the context of the coaching change. This result is logical when one considers that a situation likely to cause a negative coaching change may involve an environment where the coach may be under stress to win games, or where the coach may not relate well to their team. This idea is further reinforced by the significant correlation between coaching change and winning percentage (r = .18, $p <$ .01). Similarly, in a situation where no coaching change occurs, the team environment is likely to be more stable, thus ensuring a consistent pattern of academic expectations from the coach. These results, although significant, should be considered preliminary due to the small sample size of positive (n = 47) and negative (n = 42) coaching changes. Examining more coaching changes across a variety of institutions may yield different outcomes.

The ninth variable under investigation was playing time. Playing time was significantly correlated to APR (r = .16, $p < .01$). This correlation indicated that student-athletes who played in more than two-thirds of their team's contests had higher APR scores than students who played in less than two-thirds of contests. Such a relationship is logical considering the powerful impact playing time has on student-athlete identity, motivation, retention, and enjoyment (Johnson, in press; Petlichkoff, 1993a, 1993b; Weiss, McAuley, Ebbeck, & Wiese, 1990). Furthermore, this relationship was hypothesized given the discrepancy between high school and college playing time (Moe, 1994, Murphy, 1991). Most NCAA Division I athletes were the best athletes on their high school teams. They are not accustomed to sitting on the bench after successful high school careers (Murphy, 1991). This change in athletic utility may have a variety of impacts including a change on academic motivation that ultimately may influence APR, and has already been found to be related to GPA and retention (Johnson et al., 2010, in press).

Despite the significant relationship with APR, playing time was the only athletic variable that did not aid in predicting APR (B = 1.76, p = .18). It is plausible that the other variables found to be significant predictors of APR overshadowed playing time in the regression equation. This is a likely explanation for any variable found to be correlated, but not a significant predictor of APR. Another possible explanation would be that playing time has been found to be a significant predictor of retention (Johnson et al., in press), but not a significant predictor of GPA (Johnson et al., 2010). In other words, playing time predicts only one of the variables used to calculate APR scores, and thus is not powerful enough to predict APR scores themselves. Therefore, if playing time predicts retention, but retention is only half of the APR calculation, it is easy to conclude how it could be correlated, but not a significant predictor. Practically, this is valuable information for coaches and administrators because they can improve the retention component of APR calculations with a better understanding about how playing time might influence student-athletes. This suggestion is not meant to propose all players receive equal

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amounts of playing time in order to improve APR scores. That is unrealistic. It is, however, realistic to educate coaches on the link between playing time and APR so they can decide for themselves how to better recruit and define individual player roles.

The final variable under investigation was team winning percentage. Results indicated that team winning percentage had a significant relationship with APR ($r = .18$, $p < .01$), and significantly aided in predicting APR ($B = 10.08$, $p < .01$). Additionally, for every .001 improvement in winning percentage, APR scores increased by one point, assuming all other variables were held constant. Results for winning percentage appeared to be the most curious of any variable investigated in this study considering Johnson et al. (2010, in press) did not find any significant relationships between winning percentage, GPA, or retention. The current results, however, are not as curious when one recognizes that APR is a team score, whereas GPA and retention are individual variables. Thus, the winning percentage of a team is more likely to coincide with APR scores because the same score (or percentage) is attached to all members of the team, unlike GPA that is unique to each individual. Additionally these results are supported by literature that suggested teams with the highest winning percentage, particularly in revenue sports, have historically been found to produce relatively low graduation rates and APR scores (Hosick, 2009; Institute for Diversity and Ethics in Sport, 2008; Shapiro, 1984). Furthermore, these results make sense when one considers that team athletic success has been found to influence the number and quality of freshman admission applications, financial contributions from donors, and attendance (McCormick & Tinsley, 1987; Petersen, Johnson, & Yurko, 2010; Stinson & Howard, 2008). In short, winning matters. In this case, winning appears to matter enough to impact APR scores.

The logic behind why winning is important is basic. Winning teams generate excitement. It is fun to win. The atmosphere on a winning team, and in winning programs, is likely to be more positive and supportive for all members of the team. Such an environment is likely to transcend beyond the courts or fields into other areas of life, even academic pursuits. Pragmatically, it is worth noting for stakeholders of college athletics that student-athletes on unsuccessful teams may be more susceptible to producing lower APR scores. In these cases, extra academic programming may be given to teams that are not winning. Or, as an alternate solution, APR scores could improve if the importance of winning could somehow be deemphasized. Given the current culture of Division I athletics, where elite competition and high profile sports have created a financial arms race for salaries and facilities (Knight Commission, 2001; Smith, 2011; Sperber, 2001), deemphasizing winning is unlikely.

Conclusion

Given the lack of APR research, especially considering the impact APR has had on the culture of NCAA Division I athletics, empirical evaluation of APR was overdue. The current study begins such an evaluation by determining if selected variables were related to, and aided in predicting, APR scores for first-year student-athletes. Variables were selected based on research from Johnson et al., (2010, in press) who found markedly different sets of demographic, academic, and athletic variables were responsible for predicting GPA and retention, two of the primary components used to calculate APR.

Results revealed APR was significantly correlated to all selected variables under investigation except distance from home. This fact is important because it demonstrates APR is related to a broad set of variables which are demographic (i.e., gender and race), academic (i.e.,

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high school GPA, standardized test scores, and major), and athletic (i.e., sport type, coaching change, playing time, and winning percentage) in nature. Furthermore, the variables that were significant predictors of APR were largely different from the variables that predicted GPA and retention (Johnson et al., 2010, in press). For APR, significant predictors included gender, race, sport type, coaching change, and winning percentage. These variables accounted for 38.7% of the variance found in APR scores. The only variable found to predict APR, as well as GPA and retention, was race. Besides race, the only predictor variable shared by APR and GPA was gender. Similarly, the only predictor variable shared by APR and retention (besides race) was sport type (Johnson et al., 2010, in press). These results support the notion that APR does not overly resemble GPA or retention, and is a unique metric in itself.

The fact that three of the five significant predictors of APR were athletic variables should be noted. This important finding demonstrates the influence that Division I athletic participation can have on academic pursuits. These findings also supports a critical discovery by Johnson et al. (in press), who found that playing time was the most powerful predictor of retention for first-year Division I student-athletes. Given the high athletic identities found in elite athletes (Melendez, 2006), these results are not necessarily surprising. Functionally, the results of this study can aid administrators, coaches, and other college athletic stakeholders in better understanding some of the variables that impact APR. By including athletic variables into a comprehensive student portfolio, that often includes only demographic and academic variables, stakeholders can make more informed decisions about programming efforts. If nothing else, these results confirm athletic variables are powerfully linked to academic outcomes.

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Division I Student Athletes and the Experience of Academic Clustering

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ABSTRACT

Have you ever watched a televised college football or basketball game where they show the starting lineup's academic majors? If so, you may have noticed that many of the student athletes have the same academic majors, be it communications, criminal justice, sociology, etc. In fact, many have taken notice and labeled this phenomenon as "academic clustering." In particular, numerous scholarly papers and popular press articles have examined clustering in terms of occurrence and frequency. However, very few have attempted to examine academic clustering through the lens of the student athlete to understand their experience. The purpose of this study was to explore how former Division I student athletes experienced academic clustering. This study brings to light the lived experiences of academic clustering through the first-hand voice of former Division I student athletes who were academically clustered.

To examine this phenomenon the researcher asked: What is the lived experience of former Division I student athletes who have been academically clustered? To answer the research question, the researcher conducted a qualitative methodology, specifically, *phenomenology*, as a means to gain an in-depth understanding of the lived experience of being academically clustered. In addition, Institutional Theory was selected as theoretical lens to interpret the findings of the study. The study sample contained 7 former Division I student athletes who participated on the football team (5 African American and two Caucasian) at a large 4-year public university on the East Coast. A Purposeful sample technique was employed.

Five conclusions emerged from the data regarding the student athletes' lived experience of being academically clustered: 1) Academic clustering is one consequence of the required athletic schedule; 2) Academic clustering is one method used to maintain athletes' eligibility; 3)

Academic clustering facilitated indifference toward academic achievement; 4) Academic clustering further isolated student athletes from the general student population and a traditional college experience and; 5) Student athletes lacked in-depth academic support to help realize their academic potential.

Recommendations are provided for academic advisors, coaches and student athletes with the goal of encouraging these different constituencies to understand areas where their behaviors could change to provide a meaningful education for student athletes.

DEDICATION

To the student athletes who march onward and upward toward the light, this thesis is respectfully dedicated.

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Chapter I. Introduction

The purpose of this proposed research study was to gain a comprehensive understanding of the experience of academic clustering through the perspective of former student athletes. Academic clustering is objectively defined by Case, Greer, and Brown (1987) as when a significant percentage, typically 25% or greater, of student athletes on one team have the same major. Though a cluster is not wholly unethical, it does raise concerns as to why student athletes are clustered. Utilizing a phenomenological approach this study goes beyond what academic clustering is and explores the experience of clustered student athletes and how various elements create the environment for clustering to take place.

According to popular thought, it is believed that student athletes involved in Division I revenue-generating sports (men's basketball and football) have been stymied in several areas such as academic achievement/expectation and career aspiration outside of professional sports. For the average American sports fan or citizen, the term *student athlete* is either accepted uncritically or is perceived to perform a number of positive functions. Nonetheless, the literal representation of a priority system in which primacy is accorded to the academic process with athletics subservient to it, the term student athlete evokes descriptions of individuals who are "students first, athletes second" (Staurowsky & Sack, 2005). In spite of the rhetoric, athletic programs have come to be protected and promoted activities on college campuses across the country (Flowers, 2009).

Whether or not one supports the idea of high-profile intercollegiate athletics, it is difficult to deny that college sports matter greatly in the public life of the university. Football and basketball are a significant component of the overall identity of schools that invest heavily in

these activities (Toma, 1999). In addition, athletic competition may help structure a student's life, and coaching may improve both physical and intellectual performance. Conversely, the amplified emphasis on sports may hinder the student athletes to the point of negatively impacting their grades (Maloney & McCormick, 1993). Because of this paradox between academics and athletics, college sports has been criticized for allowing commercial interests and over-emphasis on winning to undermine academic values (Meggyesy, 2000). As a consequence the victims of such ambition are the student athletes.

Accordingly, this research study examines academic clustering from the student athlete's perspective. The literature reviewed by the researcher shows that clustering does happen and often. However, the research is based heavily on objective data describing the frequency of clustering. The gaps in the literature are the student athletes' perspectives; they are often talked about but not talked to. Specifically, the researcher investigated the practice of academic clustering through the conceptual lens of institutional theory that will aid in illuminating the rules, norms, and routines that have created and perpetuated academic clustering. Furthermore, the researcher utilized phenomenology as the methodology focusing on Heidegger's Hermeneutic Phenomenology.

Statement of Problem

Participation in intercollegiate athletics has been promoted by athletic administrators and the National Collegiate Athletic Association (NCAA) as having educative value, as sports were often defended by claims that such activities developed in its participants a sense of competition, leadership skills, work ethic, and character (Flowers, 2010). However, the escalating costs of intercollegiate athletics, generated by the athletics arms race (desire to hire a popular coach, stadium expansion, new stadiums, product sales, ticket sales, TV contracts), creates a paradox

between academics and athletics (Estler & Nelson, 2005). Many commentators (Adler &Adler, 1987; Benford, 2007; Capriccioso, 2010; Lederman, 2010; Wolverton, 2008; Thelin 2008) have noted how the increasing commercialization of college sports has made it even more difficult for universities to reconcile the gap between college sports and the fundamental mission of higher education (Sharpe & Sheilley, 2008).

Not surprisingly, coaches and athletic administrators appear to always find ways to skew the policies to produce a more favorable outcome for their benefit. For example, a stipulation within the Academic Progress Report (APR), the progress-toward -degree policy, also known as the 40-60-80 rule says that once student athletes declare their majors, they must have completed 40 percent of their degree-program requirements going into their third year, 60 percent going into their fourth year, and 80 percent going into their fifth year. The 40-60-80 rule, according to the NCAA would mean moving student athletes to graduation in five years (Meyer, 2005), whereas before with the progress toward degree policy a student athlete could take any combination of classes as long as he had the required number of credits to maintain eligibility. The unintended consequence of the APR is an enhanced propensity to cluster athletes into "athletic friendly majors."

Fountain and Finley (2009) say coaches are now more apt to recruit athletes of marginal academic ability and seek easier majors, courses, and professors to ensure a reasonable graduation rate. Accordingly, the phenomenon of clustering has not gone unnoticed. In particular, scholarly research papers (Fountain & Finely, 2009; Case, Greer & Brown 1987; Sanders & Hildenbrand, 2010) as well as numerous popular press articles (Welch, 2003; Lederman, 2010; Wolverton, 2008) have examined academic clustering as well as its impact. In particular, the Knight Commission has been an independent voice advocating for the alignment

of athletics programs with their universities' educational missions (Hesel & Perko, 2010). The Commission's initial goal was to recommend a reform agenda that emphasized academic values in an arena where commercialization of college sports often overshadowed the underlying goals of higher education. Since 1989, the Knight Commission on Intercollegiate Athletics has worked to ensure that intercollegiate athletics programs operate within the educational mission of their colleges and universities (Knight Commission, 2011).

Thus the problem that the researcher investigated was the lived experience of academic clustering, when 25% or more student athletes on one team have the same major (Case, Greer, & Brown, 1987). According to Hollencamp (2009) the NCAA's recently instituted academic rule, the APR, a semester-by-semester measurement of an athletic program's academic success based on its graduation rate may have unintentionally increased this problem. The rule, in effect, punishes institutions competitively and financially if their athletes don't continue to move toward a degree, and may increase the pressure to get athletes into majors in which they are more likely to succeed (Capriccioso, 2010).

Statement of Potential Significance

This study contributes to the scholarly community by expanding the focus of academic clustering to include the voice of the student athlete. Using a phenomenological approach fills the gap in the literature that speaks only to the frequency of clustering and/or speaks to the student athlete experience without explicitly focusing on clustering. This study will expand the body of knowledge regarding policy, practice and research implications in order to aid university administrators, athletic administrators, coaches, faculty and the student athletes who face the competing interest of balancing academics and athletics. The following will outline the potential significance in regards to research, practice, and policy.

Research

The perspective of student athletes should be considered when developing reform to ensure the student athletes' best interests are being met along with the stated goals of the institution of higher learning. Comparatively, while this study will be the first to specifically examine the experiences of student athletes who have been academically clustered, it could open the door to similar studies being conducted. As such, this study could spur interest in gaining a broader perspective of all those involved in the phenomenon of clustering. Specifically, conducting a study from a coach's perspective could provide a wealth of information. For example, research could show that coaches use clustering as a competitive advantage to make the student athletes' academic tenure as easy as possible. It could demonstrate that coaches recruit student athletes out of high school knowing that they are not ready for the rigors of college course work but have an athletic friendly curriculum, which said student athletes can manage. It could also demonstrate the immense pressure to win and financial incentive to promote athletics above academics.

Practice

Considering the potential significance of this study it can aid in reconsidering how academic practices are approached from an institutional point of view. For example, seven years ago Vanderbilt's Chancellor Gordon Gee announced that he was eliminating the position of athletic director and folding the athletic department into his office's division of student life and university affairs. Gee says that real success is an athletics program that is no longer viewed as an appendage or a side business for entertaining students and donors. Gee's vision is that if the whole university is responsible for the athletic program, everyone invests more to make sure it succeeds (Pope, 2008). Gee also had another motive in addition to improving the quality of his

program: to set an example that it's not unreasonable that other schools might benefit from taking steps to bridge the chasm between athletics and academia (Bechtel, 2003).

Though the researcher is not suggesting the abolishment of the position of athletics director or athletics departments, this study may act as a catalyst to motivate a change in practice of how academics is balanced with advising. For example, athletic administrators may consider relinquishing control of academic advising to the university academic advisors. As it stands at many institutions student athlete academic advisors are the primary academic advisors to student athletes. They act as liaisons between the academic and athletics communities and are primarily responsible for ensuring that student athletes have as much academic success as their ability can afford. Many people view academic/athletic advisors as eligibility brokers, those who keep student athletes eligible to play (Myers, 2005). If academic advising were to be housed under the auspices of university advisors then the frequency of clustering may diminish and the engagement of student athletes in sincere discourse about academic exploration, career alignment, and graduate studies may result.

Policy

Lastly, when considering potential policy impact, this study may prompt policy makers to revisit student athletes' initial academic eligibility standards. In other words, recruiters would make sure that only those student athletes being recruited and ultimately admitted into an institution are capable of performing academically based on high school GPA and standardized test scores (SAT or ACT). The concern is that the academic preparedness for admission, seriousness toward learning, and graduation rates of many student athletes threaten academic integrity (Lumpkin, 2008). In response to these concerns the NCAA over the past thirty years has instituted various academic reform measures such as Proposition 48, Proposition 42, Proposition

16, increased SAT/ACT scores, increased GPA standards and most recently the Academic Progress Report.

Today the NCAA utilizes a sliding-scale combination of grades in high school core courses and standardized test scores. For example, if a student athlete earns a 3.0 grade-point average in core courses, that individual must score at least 620 on the SAT or 52 on the ACT. As the GPA increases, the required test score decreases, and vice versa (NCAA, 2010a). This sliding scale presents itself as a conduit for the possibility of admitting students who are not fully prepared for the rigors of college academics. However, if student athletes were subject to the regular admissions process without bias to athletics, there perhaps would be greater likelihood that only qualified student athletes are admitted. This assumes that admissions does not also give preference or special admission standards for student athletes.

Purpose and Research Question

The research question is: *What is the lived experience of former Division I student athletes who have been academically clustered?* This study is concentrated on each individual subject's experience, from freshman year through senior year. The selected subjects were interviewed three separate times, following the interview method described by Seidman (1998). The first interview focused on life history and involvement with sports and academics. The second focused on describing the details of the intercollegiate athletic culture and the relationship with academics. The third allowed for subjects to reflect on the meaning of their experience.

Theoretical Framework

This research study investigated the lived experienced of former Division I student athletes who were academically clustered. As a means to better understand the phenomenon of

academic clustering within the broader context of universities and athletic departments, the theoretical lens through which this phenomenon was studied was institutional theory. Institutional Theory allowed the researcher to situate academic clustering not as an isolated incident but connected to practices and norms implicitly and perhaps explicitly set by the institution of college athletics and the intercollegiate athletic governing body, the NCAA. Institutional Theory suggests that organizations by accident and choice mirror the norms, values and ideologies of the general environment in which they are embedded (Bess and Dee, 2008).

Institutional Theory

Organizations are the preeminent institutional form in modern society. They organize and structure the daily activities of most people (Zucker, 1983). As such, colleges and universities are complex organizations operating in a diverse ever-changing environment with shifting values, varying states of economic prosperity, and obscure permutations of political power. Yet they have endured, constituting a remarkably resilient organizational form and one of the oldest in human history (Bess and Dee, 2008). For these reasons, Institutional Theory attends to the deeper and more resilient aspects of social structure. It considers the processes by which structures, including schemas, rules, norms, and routines, become established as authoritative guidelines for social behavior. It investigates how these elements are created, diffused, adopted, and adapted over space and time, and how they fall into decline and disuse (Scott, 2004). Thus, it should be noted that a major function of theory is then to provide a model or map of why the world is the way it is. It is a simplification of the world, but a simplification aimed at clarifying and explaining some aspect of how it works (Maxwell, 2005).

More precisely, a theory such as Institutional Theory is a set of well-developed concepts related through statements of relationship, which together constitute an integrated framework

that can be used to predict phenomena (Strauss and Corbin, 1998). Furthermore, it is not simply a "framework," although it can provide that, but a story about what the researcher thinks is happening and why, and one that gives the researcher new insights and broadens the researcher's understanding of that phenomenon (Maxwell, 2005). As such, the researcher agrees with Toma & Cross' (1998) account that today's intercollegiate athletics are commonly portrayed as the front door to the university: what many people on the outside see and what eventually gets them inside. Campus spectator sports, particularly the entertainment spectaculars that are football and men's basketball at many large institutions, are the aspect of the university most often visible to those outside of the academic community, both sports fans and non-sports fans (Toma & Cross, 1998).

The concepts of institution and institutionalization have been defined in diverse ways, with substantial variation among approaches. Thus, the beginning of wisdom in approaching Institutional Theory is to recognize at the outset that there is not one but several variants. Some versions are much more carefully defined and explicit about their definitions and referents, while others are less clear in conceptualization. Although there seems to be an underlying similarity in the various approaches, there is little agreement on specifics (Scott, 1987). Nonetheless, the roots of Institutional Theory run richly through the formative years of the social sciences, enlisting and incorporating the creative insights of scholars ranging from Marx and Weber, Cooley and Mead, to Veblen and Commons. Much of this work carried out at the end of the nineteenth and beginning of the twentieth centuries was submerged under the onslaught of neoclassical theory in economics, behavioralism in political science, and positivism in sociology (Scott, 2004).

Institutional Theory holds that organizations, like an onion, exist in a layered form encompassing the environmental field, the organization, formal and informal groups within the

organization, and the individual employees. The degree of conformity or fit between the layers in the onion determines the degree of organizational stability (Hanson, 2001). Organizations are thus influenced by normative pressures, sometimes arising from external sources such as the state, other times arising from within the organization itself. Under some conditions, these pressures lead the organization to be guided by legitimated elements, from standard operating procedures to professional certification and state requirements, leading to isomorphism with the institutional environment and increasing the probability of survival (Zucker, 1987).

More specifically, isomorphism is a process that causes one unit in a population to resemble other units in the population that face the same set of environmental conditions. Because of isomorphic pressures, organizations will become increasingly homogeneous within given domains and conform to expectations of the wider institutional environment (Carpenter, 2004). Subsequently, colleges and universities are embedded in institutional environments where state governments, professional associations, accreditation organizations, and other external agents generate rules, regulations, and requirements for organizational performance, leading colleges and universities to adopt practices that conform to institutionalized expectations (Bess and Dee, 2008). Thus, institutional theory posits a deterministic environment where organizations may have limited discretion in the types of strategic choices they make. The range of choice is limited by external pressures for conformity (Bess and Dee, 2008).

DiMaggio and Powell (1983) suggest that institutions engage in three forms of isomorphism, *coercive*, *mimetic*, and *normative*:

> *Coercive isomorphism* results from both formal and informal pressures exerted on organizations by other organizations upon which they are dependent and by cultural

expectations in the society within which organizations function. Such pressures may be felt as force, as persuasion, or as invitation to join in collusion.

Mimetic isomorphism occurs when one educational organization consciously models itself after another that it believes to represent a higher level of success and achievement in the public eye. The intention to mimic is constantly encouraged and reinforced by (a) educational consultants who vigorously (and profitably) spread the latest news about exciting things taking place on the other side of the fence, (b) academic conferences that function as supermarkets for new idea, and (c) the rapid movement by administrators between schools or districts near and far (Hanson, 2001).

Normative isomorphism is rooted in the processes of professionalization in which the values, codes, and standards are imposed by universities as well as professional certification and accreditation agencies. These agencies also act as gatekeepers, determining who gets into the profession and therefore further reinforcing normative expectations and order on the behavior of teachers and administrators (Hanson, 2001).

Institutional theory also emphasizes the normative elements in the environment that shape organizational practices. The institutional environment is defined as the set of expectations that emerges from influential external agents (Scott, 1995). Likewise, using the lens of institutional theory can provide a rich examination of universities and the athletic culture, which may manifest an environment where academic clustering exists. It is in this respect institutional theory can examine the norms that govern coaches, athletic directors, academic advisors, presidents, faculty, student athletes and policies that shape the student athlete experience. Accordingly, this study used three pillars of institution as defined by Richard Scott (1995):

Regulative, Normative, and Cognitive, as a conceptual lens to view the student athlete experience as illustrated in Figure 1.

Theoretical Framework Graph

Figure 1. **Cyclical Nature of Richard Scott's Three Pillars**

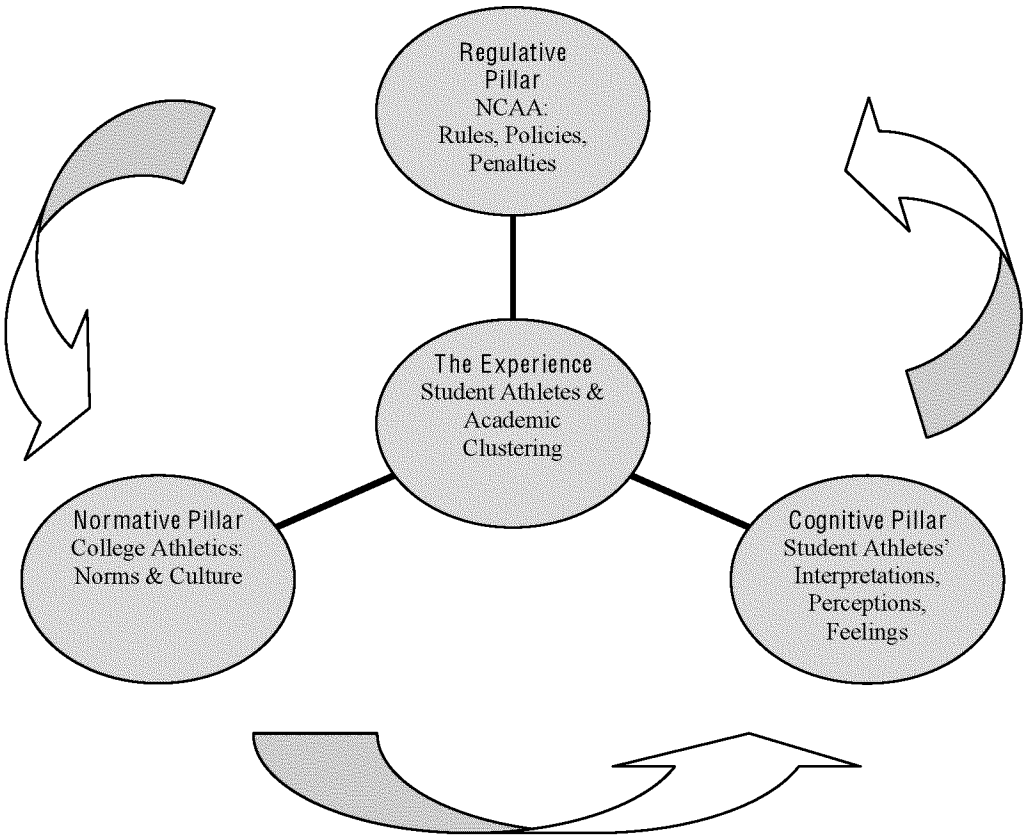

Note. Cyclical nature of the three pillars; Regulative, Normative, and Cognitive, which create the student athlete experience.

Regulative Pillar

The regulative pillar is distinguished by the prominence given to explicit regulative process – rule setting, monitoring, and sanctioning. In this conception, the regulative process involves the capacity to establish rules, inspect or review others' conformity to them and as necessary, manipulates sanctions – rewards or punishments – in an attempt to influence behavior (Scott, 1995). Similar to the aforementioned, the NCAA can levy sanctions against athletic programs found in violation of its rules, sanctions which range from a temporary reduction in scholarships, to suspension of a team from postseason play, all the way up to the requirement that a school eliminate a certain team and, even, measures that indirectly threaten the school's academic accreditation (Kahn, 2007). A prime example of the NCAA's regulative power is its ability to create and enforce academic legislation over autonomous universities. For instance, the APR was the NCAA's response to calls for academic integrity. It is intended to ensure eligibility for student athletes and to serve as a check and balance on athletic departments. The APR also serves to monitor whether the institutions are properly providing for student athlete academic needs. The scores are meant to provide institutions with a clear set of goals for each team and to set a higher priority on academics in collegiate athletics departments (Bouchet & Scott, 2009). However, schools that earn an APR of less than 900 (equivalent to a GSR of 50%) are punished by the NCAA.

One of the primary goals of continued evaluation is to provide a structure that honors the mission of the divisions and sets standards of interaction among university presidents, administrators, athletics departments, and athletes (Hill, Burch-Ragan, & Yates, 2001). While clustering is not necessarily negative, it becomes so if athletes are simply taking an easy major to comply with the strict rules enforcing the completion of a major within five years. Rather than

studying a subject that interests them, or one that will be most beneficial to them in the future, they are choosing–or being directed to–a major to simply maintain eligibility. In this scenario, academics are taking a backseat to athletics, violating generally held university missions and priorities (Denhart, Villwock, & Vedder, 2010).

Normative Pillar

The normative pillar is distinguished by the normative system focusing on values and norms (Scott, 1995). Values are conceptions of the preferred or the desirable together with the construction of standards to which existing structures or behavior can be compared. Norms specify how things should be done; actors conform not because it serves their individual interest, but because it is expected of them, and they are obliged to do so (Scott, 1995). Accordingly, the normative pillar can help the researcher better understand the system of college athletics that implicitly and explicitly places pressure on student athletes to choose between academics and athletics.

Most notably the ideals of the NCAA are rooted in the premise of amateurism. The NCAA's current Amateurism bylaw 2.9 of the Division I manual states:

> "Student-athletes shall be amateurs in an intercollegiate sport, and their participation should be motivated primarily by education and by the physical, mental and social benefits to be derived. Student participation in intercollegiate athletics is an avocation, and student-athletes should be protected from exploitation by professional and commercial enterprises (NCAA, 2010a)."

However, many believe these ideals are limited to all but Division I athletics. Evidence has demonstrated that highly selective colleges and NCAA Division III members have different

athletic orientations than their Division I counterparts (Schroeder, 2010). For example, the NCAA Division III presents its concept of non-scholarship sport as follows:

> Colleges and universities in NCAA Division III place highest priority on the overall quality of the educational experience and on the successful completion of all students' academic programs. They seek to establish and maintain an environment in which a student athlete's athletics activities are conducted as an integral part of the student-athlete's educational experience. They also seek to establish and maintain an environment that values cultural diversity and gender equity among their student-athletes and athletics staff (NCAA, 2010b).

Conversely, former Division I football player Dr. Greg Primus, a top receiver for Colorado State University in the late '80s and early '90s, said in his playing days clustering was a common practice. "The main goal is keeping these athletes eligible," Primus stated. "If athletes do have a particular interest and they find that the course load is too challenging, they fail classes and they're struggling to be eligible, it's going to be a natural reaction for them to pull out of that and say, 'You know, what's most important right now is that I at least get a 2.0. Let me shift my curriculum to Basket-weaving 101.' And everybody's happy. At least during those four years" (Hollencamp, 2009, p.3).

There is no doubt that the NCAA is a commercial enterprise, and numerous scholars have taken the position that the NCAA uses this outdated principle of amateurism to maximize its own gain while keeping student athletes as serfs in the feudal system of intercollegiate athletics (Sharp, 2004). The NCAA has retained complete control over major college football and major college basketball in regard to the regulation of student athletes. Courts provide the organization with "ample latitude" in maintaining its regulations out of deference to the goal of preserving

amateur sports as a product distinct from professional sports (Baker, Maxcy, & Thomas, 2011, p.14).

Cognitive Pillar

The cognitive pillar stresses the rules that constitute the nature of reality and the frames through which meaning is made (Scott, 1995). Some find the essence of culture to be the implicit assumptions and beliefs that influence the way a group of people think and behave. These guiding assumptions and beliefs, which are below the surface of conscious thought, are manifested into observable forms or artifacts (Kuh & Whitt, 2008). One particular observable fact is when institutions admit young men and women based on their athletic rather than their academic potential, and then expect them to perform as both athletes and students. In high profile sports such as football and men's basketball, this is a particular problem. Players in these sports often have a difficult time performing well in the classroom for any number of reasons, including attending poor high schools, daydreaming about the millions they think they will make in the pros, and dealing with the oppressive demands of practice and competition (Martin & Christy, 2010). As such institutional theory will be able to help the researcher produce a critical description of their lived experience and add to the literature.

Infusing a cognitive lens into intercollegiate athletics provides the opportunity to debate the realities and perceptions of this system by not accepting things as they are or as what they appear to be. The literature has demonstrated an absence of the student athletes' voice as it relates to their understanding of the system of intercollegiate athletics as well as their place within the system. The narratives that often describe the student athletes are often general or depicted in numbers and statistics that are constructed without the participation of the student athletes themselves (Case, Greer & Brown, 1987; Fountain & Finley, 2009; Mitten, Musselman,

& Burton, 2009; Sanders & Hildenbrand, 2010; Schneider, Ross, & Fisher, 2010). In contrast to this narrative, a counter narrative through a cognitive lens will enable the researcher to engage student athletes in a critical discourse about their relationship with academic clustering and intercollegiate athletics. This manner of inquiry is directly in opposition to the dominant philosophy of prescription.

For example, Benson's (2000) article *Constructing Academic Inadequacy* utilized a critical theorist perspective with the premise that though there is a plethora of objective data and statistics regarding the poor performance of student athletes, specifically black male student athletes, their voices are never heard. In this article Benson asks how our educational policies and practices might change if we better understood these students' narratives of their schooling experiences. Through open dialogue Benson was able to report that the marginal academic performance of these student athletes was a phenomenon created by a series of interrelated practices engaged in by significant members of the university community including peers, coaches, academic advisors, professors, and the student athletes themselves. Conversely the researcher aims to use Institutional Theory to uncover hidden truths about the experience of being clustered.

Summary of Methodology

The strategy of inquiry utilized in this study is phenomenology. The word phenomenology is derived from the Greek meaning "to bring into the light" and the current definition encourages an approach that looks beyond initial appearances (Pringle, McLafferty, & Hendry, 2011). Its primary position is that the most basic human truths are accessible only through inner subjectivity, and that the person is integral to the environment. Phenomenological research is thus inductive and descriptive. Simply put, a researcher utilizing phenomenology

aims to understand the cognitive subjective perspective of the person who has the experience and the effect that perspective has on the lived experience (Flood, 2010). Therefore, the researcher has "brought to light" the lived experience of the former student athletes' encounter with academic clustering.

In terms of participant selection the researcher sought out former student athletes whose lives involved a direct relationship with academic clustering. The basis of this decision is that they would likely be most fully and authentically able to make accessible what the researcher is interested in: their experience. However, the researcher must admit a natural bias in that he was a former student athlete who was clustered. Conversely, because of his experience as a former student athlete he has fostered and maintained relationships with other former student athletes who made up the initial sample pool. Thus, the researcher utilized the method *purposeful sampling*; a strategy in which particular settings, persons, or activities are selected deliberately in order to provide information that can't be attained as well from other sources (Maxwell, 2005). As a result the participants in this study are all former Division I student athletes who participated in football.

In order to obtain the information needed to answer the research question the method of *interviewing* was utilized, specifically Sideman's (1998) three step interview process. Interviews provide opportunities for participants to describe the situation in their own terms. It is a reflective process that enables the interviewee to explore his experience in detail and reveal the many features of that experience that have an effect on the issue investigated (Stringer, 2007). The researcher utilized various forms of questions such as Grand Tour questions that include: Typical questions (Describe a typical day of a Division I student athlete?) and Specific questions (Describe your interaction with professors); Guided questions (Can you tell me more about the

coaches' philosophy regarding school work?); Task questions (Can you tell me how you selected your major?); Extension questions (Is there anything else you can tell me about your emphasis on academics?); Encouragement comments (Go on.); Example questions (Can you give me an example of how your academic advisor encouraged you not to pursue a major?) (Stringer, 2007).

Logistically, however, all the interviews were conducted by phone. All of the researcher's contacts live outside of his immediate area, though face to face interviews would have been his first choice. Simultaneously with the interviews the researcher triangulated the data via journal articles, books, and informal conversations with athletic administrators/coaches. These multiple sources and methods may give the researcher more credibility than if his answers were from only one particular source (Maxwell, 2005).

Definition of Key Terms

Academic Clustering

Academic clustering is a phenomenon in which a large numbers of student athletes at an institution major in a particular program or department, out of proportion to other students at the college. Case, Greer and Brown (1987) defined clustering as when 25% of a given team is found in a single major.

Academic Progress Report (APR)

Instituted in 2004 by the Academic Performance Rate (APR) is based on a team's ability to measure and retain eligible athletes' semester by semester (Christy, Seifried, & Pastore, 2008). For each student athlete in the cohort group, one point is earned each semester if the student athlete remains enrolled and on the team (retention point) and one point is earned if he/she is academically eligible to compete (eligibility point). Thus, each student athlete can potentially

earn two APR points each semester for the institution by remaining in school and fulfilling the academic requirements necessary to be eligible to participate in intercollegiate athletics. To earn the eligibility point, the student athlete must meet both the NCAA progress-toward-degree requirements and any institutional policies related to athletics participation (LaForge & Hodge, 2011). According to the progress-toward-degree requirement, also known as the "40-60-80 Rule," once student athletes declare their majors, they must have completed 40 percent of their degree-program requirements going into their third year, 60 percent going into their fourth year, and 80 percent going into their fifth year, thus, according to the NCAA, moving student athletes to graduation in five years (Meyer, 2005).

Academic Reform

Policies and procedures that have been implemented to decrease the frequency of academic misconduct. For example, Proposition 48 (Prop 48) which stated the 1983 NCAA Convention that, beginning in 1986, entering freshmen would be eligible for athletics grants and game competition only if their high school grade point average was at least 2.0 in a core curriculum and they had achieved a minimum 700 of the combined 1,600 points on the SAT or 15 of 36 composite points on the ACT exam (Byers & Hammer, 1995). Proposition 48 also developed the concept of "partial qualifiers," which allowed high school student athletes to receive athletic scholarships if they partially met the academic requirements. This system forbade the student athlete from competing as a freshman, but allowed him to compete during his second year if he maintained "good academic standing" and "an overall grade point average of 2.0 in twenty-four units of college work (Rosen, 2000).

Athletic Administrator

Anyone in a role such as athletic director, assistant athletic director that has oversight over the implementation and enforcement of policies and procedures set forth by the NCAA, affiliated conference, and institution.

Division I

Widely considered the highest level of NCAA affiliated amateur sports. Division I members must offer at least 14 sports (at least seven for men and seven for women, or six for men and eight for women). The institution must sponsor at least two team sports (for example, football, basketball, or volleyball) for each gender. The school also must have participating male and female teams or participants in the fall, winter, and spring seasons.

National Collegiate Athletic Association (NCAA)

The NCAA is made up of three membership classifications that are known as Divisions I, II, and III. Each division creates its own rules governing personnel, amateurism, recruiting, eligibility, benefits, financial aid, and playing and practice seasons – consistent with the overall governing principles of the Association (NCAA, 2011b). NCAA rules are established by representatives of member institutions (that is, colleges and universities), and these rules are generally formed at the NCAA's annual convention. All NCAA legislation must be voted on and adopted by all the active members. As a condition of membership, each institution is obligated to apply and enforce all the NCAA legislation as related to its own athletic programs. Among other functions, the NCAA maintains, applies, and enforces the rules of eligibility and the standards of amateurism in connection with student participation in intercollegiate athletic events.

Phenomenology

Phenomenology is understood as an approach that involves returning to the experience in order to obtain a comprehensive description that provides the basis for a reflective structural analysis that portrays the essences of the experience (Moustakas, 1994).

Student Athlete

Refers to a student who participates in college athletics. Initial eligibility and maintenance of eligibility varies, but amateur status must be maintained at all times.

Chapter II. Literature Review

Introductory Statement

In Division I intercollegiate athletics academic clustering is a phenomenon in which a large number of student athletes at an institution major in a particular program or department, out of proportion to other students at the college. Clustering raises a range of potential problems, including academic fraud; certain majors and classes having dubious academic requirements; and coaches and athletics academic advisors' inappropriately influencing students' decisions on majors and classes (Steeg, Upton, Bohn, & Berkowitz, 2008).

This section utilized Machi & McEvoy's (2009) literature review writing method as a guideline whereby creating the argument for this study. As such this literature review consists of two main sections, the body and the summation. In particular, the body focuses on the concepts of the *Argument of Discovery* and the *Argument of Advocacy*. The Argument of Discovery discusses and explains what is known about the subject in question. In other words, this researcher has developed findings that present the current state of knowledge about academic clustering. The Argument of Advocacy analyzes and critiques the knowledge gained from the

synthesis of the data produced by the discovery argument to answer the research question (Machi & McEvoy, 2009, p.61). Following the body, this paper concludes with the *Summation,* which consists of (a) the thesis statement, (b) the thesis analysis, and (c) the study's implications.

Topic Statement

Literature regarding the experience of student athletes who have been academically clustered is minimal, but several studies regarding parts of the issue provide significant insight. Noteworthy research exists objectively on the frequency of academic clustering (Case, Greer & Brown, 1987; Fountain & Finley, 2009; Mitten, Musselman, & Burton, 2009; Sanders and Hildenbrand, 2010; Schneider, Ross, & Fisher, 2010) and noteworthy research studies exist subjectively on the student athlete experience (Adler & Adler, 1985; Beamon, 2009; Benson, 2004). As such, the existing literature has led to a progressive refinement of the scholarly community's understanding of the phenomenon of academic clustering. However, a study that examines student athletes who have been academically clustered describing their point of view via in-depth interviews does not yet exist.

Utilizing a qualitative approach, phenomenology via interviews goes beyond what academic clustering is, but more so provides a first-hand account of the student athlete's perspective of their particular experience. Qualitative research derives primarily from its inductive approach; it focuses on specific situations or people and it emphasizes words rather than numbers (Maxwell, 2005). Further, qualitative approaches increase awareness of particular issues within a bounded system, which provides more understanding and broadens the researchers' and readers' view of the world. Unlike the quantitative approach, which examines the cause and effect of a particular treatment, a qualitative approach is a lens viewing the experiences of both the researcher and the participants (Snow, Wolff, Hudspeth, & Etheridge,

2009). Thus, qualitative research is an ideal strategy of inquiry for student athletes to have their voices represented from which to understand their experience.

The following research tools were searched utilizing various terms: JStor, ProQuest, Ebscohost, Google Scholar and Sage. The literature search included the following terms: academic clustering, student athlete academic fraud, student athlete graduation rate, academic progress report, college athletic economics, university mission, black student athlete, and student athlete exploitation. The search was limited to peer-reviewed journals with articles from the past thirty years. A further citation analysis led to other relevant sources that were included. After reviewing the abstracts of each article, more than seventy articles were chosen for review and read in their entirety. These studies were reviewed for quality and for relevance, and research that was found irrelevant was discarded. Irrelevant research included those articles that did not analyze policy or perform an empirical study. Such pieces contained mainly opinion or editorial writing, and were deemed inappropriate.

Context Statement

When studying the experiences of student athletes, it is important to provide the context of intercollegiate athletics and Division I. To understand the participant's experience, it is necessary to comprehend the precise environment an athlete inhabits and competes within. Accordingly, this section briefly recounts the circumstances that surround, and perhaps have produced, academic clustering. Today we see abundant images of commercialism, professionalism, and corruption that have permeated college athletics, attracting public attention and distrust (Hill, Burch-Ragan, & Tates, 2001). Whether or not one supports the idea of high-profile intercollegiate athletics, it is difficult to deny that college sports matter greatly in the public life of the university. Football and basketball are a significant component of the overall

identity of schools that invest heavily in these activities (Toma, 1999). In addition, athletic competition may help structure a student's life and coaching may improve both physical and intellectual performance. On the other hand, the amplified emphasis on sports may hinder the student athletes to the point of negatively impacting their grades (Maloney & McCormick, 1993).

Because of this paradox between academics and athletics, college sports have been criticized for allowing commercial interests and over-emphasis on winning to undermine academic values (Meggyesy, 2000). As a consequence the victims of such ambition are the student athletes. For many the concern is that the academic preparedness for admission, seriousness toward learning, and graduation rates of many student athletes threaten academic integrity (Lumpkin, 2008). In response to these concerns the NCAA over the past thirty years has instituted various academic reform measures such as Proposition 48, Proposition 42, Proposition 16, increased SAT/ACT scores, increased GPA standards and most recently Academic Progress Report.

Not surprisingly, coaches and athletic administrators seem to have always found ways to skew the policies to produce outcomes in their favor. For example, a stipulation within the APR, the progress toward degree policy, also known as the 40-60-80 rule says that once student athletes declare their majors, they must have completed 40 percent of their degree-program requirements going into their third year, 60 percent going into their fourth year, and 80 percent going into their fifth year, thus, according to the NCAA, moving student athletes to graduation in five years (Meyer, 2005). Whereas before the progress toward degree policy a student athlete could take any combination of classes as long as he had the required number of credits to maintain eligibility.

The unintended consequence of the APR is an enhanced propensity to cluster athletes into "easy majors." Fountain and Finley (2009) say coaches are now more apt to recruit athletes of marginal academic ability and seek easier majors, courses, and professors to ensure a reasonable graduation rate. Though clustering is not necessarily a new phenomenon it may become more prevalent in the face of the APR. The future policy makers must keep in mind that the implementation of a policy can often produce unintended consequences that conflict or undermine another goal. In this case student athletes are graduating but not necessarily receiving a meaningful education. Accordingly, the phenomenon of clustering has not gone unnoticed. The increasing commercialization of college sports has made it even more difficult for universities to reconcile the gap between college sports and the fundamental mission of higher education (Sharpe & Sheilley, 2008).

Simply put, college athletes represent a unique "nontraditional" group on a college campus. Unlike non-student athletes they are part of a complex social and political system within the university. They attend college in part to excel at the highest amateur level of their sport (Harrison & Harrison 2009). Broadly speaking, Division I student athletes face all of the challenges experienced by other students in the general population with regard to social and academic adjustment to college. College coaches expect a great deal of their players' time to be spent on sports, with practices, travel, team meetings, and midweek game schedules. Student athletes often spend more than 40 hours a week on sport-related activities, as well as coping with the mental fatigue, physical exhaustion, and nagging injuries that afflict those who participate in college sports (Comeuax, 2011).

Argument of Discovery

The Argument of Discovery can either be built on simple arguments or complex arguments. A simple argument is a single claim, its evidence, and its warrant. However, most arguments are complex, made up of multiple simple claims becoming the evidence to warrant the claim of the major argument (Machi & McEvoy, 2009). Accordingly, this researcher has utilized multiple single claims of evidence to warrant one major claim: *the current literature on the student athlete's experience with academic clustering has not been examined from the student athlete's point of view via in-depth phenomenological interviews*. The following will focus on multiple research studies and commentary to date, subjectively and objectively, that directly and indirectly focus on academic clustering whereby demonstrating a gap in the literature warranting this study. The following section will examine six claims; Claim 1: Construct defined in 1987, Claim 2: Clustering more prevalent with minorities, Claim 3: Conflict between athletic culture and academic culture, Claim 4: Student athletes scrutinized by faculty, Claim 5: Coaches implicitly support academic clustering, and Claim 6: Priority to maintain eligibility of student athletes.

Claim 1: Construct Defined in 1987

The first claim is acknowledging academic clustering as a phenomenon. Academic clustering was first examined via a survey study by Case, Greer, and Brown (1987) in which they coined the term *Academic Clustering* to describe the phenomenon. Interestingly, they never intended nor had interest in studying academic clustering. The impetus for their study was that the primary researcher was told that he would be teaching in a program that caters to student athletes. As a result, they decided to conduct a research study on this seemingly unanticipated encounter. This resulted in them surveying 130 institutions to see if this phenomenon was

widespread. Operationally, they defined clustering when 25% or more student athletes were in a particular major. The researchers conducted a survey study of men's and women's Division I basketball teams for the year 1985-1986. Of a total of 77 men's team that responded, 55 (71%) reflected clusters; and 27 (51%) of the 53 women's team reflected clustering as well. Also noteworthy, they found that men tend to be clustered more than women, blacks tend to be clustered more than whites, "big-time" schools tend to cluster more than smaller size schools, and student athletes tend to be clustered into more non-science majors than science majors.

Claim 2: Clustering More Prevalent with Minorities

Fountain and Finely (2009) conducted a modern era survey study building off of and inspired by Case, Greer and Brown (1987). They examined race and academic clustering in a study titled *Academic Majors of Upperclassmen Football Players in the Atlantic Coast Conference: An Analysis of Academic Clustering Comparing White and Minority Players.* The Atlantic Coast Conference served as the sample pool that consists of the following schools: Boston College, Clemson, Duke, Florida State, Georgia Tech, University of Miami, University of North Carolina Chapel Hill, North Carolina State, University of Virginia, Virginia Tech, and Wake Forest. They found that nearly every school in the study had minority football players clustered into a single major at a higher percentage than their white counterparts. The pattern of minorities clustering more densely into a single program held true at nine of the 11 schools. Four teams had 62% or more of their minority upperclassmen clustered into a single major. Only in one case was the percentage of white players in one major as high (69%).

Sellers (1992) conducted a survey questionnaire of former black student athletes to assess their life experience as student athletes. Participants were asked for written permission to obtain ACT/SAT scores, high school, and college transcripts. The variables used in the analyses were

college GPA, high school GPA, SAT composite score, socioeconomic status, importance of obtaining degree, hours spent studying, mother's occupation, and years in college. Interestingly, black student athletes come from lower socioeconomic backgrounds and enter college less academically prepared than their white counterparts. Differences in race also seem to influence college academic performance. Yet, black student athletes do not differ in their stated importance for getting a degree or time spent studying.

Claim 3: Conflict Between Athletic Culture and Academic Culture

Student athletes' experiences can differ based on NCAA Division level. Division I student athletes might have fewer opportunities to be a part of the traditional college experience because of the demands of athletic participation at that level, including the benefits and high costs (both immediate and long term) of win-loss records, and of media attention and scrutiny. On the other hand, the focus at many Division II and III schools is different. Many Division II and III institutions pride themselves on their ability to integrate the student athlete, and athletics in general, into the college environment. The general understanding is that athletes who compete at Division II and III colleges and universities do so for the love of the sport rather than for external rewards (Watt & Moore, 2001).

Thus the term "student athlete" at Division I by itself reflects the implicit semantic intention of the NCAA and college administrators to obscure exploitative practices that profited the institutions involved while violating the fundamental tenets of higher education and human rights. The mere crafting of the term, however, has not proven sufficient to persuade the American public to either believe that scholarship athletes in big-time college sports were receiving mythical free rides and getting college educations or to overlook the hypocrisies that have been evident in big-time college sport from its beginning (Staurowsky & Sack, 2005).

Recognizing that the commercialization of intercollegiate athletics creates economic incentives for conduct that may conflict with a university's academic mission and may potentially exploit student-athletes is the first step in understanding this competing dynamic (Mitten et al., 2009). The academic performance of college athletes, most notably in revenue-generating sports, continues to receive considerable attention from both the academic community and the media. The research focus of the academic community has included comparisons between athletes and the general student body in regard to graduation rates, academic performance, academic support services, academic entrance requirements, and academic motivation (Fountain & Finley, 2009).

Accordingly, one principal concern with the athletic culture in college sports today is that the commercialization of intercollegiate athletics creates economic incentives for conduct that may conflict with a university's academic mission and may potentially exploit student-athletes (Mitten et al., 2009). Sharpe and Sheilly (2008) cite Eitzen (2000) as having captured the essence of the concerns: "Not only do typical athletes in big-time sports enter at an academic disadvantage; they often encounter a diluted educational experience while attending their schools. Coaches, under the intense pressure to win, tend to diminish the student side of their athletes by counseling them to take easy courses, choose easy majors, and enroll in courses given by faculty members friendly to the athletic department." Thus the third claim is the conflict between athletic culture and academic culture of higher education. This claim is reinforced in Adler and Adler's (1985) in-depth qualitative participant-observation study of a major college basketball program to understand the student athlete experience.

The results of the study found that the student athletes start off with high standards for themselves academically but become overwhelmed by the demands and intensity of the athletic

realm, which absorbs their concentration and commitment; athletes find themselves socially isolated from other students because of their geographic and temporal separation and their physical and cultural differences; and for many athletes, the gap between their academic abilities and the university's expectations brings failure, frustration, and alienation. The peer subculture exacerbates the situation by devaluing academic involvement and neutralizing academic failure. As a consequence the student athletes responded by gradually withdrawing from their commitment to academics.

Thelin (2008) says that intercollegiate athletics at colleges and universities is a “peculiar institution.” He further comments that intercollegiate athletics is pervasive, yet their proper balance with academics remains puzzling. This balance between academics and athletics is central to the peculiarity that Thelin speaks of. The academic responsibilities may be nothing like athletes expected, yet their academic accomplishments or lack thereof will become a matter of public record via graduation reports (Meyer, 2005).

Furthermore, Thelin’s sentiment is reinforced in Beamon’s (2008) in-depth qualitative participant-observation study of former student athletes. Many of the participants stated that any reference to education was directly related to eligibility. Most (14 of 20) of the respondents actually employed phrases with the word "used" such as "used up," "used goods," and "used and abused" to describe the manner in which they felt they were treated by universities. Several respondents (9 of 20) mentioned these types of constraints limited their choices for majors. Additionally, most (15 of 20) mentioned choosing majors with courses classified as "easy to pass" or departments that were "athlete-friendly." For these reasons and to remain eligible to play their sport, student athletes often selected more pragmatic educational goals.

An ethnographic study of former college football players by Krystal Benson (2000) found that the marginal academic performance of these football players was a phenomenon created by a series of interrelated practices engaged in by all significant members of the institution including peers, coaches, advisors, professors, and the student athletes themselves. From the very beginning of their academic careers in recruitment, orientation, and their first year and continuing throughout their college years, these football players received implicit and/or explicit messages that school was not important, that they were not considered intellectually capable students, were not expected to do well in school, and were not cared about as individual student learners.

Of course, a principal criticism of "big-time" college sports is precisely that schools select athletes mainly for their athletic, not academic, interests and abilities, and that once on campus they are de facto regarded primarily as "athlete students" rather than "student athletes" (Eckard, 2010). These problems make us focus on the paradox of college athletics that it is supposed to be an academic or educational enterprise on the one hand and that it is clearly a multibillion-dollar entertainment business on the other (Lawry, 2005).

Claim 4: Student Athletes Scrutinized by Faculty

Culture sets the normative context for groups and individuals, and indicates which rewards the organization deems important and which kinds of work will be rewarded (Dee & Bess, 2008). Therefore, culture can also be potentially divisive. If routine patterns of behavior within one group are considered normal, different activities performed by another subgroup may be judged as abnormal (Kuh & Whitt, 1988). For example, faculty and administrators who have had the courage to blow the whistle on academic fraud within athletics departments have frequently paid a heavy price for their attempts to protect and preserve their institutions'

integrity. Former University of Tennessee English Professor Linda Bensel-Myers incurred substantial personal and professional costs when she blew the whistle on a massive cheating scam there. Subsequently, she endured constant harassment by administrators, faculty, students, boosters, and coaches. She fought this harassment for years but eventually fled to the University of Denver. The experience led her to become heavily involved in the national college sports reform movement (Benford, 2007).

Interestingly, one pressure facing college athletes on a college campus relates to the negative stereotypes that faculty, traditional students, and administrative personnel have about them. Compared to traditional students, college athletes were rated more negatively by faculty and other students when they were presented as driving an expensive car, receiving a scholarship and special advising/tutoring, being admitted to the university despite low test scores, and missing class (Harrison & Harriosn 2009). Not surprisingly these student athletes are in fact aware of such culture clashes bringing about the fourth claim, the role of faculty. In a study conducted by Benson (2000) she asked a group of student athletes to describe their perception of their professors' attitudes toward them as student athletes. She noted them saying that many teachers just didn't care enough about their learning to actually teach them the course material. They described experiences with teachers whom they did not understand, who did not appear to have the time to teach material so that they understood it, and who did not appear to be available to help them when they were struggling to learn. Conversely, Martin, Harrison, Stone and Lawrence (2010) conducted a phenomenological study to explore the academic experiences of African American student athletes who were academically high achievers in which they note their experience with professors. In contrast to Benson's (2000) study, participants spoke highly of their relationships with professors and appreciated the ambitions of their non-athlete peers;

however, participants consistently noted that they had a point to prove and the need to show their professors and fellow classmates (non-athletes) that they were worthy of being students at prestigious universities.

Claim 5: Coaches Implicitly Support Academic Clustering

College athletics have occasionally failed to fulfill their obligation of providing genuine educational opportunities to student athletes. Critics and reform minded analysts argue that these foibles go beyond occasional oversights and are, rather, evidence of a corrupted system that threatens the academic integrity of higher education (Ferris, Finster, & McDonald, 2004). Like the student athlete, college coaches face tremendous pressure to win, especially because of the big business mentality that consumes revenue-generating college sports. This win-at-all-costs attitude places coaches and athletes in a difficult situation. Coaches must win, but doing so may compromise their institution's academic standards. The athlete, on the other hand, may possess unparalleled athletic talent and may receive an athletic scholarship regardless of educational ability or the desire to excel (Rosen, 2000).

In a study conducted by Purdy, Eitzen, and Hufnagel (1982) they examined college athletes over a ten-year period in one major university and two major themes emerged: (1) Student athletes "owe" their coaches their undivided attention because these coaches are paying the bills. This creates a role conflict for student athletes, with the student role often being neglected or de-emphasized. Second, full-scholarship athletes are likely to be the best athletes. Thus, they may overemphasize their sport at the expense of academic pursuits. (2) Because of the revenue-producing potential of football and basketball, the pressures are intense to win. This means that coaches in these sports are likely to be excessive in their demands on the time of their athletes during and between sessions. The serious and far-ranging financial consequences of

"big-time" sports also increase the likelihood that coaches will recruit exceptional athletes who are unqualified for the academic demands of college. To the degree that this occurs, coaches are then faced with keeping these marginal students eligible.

Fountain and Finely (2009) state that coaches can adopt one of three paradigms: First, recruit athletes who are truly and completely prepared for the academic rigors of the university. Second, they can increase expectations of players and provide academic services for the players of marginal academic pedigree. Or, third, they can recruit athletes of marginal academic ability and seek easier majors, courses, and professors to ensure a reasonable graduation rate. They state that exercising the third option could lead to an increase in academic clustering of athletes. Comeux (2009) cites Adler & Adler, (1985) stating that coaches who view students as athletes first also feel enormous pressure to win, and as such they tend to devalue the academic role, counseling their students to take less demanding courses, to choose majors held in low repute, and to take courses with selected faculty who are “student athlete friendly” or who are willing to give the Division I student athlete “special” considerations in the classroom.

Unmistakably, Christy, Seifried, and Pastore (2008) substantiate claims that coaches might be inclined to academically cluster their student athletes. They administered an online survey of 127 individuals consisting of coaches, athletic directors, and athletic administrators from institutions from the major football conferences Big East, Big Ten, PAC Ten, SEC, ACC, and Big Twelve Conferences. Three major themes emerged. First, the APR will cause head coaches and athletics departments to take a closer look at the type of student athlete being admitted. Second head coaches will be held more accountable for the academic success of student athletes and this, in turn, will have a positive impact on graduation rates. And third, the APR will lead to an increase in “academic fraud,” creating an environment of “watered down”

curriculum so the student athlete will be able to "succeed" in the classroom and encouraging "easier" academic courses to ensure APR success.

Claim 6: Priority to Maintain Eligibility of Student Athletes

Academic support services for student athletes dates back to the 1970s when programs consisted of one or two individuals whose job was to keep student athletes eligible for competition (Gatson-Gayles, 2003). Athletic academic advising of college student athletes at many institutions continues to focus only on maintaining academic eligibility and graduation rates rather than on enhancing the academic, personal, and athletic development of the student athlete. It is clear however, that this concentration on academic advising does not sufficiently meet the needs of student athletes (Broughton & Neyer, 2001). Offices of academic services for athletes have come to take enormous control of the athlete's curricular life and study habits. Savvy advisors from the athletics departments know which academic program is easiest to major in, which courses to avoid and take, and which professors are sympathetic and unsympathetic to athletes. (A corollary phenomenon that has arisen on campuses is the faculty member who prejudges athletes as "dumb jocks" and/or unmotivated and often makes course completion and grade achievement unfairly difficult for athletes) (Lawry, 2005).

Conversely, Gatson-Gayles (2003) conducted a phenomenological study of directors of student athlete support services seeking the factors that contribute to a successful academic service office. Directors of student support services at private institutions, as well as some from the smaller state institutions, expressed that institutional size played an important role in the success of their academic support program. Staffs at academic support programs at smaller institutions are able to work more closely with students than can those from large state institutions. Small class sizes allow for increased interaction between faculty members and

students, a point illustrated in the following comments from the director at a private institution. However, as one participant noted, admissions plays a crucial role in academic advisors' their overall success to educate and graduate the student athletes;

> "The problem in college athletics today is there's a mentality out there that if you put enough money into academic support and enough staff people, tutors, and learning specialists you can bring any kind of student into an institution of higher learning and make them successful. We don't believe that's the case. We just feel like if you don't bring quality students into a quality institution then you're going to have problems. Certain students would graduate, but the majority probably would not (Gatson-Gayles, 2003, p. 54)."

Argument of Advocacy

Machi and McEvoy (2009) state that projects such as doctoral dissertations demand extending topic knowledge beyond what is known by uncovering a question for original study, a research problem. Researchers must ask more questions: What are the gaps, contradictions, omissions, and debates about the research subject surfaced by the discovery argument?" Accordingly, this researcher has outlined and critiqued the previous claims made in the Argument of Discovery section warranting the main claim therefore justifying this study.

The first claim noting the existence of academic clustering by Case, Greer and Brown (1987) though groundbreaking, does not offer a voice of the student athlete regarding their experience of being clustered. Their study essentially leaves the reader to their own conclusions in regards to if the student athlete received a meaningful education, if student athletes were steered into a major, and even why clustering occurred. But what their study did, without fear of denial, is begin the conversation. As stated previously they found that men tend to be clustered

more than women, blacks tend to be clustered more than whites, "big-time" schools tend to cluster more than smaller size schools, and student athletes tend to be clustered into more non-science majors than science majors. Conversely, this study is student athlete centered. In other words, seeking out an athlete's total experience pre-college, during college, and a post-college reflection of what they would have done differently knowing what they know now.

The second claim where Case and colleagues (1987) stumbled upon race, Fountain and Finley's (2009) follow-up study sought it out. By all accounts Fountain and Finley's study points to the fact that even twenty-two years later academic clustering and the intersection of race is still a noteworthy phenomenon. Thus it would be imprudent for higher education administrators and the scholarly community concerned with clustering to dismiss the reoccurrence of race and clustering. Nevertheless, the gap still remains as to how the student athletes themselves interpret, feel, and are impacted by clustering. This study from the outset acknowledges that clustering is a concern, but a concern that needs to be reinforced with the student athlete's voice involved in the discussion.

The third claim regarding the conflict of interest between academics and athletics is highlighted in Adler and Adler's (1985) qualitative ethnographic study of the student athlete experience which is the first of its kind. In other words there has not been any scholarly attempt to capture the essence of the student athlete's perspective qualitatively prior to this study. Their study demonstrates that by engaging the student athlete, meaningful dialogue can be extracted to better understand their experience. Though this study did not mention the phrase academic clustering, certain themes emerged from quotes that demonstrate where the application of clustering could manifest. For example, one participant said:

> "In college the coaches be a lot more concerned on winning and the money comin' in. If they don't win, they may get the boot, and so they pass that pressure onto us athletes. I go to bed every night and I be thinkin' 'bout basketball. That's what college athletics do to you. It takes over you mind."

For the same reasons, to extract the student athlete's point of view, this study follows suit with Adler and Adler, but hones in on the experience of being clustered. Adler and Adler's (1985) study did not delve into the issue of clustering. This researcher has used a similar in-depth interviewing structure but adapted it to focus on the phenomenon of academic clustering.

The fourth claim regarding the role of faculty proves quite interesting. The caveat that is often overlooked is that professors and academic departments should be the ultimate guardians of academic integrity. Conversely, it appears that a number of professors and/or academic departments may have compromised their bestowed upon commitment of academic integrity for the sake of athletics. The question that arises is, why? Were these professors approached by athletic department staff and given special benefits (sideline game passes, travel with team, etc.) for leniency in grades/curriculum demands? Are these professors star struck fans that desire a relationship with these "rock star" student athletes? Or are these professors influenced to assist athletics by senior university administrative staff or alumni.? Whatever the reason or reasons, academic clustering likely could not exist to the extent that it does without the aid of professors.

Thus, the advantages of Benson (2000) and Martin, Harrison, Stone, and Lawrence (2010) studies are encapsulated within a perspective built upon the student athlete's voice. In this instance, the message being transmitted is that professors, despite their stance toward athletics and in particular student athletes, are important in shaping the cognitive perceptions student athletes have about themselves and their academics. What this study attempted do is expand

upon these themes in three particular ways. First, it illustrated the perceived attitudes of "athletic friendly" professors. Second, it offered insight as to whether clustered student athletes feel that they are being pushed through by professors, thus resulting in a disillusioned attitude toward academics. And finally it illustrated that the student athletes were indeed appreciative of professors who are "athletic friendly."

In regards to the fifth claim, the role of coaches and revenue, it should be noted that from a historical point of view since the 1950s televised football has become an important aspect of American culture, attracting significant audiences. More recently, the annual men's NCAA Final Four basketball tournament every March has also become a highlight of the sports calendar, approaching baseball's World Series in popularity (Schroeder, 2010). Last year, nearly fourteen million prime-time TV viewers watched the University of North Carolina Tar Heels win the men's championship and nearly three million watched the University of Connecticut Huskies take home the women's title. The audience is even larger when factoring in Internet viewership; it's up 147 percent from 2007 to 2008 (Hesel & Perko, 2010). It also goes without saying that this enormous popularity of men's basketball has led to huge potential revenue opportunity. For instance, CBS agreed to pay the NCAA $6 billion from 2002 through 2013 to broadcast its men's basketball tournament (Mitten et al., 2009). A May 2009 Congressional Budget Office (CBO) paper titled "Tax Preferences for Collegiate Sports" states that the 2008 NCAA men's basketball tournament generated approximately $143 million in revenue for college athletics departments (CBO 2009). The CBO paper includes data showing that the 2004–05 fiscal year average athletic program revenues for universities with Division I football and men's basketball teams was $35.2 million.

As a result of such revenue coaches are able to demand enormous salaries. Coaches' compensation packages not only include substantial base salaries, typically the highest in the university, but also revenues from summer camps, media shows, and shoe and apparel contracts (Benford, 2007). For example, in 2006 the median salary for basketball head coaches was $611,900 a 15% increase from the 2004 median; for football head coaches it was $855,500 a 47% increase from the 2004 median (Mitten et al., 2009). Because substantial compensation is provided to a coach in return for a winning record this presents an inherent conflict of interest for coaches, choosing between academics and athletics.

While the goal of academic reform such APR is to restore the balance of academics and athletics, the means utilized by schools to avoid loss of scholarship could prove to be dubious. Given that coaches certainly do not want to face scholarship reductions due to a low APR, they will be faced with several options for maintaining or increasing graduation rates (Sharp & Sheilley, 2008). These sentiments regarding coaches provided sufficient contextual information for this study, as the experience of being academically clustered by the participants likely will have been influenced by coaches and/or administration. However, without conducting such a study, the scholarly community will be left only to theoretical speculation regarding the experience student athletes have with their coaches.

For example, according to Sanders and Hildenbrand (2010) there are two predominant theoretical explanations of why clustering occurs: a selection hypothesis and structure hypothesis. The selection hypothesis holds that participation in college athletics is selective of a unique population of students. According to this view, student athletes begin college more disposed than non-athletes toward a unique set of academic majors—namely, those majors that are perceived to best facilitate successful participation in college athletics. Lesser college

preparation on the part of athletes may make them less inclined than non-athletes to consider academia's more challenging majors. Whereas the structure hypothesis argues that clustering stems from the experience of college athletics itself. According to this view, participation in college athletics places athletes into environments that pressure them to choose academic majors that are most compatible with fulfillment of the student athlete role. Thus, according to this second view, external influences are most accountable for athlete clustering.

Sanders and Hildenbrand's view is of particular importance because it essentially says that regardless of hypothesis, selection, or structure, the student athlete chooses to be clustered. This current study helps substantiate these claims by examining the process in which a clustered student athlete becomes clustered.

The sixth claim regarding the role of academic support services and advisors is looked upon more now than ever, and they receive enormous amount of pressure if APR cut-off scores are not maintained or increased. There will be an objective accountability for academics personnel with dismissals or demotions from athletics department personnel to help get the program back in compliance. Coaches also will desire to be actively involved in selecting academic personnel that work with their specific program (Satterfield, Croft, Godfrey & Flint, 2010). This balancing act of ensuring the eligibility of each student athlete and the morality of not forcing them to choose a major against their will presents a peculiar dilemma. Again, this peculiar dilemma has not been studied as of yet and could close a gap in the literature. Though Gatson-Gayles (2009) conducted a phenomenological study of directors of student athlete support services seeking the factors that contribute to a successful academic service office, the question still remains, what is the student athlete's perspective? This researcher used the same in depth phenomenological method but applied it to student athletes.

Given the evidence presented thus far a reasonable conclusion based on the research question asked, "*What is the lived experience of former Division I student athletes who have been academically clustered?*" and further substantiated by the literature review demonstrates that there is a gap of knowledge. This gap of knowledge in accordance with Machi and McEvoy (2009) is presented here as the thesis statement, which warrants this study as original research.

Analysis and Interpretation and Explanation of the Thesis

The purpose of this literature review was to create the argument for conducting this research study. The literature review included knowledge that helped frame this research study ranging from: previous qualitative and quantitative studies conducted and various commentaries about clustering. In addition the literature review shed light as to how this study attempted to fill the gap in the literature given what is known and more so what is not known.

The claims that emerged about academic clustering were organized into two sections: Argument of Discovery and Argument of Advocacy. The first section, Argument of Discovery was organized into six single claims– Claim 1: Construct defined in 1987, Claim 2: Clustering more prevalent with minorities, Claim 3: Conflict between athletic culture and academic culture, Claim 4: Student athletes scrutinized by faculty, Claim 5: Coaches implicitly support academic clustering, and Claim 6: Priority to maintain eligibility of student athletes. These single claims provided the building block for the primary goal, to justify this study, which was the focus of the Argument of Advocacy section. Emergent from each of the six claims were themes that further explained key ideas of the thesis, provided further definition of those ideas, and explored the thesis from various perspectives.

Foremost among all identified claims whether implicitly or explicitly stated is that academic clustering is one of the many symptoms of revenue-generating Division I

intercollegiate athletics. Each claim identified various reasons for the dichotomy of athletics and academics, and the impact it has on the institution of higher education and on the student athletes. For example, Adler and Adler's (1985) study focused on the structure of "big-time" athletics, which they attributed to the compromise of academics. They note that due to the athletic demands placed on student athletes by coaches, administrators, and boosters, they wholly deny student athletes a legitimate opportunity to succeed in the classroom. Moreover, these claims are important because they highlight a structural deficiency that often goes unnoticed in college athletics. Many times we hear of academic fraud or academic scandal and perceive it to be an isolated incident, but rarely do we frame it or acknowledge it as a continuous structural practice.

These claims also extend the knowledge of academic clustering more broadly. For example, Sharp and Sheilley (2008) proposed a holistic approach to remedying this clustering by ensuring that it must start with having the right people in administration, faculty, and coaching in place who value education. They also recommend placing academic services back in the jurisdiction of the university, rather than remaining housed in athletics.

The overarching connection within all six claims is that the education of the student athlete is being compromised implicitly or explicitly by one or more actors (coaches, athletic directors, faculty, academic advisors, and the student athlete). As a result the overwhelming conclusion each claim hints towards is that the commercialization of Division I intercollegiate athletics brings forth the inherent conflict of interest when revenue becomes the premium. For example, Fountain, and Finely (2009) cite former Texas A&M football coach, R.C. Slocum, who after being fired, complained that he was at a competitive disadvantage because his players did not have a general studies program like players at the rest of the schools in the Big Twelve

conference. The underlying assumption is that if his players had a general studies program, which is presumably less academically challenging than "mainstream" courses, more of his players could have enrolled in it, leading to more wins and therefore allowing him to keep his job. This underlying assumption can be viewed as indicative of many Division I revenue-producing sports programs and the hypocritical tone the institutions of higher education have adopted.

This dichotomous notion can also be seen as two clashing subcultures between academics and athletics. A subculture is the culture of a subsystem within a larger system. Subcultures often overlap with surrounding substructures in an organization (Bess & Dee, 2008). Kuh and Whitt (1988) state that culture exhibits one or more of the following properties: 1. Observed behavioral regularities; 2. Norms or specific guides to conduct, some of which are more salient than others; 3. Dominant values espoused by the organization; 4. The philosophy that guides an organization's attitudes and actions toward employees or clients; 5. Rules for getting along in the organization; and 6. The feeling or organizational climate and the manner in which members of the culture interact with those outside the culture. Some find the essence of culture to be the implicit assumptions and beliefs that influence the way a group of people think and behave. These guiding assumptions and beliefs, which are below the surface of conscious thought, are manifested into observable forms or artifacts (Kuh & Whitt, 2008). One particular observable fact is when institutions admit young men and women based on their athletic rather than their academic potential, and then expect them to perform as both athletes and students. In high profile sports such as football and men's basketball, this is a particular problem.

Finally, all this leads to one important perspective: the student athlete's. In all of the articles and journals, it is rare to have a student athlete openly acknowledge that the system is

awry. This perspective would provide a glimpse into the unspoken truth of Division I athletics. Though it is well known that academic clustering is a phenomenon, to have student athletes substantiate the reasons why it happens, how it happens, and who orchestrates the system would prove quite groundbreaking. For instance, student athletes could shed light on why they chose a specific major, how academics are discussed behind the locker room doors, or if they feel coaches are not concerned with academics outside of eligibility.

Practical Impact of the Study

This phenomenological study of the student athlete's experience of being academically clustered has led to greater insight and appreciation for some of the challenges Division I student athletes' face. This qualitative study provided the student athletes a voice regarding their experience and highlights the need for continued research in this particular subject. The prospective to extend this area of research subsists in numerous meaningful ways: understanding the expectations placed on student athletes, the academic choices student athletes have to make, and the student athlete experience as a whole.

The implications of the findings in this research project are applicable to multiple constituencies throughout athletic departments and universities as well. According to the NCAA (2010b), its core purpose is to govern competition in a fair, safe, equitable, and sportsmanlike manner, and to integrate intercollegiate athletics into higher education so that the educational experience of the student athlete is paramount. Ultimately, the integrity of college sports must start at its stated purpose: education of the participants. The dearth of integrity in college sports has unfortunately also started at the premise of education (Ridpath, 2008). If education is thus paramount and the central mission of college, then leadership—presidents, athletic directors,

coaches, and faculty—must place the best interest of the student athlete first, not institutional prestige, championship games, bowl games, and ultimately revenue.

Myles Brand, former president of the NCAA noted, “When you have extreme clustering you really do have to ask some hard questions: Is there an advisor who's pushing students into this? Are there some faculty members who are too friendly with student-athletes? I'm not saying that's the case. But I think you have to ask those questions." Those questions, Brand and others say, should be asked by professors and administrators on individual campuses, since questions about curriculums and course quality at a given college or university are the purview not of the NCAA, but of the faculty there (Lederman, 2010).

This study may prompt college administrators, athletic advisors, faculty, and coaches to ask themselves: Are student athletes becoming independent, self-directed, and leaving college with a meaningful education? If they cannot answer in the affirmative, there perhaps rests the disconnect to the fulfillment of the educational mission of college, as well as the conscious awareness of exploiting the student athlete in the best interest of the university, which is not necessarily the best interest of the student athlete.

Chapter III. Research Design

This doctoral thesis pursued a phenomenological study into the lived experience of former Division I student athletes. The chosen former student athletes were asked to describe their academic experience, specifically academic clustering at their respective institution. However, to focus solely on the method of this research without a discussion of its background and development would be a great injustice. In fact, the researcher has outlined the difference between qualitative and quantitative research, the history and development of phenomenology, his decision on the specific method of phenomenology, and his history with academic clustering.

Qualitative Paradigm

The researcher's methodology utilized a qualitative approach. Qualitative research derives primarily from its inductive approach; it focuses on specific situations or people and its emphasis on words rather than on numbers (Maxwell, 2005). Further, qualitative approaches increase awareness of particular issues within a bounded system, which provides more understanding and broadens the researcher's and readers' view of the world. Unlike the quantitative approach, which examines the cause and effect of a particular treatment, a qualitative approach is a lens through which the experiences of both the researcher and the participants are viewed (Snow, Wolff, Hudspeth, & Etheridge, 2009).

Utilizing a qualitative approach via interviews goes beyond what clustering is, but more so why it occurs, who it affects, how it affects the student athletes and how various elements create a particular situation. The researcher is not merely concerned with physical events and behaviors taking place, but understanding the particular context within which the participants act, and the influence that this context has on their perceptions. Thus, qualitative research was an

ideal strategy of inquiry for student athletes to have their voices represented and for the student athletes to lead the researcher on an intellectual journey of discovery.

Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to social or human problems. The process of research involves emerging questions and procedures, data typically collected in the participants' setting, data analysis inductively building from particulars to general themes, and the researcher interpreting the meaning of the meaning of the data (Creswell, 2009). Maxwell (2005) indicates five particular goals for which qualitative studies are especially suited:

1. Understanding the *Meaning* for participants—the event, situations, experiences, and actions they are involved with or engage in. Meaning is used in a broad sense, including cognition, affect, intentions, and perspective.
2. Understanding the *Context* within which the participants act and the influence that this context has on their actions.
3. Identifying the *Unanticipated* phenomena and influences and generating new grounded theories about the latter.
4. Understanding the *Process* by which events and actions take place. Getting to the processes that lead to the particular outcome.
5. Developing *Causal explanations of* the traditional view that only quantitative methods can be used to credibly draw causal conclusions has been disputed.

Accordingly, the question arises, when is it suitable to use qualitative research? According to Creswell (2007) qualitative research is conducted because a problem or issue needs to be explored. Creswell (2007) further states that qualitative research is conducted because a detailed understanding is needed and this can only be accomplished by talking directly to people and

allowing them to tell their stories. It is conducted as a means to empower individuals to share their stories, and hear their voices. It is conducted when the researcher wants to write in a literary, flexible style that conveys stories. It is conducted because the researcher wants to understand the context and settings in which participants in a study are situated. address. It is conducted to develop theories when partial or inadequate theories exist. And it is conducted when quantitative measures and statistical analyses simply do not fit the problem.

In contrast, Strauss and Corbin (1998) state that many quantitative researchers are apt to dismiss qualitative studies completely as giving no valid findings, but rather representing a little better than journalistic accounts. Quantitative researchers tend to be interested in whether and to what extent variance in x causes variance in y (Maxwell, 2005). Creswell (2009) describes quantitative research as a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically by instruments, so that numbered data can be analyzed using statistical procedures.

Phenomenology

What is called phenomenology is not a rigid school or uniform philosophic discipline with an undisputed set of dogmas. Rather there is a great diversity in various points of view of thinkers and approaches who and which could be classified under the general rubric of phenomenology. Consequently, as a philosophical movement, phenomenology is marked by a variety of different forms, themes, ideas, problems, and issues and further developments and variations (Küpers, 2009). Yet, phenomenology is understood as an approach that involves returning to the experience in order to obtain a comprehensive description that provides the basis for a reflective structural analysis that portrays the essences of the experience (Moustakas, 1994). The word phenomenology is derived from the Greek meaning “to bring into the light” and the

current definition encourages an approach that looks beyond initial appearances (Pringle, McLafferty, & Hendry, 2011). Its primary position is that the most basic human truths are accessible only through inner subjectivity, and that the person is integral to the environment. Phenomenological research is thus inductive and descriptive. Phenomenology is a disciplined, rigorous effort to understand experience profoundly and authentically. In this effort, phenomenology becomes quite complex. Further, it is hardly monolithic; there is a wide range of phenomenological methodologies and themes. For example, several scholars emphasize the hermeneutical or interpretative aspect of phenomenological inquiry; others strive to honor a philosophical tradition of phenomenology; still others work in the space between phenomenology and post structuralism (Pinar & Reynolds, 1992). Simply put, a researcher utilizing phenomenology aims to understand the cognitive subjective perspective of the person who has the experience and the effect that perspective has on the lived experience (Flood, 2010).

According to Kockleman (1967) the term phenomenology was used as early as 1765 in philosophical writings. Spielberg (1982) notes that phenomenology was first documented in the 1764 book *Neues Organon oder Gedanken uber die Erforschung und Bezeichnug des Wahren und der Unterschediung von Irrtum und Schein* by Johann Heinrich Lambert. Further, Speilburg (1982) notes that for Lambert phenomenology was a theory of illusion and of its varieties, forming in this role the concluding fourth part of a study of the means for finding the truth.

Since the mid-1700s phenomenology has typically fallen into two major paradigms, that of Edmund Husserl and Martin Heidegger. Husserl's philosophical ideas (Transcendental) gave rise to the descriptive phenomenological approach to enquiry (Flood, 2010). In contrast, Heidegger suggested that rather than focus on people or phenomena, the exploration of the lived

experience or “dasein,” the situated meaning of a human in the world should be the focus (Hermeneutic) (Flood, 2010).

Pinar and Reynolds (1992) note Van Manen’s (1984) four "procedural activities" to guide a phenomenological exploration. First, the phenomenological investigator chooses a phenomenon that interests him or her in a serious way and simultaneously pulls him or her into the world. Authentic phenomenological research is not narcissistic nor is it idealistic in the classical philosophical sense. Serious phenomenological research attunes and pulls the investigator and the student more deeply into the world. Second, the phenomenological researcher investigates the identified phenomenon as it is lived, not merely as it is theorized. Third, the phenomenological researcher reflects upon the essential themes or structures that characterize the phenomenon. Finally, the researcher describes the phenomenon via the art of writing.

Edmund Husserl – Transcendental Phenomenology

The philosopher Edmund Husserl (1859-1938) is considered the founding father of phenomenology, but others who have also used and substantially contributed to phenomenological ideas include Heidegger, Sartre, Schütz, de Beauvoir, Merleau-Ponty, Berger and Luckmann, Ricoeur, Garfinkel, Bourdieu, Derrida, Giddens, and Habermas. The different phenomenological routes they have taken suggest that it is practically futile to attempt to identify one single doctrine in phenomenology; rather, it is better to see it as a movement united by a common core (Aspers, 2009).

Nonetheless, Husserl, in response to his disillusionment with natural science as a means of studying human experiences, developed transcendental phenomenology. He saw phenomenology as a foundational science underlying all of the sciences and sought to clarify,

through the use of critical reflection (i.e., rationality) and description, the foundation and constitution of knowledge in consciousness (Hein & Austin, 2001). He contended that knowledge stems from conscious awareness and that the mind is directed toward objects (McConnell-Henry, Chapman, & Francis, 2009a). For Husserl, the aim of phenomenology is the rigorous and unbiased study of things as they appear in order to arrive at an essential understanding of human consciousness and experience (Dowling, 2007).

Indeed, when Husserl insists that phenomenology, the science of the personalistic attitude, is a "rigorous science," he is intent on carrying over this rigor from the natural sciences, but with a fundamentally different sense of rigor. What makes the natural sciences rigorous is that they are exact and produce repeatable results under reproducible conditions and what they ascertain is laws of nature. However, their results pertain to factual entities in nature (plants, animals), and the laws they formulate are laws with respect to factually existing entities. The laws can only be formulated on the basis of things existing in nature (Luft, 2005). Phenomenological rigor on the other hand was one of Husserl's central goals, which was to provide a method for doing phenomenology and the centerpiece of his method involved "bracketing," "epoche," or "phenomenological reduction." The goals of the aforementioned methods were to provide a way to turn our attention from naïve absorption in the perceived world to enable us to study intentionality, our ways of representing the world in our conscious mental states (Thomasson, 2007).

Husserl asserted that to generate valid data it was first necessary for the researcher to put aside any presuppositions that he/she might have in relation to the question. He termed this *epoche*, but the concept is also referred to as "bracketing" or "reduction." What resulted was information that was fundamentally epistemological in nature. It provided a description of the

experience, but made no attempt to derive meaning from the incident. Famous for saying "back to the things themselves," Husserl endeavored to present findings that were pre-reflective, prior to it being categorized (McConnell-Henry, Chapman, & Francis, 2009a). Conversely, phenomenological epoche does not eliminate everything, does not deny the reality of everything, and does not doubt everything, it doubts only the natural attitude, the biases of everyday knowledge, as a basis for truth and reality. What is doubted are the scientific "facts," the knowing of things in advance, from an external base rather than from internal reflection and meaning (Moustakas, 1994). Yet, Moustakas (1994) does acknowledge that perfect epoche is rarely achieved. He states that some entities are simply not "bracketable." There are life experiences that are so severe, intense, and so ingrained in us that they cannot be reached. However, he is hopeful that epoche will offer a resource and process for the actual nature and essence of things to be disclosed more fully, allowing things to reveal themselves to us in knowledge and truth (Moustakas, 1994).

Martin Heidegger – Hermeneutic Phenomenology

Martin Heidegger (1889-1976) developed another phenomenological approach known as hermeneutics meaning interpretation. It differs from Husserlian phenomenology, in that the researchers bring their own understanding and experiences to the research process, whereas the former advocates "bracketing" (Mapp, 2008). Heidegger embarked on a phenomenology of human being, or, as he called it, *dasein*, a term denoting the essential nature of the human being, which includes the ability to inquire into the nature and possibilities of Being. In Heidegger's thinking a person exists as a being both in and of the world. Heidegger asserted that nothing can be encountered without reference to a person's background and pre-understanding, and that we cannot have a life in the world except through acts of interpretation (Tan, Wilson, & Oliver,

2009). In other words, he differs from Husserl in his views of how the lived experience is explored, and he advocates the utilization of hermeneutics as a research method founded on the ontological view that the lived experience is an interpretive process (Dowling, 2007).

Heidegger, a student of Husserl, challenged bracketing, by suggesting that the researcher is as much a part of the research as the participant, and that his or her ability to interpret the data was reliant on previous knowledge. Heidegger called this prior understanding *fore-structure*. He postulated that there is no such thing as interpretive research, free of the judgment or influence of the researcher (McConnell-Henry, Chapman, & Francis, 2009b). This challenge can be traced back to a dispute between Husserl and Heidegger over Husserl's *Encyclopedia Britannica* article on phenomenology. Heidegger's message was simple: "Understanding is never without presuppositions. We do not, and cannot, understand anything from a purely objective position; we always understand from within the context of our disposition and involvement in the world" (McConnell-Henry, Chapman, & Francis, 2009b).

Transcendental or Hermeneutic

As demonstrated in the literature review, there is plenty of information regarding academic improprieties, scandals, and academic clustering; yet absent in the literature are the voices of the student athletes' perceptions of the phenomenon of clustering. Scholarly investigation is needed and through investigations the divide between athletics and academics can perhaps be bridged. As such, Heidegger's method of hermeneutic phenomenology offers a framework that supports promoting the student athlete's voice because it is descriptive in nature. Moreover, the application of Heidegger's phenomenology is a means to investigate the lived experience of others while also incorporating the researcher's pre-understanding to add richness to overall investigation. Pre-understanding is not something a person can step outside of or put

aside, as it is understood as already being with us in the world. Heidegger went as far as to claim that nothing can be encountered without reference to understanding a person's background (Laverty, 2003).

In contrast, Husserl's method of transcendental phenomenology, though descriptive, does not place context around the experience. The aim of this study was to examine the lived experience, which allowed the researcher to bring forth his personal experience with academic clustering. It also allowed him to build instant rapport and credibility with participants, enabling him to pose and ask questions that might otherwise not have been asked. And it allowed him to interpret and comprehend the responses of participants not just at face value but connect it to deeper meanings within the culture of intercollegiate Division I athletics. This personal insight of the researcher undoubtedly added richness to the overall study without compromising the integrity of the participant's descriptions.

Accordingly, Creswell (2009) states that in qualitative research the researcher's role is typically involved in a sustained and intensive experience with the participants. As such, this introduces a range of strategic, ethical, and personal issues into the qualitative research process. Further, the inquirer should explicitly identify their biases, values, and personal background that may shape the interpretation of the study. As necessary in hermeneutic phenomenology the researcher has disclosed his relationship with academic clustering in the previous chapter.

Participants

The term "sampling" in qualitative research is problematic for some because it implies the purpose of representing the population sampled. Research methods texts typically recognize only two main types of sampling, probability sampling and convenience sampling. In probability sampling each member of the population has an equal chance of being selected, which some

consider "the highest form of quality research," whereas any other form is a non-probability sampling, or in other words a convenience sample (Maxwell, 2005).

The researcher drew from his network of former student athletes to determine if they met the criteria of being a clustered student athlete (See Table 1). In doing so, before the researcher conducted his formal interviews, he conducted pre-interviews to determine their relationship with academic clustering. The sampling for this study is then purposeful sampling, meaning that all participants met a specific criteria. Creswell (1998) recommends that an adequate sample size should be at least three individuals but no more than ten individuals, which the researcher adhered to. The specific number of participants was based on when saturation of information is reached as described by Seidman (1998). The researcher found participants who fit the following criteria as reflected in Table 1:

Table 1.
Criteria for Selecting Participants

Criteria
Former Division I student athlete
Participated on a football or men's basketball team
Received a full athletic scholarship
Confirms that he was a part of a cluster

Further, each participant had first-hand experience with clustering; were interested in understanding the implicit and explicit impact of clustering; willing to participate in one-on-one interviews with the researcher; allowed the researcher to tape-record all interviews; and agreed that the data can be published as long as their identity is not revealed.

Data Collection Procedures

In order to obtain the information needed to answer the research question, interviewing was utilized. Interviews provided opportunities for participants to describe the situation in their own terms. It was a reflective process that enabled the interviewees to explore their experience in detail and reveal the many features of that experience that have an effect on the issue investigated (Stringer, 2007). Typically, qualitative in-depth interviews are much more like conversations than formal events with predetermined response categories. The researcher explores a few general topics to help uncover the participant's views but otherwise respects how the participant frames and structures the responses. The participant's perspectives on the phenomenon of interest should unfold as the participant views it, not as the researcher views it (Marshall & Rossman, 1999).

Specifically, the researcher utilized Seidman's (1998) "three interview series" that is designed for phenomenological studies. This method calls for having three separate interviews. The first interview established the context of the participants' experience. The second allowed the participants to reconstruct the details of their experience within the context in which it occurred. And the third encouraged the participants to reflect on the meaning their experience holds for them. The scheduling goal was to adhere to Seideman's (1998) suggestion of spacing the interviews between three and five days apart. This spacing allows time for the participants to ponder the preceding interview but not enough time to lose the connection between the two (Seidman, 1998). Further, the researcher adhered to the suggested length of 90 minutes.

Data Analysis

Qualitative analysis is not about mere counting or providing numeric summaries. Instead, the objective is to discover variation, portray shades of meaning, and examine complexity. The goals of the analysis are to reflect the complexity of human interaction by portraying it in the words of the interviewees and through actual events and to make that complexity understandable to others (Rubin & Rubin, 2005). Thus, the impulse to impose some form of organization and order to data can be overwhelming at times with the mass of seemingly unconnected notes and scribblings, interview tapes, and transcribed conversation (Mason, 1996).

Accordingly, the researcher implemented Marshall and Rossman's (1999) analytical procedures that fall into six phases:

Phase 1 – *Organizing the Data*: Reading and re-reading data to become familiar with it in intimate ways. In some instances, direct transfer onto pre-developed data recording charts is appropriate.

Phase 2 – *Generating Categories, Themes, and Patterns*: This is the most difficult and complex phase that demands a heightened awareness of the data. As categories of meaning emerge, the researcher searches for those that have internal convergence and external divergence.

Phase 3 – *Coding the Data*: This is the formal representation of analytical thinking. The researcher applies some coding scheme to categories and diligently marks passages in the data using codes. Codes may take several forms: abbreviation of key words, colored dots, numbers. Computer software typically relies on abbreviations of key words.

Phase 4 – *Testing Emergent Understandings*: As themes and categories emerge, the researcher begins the process of evaluating the plausibility of his developing understanding and exploring them through the data. Part of this phase is to evaluate the data for their usefulness and centrality; in other words exploring how useful the data is in illuminating the question being explored.

Phase 5 – *Searching for Alternative Explanations*: The researcher should search for other plausible explanations.

Phase 6 – *Writing the Report*: The research genre this doctoral thesis will fall under is the Realist tales, which are the most recognized. This report displays a realist account of the culture under study, and represents published articles or scholarly monographs in third-person voice with clear separation between the researcher and the researched. For example, the report states that "the data revealed" over "I interpreted this event."

According to Creswell (2009) qualitative researchers often use general procedures in a research proposal to guide the researcher and then incorporate a specific analysis method. In adhering to Creswell's (2009) recommendation, the researcher incorporated Moustakas'(1994) modification of methods of analysis suggested by Stevick, Colaizzi and Keen. The following is a description of each particular step:

1. Using a phenomenological approach, obtain a full description of your own experience of the phenomenon.

2. From the verbatim transcript of your experience complete the following steps:
    a. Consider each statement with respect to significance for description of the experience.
    b. Record all relevant statements.
    c. List each non-repetitive, non-overlapping statement. These are the invariant horizons or meaning units of the experience.
    d. Relate and cluster the invariant meaning units into themes.

e. Synthesize the invariant meaning units and themes into *a description of the textures of the experience*. Include verbatim examples.
f. Reflect on your own textural description. Through imaginative variation, construct *a description of the structures of your experience*.
g. Construct *a textural-structural description* of the meanings and essences of your experience.

3. From the verbatim transcript of the experiences of *each* of the other *co-researchers (participants)*, complete the above steps, a through g.

4. From the individual textural-structural descriptions of all co-researchers' experiences, construct *a composite textural-structural description of the meanings and essences of the experience*, integrating all individual textural-structural descriptions into a universal description of the experience representing the group as a whole (Moustakas, 1994, p. 122).

Furthermore, the researcher utilized the qualitative software package MAXqda (http://www.maxqda.com/) for the systematic analysis and interpretation of interview texts that have been generated. According to Creswell (2007) MAXqda is a powerful analysis tool for developing theories and testing theoretical conclusions.

In short, the researcher's six primary steps in providing this analysis included: (1) Data Managing – create and organize files for data; (2) Reading, Memoing – read through texts, make margin notes, form initial codes; (3) Describing – describe personal experience (4) Classifying – develop significant statements and group said statements into meaning units; (5) Interpreting – develop a textural description; develop a structural description of 'what happened,' and develop the 'essence' of how the phenomenon was experienced: and finally (6) Representing, Visualizing – present a narration of the essence of the experience in tables, figures, or discussions (Creswell, 2007). Table 2 shows the work plan used for data collection and analysis activities.

Table 2.

Data Collection and Analysis Plan

Activity	Timeframe
IRB	January 2012
Conduct and analyze interviews	February – March 2012
Organize and read data	March 2012
Create themes and codes	March – April 2012
Code data	March – April 2012
Writing the report	May 2012

Trustworthiness

Maxwell (2005) states there are two types of threats to trustworthiness that are often raised in relation to qualitative studies: Researcher Bias and Reactivity.

> *Researcher bias* is not concerned with eliminating variance between researchers in the values and expectation they bring to the study, but with understanding how a particular researcher's values and expectations influence the conduct and conclusion of the study (which may be either positive or negative) while avoiding negative consequences.
>
> *Reactivity* is the effect of the researcher on the individuals studied—essentially trying to understand how the researcher is influencing what the informant says, and how this affects the validity of the inference the researcher can draw from the interview (for example, leading questions).

Creswell (2007) offers eight validation strategies to help increase trustworthiness. Prolonged engagement, triangulation, peer review, negative case analysis, clarifying researcher bias, member checking, rich and thick description, and external audits. Creswell (2007) further states that qualitative researchers should engage in at least two of these strategies. Accordingly, the research study applied three methods: clarifying researcher bias, member checking, and peer review.

Clarifying Researcher Bias: The researcher must comment on past experiences, biases, prejudices, and orientations that have likely shaped the interpretation and approach to the study.

Member Checking: The researcher solicits participants' views of the credibility of the findings and interpretations. This involves taking data analyses, interpretations, and conclusions back to the participants so that they can judge the accuracy and credibility of the account. The researcher should not present them raw data, but present them themes and descriptions and inquire about their views of the analyses and what might be missing.

Peer Review: This provides an external check on the research process. The peer reviewer keeps the researcher honest, asks hard questions about methods, meanings, and interpretations and provides the researcher with the opportunity for catharsis by sympathetically listening to the researcher's feelings.

Protection of Human Subjects

All participants were invited to participate in this research on a voluntary basis. Accordingly, the researcher was guided by Seidman (2006) eight points of informed consent:

1. An invitation to participate in what, to what end, how, how long, and for whom?
2. Risks: outline the potential risks of vulnerability or discomfort for the participants that might result from taking part in the research.
3. Rights: outline the rights of the participants. These rights are designed to mitigate the vulnerability or discomfort and should include an explicit statement about the research being voluntary.
4. Possible benefits: modestly outline the benefits of the study in general.
5. Confidentiality of records: steps the researcher will take to make sure the participant's identity is kept confidential.
6. Dissemination: How the research will be disseminated and seek explicit release for the extensive use of the participant's words.
7. Special condition for children: participants under 18 years of age must be provided a parental consent form.
8. Contact information and copies of all forms: clarifies how to contact the researcher and the local IRB if the participants have any questions about their rights.

Moreover, the researcher completed the National Institute of Health (NIH) web-based training course, *Protecting Human Research Participants* (Certification Number 651669 dated 03/10/2011). Anonymity of all participants and universities was paramount and pseudonyms were used and applied during the entire report.

Conclusion

As presented in the current literature, academic clustering appears to be a symptom of the dichotomy between academics and athletics. Clustering, if exercised as a means to "game" the system from genuine academic pursuits, threatens the very foundation of higher education. This

study demonstrates an opportunity to engage former student athletes who have experienced clustering and can articulate the nuances of such a phenomenon. The scholarly research studies that have been dedicated to academic clustering, Case, Green and Brown (1987), Fountain and Finely (2007), Sanders and Hilderbrand (2003), are all quantitative. Furthermore, many more studies regarding intercollegiate athletics focus on statistically quantifiable items: graduation rate, APR score, GPA, and SAT/ACT score.

The gap in the scholarly literature is the student athletes' voices. The literature typically speaks about them, their behavior, their grades, their test scores, thereby concluding who they are without ever talking to them. This doctoral thesis attempted to complement the current research on clustering qualitatively by adding the student athlete's voice. The method of phenomenology is most appropriate in supporting the goal of describing the lived experience of the clustered student athlete. This method of analysis allowed for an in-depth examination that may affirm some preconceived notions, bring to light unanticipated concepts, as well as negate some commonly held beliefs. In addition, this research study attempted to serve as an impetus to further examine academic clustering among the scholarly community. Moreover, this thesis can be of benefit to athletic administrators and athletic reformers interested in exploring the phenomenon of clustering—why it happens, how it impacts the student athlete, and how the dichotomy between academics and athletics can be better understood.

Chapter IV. Findings

The purpose of this research was to bring to light the lived experiences of former Division I student athletes who have been academically clustered. The gap in the literature is the perspective of the student athletes who are often talked about but not talked to. Thus, the purpose of this chapter is to analyze the interview data. First, data analysis using Moustakas' (1994) modified version of the Stevick, Colaizzi, and Keen protocol are presented, specifically the thematic analysis that resulted in seven themes and 43 invariant constituents. Next, based upon the thematic analysis the researcher presents a textural and structural description of each participant followed by a composite textural and composite structural description for the entire sample of research participants. Lastly, a synthesis of the composite textural and composite structural description is presented capturing the essence of being academically clustered.

Thematic Analysis

Moustakas' (1994) modified version of the Stevick, Colaizzi, and Keen protocol requires the researcher to list all non-repetitive statements from the verbatim transcripts. These statements are also known as the invariant constituents. Next, this protocol requires that all similarly themed invariant constituents be placed together into a broader category or theme. Accordingly, the researcher analyzed the verbatim transcripts of all seven participants' experiences of being in an academic cluster in order to determine the significant, relevant, and invariant meanings that provide living descriptions and highlights of the experience. The researcher derived 43 invariant constituents and clustered them into seven themes as reflected in Table 3:

Table 3.

Thematic Analysis

Themes	Invariant Constituents
Significance of family and their influence	Expected to go to college Valued education Fear of disappointing parent(s)
Education growing up (pre-college)	Engaged academically in grade school Aware that I was supposed to do well School wasn't easy Lacked confidence Aspired to college Didn't aspire to college
Athletics while growing up	Played all sports Athletics overshadowed academics Athletics was my identity Athletics boosted my confidence
Being recruited by college scouts	Receiving letters Coaches calling house Official campus visit Very little academic message Heavily sport focused Tired of process Why I signed with school
Expectation of college	Potential career goals Potential majors Didn't want to fail out
College academic experience	Relationship with academic advisor Lack of academic guidance Placed in class and/or major Felt stuck in major Built-in network of teammates in classes Special treatment received (Tests) My schedule Coaches' message No need to study Study hall

Reflections of clustering	Culture of clustering Recognized cluster Personal responsibility How clustering happens Keep'em eligible Athlete first Lost academic opportunity Meaningful education

Thematic Analysis Description

From the invariant constituents the researcher constructed thematic portrayals of the experience. The following represents the clustering of meanings into core themes. Likewise, the following excerpts and data represent the distinctive nature of clustering for the participants.

Theme One: Significance of Family and Their Influence

The data revealed that family influenced each of the seven participant's views of education. All of the participants identified the importance their mother and/or father had while growing up. For all of the participants their parents valued education and believed it was important in order to have a good life. Consequently, most of the parents expected college attendance by their sons. Interestingly, four of the seven participants explicitly said they were fearful of failing out of college and disappointing their parent(s). The family influenced in no particular order aspects such as (1) choice of high school (2) expectation to get good grades in K-12 and graduate high school (3) the college chosen (4) fear of disappointing parents and (5) to get a college degree. These factors accounted for how each individual pursued higher education.

Theme Two: Education growing up (pre-college)

The general consensus among all participants was that they were fairly engaged in education at one time, typically in elementary school. Then at specific points along the K-12 spectrum they lost interest in school and became more interested in sports, socializing, and girls. As they all progressed into high school sports became the dominant theme in their lives. At the same time every individual's confidence in his academic abilities decreased. Nonetheless, they all aspired to reach college, though some did not have that aspiration until they were being recruited to play college athletics.

Theme Three: Athletics While Growing Up

All of the participants began playing sports at an early age. The earliest noted age was seven years old, playing for an organized basketball league. As each participant grew up sports became more prevalent in their everyday lives. Many noted how they lived to play sports and how it became their identity. Likewise, playing sports boosted the confidence of each participant more so than academics.

Theme Four: Being Recruited by College Scouts

All of the participants during high school or junior college experienced the college recruiting process. For all of the participants the initial contact by college scouts came in the form of recruiting letters. Recruiting letters were noted as non-personalized mass mailings sent to all the area's top recruits to mid-level recruits. These letters typically are an advertisement about the institution and the football program. As the recruitment process advanced it became personalized via receiving phone calls from college scouts (coaches). During this process coaches attempt to connect with each participant on a more intimate level. The next phase of the

recruiting process was being offered a visit to each respective college. The NCAA allows every prospective student athlete five official campus visits. The intent of these visits was for each participant to have an opportunity to meet the coaches, tour the facilities, meet current players, and tour the campus. Each participant, however, noted that an academic message either by phone or official visit was hardly discussed. They all noted that everything was sports focused. After going through months of the recruiting process many of the participants said they were tired of the visits and phone calls and just wanted to sign with the school. Most chose to sign with their college based on proximity to family.

Theme Five: Expectation of College

Many of the participants entered college without an academic plan. Only one participant could clearly articulate his career ambition and how college would help him achieve his career goal. Most noted that when they arrived on campus their main goal was not to fail out. Three of the seven participants indicated that college was never their goal growing up. Two of those three said their parents never actively spoke about going to college until the athletic recruitment process began.

Theme Six: College Academic Experience

The academic experience for all of the participants varied somewhat, but by and large they all echoed similar sentiments. In particular, nearly every participant spoke of the lack of academic guidance from their academic advisor. They noted that not having a meaningful relationship with their advisor partly hindered their academic growth. Many felt they could not switch majors and "start over" because their scholarship would run out; therefore they felt stuck in their major. Every participant felt that being clustered provided a built-in network of

teammates and as a result, they did not have to make friends with "regular students." They all noted that being part of a cluster elicited certain benefits foremost having access to tests before they were administered. This type of special benefit created a sense of laziness and indifference toward academics because participants did not have to give full academic effort. Compounding their indifference toward academics was their daily schedule, which was experienced as having a "full time job." Their daily schedule was skewed heavily toward athletic-related commitments. Likewise, the times allocated for studying such as study hall for all the participants, was a "joke" in that no real studying took place. Many noted how they could not focus because it became a "goof off" session. And lastly, they all noted that the academic message they received from their coach did not support academic first.

Theme Seven: Reflections of Clustering

The data reveal that all seven participants view clustering as a residual phenomenon of "big-time" college athletics. All participants noted that clustering had its positive aspects though not many. In particular a few participants noted that clustering provided a sense of comfort in having familiar faces in a majority of their classes. They also noted that it was positive for student athletes who may not have otherwise been able to handle the rigors of college academics. Conversely, many didn't realize at the time the extent the culture of clustering had on their lives and how it would impact them in the future. Many see clustering as a means to keep student athletes eligible. And in doing so this creates lost academic opportunity and a meaningful education. However, they all realized and acknowledged the personal responsibility they should have had with their education.

Textural and Structural Descriptions

According to Moustakas (1994) a textural description is simply the "what happened" during the experience. This description is taken directly from the verbatim transcripts of each interview. Conversely, the structural description is a narrative of how each participant interpreted their experience and what conditions they believe led to their experience. The textural and structural descriptions sometimes overlap and are not necessarily exclusive to one or the other, but a guideline to reach the essence of the experience.

Participant Profiles

A brief description of the participants is presented in Table 4 below in order to introduce them prior to introducing their brief biography, textural descriptions, and structural descriptions.

Table 4.
Participant Profile

Pseudonyms	Age	Race	Sport	Major	Education	Current Career
Eric	33	Black/Chinese	Football	Criminal Justice	Bachelor's	State Accountant
Chris	29	Black	Football	Criminal Justice	Bachelor's	Family Assistant Coordinator
Harold	32	Black	Football	Criminal Justice	Bachelor's	Community Outreach Specialist
Michael	31	Black	Football	Criminal Justice	Bachelor's	US Federal Agent
Reggie	30	Black	Football	Criminal Justice	Bachelor's	Beverage Merchandiser
Gary	33	White	Football	Criminal Justice	MBA	Pharmaceutical Brand Manager
Brandon	33	White	Football	Criminal Justice	Bachelor's	Nursing Home Administrator

Biography: Eric

Eric identifies as being of mixed ethnic heritage; his father is African American and his mother is Chinese. Eric was born and raised in a suburban community in Northern California. He became involved in organized sports at the age of seven. He also valued academics as both of his parents are college graduates. For Eric, it was not a matter of if he would go to college, but what college he would go to. Eric noted that as he got older he excelled primarily in two sports: football and basketball. As he progressed in high school, sports took precedence in his life while academics subtly became secondary as he received athletic accolades. He recalls his college recruiting process as standard in that he was not a highly sought after recruit. Eric was being recruited by a few Pac 10 schools as a senior but never offered an athletic scholarship by them. He was offered a full football scholarship to a smaller conference school. Reluctantly, he declined the scholarship offer at the advice of his father and enrolled at a well-known football program at a private Midwestern university. After one year of not adjusting well academically and athletically he decided to move back home where he attended and played football at a junior college. After one full year of junior college he accepted a full scholarship offer to a northeast public institution where he played football and graduated with a degree in criminal justice. Upon graduating from college Eric was offered a tryout with one NFL team but declined because he was physically and mentally "burned-out" with football. At the same time Eric lacked career direction and took several entry level jobs. He eventually realized his passion for numbers and is now a state accountant, married, and has two young children.

Eric: Textural Description

From the moment Eric enrolled in college he had an ambition to play professional football in the NFL. "My main focus was what can I do to get to the league (NFL). So I really didn't have a plan (academically) of what I wanted to do." This kind of ambition is bold, yet can be detrimental to academic success. "I was doing this football thing and you know that overshadowed everything else." This ambiguity toward his academics allowed Eric's academic advisor to steer him to a particular major. Eric recalls his advisor saying, "why don't you do criminal justice and you could change it later on if you think of something else?" Eric states, "That's how it basically went, no lie. It wasn't like what are you interested in or anything like that, it was why don't you do criminal justice and if want to change it, you can change it later and I went along with it." Lack of direction was central to Eric being steered into a cluster. "I'm out here, there's so much stuff going through my mind, I was second guessing my decision of going out there and you know. I was home sick and all this stuff was going on."

Furthermore, Eric was frustrated by the fact that his "prescribed" major was not discussed in reference to post-college employment prospects by his academic advisor. "I didn't hear shit about jobs, I can tell you that much. Even when I graduated near the end of my senior year it was like what am I going to do with this, you know. And I know, I know for a fact it wasn't something discussed when the talk about what do you want to major in, as far as what it would lead into, I had no idea. It was, why don't you try this major and that was it. It was, no you could do this or that with this degree."

Likewise his coaches did not provide much guidance either. "The coaches, I wouldn't, I can't fault them for not be as involved in my academics. I mean they're there to coach football. They probably don't know much of the ins and outs of the academic programs anyway."

Similarly, Eric recognized that his coach's involvement in his academics would be fleeting at best. "Other than if I had to go to study hall that was about the only thing (laughter) that they ever talked about, my academics…I may have spoken with Coach Smith about my academics, how things were going. Even if they were going bad, I told him they were okay. It wasn't like someone was hounding me about my academics."

While in the cluster Eric became cognizant that something was awry given that many of his teammates were in the same major. "Usually you hear communications or physical education, I didn't think criminal justice was the jock major, but as I started taking classes I noticed all the football players were all in the same classes as me and that's when I figured out that was the football major." Being in the cluster led to feelings of self-consciousness and shame for Eric, "sometimes I would sit in my room and think, damn man, I didn't want to be that dude, I didn't want to be that dude with the communication major and here I am a criminal justice major and I'm that dude in that major."

During the cluster experience Eric said that "whether it was intentional or not, I believe football was the focus, not to say that nobody, I wouldn't say this about the coaches that they didn't care we weren't studying. But it was obvious, we were football players, we're expected to, our football-related activities would come first before academics." Memories of academics during the football season were recalled as, "I knew during football season my grades were going to be crap and after football season they would be okay. And that's just something I understood." In particular, this belief in inevitable poor grades can be attributed to realizing the time and energy football would take. "Football was time consuming, I mean not only was it time consuming, you're running around and everything else, you got to sit up in these football meetings and pay attention. So it's not only the time, it's the energy, I caught myself falling

asleep in a couple classes, I was just tired. It's not like football you're just walking around in the morning, going on daily stroll with your dog, you're out there hitting, running fast, you're exerting a lot of energy and after that I was expected to go to class and study and all that stuff, the body can only handle so much."

Eric realized the benefits of being in a cluster, specifically receiving tests prior to tests being administered. "For the majority of the classes, yeah, I had the tests, they were all multiple choice tests and it wasn't hard to come by, the old tests just in different order. Most of the classes we had the answers." Having the tests lead to feelings of disenchantment and laziness with academics. "If I had the test, I had all the answers for the test in that class so I knew that I didn't need to study for that class." Conversely, Eric was able to draw a comparison between courses in his major to non-major courses. "I minored in political science and those classes were way different than the criminal justice classes where I didn't have all that inside knowledge so I had to really study for those classes, so if I could get the answers for the test in criminal justice I could focus more on the political science classes."

Also a noteworthy benefit of being in the cluster for Eric was the built-in network of teammates that took many of the same classes as him. "If you're in a certain major you're going to be in classes with teammates and if they're working together to study for a final or project you have that, you're with somebody that you're comfortable with and that makes it easier to work on a project of something like that."

Eric's entry into the cluster appears typical in that he was steered into his major by his academic advisor. As a result, Eric's experience in the cluster was highlighted with many commonly associated occurrences that a clustered student athlete experiences. In particular five core themes emerged: 1) He had no personal academic plan. 2) He received minimal if any

guidance from his academic advisor. 3) He felt there was an imbalance of time devoted to football. 4) He received special benefits such as tests. 5) He felt comfort in having teammates in the same classes.

Eric: Structural Description

Many feelings emerged as being associated with his experience in the cluster. In particular, his own lack of academic direction, not having a meaningful relationship with his academic advisor, a belief that maintaining academic eligibility for student athletes was his academic advisor's primary role, a perception that the divergent athletic/academic culture was correlated with revenue, and a belief that academics was implicitly made secondary to athletics.

For Eric, attempting to articulate his academic ambition was frustrating and something he never attempted before. He was conscious that he needed to declare a major immediately because he was a junior college transfer, and he found this task daunting. His personal feelings of ambiguity toward academics compounded by the need to declare a major pressured Eric into accepting the suggestion of his academic advisor to major in criminal justice. Reflecting on that moment Eric confessed that "I'm stuck in my counselor's office trying to figure out my major and just anything sounded good to get out of there and I said okay." Eric strongly believes that his undeveloped academic goals needed to be vetted and nurtured more by his academic advisor. He wanted his academic advisor to have a discussion(s) about different majors and what these different majors could potentially lead to in terms of jobs. However, what he received from his academic advisor was quite the opposite, "a prescription of what to take."

Being academically clustered is tied to his belief that maintaining academic eligibility for himself and his teammates was the priority of the academic advisors and not developing a sound academic plan and/or possible career goals. "I just thought it was, they're just trying to keep

everybody as being eligible as they could. You got academic advisors, I'm sure they're getting direction from coaches, athletic director – hey you gotta keep these guys eligible, put'em in easy classes." As a consequence of being clustered Eric recognized how clustering doesn't help the student athlete develop academically. "So you're not really helping the student athletes find themselves if you're just, you know, setting them up for a major that's easy that they can stay eligible with." Eric refers to this as "conscious clustering." Similarly, Eric also believes clustering is tied to the monetary aspects of college sports. "Coaches, you know they have to answer to the athletic directors, boosters, and everybody, you know, people who are funding the program and stuff. You know, the coaches have an interest cuz they're getting paid a lot of money to coach and they want to keep their job."

Moreover, being kept eligible and in easy classes is implicitly tied to the rigorous schedule that Eric and his teammates had to manage. When he returned home after a "12-13 hour day" consisting of practice, film study, weight lifting and classes he desired only to "get off my feet and enjoy myself so I can wake up the next morning at 6 am and do it all over again." Day and night there is no time for concentrated focus on education. Without the cluster Eric may not have been able to manage such a rigorous schedule.

Eric wraps up his experience as, "I was involved in this system and I sort of let it happen to me. Some of the responsibility falls on me obviously because nobody is forcing me to do these things. There were adults there that could have sort of pulled me over to the side and been like hey why don't you think of this, or there's life after football. Or during that initial academic meeting say, why don't you come back and think about what you want to major in instead of making me choose my major during a thirty minute meeting. So I mean there's things that could

have been differently on both sides, it's part of the game, you just hope that people become aware of it.

Biography: Chris

Chris is a 29-year-old African American male. He was born and raised in an urban community in northern New Jersey. He describes his community as blue collar and hardworking though it has become riddled with crime as of late. His mother completed high school but did not attend college. His father did not complete high school but completed a trade school. As a child Chris was very active in sports, music, computers, and math. In high school Chris was selected for the academic honors program, which he notes was very prestigious. However, he became infatuated with athletics in high school and academics became secondary. He was a member of a highly ranked football program and began getting recruited by several well-known college football programs. He notes how football became his identity and how he dreamed of playing professional football. He selected his college based on the location so his parents could attend his games. Upon graduating with a degree in criminal justice, Chris attempted to play professional football though his attempts were unsuccessful. As a result, he was unsure about a career and accepted various sales jobs. Currently he is single and works as a family assistant coordinator.

Chris: Textural Description

Entering college Chris' initial academic goal was to study physical education to become a gym teacher but unbeknownst to him that was not offered as a major. "I always thought I'd become a gym teacher. I felt that they made good money, their job is fairly easy and it gave them an opportunity to also coach other sports." However, physical education was not offered as a major. "That was on me not doing my homework to see if they had physical education." Consequently, Chris explored the criminal justice major as advised by his older brother who

graduated with that particular degree. "I didn't feel I was pressured into a particular major (by academic advisors). I actually had criminal justice set in my mind as an option before I went to school. I kind of had it in my back pocket. That to say if I can't figure out a major that truly, that I am truly passionate about I'm going to give criminal justice a try." Interestingly, Chris' final decision to choose criminal justice appeared based more on logistics than actually based in solid interest. "And I said (to my academic advisor) where am I at right now with credits. And criminal justice seemed like the one I was further along and based on the other classes that I had taken. Well that's the one that I'm interested and I don't want to be here longer than four years, so let's get this going right now."

At first Chris did not notice the high number of teammates in his major. "As I was taking classes you start seeing more and more teammates in it." Initially Chris found having teammates in a majority of his classes a benefit. "It was nice at times to have that network of people that have the same major and you can say hey I missed class today what was the assignment. And you know people had your back. You didn't have to really socialize with the general students all the time to get the information. You weren't forced to make friends with people for information. Whereas you can text your teammate and get the information right away." Chris also found that clustering aided his ability to focus more attention on playing football. "It did allow me to devote more time to football. Because like I said, it's basically a network of people where resources are being offered for the group whereas other courses and majors not as many resources are being offered to the athletic department. And because we are getting this resource it's helping us prepare for exams and big assignments. Its saves time and that time is reinvested into film study, putting in extra work in the weight room, or extra time into resting, which is very important too."

Though clustering is advantageous in some regards, it did present problems for Chris. He felt it took away from his ability to be vocal and studious in class because he would be deemed the "go to person" for all his teammates' academic needs. "It kind of gets to a point where if you become visibly focused and vocal in class others (teammates) will kind of want to feed off of you. But not in the sense where they become as focused and vocal in class but more so you got all the answers where are they? It kind of gets to a point where you play dumb. You say no I don't know the answers just because you don't want to be that guy where 20 people for example are looking for the answer from you." Further, Chris speaks to feeling drained and questions his own pursuit of education because of overbearing teammates. "You're playing dumb to the point where it becomes habitual and you know what, what's the point of me knowing all of this stuff if people are just gonna kind of drain it out of me without any benefit on my end."

Similarly, Chris begins to question what employment prospects would be like because so many of his teammates are in the same major. "Wow there's a lot of us studying this. And you realize, you do think two steps ahead, you're trained as a student athlete to think a couple steps ahead. You say, when I get out of school you're gonna tell me we're all going for the same job, is there that many jobs in this field."

Likewise, because a cluster groups an individual with teammates who are also friends it distracted Chris from his ability to focus. "Because it was so many familiar faces it was kind of distracting because, you know, we all have sense of humors and we're all clowning around, and joking around." This sentiment was also echoed when Chris spoke about study hall (official organized study session), which is mandated for most student athletes to take if they are a freshman and/or below a certain GPA. "When you get a bunch of teammates together to do something that they really don't want to do and in a place that they don't want to be, you been

there for the majority of your day and now you're being forced to sit there and do your work, you know, like you feel you're not capable of managing your own time and do it around your own schedule. You know people had to be silly to keep their sanity. So it was a joke in the sense of you're getting a whole bunch of people in one big room and you expect them to get their work done, that doesn't happen."

While in the cluster Chris became suspicious of his academic advisor and the athletic department itself. Specifically, Chris felt particularly guarded with sharing his academic life. "I didn't really trust my advisor until my last year really. I felt as though if I went to them things would get back to coach. I mean if something was going wrong you would end up in the sand pit. I mean it was a very….you try to avoid discipline, being disciplined when possible, so that's what I felt." Moreover, Chris was conscious of the punitive nature that speaking to his academic advisor would result in. "I felt as though if they were aware of academic challenges going on there would be more oversight and more work given to you versus help. And you know, I felt I'd be better trying to work this out on my own." As a consequence Chris took this as an opportunity to reach out to individuals outside of athletics. "I actually sought help outside the academic program, because there was academic services for students. And as a student athlete you are a student so you have access to that in addition to what you have. And I actually felt more comfortable seeking assistance with professors directly through advisors through the university rather than the team. I felt like that was something I wanted to address confidentially and privately. I didn't feel like I had that privacy going to the athletic student advisors."

Chris' entry into the cluster is atypical in that he was not steered into the cluster by an academic advisor or coach. Nonetheless, Chris' experiences in the cluster resemble those who were steered into it. For example, Chris' textural description highlights six core themes: 1) He

was able to focus more on football because the cluster provided academic relief. 2) He benefited from having a network of teammates in his class to assist with homework and note taking. 3) He suppressed his own academic ambition to not be relied upon academically by his teammates. 4) He felt distracted in class because of the high number of teammates in his class. 5) He did not trust the athletic academic advisors and felt they put the best interest of the football program ahead of his own. 6) He questioned his employment prospects post college.

Chris: Structural Description

Chris was conscious of divulging any academic challenges he was experiencing to his academic advisors. He was acutely conscious that if he went to his academic advisor with any academic challenges it may have led to added time commitments in the form of increased study hall hours, tutoring sessions, or punishment by coaches thereby giving up more control of his life. "I just felt like that more work would be given to me, more oversight, more stress given to you than alleviating all those things and improving." During these instances Chris felt threatened by the possibility of losing the little control that he believed he had. Chris refers to participating in college athletics as a "full-time job," with days lasting "10-15 hours." As a consequence, he valued the little time he did have and was wary of doing anything to compromise that time.

Chris felt that academic clustering placed him in an uncomfortable position where he became relied upon by his teammates to help them academically. For Chris, he speaks of feeling drained by his overbearing teammates and a sense of obligation to help them regardless of their effort. "I felt like people weren't giving their best and they're still asking you for help. And at some point when people aren't giving their best you just stop helping them." Chris became frustrated and filled with anguish over his teammates' inability to help themselves as well as questioning his own academic effort. "What's the point of me knowing all of this stuff if people

are just gonna kind of drain it out of me without any benefit on my end." Chris became conflicted with helping his teammates who he genuinely cared about; however, they took more from him than he was able to give. As a result, Chris sacrificed his own academic ambition as a way to suppress his inner conflict so that his teammates would no longer rely upon him.

Chris' disillusionment with academics and his mistrust of the athletic department stems from his belief that athletics departments have financial incentives to cluster student athletes, which is not necessarily in the best interest of the student athlete. "If every single person on the team had a different major and if they requested academic assistance, it would look really bad on the team if they couldn't provide that. So if a third of the team does criminal justice, it's like wow we saved a boat load of money by having all these kids being able to fit into two study groups versus having thirty different tutors for each or having to pay a different tutor for different subjects." The superseding implication of Chris' sentiment is a loss of faith in a system that is supposedly there to genuinely help the student athlete.

For Chris, he used the analogy of being in a barrel to describe his experience with academic clustering. "Clustering itself, basically, you're put into a barrel with a whole bunch of humans in the barrel, you gotta find a way to stand out, take leadership, if you're in the cluster and you're not doing anything to rise above your teammates and you kind of settle with everyone else. You may get lost in the shuffle and your worth gets watered down. In order to stand out you gotta do the best you possibly can academically, network, meet other people retain as much info as possible. Start early with developing your resume and making connections career wise and being a leader and regardless if you're in a group with other people, it doesn't mean you can't individually stand out and be more noticeable."

Biography: Harold

Harold is a 31-year-old African American male. He was born and raised in an urban Massachusetts community. He describes his community as low income. In particular, he said his neighborhood was rampant with crime, gangs, and drugs. He grew up in a single parent home with his mother; he did not know his father. At the time, his mother's highest level of education was a high school diploma but she will graduate this spring with her bachelor's degree. As a child, Harold describes himself as mischievous. At the age of 14 he joined a gang and sold drugs. By the age of 16 he was arrested for his criminal activity. Nonetheless, Harold described himself as a decent student. He was also a member of the football team. By his senior year in high school he became a highly touted football recruit. He was offered scholarships to numerous universities. He chose his school based on location to stay close to his mother. Harold graduated with a degree in criminal justice. At the conclusion of his senior year he was offered multiple try-outs with the New York Giants, Minnesota Vikings, Denver Broncos, and Houston Texans but declined because he was physically and mentally "burned out" from football. He then took various jobs including security officer and juvenile counselor. He also unsuccessfully attempted to become a police officer. He has now returned to school to pursue his teaching certification. He is married with one daughter.

Harold: Textural Description

Harold entered college with little to no expectation of achieving academically or playing professional football. "I really didn't have expectations because you gotta remember where I was coming from, I'm selling drugs, making money. I loved playing football, but I really, I was just, that wasn't the main focus. It was more just being on the streets, chasing the women, chasing the money…you know that type of money. I thought I was going to be a drug dealer."

In terms of academic achievement Harold said, "when I got to college, it's like alright, I'm here, I'm gonna lift weights, do the academics, do what I need to do. I didn't have any expectations I was just like I'm here, I'm present, I'm here, there wasn't any expectations, no real goals." This lack of ambition is somewhat precarious and left Harold susceptible to being clustered. However, Harold did have one goal in mind, to major in criminal justice, though for an eccentric reason. "My thought process behind that (choosing a major) was that because I was already arrested and been in jail, just like well, I'm not trying to be fucked over by the law, so I need to know and understand the law and that's it and that's how I chose criminal justice." In addition, Harold speaks to his desire to be a gym teacher, but was discouraged by a friend.

Prior to choosing his major he experienced being steered into particular courses by his academic advisor. "They just gave me classes and told me what I need to take. These are the days you're going to be in class that fits yours schedule and that was it. This is your study hall hours and that was it." Harold didn't have much confidence in his academic advisor citing her incompetence as a reason for his frustration with academics. "I hated that bitch. She was horrible, she was horrible. She was the reason why I didn't get the classes or take the classes I was supposed to take my freshman year. She gave me classes. I don't know if that was her first year or what….I mean I don't know, I'm a freshman. I don't know jack. As a freshman you don't know jack. And just kind of set me off on a bad path.

Eventually that bad path led to extreme academic hardship for Harold. "I wasn't taking academics seriously. I failed out my very first year. I was partying every weekend. I knew I was redshirting (not participating in games, but allowed to practice) and I really didn't care." The catalyst of failing out was led by what Harold perceived as indifference about his grades from his coaches. "Let me just say this, coaches were only sincere because they want you to play. If you

weren't a guy who was playing…If a guy was third on the depth chart, I don't think they took you as seriously. My redshirt freshman year, there was no coach that was like come on you need to get your grades right. I failed out and there was no coach saying that to me, it was all academic advisor saying you got get your grades right to stay in school and to keep your scholarship. Coaches really didn't say anything to me until I was a backup and they knew if the starter went down I was playing, you see what I'm saying. That's when they kind of…you got to pick up your grades, you got to do this you gotta do that."

Interestingly, when Harold re-enrolled in school he declared criminal justice as his major not knowing it was a clustered major. "It didn't occur to me at the time. It didn't occur to me until after I graduated. It was just like wow, all these guys were in criminal justice and about ten of them stayed in that field and did something with it out of like twenty or thirty." Regardless of being in a cluster or not, Harold felt sure of one thing. "I was an athlete first. I felt that my athletic ability helped me get to where I was. I felt that if I kept my academic at a novice level, an intermediate level, I was okay. The focus on academics wasn't that strong. I wasn't really trying to grab A's and B's like that just trying to pass."

While in the cluster Harold had positive relationships with professors in his major. "I remember a professor named Karen Pine, she was particular toward the athletes. Then there was the guy who works for the football team, he was actually part of the criminal justice teaching staff. He wouldn't do any favors for us. But like if you were late for assignments, he would be like make sure you turn it in soon as possible. He wouldn't say you don't have to do the work or grade it differently, but he would give you more time a little bit more lenient in that aspect."

Nonetheless, Harold had access to tests prior to them being administered. "Well let me say this, one guy on the team had ways of getting tests before we actually took the test. So I

mean all you had to do was study the test and you'd get 100%. Yeah, I mean, guys would make money off the stuff, $20, $10." But Harold says, "I usually studied for the test unless I was just tired. It wasn't because of special benefits. If I didn't study it was because I was just being a dick head, I just didn't feel like studying."

Harold entered the cluster for a personal reason: to understand how to combat the law if he found himself in an unfavorable position with the law. Nonetheless, Harold experienced being steered into classes by his academic advisor when he first arrived as a freshman. Because he inadvertently found himself in a cluster, he spoke of five core themes that captured his experience. These five include: 1) He felt he was steered into classes by his advisor. 2) He felt that coaches did not care about his academic achievement unless it impacted his eligibility. 3) He considered himself an athlete first. 4) He had athletic-friendly professors 5) He had access to tests, which led to no real learning.

Harold: Structural Description

Harold's experience in the cluster was dictated by a strong belief that he was an athlete first, student second. In particular, this originated and was reinforced by the expectations of him as a football player to prepare himself athletically. In addition, Harold's own academic motivation was modest at best because eligibility was the primary focus.

Harold's belief that he was an "athlete first, student second" was the essence of his four years in college. This feeling was exacerbated and compounded by what he was expected to do as an athlete. "I mean you would just be studying tape alone, practice tape, game tape….I mean I did that more than I did for classes. I mean not even including practice, it was just game tape and practice tape alone was more than studying for school work."

Further, Harold was not concerned with being a high academic achiever. Rather, he was only concerned with maintaining eligibility allowing him to continue playing. "The focus was staying eligible. It was practice, it was getting better, getting stronger, getting faster. It was really the focus of education was staying eligible. It's not much more than that. I mean, you took it for what it's worth to stay eligible. Some people might look at it differently, I didn't. I just looked at it as I need to graduate cuz I promised my mother I was going to graduate and that I needed to get some type of education and that was it." Further, he notes the sentiments of his teammates as well. "A lot of the guys I hung out with thought the same way I did. We're here to play football and we're going to school to be eligible to play football. I mean guys would pass the class with C's. They're like trying to stay eligible. You're not really learning anything passing with C's, you're just there, you're present."

Lastly, Harold believes clustering is done knowingly. "I think, and it's just an opinion. I think a lot of academic advisor knew. They looked at the kids' grades and their GPA from high school then decided that this kid is a C, C- student or B, C- student and we're going to figure out a major for him that won't be too difficult for him to achieve. Because it looks bad on us if a kid fails out, we're not doing our job if a kid fails out. And this is me looking back it right now."

Biography: Michael

Michael is a 31-year-old African American male. He was born and raised in a suburban community in southern New Jersey. He describes his community as working class. His mother completed college as an adult and his father did not attend college. As a child, he says he was very curious academically and excelled in grade school. At the same time he participated in organized sports: football, basketball, baseball, and swimming. However, once he entered junior high school he became academically lazy and "academically overwhelmed." At this point in his

life he focused more on sports to his detriment. Progressing into high school Michael continued to excel in football while his academics continued to slip. Michael eventually transferred to a different high school in his senior year where they were committed to his academic growth. Michael was then able to make the necessary grades to become eligible for a football scholarship. Michael was a mid-level recruit and was pursued by some big-time football schools. He eventually made his college decision based on the close proximity of his family and girlfriend so they could attend his games regularly. Michael graduated with a degree in criminal justice. Upon graduation, Michael secured a job with the public defender's office as an investigator and then became a sworn federal police officer. He is married and has two young children.

Michael: Textural Description

Entering college Michael's ambition was to study business administration and become a CEO. "When I first got to campus I knew that's what I wanted (business administration). I thought that I was already in the process once you start taking classes. I thought I was in the process that I could declare it (business administration) once it came up." However, Michael was unaware that he needed prerequisite courses in order to declare business as his major. This lack of understanding prohibited Michael from pursing his ambition. Left without a definitive major to pursue, his academic advisor suggested that he major in criminal justice. "My advisor said criminal justice was the easier degree, the easier degree to get and some of classes that I already had can count toward that major so I can graduate on time. She said everybody is taking it and this is a good way to go about your courses, your major. Take this major and graduate with that. That was what had happened so I think I was forced more to take that major." Distressed by not being able to pursue his major of choice Michael says he felt "stuck in criminal justice. "To be honest with you, I didn't want to do criminal justice. I didn't want to do that major, I had no

intention of becoming a law enforcement officer. I really didn't have any intention on any of that stuff." Unfortunately, the only consolation he could find in the situation was in the belief that "at least I'm going to get my degree in something."

For Michael, he recognized early that criminal justice was a major widely chosen by student athletes. "It seemed like criminal justice was the major of the sports program. Football or basketball it didn't matter, everybody was in criminal justice." Because Michael was trusting of the athletic program he felt that clustering was normal. "I thought it was one of those football-friendly classes that everybody used to love to take when it came to college. It was one of those push through class. You pass the class and the teachers are football friendly and push you through and everything like that. It kind of had you eligible to play."

While in the cluster Michael became disenchanted with academics because of special benefits that he was able to receive. Specifically, Michael recalls being given tests for exams at study sessions prior to the test being administered. "A couple times they (football program) would have some type of study sessions where pretty much the actual test was provided. A test from a previous year and it's just worded up differently and changed up in different numbers and it was pretty much the same thing." Having this benefit, Michael's academic experience did not present much of a challenge. "You went in to the test and knew everything was right and then you leave and you know you already got an A. Or you get a couple wrong so you won't get a perfect score, but you know, it was really up there, you know you'd get an A or B."

If a test was not provided at a study session he would anticipate a teammate having it to share with him at some point before the test. "There were plenty of times I wouldn't study for the test. Sometimes I really didn't care about the test cuz I already knew that 10 minutes before class we would have the answers anyway. We weren't worried about the test the night before but it

was like we'd get it tomorrow. It was like a big group session right before the test and everybody would sit next to each other and pretty much, you know, look off each other's test or whoever was the main person who knew all the answers and we pretty much went down the line and everybody looked off each other's paper. That was pretty much it; there was really no worries about it."

And even when the attempt to study came up, specifically study hall, Michael felt that it was a waste of time. "We had that study hall. It was crazy you couldn't really do your work cuz it became a chat session. You can't put a whole bunch of guys' together, good friends, football players in a room and think they're going to study, no way…just didn't work that way."

Michael's entry into the cluster stemmed from not understanding the academic major declaration process. Therefore, unable to declare his desired major, his advisor steered him into a clustered major. Michael's experience in the cluster was highlighted with three specific core textural themes: 1) He had a lingering disappointment that he could not choose his major. 2) He lacked academic guidance from his academic advisor. 3) He had special benefits that led to academic disenchantment.

Michael: Structural Description

Michael never felt like he was a student athlete in the ideal sense of the term. "I didn't consider myself a student athlete. School was there but, you know, obviously I paid attention to it and I wanted to do well but I didn't look at it as a student athlete type thing but more of an athlete that just goes to school. Of course like I said I wanted to do good in school but I was more of an athlete." Driving this sentiment is that Michael did not have meaningful academic conversations with his academic advisor or coach. Also attached to the sentiment of not being an

idealistic student athlete was Michael's daily schedule that was overwhelming athletic focused which left him with little time to study and physically exhausted.

Michael lacked guidance academically from coaches as well as his academic advisor. He never recalled his coach emphasizing academics. "My coach's view on academics, of course he preached about it, but to be honest with you I don't remember him speaking about it that much. It wasn't like a big, a big thing that he would talk about. I remember at the time coming in as a freshman, you know, coming into college there was a lot of players that were failing out of school at the time." This implicit message compounded with the lack of academic communication by his academic advisors created a perception that academics were not important. For instance, Michael doesn't recall an academic advisor ever talking with him at any point about choosing a major or overseeing that he takes the appropriate courses in order to declare the major of his choice. "No, I don't remember them sitting down and taking the time out walking me through it as far as choosing the right major for you." The superseding implication of their inaction is Michael's personal disillusionment with academics and the waning value of it.

Michael's waking hours were spent abiding a regimented structure required to participate as a student athlete. "The typical day in football season was so tiring. We had the job of playing football. It was a lot going on, so sleep deprivation and stuff like that I do believe we really were deprived a lot of sleep and rest as we should have gotten. I always felt tired, I always felt, you know, my body was hurting and never felt like I could recover in a certain amount of time. We was always doing something we always had to be somewhere."

Thus it is not surprising that Michael felt he did not have to give full effort academically. Clustering helped save him time in terms of actually studying and perhaps was needed in order for him to survive the rigors of being a college athlete. Michael believes that the phenomenon of

clustering provided him a safe haven as opposed to if he was not in a cluster. "Without the cluster I would have had to apply and put forth more effort in school. As far as if I didn't have the cluster and if I was doing business administration I really think that I would have put more effort towards that major and that degree and definitely had to work harder and study a lot more."

Also not surprising is how he internalized his coaches' nonchalant views of academics, his advisor's lack of guidance, and his daily schedule that implicitly or perhaps explicitly signaled to him academics wasn't important. "School and classes became secondary. It was one of those things that once you figured it out, how to get by, it was like alright then I don't feel like going to class I'm not going to go. And you just hang out at home and stuff like that until practice starts. I did feel that school did become secondary."

Interestingly, Michael believes that academic advisors, coaches, and administration knew what was going on in terms of clustering. "And probably a lot of times, I'm thinking, it's probably the staff, support staff and stuff like that. They're trying to keep you so busy so you can focus more on football. And maybe your school work afterwards and that's it. There is no life outside of that world. It's just that and that's it. I'm thinking the people that kind of get you clustered it's the support staff, I would think."

Biography: Reggie

Reggie is a 30-year-old African American male. He was born in an urban northern New Jersey city and resided there until sixth grade. He describes his childhood community as the inner city where he attended a private elementary school. In the sixth grade he moved to a central New Jersey suburban community, which he describes as "a better area and more white." Neither his mother nor his father attended college. As a child he says he was very competitive in school

to the extent that he and his friends would compete for grades. He did not want his friends to get higher grades than him. As Reggie progressed into middle school his competiveness for academics declined because of girls, sports, and the desire to be socially accepted. Although he notes that he still maintained good grades because his dad ruled with an "iron fist" regarding academic achievement. Sports in high school became a big part of his life, in particular, basketball. He was being recruited to play basketball in college. Due to his large physical stature his peers encouraged him to play football. Thus, in his junior year he went out for the football team. By Reggie's senior year he became one of the area's best players. Reggie became a mid-level recruit and was recruited by a few major football programs. He eventually chose his college based on three factors: 1) the proximity to his home; 2) his best friend was offered a football scholarship to the same college; and 3) hearing about the good academic reputation of the college from his high school teachers. Reggie graduated with a degree in criminal justice. After college Reggie played two seasons in the Arena Football league. He was cut after his second season and decided that it was time to move on with his life. He is currently engaged and working as a merchandiser for a major beverage company.

Reggie: Textural Description

The experience of academic clustering for Reggie is one of indifference about his academic goals. Unsure of his interests and potential career aspirations he implicitly allowed his academic advisor to choose his classes for him without protest. "I didn't pick my schedule when I came to school. I don't remember how it worked out but when I came in school my schedule was handed to me and that was it. I didn't pick my classes. Those classes I'm assuming were picked by the football program's personnel." Though Reggie was unsure about his academics he believed that being given his classes by his advisor was "standard." "I didn't feel any type of

way because I didn't have anything to go by. It was standard issue when you first go through something and don't have anything to put it up against. I just thought this is how things worked."

As Reggie progressed into his sophomore year his major was decided not based on his interest per se, but by logistics. "I went into the academic office and my advisor sat me down and said well it's time to pick a major and I said to her well what do I have the most classes in? She looked at what I already took and said you have a few criminal justices classes that can go toward the major. Boom, sign me up I'm done, I'm out of here. And the reason why I had the criminal justice classes is because those are the classes I was put in when I came to school." Further, Reggie expressed a genuine lack of guidance by his academic advisor. "It wasn't a conversation, you sure, it wasn't any of that."

Eventually, Reggie recognized explicit benefits of being in a cluster, specifically receiving a test prior to it being administered. For Reggie this presented somewhat of a dilemma. "It was the first time I ever cheated on a test in my life. How they (teammates) got the test, I don't know, but it sure was the real deal and I used it (laughter). I'm not an idiot." Moreover, Reggie admits this was the only time he cheated on a test.

Conversely, Reggie felt trapped once in the major. "Some people switch majors, but in my mind was, listen, I played my freshman year so they're probably only going to pay my scholarship for four year is what I'm thinking. I started with criminal justice, I can't switch now. I strongly remember that thinking listen; I can't switch now so I'm going to stick with it. You see, they say you can switch if you want now, no, no…So if they're already paying for four years, I'm not switching. I'm not paying for anything so I got to get this done."

Reggie's entry into the cluster appears to be rooted in his advisor's initial selection of his classes as a freshman. Accordingly, when it came time to pick a major Reggie deferred to the

major in which he had earned the most credits. Reggie's experience in the cluster was highlighted with many commonly associated occurrences that a clustered student athlete experiences. In particular four core themes emerged: 1) Initially his classes were selected by academic advisors without his consent. 2) He lacked guidance from his academic advisor. 3) He was faced with a moral decision to accept special benefits or not. 4) He felt trapped in his major.

Reggie: Structural Description

Interestingly, Reggie did not consciously realize he was in a cluster or contemplate why many of his teammates were in many of the same classes. "In college you're living life you don't really, like now, start putting things together like why are we all clustered in this class. You don't think about things like that. You just go onto class especially in the end of class you're just goofing off. You never ask questions when you're playing sports, working out and all that stuff. You're not really thinking, like damn, why are we all in the same class, it was never a thought." For Reggie, his main concern was not about academics. "It was about football, parties, and girls and what we're going to do later on."

Reggie's lens through which he experienced college stems from his upbringing that never stressed going to college. He notes that he cannot recall his mother or father discussing college until he began being recruited to play college football. "I came in (to college) with zero expectations actually. I think maybe because my parents never went to school, to college, so I guess they didn't know what to expect. In turn because we never talked about it I didn't know what to think. It was just going there and going to experience it, whatever it is, it is."

In general, Reggie is aware of his own personal responsibility regarding his academics and life. In particular, he speaks about himself in relation to his academic advisor. "I can't expect an academic advisor to be worried about my life if I'm not worried about my life, you know

what I mean. I can't expect him to think I gotta get on Reggie to make sure he does something with his life. They're not my parents I can't expect him to do that. If I'm not coming to them, listen, I want to do this or that, what can you do for me. If I'm not reaching out to them, why would they have to reach out to me? That's why I don't have any ill feelings for what they do."

However, Reggie has a negative perception of the athletic department. Reggie describes the student athlete academic support services as "horrible." Specifically he didn't have a problem with his advisor but recognized the precarious position an advisor's job calls for. "Most of the people (academic advisors) were just trying to get by, they don't care if you're doing bad, unless, if you're on the verge of failing or something like that. Or if the coach says listen man, this guy is doing terrible, he needs study hall or whatever the case may be then they'll do something. But they are very much reactive than proactive. There was never a time where I felt as though for anyone would go out of their way like, you know, checking grades, he's doing bad, let me go grab him and talk to him…there was never any of that."

His negative perception is further compounded by the belief that clustering is done purposely. "The program, they do push you into, you know, easier subjects and things of that nature, to make it, I'm assuming, to make it easier on the student athlete. I'm thinking that's what they're thinking. And since, you know, as I said, when you're seventeen, eighteen coming into college, you're not thinking about academics too much, you just go along with whatever, whatever they're pushing for you." Reggie also acknowledged the personal responsibility of each student athlete. "I don't want to be unfair to the football administration. I think it's up to you. I can't say they didn't do anything. I think it all falls back to being an adult and making your own choices."

Biography: Gary

Gary is a 33-year-old Caucasian male. He was born in suburban New Jersey. He describes his childhood community as working class. He performed the best academically and was most engaged in elementary school. As he progressed into junior high he became less engaged, and in high school he describes his academic engagement as poor. His parents made the decision that he would attend Catholic high school because he started "running with the wrong crowd." Likewise, at this particular time sports and girls became his focus. At the conclusion of his senior year in high school he made the decision to repeat his senior year at a post-graduate preparatory academy. This decision was made so that he could mature mentally and physically. As a result, he was recruited to play Division I football and post-graduate school allowed him to genuinely focus academically. Primarily ivy-league schools and mid-major schools recruited him to play football as well as two schools in major conferences. He made the decision to attend his college based on the proximity to his family. Gary graduated college with a degree in criminal justice. After graduation he secured a position as a pharmaceutical sales representative where the company also paid for graduate school. Gary earned a master's in business administration. He is currently a brand manager for a large pharmaceutical company and is married with a newborn child.

Gary: Textural Description

Entering college Gary felt confident about his academics due to the one year he spent in post-graduate high school. He said post-graduate high school was where he was able to "engage and lock in academically." Thus, in his first year of college he was disappointed with the classes he was placed in. "Our counselors put us in the very basic foundation courses. I don't want to say rocks for jocks but they pretty much were." He did not hold his academic counselor in the

highest esteem. “You know, I would see her (academic advisor) occasionally for my classes and it was a matter of just kind of managing our class load and that was it.”

When it was time for Gary to pick his major he said it was his decision. “For the most part it was my decision. I chose it going into my sophomore year. And a lot of it was just because a lot of the foundational courses we had been taking counted against that major itself. It almost made it a no brainer, right? You got X amount of classes you already completed and they counted toward that major and decided to go forward with it.” Gary was also influenced by his teammates, the classes they took, and their opinions of courses and of professors. “Coming back to buddies on the team I would take things knowing that they’re going to be in it and knowing that they’re supposed to be decent or half decent classes.”

Gary recognized the underlying reason why he chose criminal justice as well as why his teammates did too. “I think a lot of people jumped in because they offer easy classes. We knew the professors well. We weren't guaranteed a decent grade but it was one of those things if you go and show up you’re going to pass a majority of the courses and they were set up that way.

Similarly, Gary recognized what the impact clustering had on him personally. “It really facilitated me taking a lazy path forward, man. I think you were so fully invested in the athletic part of it. Where academically it was, you know, you kind of got a little bit of a break and that’s why we went that direction.” In particular, Gary speaks of special benefits that facilitated his laziness. “Guys would have note takers for them and share them with you and tests and other crap like that.” Even more, having access to tests further facilitated his laziness. “A majority of the cluster classes that you’re speaking to would have a test circulating. Would they be the exact test, no, but they would very similar as far as steer you in the right direction. They would be a former copy of test that would be administered for classes, but never the exact one and it kind of

just surfaced. There was a couple people who would know somebody if we're going into class, it was more of study guide than a true test with answers on it."

Gary's entry into the cluster appears to be rooted in his advisor's initial selection of his classes as a freshman. Accordingly, when it came time to pick a major Gary deferred to the major in which he had earned the most credits, criminal justice. Gary's experience in the cluster was highlighted by five core themes: 1) He was disappointed with the selection of classes by his academic advisor. 2) He lacked academic guidance from his advisor. 3) He picked classes based on teammates' referrals. 4) He acknowledged that there were football-friendly professors. 5) He felt clustering facilitated laziness.

Gary: Structural Description

Gary felt that he "fell through the cracks" academically. He believes that academic services were primarily designed to help those student athletes who were in danger of being ineligible. "I think I was one of those that never had an issue being eligible so I really never got much out of it. I never had anybody pushing me. I never had anyone saying here's what you may want to consider." Conversely, because he was not a high academic achiever either no guidance or encouragement was provided. "I think I was one that fell kind of in the middle, you know, of whatever curve you're looking at and since I wasn't a super high achiever or dragging, it was like you just got forgot about. So I never felt like…I never got any special attention or extra effort by anybody that, you know, to help me figure out what I wanted to do when I grew up."

Gary has his suspicion for why academic clustering occurs, to help keep student athletes academically eligible. "They want to see success and in their minds it tends to be graduation rate and how do they get people through to graduate and to keep them eligible. So I think you fall under these clusters easier."

The cluster provided him an excuse to be lazy and an excuse to not give full academic effort and an excuse to just get by. He felt that if it had not been for the cluster his academic experience would have been more meaningful. “It’s sad looking back on it, it facilitates laziness. When you think about it you're with a bunch of people and you kind of know what to expect and it sets the bar low. And for me I think that was one of my biggest regrets of college, for sure.” Gary contrasts his college experience to that of his master’s program experience. “Post-graduate school is obviously very different, you know, I learned a ton and was very engaged. I went to business school following undergrad and I learned more than I learned in my life. I excelled in school and because it was relevant to what I did every day, you know, to my job and to my career.”

Gary weighs the positive and negatives of clustering. “If the desired result is to keep players eligible and keep them playing and to keep the program going, clustering is definitely a big positive. It’s a positive in terms of camaraderie when you’re trying to build a team. But I think some of the negatives are and I use myself as an example, you know, what would I have done if I would have not been part of a cluster and gone a separate way and pushed myself and gone to business school right after undergrad? So to me that’s the big question. And I think the potential downside to clustering.”

Biography: Brandon

Brandon is a 33-year-old Caucasian male. He was born and raised in a suburb in Northern California. He describes his childhood as a middle-class community. Both his parents attended college but did not graduate. Growing up Brandon never envisioned himself going to college; he always thought he’d become a fireman. Nonetheless, his father was a disciplinarian and demanded he earn good grades. At the same time sports was a major factor in his life as well as

religion. Athletically he felt he was above average throughout middle school and high school but not good enough to play Division I college football. After Brandon graduated high school he enrolled and completed one year of junior college while also participating on the football team. At the conclusion of his first year in junior college he was asked to partake in a two-year religious mission in South America. Upon returning home to California he grew three inches in height and after training in the weight room for six months he put on nearly 40 pounds of muscle. It was at this time that another local junior college football team took notice of his stature and asked him to play. He decided to play and had a tremendous year athletically garnering national attention by numerous schools. He initially committed to attend a well-known West Coast public institution but due to a new NCAA rule regarding academic standards he was unable to attend. Brandon was still able to attend other universities in which he chose a well-known public East Coast institution. Brandon graduated with a degree in criminal justice. He is now married with three kids and is a licensed nursing home administrator.

Brandon: Textural Description

Entering college Brandon had a career goal and major in mind. "When I got out to school, believe it or not, I wanted to do the FBI. I had it set in my head that I wanted to be in the FBI. So when the majors came up for me I actually picked criminal justice. So they didn't say here's the majors we can offer you. I actually said I want to major in criminal justice." For Brandon his learning wasn't as important as receiving good grades. "I wasn't too focused on learning as I was getting good grades and passing the class. In order to get into the FBI I thought the criminal justice major would look best. You know what I mean, and I'm thinking okay in order to get a good job, you know, if I want to work in criminal justice I should study criminal justice." Interestingly though it did not take Brandon long to realize he had chosen the "jock

major." "I kind of realized that, shoot, they throw everybody in criminal justice (laughter) all my classes had football players in it (laughter)."

Brandon gave his academic advisor credit for her willingness to help him search for classes and fit classes into his schedule. However, as he recalls, "I can remember at times she would ask what do you want to learn about and I was like look, I don't really care what I learned about. Just give me the units and the classes with the easiest teachers you know." This particular thought process stems from family and friends who said to him it didn't matter what your major is per se but more so that you graduated. "People always told me it's all about getting your name on that piece of paper that says you graduated. Rarely do people look up and say what's your GPA. I mean now when I talk to people and tell them I graduated, it's not what classes did you take, you know, sometimes it's what's your major."

But at the same time being in a jock major gave Brandon a sense of insecurity as to how he believed professors viewed football players. "The academic departments hated the athletic department. It's like some teachers you didn't tell you played football. When we went to class the dumb guys on the football team hung out together. I was the kid in the corner by myself. I didn't want to be seen sitting with those guys. I didn't want to be lumped in as a football player, you know what I mean, cuz they looked down on football players."

Conversely, Brandon recognized the personal benefits of being in a cluster. "There was definitely benefits cuz at the same time you always had someone in there you could talk to. You always knew someone in every class and it made things a lot easier whether it be getting rides to football (practice) afterwards or having someone you already knew in the class. I mean for me that was the benefits." Furthermore, Brandon faced a moral dilemma with receiving tests prior to them being administered. "Even if I felt guilty, it's like how come I'm busting my ass studying

for this when everyone is getting the answers for nothing. So you know, that was hard for me psychologically trying to….I didn't want to feel like I was cheating, but at the same time I couldn't afford to let these jackasses get better grades than me. But what are you supposed to do when they give you the test with all the answers." Brandon recalls one specific incident where he gave in to cheating. "I remember especially one test was going around and I remember studying for an hour and half and going this is bullshit dude, I'm not going to study for this. The answers are sitting right there in my bag."

Brandon's disillusionment with academics was also reinforced by his coaches. Because Brandon was a junior college transfer the expectation of him from his coaches was to play immediately, unlike freshmen. Further, due to another player being injured he was asked to fill in at that position, which he had never played previously.Essentially, he was asked by his coaches to compromise school for the sake of football. "I had to learn the whole playbook in less than four weeks from when I got there from when our first game was! And literally I can remember at times, coaches said okay don't worry about class we'll take care of your classes. Yeah don't worry about school this week we gotta get this playbook in." In particular, Brandon was told not to go to class for a whole week because of a high profile game coming up. I can remember Coach Rodriguez saying, "This is Miami week. You don't go to school this week. This is Miami week. We study for Miami, this is what we do, we're going to beat 'em."

Brandon's entry into the cluster was his choice though he was unaware that he chose the institution's athletic-friendly major. Conversely, many of the feelings and experiences he describes are similar to those who were steered into a clustered major by an advisor. Brandon's experience in the cluster was highlighted by five themes: 1) He encountered the realization and disappointment that he was in the jock major. 2) He was insecure and self-conscious of being in

the jock major. 3) He acknowledged receiving special benefits because he was an athlete. 4) He was faced with the moral dilemma to cheat on tests or not. 5) He felt the coaches sent him mixed messages regarding athletic and academic priorities.

Brandon: Structural Description

Brandon's feelings and thoughts connected with academic clustering are based on his belief that he was an "athlete student." Brandon believes that the popular thought that football practice is merely two or three hours a day is unequivocally false. He takes into account pre-practice physical treatment, team meetings, individual position meetings, practice, and post-practice meetings that account for at least an eight-hour day. Brandon believes that the daily schedule of a student athlete was indicative of what was the priority. "We were limited in when we could take class. We could only take class between 8 am and 12 noon because the rest of the day is all football stuff."

Brandon believes that the clustering didn't happen by chance, but was consciously done. "I think that coaches know. I think the athletic directors and the counselors all know. I mean a lot of these kids that come in and the coaches and stuff look at them as athletes. They don't ever look at him and say he's going to raise our graduation. I don't think anyone does that. I think they look at it as he's a good football player and how can we get him to stay eligible. I think everybody knows that, it's a given."

As a result, Brandon is aware of the implicit role his academic advisor had. "Her job was to keep everybody eligible. That's her job. She was paid to keep you eligible. And I guarantee that if we had a bunch of dudes becoming ineligible she would lose her job. I mean that's just how it was."

For Brandon, his "athlete student" belief was confirmed by the mixed messages he received from his coaches in his first year on the team. The foremost example occurred at the conclusion of Brandon's first season. During the season Brandon was explicitly told by coaches to skip class and come to the football office to study game and practice film. However, and as ironic as it sounds, he was scolded about his poor grades at the end of the semester. "Once football ended they flipped the script on me, cuz football would end November, first part of December…and then all of a sudden it was like, dude what are you doing (academically)? I felt like going, are you serious (laugh)?

Further compounding Brandon's belief that he was an athlete first was after he sustained a season-ending leg injury. "At West Virginia I broke my leg at the game. That was really hard for me cuz you go from being this really important person where everyone talks to you. You'd pass a coach in the hallway and they're like, hey listen when we do this, or hey you did good in this, hey we need to look for this this week, to the day I broke my leg dude. The next day I felt like I was a nobody bro, a nobody to those coaches! It was like, they would walk right past you dude. So I remember calling home to my dad and that psychologically, that messed me up a little bit too. It's like you know how it is, Vaughn, you're only as good as good as your last game. Basically you're only good to them for what you're worth. And that's what kind of woke me up and in my mind too and I'm going, you know. I'd love to say that this guy cares about me and I'm sure they did feel bad that I broke my leg and at the same time they're like there's nothing we can do about it. We got to move on. You know, it's kind of a wake up call."

Composite Textural Description

For all participants their family was of particular importance in terms of providing life lessons, discipline, academic expectations, as well as being involved in the college decision-

making process. For four of the seven participants being first-generation college students, a fear of failure was present. They felt that they lacked a certain awareness about the college process, what to expect, and how to navigate college. The most notable fear was the fear of failing out of college. In fact one participant failed out but was reinstated.

For nearly all of the participants education in their early life (pre-high school) was a time when they excelled academically. Interestingly, sports for many of the participants were viewed as a hobby and purely recreational. The general consensus was that they were academically curious, excited about learning, and felt confident academically. Then, at various points between junior high and high school most of the participants experienced a paradigm shift from academics being the focus to that of socialization being the focus–girls, parties, and athletics. This process of socializing usually occurred as a result of trying to "fit in" and a self-realization that they were athletically gifted. Many of the participants felt a particular pride and self-confidence because of their athletic prowess. For instance, Chris noted how football became his "identity." Eric said that "I played varsity basketball my sophomore year (high school) and seeing my name in the papers and stuff, you know, and started feeling myself and all that (laughter). You start getting, I started getting cocky and letting school fall off a little bit. I mean I wasn't ever in jeopardy of being ineligible but I knew I wasn't trying as hard in school as I probably could have. Yeah, sophomore year things started going bad."

This particular trend of athletics taking precedence continued as they progressed into college. This new paradigm was reinforced for all participants by college coaches who were recruiting them. Every participant said that college coaches seldom spoke of academics during the recruitment process as opposed to athletics. Brandon recalls that "nobody talked about academics (laughter). Nobody ever says, hey, we have a great academic program. No, nobody

said that (laughter)." Reggie recalls that "I never really had them talk to me personally, you could get a good education here. Or, you know, we have the highest graduation rate, none of that stuff. It was more listen, we need you here, we want you here, we like what you can do athletically and the coaches love you. But never to me personally were any coaches saying to me that you gotta graduate. None of them, not one. I don't remember any of them saying that."

Further compounding this sentiment were the official recruiting visits that every participant took. An official recruiting visit is allowed by the NCAA as a chance for the prospective student athlete to visit the campus, meet the coaches, and get a sense if the institution would be a good fit for them. However, many of the participants portrayed their official visits to various colleges as having a "party atmosphere" trying to lure them to said college. One particular participant, Michael, says that sex was implicitly offered to him as a means to obtain his commitment to a particular institution. "It wasn't really like, put it this way, saying girls would, you know, gonna fuck…It was go holler at her and you know and I'm sure you'll get what you want type of thing. It wasn't offered as sex on the table right then and there. It was more like go talk to her and see what you can do or whatever. I'm sure you could. It was pretty much out there, they ain't want to come out and say it was sex." Though Michael's experience may be unique, it nonetheless captures the essence of the experience of being a student athlete.

For most participants their adjustment to college was academically challenging. Feelings such as being overwhelmed, unprepared, nervous, afraid of failing, and a rigorous daily schedule resonated with them the most. In fact, all noted that their ability to concentrate on academics was implicitly prohibited due to their football commitments.

Most participants noted how participating athletically was similar to a "full-time job" in terms of hours per week and daily commitments. These hours consisted not only of scheduled

practices and game times but also weight lifting sessions, pre-practice meetings, post-practice meetings, mandatory film study sessions, non-mandatory (but mandatory) film study sessions, treatment (physical therapy), mandatory team breakfast, mandatory team dinners, speed and agility workouts, and travel to and from games. All participants said they easily spent well over forty hours on football-related activities. Not surprisingly, all participants revealed that their academics inevitably suffered.

All but one participant had negative comments regarding the quality of academic guidance received. These negative comments stem from the lack of guidance by their academic advisors. Issues such as not being made aware of different academic majors and possible career paths, as well as the lack of simple conversations to explore their personal academic interests were the primary themes expressed. In fact, two of the participants stated that they were handed their class schedules as freshmen without any input or opportunity to dispute the class selection. Three of the seven were steered into a particular academic major by their advisor. One participant noted that he chose his classes and major based on what his teammates recommended. And only two participants chose their majors without being prompted or steered by their academic advisors.

Conversely many stated that they felt stuck in the major and could not switch majors because they would not graduate within four years. Many also stated that because they were on scholarship they were fearful of the reality that if they switched majors it would take more time than they had; in essence their scholarship would not cover the expense and they would be left without a degree.

For all participants they acknowledged the implicit and explicit benefit that a cluster provided. Foremost among the benefits was a sense of comfort of being in the same classes with

familiar faces. In the event that a participant missed a class they could get notes, assignments, and/or important missed information. On the other hand some of the participants noted that because they were in a cluster they were not forced to make friends outside of the football team. This type of dynamic created a sense of isolation from "regular students." Also noteworthy, one participant noted how he became relied upon academically by his teammates to a point where he disengaged with academics to relieve himself of the burden of being everyone's go to person for help and information.

All of the participants found that professors in their major were more partial to them as a result of being members of the athletic program. Of particular interest, all participants spoke about having access to tests prior to them being administered. Though no one knew exactly where the tests were generated from everyone had their opinions ranging from: absolutely no idea, passed down by teammates year to year, fraternities, or possibly professors. Conversely, receiving this benefit stimulated feelings of guilt and laziness for several participants.

Composite Structural Description

Being academically clustered for each participant was a confusing reality. Are they a student athlete or an athlete student? This confusion doesn't necessarily begin at college though it appears college exacerbated this confusion. Rightly or wrongly athletics appears to have taken precedence over academics in a subtle and somewhat divisive manner. Being clustered lead to feelings of embarrassment, loss of control, laziness, ambiguity toward academics, and the inability to articulate career goals and aspirations.

Being a student athlete required extreme physical and mental toughness. All the participants had to balance and make sense of the mixed messages about academic and athletic priorities. Simply put, due to the significant amount of hours given to athletics, the implicit

message was that athletics was more valued than academics. As a result, feelings of disillusionment about academics arose.

Further the academic advisors were viewed as looking out for the best interest of the football program, not the individual student athlete. Specifically, academic advisors were described as not providing sufficient academic guidance. For instance, the lack of communication about various majors, particular career paths, and graduate school was not a part of their message. Many of the participants felt that maintaining eligibility was the primary role of the academic advisors and not much else. Whether or not explicitly expressed, participants knew that they wanted more from their advisor but were unsure how to articulate it and just went along with what the advisor provided.

For many participants they had no idea that the major they were in was a "clustered major" or as some said, "the jock major." Many did not realize that they had either been steered into or chosen the "jock major" until after a few classes and seeing many of their teammates in the same classes. During this realization a sense of embarrassment of being in a cluster emerged, as well as feelings of shame and disappointment. Conversely, it did not bother others. They felt that even though they were clustered at least they would graduate with a degree.

As each individual moved along within the cluster he found himself more attuned to being an "athlete student." Through constant reminders of athletic-friendly professors, coaches who demand more time athletically, little control over class selection, and receiving special benefits, the idea of being a "student athlete" was fleeting. More particularly, as the participants realized what was happening with them they noticed the same thing was happening to teammates, which further compounded their sense that being an "athlete student" was normal.

These subtle yet impactful messages constantly challenged how each individual viewed their own academic attitudes and beliefs. For instance this was apparent when each of the participants received tests prior to them being administered. During these times the student athlete was confronted with the enigmatic and moral character question: to cheat or to not cheat. During this contemplation the student athlete tried to understand his values while attempting to justify why it was okay to cheat in the academic atmosphere of which he was a part. All participants justified it as either everybody else is doing it or it gave them a break from studying.

Synthesis Textural –Structural Description

The student athletes' lives during their tenure in college was consumed with athletic responsibilities as well as academic responsibilities; however, these responsibilities were not equally divided as the term "student athlete" tends to suggest. The amount of time required to fulfill their athletic commitments has been described by many of the participants as a "full-time job;" extending beyond the traditional 40-hour work week. For these participants, the time commitment of football impacted their academic responsibilities. It appeared that there was never enough time to meet the needs of both athletics and academics in a sufficient manner. In fact, their respective sport took precedence during their entire tenure as a student athlete requiring numerous hours spent on playing games, travel, practice, film study, team meetings, weight lifting, physical therapy, mandatory breakfasts, and mandatory dinners.

For these student athletes their academic experience was directly impacted by the culture of the football program's implicit message that their academic responsibilities were secondary. These perceptions were perpetuated from multiple actors in the college athletic system. Notably, these perceptions began with college scouts during the recruitment process and continued with coaches, academic advisors, faculty members, and teammates alike once on campus.

Idealistically, we assume that coaches should set a positive tone regarding academic priorities. Further, we assume that academic advisors are there to guide, assist, and nurture the academic aspect of the student athlete. However, this was not the case. In particular, many interpreted being in a cluster as connected to a plausible ulterior motive to ensure academic eligibility and an adequate graduation rate for the majority of the student athletes.

The environment that these student athletes experienced had its own set of rules and values separate from all other students. It seemed that no matter how often the term "student athlete" was used to describe them they knew they were different. Conversely, it should be noted that different isn't necessarily a negative association. The participants in this study chose the path they were on to a certain degree. The experience of being a student athlete created a different and exclusive experience than that of the general student body. This experience of being able to continue playing a game they loved at the highest amateur level, a free education, and the possibility of playing professional football was a tradeoff in that they missed out on some traditional college experiences. They knew that playing a sport, in particular football, would be demanding physically, mentally, emotionally and academically, though they could not conceive to what degree until they were actively in the experience. As a result, this is where the dichotomy of academics and athletics emerged.

For all of the participants the entry point into the cluster was at the conclusion of their sophomore year leading into their junior year. Or if they were a junior college transfer they entered the cluster upon enrolling in the institution. The decision to pursue a certain major was reflected in the following scenarios: 1) It was their sole decision. 2) They were steered by an advisor. 3) Logistically they chose the major based upon the amount of credits they currently had

that counted most toward a degree. But interestingly, none of the participants knew that they were entering a cluster or comprehended what a cluster was.

For them, academic clustering had a positive and a negative impact on their individual growth and college experience. Clusters can positively create a sense of comfort and familiarity with having teammates in the same classes allowing student athletes to create further camaraderie. But on the other hand clustering was viewed negatively. In particular, many of the participants expressed the mental stress caused by being in a cluster. For example, being labeled a "dumb jock," feeling "stuck in a major," "losing control of their lives," to "guilt" because they consciously cheated on test(s).

Nonetheless, as most of the participants noted the key to academic success is ultimately the responsibility of the student athletes themselves. This acknowledgment implies that being in an academic cluster does not preclude an individual from giving full effort academically, seeking out mentors, and exploring career options. However, many noted that because they were so young, immature, and unsure how to approach college their academic advisor should have invested more time into establishing a structured academic plan. And because none of these participants were given the attention that they felt they deserved the cluster became a safe haven. In effect, the cluster provided a quasi-coping tool to help alleviate the mental and physical stress of being a student athlete.

The essence of academic clustering for these student athletes was rooted in balancing expectations of academics and athletics. The expectation was to succeed athletically without question as the majority of their daily lives was consumed with athletic-related activities. Likewise, they were expected to perform on par academically with athletics though not nearly as much time was allocated to class and/or studying. Athletics and academics are both important

but there was not sufficient time to devote equally to both. Therefore, academic clustering was a means to balance out expectations allowing for athletics and academics to coexist.

Chapter V. Conclusions, Implications, and Limitations

The purpose of this study was to capture the experience of former Division I student athletes who were academically clustered. The interviews allowed each participant the opportunity to speak openly and candidly about their experiences as a clustered student athlete. Within this chapter a summary of the study is included. Next, five conclusions are discussed. Also discussed are the implications for practice, the implications for future research, the limitations, and the researcher's concluding thoughts.

Summary of the Study

The purpose of this research study was to gain a comprehensive understanding of the lived experience of academic clustering through the lens of former student athletes. Academic clustering is objectively defined by Case, Greer, and Brown (1987) as when a significant percentage, typically 25% or greater, of student athletes on one team have the same major. However, little research has investigated the experiences of student athletes who have been academically clustered. The research on academic clustering is based heavily on objective data describing the frequency of clustering. The literature lacks the student athlete's perspective.

Research indicates that student athletes involved in Division I revenue-generating sports men's basketball and football have a tendency to be academically clustered (Case, Greer, & Brown 1987; Fountain and Finley, 2009; Mitten, Musselman, & Burton; Sanders & Hildenbrand, 2010; Schneider, Ross, & Fisher, 2010). This study contributes to the body of knowledge related

to the experience of student athletes being clustered in Division I revenue-generating sports. The findings are valuable to college and university administrators, athletic administrators, current student athletes, and prospective student athletes to gain a better understanding of the experiences of the student athlete population. Although this research focused on the experiences of Division I student athletes, this information may also prove noteworthy for individuals who are a part of non-revenue-generating sports as well as non-Division I institutions.

The literature review included information that framed the study, information specific to Division I athletics, the student athlete experience, and policies and rules. Further, the literature review consisted of two main sections, the body and the summation. In particular, the body focused on the concepts of the Argument of Discovery and the Argument of Advocacy. The Argument of Discovery section discussed and explained what is known about academic clustering. In other words, the researcher presented the current state of knowledge about academic clustering. The Argument of Advocacy section analyzed and critiqued the knowledge gained from the synthesis of the data produced by the discovery argument to answer the research question: What is the lived experience of student athletes who have been academically clustered?

A qualitative research design was selected to understand the lived experience of student athletes who have been academically clustered. According to Creswell (2007) qualitative research is conducted because a detailed understanding is needed and it can only be accomplished by talking directly to people allowing them to tell their stories. It is conducted when the researcher wants to write in a literary, flexible style that conveys stories. It is conducted because the researcher wants to understand the context and settings in which participants in a study address. And it is conducted when quantitative measures and statistical analyses simply do not fit the problem.

The study utilized phenomenology, which served as the methodological guide throughout the study. Phenomenology is understood as an approach that involves returning to the experience in order to obtain a comprehensive description that provides the basis for a reflective structural analysis that portrays the essences of the experience (Moustakas, 1994). More specifically, Heidegger's method of hermeneutic phenomenology was utilized as the framework that supports promoting the student athlete's voice because it is descriptive in nature. Moreover, the application of Heidegger's phenomenology was a means to investigate the lived experience of others while also incorporating the researcher's pre-understanding to add richness to the overall investigation. Pre-understanding is not something a person can step outside of or put aside, as it is understood as already being with us in the world. Heidegger went as far as to claim that nothing can be encountered without reference to a person's background understanding (Laverty, 2003).

Institutional Theory provided the lens to frame the issue of academic clustering and to answer the research question. Institutional theory allowed the researcher to situate academic clustering not as an isolated incident but connected to rules, practices and norms implicitly and perhaps explicitly set by the institution of college athletics. Institutional theory considers the processes by which structures, including schemas, rules, norms, and routines, become established as authoritative guidelines for social behavior (Scott, 2004). The major function of theory is to provide a model or map that helps to explain why the world is the way it is (Maxwell, 2005). It is in this respect institutional theory can examine the norms that shape the student athlete experience. Accordingly, this study used the three pillars of institutional theory as defined by Richard Scott (1995). These pillars are: *Regulative, Normative, and Cognitive* as illustrated in Figure 1.1.

Seven former Division I student athletes who participated in football accounted for the participants in this study. They were "purposefully selected" (Creswell, 2009) to participate based on their experience with clustering. Further, each participant had first-hand experience with being academically clustered. They were willing to participate in one-on-one interviews with the researcher. They allowed the researcher to tape-record all interviews. And they all agreed that the data can be published as long as their identity is not revealed. The participants took part in a series of three interviews that were semi-structured as recommended by Seidman (1998) for phenomenological interviews. All interviews took place via "Skype phone" and were digitally recorded.

All interviews were transcribed by the researcher. The transcribed data was uploaded to MAXqda, a qualitative data analysis software program. Transcripts were analyzed and coded using Moustakas' (1994) modification of methods of analysis suggested by Stevick, Colaizzi, and Keen. It was through this data analysis process that the essence of the participants' lived experiences were understood. After analyzing, coding, and organizing the data, the information was arranged into textural and structural descriptions for each participant, followed by composite textural and composite structural descriptions for the entire pool of participants. A synthesis of the composite textural and composite structural descriptions capturing the essence of the lived experience of being academically clustered completed the analysis.

Conclusions

The following research question guided this study: *What is the lived experience of former Division I student athletes who have been academically clustered?* When seeking to answer this question, institutional theory provided the lens to interpret, analyze, and answer this question. As a result five conclusions have been drawn:

Conclusion 1: Academic clustering is an implicit consequence of the required athletic schedule.

Conclusion 2: Academic clustering is one method used to maintain athletic eligibility of student athletes.

Conclusion 3: Academic clustering facilitated indifference toward academic achievement.

Conclusion 4: Academic clustering further isolated student athletes from the general student population and a traditional college experience.

Conclusion 5: Student athletes lacked in-depth academic support to help realize their academic potential.

Conclusion 1: Academic clustering is an implicit consequence of the required athletic schedule.

Upon entering college these participants were submerged into a normative culture where they were expected to conform to the demands of their sport. These norms existed in both an implicit and explicit manner to ensure that the greater good of the team was served. Through the lens of the normative pillar a cultural expectation was created where each participant was expected to conform to the daily schedule necessary to compete at the Division I level. Commonalities that emerged from the participants' schedule included attending daily team breakfast, pre-practice film study, pre-practice meetings, physical therapy, weight lifting sessions, post-practice meetings, post-practice film study, team dinner, traveling to the team

hotel Friday nights for home games and traveling to the airport Friday afternoons for away games. All the while, they still had to attend classes and find time to study.

Interestingly, there are congruencies between how the participants' spoke about their daily schedule in this study and what previous research states. Comeuax (2011) acknowledges that college coaches expect a great deal from their student athletes ranging from practices, travel, team meetings, and midweek and weekend game schedules. He further notes how student athletes often spend more than 40 hours a week on sport-related activities, as well as coping with the mental fatigue, physical exhaustion, and nagging injuries. This falls in line with one participant's sentiment that college athletics is a "full-time job" with days lasting "10-15 hours." Similarly, another participant, Brandon, believes that the daily schedule of a student athlete was indicative of what was the priority. "We were limited in when we could take class. We could only take class between 8 am and 12 noon because the rest of the day is all football stuff."

Considering the preceding literature and the sentiments of the participants, it appears that academic clustering is therefore seen as one consequence of the daily athletic schedule. In particular, classes must not conflict with scheduled athletic commitments. Afternoon to late evenings are reserved for athletic commitments leaving only morning to early afternoon for classes. Because of such a short window of time, classes and majors must be able to fit within this schedule; if not, they cannot be pursued. For example, majors that require afternoon labs, typically the sciences, cannot be logistically pursued. As a result, student athletes are limited to the majors they can logistically declare. It is in this sense that student athletes are implicitly steered or only have a few majors to choose from, which results in a cluster.

Conclusion 2: Academic clustering is one method used to maintain the athletic eligibility of student athletes.

In order to participate in college athletics student athletes are required by NCAA policy to maintain a cumulative grade point average of 2.0 as well as other possible university and team standards. Through the lens of the regulative pillar these rules can be seen as a method to keep academics central to the student athlete experience. Conversely, if student athletes fail to maintain these minimum standards they can be placed on academic probation and lose their scholarship. Further, if a team fails to comply and falls below the NCAA's APR standards it will be subject to financial penalty, loss of scholarships, and even post-season bans. It is within this context that the regulative policy of the NCAA implicitly prompts the emergence of academic clustering. In particular, this becomes an issue when clustering is used as a tool to maintain athletic eligibility at the sacrifice of a meaningful education.

The participants each spoke of their assumption that clustering is not by chance but by implicit design and perhaps explicitly employed by athletic administration to maintain the eligibility of student athletes. For example, in Michael's narrative he noted how his advisor explicitly steered him into his major by saying that it was an easier degree to earn. Likewise, Eric was told by his advisor to pursue a particular major.

Similarly, the literature concurs with many of the participants' experiences that revenue ultimately propels clustering. In a study conducted by Purdy, Eitzen, and Hufnagel (1982) they concluded that the serious and far-ranging financial consequences of "big-time" sports also increase the likelihood that coaches will recruit exceptional athletes who are unqualified for the academic demands of college. As a consequence coaches are then faced with keeping these marginal student athletes eligible. In Beamon's (2008) in-depth qualitative participant-observation study of former student athletes many of the participants stated that any reference to

education was directly related to eligibility. Most of the participants (15 of 20) mentioned choosing majors with courses classified as "easy to pass" or departments that were "athlete-friendly." Considering the preceding literature and the sentiments of the participants, it appears that academic clustering is therefore seen as a method of maintaining athletic eligibility.

Conclusion 3: Academic clustering facilitated indifference toward academic achievement.

Through the lens of the cognitive pillar student athletes developed the perception that academics was secondary. Initially, most of the student athletes' academic outlook ranged from being somewhat interested to enthusiastic. However, as the student athletes progressed year to year they grew to perceive academics with indifference and their interest and enthusiasm waned. This indifference and perception was an implicit result of being in a cluster.

For those student athletes who were steered into their major their indifference was immediate. These student athletes lacked any interest in the major and could not connect their academics to particular career paths. They felt stuck and not able to grow academically. To compound this indifference they experienced what student athletes who chose their major also felt. In particular, they realized they were in the "football major," which generated feelings of shame and self-consciousness. Eric said that "sometimes I would sit in my room and think, damn man, I didn't want to be that dude, I didn't want to be that dude with the communication major and here I am a criminal justice major and I'm that dude in that major."

They realized that because so much of their time was dedicated to football, it implicitly sent a message that academics was secondary to athletics. For example, Brandon states, "I can remember at times coaches said okay don't worry about class we'll take care of your classes. Yeah don't worry about school this week we gotta get this playbook in." Further, because these participants were benefactors of special benefits such as having access to tests before they were

administered this exacerbated their indifference. Many felt that they no longer needed to study. For example, Reggie states that "it was the first time I ever cheated on a test in my life. How they (teammates) got the test, I don't know, but it sure was the real deal and I used it (laughter). I'm not an idiot."

Interestingly, there are congruencies between how the participants' spoke about their indifference and what previous research states. As concluded in Adler and Adler's (1985) in-depth qualitative participant-observation study of a major college basketball program they found that the student athletes start off with high standards for themselves academically but become overwhelmed by the demands and intensity of their sport. Likewise, they note that the peer subculture exacerbates the situation by devaluing academic involvement and neutralizing academic failure. As a consequence the student athletes responded by gradually withdrawing from their commitment to academics. Considering the preceding literature and the sentiments of the participants, it appears that academic clustering can lead to indifference toward academic achievement.

Conclusion 4: Academic clustering can lead to isolation from the general student body.

The dual commitments of athletics and academics created a lifestyle of implicit and perhaps explicit isolation for these participants. It can be inferred by the description of each participant that due to their rigorous schedule it was difficult for them to foster any substantial relationships with faculty, student groups, and non-athlete peers or partake in career exploration opportunities.

Through the lens of the cognitive pillar, student athletes had the perception that developing friendships and being a part of the academic community was not necessary. The cluster in effect created and perpetuated a homogenous group through implicit self-isolation. In

particular, the cluster provided each student athletes a built-in network of friends to do assignments, study, and share notes with. For example, Chris states that "it was nice at times to have that network of people that have the same major and you can say hey I missed class today what was the assignment. And you know people had your back. You didn't have to really socialize with the general students all the time to get the information. You weren't forced to make friends with people for information. Whereas you can text your teammate and get the information right away."

Through the lens of the normative pillar being isolated was seen as normal. For example, Reggie stated that "especially in college you're living life you don't really, like now, putting things together, why are we all clustered in this class. You don't think about things like that, you just go onto class. You never ask question when you're playing sports, working out and all that stuff. You're not really thinking, like damn, why are we all in the same class, it was never a thought, we never had conversations why everybody is in the same it was just, it was what it was."

Interestingly the emergence of the term "academic clustering" developed from student athletes being isolated. Specifically, in Case, Greer and Brown (1987) they note how Case, a prospective professor at the time was told he would be responsible for teaching a class that caters to student athletes. As found in Adler and Adler (1985) their study's results found that the student athletes find themselves socially isolated from other students because of their geographic and temporal separation and their physical and cultural differences. Considering the preceding literature and the sentiments of the participants, it appears that academic clustering can lead to isolation.

Conclusion 5: Student athletes lacked in-depth academic support to help them make informed decisions regarding academic path and career path.

The participants were bound by enormous expectations to exceed athletically. Thus, it could be argued that the resources and time given to student athletes athletically far outweigh the resources and time given to them academically. In particular, student athlete academic support services in theory should be the central resource hub for their academic needs ranging from individual counseling and tutors to career preparation. However, as noted by all participants, this was not the case. In fact, it appeared that their athletic academic advisors were there in name only and not in action. Harold stated that "they just gave me classes and told me what I need to take and these are the days you're going to be in class that fits yours schedule and that was it." When the researcher asked Gary if he had a relationship with his academic advisor he said, "not really much at all (laughing). You know, I would see her occasionally for my classes and it was a matter of just kind of managing our class load and that was it."

Through the lens of the cognitive pillar many of the participants recognized that it was partly up to them as individuals to seek out academic guidance and be proactive as they were in fact still students who needed guidance. Reggie stated that "I can't expect an academic advisor to be worried about my life if I'm not worried about my life." However, many perceived it should have been the responsibility of the academic advisors, who are the adults, to engage them no matter how difficult and tedious this process may have seemed.

This lack of support appears more of an institutionalized norm as demonstrated in Benson's (2000) study of student athletes. Benson's participants noted how they felt from their freshman year to graduation. In particular, they said they received implicit and/or explicit messages that school was not important, that they were not considered intellectually capable

students, were not expected to do well in school, and were not cared about as individual student learners.

Based on the responses from the participants, only one could articulate what major he desired and connect it to a post-college ambition. However, it should be noted that he came into college with that ambition and that it was not cultivated while in college. For the remainder of the participants, after four years of college, they were all left with the figurative blank stares of not knowing what they were going to do post-college. Considering the preceding literature and the sentiments of the participants, it appears that academic clustering does not foster academic exploration, academic growth, or career preparedness.

Implications for Practice

The study's conclusions have implications for multiple constituencies within higher education, including student athletes, academic advisors, coaches, and prospective student athletes. Exploring the experiences of former student athletes who were academically clustered provides valuable information for those who advise student athletes and student athletes themselves in terms of understanding how to navigate college academics. The individuals who participated in this study were not limited to a single race, socio-economic background, academic ambition, or professional ambition. Likewise, academic clustering is not limited to a single act, a single person, or a single feeling. It can and perhaps should be viewed as a series of interrelated practices as noted in Benson's (2000) study, *Constructing academic inadequacy.* Through open dialogue Benson was able to report that the marginal academic performance of these student athletes was a phenomenon created by a series of interrelated practices engaged in

by significant members of the university community including peers, coaches, academic advisors, professors, and the student athletes themselves.

Current student athletes and prospective student athletes can utilize the study's conclusions when contemplating how to pursue their academics: from understanding the value of thinking critically about their academic endeavors, searching for majors, as well as connecting majors to various career paths. The study revealed that most student athletes were unable to articulate their academic interest or career interests. Consequently, student athletes must be proactive in facilitating their own academic and career development. In particular they should curtail the notion that they "owe" their coaches for giving them a scholarship and neglecting their academics as found in the study conducted by Purdy, Eitzen, and Hufnagel (1982). As noted by many of this study's participants, athletes stated they should have taken academic initiative, pursued their interests, and actively pursue mentors who can help them reach their goals.

This study is important for athletic academic advisors who may be unaware of the impact of clustering, short term and long term. The study revealed that academic advisors were not as helpful as they could have been in nurturing academic development and career development leading to academic detachment. This form of academic detachment was highlighted in Adler and Adler's (1985) study concluding that student athletes make pragmatic adjustments based on athletic, social, and classroom experiences leading them to abandon their earlier academic aspirations and gradually resigning themselves to inferior academic performance. If academic advisors are able to be more conscious of the consequences of clustering they can perhaps reduce chances of academic detachment by re-evaluating their personal practices and philosophies about how to approach the student athlete's academic pursuits.

College coaches may find this information insightful as a means to better understand the direct and indirect impact they have on their student athletes. In particular, all the participants discussed the lack of involvement and message about academics that came from their coaches. For example, a USA Today article, *College Athletes Studies Guided Toward 'Major in Eligibility'* (Steeg, Upton, Bohn, & Berkowitz, 2008) highlights many areas in which academic clustering can impact a student athlete. An excerpt from an interview of a former football student athlete, Steven Cline, articulates his experience and perception of the college athletic system that steered him away from his initial major, pre-veterinary, into an easier and friendlier major, sociology. He states:

> "The whole time I was at Kansas State, I felt stuck — stuck in football, stuck in my major. … I'd tell current student athletes to choose a career — a real career for their life after football and work toward it. Don't let anybody or anything take you off that path. Don't fool yourselves into thinking (you're) going to play (sports) professionally. Now I look back and say, well, what did I really go to college for? Crap classes you won't use the rest of your life? Social science is really nothing specific. … I was majoring in football."

For most of these student athletes playing professional football will not be an option, thus having a sound academic foundation will be a key factor in their post-college life. Coaches should then be mindful that they have the strongest voice to reach these student athletes. If coaches are sincerely interested in the overall well-being of their student athletes, they should consider feasible options that will establish and reinforce genuine academic exploration and career development.

The results of this study add to the current research on student athletes in relation to the phenomenon of academic clustering. The study provides information that allows college athletic administrators, coaches, and student athletes to reevaluate current practices and how student athletes pursue academic achievement. The paramount benefit of this study is that it allowed the student athlete to share his voice unlike previous research. Previous research is based heavily on objective data and the frequency of academic clustering. For example, Sanders and Hildenbrand (2010) conducted a quantitative multinomial logistic regression of football players' academic major selections to determine if academic clustering actually existed as noted by popular press articles. The seasons 1996, 2001, and 2006 were selected for analysis in which Chi-square was used to identify statistical significance. Their results suggested that academic clustering existed within intercollegiate athletics when compared to the general students at the respective institution.

In contrast, this study sought the voices of the student athletes to glean their experience of being academically clustered. Infusing phenomenology into academic clustering provided the opportunity to debate the realities and perceptions of this phenomenon by not accepting things as they are or what they are thought to be. The narratives that often describe the student athletes are often general or depicted in numbers and statistics that are constructed without the participation of the student athletes themselves. In contrast to this narrative, a counter narrative through phenomenology enabled the student athletes to engage in a critical discourse about their relationship with and about academic clustering and intercollegiate athletics, which led to a raised consciousness and deeper understanding for them and the researcher.

Implications for Future Research

In two peer reviewed articles, Johnson (1985) along with Sharp and Sheilly (2008) both ask what are the obligations of the university to educate student athletes? Is it the duty of the university to help the student athlete earn any degree regardless if they "legitimately earned it" or not and does that constitute an education? Or does an education constitute being an active participant in deciding your own major, choosing your own electives, and setting up your classes as you see fit? This study on the lived experience of student athletes who have been academically clustered has implicitly answered some of these questions. However, there is much more that needs to be understood. The student athlete's voice was brought to the forefront demonstrating the value of their thoughts, opinions, and sentiment. In particular, this illustrates the need to continue research studies where they are the subject and not the object of discussion. The potential to extend the research of clustering exists not only in terms of the student athlete perspective, but also in capturing the perspectives of coaches, academic advisors, faculty, and other athletic administrators who are actors within the dynamic of academic clustering. Pursuing their voices will allow for a richer understanding and comprehensive view of clustering.

Conversely, because intercollegiate football presents unique characteristics unlike any other sports in terms of team size, coaching staff size, and revenue-generating expectations these student athletes' experiences may differ greatly. Hence, there is opportunity to conduct research on the multitude of other intercollegiate sports by applying the same phenomenological method. Moreover, conducting phenomenological research studies on Division II and III student athletes can also prove insightful in distinguishing between levels of intercollegiate athletic sports in terms of the experiences of student athletes, coaches, and athletic administrators. Doing these

comparative studies will enable the intercollegiate athletic community to have a greater sense of the breadth and depth that academic clustering presents across all divisions.

Academic clustering can also be explored through other conceptual lenses such as critical theory that can provide another voice to the student athlete. Critical theory is a conceptual framework that focuses on understanding the total existence of groups of people and on explaining cultural, economic, and political contexts (Hyter, 2008). First coined by the philosophers of the Frankfurt School in the 1930s, critical theory challenged the biased nature of all knowledge, specifically knowledge that was transmitted via dominant institutions such as schools and the media (Morrell, 2009). For example, from a critical theorist perspective, questions such as the following might be asked: Is academic clustering necessarily in the best interest of the student athlete or the administrators and advertisers? Does clustering contradict the academic mission of college, or does it take away from true academic enrichment?

As presented in the current literature and this study, academic clustering appears to be a symptom of the dichotomy between academics and athletics. Clustering if exercised as a means to "game" the system in terms of genuine academic pursuits threatens the very foundation of higher education. It is the hope of the researcher that this study will complement the current research on clustering qualitatively by adding the student athlete's voice.

Limitations

This study has several plausible limitations that potentially influenced these findings. The first limitation is relative to its generalizability because the participants represent a select group of academically clustered student athletes whose views could potentially be different from other student athletes who were academically clustered. Atieno (2009) noted that one of the main disadvantages of qualitative approaches to mass analysis is that such findings cannot be extended

to wider populations with the same degree of certainty as quantitative analyses. This is because the findings of the research are not tested to discover whether they are statistically significant or due to chance. Accordingly, this study encompassed only seven participants, which under a quantitative lens would be considered a limitation. The findings do not represent all Division I student athletes or football players who have been academically clustered. Likewise, the participants of this study represent a homogenous group because all attended the same public northeast university. The characteristics of this institution, its athletic culture, coaches philosophies, academic departments, and student athletes' experience cannot necessarily be generalized for other universities. Ok = part of the qualitative approach

Maxwell (2005) states there are two types of threats to trustworthiness that are often raised in relation to qualitative studies: researcher bias and reactivity. Researcher bias is trying to understand how a particular researcher's values and expectations influence the conduct and conclusion of the study. Reactivity is the effect of the researcher on the individuals studied. Essentially, reactivity is trying to understand how the researcher is influencing what the informant says, and how this affects the validity of the inference the researcher can draw from the interview.

Thus, another limitation to consider is the researcher's personal experience with being academically clustered. The researcher was able to bring his own understanding and experiences to the research process as deemed appropriate by Heidegger's phenomenology method. This allowed the researcher to bring his pre-understanding to the study. In contrast, Husserlian Phenomenology purists would argue that Heidegger's method is flawed because it dismisses "epoche" or "bracketing," which is a salient limitation.

Concluding Thoughts

The process of conducting this original research has been simultaneously demanding, enlightening, and humbling. This process lasted over a year and has challenged the researcher to think critically about intercollegiate athletics, re-examine his own personal beliefs, and reflect upon his experience as a former Division I student athlete. Conducting this study not only allowed the researcher to explore a topic of great personal interest but a phenomenon that he personally experienced.

As a former Division I student athlete, the researcher has the utmost admiration for all student athletes who sacrifice so much for the sport that they love, regardless of sport or division. But in particular, he has a certain affinity for the Division I football student athlete. They are consumed with responsibilities and expectations unlike any other student or student athlete on campus. Even though they volunteered themselves to participate in college football, nothing could have prepared them for the demands placed on their mind, body, or spirit.

Contrary to popular belief, student athletes, in particular the seven men who participated in this study, did value education as did the researcher. However, the culture of college athletics made it difficult for these men to nurture their academic being. Although this does not exempt them from their academic responsibilities, it illustrates the pressures and norms that have been created over the years that make academics secondary to athletics.

The participating former student athletes had important experiences to share. The researcher is indebted to these men who allowed him to explore their inner thoughts, feelings, and personal experiences. They provided so much to the researcher and even more to the greater academic community. In fact, some of these men even said they also benefitted from participating in this study. Many said they never critically examined their experience as a college

athlete prior to participating in this study. Further, many never looked at college athletics and their experience through the lens of something possible divisive.

Lastly, the researcher is thankful for the journey and pleased with the results this academic exercise has provided him. It is the researcher's passion for college athletics and student athletes that fueled his ambition to undertake in this research study. It is the researcher's intent to publish sections of this study in various journals and magazines. The researcher is excited and looks forward to seeing how this study can be of value to athletic administrators, coaches, and student athletes.

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Appendices

Appendix A: Interview Questions

Interview One – Focused life history

1. Tell me about your parents' educational background.
2. Tell me about your childhood as it relates to athletics.
3. Tell me about your academic experience in grade school and middle school.
4. Tell me about your high school athletic experience.
5. Tell me about your high school academic experience.
6. Tell me about any travel team or AAU experience.
7. Tell me about any mentors or family members that were influential in your life growing up.
8. Tell me about any perceived special treatment or benefits you received as a result of your athletic ability from teachers, staff, family, friends, and fans.
9. How did that special treatment influence your outlook on life?
10. Was college something that you always aspired to? If so, why?
11. What factors were most important to you in selecting a college and why?
12. What factors were least important to you in selecting a college and why?
13. Tell me about your academic expectation of college before enrolling. What were your goals?
14. Tell me about your athletic expectation of college. What were your goals?
15. Tell me about the college recruitment process.
16. Tell me about the sales pitch that coaches pitched to you.
17. Tell me about your "official campus visit" experiences.
18. Tell me about the academic emphasis coaches spoke of during the recruitment process.
19. Tell me about why you chose the school you signed with.
20. What influence did the coaches have in your final decision?
21. What influence did your family have in selecting your college?

Interview Two – Details of experiences

1. Tell me about your adjustment to entering college.
2. Tell me about your daily schedule in season.
3. Tell me about your daily schedule in the off season.
4. Tell me about the importance of academics as you began your college tenure.
5. Tell me about time spent on athletic-related activities as opposed to academic-related activities.
6. Tell me about your coach's views on academic achievement.
7. Tell me about your relationship with your academic advisor.
8. Tell me what upperclassmen were saying about choosing a major or their major.
9. What do you believe the general consensus was amongst your teammates regarding academics? Did you share the same view? Please explain.
10. Tell me about your career goals at the time.
11. Tell me about the majors you were contemplating pursuing.
12. Tell me how and why you selected your academic major.

13. Tell me about any conversations you had with a coach or academic advisor to pursue a particular major or set of classes for the sake of eligibility.
14. Tell me about the relationship you had with professors in your major.
15. Tell me about any special benefits, privileges, or treatment you received as a result of being in your particular major.
16. As a clustered student athlete did you ever feel guilty that you cheated yourself by receiving the special benefit? How did you justify it in your mind? Please explain.
17. If it wasn't for being in your particular major, how do you think you would have done academically?
18. As a clustered student athlete did you ever consciously not study or prepare for class or exams because you knew you would still pass? Please explain.
19. As a result of being clustered willingly or not, did your views of academics change? Please explain.
20. Did any underclassmen ever ask you about picking a major? What advice did you give them?
21. Can you share any particular stories you have about being clustered?

Interview Three – Reflection on the meaning

1. Did you consider yourself a "student athlete" in the idealistic sense of the term? If so, why?
2. Is clustering an unspoken phenomenon? Please explain.
3. Tell me about your views of the system of college athletics – in particular how does clustering happen, who enables this to happen, and are student athletes also responsible for its existence? Please explain.
4. In your view, are there external forces that influence academic clustering? If so who and/or what?
5. What are the positives of clustering?
6. What are the negatives of clustering?
7. In some cases, is academic clustering an inevitable phenomenon? Please explain.
8. In some cases is academic clustering a necessary evil for some student athletes? Please explain.
9. Did you ever publicly or privately contemplate why so many of your teammates or other athletes were in the same classes? Please explain.
10. Do you believe you received a quality education? Why?
11. As a result of being a part of a cluster were you ever disenchanted by academics as being secondary to athletics? Please explain.
12. Describe how you explored academic interests?
13. Please describe your coach's philosophy about academics. What did he say or do to reinforce his beliefs?
14. Do you believe you had a realistic or unrealistic expectation of playing professional sports? How did this expectation impact your attitude toward academics? Please explain.
15. How has your college educational background prepared you for your career?
16. What advice would you give to freshmen Division I student athletes regarding their academics?
17. If you could go back to your freshman year, what would you do differently?

Appendix B: Participant Consent Form

Date: _____
Dear _____,

We would like to invite you to take part in a research project. The purpose of this research is to gain a comprehensive understanding of the experience of academic clustering through the lens of former student athletes. Academic clustering is objectively defined by Case and Greer (1987) as when a significant percentage, typically 25% or greater, of student athletes on one team have the same major. Though a cluster is not wholly unethical, it does raise concerns as to why student athletes are clustered. Utilizing a phenomenological approach this proposed study goes beyond what academic clustering is, but more so explores the experience of clustered student athletes.

You must be at least 18 years old to be in this research project.

The study will take place over the telephone and will consist of three sessions that will take approximately 90 minutes each. All sessions will be tape recorded and transcribed at a later date. If you decide to take part in this study, you will be asked to answer a series of questions about your experience of being clustered into your academic major.

There are no foreseeable risks or discomforts to you for taking part in this study. At the conclusion of the research project all tape recordings and transcriptions will be destroyed.

Your part in this study will be handled in a confidential manner. Only the researchers will know that you participated in this study. Any reports or publications based on this research will use only group data and/or pseudonyms and will not identify you, your college, or any individual as being of this project.

The decision to participate in this research project is up to you. You do not have to participate and you can refuse to answer any question. Even if you begin the study, you may withdraw at any time. You will not be paid for your participation in this study.

If you have any questions about this study, please feel free to call Vaughn Calhoun (857) 212-2893, the person mainly responsible for the research. You can also contact Dr. David Szabla (617) 866-9100, the Principal Investigator.

If you have any questions about your rights in this research, you may contact Nan C. Regina, Director, Human Subject Research Protection, 960 Renaissance Park, Northeastern University, Boston, MA 02115. Tel: (617) 373-7570, Email: irb@neu.edu. You may call anonymously if you wish.

You may keep this form for yourself.

Thank you.

Vaughn A. Calhoun

Appendix C: Telephone Recruitment Script

Recruitment Phone Script

Hello,

As a current doctoral student at Northeastern University a part of my requirements to graduate is to conduct an original research study. Thus, my research interest is to examine the lived experience of former Division I student athletes who have been academically clustered. Academic clustering is a phenomenon in which a number of student athletes, typically 25% or more, are implicitly or explicitly placed in an academic major because it is considered "athletic friendly" so that the student athlete is on a path of least academic resistance in order to focus on his athletic commitments. The title of my research study is *A Phenomenological Study of Division I Student Athletes and the Experience of Academic Clustering.* I am proposing to interview former Division I male student athletes who participated in either football or men's basketball to obtain their experience of being academically clustered.

Specifically, you are being reached out to because, 1. You are a former collegiate student athlete 2. You participated in football or men's basketball and 3. You may have been academically clustered. Because I was a clustered student athlete, I have a genuine interest in gaining a deeper understanding of the experience of being clustered therefore filling a gap in the current literature that is void of the student athlete's perspective of being clustered. The current literature only speaks of the frequency of clustering.

Your agreement to participate in this research study will require you to take part in a series of three interviews lasting approximately 90 minutes each. These interviews will be arranged at a mutually convenient time and you will be tape recorded so that I will have an accurate account of your description, which will be transcribed at a later date. I will also take notes during our time together. Neither your name nor any other identifying information will be used in this study, and you will have the opportunity to review any and all of the audiotape transcriptions for accuracy. You may withdraw at any time if you feel uncomfortable or no longer wish to participate. If you can confirm that you were a clustered student athlete according to the above description and wish to participate I will forward via email a consent form that you must sign, date, and return to me. Also note that no compensation will be provided to you for participating.

I am happy to answer any questions that you have regarding the previous statements made and/ or about your potential participation in this process.

Thank you

THE RELATIONSHIP BETWEEN INSTITUTIONAL, DEPARTMENTAL AND PROGRAM-SPECIFIC VARIABLES AND THE ACADEMIC PERFORMANCE OF DIVISION I FBS FOOTBALL PROGRAMS

By

Steven C. Eigenbrot

A dissertation submitted in partial fulfillment

of the requirements for the

Doctor of Philosophy in Educational Leadership

Department of Educational Leadership

College of Education

The Graduate College

University of Nevada, Las Vegas

May 2012

THE GRADUATE COLLEGE

We recommend the dissertation prepared under our supervision by

Steven C. Eigenbrot

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May 2012

ABSTRACT

The Relationship between Institutional, Departmental and Program-Specific Variables and the Academic Performance of Division I FBS Football Programs
by

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Professor of Educational Leadership
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This study investigated the connection between the academic evaluation of Division I FBS football programs and the various social settings that influenced these student-athletes. These social settings were classified as: institutional, departmental and program-specific. The experience of the student-athlete is thought to be impacted by all three settings, creating applicability for social identity theory, which provides the theoretical framework of the study.

Informed by a literature synthesis of previous research on this content area, this quantitative study relied on institutional data reported to the NCAA and United States Federal Government to further investigate this topic. Using a multivariate analysis and data gathered from the 2003-04 to the 2009-10 academic year, attributes of all three levels were placed in three regression models to locate trends based on program Academic Progress Rate performance or Graduation Success Rate. The study determined that private control of an institution and participation in bowl games significantly impacted academic performance. This study built on a strong theoretical framework that informed and challenged the dynamic between student and athlete, seeking to advance the understanding of the complex interplay between higher education and intercollegiate athletics.

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CHAPTER 1: OVERVIEW

Introduction

In April 2004, the National Collegiate Athletic Association (NCAA) adopted a "comprehensive academic-reform package," highlighted by the establishment of the Academic Progress Rate (APR) and Graduation Success Rate (GSR). According to the NCAA, this step was taken at the request of member institution presidents who requested new metrics, which accurately reflected academic performance to account for increased mobility amongst student-athletes. Furthermore, "both rates improve on the federally mandated graduation rate by including students who were omitted from the federal calculation" (NCAA, 2010b). Such a request was made as the negative publicity the topic received over a span of decades had grown in recent years. This occurred as the public became increasingly critical of academic lapses promoted in some cases by the difficult balancing act required to juggle the roles of student and athlete while playing at such a high level of sport (Suggs, 2005).

In the APR, the NCAA established a measure of academic progress to be used for all sport teams that would adjust each term with penalties for failing to meet minimum APR thresholds. These sanctions vary from reductions in the number of scholarships a team can offer to more severe penalties, such as bans from postseason play. With the GSR, institutions were provided with a metric of academic performance that was adjusted to take into consideration those students who did not graduate due to a transfer that occurred when the student was in good academic standing (NCAA, 2010b).

Armed with these two new metrics, those in higher education and intercollegiate athletics were now provided a new lens to quantify the often pressed subject of student-

athlete academic performance. To speak to the importance of this inquiry, Maloney and McCormick (1993) summarize the attention paid to intercollegiate athletics quite candidly, noting: "The volume of coverage in the lay press concerning the academic successes and failures of athletes so far outweighs similar stories about non-athletes that one is sometimes left to wonder if anyone cares at all about what goes on in America's colleges and universities unless it pertains to sports or athletes" (p. 555). Whether this quote exemplifies an exaggeration or an unfortunate truth is debatable, but regardless, it illustrates the attention the topic garners.

Speaking to this attention, a shift from individual academic responsibility to team-based accountability has also occurred. In August 2011, the NCAA's Division I Board of Directors approved a future heightening of academic standards of achievement for college athletic programs. This decree called for a raise in the APR benchmark, enhanced bans from NCAA governed post-seasons and financial penalties to those programs that do not perform in the classroom (Sander, 2011a). While this decision has reemphasized the importance of this issue in the modern landscape of college athletics, it is not without critique. For instance, Amy Perko, executive director of the Knight Commission on Intercollegiate Athletics, objected to the heightened APR requirements, noting that absent of stronger initial eligibility requirements for incoming student-athletes, these changes are "not fair to the athletes who are not prepared to do the college-level work" (Grasgreen, 2011, p. 1).

Moreover, some critics argue that the increased academic standards appear to be enhancing the class system in college athletics. Sander (2011a) notes that these objectors claim that since the launch of the APR and its associated penalties, only the large and

wealthy athletic programs with expensive academic-support services are equipped. Research supports this claim, as Leung (2011) explains that under the existing ban for post-season play, when it came to men's basketball only less wealthy programs (Cal State Northridge, Grambling, Louisiana-Monroe and Southern) were banned from post-season play.

These critiques are heightened because this decision to adjust the APR lacks a critical mass of empirical research to inform the topic. Therefore, considering this platform for attention presented by intercollegiate athletics, there is an implied value to higher education in filling this gap in existing research and developing an understanding of factors that influence these new metrics. By discovering the role that institutional, departmental and program specific variables play in promoting or preventing the academic achievement of football student-athletes at the highest level of intercollegiate sport, an enhanced understanding of best practices and other significant trends occurs. While the challenging interplay between the role of student and athlete may be at the core of intercollegiate athletics, ideally, this work represents one step on the path of enhancing the student identity of these young people.

The purpose of this study is to examine the role institutional, departmental and program-specific variables play in influencing football student-athletes' academic progress and performance through the framework of social identity theory. The overview of this study will begin by establishing how this work is informed by prior research on the topic, moving on to establish the study's conceptual framework and purpose. The study will then move on to discuss the research design, highlighting the study's research questions, and finally, discussing relevant definitions and limitations of the study.

Literature Review

Explaining the purpose of intercollegiate athletics without using the term "student-athlete" would be impossible. The pursuit of these talented young people is the very core of the entire enterprise. The term itself however, explains a complex and challenging duality of roles juggled by its participants: the role of student and the role of athlete. While the NCAA and today's intercollegiate athletics administrators put forth that the role of "student" is to come before that of "athlete," both the popular media and academic research have brought forth objections, with some even going as far as to argue these students should be viewed as employees of their institutions (McCormick & McCormick, 2006).

Research suggests the academic struggles experienced by student-athletes may be explained in part by their college preparation. High school academic performance (Maloney & McCormick, 1993), as well as demographic factors and academic ability (Lang, Dunham, & Alpert, 1988; Sellers, 1992) were all shown to predict academic performance at the college level. It also has been used to explain below average academic performance for athletes in revenue sports (Purdy, Eitzen, & Hafnagel, 1982).

However, there are significant deviations from the normal recruitment of a student to college from the recruitment of student-athletes (Hood, Craig & Ferguson, 1992; Pascarella & Smart, 1991). Research explains that student-athletes come from unique backgrounds and environments when compared to non-athlete peers (Pascarella et al., 1999). To this end, when statistical controls are made for background characteristics that influence academic aptitude, the academic achievement of athletes and their non-athlete peers, the two are roughly equal (American College Testing Program & Educational

Testing Service, 1984; Hood, Craig & Ferguson, 1992; Pascarella & Smart, 1991; Smith & Dizney, 1966; Stuart, 1985). Informed by these findings, this study will focus on those characteristics within the setting of higher education and discuss their impact on the student-athlete.

Regardless of pre-college experiences, the majority of choices made regarding the balancing of roles between student and athlete are made while on campus. Current quantitative data suggests that for the football playing student-athlete, balancing this duality of roles is difficult. LeCrom et al. (2009) notes in his study of 12,980 APR observations between the years 2001-2005 that male student-athletes are less likely to be retained than females. He also found that team sport participants are less likely to graduate than those that participate in individual sports. Pascarella et al. (1999) found that football and male basketball players had negative cognitive affects from sport participation, irrespective of precollege experiences. Rishe (2003) posits this occurs because of the financial stakes of big time athletics and pressure to succeed on the field. Pascarella et al. take their explanation a step farther, warning that "competing in major revenue-producing sports simply absorbs so much physical and psychological energy that there is only a limited amount left to make the kinds of intense investments in one's academic experience that enhance cognitive growth" (p. 23).

Some would argue that in order to meet this exhausting balance of academic pressures and athletic success, institutions have invested excessive in the issue. The Knight Commission (2010) notes that median spending per athlete at the major conference level comes in between four and 11 times more than median spending on education-related activities per student, with the average athletic budget at this level on

pace to exceed $250 million by 2020. However, the long-term viability of this type of spending is in question. As of the 2008 fiscal year, the NCAA reported that 25 Division I Football Bowl Subdivision institutions reported positive net revenues for their athletic programs, with the median at about $3 million in excess revenue per institution. However, according to the Knight Commission (2010), the median deficit for the other nearly 100 programs participating at this level is about $8 million a year, a deficit often covered by institutional resources to keep athletic departments operational.

Regardless of the level of departmental financial support, what takes place within the football program itself also plays a pivotal role in the student-athlete experience. Bell's 2009 qualitative study of the experiences of 41 Division I FBS student-athletes, 31 of the participants spoke of the involved role their head football coach took in monitoring their academics, and 13 reported that their coach deemphasized their chances of having a professional career and suggested that the student-athlete concentrate on receiving a degree. Simons et al. (1999) explains that although coaches are required to excuse missed practices for academic reasons, student-athletes shy away from this exemption, opting for make-up class work over a missed athletic practice. "Coaches possess the power to decide which athletes will play or start in the games, [and] many students believe, correctly or incorrectly, that they will be penalized by their coaches for choosing academic commitments over athletic ones" (p. 158). To some extent, institutions have bought into the idea that coaches impact this decision making process, even going as far as to incentivize coaches to encourage strong academic performance by tying financial bonuses to the academic performance of their teams. However, some have criticized this incentive deeming a poor attempt at matching the ideals of athletics with higher

education (Eichelberger & Levinson, 2007). Eichelberger and Levinson go on to point out the contract of Jeff Tedford, head coach at the University of California at Berkeley, whose $3.3 million contract contains a maximum academic bonus of $25,000, less than 1 percent of his salary, and the contract of Virginia Tech head coach Frank Beamer, which contains annual on-field incentives reaching $532,500 when compared to $25,000 of academic performance based incentives.

The push for programs to meet higher academic standards was enhanced in 2003-04 when the NCAA initiated drastic academic reform, including not only the introduction of the APR and GSR, but also revising its initial eligibility standards (LaForge & Hodge, 2011). While APR measures the progress of the athlete toward a degree, GSR is the often cited metric used for graduation rates amongst student-athletes, as it is an adjusted version of the Federal Graduation Rate (FGR), altered to account for athletes' greater mobility when compared to non-athlete peers (Denhart, Villwock & Vedder, 2009). Serious sanctions and penalties have been laid out by the NCAA for programs that fail to meet minimum APR thresholds. While first time violators are granted some leniency with a warning, repeat offenders face losing scholarships, recruiting abilities, practice time and eventually postseason bans or banishment from the NCAA (Denhart, Villwock & Vedder, 2009). However, with heightened penalties and standards comes a risk of compromised academic integrity. Fountain and Finley's (2009) examination of ACC football programs found that six of the 11 schools examined had at least one-third of their student-athletes in a single major and all schools had exceeded the 25% cutoff as defined by Case, Greer, & Brown (1987).

With heightened academic standards and a highly competitive athletic landscape facing these football student-athletes, the conflict between the role of student and athlete becomes clear. Adler and Adler (1985) in their study of a private Division I men's basketball program found students entering college with "idealistic goals and attitudes about their impending academic careers" (p. 241). However, their collegiate experience as a whole altered these attitudes and left many students willing to compromise their academic goals, often blaming others for their shortcomings and externalizing their academic failures (p. 247). To this end, Simons, Van Rheenen, & Covington (1999) explains that student-athletes operate in an area of sharp conflicting interests, where at the heart of their priority setting process looms two counteractive forces: education and athletics.

These two counteractive forces bring into play the notion of social identity theory in this study. Research has suggested that the numerous roles played by an individual are what comprise one's identity (London, Downey, Bolger & Velilla, 2005). Studies show that all roles played by an individual are not given equal standing in one's life at any one moment in time (McCall & Simmons, 1978). Chatman, Eccles and Malanchuk (2005) demonstrate the importance of an identity to the individual, known as identity salience, is not static, but rather fluctuating over time based on context and circumstance. The work of Stevenson (1999) with international athletes supported the idea that the actions and perceptions of those around them enhanced the salience of their athletic identity, which in turn, improved their commitment to their sport.

When it comes to student-athletes, Brewer (1991) tells us that the athletic identity is the identification with their role as an athlete. Given the work of Stryker and Serpe

(1982), who found that if those within a person's role-set give a high level of salience to a specific identity, this social influence will heighten the level of salience of that role at the individual level, one can start to formulate why the athletic identity can be so strong for the student-athlete. Studies show that once salience is given to the athletic role, student-athletes spend a high percentage of their time with coaches, teammates and others in their athletic role-set, strengthening their commitment to this role (Horton & Mack, 2000; Watt & Moore, 2001).

When it comes to their institutional surroundings, LaForge and Hodge (2011) put forth in their work on metrics of student-athlete academic evaluation that graduation success, as measured by either FGR or GSR, will likely be higher at elite private institutions than their public peers, whose mission includes promoting access to higher education. Understanding the differences between institutions, Bell's (2009) study of role-set influence amongst football players at the Division I FBS level examines only universities classified as "selective" or "more selective" research universities based off the Carnegie Classification system. This decision is supported by prior works that show having academically oriented peers can enhance a student's academic experience (Crosnoe, Cavanagh, & Elder, 2003; Dennis, Phinney, & Chuateco, 2005; Hurtado, Carter, & Spuler, 1996; Tinto, 1993).

While the athletic department and the institution have undeniable impact on the role salience decisions made by a student-athlete, another set of factors that are held much closer to the individual also come into play. The thoughts and opinions of student-athletes' peer groups impact the decisions student-athletes will make (Tinto, 1993). Simons et al. (1999) notes that the power that coaches have over the contributions these

student-athletes make to the team due to control over playing time and other in-game decisions looms very large in developing identity salience.

Additionally, the real and perceived benefits of a successful football program to an institution and its athletics department may be an important factor in the promoted salience of the athletic identity. Padilla and Baumer (1994) illustrated that a single win in football over the previous three year period correlated to increased football-related revenues of between $200,000 and $300,000. More recently, Isidore (2010) found that on average, football programs in the six largest conferences earned approximately $15.8 million in the 2009-10 academic-year, or revenue generation well over $1 million per game. These sorts of financial stakes may indeed shift the focus of the student-athlete toward sport at the expense of classroom-related activities.

Conceptual Framework:

Burke (2006) explains that social identity theory is a social psychological examination of intergroup relations, focusing on the idea that group behavior can be attributed to a shared understanding of social group membership. No person is limited to the demands of a sole role within their existence. While an author might balance the roles of daughter, wife, mother, novelist and art enthusiast, a football student-athlete may be a son, boyfriend, brother, teammate, classmate and community volunteer. However, the connection to these roles ebbs and flows, based not only on the individual's psychology, but also based on group factors. According to Bell (2009), "the concept of identity, as understood in sociological terms, links the individual to society, and defines the roles a person takes on in his life" (p. 22). Bell notes that these roles are perpetuated not only by the individual, but also by society, as identity is what links the individual to

society. Haslam, Powell and Turner's (2000) demonstrate this finding in determining that employees were most responsive to group-based needs in situations when the worker's group identity was salient.

With the connection between society and identities now explained the basic tenants of social identity theory start to emerge. Chatman, Eccles and Malanchuk (2005) demonstrate the importance of an identity to the individual, known as identity salience, is not static, but rather fluctuating over time based on context and circumstance. This context is often formed in the sense of the social settings presented to the individual. The influence of this social setting on role salience is the primary underpinning of social identity theory. The sociologist Merton (1957) in his seminal work on social theory states that social context is established by a person's role-set, or the group of individuals a person associates his roles with throughout a variety of circumstances.

In the case of this study, there are two identities of interest: college student and football player. The following study examines three categories of variables that impact the social setting presented to these student-athletes. This allows for conclusions to be drawn about the application of social identity theory to the experience of these college students.

Purpose Statement

The purpose of this study is to examine the role institutional, departmental and program-specific variables play in influencing Division I FBS football student-athletes' academic progress, as measured by the NCAA's Academic Progress Rate (APR), and performance, as measured by the NCAA's Graduation Success Rate (GSR) through the

framework of social identity theory. This will result in an understanding of characteristics that may influence the identity salience of football student-athletes.

Research Design

Using secondary institutional data provided to the federal government and the NCAA, this quantitative study examines the relationship between institutional, athletic departmental and football program specific variables, and the academic progress and performance of Division I FBS football student-athletes across 120 institutions from the 2003-04 academic-year to the 2009-10 academic-year. This was achieved through comparing measures of academic progress (APR) and academic performance (GSR) between football programs, taking into account three categories of independent variables: institutional, athletic departmental and football program specific.

Within the three different categories of independent variables in the study, there are a total of eight variables. The broadest level of variables looks at the overall academic institution; there are three variables in this category. Two variables that are representative of decisions made at the athletic department level are included in the next category. Lastly, three variables that specifically examine the football programs at these institutions are included.

This study utilized three outcome variables, each of which plays an important part in the academic evaluation of a football program. APR serves as a measure of academic progress toward degree for the NCAA. The average APR score received by these football programs over the period of interest is the first outcome variable. Failing to reach a predetermined APR cutoff point results in sanctions for a given sport program.

The receipt of these sanctions is a second outcome variable. Lastly, GSR is a measure used to evaluate academic success and it serves as a third outcome variable.

In an attempt to draw conclusions about the academic achievements of Division I FBS football programs, this study will regress the eight variables discussed earlier against three outlined academic outcome variables. In the data analysis, each outcome variable will serve as the basis of a regression analysis that models the impact the aforementioned independent variables have on these outcome variables. In total, three regression models will be established to illustrate the role the independent variables play in predicting the three outcomes selected to examine.

Research Questions. The following three research questions will guide the study:

1. What combination of institutional, departmental and program-specific variables explains student-athlete academic progress as measured by APR and informed by social identity theory?
2. Informed by social identity theory, what combination of institutional, departmental and program-specific variables explains an institution's football program's receipt of academic-related sanctions due to low APR?
3. What combination of institutional, departmental and program-specific variables explains student-athlete academic performance as measured by GSR and informed by social identity theory?

Definitions

Some of the language used in the community of intercollegiate athletics is specific to the industry. What follows is a discussion of those terms that are relevant to this study:

Academic Progress Rate (APR) – According to the NCAA (2011), the APR is the basis that academic-reform is depending on, as it gives administrators a more real-time assessment of program academic performance than the six-year graduation-rates of GSR and FGR. The APR awards two points each term to student-athletes, one for meeting academic-eligibility standards and one for remaining with the institution. A team's APR is the total points earned by the team at a given time divided by the total points possible, then calibrated to a scale of 1000 (NCAA, 2011).

Association of American Universities (AAU) – According to the association's website (2011), the AAU is a nonprofit organization comprised of 61 leading research universities in North America. These member universities "are on the leading edge of innovation, scholarship and solutions that contribute to the nation's economy, security and well-being" (AAU, 2011). Since 1900, this organization has set forth to advance the international standing of its member institutions.

Athletic Department Expenditures – Reported with consistent mandates as required by the U.S. Department of Education's Office of Postsecondary Education (OPE), this institution specific variable speaks to the grand total of all expenses incurred by an athletic department, across all its sports and student-athletes, in a given year. The data are pulled from the OPE Equity in Athletics Disclosure Website database, which accesses annually submitted athletics data that is required by the Equity in Athletics Disclosure Act (EADA) (Equity, 2011).

Average Win Total – Tracked by NCAA records, this term refers to the average number of victories a team achieves over the six football season span of this study. During this period, two institutions were forced to vacate wins by the NCAA due to

violations. However, for the purposes of this study, these programs did retain the wins in question. This variable is included in the study to illustrate trends of athletically successful football programs and while these wins technically did not happen, the author felt their inclusion painted a clearer picture of athletic success for the study.

Bowl Appearances – Those Division I FBS football programs that finish the regular season with six wins are considered eligible for appearance in a single post-season game known as a bowl game. Appearing in such a game lengthens the football season for the team, often overlapping the season with fall term final examinations. Data pertaining to this variable was gathered from the Football Bowl Association (FBA), which is a non-profit member association that represents all post-season college football bowl games (FBA, 2011).

Bowl Championship Series (BCS) – First implemented during the 1998-99 academic year, the BCS is a system of ranking the nation's elite FBS football programs with the system's two highest teams facing off in a national championship. According to the BCS website (2011), the system "is designed to ensure that the two top-rated teams in the country meet in the national championship game, and to create exciting and competitive matchups among eight other highly regarded teams in four other bowl games" (p. 1). When it comes to oversight, the BCS is managed by the commissioners of the 11 NCAA FBS conferences, the director of athletics at the University of Notre Dame, and representatives from various bowl organizations.

Since 2005, the ranking system has consisted of three equally weighted components: the *USA Today* Coaches' Poll, the Harris Interactive College Football Poll, and an average of six computer rankings. While the Coaches' Poll consists of the FBS

head coaches, the Harris Poll is composed of votes from an array of coaches, administrators, media members and other stakeholders, with an aim of having a wide spanning representation across conferences. The computer rankings are created by specially designed programs that take into account a number of variables, such as win-loss record, strength of a team's schedule, game locations, and margin of victory. The composite of computer rankings consists of the average among six different algorithms produced and updated weekly by Jeff Sagarin, Anderson & Hester, Richard Billingsley, Wesley Colley, Kenneth Massey, and Peter Wolfe. Currently, policy calls for the highest and lowest ranking to be dropped, and average the remaining four is taken before combining it with the other polls to produce the overall BCS ranking (Kotchen & Potoski, 2011).

The rankings are also important because they influence the eligibility of teams for invitations to the other four BCS bowl games. The remaining at large BCS bowl invitations are selected by the administrators of the four games themselves, with each game selecting two teams and selection order rotating each year. Additionally, at large invitations are subject to some eligibility restrictions, which include the following:

- a limit of two BCS invitations per conference
- Notre Dame automatically qualify if ranked in the top eight
- a non-BCS conference team automatically qualify if ranked in the top 12 or if ranked in the top 16 and better than the champion of a BCS conference.

While the BCS rankings are used for determining the eligibility of teams for at large BCS bowl invitations, the individual bowls have on occasion selected teams ranked in worse positions (Kotchen & Potoski, 2011).

Coaching Change – This term refers to the turnover of coaches experienced by a football program. In this study, interim or temporary coaches, often promoted from an existing coaching staff when a head coach leaves a team mid-season, are not counted as an additional coaching change due to their extremely temporary nature. A history of head coaches is kept by the NCAA.

Conference Affiliation – For the purposes of this study, it is important to indicate if each institution is a member of a so-called "major conference" or not. These conferences are those that have been evaluated by the BCS system as automatic qualifying conferences. The Division I conferences evaluated for this status were the: Atlantic Coast, Big East, Big Ten, Big 12, Conference USA, Mid-American, Mountain West, Sun Belt, Pac-12, Southeastern and Western Athletic. Each conference had an opportunity to earn annual automatic qualification through a four-year evaluation covering the regular seasons of 2004, 2005, 2006 and 2007. In accordance with this evaluation, the Atlantic Coast, Big East, Big Ten, Big 12, Pacific-12 and Southeastern Conferences met the threshold and earned automatic qualification through the 2013-14 season (BCS, 2011). Please remember that data from this study is cutoff at the 2010-11 academic-year and thus, conference realignment that occurred after this time will not be included.

Control – Control is explained by the Carnegie Classification system as either public of private, as this cateogorization was one of the main reasons bhind the development of the classification system in 1970 (2011).

Division I Football Bowl Subdivision (FBS) – According to the NCAA (2008), this classification of intercollegiate athletic participants is comprised of institutions that

sponsor at least 14 sports (seven sports for men and seven for women, or six for men and eight for women) with two team sports for each gender. Football Bowl Subdivision schools are usually fairly elaborate programs that can offer up to 85 full grant-in-aids (commonly known as scholarships) for their football programs. Additionally, Football Bowl Subdivision teams have to meet minimum attendance requirements (average 15,000 people in actual or paid attendance per home game), which must be met once in a rolling two-year period.

Federal Graduation Rate (FGR) – According to the NCAA (2011), the FGR is measure that assesses first-time full-time freshmen in a given cohort and only counting them as academic successes pending graduation from their institution of initial enrollment within a six-year period. This measure fails to account for transfers into or out of an institution, and has limitations because of the prevalence of transferring in intercollegiate athletics. However, it is the only rate that allows a direct comparison between student-athletes and the general student body.

Football Program Expenditures – Reported with consistent mandates as required by the U.S. Department of Education's Office of Postsecondary Education (OPE), this institution specific variable speaks to the grand total of all expenses incurred by a football program in a given year. The data are pulled from the OPE Equity in Athletics Disclosure Website database, which accesses annually submitted athletics data that is required by the Equity in Athletics Disclosure Act (EADA) (Equity, 2011).

Graduation Success Rate (GSR) – According to the NCAA (2011), the GSR is a graduation-rate computation that is also part of its academic reform initiative. Like FGR, this measure assesses graduation over a six-year period, but the rate includes transfer

students, unlike the federal rate. Also unlike the FGR, the GSR accounts for midyear enrollees. It is calculated for every sport.

Identity Salience – According to Stryker and Serpe (1984), "identity salience is a readiness to act out an identity as a consequence of the identity's properties as a cognitive structure of schema" (p. 17). It is identity salience that develops a hierarchy for one's identities with various identities being organized by their probability of coming forth based on a series of situations.

Knight Commission on Intercollegiate Athletics – According to the Knight Commission website (2011a), this group of higher education decision makers works with colleges and universities to direct intercollegiate athletics programs to stay within their educational missions. It was founded in 1989 after a prolonged period of issues within college athletics.

Major Clustering – Major clustering is a phenomenon that occurs when there exists a high percentage of student-athletes within a specific major (Gaston Gayles, 2010). According to the author, this occurs frequently in the social and behavioral sciences and is associated with the idea that student-athletes may be pushed toward certain majors by academic advisors. Gaston Gayles explains that this phenomenon is complicated by the progress to degree requirement of APR.

National Collegiate Athletic Association (NCAA) – According to the organization (2011), the NCAA is a membership organization comprised of over 1,000 colleges and universities, which feature 400,000 plus student-athletes competing across three divisions in 23 sports. The organization was formed to protect the interests of student-athletes, emphasizing athletic and academic excellence.

Public/Private Institution – Provided by the Carnegie Foundation for the Advancement of Teaching (2011), this variable examines the origin of control at each institution.

Limitations

Within this study, there are a few limitations that beg mention. With the landscape of athletic conferences changing regularly, it is important to be reminded that the data used in this study predates the start of the 2011-12 academic-year and any conference realignment that occurred during that football season or afterward. However, it does capture data during the conference realignment that occurred for the 2005-06 academic-year. For the purposes of institutional classification as it pertains to conference membership, this study matched institutional membership with its conference membership as of the 2010-11 academic-year.

Also, having entered new area of heightened academic accountability in the NCAA, administrators are asked to use metrics that have been constructed within the last decade. Since its launch in 2004, the NCAA has in fact made minor changes to the APR twice. LaForge and Hodge (2011) point out that GSR and APR, unlike their federal counterpart, can be managed to some extent through roster management tactics, like asking struggling students to transfer or through clustering students in easier majors.

Lastly, it is important to note that any impact on identity salience made by pre-college experiences or social factors such as family history and socioeconomic status cannot be measured due to the standards established by the Family Education Rights and Privacy Act (FERPA). However, that is not to say that such factors do not influence identity salience.

Significance of the Study

This study has implications not only for researchers, but also for practitioners in the field of intercollegiate athletics. There is little in the way of prior research examining APR and GSR, largely due to the recent development of these metrics. Existing research on the topic of social identity theory fits the topic and establishes a theoretical basis to build on our understanding of tradeoffs made between the role of student and athlete that face these young people. Discovering variables that play significant roles in creating similarities or differences in the academic outcomes of these student-athletes may direct future research, probing this topic to determine what causes such discrepancies so that the student-athlete experience may be heightened going forward.

As for practitioners, understanding the differences on an institutional, departmental and program level that promote or hinder academic success should be helpful in guiding and informing decision making by administrators and coaches. For example, if it is discovered that those programs who more frequently visit bowl games struggle to produce strong academic metrics, decision makers might be interested in adjusting the bowl schedule or system holistically. On the other hand, if a positive relationship is found between average win total and either GSR or APR, practitioners may be able to quiet those who complain that winning is done at the expense of academic accomplishment. Regardless of these findings, in this era of heightened accountability within higher education and intercollegiate athletics, it is important that research is provided to answer questions and promote transparency.

Summary

The development of the APR and GSR were both heavily influenced by calls over the last two decades to heighten accountability and academic focus in intercollegiate athletics, especially in revenue producing sports like football. These two metrics, when used in tandem, are thought to provide an insightful look at the academic state of an intercollegiate athletics program, taking into consideration the unique qualities of the experience of the student-athlete. Due to the recent launch of these new metrics, this quantitative study will provide a new lens through which to view academic performance measures.

While prior work on the topic provides an array of applicable data, a critical mass of work exists that suggests the balancing of the role of student and athlete is toughest for those participating in revenue generating sport programs. Therefore, by examining pertinent variables at all levels of the football student-athlete's experience, from institution type to within the athletic department to experiences within the sport program itself, the study provides a framework to examine variables on three different levels. Moreover, these variables can then be isolated to evaluate any role that they may play in altered identity salience of the student-athletes.

This chapter has established a general understanding of the topic and has developed a roadmap for the remainder of this research. Having introduced the topic, explained the conceptual framework and outlined the research design, it is important to firmly establish how this work informs the body of previous research. In order to do so, previous research on this topic must be examined.

CHAPTER 2: LITERATURE REVIEW

The academic landscape facing today's Division I collegiate student-athletes, football or otherwise, is much more complex than it was decades ago. In this new era, institutions and their sport programs are to be held accountable for student progress toward degree, eligibility and graduation, all while facing more pressure than ever to succeed on the playing field. Thus, a confrontation exists between two often conflicting social identities. On one hand, one finds prospective institutional monetary gains, hopes of a professional career, a conflicted peer group and a coaching staff that is often equally conflicted pushing these young men toward putting their role as an athlete first. On the other, one takes note of the NCAA and other parties eager to usher in academic focus and accountability for today's student-athletes, aligning the goals of intercollegiate athletics with the ideals of institutions of higher education.

As we set out to determine what institutional, departmental, and football program characteristics best project academic accountability of their student-athletes, we must first consider what existing literature tells us about these topics, so that this work may better inform future research and build on existing research developments. In launching this investigation, a review of previous literature pertaining to academic preparedness of student-athletes prior to their arrival on campus is required. The discussion then moves to the academic experience of these football student-athletes, looking specifically at three societal factors that influence their college experience: the institution, their athletic department and the football program. The review then presents and discusses the development of academic success measures in intercollegiate athletics and the changes brought on by this era of increased academic accountability. Finally, an understanding of

the theoretical framework of social identity theory provides us with an informative lens through which we can evaluate the tradeoffs made between the salience of two pressing identities for these young men: the student and the athlete.

The Pre-College Experience

Before criticizing or praising the academic outputs (grades and diplomas) of student-athletes, we must first look at the input factors contributing to the success or failure of this population. Many studies have shown that for both student-athletes and their non-athlete peers, the academic preparedness of students entering college is a strong determining factor of college achievement. To this end, research suggests that pre-college experiences, demographic factors and academic ability have shown to be strong predictors of college grade point average (Lang et al., 1988; Sellers, 1992). In accordance with these findings, Maloney and McCormick (1993) examined the academic records of all students enrolled at Clemson University during the 1988-89 academic-year, analyzing a total of 279,302 course grades, to find that a student's high school performance has a significant impact on their college career.

The findings of Purdy et al. (1982) connect this linkage between preexisting academic success and ability of Division I student-athletes to perform academically in a college setting. Looking at GPA and graduation rate of greater than 2,000 student-athletes over 10 years at a major university, the authors found that athletes were outperformed by their non-athlete peers, attributing causality to athletes entering their college studies with inferior academic backgrounds, which resulted in poorer grades and lower graduation rates. Moreover, this seminal piece of literature also found participants

in the major revenue sports, football and basketball, boast both the poorest academic potential and performance. This is not to imply that most student-athletes reject the role of student, as Adler and Adler (1987) observed, "Most incoming college athletes observed approached their academic role with initial feelings of idealism" (p. 445). Rather, it is to suggest that their pre-college experiences often placed them in situations where academic success was more difficult to come by than it was for their peers.

Comeaux and Harrison (2007) study of over 1,700 freshman football and men's basketball players indicates that race is also an important predictor of collegiate academic achievement, with high school GPA for white student-athletes serving as a stronger predictor of college GPA than their black peers. Again, this reminds us of the work of Lang et al. (1988) and Sellers (1992) who found that many Black student-athletes matriculate from high schools and environments with inferior academic resources, thus tending to be less academically prepared than their white counterparts. Supporting this finding was work done by the *Atlanta Journal-Constitution* that found student-athletes entering college at Bowl Championship Series (BCS) schools had SAT scores 124 points lower than other students (Knobler, 2008). Meanwhile, football players scored 220 points lower than the average for all students (Lederman, 2008).

Hood, Craig and Ferguson (1992), as well as Pascarella and Smart (1991) also identify that there are challenges in researching the educational impacts of athletic participation on college student-athletes because of variations in the recruitment of these students. Research has shown that these student-athletes are gathering from a unique populous with high school experiences, aptitudes and socioeconomic environments that are unique from those experienced by non-athletes (Pascarella et al., 1999). Gaston-

Gayles (2004) supported this finding with her study of 211 Division I college athletes at a single institution, finding that ethnicity, in addition to ACT scores and academic motivation, were significant factors in predicting academic performance of the student-athlete.

Interestingly though, with statistical controls in place for student background characteristics that influenced academic aptitude, the academic achievement of athletes and their non-athlete peers were roughly equal (American College Testing Program & Educational Testing Service, 1984; Hood, Craig & Ferguson, 1992; Pascarella & Smart, 1991; Smith & Dizney, 1966; Stuart, 1985). This coincides with the work of Sack and Thiel (1979) who found college athletic participation to enhance the social mobility to those from low socioeconomic backgrounds. Supporting this finding by looking at the 2004 NCAA Graduation-Rate Report, Matheson (2007) concludes that after accounting for differences in race and ethnic group and the fact that scholarship athletes represent groups with lower average graduation rates than their non-athlete peers, graduation rates for football players actually match or exceed those of their peers. Matheson also found that men's basketball players, the other "revenue" sport in college athletics, explained over a quarter of its perceived shortfall in graduation rates because of this phenomenon. So, while we must recognize that the preparedness of student-athletes for the academic rigors of college play a role in their viability as successful college students, there is more to the picture of student-athlete academic success than solely what takes place on campus.

The Student's Campus Learning Environment

Conflict between student and student-athlete activities. In a seminal piece of research in this area, Adler and Adler (1985) interviewed and observed 38 basketball players and seven coaches at a private Division I men's basketball program from 1980-84. In their work, the authors found students entering college with "idealistic goals and attitudes about their impending academic careers" (p. 241). However, their collegiate experience (athletic, academic and social experiences) altered these attitudes and left many students willing to compromise their academic goals, often blaming others for their shortcomings and externalizing their academic failures. This finding suggests a troubling road for the student-athlete, who is often subjected to multiple demands on their time and energy. In fact, despite earlier attention paid to demographics and experience-based variables of college recruits, Pascarella et al. (1999) found that irrespective of precollege development and experiences, football and male basketball players had negative cognitive affects from sport participation. And while the work of Adler and Adler (1985) pertained to men's basketball, we find football players struggling to succeed academically at a similar pace, as the two sports graduate student-athletes at the lowest rates of any teams, 67% for football and 62% for men's basketball (NCAA, 2008).

LeCrom et al. (2009) inform the existing literature on the subject with a more comprehensive and updated look at the topic, examining student-athlete retention, as measured by APR, for student-athletes from a single mid-major Division I Conference from 2001-2005, compiling some 12,980 observations. The authors found that male student-athletes were retained at lower rates than their female counterparts, and team sport participants also performed worse than their individual sport peers, also marking a

troubling trend for a football program. These findings supported the more sport-specific research of Maloney and McCormick (1993), who examined 279,302 course grades from Clemson students, athletes and non-athletes, from 1985-1989, finding that student-athletes in both football and men's basketball performed worse than their non-athlete and other sport peers alike. When looking for causality of such a discrepancy between sport programs, Fountain and Finley (2009) inform the research by illustrating that while the graduation rate for all Division I student-athletes (63% for the 1999-2000 freshman class) exceeds that for all non-athletes (61% for the same cohort), subdivisions made in the data on the basis of gender, race and sport call for considerable concern. For instance, male African American basketball players graduated at a rate of only 42% and importantly noted for this study, Division I football players at a rate of 54%.

While the work of Rishe (2003) suggests that no correlation exists between student-athlete graduation rate and athletic success, his work does go on to illustrate the subdivisions that can be found when analyzing these statistics by sport, illustrating that a gap exists between the graduation rates of male student-athletes and female student-athletes at major athletic programs. Rishe suggests this gap occurs because of the financial stakes of big time athletics and the pressures to succeed on the playing field for athletes in these programs, "especially in football and basketball" (p. 417). Those in the industry that are tasked with providing academic services to these struggling student-athletes support this view, pointing out that low-performing students are accepted because coaches do not want to compete against schools that accept talented, but academically poor students, and thus, feel that they have no choice but to bring them to campus (Wolverton, 2008). Regardless of reasoning, Pascarella et al. (1999) warn us that

"competing in major revenue-producing sports simply absorbs so much physical and psychological energy that there is only a limited amount left to make the kinds of intense investments in one's academic experience that enhance cognitive growth" (p. 23). In hopes of coping with the academic demands placed on today's student-athlete, some in the industry predict that the future of intercollegiate athletics will involve not only tutors, but an increased utilization of learning specialists to work with athletes and allow coaches to continue recruiting students with marginal academic abilities (Wolverton, 2007).

Institutional influence. The ability to recruit athletes with wide spanning levels of academic abilities like those mentioned by Wolverton (2007) varies from institution to institution, a variation that can later have an impact on academic performance metrics. For example, LaForge and Hodge (2011) put forth in their work that graduation success, as measured by either FGR or GSR, will likely be higher at elite private institutions than their public peers, whose mission includes promoting access to higher education. In fact, it is logical to posit that any metric used across institutions to compare the academic success of their athletes is influenced to some extent by the institution. Pascarella and Terenzini (1991) also pointed out that using grades as a variable to measure college learning fails to account for institutional grading differences, which are likely to vary based on the academic selectivity of the institution. As pointed out by Helliker (2011), this academic selectivity also plays a role in how institutions lump themselves together into conferences. When considering conference membership and expansion from ten to 12 teams PAC-12 President Larry Scott spoke to this point nothing, "the academic brand is as important as the athletic brand," adding that his conference "prides itself on being

best of breed academically as well as athletically" (Helliker, 2011, p. 1). These comments were echoed by Chris Hill, the athletics director at the University of Utah, one of two institutions admitted by the conference, as he commented, "From the outset of our talks with the Pac 10, it was clear that we wouldn't have been part of the conversation if not for our profile as a research institution—as well as our athletic success" (p. 1). Variations in the level of preparedness of a college football student-athlete are tied to this study by examining institutional characteristics, such as conference affiliation, public or private school status and academic reputation (as measured by AAU membership status). The selection of these variables takes into consideration the wide spanning student-athlete demographics that end up on various institutional campuses, but they alone do not tell the entire story.

While typecasting institutions may be of some value, evidence suggests a closer look at the academic issues within the classroom is also important. Tinto (1993) exhibited that positive peer support and interaction plays a critical role in the academic success and maturation of a college student. Tinto was able to attribute faculty involvement with the student as one of the strongest predicting factors of graduation within a six year window, confirming the work of Wilson (1975) who noted that the strength of interaction between the student and faculty members accounted for a positive correlation with the student's "intellectual orientation" (p. 180), a concern for the population of potentially marginal students one may find within the make-up of certain athletic programs. Harrison et al. (2006) expanded on this finding in their work on minority student-athletes, discovering that while a strong rapport between faculty and a student-athlete played a positive part in the student's education, the quality of this

relationship, more so than the quantity of student-faculty interactions, was a much better predictor of academic success. Comeaux and Harrison (2007) built further on this finding, uncovering that academic success for men's basketball and football student-athletes was at some level related to the nature of student-faculty interactions, as faculty members, who for example, encouraged students toward attending graduate school, made a strong impact on the academic success of these students. Thus, while research suggests the institution, its mission and prestige may impact academic achievement, quality experiences in the classroom are also a vital part of this experience.

Departmental influence. Below the institutional level and above the football program, we find an important level of social influence on the student-athlete that plays a central part in role salience decisions: the athletic department. At this level, many important decisions are made that impact the culture presented to student-athletes. In many ways, the loudest messages are made by the funding decisions this area is required to make, which will serve as a focal point of this study.

Facilities. Nearly 20 years after releasing a landmark report citing existing problems in intercollegiate athletics, the Knight Commission on Intercollegiate Athletics noted in its report, *Restoring the Balance* that "the costs of competing in big-time intercollegiate sports have soared. Rates of spending growth are breathtaking. This financial arms race threatens the continued viability of athletics programs and the integrity of our universities. It cannot be maintained" (2010, p. 1). The Knight Commission (2010) supports this claim with a number of eye-opening statistics such as median spending per athlete at the major conference level coming in between four and 11 times more than that spent on education-related activities for their students. Furthermore,

it explains that the average athletic budget at this level, considering growth trends, will exceed $250 million by 2020, adding only seven athletic programs generated enough revenue to return a profit in each of five years preceding the report.

According to experts, the start of this booming period in facilities growth occurred between 1995-2005, a ten year period in which, according to the *SportsBusiness Journal*, at least $15.2 billion was spent on college athletics facilities, with greater than $6.4 billion being exhausted on football programs (King, 2005). While some of this money went into refurbishing stadiums and providing departments with luxury seats that can in turn generate money for the department, over $600 million was spent improving athletic training facilities (King, 2005), whose comfort and amenities have drawn criticism for potential excess more than once in the university community.

Since the NCAA has become armed with the ability to take away scholarships from programs that do not perform academically thanks to APR-based sanctions, the facilities arms race has extended beyond new locker rooms and stadiums and on to student-athlete academic centers. As reported by *The Chronicle of Higher Education*, no longer are team study halls located in vacant classrooms or empty cafeterias, as major college programs have taken to building academic-services buildings, often exceeding 20,000 square feet (Wolverton, 2008).

Budgets. Considering the current spending climate in intercollegiate athletics, much has been made about the ability for all institutions to keep spending at this pace. Some institutions have responded to the strain placed on their overall budget by cutting sport programs offered by the institution, leading groups like the Knight Commission and the Women's Sports Foundation to note that the culture of excess spending in some

sports has ultimately eliminated opportunity for other student-athletes. While the Women's Sport Foundation (2011) has called for "schools to embrace the principle of gender equity and equal treatment as the norm" (p. 1), some have claimed that, ultimately, financially strapped institutions are unable to keep up with the spending habits of those that are better off and have opted to cut sports perceived as non-revenue. Although this occurrence contradicts the logic associated with past finding that higher education success rates have been associated with programs with somewhat lower revenues in the past (Padilla & Baumer, 1994), it seems possible that as college athletics have become more associated with revenue generation, findings like those made by Padilla and Baumer may be less important to institutional leadership.

As of the 2008 fiscal year, the NCAA reported that 25 Division I Football Bowl Subdivision institutions reported positive net revenues for their athletic programs, with the median at about $3 million in excess revenue per institution (Brown, 2009). However, median deficit for the other nearly 100 programs participating at this level is about $8 million a year, signifying a rather large gap between what has been called the "haves" and "have-nots" of college athletics (Brown, 2009). This deficit is covered by institutional resources to keep their athletic departments operational in most instances according the NCAA. However, when coupling the current climate of shrinking budgets in higher education with the facilities boom and the increased resources needed to assure compliance with the NCAA's heightened academic standards, one finds a troublesome image of the competitive landscape facing a majority of teams at the Football Bowl Subdivision level who fail to turn a profit within their athletic department.

Interestingly, the financial challenges laid out in today's competitive environment are played out not only on the playing field, but also in the classroom. Following the release of APR scores from the 2009-10 academic-year, Moltz (2011) noted that of the eight teams that were banned from postseason participation because of poor academic standards, four of those programs are from Historically Black Colleges and Universities and a fifth is from an institution that is categorized by the federal government as predominately Black. Although only three of these eight banned teams were football teams and none of them compete at the Division I FBS, the comments surrounding this study bring concern to the notion that only resource rich institutions are suited to deal with the heightened accountability for academic performance. In fact, Wolverton (2007) tells us that since 1997, the budgets for academic services have ballooned at the nation's biggest institutions, doubling on average to over $1 million a year. Sensing such a gap years ago, the NCAA has now introduced the Supplemental Support Fund, which represents $1 million in grant funding earmarked for low-resource institutions with academic needs, not just HBCUs (Moltz, 2011), but doubts still exist as to if this is enough aid for these struggling institutions.

While the struggles of HBCUs may be representative of institutions who lack the resources to thrive academically and athletically, calls for change may impact those who opt for athletic success at the expense of academic performance. Widely known throughout intercollegiate athletics for the group's clamoring for academic reform, the Knight Commission in its 2010 report entitled *Restoring the Balance: Dollars, Values and the Future of College Sports*, put forth that teams should be on track to graduate 50 percent of their student-athletes to remain eligible for postseason play and that money

generated from postseason play should be partially distributed to the institutions that meet the NCAA's graduation requirements. Using GSR as its metric to evaluate graduation rates, according to the Knight Commission more than $146 of the $409 million, or approximately 36 percent, of the revenue earned for postseason appearances in the past five NCAA men's basketball tournaments were earned by teams with GSRs under 50 percent (Knight, 2011b). This call to change has been supported by the U.S. Secretary of Education, Arne Duncan, who stated, "It's time to end rewarding teams millions of dollars for winning basketball games when they are failing to graduate their players. In the era of the 'million-dollar game,' I join the Knight Commission in advocating a reward system that recognizes teams that meet minimal academic standards" (Knight Commission, 2011b, p. 1).

Football program influence. At this point, it seems important to identify the elements of a football program that make it unique to many of its intercollegiate counterparts. From squad size to revenue potential, from coaches' compensation to student-athlete professional aspirations, when it comes to college football, everything appears bigger. However, bigger is not necessarily better and in this case, along with this inflated importance comes heightened attention. Here we investigate what prior research tells us about the experience of college football student-athletes, the game they play, and any trade-offs between the two.

The football player in the classroom. To date, large amounts of research have been conducted on the influence athletics has on undergraduate admissions (McCormick & Tinsley, 1987; Tucker & Amato, 1993; Murphy & Trandel, 1994), student body graduation rates (Tucker, 2004; Mixon & Trevino, 2005) and donations (Tucker, 2004;

Humphreys & Mondello, 2007). Currently, some research has been conducted that connects athletic winning and student-athlete graduation rates. However, these studies leave us with mixed results.

One side of the story shows that football players on winning programs struggle in the classroom. The in-season effect, a term favored by Maloney and McCormick (1993), is a decrease in individual student grades when their sport is in-season, a phenomenon that exists only in revenue sports according to their research. Here, the researchers interject that the possible cause of this trend is the pressure enhanced by the monetary importance of successful programs in football and men's basketball, a pressure that forces athletes in these sports to accept a more rigorous athletic load at the expense of their studies. Amato et al. (1996) suggest that one challenge presented to FBS football programs is the longstanding format for post-season play at this level. Unlike all other NCAA sports, the FBS post-season consists of a series of bowl games that span the month of December and go into January. Amato's study compared the performance of 89 of the then existing 106 FBS (then known as Division I-A) programs to 67 of 84 FCS (then known as Division I-AA) and found, all things being equal, a single bowl appearance reduces the average graduation rate of a football student-athlete by more than three percentage points.

On the other hand, research conducted by Lucas and Lovaglia (2005) using initially published APR scores for Division I FBS institutions indicates that major college football programs, whose athletes make higher levels of academic progress (as measured by the APR), are just as likely to win as those programs whose athletes make little progress. This suggests a climate in which an academically strong team is just as likely

to succeed on the field as a team that struggles in the classroom, as there is no correlation between APR and winning. However, since this study, adjustments to the APR have been made and institutions have had more time to allocate resources toward this metric if so inclined.

Competition hampered by regulations. Regardless of its impact on grades, there are critics who put forth that the battle of developing a winning college football program is like playing against a stacked deck of cards. The NCAA's regulation over its student-athletes and competition is justified by the organization because of its efforts to promote fairness and create a competitive balance between institutions. However, as Eckard (1998) points out, cartel theory suggests that the enforcement of such regulations inhibits weaker teams from rising to the top and protects those at the top from new competitors. Looking at the rankings and standings of major college football from the 1920s until 1995, with a benchmark year of 1952 noted as when "effective NCAA enforcement began" (p. 348), Eckard found that competitive balance declined after 1952 by all measures.

Further still, Maxcy (2004) argues the NCAA's 'power conferences' act as a monopoly and as a result, enjoy incredible revenues. The authors suggest that the six conferences that comprise the Bowl Championship Series (BCS) are quite effective at consolidating money and power. Supporting this notion, Sutter and Winkler (2003) conclude that despite attempts to create parity in college football, great competitive imbalances still exist.

These claims of hampered competition are important to keep in mind. In the attempt to find commonalities between programs that perform well in the classroom and

determine if on field performance is correlated to such success, previous research must be recognized. The evidence suggesting that on field performance may be controlled to some extent by predetermined factors may play a role in explaining future academic outcomes.

Coaches' role. The prediction offered by Wolverton (2007) that heightened personalized attention may serve as the future course for student-athletes is well supported by the existing body of research on this topic. Student-athletes, as explained by Simons et al. (1999), often operate in an area of sharp conflicting interests, where at the heart of their priority setting process looms two counteractive forces: education and athletics. Simons explains that although coaches are required to excuse missed practices for academic reasons, student-athletes shy away from this exemption, opting for make-up class work over a missed athletic practice. "Coaches possess the power to decide which athletes will play or start in the games, [and] many students believe, correctly or incorrectly, that they will be penalized by their coaches for choosing academic commitments over athletic ones" (p. 158). Therefore, it is of no surprise that Bell's 2009 qualitative study of the experiences of 41 Division I FBS student-athletes, 31 of the participants spoke of the involved role their head football coach took in monitoring their academics, and 13 reported that their coach deemphasized their chances of having a professional career and suggested that the student-athlete concentrate on receiving a degree. Applying the work of Bell to Simons' research, we can logically infer that the role of a coach in helping the student-athlete cope with these conflicting interests by emphasizing the importance of the education of the student-athlete will improve the academic focus of the student. Moreover, the work of Pensgaard and Roberts (2001) on

the motivational climate of seven elite level athletes, reminds us that coaches play an important role in establishing motivation and guiding the efforts of an athlete.

Institutions have even gone as far as to incentivize coaches to encourage strong academic performance by tying bonuses to the academic performance of their teams. Some (Eichelberger & Levinson, 2007) have criticized this performance incentive deeming it mouth service to match the ideals of athletics to higher education, with others adding that the practice merely widens the gaps between resource rich departments and those struggling to make ends meet (Upton, 2011). Perhaps in light of this criticism, or in an effort to further enhance accountability for academic performance, the NCAA announced in August of 2010 that it would release single-year APRs for Division I head coaches in six sports, including football (Brutlag Hosick, 2010). Developed by the NCAA's Committee on Academic Performance, this step was taken to promote accountability and transparency. Jim Isch, NCAA Interim President 2009-10 noted that the metric was meant to stress the imperative role that head coaches play in the academic development of these athletes.

A New Landscape of Academic Accountability

In 1988, the NCAA set out to clear the air over the demands being placed on college student-athletes, investing $1.75 million in a study of 4,083 students (athletes and non-athletes) across 42 NCAA Division I member institutions, all of which were involved in time consuming extracurricular activities. The seminal nature of this research is explained by the comments of Martin A. Massengale, chair of the NCAA Presidents Commission in 1988 and chancellor of the University of Nebraska in Lincoln, who noted,

"this is truly a landmark study for college athletics and provides the first national data on student athletes" (Bower, 1988, p. 357). This study unearthed that on average football playing students invested 30 hours a week on their sport in season, and 18 hours per week during the off-season, figures that exceeded the cumulative amount of time they invested in preparing for and attending class (Bower, 1988). Importantly, the NCAA has responded to these results. In the more than two decades since this study was conducted, it has implemented stricter practice and participation limitation for its student-athletes, while calling for higher standards of academic performance as well.

These higher standards were initiated in 2003-04 when the NCAA initiated drastic academic reform, including not only the introduction of APR and GSR, but also revising its initial eligibility standards (LaForge & Hodge, 2011). One major reason for the development of the APR metric is that both FGR and GSR inherently operate with a significant time lag, as students (both athlete and non) are expected to depart from the institution six years after their enrollment, creating a significant delay between enrollment and the reporting of a graduation rate (LaForge & Hodge, 2011). While APR measures the progress of the athlete toward a degree, GSR is the often cited metric used for graduation rates amongst student-athletes, as it accounts for their greater propensity toward mobility when compared to their non-athlete peers (Denhart, Villwock & Vedder, 2009). All three metrics, GSR, APR and FGR are needed to evaluate student-athlete academic performance, and while all three have limitations, their use in concert with one another provides an insightful picture that can guide institutional policy making for student-athletes (LaForge & Hodge, 2011).

Federal Graduation Rate vs. Graduation Success Rate. GSR is different than the FGR because unlike its federal counterpart it does not penalize an institution when a student-athlete leaves the school in good academic standing, whether it is to transfer or to play professionally (Denhart, Villwock & Vedder, 2009). According to the NCAA, the GSR captures 37 percent more student-athletes than the federal rate (2010a). Removing the effect of transferring student-athletes on the graduation rates for the 1999-2000 freshman cohort, the GSR reported a graduation rate of 77%, up from the FGR of 63% for this same group of students (Fountain & Finley, 2009). However, the argument that athletes transfer at higher rates than other students has not been conclusively verified and while GSR attempts to control for this variable, it does not give us an apples to apples comparison to the study body at large (Denhart, Villwock & Vedder, 2009). Thus, more work must be done before we can paint an entirely accurate picture of student-athlete academic success.

Academic Progress Rate. While FGR and GSR measure academic performance, we look to a new metric developed by the NCAA to inform us on student-athlete progress to graduation. According to the NCAA (2011):

> "the APR is the fulcrum upon which the entire academic-reform structure rests. Developed as a more real-time assessment of teams' academic performance than the six-year graduation-rate calculation provides, the APR awards two points each term to student-athletes who meet academic-eligibility standards and who remain with the institution. A team's APR is the total points earned by the team at a given time divided by the total points possible."

Adopted in April 2004, APR is based on a scale of 1,000 points and at the time of this study, requires each sport program at the NCAA level to maintain a score of above 925 in order to avoid facing penalties. In order to meet progress to degree requirements, a student-athlete is required to be 40% of the way to a degree by the end of their second year on campus, 60% of the way along by the end of year three and 80% finished by the end of year four (Denhart, Villwock & Vedder, 2009).

When using APR student-athletes earn a retention point for staying at the institution and an eligibility point for satisfying the NCAA's continuing eligibility requirements. Student-athletes are scored the same way for widely surpassing these requirements as they are for inching past them. Thus, using the APR as a standalone measure for academic success does not provide a clear picture of a team's, or an institution's, academic landscape (LaForge & Hodge, 2011). Therefore, it must be used in concert with other academic metrics.

As mentioned previously, serious sanctions and penalties have been laid out by the NCAA for programs that fail to meet minimum APR thresholds. While first time violators are granted some leniency with a warning, repeat offenders face losing scholarships, recruiting abilities, practice time and eventually postseason bans or banishment from the NCAA (Denhart, Villwock & Vedder, 2009). The NCAA (2010a) explains that those programs whose APR is below 900 face sanctions that increase in severity with consecutive years below this threshold in the following manner:

- Year 1: a public warning letter for poor performance
- Year 2: restrictions on scholarships and practice time

- Year 3: loss of postseason competition for the team (such as a bowl game or the men's basketball tournament)
- Year 4: restricted membership status for an institution. The school's entire athletics program is penalized and will not be considered a part of Division I

This relatively young metric has experienced a few minor changes in its application and calculation since its implementation. The NCAA (2010a) adopted the first of these changes in August 2006, allowing teams with less than a 900 score on their APR to gain relief from penalties by demonstrating improvement in their APR. Additionally, in 2008, the policy for evaluating transfer students with a 2.6 GPA or higher was also adjusted.

Most recently however, in August 2011, the NCAA's Division I Board of Directors approved a future heightening of academic standards of achievement for college students. This decree called for a future raise in the APR benchmark for program sanctions from 925 to 930. Furthermore, it enhanced bans from NCAA governed post-seasons (although the BCS, not the NCAA governs the football post-season) and added financial penalties to those programs that do not perform in the classroom (Sander, 2011a). While this decision leaves institutions facing a future with tougher academic standards for their football student-athletes, questions about the merits of the policy change, and APR as a whole, still exist.

Issues with APR. The implementation of the APR is not without critique or objection. Moreover, as the NCAA looks to heightened punishments for failing to meet even higher APR marks, these objections may become even louder. The detractors of

APR have three main qualms with the metrics: its artificial nature, the expense associated with compliance, and fairness to the student-athlete.

Artificial nature. LaForge and Hodge (2011) note that GSR and APR, unlike their federal counterpart, can be managed to some extent, as programs might look to encourage student-athletes that are struggling academically to transfer before their poor performance hurts the program's score. While this might represent a positive in the situation where coaches search for better institutional fits for student-athletes, the possible manipulation of the metric also implies the data still demand close examination. Some in the industry have speculated that with the recent advent of APR, and the penalties associated with it, athletic departments will now be more careful with their admissions decisions to avoid losing scholarships or incurring other penalties (Wolverton, 2007).

These penalties have also brought to light problematic tradeoffs between the student and athlete identities of these individuals. Amongst the critics is Gerald Gurney (2011), senior associate athletic director for academics and student life and assistant professor at University of Oklahoma. Gurney takes aim at the APR, calling it "manufactured" (p. 4) and suggesting that the metric has failed to meet its goal of improving access for minority student-athletes while "diminishing the academy" (p. 2).

Expense. Some critics argue that the increased academic standards appear to be enhancing the class system in college athletics. Sander (2011a) notes that these objectors claim that since the launch of the APR and its associated penalties, only the large and wealthy athletic programs with expensive academic-support services are equipped. Gurney (2011) supports this claim, noting that institutions are ballooning their budgets

for student-athletes academic support. Illustrating this point, Leung (2011) explains that under the existing ban for post-season play, when it came to men's basketball only less wealthy programs (Cal State Northridge, Grambling, Louisiana-Monroe and Southern) were banned from post-season play.

Student-athlete fairness. Lastly, but importantly, is the subject of how APR standard impact the student-athlete. On the subject of the heightening of APR requirements to 930, Amy Perko, executive director of the Knight Commission on Intercollegiate Athletics, objects, noting that absent of stronger initial eligibility requirements for incoming student-athletes, these changes are "not fair to the athletes who are not prepared to do the college-level work" (Grasgreen, 2011, p. 1).

Knobler (2008) supports this claim, noting that recent changes have merely widened the gap between the academic abilities of student-athletes and the rest of the institution's student body. Gurney (2011) suggests that this results in steering student-athletes toward majors that provide less academic resistance due to large numbers of electives. Palaima (2011) comments that this phenomenon represents a failure in higher education to ensure these individuals "legitimate experiences as students" (p. 1). He goes on to argue that both new metrics, APR and GSR, "serve as smoke screens for the big-time sports programs to keep exploiting student athletes without making it possible for many of them to be students" (p. 2).

Impact of APR penalties. Historically, research shows that there is no significant negative financial impact in the short run on institutions with sanctions and penalties for NCAA violations (Padilla & Baumer, 1994). However, with significant changes to the academic landscape of academic performance occurring so recently, there

is little research on the implications of APR-related penalties and their competitive or financial impact on a broad level. However, trends have emerged as to which institutions and programs have struggled most to deal with these changes and what adaptations are occurring to avoid penalty.

As noted by Wolverton (2008), in today's landscape of college athletics, one finds competition for players having a loosening impact on admissions combined with stiffer progress-to-degree requirements than ever before. This has left schools trying to essentially do more with less when it comes to keeping these students eligible. With the threat of losing scholarships and worse looming for poor academic performance, programs have invested heavily in trying to avoid this fate. However, Moltz (2011) informs us that of the eight teams that were banned from postseason play due to the poor academic performance, four of the institutions punished were historically black colleges and universities (HBCUs) and a fifth was a predominately black institution. Moreover, of the 103 programs punished by the NCAA of their academic performance, 33 were from HBCUs. The penalties handed down to these institutions may signify a fear being voiced in the athletic community, as Moltz puts forth this is "a sign of the widening gap between the "haves" and the "have-nots" in college sports" (p. 1).

However, rather than receive these costly penalties, there have been reports of compromised academic integrity that have arisen. Members of the campus community have cried out that college athletes' lack of academic preparation and commitment to learning diminishes academic integrity (Lumpkin, 2008). For example, the work of Lawrence, Hendricks and Ott (2007) in their survey of faculty found that one-third of faculty members believe academic standards are lowered to achieve athletic success in

football and men's basketball. This finding represents a dangerous crossroad where, as Libby (2007) suggests, athletic success comes at the expense of academic integrity. This compromised integrity can come not only from lowering faculty expectations, but also in jeopardizing the opportunity of the student to pursue their own academic interests freely.

Fountain and Finley's (2009) put forth a series of reasonable concerns pertaining to heightened academic standards commenting, "While the goal of the APR, to increase graduation rates of athletes, is admirable, the means utilized by schools to avoid loss of scholarship could prove to be dubious. Pressure on coaches, and subsequently on academic advisors and professors, to find new and creative ways for players to stay eligible and ultimately graduate is not a new issue" (p. 3). The authors go on to suggest that while recruiting better prepared student-athletes or committing more resources to academic services are possible outcomes, another effect to be considered is for institutions to continue to "recruit athletes of marginal academic ability and seek easier majors, courses and professors to ensure a reasonable graduation rate," or clustering (p. 3). The potential for encroachment on a student's academic freedom is illustrated by the remarks of Sandy Meyer, assistant director of the academic-support center for athletes at Penn State University, who noted that with the current climate of penalties for poor academic performance, there is too great of a risk for a student-athlete to select anything other than a "safe" major (Wolverton, 2007, p. 1).

Fountain and Finley (2009) examination of clustering in ACC football programs found that six of the 11 schools examined had at least one-third of its student-athletes in a single major and all schools had exceeded the 25% cutoff for clustering as defined by Case et al. (1987). Moreover, it has been shown that clustering occurs at a different

magnitude based on race. Fountain and Finley (2009) exhibited in their study of ACC football programs that at over half the schools they examined over 75% of the program's minorities student-athletes were enrolled in just two majors. And while one common excuse given for clustering is that certain majors allow more flexibility in scheduling for athletes, this significant rift between the rate at which white and minority athletes register in these majors rejects this reasoning to a large extent. One longstanding suggestion to counter this problem of clustering comes from the seminal work of Case, Greer and Brown (1987) who suggested the relocation of advisement of student-athletes out of the athletic department. However, this suggestion did not gain popularity at the Division I FBS level.

Furthermore, some like Wright State University Athletics Director, Michael J. Cusack (2007) have complained that on an individual level, the progress to degree requirements trap student-athletes in majors they may have transferred out of due to poor fit. Furthermore, he also adds that the retention component can unfairly punish a program if a student-athlete decided to transfer, but fails to keep up academically before doing so, an unfair burden to a coach and team.

Social Identity Theory

Keeping in mind previous research, it is necessary to move forward and connect with the theoretical basis for this study. The name "student-athlete" illustrates a duality of roles these young people are engaged it. Social identity theory will help to explain the dynamics of the interplay between these two roles and build on the findings of the previous research explained earlier in this section.

As we set out to examine the role institutional, departmental and program-specific variables play in influencing Division I FBS (formerly Division I-A) football student-

athletes' academic progress and performance, we hope to develop an understanding of what characteristics define the environment that best promotes the student identity of its football student-athletes. However, in order to do so, a firm understanding of the relationship between the roles of student and athlete must be mapped out. The following section will first introduce social identity theory to the reader, then move on to explain the primary conflict that exists between the student and athlete identities of the student-athlete. Then, we will look at specific levels of the intercollegiate experience to explain how institutional, department and program specific characteristics impact the tradeoff between these two conflicting identities.

Background of Social Identity Theory. Developed by Henri Tajfel and John Turner (1979), social identity theory is a social psychological examination of intergroup relations, group membership and group processes. The theory focuses on the idea that group behavior can be attributed to a shared understanding of social group membership (Burke, 2006). Burke explains that the theory is "framed by a conviction that collective phenomena cannot be adequately explained in terms of isolated individual processes or interpersonal interaction alone" (p. 111).

According to Bell (2009), "the concept of identity, as understood in sociological terms, links the individual to society, and defines the roles a person takes on in his life" (p. 22). In their work, *Identity and Interactions*, McCall and Simmons (1978) contend that a person's various role-identities provide a lens for how he interprets his experiences throughout life. Furthermore, the numerous roles played by an individual are what comprise one's identity (London, Downey, Bolger & Velilla, 2005). For the male

football student-athletes in this study, a focus is given to the interaction between their student identity and their athletic identity.

Studies show that all roles played by an individual are not given equal standing in one's life at a given moment in time (McCall & Simmons, 1978). Chatman, Eccles and Malanchuk (2005) demonstrate the importance of an identity to the individual, known as identity salience, is not static, but rather fluctuating over time based on context and circumstance. This context is often formed through a given social setting. As explained by Merton (1957) in his seminal work on social theory, this social context is established by a person's role-set, or the group of individuals a person associates his roles with in a variety of circumstances. The work of Stevenson (1999) with international athletes supported the idea that the actions and perceptions of those around them enhanced the salience of their athletic identity, which in turn, improved their commitment to their sport. Moreover, in their study of workers, Haslam, Powell and Turner (2000) found that group-based needs were especially important to the individual in situations when the worker's social identity, or their role as a teammate, was salient.

Social role conflict: Athlete vs. Student. When it comes to student-athletes, Brewer (1991) tells us that the athletic identity is the identification with their role as an athlete. Given the work of Stryker and Serpe (1982), who found that if those within an individual's network give a high level of salience to a specific identity, this social influence will heighten the level of salience of that role at the individual level, one can start to formulate why the athletic identity can be so strong for the student-athlete. Studies show that once salience is given to the athletic role, student-athletes spend a high percentage of their time with coaches, teammates and others in their athletic role-set,

perpetuating their commitment to this role (Horton & Mack, 2000; Watt & Moore, 2001). Furthermore, the work of DeBrock, Hendricks, and Koenker (1996) suggested that football and basketball male student-athletes have more trouble in the classroom and graduating because of the margin between the potential financial returns from professional careers in sport and the earning potential driven by their college degrees. Thus, we start to develop a compelling case for the prevailing salience of the athlete role.

Bell (2009) explains that those undergraduates who identify themselves with the role of "student" have an academic identity. The conflict between these two identities for salience being settled in large part by the social situations student-athletes partake in. However, the works of Adler and Adler (1987, 1991) demonstrate how the athletic role impacts decision making, friendships, and importance of other roles played by the student-athlete. Bell (2009) adds that a "team culture" can influence athletic and academic decision making on the individual level.

Institutional influence. Examining previous works on social identity theory, we find that the landscape where the student-athlete battles between their student and athlete identities is different from one institution to another. Earlier in this work, many of these variables were promoted when discussing the campus learning environment. LaForge and Hodge (2011) put forth in their work on metrics of student-athlete academic evaluation that graduation success, as measured by either FGR or GSR, will likely be higher at elite private institutions than their public peers, whose mission includes promoting access to higher education. Understanding the differences between institutions, Bell's (2009) study of role-set influence amongst football players at the Division I FBS level examines only universities classified as "selective" or "more

selective" research universities based off the Carnegie Classification system. This decision is supported by prior works that show having academically oriented peers can enhance a student's academic experience (Crosnoe et al., 2003; Dennis et al, 2005; Hurtado et al., 1996, Tinto, 1993).

The academic orientation of an institution and its competing institutions may indeed impact the social experiences of an athlete. For instance, as of 2010, all of the participating members of the Big 10 conference (11 institutions at the time) boasted membership in the American Association of Universities, which according to its website is, "an organization of 61 leading public and private research universities in the United States and Canada." Thus, we find that the institution itself can play a part in the salience of the two roles student-athletes find themselves juxtaposed between.

Departmental influence. Moving past the institutional level and the broader environment these student-athletes find themselves in, one finds variability within each athletic department that alters the experience of the student-athlete and impacts role salience. These variables impact the campus-learning environment of the student-athlete only, not their non-athlete peers, as they are not provided access to these amenities and services. One very important variable in this area is athletics departmental spending. According to the Knight Commission (2010), as of 2008, four of the five BCS conferences were spending on average over $100,000 per athlete per year, with the Southeastern Conference (SEC) leading the way, spending $144,592 annually per student-athlete. Meanwhile, also competing at the Division I FBS level, both the MAC and Sun Belt Conferences were spending below $50,000 per year on each student-athlete. Despite this spending, the NCAA reported that 25 Division I Football Bowl Subdivision

institutions reported positive net revenues for their athletic programs, with the median at about $3 million in excess revenue per institution (Brown, 2009). However, median deficit for the other nearly 100 programs participating at this level is about $8 million a year. This gap signifies a rather large gap between what has been called the "haves" and "have-nots" of college athletics (Brown, 2009).

This phenomenon, when considering in concert with the previously discussed work of Moltz (2011), who noted that four of the eight teams banned from postseason participation because of poor academic standards after the release of the 2009-10 APR were from historically black colleges and universities, paints a scary picture when it comes to the connection between financial resources and academic achievement. As explained by Wolverton (2007), "institutions continue to pour big bucks into academic-support systems" (p. 1) and thus, larger academic budgets are being used to meet the heightened academic standards and penalties, a trend he refers to as the "APR effect" (p. 1). And while Bell (2009) illustrated the important role of athletic academic support centers and student-athlete advisors, the research from the Knight Commission indicates this extensive outpouring of resources may not be financially feasible for all that compete at this level of college athletics.

These dueling financial strains placed on programs with limited resources force difficult decisions to be made. While underfunding educational initiatives at the expense of athletic achievement is certainly not an ideal objective for athletic administrators, it should be acknowledged that this may be a harsh reality. Therefore, some departments may lack the funding necessary to create an academic culture that enhances the salience of the student role, while also sponsoring an athletically competitive football program.

Football program influence. While the athletic department and the institution have undeniable impacts on the role salience decisions made by a student-athlete, another set of factors also come into play. These influences are those that are related to the football program itself. As previously discussed, the thoughts and opinions of a student-athletes peer group impact the decisions a student-athlete will make (Tinto, 1993). Looking further, one finds that the role of the coach and the success of the team can also play a part in developing role salience.

Role of coach. When it comes to the clash between the conflicting roles tugging on today's football student-athlete, the culture that exists within the football program appears to contribute strongly to identity salience. As explained earlier by Simons et al. (1999), the power that coaches have over the contributions these student-athletes can make to the team through control over playing time and other in-game decisions looms in developing identity salience. Furthermore, one can imagine that coaches, who hold players accountable for class attendance, grades and other academic metrics, leveraging playing time and other athletic rewards for clearing academic measures, could be effective in enhancing the salience of the student identity within the team. Moreover, in Bell's (2009) work, we found that a number of student-athletes highlighted the role played by coaches in deemphasizing their chances of having a professional career and rather, highlighted the opportunity the student-athletes had to pursue a degree.

Further yet, the NCAA appears to have bought in to the notion that coaches play an important role in developing the academic climate around a program with their recent legislation. The organization's decision to release single-year APRs for Division I head coaches in sports, including football (Brutlag Hosick, 2010), illustrates the recognition

and accountability being given to the coach for the role they play in promoting academic achievement. So while coaches seem capable of promoting an academically oriented culture, questions remain as to what extent this role may be embraced by coaches.

Impact of athletic success. The real and perceived benefits of a successful football program appear to be an important factor in the promoted salience of the athletic identity. While previously discussed pressures to win in sports like football have become imbedded in the culture of so many campuses across our nation, this phenomenon is certainly not without reason. Long holding is research that indicates the athletic success of Division I football programs can lead to financial gains for the institution. Padilla and Baumer (1994) illustrated that a single win in football over the previous three year period correlated to increased football-related revenues of between $200,000 and $300,000. More recently, we have found that on average, football programs in the six largest conferences earned approximately $15.8 million in the 2009-10 academic year, or revenue generation well over $1 million per game (Isidore, 2010).

Moreover, the athletic role salience gained by the 'big business' nature of college football, institutional compensation of head football coaches may be another indicator of trouble. According to an examination of coaches' contracts that took place in 2007, 52 of the 81 coaching contracts at the Division I FBS level included academic bonuses for the classroom performance of their student-athletes (Eichelberger & Levinson, 2007). However, it is also pointed out that in many of these contracts, which often exceed $1 million per year, these academic bonuses are dwarfed by huge athletic performance incentives, citing the contract of University of California at Berkeley head coach, Jeff Tedford, who makes $3.3 million a year with a maximum academic bonus of $25,000,

which is less than 1 percent of his total contract (Eichelberger & Levinson, 2007). This trend appears dangerous when referring back to the identity salience of the student-athlete, as while we recognized that coaches *can* play a large role in promoting academic oriented role development, many existing practices in the landscape of college football do not encourage coaches from capitalizing on this ability.

Summary

As we set out to use social identity to examine the role institutional, departmental and program-specific variables play in influencing academic progress and performance at football programs in Division I FBS institutions, we are reminded that this study is intended to develop an understanding of what characteristics best define an institution that excels at promoting the student identity of its football student-athletes; a list of these characteristics in question is provided in Table 1. This work is intended to build on the previously discussed works in this field that were previously discussed in this chapter.

Table 1

Citation Table for Independent Variables

Measures	Theme	Variable	Citation
Independent	Institutional	AAU Institution	Bell (2009), Pascarella and Terenzini (1991)
Independent	Institutional	Private/Public	LaForge and Hodge (2011)
Independent	Institutional	Major conference	Helliker (2011)
Independent	Departmental	Athletic Department Expenditures	Brown (2009), Moltz (2011)
Independent	Departmental	Football program expenditures	Brown (2009), Moltz (2011)
Independent	Program-Specific	Coaching Change	Bell (2009), Simons (1999), Brutlag Hosick (2010)
Independent	Program-Specific	Average win total	Padilla and Baumer (1994); Isidore, 2010; Maloney and McCormick (1993)
Independent	Program-Specific	Number of bowl appearances	Amato et al. (1996);

In the next chapter, the methods of inquiry for this study will be examined to demonstrate how this work will build on the value of previous research. Leaning heavily on self-reported information from NCAA member institutions and government reports, the quantitative approach to mobilizing the institutional, departmental and program-specific variables used in this study will be highlighted. Additionally, the methods of data analysis also must be brought to light.

CHAPTER 3: RESEARCH METHODS

Introduction

Accountability for the academic success of student-athletes has become an increasingly important topic in intercollegiate athletics over the last decade, as proven by recent conversations to further heighten APR requirements for today's student-athletes (Sander, 2011a). With multi-million dollar coaches' contracts and billion dollar television contracts reshaping intercollegiate athletics, the attention paid to major college football programs appears to be growing exponentially. A main goal of this study was to look closer at the academic measures used to assess student-athletes and determine what aspects of their collegiate experience may impact these measures. This chapter discusses the research methods used to examine this relationship, as data sources, variables, and analysis will be addressed.

Research Design

Using secondary institutional data provided to the federal government and the NCAA, this quantitative study examines the relationship between institutional, athletic departmental and football program specific variables, and the academic progress and performance of Division I FBS football student-athletes. This was achieved through comparing differences in academic progress (APR) and academic performance (GSR) between football programs, while taking into account variables such as institutional type, departmental spending and on-field success. The selection of these three categories of variables was informed by the literature review, as the objective of this study was to build on the previous work in this area while applying a new lens of observation provided to us by the NCAA's implementation of the APR and GSR. Furthermore, the study was also

informed by prior research on social identity theory, as the variables selected speak to the interplay between the roles of student and athlete juggled by these individuals and their role salience decisions.

Data Source and Population

The institutions examined in this study were all classified as Division I Football Bowl Subdivision (FBS) institutions, who participated at the highest level of intercollegiate football within the NCAA's membership. These schools included both public and private institutions, and members of major (Atlantic Coast, Big East, Big 12, Big Ten, PAC10 and Southeastern) and non-major (Mid-American, Mountain West, Sun Belt, and Western Athletic) conferences, as well as independent programs that lack conference affiliation (Notre Dame, Army). According to NCAA Bylaws (2008) 20.9.7.1 through 20.9.7.4, member institutions at the FBS level must sponsor 16 sport programs (rather than 14, which is required of other Division I members) and also must play 60% of its football schedule against other FBS teams, average at least 15,000 in attendance for its football contests and exceed minimum requirements for football and departmental grants-in-aid.

The data used in this study came from requisite institutional reporting, either to the United States government or the NCAA. While institutional funding status (i.e. public or private) is filed with the federal government, the athletic department budgetary figures used in this study also came for the federal government, out of the U.S. Department of Education's Office of Postsecondary Education from its Equity in Athletics Database (2011). Additionally, the Association of American Universities' website explains the association's classification and accreditation (2011). Lastly, data

involving on-field and academic performance of football student-athletes came from those results achieved between 2004-05 and 2009-10 academic years. This data follows consistent reporting mandates across institutions as imposed by the NCAA.

Variables in the Study

As discussed in Chapter 2, research suggests that institutional (Comeaux & Harrison, 2007; Harrison et al., 2006; Helliker, 2011; LaForge & Hodge, 2011; Pascarella & Terenzini, 1991; Tinto, 1993; Wilson, 1975), departmental (Brown, 2009; Knight Commission, 2010; Moltz, 2011; Wolverton, 2008) and program-specific (Amato et al., 1996; Bell, 2009; Lucas & Lovaglia, 2005; Maloney & McCormick, 1993; Simons et al., 1999) variables can all play a role in impacting the academic performance of a Division I football student-athlete. The following section examines these three conceptual areas of independent variables, and also presents those outcome variables that were used to evaluate academic performance.

Independent variables. As shown in Table 2, this study relied on three different categories of independent variables. Each one of these categories played a significant role in the study because it represents a level of the society in which the student-athlete functions and thus, impacts salience between the roles of student and athlete. The broadest level of variables is that which looks at the overall academic institution. The study utilized three institutional variables to measure the variables' relation to the study's outcome variables. These variables characterize the university and include: AAU accreditation, public/private status and conference affiliation. Next, two variables that were representative of decisions made at the athletic department level were included in the next category. These two variables were athletic department expenditures and

football program expenditures. These variables influence the amount of resources available to those participating in intercollegiate athletics and the football program itself. The final classification of variables looks specifically at the football programs at these institutions. The three program-specific variables included in this study were: coaching change, average win total, and bowl game appearances.

Table 2

Illustration of Independent Variable Grouping and Source

Independent Variables					
Group 1		Group 2		Group 3	
Institutional Variables		*Departmental Variables*		*Program Variables*	
Variable	Source	Variable	Source	Variable	Source
AAU Institution	AAU	Athletic Department Expenditures	US Dept of Ed	Coaching Change	Institutional
Public/Private	Carnegie Foundation	Football Program Expenditures	US Dept of Ed	Average Win Total	NCAA
Conference	NCAA			Bowl Appearance	FBA

Institutional variables.

AAU institution. An institution's status as accredited by the American Association of Universities speaks to level of academic prestige. According to the association's website, these member universities "are on the leading edge of innovation, scholarship, and solutions that contribute to the nation's economy, security and well-being" (2011, p. 1). To a similar end, Bell's (2009) study of football players at the Division I FBS level examined only universities classified as "selective" or "more selective" research universities based off the Carnegie Classification system. This decision was supported by prior work that shows having academically oriented peers can

enhance a student's academic experience (Crosnoe et al., 2003; Dennis et al, 2005; Hurtado et al., 1996, Tinto, 1993).

This categorical variable was measured in the study through the use of a dummy variable, with AAU institutions being coded as a "1" and non-AAU institutions receiving a "0." Incorporating academic prestige into this study by examining AAU status not only falls in order with previous literature, it also supports the context of social identity theory. Institutional academic prestige, as identified by Bell (2009), has the potential to impact the educational environment in a way that alters student role salience.

Private/public institution. In this study, the origin of institutional control was provided by the Carnegie Foundation for the Advancement of Teaching (2011). LaForge and Hodge (2011) put forth in their work that graduation success, as measured by either FGR or GSR, will likely be higher at elite private institutions than their public peers, whose mission includes promoting access to higher education. Considering this contention, the examination of this categorical variable fit nicely into the study of those institutional elements that may influence academic performance. Moreover, since institutional type impacts the social setting of the student-athlete, this variable may attribute to role salience and social identity.

Conference affiliation. Conference affiliation is first an institutional variable, although some might argue it could also be seen as a departmental variable. Some conferences pride themselves on the academic pursuits of their member institutions and the academic consideration given to their athletic participants. For instance, prior to the start of the 2011-12 academic-year, all members of the Big Ten conference were members of the AAU, making it home to many of the nation's best research universities

(Abourezk, 2011). However, the dividing line between "major" conferences and others does tend to suggest trends in athletic department spending, a variable examined more closely in the next section. As previously discussed, the Knight Commission (2010) found that median spending per athlete at the major conference level (see Table 3 for more detail) comes in between four and 11 times more than that spent on education-related activities for their students, a multiplier far higher than that at non-major schools.

Table 3

Conference Automatic Qualification Status

Conference Name	BCS Automatic Qualification
Atlantic Coast (ACC)	Yes
Big East	Yes
Big Ten	Yes
Big 12	Yes
Conference USA (C-USA)	No
Independent	No
Mid-American (MAC)	No
Mountain West (MWC)	No
PAC 10	Yes
Southeastern (SEC)	Yes
Sun Belt	No
Western Athletic	No

Here, the "major" and "non-major" conferences are separated categorically. This term is defined by the BCS agreement and that organization's identification of automatic qualifying conferences (BCS, 2011). These automatic qualifying conferences are referred to as "major" conference. Conference membership is based on conference alignment as of the end of the 2010-11 academic-year. In this study, an understanding of how conference affiliation may attribute to difference in academic performance will be developed. As it relates to social identity theory, incorporating this variable helps

develop an understanding of whether or not the competitive landscape of a "major" conference impacts the interplay between the role of student and athlete differently than it does at the "non-major" level.

Departmental variables.

Athletic department expenditures. The need to analyze athletic department budgets is rooted in existing literature. Moltz (2011), Wolverton (2007) and the Knight Commission (2010) amongst others have illustrated the correlation between departmental spending and academic success for student-athletes. The information used in this study is made public by institutions to the United States Department of Education. While some correlation between spending and conference affiliation was expected, outliers may exist and should be accounted for in this study. This continuous variable is measured in American dollars. The measure will provide insight as to whether or not the commitment of financial resources made by an athletic department to its student-athletes impacts the academic success of football student-athletes.

Football program expenditures. Also obtained from the US Department of Education, the spending that was earmarked specifically for the football program demanded consideration to account for funding allocations made at the departmental level. Although tied to the football program specifically, this variable is classified as departmental because the decision to fund each sport at its given level is made by athletic department administration, not the sport itself. This continuous variable is also measured in American dollars. The measure will provide insight as to whether or not the commitment of financial resources made by an athletic department to its football program impacts the academic success of football student-athletes.

Program-specific variables.

Coaching change. The turnover of coaches experienced by a football program is a control variable measured continuously to evaluate important changes to the student-athletes' social environment. Chapter two discussed the work of Simons et al. (1999) who explained the power of coaches over student-athletes because of their control over desired outcomes like playing time or in-game playing opportunities. Bell's (2009) qualitative study of student-athletes found that students highlighted the candor given by coaches who emphasized the opportunity of achieving a degree while deemphasizing the importance of continuing with sports.

Yet while coaches seem capable of promoting an academically oriented culture, questions remain as to whether or not the culture of intercollegiate athletics does anything to evoke this responsibility, especially when so much of the spoils may be there for the victors on the field. Regardless, one sees that the rapport between student-athlete and coach could play a role in the identity salience decisions made by these students, and thus a connection to social identity theory exists. Inherently, this rapport could suffer due to coaching turnover.

Average win total. Existing literature suggests conflicting opinions exist as to whether winning impacts academic success. Maloney and McCormick (1993) and Amato et al. (1996) found that playing football significantly hampered academic performance. However, Lucas and Lovaglia (2005) found that major college football programs, whose athletes make higher levels of academic progress (as measured by the APR), are just as likely to win as those programs whose athletes make little progress. However, a critical mass of APR data has accumulated since this study and the topic

requires additional research at this time. Regardless, this continuous variable will illustrate how the academic climate around a winning football program impacts academic performance and the social identity of student-athletes.

Bowl appearances. Over the last decade, winning at least six games in a football season classified that program as bowl eligible. While not guaranteed a spot in a bowl game, the majority of teams that reach this mark will participate in a single postseason game known as a bowl. Oversight of the bowl post-season is conducted by the Football Bowl Association (FBA), a non-profit association whose membership includes those Division I conferences that participate in the bowl season (FBA, 2011).

These bowl games are traditionally played either in December or January, with the more prestigious bowls usually being played later than others. Therefore, the more successful the team, the longer the football season in most cases. This phenomenon sets the stage for the "in-season effect" proposed by Maloney and McCormick (1993), as well as Amato's (1996) theory on bowl participation. This existing research suggests that prolonged football seasons hamper academic performance. Thus, looking at this continuous variable as a factor that may impact academic performance or progress was important.

Outcome variables. As illustrated by Table 4, this study utilized three outcome variables, each of which plays an important part in the academic evaluation of a football program. In the data analysis, each variable serves as the basis of a regression analysis that models the influence the aforementioned independent variables have on these outcome variables. In total, three regression models were created to examine the role these independent variables play in explaining each of the outcomes (APR, APR-related

Sanctions, and GSR). The use of each of the three dependent variables, on which the regression models were based, illustrated how the study's independent variables influenced the role salience decisions made by the football student-athletes at the institutions in question.

Table 4

Outcome Variable Grouping and Source

Outcome Variables – Academic					
Regression Model 1		Regression Model 2		Regression Model 3	
Variable	Source	Variable	Source	Variable	Source
Academic Progress Rate	AAU	APR Sanctions	NCAA	Graduation Success Rate	NCAA

Average academic progress rate. The importance of the Academic Progress Rate was explained in detail previously. As of the 2009-10 season, the NCAA called for each program to maintain a score of at least 925 on a scale of 1,000 points to avoid facing sanctions. Its incorporation into this study hinged upon its implementation by the NCAA as the key metric in measuring student-athlete academic progress. Denhart, Villwock and Vedder (2009) explain the premise of the metric and its emphasis on progress to degree, while LaForge and Hodge (2011) emphasize both retention and eligibility. While APR alone does not complete the illustration of program academic orientation, it starts to build a compelling case for the ability of the student-athlete to meet the challenges of an academic curriculum.

Academic progress rate sanctions. Research explains that the penalties associated with poor APR scores have garnered attention from those in college athletics (Wolverton, 2007). Moltz (2011) provided evidence that program resources are heavily

involved in avoiding or succumbing to these penalties. Libby (2007) explains that with athletic success threatened by penalties, issues of academic integrity can now be found. These issues include the promoting of clustering in majors perceived as more flexible or fitting to an athlete's schedule (Fountain & Finley, 2009). By taking this continuous variable into account, evidence either supporting or rejecting these claims may be provided. Additionally, this study should demonstrate if trends exist amongst those institutions that endured penalties, allowing for the development of hypotheses about the conflict between the roles of student and athlete.

Average graduation success rate. GSR is an outcome variables used to evaluate academic performance. GSR is the often cited metric used for graduation rates amongst student-athletes, as it accounts for their greater propensity toward mobility when compared to their non-athlete peers (Denhart, Villwock & Vedder, 2009). The GSR includes all freshman who enter college in a given year, but unlike the federal graduation rate, it goes on to exclude from its denominator those student-athletes who leave the institution in good academic standing (i.e. transfer). The figure's numerator is comprised of those students within the program that go on to graduate, leaving us with a percentage score interpreted as the graduation success rate. While GSR also does not complete the picture of academic climate around a specific program, it can be used in tandem with APR to develop a better understanding of this climate.

Analysis of the Data

As discussed in the first chapter, this study examined three research questions related to the purpose of identifying institutional, departmental and program-specific variables that influence football student-athlete academic progress and performance.

This study was based on the ability to regress multiple independent variables across selected outcome variables in a multivariate regression model that results in an enhanced understanding of characteristics defining an institution that best promotes the student identity of its football student-athletes.

Multivariate regression. In an attempt to draw conclusions about the academic achievements of Division I FBS football programs, this study regressed the three categories of variables discussed earlier (institutional, departmental and program) against three academic dependent variables. This set up is used to inform readers about the institutional, departmental and program-specific characteristics that are significantly associated with academic performance, as it is defined by our three regression models. Multiple regression analysis was selected because it represents a flexible method of data analysis that examines the relationship between dependent variables with a multitude of other factors, allowing one to examine the effects of a single variable or many variables while evaluating the effects of other variables (Cohen, Cohen, West & Aiken, 2003).

Research Question 1 - Academic Progress Rate. The first research question was: "What combination of institutional, departmental and program-specific variables explains student-athlete academic progress as measured by APR and informed by social identity theory?" This question was examined with SPSS version 19.0 (2011), conducting a multivariate regression that used an array of institutional, departmental and program-specific variables as independent variables to measure any role they played in impacting the APR achieved by each football program.

Research Question 2 – Academic Progress Rate sanctions. The second research question was: "Informed by social identity theory, what combination of

institutional, departmental and program-specific variables explains an institution's football program's receipt of academic-related sanctions due to low APR?" This question was examined with SPSS (2011, Version 19), conducting a multivariate regression that used an array of institutional, departmental and program-specific variables as independent variables to measure any role they played in impacting the likelihood of the football program receiving penalties based on low APR scores.

Research Question 3 – Graduation Success Rate. The third research question was: "What combination of institutional, departmental and program-specific variables explains student-athlete academic performance as measured by GSR and informed by social identity theory?" This question was examined with SPSS (2011, Version 19), conducting a multivariate regression that used an array of institutional, departmental and program-specific variables as independent variables to measure any role they played in impacting the GSR achieved by each football program.

Summary

This chapter presents the study's research methods, explaining selected variables and the development of multiple regression models. With the variables informing not only the purpose, but also the framework provided by social identity theory, the study was positioned to provide answers to the presented research questions by measuring the impact of the selected variables on these models.

Although media attention given to college athletics is expansive, and the attention provided to the academic endeavors of these students is garnering more attention as well, empirical data in this area of research is still lacking. While popular media and academia both have opined on the subjects of APR and GSR for college student-athletes, more data

analysis is needed to support conclusions with sound statistical backings. Looking closely at aspects of the college experience that vary between institution, athletic department and football program, we are poised to discover those elements of the collegiate experience found to significantly impact academic performance for football student-athletes.

Although APR and GSR have become thoroughly integrated into the lexicon of intercollegiate athletics, research on the effectiveness and impact of these relatively young metrics remains limited. Using existing data provided by these institutions to the NCAA or the federal government, this study develops three regression models to help inform existing research as to what elements of the football student-athlete's collegiate experience tend to influence these metrics. With the methodology of this research now explained, we move on to explore the results of the study, exploring those variables that were found to make an impact on this study.

CHAPTER 4: RESULTS

Introduction

The purpose of this study is to examine the role that institutional, departmental and program-specific variables play in influencing Division I FBS football student-athletes' academic progress, as measured by the NCAA's Academic Progress Rate (APR), and performance, as measured by the NCAA's Graduation Success Rate (GSR) through the framework of social identity theory. This will result in an understanding of characteristics that may influence the identity salience of football student-athletes. Given this information, conclusions may be formed regarding the dynamics of this group of student-athletes, explaining differences based on institutional, departmental and program-specific variables.

The following chapter will consist of two main components. First, descriptive statistics of the variables investigated in the study will be presented and reviewed. Secondly, this chapter will then present the results of the three regression models that were developed to answer the research questions. These results will be summarized and analyzed to conclude the chapter.

Descriptive Statistics

Data analyses for this study were conducted using SPSS version 19.0 (2011). There are exactly 120 institutions that participate in the NCAA's Division I FBS level. However, due to the federal nature of two of these institutions, the U.S. Air Force Academy and the U.S. Naval Academy, expenditure information was not available, leaving a final sample size of 118. The following section provides descriptive statistics

for the entire data set used in this study, examining the independent variables on which the study's three regression models rely. These variables are presented within three classifying subgroups: institutional, departmental and program-specific. The section then goes on to illustrate the three dependent variables of the study, with each one providing the basis of a regression model.

Institutional variables.

AAU institution. 37 members of the 118 institutions in the data set were recognition by the AAU as part of its membership at the conclusion of this study, symbolizing a class of leading research universities in North America. This group represented 31.3%, or nearly one third, of the study's population. The remaining 81 institutions were not members of the AAU, representing 68.7% of the population.

Private/Public. Informed by the Carnegie Foundation for the Advancement of Teaching, data shows that 14.4%, or 17 institutions, in the FBS were private. The remaining 101 were classified as public institutions, which represented 85.6% of the study's population.

Major conferences. In accordance with the agreement FBS institutions made with the BCS, each conference had an opportunity to earn annual automatic qualification into the BCS through a four-year evaluation covering the regular seasons of 2004, 2005, 2006 and 2007. In accordance with this evaluation, the Atlantic Coast, Big East, Big Ten, Big 12, Pacific-12 and Southeastern Conferences met the threshold and earned automatic qualification through the 2013-14 season. Therefore, institutional membership in one of these six conferences classifies the institution as a member of a "major" conference. Given these guidelines, 65 institutions in the FBS (see Table 5), or 55.1% of

the population in this study, were members of these major conferences. The remaining 53 institutions are not members of a major conference, which represented 44.9% of the population.

Table 5

Conference Membership

Major Conferences		Non-Major Conferences	
Conference	Members	Conference	Members
Atlantic Coast	12	USA	12
Big East	8	Mid-American	13
Big Ten	11	Mountain West	9
Big 12	12	Sun Belt	9
Pacific-12	10	Western Athletic	9
Southeastern	12	Independent	3
Total	65 (55.1%)	Total	55 (44.9%)

Departmental variables.

Athletic department expenditures. Provided by the U.S. Department of Education's Office of Postsecondary Education (OPE) and its Equity in Athletics Disclosure website, this publically accessible figure measures average overall spending by an athletic department over an academic year throughout the years of the study. The mean expenses incurred by a department were measured at $38,839,175.57 per year with a standard deviation of $20,523,555.79.

Football program expenditures. Also provided by the U.S. Department of Education's Office of Postsecondary Education (OPE) and its Equity in Athletics Disclosure (EADA) website, this publically accessible figure measures average overall spending by an institution's football program over an academic year throughout the years of the study. The average expenses incurred by a football program were measured at

$10,178,333.40 per year with a standard deviation of $5,218,826.57. Given the average expenses incurred by an athletics department were measured at $38,839,175.57 per year, it should be noted that the average expenses incurred by a football program of $10,178,333.40 per year represents 26.2% of the total athletic department budget.

Program-specific variables.

Coaching change. Provided by NCAA records, this public accessible data measures the turnover of coaches experienced by a football program. In this study, it serves as a control variable measured to evaluate important changes to the student-athletes' social environment. On average, during the six seasons that this study examined, a football program had 1.76 head coaches leading its football student-athletes with a standard deviation of .636.

Average win total. Provided by NCAA records, this continuous variable refers to the average number of victories a team achieves per season over the six football season span of this study. Generally speaking, a football regular season in the FBS during this period consisted of 12 games, with the possibility of one or two more games due to post-season play (i.e. conference championship games and bowl game appearances). The average win total for the institutions in this study is approximately 6.38 games per season with a standard deviation of 2.23.

Number of bowl appearances. Provided by the Football Bowl Association (FBA), a non-profit member association that represents all post-season college football bowls, this variable accounts for institutional appearances in post-season play, a factor that lengthens the student-athletes' football season. Once a team accumulates six wins in a given season, they become bowl eligible, but not every six-win team is selected for

participation in a bowl. According to the data set, over the six seasons this study examined, the average football program appeared in a bowl game 3.12 times with a standard deviation of 2.06.

Dependent variables.

Average academic progress rate. Provided by NCAA records, this public accessible measure awards two points each term to student-athletes, one for meeting academic-eligibility standards and one for remaining with the institution. A team's APR is the total points earned by the team at a given time divided by the total points possible, then calibrated to a scale of 1000. As shown in Table 6, the average football program had an APR of 939.26 with a standard deviation of 19.18.

Table 6

Descriptive Statistics for Independent Variables

	Mean	Std. Deviation	N
Average APR	939.261299	19.1831591	118
APR Sanctions	.49	.976	118
Average GSR	64.85310746	11.381958842	118

Academic progress rate sanctions. As previously discussed, the APR requires each sport program at the NCAA level to maintain a score of above 925 in order to avoid facing sanctions. These sanctions are tracked and recorded by the NCAA and are accessible to the public. During the course of this study, the average football program received .49 APR-related sanctions with a standard deviation of .976, or almost twice the mean. More specifically, of the 118 institutions in the study, 30 received penalties with a total of 58 sanctions received among them over the period of time examined. Table 7

provides a complete listing of the institutions that received sanctions, please note that all of these institutions are public in nature.

Table 7

Institutions Receiving APR-Related Sanctions

Institution	APR-Related Sanctions
Bowling Green State University	1
Central Michigan University	1
Florida Atlantic University	4
Florida International University	3
Kent State University	1
Middle Tennessee State University	2
New Mexico State University	3
Northern Illinois University	1
San Diego State University	2
San Jose State University	2
SUNY at Buffalo	4
Temple University	3
University of Akron	2
University of Alabama at Birmingham	3
University of Arizona	1
University of Colorado, Boulder	1
University of Hawaii, Manoa	3
University of Idaho	3
University of Kansas	1
University of Louisiana at Lafayette	2
University of Louisiana at Monroe	1
University of Louisville	1
University of Maryland, College Park	1
University of Minnesota, Twin Cities	1
University of Mississippi	1
University of Nevada, Las Vegas	2
University of North Texas	2
University of Toledo	3
Washington State University	1
Western Michigan University	2

Average graduation success rate. Provided by the NCAA, the GSR is a graduation rate computation. Like FGR, this measure assesses graduation over a six-year period, but the rate includes transfer students, unlike the federal rate. Also unlike the FGR, the GSR also accounts for midyear enrollees and is calculated for every sport. As previously shown in Table 6, the average football program had a GSR of 64.85 and a standard deviation of 11.38.

Lastly, in addition to understanding means and the standard deviations of the variables in the study, the relationship between these variables must be accounted for, as well. In order to do so, a correlation was conducted among the eight independent variables to test for collinearity. The results of the correlation analysis indicated that multicollinearity did not exist among the variables used in the three regression models, as tolerances ranged from .113 to .893 and VIF ranged from 1.119 to 8.869. Following this analysis, an examination of the regression analyses associated with the study's research questions will be presented.

Research Question One

The first research question asked, "What combination of institutional, departmental and program-specific variables explains student-athlete academic progress as measured by APR and informed by social identity theory?" Using regression analysis, a model was run with the data available for the 118 institutions in this study. Data analysis was performed with eight independent variables, three categorical (AAU institution, public/private and major conference) and five continuous (athletic department expenditures, football program expenditures, coaching change, average win total and

number of bowl appearances). These variables were used to explain the dependent variable, average APR score.

In the regression, the three dichotomous categorical variables were coded as AAU institutions "1" with all others coded "0," private schools "1" with all others coded "0," and lastly, major conference institutions "1" with all others coded "0." As for the dependent variable, average APR score, programs received a score ranging from 0 – 1000. Across the 118 institutions in the study, the average APR score was reported at 939.26.

In the first regression model, the first indicator was the ANOVA generated by the analysis, which was found to be significant, justifying that this model is in fact linear. The adjusted R squared was .395 or 39.5% of the variance (or error) in the average APR that can be explained by this model. Using a confidence level of 95%, the only significant variable in the model was private institutions, which was found to have significance of $p = .000$ and a positive beta of 25.678. This result suggests that the private control of an institution should increase an institution's average APR score by 25.678 points above the reported beta for average APR score.

As illustrated in Table 8, no other variables (AAU institution, major conference, athletic department expenditures, football program expenditures, coaching change, average win total, or number of bowl appearances) were significant in the APR regression model. However, it may be important to note that of the remaining seven independent variables, all but coaching change produced positive betas, which suggests a positive correlation with average APR score. Coaching change, produced a beta of -.031,

indicating that the transition of a program's leadership may result in a less favorable academic performance as measured by APR.

Table 8

Model 1 – Average Academic Progress Rate

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Avg. APR - Constant)	919.103	6.340		144.977	.000
	Coaching Changes	-.031	2.294	-.001	-.013	.989
	Average Wins	.065	1.563	.008	.042	.967
	Major Conference	3.396	4.772	.088	.712	.478
	Bowls	2.468	1.659	.265	1.488	.140
	Private	25.678	4.209	.472	6.101	.000*
	AAU	1.903	3.723	.046	.511	.610
	Athletic Department Exp.	1.410E-7	.000	.151	.704	.483
	Football Program Exp.	4.167E-8	.000	.011	.056	.956

Research Question Two

The second question asked, "Informed by social identity theory, what combination of institutional, departmental and program-specific variables explains an institution's football program's receipt of academic-related sanctions due to low APR?" As discussed earlier in Chapter Three, the answer to this question was analyzed by using SPSS. Using regression analysis, a model was run with the data available for the 118 institutions in this study. Data analysis was performed on all eight independent variables: three categorical (AAU institution, public/private and major conference) and five continuous (athletic department expenditures, football program expenditures, coaching

change, average win total and number of bowl appearances). These variables were used to explain the dependent variable, APR-related sanctions.

In the regression, the three dichotomous categorical variables were coded as AAU institutions "1" with all others coded "0," private schools "1" with all others coded "0," and lastly, major conference institutions "1" with all others coded "0." As for the dependent variable, total number of APR-related sanctions, across the 118 institutions in the study, the average number of sanctions was reported at .49, which means that the average institution in this study has received .49 sanctions during the period being examined.

As for the second regression model, the first indicator was the ANOVA generated by the analysis, which was found to be significant, justifying that this model is in fact linear. The adjusted R squared was .249 or 24.9% of the variance (or error) in the receipt of APR-related sanctions that can be explained by this model. Using a confidence level of 95%, the significant variables in the model were bowl appearance and private institution status. Bowl appearance was found to have a significance of $p = .027$ and a beta of -.210. This result suggests that appearance in a bowl game should decrease an institution's receipt of APR-related sanctions, with a bowl appearance decreasing the occurrence of .210 sanctions. On the other hand, private control of an institution was also found to have a significance of $p = .014$ and a beta of -.596. This result suggests that private status should decrease an institution's receipt of APR-related sanctions by .210 sanctions. Thus, the model suggests that those programs with private status and those appearing more often in bowl games are less likely to receive APR-related sanctions. As illustrated in Table 9, no other variables (AAU institution, major conference, athletic

department expenditures, football program expenditures, coaching change, or average win total) were significant in the APR regression model. While p = .055 for major conference affiliation did not met the stringent requirements for significance, it did deserve some attention here due to its powerful negative beta of -.525. This negative beta suggested that participation in a major conference may have a strong negative relation to the receipt of APR-related sanctions.

Table 9

Model 2 – Academic Progress Rate Sanctions

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(APR Sanctions - Constant)	1.036	.359		2.882	.005
	Coaching Changes	.066	.130	.043	.507	.613
	Average Wins	.088	.089	.200	.989	.325
	Major Conference	-.525	.271	-.268	-1.939	.055
	Bowls	-.210	.094	-.444	-2.236	.027*
	Private	-.596	.239	-.215	-2.500	.014*
	AAU	.078	.211	.037	.371	.711
	Athletic Department Exp.	-1.250E-9	.000	-.026	-.110	.912
	Football Program Exp.	-9.683E-9	.000	-.052	-.229	.819

Research Question Three

The study's final research questions asked, "What combination of institutional, departmental and program-specific variables explains student-athlete academic performance as measured by GSR and informed by social identity theory?" Using a regression analysis, a model was run with the data available for the 118 institutions in this study. Data analysis was performed on all eight variables explained in the descriptive

section. Data analysis was performed with eight independent variables, three categorical (AAU institution, public/private and major conference) and five continuous (athletic department expenditures, football program expenditures, coaching change, average win total and number of bowl appearances). These variables were used to explain the dependent variable, average GSR score.

In the regression, the three dichotomous categorical variables were coded as AAU institutions "1" with all others coded "0," private schools "1" with all others coded "0," and lastly, major conference institutions "1" with all others coded "0." As for the dependent variable, average APR score, programs received a score ranging from 0 – 1000. Across the 118 institutions in the study, the average GSR score was reported at 64.85.

As for the third, and final, regression model, the first noted indicator was the ANOVA generated by the analysis, which was found to be significant, justifying that this model is in fact linear. The adjusted R squared was .249 or 24.9% of the variance (or error) in the average GSR that can be explained by this model. Using a confidence level of 95%, the only significant variable in the model was private institutions, which was found to have significance of $p = .000$ and a positive beta of 15.355. This result suggests that the private control of an institution should increase an institution's average GSR by 15.355 points above the reported beta for average GSR score. As illustrated in Table 10, no other variables (AAU institution, major conference, athletic department expenditures, football program expenditures, coaching change, average win total, or number of bowl appearances) were significant in the APR regression model.

Table 10

Model 3 – Average Graduation Success Rate

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Average GSR - Constant)	63.183	4.189		15.083	.000
	Coaching Changes	1.466	1.516	.082	.967	.336
	Average Wins	-.385	1.033	-.075	-.373	.710
	Major Conference	3.006	3.153	.132	.953	.343
	Bowls	.143	1.096	.026	.131	.896
	Private	15.355	2.781	.476	5.521	.000*
	AAU	1.572	2.460	.064	.639	.524
	Athletic Department Exp.	-1.889E-7	.000	-.341	-1.428	.156
	Football Program Exp.	5.440E-7	.000	.249	1.104	.272

Summary

The purpose of this chapter was to present the results of the study. Initially, descriptive statistics were outlined to illustrate an overview of the dataset and enhance our understanding of the independent and dependent variables in the study. The chapter then presented the results of the three research questions using regression analysis. In all three regression models, the academic performance of football programs at private FBS institutions was significantly higher than performance at public peer institutions. Additionally, participation in post-season bowl games was found to be a significant in explaining APR-related sanctions. These results will be discussed in more detail in Chapter 5, including sections on implications for theory and policy.

CHAPTER 5: DISCUSSION OF RESULTS

Introduction

This study was conducted across the athletic departments of 118 Division I Football Bowl Subdivision (FBS) institutions and examined the role institutional, departmental and program-specific variables play in influencing football student-athletes' academic measures. This chapter will further discuss the results presented in Chapter 4. The chapter begins with a discussion of the eight independent variables utilized in the study, moving forward to then engage in an in-depth discussion of the three research questions that guided this research. Both of these discussions will be advanced through the framework of social identity theory and the concept of identity salience, as discussed in Chapter 2. The chapter concludes with a discussion of implications of future research and institutional policy.

Summary of Study

This study investigated the connection that exists between the academic evaluation of Division I football programs and the social settings that influence these student-athletes during their intercollegiate career. The social settings that impacted the student-athletes were classified on three different levels. Listed from the broadest level, which influences all students, to the most specific setting, which impacts only those members of the football program, these social settings were classified as: institutional, departmental and program-specific.

Using a multivariate analysis, attributes of all three levels were placed in three regression models to locate trends based on program Academic Progress Rate

performance and Graduation Success Rate. Data analysis was performed with eight independent variables, three categorical (AAU institution, public/private and major conference) and five continuous (athletic department expenditures, football program expenditures, coaching change, average win total and number of bowl appearances). Using a theoretical framework that informs and challenges the dynamic between student and athlete, this study sought to advance the understanding of the complex interplay among higher education institutions, intercollegiate athletics, and football student-athletes.

Discussion of Results

Grounded in the work of Tajfel and Turner (1979) on social identity theory, this study examined the varying social settings presented to groups of Division I FBS football players at the 118 institutions in this study and how these varied settings influence the academics of these student-athletes. Chatman, Eccles and Malanchuk (2005) demonstrated the importance of an identity to the individual, known as identity salience, is not static, but rather fluctuating over time based on context and circumstance. This context is often formed in the sense of a social setting of the individual. Merton (1957) explains this social context is established by a person's role-set, or the group of individuals a person associates his roles with in a variety of circumstances.

In this study, three levels of variables that play a role in the student-athlete's environment and influence identity salience are identified. They were: institutional variables, athletic departmental variables and football program-specific variables. While it is recognized that pre-college experiences and characteristics (grade point average,

board scores, gender, ethnicity, socioeconomic status, etc.) may indeed impact the academic evaluation of these student-athletes, the reporting of such variables is protected by institutions and thus, not included in this study. The following sections will discuss the empirical research that informed the inclusion of the study's eight independent variables, while commenting on the predictive powers of each variable in the study's three regression models.

Institutional variables.

AAU Institution. As discussed in Chapter 2, the prestige associated with an institution can influence the academic outcomes of its students. Pascarella and Terenzini (1991) illustrated that using grades as a variable to measure college learning fails to account for institutional grading differences, which are likely to vary based on the academic selectivity of the institution, adding any metric used across institutions to compare the academic success is influenced to some extent by the institution. Bell's (2009) study of role-set influence amongst football players at the Division I FBS level examined only universities classified as "selective" or "more selective" research universities based off the Carnegie Classification system. Based on this finding, this study builds on Bell's work by including AAU status as an institutional variable.

In this study, however, institutional status as an AAU accredited college or university did not prove to be an influential predictor of any of the academic variables on which the study's three regression models were built. Thus, while membership in this elite group of the 61 leading research universities in North America may suggest an influence on faculty retention or graduate student recruitment, it has no significant statistical effect on average APR score, the receipt of APR-related sanctions, or average

GSR score. This finding suggests that when looking at institutional research status and reputation, this variable has no significant influence in predicting the academic achievement of undergraduate football student-athletes.

Therefore, it can be understood that in the case of the groups of football student-athletes in this study, the experiences afforded to this population at an AAU accredited institution did not correlate to a significantly different rate of graduation, eligibility or retention, which are respectively the factors that GSR and APR measure. With collegiate experiences at these prestigious institutions not resulting in significantly higher rates of graduation, eligibility or retention, this finding was not surprising considering the college decision making of student-athletes. In this regard, Letawsky et al. (2003) informs us that the five factors of greatest influence in the college selection process of the student-athlete are: degree-program options, head coach, academic support services, type of campus community and the institution's sports traditions. So while academic concerns are present in this list, the institution's academic reputation is not mentioned. This leads to the understanding that institutional academic reputation failed to significantly impact the self-reported recruitment of student-athletes or their rates of graduation, eligibility or retention according to this study.

Public/Private. LaForge and Hodge (2011) put forth in their work that graduation success, as measured by either FGR or GSR, will likely be higher at elite private institutions than their public peers. They posit this because it is public institutions whose mission includes promoting access to higher education. The results of this study provided additional empirical evidence for this finding. In fact, private school status was the only predictor variable found to be significant in all three regression analyses.

This finding supports the notion that institutional mission of providing access to higher education held in common by the nation's public institutions is a significant factor in predicting the academic achievement of an institution's football program. The significance of this finding, and its consistency across all three models, is important to consider in concert with the findings regarding other variables in this study, which will be completed later. However, with this institutional variable's status as the sole significant predictor, one may note that according to the results of this study, the metrics of academic success used in intercollegiate athletics relate less to what any specific institution is doing and more so to the private or public control of the institution.

Major conference. Helliker (2011) noted that academic selectivity plays a role in how institutions negotiate conference affiliations. When considering conference membership and expansion from ten to 12 teams PAC-12 President Larry Scott spoke to this point noting, "the academic brand is as important as the athletic brand," adding that his conference "prides itself on being best of breed academically as well as athletically" (p. 1). The Knight Commission (2010) supports this claim, noting median spending per athlete at the major conference level coming in between four and 11 times more than that spent on education-related activities for their students. However, to this end, the results of the study did not indicate membership in a major conference having a significant relationship in any of the regression models.

While Helliker's (2011) notion that academic selectively impacts conference alignment may be true, the results of this study do not suggest conference alignment playing a role in the level of academic accomplishment achieved by football student-athletes. Thus, it seems evident that the exposure from extensive television contracts,

preferential treatment in the postseason BCS agreement, or any other advantage afforded to major conference programs does not translate into significantly different levels of academic performance. Considering the ever changing landscape of conference affiliation that exists today, the importance of this finding cannot be understated, as it informs us that altered academic performance is not an empirically supported claim for the justification of realignment efforts.

Departmental variables.

Athletic department expenditures. As of the 2008 fiscal year, the NCAA reported that 25 Division I Football Bowl Subdivision institutions reported positive net revenues for their athletic programs, with the median at about $3 million in excess revenue per institution (Brown, 2009). However, median deficit for the other nearly 100 programs participating at this level was about $8 million a year, signifying a rather large gap between what has been called the "haves" and "have-nots" of college athletics (Brown, 2009). Additionally, the Knight Commission (2010) reported that only seven athletic programs generating enough revenue to return a profit in each of the past five years. For these reasons, athletic department expenditures were another variable of interest in this study. However, this variable was a non-significant predictor in the three regression models used in the study.

The lack of statistical significance found in the correlation between athletic department spending and these measures of scholastic achievement in some respects brings questions to the notion of "haves" and "have-nots" discussed by those such as Brown (2009). The data in this study illustrates that generous budgetary spending by an athletics department does not correlate to better academic scores. However, the data used

here does not inform the study of exactly how much money of the overall budget is spent annually on academic services. The availability of this data from all relevant institutions would certainly enrich the study.

Football program expenditures. According to experts, much of the growth in college athletics facilities occurred between 1995-2005, a ten year period in which, according to the *Sports Business Journal*, at least $15.2 billion was spent on facilities. During this time, an excess of $6.4 billion was spent on football programs (King, 2005). However, despite this aggressive spending on football, football program expenditures were a non-significant predictor in the three regression models.

Although much of the spending identified above is facilities-based, and unlikely to be reported in these annual spending numbers, the sport-specific budget these programs are dealt was important to consider in the study. Once again, in order to address some of the "have" and "have-not" commentary, the inclusion of this data was needed and provides a starting point for conversation. Had a correlation been discovered, this would have been an important finding to support Brown's (2009) claims that the extensive outpouring of resources may not be financially feasible for all that compete at this level of college athletics.

However, the lack of a correlation between football program spending and academic achievement does not entirely discredit these claims. Despite the absence of a correlation, the data in this study does not account for spending on academic services by sport or department. As discussed by Wolverton (2008), some departments have taken to building 20,000 square foot academic service facilities, and Gurney (2011) noted ballooning budgets for student-athletes' academic services in recent years.

Therefore, the value of this study would be enhanced if the academic services budget provided for these football programs, or the entire athletic department, was incorporated in future works. Moreover, the potential for reputation damaging opportunity cost decisions, such as cutting sponsored sport programs to enhance funding to other areas, is another factor that may allow programs and departments with fewer resources to reallocate spending and maintain required academic achievement in remaining sports. This is also not accounted for in this study and demands further research.

Football program-specific variables.

Coaching change. Student-athletes, as explained by Simons et al. (1999) often operate in an area of sharp conflicting interests, where at the heart of their priority setting process looms two counteractive forces: education and athletics. In Bell's 2009 qualitative study of the experiences of 41 Division I FBS student-athletes, 31 of the participants spoke of the involved role their head football coach took in monitoring their academics. Applying the work of Bell to Simons' (1999) earlier remarks, one can logically infer that a coach can play an active role in helping the student-athlete cope with these conflicting interests, emphasizing the importance of the education of the student-athlete and improving their academic focus. However, this study found that there was no significant effect on the academic variables caused by a lack of continuity in the program's head coaching position.

While the practice of paying coaches bonuses based on the academic achievement of their student-athletes has caught on, the notion that coaches are the ones impacting academic outcomes has its objectors (Eichelberger & Levinson, 2007; Upton, 2011).

Similar to the comments made about departmental and program-level spending, one might speculate based on this result that while coaches may influence the academic climate of a team through control of playing time or class attendance policy enforcement (Simons et al., 1999), the academic services available to these student-athletes may indeed be more impactful in improving academic performance.

Average win total. Research conducted by Lucas and Lovaglia (2005) using initially published APR scores for Division I FBS institutions indicates that major college football programs, whose athletes make higher levels of academic progress (as measured by the APR), are just as likely to win as those programs whose athletes make little progress. This suggests a climate in which an academically strong team is just as likely to succeed on the field as a team that struggles in the classroom, as there is no correlation between APR and winning. The results of this study supported this conclusion, finding no significant relationship between average win total and any of the academic measures included in this work.

This result indicates that as far as the metrics currently employed by the NCAA can measure, football programs at this level are not winning in concert with lax academic performance. Additionally, this result can be interpreted to suggest that the need to perform academically is not hindering programs from winning on the field. Understanding that average win total is loosely associated to FBS postseason play, as football programs need to have at least six wins to participate in the post-season, this finding brings to mind a study of Division I men's basketball programs. As discussed in Chapter 2, according to the Knight Commission, more than $146 million of the $409 million, or approximately 36 percent, of the revenue earned for postseason appearances in

the past five NCAA men's basketball tournaments were earned by teams with GSRs under 50 percent (Knight, 2011). Although the postseason formats for the two sports are not identical, the understanding of any relationship between the on-field and classroom performance of athletic programs remains valuable.

Number of bowl appearances. Amato et al. (1996) suggest that one challenge presented to FBS football programs is the longstanding format for post-season play at this level. Amato's study compared the performance of 89 of the then existing 106 FBS (then known as Division I-A) programs to 67 of 84 FCS (then known as Division I-AA) and found, all things being equal, a single bowl appearance reduces the average graduation rate of a football student-athlete by more than three percentage points. To this end, the 'in-season effect,' developed by Maloney and McCormick (1993), states that in revenue sports, individual student grades decrease when their sport is in-season, a period extended by the bowl schedule.

However, contrary to this previous research, appearing in a bowl game was found to have a significant negative relation to the receipt of APR-related sanctions. This result indicates that bowl appearances, which extend the football season significantly in many cases, actually help programs avoid those sanctions granted by the NCAA because of low scores in APR. This finding was particularly interesting because while APR-related sanctions are levied due to a program's inability to maintain an APR above a certain level, there was no significance found between average APR and bowl appearances.

Positing logic for this finding, one might look closer at the two elements that APR is tracking: retention and eligibility. As noted by the NCAA (2011), implementing APR, each student-athlete can earn two points, one for remaining with the institution and

another for meeting eligibility and progress toward degree standards. Future studies are needed to explore the loss of these points, particularly at those institutions that are successful in making bowl games. Potentially, the enjoyable experience of playing in a bowl game is enough to motivate this group of student-athletes to remain at the institution or meet academic objectives at a significant level, which results in these programs earning APR points and avoiding sanctions. If this is the case, there are important implications for practitioners, as the current bowl system is subject to frequent criticism from those who support alternative post-season formats.

Implications for Social Identity Theory

With the findings of the study explained and results discussed, it is important that these outcomes are discussed in terms of social identity theory. This theory, which provides the theoretical framework of the study, informs the study through its explanation of intergroup relations, group membership and group processes (Tajfel & Turner, 1979). These group dynamics have the potential to be impacted by the various social settings student-athletes encounter during their intercollegiate career. The following section discusses the findings of this study as they relate to the social identity theory, providing introspection on the ways in which social settings faced by the student-athlete mirror those dynamics addressed by the theory. This discussion will be organized by the three levels of social settings presented to these student-athletes: institutional, departmental and program-specific.

Institutional. There were three institutional variables examined in this study, AAU status, public/private and conference affiliation. Of the three, only public/private

institutional control was found to have any significance, and it was discovered in all three models. This finding coincides with the remarks of Sander, following the report of APR through the 2009-10 academic year, when she stated, "The vast majority of the 350 Division I teams that posted scores below the NCAA's benchmark for acceptable academic progress are at regional public institutions" (2011b, p. 1). Although Sander's comments speak to all 350 institutions in Division I and all of their sport programs, not just FBS football programs, her comments bring to light a very interesting phenomenon as it pertains to the influence of the institution on social identity. As discussed earlier, this occurrence, public institutions lagging behind privates in their performance as measured by NCAA metrics, is supported by all three models used in this study. This is to say that average APR, the receipt of APR-related sanctions, and average GSR were all found to be significantly positively correlated to private control over an institution.

As this finding relates to social identity theory, one may hypothesize that the academic performance of a football program is influenced less by the culture surrounding the football program or the athletic department, and more so by some existing dynamic that is isolated to private institutions. Perhaps this dynamic is caused by student-faculty ratio and thus, is more support for the work of Tinto (1993) and Wilson (1975), who note that student-faculty involvement is a key predictor of graduation and academic concern. However, such a conclusion, or relating the finding to institutional mission, class size, admission criteria, student demographics or some currently unidentified trait, begs future research.

Going forward, an understanding that institutional control is a significant factor in predicting football program academic success speaks to the possibility that academic role

salience of student-athletes may be influenced by the institutional setting. This conclusion speaks to the work of Stryker and Serpe (1982), who found that if those within an individual's network give a high level of salience to a specific identity, this social influence will heighten the level of salience of that role at the individual level. Perhaps it is the case that at these private institutions, the studious culture that exists amongst undergraduate students is so strong that it suppresses the athletic identity of the student-athlete and leads to improved academic outcomes, the basis of this culture coming potentially from heightened admission standards at a private institution.

Departmental. The two department-level variables examined in this study, departmental expenditures and football program expenditures, were not found to have any significance in any of the three models. When relating this finding to social identity theory, at first glance, this may suggest that an athletic department does not influence the tradeoff between student and athlete role salience. This finding would suggest peers in the classroom, rather than those within the athletic department that participate in other sports, have a stronger influence over academic performance.

However, this may be more of a function of the data available for the study and the variables used, rather than any wide sweeping generalizations about departmental influence. It should be noted that while the OPE Equity in Athletics Disclosure Website database does provide valuable information about athletic spending, the tool does not provide the level of transparency needed to make more powerful conclusions about spending in intercollegiate athletics. In future works, evaluating the department wide commitment to academic success through incorporating average academic services budget, existence of a dedicated academic success building to student-athletes,

contractual bonuses for student-athlete academic performance and other variables of this nature would provide more evidence to make conclusions regarding the role of the department in the conflict between student and athlete role salience. However, to date, the OPE Equity in Athletics Disclosure Website or any other database houses this sort of information, which represents a challenge for future research in this area.

Program-specific. There were three program-specific variables examined in this study: coaching change, average win total, and number of bowl appearances. Of the three, only bowl appearances were found to have any significance. This significance was discovered in the regression model that was based on the receipt of APR-related sanctions. As discussed earlier, the finding of a significant negative correlation between bowl appearances and sanctions, but not between bowl appearances and average APR, was slightly surprising. However, the framework of social identity theory provides reason for pause and a potential explanation for this finding.

With APR being based on retention and eligibility, future work may find that the positive experience of participation in a bowl game results in higher levels of student-athlete retention within the football program. This is to say, the unique collegiate experience of participation in the bowl season results in a stronger commitment to the football program and thus, APR scores that avoid sanctions. Considering the findings of both Adler and Adler (1987, 1991) and Bell (2009), who found the athlete role to impact decision making, friendships, the importance of other roles played by the student-athlete, and team culture, this positive impact of bowl participation seems plausible.

Implications for Institutional Policy

Building on a strong theoretical framework that informs and challenges the dynamic between student and athlete, this study seeks to advance the understanding of the complex interplay between higher education and intercollegiate athletics. In turn, this understanding is intended to help institutional policy makers in assessing the academic climate surrounding their football program. Although a majority of variables taken into consideration in the study do not exert a significant impact on the academic metrics used by the NCAA, the lack of significance in many of these variables still resonates as an important discovery.

One of the most interesting discoveries of the study was the lack of support for claims regarding the division of the FBS into two classes of "haves" and "have nots" in regards to how this phenomenon plays out in the classroom. Citing the competitive landscape on the playing field and heightened academic standards, many such as the Knight Commission (2010b) have claimed that those programs below the top tier of college athletics cannot succeed both athletically and academically. However, whether these groups were identified by conference affiliation, athletic department budget or football program budget, there was no significance found in any of these identifiers' ability to predict academic performance as measured by APR or GSR.

While future research would benefit any conclusions reached in this area, the results represent reason for pause before accepting the mantra of a class system when it comes to college football, at least in terms of academic performance. However, the results also illustrate that stronger data reporting standards to the OPE Equity in Athletics Disclosure Website would add additional clarity to the topic. Armed with a more

transparent look at institutional spending in athletics, a better grasp on academic performance could be achieved.

Additionally, there was no significance found to the relationship between average win total and APR or GSR. This finding suggests that there is no merit to the notion that teams cannot win both in the classroom and on the playing field. Rather, the finding puts forward that academic success and winning are ideals that programs can achieve in concert with one another.

Limitations

Although this study provides an interesting examination into the academic landscape of college athletics, there are several limitations that are important to highlight. Importantly, this is a single-sport study of football programs that operate at the highest level of intercollegiate athletics. Thus, one should be cautious in generalizing these results across other Divisions of the NCAA and sports, as well. Football at the FBS level remains a unique occurrence in intercollegiate athletics due to both roster size and resource allocation.

Additionally, this study examines the academic success of groups of student-athletes at a collection of institutions, not the specific students themselves. Thus, there is no attention paid to the demographic attributes of the students prior to their arrival to campus. Again, this is not to say that such attributes do not play a role in academic success, rather this information is not readily available to the public.

It deserves to be mentioned that APR and GSR metrics are both relatively new indicators in regards to their existence and implementation. Less than a decade old, these

metrics, and any penalties associated with their results, have been adjusted and most likely, will continue to adapt and change. Hopefully, such changes will be guided by research similar to this work, which is intended to provide feedback for the evaluation of the measure.

On a similar note, it should be repeated that all data used in this study was generated by athletic and academic performance between the 2003-04 and the 2009-10 academic year. Considering the ever changing landscape of intercollegiate college athletics, especially in regards to conference alignment, this may change the application of this study's results over time. It seems likely that with conference realignment, reevaluating the results associated with the conference affiliation variable in these regression models will be necessary.

Lastly, basic regression is explanatory, and builds no case of causality of its findings. While previous research may inform the findings of this study and suggest causality, the study itself cannot do so. Therefore, while football programs at private schools performed significantly better as measured by APR and GSR, it cannot be concluded that their education at a private school is the reason for these improved marks. Such questions can only be answered using other methodologies.

Implications for Future Research

This study sought to investigate the connection that exists between the academic evaluation of Division I football programs and the various social settings that influence these student-athletes during their intercollegiate career. During this inquiry, several questions demanding future research emerged.

First, given that private control was found to be significant in all models studied, future attention should be paid to pre-college factors that may impact the college selection process and lead a football student-athlete to an institution. By including socio-economic status and other information specific to the individual, the understanding of an academically successful student-athlete may grow. Additionally, status as a scholarship, or non-scholarship, student-athlete would heighten this understanding, as well.

Secondly, with an institutional variable found to be significant in all three models, a closer look at additional institutional variables is in order. Variables such as cost, size, and location should be added to this study. Additionally, in future work, information pertaining to admission requirements and the number of student-athletes that are classified as "special admits" should also be considered. The inclusion of this data will better illustrate those institutional factors that enhance academic performance.

A third line of inquiry that is needed is more advanced analyses to examine causality. Based on the finding that football student-athletes at private institutions achieve higher levels of success as measured by today's NCAA metrics, research that demonstrates causality between private institutional status and these levels of academic success may prove to be valuable. It is possible that such information could allow non-private institutions to replicate those circumstances that heighten academic success.

From a departmental standpoint, another interesting addition to this study would be a thorough examination of the cutting of sport programs at these institutions. Considering the skyrocketing costs of intercollegiate athletics, as identified by The Knight Commission (2010), as well as the cutting of public funds to many institutions of higher education, it has been documented that many institutions have coped with this

strain on resources by cutting sport programs once sponsored. Institutions that take this action to meet the continually rising bar of academic and athletic accomplishment placed upon their athletic programs should be accounted for, as the phenomenon illustrates an important opportunity cost that needs to be measured. Additionally, as discussed previously, future research to explain the relationship between APR-related sanctions and bowl game appearances would be beneficial so a better understanding is developed of the finding of significance in this relationship.

Lastly, applying this model of research to football at other levels of the NCAA, as well as across the multitude of other sport programs would prove to be informative. This study selected FBS-level football because of its resource intensive nature and its status as a focal point for intercollegiate athletics. However, although not all academic measures are the same across the NCAA, an improved understanding of the institutional, athletic departmental and program-specific variables that impact academic performance of other sport programs would be advantageous, as well.

Summary

When considering the academic evaluation of the 118 Division I football programs in this study, significance has been identified in the relationship between social settings and the academic performance of student-athletes. Informed by social identity theory, this work found the influence of private control was most strongly associated with the academic performance of these student-athletes, as football programs at private institutions faired significantly better than their public peers in every academic measure the study considered. Equally important, however, was the identification of a number of

variables that suggested non-significant given the data at hand, findings which build on the previous work in this content area. These findings, both significant and not, will add to a growing body of research in this content area, hopefully guiding the work of future policy and inspiring the development of additional research.

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VITA

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From: Kim A Allison <kallison@email.unc.edu>
Sent: Thursday, December 20, 2012 12:18 PM
To: Bethel, Bradley Richard <bbethel@email.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; Townsend, Jenn <jtownsend@unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Amy Kleissler <kleissle@uncaa.unc.edu>; Kym Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer Welborn <welborn@uncaa.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>; Nate Yarbrough <yarbrough@uncaa.unc.edu>
Subject: Sick and Vacation Leave

Please send me your sick and/or vacation leave for November and December.

Thanks,
Kim

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Memorandum

To: Harold Woodard, Associate Dean

CC: Beth Bridger, Associate Director

From: Bradley Bethel, Learning Specialist

Date: 1/2/2013

Re: Need for More Learning Staff

One of the major functions of the Academic Support Program for Student-Athletes is to help academically underprepared student-athletes develop the academic skills they need to earn a degree honestly and successfully. Many football student-athletes, in particular, come to UNC from low socioeconomic backgrounds and consequently have not developed the same level of reading, writing, and study skills as their peers from more affluent backgrounds. My job as a learning specialist is to teach college-level literacy and study skills to underprepared football student-athletes. However, the academic needs of the football team currently exceed our available resources. If we do not increase the number of learning staff immediately, we risk academic failure for many football student-athletes. The purpose of this memo is (1) to highlight the need for more learning staff and (2) to explain how the new staff will be integrated into the current learning team.

I have identified 34 football student-athletes who will need the support of a learning specialist or assistant during the Spring 2013 semester. Because the level of need varies from student to student, I have further grouped each student into either the Comprehensive level or the Consultive level of academic support. Students in the Comprehensive level need three to five hours per week with a learning specialist or assistant, while students in the Consultive level need one to two hours per week. I have calculated that these 34 students will need a combined 106 – 116 hours per week with a learning specialist or assistant. However, among the current graduate learning assistants and me, we only have 82 combined hours available, leaving us 24 – 34 hours short.

Until we can hire an additional full-time learning specialist, two part-time staff working approximately 15 hours per week will suffice. The two new learning assistants will join the four graduate learning assistants as part of the learning support team I lead. I will assign each assistant a caseload of students, and the assistant will meet with each student throughout the week in accordance with the

student's needs. The learning support team will also meet with me weekly, and I will regularly observe the assistants' individual sessions and provide feedback.

To evaluate students' progress from the beginning of the semester to the end, I will use a research-validated tool developed by educational psychologists to measure students' use of learning strategies. Although we cannot guarantee every underprepared student's success at UNC, I am confident that every student who cooperates and makes an effort to learn the strategies we teach them will improve his academic abilities and thereby have a better chance at success.

Of course, our implementing the learning support program effectively requires the two additional part-time staff members. Without additional staff, we will significantly lack the resources to give these underprepared students any chance of success. The university admitted these students and now has a responsibility to support them. I believe UNC is an institution of integrity and as such will ensure adequate resources are in place.

CONFIDENTIAL

Full Name: Rich DeSelm
Last Name: DeSelm
First Name: Rich

Business Phone: 919-966-5340

E-mail: richdeselm@uncaa.unc.edu

January 8, 2013

Dear Parents:

This letter was drafted by me and Beth Bridger, our Academic Counselor, and with the help of Tom Timmermans in our UNC Athletic Compliance Office. It pertains to the fact your son or daughter is currently receiving an athletic grant yet not currently participating on the team as a swimmer or diver.

The UNC Athletic Department has a vested interest in your son/daughter even though their athletic status has changed. In lieu of the new scholarship situation your son/daughter has with the Swimming and Diving program, some new policies have been set in order to monitor their academic progress in conjunction with receiving their grant-in-aid.

Before any financial award/check may be distributed by the Compliance Office (Tom Timmermans) at the beginning of each month, the student must meet with their Academic Counselor (Beth Bridger). At this time, the Academic Counselor will gather grade/course information and determine if the student is doing what they need to academically in order to earn their monthly check. This meeting could also include seeing proof of professor communication, tutor review session attendance, study hour completion, paperwork for drop/add procedures, etc.

If the student has not met the requirements during the meeting, their monthly check will not be given to them, or will not be given to them until the requirements have been met, no exceptions.

The same procedure will apply with other department obligations the student must fulfill. If they have not met the requirements requested of the coaching staff or other department staff, their check will be cancelled/held as well.

It is critical that even though your son/daughter may not be actively participating athletically as a part of the team, they are still accountable to UNC Athletics and the UNC Swimming and Diving program. They still contribute to our athletic department as a scholarship student, so their dedication to excellence must be a priority.

Please let us know if you have any questions.

Sincerely,

Rich DeSelm
Head Coach Swimming & Diving

Full Name: Rich DeSelm
Last Name: DeSelm
First Name: Rich

Business Phone: 919-966-5340

E-mail: richdeselm@uncaa.unc.edu

EXSS Chapter 2: Psychological Health

WHAT IS PSYCHOLOGICAL HEALTH?

psychological health:

mental health:

emotional health:

spiritual health:

People in good psychological health usually:

1.

2.

3.

4.

5.

6.

autonomy:

- True/False: Autonomy means others' opinions are irrelevant.

assertiveness:

- Assertiveness is NOT_____.

realism:

self-esteem:

Strategies for building self-esteem:

1.

2.

3.

4.

5.

6.

7.

optimism:

Strategies for building optimism:

1.

2.

3.

4.

mind-body connection:

Psychologist _____ _____'s _____ of _____ pyramid illustrates _____.

The pyramid's five levels from [top/bottom] to [top/bottom] (include examples and/or definitions):

1.

2.

3.

4.

5.

A close relationship with another person is _____. _____ is one of its key components.

emotional intelligence:

spirituality:

Main themes of personal development:

1. 3.

2. 4.

values:

Spiritual health thrives when _____.

The ways to accomplish this include _____ and _____, which often trigger the _____ response (which is defined as _____ _____.

gratitude:

The practice of helping and giving to others out of genuine concern for their well-being is _____.

<u>COMMON PSYCHOLOGICAL PROBLEMS</u>:

shyness (include social isolation):

loneliness (include options for more meaningful connections):

anger (include negative effects of released and unreleased anger):

bad moods (define mood and indicate strategies for breaking bad moods):

MENTAL DISORDERS:

definition:

Mental disorders are classified in the U.S. in the _____.

causes:

***DEPRESSIVE DISORDERS:**

- depression:

- depressive disorder:

- symptoms:

- major depressive disorder:

- dysthymic disorder:

- causes:

- seasonal affective disorder (SAD) (include definition and treatment):

- trends/manifestations of depression in men versus women:

- treatments:

***BIPOLAR DISORDER:**

- definition:

- symptoms:

- treatments:

***ATTENTION DISORDERS:**

- definition (include most common form):

- symptoms:

- treatments:

***ANXIETY DISORDERS:**

- definition:

Six types (include definition and symptom or two):

1.

2.

3.

4.

5.

6.

- treatments:

***SCHIZOPHRENIA:**

- definition:

- symptoms:

- treatments (?):

SUICIDE AND SELF-INJURY:

self-injury:

suicide (include causes and warning signs):

GETTING HELP:

self-care options:

professional options:

- mental health professionals:

- therapies:

destructive thoughts (patterns to watch out for):

Full Name: Rich DeSelm
Last Name: DeSelm
First Name: Rich

Business Phone: 919-966-5340

E-mail: richdeselm@uncaa.unc.edu

From: Krumper, Jennifer <krumper@email.unc.edu>
Sent: Tuesday, January 22, 2013 5:57 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Re: Guest Coach: 2/28?

Hi Beth,

If it's okay, I'd actually prefer to sit in the stands with my buddy. :)

-Jen

On Jan 21, 2013, at 8:41 PM, Bridger, Beth wrote:

> Actually, you will sit by the bench. The tickets are for guests--sit in the stands right behind the bench. So, if you would like to bring 2 guests...unless you rather not sit on the bench.
>
> ---
>
> **From:** Krumper, Jennifer
> **Sent:** Monday, January 21, 2013 2:30 PM
> **To:** Bridger, Beth
> **Subject:** Re: Guest Coach: 2/28?
>
> Hi Beth,
>
> Sure thing! I'm a medium sized shirt, will need a total of 2 tickets (one each for myself and 1 friend), and please find the other information below.
>
> Best wishes,
> Jen Krumper
>
> <Krumper photo.jpg>
> BIO:
>
> Dr. Jen Krumper has been a lecturer in the chemistry department at UNC since 2010. After growing up in Oregon, Jen earned her undergraduate degree at Bowdoin College. She graduated phi beta kappa, summa cum laude, and with honors in chemistry. She earned her Ph. D. in organometallic chemistry at UC Berkeley in 2003. Since then, she's held a few teaching and research positions across the country, including stints in Idaho, Southern California, and Maine. Jen is thrilled to teach UNC's students, as she is passionate about helping students build supportive communities in a large university context. Jen loves the outdoors, running, music, and the arts.
>
> On Jan 15, 2013, at 10:09 AM, Bridger, Beth wrote:
>
> > Yes! I have you down.
> > I will send the game itinerary closer to the date.
> > In the mean time, could you send me a short bio, headshot, shirt size, and # of guest tickets you will need.
> >
> > Thanks!
> >
> > ---
> >
> > **From:** Jennifer Krumper [mailto:krumper@email.unc.edu]
> > **Sent:** Sunday, January 13, 2013 2:43 PM

To: Bridger, Beth
Subject: Guest Coach: 2/28?

Dear Ms. Bridger,

I would LOVE to be a guest coach for the womens' team! Is the 2/28 slot still available?

Thank you very much,
Jen Krumper

Dr. Jennifer Krumper
Lecturer, Department of Chemistry
UNC-Chapel Hill

Kenan C 147F
919-966-3869
jkrumper@unc.edu

From: Townsend, Jenn <jtownsend@unc.edu>
Sent: Wednesday, January 23, 2013 10:23 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FW: GEOG 225
Attach: 20130123101813654.pdf

From: Sullivan, Kate
Sent: Wednesday, January 23, 2013 9:54 AM
To: Townsend, Jenn
Subject: RE: GEOG 225

Jenn,
Hope the search goes well. We are also in the midst of searching for a manager and it's been a bit of a mess here since there really has been no one to take over in the interim. Hopefully the dynamic around there will improve. I know it's been a challenge.

I've scanned my notes…I just hope your tutor can read my handwriting. If you have any questions, feel free to ask!

Best,
Kate

From: Townsend, Jenn
Sent: Friday, January 18, 2013 3:32 PM
To: Sullivan, Kate
Subject: RE: GEOG 225

Thanks! Glad everything is going well…
Things are about the same around here—always interesting. We are still in the process of finding a director so that should change the dynamic around here a little bit once that is determined.

Hope you have a good weekend,

Jenn

From: Sullivan, Kate
Sent: Wednesday, January 16, 2013 2:12 PM
To: Townsend, Jenn
Subject: RE: GEOG 225

Jenn,
I should still have them. I'll look around when I get home.
The job is good, glad to still be on campus and so close to everything. How's life over there?

Best,
Kate Sullivan
Graduate Student Services Manager
Department of Communication Studies
106 Bingham Hall, CB# 3285
Chapel Hill, NC 27599-3285

kasully@email.unc.edu
Office: 919-962-4984

From: Townsend, Jenn
Sent: Wednesday, January 16, 2013 2:01 PM
To: Sullivan, Kate
Subject: GEOG 225

Hey, Kate:

I hope you are doing well. Happy New Year!

I just wanted to check with you and see if you still had notes from when you SI'ed the GEOG 225 class? We have several students in the class this semester and thought your notes would be helpful for the tutor who would be working with those students.

How is the job going?

Thanks!

Jenn Townsend
Associate Director
Academic Support Program for Student-Athletes
University of North Carolina, Chapel Hill
919-962-9538
919-962-8247 (fax)

Full Name: Rich DeSelm
Last Name: DeSelm
First Name: Rich

Business Phone: 919-966-5340

E-mail: richdeselm@uncaa.unc.edu

From: Bailey, Tiffany <tmbailey@email.unc.edu>
Sent: Wednesday, January 30, 2013 1:59 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Cc: Kessler, Jim <jim_kessler@unc.edu>
Subject: current impact statement
Attach: Current Impact Statement.docx

Hi Beth,

I hope you are doing well!

The committee has received several incomplete current impact statements from students including student athletes. Would you please remind the students (and their academic counselors) that we need them to complete all of the questions on the impact statement?

Students who submit an incomplete statement will be e-mailed and asked to submit one answering all of the questions before their information can be taken to committee.

Thanks and I appreciate your assistance!

Sincerely,

Tiffany

Tiffany Bailey
Assistant Director
Accessibility Resources & Service (formally Department of Disability Services)

North, Suite 2126
CB# 7214 SASB North
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7214
919-962-8300 (V)
711 NC RELAY (T)
http://disabilityservices.unc.edu

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UNC
STUDENT AFFAIRS

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

ACCESSIBILITY RESOURCES & SERVICE

450 RIDGE ROAD, SUITE 2126
STUDENT AND ACADEMIC
SERVICES BUILDING NORTH
CAMPUS BOX 7214
CHAPEL HILL, NC 27599-7214

919.962.8300 (V)
919.711 (T)
919.962.4748 (F)
accessibility.unc.edu

Current Impact Statement

Name_____ **Date**_____ **PID**_____

In addition to reviewing your documentation, we would also like specific information on how the diagnosed disability/medical condition described is ***currently*** *impacting your functioning and causing you substantial limitations.*

Please address ***ALL*** *of the following in as much detail as possible. Feel free to use to use the back of this form, or type your response on additional paper. Incomplete responses will be returned for more information*

If a written response is difficult for you, you may record your responses and submit an audio file.

1. **Considering the skills such as reading, writing, paying attention, mathematics, etc., describe (be specific) the current (or recent) impact of the disability/medical condition in both of the following areas:**

    a. In Class (lectures, test-taking, participation, etc.)

    b. Out of Class (studying, time management, homework, etc.)

2. **Accommodations/Services**
   In reference to the above information, describe accommodations or services that you think you will need. Why?

In addition to your response, you may also ask others who currently know you, or have observed you to submit answers to these questions in a separate document.

Sign your name indicating you composed and wrote the response.

Please return this form to:

Accessibility Resources & Service
CB# 7214 Suite 2126 SASB North
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7214
919.962.8300 (V/T) - 919.962.4748 (Fax)

From: Lyons, Elizabeth M <emlyons@email.unc.edu>
Sent: Wednesday, January 30, 2013 2:42 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: RE: current impact statement

Hmm, the current impact statements I have seen lately have seemed ok. Jim Kessler has sent emails to the last few students letting them know the committee would be reviewing their documentation so I am not sure if she feels earlier impact statements were not up to par or if they are from non-athletes. I suppose the easiest way to respond would be to let me know we will do diligence on our end… .always something with them!

From: Bridger, Beth
Sent: Wednesday, January 30, 2013 2:20 PM
To: Lyons, Elizabeth M; Bethel, Bradley Richard
Subject: FW: current impact statement
Importance: High

Do you know anything about this before I respond?

From: Bailey, Tiffany
Sent: Wednesday, January 30, 2013 1:59 PM
To: Bridger, Beth
Cc: Kessler, Jim
Subject: current impact statement
Importance: High

Hi Beth,

I hope you are doing well!

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Thanks and I appreciate your assistance!

Sincerely,

Tiffany

Tiffany Bailey
Assistant Director
Accessibility Resources & Service (formally Department of Disability Services)

North, Suite 2126
CB# 7214 SASB North
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7214
919-962-8300 (V)
711 NC RELAY (T)
http://disabilityservices.unc.edu

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From: Lyons, Elizabeth M <emlyons@email.unc.edu>
Sent: Wednesday, January 30, 2013 2:54 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: RE: current impact statement

My copy is a bit different but essentially the same material but I will print out this version and make sure we use it.

From: Bridger, Beth
Sent: Wednesday, January 30, 2013 2:45 PM
To: Lyons, Elizabeth M
Subject: RE: current impact statement

Will you check the ci attached to the email and see if we are using the most up to date?

From: Lyons, Elizabeth M
Sent: Wednesday, January 30, 2013 2:42 PM
To: Bridger, Beth
Subject: RE: current impact statement

Hmm, the current impact statements I have seen lately have seemed ok. Jim Kessler has sent emails to the last few students letting them know the committee would be reviewing their documentation so I am not sure if she feels earlier impact statements were not up to par or if they are from non-athletes. I suppose the easiest way to respond would be to let me know we will do diligence on our end… .always something with them!

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Importance: High

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Sent: Wednesday, January 30, 2013 1:59 PM
To: Bridger, Beth
Cc: Kessler, Jim
Subject: current impact statement
Importance: High

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Sincerely,

Tiffany

Tiffany Bailey
Assistant Director
Accessibility Resources & Service (formally Department of Disability Services)

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From:	PREX1@mvs.adp.UNC.EDU on behalf of PAYROLL_NOTIFY@UNC.EDU
Sent:	Thursday, January 31, 2013 8:17 AM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	YOUR CHECK STUB IS AVAILABLE
Attach:	MEMO.pdf

Today is a payday for the Monthly Payroll. To access your pay information, go to http://finance.unc.edu/university-controller/payroll-services/welcome.html and select the E-Pay/Direct Deposit Paystub Log In under Quick Links. After you login using your Onyen and Onyen password, select View Current Paystub under the Employee Menu to access your pay information for today's payroll.

Please note that your leave information is now being provided to you in the upper right hand corner of the stub. These amounts are your leave totals as of the end of the prior month.

Attached is a paycheck notice regarding Tax Information for 2013

Thank you.

Payroll Services
The University of North Carolina at Chapel Hill

FEDERAL TAX CHANGES FOR 2013

FICA TAX WITHHOLDING CHANGE

The FICA rate for calendar years 2010 and 2011 was 7.65% for the University and 5.65% for each employee. The rate was comprised of a Social Security tax withholding rate of 6.2% for the employer and 4.2% for the employee, and a Medicare tax withholding rate of 1.45% for both employer and employee. The *Tax Relief, Unemployment Insurance Reauthorization, and Job Creation Act of 2010* provided a two percentage point payroll tax cut for employees, reducing their Social Security tax withholding rate from 6.2% to 4.2% of wages paid. The reduced Social Security withholding will have no effect on the employee's future Social Security benefits.

The reduced Social Security tax rate is no longer available for employees beginning with calendar year 2013. The change is effective for calendar year 2013 payrolls. In summary, the Social Security withholding tax rate will be 6.2% for both the University as employer and for employees beginning in calendar year 2013. The social security wage base limit for 2013 is $113,700. There is no wage base limit for the Medicare tax.

ADDITIONAL MEDICARE TAX WITHHOLDING

Beginning in calendar year 2013, the University as employer must withhold a 0.9% Additional Medicare Tax from wages paid to an employee in excess of $200,000 in a calendar year. The Additional Medicare tax is only applicable to the employee. There is no employer share of the Additional Medicare Tax. All wages that are subject to Medicare tax are subject to Additional Medicare Tax withholding if paid in excess of the $200,000 withholding threshold.

FEDERAL INCOME TAX WITHHOLDING

On January 3, 2013 the Internal Revenue Service provided early release copies of the 2013 federal income tax withholding tables. These 2013 Percentage Method Tables for federal Income tax withholding have been implemented and will be used effective with Biweekly Payroll 14 to be paid on 01/11/2013 and with the Monthly Payroll to be paid on 01/31/2013. Additional information on federal income tax withholding is available at http://www.irs.gov/pub/irs-pdf/n1036.pdf

PAYROLL SERVICES
payroll@unc.edu
962-0046

Dated 01/03/2013

From: Alison Ruff <aruff@ncsu.edu>
Sent: Monday, February 11, 2013 9:58 AM
To: Alison Ruff <aruff@ncsu.edu>
Subject: Fwd: Save the Date! ASPSA Drive In FREE Conference - Friday, April 26th
Attach: Save the Date.pdf

Hi there :)

I think you may have received this already, but wanted to pass it along specifically to you ... hope to see you there!

ali

Alison R. Ruff
Assistant Director
Academic Support Program for Student Athletes
http://ncsu.edu/aspsa/
North Carolina State University
332 Case Academic Center, Box 7104
Raleigh, NC 27695
919-515-4502
919-515-1619 Fax
alison_ruff@ncsu.edu

"All electronic mail messages in connection with State business which are sent to or received by this account are subject to the NC Public Records Law and may be disclosed to third parties."

---------- Forwarded message ----------
From: **Alison Ruff** <aruff@ncsu.edu>
Date: Fri, Feb 8, 2013 at 12:54 PM
Subject: Save the Date! ASPSA Drive In FREE Conference - Friday, April 26th
To: stateadvisors <stateadvisors@lists.ncsu.edu>

NC State's Academic Support Program for Student-Athletes (ASPSA) would like to invite you and your academic staff to this event. We are still in the planning process, but want to send information out as soon as possible!

The ASPSA intern class plans an annual Academic Support conference for those institutions in driving distance (all are welcome, but that is the target audience). The purpose of this conference is to provide professional resources to those in the academic advising profession who may have a limited budget or restrictions and might not be able to attend any National Conventions. Student-athlete issues will be addressed. This conference will also provide networking opportunities. The date of the conference is Friday, April 26, 2013. The conference will start at 9:00 and end at approximately 4:00 with a social at a local restaurant.

Some of our committed presenters include academic support staff from Clemson University, University of Virginia, University of Georgia, University of North Carolina at Charlotte, and North Carolina Central University.

There is a save the date attached to this email and a formal invitation will follow. If you have any questions or concerns please feel free to contact me by email or by phone at 919-513-1047. Hope all is well!

--

Shannon Roberts
Assistant Academic Coordinator
Academic Support Program for Student Athletes
North Carolina State University

Follow ASPSA on Twitter @ASPSA1

SAVE THE DATE:

PRODUCTION : 12th Annual Drive-In Conference

SCENE

Lights, Camera, Action! The spotlight is on Academic Support for Student Athletes.

TAKE

12

DIRECTOR : North Carolina State University

CAMERA : Academic Support Program for Student Athletes

DATE : Friday, April 26, 2013

EXSS Chapter 5: Physical Activity for Fitness and Health

PHYSICAL FITNESS:

physical activity:

_____ is a type of physical activity that is planned and structured.

skills-related fitness:

health-related fitness:

The key components of **HEALTH-RELATED FITNESS** (define and include benefits and ways to improve):
-cardiorespiratory fitness:

-muscular strength:

-muscular endurance:

- static:
- dynamic:

-flexibility:

-body composition:

Which of these components is the best indicator of overall physical fitness?

(SOME OF THE) BENEFITS OF PHYSICAL ACTIVITY:

1.

2.

3.

4.

5.

6.

7.

8.

osteoporosis:

metabolism:

DESIGNING A FITNESS PROGRAM:

PRINCIPLES OF FITNESS TRAINING:

-overload:

- progressive overload:
- SAID Principle
- FITT:

-specificity:

-reversibility:

-individuality:

TYPES OF PHYSICAL ACTIVITY:

-Improving cardiorespiratory fitness:

- aerobic exercise:
    - target heart rate (define and know how to calculate):
    - maximum aerobic capacity (_____ Max):
- **GUIDELINES/TIPS** for creating an aerobic exercise program:
- anaerobic exercise:

-Improving muscular strength and endurance:

- resistance training:
    - isometric exercise:
    - isotonic exercise:
    - repetitions versus sets:
- **GUIDELINES/TIPS** for creating a resistance training program (include tips for safe weight lifting):
- recovery:

-Improving flexibility:

- static flexibility:
- dynamic flexibility:
- static stretching:
- passive stretching:
- ballistic stretching:
- **GUIDELINES/TIPS** for creating a flexibility program:
- activities that increase flexibility:

SOME TYPES OF TRAINING PROGRAMS/EXERCISES:

-circuit training:

-neuromotor training:

-calisthenic strengthening exercises:

-core stabilization training:

-foam roll training:

SOME ADDITIONAL GUIDELINES FOR PHYSICAL ACTIVITY:

-recommended type/amount:

-**TIPS** for getting active if you are inactive:

-**TIPS** for getting active if you are moderately active:

-**TIPS** for getting active if you are overweight:

GUIDELINES FOR EXERCISING SAFELY:

1.

2.

3.

4.

5.

6.

7.

8.

9.

BE SURE TO INCLUDE/KNOW: hydration guidelines/tips, hypothermia, heat exhaustion, heatstroke, cramps, P.R.I.C.E. protocol, and common types of performance-enhancing drugs

RED FLAGS DURING EXERCISE:

MAINTAINING A FITNESS PROGRAM:

1.

2.

3.

4.

5.

Tracey Williams - Fwd: RE: The Umstead Hotel and Spa : Packages Ideas for Ms. Hatchell:

Suggested Gift Idea for Coach Hatchell from the SHP!!

From: Tracey Williams
To: Tracey Williams
Subject: Fwd: RE: The Umstead Hotel and Spa : Packages Ideas for Ms. Hatchell:

>>> "Alison Jenkins" <alison.jenkins@theumstead.com> 2/12/2013 1:11 PM >>>

Accommodation for one (1) night in a One Bedroom Suite	$395.00
Welcome Champagne and Strawberries	Complimentary
2pm Check out	Complimentary
Dinner for two in Herons to the value of $200.00	$200.00
Tax on accommodation	$ 50.87
Total package	$645.87 Inclusive

The gift card will be to the value of $645.87 (lets say $650.00 to round it up). In the gift card you could say what it will cover.
If you want me to do this, let me know and I can email a PDF.

Please note you will need to book this through me as I gave a special rate for the suite.

Best wishes

Alison Jenkins
Director of Sales
The Umstead Hotel and Spa
Direct. 919-447-4122

The thought is that we could give the 10% like Coach Hatchell suggested. Use this to pay for her gift and give the rest to Stephanie Upton in a gift card or cash. What do you think?

V

THE UMSTEAD
HOTEL AND SPA

The only 5 Star Hotel in North Carolina
1 night stay & Dinner for 2

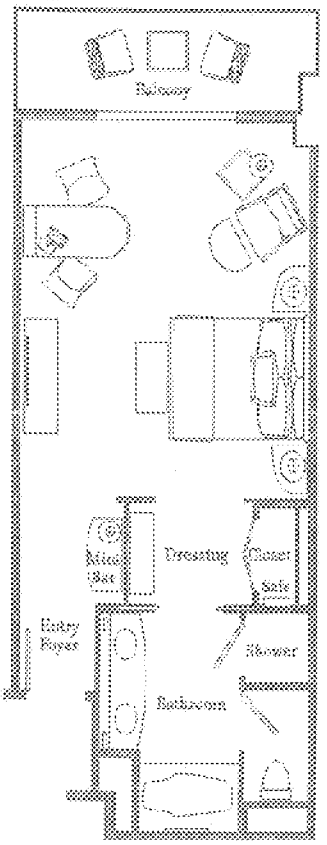

Lake View Balcony King
540 sq. ft.

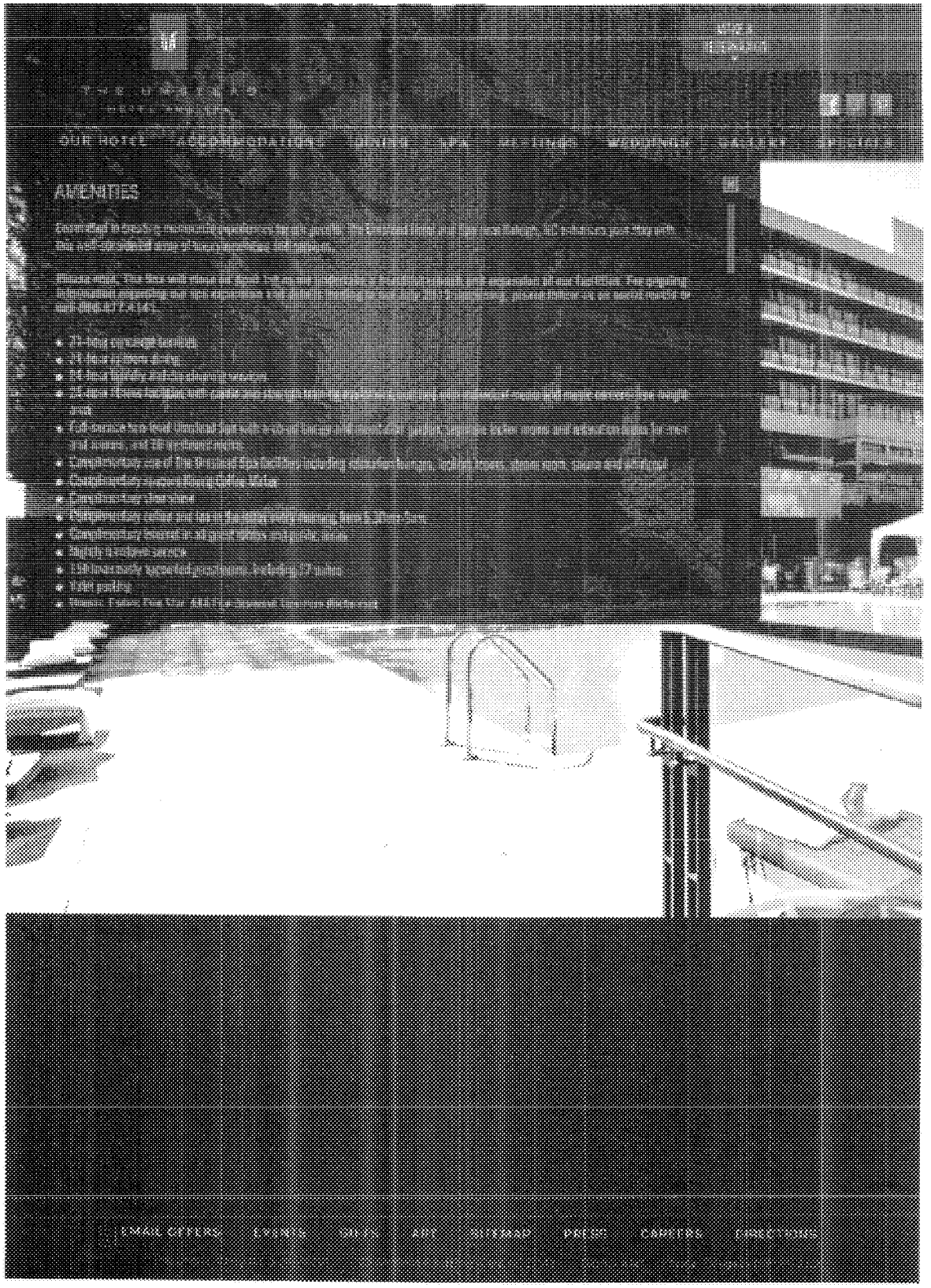
OUR HOTEL
AMENITIES

From: Sandy Restivo <srestivo@uncaa.unc.edu>
Sent: Friday, February 15, 2013 9:15 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>
Subject: Meeting in the classroom

Susan and Beth,

Chelsea Pemberton would like to meet with her rowing team from 4:00 to 5:00 pm today in one of our classrooms. Would it be okay for that time in Room 2301?

Thanks,
Sandy

Sandy Restivo
Student-Athlete Services
(919) 962-9146
srestivo@uncaa.unc.edu

From: Cricket Lane <cricket@uncaa.unc.edu>
Sent: Saturday, February 16, 2013 3:03 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Re: SCORES

Beth,

I sent him the schedule from last year. Wa there other activities for football first years in the summer?

Sent from my iPhone

On Feb 16, 2013, at 1:01 PM, "Bridger, Beth" <bridgerb@email.unc.edu> wrote:

<!--[if mso 9]--> <!--[endif]-->

Do you have the schedule for SCORES—presenters, for the past 2 years?

From: Paul Pogge [mailto:ppogge@uncaa.unc.edu]
Sent: Friday, February 15, 2013 5:06 PM
To: Cricket Lane
Cc: Bridger, Beth; Wally Richardson
Subject: Re: SCORES

Thanks, Cricket. Beth and Wally, could one of you provide some documentation about SCORES that shows our increased efforts specifically through that program to maintain academic integrity, develop academic skills, and convey our academic expectations?
Thanks very much and have a great weekend,
Paul

>>> Cricket Lane 2/14/2013 3:03 PM >>>
That would be Beth Bridger or Wally Richardson -- she/he usually did academic programming with Football in the summer

>>> On 2/14/2013 at 2:20 PM, in message <511D38F7.BBD : 23 : 27025>, Paul Pogge wrote:

> Do you have any documentation of SCORES that shows our increased efforts specifically through that program to maintain academic integrity, develop academic skills, and convey our academic expectations?
>
> >>> Cricket Lane 2/14/2013 2:05 PM >>>
>
> >>> On 2/14/2013 at 11:24 AM, in message <511D0FA2.748 : 23 : 27025>, Paul Pogge wrote:
>
> > Cricket,
> > Sorry for yet another email. Do you also have any documents related to the SCORES program that I could include as exhibits?
> > Thanks,
> > Paul

From: Richardson, Wally <wricha@email.unc.edu>
Sent: Sunday, February 17, 2013 11:56 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Re: SCORES

I will see you tomorrow about this. Thanks Beth.

Sent via DroidX2 on Verizon Wireless™

-----Original message-----

> **From:** "Bridger, Beth" <bridgerb@email.unc.edu>
> **To:** "Richardson, Wally" <wricha@email.unc.edu>
> **Sent:** Sat, Feb 16, 2013 18:02:05 GMT+00:00
> **Subject:** FW: SCORES
>
> Lets talk about this on Monday---I don't nec think this has had "much" of an academic presence, at least not when I was around it....i asked cricket for the schedule the past 2 summers to help formulate an answer
>
> ---
>
> **From:** Paul Pogge [mailto:ppogge@uncaa.unc.edu]
> **Sent:** Friday, February 15, 2013 5:06 PM
> **To:** Cricket Lane
> **Cc:** Bridger, Beth; Wally Richardson
> **Subject:** Re: SCORES
>
> Thanks, Cricket. Beth and Wally, could one of you provide some documentation about SCORES that shows our increased efforts specifically through that program to maintain academic integrity, develop academic skills, and convey our academic expectations?
> Thanks very much and have a great weekend,
> Paul
>
> >>> Cricket Lane 2/14/2013 3:03 PM >>>
> That would be Beth Bridger or Wally Richardson -- she/he usually did academic programming with Football in the summer
>
> >>> On 2/14/2013 at 2:20 PM, in message <511D38F7.BBD : 23 : 27025>, Paul Pogge wrote:
>
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> >
> > >>> Cricket Lane 2/14/2013 2:05 PM >>>
> >
> > >>> On 2/14/2013 at 11:24 AM, in message <511D0FA2.748 : 23 : 27025>, Paul Pogge wrote:
> >
> > > Cricket,
> > > Sorry for yet another email. Do you also have any documents related to the SCORES program that I could include as exhibits?
> > > Thanks,
> > > Paul

From: Humphries, Sarah <shumphries@unc.edu>
Sent: Monday, February 18, 2013 10:50 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Cc: Penny, Rachel <rfpenny@email.unc.edu>
Subject: FW: honorary coach for women's basketball??
Attach: honorary coach for women's basketball__.msg

Beth,

We got the attached email regarding guest coaches for women's basketball. I assumed you were all booked for the rest of the season but wanted to pass the names along just in case.

Thanks!

Sarah

From: Rachel Penny [mailto:rfpenny@uncaa.unc.edu]
Sent: Monday, February 18, 2013 10:47 AM
To: Humphries, Sarah
Subject: Fwd: honorary coach for women's basketball??

I assume this is too late, but who handles honorary coaches?

Rachel

Rachel Penny
Assistant Director of Marketing
University of North Carolina Athletics
rfpenny@uncaa.unc.edu
(919) 962-5499
@rfpenny

From: McCormick, Carol Ann <mccormick@unc.edu>
Sent: Monday, February 18, 2013 9:39 AM
To: rfpenny@uncaa.unc.edu
Subject: honorary coach for women's basketball??

Is it too late to nominate an honorary coach for the year? Both of these folks are avid fans, and have attended just about every game this year!

1. Margo MacIntyre -- Curator of the Coker Arboretum. http://www.ourstate.com/coker-arboretum/

2. Dr. Aziz Sancar -- Professor, Biochemistry & Biophysics. http://www.med.unc.edu/biochem/asancar

Carol Ann McCormick

Assistant Curator, M.C.S., T.W.D.

University of North Carolina Herbarium (NCU)

North Carolina Botanical Garden

401 Coker Hall

CB #3280

University of North Carolina at Chapel Hill

Chapel Hill, NC 27599-3280 U.S.A.

+1 919 962 6931

mccormick@unc.edu

From: Kevin Schwartz <kschwartz@unc.edu>
Sent: Tuesday, February 19, 2013 8:26 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Cc: Sarah Humphries <shumphri@uncaa.unc.edu>
Subject: Fwd: Re: DTH Guest Coach

Beth - we have our guest coach for Sunday below. Please confirm, and let me know if you need anything else. Thanks.

Kevin Schwartz
Director/General Manager
The Daily Tar Heel
919-962-0520
www.dailytarheel.com

2012-'14 President
North Carolina Press Foundation
See our election materials at allthingsvoting.org

-------- Original Message --------
Subject: Re: DTH Guest Coach
Date: Mon, 18 Feb 2013 22:53:20 +0000
From: Anderson, Janice L <anderjl@email.unc.edu>
To: Schwartz, Kevin Alan <kschwartz@unc.edu>

Awesome! Let me know what you need for me to do.

Best

Dr. Anderson
--
Janice L. Anderson, Ph.D.
Assistant Professor of Science Education
University of North Carolina at Chapel Hill
School of Education
Peabody Hall 307A
CB #3500
Chapel Hill, NC 27599-3500

Phone: 919.843.9867
Email: anderjl@email.unc.edu
Fax: 919.962.1533

"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and

discover how to participate in the transformation of their world." - Paulo Freire

---

From: Kevin Schwartz <kschwartz@unc.edu>
Reply-To: "Schwartz, Kevin Alan" <kschwartz@unc.edu>
Date: Monday, February 18, 2013 5:08 PM
To: Janice Anderson <anderjl@email.unc.edu>
Subject: DTH Guest Coach

Congratulations Prof. Anderson, you win the guest coach spot for this Sunday's women's basketball game vs. N.C. State. Please accept with an email reply and we'll get the ball rolling!

--

Kevin Schwartz
Director/General Manager
The Daily Tar Heel
919-962-0520
www.dailytarheel.com

2012-'14 President
North Carolina Press Foundation
See our election materials at allthingsvoting.org

Janice L. Anderson is an Assistant Professor of Science Education in the School of Education Learning Sciences and Psychological Studies and Elementary Education Programs. Using a sociocultural and feminist lens, Dr. Anderson's research interests includes examining the use of innovative technologies to facilitate and engage student learning of science. Her current work focuses on teachers' engagement with innovative technologies and how they are enacted within the classroom context. Specifically, she is investigating the complex relationship among teachers' beliefs, their use of technology and the implementation in their science classrooms. She teaches undergraduate courses in elementary science methods and technology integration and doctoral seminars in curriculum and learning sciences. An avid women's basketball fan, Dr. Anderson has held season tickets since coming to Chapel Hill in 2008. She enjoys coming to games with her family, including her toddler son Logan.

Carolina Compliance

NCAA Student Assistance Fund Application

Student-Athlete Name: _____ PID: _____ Sport: _____

Male: ☐ Female: ☐

Is the Student-Athlete a U.S. Citizen? ☐ Yes ☐ No

Is the Student-Athlete a Pell Grant Recipient? ☐ Yes ☐ No

Athletics Grant-In-Aid Status? ☐ Full GIA ☐ Partial GIA ☐ No GIA

Student-Athlete's Permanent Home Address:

_____
Street

_____ _____ _____ _____
City State Zip Code Country

PURPOSE OF FUNDS (check one)

- ☐ Clothing and Essential Expenses – FIRST CYCLE ($250 limit)
- ☐ Clothing and Essential Expenses – SECOND CYCLE ($250 limit)
- ☐ Purchase or Rental of Required Expendable or Non-Expendable Course Supplies
- ☐ Medical or Dental Expenses (not covered by another insurance policy)
- ☐ Health Insurance
- ☐ Learning Disability Testing
- ☐ Cost Associated with Student-Athlete or Family Emergency

☐ Other (Please explain) _____

Amount Requested: $ _____ (Attach bill, if applicable)

Check Payable To: _____

Address:

_____
Street

_____ _____ _____ _____
City State Zip Code Country

Student-Athlete Signature: _____ Date: _____

Compliance Approval: _____ Date: _____

Print

Compliance: The Carolina Way

Contact the UNC Compliance Office at: (919) 962-6000 *compliance@uncaa.unc.edu * GoHeels.com

From: Rita A Balaban <balabanr@email.unc.edu>
Sent: Thursday, February 21, 2013 3:28 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Re: Guest Coach
Attach: Balaban Bio.docx

Hi Beth,

Attached is a short bio. Please edit and cut as you see fit. I tried to include info that people might find interesting, but then again it might bore them to tears!

I do not have a recent head shot, but you can get one from our Department's webpage at http://www.unc.edu/depts/econ/profiles/balaban.htm.

If the shirt runs on the large side, then I wear a men's medium, otherwise a large.

Finally, I appreciate the ticket offer, but it will just be me. My husband has a hard time staying up past 7pm!

Best,
Rita

On 2/19/2013 10:46 AM, Bridger, Beth wrote:

> Professor Balaban-
>
> Happy Tuesday! I hope your week is going well so far. I wanted to touch base as your Guest Coach day is quickly approaching (next Thurs vs Boston College). Could you send me a short bio, head shot, shirt size, and number of tickets you will need for the game (you can have up to 2).
> I hope to hear from you soon.
>
> **Beth**
>
> Beth Bridger
> College of Arts & Sciences
> Associate Director
> Academic Support Program for Student-Athletes
> UNC-Chapel Hill
> (w) 919-843-5669
> (c)
> bridgerb@uncaa.unc.edu

--
Rita A Balaban
Senior Lecturer
Department of Economics
200E Gardner Hall, CB #3305
University of North Carolina
Chapel Hill, NC 27599
Phone: 919.843.8823 Fax: 919.966.4986

Rita Balaban is a senior lecturer in the Department of Economics and has been at UNC since July 2006. She has a Ph.D. in Economics from the University of Pittsburgh and a B.A. in Economics from St. Joseph's University in Philadelphia. At St. Joseph's Balaban played basketball under Jim Foster (now at Ohio State). Renie Shields, mother of Boston College player Kerri Shields, served as the assistant basketball coach while Balaban was at St. Joseph's. Balaban hails from outside of Harrisburg, Pennsylvania and her brother William played football at Carolina from 1967-1970. She held previous academic positions at the College of Charleston and Samford University. She and her husband, Danny Gourley, live in Durham, NC.

From: Woodard, Harold <harold_woodard@unc.edu>
Sent: Tuesday, February 26, 2013 2:46 PM
To: Bethel, Bradley Richard <bbethel@email.unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; jaimielee@uncaa.unc.edu; Lyons, Elizabeth M <emlyons@email.unc.edu>; Maloy, Susan B <sbmaloy@email.unc.edu>; Orr, Kym N <orr@email.unc.edu>; Overstreet, Tia <overstre@email.unc.edu>; Richardson, Wally <wricha@email.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Welborn, Spencer <swelborn@email.unc.edu>; Yount, Tony <tonyyount@unc.edu>
Subject: FW: Academic Progress Reports for Student Athletes
Attach: ATH APR Feb 16 - Feb 25.xls

Colleagues,
FYI, please see attached for updated FERPA protected information.
Please note that faculty were encouraged to comment on both positive and negative aspects of students' progress.
Harold
From: Demetriou, Cynthia

As always

Sent: Tuesday, February 26, 2013 2:29 PM
To: Woodard, Harold
Subject: Academic Progress Reports for Student Athletes
Hi, Dean Woodard.
Attached please find a list of all student athletes receiving academic progress reports **between 2/16/13 and 2/25/13**.
The Academic Progress Report system is now closed. The last day to drop a course is Tuesday, March 5th.
Thank you,
Cynthia Demetriou
Director for Retention
Office of Undergraduate Education
UNC Chapel Hill
3016 Steele Building, CB# 3504
(919) 843-5015
www.studentsuccess.unc.edu
www.firstgeneration.unc.edu
Confidentiality notice: This e-mail message, including any attachments, is for the sole use of intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited.
Please consider the environmental impact before printing this e-mail.

From: Cricket Lane <cricket@uncaa.unc.edu>

Sent: Wednesday, February 27, 2013 9:19 PM

To: Andrew Calder <acalder@uncaa.unc.edu>, Andrew DiBitetto <afdibite@uncaa.unc.edu>, Anson Dorrance <anson@uncaa.unc.edu>, Sara Anundsen <anundsen@uncaa.unc.edu>, Andre Williams <awilliams@uncaa.unc.edu>, Brie Tyler <bfarley@uncaa.unc.edu>, Boo Gillette <bgillet@uncaa.unc.edu>, Billy Lee <billylee@uncaa.unc.edu>, Brian Kalbas <bkalbas@uncaa.unc.edu>, Blake Anderson <blakeand@uncaa.unc.edu>, Bill Palladino <bpalladino@uncaa.unc.edu>, Joe Breschi <breschi@uncaa.unc.edu>, Guy Cathro <cathro@uncaa.unc.edu>, C D Mock <cd@uncaa.unc.edu>, Chris Feifs <cfeifs@uncaa.unc.edu>, Christy Garth <cgarth@uncaa.unc.edu>, Chris Kapilovic <ckap@uncaa.unc.edu>, C B McGrath <cmcgrath@uncaa.unc.edu>, Chelsea Pemberton <cpembert@uncaa.unc.edu>, Carlos Somoano <csomoano@uncaa.unc.edu>, Dave Arendas <darendas@uncaa.unc.edu>, Derek Galvin <derekg@uncaa.unc.edu>, Dan Disch <disch@uncaa.unc.edu>, Donna Papa <djp@uncaa.unc.edu>, Dennis Papadatos <dpapa@uncaa.unc.edu>, David Duggan <dtduggan@uncaa.unc.edu>, Chris Ducar <ducar@uncaa.unc.edu>, Eric Hoots <ehoots@uncaa.unc.edu>, Eric Stefanski <estefanski@uncaa.unc.edu>, Gunter Brewer <gbrew@uncaa.unc.edu>, Grant Fulton <gfulton@uncaa.unc.edu>, Grant Porter <gtporter@uncaa.unc.edu>, Joe Haydon <haydon@uncaa.unc.edu>, Hubert Davis <hidavis@uncaa.unc.edu>, Jan Mann <janmann@uncaa.unc.edu>, Jason Beaulieu <jbeaulie@uncaa.unc.edu>, Matt Jednak <jednak@uncaa.unc.edu>, Joe Holladay <jholladay@uncaa.unc.edu>, Josh Langley <jlangley@uncaa.unc.edu>, Jeff Negalha <jnegalha@uncaa.unc.edu>, Jason Onyebuagu <jonye@uncaa.unc.edu>, Joe Sagula <jsagula@uncaa.unc.edu>, Josh Webb <jwebb@uncaa.unc.edu>, Karen Shelton <kcs@uncaa.unc.edu>, Katrina Dowd <kmdowd@uncaa.unc.edu>, Vic Koenning <koenning@uncaa.unc.edu>, Greg Law <lawdawg@uncaa.unc.edu>, Larry Fedora <lfedora@uncaa.unc.edu>, Andrew Sapp <masapp@uncaa.unc.edu>, Marcus Berry <mberry@uncaa.unc.edu>, Harlis Meaders <meaders@uncaa.unc.edu>, Mike Fox <mfox@uncaa.unc.edu>, Mike Litzinger <mlitzinger@uncaa.unc.edu>, Nicole Hudson <nhudson@uncaa.unc.edu>, Tom Sander <pacman@uncaa.unc.edu>, Phil Barnes <pbarnes@uncaa.unc.edu>, Pat Myers <pmyers@uncaa.unc.edu>, Eve Rackham <rackham@uncaa.unc.edu>, Angela Reckart <reckart@uncaa.unc.edu>, Rich DeSelm <richdeselm@uncaa.unc.edu>, Ron Miller <rmiller@uncaa.unc.edu>, Scott Forbes <sforbes@uncaa.unc.edu>, Sylvia Hatchell <shatchell@uncaa.unc.edu>, Scott Jackson <sjackson@uncaa.unc.edu>, Sarah Haney <skhaney@uncaa.unc.edu>, Sam Paul <spaul@uncaa.unc.edu>, Quinn, Sean <squinn23@uncaa.unc.edu>, Steve Robinson <srobo@uncaa.unc.edu>, Tyler Adams <tadams@uncaa.unc.edu>, Trevor Chinn <tjchinn@uncaa.unc.edu>, Tommy Davis <tommyd@uncaa.unc.edu>, Phillips, Tripp <tphillips@uncaa.unc.edu>, Trisha Stafford-Odom <tsodom@uncaa.unc.edu>, Tracey Williams <twilliams@uncaa.unc.edu>, Jenny Levy <uncwlax@uncaa.unc.edu>, Mark VanAlstyne <vanalsty@uncaa.unc.edu>, Walt Bell <wbell@uncaa.unc.edu>, Leah Wigger <wigger@uncaa.unc.edu>

Cc: Montgomery, John R <jmont@unc.edu>, Creech, Karlton W <kcreech@unc.edu>, Champagne, Allen <achampag@live.unc.edu>, Bridger, Beth <bridgerb@email.unc.edu>, Boxill, Jan <JMBOXILL@email.unc.edu>, Martin, Kareem <kjmartin@live.unc.edu>, Anderson, Kaitlyn Nicole <knanders@live.unc.edu>, James, Jarrod <ejjames@live.unc.edu>, Nelson, Chaniel Lea <nelsoncl@live.unc.edu>, Larry Gallo <athgallo@uncaa.unc.edu>, Bradley Bethel <bbethel@uncaa.unc.edu>, Blanton, Brent S <blanton@uncaa.unc.edu>, Beth Miller <bmiller@uncaa.unc.edu>, Clint Gwaltney <cgwaltney@uncaa.unc.edu>, Corey Holliday <cholliday@uncaa.unc.edu>, Cricket Lane <cricket@uncaa.unc.edu>, Devin Fratarcangeli <dfratarc@uncaa.unc.edu>, Dana Gelin <dgelin@uncaa.unc.edu>, Beth Lyons <emlyons@uncaa.unc.edu>, Vince Ille <ille@uncaa.unc.edu>, Jaimie Lee <jaimielee@uncaa.unc.edu>, John Blanchard <jgb@uncaa.unc.edu>, Jennifer Townsend <jtownsend@uncaa.unc.edu>, Kym Orr <knorr@uncaa.unc.edu>, Martina Ballen <mballen@uncaa.unc.edu>, Niobra Peterson <nmpeters@uncaa.unc.edu>, Tia Overstreet <overstre@uncaa.unc.edu>, Rong Hua <rhua@uncaa.unc.edu>, Rick Steinbacher <rsteinbacher@uncaa.unc.edu>, Susan Maloy <sbmaloy@uncaa.unc.edu>, Shelley Johnson <shelljo@uncaa.unc.edu>, Steve Kirschner <skirschner@uncaa.unc.edu>, Sandy Restivo <srestivo@uncaa.unc.edu>, Tony Yount <tonyyount@uncaa.unc.edu>, Spencer Welborn <welborn@uncaa.unc.edu>, Wally Richardson <wricha@uncaa.unc.edu>, Nate Yarbrough <yarbrough@uncaa.unc.edu>

Subject: SWAG Information

Attach: swaggy list.docx, Meme.jpg, Meme2.png, meme3.jpg

Coaches,

1) Below you will find information on the newest student-athlete organization, SWAG (Something We Athletes Got). This is a peer education group that will be trained to do alcohol/drug, education presentations, and to be a resource for teammates.
2) A current list of SWAG members.
3) SWAG "commercial" the bitly for the video http://bit.ly/ZBgAVA
4) For those of you who are on Facebook - http://www.facebook.com/cricket.lane/posts/493392900695795?ref=notif&notif_t=like#!/UncSwag
twitter - @SWAGUNC
5) Some memes from the poster campaign
6) Just for your entertainment - UNC SA "Harlem Shake" - Go to J:Drive/Student-Athlete Development/Harlem Shake

Please contact me if you have any questions.
Thanks,
Cricket
****

Mission

to educate and inform student-athletes, the student body, administrators and staff about responsible social living and health issues that affect the campus community, (including alcohol use, abuse and misuse, sexual assault, hazing) through awareness, influential behavior and interactive programming..

Constitution

This organization shall be known as SWAG (Something We Athletes Got). The members of SWAG believe that student-athletes can play a uniquely effective role, in encouraging their peers to consider, talk honestly about, and develop responsible habits and attitudes toward the use or non-use of alcohol and other drugs.. We will promote responsible decisions about drinking within the campus community..

MEETS CUTE GIRL AT A FRAT PARTY
REMEMBERS HER NAME IN THE MORNING

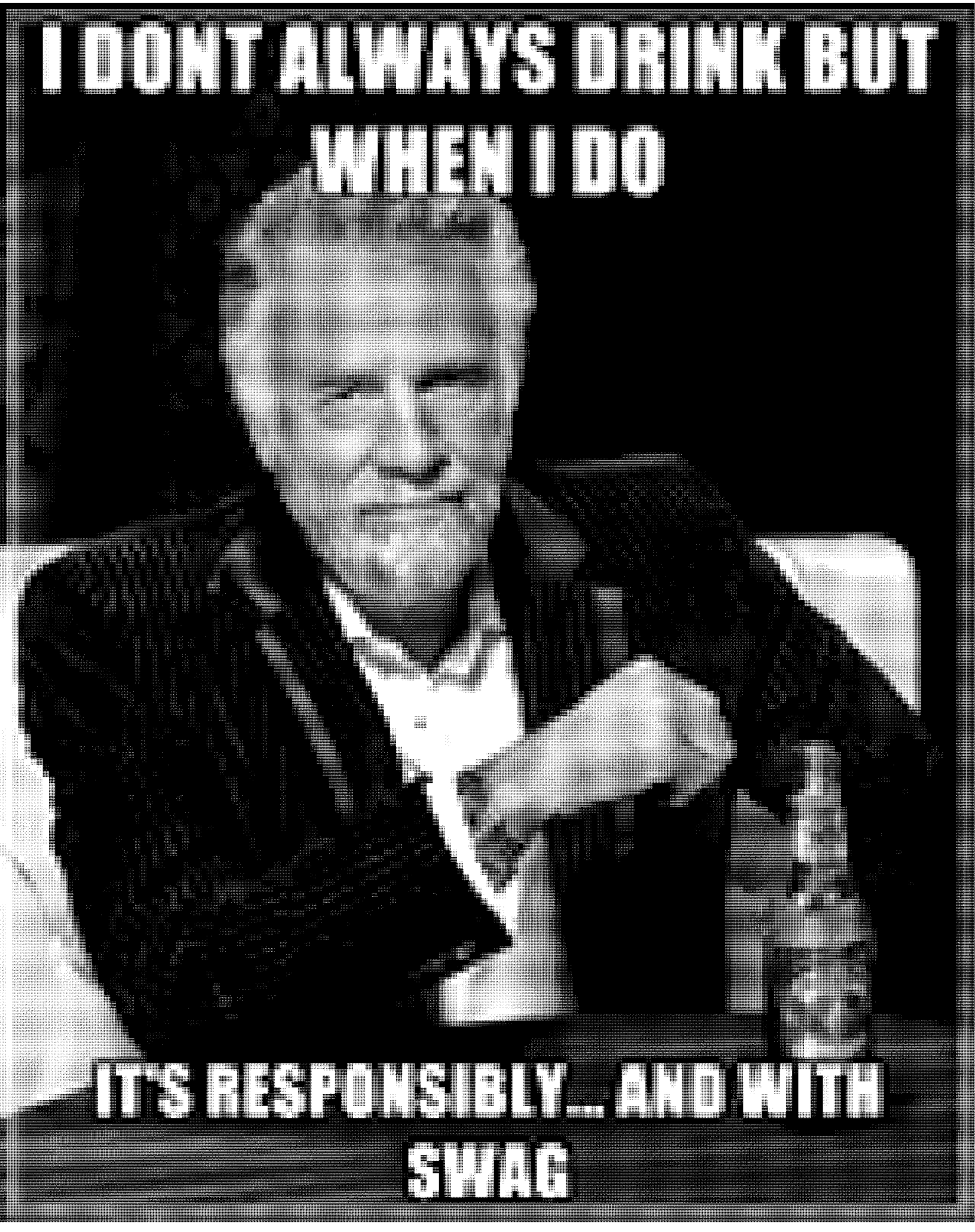
I DONT ALWAYS DRINK BUT
WHEN I DO
IT'S RESPONSIBLY... AND WITH
SWAG

UNC SWAG
ABOVE THE INFLUENCE
imgflip.com

From: Cricket Lane <cricket@uncaa.unc.edu>

Sent: Tuesday, March 5, 2013 4:58 PM

To: Bridger, Beth <bridgerb@email.unc.edu>; Boxill, Jan <JMBOXILL@email.unc.edu>; Andrew Calder <acalder@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; Bradley Bethel <bbethel@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Billy Lee <billylee@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Blake Anderson <blakeand@uncaa.unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Chris Kapilovic <ckap@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Chelsea Pemberton <cpembert@uncaa.unc.edu>; Cricket Lane <cricket@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Devin Fratarcangeli <dfratarc@uncaa.unc.edu>; Dan Disch <disch@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Dennis Papadatos <dpapa@uncaa.unc.edu>; David Duggan <dtduggan@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Gunter Brewer <gbrew@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; Hubert Davis <hidavis@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; John Blanchard <jgb@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Jason Onyebuagu <jonye@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Katrina Dowd <kmdowd@uncaa.unc.edu>; Kym Orr <knorr@uncaa.unc.edu>; Vic Koenning <koenning@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Larry Fedora <lfedora@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Harlis Meaders <meaders@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nicole Hudson <nhudson@uncaa.unc.edu>; Niobra Peterson <nmpeters@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Angela Reckart <reckart@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Shelley Johnson <shelljo@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney

<skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Quinn, Sean <squinn23@uncaa.unc.edu>; Sandy Restivo <srestivo@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tommy Davis <tommyd@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; **Special Presentation** Tuesday; March 19th@7pm

Subject:

Attach: Katie K.docx

Coaches,

We were just given an opportunity to have Katie Koestner (see below) at no cost to speak with our student-athletes on sexual assault and student safety. In light of the campus climate, I do not think we can pass on this presentation. I am asking that each team have at least 3-4 representatives at the presentation, which is Tuesday, March 19th at 7pm on the 3rd floor of Loudermilk. You can definitely send more. It will only last one hour. Please send names to me. I will also be inviting CREED Mentors, Veteran Leaders, SAAC, and SWAG. Coaches are also encouraged to attend.

This will not take the place of the Monday, March 25th alcohol and drug education workshop.

Please contact me if you have any questions.
Thanks,
Cricket

Katie Koestner was the first survivor of date rape to speak out nationally. Her emotionally-charged presentation creates an environment of understanding and helps lay the groundwork for behavioral transformation. Katie shares her story on a level that everyone can feel, and to which everyone can relation.

Koestner is a national expert on student safety and teen relationship culture. She has appeared on the cover of TIME Magazine, The Oprah Winfrey Show, NBC Nightly News, CNBC Talk Live, CNN, Larry King Live, Good Morning America, Later Today, MSNBC, Entertainment Tonight and other national television programs. She is the subject of an HBO movie and has lectured at over 1700 schools in North America. In 2010, the US Ambassador to India invited Katie to keynote and lead a 19 day campaign in India to raise awareness about Violence Against Women

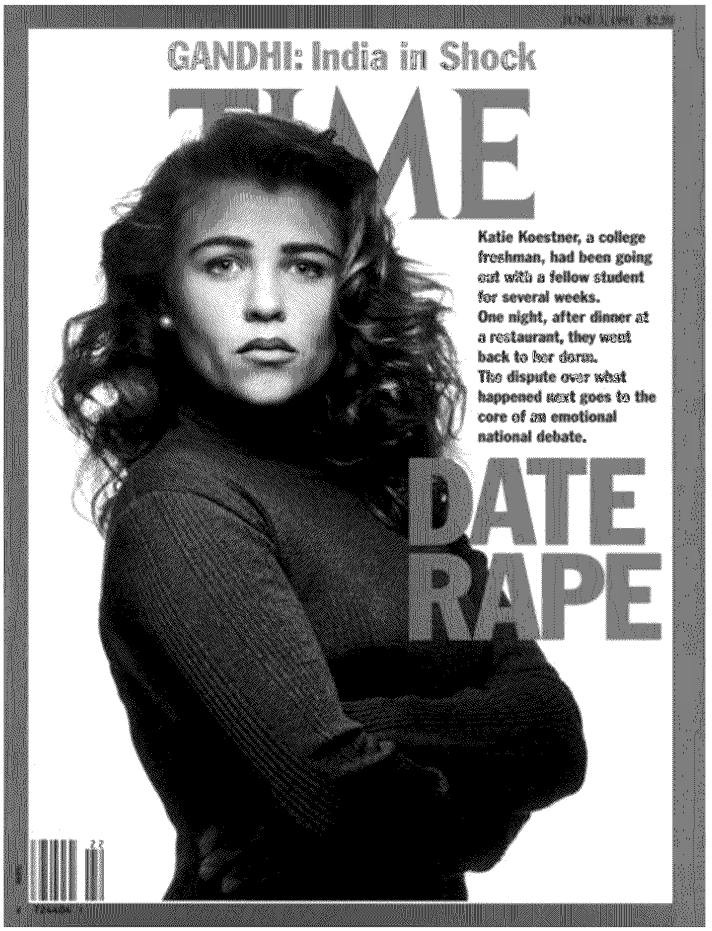

WHO: Katie Koestner

the first survivor of date rape to speak out nationally. In "No-Yes", Katie shares her survivor story. Her emotionally-charged presentation creates an environment of understanding and helps lay the groundwork for behavioral transformation. Katie shares her story on a level that everyone can feel, and to which everyone can relate.

When: Tuesday, February 19, 2013

Where: Loudermilk 3rd Floor

Time: 7pm-8pm

Who: Invited Student-Athletes

Sponsored by Student-Athlete Development and SWAG

UNC SWAG

Koestner is a national expert on student safety and teen relationship culture. She has appeared on the cover of TIME Magazine, The Oprah Winfrey Show, NBC Nightly News, CNBC Talk Live, CNN, Larry King Live, Good Morning America, Later Today, MSNBC, Entertainment Tonight and other national television programs. She is the subject of an HBO movie and has lectured at over 1700 schools in North America. In 2010, the US Ambassador to India invited Katie to keynote and lead a 19 day campaign in India to raise awareness about Violence Against Women

From: Greg Law <lawdawg@uncaa.unc.edu>

Sent: Wednesday, March 6, 2013 9:19 AM

To: Bridger, Beth <bridgerb@email.unc.edu>; Rubertino Shearer, Carrie A <carriers@email.unc.edu>; Stafford-Odom, Trisha L <tsodom@email.unc.edu>; Pinkstaff, Chelsey R <pinkstaf@live.unc.edu>; Stafford, Harry C <harry_stafford@med.unc.edu>; Andrew Calder <acalder@uncaa.unc.edu>; Bobby Hundley <bhundley@uncaa.unc.edu>; Billy Lee <billylee@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Clarissa Adams <cadams@uncaa.unc.edu>; Donna Cheek <dcheek@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Jane High <jhigh@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>

Subject: itinerary

Attach: 12 - ACC #3 seed PLAYERS B.xlsx

Attached

Greg A. Law
University of North Carolina
(o) 919/962-9663
(c) 919/475-3297
email: lawdawg@uncaa.unc.edu

	A	B	C	D
1				**ACC Tourney**
2	**Wednesday, March 6**			
3				
4	*3:30pm*	*Weights*		
5	*4:30pm*	*Meal at Carmichael*		
6	*5:00pm*	*Leave for Greensboro Coliseum*		
7	*6:30pm*	*Practice at Coliseum* ***(MUST HAVE I.D.)***		
8	*7:30pm*	*Return to Chapel Hill (Subway on bus)*		
9	*8:15pm*	*Arrive in Chapel Hill*		
10	_____	*Curfew*		
11				
12	**Thursday, March 7**			
13				
14	*2:00pm*	*Practice in Carmichael*		
15	*4:00pm*	*Bus leaves for the Grandover Resort*		
16	*5:00pm*	*Arrive at Hotel:*		
17			***The Grandover Resort***	
18			***One Thousand Club Rd***	
19			***Greensboro, NC 27407***	
20			***336-294-1800***	
21				
22	*5:30pm*	*Dinner in Griffin Room*		
23				
24	*6:30pm*	*Bus leaves for Coliseum*		
25	*6:45pm*	*Bus arrives at Coliseum*		
26	*6:50pm*	*Watch 2nd half Game 3 and 1st half of Game 4* ***(MUST HAVE I.D.)***		
27	*9:00pm*	*Leave for Hotel*		
28	*9:30pm*	*Snack in Griffin Room*		
29	_____	*Curfew*		
30				
31	**Friday, March 8**			
32				
33	*8:30am*	*Breakfast (OPTIONAL) in Restaurant*		
34				
35	*10:40am*	*Bus leaves for Coliseum*		
36	*11:00am*	*Watch 1st half of 11am game* ***(MUST HAVE I.D.)***		
37	*12:00pm*	*Return to Hotel*		
38				
39	*12:30pm*	*Lunch in Griffin Room*		
40	*1:00pm*	*Film in Griffin Room*		
41	*4:00pm*	*Pregame meal in Griffin Room*		
42				
43	*6:50pm*	*Bus leaves for Coliseum*		
44	*8:00pm*	*Beat ???????*		
45	*10:45pm*	*Leave for Hotel*		

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	A	B	C	D
46	*11:15pm*	*Snack in Griffin Room*		
47	_____	*Curfew*		
48				
49	**Saturday, March 9**			
50				
51	*8:15am*	*Breakfast (OPTIONAL) in Restaurant*		
52				
53	*10:25am*	*Stretch in Griffin Room*		
54	*10:45am*	*Film in Griffin Room*		
55				
56	*11:30am*	*Pregame Meal in Griffin Room*		
57				
58	*2:20pm*	*Bus leaves for Coliseum* ***(MUST HAVE I.D.)***		
59	*3:30pm*	*Beat ???????*		
60	*6:00pm*	*Leave for Hotel*		
61				
62	*6:30pm*	*Dinner in Griffin Room*		
63	*9:45pm*	*Snack in Griffin Room*		
64	_____	*Curfew*		
65				
66	**Sunday, March 10**			
67				
68	*8:55am*	*Stretch in Griffin Room*		
69	*9:15am*	*Film in Griffin Room*		
70				
71	*10:00am*	*Pregame Meal in Griffin Room*		
72				
73	*12:20pm*	*Bus leaves for Coliseum* ***(MUST HAVE I.D.)***		
74	*2:00pm*	*Beat ???????*		
75	*4:00pm*	*Celebrate in Greensboro Coliseum*		
76				
77	*5:00pm*	*Bus to SENIOR CHOICE to celebrate more*		
78	*6:15pm*	*Eat at ???*		
79	*8:00pm*	*Return to Chapel Hill*		
80	*8:20pm*	*Arrive*		
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	A	B	C	D
91				
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95				
96				**Things to know**
97				
98	***Weather in Greensboro, NC***			
99				
100	***Thursday High - 51***			***Friday High - 55***
101	***Thursday Low - 30***			***Friday Low - 30***
102	***Sunny***			***Sunny***
103				
104	***Saturday High - 58***			***Sunday High - 64***
105	***Saturday Low - 39***			***Sunday Low - 43***
106	***Sunny***			***Mostly Cloudy***
107				
108				**Things to Take**
109				
110	*1. All Game and Practice gear*			
111		*a. undergarments(tights (2), bras (2), Undershirt (2))*		
112		*b. basketball shoes*		
113		*c. ankle braces*		
114		*d. practice jersey*		
115		*e. practice shorts*		
116				
117	*2. MatchingTravel wear. You must look alike. Shirt included.*			
118	*3. Books to study*			

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Great Expectations

Balancing Support and Structure to Promote Student Growth and Success

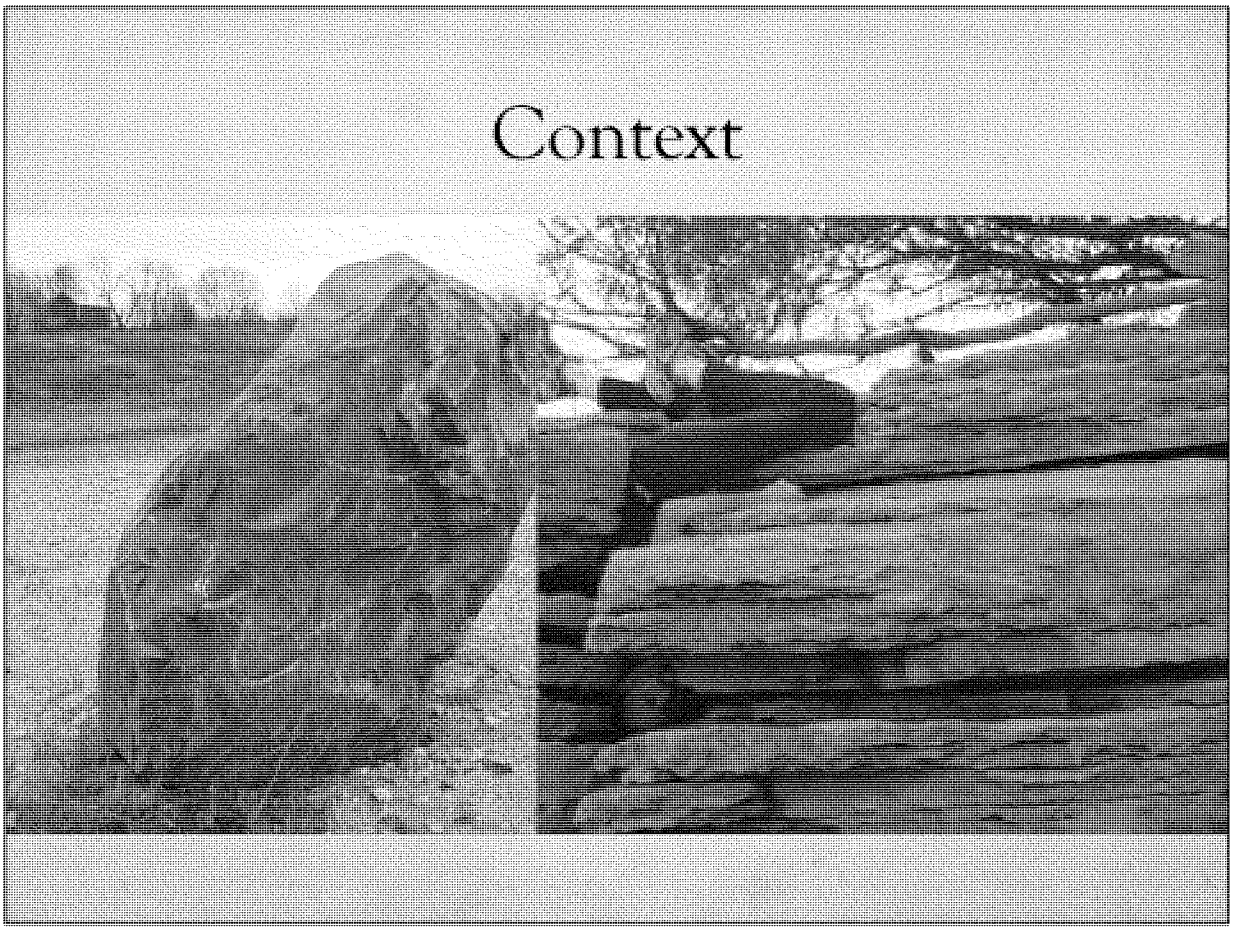

“As I understand it, this is your situation. You are trying to achieve two goals simultaneously, which is always very, very difficult.”

Question

How do you set high expectations for your students while still supporting their autonomy?

My goal: to provide research information as well as recommendations from experience and research, so that we can figure out how to better support our student-athletes.
Specifically, I hope everyone here will be able to leave with a plan for how to develop a better relationship with the student they struggle with the most.

Outline

- Expectations
- Self-Determination Theory (SDT)
- Recommendations from SDT
  - Small Groups
- Specific Strategies
  - Small Groups/Whole Class
  - Small Groups/Whole Class: What strategies are working? What aren't? What do you want to try next?

Expectations

How do you set expectations for your students while still supporting their autonomy?

Setting expectations for:

- Students
- Ourselves
- For our relationships with the students

When setting expectations what often gets lost in the focus on supporting students is what our expectations are for ourselves as well as for our relationship with each student.

Ourselves—never a hard line, but what are our general expectations for students. It's amazing what a "I don't do that/I can't help you that way" will do. "But, I can help you this way". If you get challenged, be honest. I don't feel good when I do that, or, that doesn't help you learn in the long run and that's what I'm focused on.
For the relationship—every student is different. Your expectations should not necessarily change, but how you react to/support your student in the process of growing to meet your expectations should. Also, the relationship is a great place to target with a goal. "I want us to have better communication"

Relationship and Expectations

How we interact with our students communicates our expectations for them (Weinstein, 2002)

On the whole, students live up to (or down to) teacher's expectations, especially as students grow older (Valeski & Stipek, 2001)

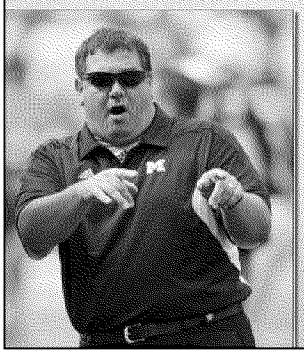

"The expectation is for the position, not the player"
-Brady Hoke, Head Coach, University of Michigan

Distal and Proximal Expectations

Long-term (distal) expectations for all students: graduate, be able to read at the college level, _____, _____

Short-term (proximal) expectations for individual students: maintain eligibility, understand how to write a thesis sentence, _____, _____

Using Brady Hoke's quotation:

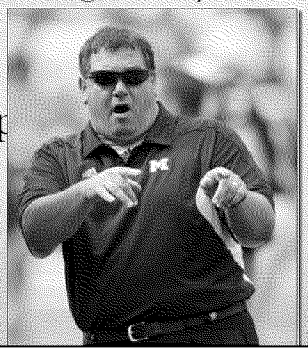

: "The (distal) expectation is for the

P

What does Coach Hoke leave out?

This is one approach to trying to frame the question broadly. It is important to note the difference between over-arching expectations for our students ("you will be able to read at the college level") and short-term expectations (by the end of this month, we'll be able to construct a thesis sentence without me telling you how to do it")

Transition: Now that we understand that we can have both very high expectations for all students while still differentiating day-to-day expectations, let's take a look at the theory that undergirds the question.

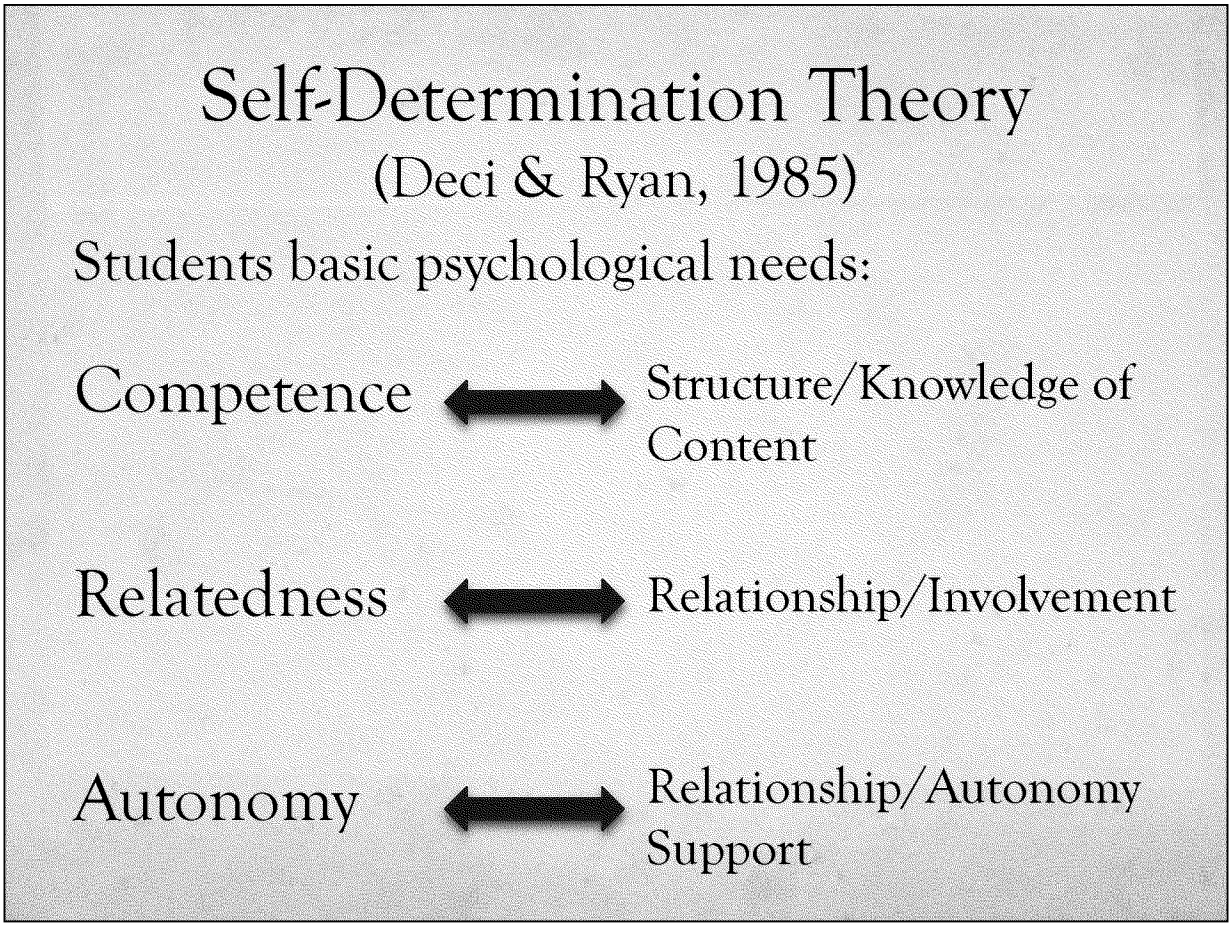

"For students to make self-determined behaviors, they will need to be competent (know how to do something), have some sense of relatedness (others have done this or something similar, or others will find value in what I am doing), and autonomy (ability to choose to make own decision)"

In other words, students have the need to feel like they are able to accomplish tasks, the need to feel like they have people in their lives who are interested in/care about them, and the need to be able to have some control over their own decisions and outcomes.

Self-Determination?

"With a big nod to Arboretum
The schools failed me
thank God the farm taught me
the value of a calloused hand
how to work and plow this land
and how even a modest crop
will make your Pop the proudest man"

- "Tobacco Road" by Common Market

What can we identify in these lyrics as elements of self-determination
Draw attention to the question mark afterward
http://www.youtube.com/watch?v=t1MUpZAWuFI 1:43

Factors Motivating Your Students

Extrinsic:	Eligibility
Competence:	Structure/Knowledge
Relatedness:	Relationship
Autonomy:	Relationship
Others?	

Recommendations for the student-teacher relationship

(Reeve, 2009)

- Rely on informational, non-controlling language
- Acknowledge and accept students' expressions of negative effect
- Provide explanatory rationales
- Nurture inner motivational resources
- Display patience to allow time for self-paced learning to occur

Small Groups

In a group of 3-4 people, consider the following questions:

- What are your expectations of your students? Where do you draw the line?
- With which recommendation(s) do you feel most confident? With which do you feel least confident?
- Is there a recommendation you plan to use more?
- Is there a recommendation you disagree with?

5-10 minutes

Strategies for Building the Relationship

- Communication should be clear, open, direct, firm, yet caring
- Use "we", but you have to mean it (also, possible issues)
- Questions, questions, questions
  - How can we do things differently to be more successful next time?
  - What can you do differently to be more successful next time?
- <u>Be aware of when you feel pressure</u>
- Tell the student how you feel
- Openness

Strategies for building the relationship

- Set goals for yourself or your relationship with them. Enlist their help in doing so. This will not only model the behavior, but help you grow as well
- Have structure, but be willing to admit when it isn't working, and ask what the student what he thinks might work. You may have to adjust, but the process should be teamwork
- Every student is different—don't expect what works with one to work with another
- Compliment effort rather than ability
- Be aware and honest regarding the relevance of an assignment

Don't be afraid to tell the student you're frustrated with yourself for not being able to help them achieve their goals better this time around. This is a relationship, and it is always a two-way street.

Small Groups

- Which student do you struggle with the most?
  - How is your relationship?
  - How is your communication?
  - How do you plan to improve?
- Which student do you have the most success?
  - How is your relationship?
  - How is your communication?
  - What can you apply to relationships with other students?
- Getting information from your students:
  - What questions have you found effective with students?
  - In what situations do you feel you get more open/honest answers?

Open Questions

How do we hold high expectations while supporting student autonomy?

UNC SWIMMING & DIVING SPRING BREAK PRACTICE SCHEDULE

	AM	ST	PM
Saturday, March 9	9:00		
Sunday, March 10	Optional Loosen 8-9:30 with Masters		
Monday, March 11	9:00	1:30	
Tuesday, March 12	9:00		2:30
Wednesday, March 13	9:00	1:30	
Thursday, March 14	9:00		2:30
Friday, March 15	9:00	1:30 (Men)	
Saturday, March 16	9:00		
Sunday, March 17	tba		

STRENGTH TRAINING:
WOMEN – See group coach for tapering off weights

MEN – Lifting through Spring Break and also see group coach for taper plans

DRYLAND:
ALL – T & Th @4:30AM at Koury

MASSGE:
5:00 >>> @ Koury

From: HICKMAN, MARIA <MHICKMAN@mailbox.sc.edu>
Sent: Friday, March 8, 2013 10:43 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: RE: checking in

Beth,

Sorry I have not reached out, this week has been too busy. I am working on gathering all the information you requested and should have that to you on Monday. Coach Tanner and our SWA both called people they know at UNC. Everyone expressed how much they did not want to lose you.

Our spring break is next week and I will not be in town those two days. I may have you stop by our HR office in athletics to sign paperwork while you are here. I will let you know after I speak with her.

We can pay for the hotel, I will work on that and email you the confirmation. Also, here is the contact for the moving company. Contact Kurt Johnston, 803-315-4204. Let him know you are with USC Athletics and he can give you a quote. I was told that if you pack your own stuff it is cheaper.

Talk to you soon,
Maria

-----Original Message-----
From: Bridger, Beth [mailto:bridgerb@email.unc.edu]
Sent: Thursday, March 07, 2013 11:24 PM
To: HICKMAN, MARIA
Subject: checking in

Maria

Just wanted to check in. I heard Coach Tanner called one of our Senior Associate ADs..figured maybe he was having to sign my offer letter? Glad to see he is making sure I am on the up and up.
I will be in town next Thursday and Friday do some house hunting, if you need me to come by the office, let me know. Do you think it will be possible for me to get a hotel room for those 2 days?

Have a great Friday!

_____
From: MARIA HICKMAN [MHICKMAN@mailbox.sc.edu]
Sent: Tuesday, February 19, 2013 10:02 PM
To: Bridger, Beth
Subject: Itinerary

> Beth,

> I have attached the itinerary for Thursday/Friday. Your confirmation for the hotel is included. We will pick you up from the hotel for dinner on Thursday.

> During your session with the Dodie staff, you will have 30 minutes to present the following scenarios, including questions from the staff. You will have powerpoint access.

> 1) You have a coach that serves as your academic liaison but you also meet with all of your coaches on a weekly basis. Your academic liaison has requested that you report any and all information about students to them immediately. You have a difference of opinion and feel like you should only report information once you know it is accurate. How do you work to compromise with the coach to ensure both parties are satisfied and have a good working relationship?
>
>
> 2) It is about mid-semester, and one of your students arrives to his Monday session and gives you an assignment sheet for ENGL 101. He has to complete a close reading of The Banking Concept of Education by Freire. It needs to be 1-2 pages, and it is due in class on Wednesday. Since you have been working with him for about 2 months, you know that he struggles with reading comprehension, especially with more abstract readings. You also know that he does well with summarizing information once he understands it, but has a difficult time critically analyzing things. What do you do?
>
> Please let me know if you have questions.
> -Maria
>
> Maria Hickman
> Associate AD Academics/Student Development Dodie Anderson Academic
> Center University of South Carolina
> O: (803) 777-6321
> F: (803) 777-7512
>

From: Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU> on behalf of Joan Serafin <jserafin3@NJCU.EDU>
Sent: Wednesday, March 13, 2013 2:20 PM
To: Bridger, Beth <bridgerb@email.unc.edu>; Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Subject: Re: SI Leaders Space on Campus

Thanks Roberta – I like the idea of moving to gathering records electronically...Perhaps having a place in the hall closet would allow students to pick up supplies rather than 'asking' for them -

Joan Serafin
Coordinator, SI
Office of Specialized Services and Supplemental Instruction
New Jersey City University
2039 Kennedy Boulevard
Karnoutsos Hall, Room 102
Jersey City, NJ 07305
Phone: 201-200-2557
jserafin3@njcu.edu
http://web.njcu.edu/programs/oss

From: Roberta Schotka <rschotka@WELLESLEY.EDU>
Reply-To: Supplemental Instruction Discussion List <SINET@LISTSERV.UMKC.EDU>
Date: Wednesday, March 13, 2013 12:00 PM
To: "SINET@LISTSERV.UMKC.EDU" <SINET@LISTSERV.UMKC.EDU>
Subject: Re: SI Leaders Space on Campus

Hi Joan,

Our SI Leaders report to the Director of Programs in the Learning Center (me) as do the tutors. We have a small supply room and store all supplies there. We also have a file drawer in the Admin's cubicle for SI leaders to pick up and drop off paperwork, although we are moving towards managing all of those records electronically (currently using Google for this).

-Roberta

On Wed, Mar 13, 2013 at 10:32 AM, Joan Serafin <jserafin3@njcu.edu> wrote:

> Good Morning,
>
> This is our first full year of SI using the UMKC model. We currently are serving 10 classes and have 14 trained SILs. The office is interested in finding a room for the SILs to keep supplies, allow them to meet informally, and hopefully, create a sense of their place on campus. Of course space is limited on our campus, but I am meeting with Admin to plead my case. Any suggestions?
>
> Thanks,
> Joan
>
> Joan Serafin
> Coordinator, SI
> Office of Specialized Services and Supplemental Instruction
> New Jersey City University
> 2039 Kennedy Boulevard
> Karnoutsos Hall, Room 102
> Jersey City, NJ 07305
> Phone: 201-200-2557
> jserafin3@njcu.edu
> http://web.njcu.edu/programs/oss
>
> **To search past discussions on the SI-Net, visit our archive at http://groups.google.com/group/si-net**

To add or remove from this mailing list, please go to <http://listserv.umkc.edu/scripts/wa.exe?SUBED1=SINET&A=1> or send an email message to the address listserv@listserv.umkc.edu, with the text SIGNOFF SINET in the body of the message.

You are subscribed to the SINET list as rschotka@WELLESLEY.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.

--

Roberta Schotka, Director of Programs, PLTC
Wellesley College
phone:781-283-2675
fax: 781-283-3709
rschotka@wellesley.edu
College Reading & Learning Association
Assistant Coordinator of Certified Programs

Office hours link https://www.securedata-trans13.com/ap/wellesleycollegeclassdeans/index.php?page=10

To search past discussions on the SI-Net, visit our archive at http://groups.google.com/group/si-net

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You are subscribed to the SINET list as bridgerb@UNCAA.UNC.EDU.
Problems or questions should be directed to manager@listserv.umkc.edu.

From: HICKMAN, MARIA <MHICKMAN@mailbox.sc.edu>
Sent: Wednesday, March 20, 2013 7:29 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Info
Attach: Eligibility Grid.xlsx; GradesandOverview.xlsx; 2012-2013 AEC Academic Mentor Manual.pdf; 2012-2013 Tutor Handbook.pdf

---

Beth,
Here is the majority of the information you requested:
Academic Calendar link:
http://registrar.sc.edu/html/calendar5yr/5YrCalendar3.stm
Undergrad bulletin:
http://bulletin.sc.edu/
There is an additional packet that is distributed in tutor/mentor orientation, which includes the compliance portion of the training that I do not have saved electronically.

Maria Hickman
Associate AD Academics/Student Development
Dodie Anderson Academic Center
University of South Carolina
O: (803) 777-6321
F: (803) 777-7512

UNIVERSITY OF SOUTH CAROLINA

Dodie Anderson Academic Enrichment Center for Student-Athletes

Enrichment Services Academic Mentor Handbook

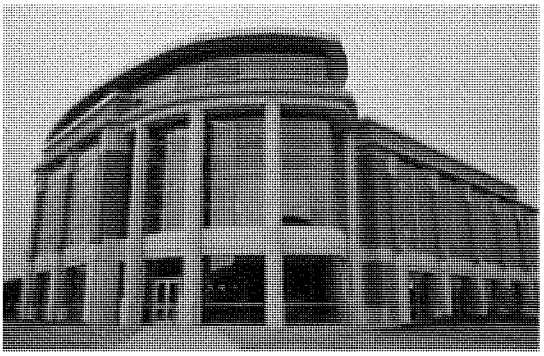

Academic Year
2012-2013

Athletic Department
Dodie Anderson Academic Enrichment Center
Columbia, South Carolina 29208

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University of South Carolina
AEC Staff Directory
2012-2013

Enrichment Services Staff

Karen Neff Learning Specialist & Tutor Coordinator	Office 221	777-1424	kneff@sc.edu
Bryanna Nelson Learning Specialist & Mentor Coordinator	Office 219	777-5495	bnelson@sc.edu
Jennifer Sturm Assistant Director/Coordinator of Learning Enhancement Programs	Office 225	777-9228	jsturm@sc.edu
Rita Burns Enrichment Services Assistant	2nd Floor Desk	777-5133	aeces@mailbox.sc.edu

****For All Payroll Issues Contact Rita at aeces@mailbox.sc.edu****

Advisors

Steve Bondurant Academic Advisor *Baseball, Men's Soccer, & Volleyball*	Office 326	777-2862	stbondur@mailbox.sc.edu
Rob Campbell Associate Director/Academic Advisor *Women's Soccer, Softball, & Equestrian*	Office 327	777-6277	rhcamp01@sc.edu
Al Daniel Academic Advisor *Men's Basketball & Golf*	Office 324	777-8065	alfredd@sc.edu
Katie Ethridge Associate Director/Academic Advisor *Football & Women's Tennis*	Office 314	777-0319	ethridge@sc.edu
Maria Hickman Director of Academics Academic Advisor *Football*	Office 315	777-6321	mhickman@sc.edu
Maulies Pettaway Academic Advisor *Track & Field*	Office 325	777-1089	pettaway@sc.edu
Lynn Smith Academic Advisor *Women's Basketball & Swimming & Diving*	Office 323	777-8704	slsmith@mailbox.sc.edu
Paul Stoltzfus Academic Advisor *Football & Men's Tennis*	Office 312	777-5126	pauls@sc.edu

Administration

Raymond Harrison Associate Athletic Director for Academics & Student Support Services	Office 317	777-8521	raymondh@sc.edu
Ros Isaac Administrative Assistant & Payroll Coordinator	Office 316	777-8521	risaac@sc.edu

CAROLINA
GAMECOCKS

Welcome Letter

Dear Academic Mentors:

Welcome to the staff of the Dodie Anderson Academic Enrichment Center for Student-Athletes. As a staff member, you will play an important role in the development of South Carolina student-athletes. Not only will you assist student-athletes in a mentoring role, but you will assist them in developing the skills necessary to be academically successful throughout their entire career at Carolina.

Student-athletes are no different than the traditional students on the Carolina campus; however, the time demands of college athletics place an additional burden upon student-athletes. In addition, requirements such as NCAA and Southeastern Conference eligibility standards add to the burden. The AEC staff provides a variety of services, all of which focus upon the goals of retention and graduation. As an academic mentor, you will function as an integral part of the total academic support program. Throughout your experience with the AEC, we ask that you respect all facets of professionalism, confidentiality, and academic integrity, and adhere to the rules and regulations stipulated in this manual. Your positive, professional relationship with student-athletes is fundamental to the success of this program.

To function as an effective academic mentor, you must be able to relate to the student-athlete in a variety of areas. As time progresses, the aim of the program will be to assist the student-athletes in meeting their goals, including becoming alumni of Carolina. Not only will you see the student-athletes progress, but we are confident that you will experience a sense of growth and satisfaction from your interaction with student-athletes.

Once again, welcome to the AEC staff. We are looking forward to working with you during the 2012-2013 academic year. Be assured, you will receive the support of the professional staff in all endeavors. If you have concerns or questions, please contact one of the professional staff members and every effort will be made to find a solution.

Sincerely,

Jennifer Sturm
Assistant Director/Coordinator of Learning Enhancement Programs

Bryanna Nelson
Learning Specialist/Mentor Coordinator

Karen Neff
Learning Specialist/Tutor Coordinator

Rita Burns
Enrichment Services Assistant

2012-2013 Training Information

Compliance Checks (Mandatory for all Mentors)

NCAA Compliance rules and regulations for mentors will be covered during orientation. During both the Fall & Spring semesters there will be a compliance check to review the information covered and provide updates on any new information. Compliance checks are **mandatory** for all mentors. They will be open for a two week time frame on Blackboard and can be completed at the mentor's convenience.

Semester	Date	Time
Fall	10/22/2012-11/2/2012	ONLINE-**Due by 5pm 11/2**
Spring	1/28/2013-2/8/2013	ONLINE-**Due by 5pm 2/8**

Mentors Trainings

- All mentors are required to attend **3** trainings in the fall semester and **2** trainings in the spring semester
- **Orientation & Compliance Checks do not count as trainings**
- Fall Semester:
  - The Writing Training is **mandatory** for all mentors. You are required to attend either Training #1 **OR** Training #2 listed below
  - In addition, you are required to attend 2 Mentor Group Meetings that will take place once per month
- Spring Semester:
  - Mentors are required to attend 2 Mentor Group Meetings that will take place once per month
- The Mentor Group Meeting dates will be determined and distributed at the beginning of each semester as soon as possible.

Mandatory Fall Trainings	Topic	Date	Time
#1	Writing	9/19/2012	6-7pm
#2	Writing	9/21/2012	4-5pm

All dates are subject to change. Date changes will be announced ASAP

All trainings will be located in the Dodie AEC-exact location will be emailed out prior to each training

Mission of the Academic Enrichment Center

The Academic Enrichment Center, in alignment with the University and Athletics Department missions, aims to build relationships that empower and inspire a diverse group of student-athletes through education, community service, and professional development, to achieve graduation, attain career goals, and appreciate lifelong learning.

Academic Mentor Overview

The Academic Mentor Program is a proactive approach to assisting selected student-athletes in adjusting to college life, maintaining acceptable levels of academic performance, and assisting in tutoring needs. The student-athletes in this program will meet multiple times per week with an academic mentor. Daily session reports and updates will be given to the student's Athletic Academic Advisor. Academic mentors will work on time management skills, study skills, review student-athletes' notes, assignments and exams, and tutor in appropriate areas. They will try to facilitate a sense of belonging and academic responsibility in the student-athlete and provide a connection with the campus community.

Academic Mentor Qualifications

University of South Carolina graduate and doctoral students, as well as community members with specific expertise, are eligible to be mentors for the Athletic Department. In addition, students at the undergraduate level in at least their third year, with a minimum of one year of experience as an AEC tutor, will also be considered. Special consideration will be given to the following disciplines: Education, Counseling, Sport Administration, Student Affairs, and School Psychology. Individuals possessing an advanced degree are strongly encouraged to apply.

All mentors meeting the above eligibility requirements must fulfill the following guidelines in order to be considered:

- Submission of completed application packet, including a copy of current resume
- Minimum of a 3.2 overall GPA for graduate and doctoral students
- Strong communication skills and the ability to relate to students of diverse academic backgrounds
- Commitment to Office, Department, University, Conference, and NCAA standards
- Strong written and oral communication skills are required.
- This position requires a high level of energy and a willingness to work in a high paced, constantly changing environment.
- Must be available to work evenings and occasional weekends.
- Peer advising, counseling, or tutoring experience is desirable.

Academic Mentor Hiring Procedures

- All hiring is done by the Mentor Coordinator.
- The hiring procedure is as follows:

Step 1: Completion and submission of mentor application, including a copy of current resume

Step 2: Interview with the Mentor Coordinator.

Step 3: Completion and submission of two recommendation forms completed by academic or professional references. Submission of a headshot photo to the Enrichment Services Assistant for the mentor's GradesFirst profile.

Step 4: Completion of all hiring forms and approval from the Payroll office and Graduate School or the International Office (if applicable). Please note that approval may not be granted to dual employees.

Step 5: Candidates will be given an orientation where standards will be verbally stated. A quiz will be administered after the orientation measuring each mentor's comprehension of the stated material.

Step 6: Mentors who do not already have a Carolina ID Card will need to obtain one from the Carolina Card Office located in the basement of the Russell House located on Green Street. The Dodie can only be accessed after 5pm by a Carolina ID Card. Each student/faculty/staff member is provided one complimentary Carolina Card. Replacements can be obtained for a $35 fee. Non-student employees should verify that their hiring paperwork has been processed before obtaining a Carolina Card by successfully logging into VIP. All employees should bring a driver's license, passport, OR military ID with them to verify their identity when requesting a Carolina Card.

Academic Mentor Characteristics, Duties and Responsibilities

- Meet with assigned student-athlete(s) 4-8 hours each week
- Maintain a copy of assigned students' class syllabi, along with a calendar system to track exam dates and assignment due dates
- Assist the student-athlete in accomplishing his or her weekly objectives
- Provide feedback to Athletic Academic Advisors: emails, phone calls, GradesFirst Session Reports, and in person conversations
- Provide motivation and study skills assistance
- Tutor student-athletes in all appropriate subject areas; course specific tutors are available for those courses beyond the mentor's area of expertise
- Assist with the development and delivery of resources related to study skills and learning strategies to assigned student-athletes
- Monitor and report student-athlete's progress in utilizing skills and techniques
- Maintain accurate records of interaction with assigned student-athletes
- Compile and report data to student-athlete's Athletic Academic Advisor pertinent to student-athletes' progress per session
- Attend and contribute to Academic Mentor Group Meetings and other trainings
- Act professionally at all times
- Maintain knowledge of USC's academic policies and requirements
- Maintain knowledge of NCAA, SEC, and USC policies and requirements
- **PROPER CONDUCT, DRESS, TIMELINESS AND PREPAREDNESS ARE REQUIRED AT ALL TIMES FOR/DURING MENTORING SESSIONS**

Academic Mentor Appointments

- The student-athlete and the mentor will receive an automated email from GradesFirst, stating the mentor match, location, and days and times of scheduled sessions. Mentors are responsible for checking their email on a regular basis. The email from GradesFirst is considered official notification of the session. Any questions should be directed to the Mentor Coordinator or Enrichment Services Assistant.
- Mentor sessions may only occur in approved locations, during approved hours (see page 9).
- Mentor sessions must end promptly upon closing time.
- No session can last longer than 2 hours without prior approval.
- Mentor sessions may not be changed or cancelled without the approval of the student-athlete's Athletic Academic Advisor.

- Mentors and students are not permitted to contact each other outside of scheduled sessions. If a tutor must communicate with a student-athlete, all communication must go through the student's Athletic Academic Advisor.

Academic Mentors and Confidentiality

Much of the information you will be privy to while assisting a particular student-athlete will be of a confidential nature. Under no circumstances should you discuss the information provided to you within an academic mentor assignment, or any information you may learn over the course of the semester regarding course grades or academic standing, with ***anyone*** other than the student-athlete for whom you are the academic mentor or full-time AEC staff members.

Upon your appointment as an Academic Mentor in the AEC office, you will be required to sign a Confidentiality Agreement. By signing this document, you are affirming your adherence to all policies and procedures enumerated or referred to in this manual. You also acknowledge any willful failure to follow these policies may result in termination of your employment.

Academic Mentors and Communication

The Academic Mentor Program will thrive only if there are open lines of communication among all participants in the program, including the professional staff, graduate assistants, academic mentors, and student-athletes. To this end, we encourage that you maintain good communication with the student-athletes during your sessions. Insist that each student-athlete informs you of any appointments that he or she will miss due to competition or other athletics demands. In addition, you should feel free to ask for and provide feedback regarding any aspect of your experience with a particular student-athlete. For example, if you feel that his or her study habits are lacking, you may want to incorporate some suggestions for improvement into your sessions. If you need suggestions or materials in this area, visit with the Mentor Coordinator. Further, make sure to involve the student-athlete in his or her academic experience by asking for an evaluation of your teaching methods. In general, the student-athlete is the best judge of his or her learning style; you will want to make an effort to tailor your teaching methods accordingly.

To facilitate open communication among all members of the Academic Mentor Program, remember to contact the Mentor Coordinator with any problems or concerns you may have regarding your academic mentor assignments or sessions.

In addition to providing informal feedback during the academic mentor session, it is required that academic mentors fill out the GradesFirst session evaluation forms within three hours of the end of each session.

Academic Mentors and Academic Integrity

Mentors are expected to be academic role models and maintain a high level of academic integrity. Mentors and student-athletes are expected to abide by the Carolinian Creed at all times.

- **Under no circumstance should a mentor complete any academic work for a student-athlete, including typing papers. Doing so is grounds for immediate dismissal.**
- **If a student-athlete is enrolled in a class that you are teaching, do not mentor this student. For example, if you are teaching SOCY 101 section 001, AND a student-athlete is enrolled in your class, then you may NOT mentor this student. Talk to your department chair for further clarification.**

Upon your appointment as an Academic Mentor in the AEC office, you will be required to sign an Academic Integrity Agreement. By signing this document, you are affirming your adherence to all

policies and procedures enumerated or referred to in this manual. You also acknowledge any willful failure to follow these policies may result in termination of your employment.

Academic Mentor & Program Evaluation

- **Session Observations** – Each mentor will be observed and evaluated while conducting a session. This will occur at least once per academic year. See the Mentor Coordinator regarding specific evaluation criteria.
- **Student-Athlete Evaluations** – Student-athletes will be asked to evaluate their mentors once per semester. See the Mentor Coordinator regarding specific evaluation criteria.
- **Athletic Academic Advisor Evaluations** – Athletic Academic Advisors will be asked to evaluate mentors working with their students' one per semester. See the Mentor Coordinator regarding specific evaluation criteria.
- **Program Evaluations** – Mentors will be asked to evaluate the Enrichment Services Program at the end of each semester. See the Mentor Coordinator regarding specific evaluation criteria.

Other Academic Mentor Notes

- Appointments with academic mentors are not an alternative to class attendance or the use of professors' office hours. Encourage the student-athletes you are assisting to attend every class on time, be attentive and work hard for the duration of the class period, and maintain frequent contact with their professor.

- Serve as a role model for the student-athlete(s) you are assisting in your approach to academic work. Be a few minutes early for all appointments and make sure that the appointment is constructive. Do not allow a student-athlete to wander around, interrupt another study session, engage in non-academic activity, or end your session because they say they have no work to do. If you go into every session with a plan, you should not have a problem handling this type of situation.

- Be directive. Get a copy of the student-athlete's syllabi. Do not be afraid to require the student-athlete to have completed a certain amount of work by the next session. Make them show you their written work. Suggest additional appointments if necessary.

- Hold the student-athlete accountable for his or her actions. Report all problems to the student-athlete's Athletic Academic Advisor promptly afterwards. Do not let the student-athlete persuade you not to report their poor behavior for fear of punishment. You may think that you are doing them a favor, but you will run into more problems in the long run because they will believe that they can take advantage of this.

- Help the student-athlete(s) manage their time. Point out blocks of free time they can utilize outside of the appointments to complete their assignments. Work with them to establish study schedules for busy times or the completion of large projects.

- Be patient—In both the student-athlete's ability to pick up the material you are working on and their overall academic ability.

- Make the relationship as friendly as possible while trying to maintain as professional an atmosphere as possible.

Enrichment Services Policies Overview

Academic Mentor Orientation

- Mentors must attend an orientation meeting at which time they will be apprised of all University of South Carolina, Southeastern Conference and NCAA rules and regulations pertaining to working with student-athletes.
- Orientation must be completed each year for all new and returning mentors
    - A mentor will not be assigned student-athletes until he or she has successfully completed orientation
- Mentors will be compensated for orientation at the designated hourly rate

Academic Mentor Training

- Mentors must attend a required number of trainings per semester.
    - Fall Semester: 3 trainings (Mandatory Writing Training & 2 Mentor Group Meetings)
    - Spring Semester: 2 trainings (2 Mentor Group Meetings)
    - Refer to page 3 for detailed training information
- Training times will be announced at the beginning of each semester as soon as possible. We are aware of everyone's busy schedules and take that into consideration, which is why any mandatory training is offered multiple days/times and there is an option to choose 2 of the 3 Mentor Group Meetings per semester to attend.
- Failure to communicate any conflicts that could prevent a mentor from attending the required number of trainings each semester may result in termination.

Academic Mentor Communication

- Mentors are responsible for checking email, GradesFirst, and Blackboard regularly. These will be the primary methods in which the Enrichment Services Staff will communicate any important announcements or other information relevant to your role as an Academic Mentor within the AEC.
- Mentor sessions will be scheduled in advance through GradesFirst. Once sessions are scheduled, GradesFirst will send an automated email to the mentor and student, notifying them of the scheduled dates and times of all sessions. This email serves as official notification to the mentor that they have been matched with a student. Mentors must abide by this schedule and notify the Mentor Coordinator immediately if there is a conflict.
- **Mentor session times may not be changed or cancelled without prior approval of the appropriate Athletic Academic Advisor.**
- Mentors are required to give notification to the Athletic Academic Advisor AND Mentor Coordinator, **no later than 5pm the day before**, if cancellation of a session is necessary (see page 12 for Excused Absences procedures).
    - Please note habitual cancellations will result in termination
- Various resources and announcements will be posted on Blackboard throughout the semester. Some of the resources include tips for effective mentoring while others will address commonly encountered issues. The Compliance Check will be administered on Blackboard each semester and important announcements may be posted on Blackboard as well. Mentors are expected to check Blackboard frequently and refer to the provided resources.
    - Each mentor's Blackboard username and password are the same as his or her USC network username and password. The USC network username and password combination controls login access to most USC college or departmental networks, campus computer labs, as well as the Blackboard system, University email and UTS Help system.
    - To obtain a USC network username and password, please follow these instructions:
        - Login to VIP (https://vip.sc.edu).
        - Click on the Technology link.

- Click on "Show Me Network Username." The assigned USC Network Username will be displayed and the user will be prompted to choose a password. The password must be typed twice in order to verify the password selection.
- Click on the SET PASSWORD button to set a new password. Allow a few minutes to pass before attempting to login to Blackboard again.
- Passwords are limited to 8-14 characters.
- Each password must be at least eight characters but not more than fourteen characters, cannot contain the username, and must meet at least three of the following:
    - One or more lowercase alphabetic characters (a-z)
    - One or more uppercase alphabetic characters (A-Z)
    - One or more numeric characters (0-9)
    - One or more special characters (!@#$%^&*-+= etc)

No Contact Policy

- Mentors are expected to maintain a professional relationship with each student-athlete. To assist in maintaining this professionalism, mentors are not permitted to contact student-athletes outside of scheduled sessions.
- Mentors and student-athletes are not permitted to exchange phone numbers or email addresses, and are not permitted to call, text, or email each other.
- Mentors and student-athletes may not engage in communication on Facebook, Twitter, or in person outside of the AEC.
- The No Contact Policy applies to all student-athletes, not merely the mentees presently assigned to the mentor.
- Communication outside of sessions must go through the student-athlete's Athletic Academic Advisor or the Mentor Coordinator. (see page 1 for AEC staff contact information).
- This is a zero tolerance policy. Violation of this policy is cause for immediate termination.
- Mentors who have prior relationships with any student-athletes are expected to proactively report these relationships directly to the Mentor Coordinator in writing. Mentors will not be assigned to these students.

Academic Mentor Sessions

- Mentors will arrive at least 5 minutes prior to the session.
    - Mentors should sign in on the log located at the front desk of the AEC when arriving for a mentor appointment.
    - After signing in, pick up an Enrichment Services badge. The badge should be visible on the mentor the entire time he or she is present at the AEC.
    - Then proceed to the designated meeting place for the mentor appointment.
- Mentors will wait at least 10 minutes for the student-athlete to arrive before completing a No-Show Session Report. After submitting the report, the mentor may leave (see page 11 for No Show Procedures)
- If an AEC staff member is assigned to the designated meeting place, it is recommended that mentors check-in with the staff member to ensure the mentor and the student connect.
    - Ex. If the meeting place is at the second floor front desk, check-in with the Enrichment Services Assistant.
    - Ex. If the meeting place is outside the advisor's office, check-in with the Athletic Academic Advisor.
- Mentor sessions will take place in approved locations, during approved times:
    - Dodie Anderson Academic Enrichment Center
        - Monday-Thursday 8am-10pm
        - Friday 8am-5pm
        - Sunday 5-10pm

    - Thomas Cooper Library, during library hours of operation
    - **Mentors must request alternate location approval from the Mentor Coordinator prior to conducting any session outside of the Dodie Anderson Academic Enrichment Center.**
- The mentor should sign out in the log at the front desk of the AEC and return the badge to the front desk of the AEC
- Mentors will complete the GradesFirst Session Report form within 3 hours for each session.
    - Repeated late submission of GradesFirst Session Reports may result in termination
- Mentors will be paid per session, not per student.
    - Mentor group sessions are not typical and will only occur under limited special circumstances
    - If you are matched with more than one student in a session and the group becomes unmanageable or you feel as if any or all students are not benefiting from the sessions, inform the students' Athletic Academic Advisor and the Mentor Coordinator immediately.

Changes to Academic Mentor Appointments

- The appropriate Athletic Academic Advisor or the Mentor Coordinator must approve any appointment changes. Students may not cancel or change appointment times.
- **Mentor session times may not be changed or cancelled without prior approval of the appropriate Athletic Academic Advisor.**
- Changes to appointments can be communicated in one or more of the following ways:
    - In person by the Athletic Academic Advisor
    - Via email by the Athletic Academic Advisor, Mentor Coordinator, or Enrichment Services Assistant
    - Via phone by the Athletic Academic Advisor, Mentor Coordinator, or Enrichment Services Assistant
- Mentors should always refer to their personal GradesFirst calendar or check with an AEC staff member if ever unsure of scheduled mentor appointment times.

Helping Students with Writing

- The purpose of this policy is to protect student-athletes, mentors, and the University of South Carolina from accusations of academic fraud. Helping students with writing carries special risks for all concerned. Mentors should help students learn the skills to be successful in college, but are not expected to be trained writing instructors. The Writing Center is an invaluable resource for help with writing skills. Anyone working with a student on a writing assignment should adhere to the following guidelines:
    - Do not write on the student's paper.
    - Do no type for a student
    - When editing an essay, the mentor and student should work together. Corrections should be made together; the mentor provides guidance on the larger problems of the essay, while the student makes actual changes. The student should always understand why the change is being made in the essay.
    - Avoid providing whole sentences and phrases

Textbook Requests

- Mentors may find it helpful to have a copy of the student's textbook in order to prepare for mentor sessions.
- Mentors can request a textbook through the Mentor Coordinator using the following procedure:
    - Obtain the textbook information during a session with the student (title, author, edition, etc.). This information is usually located on the student's syllabus.
    - Email the textbook information to the Mentor Coordinator in order to request the book.
    - The Mentor Coordinator will obtain the textbook by locating it in the AEC book supply room or ordering it from the bookstore.

- The mentor will be notified by the Mentor Coordinator once the book has been obtained in order to schedule a time for the mentor to pick up the book.
- All textbooks are due back at the end of each semester by 5pm on the last day of final exams.

Student-Athlete Expectations

- Student-athletes are expected to be on time for each mentoring session.
- In keeping with the University policy, tutors should wait at least 10 minutes for the student-athlete to arrive.
- Student-athletes are responsible for bringing all necessary materials and textbooks with them to their tutoring sessions.
- They are expected to be prepared for their sessions by working through the material and completing any reading assignments before meeting their mentor.
- At no time should a student-athlete construe a mentoring session as a substitute for class attendance, or as the only time spent on studying outside of the classroom.

Student-Athlete Academic Mentor Session No Shows

- The following are the criteria which constitute the submission of a student-athlete no-show:
  - Student-athlete arrives more than 10 minutes late to any session
  - Student-athlete arrives at any session completely unprepared (no books, notes, materials, etc.).
  - Mentor receives notification of cancelation less than 5 hours prior to the scheduled session.
  - Student-athlete misses the session without giving any notice at all.
- Mentors will be paid **half** the hourly rate for any session that a student-athlete misses if he or she has not notified his or her Athletic Academic Advisor **5 hours prior to the scheduled session**. If the session was scheduled for more than one hour of meeting time, you will still only be paid for the first half-hour.
- We ask that mentors allow the student-athlete 10 minutes to arrive for an appointment before leaving.
- Note the "no show" by filling out a "No Show Tutoring Report" form.
- **The Athletic Academic Advisor should be made aware of the no show *immediately* via phone or email. It is imperative to communicate this situation immediately with the Dodie staff so that it can be handled in a manner to prevent it from becoming a consistent problem.**
- Additional information regarding no shows:
  - If a student arrives to a mentor session and informs the mentor that **he or she has nothing to work on, the student is not allowed to leave without permission from his or her Athletic Academic Advisor or the advisor's assistant (graduate assistant/intern).**
    - First, the mentor should always have a conversation with the student to determine why he or she is saying that there is nothing to work on. Go through the student's objective sheet, syllabi, blackboard, etc.
    - If the student is still insistent that he or she has nothing to work on, the mentor should instruct that student that he or she cannot leave without permission and if he or she still chooses to leave it will be counted as a no show.
    - Once the mentor has informed the student of this and he or she decides to leave anyway, the mentor does not need to do anything else except submit the "No Show Tutoring Report" in GradesFirst as usual.
    - If the student does not leave, try to find anything to work on. Again, look over the objective sheet, syllabi, blackboard, etc. There are almost always reading or notes that can be covered. Try to recall material covered in the last session, and quiz him or her on that.

        - If there is absolutely nothing to do because the student isn't prepared, find the student's Athletic Academic Advisor and let him or her know it will be a no show because the student isn't prepared.
        - If something is found to work on, conduct the session as usual.
    - If the mentor meets with a student and determines that he or she has completed all the work necessary for that session, **THE MENTOR is allowed to end the session**. All sessions ending early must be determined by the student's Athletic Academic Advisor or the mentor. **If the mentor decides that a student can leave, the mentor is paid ONLY for the time met.** The mentor is not compensated for the full time of the session. Even if the mentor meets with a student for 10 minutes and decides that is all that is necessary for the session, the mentor will be paid for those 10 minutes. This is true for any session for which the above policy is not followed.
    - **If a mentor is going to submit a no show for a student because he or she wants to leave early, the mentor must always inform the student that a now show is going to be submitted.**
- No Shows must be submitted within **3** hours of scheduled sessions.
    - Repeated late submission of No Shows may result in termination.
- Reporting No Shows for Group Sessions:
    - If no one in the group shows up for a scheduled session, submit a no show report through GradesFirst.
    - If one student in the group fails to show up for a scheduled session, conduct the session as normal and submit a GradesFirst session report form for that student. In addition, submit a no show for the student(s) who did not show up for a scheduled session.
        - Although the mentor will not be paid for the no show (since the appointment went on as scheduled), it is important that we are notified of all student no-shows to hold everyone accountable to the same standards.
- Student-athletes are held accountable for "No Shows", and there are consequences for them. Please do NOT report a "No Show" for the following reasons:
    - A rescheduled or canceled session with prior approval of the Athletic Academic Advisor and appropriate notice to the mentor (more than five hours in advance of the original appointment).
    - An appointment that was cancelled with appropriate notice, but never removed from GradesFirst.
    - A short appointment that took place, but the mentor decided to end the appointment early.
    - A shortened appointment that ended early where the mentor did not verbally inform the student that his or her departure would result in a no show.

Academic Mentor Absences & Cancellations

- **Excused absences:**
    - Consistency is a crucial part of establishing rapport with assigned students. It is important to keep any absences to a minimum and to communicate those absences to both the Athletic Academic Advisor and Mentor Coordinator in a timely manner.
    - Mentors are required to give notification to the Athletic Academic Advisor AND Mentor Coordinator, **no later than 5pm the day before**, if cancellation of a session is necessary.
    - If an emergency arises and a mentor is unable to attend a session, he or she should contact the Athletic Academic Advisor AND the Mentor Coordinator or Enrichment Services Assistant immediately by phone and then email. (see page 1 for AEC Staff Directory)
- **Unexcused absences:**
    - Arriving more than 10 minutes late to the session.
    - Canceling the session without notifying the Athletic Academic Advisor AND Mentor Coordinator **no later than 5pm the day prior to the session.**

- Missing the session without giving any notice at all.
- **Consequences:**
  - First Unexcused Absence: absence is recorded and the mentor is given a written warning.
  - Second Unexcused Absence: absence results in termination.

Parking & Transportation

- All mentors are encouraged to use the Carolina Shuttle whenever possible.
- Mentors should explore their parking options well in advance of their first appointment.
- The Enrichment Services staff realizes that the parking situation is not ideal. ***Please plan ahead and do not let parking cause tardiness to mentor appointments.***
- For the most thorough and accurate information regarding on-campus parking, please visit the Parking Services website: http://www.sc.edu/vmps/park.html.
- **Shuttle Transportation**
  - All employees are encouraged to use the Carolina Shuttle whenever possible. The Shuttle is free for all students, faculty and staff. The ***Green Shuttle*** route stops right out front of the AEC. The ***Yellow Shuttle*** route stops one block away from the AEC at Marion and Whaley. Please consider taking the Shuttle. Go to this website for maps, times and live information: http://www.sc.edu/vmps/shuttle.html
  - Additionally, the Alpha Phi Omega (APO) Escort Service is available after 8pm. This service makes night travel safer by allowing students, faculty and staff to request a van to pick them up and drop them off at any location on campus. This service can be requested by calling 777-DUCK (3825). If APO is unavailable, call 777-3351. For more information: http://www.sc.edu/vmps/shuttle.html
- **Student Employee Parking**
  - All mentors who are students at the University of South Carolina and possess a decal to park ***anywhere*** on campus, may park in the Athletic Village Parking Garage adjacent to the Dodie.
  - Mentors must park on floors 3-5.
  - Students who do not have a permit should take the Carolina Shuttle or explore free parking options. During the day, those without parking permits may parallel park on Marion Street with the flow of traffic on a first-come-first-serve basis for no charge. There is also some free parallel parking along Sumter Street as well.
  - After 5pm, all employees can park in Athletic Village Parking Garage for no charge and without a permit.
- **Non-student Employee Parking**
  - Faculty and staff (non-student employees) may choose to purchase a parking permit for the Athletic Village Garage adjacent to the Dodie for $55 per month from Parking Services, located at 1501 Pendleton Street on the ground level of the Pendleton Garage.
  - Non-student employees may also request a Z parking decal free of charge through Parking Services located at 1501 Pendleton Street on the ground level of the Pendleton Garage. Proof of employment (Carolina Card) is required in order to obtain this permit.
    - If newly hired, request a letter from the Mentor Coordinator to verify employment and obtain the Z permit. Z permits allow the permit holder to park in lots designated as "Any Decal Parking" (AD) or "Faculty/Staff assigned" (FS). There are two AD lots, located about 1-2 blocks away from the AEC behind Bates and Benson. After 2pm and on the weekends, Z permit holders may park in any lot designated as a faculty/staff lot.
  - Employees who choose not to obtain a permit can explore non-permit parking options. During the day, those without parking permits may parallel park on Marion Street with the flow of traffic on a first-come-first-serve basis for no charge. There is some free parallel parking along Sumter Street as well.
  - After 5pm, all employees can park in the Athletic Village Parking Garage for no charge and without a permit.

Conditions for Rehire

- Should a mentor remain in good standing throughout the semester, the mentor will be invited to return the following semester. The following constitutes good standing:
  - Compliance with all policies and procedures outlined in this manual.
  - Successful and timely completion of all training requirements.
  - Timely and accurate submission of all ITAMS, GradesFirst information, and timesheets.
  - Appropriate and respectful communication with all AEC staff members.
  - Proper conduct during sessions.
  - Proven commitment to the program's mission and goals.
  - Positive evaluations by the AEC staff.

- Each semester returning mentors must complete various steps to prepare for the upcoming semester:
  - Notify the Mentor Coordinator of the mentor's intention to return as a mentor with the AEC.
  - Submit availability for the upcoming semester to the Mentor Coordinator and on GradesFirst.
  - Attend orientation (fall semester only).

Academic Mentor Dismissal

- To ensure that competent academic mentors are retained, and to provide feedback leading to improved services, regular evaluation of academic mentors, by staff and student-athletes should be anticipated. Likewise, the academic mentors will have the opportunity to evaluate their experiences each semester.

- **Dismissal of an academic mentor may be based on any of the following reasons:**
  - Academic misconduct
  - Failure to maintain confidentiality
  - Failure to maintain the highest standards of professionalism
  - Failure to uphold the responsibilities and policies stated in this manual
  - Habitual cancellations of sessions
  - Repeated late submissions of GradesFirst Session Reports or No Shows
  - Late submission of GradesFirst Timesheets or ITAMS
  - Unethical behavior that calls unfavorable attention to yourself as a representative of AEC
  - Fraudulent record keeping; i.e. misrepresentation of time spent assisting or not turning in reporting forms
  - Staff evaluation and/or recommendation
  - Violations of University, Athletics Department, Southeastern Conference or NCAA rules.
  - Contacting a student-athlete outside of a scheduled session

- **Actions that will result in Immediate Termination:**
  - Contact with a student-athlete outside of a scheduled session
  - Doing work for the student
  - Violating rules and regulations of the NCAA, SEC, or University of South Carolina
  - Repeated cancellations or tardiness without prior notice
  - Contacting the instructors of the students with whom you are working
  - Personal or dual relationships with the student-athlete with whom you are working, without prior consent or knowledge of the Mentor Coordinator
  - Any violation of confidentiality, professionalism, or academic integrity policies, per your signed agreements
  - Falsifying your timesheet and/or purposefully neglecting reporting procedures

- **If an incident is not severe enough for an immediate dismissal, the following steps will be applied:**
  - First Offense: Mentor will be issued a written reprimand that will be recorded in his or her file.

    - Second Offense: The mentor is recommended for termination; dismissal from the mentoring program will likely result.
- In the event a mentor decides to quit, the mentor should give ample notification, preferably two weeks. If a mentor quits without giving two weeks' notice, the Enrichment Services staff will not be able to provide the mentor with a favorable recommendation.

Payroll

There are **3** steps to the payroll procedure for mentors and all 3 must be completed ON TIME and accurately each week for mentors to receive payment for their hard work.

1. Complete all session reports **within 3 hours of the session**.
    - Only sessions with a completed session report will show up on GradesFirst timesheets for payment.
2. Submit GradesFirst timesheet by Sunday at midnight each week.
3. Submit ITAMS by Sunday at midnight each week

Below are step by step instructions, with photo examples, to guide mentors through the process.

STEP 1—Complete GradesFirst session reports

Under the TUTOR INFO tab--Select the appropriate appointment in order to file a report.

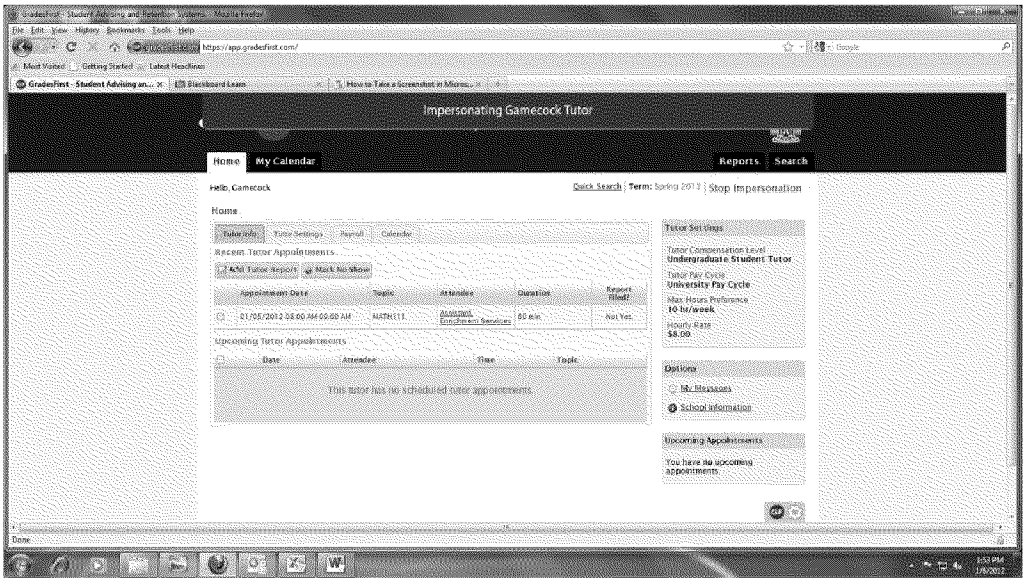

Complete the report and save. Remember to check and double check everything because once the report is submitted, mentors cannot go back in and edit reports. If a reporting error needs to be corrected, email aeces@mailbox.sc.edu, so the Enrichment Services Assistant can make the appropriate changes.

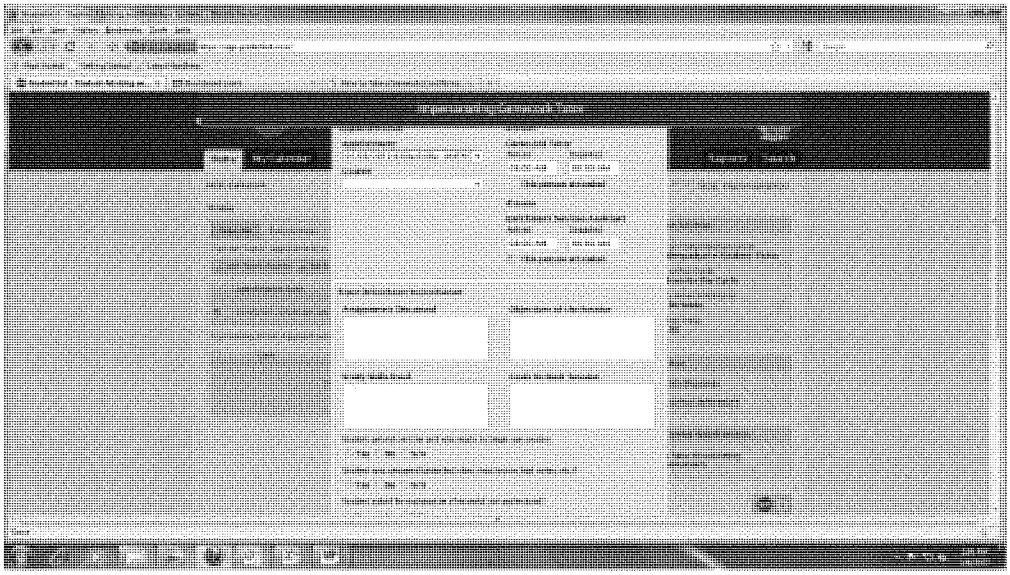

STEP 2—Submit GradesFirst timesheet by SUNDAY AT MIDNIGHT

Click on the PAYROLL tab on the GradesFirst homepage. Pay periods that need to be submitted are located at the top and pay periods that have already submitted are located below. Select the appropriate pay period(s), double check that the hours are correct, and then click SUBMIT PAY PERIOD.

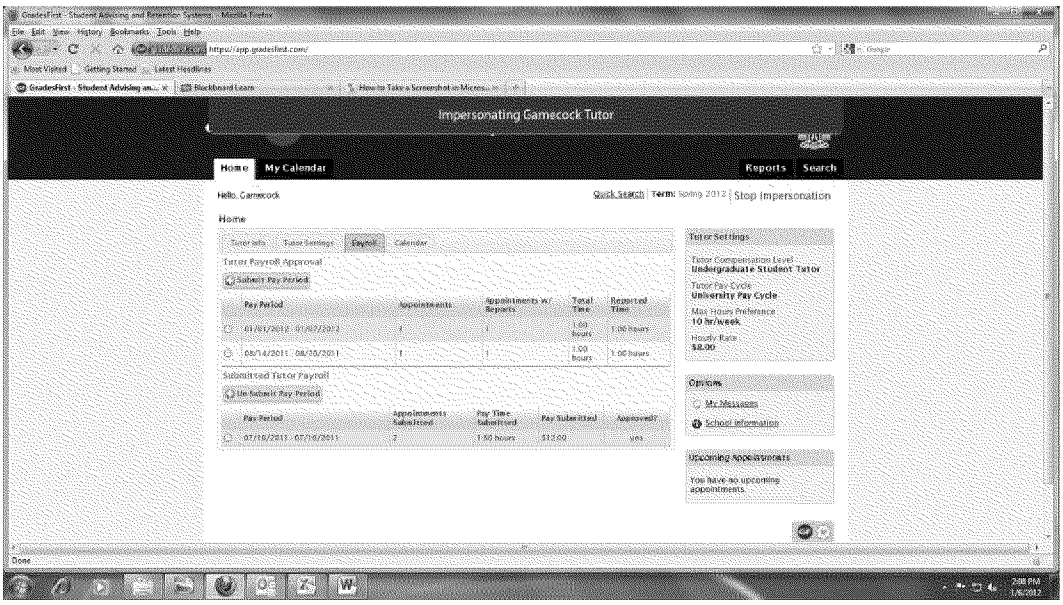

GradesFirst timesheets are approved on Monday morning by the Enrichment Services Assistant. The approved timesheets are then submitted to the Payroll Coordinator, Ros Isaac, to confirm all ITAMS entries. Without a GradesFirst timesheet, ITAMS entries will NOT be approved and payment will be delayed.

STEP 3—Complete ITAMS by SUNDAY AT MIDNIGHT

Student Employees MUST have a VIP Employee PIN (not a student PIN) to access ITAMS.

- Mentors who have never used their VIP employee account will need to access VIP via the internet at http://VIP.SC.EDU to login and change their password from the default setting. The default password setting is birth month and day (MMDD). Remember to allow 24 hours before attempting to use the new or reset password to sign into ITAMS. Tutors should contact Human Resources at 777-3111 if they forget their VIP employee password.
- New employees will not be able to log into VIP or ITAMS immediately; it will take about 2 weeks for Human Resources to process hiring paperwork and add new employees in the system.

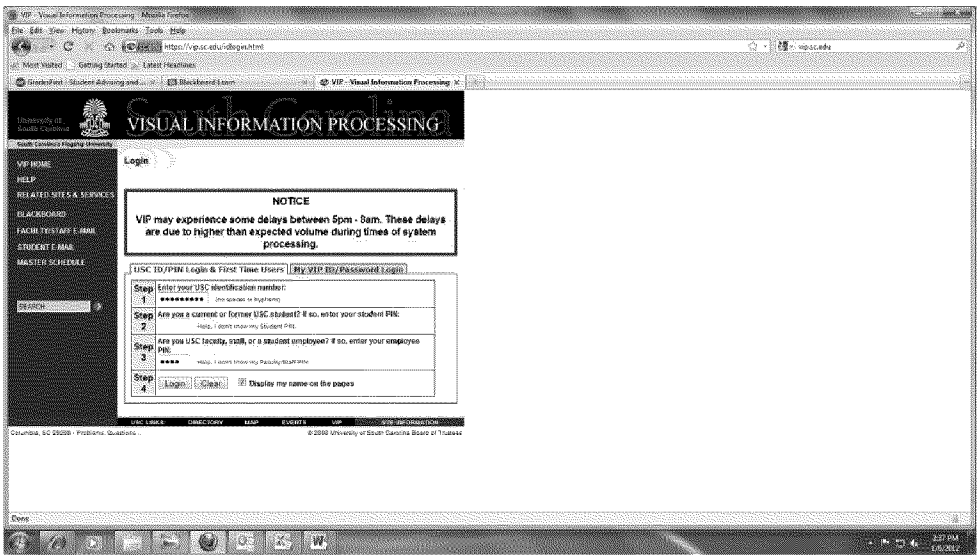

Enter the website for ITAMS as https://itams.csd.sc.edu/. It is recommended that mentors bookmark this site as it is needed to submit hours weekly. To login to ITAMS, mentors should enter their social security number and employee PIN.

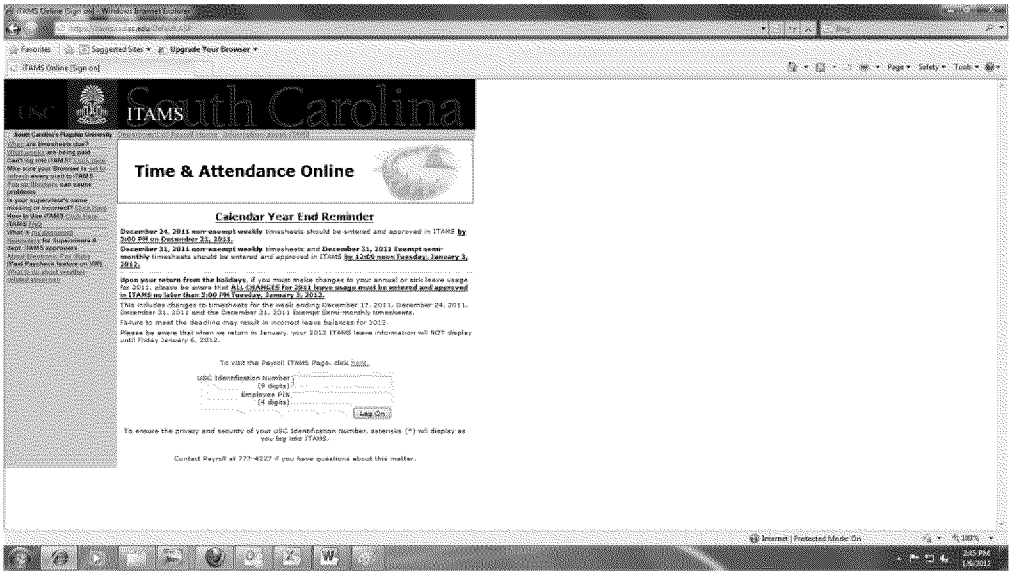

After logging in, look at the yellow bar at the top right of the screen and choose “Time Entry.”

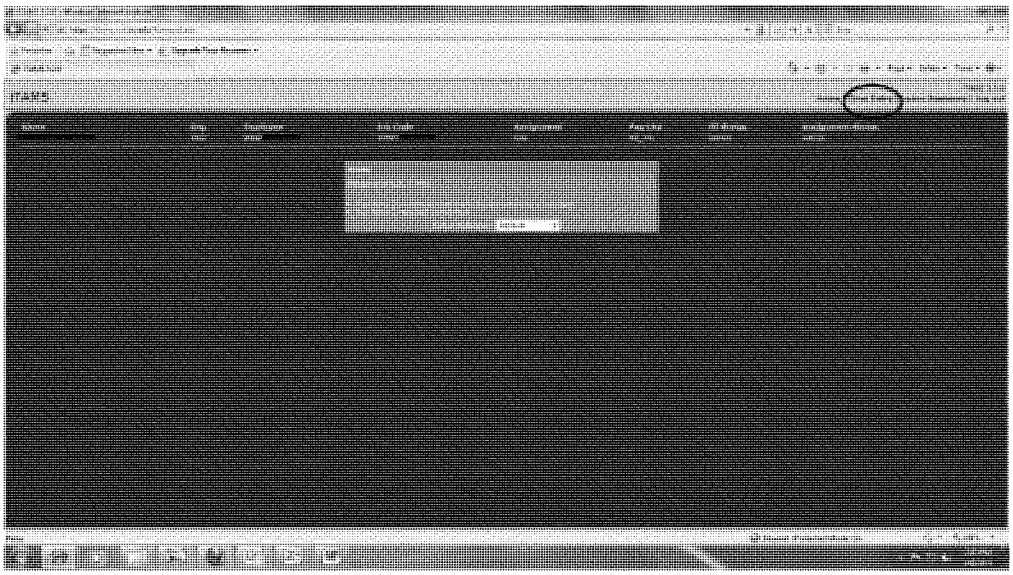

Use the drop down menu “Report period ending” to select the appropriate week to enter hours worked. Then click on “AddTimeCde.”

Please notice that pay periods on ITAMS (and GradesFirst) run from SUNDAY TO SATURDAY. When entering ITAMS hours for the week on a Sunday, note that the default date in the box will be the current week (the week coming up) and not the previous week, which is the correct week. PLEASE DOUBLE CHECK THAT HOURS ARE ENTERED IN THE CORRECT WEEK!

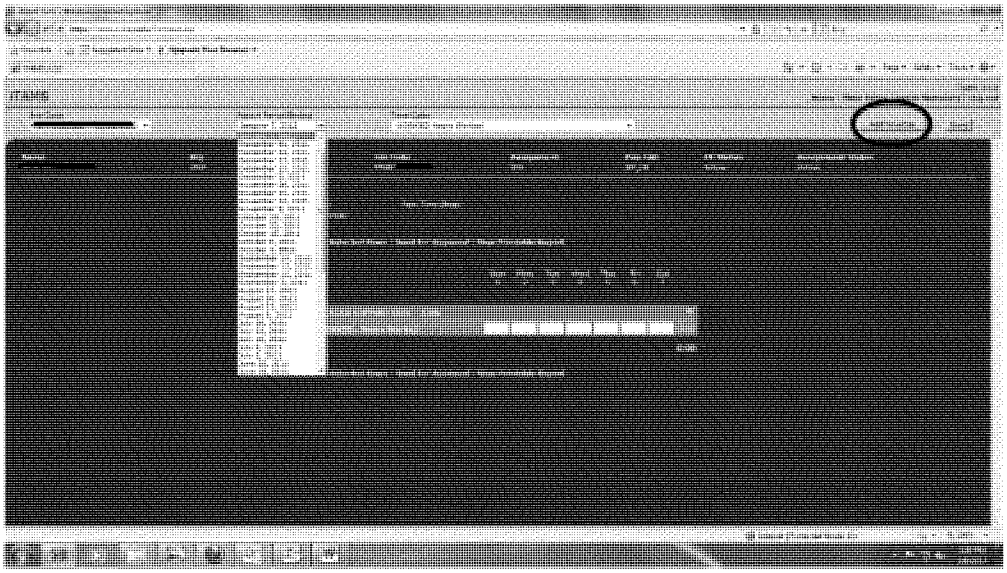

Enter hours worked appropriately to coincide with the correct dates. Hours in ITAMS need to be totaled for each day and then the total rounded to the nearest .25. On the top right of the screen there is a "SAVE" box. Once the hours have been entered, be sure to save them. **If the "SAVE" box is not clicked, hours entered will be lost. Hours cannot be retroactively added without the help of an administrator, so be certain the hours are correct before hitting SAVE.**

When a week's work is complete, a mentor may add 15 minutes (.25) to any day for paperwork. This 15 minutes is only added once per week (not per session) for any week in which the mentor worked. Remember to enter in No-Shows for 30 minutes (.5) of work time.

The last step is to "Send for Approval" to ***Rosalind Isaac.***

Mentors may check back later in the week to see if their hours were approved.

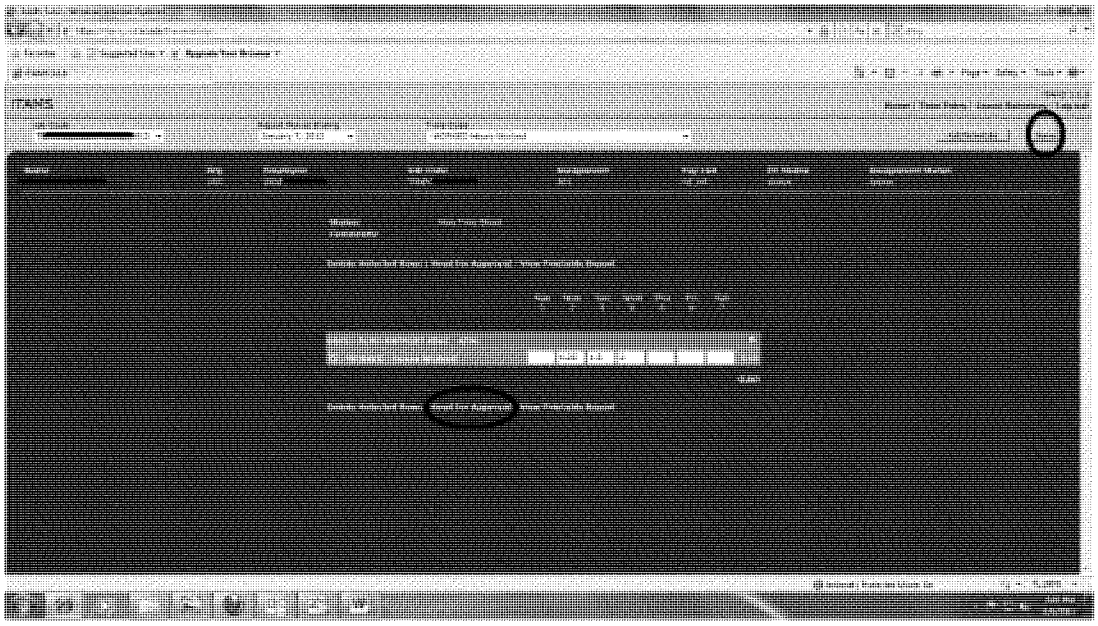

Payroll Policies

- GradesFirst session reports are due within three hours of each appointment. It is understandable that mentors may have several back to back appointments, class, or another job that may occasionally prevent the tutor from completing a report within the three-hour timeframe. If a mentor is unable to complete a report within three hours, he or she must e-mail the Enrichment Services Assistant with an explanation. Session reports are important for Athletic Academic Advisors to track the progress of their students, so submitting them in a timely manner is imperative. Repeatedly submitting late reports could result in the termination of employment.

- Payroll (both GradesFirst Payroll and ITAMS) is due every Sunday by midnight. Submitting late timesheets will delay the processing of paychecks and could result in the termination of employment. **There is a three strike policy in place for late time sheets. After the third late timesheet, mentors will be required to meet with the Tutor Coordinator to determine an appropriate course of action.**

- Intentionally misrepresenting the number of hours worked is grounds for **immediate dismissal. If a session report is not on file, the mentor will not be paid for the session in question.**

Paperwork

Mentors are required to complete and process the following "paperwork":

- GradesFirst availability
- GradesFirst Session Reports
- GradesFirst Timesheet
- ITAMS entries and approval
- Program evaluation survey at the end of each semester

GradesFirst Availability

Mentors must enter their availability for the semester in GradesFirst prior to the start of each semester. The availability entered into GradesFirst should be times a mentor is available for the duration of the semester. Mentor appointments are repeating appointments that last throughout the entire semester. A mentor's availability should not fluctuate from week to week.

To enter availability into GradesFirst:

- Login to GradesFirst using the assigned login and password.
- Click on the "Tutor Settings" tab on the homepage.
- Mentors should enter all days and times they are available to take appointments for the whole semester under the header "Times Available." Click on "Add Time." Mentors should be as liberal as possible to increase their chances of being matched with students.
- Sessions may occur during the normal operating hours of the Dodie Anderson Academic Enrichment Center which are:
    - Fall and Spring Semesters
        - Sunday 5-10pm
        - Monday-Thursday 8am-10pm
        - Friday 8am-5pm
        - Closed Saturday
    - May and Summer Sessions
        - Monday-Friday 8am-5pm
        - Closed Saturday and Sunday
- Do not adjust the time period when entering availability. The time period should default to the current semester—do not pick a different option.
- Mentors do not need to indicate a facility—there is only one option: the Dodie.
- Mentors can indicate a limit on the number of hours they would like to work. Enter that limit in the "Tutor's Preferred Hours" box (at the bottom of the page). Mentors, who have a strict limit on the number of hours they can work due to another job or internship on campus, must enter their limit in this box on their GradesFirst profile. Be sure to click "Save Tutor Settings" when finished.
    - In addition, mentors must email the Mentor Coordinator to verify any limit on the number of hours available to work.

GradesFirst Session Reports

Following ***each session,*** mentors will complete an **ONLINE evaluation** of the session that documents the work completed during that session. These reports serve many purposes and should be completed with care. They will be reviewed regularly by the Athletic Academic Advisor to monitor the student-athlete's progress in his or her class(es), as well as their behavior and conduct in meeting with you. Therefore,

mentors should fill out the form in its entirety. In addition, please indicate any pertinent information regarding the general status of the student-athlete in his or her courses. Be descriptive. If the student-athlete is having a problem with any aspect of a course or the material presented, this evaluation provides a format by which this situation may be communicated to the Mentor Coordinator and the student-athlete's Athletic Academic Advisor. **If the student-athlete is having a difficult time with particular material, or if he or she is not taking adequate responsibility for his or her academic success, this should be noted on the GradesFirst "Tutoring Report" form.** Throughout the semester the Athletic Academic Advisors complete reports detailing the progress of their student-athletes. Included is pertinent information about the mentor sessions such as timeliness, grades, upcoming assignments, and attitudes. **The GradesFirst "Tutoring Report" forms are vital. They are the essential part of the mentor's responsibility to communicate with the AEC staff**. **The mentors who are utilized the most often are those who submit reports consistently and timely. GradesFirst "Tutor Report" forms must be submitted no later than three hours after the end of the mentor session.**

Failure to submit reports on time may result in a delay in payment. Repeated failure to complete reports fully and in a timely fashion may result termination.

Notify the student's Athletic Academic Advisor directly either by email, phone, or in person about significant issues and concerns.

Session Reports can be accessed at https://gamecocksonline.gradesfirst.com/

GradesFirst Timesheets

Timesheets are due by **Sunday at Midnight each week.** See the Payroll section on page 16 for step-by-step instructions on how to correctly complete GradesFirst timesheets each week.

GradesFirst timesheets can be accessed at https://gamecocksonline.gradesfirst.com/

ITAMS Entries & Approvals

Hours must be entered into ITAMS by **Sunday at Midnight every week.** Mentors are allowed to add 15 minutes (0.25 hours) of preparation time onto their ITAMS timesheet for each week worked. This addition is for each week, not each appointment. Preparation time cannot be added to a week in which a mentor did not have any appointments scheduled. Please see the Payroll section on page 16 for step-by-step instructions on how to correctly complete ITAMS entries each week.

ITAMS can be accessed at https://itams.csd.sc.edu/ It is recommended that mentors bookmark this site.

Program Evaluations

Program evaluations are usually accessible through Survey Monkey toward the end of each semester. Mentors will be notified by the Mentor Coordinator via email once the evaluation is available. Mentors are usually given about two weeks to complete the anonymous evaluation. Please take the time to provide thoughtful feedback on the evaluation as it helps the Enrichment Services staff to continue to improve the Enrichment Services Program. This is the only formal evaluation, but feedback from mentors is welcome throughout the semester.

Academic Integrity

Student-athletes and academic mentors are **required** to abide by the Carolinian Creed and to maintain academic and personal integrity.

Carolinian Creed

The Carolinian Creed and the Honor Code are designed, in part, to ensure the principle of academic honesty is upheld. As a mentor, you are making a commitment to stop and/or report any academic dishonesty you may witness. We ask that you set an example for the student-athletes to follow. Conduct that violates the Honor Code includes, but is not limited to, the following:

- Giving or receiving unauthorized assistance, or attempting to give or receive such assistance, in connection with the performance of any academic work.
- Unauthorized use of materials or information of any type or the unauthorized use of any electronic or mechanical device in connection with the completion of any academic work.
- Access to the contents of any test or examination or the purchase, sale, or theft of any test or examination prior to its administration.
- Use of another person's work or ideas without proper acknowledgment of source.
- Intentional misrepresentation by word or action of any situation of fact, or intentional omission of material fact, so as to mislead any person in connection with any academic work (including, without limitation, the scheduling, completion, performance, or submission of any such work).
- Offering or giving any favor or thing of value for the purpose of influencing improperly a grade or other evaluation of a student in an academic program.
- Conduct intended to interfere with an instructor's ability to evaluate accurately a student's competency or performance in an academic program. (http://www.sc.edu/academicintegrity/honorcode.html)

Plagiarism (taken from USC English Department Guidelines)

The Academic Responsibility Code in the Carolina Community: USC Columbia Student Handbook and Policy Guide prohibits a student from "unauthorized use of another person's work without proper acknowledgement of source."

Unauthorized use that involves passing off someone else's written work as your own is called plagiarism. Plagiarism can entail several kinds of misrepresentation. For example, a student can commit plagiarism if he or she:

- Any paper or project accepted as the student-athlete's own work cannot have been composed, even in part, by another person. This includes tutor's revisions on rough drafts. ****Do not make changes, notations, etc. on a rough draft. This can be, and has been, construed as plagiarism.**
- **Take, buy, or accept a paper written by someone else and presents any of it their own work. This includes papers from the Web.**
- **Include passages taken word-for-word from someone else's text in their own paper without placing that material in quotation marks and citing the source.**
- **Fail to acknowledge the source of any information in their paper that is not either common knowledge or personal knowledge.** Common knowledge includes facts, dates, events, information, and concepts that most of the general public knows. Even if your student used an encyclopedia to look up the dates of the Civil War, for instance, they would not need to cite that source in their bibliography because those dates fall into the range of common knowledge. If your student wants to discuss events at a particular Civil War military prison, though, they would need to cite their source, since few people are familiar with that information.
- **Borrow ideas, examples, or the structure of another text without acknowledging it – even if the language of the paper is their own.** For example, if your student makes an argument about the death penalty using the exact same points in the same order as an editorial in last week's newspaper, without citing that editorial as the source of their arguments, they are guilty of plagiarism.

Avoiding Plagiarism

All college students should know better than to buy an essay, download papers off the Web, or copy someone else's work verbatim. But if you haven't done a lot of college writing assignments, you may not understand the more subtle forms of plagiarism discussed above. Part of the reason they are taking English 101 and 102 is to learn how to find and use source materials appropriately in their writing. You can help your student find plenty of resources to help them:

- Your student's instructor will be able to advise them on the best way to acknowledge source materials or collaborative help they have received on a particular assignment. If your student has questions about how to honestly and accurately present material in a paper, advise them to approach their instructor before the assignment is due.
- One of the textbooks used in First-Year English will be a writer's handbook like The Scott Foresman Handbook that contains comprehensive information about using, quoting, citing, and documenting sources in academic papers. Your student should consult this book when you have questions about particular conventions, rules, and strategies.
- The university libraries can provide students with handbooks, worksheets, and access to online information about systems of documentation used in academic writing (you'll be using the MLA system in your First-Year English classes).
- The consultants at the Writing Center can also offer advice and materials on using source materials appropriately.

Collusion

The Academic Responsibility Code in the Carolina Community: USC Columbia Student Handbook and Policy Guide prohibits "[g]iving or receiving unauthorized assistance, or attempting to give or receive such assistance, in connection with the performance of any academic work." If someone writes (or dictates) all or part of an assignment for you, or if you give or accept inappropriate help on a writing assignment, you are guilty of collusion. Like plagiarism, collusion is a serious academic offense that violates university and First-Year English policies.

Avoiding collusion

Is your student committing collusion if you or a fellow classmate helps them with a paper? It depends. Help that goes beyond constructive advice to doing some or all of the writing, revising, editing, or proofreading for you is collusion – it's passing off work that's partly someone else's as your own. When your student gets help with their writing, it is their responsibility to set appropriate limits. If your student needs additional help beyond your tutoring sessions, it is suggested that they visit the Writing Center, where tutors are highly qualified and have received special training in providing writers with appropriate kinds of help. A tutor/mentor (or other helper) may legitimately:

- Discuss your topic, audience, purpose, evidence, and other broad rhetorical concerns about a paper.
- Point out general patterns of error in a draft.
- Suggest general approaches for solving rhetorical, stylistic, or mechanical problems.
- Review specific grammatical or mechanical conventions (but not fix particular errors in your draft).

A mentor may not:

- Write or verbally dictate a draft or a section of a draft – even a sentence or two.
- Edit or proofread a paper and then correct the errors.
- Do research or procure other substantive material for a paper.

Recycling Papers

Recycling old work violates First-Year English Program policy. It is academically dishonest because it misleads the instructor into treating work completed in another setting as a fresh response to an English 101 or 102

assignment. Besides being dishonest, turning in an old paper can actually hurt your student's performance in class. When they do not go through the writing process, your student loses a valuable chance to practice and improve their writing skills. And experienced instructors say that papers written for other classes rarely match the exact requirements of an English 101 or 102 assignment, so such papers are unlikely to receive good grades.

Occasionally, an instructor may allow a student to write a new paper using research they have done for another course or substantially revise a paper that's already written. If your student is interested in doing this, be sure to encourage them to approach their instructor before the assignment is due and be prepared to show him or her a copy of the original paper.

Consequences

USC and the First-Year English Program take academic dishonesty seriously. In the academic world, passing off work that is not your own response to an assignment is like robbery or grand larceny: the penalties are serious. They can include all or some combination of the following:

- An F on the assignment in question.
- An F for the course.
- A written reprimand or letter of warning from the Dean's Office that becomes part of your permanent academic record.
- Suspension or expulsion from USC.

If your instructor suspects or determines that a student has plagiarized a paper or engaged in any of the other kinds of academic dishonesty discussed in this section, he or she will take the paper to the First-Year English Director. The Director, in consultation with the instructor, will decide whether academic dishonesty has occurred and what the consequences will be. The student will also be interviewed during this process. Then the case will be turned over to the Dean's Office. Plagiarism – even a first offense – usually results in failure of the course and sometimes in expulsion.

Notes on Academic Integrity

Mentors are asked to be especially sensitive to issues of academic integrity. If a student shows you an assignment and you suspect that it may not be his or her own work, please notify the Mentor Coordinator as soon as possible. Follow this procedure even if the student tells you that it is his or her own work.

Some common signs that a student's work is not his or her own include:

- Level of work is beyond what you have previously observed with the student
- Difficult/uncommon words used
- No in-text citations and/or no work-cited page
- For subjects like math, physics, and chemistry, the student is unable to solve the problem when asked to do so without looking at previous work
- One paragraph does not fit with the next
- The assignment does not meet the criteria set forth by the professor

If you are suspicious of any work, regardless of what the student may say, please notify the Mentor Coordinator. Academic dishonesty on the part of the student does not necessarily reflect poorly on your ability as a mentor; however, if at any point you do question the student's work and do not take further action, everyone involved is jeopardized. If you suspect fraudulent academic behavior and do nothing about it, you yourself are committing academic dishonesty.

When you have any questions or concerns regarding academic integrity, please contact the Mentor Coordinator.

Writing Assignments

When you and the student are working on editing a paper, the student's paper should NEVER be in front of you, and should ALWAYS be in front of the student. If you have trouble reading upside down, sit next to the student. Also, the correcting pen should NEVER be in your hand, and should ALWAYS be in the student's

hand. The correction marks on the paper should be in the STUDENT'S HANDWRITING, not in yours. Anything other than the student's work on or in the student's paper constitutes ACADEMIC DISHONESTY, and will not be tolerated. If any sort of academic dishonesty on the part of a tutor or mentor is suspected, immediate action will be taken, potentially resulting in termination of employment. The AEC staff takes this issue extremely seriously, as does the university and the NCAA; you should take it just as seriously.

Just because a professor makes corrections and comments on a student's work, it does not mean that it is acceptable for you to do the same. It can be frustrating when a student is having difficulty, but the only requirement is that the student's work be the student's work, not that the student's work be perfect, or what you think is best. If you are struggling with assisting a student in the manner outlined above, please contact the Mentor Coordinator.

Computer Use

Mentors are not permitted to touch ANY computer keyboard or mouse while working with a student. You may not sit at a computer. It is permissible to sit next to the student with whom you are working, but it must be clear to anyone who may happen to see you (and you never know who may be looking) that the student is doing his or her own work. Along with this, when you are in a session, you are not permitted to sit at another computer and do your own work, surf the web, or whatever else you may need or want to do. You are being paid for the time you are working with the student. Your attention must be 100% focused on the student.

Online Courses

Online courses can potentially create sticky situations for mentors. The rule of thumb is to treat them like classroom courses.

- It is permissible to assist students with homework for classroom courses, so therefore it is permissible for online courses.
- It is not permissible to assist students with classroom quizzes, so therefore it is not permissible for online courses.
- It is not permissible to assist students with classroom exams, so therefore it is not permissible for online courses.

* Note: Take Home Exams for classroom courses are similar – it is not permissible to assist students with classroom exams, so therefore it is not permissible to assist with take home exams.

If you are uncertain of something, **ASK BEFORE YOU DO!**

Professionalism

Part Time Employee Work Attire

Mentors should always be mindful of their attire. What is worn to work has a major impact on how one is perceived by the staff and by the student-athletes encountered during mentor sessions. Below are guidelines to follow while working. They outline what is and what is not appropriate attire for part time employees of the AEC.

Acceptable

- Jeans (without any holes, rips, stains, or frays)
- Khakis
- Shorts (that are not distractingly short, use judgment)
- Polos/ Button-ups
- T-shirts (must not show cleavage, midriff, advertise beer or drugs, questionable slogans, or another university)
- Skirts (that are not too short, use judgment)
- Dresses)that do not show off any cleavage, bra straps, are through, and are not tastelessly short
- Hoodies (without the hood up)
- Sweaters, jackets, coats, etc.

*Anything you think is questionable, is probably not appropriate. Always use your best and most professional judgment, and if you are unsure of an outfit, ask someone!

Not Acceptable

- Booty shorts/mini skirts
- Anything with large holes or stains
- Yoga pants/spandex anything
- Hats/do rags (things on your head)
- Cleavage or midriff bearing items
- Pajama bottoms
- Dangerous jewelry (items with spikes)

* As a general rule, avoid anything that may be distracting to a student

Side note: Student-athletes are not required to follow the same dress code guidelines. Since many student-athletes come from practice, they may come in workout gear. However, no hats/do rags are allowed to be worn by ANYONE.

Acceptable

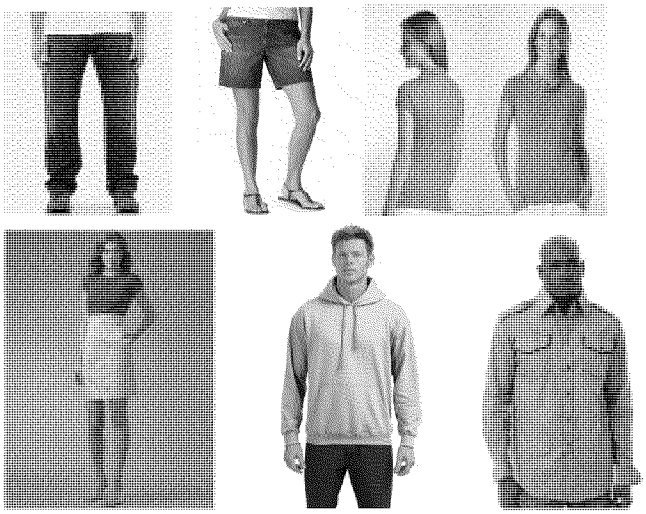

Not Acceptable

Acting Professionally as a Student Employee

- **Be competent.**
  Know, practice, and utilize the necessary skills to do the job well.

- **Be reliable.**
  Arrive on time, submit session reports and ITAMS sheets when they are due, and do not consistently cancel appointments.

- **Have integrity and be honest.**
  Project moral character, tell the truth, and be upfront with student-athletes, other student employees, and all staff members.

- **Respect others.**
  Give respect to earn it. Everyone matters and everyone's input is valuable.

- **Be positive.**
  An upbeat attitude along with a constant desire to problem solve makes any work environment better and any work relationship stronger.

- **Stay work-oriented.**
  Never let any person's private life interfere with work. Keep each person's personal life private and try to remain on task at all times.

- **Listen.**
  Be mindful to listen to student-athletes, co-workers, and staff. Pay attention to what is being said to stay informed about every situation.

- **Write proper emails.**
  Email etiquette can affect how an individual is viewed as an employee. Always address an email, use complete sentences, and do not incorporate "text lingo" into any email.

- **Dress appropriately.**
  The way an individual dresses can determine people's impressions in the work place. See the section on *Student Employee Work Attire* in the Mentor Handbook for examples of what is suitable and unsuitable to wear in the AEC (see page 27).

- **Ask Questions.**
  If ever unsure of anything, ask for help, clarification, or advice from the staff. It is always better to ask questions than to remain uninformed or to continue doing something incorrectly.

Socializing During Sessions

While it is important to build rapport with assigned students, mentors must maintain the educational focus of the session. Limit the non-educational portions to 5 minutes or less.

Mentor Contact with Student-Athletes

Mentors are not permitted to communicate with student-athletes outside of scheduled sessions. Mentors may not give phone numbers or email addresses to student-athletes, nor may mentors have the phone numbers or email addresses of student-athletes. Mentors and student-athletes are not permitted to call, text, or email one another. All communication outside of a session must go through the Mentor Coordinator, Enrichment Services Assistant, or the student-athlete's Athletic Academic Advisor.

Facebook, MySpace, and other Social Networking Websites

Facebook, MySpace, and other such websites are social in nature. Mentors should not communicate or interact with student-athletes on these websites. The relationship with the student is to remain professional. Do not ask to add them as friends, and do not respond to any of student-athlete requests to be friends. Among other things, it is unprofessional and potentially compromises confidentiality.

Mentor Session Procedures

Initial Contact

- The student-athlete and the mentor will receive an automated email from GradesFirst, stating the mentor match, location, and days and times of scheduled sessions. Mentors are responsible for checking their email on a regular basis. The email from GradesFirst is considered official notification of the session. Any questions should be directed to the Mentor Coordinator or Enrichment Services Assistant.
- Mentor sessions may only occur in approved locations, during approved hours (see page 9).
- Mentor sessions must end promptly upon closing time.
- Mentors are not guaranteed hours.
- No session can last longer than 2 hours without prior approval from the Mentor Coordinator or the student's Athletic Academic Advisor

First Session

- Greet and introduce yourself to the student.
- Confirm the schedule of sessions and set a standard meeting venue for all future appointments.
- Go over the student's course syllabi.
- Determine the student's needs for each course. Ask him/her how you can best help him/her have a successful semester.
- Establish a climate of trust, mutual respect and patience. Clearly express your expectations and ask the student for his/her expectations.

Beginning of Each Session

- Be 5 minutes early for every session. Try to arrive early and prepared, allowing for traffic and parking problems.
- If the student is late, wait at least 10 minutes before completing the GradesFirst No-Show form.
- Start each session on a positive note, with a brief and friendly greeting.
- Always briefly review the material from the previous session with the student.
- Before beginning new material, ask the student how it was taught in class.

During Each Session

- Make sure that assistance is a two way process. Ask a lot of open-ended questions, so that the student cannot simply give a yes or no answer.
- **Keep the pencil or pen in the hand of the student. The only time you should pick up a pen or pencil is to demonstrate a concept, not to solve a specific problem or to correct a paper.**
- Provide positive feedback to the student. Avoid using negative language.
- When the student has difficulty with homework problems, focus on the concepts he/she is struggling with. Inform him/her that most of the homework should be done before the session, in order to make efficient use of your time.
- Go over the students' notes with them, providing clarification and elaboration. Give them feedback and suggestions about the quality of their notes.
- Help them review for tests. Give them tips about test taking and time management, sharing examples that have worked for you. If they need extra help in these areas, refer them to their Academic Advisor or Learning Specialist.
- Review the students' textbooks with them. Help them with comprehension, main points and summarizing. Demonstrate for them pre-reading, skimming, annotating, and self-monitoring strategies. If they need further help in this area, refer them to their Academic Advisor of Learning Specialist.
- If the students run out of questions for you, develop questions, problems, and quizzes for them. Drill them extensively.

- If the students need help with writing, refer them to a writing tutor or a writing lab. Read the subject writing guidelines for instruction on the limited ways you are allowed to help students with writing.
- If the student is uncooperative or unprepared for a session, provide this information on the Session Evaluation Form. You are not expected to teach new information for the first time. If the student-athlete did not go to class or come prepared, the mentor should review material from recent sessions.
- **If you ever feel uncomfortable during a session or suspect academic dishonesty, end the mentoring session immediately and inform an AEC staff member.**
- **Do not do the students' work for them.** Model techniques for them, assist them, and encourage them to become independent learners.

After Each Session

- Give the student feedback on how the session went. Also, ask the student for feedback on ways you can improve the effectiveness of the tutoring session.
- Always give the student specific tasks to complete before the next session.
- Make sure to clarify the time and place for the next appointment.
- Complete the GradesFirst Session Evaluation Form within three hours of the end of the session.
- Enter your hours on ITAMS.

The First Session

It has been said, "You never have a second chance to make a good **first** impression." This sentiment underscores the importance of the first meeting between you and the student-athlete(s) for which you will be an academic mentor. It is not necessary for you to worry about this meeting, but there are a few things you should keep in mind when planning for it.

1. **Be yourself.** If you want the student-athlete to trust you and work well with you, he or she must believe that you are being honest with him or her about yourself and your goals for the academic mentor experience.

2. **Work from the beginning to build rapport with the student-athlete.** Good rapport depends upon good communication between you and the student-athlete. You should not feel a need to discuss your life with a student-athlete unless you are comfortable doing so. But, it is important that the student-athlete learn the two of you do have at least one thing in common -- a desire to see the student-athlete succeed in the classroom.

3. **Get to know your student-athlete.** In what sport does she/he compete? What position does he play? Where is his/her hometown? If he/she is new to Columbia, are they adapting to their new home easily? These questions and others that will come naturally, help you in two ways: you will get acquainted with the student-athlete(s) for whom you are an academic mentor as well as open the lines of communication between the two of you. It is also a good idea to ask questions about their academic life. This shows your interest in them as a student and not merely as an athlete. It is amazing how much more can be accomplished in the session if the student-athlete feels you are interested in him/her as a person and that he/she is not just a jersey number. If you are a fan, do not be one during the session.

4. **Take time to assess the student-athlete's situation in their courses.** You will want to determine whether or not the student-athlete is in need of remedial assistance as opposed to more advanced tutoring in the abstract ideas presented in the course.

- **Help the student-athlete to set goals for the semester**. Does he or she need intensive assisting to organize their daily schedule or assistance to improve his or her grade from a "B" to an "A?"

Remember that, as an academic mentor, you are in many ways a cheerleader for the student-athletes with whom you are working. You should always encourage them to strive for their best effort.

Helpful Links

Academics

- www.easybib.com
  - Guides students through MLA citations
- http://www.housing.sc.edu/rli/rliresources.asp
  - University of South Carolina: Academic Success Resources
- http://www.cas.sc.edu/ENGL/fye/students/index.html
  - The USC's Student's Guide to First Year English
- http://owl.english.purdue.edu/owl/resource/557/01/
  - Purdue University site with easy to understand guidelines for citing resources in MLA style
  - Scroll to the bottom of the page for links to citing specific resources

Others

- www.nextbus.com
  - Tracks USC bus system in real-time, useful for planning session times
- http://www.sc.edu/cgi-bin/uscmap/overview.cgi
  - Map of USC campus
- https://blackboard.sc.edu
  - Enrichment Services will utilize Blackboard for announcements, important documents, etc

Common Academic Mentor Concerns
NCAA Rules

Role of Athletics Compliance

South Carolina is committed and obligated to the principle of institutional control in operating its athletics program in a manner that is consistent with the letter and the spirit of NCAA, SEC and USC rules and regulations. The NCAA Principle of Institutional Responsibility for the conduct of its intercollegiate athletics program includes responsibility for the actions of its staff members and for the actions of any other individual or organization engaged in activities promoting the athletics' interests of the institution.

The Athletics Compliance Office works to identify and reduce areas of risk within the athletics program that could negatively impact the University. If a problem arises, it is the responsibility of the Athletics Compliance Office to determine how the problem occurred, how it could have been prevented and how to reduce the chances of it occurring in the future.

The NCAA holds each member institution responsible for the conduct and control of its athletics program and all individuals associated with the program. Therefore compliance is everyone's responsibility.

The two main functions of the Athletics Compliance Office are to educate and to monitor. The compliance staff meets regularly with coaches and student-athletes to provide information and materials on the application of the complexities of the NCAA Bylaws, and at the same time provides as much information as possible to the University Community. The staff also monitors functions of the athletics department that are governed by NCAA and SEC legislation.

The compliance office offers a service to coaches and athletics staff members by identifying areas of vulnerability and implementing systems that will reduce the risk of violations within each program. In delivering this service, each person in the compliance office has agreed to be courteous and respectful. In an effort to be accessible, there will be someone present in the compliance office Monday - Friday from 8 am until 5:00 pm. When the office is closed, compliance personnel will be accessible by email and cell phone.

How Compliance Impacts Me as a Academic Mentor

If any employee of the athletics program [coaches, professors, tutors, teaching assistants, student managers, student trainers and staff] knows of any violations of NCAA or SEC regulations, he or she is obligated to report that violation to either the Assistant Director of Athletics for Compliance, Faculty Athletics Representative or the Director of Athletics. All employees are required to cooperate with compliance office personnel in the event of an investigation into alleged violations.

Specifically, it is a violation of NCAA Bylaw 10.1 Unethical Conduct if you do any of the following:

- Refuse to furnish information relevant to an investigation of a possible violation of an NCAA regulation when requested to do so by the NCAA or University of South Carolina;

- Knowingly arrange for fraudulent academic credit or false transcripts for a prospect or enrolled student-athlete;

- Knowingly offer or provide a prospective or enrolled student-athlete an improper inducement or extra benefit or improper financial aid;

- Knowingly furnish the NCAA or University of South Carolina false or misleading information concerning your involvement in or knowledge of matters relevant to a possible violation of an NCAA regulations; or

- Receive benefits by an institutional staff member for facilitating or arranging a meeting between a student-athlete and an agent, financial advisor or a representative of an agent or advisor (e.g., "runner").

Additionally, as a staff member of the athletics department, NCAA Bylaw 10.3 Sports Wagering Activities precludes you from knowingly participating in any gambling activities, including:

- Providing information to individuals in organized gambling activities concerning University of South Carolina's athletics competition;
- Soliciting a bet on any intercollegiate team;
- Accepting a bet on any team representing the institution;
- Soliciting or accepting a bet on any intercollegiate competition for any item (e.g., cash, shirt, dinner) that has tangible value; or
- Participating in any gambling activity that involves intercollegiate athletics or professional athletics, through a bookmaker, a parlay card or any other method employed by organized gambling.

Extra Benefits

A big area of concern is extra benefits. An extra benefit is any special arrangement provided to a student-athlete or the student-athlete relatives or friends not expressly authorized by NCAA legislation. [Bylaw 16.02.3] If you would not give something to every one of the 25,000 students at University of South Carolina, **DO NOT** give it to a student-athlete. Providing an extra benefit will jeopardize the student-athlete's ability to compete for University of South Carolina and will be cause for your termination.

Some examples of extra benefits include, but are not limited to, the following:

- Cash;
- An employment arrangement for a prospect's relatives;
- Gift of clothing or equipment;
- Co-signing of loans or posting bond;
- Any tangible items;
- Free or reduced-cost services, rentals, or merchandise of any type;
- Free or reduced-cost housing, including opportunity to "house sit";
- The use of washer and dryer;
- Free summer storage;
- Promising employment after college graduation;
- Telephone card to make free long distance calls;
- Meal at a restaurant or country clubs;
- Entertainment services, (e.g., movie tickets, use of an auto, admission to professional athletics contests or a trip to a postseason football game);
- Transportation (ride home or to class) even if student-athlete reimburses for gas;
- Athletics equipment or supplies, (e.g., tennis racquets, golf clubs, polo shirts; running shoes);
- Assistance in payment of bills (e.g., utility bills, rent, auto);
- Sell or arrange to sell muscle-building supplements; or
- Wedding gifts, birthday gifts, anniversary gifts and graduation gifts;

NCAA member institutions are mandated by Bylaw 16.3.1.1 to provide Academic Counseling and Support Services to its student-athletes.

Such counseling and tutoring services may be provided by the department of athletics or through the institution's non-athletics student support services. In addition, an institution may finance other academic and support services that the institution, at its discretion, determines to be appropriate and necessary for the academic success of its student-athletes, including, but not limited to, the following:

(a) Tutoring expenses;

(b) Drug-rehabilitation program expenses;

(c) Counseling expenses related to the treatment of eating disorders;

(d) On-campus student development and career counseling (including the provision of related materials of little or no commercial value to student-athletes) utilizing outside resources;

(e) Future professional athletics career counseling from an institution's professional sports counseling panel (see Bylaw 12.3.4);

(f) Actual and necessary expenses to attend proceedings conducted by the institution, its athletics conference or the NCAA that relate to the student-athlete's eligibility to participate in intercollegiate athletics or legal proceedings that result from the student-athlete's involvement in athletics practice or competitive events. The cost of legal representation in such proceedings also may be provided by the institution (or a representative of its athletics interests);

(g) Use of computers and typewriters. Use of institutionally owned computers and typewriters on a check-out and retrieval basis; however, typing/word processing/editing services or costs may not be provided, even if typed reports and other papers are a requirement of a course in which a student-athlete is enrolled;

(h) Use of copy machines, fax machines and the Internet, including related long-distance charge, provided the use is for purposes related to the completion of required academic course work;

(i) Course supplies (e.g., calculators, art supplies, computer disks, subscriptions), provided such course supplies are required of all students in the course and specified in the institution's catalog or course syllabus;

(j) Cost of a field trip, provided the field trip is required of all students in the course and the fee for such trips is specified in the institution's catalog; and

(k) Non-electronic day planners.

Bylaw 16.3.1.2 Champs/Life Skills Programs requires Member institutions to conduct NCAA Champs/Life Skills programs (or an equivalent program) on its campus. ~~(~~These activities are administered by academic services and monitored and regulated by the compliance office.

If you have any questions about compliance or need an interpretation of an NCAA or SEC regulation, please do not hesitate to call the Compliance office at the University of South Carolina.

University of South Carolina *Academic Mentor Statement*

Office of Athletics Compliance

This statement must be signed by you at the beginning of each academic year and returned to the Carolina Academic Resources and Enrichment Services (CARES) office. This statement must be signed in order to begin and to continue to tutor for the athletics department.

ACADEMIC FRAUD STATEMENT

As a tutor employed by the University of South Carolina, I am permitted to tutor and assist student-athletes in their understanding of coursework, concepts and applications, and preparation for test taking. **I am not to do the class assignments, papers, typing, or other course related work for the student-athlete.** If I have knowledge (past or present) of a student-athlete who is submitting work that is not his/her own, I understand that it is my responsibility under the terms of employment with the University of South Carolina Department of Athletics to report this activity to the Associate Athletic Director for Student-Athlete Support Services and/or the Office of Athletic Compliance.

The Academic Responsibility Code in the Carolina Community, USC Columbia Student Handbook and Policy Guide outlines the procedure for academic infractions. Giving or receiving assistance to student-athletes for submitted coursework that is not appropriately cited could be treated with the same severity as cheating or plagiarism and result in suspension, expulsion or termination. This action may also jeopardize the eligibility of the student-athlete.

I agree that I will not/have not disclosed to any party information regarding a student-athlete's academic progress or information regarding coursework and/or tutoring session, except to authorized institutional representatives.

GAMBLING STATEMENT

I will not/have not solicited or accepted a bet on any intercollegiate competition for any item (e.g. cash, shirt, dinner) that has tangible value. I will not provide information concerning intercollegiate athletic competition to individuals involved in gambling activities.

EXTRA BENFITS STATMENT

I agree that I will not or have not provided a student-athlete or a student-athlete's relatives or friends any benefit that is not authorized by the NCAA legislation. I understand that it is my responsibility to report this activity to the Academic Enrichment Center or the Compliance Office.

SEXUAL HARASSMENT

Unwelcome behavior of a sexual nature that relates to gender or sexual identity of an individual and that has the purpose or effect of creating an intimidating or hostile environment of study, work or social living will not be tolerated. Please refer to the USC website www.sc.edu for complete information on the University's policy.

As an employee of USC you are entitled to a harassment free environment. Please report any instances of harassment to the Director of Academic Support or the Faculty Athletics Representative (FAR).

By signing below, I certify that I have read and fully understand the above information. To the best of my knowledge, I will/have comply with applicable NCAA, SEC and USC rules and regulations as a tutor for the Department of Athletics.

_____	_____	_____
NAME (Print)	Signature	Date

Enrichment Services

Statement of Professionalism

As an employee of University of South Carolina's Athletics Department, you must conduct yourself in a professional and ethical manner. This includes, but is not limited to:

- Dress – appropriate casual attire; **NO** tight clothing, low-cut or midriff shirts, clothing that reveals undergarments, short skirts or shorts, or any other inappropriate clothing.
- Contact – tutors/mentors and student-athletes are not permitted to contact each other outside of scheduled sessions; all communication must go through the Advisor, Tutor/Mentor Coordinator, or Enrichment Services Assistant
- Timeliness – arrive for appointments at least 5 minutes early.
- **Absolute** confidentiality -- refer to *Confidentiality Agreement.*
- Tutoring/Mentoring techniques – promote independent learning and foster effective study habits.
- Academic integrity – maintain academic integrity at all times, and immediately report any academic dishonesty that you witness. Refer to *Academic Integrity Agreement*.
- Paperwork – fully complete appropriate paperwork, such as session feedback forms and timesheets, in a timely manner.
- Communication – notify the Tutor/Mentor Coordinator and Advisor immediately if you will be late/absent for a scheduled session. Notify an AEC staff member **immediately** if any serious issues arise.
- A tutor/mentor should **NEVER** do any of the following:
    - Socialize with student-athletes outside of the AEC while employed as a tutor/mentor
    - Communicate with student-athletes through call, text, email, Facebook, etc
    - Arrange to meet a student-athlete outside of the AEC without prior approval from the student-athlete's Athletic Academic Advisor.
    - Provide **any** kind of service to student-athletes per NCAA and SEC guidelines, including but not limited to: providing them with transportation, giving them any amount of money, typing their papers, and buying them meals.
    - Prepare the student-athlete's work for him/her.
    - Sit at the computer during a session (the tutee should be at the computer; the tutor/specialist should be behind or next to the tutee).
    - Allow the student-athlete to engage in non-academic activity during a session.
    - Contact the student's instructors.
    - Have a personal or dual relationship with the student-athlete with whom you are working, without prior consent or knowledge of the Tutor/Mentor Coordinator. **Dating a student-athlete is strictly prohibited while you are a tutor/mentor

I have read and understand the statements that have been outlined above. I understand that my employment may be terminated for misconduct related to each and any of the guidelines.

_____ _____

Signature Date

_____

Printed Name

Enrichment Services

Confidentiality Agreement

This is a confidentiality agreement between the University of South Carolina's Athletics Department and

_____(Employee).

Employee acknowledges that Employee will acquire information about certain people, situations, and potential violations that are confidential to USC and which information is the exclusive property of USC. Employee will not reveal information gained through this position, including, but not limited to, student identity, student identification number, academic schedule, academic grades, academic eligibility information, tutorial progress reports, faculty academic progress reports, information regarding a disability, and any other personal information a student shares. (*Information is deemed confidential whether it exists in writing or is the result of a conversation.) Employee also will not share this information within the Athletics Department, unless so required by the position. This agreement will extend beyond the time of employment.

Employee must also adhere to the Family Educational Rights and Privacy Act (Buckley Amendment), which stipulates that the University and its employees must "limit disclosure to others of personally identifiable information from education records without students' written prior consent."

If any information is revealed, USC may terminate Employee and Employee will be held liable for any legal ramifications that result from such disclosures.

_____ _____

Employee Signature Date

_____ _____

Athletics Department Representative Date

Enrichment Services

Academic Integrity Agreement

Academic Integrity (http://www.sc.edu/academicintegrity/honorcode.html)
The Carolinian Creed and the Honor Code are designed, in part, to ensure the principle of academic honesty is upheld. As a tutor/mentor, you are making a commitment to stop and/or report any academic dishonesty you may witness. We ask that you set an example for the student-athletes to follow. Conduct that violates the Honor Code includes, but is not limited to, the following:

- Giving or receiving unauthorized assistance, or attempting to give or receive such assistance, in connection with the performance of any academic work.

1. Unauthorized use of materials or information or the unauthorized use of any electronic or mechanical device in connection with the completion of any academic work.
2. Access to the contents of any test or examination or the purchase, sale, or theft of any test or examination prior to its administration.
3. Use of another person's work or ideas without proper acknowledgment of source.
4. Intentional misrepresentation by word or action of any situation of fact, or intentional omission of material fact, so as to mislead any person in connection with any academic work (including, without limitation, the scheduling, completion, performance, or submission of any such work).
5. Offering or giving any favor or thing of value for the purpose of influencing improperly a grade or other evaluation of a student in an academic program.
6. Conduct intended to interfere with an instructor's ability to evaluate accurately a student's competency or performance in an academic program.

Academic Issues
The NCAA strictly prohibits any institutional staff member (e.g., coach, professor, tutor, teaching assistant, student manager, student trainer) from completing coursework for student-athletes. This prohibition includes, but is not limited to, the following:

- Completing homework or coursework for a student-athlete.
- Allowing student-athletes to copy your homework.
- Typing or writing a paper and/or an assignment for a student-athlete.
- Providing answers to take-home exams or quizzes.
- Sitting in or taking notes and/or an exam for a student-athlete.
- Copy or fax information, notes or assignments for student-athletes.

NCAA Violation
Academic fraud becomes a violation of NCAA ethical conduct legislation when:

- A staff member knowingly is involved in arranging fraudulent academic credit or false transcripts for a prospective or enrolled student-athletes, regardless of whether the institutional staff member acted alone or in concert with the prospective or enrolled student-athlete.
- A student-athlete, acting alone or in concert with others, knowingly becomes involved in arranging fraudulent academic credit or false transcripts, regardless of whether such conduct results in an erroneous declaration of eligibility.
- If a student-athlete commits an academic offense (e.g., cheating on a test, plagiarism on a term paper) with no involvement of an institutional staff member, the institution is not required to report a violation of Bylaw 10.1-(b), unless the academic offense results in an erroneous declaration of eligibility and the student-athlete subsequently competes for the institution.

*****IF YOU ARE UNSURE ABOUT ANYTHING, ASK FIRST!!!!*****

I have read and understand the information above. I understand that my employment may be terminated for misconduct related to each and any of these issues.

_____	_____	_____
Print	Signature	Date

Dodie Anderson Academic Enrichment Center for Student-Athletes

Enrichment Services
Subject Tutor Handbook

Academic Year
2012-2013

Athletic Department
Dodie Anderson Academic Enrichment Center
Columbia, South Carolina 29208

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University of South Carolina
2012-2013 AEC Staff Directory

Enrichment Services Staff

Karen Neff Learning Specialist & Tutor Coordinator	Office 221	777-1424	kneff@sc.edu
Bryanna Nelson Learning Specialist & Mentor Coordinator	Office 219	777-5495	bnelson@sc.edu
Jennifer Sturm Assistant Director, Coordinator of Learning Enhancement Programs	Office 225	777-9228	jsturm@sc.edu
Rita Burns Enrichment Services Assistant	2nd Floor Desk	777-5133	aeces@mailbox.sc.edu

****For All Payroll Issues Contact Rita Burns at aeces@mailbox.sc.edu****

Advisors

Steve Bondurant Academic Advisor *Baseball, Men's Soccer, & Volleyball*	Office 326	777-2862	stbondur@mailbox.sc.edu
Rob Campbell Associate Director, Academic Advisor *Women's Soccer, Softball, & Equestrian*	Office 327	777-6277	rhcamp01@sc.edu
Al Daniel Academic Advisor *Men's Basketball & Golf*	Office 324	777-8065	alfredd@sc.edu
Katie Ethridge Associate Director, Academic Advisor *Football & Women's Tennis*	Office 314	777-0319	ethridge@sc.edu
Maria Hickman Director of Academics Academic Advisor *Football*	Office 315	777-6321	mhickman@sc.edu
Maulies Pettaway Academic Advisor *Track & Field*	Office 325	777-1089	pettaway@sc.edu
Lynn Smith Academic Advisor *Women's Basketball & Swimming & Diving*	Office 323	777-8704	slsmith@mailbox.sc.edu
Paul Stoltzfus Academic Advisor *Football & Men's Tennis*	Office 312	777-5126	pauls@sc.edu

Administration

Raymond Harrison Associate Athletic Director for Academics & Student Support Services	Office 317	777-8521	raymondh@sc.edu
Ros Isaac Administrative Assistant & Payroll Coordinator	Office 316	777-8521	risaac@sc.edu

Dear Subject Tutors:

Welcome to the staff of the Dodie Anderson Academic Enrichment Center for Student-Athletes. As a staff member, you will play an important role in the development of South Carolina student-athletes. Not only will you assist student-athletes in a mentoring role, but you will assist them in developing the skills necessary to be academically successful throughout their entire career at Carolina.

Student-athletes are no different than the traditional students on the Carolina campus; however, the time demands of college athletics place an additional burden upon student-athletes. In addition, requirements such as NCAA and Southeastern Conference eligibility standards add to the burden. The AEC staff provides a variety of services, all of which focus upon the goals of retention and graduation. As an academic mentor, you will function as an integral part of the total academic support program. Throughout your experience with the AEC, we ask that you respect all facets of professionalism, confidentiality, and academic integrity, and adhere to the rules and regulations stipulated in this manual. Your positive, professional relationship with student-athletes is fundamental to the success of this program.

To function as an effective subject tutor, you must be able to relate to the student-athlete in a variety of areas. As time progresses, the aim of the program will be to assist the student-athletes in meeting their goals, including becoming alumni of Carolina. Not only will you see the student-athletes progress, but we are confident that you will experience a sense of growth and satisfaction from your interaction with student-athletes.

Once again, welcome to the AEC staff. We are looking forward to working with you during the 2012-2013 academic years. Be assured, you will receive the support of the professional staff in all endeavors. If you have concerns or questions, please contact one of the professional staff members and every effort will be made to find a solution.

Sincerely,

Jennifer Sturm
Assistant Director & Coordinator of Learning Enhancement Programs

Bryanna Nelson
Learning Specialist & Mentor Coordinator

Karen Neff
Learning Specialist & Tutor Coordinator

Rita Burns
Enrichment Services Assistant

2012-2013 Tutor Training Requirements

Mandatory Fall Training Sessions

Mandatory	Compliance Check	10/22/2012-11/2/2012	ONLINE-**Due by 5pm 11/2**
In addition, select TWO of the following training sessions to attend:			
#1	Advisor Panel	Wednesday, 9/12/2012	4:00-5:00pm
#2	Writing*	Wednesday, 9/19/2012	6:00-7:00pm
#3	Writing*	Friday, 9/21/2012	4:00-5:00pm
#4	Session Structure	Tuesday, 10/2/2012	5:00-6:00pm
#5	Math & Science	Thursday, 10/11/2012	7:00-8:00pm

*The *Writing* training is **mandatory** for any tutor who lists any English course in their profile on GradesFirst. English tutors are required to attend either training #2 **OR** training #3. This will count as one of the two required training sessions.

Mandatory Spring Training Sessions

Mandatory	Compliance Check	1/28/2013-2/8/2013	ONLINE-**Due by 5pm 2/8**
In addition, select ONE of the following training sessions to attend:			
#1	Motivation	Wednesday, 2/20/2013	4:00pm
#2	Tests	Thursday, 2/28/2013	6:00pm

*Tutors hired in the spring semester who list any English course in their profile are ***required*** to complete a writing training ***in addition*** to the requirements listed above. The dates and times for the writing training will be distributed at the beginning of the spring semester.

Compliance Checks

NCAA Compliance rules and regulations for tutors are covered during orientation. During both the fall and spring semesters a ***mandatory*** compliance check is administered on Blackboard to review the information covered and provide updates on any new information. Each compliance check is open for a two week time frame on Blackboard and can be completed at the tutor's convenience.

Training Sessions

Training sessions are part of the required continuing education program for Academic Enrichment Center (AEC) tutors. Tutors are required to complete **two** training sessions in the fall semester and **one** training session in the spring semester in addition to the compliance check. **Orientation and the compliance check do not count as training sessions.** Topics are selected based on observed needs and previous requests. Tutors are welcome to submit requests for training topics to a member of the Enrichment Services staff if training in a particular area is desired.

All trainings will take place in the ***3rd Floor Quiet Study Room* of the AEC unless otherwise noted. Dates are subject to change. Date and location changes will be announced via email.**

Mission of the Academic Enrichment Center

The Academic Enrichment Center, in alignment with the University and Athletics Department missions, aims to build relationships that empower and inspire a diverse group of student-athletes through education, community service, and professional development, to achieve graduation, attain career goals, and appreciate lifelong learning.

Subject Tutor Overview

The primary goal of the Enrichment Services Program is to enhance students' study skills, as well as to assist them in specific content areas. The Tutor Program provides subject-specific assistance to student-athletes as a supplement to the classroom learning experience. The primary responsibility of a tutor is to understand and clearly communicate course content and study skills to the tutees. One-on-one and group tutoring is available in a broad array of courses. Tutoring sessions are held throughout the day and evening, Sunday through Friday. Subject tutors are required to display a high level of academic integrity.

Subject Tutor Qualifications

University of South Carolina undergraduate, graduate, and doctoral students are eligible to apply for tutor positions within the Athletic Department. In addition, community members with specific expertise are also eligible to apply. All candidates must fulfill the following guidelines in order to be considered for a position as a subject tutor:

- Submit complete application packet including an unofficial transcript or resume.
- Maintain minimum of a 3.2 overall GPA for undergraduate and graduate students.
- Maintain minimum of a 3.5 GPA in specific courses tutored.
- Possess strong communication skills and the ability to relate to students of diverse academic backgrounds.
- Show commitment to AEC, University of South Carolina, Southeastern Conference, and NCAA standards.

Subject Tutor Hiring Procedures

All hiring is done by the Tutor Coordinator.
The hiring procedure is as follows:

Step 1: Completion and submission of tutor application, including a copy of an unofficial transcript (students) or resume (community members).

Step 2: Interview with the Tutor Coordinator.

Step 3: Completion and submission of two recommendation forms completed by academic or professional references. Submission of a headshot photo to the Enrichment Services Assistant for the tutor's GradesFirst profile.

Step 4: Completion of all hiring forms and approval from the Payroll office and Graduate School or the International Office (if applicable). Please note that approval may not be granted to dual employees.

Step 5: Candidates will be given an orientation where standards will be verbally stated. A quiz will be administered after the orientation measuring each tutor's comprehension of the stated material.

Step 6: Tutors who do not already have a Carolina ID Card will need to obtain one from the Carolina Card Office located in the basement of the Russell House located on Green Street. Each student/faculty/staff member is provided one complimentary Carolina Card. Replacements can be obtained for a $35 fee. Non-student employees should verify that their hiring paperwork has been processed before obtaining a Carolina Card by successfully logging into VIP. All employees should bring a driver's license, passport, OR military ID with them to verify their identity when requesting a Carolina Card.

Subject Tutor Characteristics, Duties, and Responsibilities

- Understand and effectively communicate subject matter to students.
- Maintain a copy of the course syllabus for each assigned student.
- Assist the student-athlete in accomplishing his or her weekly objectives as it pertains to the tutor's subject area.
- Provide feedback to advisors via in-person conversations, emails, phone calls, and session reports on GradesFirst.
- Provide motivation and study skills assistance.
- Assess academic needs in the tutor's subject area of expertise.
- Maintain accurate records of interaction with assigned student-athletes.
- Work in cooperation with the AEC staff.
- Attend and actively participate in required training sessions.
- Act professionally at all times.
- Maintain knowledge of USC's academic policies and requirements.
- Maintain knowledge of NCAA, SEC and USC policies, rules and regulations.
- Commit to the duties of tutoring.
- **PROPER CONDUCT, DRESS, TIMELINESS AND PREPAREDNESS ARE REQUIRED AT ALL TIMES.**

Subject Tutor Sessions

- Tutor sessions are scheduled in GradesFirst. Once sessions are scheduled, GradesFirst sends an automated email to the tutor and student, notifying them of the scheduled dates and times of all sessions. Tutors must abide by this schedule.
- Tutor sessions my only occur in approved locations during approved hours.
- Tutor sessions must end promptly upon closing time.
- No session can last longer than two hours without prior approval.
- Tutor sessions cannot be modified or cancelled without the approval of the student-athlete's athletic academic advisor.
- Tutors and student-athletes are not permitted to contact each other outside of scheduled sessions. If a tutor must communicate with a student-athlete, all communication must go through the student's athletic academic advisor.

- Tutors are not guaranteed any minimum number of hours or appointments. Tutor appointments are filled based on need and availability.
- Tutors are paid per session (time worked) and not by the number of students in a session.

Confidentiality

Tutors are exposed to information that is confidential in nature throughout their time with the AEC. Trust is an essential element in the tutoring relationship and all tutors are expected to respect the privacy of the student-athletes. Under no circumstances should a tutor discuss student-athlete information provided to them within their role as a tutor, or any information encountered over the course of the semester regarding course grades or academic standing, with ***anyone*** other than the pertinent student-athlete or full-time AEC staff members.

Upon appointment as a subject tutor with the AEC, tutors are required to sign a Confidentiality Agreement. By signing this document, tutors affirm their adherence to all policies and procedures enumerated or referred to in this manual. Tutors also acknowledge any willful failure to follow these policies may result in termination of employment.

Communication

Communication is essential to any position, but especially when working as a team. Communicating with each student's athletic academic advisor is necessary to maintain a comprehensive approach to student-athlete academic support. This communication can take the form of phone calls and face-to-face meetings, but most importantly through completing the tutor session reports.

Tutors are encouraged to maintain good communication with the student-athletes during each session. It is important to assess the student's needs and address them as the tutor is able. Make sure to involve the student-athlete in his or her academic experience by asking for an evaluation of the teaching methods incorporated into each session. In general, the student-athlete is the best judge of his or her learning style; it is important to make an effort to tailor the teaching methods used in each session accordingly.

If a student-athlete needs help in an area in which the assigned tutor is not proficient, the tutor should notify the student's athletic academic advisor or the Tutor Coordinator to arrange for help in that area.

If the tutor thinks it would be beneficial for someone to contact the student-athlete's instructor, please inform the Tutor Coordinator or the student's athletic academic advisor. Tutors may **not** contact a student-athlete's instructor.

To facilitate open communication among all members of the Tutor Program, remember to contact the Tutor Coordinator with any problems or concerns regarding your specific tutor sessions.

In addition to providing informal feedback during a tutor session, it is required that subject tutors fill out the GradesFirst session report within three hours of the end of each session.

General Information & Expectations

- Serve as a role model for the student-athlete(s) in approaching personal academic work. Be a few minutes early for all appointments and ensure the appointment is constructive. Do not allow a student-athlete to wander around, interrupt another study session, engage in non-academic activity, or end the session because they report having no work to do. Go into every session with a plan, and these situations can be avoided.
- Tutor appointments are not an alternative to class attendance or the use of professors' office hours. Encourage the student-athlete(s) to attend every class on time, be attentive and work hard for the duration of the class period, and maintain frequent contact with their professor.
- Be directive. Get a copy of the student-athlete's course syllabus. Do not be afraid to require the student-athlete to have completed a certain amount of work by the next session. Make them show their written work. Suggest additional appointments if necessary.
- Hold the student-athlete accountable for his or her actions. Report all problems to the student-athlete's athletic academic advisor promptly.
- Be patient in both the student-athlete's ability to understand course material and their overall academic ability.
- Make the relationship as friendly as possible while trying to maintain as professional an atmosphere as possible.
- Tutors and student-athletes are expected to abide by the Carolinian Creed at all times. **Under no circumstance should a tutor complete any academic work for a student-athlete, including typing papers. Doing so is grounds for immediate dismissal.**
- Do not loan personal items to a student-athlete. Also, do not provide an "extra benefit" such as flash drives, regular meals, pens, pencils, etc. A simple way to eliminate any question on an "extra benefit" is to ask, "am I able and willing to provide this to all 25,000+ students on campus?" The above are violations of NCAA policy. Any questions regarding extra benefits or compliance should be directed to the Tutor Coordinator or Compliance Office for clarification.
- Some tutors serve as teaching assistants. Tutors should not tutor a student-athlete if they are the instructor for the student-athlete's course section. For example, if the tutor is teaching SOCY 101 section 001, and a student-athlete is enrolled in this section of the course, the tutor may NOT tutor this student for SOCY 101 section 001. Tutors in this situation should speak with their department chair for further clarification.

Enrichment Services Policies & Procedures

Tutor Orientation

- Tutors must attend an orientation meeting at which time they will be apprised of all University of South Carolina, Southeastern Conference and NCAA rules and regulations pertaining to working with student-athletes.
- Orientation must be completed each year for all new and returning tutors. Tutors will not receive tutor appointments until the tutor has successfully completed orientation.
- Tutors will be compensated for orientation at the designated hourly rate.

Tutor Training Requirements

- In addition to Orientation, Tutors must complete training requirements each semester.
    - Fall semester: Compliance check and two training sessions.
    - Spring semester: Compliance check and one training session.
        - Tutors hired in the spring semester that are eligible to tutor English courses, must complete the writing training in addition to the spring semester training requirements listed above.
- Training times will be announced at the beginning of each semester (see p. 5). The Enrichment Services staff is aware that many tutors have busy schedules, which is why mandatory training sessions are offered on various days and at multiple times.
- Failure to proactively communicate any conflicts that could prevent a tutor from attending the required number of training sessions each semester may result in termination. Communication after an unexcused absence at a training session is not acceptable.

Tutor Communication

- Tutors are responsible for checking email, GradesFirst, and Blackboard regularly. These are the primary methods in which the Enrichment Services Staff will communicate any important announcements or other information relevant to tutors within the AEC.
- Tutor sessions will be scheduled in advance through GradesFirst. Once sessions are scheduled, GradesFirst will send an automated email to the tutor and student, notifying them of the scheduled dates and times of all sessions. This email serves as official notification to the tutor that they have been matched with a student. Tutors must abide by this schedule and notify the Tutor Coordinator immediately if there is a conflict.
- **Tutor session times may not be changed or cancelled without prior approval of the appropriate athletic academic advisor.**
- Tutors are required to give notification to the athletic academic advisor AND Tutor Coordinator, **no later than 5pm the day before**, if cancellation of a session is necessary (see p. 17 *Tutor Absences and Cancellations*).
    - Habitual cancellations will result in termination

Blackboard

Various resources and announcements will be posted on Blackboard throughout the semester. Some of the resources include tips for effective tutoring while others will address commonly

encountered issues. The Compliance Check will be administered on Blackboard each semester and important announcements may be posted on Blackboard as well. Tutors are expected to check Blackboard frequently and refer to the provided resources.

Each tutor's Blackboard username and password are the same as his or her USC network username and password. The USC network username and password combination controls login access to most USC college or departmental networks, campus computer labs, as well as the Blackboard system, University email and UTS Help system.

To obtain a USC network username and password, please follow these instructions:

- Login to VIP (https://vip.sc.edu).
- Click on the Technology link.
- Click on "Show Me Network Username." The assigned USC Network Username will be displayed and the user will be prompted to choose a password. The password must be typed twice in order to verify the password selection.
- Click on the SET PASSWORD button to set a new password. Allow a few minutes to pass before attempting to login to Blackboard again.

Password Restrictions

- Passwords are limited to 8-14 characters.
- Each password must be at least eight characters but not more than fourteen characters, cannot contain the username, and must meet at least three of the following:
    - One or more lowercase alphabetic characters (a-z)
    - One or more uppercase alphabetic characters (A-Z)
    - One or more numeric characters (0-9)
    - One or more special characters (!@#$%^&*-+= etc)

No Contact Policy

Tutors are expected to maintain a professional relationship with each student-athlete. To assist in maintaining this professionalism, **tutors are not permitted to contact student-athletes outside of scheduled sessions.** Tutors and student-athletes are not permitted to exchange phone numbers or email addresses, and are not permitted to call, text, or email each other. Tutors and student-athletes may not engage in communication on Facebook, Twitter, or in person outside of the AEC. This applies to all student-athletes, not merely the tutees presently assigned to the tutor. Communication must go through the student-athlete's advisor or the Tutor Coordinator. This is a zero tolerance policy. Violation of this policy is cause for immediate termination.

Tutors who have prior relationships with any student-athletes are expected to proactively report these relationships directly to the Tutor Coordinator in writing. Tutors will not be assigned to these students.

Tutor Sessions

- Tutor sessions are scheduled in GradesFirst. Once sessions are scheduled, GradesFirst sends an automated email to the tutor and student, notifying them of the scheduled dates and times of all sessions. Tutors must abide by this schedule.
- Tutors will arrive at least 5 minutes prior to the session.

    - Each tutor should sign in on the log located at the front desk of the AEC when arriving for a tutor appointment.
    - After signing in, pick up an Enrichment Services badge to wear while present in the AEC. The badge should be visible on the tutor the entire time the tutor is present at the AEC.
    - Then proceed to the designated meeting place for the tutor appointment.
- If an AEC staff member is assigned to the designated meeting place, it is recommended that tutors check-in with the staff member to ensure the tutor and the student connect.
    - Ex. If the meeting place is at the second floor front desk, check-in with the Enrichment Services Assistant.
    - Ex. If the meeting place is outside the academic advisor's office, check-in with the advisor.
- After the appointment, the tutor should complete the GradesFirst Session report no later than three hours after the conclusion of the appointment.
- The tutor should sign out in the log at the front desk of the AEC and return the badge to the front desk of the AEC.

Group Sessions

- Group sessions are not common, but do occur.
- If a tutor is matched with more than one student in a session and the group becomes unmanageable, the tutor should notify the appropriate athletic academic advisor and the Tutor Coordinator.
- If a tutor is matched with more than one student and the tutor believes that the group session is not beneficial for all of the student-athletes involved, the tutor should notify the appropriate athletic academic advisor and the Tutor Coordinator.
- GradesFirst Session Reports
    - A report is generated for each student in a group tutoring session. If all students attend, a report should be filed for each individual student.
    - If no one attends a group session, then the tutor should file a no show report in GradesFirst for each absent student.
    - If one student in the group fails to show up for a scheduled session, conduct the session as normal and submit a GradesFirst session report for the student(s) in attendance. In addition, submit a no show report for the student who did not show up for a scheduled session.
        - Although the tutor will not be paid for the no show (since the appointment went on as scheduled), it is important that the AEC staff is notified of all student no-shows to hold everyone accountable to the same standards.

Skype Sessions

Beginning in the fall 2012 term, student-athletes can request a tutoring session via Skype if they are traveling with their team and are unable to attend a tutor appointment. All Skype tutoring requests will go through the advisor and Enrichment Services as do all regular tutor requests. Tutors will be notified if they have been requested for a Skype session and further information will be provided to the tutor at that time, including reference materials to assist the tutor in conducting the session. All Enrichment Services policies apply to Skype tutoring sessions unless the tutor is explicitly informed differently.

Locations

Tutor sessions take place in approved locations, during approved times:

- Dodie Anderson Academic Enrichment Center
  - Sunday 5-10pm
  - Monday-Thursday 8am-10pm
  - Friday 8am-5pm
- Thomas Cooper Library, during library hours of operation with **prior approval from an AEC staff member.**
- Tutors must receive **prior approval** from the Tutor Coordinator for permission to conduct any session outside of the approved locations and times.

Do not conduct tutor appointments outside scheduled times and locations without prior approval from the Tutor Coordinator

Length of Tutor Sessions

Tutoring sessions are limited to **two hours each** unless the student-athlete's advisor approves a longer period of time.

- The student-athlete must request approval to extend the session(s) beyond the two hour limit by communicating the request and reason for the request to his/her advisor; or
- The tutor may request an extension of the session(s) by contacting the student's academic advisor
- Additional time may be approved at the discretion of the advisor.
- Session extensions may be approved for a single session or for multiple sessions

Changes to Tutor Appointments

- The appropriate academic advisor or the Tutor Coordinator must approve any appointment changes. Students may not cancel or change appointment times.
- **Tutor session times may not be changed or cancelled without prior approval of the appropriate Academic Advisor.**
- Changes to appointments can be communicated in one or more of the following ways:
  - In person by the academic advisor
  - Via email by the academic advisor, Tutor Coordinator, or Enrichment Services Assistant
  - Via phone by the academic advisor, Tutor Coordinator, or Enrichment Services Assistant
- Tutors should always refer to their personal GradesFirst calendar or check with an AEC staff member if ever unsure of scheduled tutor appointment times.

Helping Students with Writing

The purpose of this policy is to protect student-athletes, tutors, and the University of South Carolina from accusations of academic fraud. Helping students with writing carries special risks for all concerned. Tutors should be experts in their subject areas, but are not expected to be trained writing instructors. The writing lab is an invaluable resource for help with writing skills. Anyone working with a student on a writing assignment should adhere to the following guidelines:

- As a general rule, tutors of non-English or writing subject matter should not help student-athletes with papers or writing assignments. Instead refer them to an English or writing tutor.
- Do not edit for writing. Tutors may make suggestions based on subject-specific matters, such as concept clarity, vocabulary, etc.
- Do not write on the student's paper.
- As much as possible, students should take their own notes on the feedback provided by a tutor.
- Avoid providing whole sentences and phrases.
- Use similar principals when helping a student use the computer. If, in the course of working with a student on subject matter issues, the student needs special help for that class, such as setting up spreadsheets, inserting a table, etc., the tutor may sit next to the student to instruct. **Under no circumstances should the tutor perform these operations.**

Textbook Requests

Tutors may find it helpful to have a copy of the student's textbook in order to prepare for tutor sessions. Tutors can request a textbook through the Tutor Coordinator using the following procedure:

- Obtain the textbook information during the first session with the student (title, author, edition, etc.). This information is usually located on the student's syllabus.
- Email the textbook information to the Tutor Coordinator in order to request the book.
- The Tutor Coordinator will obtain the textbook by locating it in the AEC book supply room or ordering it from the bookstore.
- The tutor will be notified by the Tutor Coordinator once the book has been obtained in order to schedule a time for the tutor to pick up the book.
- All textbooks are due back at the end of each semester by 5pm on the last day of final exams to the Tutor Coordinator.

Parking & Transportation

All tutors are encouraged to use the Carolina Shuttle whenever possible. Tutors should explore their parking options well in advance of their first appointment. The Enrichment Services staff realizes that the parking situation is not ideal. ***Please plan ahead and do not let parking cause tardiness to tutor appointments.*** For the most thorough and accurate information regarding on-campus parking, please visit the Parking Services website: http://www.sc.edu/vmps/park.html.

Shuttle Transportation

All employees are encouraged to use the Carolina Shuttle whenever possible. The Shuttle is free for all students, faculty and staff. The ***Green Shuttle*** route stops right out front of the AEC. The ***Yellow Shuttle*** route stops one block away from the AEC at Marion and Whaley. Please consider taking the Shuttle. Go to this website for maps, times and live information:
http://www.sc.edu/vmps/shuttle.html

Additionally, the Alpha Phi Omega (APO) Escort Service is available after 8pm. This service makes night travel safer by allowing students, faculty and staff to request a van to pick them up

and drop them off at any location on campus. This service can be requested by calling 777-DUCK (3825). If APO is unavailable, call 777-3351. For more information: http://www.sc.edu/vmps/shuttle.html

Student Employee Parking

All tutors who are students at the University of South Carolina and possess a decal to park ***anywhere*** on campus, may park in the Athletic Village Parking Garage adjacent to the Dodie. Tutors must park on floors 3-5.

Students who do not have a permit should take the Carolina Shuttle or explore free parking options. During the day, those without parking permits may parallel park on Marion Street with the flow of traffic on a first-come-first-serve basis for no charge. There is also some free parallel parking along Sumter Street as well. After 5pm, all employees can park in Athletic Village Parking Garage for no charge and without a permit.

Non-student Employee Parking

Faculty and staff (non-student employees) may choose to purchase a parking permit for the Athletic Village Garage adjacent to the Dodie for $55 per month from Parking Services, located at 1501 Pendleton Street on the ground level of the Pendleton Garage.

Non-student employees may also request a Z parking decal free of charge through Parking Services located at 1501 Pendleton Street on the ground level of the Pendleton Garage. Proof of employment (Carolina Card) is required in order to obtain this permit. If newly hired, request a letter from the Tutor Coordinator to verify employment and obtain the Z permit. Z permits allow the permit holder to park in lots designated as "Any Decal Parking" (AD) or "Faculty/Staff assigned" (FS). There are two AD lots, located about 1-2 blocks away from the AEC behind Bates and Benson. After 2pm and on the weekends, Z permit holders may park in any lot designated as a faculty/staff lot.

Employees who choose not to obtain a permit can explore non-permit parking options. During the day, those without parking permits may parallel park on Marion Street with the flow of traffic on a first-come-first-serve basis for no charge. There is some free parallel parking along Sumter Street as well. After 5pm, all employees can park in the Athletic Village Parking Garage for no charge and without a permit.

Student-Athlete Expectations

Student-athletes are expected to be on time for each tutoring session. In keeping with the University policy, tutors should wait at least 10 minutes for the student-athlete to arrive. Student-athletes are responsible for bringing all necessary materials and textbooks with them to their tutoring sessions. They are expected to be prepared for their sessions by working through the material and completing any reading assignments before meeting their tutor. At no time should a student-athlete construe a tutoring session as a substitute for class attendance, or as the only time spent on studying outside of the classroom.

Student-Athlete Tutor Session No Shows

- Tutors will be compensated for 30 minutes (0.5 hours) for any session missed by a student-athlete or cancelled without notifying the tutor at least five hours prior to the scheduled start of the appointment. If the session is scheduled for more than one hour of meeting time, the tutor will still only be paid for the first half-hour.
- Tutors will wait at least ten minutes for the student-athlete to arrive before completing a no-show session report on GradesFirst. The athletic academic advisor should be made aware of the no show immediately via phone or email. It is imperative to communicate this situation immediately with the AEC staff, so that is can be addressed in a manner to prevent no shows from becoming a consistent problem. After submitting the report and notifying the advisor, the tutor may leave.
- The following criteria constitute the submission of a student-athlete no show:
    - The student-athlete arrives more than 10 minutes late to a session.
    - The student-athlete arrives at a session completely unprepared (no books, notes, materials, etc.).
    - The student-athlete leaves the session without permission from the tutor and academic advisor.
    - Tutor receives notification of a cancellation less than five hours prior to the scheduled start of the session.
    - The student-athlete misses the session without giving any notice at all.
- If a student arrives at the session and informs the tutor that he or she has nothing to work on, **the student is not allowed to leave without permission from his or her athletic academic advisor or the advisor's assistant** (graduate assistant/intern).
    - First, the tutor should always have a conversation with the student to determine why he or she is saying that there is nothing to work on. Go through the student's objective sheet, syllabi, blackboard, etc.
    - If the student is still insistent that he or she has nothing to work on, the tutor should instruct the student that he or she cannot leave without permission and if he or she still chooses to leave it will be counted as a no show.
    - If the tutor has informed the student of the tutor's intention to file a no show report and the student decides to leave anyway, the tutor does not need to do anything else except submit the no show report as usual.
    - If the student does not leave, try to find anything to work on. Again, look over the objective sheet, syllabi, blackboard, etc. There is almost always reading or notes that can be covered. If the tutor remembers material covered in the previous session, quiz the student on that.
    - If there is absolutely nothing to do because the student is not prepared, find the student's advisor and let him or her know the student will be marked as a no show because the student is not prepared.
    - If the tutor and student are able to find something to work on, conduct the session as usual.
- If the tutor meets with a student and determines that he or she has completed all the work necessary for that session, **the TUTOR is allowed to end the session.** All sessions ending early must be determined by the student's athletic academic advisor or tutor. **If the tutor decides that a student can leave, the tutor is paid ONLY for the time the tutor and student met.** Tutors are not compensated for the full time of the session. Even

if a tutor meets with a student for 10 minutes and the tutor decides that is all that is necessary for the session, the tutor will only be paid for those 10 minutes. This is true for any session for which the above policy is not followed.

- **If a tutor is going to submit a no show for a student because the student wants to leave early, the tutor must always verbally inform the student that of the intention to file the no show report.**
- No Shows must be submitted within 3 hours of scheduled sessions.
- Repeated late submission of No Shows may result in termination.

Student-athletes are held accountable for "No Shows," and there are consequences for them. Please do NOT report a "No Show" for the following reasons:

- A rescheduled or canceled session with prior approval of the advisor and appropriate notice to the tutor (more than five hours in advance of the original appointment).
- An appointment that was cancelled with appropriate notice, but never removed from GradesFirst.
- A short appointment that took place, but the tutor decided to end the appointment early.
- A shortened appointment that ended early where the tutor did not verbally inform the student that his or her departure would result in a no show.

Anytime a no show report is filed when the student did arrive at the session, the tutor must verbalize to the student and the advisor the intention to file a no show report.

Group Session No Shows

- If no one attends a group session, then the tutor should file a no show report in GradesFirst for each absent student.
- If one student in the group fails to show up for a scheduled session, conduct the session as normal and submit a GradesFirst session report for the student(s) in attendance. In addition, submit a no show report for the student who did not show up for a scheduled session.
    - Although the tutor will not be paid for the no show (since the appointment went on as scheduled), it is important that the AEC staff is notified of all student no-shows to hold everyone accountable to the same standards.

Tutor Absences and Cancellations

Consistency is a crucial part of establishing rapport with assigned students. It is important to keep any absences to a minimum and to communicate those absences to both the athletic academic advisor and Tutor Coordinator in a timely manner.

Excused Absences

- Tutors should notify the student's academic advisor and the Tutor Coordinator as soon the tutor knows he or she will need to miss or reschedule a session. This allows all parties involved the time to plan accordingly whether that includes rescheduling the session with the tutor or finding another tutor to fill in
- As a minimum, tutors are required to give notification to the student's academic advisor and the Tutor Coordinator, no later than 5pm the day before a necessary cancellation.

- If an emergency arises and the tutor is unable to attend a session, contact the appropriate athletic academic advisor AND the Tutor Coordinator or Enrichment Services Assistant immediately by phone and then email.

Unexcused Tutor Absences

- Arriving more than 10 minutes late to the session.
- Canceling the session without notifying the athletic academic advisor AND Tutor Coordinator **by 5pm the day prior to the session.**
- Missing the session without giving any notice at all.
- Consequences
    - First Unexcused Absence: absence is recorded and the tutor is given a written warning.
    - Second Unexcused Absence: absence results in termination.

Note that repeated absences, excused or not, may result in termination or affect whether or not a tutor is rehired the following semester.

Subject Tutor & Program Evaluation

To ensure that competent subject tutors are retained, and to provide feedback leading to improved services, regular evaluation of subject tutors, by staff and student-athletes should be anticipated. Likewise, the subject tutors will have the opportunity to evaluate their experiences each semester.

- **Session Observations** – Each tutor will be observed and evaluated while conducting a session. This will occur at least once per academic year. See the Tutor Coordinator regarding specific evaluation criteria.
- **Student-Athlete Evaluations** – Student-athletes will be asked to evaluate their tutors once per semester. See the Tutor Coordinator regarding specific evaluation criteria.
- **Program Evaluations** – Tutors and mentors will be asked to evaluate the Enrichment Services Program at the end of each semester. See the Tutor Coordinator regarding specific evaluation criteria.

Tutors are appointed each semester. Tutoring demands vary each semester and a decline in the number of students taking courses in a tutor's particular academic area(s) can result in a reduction in tutoring hours.

Reasons for Dismissal

Dismissal of a subject tutor may be based on any of the following reasons:

- Academic misconduct
- Failure to maintain confidentiality
- Failure to maintain the highest standards of professionalism
- Failure to uphold the responsibilities and policies stated in this manual
- Habitual cancellations of sessions
- Repeated late submissions of GradesFirst Session Reports or No Shows
- Repeated late submissions of GradesFirst timesheets or ITAMS
- Unethical behavior that calls unfavorable attention to the tutor as a representative of the AEC

- Inaccurate record keeping; i.e. misrepresentation of time spent in tutor sessions or not turning in reporting forms
- Staff evaluation and/or recommendation
- Violations of University, Athletics Department, Southeastern Conference or NCAA rules
- Contacting a student-athlete outside of a scheduled session

Actions that will result in Immediate Termination:

- Contact with a student-athlete outside of a scheduled session
- Doing work for the student
- Violating rules and regulations of the NCAA, SEC, or University of South Carolina
- Repeated cancellations or tardiness without prior notice
- Contacting the instructors of the students assigned to the tutor
- Personal or dual relationships with the student-athlete assigned to the tutor without prior consent or knowledge of the Tutor Coordinator
- Any violation of confidentiality, professionalism, or academic integrity policies, per the signed agreements
- Falsifying a timesheet and/or purposefully neglecting reporting procedures

If an incident is not severe enough for an immediate dismissal, the following steps will be applied.

- First Offense: Tutors will be issued a written reprimand that will be recorded in their file.
- Second Offense: The tutor is recommended for termination; dismissal from the tutoring program will likely result.

In the event a tutor decides to quit, the tutor should give ample notification, preferably two weeks. If a tutor quits without giving two weeks' notice, the Enrichment Services staff will not be able to provide the tutor with a favorable recommendation.

Conditions for Rehire

Should a tutor remain in good standing throughout the semester and the tutor's expertise is still needed by the AEC, the tutor will be invited to return the following semester. The following constitutes good standing:

- Compliance with all policies and procedures outlined in this manual.
- Successful and timely completion of all training requirements.
- Timely and accurate submission of all ITAMS, GradesFirst information, and timesheets.
- Appropriate and respectful communication with all AEC staff members.
- Proper conduct during sessions.
- Proven commitment to the program's mission and goals.
- Positive evaluations by the AEC staff.

Each semester returning tutors must complete various steps to prepare for the upcoming semester:

- Notify the Tutor Coordinator of the tutor's intention to return as a tutor with the AEC.
- Submit an updated unofficial transcript to the Tutor Coordinator in order to verify eligibility for tutoring.

- Update tutoring courses on GradesFirst based on the previous academic semester.
- Submit availability for the upcoming semester on GradesFirst.
- Attend orientation (fall semester only).

Paperwork

Tutors are required to complete and process the following "paperwork":

- GradesFirst availability
- GradesFirst list of courses
- GradesFirst session reports
- GradesFirst timesheet
- ITAMS entries and approval
- Program evaluation survey at the end of each semester

GradesFirst Availability

Tutors must enter their availability for the entire semester prior to the start of each semester. Tutors should keep in mind the availability entered into GradesFirst should be reflective of their availability for the entire semester as most appointments are scheduled as repeating appointments. A tutor's availability should not fluctuate from week to week.

If a tutor's availability changes midway through the semester, the tutor should update their availability on GradesFirst. If the change in availability affects the tutor's previously scheduled tutor appointments, the tutor should also communicate this change in availability to the appropriate athletic academic advisor(s) and the Tutor Coordinator, so appointments can be cancelled or rescheduled.

To enter availability into GradesFirst:

- Login to GradesFirst using the assigned login and password.
- Click on the "Tutor Settings" tab on the homepage.
- Tutors should enter all days and times they are available to take appointments for the whole semester under the header "Times Available." Click on "Add Time." Tutors should be as liberal as possible to increase their chances of being matched with students.
- Sessions may occur during the normal operating hours of the Dodie Anderson Academic Enrichment Center which are:
    - Fall and Spring Semesters
        - Sunday 5-10pm
        - Monday-Thursday 8am-10pm
        - Friday 8am-5pm
        - Closed Saturday
    - May and Summer Sessions
        - Monday-Friday 8am-5pm
        - Closed Saturday and Sunday
- Do not adjust the time period when entering availability. The time period should default to the current semester—do not pick a different option.
- Tutors do not need to indicate a facility—there is only one option: the Dodie.
- Tutors can indicate a limit on the number of hours they would like to work. Enter that limit in the "Tutor's Preferred Hours" box (at the bottom of the screen). Tutors who have a strict limit on the number of hours they can work due to another job or internship on campus, must enter their limit in this box on their GradesFirst profile. Be sure to click "Save Tutor Settings" when finished.

GradesFirst List of Courses

Before a tutor can be matched with a student, the tutor needs to indicate which courses he or she is able to tutor on his or her profile in GradesFirst. GradesFirst can be accessed at the following website: https://gamecocksonline.gradesfirst.com/

- Login to GradesFirst using the assigned login and password.
- Click on the "Tutor Settings" tab on the homepage.
- Tutors should enter the courses they are qualified to tutor under the header "Courses Available to Teach." Select "Add Course."
    - Graduate student and community members may need to access the online USC course catalog via the sc.edu website in order to access course descriptions and appropriately assess which courses they are qualified to tutor.
    - Undergraduate students at USC must earn a B+ or higher in each course and feel comfortable with the material in order to add it to their profile.
- Tutors should enter any relevant comments to go along with the courses on their profile.
    - Ex. It is helpful to know if a tutor is qualified to tutor a book-based or computer-based PHIL110 Logic course.
    - Ex. It can be helpful to know if a course is in a tutor's major field of study or he or she was previously an SI leader.
    - Any information that may be helpful can be included in the comments section with each course.

GradesFirst Session Reports

Following ***each session,*** the tutor must complete an ***ONLINE evaluation*** of the session that documents the work performed during the session. **GradesFirst session reports are due within three hours of each appointment.** It is understandable that tutors may have several back to back appointments, class, or another job that may occasionally prevent the tutor from completing a report within the three-hour timeframe. If a tutor is unable to complete a report within three hours, he/she must e-mail the Enrichment Services Assistant with an explanation. Failure to submit reports on time may result in a delay in payment. Repeated failure to complete reports fully and in a timely fashion may result termination.

GradesFirst Session reports are important for academic advisors to track the progress of their students. They serve several purposes and should be completed with care. Reports are reviewed regularly by the academic advisor to monitor the student-athlete's progress in his or her class, as well as the student's behavior and conduct in tutor sessions. Therefore, tutors should fill out the form in its entirety.

Tutors should indicate any information they feel is pertinent regarding the general status of the student-athlete in their course. Be descriptive. If the student-athlete is having a problem with any aspect of a course or the material presented, this evaluation provides a format by which this situation may be communicated to the Tutor Coordinator and the student-athlete's athletic academic advisor. **If the student-athlete is having a difficult time with particular material, or if he or she is not taking adequate responsibility for his or her academic success, this should be noted on the tutor reports and reported to the academic advisor in person or via email.**

Throughout the semester the athletic academic advisors complete reports detailing the progress of their student-athletes. Included in these reports is pertinent information about the tutor sessions such as timeliness, grades, upcoming assignments, and attitudes. The tutor session reports are vital. **They are the most essential part of the tutor's responsibility to communicate with the AEC staff**. The tutors utilized most often are those who submit consistent and timely reports.

Session Reports can be accessed at https://gamecocksonline.gradesfirst.com/

GradesFirst Timesheets

GradesFirst timesheets can be accessed at https://gamecocksonline.gradesfirst.com/
Timesheets are due by **Sunday at midnight each week.** See the *Payroll* section for step-by-step instructions on how to correctly complete GradesFirst timesheets each week (begins on page 24).

ITAMS Entries & Approvals

ITAMS can be accessed at https://itams.csd.sc.edu/ It is recommended that tutors bookmark this site. Hours must be entered into ITAMS by **Sunday at midnight every week.** Tutors are allowed to add 15 minutes (0.25 hours) of preparation time onto their ITAMS timesheet for each week worked. This addition is for each week, not each appointment. Preparation time cannot be added to a week in which a tutor did not have any appointments scheduled. Please see the Payroll section for step-by-step instructions on how to correctly complete ITAMS entries each week.

Payroll (both GradesFirst Payroll and ITAMS) is due every Sunday by midnight. Submitting late timesheets will delay the processing of paychecks and could result in the termination of employment. ***There is a three strike policy in place for late timesheets. After the third late timesheet, tutors will be required to meet with the Tutor Coordinator to determine an appropriate course of action.***

Program Evaluations

Program evaluations are usually accessible through Survey Monkey toward the end of each semester. Tutors will be notified by the Tutor Coordinator via email once the evaluation is available. Tutors are usually given about two weeks to complete the anonymous evaluation. Please take the time to provide thoughtful feedback on the evaluation as it helps the Enrichment Services staff to continue to improve the Enrichment Services Program. This is the only formal evaluation, but feedback from tutors is welcome throughout the semester.

Payroll

There are ***three*** steps to the payroll procedure for tutors and all three must be completed ON TIME and accurately each week to receive payment for work.

1. Complete all session reports within three hours of the session. Only sessions with a completed session report will show up on the GradesFirst timesheet for payment.
2. Submit the GradesFirst timesheet by Sunday at midnight each week.
3. Submit the ITAMS timesheet by Sunday at midnight each week

Below are step-by-step instructions, with photo examples, as a guide through the process.

STEP 1—Complete GradesFirst session reports

Under the TUTOR INFO tab--Select the appropriate appointment in order to file a report.

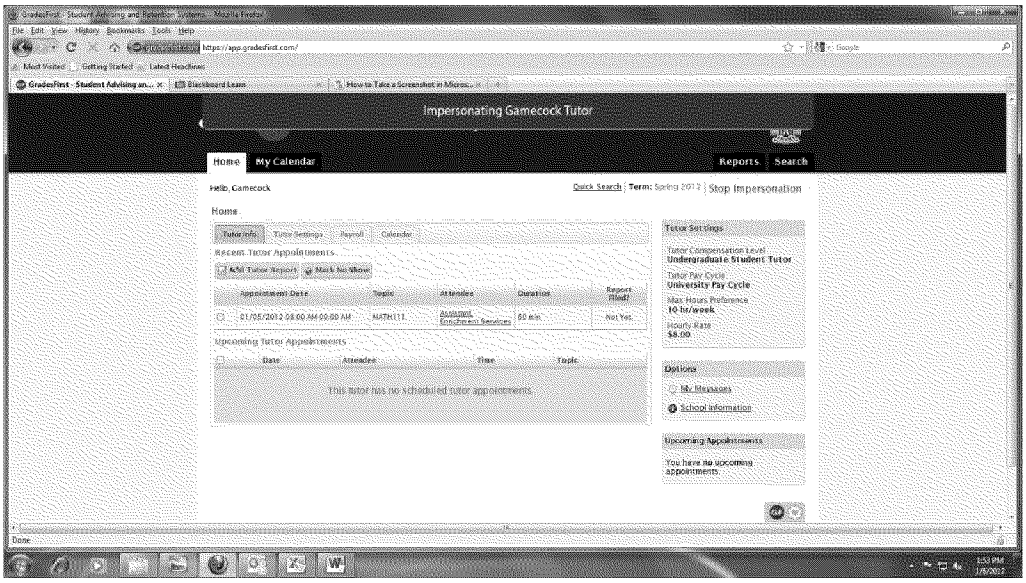

Complete the report and save. Remember to check and double check everything because once the report is submitted, tutors cannot go back in and edit reports. If a reporting error needs to be corrected, email aeces@mailbox.sc.edu, so the Enrichment Services Assistant can make the appropriate changes for you.

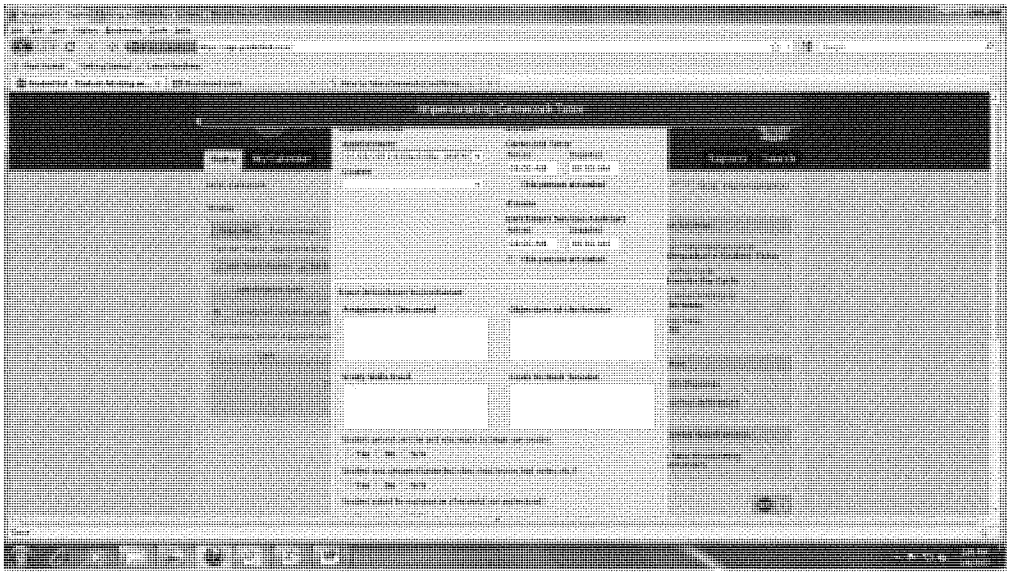

STEP 2—Submit GradesFirst timesheet by SUNDAY AT MIDNIGHT

Click on the PAYROLL tab on the GradesFirst homepage. Pay periods that need to be submitted are located at the top and pay periods that have already submitted are located below. Select the appropriate pay period(s), double check that the hours are correct, and then click SUBMIT PAY PERIOD.

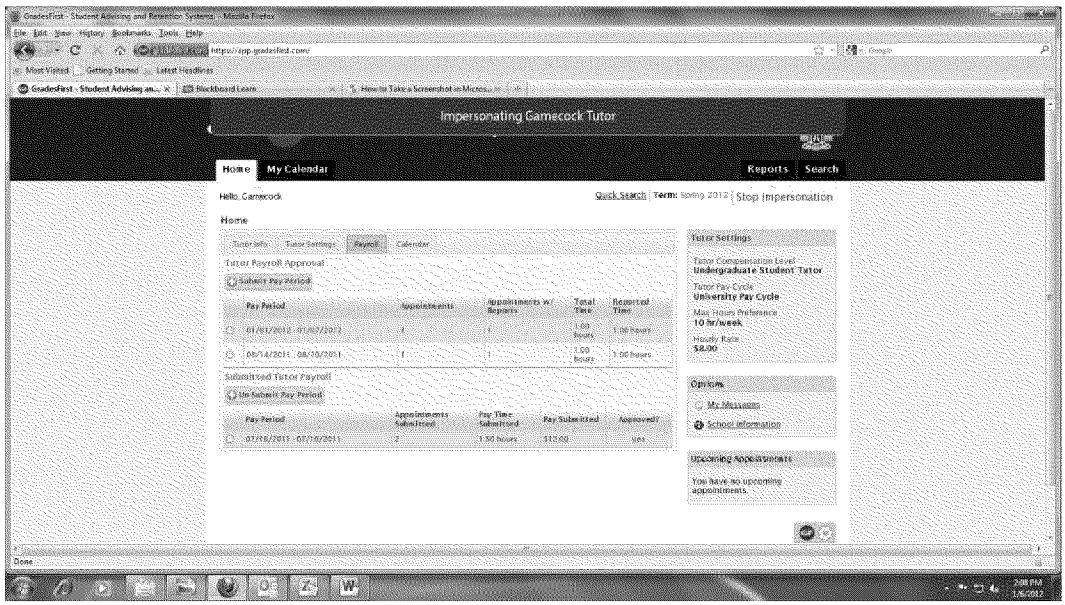

GradesFirst timesheets are approved on Monday morning by the Enrichment Services Assistant. The approved timesheets are then submitted to the Payroll Coordinator, Ros Isaac, to confirm all ITAMS entries. Without a GradesFirst timesheet, ITAMS entries will NOT be approved and payment will be delayed.

STEP 3—Complete ITAMS by SUNDAY AT MIDNIGHT

Student Employees MUST have a VIP Employee PIN (not a student PIN) to access ITAMS.

- Tutors who have never used their VIP employee account will need to access VIP via the internet at http://VIP.SC.EDU to login and change their password from the default setting. The default password setting is birth month and day (MMDD). Remember to allow 24 hours before attempting to use the new or reset password to sign into ITAMS. Tutors should contact Human Resources at 777-3111 if they forget their VIP employee password.
- New employees will not be able to log into VIP or ITAMS immediately; it will take about 2 weeks for Human Resources to process hiring paperwork and add new employees in the system.

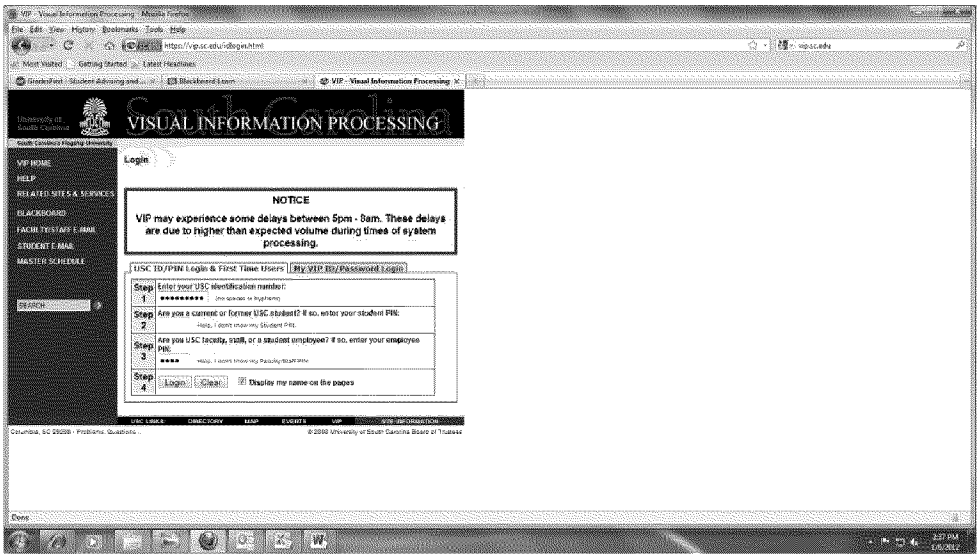

Enter the website for ITAMS as https://itams.csd.sc.edu/. It is recommended that tutors bookmark this site as it is needed to submit hours weekly. To login to ITAMS, tutors should enter their social security number and employee PIN.

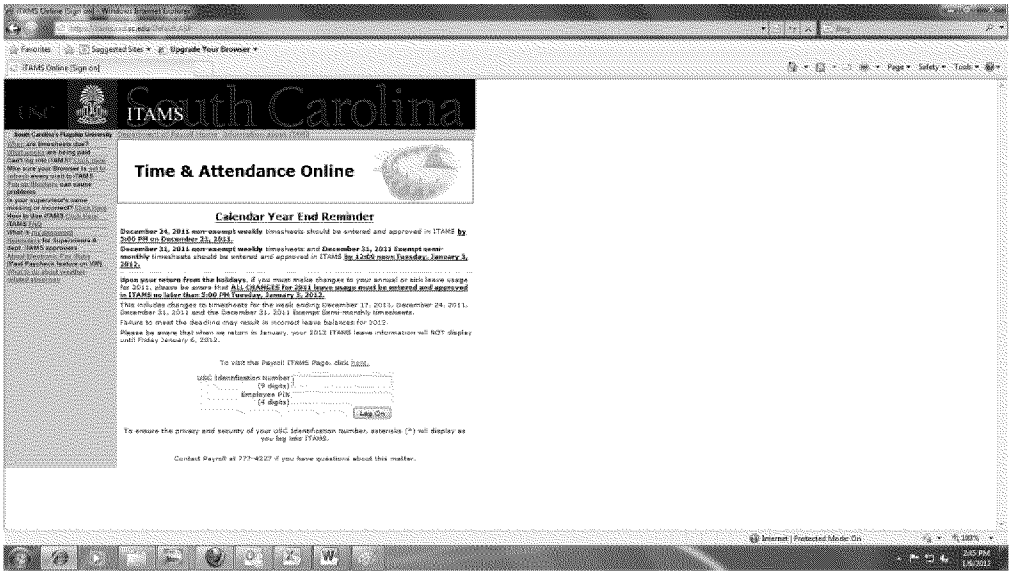

After logging in, look at the yellow bar at the top right of the screen and choose "Time Entry."

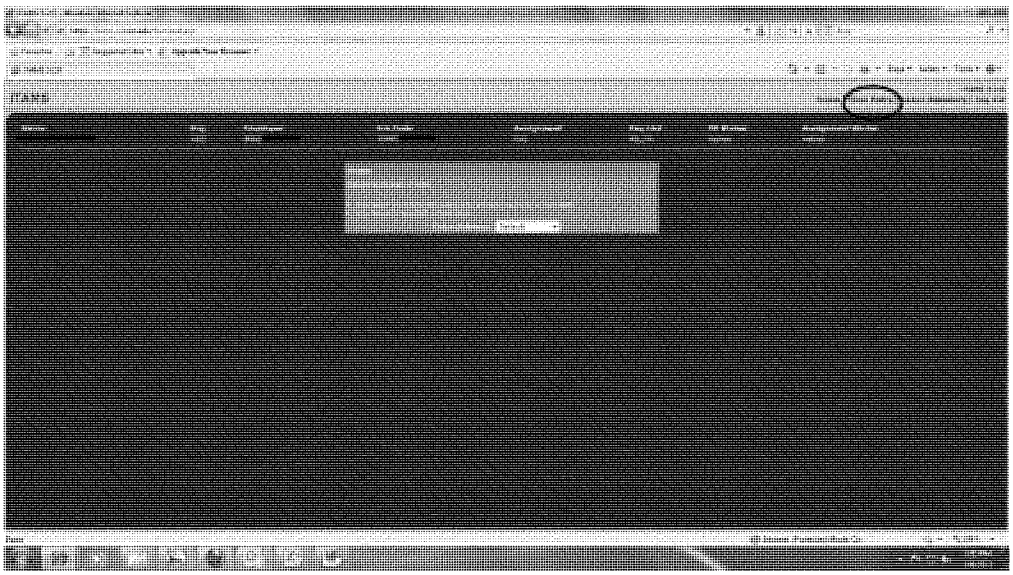

Use the drop down menu "Report period ending" to select the appropriate week to enter hours worked. Then click on "AddTimeCde."

Please notice that pay periods on ITAMS (and GradesFirst) run from SUNDAY TO SATURDAY. When entering ITAMS hours for the week on a Sunday, note that the default date in the box will be the current week (the week coming up) and not the previous week, which is the correct week. PLEASE DOUBLE CHECK THAT HOURS ARE ENTERED IN THE CORRECT WEEK!

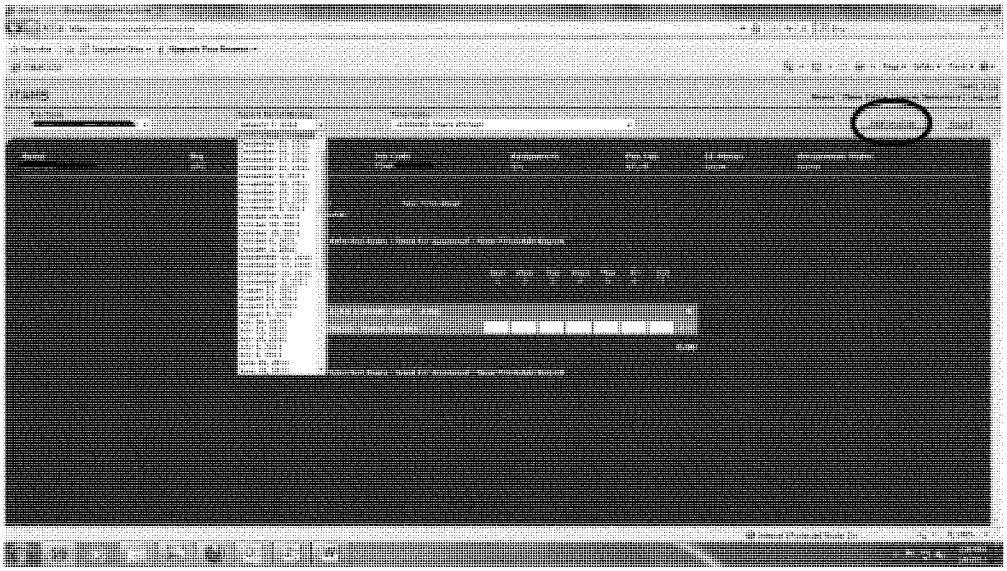

Enter hours worked appropriately to coincide with the correct dates. Hours in ITAMS need to be totaled for each day and then the total rounded to the nearest .25. On the top right of the screen there is a "SAVE" box. Once the hours have been entered, be sure to save them. **If the "SAVE" box is not clicked, hours entered will be lost. Hours cannot be retroactively added without the help of an administrator, so be certain the hours are correct before hitting SAVE.**

When a week's work is complete, the tutor may add 15 minutes (.25) to any day for paperwork. This 15 minutes is only added once per week (not per session) for any week in which the tutor worked. Remember to enter in No-Shows for 30 minutes (.5) of work time.

The last step is to "Send for Approval" to ***Rosalind Isaac.***

Tutors may check back later in the week to see if their hours were approved.

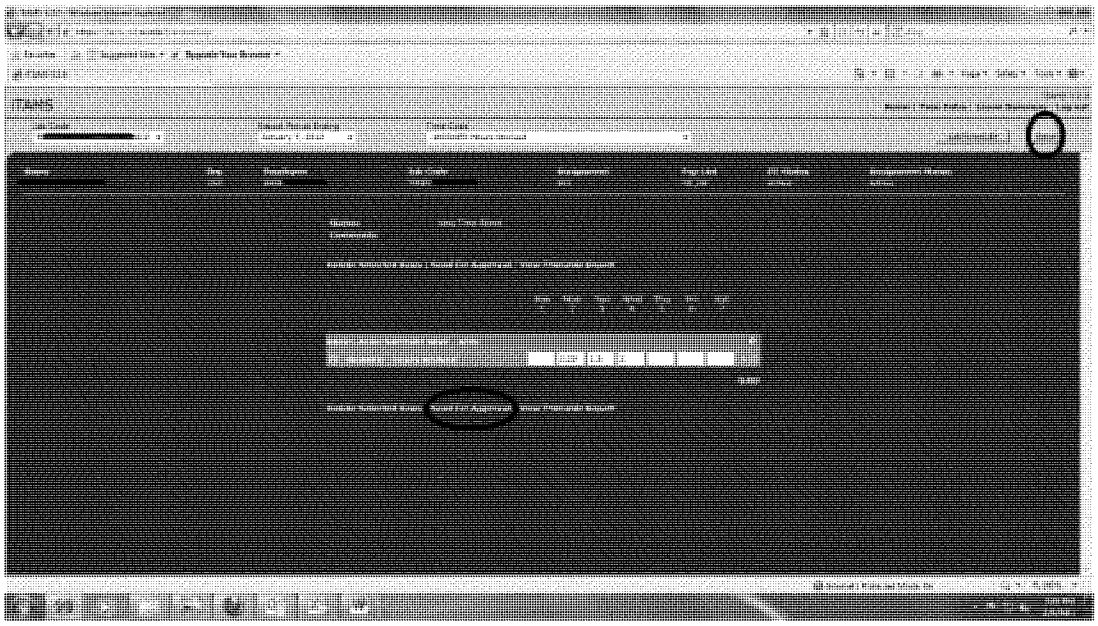

Payroll Policies

GradesFirst session reports are due within three hours of each appointment. It is understandable that tutors may have several back to back appointments, class, or another job that may occasionally prevent the tutor from completing a report within the three-hour timeframe. If a tutor is unable to complete a report within three hours, he/she must e-mail the Enrichment Services Assistant with an explanation. Session reports are important for academic advisors to track the progress of their students, so submitting them in a timely manner is imperative. Repeatedly submitting late reports could result in the termination of employment.

Payroll (both GradesFirst Payroll and ITAMS) is due every Sunday by midnight. Submitting late timesheets will delay the processing of paychecks and could result in the termination of employment. ***There is a three strike policy in place for late time sheets. After the third late timesheet, tutors will be required to meet with the Tutor Coordinator to determine an appropriate course of action.***

Intentionally misrepresenting the number of hours worked is grounds for ***immediate dismissal.*** **If a session report is not on file, the tutor will not be paid for the session in question.**

Tutor Session Procedures

Initial Contact

- The student-athlete and the tutor will receive an automated email from GradesFirst, stating the tutor match, location, and days and times of scheduled sessions. Tutors are responsible for checking their email on a regular basis. The email from GradesFirst is considered official notification of the session. Any questions should be directed to the Tutor Coordinator or Enrichment Services Assistant.
- Tutor sessions may only occur in approved locations, during approved hours (see p. 13).
- Tutor sessions must end promptly upon closing time.
- Tutors are not required to tutor every student that is sent their way. If a tutor has taken all the appointments he/she can handle, the tutor must notify the Tutor Coordinator so that the tutor will not be assigned to any additional students.
- Sessions may last longer than scheduled if both the student and the tutor are able to stay, but no session can last longer than 2 hours without prior approval from the academic advisor or Tutor Coordinator.

First Session

- Greet and introduce self to the student.
- Confirm the schedule of sessions and set a standard meeting venue for all future appointments.
- Go over the student's course syllabus.
- Determine the student's needs for the class. Ask him/her what he/she needs from tutoring sessions to succeed in the class.
- Establish a climate of trust, mutual respect and patience. Clearly express expectations of the student and ask the student for his/her expectations.

Beginning of Each Session

- Be five minutes early for every session. Try to arrive early and prepared, allowing for traffic and parking problems.
- If the student is late, wait at least 10 minutes before completing the GradesFirst no show report.
- Start each session on a positive note, with a brief and friendly greeting.
- Always briefly review the material from the previous session with the student.
- Before beginning new material, ask the student how it was taught in class.

During Each Session

- Make sure that assistance is a two-way process. Ask a lot of open-ended questions, so that the student cannot simply give a yes or no answer.
- Keep the pencil or pen in the hand of the student. The only time the tutor should pick up a pen or pencil is to demonstrate a concept, not to solve a specific problem or to correct a paper.
- Provide positive feedback to the student. Avoid using negative language.

- When the student has difficulty with homework problems, focus on the concepts he/she is struggling with most. Inform him/her that most of the homework should be done before the session, in order to make efficient use of your time.
- Go over the student's notes with them, providing clarification and elaboration. Give them feedback and suggestions about the quality of their notes.
- Help them review for tests. Give them tips about test taking and time management, sharing examples from personal experience. If they need extra help in these areas, refer them to their academic advisor or learning specialist.
- Review the student's textbook with them. Help them with comprehension, main points and summarizing. Demonstrate for them pre-reading, skimming, annotating, and self-monitoring strategies. If they need further help in this area, refer them to their academic advisor or learning specialist.
- If the student runs out of questions for the tutor, develop questions, problems, and quizzes for them. Drill them extensively.
- If the students need help with writing, refer them to a writing tutor or the writing center. Read the writing guidelines for instruction on the limited ways tutors are allowed to help students with writing (see *Helping Students with Writing* on pg. 13).
- If the student is uncooperative or unprepared for a session, provide this information on the GradesFirst session report. Tutors are not expected to teach new information for the first time. If the student-athlete did not go to class or come prepared, the tutor should review material from recent sessions.
- **If the tutor ever feels uncomfortable during a session or suspects academic dishonesty, end the tutoring session immediately and inform an AEC staff member.**
- **Do not do the student's work for them.** Model techniques for the student, assist them, and encourage them to become independent learners.

After Each Session

- Give the student feedback on how the session went. Also, ask the student for feedback on ways to improve the effectiveness of the tutoring session.
- Always give the student specific tasks to complete before the next session.
- Make sure to clarify the time and place for the next appointment.
- Complete the GradesFirst Session Evaluation Form within three hours of the end of the session.
- Enter the time worked on ITAMS.
- Once a week, submit the GradesFirst and ITAMS timesheets by Sunday at midnight.

Tutoring Techniques

Summarizing

Frequently encourage the student to summarize information, which they have reviewed in their own words. This helps make the student an active learner. It also allows the tutor to accurately gauge their comprehension of new material.

Silence

Give the students ample time to answer questions. It is important that tutoring be a two-way process. Demonstrating patience will encourage the students to be confident in their responses.

Paraphrasing

Repeat the student's responses in your own words. This shows the student that the tutor understands what they are trying to say. It also improves communication and can clear up misunderstandings.

Demonstrating

Use a variety of techniques to help the students learn new concepts. Some students learn better by hands-on experience, others learn by listening, and still others learn visually, by seeing the material. Usually encompassing all three learning pathways into tutoring sessions will guarantee a basic understanding of the concepts.

Diagramming

Use the dry erase board located in the tutor room, if available, to explain new concepts. Have the students use the boards to practice problems and demonstrate their knowledge. If a board is not available, use a blank sheet of paper. The important thing is to provide the student with visual assistance and give them the ability to work through problems.

Testing

Developing short quizzes is a valuable way to reinforce learning and to evaluate mastery of a subject/concept. Use a variety of formats to prepare students for different types of tests.

Tutoring Groups

- Have students use the dry erase board to write down concepts or practice problems. Encourage the other students to give feedback to the student at the board.
- Model new problems at the board only when necessary. Have the students work through the problems with the tutor or give instructions on how to solve the problem to the group.
- Avoid working one-on-one with students in a group. Have everyone work on common problems or pair stronger students together, taking into consideration the skills and needs of the students. Move between groups as much as possible.
- Make sure that everyone is involved. To help draw out the reluctant participants, use specific questions, such as "what do you understand about this concept?" or "what are you working on?"

- Before a test, end the review session with some test-taking strategies and remind the students that getting a good night of sleep prior to the test is important.
- If a group becomes out of control or if the students are not paying attention, ask those students to leave the group and inform an AEC staff member.

*Note: Group tutoring is paid by the hour and not by the number of students in the session. For example, if a tutor works with five students on Biology for one hour, the tutor is paid for one hour of service and not five.

Group Sessions and No Shows

- If no one attends a group session, then the tutor should file a no show report in GradesFirst for each absent student.
- If one student in the group fails to show up for a scheduled session, conduct the session as normal and submit a GradesFirst session report for the student(s) in attendance. In addition, submit a no show report for the student who did not show up for a scheduled session.
    - Although the tutor will not be paid for the no show (since the appointment went on as scheduled), it is important that the AEC staff is notified of all student no-shows to hold everyone accountable to the same standards.

The First Session

It has been said, "You never have a second chance to make a good **first** impression." This sentiment underscores the importance of the first meeting between the tutor and the student-athlete(s). It is not necessary to worry about this meeting, but there are a few things tutors should keep in mind when planning for it.

- **Be genuine.** In order to build trust and rapport with the student-athlete, the tutor must be honest with the student-athlete about him or herself and the tutor's goals for the tutoring experience.

- **Work from the beginning to build rapport with the student-athlete.** Good rapport depends upon good communication between the tutor and the student-athlete. The tutor should not feel a need to discuss his or her life with a student-athlete unless you he or she is comfortable doing so. It is important that the student-athlete learns that both the tutor and the student do have at least one thing in common: a desire to see the student-athlete succeed in the classroom.

- **Get to know the student-athlete.** In what sport does he/she compete? What position does he/she play? Where is his/her hometown? If he/she is new to Columbia, are they adapting to their new home easily? These questions and others that will come naturally, help the tutor in two ways: get acquainted with the student-athlete(s) and open the lines of communication between the two parties. It is also a good idea to ask questions about the student's academic life. This shows the tutor's interest in them as a student and not merely as an athlete. It is amazing how much more can be accomplished in the session if the student-athlete feels the tutor is interested in him/her as a person and that he/she is not just a jersey number. Tutors can be fans of Carolina Athletics, but do not be a fan during the session.

- **Take time to assess the student-athlete's situation in their courses.** The tutor will want to determine whether or not the student-athlete is in need of remedial assistance as opposed to more advanced tutoring in the abstract ideas presented in the course.

- **Help the student-athlete to set goals for the semester.** Does he or she need intensive assistance to organize their daily schedule or assistance to improve his or her grade from a "B" to an "A?" Remember that tutors are in many ways a cheerleader for the student-athletes with whom they are working. Tutors should always encourage student-athletes to strive for their best effort.

Academic Integrity

Student-athletes and tutors are **required** to abide by the Carolinian Creed and to maintain academic and personal integrity.

Carolinian Creed

The Carolinian Creed and the Honor Code are designed, in part, to ensure the principle of academic honesty is upheld. As an employee at the AEC, tutors are making a commitment to stop and/or report any witnessed academic dishonesty. Tutors should set an example for the student-athletes to follow. Conduct that violates the Honor Code includes, but is not limited to, the following:

- Giving or receiving unauthorized assistance, or attempting to give or receive such assistance, in connection with the performance of any academic work.
- Unauthorized use of materials or information of any type or the unauthorized use of any electronic or mechanical device in connection with the completion of any academic work.
- Access to the contents of any test or examination or the purchase, sale, or theft of any test or examination prior to its administration.
- Use of another person's work or ideas without proper acknowledgment of the source.
- Intentional misrepresentation by word or action of any situation of fact, or intentional omission of material fact, so as to mislead any person in connection with any academic work (including, without limitation, the scheduling, completion, performance, or submission of any such work).
- Offering or giving any favor or thing of value for the purpose of influencing improperly a grade or other evaluation of a student in an academic program.
- Conduct intended to interfere with an instructor's ability to evaluate accurately a student's competency or performance in an academic program. (http://www.sc.edu/academicintegrity/honorcode.html)

Plagiarism (taken from USC English Department Guidelines)

The Academic Responsibility Code in the Carolina Community: USC Columbia Student Handbook and Policy Guide prohibits a student from "unauthorized use of another person's work without proper acknowledgement of source."

Unauthorized use that involves passing off someone else's written work as your own is called plagiarism. Plagiarism can entail several kinds of misrepresentation. For example, a student can commit plagiarism if he or she:

- Any paper or project accepted as the student-athlete's own work cannot have been composed, even in part, by another person. This includes tutor's revisions on rough drafts. **Do not make changes, notations, etc. on a rough draft. This can be, and has been, construed as plagiarism.**
- Take, buy, or accept a paper written by someone else and presents any of it their own work. This includes papers from the Web.
- Include passages taken word-for-word from someone else's text in their own paper without placing that material in quotation marks and citing the source.

- Fail to acknowledge the source of any information in their paper that is not either common knowledge or personal knowledge. Common knowledge includes facts, dates, events, information, and concepts that most of the general public knows. Even if a student used an encyclopedia to look up the dates of the Civil War, for instance, they would not need to cite that source in their bibliography because those dates fall into the range of common knowledge. If the student wants to discuss events at a particular Civil War military prison, though, they would need to cite their source, since few people are familiar with that information.
- Borrow ideas, examples, or the structure of another text without acknowledging it – even if the language of the paper is their own. For example, if a student makes an argument about the death penalty using the exact same points in the same order as an editorial in last week's newspaper without citing that editorial as the source of their arguments, they are guilty of plagiarism.

Avoiding Plagiarism

All college students should know better than to buy an essay, download papers off the Web, or copy someone else's work verbatim. Students who have not done a lot of college writing assignments, may not understand the more subtle forms of plagiarism discussed above. Part of the reason students take English 101 and 102 is to learn how to find and use source materials appropriately in their writing. Tutors can help their student find plenty of resources to help them:

- The student's instructor will be able to advise them on the best way to acknowledge source materials or collaborative help they have received on a particular assignment. If the student has questions about how to honestly and accurately present material in a paper, advise them to approach their instructor before the assignment is due.
- One of the textbooks used in First-Year English is a writer's handbook like The Scott Foresman Handbook which contains comprehensive information about using, quoting, citing, and documenting sources in academic papers. Students should consult this book for answers to questions about particular conventions, rules, and strategies.
- The university libraries can provide students with handbooks, worksheets, and access to online information about systems of documentation used in academic writing (the MLA system is used in First-Year English classes).
- The consultants at the Writing Center can also offer advice and materials on using source materials appropriately.

Collusion

The Academic Responsibility Code in the Carolina Community: USC Columbia Student Handbook and Policy Guide prohibits "[g]iving or receiving unauthorized assistance, or attempting to give or receive such assistance, in connection with the performance of any academic work." If someone writes (or dictates) all or part of an assignment, or if a student gives or accepts inappropriate help on a writing assignment, the student is guilty of collusion. Like plagiarism, collusion is a serious academic offense that violates university and First-Year English policies.

Avoiding collusion

Is a student committing collusion if a tutor or a fellow classmate helps them with a paper? It depends. Help that goes beyond constructive advice to doing some or all of the writing, revising,

editing, or proofreading for the student is collusion – it is passing off work that is partly someone else's as their own. When a student gets help with their writing, it is their responsibility to set appropriate limits. If a student needs additional help beyond tutoring sessions, it is suggested that they visit the Writing Center, where tutors are highly qualified and have received special training in providing writers with appropriate kinds of help. A tutor (or other helper) may legitimately:

- Discuss the paper topic, audience, purpose, evidence, and other broad rhetorical concerns about a paper.
- Point out general patterns of error in a draft.
- Suggest general approaches for solving rhetorical, stylistic, or mechanical problems.
- Review specific grammatical or mechanical conventions, but not fix particular errors in the draft.

A tutor may not:

- Write or verbally dictate a draft or a section of a draft – even a sentence or two.
- Edit or proofread a paper and then correct the errors.
- Do research or procure other substantive material for a paper.

Recycling Papers

Recycling old work violates First-Year English Program policy. It is academically dishonest because it misleads the instructor into treating work completed in another setting as a fresh response to an English 101 or 102 assignment. Besides being dishonest, turning in an old paper can actually hurt a student's performance in class. When a student does not go through the writing process, the student loses a valuable chance to practice and improve their writing skills. Additionally, experienced instructors say that papers written for other classes rarely match the exact requirements of an English 101 or 102 assignment, so such papers are unlikely to receive good grades.

Occasionally, an instructor may allow a student to write a new paper using research they have done for another course or substantially revise a paper that is already written. If a student is interested in doing this, be sure to encourage the student to approach their instructor before the assignment is due and be prepared to show him or her a copy of the original paper.

Consequences

USC and the First-Year English Program take academic dishonesty seriously. In the academic world, passing off work that is not an original response to an assignment is like robbery or grand larceny: the penalties are serious. They can include all or some combination of the following:

- An F on the assignment in question
- An F for the course
- A written reprimand or letter of warning from the Dean's Office that becomes part of the student's permanent academic record
- Suspension or expulsion from USC

If an instructor suspects or determines that a student has plagiarized a paper or engaged in any other kind of academic dishonesty discussed in this section, he or she will take the paper to the First-Year English Director. The Director, in consultation with the instructor, will decide whether academic dishonesty has occurred and determine the consequences. The student will also be interviewed during this process. Then the case is turned over to the Dean's Office.

Plagiarism – even a first offense – usually results in failure of the course and sometimes in expulsion.

General Information on Academic Integrity

Tutors are asked to be especially sensitive to issues of academic integrity. If a student shows their tutor an assignment and the tutor suspects that it may not be the student's own work, please notify the Tutor Coordinator immediately. Follow this procedure even if the student reports that it is his or her own work.

Some common signs that a student's work is not his or her own include:

- Level of work is beyond that which was observed in previous work with the student
- Difficult/uncommon words used
- No in-text citations and/or no work-cited page
- For subjects like math, physics, and chemistry, the student is unable to solve the problem when asked to do so without looking at previous work
- One paragraph does not fit with the next
- The assignment does not meet the criteria set forth by the professor

If tutors are suspicious of any work, regardless of what the student may say, please notify the Tutor Coordinator. Academic dishonesty on the part of the student does not necessarily reflect poorly on the ability of a tutor; however, if at any point the tutor does question the student's work and does not take further action, everyone involved is jeopardized. If a tutor suspects fraudulent academic behavior and does nothing about it, the tutor is committing academic dishonesty.

Any questions or concerns regarding academic integrity should be directed to the Tutor Coordinator.

Writing Assignments

When the tutor and the student are working on editing a paper, the student's paper should NEVER be in front of the tutor, and should ALWAYS be in front of the student. If the tutor has trouble reading upside down, sit next to the student. The correcting pen should NEVER be in the hand of the tutor, and should ALWAYS be in the student's hand. The correction marks on the paper should be in the STUDENT'S HANDWRITING, not the tutor's. Anything other than the student's work on or in the student's paper constitutes ACADEMIC DISHONESTY, and will not be tolerated. If any sort of academic dishonesty on the part of a tutor is suspected, immediate action will be taken, potentially resulting in termination of employment. The AEC staff takes this issue extremely seriously, as does the university and the NCAA; tutors should take it just as seriously.

Professors often make corrections and comments on a student's work, but it does not mean that it is acceptable for a tutor to do the same. It can be frustrating when a student is having difficulty, but the only requirement is that the student's work be the student's work, not that the student's work be perfect, or what the tutor thinks is best. If a tutor should struggle with assisting a student in the manner outlined above, please contact the Tutor Coordinator.

Computer Use

Tutors are not permitted to touch ANY computer keyboard or mouse while working with a student. The tutor may not sit at a computer. It is permissible to sit next to the student with whom the tutor is working, but it must be clear to any observer (which could be anyone) that the student is doing his or her own work. When in a session, tutors are not permitted to sit at another computer and do their own work, surf the web, or any other personal work or activities. Tutors paid for the time they are working with the student. The tutor's attention must be 100% focused on the student.

Online Courses

Online courses can create potentially sticky situations for tutors and mentors. The rule of thumb is to treat them like classroom courses.

- It is permissible to assist students with homework for classroom courses, so therefore it is permissible for online courses.
- It is ***not*** permissible to assist students with classroom quizzes, so therefore it is ***not*** permissible for online courses.
- It is ***not*** permissible to assist students with classroom exams, so therefore it is ***not*** permissible for online courses.

* Note: Take Home Exams for classroom courses are similar – it is not permissible to assist students with classroom exams, so therefore it is not permissible to assist with take home exams.

If ever uncertain of something, **ASK BEFORE ACTING!**

Professionalism

Student Employee Work Attire

Tutors should always be mindful of their attire. What is worn to work has a major impact on how one is perceived by the staff and by the student-athletes encountered during tutor sessions. Below are guidelines to follow while working. They outline what is and what is not appropriate attire for student employees of the AEC.

Acceptable
- Jeans (without any holes, rips, stains, or frays)
- Khakis
- Shorts (that are not distractingly short, use judgment)
- Polos/ Button-ups
- T-shirts (no cleavage, midriff, beer or drugs questionable slogans, or another university's attire)
- Skirts (that are not too short, use judgment)
- Hoodies (without the hood up)
- Sweaters, jackets, coats, etc.
- Dresses (no cleavage, bra straps, not see-through, not too short)

Not Acceptable
- Booty shorts/mini skirts
- Anything with large holes or stains
- Yoga pants/spandex anything
- Hats/do rags (things on your head)
- Cleavage or midriff bearing items
- Pajama bottoms
- Dangerous jewelry (items with spikes)

As a general rule, avoid anything may be distracting to a student. Anything that might be questionable is probably not appropriate. Always use your best and most professional judgment, and if you are unsure of an outfit, ask someone!

Side note: Student-athletes are not required to follow the same dress code guidelines. Since many student-athletes come from practice, they may come in workout gear.
However, no hats or do rags are allowed to be worn by ANYONE.

Acceptable

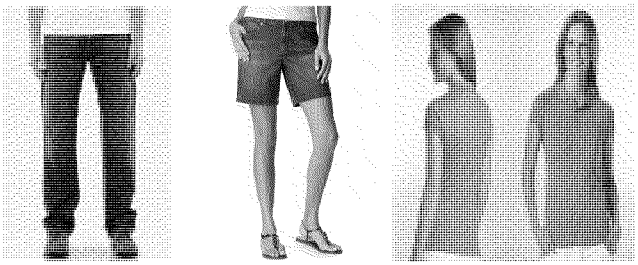

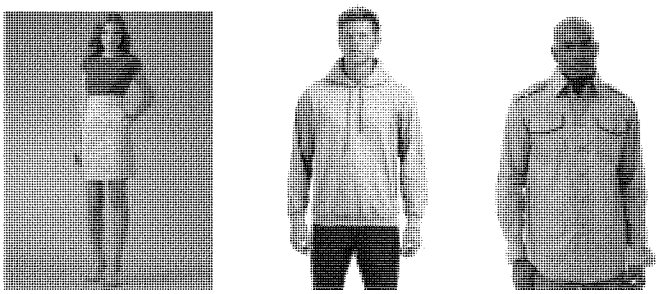

Not Acceptable

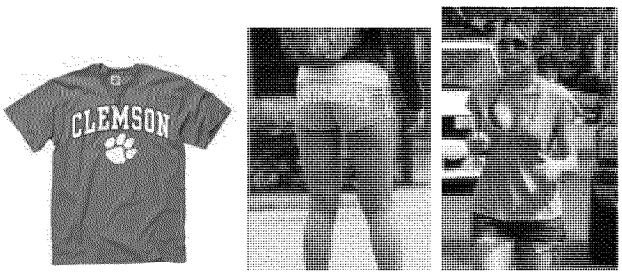

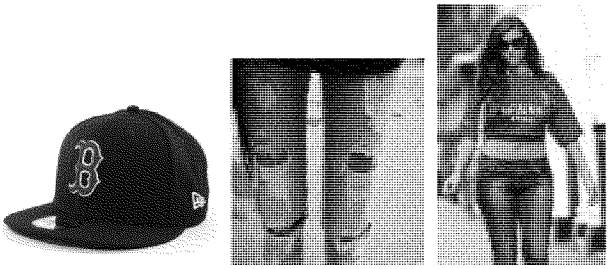

Acting Professionally as a Student Employee

Be competent.
Know, practice, and utilize the necessary skills to do the job well.

Be reliable.
Arrive on time, submit session reports and ITAMS sheets when they are due, and do not consistently cancel appointments.

Have integrity and be honest.
Project moral character, tell the truth, and be upfront with student-athletes, other student employees, and all staff members.

Respect others.
Give respect to earn it. Everyone matters and everyone's input is valuable.

Be positive.
An upbeat attitude along with a constant desire to problem solve makes any work environment better and any work relationship stronger.

Stay work-oriented.
Never let any person's private life interfere with work. Keep each person's personal life private and try to remain on task at all times.

Listen.
Be mindful to listen to student-athletes, co-workers, and staff. Pay attention to what is being said to stay informed about every situation.

Write proper emails.
Email etiquette can affect how an individual is viewed as an employee. Always address an email, use complete sentences, and do not incorporate "text lingo" into any email.

Dress appropriately.
The way an individual dresses can determine people's impressions in the work place. See the section on *Student Employee Work Attire* in the Tutor Handbook for examples of what is suitable and unsuitable to wear in the AEC (*see page 38*).

Ask Questions.
If ever unsure of anything, ask for help, clarification, or advice from the staff. It is always better to ask questions than to remain uninformed or to continue doing something incorrectly.

Socializing During Sessions

While it is important to build rapport with assigned students, tutors must maintain the educational focus of the session. Limit the non-educational portions to 5 minutes or less.

Tutor Contact with Student-Athletes

Tutors are not permitted to communicate with student-athletes outside of scheduled sessions. Tutors may not give their phone numbers or email addresses to student-athletes, nor may tutors

have the phone numbers or email addresses of student-athletes. Tutors and student-athletes are not permitted to call, text, or email one another. All communication outside of a session must go through the Tutor Coordinator, Enrichment Services Assistant, or the student-athlete's academic advisor.

Facebook, MySpace, and other Social Networking Websites

Facebook, MySpace, and other such websites are social in nature. Tutors should not communicate or interact with student-athletes on these websites. The relationship with the student is to remain professional. Do not ask to add them as friends, and do not respond to any of student-athlete requests to be friends. Among other things, it is unprofessional and potentially compromises confidentiality.

NCAA Rules
Common Academic Tutor Concerns

Role of Athletics Compliance

South Carolina is committed and obligated to the principle of institutional control in operating its athletics program in a manner that is consistent with the letter and the spirit of NCAA, SEC and USC rules and regulations. The NCAA Principle of Institutional Responsibility for the conduct of its intercollegiate athletics program includes responsibility for the actions of its staff members and for the actions of any other individual or organization engaged in activities promoting the athletics' interests of the institution.

The Athletics Compliance Office works to identify and reduce areas of risk within the athletics program that could negatively impact the University. If a problem arises, it is the responsibility of the Athletics Compliance Office to determine how the problem occurred, how it could have been prevented and how to reduce the chances of it occurring in the future.

The NCAA holds each member institution responsible for the conduct and control of its athletics program and all individuals associated with the program. Therefore compliance is everyone's responsibility.

The two main functions of the Athletics Compliance Office are to educate and to monitor. The compliance staff meets regularly with coaches and student-athletes to provide information and materials on the application of the complexities of the NCAA Bylaws, and at the same time provides as much information as possible to the University Community. The staff also monitors functions of the athletics department that are governed by NCAA and SEC legislation.

The compliance office offers a service to coaches and athletics staff members by identifying areas of vulnerability and implementing systems that will reduce the risk of violations within each program. In delivering this service, each person in the compliance office has agreed to be courteous and respectful. In an effort to be accessible, there will be someone present in the compliance office Monday - Friday from 8 am until 5:00 pm. When the office is closed, compliance personnel will be accessible by email and cell phone.

Tutors and Compliance

If any employee of the athletics program [coaches, professors, tutors, teaching assistants, student managers, student trainers and staff] knows of any violations of NCAA or SEC regulations, he or she is obligated to report that violation to either the Assistant Director of Athletics for Compliance, Faculty Athletics Representative or the Director of Athletics. All employees are required to cooperate with compliance office personnel in the event of an investigation into alleged violations.

Specifically, it is a violation of ***NCAA Bylaw 10.1 Unethical Conduct*** if individuals do any of the following:

- Refuse to furnish information relevant to an investigation of a possible violation of an NCAA regulation when requested to do so by the NCAA or University of South Carolina;
- Knowingly arrange for fraudulent academic credit or false transcripts for a prospect or enrolled student-athlete;
- Knowingly offer or provide a prospective or enrolled student-athlete an improper inducement or extra benefit or improper financial aid;
- Knowingly furnish the NCAA or University of South Carolina false or misleading information concerning involvement in or knowledge of matters relevant to a possible violation of NCAA regulations; or
- Receive benefits by an institutional staff member for facilitating or arranging a meeting between a student-athlete and an agent, financial advisor or a representative of an agent or advisor (e.g., "runner").

Additionally, as a staff member of the athletics department, ***NCAA Bylaw 10.3 Sports Wagering Activities*** precludes you from knowingly participating in any gambling activities, including:

- Providing information to individuals in organized gambling activities concerning University of South Carolina's athletics competition;
- Soliciting a bet on any intercollegiate team;
- Accepting a bet on any team representing the institution;
- Soliciting or accepting a bet on any intercollegiate competition for any item (e.g., cash, shirt, dinner) that has tangible value; or
- Participating in any gambling activity that involves intercollegiate athletics or professional athletics, through a bookmaker, a parlay card or any other method employed by organized gambling.

Extra Benefits

A big area of concern is ***extra benefits***. An extra benefit is any special arrangement provided to a student-athlete or the student-athlete's relatives or friends not expressly authorized by NCAA legislation. [Bylaw 16.02.3] If you would not give something to every one of the 25,000 students at the University of South Carolina, **DO NOT** give it to a student-athlete. Providing an extra benefit will jeopardize the student-athlete's ability to compete for the University of South Carolina and will be cause for your termination.

Some examples of extra benefits include, but are not limited to, the following:

- Cash;
- An employment arrangement for a prospect's relatives;
- Gift of clothing or equipment;
- Co-signing of loans or posting bond;
- Any tangible items;
- Free or reduced-cost services, rentals, or merchandise of any type;
- Free or reduced-cost housing, including opportunity to "house sit";
- The use of washer and dryer;
- Free summer storage;
- Promising employment after college graduation;
- Telephone card to make free long distance calls;
- Meal at a restaurant or country clubs;
- Entertainment services, (e.g., movie tickets, use of an auto, admission to professional athletics contests or a trip to a postseason football game);
- Transportation (ride home or to class) even if student-athlete reimburses for gas;
- Athletics equipment or supplies, (e.g., tennis racquets, golf clubs, polo shirts; running shoes);
- Assistance in payment of bills (e.g., utility bills, rent, auto);
- Sell or arrange to sell muscle-building supplements; or
- Wedding gifts, birthday gifts, anniversary gifts and graduation gifts;

NCAA member institutions are ***mandated by Bylaw 16.3.1.1 to provide Academic Counseling and Support Services*** to its student-athletes.

Such counseling and tutoring services may be provided by the department of athletics or through the institution's non-athletics student support services. In addition, an institution may finance other academic and support services that the institution, at its discretion, determines to be appropriate and necessary for the academic success of its student-athletes, including, but not limited to, the following:

- Tutoring expenses;
- Drug-rehabilitation program expenses;
- Counseling expenses related to the treatment of eating disorders;
- On-campus student development and career counseling (including the provision of related materials of little or no commercial value to student-athletes) utilizing outside resources;
- Future professional athletics career counseling from an institution's professional sports counseling panel (see Bylaw 12.3.4);
- Actual and necessary expenses to attend proceedings conducted by the institution, its athletics conference or the NCAA that relate to the student-athlete's eligibility to participate in intercollegiate athletics or legal proceedings that result from the student-athlete's involvement in athletics practice or competitive events. The cost of

legal representation in such proceedings also may be provided by the institution (or a representative of its athletics interests);

- Use of computers and typewriters. Use of institutionally owned computers and typewriters on a check-out and retrieval basis; however, typing/word processing/editing services or costs may not be provided, even if typed reports and other papers are a requirement of a course in which a student-athlete is enrolled;
- Use of copy machines, fax machines and the Internet, including related long-distance charges, provided the use is for purposes related to the completion of required academic course work;
- Course supplies (e.g., calculators, art supplies, computer disks, subscriptions), provided such course supplies are required of all students in the course and specified in the institution's catalog or course syllabus;
- Cost of a field trip, provided the field trip is required of all students in the course and the fee for such trips is specified in the institution's catalog; and
- Non-electronic day planners.

Bylaw 16.3.1.2 Champs/Life Skills Programs requires Member institutions to conduct NCAA Champs/Life Skills programs (or an equivalent program) on its campus. (These activities are administered by academic services and monitored and regulated by the compliance office.

If you have any questions about compliance or need an interpretation of an NCAA or SEC regulation, please do not hesitate to call the Compliance office at the University of South Carolina.

University of South Carolina Compliance Staff Information

Chris Rogers
803-777-5643
crogers@mailbox.sc.edu

Jennifer Stiles
803-777-9179
jstiles@sc.edu

DJ Brown
803-576-6242
djbrown@sc.edu

Kristin Borrelli
803-777-8951
kborrelli@sc.edu

Dodie Anderson Academic Enrichment Center
Computer Lab Rules

Tutors who observe violations of any of these rules at any time should find an available AEC staff member and report the situation.

- Absolutely NO food or drink
- Electronic devices (cell phones, ipods, mp3 players, etc.) may be used only with headphones, and at a volume that does not disturb others
- Computers are to be used for ACADEMIC WORK ONLY
- Absolutely NO facebook.com, myspace.com, instant messaging, etc.
- No hats are to be worn in the AEC

Please encourage all students to be respectful of the AEC environment and other students trying to work (i.e., no shouting, excessive talking with the student at the next computer).

Helpful Links

Academics

- www.easybib.com
  - Guides students through MLA citations
- http://www.housing.sc.edu/rli/rliresources.asp
  - University of South Carolina: Academic Success Resources
- http://www.cas.sc.edu/ENGL/fye/students/index.html
  - The USC's Student's Guide to First Year English
- http://owl.english.purdue.edu/owl/resource/557/01/
  - Purdue University site with easy to understand guidelines for citing resources in MLA style
  - Scroll to the bottom of the page for links to citing specific resources
- www.quizlet.com
  - Create free study tools such as flash cards, quizzes, matching games, and practice tests

Others

- www.nextbus.com
  - Tracks USC bus system in real-time, useful for planning session times
- http://www.sc.edu/cgi-bin/uscmap/overview.cgi
  - Map of USC campus
- https://blackboard.sc.edu
  - Enrichment Services will utilize Blackboard for announcements, important documents, etc.

University of South Carolina
Office of Athletics Compliance

Academic Tutor Statement

This statement must be signed by you at the beginning of each academic year and returned to the Carolina Academic Resources and Enrichment Services (CARES) office. This statement must be signed in order to begin and to continue to tutor for the athletics department.

ACADEMIC FRAUD STATEMENT

As a tutor employed by the University of South Carolina, I am permitted to tutor and assist student-athletes in their understanding of coursework, concepts and applications, and preparation for test taking. **I am not to do the class assignments, papers, typing, or other course related work for the student-athlete.** If I have knowledge (past or present) of a student-athlete who is submitting work that is not his/her own, I understand that it is my responsibility under the terms of employment with the University of South Carolina Department of Athletics to report this activity to the Associate Athletic Director for Student-Athlete Support Services and/or the Office of Athletic Compliance.

The Academic Responsibility Code in the Carolina Community, USC Columbia Student Handbook and Policy Guide outlines the procedure for academic infractions. Giving or receiving assistance to student-athletes for submitted coursework that is not appropriately cited could be treated with the same severity as cheating or plagiarism and result in suspension, expulsion or termination. This action may also jeopardize the eligibility of the student-athlete.

I agree that I will not/have not disclosed to any party information regarding a student-athlete's academic progress or information regarding coursework and/or tutoring session, except to authorized institutional representatives.

GAMBLING STATEMENT

I will not/have not solicited or accepted a bet on any intercollegiate competition for any item (e.g. cash, shirt, dinner) that has tangible value. I will not provide information concerning intercollegiate athletic competition to individuals involved in gambling activities.

EXTRA BENFITS STATMENT

I agree that I will not or have not provided a student-athlete or a student-athlete's relatives or friends any benefit that is not authorized by the NCAA legislation. I understand that it is my responsibility to report this activity to the Academic Enrichment Center or the Compliance Office.

SEXUAL HARASSMENT

Unwelcome behavior of a sexual nature that relates to gender or sexual identity of an individual and that has the purpose or effect of creating an intimidating or hostile environment of study, work or social living will not be tolerated. Please refer to the USC website www.sc.edu for complete information on the University's policy.

As an employee of USC you are entitled to a harassment free environment. Please report any instances of harassment to the Director of Academic Support or the Faculty Athletics Representative (FAR).

By signing below, I certify that I have read and fully understand the above information. To the best of my knowledge, I will/have comply with applicable NCAA, SEC and USC rules and regulations as a tutor for the Department of Athletics.

_____	_____	_____
NAME (Print)	Signature	Date

Enrichment Services

Statement of Professionalism

As an employee of University of South Carolina's Athletics Department, you must conduct yourself in a professional and ethical manner. This includes, but is not limited to:

- Dress – appropriate casual attire; **NO** tight clothing, low-cut or midriff shirts, clothing that reveals undergarments, short skirts or shorts, or any other inappropriate clothing.
- Contact – tutors/mentors and student-athletes are not permitted to contact each other outside of scheduled sessions; all communication must go through the Advisor, Tutor/Mentor Coordinator, or Enrichment Services Assistant
- Timeliness – arrive for appointments at least 5 minutes early.
- **Absolute** confidentiality -- refer to *Confidentiality Agreement.*
- Tutoring/Mentoring techniques – promote independent learning and foster effective study habits.
- Academic integrity – maintain academic integrity at all times, and immediately report any academic dishonesty that you witness. Refer to *Academic Integrity Agreement*.
- Paperwork – fully complete appropriate paperwork, such as session feedback forms and timesheets, in a timely manner.
- Communication – notify the Tutor/Mentor Coordinator and Advisor immediately if you will be late/absent for a scheduled session. Notify an AEC staff member **immediately** if any serious issues arise.
- A tutor/mentor should **NEVER** do any of the following:
    - Socialize with student-athletes outside of the AEC while employed as a tutor/mentor
    - Communicate with student-athletes through call, text, email, Facebook, etc.
    - Arrange to meet a student-athlete outside of the AEC without prior approval from the student-athlete's Athletic Academic Advisor.
    - Provide **any** kind of service to student-athletes per NCAA and SEC guidelines, including but not limited to: providing them with transportation, giving them any amount of money, typing their papers, and buying them meals.
    - Prepare the student-athlete's work for him/her.
    - Sit at the computer during a session (the tutee should be at the computer; the tutor/specialist should be behind or next to the tutee).
    - Allow the student-athlete to engage in non-academic activity during a session.
    - Contact the student's instructors.
    - Have a personal or dual relationship with the student-athlete with whom you are working, without prior consent or knowledge of the Tutor/Mentor Coordinator. **Dating a student-athlete is strictly prohibited while you are a tutor/mentor

I have read and understand the statements that have been outlined above. I understand that my employment may be terminated for misconduct related to each and any of the guidelines.

_____ _____

Signature Date

_____

Printed Name

Enrichment Services
Confidentiality Agreement

This is a confidentiality agreement between the University of South Carolina's Athletics

Department and _____(Employee).

Employee acknowledges that Employee will acquire information about certain people, situations, and potential violations that are confidential to USC and which information is the exclusive property of USC. Employee will not reveal information gained through this position, including, but not limited to, student identity, student identification number, academic schedule, academic grades, academic eligibility information, tutorial progress reports, faculty academic progress reports, information regarding a disability, and any other personal information a student shares. (*Information is deemed confidential whether it exists in writing or is the result of a conversation.) Employee also will not share this information within the Athletics Department, unless so required by the position. This agreement will extend beyond the time of employment.

Employee must also adhere to the Family Educational Rights and Privacy Act (Buckley Amendment), which stipulates that the University and its employees must "limit disclosure to others of personally identifiable information from education records without students' written prior consent."

If any information is revealed, USC may terminate Employee and Employee will be held liable for any legal ramifications that result from such disclosures.

_____ _____
Employee Signature Date

_____ _____
Athletics Department Representative Date

Enrichment Services

Academic Integrity Agreement

Academic Integrity (http://www.sc.edu/academicintegrity/honorcode.html)
The Carolinian Creed and the Honor Code are designed, in part, to ensure the principle of academic honesty is upheld. As a tutor/mentor, you are making a commitment to stop and/or report any academic dishonesty you may witness. We ask that you set an example for the student-athletes to follow. Conduct that violates the Honor Code includes, but is not limited to, the following:

1. Giving or receiving unauthorized assistance, or attempting to give or receive such assistance, in connection with the performance of any academic work.
1. Unauthorized use of materials or information or the unauthorized use of any electronic or mechanical device in connection with the completion of any academic work.
2. Access to the contents of any test or examination or the purchase, sale, or theft of any test or examination prior to its administration.
3. Use of another person's work or ideas without proper acknowledgment of source.
4. Intentional misrepresentation by word or action of any situation of fact, or intentional omission of material fact, so as to mislead any person in connection with any academic work (including, without limitation, the scheduling, completion, performance, or submission of any such work).
5. Offering or giving any favor or thing of value for the purpose of influencing improperly a grade or other evaluation of a student in an academic program.
6. Conduct intended to interfere with an instructor's ability to evaluate accurately a student's competency or performance in an academic program.

Academic Issues
The NCAA strictly prohibits any institutional staff member (e.g., coach, professor, tutor, teaching assistant, student manager, student trainer) from completing coursework for student-athletes. This prohibition includes, but is not limited to, the following:

- Completing homework or coursework for a student-athlete.
- Allowing student-athletes to copy your homework.
- Typing or writing a paper and/or an assignment for a student-athlete.
- Providing answers to take-home exams or quizzes.
- Sitting in or taking notes and/or an exam for a student-athlete.
- Copy or fax information, notes or assignments for student-athletes.

NCAA Violation
Academic fraud becomes a violation of NCAA ethical conduct legislation when:

1. A staff member knowingly is involved in arranging fraudulent academic credit or false transcripts for a prospective or enrolled student-athletes, regardless of whether the institutional staff member acted alone or in concert with the prospective or enrolled student-athlete.
2. A student-athlete, acting alone or in concert with others, knowingly becomes involved in arranging fraudulent academic credit or false transcripts, regardless of whether such conduct results in an erroneous declaration of eligibility.
3. If a student-athlete commits an academic offense (e.g., cheating on a test, plagiarism on a term paper) with no involvement of an institutional staff member, the institution is not required to report a violation of Bylaw 10.1-(b), unless the academic offense results in an erroneous declaration of eligibility and the student-athlete subsequently competes for the institution.

*****IF YOU ARE UNSURE ABOUT ANYTHING, ASK FIRST!!!!*****

I have read and understand the information above. I understand that my employment may be terminated for misconduct related to each and any of these issues.

_____	_____	_____
Signature	Printed Name	Date

English 101
Beginning to Research
Preparing a Proposal/Annotated Bib

This writing assignment will consist of two parts: a one- to two-paragraph proposal and a three-source annotated bibliography. These two steps will demonstrate that you can begin the process of formulating an argument and beginning to research that argument.

The documentary *Waiting for Superman* has identified some arguments about education in America. There are many others. Choose a topic related to *Waiting for Superman* that you would like to investigate—it may be something from the film or it may be something outside of the film. Find three articles that address your topic, at least one of your articles must be a scholarly article found via Academic Search Premier. Read through your sources and provide a one-paragraph summary of each article's argument. Use the following acronym to compose your annotation.

Genre of the source
Author/affiliation of the writer(s)
Thesis of the article
Highlights of the argument
Evidence used/experiment performed
Relevance to your research

An annotated bibliography is a list of your sources with notes for each source. You provide the bibliographic information of your source (here, in MLA form) and then provide a summary (an annotation) for that source. Be sure to list your sources in alphabetical order. Note that each entry starts at the margin and the subsequent lines associated with it are indented five spaces. The next entry on the list would return to the left margin.

A sample entry would look like this:

Abbey-Pinegar, Erin. "The Need For A Global Amateurism Standard: International Student-Athlete Issues And Controversies." *Indiana Journal Of Global Legal Studies* 17.2 (2010): 341-365. *Academic Search Premier*. Web. 15 Nov. 2011.

In this article, Erin Abbey-Pinegar, a college athlete and sports law enthusiast, discusses the issue of amateurism and international athletes. In particular she addresses the definition of amateurism in the 21st century. Each year, approximately 15,000 international sports athletes arrive to play for Division I teams and help colleges excel on the field. These athletes are

constantly being assessed to find if they violate the National Collegiate Athletic Association's amateurism rules. Pinegar thinks the definition of amateurism should be standardized to alleviate these issues with international athletes.

After you have completed your research, compose a 1-2 paragraph proposal for your project. This proposal should be different than your original statement of interest because you have now narrowed down your topic, researched it, and have a more specific idea of what people in the field are saying. Again, you should provide a broad overview of the issue you see as paramount and then should narrow your focus down to your particular issue. Your proposal as well as your annotations should evince your ability to express your ideas in an intelligent and effective manner.

Please format your paper with the MLA header, then put your proposal, and then put your annotated bibliography. You may individually choose the citation method (APA, MLA, Chicago, etc.) you wish to use for your citations.

Reader _____ Writer_____

Research Proposal and Annotated Bibliography

The writer headed the paper with correct MLA format. Yes No

The writer provided an introductory proposal paragraph that

- establishes a focus for the study.
- discusses why this is an important issue.
- provides discussion points that opens up the topic beyond "I am interested in…."
- raises questions for consideration.
- uses a style that is appropriate for an academic paper.
- demonstrates control of grammar and style.

What suggestions would you offer to your writer regarding this introduction?

The writer has provided three sources for his/her research. Yes No

The writer has provided the bibliographical information for all four sources. Yes No

Read each of the writer's summaries. Rank each summary on a scale from 1-3 for each of the following criteria, with 3 meaning completely fulfilled, 2 meaning partially fulfilled, and 1 meaning barely fulfilled.

In the summary, the writer….	Article 1	Article 2	Article 3
provides the name of the author and the genre of the work.			
identifies the main idea of the article.			
goes on to identify the highlights of the essay and the evidence provided.			
discusses the relevance/importance of the article to the writer's chosen topic.			
has written a summary that sounds academic in focus.			
has written a summary that reads effectively.			

What suggestions would you offer to your writer regarding these summaries?

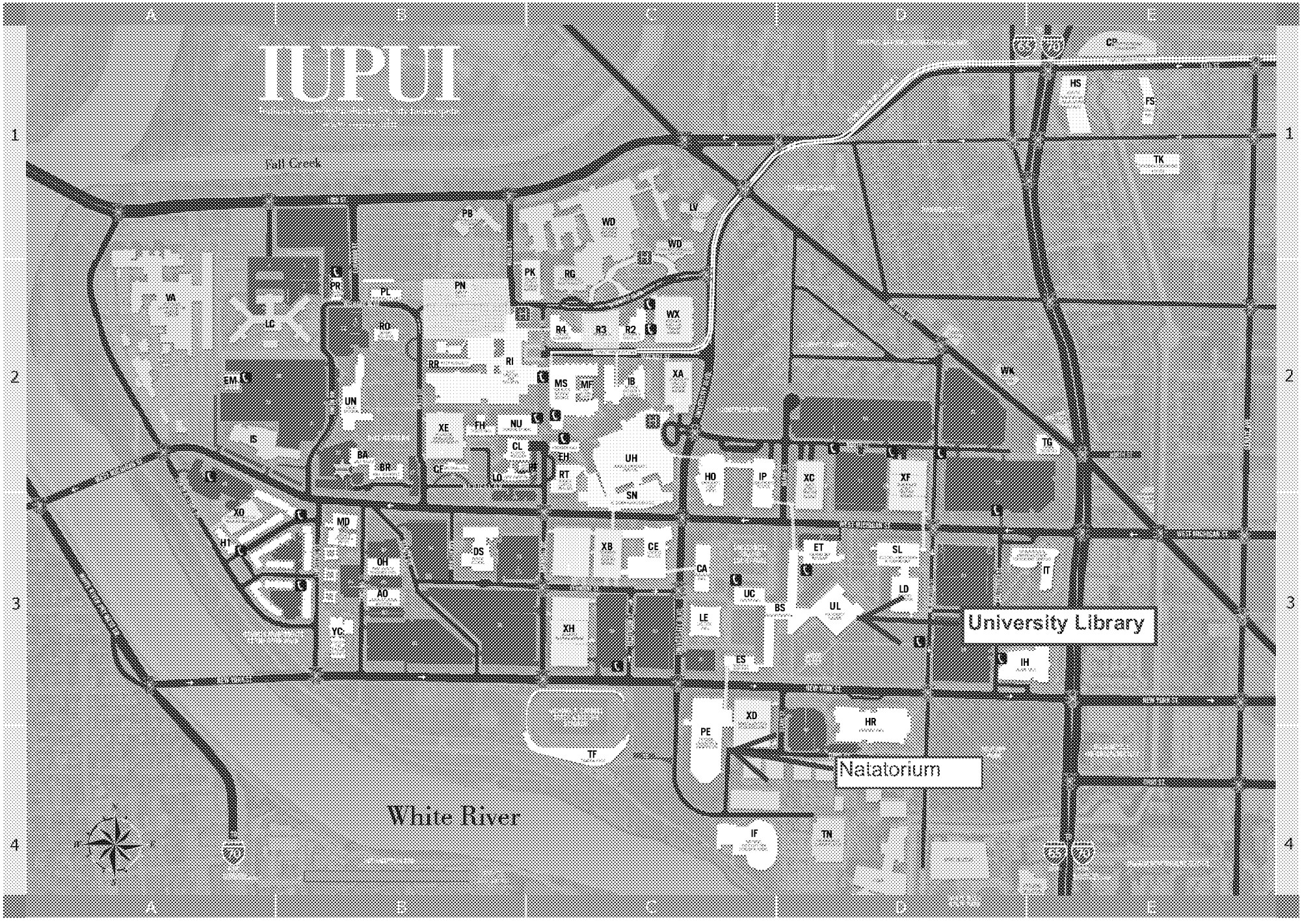

CAMPUS BUILDINGS
PARKING GARAGES
CAMPUS PARKING LOTS
OFF-CAMPUS FACILITES
EMERGENCY PHONE
EMERGENCY ROOM
ACCESSIBLE PARKING
TRAFFIC LIGHT
CONSTRUCTION (CLOSED)

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Wednesday, March 27, 2013 5:20 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Hiring Faculty & Staff: Best Practices & Legal Standards

Having trouble viewing this email? Click here

Innovative Educators

Free Resources

- You're Hired! Great. What Now?
- Fishing in the Stocked Pond
- Going "Off List"
- Will They Accept the New You?
- Emotional Labor and Ethical Hiring Practices in Academia
- 5 Things I Think I Know About Hiring
- Hiring at 2 year Colleges
- Cluster Hiring
- Have a question? AskIE
  - How can customer service principles be applied in higher education?
  - How can I improve my professional development program?
  - How can I improve my faculty hiring practice?

Webinar Overview

Hiring has always been about finding a candidate with the right mix of qualifications, experience, and personality. Over time, evaluating each applicant's potential fit has grown more complex as new hiring tools and techniques have been introduced. Hiring has blossomed into an intricate process fraught with legal and policy implications. (Not to mention the implications of making the wrong hiring decision-- the reason all these complex screening procedures exist in the first place!)
From financial background checks to psychological testing to social media searches, today's hiring committees need expert guidance on creating a process that conforms to legal standards and instills confidence. During this comprehensive webinar, participants will review relevant legal considerations and how they impact screening procedures, the interview process and decision-making. Participants will also review relevant case studies, discuss policy and legal standards, and participate in polling questions to help paint a picture of current practices among universities.

Webinar Objectives

Participants will:

- Review interview questions and discuss the legal importance of consistency and documentation through all stages of the hiring process
- Discover questions that can result in potential lawsuits or violations of ADA standards
- Discuss of the use of criminal background checks and their effectiveness in assessing future violence or risk
- Learn about the legality of obtaining credentialing and financial checks through third-party companies
- Debate the use of psychological testing, addressing relevant legal and ADA standards in both requesting completion of these tests, expertise in terms of scoring, and analysis of results and how best to use them
- Explore the legality and ethics of asking similar hiring questions and applying the same screening process across the entire applicant pool

Webinar Speaker(s)

Dr. Brian Van Brunt , past president of the American College Counseling Association, is Senior Vice President for Professional Development Programs at the National Center for Higher Education Risk Management (NHCERM, www.ncherm.org). He is the president-elect of the National Behavioral Intervention Team Association (NaBITA, www.nabita.org), current president of the School and College Organization for Prevention Educators (SCOPE, www.wearescope.org) and the managing editor for Student Affairs eNews (SAeN, www.studentaffairsenews.com). Over the past thirteen years Brian has taught counseling theory, ethics, program evaluation, statistics and sociology topics at both public and private schools for both graduate and undergraduate students at five different colleges and universities. Brian has served as the director of

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Webinar

StudentLingo Workshops - Free Trial

Beyond the MOOC Hype: Definitions, Tips, Benefits & Challenges - April 16

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Upcoming Webinars

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April 2013

4
The Tutor Program Playbook: Using Best Practices To Grow A Successful Learning Center

10
Developmental Education Redesign: Strategies & Resources That Improve Student Success

16
Connecting Courses To Careers: Using Powerful Analytics To Gauge Student "Employability" & Your Institution's Effectiveness On The Job Market
17
Improving Student Success: Academic Advising & The Completion Agenda

18
Get On Your Bike & Ride: Strategies That Inspire Students & Promote Long-Term Knowledge Retention

19
He Said THAT On Facebook? Creating Effective Policies That Govern Employee Social Media & Internet Use

23
From Podium to Podcast: How To Flip Your Classroom & Enhance Student Engagement
24
Growth Mindset: How To Foster Enthusiastic Learning & Encourage Students To Set Goals
26
Achieving Success In Developmental Education: Implementing Cost-Effective, High-Touch Programs That Work

May 2013

1
The New "At-Risk" Student Seminar: Increasing Retention, Success & Institutional Support

counseling at New England College and Western Kentucky University. He is the author of several books including: Ending Campus Violence: New Approaches in Prevention and A Faculty Guide to Addressing Disruptive and Dangerous Behavior in the Classroom. Brian is an expert on campus violence and has been interviewed by the New York Times, National Pubic Radio, LA Times, USA Today and has appeared on Headline News and Anderson Cooper 360.
Jason Ebbeling, J.D. is Vice President of Student Affairs at Mitchell College in New London, Connecticut. He previously served as Director of Residential Education and Services at Southern Oregon University, Associate Dean of Student Affairs at Menlo College in Atherton, CA, Director of Campus Life at New England College, Residence Community Coordinator at California State University, Chico, and as Director of Residence Life at Edgewood College in Madison, Wisconsin. He completed doctoral coursework in Educational Administration at the University of Wisconsin-Madison and received a Juris Doctorate from The Ohio State University Moritz College of Law.

2
No More Monkeys: Time Management For Burnt-Out Administrators
7
Challenge Exams: How To Remove Road Blocks For Students By Creating & Implementing Effective Policies
21
Teachable Moments: Managing Aggressive & Overly Involved Parents

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From: scanner@unc.edu
Sent: Saturday, March 30, 2013 2:33 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject:
Attach: 20130330143239901.pdf

This E-mail was sent from "R11153" (Aficio MP 3500).

Scan Date: 03.30.2013 14:32:39 (-0400)
Queries to: scanner@unc.edu

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COLLEGE OF
ARTS & SCIENCES

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of NORTH CAROLINA
at CHAPEL HILL

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F 919.962.8247

May 25, 2012

Dear Professor Wilson,

The Academic Support Program for Student Athletes will continue to have a Supplemental Instruction program for our student-athletes during Summer Session 2 2012. The program has been well received and successful since it started in the fall of 2004. We are constantly trying to improve our support programs in order to better help our students academically.

Supplemental Instruction (SI) is a learning enhancement program and is designed to organize and improve the ways in which students prepare for class outside of the classroom. SI is attached to courses to provide students with a systematic and disciplined approach for processing the course material assigned by the professor. We will be assigning SI leaders to each of the courses selected. These leaders have been identified through our tutor interview process.

The SI program is not intended as a substitution for regular attendance at class. The SI leader attends all lectures, takes notes, reads assignments and is trained in study skill strategies. The SI leader does not re-lecture, but rather facilitates and encourages the group to process the material. The SI meetings will be held during regular study hall hours at the Academic Center. **SI will be open to all of the students in the class.**

We will maintain records of attendance and use a systematic research-based approach to evaluate our program at the end of the semester (for more information visit the SI website at www.umkc.edu/cad/si.htm). Please let us know (by returning the completed form below) if it would be possible for an SI leader to attend your class. Thank you for allowing us to work with you to help our students succeed academically.

Sincerely,

Beth Bridger
Associate Director/Learning Specialist/SI Coordinator
Academic Support Program for Student-Athletes
College of Arts and Sciences
bridgerb@uncaa.unc.edu
919-843-5669

May 25, 2012

Supplemental Instruction – Professor Agreement, Summer Session 2 2012

Class –Math 110, Professor Wilson

I agree to have an SI Leader attend my class and lead SI sessions according to the standards of the program.

Professor Signature:

_____ Date 6/4/12

Return to:

Beth Bridger
Associate Director/Learning Specialist/SI Coordinator
Loudermilk Center for Excellence
CB 3107

Academic Advice

Dear Beth:
The questions below I hope to get a better sense of some common areas of focus in academic advising for student-athletes. Please share any responses you feel comfortable providing beneath each question. Thank you!

Please note these abbreviations:
Student athlete (SA)
Student athlete academic support (SAAS)
Main campus academic advising (AA)

What do you see as the difference between academic *advising* and academic *counseling*?

For SA's, what do you see as the difference between the roles of campus academic advisor and athletic department advisor/counselor?

As counselor, what has been your average caseload? As learning specialist? What is ideal?

What is the difference between a learning specialist, and a reading/writing specialist?

In major/course selection with your students, how does career advising enter into your work?

Are there ways SAAS can utilize campus support services to better advantage for SA's?

WHO HAS THE RESPONSIBILITY FOR THESE ADVISING TASKS? (MORE THAN ONE MAY APPLY):

	Registration	Major & course advice	Skill/interest/career exploration	Referral for services*	Personal issues	Developmental academic support	Educational assessment testing	LD/ADD/ADHD advising	LD/ADD/ADHD support	Learning issues
Campus academic advisor										
Athletic academic support advisor										
Academic department advisor										
Campus learning services										
Athletic academic support learning services										
Campus disability support										
Athletic team personnel										
Campus health & wellness										
*health & wellness, financial aid, disability services, career services, etc.										

Within your position as academic advisor in athletics, where along the advising spectrum, from prescriptive to developmental, do you usually frame your practice with students?

"Committee case" admission students with new diagnosis of LD/ADD/ADHD: _____

"Committee case" students with known diagnosis of LD/ADD/ADHD: _____

"Committee case" students without diagnosis of LD/ADD/ADHD: _____

Regular admission students with known diagnosis of LD/ADD/ADHD: _____

Non-scholarship student-athletes: _____

When you refer a student for a campus service is it your responsibility to follow through, or does that responsibility remain with the student? [Do regulations or administrative structure dictate how intrusive your advising role may be?] Does this apply to AA as well?

If successful completion of an intensive summer "bridge" program was required for conditionally admitted students ("committee cases") before participation in any athletic activity was permitted, what institutional/administrative changes would need to take place?

Realistically, do you think requirement of such a program is possible?

From: Kim Durand <durand@uw.edu>
Sent: Saturday, May 4, 2013 2:33 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Opportunity from a PDI alum & more spots for 2013 Luncheon available
Attach: AF_Call for Proposals_N4A_Membership_July_2013.pdf

Hello PDI Alumni;
I know many are wrapping up your semesters – hope your students all finish strong!

- There are a few spots available for the 2013 PDI Graduation & Alumni Reunion on Thursday, June 6 from 11-12:35pm at Fionn McCool's Irish Pub next to the hotel. We'd love for you to join us for a very large buffet lunch. It looks like we may be able to reduce the cost from the original $20 I quoted so I'll let everyone know soon. Please RSVP if you are coming so we get the food count correct – Durand@uw.edu.
- PDI graduate Tamesha Hilliard has the attached opportunity for PDI alumni to participate in the Athlife Foundation conference in July. The call for proposals is attached – please consider presenting and contact Tamesha with any other questions (TXH8309@dcccd.edu). Some more specifics below:

Hi Kim,
I am currently working with Jeff McCann and Jon Harris of Athlife (who will be attending the conference in Jacksonville); and I wanted to ask if you will email the PDI Alumni to see if anyone would be interested in speaking at The Athlife Foundation conference in July. The conference is for high school professionals that work with student-athletes. We are looking for individuals to come and share their knowledge and expertise with the group. I have attached additional information for your viewing that was also posted on the N4A website.
I appreciate your help!
Best,
Tamesha

Hope to see many of you in Jacksonville next month!
Kim

Kim Durand
Associate Athletic Director for Student Development
University of Washington Athletics
248 Conibear Shellhouse
Box 354070
Seattle, WA 98195-4070
(206) 221-3551
durand@uw.edu

GO PURPLE. BE GOLD.

ATHLIFE FOUNDATION - CALL FOR PROPOSALS

The Athlife Foundation would like to extend an invitation to all N4A members to submit proposals to be presented at the 2013 Conference for Secondary Education Professionals. The Athlife Foundation has created a national platform for high schools to develop the Academic-Athletic Support profession, and to create powerful programming aimed at student-athletes to promote academic achievement, and the development of life and leadership skills.

This year's conference will be held **July 17-21 at the Sheraton Suites in Alexandria, VA**. The Washington Redskins Charitable Foundation's Coaches in the Classroom program will serve as host. We are seeking a range of presentation topics relating to academic-athletic support aimed at the high school level and beyond, **open areas for professionals to be creative** to seek relevant and topical issues that are prevalent in student-athlete development, as well as areas that can aid in the establishment of a stronger bridge from high school level professional to college level professional.

Eligibility for Submission: Any N4A member involved in academic-advising (administration, faculty, full-time advisors, and administrative staff) is invited to submit a proposal. Proposals should include your presentation title, learning objectives, and desired format (break out or topic presentation). Please include a brief abstract describing your presentation, an outline, the desired learning objectives, and any other pertinent information. Abstracts will be included in the conference program. Please limit abstracts to 125 words.

Format options: Breakout sessions, paper or topic presentations 60-75 minutes in length.

- Breakout sessions can be highly participatory sessions, and presenters should plan to include some lecture as well as possible small and large group activities, and a question and answer period. Breakout sessions should be very hands-on and issue specific with strategies and techniques that the high school staff participants can draw from to potentially incorporate into their own programs.
- Paper or topic presentations discuss current issues in academic-athletic support that will resonate with the high school profession. Some are based on research, some share best practices, and some are developmental, while others are theoretical. The format may be mostly lecture with a discussion following or a more informal discussion.

All sessions are to be proposed 60-75 minutes in length. For questions, or to submit a proposal, please contact Jeff McCann, Executive Director: jmccann@athlife.org - We will accept proposals from April 15, 2013, to May 24th, 2013. **Selected Presenters will be notified via email by the end of May 2013.** Conference registration fees will be waived for selected presenters.

Registration information for those interested in this attending this professional development opportunity will follow. The conference will have presentation topics relevant for the college level professional, and is aimed at the college level professional that has a strong desire to assist the high school professional population more formally. Learn more at www.athlife.org

ATHLiFE

Powered by The Athlife Army

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Friday, May 17, 2013 12:50 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Destructive Romantic Relationships: Helping Students Make Healthy Decisions

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Destructive Romantic Relationships:
How To Help Students Recognize Warning Signs & Make Healthy Decisions

Wednesday, June 26 – 1:00-2:30pm EDT

Reg/Info/Plan: http://www.innovativeeducators.com/product_p/1012.htm

Innovative Educators

Free Resources

- IONA College - Understanding Unhealthy Relationships
- State University of New York - College Students and Relationships
- Healthy vs Unhealthy Relationships
- Red River College - Healthy Dating Relationships
- Am I in a Healthy Relationship?
- Go Ask Alice - Healthy vs Unhealthy Relationships

Webinar Overview

The destructive college romantic relationship. It's a common storyline in the campus setting. Whether you are a Resident Assistant or work in Student Affairs, you've probably had a student come to you wondering, "What should I do about this bad relationship I'm in?" You give them advice. You try to help. You talk with them about the consequences of staying in an unhealthy relationship when they should be focusing on school. You hope they realize that a break might be the best answer. But nothing works and you're left feeling helpless. What can you do? What should you do?

This webinar will offer suggestions and guidelines for Student Affairs staff on how to best advise students seeking relationship help. Based on decades of working with college students in difficult dating relationships, Dr. MJ Raleigh and Dr. Brian Van Brunt will discuss warning signs that can help identify problematic relationships that have the potential to turn violent and/or dangerous. They will offer practical solutions to help students move away from these relationships and move forward to make better dating decisions. Participants will also learn how to utilize the positive signs of a healthy relationship when talking with students about their choices.

The main focus of this webinar will be on relationships that are currently unproductive or problematic but have not crossed over into violence or sexual assault. However, Dr. Raleigh and Dr. Van Brunt will discuss more serious signs of relationship violence and the importance of proper referrals to judicial affairs, counseling, and campus police.

Webinar Objectives

Participants will learn to:

- Help students identify the characteristics and warning signs of unhealthy relationships
- Address how unhealthy relationships differ from violent or dangerous relationships that include sexual assault or violence
- Develop an awareness of how broken relationships may be cyclical and in part due to early family messages about marriage, dating, and expectations about what it means to be in a "healthy relationship"
- Navigate between giving advice, guiding, and informing
- Develop an awareness of healthy relationship signs and how to foster positive communication
- Access on-campus resources and help for students in distress

Webinar Speaker(s)

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - On-Demand

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Upcoming Webinars

View all events

May 2013

21
Teachable Moments: Managing Aggressive & Overly-Involved Parents
21
Empowering At-Risk Probationary Students Using Appreciative Advising Inside & Outside The Classroom
30
Developing & Implementing A Web-Based Early Alert System

June 2013

4
The Personal Connection: How To Create, Maintain & Expand An Extended Orientation Programming
4
Student Retention: Expanding The Paradigm To Focus On Individual Student Success
12
The Next Step In FYE: Innovative Strategies To Strengthen Your Program
13
Enhancing Outcomes-Based Assessment For Student Affairs
25
Maximizing The Impact Of Advising On Student Success (View Complete 4-Part Series)
25
Suicidal Students & Title II Changes: Case Studies, New Federal Policy & Campus Processes

Dr. Brian Van Brunt, past president of the American College Counseling Association, is Senior Vice President for Professional Development Programs at the National Center for Higher Education Risk Management (NHCERM, www.ncherm.org). He is the president-elect of the National Behavioral Intervention Team Association (NaBITA, www.nabita.org), current president of the School and College Organization for Prevention Educators (SCOPE, www.wearescope.org) and the managing editor for Student Affairs eNews (SAeN, www.studentaffairsenews.com). Over the past thirteen years Brian has taught counseling theory, ethics, program evaluation, statistics and sociology topics at both public and private schools for both graduate and undergraduate students at five different colleges and universities. Brian has served as the director of counseling at New England College and Western Kentucky University. He is the author of several books including: Ending Campus Violence: New Approaches in Prevention and A Faculty Guide to Addressing Disruptive and Dangerous Behavior in the Classroom. Brian is an expert on campus violence and has been interviewed by the New York Times, National Pubic Radio, LA Times, USA Today and has appeared on Headline News and Anderson Cooper 360

Dr. MJ Raleigh completed her master's degree in counseling and therapy at the University of Colorado. MJ holds both a national counseling certification (NBCC) and is a licensed clinical professional counselor LCPC (MD) and LCMHC (NH). MJ completed her PhD at Antioch University New England. Her research focused on the use of natural restorative environments for the treatment of anxiety in college students. MJ has been a therapist specializing in college student development and mental health issues for over two decades. Currently MJ is the Director of Counseling and Psychological Services at the University of North Carolina at Pembroke, a member of the Council for the Advancement of Standards in Higher Education (CAS) representing college mental health and past ACCA president.

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3277 Carbon PL
Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

27
Guns On Campus: Understanding Policy From The Legal, Administrative & Psychological Perspectives
28
Suicide Attempts On Campus: A 7-Step Response Plan To Keep Your Students & Institution Safe

July 2013

16
A Step-By-Step Guide To Creating A Quality Veterans Resource Center On Your Campus
16
Best Practices In Alcohol Education: 10 Core Concepts To Teach College Students
23
Improving Academic Performance Of Student-Athletes With An Innovative Reading Enhancement Program

August 2013

6
Emergency Preparedness: How To Educate Your Campus, Market Your Plan & Mitigate Harm

September 2013

17
Peer Feedback & Coaching: How To Build A Successful Process For Student Growth

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Friday, May 17, 2013 8:20 PM
To:	Bridger, Beth <bridgerb@email.unc.edu>
Subject:	FORMAL NOTICE: Moratorium on Department ID Additions and Changes

---

To: Deans, Directors and Department Chairs

From: Kevin Seitz, Associate Vice Chancellor for Finance

A memo located at http://www.unc.edu/finance/fd/gen_docs/moratorium_dept_id_changes_2013.pdf was sent Monday to Finance and HR/Payroll Stakeholders, Major Operating Unit (MOU) leaders, Campus Working Groups, Finance and HR Advisory Councils, and the ConnectCarolina project team. This memo has also been distributed to University Business Managers. Please let me know if you have any questions.

This email is sponsored by: Assoc. Vice Chancellor for Finance

From: Pirate Athletics <reply-31@pacmail.em.marketinghq.net>
Sent: Friday, May 17, 2013 10:50 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: ECU Baseball Gametime Adjusted for Saturday

Use this link to view a web version of this message.

Game Delay due to Inclement Weather

Saturday Baseball Game Start Time Moved Up

Due to the inclement weather expected late Saturday morning in the Greenville, N.C. area, the baseball game against the UCF Knights has been moved up from 11:00 AM to a 10:00 AM start time according to Conference USA officials. Previously purchased tickets for the contest will still be honored at the new start time.

Tickets for the game may be purchased through the **Online Ticket Center**.

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Renewing season tickets and ordering single game seats has never been easier! Just click **TICKETS**, find your seat, and enjoy the game!

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Facebook

Modify your preferences or unsubscribe. | 301 Ward Sports Medicine Building, East Carolina University, Greenville, NC 27858
Please do not reply to this email. Questions or comments may be sent to: **athletictickets@ecu.edu**.

From: ITS Response Center <help@unc.edu>
Sent: Monday, May 20, 2013 2:55 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Password for Onyen 'bridgerb' expires soon.

The password for the Onyen 'bridgerb' is set to expire
at this date and time: Mon Jun 3 08:27:37 2013

Visit the following web site to change your password or for
information on how to have it reset if it was forgotten:

https://onyen.unc.edu/cgi-bin/unc_id/chpw.pl

After your password expires, you can still access the above site
to change your password, though you will not be able to use your
Onyen to access any other Onyen-authenticated services until you
change your password.

Once you change your password, it will work for another 90 days
before it expires again. If you never use your Onyen, then
disregard this notice.

Your new Onyen password will be copied automatically to the
AD.UNC.EDU domain. If you have any Laptop, Desktop, or handheld
device which uses your old Onyen password to automatically login
or re-authenticate to services using the AD.UNC.EDU domain
(Exchange, for example), be sure to logout of those services and
login again with your new Onyen password within 10 minutes of
changing it. If you don't, and your devices continue to attempt
to re-authenticate using your old Onyen password, your
AD.UNC.EDU account will be locked for 10 to 20 minutes, just as
if you repeatedly tried to login with a bad password. During
that time you will not be able to login.

If you think you might forget your password, consider setting up
a "Challenge/Response" where you answer a few personal questions
BEFORE you forget your password. Later, if you can answer these
questions again, you can get a new password without having to
visit one of the password reset sites on campus. Just click
"Challenge-Response" at the top of the page mentioned above and
follow the instructions.

Answers to many common questions and a list of some Onyen
related services can be found by visiting the web site:

http://help.unc.edu/3247

If you have questions or need additional assistance with this
issue, contact the ITS Response Center at 919-962-HELP and we'll
be glad to assist you.

We send out these Password Expiration Notices via email
at 2 weeks, 1 week, and 2 days prior to the expiration.

This message is being sent to the electronic mail address
associated with the Onyen 'bridgerb' in the UNC Campus Directory.
If this address is not your preferred electronic mail address,
you may change it by visiting the Campus Directory web site:

http://dir.unc.edu/dir/home/

From: Beller, Debra L <debra_beller@unc.edu>
Sent: Monday, May 20, 2013 11:36 AM
To: campus solutions staff users <cccs_staffusers@listserv.unc.edu>
Subject: [cccs_staffusers] Outage Notice for ConnectCarolina TODAY noon to 1pm

---

There is an unplanned outage of ConnectCarolina beginning at noon TODAY (May 20) and lasting about one hour. This is to correct a problem that is impacting performance. View the System Status here: http://ccinfo.unc.edu/system-status/

We apologize for the inconvenience.

Debra

Debra Beller
Communications Specialist
ConnectCarolina, Enterprise Applications, ITS
University of North Carolina at Chapel Hill
Phone: 919-843-0477
Website: http://ccinfo.unc.edu

From: Matthew R Banks <mbanks@email.unc.edu>
Sent: Monday, May 20, 2013 11:58 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; LSRV_forum.con <forum@listserv.unc.edu>
Subject: [forum] Community Meeting Web Streaming

Please note that the Employee Forum's community meeting will be streamed from the Forum homepage at http://forum.unc.edu from 9-11 a.m. Tuesday, May 21. The event itself will take place in the Great Hall of the Student Union and will feature UNC President Tom Ross and UNC-Chapel Hill Chancellor Holden Thorp.

Please share this e-mail with as many people as possible.

Thanks.

---Matt Banks, Forum Assistant

 -- You are currently subscribed to

forum as: bridgerb@uncaa.unc.edu. To unsubscribe send a blank
email to leave-33130065-11961332.cafff81239728ecd643f7e767d290cf0@listserv.unc.edu

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Monday, May 20, 2013 8:03 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Enhancing Outcomes-Based Assessment For Student Affairs

---

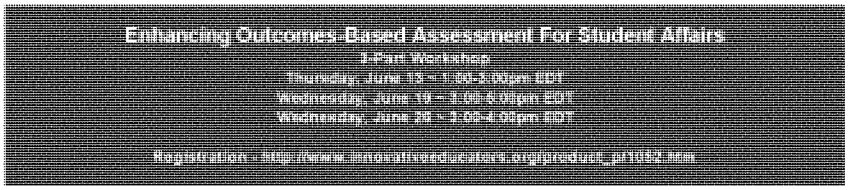

Innovative Educators

Free Resources

- Internet Resources for Higher Education Outcomes Assessment
- How to Write Program Objectives/Outcomes
- Outcome Based Education: an overview
- Student Affairs Office of Research and Assessment
- Assessment in Higher Ed
- Complex Measures of Success
- Student Affairs Assessment Websites

- Have a Higher Ed question? AskIE
  - What is StudentLingo?
  - What is the role of student services in retention?
  - Why is assessment important to developmental education?
  - How to market student support services?

Webinar Overview

This webinar is a 3-part workshop designed to facilitate your campus team's learning as you design programmatic assessment plans. The ultimate intention of this workshop is for you and your institutional team to walk away with a refined assessment plan and/or report, depending on where you are in your assessment process. Each session is designed to be highly interactive with activities that you complete and share with colleagues and other participants. This process offers a unique opportunity to share ideas and solutions across institutions.

Webinar Objectives

Participants will:

- Describe the history of Outcomes-Based Assessment (OBA)
- Explain the purpose for OBA
- Explain why OBA practice and documentation is so important
- Identify the necessary components of an Outcomes-Based Assessment Plan and report (OBAP)
- Align components of the OBAP with program review, annual planning, strategic planning, and budgeting processes
- Explain the importance of evaluating student learning
- Distinguish between learning goals and outcomes
- Identify characteristics of measurable and meaningful outcomes

Webinar Speaker(s)

Marilee J. Bresciani, Ph.D. is a Professor of Postsecondary Education Leadership at San Diego State University, where she coordinates the masters in Student Affairs/Services in community colleges and higher education, the certificate in institutional research, planning, and assessment, and the masters and doctorate in community college leadership. The curriculum at San Diego State University emphasizes student-learning centeredness, integration of the curricular and co-curricular learning paradigms, and analysis, planning, and responsible practice of leaders in a socially just and global environment.

Dr. Bresciani's research focuses on the evaluation of student learning and development. She uses grounded theory to explore how systems and processes contribute to student learning centeredness, which includes the study of leaders' roles in these systems and processes.

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - On-Demand

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Upcoming Webinars

View all events

May 2013

22
Exceptional Front-Line Customer Service In Higher Ed
24
Exceptional Customer Service: A Training For Student Employees
30
Developing & Implementing A Web-Based Early Alert System

June 2013

4
The Personal Connection: How To Create, Maintain & Expand An Extended Orientation Programming
4
Student Retention: Expanding The Paradigm To Focus On Individual Student Success
5
Embracing Technology To Promote Exceptional Student Services In Higher Education
12
The Next Step In FYE: Innovative Strategies To Strengthen Your Program
13
Strategic Enrollment Management: Developing & Implementing An Integrated, Results-Driven Plan
25
Suicidal Students & Title II Changes: Case Studies, New Federal Policy & Campus Processes
26
Destructive Romantic Relationships: How To Help Students Recognize Warning Signs & Make Healthy Decisions

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From: Teresa Farnum & Associates <info@teresafarnum.com>
Sent: Tuesday, May 21, 2013 6:49 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Meet Our Student Retention Workshop Facilitators!

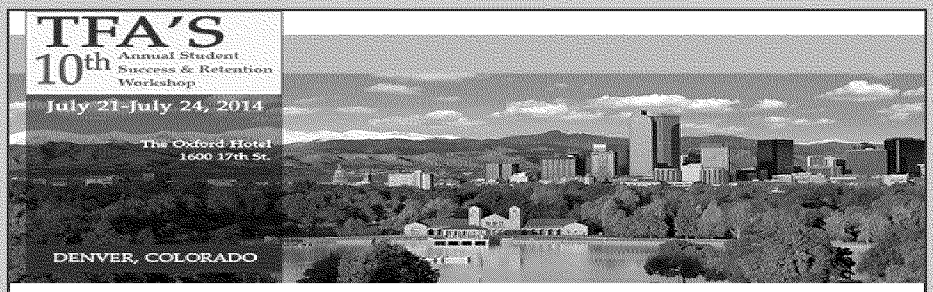

Ms. Bridger,

When it comes to change leadership in higher education, we all know there's no one magical ingredient that guarantees desirable outcomes. At Teresa Farnum & Associates, though, we wondered what advice experts might have in terms of producing lasting, effective changes in college and university cultures.

And what better experts to consult than the facilitators for **TFA's 9th Annual Student Retention Workshop**? We invited our eight presenters--who collectively have more than 250 years of experience in higher education administration--to highlight key principles of how to cultivate lasting, systemic change at colleges and universities. Their responses resulted in TFA's newest paper release, ***Creating Change on College Campuses: Lessons Learned Over Our Years in Higher Education Administration***.

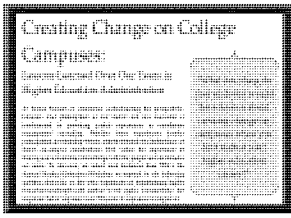

Download the paper by clicking here or on the image to the left.

Contributors to the *Creating Change* Paper

~ Aaron Thompson, Ph.D.
~ Alma Clayton-Pederson, Ph.D.
~ Carol Kasworm, Ed.D.
~ Gary Pike, Ph.D
~ Joe Cuseo, Ph.D.
~ Amy Baldwin
~ Nancy King, Ph.D.
~ Teresa Farnum

Examples of Workshop Sessions Hosted by Contributors

~ Promoting Student Retention & Academic Achievement: Pervasive Principles
~ Setting the Campus Agenda for Student Success
~ Identifying and Targeting At-Risk Student Populations
~ Creating an Effective Retention Plan
~ Assessment and Evaluation in Student Retention Initiatives
~ Designing or Redesigning a Comprehensive Academic Advising Program

Meet Our Facilitators in Person by Attending:
TFA's 9th Annual Student Retention Workshop
in Nashville, Tennessee from July 21-24.

Click below for all event information and to register:

TFA Annual Workshop

Note that this event is currently at 75% capacity. Please register now to ensure your seat.

Teresa Farnum & Associates

196 2nd NH Turnpike | New Boston, NH 03070
Phone: 303.953.8763 | Fax: 866.361.5467
info@teresafarnum.com | www.teresafarnum.com

Click here to register through your mobile device. Note that registration functionality is limited in this view.

Please **click here** if you do not wish to receive additional communications regarding our 9th Annual Student Retention Workshop.In addition to the Workshops, TFA offers a variety of other enrollment management events and services. Occasionally, we send emails alerting people to these opportunities. **Click here** to remove your name from both the Workshop mailings and any future promotional notifications.

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From: Dan Tudor <dan@sellingforcoaches.ccsend.com>
Sent: Tuesday, May 21, 2013 9:09 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: 16 Experts That Can Make YOU a Better Recruiter (in 72 Hours or Less)

You're receiving this email because of your relationship with Tudor Collegiate Strategies. Please confirm your continued interest in receiving email from us.

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COLLEGIATE STRATEGIES

College Recruiting Weekly

May 21 , 2013 Volume 9, Issue 21

NATIONAL CONFERENCE PREVIEW ISSUE

16 Experts That Can Make YOU a Better Recruiter in 72 Hours Or Less

They're everyone from double-amputees who have been featured in Sports Illustrated, to world renowned sales and recruiting experts, to the leading voices in college sports recruiting media.

And you have the chance to meet them face to face in just three weeks at the 2013 National Collegiate Recruiting Conference in Charlotte, North Carolina on June 7-9.

If you're on the fence and not sure it's worth the time and investment to be there, click the link below...I think you'll see the light and want to be a part of it. And why it will be the most important educational weekend of your coaching career.

We're previewing our line-up of speakers and what they'll be talking about (and why you need to hear them)...

CLICK HERE FOR THE NCRC PREVIEW

Can't be there in person? Consider becoming a Premium Member. Each conference session will be loaded to our exclusive member video training center a in the days and weeks following the conference, giving you access to all of the training (as well as the extra training and information we give our members and **clients** every week)

CLICK HERE FOR MORE INFORMATION

Using Gmail To Enhance Your Experience And Make Recruiting Easier

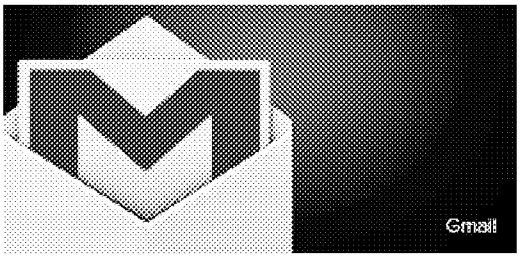

by Sean Devlin, ***Front Rush***

More and more schools are switching to Gmail, so we thought we would provide some cool Gmail tricks that you can use to make your Google and Gmail experience more efficient.

One example of these changes is the ability to retrieve messages that you have already sent. This is a great idea when you realize that you did not mean to hit 'send'...its happened to all of us.

In addition, you can learn to attach files in an easier way, mute your conversations and use pre-written messages to save you time. We will also introduce you the new Front Rush app and how to use easily through Google...

CLICK HERE TO CONTINUE

COMING-UP IN THURSDAY'S

Client Insider

CHECK YOUR INBOX:
Summer Checklist is On The Way

Coming up later this week for our **TRS Clients** and **Premium Members** we'll be asking for your input.

We want to know what your specific needs are as we head into the hectic Summer recruiting months, as we put together our game plan for serving and supporting all of you as you scout, plan and prepare for the 2013-2014 campaign.

Along with asking for your checklist, we'll be giving you a few key things to focus on with your staff in the month to come. Watch for it in a few days, Coach!

Not a TRS Client? ***Click here.***

Want to become a Premium Member? ***Click here.***

Have questions? ***Email Dan directly at dan@dantudor.com***

Brian Kelly: "My Pre-Game Routine Is To Call Recruits"

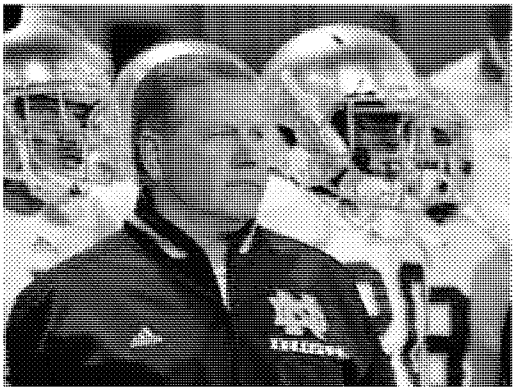

from FootballScoop.com

Some of the more superstitious coaches have to have a certain meal, others just down a Red Bull as part of their pregame ritual.

Brian Kelly doesn't do either. He told people at Notre Dame's recent "Town Hall Meeting" that he spends his time leading up to kickoff on the phone with recruits .

"My pregame is to get in and really get working on a lot of things before the game starts. The week is all focused on the game, and trying to win that game and then when that's all done, I'll use Saturday before the game to really do a lot of recruiting."

Can you imagine being a 16 or 17 year old recruit and getting a call from the head coach of one of the top teams in the country hours before they kick off in a huge game against Stanford, Oklahoma or USC?

That phone call carries significantly more weight than the normal call on any other weeknight. Coaches at all levels would definitely benefit from picking up their phones and chatting with a few recruits in the hours leading up to kickoff...

CLICK HERE TO CONTINUE

Dan 2006 Picture

SHOULD COLLEGE FOOTBALL HAVE TWO SIGNING PERIODS?

If Iowa State football coach Paul Rhoads had his way, he'd only sweat out the rest of the summer and early fall. Coaches know recruits change their minds right up to the day they sign national letters, thus there is a desire by some for an additional, earlier signing period. **CLICK HERE**

Twitter

GET THE LATEST RECRUITING NEWS, TIPS AND STORIES

Summer is here, but that doesn't mean recruiting news takes a vacation. Want to keep up on the latest info, and get exclusive recruiting tips from Dan Tudor? Follow us on Twitter! **CLICK HERE**

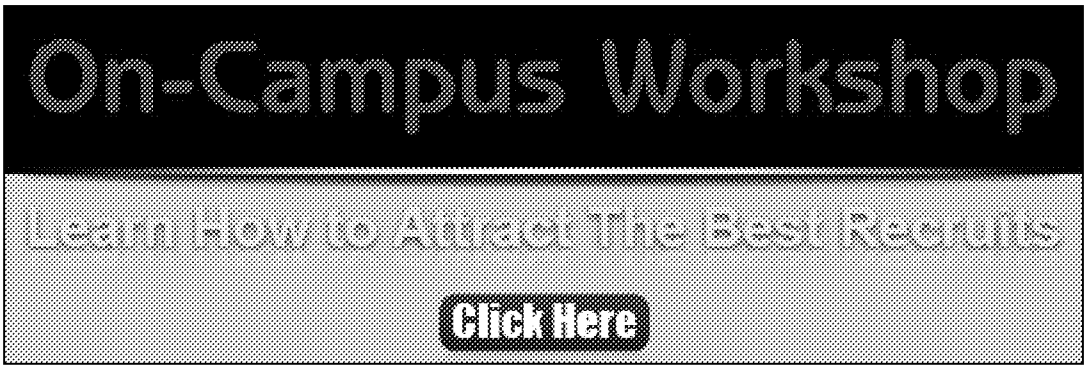

Coaches, Athletes Weigh In On NCAA's Suspended Recruiting Proposals

by Jason Kersey, NewsOK.com

Oklahoma coach Bob Stoops thought the NCAA's decision to deregulate many of its college football recruiting rules was made in haste.

"Seemed like they were just ready to, in other words, 'Let's take it out of the NCAA and our compliance hands, and let's have no regulation,'" Stoops said. "Well, I don't think that's the right thing to do. I don't think it's been totally broke, so let's not totally change it."

Stoops was among several influential people nationally to speak out against the January proposals that would have allowed unlimited contact between coaches and recruits. Their voices were heard loud and clear; earlier this month, the NCAA Division I board of directors suspended the loosened rules, some of which were set to take effect July 1.

The proposals would have lifted restrictions on phone calls, mail and text messages, which were banned for college football recruiting in 2007. There would've also been no dead period, creating a yearlong, never-ending recruiting "circus," as Stoops called it in February...

CLICK HERE TO CONTINUE

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From: State Health Plan <communication@shpnc.ccsend.com>
Sent: Tuesday, May 21, 2013 1:11 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: May Edition of Member Focus

Having trouble viewing this e-mail? Click here

Hi, just a reminder that you're receiving this e-mail because you have expressed an interest in the State Health Plan. Don't forget to add communication@nctreasurer.com to your address book so we'll be sure to land in your inbox!
You may unsubscribe if you no longer wish to receive our emails.

Like

Volume IV Issue 11 | May 21, 2013 | www.shpnc.org

MEMBER FOCUS

North Carolina State Health Plan
FOR TEACHERS AND STATE EMPLOYEES
A Division of the Department of State Treasurer

Annual Enrollment is Under Way

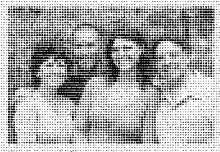

Photo credit: Thinkstock Images

State Health Plan Annual Enrollment is under way through May 31, 2013. You do not need to do anything during Annual Enrollment if you are satisfied with the plan in which you are currently enrolled. If you take no action, you and any dependents will remain on your current plan. There are no changes to member or dependent premiums.

During Annual Enrollment you can:

- Enroll in the State Health Plan
- Switch between plans
- Add or remove dependents without a qualifying event. (When adding dependents to your benefit plan, you may be asked to provide documentation of your dependent's State Health Plan eligibility.)
- In addition, and new this year, you may choose a Primary Care Provider

Click here for more information on Annual Enrollment 2013.

Visiting a Nutritionist Made Easy: Free and Low Cost Nutrition Visits for Members & Dependents

Photo credit: Thinkstock Images

PDiet plays an important role in your overall health. Creating a diet rich in fruits, vegetables, and whole grains is one of the best things you can do to protect against developing a chronic condition, such as heart disease, type 2 diabetes and high blood pressure.

Incorporating healthy foods in your diet, and avoiding unhealthy foods, is not always easy. To help meet that challenge, the State Health Plan offers members access to

IN THIS ISSUE

Enrollment Under Way
Nutrition Visit Discounts
Mental Health Resources
State Plan on Facebook
New iPad Winner

A FRESH, NEW LOOK FOR THE STATE HEALTH PLAN

We are excited to introduce a fresh look for the State Health Plan, as we continue our journey toward maintaining a healthy, active lifestyle and feeling great about it.

The Plan remains committed to improving healthy outcomes as well as the long-term stability of the Plan for all members. The new brand represents our combined efforts to be the healthiest we can be.

To learn more about our new look, click here.

LIKE US ON FACEBOOK

State Health Plan is now on Facebook!

Plan Updates
Healthy Recipes
Event Information and More!

Join the conversation!
Facebook.com/SHPNC

discounted nutrition visits. You and your covered dependents can receive four in-network nutrition visits each year at the cost of a primary care copay ($30 for 80/20 Plan members, $35 for 70/30 Plan members). In addition, if you have been diagnosed with diabetes, the Plan will cover up to six in-network nutrition visits a year at no cost to you!

For more information on how to find a nutritionist near you click here.

Helping a Friend or Loved One: When to Listen, When to Suggest Professional Help

Photo credit: Thinkstock Images

Have you ever listened to a friend talk about a problem when, suddenly, you become worried? Perhaps it was what was said, or the way it was said, but an alarm in your head signaled a problem. When you hear something that seems too hard for a friend or loved one to manage, they may need more than a friend to listen. They may need the help of a professional.

If a problem is interfering with relationships, health, parenting or work, or changing how someone is functioning, it may be time to encourage them to seek professional help.

For a list of signs that may suggest professional help is a good idea, click here.

Follow Us on Facebook

The State Health Plan is on Facebook! Our new page is all about you and your health as a Plan member. For the latest on State Health Plan updates, changes and healthy initiatives, members can access the Plan in a whole new way. Check us out at https://www.facebook.com/SHPNC and join the conversation.

New iPad® Winner Announced

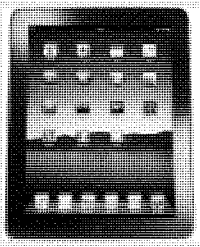
Photo credit: Thinkstock Images

NC HealthSmart works for Clarissa Jacobs, who was the winner of a new iPad® in the State Health Plan's latest monthly drawing.

Ms. Jacobs, who works for the N.C. Department of Public Safety in Goldsboro, said she gets frequent and informative updates from NC HealthSmart, the Plan's health and wellness initiative, to help her with her healthy living goals.

"I initially registered to win an iPad through NC HealthSmart, as I was doing my Health Assessment. I was shocked and pleased to receive the call that I had won an iPad!" she said.

With one drawing each month, you too can win a chance for a new iPad® and get healthy at the same time. Log on to the Personal Health Portal and complete a Health Assessment to be entered.

Monthly drawings for an iPad will be conducted for all eligible members age 18 and older who have completed their Health Assessment since Jan. 1, 2011. For more information on taking your Health Assessment, click here.

**Members eligible for NC HealthSmart services are members whose primary health coverage is through the*

HEALTHY/LIGHT RECIPE

Lighter Seven-Layer Salad

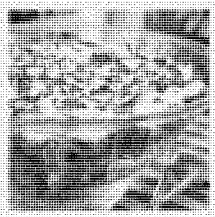

PHYSICAL ACTIVITY

Walking: Trim your waistline, improve your health

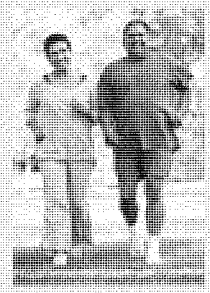
Photo credit: Thinkstock Images

NUTRITION

Seasonality Chart for Fruits and Vegetables

JOIN OUR LIST

TOBACCO CESSATION RESOURCES

Trying to quit tobacco? Let us help. Click here to learn about FREE and discounted NC HealthSmart supports available to help you become tobacco-free.

EAT SMART, MOVE MORE, WEIGH LESS

Eat Smart. Move More. Weigh Less.

QUICK LINKS

State Health Plan. Federal law prohibits the Plan from using your personal health information to discriminate against you in any way or from giving this information to your employing agency/school or other unauthorized third party, unless required by law.

About Us
My Medical Benefits
Mental Health Resources
NC HealthSmart
My Pharmacy Benefits
Privacy Notice

CONTACT US

Customer Service:
888-234-2416

Prescription Questions:
800-336-5833

Health Coach for Eligible Members:
800-817-7044

For questions on this newsletter, e-mail
ppo.inquiries@nctreasurer.com

NC HEALTH Smart

A PROGRAM OF THE STATE HEALTH PLAN

The information presented in this e-newsletter is intended for information purposes only and is not a substitute for consultation with a medical professional. This information should not be used to treat or diagnose a health condition. Always seek advice from a trained health care provider.

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State Health Plan | 4901 Glenwood Avenue | Suite 300 | Raleigh | NC | 27612

From: sales@tarheelseatbacks.com
Sent: Tuesday, May 21, 2013 3:16 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Tar Heel Seatbacks

Don't Wait Till It's Too Late!!!

Order your Tar Heel Seatback for the 2013 football season today by visiting us at www.tarheelseatbacks.com or call us at 1-800-601-1920. Phones are open Monday - Friday 8:30am to 5pm CDT.

Tar Heel Seatbacks are waterproof and come in team colors, featuring the UNC logo and are permanently attached to your seat location for the entire season.

Make sure you have "The Best Seats In The House" and order today!

From: Joey Ware-Furlow <joey_furlow@unc.edu>
Sent: Wednesday, May 22, 2013 11:15 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; ePro Users <epro_users@listserv.unc.edu>
Subject: [epro_users] Airgas Holiday Schedule

Airgas Holiday Schedule

Airgas National Welders will be closed on 5/27/13 (Monday) in observance of the Memorial Day holiday. No scheduled deliveries will be made that day. The dry ice normally scheduled for 5/27/13 delivery will be delivered on 5/28/13 (Tuesday). The cutoff time and date for changes/additions/deletions for this delivery will be 5/24/13 by 12:00 noon. This must be performed by emailing ANWMorrisvilleadministration@airgas.com. Normal dry ice and cylinder deliveries will resume on 5/28/13 (Tuesday). Thank you and have a safe holiday.

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Wednesday, May 22, 2013 12:58 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Maximizing The Impact Of Advising On Student Success

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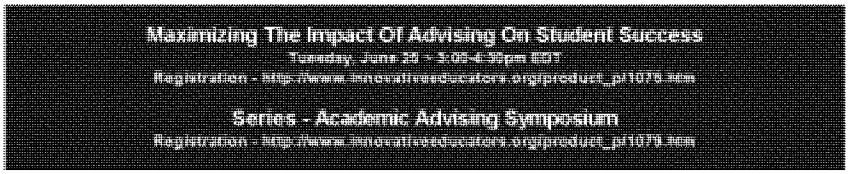

Innovative Educators

Free Resources

- When Academic Advising and Financial Aid Collide
- NACADA
  - Advising and Student Retention
    - NACADA Advising Students Index
    - Student and Advisor Responsibilites
    - Advising Session Techniques
- New Paltz - Advising Best Practices
- Missouri Western State University - Best Practices in Advising
- Have a Higher Ed question? AskIE
  - What is StudentLingo?
  - How can peer advising help with retention?
  - How can peer advising help at risk students?
  - How can I best provide advising to online students?

Maximizing The Impact Of Advising On Student Success

This session focuses on critical conceptual components and organizational imperatives for a successful advising program. Concepts include advising mission, definition of advising, the relationship between advising and teaching, the relationship between advising and career/life planning, and the relationship between advising and student persistence. Organizational elements include the centrality of advising, campus collaboration and cooperation, active outreach to students, and the importance of training, assessment, and recognition.

This webinar is part of the four-part Summer Advising Symposium.

Series - Academic Advising Symposium

Webinar 1 - Maximizing The Impact Of Advising On Student Success
This session focuses on critical conceptual components and organizational imperatives for a successful advising program. Concepts include advising mission, definition of advising, the relationship between advising and teaching, the relationship between advising and career/life planning, and the relationship between advising and student persistence. Organizational elements include the centrality of advising, campus collaboration and cooperation, active outreach to students, and the importance of training, assessment, and recognition.

Webinar 2 - Organizing & Delivering Advising: Models for Success
Successful academic advising programs do not just happen. They are based on carefully laid plans that focus on student success. This session will review five critical planning elements including: developing an advising mission statement that derives from the institutional mission statement; understanding how advising integrates with other services; identifying relevant goals and objectives for advising; identifying an organizational model best-suited to goal achievement; and delineating how advising services will be delivered.

Webinar 3 - Training Academic Advisors: Conceptual, Relational & Informational Issues
In ACT's most recent national survey of training for all types of advisors, training was rated as one of the least effective components of campus advising programs. Training for staff advisors was found to be lacking in both conceptual understanding and relational skills. Brown (2008) found that most faculty advisors believed that they had inadequate training and preparation before beginning to advise.

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - On-Demand

Like us on facebook for a chance to win a free webinar!

Upcoming Webinars

View all events

June 2013

4
The Personal Connection: How To Create, Maintain & Expand An Extended Orientation Programming
4
Student Retention: Expanding The Paradigm To Focus On Individual Student Success
5
Embracing Technology To Promote Exceptional Student Services In Higher Education
12
Attracting 38 Million Adults With College Credit But No Degree: Increasing Your Market Share
12
The Next Step In FYE: Innovative Strategies To Strengthen Your Program
13
Enhancing Outcomes-Based Assessment For Student Affairs
13
Strategic Enrollment Management: Developing & Implementing An Integrated, Results-Driven Plan
25
Suicidal Students & Title II Changes: Case Studies, New Federal Policy & Campus Processes
26
Destructive Romantic Relationships: How To Help Students Recognize Warning Signs & Make Healthy Decisions
27
Guns On Campus: Understanding Policy From The Legal, Administrative & Psychological Perspectives
28
Suicide Attempts On Campus: A 7-Step Response Plan To Keep Your Students & Institution Safe

Effective academic advising is dependent on three critical components: comprehensive pre-service and ongoing in-service advisor development; assessment of the advising program and individual advisors; and recognition and reward for exemplary performance. Training is the initial component in this process. Without setting expectations and offering skills training, there are no benchmarks for assessment. And, without assessment there are no guideposts for improving. All advisor development programs have common elements and are applicable to faculty, staff advisors, and counselors.

Webinar 4 - Assessing The Effectiveness Of Your Academic Advising Programs
In times of shrinking resources and greater accountability in higher education, it is imperative that proponents of advising justify the claim that advising makes a difference in the lives of students. This session will introduce the processes involved in the assessment of academic advising. It will include rationale for assessment and definition of assessment terminology. In addition, a five-stage model for assessment will be discussed.

Webinar Speaker(s)

Dr. Wes Habley currently serves as Assistant Vice President for Strategic Partnerships at ACT, Inc. Habley has more than 50 published works on academic advising and student retention. His most recent publications include Increasing Persistence: Research-based Strategies for College Student Success, Academic Advising: a comprehensive handbook (2000, 2008), Status of Academic Advising (2004) and What Works in Student Retention in (2004, 2010). He has delivered more than 200 presentations at professional meetings and has served as a consultant or workshop leader at more than 125 colleges in the US, Canada, and the Middle East. Habley is a founding Board member of NACADA and served as President and Treasurer. He served for 22 years as the Director of the Summer Institute on Academic Advising and is the recipient of NACADA's awards for service and for outstanding contributions to the field of advising.
Thomas Brown is a lifelong student and academic affairs educator with an impressive record of effectiveness in creating academic and student affairs programs that promote increased learning, achievement, and success. Tom served as Dean of Advising Services/Special Program at Saint Mary's College of California, was a member of the Board of Directors and Vice President of the National Academic Advising Association (NACADA), and was chairperson of the Prelaw Advisors National Council.

From 1988 to 2008, Tom developed and facilitated general session presentations on academic advisor development for the NACADA Summer Institute on Academic Advising. His most recent publications on professional development include: "Critical Concepts in Academic Advising" in The Academic Advising Handbook, Jossey Bass, 2008, and "Preparing Providers to Foster Student Success", in Fostering Student Success in the Campus Community, 2008. Tom Brown's work is based on an integration of theories, research findings, and practical experience that makes a real difference for individuals and institutions.
Thomas J. Grites is assistant to the provost at The Richard Stockton College of New Jersey. He has been directly involved in and a student of the academic advising process in higher education for over 30 years. Advisors at a variety of institutions have used information and materials from his presentations at national conferences, as well as his publications. Tom has served as a consultant and faculty development workshop leader to over 100 different campuses, and he has addressed numerous high school and community groups in his home state. He was instrumental in forming the National Academic Advising Association and served as its second President for two terms.

His research and writing have linked the importance of academic advising to such seemingly diverse areas as admissions, general education, high school counseling, economic profits, ethics, collective bargaining, and faculty development. His landmark publication, Academic Advising: Getting Us through the Eighties, served as a basis for the review of campus advising programs for many years. Developmental Academic Advising, of which he was a co-author, was used as the "standard text" for advising programs and advisor training programs for many years. He has authored more than 60 journal articles, position statements, book chapters, and consultant reports, and he has delivered more than 120 conference presentations. He recently completed an orientation/textbook for transfer students.

July 2013
9
Organizing & Delivering Advising: Models for Success (View Complete 4-Part Series)
9
Strategies For Effective Academic Mentoring Of 21st Century Students
10
Recruiting Online Students: Understanding Their Demographics, Lifestyles & Academic Preferences
10
Understanding The Battle Mind: Creating A "One Stop" Support Center For Veterans On Campus
16
A Step-By-Step Guide To Creating A Quality Veterans Resource Center On Your Campus
16
Best Practices In Alcohol Education: 10 Core Concepts To Teach College Students
17
Online Student Retention: Assessing Why Students Stay & Why They Leave
18
7 Emerging Trends Impacting Higher Education: Managing Diversity, Competition & Fiscal Constraints
18
Training Academic Advisors: Conceptual, Relational & Informational Issues (View Complete 4-Part Series)
23
Improving Academic Performance Of Student-Athletes With An Innovative Reading Enhancement Program
30
Assessing The Effectiveness Of Your Academic Advising Programs (View Complete 4-Part Series)
31
Writing & Measuring The Effectiveness Of Student Learning Outcomes For Student Affairs

Innovative Educators

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Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

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From: ConnectCarolina <connectcarolina_info@unc.edu>
Sent: Wednesday, May 22, 2013 2:18 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: ConnectCarolina Newsletter for May 22, 2013

Display problems? View this newsletter in your browser.

May 22, 2013
ConnectCarolina Newsletter

Connect CAROLINA

Finance Town Hall June 12

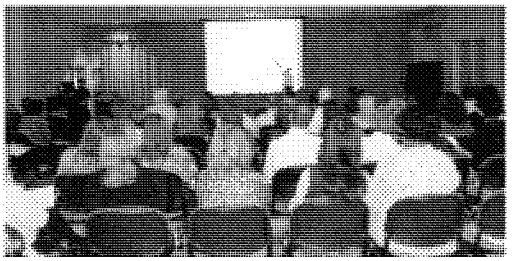

You've been asking to see the new system and now you can! Join us for a demonstration of the new ConnectCarolina Finance system at a Town Hall June 12, 3pm, Genome Science Building, room G100.

Read online.

Moratorium on Department ID Additions and Changes

A moratorium has been placed on additions and changes to Department IDs. Find out what this means to your School or Division.

Read online.

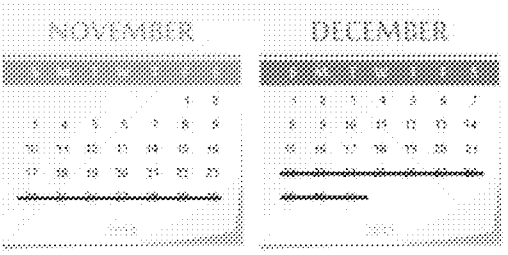

Getting Ready for Finance and HR/Planning Go-Live

The specific details of the January 2014 go-live are still being planned, but October 2013 to February 2014 – the weeks prior to and following go-live – will be a critical time. Schools and Divisions should begin now to consider how to prepare for the intense activity of go-live.

Read online.

Training Plans Gear Up

Want to know more about training for the January 2014 go-live of ConnectCarolina HR/Payroll and

Finance? Learn how the ConnectCarolina training team is deep into planning how, when, and where training will be delivered.

Read online.

Campus Staff Featured in New ConnectCarolina Videos

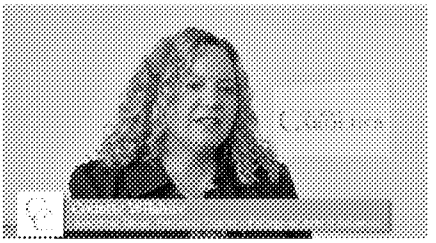

What do campus users think about ConnectCarolina? Is it difficult to learn? What advantages does it bring to the University? Find out in short videos on ConnectCarolina's YouTube channel.

FYI: ConnectCarolina Key Documents

Helpful informational documents about ConnectCarolina can be found in the Key Changes section of the project website.

Unsubscribe - Edit your subscription

ConnectCarolina
University of North Carolina at Chapel Hill
ccinfo.unc.edu

From: Edward Hallowell M.D. <melissa@allaboutminds.ccsend.com>
Sent: Wednesday, May 22, 2013 2:43 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: May Newsletter

Like

Dr. Hallowell Newsletter May 2013

www.drhallowell.com

Greetings!

In his many years of working with adults with ADHD and learning issues, Dr. Ned Hallowell has gained a great deal of wisdom. He also has the gift of being able to inspire others. Perhaps nowhere are these two elements more obvious than in his 2008 commencement address at Eagle Hill School. As it is the time of commencements, we have included a link to it in this newsletter and I hope that anyone who has not read it will take a few moments to do so now. It is well worth your time!

In this issue we also provide a host of resources where you can find actionable ideas to improve your life and that of your family. From pieces on interruptions and clutter to conferences, videos, workshops and camps in which you can participate, this edition is rich with potential "action items" for you.

We hope you enjoy it.

Melissa Orlov, editor

P.S. If you are in the Bay Area and looking for quality care, consider contacting the new Hallowell Center there.

Dr. Hallowell empowers kids with ADHD

See more valuable videos at Kidsinthehouse.com

Hallowell Center San Francisco

Market Street
San Francisco, CA

The Hallowell Team is delighted to share our strength-based philosophy on the West Coast.

Please call 415 967-0061 or visit www.HallowellSFO.com to learn more and to schedule an appointment.

Read more from Dr. Hallowell here.

Hallowell Centers Strength-Based Philosophy:

First we search for what is

A Note from Ned

On April 22, I had my second total hip replacement, my right hip this time. 10 years ago I had my left hip done. The price of arthritic genes and some 50 years of playing squash.

good, strong and healthy in a person, then what is in need of remediation.

The Hallowell Centers integrate the latest research on brain, body and heart. We help people with emotional issues and learning disabilities lead happier, more productive lives through a positive, balanced treatment approach.

Coaching via SKYPE is available at each Center

Want to Learn More? Simply place a call to one of our new patient specialists:

***New York City**: 212 799-7777*

***Sudbury, MA**: 978 287-0810*

***San Francisco**: 415 967-0061*

Upcoming Events

Dr. Hallowell Live

June 21 & 22
"Creating a Connected Life" Institute of Lifestyle Medicine @ Harvard Medical School

July 15-19
Dr. Hallowell's ADHD Summer Enrichment Camp at Leelanau School, Students entering grades 5 thru 12 and parents.

July 18-21
Dr. Hallowell's Keynote Speaker at ADDA Conference 14th Annual for Adults with ADHD in Detroit. Save 10%: Use Code MYFAVSPKR" in the Web form box at registration checkout.

August 12-16
Cape Cod Institute Presentation: Unwrapping the Gifts: A Strength-Based Approach to ADHD Across the Life Span.

October 15
The Riverbend School, MA Presentation: Childhood Root of Adult Happiness.

Click **here** to Learn about Dr. Hallowell's Speaking Services.

Sudbury Center

During my weeks of recovery, I learned 3 things I'd like to share with you all.

First, bless exercise. After my first surgery back in 2003 I started working out regularly with Simon Zaltsman, a Russian trainer a couple of years older than I am. Simon is a brilliant man, and he makes exercise entertaining, albeit torture as well. But what useful torture! Thanks to Simon, I was in far better shape for my second surgery than I'd been for my first. As a result, my recovery has been much faster and much less painful. In fact, I've used almost no pain medication. I urge you all, find an exercise buddy or a trainer, or do it on your own, but however you do it, find the time to exercise often.

Read More Here.

FAQ

Q: My 9yr old has developed a serious sweet tooth in the past month. He destroyed his sister's birthday cake this weekend. Could this be normal or something that I need to see his dr about? He is on Concerta and Prozac. Thank you so much.

A: Many people -- of all ages -- self medicate with carbs. Ice cream, cake, cookies, sweets of all kinds including soda become favorite targets and lead to often compulsive, frantic consumption. Carbs promote the release of dopamine, which is why they become so irresistible. Best thing to do is make them unavailable or out of reach. And promote better ways of getting the dopamine squirt, like physical exercise. Read about a recent study correlating obesity and ADHD below and also read what Dr. Hallowell has to say about Carbs and self-medication in this NPR Health News issue.

Dr. Hallowell's Graduation Speech

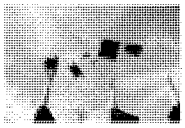

"Having both ADD and dyslexia myself, I am a member of the secret society you all belong to, the society of the magnificently-minded."

Commencement speeches are being polished around the country and we thought it was an opportune time to reprint the graduation speech Dr. Hallowell gave to the Eagle Hill School in 2008. Read More

ADHD and Children, Teens and Young Adults

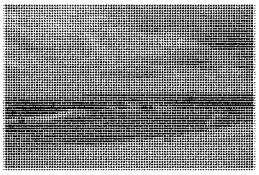

ADHD Summer Camp with Dr. Hallowell for Children and Parents
"This camp was amazing & I recommend it with my whole heart!!! My son and I benefited greatly. Plus, it was fun!" - C.J. Designed for children in grades 5 - 12 and their parents, this camp helps families build stronger bonds in a beautiful setting. July 15-19, 2013. Watch the video and learn more here. What are the benefits to attending an ADHD Camp? This ADDitude article spells out some reasons why camp may be beneficial to your child.

Does Your Teen Want to Manage ADHD on Their Own? - Teens, especially boys, want to be

Master Your Mind This Summer - Choose from these customized, private, once a week, 60-90 minute sessions for students and adults:
Stress Tamer - using biofeedback technology and advanced mindfulness methods learn to temper anxiety, tolerate frustration.
Critical Reading Skills - enhance vocabulary, reading comprehension and recall; ideal for SAT/GRE preparation.
Cogmed Working Memory Training - a do-it-all-at-home program with weekly phone coaching for training this powerful executive function.
Concentration Powerhouse - using neurofeedback train your brain to focus better, reduce impulsivity and get more done.
Organization, Note-taking and Study Skill Strategies - Offered two weeks in August right before school starts. Work smarter, not harder this school year.
Staying Sharp - brain fitness and intensive memory training for Boomers and seniors.
Five week do-it-all-at-home Cogmed Working Memory Training - Weekly phone coaching and supervision with memory, organization, school anxiety.

All programs are with Rebecca Shafir M.A. CCC a certified speech language pathologist with over 30 years of experience training children and adults with attention and learning issues related to ADHD, post concussion syndromes and executive dysfunction.

Call 978 255-1817 or 978 287-0810 x117 for a free inquiry session or to set up an appointment.

NYC Center

Mindful Parenting, Jun 3 - 24; July 9 - 30
Learn to keep your calm and practice self-care.

CrazyBusy, Jun 3 - 24; July 9 - 30 4 Mindfulness workshops to manage stress.

Being ADHD, Jun 6 - 27
Young Adult support group for ages 18-34.

Teen Coaching Webinar, June 18, July 16 & Aug 27 - coaches help teens asses their abilities, improve skills, and strategize to prepare for high level performance.

Recipes From Healthy Living Experts, June 19 - receive and share healthy choices, implement them into your family's meal plan.

independent and often are tired of the ADHD treatment. If you meet them half way, you can generally reach a successful compromise. Learn more in this ADDitude Magazine article and in this YouTube Video by Dr. Hallowell.

ADHD Linked to Adult Obesity - Dr. Hallowell explains that people with ADHD self-medicate with carbs because carbs do the same thing that stimulant medications do - promote dopamine. Tracking boys into adulthood, this 33 year study found that boys who were hyperactive were twice as likely to have a higher Body Mass Index (BMI) than boys who didn't have ADHD. Read related material in the Q&A section above, more on the study here and read the interview in this article by NPR.

The Importance of Resilience in Children - Sam Goldstein, Ph.D. is an ADHD & resilience expert. Kids today face more pressures and have more stress than ever. This Ted Talk explains how important resilience is for successful growth - it's well worth your time! Watch it here.

ADHD and Adults

Educators and Parents: Help Students with ADHD Succeed in School

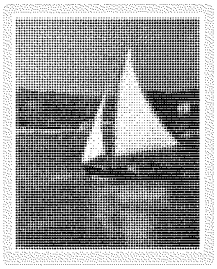

Dr. Hallowell will again share his unique approach on how to view this most commonly diagnosed neurobehavioral disorder of childhood at the Cape Cod Institute August 12-16th. Read his thoughts on ADHD here and find out more about Cape.org here.

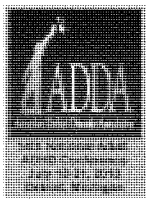

Dr. Hallowell: Keynote at ADDA Conference -
Dr. Hallowell is pleased to join Rick Green and Sari Solden as Keynote Speakers at the informative ADDA Annual Conference created especially for adults with ADHD, July 18-21 in Detroit. **Save 10%: Use Code MYFAVSPKR" in the Web form box at registration checkout.**

Stop Interruptions from Destroying your Agenda - Dr. Hallowell explains how to stop interruptions and regain control of your schedule and life in this article in this Bottom Line publication.

Drs. Hallowell and Ratey Help You Attack the Stacks - Are your paper, magazine and laundry stacks overflowing? Learn how to attack the mess, one stack at a time in this article in ADDitude Magazine.

Online ADHD Research Study Looking for ADHD and non-ADHD Participants - Adult participants with and without ADD/ADHD are needed to participate in an Internet study examining emotional responses to pictures. The experiment takes 20-30 minutes to finish. Enter to win a $25 Amazon.com gift card and help researchers and clinicians better understand the experiences of adults with ADD/ADHD. Learn more here.

CrazyBusy Tips

What is EMV or E-Mail Voice?

EMV (or E-Mail Voice) is the distracted tone a person's voice takes when he/she is reading an email while talking with you on the phone. When this happens do you ignore it? Tell the person to stop this behavior? Or start reading email yourself?

Anxiety, ADHD or Both?, June 19 - Learn approaches to help manage these conditions.

ADHD & Marriage

Relationship Trouble? CHADD Annual Conference, Nov 8 - Multi-Modal Treatment for Your ADHD-Impacted Relationship. Learn more **here**.

Dr. Hallowell Store

The Dr. Hallowell Store has books, videos, products, iphone apps, etc on ADHD and other topics. New items are added regularly, so keep checking back!

Product of the Month:

Children and ADD: A conversation with Dr. Hallowell

In this hour long digital video, Dr. Hallowell discusses ADD (Attention Deficit Disorder) in children, including descriptions of what ADD is, and strategies for achieving the best possible outcome.
Running Time: 51 Minutes
Directed by Nancy Ogden
©2002 $15.00

Learn more **Here**

This phenomenon is so common it has become routine and is yet another symptom of our busy lives. Maybe gently mention it and this should be enough to get their full attention? Also, think about it the next time someone calls you and you find yourself reading your emails while on the phone.

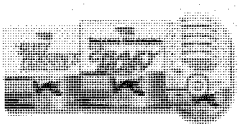

CrazyBusy Tips are available in book, CD, MP3 format and as an iPhone App
Click here to learn more

Dr. Hallowell Speakers Bureau

Dr. Hallowell, a seasoned and passionate speaker, offers customized, entertaining, and research-driven talks on a wide range of topics relevant to parents, couples, children, educators, doctors, managers and people with ADHD. Click here to book Dr. Hallowell

Presenter Topic of the Month:

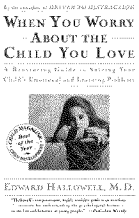

When You Worry About the Child You Love: Emotional and learning Problems in Children - This presentation explores the biological or genetic problems that children may contend with:
Mad - includes children who have a very hard time controlling their anger, conduct disorders, disruptive behavior, disregard for authority, and chronic rule breaking.
Sad - covers children who are innately serious, as well as those who might be mildly or severely depressed.
Afraid - kids who are very shy, have been abused in some way, or just feel on the outs, afraid to join in.
Confused - includes learning problems: ADD, dyslexia, math problems, non-verbal learning disabilities, and the wider field of learning styles. Read more **here**.

Read Archived Newsletters here

Dr. Hallowell Professional Programs:

ADHD For Teachers ADHD For Chiropractors

Ned's Quote of the Month:

"I will not listen to people who burst my bubble because they are always negative. But I will listen to people who I know have my best interests at heart even if they burst my bubble."

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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Thursday, May 23, 2013 4:23 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Guns On Campus: Understanding Legal & Administrative Policies

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Guns On Campus:
Understanding Policy From The Legal, Administrative & Psychological Perspectives
Thursday, June 27 ~ 1:00-2:30pm EDT
Registration - http://www.innovativeeducators.org/product_pr1038.htm

Innovative Educators

Free Resources

- Colleges Get Advice for Crafting Weapons Policies That Will Hold Up in Court
- Campus Carry
- Students for Concealed Carry
- Empty Holster Movement Pushes for Concealed Weapons on Campus
- Lobbying, but Looking Ahead
- State Lawmakers Push to Allow Guns on College Campuses
- Guns on Campus - National Conference of State Legislatures
- Activists and Politicians Discuss the Right to Carry Concealed Weapons on College Campuses
- Guns Come to Campuses

- Have a Higher Ed question? AskIE
  - What is StudentLingo?
  - How can we prevent campus violence?

Webinar Overview

Guns on Campus.
"We would be safer. Armed students create a deterrent. Guns save lives."
"Arming intoxicated students is not a good idea. The risk of accidents is way too high."
"Concealed carry holders go through extensive training to handle their weapons. They should be allowed to protect themselves."
"There is no way to tell the difference between a school shooter and an armed student trying to help."

Guns on campus. Three simple words that cause fear and worry in the minds of most campus administrators. Then again, recent campus shootings bring an element of fear and worry to a campus community. The discussion gets even more confusing when a group of students comes into your office to request permission to conduct an "empty holster" protest on your quad.

- How does your college or university handle the question of concealed carry on campus?
- Which states currently allow guns on campus? Which states are considering legislation?
- How has this been implemented on open enrollment/community college campuses as well as four-year residential schools?

Whatever your viewpoint, the discussion and debate continues. This program will offer an overview of the main points presented by each side and assist student affairs administrators in developing a better understanding of the salient arguments. We will get you 'up to speed' on the issue of guns on campus and help administrators, staff, and faculty better understand the arguments on both sides of this hot-button issue.

Webinar Objectives

Participants will:

- Learn why some students believe that carrying weapons will keep them safe
- Review the philosophy of the empty holster movement
- Discuss how and why armed students will complicate an active shooter protocol
- Learn which states are currently allowing weapons on campus
- Look ahead at states that are next in line to allow concealed carry

Webinar Speaker(s)

Dr. Brian Van Brunt , past president of the American College Counseling Association, is Senior Vice President for Professional Development Programs at the National Center for Higher Education Risk Management (NHCERM,

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - On-Demand

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Upcoming Webinars

View all events

May 2013

22
Exceptional Front-Line Customer Service In Higher Ed
24
Exceptional Customer Service: A Training For Student Employees
30
Developing & Implementing A Web-Based Early Alert System

June 2013

4
The Personal Connection: How To Create, Maintain & Expand An Extended Orientation Programming
4
Student Retention: Expanding The Paradigm To Focus On Individual Student Success
5
Embracing Technology To Promote Exceptional Student Services In Higher Education
12
The Next Step In FYE: Innovative Strategies To Strengthen Your Program
13
Strategic Enrollment Management: Developing & Implementing An Integrated, Results-Driven Plan
25
Suicidal Students & Title II Changes: Case Studies, New Federal Policy & Campus Processes
26
Destructive Romantic Relationships: How To Help Students Recognize Warning Signs & Make Healthy Decisions

Innovative Educators

3277 Carbon PL
Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

www.ncherm.org). He is the president-elect of the National Behavioral Intervention Team Association (NaBITA, www.nabita.org), current president of the School and College Organization for Prevention Educators (SCOPE, www.wearescope.org) and the managing editor for Student Affairs eNews (SAeN, www.studentaffairsenews.com). Over the past thirteen years Brian has taught counseling theory, ethics, program evaluation, statistics and sociology topics at both public and private schools for both graduate and undergraduate students at five different colleges and universities. Brian has served as the director of counseling at New England College and Western Kentucky University. He is the author of several books including: Ending Campus Violence: New Approaches in Prevention and A Faculty Guide to Addressing Disruptive and Dangerous Behavior in the Classroom. Brian is an expert on campus violence and has been interviewed by the New York Times, National Pubic Radio, LA Times, USA Today and has appeared on Headline News and Anderson Cooper 360.

Jason Ebbeling, J.D. is Vice President of Student Affairs at Mitchell College in New London, Connecticut. He previously served as Director of Residential Education and Services at Southern Oregon University, Associate Dean of Student Affairs at Menlo College in Atherton, CA, Director of Campus Life at New England College, Residence Community Coordinator at California State University, Chico, and as Director of Residence Life at Edgewood College in Madison, Wisconsin. He completed doctoral coursework in Educational Administration at the University of Wisconsin-Madison and received a Juris Doctorate from The Ohio State University Moritz College of Law.

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From: nobody@notify.unc.edu on behalf of vprice@email.unc.edu
Sent: Monday, May 27, 2013 7:39 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: FORMAL NOTICE: Mail List Review for State Budget Office

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Deans, Directors and Department Contacts,

North Carolina General Statute 143-169.1 states that public document mailing lists must be reviewed, updated and corrected during each fiscal year. Each list should include only persons or organizations who have requested (or who have renewed their request) to be included on the list, or who receive the document by reason of their official duties (e.g., the State Librarian). This law requires the Chancellor to report the University's compliance to the state budget office, and to certify that mailing lists subject to GS 143-169.1 have been updated since July 2012.

***** Please send your response to the query below to vprice@email.unc.edu by June 24, 2013. When you reply, enter your department, school or division name in the subject line. *****

Mailing lists subject to North Carolina General Statute 143-169.1 have very narrow qualifying conditions. Please follow the process below in sequential order to determine if your mailing list qualifies.

1. This law applies only to paper, not electronic, publications that were printed in quantities of 200 or more and mailed all at once. If none of your publications meet these criteria, please skip to the bottom of this message and fill in your contact information.

For publications that do meet the criteria in #1, please ask yourself:

2. Were 200 or more printed, paper copies mailed all at once to *any* of the following groups:
Alumni?
Paying subscribers?
Enrolled students?
Faculty/staff?
Foundation or other University-related group members?
Other educational institutions and organizations?
Governmental agencies?
Private foundations?
Those billed for purchases of goods or services?
Those on the mailing list by express provisions of statute, or by express provision of judicial order?

If your answer to ANY portion of this question was "yes," please skip to the bottom of this message and fill in your contact information.

If your answers to #2 were all "no," please ask yourself:

3. Was the publication published with state-appropriated funds?

If your answer to #3 was "no," please skip to the bottom of this message and fill in your contact information.

If your answer to #3 was "yes," please ask yourself:

4. Was it issued by an officer of a school, department or other University unit (not including foundations and privately incorporated or non-University entities)?

If your answer to #4 was "no," please skip to the bottom of this message and fill in your contact information.

IF YOUR ANSWER WAS "YES," YOUR MAILING LIST IS SUBJECT TO NORTH CAROLINA GENERAL STATUTE 143-169.1. Go to http://www.unc.edu/depts/pubserv/mailing_list_report.html, download and fill out the form electronically, and reply to this email with the form as an attachment to: vprice@email.unc.edu. You may stop here.

_____OUR UNIT HAS NO MAILING LISTS THAT ARE SUBJECT TO NORTH CAROLINA GENERAL STATUTE 143-169.1.

Signed: (Name) _____ (Telephone number) _____

(Name of your school, department, or division) _____

Are you responding for the (a) entire school, (b) department, or (c) division?

Please remember to send your responses to vprice@email.unc.edu by June 24, 2013. Thank you for your assistance.

Valerie Price, Editor
UNC Publications Services
Office of University Relations

This email is sponsored by: UNC Publications Services

From: Dan Tudor <dan@sellingforcoaches.ccsend.com>
Sent: Tuesday, May 28, 2013 9:19 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: How to Win Friends and Influence People (Including Your Recruits)

You're receiving this email because of your relationship with Tudor Collegiate Strategies. Please confirm your continued interest in receiving email from us.
You may unsubscribe if you no longer wish to receive our emails.

TUDOR TCS
COLLEGIATE STRATEGIES

College Recruiting Weekly

May 28, 2013 Volume 9, Issue 22

FINAL WEEK TO REGISTER FOR NCRC Click Here NOW!

How to Win Friends and Influence People (Including Your Recruits!)

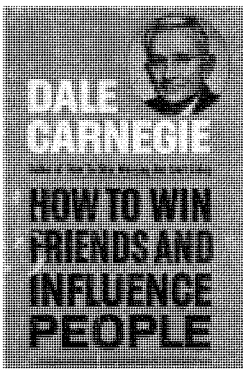

When it comes to selling and interpersonal relationships, the master of them all is Dale Carnegie.
Even if you've never read his legendary business books, you probably have heard of one of his most famous titles: "How to Win Friends and Influence People." It is considered one of the foundational texts of sales and communication best practices in the business world.
Is there a way to apply his principles into your recruiting efforts? You bet.
Here are the first three of his six famous principles, with some slight adjustments for college coaches and their recruiting needs:
PRINCIPLE #1: Become Genuinely Interested in Other People
Sounds simple enough, doesn't it? And yet, for many of today's college recruiters, this is the one that is the most difficult - or certainly the most frustrating.
The primary reason this develops into a rather large hurdle for many coaches is because of the two conflicting points of view...

CLICK HERE TO CONTINUE

Use Deep Learning To Improve Your Coaching Experience

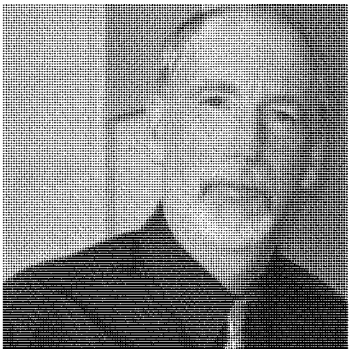

by Mike Davenport, ***CoachingSportsToday.com***

Coaches aren't born knowing how to coach.

Why would anyone make an assumption that coaches DON'T need to be taught how to coach?

Why would I assume because I'm competent at one thing, like making a PB & J sandwich, that I know enough to be competent at the next level of difficulty (souffle) - without some help?

Drivers are taught.

Doctors are taught.

Teachers are taught.

Coaches, not so much. (Did you know that that United States is one of the few developed countries that does NOT have a national coaching education program?)

That is about as crazy as it comes...

CLICK HERE TO CONTINUE

SERVICE ACADEMIES FACE RECRUITING CHALLENGES

For most every cadet playing football at one of the three service academies, a fourth-quarter drive deep in an opponent's territory will not be the most hostile environment they experience. Recruiting teenagers to play at Army, Navy or Air Force adds to the challenge for coaches. **CLICK HERE**

Twitter

GET THE LATEST RECRUITING NEWS, TIPS AND STORIES

Summer is here, but that doesn't mean recruiting news takes a vacation. Want to keep up on the latest info, and get exclusive recruiting tips from Dan Tudor? Follow us on Twitter! **CLICK HERE**

FREE WEBINAR TODAY!

"Positioning Yourself Right Away"

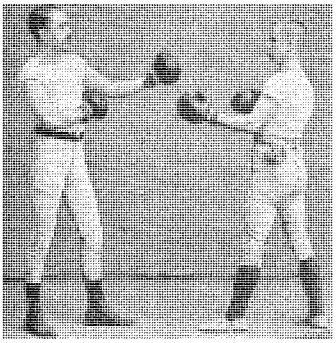

Summer means a new batch of recruits to begin contacting.
And that means some friendly hand-to-hand combat between you and your prospect as you fight for position in the recruiting relationship.
So, how can you position yourself right from the start so that you are more in control of the recruiting process, and better able to design an experience that will attract them to you and your program?
If that's a question you would want answered, **click here** at 10am PST / 1pm EST *today* for another in our continuing Recruiting Education On-Demand series for college coaches.
This 20-minute webinar will help launch your next recruiting campaign effectively from the word go!
CLICK HERE TO CONTINUE

Friday Deadline for Registering for 2013 NCRC in Charlotte, NC

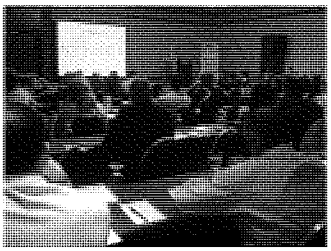

They're everyone from double-amputees who have been featured in Sports Illustrated, to world renowned sales and recruiting experts, to the leading voices in college sports recruiting media.
And you have the chance to meet them face to face in just three weeks at the 2013 National Collegiate Recruiting Conference in Charlotte, North Carolina on June 7-9.
If you're on the fence and not sure it's worth the time and investment to be there, click the link below...I think you'll see the light and want to be a part of it. And why it will be the most important educational weekend of your coaching career.
We're previewing our line-up of speakers and what they'll be talking about (and why you need to hear them)...

CLICK HERE FOR THE NCRC PREVIEW
Can't be there in person? Consider becoming a Premium Member. Each conference session will be loaded to our exclusive member video training center a in the days and weeks following the conference, giving you access to all of the training (as well as the extra training and information we give our members and **clients** every week)
CLICK HERE FOR MORE INFORMATION

Football Coach Mark Dantonio Explains The Professional Nature Of Recruiting

by Mike Griffith, mlive.com

Michigan State coach Mark Dantonio revealed what he shares with recruits during a business leadership seminar on campus this week.
The movie "The Blind Side" would lead one to think it's all about handshakes and eating meals at the recruit's home, but Dantonio explained how he deals with young men from a business perspective.
If there seems to be a more serious tone about the Spartans' players than most programs, it's because Dantonio prefers to recruit like-minded athletes who come in with a purpose.

In Dantonio's seven years of recruiting for the Spartans, only three recruits have "flipped" and gone back on the word after shaking Dantonio's hand in good faith.
Dantonio used a corporate profit-sharing model to explain how he gains a higher level out of his efficiency out of his players...
CLICK HERE TO CONTINUE

CHECK YOUR INBOX:
Summer Checklist is On The Way

Coming up later this week for our **TRS Clients** and **Premium Members** we'll be asking for your input.
We want to know what your specific needs are as we head into the hectic Summer recruiting months, as we put together our game plan for serving and supporting all of you as you scout, plan and prepare for the 2013-2014 campaign.
Along with asking for your checklist, we'll be giving you a few key things to focus on with your staff in the month to come. Watch for it in a few days, Coach!
Not a TRS Client? *Click here.*
Want to become a Premium Member? *Click here.*
Have questions? *Email Dan directly at dan@dantudor.com*

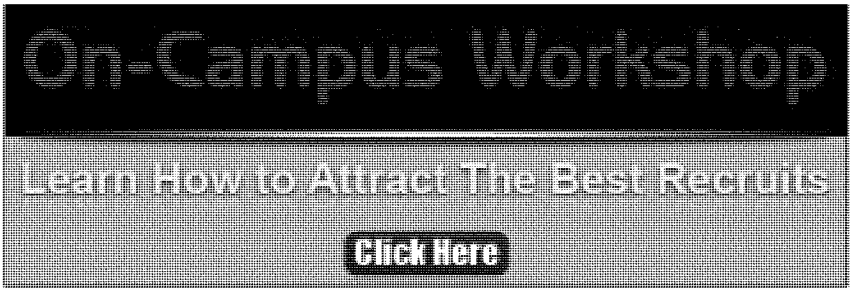

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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Tuesday, May 28, 2013 1:07 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Suicide Attempts: A 7-Step Response Plan To Keep Your Campus Safe

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Suicide Attempts On Campus:
A7-Step Response Plan To Keep Your Students & Institution Safe
Friday, June 28 - 1:00-2:30pm EDT
Registration - http://www.innovativeeducators.org/product_p/1043.htm

You may also be interested in:
Suicidal Students & Title II Changes: Case Studies, New Federal Policy & Campus Processes

Innovative Educators

Free Resources

- Suicide Statistics
- More Than 50% of College Students Feel Suicidal
- New York State Office of Mental Health - College Students
- Dealing with the Depressed or Dangerous
- Whose Life is This Anyway?
- Depression, Lack of Social Support Trigger Suicidal Thoughts in College Students
- Suicide Attempts Higher for Veterans on Campus

- Have a Higher Ed question? AskIE
  - What is StudentLingo?
  - How do you support GBLTQ students and students who are depressed or suicidal?
  - What should I do if I suspect that a student has mental health issues?
  - What accommodations are required for students with mental health issues?

Webinar Overview

As tragic as college student suicides are, these deaths are only part of the story. Suicide may be the second leading cause of death for college students, but the number of those who attempt suicide or contemplate taking their life is even higher. Experts estimate that 10 to 15 percent of college students think seriously about suicide each year, and 2 to 4 percent will attempt it.

Risks abound in the aftermath of a suicide attempt-for the student, the student's family and friends, the broader campus community, and the institution itself. There may also be serious legal consequences, particularly for residential colleges and universities. This webinar will teach you the key elements of responding to a student in crisis via a 90-minute, comprehensive step-by-step approach to addressing the key issues related to student suicide attempts and safeguarding your institution. Dr. Brian Van Brunt will share his expertise on counseling and higher education law to guide you through the following seven areas:

1. The Initial Crisis - Learn about dangerous behaviors and communication needs
2. Admission to a Hospital - Find out about the legal procedures you need to have in place
3. Communication - Study ways to organize communication to help the student, meet reporting obligations, and protect privacy
4. Circle of Impact - See how to respond to the larger campus community affected by this event
5. Return - Explore appropriate ways to negotiate next steps for the student, whether they involve a separation from or return to campus
6. Watchful Eye - Review best practices for follow-up work with students
7. After the Storm - Focus on how to keep students safe after discharge

Webinar Objectives

Participants will:

- Discuss how a suicidal student should be evaluated and transported to the hospital
- Learn how and what information should be shared with parents
- Review the pros and cons of using an interim suspension versus a medical leave of absence
- Discover ways to keep both the student and the greater campus community safe
- Learn how to avoid exposing the school to undue legal risk during the initial crisis phase, the separation, or the return to school
- Identify ways to help at-risk students access appropriate and affordable mental health care on or off campus

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - On-Demand

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Upcoming Webinars

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June 2013
25
Suicidal Students & Title II Changes: Case Studies, New Federal Policy & Campus Processes
25
Maximizing The Impact Of Advising On Student Success
26
Destructive Romantic Relationships: How To Help Students Recognize Warning Signs & Make Healthy Decisions
27
Guns On Campus: Understanding Policy From The Legal, Administrative & Psychological Perspectives

July 2013
9
Organizing & Delivering Advising: Models for Success
9
Strategies For Effective Academic Mentoring Of 21st Century Students
10
Understanding The Battle Mind: Creating A "One Stop" Support Center For Veterans On Campus
16
A Step-By-Step Guide To Creating A Quality Veterans Resource Center On Your Campus
16
Best Practices In Alcohol Education: 10 Core Concepts To Teach College Students
23
Improving Academic Performance Of Student-Athletes With An Innovative Reading Enhancement Program

August 2013
1
Emergency Preparedness: How To Educate Your Campus, Market Your Plan & Mitigate Harm
6
Developing An Effective Academic Advising Protocol For Military Veterans

Webinar Speaker(s)

Dr. Brian Van Brunt , past president of the American College Counseling Association, is Senior Vice President for Professional Development Programs at the National Center for Higher Education Risk Management (NHCERM, www.ncherm.org). He is the president-elect of the National Behavioral Intervention Team Association (NaBITA, www.nabita.org), current president of the School and College Organization for Prevention Educators (SCOPE, www.wearescope.org) and the managing editor for Student Affairs eNews (SAeN, www.studentaffairsenews.com). Over the past thirteen years Brian has taught counseling theory, ethics, program evaluation, statistics and sociology topics at both public and private schools for both graduate and undergraduate students at five different colleges and universities. Brian has served as the director of counseling at New England College and Western Kentucky University. He is the author of several books including: Ending Campus Violence: New Approaches in Prevention and A Faculty Guide to Addressing Disruptive and Dangerous Behavior in the Classroom. Brian is an expert on campus violence and has been interviewed by the New York Times, National Pubic Radio, LA Times, USA Today and has appeared on Headline News and Anderson Cooper 360.

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<head>
<meta http-equiv="Content-Type" content="text/html; charset=utf-8">

<title>1 Column</title>
</head>
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<table border="0" width="95%">
 <tr><td width="100">From: </td><td>PlayMakers Repertory Company <prcboxoffice@unc.edu></td></tr>
 <tr><td width="100">Sent: </td><td>Wednesday, May 29, 2013 9:00 AM</td></tr>
 <tr><td valign="top" width="100">To: </td><td>Bridger, Beth <bridgerb@email.unc.edu></td></tr>
 <tr><td valign="top" width="100">Subject: </td><td>Hurry - Rebate Deadline May 31st! Subscribe!</td></tr>
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<!-- If you are having trouble viewing this message, you can see it in your browser by following this link: http://clicks.skem1.com/preview/?c=12204&g=534&p=8561bd06dfc74d72f2d5fd7ffaaf93de&utm_source=mail2&utm_medium=email&utm_campaign=PrivateSaleSubsDeadlineReminder --><!DOCTYPE html PUBLIC "-//W3C//DTD XHTML 1.0 Strict//EN" "http://www.w3.org/TR/xhtml1/DTD/xhtml1-strict.dtd">

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FAMILY
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Rebate!*
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Arial, Verdana, Geneva, Helvetica, sans-serif; font-size: 12px;">

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bridgerb@uncaa.unc.edu by
prcboxoffice@unc.edu
PlayMakers Repertory Company
CB
3235
Center for Dramatic Art
Chapel Hill, NC 27599

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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Wednesday, May 29, 2013 12:49 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Strategic Enrollment Management: How To Implement A Results-Driven Plan

---

Strategic Enrollment Management:
Developing & Implementing An Integrated, Results-Driven Plan
2-Part Workshop
Thursday, June 13 ~ 3:00-4:30pm EDT
Thursday, June 27 ~ 3:00-4:30pm EDT

Registration - http://www.innovativeeducators.org/product_pr1066.htm

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Free Resources

- How Predictive Modeling Benefits Enrollment Managers
- Making a Difference in Your Recruitment Work
- A Practical Guide to Strategic Enrollment Management Planning
- Enrollment Management Must Build for the Future
- Enrollment Management: Tips, Strategies, and Techniques
- Enrollment Planning Network
- The Art and Science of Enrollment Planning
- Have a higher ed question? AskIE
  - How can I increase student retention?
  - What is StudentLingo?

Webinar Overview

Is your institution ready for strategic enrollment planning? Are you prepared with the data you need to make real decisions and establish long-term goals regarding enrollment? Do you understand the most important factors in achieving success and optimal enrollment results?

Gain insight into assessing institutional readiness for enrollment planning and identifying the necessary planning antecedents through this comprehensive two-part webinar. Elements included in the planning cycle as well as a variety of planning constructs and structures will be examined. Dr. Jim Black will guide participants through a process for establishing data-driven enrollment goals, sample Key Performance Indicators (KPIs) and related metrics, common strategic opportunities, and a planning framework. Beyond these fundamental planning ingredients, we will discuss methods of moving from planning to implementation. We will also explore how to assess the impact of the plan so that strategies remain aligned with the internal and external environmental conditions and can be perfected over time.

Webinar Objectives

Participants will:

- Discover the importance of transitioning from tactical to strategic enrollment management
- Understand the foundational elements of enrollment planning
- Develop the ability to focus on what produces optimal enrollment results
- Be able to lead change in the enrollment planning and implementation process

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - On-Demand

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Developing & Implementing A Web-Based Early Alert System

June 2013

4
The Personal Connection: How To Create, Maintain & Expand An Extended Orientation Programming

5
Embracing Technology To Promote Exceptional Student Services In Higher Education

6
Improving Online Student Services Accessibility: Compliance, Requirements & Innovative Tools

12
Attracting 38 Million Adults With College Credit But No Degree: Increasing Your Market Share

Webinar Speaker(s)

Jim Black, Ph.D., President and CEO
The president and CEO of SEM Works, Dr. Jim Black, is an internationally recognized expert in enrollment management as well as in change management. He has published a monograph titled, Navigating Change in the New Millennium: Strategies for Enrollment Leaders, and four books, The Strategic Enrollment Management Revolution, considered to be a groundbreaking publication for the enrollment management profession, Gen Xers Return to College, Essentials of Enrollment Management: Cases in the Field, and Strategic Enrollment Intelligence. Among his other published works are numerous articles and book chapters including a feature article in College & University, Creating Customer Delight; a chapter, Creating a Student-Centered Culture, for a book on best practices in student services published by SCUP and sponsored by IBM; a chapter on enrollment management in a Jossey-Bass book on student academic services; as well as a bimonthly feature in The Greentree Gazette.

Dr. Black is the founder of the National Conference on Student Retention in Small Colleges and cofounder of the National Small College Admissions Conference and the National Small College Enrollment Conference. He formerly served as the director of AACRAO's Strategic Enrollment Management Conference.

Black was honored as the recipient of the 2005 AACRAO Distinguished Service Award. He has been interviewed by publications such as The Chronicle of Higher Education, Converge Magazine, The Enrollment Management Report, The Lawlor Review, and was interviewed for AACRAO's Data Dispenser. Black also was featured in an international teleconference on enrollment management sponsored by The Center for the Freshman Year Experience at the University of South Carolina, and a PBS broadcast on "Blending High Tech and High Touch Student Services." In 1999, Jim Black was named an IBM Best Practices Partner, one of only twenty-three in the world. He was invited by The College Board to Heidelberg, Germany, to evaluate the APIEL Exam and most recently was invited to lead conferences on enrollment management and student services in the United Kingdom and the Netherlands.

Dr. Black has served on the boards of several technology companies and has consulted with companies such as Microsoft, Blackboard, and the SAS Institute. Higher education clients have included over 400 two-year, four-year, public, and private institutions.

Jim earned a B.A. in English education and M.A. in higher education administration from the University of South Carolina, as well as a Ph.D. in higher education curriculum and teaching from The University of North Carolina at Greensboro. His doctoral experience provides our clients with unique perspectives into innovative pedagogical, curricular, and program opportunities that impact enrollment outcomes. Leveraging his educational background along with his many years as an associate provost, dean, and faculty member in a higher education environment, Dr. Black will provide your institution with strategic insights that are grounded in theory and are actionable

12
The Next Step In FYE: Innovative Strategies To Strengthen Your Program

13
Enhancing Outcomes-Based Assessment For Student Affairs

13
Strategic Enrollment Management: Developing & Implementing An Integrated, Results-Driven Plan

July 2013

9
Organizing & Delivering Advising: Models for Success

16
A Step-By-Step Guide To Creating A Quality Veterans Resource Center On Your Campus

17
Online Student Retention: Assessing Why Students Stay & Why They Leave

18
7 Emerging Trends Impacting Higher Education: Managing Diversity, Competition & Fiscal Constraints

23
Improving Academic Performance Of Student-Athletes With An Innovative Reading Enhancement Program

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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Thursday, May 30, 2013 12:49 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: How To Assess Student Services Using An Outcomes-Based Plan

---

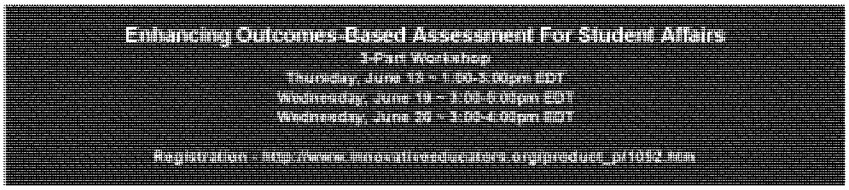

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Free Resources

- Internet Resources for Higher Education Outcomes Assessment
- How to Write Program Objectives/Outcomes
- Outcome Based Education: an overview
- Student Affairs Office of Research and Assessment
- Assessment in Higher Ed
- Complex Measures of Success
- Student Affairs Assessment Websites

- Have a Higher Ed question? AskIE
  - What is StudentLingo?
  - What is the role of student services in retention?
  - Why is assessment important to developmental education?
  - How to market student support services?

Webinar Overview

This webinar is a 3-part workshop designed to facilitate your campus team's learning as you design programmatic assessment plans. The ultimate intention of this workshop is for you and your institutional team to walk away with a refined assessment plan and/or report, depending on where you are in your assessment process. Each session is designed to be highly interactive with activities that you complete and share with colleagues and other participants. This process offers a unique opportunity to share ideas and solutions across institutions.

Session 1: Thursday, June 13, 2013, 1:00-3:00pm EDT
History and Importance Of Outcomes-Based Assessment & Components Of An Outcomes-Based Assessment Plan & Report (2 hours)

Webinar Objectives

Participants will:

- Describe the history of Outcomes-Based Assessment (OBA)
- Explain the purpose for OBA
- Explain why OBA practice and documentation is so important
- Identify the necessary components of an Outcomes-Based Assessment Plan and report (OBAP)
- Align components of the OBAP with program review, annual planning, strategic planning, and budgeting processes
- Explain the importance of evaluating student learning
- Distinguish between learning goals and outcomes
- Identify characteristics of measurable and meaningful outcomes

Webinar Speaker(s)

Marilee J. Bresciani, Ph.D. is a Professor of Postsecondary Education Leadership at San Diego State University, where she coordinates the masters in Student Affairs/Services in community colleges and higher education, the certificate in institutional research, planning, and assessment, and the masters and doctorate in community college leadership. The curriculum at San Diego State University emphasizes student-learning centeredness, integration of the curricular and co-curricular learning paradigms, and analysis, planning, and responsible practice of leaders in a socially just and global environment.

Dr. Bresciani's research focuses on the evaluation of student learning and development. She uses grounded theory to explore how systems and processes contribute to student learning centeredness, which includes the study of leaders' roles in these systems and processes.

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - On-Demand

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Improving Online Student Services Accessibility: Compliance, Requirements & Innovative Tools
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Attracting 38 Million Adults With College Credit But No Degree: Increasing Your Market Share
12
The Next Step In FYE: Innovative Strategies To Strengthen Your Program
13
Strategic Enrollment Management: Developing & Implementing An Integrated, Results-Driven Plan
25
Suicidal Students & Title II Changes: Case Studies, New Federal Policy & Campus Processes
26
Destructive Romantic Relationships: How To Help Students Recognize Warning Signs & Make Healthy Decisions

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Dr. Bresciani has held faculty and higher education administration positions for over 21 years. In those positions, she has conducted enrollment management research, quantitative and qualitative institutional research, course-embedded assessment, and academic and administrative program assessment. Previously as Assistant Vice President for Institutional Assessment at Texas A&M University and as Director of Assessment at North Carolina State University, Dr. Bresciani led university-wide initiatives to embed faculty-driven outcomes-based assessment in the curriculum. She has led reforms in outcomes-based assessment program review, assessment of general education, quality enhancement, and assessment of the co-curricular.

Dr. Bresciani has been invited to present and publish her findings on assessment and is a leading author of five books on assessing student learning and outcomes-based assessment program review. Dr. Bresciani has developed and delivered several courses on assessment of student learning and is a reviewer for the Australian Quality Assurance Agency and is also a managing partner in an international assessment and enrollment management consulting firm.

Dr. Bresciani holds a Ph.D. in Administration, Curriculum, and Instruction from the University of Nebraska and a Masters of Arts in Teaching from Hastings College.

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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Monday, June 3, 2013 5:19 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Organizing & Delivering Advising: Models for Success

---

Organizing & Delivering Advising: Models for Success
Tuesday, July 9 ~ 1:00-2:30pm EDT
Registration - http://www.innovativeeducators.org/product_p/1076.htm

Series - Academic Advising Symposium
Registration - http://www.innovativeeducators.org/product_p/1079.htm

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Free Resources

- Council for the Advancement of Standards in Higher Education
- A Visual Model of Academic Advising
- NACADA
  - Structuring Our Conversations
  - How to Thrive and Not Just Survive, as a New Advisor
  - Advisor Load
- Have a Higher Ed question? AskIE
  - What is StudentLingo?
  - How can peer advising help with retention?
  - How can peer advising help at risk students?
  - How can I best provide advising to online students?

Organizing & Delivering Advising: Models for Success

Successful academic advising programs do not just happen. They are based on carefully laid plans that focus on student success. This session will review five critical planning elements including: developing an advising mission statement that derives from the institutional mission statement; understanding how advising integrates with other services; identifying relevant goals and objectives for advising; identifying an organizational model best-suited to goal achievement; and delineating how advising services will be delivered.

This webinar is part of the four-part Summer Advising Symposium.

Series - Academic Advising Symposium

Webinar 1 - Maximizing The Impact Of Advising On Student Success
This session focuses on critical conceptual components and organizational imperatives for a successful advising program. Concepts include advising mission, definition of advising, the relationship between advising and teaching, the relationship between advising and career/life planning, and the relationship between advising and student persistence. Organizational elements include the centrality of advising, campus collaboration and cooperation, active outreach to students, and the importance of training, assessment, and recognition.

Webinar 2 - Organizing & Delivering Advising: Models for Success
Successful academic advising programs do not just happen. They are based on carefully laid plans that focus on student success. This session will review five critical planning elements including: developing an advising mission statement that derives from the institutional mission statement; understanding how advising integrates with other services; identifying relevant goals and objectives for advising; identifying an organizational model best-suited to goal achievement; and delineating how advising services will be delivered.

Webinar 3 - Training Academic Advisors: Conceptual, Relational & Informational Issues
In ACT's most recent national survey of training for all types of advisors, training was rated as one of the least effective components of campus advising programs. Training for staff advisors was found to be lacking in both conceptual understanding and relational skills. Brown (2008) found that most faculty advisors believed that they had inadequate training and preparation before beginning to advise.

Effective academic advising is dependent on three critical components: comprehensive pre-service and ongoing in-service advisor development; assessment of the advising program and individual advisors; and recognition and reward for exemplary performance. Training is the initial component in this process. Without setting expectations and offering skills training, there are no benchmarks for assessment. And, without assessment there are no guideposts for improving. All advisor development programs have common elements and are applicable to faculty, staff advisors, and counselors.

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - On-Demand

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Destructive Romantic Relationships: How To Help Students Recognize Warning Signs & Make Healthy Decisions
27
Guns On Campus: Understanding Policy From The Legal, Administrative & Psychological Perspectives
28
Suicide Attempts On Campus: A 7-Step Response Plan To Keep Your Students & Institution Safe

July 2013
9
Strategies For Effective Academic Mentoring Of 21st Century Students
10
Understanding The Battle Mind: Creating A "One Stop" Support Center For Veterans On Campus
16
A Step-By-Step Guide To Creating A Quality Veterans Resource Center On Your Campus
16
Best Practices In Alcohol Education: 10 Core Concepts To Teach College Students
17
Online Student Retention: Assessing Why Students Stay & Why They Leave

Webinar 4 - Assessing The Effectiveness Of Your Academic Advising Programs
In times of shrinking resources and greater accountability in higher education, it is imperative that proponents of advising justify the claim that advising makes a difference in the lives of students. This session will introduce the processes involved in the assessment of academic advising. It will include rationale for assessment and definition of assessment terminology. In addition, a five-stage model for assessment will be discussed.

Webinar Speaker(s)

Dr. Wes Habley currently serves as Assistant Vice President for Strategic Partnerships at ACT, Inc. Habley has more than 50 published works on academic advising and student retention. His most recent publications include Increasing Persistence: Research-based Strategies for College Student Success, Academic Advising: a comprehensive handbook (2000, 2008), Status of Academic Advising (2004) and What Works in Student Retention in (2004, 2010). He has delivered more than 200 presentations at professional meetings and has served as a consultant or workshop leader at more than 125 colleges in the US, Canada, and the Middle East. Habley is a founding Board member of NACADA and served as President and Treasurer. He served for 22 years as the Director of the Summer Institute on Academic Advising and is the recipient of NACADA's awards for service and for outstanding contributions to the field of advising.

18
Training Academic Advisors: Conceptual, Relational & Informational Issues (View Complete 4-Part Series)
23
Improving Academic Performance Of Student-Athletes With An Innovative Reading Enhancement Program
30
Assessing The Effectiveness Of Your Academic Advising Programs (View Complete 4-Part Series)
31
Writing & Measuring The Effectiveness Of Student Learning Outcomes For Student Affairs

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From: Texthelp Inc. <d.odea@texthelp.com>
Sent: Tuesday, June 4, 2013 8:04 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Read&Write Gold Version 11 Available NOW

---

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Announcing.... Read&Write Gold Version 11!

Read&Write Gold

Read&Write 11 Gold for PC is now available! In addition to our new Read&Write logo, Version 11 has a new look and feel to the toolbar and toolbar icons as well as exciting new features and enhancements.
To celebrate the release of Version 11, we are **giving away 11 copies of Read&Write 11 Gold to 11 Facebook Fans or Twitter Followers!** Simply follow us on Twitter or 'Like' our Facebook page and watch for details about the contest. You could be a lucky winner!

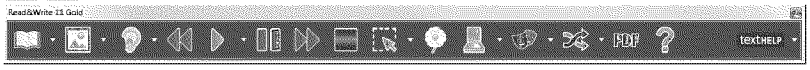

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Effective May 30th, new and upgrade software orders for Read&Write Gold for **PC and Mac** will be delivered via download.
With the exception of Read&Write Gold Mobile orders*, **no physical media will be shipped.** When your order is placed, **you will receive an email with instructions on how to download your software from Read&Write Essentials**, our new repository for software distribution and support resources.

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From: Dan Tudor <dan@sellingforcoaches.ccsend.com>
Sent: Tuesday, June 4, 2013 9:22 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: The Psychology Behind Your Prospect's Unconscious Decision Making

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College Recruiting Weekly

June 4, 2013

Volume 9, Issue 23

The Psychology Behind Your Prospect's Unconscious Decision Making

Your recruit's mind

I often find that the primary thinking of many college coaches when it comes to getting prospects interested in their program as they approach this time of year could be described as a simple three-step process:

* Throw everything we can at them as soon as possible.
* They focus on one or two big selling points for our school or program.
* Those big selling points compel the prospect to want to come to our program.

Oh, if it were only that simple...
In reality, we're finding that today's teenage recruit takes a much more sophisticated approach to identifying with a school and, ultimately, choosing a program. While they have trouble explaining the process, our research as a part of our **On-Campus Workshops around the country** and continuing work with our clients shows that their decision making process mirrors that of grown adults.

The best example of this is found in a recent fascinating study just published in the **Journal of Neuroscience**. Researchers have shown that we make buying decisions even when we aren't paying attention to the products, and that electronic observation of brain activity can predict these decisions.
Here are the details from the study...

CLICK HERE TO CONTINUE

NCSA Athletic Recruiting

Not Coming to NCRC This Weekend?
Here's How You Can See the Speakers...

NCRC in Charlotte, NC

True, it's not as good as being there live and in person.
No, you won't have the chance to network with other coaches and recruiting experts face to face.
But there is a way you can get all of the one-of-a-kind content and information from the 2013 National Collegiate Recruiting Conference later this Summer...
Become a Client or a Premium Member!
Both options allow you to get access to all of the training and all of the video from this year's NCRC, as well as other expanded training on a week by week basis from the experts at Tudor Collegiate Strategies.

Each conference session will be loaded to our exclusive member video training center in the days and weeks following the conference, giving you access to all of the training (as well as the extra training and information we give our members and **clients** every week)
CLICK HERE FOR MORE INFORMATION

Dan 2006 Picture

STUDENT ATHLETE WASHING HER CAR ON CAMPUS-VIOLATION?
The Internet has been buzzing all week about it being an NCAA violation for student-athletes to wash cars with university-owned hoses and some water. Turns out, it isn't an NCAA violation, but the West Coast Conference school did self-report it as a violation. So everybody relax. What do you think? **CLICK HERE**

Twitter

GET THE LATEST RECRUITING NEWS, TIPS AND STORIES
Summer is here, but that doesn't mean recruiting news takes a vacation. Want to keep up on the latest info, and get exclusive recruiting tips from Dan Tudor? Follow us on Twitter! **CLICK HERE**

Front Rush

Parents 'Redshirting' Kindergarten Kids For Future Competitive Advantage

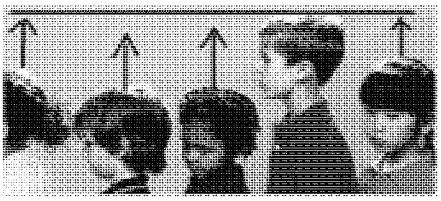

by Stephanie Hockridge, abc15.com

It's an epidemic affecting kindergartners and parents are to blame. It's called "redshirting."

Kids are purposefully held back in school giving them a competitive advantage in sports. But this growing trend can be detrimental for students.

Pint-sized players suit up and make plays, each dreaming, one day an NFL career could be in their future.

Today's parents have a choice when it comes to enrolling kids in kindergarten and more and more of them are deciding to hold back their baby by one year, ensuring he or she will be bigger, taller and stronger than their peers when it comes to sports.

"My brother Ryan was the youngest of four boys," says Jay Feely, the placekicker for the Arizona Cardinals. "He was a lot smaller, dramatically smaller than those in his class at 5 years old."

Feely comes from a family with strong, successful sports background. But, he says his parents did not hold back Ryan specifically to make him a better athlete. In fact, since he was so small, they held him back so he would have time to develop and be the same size as his classmates. Turns out, the Feelys scored with the decision to redshirt Ryan...

CLICK HERE TO CONTINUE

TRS Client Program

FREE RECRUITING WEBINAR: "Positioning Yourself Right Away"

NCSA educational series

Summer means a new batch of recruits to begin contacting.

And that means some friendly hand-to-hand combat between you and your prospect as you fight for position in the recruiting relationship.

So, how can you position yourself right from the start so that you are more in control of the recruiting process, and better able to design an experience that will attract them to you and your program?

If that's a question you would want answered, **click here** for another in our continuing Recruiting Education On-Demand series for college coaches.

This 20-minute webinar will help launch your next recruiting campaign effectively from the word go!

CLICK HERE TO CONTINUE

On-Campus Workshop

Client Insider Preview

Exclusive Highlights From NCRC This Weekend!

Coming up later this week for our **TRS Clients** and **Premium Members**, we'll be giving you some great inside info from the proceedings at this weekend's National Collegiate Recruiting Conference!
We know some of you will be there, while others could not attend. Whatever the case, we'll give you a sneak peek at the speakers, topics and insights we learn from our panel of coaches and experts.
Look for it in the coming days, Coach!
Not a TRS Client? ***Click here.***
Want to become a Premium Member? ***Click here.***
Have questions? ***Email Dan directly at dan@dantudor.com***

Coaches Can Realize More Good Than Bad With Transfer Rule

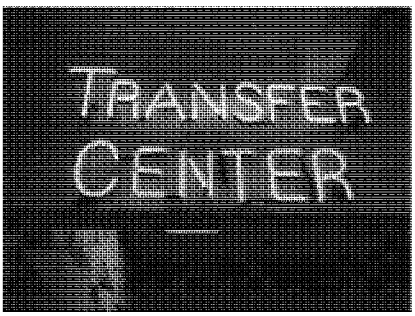

by Ed Graney, Las Vegas Review-Journal

In the swarm of opinion that followed a decision by Katin Reinhardt to transfer out of UNLV's basketball program this week, an important point was lost: This is why the rule exists.
However anyone feels about Reinhardt bolting the Rebels after averaging the second-most minutes and shots as a true freshman, about a good-but-not-yet-great-player departing a team in which he was afforded the type of freedom most seniors never receive, he had every right to move on.
Kids transfer for all sorts of reasons - lack of playing time, to be closer to family, to play a different position with the misguided notion it will help them make the NBA, to prove a program exists nationally that doesn't have the word "run" in its marketing slogan.
At day's end, though, it's the player's prerogative, no matter how others view the move or how shortsighted it might prove...

CLICK HERE TO CONTINUE

Forward this email to other coaches!

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Sent: Tuesday, June 4, 2013 9:41 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Newsletter | Starfish Retention Solutions

A Quarterly Newsletter from Starfish Retention Solutions

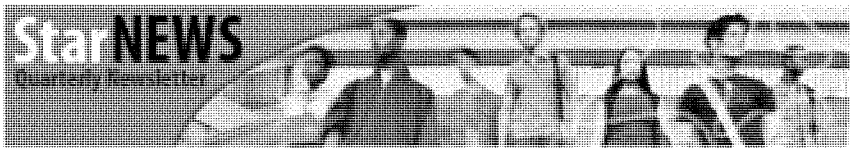

Youngstown State University Expands Adoption of the Starfish System to Support Campus Initiative to Improve Graduation and Completion Rates

We recently announced that Youngstown State University has expanded its adoption of the Starfish® system in response to the state of Ohio changing its funding model to include graduation and course completion metrics.

In 2011, YSU selected Starfish EARLY ALERT™ to enable faculty to flag students who were falling behind and then route those concerns to the students' peer mentors as well as to the student support staff in the Center for Student Progress. The Starfish system was selected because of its usability, ease of implementation, and integration capabilities with other campus IT systems, including the **Banner by Ellucian** student information system and the **Blackboard** learning management system.

"In our reviews of the various early alert systems, we wanted a system that could be proactive for all students, not just those considered to be at risk. It also had to be easy for faculty to use. Because the Starfish system directly connects to our Banner and Blackboard systems, we have essentially put our student success system in the hands of our faculty members," said **Jonelle Beatrice, interim executive director of student life and director of the Center for Student Progress at YSU**. "We also really liked that the Starfish system is built around providing students with a dedicated, personalized support network. This is consistent with [YSU's] model of tagging students and getting them into appropriate student services quickly."
Early Results! The student success program, including the use of the Starfish system, is already seeing positive results. Faculty participation in the program has increased from an average of 2 percent to 34 percent. The cumulative GPA for freshmen in fall semester 2011 was 2.39; in fall semester 2012, it increased to 2.46. In addition, the percentage of credit hours earned out of attempted hours was 76 percent in 2011 and it increased to 81 percent for the fall of 2012. In 2012, the analysis also showed that many classes that used the Starfish system had higher completion rates than those that did not use the system. For example, the completion rate for one section of a psychology course that did not use the Starfish system was 58.5 percent as compared to 63.7 percent for a section that did use the system.

>>read more

Webinar Invitation!

Starfish 360 AWARDS

Introducing the Starfish 360 Awards!

Our awards program is designed to recognize the valuable work being accomplished by the Starfish client community in the areas of student success and retention.

Deadline to submit is July 15th!

Meet our judges and learn more now!

Welcome to Our Newest Community Members

Carl Sandburg College
Forsyth Technical Community College
Fort Hays State University
Lanier Technical College
Philadelphia University
Rochester Institute of Technology
University of Arkansas, Fayetteville
Virginia Community College System
Westwood College

Let's Connect

Visit Starfish at one of these upcoming conferences:
Louisiana Association

Youngstown State University will present an informative Webinar presentation on June 19th at 2 pm ET (USA). Register today to learn more about their student success and retention program!
>>click here to register

Starfish is Hiring! Join Our Team

We are always looking for motivated, creative, and hard-working individuals to join our team. We are currently accepting resumes for a number of positions within our **Client Services, Product Development, Product Management, Operations, Marketing,** and **Sales** teams. Let us know if you are interested or if you know someone that we should be talking to!
>>see our open positions

What's All the Buzz About Anyway?

If Starfish is new to you, or if it has been a while since you've taken a look at us, we invite you to spend a few minutes at one of the upcoming Webinars to see the latest and greatest that Starfish has to offer! To register, click on a link below (all times USA).

>>June 11 at 3 pm ET
>>June 18 at 3 pm ET
>>June 25 at 3 pm ET

of Institutional Research
June 5-8, 2013
Baton Rouge, LA
WCET Leadership Summit
June 12-13, 2013
Salt Lake City, UT
Next Level
June 16-18, 2013
New Orleans, LA
Db World
July 9-11, 2013
Las Vegas, NV
NACADA Annual
October 6-9, 2013
Salt Lake City, UT
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From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Tuesday, June 4, 2013 1:40 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Strategies For Effective Academic Mentoring Of 21st Century Students

Strategies For Effective Academic Mentoring Of 21st Century Students

Tuesday, July 9 ~ 3:00-4:30pm EDT

Registration - http://www.innovativeeducators.org/product_p/1067.htm

Innovative Educators

Free Resources

- Mentor Yourself
- National Mentoring Partnership
- Reducing the Effects of Sterotype Threats on African American College Students by Shaping Theories of Intelligence
- Leadership in Mentoring
- 9 Tips for a successful mentor/protege relationship
- The Good Mentor - What it Takes to be Effective

- Have a Higher Ed question? AskIE
  - What is StudentLingo?
  - How can peer advising help at risk students?

Webinar Overview

Effective mentoring has long been recognized as important for success in professional and academic environments. Mentors are often assigned to persons entering a new academic or professional environment, but they are seldom provided the training needed to ensure that the mentoring relationship is most beneficial to the protégé and to the mentor.

This interactive workshop will discuss strategies for effective mentoring of today's students, and will contrast the behaviors of masterful vs. misguided mentors. Additionally, techniques for producing proactive vs. problematic protégés will be discussed. The discussion will help mentors at all levels become more effective at guiding protégés to success.

Webinar Objectives

Participants will:

- Describe the characteristics of effective mentors
- Design and implement activities that will form a productive mentor-protégé relationship
- Avoid the negative influence of stereotype threat in the mentoring relationship
- Help protégés develop the skills and confidence to become their own mentor if they find themselves in a situation in which no mentor is available
- Describe how structured mentoring, based on the scientific method, can increase protégé success
- Avoid behaviors that are characteristic of misguided mentors
- Guide protégés to proactive rather than problematic behavior

Webinar Speaker(s)

Dr. Saundra Yancy McGuire is Professor of Chemistry and Assistant Vice Chancellor for Learning, Teaching and Retention at Louisiana State University. She is the former director of LSU's Center for Academic Success, the winner of the 2004 National College Learning Center Association (NCLCA) Frank L. Christ Outstanding Learning Center Award. She served as a mentor at the 2011 and 2007 NCLCA Summer Institutes and at the 2006 Winter Institute. Most recently, in 2010, she was awarded Level 4 Lifetime Learning Center Leadership Certification.

Dr. McGuire was named a 2011 Fellow of the American Association for the Advancement of Science (AAAS), and in 2010 she was named a Fellow of the American Chemical Society. She received the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring in a 2006 White House Oval Office Ceremony.

Dr. McGuire has been teaching chemistry and working in the area of learning support for the past 40 years and has presented her widely praised workshop, "Teaching Students How to Learn", at over 100 colleges and universities.

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Preventing Faculty & Staff Burnout: Helping Employees Recognize & Minimize Stress - On-Demand

Like us on facebook for a chance to win a free webinar!

Upcoming Webinars

View all events

June 2013
12
The Next Step In FYE: Innovative Strategies To Strengthen Your Program
25
Suicidal Students & Title II Changes: Case Studies, New Federal Policy & Campus Processes
25
Maximizing The Impact Of Advising On Student Success
26
Destructive Romantic Relationships: How To Help Students Recognize Warning Signs & Make Healthy Decisions
27
Guns On Campus: Understanding Policy From The Legal, Administrative & Psychological Perspectives

July 2013
9
Organizing & Delivering Advising: Models for Success
10
Understanding The Battle Mind: Creating A "One Stop" Support Center For Veterans On Campus
16
A Step-By-Step Guide To Creating A Quality Veterans Resource Center On Your Campus
16
Best Practices In Alcohol Education: 10 Core Concepts To Teach College Students
23
Improving Academic Performance Of Student-Athletes With An Innovative Reading Enhancement Program

Innovative Educators

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From: ConnectCarolina <connectcarolina_info@unc.edu>
Sent: Wednesday, June 5, 2013 1:46 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: ConnectCarolina Newsletter for June 5, 2013

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June 5, 2013
ConnectCarolina Newsletter

Connect CAROLINA

3 Demos at Finance Town Hall June 12

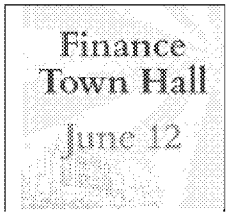

You've been asking to see the new system and now you can! Join us for a demonstration of the new ConnectCarolina Finance system at a Town Hall June 12, 3pm, Genome Science Building, room G100.

Read online.

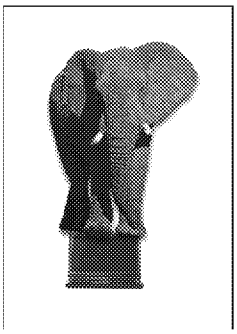

Why the Elephant?

Find out what the elephant has to do with the ConnectCarolina project -- click here.

Campus Staff Featured in New ConnectCarolina Videos

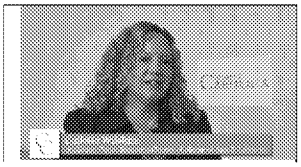

What do campus users think about ConnectCarolina? Is it difficult to learn? What advantages does it bring to the University? Find out in short videos on ConnectCarolina's YouTube channel.

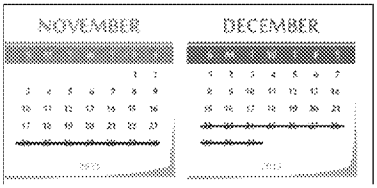

Planning for Finance and HR/Payroll Go-Live

The specific details of the January 2014 go-live are still being planned, but October 2013 to February 2014 – the weeks prior to and following go-live – will be a critical time. Schools and Divisions should begin now to consider how to prepare for the intense activity of go-live.

Read online.

Training Plans Gear Up

Want to know more about training for the January 2014 go-live of ConnectCarolina HR/Payroll and Finance? Learn how the ConnectCarolina training team is deep into planning how, when, and where

training will be delivered.

Read online.

Moratorium on Department ID Additions and Changes

A moratorium has been placed on additions and changes to Department IDs. Find out what this means to your School or Division.

Read online.

FYI: ConnectCarolina Key Documents

Helpful informational documents about ConnectCarolina can be found in the Key Changes section of the project website.

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ConnectCarolina
University of North Carolina at Chapel Hill
ccinfo.unc.edu

From: Turnitin News <news@turnitin.com>
Sent: Wednesday, June 5, 2013 3:05 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: Turnitin First Draft - Share Your Lesson Plans and Rubrics

Turnitin First Draft

Having trouble? View as Webpage

Over the summer, we're going to be hard at work building a teaching resource portal--a place to exchange ideas, rubrics, and lesson plans. To make this a success, we'll need your help as we crowdsource these resources from educators like you, our Turnitin community members.

So send in your favorite lesson plans and rubrics. We'll accept them in pretty much any format, and we'll take care of the rest. Our team of instructors and educational professionals will curate submissions and feature the very best when we launch in the fall. In the spirit of source attribution, these resources will be made available under a creative commons license.

submit a lesson plan or rubric

EXPERTS RECOMMEND CAMPUS-WIDE USE OF TURNITIN

Research in Learning Technology: Is it Cheating - or Learning the Craft of Writing?

A new report published in Research in Learning Technology confirms Turnitin's effectiveness on reducing plagiarism and recommends campus-wide implementation for best results.

The study found that more educators are using Turnitin to help students understand how to avoid plagiarizing (72%) than to detect plagiarism (67%) - and a significant amount of educators (56%) use it to help students improve their academic writing skills.

Allowing students to submit drafts and view their originality reports reduces anxiety in students, helping them to correct their mistakes or omissions and feel better that they are on a level playing field with their peers.

read the report

NOTEWORTHY

School Library Journal: Thinking About Credibility and About Turnitin's SEER
Joyce Valenza explores Turnitin's Source Educational Evaluation Rubric and using it to initiate discussion about quality sources for academic writing.

The Press: Across the Great (Cultural) Divide
For foreign students, adapting to new cultural norms of academic honesty can be a challenge of temptation, academics, and perception.

Turnitin Infographic: Closing the Gap - What Students Say About Instructor Feedback
Turnitin recently conducted a survey of 1,000 students to gather insights into how instructor feedback impacts the development of student writing.

EVENTS

WEBINARS

Plagiarism Advice Webinar Serires | See Schedule
Turnitin 30-minute Webcast Series | See Schedule

CONNECT

SHARE YOUR STORY

Do you have a success story you'd like to tell? Share them on

Turnitin Academy Live Professional Development | On-demand Basic Training Walkthrough | See schedule for dates and times.

CONFERENCES

IPPHEAE Conference | Brno, Czech Republic | Jun 12-13
The Future of Education Conference | Florence, Italy | Jun 13-14
Frog 13 - Celebrating Outstanding Education | Birmingham, UK | Jun 18
ISTE 2013 | San Antonio, TX | Jun 23-26
6th International Plagiarism Conference | Gateshead, UK | Jun 16-18, 2014

one of our social media pages.

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Sent: Thursday, June 6, 2013 11:01 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; Campus Recreation Listserv <campusrec@listserv.unc.edu>
Subject: [campusrec] June Announcements!

WHAT'S IN THIS EMAIL?

- June Facility Hours
- Perks for UNC Employees
- Shape Up with Campus Rec
- Get in the Game with Intramurals
- Join an Adventure with the OEC
- Get Your Climb On!
- Campus Rec Social Media: Your Outlet for News

JUNE FACILITY HOURS

Facility Hours – All facilities, including the climbing walls, are currently running on Summer Hours during the month of June. For a complete and detailed list of facility hours this summer, visit the Hours of Operations page.

PERKS FOR UNC EMPLOYEES

Kerr Lake– Whether you are a water enthusiast or just like to relax, Kerr Lake is the right place for you to be this summer. This recreation area is perfect for swimming, fishing, water skiing, canoeing, sailing, and much more! For more information about facilities, memberships, and daily/annual use permits, visit the Kerr Lake webpage.

SHAPE UP WITH CAMPUS REC

Bootcamp/TRX Combo Session II Class – Do you need to spice up your workout this summer? This 8-session functional fitness program is a blend of high-intensity athletic training and TRX exercises. Registration is June 10– 24 and the program runs from June 25 – July 23. For more information on the programs we'll be offering this summer, visit the Specialty Fitness webpage.

Group Fitness Classes – Summer is in full swing and what better way to get in shape than to take a group fitness class! We will continue to offer a variety of classes all summer long for you hard working, exercise lovers. For a complete list of class schedules, visit the Group Fitness Classes webpage.

Training Time – If you can't get to the gym and still want to exercise, then look no further! Check out our Campus Rec You Tube Channel! We have workout videos that will accommodate any level of fitness that you can do from home! Some of our featured videos include "Resistance Band Upper Body Workout", "Lower Body Stability Ball Workout" and "Total Body Workout"

Walk, Jog, or Cycle – If you are looking for opportunities to get outside and workout, Campus Rec has the resources to help you! On our Wellness Resources webpage, there are walking, jogging, and cycling routes around campus and around town. These routes accommodate the avid runner/cyclist and those who simply want a scenic walk.

GET IN THE GAME WITH INTRAMURALS

If you didn't sign up for Session I, don't worry! There are plenty of sports available to sign up for at the end of this month. During **Session II**, participate in **Sand Volleyball 3's, 3v3 Basketball, 4v4 Flag Football**, and **Tennis**. Registration is open from June 20 – 24.

For more information on these sports, including rules and registration, visit our Intramural Sports webpage.

JOIN AN ADVENTURE WITH THE OEC

Summer Expeditions – It's not too late to sign up for a summer adventure with the Outdoor Education Center (OEC). Take a break from your everyday normal life and explore nature with a kayaking trip!

June 15: **Kayak Three Rivers**, $40

To register for a trip, visit the Campus Rec Main Office, located in the SRC. The trip cost includes food, transportation and equipment.

For more information, visit the Expeditions webpage.

GET YOUR CLIMB ON!

Facility Hours – The Climbing Walls are currently running on Summer Hours through July 26.

Summer Hours – Rams Head Rec Center

- Monday/Wednesday/Friday, 4:00pm – 8:00pm
- All other days, CLOSED

Summer Hours – Fetzer Hall Climbing Wall

- Tuesday/Thursday, 4:00pm – 8:00pm
- Saturday, 1:00pm – 5:00pm
- All other days, CLOSED

Belay Test and Check Classes – All climbers must be belayed certified by UNC Climbing Staff in order to climb on our walls. Whether you're a new climber or an experienced climber, we offer a variety of ways to become certified with our Climbing Program Classes. For more information on climbing programs, please visit the Climbing Wall webpage.

CAMPUS REC SOCIAL MEDIA: YOUR OUTLET FOR NEWS

Get the Latest on Campus Rec– Campus Rec social media is your outlet for staying up-to-date with all the latest programs and events. You can follow us on Twitter, Re-pin our boards on Pinterest, friend us on Facebook, watch our department videos on our YouTube Channel, or find your photo at one of our events on Flickr!

Read Our Blog– Subscribe to Campus Rec's entertaining and informational blog! "Halfway Point: Making the Most of So Little Time", "A Typical Day and La Fortuna, Costa Rica" and "Summer Campus Rec Bucket List" are just a couple of this month's featured posts.

From: Dan Tudor <dan@sellingforcoaches.ccsend.com>
Sent: Tuesday, June 11, 2013 9:53 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: 5 Curious Recruiting Trends for College Coaches

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College Recruiting Weekly

June 11, 2013

Volume 9, Issue 24

5 Curious Recruiting Trends for College Coaches

NCRC 2013

I write this having just finished up hosting our annual college coaches' gathering, the National Collegiate Recruiting Conference.
One of the focuses of this year's NCRC? The changing landscape of effective college recruiting.
Part of what we do at this event every year is outline the trends, news and changes we've tracked over the past year in college recruiting at all levels, and put together an outlook for those that attend this June conference for the upcoming year. To do that, we assemble what has to be one of the most diverse collection of experts from around the country, and let them give our coaches a view from their world on what it takes to be a successful recruiter: Leadership, technological savvy, the right strategy, inspiration, organization, and - most importantly - an understanding of where recruiting is headed for the upcoming year.
There was over 20 hours of information crammed into our weekend conference (hey, it's for serious recruiters who want to advance their career, not vacation-seekers!), but I wanted to pick out five trends that we wanted to share with everyone around the country that couldn't make it to this year's event.
The recruiting trends listed are just observations; you have to decide how to apply them to what you'll be doing this upcoming year, and how to adjust your approach and your recruiting communication as you seek to connect with this general of teenage prospects...

CLICK HERE TO CONTINUE

NCSA Athletic Recruiting

Client Insider Preview

Exclusive for Members and Clients:
All 10 Trends, and Strategies to Address Them

Coming up later this week for our **TRS Clients** and **Premium Members**, we'll be going over all ten of the biggest trends we talked about with the attendees of this past weekend's NCRC event. Even if you couldn't attend, we'll talk about what you need to know right away, and how to make that information work for you.
Plus, in the coming weeks, you'll get exclusive free access to all the speeches, all the topics, and all the solutions outlined by the experts who spoke at this year's conference.
If you aren't a member - and want to have access to the 20+ hours of content from the 2013 NCRC, consider the options below:
Not a TRS Client? ***Click here.***
Want to become a Premium Member? ***Click here.***
Have questions? ***Email Dan directly at dan@dantudor.com***

On-Campus Workshop

NEW WEBINAR:
"What Your Prospects Want to Hear as YOU Start Summer Recruiting"

Dan Tudor webinar

The latest Education On-Demand series for college coaches has just been released, featuring Dan Tudor talking to coaches about what they will want to focus on as they start their Summer recruiting efforts.
This free webinar, brought to you by NCSA Athletic Recruiting, will give you specific communication strategies to focus on with this group or prospects.
CLICK HERE TO CONTINUE

Front Rush

Boxing? Running Into The Water? Crazy Tactics Work For Michigan Swim Coach

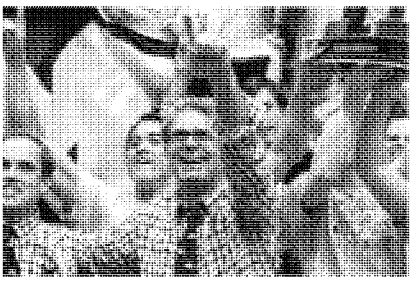

by Mark Snyder, Detroit Free Press

Connor Jaeger couldn't believe his eyes when he walked into Canham Natatorium for his official visit in October 2009.

There were the Michigan men's swimmers, running the deck, jumping and smacking the above-pool flags on their way to splashdown.

Then-Wolverine Sean Fletcher often took it another step, able to do a full flip on his way into the pool.

Jaeger thought he knew what Michigan was. Then the reality blew him away.

"How can you not have fun when you're doing something like that?" said Jaeger, a 2012 Olympian who will be a U-M senior in the fall. "We'll work really hard but, then, we'll do something like that and you're getting something out of that, too. It's that explosive exercise, then a sprint and a jump. You're really having fun."

Welcome to the swimming world of Michigan coach Mike Bottom, who runs the men's and women's program with creativity and style, not to mention a little success...

CLICK HERE TO CONTINUE

Dan 2006 Picture

HUNDREDS FIGHT TO END LYRICS BAN AT ATHLETIC EVENTS

A proposal to end a ban on playing any music with lyrics at school athletic events has hundreds of online supporters. The district enacted the guidelines because of complaints about offensive lyrics. The district allows only instrumental music to be played at high school and middle school games. What do you think? **CLICK HERE**

Twitter

GET THE LATEST RECRUITING NEWS, TIPS AND STORIES

Summer is here, but that doesn't mean recruiting news takes a vacation. Want to keep up on the latest info, and get exclusive recruiting tips from Dan Tudor? Follow us on Twitter! **CLICK HERE**

Inside The Mind Of A Passionate Recruiter, In His Own Words

Sherman Morris

by Sherman Morris, Arizona State University

Recruiting is recruiting wherever you go. Some individuals view it as a job; others view it as a passion. I am fond of saying I haven't worked a year in my life because what I do is a passion for me.
I don't recruit. I help individuals change lives.
These young athletes are recruiting-savvy. They understand how the process works and come into contact with a lot of different people. The guys who earn commitments are the ones who have a passion, a calling. They believe in the work that they are doing and truly want to positively affect these young men's lives.
If you don't love this-recruiting and changing lives-you can't work in today's recruiting environment. It's long hours, a lot of travel and a lot of sleepless nights. Ultimately, those individuals who succeed as recruiters have a purpose...
CLICK HERE TO CONTINUE

TRS Client Program

Oregon Lawmaker: Rule Breaking College Coaches Should Pay for Mistakes

by Jonathon Cooper & Lauren Gambino, KVAL.com

One Oregon state lawmaker wants to make college coaches pay up if their recruiting methods break the rules.

A state House committee heard brief testimony Wednesday but took no action on a bill that would make coaches personally liable for the university's legal fees and other costs if they "intentionally or recklessly" commit a major NCAA rules violation.

Rep. Brent Barton says coaches have almost no incentive to play by the rules, and plenty of reasons to cut corners to build a name for themselves. Players, students and fans shouldn't be stuck paying the bill, he says.

"The problem is that the cost and benefits are misaligned," Barton, an Oregon City Democrat, told The Associated Press. "You have coaches who reap the benefits in the short term of ... bending the rules when it comes to NCAA recruiting, but the long-term costs of the conduct are borne by the schools, the players and fans."...
CLICK HERE TO CONTINUE

Forward this email to other coaches!

This email was sent to bridgerb@uncaa.unc.edu by dan@dantudor.com
Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.

From: Innovative Educators <mail@innovativeeducators.ccsend.com>
Sent: Monday, June 17, 2013 3:42 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: 7 Emerging Trends Impacting Higher Education

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7 Emerging Trends Impacting Higher Education: Managing Diversity, Competition & Fiscal Constraints

Thursday, June 13 – 1:00 & 2:00 EST

Registration: http://www.innovativeeducators.com/product_p/1061.htm

Innovative Educators

Free Resources

- Changing US Demographics and American Higher Education
- Strategic Enrollment Planning for the Coming Demographic Change
- U.S. Higher Education in Transition
- Faculty Guide on Teaching a Diverse Student Population
- Resources for Diverse Student Populations
- A Diverse Student Body
- Raising the Bar for Higher Education in a Time of Fiscal Constraints
- Competition to get into selective colleges is a complex, multi-year process
- Competition vs. Learning
- Lessons Learned on the College Admission Process
- The Hardest Part is Getting into College

- Have a Higher Ed question? AskIE
  - What is StudentLingo?

Webinar Overview

What will be the real impact of demographic shifts on your institution? More importantly, how will your institution mitigate threats and seize opportunities in the midst of environmental changes-increasingly diverse students, heightened competition, and mounting fiscal constraints? During this webinar, we will debunk common misconceptions and explore the potential impact of environmental changes as well as seven profound emerging trends expected to impact how colleges and universities will teach tomorrow's students and provide needed services. Knowing what's around the bend allows institutions to innovate and adjust their programs and services in order to meet the ever-changing demands of the educational environment.

Webinar Objectives

Participants will:

- Develop a deepened understanding of the changing students entering higher education
- Gain a holistic picture of emerging trends and ways in which the academy may be affected
- Explore strategies for thriving in this fluid educational context

Webinar Speaker(s)

Jim Black, Ph.D., President and CEO

The president and CEO of SEM Works, Dr. Jim Black, is an internationally recognized expert in enrollment management as well as in change management. He has published a monograph titled, Navigating Change in the New Millennium: Strategies for Enrollment Leaders, and four books, The Strategic Enrollment Management Revolution, considered to be a groundbreaking publication for the enrollment management profession, Gen Xers Return to College, Essentials of Enrollment Management: Cases in the Field, and Strategic Enrollment Intelligence. Among his other published works are numerous articles and book chapters including a feature article in College & University, Creating Customer Delight; a chapter, Creating a Student-Centered Culture, for a book on best practices in student services published by SCUP and sponsored by IBM; a chapter on enrollment management in a Jossey-Bass book on student academic services; as well as a bimonthly feature in The Greentree Gazette.

Dr. Black is the founder of the National Conference on Student Retention in Small Colleges and cofounder of the National Small College Admissions Conference and the National Small College Enrollment Conference. He formerly served as the director of AACRAO's Strategic Enrollment Management Conference.

Free Offerings

Webinar

StudentLingo Workshops - Free Trial

Dealing With Ethical Dilemmas: Strategies For Leaders In Higher Education - July 8

How To Enhance Your Credibility As A Higher Ed Professional - September 13

Like us on facebook for a chance to win a free webinar!

Upcoming Webinars

View all events

June 2013

25
Maximizing The Impact Of Advising On Student Success (View Complete 4-Part Series)
28
Suicide Attempts On Campus: A 7-Step Response Plan To Keep Your Students & Institution Safe

July 2013

9
Organizing & Delivering Advising: Models for Success
9
Strategies For Effective Academic Mentoring Of 21st Century Students
10
Recruiting Online Students: Understanding Their Demographics, Lifestyles & Academic Preferences
10
Understanding The Battle Mind: Creating A "One Stop" Support Center For Veterans On Campus
16
A Step-By-Step Guide To Creating A Quality Veterans Resource Center On Your Campus
17
Online Student Retention: Assessing Why Students Stay & Why They Leave
23
Embracing Technology To Promote Exceptional Student Services In Higher Education
23
Improving Academic Performance Of Student-Athletes With An Innovative Reading Enhancement Program
30
Supporting The Engagement, Learning & Success of Students At-Risk
31
The Jones Campaign: How To

Black was honored as the recipient of the 2005 AACRAO Distinguished Service Award. He has been interviewed by publications such as The Chronicle of Higher Education, Converge Magazine, The Enrollment Management Report, The Lawlor Review, and was interviewed for AACRAO's Data Dispenser. Black also was featured in an international teleconference on enrollment management sponsored by The Center for the Freshman Year Experience at the University of South Carolina, and a PBS broadcast on "Blending High Tech and High Touch Student Services." In 1999, Jim Black was named an IBM Best Practices Partner, one of only twenty-three in the world. He was invited by The College Board to Heidelberg, Germany, to evaluate the APIEL Exam and most recently was invited to lead conferences on enrollment management and student services in the United Kingdom and the Netherlands.

Dr. Black has served on the boards of several technology companies and has consulted with companies such as Microsoft, Blackboard, and the SAS Institute. Higher education clients have included over 400 two-year, four-year, public, and private institutions.

Jim earned a B.A. in English education and M.A. in higher education administration from the University of South Carolina, as well as a Ph.D. in higher education curriculum and teaching from The University of North Carolina at Greensboro. His doctoral experience provides our clients with unique perspectives into innovative pedagogical, curricular, and program opportunities that impact enrollment outcomes. Leveraging his educational background along with his many years as an associate provost, dean, and faculty member in a higher education environment, Dr. Black will provide your institution with strategic insights that are grounded in theory and are actionable.

Dramatically Increase Visits To Your Learning Center

August 2013

1
Developing An Effective Academic Advising Protocol For Military Veterans

6
Emergency Preparedness: How To Educate Your Campus, Market Your Plan & Mitigate Harm

7
Show Them The Money: Advancing The Financial Literacy Of College Students With An Award-Winning Program

Innovative Educators

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From: Beller, Debra L <debra_beller@unc.edu>
Sent: Tuesday, July 2, 2013 9:45 AM
To: campus solutions staff users <cccs_staffusers@listserv.unc.edu>
Subject: [cccs_staffusers] ConnectCarolina Outage TONIGHT July 2, 5pm to 11pm

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ConnectCarolina will have a planned maintenance outage TONIGHT Tuesday, July 2, starting at 5:00 pm and ending around 11:00pm. ConnectCarolina will be down during this time frame. For more information, go to http://ccinfo.unc.edu/system-status/
Questions/Problems:
Help Desk: 919-962-HELP or help.unc.edu
We appreciate your cooperation and support as we continue to make ConnectCarolina more efficient for our users.
Debra Beller
Communications Specialist
ConnectCarolina, Enterprise Applications, ITS
University of North Carolina at Chapel Hill
Phone: 919-843-0477
Website: http://ccinfo.unc.edu

From: Andrews, Kim A. <kaandrew@email.unc.edu>
Sent: Wednesday, July 10, 2013 2:41 PM
To: Birdsall, Stephen S <birdsall@email.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; Cox, Tammy L <tlcox@email.unc.edu>; Dowd, Victoria E <victoria_dowd@unc.edu>; Gullo, John A <gullo@sog.unc.edu>; Williams, Charlotte D <heaven@email.unc.edu>
Subject: Chancellor Award Nomination Packets
Attach: CHA Nominations Zipped.zip

Hello review committee- Attached you will find a zip file containing nominee applications by name and any supporting documentation that was submitted. You may see more than one application per employee, this is because they were nominated by different people. To simplify this situation, I numbered the files as (1), (2), (3).
I have set up a meeting for Tuesday July 16, at 1pm in room 1501-C in AOB so you all can make your selections.
I will not be sending out notebooks through campus mails as in the past.
If you have any questions please feel free to call.

Kim Andrews
Program & Events Coordinator
Office of Human Resources
University of North Carolina at Chapel Hill
104 Airport Drive, Suite 1500
Chapel Hill, NC 27599-1045
Phone: 919-962-6008
Kim_Andrews@unc.edu
http://hr.unc.edu

From: ConnectCarolina <connectcarolina_info@unc.edu>
Sent: Wednesday, July 17, 2013 3:14 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: ConnectCarolina Newsletter for July 17, 2013

Display problems? View this newsletter in your browser.

July 17, 2013
ConnectCarolina Newsletter

Connect CAROLINA

New! FAQs Posted to Project Website

Got questions about ConnectCarolina Finance and HR/Payroll? There's a good chance our new FAQs have the answers!

http://ocmio.unc.edu/information-center/faq/

HR/Payroll Town Hall Recording

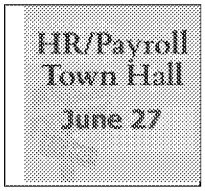

You can view the June 27 ConnectCarolina HR/Payroll Town Hall on our YouTube channel: http://www.youtube.com/watch?v=YOabKJo7k2Y

Extensive Testing for an Effective System

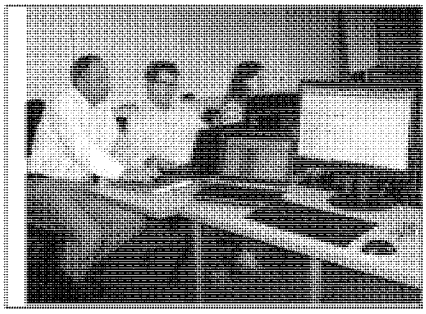

One of the most important parts of the ConnectCarolina project is extensive testing of the system prior to go-live. This ensures that every piece of the system works properly and that ConnectCarolina will be an effective tool that meets your needs.

More on testing in this video and in the project timeline.

Read online.

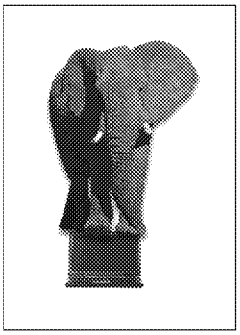

Why the Elephant?

Find out what the elephant has to do with the ConnectCarolina project -- click here

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Campus Staff Featured in New ConnectCarolina Videos

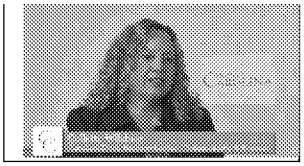

What do campus users think about ConnectCarolina? Is it difficult to learn? What advantages does it bring to the University? Find out in short videos on ConnectCarolina's YouTube channel.

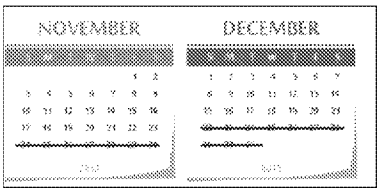

Planning for Finance and HR/Payroll Go-Live

The specific details of the January 2014 go-live are still being planned, but October 2013 to February 2014 – the weeks prior to and following go-live – will be a critical time. Schools and Divisions should begin now to consider how to prepare for the intense activity of go-live.

Read online.

Training Plans Gear Up

Want to know more about training for the January 2014 go-live of ConnectCarolina HR/Payroll and Finance? Learn how the ConnectCarolina training team is deep into planning how, when, and where training will be delivered.

Read online.

Moratorium on Department ID Additions and Changes

A moratorium has been placed on additions and changes to Department IDs. Find out what this means to your School or Division.

Read online.

Unsubscribe - Edit your subscription

ConnectCarolina
University of North Carolina at Chapel Hill
ccinfo.unc.edu

From: ConnectCarolina <connectcarolina_info@unc.edu>
Sent: Wednesday, July 31, 2013 12:50 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: ConnectCarolina Newsletter for July 31, 2013

Display problems? View this newsletter in your browser.

July 31, 2013
ConnectCarolina Newsletter

Connect CAROLINA

Training Schedule Now Available

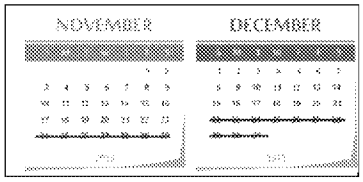

With the January 2014 go-live of ConnectCarolina HR/Payroll and Finance getting closer, the ConnectCarolina training team has released the schedule of how, when and where most training will be delivered. Training will be required to gain access to ConnectCarolina HR/Payroll and Finance.

ConnectCarolina Outage Aug. 2-4

There will be an outage affecting ConnectCarolina and other systems beginning at 5:00pm on Friday, Aug. 2 and ending at approximately 5:00pm on Sunday, Aug. 4. More on the System Status page.

Extensive Testing for an Effective System

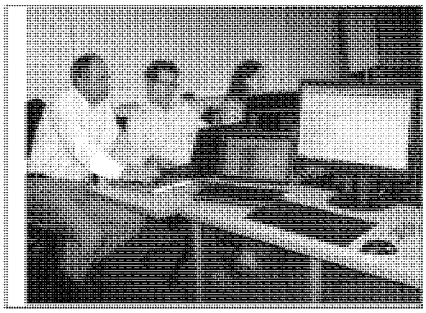

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More on testing in this video and in the project timeline.

Read online.

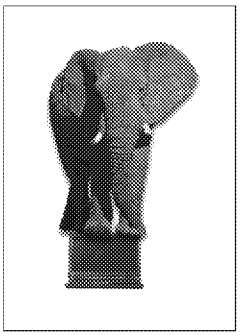

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Campus Staff Featured in ConnectCarolina Videos

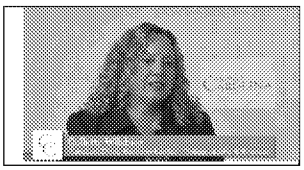

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Read online.

Moratorium on Department ID Additions and Changes

A moratorium has been placed on additions and changes to Department IDs. Find out what this means to your School or Division.

Read online.

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University of North Carolina at Chapel Hill
ccinfo.unc.edu

From: ConnectCarolina <connectcarolina_info@unc.edu>
Sent: Wednesday, August 14, 2013 11:52 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: ConnectCarolina Newsletter for August 14, 2013

Display problems? View this newsletter in your browser.

August 14, 2013

ConnectCarolina Newsletter

Project Go-Live Postponed

Learn more about the Executive Sponsors' decision to postpone the go-live of ConnectCarolina for Finance and HR/Payroll in order to provide the highest quality system possible to the University community.

New FAQs Posted

Got questions about ConnectCarolina Finance and HR/Payroll? There's a good chance our new FAQs have the answers!

Extensive Testing for an Effective System

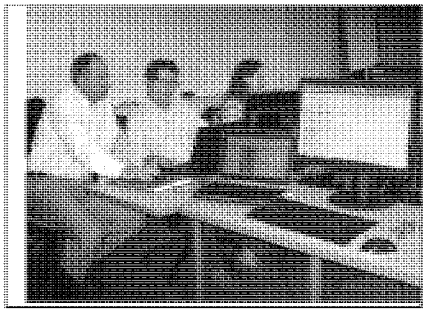

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More on testing in this video .

Read online.

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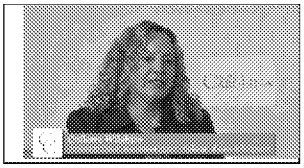

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Read online.

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ConnectCarolina
University of North Carolina at Chapel Hill
ccinfo.unc.edu

From: Assoc.for Women Faculty & Professionals
Sent: Wednesday, August 21, 2013 2:44 PM
To: AWFP"s list for all eligible women <awfpall@listserv.unc.edu>
Subject: [awfpall] FW: Announcement for "Preserving Your Intellectual Legacy" program Sept 12

A forward from Emily Silverman
Kim

Preserving Your Intellectual Legacy at UNC
An Information Session for Faculty and Staff Nearing Retirement

Thursday, Sept. 12, 2013
3 – 5 p.m. | Pleasants Family Assembly Room, Wilson Special Collections Library
Free and open to the public
Information: Emily Silverman, Library Development, (919) 962-3437

Retiring? Finding a home for your books and papers will be topic of Sept. 12 program

Retiring faculty and staff members with the question "What do I do with my books and papers?" can receive advice during a free program on Thursday, Sept. 12 from 3 to 5 p.m., in the Wilson Special Collections Library.

Librarians and archivists will discuss ways to preserve your intellectual legacy by donating books, papers, research materials, and data to the UNC Library, or placing scholarly materials elsewhere when appropriate. Speakers will also introduce the resources available through the UNC Office of Gift Planning. Q & A will follow the panel discussion.

Topics and panelists will be:

- Preserving your scholarly work (papers, research materials, and data) – Meg Tuomala, University Archives
- Managing and placing your personal book collections – Libby Chenault, Davis Library
- Gift planning resources – Keith W. Cook, J.D., UNC Gift Planning

RSVP by Sept. 4 to Emily Silverman, Associate Director of Library Development, (919) 962-3437 or essilver@email.unc.edu. Spouses and guests are welcome. This program is sponsored by the Friends of the Library, University Archives, and the Office of Gift Planning.

Emily S. Silverman ● Associate Director of Library Development
The University of North Carolina at Chapel Hill ● P.O. Box 8890
239 Davis Library, CB# 3900 ● Chapel Hill, NC 27515-8890
www.lib.unc.edu/ ● 919.962.3437 ● essilver@email.unc.edu
Make a gift to the Library: giving.unc.edu/gift/lib/
Check your Carolina giving history: giving.unc.edu/gift/history

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You are subscribed to this list, awfpall, because you have been identified as a female faculty or professional staff member who is eligible to join or participate in activities sponsored by the UNC Association for Women Faculty and Professionals. We use this general list very sparingly only to invite you to the four or five events we sponsor throughout the year. If you would like to be unsubscribed, please email anne_whisnant@unc.edu.

From: ConnectCarolina <connectcarolina_info@unc.edu>
Sent: Wednesday, August 28, 2013 11:46 AM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: ConnectCarolina Newsletter for August 28, 2013

Display problems? View this newsletter in your browser.

August 28, 2013

ConnectCarolina Newsletter

Connect CAROLINA

System Outage for Fall Census Sept. 4

There will be an outage affecting ConnectCarolina and other systems on Wednesday, Sept. 4, beginning at 5:00pm and ending at approximately 12:00am as part of the Fall census activities. Census is the official University enrollment reporting date. Click here for the outage details.

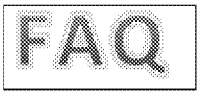

New FAQs Posted

Got questions about ConnectCarolina Finance and HR/Payroll? There's a good chance our new FAQs have the answers!

Extensive Testing for an Effective System

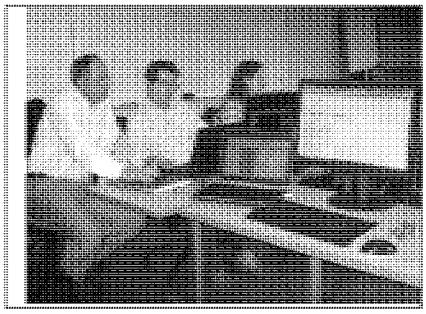

One of the most important parts of the ConnectCarolina project is extensive testing of the system prior to go-live. This ensures that every piece of the system works properly and that ConnectCarolina will be an effective tool that meets your needs.

More on testing in this video .

Read online.

Campus Staff Featured in ConnectCarolina Videos

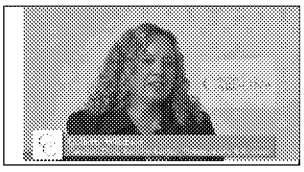

What do campus users think about ConnectCarolina? Is it difficult to learn? What advantages does it bring to the University? Find out in short videos on ConnectCarolina's YouTube channel.

Moratorium on Department ID Additions and Changes

A moratorium has been placed on additions and changes to Department IDs. Find out what this means to your School or Division.

Read online.

Unsubscribe - Edit your subscription

ConnectCarolina
University of North Carolina at Chapel Hill
ccinfo.unc.edu

From: ConnectCarolina <connectcarolina_info@unc.edu>
Sent: Wednesday, September 11, 2013 1:00 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Subject: ConnectCarolina Newsletter for September 11, 2013

Display problems? View this newsletter in your browser.

Sept. 11, 2013

ConnectCarolina Newsletter

Connect CAROLINA

Accuracy and Privacy of Information on Online Campus Directory

Have you looked at your information in the online campus directory? Is your home address correct? Do you know that you can control what is displayed through the directory's privacy settings?

To review and update your directory information, please go to http://my.unc.edu/, click on Update Personal Information (upper left of screen under Account Information) and login using your Onyen and password. You can also choose whether certain information, such as your home and/or dorm address, is publicly viewable in the directory.

Read online.

Online Training lynda.com Now Available to University Employees

Unlimited free access to the online video training library lynda.com is now available to all University faculty and staff. UNC-Chapel Hill has licensed lynda.com's library of more than 1,900 software, career development and technology training titles that faculty and staff can access from anywhere using an internet browser and Onyen login. To access lynda.com, go to the UNC-Chapel Hill Lynda.com Sign-in and log on with your Onyen and password.

Read online.

FAQ

New FAQs Posted

Got questions about ConnectCarolina Finance and HR/Payroll? There's a good chance our new FAQs have the answers!

Extensive Testing for an Effective System

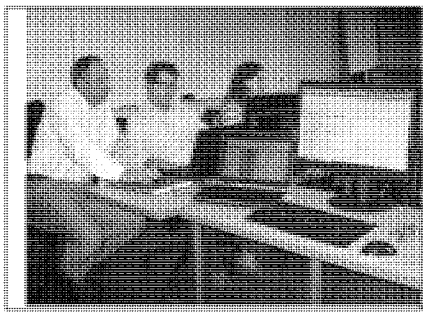

One of the most important parts of the ConnectCarolina project is extensive testing of the system prior to go-live. This ensures that every piece of the system works properly and that ConnectCarolina will be an effective tool that meets your needs.

More on testing in this video .

Read online.

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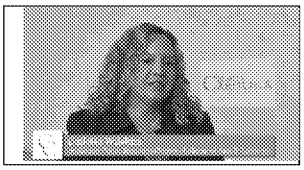

What do campus users think about ConnectCarolina? Is it difficult to learn? What advantages does it bring to the University? Find out in short videos on ConnectCarolina's YouTube channel.

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THE COMPLIANCE NEWSLETTER

UNC Department of Athletics

JULY 2, 2012 ***VOLUME XVII, NUMBER 12***

July Recruiting Calendar

Baseball
Contact Period: July 1-31

Men's Basketball
Quiet Period: July 1-5
Dead Period: July 6—10, 16-17, 23-24, 30-31
Evaluation Period: July 11-15, 18-22, 25-29
Evaluation Period begins at 5pm on the given day.

Women's Basketball
Quiet Period: July 1-5
Evaluation Period: July 6-15
Dead Period: July 16-21
Evaluation Period: July 22-31

Football
Quiet Period: July 1-31

Men's Lacrosse
Contact Period: July 1-31

Women's Lacrosse
Contact Period: July 1-31

Softball
Contact Period: July 1-31

Track/Cross Country
Contact Period: July 1-31

Volleyball
Contact Period: July 1-31

Other Sports
Contact Period: July 1-31

POLICY MEETINGS

This year's policy meetings will be structured differently. We will be holding two large-group meetings to include policy discussions from Legal Counsel, Sports Nutrition, Student-Athlete Development, and Administration. The meetings will only last about 30-40 minutes. All teams must attend ONE of the sessions that will take place Wednesday, August 22nd and Thursday, August 23rd, both at 7:00pm in Carmichael Arena. One coach must be present to take attendance.

There will also be individual team meetings that will focus specifically on compliance issues.. The meetings should take between 30 and 40 minutes. We would like to conclude all team meetings by Friday, September 14th.

Please contact **Natalie Lutz** to schedule your individual team compliance meeting, specify which policy meeting your team will attend, and designate the coach that will accompany them.

COACHES CERTIFICATION EXAM

The group Coaches Certification Exams are complete for the 2012-2013 academic year. Individuals still needing to take the exam must contact Lissa Broome to schedule a test date. Remember that your 2011-2012 certification expires on July 31st, at which time you will no longer be permitted to recruit off-campus until you have passed the 2012-2013 exam. Please bring your 2011-2012 NCAA manual to the exam. **UNC requires that all coaching staff members, including volunteer coaches and Directors of Operations, prepare for and take the exam, even if they do not recruit off-campus.** Lissa Broome's contact information is as follows: lbroome@email.unc.edu, 962-7066.

CAMP DOCUMENTATION

At least 1 week prior to the start of each camp, complete and submit the following forms to Lance in the Compliance Office:

- *Student-Athlete Employment Roster*
- *Outside Coaches Employment Roster*
- *Free or Reduced Admission Roster*

These forms should be signed and submitted even if they do not apply to your particular camps. Failure to submit all paperwork for June and July camps by August 10th will result in a hold being placed on your sport's account with the Business Office.

CERTIFICATION OF COMPLIANCE

The Compliance Office will be sending out the paperwork this month to designated persons in each area regarding the NCAA's Certification of Compliance. All UNC Athletic Department employees (full and part-time) who were at UNC during the 2011-2012 year are required to sign and date this form. New employees for the 2012-2013 year are not required to sign the form. Signing this form indicates that you are not aware of any violations involving UNC, or, if you are aware of violations, you have reported them to the appropriate parties. The deadline for returning this form is **August 10, 2012**.

POCKET DIALS

Remember that a pocket dial counts as a contact with prospects! Make sure you are utilizing the lock feature on your phone to avoid any unplanned contact with a recruit. **If made outside of the permissible time frame, these phone calls are considered violations that must be reported.**

From: Kessler, Jim <jim_kessler@unc.edu>
Sent: Friday, August 24, 2012 11:04 AM
To: Bridger, Beth <bridgerb@email.unc.edu>; Bailey, Tiffany <tmbailey@email.unc.edu>; Maitland, Theresa L <tmaitlan@email.unc.edu>; Rademacher, Kristen N <krademacher@unc.edu>
Subject: Profession Notification Emails

Just sent the following message to all students
"The link for notifying professors is now open. Go to http://accessibility.unc.edu (link on left side) Registered Students (link – center of page) click here to send professor notifications (link) Professor Notification you can notify each professor you would like to know about using our office to take exams."

Jim Kessler, Director
Accessibility Resources & Service
CB# 7214 SASB North
Suite 2126
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7214
919-962-8300 (V)
919-962-4748 (F)
711 (T) NC RELAY
http://accesibility.unc.edu

From: Kessler, Jim <jim_kessler@unc.edu>
Sent: Tuesday, August 28, 2012 11:10 AM
To: Bailey, Tiffany <tmbailey@email.unc.edu>; Maitland, Theresa L <tmaitlan@email.unc.edu>; Rademacher, Kristen N <krademacher@unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; Kessler, Frank S <fkessler@email.unc.edu>
Subject: Notification

The following notification goes out ~11:30 a.m.

Classnotes – Beginning today Tuesday, August 28, 2012, contact accessibilityresources@unc.edu. Request for classnotes must be made by Friday, September 7, 2012.

Make sure to include the following:
Class, Number and Section – example BIOL 101 001 - incomplete information will not be processed.

Livescribe Smartpens:
If you are interested in checking out a smartpen, please e-mail accessibilityresources@unc.edu and in the subject line put "Smartpen Check-out". Smartpens will be checked out on a first come, first serve basis.

Alternative Textbooks – please refer to: http://accessibility.unc.edu/students/registered-students/e-text-production-guidelines

---

Students with Chronic Medical Conditions:

Students with Chronic Medical conditions, please contact us by a) stopping by the office or b) email. Jim_Kessler@unc.edu or Tiffany_Bailey@unc.edu and let's discuss faculty notifications and how we may assist.

ALL OTHER STUDENTS:

Professor Notification Emails – and must be completed by Friday, September 21, 2012

You may begin submitting information to your faculty/course instructors about examination accommodations at:
http://accessibility.unc.edu [Link] Registered Students [Link] Faculty Notification Letters.

As always, you will receive a copy of the email. You then MUST communicate with each faculty to make arrangements about where you will be taking examinations.

Again – Faculty Notification Emails closes on Friday, September 21, 2012.

Scheduling Examination – beginning Friday, August 31, 2012 and closing on Wednesday, November 28, 2012 (Regular and Final Examination)

Please refer to: http://accessibility.unc.edu/students/registered-students/guidelines-alternative-testing
Examinations are to be scheduled on-line at: http://accessibility.unc.edu (link) Registered Students (link) Schedule Examination
• Examinations must be schedule 3 complete business days (does not include Saturday & Sunday) before the exam. The 'scheduling' day (when you go online) and day of the exam does NOT count as a business day. Therefore, for a Friday exam, it must be scheduled on Monday. So scheduling the exam a week prior is recommended.

• Exams SHOULD be scheduled for the entire semester, however, if you drop the course, please notify Accessibility Resources so we can remove the remaining exams and notification to your faculty.

• If you fail to schedule an examination, plan to take it with the class.

• If you purposefully schedule an exam for another day/time so that it can be scheduled on-line (an Honor Code Violation), plan to take the examination with the class.

• If an examination is rescheduled, have the faculty contact us via email indicating the new date/time of the examination.

- - - - - - - - - - - - - - - - - - -

If you have any questions contact Ms. Cynthia Hopkins (Cynthia_Hopkins@unc.edu), Ms. Tiffany Bailey (Tiffany_Bailey@unc.edu) or Jim Kessler (Jim_Kessler@unc.edu) or call Accessibility Resources at 919-962-8300.

Jim Kessler, Director
Accessibility Resources & Service
CB# 7214 SASB North
Suite 2126
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7214
919-962-8300 (V)
919-962-4748 (F)
711 (T) NC RELAY
http://accesibility.unc.edu

UNC
STUDENT AFFAIRS

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

ACCESSIBILITY RESOURCES & SERVICE

450 RIDGE ROAD, SUITE 2126
STUDENT AND ACADEMIC
SERVICES BUILDING NORTH
CAMPUS BOX 7214
CHAPEL HILL, NC 27599-7214

919.962.8300 (V)
919.711 (T)
919.962.4748 (F)
accessibility.unc.edu

Current Impact Statement

Name_____ **Date**_____ **PID**_____

In order to be able to fully understand the impact of your disability/medical condition, in addition to reviewing your documentation we would also like specific information on how the diagnosed condition described is ***currently*** *impacting your functioning and causing you substantial limitations.*

Please address ***All*** *three (3) of the following issues in as much detail as possible. In addition to your response, you may also ask others who currently know you, or have observed you to submit answers to these questions in a separate document.*

If writing response to these is difficult for you, you may choose to record your responses and submit an audio file. Feel free to use to use the back of this form, type it or use additional paper.

- **Current Impact**
  Describe in as much detail as possible how the diagnosed condition is ***currently*** impacting and substantially limiting your ***ability to learn***.
  - If there are some classes or situations in which there is no impact, please explain why this is the case.
  - If you have tried any medical or educational interventions to manage the diagnosed condition, please explain what these were and how and why they have or haven't helped.

- **Impact with in the past 1-2 years**
  Describe in as much detail as possible how the diagnosed condition has or has not impacted and substantially limited your ability **to learn** *in the recent past (1-2 years)*.
  - If you tried any medical or educational interventions to manage the diagnosed condition during this time period, please explain what these were and how and why they had or had not helped.

- **Accommodations/Services**
  Describe accommodations or services that you think you will need.
  Why?

Sign your name indicating you composed and wrote the response.

Please return this form to:

Accessibility Resources & Service
CB# 7214 Suite 2126 SASB North
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7214
919.962.8300 (V/T) - 919.962.4748 (Fax)

From: Kessler, Jim <jim_kessler@unc.edu>
Sent: Thursday, August 30, 2012 12:18 PM
To: Bridger, Beth <bridgerb@email.unc.edu>
Cc: Bailey, Tiffany <tmbailey@email.unc.edu>; Woodard, Harold <harold_woodard@unc.edu>
Subject: Current Impact Statement
Attach: Current Impact Statement.docx

Beth – please see attached – the committee has been discussing changes in process and information for about six weeks and developed this to replace the other form and is essentially effective as of today but wanted to make sure you had a copy to share with the rest of the staff. Any questions, just let me know.

Jim Kessler, Director
Accessibility Resources & Service
CB# 7214 SASB North
Suite 2126
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7214
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919.962.4748 (F)
accessibility.unc.edu

Current Impact Statement

Name_____ **Date**_____ **PID**_____

In addition to reviewing your documentation, we would also like specific information on how the diagnosed disability/medical condition described is ***currently*** *impacting your functioning and causing you substantial limitations.*

Please address ***ALL*** *of the following in as much detail as possible. Feel free to use to use the back of this form, or type your response on additional paper. Incomplete responses will be returned for more information*

If a written response is difficult for you, you may record your responses and submit an audio file.

1. **Considering the skills such as reading, writing, paying attention, mathematics, etc., describe (be specific) the current (or recent) impact of the disability/medical condition in both of the following areas:**

    a. In Class (lectures, test-taking, participation, etc.)

    b. Out of Class (studying, time management, homework, etc.)

2. **Accommodations/Services**
   In reference to the above information, describe accommodations or services that you think you will need. Why?

In addition to your response, you may also ask others who currently know you, or have observed you to submit answers to these questions in a separate document.

Sign your name indicating you composed and wrote the response.

Please return this form to:

Accessibility Resources & Service
CB# 7214 Suite 2126 SASB North
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7214
919.962.8300 (V/T) - 919.962.4748 (Fax)

From: Kessler, Jim <jim_kessler@unc.edu>
Sent: Friday, August 31, 2012 9:49 AM
To: Bailey, Tiffany <tmbailey@email.unc.edu>; Hopkins, Cynthia <cynthia_hopkins@unc.edu>; Maitland, Theresa L <tmaitlan@email.unc.edu>; Rademacher, Kristen N <krademacher@unc.edu>; Kessler, Frank S <fkessler@email.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>
Subject: Notice for Scheduling Exams

This notice goes out this morning.
JK
Scheduling Examination – beginning Friday, August 31, 2012 and closing on Wednesday, November 28, 2012 (Regular and Final Examination)

Please refer to: http://accessibility.unc.edu/students/registered-students/guidelines-alternative-testing

Examinations are to be scheduled on-line at: http://accessibility.unc.edu (link) Registered Students (link) Schedule Examination – Professor Notification.

<!--[if !supportLists]-->• <!--[endif]-->Examinations must be schedule ***3 complete business days*** (does not include Saturday & Sunday) before the exam. The *'scheduling' day (when you go online) and day of the exam* does NOT count as a business day. Therefore, for a Friday exam, it must be scheduled on Monday. So scheduling the exam a week prior is recommended.
<!--[if !supportLists]-->• <!--[endif]-->Exams SHOULD be scheduled for the entire semester (including Finals), however, if you drop the course, please notify Accessibility Resources so we can remove the remaining exams and notification to your faculty.
<!--[if !supportLists]-->• <!--[endif]-->***If you fail to schedule an examination, plan to take it with the class***.
<!--[if !supportLists]-->• <!--[endif]--> If you purposefully schedule an exam for another day/time so that it can be scheduled on-line (an Honor Code Violation), plan to take the examination with the class.
<!--[if !supportLists]-->• <!--[endif]-->If an examination is rescheduled, have the faculty contact us via email indicating the new date/time of the examination.
<!--[if !supportLists]-->• <!--[endif]-->**Final Examinations** – please use the following link to access the final examination schedule. Final exams will be proctored at 8:00 a.m. 1:00 p.m. 2:00 p.m. and 4:00 p.m. Please schedule your exams accordingly – 12:00 p.m. exams should be scheduled for 1:00 p.m. No exams will be proctored on Reading Days without permission.
http://registrar.unc.edu/academic-calendar/final-examination-schedule-fall-2012/

- - - - - - - - - - - - - - - - - -

Professor Notification Emails –must be completed by Friday, September 21, 2012
After your schedule is finalized and you have attended all of your classes at least twice, you may begin submitting information to send information to your faculty/course instructors about examination accommodations at:
http://accessibility.unc.edu [Link] Registered Students [Link] Faculty Notification Letters.
As always, you will receive a copy of the email. You then MUST communicate with each faculty to make arrangements about where you will be taking examinations.
Again – Faculty Notification Emails closes on Friday, September 21, 2012.
- - - - - - - - - - - - - - - - - -
Classnotes - contact accessibilityresources@unc.edu. Request for classnotes must be made by Friday, September 7, 2012.

Livescribe Smartpens:
If you are interested in checking out a smartpen, please e-mail accessibilityresources@unc.edu and in the subject line put "Smartpen Check-out". Smartpens will be checked out on a first come, first serve basis.
Alternative Textbooks – please refer to: http://accessibility.unc.edu/students/registered-students/e-text-production-guidelines
If you have any questions contact Ms. Cynthia Hopkins (Cynthia_Hopkins@unc.edu), Ms. Tiffany Bailey (Tiffany_Bailey@unc.edu) or Jim Kessler (Jim_Kessler@unc.edu) or call Accessibility Resources at 919-962-8300.
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919-962-4748 (F)
711 (T) NC RELAY
http://accesibility.unc.edu

From: Farmer, Stephen M <sfarmer@admissions.unc.edu>
Sent: Tuesday, February 5, 2013 3:56 PM
To: Bethel, Bradley Richard <bbethel@email.unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>; Lyons, Elizabeth M <emlyons@email.unc.edu>
Subject: Thank You

Dear Beth, Bradley, and Beth:
Thank you for meeting with us yesterday afternoon. I found the conversation extremely helpful and believe that Barbara, Layna, and Lissa did, too.
The advice you gave us informed our conversations this morning, as well as the decisions we made and the conditions we imposed upon the candidates. Your advice will continue to help us in the weeks ahead as we get ready for next year's class and work with athletics and others to determine our longer-term strategy and goals.
If you're agreeable, I'd welcome the chance to get together again later in the semester. In particular, I'd appreciate your thoughts as to how we might better align our Level 1-2-3 categories with the way you think about the needs of your students. And since we hope to be advising coaches about the students they're recruiting for 2014, I'd welcome another conversation about how we might better identify strengths and weaknesses in young men and women who haven't yet completed the junior year of high school.
I know that you all work incredibly hard to support and encourage your students and that you care deeply for their well-being. I am also convinced that you hold yourselves and your students to high ethical standards. Finally, I know that you have been laboring under difficult circumstances not of your own making.
I promise that I will do everything I can do to make those circumstances less difficult over time – also that I'm behind you and ASPSA and grateful for the important work that you are doing.
Please don't hesitate to call on me if I may do anything to help or if you should have any suggestions, concerns, or criticism. I will do my best to hear any and all. In the meantime, thank you again.

Steve

Full Name: Rich DeSelm
Last Name: DeSelm
First Name: Rich

Business Phone: 919-966-5340

E-mail: richdeselm@uncaa.unc.edu

From: scanner@unc.edu
Sent: Tuesday, October 23, 2012 12:38 PM
To: bridger <bridgerb@uncaa.unc.edu>
Subject:
Attach: 20121023123812302.pdf

This E-mail was sent from "R11153" (Aficio MP 3500).

Scan Date: 10.23.2012 12:38:12 (-0400)
Queries to: scanner@unc.edu

January 8, 2013

Dear Parents:

This letter was drafted by me and Beth Bridger, our Academic Counselor, and with the help of Tom Timmermans in our UNC Athletic Compliance Office. It pertains to the fact your son or daughter is currently receiving an athletic grant yet not currently participating on the team as a swimmer or diver.

The UNC Athletic Department has a vested interest in your son/daughter even though their athletic status has changed. In lieu of the new scholarship situation your son/daughter has with the Swimming and Diving program, some new policies have been set in order to monitor their academic progress in conjunction with receiving their grant-in-aid.

Before any financial award/check may be distributed by the Compliance Office (Tom Timmermans) at the beginning of each month, the student must meet with their Academic Counselor (Beth Bridger). At this time, the Academic Counselor will gather grade/course information and determine if the student is doing what they need to academically in order to earn their monthly check. This meeting could also include seeing proof of professor communication, tutor review session attendance, study hour completion, paperwork for drop/add procedures, etc.

If the student has not met the requirements during the meeting, their monthly check will not be given to them, or will not be given to them until the requirements have been met, no exceptions.

The same procedure will apply with other department obligations the student must fulfill. If they have not met the requirements requested of the coaching staff or other department staff, their check will be cancelled/held as well.

It is critical that even though your son/daughter may not be actively participating athletically as a part of the team, they are still accountable to UNC Athletics and the UNC Swimming and Diving program. They still contribute to our athletic department as a scholarship student, so their dedication to excellence must be a priority.

Please let us know if you have any questions.

Sincerely,

Rich DeSelm
Head Coach Swimming & Diving

Full Name: Rich DeSelm
Last Name: DeSelm
First Name: Rich

Business Phone: 919-966-5340

E-mail: richdeselm@uncaa.unc.edu

Full Name: Rich DeSelm
Last Name: DeSelm
First Name: Rich

Business Phone: 919-966-5340

E-mail: richdeselm@uncaa.unc.edu

Full Name: Rich DeSelm
Last Name: DeSelm
First Name: Rich

Business Phone: 919-966-5340

E-mail: richdeselm@uncaa.unc.edu

From: Lance Markos <markos@uncaa.unc.edu>

Sent: Tuesday, December 18, 2012 1:42 PM

To: Andrew Calder <acalder@uncaa.unc.edu>; Billy Lee <billylee@uncaa.unc.edu>; Clarissa Adams <cadams@uncaa.unc.edu>; Jane High <jhigh@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>

Cc: Bridger, Beth <bridgerb@email.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Bubba Cunningham <bubbac@uncaa.unc.edu>; Carrie Rubertino Shearer <carriers@uncaa.unc.edu>; Vince Ille <ille@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Martina Ballen <mballen@uncaa.unc.edu>; Paul Pogge <ppogge@uncaa.unc.edu>; Samantha Kirby <slkirby5@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>; Tim Sabo <tsabo@uncaa.unc.edu>

Subject: LaSalle tickets/Complimentary Admissions

WBB Staff,

Just wanted to follow up with everyone in the program regarding a violation that we were able to avoid thanks to the good work of Tim Sabo's crew in the Ticket Office. One of the players needed some extra tickets for the LaSalle game and the pool of complimentary admissions for the players was all used up. They asked a staff member for extra tickets who sent a manager up to the ticket office to drop off 3 more tickets for the student-athlete's use.

We need to all be on the same page that when it comes to how our student-athletes and our guests may receive tickets. The only permissible way is through the UNC pass list administered by the Ticket Office; any other tickets given to our players, especially those from staff member's personal allotments, is a violation of NCAA rules. Fortunately, we were saved in this case and we just wanted to remind everyone of the relevant legislation. If you have any questions, just let me know. Thanks!!

Lance

16.2.1.1 Institutional Events in the Student-Athlete's Sport.

An institution may provide four complimentary admissions per home or away intercollegiate athletics event to a student-athlete in the sport in which the individual participates (either practices or competes), regardless of whether the student-athlete competes in the contest.

16.2.1.2 General Regulations.

Complimentary admissions shall be provided only through a pass list for individuals designated by the student-athlete. "Hard tickets" shall not be issued.

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Monday, October 29, 2012 1:23 PM
To: Suits, Christy H. <Christy_Suits@unc.edu>; Bridger, Beth <bridgerb@email.unc.edu>
Subject: test

---

test

COURSE REGISTRATION PROXY FORM

*Semester/Year:*_____

Student Last Name	First Name	PID	Sport	Classification	Signature	Date

Reason for Proxy: _____

Courses to be registered:_____

Student Last Name	First Name	PID	Sport	Classification	Signature	Date

Reason for Proxy: _____

Courses to be registered:_____

Student Last Name	First Name	PID	Sport	Classification	Signature	Date

Reason for Proxy: _____

Courses to be registered:_____

Student Last Name	First Name	PID	Sport	Classification	Signature	Date

Reason for Proxy: _____

Courses to be registered:_____

Counselor Signature:_____

Director Signature:_____

Dean Signature:_____

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Friday, November 2, 2012 6:25 PM
To: Tracey Williams <twilliams@uncaa.unc.edu>
Subject: RE: Academic Report

Just sent, please review, let me know what I should fix

From: Tracey Williams [mailto:twilliams@uncaa.unc.edu]
Sent: Friday, November 02, 2012 5:27 PM
To: Bridger, Beth
Subject: Academic Report

Hello Beth, I am putting the info together for the Committee for next week. Do you know about how many pages you will have so I will know which size book to use for the other stuff I am loading in now? Thanks Tracey

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Wednesday, November 7, 2012 4:39 PM
To: Parsons, Eileen R <rparsons@email.unc.edu>
Subject: RE: Faculty Athletic Council Liaison for Women's Basketball

---

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Associate Professor, Science Education
Program Affiliation: PhD in Education
Associate Editor, Journal of Research in Science Teaching Science Policy Fellow, American Association for the Advancement of Science (AAAS)
(919) 843-9133 (p)
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INVOICE

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Fax 919-361-5810
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Academic Support Program for
Student Athletes
Chapel Hill NC

Ship To:

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Laudermilk Ctr for Excellence
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344 Ridge Rd.
attn: Beth Bridger
Chapel Hill NC 27599

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From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Thursday, November 8, 2012 10:31 AM
To: Woodard, Harold <harold_woodard@unc.edu>
Subject: RE: Academic Worksheets

I would like a formal training on tracker.
Thanks!
Maybe someone could come to a staff meeting.

From: Woodard, Harold
Sent: Thursday, November 08, 2012 10:28 AM
To: Blanton, Brent S; Bridger, Beth; Jennifer Townsend; Lyons, Elizabeth M; Bethel, Bradley Richard; jaimielee@uncaa.unc.edu; Orr, Kym N; Overstreet, Tia; Welborn, Spencer; Wally Richardson; Tony Yount
Subject: FW: Academic Worksheets

Colleagues,
Please note the update regarding the phasing out of traditional, paper worksheets shared in the forwarded e-mail message from Roger Kaplan in Academic Advising.
If you have not received training on the use of Tar Heel Tracker, please let me know as soon as possible.
Thanks.
Harold

From: Kaplan, Roger Jay
Sent: Thursday, November 08, 2012 8:54 AM
To: Woodard, Harold
Cc: May, Lee Y; Lucido, Barbara E
Subject: Academic Worksheets

Harold,
Thank you for bringing your team to our meeting this week. It was very insightful and helpful to have their perspective and description of the challenges student-athletes face.
I am heading up Academic Advising's task force to transition us to Electronic Academic Records (aka "Paper-Reduction"). Our charge is to stop using paper files for students and have everything scanned and accessible online. (We are working with ITS on this.) Dean Bobbi Owen has said that next year (2013-14) we will no longer be using academic worksheets.
Our plan right now is for incoming first-year and transfer students in 2013 to be on the electronic system this coming spring/summer. We will continue with the paper files for current students.
That means, we are more and more relying on Tar Heel Tracker and will not be creating new academic worksheets for the incoming students or for current students. Students who do not have a working Tar Heel Tracker will have academic worksheets, but that is only for a handful of current students.
I bring this to your attention so that you can let your staff know that worksheets are being phased out and we need to be using Tar Heel Tracker more and more. We know the system has its shortcomings but the Registrar is working on it (our feedback to them helps improve the system). If your staff has not been trained to use THT, they can get training from the Registrar's Office.
If you have any questions, or wish to discuss this, please feel free to contact me.
Thanks.
Roger

Roger Jay Kaplan, Ph.D.
Senior Academic Advisor
College of Arts and Sciences and the General College
G008 Steele
Campus Box 3110
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3110
Office: (919) 962-3404
Fax: (919) 962-6888
http://advising.unc.edu

Academic Eligibility & Progress Toward Degree Requirements

Year of Initial Collegiate Enrollment	Entering **3rd Semester** of Enrollment at UNC (SOPHOMORE)	Entering **5th Semester** of Enrollment at UNC (JUNIOR)	Entering **7th Semester** of Enrollment at UNC (SENIOR)	Entering **9th Semester** of Enrollment at UNC (5TH YEAR)
NCAA Requirements *(requirements must be met for each Fall/Spring academic semester; Fall eligibility will be determined at the conclusion of the summer sessions)*	1.800 cum GPA 24 Degree Hours *>18 DA credits earned during academic year (Fall and Spring) with at least 6 credits earned in each semester*	1.900 cum GPA 48 Degree Hours (40%) *>18 DA credits earned during academic year (Fall and Spring) with at least 6 credits earned in each semester* ****Must Declare Major****	2.000 cum GPA 72 Degree Hours (60%) *>18 DA credits earned during academic year (Fall and Spring) with at least 6 credits earned in each semester*	2.000 cum GPA 96 Degree Hours (80%) *>18 DA credits earned during academic year (Fall and Spring) with at least 6 credits earned in each semester*
UNC Requirements *(requirements must be met for each Fall/Spring academic semester; Fall eligibility will be determined at the conclusion of the summer sessions)*	2.000 cum GPA 24 Degree Hours *>9 credits earned each semester* ****Must Declare Major****	2.000 cum GPA 51 Degree Hours *>9 credits earned each semester*	2.000 cum GPA 78 Degree Hours *>9 credits earned each semester* ***Students are only guaranteed 8 semesters, approval required for 9th/10th semesters.*	2.000 cum GPA 105 Degree Hours *>9 credits earned each semester*

STUDENTS MUST ALWAYS BE ENROLLED IN 12 HOURS FOR FALL AND SPRING FOR NCAA ELIGIBILITY.

Student-athletes must meet *two sets* of eligibility requirements. UNC eligibility requirements must be met in order for the student to return to the University each year. NCAA requirements must be met in order for the student-athlete to participate in athletics each year. The above grid represents minimum requirements for UNC and NCAA academic and athletic eligibility. Results of not meeting the above stated requirements:

Academic Probation: If a student does not pass 9 hours --OR--falls below a 2.0 GPA. University status is changed automatically to PROBATION. One semester is given to restore academic good standing.

UNC Academically Ineligible: If a student does not pass 9 hours --AND--falls below a 2.0 GPA. University status is changed automatically to ACADEMICALLY INELIGIBLE. A letter of appeal must be written to University Appeals Committee. Committee will re-instate student to PROBATION or suspend the student from the University for one semester, probation is not guaranteed.

NCAA Ineligible: If a student does not meet the GPA, Semester Hours, or Progress Towards Degree Requirements, their status will be changed to NCAA ACADEMICALLY INELIGIBLE. This will keep the student from game competition for the upcoming football season.

If a student does not pass 6 degree applicable hours in the Fall/Spring semester, they are NCAA INELIGIBLE to compete in the following season.

Dear Faculty,

On behalf of the Academic Support Program for Student-Athletes, I would like to extend a special invitation for you to participate as a Guest Coach for a home women's basketball game this season. This invitation is in recognition of your commitment to student development and your support of Carolina student-athletes.

A special Guest Coaching event will take place for the ACC-BIG 10 Challenge game vs Ohio State on Wednesday November 28th. With game time at 7pm, the events will start around 5pm.

As part of the special ACC-BIG 10 Challenge game program, you are invited to a pre-tip-off social gathering (with food) in the women's basketball offices, sit-in on the pre-game speech, a bench seat, and 2 tickets to the basketball game.

If you are unable to attend the ACC-Big 10 Challenge event, please see the list of home games below and indicate your top 3 preferences. These programs will include sit-in on the pre-game speech, a bench seat, and 2 tickets to the basketball game.

- Thursday January 3rd, vs Maryland, 7pm

- Sunday January 6th, vs Virginia Tech, 2pm

- Sunday January 13th, vs Georgia Tech, 2pm

- Thursday January 17th, vs Virginia, 630pm

- Thursday Januray 31st, vs Florida State, 7pm

- Thursday February 14th, vs Wake Forest, 7pm

- Thursday February 28th, vs Boston College, 7pm

It is with tremendous pleasure that we offer you this unique opportunity. You will experience an inside look at Carolina Women's Basketball and interact with the coaches, student-athletes, and other members of the Carolina Community, becoming an ambassador for UNC-Chapel Hill.

If you would like to accept the invitation to the ACC-BIG 10 Challenge game, please **RSVP by *Tuesday November 20th*** at 919. 843. 5669 or bridgerb@uncaa.unc.edu. If you rather attend another home game, please let me know your top three selections at your earliest convenience. Please know, availability is on a first come first serve basis. I sincerely hope you will join us!

Go Heels!

Beth Bridger
Associate Director
Academic Support Program for Student-Athletes
College of Arts and Sciences

From: Bridger, Beth <</O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Monday, November 12, 2012 9:44 AM
To: Parsons, Eileen R <rparsons@email.unc.edu>
Subject: RE: Faculty Athletic Council Liaison for Women's Basketball

---

230 isn't the best time for me.
I can do 1-2 on Mondays, or after 4.
Tuesdays after 4
Wednesdays 1-2 or after 4
Thursdays after 3
Fridays after 1

Sorry for the limited schedule. Will any of that work for you?

-----Original Message-----
From: Parsons, Eileen R
Sent: Monday, November 12, 2012 9:39 AM
To: Bridger, Beth
Subject: RE: Faculty Athletic Council Liaison for Women's Basketball

Are you available to meet on Monday, November 26th at 2:30?

Eileen

Eileen R. Carlton Parsons, PhD
Associate Professor, Science Education
Program Affiliation: PhD in Education
Associate Editor, Journal of Research in Science Teaching Science Policy Fellow, American Association for the Advancement of Science (AAAS)
(919) 843-9133 (p)
(919) 843-2614 (f)

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Sent: Monday, November 12, 2012 10:23 AM
To: Parsons, Eileen R <rparsons@email.unc.edu>
Subject: RE: Faculty Athletic Council Liaison for Women's Basketball

---

Anytime after 3pm

-----Original Message-----
From: Parsons, Eileen R
Sent: Monday, November 12, 2012 9:45 AM
To: Bridger, Beth
Subject: RE: Faculty Athletic Council Liaison for Women's Basketball

What's your availability on Thursday, November 29th?

Eileen R. Carlton Parsons, PhD
Associate Professor, Science Education
Program Affiliation: PhD in Education
Associate Editor, Journal of Research in Science Teaching Science Policy Fellow, American Association for the Advancement of Science (AAAS)
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Sent: Monday, November 12, 2012 11:28 AM
To: Parsons, Eileen R <rparsons@email.unc.edu>
Subject: RE: Faculty Athletic Council Liaison for Women's Basketball

---

Sounds great. I am 2119 in Loudermilk, 2nd floor, down the hall from the conference room.
I hope you enjoy your Thanksgiving break!

-----Original Message-----
From: Parsons, Eileen R
Sent: Monday, November 12, 2012 11:15 AM
To: Bridger, Beth
Subject: RE: Faculty Athletic Council Liaison for Women's Basketball

Does 3:00 pm on Thursday, November 29th work for you? I assume your office is in Loudermilk. If so, then I can walk over.

Eileen

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Associate Editor, Journal of Research in Science Teaching Science Policy Fellow, American Association for the Advancement of Science (AAAS)
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(919) 843-2614 (f)

From: Bridger, Beth <bridgerb@email.unc.edu>
Sent: Sunday, November 18, 2012 2:52 PM
To: Agbe-Davies, Anna Sophia <agbe-davies@unc.edu>
Subject:

Professor Agbe-Davies,

Would it be possible for us to meet the Monday after Thanksgiving? I've actually gotten the opportunity to take some time off on Monday and Tuesday and would like to take advantage of it. Hope this is ok, as I do look forward to meeting with you.

Beth

Sent from my Verizon Wireless 4G LTE DROID

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Thursday, November 29, 2012 11:40 AM
To: Bethel, Bradley Richard (bbethel@email.unc.edu)
Subject: FW: Support for Student-Athletes

From: Alison Ruff [mailto:aruff@ncsu.edu]
Sent: Thursday, November 29, 2012 11:32 AM
To: Bridger, Beth
Cc: Carrie A Leger
Subject: Re: FW: Support for Student-Athletes

Hi Beth and Brad! Here you go ...

1. Does your school offer introductory science courses for non-science majors? For example, Ohio State has Biology 101 for non-science majors, which is different from Biology 111 for science majors.

Yes.

BIO 105 is for non-science majors, as opposed to BIO 181.

CH 100 is for non-science majors, as opposed to CH 101.

2. Does your school offer basic English and math courses for students whose ACT or SAT scores are below a certain score? For example, here at UNC, students who score below 460 on the writing section of the SAT are required to take English 100 before taking English 105. Does your school also offer remedial English and/or math courses?

The English department gives a self-assessment on which to base English placement (ENG 100 or ENG 101) and follows up with initial in class writing responses the first two days of class which instructors review to see if placement was appropriate. More information can be found here: http://english.chass.ncsu.edu/undergraduate/first_year_writing/fy_writing_placement.php

We do not offer remedial math courses and information regarding placement can be found here: http://newstudents.ncsu.edu/firstyear/placement.php#math

3. Does your school offer study skills and/or life skills courses? If so, are they exclusively for student-athletes?

While no courses are considered in the category of "study or life skill" by the university, most all incoming students at NC State take a First Year Experience course that is contingent upon their major and is taught by the individual colleges (I think this is the type of course to which you are referring). In addition to those major specific courses, the Academic Support Program for Student-Athletes teaches a first year course that is specific for student-athletes; it is one credit.

There are also other university courses that I would categorize as "life skill" courses including: career exploration and development, transfer student success, transitions for the college graduate, seminar education for military veterans/service members, alcohol, drugs and tobacco, human sexuality, women's health issues, personal health, nutrition, exercise and weight control, stress management, and prevention of sexual assault and violence.

Let me know if you need more specific information about these; there is public information on the university website on all of these courses.

4. How many full-time learning specialists does your academic support program for student-athletes employ?

None.

Thanks for sharing the results once compiled; our office would be interested in them!

ali

Alison R. Ruff
Assistant Director
Academic Support Program for Student Athletes
http://ncsu.edu/aspsa/
North Carolina State University
332 Case Academic Center, Box 7104
Raleigh, NC 27695
919-515-4502
919-515-1619 Fax
alison_ruff@ncsu.edu

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From:	Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent:	Tuesday, December 4, 2012 9:42 AM
To:	Jennifer Townsend <jtownsend@uncaa.unc.edu>
Subject:	RE: staff meeting

Got it

From: Jennifer Townsend [mailto:jtownsend@uncaa.unc.edu]
Sent: Monday, December 03, 2012 9:26 PM
To: Bridger, Beth
Subject: staff meeting

Can you add me for January orientation?
Jenn Townsend
Associate Director
Academic Support Program for Student-Athletes
University of North Carolina, Chapel Hill
919-962-9538
919-962-8247 (fax)

Films vs. Theater

Expectations

- Films
    - More real
    - Create a real environment
    - Same movie every time, nothing changes
- Plays
    - Change by performance
    - More about visual metaphors
    - Directors vision for the play
        - Would look weird if the set was used for a film
- Differences
    - Fourth wall
    - Set construction
        - Movie vs. TV vs. Play
            - Plays-address every part of the space
        - Filming
            - Only need to build so much and the audience won't see the rest it
            - Only need as much as the camera will show
            - Don't have to address the entire set
    - Lights
        - Larger in films
        - Have to move as well, portable and movable
        - Both use Fresnel fixtures
            - Films have more wattage
        - Different process to light a film than a play
    - Properties
        - Heavily detailed in films
        - Have to be more durable
    - Sound
        - In theatre
            - Happens in the moment
        - In film
            - Put in after the film is completed
            - Foley artist
                - Creating sound effects for movies
    - Costumes and makeup
        - Higher level of detail in films
        - More natural looking up close in films
    - Special effects
        - Takes more time and effort for small effects and event
        -

Applying make-up

- Important bones
    - Super siliary arch
        - Brow bone
    - Nose
    - Temples
    - Jaw/mandible
    - Cheek bones
        - Zygomadic arch
- Balancing out normal facial features with the light on stage (shadows)
- Basic tools
    - Facial cleanser
        - Clean face
        - No stubble (unless for character)
    - Foundation
        - Basic color of skin
            - (Apply moisturizer before)
        - Cream-based
        - Air-brush
            - Spray directed on actors face
        - Pancake makeup
            - Isn't sweat resistant
        - Need a wide range
        - Basic layer of face
    - Highlights and shadows
        - More intense colors
    - Eyebrow pencils
    - Eyeliner pencil
        - Enhances detail of eye because under the light the details disappear
        - Black and brown
    - Mascara
        - Defining eyes
        - Black
        - Black/brown
        - Clear—helps pronounce eyelashes without color
    - Blush
        - Powder blush
    - Lip color
        - Lipsticks
        - Lip liner
            - Creates a barrier to keep color on the lip—running on to other parts of face.
    - Translucent powder
        - For people who sweat a lot
    - Nose and scar wax

        - Mold into any shape to for facial features
    - Adhesive- spirit gum
        - Attach features-appliance
    - Remover (glue remover)
        - Take everything off
    - Make-up remover
        - Wipes that take everything off
    - Brushes
        - Expensive
        - Natural horse hair
        - Multiple uses
    - Make-up sponges
        - Only use once
        - Come in multiple shapes
- Faces
    - Symmetry
        - Three tiers
            - Hair line to eyebrow
            - Eyebrow to lip
            - Lip to chin
        - Make them as equal as possible
        - Play with proportions
- Wigs
    - Attachment
        - Lace (stuff on rugs)
        - Makes seam unnoticable

Costumes

- Careers in costumes
    - Theatre
    - Film/tv
    - Dance
    - Musical performance
  - Costume design and costume production
- Should be able to wear as much as possible
  - Helps understand entire process of production
- Responsible for aesthetic elements of costumes
  - Colors
  - Fabrics
  - Silhouettes
- Express design through renderings and research packets
- Understanding observation
  - How clothing speaks about us as people
  - What are the clothes trying to say
  - Observing the world around us
  - Trying to capture a character with clothes
  - Have to be familiar with the script in order to understand the characterization of each character
    - Relationships
    - Inner feelings
- Report to the director
  - Depends on director how much they are involved
- Design process
  - Commitment
    - What is your role in the play
  - Analysis
    - Answer questions about the play
      - Looking at particular characters
      - Looking at the world they live in
      - How will the costumes come to life
      - What are the most important elements for each character
      - How the work load will be distributed
      - Scene by scene
        - What will they be wearing in each scene
        - What is the scene breakdown
          - Same day, new day, week, year
      - Figuring out the entirety of the work load of the play
      - Anticipating who will be changing their clothes
        - How long do they have
        - How the costume is designed
          - Planning ahead
  - Research

        - Dictated by
            - What the play is
            - Directors vision
        - Primary resource
            - Pictures
            - Using original sources
                - As much as possible
            -
    - Experimentation
        - Trying things out
        - Sketches
        - Pulling
        - What will work from research
    - Incubation
        - Stop and let it be
        - MOST IMPORTANT PART OF THE PROCESS
        - An answer will come about if you step back for a set period of time
            - Might not be the right answer but it is a start
    - Selection
        - Decisions best choices for the play
        - Start making the clothes
    - Presentation
        - To costume shop
        - Director
    - Implementation
        - On stage
    - Evaluation
        - What worked/didn't work
        - What will you do next time to make it more successful
- Costume Production
    - Interprets design teams artistic direction and costume renderings
    - Brings the costumes from the page to the stage
    - Wearable garments according to the design concept
    - Reports to the costume designer
    - Actor's ideas are taken into consideration as well
- Costume career demographics
    - For every performer on stage
        - There is and average of 20 people working behind the scenes
    - For every paying job in costume design
        - There are at least three paying jobs and in production
- Costume production team
    - Costume shop manager
        - Over see the whole shop
            - Budget
            - Stock items

            - Who is working on what costume
    - Draper or tailor
        - Taking sketch from designer and making patterned
        - Skilled, great deal of training
        - Women=draper
        - Tailor=men
        - Not too much cross over between draper and tailor
    - First hand
        - From the draper or tailor
        - Cut the pattern
        -
    - Stitcher
        - Sew the fabric together
        - Know different techniques and how to work with different fabrics
    - Crafts artisan
        - Components of costume that are more prop-like
            - Jewelry
            - Lizard tail
            - Hats
            - Shoes
            - Armor
        - Dying and painting for a particular costume
        - Bring many different skills to the table
    - Wardrobe supervisor
        - Run the wardrobe
            - Take costumes and watch them until the end of the show
            - Maintaining integrity of clothes
            - How are they cleaned
            - How are they kept
            - Communication between first hand, costume designer, and stitcher
            - Protect the costumes
            - Take care of costume and quick changes during the show.
    - Wigs/makeup
    - Dresser
- What makes a good costume production team
    - Creative skills
        - Specific knowledge of fabrics and garment construction
        - Sewing skills
        - Costume history knowledge
        - Surface design skills
            - Dying screen-printing
    - Interpreting design styles
        - Understanding the designers language to make the design a reality

Imaginary Invalid

- Started meeting in June 2012
    - Collaborating on a cohesive design
    - Decided to make the show contemporary
    - Worked on script for over a year
    - Had to make the props costume and scenery seem like they were from 2012
        - Special details
    - Added death and sickness to the show
        - Comedic factor to the play
        - Comedic approach to costumes
    - Scenic designer
        - Uses a model to show her vision
        - Weaker and stronger positions in the house
        - Intention is to be a rough space
        - Warehouse nature about the set
        - Everything has become darker and darker as the week has continued
        - Hospitals in the Czech republic and Soviet Union and Guantanamo
        - The chair Molière died in is famous in France
            - Chair used in future performance
            - Nobody sits in the chair (haunted)
        - Divided space
            - Chapel
            - Nurses station
            - Boy's area
    - Lighting designer
        - Co-designer with professor
        - Designed light plot without seeing space
        - Designed really fast
        - Colored diagonals
        - Light all over stage
        - Needed to know how the actors used the stage
        - Tried to fit the director's motif of play
- Molière wrote play about imaginary invalid
    - He actually died on stage
    - Play about his health?
    - Character is a hypochondriac
    - Empty and haunted
    - Feelings of fear and health are underneath
    - When there are moments get dark and lonely
        - Followed by a quick switch of mood
    - Character doesn't care about quality of his stuff
-

Scenery

- Paint
    - Colors
        - Never use one color
        - How with the color work on stage
        - Brands
            - Artist's choice
            - Roscoe
                - Primary reds brown greens blues
    - Medium-slide along surface
    - Binder-stick to thing your painting on
    - Pigment-color
    - Super sat
        - Barely any binder
        - Pigment
        -
    - Iddings paint
    - Dry pigment
        - Isn't used anymore
        - Highly toxic
    - Tint
        - Just pigment
        - Added to something
        - Custom mixing
    - Stains
        - Look cheap wood look nice and expensive
    - Polyurethane
        - Shiny
        - Used on wood to bring out grain and separation in colors
    - Polyacrylic
        - Water based
        - Used for floors
        - Cheaper
        - Faster to dry
    - Tongue oil
    - Teak oil
    - Shellac
        - Seals steel---lasts longer
    - Steel, PVC, foam, etc.
        - Don't like paint
            - Special chemicals to take paint
            - Manipulate materials to look like another
- Tools
    - At least one dollar
    - Chip brushes

- Flat sash brush
    - Fine house painting
        - Nylon bristle
        - Natural bristle
        - Less brush strokes
        - Soft
        - Paint releases smoothly from brush
- Bevel sash
    - Closes to an artist brush
    - Stenciling
- Scenic finch
    - Longer handle
    - Designed for scenic designers
    - Detail brushes
    - Little space between bristles
    - Longer brush strokes
    - Natural bristles
- laent brush
    - 60 dollars
    - Size
        - Lot of area—little time
        - Smooth clean finish
            - synthetic or nylon bristles
- Handle
- Ferrell
- Bristles
- Sponge roller
    - Natural sea sponge
    - Uneven texture
- Graining roller
    - Heart grain texture for wood
        - Knots in the wood
- Mop
    - Soft wood texture
- Feather duster
    - Foliage
    - Tap multiple colors= leaves
- String
    - Marble veining
    - (Granite has no veins)

- Scenic
    - Interpret models from the scenic director
    - Work with lighting designer
        - Angles, highlights, shadows,
    - Costume department
        - Keep actors safe

- In the shop
    - Work with technical director-they decide how to make it
        - What materials
        - Money
    - Making wood
        - 3-27 steps
        -

Scenery

- Paint
    - Colors
        - Never use one color
        - How with the color work on stage
        - Brands
            - Artist's choice
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        - Money
    - Making wood
        - 3-27 steps
        -

Sound Design and technology

- Sound is the variation of air pressure with time which propagates in an elastic medium like air
- Basis of all sound is a sine wave
    - More condensed
        - Higher frequency
    - Higher, longer
        - Louder
    - All sound can be derived from sound waves
- Human hearing
    - 20 hz to 20 khz
        - Most people 30 hz to 18 khz
    - Keyed in at 1-5 khz (human voice)
- Exposure to 85-95 db can cause long-term hearing problems
- 125 db is threshold for pain
- 140 db is safest with proper protection
- History of sound design
    - Greek masks were designed to help amplify sound on stage
    - Design of amphitheater itself helped carry the sound to 14k spectators
    - Using carbon materials can carry voice
        - Sandstone
        - Help cut out lower frequencies and amplify the human voice
    - Churches
        - Hard materials and careful design helped sound waves carry to the back
        - Medieval churches and European churches
    - Early theatrical uses for sound
        - Most early sound effects can be found in opera
        - Wind machine
        - Thunder machine
            - Use cannon balls
                - Rolls back and forth
            - Stealing my thunder
    - Audio
        - Modern day
        - Audio requires electricity
        - Electrical representation of sound
            - Microphones convert sound into electrical signal
            - Transferred to the sound board
            - The signal is then sent to an Amp, which boosts the signal.
            - It is then sent to a speaker and which turns the signal into Sound Energy
        - Balanced vs. unbalanced
            - Audio requires two wires to carry
                - Runs longer than 10 feet tended to get interference and low audio quality

            - Engineers found if they ran another signal cable 180 degree out of phase from the original signal, a circuit could combine the signals back up and cancel the inference
    - Digital vs. analog
        - Audio comes into microphones as analog signal
        - The device (board fx unit, etc) then takes the signal and turns it into 1's and 0's
        - This leads to a loss in quality
            - Quality digital equipment now sample at CD+ quality so this is no longer an issue
            - Audiophiles can "hear" the difference as digital signal is bright and less warm that analog in general
- Sound design
    - Theatre
        - First Broadway credit in sound design- Abe Jacob, 1971, Jesus Christ Superstar
        - Designed Chorus Line
            - First use of microphones to amplify the actor's voice
            - Put them on the stage, shotgun microphones
        - First Tony for sound design
            - 2007-2008
            - Mic Pool- The 39 Steps
            - Scott Leherer- South Pacific
    - Dance
        - Most systems required are play CD over loud speakers
            - Larger companies require composers onsite
            - Merce Cunningham
                - Dance choreographer
                - Pit on stage playing whatever they want
                - Dances are choreographed by time not music
    - Opera
        - Influenced by modern technology
        - Opera singers requires monitor on stage
            - Help them hear the orchestra
        - SFX integrated along with traditional and modern instruments
    - Concerts
    - Recording
- Straight Plays
    - Emphasis on Sound Effects and Composition
        - Director and composer
        - Decides placement of SFX, volume, etc.
    - Sound Designers concentrates on the sound cues and not the system (left to the engineer)
- Musicals
    - Emphasis on system design
    - Same duties as Straight plays

        - Normally less SFX
    - Works closely with house engineer to set up system for reinforcement/amplification
    - Spends considerable time on system delay and equalization
- Tours and concerts
    - Musicals without the actors
        - Producers have money and willing to spend it
    - Works with road house to put together a system tour in semi
        - Emphasis on SPL levels, quality of sound, ease of load-in, and ease of recreating the same sound night after night
    - For non semi-tour will spend a lot of time on the phone with venues and carry special microphones with them

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Tuesday, December 11, 2012 12:30 PM
To: Andrews, Kim A. <kaandrew@email.unc.edu>
Subject: RE: Meeting Request-Chancellor's & Excellence in Management Awards Review

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I would be able to meet next week, on Tuesday or Wednesday. Afternoons are better for me.

From: Andrews, Kim A.
Sent: Tuesday, December 11, 2012 9:45 AM
To: Birdsall, Stephen S; Bridger, Beth; Cox, Tammy L; Dowd, Victoria E; Gullo, John A; Williams, Charlotte D; Allen, Kittie; McNaughton, Kirk; Nguyen, Danny A; Stenberg, Carl W III
Cc: Goldman, Melanie R.; Stackhouse, Shauna; Nicklis, Ashley
Subject: Meeting Request-Chancellor's & Excellence in Management Awards Review

Hello committee members-

I would like to propose a combined meeting with the Chancellors Awards committee and the Excellence in Management committee. These are different wards but are promoted and celebrated at the same time. As I have been able to settle in and gain a better understanding of these awards, I see couple areas that could benefit from us taking time to revisit –

1) Marketing
2) Committee Structure

Marketing- I was surprised at the lack of applications received. Just for comparison, I reached out to NC State and they had over 45 applications just for the Chancellors Award. I know we have many employees on this campus that are doing world-class work. I think the lack of applications is mainly due to a few factors: 1- Getting people to take the time to nominate, 2- Time of year the applications are accepted, 3- Duration. You all have been at this much longer than I and you may have additional ideas to add.

Committee Structure-We need to discuss duration of appointments and recruitment of new members. You all have been serving on these committees for many years and I hope you will continue to do so as your skills and knowledge are valuable to the awards process and success. What prompted this was when the chair for the Excellence in Management Committee stepped down. Danny was gracious in accepting the role and doing a great job. However as people are being asked to do more and more with fewer resources. I want to insure we have strong processes in place to insure the committee continues as people retire or step down.

These are just a few thoughts and I am sure you all have many ideas about how we can improve the awards processes so we can recognize and promote the great work of employees at the University of North Carolina at Chapel Hill.

Do you all have any time next week to meet?

I look forward to hearing from you all.

Best-

Kim

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Tuesday, December 11, 2012 6:34 PM
To: Yarbrough, Nate <yarbro9@email.unc.edu>
Subject: RE: Champps Information

Lets talk tomorrow...I have an idea
The cater menu is pretty limited.
What if we only gave options for staff to pick from sandwiches, salads, and burgers...all of these are pretty much under $12.
Then what if we order like 4 big appetizers and some sort of dessert tray....

I still think we would come in under $20 a head.

Lets plan tomorrow...

-----Original Message-----
From: Yarbrough, Nate
Sent: Tuesday, December 11, 2012 2:50 PM
To: Bridger, Beth
Subject: FW: Champps Information

Here is the menu from Champps. Kristen has put us down for 12:30pm on Dec 17th. We can chose from group gathering menu giving everyone two options. The menu ranges from $12.00-$14.00. If we can get everyone to chose what they would like then we can call it in to have it ready for us. Also We can still get the private dinning room for $50.00 or they will have a table that will sit 20 people upstairs in the main area. We can choose. Please let me know if you have any questions.

Nate

From: Kristen Roszell [65233.ec@champps.com]
Sent: Thursday, December 06, 2012 4:23 PM
To: Yarbrough, Nate
Subject: Champps Information

Nate,

It was a pleasure speaking with you on the phone. I hope we can work together to coordinate your lunch gathering at Champps Americana. I have attached our Group Gathering menu and our main menu for you to look over. The Group Gathering menu features the buffet options as well as full-service lunches and dinners. Please note that the party platters in this menu are for To-Go only. As mentioned, you also have the option of selecting menu items from the main menu to create a limited menu for your gathering. There are many dining options for you and your guests. If you have any questions, please do not hesitate to contact me. I would love to host your gathering.

Thanks,

Kristen Roszell
Events Coordinator
Champps Americana
8030 Renaissance Pkwy Suite 885
Durham, NC 27713
919-361-3393
919-484-7860 fax
65233- Durham

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Tuesday, December 11, 2012 7:53 PM
To: Jennifer Townsend (jtownsend@uncaa.unc.edu); Lane, Cricket <cricket@unc.edu>
Subject: FW: How To Retain First-Year Minority Male Students

May be one to sign up for....

From: Innovative Educators [mailto:mail@innovativeeducators.ccsend.com] **On Behalf Of** Innovative Educators
Sent: Tuesday, December 11, 2012 7:49 PM
To: Bridger, Beth
Subject: How To Retain First-Year Minority Male Students

Having trouble viewing this email? Click here

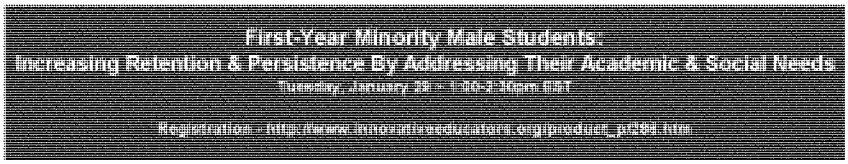

Innovative Educators

Free Resources

- Efforts to Boost Black Male Recruitment and Retention
- Reaching Black Men
- African American Male Retention Literature (University of North Carolina at Chapel Hill)
- Black Males Achieving More on College Campuses
- A Nation at Risk: Increasing College Participation and Persistence Among African American Males to Stimulate U.S. Global Competitiveness

Webinar Overview

The Center for Academic Excellence on the campus of North Carolina A&T State University implemented a pilot male retention program entitled Project M.A.R.C.H. (Male Aggies Resolved to Change History) in Fall 2009, designed to enhance the academic progress of first-year, African American male students to increase their persistence, retention, and matriculation at the university. This program was created in response to a University System of North Carolina report that stated "UNC should increase the educational attainment of all underrepresented populations, especially African American males." Project M.A.R.C.H. incorporates intensive intrusive advising, tutorial support, supplemental instruction, academic monitoring, and academic skill building workshops, resulting in 80 percent retention for the all of the its three cohorts.

This webinar will focus on the multifaceted approach used in this program to address both the academic and social needs of this special population, with an emphasis on intensive intrusive advising, as well as the assessment of student learning outcomes, program objectives, and the program's effectiveness in the retention and persistence of the population.

The discussion will begin with a brief historical review of academic advising practices concluding in our practice of intensive intrusive advising. Proceeding this discussion will be an overview of the Project M.A.R.C.H. program and its implementation on the campus of North Carolina A&T State University and will continue with an assessment overview. It will conclude with an open discussion about how similar programming might be implemented on respective campuses.

Webinar Objectives

Participants will learn how to:

- Increase the persistence and retention rates of first-year, African American male students
- Implement strategies to facilitate social development, communication efficacy, and the building of a peer support network
- Review practices that model intensive intrusive advising strategies including:
    - structured block scheduling
    - tutorial assistance
    - supplemental instruction
- Assess program and student learning outcomes to develop best practices and strategies for similar programmatic implementation at their home institution

---

Webinar Speaker

Brandon Johnson is a native of Winston-Salem, NC and graduated from North

Free Offerings

Webinar
StudentLingo Case Studies & Demo - On-Demand

Delivering On The Career Promise: How To Incorporate Experiential Learning Curriculum Into The Student Experience - January 15

Upcoming Webinars

View all events

January 2013

23 How To Improve Student Success By Creating An Active Learning Environment

24
The Top 10 Most Successful Student Recruitment Strategies

25
Veterans Resource Centers On Campus: How To Create, Staff & Fund A Thriving Center

30
Removing Suicidal Students From Campus: The Significance Of Recent Changes In Federal Policy

30
Understanding The New Non-Traditional Student: Supporting Their Success In & Out Of The Classroom

31
Rise Above The Spam: How To Attract Media-Saturated Students With Relevant & Strategic Communications

February 2013

6
Summer Bridge Programs: Easing The Transition For First-Generation College Students

13
Identifying & Engaging Unprepared Students: Practical Strategies & Techniques For Today's College Classroom

22
Establishing A Campus-Wide Veteran-To-Veteran Mentoring Program On Your Campus

Carolina A&T State University with a Bachelor of Science in Journalism & Mass Communications and a Master of Arts in Public Relations from the University of Georgia. While attending UGA he participated in social activism and served as president of the minority graduate student association (GAPS), serving the needs of over 1200 minority graduate students and was actively involved in community and campus mentorship.

Johnson returned to his alma mater where he currently serves as an Academic Counselor/Lecturer and Coordinator of Project M.A.R.C.H (Male Aggies Resolved to Change History), a male retention program in the Center for Academic Excellence. He has published three consecutive retention-centered papers in the conference proceedings of the Consortium for Student Retention and Data Exchange (CSRDE) between 2010 and 2012 has presented at several national conferences on male retention and advising.
Mr. Johnson is a certified facilitator of 7 Habits for Highly Effective Teens, a member of the Honor Society of Phi Kappa Phi and is currently pursuing a doctoral degree in Educational Studies: Higher Education Administration from the University of North Carolina at Greensboro.

Jason A. Moore joined George Mason University's Early Identification Program as Associate Director in June 2012. Formerly a school counselor and educational consultant in New Jersey, Moore was most recently Assistant Director in the Center for Academic Excellence at North Carolina A&T State University. Over the last nine years, his experience with programmatic assessment, the minority male demographic, NCAA compliance processes and athletic academic support, and program facilitation at the K-12 and higher-ed levels has created a detailed framework for his student advocacy. A native of Central New Jersey, Moore earned a Bachelor of Arts in Philosophy from Elon University and a Master of Education (M.Ed.) in Adult Education from the University of Georgia. In addition to his professional affiliations with the Honor Society of Phi Kappa Phi, Pi Lambda Theta International Honor Society for Professional Educators, NACADA, N4A, and the Consortium for Student Retention Data Exchange (CSRDE), Moore is an Advisory Board Member for Freedom Montessori School in Chantilly, VA, and recently served as a proposal reviewer for the University of South Carolina's National Resource Center for The First-Year Experience and Students in Transition.

27
Three Generations, One Classroom: Using Generational Theory To Understand & Motivate Your Students

Announcement

In recognition of excellence in community college teaching and leadership, the League is proud to announce the establishment of the John & Suanne Roueche Excellence Awards.

Click here to submit your college's nomination(s) for the Awards.

Innovative Educators

3277 Carbon PL
Boulder, CO 80301
303-955-0415
Kristen@ieinfo.org

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Academics in Review Fall 2012 **Name:**

Class 1:

Final Grade:

What did I do well in this class?

What didn't I do well in this class?

What 'academic lesson' did I learn from this class?

Class 2:

Final Grade:

What did I do well in this class?

What didn't I do well in this class?

What 'academic lesson' did I learn from this class?

Class 3:

Final Grade:

What did I do well in this class?

What didn't I do well in this class?

What 'academic lesson' did I learn from this class?

Class 4:

Final Grade:

What did I do well in this class?

What didn't I do well in this class?

What 'academic lesson' did I learn from this class?

Class 5:

Final Grade:

What did I do well in this class?

What didn't I do well in this class?

What 'academic lesson' did I learn from this class?

Academics in Review Fall 2012 **Name:**

Semester GPA:

Cumulative GPA:

What skills do I need still need to learn to be a better student?

What is my class schedule for Spring 2013?

Which class am I looking forward to the most? Why?

Which class am I least looking forward to? Why?

What are my goals for next semester (be specific):

How will I reach these goals (specific action steps):

What do I need to leave behind in the Fall 2012 and start new with in Spring 2013 when it comes to academics?

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Tuesday, December 18, 2012 2:33 PM
To: Sabo, Tim <tsabo@email.unc.edu>
Subject: ETSU WBB game

Tim
Could I get 6 tickets to the ETSU WBB game? I have a feeling it will be a sell out, so I wanted to ask early. I have family coming to town who would like to attend...
Beth

Beth Bridger
College of Arts & Sciences
Associate Director
Academic Support Program for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@uncaa.unc.edu

ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES
POLICIES AND PROCEDURES: Spring Semester 2013

AN IMPORTANT MESSAGE…
The University of North Carolina expects students to act with the highest regard for integrity and ethical conduct when it comes to the UNC Honor Code and NCAA rules. These standards are to be taken seriously with your academic decision making as you not only represent yourself, but also your family, your team, and the University of North Carolina.

STRUCTURED STUDY PROGRAMS
First-year students participating in our structured study program will be required to complete designated team hours of structured study per week. Upperclassmen who are below a certain GPA may also be required to attend according to his/her academic counselor's guidelines. Structured Study starts on **Tuesday, August 28th.** All structured study hours must be completed **during the building's hours of operation**, **Sunday through Thursday.** Students MUST present their ONE Card in order to log study hours at night. There will be a sign-in sheet for hours logged during the day.

EVENING TUTORING
Contact your academic support counselor if you need a tutor. **Tutoring will begin on Tuesday, August 28th and will run from 6:00pm -10:00pm, Sunday-Thursday evenings.** See staff on duty for nightly tutor schedule. This schedule may change during the term, so be sure to check in with the staff on duty each night. In order for the tutoring session to be useful and productive, please arrive on time with proper books, notes, materials, **and your computer**. YOU MUST HAVE A GOAL FOR YOUR TUTOR SESSION!

UNC/NCAA TUTOR POLICIES
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- Contacting tutors, via telephone, text messaging, social networking sites, etc.--you must contact tutors through your academic counselor
- Having tutors write papers for you or do any of your class assignments for you
- Having tutors write thoughts and circle misspellings on your papers
- Meeting with ASPSA tutors for academic sessions outside of the Academic Center
- Socializing with tutors outside of academic sessions (ie dating or contact on social networking sites such as Facebook, MySpace, or Twitter)
- Providing tickets to tutors or putting tutors on pass lists
- Accepting cash, gifts, and other extra benefits from tutors
- ***IF YOU WISH TO HIRE A PRIVATE TUTOR YOU MUST MEET WITH TUTOR COORDINATOR, SUSAN MALOY!***

YOU ARE RESPONSIBLE FOR ALL OF YOUR OWN ACADEMIC WORK

GENERAL FACILITY RULES
Any violation of the following rules may result in removal from the facility and possible loss of tutor privileges

- Behave in a manner that does not disrupt others
- Must be respectful of all staff (part-time staff and tutors included)
- Discard all trash in appropriate receptacles
- Accessing non-academic websites during academic sessions is prohibited
- Cell phones and other similar electronic devices are prohibited during academic sessions
- Music use is at the discretion of your academic counselor
- Please do not put your feet on the furniture, also, if you move the furniture please put it back in its original location

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IMPORTANT ACADEMIC INFORMATION & EVENTS

YOU MUST BE ENROLLED IN 12 HOURS TO BE CONSIDERED A FULL TIME STUDENT AND ABLE TO PRACTICE AND COMPETE

CLASS ATTENDANCE
Class attendance is mandatory and necessary. Attend and be on-time to all classes. **Please note that English 100 and 105 have a very strict attendance policy.** Make sure that you inform your professor of your competition schedule in advance!

DROP/ADD PROCEDURES
You MUST MEET with your academic counselor in order to add or drop a course. Your eligibility may depend on it! After the on-line drop/add period ends, you must see your academic advisor on campus to obtain a drop/add form. You must then obtain your academic counselor's signature. Should you go to the Registrar's Office without that signature, you will be turned away. REMEMBER, ONCE YOU RECEIVE THE DEAN'S APPROVAL, YOU WILL HAVE UNTIL THE END OF THAT DAY TO MAKE YOUR SCHEDULE CHANGE. DO NOT FORGET TO GET YOUR ACADEMIC SUPPORT COUNSELOR'S SIGNATURE/APPROVAL BEFORE SEEING THE REGISTRAR!

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You MUST MEET with your academic counselor in order to declare or change your major. Paperwork must be filled out and signed BEFORE you MEET with your academic advisor at the Steele Building. If you do not have the proper paperwork, you will not be able to declare/change your major with your campus advisor.

TRAVEL LETTERS
All students in their competition season need to contact their professors **during the first week of school** and make them aware of their travel schedule by handing them a copy of the travel letter with the conflict dates highlighted. Students need to make arrangements for these conflicts **as soon as possible.** Remind professors each week of pending competitions! After the second week of classes, letters will no longer be available at the Academic Center – they will *ONLY* be available at your coach's office. **NEW POLICY: You must obtain each professor's signature and return it to your academic counselor as verification that you have met with your professor.**

TEXTBOOK PURCHASE/PICK-UP POLICY ***(only for student-athletes designated to receive books as part of their scholarship)***

- Where (Book Forms): Loudermilk Center for Excellence, Pope Academic Center Room 2417 (by computer lab)
- When (Book Forms): 10:00am-2:00pm, Monday August 20 thru Friday August 24 and 6:00pm-8:00pm Tuesday August 21
- Where (Pre-Packaged Books): Student Stores/South Road Entrance/1st floor on the left
- When (Pre-Packaged Books): 7:30am-9:00pm during Student Stores hours of operation
- Last day to purchase books: October 17th
- Save receipts for ALL purchases and returns
- All books from dropped courses must be returned to either Student Stores (with proof of receipt of return) or your academic counselor—You will not be approved to drop a class unless you either return the books or show a receipt.
- Only textbooks and course materials that are listed in the official University Book list as "required" may be purchased.

ALL STUDENT-ATHLETES

- **YOU MUST MEET WITH YOUR MAJOR ADVISOR ON CAMPUS EACH SEMESTER IN ORDER TO REGISTER FOR CLASSES**
- **YOU MUST MEET WITH YOUR ACADEMIC SUPPORT COUNSELOR FOR AN INDIVIDUAL MEETING TO REVIEW YOUR ELIGIBILITY STATEMENT EACH SEMESTER**

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- At least 120 hours/2.0 cum, 1 LFIT needed
- See major advisor on campus and complete an official degree audit during your senior year
- Resume on file with University Career Services, Career Guide
- Application for 9th or 10th semester (if necessary)
- Last day to file for Fall 2012 graduation – Friday, October 12th
- UNDERLOAD APPROVALS MUST BE COMPLETED BY THE END OF THE FIRST WEEK OF CLASSES—FRIDAY, AUGUST 24th

JUNIORS

- See major advisor on campus for academic worksheet update

SOPHOMORES

- You must declare a major with your major advisor on campus before your junior year, specifically during the second semester of your sophomore year before Fall registration!

FRESHMEN

- You must meet with your advisor in the College of Arts & Sciences for initial advising appointment before registration during the Spring semester.

ACADEMIC ELIGIBILITY REQUIREMENTS

***UNC* REQUIREMENTS FOR STUDENT-ATHLETES**

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6th semester	2.0 cum gpa and 63 hours
7th semester	2.0 cum gpa and 78 hours
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9th semester	2.0 cum gpa and 105 hours and prior approval by a dean is required
10th semester	Prior approval by a dean is required

You must pass 9 hours with a 2.0 *each* semester in order to return to UNC.
The student-athlete is responsible for the appeals process. The Academic Support Program exists to counsel and assist.

***NCAA* REQUIREMENTS FOR CONTINUING ELIGIBILITY** (GPA & HOURS FOR AID, PRACTICE, AND COMPETITION)

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4th Semester	1.8 gpa
5th Semester	1.9 gpa and 48 DA hours + declare major
6th Semester	1.9 gpa
7th Semester	2.0 gpa and 72 DA hours
8th Semester	2.0 gpa
9th Semester	2.0 gpa and 96 DA hours
10th Semester	2.0 gpa

DA = Degree Applicable

FOR SATISFACTORY PROGRESS

IMPORTANT!!! 6 degree hours each semester (fall and spring) and 18 degree hours (fall + spring) are needed to meet satisfactory progress.
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HOURS OF OPERATION

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IMPORTANT ACADEMIC DATES: FALL 2012	
Classes Begin	Tuesday Aug. 21st
Last Day to Add	Monday Aug. 27th
Holiday	Monday Sept. 3rd
Last Day to Drop (on-line)	Tuesday Sept. 4th
File for Graduation	Friday Oct. 12th
University Day	Friday Oct. 12th (no class 10-1)
Last Day to Drop (w/Dean)	Monday Oct. 15th
"IN" changes to F	Monday Oct. 15th
Last Day Pass/Fail Option	Monday Oct. 15th
Fall Break	Thursday Oct. 18th-Sunday Oct. 22nd
Thanksgiving Break	Wed. Nov. 21st-Sunday Nov. 25th
Classes End	Wednesday Dec. 5th
"AB" changes to "F"	Wednesday Dec. 5th
Reading Day(s)	Thur. Dec. 6th & Wed. Dec. 12th
Exams Begin	Friday Dec. 7th
Exams End	Friday Dec. 14th
Commencement	Sunday Dec. 16th

STAFF CONTACT INFORMATION		
Harold Woodard	Harold_woodard@unc.edu	962-9534
Bradley Bethel	bbethel@uncaa.unc.edu	962-2237
Brent Blanton	blanton@uncaa.unc.edu	962-9536
Beth Bridger	bridgerb@uncaa.unc.edu	843-5669
Jenn Townsend	jtownsend@uncaa.unc.edu	962-9538
Susan Maloy	sbmaloy@uncaa.unc.edu	962-9892
Jaimie Lee	jamielee@uncaa.unc.edu	843-6566
Beth Lyons	emlyons@uncaa.unc.edu	843-6029
Kym Orr	knorr@uncaa.unc.edu	843-2425
Tia Overstreet	overstre@uncaa.unc.edu	843-4400
Wally Richardson	wricha@uncaa.unc.edu	962-9893
Spencer Welborn	welborn@uncaa.unc.edu	843-2328
Nate Yarbrough	yarbrough@uncaa.unc.edu	962-9537
Tony Yount	tonyyount@uncaa.unc.edu	962-9535
Office Main Line		962-9537
Office Fax		962-8247

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Friday, December 28, 2012 6:50 PM
To: Gelin, Dana E <dgelin@unc.edu>
Subject: FW: Potential Internship Program for Business Student-Athletes

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From: Tyler Caldwell [caldta0@wfu.edu]
Sent: Thursday, December 27, 2012 12:04 PM
To: Bridger, Beth; Jaimie Lee
Subject: Potential Internship Program for Business Student-Athletes

Hey Jaimie and Beth!

I hope you both had a Merry Christmas! I'm emailing you because I was researching Summer Associate Programs in Investment Banking and I came across this group, Alumni Athlete Network, that partners with certain big Investment Banks that targets student-athletes (I know we talked about Tap being in the Business School). I don't know if any of the guys have looked into this at all, or are even interested, but if they are interested in Investment Banking, or finance in general, it would be a good program for them to check out.

Here is the link http://www.alumniathlete.com/wallstreetprogram.html.

I know I would've loved to have applied to something like this when I was in undergrad, so I thought I'd pass this along. The application deadline is January 20th, I believe.

They have a few other programs for student-athletes looking for full-time employment as well.

Hope all is well!

Tyler
--
Tyler Alan Caldwell
JD/MBA Candidate 2014
Wake Forest University School of Law
Wake Forest University School of Business

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>

Sent: Friday, December 28, 2012 7:30 PM

To: Acalder@uncaa.unc.edu

Subject: Team mtg

Coach

When we will do beginning of semester team mtg? Tuesday 8th? I have mtgs already set up that day for 115 and 5.

Also, please have kids do surveys..they need access to computers and TIME to do with thought and consideration. Optimally, I want to meet with them about their responses on Tuesday, or at least that first week of class.

From:	Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent:	Wednesday, January 2, 2013 9:50 AM
To:	Sarah Humphries <shumphri@uncaa.unc.edu>
Subject:	RE: wbb guest coaches Jan 3

What type of additional information would you need? This is all I got from the professors

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From: Sarah Humphries [mailto:shumphri@uncaa.unc.edu]
Sent: Wednesday, January 02, 2013 8:32 AM
To: Bridger, Beth; Reavis, Joshua; Humphries, Sarah
Subject: Re: wbb guest coaches Jan 3

Beth,
Thank you for the information. I will put this in the script at the under 8 minute timeout of the first half and will work with Josh to get necessary image/logo on the video board. Please let me know if I can provide any additional information.
Sarah

>>> "Bridger, Beth" <bridgerb@email.unc.edu> 12/30/2012 5:56 PM >>>
Sarah
Here is the information we talked about for Guest Coaches
Possible script for Announcer:
We are pleased to have 2 Faculty Guest Coaches with us at today's game.
Professor David Navalinsky is the Director of Undergraduate Production in the Department of Dramatic Art where he oversees all aspects of the undergraduate theatre experience. He spends his summers as the Technical Director for the Illinois Shakespeare Festival. David has taught at the University of Texas at Arlington and the University of Mississippi. David has also worked professionally in California and Ohio. Some of David's favorite projects were at the Dallas Children's Theater where he made a dinosaur collapse and pirates walk the plank.
Professor Kathryn Burns, is an instructor in the history department, specializes in colonial Latin America. She is from Austin, Texas and has been at UNC since 2000. She has degrees from Princeton University, University of Texas, and Harvard University.

We would like to thank them for their commitment to student development and support of Carolina student-athletes.
Only Navalinsky has a head shot, maybe we could just so a NC logo for Burns?

Beth

Beth Bridger
College of Arts & Sciences
Associate Director
Academic Support Program for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@uncaa.unc.edu

From:	Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent:	Wednesday, January 2, 2013 9:51 AM
To:	Hundley, Bobby <hundley@email.unc.edu>
Subject:	black necklace things

Bobby
Do you have those lanyard things? We have 2 guest coaches tomorrow…any chance I could pick up at practice today?

Beth

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Sent: Wednesday, January 2, 2013 10:08 AM
To: Farmer, Stephen M <sfarmer@admissions.unc.edu>; Bethel, Bradley Richard <bbethel@email.unc.edu>
Subject: RE: Following Up

Monday works best for me, I am out of the office on Thursday and Friday.
Thanks!
Happy New Year!

From: Farmer, Stephen M
Sent: Wednesday, January 02, 2013 8:49 AM
To: Bridger, Beth; Bethel, Bradley Richard
Subject: Following Up
Dear Beth and Bradley:
Thank you again for meeting with Barbara and me on December 7.
I've done some homework in response to the advice you gave us and would welcome the chance to talk with you about it.
If you'd have 30 minutes free during any of the times listed below, I'd be glad to come to your building. If none of these will work, I hope you'll feel free to suggest others during the next few weeks.
Thank you again and Happy New Year to both of you.

Steve
Thu 1/3 – 11a to 1p
Fri 1/4 – 1:30p to 3p
Mon 1/7 – 10a to 12p

From:	Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent:	Sunday, January 6, 2013 11:16 AM
To:	Dana Gelin <dgelin@uncaa.unc.edu>
Subject:	RE: Academic All-America nominees

And I have no one.

From: Dana Gelin [mailto:dgelin@uncaa.unc.edu]
Sent: Friday, January 04, 2013 4:47 PM
To: Bridger, Beth; Jennifer Townsend
Cc: Bobby Hundley; Matt Bowers
Subject: Academic All-America nominees

Beth and Jenn,
When you get a chance, could you please let me know whether we have any potential nominees for Academic All-America honors from mbb or wbb? Full criteria below, but basically it's soph or above with a 3.3 or better cumulative GPA.
Thanks,
Dana

REMINDERS:
The nominee must be a starter or important reserve with legitimate athletic credentials.

Nominees must have a cumulative grade point average of at least 3.30 (on a 4.0 scale) in BOTH undergrad and graduate work. This MAY NOT be rounded up to 3.30 -- thus, a student-athlete with a 3.299 GPA is not eligible. Nominees in graduate school must have a cumulative GPA of 3.30 or better both as an undergrad AND in graduate school. For example, a student-athlete with GPAs of 3.0 in undergraduate work and 3.9 in graduate school would not be eligible, even if the average of the two combined was above 3.30.

Nominees must have reached sophomore athletic and academic standing at your institution (true freshmen, red-shirt freshmen and ineligible athletic transfers are not eligible) and must have completed at least one academic year at your institution.

Nominees must have participated in at least 50 percent of the team's games. The basketball programs are not selected by position, so please remember to include the nominee's position in the field for academic and athletic accomplishments.

Dana Gelin
Associate Director of Athletic Communications
Coordinator of Career Development for Student-Athletes
University of North Carolina
P.O. Box 2126
Chapel Hill, NC 27515
(919) 962-0083
dgelin@uncaa.unc.edu
www.goheels.com

Women's Basketball Travel Schedule--Spring 2013

TENTATIVE DAYS/TIMES OF MISSED CLASSES

Any questions please contact: Beth Bridger bridgerb@uncaa.unc.edu
Academic Support Program for Student-Athletes, College of Arts and Sciences

1. Thursday January 24th @ Maryland
   Students scheduled to leave Wednesday Jan. 23rd @ 4pm
   (tentative, may change)

2. Thursday February 7th @ Boston College
   Students scheduled to leave Wednesday Feb. 6th @ 4pm
   (tentative, may change)

3. Friday February 22nd @ Virginia Tech
   Students scheduled to leave Thursday Feb. 21st @ 4pm
   (tentative, may change)

4. ACC TOURNAMENT: Thursday March 7th and Friday March 8th
   TBD

5. NCAA TOURNAMENT: Starting March 23rd
   TBD

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Monday, January 7, 2013 10:01 AM
To: Yarbrough, Nate <yarbro9@email.unc.edu>
Subject: RE: SP 2013 policy sheet

Thanks Nate!

From: Nate Yarbrough [mailto:yarbro9@email.unc.edu]
Sent: Monday, January 07, 2013 9:56 AM
To: Bridger, Beth
Subject: SP 2013 policy sheet

ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES
POLICIES AND PROCEDURES: Spring Semester 2013 DRAFT

AN IMPORTANT MESSAGE…
The University of North Carolina expects students to act with the highest regard for integrity and ethical conduct when it comes to the UNC Honor Code and NCAA rules. These standards are to be taken seriously with your academic decision making as you not only represent yourself, but also your family, your team, and the University of North Carolina.

STRUCTURED STUDY PROGRAMS
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- Save receipts for ALL purchases and returns
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- UNDERLOAD APPROVALS MUST BE COMPLETED BY THE END OF THE FIRST WEEK OF CLASSES ~ Friday, January 11th

JUNIORS

- See major advisor on campus for academic worksheet update

SOPHOMORES

- You must declare a major with your major advisor on campus before your junior year, specifically during the second semester of your sophomore year before Fall registration!

FRESHMEN

- You must meet with your advisor in the College of Arts & Sciences for initial advising appointment before registration during the Spring semester.

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5th Semester	1.9 gpa and 48 DA hours + declare major
6th Semester	1.9 gpa
7th Semester	2.0 gpa and 72 DA hours
8th Semester	2.0 gpa
9th Semester	2.0 gpa and 96 DA hours
10th Semester	2.0 gpa

DA = Degree Applicable

FOR SATISFACTORY PROGRESS

IMPORTANT!!! 6 degree hours each semester (fall and spring) and 18 degree hours (fall + spring) are needed to meet satisfactory progress.
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IMPORTANT ACADEMIC DATES: FALL 2012		STAFF CONTACT INFORMATION		
Classes Begin	Wednesday, January 9th	Harold Woodard	Harold_woodard@unc.edu	962-9534
Last Day to Add	Tuesday, January 15th	Bradley Bethel	bbethel@uncaa.unc.edu	962-2237
Holiday	Monday, January 21th	Brent Blanton	blanton@uncaa.unc.edu	962-9536
Last Day to Drop (on-line)	Wednesday, January 23rd	Beth Bridger	bridgerb@uncaa.unc.edu	843-5669
File for Graduation	Friday, February 15th	Jenn Townsend	jtownsend@uncaa.unc.edu	962-9538
Spring Recess begins at 5pm	Friday, March 8th	Susan Maloy	sbmaloy@uncaa.unc.edu	962-9892
Classes Resume at 8am	Monday, March 18th	Jaimie Lee	jamielee@uncaa.unc.edu	843-6566
Last Day to Drop (w/ Dean)	Tuesday, March 5th	Beth Lyons	emlyons@uncaa.unc.edu	843-6029
"IN" changes to F*	Tuesday, March 5th	Kym Orr	knorr@uncaa.unc.edu	843-2425
Last Day Pass/ Fail option	Tuesday, March 5th	Tia Overstreet	overstre@uncaa.unc.edu	843-4400
Holiday	Friday, March 29th	Wally Richardson	wricha@uncaa.unc.edu	962-9893
Spring Classes End	Friday, April 26th	Spencer Welborn	welborn@uncaa.unc.edu	843-2328
"AB" changes to "F"	Friday, April 26th	Nate Yarbrough	yarbrough@uncaa.unc.edu	962-9537
Reading Day(s)	Mon April. 29th/Thur. May. 2th	Tony Yount	tonyyount@uncaa.unc.edu	962-9535
Exams Begin	Tuesday, April. 30th			
Exams End	Tuesday, May. 7th	**Office Main Line**		962-9537
Commencement	Sunday, May. 12th	**Office Fax**		962-8247

Pope Academic Center
Spring 2013

STUDY HOURS LOG SHEET

Remember: Abide by the UNC Honor Code when signing this sheet

Day/Date	Name	PID	Time In	Time Out

ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES
POLICIES AND PROCEDURES: Spring Semester 2013

AN IMPORTANT MESSAGE…
The University of North Carolina expects students to act with the highest regard for integrity and ethical conduct when it comes to the UNC Honor Code and NCAA rules. These standards are to be taken seriously with your academic decision making as you not only represent yourself, but also your family, your team, and the University of North Carolina.

STRUCTURED STUDY PROGRAMS
First-year students participating in our structured study program will be required to complete designated team hours of structured study per week. Upperclassmen who are below a certain GPA may also be required to attend according to his/her academic counselor's guidelines. Structured Study starts on **Sunday, January 13th.** All structured study hours must be completed **during the building's hours of operation**, **Sunday through Thursday.** Students MUST present their **ONE Card** in order to log study hours at night. There will be a sign-in sheet for hours logged during the day.

EVENING TUTORING
Contact your academic support counselor if you need a tutor. **Drop-in tutoring for English, Math, and Foreign Language will begin on Monday, January 14th with all other tutoring scheduled to begin on Tuesday, January 22nd and will run from 6:00pm -10:00pm, Sunday-Thursday evenings.** See staff on duty for nightly tutor schedule. This schedule may change during the term, so be sure to check in with the staff on duty each night. In order for the tutoring session to be useful and productive, please arrive on time with proper books, notes, materials, **and your computer**. YOU MUST HAVE A GOAL FOR YOUR TUTOR SESSION!

UNC/NCAA TUTOR POLICIES
The Academic Support Program for Student-Athletes provides a variety of resources to promote academic success. These resources are to be used with the utmost respect and regard for academic integrity.
The following are **NOT ALLOWED** when utilizing tutors and other academic staff/resources:

- Working with a tutor who is not currently employed by the University without paying the standard rate for such service.
- Contacting tutors, via telephone, text messaging, social networking sites, etc.--you must contact tutors through your academic counselor
- Having tutors write papers for you or do any of your class assignments for you
- Having tutors write their own thoughts, circle misspellings, and write edits on your papers
- Meeting with ASPSA tutors for academic sessions outside of the Academic Center
- Socializing with tutors outside of academic sessions (ie dating or contact on social networking sites such as Facebook, MySpace, or Twitter)
- Providing tickets to tutors or putting tutors on pass lists
- Accepting cash, gifts, and other extra benefits from tutors
- *****IF YOU WISH TO HIRE A PRIVATE TUTOR YOU MUST MEET WITH TUTOR COORDINATOR, SUSAN MALOY!*****

*****YOU ARE RESPONSIBLE FOR ALL OF YOUR OWN ACADEMIC WORK*****

GENERAL FACILITY RULES
Any violation of the following rules may result in removal from the facility and possible loss of tutor privileges

- Behave in a manner that does not disrupt others
- Must be respectful of all staff (part-time staff and tutors included)
- Discard all trash in appropriate receptacles
- Accessing non-academic websites during academic sessions is prohibited
- Cell phones and other similar electronic devices are prohibited during academic sessions
- Music use is at the discretion of your academic counselor
- Please do not put your feet on the furniture, also, if you move the furniture please put it back in its original location

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IMPORTANT ACADEMIC INFORMATION & EVENTS

YOU MUST BE ENROLLED IN 12 HOURS TO BE CONSIDERED A FULL TIME STUDENT AND ABLE TO PRACTICE AND COMPETE

CLASS ATTENDANCE
Class attendance is mandatory and necessary. Attend and be on-time to all classes. **Please note that English 100, 101, and 105 have a very strict attendance policy**. Make sure that you inform your professor of your competition schedule in advance!

DROP/ADD PROCEDURES
You MUST MEET with your academic counselor in order to add or drop a course. Your eligibility may depend on it! After the on-line drop/add period ends, you must see your academic advisor on campus to obtain a drop/add form. You must then obtain your academic counselor's signature. Should you go to the Registrar's Office without that signature, you will be turned away. REMEMBER, ONCE YOU RECEIVE THE DEAN'S APPROVAL, YOU WILL HAVE UNTIL THE END OF THAT DAY TO MAKE YOUR SCHEDULE CHANGE. DO NOT FORGET TO GET YOUR ACADEMIC SUPPORT COUNSELOR'S SIGNATURE/APPROVAL BEFORE SEEING THE REGISTRAR!

DECLARING/CHANGING YOUR MAJOR
You MUST MEET with your academic counselor in order to declare or change your major. Paperwork must be filled out and signed BEFORE you MEET with your academic advisor at the Steele Building. If you do not have the proper paperwork, you will not be able to declare/change your major with your campus advisor.

TRAVEL LETTERS
All students in their competition season need to contact their professors **during the first week of school** and make them aware of their travel schedule by handing them a copy of the travel letter with the conflict dates highlighted. Students need to make arrangements for these conflicts **as soon as possible**. Remind professors each week of pending competitions! After the second week of classes, letters will no longer be available at the Academic Center – they will *ONLY* be available at your coach's office. **NEW POLICY: You must obtain each professor's signature and return it to your academic counselor as verification that you have met with your professor.**

TEXTBOOK PURCHASE/PICK-UP POLICY ***(only for student-athletes designated to receive books as part of their scholarship)***

- Where (Book Forms): Loudermilk Center for Excellence, Pope Academic Center Room 2417 (by computer lab)
- When (Book Forms): 10:00am-2:00pm, Tuesday, January 8 thru Wednesday, January 16
- Where (Pre-Packaged Books): Student Stores/South Road Entrance/1st floor on the left
- When (Pre-Packaged Books): 7:30am-9:00pm during Student Stores hours of operation
- Last day to purchase books: March 7th
- Save receipts for ALL purchases and returns
- All books from dropped courses must be returned to either Student Stores (with proof of receipt of return) or your academic counselor—You will not be approved to drop a class unless you either return the books or show a receipt.
- Only textbooks and course materials that are listed in the official University Book list as "required" may be purchased.

ALL STUDENT-ATHLETES

- **YOU MUST MEET WITH YOUR MAJOR ADVISOR ON CAMPUS EACH SEMESTER IN ORDER TO REGISTER FOR CLASSES**
- **YOU MUST MEET WITH YOUR ACADEMIC SUPPORT COUNSELOR FOR AN INDIVIDUAL MEETING TO REVIEW YOUR ELIGIBILITY STATEMENT EACH SEMESTER**

GRADUATING SENIORS

- At least 120 hours/2.0 cum, 1 LFIT needed
- See major advisor on campus and complete an official degree audit during your senior year
- Resume on file with University Career Services, Career Guide
- Application for 9th or 10th semester (if necessary)
- Last day to file for Spring 2013 graduation ~ Friday, February 10th
- UNDERLOAD APPROVALS MUST BE COMPLETED BY THE END OF THE FIRST WEEK OF CLASSES ~ Friday, January 11th

JUNIORS

- See major advisor on campus for academic worksheet update

SOPHOMORES

- You must declare a major with your major advisor on campus before your junior year, specifically during the second semester of your sophomore year before Fall registration!

FRESHMEN

- You must meet with your advisor in the College of Arts & Sciences for initial advising appointment before registration during the Spring semester.

ACADEMIC ELIGIBILITY REQUIREMENTS

***UNC* REQUIREMENTS FOR STUDENT-ATHLETES**

To enter…	All students must have…
1st semester	2.0 cum gpa and 9 hours
3rd semester	2.0 cum gpa and 24 hours
4th semester	2.0 cum gpa and 36 hours
5th semester	2.0 cum gpa and 51 hours
6th semester	2.0 cum gpa and 63 hours
7th semester	2.0 cum gpa and 78 hours
8th semester	2.0 cum gpa and 93 hours
9th semester	2.0 cum gpa and 105 hours and prior approval by a dean is required
10th semester	Prior approval by a dean is required

You must pass 9 hours with a 2.0 *each* semester in order to return to UNC.
The student-athlete is responsible for the appeals process. The Academic Support Program exists to counsel and assist.

***NCAA* REQUIREMENTS FOR CONTINUING ELIGIBILITY** (GPA & HOURS FOR AID, PRACTICE, AND COMPETITION)

To be eligible for…	All students must have…
3rd Semester	1.8 gpa and 24 total hours
4th Semester	1.8 gpa
5th Semester	1.9 gpa and 48 DA hours + declare major
6th Semester	1.9 gpa
7th Semester	2.0 gpa and 72 DA hours
8th Semester	2.0 gpa
9th Semester	2.0 gpa and 96 DA hours
10th Semester	2.0 gpa

DA = Degree Applicable

FOR SATISFACTORY PROGRESS

IMPORTANT!!! 6 degree hours each semester (fall and spring) and 18 degree hours (fall + spring) are needed to meet satisfactory progress.
Hours must be earned during the regular academic year. PHYA courses **DO NOT** count as academic hours or towards NCAA eligibility and therefore are not counted toward full-time enrollment. Only 1 **(one)** Lifetime Fitness course counts for graduation.

HOURS OF OPERATION

Monday-Thursday – 8:00 a.m. to 11:00 p.m, **Friday** – 8:00 a.m. to 5:00 p.m, **Sunday** – 6:00 p.m. to 11:00 p.m.

IMPORTANT ACADEMIC DATES: FALL 2012		STAFF CONTACT INFORMATION		
Classes Begin	Wednesday, January 9th	Harold Woodard	Harold_woodard@unc.edu	962-9534
Last Day to Add	Tuesday, January 15th	Bradley Bethel	bbethel@uncaa.unc.edu	962-2237
Holiday	Monday, January 21th	Brent Blanton	blanton@uncaa.unc.edu	962-9536
Last Day to Drop (on-line)	Wednesday, January 23rd	Beth Bridger	bridgerb@uncaa.unc.edu	843-5669
File for Graduation	Friday, February 15th	Jenn Townsend	jtownsend@uncaa.unc.edu	962-9538
Spring Recess begins at 5pm	Friday, March 8th	Susan Maloy	sbmaloy@uncaa.unc.edu	962-9892
Classes Resume at 8am	Monday, March 18th	Jaimie Lee	jamielee@uncaa.unc.edu	843-6566
Last Day to Drop (w/ Dean)	Tuesday, March 5th	Beth Lyons	emlyons@uncaa.unc.edu	843-6029
"IN" changes to F*	Tuesday, March 5th	Kym Orr	knorr@uncaa.unc.edu	843-2425
Last Day Pass/ Fail option	Tuesday, March 5th	Tia Overstreet	overstre@uncaa.unc.edu	843-4400
Holiday	Friday, March 29th	Wally Richardson	wricha@uncaa.unc.edu	962-9893
Spring Classes End	Friday, April 26th	Spencer Welborn	welborn@uncaa.unc.edu	843-2328
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Exams Begin	Tuesday, April. 30th			
Exams End	Tuesday, May. 7th	**Office Main Line**		962-9537
Commencement	Sunday, May. 12th	**Office Fax**		962-8247

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Monday, January 7, 2013 1:35 PM
To: Sylvia Hatchell <shatchell@uncaa.unc.edu>
Subject: RE: Tuesday, January 8th Faculty Athletics Cmte Meeting--Admissions Advice

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Do you need anything from me?

From: Sylvia Hatchell [mailto:shatchell@uncaa.unc.edu]
Sent: Monday, January 07, 2013 1:23 PM
To: Bridger, Beth; Andrew Calder; Greg Law; Trisha Stafford-Odom; Tracey Williams
Subject: Fwd: Tuesday, January 8th Faculty Athletics Cmte Meeting--Admissions Advice

Sylvia R. Hatchell
Head Coach
UNC Women's Basketball
919-962-5187 Office
919-962-2506 Fax

>>> "Parsons, Eileen R" <rparsons@email.unc.edu> 1/7/2013 11:40 AM >>>
Good morning Coach Hatchell,

I hope you had a blessed holiday season and that 2013 is off to a promising start.

The Faculty Athletics Committee (FAC) reviewed and discussed information regarding admissions at the December meeting. We will spend the January meeting to further discuss issues and offer any formal recommendations. The meeting is scheduled for tomorrow, Tuesday the 8th, at 4:30 p.m. I apologize for the short notice but circumstances over the winter break prevented an earlier communication.

If you would like to speak via phone then please let me know.

I hope you have a wonderful day.

Eileen R. Carlton Parsons, PhD
Associate Professor, Science Education
Program Affiliation: PhD in Education
Associate Editor, Journal of Research in Science Teaching (JRST);
Science Policy Fellow, American Association for the Advancement of Science (AAAS)
(919) 843-9133 (p)
(919) 843-2614 (f)

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Tuesday, January 8, 2013 11:13 AM
To: Townsend, Jenn <jtownsend@unc.edu>
Subject: RE: Staff meeting

I already had you on there...is this day over yet?

From: Townsend, Jenn
Sent: Tuesday, January 08, 2013 11:10 AM
To: Bridger, Beth
Subject: Staff meeting

Can you add underloads to the agenda items?
Thanks!

Jenn Townsend
Associate Director
Academic Support Program for Student-Athletes
University of North Carolina, Chapel Hill
919-962-9538
919-962-8247 (fax)

January 8, 2013

Dear Parents:

This letter was drafted by me and Beth Bridger, our Academic Counselor, and with the help of Tom Timmermans in our UNC Athletic Compliance Office. It pertains to the fact your son or daughter is currently receiving an athletic grant yet not currently participating on the team as a swimmer or diver.

The UNC Athletic Department has a vested interest in your son/daughter even though their athletic status has changed. In lieu of the new scholarship situation your son/daughter has with the Swimming and Diving program, some new policies have been set in order to monitor their academic progress in conjunction with receiving their grant-in-aid.

Before any financial award/check may be distributed by the Compliance Office (Tom Timmermans) at the beginning of each month, the student must meet with their Academic Counselor (Beth Bridger). At this time, the Academic Counselor will gather grade/course information and determine if the student is doing what they need to academically in order to earn their monthly check. This meeting could also include seeing proof of professor communication, tutor review session attendance, study hour completion, paperwork for drop/add procedures, etc.

If the student has not met the requirements during the meeting, their monthly check will not be given to them, or will not be given to them until the requirements have been met, no exceptions.

The same procedure will apply with other department obligations the student must fulfill. If they have not met the requirements requested of the coaching staff or other department staff, their check will be cancelled/held as well.

It is critical that even though your son/daughter may not be actively participating athletically as a part of the team, they are still accountable to UNC Athletics and the UNC Swimming and Diving program. They still contribute to our athletic department as a scholarship student, so their dedication to excellence must be a priority.

Please let us know if you have any questions.

Sincerely,

Rich DeSelm
Head Coach Swimming & Diving

SPRING 2011 STUDY TABLE POLICIES AND PROCEDURES--UPPERCLASSMEN

Meeting Tuesday 1/18

1. ARRIVE ON-TIME FOR ACADEMIC SESSIONS

a. *DAYTIME*
   i. Check individual schedule/counselor for daytime sessions
      START WEDNESDAY 1/19
   ii. You have until 5 min after the hour to be in session ready to work.
   iii. Any "issues" you must contact your counselor

b. *NIGHT TIME*
   i. Schedule will be posted in DEF Room.
   ii. Check schedule CAREFULLY and be in session ready to start by 7:05pm
   iii. If 2 sessions or 1 in 2nd hour, follow the same procedure and be in assigned 2nd session by 8:05pm
   iv. Anyone arriving after 7:05/8:05 will be marked late
   v. If questions, please see staff on duty for the evening
   vi. Any "issues" you must contact your counselor

c. *FRIDAYS*
   i. Mandatory study table session on Friday with your advisor, see schedule
   ii. PASS Books will be completed for upcoming week
   iii. Sunday Study Table will be determined during this session
   iv. Anyone not attending will be marked absent

2. BE PREPARED and READY TO LEARN in ACADEMIC SESSIONS

a. *Bring all necessary materials to your session*
   i. Pen/pencil/paper
   ii. Computer with charger
   iii. Book
   iv. Class notes
   v. Assignments

3. ATTITUDE/BEHAVIOR

a. *Bring a positive work behavior to your session*
   i. Any attitude, behavior, or comments that are not conducive to a productive work environment/session or that disrespect a staff member will not be tolerated. Students not willing to engage, participate, or seen as distracting to others, will be asked to leave.

4. PRODUCTIVE WORK ENVIRONMENT

a. *The following are prohibited to create a productive work environment. Any student violating the following standards will be asked to leave.*
   i. Cell Phones
   ii. ANY non-academic website (ie Facebook/MySpace/Skype/Games etc.)
   iii. Music
   iv. Food and beverages (unless beverages are in team water bottle)
   v. Hats
   vi. Sitting in the back row or up against a wall where computer screen can not be easily seen
   vii. Sleeping
   viii. Disrupting other academic sessions
   ix. Watching film/studying playbooks

NCAA: You are NOT ALLOWED to:

- Work with a tutor or mentor who is not certified by the University or who is no longer employed by the University
- Contact tutors or mentors, you must do so through your advisor
- Have tutors or mentors write papers for you or do any of your class assignments for you
- Meet with tutors outside of the Kenan Football Center or Pope Box unless approved in advance by your advisor
- Date or engage in extra-curricular activities with tutors and mentors

STUDENT SIGNATURE_____ **DATE**_____

SPRING 2011 STUDY TABLE POLICIES AND PROCEDURES--FRESHMEN

Meeting Tuesday 1/18

1. ARRIVE ON-TIME FOR ACADEMIC SESSIONS

a. *DAYTIME*
   i. Check individual schedule/counselor for daytime sessions
      START WEDNESDAY 1/19
   ii. You have until 5 min after the hour to be in session ready to work.
   iii. Any "issues" you must contact your counselor

b. *NIGHT TIME*
   i. Sunday thru Thursday 7-9pm
      1. Some nights, depending on your work load, will determine if you need to stay late or if you are allowed to leave early. This is decided by the staff member on duty
   ii. Attendance and Announcements at 7:00pm Swofford Auditorium
      1. Anyone arriving after attendance has started will be marked late.
   iii. Check the board/screen for session schedule
      1. Due diligence to get to your session immediately following announcements/attendance
   iv. Your study table is over when you are excused by the designated staff member on duty
   v. Any "issues" you must contact your counselor

2. BE PREPARED and READY TO LEARN in ACADEMIC SESSIONS

a. *Bring all necessary materials to your session*
   i. Pen/pencil/paper
   ii. Computer with charger
   iii. Book
   iv. Class notes
   v. Assignments

3. ATTITUDE/BEHAVIOR

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   iv. Food and beverages (unless beverages are in team water bottle)
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   viii. Disrupting other academic sessions
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- Meet with tutors outside of the Kenan Football Center or Pope Box unless approved in advance by your advisor
- Date or engage in extra-curricular activities with tutors and mentors

STUDENT SIGNATURE_____ **DATE**_____

TUESDAY NIGHT AGENDA
SPRING 2011 Start of Study Table

1. Attendance

2. Announcements
    a. Books
    b. Note takers, See Amy
    c. Set up of Applia, Clickers, Calculators
    d. SBJ
    e. PID Cards
    f. Class behavior
        i. Go to class, on time
        ii. Sit away from each other
        iii. Listen to prof
        iv. Be prepared with materials

3. Positive upbeat message regarding study table
    a. You get out what you put in
    b. That was then, believe in now

4. Review Policy and Procedure sheet
    a. Students sign
    b. Copy for staff/copy for student

5. Break into sessions
    a. See your counselor for schedule/questions
    b. PASS Books
    c. Review syllabi
    d. Get to work

Dear Faculty,

On behalf of the Academic Support Program for Student-Athletes, I would like to extend a special invitation for you to participate as a Guest Coach for a home women's basketball game this season. This invitation is in recognition of your commitment to student development and your support of Carolina student-athletes.

Please see the list of home games below and indicate your top preferences. These programs will include sit-in on the pre-game speech, a bench seat, and 2 tickets to the basketball game.

- Thursday January 17th, vs Virginia, 630pm

- Thursday Januray 31st, vs Florida State, 7pm

- Thursday February 14th, vs Wake Forest, 7pm

- Thursday February 28th, vs Boston College, 7pm

It is with tremendous pleasure that we offer you this unique opportunity. You will experience an inside look at Carolina Women's Basketball and interact with the coaches, student-athletes, and other members of the Carolina Community, becoming an ambassador for UNC-Chapel Hill.

If you would like to accept the invitation as a Guest Coach, please **RSVP as soon as possible** at 919. 843. 5669 or bridgerb@uncaa.unc.edu. Again, please let me know your top selections at your earliest convenience. Please know availability is on a first come first serve basis. I sincerely hope you will join us!

Go Heels!

Beth Bridger
Associate Director
Academic Support Program for Student-Athletes
College of Arts and Sciences

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Friday, January 11, 2013 5:23 PM
To: Cravey, Altha J <cravey@unc.edu>
Subject: RE: Guest Coach dates

You are booked for Valentine's Day!
I will send you an itinerary closer to game day.
In the meantime, could you send me a short bio, head shot, shirt size, and how many guest tickets you think you will need to the game?
Thanks!

From: Altha J Cravey [mailto:cravey@unc.edu]
Sent: Friday, January 11, 2013 4:59 PM
To: Bridger, Beth
Subject: Guest Coach dates

Hello Beth Bridger:
I'd be thrilled to be a guest coach. How about Valentine's Day, February 14? Is that still available? If not, perhaps the February 28 date is available? Let me know. I could probably make one of the January dates, yet February is much better for me.
Thanks for this kind invitation.
Altha Cravey
Associate Professor
UNC Geography Dept

NCAA STUDENT-ATHLETE OPPORTUNITY FUND
UNC Application Form

Student-Athlete: _____ Male { FORMCHECKBOX }
Female { FORMCHECKBOX }

Sport: Football

Social Security #: _____

UNC PID #: _____

Date: September 8, 2009

Is the Student-Athlete a U.S. Citizen? { FORMCHECKBOX
} Yes { FORMCHECKBOX } No
If "Yes", is the Student-Athlete a Pell Grant Recipient? { FORMCHECKBOX
} Yes { FORMCHECKBOX } No
Is the Student-Athlete a Full Grant-in-Aid Recipient? { FORMCHECKBOX
} Yes { FORMCHECKBOX } No

Student-Athlete's Permanent Home Address (**PRINT CLEARLY**):

_____

_____

_____

PURPOSE OF FUNDS (Check one):
{ FORMCHECKBOX } Health Insurance (Must attach completed Insurance Application Form)
{ FORMCHECKBOX } Learning Disability Testing
{ FORMCHECKBOX } Family Emergency
{ FORMCHECKBOX } Other (Please explain) Clicker

Amount Requested $13.00??? (Attach bill, if applicable)

Check Payable To: Andre Williams

Address: _____

_____

SIGNATURES

_____ 9/8/09
Student-Athlete Date

_____ _____

Director of Athletics or Designee | Date

Financial Aid Representative (Certifying Pell Grant Status) | Date

Endorsement by Director of Athletics

(Please type)

Nominee's Name: { F O R M T E X T } { F O R M T E X T } { F O R M T E X T }
(Last) (First) (Middle)

Please comment on the nominee's qualifications, abilities and character. Your assessment of the nominee's contribution, through athletics, to the life of your institution is of special interest.

{ FORMTEXT }{ FORMTEXT }

Type name: { FORMTEXT }
Director of Athletics

Date: { FORMTEXT }

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Tuesday, January 15, 2013 10:10 AM
To: Krumper, Jennifer <krumper@email.unc.edu>
Subject: RE: Guest Coach: 2/28?

Yes! I have you down.
I will send the game itinerary closer to the date.
In the mean time, could you send me a short bio, headshot, shirt size, and # of guest tickets you will need.
Thanks!

From: Jennifer Krumper [mailto:krumper@email.unc.edu]
Sent: Sunday, January 13, 2013 2:43 PM
To: Bridger, Beth
Subject: Guest Coach: 2/28?

Dear Ms. Bridger,
I would LOVE to be a guest coach for the womens' team! Is the 2/28 slot still available?
Thank you very much,
Jen Krumper

Dr. Jennifer Krumper
Lecturer, Department of Chemistry
UNC-Chapel Hill

Kenan C 147F
919-966-3869
jkrumper@unc.edu

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Tuesday, January 15, 2013 10:15 AM
To: Cravey, Altha J <cravey@unc.edu>
Subject: RE: Guest Coach dates

Valentine's Day it is!
I will send out the game day itinerary closer to the game. In the meantime, could you send me a short bio, headshot, shirt size, and # of guest tickets you will need.

Thanks!

From: Altha J Cravey [mailto:cravey@unc.edu]
Sent: Friday, January 11, 2013 4:59 PM
To: Bridger, Beth
Subject: Guest Coach dates
Hello Beth Bridger:
I'd be thrilled to be a guest coach. How about Valentine's Day, February 14? Is that still available? If not, perhaps the February 28 date is available? Let me know. I could probably make one of the January dates, yet February is much better for me.
Thanks for this kind invitation.
Altha Cravey
Associate Professor
UNC Geography Dept

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Tuesday, January 15, 2013 10:30 AM
To: Cravey, Altha J <cravey@unc.edu>
Subject: RE: Guest Coach dates

Sure thing! Sorry if that was a repeat email, I hadn't updated my list, so apologies for that. You have some time before the 14th, so please no rush.

From: Cravey, Altha J
Sent: Tuesday, January 15, 2013 10:24 AM
To: Bridger, Beth
Subject: RE: Guest Coach dates
Yes, I'll try to do that tomorrow. Thanks for the reminder. Altha

---

From: Bridger, Beth
Sent: Tuesday, January 15, 2013 10:15 AM
To: Cravey, Altha J
Subject: RE: Guest Coach dates
Valentine's Day it is!
I will send out the game day itinerary closer to the game. In the meantime, could you send me a short bio, headshot, shirt size, and # of guest tickets you will need.

Thanks!

From: Altha J Cravey [mailto:cravey@unc.edu]
Sent: Friday, January 11, 2013 4:59 PM
To: Bridger, Beth
Subject: Guest Coach dates
Hello Beth Bridger:
I'd be thrilled to be a guest coach. How about Valentine's Day, February 14? Is that still available? If not, perhaps the February 28 date is available? Let me know. I could probably make one of the January dates, yet February is much better for me.
Thanks for this kind invitation.
Altha Cravey
Associate Professor
UNC Geography Dept

UNC

WOMEN'S BASKETBALL

GUEST COACH

2012-2013

UNC

WOMEN'S BASKETBALL

GUEST COACH

2012-2013

Dear Faculty,

On behalf of the Academic Support Program for Student-Athletes, I would like to extend a special invitation for you to participate as a Guest Coach for a home women's basketball game this season. This invitation is in recognition of your commitment to student development and your support of Carolina student-athletes.

Please see the list of home games below and indicate your top preferences. These programs will include sit-in on the pre-game speech, a bench seat, and 2 tickets to the basketball game.

- Thursday January 31st, vs Florida State, 7pm

- Thursday February 14th, vs Wake Forest, 7pm

- Thursday February 28th, vs Boston College, 7pm

It is with tremendous pleasure that we offer you this unique opportunity. You will experience an inside look at Carolina Women's Basketball and interact with the coaches, student-athletes, and other members of the Carolina Community, becoming an ambassador for UNC-Chapel Hill.

If you would like to accept the invitation as a Guest Coach, please **RSVP as soon as possible** at 919. 843. 5669 or bridgerb@uncaa.unc.edu. Again, please let me know your top selections at your earliest convenience. Please know availability is on a first come first serve basis. I sincerely hope you will join us!

Go Heels!

Beth Bridger
Associate Director
Academic Support Program for Student-Athletes
College of Arts and Sciences

From:	Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent:	Thursday, January 17, 2013 11:48 AM
To:	Woodard, Harold <harold_woodard@unc.edu>
Subject:	FW: syllabi
Attach:	20130117114206513.pdf

-----Original Message-----
From: scanner@unc.edu [mailto:scanner@unc.edu]
Sent: Thursday, January 17, 2013 11:42 AM
To: Bridger, Beth; Spencer Welborn
Subject:

This E-mail was sent from "R11153" (Aficio MP 3500).

Scan Date: 01.17.2013 11:42:06 (-0500)
Queries to: scanner@unc.edu

IT'S OK TO WEAR RED

son Dorrance | UNC Women's Soccer Head Coach, 22-Time National Champion

Carlos Somoano | UNC Men's Soccer Head Coach, 2011 National Champion

CHAMPIONS STICK TOGETHER

CarolinaHurricanes.com/TarHeels

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Thursday, 11:51 AM
To: @uncaa.unc.edu>
Subject: RE: Testing

Please scan and send over, I will talk with Nate. We don't have student workers, so we will have to figure out a way.

From: @uncaa.unc.edu]
Sent: Thursday, 11:41 AM
To: Bridger, Beth
Subject: Testing

Hey Beth,
I have tried to find time recently to go through the invoices for you, but it doesn't look as though that is gonna happen anytime in the near future. I can scan the individual invoices over to you and see if someone in your office can go through them, but I do not have time as of now. I am not sure if this is something Nate could do, or even a student intern. I apologize, but we have so much going on right now and this isn't something that can be added to the list right now. Let me know how you would like to proceed.

From:	Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent:	Thursday, January 17, 2013 12:06 PM
To:	Woodard, Harold <harold_woodard@unc.edu>
Subject:	FW:
Attach:	20130117113839650.pdf

Sorry about that

-----Original Message-----
From: scanner@unc.edu [mailto:scanner@unc.edu]
Sent: Thursday, January 17, 2013 11:39 AM
To: Bridger, Beth
Subject:

This E-mail was sent from "R11153" (Aficio MP 3500).

Scan Date: 01.17.2013 11:38:39 (-0500)
Queries to: scanner@unc.edu

Communication

Class Meetings:

Course Website: https://sakai.unc.edu/portal/site/comm

Instructor: *Email:* @email.unc.edu

Office: *Office Hours:* Thursday 1:45-2:45pm and by appointment

About the Course

Course Objective

The primary objective of is to introduce you to communication skills that are relevant to creating and sustaining interpersonal relationships. The specific objectives of this course include:

- increasing your awareness of the process of interpersonal communication
- increasing your sensitivity to the influences of culture on communication
- increasing your competence as an interpersonal communicator

The fundamental assumption of this course is that communication can be conscious, reality-based, and highly satisfying, and that interpersonal communication skills can be acquired, changed, developed, and/or improved.

Target Audience

This course is designed to benefit everyone. The course, while broadly useful, is also part of the requirements of a Communication Studies major. As a required, introductory course option for the Communication Studies major, we will also explore interpersonal and organizational communication as fields of knowledge and academic disciplines.

Many students find this course most useful when they share their personal stories and experiences, but this is not the only way to engage the subject matter. We will be watching tv episodes, clips from movies, and engaging other media in order to have a deep supply of examples to draw from. If you are uncomfortable sharing your own personal stories in class, that is OK, just make sure you are participating through other examples.

Methods of Instruction

We are only together for 50 minutes, 3 times each week. In order to get the most out of this time, you will need to be wholly responsible for reading your textbook and understanding it as best as possible. It is inevitable that some things will be harder to understand, and we can go over these things in class, but class time will primarily be spent applying these ideas, not explaining them. Should you have a question, please make an appointment to meet with me during my office hours or at another time.

This class will require you to listen, speak, perform, write, take notes, work independently, and work in small groups with other students. If you are uncomfortable with any of these skills make an appointment to talk with me!

Required Textbook

Wood, Julia. *Interpersonal Communication: Everyday Encounters.* 7Th Ed. Boston: Wadsworth, 2013. Print.

Course Policies

Respect

I will not tolerate any harassment based on age, sex, gender identification, sexuality, race, economic class, size, or other group affiliation. I don't think that this will be a problem at all, but given the personal nature of this course it is extremely important that we treat each other with respect and do our best to create a supportive, welcoming environment. Class should be a place where we all feel comfortable, and this is not possible if some people are being treated poorly. If you are uncomfortable in class for ANY reason, please get in touch with me.

Privacy

What takes place in this class is private, confidential. Information shared is privileged. This means you are not to discuss with people outside the class any specific comments and behaviors of members of the class. Of course, you may share material covered in the class, as well as your *own* reactions, insights, and so on.

Late Work

Late work will be accepted via email up to 1 week after the original assignment was due. You will receive 5% deduction in your final grade for each calendar day your work is late. This includes holidays, Saturdays and Sundays.

Missed Midterm

If you miss the midterm for a university-approved excuse, the weight of that test will be added to the weight of your final exam (making your final exam worth 30% of your total grade). University excused absences include the sickness of a student, the death of a family member, university-sponsored event, and other circumstances covered by UNC policies. All excused absences must be accompanied by a written excuse. Tests missed without a university-approved excuse will receive a grade of 0. There are no exceptions.

Attendance

Attendance is a requirement for success in this course. You may miss up to 3 class periods for ANY REASON (have a cold, a *Sopranos* marathon, whatever) with no penalty. For each absence beyond 3 your final grade will be deducted by one letter grade. You are responsible for obtaining any material/information distributed in a missed class period. Please make an appointment with me if you believe you have earned an exception to this rule.

Communicating with the Instructor

- All out-of-class communication should either occur directly through email (@email.unc.edu) or through Sakai. If you want to discuss something please do so in person by either setting an appointment or signing up to meet during my office hours on Sakai (through the "sign up" feature).
- You should not expect a reply for at least 24 hours after you submit your email/message.
- Questions about exams and assignments will not be answered if turned in within 24 hours of the due date, so plan ahead!
- All assignments will be returned within 14 days. Please don't ask me about it before then, and feel free to bug me incessantly after then.
- If you are planning on attending office hours, please either email me or sign up via the "Sign

WEEKLY MEETING FORM

ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES

Name:

Date:

Tell me something good that happened this week: *(academic, sports, personal)*

Tell me something you struggled with this week: *(academic, sports, personal)*

Tell me something new and interesting you learned this week that you didn't know before.

What is coming up in your classes this week—what is your game plan?

Class 1:	
Class 2:	
Class 3:	
Class 4:	
Class 5:	

Do you have any additional issues/concerns or questions for me?

WEEKLY MEETING FORM

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Do you have any additional issues/concerns or questions for me?

WEEKLY MEETING FORM

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Class 1:	
Class 2:	
Class 3:	
Class 4:	
Class 5:	

Do you have any additional issues/concerns or questions for me?

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Wednesday, January 23, 2013 10:11 AM
To: Krumper, Jennifer <krumper@email.unc.edu>
Subject: RE: Guest Coach: 2/28?

Sure thing!

From: Krumper, Jennifer
Sent: Tuesday, January 22, 2013 5:57 PM
To: Bridger, Beth
Subject: Re: Guest Coach: 2/28?

Hi Beth,
If it's okay, I'd actually prefer to sit in the stands with my buddy. :)
-Jen
On Jan 21, 2013, at 8:41 PM, Bridger, Beth wrote:

Actually, you will sit by the bench. The tickets are for guests--sit in the stands right behind the bench. So, if you would like to bring 2 guests...unless you rather not sit on the bench.

From: Krumper, Jennifer
Sent: Monday, January 21, 2013 2:30 PM
To: Bridger, Beth
Subject: Re: Guest Coach: 2/28?

Hi Beth,
Sure thing! I'm a medium sized shirt, will need a total of 2 tickets (one each for myself and 1 friend), and please find the other information below.
Best wishes,
Jen Krumper
<Krumper photo.jpg>
BIO:
Dr. Jen Krumper has been a lecturer in the chemistry department at UNC since 2010. After growing up in Oregon, Jen earned her undergraduate degree at Bowdoin College. She graduated phi beta kappa, summa cum laude, and with honors in chemistry. She earned her Ph. D. in organometallic chemistry at UC Berkeley in 2003. Since then, she's held a few teaching and research positions across the country, including stints in Idaho, Southern California, and Maine. Jen is thrilled to teach UNC's students, as she is passionate about helping students build supportive communities in a large university context. Jen loves the outdoors, running, music, and the arts.
On Jan 15, 2013, at 10:09 AM, Bridger, Beth wrote:

Yes! I have you down.
I will send the game itinerary closer to the date.
In the mean time, could you send me a short bio, headshot, shirt size, and # of guest tickets you will need.
Thanks!

From: Jennifer Krumper [mailto:krumper@email.unc.edu]
Sent: Sunday, January 13, 2013 2:43 PM
To: Bridger, Beth
Subject: Guest Coach: 2/28?

Dear Ms. Bridger,
I would LOVE to be a guest coach for the womens' team! Is the 2/28 slot still available?
Thank you very much,
Jen Krumper

Dr. Jennifer Krumper
Lecturer, Department of Chemistry
UNC-Chapel Hill

Kenan C 147F
919-966-3869
jkrumper@unc.edu

WEEKLY MEETING FORM

ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES

Name:

Date:

Tell me something good that happened this week: *(academic, sports, personal)*

Tell me something you struggled with this week: *(academic, sports, personal)*

Tell me something new and interesting you learned this week that you didn't know before.

What is coming up in your classes this week—what is your game plan?

Class 1:	
Class 2:	
Class 3:	
Class 4:	
Class 5:	

Do you have any additional issues/concerns or questions for me?

WEEKLY MEETING FORM

ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES

Name:

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Tell me something good that happened this week: *(academic, sports, personal)*

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What is coming up in your classes this week—what is your game plan?

Class 1:	
Class 2:	
Class 3:	
Class 4:	
Class 5:	

Do you have any additional issues/concerns or questions for me?

From: Bridger, Beth <bridgerb@email.unc.edu>
Sent: Thursday, January 24, 2013 8:21 AM
To: Rich DeSelm <richdeselm@uncaa.unc.edu>
Subject:

Fyi I'm out of the office until Friday, traveling with wbb.

Sent from my Verizon Wireless 4G LTE DROID

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Tuesday, January 29, 2013 12:05 PM
To: Lyons, Elizabeth M <emlyons@email.unc.edu>; Woodard, Harold <harold_woodard@unc.edu>
Subject: RE: MEETING

Yes, this is during our LEEP meeting time…
Are we going to meet as a group before we go?

From: Lyons, Elizabeth M
Sent: Tuesday, January 29, 2013 11:54 AM
To: Woodard, Harold; Bridger, Beth
Subject: RE: MEETING
Yes, I am free to attend; already marked my calendar.

From: Woodard, Harold
Sent: Tuesday, January 29, 2013 11:26 AM
To: Bridger, Beth; Lyons, Elizabeth M
Subject: MEETING
Steve Farmer has invited ASPSA's Learning Specialists to attend a meeting with him and Layna Mosley, Chair of the Faculty Admissions Committee on Special Talents scheduled for this coming Monday, February 4th from 3:30 – 4:30 p.m. in Jackson Hall.
Please check your calendars and let me know if you will be able to attend.
Thanks.
Harold

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Tuesday, January 29, 2013 12:27 PM
To: Woodard, Harold <harold_woodard@unc.edu>
Subject: RE: MEETING

I will try for 230 and let you know, would it be better for us to meet this Friday?

From: Woodard, Harold
Sent: Tuesday, January 29, 2013 12:09 PM
To: Bridger, Beth; Lyons, Elizabeth M
Subject: RE: MEETING
I am available to meet on Monday at any time other than 12:30 – 2:30 p.m.
Please feel free to check with Bradley and let me know what time works best for all of us.
Thanks again.
Harold

From: Bridger, Beth
Sent: Tuesday, January 29, 2013 12:05 PM
To: Lyons, Elizabeth M; Woodard, Harold
Subject: RE: MEETING
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Thanks.
Harold

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Tuesday, January 29, 2013 1:14 PM
To: Woodard, Harold <harold_woodard@unc.edu>
Subject: RE: MEETING

Lets shoot for 230 on monday

From: Woodard, Harold
Sent: Tuesday, January 29, 2013 1:04 PM
To: Bridger, Beth
Subject: RE: MEETING
Regrettably, I am not available to meet on Friday.
Thanks for trying to see if a time on Monday will work.
Harold

From: Bridger, Beth
Sent: Tuesday, January 29, 2013 12:27 PM
To: Woodard, Harold
Subject: RE: MEETING
I will try for 230 and let you know, would it be better for us to meet this Friday?

From: Woodard, Harold
Sent: Tuesday, January 29, 2013 12:09 PM
To: Bridger, Beth; Lyons, Elizabeth M
Subject: RE: MEETING
I am available to meet on Monday at any time other than 12:30 – 2:30 p.m.
Please feel free to check with Bradley and let me know what time works best for all of us.
Thanks again.
Harold

From: Bridger, Beth
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Subject: RE: MEETING
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Please check your calendars and let me know if you will be able to attend.
Thanks.
Harold

WEEKLY MEETING FORM

ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES

Name:

Date:

Tell me something good that happened this week: *(academic, sports, personal)*

Tell me something you struggled with this week: *(academic, sports, personal)*

Tell me something new and interesting you learned this week that you didn't know before.

What is coming up in your classes this week—what is your game plan?

Class 1:	
Class 2:	
Class 3:	
Class 4:	
Class 5:	

Do you have any additional issues/concerns or questions for me?

From:	Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent:	Wednesday, January 30, 2013 2:20 PM
To:	Lyons, Elizabeth M <emlyons@email.unc.edu>; Bethel, Bradley Richard (bbethel@email.unc.edu)
Subject:	FW: current impact statement
Attach:	Current Impact Statement.docx

Do you know anything about this before I respond?

From: Bailey, Tiffany
Sent: Wednesday, January 30, 2013 1:59 PM
To: Bridger, Beth
Cc: Kessler, Jim
Subject: current impact statement
Importance: High

Hi Beth,

I hope you are doing well!

The committee has received several incomplete current impact statements from students including student athletes. Would you please remind the students (and their academic counselors) that we need them to complete all of the questions on the impact statement?

Students who submit an incomplete statement will be e-mailed and asked to submit one answering all of the questions before their information can be taken to committee.

Thanks and I appreciate your assistance!

Sincerely,

Tiffany

Tiffany Bailey
Assistant Director
Accessibility Resources & Service (formally Department of Disability Services)
North, Suite 2126
CB# 7214 SASB North
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7214
919-962-8300 (V)
711 NC RELAY (T)
http://disabilityservices.unc.edu

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UNC
STUDENT AFFAIRS

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

ACCESSIBILITY RESOURCES & SERVICE

450 RIDGE ROAD, SUITE 2126
STUDENT AND ACADEMIC
SERVICES BUILDING NORTH
CAMPUS BOX 7214
CHAPEL HILL, NC 27599-7214

919.962.8300 (V)
919.711 (T)
919.962.4748 (F)
accessibility.unc.edu

Current Impact Statement

Name_____ **Date**_____ **PID**_____

In addition to reviewing your documentation, we would also like specific information on how the diagnosed disability/medical condition described is ***currently*** *impacting your functioning and causing you substantial limitations.*

Please address ***ALL*** *of the following in as much detail as possible. Feel free to use to use the back of this form, or type your response on additional paper. Incomplete responses will be returned for more information*

If a written response is difficult for you, you may record your responses and submit an audio file.

1. **Considering the skills such as reading, writing, paying attention, mathematics, etc., describe (be specific) the current (or recent) impact of the disability/medical condition in both of the following areas:**

    a. In Class (lectures, test-taking, participation, etc.)

    b. Out of Class (studying, time management, homework, etc.)

2. **Accommodations/Services**
   In reference to the above information, describe accommodations or services that you think you will need. Why?

In addition to your response, you may also ask others who currently know you, or have observed you to submit answers to these questions in a separate document.

Sign your name indicating you composed and wrote the response.

Please return this form to:

Accessibility Resources & Service
CB# 7214 Suite 2126 SASB North
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7214
919.962.8300 (V/T) - 919.962.4748 (Fax)

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Wednesday, January 30, 2013 2:45 PM
To: Lyons, Elizabeth M <emlyons@email.unc.edu>
Subject: RE: current impact statement

Will you check the ci attached to the email and see if we are using the most up to date?

From: Lyons, Elizabeth M
Sent: Wednesday, January 30, 2013 2:42 PM
To: Bridger, Beth
Subject: RE: current impact statement
Hmm, the current impact statements I have seen lately have seemed ok. Jim Kessler has sent emails to the last few students letting them know the committee would be reviewing their documentation so I am not sure if she feels earlier impact statements were not up to par or if they are from non-athletes. I suppose the easiest way to respond would be to let me know we will do diligence on our end... .always something with them!

From: Bridger, Beth
Sent: Wednesday, January 30, 2013 2:20 PM
To: Lyons, Elizabeth M; Bethel, Bradley Richard
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Importance: High
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Sincerely,
Tiffany
Tiffany Bailey
Assistant Director
Accessibility Resources & Service (formally Department of Disability Services)
North, Suite 2126
CB# 7214 SASB North
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7214
919-962-8300 (V)
711 NC RELAY (T)
http://disabilityservices.unc.edu
CONFIDENTIALITY NOTICE:
This e-mail, including any attachments, is intended for the sole use of the addressee(s) and may contain legally privileged and/or confidential information. If you are not the intended recipient, you are hereby notified that any use, dissemination, copying or retention of this e-mail or the information contained herein is strictly prohibited. If you have received this e-mail in error, please immediately notify the sender by telephone or reply by e-mail, and permanently delete this e-mail from your computer system. Thank you.

WEEKLY MEETING FORM

ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES

Name:

Date:

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Tell me something you struggled with this week: *(academic, sports, personal)*

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Class 4:	
Class 5:	

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Name:

Date:

Tell me something good that happened this week: *(academic, sports, personal)*

Tell me something you struggled with this week: *(academic, sports, personal)*

Tell me something new and interesting you learned this week that you didn't know before.

What is coming up in your classes this week—what is your game plan?

Class 1:	
Class 2:	
Class 3:	
Class 4:	
Class 5:	

Do you have any additional issues/concerns or questions for me?

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Monday, February 4, 2013 10:40 AM
To: Ille, Vince <ille@email.unc.edu>
Subject: RE: Faculty Admissions Committee Meeting

Vince,
In now realizing all of this, I can't attend the meeting on Tuesday. I have a dr apt I have waited 6 months for. I am happy to write a statement if necessary. See you at 115.

From: Ille, Vince
Sent: Sunday, February 03, 2013 4:58 PM
To: Bridger, Beth
Cc: Richardson, Wally
Subject: Re: Faculty Admissions Committee Meeting
Thanks Beth and Wally. I'll see you both at 1:15 pm tomorrow. Steve Farmer has informed me that you two will be scheduled from 8:45-9:15 on Tuesday to speak with the committee. We can discuss in more detail tomorrow. Thanks for your help.

On Feb 1, 2013, at 12:18 PM, "Bridger, Beth" <bridgerb@email.unc.edu> wrote:

> Monday at 115 is fine, I do need to be done by 230.
>
> **From:** Richardson, Wally
> **Sent:** Friday, February 01, 2013 11:51 AM
> **To:** Ille, Vince; Bridger, Beth
> **Subject:** RE: Faculty Admissions Committee Meeting
> 1:15 Monday for me.
>
> **From:** Ille, Vince
> **Sent:** Friday, February 01, 2013 11:45 AM
> **To:** Bridger, Beth; Richardson, Wally
> **Subject:** RE: Faculty Admissions Committee Meeting
> Thanks for you both accommodating the request. I apologize, but I'm no longer going to be able to meet today at 1 pm. I can meet this evening between 5:30 and 6:30 pm or Monday at 1:15 pm. Will either work?
>
> **From:** Bridger, Beth
> **Sent:** Friday, February 01, 2013 9:27 AM
> **To:** Ille, Vince; Richardson, Wally
> **Subject:** RE: Faculty Admissions Committee Meeting
> 1pm sounds good
>
> **From:** Ille, Vince
> **Sent:** Friday, February 01, 2013 9:25 AM
> **To:** Richardson, Wally; Bridger, Beth
> **Subject:** RE: Faculty Admissions Committee Meeting
> If ok with Beth, I'll see you both at 1. Thanks.
>
> **From:** Richardson, Wally
> **Sent:** Friday, February 01, 2013 9:24 AM
> **To:** Ille, Vince; Bridger, Beth
> **Subject:** RE: Faculty Admissions Committee Meeting
> I would prefer 1pm.
>
> **From:** Ille, Vince
> **Sent:** Friday, February 01, 2013 9:23 AM
> **To:** Richardson, Wally; Bridger, Beth
> **Subject:** RE: Faculty Admissions Committee Meeting
> I'm meeting with James Hurst at 1:30 in KFC then with a candidate at 3. I can meet at 1 or 2:15 in Loudermilk. Shouldn't take more than about 15 minutes.
>
> **From:** Richardson, Wally
> **Sent:** Friday, February 01, 2013 9:19 AM
> **To:** Bridger, Beth; Ille, Vince
> **Subject:** RE: Faculty Admissions Committee Meeting
> Sounds good. How about 1:30 today? At the Loudermilk center?
>
> **From:** Bridger, Beth
> **Sent:** Friday, February 01, 2013 9:06 AM
> **To:** Ille, Vince; Richardson, Wally
> **Subject:** RE: Faculty Admissions Committee Meeting
> Sure thing. Today is best for me. Any time after 1.
>
> **From:** Ille, Vince
> **Sent:** Friday, February 01, 2013 8:59 AM
> **To:** Richardson, Wally; Bridger, Beth
> **Subject:** Faculty Admissions Committee Meeting
> **Importance:** High
> Wally and Beth,
> Steve Farmer and I believe admissions committee members might benefit from visiting with you at our next meeting scheduled for February 5 at 8:30 am in Jackson Hall. Can you please attend? If so, it may be helpful for the three of us to meet today or early Monday to discuss the information that might be most helpful for the committee members. You will have only 5-10 minutes to speak with them. Please let me know. Thanks for your help.
> Vince Ille
> Senior Associate Athletic Director
> University of North Carolina

(919) 962-4631
ille@unc.edu
<image001.jpg>
"We Educate and Inspire Through Athletics"

WEEKLY MEETING FORM

ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES

Name:

Date:

Tell me something good that happened this week: *(academic, sports, personal)*

Tell me something you struggled with this week: *(academic, sports, personal)*

Tell me something new and interesting you learned this week that you didn't know before.

What is coming up in your classes this week—what is your game plan?

Class 1:	
Class 2:	
Class 3:	
Class 4:	
Class 5:	

Do you have any additional issues/concerns or questions for me?

ASPSA Staff Meeting

Tuesday 2/5/2013

Agenda Item	***Staff***
Welcome	Jenn Townsend
Announcements	Harold Woodard
General Updates	Barbara Lucido
Orientation	Jenn Townsend
Good of the group	All
Wrap Up	Beth Bridger

Notes:

Reminders/items for next meeting:

From:	Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent:	Wednesday, February 6, 2013 11:30 AM
To:	Larry Gallo <athgallo@uncaa.unc.edu>
Subject:	RE: HAPPY BIRTHDAY!

Thanks Mr. Gallo!

I got a high five this morning, with the greeting---you made it another year, and indeed I have!

From: Larry Gallo [mailto:athgallo@uncaa.unc.edu]
Sent: Wednesday, February 06, 2013 5:55 AM
To: Bridger, Beth
Subject: HAPPY BIRTHDAY!

Beth ~
Have a great birthday today (February 6th) ~ I wish you many more birthdays to come!
Thank you for all you continue to do for our student-athletes, University, and Department of Athletics. I understand that the last couple of years have been challenging, and at time, "not that much fun." I appreciate all you do, and I am glad that you are part of our Department.
Take care of yourself, and HAPPY BIRTHDAY!
Be well,
Larry Gallo, Jr.

WEEKLY MEETING FORM

ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES

Name:

Date:

Tell me something good that happened this week: *(academic, sports, personal)*

Tell me something you struggled with this week: *(academic, sports, personal)*

Tell me something new and interesting you learned this week that you didn't know before.

What is coming up in your classes this week—what is your game plan?

Class 1:	
Class 2:	
Class 3:	
Class 4:	
Class 5:	

Do you have any additional issues/concerns or questions for me?

WEEKLY MEETING FORM

ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES

Name:

Date:

Tell me something good that happened this week: *(academic, sports, personal)*

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What is coming up in your classes this week—what is your game plan?

Class 1:	
Class 2:	
Class 3:	
Class 4:	
Class 5:	

Do you have any additional issues/concerns or questions for me?

WEEKLY MEETING FORM

ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES

Name:

Date:

Tell me something good that happened this week: *(academic, sports, personal)*

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Tell me something new and interesting you learned this week that you didn't know before.

What is coming up in your classes this week—what is your game plan?

Class 1:	
Class 2:	
Class 3:	
Class 4:	
Class 5:	

Do you have any additional issues/concerns or questions for me?

From:	Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent:	Monday, February 11, 2013 1:52 PM
To:	Rich DeSelm (richdeselm@uncaa.unc.edu); Jenny Johansen (jjohanse@uncaa.unc.edu)
Subject:	FW: Summer Orientation 2013
Attach:	2013 Orientation Session Dates.doc

Summer Orientation Registration will open for already admitted students on February 13th.
Please communicate this with the incoming swimmers and divers.
Also, if we can track what session they are coming to, that would be great as well!

2013 ORIENTATION SESSION DATES

FY Orientation Session: 1	Monday, June 3 – Tuesday, June 4
FY Orientation Session: 2	Thursday, June 6 – Friday, June 7
FY Orientation Session: 3	Monday, June 10 – Tuesday, June 11
Transfer Orientation Session: 4	Friday, June 14 (C-STEP Program Thursday, June 13)
FY Orientation Session: 5	Monday, June 17 – Tuesday, June 18
FY Orientation Session: 6	Thursday, June 20 – Friday, June 21 (Honors Carolina Orientation)*
FY Orientation Session: 7	Monday, June 24 – Tuesday, June 25
FY Orientation Session: 8	Thursday, June 27 – Friday, June 28
FY Orientation Session: 9	Monday, July 8 – Tuesday, July 9
FY Orientation Session: 10	Thursday, July 11 – Friday, July 12
FY Orientation Session: 11	Monday, July 15 – Tuesday, July 16
Transfer Orientation Session: 12	Friday, July 19
FY Orientation Session: 13	Monday, July 22 – Tuesday, July 23
FY Orientation Session: 14	Thursday, July 25 – Friday, July 26
FY Orientation Session: 15	Monday, July 29 – Tuesday, July 30
Transfer Orientation Session: 16	Wednesday, August 14
FY Orientation Session: 17	Thursday, August 15 – Friday, August 16**

*June 20-21 FY Orientation Session is designated as the Honors Carolina Orientation Session. All Honors Carolina Students will receive a special invitation to attend the designated session that is specifically tailored to the Honors Carolina student population. Only Honors Carolina students and parents/families will be in attendance.

**August 15-16 FY Orientation Session is designated as the make-up session. All students must request to be placed into that session after finding that none of the June or July dates are available.

Transfer Orientation:
Friday, June 14; Friday, July 19; Wednesday, August, 14

First-Year Orientation Day 1:
June 3, 6, 10, 17, 20, 24, 27; July 8, 11, 15, 22, 25, 29; August 15

First-Year Orientation Day 2:
June 4, 7, 11, 18, 21, 25, 28; July 9, 12, 16, 23, 26, 30; August 16

WEEKLY MEETING FORM

ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES

Name:

Date:

Tell me something good that happened this week: *(academic, sports, personal)*

Tell me something you struggled with this week: *(academic, sports, personal)*

Tell me something new and interesting you learned this week that you didn't know before.

What is coming up in your classes this week—what is your game plan?

Class 1:	
Class 2:	
Class 3:	
Class 4:	
Class 5:	

Do you have any additional issues/concerns or questions for me?

From: Bridger, Beth <bridgerb@email.unc.edu>
Sent: Thursday, February 14, 2013 8:20 AM
To: Cravey, Altha J <cravey@unc.edu>
Subject: Last minute items...

Professor Cravey-

If you could, by 2pm, I will need your final count for tickets and head shot if you have one. I have to get this information to our ticket person and marketing person for tonight's game.

Thanks so much!
Sent from my Verizon Wireless 4G LTE DROID

From: Bridger, Beth <bridgerb@email.unc.edu>
Sent: , 2013 8:21 AM
To: @unc.edu>; @email.unc.edu>
Subject: Ready for tonight?

Just wanted to check in to see if you had any questions for tonight? If not, see you by the UNC bench at 615!

Sent from my Verizon Wireless 4G LTE DROID

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: 2013 10:45 AM
To: @email.unc.edu>
Subject: RE: Ready for tonight?

Your guests will be typically be seated very close to the UNC Bench, but you are the only one who will go to the pre-game speech. Also, you are able to sit on the bench with the team. Would you prefer to sit with your guests or on the bench?

From: email.unc.edu]
Sent: , 2013 8:48 AM
To: Bridger, Beth
Subject: Re: Ready for tonight?

Hi Beth,

Thanks for the itinerary :) I just wanted to make sure I have a total of 3 tickets. Is that correct? Will they be going with me to all the events scheduled on the itinerary or will they need to go to their seats and wait for me?

Thanks,

Doctoral Candidate, Sociology
The University of North Carolina at Chapel Hill
Research Assistant, LinCS 2 Durham Study
Research Assistant, Sister Circle Study
email.unc.edu
919-289-2208 (work)

On Feb 14, 2013, at 8:20 AM, "Bridger, Beth" <bridgerb@email.unc.edu> wrote:

Just wanted to check in to see if you had any questions for tonight? If not, see you by the UNC bench at 615!

Sent from my Verizon Wireless 4G LTE DROID

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: , 2013 11:02 AM
To: @email.unc.edu>
Subject: RE: Ready for tonight?

Sure thing! I will get right on top of this. See you at 615 (or before!)

From: @email.unc.edu]
Sent: 2013 10:54 AM
To: Bridger, Beth
Subject: Re: Ready for tonight?

Thanks for the clarification. I would like to sit with my guests if that's ok.

Doctoral Candidate, Sociology
The University of North Carolina at Chapel Hill
Research Assistant, LinCS 2 Durham Study
Research Assistant, Sister Circle Study
email.unc.edu
919-289-2208 (work)

On Feb 14, 2013, at 10:44 AM, "Bridger, Beth" <bridgerb@email.unc.edu> wrote:

Your guests will be typically be seated very close to the UNC Bench, but you are the only one who will go to the pre-game speech. Also, you are able to sit on the bench with the team. Would you prefer to sit with your guests or on the bench?

From: @email.unc.edu]
Sent: T , 2013 8:48 AM
To: Bridger, Beth
Subject: Re: Ready for tonight?

Hi Beth,

Thanks for the itinerary :) I just wanted to make sure I have a total of 3 tickets. Is that correct? Will they be going with me to all the events scheduled on the itinerary or will they need to go to their seats and wait for me?

Thanks,

Doctoral Candidate, Sociology
The University of North Carolina at Chapel Hill
Research Assistant, LinCS 2 Durham Study
Research Assistant, Sister Circle Study
email.unc.edu
919-289-2208 (work)

On Feb 14, 2013, at 8:20 AM, "Bridger, Beth" <bridgerb@email.unc.edu> wrote:

Just wanted to check in to see if you had any questions for tonight? If not, see you by the UNC bench at 615!

Sent from my Verizon Wireless 4G LTE DROID

From:	Bridger, Beth <</O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent:	Thursday, February 14, 2013 2:09 PM
To:	Sarah Humphries (shumphri@uncaa.unc.edu)
Subject:	FW: Head shot cravey
Attach:	cravey head.jpeg.jpg

Got it!
Here is the head shot for Professor Cravey.

From: Cravey, Altha J
Sent: Thursday, February 14, 2013 1:33 PM
To: Bridger, Beth
Subject: Head shot cravey

Hi Beth:
Would it be possible to use this head shot holding a sign? I'd love it if you could use this. The sign is about an education campaign for equity in College costs.
Altha Cravey

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Thursday, February 14, 2013 2:10 PM
To: Cravey, Altha J <cravey@unc.edu>
Subject: RE: Pictures CRAVEY

All good, sign pic works!

From: Cravey, Altha J
Sent: Thursday, February 14, 2013 1:28 PM
To: Bridger, Beth; Davis, Barbara Taylor
Subject: FW: Pictures CRAVEY
Hi Beth -- Barbara Taylor Davis is trying to send the PHOTOS directly to you. So far the msg hasn't been getting to my email.
You may want to email Barbara if the photos don't arrive in your email inbox (her info is below).
Thanks, Altha p.s. Perhaps they are large files (she has high resolution camera)

From: Davis, Barbara Taylor
Sent: Thursday, February 14, 2013 1:21 PM
To: Cravey, Altha J
Subject: RE: Pictures
Tried again ~ to you and Beth!
B

From: Cravey, Altha J
Sent: Thursday, February 14, 2013 1:18 PM
To: Davis, Barbara Taylor
Subject: RE: Pictures
Hi Barbara -- You could also try sending directly to Beth Bridger (bridgerb@email.unc.edu)
(She works with the bball team I think)
Thanks so much! altha

From: Davis, Barbara Taylor
Sent: Thursday, February 14, 2013 1:08 PM
To: Cravey, Altha J
Subject: Pictures
Altha ~
I had to send them through my gmail account, since that is what my phone is synched to. Let me know if you receive them, and if they are "ok". I sent small and medium versions of both, I think!
B
Barbara Taylor Davis
Department Manager
Department of Geography

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Thursday, February 14, 2013 2:11 PM
To: Cravey, Altha J <cravey@unc.edu>
Subject: RE: Head shot cravey

Perfect!
Also, tickets are set, 17, waiting under your name at Will Call
$75 total, pay debit, credit, check, whatever works for you!

From: Cravey, Altha J
Sent: Thursday, February 14, 2013 1:33 PM
To: Bridger, Beth
Subject: Head shot cravey
Hi Beth:
Would it be possible to use this head shot holding a sign? I'd love it if you could use this. The sign is about an education campaign for equity in College costs.
Altha Cravey

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Saturday, February 16, 2013 1:01 PM
To: Lane, Cricket <cricket@unc.edu>
Subject: FW: SCORES

Do you have the schedule for SCORES---presenters, for the past 2 years?

From: Paul Pogge [mailto:ppogge@uncaa.unc.edu]
Sent: Friday, February 15, 2013 5:06 PM
To: Cricket Lane
Cc: Bridger, Beth; Wally Richardson
Subject: Re: SCORES

Thanks, Cricket. Beth and Wally, could one of you provide some documentation about SCORES that shows our increased efforts specifically through that program to maintain academic integrity, develop academic skills, and convey our academic expectations?
Thanks very much and have a great weekend,
Paul

>>> Cricket Lane 2/14/2013 3:03 PM >>>
That would be Beth Bridger or Wally Richardson -- she/he usually did academic programming with Football in the summer

>>> On 2/14/2013 at 2:20 PM, in message <511D38F7.BBD : 23 : 27025>, Paul Pogge wrote:

> Do you have any documentation of SCORES that shows our increased efforts specifically through that program to maintain academic integrity, develop academic skills, and convey our academic expectations?
>
> >>> Cricket Lane 2/14/2013 2:05 PM >>>
>
> >>> On 2/14/2013 at 11:24 AM, in message <511D0FA2.748 : 23 : 27025>, Paul Pogge wrote:
>
> > Cricket,
> > Sorry for yet another email. Do you also have any documents related to the SCORES program that I could include as exhibits?
> > Thanks,
> > Paul

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Saturday, February 16, 2013 1:02 PM
To: Richardson, Wally <wricha@email.unc.edu>
Subject: FW: SCORES

Lets talk about this on Monday---I don't nec think this has had "much" of an academic presence, at least not when I was around it....i asked cricket for the schedule the past 2 summers to help formulate an answer

---

From: Paul Pogge [mailto:ppogge@uncaa.unc.edu]
Sent: Friday, February 15, 2013 5:06 PM
To: Cricket Lane
Cc: Bridger, Beth; Wally Richardson
Subject: Re: SCORES

Thanks, Cricket. Beth and Wally, could one of you provide some documentation about SCORES that shows our increased efforts specifically through that program to maintain academic integrity, develop academic skills, and convey our academic expectations?
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>
> > Cricket,
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> > Paul

From:	Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent:	Saturday, February 16, 2013 2:23 PM
To:	Charles Byrd < @nc.rr.com>
Subject:	Re: Women s BB vs. Virginia Tech 2/22

Yes, the girls will be gone

Sent from my Verizon Wireless 4G LTE DROID

Charles Byrd <catbaby@nc.rr.com> wrote:

The Virginia Tech Game, next Friday (2/22) is at Virginia Tech, so will The Players be out of Class that day? Thanks, Charlie

ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES
POLICIES AND PROCEDURES: Spring Semester 2013

AN IMPORTANT MESSAGE…
The University of North Carolina expects students to act with the highest regard for integrity and ethical conduct when it comes to the UNC Honor Code and NCAA rules. These standards are to be taken seriously with your academic decision making as you not only represent yourself, but also your family, your team, and the University of North Carolina.

STRUCTURED STUDY PROGRAMS
First-year students participating in our structured study program will be required to complete designated team hours of structured study per week. Upperclassmen who are below a certain GPA may also be required to attend according to his/her academic counselor's guidelines. Structured Study starts on **Sunday, January 13th.** All structured study hours must be completed **during the building's hours of operation**, **Sunday through Thursday.** Students MUST present their **ONE Card** in order to log study hours at night. There will be a sign-in sheet for hours logged during the day.

EVENING TUTORING
Contact your academic support counselor if you need a tutor. **Drop-in tutoring for English, Math, and Foreign Language will begin on Monday, January 14th with all other tutoring scheduled to begin on Tuesday, January 22nd and will run from 6:00pm -10:00pm, Sunday-Thursday evenings.** See staff on duty for nightly tutor schedule. This schedule may change during the term, so be sure to check in with the staff on duty each night. In order for the tutoring session to be useful and productive, please arrive on time with proper books, notes, materials, **and your computer**. YOU MUST HAVE A GOAL FOR YOUR TUTOR SESSION!

UNC/NCAA TUTOR POLICIES
The Academic Support Program for Student-Athletes provides a variety of resources to promote academic success. These resources are to be used with the utmost respect and regard for academic integrity.
The following are **NOT ALLOWED** when utilizing tutors and other academic staff/resources:

- Working with a tutor who is not currently employed by the University without paying the standard rate for such service.
- Contacting tutors, via telephone, text messaging, social networking sites, etc.--you must contact tutors through your academic counselor
- Having tutors write papers for you or do any of your class assignments for you
- Having tutors write their own thoughts, circle misspellings, and write edits on your papers
- Meeting with ASPSA tutors for academic sessions outside of the Academic Center
- Socializing with tutors outside of academic sessions (ie dating or contact on social networking sites such as Facebook, MySpace, or Twitter)
- Providing tickets to tutors or putting tutors on pass lists
- Accepting cash, gifts, and other extra benefits from tutors
- *****IF YOU WISH TO HIRE A PRIVATE TUTOR YOU MUST MEET WITH TUTOR COORDINATOR, SUSAN MALOY!*****

*****YOU ARE RESPONSIBLE FOR ALL OF YOUR OWN ACADEMIC WORK*****

GENERAL FACILITY RULES
Any violation of the following rules may result in removal from the facility and possible loss of tutor privileges

- Behave in a manner that does not disrupt others
- Must be respectful of all staff (part-time staff and tutors included)
- Discard all trash in appropriate receptacles
- Accessing non-academic websites during academic sessions is prohibited
- Cell phones and other similar electronic devices are prohibited during academic sessions
- Music use is at the discretion of your academic counselor
- Please do not put your feet on the furniture, also, if you move the furniture please put it back in its original location

---

IMPORTANT ACADEMIC INFORMATION & EVENTS

YOU MUST BE ENROLLED IN 12 HOURS TO BE CONSIDERED A FULL TIME STUDENT AND ABLE TO PRACTICE AND COMPETE

CLASS ATTENDANCE
Class attendance is mandatory and necessary. Attend and be on-time to all classes. **Please note that English 100, 101, and 105 have a very strict attendance policy**. Make sure that you inform your professor of your competition schedule in advance!

DROP/ADD PROCEDURES
You MUST MEET with your academic counselor in order to add or drop a course. Your eligibility may depend on it! After the on-line drop/add period ends, you must see your academic advisor on campus to obtain a drop/add form. You must then obtain your academic counselor's signature. Should you go to the Registrar's Office without that signature, you will be turned away. REMEMBER, ONCE YOU RECEIVE THE DEAN'S APPROVAL, YOU WILL HAVE UNTIL THE END OF THAT DAY TO MAKE YOUR SCHEDULE CHANGE. DO NOT FORGET TO GET YOUR ACADEMIC SUPPORT COUNSELOR'S SIGNATURE/APPROVAL BEFORE SEEING THE REGISTRAR!

DECLARING/CHANGING YOUR MAJOR
You MUST MEET with your academic counselor in order to declare or change your major. Paperwork must be filled out and signed BEFORE you MEET with your academic advisor at the Steele Building. If you do not have the proper paperwork, you will not be able to declare/change your major with your campus advisor.

TRAVEL LETTERS
All students in their competition season need to contact their professors **during the first week of school** and make them aware of their travel schedule by handing them a copy of the travel letter with the conflict dates highlighted. Students need to make arrangements for these conflicts **as soon as possible.** Remind professors each week of pending competitions! After the second week of classes, letters will no longer be available at the Academic Center – they will *ONLY* be available at your coach's office. **NEW POLICY: You must obtain each professor's signature and return it to your academic counselor as verification that you have met with your professor.**

TEXTBOOK PURCHASE/PICK-UP POLICY ***(only for student-athletes designated to receive books as part of their scholarship)***

- Where (Book Forms): Loudermilk Center for Excellence, Pope Academic Center Room 2417 (by computer lab)
- When (Book Forms): 10:00am-2:00pm, Tuesday, January 8 thru Wednesday, January 16
- Where (Pre-Packaged Books): Student Stores/South Road Entrance/1st floor on the left
- When (Pre-Packaged Books): 7:30am-9:00pm during Student Stores hours of operation
- Last day to purchase books: March 7th
- Save receipts for ALL purchases and returns
- All books from dropped courses must be returned to either Student Stores (with proof of receipt of return) or your academic counselor—You will not be approved to drop a class unless you either return the books or show a receipt.
- Only textbooks and course materials that are listed in the official University Book list as "required" may be purchased.

ALL STUDENT-ATHLETES

- **YOU MUST MEET WITH YOUR MAJOR ADVISOR ON CAMPUS EACH SEMESTER IN ORDER TO REGISTER FOR CLASSES**
- **YOU MUST MEET WITH YOUR ACADEMIC SUPPORT COUNSELOR FOR AN INDIVIDUAL MEETING TO REVIEW YOUR ELIGIBILITY STATEMENT EACH SEMESTER**

GRADUATING SENIORS

- At least 120 hours/2.0 cum, 1 LFIT needed
- See major advisor on campus and complete an official degree audit during your senior year
- Resume on file with University Career Services, Career Guide
- Application for 9th or 10th semester (if necessary)
- Last day to file for Spring 2013 graduation ~ Friday, February 10th
- UNDERLOAD APPROVALS MUST BE COMPLETED BY THE END OF THE FIRST WEEK OF CLASSES ~ Friday, January 11th

JUNIORS

- See major advisor on campus for academic worksheet update

SOPHOMORES

- You must declare a major with your major advisor on campus before your junior year, specifically during the second semester of your sophomore year before Fall registration!

FRESHMEN

- You must meet with your advisor in the College of Arts & Sciences for initial advising appointment before registration during the Spring semester.

ACADEMIC ELIGIBILITY REQUIREMENTS

***UNC* REQUIREMENTS FOR STUDENT-ATHLETES**

To enter…	All students must have…
1st semester	2.0 cum gpa and 9 hours
3rd semester	2.0 cum gpa and 24 hours
4th semester	2.0 cum gpa and 36 hours
5th semester	2.0 cum gpa and 51 hours
6th semester	2.0 cum gpa and 63 hours
7th semester	2.0 cum gpa and 78 hours
8th semester	2.0 cum gpa and 93 hours
9th semester	2.0 cum gpa and 105 hours and prior approval by a dean is required
10th semester	Prior approval by a dean is required

You must pass 9 hours with a 2.0 *each* semester in order to return to UNC.
The student-athlete is responsible for the appeals process. The Academic Support Program exists to counsel and assist.

***NCAA* REQUIREMENTS FOR CONTINUING ELIGIBILITY** (GPA & HOURS FOR AID, PRACTICE, AND COMPETITION)

To be eligible for…	All students must have…
3rd Semester	1.8 gpa and 24 total hours
4th Semester	1.8 gpa
5th Semester	1.9 gpa and 48 DA hours + declare major
6th Semester	1.9 gpa
7th Semester	2.0 gpa and 72 DA hours
8th Semester	2.0 gpa
9th Semester	2.0 gpa and 96 DA hours
10th Semester	2.0 gpa

DA = Degree Applicable

FOR SATISFACTORY PROGRESS

IMPORTANT!!! 6 degree hours each semester (fall and spring) and 18 degree hours (fall + spring) are needed to meet satisfactory progress.
Hours must be earned during the regular academic year. PHYA courses **DO NOT** count as academic hours or towards NCAA eligibility and therefore are not counted toward full-time enrollment. Only 1 **(one)** Lifetime Fitness course counts for graduation.

HOURS OF OPERATION

Monday-Thursday – 8:00 a.m. to 11:00 p.m, **Friday** – 8:00 a.m. to 5:00 p.m, **Sunday** – 6:00 p.m. to 11:00 p.m.

IMPORTANT ACADEMIC DATES: FALL 2012		STAFF CONTACT INFORMATION		
Classes Begin	Wednesday, January 9th	Harold Woodard	Harold_woodard@unc.edu	962-9534
Last Day to Add	Tuesday, January 15th	Bradley Bethel	bbethel@uncaa.unc.edu	962-2237
Holiday	Monday, January 21th	Brent Blanton	blanton@uncaa.unc.edu	962-9536
Last Day to Drop (on-line)	Wednesday, January 23rd	Beth Bridger	bridgerb@uncaa.unc.edu	843-5669
File for Graduation	Friday, February 15th	Jenn Townsend	jtownsend@uncaa.unc.edu	962-9538
Spring Recess begins at 5pm	Friday, March 8th	Susan Maloy	sbmaloy@uncaa.unc.edu	962-9892
Classes Resume at 8am	Monday, March 18th	Jaimie Lee	jamielee@uncaa.unc.edu	843-6566
Last Day to Drop (w/ Dean)	Tuesday, March 5th	Beth Lyons	emlyons@uncaa.unc.edu	843-6029
"IN" changes to F*	Tuesday, March 5th	Kym Orr	knorr@uncaa.unc.edu	843-2425
Last Day Pass/ Fail option	Tuesday, March 5th	Tia Overstreet	overstre@uncaa.unc.edu	843-4400
Holiday	Friday, March 29th	Wally Richardson	wricha@uncaa.unc.edu	962-9893
Spring Classes End	Friday, April 26th	Spencer Welborn	welborn@uncaa.unc.edu	843-2328
"AB" changes to "F"	Friday, April 26th	Nate Yarbrough	yarbrough@uncaa.unc.edu	962-9537
Reading Day(s)	Mon April. 29th/Thur. May. 2th	Tony Yount	tonyyount@uncaa.unc.edu	962-9535
Exams Begin	Tuesday, April. 30th			
Exams End	Tuesday, May. 7th	**Office Main Line**		962-9537
Commencement	Sunday, May. 12th	**Office Fax**		962-8247

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Tuesday, February 19, 2013 9:53 AM
To: Schwartz, Kevin Alan <kschwartz@unc.edu>
Subject: RE: Re: DTH Guest Coach

Thanks for this. I will contact her with the details for Sunday.

From: Kevin Schwartz [mailto:kschwartz@unc.edu]
Sent: Tuesday, February 19, 2013 8:26 AM
To: Bridger, Beth
Cc: Sarah Humphries
Subject: Fwd: Re: DTH Guest Coach

Beth - we have our guest coach for Sunday below. Please confirm, and let me know if you need anything else. Thanks.

Kevin Schwartz
Director/General Manager
The Daily Tar Heel
919-962-0520
www.dailytarheel.com
2012-'14 President
North Carolina Press Foundation
See our election materials at allthingsvoting.org
The Daily Tar Heel ▪ 151 E. Rosemary St. ▪ Chapel Hill ▪ NC ▪ 27514

-------- Original Message --------
Subject: Re: DTH Guest Coach
Date: Mon, 18 Feb 2013 22:53:20 +0000
From: Anderson, Janice L <anderjl@email.unc.edu>
To: Schwartz, Kevin Alan <kschwartz@unc.edu>

Awesome! Let me know what you need for me to do.
Best
Dr. Anderson
--

Janice L. Anderson, Ph.D.
Assistant Professor of Science Education
University of North Carolina at Chapel Hill
School of Education
Peabody Hall 307A
CB #3500
Chapel Hill, NC 27599-3500

Phone: 919.843.9867
Email: anderjl@email.unc.edu
Fax: 919.962.1533

"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world." - Paulo Freire

---

From: Kevin Schwartz <kschwartz@unc.edu>
Reply-To: "Schwartz, Kevin Alan" <kschwartz@unc.edu>
Date: Monday, February 18, 2013 5:08 PM
To: Janice Anderson <anderjl@email.unc.edu>
Subject: DTH Guest Coach

Congratulations Prof. Anderson, you win the guest coach spot for this Sunday's women's basketball game vs. N.C. State. Please accept with an email reply and we'll get the ball rolling!
--

Kevin Schwartz
Director/General Manager
The Daily Tar Heel
919-962-0520
www.dailytarheel.com
2012-'14 President
North Carolina Press Foundation
See our election materials at allthingsvoting.org
The Daily Tar Heel ▪ 151 E. Rosemary St. ▪ Chapel Hill ▪ NC ▪ 27514

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Tuesday, February 19, 2013 9:56 AM
To: Humphries, Sarah <shumphries@unc.edu>
Subject: RE: honorary coach for women's basketball??

Am booked for this season, but will put on my list for next year!

Thanks!

We will have guest coaches for Sunday, but nothing for video board.

Also, we do have 3 again for Boston College---will shorten their bios down...I tried on the last 3, but seemed to still run long with the announcer. Practice makes perfect, right?

From: Humphries, Sarah
Sent: Monday, February 18, 2013 10:50 AM
To: Bridger, Beth
Cc: Penny, Rachel
Subject: FW: honorary coach for women's basketball??

Beth,

We got the attached email regarding guest coaches for women's basketball. I assumed you were all booked for the rest of the season but wanted to pass the names along just in case.

Thanks!

Sarah

From: Rachel Penny [mailto:rfpenny@uncaa.unc.edu]
Sent: Monday, February 18, 2013 10:47 AM
To: Humphries, Sarah
Subject: Fwd: honorary coach for women's basketball??

I assume this is too late, but who handles honorary coaches?
Rachel
Rachel Penny
Assistant Director of Marketing
University of North Carolina Athletics
rfpenny@uncaa.unc.edu
(919) 962-5499
@rfpenny

Overweight:

Obese:

What are the health risks associated with being overweight or obese?

Energy Balance:

What are the factors that contribute to weight gain?

-
-
-
-
-
-
-
-
-

What are the methods for assessing a healthful weight and body composition?

What are the ways one can reach a healthy body weight?

1.

2.

3.

Hunger

Appetite:

Satiety:

Bariatric Surgery:

How can one gain weight healthfully?

How can one maintain a healthy weight?

Body Image:

Eating Disorders:

1. Anorexia Nervosa
2. Bulimia Nervosa
3. Binge eating
4. Purging
5. Disordered Eating
6. Compulsive Overeating
7. Extreme Dieting

Relationships & Communication

Chapter 9

Self disclosure:

What are communication skill strategies?

1.

2.

3.

4.

5.

6.

7.

8.

9.

What does non-verbal communication include (give examples)?

What are some ways to be a good listener?

Conflict avoidance:

Conflict resolution:

Conflict escalation:

These are personal factors that influence the way we develop relationships with others. Describe:

Self-Perception:

Early Relationships:

Gender Roles:

What are the three primary components of healthy, loving relationships?

1.

2.

3.

Assortative Mating:

In what ways has traditional dating changed?

What is cohabitation and what does it mean for marriage?

Domestic Partnerships:

If you choose to have children, you must be ready for what kinds of changes?

List 6 qualities of a strong family.

1.

2.

3.

4.

5.

6.

WHAT IS PSYCHOLOGICAL HEALTH?

psychological health:

mental health:

emotional health:

spiritual health:

People in good psychological health usually:

1.

2.

3.

4.

5.

6.

autonomy:

- True/False: Autonomy means others' opinions are irrelevant.

assertiveness:

- Assertiveness is NOT_____.

realism:

self-esteem:

Strategies for building self-esteem:

1.

2.

3.

4.

5.

6.

7.

optimism:

Strategies for building optimism:

1.

2.

3.

4.

mind-body connection:

Psychologist _____ _____'s _____ of _____ pyramid illustrates _____.

The pyramid's five levels from [top/bottom] to [top/bottom] (include examples and/or definitions):

1.

2.

3.

4.

5.

A close relationship with another person is _____. _____ is one of its key components.

emotional intelligence:

spirituality:

Main themes of personal development:

1. 3.

2. 4.

values:

Spiritual health thrives when _____.

The ways to accomplish this include _____ and _____, which often trigger the _____ response (which is defined as _____ _____.

gratitude:

The practice of helping and giving to others out of genuine concern for their well-being is _____.

COMMON PSYCHOLOGICAL PROBLEMS:

shyness (include social isolation):

loneliness (include options for more meaningful connections):

anger (include negative effects of released and unreleased anger):

bad moods (define mood and indicate strategies for breaking bad moods):

MENTAL DISORDERS:

definition:

Mental disorders are classified in the U.S. in the _____.

causes:

***DEPRESSIVE DISORDERS:**

- depression:

- depressive disorder:

- symptoms:

- major depressive disorder:

- dysthymic disorder:

- causes:

- seasonal affective disorder (SAD) (include definition and treatment):

- trends/manifestations of depression in men versus women:

- treatments:

***BIPOLAR DISORDER:**

- definition:

- symptoms:

- treatments:

***ATTENTION DISORDERS:**

- definition (include most common form):

- symptoms:

- treatments:

***ANXIETY DISORDERS:**

- definition:

Six types (include definition and symptom or two):

1.

2.

3.

4.

5.

6.

- treatments:

***SCHIZOPHRENIA:**

- definition:

- symptoms:

- treatments (?):

SUICIDE AND SELF-INJURY:

self-injury:

suicide (include causes and warning signs):

GETTING HELP:

self-care options:

professional options:

- mental health professionals:

- therapies:

destructive thoughts (patterns to watch out for):

EXSS Chapter 4: Nutrition and You

nutrition:

diet:

WHAT ARE NUTRIENTS?

nutrients (define and differentiate between macro- and micro-):

calorie (also called _____):

List the three classes of essential nutrients that supply energy (and how much energy they supply):

- _____ = _____ calories per gram
- _____ = _____ calories per gram
- _____ = _____ calories per gram

Identify the non-nutrient substance that also provides energy (and how much energy it supplies):

- _____ = _____ calories per gram

ESSENTIAL NUTRIENTS (6):

definition:

1. CARBOHYDRATES (define and include examples where applicable):
   a. simple –
   b. complex –
   c. whole grains (include why you should choose) –
   d. recommended intake –
   e. strategies for choosing healthful carbohydrates –

2. FATS (define and include examples where applicable):
   a. saturated –
   b. unsaturated –
   c. trans fats (include why you should avoid) –
   d. recommended intake –

e. strategies for choosing healthful fats –

3. PROTEINS (define and include examples where applicable):

a. complete –

b. incomplete –

c. amino acids (include types and functions) –

d. recommended intake –

e. strategies for choosing lean protein –

4. VITAMINS (define and include examples where applicable):

a. fat-soluble (include functions/sources) –

b. water-soluble (include functions/sources) –

c. intake needs/recommendations/precautions –

5. MINERALS (define and include examples where applicable):

a. major (include functions/sources) –

b. trace (include functions/sources) –

c. intake needs/recommendations/precautions –

6. WATER (define):

a. functions –

b. intake needs/recommendations/precautions –

c. sources –

OTHER HEALTHFUL SUBSTANCES:

1. fiber:

a. benefits –

b. sources –

c. intake needs/recommendations/precautions –

2. phytochemicals:
   a. benefits –
   b. sources –
   c. intake needs/recommendations/precautions –
3. antioxidants:
   a. benefits –
   b. sources –
   c. intake needs/recommendations/precautions –
4. probiotics:
   a. benefits –
   b. sources –
   c. intake needs/recommendations/precautions –

STRATEGIES FOR EATING RIGHT:

Dietary Reference Intakes (DRIs):

1. 3.

2. 4.

Information to look for on food labels:

percent Daily Value (% DV):

List some of the Dietary Guidelines for Americans:

1. 4.

2. 5.

3. 6.

Food Guide Pyramid (define and list some of its recommendations):

serving:

ounce-equivalent:

Identify some strategies for eating "on the run":

1. 3.

2. 4.

HOW DO NUTRITION GUIDELINES VARY FOR DIFFERENT GROUPS?

*over time:

*men versus women:

*athletes:

*vegetarians:

- _____ eat no animal products at all
- _____ include dairy products and eggs
- _____ eat seafood, dairy products, and eggs
- _____ avoid only red meat or eat animal-based foods once or twice per week

IS OUR FOOD SUPPLY SAFE?

foodborne illness:

Primary culprits of foodborne illnesses (3):

Steps to keep food safe:

1. 3.

2. 4.

food allergy:

food intolerance:

food additive:

food residues:

genetic modification (define and include types of things that can be/have been modified):

PERSONALIZED NUTRITION PLAN:

Identify some strategies/things to consider:

WELLNESS

Chapter 1

What is wellness?

What are the 7 dimensions of wellness?

1.

2.

3.

4.

5.

6.

7.

What is the Healthy People initiative?

What are health disparities?

What is the Healthy Campus program?

What are the factors that influence health?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

What are factors that influence behavior?

1.

2.

3.

What are the two models of behavior change? Describe.

1.

2.

Describe Self-efficacy and Locus of Control:

What are the basic behavior changing strategies?

1.

2.

3.

4.

EXSS Reading Chapter 3: Stress Management

What is stress?

What is a stressor?

What is the difference between eustress and distress?

The specific psychobiological changes that occur as the body attempts to cope with a stressor and return to homeostasis: _____

What is homeostasis?

List the physical reactions to stress:

1)

2)

3)

4)

5)

What are cortisol and adrenaline? What do they do?

What are the protective physiological adaptations in response to stressors called?

The General Adaption Syndrome (GAS) has three stages. Describe:

Alarm:

Resistance:

Exhaustion:

What is allostasis and allostatic overload?

What is the affect of stress on the:
Cardiovascular system -

Digestive system -

Immune system -

Mood, Mind and Mental Health -

Causes of stress:

- Financial Stressors
- Daily Hassles
- Academic Pressure
- Job-related Stressors
- Social stressors
- Major Life Events
- Environmental Stressors
- Internal Stressors

What are some of the basic habits one should use to help manage stress?

Healthy lifestyle:

Test-taking skills:

Exercise:

Sleep:

Relaxation:

Thoughts:

Help from Professionals:

EXSS Chapter 5: Physical Activity for Fitness and Health

PHYSICAL FITNESS:

physical activity:

_____ is a type of physical activity that is planned and structured.

skills-related fitness:

health-related fitness:

The key components of **HEALTH-RELATED FITNESS** (define and include benefits and ways to improve):
-cardiorespiratory fitness:

-muscular strength:

-muscular endurance:

- static:
- dynamic:

-flexibility:

-body composition:

Which of these components is the best indicator of overall physical fitness?

(SOME OF THE) BENEFITS OF PHYSICAL ACTIVITY:

1.

2.

3.

4.

5.

6.

7.

8.

osteoporosis:

metabolism:

DESIGNING A FITNESS PROGRAM:

PRINCIPLES OF FITNESS TRAINING:

-overload:

- progressive overload:
- SAID Principle
- FITT:

-specificity:

-reversibility:

-individuality:

TYPES OF PHYSICAL ACTIVITY:

-Improving cardiorespiratory fitness:

- aerobic exercise:
    - target heart rate (define and know how to calculate):
    - maximum aerobic capacity (_____ Max):
- **GUIDELINES/TIPS** for creating an aerobic exercise program:
- anaerobic exercise:

-Improving muscular strength and endurance:

- resistance training:
    - isometric exercise:
    - isotonic exercise:
    - repetitions versus sets:
- **GUIDELINES/TIPS** for creating a resistance training program (include tips for safe weight lifting):
- recovery:

-Improving flexibility:

- static flexibility:
- dynamic flexibility:
- static stretching:
- passive stretching:
- ballistic stretching:
- **GUIDELINES/TIPS** for creating a flexibility program:
- activities that increase flexibility:

SOME TYPES OF TRAINING PROGRAMS/EXERCISES:

-circuit training:

-neuromotor training:

-calisthenic strengthening exercises:

-core stabilization training:

-foam roll training:

SOME ADDITIONAL GUIDELINES FOR PHYSICAL ACTIVITY:

-recommended type/amount:

-**TIPS** for getting active if you are inactive:

-**TIPS** for getting active if you are moderately active:

-**TIPS** for getting active if you are overweight:

GUIDELINES FOR EXERCISING SAFELY:

1.

2.

3.

4.

5.

6.

7.

8.

9.

BE SURE TO INCLUDE/KNOW: hydration guidelines/tips, hypothermia, heat exhaustion, heatstroke, cramps, P.R.I.C.E. protocol, and common types of performance-enhancing drugs

RED FLAGS DURING EXERCISE:

MAINTAINING A FITNESS PROGRAM:

1.

2.

3.

4.

5.

Steps for Completing Orientation Reservations: Student-Athletes

Please carefully review all instructions below before proceeding with your Orientation Reservation. You may want a printed version of this page for reference while signing up for Orientation

1. Review Orientation Dates and Fee Policies by clicking here.

2. Review Orientation Reservation instructions by clicking here

3. Create an ONYEN (http://onyen.unc.edu)

4. Activate your UNC email account (http://my.ad.unc.edu, select Email Set-up option)

5. Pay/defer your enrollment deposit (can take 3-10 business days to receive and post)

6. Know the names and email addresses of any family members/guests attending New Student Orientation with you (for fee information regarding Parent/Family Orientation Reservations, please click here)

7. Know if any of your family members/guests attending Orientation want to make a reservation for on-campus Orientation housing. (Please note that overnight, Orientation on-campus housing is not available for family/guests attending Orientation in August.)

8. We estimate that completing your Orientation reservation will take between 20-30 minutes. Please note that once you start your reservation, you must complete all information at that time; you may not start the application, save information, and then complete it at a later time. If you close your browser, disconnect your Internet session without completing or without canceling your reservation, or leave the application idle for longer than 15 minutes, you will need to start a new reservation.

9. Go to http://my.unc.edu and select Undergraduate Orientation link

10. Enter your ONYEN and password and complete your Student and Family/Guest Orientation Reservation.

11. When you are prompted to select your Orientation Session date:
    a. If the Athletics Department has not assigned you to a specific session, please select the Orientation Session that best fits your schedule; Orientation sessions are available on a first-come, first-served basis.

    b. If the Athletics Department has confirmed an assigned Orientation session for you to attend, please select that appropriate session. If your Athletics-assigned session is not presented as an option, please make a reservation for any open session. Immediately after completing your reservation, please contact the Office of New Student & Carolina Parent Programs at newstudents@unc.edu or 919-962-8304 to

verify your Orientation dates. Please be sure to include your name, PID, athletic team, and athletics assigned Orientation Session date in your email.

12. Paying for Orientation
    a. If you are not a full grant-in-aid student-athlete, when you are prompted for your Orientation payment, you may select Visa, MasterCard, check or money order. Please note that payments made by check or money order must be received and processed by the Office of New Student & Carolina Parent Programs no later than 10 days. Please make checks payable to UNC at Chapel Hill. For more information about Orientation Payments, please click here

    b. If you are a full grant-in-aid student-athlete, when you are prompted for your Orientation payment, choose the **Pay-By-Check** option. After you select the Pay - by-Check option, and finish your reservation, email newstudents@unc.edu to confirm your reservation, so the University Athletics credit can be applied to your Student Orientation Reservation. The email must include the following information: name, PID, athletic team, and if applicable, the athletics assigned Orientation Session date. After the credit has been applied, you will be notified of any outstanding balances related to Parent/Family Orientation Reservations that you are responsible for completing. **(Please note that Parent/Family Orientation Reservation Fees and Guest Orientation Housing are not included in the athletics orientation credit. For more information about what the athletic scholarship covers, please contact the Athletic Department).** A sample email is detailed below:

       Sample language for the email:
       I, (**Insert Name, PID, athletics team**), have reserved a place in Orientation for (**Insert Date**), and will be receiving a full athletics grant-in-aid. Please apply the University Athletics credit to my reservation, and recalculate the bill to let me know how much (if any) I still owe to complete my reservation.

Steps for Completing Orientation Reservations: Student-Athletes

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From: Bridger, Beth <bridgerb@email.unc.edu>
Sent: Monday, March 4, 2013 4:48 AM
To: Woodard, Harold <harold_woodard@unc.edu>
Subject: Tuesday?

Dean Woodard

Any news regarding Tuesday's meeting? Will I still present, closed/open session, or will we hold off?

Sent from my Verizon Wireless 4G LTE DROID

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Monday, March 4, 2013 1:10 PM
To: Woodard, Harold <harold_woodard@unc.edu>
Subject: RE: Tuesday?

---

will leep and tutoring both be in closed session? susan has some ppt to present, but i wouldnt want leep in there if she is presenting in open session. can you let me know...i will talk to brad as well...have you talked to him yet?

_____

From: Woodard, Harold
Sent: Monday, March 04, 2013 9:08 AM
To: Bridger, Beth
Subject: RE: Tuesday?

Hi Beth,

Yes, you are still scheduled to present and we have been approved to go into closed session to discuss specific students' experiences with LEEP. I have secured permission to bring Bradley, so please let him know he should come prepared to discuss specific examples of how LEEP has impacted students.

They also want to hear about our tutoring program, so I have asked Susan to be prepared to discuss how tutorials have been organized and run since last fall.

Thanks again for your help with this.

Harold

From: Bridger, Beth
Sent: Monday, March 04, 2013 4:48 AM
To: Woodard, Harold
Subject: Tuesday?

Dean Woodard

Any news regarding Tuesday's meeting? Will I still present, closed/open session, or will we hold off?

Sent from my Verizon Wireless 4G LTE DROID

L.E.E.P.

Learning
Engagement and
Enhancement
Program

Mission

To support student-athletes who are the most academically challenged become goal-directed, strategic, and self-regulated learners

Philosophy

Our philosophy is both student-centered and learning-centered. We believe our students can succeed when provided an environment in which learning is a central value. The following seven principles underscore our service to student-athletes:

1. Every student is a learner.
2. Every student has potential.
3. Every student possesses valuable knowledge.
4. Every student will make his or her own learning choices.
5. Learning is an active process.
6. Learning is social.
7. Learning can be enhanced.

Goal

Every student who participates in LEEP will maintain eligibility and advance to graduation.

- Students will demonstrate increased levels of self-regulated learning.
- Students will demonstrate increased reading comprehension levels and fluency with college-level vocabulary.
- Students will demonstrate increased ability to compose college level texts

HOW ABOUT ADMITTING KIDS WHO CAN GRADUATE FROM LEEP! HA

- ***FALL 2012: 71 STUDENTS***
- ***SPRING 2013: 81 STUDENTS***

Identification for New Freshmen

- Committee Case
- English 100
- Previous or New Diagnosis of Learning Disability
- Math/FL Deficient

Identification for UPC

- Committee Cases/English100
- Previous or New Diagnosis of Learning Disability
- Math/FL Deficient
- Probation/Multiple Probations/Continue Probation
- Current GPA
- LS Exception

Classification

- Comprehensive
- Consultive
- Transitional

Comprehensive

- Need a Learning Specialist 3-5 times a week
- Need a Learning Assistant during study table
- Need 1-on-1 or very small group tutoring, 8-10 hours a week
- Most 'at-risk' academically
- **Fall 2012: 31**
  - **Freshmen: 22**
  - **UPC: 9**
- **Spring 2013: 31**
  - **Freshmen: 21**
  - **UPC: 10**

Consultive

- Need a Learning Specialist or Learning Assistant 1-2 times a week (determined on a case by case basis by Learning Staff)
- Need 1-on-1 or very small group tutoring, 8-10 hours a week
- **Fall 2012: 24**
  - **Freshmen: 13**
  - **UPC: 11**
- **Spring 2013: 37**
  - **Freshmen: 24**
  - **UPC: 13**

Transitional

- Do not need a Learning Specialist but still need intensive tutoring 1-on-1 or very small group tutoring, priority tutoring, 8-10 hours a week
- **Fall 2012: 16**
  - **Freshmen: 7**
  - **UPC: 9**
- **Spring 2013: 13**
  - **Freshmen: 6**
  - **UPC: 7**

LEEP: Learning Engagement and Enhancement Program

Statistics Fall 2012 into Spring 2013

	Freshmen Comprehensive	*UPC Comprehensive*	*Freshmen Consultive*	*UPC Consultive*	*Freshmen Transitional*	*UPC Transitional*	***LEEP PROGRAM OVERALL TOTAL (F/UPC)***
Fall 2012	22	9	13	11	7	9	71 42/29
Spring 2013	21	10	24	13	6	7	81 (+10) 51/30
	Total Comprehensive Fall 2012	**Total Comprehensive Spring 2013**	**Total Consultive Fall 2012**	**Total Consultive Spring 2013**	**Total Transitional Fall 2012**	**Total Transitional Spring 2013**	
	31	**31 (0)**	**24**	**37 (+13)**	**16**	**13 (-3)**	

Monetary Break-Down of Services

Based on the following figures:
Learning Specialist: $26.00/hr
Tutor: $16.00/hr
14 week semester
Year=Fall, Spring, and 2 Summer Sessions

	Comprehensive	Consultive	Transitional
Semester	$4,384-5,560	$3,656-4,468	$3,292-3,740
Year (F, S, SS)	$13,152-16680	$10,968-13404	$9,876-11,220
4 years (12 sessions)	$55,608-66,720	$43,872-53,616	$39,501-44,880

Current L.E.E.P. "Time"

- Freshmen
  - Current Tutor Hours: 224 hr/wk
  - Current LS Hours: 85 hr/wk
- UPC
  - Current Tutor Hours: 134 hr/wk
  - Current LS Hours: 51 hr/wk

Ideal L.E.E.P-"Time"

- Freshmen
  - Additional Tutor Hours: 192 hr/wk
  - Additional LS Hours: 44 hr/wk
- UPC
  - Additional Tutor Hours: 98 hr/wk
  - Additional LS Hours: 21 hr/wk

Additional Funding Needed for Ideal L.E.E.P. (81 Students)

Freshmen/UPC	Tutoring $16.00 hr	Learning Specialist $26.00 hr
Per Week	$3,072/1,568	$1,114/546
Per Semester	$43,008/21,952	$16,016/7,644
Per Year	$129,024/65,856	$48,048/22,932
TOTALS	$194,880 year	$70,980

Final Comments

- This program was created to take a quantitative and qualitative look at WHO we are servicing in terms of Learning Specialists, Learning Assistants, and priority tutoring.
- We understand their can be "outliers" in our system, so if you have concerns about a student, please see your Learning Staff member. ***This does not mean they will be placed in L.E.E.P., but the Learning Staff will help counselors with implementing a program of service for the student.

2012-13 MILDRED McCASKILL AWARD

Nomination Form

The Mildred McCaskill Award was established by members of the McCaskill family to recognize her contribution and support of the athletic programs at the University of North Carolina. Originally established as an endowment scholarship, the award has been broadened to include annual recognition to an **outstanding male and female SENIOR student-athlete**. Excellence in athletics, scholarships, and service to the community are the criteria for the annual individual award. Please nominate any member of your team that you feel **excelled in academics and community service as much as they did in their athletic realm**.

Please take time to make a nomination and provide the reasons and/or examples to justify your respective selection:

SPORT:

NOMINATION (NAME):

JUSTIFICATION:

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Wednesday, March 13, 2013 4:29 PM
To: Jane High (jhigh@uncaa.unc.edu)
Subject: guest coaches

All are professors, department, CB #
Tiani Chemistry 3290
Church Medicine 7035
Barksile African and Afro-American Studies 3395
Burns History 3195
Navalinsky Dramatic Arts 3230
Cohen English 3520
Sledge English 3520
Bradford English 3520
Clemens Information and Library Science 3360
Patillo Information and Library Science 3360
Cravey Geography 3220
Matthews Sociology 3210
Anderson Education 3500
Balaban Economics 3305
Not sure what to do?
Paul Garcia was a community member who won a raffle?
Jermisha Dodson and Brittany Bahlman were Greek life people invited by Coach Tracey…

Beth

Beth Bridger
College of Arts & Sciences
Associate Director
Academic Support Program for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669

bridgerb@uncaa.unc.edu

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>

Sent: Monday, March 18, 2013 8:03 PM

To: Yount, Tony <tonyyount@unc.edu>; Lee, Jaimie Alexis Samatha <jaimielee@email.unc.edu>; Overstreet, Tia <overstre@email.unc.edu>; Blanton, Brent S (blanton@uncaa.unc.edu); Townsend, Jenn <jtownsend@unc.edu>; Orr, Kym N <orr@email.unc.edu>; Maloy, Susan B <sbmaloy@email.unc.edu>; Richardson, Wally <wricha@email.unc.edu>

Subject: please have these questions ready for meeting tomorrow

---

All
Please look at the following questions from Dean Woodard and have them ready for discussion for tomorrow's meeting.
Thanks!
What are the two best times during the week of March 25th where a number of advisors could hold walk-in hours in Loudermilk for pre-registration advising.
How many of your first year students have not completed their first year advising appointment or attended an advising group workshop? We need to determine quickly if there is a need for an additional group advising workshop for our ASPSA students.
Who would be willing to help lead training workshop for academic advisers on NCAA rules and guidelines regarding student-athletes' eligibility requirements?

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Monday, March 18, 2013 8:03 PM
To: Woodard, Harold <harold_woodard@unc.edu>
Subject: RE: ASPSA STAFF MEETING AGENDA

Got it!

From: Woodard, Harold
Sent: Monday, March 18, 2013 5:10 PM
To: Bridger, Beth
Subject: ASPSA STAFF MEETING AGENDA

Beth,

Please place the following questions for academic counselors under my name on the agenda. Actually, it would be great if counselors could come to the meeting with their answers to these questions.

Thanks.

Harold

What are the two best times during the week of March 25th where a number of advisors could hold walk-in hours in Loudermilk for pre-registration advising.

How many of your first year students have not completed their first year advising appointment or attended an advising group workshop? We need to determine quickly if there is a need for an additional group advising workshop for our ASPSA students.

Who would be willing to help lead training workshop for academic advisers on NCAA rules and guidelines regarding student-athletes' eligibility requirements?

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Tuesday, March 19, 2013 1:57 PM
To: Allison, Kim A <kallison@email.unc.edu>
Subject: RE: Leave

Sick Friday 2/22

From: Kim A Allison [mailto:kallison@email.unc.edu]
Sent: Tuesday, March 19, 2013 1:02 PM
To: Bethel, Bradley Richard; Bridger, Beth; Townsend, Jenn; Beth Lyons; Jaimie Lee; Amy Kleissler; Kym Orr; Tia Overstreet; Susan Maloy; Tony Yount; Spencer Welborn; Wally Richardson; Nate Yarbrough
Subject: Leave
Please send me your leave information for the month of February.
Thanks,
K
Kim Allison
Department Manager
Ctr for Student Success & Academic Counseling
Writing Center
450 Ridge Road, Suite 0127
Campus Box #3106
Chapel Hill, NC 27599-3106
919-962-7710 (ph)
919-843-5341 (fx)
kallison@email.unc.edu

School of Education

EDUC ADVISOR CONTACT: KARA GRAWOZBURN

IN SUMMARY: *IF KIDS WANT TO DO EDUCATION….*

- FEASIBLE PROGRAMS ARE ELEM AND MIDDLE GRADES

- CHILD DEVELOPMENT AND FAMILY STUDIES COULD BE FEASIBLE FOR A FALL SPORT ATHLETE, BUT ALMOST IMPOSSIBLE FOR WINTER/SPRING DUE TO LATE AFTERNOON COURSE TIMES

- WHEN STUDENT IS 'SERIOUS' ABOUT APPLYING, EMAIL COACH, TOM TIMMERMANS, AND MR. GALLO TO PROPOSE THE STUDENT IS SERIOUS ABOUT PURSING SCHOOL OF EDUCATION AND THEY COULD BE A POSSIBLE 5TH YEAR CANDIDATE TO FINISH THEIR PROGRAM.

- TOM WILL SAY, "NOT GUARANTEED" BUT AS LONG AS THEY DOING WELL ACADEMICALLY AND NOT HAVING BEHAVIOR ISSUES, THEY WILL GRANT THE 5TH YEAR.

- DO APPLICATION PROCESS, HAVE THEM MEET WITH KARA.

- IF ACCEPTED, NOTIFY COACH, TOM AND MR GALLO AGAIN TO LET THEM KNOW.

- AGAIN, TOM WILL SAY 'NOT GUARANTEED' BUT AS LONG AS STUDENT IS IN GOOD STANDING, THEY WILL BE FINE.

- HAVE THEM MEET WITH KARA TO GAME PLAN CLASSES.
    - THEY HAVE 4 SEMESTERS (JR AND SR) TO COMPLETE JR YEAR EDUC COURSES—JUST WATCH SATISFACTORY PROGRESS DURING JR YEAR, 6 HR, 18 HR RULE. IN EXTREME CIRCUMSTANCES, YOU MAY NEED TO HAVE ANOTHER MAJOR DECLARED…KARA CAN GIVE PERMISSION AND DECLARE THIS AND THEN REMOVE WHEN NEEDED.
    - WILL COMPLETE SENIOR YR COURSES IN 5TH YEAR (FALL AND SPRING STUDENT TEACHING)
    - HAVE THEM TALK TO PROFESSORS AND KARA ABOUT GETTING CLOSE TO CAMPUS PLACEMENTS AND THE ABILITY TO START PLACEMENTS EARLY, OR GET EXTENSIONS DUE TO COMPETITION/PRACTICE SCHEDULES.
    - ALSO, IN OUR TALKS, THEY SAID IT WOULD NOT BE A PROBLEM TO GET 9TH AND 10TH SEMESTER APPROVED. TALK WITH KARA IF A PROBLEM OCCURS. SEE ORIGINAL NOTES FOR EMAIL WITH THIS RECOMMENDATION.

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Tuesday, April 9, 2013 11:48 PM
To: Marcus L Collins <collinsm@email.unc.edu>
Subject: RE: Athletes and Summer Bridge

Hey Marcus

Not sure if you caught wind but I took a position at South Carolina. Please Jenn Townsend to help you with this project in my absence. Also, just FYI, no one has communicated with us at all about this, so p,ease don't take it as us not trying to collaborate, we didn't know to proceed, retreat etc.

Good luck!

Having a party on Friday at Tobacco Road, love if you can stop by, 430 or any time after.

_____
From: Marcus L Collins [collinsm@email.unc.edu]
Sent: Monday, April 08, 2013 1:37 PM
To: Bridger, Beth; Richardson, Wally
Subject: Athletes and Summer Bridge

Hello Beth and Wally,

I hope you both are doing well.

I wanted to touch base with you regarding the select group of athletes who might attend Summer Bridge. Do you happen to have a group identified that I should be reaching out to for recruitment purposes? Please let me know how I can assist in any way with this process.

Thanks,
Marcus

Marcus L. Collins, M.S.
Assistant Dean, Center for Student Academic Counseling
Director, Summer Bridge
UNC Chapel Hill
105A Abernethy Hall, CB# 3437
Chapel Hill, NC 27599
Ph: 919-966-2143
Fax: 919-843-8134

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Wednesday, April 10, 2013 2:03 PM
To: Collins, Marcus L <collinsm@email.unc.edu>
Subject: RE: Athletes and Summer Bridge

Hope this all sorts itself out. 'Everyone' seems to think we came up with this master plan, when it to me it seemed to me we can up with options if this was mandated for athletes to do, a big difference.

Tobacco Road by aloft hotel in chapel hill.....

From: Collins, Marcus L
Sent: Wednesday, April 10, 2013 10:50 AM
To: Bridger, Beth
Subject: RE: Athletes and Summer Bridge

Hey Beth,

Yes, Harold mentioned to me last week or the week before that you would be leaving for South Carolina. Trying to get out of here!?! ;-)

Trust me. We've both shared mutual concerns regarding communication around tbese parts. I in no way feel that this is a reflection of your unwillingness to work on this. :-) In my opinion it's become someone's grand idea but the ability to execute was not quite thought out. I will certainly reach out to Jenn. Wally also responded and said he would get back to me, so I may wait for his response.

I wish you well on your next chapter in South Carolina. So which part of South Carolina are you going to?

If I get a chance, I will definitely stop by Friday. I assume tbis is Tobacco Road that I've heard about out by the DBAP? I live in Durham, so it would work for me on the way home, provided I get away from here in time. I'm preparing for two big events on campus this weekend and might be pulling a late one on Friday.

MC

-----Original Message-----
From: Bridger, Beth
Sent: Tuesday, April 09, 2013 11:48 PM
To: Collins, Marcus L
Subject: RE: Athletes and Summer Bridge

Hey Marcus

Not sure if you caught wind but I took a position at South Carolina. Please Jenn Townsend to help you with this project in my absence. Also, just FYI, no one has communicated with us at all about tbis, so p,ease don't take it as us not trying to collaborate, we didn't know to proceed, retreat etc.

Good luck!

Having a party on Friday at Tobacco Road, love if you can stop by, 430 or any time after.

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Sent: Monday, April 08, 2013 1:37 PM
To: Bridger, Beth; Richardson, Wally
Subject: Athletes and Summer Bridge

Hello Beth and Wally,

I hope you both are doing well.

I wanted to touch base with you regarding the select group of athletes who might attend Summer Bridge. Do you happen to have a group identified that I should be reaching out to for recruitment purposes? Please let me know how I can assist in any way with this process.

Thanks,
Marcus

Marcus L. Collins, M.S.
Assistant Dean, Center for Student Academic Counseling Director, Summer Bridge UNC Chapel Hill 105A Abernethy Hall, CB# 3437 Chapel Hill, NC 27599
Ph: 919-966-2143
Fax: 919-843-8134

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Friday, April 12, 2013 8:49 AM
To: Allison, Kim A <kallison@email.unc.edu>
Subject: Checking out...

Kim

Not sure if Dean Woodard gave/let you know I am leaving (resignation letter)?
Just wanted to know if I needed to do any last paperwork before I left and how it works getting my vacation time buy out.

Thanks.

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Friday, April 12, 2013 11:15 PM
To: Allison, Kim A <kallison@email.unc.edu>
Subject: RE: Checking out...

I'm going to South Carolina. My last day is April 26 th. I have used a few sick days this month.

_____
From: Allison, Kim A
Sent: Friday, April 12, 2013 8:57 AM
To: Bridger, Beth
Subject: Re: Checking out...

I haven't received your resignation letter yet to start the process. When is your last day?

Where are you going?? Can't believe you're leaving us :(. But I do wish you much success in this new chapter of your life. Keep in touch.

K

Sent from my iPhone

On Apr 12, 2013, at 8:48 AM, "Bridger, Beth" <bridgerb@email.unc.edu> wrote:

> Kim
>
> Not sure if Dean Woodard gave/let you know I am leaving (resignation letter)?
> Just wanted to know if I needed to do any last paperwork before I left and how it works getting my vacation time buy out.
>
> Thanks.

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Monday, April 15, 2013 10:30 AM
To: Woodard, Harold <harold_woodard@unc.edu>
Subject: Paperwork

Hey Dean Woodard

Hope you are doing well! Missed you at Tobacco Road on Friday but I heard about the new chancellor, so I am sure you were at that reception.
I contacted Kim Allison about any exit paperwork, but she said she hadn't gotten my resignation letter yet. How should I proceed with this?
Thanks for any help.

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Thursday, April 18, 2013 4:46 PM
To: Slivka, Dara M <slivka@email.unc.edu>
Subject: RE: Lunch with Dean Woodard next week
Attach: image001.jpg

I actually am not available. Please thank him for the invitation.

_____
From: Slivka, Dara M
Sent: Thursday, April 18, 2013 9:24 AM
To: Bridger, Beth
Subject: Lunch with Dean Woodard next week

Hi Beth,

I hope you are well!

Dean Woodard asked that I contact you to schedule a lunch with him next week. Do you have any availability on Monday, Wednesday or Thursday?

Best regards,

Dara

Dara Slivka, M.Ed.
Program Manager
Center for Student Success & Academic Counseling
UNC at Chapel Hill
919-966-2143
slivka@email.unc.edu

From: Bridger, Beth </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BETH BRIDGER (BRIDGERB)>
Sent: Thursday, April 18, 2013 5:15 PM
To: Markos, Lance M <markos@email.unc.edu>
Subject:

Lance

Did your friend need your spot today? I can't lie I snuck into it. I'm leaving at 630. Let me know if I need to move before then.

2012-13 MILDRED McCASKILL AWARD

Nomination Form

The Mildred McCaskill Award was established by members of the McCaskill family to recognize her contribution and support of the athletic programs at the University of North Carolina. Originally established as an endowment scholarship, the award has been broadened to include annual recognition to an **outstanding male and female SENIOR student-athlete**. Excellence in athletics, scholarships, and service to the community are the criteria for the annual individual award. Please nominate any member of your team that you feel **excelled in academics and community service as much as they did in their athletic realm**.

Please take time to make a nomination and provide the reasons and/or examples to justify your respective selection:

SPORT:

NOMINATION (NAME):

JUSTIFICATION:

From: stgore@email.unc.edu
Sent: Tuesday, July 22, 2003 11:52 AM
To: dacrowde@email.unc.edu
Subject: heraldsun.com article

Hello,
This is an automated e-mail from heraldsun.com. Travis has asked us to send you the following article, which can also be found online at: http://www.herald-sun.com/sports/18-373688.html.

Travis also added these comments:
here

UNC safety found not guilty of assaulting female student
July 21, 2003

By BETH VELLIQUETTE, The Herald-Sun
An Orange County judge on Monday afternoon found a North Carolina football player not guilty of assaulting a UNC student and exposing himself to her.

Tommy Antoine Richardson, 18, who lived at 158 Ehringhaus Dormitory on the UNC Campus, had been charged with assault on a female, misdemeanor false imprisonment and indecent exposure after an encounter with a female student at Morrison dormitory on April 24. He was a freshman safety on the football team at the time.

UNC police served Richardson with the warrants on May 5. He was suspended from the football team and from the university after his arrest. His attorney, George Doyle, said Richardson may still have to appear at the UNC Honor Court, which is a closed court in which students serve as judges, prosecutors and defense attorneys. The decisions the Honor Court makes are not made public unless the student on trial asks that the court be open.

During Monday's trial in front of District Court Judge Alonzo Coleman, the woman testified that she was walking on a path toward Morrison dormitory, where she lived, when Richardson approached her and began talking to her.

Richardson testified that he and another football player, Mahlon Carey, had just finished study hall at the Kenan Center and that he and Carey were walking to Morrison to visit a friend of Carey's who lives on the 10th floor.

The woman and Richardson both testified that when they arrived at Morrison, Richardson asked for her telephone number and she gave it to him. When they entered Morrison dorm, the woman, Richardson, Carey and other students got on the elevator going up. On the sixth floor, she got off to go to her room, and Richardson got off, too, while Carey continued on to the 10th floor.

Richardson said he asked for her Internet instant messaging name, which he wrote down on a flyer, and then asked her for a hug, he said. Richardson said he then got back on the elevator and rode up to the 10th floor, where he stayed about an hour before going back to his own dormitory.

The woman, however, claimed that after they parted on the sixth floor, she walked to her room and closed the door. She heard a knock and opened it to see Richardson standing there. Richardson grabbed her hand and pulled it toward his crotch, she said. He then exposed himself to her, she said.

Richardson took the stand in his own defense and showed his cell phone, where he had programmed her number when she gave it to him that day. He also pulled out a flyer for a party, which showed where he had written her instant messaging name that she gave him.

Richardson's high school football coach from North Miami Beach High School testified as a character witness saying that Richardson had been the student body president and captain of the football team. He was a friendly and outgoing student, who never acted inappropriately with women, said Jeff Bertani.

Defense Attorney George Doyle argued that no one knows exactly what happened that day. "We do know from our witnesses that Tommy Richardson is an outgoing, gregarious fellow," he said. "We know he is the type of person that would walk up to a fellow student without a proper introduction and introduce himself."

He asked the judge to consider two important points in making his decision: that the woman gave Richardson her cell phone number and that she gave him her Internet instant messaging name. "If you say to a person, "no" on the path going to Morrison, you don't give him your phone number," he said. "That doesn't make sense."

"If you say no on the pathway, you don't give that person your screen name," Doyle said. "If you are scared, you don't walk to your room. You walk down those steps to the police, which is right down stairs. You don't wait and think about it and report it until the next day."

Assistant District Attorney Kayley Taber argued that Richardson thought he was a big man on campus and that the woman was very shy and polite. She gave him her cell phone number while they were walking, but she began to become fearful when he asked to walk her into her dormitory, Taber said. "At that point she doesn't expect that somebody is going to expose his penis in the middle of the day," Taber said.

She gave him her instant messaging name to be polite and as a way to get rid of him, Taber said. "She's trying to be a polite Southern young lady, who's trying to get away from him," Taber said.

Coleman said it was a difficult case, but that he had a question in his mind about what really happened. Because the judicial standard is that a judge must be convinced beyond a reasonable doubt that Richardson committed the crimes, he said he found Richardson not guilty.

When he announced his decision, Richardson's mother, Stephanie Fair, raised her arms up in jubilation. Richardson walked her out of the courtroom with his arms around her while she cried tears of joy and relief.

Richardson declined comment except to give credit to Doyle. Richardson hopes to be reinstated in school and on the football team but will have to wait to see whether he has to appear in front of the Honor Court, Doyle said.

Richardson played in 11 games for the Tar Heels in 2002 and made one tackle.

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From: Barbara Anderson <banders1@email.unc.edu>
Sent: Thursday, August 28, 2003 12:08 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: excuse of absence]
Attach: excuse of absence (2.91 KB).msg

---

you gotta read this. you told me not to let him in the class.
--
Barbara Shaw Anderson
Lecturer
Department of African and Afro-American Studies
University of North Carolina at Chapel Hill
103 Battle Hall, CB#3395
Chapel Hill, NC 27759-3395
(919) 966-5763 or 929-0523
fax: (919) 962-2694
banders1@email.unc.edu

From: Travis Gore <stgore@email.unc.edu>
Sent: Monday, February 28, 2005 10:03 AM
To: dacrowde@email.unc.edu
Subject: major email list
Attach: addresses.csv

References

Books, Articles, Unpublished Papers, Reports, Discussion Documents, Press Releases, Electronic Communications

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Interviews

Cape Town (Khayelitsha-Mandela Park)

Thembalihle Sidaki – Senior Prosecutor at Khayelitsha Magistrate's Court (29 April 2004). Prosecutor Sidaki has dealt with all cases related to the AEC in the Magistrate's Court - over 100 by his own account. He was also part of strategy meetings with SAPS, ANC councillor, SERVCON, Sheriff of the Court, SANCO as part of making preparations for evictions in Mandela Park and synergising efforts.

ANC Councillor Ngombane - For Mandela Park, Macassar & Graceland (29 April 2004). Councillor Ngombane has been an ANC councillor since 1996 – Mandela Park has been part of his constituency since 2000. He has been involved from the beginning of the conflict (circa 2000) in negotiations with SERVCON (on behalf of his constituency) and also active in developing structures to counter the work of the AEC. He has also been part of the strategic planning meetings as mentioned above.

Superintendent Vosloo - Interim Head of Khayelitsha Police Station (29 April 2004). Superintendent Vosloo has been active in the policing of Mandela Park since 2001. He has extensive experience in developing strategies for ensuring public order during evictions (i.e., protecting sheriff) and in carrying out arrests of AEC members, predominantly on charges of trespassing and public violence.

Mr. Miaso – Western Cape Provincial Department of Housing – Director of Administration (28 April 2004). Mr. Miaso is responsible for overseeing the administration of indigent housing grants under the rubric of the 'People's Housing Project' (PHP). The PHP has been implemented throughout Khayelitsha and is often provided to those who qualify after they have been evicted from RDP (SERVCON) houses.

Dr. Martin Legassick - University of the Western Cape History Department and long-time socialist activist (30 April 2004). Dr. Legassick works with the MPAEC. In particular, he has been involved in the facilitation of popular political education seminars as well as provision of financial and logistical support for ongoing actions of the MPAEC. He has also written and conducted research (some of which has been published) around the activities of the MPAEC.

Roger Ronnie – General Secretary of SAMWU (28 April 2004). Mr. Ronnie has been a vocal supporter of South African social movements and in particular the AEC. Through his position in SAMWU he has helped establish links between the union movement and the new social movements. He has also assisted the AEC with meeting space as well as general logistical support.

Peter van Heusden - former Treasurer of the AEC and independent researcher (29 April 2004). Peter was active in the AEC during the height of repression in Mandela Park (2001-2003). His duties included raising financial support for legal defence as well as being the primary liaison between the AEC and it various legal representatives. He has also conducted research on the activities of the AEC and is presently active with community structures in other parts of the Western Cape.

Fonky Goboza - Deputy Secretary and Office Administrator of MPAEC (30 April 2004). Mr. Goboza is a founding member of the MPAEC and has been an active leader in the Western Cape AEC. In his position as Office Administrator, he is often the first contact for people in the community who face evictions. He has also participated in meetings with other social movements, including the SMI. Mr. Goboza has been arrested and jailed on numerous occasions for his activities in the MPAEC.

Group Interview with AEC women's group (30 April 2004). Three representatives of the AEC Women's Group were collectively interviewed. Their insights covered issues related to housing in the community, police repression and the character of the MPAEC. Their views are of particular importance given that women make up the majority of the membership of the MPAEC and are at the coalface of the conflict between the community and the state.

*NOTE: After contacting a SANCO representative in Mandela Park, a meeting was set up for a collective interview with the local branch executive. However, on arrival at the meeting the *bona fides* of the researchers were questioned. Members of the Executive were antagonistic to our presence in the community and although the meeting was split on allowing us to continue with the interview we believed it would be best if we left the meeting. We had no further communication with the SANCO branch or individual members after this point.

Durban (Chatsworth)

Chantelle Pillay – Executive member of the Bayview Flats Residents Association - BFRA (7 June 2004). Chantelle is a founder member of the B.F.R.A. She is currently a member of the Executive and acts as the organisational secretary and she has also represented the organisation in discussions with the local councilor and City Council members. In addition, Chantelle has represented BFRA in national meetings of the Social Movements Indaba. She resides in Bayview with her extended family.

Seelan Pillay - Investigating Officer at Bayview Police Station (7 June 2004). Officer Pillay has been the chief investigating officer for Bayview Police Station since the late 1990s. He was involved in the investigations of complaints lodged by members of the community and the City Council officials, relating to incidents during the planned eviction of Bayview Flats residents in 1999. He also serves on the Bayview Community Policing Forum that was set up in 1995.

Orlean Naidoo – Founder member and Chairperson of the Westcliff Residents Association – WRA (7 June 2004). As Chairperson of the WRA Orlean has been active in the Concerned Citizens Forum, in allied struggles with the BFRA and has participated in numerous mobilisations and struggles in and around Chatsworth and the Greater Durban area. She continues to remain active in ongoing struggles around basic service provision in the community.

Devan Pillay – Chairperson of the ANC Bayview Branch, Chairperson of the Bayview Residents Association – BRA - and longtime community activist (8 June 2004). Mr. Pillay is a veteran of the anti-apartheid struggle and has participated in numerous

community structures including, the Natal Indian Congress, the UDF and the BRA (founder member). He currently is active in the Bayview CPF and has run for local government office. He also participates in meetings between the City Council and the Bayview community related to the ongoing Council Development Programme in Chatsworth.

Megan Naidoo – Head of Finance Section for the Durban City Council, Department of Housing (8June 2004). Mr. Naidoo oversees the finance department and his duties include: handling of all billing for basic services and council rental stock. He also has extensive knowledge of Council practices in relation to evictions and financial strategic planning.

T. Palan – Minority Front Councillor (proportional representative) for Ward 69 in Chatsworth - Durban City Council (9 June 2004). Mr. Palan has been a local councillor since the 1970s and has also served as a parliamentarian in the House of Delegates under the tri-cameral system in the 1980s. He has served in his current position since 1999 and has participated in meetings with the BFRA and has extensive knowledge of local politics in the area.

Chanta Reddy – Attorney in the law firm Chanta Reddy & Associates (10 June 2004). Ms. Reddy previously worked for another law firm that represented the BFRA and the Concerned Citizens Group in a number of legal matters. Most notably, she was crucial in securing an interdict against the Durban City Council in 1999, which prevented the eviction of a resident of Bayview flats and which contributed to the current moratorium on evictions in the area. She has also been involved in other legal cases relating to water cut-offs in Bayview and other areas in Durban.

Heinrich Bomhke – legal representative for the Concerned Citizens Forum (CCF) and long-time activist in Durban (8 June 2004). Mr. Bomhke is a founder member of the CCF and its key legal strategist. He has also written extensively on the community struggles in Durban and more broadly and has been participated in numerous discussions and meetings at a national level with other social movements. He has been involved in all major mobilisations and actions of the CCF since its formation.

Fatima Meer – Founder member of the Concerned Citizens Group (CCG) and a long-time anti-apartheid activist (10 June 2004). Mrs. Meer has been an ANC member and leader in Durban for many decades and is the official biographer of Nelson Mandela. She currently serves as patron of the BFRA and remains a key member of the CCF. Although she recently suffered a debilitating stroke, Mrs. Meer continues to be active in community struggles in and around Durban.

Brandon Pillay – Chairperson of the Bayview Flats Residents Association (14 June 2004). Mr. Pillay helped found the BFRA and throughout its existence has held the position of Chairperson. He has been the BFRA representative on numerous community structures and has represented the organisation in negotiations/talks with the Durban City Council. He has participated in the Bayview CPF and presently sits on the consultative forum overseeing the City Council's Development Programme in Chatsworth.

Collective/Group Interview with BFRA members (14 June 2004). A group over 10 BFRA members were brought together and interviewed in an open-discussion format. Most of these were ordinary members and the vast majority were women. All aspects of BFRA history and activities were covered as well as personal experiences/stories.

Johannesburg (Orange Farm)

Michael Motlhala - Commissioner of Orange Farm Police Station (20 July 2004). Commissioner Motlhala has been in his present position since mid-2002. He was brought in from the headquarters of the Vaal Policing District (under which the Orange Farm Police Station falls) ostensibly to 'ensure service delivery' from the SAPS after the previous Commissioner was 'redeployed' due to lack of performance. He is involved in overseeing and managing the various CPF's in the Orange Farm area and sits on an advisory committee/forum all of the municipal entities operating in the Greater Johannesburg Metro.

Alina Mahlangu – ANC Ward Councillor in Orange Farm (15 July). Mrs. Mahlangu has been a ward councillor for the ANC in Orange Farm since 2001. Her ward covers eight different sections of Orange Farm including Stretford Extension 4 - the area in which pre-paid water meters have been installed. She has been at the forefront of supporting the installation of pre-paid meters in Orange Farm and has been involved in both political and physical confrontations with activists from the Orange Farm Water Crisis Committee (OFWCC).

Philemon Jiba – Co-ordinator of the Orange Farm Community Advice Centre (13 July 2004). Mr. Jiba, a resident of Orange Farm, has been running the Community Advice Centre since its inception in the late 1990s. His work involves providing legal and administrative advice to community residents on a range of socio-economic issues as well as mediating, on behalf of residents, with relevant government agencies. In the past two years, the Mr. Jiba and the Centre staff have become intricately involved in taking up issues and struggles involving the OFWCC.

Brickes Mokolo – Organiser for the Orange Farm Water Crisis Committee and long-time political/community activist (15 July 2004). Mr. Mokolo is a founding member of the OFWCC and one of its most recognisable and popular leaders. Prior to the formation of the OFWCC, he was active in SANCO and also has a long history of community/political activism dating back to the early 1980s. Besides his ongoing organising work in the community, Mr Mokolo has represented the OFWCC in most of its formal dealings with local councillors, government officials and has also engaged in extensive international travel on behalf of both the OFWCC and the Anti-Privatisation Forum.

Sam Makgoka – Deputy Chairperson of the Orange Farm Water Crisis Committee (13 July 2004). Mr Makgota is one of the founder-members of the OFWCC and was one of the first group of people to be moved to Orange Farm in the early 1990s. Prior to the formation of the OFWCC he was one leaders of the community that negotiated with government on behalf of residents over issues of housing and basic services. He is involved in the Itsoseng Co-operative (aligned to the OFWCC) that runs a number of income-generating projects and social services.

Tseko Mokwena – Activist within the Orange Farm Water Crisis Committee (15 July 2004). Mr. Mokwena has been an activist with the OFWCC since 2002 and lives in Extension 7b – an area covered by another ANC ward councillor (Thumela Potledi), where Johannesburg Water has been attempting to roll-out pre-paid water meters. Mr Mokwena was assaulted by the ANC councillor at an OFWCC meeting in April this year and filed charges.

Assah Phohledi – Former SANCO and CPF leader in Orange Farm (13 July 2004). Mr Phohledi arrived with one of the first groups of relocated residents in Orange Farm in 1990. He was involved in the community's initial attempts to establish a civic/residents organisation and went on to help launch the local SANCO branch. He held several positions in SANCO, the CPF and the local RDP committee before resigning due to the corruption and political opportunism amongst the leadership of these structures.

Collective/group Interview with OFWCC members (20 July 2004). A group of seven OFWCC members were brought together and interviewed in an open-discussion format. All aspects of OFWCC history and activity was covered as well as broader discussion around privatisation and poverty issues.

*NOTE: We interviewed a female teacher from Matewane Secondary School in Orange Farm (who did not want to be identified) who had been suspended for several months due to active opposition against the effects of privatisation of education. She, alongside some parents of the school's learners, subsequently approached the OFWCC for organisational and political assistance.

*NOTE: We attempted for several weeks to arrange an interview with a senior member of the management of Johannesburg Water (JW). After repeated phone calls and faxes (including providing JW with our interview questions), we were informed that JW would not grant us an interview and were simply told to visit the JW website for information.

Other interviews

Jackie McKay – Head of Information Centre of the National Intelligence Agency (20 May 2004). Mr. McKay provided us with a formal briefing of the NIA's structures and operations as well as its role vis-à-vis the struggles and activities of the new social movements. We were not allowed to bring any recording equipment to the interview, ostensibly fro security reasons.

Patrick Flusk – Deputy Director-General in the Department of Provincial and Local Government responsible for 'free basic services and infrastructure' (May 2004). Mr. Flusk has been with the department for several years and has been the official most involved with socio-economic issues that have directly affected poor communities. This was the only telephonic interview we conducted.

*NOTE: Several unsuccessful attempts were made to set-up an interview with the National Commissioner of the South African Police Services (SAPS) - or any other

senior official. We were constantly told that the department would 'get back to us', but this never transpired.

Video Footage

Indymedia –Unedited Footage (Phiri: August 2003)

From: FYI Carolina Online <FYICarolina@unc.edu>
Sent: Friday, May 27, 2005 12:42 AM
To: Alumni Parents and Friends <dacrowde@email.unc.edu>
Subject: Carolina's Champions

Carolina's Champions

Greetings from UNC-Chapel Hill
I'm pleased to share " LINK_ID=," a brief video that highlights the accomplishments of some of the University's most talented leaders — a professor hunting a cure for childhood leukemia, students serving others, and a locker room celebration of our NCAA title. Plus, you will hear a song loved by Carolina's friends and alumni.

Check that your sound is on and simply click on the link below or copy and paste it into your browser.

http://streams.sph.unc.edu:8080/ramgen/moeser/2005_chancellors_spring_project.rm

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James Moeser
Chancellor

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http://www.washingtonpost.com/wp-dyn/content/article/2005/06/26/AR2005062601172.html

From: Travis Gore <stgore@email.unc.edu>
Sent: Wednesday, August 10, 2005 10:31 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: brochure
Attach: departmentbrochure.doc; department brochurepage2.doc

African & Afro-American Studies

The current goal of African and Afro-American Studies at UNC-CH is to give specific and precise attention to the histories, cultures, and cultural linkages of the peoples of Africa and their descendants in the New World. Although students must concentrate in either African or Afro-American Studies, all majors must gain competence in both areas and thereby come to understand the cultural and historical continuities and contrasts between Africa and the African New World.

The purpose of the African Studies concentration is to develop an analytical approach to contemporary Africa. Courses stress the importance of traditional values and institutions to the definition of modern African society, and stress the historic range of commercial and political relationships with Europe and the New World. The purpose of the concentration in Afro-American Studies is to develop a broad knowledge of the history and culture of the peoples of African descent in the Americas and the significant social, political, economic, and humanistic issues they face.

Career Opportunities

The skills and perspectives of African Studies provide an excellent background for students considering careers in international development, education, business, government, or diplomacy.

Students concentrating in Afro-American Studies go on to a wide variety of managerial, teaching, and research positions. Other careers for which an Afro-American Studies concentration is excellent preparation include law, the foreign service, various positions in government, communications, social work, community development, and public administration. All persons whose future work might require substantial contact with African Americans can benefit from completing the requirements of the degree. Likewise, students who wish knowledge and appreciation of African American culture for its own sake will find the program challenging.

Double Major

Many students opt to combine African & Afro-American Studies with a major in such fields as English, Music, History, and Psychology. Increasing numbers of pre-law and pre-med students are choosing a double major in African & Afro-American Studies as a prerequisite for successful careers in or involving the black community. Social agencies, offices of civil rights compliance, and equal opportunity offices deliberately recruit workers with a background in this field. Students who are inclined toward the creative arts often wish to deepen their sensitivities and insights into the myriad aspects of black culture. Artists, writers, and musicians have long drawn thematic and textual materials from the African and Afro-American experience. The double major in African & Afro-American Studies is an appropriate complement to virtually any field of endeavor.

For more information please contact:
Julius E. Nyang'oro, Chair, Department of African & Afro-American Studies, CB#3395, 109 Battle Hall, UNC-CH, Chapel Hill, NC 27599-3395.
Telephone: (919) 966-5496 Fax: (919) 962-2694

Department of African & Afro-American Studies

Julius E. Nyangoro, Chair
Barbara Anderson
Kia Lilly Caldwell
Roberta Ann Dunbar
Perry Hall
Reginald Hildebrand
Kenneth Janken
Joseph Jordan
Michael Lambert
Timothy McMillan
Alphonse Mutima
Robert Porter
Charlene Regester
Eunice Sahle
Bereket H. Selassie
Karla Slocum

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109 Battle Hall CB# 3395
Chapel Hill, NC 27599-3395
Phone: (919) 966-5496
Fax: (919) 962-2694
http://www.unc.edu/depts/afriafam

AFRICAN & AFRO-AMERICAN STUDIES

MAJOR REQUIREMENTS

GENERAL COLLEGE: All General College perspective requirements apply. A modern foreign language is required; Swahili is encouraged for students concentrating in AFRI.

COLLEGE OF ARTS AND SCIENCES: All College of Arts and Sciences perspective requirements apply. Courses used to fulfill major requirements may not be used to fulfill Arts and Sciences perspective requirements.

CONCENTRATION IN AFRO-AMERICAN STUDIES

The major requires the completion of 10 courses (30 hours) including 5 core courses as follows:

AFRI 40 Introduction to African Civilization
AFAM 40 The Black Experience (I)
AFAM 41 The Black Experience (II)
AFAM 70 Seminar in Afro-American Studies
AFRI-AFAM 174 African & Afro-American Linkages

The remaining 15 hours should be chosen from any of the Afro-American Studies courses offered by the Department, including courses cross-listed with other units. At least one of these additional courses should be numbered 100 or above. Frequently offered courses include:

AFAM 58 The Civil Rights Movement
AFAM 59 Black Influences on Popular Culture
AFAM 65 Topics in Afro-American Studies
AFAM 66 Black Women in America
AFAM 67 Afro-American Leadership Styles
AFAM 74 Emancipation in the New World
AFAM 76 The African American in Motion Pictures
AFAM 128 Bioethics in Afro-American Studies

CONCENTRATION IN AFRICAN STUDIES

CORE COURSES:
AFRI 40 African Civilization
AFAM 40 or 41 The Black Experience
ANTH 26 Peoples of Africa
POLI 59 Contemporary Africa
AFRI/AFAM 174 Key Issues in African and Afro-American Linkages

ONE OF THE FOLLOWING:
HIST 38 Introduction to African History: West Africa
HIST 39 Introduction to African History: East Africa
HIST 78 The Trans-Atlantic Slave Trade
HIST 79 History of South Africa
HIST 193 Resistance Movements and Nationalism in Africa

TWO OF THE FOLLOWING:
AFRI 60 Topics in African Studies
AFRI 61 African Women
AFRI 62 African Literature
AFRI 63 African Belief Systems
AFRI 64 African Art and Culture
AFRI 65 Political Processes and Economic Development in Africa
AFRI 66 Contemporary Africa: Issues in Health, Population and the Environment
AFRI 68 Political Protest and Conflict
AFRI 80 Ethnography of Africa
AFRI 90 Independent Studies

ONE OF THE FOLLOWING:
AFRI 120 Southern Africa
AFRI 121 East Africa
AFRI 122 West Africa
AFRI 123 Central Africa
AFRI 124 Northeast Africa

ONE OF THE FOLLOWING:
AFRI 190 Independent Studies (Permission Only)
ANTH 126 Africa: Peoples and Cultures
ANTH 155 Method and Theory in Ethnohistoric Research
ANTH 160 Language of Africa
PLAN 124 Urbanization and Planning in the Third World
ECON 163 Economic Development
GEOG 168 Africa
HIST 194A African Peasants in Historical Perspective
HIST 194B Christianity in Africa. Priests, Pastors, and Preachers
POLI 126 Politics and Society in Africa
POLI 130 Southern Africa in Conflict
COMM 149 Third World Media
RELI 150 Religions of Africa

MINOR REQUIREMENTS

CONCENTRATION IN AFRO-AMERICAN STUDIES

The undergraduate minor in Afro-American Studies requires the completion of 5 courses (15 hours) including 3 core courses listed below. Only one minor course may be used to fulfill a General College perspective requirement; no minor course may be used to fill an Arts & Sciences perspective requirement.

CORE COURSES
AFRI 40 Introduction to African Civilization
AFAM 40 The Black Experience (I)
AFAM 41 The Black Experience (II)

The remaining six hours may be chosen from any of the Afro-American Studies courses offered by the Department, including courses cross-listed with other units, such as:

AFAM 90 (ANTH 90, RELI 90) African American Religious Experience
AFAM 106 (SOWO 106) Racism: Implications for Human Services
AFAM 112 (JOMC112) The Black Press and U.S. History
AFAM 130 (AFRI 130, WMST 130) Culture, Gender, and Participatory Development

CONCENTRATION IN AFRICAN STUDIES

The undergraduate minor in African Studies consists of fifteen hours. Students are strongly encouraged to take AFRI 40 in General College. Only one minor course may be used to fulfill a general college perspective requirement; no minor course may be used to fill an Arts & Sciences perspective requirement.
REQUIRED COURSE:
AFRI 40: Introduction to African Civilization

FOUR ADDITIONAL COURSES, selected in consultation with the African Studies advisor, two of which must be chosen from list A, and one at the 100 level.

LIST A
AFRI 60 Topics in African Studies
AFRI 61 African Women
AFRI 62 African Literature
AFRI 63 African Belief Systems
AFRI 64 African Art and Culture
AFRI 65 Political Processes and Economic Development in Africa
AFRI 66 Contemporary Africa: Issues in Health, Population and the Environment
AFRI 68 Political Protest and Conflict
ARI 80 Ethnography of Africa
AFRI 120 Southern Africa
AFRI 121 East Africa
AFRI 122 West Africa
AFRI 123 Central Africa
AFRI 124 Northeast Africa
AFRI/AFAM 174 Key Issues in African and Afro-American Linkages

LIST B
ANTH 26, 126
POLI 59, 126, 130
GEOG 168
HIST 38, 39, 79, 193, 194A, 194B

HONORS IN AFRICAN & AFRO-AMERICAN STUDIES

AFRICAN & AFRO-AMERICAN STUDIES

Students with an overall GPA of 3.2 at the beginning of their senior year are encouraged to apply for candidacy for the B.A. with honors. Students interested in undertaking Honors research and the writing of a thesis should consult with the Undergraduate Studies Advisor as early as possible. Candidates approved will enroll in AFAM or AFRI 98A and 98B Honors Research I and These courses will count as part of the major requirement in lieu of one course to be determined in consultation with the advisor and with the approval of the chair.

From: tjm1@email.unc.edu
Sent: Thursday, August 25, 2005 10:36 AM
To: dacrowde@email.unc.edu
Subject: pink Hurricanes
Attach: SYLLABUS.AFAM40.FALL2005.doc; tim-no.jpg

Actually they were rather bright red. I actually picked up some info for future classes. Hope things aren't too out of hand! Here's the AFAM 40 Syllabus -- should fit on one sheet front and back as is, if not feel free to manipulate and rebuild. Working on the Freshman now.

See you soon.

-T

AFRO-AMERICAN STUDIES 40

THE BLACK EXPERIENCE: Part 1

FALL SEMESTER 2005

Timothy McMillan
Office: Battle Hall 106
Office Hours: T 10-11;Th 12:30-1:45
And by appointment

Phone 966-5496
email: tjm1@email.unc.edu
www.unc.edu/~tjm1

DESCRIPTION: AFAM 40, introduction to the American Black Experience (to the Civil War), has two primary objectives. The first objective is to provide a clear understanding of the origins of the Trans-Atlantic Slave trade and the impact of this trade on Africa, Europe, and (Native) America; the second objective is to apply this understanding to contemporary American society to examine the roots of our cultural diversity. I hope you will examine how we know what we know and the politics of the educational process in addition to internalizing the "facts" of history. We will use a variety of methods and techniques to examine the place that black Americans hold and have held in U.S. society. I will focus on North Carolina for examples, and hope to integrate the broad topics of black studies with our specific locale.

FORMAT: This course will consist of lectures and discussion and four videos. Note that the videos are important sources of information and will be addressed in your exams. If you wish to review the videos they are available in the Media Resources Center in the Undergrad library.

REQUIREMENTS: There will be a midterm exam, a short essay, a quiz, and a final examination. If you must miss class be sure that you get the notes from another student—much of the material covered in lectures is not in the text. Please complete assigned readings **before** they are due. Make sure to consult the websites mentioned in class, particularly the website that is associated with the Africans in America video series.

--Incompletes are not automatically granted so please complete all work on time**.**

--There is no extra-credit.

HONOR CODE: You are required to be familiar with and to follow the Honor Code at U.N.C.

GRADING:	QUIZ	10%	09/15	
	MIDTERM	35%	10/18	
	ESSAY	20%	11/15	
	FINAL	35%	12/15	noon-3 p.m.

REQUIRED TEXTS:

Hine, Hine, & Harrold	The African-American Odyssey, Volume One (3rd Edition)
Wood	Slavery in Colonial America 1619-1776
White	Ar'n't I A Woman?
Africans in America website	

SCHEDULE

Aug 30	Introduction – Terminology/Geography
Sept 01	Black and Blue -- UNC and Slavery
Sept 06	The roots of slavery – From Aristotle to Ham
Sept 08	The History of Africa – From Egypt to Songhai
	Reading **Hine Chapter 1**
Sept 13	The Cultures of Africa
Sept 15	The Structure of the Slave Trade ****QUIZ****
	Reading **Hine Chapter 2**
Sept 20	Anglo-American Slavery Video **Africans in America I**
Sept 22	The Middle Passage
	Reading **Hine Chapter 2**
Sept 27	The Anglo-American Colonies
	Reading **Wood Chapters 1-4**
Sept 29	The Establishment of New World Slavery
	Reading **Hine Chapter 3 and Wood Chapters 5-**7
Oct 04	Slavery in Revolutionary North America
	Reading **Hine Chapter 4**
Oct 06	Becoming Americans Video **Africans in America II**
Oct 11	Slavery in the New Republic
	Reading **Hine Chapter 5**
Oct 13	Review
Oct 18	**MIDTERM EXAM**
Oct 20	**FALL BREAK NO CLASS**
Oct 25	The Development of Slave Culture and African Survivals
	Reading **Hine Chapter 6**
Nov 01	The Nature of Female Slavery
	Reading **White Chapters 1-3**
Nov 03	The Family in Slavery and Freedom
	Reading **White Chapters 4-6**
Nov 08	Hierarchies, Social Order, & Stereotypes
Nov 10	Urban Life and Freedom Video **Africans in America III**
Nov 15	Quasi-Freedom **ESSAY DUE**
	Reading **Hine Chapter** 7
Nov 17	Resistance to Slavery
	Reading **Hine Chapter 8**
Nov 22	The Western Black Experience
Nov 24	**THANKSGIVING NO CLASS**
Nov 29	Abolition and Abolitionists
	Reading **Hine Chapter 9**
Dec 01	Prelude to War Video **Africans in America IV**
Dec 06	The Road to War
	Reading **Hine Chapter 10 & Scott v. Sandford (on web)**
Dec 08	The Civil War -- Why was NC Last to leave?
	Reading **Hine Chapter 11**
Dec 15	**FINAL EXAM** noon-3 p.m.

From: Travis Gore <stgore@email.unc.edu>
Sent: Wednesday, January 4, 2006 10:50 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: [Fwd: [adassist] Toy Lounge Reservations]]
Attach: [adassist] Toy Lounge Reservations.eml (6.28 KB).msg

-------- Original Message --------
Subject: [Fwd: [adassist] Toy Lounge Reservations]
Date: Thu, 20 Oct 2005 10:35:11 -0400
From: Deborah Crowder <dacrowde@email.unc.edu>
To: Travis Gore <stgore@email.unc.edu>

From: Delita Wright <delita@email.unc.edu>
Sent: Thursday, October 20, 2005 10:20 AM
To: The adassist mailing list <adassist@listserv.unc.edu>
Cc: deptchairs <deptchairs@listserv.unc.edu>
Subject: [adassist] Toy Lounge Reservations

This message is going out to all A&S Managers with an FYI copy to all A&S Chairs/Directors.

Toy Lounge in Dey Hall is available for administrative or faculty use for meetings not targeting students. Short term events have priority over recurring events.

The Toy Lounge webpage is here:

http://scholar.oit.unc.edu/Campus/Rl/FLRC.nsf/doc/Toy+Lounge

You will receive an **automated message** that contains the link for the webpage by sending an email to:

toylounge@unc.edu

Please note, this is an **automated response alias** which brings you a link to the webpage. Please do not email questions that can be resolved by checking the webpage, such as dates available, requests Reservation Request forms or guidelines. These are available on the website.

You can **check Toy Lounge availability** by clicking a link on the website. Please remember you will need transition time of at least 45 minutes, or more, if catering, etc. is involved, between your meeting and other meetings scheduled.

A link to the **Reservation Request form** is on the website.

To **serve alcohol** in Toy Lounge, you must complete an Alcohol Use Request form ahead of time and send it to the Dean's Office. These are available through a link on the website. From the Dean's Office it will go to the Provost's Office and then be returned to you. You must have this approved form on file before serving alcohol at any event in Toy Lounge.

To reserve Toy Lounge, you must submit a signed hard copy Reservation Request form (link on website). No reservation is confirmed until this form is received. The form can be mailed to CB 1504 or dropped off at 106 Dey Hall. (There is a drop box.) Please do not come to Dey Hall expecting to make a reservation. Forms are not available there; they are available only on the website.

As you can imagine, it is important to observe all Toy Lounge usage guidelines. These are posted in Toy Lounge and linked to the webpage. Failure to observe guidelines, such as returning the key on a timely basis, returning furniture to place and removing all trash, may impact future reservation requests by your group.

Note: Please do not email or call to check Toy Lounge availability or to get a blank reservation form; these are available on the website. No reservations will be made by phone, by emailed forms or in person; all reservations require delivery of a signed hard copy Reservation Request form.

Thanks to Rob Moore in Romance Languages for overseeing this. Questions that cannot resolved above may be directed to toylounge@unc.edu.

Please let us know if you have further questions or suggestions on expediting the Toy Lounge reservation

process.

Delita

--
Delita Wright,
Administrative Officer

College of Arts & Sciences
CB 3100, 205 South Building
Chapel Hill, NC 27599-3100

Phone: 919.843.9689
Fax: 919.962.2408

--- You are currently subscribed to adassist as: dacrowde@email.unc.edu. To unsubscribe send a blank email to leave-adassist-12575S@listserv.unc.edu

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, February 14, 2006 4:04 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: send to Debby
Attach: Independent Contractor Letter.doc

African & Afro-American Studies

University of North Carolina at Chapel Hill
109 Battle Hall, CB# 3395
UNC Campus
Chapel Hill, NC
Phone: 919 966-5496 Fax: 919 962-2694

Invoice of services provided by _____

On _____in the amount of _____.

I understand that I am required to provide on this form my social security number so that UNC-Chapel Hill can satisfy its tax obligations under North Carolina and federal laws. Unless I have stricken through this sentence, I voluntarily permit UNC-Chapel Hill also to use my social security number as a personal identifier for other internal record-keeping and data processing operations of UNC-Chapel Hill.

_____ _____ _____

From: Travis Gore <stgore@email.unc.edu>
Sent: Thursday, March 9, 2006 2:10 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Fwd: SCREEN CAPS]
Attach: (null).eml (330 KB).msg

-------- Original Message --------
Subject: Fwd: SCREEN CAPS
Date: Thu, 9 Mar 2006 08:23:03 -0800 (PST)

Note: forwarded message attached.

Do You Yahoo!?
Tired of spam? Yahoo! Mail has the best spam protection around
http://mail.yahoo.com

From:
Sent: Thursday, March 9, 2006 11:05 AM
To:

Subject: SCREEN CAPS
Attach: arrogance.jpg; burnout.jpg; defeat.jpg; dreams.jpg; humiliation.jpg; idiocy.jpg; pretension.jpg; worth.jpg

---

Go Heels!! 21-6 (12-4)

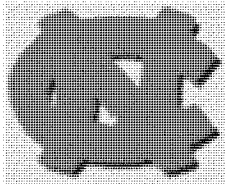

ARROGANCE

THE BEST LEADERS INSPIRE BY EXAMPLE. WHEN THAT'S NOT AN OPTION, BRUTE INTIMIDATION WORKS PRETTY WELL, TOO.

www.despair.com

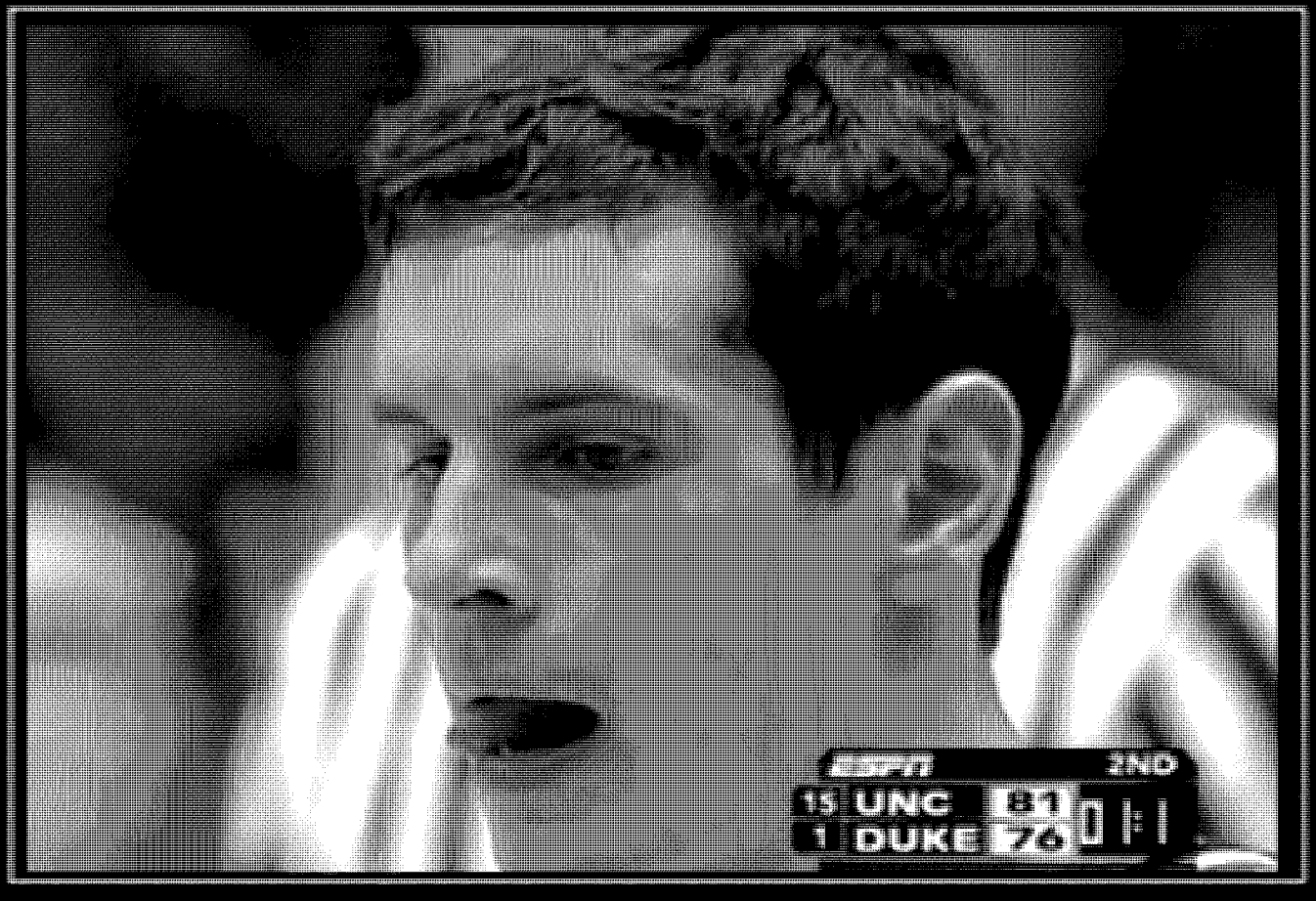

BURNOUT

ATTITUDES ARE CONTAGIOUS. MINE MIGHT KILL YOU.

www.despair.com

DEFEAT

For Every Winner, There Are Dozens of Losers.
Odds Are You're One of Them.

www.despair.com

DREAMS

DREAMS ARE LIKE RAINBOWS. ONLY IDIOTS CHASE THEM.

www.despair.com

HUMILIATION

THE HARDER YOU TRY, THE DUMBER YOU LOOK.

IDIOCY

NEVER UNDERESTIMATE THE POWER OF STUPID PEOPLE IN LARGE GROUPS.

www.despair.com

PRETENSION

THE DOWNSIDE OF BEING BETTER THAN EVERYONE ELSE IS THAT PEOPLE TEND TO ASSUME YOU'RE PRETENTIOUS.

www.despair.com

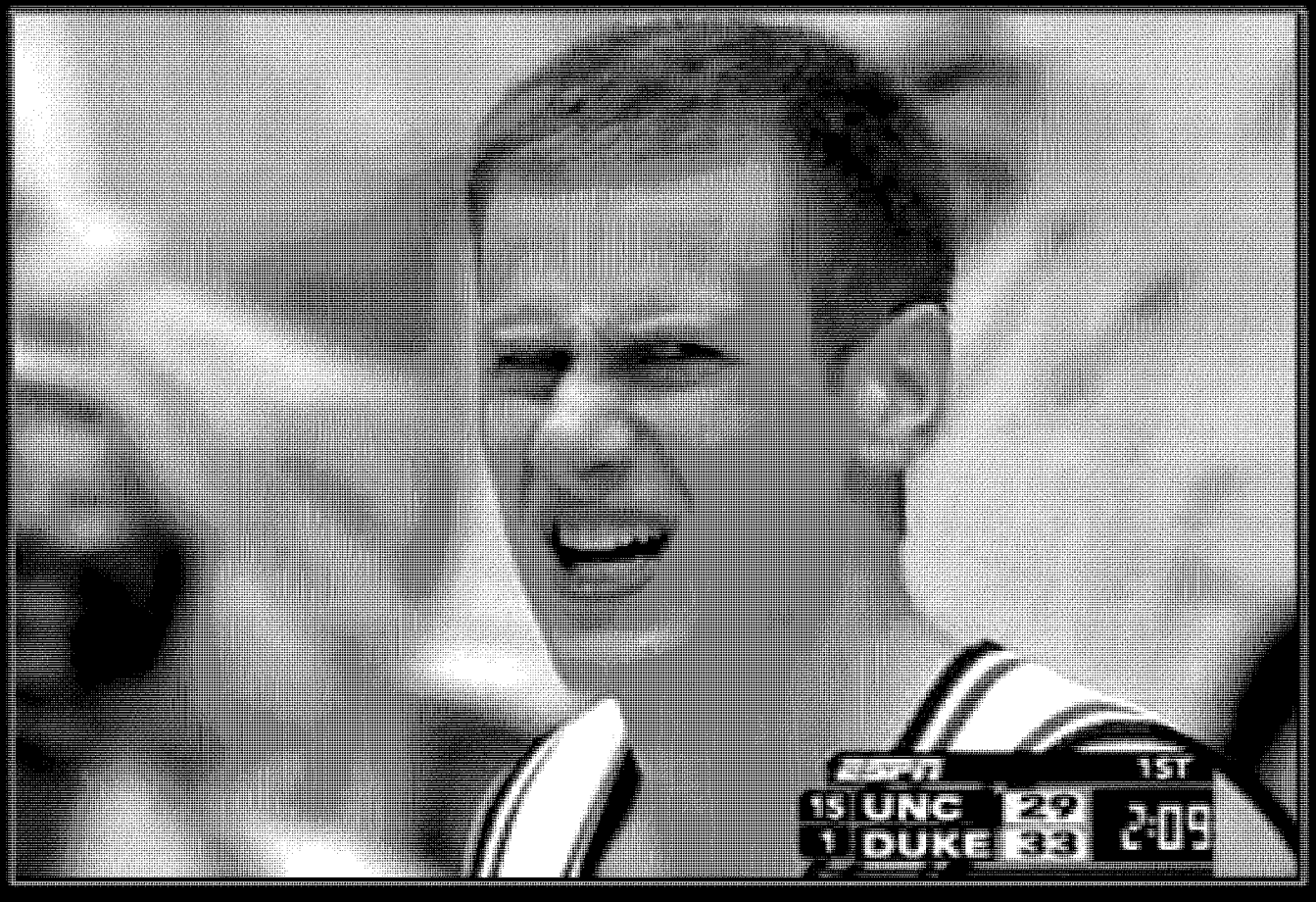

WORTH

JUST BECAUSE YOU'RE NECESSARY DOESN'T MEAN YOU'RE IMPORTANT.

www.despair.com

From: Travis Gore <stgore@email.unc.edu>
Sent: Thursday, October 12, 2006 1:09 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Letter]
Attach: GEORGES.doc

-------- Original Message --------
Subject: Letter
Date: Wed, 11 Oct 2006 18:04:13 -0400
From: Julius Nyang'oro <jen321@email.unc.edu>
Organization: University of North Carolina at Chapel Hill
To: Travis Gore <stgore@email.unc.edu>

I will explain this to you tomorrow.

GEORGES

Dear Professor

I am writing to express my gratitude for the time you took to write a letter of reference for Professor Georges Nzongola-Ntalaja during our recruitment effort. I am pleased to inform you that Professor Nzongola-Ntalaja accepted our offer and will be joining us on July 1, 2007 as full Professor, after he finalizes his duties at the United Nations.

I know that writing a letter of reference took an enormous amount of time and effort on your part. I therefore thank you for being part of this process, and for contributing to its success.

Yours Sincerely,

Julius E Nyang'oro
Professor and Chair

From: stgore@email.unc.edu
Sent: Tuesday, November 7, 2006 3:06 PM
To: dacrowde@email.unc.edu
Subject: Daily Tar Heel - Police log

Daily Tar Heel Email Edition

Tuesday, November 7, 2006

ARTICLE EMAILED FROM A FRIEND

here it is

- Travis*

advertisement

Police log

A UNC baseball player was arrested on a misdemeanor charge of damage to real property at 1:10 a.m. Sunday, Chapel Hill police reports state. Seth Matthew Williams, 20, of Hendersonville, was arrested at 150 E. Rosemary St. and charged with damaging a parking deck stop arm valued at $100, reports state.

Read Full Article

* The sender's identity has not been verified.

View our Privacy Policy.

Copyright 2006 Daily Tar Heel and College Publisher

From: tjm1@email.unc.edu
Sent: Tuesday, February 20, 2007 5:48 PM
To: dacrowde@email.unc.edu
Subject: Fwd: [ccofac] Time for an update

I'm sure you've already seen this but I try to make sure you are looped.

-T

----- Forwarded message from Tim_Sanford@unc.edu -----
Date: Tue, 20 Feb 2007 17:16:07 -0500
From: "Timothy R. Sanford" <Tim_Sanford@unc.edu>
Reply-To: "Timothy R. Sanford" <Tim_Sanford@unc.edu>
Subject: [ccofac] Time for an update
To: CCO faculty & staff <ccofac@listserv.unc.edu>

CCO and SPC Instructors --
We have had some significant changes in our processes lately, and it is time to share some of that with you. I will try to keep this brief so that you can catch the drift of the changes without having to know all the background. If you have questions or would like more information, please feel free to let me or Judith Benowitz know.

The biggest change is that the University decided that instructors of all credit courses offered through the Friday Center must hold some type of academic appointment in the academic department offering the course. This came as a result of our recent reaccreditation review by the Southern Association of Colleges and Schools, and is viewed, in my words, as a tightening up of the criteria for who teaches these courses. SPC courses and instructors from the other member institutions of the Self-paced Consortium are not affected by this.

Second, we are now trying to plan a year in advance for both CCO and SPC in working with departments on which courses will be offered and who will be the instructors; this is more of a change for CCO. Part of this process is that the University Registrar's Office routinely rolls over every semester's courses and instructors to the same semester the next academic year -- fall 2006 to fall 2007, etc. Because of this, it may seem that a particular course is going to be offered or a particular instructor is going to teach a course when, in fact, neither will happen. By planning further in advance, we hope to avoid having incorrect information disseminated.

This long range planning is also a result of the efforts in the College of Arts and Sciences to incorporate distance education better into the workings of each department. The Dean appointed a task force to review the situation and make recommendations, and we are waiting to see just what the end result will be. And, that is the next message - that there may be more changes coming.

Finally, while this is a time of change, we are excited by the direction in which the changes seem to be moving. We look forward to having the departments more involved in both CCO and SPC, and we are very pleased to think that CCO and SPC courses may become more integral to the ways in which each department offers its courses.

Thanks to you for working with us. Let me know if you have questions or comments.
Tim Sanford

--
Timothy R. Sanford, Ph.D.
Asso. Dir., Credit Programs
Adjunct Asso. Prof., Info & Lib. Sci.
CB# 1020, Friday Center
UNC-Chapel Hill
Chapel Hill, NC 27599-1020
919-962-2644, fax 919-962-5549

--- You are currently subscribed to ccofac as: tjm1@email.unc.edu. To unsubscribe send a blank email to leave-14642296-686599R@listserv.unc.edu

----- End forwarded message -----

From: Roberta Ann Dunbar <radunbar@email.unc.edu>
Sent: Wednesday, May 2, 2007 3:29 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: I hate to ask
Attach: 2006 Certificate.pub

Hi there,
Here is the 2006 Certificate.Quoting Deborah Crowder <dacrowde@email.unc.edu>:

> Hey. I hope things are going ok. Please, please, please let me know
> if there is anything I can do. I hate to ask this, but do you still
> have the file from which you printed the graduation certificates? I
> figured if you sent it to me I might be able to change the names!
> Thanks much. Debby
>
>

--
Roberta Ann Dunbar
CB# 3395, 109 Battle Hall
The University of North Carolina
Chapel Hill, NC 27599-3395
U. S. A.
Phone: 919.966.2942
FAX: 919.962.2694

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, May 22, 2007 9:50 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Class Assignment]
Attach: AFAM 101-001 Dates Lecture.doc

-------- Original Message --------
Subject: Class Assignment
Date: Tue, 22 May 2007 09:36:09 -0400
From: vander@email.unc.edu
To: stgore@email.unc.edu
CC: vander@email.unc.edu

Thanks, Travis.

1. 1687

2. 1690

3. 1701-1750

4. 1754-1763

5. 1763

6. 1764

7. 1765

8. October 1765

9. 1767

10. 1770

11. May 1773

12. December 1773

13. April 1775

14. 1776

15. July 1776

16. 1777-1804

17. 1783

18. 1787

19. 1787/1789

20. 1791-1804

21. 1793

22. August 30, 1800

23. 1803

24. January 8, 1811

25. 1812

26. 1820

a. Gabriel Prosser

b. Eli Whitney's Cotton Gin

c. Federal Constitution

d. Declaration of Independence

e. Sugar Act

f. Boston Tea Party

g. Haitian Revolution

h. Townshend Acts

i. Stamp Act Congress

j. Northwest Ordinance

k. Proclamation Line

l. Missouri Compromise

m. "Common Sense"

n. Manumission and gradual emancipation laws passed in various states.

o. Tea Act

p. "Concerning Human Understanding"

q. Charles Deslondes

r. Louisiana Purchase

s. "Principia Mathematica"

t. Stamp Act

u. Boston Massacre

v. Black Loyalists leave with British

w. Battles at Lexington and Concord

x. Blacks' legal challenges to slavery

y. French and Indian War

z.

TIM MCMILLAN

Department of African and AfroAmerican Studies

"Professor Timothy McMillan wholeheartedly believes that no power is greater than the gift of education," writes a student from his First Year Seminar class in a letter of nomination for the Tanner Teaching Award. Professor McMillan's teaching is so exemplary that another of his students noted "he set the bar for me for what an education at Carolina *should* be...and he set that bar very high." Several students noted that even in large classes Professor McMillan made them feel as if he was speaking directly to them as individuals while discussing topics with the entire class. The praise for Prof. McMillan's teaching does not stop with his students. A nomination letter from one of his peers notes that McMillan's "passion for the subject infects everyone in the class, including me."

Professor McMillan comes to UNC from UNC: after earning his B.A., M.A., and Ph.D. in Chapel Hill, we were fortunate to be able to lure him back to join the University in 1997. Since returning to UNC, Professor McMillan has been a leader in the education of undergraduates and the public. He developed the first African American Studies Department First Year Seminar course, and individuals and groups from across the state seek him out for his "Black and Blue" tour outlining UNC's black history. He remains a favorite on campus and has even been called "campus famous" because he has an "honest and humorous style of teaching [that] proves to be the tool that draws every one of his students into his lectures."

Professor McMillan has an obvious dedication to educating North Carolinians. Students, peers and the community recognize his excellence in teaching, but one student feared that this excellence was "under appreciated." Such universal appeal is rare in the University, so it is time for the University to show its true appreciation by awarding Professor Timothy McMillan a Tanner Award for Excellence in Undergraduate Teaching.

TANNER AWARD FOR EXCELLENCE IN UNDERGRADUATE TEACHING

JAMES A. ROSE

Department of Physics and Astronomy

On the last day of his Observational Astronomy course, Professor Rose dons a wizard costume and presents himself as "AstroJim." Calling each student by their astronomy nickname, he inducts them into an order of "astronomy knights"—an elect few who have mastered the art of astronomical observing. The humor, creativity, and engagement demonstrated by this ceremony epitomizes why Professor James Rose is a memorable teacher and the perfect recipient of a Tanner teaching award.

Professor Rose brings a rare energy to his classes. Always enthusiastic, he works hard to ensure that all his students learn highly complex topics, gauging the class and pacing the content so that everyone understands the concepts. As one student observes, "I have never seen Professor Rose grow impatient with any line of reasoning; this allows students the security to think out of the box and perform at a greater level of creativity." From his being propelled across the room on a skateboard, to sending students careening in wheelie chairs, Professor Rose's demonstrations of physics are always entertaining and memorable.

He has taught two First-Year seminars, most recently one on the Copernican Revolution, in which he took his freshmen out to Jordan Lake at night to observe Jupiter. For the course in Observational Astronomy, students commit to all-night labs; they marveled that Professor Rose gives "everyone his phone number so that [they] could call him at ANYTIME" if they had trouble with the Morehead telescope. "He didn't mind us calling him at 1:00 a.m.," one student attests.

Passionate, funny, and completely committed to teaching, "AstroJim" gets undergraduates to love Physics. Students never forget him or his classes, and they will be thrilled to know that he has been awarded a Tanner Teaching award.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, June 18, 2007 11:01 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Kevin's address - please send paycheck]
Attach: Kevin's address - please send paycheck (2.20 KB).msg

From: Tim McMillan <tjm1@email.unc.edu>
Sent: Thursday, September 6, 2007 12:26 PM
To: dacrowde@email.unc.edu
Subject: [Fwd: Correction]
Attach: FYS Prospectus Form.doc; tjm1.vcf

FYI

-------- Original Message --------
Subject: Correction
Date: Thu, 6 Sep 2007 11:50:38 -0400
From: Steve Reznick <reznick@email.unc.edu>
To: JIm Hirschfield <jhirschf@email.unc.edu>, Michele Hoyman <hoyman@email.unc.edu>, Mark Peifer <peifer@unc.edu>, Steve Rosefielde <stevenr@email.unc.edu>, Yaakov Ariel <yariel@email.unc.edu>, Jonathan Boyarin <jboyarin@email.unc.edu>, <quick@unc.edu>, Kenneth Janken <krjanken@email.unc.edu>, Debby Crowder <dacrowde@email.unc.edu>
CC: Bobbi Owen <owenbob@unc.edu>, Rachel Morris <rachel@unc.edu>, Kim Bussey <kbussey@email.unc.edu>, Jay Smith <jaysmith@email.unc.edu>, Anne MacNeil <macneil@email.unc.edu>, Tim Marr <marr@email.unc.edu>, Tim McMillan <tjm1@email.unc.edu>, Jenny Huq <huq@email.unc.edu>

Dear Colleagues:
The information that I sent you yesterday regarding approval of FYS was
incorrect. Hopefully, uncertainty re: the approval process for FYS is now resolved. I have listed the steps below, clarifying that Step 2 (consultation with me) is optional. I hope that my error did not cause you too much trouble.

Steve

FYS should be proposed a year before they are first offered. Deadlines for submission of on-line course proposal forms (Step 3) are September 15th and January 15th, so the proposal process should be initiated with sufficient time budgeted for Step 1 and the optional Step 2.

Step 1: Discuss the idea for the FYS with your Departmental Chair or Director of Undergraduate Studies to explore feasibility and ascertain departmental commitment to offering the FYS if approved.

Step 2: This step is optional but recommended: Complete the FYS Prospectus Form and submit it to Associate Dean Steve Reznick for initial review. This
step could provide helpful advice on how to organize a successful FYS and possibly avoid problems that might arise in Step 4.

Step 3: Route your proposal to your departmental course scheduling officer who will submit an on-line new course proposal form. If an FYS Prospectus Form was created in Step 2, attach it to the on-line proposal as the course syllabus.

Step 4: New course proposals go to the Subcommittee on General Education,

and then to the Administrative Boards for final approval.

****

J. Steven Reznick
Professor, Department of Psychology
Director, Program in Developmental Psychology
Associate Dean for First Year Seminars and Academic Experiences

CB#3270
University of North Carolina
Chapel Hill, NC 27599-3270

Office: 919 962-9720 218 Davie Hall
FAX: 919 962-2537
Home: 919 942-8835
Web: http://www.unc.edu/~reznick/

FYS Prospectus Form

Date submitted:

Submitting department(s):

Instructor's name:

Rank:

Email:

FYS Title:

Semester/year the course will be offered: ☐ Fall ☐ Spring Year:

Is this a revision of an existing or already approved course? ☐ Yes ☐ No

Approach (select at most one – see Instructions for more information).

- ☐ Physical and Life Sciences - PL
- ☐ (Non-Historical) Social and Behavioral Sciences - SS
- ☐ Historical Analysis - HS
- ☐ Philosophical and Moral Reasoning - PH
- ☐ Literary Arts - LA
- ☐ Visual and Performing Arts - VP

Connections (select all that apply - See Instructions for more information.)

Foundations across the Curriculum:

- ☐ Communication Intensive (Note: Most FYS should be CI)
- ☐ Quantitative Intensive

Local, National and Global Connections:

- ☐ Experiential Education - EE
- ☐ U.S. Diversity - US
- ☐ North Atlantic World - NA
- ☐ Beyond the North Atlantic - BN
- ☐ The World before 1750 - WB
- ☐ Global Issues – GL

A) Faculty Bio:
Provide a short paragraph with a description of yourself. Include academic interests as well as personal information. This information will be used to promote your course. Please limit your bio to no more than 100 words.

B) Seminar description:
Please provide a description that summarizes the seminar's content and goals using terms that will be familiar to a lay audience or that are defined within the description. We will use this description in various materials that describe your seminar. Please limit your seminar description to no more than 150 words.

C) Topics and Readings:
Include a list of topics that will be covered in the seminar broken down into teaching units, and a list of materials (i.e., books, articles, films) that will be used in the seminar.

D) Active Learning Components:
The FYS Program promotes active learning. Please describe the learning and teaching activities that will be used in this class, being reasonably specific about the kind of interactive work that the students will be responsible for, in and outside the classroom, and how such work will affect their final grade. An optimal FYS will minimize traditional lecture-oriented activities, and integrate a combination of independent research, group projects, performances, and/or other activities.

E) Out-of-classroom activities:
If your course will include activities that take place outside of the classroom, please describe them.

F) Communication Intensive Components:
If the proposed FYS is to meet the Communication Intensive Connection, provide a brief description of how writing and speaking will be integrated into the subject matter of the course, making effective communication of the content a substantial portion (at least 20%) of the grade for the course, and how written and oral assignments will reflect course content and promote the revision of writing or speaking in response to feedback and discussion.

G) Evaluation:
Please describe how student work will be evaluated and how grades will be assigned. Note that a final exam is not required in an FYS.

From: Leon Hamlett <lhamlett@email.unc.edu>
Sent: Wednesday, September 26, 2007 11:31 AM
To: SIS-chat <sis-chat@listserv.unc.edu>
Subject: [sis-chat] [Fwd: Spring 2008 University Registrar Calendar (revised)]
Attach: Spring2008revised.doc

-

Alice and all -

Thanks for letting me know about the discrepancy on the University Registrar Calendar for Spring 2008. The calendar on our website has now been updated to show the correct date of September 29, 2007 for the entry "Registration begins according to Registration Schedule". Attached is a copy of the calendar as a word document if you would like to print a revised copy.

Thanks,
Donna

--
Donna C. Redmon
Associate University Registrar
Office of the University Registrar
University of North Carolina at Chapel Hill
Suite 3100, Student Academic Services Building North, Campus Box 2100
Chapel Hill, NC 27599-2100
Email Address: donna_redmon@unc.edu
Phone: (919) 962-8289
Fax: (919) 962-3349
http://regweb.unc.edu

--
Leon M. Hamlett, Asst. SIS – Coordinator
Office of the University Registrar
CB# 2100, 1G Hanes Hall
UNC – Chapel Hill
Chapel Hill NC 27599-2100
TEL # 919.962.5162
FAX # 919.962.6661

You are currently subscribed to sis-chat as: dacrowde@email.unc.edu. To unsubscribe
send a blank email to leave-17906815-175159.0e4f3623b56f1e09676e5a2ef3380d5c@listserv.unc.edu

SPRING SEMESTER 2008
UNIVERSITY REGISTRAR CALENDAR
Revised September 18, 2007

ACTIVITY	DATE
Spring advising begins according to school policy.	
Course listing available over the web.	Friday, September 14, 2007
Students registered for the 2007 Fall Term will be ACTIVATED into the 2008 Spring Term in preparation for registration.	Saturday, September 22, 2007
Registration begins according to Registration Schedule.	Saturday, September 29, 2007
Billing Period (Students who register by the end of the Billing Period will receive a bill).	Friday, October 26, 2007 Wednesday, November 14, 2007
Pre-payment Period begins. (Students who did not register before the end of the Billing Period must pre-pay or provide proof of financial aid prior to registering).	Thursday, November 15, 2007
Tuition and fees due. (Students who register during the Billing Period must pay or defer tuition and fees by this date or their schedule will be cancelled and all their courses dropped.)	Tuesday, December 11, 2007
Spring Semester Opens	Friday, January 4, 2008
Residence Halls open at 9 AM.	Sunday, January 6, 2008
Classes begin for all students. Late registration begins. $20 Fee charged for late registration.	Wednesday, January 9, 2008
Last day for all students to add a course or late register. This is also the last day for schools/departments to add students.	Tuesday, January 15, 2008
HOLIDAY, Martin Luther King, Jr. Day	Monday, January 21, 2008
Last day to reduce course load and have tuition adjusted. (Note: Dropping all courses requires processing a withdrawal of enrollment from the University and follows a different prorated refund policy. See withdrawal policy).	Wednesday, January 23, 2008
Last day for all students to drop a course using the web registration system. Also the last day for schools/departments to drop a course for students using the web or online system.	Wednesday, January 23, 2008
Official University Enrollment Reporting Date (Census Date.)	Wednesday, January 23, 2008
First Year Undergraduates Early Warning Rolls distributed.	Tuesday, February 5, 2008
Last day for Graduate and Undergraduate Students to file a degree application with their Dean's Office for degree to be	

University Registrar Calendars can be obtained on the registrar's web site: *http://regweb.unc.edu*

ACTIVITY	DATE
awarded in May.	Friday, February 8, 2008
First Year Undergraduates Early Warning Rolls are due to General College.	Tuesday, February 19, 2008
Last day for Undergraduate Students to drop courses.	Tuesday, March 4, 2008
Last day for Graduate and Undergraduate Students to submit Pass/Fail declarations.	Tuesday, March 4, 2008
Incompletes (IN's) from prior term (Fall 2007) change to F* for Undergraduate Students.	Tuesday, March 4, 2008
Residence Halls close at 6 PM.	Friday, March 7, 2008
SPRING RECESS - Instruction ends 5 PM Instruction resumes 8 AM	Friday, March 7, 2008 Monday, March 17, 2008
Verification Class Rolls distributed.	Tuesday, March 11, 2008
Last day to withdraw for credit on student's financial account. (Tuition and fees prorated over nine weeks).	Tuesday, March 11, 2008
Residence Halls open at 9 AM.	Sunday, March 16, 2008
HOLIDAY	Friday, March 21, 2008
Verification Class Rolls due to Registrar's Office by 4:00 PM.	Monday, March 31, 2008
Last day for Graduate Students to drop courses.	Friday, April 11, 2008
Final ETDs (electronic dissertations and theses) for May graduation candidates must be submitted to the Graduate School by 4 PM.	Friday, April 11, 2008
Spring Semester classes end.	Friday, April 25, 2008
Absences (AB's) from prior term (Fall 2007) change to F* for Undergraduate Students.	Friday, April 25, 2008
Absences (AB's) and Incompletes (IN's) from Spring 2007 change to F* for Graduate Students.	Friday, April 25, 2008
Reading Days	Saturday, April 26, 2008 and Wednesday, April 30, 2008
Official Class Rolls and Grade Reports distributed. (Official Class Rolls and Grade Reports are due to the University Registrar's	

University Registrar Calendars can be obtained on the registrar's web site: *http://regweb.unc.edu*

SPRING SEMESTER 2008
UNIVERSITY REGISTRAR CALENDAR
Revised September 18, 2007

ACTIVITY	DATE
Office 72 hours after the exam is given).	Monday, April 28, 2008
Spring Semester Examination Days.	Monday, April 28, 2008 Tuesday, April 29, 2008 Thursday, May 1, 2008 Friday, May 2, 2008 Monday, May 5, 2008 Tuesday, May 6, 2008
Residence Halls close for non-graduating students at 10 AM.	Wednesday, May 7, 2008
Doctoral Hooding Ceremony	Saturday, May 10, 2008
Residence Halls close for graduating students at 6 PM.	Sunday, May 11, 2008
Spring Commencement	Sunday, May 11, 2008
Degree award date recorded for Spring degree recipients.	Sunday, May 11, 2008

The Spring Semester includes 42 class periods of 50 minutes each on MWF and 29 class periods of 75 minutes each on TTH for a total of 71 days.

Days of Instruction

13 – Mondays	14 – Tuesdays
15 – Wednesdays	15 – Thursdays
14 – Fridays	
42	29
(2100 minutes)	(2175 minutes)

dcr/December 12, 2006
dcr/revised January 2, 2007
dcr/revised September 18, 2007

University Registrar Calendars can be obtained on the registrar's web site: *http://regweb.unc.edu*

From: Travis Gore <stgore@email.unc.edu>
Sent: Thursday, October 4, 2007 4:20 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: (no subject)
Attach: HildebrandNomination.doc

From: Kenneth Janken <krjanken@email.unc.edu>
Sent: Tuesday, November 27, 2007 9:07 AM
To: Debby Crowder <dacrowde@email.unc.edu>
Subject: Academics and big-time college sports.pdf
Attach: Academics and big-time college sports.pdf

Here is the article I mentioned yesterday from the retired UNC professor.

Kenneth
--
Kenneth R. Janken
Professor of Afro-American Studies
Department of African and Afro-American Studies
Battle Hall, Campus Box #3395
University of North Carolina
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and
Director of Experiential Education
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(919) 962-1519 (voice)
(919) 962-2694 (fax)

http://uncpress.unc.edu/books/T-8059.html
http://www.umass.edu/umpress/spr_97/janken.html

THE NEWS&OBSERVER
newsobserver.com

Point of View:
Published: Oct 27, 2007 12:30 AM
Modified: Oct 27, 2007 05:42 AM

Playing fantasy football in the ACC

STIRLING HAIG

CHAPEL HILL - I'm a professor and I believe in collegiate athletics in balance with academic achievement. Mens sana in corpore sano. I once wrestled for UNC-Chapel Hill, my alma mater. My nickname is "Coach." Really.

And I should further confess right at the start that I was a professor of French. O mon dieu! I ought to have gone to law school or become a historian or a businessman, but I just liked French literature. And to think that it doesn't exist anymore (a victim of cultural studies). Well, never mind.

Here's my dilemma: I love sports, but I oppose "big-time" athletics.

Oh, in the old days I believed in the possibility of reform. I believed in the Knight Commission. With the chairman of the English department, I engaged in spirited public debate on the place of athletics within the university -- on the other side were then-Director of Athletics John Swofford and the faculty athletics representative. I joined a rump committee of faculty members who met privately with then-Chancellor Paul Hardin to discuss reform -- until he figured out that we were gadflies with absolutely no power.

Now UNC is No. 1 in the nation in raising contributions for athletics. The Chronicle of Higher Education reports it; The N&O's Ruth Sheehan devotes a column to it. A Duke professor tells her that faculty feel they're "riding some sort of tiger." Bill Friday tells her that it's all about money, that faculty should have a voice in this matter; but they see "that their chancellors haven't done anything to stop the commercialization of collegiate sports, so they wonder, 'Why should I?' " Maybe some brave chancellors will "step up and regain control."

Maybe. But there's a chancellor search going on right now at Chapel Hill, and from experience I can assure you of this: It is a given, a lock, a slam dunk that whoever he/she turns out to be will 1) certainly have good academic and administrative credentials and 2) just as certainly be an enthusiastic supporter of big-time athletics.

Reformers need not apply. The trustees hire the chancellor, who answers to them -- not the faculty -- on athletics. The trustees want skyboxes, Jumbotrons, private "Ram" roads for speedy ingress/egress to and from athletic facilities. They want bowl games, Final Fours, national championships!

And yet I still nurture a faint hope for reform. My proposal won't fly, but I'll still take a chance and loft it as a half-court desperation shot, a Hail Mary pass, as it were.

Let's reconfigure the ACC. Let's form a new, smaller conference based on a group of regional institutions of excellent academic reputation. They would enforce high entrance standards for all applicants. No athletic recruiting per se, but applicants with athletic talent and high class rank may be identified. I can envision the results now: a Naismith Award candidate with a Phi Beta Kappa key! An

All-American soccer player on her way to Oxford with her Rhodes scholarship! My Tar Heel heart soars in unison with the graduation rates.

My core members would be UNC-Chapel Hill, N.C. State University, Wake Forest, Duke, the University of Virginia, William & Mary. Too few schools to make a conference, and perhaps too "North Carolina." Add Vanderbilt? Does Georgetown play football? Help me flesh this out, folks. In homage to our Ivy League model, we could call it the Kudzu Konference. Just kidding. No, AAC would be better: the Academic Athletic Conference. I keep trying to reunite those twin ideals; I'm still a reformaholic.

(Stirling Haig is professor of French, emeritus, at UNC-Chapel Hill.)

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From: Kenneth Janken <krjanken@email.unc.edu>
Sent: Friday, November 30, 2007 9:33 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Bumper sticker] - from my brother
Attach: Bumper sticker.eml (53.9 KB).msg

--
Kenneth R. Janken
Professor of Afro-American Studies
Department of African and Afro-American Studies
Battle Hall, Campus Box #3395
University of North Carolina
Chapel Hill, NC 27599-3395

and
Director of Experiential Education
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(919) 962-2694 (fax)

http://uncpress.unc.edu/books/T-8059.html
http://www.umass.edu/umpress/spr_97/janken.html

From: tjm1@email.unc.edu
Sent: Tuesday, February 5, 2008 3:04 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: [Fwd: Re: Meeting with Dr. Tim McMillan]

9:15 is fine on Monday. Poor Debby too.

-T

Quoting Deborah Crowder <dacrowde@email.unc.edu>:

> Would it be better to meet before the 10:00 class? I know you are
> usually here--or what do you think? Poor kid--and poor Tim. dc
>

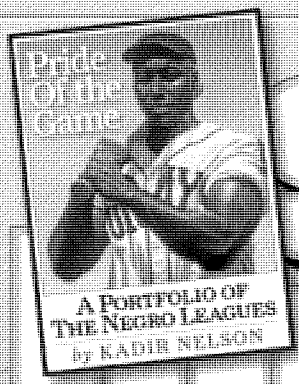

Sports Illustrated
MARCH 10, 2008

March Madman

Play Hard, Play Crazy, Win It All

By GRANT WAHL

SI's ALL-AMERICA PICKS p. 30

Tyler "Psycho-T" Hansbrough
SI's Player of the Year

NFL DRAFT
The Education of CHRIS LONG
BY LEE JENKINS

From: Travis Gore <stgore@email.unc.edu>
Sent: Wednesday, April 23, 2008 4:54 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: (no subject)
Attach: AP-2aVander.doc

The University of North Carolina at Chapel Hill

FACULTY APPOINTEE CERTIFICATIONS AND CONDITIONS OF EMPLOYMENT (PAGE 1 OF 2 PAGES)

Appointee's Full Name:	**Enter Full Name Here**
Primary Rank Title:	**Enter Rank Title Here**
Base Department / Name:	**Enter Dept # - Department Name Here ...**

In order to receive a compensated temporary or permanent faculty appointment with the University of North Carolina at Chapel Hill, you must agree to the following conditions of employment. In the case of unpaid appointments, agreement to these conditions applies as of the first date that work is performed for pay.

1. Federal law requires each new employee to complete the "Employee Information and Verification" section of the Federal Immigration Service Form I-9 and to submit certain original documents for examination in order to verify and certify identification and employment eligibility. The University requires the completion of these requirements no later than three (3) business days of the employee's first day of work counting the first day.
2. In compliance with North Carolina law, the University verifies each employee's legal status or authorization to work in the United States after hiring using the Department of Homeland Security's Basic Pilot Program. Your employment will be terminated if you fail to comply with the employment authorization requirements or if it is determined that you are not authorized to work in the United States.
3. North Carolina law requires notice to every applicant for state employment that willfully providing false or misleading information or failing to disclose relevant information shall be grounds for rejection of an application or later disciplinary action or criminal prosecution. Dismissal from employment shall be mandatory in any case in which a false or misleading representation is made in order to meet position qualifications. The employer is required by law to verify an applicant's representations about credentials and other qualifications relevant to employment. By executing this document, you authorize the release to The University of North Carolina at Chapel Hill of any document or information within the possession of a third party, such as an educational institution or licensure board, that may serve to verify any representations made by you on this Form AP2a and on the University's "Recommendation for EPA Personnel Action" (Form AP-2) which must also be completed prior to employment.
4. The University will complete a criminal conviction check prior to the appointee's first scheduled day of work. A criminal conviction does not in and of itself prevent an appointee from being employed by the University. The nature of some convictions, however, may cause certain appointments to be unavailable to you. Failure to completely disclose information about a criminal conviction or plea on the prescribed University forms is considered falsification and may result in the appointee not being eligible for employment at the University.
5. The University requires all of its employees hired on or after July 1, 1999 to be paid by "direct deposit" into a bank or credit union account. In order to satisfy this requirement, you understand you must submit the direct payroll deposit authorization (Form PR-8) to the University Payroll Department by the end of your first workweek. Your signature below certifies that you understand you will not receive a paycheck from the University until the appropriate payroll forms have been completed and submitted.
6. You understand that you are required to provide your U.S. Social Security Number (if one has been issued to you) so the University can satisfy its income-reporting and withholding obligations under North Carolina and federal laws. Unless this sentence is marked through and initialed by you, you voluntarily permit the use of your social security number for internal record keeping and information management operations. However, you understand you will be randomly assigned a University-generated personal identification number (PID) which the University will instead use whenever possible.
7. You understand, if your position's duties expose you to blood borne pathogens or other potentially infectious material, you are required to attend the University Environment, Health & Safety Office's OSHA-required training within your first 10 days at work. You also understand that to comply with University policy, if your position's duties include engaging in University health care activities, you must (a) satisfactorily complete a tuberculosis screening skin test (PPD) within your first 10 days of work, and (b) disclose to your department head, dean, division chief, Office of the Provost, or the chair of the University's A.I.D.S. Task Force if you are currently, or later become, infected with either the HIV or Hepatitis B viruses

Appointee Initials: _____ Date: _____

FACULTY APPOINTEE CERTIFICATIONS AND CONDITIONS OF EMPLOYMENT (PAGE 2 OF 2 PAGES)

Appointee's Full Name: **Enter Full Name Here**

8. State law requires each permanent employee regularly scheduled to work full-time (75% full-time equivalent) hours or more each workweek to participate in either the Teachers' and State Employees' Retirement System (TSERS) or the Optional Retirement Plan (ORP). The appointee makes an irrevocable election to participate in one of these retirement plan options within 60 days of his/her hire effective date. Each employee presently is required to contribute six percent of his/her gross salary by payroll deduction, and that the State retains the right to amend the contribution rate.

9. North Carolina law requires certification that you are in compliance with the registration requirements of the Military Selective Service Act (http://www.sss.gov/must.htm) prior to appointment. The University is required by law to verify such compliance. If you do not answer affirmatively to either Question A, B or C listed below, you will be notified that a proposed finding of ineligibility for employment will be finalized, unless, within 30 days, you provide information which establishes compliance with the registration requirements of the Military Selective Service Act.

(Select A, B, or C)

A. ___ I certify that I am registered with Selective Service.

B. ___ I certify that I am not required to be registered with the Selective Service because (select one):

___ I am a female. ___ I am under the age of eighteen years.
___ I was born before 1960. ___ I am a non-immigrant alien.
___ I am in the armed services on active duty (Reserves and National Guard are not considered on active duty.)
___ I am a permanent resident of the Trust Territory of the Pacific Islands or Northern Mariana Islands.

C. ___ I certify that my requirement to be registered with the Selective Service has expired or is inapplicable, and (select one):

___ I was registered when the requirement was applicable to me.
___ I was not registered when the requirement was applicable to me, but my failure to register was not a knowing and willful failure to register. Please explain on attached signed and dated sheet.

Appointee's Signature: _____ Date: _____

Appointing Department Representative Signature: _____ Date: _____

Important Benefits Notifications: For your information, you should also note the following time-sensitive enrollment deadlines regarding certain benefits for eligible appointees following your hire effective date:

- If you are eligible for employee health insurance, election to participate in the State's employee health insurance plan must be received within 30 days of your hire effective date. The employee has the option of choosing this health insurance coverage to begin on the first day of either the first or second month following employment. Health insurance coverage for hire effective dates prior to the selected coverage effective date is the appointee's responsibility.
- If you are eligible for retirement benefits, you are required within sixty (60) days of your hire effective date to elect participation in either the North Carolina Teacher's and State Employees' Retirement System (TSERS) or the University of North Carolina Optional Retirement Plan (ORP). Your failure to make this election within this period on the required forms irrevocably results in the automatic election of TSERS as your retirement plan. Please ensure you take immediate action following your hire to exercise this important option.

From: Travis Gore <stgore@email.unc.edu>
Sent: Wednesday, May 7, 2008 12:09 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: (no subject)
Attach: Donato.doc

From: Travis Gore <stgore@email.unc.edu>
Sent: Monday, July 21, 2008 3:47 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: (no subject)
Attach: Eunice..DeanCarney08.doc

From: Kenneth Janken <krjanken@email.unc.edu>
Sent: Wednesday, July 30, 2008 9:42 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: [Edge of Sports] Kermit Washington's Remarkable Redemption]
Attach: [Edge of Sports] Kermit Washington's Remarkable Redemption.eml (18.2 KB).msg

---

--
Kenneth R. Janken
Professor of Afro-American Studies
Department of African and Afro-American Studies
Battle Hall, Campus Box #3395
University of North Carolina
Chapel Hill, NC 27599-3395

and
Director of Experiential Education
Office of Undergraduate Curricula
300 Steele Bldg, Campus Box 3504
University of North Carolina
Chapel Hill, NC 27599-3504

(919) 962-1519 (voice)
(919) 962-2694 (fax)

http://uncpress.unc.edu/books/T-8059.html
http://www.umass.edu/umpress/spr_97/janken.html

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, August 12, 2008 3:32 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: (no subject)
Attach: 20080812145353101.pdf

-------- Original Message --------
Date: Tue, 12 Aug 2008 14:53:53 -0400
From: scanner@unc.edu
To: travis <stgore@email.unc.edu>

This E-mail was sent from "R10442" (Aficio MP 2510).

Scan Date: 08.12.2008 14:53:52 (-0400)
Queries to: scanner@unc.edu

From: radunbar@email.unc.edu
Sent: Thursday, November 6, 2008 10:40 AM
To: dacrowde@email.unc.edu
Subject: Emerald Isle and assorted. . .

If you can't see the pictures in this email, click here to see it in a web browser:
http://www.kodakgallery.com/ShareLanding.action?c=glaxkup.ajdj9hc1&x=0&y=ud051q&localeid=en_US

Click to view my photos

Roberta has shared photos with you.

Enjoy!
Ann

- Roberta

View photos

Reminder: -- You can save these photos after viewing them by creating a free Kodak Gallery account.

Emerald Isle--2008 (1 album)

Questions? Visit http://www.kodakgallery.com/Help2.jsp?&localeid=en_US.

©Kodak, 2008. All rights reserved.

From: Travis Gore <stgore@email.unc.edu>
Sent: Thursday, November 13, 2008 10:08 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Help with refreshments]

-------- Original Message --------
Subject: Help with refreshments
Date: Wed, 12 Nov 2008 14:48:46 -0500
From: Kia Lilly Caldwell <klcaldwe@email.unc.edu>
To: Travis Gore <stgore@email.unc.edu>, Eunice Sahle <eunice@email.unc.edu>

Hi Travis,
Eunice and I are planning a round table on the election. It will take place next Monday at noon - you booked Toy Lounge for it. We'd like to have some juices/sodas and bottled water and will need help getting the drinks to Toy Lounge. Would you and our student assistant be able to help us? I could put the drinks in my car, but the closest parking would probably be near Memorial Hall. We could try to take the drinks between 11:30 -12:00. Please let me know if you have any suggestions and if some type of cart might be a possibility.

Thanks,
Kia

From: radunbar@email.unc.edu
Sent: Sunday, February 8, 2009 7:41 PM
To: dacrowde@email.unc.edu
Subject: Jan's Friends for Kidney Kare--UNC KidneyKare 5k Walk/Run, March 21, 2009

Dear Friend,
This year a team of us have joined together to raise money for the UNC KidneyKare 5k walk/run on March 21, 2009 in loving memory of Janice L. Mills. Many of you helped us become the top fundraiser for the march last year. We're hoping you'll join us again by walking, running, or contributing! For more information and to contribute easily online, please see the webpage for our site: Jan's Friends for Kidney Kare at

http://www.active.com/donate/kidneykare2009/jansfriends2009

Tell your friends about this campaign. It raises money for the Kidney Education Outreach Program(KEOP) that creates public awareness about this disease that strikes one in nine residents of North Carolina.

Join us in honoring Jan's memory and to help others save their lives through early detection.

Thank you in advance for your support.
Ann Dunbar
sd

==========
Want to donate or help? Simply go to the link below:

http://www.active.com/donate/KidneyKare2009/jansfriends2009

Roberta Dunbar sent this e-mail to you to let you know about the ActiveGiving online fundraising tools. You are a personal contact of Roberta Dunbar. All donations will be processed via ActiveGiving's secure credit card processing services.

If you wish to be removed from Roberta Dunbar's personal contact list, please contact Roberta directly by replying to this message.

Visit The Active Network's Privacy Policy and User Agreement: http://www.theactivenetwork.com/privacystatement if you have any questions.

From: tjm1@email.unc.edu
Sent: Tuesday, February 24, 2009 6:38 PM
To: dacrowde@email.unc.edu
Subject: Fwd: from UNC Visitors' Center
Attach: Untitled attachment 00393.txt

Dear Dr. McMillan,
A request today from Faith Thompson at the School of Government for the Black History Walking Tour has prompted this email. When I first came to this job – in October – I eagerly obtained a copy from dear Virginia Carson at Campus Y. Is it okay with you if I share it with Ms. Thompson? And with others? I look forward to hearing from you!
With best regards,
Missy Julian Fox

Missy Julian Fox
Director, UNC Visitors' Center
Morehead Planetarium Building
Campus Box #3475
Chapel Hill, NC 27599-3475
919-962-1630

From: Unspecified Sender
Sent:
To:
Subject:

----- Forwarded message from mjfox@dev.unc.edu -----
Date: Tue, 24 Feb 2009 16:44:44 -0500
From: "Julian-Fox, Missy" <mjfox@dev.unc.edu>
Reply-To: "Julian-Fox, Missy" <mjfox@dev.unc.edu>
Subject: from UNC Visitors' Center
To: tjm1@email.unc.edu

Dear Dr. McMillan,

A request today from Faith Thompson at the School of Government for the Black History Walking Tour has prompted this email. When I first came to this job - in October - I eagerly obtained a copy from dear Virginia Carson at Campus Y. Is it okay with you if I share it with Ms. Thompson? And with others? I look forward to hearing from you!

With best regards,

Missy Julian Fox

Missy Julian Fox

Director, UNC Visitors' Center

Morehead Planetarium Building

Campus Box #3475

Chapel Hill, NC 27599-3475

919-962-1630

----- End forwarded message -----

From: FYI Carolina Online <FYICarolina@unc.edu>
Sent: Tuesday, April 7, 2009 8:36 AM
To: Carolina Alumni and Friends <dacrowde@email.unc.edu>
Subject: FYI Carolina Online Special Edition: Champions Again!

Click here if you are having trouble viewing this e-mail.

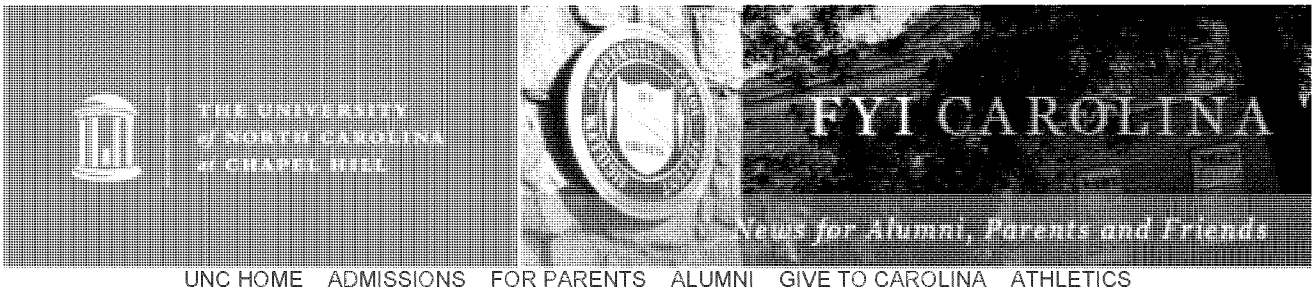

UNC HOME ADMISSIONS FOR PARENTS ALUMNI GIVE TO CAROLINA ATHLETICS

April 2009 Special Edition: Champions Again!

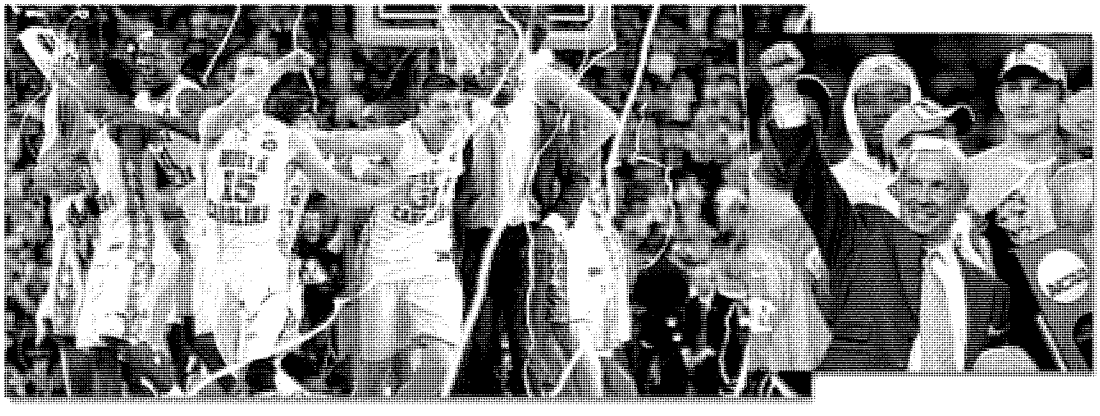

TAR HEELS TAKE THE TITLE

The Tar Heels are No. 1 - again! Carolina, led by Coach Roy Williams along with senior starters Tyler Hansbrough and Danny Green, claimed its second national basketball championship in the last four years Monday night in Detroit. The Tar Heel faithful celebrated on Franklin Street, and they'll gather again today when the team returns to a jubilant Smith Center.

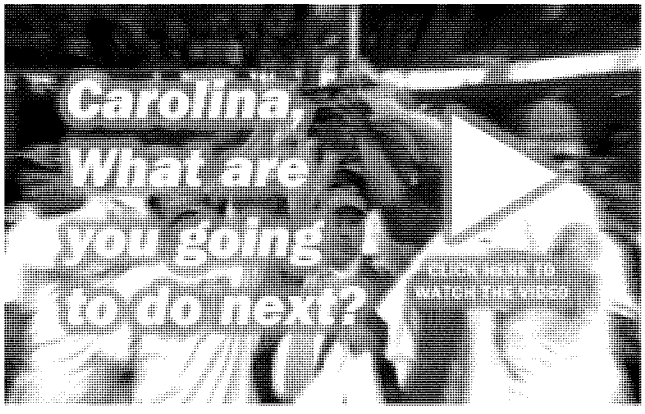

Carolina spotlights our students' remarkable academic achievements in "We celebrate all our champions - Whether they can dunk or not," an ad debuting last year with Nobel Prize winner Oliver Smithies. This year we feature five winners of distinguished scholarships - the Rhodes, Churchill, Goldwater, Luce and Truman. Carolina is among the most successful universities in producing students who have what it takes to earn these prestigious awards. See the ad here.

Woody Durham, the voice of the Tar Heels, lends a hand in a light-hearted video look at Carolina's future inspired by the familiar ad tagline that's a post-script to Super Bowl broadcasts. See the video, go to UNC's YouTube Channel. If you haven't seen Coach Williams' appearance in a new "Guitar Hero" television ad, check it out. Joining him are Mike Krzyzewski, Rick Pitino and Bobby Knight.

Go Heels!

FYI Carolina Online is for alumni, parents of current students and friends of the University. Through this free service, the Office of University Relations shares information about people, events and issues at Carolina. If you have comments or questions, email FYICarolina@unc.edu, telephone, (919) 962-8593 or write to the Office of University Communications, 210 Pittsboro St., Chapel Hill, NC 27599-6210. If you do not wish to receive future editions, unsubscribe here.

ID: 700415298

From: hildebra@email.unc.edu
Sent: Tuesday, April 28, 2009 12:03 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: RAD

This is great! Thanks. -Reg

Quoting Deborah Crowder <dacrowde@email.unc.edu>:

> Hey. Dr. Dunbar was the 1998 recipient of the John L. Sanders Award
> for Distinguished Undergraduate Teaching and Service. She was
> co-chair from 1974-84. She also received the Chapman Family Faculty
> Fellowship in 2000. From 1993-1996 she was co-director of the USIA
> University Affiliations Grant for Research and Curriculum Development
> on Women and Africa. If there is anything else you need, please ask.
> Debby
>
>

From: Carolina Alumni Review <car@unc.edu>
Sent: Thursday, May 7, 2009 4:11 PM
To: GAA Members <dacrowde@email.unc.edu>
Subject: Carolina Alumni Review: Basketball champions- Going to class with Daphne Athas- Eve Carson's legacy

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CAROLINA ALUMNI REVIEW

Digital Edition May/June 2010

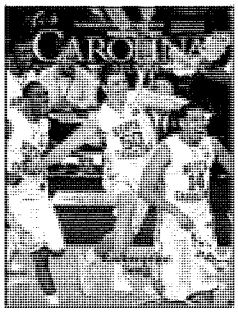

The May/June issue of the *Carolina Alumni Review*'s digital edition is now available. Go to the new issue to read:

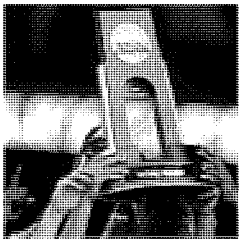

To Love Like This
In the fifth championship year, when the Heels went on a run, their fans went on a running dialogue. Yay for the virtual cheering section.

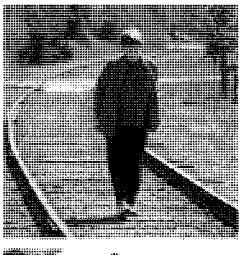

The Perfectly Placed Modifier
Daphne Athas '43 lived in a shack, but she "owned" a university. At 41 years on the faculty and counting, she's a strong link to the old soul of Chapel Hill — and Carrboro — and to a couple of generations of students she taught how to break the rules.

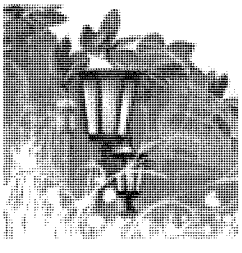

These Seeds She Planted
As the shock of Eve Carson's death eased, the promise of her legacy has been fulfilled in a renewed commitment to improving lives and institutions.

Also:

- Check the latest news in "From the Hill"
- See what's new in Class Notes
- Get Around Town, with retail openings and closings
- Class Quotes: Alumni remember their final semesters at Carolina
- Yours at Carolina: Carolina's commitment to teach, learn and discover

We appreciate your membership in the GAA. Members have exclusive access to the digital version of the *Review*. Watch for your print copy of the May/June *Review* in the mail, but until it's delivered, use your user ID and password to read what's new. Need help? Contact gaa-online@unc.edu.

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UNC General Alumni Association
George Watts Hill Alumni Center
Stadium Drive
Chapel Hill, N.C. 27514

700415298

From: Jan Pittman <jhpittma@email.unc.edu>
Sent: Tuesday, May 12, 2009 2:40 PM
To: All Administrative Managers in the College of Arts & Sciences <asmgrs@listserv.unc.edu>
Subject: [asmgrs] [Fwd: [hrfac] Designation of Communicable Disease Mandatory Employees (CDMEs)]

-------- Original Message --------
Subject: [hrfac] Designation of Communicable Disease Mandatory Employees (CDMEs)
Date: Wed, 6 May 2009 15:17:05 -0400 (EDT)
From: kwbryant@email.unc.edu
Reply-To: kwbryant@email.unc.edu
To: Human Resources Facilitators <hrfac@listserv.unc.edu>

TO: Deans, Directors, Department Heads
HR Facilitators

FROM: Brenda Malone, Associate Vice Chancellor for Human Resources
Mary Beth Koza, Director, Environment, Health and Safety

The following message is being sent separately to the DDD list.

In follow-up to recent communications regarding the designation of CDMEs within your units, both of our departments have received questions on making the decision to designate CDMEs. Here is some brief guidance to assist you and your units in this process.

CRITICAL DUTIES AND STAFF

As a reminder, CDMEs are employees who perform functions that are absolutely essential to the continuation of core University operations during a potential multi-week public health emergency. During such a time frame:

-- Classes have been canceled
-- Students have been sent home unless otherwise directed by public health authorities
-- Most University operations have been suspended
-- Employee absenteeism is expected to rise approximately 20-40 percent
-- Most personnel and financial systems have been automated and/or are being administered centrally

In these situations, CDMEs perform:

-- activities related to direct patient care
-- activities related to supporting students who must remain on campus
-- maintenance/operation of University infrastructure critical during a public health emergency
-- maintenance/operation of critical University-sponsored research activities

Examples of individuals we would expect to be designated as CDMEs include:

-- leadership/managers deemed critical to essential core University functions
-- public safety personnel
-- physicians, nurses and other health professionals who provide direct patient care
-- maintenance and administrative staff essential in a health care setting
-- essential University-wide utilities and physical plant personnel
-- lab animal care personnel
-- residential staff and student union staff to support a student population of 6,000 (2,000 on site; 4,000 offsite)

Designation of CDMEs should be limited to as few positions as possible to maintain these duties.

NON-CRITICAL DUTIES AND STAFF

In contrast, work that would not be considered essential during a public health emergency includes:

-- routine academic and administrative duties
-- routine student affairs duties
-- routine conduct and maintenance of research operations

Examples of individuals we would NOT expect to be designated as CDMEs include:

-- teaching faculty and faculty administrators
-- departmental business officers, accountants, contract and grant administrators
-- HR facilitators and other administrative support specialists
-- development personnel
-- library staff
-- research staff, determined by the type of research being performed
-- student services and admissions personnel

APPOINTMENTS OF CDMEs

Normally, CDMEs are permanent employees. SPA and EPA policies provide additional time-and-a-half compensation to CDME permanent employees required to report to a worksite during a public health emergency.

In the event that permanent staff are unavailable or not qualified to perform essential functions, temporary employees may be designated as CDMEs. However, temporary employees are not eligible for time-and-a-half compensation as CDMEs.

Student employees should not be designated as CDMEs.

PRIMARY CDMEs vs BACK-UP CDMEs

Departments that have staff who perform public health emergency duties should identify at least one layer of back-up for every CDME designated staff member. Advance planning of these designations is strongly recommended, and the policy recognizes that some employees may be required to fill necessary vacancies in primary CDME staff in the midst of a public health emergency.

CDME DESIGNATION IN HRIS AND EPAWEB

Currently, the HR systems have only one CDME category. We are working to update our HR systems to allow CDME designations of "primary" and "back-up." For now, departments may designate both their primary and back-up CDMEs in the HR systems or may choose to designate only the primaries in the systems but inform the back-up staff that they may be activated when and if they are needed. Please note that in the HRIS system, temporary employees cannot currently be designated as CDMEs; departments would have to maintain lists of those employees separately. EPAWeb has the capability to track temps.

HR Data Warehouse is updated each night for changes to both EPAWeb and HRIS as it relates to Communicable Disease Mandatory designations. Departments may obtain a list of everyone in their department and their status by running a Detail Report from the Warehouse and selecting "Communicable Disease Mandatory Employee" from the Available Fields. Be sure to select "All Permanent and Temporary Employees," "Active Employees (Including On-Leave)," "All Employees" and "All Full- and Part-Time Employees" in the Select Employee Criteria. Human Resources is in the process of revising the field labels from "Public Health Essential" to "Communicable Disease Mandatory Employee" or "CDME" in EPAWeb and HRIS. The HR Data Warehouse label is being updated to Communicable Disease Mandatory Employee overnight tonight.

Based on these additional guidelines, we ask that you continue to carefully review, identify and update your CDME designations by May 8.

If you have questions regarding CDME designations, contact your assigned Employee & Management Relations Specialist in OHR by accessing HR Connect via the Office of Human Resources Web page. Additionally, you can also contact the Environment, Health and Safety Department at 962-5507.

--
Jan Pittman
Special Projects Officer
Dean's Office
College of Arts & Sciences
CB# 3100 205 South Bldg
University of North Carolina at Chapel Hill

Chapel Hill, NC 27599-3100
919/962-9274 (T-Th)
919/962-2408 (fax)

You are currently subscribed to asmgrs axsd: dacrowde@email.unc.edu.
To unsubscribe send a blank email to leave-24668822-15747799.c5a6637effee28005c89b6224e051a77@listserv.unc.edu

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, June 9, 2009 4:09 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: (no subject)
Attach: 20090609154937852.pdf

-------- Original Message --------
Date: Tue, 9 Jun 2009 15:49:38 -0400
From: scanner@unc.edu
To: stgore@email.unc.edu

This E-mail was sent from "R10396" (Aficio MP 3500).

Scan Date: 06.09.2009 15:49:37 (-0400)
Queries to: scanner@unc.edu

From: Harold Woodard <harold_woodard@unc.edu>
Sent: Wednesday, June 17, 2009 1:54 PM
To: dacrowde@email.unc.edu
Subject: [Fwd: [asddd] FROM THE DEAN: Woodard to direct new Center for Student Success and Academic Counseling]
Attach: [asddd] FROM THE DEAN_ Woodard to direct new Center for Student Success ... (3.81 KB).msg

---

Debby,

This is a copy of the announcement.

Take care.

Harold

--
Harold Woodard, Associate Dean
Office for Student Academic Counseling
CB# 3437/ 105-A Abernethy Hall
UNC at Chapel Hill
Chapel Hill, NC 27599-3437
Phone: (919) 966-2143
Fax: (919) 843-8134
E-mail: harold_woodard@unc.edu

From: Dee Reid <deereid@unc.edu>
Sent: Friday, June 5, 2009 2:54 PM
To: All Deans, Directors, and Department Heads in the College of Arts & Sciences <asddd@listserv.unc.edu>
Cc: Administrative Managers <asmgrs@listserv.unc.edu>
Subject: [asddd] FROM THE DEAN: Woodard to direct new Center for Student Success and Academic Counseling

---

The enclosed message from Dean Carney is being sent to all Deans, Directors and Department/Curriculum heads, and all faculty in the College of Arts and Sciences, with a copy to administrative managers.

* * *

Dear Colleagues,

I am delighted to announce that Harold Woodard, a UNC alumnus and long-time associate dean of student academic counseling in the College, will serve as associate dean and director of the new Center for Student Success and Academic Counseling, effective July 1.

The Center, which combines the services of the Office of Student Academic Counseling and the Academic Services Programs (including Summer Bridge and support for student athletes, students with LD/ADHD and others), is designed to enhance services to all undergraduates seeking specialized academic support.

Harold has extensive leadership and administrative experience in academic counseling, including outreach and support to diverse students before they arrive at Carolina and during their studies here.

He has been associate dean of Student Academic Counseling since 1995. He also serves on the advisory boards of the Sonja Haynes Stone Center for Black Culture and History and the Upward Bound Program, as well as the board of directors of the Carolina Student Union. He previously served as a reading instructor at the Learning Center, a curriculum specialist for Upward Bound and a lecturer in African and Afro-American studies.

The College will benefit from Harold's continued leadership in this vital new role. I hope you will join me in congratulating him.

With best regards,

Bruce W. Carney
Interim Dean

You are currently subscribed to asddd axsd: harold_woodard@unc.edu.
To unsubscribe send a blank email to leave-24798212-15747747.c0c0d79012411c049695daf6838bb2fc@listserv.unc.edu

From: Jan Pittman <jhpittma@email.unc.edu>
Sent: Thursday, June 18, 2009 9:45 AM
To: All Administrative Managers in the College of Arts & Sciences <asmgrs@listserv.unc.edu>
Subject: [asmgrs] [Fwd: [hrfac] New Location of the University Employee Occupational Health Clinic (UEOHC)]
Attach: 0618_UEOHCmove.pdf

-------- Original Message --------
Subject: [hrfac] New Location of the University Employee Occupational Health Clinic (UEOHC)
Date: Thu, 18 Jun 2009 09:35:11 -0400 (EDT)
From: kwbryant@email.unc.edu
Reply-To: kwbryant@email.unc.edu
To: Human Resources Facilitators <hrfac@listserv.unc.edu>

TO: HR Facilitators

FROM: Mary Beth Koza, Director, Department of Environment, Health and Safety

The UEOHC is moving to a new location. In preparation for the move, the UEOHC will be closed to Workers' Comp walk-ins effective Thursday, June 18 and will reopen on Wednesday, June 24.

Please see the attachment for additional information and a map.

--
Jan Pittman
Special Projects Officer
Dean's Office
College of Arts & Sciences
CB# 3100 205 South Bldg
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3100
919/962-9274 (T-Th)
919/962-2408 (fax)

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To unsubscribe send a blank email to leave-24861717-15747799.c5a6637effee28005c89b6224e051a77@listserv.unc.edu

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

ENVIRONMENT, HEALTH & SAFETY

1120 Estes Drive Extension
CAMPUS BOX 1650
CHAPEL HILL, NC 27599-1650

T 919-962-5507
F 919-962-0227
ehs.unc.edu

June 16, 2009

To: Human Resource Facilitators

From: Mary Beth Koza, Director - Department of Environment, Health and Safety

Re: New Location of the University Employee Occupational Health Clinic (UEOHC)

The UEOHC is moving to a new location. In preparation for the move, the UEOHC will be closed to Workers' Comp walk-ins effective Thursday, June 18 and will reopen on Wednesday, June 24. During this interim, please follow the University policy regarding treatment for injuries/illnesses during non-hour of operations/holidays (see http://www.ehs.unc.edu/workplace_safety/worker_comp/seek.shtml) . If a Department has any specific questions, please feel free to call the Workers' Compensation Coordinator at 962-5507. The UEOHC new location is 145 Medical Drive, 2nd floor (under the Health Affairs Bookstore). The campus box number and phone number for the UEOHC remains the same.

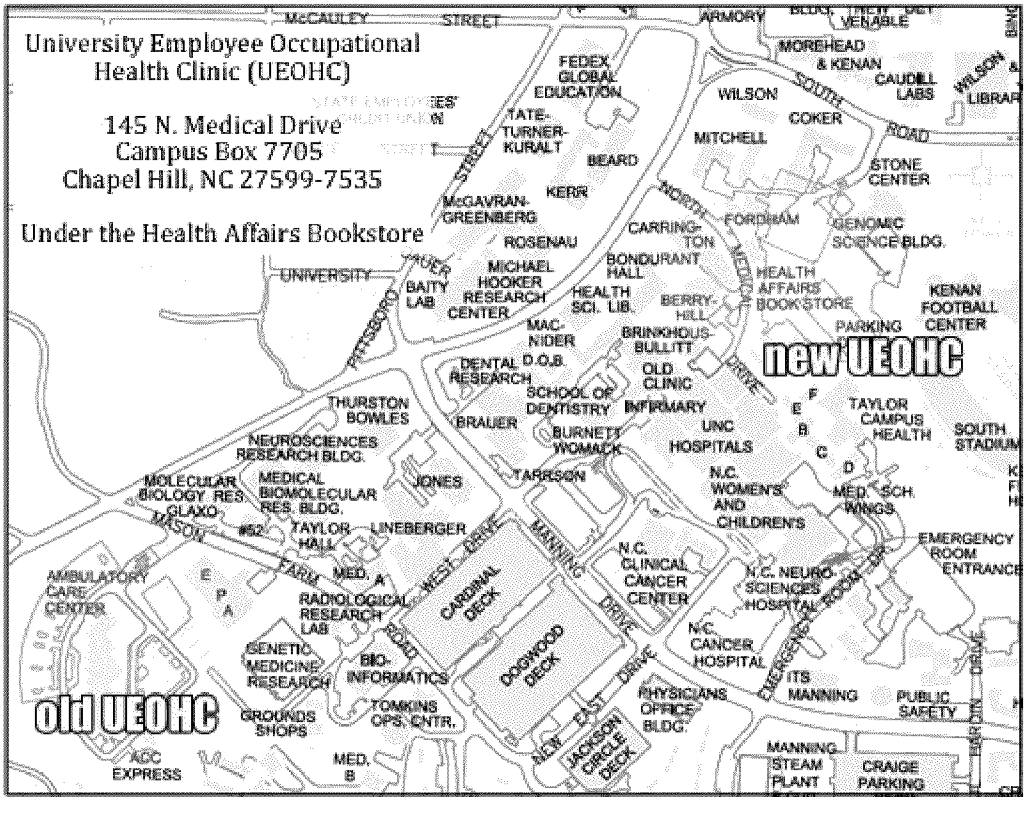

From: tjm1@email.unc.edu
Sent: Monday, June 22, 2009 3:55 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: mail

Thanks -- if the air is off you need to go home.

-T

Quoting Deborah Crowder <dacrowde@email.unc.edu>:

> Hey. I keep forgetting that you have a piece of mail. It is on the
> high back burgundy chair in room 201 if you want it. Looks like it
> is likely from a student. dc
>
>

From: radunbar@email.unc.edu
Sent: Wednesday, July 8, 2009 9:26 AM
To: dacrowde@email.unc.edu
Subject: Conference Photos

If you can't see the pictures in this email, click here to see it in a web browser:
http://www.kodakgallery.com/ShareLanding.action?c=glaxkup.9dh1zccl&x=0&y=-ics6ww&localeid=en_US

Click to view my photos

Roberta has shared photos with you.

One of two of the weekend in April. . .enjoy.
Ann

- Roberta

View photos

Reminder: – You can save these photos after viewing them by creating a free Kodak Gallery account.

Gender, Islam, and Health in Africa--April 16-18, 2009 (1 album)

---

*Must purchase a minimum of $4.99 of any combination of the following print sizes: 4 x 6", 5 x 7", wallets, 8 x 10", not including sales tax, to receive free standard 3-10 day shipping to US or APO/FPO addresses. Print order under $4.99 value will be charged $1.50 for standard 3-10 day shipping. Free Shipping does not apply to Collages, Poster-size Prints, Same-Day Pickup orders, Photo Merchandise, Photo Gifts, Photo Greeting Cards or, Photostamps for KODAK Gallery, KODAK Cameras and other KODAK products or services sold through www.kodak.com, or products for mobile phones. No coupon code required. Shipping price will automatically be calculated at checkout. No substitutions, transfer rights or cash equivalents will be given. We reserve the right to modify or discontinue promotions at any time.

Questions? Visit http://www.kodakgallery.com/Help2.jsp?&localeid=en_US.

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From: tjm1@email.unc.edu
Sent: Friday, July 10, 2009 5:10 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: fall AFAM cco

Hey --

I can't do the whole class money wise -- and I'm not really sure how
splitting the class would work in any logical fashion -- I'd consider
it but am not leaning towards doing it.

-T

Quoting Deborah Crowder <dacrowde@email.unc.edu>:

> Barbara isn't sure she will be able to do the course in the fall.
> Can you make any money? Could you guys find a way to split it? dc
>
>

From: tjm1@email.unc.edu
Sent: Sunday, July 26, 2009 1:34 PM
To: dacrowde@email.unc.edu
Subject: Fwd: Honoring Debby's Service

FYI

----- Forwarded message from hallpa@email.unc.edu -----
Date: Sun, 26 Jul 2009 11:21:55 -0400
From: Perry Hall <hallpa@email.unc.edu>
Reply-To: Perry Hall <hallpa@email.unc.edu>
Subject: Honoring Debby's Service
To: b_anderson@unc.edu, klcaldwe@email.unc.edu, radunbar@email.unc.edu, dfhunsu21@unc.edu, hallpa@email.unc.edu, hildebra@email.unc.edu, krjanken@email.unc.edu, jfjordan@email.unc.edu, mlambert@email.unc.edu, leemc@email.unc.edu, drdalet@email.unc.edu, tjm1@email.unc.edu, smutima@email.unc.edu, jen321@email.unc.edu, nzongola@email.unc.edu, rporter@email.unc.edu, regester@email.unc.edu, eunice@email.unc.edu, mseck@email.unc.edu, bselassi@email.unc.edu, kaslo@email.unc.edu

Colleagues,

Although Debby's impending retirement is coming fast, we would be seriously remiss if we did not create a significant occasion to recognize and honor her more than 30 years of service to our department. It has been suggested that such an occasion might take place in the week prior to the start of classes (Wed. Aug. 19 is a date that has been suggested), perhaps reserving the Faculty Lounge in the Campus Y building.

Do colleagues have ideas or suggestions as to what might be appropriate, or how we might recognize Debby?

best
perry

----- End forwarded message -----

From: Kenneth Janken <krjanken@email.unc.edu>
Sent: Tuesday, July 28, 2009 1:51 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: Trudier Harris

I had no idea, though she had talked increasingly about retiring the last several times I saw her. Do you think I could get her Tuscaloosa address?

On 7/28/2009 1:28 PM, Deborah Crowder wrote:

> Did you guys know about this? dc
>
> > Colleagues,
> >
> > Some of you have already learned that Trudier Harris has retired. Her decision came quite unexpectedly, and she has already moved, leaving an address in Tuscaloosa. I know you join me in lamenting her absence but also wishing her the very best in her new endeavors.
> >
> > All best,
> > Beverly Taylor f

--
Kenneth R. Janken
Professor of Afro-American Studies
Department of African and Afro-American Studies
Battle Hall, Campus Box #3395
University of North Carolina
Chapel Hill, NC 27599-3395

and
Director of Experiential Education
Office of Undergraduate Curricula
Steele Bldg, Campus Box 3504
University of North Carolina
Chapel Hill, NC 27599-3504

(919) 962-1519 (voice)
(919) 962-2694 (fax)

http://uncpress.unc.edu/books/T-8059.html
http://www.umass.edu/umpress/spr_97/janken.html

From: scanner@unc.edu
Sent: Thursday, July 30, 2009 10:52 AM
To: debby <dacrowde@email.unc.edu>
Subject:
Attach: 20090730105155842.pdf

This E-mail was sent from "R10442" (Aficio MP 2510).

Scan Date: 07.30.2009 10:51:55 (-0400)
Queries to: scanner@unc.edu

Freeze may stay in effect 8th year.

The University of North Carolina at Chapel Hill
Emergency Budget Guidelines
7/29/09

** *SPENDING FREEZE EFFECTIVE IMMEDIATELY* **

Effective July 24, 2009 and until further notice, the State Budget Director, acting on behalf of the Governor, and under Article III, Section 5(3) of the North Carolina Constitution, has implemented hiring and spending restrictions on all state funds including state receipts (16020 Academic Affairs, 16021 Health Affairs, 16022 AHEC, and State Receipts). The accounts affected by this freeze are identified in the Financial Records System (FRS) as 2-XXXXX and 3-8XXXX. This spending freeze does not apply to non-state funds, although prudence should be exercised in spending non-state funds.

Actions contrary to these guidelines will result in the transfer of expenses to non-state funding sources.

Questions
use Remedy / Finance / State funds

11) Current temporary appointments, including students, may be continued if there was a commitment before July 24. New student hires are allowable if granted a special exception by OSBM. A blanket request for the semester will be submitted by the Budget Office.

12) Overtime hours are permitted but should be kept to a minimum.

13) Recruitment and selection processes:

    a. Searches officially underway may be continued but only appointments of teaching faculty, public safety officer positions or heath care staff providing direct care to patients may be made. **(See #1 and #2 above for advance notification requirements)**

    b. For those positions which are not teaching faculty, public safety officers, or health care providers, employment offers may not be extended until further notice.

    c. New searches may be initiated, but no advertising or recruitment expenditures are permitted from state funds.

14) Employee insurance payments, worker's compensation claims, disability payments, and other similar legal obligations are permitted.

Process:

- To initiate a pre-approval request under #1, #2, and #3 above, the attached form must be completed and submitted electronically for each proposed offer to Thea Crabtree in the Budget Office at 919-962-5764 or pwcrabtr@email.unc.edu. The form must be submitted to the Budget Office prior to the offer. Per the freeze rules, the Budget Office can only submit the requests to OSBM at noon each Monday. Do not contact OSBM. Per the freeze rules, OSBM will have approximately one week to question the request. If the request is not questioned after a one-week period from submittal to OSBM, the Budget Office will return the approved form to the unit. For EPA new hires, the approved form from the Budget Office will need to be submitted to the EEO Office as part of the Final Selection Document before that office will approve the selection. For SPA new hires, the approved form from the Budget Office will need to be submitted to the Human Resource Employment and Staffing Specialist assigned to your department, before an offer will be made to the selected candidate.

- The Office of Procurement Services will capture the data centrally and submit the pre-approval request for items falling under #4 above.

- Requests for exceptions to the above personnel expense guidelines are being approved only in extremely rare cases. The special request must represent an emergency situation. Requests should be sent to Thea Crabtree in the Budget Office at 919-962-5764 or pwcrabtr@email.unc.edu. Do not contact OSBM.

* Send exception requests to Dean's Office *

Other Non-Personnel Expenses

Other non-personnel expenses paid 100% from non-state sources are allowed. Other non-personnel expenses paid fully or partially on state funds are prohibited, except as noted below:

1) Transfers of expenses from non-state funds to state funds are not permitted.

2) Purchase orders for goods or services that have been ordered but not received by July 24, 2009; **do not** have to be cancelled.

3) The purchase of good and services from state funds are allowed only in the following circumstances.

   a. Good/supplies purchased for resale. *(Minimum quantities only)*

   b. Food, diapers, baby formula, and other expenses for the direct care of infants/children are allowable. *(supplies must be kept to a minimum)*

   c. Drugs for the delivery of direct care to patients. *(supplies must be kept to a minimum)*

   d. Food, bedding, and supplies for the care of the research animals, the purchase of research animals and the repair of equipment - such as cage washing -- that are needed to be compliant with federal regulations. *(supplies must be kept to a minimum)*

   e. Lab supplies. *(Only minimum to core operations)*

   f. Office supplies. *(Maximum of one month's supply)*

   g. Copier leases and supplies. *(supplies must be kept to a minimum)*

   h. Postage for normal business operations. *(supplies must be kept to a minimum. Electronic means of communicating should be used whenever possible)*

   i. Communication costs. *(Must be kept to a minimum)*

   j. Safety supplies and equipment.

   k. Printing and mailing of materials required for core operations.

   l. Existing and renewal leases for facilities and equipment.

   m. Security badges for employees.

   n. Maintenance of vehicles, facilities and equipment that cannot be postponed.

   o. Purchases of gasoline, other fuels and other supplies necessary to operate maintenance equipment and delivery vehicles.

Process:

- The allowable expenses identified above that are processed on a purchase order ($5,000 or greater) must be **pre-approved by the campus and notification must be submitted to OSBM at least one week prior to the obligation, unless it is for direct classroom instruction.** The Office of Procurement Services will capture these data centrally and submit the pre-approval request.

- The allowable expenses identified above that are processed through the small order payment process or a p-card (less than $5,000) must meet the freeze rules stated above. Transactions will be reviewed as invoices are submitted for payment. Unallowable expenses charged to state funds will have to be moved to another fund source.

- Requests for exceptions to the non-personnel expense guidelines are being approved only in extremely rare cases. The special request must represent an emergency situation. **Any request for exception must be sent to Fahir Zulfikar, Operational Manager, Procurement Services at 919-962-0739 or zulfikar@email.unc.edu.** Do not contact OSBM.

The University of North Carolina at Chapel Hill
Report of Special Personnel Exceptions Subject to the OSBM July 24, 2009 Budget Management Restrictions Memorandum
For Fiscal Year 2009-2010

Budget Code (see note 1)	Requisition ID#	Candidate's Name	Dept. #	Position Title	Special Personnel Exception Type (See note 2 below)	Beginning Effective Date	Personnel Action Reported	Salary Amount
							New Hire	

Note 1: Academic Affairs Code = 16020. Health Affairs Code = 16021. AHEC Code = 16022.

Note 2: Exceptions are only allowed for direct classroom instruction, positions critical to law enforcement, health care and public safety.

Unit Name: _____

Contact Name: _____

Contact Phone #: _____

Contact Email Address: _____

Date of Submission: _____

Budget Office Approval: _____

From: scanner@unc.edu
Sent: Monday, August 3, 2009 4:23 PM
To: debby <dacrowde@email.unc.edu>
Subject:
Attach: 20090803162242428.pdf

This E-mail was sent from "R10442" (Aficio MP 2510).

Scan Date: 08.03.2009 16:22:42 (-0400)
Queries to: scanner@unc.edu

From: Jan Pittman <jhpittma@email.unc.edu>
Sent: Wednesday, August 5, 2009 1:57 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: Debby Crowder

Debby,

I just discovered that the pdf file you sent on your job description is missing the last page. Can you send page 4? I have reviewed the description briefly and want to read it more carefully (as well as have Geraldine do the same).

Thanks.

Jan

Deborah Crowder wrote:
> Hey Jan. I guess it didn't save the changes. I have a pdf of the one
> we were working on which is attached. Any and all suggestions would
> be welcomed. Thank you! Debby

--
Jan Pittman
Special Projects Officer
Dean's Office
College of Arts & Sciences
CB# 3100 205 South Bldg
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3100
919/962-9274 (T-Th)
919/962-2408 (fax)

From: scanner@unc.edu
Sent: Wednesday, August 5, 2009 4:52 PM
To: travis <stgore@email.unc.edu>; debby <dacrowde@email.unc.edu>
Subject:
Attach: 20090805165149688.pdf

This E-mail was sent from "R10442" (Aficio MP 2510).

Scan Date: 08.05.2009 16:51:49 (-0400)
Queries to: scanner@unc.edu

From: scanner@unc.edu
Sent: Thursday, August 6, 2009 8:47 AM
To: travis <stgore@email.unc.edu>; debby <dacrowde@email.unc.edu>
Subject:
Attach: 20090806084633944.pdf

This E-mail was sent from "R10442" (Aficio MP 2510).

Scan Date: 08.06.2009 08:46:33 (-0400)
Queries to: scanner@unc.edu

From: scanner@unc.edu
Sent: Wednesday, August 12, 2009 1:33 PM
To: debby <dacrowde@email.unc.edu>
Subject:
Attach: 20090812133310684.pdf

This E-mail was sent from "R10442" (Aficio MP 2510).

Scan Date: 08.12.2009 13:33:10 (-0400)
Queries to: scanner@unc.edu

128 COURSE INVENTORY SCAN

SCREEN: INST: NC AU: GU SID: 713946134 CRS: LGLA TERM: 099

	CRS ID	#OF DEF	COURSE TITLE	-TERMS- 1ST	FNL	---CREDIT--- MIN	MAX	C	COLL	DEPT
1	LGLA001	1	LINGALA I	059	064	3.0		F	AS	AFAM
2	LGLA002	1	LINGALA II	059	064	3.0		F	AS	AFAM
3	LGLA003	1	LINGALA III	059	064	3.0		F	AS	AFAM
4	LGLA101	2	ELEM LINGALA I	089	094	3.0		F	AS	AFAM
5	LGLA102	2	ELEM LINGALA II	089	094	3.0		F	AS	AFAM
6	LGLA203	2	INTERMEDIATE LINGALA III	089		3.0		F	AS	AFAM
7	LGLA401	1	ELEM LINGALA I	099		3.0		F	AS	AFAM
8	LGLA402	1	ELEM LINGALA II	099		3.0		F	AS	AFAM
9	LGLA403	1	LINGALA III	099		3.0		F	AS	AFAM
10	LGLA404	1	LINGALA IV	099		3.0		F	AS	AFAM

TOTAL PAGES: 001 THIS PAGE: 001 NEXT PAGE: 001

4-© 1 Sess-1 152.2.46.19 T140001P 22/42

From: Geraldine Taylor <gtaylor@email.unc.edu>
Sent: Wednesday, August 26, 2009 8:13 AM
To: dacrowde@email.unc.edu
Subject: URGENT: your position description
Attach: AFAM position #31876.doc

Debby,

I have revised your position description (slightly) and attached it to this message. Please review, complete section 10 and get signatures. Also, what about the employee evaluation of Travis' position? Do you do this? If so, please include in section 1.

Please return the completed form to me via email as a PDF document. Can you get this back to me by this afternoon? Please let me know immediately.

Thanks.
Geraldine

--
Geraldine Taylor
Arts & Sciences Dean's Office
CB# 3100, 205 South Building
Chapel Hill, NC 27599-3100
Phone: 919.843.9689
Fax: 919.962.2408
E-mail: gtaylor@email.unc.edu

The University of North Carolina at Chapel Hill
Office of Human Resources

SPA POSITION DESCRIPTION FORM (PD-102-CB)

(This Space is for the Office of Human Resources Use Only)

Managers also must attach a current organizational chart and return all documents to your assigned Classification and Compensation Specialist, Office of Human Resources, CB# 1045.

Approved Branch and Role: _____

Approved Initial Competency Level: _____

15 Digit Position Number: _____

Effective Date: _____

Analyst: _____

1.	**POSITION DATA:**				
	Action Requested:		New Position		Change Branch / Role
			Competency Change		Update Position Duties
			CURRENT (if applicable)		**REQUESTED**
	Position #:		31876		N/A
	Name of Employee in Position:		Deborah Crowder		N/A
	Branch/Role/Competency:		Admin Support Assoc. (A)		Business Services Coordinator ©
	Working Title:		Dept. Mgr		Department Manager
	Work Schedule:				

2.	**DEPARTMENT DATA:**			
	Name of Position's Supervisor:	Julius E. Nyang'oro	School/Division Name:	College of Arts & Sciences
	Supervisor's Title:	Chairman	Department Name:	African and Afro-American Studies
	Supervisor's Position #:		Department #:	3287

3.	**PRIMARY PURPOSE OF ORGANIZATIONAL UNIT:**
	The Department of African and Afro-American Studies provides an undergraduate curriculum in the College of Arts and Sciences. The department consists of tenure line faculty and part-time and full-time fixed term faculty who teach primarily undergraduate students per year. The Department offers a major with two concentrations and a minor with two concentrations, either in African Studies or Afro-American Studies. The Department also offers instruction in four African languages. The Department coordinates outreach activities and research with many other units on campus including but not limited to the Institute for African American Research, The African Studies Center, and The Sonya Hayes Stone Center for Black Culture and History.
4.	**PRIMARY PURPOSE OF THIS POSITION:**
	The major purpose of this position is to carry out the efficient administration of the Department of African and Afro-American Studies as the departmental manager.
5.	**CHANGE IN RESPONSIBILITIES OR ORGANIZATIONAL RELATIONSHIP:**
	Since the position was last described in 1993, the unit has grown from a curriculum to a department with tenure track and fixed term faculty. The department offers a major with two concentrations and a minor with two concentrations, either in African Studies or Afro-American Studies as well as four African language courses. With the upcoming retirement of the administrative manager, the department is reassessing position responsibilities for this growing department.

SPA POSITION DESCRIPTION FORM (PD-102-CB)

DEPARTMENT #:		POSITION #:	

6.	DESCRIPTION OF WORK: 1. Describe the duties and responsibilities of this position. 2. Place an asterisk (*) next to each **essential** duty (those job duties without which the position could not exist). 3. In the left-hand column, indicate the percent of time the employee spends in each element. 4. The percentage amounts should add up to 100%.		
	#	**%**	**Duties and Responsibilities**
	1	**20**	**Personnel Management** **Prepares documentation for EPA faculty and SPA employees, including initial appointments, reappointments, payroll, leaves, overload documentation, termination and retirement.** **In consultation with the chair, this position manages faculty searches, including advertisement, advising search committees concerning university procedures, coordinating candidate interviews and organizing the recommendation packet for the Dean's Office.** **This position in conjunction with the International Center helps international faculty obtain the proper documentation to comply with federal regulations.** **Writes and/or reviews SPA position description and competency assessment.**
	2	**25**	**Financial Management** **This position is responsible for the financial planning, managing and monitoring of a variety of accounts, including funds for personnel, equipment, services, supplies, research, course development and travel.** **Maintains budgetary control to ensure that personnel and operational expenses stay within departmental allocations.** **In consultation with the chair, manages the department's instructional budget.** **Processes the department's annual raise process (ARP).** **Prepares staff workload report of course loads for teaching faculty.** **Manages department's summer school funds, including teaching stipends and operational funds.**
	3	**20**	**Student Services** **Creates course schedule for fall, spring, and summer classes. Assigns classrooms following university guidelines and using Ad Astra. This includes monitoring** **Consults with other units on cross-listing of courses.** **Answers student inquiries concerning major/minor requirements, makes recommendations concerning course selection and monitors student progress towards graduation.**
	4		**Academic Program Management** **Solicit, review and submit new course proposals and course revisions.** **Review course enrollment data and make recommendations to the chair for future course offerings.** **Prepares any changes made in curriculum offerings including planning for a potential graduate program and addition of new African language courses.**

SPA POSITION DESCRIPTION FORM (PD-102-CB)

DEPARTMENT #:		POSITION #:	

	5		**Records Management** **Maintains financial, personnel and historical records for the department in compliance with state regulations.**
	6		**Supervision** **Supervises one administrative support associate (SPA) position.**
	7		**Facilities Management** **Oversees renovations and maintenance of the departmental offices.**
	8		

7.	**COMPETENCIES REQUIRED FOR THE POSITION:** Knowledge, skills, and abilities required for this position. For detailed descriptions of the competency standards, please see: http://hr.unc.edu/Data/SPA/paysystems/careerbanding/profiles
	Business and Records Administration Advanced This position requires the ability to interpret university policies and procedures to facilitate the efficient management of a variety of business and records functions. This position requires the ability to integrate policies and procedures with other work units of business and records functions. This position requires the ability to integrate policies and procedures with other work units within the university. Financial Management Advanced This position requires knowledge of the unit's accounting and procedures. This position manages the department's state, trust and grant funds, including approval and management of expenditures. Information Processing and Decision-Making Advanced This position requires the ability to assess and resolve any and all problems that arise in the operation of the department. Communication Advanced This position requires the ability to communicate in written and verbal forms to a variety of audiences on a wide range of subjects. Planning and Organizing Work/Supervision Journey This position requires the ability to plan the activities of the department and supervise and coordinate staffing.
8.	**EDUCATION AND EXPERIENCE REQUIRED:** What educational background is needed to perform these duties and responsibilities? What kind of work experience is needed?
	Bachelor's degree in business administration or a related discipline; or an equivalent combination of training and experience. All degrees must be received from appropriately accredited institutions.
9.	**LICENSE OR CERTIFICATION REQUIRED BY STATUTE OR REGULATION:**

SPA POSITION DESCRIPTION FORM (PD-102-CB)

DEPARTMENT #:		POSITION #:	

	NA
10.	**OTHER POSITION CHARACTERISTICS OR ESSENTIAL POSTING REQUIREMENTS:** Indicate any other significant characteristics of the position that are significant in evaluating this position's branch and role.
11.	**CERTIFICATION:**
	Supervisor Certification: I certify that the information provided on this position description is a complete and accurate description of this position's responsibilities and duties and that I have verified (and reconciled as needed) its accuracy and completeness with the incumbent employee. Signature: _____ Title: _____ Date: _____ **Employee's Certification:** I certify that I have reviewed this position description and that it is a complete and accurate description of my responsibilities and duties. Signature: _____ Title: _____ Date: _____ **Department Head or Authorized Representative's Certification:** I certify that this is an authorized, official position description of the subject position. Signature: _____ Title: _____ Date: _____ **Dean's or Director's Office Certification:** I certify that this position description, completed by the above named supervisor, is complete and accurate. Signature: _____ Title: _____ Date: _____

Attach a current organizational chart and return to your assigned Classification and Compensation Specialist, Office of Human Resources, CB# 1045.

From: Geraldine Taylor <gtaylor@email.unc.edu>
Sent: Tuesday, September 1, 2009 8:53 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: restoring access

Debby,

Please call me today. I need to find out which systems you do not have access to for restoration.

Thanks.
Geraldine

--
Geraldine Taylor
Arts & Sciences Dean's Office
CB# 3100, 205 South Building
Chapel Hill, NC 27599-3100
Phone: 919.843.9689
Fax: 919.962.2408
E-mail: gtaylor@email.unc.edu

From: scanner@unc.edu
Sent: Tuesday, September 1, 2009 6:37 PM
To: debby <dacrowde@email.unc.edu>
Subject:
Attach: 20090901183720890.pdf

This E-mail was sent from "R10442" (Aficio MP 2510).

Scan Date: 09.01.2009 18:37:20 (-0400)
Queries to: scanner@unc.edu

From: Gore, Travis <stgore@email.unc.edu>
Sent: Friday, July 9, 2010 3:09 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: RE: picture

Thanks, I will let you know. I called payroll and they say there is another check for him. I know they close at 4:30 on Fridays so I am going to ride down there right now. Tg

-----Original Message-----
From: dacrowde [mailto:dacrowde@email.unc.edu]
Sent: Friday, July 09, 2010 2:49 PM
To: Gore, Travis
Subject: picture

If Stacey doesn't have it I am happy to call John. Did you find out what
was up with payroll? dc

From: Gore, Travis <stgore@email.unc.edu>
Sent: Friday, August 13, 2010 11:57 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: FW:
Attach: 20100813115045849.pdf

-----Original Message-----
From: scanner@unc.edu [mailto:scanner@unc.edu]
Sent: Friday, August 13, 2010 11:51 AM
To: Gore, Travis
Subject:

This E-mail was sent from "R10442" (Aficio MP 2510).

Scan Date: 08.13.2010 11:50:45 (-0400)
Queries to: scanner@unc.edu

Superior Kiswahili VI

Swah 407

Instructor: Alphonse S. Mutima, Ed.D.

Adjunct Assistant Professor

Course Rationale

Currently, the Swahili instruction UNC-CH is a three year program that focuses mostly on language acquisition. It is necessary that students who completed Swah 405 have a better understanding of the Swahili people through a literature course taught in Swahili.

Course description

This course is offered to students who completed Swah 405.It focuses on Swahili prose and poetry .By learning both types of literature, students will improve their communicative skills and cultural understanding. This will be achieved by 1) writing short stories and poems , and 2) reading, analyzing and synthesizing poems and Swahili prose texts.

PARK & RIDE
EXPRESS
754

C.A.P.

zimride

Share the Ride

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1														
2	**Spring 2011 UNC Student Stores Due Date: September 24, 2010**													
3	**GA's On-time Date: December 10, 2010**								**After Due Date**					
4														
5							Courses with		Courses	No Text	Total #	Courses	Total %	Total
6				Courses#	On-time#		no information		added / cancelled	notification	Courses	ordering	Courses	courses
7	Dept	Courses#	No Text#	adjusted	courses	On-time%	by due date		after due date	after due date	adjusted	after due date	ordered	no info
8	**AERO** Aerospace Studies	9	9	0	0	100%	0		0	0	0	0	100%	0
9	**AFAM** African American Studies	23	0	23	6	26%	17		0	0	23	0	26%	17
10	**AFRI** African Studies	17	0	17	0	0%	17		0	0	17	0	0%	17
11	**AMST** American Studies	19	1	18	12	67%	6		0	0	18	0	67%	6
12	**ANTH** Anthropology	45	0	45	7	16%	38		0	0	45	0	16%	38
13	**APPL** Applied Sciences	4	0	4	1	25%	3		0	0	4	0	25%	3
14	**ARAB** Arabic	7	0	7	1	14%	6		0	0	7	0	14%	6
15	**ARMY** Army Studies	9	9	0	0	100%	0							
16	**ART** Art	31	0	31	4	13%	27		0	0	31	0	13%	27
17	**ASIA** Asian Studies	11	0	11	2	18%	9		0	0	11	0	18%	9
18	**ASTR** Astronomy	5	0	5	3	60%	2		0	0	5	0	60%	2
19	**BIOL** Biology	48	16	32	23	72%	9		0	0	32	0	72%	9
20	**BUSI** Business	52	0	52	5	10%	47		0	0	52	0	10%	47
21	**CATA** Catalan	0	0	0	0	0%	0		0	0	0	0	0%	0
22	**CHEM** Chemistry	50	7	43	17	40%	26		0	0	43	0	40%	26
23	**CHER** Cherokee	0	0	0	0	0%	0		0	0	0	0	#DIV/0!	0
24	**CHIN** Chinese	10	0	10	4	40%	6		0	0	10	0	40%	6
25	**CLAR** Classical Archaeology	7	1	6	6	100%	0		0	0	6	0	100%	0
26	**CLAS** Classics	5	0	5	5	100%	0		0	0	5	0	100%	0
27	**CMPL** Comparative Literature	12	0	12	9	75%	3		0	0	12	0	75%	3
28	**COMM** Communication Studies	57	1	56	6	11%	50		0	0	56	0	11%	50
29	**COMP** Computer Science	29	5	24	14	58%	10		0	0	24	0	58%	10
30	**CZCH** Czechoslovakian	2	0	2	1	50%	1		0	0	2	0	50%	1

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
31	**DRAM** Dramatic Arts	61	28	33	33	100%	0		0	0	33	0	100%	0
32	**DTCH** Dutch	1	0	1	1	100%	0		0	0	1	0	100%	0
33	**ECON** Economics	57	15	42	28	67%	14		0	0	42	0	67%	14
34	**EDUC** Education	81	0	81	5	6%	76		0	0	81	0	6%	76
35	**EDUX** Education	7	0	7	1	14%	6		0	0	7	0	14%	6
36	**ENGL** English	139	3	136	66	49%	70		0	0	136	0	49%	70
37	**ENST** Environmental Studies	20	0	20	0	0%	20		0	0	20	0	0%	20
38	**EXSS** Exercise & Sport Science	54	12	42	41	98%	1		0	0	42	0	98%	1
39	**FOLK** Folklore	3	0	3	1	33%	2		0	0	3	0	33%	2
40	**FREN** French	27	1	26	20	77%	6		0	0	26	0	77%	6
41	**GEOG** Geography	43	9	34	9	26%	25		0	0	34	0	26%	25
42	**GEOL** Geology	23	6	17	17	100%	0		0	0	17	0	100%	0
43	**GERM** German	20	0	20	14	70%	6		0	0	20	0	70%	6
44	**GREK** Greek	8	0	8	6	75%	2		0	0	8	0	75%	2
45	**HEBR** Hebrew	3	0	3	0	0%	3		0	0	3	0	0%	3
46	**HIST** History	70	2	68	23	34%	45		0	0	68	0	34%	45
47	**HNRS** Honors	5	0	5	0	0%	5		0	0	5	0	0%	5
48	**HNUR** Hindi/Urdu	4	0	4	0	0%	4		0	0	4	0	0%	4
49	**HUNG** Hungarian	4	0	4	3	75%	1		0	0	4	0	75%	1
50	**INLS** Information & Library Science	55	9	46	8	17%	38		0	0	46	0	17%	38
51	**INTS** International Studies	8	2	6	0	0%	6		0	0	6	0	0%	6
52	**ITAL** Italian	11	0	11	9	82%	2		0	0	11	0	82%	2
53	**JAPN** Japanese	10	0	10	4	40%	6		0	0	10	0	40%	6
54	**JOMC** Journalism & Mass Communication	94	8	86	24	28%	62		0	0	86	0	28%	62
55	**JWST** Jewish Studies (all x-listed)	0	0	0	0	0%	0		0	0	0	0	0%	0
56	**KOR** Korean	4	0	4	3	75%	1		0	0	4	0	75%	1
57	**LATN** Latin	10	1	9	8	89%	1		0	0	9	0	89%	1
58	**LFIT** Life Fitness	13	13	0	0	100%	0		0	0	0	0	100%	0
59	**LGLA** Lingala Language	2	0	2	0	0%	2		0	0	2	0	0%	2
60	**LING** Linguistics	16	3	13	4	31%	9		0	0	13	0	31%	9
61	**LTAM** Latin American Studies	1	0	1	1	100%	0		0	0	1	0	0%	0

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
62	**MASC** Marine Science	12	1	11	1	9%	10		0	0	11	0	9%	10
63	**MATH** Mathematics	40	1	39	24	62%	15		0	0	39	0	62%	15
64	**MAYA** Maya Language	1	0	1	0	0%	1		0	0	1	1	100%	0
65	**MTSC** Material Science	4	0	4	0	0%	4		0	0	4	0	0%	4
66	**MUSC** Music	30	5	25	10	40%	15		0	0	25	0	40%	15
67	**NAVS** Navy Studies	7	7	0	0	100%	0							
68	**PHIL** Philosophy	46	16	30	22	73%	8		0	0	30	0	73%	8
69	**PHYA** Physical Education Activity	27	13	14	14	100%	0		0	0	14	0	100%	0
70	**PHYS** Physics	29	2	27	9	33%	18		0	0	27	0	33%	18
71	**PLAN** City & Regional Planning	32	0	32	4	13%	28		0	0	32	0	13%	28
72	**PLCY** Public Policy	26	0	26	0	0%	26		0	0	26	0	0%	26
73	**PLSH** Polish	3	2	1	1	100%	0		0	0	1	0	100%	0
74	**POLI** Political Science	54	1	53	18	34%	35		0	0	53	0	34%	35
75	**PORT** Portuguese	9	0	9	8	89%	1		0	0	9	0	89%	1
76	**PRSN** Persian	1	0	1	0	0%	1		0	0	1	0	0%	1
77	**PSYC** Psychology	75	8	67	50	75%	17		0	0	67	0	75%	17
78	**PUBA** Public Administration	11	0	11	0	0%	11		0	0	11	0	0%	11
79	**PWAD** Peace War & Defense	1	0	1	0	0%	1		0	0	1	0	0%	1
80	**RECR** Recreation & Leisure Studies	2	1	1	1	100%	0		0	0	1	0	100%	0
81	**RELI** Religious Studies	32	0	32	8	25%	24		0	0	32	0	25%	24
82	**ROML** Romance Language	5	0	5	3	60%	2		0	0	5	0	60%	2
83	**RUES** Russian & East European Studies	4	0	4	0	0%	4		0	0	4	0	100%	4
84	**RUSS** Russian	11	3	8	7	88%	1		0	0	8	0	88%	1
85	**SECR** Serbian & Croation	1	0	1	0	0%	1		0	0	1	0	0%	1
86	**SLAV** Slavic Languages	0	0	0	0	0%	0		0	0	0	0	#DIV/0!	0
87	**SOCI** Sociology	54	4	50	21	42%	29		0	0	50	0	42%	29
88	**SPAN** Spanish	43	0	43	30	70%	13		0	0	43	0	70%	13
89	**STOR** Statistics & Operation Research	26	11	15	15	100%	0		0	0	15	0	100%	0

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
90	**SWAH** Swahili	3	0	3	0	0%	3		0	0	3	0	0%	3
91	**TURK** Turkey	2	0	2	0	0%	2							
92	**VIET** Vietnamese	0	0	0	0	0%	0		0	0	0	0	0%	0
93	**WMST** Women's Studies	9	0	9	6	67%	3		0	0	9	0	67%	3
94	**WOLO** Wolof Language	2	0	2	0	0%	2		0	0	2	0	0%	2
95		1908	236	1672	707	42%	965		0	0	1670	1	42%	962

	A	B	C	D	E
1					
2					
3					
4					
5	Courses that have NOT submitted COURSE MATERIAL ORDERS				
6	or NO TEXT NEEDED notification				
7					
8	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
9					
10	AERO	100%	adopted		
11					
12	ARMY	100%	adopted		
13					
14	NAVS	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	AFAM	101	002	HILDEBRAND	060
8	AFAM	101	003	PORTER	060
9	AFAM	101	004	STAFF	005
10	AFAM	101	005	STAFF	005
11	AFAM	102	001	JANKEN	060
12	AFAM	102	002	STAFF	005
13	AFAM	190	002	STAFF	005
14	AFAM	258	001	HALL	040
15	AFAM	278	001	SLOCUM	040
16	AFAM	340	001	JANKEN	030
17	AFAM	356	001	HALL	040
18	AFAM	371	001	HILDEBRAND	030
19	AFAM	408	001	JANKEN	024
20	AFAM	422	001	CALDWELL	035
21	AFAM	474	001	SAHLE	015
22	AFAM	530	001	CALDWELL	030
23	AFAM	610	001	STAFF	030
24					
25	AFRI	101	001	SAHLE	060
26	AFRI	101	002	SELASSIE	060
27	AFRI	101	003	STAFF	060
28	AFRI	101	004	STAFF	005
29	AFRI	190	001	STAFF	030
30	AFRI	190	002	STAFF	005
31	AFRI	190	003	STAFF	005
32	AFRI	262	001	FHUNSU	040
33	AFRI	368	001	NYANG	025
34	AFRI	370	001	SELASSIE	030
35	AFRI	375	001	STAFF	030
36	AFRI	421	001	SECK	035
37	AFRI	474	001	SAHLE	020
38	AFRI / pwad	520	001	LEE	025 / 005
39	AFRI	523	001	NZONGOLA-NTALAJA	030
40	AFRI	540	001	LEE	030
41	AFRI	550	001	NZONGOLA-NTALAJA	030
42					
43	LGLA	402	001	FHUNSU	016
44	LGLA	404	001	FHUNSU	015
45					

	A	B	C	D	E
46	SWAH	402	001, 002	MUTIMA	050
47	SWAH	404	001	MUTIMA	025
48	SWAH	406	001	STAFF	005
49					
50	WOLO	402	001	SECK	025
51	WOLO	404	001	SECK	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	AMST	210	001	MARR	060
8	AMST	335H	001	KASSON	040
9	AMST	335H	002	MARR	020
10	AMST	375	001	STAFF	035
11	AMST	440	001	FOSTER	030
12	AMST	499	001	STAFF	015
13					
14	CHER	n/a			
15					
16	FOLK	550	001	STAFF	025
17	FOLK	690	001	STAFF	005

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ANTH	051	001	HOLLAND	021
8	ANTH	089	001	COLLOREDO-MANSFELD	024
9	ANTH	101	006	STAFF	180
10	ANTH	101	007	WEST	180
11	ANTH	120	001	DENNISON	060
12	ANTH	121	001	SCARRY	045
13	ANTH	123	001	JOHNSON	240
14	ANTH	143	001	THOMPSON	120
15	ANTH	151	001	STAFF	120
16	ANTH	194	001	PRICE	024
17	ANTH	296	001	LACHICOTTE	015
18	ANTH	297	001	SCARRY	020
19	ANTH	297	002	WIENER	025
20	ANTH	319	001	SORENSEN	108
21	ANTH / folk	323	001	EVENS	015 / 005
22	ANTH	325	001	STAFF	035
23	ANTH	331	001	NELSON	035
24	ANTH / folk	428	001	PEACOCK	022 / 005
25	ANTH / wmst	440	001	SLOCUM	165 / 012
26	ANTH	444	001	RIVKIN-FISH	032
27	ANTH	450	001	STEPONAITIS	120
28	ANTH	452	001	WIENER	030
29	ANTH	459	001	WEST	032
30	ANTH	468	001	CRUMLEY	035
31	ANTH / folk	470	001	LACHICOTTE	030 / 005
32	ANTH	499	001	SORENSEN / THOMPSON	020
33	ANTH	499	011	PEACOCK	015
34	ANTH	499	016	HOLLAND	030
35	ANTH	499	052	LACHICOTTE	020
36	ANTH	499	053	ESCOBAR	030
37	ANTH	499	079	AGBE-DAVIES	030
38	ANTH / folk	525	001	DANIELS	108 / 022
39	ANTH	699	001	JACKSON	015
40	ANTH	702	001	ESCOBAR	015
41	ANTH	702	002	NONINI	014
42	ANTH	704	001	LESLIE	014
43	ANTH	705	001	SCARRY	014
44	ANTH	754	001	EVENS	014

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	APPL	210	001	DENNIS	005
8	APPL	310	001	DENNIS	040
9	APPL	410	001	FAVOROV	035
10					
11	MTSC	423	001	STAFF	005
12	MTSC	473	001	SHEYKO	005
13	MTSC	720	001	ZHOU	010
14	MTSC	735	001	PARIKH	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ART	050	001	HIRSCHFIELD	022
8	ART	054	001	SHERMAN	020
9	ART	061	001	BOWLES	020
10	ART	089	002	COLAGIOVANNI	010
11	ART	105	001	WHETSTONE	024
12	ART	105	002	STAFF	016
13	ART	105	003	PAGE	016
14	ART	150	001	PARDO	029
15	ART / asia	153	001	GHOSH	096 / 024
16	ART	161	001	BARRETT	040
17	ART / wmst	230 / 290	001	PAGE	010 / 010
18	ART / wmst	254	001	DUNN	030 / 010
19	ART	265	001	CHATTERJEE	040
20	ART	271	001	PARDO	040
21	ART	277	001	DOUGLAS	029
22	ART	283	001	BUCK	040
23	ART	287	001	BOWLES	080
24	ART	305	001	WHETSTONE	016
25	ART	362	001	VERKERK	029
26	ART	370	001	COX	029
27	ART	394	001	PAGE	040
28	ART	450	001	STAFF	029
29	ART	456	001	GHOSH	020
30	ART / clar	460	001	STURGEON	030 / 010
31	ART	466	001	VERKERK	029
32	ART	556	001	BARRETT	020
33	ART	586	001	LEVINE	040

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ARAB	102	001-006	STAFF	120
8	ARAB	151	001	YAQUB	035
9	ARAB	223	001	JOUKHADAR	025
10	ARAB	306	001, 002	EL KERDANY	038
11	ARAB	308	001	STAFF	015
12	ARAB	408	001	EL KERDANY	020
13					
14	ASIA	056	001	VISSER	024
15	ASIA	059	001	TAJ	024
16	ASIA	164	001	CALDWELL	032
17	ASIA	253	001	HENRY	040
18	ASIA	331	001	LOTHSPEICH	035
19	ASIA	333	001	LOTHSPEICH	035
20	ASIA	465	001	AMER	035
21	ASIA	490	001	PITELKA	032
22	ASIA	490	002	STAFF	032
23					
24	CHIN	102	001-005	STAFF	100
25	CHIN	212	001, 002	FAN	040
26	CHIN	307	001	ZHANG	019
27	CHIN	408	001	STAFF	019
28	CHIN	510	001	LI	019
29	CHIN	562	001	VISSER	033
30					
31	HEBR	102	001, 002	STAFF	040
32	HEBR	204	001	STAFF	020
33	HEBR	306	001	STAFF	010
34					
35	HNUR	102	001-003	CALDWELL	060
36	HNUR	204	001, 002	UMASHANKAR	040
37	HNUR	221	001	CALDWELL	032
38	HNUR	306	001	TAJ	015
39					
40	JAPN	102	001, 002	IWASHITA	040
41	JAPN	102	003, 004	KATO	040
42	JAPN	102	005	SAWAMURA	020
43	JAPN	306	001	KATO	025
44	JAPN	375	001	DRISCOLL	032
45	JAPN	377	001	PITELKA	032

	A	B	C	D	E
46					
47	KOR	204	001, 002	STAFF	040
48					
49	PRSN	102	001, 002	STAFF	040
50					
51	TURK	102	001	ZULFIKAR	020
52	TURK	204	001	ZULFIKAR	020
53					
54	VIET	n/a			

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ASTR	501	001	CECIL	020
8	ASTR	703	001	KANNAPPAN	005
9					
10	PHYS	051	001	MCNEIL	020
11	PHYS	053	001	FALVO	020
12	PHYS	104L	413-454	STAFF	288
13	PHYS	105L	413-452	STAFF	256
14	PHYS	106	001	STAFF	050
15	PHYS	116L	413-452	STAFF	121
16	PHYS	117L	422-442	STAFF	096
17	PHYS	128L	400-451	STAFF	072
18	PHYS	133	001	STAFF	100
19	PHYS	312	001	STAFF	046
20	PHYS	321	001	STAFF	040
21	PHYS	331	001	HEITSCH	045
22	PHYS	331L	434, 442, 446	STAFF	045
23	PHYS	352L	417, 427, 447	STAFF	036
24	PHYS	410	001	STAFF	020
25	PHYS	722	001	STAFF	025
26	PHYS	741	001	STAFF	046
27	PHYS	862	001	STAFF	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	BIOL	252L	401-411, 501-509	JOHNSON	480
8	BIOL	350	001	SCOTTI	030
9	BIOL	451L	001	KIER / HEDRICK	010
10	BIOL	455	001	BURMEISTER	060
11	BIOL	462	001	BRUNO	040
12	BIOL	476L	001	WILEY	012
13	BIOL	478	001	CARTER	012
14	BIOL	542	001	SALMON / BLOOM	020
15	BIOL	565	001	WHITE	080

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	BUSI	051	001	BLOCHER	020
8	BUSI	199	001	MURRAY	030
9	BUSI	401	001-003	HARMS	060
10	BUSI	401	004, 005	SETZER	040
11	BUSI	401	006-008	MEREDITH	060
12	BUSI	402	001	DAY	033
13	BUSI	403	001, 002, 004	LU	135
14	BUSI	403	003	MORGAN	045
15	BUSI	404	001	ROBERTS	050
16	BUSI	404	002	PEIRCE	050
17	BUSI	405	001, 002	BLACKBURN	090
18	BUSI	405	003, 004	ROSEN	100
19	BUSI	405	005	BERRY	032
20	BUSI	406	001-003	PERREAULT	145
21	BUSI	406	004, 005	MALLAPRAGADA	080
22	BUSI	408	001-004	KHOKHER	200
23	BUSI	499	004	STAFF	015
24	BUSI	499	010, 011	KESAVAN	005
25	BUSI	500	001	MYER	050
26	BUSI	505	001	VERNON / GARNER	045
27	BUSI	507	001, 002	SEAGLE	090
28	BUSI	525	001	SETZER	024
29	BUSI	526	001	PEARMAN	020
30	BUSI	532	001	MARUCHECK	045
31	BUSI	534	001	WAGNER	040
32	BUSI	543	001	PEIRCE	045
33	BUSI	554	001, 002	FRIGA	060
34	BUSI	560	001	MALHOTRA	045
35	BUSI	562	001	DIDOW	045
36	BUSI	568	001, 002	KUSHWAHA	090
37	BUSI	573	001	BLOCHER	032
38	BUSI	580	001	STROBL / COLACITO	040
39	BUSI	597	001	GULTEKIN	045
40	BUSI	599	001, 002	RAVENSCRAFT	106
41	BUSI	610	001, 002	ELVERS	080
42	BUSI	617	001	DIDOW	040
43	BUSI	650	001	BABAIAN	015
44	BUSI	698	002	STAFF	055
45	BUSI	698	003	STAFF	065

	A	B	C	D	E
46	BUSI	698	004	STAFF	055
47	BUSI	699	001	LEWIS	045
48	BUSI	808	001	EDWARDS	010
49	BUSI	837	001	WAGNER	010
50	BUSI	881	001	FULGHIERI	010
51	BUSI	882	001	OUIMET	010
52	BUSI	886	001	STAFF	010
53	BUSI	891	001	BETTIS	010

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CHEM	070	001	FORBES	021
8	CHEM	101L	401-418	VOLARIC	360
9	CHEM	102L	401-438	VOLARIC	760
10	CHEM	251	001	SCHAUER	190
11	CHEM	262L	401-430	KRUMPER	540
12	CHEM	263L	401, 402	BROOKHART	030
13	CHEM	410	001	VOLARIC	036
14	CHEM	420	001	SAMULSKI	070
15	CHEM	430	001	STAFF	190
16	CHEM	452	001	LIN	030
17	CHEM	453	001	TEMPLETON	030
18	CHEM	467	001	BROOKHART	036
19	CHEM	468	001	ALEXANIAN	036
20	CHEM	481	001	BAER	036
21	CHEM	481L	401-403	BLIEM	045
22	CHEM	482	001	BERKOWITZ	100
23	CHEM	482L	401-403	MORAN	036
24	CHEM	520L	401	TIANI	015
25	CHEM	530L	401-402	STAFF	000
26	CHEM	541	001	ALLBRITTON	036
27	CHEM	550L	401-408	BROOKHART	088
28	CHEM	730	001	WEEKS	036
29	CHEM	731	001	PIELAK	050
30	CHEM	735	001	PIELAK	036
31	CHEM	736	001	REDINBO	025
32	CHEM	744	001	WIGHTMAN	036

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CLAR	100%	adopted		
8					
9	CLAS	100%	adopted		
10					
11	GREK	102	001	SMITH	030
12	GREK	352	001	SMITH	012
13					
14	LATN	222	001	CREWS	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	COMM	063	001	GRUMET	020
8	COMM	113	001-006	STAFF	120
9	COMM	120	001-004	STAFF	200
10	COMM	130	001	SHI	040
11	COMM	140	001-006	STAFF	125
12	COMM	142	001	STAFF	025
13	COMM	160	001	STAFF	020
14	COMM	170	001	BLAIR	120
15	COMM	170	004	STAFF	025
16	COMM	171	001	STAFF	025
17	COMM	223	001, 002	STAFF	048
18	COMM	224	001	STAFF	020
19	COMM / wmst	224	002	STAFF	020 / 005
20	COMM	230	001, 002	STAFF	028
21	COMM	260	001	STAFF	020
22	COMM	262	001	STAFF	020
23	COMM	263	001	FERGUSON	040
24	COMM	312	001	WALTMAN	025
25	COMM	318	001, 002	STAFF	045
26	COMM / mngt	325	001	MAY	020 / 005
27	COMM / mngt	325	002	STAFF	020 / 005
28	COMM	350	001	STAFF	025
29	COMM	355	001	DAUBER	150
30	COMM	364	001	HAMILTON	010
31	COMM	372	001	STAFF	025
32	COMM	412	001	CANTE	060
33	COMM	431	001	ROBINSON	012
34	COMM	433	001	COEN	014
35	COMM	450	001-004	STAFF	100
36	COMM	470	001	STAFF	025
37	COMM	523	001	PARKER	030
38	COMM	534	001	MEGEL	012
39	COMM	546	001	COEN	020
40	COMM	563	001	FERGUSON	020
41	COMM / pwad	574	001	DAUBER	020 / 010
42	COMM	620	001	ROSENFELD	025
43	COMM	624	001	WALTMAN	030
44	COMM	625	001	DEMPSEY	030
45	COMM	635	001	KINDEM	014

	A	B	C	D	E
46	COMM	641	001	TALENTI	014
47	COMM	653	001	RANKUS	014
48	COMM	654	001	RANKUS	014
49	COMM	655	001, 002	SHARMA	048
50	COMM	668H	001	POLLOCK	025
51	COMM	702	001	GRUMET	005
52	COMM	703	001	PARKER	015
53	COMM	703	002	WATTS	015
54	COMM	726	001	DEMPSEY	020
55	COMM	853	001	CANTE	021
56	COMM	875	001	BLAIR	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	COMP	110	002	STAFF	060
8	COMP	116	001	MAYER-PATEL	100
9	COMP	116	002	MCMILLAN	100
10	COMP	380	001-003	NICHOLAS	120
11	COMP	541	001	SINGH	024
12	COMP	550	001	SNOEYINK	050
13	COMP	735	001	ANDERSON	050
14	COMP	790	083	QUIGG	055
15	COMP	790	090	WANG	080
16	COMP	831	001	SMITH	024

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	DRAM	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ECON / mngt	310	001	STAFF	166 / 005
8	ECON	327	002	STAFF	038
9	ECON	327	003	STAFF	038
10	ECON	400	001	TURCHI	240
11	ECON	400H	001	TURCHI	024
12	ECON	410	001	KRISHNA	240
13	ECON	423	002	STAFF	045
14	ECON	468	001	ROSEFIELDE	040
15	ECON	499	001	BALABAN	048
16	ECON	510	001	NORMAN	025
17	ECON	520	001, 002	PARKE	050
18	ECON	586	001	TURCHI	025
19	ECON	820	001	FRANCIS	049
20	ECON	877	001	RENAULT	044

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	EDUC	065	001	GULLEDGE	025
8	EDUC	122	001	LATHAN	052
9	EDUC	131	001	TAYLOR	025
10	EDUC	131	002	HARBOUR	025
11	EDUC	222	001	SENTA	052
12	EDUC	399	001	PERRY	050
13	EDUC	399	002	KESSLER	050
14	EDUC	403	001	ABLE	025
15	EDUC	403	002	MALLOUS	025
16	EDUC	403	003	POWELL	025
17	EDUC	404	001, 956	STAFF	035
18	EDUC	405	001, 956	GILLIS	035
19	EDUC	414	001	JUSTICE	025
20	EDUC	414	002	CUTRER	025
21	EDUC	414	003	SCHIEMAN	025
22	EDUC	415	001	STAFF	018
23	EDUC	415	002, 003	BOLICK	036
24	EDUC	416	001, 002	CROMPTON	050
25	EDUC	422	001, 002	HORTON	035
26	EDUC	441	001, 002	UNKS	280
27	EDUC	469	001, 956	GULLEDGE	040
28	EDUC	502	001, 956	PALSHA	030
29	EDUC	502	002	OHLE	020
30	EDUC	503	001, 956	STAFF	035
31	EDUC	532	961	STAFF	025
32	EDUC	542	962	CABOT	025
33	EDUC	556	962	PERSSON	005
34	EDUC	556	963	CABOT	010
35	EDUC	567	001	STAFF	025
36	EDUC	568	001, 956	BULLEDGE	025
37	EDUC	568	002, 957	BARRETT	025
38	EDUC	568	003, 958	HORTON	025
39	EDUC	568	004, 959	FRIEL	025
40	EDUC	569	001, 956	GULLEDGE	025
41	EDUC	569	002, 957	BARRETT	025
42	EDUC	569	003, 958	HORTON	025
43	EDUC	569	004, 959	STAFF	025
44	EDUC	569	006, 960	STAFF	025
45	EDUC	569	007, 961	LIU	025

	A	B	C	D	E
46	EDUC	601	002	SCOTT	025
47	EDUC	607	001	AKOS	025
48	EDUC	609	001	CIZEK	025
49	EDUC	631	961	WYNN	025
50	EDUC	635	001	SCHAINKER	025
51	EDUC	636	961	GRAHAM	025
52	EDUC	637	001, 957	THOMPSON	035
53	EDUC	638	001, 957	SCHAINKER	035
54	EDUC	662	001, 956, 957	LLOYD	045
55	EDUC	665	001, 956, 957	ABLE	045
56	EDUC	669	956, 957	GALLAGHER	025
57	EDUC	678	001	STAFF	025
58	EDUC	682	956, 957, 958	MILLER	050
59	EDUC	691H	001	UNKS	015
60	EDUC	695	001, 956	ZORIGIAN	035
61	EDUC	707	001	GRIFFIN	030
62	EDUC	707	002	STAFF	015
63	EDUC	719	001	KNOTEK	025
64	EDUC	719	002	SIMEONSSON	025
65	EDUC	719	003	WHEELER	025
66	EDUC	722	001	EVARRS	010
67	EDUC	731	001, 957	VEITCH	035
68	EDUC	744	001	ROBERTSON	025
69	EDUC	744	002	GREENE	025
70	EDUC	744	003	MEECE	025
71	EDUC	758	001	RONG	025
72	EDUC	762	001, 956	SIMEONSSON	045
73	EDUC	764	001	JUSTICE	025
74	EDUC	779	001	STONE	025
75	EDUC	781	001	HAMM	025
76	EDUC	783	001	CIZEK	025
77	EDUC	784	001	WARE	036
78	EDUC	801	001	GREENE	040
79	EDUC	837	001, 957	LESANE	035
80	EDUC	864	001	VERNON-FEAGANS	020
81	EDUC	888	001	WARE	030
82	EDUC	981	001	NOBLIT	025
83					
84	EDUX	616	956, 957, 958	MILLER	065
85	EDUX	616	959	FRIEL	020
86	EDUX	622	956	HALL	030
87	EDUX	628	956	PERSSON	020
88	EDUX	676	956	CABOT	030
89	EDUX	703	956	LLOYD	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CMPL	454	001	WOLFE	030
8	CMPL	692H	001	STAFF	010
9	CMPL	843	001	FLAXMAN	015
10					
11	ENGL	050	001	TAYLOR	024
12	ENGL	069	001	ANDERSON	022
13	ENGL	101	001-060	STAFF	1140
14	ENGL	102	001-105	STAFF	1995
15	ENGL	102I	001-003, 006-035	STAFF	627
16	ENGL	120	004	GLESS	035
17	ENGL	121	003	LENSING	022
18	ENGL	122	001	FROST	035
19	ENGL	122	002	VEGGIAN	035
20	ENGL	123	002	STAFF	035
21	ENGL	123	004	STAFF	035
22	ENGL	123	005	STAFF	035
23	ENGL	124	003	COOPER	035
24	ENGL	124	004	LAPRADE	035
25	ENGL	124	005	CRYSTALL	035
26	ENGL	125	002	STAFF	035
27	ENGL	126	001	STAFF	035
28	ENGL	127	001	STAFF	035
29	ENGL	128	002	IRONS	035
30	ENGL	128	004, 005	TIDWELL	070
31	ENGL	130	002	GINGHER	018
32	ENGL	131	001	GURNEY	018
33	ENGL	131	002	CHITWOOD	018
34	ENGL	131	003	SHAPIRO	018
35	ENGL	131	004	RIGGS	018
36	ENGL / wmst	140	001	WEBER	025 / 010
37	ENGL	142	001	TAYLOR	120
38	ENGL	143	001	ROSS	035
39	ENGL	143	002	STAFF	035
40	ENGL	144	001	STAFF	035
41	ENGL	150	001	CANTWELL	022
42	ENGL	150	002	CARLSTON	022
43	ENGL	206	001	DURBAN	015
44	ENGL	207	002	SHAPIRO	015
45	ENGL	208	002	CHITWOOD	015

	A	B	C	D	E
46	ENGL	208	003	GINGHER	015
47	ENGL	225	001	KENDALL	035
48	ENGL	225	003	GLESS	035
49	ENGL	225	005	BAKER	120
50	ENGL	304	001	HAMMER	019
51	ENGL	305	001	PRYAL	019
52	ENGL	331	001	ROSENTHAL	035
53	ENGL	338	001	TAYLOR	035
54	ENGL	347	003	DORE	035
55	ENGL	348	001	ELLIOTT	035
56	ENGL	350	001	LENSING	035
57	ENGL	356	001	COOPER	035
58	ENGL	362	001	CURTAIN	035
59	ENGL	363	001	SALVAGGIO	035
60	ENGL	374	001	GWIN	035
61	ENGL	380	001	FLAXMAN	035
62	ENGL	400	001	COHEN	015
63	ENGL	406	001	KENAN	015
64	ENGL	407	001	MCFEE	015
65	ENGL	412	001	KENAN	015
66	ENGL	437	001	VISCOMI	035
67	ENGL	437	002	VISCOMI	020
68	ENGL	446	001	GWIN	035
69	ENGL	472	001	HENDERSON	035
70	ENGL	603	001	LEE	015
71	ENGL	606	001	JACK	019
72	ENGL	637	001	VISCOMI	015
73	ENGL	692H	001	LENSING	030
74	ENGL	694H	001	DURBAN	012
75	ENGL	801	001	JACK	015
76	ENGL	828	001	BAKER	015
77	ENGL	830	001	WOLFE	015
78	ENGL	860	001	DORE	015
79	ENGL	871	001	ELLIOTT	015
80	ENGL	871	002	HENDERSON	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ENST	201	001	GANGI	100
8	ENST	201	002	COOKE	030
9	ENST	202	001	BELL	090
10	ENST	202L	401-404	BELL	100
11	ENST	203	001	STAFF	040
12	ENST	204	001	COOKE	010
13	ENST	208H	001	GANGI	030
14	ENST	259	001	GANGI	030
15	ENST	330	001	STAFF	015
16	ENST	350	001	HORNSTEIN	170
17	ENST	370	001	COOKE	020
18	ENST	396	001	STAFF	005
19	ENST	415	001	GRAY	014
20	ENST / ecol	461	001	UMBANHOWAR	015 / 005
21	ENST	461L	401, 402	STAFF	020
22	ENST	462	001	BELL	006
23	ENST	490	001	STAFF	015
24	ENST	530	001	RIAL	025
25	ENST	569	001	MITCHELL	005
26	ENST	685	001	WHITTINGTON	005

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	EXSS	273	001	MIHALIK	045
8					
9	LFIT	100%	adopted		
10					
11	PHYA	100%	adopted		
12					
13	RECR	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	GEOG	050	001	MOODY	024
8	GEOG	110	001	DOYLE	150
9	GEOG	111	001	STAFF	151
10	GEOG	112	001	BAIRD	023
11	GEOG / pwad	120	001	KIRSCH	140 / 010
12	GEOG	121	001	GOKARIKSEL	140
13	GEOG	130	001	STAFF	140
14	GEOG	237	001	WOOD	045
15	GEOG	259	001	VALDIVIA	045
16	GEOG	262	001	FLORIN	045
17	GEOG / asia	267	001	SMITH	045 / 005
18	GEOG	370	001	LIANG	40
19	GEOG	412	001	KONRAD	024
20	GEOG	420	001	FLORIN	045
21	GEOG	428	001	LEPOFSKY	024
22	GEOG	434	001	CARREL	045
23	GEOG	444	001	MOODY	045
24	GEOG / ints	448	001	GOKARIKSEL	020 / 005
25	GEOG	470	001	VALDIVIA	023
26	GEOG	577	001	SONG	017
27	GEOG	591	001	BAND	017
28	GEOG	591	002	LIANG	017
29	GEOG	595	001	SONG	024
30	GEOG	702	001	KIRSCH	015
31	GEOG	814	001	SMITH	024

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	GEOL	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CZCH	406	001	PICHOVA	010
8					
9	DTCH	100%	adopted		
10					
11	GERM	051	001	PIKE	024
12	GERM	053	001	ROBERGE	024
13	GERM / slav	251	001	PIKE	025 / 005
14	GERM	305	001	SUMMERS	015
15	GERM	389	001	STAFF	010
16	GERM	389	002	STAFF	010
17					
18	HUNG	280	001	SHERWOOD	030
19					
20	PLSH	100%	adopted		
21					
22	RUSS	214	001	STAFF	012
23					
24	SECR	402	001	DZUMHUR / BERNHARDT	012
25					
26	SLAV	n/a			

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	HIST	089	002	STAFF	020
8	HIST	089	003	JACKSON	020
9	HIST	127	006	WILLIAMS	151
10	HIST	127	007	WATSON	110
11	HIST	128	006	JACKSON	151
12	HIST	128	007	OTIS	165
13	HIST	130	006	LEE	110
14	HIST	143	006	CHASTEEN	110
15	HIST	151	006	KRAMER	165
16	HIST	151	007	HUNZIKER	165
17	HIST	152	001	HUNZIKER	055
18	HIST	157	001	STAFF	055
19	HIST / pwad	212	001	CADDELL	200 / 040
20	HIST	260	006	BRYANT	055
21	HIST	278	006	SWEET	165
22	HIST	285	006	KING	055
23	HIST	290	001	BROWNING	020
24	HIST	292	001	BRUNDAGE	021
25	HIST / mngt	364	006	WATERHOUSE	055 / 005
26	HIST / mngt	365	006	VARGAS	060 / 005
27	HIST / pwad	369	001	KOHN	126 / 027
28	HIST	377	001	MCNEIL	035
29	HIST	392	001	STAFF	015
30	HIST	393	003	CHASTEEN	015
31	HIST	393	004	TSIN	015
32	HIST	395	005	MCNEIL	015
33	HIST	395	007	SWEET	015
34	HIST	395	008	VARGAS	015
35	HIST	395	009	WILLIAMS	015
36	HIST	463	001	STAFF	035
37	HIST / pwad	490	002	CADDELL	020 / 020
38	HIST	516	001	SMITH	030
39	HIST	670	001	HALL	020
40	HIST	692H	001	MAYNOR-LOWERY	020
41	HIST	701	001	WHALEN	020
42	HIST	702	001	BRUNDAGE	015
43	HIST	716	001	MAYNOR-LOWERY	015
44	HIST	722	001	LEE	020
45	HIST	774	001	BROWNING	020

	A	B	C	D	E
46	HIST	775	001	STAFF	020
47	HIST	784	001	BRYANT	012
48	HIST	890	002	WATERHOUSE	020
49	HIST	900	001	KING	020
50	HIST	902	001	SMITH	020
51	HIST	951	001	KOHN	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	HNRS	325	001	KENDALL / SHACKELFORD	075
8	HNRS	350	001	LELOUDIS	012
9	HNRS	352	002	DANIELS	024
10	HNRS	354	001, 002	GOLDBERG	048

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	INLS	101	001	KELLY	030
8	INLS	200	002	CLEMENS	030
9	INLS	261	001	BERGQUIST	015
10	INLS	318	001	BARLOW	024
11	INLS	397	001	POMERANTZ	020
12	INLS	461	001	WEBSTER	030
13	INLS	461	003	BERGQUIST	015
14	INLS	490	141	LEE	024
15	INLS	500	001	BARREAU	030
16	INLS	500	002	SHEBLE	030
17	INLS	500	03W	PALMQUIST	025
18	INLS	501	001	GOLLOP	030
19	INLS	512	001	HAAS	024
20	INLS	520	001	GREENBERG	030
21	INLS	521	001	STAFF	030
22	INLS	523	001	HASSELL	030
23	INLS	525	001	LEE / MARCIANO	024
24	INLS	530	001	HUGHES-HASSELL	030
25	INLS	554	001	MARSHALL	030
26	INLS	556	001	TURI	030
27	INLS	572	001	HASSELL	030
28	INLS	576	001	FORREST	030
29	INLS	578	001	KELLER	024
30	INLS	582	001	HASSELL	030
31	INLS	585	02W	PATILLO	030
32	INLS	672	001	HASSELL	024
33	INLS	697	001	JONES	030
34	INLS	705	01W	GOLLOP	020
35	INLS	718	001	BERGQUIST	030
36	INLS	724	001	ELLINGTON	024
37	INLS	745	001	STAFF	030
38	INLS	760	001	CAPRA	030
39	INLS	841	001	MORAN	024
40	INLS	842	001	MORAN	024
41	INLS	843	001	BERGQUIST	030
42	INLS	857	001	MCNAMARA	014
43	INLS	882	001	BARREAU	014
44	INLS	887	001	WILDEMUTH	024

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	INTS	210	001	OSTERWEIL	240
8	INTS	390	001	DRISCOLL	025
9	INTS	393	001	OSTERWEIL	330
10	INTS	394	001	OSTERWEIL	020
11	INTS	691H	002	STAFF	025
12	INTS	692H	001	WEILER	025

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	JOMC	101	001	MCDONALD	040
8	JOMC	137	001	BYARS	070
9	JOMC	137	002	SINCLAIR	050
10	JOMC	141	001	BOYNTON	075
11	JOMC	141	002	NORTHUP	045
12	JOMC	180	001	DAVISON	018
13	JOMC	180	002	LAUTERER	018
14	JOMC	181	001	STEVENS	018
15	JOMC	182	001, 002	STAFF	036
16	JOMC	187	001, 002	WITTEKIND	036
17	JOMC	221	001	STAFF	018
18	JOMC	221	003	STAFF	018
19	JOMC	221	004	STAFF	018
20	JOMC	232	001-004	STAFF	072
21	JOMC	244	001	TOWNS	015
22	JOMC	253	001-005	STAFF	075
23	JOMC	256	001, 002	LAUDER	036
24	JOMC	271	002	MCMAHAN	020
25	JOMC	272	001	STAFF	025
26	JOMC	272	002	STAFF	018
27	JOMC	333	001	CURRAN	018
28	JOMC	340	001	PACKER	055
29	JOMC	340	002	SMITH	055
30	JOMC	340	003, 004	HOEFGES	110
31	JOMC	394	001	EUBANK	040
32	JOMC	426	001	HOCHBERG	018
33	JOMC	431	001	BYARS	020
34	JOMC	431	002, 003	CARROLL	035
35	JOMC	431	004	STAFF	015
36	JOMC	433	001	BYARS	015
37	JOMC	434	001	STAFF	018
38	JOMC	434	002, 003	MISNER	035
39	JOMC	434	004	STAFF	018
40	JOMC	441	001	MCDONALD	050
41	JOMC	445	001, 002	KALYANARAMAN	036
42	JOMC	446	001	VARGAS	030
43	JOMC	455	001	CROTHERS	015
44	JOMC	459	001	LAUTERER	015
45	JOMC	463	001	THORNBURG	018

	A	B	C	D	E
46	JOMC	480	001	DAVISON	018
47	JOMC	481	001	STEVENS	018
48	JOMC	483	001	OLIVER	018
49	JOMC	484	001	OLIVER	018
50	JOMC	490	001	STAFF	020
51	JOMC	490	002	PACKER	010
52	JOMC	490	003	TOWNS	010
53	JOMC	490	005	CUADROS	015
54	JOMC	490	006	SINCLAIR	015
55	JOMC	491	001	MCMAHAN	012
56	JOMC	552	001	ABERNATHY	010
57	JOMC	581	001	STAFF	018
58	JOMC	582	001	STEVENS	018
59	JOMC	583	001	LOFLAND	018
60	JOMC	584	001	DAVISON	018
61	JOMC	670	001	MCMAHAN	020
62	JOMC	692H	001	BROWN	010
63	JOMC	702	001	WALDEN	020
64	JOMC	703	001	VARGAS	009
65	JOMC	704	001	STAFF	015
66	JOMC	732	001	BOYNTON	009
67	JOMC	742	001	FRIEDMAN	015
68	JOMC	890	001	KALYANARAMAN	009

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	LING	310	001	TERRY	035
8	LING	409	001	PERTSOVA	035
9	LING	525	001	MORA-MARIN	035
10	LING	530	001	HENDRICK	010
11	LING	533	001	HENDRICK	010
12	LING	539	001	TERRY	035
13	LING	691H	001	STAFF	010
14	LING	692H	001	STAFF	010
15	LING	860	001	PERTSOVA	010
16					
17	MAYA	101	001	MORA-MARIN	030

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	LTAM	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	MASC	052	001	BANE	022
8	MASC	058	001	SEIM	022
9	MASC	059	001	TESKE	022
10	MASC	101	001	RIES	200
11	MASC	314	001	MCKEE	040
12	MASC	401	001	ARNOSTI	060
13	MASC	440	001	BRUNO	102
14	MASC	450	001	MARTENS	015
15	MASC	504	001	STAFF	020
16	MASC	560	001	WHITE	010

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	MATH	119	001, 002	STAFF	079
8	MATH	410	001	THOMAS	042
9	MATH	521	001	WOGEN	042
10	MATH	521	002	HAWKINS	040
11	MATH	529	001	JONES	062
12	MATH	534	001	BELKALE	042
13	MATH	547	002	ROZANSKY	062
14	MATH	547	003	ADALSTEINSSON	042
15	MATH	578	001	RIMANYI	042
16	MATH	669	001	MCLAUGHLIN	016
17	MATH	677	001	VARCHENKO	016
18	MATH	754	001	WILLIAMS	035
19	MATH	762	001	MINION	016
20	MATH	773	001	EBERLEIN	016
21	MATH	893	001	ARINKIN	016

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	MUSC	051	001	WISSICK / MCNEIL	024
8	MUSC	063	001	MACNEIL	024
9	MUSC	089	002	WOERNER	024
10	MUSC	089	003	STAFF	024
11	MUSC	123	001	EVERS	020
12	MUSC	132H	001	ANDERSON	015
13	MUSC	133	001-006	STAFF	060
14	MUSC	135	001	ANDERSON	035
15	MUSC	142	001	NADAS	120
16	MUSC	146	001	GARCIA	180
17	MUSC	212	002	STEWART	015
18	MUSC	212	004,005	OTTEN	025
19	MUSC	355	002	GARCIA	035
20	MUSC	355	003	LITWIN	035
21	MUSC	390H	001	LITWIN	024

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PHIL	110	001	STAFF	036
8	PHIL	112	001	STAFF	036
9	PHIL / reli	134 / 126	001	STAFF	026 / 010
10	PHIL	155	001	STAFF	040
11	PHIL	155	002	STAFF	040
12	PHIL	160	003	RHEINS	040
13	PHIL	364	001	MOSELEY	040
14	PHIL	698	001	BRENNAN	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PLAN	053	001	LOWE	005
8	PLAN	054	001	HOWARTH	021
9	PLAN	089	001	LESTER	005
10	PLAN	089	002	CAMPANELLA	005
11	PLAN	247	001	STAFF	030
12	PLAN	499	001	KAZA	018
13	PLAN	591	001	SONG	030
14	PLAN	638	001	STAFF	030
15	PLAN	685	001	WHITTINGTON	018
16	PLAN	704	001	NGUYEN	040
17	PLAN	721L	401	STAFF	022
18	PLAN	738	001	RODRIGUEZ	018
19	PLAN	739	001	HUEGY	030
20	PLAN	741	001	BERKE	015
21	PLAN	741	002	SONG	015
22	PLAN	744	001	SONG	018
23	PLAN	745L	401	STAFF	020
24	PLAN	757	001	HOWARD	018
25	PLAN	760	001	QUERCIA	040
26	PLAN	762	001	ROHE	018
27	PLAN	764	001	NGUYEN	018
28	PLAN	770	001	LOWE	018
29	PLAN	771	001	STAFF	025
30	PLAN	785	001	WHITTINGTON	025
31	PLAN	799	003	STAFF	020
32	PLAN	802	001	HENRY	020
33	PLAN	823	001	MALIZIA	018
34	PLAN	823	003	KAZA	018

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PLCY	057	001	STAFF	024
8	PLCY	061	001	GITTERMAN	024
9	PLCY	089	002	STAFF	024
10	PLCY / pwad	101	001	GITTERMAN	207 / 015
11	PLCY	101H	001	GITTERMAN	024
12	PLCY	150	001	STAFF	024
13	PLCY	196	001	ANDREWS	005
14	PLCY / pwad	210 / 201	001-003	FELDMAN	090 / 015
15	PLCY / pwad	220	001	SCOTT	062 / 010
16	PLCY	326	001	STAFF	035
17	PLCY	340	001	MEIER	050
18	PLCY	396	001	ANDREWS	005
19	PLCY	460	001	LAUEN	050
20	PLCY	496	001	ANDREWS	005
21	PLCY	530	001	LAUEN	050
22	PLCY	565	001	MEIER	050
23	PLCY	596	001	ANDREWS	005
24	PLCY	650	001	STAFF	024
25	PLCY / enst / envr / plan	686	001	ANDREWS	010 / 010 / 010 / 010
26	PLCY	691H	001	JAGGER	020
27	PLCY	692H	001	ANDREWS	005
28	PLCY	716	001	SCOTT	030
29	PLCY	780	001	STAFF	030
30	PLCY / plan	789	001	HANDA	015 / 010
31	PLCY	802	001	HENRY	015
32	PLCY	810	001	HENRY	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	POLI	055	001	LEONARD	024
8	POLI	063	001	CONOVER	024
9	POLI	100	001	STIMSON	300
10	POLI	100	002	MACKUEN	045
11	POLI	101	001	GRAY	171
12	POLI	130	001	REYNOLDS	200
13	POLI	195	001	BASSI	045
14	POLI	195	003	STAFF	036
15	POLI	200	001	SULLIVAN	045
16	POLI	206H	001	LEFEBVRE	024
17	POLI	215	001	SEARING	043
18	POLI / euro	239	001	VANBERG	232 / 005
19	POLI / pwad	252	001	MCKEOWN	038 / 005
20	POLI / pwad	253	001	MCKEOWN	038 / 005
21	POLI / wmst	265	001	BICKFORD	025 / 005
22	POLI	400	001	SULLIVAN	030
23	POLI	409	001	MACKUEN	030
24	POLI	410	001	MCGUIRE	030
25	POLI	411	001	UNAH	030
26	POLI	415	001	LEFEBVRE	030
27	POLI / pwad	416	001	UNAH	027 / 005
28	POLI	432	001	SEARING	030
29	POLI / ints	433	001	MOROFF	027 / 003
30	POLI / euro	442	001	OATLEY	026 / 005
31	POLI	474	001	LIENESCH	030
32	POLI	708	001	GRAY	020
33	POLI	715	001	CONOVER	020
34	POLI	722	001	HOYMAN	010
35	POLI	751	001	OATLEY	020
36	POLI	770	001	HOYMAN	020
37	POLI	775	001	LIENESCH	020
38	POLI	784	001	CARSEY	020
39	POLI	786	001	STIMSON	020
40	POLI	789	001	STAFF	020
41	POLI	881	001	MCGUIRE	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PSYC	210	002	MORGAN-LOPEZ	088
8	PSYC	225	001	BHOLAH	035
9	PSYC	260	003	CARPENTER	045
10	PSYC	431	001	PITZ	035
11	PSYC	468	001	COX	035
12	PSYC	500	001, 002	WISS	070
13	PSYC	505	001	WISS	035
14	PSYC	507	001	WILLIAMS	015
15	PSYC	531	001	THISSEN	035
16	PSYC	721	001	DYKSTRA	010
17	PSYC	739	001	HOPFINGER	015
18	PSYC	781	001	STAFF	020
19	PSYC	807	001	PRINSTEIN	040
20	PSYC	812	001	YOUNGSTROM	010
21	PSYC	813	001	BARDONE-CONE	015
22	PSYC	814	001	YOUNGSTROM	015
23	PSYC	844	001	PANTER	025

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PUBA	396	002	STAFF	015
8	PUBA	711	001	WHITAKER	029
9	PUBA	720	001	BERNER	029
10	PUBA	722	001	STAFF	020
11	PUBA	723	001	JACOBSON	029
12	PUBA	730	001	STAFF	029
13	PUBA	731	001	RIVENBARK	029
14	PUBA	740	001	ROENIGK	035
15	PUBA	746	001	STENBERG	065
16	PUBA	749	002	JACOBSON	035
17	PUBA	765	001	VOGT	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PWAD	350	001	STAFF	040

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	RELI	068H	001	TYSON	024
8	RELI	089	001	MARIENBERG	024
9	RELI	104	001	EHRMAN	180
10	RELI	108	001	MARIENBERG	060
11	RELI / clar / jwst	110	001	GREY	026 / 002 / 002
12	RELI	121	001	OCHOA	180
13	RELI	135	001	TYSON	030
14	RELI	140	001	MAFFLY-KIPP	300
15	RELI / asia	180	001	ERNST	162 / 018
16	RELI	199	001	STAFF	035
17	RELI	236	001	GONZALEZ	030
18	RELI	245	001	OCHOA	035
19	RELI / asia	287 / 302	001	AMBROS	025 / 005
20	RELI	321	001	BOYARIN	024
21	RELI	402	001	STAFF	010
22	RELI / wmst	424	001	GOODWIN	025 / 005
23	RELI	480	001	SAFI	030
24	RELI	490	001	STAFF	030
25	RELI	525	001	STAFF	020
26	RELI / asia	583	001	FOODY	025 / 005
27	RELI	697	001	ARIEL	025
28	RELI	707	001	EHRMAN	012
29	RELI	745	001	ARIEL	015
30	RELI	821	001	BOYARIN	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CATA	n/a			
8					
9	FREN	260H	001	STAFF	024
10	FREN	330	001	STAFF	025
11	FREN	371	001	BARR	025
12	FREN	387	001	WELCH	022
13	FREN	398	001	BARR	020
14	FREN	564	001	NOBLITT	022
15					
16	ITAL	310	001	CHAMBLESS	020
17	ITAL	398	001	MELITA	030
18					
19	PORT	270	001	CLARK	058
20					
21	ROML	059	001	HSU	021
22	ROML	698	001	SOSA-VELASCO	015
23					
24	SPAN	300H	001	MACK	024
25	SPAN	326	001	MACK	022
26	SPAN	335	001	MACK	024
27	SPAN	335	002, 003	MARTIN	048
28	SPAN	340	001	MUNOZ-HERMOSO	024
29	SPAN	344	001	ESTRADA	024
30	SPAN	371	001	DOMINGUEZ	024
31	SPAN	373	001	GONZALEZ-ESPITIA	024
32	SPAN	383	001	DOMINGUEZ	020
33	SPAN	398	001	PERELMUTER	020
34	SPAN	415	001	HUESA OTEGUI	022
35	SPAN	707	001	AMAGO	024
36	SPAN	835	001	GONZALEZ-ESPITIA	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	RUES / poli / pwad / soci	260	001	JENKINS	007 / 010 / 010 / 003
8	RUES	469	001	JENKINS	025
9	RUES	699	001	JENKINS	010
10	RUES	730	001	ROBERTSON	010

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	SOCI	054	001	KALLEBERG	021
8	SOCI	064	001	TYSON	021
9	SOCI	101	001	HASTINGS	116
10	SOCI	101	002	SHANAHAN	200
11	SOCI	111	002	NIELSEN	048
12	SOCI	121	001	UHLENBERG	048
13	SOCI	122	001	HASTINGS	116
14	SOCI / wmst	124	002	MATHEWS	038 / 010
15	SOCI	130	001	COHEN	048
16	SOCI / mngt	131	001	WELLS	039 / 009
17	SOCI	250	003	ROOS	048
18	SOCI	252	001, 002	PEREZ	096
19	SOCI	252	003	CAI	048
20	SOCI	273	001	SILVER	048
21	SOCI	390	001	GUO	034
22	SOCI	411	001	NOBLE	048
23	SOCI / mngt	412	002	DILL	038 / 010
24	SOCI	414	001	CROWDER	030
25	SOCI	418	001	CAI	048
26	SOCI	419	001	KURZMAN	048
27	SOCI	423	001	TYSON	030
28	SOCI / mngt	427	001	CAMPBELL	038 / 010
29	SOCI / reli	429	001	MOONEY	038 / 010
30	SOCI	431	001	MARSHALL	048
31	SOCI / wmst	444	001	DAW	038 / 010
32	SOCI	692H	001	ANDREWS	020
33	SOCI	707	001	PEARCE	022
34	SOCI	820	001	COHEN	022
35	SOCI	850	001	NIELSEN	022

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	STOR	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	WMST	066	001	SHIELDS	025
8	WMST	290	002	STAFF	025
9	WMST	352	001	SHIELDS	025

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Valid through May 2011
Submitted by Professor Lotchin

15) Linguistics 101: Fall 2010 through Spring 2012
OGRADY CONTEMPORARY LINGUISTICS 978-0-312-55528-3
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Submitted by dept Chair Randall Hendrick

16) Physics 104/105: Spring 2010 through Spring 2013
Walker: PHYSICS 978-0-321-61111-6
Valid through December 2012
Submitted by Professor Alice Churukian

17) Public Policy/Environmental Studies 585: Fall 2009 through Fall 2011 (Fall terms only)
ANDREWS: MANAGING THE ENVIRONMENT 978-0-300-11124-8
Valid through May 2011
Submitted by Professor Andrews

18) Psychology 101: 3 year commitment Fall 2008 through Spring 2011
Weiten: Psychology Briefer Edition PAPERBACK 978-0-495-10058-4
Valid through December 2010
Submitted by Kay Hill (Administrative Manager)

19) Religion 181: Spring 2009 through Spring 2011 (Spring terms only)
Gettleman: Middle East & Islamic World Reader 9780802139368
Pamuk: My Name is Red 9780375706851
History of Modern Palestine 9780521683159
Safi: Progressive Muslims 9781851683161
Valid through December 2010
Submitted by Professor Safi

20) Statistics & Operations Research 151: Fall 2010 through Spring 2011
JOHNSON STATISTICS 978-0-470-40927-5
Valid through December 2010
Submitted by dept Chair Edward Carlstein

From: Barbara Anderson <b_anderson@unc.edu>
Sent: Monday, October 25, 2010 11:40 AM
To: List for African Studies events <asc_events@listserv.unc.edu>
Subject: [asc_events] film and global dialogue

Invitation from Hannah Gill: The Latino Migration Project is sponsoring this excellent new film on Polish migration in the US (by acclaimed filmmaker Ruth Leitman) in an attempt to look at a contemporary issue from a number of different geographical perspectives. We invite you to join and enrich the conversation with perspectives from your world region!

"Tony and Janina's American Wedding: A Deportation Love Story"
a film by Ruth Leitman

6pm Tuesday, Oct. 26
The FedEx Global Education Center Auditorium
301 Pittsboro Street, UNC-Chapel Hill Campus, Chapel Hill
Free parking available

Tony & Janina's American Wedding is a feature length documentary that gets to the heart of the broken, red tape ridden U.S. immigration system. After 18 years in America, Tony and Janina Wasilewski's family is torn apart when Janina is deported back to Poland, taking their 6 year old son Brian with her. Set on the backdrop of the Chicago political scene, and featuring Illinois Congressman Luis Gutierrez at the heart of the immigration reform movement, this film follows the Wasilewski's 3-year struggle to be reunited, as their Senator Barack Obama rises to the Presidency. With a fresh perspective on the immigration conversation, this film tells the untold human rights story of Post-9/11 America, that every undocumented immigrant in our country faces today, with the power to open the conversation for change.

Directed by Ruth Leitman and co-produced by Steve Dixon.

Sponsored by the Latin American Coalition and the Latino Migration Project at UNC Chapel Hill. (www.isa.unc.edu)

For more information about TONY & JANINA'S AMERICAN WEDDING, please visit our website: www.tonyandjanina.com
You can see a trailer for TONY & JANINA'S AMERICAN WEDDING @ http://ruthlessfilms.com

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 FedEx Global Education Center
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
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b_anderson@unc.edu
www.global.unc.edu/africa

Barbara Anderson, Associate Director AASC
CB # 7582
reply to: b_anderson@unc.edu

You are currently subscribed to asc_events axsd: dacrowde@email.unc.edu.
To unsubscribe send a blank email to leave-27975448-8330504.1a78e031026708ecbe32b1580a577662@listserv.unc.edu

From: Barbara Anderson <b_anderson@unc.edu>
Sent: Tuesday, November 2, 2010 2:32 PM
To: List for African Studies events <asc_events@listserv.unc.edu>
Subject: [asc_events] CFP: SERSAS/SEAN Spring 2011 Conference

---

From: Todd Leedy, University of Florida, Gainesville <tleedy@ufl.edu>
Date: 2 November 2010

Africa Connected: Movement, Flow, and Change
28-29 January 2011
Gainesville, FL

The South Eastern Regional Seminar on African Studies (SERSAS) and the South East Africanist Network (SEAN) are pleased to announce an initial call for papers for a joint conference to be hosted by the University of Florida and co-sponsored by University of North Carolina-Chapel Hill.

The call for papers is open in terms of topics and methodologies to any aspect and region of Africa, though the general theme for the conference will be "Africa Connected: Movement, Flow, and Change." Papers addressing issues such as migration/remittances, regional/global capital flows, international assistance/development programs, information/communication technologies, and transnational forms of popular culture are particularly welcome.

SERSAS/SEAN invites the participation of advanced undergraduate and graduate students in addition to established scholars. Multi-media presentations will be facilitated and are encouraged. SERSAS also awards the Jim Brown Prize for the best paper presented by a graduate student at the conference. This award is $100.

Abstracts
Interested scholars are invited to submit an abstract of approximately 250 words to the members of SERSAS and SEAN conference coordination committee:

Kea Gordon, gordenk@cofc.edu
Todd Leedy, tleedy@ufl.edu
Aran MacKinnon, amackinn@westga.edu
Jeremy Rich, jrich@mtsu.edu

Deadline for submission of abstracts: 15 December 2010

Registration
Registration fees are $20 for faculty and $10 for graduate students. These fees can be paid onsite at the conference

Accommodation
A limited number of rooms have been placed on hold for conference attendees at the UF Reitz Union Hotel and Holiday Inn University Center in Gainesville. SERSAS/SEAN will pay for a limited number of accommodations at these two hotels - first priority will be given to presenters appearing on the program. Attendees must make individual reservations by contacting the hotel directly and using the appropriate group code with their own credit card. Please contact Todd Leedy (tleedy@ufl.edu) for further details.

Reitz Union Hotel (group code IBA11) ph. 352.392.2151 - reserve by 12/27/10

Holiday Inn University Center (group code ASG) ph. 352.376.1661 - reserve by 1/6/11

Information on SEAN and meeting registration:
http://web.africa.ufl.edu/News_Events/sean.html

Information on SERSAS: http://www.ecu.edu/african/sersas/homepage.htm

--
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To unsubscribe send a blank email to leave-28035266-8330504.1a78e031026708ecbe32b1580a577662@listserv.unc.edu

From: Davis, Christie Wynette <christie_davis@unc.edu>
Sent: Tuesday, November 2, 2010 5:18 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Facilitator Digest; November 2, 2010
Attach: 1102_HRF Digest.pdf; tobacco-cessation-benefits.pdf; GASO Webinars 2010 (2).pdf; 1102_HR Employee Information.pdf

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TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

- **Please forward the attachment titled "HR Employee Information" within your department(s).**
- **Full text of all articles in the weekly digest is available in the attachments and at http://hr.unc.edu/news-events/items.**

Upcoming Dates & Deadlines

Nov. 5: Nominations end for The Robert R. Cornwell Unsung Hero Award
Nov. 18: Carolina Cares, Carolina Shares Campaign ends
Nov. 18: Great American Smokeout
Nov. 23: Fee Changes for U.S. Citizenship and Immigration Services (USCIS)
Nov. 29: Fall 2010 EPAWeb & HRIS User Verification forms due

Information for Employees

Carolina Cares, Carolina Shares (http://www.unc.edu/secc/dropoff.htm)
We are making great progress towards meeting our 2011 goal of engaging participation from 30% of the Carolina Campus Community. Please consider giving to the State Employees' Combined Campaign.

Employee Service Awards – 5, 10 & 15 Year Awards (Contact: Alexis Perricone 962-1483)
Departments that did not pick up their Service Awards last week for employees reaching their 5-, 10- or 15 year anniversary between July through December 2010, may come by the Office of Human Resources in the Administrative Office Building between 8:30 a.m. and 4:30 p.m. Monday through Friday to pick up the awards for your department in Suite 1100.

Great American Smokeout (Click here)
The American Cancer Society is marking its 35th **Great American Smokeout Day** on Nov. 18. This day was created to encourage smokers to use the date to commit to a plan to quit smoking. Join other smokers in saying "no thanks" to cigarettes for 24 hours and plan to make it a life-long commitment for a healthy lifestyle!

OASIS Workshops (Contact: Jeff VanDrimmelen 919-724-4556)
The following workshops are available to all employees through OASIS:

Information for HR Facilitators

NEW Direct Deposit Authorization Forms (Contact Elizabeth (Betsi) Snipes 962-0046)
In order to comply with the IRS Federal Regulations with regards to the IAT Rules, a bullet has been added to both direct deposit authorization forms. The new bullet states the employee's responsibility should they forward the entire amount of their direct deposit from a U.S. bank to a bank in another country.

UNC
HUMAN RESOURCES

HR Facilitator Information

Office of Human Resources
Tuesday, November 2, 2010

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Attend webinar to become familiar with the obstacles you may face along with several options and resources to help you and the people you love quit tobacco for good. This webinar will be taught by Donna Dayer, Tobacco Cessation Specialist for the Tobacco Prevention and Control Branch, NC Division of Public health. Donna has 20 years of experience in helping people quit and training others to do the same. The webinar is quick and easy with no need to register!

Great American Smoke-out: Quit Tips for NC Employees
When: 11/18/2010 9:00 a.m.
Dial-In: 1-866-899-5399
Pass-Code: *2269313*

To join the meeting:
https://ncpublichealth.ncgovconnect.com/gaso1/

Great American Smoke-out: Quit Tips for NC Employees
When: 11/18/2010 12:00 p.m.
Dial-In: 1-866-899-5399
Pass-Code: *2269313*

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https://ncpublichealth.ncgovconnect.com/r26358578/

OASIS Workshops

FROM: Jeff VanDrimmelen
Office of Arts & Sciences Information Services

The following workshops are available to all employees through OASIS:

Create an interactive and professional website on your own in the Create Simple Websites at UNC Webinar. You can use it for your classes, your research, a new book release, or other projects. Learn how to easily put documents, photos, videos and other media online. Class will be taught using web.unc.edu as a platform. This webinar is available Nov. 10 from 10 a.m. to 12:30 p.m.

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Stay organized with your Outlook Calendar. Tune in to the Introduction to Outlook Calendar webinar and learn about getting started with Outlook calendar feature on UNC's new Exchange server. This webinar is available Nov. 19, 2:30 p.m. to 3:30 p.m.

Need a new way to help you stay on task throughout the day? Learn how to use Outlook tasks on UNC's new Exchange server in the Introduction to Outlook Tasks webinar Nov. 22 from 9:30 a.m. to 10:30 a.m.

All webinars will be taught by Jeff VanDrimmelen.

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FROM: Elizabeth C. (Betsi) Snipes, UNC Payroll Services

In order to comply with the IRS Federal Regulations with regards to the IAT Rules, a bullet has been added to both direct deposit authorization forms. The new bullet states the employee's responsibility should they forward the entire amount of their direct deposit from a U.S. bank to a bank in another country.

Please discard all old direct deposit authorization forms and begin using the new ones that are now available on the Policy and Procedures Manual website.

You CAN Quit Using Tobacco!

It takes hard work to stop smoking, chewing tobacco or using snuff. But, there are lots of great reasons to quit.

- You may live longer and feel better.
- You will reduce your chance of a heart attack, cancer or stroke.
- You will have more energy and breathe easier.
- If you are pregnant, your baby will get more oxygen and be healthier.
- The people you live with, especially your children, will be healthier.
- You will have extra money to spend on things other than tobacco products!

The State Health Plan for Teachers and State Employees has many resources and benefits to help you.

TOBACCO USE CESSATION TOOLS & RESOURCES	
NC Tobacco Use Quitline **1-800-QUIT-NOW** (1-800-784-8669) Open 8:00am-3:00am, 7 days a week, in English and Spanish	QuitlineNC is a telephone quit tobacco program. Quit Coaches® will call you at your convenience up to three times after your intial call to coach you on quitting, goal setting, problem solving and medications. QuitlineNC can help you if you smoke, chew or use snuff. You will be mailed educational materials and can be enrolled in a web-based program for extra support. **Free nicotine replacement therapy patches will also be offered to members through the Quitline.** You must be enrolled in the multiple-call coaching program to receive free patches. • You do not need a prescription • You can get 4 months of patches per Plan year for up to 2 years • Patches will be mailed directly to your home
Tobacco Cessation Counseling	Counseling by a physician, nurse practitioner, physician assistant or behavioral health provider is covered.
Prescription Medications	The following prescription medications are covered: • Nicotine Replacement Therapy Patches with a prescription: - $10 generic copay - $5 over-the-counter generic copay • Bupropion (generic for Zyban): $10 generic copay • Nicotrol Nasal Spray, Nicotrol Inhaler, Varenicline (Chantix): $35 copay
Other Plan Resources	• NC HealthSmart Health Coaches 24/7 at 1-800-817-7044 • NCHealthSmart Personal Health Portal: www.shpnc.org • Blue 365™: www.shpnc.org/sc-my-member-services.html • Worksite Wellness: www.shpnc.org/worksite-wellness.html
Non Plan Resources	• Become an EX: Re-learn life without cigarettes: *www.becomeanex.org* • American Cancer Society: *www.cancer.org* • American Lung Association's Freedom From Smoking program: *www.lungusa.org*

American Cancer Society® Great American Smokeout®

Great American Smokeout: November 18, 2010

Quitting Resources for N.C. State Employees

Join us for any one of two free Webinars on Great American Smokeout Day, November 18

No need to register. Works best in Microsoft Explorer.

Great American Smoke-out: Quit Tips for NC Employees
When: 11/18/2010 9:00 AM
Dial-In: 1-866-899-5399
Pass-Code: *2269313*

To join the meeting:
https://ncpublichealth.ncgovconnect.com/gaso1/

GASO: Quit Tips for NC Employees
When: 11/18/2010 12:00 PM
Dial-In: 1-866-899-5399
Pass-Code: *2269313*

To join the meeting:
https://ncpublichealth.ncgovconnect.com/r26358578/

If you have never attended a Connect Pro meeting before test your connection:
https://ncpublichealth.ncgovconnect.com/common/help/en/support/meeting_test.htm

On Great American Smokeout Day, take 30 minutes to learn what free and low-cost resources are available to help you, as a NC State Employee, quit tobacco for good!

Donna Dayer, Tobacco Cessation Specialist for the Tobacco Prevention and Control Branch, NC Division of Public Health has 20 years experience helping people quit and training others to do the same.

This webinar series will be a quick, easy way to get the latest information on how you or someone you love can quit tobacco. This free webinar will be repeated at 9 a.m. and Noon for your convenience. Feel free to share this link with others.

NORTH CAROLINA PUBLIC HEALTH
Social Marketing
MATRIX TEAM

QuitlineNC
1-800-QUIT-NOW

UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, November 2, 2010

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From: McAuliffe, Samantha Lea <samantha.mcauliffe@unc.edu>
Sent: Wednesday, November 3, 2010 12:23 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] FW: Supervisory Spans and Elevating Departmental Business Functions
Attach: 11_3_10 Thorp Memo re Spans and UBC.pdf

To: Vice Chancellors and Deans
From: H. Holden Thorp
Subject: Supervisory Spans and Elevating Department Business Functions

Please see the attached important communication from Chancellor Thorp.

cc: Assistant and Associate Vice Chancellors
Assistant and Associate Provosts
Human Resources Administrative Advisory Committee (HRAAC) Members
Human Resources Facilitators
Carolina Counts Program Office

Samantha McAuliffe
Executive Assistant to the Vice Chancellor for Human Resources
UNC Chapel Hill
104 Airport Drive
Chapel Hill, NC 27599-1045

T 919-962-1553
F 919-962-8677
Email: samantha.mcauliffe@unc.edu

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

HOLDEN THORP
Chancellor

103 SOUTH BUILDING
CAMPUS BOX 9100
CHAPEL HILL, NC 27599-9100

T 919.962.1365
F 919.962.1647

MEMORANDUM

TO: Vice Chancellors and Deans
FROM: H. Holden Thorp HHT
DATE: October 27, 2010
RE: Supervisory Spans and Elevating Departmental Business Functions

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Enhancing communication and decision-making through reduced layers of supervisory management, and achieving better scale and cost-effectiveness by consolidating selected administrative functions, were two major areas of focus in the Bain study. To address these topics, I have asked the Office of Human Resources (OHR) to issue the attached guidelines for two new University initiatives – Supervisory Spans and Layers and the Consolidation and Elevation of Selected Departmental Business Functions, primarily human resources and finance. I ask you to carefully review these guidelines with your leadership teams and to make it a priority to make measureable progress on these initiatives beginning this fiscal year. Copies will also shortly be posted to the OHR web site.

The guidelines intentionally provide broad discretion in terms of how they are implemented and carried out. This is in recognition that no single approach will fit the mission or culture of every school and division, and that one of our strengths as an institution is the flexibility and authority that is afforded each of you to determine the most effective approach in structuring and operating your areas of responsibility. However, we all share the broader responsibility of ensuring that the University is managed effectively and in a way that demonstrates our stewardship of the resources provided to us by the State and other external entities that entrust us with performing sponsored research. These accountabilities compel us to seize this opportunity to make essential and sustained improvements in how we deliver core administrative services throughout the University, and how we design our organization in terms of supervisory reporting relationships.

I have asked OHR to develop specific procedures and reporting mechanisms in the months ahead to assist us in implementing these guidelines and monitoring our progress. OHR will provide further information directly to your unit's HR Facilitators on how our position classification procedures will soon be modified to monitor supervisory spans and layers. While there is no requirement to modify existing supervisory positions to meet the new spans and layers guidelines, there is an

expectation going forward that these guidelines will inform your decisions at such time as SPA or EPA non-faculty supervisory positions are created or modified during the position classification process. Likewise, OHR will implement enhancements to the human resources data warehouse to give management the ability to track progress in this area. OHR has already begun to partner with individual Schools and Divisions that are pursuing Unified Business Clusters (UBCs) or other approaches to consolidating selected business functions. The attached guidelines further clarify how these organizational transformations should be approached; OHR will also meet individually with your School/Division administrative leadership to discuss these options and answer questions.

I recognize that these changes are significant and will not occur overnight. My interest is not in quick fixes, but in long-term, sustainable improvement. I expect you to carry out these changes in a way that minimizes any impact to individual employees as much as possible. However, I also want to convey the sense of urgency that all of us as University leaders must have in approaching these initiatives. I have committed to our Board of Trustees and to external stakeholders of the University that we will make a sustained effort to improve our administrative efficiency in a variety of areas. I consider the attached guidelines and your involvement and support in carrying them out as essential to the University's success. Please accept my sincere appreciation for doing your part to help us advance as an institution.

HTT:bl

cc: Assistant and Associate Vice Chancellors
Assistant and Associate Provosts
Human Resources Administrative Advisory Committee (HRAAC) Members
Human Resources Facilitators
Carolina Counts Program Office

Thorp/hr102710

The University of North Carolina at Chapel Hill
Guidelines on Clustering and/or Elevation of Departmental Business Functions

November 3, 2010

Overview

It is the University's goal to conduct its business operations as efficiently as possible to maximize resources that can be directed to its core missions of teaching, research and public service. One possible approach is to cluster or elevate selected business functions to the School/Division level that has been traditionally decentralized to the department level. (In this usage, "cluster" and "elevation" have distinct meanings and are defined below.) This approach is anticipated to achieve increased efficiencies and enhance service quality. Human resources and finance/accounting support have been identified as primary consolidation opportunities; however, additional options may exist within some units, including information technology support, sponsored research administration and facilities coordination. These guidelines and procedures have been established to assist Deans and Vice Chancellors in carrying out the transformation of their core administrative functions to achieve the desired efficiency and service improvement outcomes.

Organizational Approaches

Two primary organizational approaches have been identified:

- Unified Business Cluster (UBC): This option offers a UBC manager/director role with subordinate accounting and human resources specialists. This group delivers comprehensive administrative services to a group of departments and centers (see Attachment A for an example). The UBC manager/director is typically an administrative "generalist" (e.g., Business Officer or Business Manager) whose skill set spans the finance and human resources domains. The UBC model elevates the traditional departmental business office to a higher organizational level, and expands the number of departments and/or centers served by such a unit. This approach retains an integrated approach to business operations, but presents challenges in recruiting and retaining the depth of expertise that may be necessary for more advanced consultative services within both the finance and human resources domains. The UBC model also requires that both the human resources and financial functions be consolidated at the same time, when in some circumstances there may be reasons for one or the other to remain decentralized at a departmental level, or to be consolidated on separate timelines.

- Elevated Business Function (EBF): This option involves the creation of separate but equal human resources and finance managers/directors within a School/Division organization or some other group arrangement, as opposed to a UBC led by a single administrative "generalist." Each manager/director has subordinate specialists who assist in the delivery of their respective services (see Attachment B for an example). This approach may afford the opportunity for the School/Division to accept more delegated authority from central offices, and therefore operate more independently in addressing complex matters, given the higher degree of subject matter expertise and competency available with these specialist roles. It also offers the option to consolidate or elevate one business function (e.g., human resources or finance) instead of both together. For some units, it may be more feasible to elevate one function but leaving the other to continue operating on the departmental level.

Both approaches lessen the number of distributed business office staff that must interact with central University offices, which in turn eases communication and training challenges, and simplifies the implementation and support of core University business systems. Deans and Vice Chancellors have the flexibility to adopt either approach as they work to transform their administrative operations depending on their specific needs and organizational culture. The Office of Human Resources (OHR) is available to assist units in evaluating which model most effectively addresses their needs and the human resources implications of one approach over another.

Technical Assistance

OHR is available to provide consultative assistance to Department Heads in their efforts to plan and implement UBCs or EBFs and has more detailed information to assist in this process. To obtain such assistance, contact OHR's Director of Classification and Compensation at 962-8099.

Related Documents

- Attachment A: Example Organization Chart for UBC Model
- Attachment B: Example Organization Chart for EDF Model

Prepared By: Office of the Vice Chancellor for Human Resources

Attachment A
Example Organizational Chart for UBC Model

Note: These charts provide an illustration of a possible organization structure. The specific job classifications and number of positions that would be included in an actual organizational structure would vary depending on the scope of responsibilities covered, including number of employees managed from an HR perspective and amount of budget and types of accounts managed from a financial and accounting perspective.

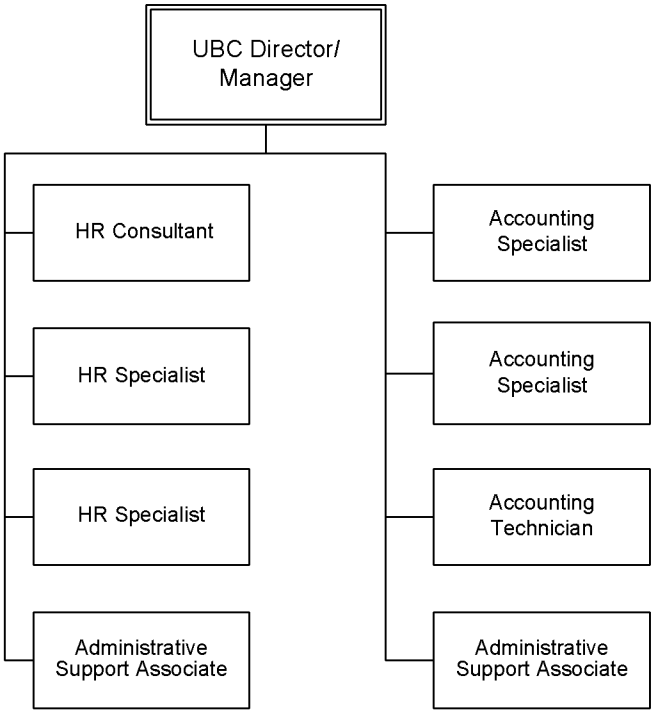

Attachment B
Example Organization Chart for EBF Model

Note: These charts provide an illustration of a possible organization structure. The specific job classifications and number of positions that would be included in an actual organizational structure would vary depending on the scope of responsibilities covered, including number of employees managed from an HR perspective and amount of budget and types of accounts managed from a financial and accounting perspective.

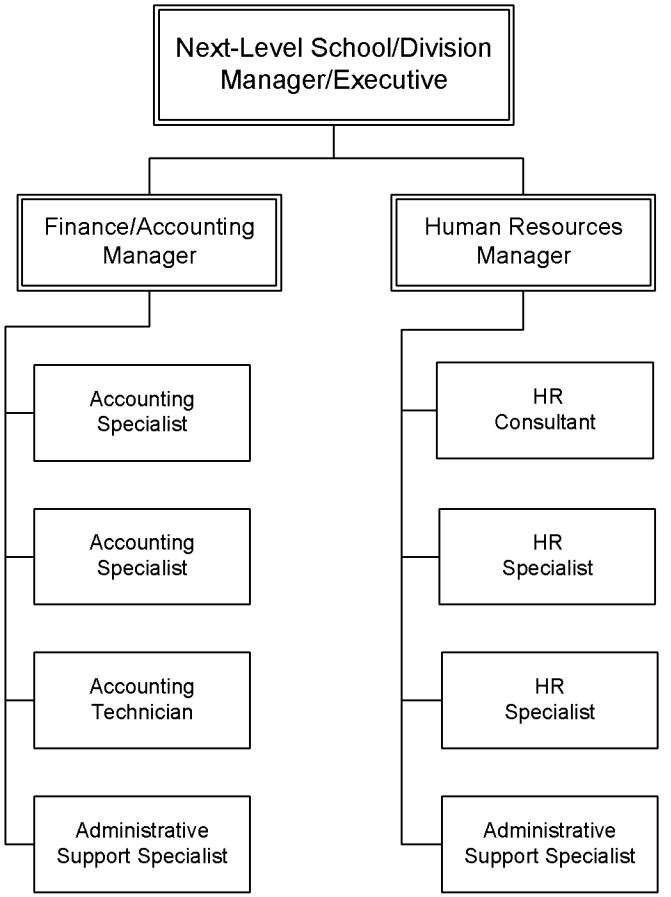

The University of North Carolina at Chapel Hill
Management Guidelines on Reduction of Supervisory Layers and Spans of Control

November 3, 2010

Overview

It is the University's goal to achieve and sustain a reduction in layers of supervisory management. This goal originates from the recommendations of the Bain Report and carried forward to the University's CarolinaCounts initiative. Reduced layers of management are expected to enhance University-wide communication, which can be adversely impacted by excessive layers of supervisory management, as well as improve efficiency and economies of scale with regard to supervisory resources. By increasing the number of employees currently managed by an individual supervisor, a reduction of managerial layers and an increase in spans of control within each Department and School/Division can be realized.

Guidelines

- For the purposes of this policy:
    - "Supervisor" is defined as an SPA or EPA non-faculty employee who has primary responsibility for hiring, assignment and monitoring of work, and performance management for at least one other individual within their work unit.
    - "Supervisory span" or "span of control" is defined as the number of individuals who directly report to an individual supervisor excluding dotted line reporting relationships.

- Faculty supervisors are excluded from the provisions of this policy due to the unique role and mission of the faculty.

- Department Heads are expected to make every effort to achieve a minimum supervisory span of four employees (including any administrative or executive assistants) for each supervisory position with seven direct reports considered a desirable goal. It is recognized that the minimum supervisory span of four employees may not be achievable or appropriate in every circumstance and Department Heads have the latitude to depart from these standards when essential business needs or University operational needs dictate.

- In circumstances where a Department Head will deviate from the minimum number of direct reports set forth in this policy, the approval of the relevant Dean or Vice Chancellor is

necessary. Delegation of this approval authority by a Dean or Vice Chancellor to a subordinate is not permitted except in exceptional circumstances.

Reporting and Monitoring

The University's Human Resources Data Warehouse, which is available to Departments and School/Division Administrative offices, includes the capability to report on supervisory spans and layers by Department. The Chancellor has directed OHR to implement specific procedures to monitor supervisory spans and layers throughout the University and to assist University Senior Officers and Department Heads in facilitating achievement of these goals within their work units.

Accordingly, Departments will be asked to address supervisory spans of control in all SPA and EPA non-faculty position classification or reclassification actions and to assure consideration has been given to these spans prior to a supervisory position being created or recruited.

Opportunities to Re-Consider and Increase Spans of Controls

The following are specific situations in which opportunities to increase supervisory spans, and thereby reduce layers of management may be present. Department Heads should utilize these opportunities to the greatest extent possible to advance the goals of this policy.

- Employee retirements
- Vacancies
- Organizational re-structuring due to operational needs or budget cuts
- Layoffs as a result of budget cuts
- Creation of new positions
- Use of a "lead employee" versus a formal supervisory position
- Reporting relationship changes
- Creation of Unified Business Clusters (UBCs) or elevating Department-level business functions into School/Division-level Finance and/or Human Resources Manager

Technical Assistance

OHR is available to provide consultative assistance to Department Heads in their efforts to increase supervisory spans and to reduce organizational layers. To obtain such assistance, contact OHR's Director of Classification and Compensation at 962-8099.

Prepared By: Office of the Vice Chancellor for Human Resources

From: Bryant, Kathy <kathy_bryant@unc.edu>
Sent: Wednesday, November 3, 2010 12:35 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] Corrected: HR Facilitator Digest; November 2, 2010
Attach: tobacco-cessation-benefits.pdf; GASO Webinars 2010 (2).pdf; 1102_HR Employee Information.pdf

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ALL: It has come to my attention that there was an article included in the Employee Information attachment that should have been directed solely to HRFs. Our apologies for the error, and the corrected employee version is attached to this message if you have not already distributed it.

TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

- **Please forward the attachment titled "HR Employee Information" within your department(s).**
- **Full text of all articles in the weekly digest is available in the attachments and at http://hr.unc.edu/news-events/items.**

Upcoming Dates & Deadlines

Nov. 5: Nominations end for The Robert R. Cornwell Unsung Hero Award
Nov. 18: Carolina Cares, Carolina Shares Campaign ends
Nov. 18: Great American Smokeout
Nov. 23: Fee Changes for U.S. Citizenship and Immigration Services (USCIS)
Nov. 29: Fall 2010 EPAWeb & HRIS User Verification forms due

Information for Employees

Carolina Cares, Carolina Shares (http://www.unc.edu/secc/dropoff.htm)
We are making great progress towards meeting our 2011 goal of engaging participation from 30% of the Carolina Campus Community. Please consider giving to the State Employees' Combined Campaign.

Great American Smokeout (Click here)
The American Cancer Society is marking its 35th **Great American Smokeout Day** on Nov. 18. This day was created to encourage smokers to use the date to commit to a plan to quit smoking. Join other smokers in saying "no thanks" to cigarettes for 24 hours and plan to make it a life-long commitment for a healthy lifestyle!

OASIS Workshops (Contact: Jeff VanDrimmelen 919-724-4556)
The following workshops are available to all employees through OASIS:

Information for HR Facilitators

NEW Direct Deposit Authorization Forms (Contact Elizabeth (Betsi) Snipes 962-0046)
In order to comply with the IRS Federal Regulations with regards to the IAT Rules, a bullet has been added to both direct deposit authorization forms. The new bullet states the employee's responsibility should they forward the entire amount of their direct deposit from a U.S. bank to a bank in another country.

Employee Service Awards – 5, 10 & 15 Year Awards (Contact: Alexis Perricone 962-1483)
Departments that did not pick up their Service Awards last week for employees reaching their 5-, 10- or 15 year anniversary between July through December 2010, may come by the Office of Human Resources in the Administrative Office Building between 8:30 a.m. and 4:30 p.m. Monday through Friday to pick up the awards for your department in Suite 1100.

You CAN Quit Using Tobacco!

It takes hard work to stop smoking, chewing tobacco or using snuff. But, there are lots of great reasons to quit.

- You may live longer and feel better.
- You will reduce your chance of a heart attack, cancer or stroke.
- You will have more energy and breathe easier.
- If you are pregnant, your baby will get more oxygen and be healthier.
- The people you live with, especially your children, will be healthier.
- You will have extra money to spend on things other than tobacco products!

The State Health Plan for Teachers and State Employees has many resources and benefits to help you.

TOBACCO USE CESSATION TOOLS & RESOURCES	
NC Tobacco Use Quitline **1-800-QUIT-NOW** (1-800-784-8669) Open 8:00am-3:00am, 7 days a week, in English and Spanish	QuitlineNC is a telephone quit tobacco program. Quit Coaches® will call you at your convenience up to three times after your intial call to coach you on quitting, goal setting, problem solving and medications. QuitlineNC can help you if you smoke, chew or use snuff. You will be mailed educational materials and can be enrolled in a web-based program for extra support. **Free nicotine replacement therapy patches will also be offered to members through the Quitline.** You must be enrolled in the multiple-call coaching program to receive free patches. • You do not need a prescription • You can get 4 months of patches per Plan year for up to 2 years • Patches will be mailed directly to your home
Tobacco Cessation Counseling	Counseling by a physician, nurse practitioner, physician assistant or behavioral health provider is covered.
Prescription Medications	The following prescription medications are covered: • Nicotine Replacement Therapy Patches with a prescription: - $10 generic copay - $5 over-the-counter generic copay • Bupropion (generic for Zyban): $10 generic copay • Nicotrol Nasal Spray, Nicotrol Inhaler, Varenicline (Chantix): $35 copay
Other Plan Resources	• NC HealthSmart Health Coaches 24/7 at 1-800-817-7044 • NCHealthSmart Personal Health Portal: www.shpnc.org • Blue 365™: www.shpnc.org/sc-my-member-services.html • Worksite Wellness: www.shpnc.org/worksite-wellness.html
Non Plan Resources	• Become an EX: Re-learn life without cigarettes: *www.becomeanex.org* • American Cancer Society: *www.cancer.org* • American Lung Association's Freedom From Smoking program: *www.lungusa.org*

American Cancer Society® Great American Smokeout®

Great American Smokeout: November 18, 2010

Quitting Resources for N.C. State Employees

Join us for any one of two free Webinars on Great American Smokeout Day, November 18

No need to register. Works best in Microsoft Explorer.

Great American Smoke-out: Quit Tips for NC Employees
When: 11/18/2010 9:00 AM
Dial-In: 1-866-899-5399
Pass-Code: *2269313*

To join the meeting:
https://ncpublichealth.ncgovconnect.com/gaso1/

GASO: Quit Tips for NC Employees
When: 11/18/2010 12:00 PM
Dial-In: 1-866-899-5399
Pass-Code: *2269313*

To join the meeting:
https://ncpublichealth.ncgovconnect.com/r26358578/

If you have never attended a Connect Pro meeting before test your connection:
https://ncpublichealth.ncgovconnect.com/common/help/en/support/meeting_test.htm

On Great American Smokeout Day, take 30 minutes to learn what free and low-cost resources are available to help you, as a NC State Employee, quit tobacco for good!

Donna Dayer, Tobacco Cessation Specialist for the Tobacco Prevention and Control Branch, NC Division of Public Health has 20 years experience helping people quit and training others to do the same.

This webinar series will be a quick, easy way to get the latest information on how you or someone you love can quit tobacco. This free webinar will be repeated at 9 a.m. and Noon for your convenience. Feel free to share this link with others.

NORTH CAROLINA PUBLIC HEALTH
Social Marketing
MATRIX TEAM

QuitlineNC
1-800-QUIT-NOW

UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, November 2, 2010

Upcoming Dates and Deadlines

Nov. 5: Nominations end for The Robert R. Cornwell Unsung Hero Award
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Information for Employees

Carolina Cares, Carolina Shares

FROM: Brian Usischon, Benefits Services
Office of Human Resources

We are making great progress towards meeting our 2011 goal of engaging participation from 30% of the Carolina Campus Community. Please consider giving to the State Employees' Combined Campaign.

All employees who make a donation will receive a Carolina Cares, Carolina Shares lanyard and will be eligible for prizes donated by local community shops. In addition to the great giveaways-- all employees who donate to the campaign will be entered to win the grand prize, one of three terrific Trek bicycles, courtesy of Pepsi. Click here to see the list of the winners.

Great American Smokeout

FROM: Brian Usischon, Benefits Services
Office of Human Resources

The American Cancer Society is marking its 35th Great American Smokeout Day on Nov. 18. This day was created to encourage smokers to use the date to commit to a plan to quit smoking. Join other smokers in saying "no thanks" to cigarettes for 24 hours and plan to make it a life-long commitment for a healthy lifestyle!

To quit smoking is not an easy task, but it can be done! Take 30 minutes on Nov. 18, and learn what free and low-cost resources are available to you as a North Carolina State Employee.

Attend webinar to become familiar with the obstacles you may face along with several options and resources to help you and the people you love quit tobacco for

good. This webinar will be taught by Donna Dayer, Tobacco Cessation Specialist for the Tobacco Prevention and Control Branch, NC Division of Public health. Donna has 20 years of experience in helping people quit and training others to do the same. The webinar is quick and easy with no need to register!

Great American Smoke-out: Quit Tips for NC Employees
When: 11/18/2010 9:00 a.m.
Dial-In: 1-866-899-5399
Pass-Code: *2269313*

To join the meeting:
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When: 11/18/2010 12:00 p.m.
Dial-In: 1-866-899-5399
Pass-Code: *2269313*

To join the meeting:
https://ncpublichealth.ncgovconnect.com/r26358578/

OASIS Workshops

FROM: Jeff VanDrimmelen
Office of Arts & Sciences Information Services

The following workshops are available to all employees through OASIS:

Create an interactive and professional website on your own in the Create Simple Websites at UNC Webinar. You can use it for your classes, your research, a new book release, or other projects. Learn how to easily put documents, photos, videos and other media online. Class will be taught using web.unc.edu as a platform. This webinar is available Nov. 10 from 10 a.m. to 12:30 p.m.

Come and learn about getting started with Outlook email on UNC's new Exchange server, in the Introduction to Outlook Email. This webinar is available Nov. 18, 10 a.m. to 12 p.m.

Stay organized with your Outlook Calendar. Tune in to the Introduction to Outlook Calendar webinar and learn about getting started with Outlook calendar feature on UNC's new Exchange server. This webinar is available Nov. 19, 2:30 p.m. to 3:30 p.m.

Need a new way to help you stay on task throughout the day? Learn how to use Outlook tasks on UNC's new Exchange server in the Introduction to Outlook Tasks webinar Nov. 22 from 9:30 a.m. to 10:30 a.m.

All webinars will be taught by Jeff VanDrimmelen.

From: Davis, Christie Wynette <christie_davis@unc.edu>
Sent: Tuesday, November 16, 2010 3:51 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Facilitator Digest; November 16, 2010
Attach: 1116_HR Employee Information.pdf; 1116_HRF Digest.pdf

---

TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

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Dec. 14: 12th Annual Holiday Blood Drive
Dec. 16: Carolina Cares, Carolina Shares campaign ends (campaign extended)

Information for Employees

Health Care & Dependent Day Care Flexible Spending Accounts (FSA) (click here)
In connection with the conversion and upgrade of the NCFlex Flexible Spending Account (FSA) platform, a new fax number and mailing address for claims processing were issued. Using the old FSA claim form will delay the processing of reimbursements.

"Get Fit from Head to Heel" (click here)
Carolina Campus Recreation and Counseling & Wellness Services introduce "Get Fit from Head to Heel!" This 10-week healthy lifestyle, weight loss and physical activity challenge is available to UNC-Chapel Hill students and employees. This program is designed for individuals interested in modifying their lifestyle and adopting healthy new patterns.

Information for HR Facilitators

Changes to Form I-9 and E-Verify Process (click here)
Effective Monday, Nov. 29, U.S. Citizenship and Immigration Services (USCIS) will implement the following changes to the E-Verify system:

EPA Applicant System Enhancements (Contact: Equal Opportunity Office at 966-3576)
I'm pleased to announce an enhancement to the EPA Applicant System that will provide applicants with the ability to add/update their contact information, application information and documents. The enhancement will be available as of Friday, Nov. 12.

Changes to HR Central Inbox (click here)
In effort to increase the system's performance, we have made changes to the inbox for HR Central applications. Prior to the change, the inbox was displayed as one page with three different sections for Actions Awaiting Approval, Paused/Retracted/Disapproved items and FYI Notifications. Effective Wednesday, Nov. 17, the inbox will have three separate pages for each category of activity. The navigational links on the left side of the page will also change. The new links will be as follows:

UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, November 16, 2010

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"Get Fit from Head to Heel"

FROM: Brian Usischon, Benefits Services
Office of Human Resources

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With the support of a team and coach, participants will have weekly fitness workouts, nutrition sessions and focus groups. The program emphasizes the importance of maximizing physical activity and making healthier lifestyle and

eating choices. The program not only provides motivation and support, but the resources to be successful. For more information and to apply click here.

UNC
HUMAN RESOURCES

HR Facilitator Information

Office of Human Resources
Tuesday, November 16, 2010

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Information for HR Facilitators

Changes to Form I- 9 and E- Verify Process

FROM: Noreen Montgomery, Employment & Staffing
Office of Human Resources

Effective Monday, Nov. 29, U.S. Citizenship and Immigration Services (USCIS) will implement the following changes to the E-Verify system:

- **Late submission notations**: E-Verify will require that a reason be provided for late submissions (those sent more than 3 days from the date of hire) before the E-Verify case can be processed.

Departments must provide a reason for all late submissions by adding a case note to the *OnDocs* tab for the employee's Form I-9. The reason you enter must be 200 or fewer characters and must not include any personally identifiable or sensitive information (such as Social Security numbers).

- **Photo matching tool**: E-Verify will require that the photo on government issued documents (including Permanent Resident Card I-551, Employment Authorization Document I-766, U.S. Passport and Passport card) presented by the employee match an electronic photo provided by the Department of Homeland Security records before the E-Verify case can be processed.

As a reminder, departments must upload clear and legible identification and work authorization document(s) with the Form I-9. Illegible documents will not be accepted and may delay the processing of the Form I-9 and E-Verify verification within the mandated timeframe.

- **Card Number submission**: E-Verify will require the submission of the card number for I-551 and I-766 documents. A field will be available in *Section 2* to capture this data for submission to E-Verify.

As a reminder, federal and state laws require that all Form I-9 and E-Verify verification be completed for all new and rehired employees within **three business days** of the date of hire. Departments are asked to complete the Form I-9 as early as possible within the three day period to allow time for the EEV unit to complete the E-Verify verification on time. **Failure to complete the Form I- 9 appropriately, include a copy of supporting document(s), indicate a reason for a late submission and/or complete the form on time will create a compliance issue and may result in fines, civil and criminal penalties and/or debarment from federal contracts.**

Click here for step-by-step procedures for processing a Form I-9 in the LawLogix Guardian system. Detailed Form I-9 and Employment Eligibility Verification information are also available on UNC's website.

If you have questions, contact an Employment Eligibility Verification (EEV) Specialist in the Office of Human Resources at 962-0985 or send an email to eevquestions@listserv.unc.edu. Thank you for your continued focus on ensuring that your department complies with these federal and state regulations.

EPA Applicant System Enhancements

FROM: Ann Penn, Equal Opportunity/ADA Officer

I'm pleased to announce an enhancement to the EPA Applicant System that will provide applicants with the ability to add/update their contact information, application information and documents. The enhancement will be available as of Friday, Nov. 12.

The confirmation email that is sent to a candidate applying for an EPA Faculty or Non-Faculty position will contain instructions and a link to guide them on how to add/update their current information.

When an applicant changes contact information, application information or adds/updates documents, an immediate screen of confirmation is displayed. The applicant also receives an email confirmation of any changes made.

Also, search committee chairs will receive an email notification when an applicant updates their application information.

Please contact the Equal Opportunity Office at 966-3576 if you have any questions.

Changes to HR Central Inbox

FROM: Theresa Silsby, HR Application Support
Office of Human Resources

In effort to increase the system's performance, we have made changes to the inbox for HR Central applications. Prior to the change, the inbox was displayed as one page with three different sections for Actions Awaiting Approval, Paused/Retracted/Disapproved items and FYI Notifications. Effective Wednesday, Nov. 17, the inbox will have three separate pages for each category of activity. The navigational links on the left side of the page will also change. The new links will be as follows:

- HR Inbox - Awaiting Approvals or Actions
- HR Inbox - FYI Notifications
- HR Inbox - Paused, Retracted or Disapproved

These changes were made due to memory issues that caused the system to perform slowly and occasionally "hang." We will continue to work with our programmers to find ways to enhance the system's performance and very likely will be making similar changes to other areas within the system in the near future.

Any new updates will be communicated when changes are made. Please contact the HR Application Support help desk with any questions regarding this change by submitting a remedy ticket or calling 962-HELP (4357).

From: Kathy Bryant <kwbryant@email.unc.edu>
Sent: Wednesday, November 17, 2010 8:17 AM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Facilitator Digest; November 16, 2010
Attach: 1116_HR Employee Information.pdf; 1116_HRF Digest.pdf

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Due to continuing issues with the UNC Listserver, we were unable to send the digest yesterday as scheduled. We apologize for the delay.

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FROM: Kathy Bryant, HR Communications & Talent Development

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HUMAN RESOURCES

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In connection with the conversion and upgrade of the NCFlex Flexible Spending Account (FSA) platform, a new fax number and mailing address for claims processing were issued. Using the old FSA claim form will delay the processing of reimbursements.

The updated claim form is available to all FSA participants through the Benefits Forms and FSA website. The new contact information for claims processing is: Fax Number: 866-892-8063. Address: Claims Department, PO Box 1466, Beltsville, MD 20704.

"Get Fit from Head to Heel"

FROM: Brian Usischon, Benefits Services
Office of Human Resources

Carolina Campus Recreation and Counseling & Wellness Services introduce "Get Fit from Head to Heel!" This 10-week healthy lifestyle, weight loss and physical activity challenge is available to UNC-Chapel Hill students and employees. This program is designed for individuals interested in modifying their lifestyle and adopting healthy new patterns.

With the support of a team and coach, participants will have weekly fitness workouts, nutrition sessions and focus groups. The program emphasizes the importance of maximizing physical activity and making healthier lifestyle and eating choices. The program not only provides motivation and support, but the resources to be successful. For more information and to apply click here.

Information for HR Facilitators

Changes to Form I- 9 and E- Verify Process

FROM: Noreen Montgomery, Employment & Staffing
Office of Human Resources

Effective Monday, Nov. 29, U.S. Citizenship and Immigration Services (USCIS) will implement the following changes to the E-Verify system:

- **Late submission notations**: E-Verify will require that a reason be provided for late submissions (those sent more than 3 days from the date of hire) before the E-Verify case can be processed.

Departments must provide a reason for all late submissions by adding a case note to the *OnDocs* tab for the employee's Form I-9. The reason you enter must be 200 or fewer characters and must not include any personally identifiable or sensitive information (such as Social Security numbers).

- **Photo matching tool**: E-Verify will require that the photo on government issued documents (including Permanent Resident Card I-551, Employment Authorization Document I-766, U.S. Passport and Passport card) presented by the employee match an electronic photo provided by the Department of Homeland Security records before the E-Verify case can be processed.

As a reminder, departments must upload clear and legible identification and work authorization document(s) with the Form I-9. Illegible documents will not be accepted and may delay the processing of the Form I-9 and E-Verify verification within the mandated timeframe.

- **Card Number submission**: E-Verify will require the submission of the card number for I-551 and I-766 documents. A field will be available in *Section 2* to capture this data for submission to E-Verify.

As a reminder, federal and state laws require that all Form I-9 and E-Verify verification be completed for all new and rehired employees within **three business days** of the date of hire. Departments are asked to complete the Form I-9 as early as possible within the three day period to allow time for the EEV unit to complete the E-Verify verification on time. **Failure to complete the Form I- 9 appropriately, include a copy of supporting document(s), indicate a reason for a late submission and/or complete the form on time will create a compliance issue and may result in fines, civil and criminal penalties and/or debarment from federal contracts.**

Click here for step-by-step procedures for processing a Form I-9 in the LawLogix Guardian system. Detailed Form I-9 and Employment Eligibility Verification information are also available on UNC's website.

If you have questions, contact an Employment Eligibility Verification (EEV) Specialist in the Office of Human Resources at 962-0985 or send an email to eevquestions@listserv.unc.edu. Thank you for your continued focus on ensuring that your department complies with these federal and state regulations.

EPA Applicant System Enhancements

FROM: Ann Penn, Equal Opportunity/ADA Officer

I'm pleased to announce an enhancement to the EPA Applicant System that will provide applicants with the ability to add/update their contact information, application information and documents. The enhancement will be available as of Friday, Nov. 12.

The confirmation email that is sent to a candidate applying for an EPA Faculty or Non-Faculty position will contain instructions and a link to guide them on how to add/update their current information.

When an applicant changes contact information, application information or adds/updates documents, an immediate screen of confirmation is displayed. The applicant also receives an email confirmation of any changes made.

Also, search committee chairs will receive an email notification when an applicant updates their application information.

Please contact the Equal Opportunity Office at 966-3576 if you have any questions.

Changes to HR Central Inbox

FROM: Theresa Silsby, HR Application Support
Office of Human Resources

In effort to increase the system's performance, we have made changes to the inbox for HR Central applications. Prior to the change, the inbox was displayed as one page with three different sections for Actions Awaiting Approval, Paused/Retracted/Disapproved items and FYI Notifications. Effective Wednesday, Nov. 17, the inbox will have three separate pages for each category of activity. The navigational links on the left side of the page will also change. The new links will be as follows:

- HR Inbox - Awaiting Approvals or Actions
- HR Inbox - FYI Notifications
- HR Inbox - Paused, Retracted or Disapproved

These changes were made due to memory issues that caused the system to perform slowly and occasionally "hang." We will continue to work with our programmers to find ways to enhance the system's performance and very likely will be making similar changes to other areas within the system in the near future.

Any new updates will be communicated when changes are made. Please contact the HR Application Support help desk with any questions regarding this change by submitting a remedy ticket or calling 962-HELP (4357).

From: Bryant, Kathy <kathy_bryant@unc.edu>
Sent: Wednesday, November 17, 2010 2:38 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Digest apologies

TO: HR Facilitators
FROM: Kathy Bryant

I apologize for the wave of digests you have received today. The listserver was undergoing rolling issues yesterday and this morning, but we couldn't tell whether a message was going to be sent or not until it didn't go. When those problems were cleared up, as you know, there was a queue of messages waiting to go out.

At least you know we were dedicated in trying to get the digest out!

Again, my apologies. All of the versions you received are the same.

Thanks,
Kathy

Kathy Bryant
HR Communications & Talent Development Director
Office of Human Resources
UNC-Chapel Hill
104 Airport Drive, Campus Box 1045
Chapel Hill, NC 27599
T: 919.962.0266
F: 919.962.8677
Web: http://hr.unc.edu

From: Davis, Christie Wynette <christie_davis@unc.edu>
Sent: Tuesday, November 23, 2010 4:00 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Facilitator Digest; November 23, 2010
Attach: 1123_HRF Employee Information.pdf; 1123_HRF Digest.pdf

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TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

- **Please forward the attachment titled "HR Employee Information" within your department(s).**
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Upcoming Dates & Deadlines

Nov. 23: Fee Changes for U.S. Citizenship and Immigration Services (USCIS)
Nov. 25-26: Thanksgiving Holiday
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Dec. 16: Carolina Cares, Carolina Shares campaign ends (campaign extended)

Information for Employees

Vacation Accrual Changes for SPA Employees (Contact Benefits Services: 962-3071)
To maintain competitiveness with other public and private employers, the State Personnel Commission has changed the vacation leave accrual rates for SPA employees, effective Jan. 1. The new rates, based on years of total state service, are as follows:

Voluntary Shared Leave Policy Changes (Contact Benefits Services: 962-3071)
Effective Jan. 1, the Voluntary Shared Leave program will be updated to include the following provisions:

Jingle Bell Jog (Click here)
Come participate in the Jingle Bell Jog on Dec. 10, at noon. This is a 3-mile fun run or 1.5-mile walk that starts at the Student Recreation Center. This event is open to all UNC-Chapel Hill faculty and staff. This event promotes physical activity, health and well-being, and provides employees with the opportunity to contribute to the Glenwood Elementary Family Assistance Program. Bring a canned food donation to support those families in need at Glenwood Elementary. In addition, pet donations will be given to the Orange County Animal Shelter.

Information for HR Facilitators

Reminder -- Elimination of Compensatory Time and On-Call Pay for SPA Exempt Employees (Click here)
The Office of Human Resources sent out a memo on June 22, detailing the elimination of comp time and on-call pay for SPA exempt employees as of Jan. 1.

Incentive Leave for SPA Employees (Contact Benefits Services: 962-3071)
The State Personnel Commission approved a new policy called "incentive leave." This leave would allow a one-time allocation of up to 20 days (prorated for part-time employment) for new SPA employees where recruitment difficulties exist in highly competitive labor markets for executive management/middle management positions.

UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, November 23, 2010

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Information for Employees

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Years of Service	Current Accrual Rate	New Accrual Rate (eff. 1/1/2011)
0-2	11.75 days per year (94 hours)	14 days per year (112 hours)
2-5	13.75 days per year (110 hours)	14 days per year (112 hours)
5-10	16.75 days per year (134 hours)	17 days per year (136 hours)
10-15	19.75 days per year (158 hours)	20 days per year (160 hours)
15-20	22.75 days per year (182 hours)	23 days per year (184 hours)
20+	25.75 days per year (206 hours)	26 days per year (208 hours)

These accrual rates will be updated in the Vacation Leave policy and in the TIM System. An additional communication about this change will be sent out to all employees in December.

Voluntary Shared Leave Policy Changes

FROM: Brian Usischon, Benefits Services
Office of Human Resources

Effective Jan. 1, the Voluntary Shared Leave program will be updated to include the following provisions:

- Employees can donate sick leave to non-family members only. The current policy limits donations of sick time to family members.
- Sick leave donations are limited to five days of sick leave per year to any one non-family member recipient.
- Total sick leave donated to non-family member recipients cannot exceed 20 days per year.
- Donated sick leave cannot be used towards State Retirement credits when an employee retires.
- Non-family member donors must be informed of the impact of donating sick leave on State Retirement credits in the Teachers' and State Employees' Retirement System.

These changes will be incorporated to the University's Voluntary Shared Leave Policy and impact all leave earning SPA employees, EPA Non-Faculty and Faculty (12-month).

Jingle Bell Jog

FROM: Aaron Stern
UNC Campus Recreation

Come participate in the Jingle Bell Jog on Dec. 10, at noon. This is a 3-mile fun run or 1.5-mile walk that starts at the Student Recreation Center. This event is open to all UNC-Chapel Hill faculty and staff. This event promotes physical activity, health and well-being, and provides employees with the opportunity to contribute to the Glenwood Elementary Family Assistance Program. Bring a canned food donation to support those families in need at Glenwood Elementary. In addition, pet donations will be given to the Orange County Animal Shelter.

Free refreshments and door prizes will be provided for participants after the event. This event is rain, shine or snow! You can register through the Student Recreation Center or on the recreation website.

UNC
HUMAN RESOURCES

HR Facilitator Information

Office of Human Resources
Tuesday, November 23, 2010

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Information for HR Facilitators

Reminder - - Elimination of Compensatory Time and On- Call Pay for SPA Exempt Employees

FROM: Jessica Moore, Classification and Compensation
Office of Human Resources

The Office of Human Resources sent out a memo on June 22, detailing the elimination of comp time and on-call pay for SPA exempt employees as of Jan. 1.

Please note that this does not affect SPA non- exempt employees. Non-exempt employees include classifications such as housekeepers, maintenance, administrative support and business services coordinators.

During the last six weeks of this year, you should stop the accumulation of comp time for SPA exempt employees, and encourage them to use any banked time before they code vacation or sick leave. Travel time is a subset of comp time and, as the policy change cites, exempt employees will no longer be eligible to earn or use comp time as of Jan. 1. For more information on these changes visit our website.

Incentive Leave for SPA Employees

FROM: Brian Usischon, Benefits Services
Office of Human Resources

The State Personnel Commission approved a new policy called "incentive leave." This leave would allow a one-time allocation of up to 20 days (prorated for part-time employment) for new SPA employees where recruitment difficulties exist in highly competitive labor markets for executive management/middle management positions.

The Office of Human Resources is reviewing the requirements for implementing this leave and will provide additional information if this policy is adopted.

From: Bryant, Kathy <kathy_bryant@unc.edu>
Sent: Tuesday, November 30, 2010 1:38 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] Mobile Communications Device Policy
Attach: MCD policy.pdf

To: HR Facilitators
From: Dr. Richard L. Mann, Vice Chancellor for Finance and Administration

Please see attached memo in PDF format regarding a new Mobile Communications Device policy.

This memo is for your advance information **only** and not for distribution or posting. A formal notice to all campus faculty and staff will be sent overnight via mass e-mail.

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

VICE CHANCELLOR FOR FINANCE AND ADMINISTRATION

300 SOUTH BUILDING
CAMPUS BOX 1000
CHAPEL HILL, NC 27599-1000

TEL: 919-962-3795
FAX: 919-962-0647
www.unc.edu/financeadmin

To: University Faculty and Staff

From: Richard L. Mann, Vice Chancellor for Finance and Administration

Date: December 1, 2010

Re: Mobile Communications Device Policy

On December 1, 2010, as a cost-savings step, UNC-Chapel Hill will begin a phased transition from department-provided cell phones and Personal Data Assistants (PDAs) to a stipend program for most authorized employees.

In the past, employees authorized by their departments to have Mobile Communication Devices (MCDs) like cell phones or PDAs were issued equipment and service contracts by the University. Personal use of MCDs was prohibited and many employees carried two devices—one for business and one for personal use. Most employees currently authorized to have University-supplied MCDs will be asked to turn them in and switch to the stipend program.

We realize that many University employees may be legally obligated to complete the terms of a current MCD contract. If the University department requires the employee to carry an MCD to perform his/her duties, such as regularly sending and receiving time-sensitive e-mails remotely, the employee, with the approval of the supervisor and/or administrative department chair, will obtain a personally-owned MCD and service plan when the current University-paid contract ends.

The stipend ($35 for voice-only plan, $70 for voice and data plan) will be included in the employee's paycheck and reported on the employee's W-2 form. The stipend is subject to all regular payroll taxes, but will not be included in the employee's State retirement computation. Employees must complete the MCD Justification Form and submit it to Payroll Services.

To be eligible for the stipend, the PDA must support ActiveSync (Microsoft Exchange Server support) in order to access the University's e-mail, calendar, and other University-related services.

MCD users should be aware that all University policies related to storing and transferring secure data via an MCD must be followed.

MCDs used to conduct University business are subject to public information requests. If billing statements are requested, the employees will have three days to redact personal calls, text messages or e-mails before submission to the University's Public Records Officer. Billing statements that reflect University business must be retained for a period of three (3) closed fiscal years.

Each department is strongly encouraged to review the necessity of wireless devices, and to select alternative means of communication when feasible. Suggestions can be found in the detailed policy statement.

The entire policy, including frequently asked questions, is available online at http://financepolicy.unc.edu/Document/1200/1269.

If you have policy questions, please contact Dale Poole, Technology Manager in Purchasing Services at 962-3477 or Purchasing_team@unc.edu. For technical questions, contact ITS Communication Technologies at 962-4357 or visit http://help.unc.edu.

From: Davis, Christie Wynette <christie_davis@unc.edu>
Sent: Tuesday, November 30, 2010 2:46 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Facilitator Digest; November 30, 2010
Attach: 1130_HR Employee Information.pdf

TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

- **Please forward the attachment titled "HR Employee Information" within your department(s).**
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Information for Employees

Tobacco Prevention Evaluation Program (Contact Benefits Services: 962-3071)
The North Carolina Health and Wellness Trust Fund has joined with the Tobacco Prevention and Evaluation Program (TPEP) at UNC-Chapel Hill to conduct an independent evaluation of the State Health Plan's smoking and tobacco cessation benefits. TPEP will conduct several focus groups in Greenville, Greensboro and Asheville with State Health Plan members who use tobacco products. UNC-Chapel Hill employees may be randomly selected to participate in these groups.

Preventing Sexual Harassment Training (Contact Benefits Services: 962-3071)
The Equal Opportunity Office will teach a class on Preventing Sexual Harassment in the Workplace on Dec. 9.

Eat Smart, Move More, Weigh Less (Click here)
A new "you" is within reach! Eat Smart, Move More, Weigh Less (ESMMWL) classes will be offered on Wednesdays at 1:30 p.m. starting Jan. 12 in Davis Library, Rm. 214. This could be the jump start you need for a new you!

UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, November 30, 2010

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Participants will receive dinner and $25 upon completion of the focus group. Focus group participation is voluntary and individuals will be randomly selected from the State Health Plan's membership database.

The State Health Plan will not have access to the information of those who participate or the feedback provided from the focus group. The information collected will be used only to help the State Health Plan enhance its tobacco cessation benefits. For additional information about the evaluation, please see the attached flyer.

Preventing Sexual Harassment Training

FROM: Lorri Dolinger, Equal Opportunity/ADA Office

The Equal Opportunity Office will teach a class on Preventing Sexual Harassment in the Workplace on Dec. 9.

The goal of this course is to enable participants to understand what sexual harassment is, identify inappropriate workplace behaviors, increase awareness and employ strategies to prevent it.

The class will also clarify organizational and administrative liability, highlight the University's sexual harassment policies and procedures, and provide guidelines and resources for reporting and responding to sexual harassment.

This course is open to and beneficial for all UNC-Chapel Hill employees. You can register for this class through Training & Talent Development in the Office of Human Resources.

Eat Smart, Move More, Weigh Less

FROM: Brian Usischon, Benefits Services
Office of Human Resources

A new "you" is within reach! *Eat Smart, Move More, Weigh Less* (ESMMWL) classes will be offered on Wednesdays at 1:30 p.m. starting Jan. 12 in Davis Library, Rm. 214. This could be the jump start you need for a new you!

Details are as follows:

- Spring 2011 ESMMWL classes will begin Jan. 12 and conclude April 20
- An instructor, curriculum materials and equipment (including a personal journal and magazine) will be provided
- Each class is approximately 50 minutes
- Cost is $30 and must be paid in full at the first class with a check or money order made out to North Carolina State University. Cash will not be accepted
- Participants who attend at least 10 out of 15 sessions will receive a $25 refund at the end of the program

ESMMWL is a 15-week weight loss/maintenance program through the NC Cooperative Extension Service and the NC Division of Public Health partnership, funded by the NC State Health Plan. We have limited spaces available and expect them to fill up rather quickly. To participate in this session or for questions, please contact Michele Matz Hayslett or click here to learn more!

From: Davis, Christie Wynette <christie_davis@unc.edu>
Sent: Tuesday, November 30, 2010 2:51 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Facilitator Digest; November 30, 2010 (attachment included)
Attach: 1130_HR Employee Information.pdf; TPEP Recruitment flyer_2010-11-24.pdf

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*Please disregard the first message. The email was sent without the TPEP Recruitment Flyer as an attachment. Thank you!
TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

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UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, November 30, 2010

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Tobacco Prevention Evaluation Program

Supporting Community Change Through Evaluation

Do you smoke or use tobacco products?

If so, you are eligible to participate in a focus group to talk about the State Health Plan for Teachers and State Employees' (Plan) smoking and tobacco cessation resources. Information from the focus groups will help the Plan enhance its cessation benefits to better support members who want to quit using tobacco products. Your feedback is very important to the Plan. Members who take part in a focus group will discuss their:

- opinions on the effectiveness of the Plan's cessation resources to help members stop using tobacco;
- barriers that prevent them from using the resources and benefits to help them quit; and
- ideas that the Plan may be able to adopt to help members quit using tobacco.

Each focus group will include 6 to 9 Plan members who currently use tobacco products. Participants who meet the focus group requirements will be chosen on a first-come, first-served basis. Focus groups will be held in a convenient location near Greenville, Greensboro or Asheville and will last about 90 minutes. Each participant will receive dinner and $25.

Focus group participation is completely voluntary. You have been randomly selected from the Plan's membership database for the opportunity to provide feedback. Your identity will not be shared with the Plan, your employer, or the focus group study sponsors. During the focus group discussion your voice will audio recorded. All focus group responses will be kept confidential and your name will never be reported with any data.

The North Carolina Health and Wellness Trust Fund* is sponsoring this independent evaluation of the Plan's smoking and tobacco cessation benefits. The Tobacco Prevention and Evaluation Program (TPEP) at the University of North Carolina at Chapel Hill is contracted to lead all focus group and report results.

To take part in a focus group, please either:

- Go to the TPEP web site at www.tpep.unc.edu and follow the prompts for State Health Plan focus groups.

OR

- Call UNC TPEP at **(919) 843-6328** and leave your name, phone number, and the best time to reach you.

A researcher from TPEP will contact you directly about this opportunity.

Thank you!

*The NC General Assembly established the North Carolina Health and Wellness Trust Fund Commission (HWTF) in May 2001 to invest in programs and establish partnerships to address access, prevention, education and research that help improve the health of all North Carolinians (http://www.healthwellnc.com).

From: Gore, Travis <stgore@email.unc.edu>
Sent: Wednesday, December 1, 2010 6:17 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: RE: Charlene Regester - African American Actresses - Today, 3:30pm

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I wish I would have known too! I need to get on the bulls head mailing list. Regester didn't mention one word about it to me. I would have sent out an email to the faculty.

-----Original Message-----
From: dacrowde [mailto:dacrowde@email.unc.edu]
Sent: Wednesday, December 01, 2010 12:46 PM
To: McMillan, Tim; Gore, Travis
Subject: Fwd: Charlene Regester - African American Actresses - Today, 3:30pm

Wish I had known about this before today--I would love to have come!

-------- Original Message --------
Subject: Charlene Regester - African American Actresses - Today, 3:30pm
Date: Wed, 01 Dec 2010 10:00:26 -0500
From: BullsHead@store.unc.edu
To: "Bulls Head mailing list" <bullymail@listserv.unc.edu>
Reply-To: bullshead@store.unc.edu

Today at 3:30pm, Charlene Regester, associate professor of African and Afro-American Studies at UNC, will be at the Bulls Head to share from her new book African American Actresses: The Struggle for Visibility, 19001960, with video clips from select films discussed in the book.

"In this important work, Charlene Regester brings into focus the lives and careers of representative black women actresses in Hollywood across generational divides in order to reposition them beyond the confining shadow of otherness and marginality. The sum result is a re-telling and correction of history." -- Audrey McCluskey, Indiana University Bloomington

Nine actresses, from Madame Sul-Te-Wan in Birth of a Nation (1915) to Ethel Waters in Member of the Wedding (1952), are profiled in African American Actresses. Charlene Regester poses questions about prevailing racial politics, on-screen and off-screen identities, and black stardom and white stardom. She reveals how these women fought for their roles as well as what they compromised (or didn't compromise). Regester repositions these actresses to highlight their contributions to cinema in the first half of the 20th century, taking an informed theoretical, historical, and critical approach.

Charlene Regester is Associate Professor of African and Afro-American Studies at the University of North Carolina Chapel Hill. She is co-editor of the Oscar Micheaux Society Newsletter and serves on the editorial board of the Journal of Film and Video.

--- You are currently subscribed to bullymail as: dacrowde@email.unc.edu.
To unsubscribe send a blank
email to
leave-28221914-8719662.1e04f5ce21975575a1633bbe342f4bde@listserv.unc.edu

From: Harper, Thomas B <thomas_harper@unc.edu>
Sent: Friday, December 3, 2010 1:54 PM
To: Work-Study Supervisors <wssupervisors@listserv.unc.edu>
Subject: [wssupervisors] work-study dates

Work-study students are allowed to work through December 17th, if they have hours still available. Students with a work-study award for both semesters are allowed to resume work on January 10, 2011. Just a reminder-closely track the students' hours. Thank you.

Thomas Harper
thomas_harper@unc.edu (email)

- --

You are currently subscribed to wssupervisors as: dacrowde@email.unc.edu.

From: Bryant, Kathy <kathy_bryant@unc.edu>
Sent: Friday, December 3, 2010 5:15 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] Additional Updates to the HR Central Inbox

To: HR Facilitators
From: Dave Turner, Senior Director of Hr Administration & Systems

This memo includes important information for HR Facilitators who process actions using the HR Central Inbox.

On November 17, we introduced a change to the HR Central Inbox to improve performance problems within the system. Prior to the change, the Inbox was displayed as one page with three different sections for Actions Awaiting Approval, Paused/Retracted/Disapproved items and FYI Notifications. The change split the Inbox to display as three separate pages with one for each category of activity; within each page, we limited the amount of data returned and created multiple pages within each category.

We have received feedback from our campus customers that these changes have increased the amount of time it takes to process actions, and this increase has created severe stress in some areas during the December pay cycle when deadlines are shorter. To address this problem as quickly as possible, the following changes will be made to the system before 8:00 AM on Monday, December 6:

1) We are expanding the number of records returned on each page to 500, which should result in almost all users having just one page of records for each Inbox category.
2) We are changing the sorting functionality of the pages, so that once you have completed an action review or approval, the system will return you to the Inbox as it was sorted when you selected the action.

We will continue to look into strategies that improve the Inbox functionality in the coming weeks, but believe this will immediately improve our customers' ability to use the system efficiently. If you have any questions regarding the Inbox functionality, please contact the HR Help Desk for assistance at 962-HELP (962-4357). We apologize for any inconvenience that this change has caused.

From: Kathy Bryant <kwbryant@email.unc.edu>
Sent: Tuesday, December 7, 2010 10:17 AM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Facilitator Digest: December 7, 2010
Attach: 12-7-10_HRF Digest.pdf; 12-7-10_HR Employee Infomation.pdf

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TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

- **Please forward the attachment titled "HR Employee Information" within your department(s).**
- **Full text of all articles in the weekly digest is available in the attachments and at http://hr.unc.edu/news-events/items.**

Upcoming Dates & Deadlines

Dec. 10: Jingle Bell Jog
Dec. 10: EPAWeb actions due in Payroll (Please initiate actions early to allow time for review and approval)
Dec. 14: 12th Annual Holiday Blood Drive
Dec. 16: Carolina Cares, Carolina Shares campaign ends (campaign extended)
Dec. 24 & 27: University Holidays - Winter Holidays
Dec. 30-31: University Holidays – New Year's

Information for Employees

Benefits Updates for 2011 (contact: Benefits Services, 962-3071)
With the start of the new year upon us, it's important to review some timely benefit news and information.

Lifetime Income Option Available for NC 401(k) and NC 457(b) Deferred Compensation Plans (contact: Benefits Services, 962-3071)
Effective Jan. 1, retiring members of the Teachers' and State Employees' Retirement System (TSERS) who have an existing NC 401(k) or NC Deferred Compensation (457) account through Prudential Retirement will have the opportunity to transfer all or a portion of their NC 401(k) and/or Deferred Compensation funds at retirement to the North Carolina Retirement System for a lifetime benefit.

Holiday Blood Drive (contact: http://www.unc.edu/blood/)
We are less than two weeks away from the Holiday Carolina Blood Drive from 7:30 a.m. to 1 p.m. Dec. 14 in Woollen Gym. With a goal of 400 units, we need 200 more donors.

Reminder: Savings Bonds Deductions Discontinued in 2011 (contact: Benefits Services, 962-3071)
The U.S. Department of Treasury has announced that they will phase out the issuance of paper savings bonds through payroll deduction plans effective with the first payday of 2011. As a result of this change, the University will discontinue savings bond deductions with the last payday in December 2010 for any employee with an active deduction.

Information for HR Facilitators

Reminder: Year-End Payroll Deadlines (contact: payroll@unc.edu)
For the EPA monthly payroll, payday Dec. 23, **all** actions that affect pay need to be in Payroll Services' inbox by Dec. 10 and not later than Dec. 15 to be processed. No action received after Dec. 16 can be processed for this cycle, as payroll will close out on Dec. 20. For the SPA payday (BW 13) Dec. 31, **all** time will need to be entered and approved by the TIM Administrator and Manager by 5 p.m. on Tuesday, Dec. 21.

Mandatory Mid-Cycle Performance Reviews for BG/U Ratings (contact: Employee & Management Relations, 843-3444)

Mid-cycle performance reviews are not required for most SPA permanent employees. However, mid-cycle reviews **are required if**:

- The employee received a "Below Good" or "Unsatisfactory" on the overall rating of their 2010 annual performance appraisal, and/or
- The employee received a "Below Good" or "Unsatisfactory" on one or more principal function ratings on their 2010 annual performance appraisal.

Graduate Student Health Insurance Program (contact: Tin Lay New, 843-8965)

Graduate students that will be graduating at the end of fall semester 2010 in December must be removed from the Graduate Student Health Insurance Program effective Jan. 14.

UNC
HUMAN RESOURCES

HR Facilitator Information

Office of Human Resources
Tuesday, December 7, 2010

Upcoming Dates and Deadlines

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Information for Employees

Benefits Updates for 2011

FROM: Brian Usischon, Benefits Services
Office of Human Resources

With the start of the new year upon us, it's important to review some timely benefit news and information.

Annual Enrollment Changes: Any benefit elections made during the annual enrollment for NCFlex and the University benefit programs take effect Jan. 1, 2011. Remember to check your pay stubs (Jan. 14 for biweekly paid employees and Jan. 31 for monthly paid employees) to ensure that the programs you elected are reflected with the corresponding deductions.

MetLife Group Term Life Insurance: If you are enrolled in this University plan, you may see a change in your deductions beginning with your January paychecks. Adjustments to your premiums are made based on your age and salary as of Dec. 31 of each year.

ING (ReliaStar) Group Term Life Insurance: If you are enrolled in this NCFlex plan, you may see a change in your deductions beginning with your January paychecks. Adjustments to your premiums are made based on your age and salary as of Jan. 1 of each year.

MetLife Critical Illness: If you are enrolled in this NCFlex plan, you may see a change in your deductions beginning with your January paychecks. Adjustments to your premiums are made based on your age and salary as of Jan. 1 of each year.

Health Care and Dependent Care Flexible Spending Accounts (FSAs): Claims for limits elected for the 2010 plan year must be filed with Aon by March 31, 2011. Services must have been rendered by Dec. 31. You can check the balance of your FSA, status of claims submitted, and pending reimbursements by registering with Aon Online at http://www.ncflex.selfservicenow.com.

- FSA claims kits will be mailed to employees' home addresses the last week in December. Please read the materials enclosed with the claims kit concerning when to file claims and when documentation is required.
- Receive Claim Status Updates via E-mail: You can provide your e-mail address and receive e-mail notification of your claims and payment status. Enter your e-mail address on the FSA ClaimsPlus site (www.ncflex.selfservicenow.com). You will continue to receive paper statements if no e-mail address is on file.
- Check your pay stub: Review your paycheck to verify the correct per-pay period deductions are taken out for your 2011 NCFlex FSA account(s). If you find errors, contact Benefits Services.

NCFlex Convenience Card: If you have an NCFlex Convenience Card, do not destroy it. New cards will not be issued for the new plan year; they are automatically reissued 30 days prior to the card expiration date.

- Requesting NCFlex Convenience Cards: Request an NCFlex Convenience Card through the ClaimsPlus Online Reimbursement System (www.ncflex.selfservicenow.com). To request dependent cards, call the NCFlex FSA Customer Service Center at 877-371-2926 and speak to a customer service representative. You can also cancel your NCFlex Convenience Card online, or by calling the NCFlex FSA Customer Service Center at 877-371-2926. It takes approximately 7-10 business days for cards to reach participants. There is a $6 annual fee, and you receive two cards per request. If you would like additional cards, there is a one-time $5 fee for each request, which is good until the card expires. These fees will be deducted from your FSA the month in which you request the card.

Retirement Plan Limits for 2011:

- The limit on contributions to a 403(b)/401(k) plan for 2011 is $16,500. If you are over the age of 50, or will turn 50 by Dec. 31, 2011, you are eligible for an additional $5,500 catch-up contribution.
- The limit on contributions to a 457(b) plan for 2011 is also $16,500. If you are over the age of 50, or will turn 50 by Dec. 31, 2011, you are eligible for an additional $5,500 catch-up contribution.

Employee contributions to a 403(b) and 401(k) plan are combined together; however, employees can maximize saving opportunities by contributing to a 457(b) plan. Amounts contributed to a 457(b) plan are not combined with your 403(b) and/or 401(k) contributions.

If you have questions about your deductions or elections, email benefits@unc.edu or call 919-962-3071.

Lifetime Income Option Available for NC 401(k) and NC 457(b) Deferred Compensation Plans

FROM: Brian Usischon, Benefits Services
Office of Human Resources

Effective Jan. 1, retiring members of the Teachers' and State Employees' Retirement System (TSERS) who have an existing NC 401(k) or NC Deferred Compensation (457) account through Prudential Retirement will have the opportunity to transfer all or a portion of their NC 401(k) and/or Deferred Compensation funds at retirement to the North Carolina Retirement System for a lifetime benefit.

For additional information, please read the attached notice from the North Carolina Retirement System or call your Benefits Consultant at 919-962-3071.

Holiday Blood Drive

FROM: Carolina Blood Drive Committee

We are less than two weeks away from the Holiday Carolina Blood Drive from 7:30 a.m. to 1 p.m. Dec. 14 in Woollen Gym. With a goal of 400 units, we need 200 more donors.

As of Nov. 29, there were 222 whole blood appointments and 52 double red cell appointments. The drive also needs more volunteers. Visit http://www.unc.edu/blood/ or dial 962-5663, extension 229, for details and to register.

University and community residents are all invited. Walk-ins are welcome, but appointments are recommended.

Parking will be free on the fourth and fifth levels of the Cobb Deck, accessible from the driveway to the Center for Dramatic Art off Country Club Road.

Besides the feel-good buzz from a good deed done, you'll get free food afterward and a chance to win airline tickets.

During the holidays, blood donations typically decrease, but the need for blood remains steady. So this year, celebrate the holidays by giving the gift of life to someone in need in our area.

Reminder: Savings Bonds Deductions Discontinued in 2011

FROM: Brian Usischon, Benefits Services
Office of Human Resources

The U.S. Department of Treasury has announced that they will phase out the issuance of paper savings bonds through payroll deduction plans effective with the first payday of 2011.

As a result of this change, the University will discontinue savings bond deductions with the last payday in December 2010 for any employee with an active deduction. Effective immediately, no new deductions will be set up for savings bonds.

Benefits Services has contacted all employees with active deductions directly concerning the program's phase-out.

Information for HR Facilitators

Reminder: Year-End Payroll Deadlines

FROM: Elizabeth C. (Betsi) Snipes, UNC Payroll Services

For the EPA monthly payroll, payday Dec. 23, **all** actions that affect pay need to be in Payroll Services' inbox by Dec. 10 and not later than Dec. 15 to be processed. No action received after Dec. 16 can be processed for this cycle, as payroll will close out on Dec. 20. Also, be mindful that this payroll cycle is the last cycle for the calendar year, which affects year-to-date information.
http://finance.unc.edu/images/stories/avc_ctrl/payroll/month_run_cutoff.pdf

For the SPA payday (BW 13) Dec. 31, **all** time will need to be entered and approved by the TIM Administrator and Manager by 5 p.m. on Tuesday, Dec. 21. Although the University will be closed Dec. 31, direct deposits will be available in the accounts on Dec. 31. All checks produced for this cycle will be available for pickup in Payroll Services on Jan. 3.
http://finance.unc.edu/images/stories/avc_ctrl/payroll/biweekly_run_sch.pdf

Mandatory Mid-Cycle Performance Reviews for BG/U Ratings

FROM: Gena Carter, Employee & Management Relations
Office of Human Resources

Mid-cycle performance reviews are not required for most SPA permanent employees. However, mid-cycle reviews **are required if**:

- The employee received a "Below Good" or "Unsatisfactory" on the overall rating of their 2010 annual performance appraisal, and/or

- The employee received a "Below Good" or "Unsatisfactory" on one or more principal function ratings on their 2010 annual performance appraisal.

Mid-cycle reviews should be completed before the end of January so that the employee has at least three months to take any corrective action prior to the next annual appraisal, which is due May 31. More than one mid-cycle review can be performed if the supervisor deems appropriate.

Although mid-cycle reviews are not required for all employees by the Office of Human Resources (unless the above situations apply), individual departments or divisions may require mid-cycle reviews for all of their employees at their discretion.

The Performance Management policy can be found at http://hr.unc.edu/policies-procedures-guidelines/spa-employee-policies/performance-management/PM-SPA

If you have additional questions, contact your Employee & Management Relations Consultant in the Office of Human Resources.

Graduate Student Health Insurance Program

FROM: Emily Coble, Cash Manager
Finance Division

Graduate students that will be graduating at the end of fall semester 2010 in December must be removed from the Graduate Student Health Insurance Program effective Jan. 14. To do this, go to the "Graduate Student Health Insurance Enrollment and Change Form" in the Payroll Menu in FRS. Place a "*G*" in the "Delete Code" field and "*01/14/11*" in the "Removed" field.

The students who graduate in December are covered by the graduate insurance until Jan. 14. These changes must be done **no later than** Thursday, Jan. 7. Once a student has graduated, they are no longer eligible for Graduate Student Health Insurance. Hill, Chesson, & Woody will notify each student by letter informing him/her of this and will give him/her the opportunity to extend the insurance coverage from his/her personal funds.

Please contact Tin Lay Nwe at 843-8965 or nwes@email.unc.edu if you have any questions.

Thank you for your prompt attention to this matter.

North Carolina Retirement Systems

Messages from the North Carolina Retirement Systems to Retired Public Sector Employees

Active Members Have the Ability to Transfer NC 401(k) and Deferred Compensation Funds at Retirement for a Lifetime Benefit

Effective January 1, 2011, retiring members of the Teachers' and State Employees' Retirement System (TSERS) and Local Governmental Employees' Retirement System (LGERS) with an existing NC 401(k) or NC Deferred Compensation (457) account through Prudential Retirement, will have the opportunity to transfer all or a portion of their NC 401(k) and/or Deferred Compensation funds at retirement to the North Carolina Retirement Systems.

During the 2010 legislative session, the General Assembly passed a bill providing the opportunity for retiring active members to transfer funds for this lifetime benefit, also known as creating an annuity. Previously, this option was available only to North Carolina law enforcement officers.

Who can transfer?

- This option is available to retiring TSERS or LGERS members, including law enforcement officers, who have NC 401(k)/NC 457 account balances through Prudential Retirement, the Plan's third-party administrator.
- Law enforcement officers vested by June 30, 2010, have the option to transfer funds under this newly established Transfer Benefit available to all members, or transfer funds under the previously established plan specifically for law enforcement officers.

Determining if the NC 401(k)/457 Transfer Benefit is Right for You

Having multiple options to transfer all or a portion of your NC 401(k) or 457 funds can give you the opportunity to increase your monthly retirement benefit for recurring expenses while maintaining a cash reserve in case of emergencies, or to use at some future date.

The NC 401(k)/NC 457 Transfer Benefit is designed to provide a lifetime benefit. However, the NC 401(k)/NC 457 Transfer Benefit may not be the right option if you only need income for a fixed period of time, or if you have large expenses for which you need access to your funds. Transferring entire 401(k)/NC 457 account balances may not be the right option for those who:

1. Need their NC 401(k)/NC 457 to provide emergency funds after retirement,
2. Desire to leave a bequest, or
3. Want to bridge from retirement to Social Security

How the NC 401(k)/NC 457 Transfer Benefit Works

- You may apply to transfer all or a portion of your NC 401(k) or NC 457 funds at the same time you apply for retirement. Employees can transfer funds from both accounts.
- Upon retirement you would submit the Form 319401k and/or Form 319457, or for law

enforcement officers vested by June 30, 2010, the Form 319LEO, to initiate the transfer of funds from your respective accounts. Forms are available from www.myncretirement.com, under the "Applications and Forms" section.

- Transfers are a one-time, irrevocable election. After-tax Roth contributions are non-transferrable.
- There is a one-time administrative fee of $100 per transfer.

How can I learn more about the NC 401(k)/NC 457 Transfer Benefit?

Several resources are available to help you learn more about the Transfer Benefit, and to help you determine if the benefit is right for you. The North Carolina Retirement Systems and Prudential Retirement have partnered with the State Employees' Credit Union (SECU) to provide you with information on the Transfer Benefit. Contact any one of the partners for more information:

State Employees' Credit Union – SECU has employees who are ready to advise you on whether this benefit is right for you. They offer this service free of charge and you do not need to be a Credit Union member. As a non-profit, member-owned organization, SECU will provide you with unbiased advice.

Visit the NC 401(k)/457 Transfer Benefit website at www.nclifetimeincome.org.

If you do not have access to the Internet or have further questions about the material on the website, SECU call center staff is available to assist you 24 hours a day at 1-888-732-8562. Press "3" to reach an experienced call center staff person.

North Carolina Retirement Systems – The NC Retirement Systems will help you identify or obtain the correct forms to complete, will address questions about how to apply for the Transfer Benefit, or check on the status of your application.

Visit the NC 401(k)/NC 457 Transfer Benefit educational website at www.myncretirement.com. Click on the ORBIT link to use the Transfer Benefit Estimator in your personal ORBIT account.

NC Retirement Systems call center staff is available to verify the status of your application. The call center is open Monday through Friday from 8:30 a.m. – 5 p.m. at 1-877-NCSECURE (1-877-627-3287).

Prudential Retirement – Prudential's call center staff will answer questions about your existing NC 401(k) or NC Deferred Compensation (457) account(s), or will assist you in establishing a new account, if you are employed by a participating employer.

Learn about the Plan features by visiting www.ncplans.prudential.com.

Prudential Retirement call center staff are available Monday through Friday from 8 a.m. to 9 p.m. at 1-866-NCPLANS (1-866-627-5267).

If you miss the opportunity to transfer your funds when you retire, you have the option to transfer funds at any point after retirement. However, if you are a law-enforcement officer, certain options are only available at the time of retirement.

UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, December 7, 2010

Upcoming Dates and Deadlines

Dec. 10: Jingle Bell Jog
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Information for Employees

Benefits Updates for 2011

FROM: Brian Usischon, Benefits Services
Office of Human Resources

With the start of the new year upon us, it's important to review some timely benefit news and information.

Annual Enrollment Changes: Any benefit elections made during the annual enrollment for NCFlex and the University benefit programs take effect Jan. 1, 2011. Remember to check your pay stubs (Jan. 14 for biweekly paid employees and Jan. 31 for monthly paid employees) to ensure that the programs you elected are reflected with the corresponding deductions.

MetLife Life Insurance: If you are enrolled in this University plan, you may see a change in your deductions beginning with your January paychecks. Adjustments to your premiums are made based on your age and salary as of Dec. 31 of each year.

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MetLife Critical Illness: If you are enrolled in this NCFlex plan, you may see a change in your deductions beginning with your January paychecks. Adjustments to your premiums are made based on your age and salary as of Jan. 1 of each year.

Health Care and Dependent Care Flexible Spending Accounts (FSAs): Claims for limits elected for the 2010 plan year must be filed with Aon by March 31, 2011. Services must have been rendered by Dec. 31. You can check the balance of your FSA, status of claims submitted, and pending reimbursements by registering with Aon Online at http://www.ncflex.selfservicenow.com.

- FSA claims kits will be mailed to employees' home addresses the last week in December. Please read these materials concerning when to file claims and when documentation is required.
- Provide your e-mail address and receive e-mail notification of your claims and payment status. Enter your e-mail address on the FSA ClaimsPlus site (www.ncflex.selfservicenow.com). You will continue to receive paper statements if no e-mail address is on file.
- Review your paycheck to verify the correct deductions are taken out for your 2011 NCFlex FSA account(s). If you find errors, contact Benefits Services.

NCFlex Convenience Card: If you have an NCFlex Convenience Card, do not destroy it. New cards will not be issued for the new plan year; they are automatically reissued 30 days prior to the card expiration date.

- Requesting NCFlex Convenience Cards: Request an NCFlex Convenience Card through the ClaimsPlus Online Reimbursement System (www.ncflex.selfservicenow.com). To request dependent cards, call the NCFlex FSA Customer Service Center at 877-371-2926 and speak to a customer service representative. You can also cancel your NCFlex Convenience Card online, or by calling the NCFlex FSA Customer Service Center at 877-371-2926. It takes approximately 7-10 business days for cards to reach participants. There is a $6 annual fee, and you receive two cards per request. If you would like additional cards, there is a one-time $5 fee for each request, which is good until the card expires. These fees will be deducted from your FSA the month in which you request the card.

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Employee contributions to a 403(b) and 401(k) plan are combined together; however, employees can maximize saving opportunities by contributing to a 457(b) plan. Amounts contributed to a 457(b) plan are not combined with your 403(b) and/or 401(k) contributions.

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FROM: Carolina Blood Drive Committee

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Office of Human Resources

The U.S. Department of Treasury has announced that they will phase out the issuance of paper savings bonds through payroll deduction plans effective with the first payday of 2011.

As a result of this change, the University will discontinue savings bond deductions with the last payday in December 2010 for any employee with an active deduction. Effective immediately, no new deductions will be set up for savings bonds.

Benefits Services has contacted all employees with active deductions directly concerning the program's phase-out.

North Carolina Retirement Systems

Messages from the North Carolina Retirement Systems to Retired Public Sector Employees

Active Members Have the Ability to Transfer NC 401(k) and Deferred Compensation Funds at Retirement for a Lifetime Benefit

Effective January 1, 2011, retiring members of the Teachers' and State Employees' Retirement System (TSERS) and Local Governmental Employees' Retirement System (LGERS) with an existing NC 401(k) or NC Deferred Compensation (457) account through Prudential Retirement, will have the opportunity to transfer all or a portion of their NC 401(k) and/or Deferred Compensation funds at retirement to the North Carolina Retirement Systems.

During the 2010 legislative session, the General Assembly passed a bill providing the opportunity for retiring active members to transfer funds for this lifetime benefit, also known as creating an annuity. Previously, this option was available only to North Carolina law enforcement officers.

Who can transfer?

- This option is available to retiring TSERS or LGERS members, including law enforcement officers, who have NC 401(k)/NC 457 account balances through Prudential Retirement, the Plan's third-party administrator.
- Law enforcement officers vested by June 30, 2010, have the option to transfer funds under this newly established Transfer Benefit available to all members, or transfer funds under the previously established plan specifically for law enforcement officers.

Determining if the NC 401(k)/457 Transfer Benefit is Right for You

Having multiple options to transfer all or a portion of your NC 401(k) or 457 funds can give you the opportunity to increase your monthly retirement benefit for recurring expenses while maintaining a cash reserve in case of emergencies, or to use at some future date.

The NC 401(k)/NC 457 Transfer Benefit is designed to provide a lifetime benefit. However, the NC 401(k)/NC 457 Transfer Benefit may not be the right option if you only need income for a fixed period of time, or if you have large expenses for which you need access to your funds. Transferring entire 401(k)/NC 457 account balances may not be the right option for those who:

1. Need their NC 401(k)/NC 457 to provide emergency funds after retirement,
2. Desire to leave a bequest, or
3. Want to bridge from retirement to Social Security

How the NC 401(k)/NC 457 Transfer Benefit Works

- You may apply to transfer all or a portion of your NC 401(k) or NC 457 funds at the same time you apply for retirement. Employees can transfer funds from both accounts.
- Upon retirement you would submit the Form 319401k and/or Form 319457, or for law

enforcement officers vested by June 30, 2010, the Form 319LEO, to initiate the transfer of funds from your respective accounts. Forms are available from www.myncretirement.com, under the "Applications and Forms" section.

- Transfers are a one-time, irrevocable election. After-tax Roth contributions are non-transferrable.
- There is a one-time administrative fee of $100 per transfer.

How can I learn more about the NC 401(k)/NC 457 Transfer Benefit?

Several resources are available to help you learn more about the Transfer Benefit, and to help you determine if the benefit is right for you. The North Carolina Retirement Systems and Prudential Retirement have partnered with the State Employees' Credit Union (SECU) to provide you with information on the Transfer Benefit. Contact any one of the partners for more information:

State Employees' Credit Union – SECU has employees who are ready to advise you on whether this benefit is right for you. They offer this service free of charge and you do not need to be a Credit Union member. As a non-profit, member-owned organization, SECU will provide you with unbiased advice.

Visit the NC 401(k)/457 Transfer Benefit website at www.nclifetimeincome.org.

If you do not have access to the Internet or have further questions about the material on the website, SECU call center staff is available to assist you 24 hours a day at 1-888-732-8562. Press "3" to reach an experienced call center staff person.

North Carolina Retirement Systems – The NC Retirement Systems will help you identify or obtain the correct forms to complete, will address questions about how to apply for the Transfer Benefit, or check on the status of your application.

Visit the NC 401(k)/NC 457 Transfer Benefit educational website at www.myncretirement.com. Click on the ORBIT link to use the Transfer Benefit Estimator in your personal ORBIT account.

NC Retirement Systems call center staff is available to verify the status of your application. The call center is open Monday through Friday from 8:30 a.m. – 5 p.m. at 1-877-NCSECURE (1-877-627-3287).

Prudential Retirement – Prudential's call center staff will answer questions about your existing NC 401(k) or NC Deferred Compensation (457) account(s), or will assist you in establishing a new account, if you are employed by a participating employer.

Learn about the Plan features by visiting www.ncplans.prudential.com.

Prudential Retirement call center staff are available Monday through Friday from 8 a.m. to 9 p.m. at 1-866-NCPLANS (1-866-627-5267).

If you miss the opportunity to transfer your funds when you retire, you have the option to transfer funds at any point after retirement. However, if you are a law-enforcement officer, certain options are only available at the time of retirement.

From: White, Cary <cary_white@unc.edu>
Sent: Wednesday, December 8, 2010 5:10 PM
To: UNC Data Warehouse <dw@listserv.unc.edu>
Subject: [dw] Monthend Complete for Data Warehouse

Monthend processing has been completed for Finance data in the UNC Data Warehouse. November data is now available from all reports and reporting applications.

Cary

Cary White
Data Warehouse
Connect Carolina
UNC - Chapel Hill
919.698.8642

 -- You are currently subscribed to

dw as: dacrowde@email.unc.edu. To unsubscribe send a blank
email to leave-28275166-9045228.b4b418b1446fe686eb451e0235e10fa0@listserv.unc.edu

From: Bryant, Kathy <kathy_bryant@unc.edu>
Sent: Thursday, December 9, 2010 6:50 AM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] Reminder - Important Changes to Pre-Employment Background Check Procedures

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To: HR Facilitators

From: Noreen Montgomery, Employment & Staffing
Office of Human Resources

Note: This memo contains time-sensitive and important information for individuals in hiring units that process criminal conviction check requests.

Recently, the Office of Human Resources (OHR) and Department of Public Safety (DPS) implemented changes to the SPA and EPA Pre-Employment Background Check policies. Because we are still receiving outdated crimcheck forms and incomplete information, we wanted to remind you of the following important changes:

- Effective 11/12/2010, only the ***new*** version of the pre-employment background check request form will be accepted. The revised form may be downloaded from http://hr.unc.edu/n/CCM1_018532 and is also included in the Form Finder section of the OHR website under "Recruitment and Selection Forms".
- Driving-related questions must be correctly completed by the candidate (on page 1) and hiring department (on page 2).
- If the hiring department has checked "yes" to either of the driving-related questions (on page 3), then the department must submit a ***legible*** photocopy of the driver's license with the pre-employment background check request form to the Public Safety Background Check unit. Note: Driver's licenses issued by the certain states (e.g. Pennsylvania and Washington) require additional documentation before a verification can be initiated. The Public Safety Background Check unit will notify hiring departments if additional documentation is required.
- New background check FAQs have been posted here: http://hr.unc.edu/policies-procedures-guidelines/spa-employee-policies/recruitment-and-selection/CCM3C_024391.

Incomplete and/or incorrect versions of the pre-employment background check request form will be returned to the hiring department, which will delay the completion of the background investigation.

Please do not hesitate to contact us for assistance or to help in addressing questions from potential hires. If you should have questions regarding any of these changes, please contact your OHR Employment Consultant, Academic Personnel or any member of the EPA Non-Faculty HR unit.

From: Davis, Christie Wynette <christie_davis@unc.edu>
Sent: Tuesday, December 14, 2010 2:48 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Facilitator Digest: December 14, 2010
Attach: 12-14-10_HR Employee Information.pdf; 12-14-10_HRF Digest.pdf

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TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

- **Please forward the attachment titled "HR Employee Information" within your department(s).**
- **Full text of all articles in the weekly digest is available in the attachments and at http://hr.unc.edu/news-events/items.**

Upcoming Dates & Deadlines

Dec. 14: 12th Annual Holiday Blood Drive
Dec. 16: Carolina Cares, Carolina Shares campaign ends (campaign extended)
Dec. 24 & 27: University Holidays - Winter Holidays
Dec. 30-31: University Holidays – New Year's

Information for Employees

Adverse Weather Reminders (Click here)
With the beginning of winter upon us, here are some reminders regarding the University's adverse weather policy.

Training Spotlight – Upcoming Classes Available (Click here)
The Office of Human Resources would like to highlight several upcoming course offerings. Spaces are available in these programs and there is still time to register. To register on-line, please visit the Training & Talent Development website or contact Training & Talent Development at 962-2550 for more information.

Information for HR Facilitators

Annual Notice on Special Transactions for Biweekly Payroll (contact: Payroll Services, 962-0046)
Please review the attached memo in PDF format regarding the special encumbrance and expenditure transactions that are processed to accommodate the biweekly payroll calendar. This earlier notice is due to Fiscal Year 2011-12 containing 27 biweekly payrolls instead of the usual 26. This memo is also being sent to Deans, Directors and Department Chairs.

SPA Recruitment Web User Guide (contact: Theresa Silsby)
HR Application Support is pleased to announce that we have updated the SPA Recruitment Web User Guide to the new format that is used for the HRIS, EPAWeb and EPA Recruitment Web user guides. Click here to access the new guide. If you have any questions or comments on the upgrade contact Theresa Silsby.

UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, December 14, 2010

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Dec. 14: 12th Annual Holiday Blood Drive
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Information for Employees

Adverse Weather Reminders

FROM: Kathy Bryant, HR Communications & Talent Development
Office of Human Resources

With the beginning of winter upon us, here are some reminders regarding the University's adverse weather policy.

The adverse weather policy is always in effect. Any time an employee cannot attend or remain at work due to a weather-related event, the policy applies. This includes having to care for a child whose school was canceled due to adverse weather.

To view the OHR adverse weather information click here. This information includes resources to determine the University's current adverse weather condition level, a link to Public Safety's web page, and access to the SPA adverse weather leave policy and EPA adverse weather guidelines.

Details about the University's current condition level will be posted on the UNC homepage and Alert Carolina. You can also call the Adverse Weather and Emergency Phone Line at 919-843-1234 for updates.

Training Spotlight - Upcoming Classes Available

FROM: Verita Murrill, Training & Talent Development
Office of Human Resources

The Office of Human Resources would like to highlight several upcoming course offerings. Spaces are available in these programs and there is still time to register. To register on-line, please visit the Training & Talent Development website or contact Training & Talent Development at 962-2550 for more information.

Our new course catalog, listing classes for Jan. - June 2011, is available at online. Also, visit our website for a complete course listing.

Faculty HR Topics
This class focuses on various aspects of the faculty appointment and promotion process including a review of faculty categories and ranks, a summary of faculty appointment and review processes, and several types of special pay such as overload, summer pay and summer session. Coverage is also given to faculty leave policies. This course is suited for someone seeking a better understanding of the mechanics of faculty ranks and appointments and more frequently encountered faculty pay and leave issues.

Location: 104 Airport Drive, 1500-C
Date: Wednesday, Jan. 19
Time: 9:00 a.m. - 11:30 p.m.
Sponsor: Office of the Provost

Conversation Circles - Managers Circle
Conversation Circles are an approach to sharing ideas, addressing problems and thinking together about solutions or best practices in a group of people with common interests. The Managers Conversation Circle is an opportunity for faculty and staff with management or supervisory responsibilities to connect with other managers across campus to think and learn together and leverage their shared knowledge to improve individual management effectiveness. The Managers Circle will meet one time per month for six months.

Location: 104 Airport Drive, 1500-C
Date: Thursdays, **Jan. 20, Feb. 24, Mar. 24, Apr. 21, June 30** and Friday, **May 27**
Time: 9:00 a.m. - 10:30 a.m.
Sponsor: Verita Murrill

SPA Grievance Panelist & Support Person - Part I
In order to serve as an SPA Grievance Hearing Panelist or Support Person, you must complete Part I and Part II of this training. (Part I must be completed before Part II.) Advance permission of your supervisor is required. Part I of the training covers the structure of the grievance process, the different roles within the grievance process and their responsibilities, and resources for participants in the grievance process. An example case study is provided.

Location: Pleasant Family Assembly, Wilson Library
Time: 8:30 a.m. - 4:30 p.m.
(Choose only one section from the below dates)
Date: Thursday, **Jan. 13**, Friday, **Jan. 14** and Monday, **Jan. 24**
Sponsor: Employee & Management Relations

Don't miss this opportunity to reserve your space; go to click here to register, call 962-2550, or email us.

UNC
HUMAN RESOURCES

HR Facilitator Information

Office of Human Resources
Tuesday, December 14, 2010

Upcoming Dates and Deadlines

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Information for Employees

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Office of Human Resources

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Date: Thursdays, **Jan. 20, Feb. 24, Mar. 24, Apr. 21, June 30** and Friday, **May 27**
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Location: Pleasant Family Assembly, Wilson Library
Time: 8:30 a.m. - 4:30 p.m.
(Choose only one section from the below dates)
Date: Thursday, **Jan. 13**, Friday, **Jan. 14** and Monday, **Jan. 24**
Sponsor: Employee & Management Relations

Don't miss this opportunity to reserve your space; go to click here to register, call 962-2550, or email us.

Information for HR Facilitators

Annual Notice on Special Transactions for Biweekly Payroll

FROM: Elizabeth C. (Betsi) Snipes, UNC Payroll Services

Please review the attached memo in PDF format regarding the special encumbrance and expenditure transactions that are processed to accommodate the biweekly payroll calendar. **This earlier notice is due to Fiscal Year 2011- 12 containing 27 biweekly payrolls instead of the usual 26.** This memo is also being sent to Deans, Directors and Department Chairs.

SPA Recruitment Web User Guide

From: Theresa Silsby, HR Application Support
Office of Human Resources

HR Application Support is pleased to announce that we have updated the SPA Recruitment Web User Guide to the new format that is used for the HRIS, EPAWeb and EPA Recruitment Web user guides. Click here to access the new guide.
If you have any questions or comments on the upgrade contact Theresa Silsby.

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF THE CONTROLLER T 919-962-1370
104 AIRPORT DR., SUITE 3200 F 919-962-4140
CAMPUS BOX 1270
CHAPEL HILL, NC 27599-1270

MEMORANDUM

To: Deans, Directors, and Department Chairs

From: Dennis Press Dennis Press
University Controller

Re: Annual Notice on Special Transactions for Biweekly Payroll

Date: December 7, 2010

OVERVIEW

This memorandum is the annual notice regarding special transactions that are processed to accommodate the biweekly payroll calendar. This notice is being provided earlier in the fiscal year to provide additional time for your budget planning efforts. **PLEASE NOTE THAT FISCAL YEAR 2011-12 WILL CONTAIN 27 BIWEEKLY PAYROLLS INSTEAD OF THE USUAL 26, AND BUDGET PLANNING FOR THIS INFREQUENT OCCURRENCE BEGAN IN FISCAL YEAR 2000-01**. For State Funds, budget for permanent positions has been carried forward at each fiscal year-end in central reserve accounts and will be allocated during fiscal year 2011-12 to fund the additional biweekly payroll occurring on June 29, 2012. Contracts and Grants are time-limited awards and are not impacted by the "27th biweekly" payroll. For other Non-State Funds, which include Facilities and Administrative (F&A) Funds, SPA salary encumbrances are posted each year to assist you in ensuring that sufficient salary and benefit budget will be available. Your continued vigilance in ensuring sufficient budgets are in place is essential.

DETAIL INFORMATION

The 26 biweekly payrolls provide payment for 260 work days. Fiscal Year 2010-2011 has 261 work days, and fiscal year 2011-2012 will also have 261 work days. Since SPA staff members are paid for 260 work days within the fiscal year, special encumbrance and expenditure transactions are necessary to obligate and use budget for the additional work day within the fiscal year.

For fiscal year 2010-2011, a cumulative SPA salary encumbrance for 9 days was posted to your FRS accounts in July 2010 for certain Non-State Funds. The additional salary budget for permanent SPA staff was encumbered so that the salary amount would be available for carry forward to the next fiscal year for Non-State Funds. A salary encumbrance for one day was posted for State Funds so that the one-day salary amount could be expensed in fiscal year 2010-2011. A total of 10 work days will be accumulated over twelve years so that funding for permanent positions will be available for a "27th biweekly" payroll that will occur in fiscal year 2011-2012 on June 29, 2012. The actual payroll number for the "27th biweekly" payroll will be biweekly number 26.

As part of the fiscal year 2010-2011 close-out, the special encumbrances will be liquidated. For State Funds, the one-day encumbrance will be liquidated and a one-day expense will be posted prior to the June 30, 2011 close-out. For Non-State Funds, excluding Contracts and Grants, the 9-day encumbrance will be liquidated prior to the June 30, 2011 close-out, but expenditures will not be recorded since the funds are not subject to reversion. The

special encumbrances were not posted for Contracts and Grants since those accounts are time-limited awards and are not impacted by the "27th biweekly" payroll issue.

Once the close-out for fiscal year 2010-2011 is complete, special encumbrance transactions will be posted for fiscal year 2011-2012. An encumbrance transaction for one workday will be posted for State Funds. Cumulative salary expenditures that have been recorded to address this issue for State Funds are being maintained in central reserve accounts so the budget will be available for allocation when needed. For Non-State Funds, excluding Contracts and Grants, an encumbrance transaction for 10 days will be posted to provide a cumulative encumbrance for salaries for the "27th biweekly". Budgets for related benefits are not encumbered by this process, so you may wish to reserve related benefits.

Please take appropriate action to ensure budget is available for the special encumbrances so that budgeted funds will accumulate and be available in fiscal year 2011-2012. This action of allocating budget to fund the encumbrances for Non-State Funds, which includes Facilities and Administrative Funds, will ensure available funds for the next 27th biweekly payroll. The first 2 characters of the reference number in the FRS encumbrance transaction will continue to be "SC" (for Special Calculation), and the expenditure object code will continue to be 1212 – SPA Salaries. The table at the end of this memorandum summarizes the special encumbrance and expenditure transactions.

The special encumbrance and expenditure transactions for the biweekly payroll address the budget issue for the "27th biweekly" payroll. The University budgets are for a full fiscal year, but the 26 biweekly payrolls span 364 days of the 365 (366 in leap years) days in a fiscal year. Therefore, there is usually one workday (sometimes two workdays) that roll forward at the end of the fiscal year and are paid on the very next biweekly.

The full annual salaries for SPA staff are paid over the 26 biweeklies plus one or two days in the very next biweekly. That is why the pay dates for the biweekly payrolls vary. For the prior year the last biweekly payday for the fiscal year was June 18, 2010. This year it will be June 17, 2011. Next year the last two biweekly paydays will be June 15 and June 29, 2012. The biweekly paydays change each year, and every 11 or 12 years (depending on leap years) there is a biweekly payday on or about the first day of the year and on or about the last day of the year, so the fiscal year contains 27 paydays. But each time the pay is for 2 full weeks.

This is mentioned to distinguish between the budget issue and the salary calculation issue for SPA staff paid on the biweekly payroll. Budgets for State Funds and encumbrances for Non-State Funds are accumulated to fund the next 27th biweekly payroll in 2011-2012. The funds are being accumulated over a 12-year period since the 26 biweekly payrolls do not span a full fiscal year, and the one or two days remaining each year are needed in fiscal year 2011-2012. It is important to note that SPA staff members are fully paid their annual salary over the 26 biweeklies plus the remaining day (or two in some years) that is paid in the very next biweekly.

I hope this information provides useful background for the special encumbrance and expenditure transactions for the biweekly payroll. Thank you.

cc: University Business Managers
Human Resources Facilitators

Summary of the Special Encumbrance and Expenditure Transactions

Month Processed	State Funds	Non-State Funds	
		Contracts & Grants	Trust, F&A, & Special Funds
FY 2002-2003:			
July 2002	1 day encumbered	not applicable (n / a)	1 day encumbered
June 2003	1 day liquidated	n / a	1 day liquidated
June 2003	1 day expensed	n / a	-
FY 2003-2004:			
July 2003	2 days encumbered	n / a	3 days encumbered
June 2004	2 days liquidated	n / a	3 days liquidated
June 2004	2 days expensed	n / a	-
FY 2004-2005:			
July 2004	1 day encumbered	n / a	4 days encumbered
June 2005	1 day liquidated	n / a	4 days liquidated
June 2005	1 day expensed	n / a	-
FY 2005-2006:			
July 2005	1 day encumbered	n / a	5 days encumbered
June 2006	1 day liquidated	n / a	5 days liquidated
June 2006	1 day expensed	n / a	-
FY 2006-2007:			
July 2006	no encumbrance	n / a	5 days encumbered
June 2007	no liquidation	n / a	5 days liquidated
June 2007	no expense	n / a	-
FY 2007-2008:			
July 2007	1 day encumbered	n / a	6 days encumbered
June 2008	1 day liquidated	n / a	6 days liquidated
June 2008	1 day expensed	n / a	-
FY 2008-2009:			
July 2008	1 day encumbered	n / a	7 days encumbered
June 2009	1 day liquidated	n / a	7 days liquidated
June 2009	1 day expensed	n / a	-
FY 2009-2010:			
July 2009	1 day encumbered	n / a	8 days encumbered
June 2010	1 day liquidated	n / a	8 days liquidated
June 2010	1 day expensed	n / a	-
FY 2010-2011:			
July 2010	1 day encumbered	n / a	9 days encumbered
June 2011	1 day liquidated	n / a	9 days liquidated
June 2011	1 day expensed	n / a	-
FY 2011-2012:			
July 2011	1 day encumbered	n / a	10 days encumbered
June 2012	1 day liquidated	n / a	10 days liquidated
June 2012 (Note A)	10 days expensed	n / a	10 days expensed

Note A – A "27th biweekly" payroll will occur on Friday, June 29, 2012.

From: Davis, Christie Wynette <christie_davis@unc.edu>
Sent: Tuesday, December 21, 2010 2:25 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Facilitator Digest: December 21, 2010
Attach: 12-21-10_HR Employee Information..pdf; 12-21-10_HRF Digest.pdf

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TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

- **There will be no HR Digest for the week of Dec. 29. Instead, emails will be sent to the HRF listserv as needed. The digest will resume publication on Tuesday, Jan. 5.**
- **Please forward the attachment titled "HR Employee Information" within your department(s).**
- **Full text of all articles in the weekly digest is available in the attachments and at http://hr.unc.edu/news-events/items.**

Upcoming Dates & Deadlines

Dec. 24 & 27: University Holidays - Winter Holidays
Dec. 30-31: University Holidays – New Year's
Jan. 12: HR Facilitator Quarterly Meeting

Information for Employees

Get Healthy in the New Year (contact: Benefits Services, 962-3071)
Are you tech-savvy, a working parent, or a morning person? Do you struggle with flexibility during your workday?

Retirement Counseling (contact: Benefits Services, 962-3071)
Several of the University's optional retirement program providers and 403(b) supplemental retirement program providers are offering individual counseling sessions to UNC-Chapel Hill employees to discuss their retirement investments. A listing of available one-on-one retirement counseling dates can be found on the Benefits Education web page.

Tuition Waiver Deadline (contact: Benefits Services, 962-3071)
Tuition waiver forms for the spring semester must be turned in no later than 5 p.m. on Friday, Jan 14, to Benefits Services in the Office of Human Resources. Benefits Services is located in the Administrative Office Building at 104 Airport Drive.

Spring Literacy Program Coming Soon (contact: Training & Talent Development, 962-2549)
OHR's Training & Talent Development unit will offer the Workplace Literacy Program again this spring, in conjunction with the Orange County Literacy Council. This free and self-paced program provides classes in reading and writing, plus basic and intermediate computer skills.

Information for HR Facilitators

HR Facilitator Quarterly Meeting (contact: Kathy Bryant)
The next HR Facilitator quarterly meeting will be held on Wednesday, Jan. 12, at 2:30 p.m. in 111 Carroll Hall. Please add this to your calendars. Agenda items will be sent out prior to the meeting; please send any items that you would like to have discussed to Kathy Bryant .____

UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, December 21, 2010

Upcoming Dates and Deadlines

Dec. 24 & 27: University Holidays - Winter Holidays
Dec. 30- 31: University Holidays - New Year's

Information for Employees

Get Healthy in the New Year

FROM: Aimee Krans, Benefits Services
Office of Human Resources

ESMMWL Online
Are you tech-savvy, a working parent, or a morning person? Do you struggle with flexibility during your workday?

Eat Smart, Move More, Weigh Less (ESMMWL) classes are now available online! ESMMWL is a 15-week weight management program that uses strategies proven to work for weight loss/maintenance. Classes are once a week and each session will last for approximately 50- 60 minutes.

The online class series will begin the week of Jan. 10 and conclude the week of Apr. 18. Classes will be held during the following times:

- Mondays at noon
- Tuesdays at 6:30 a.m.
- Tuesdays at 4 p.m.
- Tuesdays at 6 p.m.
- Wednesdays at 8 p.m.

Please review the following details for online sessions:

- Online classes will be led by an instructor in real-time. You will be able to attend all 15 classes from your office/home computer with a live instructor in real time
- You will attend the class each week at the same day/time that you are registered. Class session will not be recorded or available at a later time.
- Cost is $30 per participant and includes the cost of a personal journal and magazine that you will keep. Participants who attend at least 10 of the 15 sessions will receive a $25 refund at the end of the program

Visit ESMM Weigh Less online for additional information or to register. Spaces are limited. For questions about the online classes contact Jamie Pittman or 707-5249.

Weight Watchers at Work

There will be a Weight Watchers at Work Open House on Wednesday, Jan. 5, at 11:00 a.m. in Room 2321 of the School of Government Knapp Sanders Building.

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Retirement Counseling

FROM: Brian Usischon, Benefits Services
Office of Human Resources

Several of the University's optional retirement program providers and 403(b) supplemental retirement program providers are offering individual counseling sessions to UNC-Chapel Hill employees to discuss their retirement investments. A listing of available one-on-one retirement counseling dates can be found on the Benefits Education web page.

You can link to TIAA-CREF and/or Fidelity's website to schedule a counseling appointment from the Benefits Education page or call TIAA-CREF at 800-732-8353, or Fidelity at 800-642-7131, prompt 1.

Tuition Waiver Deadline

FROM: Brian Usischon, Benefits Services
Office of Human Resources

Tuition waiver forms for the spring semester must be turned in no later than 5 p.m. on Friday, Jan 14, to Benefits Services in the Office of Human Resources.

Benefits Services is located in the Administrative Office Building at 104 Airport Drive.

Tuition waiver deadlines may vary from institution to institution. Employees are responsible for knowing the deadline applicable to the institution at which they are enrolled. The tuition waiver policy and required form are available on the Human Resources website. If you have questions about the tuition waiver program, contact Benefits Services at 962-3071.

Spring Literacy Program Coming Soon

FROM: Verita Murrill, Training & Talent Development
Office of Human Resources

OHR's Training & Talent Development unit will offer the Workplace Literacy Program again this spring, in conjunction with the Orange County Literacy Council. This free and self-paced program provides classes in reading and writing, plus basic and intermediate computer skills.

These classes begin Feb. 8 and run through Mar. 17, with assessments scheduled the week of Jan. 24. Managers or supervisors must call 962-2549 to register their employees by Jan. 21. Spaces are limited. Visit the Training and Talent Development website or contact Laura Gonzalez at 962-2549 for more information.

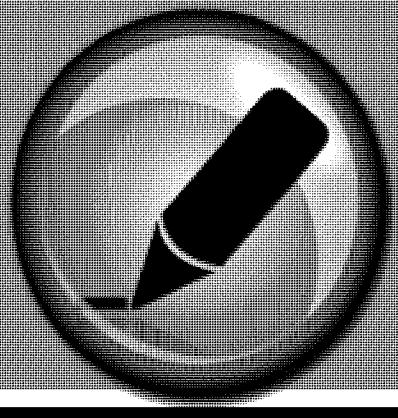

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Sample topics:

- workplace vocabulary
- filling out forms
- understanding what you read
- other topics chosen by participants

Tuesdays and Thursdays

8:30 a.m.- 10 a.m.
Poplar Conf. Rm., Giles Horney Building

or

6:30 a.m.- 8 a.m.
Cheek-Clark Building

6-week classes

Assessments begin Jan. 27

Get more meaning from reading!

This program is sponsored by OHR/Training & Talent Development.

We provide one-on-one attention
Supervisor approval required
More info: 962-2550

UNC
HUMAN RESOURCES

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HR Facilitator Information

Office of Human Resources
Tuesday, December 21, 2010

Upcoming Dates and Deadlines

Dec. 24 & 27: University Holidays - Winter Holidays
Dec. 30- 31: University Holidays - New Year's
Jan. 12: HR Facilitator Quarterly Meeting

Information for Employees

Get Healthy in the New Year

FROM: Aimee Krans, Benefits Services
Office of Human Resources

ESMMWL Online
Are you tech-savvy, a working parent, or a morning person? Do you struggle with flexibility during your workday?

Eat Smart, Move More, Weigh Less (ESMMWL) classes are now available online! ESMMWL is a 15-week weight management program that uses strategies proven to work for weight loss/maintenance. Classes are once a week and each session will last for approximately 50- 60 minutes.

The online class series will begin the week of Jan. 10 and conclude the week of Apr. 18. Classes will be held during the following times:

- Mondays at noon
- Tuesdays at 6:30 a.m.
- Tuesdays at 4 p.m.
- Tuesdays at 6 p.m.
- Wednesdays at 8 p.m.

Please review the following details for online sessions:

- Online classes will be led by an instructor in real-time. You will be able to attend all 15 classes from your office/home computer with a live instructor in real time
- You will attend the class each week at the same day/time that you are registered. Class session will not be recorded or available at a later time.
- Cost is $30 per participant and includes the cost of a personal journal and magazine that you will keep. Participants who attend at least 10 of the 15 sessions will receive a $25 refund at the end of the program

Visit ESMM Weigh Less online for additional information or to register. Spaces are limited. For questions about the online classes contact Jamie Pittman or 707-5249.

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FROM: Kathy Bryant, HR Communications & Talent Development
Office of Human Resources

The next HR Facilitator quarterly meeting will be held on Wednesday, Jan. 12, at 2:30 p.m. in 111 Carroll Hall. Please add this to your calendars. Agenda items will be sent out prior to the meeting; please send any items that you would like to have discussed to Kathy Bryant.

Please note: This session will include important updates and information that all HR Facilitators need to know. Please make every effort to attend and/or have your office represented. Also, please be sure to sign in as you arrive or depart so that we can confirm your attendance.

We look forward to seeing you there!

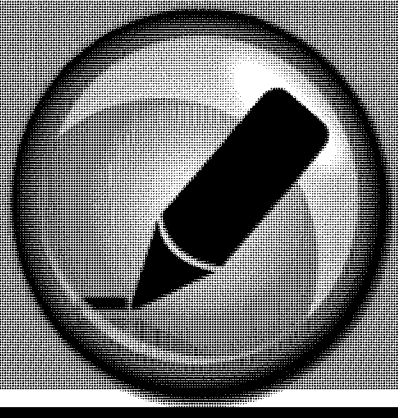

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UNC
HUMAN RESOURCES

From: Bryant, Kathy <kathy_bryant@unc.edu>
Sent: Monday, January 3, 2011 6:34 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] Hiring Freeze for State Funded Positions
Attach: hiring_freeze_FY10-11.pdf; Hiring Freeze Exception Request.doc

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MEMO TO: Deans, Directors, and Department Heads
Human Resources Facilitators
Business Managers

FROM: Bruce Carney, Executive Vice Chancellor and Provost

DATE: January 3, 2011

Please note that this memo was sent separately to the DDD list.

The State faces a very serious budget shortfall for the coming fiscal year, FY 2011/12, and Governor Perdue has therefore required all cabinet agencies to institute a hiring freeze in order to help offset some of the future challenges. While the freeze does not apply directly to the University of North Carolina system, we will all feel the effects of the budget shortfall, and, accordingly, all UNC campuses have been directed by UNC General Administration (GA) to institute a hiring freeze on all positions funded on State funds. For our campus, this means all permanent and temporary positions funded by State appropriations or receipts in FRS Accounts 2-XXXXX and 3-8XXXX other than those positions determined to be "essential."

Read the full memo here. Copies of the memo and the exception request form are also attached to this message.

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

MEMO TO: Deans, Directors, and Department Heads
Human Resources Facilitators
Business Managers

FROM: Bruce Carney, Executive Vice Chancellor and Provost

SUBJECT: Hiring Freeze for State Funded Positions

DATE: January 3, 2011

The State faces a very serious budget shortfall for the coming fiscal year, FY 2011/12, and Governor Perdue has therefore required all cabinet agencies to institute a hiring freeze in order to help offset some of the future challenges. While the freeze does not apply directly to the University of North Carolina system, we will all feel the effects of the budget shortfall, and, accordingly, all UNC campuses have been directed by UNC General Administration (GA) to institute a hiring freeze on all positions funded on State funds. For our campus, this means all permanent and temporary positions funded by State appropriations or receipts in FRS Accounts 2-XXXXX and 3-8XXXX other than those positions determined to be "essential."

This freeze will be instituted, effective immediately, with the exception of the specific exclusions noted below. It is expected that this freeze will remain in place through the remainder of the current fiscal year. While positions that are under recruitment and posted prior to January 3, 2011, are excluded, Deans and Vice Chancellors are expected to make a concerted effort to review and confirm that these positions are essential enough to the operation of their units to merit continuing recruitment and hiring. Where opportunities exist to cancel such recruitments without causing undue operational hardship, Deans and Vice Chancellors are encouraged to do so. For the duration of the hiring freeze, Deans, Vice Chancellors or their designees are expected to assure that only "essential" positions are hired on State funds by applying the guidelines outlined in this memorandum.

Exclusions to the Hiring Freeze Not Requiring Special Approvals

The following are excluded from the hiring freeze and may be recruited and hired without the special approvals outlined in this memorandum. These positions remain subject to normal hiring approvals and prudence should be exercised in all such hiring given current and developing budget challenges.

- Any permanent or temporary position that is 100% funded on Non-State salary sources (e.g., auxiliaries, contracts and grants, overhead/F&A, trust, etc.).
- Any permanent position that was posted for recruitment prior to January 3, 2011, as long as the applicable Dean's Office or Vice Chancellor determines the position to merit continuing recruitment/hiring in light of current budget developments. A list of all active recruitments for each School/Division will be provided by the Office of Human Resources (OHR) to Deans and Vice Chancellors within the next several days to assist in making these determinations.
- All faculty positions, including clinical faculty.

- All undergraduate and graduate student positions (e.g., undergraduate student assistants, graduate teaching assistants, RAs, etc.) when the position requires continuing status as an active student at UNC-Chapel Hill.
- All post-doctoral scholars, medical residents, and medical fellows.
- All campus police officer and campus security officer positions (excludes parking and traffic enforcement positions, which must be determined to be essential and are subject to special approvals).

Non-Faculty Positions with Direct Patient Care Responsibilities

All non-faculty positions that directly involve patient care (including student health) will require submission, for tracking purposes, of a "UNC-Chapel Hill State Hiring Freeze Exception Request Form" approved by the relevant Dean or Vice Chancellor **prior to any recruitment or hiring**. However, as long as these positions satisfy the conditions noted on the Exception form, no other special approvals will be needed and Departments can then proceed with recruitment and hiring. "Essential" patient care positions are defined as those that either directly interact with patients as a primary part of their job responsibilities or whose primary work location is in a clinic or hospital setting and the position serves an integral role in patient care operations. Positions not meeting these specific criteria but that are still otherwise deemed essential by a Department Head may receive an exception but are subject to the special review and approval procedures outlined in this memorandum and included on the Exception Request Form.

Approval Criteria for All Other Positions

For all other positions, Department Heads will be required to assess and specifically document whether a State-funded position proposed for hire is deemed "essential" to University operations and to receive the approval of the appropriate Dean and/or Vice Chancellor. ***Determining whether a position is "essential" relies on an assessment of whether the position can temporarily remain unfilled without causing a critical or unacceptable impact to the University's operations that cannot be reasonably addressed in some other fashion.*** The following are examples of responsibilities that may serve as the basis for a position being determined as "essential" depending on the specific circumstances present:

- Non-Faculty positions directly involved in supporting classroom instruction.
- Positions critical to maintaining essential University-wide infrastructure such as energy, building operations, telecommunications, and data networks.
- Positions critical to maintaining campus health and safety or in providing for the care of research animals.
- Positions necessary to satisfy documented contractual obligations including federally-sponsored or privately contracted research.
- Positions that are directly in response to the University's Carolina Counts productivity initiative (e.g., elevated business functions, unified business clusters).
- Positions necessary to maintain a critical University-wide administrative function or to ensure University-wide compliance with federal or state laws and regulations.
- Positions that are otherwise determined to be critical to campus operations by the Chancellor, the Executive Vice Chancellor and Provost, or their designee(s).

While the above are intended as examples, whether a position is ultimately determined to be "essential" will depend on the totality of factors cited in the submitted justification.

Funding Sources and Restrictions

- Filled positions may **not** be moved to State funds with the exception of those positions noted as fully excluded from the hiring freeze.
- Filled and vacant positions **may** be moved to any combination of Non-State salary sources.
- Retroactive funding changes moving salary expenses to State funds from other Non-State funding sources will **not** be permitted except in exceptional circumstances approved by the Director of the University Budget Office.
- Adjustments to move salary expenses between State accounts **are** permissible if necessary to correct errors or otherwise maintain the accuracy of State accounts.

Exception Approval Process

Department Heads who propose to recruit and hire a State-funded position not otherwise excluded from these special procedures must document and justify why the position is deemed "essential" using the "UNC-Chapel Hill State Hiring Freeze Exception Request Form" prior to initiating any recruitment or job change/hiring activity. This form is available for download from the OHR website at http://hr.unc.edu/n/CCM3_024721. Completed forms should be submitted to the applicable Dean or Vice Chancellor for approval after which, they will be jointly reviewed by OHR and the University Budget Office. Departments and Centers should not submit exception forms without such approvals and should be aware that individual Deans or Vice Chancellors may implement specific procedures within their areas of responsibility for handling these approvals. Please look for updates from your Dean or Vice Chancellor's Office for any guidelines that may apply specifically to your department or center.

Impact on Approval of Recruitment and Job Change/Hiring Actions

For recruitment and job change/hiring actions originated on or after January 4, 2011, OHR and the EEO Office will review each action to assure compliance with the hiring freeze on State-funded positions. For SPA and EPA non-faculty positions that will **not** involve the use of any State funds, all of the submitted action comments **must** include a statement that "No State funds will be used in the hiring of this position" in order to avoid any delay in processing. For SPA and EPA non-faculty positions that **will** involve the use of State funds, all submitted actions must include in comments that "This position will be hired using State funds." Actions for faculty positions, student positions, post-docs, medical residents, medical fellows, and police and security officers will not require any special comments or handling for submitted actions.

Questions

For general questions regarding the hiring freeze exception process or about the status of a specific submitted exception request, please send e-mail to freeze-waivers@unc.edu.This email box will be jointly monitored by staff from the University Budget Office and OHR. For questions about whether a particular funding source is subject to the hiring freeze, please contact the University Budget Office at 966-3251.

Thanks in advance for your cooperation in complying with these guidelines.

The University of North Carolina at Chapel Hill

FY 2010/2011 STATE HIRING FREEZE EXCEPTION REQUEST FORM

INSTRUCTIONS: This form is required to request exceptions to the hiring freeze on State funded positions on the basis of a Department declaring a position "essential". For questions regarding whether a source of funding is subject to the hiring freeze, contact the University Budget Office.

Department Heads should complete all required information and then obtain the required approval signatures from their Dean or Vice Chancellor. Completed forms should be emailed by the applicable Dean or Vice Chancellor's Office with required signatures in PDF format to: **freeze-waivers@unc.edu.** Submissions are copied to OHR and the University Budget Office, who are jointly responsible for review and approval. If you have questions regarding a potential form submission or regarding the status of a submitted form, you may also use the above e-mail address and a staff member from one of these offices will contact you.

SECTION 1 - PREPARER INFORMATION			
Preparer Name:		Preparer Title:	
Preparer Phone Number:		Preparer E-mail Address:	

SECTION 2 - POSITION INFORMATION				
Department Name:			Department Number:	
Position Number:			Position Title:	
Supervisor Name:			Supervisor Title:	
Position Attributes:	☐ Temp ☐ Permanent	☐ SPA ☐ EPA Non-Faculty	FTE Level:	
Position History:	☐ New ☐ Existing	If existing, prior incumbent's name:		

Indicate specific source of funds (account numbers) from which position would be funded (attach additional sheets as needed):

SECTION 3 – ESSENTIAL NON-FACULTY PATIENT CARE POSITIONS *(ALL OTHER POSITIONS SKIP TO SECTION 4)*	
Please certify that this position has direct patient care responsibilities or otherwise performs duties that are critical to patient care delivery by checking the box to the right:	☐
1. This position directly interacts with patients as a primary part of the assigned duties	☐ Yes ☐ No
2. This position works in a clinic or hospital setting and serves an integral and direct supporting role in patient care.	☐ Yes ☐ No
If the answer to EITHER of questions 1 or 2 above is "Yes", this form should be submitted and the department may proceed with recruitment/hiring without awaiting further approval. If BOTH of the above answers are "No", please complete Section 4 below. The position will require review and approval prior to recruitment/hiring.	

SECTION 4 – JUSTIFICATION FOR ALL OTHER POSITIONS	
Select category below that most closely describes the basis for designating this position as essential:	
Campus health and safety	☐
Essential patient care responsibilities not addressed in Section 3 above (non-faculty)	☐
Essential support of classroom instruction (non-faculty)	☐
Critical campus infrastructure	☐
University contractual obligations including federally or privately-sponsored research	☐
Critical campus-wide administrative operations or compliance with federal/state laws or regulations	☐
Carolina Counts productivity initiative (e.g., elevated business functions or UBCs)	☐
Other	☐

FY 2010/2011 STATE HIRING FREEZE EXCEPTION REQUEST FORM

SECTION 4 – CONTINUED *
Please describe in detail the duties that justify designating this position as essential:
Please describe in detail the consequences of not filling this position or deferring its hiring:
Other comments or supporting Information (optional):

* Department may attach separate pages with details in lieu of completing above narratives

SECTION 5 - DEPARTMENT AND DEAN/DIVISION APPROVALS			
Department head name *(print)*		Department head title	
Dean or Vice Chancellor Name *(print)*			
Department Head Signature		Date	
Dean or Vice Chancellor Signature		Date	

OHR USE ONLY

Budget Office Approval Received by E-Mail	☐ YES ☐ NO	Name of Budget Office Approver		Date of Approval	
OHR Approval	☐ YES ☐ NO	Approved by		Date of Approval	

OHR Notes/Comments:

Requesting department notified Notification Date: _____ Notified by: _____

From: Davis, Christie Wynette <christie_davis@unc.edu>
Sent: Tuesday, January 4, 2011 5:32 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Facilitator Digest: January 4, 2011
Attach: 1411_HRF Digest with attachments.pdf; 1411_HRF Employee Information.pdf

---

All – Please note corrected date in attachments and subject line. We really do know it's a new year! Sorry for any inconvenience. -- Kathy

TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

- **Please forward the attachment titled "HR Employee Information" within your department(s).**
- **Full text of all articles in the weekly digest is available in the attachments and at http://hr.unc.edu/news-events/items.**

Upcoming Dates & Deadlines

Jan. 12: HR Facilitator Quarterly Meeting
Jan. 14: Tuition Waiver Deadline
Jan. 15: Service Awards Review to be completed by HR Facilitators
Jan. 17: Martin Luther King Jr. Holiday

Information for Employees

Leave Policy Changes (contact: Benefits Services, 962-3071)
New vacation accrual rates went into effect Jan. 1 for SPA employees. The Vacation Leave policy for SPA Employees has been updated to reflect the new accrual rates. In addition, also effective Jan. 1, the Voluntary Shared Leave policy was updated to reflect the addition of sick leave as an approved leave source.

Lactation Support Policy (contact: Benefits Services, 962-3071)
To comply with The Patient Protection and Affordable Care Act of 2010, the University has implemented a Lactation Support Policy. This policy is intended to assist working mothers with the transition back to work following the birth of a child by providing lactation support. A lactation support program allows a nursing mother to express breast milk periodically during the work day. Click here to review the Lactation Support Policy.

Training Spotlight – Upcoming Classes Available (contact: Training and Talent Development, 962-2550)
Advanced Communication Skills
Based on extensive research on effective communication and influencing, this course provides clear, practical principles and skills that participants can immediately put into action to build rapport and create more successful outcomes in key interactions and business relationships.

Information for HR Facilitators

HR Facilitator Quarterly Meeting (contact: Kathy Bryant)
The next HR Facilitator quarterly meeting will be held on Wednesday, Jan. 12, at 2:30 p.m. in 111 Carroll Hall. Please add this to your calendars. Agenda items will be sent out prior to the meeting; please send any items that you would like to have discussed to Kathy Bryant.

Service Awards (contact: Benefits Services, 962-3071)
Benefits Services is requesting that HR Facilitators review the attached service award reports and validate the following information by Jan. 15:

New Postdoc Spring Orientation (email: Postdoc)

*If you have hired a new postdoctoral scholar since our last orientation, September 1, 2010, please send the name and email address of the Postdoc to opa@unc.edu.

UNC
HUMAN RESOURCES

HR Facilitator Information

Office of Human Resources
Tuesday, January 4, 2011

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Leave Policy Changes – Effective Jan. 1

FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

Vacation Leave for SPA Employees
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Voluntary Shared Leave
Effective Jan. 1, the Voluntary Shared Leave Policy was updated to reflect the addition of sick leave as an approved leave source for shared leave donations. The policy on Voluntary Shared Leave has been updated to reflect this change. Click here to review the updated policy.

Lactation Support Policy

FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

To comply with The Patient Protection and Affordable Care Act of 2010, the University has implemented a Lactation Support Policy. This policy is intended to assist working mothers with the transition back to work following the birth of a child by providing lactation support. A lactation support program allows a nursing mother to express breast milk periodically during the work day. Click here to review the Lactation Support Policy.

Training Spotlight – Upcoming Classes Available

FROM: Verita Murrill, Training & Talent Development
Office of Human Resources

Advanced Communication Skills
Based on extensive research on effective communication and influencing, this course provides clear, practical principles and skills that participants can immediately put into action to build rapport and create more successful outcomes in key interactions and business relationships.

These skills are especially useful in working with people we perceive to be "different" than ourselves, and in "difficult" interactions. This very active approach to building rapport and communication skills is based largely on the change system Neurolinguistic Programming (NLP), and challenges many of our assumptions and common sense ideas about communication and relationships.

Location: 104 Airport Drive, 1500-A
Date: Thursday, Jan. 6
Time: 8:30 a.m. - 4:30 p.m.
Instructor: Zemo Trevathan

Don't miss this opportunity to reserve your space -- call 962-2550, or email us.

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FROM: Kathy Bryant, HR Communications & Talent Development
Office of Human Resources

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Although this meeting falls during the first week of classes, which I understand is a busy time for many of you; we felt it was important to continue with the scheduled meeting particularly in light of yesterday's announcement of the hiring freeze on state-funded positions. The agenda for this meeting includes the following items:

- Hiring Freeze topics
- Public Information changes
- Workforce Factbook
- Manager/supervisor communications

Please make every effort to attend and/or have your office represented. Also, please be sure to sign in as you arrive or depart so that we can confirm your attendance.

We look forward to seeing you there!

Service Award Verifications

FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

Benefits Services is requesting that HR Facilitators review the attached service award reports and validate the following information by Jan. 15:

5, 10 and 15 Years of Service Report – this report reflects those SPA and EPA Non-Faculty employees who will have reached their anniversary between January and June 2011. Please validate the employees listed in your department, review their total state service date (TSSD) and the employee's first and last name as it will be printed on the employee's certificate. Corrections or changes should be sent to benefits@unc.edu. The certificates and corresponding gifts will be available for pick up by the end of February. Further information will be communicated once the awards are ready for distribution.

20 Years of Service Report – this report reflects those SPA and EPA Non-Faculty employees who will have reached their anniversary between Jul. 1 and Jun. 30. Please validate the employees listed in your department, review their total state service date (TSSD) and the employee's first and last name as it will be engraved on their 20 Year plaque. Corrections or changes should be sent to benefits@unc.edu. The 20 Year Banquet will be held in April.

25, 30, 35, 40, 45 and 50 Years of Service Report – this report reflects those SPA and EPA Non-Faculty employees who will have reached their anniversary between July 1, 2010, and June 30, 2011. Please validate the employees listed in your department, review their total state service date (TSSD) and the employee's first and last name as it will be printed on the employee's certificate. Corrections or changes should be sent to benefits@unc.edu. The service reception for employees with 25 or more years of service will be held in May. The certificate and corresponding glass trophies will be distributed at that time.

Questions concerning Service Awards can be directed to benefits@unc.edu. See attachment.

New Postdoc Spring Orientation

FROM: Sibby Anderson-Thompkins,
Office of Postdoctoral Affairs

*If you have hired a new postdoctoral scholar since our last orientation, September 1, 2010, please send the name and email address of the Postdoc to opa@unc.edu.

UNC New Postdoc Orientation (and Welcome Back Returnees)

Location: Bioinformatics 1131

Date: Feb. 2
Time: 12:00 p.m. - 2:00 p.m.

The Spring Orientation is an opportunity for new and seasoned postdocs to be introduced to the staff of the Office of Postdoctoral Affairs (OPA) and gather information about health insurance, benefits, and other campus services that are available to them during their appointment at UNC-CH. There will be a welcome address from Dr. Sibby Anderson-Thompkins, Director of Postdoctoral Affairs, and guest speaker, our own International Faculty Advisor, Dr. Manzoor Bhat on "Making the Most of Your Postdoc".

Lunch will be provided. Registration is **REQUIRED** for catering purposes.

Please share the attached flyer with all faculty, staff, and postdocs in your department. This flyer includes information on how to register for the orientation program. Click here for flyer and to view the registration link for Spring Orientation click here.

Email Sibby Anderson-Thompkins if you have any questions or concerns.

Employee Service Awards 15 Years

Employee Name	Home Dept	Home Dept Name	TSSD
Jorgenson, Tammy A	2238	Disbursement Services	1/1/1996
Dermody Jr, Robert J	2254	Internal Audit	2/1/1996
Kovacs, Barbara A	2370	Facilities Planning & Const	2/1/1996
Pryski, Edmund	2426	Campus Health Services	3/1/1996
Penny, Gwendolyn L	2426	Campus Health Services	4/1/1996
EGBERT, REBECCA A.	2432	ADMISSIONS	3/1/1996
MEMORY, ASHLEY T.	2432	ADMISSIONS	6/1/1996
Mcgarrigle Jr, John P	3103	Information Technology Svcs.	1/1/1996
Davis, Rodney I	3103	Information Technology Svcs.	1/1/1996
Keeter, Tanya J	3103	Information Technology Svcs.	3/1/1996
King Jr, Lloyd H	3103	Information Technology Svcs.	4/1/1996
Kumashiro, Dirk Y	3103	Information Technology Svcs.	6/1/1996
Casey, Patrick J	3103	Information Technology Svcs.	6/1/1996
Hiller, Ralph P	3103	Information Technology Svcs.	6/1/1996
Shaw, David M	3145	Ctr Study of Amer South	3/1/1996
Womack, Tammy S	3146	Exec Director for the Arts	1/1/1996
Allison, Kim A	3214	Ctr Stdnt Success-Acad Counsel	6/1/1996
Weaver, Cinnamon S	3220	Classics	4/1/1996
Keith, Stephen L	3255	NC Botanical Garden	5/1/1996
Condie, Laura F	3265	Chemistry	3/1/1996
Bordeaux, Cathy L	3301	Kenan-Flagler Business School	1/1/1996
Vaughn, Kimberly L	3301	Kenan-Flagler Business School	4/1/1996
GOLDSTEIN, CHERYL R.	3401	SCHOOL OF EDUCATION	2/26/1996
EUBANK, JOHN Y.	3501	JOURNALISM/MASS COMMUNICATION	1/29/1996
Anderson, Cynthia A	3501	Journalism/Mass Communication	6/1/1996
HERNANDEZ, MARY E.	3801	SCHOOL OF SOCIAL WORK	3/1/1996
SMITH, JASON D.	3906	OFC INFO COMMUNICATIONS	2/1/1996
Nguyen, Mytrang S	4218	Genetics	6/1/1996
WALSH, JOAN F.	4226	COMPREHENSIVE CANCER CENTER	6/1/1996
Regan, Georgette E	4226	Comprehensive Cancer Center	4/1/1996
Gulino, Sara E	4226	Comprehensive Cancer Center	5/1/1996
CUPID-HASTINGS, ERMINE V.	4228	MEDICINE	1/1/1996
James, Kathy L	4228	Medicine	2/1/1996
Dukes-Harris, Wanda K	4228	Medicine	6/1/1996
Roman, Cheryl J	4236	Obstetrics and Gynecology	5/1/1996
Eddleman, Jean M	4248	Pediatrics	5/1/1996
Coulon, Nanette M	4248	Pediatrics	5/1/1996
Wiebe, Thomas G	4257	TEACCH Div	3/1/1996
French, Juliette M	4270	Laboratory Animal Medicine	4/1/1996
Cheek, Susan M	4277	Molecular Biology	1/1/1996
Morrison, Pamela M	4277	Molecular Biology	2/1/1996
Mitchell, Michael J	4277	Molecular Biology	5/1/1996
SPACEK, MELISSA C.	4283	GASTROINT BIOLOGY & DIS CTR	3/1/1996
Ellis, Kathy S	4287	Carolina Institute for DD	4/1/1996
Womble Jr, Leo F	4299	TraCS Institute	5/1/1996
Broach, Shelby J	4301	School of Dentistry	3/1/1996
Welch, Barbara J	4315	Clinical Affairs	5/1/1996

Employee Name	Home Dept	Home Dept Name	TSSD
Smith, Janet L	4620	Biostatistics	6/1/1996
BORS, PHILIP A.	4626	NC INSTITUTE FOR PUBLIC HEALTH	2/1/1996
BUCKHEIT, KATHLEEN P.	4626	NC INSTITUTE FOR PUBLIC HEALTH	2/1/1996
Harris, Christie L	4630	Environment Sciences & Engi	1/1/1996
Biancardi, Katherine S	4645	Maternal & Child Health	1/1/1996
Thompson, Daressa Y	4645	Maternal & Child Health	2/1/1996
BACON, THOMAS J.	4835	AHEC SUPPORT-COMM MED CARE	6/1/1996
HENDRICKSON-SMI, JANET C.	4910	CAROLINA POPULATION CENTER	6/26/1996
Webster, Diane R	5245	FPG Child Development Inst	2/1/1996
Gunn, Kevin N	5245	FPG Child Development Inst	2/1/1996
Gardner, David M	5245	FPG Child Development Inst	3/1/1996
Young, Gail P	5301	Wm&Ida Friday Ctr-Cont Educ	5/1/1996
PAINTER WAKEFIE, PATRICIA M.	5380	WUNC-FM	2/1/1996
Riley, Evelyn D	5401	School of Government	2/1/1996
Crews, Fred J	5401	School of Government	2/1/1996
HART, ANDREW S.	5505	UNIVERSITY LIBRARY	1/8/1996
INGHAM, ANDREW W.	5505	UNIVERSITY LIBRARY	5/1/1996
ROMITO, DAVID	5505	UNIVERSITY LIBRARY	1/1/1996
Mills, John T	5505	University Library	5/1/1996
Wrenn, Susan K	5505	University Library	6/1/1996
Pittman, Patricia M	5507	Tri Res Library Network	3/1/1996
Linn, Susan B	5525	Health Sciences Library	2/1/1996
Noell, Janet M	7120	Housekeeping Services	2/1/1996
Brooks, Ellis M	7120	Housekeeping Services	3/1/1996
Thompson, Stevie	7120	Housekeeping Services	4/1/1996
Burke, Gena L	7130	Business Operations	3/1/1996
Hicks Jr, William	7130	Business Operations	5/1/1996
Kaffenberger, Kevin K	7140	Grounds Services	1/1/1996
Allen, Kathryn E	7140	Grounds Services	4/1/1996
Kimball, George E	7150	Building Services	1/1/1996
Brady, David J	7150	Building Services	2/1/1996
Clifton, Bruce C	7150	Building Services	3/1/1996
Rich, Mack A	7150	Building Services	5/1/1996
Davis, Roger D	7150	Building Services	5/1/1996
Maddox, Daniel C	7150	Building Services	6/1/1996
Summey, Jeffrey T	7150	Building Services	6/1/1996
Perry, Ricky L	7160	Design and Construction Svcs	1/1/1996
Smith, Jeannette B	7160	Design and Construction Svcs	2/1/1996
Grasty, Donald W	7160	Design and Construction Svcs	5/1/1996
Rabold Jr, Leonard J	7170	Energy Management	1/1/1996
Burnette, Christopher W	7602	Public Safety	6/1/1996
Jeffrey, Brian E	8120	Auxil Enterprises-Gen Adm	5/1/1996
Emrick, Michael A	8120	Auxil Enterprises-Gen Adm	6/1/1996
Mabry, Amy W	8130	Energy Services	5/1/1996
Marlow, John M	8130	Energy Services	5/1/1996
Smith, Stacie D	8423	Student Stores-Bull'S Head	6/1/1996
Hyatt, Catherine H	8424	Student Stores-Sales Floor	2/1/1996

Employee Service Awards 15 Years

Employee Name	Home Dept	Home Dept Name	TSSD
Mcpherson, George W	8505	Logistics	4/1/1996
Lewis, Jeffrey E	8986	Public Safety Trans & Parking	1/1/1996
Gibson, William E	8986	Public Safety Trans & Parking	1/1/1996
Jenkins-Cheek, Karen E	8986	Public Safety Trans & Parking	2/1/1996
Mauer, Sheila D	8986	Public Safety Trans & Parking	3/1/1996
West-Riggsbee, Vicki R	8986	Public Safety Trans & Parking	3/1/1996
Sturdivant, Quint E	8986	Public Safety Trans & Parking	4/1/1996
Magyar, Raymond S	8986	Public Safety Trans & Parking	4/1/1996
Harris, Tracy U	9801	Ath Director of Athletics	6/1/1996
Nusbaum, Mark J	9811	Ath Finley Golf Course	2/1/1996
Bowers, Matthew B	9822	Ath Sports Information	6/1/1996
MACK, KENNETH R.	9830	ATH EDUCATIONAL FOUNDATION	1/8/1996

Employee Service Awards 10 Years

Employee Name	Home Dept	Home Dept Name	TSSD
BRAXTON, ELIZABETH G.	2221	V CHANCELLOR-UNIV ADVANCEMENT	1/1/2001
Nesnow, Marie	2221	V Chancellor-Univ Advancement	4/1/2001
Mimms, Corrie E	2228	Human Resources	1/1/2001
Phillips, David P	2228	Human Resources	4/1/2001
Gibson, Beverly D	2233	Travel Services	1/1/2001
RAO, CHANDRIKA R.	2235	ACCOUNTING SERVICES	5/1/2001
Asrat, Ellenie L	2236	Office of Sponsored Research	2/1/2001
Poole, Brigid H	2236	Office of Sponsored Research	4/1/2001
Shoffner, Dinah M	2236	Office of Sponsored Research	4/1/2001
Williams, Betty J	2236	Office of Sponsored Research	6/1/2001
MOORE, JONATHAN D.	2371	ENVIRONMENT HEALTH & SAFETY	5/1/2001
Parker, Steven D	2371	Environment, Health & Safety	4/1/2001
Carlin, Joel	2372	Engineering Info Services	4/1/2001
Konishi, Masaya	2373	Facilities Planning	3/1/2001
Harris, Natasha L	2401	V Chan Student Affairs Office	6/1/2001
Hrdlicka, Sheila D	2404	New Stu/Carolina Parent Prgms	2/1/2001
Waldeck, Sylvia G	2404	New Stu/Carolina Parent Prgms	4/1/2001
Cedillos, Jose N	2423	Carolina Union	2/1/2001
Dyer, Elizabeth S	2426	Campus Health Services	4/1/2001
Cates, Arbra H	2432	Admissions	3/1/2001
Hayes, Howard L	2432	Admissions	4/1/2001
Long, Lauralee H	2432	Admissions	4/1/2001
Mcclain, Yolanda A	2432	Admissions	4/1/2001
Camacho, Ingrid G	3103	Information Technology Svcs.	1/1/2001
Heinze, Matthew C	3103	Information Technology Svcs.	2/1/2001
Walker, Samuel J	3103	Information Technology Svcs.	2/1/2001
Saadah, Summer A	3103	Information Technology Svcs.	2/1/2001
Mccall Jr, William S	3103	Information Technology Svcs.	2/1/2001
Ray, Chad L	3103	Information Technology Svcs.	5/1/2001
Williams, Scott D	3103	Information Technology Svcs.	5/1/2001
Wade, Stephanie A	3103	Information Technology Svcs.	5/1/2001
Neville, Gregory A	3103	Information Technology Svcs.	6/1/2001
Nichols, Joseph T	3103	Information Technology Svcs.	6/1/2001
SALVESEN, DAVID	3118	UNC INST FOR THE ENVIRONMENT	3/22/2001
HUQ, SARA J.	3119	CAROLINA CENTER FOR PUBLIC SVC	6/1/2001
SENGUPTA, SOHINI	3131	CENTER FOR FACULTY EXCELLENCE	4/1/2001
COLTRANE, GEOFFREY S.	3132	HUNT INSTITUTE	2/1/2001
MAY JR, JAMES W.	3201	ARTS & SCIENCES DEAN S OFFICE	1/1/2001
Coleman, Charles E	3231	Arts & Sci Info Services	1/1/2001
BETTS, LAURIE	3265	CHEMISTRY	5/1/2001
VOLARIC, LISA J.	3265	CHEMISTRY	6/1/2001
Inscoe, Christina R	3270	Physics-Astronomy	6/1/2001
TERRY, JEFFREY S.	3301	KENAN-FLAGLER BUSINESS SCHOOL	6/6/2001
Grissett, Tamala M	3301	Kenan-Flagler Business School	4/1/2001
Rockafellow, Douglas S	3317	SBTDC KFBS Regional Svc Ctr	5/1/2001
Eldred, Timothy B	3401	School of Education	5/1/2001
WEISS, MEREDITH L.	3601	SCHOOL OF LAW	5/1/2001

Employee Service Awards 10 Years

Employee Name	Home Dept	Home Dept Name	TSSD
Frey, Patricia T	3601	School of Law	1/1/2001
ROSE, RODERICK A.	3801	SCHOOL OF SOCIAL WORK	1/1/2001
GRAMLING, SUSAN S.	3906	OFC INFO COMMUNICATIONS	5/14/2001
Fields, Beverly C	3909	Ofc of Human Research Ethics	5/1/2001
Davidson, Flora F	3909	Ofc of Human Research Ethics	6/1/2001
MARRIOTT JR, ROBERT W.	4201	MEDICINE ADMINISTRATION	3/5/2001
Mitchell, Marie E	4201	Medicine Administration	2/1/2001
Stein, Annabelle	4201	Medicine Administration	6/1/2001
Burette, Susan W	4204	Cell & Development Biology	3/1/2001
TAFT-BENZ, SHARON A.	4208	MICROBIOLOGY & IMMUNOLOGY	4/1/2001
Bell, Timothy A	4218	Genetics	3/1/2001
EHRE, CAMILLE	4223	CYS FIBROSIS/PULMONARY RES	4/1/2001
Jones, Lisa C	4223	Cys Fibrosis/Pulmonary Res	2/1/2001
Rogers, Troy D	4223	Cys Fibrosis/Pulmonary Res	6/1/2001
Murrell, Tonya L	4224	Cell & Molecular Physiology	3/1/2001
MCCOY, REGINA L.	4226	COMPREHENSIVE CANCER CENTER	2/1/2001
Shi, Yan	4226	Comprehensive Cancer Center	1/1/2001
Chen, Huiqi	4226	Comprehensive Cancer Center	2/1/2001
Tewell, Joshua O	4226	Comprehensive Cancer Center	2/1/2001
Nachtsheim, Robert V	4226	Comprehensive Cancer Center	2/1/2001
Flowers, Dale A	4226	Comprehensive Cancer Center	4/1/2001
Mcfadden, Andrew W	4226	Comprehensive Cancer Center	6/1/2001
Wu, Yaxu	4227	UNC McAllister Heart Institute	1/1/2001
Jeremiah, Fern A	4228	Medicine	1/1/2001
Timlin, Sally A	4236	Obstetrics and Gynecology	1/1/2001
Monk, Elizabeth S	4236	Obstetrics and Gynecology	3/1/2001
Morton, Deborah L	4236	Obstetrics and Gynecology	4/1/2001
Tomlinson, Tracey H	4236	Obstetrics and Gynecology	6/1/2001
Barnhart, Cassandra J	4244	Ophthalmology	2/1/2001
Jules Davis, Goedlyne	4244	Ophthalmology	2/1/2001
Maddux, Kathryn E	4248	Pediatrics	2/1/2001
Elkins, Steven D	4248	Pediatrics	3/1/2001
Taylor, Reginald	4248	Pediatrics	6/1/2001
Christmas, Chihiro H	4256	Psychiatry	2/1/2001
Bedford, Carlos A	4256	Psychiatry	5/1/2001
Boughton, Daniel J	4260	Radiology	2/1/2001
Holt, Tracie L	4264	Surgery	5/1/2001
JACKEM, EDWARD	4266	EMERGENCY MEDICINE	1/1/2001
Terrell, Donna A	4268	Anesthesiology	1/1/2001
Pfau III, Zeno J	4268	Anesthesiology	4/1/2001
Sutton-Williams, Terita M	4273	Allied Health Sciences	4/1/2001
Berger, Katherine T	4277	Molecular Biology	2/1/2001
Bull, Delphine A	4277	Molecular Biology	4/1/2001
Xu, Airong	4277	Molecular Biology	6/1/2001
FAGAN, BARRY M.	4281	NEUROSCIENCE CENTER	4/1/2001
HEIDT, PARIS E.	4283	GASTROINT BIOLOGY & DIS CTR	5/1/2001
Watts, Angie	4284	Medical Education	5/1/2001

Employee Service Awards 10 Years

Employee Name	Home Dept	Home Dept Name	TSSD
Anderson, Kathleen L	4287	Carolina Institute for DD	1/1/2001
Zuver, Deborah J	4287	Carolina Institute for DD	6/1/2001
NORRIS, TAMARA H.	4295	COM MED ED/FAMILY SUPP NETWORK	4/1/2001
Rice, Tami D	4301	School of Dentistry	5/1/2001
Zachary, Kristina H	4335	Diagnostic Sci & Gen Dentistry	3/1/2001
Greeson, Rosa	4340	Oral Surgery	1/1/2001
Keele, Eva M	4340	Oral Surgery	2/1/2001
Rey, Ada M	4345	Orthodontics	3/1/2001
WORKMAN, GREGORY A.	4401	SCHOOL OF NURSING	4/1/2001
Ochs, Andrew D	4603	SPH Information Technology	1/1/2001
Laney III, Thomas P	4603	SPH Information Technology	1/1/2001
Hitlin, Charles	4603	SPH Information Technology	4/1/2001
Nulty, Helen P	4603	SPH Information Technology	5/1/2001
Holland, Michael A	4603	SPH Information Technology	6/1/2001
Antony, Eugene V	4620	Biostatistics	2/1/2001
Reeves, Elizabeth S	4620	Biostatistics	4/1/2001
Bartow, James A	4620	Biostatistics	6/1/2001
DAVIS, MARY V.	4626	NC INSTITUTE FOR PUBLIC HEALTH	3/1/2001
FLANAGAN, OCTAVIA L.	4626	NC INSTITUTE FOR PUBLIC HEALTH	1/1/2001
Bryant, Gail S	4626	NC Institute for Public Health	3/1/2001
Harper, Lois J	4630	Environment Sciences & Engi	2/1/2001
Mangan, Margaret	4660	Nutrition	6/1/2001
Cotrufo, Paul A	4835	AHEC Support-Comm Med Care	4/1/2001
WIESEN, CHRISTOPHER A.	5210	H W ODUM INST RES SOCIAL SCI	4/1/2001
Comer, Linda Y	5215	Urban Studies	2/1/2001
Fluellen, Wayne V	5220	Institute of Marine Sciences	5/1/2001
TIEN, HSIAO-CHUAN	5245	FPG CHILD DEVELOPMENT INST	3/1/2001
Jungers, Robert J	5245	FPG Child Development Inst	2/1/2001
Rooney, Robin T	5245	FPG Child Development Inst	2/1/2001
Mackey, Christopher S	5245	FPG Child Development Inst	3/1/2001
Van Ark, Gwen G	5245	FPG Child Development Inst	6/1/2001
Durham, Janice O	5301	Wm&Ida Friday Ctr-Cont Educ	5/1/2001
Rhodes, John R	5301	Wm&Ida Friday Ctr-Cont Educ	5/1/2001
THOMAS, LIBBY J.	5350	HIGHWAY SAFETY RESEARCH	3/1/2001
Sen, Nandini	5380	WUNC-FM	6/1/2001
BROWN, LAURA C.	5505	UNIVERSITY LIBRARY	5/1/2001
KAISER, NANCY J.	5505	UNIVERSITY LIBRARY	1/1/2001
MYERS, MARGARET C.	5505	UNIVERSITY LIBRARY	1/1/2001
Elmore, Dara A	5505	University Library	1/1/2001
Phillippie, Mark N	5505	University Library	2/1/2001
Jackson, Thomas A	5505	University Library	4/1/2001
Mitchem, Joseph L	5505	University Library	6/1/2001
CHILDS, SCOTT E.	5520	LAW LIBRARY	1/1/2001
Samsky, Monica R	5525	Health Sciences Library	2/1/2001
Jones, Susan M	5525	Health Sciences Library	2/1/2001
Haney, James L	5525	Health Sciences Library	3/1/2001
Griffin, Stephanie L	5525	Health Sciences Library	6/1/2001

Employee Service Awards 10 Years

Employee Name	Home Dept	Home Dept Name	TSSD
Shea, Cynthia P	7110	Facilities Services Division	5/1/2001
Mcadoo, Delmazine	7120	Housekeeping Services	2/1/2001
Newman, Earline J	7120	Housekeeping Services	2/1/2001
Burton, Nancy D	7120	Housekeeping Services	2/1/2001
Moore, Timothy J	7120	Housekeeping Services	2/1/2001
Mu, Day	7120	Housekeeping Services	3/1/2001
Singletary, Amina I	7120	Housekeeping Services	5/1/2001
Scurlock, Richard E	7120	Housekeeping Services	5/1/2001
Win, Kyaw S	7120	Housekeeping Services	6/1/2001
Bailey, Zanetta M	7130	Business Operations	5/1/2001
Soto, Angel G	7140	Grounds Services	2/1/2001
Reed, Christopher W	7150	Building Services	1/1/2001
White, Jerry C	7150	Building Services	1/1/2001
Cooper, Robert G	7150	Building Services	1/1/2001
Mitchell, Dewey A	7150	Building Services	3/1/2001
Straughn, Kerry S	7150	Building Services	4/1/2001
Copeland, Michael D	7150	Building Services	4/1/2001
Briggs, Thomas D	7150	Building Services	4/1/2001
Thompson, Ronald L	7150	Building Services	5/1/2001
Burke, Timothy M	7150	Building Services	5/1/2001
Wooten, Fred A	7150	Building Services	6/1/2001
Bowman, Daniel P	7160	Design and Construction Svcs	1/1/2001
Moran, Alan F	7160	Design and Construction Svcs	2/1/2001
Hornaday, Terry L	7160	Design and Construction Svcs	3/1/2001
Guyette, Robert M	7170	Energy Management	5/1/2001
Daniel, Paul M	7602	Public Safety	4/1/2001
Shafar, Nathan S	8121	UNC One Card	1/1/2001
Wright, Sheri L	8130	Energy Services	1/1/2001
Mcleod, Thomas W	8130	Energy Services	3/1/2001
Bogie, Brian T	8130	Energy Services	5/1/2001
Burnette, Tarah R	8215	Housing & Res Education	6/1/2001
Sockell, Charles W	8413	Student Stores-Course Pack	5/1/2001
Jackson, Miguel A	8432	Student Stores-Mechand & Displ	4/1/2001
Ware, Johnny F	8471	Student Stores-Snack Units	2/1/2001
Sykes, Kathryn W	8515	Printing & Duplicating	3/1/2001
Carbonetti, Tara F	8911	Morehead Planetarium	4/1/2001
Gillam, Margaret A	8911	Morehead Planetarium	6/1/2001
Mcgowan, Michael E	8986	Public Safety Trans & Parking	2/1/2001
Brooks, Amy J	8986	Public Safety Trans & Parking	3/1/2001
Kelsey, Amanda L	8986	Public Safety Trans & Parking	4/1/2001
Maynard III, Frank C	9811	Ath Finley Golf Course	2/1/2001
Robinson, Kevin T	9812	Ath Outdoor Facility Oper	5/1/2001
Sanders, Benjamin A	9812	Ath Outdoor Facility Oper	6/1/2001
CONNORS, WILLIAM J.	9824	ATH PHYSICAL DEVELOPMENT	1/10/2001
MONTGOMERY, JOHN R.	9830	ATH EDUCATIONAL FOUNDATION	3/5/2001
HOLLIDAY, COREY L.	9835	ATH FOOTBALL OFFICE	1/12/2001
Chase, Kaye W	9840	Ath Basketball Office	2/1/2001

Employee Service Awards 5 Years

Employee Name	Home Dept	Home Dept Name	TSSD
Boycher, Elizabeth J	2221	V Chancellor-Univ Advancement	5/1/2006
PENN, ANN E.	2225	EQUAL OPPORTUNITY/ADA OFFICE	3/1/2006
Adcock, Kevin	2228	Human Resources	1/1/2006
Hoar, Derek V	2228	Human Resources	6/1/2006
Eatman, Robert E	2228	Human Resources	6/1/2006
Hewett, Bryan A	2229	Asset Management	1/1/2006
Freedman, Carol A	2238	Disbursement Services	2/1/2006
Thurheimer, Kenneth D	2238	Disbursement Services	2/1/2006
Juliano, Marikae D	2248	Student AcctsUNC Receivables	1/1/2006
Glasson Jr, James A	2264	Research Computing Center	3/1/2006
Eilers, Christopher J	2315	Inst Research and Assessment	4/1/2006
Keeney, Conor A	2371	Environment, Health & Safety	4/1/2006
Rodgers, Scott E	2372	Engineering Info Services	6/1/2006
Maung, Ko	2423	Carolina Union	6/1/2006
Alfaro, Alda D	2426	Campus Health Services	5/1/2006
Smith, Charles E	2438	University Registrar	4/1/2006
Flowers, Sabrina D	2448	Scholarships & Student Aid	2/1/2006
Daniels, Stacey N	2448	Scholarships & Student Aid	5/1/2006
BIGGERS, LARISSA C.	3103	INFORMATION TECHNOLOGY SVCS.	2/1/2006
Santiago, Efrain	3103	Information Technology Svcs.	3/1/2006
Cross, Jason R	3103	Information Technology Svcs.	3/1/2006
Difelice, Susan J	3103	Information Technology Svcs.	3/1/2006
Meyer, Susan A	3103	Information Technology Svcs.	3/1/2006
Hylton, William B	3103	Information Technology Svcs.	3/1/2006
Millbank, Elizabeth	3103	Information Technology Svcs.	4/1/2006
Huneycutt, Karsten P	3103	Information Technology Svcs.	4/1/2006
Eke, Kimberly J	3103	Information Technology Svcs.	4/1/2006
Smith, Sharon E	3103	Information Technology Svcs.	5/1/2006
Booker, Vaughn A	3103	Information Technology Svcs.	5/1/2006
Edwards, Brian J	3103	Information Technology Svcs.	6/1/2006
Fuller, Shaun L	3103	Information Technology Svcs.	6/1/2006
BOUMA, BRENNAN D.	3118	UNC INST FOR THE ENVIRONMENT	1/1/2006
Rogers, Karl R	3118	UNC Inst for the Environment	4/1/2006
BICKFORD, DONNA M.	3125	WOMENS CENTER	6/1/2006
BLANTON, BRIAN O.	3127	RENAISSANCE COMPUTING INST	2/1/2006
FOWLER, ROBERT J.	3127	RENAISSANCE COMPUTING INST	3/1/2006
HEERMANN, CHRISTOPHER K.	3127	RENAISSANCE COMPUTING INST	3/1/2006
Mclaughlin, Debra L	3127	Renaissance Computing Inst	4/1/2006
PROUD, JESSICA	3127	RENAISSANCE COMPUTING INST	6/1/2006
Coyle, Joshua D	3127	Renaissance Computing Inst	6/1/2006
MILLS, AMANDA A.	3130	UNC GLOBAL	4/1/2006
Samuels, Robin J	3145	Ctr Study of Amer South	6/1/2006
Steffen, Mark D	3146	Exec Director for the Arts	2/1/2006
Smith, Kelleigh	3201	Arts & Sciences Dean's Office	1/1/2006
Muhammad, Patricia B	3225	English & Comp Literature	2/1/2006
Altmueller, Stephan M	3231	Arts & Sci Info Services	4/1/2006
Haggard, Rory P	3231	Arts & Sci Info Services	6/1/2006
Hensley, Timothy D	3231	Arts & Sci Info Services	6/1/2006
WALKER, ANDREW S.	3255	NC BOTANICAL GARDEN	6/1/2006
LEBEDEVA, NATALIA	3265	CHEMISTRY	1/1/2006

Employee Service Awards 5 Years

Employee Name	Home Dept	Home Dept Name	TSSD
Shih, Hung-Jui S	3267	Biology	1/1/2006
Boyle, Maxwell F	3267	Biology	6/1/2006
IVARSEN, KEVIN M.	3270	PHYSICS-ASTRONOMY	1/1/2006
Mavengere, Leslie T	3270	Physics-Astronomy	3/1/2006
Brogan, Shane B	3270	Physics-Astronomy	6/1/2006
FAN, YUN	3276	COMPUTER SCIENCE	2/1/2006
CARTER III, WILLIAM H.	3279	PUBLIC POLICY	1/1/2006
MAY, LEE Y.	3301	KENAN-FLAGLER BUSINESS SCHOOL	1/1/2006
Cawley, Thomas J	3301	Kenan-Flagler Business School	1/1/2006
Ellis, Laura E	3301	Kenan-Flagler Business School	4/1/2006
Matejowsky, Warren H	3301	Kenan-Flagler Business School	4/1/2006
JOLLEY, GEORGE J.	3301	KENAN-FLAGLER BUSINESS SCHOOL	6/1/2006
MURRAY II, LAWRENCE J.	3301	KENAN-FLAGLER BUSINESS SCHOOL	6/1/2006
Nair, Deepa	3301	Kenan-Flagler Business School	6/1/2006
White, Douglas F	3401	School of Education	2/1/2006
Don Forsythe, Jason A	3402	LearnNC	1/1/2006
Kelo, Daniel	3402	LearnNC	6/1/2006
Lasater, Drew M	3801	School of Social Work	1/1/2006
Kidd, Teresa C	3801	School of Social Work	2/1/2006
De Pietro, Monica L	3801	School of Social Work	4/1/2006
Regulski, Aylin A	3908	Clinical Trials	1/1/2006
Nowak, Peter J	4201	Medicine Administration	1/1/2006
Jones, Kim K	4201	Medicine Administration	4/1/2006
Cambra, Crystal A	4201	Medicine Administration	5/1/2006
Rogers, Tony M	4202	Ctr for Women's Hlth Research	4/1/2006
Hamlett, Eric D	4204	Cell & Development Biology	5/1/2006
Salvador, Clemencio M	4218	Genetics	1/1/2006
Hoel, Jane A	4218	Genetics	6/1/2006
Tompkins, Erika M	4222	Heart and Vascular Center	4/1/2006
Watson, Michael J	4223	Cys Fibrosis/Pulmonary Res	2/1/2006
HILL, DAVID B.	4223	CYS FIBROSIS/PULMONARY RES	3/27/2006
OKADA, SEIKO	4223	CYS FIBROSIS/PULMONARY RES	4/1/2006
Wolf, Whitney E	4223	Cys Fibrosis/Pulmonary Res	5/1/2006
Thompson, Kristin E	4223	Cys Fibrosis/Pulmonary Res	6/1/2006
LIU, YUANBO	4226	COMPREHENSIVE CANCER CENTER	2/1/2006
Johnson, Gwennette S	4226	Comprehensive Cancer Center	2/1/2006
Camp, Jenny T	4226	Comprehensive Cancer Center	2/1/2006
Kibe, Jessica R	4226	Comprehensive Cancer Center	2/1/2006
Scott, Jennifer E	4226	Comprehensive Cancer Center	3/1/2006
Fowler, Kenneth A	4226	Comprehensive Cancer Center	4/1/2006
Andre, Michael A	4226	Comprehensive Cancer Center	4/1/2006
SEAGROVES, MARY B.	4226	COMPREHENSIVE CANCER CENTER	5/1/2006
Bensen, James T	4226	Comprehensive Cancer Center	5/1/2006
Wu, Qing Ping	4226	Comprehensive Cancer Center	5/1/2006
LEE, SOOK-KYUNG	4226	COMPREHENSIVE CANCER CENTER	6/1/2006
Wang, Jinzhao	4226	Comprehensive Cancer Center	6/1/2006
Walden, Lashaonda D	4226	Comprehensive Cancer Center	6/1/2006
Gordon, Nicarter	4226	Comprehensive Cancer Center	6/1/2006
Hu, Qichen	4226	Comprehensive Cancer Center	6/1/2006
Harrison, Kathy T	4227	UNC McAllister Heart Institute	3/1/2006

Employee Service Awards 5 Years

Employee Name	Home Dept	Home Dept Name	TSSD
Garner, Teresa C	4227	UNC McAllister Heart Institute	3/1/2006
SEN, BUER	4227	UNC MCALLISTER HEART INSTITUTE	4/1/2006
Molnar, Kimberly C	4227	UNC McAllister Heart Institute	6/1/2006
Xie, Zhihui	4227	UNC McAllister Heart Institute	6/1/2006
Hall, Debra Y	4228	Medicine	2/1/2006
Carpenter, Kelley E	4228	Medicine	3/1/2006
Cheema, Manzoor A	4228	Medicine	5/1/2006
Blevins, Suzanne M	4228	Medicine	5/1/2006
Mctaggart, April L	4230	Neurology	1/1/2006
Johnson, Clinton R	4232	Family Medicine	5/1/2006
Hill, Elizabeth R	4236	Obstetrics and Gynecology	1/1/2006
Titus, Zaconjia C	4236	Obstetrics and Gynecology	2/1/2006
Spicer, Kimberly E	4236	Obstetrics and Gynecology	4/1/2006
Walsh, Diane L	4248	Pediatrics	6/1/2006
Clemmer, Catherine B	4256	Psychiatry	5/1/2006
De Bourguignon, Lyse M	4256	Psychiatry	5/1/2006
Landelius, Abigail	4257	TEACCH Div	1/1/2006
Musson, Erin M	4257	TEACCH Div	3/1/2006
Wall, Laura J	4257	TEACCH Div	5/1/2006
Quay, Judith A	4260	Radiology	3/1/2006
Boomhower, Jeremy D	4260	Radiology	6/1/2006
Bailey, Janet E	4262	Radiation Oncology	4/1/2006
Huck, Kim-Marie	4262	Radiation Oncology	4/1/2006
Hendrix, Laura H	4262	Radiation Oncology	5/1/2006
Lambert, Eris B	4264	Surgery	4/1/2006
Cooper, Paul A	4266	Emergency Medicine	4/1/2006
Bickford, Kristen S	4269	UNC Kidney Center	5/1/2006
Hebert, Gene M	4270	Laboratory Animal Medicine	2/1/2006
Hunt, Jamika M	4270	Laboratory Animal Medicine	3/1/2006
Lassiter, Yolanda E	4270	Laboratory Animal Medicine	3/1/2006
Woodlief, Jerry T	4270	Laboratory Animal Medicine	4/1/2006
Santiago Vazquez, Juan C	4270	Laboratory Animal Medicine	6/1/2006
CHENSVOLD, LISA S.	4274	HIV STDS INFECT DISEASE CTR	1/1/2006
AMOLA, OLUWAKEMI I.	4274	HIV STDS INFECT DISEASE CTR	4/1/2006
Haidar, Joumana K	4274	Hiv Stds Infect Disease Ctr	5/1/2006
ZHOU, JIANG	4281	NEUROSCIENCE CENTER	2/1/2006
Samaraweera, Shivantha A	4282	Alcohol Studies Center	4/1/2006
WOODYARD, DONALD J.	4284	MEDICAL EDUCATION	1/1/2006
POLK, CLAUDIS	4284	MEDICAL EDUCATION	2/1/2006
Lewis, Jennifer M	4290	Social Medicine	4/1/2006
POWELL, LESLIE M.	4299	TRACS INSTITUTE	2/1/2006
Swenson, Gustav	4299	TraCS Institute	3/1/2006
Cardone, Kelley L	4299	TraCS Institute	6/1/2006
Ventevogel, John L	4301	School of Dentistry	3/1/2006
Mcelreath II, Gerald D	4301	School of Dentistry	5/1/2006
Horton, Amanda S	4315	Clinical Affairs	2/1/2006
Porter, Sara S	4315	Clinical Affairs	4/1/2006
Roberts, Billie J	4315	Clinical Affairs	5/1/2006
Thompson, Deborah	4315	Clinical Affairs	6/1/2006
Frie, Jana E	4335	Diagnostic Sci & Gen Dentistry	3/1/2006

Employee Service Awards 5 Years

Employee Name	Home Dept	Home Dept Name	TSSD
Aye, Win W	4340	Oral Surgery	2/1/2006
Holt, Cynthia H	4365	Prosthodontics	4/1/2006
Whitehead, Wendy	4365	Prosthodontics	6/1/2006
Evans, Tiffany	4375	Dental Research	1/1/2006
BRIDGMAN, JESSICA C.	4401	SCHOOL OF NURSING	2/1/2006
MILLER, LISA H.	4401	SCHOOL OF NURSING	2/1/2006
Hedrick, Heidi J	4401	School of Nursing	4/1/2006
Jones, Barbara S	4501	School of Pharmacy	3/1/2006
Fiscelli, Kathryn A	4501	School of Pharmacy	6/1/2006
Sills, Krista L	4501	School of Pharmacy	6/1/2006
Gale, William P	4603	SPH Information Technology	5/1/2006
Richards, Shirley A	4610	Health Policy and Management	4/1/2006
Dusenberry, Lisa M	4620	Biostatistics	4/1/2006
Carretta, Elizabeth E	4620	Biostatistics	6/1/2006
Afonin, Valeriy V	4630	Environment Sciences & Engi	1/1/2006
Collins, Leonard B	4630	Environment Sciences & Engi	5/1/2006
DUVALL, SANDRA	4635	EPIDEMIOLOGY	1/1/2006
LABBOK, MIRIAM	4645	MATERNAL & CHILD HEALTH	1/1/2006
ENTZEL, PAMELA P.	4910	CAROLINA POPULATION CENTER	2/1/2006
Teague, Taryn J	4950	Sheps Ctr for Hlth Serv Res	2/1/2006
FLEMING, PHYLLIS L.	4985	CTR HEALTH PROM DISEASE PREV	4/1/2006
MCDANIEL, MARK S.	5215	URBAN STUDIES	2/1/2006
FREEMAN, ALLISON T.	5215	URBAN STUDIES	6/1/2006
Miller, Jolmar D	5245	FPG Child Development Inst	1/1/2006
Royster, Melissa J	5245	FPG Child Development Inst	2/1/2006
Mackey, Cecilia V	5380	WUNC-FM	3/1/2006
JACKSON, CAROL M.	5380	WUNC-FM	5/29/2006
STASIO, FRANK J.	5380	WUNC-FM	6/1/2006
WOODLEY, ANITA S.	5380	WUNC-FM	6/1/2006
Watkins, Leslie	5401	School of Government	2/1/2006
Underwood, Mary W	5401	School of Government	2/1/2006
Seger, Julie	5401	School of Government	4/1/2006
Balfour, James B	5401	School of Government	6/1/2006
Dickson, Margaret E	5505	University Library	1/1/2006
TURI, MATTHEW T.	5505	UNIVERSITY LIBRARY	3/6/2006
Otte, Kevin J	5505	University Library	4/1/2006
Mclean, Moniqua S	5505	University Library	5/1/2006
Suarez, Gina L	5505	University Library	6/1/2006
RUTTENBERG, JUDITH F.	5507	TRI RES LIBRARY NETWORK	4/1/2006
Griffin, Jesse D	5520	Law Library	3/1/2006
DODD, DAVID A.	5525	HEALTH SCIENCES LIBRARY	5/1/2006
Russell, Brenda C	7120	Housekeeping Services	1/1/2006
Moo, Saw L	7120	Housekeeping Services	1/1/2006
Marsh, Helen M	7120	Housekeeping Services	2/1/2006
Glass, James E	7120	Housekeeping Services	2/1/2006
Saw, Kaizer	7120	Housekeeping Services	2/1/2006
Calix, Luis A	7120	Housekeeping Services	2/1/2006
Rauda, Cesar D	7120	Housekeeping Services	3/1/2006
Aung, Myint	7120	Housekeeping Services	3/1/2006
Couch, Marilyn A	7120	Housekeeping Services	4/1/2006

Employee Service Awards 5 Years

Employee Name	Home Dept	Home Dept Name	TSSD
Wah, Moo L	7120	Housekeeping Services	4/1/2006
Mue, Mue	7120	Housekeeping Services	4/1/2006
Moore, Romel C	7120	Housekeeping Services	4/1/2006
Than, Aung	7120	Housekeeping Services	5/1/2006
Htoo, Jue L	7120	Housekeeping Services	5/1/2006
Nyo, Michael	7120	Housekeeping Services	5/1/2006
Crosland, Ronnie L	7120	Housekeeping Services	5/1/2006
Wright, Donald E	7120	Housekeeping Services	6/1/2006
Bwe, Eh L	7120	Housekeeping Services	6/1/2006
Carville, Timothy P	7120	Housekeeping Services	6/1/2006
Alves, Amy C	7130	Business Operations	1/1/2006
Corin, Laura R	7130	Business Operations	1/1/2006
Williams, Aaron B	7140	Grounds Services	1/1/2006
Mcnair, Michael L	7140	Grounds Services	2/1/2006
Couch Jr, James R	7140	Grounds Services	3/1/2006
Doss, Timothy N	7140	Grounds Services	3/1/2006
Hinton, Brian K	7140	Grounds Services	6/1/2006
Dalton, Donald E	7150	Building Services	2/1/2006
Love, John W	7150	Building Services	4/1/2006
Harris, Richard D	7150	Building Services	4/1/2006
Lovette Jr, Edd H	7150	Building Services	6/1/2006
Obenshain, Mark D	7150	Building Services	6/1/2006
Turner, William K	7160	Design and Construction Svcs	3/1/2006
Sutton, Joshua D	7160	Design and Construction Svcs	5/1/2006
Brown, Ronald L	7160	Design and Construction Svcs	6/1/2006
Horton, Darrell T	7602	Public Safety	2/1/2006
Farrar, Julia A	7602	Public Safety	2/1/2006
Jarosz, Olivia S	8130	Energy Services	4/1/2006
Green, Charles E	8130	Energy Services	6/1/2006
MURRAY, MORGAN	8215	HOUSING & RES EDUCATION	6/1/2006
Hoecke, Paul E	8413	Student Stores-Course Pack	4/1/2006
Johnson, Shelley H	9821	Ath Academic Counselor	1/1/2006
Kidd, Alison P	9830	Ath Educational Foundation	2/1/2006
Cozart, Emily S	9830	Ath Educational Foundation	5/1/2006
RACKHAM, EVE M.	9890	ATH OLYMPIC SPORTS	2/1/2006

Employee Service Awards 20 Years

Employee Name	Home Dept	Home Dept Name	TSSD
THORP, H. HOLDEN	2201	OFFICE OF THE CHANCELLOR	1/1/1991
Smith, Jane C	2221	V Chancellor-Univ Advancement	12/1/1990
Whitted, Cynthia L	2221	V Chancellor-Univ Advancement	5/1/1991
Bullock, Naomi S	2228	Human Resources	12/1/1990
Hendricks, Kay P	2236	Office of Sponsored Research	4/1/1991
Gunn, Cynthia M	2237	Payroll Services	12/1/1990
Williams, Elizabeth C	2248	Student AcctsUNC Receivables	6/1/1991
Hicks, James A	2254	Internal Audit	10/1/1990
POON, CHI-DUEN	2264	RESEARCH COMPUTING CENTER	7/1/1990
Crabtree, Mary C	2371	Environment, Health & Safety	7/1/1990
Schwabauer, Kathy E	2371	Environment, Health & Safety	11/1/1990
TAYLOR, VERGIE A.	2417	UNIVERSITY CAREER SERVICES	8/6/1990
Nickerson, Marquerite B	2426	Campus Health Services	5/1/1991
Suitt, Helen E	2432	Admissions	9/1/1990
Dowdy, Clara M	2432	Admissions	12/1/1990
Rempson, Kimberly H	2438	University Registrar	12/1/1990
Kirby, Steven L	3103	Information Technology Svcs.	8/1/1990
Michael, Karen L	3103	Information Technology Svcs.	9/1/1990
Lane, Todd S	3103	Information Technology Svcs.	1/1/1991
Glover, Sharon P	3103	Information Technology Svcs.	2/1/1991
Smith, Franklin N	3103	Information Technology Svcs.	4/1/1991
Harris, Melissa D	3103	Information Technology Svcs.	4/1/1991
REEVY, ANTHONY W.	3118	UNC INST FOR THE ENVIRONMENT	1/1/1991
BLANCHARD, LYNN W.	3119	CAROLINA CENTER FOR PUBLIC SVC	7/1/1990
BRATCHER, PRISCILLA A.	3146	EXEC DIRECTOR FOR THE ARTS	4/1/1991
Woods, Margaret W	3237	Carolina Asia Center	12/1/1990
Smither, Thomas A	3244	Romance Languages	6/1/1991
Brewer-Jensen, Paul D	3267	Biology	8/1/1990
Brandon, Sandra W	3267	Biology	4/1/1991
HITCH, CHRISTOPHER D.	3301	KENAN-FLAGLER BUSINESS SCHOOL	1/1/1991
NARRON, TINA L.	3301	KENAN-FLAGLER BUSINESS SCHOOL	4/1/1991
OSLUND, PENELOPE M.	3301	KENAN-FLAGLER BUSINESS SCHOOL	1/1/1991
Robertson Jr, Henry C	3301	Kenan-Flagler Business School	9/1/1990
Hobgood, Bobby E	3402	LearnNC	11/1/1990
BOGER, JOHN C.	3601	SCHOOL OF LAW	7/1/1990
Caudill, Dana H	3801	School of Social Work	8/1/1990
Ramirez, Amy R	3801	School of Social Work	12/1/1990
Morgan, Virginia A	3908	Clinical Trials	6/1/1991
Brooks, Anthony	4201	Medicine Administration	11/1/1990
Coble, Rodney D	4201	Medicine Administration	5/1/1991
YOUNG, GREGORY B.	4212	BIOCHEMISTRY AND BIOPHYSICS	1/1/1991
Pasek, Daniel A	4212	Biochemistry and Biophysics	11/1/1990
Merricks, Elizabeth	4216	Pathology & Lab Medicine	6/1/1991
Ward, Linda R	4219	Carolina Ctr for Genome Sci	9/1/1990
Evans, James P	4220	Pharmacology	8/1/1990
Perez, Victor A	4220	Pharmacology	9/1/1990
O MALLEY, MICHAEL S.	4226	COMPREHENSIVE CANCER CENTER	7/16/1990

Employee Service Awards 20 Years

Employee Name	Home Dept	Home Dept Name	TSSD
Edmiston, Sharon N	4226	Comprehensive Cancer Center	11/1/1990
Nielsen, Brenda I	4227	UNC McAllister Heart Institute	7/1/1990
Bauer-Ingram, Sharon L	4228	Medicine	8/1/1990
Hudson, Denise P	4248	Pediatrics	4/1/1991
Alston, Brenda A	4257	TEACCH Div	9/1/1990
Fair, Marquita I	4257	TEACCH Div	9/1/1990
Govan, Melinda A	4257	TEACCH Div	9/1/1990
Smith, Karen L	4260	Radiology	6/1/1991
Holt, Wendy B	4270	Laboratory Animal Medicine	11/1/1990
Keck, Addie L	4283	Gastroint Biology & Dis Ctr	9/1/1990
Mayo, Bernice L	4284	Medical Education	2/1/1991
Shook, Cordelia M	4284	Medical Education	2/1/1991
LOW, JEFFRY D.	4287	CAROLINA INSTITUTE FOR DD	3/1/1991
Mccrimmon, Teresa	4287	Carolina Institute for DD	7/1/1990
Alexander, Rhonda K	4299	TraCS Institute	1/1/1991
Harris, Patti C	4315	Clinical Affairs	4/1/1991
Green, Sharon D	4335	Diagnostic Sci & Gen Dentistry	6/1/1991
Dixon, Lea C	4340	Oral Surgery	10/1/1990
Bean, Martin C	4345	Orthodontics	1/1/1991
Stone, Roberta L	4345	Orthodontics	3/1/1991
Simmons, Eric V	4375	Dental Research	3/1/1991
Ellis, Velma F	4401	School of Nursing	9/1/1990
Shields, Patricia A	4501	School of Pharmacy	9/1/1990
Jones, Lynnette B	4610	Health Policy and Management	8/1/1990
Capps, Karen C	4610	Health Policy and Management	1/1/1991
Mckee, Evelyn E	4620	Biostatistics	9/1/1990
Hagy, Carolyn A	4620	Biostatistics	1/1/1991
Zhao, Ding Y	4620	Biostatistics	2/1/1991
CILENTI, DOROTHY	4626	NC INSTITUTE FOR PUBLIC HEALTH	7/1/1990
Perry, Lisa L	4645	Maternal & Child Health	7/1/1990
Isbell, Patricia	4645	Maternal & Child Health	11/1/1990
Fearrington, Nancy B	4835	AHEC Support-Comm Med Care	8/1/1990
O Hara, Richard J	4910	Carolina Population Center	6/1/1991
Stone, Rebecca H	4921	Institute On Aging	2/1/1991
DE CLERQUE, JULIA L.	4950	SHEPS CTR FOR HLTH SERV RES	7/1/1990
Irwin-Stewart, Leslie A	4950	Sheps Ctr for Hlth Serv Res	7/1/1990
KNIGHT, ELIZABETH D.	4974	INJURY PREVENTION RESEARCH CTR	3/1/1991
LEOUSIS, EMMANUEL P.	5210	H W ODUM INST RES SOCIAL SCI	6/1/1991
Mihas, Paul	5210	H W Odum Inst Res Social Sci	4/1/1991
BUYSSE, VIRGINIA M.	5245	FPG CHILD DEVELOPMENT INST	2/1/1991
ZEISEL, SUSAN A.	5245	FPG CHILD DEVELOPMENT INST	1/1/1991
Lohr, Cynthia H	5245	FPG Child Development Inst	9/1/1990
EGAN, CHRISTOPHER	5367	DEV DISABILITIES TRNG INST	9/1/1990
GERDES, CATHERINE A.	5505	UNIVERSITY LIBRARY	11/1/1990
SHIRES, JILL	5505	UNIVERSITY LIBRARY	9/1/1990
Turner, Lynn F	5505	University Library	10/1/1990
Bales, Susan	5505	University Library	2/1/1991

Employee Service Awards 20 Years

Employee Name	Home Dept	Home Dept Name	TSSD
Jones, Sandra R	5520	Law Library	11/1/1990
Breazeale, Rebecca J	5525	Health Sciences Library	7/1/1990
Trapp, James O	7120	Housekeeping Services	12/1/1990
Burston Jr, William T	7120	Housekeeping Services	1/1/1991
Page, Audrey W	7120	Housekeeping Services	2/1/1991
Lloyd, Michael W	7150	Building Services	11/1/1990
Snipes, Wanet N	7150	Building Services	12/1/1990
Andrews, James K	7150	Building Services	1/1/1991
Hill, Ronnie L	7160	Design and Construction Svcs	8/1/1990
Whitted, John A	7160	Design and Construction Svcs	9/1/1990
Reaves, Terry A	7160	Design and Construction Svcs	12/1/1990
Pulley, Debbie D	7602	Public Safety	10/1/1990
Parriman, Vicki R	7602	Public Safety	6/1/1991
Byrd, Phillip G	8130	Energy Services	1/1/1991
Kirby, Gary L	8230	Public Safety Housing Security	4/1/1991
Cates Wagner, Susan J	8424	Student Stores-Sales Floor	5/1/1991
Bunting Jr, Michael D	9812	Ath Outdoor Facility Oper	9/1/1990
KIRSCHNER, STEVEN A.	9822	ATH SPORTS INFORMATION	8/1/1990

Employee Service Awards 25+ Years

Employee Name	Home Dept	Home Dept Name	TSSD	5-50 Year Milestones
Tysor, Sandra W	2219	Vice Chan Finance & Admin	5/1/1986	25
CLARK, CANDACE F.	2221	V CHANCELLOR-UNIV ADVANCEMENT	6/9/1986	25
MCFARLAND, MICHAEL B.	2221	V CHANCELLOR-UNIV ADVANCEMENT	9/1/1985	25
Jared, Haskell S	2221	V Chancellor-Univ Advancement	8/1/1985	25
Porter Jr, Lester R	2221	V Chancellor-Univ Advancement	10/1/1985	25
Murphy, Ann G	2221	V Chancellor-Univ Advancement	4/1/1986	25
Harris, Keith N	2231	University Controller	6/1/1986	25
Lynch, Maryann C	2236	Office of Sponsored Research	8/1/1985	25
Rogers, Catherine B	2236	Office of Sponsored Research	5/1/1986	25
DARNELL, DANIEL J.	2426	CAMPUS HEALTH SERVICES	1/1/1986	25
KARVAZY, ESZTER S.	2426	CAMPUS HEALTH SERVICES	6/1/1986	25
NASH, DEVETTA H.	2426	CAMPUS HEALTH SERVICES	8/1/1985	25
Doran, Karen	2426	Campus Health Services	11/1/1985	25
Cohen, Susan R	2426	Campus Health Services	12/1/1985	25
Stephens, Hilda A	2432	Admissions	9/1/1985	25
Clough, Susan S	2448	Scholarships & Student Aid	12/1/1985	25
KYZER, KATHLEEN D.	3103	INFORMATION TECHNOLOGY SVCS.	5/1/1986	25
Snipes, Cynthia	3103	Information Technology Svcs.	10/1/1985	25
Langham, David W	3103	Information Technology Svcs.	10/1/1985	25
Norris, Bobby G	3103	Information Technology Svcs.	11/1/1985	25
Harrison, Kyle P	3103	Information Technology Svcs.	12/1/1985	25
Jefferies II, Richard T	3103	Information Technology Svcs.	3/1/1986	25
Craun, Maureen O	3103	Information Technology Svcs.	4/1/1986	25
Taylor, Geraldine	3201	Arts & Sciences Dean's Office	1/1/1986	25
WOODARD, HAROLD	3214	CTR STDNT SUCCESS-ACAD COUNSEL	6/1/1986	25
KESSLER, FRANK S.	3235	LEARNING CENTER	4/1/1986	25
Quick, Myra C	3241	Religious Studies	7/1/1985	25
Hill, Diane T	3258	Psychology	8/1/1985	25

Employee Name	Home Dept	Home Dept Name	TSSD	5-50 Year Milestones
Woody, Arthur B	3265	Chemistry	8/1/1985	25
Turner, Carolyn L	3288	City & Regional Planning	11/1/1985	25
SUMMERS, ANNE-MARIE	3301	KENAN-FLAGLER BUSINESS SCHOOL	4/1/1986	25
Moore, Sharon D	3301	Kenan-Flagler Business School	12/1/1985	25
Coble, Sherry B	3401	School of Education	8/1/1985	25
Glasgow, Sharon H	3401	School of Education	12/1/1985	25
Pittman, Teresa C	3601	School of Law	9/1/1985	25
Sessoms, Sharon R	3601	School of Law	11/1/1985	25
Glenn-Pruitt, Kala V	3601	School of Law	12/1/1985	25
Entwisle, Barbara	3905	VC for Research & Economic Dev	7/1/1985	25
Mebane, Polly T	4201	Medicine Administration	11/1/1985	25
Kokot, Antoni J	4201	Medicine Administration	3/1/1986	25
Mccray, Suzanne K	4208	Microbiology & Immunology	6/1/1986	25
TURNER, CHRISTOPHER S.	4220	PHARMACOLOGY	1/1/1986	25
Burnette, Janeice M	4220	Pharmacology	1/1/1986	25
KRAMER, MARK A.	4226	COMPREHENSIVE CANCER CENTER	11/1/1985	25
Willard, Shirley A	4228	Medicine	2/1/1986	25
Glover, Angela L	4230	Neurology	6/1/1986	25
Singh, Christerlena W	4232	Family Medicine	11/1/1985	25
Hill, Veronica A	4236	Obstetrics and Gynecology	4/1/1986	25
Atkins, Evelyn S	4256	Psychiatry	12/1/1985	25
Walker, Cheryl H	4256	Psychiatry	2/1/1986	25
Parrish, Debra F	4257	TEACCH Div	6/1/1986	25
Mcintyre, Vivian Y	4257	TEACCH Div	6/1/1986	25
Johnson, Kathryn A	4264	Surgery	7/1/1985	25
Spangler, Lyanne S	4264	Surgery	8/1/1985	25
Long, Cheryl T	4270	Laboratory Animal Medicine	9/1/1985	25
Riley-Woods, Ava C	4270	Laboratory Animal Medicine	12/1/1985	25
DEBNAM, ALISA E.	4273	ALLIED HEALTH SCIENCES	1/1/1986	25
Book Jr, John P	4284	Medical Education	6/1/1986	25
Buckner, Teresa T	4287	Carolina Institute for DD	2/1/1986	25
Fesmire, Pamela G	4290	Social Medicine	7/1/1985	25
Swanson, Rosa F	4290	Social Medicine	12/1/1985	25
Marley, John D	4301	School of Dentistry	2/1/1986	25
Hunter, Eleanor A	4315	Clinical Affairs	11/1/1985	25
Andrews, Donna L	4315	Clinical Affairs	3/1/1986	25

Employee Name	Home Dept	Home Dept Name	TSSD	5-50 Year Milestones
Parker, Linda P	4315	Clinical Affairs	6/1/1986	25
Hynes, Cynthia A	4320	Endodontics	2/1/1986	25
Ireland, Patricia A	4365	Prosthodontics	1/1/1986	25
Ayres, Charles L	4603	SPH Information Technology	10/1/1985	25
COLVIN, NANCY L.	4635	EPIDEMIOLOGY	2/1/1986	25
Goodwin, Thomas G	4635	Epidemiology	8/1/1985	25
Lee, Joanne O	4660	Nutrition	10/1/1985	25
AKERS, ROGER K.	4950	SHEPS CTR FOR HLTH SERV RES	2/1/1986	25
Whaley, Kathy T	5245	FPG Child Development Inst	1/1/1986	25
MADDEN, ANNETTE P.	5301	WM&IDA FRIDAY CTR-CONT EDUC	3/1/1986	25
Smith, Tara T	5301	Wm&Ida Friday Ctr-Cont Educ	3/1/1986	25
Anderson, Susan K	5380	WUNC-FM	9/1/1985	25
Brewer, Cynthia J	5401	School of Government	6/1/1986	25
MCGRATH, EILEEN L.	5505	UNIVERSITY LIBRARY	7/1/1985	25
Shelor, Michael R	5505	University Library	12/1/1985	25
Pcolar, David J	5505	University Library	3/1/1986	25
Arnel, Thomas A	5505	University Library	5/1/1986	25
SAYE, TERRI O.	5520	LAW LIBRARY	10/1/1985	25
Payne, Carol S	5525	Health Sciences Library	7/1/1985	25
Riggsbee, Cherri L	7120	Housekeeping Services	7/1/1985	25
Knight, Cathy M	7120	Housekeeping Services	9/1/1985	25
Long, Gwendolyn I	7120	Housekeeping Services	12/1/1985	25
Holt, Jane M	7120	Housekeeping Services	2/1/1986	25
Richmond, Ernest H	7140	Grounds Services	12/1/1985	25
Williams, Timothy M	7150	Building Services	8/1/1985	25
Bone, David R	7150	Building Services	9/1/1985	25
Mooney, Jeffrey C	7150	Building Services	10/1/1985	25
Wiley, Janice R	7160	Design and Construction Svcs	9/1/1985	25
Barbee, Randy L	8130	Energy Services	10/1/1985	25
HICKS, LARRY M.	8215	HOUSING & RES EDUCATION	9/1/1985	25
Bradshaw, Elizabeth S	8424	Student Stores-Sales Floor	11/1/1985	25
Mitchell, Kimberly K	8505	Logistics	8/1/1985	25
Mcmillan, Vanessa G	8515	Printing & Duplicating	10/1/1985	25
Reardon, Cynthia M	8986	Public Safety Trans & Parking	1/1/1986	25
Leonard, Barbara J	2201	Office of the Chancellor	10/1/1980	30
Pinkelton, Alan W	2213	University Counsel	9/1/1980	30

Employee Name	Home Dept	Home Dept Name	TSSD	5-50 Year Milestones
ERVIN, ARCHIE W.	2224	DIVERSITY/MULTICULTURAL AFF	5/1/1981	30
Pittard, Ann T	2228	Human Resources	12/1/1980	30
Hess, Frances B	2236	Office of Sponsored Research	1/1/1981	30
Proctor, Linda C	2240	Budget Office	12/1/1980	30
Pendergraph, Joan B	2304	Alumni Assoc Office	6/1/1981	30
VUKOSON, M B.	2426	CAMPUS HEALTH SERVICES	7/1/1980	30
Scurlock, Kathy F	2426	Campus Health Services	8/1/1980	30
POLK, BARBARA J.	2432	ADMISSIONS	8/1/1980	30
Hamlett, Leon M	2438	University Registrar	11/1/1980	30
Bowling, Martha L	2438	University Registrar	11/1/1980	30
CARNEY, BRUCE W.	3100	PROVOST	8/1/1980	30
Mcintyre, Paul D	3103	Information Technology Svcs.	7/1/1980	30
Hawkins, Michael S	3103	Information Technology Svcs.	8/1/1980	30
Caudle Jr, Roy M	3103	Information Technology Svcs.	1/1/1981	30
Smith, Teresa T	3120	Academic Advising	6/1/1981	30
HENRY, KAREN K.	3267	BIOLOGY	7/1/1980	30
THOMAS JR, JOHN E.	3276	COMPUTER SCIENCE	4/1/1981	30
Houseman, Linda A	3276	Computer Science	5/1/1981	30
Garner, Shirlene M	3289	Economics	6/1/1981	30
Stokes, Pamela D	3296	Sociology	9/1/1980	30
GERBER, MARJORIE L.	3301	KENAN-FLAGLER BUSINESS SCHOOL	9/1/1980	30
Wilson, Betty L	3301	Kenan-Flagler Business School	5/1/1981	30
Stroud, Daisette F	3601	School of Law	2/1/1981	30
RESNICK, JACQUELINE C.	3904	OFFICE OF RESEARCH DEVELOPMENT	11/1/1980	30
Campbell, Sue C	4201	Medicine Administration	10/1/1980	30
Ludwig, Carol S	4201	Medicine Administration	12/1/1980	30
Medford, Rebecca C	4201	Medicine Administration	2/1/1981	30
Engle, Connie L	4201	Medicine Administration	5/1/1981	30
Dehart, Deborah B	4204	Cell & Development Biology	3/1/1981	30
Madden, Victoria J	4216	Pathology & Lab Medicine	11/1/1980	30
Ashton, Faith A	4216	Pathology & Lab Medicine	4/1/1981	30
Brighton, Luisa E	4225	Enviro Med Asthma & Lung Bio	1/1/1981	30
Johnson, Janie D	4226	Comprehensive Cancer Center	5/1/1981	30
Fuller, Mary C	4228	Medicine	3/1/1981	30

Employee Name	Home Dept	Home Dept Name	TSSD	5-50 Year Milestones
Payne, Anetta S	4236	Obstetrics and Gynecology	8/1/1980	30
Morter, Shirley R	4256	Psychiatry	12/1/1980	30
Weaver, Vickie A	4257	TEACCH Div	10/1/1980	30
Teague, Brenda B	4264	Surgery	6/1/1981	30
Wells, Catherine M	4265	Orthopaedics	11/1/1980	30
Christy, Claudia G	4268	Anesthesiology	4/1/1981	30
Atwater, Carol Y	4270	Laboratory Animal Medicine	9/1/1980	30
Cook, Deborah Y	4273	Allied Health Sciences	6/1/1981	30
Roberson, Susan P	4375	Dental Research	6/1/1981	30
Holmes, Donna D	4401	School of Nursing	7/1/1980	30
MOTSINGER, BRENDA M.	4601	SCHOOL OF PUBLIC HEALTH	10/1/1980	30
CARPENTER, MYRA A.	4620	BIOSTATISTICS	11/1/1980	30
Bennett, Vera D	4620	Biostatistics	11/1/1980	30
Cohn, Nancy S	4620	Biostatistics	6/1/1981	30
House, Sharon P	4626	NC Institute for Public Health	11/1/1980	30
Smith, Vicki H	4626	NC Institute for Public Health	4/1/1981	30
Woody, Carmen A	4635	Epidemiology	8/1/1980	30
BUCKNER, BATES C.	4910	CAROLINA POPULATION CENTER	6/1/1981	30
TABOR, JOYCE W.	4910	CAROLINA POPULATION CENTER	1/1/1981	30
Schwartz, Robert J	4950	Sheps Ctr for Hlth Serv Res	9/1/1980	30
SOMMERS, JANICE K.	4985	CTR HEALTH PROM DISEASE PREV	9/1/1980	30
Farrar, Gloria T	5301	Wm&Ida Friday Ctr-Cont Educ	4/1/1981	30
Williams, Carolyn D	5350	Highway Safety Research	12/1/1980	30
Cotton, Peggy A	5401	School of Government	7/1/1980	30
KENNARD, MIRIAM L.	5505	UNIVERSITY LIBRARY	4/1/1981	30
OWEN, KEVIN S.	5505	UNIVERSITY LIBRARY	9/1/1980	30
SWINDLER JR, LUKE H.	5505	UNIVERSITY LIBRARY	12/1/1980	30
DEGENER, CHRISTIE T.	5525	HEALTH SCIENCES LIBRARY	6/1/1981	30
Press, Brenda B	5525	Health Sciences Library	8/1/1980	30
Mccrimmon, Curtisteen G	7110	Facilities Services Division	12/1/1980	30
Langelier, Patricia A	7110	Facilities Services Division	1/1/1981	30
Hart, Kay F	7120	Housekeeping Services	6/1/1981	30

Employee Name	Home Dept	Home Dept Name	TSSD	5-50 Year Milestones
Cornett, Donna A	7130	Business Operations	11/1/1980	30
Pendleton, Ronnie A	7150	Building Services	8/1/1980	30
Proctor, Michael	7150	Building Services	3/1/1981	30
Ward, Terry L	7150	Building Services	6/1/1981	30
Horne, Kenneth W	7602	Public Safety	9/1/1980	30
Moss, Johnny C	8130	Energy Services	8/1/1980	30
Govus, George D	8416	Student Stores-Operations	2/1/1981	30
Hawkins, Gregory D	8505	Logistics	6/1/1981	30
Snyder, Catherine L	9822	Ath Sports Information	9/1/1980	30
Cheek, Donna E	9890	Ath Olympic Sports	11/1/1980	30
Perry, Demetris D	2228	Human Resources	6/1/1976	35
PRESS, DENNIS A.	2231	UNIVERSITY CONTROLLER	1/1/1976	35
Jenkins, Janie C	2231	University Controller	5/1/1976	35
HUFF, PATRICIA S.	2426	CAMPUS HEALTH SERVICES	3/1/1976	35
DAVIS JR, HERBERT L.	2432	ADMISSIONS	8/1/1975	35
FUTRELLE JR, G LINWOOD	3103	INFORMATION TECHNOLOGY SVCS.	3/1/1976	35
Kelly, Bobby	3103	Information Technology Svcs.	11/1/1975	35
Rucker, Suzanne	3105	Ackland Art Museum	6/1/1976	35
Thompson, Lucinda	3125	Womens Center	7/1/1975	35
ARNOLD, MARTHA S.	3236	UNDERGRADUATE RESEARCH	11/1/1975	35
Lovell, Janet F	4201	Medicine Administration	4/1/1976	35
Ray, Marsha H	4212	Biochemistry and Biophysics	4/1/1976	35
Di Meo, Fernando	4225	Enviro Med Asthma & Lung Bio	3/1/1976	35
Cao, Nga T	4226	Comprehensive Cancer Center	4/1/1976	35
Snipes, Brenda B	4257	TEACCH Div	3/1/1976	35
Berry, Joan B	4257	TEACCH Div	5/1/1976	35
Oneal, Jackie W	4273	Allied Health Sciences	11/1/1975	35
Benoit, Julia B	4290	Social Medicine	6/1/1976	35
Simmons, Wanda C	4299	TraCS Institute	8/1/1975	35
Cue, Billie M	4301	School of Dentistry	7/1/1975	35
Barbour, Martha B	4305	Dental Ecology Dept	8/1/1975	35
Andrews, Deborah E	4626	NC Institute for Public Health	6/1/1976	35
Padgett, Connie A	4910	Carolina Population Center	12/1/1975	35
JACKMAN, ANNE M.	4950	SHEPS CTR FOR HLTH SERV RES	7/1/1975	35
JENKINS, NANCY K.	4950	SHEPS CTR FOR HLTH SERV RES	10/1/1975	35

Employee Service Awards 25+ Years

Employee Name	Home Dept	Home Dept Name	TSSD	5-50 Year Milestones
Safrit Jr, Glenn W	5220	Institute of Marine Sciences	6/1/1976	35
Clemons, Rondie L	5301	Wm&Ida Friday Ctr-Cont Educ	1/1/1976	35
Beam, Jeffery S	5505	University Library	6/1/1976	35
DUBOSE, RAYMOND E.	8130	ENERGY SERVICES	7/1/1975	35
Haithcock, Brenda R	9835	Ath Football Office	8/1/1975	35
Skeen, Daynise A	4226	Comprehensive Cancer Center	2/1/1971	40
Daniel, Myra E	4256	Psychiatry	9/1/1970	40
York, Deborah S	4365	Prosthodontics	6/1/1971	40
KONRAD, THOMAS R.	4921	INSTITUTE ON AGING	9/15/1970	40
THOMSON, BEVERLY A.	5350	HIGHWAY SAFETY RESEARCH	2/1/1971	40
Walker, William T	5505	University Library	6/1/1971	40
Lloyd, Jerry W	8130	Energy Services	12/1/1970	40
BREWER, RICHARD F.	9801	ATH DIRECTOR OF ATHLETICS	6/1/1971	40
BROWNING, KENYON P.	9835	ATH FOOTBALL OFFICE	9/1/1970	40

UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, January 4, 2011

Upcoming Dates and Deadlines

Jan. 14: Tuition Waiver Deadline
Jan. 17: Martin Luther King Jr. Holiday

Information for Employees

Leave Policy Changes – Effective Jan. 1

FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

Vacation Leave for SPA Employees
New vacation accrual rates went into effect Jan. 1 for SPA employees. The Vacation Leave policy for SPA Employees has been updated to reflect the new accrual rates. Click here to review the updated policy.

Voluntary Shared Leave
Effective Jan. 1, the Voluntary Shared Leave Policy was updated to reflect the addition of sick leave as an approved leave source for shared leave donations. The policy on Voluntary Shared Leave has been updated to reflect this change. Click here to review the updated policy.

Lactation Support Policy

FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

To comply with The Patient Protection and Affordable Care Act of 2010, the University has implemented a Lactation Support Policy. This policy is intended to assist working mothers with the transition back to work following the birth of a child by providing lactation support. A lactation support program allows a nursing mother to express breast milk periodically during the work day. Click here to review the Lactation Support Policy.

Training Spotlight – Upcoming Classes Available

FROM: Verita Murrill, Training & Talent Development
Office of Human Resources

Advanced Communication Skills
Based on extensive research on effective communication and influencing, this course provides clear, practical principles and skills that participants can immediately put into action to build rapport and create more successful outcomes in key interactions and business relationships.

These skills are especially useful in working with people we perceive to be "different" than ourselves, and in "difficult" interactions. This very active approach to building rapport and communication skills is based largely on the change system Neurolinguistic Programming (NLP), and challenges many of our assumptions and common sense ideas about communication and relationships.

Location: 104 Airport Drive, 1500-A
Date: Thursday, Jan. 6
Time: 8:30 a.m. – 4:30 p.m.
Instructor: Zemo Trevathan

Don't miss this opportunity to reserve your space -- call 962-2550, or email us.

From: Klemens, Michelle <michelle_klemens@unc.edu>
Sent: Thursday, January 6, 2011 3:45 PM
To: Work-Study Supervisors <wssupervisors@listserv.unc.edu>
Subject: [wssupervisors] Work-Study: Spring Info

Supervisors,

Just a quick reminder that students may begin working on the first day of Spring classes, which is Monday, January 10, 2011. In the few short days remaining, please remember to do two things:

1. Recalculate your student(s) remaining work hours – remember offices/departments are responsible for paying wages earned above and beyond the maximum award amount, and
2. Please log onto the work-study website (workstudy.unc.edu) and ensure that your "Display to Student" flag is appropriately set:
   Display to students? [ ] = position is CLOSED (you are not hiring) and position information is NOT VISIBLE on the student website: jobsontheweb.unc.edu
   Display to students? [√]= position is OPEN (you would like to hire for the spring) and position information is VISIBLE on the student website: jobsontheweb.unc.edu

Hope everyone had a safe and happy holiday season and that the New Year is off to a good start!

Best,
SMK
Michelle Klemens
Assistant Director for Employment Programs
Office of Scholarships and Student Aid
University of North Carolina at Chapel Hill
tele: (919) 962-4176
fax: (919) 962-2716

- --

You are currently subscribed to wssupervisors as: dacrowde@email.unc.edu.

PARK & RIDE
EXPRESS
754

C.A.P.

zimride

Share the Ride

From: Bryant, Kathy <kathy_bryant@unc.edu>
Sent: Tuesday, January 11, 2011 3:28 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Facilitator Digest: January 11, 2011
Attach: 1-11-11_HR Employee Information.pdf

TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

As you saw in my earlier email, please note that tomorrow's scheduled HR Facilitator quarterly meeting has been canceled.

- **Please forward the attachment titled "HR Employee Information" within your department(s). *There is no separate attachment for HR Facilitators in this week's digest.***
- **Full text of all articles in the weekly digest is available in the attachments and at http://hr.unc.edu/news-events/items.**

Upcoming Dates & Deadlines

Jan. 14: Tuition Waiver Deadline
Jan. 17: Martin Luther King Jr. Holiday
Feb. 2: New Postdoc Spring Orientation

Information for Employees

Individual Retirement Counseling Sessions (contact: Benefits Services, 962-3071)
Several of the University's optional retirement program providers and 403(b) supplemental retirement program providers are offering individual counseling sessions to UNC-Chapel Hill employees to discuss their retirement investments.

Tuition Waiver Deadline (contact: Benefits Services, 962-3071)
Tuition waiver forms for the spring semester must be turned in no later than 5 p.m. on Friday, Jan. 14, to Benefits Services in the Office of Human Resources, located in the Administrative Office Building at 104 Airport Drive.

Flexible Spending Account Claim Filing Reminder (contact: Benefits Services, 962-3071)
Thursday, Mar. 31, is the deadline for filing reimbursement claims on your Health Care and Dependent Care flexible spending accounts for expenses that were incurred on or before December 31, 2010. Claims must be received by Aon Consulting, the plan administrator for NCFlex, no later than Mar. 31.

Helping Heels Registration Open (contact: Work/Life Programs, 962-6008)
The Work/Life Manager in the Office of Human Resources publishes Helping Heels, a registry of individuals affiliated with the University who are willing to provide a variety of caregiving tasks on a part-time informal basis. This could include any combination of the following: childcare, elder care and/or pet care. The list is published three times per year.

Equal Employment Opportunity Institute (EEOI) (contact: Equal Opportunity/ADA Office, 966-3576)
Statewide training sessions for the Equal Employment Opportunity Institute have been announced for the first half of 2011. The Equal Employment Opportunity Institute (EEOI) helps managers and supervisors understand important employment discrimination laws and how they impact day-to-day managerial decisions.

Spring Literacy Program (contact: Training & Talent Development, 962-2550)
OHR's Training & Talent Development unit will offer the Workplace Literacy Program again this spring, in conjunction with the Orange County Literacy Council. This free and self-paced program provides classes in reading and writing, plus basic and intermediate computer skills.

UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, January 11, 2011

Upcoming Dates and Deadlines

Jan. 14: Tuition Waiver Deadline
Jan. 17: Martin Luther King Jr. Holiday
Feb. 2: New Postdoc Spring Orientation

Information for Employees

Individual Retirement Counseling Sessions

FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

Several of the University's optional retirement program providers and 403(b) supplemental retirement program providers are offering individual counseling sessions to UNC-Chapel Hill employees to discuss their retirement investments. Click here to view available dates to make an appointment.

Tuition Waiver Deadline

FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

Tuition waiver forms for the spring semester must be turned in no later than 5 p.m. on Friday, Jan. 14, to Benefits Services in the Office of Human Resources, located in the Administrative Office Building at 104 Airport Drive. Tuition waiver deadlines may vary from institution to institution. Employees are responsible for knowing the deadline applicable to the institution at which they are enrolled.

Click here for more information on the tuition waiver policy and the required form. Email Benefits Services for any questions concerning the tuition waiver program, or call 962-3071.

Flexible Spending Account Claim Filing Reminder

FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

Thursday, Mar. 31, is the deadline for filing reimbursement claims on your Health Care and Dependent Care flexible spending accounts for expenses that were incurred on or before December 31, 2010. Claims must be received by Aon Consulting, the plan administrator for NCFlex, no later than Mar. 31. After Mar. 31, employees will not be able to claim any of the remaining monies in their flex accounts for 2010.

You can check your balances online here or call Aon Consulting at 877-371-2926. Download the claim form from the NCFlex website or fax your claim form(s) to Aon at 866-892-8063. If you fax a claim form, be sure to keep the fax confirmation number and a copy of all submitted claims for your records. If you have questions, call Benefit Services at 962-3071.

Helping Heels Registration Open

FROM: Aimee Krans, Benefits Services
Office of Human Resources

The Work/Life Manager in the Office of Human Resources publishes Helping Heels, a registry of individuals affiliated with the University who are willing to provide a variety of caregiving tasks on a part-time informal basis. This could include any combination of the following: childcare, elder care and/or pet care.

The list is published three times per year. The Helping Heels registry is simply a referral program; interested families must contact the listed individuals directly to arrange an interview or to schedule care.

If you are interested in becoming a Helping Heel, providing childcare, elder care or pet care, the UNC-Chapel Hill Helping Heels provider list offers you a unique opportunity to advertise your skills and availability to the campus community and provide part-time care for families of Carolina students and employees.

To register, click here to complete the on-line registration form. You must complete the registration form no later than Friday, Jan. 21, to be included on the spring 2011 registry.

If you are looking for a Helping Heels provider, the spring provider list will be available on-line after Jan. 26. For more information contact Aimee Krans, Work/Life Manager, at 962-6008 or by email.

Equal Employment Opportunity Institute (EEOI)

FROM: Lorri Dolinger, Equal Opportunity/ADA Office

Statewide training sessions for the Equal Employment Opportunity Institute have been announced for the first half of 2011. The Equal Employment Opportunity Institute (EEOI) helps managers and supervisors understand important employment discrimination laws and how they impact day-to-day managerial decisions. Case studies and other activities are used to learn how to apply the laws' principles to create fair, equitable, and inclusive work environments. The skills taught in EEOI enable state government managers and supervisors to address complex diversity issues in a legally compliant manner.

Attending EEOI 1 is mandated for managers and supervisors. EEOI 2 is for executive-level employees only.

For more information about the Equal Employment Opportunity Institute (EEOI) contact the Equal Opportunity/ADA Office at 966-3576. To register for one of the training sessions click here. See attached for training schedule.

Spring Literacy Program

FROM: Verita Murrill, Training & Talent Development
Office of Human Resources

OHR's Training & Talent Development unit will offer the Workplace Literacy Program again this spring, in conjunction with the Orange County Literacy Council. This free and self-paced program provides classes in reading and writing, plus basic and intermediate computer skills.

These classes begin Feb. 8 and run through Mar. 17, with assessments scheduled the week of Jan. 24. Managers or supervisors must call 962-2549 to register their employees by Jan. 21. Spaces are limited. Visit the Training and Talent Development website or contact Laura Gonzalez at 962-2549 for more information.

EEOI TRAINING SCHEDULE
January – June 2011

Dates	Location	Registration Deadline
January 13 – 14	NC Crime Control & Public Safety Emergency Management Mitigation Conference Room 1830-B Tillery Place Raleigh, NC 27604	January 6
January 20 – 21	Personnel Development Center Piedmont Room 101 W. Peace St. Raleigh, NC	January 13
January 27 – 28	UNC Chapel Hill Sycamore Room 103 Airport Drive Chapel Hill, NC 27599	January 20
February 3 – 4	Personnel Development Center Piedmont Room 101 W. Peace St. Raleigh, NC	January 27
February 10 – 11	DOC Training Center Pirate Room 2241 Dickenson Ave Greenville, NC 27834	February 3
February 17 – 18	NC Crime Control & Public Safety Emergency Management PA Conference Room 1830-B Tillery Place Raleigh, NC 27604	February 10
February 24 – 25	NC Crime Control & Public Safety Emergency Management PA Conference Room 1830-B Tillery Place Raleigh, NC 27604	February 17
March 3 – 4	NC Crime Control & Public Safety Emergency Management PA Conference Room 1830-B Tillery Place Raleigh, NC 27604	February 27
March 10 – 11	Winston Salem State University Albert H. Anderson Center Main Dining Room 601 South Martin Luther King Junior Drive Winston Salem, NC 27110-0003	March 3
March 17 – 18	NC Crime Control & Public Safety Emergency Management PA Conference Room 1830-B Tillery Place Raleigh, NC 27604	March 10
March 24 – 25	NC Crime Control & Public Safety Emergency Management PA Conference Room 1830-B Tillery Place Raleigh, NC 27604	March 17
March 31 – April 1	NC Crime Control & Public Safety Emergency Management PA Conference Room 1830-B Tillery Place Raleigh, NC 27604	March 24
April 7 – 8	NC Crime Control & Public Safety Emergency Management	March 31

	PA Conference Room 1830-B Tillery Place Raleigh, NC 27604	
April 14 – 15	NC Crime Control & Public Safety Emergency Management PA Conference Room 1830-B Tillery Place Raleigh, NC 27604	April 7
April 28 – 29	UNC Wilmington Nursing School Building Multipurpose Room#1051 Cahill Drive Wilmington, NC 27834	April 21
May 5 – 6	NC Crime Control & Public Safety Emergency Management PA Conference Room 1830-B Tillery Place Raleigh, NC 27604	April 28
May 12 – 13	Western Piedmont Community College HEC- 122 1001 Burkemont Avenue Morganton, NC 28655	May 5
May 19 – 20	Personnel Development Center Piedmont Room 101 W. Peace St. Raleigh, NC	May 12
May 24 – 25	NC Crime Control & Public Safety Emergency Management PA Conference Room 1830-B Tillery Place Raleigh, NC 27604	May 17
June 2 – 3	Personnel Development Center Piedmont Room 101 W. Peace St. Raleigh, NC	May 26

June 9 – 10	UNC Charlotte Colvard Building North Room 2058 9201 University City Blvd Charlotte, NC 28223	June 2
June 16 – 17	Personnel Development Center Piedmont Room 101 W. Peace St. Raleigh, NC	June 9
June 23 – 24	Personnel Development Center Commission Room 101 W. Peace St. Raleigh, NC	June 16
Level II April 21	Personnel Development Center Mountain Room 101 W. Peace St. Raleigh, NC	April 14

From: Barbara Anderson <b_anderson@unc.edu>
Sent: Tuesday, January 18, 2011 12:40 PM
To: Barbara Anderson <b_anderson@unc.edu>; Peter Landstrom <plandstr@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; bereket selassie <bselassi@email.unc.edu>; Carol Magee <cmagee@email.unc.edu>; Lisa Lindsay <lalindsa@email.unc.edu>; Deborah Crowder <dacrowde@email.unc.edu>; leemc@email.unc.edu; Karen Booth <kmbooth@email.unc.edu>; Luke Swindler <swindler@email.unc.edu>; Roberta Ann Dunbar <radunbar@email.unc.edu>; Peter Landstrom <plandstr@email.unc.edu>; Dominique Fisher <domfisc@email.unc.edu>; Deborah Crowder <dacrowde@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Christopher J. Lee <cjlee1@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; John Akin <john_akin@unc.edu>; Idris Assani <assani@email.unc.edu>; Judith Blau <jrblau@email.unc.edu>; Sahar Amer <samer@email.unc.edu>; Joseph Jordan <jfjordan@email.unc.edu>; Tom Kelley <takelley@email.unc.edu>; John Pickles <jpickles@email.unc.edu>
Subject: SERSAS SEAN January 2011 in Gainesville

From: Todd Leedy, U. of Florida, Gainesville <tleedy@UFL.EDU>
Date: 12 January 2011

Dear Colleagues,

Please find below the preliminary program for our meeting later this month. We do still have a number of accommodation slots available. Attendees must make individual reservations with their own credit card by contacting the hotel directly and using the appropriate group code. SERSAS/SEAN will pay for a limited number of attendee accommodations at these two hotels, up to the limit of the reserved group blocks. Please note that as the reservation will be on your credit card, you must cancel your room directly if you do not attend.

UF Reitz Union Hotel (group code IBA11) ph. 352.392.2151 -- deadline extended to 1/14/11

Holiday Inn University Center (group code ASG) ph. 352.376.1661 -- deadline extended to 1/13/11

SERSAS/SEAN Spring 2011 Meeting
University of Florida
28-29 January 2011

Friday 28 January

5:00-7:00 Registration and Opening Reception (427 Grinter Hall)

Saturday 29 January

8:45-9:15 Registration (427 Grinter Hall)

9:15-9:30 Welcome & Introductions (404 Grinter Hall)

9:30-11:00 Panel A1: Contemporary Challenges in Africa 1 (404 Grinter Hall)

"Mid-altitude Forest Conservation and Population Change in East Africa."
Abe Goldman, University of Florida, Michael Binford, University of

Florida, and Joel Hartter, University of New Hampshire

"Emerging Retailers and the Transformation of Institutional Logics in Fresh Produce and Supply Chains in Kampala." Sheila Navalia Onzere, Iowa State University

"Cocoa Processing in Nigeria, Structural Adjustment and the Global Economy, 1960s-2000s." Ezekiel Walker, University of Central Florida

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9:30-11:00 Panel A2: Panel: Literature and Oral Traditions in Africa (471 Grinter Hall)

"Chiral Interdiscursivity in the Poetry of B.W. Vilakazi." Nicholas Creary, Ohio University

"Exile and Migration as Motifs in Lenrie Peters' He Walks Alone: Quest for Identity." Christopher Ogunyemi, Joseph Ayo Babalola University

"How Connected Was Pre-Colonial Religion in Southern Africa? Rethinking Evidence from Traditional Narratives and Ritual Life." Robert Shanafelt, Georgia Southern University

---

11:00-11:15 Coffee/tea break

11:15-12:45 Panel B1: Contemporary Challenges in Africa 2 (404 Grinter Hall)

"Gbagbo's Example: How the Ivorian President is Following a Well-Worn Script for Winning an Election in the Face of Defeat." Napoleon Bamfo, Valdosta State University

"International Aid Agencies and Tanzanian Media: Constructing HIV/AIDS Epidemic." Ammina Kothari, Indiana University

"World Class African City: Dwelling, Development and Social Change in Inner City Johannesburg." Andre Wellington, Emory University

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11:15-12:45 Panel B2: Narrating Decolonization and the Early Independence Era (471 Grinter Hall)

"Following the Ball: African Soccer Players, Labor Strategies and Immigration across the Portuguese Colonial Empire, 1945-75." Todd Cleveland, Augustana College

"The 1960 Agadir Earthquake, the Americans, and the Uses of Catastrophe in Morocco," Spencer Segalla. University of Tampa

"Africa to the World!: Philatelic Images of Independence, Kwame Nkrumah, and Emerging Ghana, 1957 - 1966." Ken Wilburn, East Carolina University

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12:45-1:45 Lunch and Business Meeting

1:45-3:15 Panel C1: Performance Across the African Diaspora (471 Grinter

Hall)

"Performance and the Algerian Socialization in the Diaspora." Khadidja Arfi, University of Florida

"Musical and Institutional Mediation of Identities and Spaces by Ghana Methodist Church Choirs Association in North America." George Worlasi Kwasi Dor, University of Mississippi

"Africanizing Charleston: Exploring the 'Idea of Africa' in the American South." Kea Gorden. College of Charleston

"Ghanaian Women Dancing Indigenous and Western Cultures: The Memory Of Post-Colonial Dance Practices For Ghanaian Women in Winneba, Accra, Ho, and The United States." Jennifer Petrie, Ohio University

---

1:45-3:15 Panel C2: Crossing Boundaries and Making Connections in Contemporary Africa (404 Grinter Hall)

"Trans-African Portscapes: The Cross-Continental Revival of Africa's Maritime Frontiers." Brenda Chalfin, University of Florida

"Nollywood in Transit: Nigerian Video Films and the Globalization of African Popular Culture." Claudia Hoffman, UCLA

"Africa Connected: Technologies of Liberation and Subjugation in the 21st century." Michael Leslie, University of Florida

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3:30-5:00 Panel D: Migration in Africa (404 Grinter Hall)

"Ethnographic Feedback: Can Exploring Bissau-Guinean Immigration Experiences to Cape Verde Help Inform Migration Policies?" Brandon Lundy, Kennesaw State University

"Human Trafficking, Prostitution, and Irregular Migration Between Nigeria and Côte d'Ivoire." Bukola Adeyemi Oyeniyi, Leiden University

"Migration, Globalization and Diasporic Flows in Abderahmane Sissako's 'Heremakono.'" Victoria Pasley, Clayton State University

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7:30 Participant Dinner Party (RSVP only)

Registration fees: $20 for faculty and $10 for graduate students. These fees can be paid onsite at the conference.

Todd H. Leedy, Ph.D.
Associate Director
Center for African Studies
University of Florida

427 Grinter Hall
PO Box 115560
Gainesville, FL 32611

vox 352.392.2183
fax 352.392.2435

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Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 FedEx Global Education Building
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu
www.global.unc.edu/africa

From: Davis, Christie Wynette <christie_davis@unc.edu>
Sent: Tuesday, January 18, 2011 5:14 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Facilitator Digest: January 18, 2011
Attach: 011811_HRF Digest.pdf; 011811_HR Employee Information.pdf

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TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

- **Please forward the attachment titled "HR Employee Information" within your department(s).**
- **Full text of all articles in the weekly digest is available in the attachments and at http://hr.unc.edu/news-events/items.**

Upcoming Dates & Deadlines

Feb. 2: New Postdoc Spring Orientation
Mar. 1: A Baby! What Do I Do
Mar. 15: Teachers & State Employees Retirement Workshop
Mar. 31: NCFlex Reimbursement Claims due

Information for Employees

Upcoming Benefits Workshops (contact: Benefits Services, 962-3071)
Benefits Services in the Office of Human Resources is offering workshops on the following topics:

Conversation Circles – Managers Circle (contact: Training & Talent Development, 962-2550)
Conversation Circles are an approach to sharing ideas, addressing problems and thinking together about solutions or best practices in a group of people with common interests. The Managers Conversation Circle is an opportunity for faculty and staff with management or supervisory responsibilities to connect with other managers across campus to think and learn together and leverage their shared knowledge to improve individual management effectiveness. The Managers Circle will meet one time per month for six months.

EPA Recruitment, Selection & EPA RecruitmentWeb (contact: Equal Opportunity/ADA Office, 966-3576)
The focus of this class is how to conduct successful searches and the related processes. It includes an overview of Equal Opportunity recruitment and search procedures as well as general information about EPA RecruitmentWeb. Participants will receive guidance on developing recruitment plans, advertising, sourcing applicants, search committee responsibility and other important elements of conducting successful searches.

Save up to 70% on Carolina Hurricanes Tickets (Click here)
The Carolina Hurricanes are offering a discount for two designated Hurricanes home games through our limited-time New Year special offer.

Information for HR Facilitators

HR Data Warehouse User Guide (contact: Theresa Silsby)
HR Application Support is pleased to announce that we have updated the HR Data Warehouse User Guide to the new format that is used for the HRIS, EPAWeb and EPA-Recruitment Web user guides. Click here to access the new guide.

Christie W. Davis
Public Communications Specialist

Office of Human Resources
UNC-Chapel Hill
104 Airport Drive, Campus Box 1045
Chapel Hill, NC 27599
Office: 919.962-9682
Email: Christie_davis@unc.edu
Website: http://hr.unc.edu

*Ralph Waldo Emerson quote - "**Nothing** great was **ever achieved without enthusiasm**."*

UNC
HUMAN RESOURCES

HR Facilitator Information

Office of Human Resources
Tuesday, January 18, 2011

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Information for Employees

Upcoming Benefits Workshops

FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

Benefits Services in the Office of Human Resources is offering workshops on the following topics:

Teachers & State Employees Retirement Workshop
This workshop is a comprehensive half-day program that takes the place of an individual counseling session, but promises the same personal attention in a group setting. Topics include retirement benefits, the paperwork process, Social Security, Medicare, financial planning and retiree health insurance.

Location: Wilson Library, Pleasants Family Room
Date: Tuesday, Mar. 15
Time: Noon to 1:00 p.m.
Sponsor: Benefits Services Dept.

A Baby! What Do I Do?
Having a new child can be overwhelming. This session is intended to provide you with some basic processes to follow to ensure continuation of your benefits, how FMLA works and what work/life programs are available to new parents.

Location: 104 Airport Drive, 1500-C
Date: Tuesday, Mar. 1
Time: noon to 1:00 p.m.
Sponsor: Benefits Services

Don't miss this opportunity to reserve your space! Go to the Training & Development website to register. For more information about the workshop, call 962-2550 or click here to email us.

Conversation Circles – Managers Circle

FROM: Verita Murrill, Training & Talent Development
Office of Human Resources

Conversation Circles are an approach to sharing ideas, addressing problems and thinking together about solutions or best practices in a group of people with common interests. The Managers Conversation Circle is an opportunity for faculty and staff with management or supervisory responsibilities to connect with other managers across campus to think and learn together and leverage their shared knowledge to improve individual management effectiveness. The Managers Circle will meet one time per month for six months.

Location: 104 Airport Drive, 1500-C
Date: Thursdays, Jan. 20, Feb. 24, Mar. 24, Apr. 21, Jun. 30, and Friday, May 27
Time: 9:00 a.m. to 10:30a.m.
Sponsor: Training & Talent Development

EPA Recruitment, Selection & EPA RecruitmentWeb

FROM: Rudy Jones, Equal Opportunity/ADA Office

The focus of this class is how to conduct successful searches and the related processes. It includes an overview of Equal Opportunity recruitment and search procedures as well as general information about EPA RecruitmentWeb. Participants will receive guidance on developing recruitment plans, advertising, sourcing applicants, search committee responsibility and other important elements of conducting successful searches.

The session will also provide an overview on how to initiate searches, complete hires and other related processes using EPA RecruitmentWeb. Additionally, the session will provide information on reviewing and evaluating applications, interviewing and selection to ensure that searches meet UNC's Equal Opportunity and Affirmative Action requirements.

This course is suited for individuals who have responsibility for EPA recruiting and for those seeking a better understanding of Equal Opportunity processes and procedures. Click here to register for this class.

Location: 104 Airport Drive, Room 1500-C
Date: Wednesday, Jan. 26
Time: 9:00 a.m. to 11:30 a.m.
Sponsor: Equal Opportunity/ADA Office

Save up to 70% on Carolina Hurricanes Tickets

FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

The Carolina Hurricanes are offering a discount for two designated Hurricanes home games through our limited-time New Year special offer.

Select lower and club level seats are available for just $30, a savings of up to $65 off the game-week price, and select upper level seats are available at just $15, a savings of up to $30.

Tickets are available on a first-come, first-served basis and are subject to availability. Offer expires online at 11:59 p.m. on Monday, Jan. 24. Limit of 9 tickets per account available for online purchase. If you need 10 or more tickets, please call 866-NHL-CANEs (866-645-2263).

Click here to purchase online and enter special offer code NYSO (New Year Special Offer). This New Year Special offer is only available for one week only, Jan. 17 to Jan. 24.

DATE	OPPONENT	TIME
TUESDAY, FEBRUARY 1 *	BOSTON BRUINS	7 P.M.
WEDNESDAY, MARCH 16	TORONTO MAPLE LEAFS	7 P.M.

* Brandon Sutter Bobblehead Night

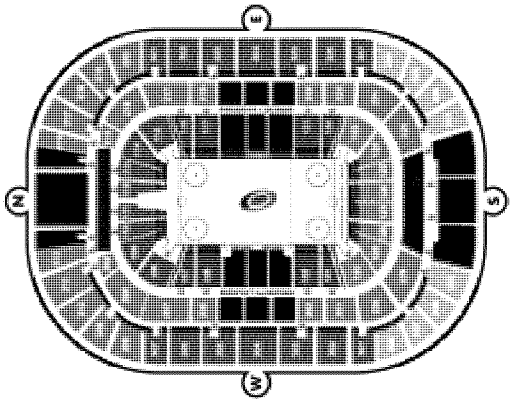

New Year Offer Pricing		
Seat Location	Game-Week Price	Your Price
Sideline Premier	$90	$30
Lower Level North	$80	$30
Lower Level South	$80	$30
Club Corners	$95	$30
Balcony Premier	$45	$15
Upper Corners South	$40	$15
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Information for HR Facilitators

HR Data Warehouse User Guide

FROM: Theresa Silsby, HR Application Support
Office of Human Resources

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If you have any questions or comments on the upgrade to the documentation, please contact Theresa Silsby.

UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, January 18, 2011

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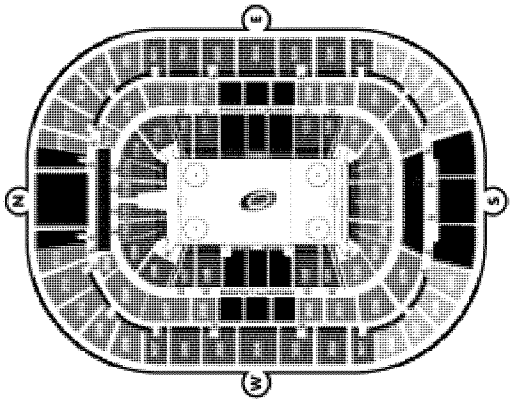

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Club Corners	$95	$30
Balcony Premier	$45	$15
Upper Corners South	$40	$15
Upper Corners North	$30	$15

From: Tim Mcguire <tim_mcguire@unc.edu>
Sent: Friday, January 21, 2011 5:02 PM
To: All Campus IMAP Customers <tim_mcguire@unc.edu>
Subject: IMPORTANT: Changes To Spam Scanning Service

Hello,

You are receiving this message because you are a user of the ITS-managed Cyrus IMAP service or ITS-managed Exchange service. I am writing today to inform you of a fairly significant change to the SPAM scanning service that will occur on January 28th, 2011. You may have received a message about this change that mentioned January 21st. We have decided to reschedule until January 28th in order to communicate this change to some users that may have been left out of the original communication. While more inclusive, this message may reach you twice. I apologize for any duplicate messages that you may have received.

The most significant change I want to relay to you will be in your access to quarantines and settings. The new system is much better at NOT mistakenly catching good messages and marking them as SPAM. With this and a recommendation from the vendor in mind, we have decided to remove ALL end-user access to the system. If you feel that the SPAM engines have "eaten" a message in error, a call to 962-HELP will engage an administrator who can troubleshoot the entire mail infrastructure including but not limited to the spam appliances. There is NO action required on your part. The old Proofpoint system will remain available for end user access until February 15th, 2011. This change is in large part an effort to cut costs. The new system is approximately 60% of the cost of the old system, 5-6% more effective at catching SPAM and viruses and more robust in terms of delivery of legitimate messages.

I apologize for any inconvenience that this change may cause.

Warmest Regards,

Tim McGuire
Manager, ITS Messaging, Collaboration and Workgroup Services
440 W. Franklin St.
Chapel Hill, NC 27599-1150
919-445-9501 (w)
tmcguire@email.unc.edu

From: Davis, Christie Wynette <christie_davis@unc.edu>
Sent: Tuesday, January 25, 2011 3:12 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Facilitator Digest: January 25, 2011
Attach: 012511_HR Digest.pdf; 012511_HR Employee Information.pdf

---

TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

- **Please forward the attachment titled "HR Employee Information" within your department(s).**
- **Full text of all articles in the weekly digest is available in the attachments and at http://hr.unc.edu/news-events/items.**

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Feb. 5: 19th Annual Day Camp Fair
Mar. 1: A Baby! What Do I Do
Mar. 15: Teachers & State Employees Retirement Workshop
Mar. 31: NCFlex Reimbursement Claims due

Information for Employees

Health*Smart* Personal Health Portal (contact: Benefits Services, 962-3071)
On Jan. 1, the North Carolina State Health Plan's Health*Smart* program introduced a Personal Health Portal with a new look and additional resources. These resources include a health assessment questionnaire, the ability to connect to a health coach via e-mail and a personal health record for members to store health information.

19th Annual Day Camp Fair (contact: Benefits Services, 962-3071)
The Annual Day Camp Fair will be held at the University Mall in Chapel Hill on Saturday, Feb. 5, 10 a.m. to 2 p.m. Come meet a variety of camp leaders and explore the many camps offered in the area that may suit your needs.

Training Spotlight – Upcoming Training & Talent Development Classes Available Circle (contact: Training & Talent Development, 962-2550)
The Office of Human Resources would like to highlight several upcoming course offerings. Spaces are available in these programs and there is still time to register. To register on-line, please visit the Training & Talent Development or contact Training & Talent Development at 962-2550 for more information.

Information for HR Facilitators

2010 W-2 Forms for Active and Inactive Employees (contact: University Payroll Services, 962-0046)
2010 W-2 Forms for ACTIVE employees will be available for pickup by Human Resource Facilitators **beginning Friday, Jan. 28, (7:30 a.m. to 4:30 p.m.)**. Please make arrangements to pick up W-2 forms in Payroll Services, Suite 3600, Administrative Office Building, 104 Airport Drive, and distribute to your active employees.

Christie W. Davis

Public Communications Specialist
Office of Human Resources
UNC-Chapel Hill
104 Airport Drive, Campus Box 1045
Chapel Hill, NC 27599
Office: 919.962.9682
Email: Christie_davis@unc.edu
Website: http://hr.unc.edu

*Ralph Waldo Emerson quote - "**Nothing** great was **ever achieved without enthusiasm**."*

UNC
HUMAN RESOURCES

HR Facilitator Information

Office of Human Resources
Tuesday, January 25, 2011

Upcoming Dates and Deadlines

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Mar. 15: Teachers & State Employees Retirement Workshop
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Information for Employees

Health*Smart* Personal Health Portal

FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

On Jan. 1, the North Carolina State Health Plan's Health*Smart* program introduced a Personal Health Portal with a new look and additional resources. These resources include a health assessment questionnaire, the ability to connect to a health coach via e-mail and a personal health record for members to store health information.

There is no additional cost for services through the NC Health*Smart* program. The program includes health coaching, 24/7 nurse line services, case management and other resources. Members who register can take the online health assessment and receive a personalized action plan to discuss with their health provider.

To help spread awareness of this program, post the attached flyers throughout your workplaces.

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FROM: Ashley Nicklis, Benefits Services
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FROM: Verita Murrill, Training & Talent Development
Office of Human Resources

The Office of Human Resources would like to highlight several upcoming course offerings. Spaces are available in these programs and there is still time to register. To register on-line, please visit the Training & Talent Development or contact Training & Talent Development at 962-2550 for more information.

Our new course catalog, listing classes for Jan. – June 2011, is available **online**. Also, visit our website for a complete course listing.

SPA Grievance Panelist & Support Person Training - Part II

In order to serve as an SPA Grievance Hearing Panelist or Support Person, you must complete Part I and Part II of this training. (Part I must be completed before Part II.) Advance permission of your supervisor is required. Part I of the training covers the structure of the grievance process, the different roles within the grievance process and their responsibilities, and resources for participants in the grievance process. An example case study is provided.

Location: Pleasants Family Assembly Room, Wilson Library
Time: 8:30 a.m. to 4:30 p.m.
(Choose only one section from the below dates)
Date: Monday, Feb. 7
Friday, Feb. 11
Monday, Feb. 21
Sponsor: *Employee & Management Relations*

Preventing Sexual Harassment in the Workplace

The goal of this course is to enable participants to understand what sexual harassment is; identify inappropriate workplace behaviors, increase awareness and employ strategies to prevent it. The class will also clarify organizational and administrative liability and responsibility, highlight the University's sexual harassment policies and procedures, and provide guidelines and resources for reporting and responding to sexual harassment. This course is open to and beneficial for all UNC Chapel Hill employees who need an increased awareness and understanding of sexual harassment prevention.

Location: 104 Airport Drive, 1500-C
Date: Tuesday, Feb. 15
Time: 1:30 p.m. to 3:30 p.m.
Sponsor: *Equal Opportunity/ ADA Office*

Leading Up: Influence at any Level

The responsibilities of any employee naturally place them in the middle of opposing forces. They may be expected to appease customers and clients while meeting the needs of their bosses. Yet, without appropriate support from above, workers can be hindered in their effectiveness to develop leadership, deliver services, and create overall job satisfaction. This participatory workshop will explore the practical knowledge and skills of leading up the chain of command, using tools such as self-

management, the power of influence, giving status reports, understanding your boss's world, building trust, and paying attention so that you can influence and lead at any level.

Location: 104 Airport Drive, 1500-A
Date: Thursday, Feb. 17
Time: 8:30 a.m. to 12:30 p.m.
Instructor: *Will Frey*

Information for HR Facilitators

2010 W- 2 Forms for Active and Inactive Employees

FROM: University Payroll Services
Office of Human Resources

2010 W- 2 Forms for ACTIVE employees will be available for pickup by Human Resource Facilitators **beginning Friday, Jan. 28, (7:30 a.m. to 4:30 p.m.)**. Please make arrangements to pick up W-2 forms in Payroll Services, Suite 3600, Administrative Office Building, 104 Airport Drive, and distribute to your active employees.

2010 W- 2 Forms for INACTIVE employees will be mailed to the last known home address as recorded on their direct deposit stub/check by Jan. 31.

Thanks in advance for your time and assistance in helping get W-2 forms distributed timely.

Why take care of myself?

I have my reasons.

Check out the wellness tools at
www.shpnc.org

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for Teachers and State Employees
www.shpnc.org

North Carolina
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Smart

Members eligible for NC Health*Smart* Services are members whose primary health coverage is through the State Health Plan. Federal law prohibits the State Health Plan from using your personal health information to discriminate against you in any way or from giving this information to your employing agency/school or other unauthorized third party, unless required by law.

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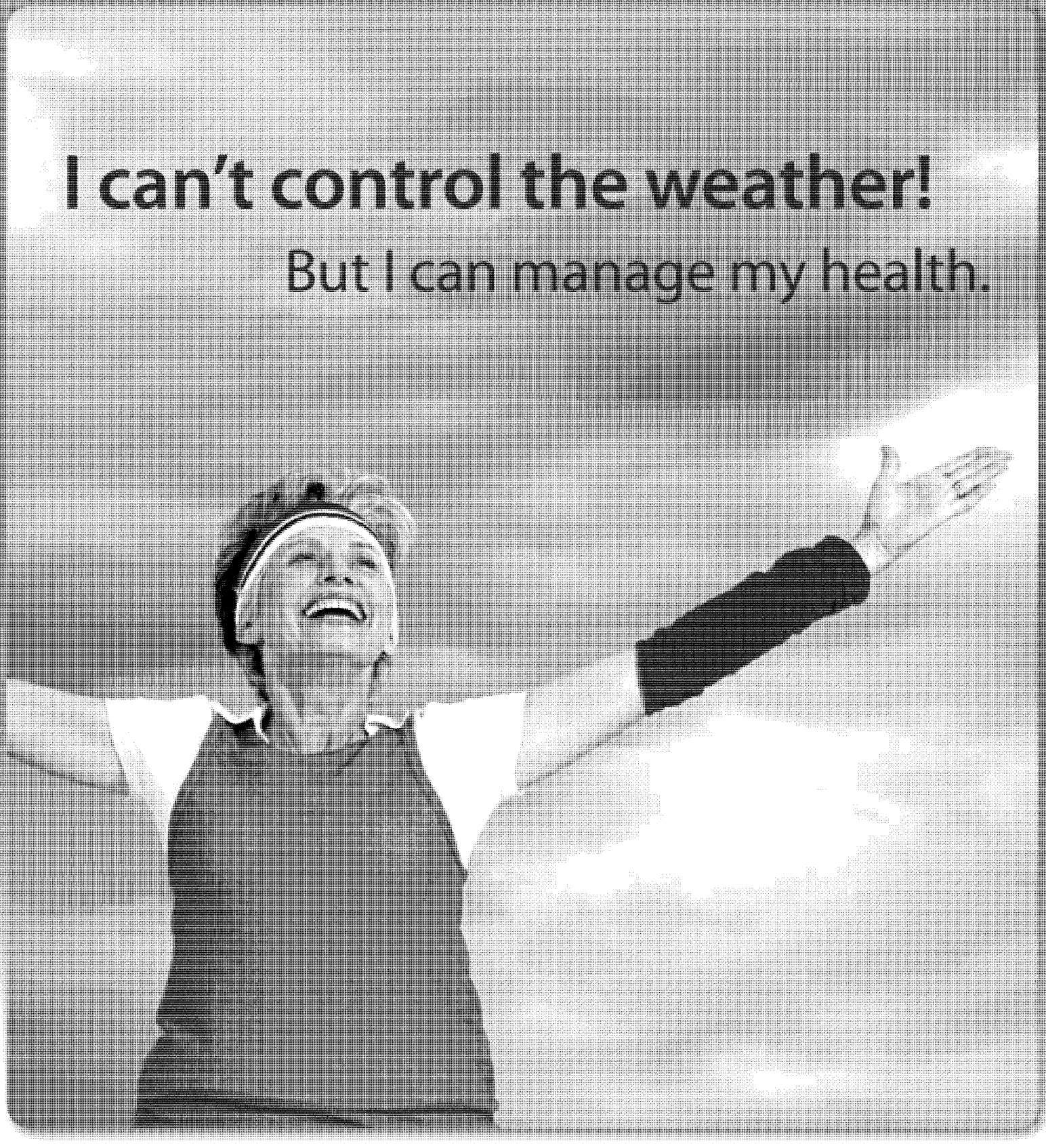

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UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, January 25, 2011

Upcoming Dates and Deadlines

Feb. 2: New Postdoc Spring Orientation
Feb. 5: 19th Annual Day Camp Fair
Mar. 1: A Baby! What Do I Do
Mar. 15: Teachers & State Employees Retirement Workshop
Mar. 31: NCFlex Reimbursement Claims due

Information for Employees

Health*Smart* Personal Health Portal

FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

On Jan. 1, the North Carolina State Health Plan's Health*Smart* program introduced a Personal Health Portal with a new look and additional resources. These resources include a health assessment questionnaire, the ability to connect to a health coach via e-mail and a personal health record for members to store health information.

There is no additional cost for services through the NC Health*Smart* program. The program includes health coaching, 24/7 nurse line services, case management and other resources. Members who register can take the online health assessment and receive a personalized action plan to discuss with their health provider.

To help spread awareness of this program, post the attached flyers throughout your workplaces.

19th Annual Day Camp Fair

FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

The Annual Day Camp Fair will be held at the University Mall in Chapel Hill on Saturday, Feb. 5, 10 a.m. to 2 p.m. Come meet a variety of camp leaders and explore the many camps offered in the area that may suit your needs.

Training Spotlight – Upcoming Training & Talent Development Classes Available

FROM: Verita Murrill, Training & Talent Development
Office of Human Resources

The Office of Human Resources would like to highlight several upcoming course offerings. Spaces are available in these programs and there is still time to register. To register on-line, please visit the Training & Talent Development or contact Training & Talent Development at 962-2550 for more information.

Our new course catalog, listing classes for Jan. – June 2011, is available **online**. Also, visit our website for a complete course listing.

SPA Grievance Panelist & Support Person Training - Part II

In order to serve as an SPA Grievance Hearing Panelist or Support Person, you must complete Part I and Part II of this training. (Part I must be completed before Part II.) Advance permission of your supervisor is required. Part I of the training covers the structure of the grievance process, the different roles within the grievance process and their responsibilities, and resources for participants in the grievance process. An example case study is provided.

Location: Pleasants Family Assembly Room, Wilson Library
Time: 8:30 a.m. to 4:30 p.m.
(Choose only one section from the below dates)
Date: Monday, Feb. 7
Friday, Feb. 11
Monday, Feb. 21
Sponsor: *Employee & Management Relations*

Preventing Sexual Harassment in the Workplace

The goal of this course is to enable participants to understand what sexual harassment is; identify inappropriate workplace behaviors, increase awareness and employ strategies to prevent it. The class will also clarify organizational and administrative liability and responsibility, highlight the University's sexual harassment policies and procedures, and provide guidelines and resources for reporting and responding to sexual harassment. This course is open to and beneficial for all UNC Chapel Hill employees who need an increased awareness and understanding of sexual harassment prevention.

Location: 104 Airport Drive, 1500-C
Date: Tuesday, Feb. 15
Time: 1:30 p.m. to 3:30 p.m.
Sponsor: *Equal Opportunity/ ADA Office*

Leading Up: Influence at any Level

The responsibilities of any employee naturally place them in the middle of opposing forces. They may be expected to appease customers and clients while meeting the needs of their bosses. Yet, without appropriate support from above, workers can be hindered in their effectiveness to develop leadership, deliver services, and create overall job satisfaction. This participatory workshop will explore the practical knowledge and skills of leading up the chain of command, using tools such as self-

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Instructor: *Will Frey*

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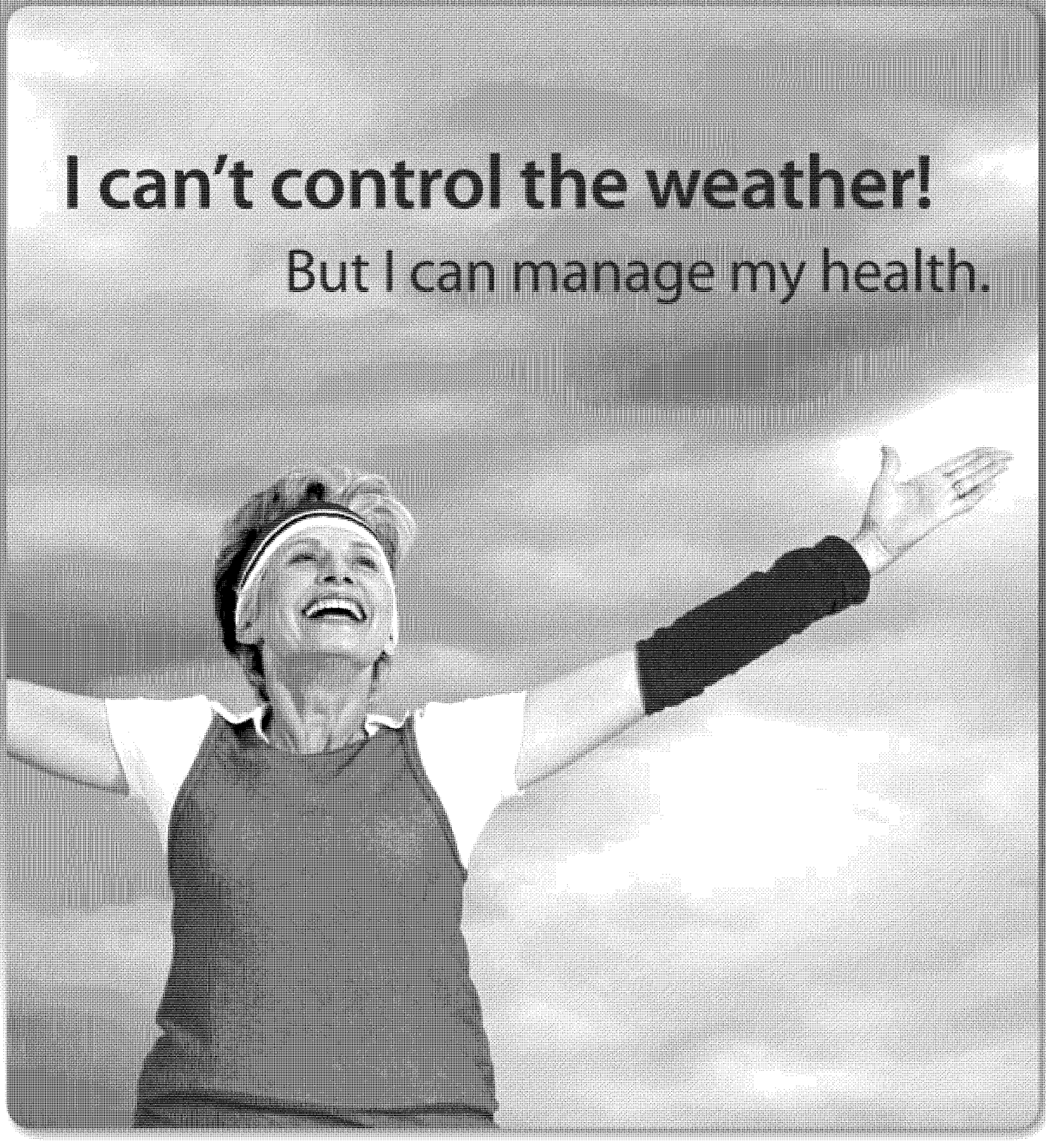

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From: Harper, Thomas B <thomas_harper@unc.edu>
Sent: Wednesday, January 26, 2011 9:26 AM
To: Work-Study Supervisors <wssupervisors@listserv.unc.edu>
Subject: [wssupervisors] 2010 work-study W-2s

Good morning,
This is to inform you that human resource facilitators will be able to pickup 2010 W-2 Forms for active employees beginning on Friday, January 28th. Payroll Services is located in the AOB in Suite 3600 and their hours are 7:30 am to 4:30 pm. Your student-employee should receive the W-2 when they report to work. The exception is community service agencies, which will be picked up by our office. Those work-study students should come to 216 Vance Hall to get their W-2. Inactive employees as of December 31, 2010 will have their W-2 mailed to the last known home address as recorded on their direct deposit/check by January 31st. Thank you.

Thomas Harper
Work-Study Payroll Coordinator
Office of Scholarships & Student Aid
UNC-Chapel Hill
216 Vance Hall
Chapel Hill, NC 27599-2300
thomas_harper@unc.edu (email)

- --

You are currently subscribed to wssupervisors as: dacrowde@email.unc.edu.

From: Bill Balthrop <iah@unc.edu>
Sent: Friday, January 28, 2011 3:57 PM
To: dacrowde@email.unc.edu
Subject: IAH News January 2011

having trouble viewing this email? click here

In this issue:

Articles
- Spring Fellows
- Perspectives: John C. O'Hara, Jr.
- Fall Events
- Innovations Fund
- Reckford Lecture
- Weil Lecture

News in Brief

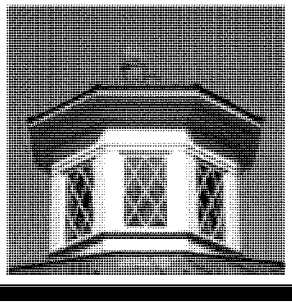

Calendar
Fellowships
Invest in the IAH
Join us on Facebook

IAH News • August 2010

From the Director

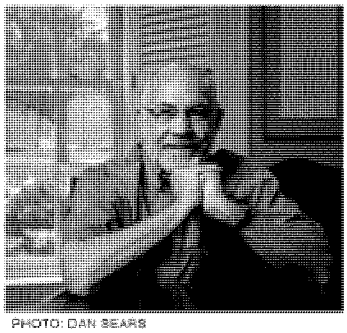
PHOTO: DAN SEARS

Here at the Institute for the Arts and Humanities, we strive to serve as the intellectual crossroads of Carolina — a place for vibrant conversations that cross disciplines and engage different, sometimes conflicting, perspectives. We provide a space for light-hearted banter around the breakfast table, and a place to civilly address sometimes difficult or emotionally charged topics. This semester will be no exception.

In this newsletter, we'll share some exciting news, starting with the announcement of our spring 2010 Fellows. Our Faculty Fellows represent seven disciplines and will pursue projects ranging from "The Magic of Nature" to "Family Papers and American Linguistic History" and beyond. Our Leadership Fellows represent four departments in the College of Arts and Sciences and the Schools of Government, Medicine and Nursing. We wish all our Fellows a semester of rich conversation, teaching, research and growth.

Carolina has embraced Chancellor Thorp's innovation initiative, and so have we. The Institute is uniquely positioned to lead in fostering interdisciplinary innovation, as IAH Advisory Board Chair John C. O'Hara explains in his Perspectives piece on how the Institute can address "wicked problems." In this newsletter, we look back at our fall events, including our Innovation Symposium, which featured a keynote by the chancellor and an all-day faculty symposium.

We also look to the future of our role in the innovation initiative: We are proud to announce a $100,000 Innovations Fund, in partnership with the Office of the Vice Chancellor for Research and Economic Development and with support from the Hyde Family Foundations. The fund will support interdisciplinary projects that foster innovation in the arts and humanities at Carolina.

In addition to our innovation programming, we are hard at work preparing for two signature IAH events: The Mary Stevens Memorial Reckford Lecture in European Studies and The Weil Lecture on American Citizenship.

Belgian political theorist Chantal Mouffe will deliver the 17th Reckford Lecture Thursday, February 10, at 7:30 p.m. in the Hanes Art Center auditorium. Her talk, titled "An Agonistic Approach to the Future of Europe," will argue that the European Union must embrace a pluralistic, diverse identity rather than trying to form one national, or "we," identity.

Our Weil Lecture, set to take place Wednesday, March 16, at 7:30 p.m. in the Hill Hall auditorium, will likely prove to be a centerpiece of conversation at Carolina in the coming weeks. Our faculty committee, comprising IAH Fellows from a blend of disciplines, has selected New York's Imam Feisal Abdul Rauf, the imam originally affiliated with the interfaith cultural center near Ground Zero, known now as Park51, to deliver the lecture. Leading up to his talk, we'll host two panels examining civil discourse (Feb. 22) and religious pluralism (March 1) in American society. Visit iah.unc.edu/calendar for details on those events.

Given the sometimes heated debate around the Park51 center, we anticipate some difficult, but thoughtful, conversations. Our goal in bringing the imam to campus is not to revisit the controversy or debate the morality of the cultural center. Instead, we hope to generate a more considered and global conversation. The imam has dedicated himself to fostering interfaith dialogue and to bridging cultural gaps between Islam and American democracy — you can read more about his biography and the lecture here. We look forward to hearing his insights on American citizenship and the discussions that will surround the lecture.

I'm certain that some of you, our readers, may have comments regarding the Weil lecture or our other programming. As always, we encourage you to participate, in the grand tradition of the Institute, and join the conversation. Please feel free to send us an email, call me at (919) 843-2657, or better yet, stop by and chat with us at an upcoming event.

Bill Balthrop
Interim Director, Institute for the Arts and Humanities

Meet the Spring Fellows

As we kick off a new semester, the Institute is pleased to announce the faculty members awarded Faculty Fellowships for the spring 2011 semester and Academic Leadership Fellowships for 2011.

Read more...

Photo Credit: Chris Carmichael

Perspectives: Hyde Hall: The Big Tent

Author John Kao coined the phrase "wicked problems" to point to the enormity of issues such as extreme poverty, climate change, natural resource depletion and communicable diseases. These wicked problems have no easy solution. But under Chancellor Holden Thorp's leadership, UNC-Chapel Hill has committed to an interdisciplinary innovation initiative focused on solving these wicked problems that currently face our nation and our world.

Hyde Hall is the recognized Big Tent on campus—a place for open, candid

John C. O'Hara, Jr., Chair, IAH Advisory Board

conversations — and the IAH has served an important role in providing a safe space where Thorp and Goldstein's "creative class" of faculty can collaborate and innovate. How will the arts and humanities, and the IAH, contribute to solving these wicked problems?

Read more...

Fall Events

Our fall semester was one of our busiest yet. In addition to signature IAH events like our "welcome back" reception in August, grants mentoring workshop in September and Fellows recognition celebration in December, we embraced the opportunity to host conversations on innovation — particularly the role of arts and humanities — and leadership.

Read more...

Photo Credit: Chris Carmichael

IAH fund will support innovation at Carolina

The Institute for the Arts and Humanities, in partnership with the Office of the Vice Chancellor for Research and Economic Development and with support from the Hyde Family Foundations, will introduce in 2011 a $100,000 Innovations Fund to support novel projects involving the arts and humanities at the University of North Carolina at Chapel Hill.

As a University-wide initiative, the Innovations Fund is open to any applicant who includes in his or her working group a participant in the arts, humanities or qualitative social sciences. This design is intended to be more inclusive of University researchers and encourage interdisciplinary collaboration across UNC's campus.

Read more...

2011 Reckford Lecture to take place Feb. 10

Belgian political theorist Chantal Mouffe will deliver the Institute's 2011 Mary Stevens Reckford Memorial Lecture in European Studies Feb. 10. Mouffe, professor of political theory at the Centre for the Study of Democracy at the University of Westminster in London, will give the free public talk, "An Agonistic Approach to the Future of Europe," at 7:30 p.m. in the Hanes Art Center auditorium. A reception and book sale will follow the program in Hanes Auditorium, and the next day, Mouffe will participate in a workshop in Hyde

Hall for faculty and graduate students, "Space, Hegemony and Radical Critique."

Read more...

Chantal Mouffe

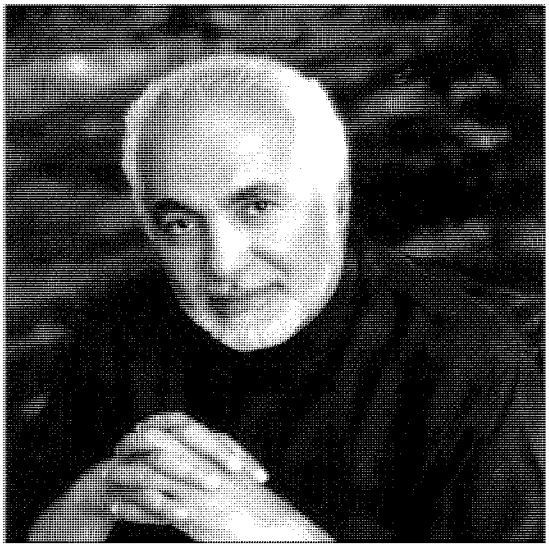

Imam Feisal Abdul Rauf

Feisal Abdul Rauf to deliver 2011 Weil Lecture

Imam Feisal Abdul Rauf, who has led an effort to build a controversial inter-faith cultural center in lower Manhattan, will deliver the 2011 Weil Lecture on American Citizenship at the University of North Carolina at Chapel Hill.

The free public talk, hosted by the Institute for the Arts and Humanities, will be at 7:30 p.m. March 16 in Hill Hall. Doors will open at 7 p.m. Admission is free, but tickets will be required. The biennial lecture, supported by private funds, is the featured event in a series of conversations on American citizenship in the coming weeks.

Read more...

NEWS IN BRIEF

Incubator Improvements

The best view from Hyde Hall just got better. While we have long known that our Incubator, located on the second floor, has a terrific view of McCorkle Place, it hasn't always been so obvious. Thanks to recent renovations, however, we've opened up the space by donating our creative cubicle-style furniture to the communication studies department and our bright blue carpet to the anthropology department. Our new open layout, which provides additional flexibility and capacity, and natural-hued carpet make the space shine and highlight what we affectionately think of as our "tree house." Stop by and see for yourself — or contact us to schedule an event there.

Chris Meinecke

IAH Staff News & Notes

Congratulations are in order for Chris Meinecke, IAH business manager extraordinaire. Chris recently completed the University Leadership Education and Development (U-LEAD) program at UNC. The highly selective nine-week program works with emerging leaders at Carolina, giving them the tools they need to be successful at Carolina. Chris was one of just fifteen participants from UNC and three from N.C. Central.

In other IAH news, communications specialist Kirsten Beattie has been promoted to a new role as the assistant director of

development and communications. In addition to continuing her communications work (like this lovely newsletter!), Kirsten will now assist our director of development, Mary Flanagan, and run the Institute's annual giving program.

Finally, the Institute once again celebrated the giving season as a staff. Our annual staff collection for Heifer International was enough to donate a goat and a "promise gift basket" to help families in need build a sustainable future.

For our annual staff outing, we enjoyed a fascinating — if chilly — tour of the cemetery courtesy of renaissance man and IAH Fellow Bland Simpson. Among the many tidbits of history that Bland shared with us was the startling reminder of just how many graves are scattered across campus, many unmarked. It was a neat — if chilling — reminder of our University's past.

Carolina Cares, Carolina Shares
The IAH is proud to have achieved 100% participation in "Carolina Cares, Carolina Shares," the State Employees Combined Campaign that facilitates staff giving through payroll deduction. Led by our team captain, Chris Meinecke, we increased our donation total by a whopping 539% from last year.

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The University of North Carolina at Chapel Hill
Campus Box 3322 • Chapel Hill, NC 27599-3322 • phone 919.962.0249 • iah@unc.edu
design by UNC Design Services

Subscribe Unsubscribe Forward to a Friend

From: Kathy Bryant <kwbryant@email.unc.edu>
Sent: Tuesday, February 1, 2011 5:15 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Digest: Feb. 1, 2011

TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

- **There are no attachments for this week's digest; all information is for HR Facilitators and is included in this email.**
- **Full text of all articles in the weekly digest is available in the attachments and at http://hr.unc.edu/news-events/items.**

Upcoming Dates & Deadlines

Feb. 2: New Postdoc Spring Orientation
Feb. 5: 19th Annual Day Camp Fair
Mar. 1: "A Baby! What Do I Do" workshop
Mar. 15: Teachers & State Employees Retirement Workshop
Mar. 31: NCFlex reimbursement claims due

Information for HR Facilitators

Elevating Business Functions/Spans and Layers Information on OHR Website
FROM: Jessica Moore, Classification & Compensation, Office of Human Resources

The Office of Human Resources would has added links to additional guidance and resources for two of the Carolina Counts initiatives to the OHR website in the Classification and Compensation section. The section includes links to the Chancellor's memo on spans and layers and clustering/elevating of business functions, as well as a variety of resources for considering elevating business functions in your area. Additional resources will be posted as they are prepared. The direct link is http://hr.unc.edu/classification-compensation/ubc/index.htm.

If you have any questions about the resources that are posted, you can go to HR Connect and find your appropriate Classification and Compensation consultant.

PARK & RIDE
EXPRESS
754

C.A.P.

zimride

Share the Ride

From: Davis, Christie Wynette <christie_davis@unc.edu>
Sent: Tuesday, February 8, 2011 12:31 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Digest: Feb. 8, 2011
Attach: 020811_HRF Digest.pdf; 020811_HR Employee Information.pdf

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TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

- **Please forward the attachment titled "HR Employee Information" within your department(s).**
- **Full text of all articles in the weekly digest is available in the attachments and at http://hr.unc.edu/news-events/items.**

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Apr. 22: Spring Holiday

Information for Employees

Helping Heels Care Provider List (contact, Aimee Krans)
The spring 2011 Helping Heels Care Provider List is now available on the Human Resources website. This list includes UNC-Chapel Hill affiliated individuals who are interested in providing part-time and occasional child care, elder care and/or pet sitting services.

Information for HR Facilitators

Pre-employment Background Check Tip Sheet (contact: Employment and Staffing, 962-0985)
The Office of Human Resources has developed the following Pre-employment Background Check Tip Sheet to guide departments through the background check process. The tip sheet is a summary of standard practices, processing timelines and exceptions which should be referenced in conjunction with the full policy and related resources.

Christie W. Davis
Public Communications Specialist
Office of Human Resources
UNC-Chapel Hill
104 Airport Drive, Campus Box 1045
Chapel Hill, NC 27599
Office: 919.962.9682
Email: Christie_davis@unc.edu
Website: http://hr.unc.edu

*Ralph Waldo Emerson quote - "**Nothing** great was **ever achieved without enthusiasm**."*

UNC
HUMAN RESOURCES

HR Facilitator Information

Office of Human Resources
Tuesday, February 8, 2011

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Apr. 22: Spring Holiday

Information for Employees

Helping Heels Care Provider List

FROM: Aimee Krans, Work/Life Programs
Office of Human Resources

The spring 2011 Helping Heels Care Provider List is now available on the Human Resources website. This list includes UNC-Chapel Hill affiliated individuals who are interested in providing part-time and occasional child care, elder care and/or pet sitting services.

The responsibility for the screening process rests solely and completely with caregivers and the person hiring them. Although we have listed skill information submitted on provider registration forms, we remind you that providers may not necessarily be trained to care for persons who have medical or psychiatric conditions requiring specialized care.

The Helping Heels Care Provider List includes detailed information about providers, including UNC affiliation, provider experience, availability and access to transportation, so that you can make a more informed choice about whom to call.

The list is searchable by clicking on the Search (binoculars) button in Adobe Acrobat.

The Helping Heels Care Provider List will next be updated for the summer.

If you have any questions, contact Aimee Krans, Work/Life Manager, at 962-6008.

Information for HR Facilitators

Pre- employment Background Check Tip Sheet

FROM: Noreen Montgomery, Director of Employment and Staffing
Office of Human Resources

The Office of Human Resources has developed the following Pre-employment Background Check Tip Sheet to guide departments through the background check process. The tip sheet is a summary of standard practices, processing timelines and exceptions which should be referenced in conjunction with the full policy and related resources.

OHR PROCEDURAL TIPS

Please refer to the full policy details on this topic at:

http://hr.unc.edu/ Keyword: BACKGROUND CHECK POLICY

QUICK SUMMARY

STANDARD PRACTICE: Await Full Results from UNC Public Safety Prior to Making a Job Offer.

If 7 business days have elapsed since initiating a background check with UNC Public Safety and final background check results have not yet been received, in the event of a critical staffing need or perceived risk that the selected candidate may receive a competing job offer, Department Heads may request authorization from the Office of Human Resources (OHR) to issue a conditional job offer. The conditional offer does not permit the selected candidate to report for duty or begin work until such time as the background check is fully completed.

STANDARD PRACTICE: Employee Does Not Report to or Begin Work Until All Background Check Results Have Been Received and Deemed Satisfactory.

In the event 30 calendar days have elapsed since a background check was initiated with UNC Public Safety and full results have not been received, the Department Head may request approval from the Vice Chancellor for Human Resources to initiate a conditional job start. This option will only be permitted in exceptional circumstances where a critical University business need has been demonstrated and when the position does not deal with sensitive populations or have access to sensitive University facilities. This option may only be exercised with advance approval of the Vice Chancellor for Human Resources.

SPA, FACULTY, EPA NON-FACULTY TEMPORARY & PERMANENT EMPLOYEES

PRE-EMPLOYMENT BACKGROUND CHECK GUIDELINES

Responsibility for Initiating Checks

- **SPA Permanent** employee pre-employment background checks will be initiated by your OHR Employment Consultant.
- **EPA Non-Faculty and SPA Temporary** pre-employment background checks are initiated and the results reviewed by the appointing department, with OHR consultation as needed. Checks with potentially negative results will be returned by UNC Public Safety directly to OHR for review and consultation with the hiring department management.
- **Faculty** pre-employment background check process differs from above. Refer to the Academic Personnel web site for procedures: http://provost.unc.edu/.

Standard Timeline

Normally, background checks should be submitted to UNC Public Safety and satisfactory results received before an offer of employment is made or an employee is permitted to report for duty and begin work. In the event of a critical staffing need or an identified risk of a selected candidate receiving a competing job offer, OHR has procedures to enable expedited handling of job offers or job starts under certain circumstances.

When Results are Delayed

Under typical conditions, background check results are returned to departments within 7 business days of their being requested. This ensures timely action on offers of employment and establishing employee start dates. However, due to the nature of the nationwide background checking process and the reliance on outside sources for these results, this time frame cannot always be met.

When full background check results are not received by a department within 7 business days, the Department may request OHR for approval to make a conditional offer of employment pending final, satisfactory results.

In unusual and exceptional circumstances, once 30 calendar days have elapsed since a background check request was initiated, **and only with approval from the Vice Chancellor of Human Resources**, a conditional start of employment may be considered for positions that do not have contact with sensitive populations (e.g., students, patients, minors), have access to sensitive facilities, or have authority over University funds. Such situations will be considered on a case by case basis and take into account critical business need.

UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, February 8, 2011

Upcoming Dates and Deadlines

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Mar. 15: Teachers & State Employees Retirement Workshop
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Apr. 22: Spring Holiday

Information for Employees

Helping Heels Care Provider List

FROM: Aimee Krans, Work/Life Programs
Office of Human Resources

The spring 2011 Helping Heels Care Provider List is now available on the Human Resources website. This list includes UNC-Chapel Hill affiliated individuals who are interested in providing part-time and occasional child care, elder care and/or pet sitting services.

The responsibility for the screening process rests solely and completely with caregivers and the person hiring them. Although we have listed skill information submitted on provider registration forms, we remind you that providers may not necessarily be trained to care for persons who have medical or psychiatric conditions requiring specialized care.

The Helping Heels Care Provider List includes detailed information about providers, including UNC affiliation, provider experience, availability and access to transportation, so that you can make a more informed choice about whom to call.

The list is searchable by clicking on the Search (binoculars) button in Adobe Acrobat.

The Helping Heels Care Provider List will next be updated for the summer.

If you have any questions, contact Aimee Krans, Work/Life Manager, at 962-6008.

From: Davis, Christie Wynette <christie_davis@unc.edu>
Sent: Tuesday, February 8, 2011 1:41 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: RE: [hrfac] HR Digest: Feb. 8, 2011
Attach: 020811_HR Employee Information.pdf; 020811_HRF Digest.pdf

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Please note that the error message for the 2011 Spring Helping Heels Provider List "link" has been corrected. We apologize in advance for any inconvenience.

TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

- **Please forward the attachment titled "HR Employee Information" within your department(s).**
- **Full text of all articles in the weekly digest is available in the attachments and at http://hr.unc.edu/news-events/items.**

Upcoming Dates & Deadlines

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Pre-employment Background Check Tip Sheet (contact: Employment and Staffing, 962-0985)
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Christie W. Davis
Public Communications Specialist
Office of Human Resources
UNC-Chapel Hill
104 Airport Drive, Campus Box 1045
Chapel Hill, NC 27599
Office: 919.962.9682
Email: Christie_davis@unc.edu
Website: http://hr.unc.edu

*Ralph Waldo Emerson quote - "**Nothing great was ever achieved without enthusiasm.**"*

From: Davis, Christie Wynette [mailto:christie_davis@unc.edu]
Sent: Tuesday, February 08, 2011 12:31 PM
To: Human Resources Facilitators
Subject: [hrfac] HR Digest: Feb. 8, 2011

TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

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UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, February 8, 2011

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UNC
HUMAN RESOURCES

HR Facilitator Information

Office of Human Resources
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Information for HR Facilitators

Pre- employment Background Check Tip Sheet

FROM: Noreen Montgomery, Director of Employment and Staffing
Office of Human Resources

The Office of Human Resources has developed the following Pre-employment Background Check Tip Sheet to guide departments through the background check process. The tip sheet is a summary of standard practices, processing timelines and exceptions which should be referenced in conjunction with the full policy and related resources.

OHR PROCEDURAL TIPS

Please refer to the full policy details on this topic at:

http://hr.unc.edu/ Keyword: BACKGROUND CHECK POLICY

QUICK SUMMARY

STANDARD PRACTICE: Await Full Results from UNC Public Safety Prior to Making a Job Offer.

If 7 business days have elapsed since initiating a background check with UNC Public Safety and final background check results have not yet been received, in the event of a critical staffing need or perceived risk that the selected candidate may receive a competing job offer, Department Heads may request authorization from the Office of Human Resources (OHR) to issue a conditional job offer. The conditional offer does not permit the selected candidate to report for duty or begin work until such time as the background check is fully completed.

STANDARD PRACTICE: Employee Does Not Report to or Begin Work Until All Background Check Results Have Been Received and Deemed Satisfactory.

In the event 30 calendar days have elapsed since a background check was initiated with UNC Public Safety and full results have not been received, the Department Head may request approval from the Vice Chancellor for Human Resources to initiate a conditional job start. This option will only be permitted in exceptional circumstances where a critical University business need has been demonstrated and when the position does not deal with sensitive populations or have access to sensitive University facilities. This option may only be exercised with advance approval of the Vice Chancellor for Human Resources.

SPA, FACULTY, EPA NON-FACULTY TEMPORARY & PERMANENT EMPLOYEES

PRE-EMPLOYMENT BACKGROUND CHECK GUIDELINES

Responsibility for Initiating Checks

- **SPA Permanent** employee pre-employment background checks will be initiated by your OHR Employment Consultant.
- **EPA Non-Faculty and SPA Temporary** pre-employment background checks are initiated and the results reviewed by the appointing department, with OHR consultation as needed. Checks with potentially negative results will be returned by UNC Public Safety directly to OHR for review and consultation with the hiring department management.
- **Faculty** pre-employment background check process differs from above. Refer to the Academic Personnel web site for procedures: http://provost.unc.edu/.

Standard Timeline

Normally, background checks should be submitted to UNC Public Safety and satisfactory results received before an offer of employment is made or an employee is permitted to report for duty and begin work. In the event of a critical staffing need or an identified risk of a selected candidate receiving a competing job offer, OHR has procedures to enable expedited handling of job offers or job starts under certain circumstances.

When Results are Delayed

Under typical conditions, background check results are returned to departments within 7 business days of their being requested. This ensures timely action on offers of employment and establishing employee start dates. However, due to the nature of the nationwide background checking process and the reliance on outside sources for these results, this time frame cannot always be met.

When full background check results are not received by a department within 7 business days, the Department may request OHR for approval to make a conditional offer of employment pending final, satisfactory results.

In unusual and exceptional circumstances, once 30 calendar days have elapsed since a background check request was initiated, **and only with approval from the Vice Chancellor of Human Resources**, a conditional start of employment may be considered for positions that do not have contact with sensitive populations (e.g., students, patients, minors), have access to sensitive facilities, or have authority over University funds. Such situations will be considered on a case by case basis and take into account critical business need.

From: Davis, Christie Wynette <christie_davis@unc.edu>
Sent: Tuesday, February 15, 2011 2:26 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Digest: Feb. 15, 2011
Attach: 021511_HRF Digest.pdf; 021511_HR Employee Information.pdf

---

TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

- **Please forward the attachment titled "HR Employee Information" within your department(s).**
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Information for Employees

Tax Filing Assistance Programs (contact Vita Services: 1-800-829-1040)
The Volunteer Income Tax Assistance Program (VITA) offers free tax assistance to low and moderately low-income individuals who need assistance in preparing their tax returns. Certified volunteers sponsored by various organizations receive IRS training to help prepare tax returns in communities across the country. VITA sites are generally located at community and neighborhood centers, libraries, schools, shopping malls, and other convenient locations. All locations offer free electronic filing. To locate the nearest VITA site, call 800-829-1040. Here are a couple of local programs in this area:

Information for HR Facilitators

Changes to SPA and EPA Non-Faculty Position Classification Procedures Regarding Supervisory Spans & Layers Guidelines
In follow-up to the Chancellor's memo on supervisory spans and layers dated October 27, 2010, the Office of Human Resources (OHR) is implementing several changes to our position classification procedures for both SPA and EPA non-faculty positions, effective immediately.

Christie W. Davis

Public Communications Specialist
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UNC
HUMAN RESOURCES

HR Facilitator Information

Office of Human Resources
Tuesday, February 15, 2011

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FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

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UNC VITA

UNC-Chapel Hill VITA is a pro bono student group at the UNC School of Law that is dedicated solely to preparing free tax returns to low income individuals who meet our guidelines. We can e-file taxpayers' federal and all of their state tax returns. All volunteers are all IRS-certified.

Taxpayers are eligible if they meet the following criteria: make less than $60,000/yr for a family of four or less than $49,000 for individuals. We service all those who qualify and are not limited to residents of the Carrboro-Chapel Hill area.

Our site is open from Feb. 3 through Apr. 3. (except for spring break from Mar. 4-13) and all sessions are located at the law school (Van Hecke-Wettach Hall) in room 3031.

Hours of operation:
Thursdays-5p.m. to 7p.m.
Saturdays-noon to 3 p.m.

Sunday-noon to 3p.m.

Clients must make an appointment by going to the UNC VITA website.

State Employee Credit Union Volunteer Income Tax Assistance
The SECU has also partnered with the Internal Revenue Service to offer VITA services. This program is available to help taxpayers with a household income of $49,000 or less complete and electronically file basic tax returns. SECU's trained employees are available to assist qualified participants by appointment Jan. 20 through Apr. 18. Schedule an appointment with your local State Employees' Credit Union office. Please see the attached flyer for additional information about eligibility and items to bring to your appointment.

Information for HR Facilitators

Changes to SPA and EPA Non- Faculty Position Classification Procedures Regarding Supervisory Spans & Layers Guidelines

FROM: Matthew S. Brody, Associate Vice Chancellor for Human Resources

In follow-up to the Chancellor's memo on supervisory spans and layers dated October 27, 2010, the Office of Human Resources (OHR) is implementing several changes to our position classification procedures for both SPA and EPA non-faculty positions, effective immediately.

SPA Positions
When departments either newly create an SPA position or seek to change an existing position classification (branch, role or competency), the SPA Job Description Form (PD-102-CB) will now require specific information to be provided on supervisory spans and layers. The submitter will indicate via a checkbox in Section 11 of the form if the position has direct supervisory responsibilities. If the answer is yes, the form will also require the department to indicate the number of individuals that report to the position in question. If this number is less than four, then this is considered an exception to the University's supervisory spans and layers guidelines and requires the direct approval of the relevant Dean or Vice Chancellor. A signature line has been provided in Section 12 of the form. The updated form has been posted to the OHR website. Prior versions of this form should no longer be used.

EPA Non- Faculty Procedures
The EPA Non-Faculty position classification process is entirely on-line, so there is no paper form to be revised. The EPAWeb Position Management System is being updated very shortly to add three additional mandatory questions to position creation and position modification actions as follows:

- Does the position directly supervise other individuals: Yes or No
- If Yes ...
    - How many individuals does this position supervise: <indicate number>
    - If the position supervises less than 4 individuals, has the applicable Dean or Vice Chancellor directly approved this exception to the supervisory spans and layers guidelines: Yes or No

HR Facilitators will be notified as soon as these changes are made in EPAWeb. For the time being, EPAWeb position actions must include in action comments a statement that the "Position has no supervisory responsibilities" or alternatively that "This position supervises X individuals" with X being the number directly supervised. If the number supervised is less than four, the applicable School/College/Division-level approver must obtain the direct approval of the Dean or Vice Chancellor as an exception to the spans and layers guidelines and certify this approval in action comments. Any actions submitted after the date of this memo that lack this newly required information will be returned to the originating department.

Questions

We appreciate your cooperation as we implement these changes to comply with the University's guidelines on supervisory spans and layers. If you have questions on these changes for SPA positions, please contact your assigned OHR Classification and Compensation Consultant. For questions on EPA Non-Faculty positions, any member of the EPA Non-Faculty Human Resources unit can assist you.

YOU

may qualify for

FREE

tax preparation through VITA...

(Volunteer Income Tax Assistance)

If you meet the following criteria:

Your 2010 **household** income was less than **$49,000.**

Is your household income **greater than $49,000**? Ask an SECU tax preparer about your tax preparation alternatives. Please note: You may not qualify for VITA if your return is complex. SECU members may utilize TurboTax at a discounted price through www.ncsecu.org.

Where and When?

Schedule an appointment with your local State Employees' Credit Union branch from **January 20th - April 18th**.

Electronic Filing

SECU will file your return electronically so you can have your refund in as little as 8-15 days. Can't wait that long?

Tax Refund Express Loan

This is a low cost alternative to expensive Refund Anticipation Loans. With a low interest rate of **12%**, a typical 15 day loan would only cost about $2 based on a loan amount of $500. Don't pay high fees to get your own refund!

Expanded Tax Refund Options

SECU is now offering the Cash Points Global product as an option for depositing your refund. Stop by any SECU branch or contact the Call Center at 1-**888**-732-8562 for more information about Cash Points Global and/or to open an account prior to completing your tax returns.

State Employees' Credit Union®

You may be eligible for the free VITA service if your household income was $49,000 or less for the 2010 tax year. Schedule an appointment with your local State Employees' Credit Union branch from January 20th – April 18th.

SECU will prepare the following:

Form 1040 EZ
Form 1040 A
Form 1040
Schedules A, B, C-EZ, D, EIC & R

Form 2441 (Child and Dependent Care Credit)
Form 8863 (Education Credits)
Form 8812 (Additional Child Tax Credit)
Form 8880 (Saver's Credit)
Form 8889 (Health Savings Account)*
*Qualified contributions & distributions only

Please note, SECU tax preparers cannot complete forms containing: Income from states other than North Carolina; Self-employment income that requires a Schedule C; Rental income; Farm income; Military income; Adoption credits; Foreign income; Complicated or advanced Schedule D (Capital Gains and Losses). You must be a full year resident of North Carolina to qualify for tax preparation.

SECU members who do not qualify for free tax preparation through VITA may be eligible for SECU's low cost tax preparation service. See a credit union representative for more information. SECU members may also utilize TurboTax at a discounted price through www.ncsecu.org.

If eligible, you must bring the following to your appointment in order for SECU to complete your return:

- ❒ Picture ID
- ❒ Social Security cards for yourself and all individuals on your return (spouse and dependents)
- ❒ Your 2009 tax return
- ❒ All income documents including W-2s, 1099s and other documents
- ❒ Documentation of higher education expenses including tuition paid and student loan interest paid
- ❒ Daycare expenses and daycare provider's name, address and tax ID number
- ❒ Documentation to support itemized deductions if applicable – includes mortgage loan interest paid, charitable contributions, property taxes paid (home & auto) and medical expenses.

UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, February 15, 2011

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From: Bryant, Kathy <kathy_bryant@unc.edu>
Sent: Tuesday, March 1, 2011 5:37 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Digest: March 1, 2011

TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

There are no digest articles this week, and therefore no attachments. However, we did want to remind you of the following important dates and deadlines.

Upcoming Dates & Deadlines

Mar. 1: "A Baby! What Do I Do" workshop
Mar. 15: Teachers & State Employees Retirement Workshop
Mar. 15: ULEAD applications due
Mar. 25: OELD award nominations due
Mar. 31: NCFlex reimbursement claims due
Apr. 22: Spring holiday

From: Center for Global Initiatives <cgi@unc.edu>
Sent: Tuesday, March 8, 2011 2:38 PM
To: dacrowde@email.unc.edu
Subject: Center for Global Initiatives updates: 3-8-11 Summer Awards, Global American South Conference, & Living in Kibera Exhibit

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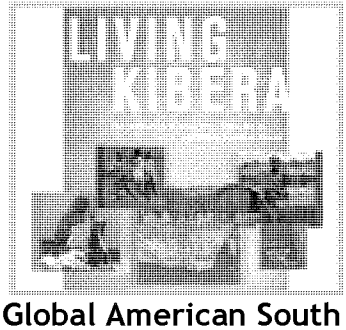

LIVING KIBERA: Art Exhibit

Opening Reception Thursday, March 17, 6:00 PM - 8:00 PM
FedEx Global Education Center
Living Kibera brings the community of Kibera, a slum on the outskirts of Nairobi, Kenya, to life here on campus. Come enjoy activities for adults and children to immerse yourself in the vibrant culture of Kibera. The exhibit features art by Kiberans: photos, poetry, paintings, hand-made objects, video and more. Living Kibera aims to open dialogue around perceptions and realities of life in dense urban communities, and runs until July 15.

Global American South Conference

Saturday, March 19, 9:00 AM - 6:30 PM
FedEx Global Education Center
The Global American South Conference examines globalization in the Southern United States. Gavin Wright will give the Chandler Lecture keynote address: "***Sharing the Prize: The Civil Rights Revolution and the Southern Economy***." Other topics include global migration in a 21st century economy; the confluence of poverty, economic development, and politics in the South; and the role of community colleges in retooling for growth and adaptation. Registration is free and lunch is provided along with a reception following the keynote.

GLOBAL AMERICAN SOUTH

Awards & Fellowships

International Internship Award

Deadline: Friday, March 18, 5:00 PM
These awards support returning UNC Undergraduate and Masters-level students who have secured internationally-focused internships that will advance their academic and professional careers.

C.V. Starr Scholarship

Deadline: Friday, March 18, 5:00 PM
These awards support UNC students who demonstrate financial need to undertake an independent internationally-oriented experience.

Carolina Undergraduate Health Fellowship

Deadline: Friday, March 18, 5:00PM
The Carolina Undergraduate Health Fellowship (CUHF)

Events

Steve Case and Desh Deshpande: Changing the World through Entrepreneurship and Philanthropy

Monday, March 14, 5:30 PM
FedEx Global Ed Center
Free and open to the public - tickets required
Moderated by Chancellor Holden Thorp
What do the co-founder of AOL and the largest investor for NGO's in India know about social innovation? Come see for yourself!
Tickets: Carolina Union Box Office (March 4 - 13)
Day of tickets: FedEx Global Ed Center at 4:00 PM
Questions or requests: Tony.Patterson@unc.edu

International Coffee Hour

enables promising UNC undergraduates to create a self-designed health-related project anywhere in the world. The fellowship is an investment in talented students whose medical and cultural experience will strengthen the future of health care both in the United States and the world.

NEW Graduate Certificate in African Studies

Responding to exponentially growing interest in African Studies, the Department of African and Afro-American Studies has created a graduate certificate program. It is open to enrolled graduate students in all departments and schools at UNC Chapel Hill. Interested students must enter the program very early in their graduate studies at UNC to receive credit for all applicable coursework.

Framing the Global Research and Publication Fellowships

Deadline: March 10, 2011

Framing the Global working group — a 5-year project at Indiana University Bloomington to develop new interdisciplinary knowledge, approaches, and methods in the field of global research — seeks 15 fellows from social science, humanities, and professional fields to develop a book manuscript to be published by IUP.

TED Global Fellowships

Applications Due: March 11

Conference: July 11-15 Edinburgh, Scotland

TED, a nonprofit devoted to "Ideas Worth Spreading," seeks accomplished candidates from diverse fields including technology, entertainment, design, science, humanities, the arts, entrepreneurship, and the NGO world. 2011 applicants will be selected from five regions: Asia/Pacific, Africa, the Caribbean, Latin America, and the Middle East. Fellowship benefits include world-class skill-building courses, coaching and mentoring as well as conference expenses.

US Embassy Policy Specialist (EPS) Program 2011-2012

Applications Due: March 15

EPS provides fellowships to US scholars and professionals with advance degrees for up to **8** weeks to serve US Embassies in Eurasia as policy specialists on a chosen topic and pursue their own research project independently. The EPS Grant covers the cost of travel and in-country housing and provides a stipend for living expenses.

Peace Conference of Youth (PCY) Program

Applications Due: April 20, 2011

Osaka, Japan August 22 - 28, 2011

The PCY program assembles a global forum of university and graduate students to exchange views and generate constructive ideas for personal action for the sake of the world peace. The program is given in English and Japanese. All costs including air travel are covered by JCI Osaka. This year 20 students from around the world and 20 Japanese students will be selected to participate. Send applications to entry-e@pcy.jp

Submit your Masters Thesis to the Carolina Papers Collection

Wednesday, March 16

5:00 - 6:00 PM

4003 FedEx Global Education Center

Join us for a monthly social hour for international and American students, scholars, faculty, staff and families. Chat about resources, opportunities and challenges on campus. Each month is hosted by a different office with excellent resources to offer. March's host is The Study Abroad Office!

British Studies in Transition: the global, the national, and the transnational- A Symposium

March 17-18th, 2011

Thursday, March 17 1:30 PM - 6:30 PM

Kresge Foundation Common Room (Room 039) Graham Memorial, UNC Chapel Hill

Friday, March 18th 9:00 AM - 1:45 PM

Franklin Humanities Institute "Garage"

Smith Warehouse, Duke University

Contact Ryan Peeks at rpeeks@email.unc.edu to RSVP and/or inquire about parking and bus information.

World View Seminars

Latin America and North Carolina, March 22-23

Understanding Russia and Its Neighbors, March 23-24

Location: The Friday Center for Continuing Education

Cost: Registration is $175 per person per seminar for NC Educators. Discounts offered for both seminars and teams from a school or district. Registration is $275 per person per seminar for Out-of-State Educators.

1.5 CEUs or professional development contact hours offered for completion of each seminar

Global Music Show

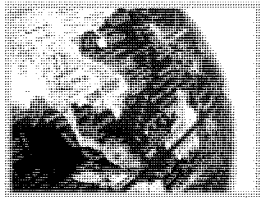

Wednesday, March 30

9:00 - 10:00pm WXYC 89.3FM

Or listen online at http://wxyc.org.

This month's episode of the Global Music show is sponsored by The African Studies Center.

Eighth Annual Rotary Fellows Spring Conference: Imagining Peace

Saturday, April 9, 8:30 AM - 3:30 PM

Nelson Mandela Auditorium

FedEx Global Education Center

Graduating Rotary Peace Fellows from Duke and UNC will present their research. The event is free, but registration is highly recommended and closes April 1. Sponsored by the Duke-UNC Rotary Center for International Studies in Peace and Conflict Resolution.

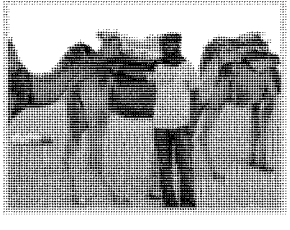

GO! Global Orientation

April 16, 2011 Pre-register here

GO! is an interactive workshop for students doing service-learning and research in Africa, Asia, and Latin America. GO! helps students evaluate expectations, anticipate cultural and ethical challenges, prepare for

Promote your scholarship in the field of Democracy and Human Rights, International Development or International Health. Submit your masters thesis for inclusion in the Carolina Papers. Any student who has successfully defended their thesis within one of these themes is invited to submit from any discipline, including: Business, Education, Health Affairs, Humanities, Information Science, Law, and Social Science.

community engagement, and develop intercultural competencies. Students meet others traveling to similar areas, share experiences, and discuss strategies to readjust and to continue to connect with important issues and populations encountered abroad.

Scholars Latino Initiative and Charanga Carolina

Tickets on Sale: March 1
Performance March 25, 7:00 - 10:00 PM
Kenan Music Building Rehearsal Hall

The acclaimed Charanga Carolina, Latin music ensemble, is partnering with the Scholars' Latino Initiative to provide a night of great music, dancing and fun for UNC's campus and the greater Chapel Hill community. Come dance to classic Caribbean music as performed by this unique ensemble of brass, flute, violins, and rhythm players. DJ Nugz (of Sound Cartel) will also play a mix of salsa, merengue, reggaeton, hip-hop, freestyle, dancehall, and house!

"Spark Change from Within" Rye Barcott Hillard Gold '39 Lecture

Tuesday, March 29, 7:00 PM
The Nelson Mandela Auditorium, FedEx Global Education Center

Free and open to the public. Arrive early to guarantee entry! **Book signing and reception to follow!**

On the surface, Rye Barcott may seem a man of contradictions: a Marine and a peacemaker, a Harvard MBA, entrepreneur, and co-founder of Carolina for Kibera, a nonprofit organization in one of the world's largest slums. But, at its core, his mission is steadfast: to serve, to spark change from within. In his gripping 2011 memoir, It Happened on the Way to War: A Marine's Path to Peace, Barcott recounts his experiences building and learning from leaders in unlikely places: from the Kibera slum of Nairobi, Kenya to the bomb-strewn streets of Fallujah and beyond. Eschewing old notions of top-down, command-and-control management, he shows the impact that small, diverse groups of committed people can have in the world.

Global Engagement Summer Institute

Final Deadline: April 1, 2011

A distinctive study abroad program that prepares undergraduate students with the knowledge, tools and experiences to confront shared global problems. Students intern in interdisciplinary teams of 4-5 at community-based nonprofits in Bolivia, India, Nicaragua or Uganda.

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Bevin Tighe | 301 Pittsboro St Ste 3002 Campus Box 5145 | Chapel Hill, NC 27599

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From: Klemens, Michelle <michelle_klemens@unc.edu>
Sent: Tuesday, March 8, 2011 5:06 PM
To: Work-Study Supervisors <wssupervisors@listserv.unc.edu>
Subject: [wssupervisors] Update Work-Study Job -- Save Attachment
Attach: retsup11-12.doc

Supervisors,

It's that time of year again to update Work-Study job descriptions. You will soon be receiving an automated e-mail informing you that your job description has had the review flag turned off by the Work-Study Administrator. This is your indication that it is now okay to proceed. Attached you will find instructions on how to access and update your existing job(s), create new positions and adjust wage rates for returning students. Please save the attachment, read it in its entirety, and refer to it at any time for instruction and clarification. Please note that the information is intended for returning supervisors only and should not be shared with anyone who has not previously undergone mandatory supervisor training.

The deadline for updating job descriptions is **April 1, 2011**. Meeting the deadline will ensure that all positions are online and available for students to view as they receive their financial aid information for the 2011-2012 academic year. If you know of someone in your department who would like to participate in the Work-Study Program, please let him/her know that New Supervisor Training Sessions will be held in June, July and August -- dates, times, and locations to be advertised in the University Gazette starting in May.

Just as a general reminder, please double check the total number of hours your current work-study students have worked for this academic year as it is common for students to edge closer to their maximum award amount at this point in the spring. Again, it is the responsibility of the department to pay wage amounts for hours worked above and beyond the student's total Work-Study Award.

As always, thank you for your participation in the Federal Work-Study Program!

Best,
SMK

Michelle Klemens
Assistant Director for Employment Programs
Office of Scholarships and Student Aid
University of North Carolina at Chapel Hill
tele: (919) 962-4176
fax: (919) 962-2716

- --

You are currently subscribed to wssupervisors as: dacrowde@email.unc.edu.

OFFICE OF SCHOLARSHIPS AND STUDENT AID
The University of North Carolina at Chapel Hill
111 Pettigrew Hall, CB #2300
P.O. Box 1080
Chapel Hill North Carolina 27514-1080
Telephone .... (919) 962-8396
Fax ..... (919) 962-2716
Email ..... aidinfo@unc.edu
Web ..... http://studentaid.unc.edu

Federal Work-Study Program 2011-2012

TO: Returning Supervisors
FROM: Office of Scholarships and Student Aid
RE: Updating 2010-2011 Work-Study Jobs
DATE: March 8, 2011

It is time to update your Job Descriptions on the Work-Study website. The following is a step by step instructional guide on how to complete this process. As you edit or create new jobs, please keep in mind your returning students and their level of work if you want to increase their wage rate. You may increase their wage rate within their current salary level, or you may create a new position at a higher salary level if necessary. It is up to your discretion whether or not a returning student receives a wage increase. Please read the following instructions carefully:

Main Menu:

1) **Accessing Jobs on the Web**
2) **Updating previously created positions**
3) **Creating additional positions**
4) **Taking over existing positions**
5) **Job Classification System**
6) **Interviewing Students**
7) **Hiring Students and Payroll Forms**
8) **Assigning students and wage rates**
9) **Reminders for 2011-2012**

Please edit your job listing by April 1, 2011.

1) Accessing Jobs on the Web

Please remember to bookmark the Jobs on the Web URL: **http://workstudy.unc.edu**

- Once you enter the site, select **Supervisor/Administrator Login**.
- Enter your PID (as it appears on your UNC One Card, or call the UNC One Card Office at 962-1385 if you have forgotten it)
- Enter your pass code.
    - If you have forgotten your pass code, select **reset your pass code** on the main page and enter the appropriate information when prompted. You will be reassigned a new pass code that will be sent immediately to your e-mail address as listed in your Supervisor Registration.

Return to Main Menu

2) Updating Previously Created Positions

To update your previously created positions, go to **Browse/Edit My Job Listings** under Supervisor Functions. All of your current job listings will continue to be displayed, and you can access each one by clicking on its job title. You will see all of the originally submitted content from your 2010-2011 job descriptions carried forward on the job template. You should update the following items:

- **Job Availability:** Select Fall Only, Spring Only, or Fall and Spring.
- **Academic Year Period:** You must select 2011-2012 for jobs to be displayed to students seeking jobs next year. You MUST update your jobs even if you have students returning to your position.
- **Funding Source:** Update only if it has changed from last year.
- **Work-Study Job Site**: Update only if it has changed from last year.
- **Work-Study Job Pay Level:** This has been defaulted to last year's Pay Level. After determining the level of responsibility, qualifications and skills, and scope of work, you will select a pay level from S1-S4, which will carry a wage range. The exact hourly wage rate for each individual student will not be determined until after you select the candidate for the job. Therefore, only the pay level range (S1-S4) will be advertised in the job description.
- **Job Description:** Under Job Description you will see that all of your previous duties to be performed and required job skills have been carried forward from 2010-2011. For 2011-2012 you will have to review each item and make sure that it now fits the criteria of the pay level you have selected. You may create your job description and incorporate the common language of the pay level within your job description, or you may designate that you would like to have the common language of the pay level appear above your description by simply checking the "Include Common Language" box. Then, you would simply list the tasks to be performed.
- **Additional Information about the job:** This additional information has been carried forward from your 2010-2011 job description. Please update accordingly.
- **Days and hours of week that work is available**: Update only if the work schedule has changed.
- **Total number of positions**: Must have a number selected in order for a job to be displayed.
- **Total number of open positions:** The maximum number of students you wish to newly hire for next year (do not include returning students).
- **Maximum number of hours per week per person**: MAY NOT exceed 20 hours per week.
- **Minimum hours acceptable per week per person**: Six is the average minimum; determined by supervisor.
- ***Display to students**: Indicator should be turned on (shown by a check mark in the box) if you plan to advertise available positions on the student website (jobsontheweb.unc.edu). Indicator may be ONLY turned off if all of your positions are filled. Remember, job descriptions are required to be updated even if you have a returning student.
- **Reviewed by admin**: For office use only, please leave the indicator in the on position.

Please continue to update all previously created positions in the same manner.

Return to Main Menu

3) Creating Additional Positions

To create a new position, a supervisor should select one of the job programs under the **Add a new job listing** link on the main page. Remember, the category automatically defaults to Child Care so you should update accordingly. Complete all required fields. Any new positions created will need to be reviewed by the Office of Scholarships and Student Aid.

Return to Main Menu

4) Supervisors Taking Over Existing Jobs

[follow these instructions **only** if you are taking over a supervisory role for a position that was previously created by someone who is no longer employed in your department]

1. Send an e-mail to Michelle Klemens, the assistant director of federal employment programs, at **michelle_klemens@unc.edu** with your name and PID, the name and PID of the previous supervisor whose job(s) is/are being transferred to you, the Internet Job ID#, and the name(s) and PID(s) of student(s) actively assigned to the position(s). This information will be used to reassign the job(s) to your PID.

2. Within 1-2 business days, you should be able to log on to the Web site with your PID and password and view the positions listed under your information. This will allow you to view and/or edit any current job descriptions, update any of your registration information, or create any new jobs as needed in the future.

Return to Main Menu

5) Job Classification System

Purpose:

We have established a job classification and compensation system that differentiates among skill levels, abilities and prior work experience, and one that also recognizes and pays for the wide array of job responsibilities and duties that a student performs. A more comprehensive job classification system and a broader range of wage rates permits supervisors to more equitably classify and compensate students based on the level of complexity of the job and on the student's individual skills, abilities, and experience.

Supervisors should strive to create positions that provide students with a chance to explore career opportunities; to gain a better understanding of how knowledge gained in school is applied on the job and to acquire important practical skills that will give them an edge when they apply for a job after graduation.

The department is responsible for hiring the student and determining their wage rate within the guidelines outlined in the Job Classification System.

Structure:

Student employment pay levels are based on the qualifications and skills required for the position, the scope of work, and level of responsibility of an employee holding the position. The hourly rate for a student employee who returns to the same department and position may be increased at the department's discretion after the student completes each year of employment. The hourly rate of a new student employee hired in a position that s/he has not previously held should not exceed 80% of the range maximum.

Four pay levels exist with corresponding hourly rate ranges.

Pay Level S1 - $7.25 - $8.30: No experience or previous training is required. Includes positions that perform routine tasks with minimal responsibility. Where applicable, positions may require demonstrated ability to successfully interact with the public. Student employee works in a well-supervised setting.

Pay Level S2 - $8.30 - $10.05: Little or moderate experience, technical knowledge, or previous training is necessary. Special instruction may be necessary for some aspects of these positions. Student employee must demonstrate the ability to learn new tasks and work independently with moderate or limited supervision.

Pay Level S3 - $10.05 - $11.80: Moderate to substantial experience, technical knowledge, or previous training or certification is necessary. Student must possess a high level of competency or fluency with a specialized skill. Student employee readily demonstrates the use of independent judgment, decision-making ability, and may be expected to work responsibly with little or no direct supervision. Previous work experience at a lower level within the same department or functional area may be required. These positions may involve supervision, training, and/or tutoring of others.

Pay Level S4 - $11.80 - $13.55: In addition to the qualifications and scope of work associated with Level 3, these positions require an individual who possesses substantial experience, advanced technical knowledge, and previous training or certification. The student may be expected to manage research, analysis, publication, instruction, or other special projects or activities of significant scope.

Examples of Positions in these Pay Levels:

Clerical Assistant I – (Pay Level S1): Performs general office support functions. Duties typically include: providing general information, responding to routine inquiries, operating basic office machinery, answering phones, making appointments, filing, maintaining records, making deliveries or errands. On-site training and supervision are continuously provided.

Technical Assistant III – (Pay Level S3): Performs advanced technical services. Duties may include: controlling the flow of work through a computer system; determining the source or cause of system problems and taking appropriate corrective action; analyzing, designing and developing customized programs and reports; database design, development, and maintenance; developing or enhancing web based programs and information. Limited supervision is provided, and the student employee is expected to operate independently in the performance of a wide range of duties.

Establishing Wage Rates

Please keep in mind that each student's Federal Work-Study award will vary based on the family's financial situation. Below is a chart to determine approximately how many hours per week a student could work based on their award and the position level. You will initially set the pay level range (S1-S4) based on the level of job responsibilities and skills required. The pay level range will be advertised within your job description. You will set the specific wage rate within the pay level range after you determine the candidate's level of experience. You will set the actual wage rate for each student individually when you assign them to the job on the website.

Pay Level	Wage Range	Midpoint Wage	Award Amount	Hours/Week
S1	$7.25 - $8.30	$7.77	$1800	7.7
			$2700	11.5
			$3200	13.7
S2	$8.30 - $10.05	$9.17	$1800	6.5
			$2700	9.8
			$3200	11.6
S3	$10.05 - $11.80	$10.92	$1800	5.4
			$2700	8.2
			$3200	9.7
S4	$11.80 - $13.55	$12.67	$1800	4.7
			$2700	7.1
			$3200	8.4

Return to Main Menu

6) Interviewing Students

Students may view available Work-Study positions online over the summer and may contact you via e-mail or telephone to ask a few questions. However, interviews are not permitted until the first day of classes. Students are first required to come by the Office of Scholarships and Student Aid to pick up their Job Assignment Form, which is their "license to work." The Job Assignment Form must be presented to the supervisor at the start of each and every interview. The Job Assignment Form assures you that the student has been awarded Federal Work-Study funding. Any wages earned by a student who is not eligible for work-study will be paid by the hiring department.

Return to Main Menu

7) Hiring Students and Completing Payroll Forms

Once you have identified a student you would like to hire into a position and the student accepts your offer of employment, you must complete two very important steps:

Step 1: Fill out the student's Job Assignment Form. In Section 1, you will need to fill in the designated pay per hour and calculate total work hours (total award amount/hourly wage rate = total work hours. Total work hours/30 weeks = average number of hours student may work per week to earn total award amount). In Section 2, you will need to fill in all information. In Section 3, you and the student will need to fill in all information and sign the form. **A copy of the completed Job Assignment Form MUST be returned to the Office of Scholarships and Student Aid.**

Step 2: Assist student in filling out/submitting all payroll forms to your office/department's HR Facilitator. These forms include the Electronic I-9 (if applicable), W-4, NC-4 and Direct Deposit Authorization Form. Once the forms have been completed, it is the responsibility of the hiring department to enter the information into the HRIS system. For payroll purposes, the student will be listed under your department number and the Federal Work-Study account number will be used as the source of funding.

Return to Main Menu

8) Assigning Students and Wage Rates

Once the Job Assignment Form has been completed (and a copy has been sent to the Office of Scholarships and Student Aid), and all payroll forms have been submitted to the hiring department and entered into the HRIS system, you will need to enter the Work-Study Web site again. Log on using your PID and pass code, and go into **Supervisor Functions**, then **Designate Student Job Assignment**. Next, select the job title of the position for which you are assigning a student. This will bring up the **Student Assignment Form**. This is the page in which you will assign the student and the pay rate. Enter the student's PID (as listed on the Job Assignment Form). List the student's first name, last name, hiring date, and pay rate that you have identified for that particular student. You will be reminded once again of the Pay Level range that you selected on the job description. You will indicate the exact pay rate, total award (from Job Assignment Form), and then determine the Annual maximum hours (total award divided by pay rate). **Any hours exceeding the annual maximum must be covered by the hiring department.**

º Student PID:

º First name:

º Last name:

º Hire date: MM DD ccYY MM/DD/YYYY

º Pay rate: *(from $8.30 to $10.05)*

º Total award:

º Annual max. hours: *(Total award / Pay rate)*

You will update your Job Description at this point by reducing the number of open positions and determine if you would like to continue to display your job to students. If you like, you could also update the total number of positions available by increasing the number of positions for which you are hiring. All of these fields will be updated on your job description.

Top of Form

Job Attributes

These job attributes will be updated during the Student Assignment.

Total number of positions:	1
Number of open positions:	1
Display to students?	☑

Assign Student | Reset Form

createAssignmer

Return to Main Menu

Bottom of Form

9) Reminders for 2011-2012

Job Interviews:
The supervisor will not be able to officially interview a student until the first day of classes of the fall semester. A student may not be interviewed until they present the supervisor with the Job Assignment Form (JAF). The JAF ensures the supervisor that the student is eligible for Federal Work-Study funds. Any student hired without a JAF will have to be paid from the supervisor's departmental funds.

Payroll Procedures:
Once hired, students must complete payroll forms (electronic I-9 if applicable, W-4, NC-4, Direct Deposit) with the hiring department's HR Facilitator. The HR Facilitator will enter payroll information into the HRIS System. For payroll purposes, students will be housed under the hiring department number but the Federal Work-Study account number (to be given at a later date) will be used as the funding source in the HRIS System.

Time Keeping:
All students and supervisors must use the Time Information Management System to track work hours. Students are required to complete Computer-Based Training for "Time Stamp Student and Temp Employees" on the first day of work. Students (listed as "employee" in TIM) and their supervisors (listed as "manager" in TIM) are REQUIRED to approve work hours on a biweekly basis before the department TIM Administrator performs the final sign-off. If you, as a supervisor, do not know how to use the TIM System, then you must complete the Computer-Based Training for "TIM Managers."

Supervisor's Forms:
In addition to the Job Assignment Form, training materials, confidentiality clauses, and/or FERPA training certificates, all supervisors are required to keep a Time Record Log to record students' hours. This ensures that a student does not work over their maximum allowable hours, as indicated on the supervisor copy of the Job Assignment Form. If a student works over their allowable hours through Federal Work-Study, the department employing the student becomes responsible for paying the additional hours exceeding their maximum award.

Browse All Job Listings
Supervisors may view all of the job listings in the system by program, category, department, or agency. This function, "browse all job listings", located under the Supervisor Functions, works the same way as the student browse function except all jobs are displayed regardless of number of open positions, semester, display, or review status.

Looking Ahead to Summer 2012
Since Work-Study funding is limited, the availability of summer work-study awards will be determined on a yearly basis. In the case where funding is available, students must apply for summer aid by completing the Summer Aid Application available in March 2012 at the Office of Scholarships and Student Aid. For the most part, only students who were eligible for Work-Study during the preceding academic year will be awarded work-study for summer. There will be only a few students meeting special conditions who will be considered for new Work-Study assignments during summer. Students must be actively enrolled in summer session courses to be eligible for Summer Work-Study Funds. Students who receive work-study funding will be required to pick up a Job Assignment Form on the first day of summer session classes.

Training Workshops for New Supervisors
All new supervisors are required to attend a mandatory, in-person training over the summer to be eligible to participate in the Federal Work-Study program. Times, dates, and locations for the training sessions will be advertised in the University Gazette starting in May.

***<u>**Special Note**</u>: This information is intended ONLY for supervisors who have previously attended a Work-Study Supervisor Training course. Please do NOT pass along this information to individuals who have not attended training because they will NOT be admitted into the program.

<u>Return to Main Menu</u>

From: Davis, Christie Wynette <christie_davis@unc.edu>
Sent: Tuesday, March 8, 2011 5:16 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Digest: March 8, 2011
Attach: 030811_HRFDigest.pdf; 030811_HR Employee Information.pdf

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TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

- **Please forward the attachment titled "HR Employee Information" within your department(s).**
- **Full text of all articles in the weekly digest is available in the attachments and at http://hr.unc.edu/news-events/items.**

Upcoming Dates & Deadlines

Mar. 9: Information Technology (IT) award nominations due
Mar. 15: Teachers & State Employees Retirement workshop
Mar. 25: OLED award nominations due
Mar. 31: NCFlex reimbursement claims due
Mar. 31: ULEAD applications due **(deadline extended)**
Apr. 22: Spring holiday

Information for Employees

Evening Activities-Safety/Security Considerations (Click here)
This memo serves as a reminder for faculty, staff, and students who attend classes and other campus and community activities at night or work alone in campus buildings after regular business hours.

Flexible Spending Accounts (Contact Benefits, 962-6010)
Final Notice: Claims incurred during calendar year 2010 must be filed with Aon Consulting no later than Mar. 31. Failure to submit claims for 2010 by Mar. 31 will result in forfeiture of any funds remaining in your account.

Information Technology (IT) Award Nominations (Click here)
Nominations for the Annual IT Awards are now open! Links and information on the individual or team nominations are available on the website and are due by Wednesday, Mar. 9.

Filing Your State Taxes Correctly and On Time -- Make Sure You Take Advantage of Tax Credits (Click here)
The 2011 tax season is underway. The N.C. Department of Revenue offers the following tax tips to make sure you file your taxes correctly and on time.

Information for HR Facilitators

Leaving the University Document (Contact Benefits, 962-6010)
Please remember to direct employees who are separating from university service to the *Leaving the University* document on the Benefits webpage.

Christie W. Davis
Public Communications Specialist
Office of Human Resources
UNC-Chapel Hill
104 Airport Drive, Campus Box 1045
Chapel Hill, NC 27599
Office: 919.962.9682
Email: Christie_davis@unc.edu
Website: http://hr.unc.edu

*Ralph Waldo Emerson quote - "**Nothing great was ever achieved without enthusiasm.**"*

UNC
HUMAN RESOURCES

HR Facilitator Information

Office of Human Resources
Tuesday, March 8, 2011

Upcoming Dates and Deadlines

Mar. 9: Information Technology (IT) award nominations due
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Information for Employees

Evening Activities- Safety/Security Considerations

FROM: Chief Jeffrey McCracken
Chair, Campus Security Committee

This memo serves as a reminder for faculty, staff, and students who attend classes and other campus and community activities at night or work alone in campus buildings after regular business hours.

- See Something? Say Something! Emergency Call Boxes are located across campus on black poles with blue lights on top. University police respond to the call box location as soon as the call box is activated, even if you do not speak. Click here for more information. In an emergency, or if you notice **anything** suspicious, notify University Police by using a call box or by calling 962-8100 (routine calls) or 911 (emergency calls).

- Lock Your Doors! Secure doors to rooms, residences, and offices when you're occupying them and also when you're leaving, even if it's just for a short time.

- SafeWalk provides a male-female pair of DPS-trained student walkers to accompany students at night between any on-campus locations, including Granville and most Greek housing, as well as select off-campus locations. SafeWalk operates Sunday-Thursday; 11 p.m. to 3 a.m. Call 962-SAFE (7233) or submit a ticket online.

- RaveGuardian is a free service that allows registrants to activate a virtual escort with their cell phones when crossing campus after dark. Register for the service online and access other safety features.

- Now UNC Mobile and Rave are offering *Smart911*, a free opt-in system through which UNC community members can register their phones and create personalized profiles by adding a photo, local address, relevant medical conditions and other information. Smart911 protects your information and ensures it gets only to the people who need it and only when they need it (your profile is only visible when you call 9-1-1). For more information on how to register your cell phone free of charge with the Smart911 system click here.

- When walking at night, plan the route in advance so you can stay in well-lit areas; stay alert to your surroundings at all times; and never walk alone. Tell someone where you are going and when you expect to return.

- In the late afternoon or at night, use fare-free Chapel Hill Transit services. The "U" and "RU" routes circle campus in both directions between 7 am and 8 pm on weekdays. Click here to see when the next bus will arrive and reduce your outside wait time. Safe Ride Routes are also offered to serve parts of campus, Chapel Hill, and Carrboro. Click here for more for information.

- The P2P Express service runs a fixed route every 15 minutes from 7 pm to 3 am seven days a week when the dormitories are open during the academic semesters. Riders must show a UNC OneCard or University ID to board. For an Express map and more information on all P2P services (including a Law School shuttle, Student Health Service / UNC Hospitals' Emergency Room transportation, a Library SafeRide Shuttle, and Sunday service to the PR Lot) visit click here.

- P2P also transports students to open campus buildings as well as providing rides for students, faculty and staff to campus parking lots between dusk and dawn, seven days a week, excluding University holidays. To arrange a ride, call 962-7867 (TDD 962-7142 for hearing impaired only).

Flexible Spending Accounts

FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

Final Notice: Claims incurred during calendar year 2010 **must** be filed with Aon Consulting no later than Mar. 31. Failure to submit claims for 2010 by Mar. 31 will result in forfeiture of any funds remaining in your account.

You can check your balances online here or call Aon Consulting at 877-371-2926. Download the claim form from the NCFlex website or fax your claim form(s) to Aon at 866-892-8063. If you fax a claim form, be sure to keep the fax confirmation number and a copy of all submitted claims for your records. If you have questions, call Benefit Services at 962-3071.

Information Technology (IT) Award Nominations

FROM: 2011 IT Awards Committee

Nominations for the Annual IT Awards are now open! Links and information on the individual or team nominations are available on the website and are due by Wednesday, Mar. 9.

We invite you to recognize someone who has given you outstanding technical support by nominating an individual or team for an Information Technology (IT) Award. This award honors any type of information technology support on campus, from staff (permanent employee) who provide computing support, write code, or administer a network, to teams working together to provide specific technology services for a department or the University.

A nomination is an excellent way to let your IT support staff know you appreciate what they do. Please provide specific information that will tell this year's committee how the nominee or team stands out.

Winners will be announced at the Annual IT Awards Ceremony, Tuesday, Apr. 12, 11:30 a.m. to 1:30 p.m. at the Carolina Club. Event registration for the IT community will open at a later date.

Please note that last year's award winners are listed on our website and are not eligible for this year's awards.

Filing Your State Taxes Correctly and On Time - - Make Sure You Take Advantage of Tax Credits

FROM: NC Department of Revenue

The 2011 tax season is underway. The N.C. Department of Revenue offers the following tax tips to make sure you file your taxes correctly and on time.

- *Plan to file your taxes electronically:* filing your taxes electronically is fast, convenient and more accurate than paper filing. Plus, you receive a confirmation that your return and/or payment have been received. Direct deposit of your state income tax refund is available only if you e-file. If you owe additional tax, you can make payments electronically on the agency's website by bank draft, Visa, or MasterCard. Just visit the North Carolina Department of Revenue website, click on Electronic Services for Individuals and then D-400V, Individual Payment Voucher.

- The opportunity to e-file for free is available for those that meet certain eligibility requirements. More information about e-filing, including free and

other low cost filing options, is available by clicking the e-file link on the front page of the agency's website.

- *You may qualify for the earned income tax credit:* the state Earned Income Tax Credit increases this year to 5 percent of a taxpayer's federal credit. Check your eligibility for the federal and state earned income tax credits. If you qualify for the federal credit, you qualify for the state credit.

- *Don't file photocopies of tax forms:* if you file using paper forms, please use preprinted forms or forms you download from the department's website. Photocopies of forms may not scan correctly, which could delay the processing of your return or cause errors that would require you to file an amended return.

- Taxpayers can get tax forms mailed to them free of charge by calling 877-252-3052 during regular business hours or by writing to the department. Taxpayers can also order forms from the department's website.

- *Make sure you include your correct address:* thousands of state tax refunds are returned each year because taxpayers put an incorrect address on their returns. Double check your personal information -- including your current address -- before you send in your return.

- Make your check out to the N.C. Department of Revenue: some taxpayers send checks made out to the Internal Revenue Service for their state taxes. If you owe any state tax, make your check out to the N.C. Department of Revenue.

You may qualify for free tax preparation and filing: taxpayers with low- to moderate incomes may qualify for free tax preparation and filing assistance through the Volunteer Income Tax Assistance program sponsored by the Internal Revenue Service. For more information on VITA programs available for Carolina employees, click here. *For more information* please call the Taxpayer Assistance and Collections Center at 877-252-3052.

Information for HR Facilitators

Leaving the University Document

FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

Please remember to direct employees who are separating from University service to the *Leaving the University* document on the Benefits webpage.

UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, March 8, 2011

Upcoming Dates and Deadlines

Mar. 9: Information Technology (IT) award nominations due
Mar. 15: Teachers & State Employees Retirement workshop
Mar. 25: OLED award nominations due
Mar. 31: NCFlex reimbursement claims due
Mar. 31: ULEAD applications due **(deadline extended)**
Apr. 22: Spring holiday

Information for Employees

Evening Activities- Safety/Security Considerations

FROM: Chief Jeffrey McCracken
Chair, Campus Security Committee

This memo serves as a reminder for faculty, staff, and students who attend classes and other campus and community activities at night or work alone in campus buildings after regular business hours.

- See Something? Say Something! Emergency Call Boxes are located across campus on black poles with blue lights on top. University police respond to the call box location as soon as the call box is activated, even if you do not speak. Click here for more information. In an emergency, or if you notice **anything** suspicious, notify University Police by using a call box or by calling 962-8100 (routine calls) or 911 (emergency calls).

- Lock Your Doors! Secure doors to rooms, residences, and offices when you're occupying them and also when you're leaving, even if it's just for a short time.

- SafeWalk provides a male-female pair of DPS-trained student walkers to accompany students at night between any on-campus locations, including Granville and most Greek housing, as well as select off-campus locations. SafeWalk operates Sunday-Thursday; 11 p.m. to 3 a.m. Call 962-SAFE (7233) or submit a ticket online.

- RaveGuardian is a free service that allows registrants to activate a virtual escort with their cell phones when crossing campus after dark. Register for the service online and access other safety features.

- Now UNC Mobile and Rave are offering *Smart911*, a free opt-in system through which UNC community members can register their phones and create personalized profiles by adding a photo, local address, relevant medical conditions and other information. Smart911 protects your information and ensures it gets only to the people who need it and only when they need it (your profile is only visible when you call 9-1-1). For more information on how to register your cell phone free of charge with the Smart911 system click here.

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From: White, Cary <cary_white@unc.edu>
Sent: Thursday, March 10, 2011 10:05 AM
To: UNC Data Warehouse <dw@listserv.unc.edu>
Subject: [dw] Monthend balancing problem with finance data in the warehouse

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We are working on a problem that occurred during monthend processing in the warehouse. Current data are correct – however, Februrary monthend data will not be available until later this afternoon.

We will notify you when processing is complete.

Thank you

Cary

Cary White UNC ITS Data Warehouse 919.445.9371

 -- You are currently subscribed to

dw as: dacrowde@email.unc.edu. To unsubscribe send a blank
email to leave-28827037-9045228.b4b418b1446fe686eb451e0235e10fa0@listserv.unc.edu

From: White, Cary <cary_white@unc.edu>
Sent: Thursday, March 10, 2011 6:24 PM
To: UNC Data Warehouse <dw@listserv.unc.edu>
Subject: [dw] Monthend complete in the data warehouse

Monthend processing is now complete for the data warehouse. February monthend and March current data are now available in all reports and reporting applications.

Cary

Cary White UNC ITS Data Warehouse 919.445.9371

 -- You are currently subscribed to

dw as: dacrowde@email.unc.edu. To unsubscribe send a blank
email to leave-28829590-9045228.b4b418b1446fe686eb451e0235e10fa0@listserv.unc.edu

From: Bryant, Kathy <kathy_bryant@unc.edu>
Sent: Monday, March 14, 2011 2:10 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] Advance Copy: New Requirement for Current Faculty and Staff to Report Criminal Convictions

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TO: HR Facilitators

FROM: Kathy Bryant, HR Communications & Talent Development

The following memo regarding this new policy is being sent to you in advance. It will be distributed to all employees via Formal Notice email tonight. If you have questions about this policy, please see the contact persons at the end of the following message.

To: All Permanent and Temporary Faculty and Staff

From: Bruce Carney, Executive Vice Chancellor and Provost
Brenda Malone, Vice Chancellor for Human Resources

Subject: New Requirement for Current Faculty and Staff to Report Criminal Convictions

Over the past several years, the University has taken a number of steps to enhance workplace safety, including a significantly redesigned workplace violence policy, a new workplace threat assessment team, the addition of 24-hour employee assistance program (EAP) services through Deer Oaks, and significant enhancements to our pre-employment background check process for new hires. In taking these steps, the University also identified a gap in that we did not have a formal policy in place requiring faculty and staff to inform University officials in the event they may be convicted a crime. The University has now implemented this requirement through its new policy titled "Policy on Reporting of Criminal Convictions for Currently Employed Faculty and Staff". The full text of this policy may be viewed on the Office of Human Resources (OHR) website at the following location: http://hr.unc.edu/policies-procedures-guidelines/spa-employee-policies/employment/CCM3_025868.

If you do not have convenient access to this website or otherwise desire a printed copy of this policy, you may also request it from your department's HR Facilitator or by contacting OHR Employee and Management Relations directly at 843-3444.

A few important points regarding this new policy:

- This new reporting requirement applies to criminal convictions from this point forward and does not apply to past or prior convictions. The policy is not retroactive.
- The policy creates a requirement that when any current faculty or staff member is convicted or makes an admission of guilt to a crime in a court of law, they must report this information within five business days to their immediate supervisor, Department Head, or the Employee and Management Relations Department in the Office of Human Resources.
- This policy applies to all permanent and temporary faculty and staff of the University including post-doctoral scholars, medical fellows, and adjunct faculty.
- Only criminal convictions or formal pleas admitting guilt are reportable under this policy. Being charged with a crime for which you have not been convicted does not trigger this requirement.
- Convictions for routine traffic-related infractions (e.g., speeding, unsafe movement, improper equipment) are not required to be reported under this policy unless driving is a required part of the employee's regularly assigned job duties. In these circumstances, the employee must report any traffic-related conviction under the provisions of this

policy.

- It is not the intent of this policy that every criminal conviction will result in the University taking an action that could affect an individual's employment. Many non-violent criminal offenses (for example, DWI, DUI, simple possession of a controlled substance, worthless check, non-violent disorderly conduct) may not necessitate taking any action at all unless the conviction affects the employee's ability to perform their job duties, poses an unacceptable safety risk, or is part of an ongoing and sustained pattern of illegal conduct.

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If you have any questions about this new policy, SPA and EPA non-faculty employees may contact Employee and Management Relations in the Office of Human Resources at 843-3444. Faculty members may contact Faculty Personnel in the Office of the Executive Vice Chancellor and Provost at 962-1091.

From: Bryant, Kathy <kathy_bryant@unc.edu>
Sent: Tuesday, March 15, 2011 4:57 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Facilitator Digest: March 14, 2011

TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

There are no digest articles this week, and therefore no attachments. However, we did want to remind you of the following important dates and deadlines.

Upcoming Dates & Deadlines

Mar. 15: Teachers & State Employees Retirement workshop
Mar. 25: OLED award nominations due
Mar. 31: NCFlex reimbursement claims due
Mar. 31: ULEAD applications due **(deadline extended)**
Apr. 22: Spring holiday

From: Bryant, Kathy <kathy_bryant@unc.edu>
Sent: Friday, March 18, 2011 3:37 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] UNC System Personnel Flexibility Proposal

TO: HR Facilitators

FROM: Kathy Bryant, HR Communications & Talent Development

The following Formal Notice email is being distributed to all employees via mass email overnight tonight. We are forwarding it to you in advance so you will be aware that it is going out.

If you have questions, please direct them to the email account we have set up for this purpose, hr-personnel-flexibility@unc.edu. Thanks.

To: All Employees

From: Brenda Richardson Malone, Vice Chancellor for Human Resources

FORMAL NOTICE: UNC System Personnel Flexibility Proposal

Earlier this year, the General Assembly asked UNC General Administration (GA) to look at ways to increase operational effectiveness and efficiency across the University system. GA developed several proposals that met this criterion and presented those to legislative leaders.

One of those proposals is to consolidate all University system employees under the authority of the UNC System Board of Governors (BOG). This would be a departure from the current system, where SPA employees are under the authority of the State Personnel Act as overseen by the State Personnel Commission and Office of State Personnel, while EPA employees (both faculty and non-faculty) are under BOG authority.

The intent of this proposal is to simplify personnel administration for all of the UNC campuses by providing consolidated authority for personnel matters under a single body, the BOG, and to provide the UNC System with the ability to tailor its personnel programs in a way that better responds to the unique needs of higher education, which would benefit both employees and the individual campuses.

Although the details of this proposal have not been finalized, I thought it would be helpful to provide you with the information that GA has shared with various parties, including the Governor, legislative leaders, the system-wide Faculty Senate, and system-wide Staff Assembly leaders. This information has also been shared with the Employee Forum.

This document is available on the Office of Human Resources website at http://hr.unc.edu/faculty-and-staff/personnelflexibility/index.htm.

I understand that you will have many questions about this proposal. Please note that no legislation has been written or introduced, so there are no further details at this time. As we get additional information from GA, and as legislation is considered, we will continue to keep you informed and add new details to the link above. In addition, we are currently working on a Frequently Asked Questions (FAQ) document that we hope to provide in the next several days.

If you have questions about this proposal, you can submit them to hr-personnel-flexibility@unc.edu. Please note that we will not directly answer each submitted question; however, all questions will be considered for addition to our FAQ document as the information becomes available.

From: Davis, Christie Wynette <christie_davis@unc.edu>
Sent: Tuesday, March 22, 2011 1:13 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Digest: March 22, 2011
Attach: 03.22.11_HRF Digest.pdf; 03.22.11_Information for Employees.pdf

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TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

- **Please forward the attachment titled "HR Employee Information" within your department(s).**
- **Full text of all articles in the weekly digest is available in the attachments and at http://hr.unc.edu/news-events/items.**

Upcoming Dates & Deadlines

Mar. 24-25: Employee service awards pickup
Mar. 25: OLED award nominations due
Mar. 31: NCFlex reimbursement claims due
Mar. 31: ULEAD applications due (deadline extended)
Apr. 15: Employee Forum's peer recognition award nominations due
Apr. 15: UMA manager of the year award nominations due
Apr. 20: HR Facilitator quarterly meeting
Apr. 22: Spring holiday

Information for Employees

UMA Manager of the Year Award Nominations & Call for Members (Click here)
The University Managers Association (UMA) is now accepting nominations for the 2011 Manager of the Year Award. Selection is based on University career accomplishments; both inside and outside normal job responsibilities or a specific accomplishment made within the past twelve months that has been of major significance. The specific accomplishment cited may be inside or outside of the nominee's primary area of responsibility. Nominations will be accepted through Friday, Apr. 15.

Employee Forum's Peer Recognition Award Nomination (Contact Chris Meinecke)
The Employee Forum's peer recognition award nomination forms are due by 5 p.m. on Friday, Apr. 15. For further information please visit the Employee Forum's **website** or email committee chair **Chris Meinecke.**

Information for HR Facilitators

Employee Service Awards Pickup (Contact, Aimee Krans)
The University recognizes and expresses appreciation for the long-term service of permanent SPA and EPA Non-Faculty employees.

HR Facilitator Quarterly Meeting (Contact, Kathy Bryant)
The next HR Facilitator quarterly meeting will be held on Wednesday, Apr. 22, at 2:30 p.m. in 0111 Carroll Hall. Please add this to your calendars. Agenda items will be sent out prior to the meeting; please send any items that you would like to have discussed to Kathy Bryant.

Christie W. Davis
Public Communications Specialist
Office of Human Resources
UNC-Chapel Hill
104 Airport Drive, Campus Box 1045

Chapel Hill, NC 27599
Office: 919.962.9682
Email: Christie_davis@unc.edu
Website: http://hr.unc.edu

*Ralph Waldo Emerson quote - "**Nothing** great was **ever achieved without enthusiasm**."*

UNC
HUMAN RESOURCES

HR Facilitator Information

Office of Human Resources
Tuesday, March 22, 2011

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Current University faculty or staff members can submit nominations. UMA membership is not a requirement for the nominee. With the exception of current UMA board members nominations are open to all permanent full time managers with two or more years of University service. See the UMA website to obtain a nomination form and for more information on eligibility.

If you are a manager or supervisor, consider joining the University Managers Association (UMA) professional development organization. UMA is an organization of managers from UNC and NCCU that offers professional development and networking opportunities for University mangers at all stages in their career. For more information about UMA or how to join please visit our website or contact Chris Meinecke at 919-962-6830.

Employee Forum's Peer Recognition Award Nomination

FROM: Chris Meinecke, Employee Forum

The Employee Forum's peer recognition award nomination forms are due by 5 p.m. on Friday, Apr. 15. For further information please visit the Employee Forum's website or email committee chair Chris Meinecke.

Information for HR Facilitators

Employee Service Awards Pickup

FROM: Aimee Krans, Benefits Services
Office of Human Resources

The University recognizes and expresses appreciation for the long-term service of permanent SPA and EPA Non-Faculty employees.

Service awards for 5-, 10- and 15-year anniversary dates from January through June 2011 are now available for pick up in the Office of Human Resources.

Department representatives will have two opportunities to pick up the 5-, 10- and 15-year service awards for their departments. The pickup will be held on the first floor of the Administrative Office Building, 104 Airport Drive:

- Thursday, Mar. 24, from 8:30 a.m. to 4:30 p.m. - Room 1500-A
- Friday, March 25, from 8:30 a.m. to 4:30 p.m. - Room 1500-C

If you have questions, contact Aimee Krans in Benefits Services at 962-6008.

HR Facilitator Quarterly Meeting

FROM: Kathy Bryant, HR Communications & Talent Development
Office of Human Resources

The next HR Facilitator quarterly meeting will be held on Wednesday, Apr. 22, at 2:30 p.m. in 0111 Carroll Hall. Please add this to your calendars. Agenda items will be sent out prior to the meeting; please send any items that you would like to have discussed to Kathy Bryant.

Please note: This session will include important updates and information that all HR Facilitators need to know. Please make every effort to attend and/or have your office represented. Also, please be sure to sign in as you arrive or depart so that we can confirm your attendance.

We look forward to seeing you there!

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, CAMPUS BOX 3223, CHAPEL HILL, NC 27599-3223

UMA

UNIVERSITY MANAGERS ASSOCIATION

2011 UMA MANAGER OF THE YEAR AWARD NOMINATION FORM

Nomination Deadline: Friday, April 15, 2011

Name of nominee			
Nominee's job title			
Nominee's employment			
	Department, Division or Unit	*CB#*	*Work Phone*
Immediate supervisor			
	Department, Division or Unit	*CB#*	*Work Phone*
Name of nominator			
Nominator's employment			
	Department, Division or Unit	*CB#*	*Work Phone*
Nominator's signature		Date	

Selection is based on:
1. University career accomplishments, both inside and outside normal job responsibilities.
--OR--
2. A specific accomplishment made within the past twelve (12) months that has been of major significance. The specific accomplishment cited may be inside or outside of the nominee's primary area of responsibility.

Nomination Procedure

- Any current UNC Chapel Hill faculty or staff may submit a nomination.
- With the exception of current UMA Board Members, nominations are open to all permanent full time University Managers with two or more years of service. For a current list of Board Members, please visit http://uma.unc.edu/directors.php.
- In a short paragraph of 100 words or less, summarize the nominee's accomplishments and why he or she should receive this award.
- The UMA Morale and Recognition Committee will review all nominations to ensure that they meet the criteria for nomination. Eligible nominations will be forwarded to the UMA Board for the final selection.

The winner will be announced at the UMA 2011 Annual Meeting on Wednesday, May 25, 2011 at 2:00pm in Hyde Hall. For more information, contact Anne Schwarz or Chris Meinecke or go to the UMA website.

PLEASE SUBMIT ALL NOMINATIONS TO:
Chris Meinecke, Co-Chair
UMA Morale & Recognition Committee
120 Hyde Hall, CB#3322
Phone: 962-6830 FAX: 962-1118
Email: meinecke@email.unc.edu [subj: UMA award]

For Office Use Only [date received: _____]

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

NORTH CAROLINA CENTRAL UNIVERSITY

UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, March 22, 2011

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UMA

UNIVERSITY MANAGERS ASSOCIATION

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Nomination Deadline: Friday, April 15, 2011

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Nominee's job title			
Nominee's employment			
	Department, Division or Unit	*CB#*	*Work Phone*
Immediate supervisor			
	Department, Division or Unit	*CB#*	*Work Phone*
Name of nominator			
Nominator's employment			
	Department, Division or Unit	*CB#*	*Work Phone*
Nominator's signature		Date	

Selection is based on:
1. University career accomplishments, both inside and outside normal job responsibilities.
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Nomination Procedure

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- In a short paragraph of 100 words or less, summarize the nominee's accomplishments and why he or she should receive this award.
- The UMA Morale and Recognition Committee will review all nominations to ensure that they meet the criteria for nomination. Eligible nominations will be forwarded to the UMA Board for the final selection.

The winner will be announced at the UMA 2011 Annual Meeting on Wednesday, May 25, 2011 at 2:00pm in Hyde Hall. For more information, contact Anne Schwarz or Chris Meinecke or go to the UMA website.

PLEASE SUBMIT ALL NOMINATIONS TO:
Chris Meinecke, Co-Chair
UMA Morale & Recognition Committee
120 Hyde Hall, CB#3322
Phone: 962-6830 FAX: 962-1118
Email: meinecke@email.unc.edu [subj: UMA award]

For Office Use Only [date received: _____]

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

NORTH CAROLINA CENTRAL UNIVERSITY

From: Davis, Christie Wynette <christie_davis@unc.edu>
Sent: Tuesday, March 22, 2011 1:26 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] FW: HR Digest: March 22, 2011
Attach: 03.22.11_Information for Employees.pdf; 03.22.11_HRF Digest.pdf

---

Attached you will find the correct date **April 20, 2011** for the HR Facilitator meeting. We apologize for the inconvenience.

TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

- **Please forward the attachment titled "HR Employee Information" within your department(s).**
- **Full text of all articles in the weekly digest is available in the attachments and at http://hr.unc.edu/news-events/items.**

Upcoming Dates & Deadlines

Mar. 24-25: Employee service awards pickup
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Apr. 22: Spring holiday

Information for Employees

UMA Manager of the Year Award Nominations & Call for Members (Click here)
The University Managers Association (UMA) is now accepting nominations for the 2011 Manager of the Year Award. Selection is based on University career accomplishments; both inside and outside normal job responsibilities or a specific accomplishment made within the past twelve months that has been of major significance. The specific accomplishment cited may be inside or outside of the nominee's primary area of responsibility. Nominations will be accepted through Friday, Apr. 15.

Employee Forum's Peer Recognition Award Nomination (Contact Chris Meinecke)
The Employee Forum's peer recognition award nomination forms are due by 5 p.m. on Friday, Apr. 15. For further information please visit the Employee Forum's **website** or email committee chair **Chris Meinecke.**

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The University recognizes and expresses appreciation for the long-term service of permanent SPA and EPA Non-Faculty employees.

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The next HR Facilitator quarterly meeting will be held on Wednesday, Apr. 20, at 2:30 p.m. in 0111 Carroll Hall. Please add this to your calendars. Agenda items will be sent out prior to the meeting; please send any items that you would like to have discussed to Kathy Bryant.

Christie W. Davis
Public Communications Specialist
Office of Human Resources
UNC-Chapel Hill
104 Airport Drive, Campus Box 1045
Chapel Hill, NC 27599
Office: 919.962.9682
Email: Christie_davis@unc.edu
Website: http://hr.unc.edu

*Ralph Waldo Emerson quote - "**Nothing** great was **ever achieved without enthusiasm**."*

From: Davis, Christie Wynette [mailto:christie_davis@unc.edu]
Sent: Tuesday, March 22, 2011 1:13 PM
To: Human Resources Facilitators
Subject: [hrfac] HR Digest: March 22, 2011

TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

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UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, March 22, 2011

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If you are a manager or supervisor, consider joining the University Managers Association (UMA) professional development organization. UMA is an organization of managers from UNC and NCCU that offers professional development and networking opportunities for University mangers at all stages in their career. For more information about UMA or how to join please visit our website or contact Chris Meinecke at 919-962-6830.

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FROM: Chris Meinecke, Employee Forum

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UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, CAMPUS BOX 3223, CHAPEL HILL, NC 27599-3223

UMA

UNIVERSITY MANAGERS ASSOCIATION

2011 UMA MANAGER OF THE YEAR AWARD NOMINATION FORM

Nomination Deadline: Friday, April 15, 2011

Name of nominee			
Nominee's job title			
Nominee's employment			
	Department, Division or Unit	*CB#*	*Work Phone*
Immediate supervisor			
	Department, Division or Unit	*CB#*	*Work Phone*
Name of nominator			
Nominator's employment			
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Nominator's signature		Date	

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Chris Meinecke, Co-Chair
UMA Morale & Recognition Committee
120 Hyde Hall, CB#3322
Phone: 962-6830 FAX: 962-1118
Email: meinecke@email.unc.edu [subj: UMA award]

For Office Use Only [date received: _____]

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

NORTH CAROLINA CENTRAL UNIVERSITY

UNC
HUMAN RESOURCES

HR Facilitator Information

Office of Human Resources
Tuesday, March 22, 2011

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FROM: Chris Meinecke, Employee Forum

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Information for HR Facilitators

Employee Service Awards Pickup

FROM: Aimee Krans, Benefits Services
Office of Human Resources

The University recognizes and expresses appreciation for the long-term service of permanent SPA and EPA Non-Faculty employees.

Service awards for 5-, 10- and 15-year anniversary dates from January through June 2011 are now available for pick up in the Office of Human Resources.

Department representatives will have two opportunities to pick up the 5-, 10- and 15-year service awards for their departments. The pickup will be held on the first floor of the Administrative Office Building, 104 Airport Drive:

- Thursday, Mar. 24, from 8:30 a.m. to 4:30 p.m. - Room 1500-A
- Friday, March 25, from 8:30 a.m. to 4:30 p.m. - Room 1500-C

If you have questions, contact Aimee Krans in Benefits Services at 962-6008.

HR Facilitator Quarterly Meeting

FROM: Kathy Bryant, HR Communications & Talent Development
Office of Human Resources

The next HR Facilitator quarterly meeting will be held on Wednesday, Apr. 20, at 2:30 p.m. in 0111 Carroll Hall. Please add this to your calendars. Agenda items will be sent out prior to the meeting; please send any items that you would like to have discussed to Kathy Bryant.

Please note: This session will include important updates and information that all HR Facilitators need to know. Please make every effort to attend and/or have your office represented. Also, please be sure to sign in as you arrive or depart so that we can confirm your attendance.

We look forward to seeing you there!

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, CAMPUS BOX 3223, CHAPEL HILL, NC 27599-3223

UMA

UNIVERSITY MANAGERS ASSOCIATION

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THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

NORTH CAROLINA CENTRAL UNIVERSITY

PARK & RIDE
EXPRESS
754

C.A.P.

zimride

Share the Ride

From: Bryant, Kathy <kathy_bryant@unc.edu>
Sent: Friday, March 25, 2011 5:30 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] SPA Layoff Policy and Form Revision

To: HR Facilitators

From: Noreen Montgomery, Employment and Staffing
Office of Human Resources

Based on instructions from the Office of State Personnel (OSP), revisions have been made to the portion of the University's SPA Layoff Policy dealing with the priority of SPA permanent employees compared to those with temporary, probationary, trainee or time-limited status when making layoff decisions within a defined work unit.

This revision, which has been mandated by OSP, clarifies that SPA temporary, probationary, trainee (during their first six months of training), or time-limited employees who perform work in the same or related SPA job classification within the affected work unit must be separated before any employee with a permanent appointment, regardless of whether the temporary, probationary, or time-limited employee has relevant skills that the permanent employee may lack.

The SPA Layoff Request form has also had minor updates to clarify additional information that is needed regarding the department's proposed layoff plan. Departments should begin using the updated version of the Layoff Request form immediately and not use the prior version.

For SPA Layoff policy information and resources please refer to our website at: http://hr.unc.edu/policies-procedures-guidelines/spa-employee-policies/separation/CCM1_018627. This page includes links to the updated SPA Layoff Policy, revised SPA Layoff Request form, and our Layoff Resource Guides for Managers and Employees.

Please direct questions on any of these items to your assigned Employment Consultant. Contact information for your Consultant is available through HR Connect at http://hrconnect.unc.edu/.

From: Davis, Christie Wynette <christie_davis@unc.edu>
Sent: Tuesday, March 29, 2011 5:08 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Digest: March 29, 2011
Attach: 3-29-11_HR Employee Information.pdf; 3-29-11_HR Facilitator Digest.pdf

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TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

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Information for Employees

Retirement Counseling (Click here)
The University's optional retirement program providers and 403(b) supplemental retirement program providers are offering individual counseling sessions to Carolina employees to discuss their retirement investments. A listing of available retirement counseling dates can be found on the Benefits Education website.

Information for HR Facilitators

Changes to Family Medical Leave (FMLA) Policy (Click here)
Effective Apr. 1, the Family Medical Leave policy has been updated to bring the University's policy into compliance with the Office of State Personnel's policy. The primary changes include the following provisions:

Revision to Supervisory Spans and Layers Guidelines (Click here)
In follow-up to the "Management Guidelines on Reduction of Supervisory Layers and Spans of Control" which was issued on November 3, 2010, a minor change has been made to these guidelines. Previously, the guidelines included an exclusion only for faculty supervisors. It has been determined that this exclusion will now also be extended to non-faculty supervisors who manage research personnel on research projects.

EPA Recruitment, Selection & EPA RecruitmentWeb Training (Click here)
The next EPA Recruitment, Selection & EPA RecruitmentWeb training is Wednesday, Apr. 13, at 104 Airport Drive, in the finance conference room on the 3rd floor. Click here to register for this class.

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UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, March 29, 2011

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Information for Employees

Retirement Counseling

FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

The University's optional retirement program providers and 403(b) supplemental retirement program providers are offering individual counseling sessions to Carolina employees to discuss their retirement investments. A listing of available retirement counseling dates can be found on the Benefits Education website.

You can link to TIAA-CREF and/or Fidelity's website to schedule a counseling appointment from the Benefits Education page or call TIAA-CREF at 800-732-8353, or Fidelity at 800-642-7131, prompt 1.

UNC
HUMAN RESOURCES

HR Facilitator Information

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Information for HR Facilitators

Changes to Family Medical Leave (FMLA) Policy

FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

You are receiving advance notice of the following communication, which will be sent as a Formal Notice to all permanent employees tonight.

Effective Apr. 1, the Family Medical Leave policy has been updated to bring the University's policy into compliance with the Office of State Personnel's policy. The primary changes include the following provisions:

- FMLA leave is triggered based on an eligible employee experiencing a qualifying medical condition as defined in the FMLA leave policy, whether or

not this leave is requested or initiated by the employee.

- Any use of paid or unpaid leave for an approved FMLA leave will run concurrently with FMLA and does not extend the 12-week FMLA leave period.

These changes have been incorporated to the University's applicable FMLA policy and can be reviewed on the OHR website.

The updated policy will apply to all leave initiated on or after Apr. 1. Any leave that have already been requested and have a start date after Apr. 1 will fall under the old provisions.

In addition to the changes noted above, the Family Medical Leave Act includes specific provisions applicable to military families that are covered in a separate University policy called "(FMLA) Military Caregiver/Qualifying Exigency Leave". This policy can also be found on the OHR website.

If you have questions, contact your Benefits Consultant at 962-3071.

Revision to Supervisory Spans and Layers Guidelines

FROM: Matthew S. Brody, Associate Vice Chancellor for Human Resources

The following message is also being sent to the DDD list.

In follow-up to the "Management Guidelines on Reduction of Supervisory Layers and Spans of Control" which was issued on November 3, 2010, a minor change has been made to these guidelines. Previously, the guidelines included an exclusion only for faculty supervisors. It has been determined that this exclusion will now also be extended to non-faculty supervisors who manage research personnel on research projects.

The remaining provisions of these guidelines are unchanged. The updated guidelines reflecting this change are now published on the OHR website.

If you have any questions regarding these guidelines contact Jessica Moore, Director of Classification and Compensation in the Office of Human Resources at 962□8099.

EPA Recruitment, Selection & EPA RecruitmentWeb Training

FROM: Rudy Jones, Equal Opportunity/ADA Office

The next EPA Recruitment, Selection & EPA RecruitmentWeb training is Wednesday, Apr. 13, at 104 Airport Drive, in the finance conference room on the 3rd floor. Click here to register for this class.

The focus of this class is to conduct successful searches and the related processes. It also includes an overview of Equal Opportunity recruitment and search procedures as well as general information about EPA RecruitmentWeb.

Participants will receive guidance on developing recruitment plans, advertising, sourcing applicants, search committee responsibility and other important elements of conducting successful searches. The session will also provide an overview on how to initiate searches, complete hires and other related processes using EPA RecruitmentWeb. Additionally, the session will provide information on reviewing and evaluating applications, interviewing and selection to ensure that searches meet the University's Equal Opportunity and Affirmative Action requirements.

This course is suited for individuals who have responsibility for EPA recruiting and for those seeking a better understanding of Equal Opportunity processes and procedures.

From: CPACK3 <CPACK3@store.unc.edu>
Sent: Thursday, March 31, 2011 12:54 PM
To: dacrowde@email.unc.edu
Subject: A Message from Student Stores Course Pack Publishing

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Dear Deborah Crowder,

Course Pack Publishing is expanding its services! We are looking forward to providing a variety of new services (in addition to our standard course pack services) to all students, faculty, and staff here at UNC. Please let us know what we can do to meet your department's needs. We have created a very brief survey found here <http://www.surveymonkey.com/s/D22VBHY> . If you submit your survey by April 8th, and include your name and contact information in the final comment field, we will send you a Course Pack eco-friendly shopping bag and a few other goodies.

Thank you for taking your time to help us learn what we can do for you and your department!

Sincerely,
Chuck Sockell
Course Pack Publishing Manager
(919)962-4708

PARK & RIDE
EXPRESS
754

C.A.P.

zimride

Share the Ride

"breathe easy"

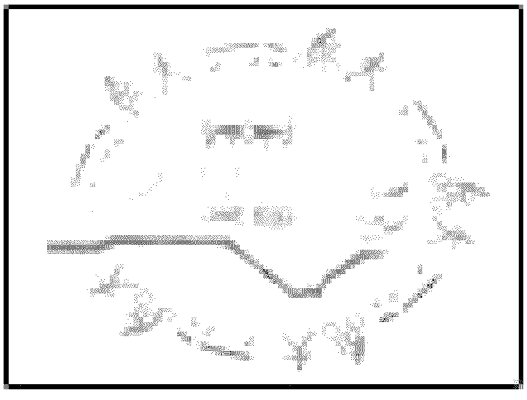

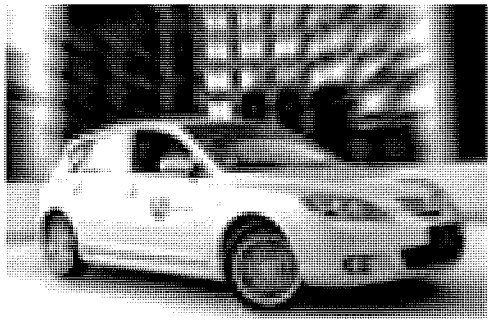

zimride

Share the Ride

From: Davis, Christie Wynette <christie_davis@unc.edu>
Sent: Tuesday, April 5, 2011 5:17 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Digest: April 5, 2011
Attach: 040511_HR Employee Information.pdf; 040511_HRF Digest.pdf

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FROM: Kathy Bryant, HR Communications & Talent Development

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Information for Employees

Nominate a Finance Employee for the Extra Mile Award (Click here)
The Extra Mile Award was established to recognize the individual accomplishments of Finance Division employees who truly "go the extra mile" for you. Please take this opportunity to nominate a Finance Division employee who consistently provides you and your department with exceptional customer service. A total of five finance employees will be selected from your nominations and will be recognized at this year's Finance Division employee appreciation event in May.

Save the Date -- 23rd Annual Carolina Blood Drive (Contact: Benefits Services 962-6008)
Mark your calendars and save the date for the 23rd Annual Carolina Blood Drive, Jun. 7 from 7 a.m. to 6 p.m. in the Dean Smith Center.

Information for HR Facilitators

Background Check Fee Increase
Effective Apr. 11, all University pre-employment background checks will cost an additional $3.50 per check. This added cost is related to a mandated check that is required of all institutions that are federal contractors which includes the University. This added amount represents the direct cost to the University, which will be performed by our background check vendor Castle Branch and include no other internal overhead expense.

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UNC
HUMAN RESOURCES

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Tuesday, April 5, 2011

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Nominate a Finance Employee for the Extra Mile Award

FROM: Laurie Burroughs, Co-Chair, Finance Extra Mile Award Committee
Janet Kelly-Scholle, Co-Chair, Finance Extra Mile Award Committee

The extra mile award was established to recognize the individual accomplishments of finance division employees who truly "go the extra mile" for you. Please take this opportunity to nominate a finance division employee who consistently provides you and your department with exceptional customer service. A total of five finance employees will be selected from your nominations and will be recognized at this year's finance division employee appreciation event in May.

All current, full-time or part-time, permanent or temporary employees of the Finance Division working 20 or more hours per week are eligible to receive this award. Staff at the director level, immediate past year's winners and the current members of the extra mile award committee (Jena Broach, Scott Dwyer, Joe Eubanks, Margarita Helms, Troy Howell, Henry Price, Tammy Jorgensen, Diana Malinsky, Laurie Burroughs and Janet Kelly-Scholle) are *not* eligible to apply.

The nomination form and instructions are attached and may also be accessed on the Finance Central log in page. Eligibility and nomination guidelines can be found on the Finance Division's website.

To be considered, all nomination forms must be submitted to the EMAP Committee Chair, CB#1225 by Apr. 30.

Save the Date - - 23rd Annual Carolina Blood Drive

FROM: Aimee Krans, Benefits Services
Office of Human Resources

Mark your calendars now to save the date for the annual Carolina Blood Drive, Jun. 7 from 7 a.m. to 6 p.m. in the Dean Smith Center.

23rd Annual

carolina blood drive

living the carolina way

BLOOD DRIVE

June 7, 2011 | 7 am - 6 pm

Dean Smith Center

www.unc.edu/blood

Community Welcome!

American Red Cross

RECOGNIZE

Recognize a standout Finance Division employee's accomplishments, cooperation, creativity, customer service, dedication, leadership, reliability, timeliness and follow-up, or willingness to help employees by nominating them for a

2011 Extra Mile Award.

Nominate TODAY by:

Completing the form found on the Finance Central Homepage:

www.unc.edu/financecentral

Sign, and place the form in campus mail to

EMAP Chairperson
CB#1225

By April 30, 2011

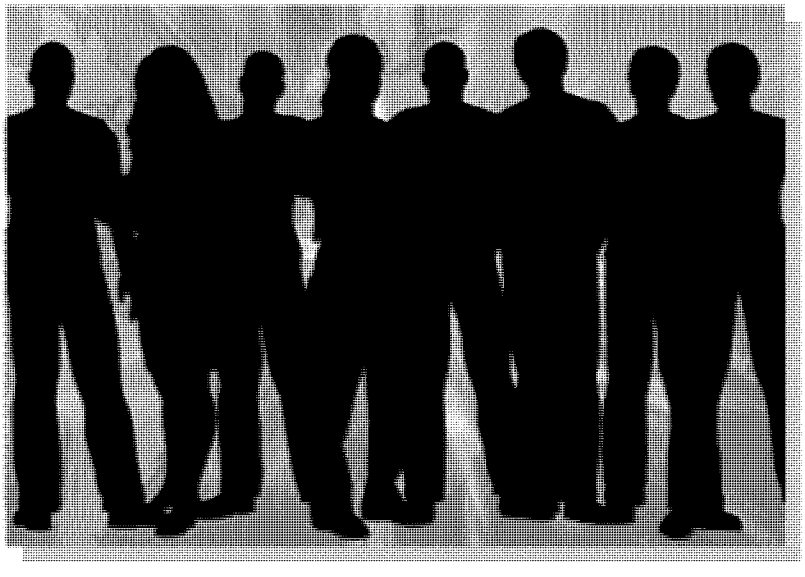

FINANCE DIVISION

UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

A sponsored employee award program by the Finance Division. For additional details and rules, please visit the program's website
http://finance.unc.edu/finance-division/finance-employees/extra-mile-award-program-emap.html

Finance Division

EXTRA MILE AWARD PROGRAM

Nomination Form Instructions

- Any full-time or part-time permanent or temporary SPA employee within the Finance Division who works 20 or more hours per week is eligible for the award, with a few exceptions. The following individuals are not eligible:

  1. A new or temporary employee is not eligible for an award until they have completed 90 days.
  2. Once an employee has received an award they are not eligible for another award the following year.
  3. Members of the selection committee are not eligible for nomination, nor are individuals in a position of senior director or above. Further, these individuals may not make nominations of others while serving their term on the committee.

- Indicate the nominee's name and their department in the spaces provided. The seven major departments within the Finance Division to choose from are described below. Also include your name, phone number and signature as the nominator. More than one person can nominate the same individual on this form. If so, print each nominator's name including their signature in the additional space provided.

  Department Categories:

  - Office of Associate Vice Chancellor for Finance
  - Office of University Controller
    - Controller's Office
    - Accounting Services
    - Budget Office
    - Payroll Services
    - Financial Reporting and Management
  - Communications and Training
  - Internal Controls
  - Procurement Services
    - Asset Management
    - Disbursement Services
    - Purchasing Card (pCard)
    - Purchasing Services
    - Surplus Property
    - Travel Services
  - Student Accounts and University Receivables
  - Treasury and Risk Management Services

- Check all award categories that apply.

- Write in detail the reasons why the nominee deserves recognition (use a second page if necessary). Elaborate on the specific criteria under which they show exemplary contributions in the categories for which they are nominated. Please note that this form is the only source of information used by the selection committee, so it is important that your narrative conveys the basis for your nomination.

- Return a signed, hard copy of this form by **April 30, 2011,** to:

  Chair of the EMAP Selection Committee
  Campus Box 1225

- Complete information about the Extra Mile Award Program can be found at http://finance.unc.edu/finance-division/finance-employees/extra-mile-award-program-emap.html

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Nomination Form

Send to:
Chair of the EMAP Selection Committee
Campus Box 1225

(**Nomination Deadline is April 30, 2011**)

Nominee's Name:

Nominee's Dept:
(Select One)

- ☐ Office of Associate Vice Chancellor for Finance
- ☐ Office of University Controller
- ☐ Communications and Training
- ☐ Internal Controls
- ☐ Procurement Services
- ☐ Student Accounts and University Receivables
- ☐ Treasury and Risk Management Services

Nominated By:

Printed Name(s):	Signature(s):	Phone Number(s):

Please check all categories that apply:

- ☐ Accomplishments
- ☐ Timeliness & Follow-Up
- ☐ Willingness to Help Employees
- ☐ Customer Service
- ☐ Dedication
- ☐ Leadership
- ☐ Creativity
- ☐ Cooperation
- ☐ Reliability

Write below in detail the reasons why your nominee deserves recognition in each category checked.
(Please feel free to add attachments as needed.)

UNC
HUMAN RESOURCES

HR Facilitator Information

Office of Human Resources
Tuesday, April 5, 2011

Upcoming Dates and Deadlines

Apr. 13: EPA Recruitment, Selection & EPA RecruitmentWeb training
Apr. 15: Employee Forum's peer recognition award nominations due
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Apr. 20: HR Facilitator quarterly meeting
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Information for Employees

Nominate a Finance Employee for the Extra Mile Award

FROM: Laurie Burroughs, Co-Chair, Finance Extra Mile Award Committee
Janet Kelly-Scholle, Co-Chair, Finance Extra Mile Award Committee

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FROM: Aimee Krans, Benefits Services
Office of Human Resources

Mark your calendars now to save the date for the annual Carolina Blood Drive, Jun. 7 from 7 a.m. to 6 p.m. in the Dean Smith Center.

Information for HR Facilitators

Background Check Fee Increase

FROM: Matthew S. Brody, Associate Vice Chancellor for Human Resources

Effective Apr. 11, all University pre-employment background checks will cost an additional $3.50 per check. This added cost is related to a mandated check that is required of all institutions that are federal contractors, which includes the University. This added amount represents the direct cost to the University, which will be performed by our background check vendor Castle Branch and include no other internal overhead expense.

Beyond the added fee, this requirement will be handled automatically and will not result in any other visible changes to our background checking process.

If you have any questions regarding this change, please contact your department's assigned Employment and Staffing Consultant in the Office of Human Resources.

23rd Annual

carolina blood drive

living the carolina way

BLOOD DRIVE

June 7, 2011 | 7 am - 6 pm

Dean Smith Center

www.unc.edu/blood

Community Welcome!

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www.unc.edu/financecentral

Sign, and place the form in campus mail to

EMAP Chairperson
CB#1225

By April 30, 2011

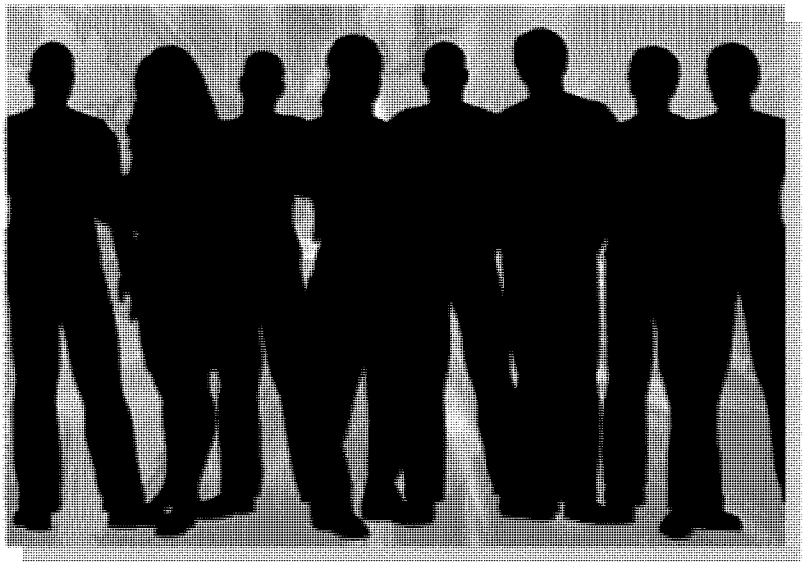

FINANCE DIVISION

UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

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Finance Division

EXTRA MILE AWARD PROGRAM

Nomination Form Instructions

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    - Controller's Office
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    - Financial Reporting and Management
  - Communications and Training
  - Internal Controls
  - Procurement Services
    - Asset Management
    - Disbursement Services
    - Purchasing Card (pCard)
    - Purchasing Services
    - Surplus Property
    - Travel Services
  - Student Accounts and University Receivables
  - Treasury and Risk Management Services

- Check all award categories that apply.

- Write in detail the reasons why the nominee deserves recognition (use a second page if necessary). Elaborate on the specific criteria under which they show exemplary contributions in the categories for which they are nominated. Please note that this form is the only source of information used by the selection committee, so it is important that your narrative conveys the basis for your nomination.

- Return a signed, hard copy of this form by **April 30, 2011,** to:

  Chair of the EMAP Selection Committee
  Campus Box 1225

- Complete information about the Extra Mile Award Program can be found at http://finance.unc.edu/finance-division/finance-employees/extra-mile-award-program-emap.html

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Nomination Form

Send to:
Chair of the EMAP Selection Committee
Campus Box 1225

(**Nomination Deadline is April 30, 2011**)

Nominee's Name:

Nominee's Dept:
(Select One)

- ☐ Office of Associate Vice Chancellor for Finance
- ☐ Office of University Controller
- ☐ Communications and Training
- ☐ Internal Controls
- ☐ Procurement Services
- ☐ Student Accounts and University Receivables
- ☐ Treasury and Risk Management Services

Nominated By:

Printed Name(s):	Signature(s):	Phone Number(s):

Please check all categories that apply:

- ☐ Accomplishments
- ☐ Timeliness & Follow-Up
- ☐ Willingness to Help Employees
- ☐ Customer Service
- ☐ Dedication
- ☐ Leadership
- ☐ Creativity
- ☐ Cooperation
- ☐ Reliability

Write below in detail the reasons why your nominee deserves recognition in each category checked.
(Please feel free to add attachments as needed.)

From: White, Cary <cary_white@UNC.EDU>
Sent: Friday, April 8, 2011 10:12 AM
To: UNC Data Warehouse <dw@listserv.unc.edu>
Subject: [dw] Monthend complete in the data warehouse

Monthend processing is now complete for the data warehouse. March monthend and April current data are now available in all reports and reporting applications.

Cary

Cary White UNC ITS Data Warehouse 919.445.9371

 -- You are currently subscribed to

dw as: dacrowde@email.unc.edu. To unsubscribe send a blank
email to leave-28983798-9045228.b4b418b1446fe686eb451e0235e10fa0@listserv.unc.edu

From: Bryant, Kathy <kathy_bryant@unc.edu>
Sent: Monday, April 11, 2011 2:36 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] New Policy and Procedures Regarding Unpaid Volunteers, Interns and Visiting Scholars

---

TO: Deans, Directors, Department Heads
Human Resources Facilitators

FROM: Noreen Montgomery, Senior Director, Employment and Staffing
Office of Human Resources

This memo will be sent to the DDD list tonight.

The University has a variety of circumstances when individuals may be invited to serve in an unpaid capacity as a volunteer, intern, or visiting scholar. While continuing to encourage and support these activities, the University also must assure that liability and safety issues are appropriately addressed for these types of arrangements. For this reason, effective May 1, a new policy titled "Policy on Unpaid Volunteers, Interns and Visiting Scholars" is being implemented to provide more clarity and an orderly process for departments to engage individuals in these types of unpaid assignments. The full text of this new policy and related forms may be viewed on the OHR website at http://hr.unc.edu/policies-procedures-guidelines/spa-employee-policies/employment/CCM3_027082.

To minimize administrative burden, enrolled UNC-Chapel Hill students, as well as individuals who volunteer for seven calendar days or less without any ongoing affiliation with the University, are generally exempted for the requirements of this policy. The policy does implement more stringent requirements, including a mandatory background check, for individuals who serve in longer-term unpaid assignments or in any situation where they will have unsupervised access to minors or sensitive University facilities. You are encouraged to carefully review the portions of the policy that specify to whom the policy is applicable and permitted exclusions so you will have a better understanding of those situations that fall under this policy and those that do not.

Departments that engage new unpaid volunteers, interns and visiting scholars **as of May 1** must comply with the provisions of this policy. For individuals who are already serving in any of these capacities prior to this policy being effective, departments must bring these individuals into compliance with the policy provisions **no later than July 1,** including completion of any mandated background checks.

We recognize that there may be existing arrangements for unpaid volunteers, interns, and visiting scholars within your areas and that there will be questions as departments implement these new procedures. OHR will work with you to address any questions and minimize inconvenience to the greatest extent possible.

Background Check Form Update

The University's background check form has been updated and now includes appropriate language to address unpaid volunteers, interns, and visiting scholars to facilitate those situations where the policy now requires background checks for these individuals.

Effective immediately, only the newly revised form (Rev. 4/8/2011) will be accepted. **Background check request forms submitted to the background investigator on or before April 17 do not need to be retracted to comply with the revised form.**

As a reminder, all sections of the request form must be legible and filled out completely prior to submission to the background investigator. Incomplete forms **will be returned** to the requesting department's contact person for

completion, which will delay processing.

For more information on pre-employment background check policy, procedure, frequently asked questions and forms, please refer to: http://hr.unc.edu/policies-procedures-guidelines/spa-employee-policies/recruitment-and-selection/CCM3_015203.

Please address any specific questions to your department's assigned Employment and Staffing Consultant in the Office of Human Resources. You may also feel free to contact myself or Lisa Weinshank, OHR Employment Manager, directly and we will be glad to assist you.

From: Davis, Christie Wynette <christie_davis@unc.edu>
Sent: Tuesday, April 12, 2011 4:20 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Digest: April 12, 2011
Attach: 041211_HR Information for Employees.pdf; 041211_HRF Digest.pdf

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TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

- **Please forward the attachment titled "HR Employee Information" within your department(s).**
- **Full text of all articles in the weekly digest is available in the attachments and at http://hr.unc.edu/news-events/items.**

Upcoming Dates & Deadlines

Apr. 13: EPA Recruitment, Selection & EPA RecruitmentWeb training
Apr. 15: Employee Forum's peer recognition award nominations due
Apr. 15: UMA manager of the year award nominations due
Apr. 20: HR Facilitator quarterly meeting
Apr. 22: Spring holiday
Apr. 30: Extra mile award nominations due
May 20: Chancellor's Awards for Excellence nominations due
May 20: Excellence in Management Awards nominations due

Information for Employees

Employee & Management Recognition Awards (click here)
Nominations are now being accepted for the Chancellor's Awards for Excellence and the Excellence in Management Awards. The deadline for submitting nominations for both awards is Friday, May 20. Nomination forms for both awards are located on the OHR website.

Workplace Literacy Program (click here)
OHR's Training & Talent Development unit will offer the Workplace Literacy Program again this spring, in conjunction with the Orange County Literacy Council. This free and self-paced program provides classes in Reading and Writing for Opportunity, Intermediate Computer Skills, English Speakers of Other Languages (ESOL), and Getting Started with the GED.

Call for Additional Blood Drive Recruiters (Contact, Aimee Krans)
The University will host its annual Carolina Blood Drive on Tuesday, Jun. 7, from 7 a.m. to 6 p.m. in the Dean Smith Center. Before registration opens, we would like to identify recruiters for each department within the University. Blood drive recruiters are vital to the successful communications and goal of the Carolina Blood Drive. With 1000 units of blood as our goal, we depend on recruiters to display posters and send emails to educate everyone on the importance of supporting this event through blood donation or other volunteer efforts.

Information for HR Facilitators

Change in Affiliate Status Process (Click here)
Effective May 1, the Benefits Services will begin to enter all retirees into the Affiliate Management System. This process is currently handled by the individual department Human Resources Facilitators. Benefits Services will notify all prospective retirees of the new process for establishing their affiliate status.

Christie W. Davis
Public Communications Specialist

Office of Human Resources
UNC-Chapel Hill
104 Airport Drive, Campus Box 1045
Chapel Hill, NC 27599
Office: 919.962.9682
Email: Christie_davis@unc.edu
Website: http://hr.unc.edu

*Ralph Waldo Emerson quote - "**Nothing** great was **ever achieved without enthusiasm**."*

UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, April 12, 2011

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Information for Employees

Chancellor's Awards and Excellence in Management

FROM: Aimee Krans, Benefits Services
Office of Human Resources

Nominations are now being accepted for the Chancellor's Awards for Excellence and the Excellence in Management Awards. The deadline for submitting nominations for both awards is Friday, May 20. Nomination forms for both awards are located on the OHR website.

Chancellor's Awards for Excellence
The Chancellor's Awards for Excellence is based on meritorious or distinguished accomplishments that are, "clearly above and beyond that which would be expected from dedicated employees who are fully and competently discharging all of the duties and satisfying all of the requirements of their jobs", while a University employee. The award categories are:

- Outstanding State Government Service
- Innovation(s)
- Public Service
- Safety/Heroism
- Human Relations
- Other achievements

The award given to five University employees are monetary awards of $1,000, certificate and special leave time of 24 hours. The recipients of the Chancellor's Awards for Excellence are sent forward for a statewide award, the Governor's Awards for Excellence.

Excellence in Management Awards
This award was designed to recognize meritorious and distinguished accomplishments in management at the University. All permanent employees serving in a managerial capacity are eligible to be nominated for this award. All permanent University employees (including temporary employees) and students are eligible to submit nominations.

For the purposes of the award, management is broadly defined as managing employee, student or financial resources, facilities or special projects, leading a task force or an ad hoc committee of a sizable nature.

Two awards are given annually. Award recipients will be honored at a recognition luncheon in the fall and will receive a certificate and monetary award of $500.

Workplace Literacy Program

FROM: Verita Murrill, Training & Talent Development
Office of Human Resources

OHR's Training & Talent Development unit will offer the Workplace Literacy Program again this spring, in conjunction with the Orange County Literacy Council. This free and self-paced program provides classes in Reading and Writing for Opportunity, Intermediate Computer Skills, English Speakers of Other Languages (ESOL), and Getting Started with the GED.

These classes begin Tuesday, May 10 and run through Thursday, Jun. 16, with assessments scheduled the week of Apr. 25. Managers or supervisors must call 962-2549 to register their employees by Thursday, April 21. Spaces are limited. Visit the Training and Talent Development website or contact Laura Gonzalez at 962-2549 for more information.

Call for Additional Blood Drive Recruiters

FROM: Aimee Krans, Benefits Services
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If your department is without a recruiter, please designate one by Apr. 15. And contact Aimee Krans in the Office of Human Resources or call 962-6008.

We are launching the Carolina Blood Drive database this year, which allow donors or volunteers to sign up electronically on the website and recruiters to contact donors and volunteers directly for updates and reminders. Recruiters will also be able to keep up with points earned in a recruiting contest as participation increases. Information on how to be a successful recruiter will be available on the website.

The last time that UNC-Chapel Hill collected 1000 units of blood was in 2004, when we collected 1033. We are long overdue to do this again. In 2009 and 2010, the drive collected 976 units. Let's get excited about this worthwhile cause and exceed our goal of 1000 units. To see the results of previous drives click here.

UNC
HUMAN RESOURCES

HR Facilitator Information

Office of Human Resources
Tuesday, April 12, 2011

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Information for HR Facilitators

Change in Affiliate Status Process

FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

Effective May 1, the Benefits Services will begin to enter all retirees into the Affiliate Management System. This process is currently handled by the individual department Human Resources Facilitators. Benefits Services will notify all prospective retirees of the new process for establishing their affiliate status.

Affiliate status is available for 10 years at a time. Prior to their affiliate status expiring, each retiree will be notified by Benefits to indicate if they would like to continue their affiliation.

If your prospective retiree has any questions, please ask them to contact their benefits consultant or visit the OHR website.

From: Martha Pendergrass <mjpender@email.unc.edu>
Sent: Wednesday, April 13, 2011 9:33 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [mds_list] ViewStar Emergency Maitenance

To: Business Managers & Accounting Technicians
From: Martha Pendergrass, Director of Procurement Services

We have received notice that the ViewStar document imaging system that supports E-Procurement Small Order Processing, Check Request, Travel Reimbursement, Account Request, and other financial systems will be offline starting at 5PM today, Wednesday April 13th for emergency maintenance to the database. The system may not be fully operational at the usual time on Thursday morning depending on how long the work will take. We will provide an update on Thursday morning with either an all-clear or a projected time that the system will be available. This maintenance cannot be avoided or rescheduled due to its urgent nature and we apologize for any inconvenience.

From: Martha Pendergrass <mjpender@email.unc.edu>
Sent: Thursday, April 14, 2011 11:17 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [mds_list] ViewStar Emergency Maintenance completed

To: Business Managers & Accounting Techs
From: Martha Pendergrass, Director of Procurement Services

The emergency ViewStar maintenance that begun last night has been completed and all ViewStar document imaging services are again running. You can now create, fax, view and submit your documents in the Check Request, Web Travel, Web Vendor and eProcurement Small Order Process systems.

If you experience any ViewStar-related problems, please submit a remedy ticket via 962-HELP or http://help.unc.edu.

From: Kane, Claire (Public Safety) <ckane@psafety.unc.edu>
Sent: Thursday, April 14, 2011 2:59 PM
To: 'Kane, Claire' <claire@unc.edu>
Subject: UNC SmartCommute Challenge Activities

Parking Coordinators, please distribute this information:

As most of you know, April 1 through May 31 is SmartCommute Challenge time in the Triangle! This is your chance to test out a new life style and strengthen your wallet. This year, there are more prizes to win then ever before. Find out all about it at www.SmartCommuteChallenge.org. You can take the Challenge there of course.

It is SO beautiful out. Come visit us at our table in person. Check out the calendar below. It's not to late to schedule your event or invite us out to discuss your transportation options. Thanks for being part of the solution.

Come take the Challenge at the Department of Public Safety anytime during normal business hours.

APRIL MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				15 Hospital Benefits Fair Children's Hospital Lobby **10 a.m. – 2 p.m.**
18	19 Pit **11a.m. -1 p.m**	20 Sustainability Day Polk Place **10 a.m. -2 p.m.**	21 Friday Center and/or Pit (TBD – stay tuned) **11a.m. -1 p.m.**	22 University Closed
25	26	27 Annual Parking Coordinators Meeting Theater of Dramatic Arts **9 a.m. -12 Noon**	28	29
MAY 2	3 Chapel Hill and Pittsboro Carolina Breweries **All Day** ***Don't forget to say you are there for SmartCommute Challenge!***	4	5	6

Thank you,

The Department of Public Safety

From: Bryant, Kathy <kathy_bryant@unc.edu>
Sent: Friday, April 15, 2011 3:31 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] Advance copy: State Health Plan Update

TO: HR Facilitators

FROM: Ashley Nicklis, Interim Senior Director, Benefits Services
Office of Human Resources

We are providing you with an advance copy of a message that will be sent tonight via mass email to all permanent employees.

State Health Plan Update

TO: All Permanent Employees

FROM: Ashley Nicklis, Interim Senior Director, Benefits Services
Office of Human Resources

As you may have seen, on Wednesday, Governor Perdue vetoed legislation that would have made changes to the State Health Plan. We had planned that UNC-Chapel Hill's annual enrollment would begin next week; however, this recent development will cause the enrollment period to be delayed.

We understand that some of you may be concerned and want to know what changes to expect. It is difficult for us to determine, at this point, when we might expect a new bill to be presented, but we are monitoring this legislation very closely.

It is possible that the annual enrollment period could occur after the spring semester has concluded. We will send out updates as we have additional information to share. Please monitor your communications from our office over the next several weeks for news on the State Health Plan changes and annual enrollment period.

If you have any questions, please contact your Benefits Counselor or call 962-3071.

From: Center for Global Initiatives <cgi@unc.edu>
Sent: Tuesday, April 19, 2011 1:15 PM
To: dacrowde@email.unc.edu
Subject: CGI eBulletin: Carolina Papers, Kick for Kibera

April 19, 2011

Carolina Papers Collection

Deadline: Rolling
Promote your scholarship in the field of Democracy and Human Rights, International Development or International Health. Submit your masters thesis for inclusion in the Carolina Papers.

The series is interdisciplinary and accepts work from diverse fields, including Business, Education, Health Affairs, Humanities, Information Science, Law, and Social Science.

Who is eligible to submit their master's thesis? Any UNC graduate student who has successfully defended it. For more information, please contact Dr. Niklaus Steiner (nsteiner@unc.edu).

OUR EVENTS+RESOURCES

Kick for Kibera - CFK Soccer Clinic

Registration Deadline: Wednesday, April 20
Event: Saturday, April 23

Join players from UNC Women's Soccer for the 2011 Kick for Kibera Clinic! Participants will learn valuable soccer skills from top-level players as well as how Carolina for Kibera uses soccer to promote cross cultural understanding among youth in Kibera, the largest slum in East Africa.

Who: Girls of any skill level, ages 6-16
When and Where: Saturday, April 23rd, 2011 12:30-4pm at Eddie Smith Field House, UNC Campus
Cost: $40 per individual player, $30 per player for groups/families. Please inquire about team discounts! All proceeds benefit to Carolina for Kibera's Sports Association.
Register online: http://bit.ly/kickforkibera
Registration Deadline Extended to April 20th
Questions? Email soccerclinic@carolinaforkibera.org

International Coffee Hour

Tuesday, May 3
5:00 - 6:00 PM
4003 FedEx Global Education Center
Join us for a monthly social hour for international and American students, scholars, faculty, staff and families. Chat about resources, opportunities and

AWARDS+ FELLOWSHIPS

Matching Funds
Deadline: Ongoing

Conference Awards
Deadline: Ongoing

Student Research Circles
Deadline: Ongoing

Faculty Working Groups
Deadline: Ongoing

OTHER OPPORTUNITIES

International Development

challenges on campus. Each month is hosted by a different office with excellent resources to offer. May's host is the Office of Postdoctoral Affairs!

CGI Internship Openings

Get valuable professional experience relevant to Communications & Multimedia work, Non-profit & Grants Management, Event Planning, or developing community Business Partnerships. Excellent fit for students interested in global studies or internationally-focused careers and issues. **Get the full details here and apply by August 25, 2011 for priority consideration.**

Certificate

Deadline: Ongoing

Global Music Show

Post-War German and Krautrock Music
Wednesday April 27 9:00 - 10:00pm
WXYC 89.3FM or listen online at http://wxyc.org.

GLOBAL EVENTS + ANNOUNCEMENTS

Grants Available to NC Community College Faculty

Deadline: April 21
In collaboration with UNC and Duke's National Resource Centers, World View is facilitating grants to NC community college educators to create modules to internationalize coursework. Over 40 grants of $750 have been awarded to support module creation and travel to UNC-Chapel Hill for research in cosultation with librarians and faculty arranged by World View.

The Center for Global Initiatives is happy to support applications for any area of the world or a combination of several areas or countries.

Call for abstracts for 2011 Water and Health Conference

Presentation & Poster submission deadline: April 30
Conference: October 3-7 at UNC Chapel Hill
Join individuals and experts from academia, industry, NGOs, government and foundations to deal with critical concerns in water and health relevant to both the developing and developed worlds.

Center for Global Initiatives
The University of North Carolina at Chapel Hill
FedEx Global Education Center
301 Pittsboro Street | Campus Box 5145
Chapel Hill, NC 27599-5145
919 962 3094 | cgi@unc.edu

The Center for Global Initiatives is a **catalyst** for the innovative work of faculty and students at the University of North Carolina – Chapel Hill. It is **entrepreneurial** and nimble in its approach to fostering initiatives that **deepen knowledge** and **understanding** of our complex world. For its work, the Center is recognized by the U.S. Department of Education as one of only eleven **National Resource Centers** in Global Studies.

This message was sent to dacrowde@email.unc.edu from:

Bevin Tighe | 301 Pittsboro Street Suite 3002 | CB 5145 | Chapel Hill, NC 27599

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From: Davis, Christie Wynette <christie_davis@unc.edu>
Sent: Tuesday, April 19, 2011 4:46 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Digest: April 19, 2011
Attach: 041211_HR Employee Information.pdf; 041911_HRF Digest (1).pdf

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TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

- **Please forward the attachment titled "HR Employee Information" within your department(s).**
- **Full text of all articles in the weekly digest is available in the attachments and at http://hr.unc.edu/news-events/items.**

Upcoming Dates & Deadlines

Apr. 20: HR Facilitator quarterly meeting
Apr. 22: Spring holiday
Apr. 30: Extra mile award nominations due
May 20: Chancellor's Awards for Excellence nominations due
May 20: Excellence in Management Awards nominations due

Information for Employees

Grievance Panelist and Support Person training (Click here)

The Office of Human Resources is seeking individuals to serve as hearing panelists and support persons as part of the SPA Grievance Policy. Individuals may be nominated by their supervisors or may self-nominate (with approval of their supervisors). Both permanent SPA and permanent EPA non-faculty employees are eligible to serve as support persons. Only permanent SPA employees are eligible to serve as hearing panelists.

Information for HR Facilitators

HR Facilitator Quarterly Meeting (Click here)

Don't forget – the next HR Facilitator quarterly meeting will be held on Wednesday, Apr. 20, at 2:30 p.m. in 0111 Carroll Hall.

Christie W. Davis
Public Communications Specialist
Office of Human Resources
UNC-Chapel Hill
104 Airport Drive, Campus Box 1045
Chapel Hill, NC 27599
Office: 919.962.9682
Email: Christie_davis@unc.edu
Website: http://hr.unc.edu

*Ralph Waldo Emerson quote - "**Nothing** great was **ever achieved without enthusiasm**."*

UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, April 19, 2011

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FROM: Gena Carter, Employee & Management Relations
Office of Human Resources

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Overview of SPA Grievance Process
The SPA Grievance Policy provides a mechanism for SPA employees to resolve workplace disputes. In Step 1 of the process, a member of the grievant's management responds in writing to the grievant's matter of concern. The grievant may file a Step 2 appeal of management's response. At Step 2, a panel composed of three University SPA employees hears the case and makes a recommendation for action to the Chancellor, who renders the final decision for the University. Most grievances are completed within 90 calendar days. Support persons are volunteers who can assist employees throughout the grievance process.

Time Commitment
In most cases, panelists and support persons would participate in fewer than three cases per year. Participants can accept or decline requests based on other scheduling needs. A hearing panelist's involvement over a three-week period may require up to 20 hours of work time. A support person's involvement over a three-month period may require up to 30 hours of work time. Appointments are for two-year terms and are renewable.

Qualities of Hearing Panelists and Support Persons
The Office of Human Resources is seeking individuals with strong analytical skills, strong ability to understand and apply University policy, and strong oral and written communication skills. Panelists and support persons must exhibit respectful conduct at all times to all parties involved in a grievance, encourage mutual respect among parties, contribute to providing a fair and honest process, and maintain confidentiality at all times. Panelists and support persons must continue to meet their normal work responsibilities while assisting with the grievance process.

Submitting a Notice of Interest
Interested individuals must submit a notice of interest to the Office of Human Resources. The notice of interest form is available on the OHR website. You can also request a notice of interest form by emailing Employee & Management Relations or call 843-3444. Interested individuals must complete training provided by the Office of Human Resources before being appointed to serve as panelists and/or support persons. The next available training will be held in the Sycamore Room in the Giles-Horney Building.

Part 1: Tuesday, May 17 from 8:30 a.m. to 4:30 p.m.
Part 2: Friday, May 20 from 8:30 a.m. to 12:30 p.m.

If you have questions regarding this opportunity, please contact Martha Fowler or call 843-8676.

Thank you for your continuing service to the University community.

UNC
HUMAN RESOURCES

HR Facilitator Information

Office of Human Resources
Tuesday, April 19, 2011

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Thank you for your continuing service to the University community.

Information for HR Facilitators

HR Facilitator Quarterly Meeting

FROM: Kathy Bryant, HR Communications & Talent Development
Office of Human Resources

Don't forget - the next HR Facilitator quarterly meeting will be held on Wednesday, Apr. 20, at 2:30 p.m. in 0111 Carroll Hall.

The agenda for this meeting includes the following items:
- Personnel Flexibility proposal
- New unpaid volunteers and interns policy
- PeopleAdmin and ConnectCarolina update

Please make every effort to attend and/or have your office represented. Also, please be sure to sign in as you arrive or depart so that we can confirm your attendance.

We look forward to seeing you there!

From: Davis, Christie Wynette <christie_davis@unc.edu>
Sent: Tuesday, April 26, 2011 4:46 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] HR Digest: April 26, 2011
Attach: 04.26.11_HR Information for Employees.pdf; 04.26.11_HRF Digest.pdf

---

TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

- **Please forward the attachment titled "HR Employee Information" within your department(s).**
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Upcoming Dates & Deadlines

Apr. 30: Extra mile award nominations due
May 12: Notary Public certification class
May 15: CUPA-HR membership deadline
May 20: Chancellor's Awards for Excellence nominations due
May 20: Excellence in Management Awards nominations due
Jun. 9: Benefits Services Workshop - A Baby! What do I do?

Information for Employees

Dial "7" to Make an Outside Call (Click here)
Beginning April 30, the University community will dial "7" instead of "9" to make an outside call from a landline. The change, which affects both University and UNC Health Care System landlines, is designed to reduce misdialed or hang-up 911 calls, saving both time and money.

Notary Public Certification (Click here)
Please note: Only six seats remain in this class! This certification course prepares participants to be certified in the state of North Carolina as a Notary Public, and it includes specific instruction as to: requirements and qualifications for this office; general power and limitations of the office; oaths and affirmations; and depositions and affidavits.

Benefits Services Workshop - A Baby! What do I do? (Click here)
Benefits Services has scheduled the following workshop now open for registration:

Information for HR Facilitators

CUPA-HR Membership (Contact: Samantha McAuliffe, 962-1553)
An added benefit of the University's College and University Professional Association for Human Resources (CUPA-HR) membership is that any interested HR Facilitator can join for free. Therefore, we would like to extend an invitation to you to take advantage of this free membership by joining CUPA-HR. CUPA-HR is the only association focused on human resources issues within higher education.

PeopleAdmin Announcement (Click here)
As part of the ConnectCarolina HR/Payroll implementation, UNC-Chapel Hill will eliminate our custom-built recruiting systems, which are currently dependent on data and programs in the current SPA and EPA HR systems. The Office of Human Resources is happy to announce that the University has signed a contract with PeopleAdmin to use their recruiting system as the replacement for ApplicantWeb and RecruitmentWeb.

Christie W. Davis
Public Communications Specialist

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UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, April 26, 2011

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Information for Employees

Dial '7' For Outside Calls

FROM: Information Technology Services

Beginning April 30, the University community will dial "7" instead of "9" to make an outside call from a landline. The change, which affects both University and UNC Health Care System landlines, is designed to reduce misdialed or hang-up 911 calls, saving both time and money.

Public safety officials estimate that they receive nearly 4,900 mistaken 911 calls each year at an annual cost of more than $48,000 to verify that each call is not a true emergency. Changing the dial-out prefix to "7" should substantially reduce these calls – and the cost associated with them, said Lt. Col. George Hare, deputy director of public safety.

The Department of Public Safety, in conjunction with ITS Communication Technologies, has worked with AT&T to implement the change for Carolina. To give people time to adjust to dialing "7" instead of "9," there will be an overlap period in which both numbers will work.

ITS Communication Technologies is working directly with people who have automated equipment that relies on a dial-out prefix so they can be notified to reprogram their equipment.

For information about the change, see its.unc.edu/CommTechnology/Dial7AccessCodeChange. People with questions can call 962-HELP and select the option for telephone requests or they can submit questions to dial7@unc.edu.

Notary Public Certification Class

FROM: Verita Murill, Training & Talent Development
Office of Human Resources

Please note: Only six seats remain in this class! This certification course prepares participants to be certified in the state of North Carolina as a Notary Public, and it includes specific instruction as to: requirements and qualifications for this office; general power and limitations of the office; oaths and affirmations; and depositions and affidavits.

Location: Environment, Health & Safety - Room 2202A
Date: Thursday, May 12
Time: 8:45 a.m. to 4:30 p.m.
Sponsor: *This class is sponsored and funded by the Employee Forum*

Another class will be offered in June. Stay tuned for additional details.

Certification requires that each applicant must:

- Be a high school graduate or equivalent
- Complete all six hours of this course and pass the exam
- Reside legally in the United States, and speak, read and write in English

Per new state regulations, all class participants are required to present some form of state-issued photo identification upon arriving at class. This can include a driver's license, State ID with picture, or United States passport.

To register online, please visit the Training & Talent Development or contact Training & Talent Development at 962-2550 for more information.

Benefits Services Workshop - A Baby! What do I do?

FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

Benefits Services has scheduled the following workshop now open for registration:

A Baby! What do I do?
Having a new child can be overwhelming. This session is intended to provide you with some basic processes to follow to ensure continuation of your benefits, how FMLA works and what work/life programs are available to new parents.

Location: 104 Airport Drive, 1500-C
Date: Thursday, Jun. 9
Time: noon to 1:00 p.m.
Sponsor: Benefits Services

Registration is required. Employees can register online, email or call 962-2550.

UNC
HUMAN RESOURCES

HR Facilitator Information

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Information for HR Facilitators

CUPA- HR Membership

FROM: Brenda Richardson Malone, Vice Chancellor for Human Resources

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Benefits of being a member of the organization include access to relevant data and information, professional development programs, workforce and compliance resources, and networking with other members.

If you would like to take advantage of this free membership, please contact Samantha McAuliffe or call 962-1553 no later than May 15. She will be able to instruct you on how to register for membership.

Thank you for all that you do to make Carolina a great place to work.

PeopleAdmin Announcement

FROM: Brenda Malone, Vice Chancellor for Human Resources

As part of the ConnectCarolina HR/Payroll implementation, UNC-Chapel Hill will eliminate our custom-built recruiting systems, which are currently dependent on data and programs in the current SPA and EPA HR systems. The Office of Human Resources is happy to announce that the University has signed a contract with PeopleAdmin to use their recruiting system as the replacement for ApplicantWeb and RecruitmentWeb.

The ConnectCarolina project team will convene a working group, which will include members from the EEO Office, the Provost Office, Employment and Staffing, EPA Non-Faculty HR, and HR Administration & Systems to determine implementation plans. A recruitment campus working group, composed of HR representatives nominated by their School/Division, has also been established to provide feedback to the project team and to keep their organizations apprised of developments in this area. To see the members of the Recruitment Campus Working Group, please visit our website.

From: CostAcctBill@unc.edu
Sent: Wednesday, April 27, 2011 11:53 AM
To: dacrowde@email.unc.edu
Subject: Facilities Services Invoices

Facilities Services has completed processing Billing for this month. To view, download, or print your invoices, please visit our Financial Portal at www.fac.unc.edu. Click on the Financial Portal link and enter your Onyen and password. You will then have access to invoicing information for all FRS accounts for which you have access.

To view, download or print your invoices, click on the Customer ID or Account Views Link in the left side navigation bar, select the beginning and ending billing month, select Invoice Summary for the View and then click Submit. You will be provided with a summary of each invoice for the month selected. You can then click the Invoice # to view / print a preformatted Invoice or click on the Tx Count to view and/or download detailed billing transactions.

If you have questions related to our billing or use of the Financial Portal, please reply to this email or contact Melissa Wilson at 962-9052 or Kathy Pope at 962-9065.

From: Bryant, Kathy <kathy_bryant@unc.edu>
Sent: Wednesday, April 27, 2011 1:42 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] Advance copy: Employee Assistance Program Changes

---

TO: HR Facilitators

FROM: Brenda Richardson Malone, Vice Chancellor for Human Resources

The memo below will be sent to all employees tonight as a Formal Notice. It is being shared with you in advance for your information.

Employee Assistance Program Changes

TO: All Employees

FROM: Brenda Richardson Malone, Vice Chancellor for Human Resources

Effective July 1, the Office of Human Resources will offer Deer Oaks as the University's sole provider of Employee Assistance Program (EAP) services. As an employee of UNC-Chapel Hill, you and your dependents are eligible for this important benefit at no cost.

The Office of Human Resources currently has two providers of EAP services – Deer Oaks and our local representative, Susan Criscenzo. The University's current budget situation has necessitated a review of our EAP offerings and we have made the decision to move forward with only one provider – Deer Oaks. While we have benefitted greatly from our relationship with Susan Criscenzo over the years, we know that Deer Oaks is fully equipped to support the University's future EAP needs. Beginning July 1, Susan Criscenzo will support UNC Healthcare as their full-time EAP provider. You can continue to consult directly with Susan through June 30.

Deer Oaks representatives are available 24 hours a day, 365 days a year, and have access to clinicians with considerable expertise, in convenient locations. Their providers can offer counseling for stress, depression, anxiety, workplace difficulties, substance abuse, marital problems, family or parenting conflicts, grief, violence and unhealthy lifestyles. You and your dependents are allowed one confidential counseling visit at no cost. Additional visits will be charged based on your insurance coverage.

In addition, Deer Oaks can provide tools and referrals for:

- Childcare and eldercare resources with referrals
- Financial and legal issues
- Child and parenting support services
- Retiree assistance
- College resources
- Moving resources

For additional information or a referral to a provider nearest you, please call Deer Oaks toll-free at 877-327-7658. Online tools are available at www.eapnc.com (login and password: eapnc).

UNC-Chapel Hill is committed to the health and well-being of its employees and their family members. We encourage you to use this important benefit should you have need.

Important Dates and Information
For 2010-2011 Employee Parking Pre-Registration

Date: ***Wednesday, April 27, 2011***
Activity: **Coordinator's Meeting**

Information: Coordinators will be receiving packets with registration information for the upcoming year. The packets will include the following items:

Employee Applications

Date: ***Thursday, May 18, 2011***
Activity: On-line web registration for department begins

Date: ***Friday, June 3, 2011***
Activity: **Deadline for on-line web registration(PRINT ALL DOCUMENTS FOR PREREIGSTRATION)**

Information: Coordinators must have completed on-line web registration entry for their department by this date. Coordinators must print and bring the following:

Permit registration reports	***Review and confirm all information***
Post Doc assignments	***Notify employees of status***
Waiting list information	
Invoices	
Authorization Forms	
Permit applications- for non pretax option and confirmation changes	

Date: ***Tuesday, June 7 through Thursday, June 9, 2011***
Activity: **Coordinator Packet Returns**

Information: Coordinators return the following information to the Department of Public Safety:

Employee applications ONLY for persons not choosing the pre-tax option
Signed authorization sheets
All cash/check payments with invoice
All charge payments with signed authorization forms that must accompany any request for this method of payment.

Date: ***Thursday, July 14, 2011***
Activity: ***CAP (Commuter Alternative Program) online Registration begins(UNC Parking Services Website---www.parking.unc.edu***

Date: ***Tuesday, July 28 through Thursday, July 30, 2011***

Activity: **Permit Packet Distribution to Coordinators**

Information: Coordinators will come to the Department of Public Safety to pick up their departments parking and transit credentials.

Date: ***Monday, August 1 through Thursday, August 4, 2011***
Activity: **Permit Change Days**

Information: Coordinators may cancel and reissue permits during this time.

Date: ***Friday, September 23, 2011 (Date subject to change)***
Activity: **First Employee Waiting List Release**

2011-2012 Employee Permit Fees

Permit Type	Scale		2011-12	Bi-weekly Deductions 24 payments	Monthly Deductions 12 Payments	Weekly Price	Daily Price
ALG/RS	X	<$25,000	$1,003.60	$41.82	$83.63	$21.23	$4.75
All Gated & Reserved Space	A	$25,000 - <$50,000	$1,103.98	$46.00	$92.00		
	B	$50,000-$100,000	$1,393.60	$58.07	$116.13		
	C	>$100,000	$2,153.84	$89.74	$179.49		
ALG	X	<$25,000	$752.96	$31.37	$62.75	$15.94	$3.75
All Gated	A	$25,000 - <$50,000	$828.88	$34.54	$69.07		
	B	$50,000-$100,000	$1,044.68	$43.53	$87.06		
	C	>$100,000	$1,614.60	$67.28	$134.55		
Reserved	X	<$25,000	$676.00	$28.17	$56.33	$15.30	$3.50
Reserved Space	A	$25,000 - <$50,000	$795.42	$33.14	$66.29		
	B	$50,000-$100,000	$940.68	$39.20	$78.39		
	C	>$100,000	$1,453.92	$60.58	$121.16		
Gated	X	<$25,000	$546.00	$22.75	$45.50	$11.57	$3.25
	A	$25,000 - <$50,000	$601.64	$25.07	$50.14		
	B	$50,000-$100,000	$759.72	$31.66	$63.31		
	C	>$100,000	$1,173.64	$48.90	$97.80		
Non Gated	X	<$25,000	$414.96	$17.29	$34.58	$8.78	$2.75
	A	$25,000 - <$50,000	$456.56	$19.02	$38.05		
	B	$50,000-$100,000	$574.60	$23.94	$47.88		
	C	>$100,000	$888.68	$37.03	$74.06		
PMALG			$312.00	$13.00	$26.00	$6.58	$2.00
AM,PM,NR,SR,PDV	X	<$25,000	$312.00	$13.00	$26.00	$6.57	$2.00
	A	$25,000 - <$50,000	$341.64	$14.24	$28.47		
	B	$50,000-$100,000	$431.60	$17.98	$35.97		
	C	>$100,000	$667.68	$27.82	$55.64		
AMH/PMH			$92.89	$3.87	$7.74		
Scooter/Moped			$24.00				
Motorcycle Permit	X	<$25,000	$173.68	$7.24	$14.47	$3.65	$1.75
(no on-campus permit)	A	$25,000 - <$50,000	$189.80	$7.91	$15.82		
	B	$50,000-$100,000	$239.72	$9.99	$19.98		
	C	>$100,000	$370.76	$15.45	$30.90		

2011-12 Support Permit Pricing

Official Visitor Permit	$602.00	$11.58
State Vehicle Permit	$602.00	$11.58
Full Vendor	$746.00	$14.35
15 Minute Vendor	$74.60	$1.43

	A	B	C	D	E	F	G	H	I	J	K
34	Motorcycle Permit	X	<$25,000	$39.52	$1.65	$3.29	$0.84	$1.25			
35	(with on-campus permit)	A	$25,000 - <$50,000	$43.68	$1.82	$3.64					
36		B	$50,000-$100,000	$53.56	$2.23	$4.46					
37		C	>$100,000	$82.68	$3.45	$6.89					
38											

From: Klemens, Michelle <michelle_klemens@unc.edu>
Sent: Friday, April 29, 2011 1:53 PM
To: Work-Study Supervisors <wssupervisors@listserv.unc.edu>
Subject: [wssupervisors] New Supervisor Training Info & Summer Update

---

Supervisors,

I apologize for the lengthy e-mail, but there is a lot to cover.

Federal Work-Study Orientation for New Supervisors (please pass along to anyone who might be interested in attending one of our training sessions):

The Office of Scholarships and Student Aid offers training sessions for full-time, permanent faculty/staff members interested in joining the Federal Work-Study Program. Training is mandatory and covers topics such as institutional and federal guidelines, student payroll, the job classification system, documenting student hours in TIM, creating job descriptions and marketing jobs online. No registration is required (although attendance is documented); attend a session that works best for you. Please note that postdoctoral scholars, graduate students and part-time employees are not eligible to serve as work-study supervisors.

All sessions will be held in Room 121 of Hanes Art Center on the following dates:
June 14, 2011: 2-4 p.m.
July 6, 2011: 10-12 p.m. (noon)
Aug. 4, 2011: 2-4 p.m.

Summer Work-Study:
We had extremely limited funding for Summer Work-Study and exhausted the entire amount on the very first day of packaging. In total, 500 students were awarded a summer-specific Work-Study Award in the amount of $800.00. Even if your current 2010-2011 work-study student will attend summer classes, please don't assume s/he has been awarded Summer Work-Study. You must physically see and sign the student's summer-specific Job Assignment Form (available to students on the first day of class) prior to placing that student back on Work-Study Payroll. Thomas will follow up next week with summer-specific payroll information and instructions.

Thanks,
SMK

Michelle Klemens
Assistant Director for Employment Programs
Office of Scholarships and Student Aid
University of North Carolina at Chapel Hill
tele: (919) 962-4176
fax: (919) 962-2716

- --

You are currently subscribed to wssupervisors as: dacrowde@email.unc.edu.

From: Harper, Thomas B <thomas_harper@unc.edu>
Sent: Monday, May 2, 2011 9:22 AM
To: Work-Study Supervisors <wssupervisors@listserv.unc.edu>
Subject: [wssupervisors] Summer 2011 Work-study Payroll Info
Attach: Summer 2011 HRIS Quick Guide for FWS.docx; Summer 2011 VAC Instructions.docx

---

This is a reminder that work-study students may work through May 6th (if they still have available hours for this academic year). Remaining hours DO NOT rollover into summer work-study. The TIM system does not monitor the hours, only records them. It is your responsibility to monitor your student's hours. If the student exceeds their academic year award, then your department will be contacted to initiate a transfer of funds for the excess.

All current work-study students are scheduled to auto-terminate effective on May 6th. The students and the managers should perform TIM approvals by the end of the day on May 6th to ensure that each time record is accessible before termination.

May 10th is the first day that work-study students attending summer session I may pickup their job assignment form in 216 Vance Hall. Your department will be responsible for distributing and collecting the necessary tax cards from the hired employee. Returning work-study students can get their necessary direct deposit info upon request from the payroll manager in your department. Otherwise, direct deposit authorization forms and the voided checks or bank letters must be received from the employees. All tax cards and the direct deposit info should be submitted to Payroll Services in a timely manner.
Attached is the HRIS Quick Guide and the Vac instructions for Summer 2011 Institutional Work-study.

Thomas Harper
Work-Study Payroll Coordinator
Office of Scholarships & Student Aid
UNC-Chapel Hill
216 Vance Hall
Chapel Hill, NC 27599-2300

- --

You are currently subscribed to wssupervisors as: dacrowde@email.unc.edu.

HRIS Quick Guide for Undergraduate Summer Work-Study:

*****No one is permitted to hire a work-study student (1) until on or after the first day of classes: May 10, 2011 and (2) without first seeing a Job Assignment Form*****

- The actual date of hire should be used for "Event Date"
- The "Planned End Date" should be 07/22/2011
- Job Title & Working Title should be "09903" for Work-Study Student
- FTE = .5
- FRS Account Number: 668856 (**you will need to add this account number to your VAC table before you can process any work-study hires – please see second attachment**)

If detailed instructions for data entry are required, please refer to the following informational link:
http://hrisguide.unc.edu/lessons/New_Hire_for_SPA_TemporaryStudent_Employee.html

General questions and concerns related to Summer Work-Study should be addressed to Michelle Klemens (tele: 962-4176, e-mail: michelle_klemens@unc.edu)

Specific questions and concerns related to Undergraduate Summer Work-Study data entry in HRIS should be addressed to Thomas Harper (tele: 962-4170, e-mail: thomas_harper@unc.edu)

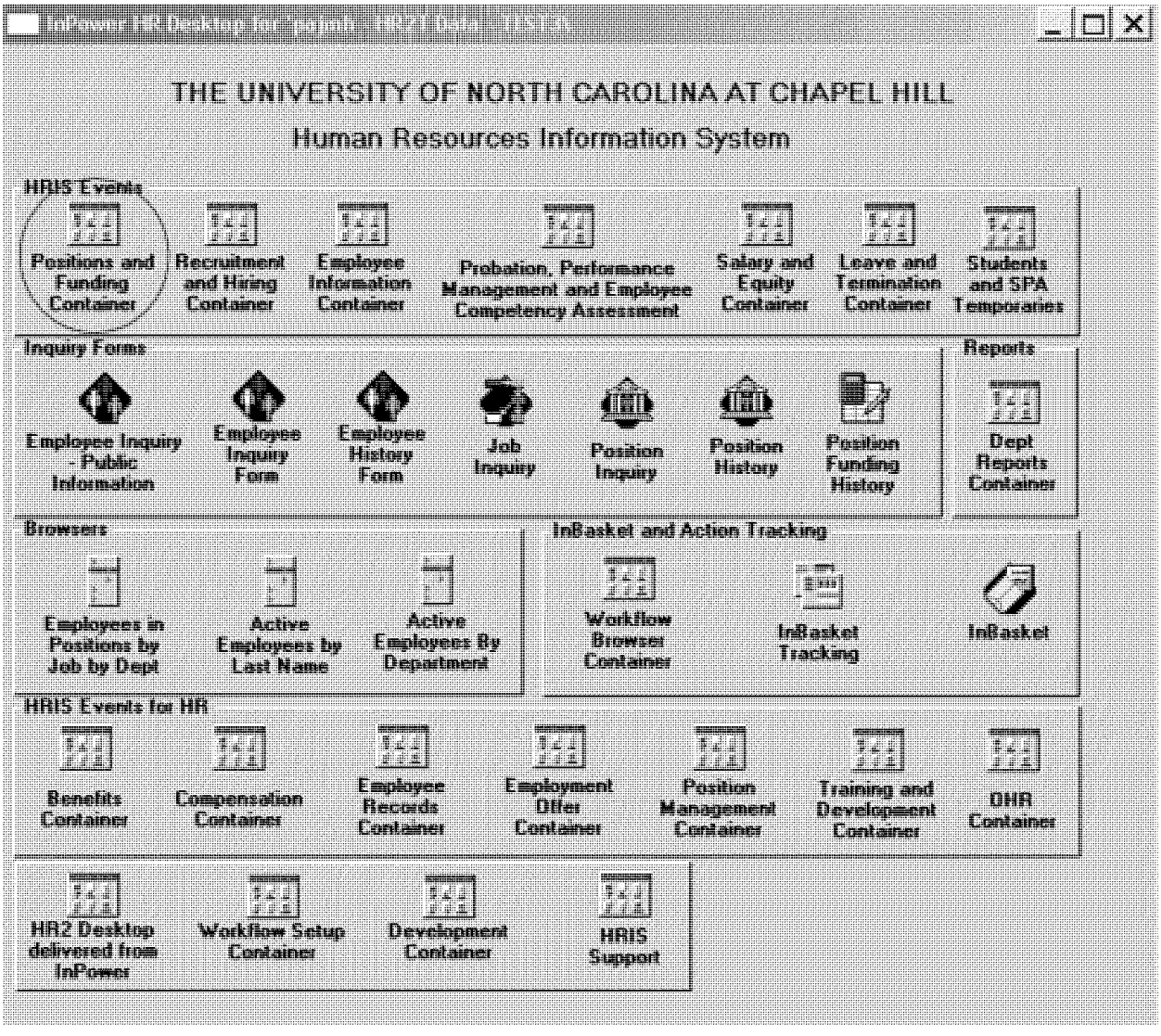

From the HRIS desktop, double-click on the **'Positions and Funding Container'**.

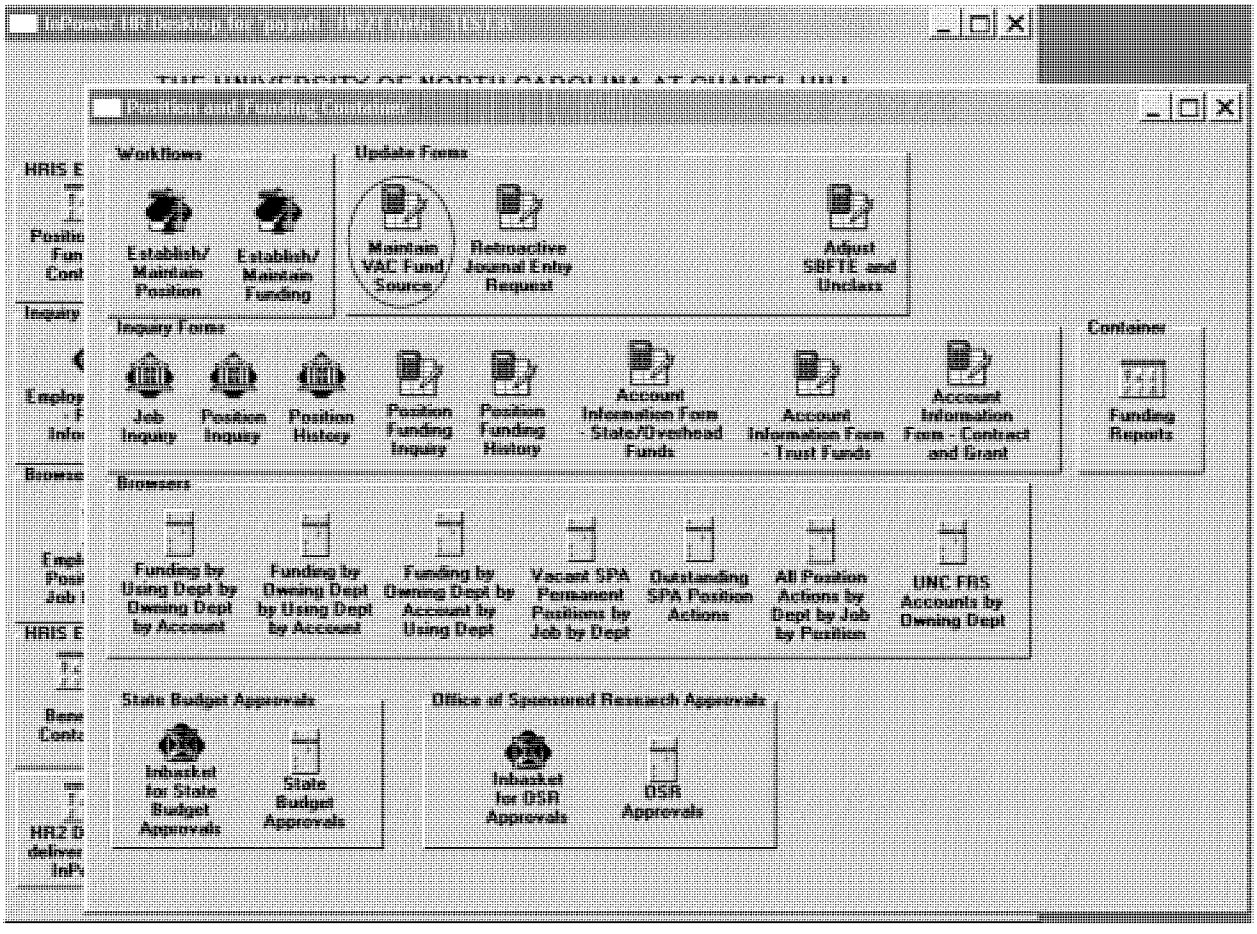

From the **'Positions and Funding Container'**, double-click on the **'Maintain VAC Fund Source'**

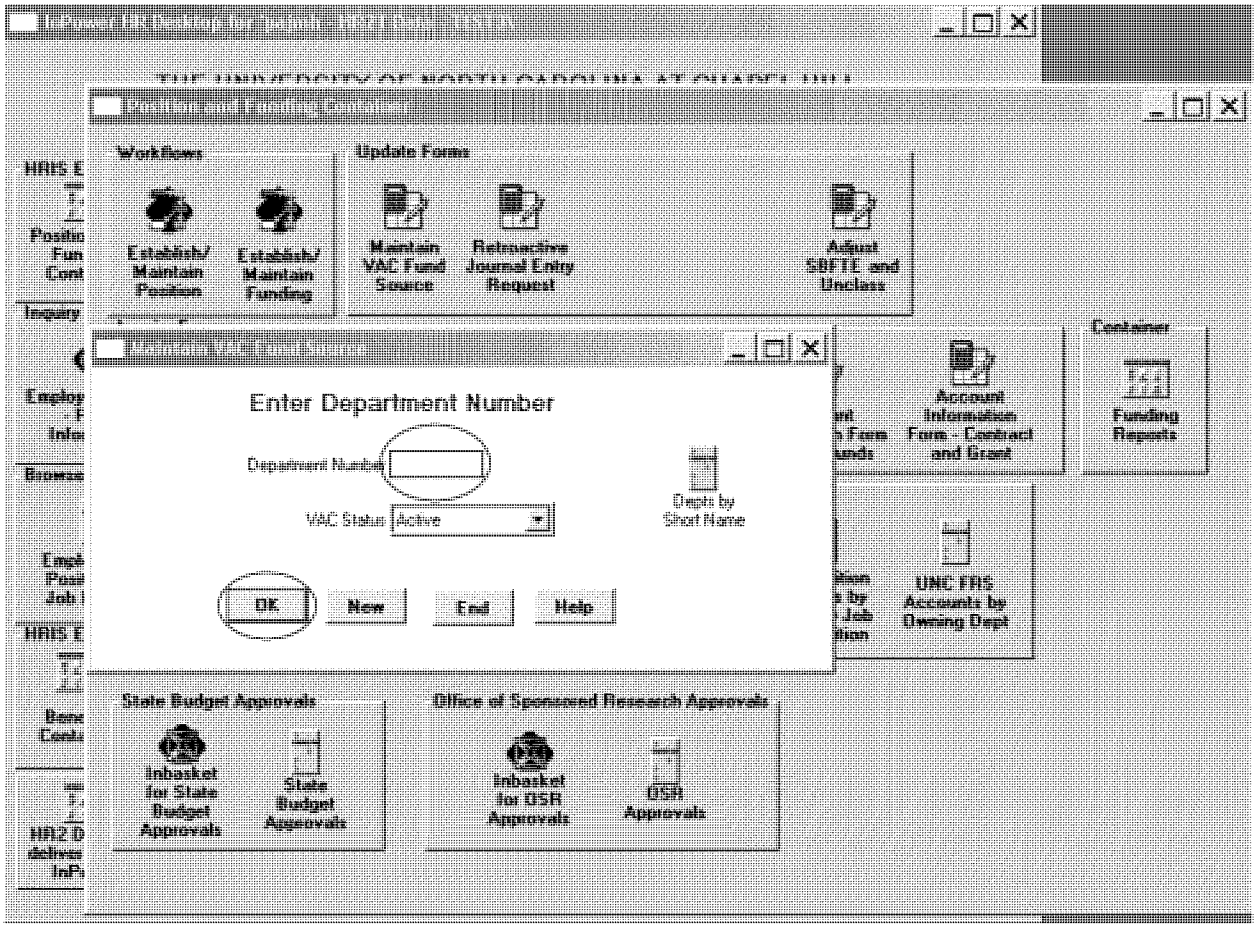

When the list for the **'Maintain VAC Fund Source'** appears, key in your department number and click **OK**.

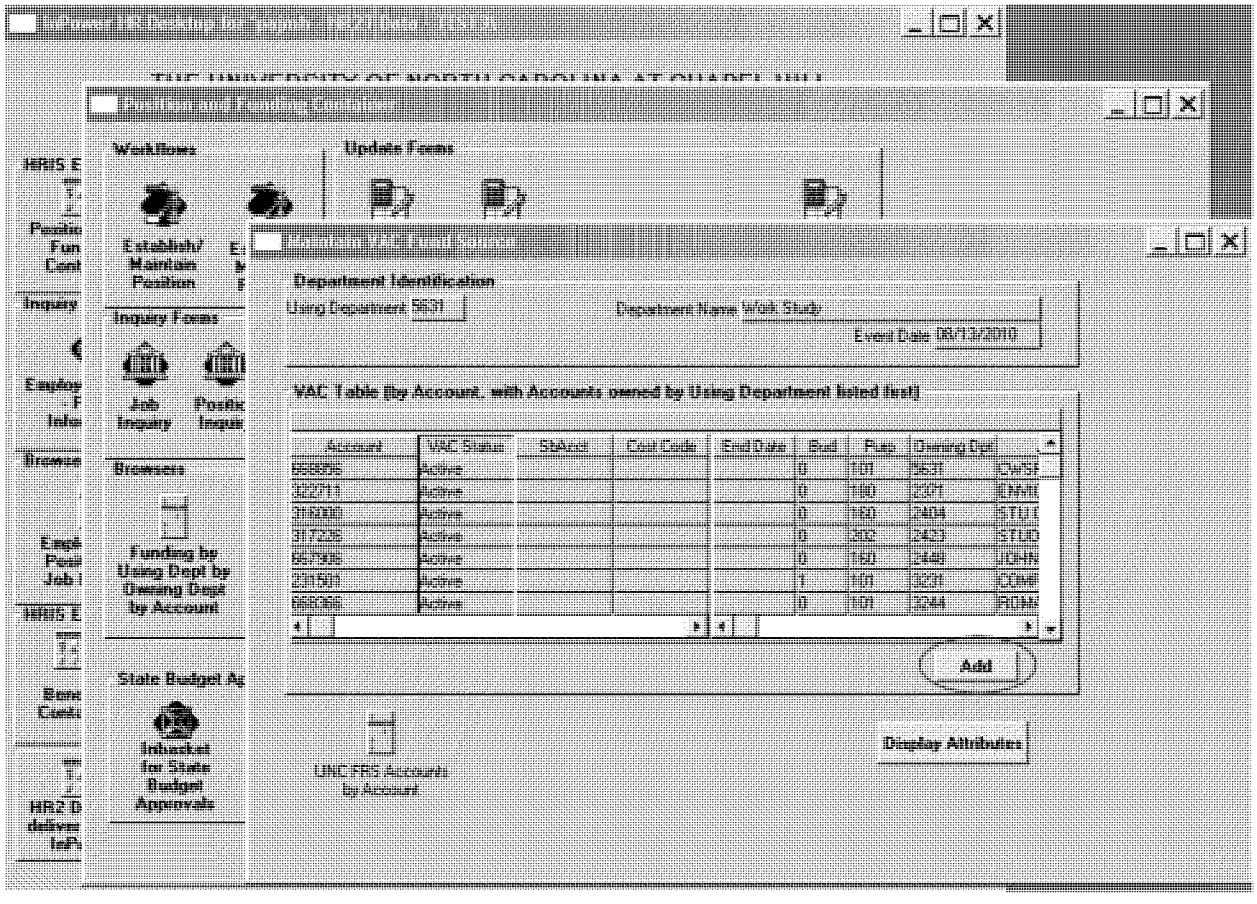

To add an account to the VAC table, click the **'Add'** button once, and a new row will display at the bottom of the table.

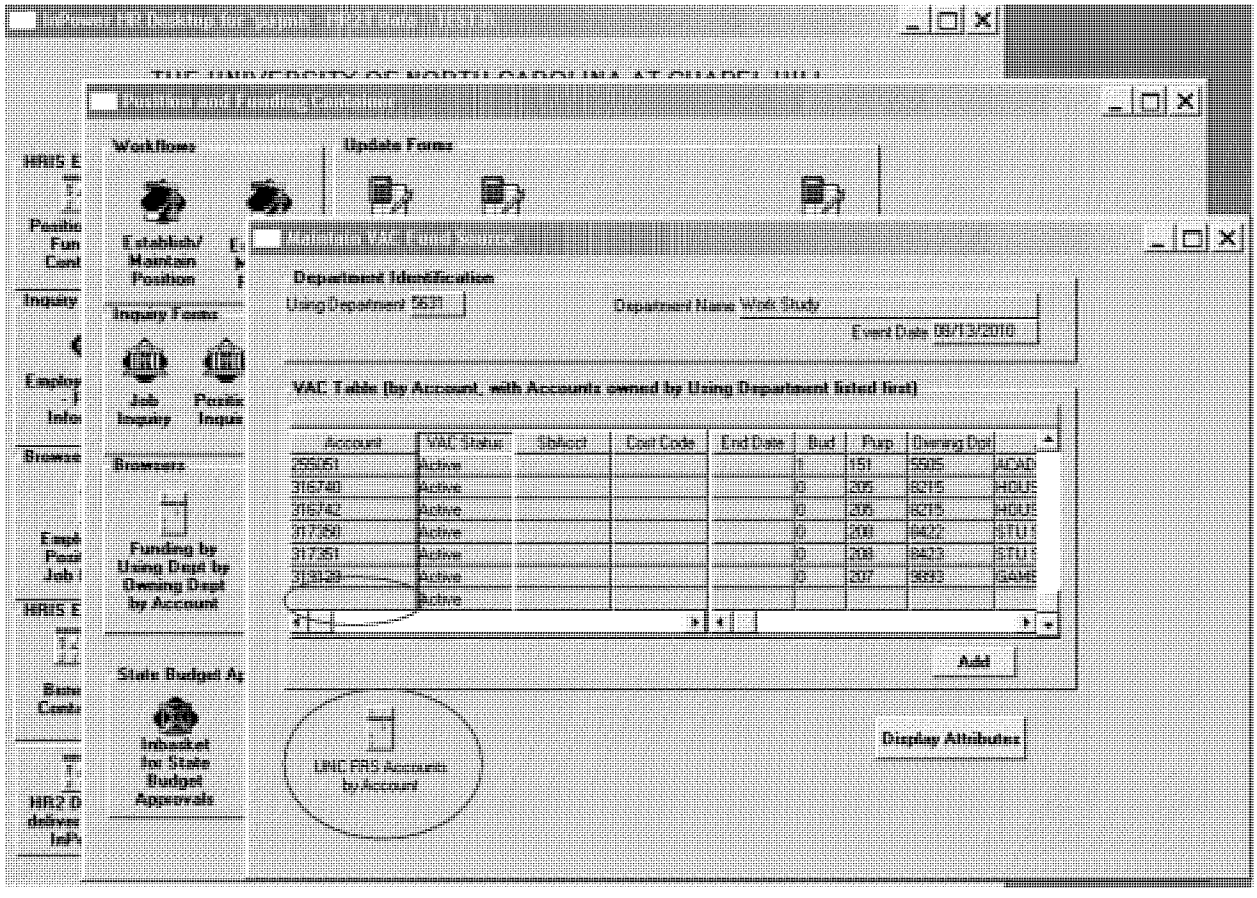

You can either enter in the account number by manually keying it in to the **'Account'** column, or you can search for the icon by double-clicking on the **'UNC FRS Accounts by Account'** browser. From the browser, you will select the account number you wish to use, and drag and drop it to the **'Account'** column.

Once the account has been entered in, click **'Display Attributes'**, and then **File – Save**.

CAROLINA SPORTS BUSINESS CLUB

COLLABORATION. CONNECTIONS.

PRESENTS:

The EXSS Sport Administration Faculty

When: Monday, March 19th – 5:30 p.m.
Where: Fetzer 109
Contact: theclub@unc.edu
Website: http://studentorgs.unc.edu/carsbc/

EXSS
Exercise and Sport Science
University of North Carolina at Chapel Hill
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NFL NBA NASCAR

From: Stroman, Deborah L <dstro@unc.edu>
Sent: Wednesday, February 29, 2012 5:55 PM
To: Stroman, Deborah L <dstro@unc.edu>; Email.Address@email.unc.edu; csomoano@uncaa.unc.edu; breschi@uncaa.unc.edu; craddock@uncaa.unc.edu; mjoines@uncaa.unc.edu; richdeselm@uncaa.unc.edu; anson@uncaa.unc.edu; jholt@uncaa.unc.edu; derekg@uncaa.unc.edu; skhaney@uncaa.unc.edu; shatchell@uncaa.unc.edu; masapp@uncaa.unc.edu; Kalbas, Brian J <bkalbas@email.unc.edu>; uncwlax@uncaa.unc.edu; janmann@uncaa.unc.edu; rmiller@uncaa.unc.edu; cd@uncaa.unc.edu; djp@uncaa.unc.edu; spaul@uncaa.unc.edu; Sagula, Joseph A <jsagula@unc.edu>; kcs@uncaa.unc.edu; nlynch@uncaa.unc.edu
Cc: Cunningham, Bubba <bubbac@email.unc.edu>; Blanchard, John G <johnblanchard@unc.edu>
Subject: Student Athlete Support
Attach: CSBC EXSS SA Faculty 2012.pdf; TPG Sports Career Conference.pdf

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Hi Coach. The campus is still buzzing from last night's panel discussion. As you can imagine, an event is that nature can be a blessing and a burden. ;) My only still lingering wish is that there were more coaches and student-athletes in attendance. ;) Nonetheless, here's my latest outreach to you to assist your program:

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2. TPG Sport Careers Conference – April 20-21 in Charlotte. I know the owner of this firm and they plan on putting a REAL career conference. I am joining their advisory panel. All the pro sport organizations will be there plus 20+ firms expecting resumes and looking to HIRE. http://www.tpgsportsgroup.com/careerconf.html
3. EXSS 327 - This course is for sport administration majors (juniors and seniors) seeking a sport management-related internship for academic credit (summer, fall or spring terms). I sometimes have one or two openings for non-EXSS majors.
4. Carolina Black Caucus (aka Black Faculty and Staff) – I am the chair of the Caucus. Over the past two years, I have been observing/meeting/discussing/offering recommendations on the state of UNC athletics with various people on campus, including the Chancellor. After the football matter, we formed a subcommittee that is interested in the welfare of Black students, in particular, student-athletes. Do know that you can always call on us to assist you. We are here to be another resource for you as you guide them to success. www.unc.edu/cbc
5. Entrepreneurship Minor - I am engaged in discussions to create a sport business track for this popular minor. http://www.unceminor.org/ I am currently teaching the first Entrepreneurship in Sport course. Stay tuned and supportive ;) of this new offering. Thanks!
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Continued Success and Go Heels,

debby

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UNC – Exercise and Sport Science
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NBA Operations – Human Resources – Resume Professionals

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Contact us: ***events@TPGSportsGroup.com***

NFL NBA NASCAR

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Saturday, March 3, 2012 9:29 AM
To: rmercer@ad.unc.edu
Subject: Fwd: NCAA Ed Column on New Football Eligibility Requirement
Attach: FILE.msg

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Saturday, March 3, 2012 9:29 AM
To: -Academics <-Academics@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>
Cc: Bubba Cunningham <bubbac@uncaa.unc.edu>
Subject: NCAA Ed Column on New Football Eligibility Requirement
Attach: TEXT.htm; Ed Column on Football Eligibility Requirement.pdf

---

All,

The attached Ed Column released recently by the NCAA has a great Q&A regarding the new football eligibity requirement. Thought I'd pass it on to all of you!

Thanks,
Amy

Amy Herman
Associate AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Saturday, March 3, 2012 8:12 PM
To: rmercer@ad.unc.edu
Subject: Fwd: Re: NCAA Division I Degree-Completion Award 2012-13 Application is posted on-line.
Attach: FILE.msg

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Saturday, March 3, 2012 8:12 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: John G Blanchard <johnblanchard@unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>
Bcc: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: Re: NCAA Division I Degree-Completion Award 2012-13 Application is posted on-line.
Attach: TEXT.htm

Thanks, Lissa! We will make sure We get this out to eligible students and that Robert's staff does as well. John

Sent from my iPhone

On Mar 3, 2012, at 3:02 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:

> Susan & John □ I□m forwarding this along so we can be sure to take advantage of it if we have anyone who might be eligible.
>
> Lissa
>
> From: Reagan, Betty [mailto:breagan@ncaa.org]
> Sent: Thursday, March 01, 2012 8:54 AM
> Subject: NCAA Division I Degree-Completion Award 2012-13 Application is posted on-line.
>
> MEMORANDIUM
>
> March 1, 2012
>
>
> TO: Presidents and Chancellors]
> Faculty Athletics Representatives] □ of NCAA Division I Member
> Director of Athletics] Institutions.
> Senior Woman Administrators]
>
>
> FROM: Ellen Summers
> Librarian.
>
> SUBJECT: 2012-13 NCAA Division I Degree-Completion Award Program.
>
>
> The application for the NCAA Division I Degree-Completion Awards for the fall/spring 2012-13 is now available at www.ncaa.org.
>
> To be considered for this award, the student-athlete must have completed eligibility at an NCAA Division I member institution; enrolled originally in or before September 2007; exhausted institutional eligibility for athletics-related aid (five years) and be within 30 semester hours or 45 quarter hours of completing an undergraduate degree.
>
> All of the applications are reviewed by a committee of representatives from seven NCAA Division I member institutions. Funds ordinarily allow awards to be made to less than one-half of the applicants. Therefore, it is important to stress to your students that they must fill out the application completely and provide supporting

documents in order to be considered for this award.
>
> The completed application and supporting documents must be mailed to me at the national office and be postmarked no later than May 25. The committee will make its decisions on funding by June 30.
>
> Please contact me at 317-917-6308 or esummers@ncaa.org, or Betty Reagan at 317-917-6367 or breagan@ncaa.org if you have questions about this award or the application.
>
>
> ELS:br
>
> This email and any attachments may contain NCAA confidential and privileged information. If you are not the intended recipient, please notify the sender immediately by return email, delete this message and destroy any copies. Any dissemination or use of this information by a person other than the intended recipient is unauthorized and may be illegal.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, March 6, 2012 1:58 PM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: [ackland-e-news] Ant Farm, Book Club, a "Last Look," and Fracking Music!
Attach: TEXT.htm

From: Andrew Perrin <andrew_perrin@unc.edu>
Sent: Wednesday, March 7, 2012 9:13 AM
To: Honor System Task Force <honortaskforce@listserv.unc.edu>
Bcc: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: [honortaskforce] Another anecdote for the committee

Dear colleagues-

This comes from a colleague in history:

a recent email I received from one of our recent PhD's, one who's teaching a course in modern global history for us:

"I know that you have been involved with attempts to reform honor court in the past. We've had three cases of plagiarism in 140:1 so far this semester (two business students and a journalism student!!). In each case, the attitude of the students after my first contact was "take me to honor court because you won't win." After a second contact, they apologize for their first response, but it really says something about a certain undergraduate mentality. I'm not sure if you are still working in this area administratively, but I thought that I'd pass on the anecdotes."

--

Andrew J Perrin - andrew_perrin@unc.edu - http://perrin.socsci.unc.edu
Associate Professor and Associate Chair of Sociology
University of North Carolina - CB#3210, Chapel Hill, NC 27599-3210 USA

-- You are currently subscribed to honortaskforce as: rmercer@uncaa.unc.edu. To unsubscribe click here: http://lists.unc.edu/u?id=45255272.d1d4446408a0924666247e1c55f434ec&n=T&l=honortaskforce&o=31020493, or send a blank email to leave-31020493-45255272.d1d4446408a0924666247e1c55f434ec@listserv.unc.edu.

From: <hr@unc.edu>
Sent: Friday, March 9, 2012 8:27 PM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: FORMAL NOTICE: Reminder: Feedback on Draft Guiding Principles for BOG Personnel Authority

---

TO: All Employees

FROM: Brenda Richardson Malone, Vice Chancellor for Human Resources

Last month, I sent the University community a draft of guiding principles that would provide a foundation upon which the UNC System would develop a unified personnel system, if the General Assembly grants the authority.

Chancellor Thorp and I, along with UNC General Administration, are interested in employees' thoughts on this topic. If you have not already done so, please take a moment to review the draft, which is available at http://hr.unc.edu/faculty-and-staff/personnelflexibility/CCM3_035316. Our deadline to transmit your input to General Administration is fast approaching, so I ask that you provide any feedback to us by Wednesday, March 14, at hr-personnel-flexibility@unc.edu. Please note that we will not directly answer each email; however, all feedback will be consolidated and provided to General Administration.

As previously indicated, the draft incorporates comments from the UNC Staff Assembly Executive Committee, and was shared at the Personnel & Tenure Committee of the UNC Board of Governors last month.

This legislative proposal is critically important and would affect all universities within the system by realigning personnel authority for all university employees to the UNC Board of Governors. There are substantial benefits to all employees, in that it will allow the Board of Governors to develop policies and practices that would be better aligned with the higher education environment, while maintaining existing employee protections as stated in the guiding principles. I encourage you to review the draft and provide any feedback. Thank you.

This email is sponsored by: Office of Human Resources

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, March 13, 2012 2:42 PM
To: rmercer@ad.unc.edu
Subject: Fwd: Meeting to discuss S/A Services staff meetings
Attach: FILE.msg

From: Sandy Restivo <srestivo@uncaa.unc.edu>
Sent: Tuesday, March 13, 2012 2:42 PM
To: Cricket Lane <cricket@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Shelley Johnson <shelljo@uncaa.unc.edu>
Cc: John Blanchard <jgb@uncaa.unc.edu>
Subject: Meeting to discuss S/A Services staff meetings
Attach: TEXT.htm

Hello,

I am confirming this meeting with John for Thurs., March 15th from 1:00 to 2:00 pm in John's office.

Thank you for you help,
Sandy

Sandy Restivo
Student-Athlete Services
(919) 962-9146
srestivo@uncaa.unc.edu

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, March 13, 2012 3:33 PM
To: rmercer@ad.unc.edu
Subject: Fwd: Registration Dates for Fall 2012
Attach: FILE.msg

From: Susan Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, March 13, 2012 3:33 PM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer Welborn <welborn@uncaa.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>
Cc: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: Registration Dates for Fall 2012
Attach: TEXT.htm; IMAGE.bmp; Fall 2012 Dates 3.13.12.xlsx

All,
Attached is a report listing the Registration Dates for all of our student-athletes for the Fall term.

Let me know if you need anything else.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-8247 (fax)
sbmaloy@uncaa.unc.edu

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, March 16, 2012 10:22 AM
To: rmercer@ad.unc.edu
Subject: Fwd: 4.0s
Attach: FILE.msg

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, March 19, 2012 2:27 PM
To: rmercer@ad.unc.edu
Subject: Fwd: Retention and graduation report
Attach: FILE.msg

From: Susan Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, March 19, 2012 2:27 PM
To: John Blanchard <jgb@uncaa.unc.edu>
Cc: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: Fwd: Retention and graduation report
Attach: TEXT.htm; IMAGE.bmp; Retention and graduation report.msg; 2004-2007 Cohort for IR - Fall Freshman ONLY.xlsx

---

John,
Here is the report that was produced by IR. I also attached the cohort list that I provided to them. Bruce Carney's comments are below as well.

Thanks,
Susan

Many thanks. It's not a happy picture, is it? Thanks as well for including the numbers of students.

--Bruce

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-8247 (fax)
sbmaloy@uncaa.unc.edu

From: "Williford, Lynn E" <lynn_williford@unc.edu>
Sent: Saturday, March 17, 2012 6:37 PM
To: Bruce William Carney <bruce@unc.edu>
Cc: Susan B Maloy <sbmaloy@email.unc.edu>
Subject: Retention and graduation report
Attach: TEXT.htm; Retention and Graduation Athlete Status.xls

---

Bruce,

Attached is a report that we discussed a couple of weeks ago. We are very indebted to Susan Maloy of the Dept of Athletics, who helped us identify the appropriate students to make apples-to-apples comparisons.

Lynn

Lynn Williford, PhD
Assistant Provost for Institutional Research & Assessment
313 Carr Bldg., CB 3350, UNC-Chapel Hill
Chapel Hill, NC 27599-3350
lynn_williford@unc.edu
Phone: 919-962-1339 fax: 919-962-1341

	A	B	C	D	E	F	G	H	I	J	K
1	Bruce,										
2											
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4											
5	Lynn										
6											
7	Lynn Williford, PhD										
8	Assistant Provost for Institutional Research & Assessment										
9	313 Carr Bldg., CB 3350, UNC-Chapel Hill										
10	Chapel Hill, NC 27599-3350										
11	lynn_williford@unc.edu										
12	Phone: 919-962-1339 fax: 919-962-1341										

From: "Demetriou, Cynthia" <cyndem@email.unc.edu>
Sent: Tuesday, March 20, 2012 11:31 AM
To:
Bcc: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: Additional Information on Emerging Adulthood
Attach: TEXT.htm; Arnett2003_Conceptions of Transition.pdf; Arnett2000_High Hopes in Grim World.pdf

---

Dear Colleagues:

For those of you who were able to attend last Friday's brown bag, thank you for an engaging discussion!

Attached are some additional resources you may find helpful.

Please join us for the next session on April 20th!

Brown Bag Lunch Series on

THE CROSSROADS OF STUDENT SUCCESS: ACADEMICS, WELLNESS AND ENGAGEMENT

Spring 2012 Schedule

February 17th

Disability Services and Meeting the Demands of University Life

with Jim Kessler, Director, Disability Support Services, and Tiffany Bailey, Assistant Director, Disability Support Services

12 noon - 1:30 p.m. Location: Graham Memorial 011

What do students with disabilities need to have equal access to academics? Come to this session to meet with the Director and the Assistant Director from the The Department of Disability Services to discuss programs and services that permit students to, as independently as possible, meet the demands of University life. Participants will have the opportunity to ask questions as well as learn about the ways the department works to assure that all programs and facilities of the University are accessible to all persons in the University community.

March 16th

Challenges of Change

with Beth Jordan, Senior Lecturer in Psychology and Academic Advisor

12 noon - 1:30 p.m. Location: Graham Memorial 011

Dr. Jordan's research has focused on understanding identity formation during adolescence and young adulthood. She is especially interested in how the process of self-exploration and self-definition are affected by family background as well as cognitive development. In this session, Dr. Jordan will talk about her research as well as her work as an academic advisor and instructor. The common thread that ties together her advising, teaching and research activities is the concern with how people cope with these big questions: Who am I? Where do I fit in? and What should I do with my life?

April 20th

The Value of Engagement in the Co-curriculum

with Bettina Shuford, Associate Vice Chancellor, Division of Student Affairs

12 noon - 1:30 p.m. Location: Graham Memorial, Room 211

Student engagement both in and outside of the classroom is known to have positive effects on student learning and success. This session will address the benefits of out-of-classroom learning activities and the value it has in providing a holistic learning environment for students. The presenter will highlight best practices for developing a seamless approach to learning and will engage the audience in identifying how we can be more intentional in helping students make connections between their in-class and out-of-class learning experiences at UNC.

May 11th

The Other First Years: Stories from Transfer Students

with Cynthia Demetriou, Rebecca Egbert, Annice Fisher, Rachael Murphy-Brown and Mary Lide Parker

12 noon - 1:30 p.m. Location: Graham Memorial 039

Join us for a viewing of Ms. Mary Lide Parker's short film, "The Other First Years: Stories from Transfer Students at the University of North Carolina at Chapel Hill." The viewing will be followed by discussion about the transfer student experience. Individuals who work with transfer students in multiple capacities across campus will be present. We also welcome your perspective and experience! Come share your stories of transfer student experiences and your recommendations for encouraging success.

Bring a friend!

For further information or requests for future topics, contact:

Cynthia Demetriou, Office of Undergraduate Education, cyndem@email.unc.edu

Alice Dawson, Academic Advising, adawson@email.unc.edu
Amy Schmitz-Sciborski, Counseling and Wellness Services, schmitzs@email.unc.edu<mailto:schmitzs@email.unc.edu>

Cynthia Demetriou
Director for Retention
Office of Undergraduate Education
UNC Chapel Hill
3016 Steele Building, CB# 3504
(919) 843-5015

www.studentsuccess.unc.edu<http://www.studentsuccess.unc.edu/>
www.firstgeneration.unc.edu<http://www.firstgeneration.unc.edu/>

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Please consider the environmental impact before printing this e-mail.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Wednesday, March 21, 2012 11:06 AM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: [ackland-e-news] This Week's Programs and the Next Big Thing!
Attach: TEXT.htm

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, March 22, 2012 10:10 AM
To: rmercer@ad.unc.edu
Subject: Fwd: Change of Major Report
Attach: FILE.msg

From: Susan Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, March 22, 2012 10:10 AM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer Welborn <welborn@uncaa.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>
Cc: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: Change of Major Report
Attach: TEXT.htm; IMAGE.bmp; 3.22.12.xlsx

All,
Attached is today's change of major report capturing any changes within the last 7 days. (This is the report that I referred to in our staff meeting this week.) Hopefully this will be helpful to you in case there are students on this list who made changes that you were not aware of.

Let me know if there is any other information you would like to see contained in this report. We are in discussions on this matter, but for now, please considered the "Action Date" as the official date of when the major is officially changed and effective for certification purposes.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-8247 (fax)
sbmaloy@uncaa.unc.edu

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Thursday, March 22, 2012 12:01 PM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: [ackland-e-news] Spring Sale at the Ackland Museum Store!
Attach: TEXT.htm

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Saturday, March 24, 2012 9:28 AM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Cc: Amy Herman <ajschae@uncaa.unc.edu>; John Blanchard <jgb@uncaa.unc.edu>
Subject: Fwd: Re: Hope All Is Well!
Attach: TEXT.htm

Robert,

Below is what Doc meant to forward to you. Please read the string of emails from the bottom up. As you will see I was checking in with Anson to see how his game with Duke went on Wednesday ~ then, his response and concerns.

Thank you, Robert!
Larry

>>> Larry Gallo 3/23/2012 3:20 PM >>>
Anson ~

Thank you for sharing this information with me. Anson, I am not certain that "we have been swept into the football academic scrutiny" as you have expressed ~ but I will follow up.

I truly understand your concerns ~ they are warranted and I take them seriously. I am going to speak to a few people about this.

Take care and hopeful you are well.

Larry

>>> Anson Dorrance 3/23/2012 2:31 PM >>>
Thanks Larry! Duke beat us 1-0.

The player who got the assist is Molly Pathman who is the starting left back for the U-20 Nat'l Youth Team. Unable to dress for us because we are held to a higher academic standard than Duke was Crystal Dunn and Kealia Ohai who also start for the U-20 Nat'l Youth Team as well. Our two kids were only allowed to register for 6 hours of class this semester (the # of training camps and world cup qualifying makes online or independent study the only route) because we are restricted in the # of online classes and independent study. We have been swept into the football academic scrutiny, it seems. I hope this does not come to bite us in recruiting if the word gets out that all Nat'l Youth Team players that go to UNC can't participate in their games because of football scrutiny. Who are the best recruits in America? Yes, the National Youth Team Players .... even Stanford's players are allowed to play with their college team while they represent their country.

I know you guys are fighting for us but I HATE losing ESPECIALLY to DUKE .... EVER!!!!!

Anson Dorrance
Head Coach
UNC Women's Soccer
w) 919-962-4100
>>> Larry Gallo 3/22/2012 9:22 AM >>>
Guys ~

Hope your game/scrimmage yesterday vs. Duke went well and that you team stayed healthy.

Good luck on Sunday vs. Davidson ~ take care.

Larry

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Saturday, March 24, 2012 10:09 AM
To: Larry Gallo <athgallo@uncaa.unc.edu>
Subject: Re: Hope All Is Well!

Thanks Larry.

Sent from my Verizon Wireless Phone

----- Reply message -----
From: "Larry Gallo" <athgallo@uncaa.unc.edu>
To: "Robert Mercer" <rmercer@uncaa.unc.edu>
Cc: "Amy Herman" <ajschae@uncaa.unc.edu>, "John Blanchard" <jgb@uncaa.unc.edu>
Subject: Re: Hope All Is Well!
Date: Sat, Mar 24, 2012 9:27 am

>>> "Larry Gallo" <athgallo@uncaa.unc.edu> 2012-03-24T09:26:30.612520 >>>
Robert,

Below is what Doc meant to forward to you. Please read the string of emails from the bottom up. As you will see I was checking in with Anson to see how his game with Duke went on Wednesday ~ then, his response and concerns.

Thank you, Robert!
Larry

>>> Larry Gallo 3/23/2012 3:20 PM >>>
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Anson Dorrance
Head Coach
UNC Women's Soccer
w) 919-962-4100
>>> Larry Gallo 3/22/2012 9:22 AM >>>
Guys ~

Hope your game/scrimmage yesterday vs. Duke went well and that you team stayed healthy.

Good luck on Sunday vs. Davidson ~ take care.

Larry

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Monday, March 26, 2012 12:37 PM
To: Larry Gallo <athgallo@uncaa.unc.edu>; John Blanchard <jgb@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>
Subject: Fwd: Re: Hope All Is Well!
Attach: TEXT.htm; Re_ Hope All Is Well!.msg

Just from my little understanding of this, I believe it does have something to do with the institution not allowing student-athletes to take more than a certain number of online courses in a term, as well as professors being resistant to student-athletes missing a lot of "regular" classes during a term. I think it's more of a philosophy of our academic departments in general, as opposed to having anything to do with the football issue. It's my understanding that this is not at all a new policy (regarding the online course limit).

Just my two cents for what it's worth, since I'm entirely out of the academic loop on this issue.

Amy

>>> Larry Gallo 3/23/2012 3:22 PM >>>
What is your take on this? I can totally understand Anson's concerns, but maybe he is reacting without having all of the information.

Thanks, Amy & John.

Larry

From: Susan Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, March 26, 2012 12:53 PM
To: Amy Herman <ajschae@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; John Blanchard <jgb@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>
Subject: Fwd: Re: Hope All Is Well!
Attach: TEXT.htm

I agree with Amy on all counts, although the statement about professors resistance to student-athletes missing a lot of "regular" class time during the term could stem from the football issue. We have always had women's soccer players in similar situations in years past, but to my knowledge we were able to use the online option as well as independent study options in order for them to remain full-time. I don't believe the policy regarding online course limits has changed, but I do think the heightened awareness of independent studies has changed the philosophy and possibly closed the door on some of those options for the future.

Robert you can speak to this better than I can.

Thanks,
Susan

>>> Amy Herman 3/26/2012 12:37 PM >>>
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What is your take on this? I can totally understand Anson's concerns, but maybe he is reacting without having all of the information.

Thanks, Amy & John.

Larry

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Monday, March 26, 2012 2:39 PM
To: Amy Herman <ajschae@uncaa.unc.edu>; John Blanchard <jgb@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>
Subject: Fwd: Re: Hope All Is Well!
Attach: TEXT.htm

Thank you, Susan. I appreciate your comments and insights.

Larry

>>> Susan Maloy 3/26/2012 12:52 PM >>>
I agree with Amy on all counts, although the statement about professors resistance to student-athletes missing a lot of "regular" class time during the term could stem from the football issue. We have always had women's soccer players in similar situations in years past, but to my knowledge we were able to use the online option as well as independent study options in order for them to remain full-time. I don't believe the policy regarding online course limits has changed, but I do think the heightened awareness of independent studies has changed the philosophy and possibly closed the door on some of those options for the future.

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Amy

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Thanks, Amy & John.

Larry

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, March 27, 2012 8:02 AM
To: rmercer@ad.unc.edu
Subject: Fwd: agenda for next week
Attach: FILE.msg

From: "Reznick, Steve" <reznick@email.unc.edu>
Sent: Tuesday, March 27, 2012 8:02 AM
To: Faculty Athletics Committee listserv <FAC@listserv.unc.edu>
Cc: Dana Gelin <dgelin@uncaa.unc.edu>; Deborah J Eaker-Rich <eakerric@email.unc.edu>; Jan Boxill <jmboxill@email.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>
Subject: agenda for next week
Attach: TEXT.htm; FAC 2011-2012 04 Agenda.docx

FAC - I've attached a draft of our agenda for next week. Please update me with any corrections or additions.

Dana & Deb & Robert - It's time for Robert's annual report, and we're hoping that Dana & Deb can update us on efforts to enhance opportunities for student athletes to major in health professions and education. You're all welcome to attend the whole meeting, but if you want a smaller segment, please aim for 4:20-5:20.

Go Heels!

Steve

J. Steven Reznick
Professor, Department of Psychology
Associate Dean for First Year Seminars and Academic Experiences
HHMI Science Seminar Coordinator

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Wednesday, March 28, 2012 3:18 PM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: Fwd: Re: Hope All Is Well!
Attach: TEXT.htm

Thank you, Robert ~ rec'd. your voice mail ~ just left you one.

>>> Robert Mercer 3/28/2012 2:55 PM >>>
Folks - I think this is an excellent topic for us to discuss at our next student-athlete welfare meeting or feel free to call me. RJM

>>> Larry Gallo 3/26/2012 2:39 PM >>>
Thank you, Susan. I appreciate your comments and insights.

Larry

>>> Susan Maloy 3/26/2012 12:52 PM >>>
I agree with Amy on all counts, although the statement about professors resistance to student-athletes missing a lot of "regular" class time during the term could stem from the football issue. We have always had women's soccer players in similar situations in years past, but to my knowledge we were able to use the online option as well as independent study options in order for them to remain full-time. I don't believe the policy regarding online course limits has changed, but I do think the heightened awareness of independent studies has changed the philosophy and possibly closed the door on some of those options for the future.

Robert you can speak to this better than I can.

Thanks,
Susan

>>> Amy Herman 3/26/2012 12:37 PM >>>
Just from my little understanding of this, I believe it does have something to do with the institution not allowing student-athletes to take more than a certain number of online courses in a term, as well as professors being resistant to student-athletes missing a lot of "regular" classes during a term. I think it's more of a philosophy of our academic departments in general, as opposed to having anything to do with the football issue. It's my understanding that this is not at all a new policy (regarding the online course limit).

Just my two cents for what it's worth, since I'm entirely out of the academic loop on this issue.

Amy

>>> Larry Gallo 3/23/2012 3:22 PM >>>
What is your take on this? I can totally understand Anson's concerns, but maybe he is reacting without having all of the information.

Thanks, Amy & John.

Larry

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Thursday, March 29, 2012 3:17 PM
To: Amy Herman <ajschae@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>
Subject: Fwd: Re: Hope All Is Well!
Attach: TEXT.htm

Good idea. We will. John

John Blanchard
Senior Associate Director of Athletics
P.O. Box 2126, CB# 8550
Chapel Hill, NC 27515-2126
University of North Carolina
(919) 962-9533
Fax: (919) 843-2327>>> Robert Mercer 3/28/2012 2:55 PM >>>
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What is your take on this? I can totally understand Anson's concerns, but maybe he is reacting without having all of the information.

Thanks, Amy & John.

Larry

From: <noreply@unc.edu>
Sent: Thursday, March 29, 2012 8:27 PM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: INFORMATIONAL: New Friday Center Website

Dear Colleagues,

The Friday Center has launched a redesigned Website http://fridaycenter.unc.edu. One significant change to the site's content and structure is in the Noncredit Programs area (http://fridaycenter.unc.edu/pdep), where we have incorporated information about the continuing education activities of other units on campus. We are already doing this with our ThinkAgain! and Preview publications, but the new site design gave us another way to continue this type of information sharing.

If you would like to share information about your upcoming events on the Friday Center's site, please contact Tyler Ritter (Associate Director for Communication and Instructional Design etritter@email.unc.edu) and we will do our best to incorporate within the appropriate content and structure. We cannot guarantee that we will be able to include all content items, but we'll do our best and we appreciate your patience and understanding.

We value your feedback and encourage you to offer suggestions or comments.

Best regards,

Rob

Robert Bruce, PhD
Director

The William and Ida Friday Center for Continuing Education
CB #1020
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599

919.962.2646 direct | 919.962.2061 fax
rob_bruce@unc.edu | fridaycenter.unc.edu

Read our stories at
fridaycenter.unc.edu/stories

Give to the Friday Center at
fridaycenter.unc.edu/gift

This email is sponsored by: Friday Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: <hr@unc.edu>
Sent: Monday, April 2, 2012 9:01 PM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: INFORMATIONAL: ULEAD 2012 Applications and Information Sessions

---

TO: Deans, Directors and Department Heads

FROM: Kathy Bryant, Senior Director, HR Communications & Talent Development
Office of Human Resources

For several years, the University has shown its commitment to the development of leaders, most recently through the University Leadership Education & Development (ULEAD) program. Applications are being accepted for ULEAD's 2012 session, which will be held this fall.

ULEAD is an annual educational program for emerging University leaders. It is composed of five core classes, a 360 leadership assessment, peer coaching, and team projects that are designed to contribute in real and innovative ways to improving the effectiveness of the University. Class topics include Crucial Conversations, negotiation skills, leading change, strategic thinking, Appreciative Leadership and the business of higher education.

The Office of Human Resources is offering two information sessions about ULEAD for interested managers:

-- Thursday, April 5, 10-11 a.m., Davis Library 219
-- Monday, April 9, 2-3 p.m., Administrative Office Building 1501C

Detailed information about ULEAD 2012 and the application process is available online at http://hr.unc.edu/training-development/specialized-programs/u-lead/index.htm. Please make this information available to those on your team who may be interested or would benefit from the program.

Interested applicants are encouraged to note the criteria for eligibility. Applications are available online or by contacting Training & Talent Development at 962-2550 or at training_development@unc.edu. The application period has been extended through April 20.

If you have questions, contact William Frey at 962-9685 or at will_frey@unc.edu.

This email is sponsored by: Office of Human Resources

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From: Dana Gelin <dgelin@uncaa.unc.edu>
Sent: Tuesday, April 3, 2012 9:50 AM
To: John Blanchard <jgb@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>
Subject: AIM program
Attach: TEXT.htm; AIMprogram.docx

Hi Robert and John,
I'm in the process of creating a brochure outlining the AIM (Athletes in Medicine program). My hope is that coaches can start to use it in recruiting, but I also wanted to get everything down on paper in order to get the basics in front of people like yourselves and make sure we're all on the same page.
I'm still hoping to get something together before the FAC meeting this afternoon, but at the very least will have this as an outline from which to speak. But ... I wanted to have you look at it first and make sure you're fine with everything.
Two items in specific:
-- the idea of having incoming student-athletes who plan to be pre-med meet with or at least communicate with (email or phone) an upperclass pre-med student-athlete prior to registration to give thoughts on classes.
-- the idea that sophomores would need to have a 3.2 cumulative GPA (or whatever we pick) to start the program. I think we'd have an appeals process -- if you're below a 3.2, you'd need to lay out the reason(s) why and make a case that you're going to improve.
Please let me know what you think, and in particular if you see any red flags.
Thanks,
Dana
Dana Gelin
Associate Director of Athletic Communications
University of North Carolina
P.O. Box 2126
Chapel Hill, NC 27515
(919) 962-0083
dgelin@uncaa.unc.edu
www.tarheelblue.com

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www.tarheelblue.com

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, April 3, 2012 9:14 PM
To: rmercer@ad.unc.edu
Subject: Fwd: Re: AIM program
Attach: FILE.msg

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Tuesday, April 3, 2012 9:14 PM
To: Dana Gelin <dgelin@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>
Subject: Re: AIM program
Attach: TEXT.htm

Dana,

Thanks for this. You know my thoughts on the gpa...at least some of them. I don't know where I will land on that issue. In terms of upperclassmen advising frosh on class selection...not sure that is a good idea. We need to point our frosh to the academic counselors. Robert? John

John Blanchard
Senior Associate Director of Athletics
P.O. Box 2126, CB# 8550
Chapel Hill, NC 27515-2126
University of North Carolina
(919) 962-9533
Fax: (919) 843-2327>>> Dana Gelin 4/3/2012 9:50 AM >>>

Hi Robert and John,
I'm in the process of creating a brochure outlining the AIM (Athletes in Medicine program). My hope is that coaches can start to use it in recruiting, but I also wanted to get everything down on paper in order to get the basics in front of people like yourselves and make sure we're all on the same page.
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From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, April 3, 2012 9:36 PM
To: rmercer@ad.unc.edu
Subject: Fwd: Re: AIM program
Attach: FILE.msg

From: Dana Gelin <dgelin@uncaa.unc.edu>
Sent: Tuesday, April 3, 2012 9:36 PM
To: John Blanchard <jgb@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>
Subject: Re: AIM program
Attach: TEXT.htm

Robert and I had a brief chat about this today, but my thought is that any advice from an upperclassman would be entirely supplemental to the counselors. It would just provide an opportunity to bounce questions off someone who has recently traveled the same path. In talking with student-athletes who in med school now or are about to graduate about what they'd like to see in the program, I got a couple of "I wish I'd known ..." comments dealing with classes. I thought it could be a way for freshmen to get some opinions from people who have recently taken those classes.

Dana Gelin
Associate Director of Athletic Communications
University of North Carolina
P.O. Box 2126
Chapel Hill, NC 27515
(919) 962-0083
dgelin@uncaa.unc.edu
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>>> On 4/3/2012 at 09:13 PM, in message <4F7BA050.323 : 81 : 3704>, John Blanchard wrote:

Dana,

Thanks for this. You know my thoughts on the gpa...at least some of them. I don't know where I will land on that issue. In terms of upperclassmen advising frosh on class selection...not sure that is a good idea. We need to point our frosh to the academic counselors. Robert? John

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University of North Carolina
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dgelin@uncaa.unc.edu
www.tarheelblue.com

From: <newstudents@unc.edu>
Sent: Wednesday, April 4, 2012 8:22 PM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: INFORMATIONAL: Call for 2012 Carolina Summer Reading Program Discussion Leaders

---

Dear Faculty and Staff:

Please consider joining us as a discussion leader for the Carolina Summer Reading Program. The program invites all first-year and transfer students to read a book and participate in small group discussions facilitated by faculty and staff volunteers with college teaching or group facilitation experience.

"The Shallows" by Nicholas Carr will be the 2012 summer reading book. "The Shallows" describes how human thought has been shaped through the centuries by "tools of the mind" and how our brains, revealed through historical and scientific evidence, change in response to our experiences. The book was a finalist for the 2011 Pulitzer Prize for general nonfiction and for the 2011 PEN Center USA Literary Award for research nonfiction. For additional information about "The Shallows" and the author, please visit the Carolina Summer Reading website at http://summerreading.web.unc.edu

If you are interested in serving as a discussion leader, please complete the online sign-up form at http://summerreading.web.unc.edu. You are welcome to facilitate a group on your own or collaborate with a faculty member, staff member, or student. The priority date for signing up to serve as a discussion leader is Friday, April 18, 2012.

You will be notified electronically by April 25th if you are selected to serve as a discussion leader. Discussion leaders will be provided a free paperback copy of "The Shallows" by May 2, 2012. The date and time for the Carolina Summer Reading Program Discussion Sessions is located at http://summerreading.web.unc.edu. Throughout the summer, the Carolina Summer Reading website will be updated with inter-disciplinary materials to assist you in planning and conducting your session.

In addition, we are interested in involving the UNC community through programming related to the themes explored in "The Shallows." If your department plans to offer related programming, please contact New Student & Carolina Parent Programs at newstudents@unc.edu

Thank you for your continued support of this exciting intellectual endeavor!

Regards,
Office of New Student & Carolina Parent Programs
newstudents@unc.edu
919-962-8304

This email is sponsored by: Office of New Student & Carolina Parent Programs

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From: <noreply@unc.edu>
Sent: Thursday, April 5, 2012 9:44 PM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: INFORMATIONAL: Service Order Freeze and VoIP announcement

---

Information Technology Services (ITS) Communication Technologies (Comm Tech) is initiating a new service order freeze of all moves, adds, and changes (MAC's) for AT&T phone service effective April 11, 2012 through June 8, 2012. This freeze impacts changes to AT&T Centrex phone lines only. Requests for new phone service during this time can be accommodated, as all new phone line requests are now provisioned with a new Verizon Business Hosted IP Centrex (Voice over Internet Protocol, or VoIP) phone and phone number.

Repair and voicemail requests will be supported during this timeframe for both AT&T and Verizon IP Centrex services, as well as most requests to move phones within campus buildings.

This service order freeze is in support of the campus transition to implementing new Verizon Business Hosted IP services, and specifically for allowing the capability to port UNC phone numbers.

Please contact 962-HELP and select option 1 for Telecommunications to consult with an analyst for questions and planning.

This email is sponsored by: ITS Communication Services

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From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, April 10, 2012 12:31 PM
To: rmercer@ad.unc.edu
Subject: Fwd: Emailing: Athletics and Honor System.pptm
Attach: FILE.msg

From: "Hunter, Erik" <erikh@email.unc.edu>
Sent: Tuesday, April 10, 2012 12:31 PM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: Emailing: Athletics and Honor System.pptm
Attach: Athletics and Honor System.pptm

Here you go.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, April 10, 2012 2:59 PM
To: rmercer@ad.unc.edu
Subject: Fwd: FW: Clips eFLASH: "Football and Swahili" (NY Times Op-Ed)
Attach: FILE.msg

From: Corey Holliday <cholliday@uncaa.unc.edu>
Sent: Tuesday, April 10, 2012 2:59 PM
To: Bubba Cunningham <bubbac@uncaa.unc.edu>; Cricket Lane <cricket@uncaa.unc.edu>; Dick Baddour <dbaddour@uncaa.unc.edu>; John Blanchard <jgb@uncaa.unc.edu>; Martina Ballen <mballen@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>
Subject: Fwd: FW: Clips eFLASH: "Football and Swahili" (NY Times Op-Ed)
Attach: FW_ Clips eFLASH_ _Football and Swahili_ (NY Times Op-Ed).msg

---

From: "Stroman, Deborah L" <dstro@unc.edu>
Sent: Tuesday, April 10, 2012 2:30 PM
To: cbcchair@unc.edu
Subject: FW: Clips eFLASH: "Football and Swahili" (NY Times Op-Ed)
Attach: TEXT.htm; image.jpg; image003.jpg

Hi All. This article is creating a buzz across campus. Many feel that Nocera embellished the lunch discussion. Many are happy that he at least drew attention to the matter. We all remain hopeful…

Note: I reviewed the Nocera article with my first year seminar students (99% are student athletes from football, men's basketball, wrestling, rowing, and track/field) and the only concern they expressed was the fact that Nocera/Williams called out the wrong language -- Swahili instead of Portuguese!! A few also were disappointed that before they enrolled they received course recommendations for student athletes and they followed the advice. However, when they later got on Connect Carolina and saw all the other course options they were upset. One clearly was mad that he had to take AFAM 101 because it filled a requirement. One quote in response to their need to speak up as valued students, "Dr. Stroman, it just doesn't work that way. You can't beat the system. You have to follow along or my coach will take it out on me."

Needless to say, the discussion today was rather lively and engaging. We did end on a positive note too. That is, one student stated that "we should just take it as a challenge to do well in our sport and in class." ;)

d

Do Good.

Deborah L. Stroman, Ph.D. CLU
Engage. Explore. Empower.

919.843.0336
[Description: Description: Twitter2]<http://twitter.com/#!/drstroman>
"Rely on vision instead of rules and procedures to guide you and your team."

[cid:3416885356_5280713]

Football and Swahili

By JOE NOCERA, New York Times, 4-10-12

I was at the University of North Carolina when I heard the Swahili anecdote.

It was at a luncheon organized by some faculty members who have become, like me, critics of the N.C.A.A. and the hypocrisy of college sports. Among those attending was a former Carolina football player named Deunta Williams.

About halfway through lunch, the talk turned to education. The University of North Carolina, mind you, is a place that professes to care a great deal about whether its athletes go to class — and earn a degree. And, of course, the N.C.A.A. claims — preposterously — that athletes are students above all else.

Yet several of the professors complained that whenever an athlete enrolled in their classes, they got a letter from the athletic department asking them, in effect, to go easy on the player. After all, he was holding down a full-time job: playing football for the university.

Williams, however, had his own set of complaints. Athletes, he said, could only take the classes the athletic department wanted them to take. Coursework couldn't interfere with practice, of course. It was always better that the classes not be too difficult — otherwise, there might be eligibility problems. And one other thing:

"All the freshman football players take Swahili as their language requirement," Williams said. Why? Because the athletic department tutors are strong in Swahili.

I've been thinking about that Swahili story a lot these days. Over the past few months, as I've tackled the problems with college sports — and called for players to be paid, instead of serving as free labor in a multibillion-dollar industry — many readers and bloggers have responded by pointing to the presumed value of the free education they're getting. Some have argued that the right answer is for universities to de-emphasize athletics. Others have said that schools should stop accepting athletes, no matter how talented, who lack the skills to do college-level work. Just last week, Bob Costas, the estimable NBC sportscaster, devoted two hours of airtime to the state of college sports. (I was one of the panelists.) A half-dozen times, he asked whether it was right for schools to enroll athletes who couldn't handle the academic requirements of college.

I have come to believe that that is the wrong question. Yes, the world would be a better place if universities were not trying to manage a huge entertainment complex "on the side." But schools with big-time football and basketball programs are not acting irrationally. In addition to the millions of dollars such programs reap, they can put a school on the map, making it more attractive to potential applicants. A good college team can bind together a campus like nothing else.

In playing for the team, the athletes are giving their schools more immediate value than anyone else in the student body. They are also doing something that requires at least as much skill as playing in a university orchestra. Even putting aside the question of pay, surely the university ought to feel a moral obligation to return the favor by giving the players the tools to succeed in life.

Instead, universities do the opposite. With their phony majors and low expectations, they send the unmistakable message to the athletes that they don't care what happens after their eligibility expires. It's a disgrace.

Instead, why not allow football players to major in, well, football? This is a solution put forth by John Kilbourne, a professor of movement science at Grand Valley State University in Michigan. Kilbourne, a former dance major, points out that college dancers can focus almost exclusively on the thing they are passionate about — even though the vast majority will not ultimately be professional dancers. Why is it so terrible to think of a football player doing likewise? Surely they could get more from a course in, say, "racism and football" than in most of what they are now forced to take.

There is another way to come at this. It requires tossing the "student-athlete" pretense overboard and being honest about the revenue-generating role athletes play — and the fact that many are ill equipped to do college work. Ellen Staurowsky, a professor of sports management at Drexel University in Philadelphia, has proposed "reimagining" the college system to acknowledge that football and basketball players are employees first and students a distant second. In her model, players would get paid something — and if they chose to pursue a college education, that would be an extra benefit. If they needed remedial reading and math instead of Shakespeare, the university would provide that, even if it didn't ultimately lead to a college degree.

"All of the problems in college sports stem from one root cause," she told me recently. "It is all built on a lie."

Until we acknowledge that lie, the freshmen football players will be studying Swahili.

------ End of Forwarded Message

From: Stroman, Deborah L <dstro@unc.edu>
Sent: Tuesday, April 10, 2012 2:30 PM
To: cbcchair@unc.edu
Subject: FW: Clips eFLASH: "Football and Swahili" (NY Times Op-Ed)

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"Rely on vision instead of rules and procedures to guide you and your team."

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About halfway through lunch, the talk turned to education. The University of North Carolina, mind you, is a place that professes to care a great deal about whether its athletes go to class — and earn a degree. And, of course, the N.C.A.A. claims — preposterously — that athletes are students above all else.

Yet several of the professors complained that whenever an athlete enrolled in their classes, they got a letter from the athletic department asking them, in effect, to go easy on the player. After all, he was holding down a full-time job: playing football for the university.

Williams, however, had his own set of complaints. Athletes, he said, could only take the classes the athletic department wanted them to take. Coursework couldn't interfere with practice, of course. It was always better that the classes not be too difficult — otherwise, there might be eligibility problems. And one other thing:

"All the freshman football players take Swahili as their language requirement," Williams said. Why? Because the athletic department tutors are strong in Swahili.

I've been thinking about that Swahili story a lot these days. Over the past few months, as I've tackled the problems with college sports — and called for players to be paid, instead of serving as free labor in a multibillion-dollar industry — many readers and bloggers have responded by pointing to the presumed value of the free education they're getting. Some have argued that the right answer is for universities to de-emphasize athletics. Others have said that schools should stop accepting athletes, no matter how talented, who lack the skills to do college-level work. Just last week, Bob Costas, the estimable NBC sportscaster, devoted two hours of airtime to the state of college sports. (I was one of the panelists.) A half-dozen times, he asked whether it was right for schools to enroll athletes who couldn't handle the academic requirements of college.

I have come to believe that that is the wrong question. Yes, the world would be a better place if universities were not trying to manage a huge

entertainment complex “on the side.” But schools with big-time football and basketball programs are not acting irrationally. In addition to the millions of dollars such programs reap, they can put a school on the map, making it more attractive to potential applicants. A good college team can bind together a campus like nothing else.

In playing for the team, the athletes are giving their schools more immediate value than anyone else in the student body. They are also doing something that requires at least as much skill as playing in a university orchestra. Even putting aside the question of pay, surely the university ought to feel a moral obligation to return the favor by giving the players the tools to succeed in life.

Instead, universities do the opposite. With their phony majors and low expectations, they send the unmistakable message to the athletes that they don’t care what happens after their eligibility expires. It’s a disgrace.

Instead, why not allow football players to major in, well, football? This is a solution put forth by John Kilbourne, a professor of movement science at Grand Valley State University in Michigan. Kilbourne, a former dance major, points out that college dancers can focus almost exclusively on the thing they are passionate about — even though the vast majority will not ultimately be professional dancers. Why is it so terrible to think of a football player doing likewise? Surely they could get more from a course in, say, “racism and football” than in most of what they are now forced to take.

There is another way to come at this. It requires tossing the “student-athlete” pretense overboard and being honest about the revenue-generating role athletes play — and the fact that many are ill equipped to do college work. Ellen Staurowsky, a professor of sports management at Drexel University in Philadelphia, has proposed “reimagining” the college system to acknowledge that football and basketball players are employees first and students a distant second. In her model, players would get paid something — and if they chose to pursue a college education, that would be an extra benefit. If they needed remedial reading and math instead of Shakespeare, the university would provide that, even if it didn’t ultimately lead to a college degree.

“All of the problems in college sports stem from one root cause,” she told me recently. “It is all built on a lie.”

Until we acknowledge that lie, the freshmen football players will be studying Swahili.

----- End of Forwarded Message

From: Stroman, Deborah L <dstro@unc.edu>
Sent: Tuesday, April 10, 2012 2:30 PM
To: cbcchair@unc.edu
Subject: FW: Clips eFLASH: "Football and Swahili" (NY Times Op-Ed)

Hi All. This article is creating a buzz across campus. Many feel that Nocera embellished the lunch discussion. Many are happy that he at least drew attention to the matter. We all remain hopeful...
Note: I reviewed the Nocera article with my first year seminar students (99% are student athletes from football, men's basketball, wrestling, rowing, and track/field) and the only concern they expressed was the fact that Nocera/Williams called out the wrong language -- Swahili instead of Portuguese!! A few also were disappointed that before they enrolled they received course recommendations for student athletes and they followed the advice. However, when they later got on Connect Carolina and saw all the other course options they were upset. One clearly was mad that he had to take AFAM 101 because it filled a requirement. One quote in response to their need to speak up as valued students, "Dr. Stroman, it just doesn't work that way. You can't beat the system. You have to follow along or my coach will take it out on me."
Needless to say, the discussion today was rather lively and engaging. We did end on a positive note too. That is, one student stated that "we should just take it as a challenge to do well in our sport and in class." ;)
d
Do Good.
Deborah L. Stroman, Ph.D. CLU
Engage. Explore. Empower.
919.843.0336

D
es
ni

"Rely on vision instead of rules and procedures to guide you and your team."

Football and Swahili

By JOE NOCERA, New York Times, 4-10-12

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It was at a luncheon organized by some faculty members who have become, like me, critics of the N.C.A.A. and the hypocrisy of college sports. Among those attending was a former Carolina football player named Deunta Williams.

About halfway through lunch, the talk turned to education. The University of North Carolina, mind you, is a place that professes to care a great deal about whether its athletes go to class — and earn a degree. And, of course, the N.C.A.A. claims — preposterously — that athletes are students above all else.

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----- End of Forwarded Message

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, April 11, 2012 9:35 AM
To: rmercer@ad.unc.edu
Subject: Fwd: Re: Fwd: FW: Clips eFLASH: "Football and Swahili" (NY Times Op-Ed)
Attach: FILE.msg

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, April 11, 2012 11:20 AM
To: rmercer@ad.unc.edu
Subject: Fwd: RE:[honortaskforce] Honor Code Integration with Sakai
Attach: FILE.msg

From: "Boxill, Jan" <JMBOXILL@email.unc.edu>
Sent: Wednesday, April 11, 2012 11:20 AM
To: Honor System Task Force <honortaskforce@listserv.unc.edu>
Cc: Kimberly J Eke <kim_eke@unc.edu>
Bcc: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: RE:[honortaskforce] Honor Code Integration with Sakai
Attach: TEXT.htm

Katie,
This is great news. I think it is something for the Task Force to discuss.
Thanks,
Jan

From: Turner, Katie [mailto:katie_turner@unc.edu]
Sent: Wednesday, April 11, 2012 10:29 AM
To: Honor System Task Force
Cc: Eke, Kimberly J
Subject: [honortaskforce] Honor Code Integration with Sakai

Dear Task Force Members:

Jan and I briefly about the possibility of having a link to the Honor Code in Sakai in all students' workspace pages. That would mean that a link to the Honor Code and/or related resources would show up each time a student logs in to view any of her course materials. It was a passing thought, but out of curiosity I contacted the amazing Kim Eke, Sakai guru, whose response is below. In short, it is very doable, but of course it would depend on what the task force recommends.

Thanks,

Katie Turner
Office of Faculty Governance
204 Carr Building
CB 9170
Phone (919) 962-2146
Fax (919) 962-5479

From: Eke, Kimberly J
Sent: Wednesday, April 11, 2012 9:08 AM
To: Turner, Katie
Subject: Re: Quick Thought

Hi, Katie,

Nice to hear from you. :) It is technically possible to add a link to the academic honesty policy. Might it be most appropriate in a student's MyWorkspace rather than in every single course site? (Some course menus are really, really long and we advocate using less whenever possible.)

Another option to consider is posting a static link in everyone's MyWorkspace (see attached).

In short, there are definitely possibilities - and some are easier and quicker to accomplish -- like, *I* can do it right now ;) -- and others would require the developers to make changes in the backend.

:) I hope I made it in time for your meeting!

Kim

From: "Turner, Katie" <katie_turner@unc.edu<mailto:katie_turner@unc.edu>>
Date: Mon, 9 Apr 2012 15:52:49 -0400
To: Kim Eke <kim_eke@unc.edu<mailto:kim_eke@unc.edu>>
Subject: Quick Thought

Hi Kim:

Hope you are well :). Anne and I have been involved in various discussions about the Honor System and I was wondering if in Sakai there could be a way to link the policy on academic honesty on the left hand menu so that when student's login and they are on their course site they can access it easily-similar to how you all were able to incorporate the library/reserves tool? It would be interesting to know if that is possible for our next committee discussion on education and outreach.

Best,

Katie Turner
Office of Faculty Governance
204 Carr Building
CB 9170
Phone (919) 962-2146
Fax (919) 962-5479

You are currently subscribed to honortaskforce as: jmboxill@email.unc.edu<mailto:jmboxill@email.unc.edu>.

To unsubscribe click here: http://lists.unc.edu/u?id=45255276.4582b8e6800569e3fcb58cb3166eefe6&n=T&l=honortaskforce&o=31264531

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-31264531-45255276.4582b8e6800569e3fcb58cb3166eefe6@listserv.unc.edu<mailto:leave-31264531-45255276.4582b8e6800569e3fcb58cb3166eefe6@listserv.unc.edu>

-- You are currently subscribed to honortaskforce as: rmercer@uncaa.unc.edu. To unsubscribe click here: http://lists.unc.edu/u?id=45255272.d1d4446408a0924666247e1c55f434ec&n=T&l=honortaskforce&o=31264960, or send a blank email to leave-31264960-45255272.d1d4446408a0924666247e1c55f434ec@listserv.unc.edu.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, April 11, 2012 3:16 PM
To: Amy Herman <ajschae@uncaa.unc.edu>
Subject: Fwd: Emailing: Athletics and Honor System.pptm
Attach: Emailing_ Athletics and Honor System.pptm.msg

From: "Hunter, Erik" <erikh@email.unc.edu>
Sent: Tuesday, April 10, 2012 12:31 PM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: Emailing: Athletics and Honor System.pptm
Attach: Athletics and Honor System.pptm

Here you go.

Honor at Carolina

Erik Hunter
Judicial Programs Officer
erikh@email.unc.edu
919-962-0485

Robert Barker
Judicial Programs Coordinator
rabarker@email.unc.edu
919-962-0759

Office of Student Conduct
1125 SASB North
http://honor.unc.edu
919-962-0805

Honor Code

UNC's Honor Code is founded on the ideals of academic honesty, personal integrity, and responsible citizenship

It is the responsibility of every student at UNC to:

1. Obey and support the Honor Code
2. Refrain from lying, cheating, and stealing
3. Conduct themselves so as not to impair the welfare or educational opportunities of others in the University community
4. Refrain from conduct that may damage the University or its personnel or jeopardize the safety and welfare of members of the University community

From: *The Instrument of Student Judicial Governance*, Section II.A

Where/When Does the Honor Code Apply?

- **ALL** academic work - whether graded or ungraded
- All conduct on campus
- Conduct that occurs off campus when there is an university interest (e.g., DWI in proximity to campus; conduct that occurs while student is representing the University)
- Application to Graduation

Academic Honesty

Students are expected to refrain from all forms of academic dishonesty. Some of the issues that arise in academic cases are:

- Plagiarism
- Unauthorized Collaboration
- Unauthorized Assistance
- Cheating (e.g., use of unauthorized materials on exams)

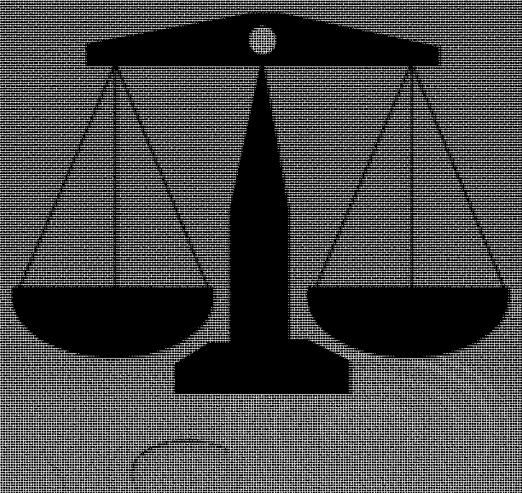

Plagiarism

- Plagiarism – "Deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution"
- When you write a paper…
  - List **EVERY** source (including the Internet, newspapers, and journal articles) in your bibliography or "Works Cited" page
- If you take words (always use quotation marks!), thoughts, or ideas from a source, you must list it within the paper
- When in doubt . . . ASK!

If you look it up, write it down!

Plagiarism

- Talk with your professors and instructors about proper citation methods and make sure you understand them well before your assignment is due
- Complete the plagiarism tutorial at **www.lib.unc.edu/plagiarism/**

Collaboration & Assistance

- Collaboration - working with others to complete academic assignments
- When is it allowed?
  - Only when the professor says it is!
  - Be sure you understand whether you are allowed to work with others on any graded work (it is your responsibility to know what is permitted).
  - Don't be afraid to ask your professors questions.

Faculty are obligated to report allegations of cheating to the Honor System

It is against university and faculty council policy for a professor to give a failing grade because he/she thinks you cheated without reporting the case to the Honor System.

Causes of Academic Misconduct

1. Lack of preparation
2. Not understanding and clarifying instructor's expectations
3. Time management issues
4. Stress-related issues
5. Sense of being overwhelmed

Conduct Issues

Students are expected to refrain from conduct adversely affecting members of the University community or the University. Some of the conduct issues that often arise:

- Illegal possession of drugs
- Driving while impaired
- Fighting
- Damage to or theft of property
- Lying to a University official
- Falsifying University documents
- Engaging in recklessly dangerous, disorderly or obscene conduct
- Hazing

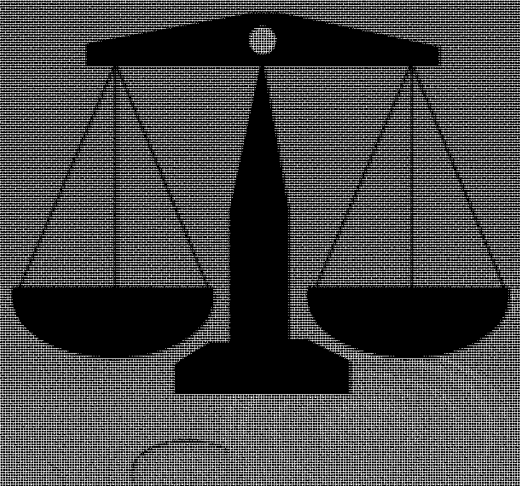

What happens at Honor Court?

- Students who are accused of violating the Honor Code are tried before a board of their peers (student-run system)
- Standard of Proof: Beyond a reasonable doubt
- If a student is found to have violated the policy, the student court determines an appropriate sanction.

Sanctions

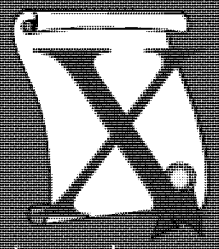

- For academic cheating, the usual penalties are:
  - Dismissal/suspension from the University for one semester and
  - A failing grade in the course or on the particular assignment at the recommendation of the instructor
  - Lost credit in other courses taken that semester
  - May have other consequences (NCAA eligibility)
- For academic cheating, the minimum sanction is academic probation for one semester. IMPORTANT: Probation prohibits participation in varsity sports unless the Honor Court makes a specific exception.
- For a second case of academic cheating, the minimum sanction is suspension for at least two semesters.

During the period that a penalty of record is active (suspension, probation), a notation will appear on the student's transcript and the student will not be permitted to graduate

Sanctions

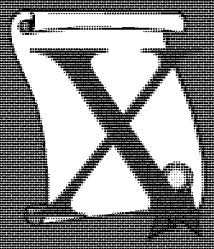

- For conduct cases, there are a wide range of penalties that may be imposed by the Honor Court depending on the nature and gravity of the offense:
  - Definite or indefinite suspension from the University
  - Definite or indefinite probation
  - Community service
  - Loss of University privileges
  - Some combination of sanctions

Resources

- The UNC Academic Support System
- The Writing Center:
  - http://www.unc.edu/depts/wcweb/
- Your professor/teaching assistant
- Office of the Dean of Students

966-4042, dos@email.unc.edu

http://deanofstudents.unc.edu

For More Information

- http://honor.unc.edu

If you have integrity, nothing else matters. If you don't have integrity, nothing else matters. ~Alan Simpson

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, April 11, 2012 4:41 PM
To: rmercer@ad.unc.edu
Subject: Fwd: Student Opportunities
Attach: FILE.msg

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Wednesday, April 11, 2012 4:41 PM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: Student Opportunities
Attach: TEXT.htm; Student Opportunities.msg

Looks like a great opportunity.

John Blanchard
Senior Associate Director of Athletics
P.O. Box 2126, CB# 8550
Chapel Hill, NC 27515-2126
University of North Carolina
(919) 962-9533
Fax: (919) 843-2327

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Sunday, April 15, 2012 5:25 PM
To: rmercer@ad.unc.edu
Subject: Fwd: FW: [wmst] Course for WMST majors/minors?
Attach: FILE.msg

From: "Demetriou, Cynthia" <cyndem@email.unc.edu>

Sent: Monday, April 16, 2012 3:04 PM

To: Anita T Braxton <abraxton@email.unc.edu>; Amy E Burdette <aburdett@email.unc.edu>; Amy Francesca Chambless <achamble@email.unc.edu>; McKay Coble <acoble@email.unc.edu>; AmyE Cooke <acooke@email.unc.edu>; Alice C Dawson <adawson@email.unc.edu>; Alice D Churukian <adchurukian@unc.edu>; Amy Lucas <aelucas@live.unc.edu>; Andrea D Felder <afelder@admissions.unc.edu>; Allen F Glazner <afg@unc.edu>; Alexa Forsyth <aforsyth@email.unc.edu>; Alison Heather Guest <aguest@email.unc.edu>; Alain Aguilar <alaguila@email.unc.edu>; Andi Lazar <alazar@live.unc.edu>; Amy M Leach <aleach@email.unc.edu>; Alice Pope <Alice_Lambert@med.unc.edu>; Wanda L. Wallace <allace@email.unc.edu>; Allen W O'Barr <allen_obarr@unc.edu>; Marc J Alperin <alperin@email.unc.edu>; Ashley Mckinney <amckin@email.unc.edu>; Andrea L Caldwell <andreac@email.unc.edu>; Ann E Trollinger <annt@unc.edu>; Arthur E Champagne <artc@email.unc.edu>; April Selena Mann <asmann@email.unc.edu>; Andrew S Reynolds <asreynol@email.unc.edu>; Audrey Walker <audrewal@email.unc.edu>; Angeline Warren <awarren@email.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Barbara R Ambros <bambros@email.unc.edu>; Brent A McKee <bamckee@email.unc.edu>; Janice B Bardsley <bardsley@ad.unc.edu>; Brittney Anne Bahlman <bbahlman@email.unc.edu>; Bradley Richard Bethel <bbethel@email.unc.edu>; Bill Cloud <bcloud@email.unc.edu>; Bettina C. Shuford <bcshufor@email.unc.edu>; Rosalyn Beecham-Green <beechamg@unc.edu>; Beth Grabowski <beth.grabowski@unc.edu>; William M. Kier <billkier@bio.unc.edu>; Gidi Shemer <bishemer@email.unc.edu>; Beth Kurtz-Costes <bkcostes@ad.unc.edu>; Dean Blackburn <blackburn@unc.edu>; BarbaraE Lucido <blucido@email.unc.edu>; Brenda A Moore <bmoore@email.unc.edu>; Bob Miles <bob.miles@unc.edu>; 'bob@bme.unc.edu'; Robert G Dennis <bob@unc.edu>; B W Hadzija <boka_hadzija@unc.edu>; Robert Pleasants <bpleas@email.unc.edu>; S Brandon Hunziker <branhunz@email.unc.edu>; Edward B Lane <brent_lane@unc.edu>; John D Brodeur <brodeur@email.unc.edu>; Inger S Brodey <brodey@email.unc.edu>; William Fitzhugh Brundage <brundage@email.unc.edu>; Barbara D Stegenga <BStegenga@bio.unc.edu>; Beverly W Taylor <btaylor@email.unc.edu>; Candice Sheilds Fleming Powell <candicef@email.unc.edu>; Erin G Carlston <carlston@email.unc.edu>; Catherine Elizabeth Scott <catherine.scott@unc.edu>; CarolynJayne Byrne <cbyrne@email.unc.edu>; Christiana Hilkey <chilkey@email.unc.edu>; Corey L Holliday <cholliday@unc.edu>; Christopher A Payne <Christopher_Payne@unc.edu>; Cliff Jones <cjones11@email.unc.edu>; Chloe Russell <cjrussel@email.unc.edu>; Clayton T Koelb <ckoelb@email.unc.edu>; Claudis Polk <claudis_polk@med.unc.edu>; Carol L Magee <cmagee@email.unc.edu>; Gina Coffin Smith <coffin@email.unc.edu>; Marcus L Collins <collinsm@email.unc.edu>; Carolyn S Covalt <covalt@emSubject: This Friday - Please Join Us>; Carla White <cywhite@email.unc.edu>; Jeffrey Blair Cornell <jeffcornell@unc.edu>; Ann G Matthysse <matthysse@bio.unc.edu>; Patricia E Sawin <sawin@unc.edu>; Clara Margaret Scarry <scarry@email.unc.edu>; 'tony.patterson@unc.edu'; Winston B Crisp <wbcrisp@email.unc.edu>

Bcc: Robert Mercer <rmercer@uncaa.unc.edu>

Subject:

Attach: TEXT.htm; image001.gif; Spring 2012 Schedule.pdf

Brown Bag Lunch Series on

THE CROSSROADS OF STUDENT SUCCESS: ACADEMICS, WELLNESS AND ENGAGEMENT

Spring 2012 Schedule

April 20th The Value of Engagement in the Co-curriculum

with Bettina Shuford, Associate Vice Chancellor, Division of Student Affairs

12 noon - 1:30 p.m. Location: Graham Memorial, Room 211

Student engagement both in and outside of the classroom is known to have positive effects on student learning and success. This session will address the benefits of out-of-classroom learning activities and the value it has in providing a holistic learning environment for students. The presenter will highlight best practices for developing a seamless approach to learning and will engage the audience in identifying how we can be more intentional in helping students make connections between their in-class and out-of-class learning experiences at UNC.

Cynthia Demetriou ● Director for Retention
Office of Undergraduate Education ● 3016 Steele Building, CB# 3504
The University of North Carolina at Chapel Hill
(919) 843-5015

www.studentsuccess.unc.edu<http://www.studentsuccess.unc.edu/>
www.firstgeneration.unc.edu<http://www.firstgeneration.unc.edu/>

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[Description: Description: Description: signature-1]

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, April 17, 2012 11:16 AM
To: rmercer@ad.unc.edu
Subject: Fwd: Dennis Craddock Retirement Celebration
Attach: FILE.msg

From: Beth Miller <bmiller@uncaa.unc.edu>

Sent: Tuesday, April 17, 2012 11:15 AM

To:

Jayne Barnwell <abarnwel@ad.unc.edu>; Angie Bitting <abitting@uncaa.unc.edu>; Andrew Calder <acalder@uncaa.unc.edu>; Chris Council <acouncil@uncaa.unc.edu>; Andrew Dubs <adubs@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Amy Herman <ajschae@uncaa.unc.edu>; Angie King <aking@uncaa.unc.edu>; Alain Aguilar <alaguila@email.unc.edu>; Alex Creighton <Alex_Creighton@med.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Tony Tucker II <antoniot@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; Ann Oliver <aoliver@ad.unc.edu>; Amy Piland <apiland@ad.unc.edu>; Alison Kidd <apkidd@ad.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Aaron York <ayork@uncaa.unc.edu>; Ben Sanders <basander@uncaa.unc.edu>; Brian Bersticker <bbersticker@uncaa.unc.edu>; Bradley Bethel <bbethel@uncaa.unc.edu>; Mark Knowles <bear@uncaa.unc.edu>; Bob Ellis <bellis@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Bobby Gales <bgales@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brittany Renn <bgrenn@uncaa.unc.edu>; Brenda Haithcock <bhaithcock@uncaa.unc.edu>; Brittany Holland <bhhollan@uncaa.unc.edu>; Brian Holman <bholman@uncaa.unc.edu>; Bobby Hundley <bhundley@uncaa.unc.edu>; Eric Biener <biener@uncaa.unc.edu>; Billy Lee <billylee@uncaa.unc.edu>; Mary Ellen Bingham <binghamm@email.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Blake Anderson <blakeand@uncaa.unc.edu>; Brent Blanton <blanton@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Bruce Noell <bnoell@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Brian Stallings <bstallin@uncaa.unc.edu>; Bubba Cunningham <bubbac@uncaa.unc.edu>; Butch Williams <bwilliams@uncaa.unc.edu>; Clarissa Adams <cadams@uncaa.unc.edu>; Jeffrey Camarati <camarati@uncaa.unc.edu>; Clara Perry <candrews@uncaa.unc.edu>; Carrie Rubertino Shearer <carriers@uncaa.unc.edu>; Catherine Greene <catgreen@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; Cindi Atwater <catwater@uncaa.unc.edu>; Curt Brossman <cbrossman@uncaa.unc.edu>; Casey Carrick <ccarrick@uncaa.unc.edu>; Connie Conway <cconway@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Catherine Mitchell <cemitch@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Clint Gwaltney <cgwaltney@uncaa.unc.edu>; Chuck Ward <charlew@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; Chris Hirth <chirth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Chris Harris <christhj@uncaa.unc.edu>; Mario Ciocca <ciocca@email.unc.edu>; Carl Boxberger <cjbox@uncaa.unc.edu>; Chris Kapilovic <ckap@uncaa.unc.edu>; Daniel Clayton <claytond@uncaa.unc.edu>; Randy Morris <clmorris@uncaa.unc.edu>; Christopher Luke <cluke@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Kendra Warren <coachmac@uncaa.unc.edu>; Carl Olivera <coliveira@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Cricket Lane <cricket@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Christopher Sparrow <csparrow@fac.unc.edu>; Cynthia Stone <cstone@uncaa.unc.edu>; Christy Suits <csuits@uncaa.unc.edu>; Chad Wade <cwade@fac.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; David Thomas <david.thomas@facilities.unc.edu>; Dick Baddour <dbaddour@uncaa.unc.edu>; Donna Cheek <dcheek@uncaa.unc.edu>; Davian Clarke <dclarke@uncaa.unc.edu>; Diane Crocker <dcrocker@uncaa.unc.edu>; Dawn McPherson <ddmcpher@ad.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; David Andrews <dfandrew@uncaa.unc.edu>; Dana Gelin <dgelin@uncaa.unc.edu>; Danny Gourley <dgourley@uncaa.unc.edu>; Dan Hooker <dhooker@uncaa.unc.edu>; Dan Disch <disch@uncaa.unc.edu>; Diane Aldridge <djoyce@ad.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; DiAnne Lowe <dklowe@ad.unc.edu>; Dave Lohse <dlohse@uncaa.unc.edu>; Daniel Maddox <dmaddox@fac.unc.edu>; Debbie McDermott <dmcd@ad.unc.edu>; Dominic Morelli <dmorelli@uncaa.unc.edu>; Dana Rea <drea@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Darryl Sanders <dsanders@uncaa.unc.edu>; Dave Schmidt <dschmidt@uncaa.unc.edu>; David Duggan <dtduggan@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Clare Duffy <duffyce@uncaa.unc.edu>; Emily Cozart <ecozart@ad.unc.edu>; Ellen Culler <eculler@uncaa.unc.edu>; Erik Hernandez <ehhernan@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Beth Lyons <emlyons@uncaa.unc.edu>; Eric Montross <emontros@ad.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Brandon Fanney <fanney@uncaa.unc.edu>; Frank Maynard III <frankmaynard@uncaa.unc.edu>; Ganesh Kamath <ganesh_kamath@med.unc.edu>; Gunter Brewer <gbrew@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Greg Gatz <ggg@uncaa.unc.edu>; Ginny Ellis <grellis@ad.unc.edu>; Griff Helfrich <griffh@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Andrew Gibson <guandrew@uncaa.unc.edu>; Neal Harrell <harrelln@ad.unc.edu>; Harry Stafford <harry_stafford@med.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; Heather Brooks <hbrooks@uncaa.unc.edu>; Mike Hrivnak <hrivnak@uncaa.unc.edu>; Ilsy Chappell <ichappell@unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jason Andrews <jandrews@uncaa.unc.edu>; Jones Angell <jangell@uncaa.unc.edu>; Janine Holland <janineh@ad.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Josh Boone <jboone@uncaa.unc.edu>; Johnny Cake <jcake@uncaa.unc.edu>; Julie Domina <jdomina@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Janis Matson <jematson@email.unc.edu>; Jaci Field <jfield@uncaa.unc.edu>; Jason Freeman <jfreeman@uncaa.unc.edu>; John Blanchard <jgb@uncaa.unc.edu>; Jane High <jhigh@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Joan Holt <jholt@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; John Montgomery <jmont@ad.unc.edu>; Marc Davis <jmskate@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Johnny Heath <johnny@uncaa.unc.edu>; John Brunner <johnnyb@uncaa.unc.edu>; Jonas Sahratian <jonas@uncaa.unc.edu>; Jonathan Guthrie <jonathan.guthrie@facilities.unc.edu>; Josh Reavis <joshreavis@uncaa.unc.edu>; Joyce Dalgleish <joyced@uncaa.unc.edu>; Jeff Shepherd <jrshephe@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; Jeffrey Spang <jspang@med.unc.edu>; James Spurling <jspurling@uncaa.unc.edu>; Jason Steinberg <jsteinberg@uncaa.unc.edu>; Travis Hipps <jthipps@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Jason Whitman <jwhitman@uncaa.unc.edu>; Jack Karstaedt <karstaed@uncaa.unc.edu>; Kevin Best <kbest@uncaa.unc.edu>; Ken Cleary <kcleary@uncaa.unc.edu>; Ken Crowder <kcrowder@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Kathy Duffy <kduffy@uncaa.unc.edu>; Kathy Dutton <kdutton@uncaa.unc.edu>; Kathy Griggs <kgriggs@uncaa.unc.edu>; Kendra Hancock <khancock@uncaa.unc.edu>; Kim Jones <kimberja@ad.unc.edu>; Kevin King <kking@uncaa.unc.edu>; Kyle Lang <klang@uncaa.unc.edu>; Amy Kleissler <kleissle@uncaa.unc.edu>; Kym Orr <knorr@uncaa.unc.edu>; Kaye Koenig <koenig@uncaa.unc.edu>; Vic Koenning <koenning@uncaa.unc.edu>; Cary Kolat <kolat@uncaa.unc.edu>; Kent Pennington <kp@uncaa.unc.edu>; Ken Mack <krmack@ad.unc.edu>; Kevin Robinson <krob@uncaa.unc.edu>; Sarah Kuonen <kuonen@uncaa.unc.edu>; Karlton Creech <kwcreech@ad.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Larry Fedora <lfedora@uncaa.unc.edu>; Laurie Holman <lholman@uncaa.unc.edu>; Latoya Wright <ljtaylor@email.unc.edu>; Luis Hernandez <louh@uncaa.unc.edu>; Larry King <lrking@uncaa.unc.edu>; Lee Snyder <lsnyder@uncaa.unc.edu>; Linda Woods <lwoods@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Martina Ballen <mballen@uncaa.unc.edu>; Michael Beale <mbeale@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Molly Norton <mbnorton@uncaa.unc.edu>; Matt Bowers <mbowers@uncaa.unc.edu>; Mike Bunting <mbunting@uncaa.unc.edu>; Meridith Petschauer <mbusby@email.unc.edu>; Don McCauley <mccauled@ad.unc.edu>; Michael Crowe <mcrowe@uncaa.unc.edu>; Margie Dubnansky <mdubnans@ad.unc.edu>; Dino Megaloudis <megaloud@ad.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mark Gaines <mgaines@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Mike Wilkinson

<mhwgolf@uncaa.unc.edu>; Michael Copeland <michael.copeland@facilities.unc.edu>; Melinda Joines <mjoines@uncaa.unc.edu>; Mitchell Kivett <mkivett@fac.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Mark Brooks <mmbrook2@uncaa.unc.edu>; Mark Nusbaum <mnusbaum@uncaa.unc.edu>; Rodney Morris <morrisl@uncaa.unc.edu>; Michael Perkins <mperkins@uncaa.unc.edu>; Mike Pope <mpope@uncaa.unc.edu>; Mark Steffer <msteffer@uncaa.unc.edu>; Stephen Gisselman <mtbiker@uncaa.unc.edu>; Matt Terrell <mterrell@ad.unc.edu>; Mary Alyson Touloupas <mtouloup@uncaa.unc.edu>; Nellie Baber <nbaber@ad.unc.edu>; Nicole Fava <nfava@uncaa.unc.edu>; Nate Hilton <nhilton@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Nadia Lynch <nlynch@uncaa.unc.edu>; Niobra Peterson <nmpeters@uncaa.unc.edu>; Max Norris <norris@uncaa.unc.edu>; Nathan Thorp <nthorp@uncaa.unc.edu>; Nina Walker <nwalker@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Penny Jernigan <pennyj@uncaa.unc.edu>; Pamela Higley <phigley@ad.unc.edu>; Pamela Higley <phigley@uncaa.unc.edu>; Patrick Marsh <pmarsh@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Bill Prentice <prentice@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rick Boger <rboger@uncaa.unc.edu>; Rick Brewer <rbrewer@uncaa.unc.edu>; Ross Fowler <rfowler@uncaa.unc.edu>; Rachel Penny <rfpenny@uncaa.unc.edu>; Richie Grimsley <rgrimsley@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Randy Jordan <rljordan@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Rory Pommerening <rmp1893@uncaa.unc.edu>; Robert Costa <robertcosta@uncaa.unc.edu>; Ronnie Pendleton <Ronnie.Pendleton@facilities.unc.edu>; Rick Steinbacher <rsteinbacher@uncaa.unc.edu>; Ryan Vanhoy <rvanhoy@uncaa.unc.edu>; Robert Woodard <rwoodard@uncaa.unc.edu>; Randall Young <ryoung@fac.unc.edu>; Staci Austin <saustin@email.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Stephen Boyd <sboyd@uncaa.unc.edu>; Clark Smith <scsmith@uncaa.unc.edu>; Doug Halverson <sdhalverson@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Shelley Johnson <shelljo@uncaa.unc.edu>; Sarah Humphries <shumphri@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Shelly Streett <sjgreen@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Steve Kirschner <skirschner@uncaa.unc.edu>; Sara Koenig <skoenig@uncaa.unc.edu>; Sally Mays <smays@email.unc.edu>; Steve Miller <smiller@uncaa.unc.edu>; Scott Oliaro <soliaro@uncaa.unc.edu>; Shane Parrish <sparrish@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Sandy Restivo <srestivo@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Gary Stec <stec@uncaa.unc.edu>; Stephen Toomy <stoomy@uncaa.unc.edu>; Scott Trulock <strulock@uncaa.unc.edu>; Sue Walsh <suewalsh@ad.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Tom Brickner <tbrickne@email.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>; Tim Taft <timothy_taft@med.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Terri Jo Rucinski <tjrucinski@uncaa.unc.edu>; Terry K. Roberts <tkrobert@email.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Trey Parnell <tparnell@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Tim Sabo <tsabo@uncaa.unc.edu>; Tyson Lusk <tslusk@uncaa.unc.edu>; Tim Smith <tsmith06@ad.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracy Harris <tuh@uncaa.unc.edu>; Teresa Vanderford <tvanderford@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>; Velvet Catoe <vcatoe@ad.unc.edu>; Kelly Waicus <waicus@email.unc.edu>; Walt Bell <wbell@uncaa.unc.edu>; Spencer Welborn <welborn@uncaa.unc.edu>; William Modlin <william.modlin@facilities.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>; Willie Scroggs <wscroggs@uncaa.unc.edu>; Nate Yarbrough <yarbrough@uncaa.unc.edu>; Chad Zwierlein <zwierlein@uncaa.unc.edu>; Zack Womack <zwomack@uncaa.unc.edu>

Subject: Dennis Craddock Retirement Celebration

Attach: TEXT.htm

On behalf of Bubba Cunningham, I would like to invite you to attend a retirement celebration for Dennis Craddock on May 7, 2012, from 12:00 p.m. - 2:00 p.m. in Bowles Hall.

Please RSVP through the link provided below.
http://new.evite.com/?
utm_source=other_email&utm_medium=email&utm_content=text&utm_campaign=host_conf#view_invite:eid=0220AARBSZI3CIAZ2EPBQKCEKKISB4

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, April 18, 2012 7:53 PM
To: rmercer@ad.unc.edu
Subject: Fwd: Re: recruit
Attach: FILE.msg

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, April 20, 2012 10:34 AM
To: rmercer@ad.unc.edu
Subject: Fwd: Loaner Laptop Email to Graduating Seniors/ SA's leaving UNC
Attach: FILE.msg

From: <hr@unc.edu>
Sent: Friday, April 20, 2012 8:15 PM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: INFORMATIONAL: PeopleAdmin Updates

TO: Deans, Directors and Department Heads
All Managers and Supervisors
HR Facilitators

FROM: Ann E. Penn, Director
Equal Opportunity/ADA Office

Noreen Montgomery, Senior Director, Employment & Staffing
Office of Human Resources

This memo is to inform you that the date to post all open permanent Faculty positions using the PeopleAdmin recruitment/applicant tracking system has been moved to May 31, 2012, from our previously planned go-live date of April 30. The additional time for the Faculty position type will allow for thorough testing and review of the applicant tracking system and applicant portal before going live. We are still on schedule to implement permanent Staff (SPA) position posting in PeopleAdmin on June 25, 2012.

In previous communications, we announced that zero-based salary and zero-based FTE positions do not require posting or waiver approval in PeopleAdmin. We also indicated that further discussions would be necessary to determine if this would be limited to only those positions where there is no intent to pay. After further review, it has been determined that positions with a zero-based salary where there is intent to pay, either from a payroll schedule or through lump-sum payment(s), will need to be posted in PeopleAdmin. This includes adjunct positions. If a position is initially set up with no intent to pay, but a department later decides to give a Visiting/Part-time Faculty employee a lump-sum payment, the position will need to be posted. This will not apply to positions that will be
filled by independent contractors or vendors who receive payment through Disbursement Services.

PeopleAdmin Reminders

Supplemental Questions - Adding supplemental questions when creating a posting can be very beneficial in refining your applicant pool to identify the most qualified candidates or to screen out candidates who lack essential qualifications. Each department can decide whether to require applicants to answer supplemental questions or whether to set up answers that would disqualify candidates. Departments can either use a question from the Supplemental Question bank or develop a unique question that suits their specific department or position. Supplemental questions may have predefined answers or be open-ended.

User Guide - A user guide is now available on the home page of PeopleAdmin under the My Links section. The user guide can also be accessed directly using your Onyen and password at https://hrisguide.unc.edu/uncpa-help/. The User Guide has lessons for the following position types: SPA Temporary, Temporary Instructional/Research/Executives (EPA Non-Faculty), Visiting/Part-time Faculty, and Permanent Instructional/Research/Executives (EPA Non-Faculty). As each new position type is launched the User guide will be updated. Additionally, we will soon have computer-based training modules for various user groups available (such as department HR representative, search committee member, department EEO representative, etc).

This email is sponsored by: Office of Human Resources

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"INFORMATIONAL:" email will only be sent to those who have indicated

that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Sunday, April 22, 2012 9:26 PM
To: rmercer@ad.unc.edu
Subject: Fwd: Drive In Conference
Attach: FILE.msg

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, April 25, 2012 10:55 AM
To: rmercer@ad.unc.edu
Subject: Fwd: Daily Compliance Item- 4/25/12- 14.1.10
Attach: FILE.msg

From: Susan Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, April 25, 2012 10:54 AM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer Welborn <welborn@uncaa.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>
Cc: Crystal Lineberry <clineber@email.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; Rocky J Horton <rockyh@email.unc.edu>
Subject: Fwd: Daily Compliance Item- 4/25/12- 14.1.10
Attach: TEXT.htm; IMAGE.bmp; Daily Compliance Item- 4_25_12- 14.1.10.msg

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All,
I don't think we have any of these this year, but a good tidbit of eligibility legislation for all to know.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-8247 (fax)
sbmaloy@uncaa.unc.edu

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, April 25, 2012 11:23 AM
To: rmercer@ad.unc.edu
Subject: Fwd: Meeting confirmation
Attach: FILE.msg

From: Sandy Restivo <srestivo@uncaa.unc.edu>
Sent: Wednesday, April 25, 2012 11:23 AM
To: Amy Herman <ajschae@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Cricket Lane <cricket@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>
Cc: John Blanchard <jgb@uncaa.unc.edu>
Subject: Meeting confirmation
Attach: TEXT.htm

Hello,

I am confirming the meeting to discuss student-athlete welfare issues for Mon. Apr. 30th @ 11:00 am over in Carmichael Arena conference room.

Thanks again for your help,
Sandy

Sandy Restivo
Student-Athlete Services
(919) 962-9146
srestivo@uncaa.unc.edu

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, April 25, 2012 12:46 PM
To: rmercer@ad.unc.edu
Subject: Fwd: Re: Meeting confirmation
Attach: FILE.msg

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Wednesday, April 25, 2012 12:46 PM
To: Amy Herman <ajschae@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Cricket Lane <cricket@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Sandy Restivo <srestivo@uncaa.unc.edu>
Cc: John Blanchard <jgb@uncaa.unc.edu>
Subject: Re: Meeting confirmation
Attach: TEXT.htm

Thank you, Sandy ~ I'll be there.

>>> Sandy Restivo 4/25/2012 11:23 AM >>>
Hello,

I am confirming the meeting to discuss student-athlete welfare issues for Mon. Apr. 30th @ 11:00 am over in Carmichael Arena conference room.

Thanks again for your help,
Sandy

Sandy Restivo
Student-Athlete Services
(919) 962-9146
srestivo@uncaa.unc.edu

From: "hr@unc.edu" <hr@unc.edu>
Sent: Tuesday, May 1, 2012 5:08 PM
To:
Cc: hr@unc.edu
Bcc: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: Management Toolbox: Performance Management
Attach: TEXT.htm; Toolbox-Performance Mgmt.pdf

TO: All University managers and supervisors
FROM: Brenda Richardson Malone, Vice Chancellor for Human Resources
As managers and leaders at UNC-Chapel Hill, we all have a special challenge – how to complete our own duties while leading our teams to achieve their goals. To help you in your quest, the Office of Human Resources has developed a Management Toolbox, which we will send to all University managers and supervisors on occasion via email.
We have designed this material to provide helpful tools to help you succeed in your management and leadership responsibilities. This issue will help you manage performance – a task that's not only important as we approach the end of the SPA and EPA non-faculty performance management cycles, but all year around. Later toolbox topics will include stress management – both for you and your teams – and change leadership. We will post all of our toolbox issues on the OHR website at http://hr.unc.edu/managers-and-hr-facilitators/mgmt-tools/index.htm.
We hope you find these materials both interesting and useful to you, and we welcome your feedback – and suggestions for future topics – at hr@unc.edu<mailto:hr@unc.edu>.
Thank you.
You are receiving this email and attachment because you are identified as supervising one or more employees in the University's HR systems. If this is not the case and you have received this communication in error, please email hr@unc.edu<mailto:hr@unc.edu>.
cc: Chancellor's Cabinet
Dean's Council

From: <hr@unc.edu>
Sent: Tuesday, May 1, 2012 8:31 PM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: INFORMATIONAL: Performance Rating & Competency Assessment Data Entry Schedule

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TO: Deans, Directors, Department Heads
FROM: Gena J. Carter, Senior Director, Employee & Management Relations
Jessica Moore, Senior Director, Classification & Compensation
Office of Human Resources

Annual Performance Appraisals and Employee Competency Assessments must be completed for SPA permanent employees by May 31, 2012. Department HR Facilitators must enter ratings into HRIS between May 21 and June 29, 2012. A separate communication has been sent to the Facilitators.

THE IMPORTANCE OF THE PERFORMANCE MANAGEMENT PROCESS
The performance management program is a communications system designed to help the employee succeed. It provides the structure through which work unit objectives, manner of supervision, performance expectations, and performance results are defined and clarified. Proper application of the performance management program is essential in the proper execution of other personnel policies, including proper classification and compensation, defensible disciplinary action, and appropriate layoff determination.

NO SELF-REPORTING OF RATINGS
The individual who will enter the department's ratings into HRIS must not enter their own rating. Instead, that employee's supervisor must complete the Performance & Competency Rating Manual Entry Form (available on the Office of Human Resources website) and either fax (962-8658), email as a signed PDF (to emr@unc.edu) or mail to Employee & Management Relations in the Office of Human Resources, CB #1045 no later than June 29, 2012. Employee & Management Relations will enter the rating into HRIS.

WHO MUST RECEIVE PERFORMANCE APPRAISALS
All SPA permanent employees (including full-time, part-time, and time-limited) who are regularly scheduled to work 20 or more hours each work week and who by May 31, 2012 will have been working for at least three months under one or more work plans (this work may have been performed in more than one department) must have an annual performance appraisal.

Employees who began their permanent SPA employment on or after March 1, 2012 will receive a rating of "I" (Insufficient Time). Work performed on or after March 1 will be considered part of the employee's 2012-2013 performance cycle. However, supervisors are encouraged to complete a mid-cycle review for these employees after the employee has completed three months of work.

For employees who transferred into your department on or after March 1, 2012, an annual performance appraisal is still required. Supervisors have two options for addressing the appraisal:

Option 1: The supervisor may request that the employee's previous supervisor complete an annual performance appraisal for the period prior to the date of employee transfer. This rating would be entered as the employee's annual appraisal for this cycle. All work performed by the employee in the current position would be reflected in next year's performance appraisal. (This creates a slightly longer performance cycle for the employee for the coming cycle.)

Option 2: The supervisor may request a mid-cycle review or its equivalent from the previous supervisor to be considered in determining the overall rating for the employee for this performance cycle.

WHO MUST RECEIVE COMPETENCY ASSESSMENTS
Changes in assessment ratings must be entered into HRIS by June 29, 2012 for all SPA permanent employees (including full-time, part-time, and

time-limited) who:

*are regularly scheduled to work 20 or more hours each work week, and

*by May 31, 2012 have been working for at least three months in the current position.

Even if the employee's overall or component competency rating(s) have not changed, comments should be added in section IX, Supervisor's Comments on Competency Assessment, that the assessment remains the same form the last review. The overall assessment rating must be entered into HRIS reflecting the current review date.

For employees who started in their position on or after March 1, 2012, the competency assessment must be completed at the time the employee has worked three months in the position.

QUESTIONS?
If you have questions about the performance management process or assigning appropriate ratings, contact your Employee & Management Relations Consultant.

If you have questions about the competency assessment process or assigning appropriate ratings, contact your Classification & Compensation Consultant.

This email is sponsored by: Office of Human Resources

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, May 2, 2012 9:22 AM
To: rmercer@ad.unc.edu
Subject: Fwd: Re: Initial Run of Grades
Attach: FILE.msg

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, May 2, 2012 3:08 PM
To: rmercer@ad.unc.edu
Subject: Fwd: IMPORTANT: SPA Performance Rating and Competency Assessment Information
Attach: FILE.msg

From: Joyce Dalgleish <joyced@uncaa.unc.edu>

Sent: Wednesday, May 2, 2012 3:08 PM

To: Angie Bitting <abitting@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Bobby Gales <bgales@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Bubba Cunningham <bubbac@uncaa.unc.edu>; Clint Gwaltney <cgwaltney@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Christopher Luke <cluke@uncaa.unc.edu>; Cricket Lane <cricket@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Dawn McPherson <ddmcpher@ad.unc.edu>; Dominic Morelli <dmorelli@uncaa.unc.edu>; Ellen Culler <eculler@uncaa.unc.edu>; Josh Boone <jboone@uncaa.unc.edu>; Johnny Cake <jcake@uncaa.unc.edu>; Jane High <jhigh@uncaa.unc.edu>; Ken Cleary <kcleary@uncaa.unc.edu>; Ken Crowder <kcrowder@uncaa.unc.edu>; Kevin Robinson <krob@uncaa.unc.edu>; Martina Ballen <mballen@uncaa.unc.edu>; Michael Beale <mbeale@uncaa.unc.edu>; Molly Norton <mbnorton@uncaa.unc.edu>; Mike Bunting <mbunting@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mike Wilkinson <mhwgolf@uncaa.unc.edu>; Michael Perkins <mperkins@uncaa.unc.edu>; Mark Steffer <msteffer@uncaa.unc.edu>; Ross Fowler <rfowler@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Rick Steinbacher <rsteinbacher@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Steve Kirschner <skirschner@uncaa.unc.edu>; Steve Miller <smiller@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Tim Sabo <tsabo@uncaa.unc.edu>

Cc: Brittany Renn <bgrenn@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Kathy Duffy <kduffy@uncaa.unc.edu>; Kathy Dutton <kdutton@uncaa.unc.edu>; Lee Snyder <lsnyder@uncaa.unc.edu>; Sandy Restivo <srestivo@uncaa.unc.edu>

Subject: IMPORTANT: SPA Performance Rating and Competency Assessment Information

Attach: TEXT.htm; SPAPerfManAndCompAssessmentForm(TEMPLATE).doc; SPAPerfManAndCompAssessmentFormSAMPLE.pdf

---

It is time once again for the annual SPA Performance Rating & Competency Assessment for the period June 1, 2011 through May 31, 2012.
Please note that these must be completed and returned to my office NO LATER THAN NOON on Wednesday, May 5, 2012. There will be no extensions to this deadline because of the University's data-entry deadline.
The form for this process is attached, and has not changed from the one instituted last year. Also attached is a sample form to guide you in this process. Be reminded that the performance rating and the competency assessment are combined on this form. This process must be completed for all permanent full and part time SPA employees who have been under a work plan for at least three months.

Important Notes:

1. Performance Rating: should be completed on all employees under a work plan for at least three months (all new employees should
have a work plan completed, signed and returned to this office within 30 days of their hire date).

2. Competency Assessment: Supervisors are expected to take this annual opportunity to review the previous ECA. However, if the employee's overall or component competency rating(s) have not changed during the review cycle, then the ECA does not need to be fully redone. Instead, supervisors can simply date the assessment for the current review year and add a comment in Section IX that no changes occurred during the assessment review period. If the overall or any one component rating has changed from the previous year, the entire ECA must be completed.

3. Work Plan: Work plans should be reviewed for accuracy, and if the work plan needs to be updated, that section must also be completed for the June 1, 2011 - May 31, 2012 review period.

4. The ORIGINAL Completed forms with all required signatures should be returned to our office by the deadline noted above.

5. Employees should receive a copy of the completed forms for their files.
Thank you for your prompt attention to this important process. Please share this with others in your area responsible for performance reviews of employees in your area. If you have any questions, please contact me at 2-7850 or Kathy Dutton at 2-1030.

Joyce

P.S. Information on the EPA performance review process will be sent in a separate email, but note that the Office of Human Resources has stipulated that those reviews must be completed by June 30, 2012.

The University of North Carolina at Chapel Hill
Office of Human Resources

SPA PERFORMANCE MANAGEMENT AND COMPETENCY ASSESSMENT FORM

I. DEMOGRAPHIC DATA

Employee Name:	Sarah Smith			Branch/Role:	Educational Consultant				
					Contributing	Journey	Advanced		
PID:	9876-54321			Position Competency Level:		X			
Supervisor Name:	John Harris			Position#:	98765				
Department Name:	Department of Gerontology			Dept #:	9999				
Review Period:	06/01/2010	to	05/31/2011		Initial Work Plan	Updated Work Plan	Mid-Cycle Review	Annual Appraisal	Competency Assessment
Completion Date:	02/27/2011			Purpose:					X

II. INSTRUCTIONS

1. Principal Functions should briefly describe related duties in a manner that is Specific, Measurable, Attainable, Relevant, and Time-bound (SMART) and reflects performance at the "Good" level of performance.
2. Principal Function weights represent the relative value placed upon the Principal Function as a percentage of the Overall Performance Rating. The sum of the weights assigned to the Principal Functions is 100%.
3. **The North Carolina Employee Performance Rating Scale is defined as follows:**

   Outstanding Performance (O) - Performance is far above the defined job expectations. The employee consistently does outstanding work, regularly going far beyond what is expected of employees in this job. Performance that exceeds expectations is due to the effort and skills of the employee. Any performance not consistently exceeding expectations is minor or due to events not under the control of the employee.

   Very Good Performance (VG) - Performance meets the defined job expectations and in many instances, exceeds job expectations. The employee generally is doing a very good job. Performance that exceeds expectations is due to the effort and skills of the employee.

   Good Performance (G) - Performance meets the defined job expectations. The employee generally performs according to the expectations doing a good job. The employee is doing the job at the level expected for employees in this position. The good performance is due to the employee's own effort and skills.

   Below Good Performance (BG) - Performance may meet some of the job expectations but does not fully meet the remainder. The employee generally is doing the job at a minimal level, and improvement is needed to fully meet the expectations. Performance is less than a good job. Lapses in performance are due to the employee's lack of effort or skills.

   Unsatisfactory Performance (U) - Performance generally fails to meet the defined expectations or requires frequent, close supervision and/or the redoing of work. The employee is not doing the job at the level expected for employees in this position. Unsuccessful job performance is due to the employee's own lack of effort or skills.
4. **The Career Banding Competency Assessment Scale is defined as follows:**

   Developing - Required position competency is not yet fully applied by the employee at the level defined by the manager as necessary to meet stated business needs. The employee may be lacking in some elements of the required position competency.

   Applied - Required position competency is often demonstrated by the employee at the level defined by the manager as necessary to meet stated business needs.

   Broadly Demonstrated - Required position competency is consistently demonstrated by the employee at, and occasionally above, the level defined by the manager as necessary to meet or exceed stated business needs.

SPA PERFORMANCE MANAGEMENT AND COMPETENCY ASSESSMENT FORM

VII. COMPETENCY ASSESSMENT

Employees must receive a competency assessment: 90 calendar days after starting in the position or after a reclassification; prior to the end of the annual performance management cycle; or, at any other time an assessment is appropriate.

			Contributing	Journey	Advanced
Date of this Assessment:	02/27/2011	Position Competency Level:		X	

#	List of Position Competencies (For detailed descriptions of the competency standards, please see the Office of Human Resources website or ask for a printed copy from your supervisor or HR Facilitator)	Weight % (optional)	Competency Assessment		
			Developing	Applied	Broadly Demonstrated
1.	Consulting and Advising	25%	X		
2.	Professional Knowledge	15%		X	
3.	Analytical Thinking	10%		X	
4.	Communication	20%		X	
5.	Training	30%			X
6.	Research				N/A
7.					
8.					

VIII. OVERALL COMPETENCY ASSESSMENT

DEVELOPING	APPLIED	BROADLY DEMONSTRATED
	X	

SPA PERFORMANCE MANAGEMENT AND COMPETENCY ASSESSMENT FORM

IX. SUPERVISOR'S COMMENTS ON COMPETENCY ASSESSMENT

Supervisors must address the specific competencies identified in Section VII and justify the employee's overall competency rating. Comments may also include any activities designed to develop the employee's knowledge, skills, and abilities.

Sarah's position has recently changed from a Social/Clinical Research Specialist to an Educational Consultant with the position having new duties. Overall, Sarah demonstrates the competencies required of her new classification title at the applied level. As she has recently taken on supervisory responsibilities, her competencies in the area of training and advising lower level staff is still developing. Sarah's professional knowledge, analytical thinking, and communication skills are all demonstrated at the applied level. We expect these skills to continue to grow as Sarah takes on more broad and complex training and educational program management responsibilities. Sarah is broadly demonstrated competencies in the area of training as she directs, organizes, and executes high-quality national training programs.

Consulting and Advising: As team lead for the training program, Sarah has taken over responsibility for the direct supervision of one FTE and one to two student research assistants. She is now responsible for day-to-day supervision of training responsibilities for other staff members. Sarah has begun to organize and delegate work, and provide direction and oversight. She is developing exceptional problem solving and organizational skills, but overall is still developing in this area. We expect this competency will continue to grow and develop as Sarah becomes more comfortable with her new supervisory responsibilities. Sarah is comfortable seeking out advice appropriately and consulting with others when sticky situations arise.
Knowledge: Sarah has an excellent understanding of the purpose and objectives of the training program. She applies her knowledge of public health and health promotion to training activities and appropriately seeks out subject matter experts in nutrition, physical activity, and public health practice. She has a solid foundation in data collection and analysis and is demonstrates competencies at the applied level as she continues to provide ongoing trainings and as she works to develop trainings in new areas.
Analytical Thinking: Sarah is able to review and ensure consistency with national standards and recommendations across training programs. This includes ensuring that training is consistent with CDC guidance to state programs as well as consistent with national nutrition and physical activity recommendations. She also manages the budget and personnel related to a variety of training activities. Her budget management skills are well developed in some areas. For example, she uses her analytical skills to estimate budgeting expenses related to in-person national trainings and web-based trainings. Overall, Sarah demonstrates analytical thinking skills at the applied level in all aspects of her position and constantly continues to "think outside the box" with creative ideas and new initiatives.
Communication: Sarah has had limited opportunity to refine her presentation skills at national meetings as this is a new addition to the position's duties and responsibilities and is still developing in this area. In the coming months, she will have a number of opportunities to present at national audiences in Atlanta and California. However, her skills in the area of organizing and leading meetings are strong. She has shown great skill and ability when organizing meetings of national advisory and stakeholder groups, meetings with CDC technical advisors, and training team members. Overall, Sarah's communication skills/ability is at the applied level, but her opportunities to expand her presentation skills at the national level will likely strengthen her abilities in this area of competency.
Training: Sarah oversees an annual national obesity prevention training course that attracts public health practitioners from across the country. She coordinates planning through a national advisory committee, develops/adjusts course "curriculum" on an annual basis, identifies and coaches

content experts from multiple sectors, delegates responsibilities and supervises training through consultants internal and external to UNC-CH. She demonstrates broad competencies as she consistently delivers high-quality training programs.

X. EMPLOYEE COMMENTS (OPTIONAL)

X☐ I agree with the contents of this form.
☐ I do not agree with the contents of this form.

Employee Comments (optional):

XI. SIGNATURES

Signatures are required from the employee, the employee's supervisor, and the employee's second-level supervisor. The employee's signature indicates only that the work planning conference or assessment session was held with the employee. The signature of the employee does not imply agreement with the statements or ratings contained in the work plan and/or assessment.

Signed	**Signed**	**Signed**
Employee's Signature	Supervisor's Signature	Second-Level Supervisor's Signature
Dated	**Dated**	**Dated**
Date	Date	Date

XII. APPEALS

1. **Performance Management**: Employees may appeal their Annual Performance Appraisal as allowed through the Performance Management Appeals Process within 30 calendar days of receiving an Annual Performance Appraisal.

2. **Competency Assessment**: Employees may appeal their Competency Assessment as allowed through the Career Banding Dispute Resolution Process within 30 calendar days of receiving their Employee Competency Assessment.

Policies and forms can be found on the Office of Human Resources web site at http://hr.unc.edu.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, May 2, 2012 3:13 PM
To: rmercer@ad.unc.edu
Subject: Fwd: IMPORTANT: SPA Performance Rating and Competency Assessment Information
Attach: FILE.msg

From: Joyce Dalgleish <joyced@uncaa.unc.edu>

Sent: Wednesday, May 2, 2012 3:13 PM

To: Angie Bitting <abitting@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Bobby Gales <bgales@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Bubba Cunningham <bubbac@uncaa.unc.edu>; Clint Gwaltney <cgwaltney@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Christopher Luke <cluke@uncaa.unc.edu>; Cricket Lane <cricket@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Dawn McPherson <ddmcpher@ad.unc.edu>; Dominic Morelli <dmorelli@uncaa.unc.edu>; Ellen Culler <eculler@uncaa.unc.edu>; Josh Boone <jboone@uncaa.unc.edu>; Johnny Cake <jcake@uncaa.unc.edu>; Jane High <jhigh@uncaa.unc.edu>; Ken Cleary <kcleary@uncaa.unc.edu>; Ken Crowder <kcrowder@uncaa.unc.edu>; Kevin Robinson <krob@uncaa.unc.edu>; Martina Ballen <mballen@uncaa.unc.edu>; Michael Beale <mbeale@uncaa.unc.edu>; Molly Norton <mbnorton@uncaa.unc.edu>; Mike Bunting <mbunting@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mike Wilkinson <mhwgolf@uncaa.unc.edu>; Michael Perkins <mperkins@uncaa.unc.edu>; Mark Steffer <msteffer@uncaa.unc.edu>; Ross Fowler <rfowler@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Rick Steinbacher <rsteinbacher@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Steve Kirschner <skirschner@uncaa.unc.edu>; Steve Miller <smiller@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Tim Sabo <tsabo@uncaa.unc.edu>

Cc: Brittany Renn <bgrenn@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Kathy Duffy <kduffy@uncaa.unc.edu>; Kathy Dutton <kdutton@uncaa.unc.edu>; Lee Snyder <lsnyder@uncaa.unc.edu>; Sandy Restivo <srestivo@uncaa.unc.edu>

Subject: IMPORTANT: SPA Performance Rating and Competency Assessment Information

Attach: TEXT.htm; SPAPerfManAndCompAssessmentForm(TEMPLATE).doc; SPAPerfManAndCompAssessmentFormSAMPLE.pdf

---

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The form for this process is attached, and has not changed from the one instituted last year. Also attached is a sample form to guide you in this process. Be reminded that the performance rating and the competency assessment are combined on this form. This process must be completed for all permanent full and part time SPA employees who have been under a work plan for at least three months.

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5. Employees should receive a copy of the completed forms for their files.
Thank you for your prompt attention to this important process. Please share this with others in your area responsible for performance reviews of employees in your area. If you have any questions, please contact me at 2-7850 or Kathy Dutton at 2-1030.

Joyce

P.S. Information on the EPA performance review process will be sent in a separate email, but note that the Office of Human Resources has stipulated that those reviews must be completed by June 30, 2012.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, May 2, 2012 3:19 PM
To: rmercer@ad.unc.edu
Subject: Fwd: IMPORTANT: SPA Performance Rating and Competency Assessment Information (CORRECTED DATE)
Attach: FILE.msg

From: Joyce Dalgleish <joyced@uncaa.unc.edu>

Sent: Wednesday, May 2, 2012 3:19 PM

To: Angie Bitting <abitting@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Bobby Gales <bgales@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Bubba Cunningham <bubbac@uncaa.unc.edu>; Clint Gwaltney <cgwaltney@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Christopher Luke <cluke@uncaa.unc.edu>; Cricket Lane <cricket@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Dawn McPherson <ddmcpher@ad.unc.edu>; Dominic Morelli <dmorelli@uncaa.unc.edu>; Ellen Culler <eculler@uncaa.unc.edu>; Josh Boone <jboone@uncaa.unc.edu>; Johnny Cake <jcake@uncaa.unc.edu>; Jane High <jhigh@uncaa.unc.edu>; Ken Cleary <kcleary@uncaa.unc.edu>; Ken Crowder <kcrowder@uncaa.unc.edu>; Kevin Robinson <krob@uncaa.unc.edu>; Martina Ballen <mballen@uncaa.unc.edu>; Michael Beale <mbeale@uncaa.unc.edu>; Molly Norton <mbnorton@uncaa.unc.edu>; Mike Bunting <mbunting@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mike Wilkinson <mhwgolf@uncaa.unc.edu>; Michael Perkins <mperkins@uncaa.unc.edu>; Mark Steffer <msteffer@uncaa.unc.edu>; Ross Fowler <rfowler@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Rick Steinbacher <rsteinbacher@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Steve Kirschner <skirschner@uncaa.unc.edu>; Steve Miller <smiller@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Tim Sabo <tsabo@uncaa.unc.edu>

Cc: Brittany Renn <bgrenn@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Kathy Duffy <kduffy@uncaa.unc.edu>; Kathy Dutton <kdutton@uncaa.unc.edu>; Lee Snyder <lsnyder@uncaa.unc.edu>; Sandy Restivo <srestivo@uncaa.unc.edu>

Subject: IMPORTANT: SPA Performance Rating and Competency Assessment Information (CORRECTED DATE)

Attach: TEXT.htm; SPAPerfManAndCompAssessmentForm(TEMPLATE).doc; SPAPerfManAndCompAssessmentFormSAMPLE.pdf

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Third time's a charm...I hope. Due date is Wednesday, June 6th!! Please ignore the two previous messages.

Joyce

It is time once again for the annual SPA Performance Rating & Competency Assessment for the period June 1, 2011 through May 31, 2012.
Please note that these must be completed and returned to my office NO LATER THAN NOON on Wednesday, June 6, 2012. There will be no extensions to this deadline because of the University's data-entry deadline.
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From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, May 3, 2012 1:46 PM
To: rmercer@ad.unc.edu
Subject: Fwd: Independent Study Task Force Report
Attach: FILE.msg

From: Bobbi Owen <owenbob@unc.edu>
Sent: Thursday, May 3, 2012 1:45 PM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Cc: wood >> Harold Woodard <hwoodard@EMAIL.UNC.EDU>; Sherry Salyer <salyer@EMAIL.UNC.EDU>
Subject: Fwd: Independent Study Task Force Report
Attach: TEXT.htm

Robert -
Please distribute to the ASPSA advisory committee and anyone else who would find this useful.
Both Isaac Unah and Kenneth Janken have agreed to serve a three-year term on that group.
Appointment letters to follow.
Bobbi

-------- Original Message --------
Subject: Independent Study Task Force Report
Date: Thu, 3 May 2012 12:48:16 -0400
From: Reid, Dee <deereid@unc.edu>
To: Department and Curriculum Chairs <DptCrChairs@listserv.unc.edu>
CC: Department and Curriculum Managers <DptCrMgrs@listserv.unc.edu>, "Goodman, Paula" <pgoodman@email.unc.edu>, "Owen, Bobbi A" <owenbob@unc.edu>

The enclosed message from Senior Associate Dean Bobbi Owen is being sent to all department and curriculum chairs and directors of undergraduate study (through Paula Goodman) in the College, with a copy to department and curriculum managers.

# # #

TO: Chairs and Directors of Undergraduate Study

FROM: Bobbi Owen, Senior Associate Dean for Undergraduate Education

RE: Independent Study Task Force Report

DATE: May 3, 2012

The report prepared at the request of Dean Karen Gil by the Independent Study Task Force is now available athttp://www.unc.edu/depts/uc/AB/4-17-12/IndepStudyReport_Final.pdf. The group was charged to develop guidelines for independent study courses to include the following information:

1.Expectations concerning student assignments and contact hours with the instructor.

2.Conditions under which an active (approved) course may be taught in a different format (such as directed readings, independent study).

3.Conditions under which a course may be taught as a directed readings course before it is submitted for a permanent course number.

On April 17, 2012, the Administrative Boards of the General College and the College of Arts and Sciences approved six groups of recommendations, which Dean Gil has subsequently endorsed and charged the Office of Undergraduate Education with implementing. I will be in touch with you early in the fall 2012 semester concerning putting these recommendations into place but wanted you to be aware of them now. Some of the detailed recommendations, especially those on pages 6 through 10, are likely to have an impact on the scheduling of independent study and related courses for the spring 2013 semester. I also call your attention to the template "Independent Study Learning Contract" (Appendix D) which is available to you now prior to being required for use beginning with the spring 2013 semester, and to limits about how many independent studies should be supervised in any given semester. You (or your student services manager) may be contacted over the summer about renumbering certain courses that are inconsistent with the Standard Course Numbering

System.

If you have any questions or concerns, please feel welcome to email me (owenbob@unc.edu <mailto:owenbob@unc.edu>).

Thanks for your help and support.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, May 3, 2012 2:06 PM
To: rmercer@ad.unc.edu
Subject: Fwd: Re: please read (Out of the office)
Attach: FILE.msg

From: Amy Kleissler <kleissle@uncaa.unc.edu>
Sent: Thursday, May 3, 2012 2:06 PM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: Re: please read (Out of the office)

I will be out of the office from April 12th until April 30th. If you need assistance during this time, please contact Wally Richardson or Bradley Bethel.

>>> Robert Mercer 05/03/12 14:05 >>>

The report prepared at the request of Dean Karen Gil by the Independent Study Task Force is now available at http://www.unc.edu/depts/uc/AB/4-17-12/IndepStudyReport_Final.pdf.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, May 4, 2012 11:06 AM
To: rmercer@ad.unc.edu
Subject: Fwd: Ed Column re. 9-Hour Rule in Football
Attach: FILE.msg

From: Susan Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, May 4, 2012 11:06 AM
To: Crystal Lineberry <clineber@email.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>
Cc: Andre Williams <awilliams@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Rocky J Horton <rockyh@email.unc.edu>
Subject: Ed Column re. 9-Hour Rule in Football
Attach: TEXT.htm; IMAGE.bmp; Ed Column - Fall Term Academic Requirements in Football.5.3.2012.pdf

---

All,
Attached is an NCAA Ed Column that came out yesterday regarding an extensive Q&A surrounding the 9-Hour Rule in Football. Please take the time to read through this. Let me know if you have any questions.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-8247 (fax)
sbmaloy@uncaa.unc.edu

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, May 8, 2012 9:07 AM
To: rmercer@ad.unc.edu
Subject: Fwd: Policies
Attach: FILE.msg

From: "Holmes, Jermaine" <jeholmes@vt.edu>
Sent: Tuesday, May 8, 2012 9:07 AM
To: Adrien Harraway <ah4nb@virginia.edu>; baugh@pitt.edu; Jane Caldwell(caldwejh@wfu.edu); Carrie Leger(carrie_leger@ncsu.edu); Chris Uchacz <cuchacz@umd.edu>; David Wyman (d.wyman@miami.edu); Dard Miller (dard.miller@bc.edu); Heather Ryan (hryan@duaa.duke.edu); Kevin M Wall <kmwall@syr.edu>; Megan Albidrez <megan_albidrez@ncsu.edu>; Phyliss LaBaw <plabaw@athletics.gatech.edu>; Rebecca Bowman (rbowman@clemson.edu); Robert Mercer <rmercer@uncaa.unc.edu>; Shamaree Brown <sbrown@theacc.org>; sduzan@admin.fsu.edu
Subject: Policies
Attach: TEXT.htm

Hello Folks,

I am sure everyone is busy with end of the semester craziness but I wanted to please ask the following questions:

Do any of you have policies for the following:

1. Student Athletes & Independent Studies

2. Access to Student Athlete Log-in/Password (to check assignments/grades/etc. on whatever systems you use). How do you get this information?

Jermaine Holmes
Director
Student Athlete Academic Support Services
Virginia Tech
330 Lane Stadium-West Side (0389)
Blacksburg, VA 24061
540-231-6165 Fax: 540-231-9848
jeholmes@vt.edu<mailto:jeholmes@vt.edu>

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, May 8, 2012 10:15 AM
To: rmercer@ad.unc.edu
Subject: Fwd: RE: Policies
Attach: FILE.msg

From: Dard Miller <dard.miller@bc.edu>
Sent: Tuesday, May 8, 2012 10:13 AM
To: Adrien Harraway <ah4nb@virginia.edu>; baugh@pitt.edu; Jane Caldwell(caldwejh@wfu.edu); Carrie Leger (carrie_leger@ncsu.edu); Chris Uchacz <cuchacz@umd.edu>; David Wyman(d.wyman@miami.edu); Heather Ryan(hryan@duaa.duke.edu); Jermaine Holmes <jeholmes@vt.edu>; Kevin MWall <kmwall@syr.edu>; Megan Albidrez <megan_albidrez@ncsu.edu>; Phyliss LaBaw <plabaw@athletics.gatech.edu>; Rebecca Bowman (rbowman@clemson.edu); Robert Mercer <rmercer@uncaa.unc.edu>; Shamaree Brown <sbrown@theacc.org>; sduzan@admin.fsu.edu
Subject: RE: Policies
Attach: TEXT.htm

Hi Jermaine-
My reply, plus a reminder question that was posed by someone...how does your school handle distribution of clickers? My answers are below.
Happy Exams & End-of-Semester meetings.
Dard-Boston College

From: Holmes, Jermaine [mailto:jeholmes@vt.edu]
Sent: Tuesday, May 08, 2012 9:07 AM
To: Brown, Shamaree; sduzan@admin.fsu.edu; Kevin M Wall; baugh@pitt.edu; Adrien Harraway; Carrie Leger (carrie_leger@ncsu.edu); Chris Uchacz; Dard Miller; David Wyman (d.wyman@miami.edu); Heather Ryan (hryan@duaa.duke.edu); Jane Caldwell (caldwejh@wfu.edu); Megan Albidrez; Phyliss LaBaw; Rebecca Bowman (rbowman@clemson.edu); Robert Mercer (rmercer@uncaa.unc.edu)
Subject: Policies

Hello Folks,

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Do any of you have policies for the following:

1. Student Athletes & Independent Studies
At BC, independent studies are offered by department, generally called Readings & Research, the student registers for the class with a specific faculty member. They negotiate a project and meet periodically throughout the semester. The student produces a final paper.

2. Access to Student Athlete Log-in/Password (to check assignments/grades/etc. on whatever systems you use). How do you get this information?

As LRSA staff we have access through our username and pin to the UIS (University Information System) for all current student-athletes.

3. Our Athletic Dept. is designing a system for the distribution and tracking of I-Clickers, which is why I am seeking info. on how other schools handle this. I did get Becky's and David's responses earlier. Thanks.

Jermaine Holmes
Director
Student Athlete Academic Support Services
Virginia Tech
330 Lane Stadium-West Side (0389)
Blacksburg, VA 24061
540-231-6165 Fax: 540-231-9848
jeholmes@vt.edu<mailto:jeholmes@vt.edu>

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, May 8, 2012 10:26 AM
To: rmercer@ad.unc.edu
Subject: Fwd: Re: Policies
Attach: FILE.msg

From: Rebecca Bowman <RBOWMAN@clemson.edu>
Sent: Tuesday, May 8, 2012 10:24 AM
To: Jermaine Holmes <jeholmes@vt.edu>
Cc: Adrien Harraway <ah4nb@virginia.edu>; baugh@pitt.edu; Jane Caldwell(caldwejh@wfu.edu); Carrie Leger(carrie_leger@ncsu.edu); Chris Uchacz <cuchacz@umd.edu>; David Wyman (d.wyman@miami.edu); Dard Miller (dard.miller@bc.edu); Heather Ryan (hryan@duaa.duke.edu); Kevin M Wall <kmwall@syr.edu>; Megan Albidrez <megan_albidrez@ncsu.edu>; Phyliss LaBaw <plabaw@athletics.gatech.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Shamaree Brown <sbrown@theacc.org>; sduzan@admin.fsu.edu
Subject: Re: Policies
Attach: TEXT.htm

We are in retreat so I will be quick. No independent study. We have creative inquiry for 1-3 hours. Typically our super stars. I am notified by advisor before it begins. Once FSU report came out we no longer share or keep log in information. Students bring laptops in and log in to share grade information in addition to our two grade reports during semester. Hope this helps.

Sent from my iPhone

On May 8, 2012, at 9:07 AM, "Holmes, Jermaine" <jeholmes@vt.edu<mailto:jeholmes@vt.edu>> wrote:

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540-231-6165 Fax: 540-231-9848
jeholmes@vt.edu<mailto:jeholmes@vt.edu>

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, May 8, 2012 4:39 PM
To: rmercer@ad.unc.edu
Subject: Fwd: RE: Policies
Attach: FILE.msg

From: "Wyman, David A." <d.wyman@miami.edu>
Sent: Tuesday, May 8, 2012 4:39 PM
To: Adrien Harraway <ah4nb@virginia.edu>; baugh@pitt.edu; Jane Caldwell(caldwejh@wfu.edu); Carrie Leger (carrie_leger@ncsu.edu); Chris Uchacz <cuchacz@umd.edu>; Dard Miller(dard.miller@bc.edu); Heather Ryan(hryan@duaa.duke.edu); Jermaine Holmes <jeholmes@vt.edu>; Kevin MWall <kmwall@syr.edu>; Megan Albidrez <megan_albidrez@ncsu.edu>; Phyliss LaBaw <plabaw@athletics.gatech.edu>; Rebecca Bowman (rbowman@clemson.edu); Robert Mercer <rmercer@uncaa.unc.edu>; Shamaree Brown <sbrown@theacc.org>; sduzan@admin.fsu.edu
Cc: Allen A Augustin <aaugustin@miami.edu>; Christopher Doell <cdoell@miami.edu>; Kelly N Pierce <kpierce@miami.edu>
Subject: RE: Policies
Attach: TEXT.htm

We do not have any policies for independent studies. Each institutional department governs these opportunities and there are restrictions on how many one instructor can offer.

The only way we get access to the Student Log-in accounts is with student permission, normally they are present (online registration is usually the only time when a student will ask us to log-in for them to enroll them if they are competing.)

We do have our football freshmen write down their info when the first log in so they do not forget it. We do not use it other than to help them log in and we secure the info in our office.

Happy post season eligibility everyone!

David A. Wyman
Associate Athletic Director
Assistant Dean of Undergraduate Education
Director - Division of Academic Services
University of Miami Athletics
Ph: 305-284-3243
Fax: 305-284-1140

"There is nothing that can stop a Hurricane."

From: Holmes, Jermaine [mailto:jeholmes@vt.edu]
Sent: Tuesday, May 08, 2012 9:07 AM
To: Brown, Shamaree; sduzan@admin.fsu.edu; Kevin M Wall; baugh@pitt.edu; Adrien Harraway; Carrie Leger (carrie_leger@ncsu.edu); Chris Uchacz; Dard Miller (dard.miller@bc.edu); Wyman, David A.; Heather Ryan (hryan@duaa.duke.edu); Jane Caldwell (caldwejh@wfu.edu); Megan Albidrez; Phyliss LaBaw; Rebecca Bowman (rbowman@clemson.edu); Robert Mercer (rmercer@uncaa.unc.edu)
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540-231-6165 Fax: 540-231-9848
jeholmes@vt.edu<mailto:jeholmes@vt.edu>

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, May 9, 2012 4:56 PM
To: rmercer@ad.unc.edu
Subject: Fwd: RE: Policies
Attach: FILE.msg

From: Kevin M Wall <kmwall@syr.edu>
Sent: Wednesday, May 9, 2012 4:55 PM
To: Adrien Harraway <ah4nb@virginia.edu>; baugh@pitt.edu; Jane Caldwell(caldwejh@wfu.edu); Carrie Leger (carrie_leger@ncsu.edu); Chris Uchacz <cuchacz@umd.edu>; David Wyman (d.wyman@miami.edu); Dard Miller (dard.miller@bc.edu); Heather Ryan (hryan@duaa.duke.edu); Jermaine' 'Holmes <jeholmes@vt.edu>; Megan Albidrez <megan_albidrez@ncsu.edu>; Phyliss LaBaw <plabaw@athletics.gatech.edu>; Rebecca Bowman (rbowman@clemson.edu); Robert Mercer <rmercer@uncaa.unc.edu>; Shamaree Brown <sbrown@theacc.org>; sduzan@admin.fsu.edu
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Jermaine,

Here at Syracuse, Independent Studies are regulated by the academic departments and schools and colleges. Each semester, our Faculty Oversight Committee reviews the list of student-athletes completing Independent Study credits, and the faculty members sponsoring the credits. This group will keep records of faculty sponsorship and will conduct their own follow-up if they feel that it is necessary.

As far as monitoring work/grades, we ask student-athletes to log-in to Blackboard during visits to our office. Our staff can then view a student's progress without violating the University computing policy.

Kevin

Kevin Wall
Director of Student-Athlete Support Services
Syracuse University
(315) 443-5063 (o) (315) 373-1783 (c)
kmwall@syr.edu<mailto:kmwall@syr.edu>

From: Holmes, Jermaine [mailto:jeholmes@vt.edu]
Sent: Tuesday, May 08, 2012 9:07 AM
To: Brown, Shamaree; sduzan@admin.fsu.edu; Kevin M Wall; baugh@pitt.edu; Adrien Harraway; Carrie Leger (carrie_leger@ncsu.edu); Chris Uchacz; Dard Miller (dard.miller@bc.edu); David Wyman (d.wyman@miami.edu); Heather Ryan (hryan@duaa.duke.edu); Jane Caldwell (caldwejh@wfu.edu); Megan Albidrez; Phyliss LaBaw; Rebecca Bowman (rbowman@clemson.edu); Robert Mercer (rmercer@uncaa.unc.edu)
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540-231-6165 Fax: 540-231-9848
jeholmes@vt.edu<mailto:jeholmes@vt.edu>

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, May 10, 2012 11:34 AM
To: rmercer@ad.unc.edu
Subject: Fwd: Folks,
Attach: FILE.msg

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Thursday, May 10, 2012 11:34 AM
To: -Academics <-Academics@uncaa.unc.edu>; Chris Armitage <armitage@email.unc.edu>; Beverly Foster <bbfoster@email.unc.edu>; Glynis Cowell <gscowell@email.unc.edu>; joy_renner@med.unc.edu; Lissa Broome <lbroome@email.unc.edu>; linnan@email.unc.edu; Napoleon Byars <nbyars@email.unc.edu>; Steve Reznick <reznick@email.unc.edu>; Barbara Osborne <sportlaw@unc.edu>
Cc: Barbara Polk <bjpolk@unc.edu>; Stephen Farmer <sfarmer@admissions.unc.edu>
Subject: Folks,
Attach: TEXT.htm

Folks,

Lots of insight here. Colleen Evans was my associate director at Minnesota. John

Tough Choices for Athletes' Advisers
May 9, 2012 - 3:00am
By Allie Grasgreen (http://www.insidehighered.com/users/allie-grasgreen)

Colleen Evans, the former director of student-athlete academic support services at San Diego State University, loved counseling athletes. Hers was better than a regular advising job, she says, because the focus on athletes alone allowed her to work more closely with fewer students, building stronger relationships and watching the students grow both on the field and off.
But at times, pressures from coaches to keep athletes eligible -- sometimes at the expense of an athlete's academic pursuits -- were too much to bear. So much so that after 20 years in the business, she recently left it. "It just -- it gets to be a lot," she says. "You can feel the walls closing in on you, from all sides."
When the National Collegiate Athletic Association raises the academic standards athletes must meet to be eligible, debate about whether it's in the best interest of those students inevitably ensues. The NCAA argues that its more stringent rules – which regulate an athlete's courseload, minimum grade point average and progress toward a degree (measured by the NCAA's Academic Progress Rate) – have led to higher graduation rates (http://www.insidehighered.com/news/2011/10/26/ncaa-data-show-more-athletes-graduating-college). But critics contend (http://www.insidehighered.com/news/2012/01/12/ncaa-convention-educators-question-academic-reform-measures) that the rules force athletes to weigh their desire to remain eligible against their academic interests when the time comes to choose classes and even majors, and wrongly assume that an athlete who graduates received a good education.
Among the advisers who guide these athletes through college, opinions about the extent to which the latter is true vary. But they agree the rules are making the profession increasingly complicated, and many say they're contributing to quick burnout and high turnover.
"That shadow of APR and eligibility rules -- it's just like a cloud that's looming over us constantly," said Joseph P. Luckey, director of athletic academic services at the University of Memphis and president of N4A, the National Association of Academic Advisors for Athletics. "The focus is more about those things than worrying about, is this kid growing academically, is this kid growing as an individual, is this student ready for life after college?"
Academic advisers to athletes say it is common for staff to leave the profession after just a few years, and at the annual N4A convention, it's tough to find anyone who's been in the game longer than five or six. As in every field, there's more than one factor at play: institutions with top athletic programs might have more than a dozen advisers on staff, while those with fewer resources have just a handful for several hundred students -- even as many have bulked up their staff in the growing field. There's also typically not a lot of upward mobility, which advisers say drives turnover to an extent.
But it's clear that the philosophical quandary sometimes posed by the NCAA's academic standards weighs heavily on advisers' minds.
Take, for instance. the newly instated "nine-credit rule," which beginning in August will require football players to take at least 12 credits in the fall term and pass at least nine of them (they currently must pass only six). Athletes who don't comply will be suspended from the first four games of the following season.
In research (http://www.insidehighered.com/news/2012/04/20/football-advisers-predict-negative-athlete-outcomes-under-9-credit-rule) presented at last month's College Sport Research Institute Conference, advisers were pessimistic about the rule's effect on students -- discouraging them from taking academic risks, to preserve eligibility -- and on the advisers themselves.
"Our unit does not advise based on how to keep students eligible, which this legislation is encouraging," one adviser said. "We can now, officially, be classified as 'eligibility brokers' instead of 'academic advisers.' "
The roots of academic reform (http://www.ncaa.org/wps/wcm/connect/public/NCAA/Academics/academics+history) in the NCAA trace back to 1983, when the association established a minimum 2.0 GPA, 700 SAT score and 11 earned core courses for prospective athletes (today, the NCAA uses a sliding scale by which an athlete can make up for a lower GPA with higher standardized test scores, and vice versa). Over the past two decades, the association has gradually upped the bar on continuing eligibility. But the system also allows institutions to regularly enroll athletes with lesser credentials than the typical admit -- contributing ever more to the pressure on advisers.

The two biggest reform packages came in 2003-4, with the creation of the APR, and last year (http://www.insidehighered.com/news/2011/10/28/ncaa-board-approves-athletic-eligibility-rules-division-i-athletes), when the NCAA raised the minimum APR, established a new penalty structure for those who don't meet it, and issued new core-course eligibility rules for incoming freshmen and transfer students.
"Nobody's going to really advocate for less strict academic standards," said Jim Pignataro, who is in his 10th year as director of student-athlete support services at Michigan State University. "The rub is where we can't control admissions -- however, we have eligibility and progress-to-degree standards that are very difficult and make the work of academic advisers very difficult."
Athletes must also adhere to the 40/60/80 rule, part of the NCAA's 2003 academic reform package. It requires athletes to complete 40 percent of their degree requirements by the end of their second year, 60 percent by the end of the third year, and so on. If the NCAA is already ensuring progress to degree through that rule, Luckey asks, why go further into the weeds with arbitrary policies like the 9-credit rule?
"You can't legislate every outcome," Luckey said. "What's happened is we're making decisions based on data. Absolutely, if I pass more hours in a semester am I going to be more on track to graduate? The answer is yes.… But as you try to legislate those things, it can have those negative consequences."
In Evans's experience, an at-risk athlete who has just floated along to maintain eligibility has few choices when it comes time to choose a major. A college GPA that's hovering around 2.0 doesn't allow for many options (though she stressed that the majority of athletes don't have this problem; it's generally the star players, who more often than not have been admitted outside the regular admissions process at their colleges, who have trouble).
"So the conversation is, 'O.K., where do you want to go here, because if you really want to do that major, you're going to have to give up athletics and focus

on school,' " Evans says. "Well, that isn't an option when you're talking to a kid who's on a full athletic scholarship."
(Asked to comment, San Diego State said in a statement: "Student-Athlete Academic Support Services is committed to a comprehensive program of academic, professional and personal development for student-athletes. The SAASS works closely with campus resources across campus to enhance the academic and career development of student-athletes." It also stressed the consistently increasing number of athletes -- at most recent count, 256 of 500 total, setting a record for the seventh straight year -- who are recognized for achieving at least a 3.0 cumulative GPA or one of 3.2 in either fall or spring semester.)

Gerald Gurney, an assistant professor of adult and higher education at the University of Oklahoma and a longtime adviser to athletes there, worries that the standards, combined with ever-intensifying pressure from coaches to keep their players eligible, are correlated with the notable rise in academic rules violations
(http://www.insidehighered.com/news/2011/02/07/ncaa_punishes_almost_half_of_members_of_football_bowl_subdivision_for_major_rules_violations).
“Many of the young professionals are former student-athletes who earn a master’s degree in something related to counseling or student personnel work in higher education or student affairs and they come into the profession wide-eyed and believing that they can make a true difference,” Gurney said. “And slowly they find themselves to be products of a much larger system that only cares about the eligibility of student athletes and APR numbers getting the athletes eligible at all or any cost.”
Gurney has found in his research (http://www.insidehighered.com/news/2012/01/09/ncaa-convention-presentation-says-some-athletes-lack-basic-academic-skills) that many of the athletes who get into college by virtue of the NCAA’s sliding scale are not truly prepared for college-level work. But the NCAA says that if advisers are having trouble keeping athletes eligible under its rules, perhaps colleges shouldn’t be admitting those students in the first place.
“One of the things I think that we continue to stress, obviously, is that institutions need to be comfortable that they’re bringing in students who are capable of doing the work and being successful on that campus,” said Kevin Lennon, the NCAA’s vice president of academic and membership affairs. “As you raise the standards and as campuses, even independent of the NCAA, are raising the academic qualifications of their incoming students in general ... that becomes a real conversation that needs to take place on campuses.”
Carrie Leger, director of the Academic Support Program for Student Athletes at North Carolina State University, is less pessimistic than many of her colleagues.
“I often am saying that I support [the rules], and am in favor of them, and really appreciate the work that the NCAA has done in reviewing data to understand what meaningful increases are,” Leger said. “There are some challenges. But my experience is, when we raise the bar, the students meet it.”
Leger, who used to work on academic issues at the NCAA, says the key is effective communication between all parties. North Carolina State, for instance, does educational sessions before the fall semester with advising staff, coaches and athletes, in which the standards -- and the consequences for not meeting them -- are thoroughly reviewed.
“I hear the frustrations of some of my colleagues, and they’re tired, and they’re not having fun,” Leger said. “I think it’s harder when you don’t feel like you have the support of the people that you’re working with and the coaches that you’re working with. I think then advisers really have the weight of, ‘I’ve got to figure out how to do that -- how is the student going to be eligible?’ It takes a village sometimes.”
And the solution isn’t always ideal. Just last week, Luckey spoke with a student who wanted to study pre-med -- and play professional football. He chose a different major (and acknowledged that it was his choice).
“It’s not as simple as providing tutoring, mentoring, advising to students,” Luckey said. “It’s gotten more about tracking the students, the numbers, the research, so that I often find there’s days that I spend more time doing reports to the NCAA and other things than I actually do sitting in an office with students in front of me.”
For Evans, that was always the best part. But the constant back-and-forth with coaches, acting as a liaison between them and faculty, making phone calls to handle issues with other parts of campus like housing or administration -- overshadows the rest of the work.
"At the end of the day, it's very much about what one power coach wants. And an athletic director who's listening to his coach is going to say, 'O.K,' " says Evans, who advocates for moving academic centers for athletes outside the scope of athletics departments. "And I think there's very few individuals out there who can manage that for very long."

Read more: http://www.insidehighered.com/news/2012/05/09/ncaa-academic-rules-frustrate-advisers-athletes#ixzz1uTta5O8l
Inside Higher Ed

John Blanchard
Senior Associate Director of Athletics
P.O. Box 2126, CB# 8550
Chapel Hill, NC 27515-2126
University of North Carolina
(919) 962-9533
Fax: (919) 843-2327

From: <noreply@unc.edu>
Sent: Thursday, May 10, 2012 8:23 PM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: INFORMATIONAL: Volunteer for Carolina Family Scholarship

---

Dear Carolina faculty and staff,

An email was recently sent out announcing that Carolina Family Fund scholarships for the 2012/2013 academic year are now being accepted.

The Carolina Family Scholarship is a need-based scholarship for children of UNC-Chapel Hill employees. The scholarship provides financial support for our children to attend ANY of the campuses in the UNC system, as well as state community and technology colleges.

The scholarship selections are made by a committee which changes membership every year, and consists of two faculty and two staff members. It is led by a representative from the UNC-Chapel Hill Office of Scholarships and Student Aid.

So, I'm looking for two faculty and two staff members who would be willing to volunteer to commit to one or two 1-hour meetings to review and select the scholarship winners for this year.

Please email me at bruce_egan@unc.edu if you are interested in volunteering to be on the committee which will probably meet sometime towards the end of May/beginning of June.

More information about the Carolina Family Scholarship can be found at
www.unc.edu/familyfund
and
http://gazette.unc.edu/archives/09apr01/fundraising.html

Thank you!

Bruce

Bruce Egan
Director, ITS Response Center
UNC-Chapel Hill

919-843-7777

This email is sponsored by: Scholarships and Student Aid

==========

"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, May 11, 2012 8:20 AM
To: rmercer@ad.unc.edu
Subject: Fwd: Math Deficient Committee Cases
Attach: FILE.msg

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, May 11, 2012 9:37 AM
To: rmercer@ad.unc.edu
Subject: Fwd: Re: Math Deficient Committee Cases
Attach: FILE.msg

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, May 11, 2012 10:11 AM
To: rmercer@ad.unc.edu
Subject: Fwd: Re: Math Deficient Committee Cases
Attach: FILE.msg

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Friday, May 11, 2012 11:01 AM
To: Bobbi Owen <owenbob@unc.edu>
Subject: Fwd: Folks,
Attach: TEXT.htm; Folks,.msg

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article attached...

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Thursday, May 10, 2012 11:34 AM
To: -Academics <-Academics@uncaa.unc.edu>; Chris Armitage <armitage@email.unc.edu>; Beverly Foster <bbfoster@email.unc.edu>; Glynis Cowell <gscowell@email.unc.edu>; joy_renner@med.unc.edu; Lissa Broome <lbroome@email.unc.edu>; linnan@email.unc.edu; Napoleon Byars <nbyars@email.unc.edu>; Steve Reznick <reznick@email.unc.edu>; Barbara Osborne <sportlaw@unc.edu>
Cc: Barbara Polk <bjpolk@unc.edu>; Stephen Farmer <sfarmer@admissions.unc.edu>
Subject: Folks,
Attach: TEXT.htm

Folks,

Lots of insight here. Colleen Evans was my associate director at Minnesota. John

Tough Choices for Athletes' Advisers
May 9, 2012 - 3:00am
By Allie Grasgreen (http://www.insidehighered.com/users/allie-grasgreen)

Colleen Evans, the former director of student-athlete academic support services at San Diego State University, loved counseling athletes. Hers was better than a regular advising job, she says, because the focus on athletes alone allowed her to work more closely with fewer students, building stronger relationships and watching the students grow both on the field and off.
But at times, pressures from coaches to keep athletes eligible -- sometimes at the expense of an athlete's academic pursuits -- were too much to bear. So much so that after 20 years in the business, she recently left it. "It just -- it gets to be a lot," she says. "You can feel the walls closing in on you, from all sides."
When the National Collegiate Athletic Association raises the academic standards athletes must meet to be eligible, debate about whether it's in the best interest of those students inevitably ensues. The NCAA argues that its more stringent rules – which regulate an athlete's courseload, minimum grade point average and progress toward a degree (measured by the NCAA's Academic Progress Rate) – have led to higher graduation rates (http://www.insidehighered.com/news/2011/10/26/ncaa-data-show-more-athletes-graduating-college). But critics contend (http://www.insidehighered.com/news/2012/01/12/ncaa-convention-educators-question-academic-reform-measures) that the rules force athletes to weigh their desire to remain eligible against their academic interests when the time comes to choose classes and even majors, and wrongly assume that an athlete who graduates received a good education.
Among the advisers who guide these athletes through college, opinions about the extent to which the latter is true vary. But they agree the rules are making the profession increasingly complicated, and many say they're contributing to quick burnout and high turnover.
"That shadow of APR and eligibility rules -- it's just like a cloud that's looming over us constantly," said Joseph P. Luckey, director of athletic academic services at the University of Memphis and president of N4A, the National Association of Academic Advisors for Athletics. "The focus is more about those things than worrying about, is this kid growing academically, is this kid growing as an individual, is this student ready for life after college?"
Academic advisers to athletes say it is common for staff to leave the profession after just a few years, and at the annual N4A convention, it's tough to find anyone who's been in the game longer than five or six. As in every field, there's more than one factor at play: institutions with top athletic programs might have more than a dozen advisers on staff, while those with fewer resources have just a handful for several hundred students -- even as many have bulked up their staff in the growing field. There's also typically not a lot of upward mobility, which advisers say drives turnover to an extent.
But it's clear that the philosophical quandary sometimes posed by the NCAA's academic standards weighs heavily on advisers' minds.
Take, for instance. the newly instated "nine-credit rule," which beginning in August will require football players to take at least 12 credits in the fall term and pass at least nine of them (they currently must pass only six). Athletes who don't comply will be suspended from the first four games of the following season.
In research (http://www.insidehighered.com/news/2012/04/20/football-advisers-predict-negative-athlete-outcomes-under-9-credit-rule) presented at last month's College Sport Research Institute Conference, advisers were pessimistic about the rule's effect on students -- discouraging them from taking academic risks, to preserve eligibility -- and on the advisers themselves.
"Our unit does not advise based on how to keep students eligible, which this legislation is encouraging," one adviser said. "We can now, officially, be classified as 'eligibility brokers' instead of 'academic advisers.' "
The roots of academic reform (http://www.ncaa.org/wps/wcm/connect/public/NCAA/Academics/academics+history) in the NCAA trace back to 1983, when the association established a minimum 2.0 GPA, 700 SAT score and 11 earned core courses for prospective athletes (today, the NCAA uses a sliding scale by which an athlete can make up for a lower GPA with higher standardized test scores, and vice versa). Over the past two decades, the association has gradually upped the bar on continuing eligibility. But the system also allows institutions to regularly enroll athletes with lesser credentials than the typical admit -- contributing ever more to the pressure on advisers.

The two biggest reform packages came in 2003-4, with the creation of the APR, and last year (http://www.insidehighered.com/news/2011/10/28/ncaa-board-approves-athletic-eligibility-rules-division-i-athletes), when the NCAA raised the minimum APR, established a new penalty structure for those who don't meet it, and issued new core-course eligibility rules for incoming freshmen and transfer students.
"Nobody's going to really advocate for less strict academic standards," said Jim Pignataro, who is in his 10th year as director of student-athlete support services at Michigan State University. "The rub is where we can't control admissions -- however, we have eligibility and progress-to-degree standards that are very difficult and make the work of academic advisers very difficult."
Athletes must also adhere to the 40/60/80 rule, part of the NCAA's 2003 academic reform package. It requires athletes to complete 40 percent of their degree requirements by the end of their second year, 60 percent by the end of the third year, and so on. If the NCAA is already ensuring progress to degree through that rule, Luckey asks, why go further into the weeds with arbitrary policies like the 9-credit rule?
"You can't legislate every outcome," Luckey said. "What's happened is we're making decisions based on data. Absolutely, if I pass more hours in a semester am I going to be more on track to graduate? The answer is yes.… But as you try to legislate those things, it can have those negative consequences."
In Evans's experience, an at-risk athlete who has just floated along to maintain eligibility has few choices when it comes time to choose a major. A college GPA that's hovering around 2.0 doesn't allow for many options (though she stressed that the majority of athletes don't have this problem; it's generally the star players, who more often than not have been admitted outside the regular admissions process at their colleges, who have trouble).
"So the conversation is, 'O.K., where do you want to go here, because if you really want to do that major, you're going to have to give up athletics and focus

on school,' " Evans says. "Well, that isn't an option when you're talking to a kid who's on a full athletic scholarship."
(Asked to comment, San Diego State said in a statement: "Student-Athlete Academic Support Services is committed to a comprehensive program of academic, professional and personal development for student-athletes. The SAASS works closely with campus resources across campus to enhance the academic and career development of student-athletes." It also stressed the consistently increasing number of athletes -- at most recent count, 256 of 500 total, setting a record for the seventh straight year -- who are recognized for achieving at least a 3.0 cumulative GPA or one of 3.2 in either fall or spring semester.)

Gerald Gurney, an assistant professor of adult and higher education at the University of Oklahoma and a longtime adviser to athletes there, worries that the standards, combined with ever-intensifying pressure from coaches to keep their players eligible, are correlated with the notable rise in academic rules violations
(http://www.insidehighered.com/news/2011/02/07/ncaa_punishes_almost_half_of_members_of_football_bowl_subdivision_for_major_rules_violations).
“Many of the young professionals are former student-athletes who earn a master’s degree in something related to counseling or student personnel work in higher education or student affairs and they come into the profession wide-eyed and believing that they can make a true difference,” Gurney said. “And slowly they find themselves to be products of a much larger system that only cares about the eligibility of student athletes and APR numbers getting the athletes eligible at all or any cost.”
Gurney has found in his research (http://www.insidehighered.com/news/2012/01/09/ncaa-convention-presentation-says-some-athletes-lack-basic-academic-skills) that many of the athletes who get into college by virtue of the NCAA’s sliding scale are not truly prepared for college-level work. But the NCAA says that if advisers are having trouble keeping athletes eligible under its rules, perhaps colleges shouldn’t be admitting those students in the first place.
“One of the things I think that we continue to stress, obviously, is that institutions need to be comfortable that they’re bringing in students who are capable of doing the work and being successful on that campus,” said Kevin Lennon, the NCAA’s vice president of academic and membership affairs. “As you raise the standards and as campuses, even independent of the NCAA, are raising the academic qualifications of their incoming students in general ... that becomes a real conversation that needs to take place on campuses.”
Carrie Leger, director of the Academic Support Program for Student Athletes at North Carolina State University, is less pessimistic than many of her colleagues.
“I often am saying that I support [the rules], and am in favor of them, and really appreciate the work that the NCAA has done in reviewing data to understand what meaningful increases are,” Leger said. “There are some challenges. But my experience is, when we raise the bar, the students meet it.”
Leger, who used to work on academic issues at the NCAA, says the key is effective communication between all parties. North Carolina State, for instance, does educational sessions before the fall semester with advising staff, coaches and athletes, in which the standards -- and the consequences for not meeting them -- are thoroughly reviewed.
“I hear the frustrations of some of my colleagues, and they’re tired, and they’re not having fun,” Leger said. “I think it’s harder when you don’t feel like you have the support of the people that you’re working with and the coaches that you’re working with. I think then advisers really have the weight of, ‘I’ve got to figure out how to do that -- how is the student going to be eligible?’ It takes a village sometimes.”
And the solution isn’t always ideal. Just last week, Luckey spoke with a student who wanted to study pre-med -- and play professional football. He chose a different major (and acknowledged that it was his choice).
“It’s not as simple as providing tutoring, mentoring, advising to students,” Luckey said. “It’s gotten more about tracking the students, the numbers, the research, so that I often find there’s days that I spend more time doing reports to the NCAA and other things than I actually do sitting in an office with students in front of me.”
For Evans, that was always the best part. But the constant back-and-forth with coaches, acting as a liaison between them and faculty, making phone calls to handle issues with other parts of campus like housing or administration -- overshadows the rest of the work.
"At the end of the day, it's very much about what one power coach wants. And an athletic director who's listening to his coach is going to say, 'O.K,' " says Evans, who advocates for moving academic centers for athletes outside the scope of athletics departments. "And I think there's very few individuals out there who can manage that for very long."

Read more: http://www.insidehighered.com/news/2012/05/09/ncaa-academic-rules-frustrate-advisers-athletes#ixzz1uTta5O8l
Inside Higher Ed

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From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, May 14, 2012 2:03 PM
To: rmercer@ad.unc.edu
Subject: Fwd: ASPSA Advisory Board
Attach: FILE.msg

From: Bobbi Owen <owenbob@unc.edu>
Sent: Monday, May 14, 2012 2:02 PM
To: Robert Mercer <rmercer@uncaa.unc.edu>; Sherry Salyer <salyer@EMAIL.UNC.EDU>
Cc: Bobbi Owen <owenbob@EMAIL.UNC.EDU>
Subject: ASPSA Advisory Board
Attach: Roster.doc

Sherry and Robert -

I write to let you know that I have appointed two additional faculty members, Isaac Unah and Kenneth Janken, to the the advisory board. Attached is the revised roster.

Sherry - I so appreciate your willingness to serve as chair this year which got this advisory committee well underway (revitalized) and hope that we can rotate it annually. Does that make sense to you?

Bobbi

--
Bobbi Owen
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University of North Carolina at Chapel Hill
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ASPSA Advisory Committee

Kim Abels, Writing Center. 2011-2014. kabels@email.unc.edu
Kenneth Janken, AFAM, 2012-2015. krjanken@email.unc.edu
Genna Rae McNeil, History. 2011-2013. mcneilgr@unc.edu
Abigail Panter, Psychology. 2011-2014. panter@unc.edu
Eileen Parsons, Education. 2011-2014. rparsons@email.unc.edu
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Chloe Russell, Academic Advising Program. 2011-2014. cjrussel@email.unc.edu
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John D. Stephens, TAM, European Studies, Political Science. 2011-2013. jdsteph@unc.edu
Isaac Unah, Political Science. 2012-2015. unah@unc.edu

Ex Officio (voting)
John Blanchard, Department of Athletics. jgb@uncaa.unc.edu
Bobbi Owen, Undergraduate Education. owenbob@unc.edu
Harold Woodard, Center for Student Success and Academic Counseling. hwoodard@email.unc.edu

Ex Officio (non-voting)
Robert Mercer, ASPSA. rmercer@uncaa.unc.edu

Description:
An advisory committee, consisting of tenure-track and fixed-term faculty, as well as some appropriate full-time professional staff (EPA non-faculty) members has been in place since the late 1980s. The committee meetings are posted and open (except for discussions regarding personnel).

Committee members are appointed by the Senior Associate Dean for Undergraduate Education to staggered terms. Organizational support is provided by the Director of ASPSA who would be an ex officio (voting) member. The Associate Dean and Director of the Center for Student Success and Academic Counseling (CSSAC) and the Senior Associate Athletics Director for Student-Athlete Services are also be ex officio (voting) members, as is the chair of the Faculty Athletics Committee and the Senior Associate Dean for Undergraduate Education

The advisory committee hold meetings on a regular basis (perhaps twice a semester and once each summer for a total of five times each year).

Possible agenda items:

- Define role, schedule, and expectations
- Impact of curricular changes for undergraduates such as ENGL 105 which will be implemented in Fall 2012;
- Academic standards (for example, the impact of probation on student-athletes);
- Mechanisms for program evaluation and assessment.

Last revised May 2012

From: <hr@unc.edu>
Sent: Tuesday, May 15, 2012 9:12 PM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: FORMAL NOTICE: 2013 Holiday Calendar

MEMO TO: Deans, Directors, and Department Heads

FROM: Brenda R. Malone, Vice Chancellor for Human Resources

The State Personnel Act provides all State employees a holiday schedule that cannot exceed 11 paid holidays per year, except in those years in which Christmas Day falls on a Tuesday, Wednesday or Thursday - when the schedule allows 12 paid holidays. For 2013, Christmas Day falls on a Wednesday; therefore, we have three paid holidays at Christmas (a total of
12 for the year).

UNC System institutions are also allowed to adjust the dates of the annual holidays to accommodate the academic schedule. Traditionally, UNC-Chapel Hill has moved only the State's Veterans Day holiday into the winter break period (between Christmas holiday and the New Year's (Eve) holiday period). For next year, 2013, the University will observe Tuesday, December 31, as a holiday in lieu of Veterans Day.

It is noted that some departments have essential work that must be done on designated holidays. SPA employees who work on holidays are paid holiday premium pay, in addition to hour for hour compensatory time up to 8 hours.

The 2013 holiday schedule is as follows:

* New Year's Day -- Tuesday, January 1, 2013
* Martin Luther King Jr. Day -- Monday, January 21, 2013
* Spring Holiday -- Friday, March 29, 2013
* Memorial Day -- Monday, May 27, 2013
* Independence Day -- Thursday, July 4, 2013
* Labor Day -- Monday, September 2, 2013
* Thanksgiving -- Thursday, November 28, and Friday, November 29, 2013
* Winter Break -- Tuesday, December 24, Wednesday, December 25 and Thursday, December 26, 2013
* New Year's Eve -- Tuesday, Dec. 31, 2013

If you have questions, please contact your Benefits Consultant. You can search for your department's assigned Benefit Specialist using HR Connect (http://hrconnect.unc.edu/); select the topic, "Benefits Questions."

This email is sponsored by: Office of Human Resources

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, May 17, 2012 7:14 AM
To: rmercer@ad.unc.edu
Subject: Fwd: SPRING 2012 ACADEMIC RESULTS
Attach: FILE.msg

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, May 17, 2012 11:00 AM
To: rmercer@ad.unc.edu
Subject: Fwd: Re: SPRING 2012 ACADEMIC RESULTS
Attach: FILE.msg

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, May 17, 2012 5:29 PM
To: rmercer@ad.unc.edu
Subject: Fwd: Re: SPRING 2012 ACADEMIC RESULTS
Attach: FILE.msg

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, May 21, 2012 6:37 AM
To: rmercer@ad.unc.edu
Subject: Fwd: FW: FEC Response to recent report
Attach: FILE.msg

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Monday, May 21, 2012 6:37 AM
To: Amy Herman <ajschae@uncaa.unc.edu>; John Blanchard <jgb@uncaa.unc.edu>; joanna@unc.edu; Kevin Best <kbest@uncaa.unc.edu>; Leslie Chambers Strohm <Leslie_Strohm@unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Steve Keadey <sckeadey@email.unc.edu>; Steve Kirschner <skirschner@uncaa.unc.edu>
Subject: Fwd: FW: FEC Response to recent report
Attach: TEXT.htm

FYI ~ just to be informed if you are not aware of this.

Have a good day.

Larry

>>> "Broome, Lissa L" <lbroome@email.unc.edu> 5/18/2012 5:20 PM >>>

FYI. Larry, you may want to circulate this to the others on your initial message.

Thanks,

Lissa

From: Boxill, Jan
Sent: Friday, May 18, 2012 4:45 PM
To: Ferrell, Joseph S; Bachenheimer, Steven L; Maffly-Kipp, Laurie F; Guskiewicz, Kevin M; Shields, Sarah D; Chapman, Mimi V; gcopenhaver@bio.un.edu; DeSaix, Jean; jearp@unc.edu; Gerhardt, Michael J; McMillan, Tim; Parise, Leslie V; Rodgers, Shielda Glover; Boxill, Jan
Subject: FEC Response to recent report

Dear Colleagues,

I write on behalf of the Faculty Executive Committee, which spent nearly its entire meeting on Monday, May 13, 2012 discussing matters raised in the report by Senior Associate Deans Jonathan Hartlyn and William Andrews on courses in the African and Afro-American Studies Department. We commend the Chancellor for appointing this excellent committee and for its thorough investigation and forthright reporting of the facts.

We also thank you for sending us your timely, well-articulated, and thoughtful concerns. As the faculty's elected representatives, and the body charged with acting when the full Faculty Council is out of session (as it will be until September 7), we feel a deep sense of obligation to take faculty requests seriously.

After significant discussion about what action the FEC might take, and with the Chancellor's encouragement, we have formed a subcommittee to look further into these matters. Consisting of Professors Steven Bachenheimer (Microbiology and Immunology), Michael Gerhardt (Law School), and Laurie Maffly-Kipp (Religious Studies), the subcommittee will be charged with three primary tasks to completed for the FEC meeting on Jun 25, 2012 (3:00-5:00 pm in South 105). FEC will then consider additional steps.
The subcommittee will:Review all reports relevant to this situation, including the review of courses in African and Afro-American Studies, the report on Independent Studies in the College, and the 2011 review of the Academic Support Program for Student Athletes, and meet with the authors of those reports to discuss their processes and findings. Review other relevant materials and summarize and characterize the work that has

already been done, including new procedures or policies already put in place.

Based upon this review and taking into account questions you and others have raised, identify questions or gaps in knowledge that remain regarding events, systems, practices, or structures that might have allowed or facilitated the troubling breaches of academic integrity. The committee should focus in particular on those matters that have not been sufficiently addressed by procedures and policies already put into place.

Create a plan for next steps. The subcommittee will consider what is necessary and feasible to investigate further in order to respond to the unanswered questions; and will make recommendations for other actions that need to be taken to reassure faculty and our community that we fully understand the problem, and that appropriate safeguards are already or will be put in place to ensure the integrity of our academic offering to students and our academic standards going forward.

In addition to appointing the subcommittee, I will take opportunities, such as my report to the Board of Trustees, to express the faculty's deep concern about the dismaying information that has been uncovered and publicly reported by the University. While it appears that the problems are limited to a few people, the reputation of all of us is on the line. It is important to reaffirm our fundamental and unwavering commitment to academic integrity and excellence in teaching, research, and public service as the highest missions of this great institution.

Please do not hesitate to contact me again with any concerns you may have, and thank you for your dedication to Carolina.

Best,
Jan

Jan Boxill, Ph.D
Chair of the Faculty at UNC-CH
Director, Parr Center for Ethics
Senior Lecturer, Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Office Phone 919-962-3317
web: parrcenter.unc.edu

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, May 22, 2012 9:41 AM
To: rmercer@ad.unc.edu
Subject: Fwd: What GM's Cancelled Facebook Ads Can Teach Coaches About Social Network Recruiting
Attach: FILE.msg

From: Dan Tudor <dan@dantudor.com>
Sent: Tuesday, May 22, 2012 9:40 AM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: What GM's Cancelled Facebook Ads Can Teach Coaches About Social Network Recruiting
Attach: TEXT.htm

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For a complete detailed overview of each session, click here [http://r20.rs6.net/tn.jsp?
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4UqRN7poEphLxC3I4wC4z7h5cIW7y7GakCjY=].

Time is running out to register, Coach! If you want to be a part of this incredible
learning opportunity and are ready to reserve your seat, Click here today! [http://r20.rs6.net/tn.jsp?
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LdA0RFoCuUx0D24I41lYP5gYdsTjVa4i_YiJ8ht6NMBNTL_mCQisG3lhY2WDi9Ezb0ydOH6ywZyBOwOrWbs_O9WT_moIj5XLLm_axNhP8tq3dlSSQSYtNxm

This is an event you won't want to miss, Coach. Make sure your staff and college
is represented in Boston this coming June 1-3!

P.S. Some discounted hotel room packages are still available, so hurry and register
this week and make plans on attending the 2012 National Collegiate Recruiting Conference!...

CLICK HERE TO REGISTER [http://r20.rs6.net/tn.jsp?
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Over the last fifty years, the average amount of time college students spend studying
has declined from 25 to 15 hours a week. Now, some experts are wondering if we've
made college too easy for students. What do you think? CLICK HERE [http://r20.rs6.net/tn.jsp?e=001IGR7FQTpLDFWQQQDk_qwWaeO7NZMgNp9Bz-
SVcdu2vZnT6qe9BHdS44CXj-6RRLuphbFtN7scZJ2EnNU0jTjPN7vPxZ3UgsPtqz1KbC6jopweUN2s6weW9_hc2YCqj7Kure-gZxCr75C8B0BW1dHUA==]

Dan 2006 Picture [http://r20.rs6.net/tn.jsp?e=001IGR7FQTpLDEuVfv14N9o25rs5rYVmWP6L69S7DlotQeuZXgQYEEeWp1XOPUEOyOmtLkq8sB-
OB3PT0sJMqsDsD6qhnVSQ7Y6PfsZPMWLMxE0cWDGw_PuOOW4Y_3zk4xb]

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From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, May 23, 2012 9:35 AM
To: rmercer@ad.unc.edu
Subject: Fwd: ASPSA
Attach: FILE.msg

From: Bobbi Owen <owenbob@unc.edu>
Sent: Wednesday, May 23, 2012 9:34 AM
To: Joy Renner <jrenner@med.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>
Subject: ASPSA
Attach: Roster.doc

Hi Joy -
I understand that you are the incoming chair of the elected Faculty Athletics Committee which makes you an ex officio (voting) member of the advisory committee for ASPSA (Academic Support Program for Student Athletes). I have attached the current roster (with your name included) and roster. Robert Mercer is working on scheduling a meeting this summer. The current chair is Sherry Salyer; a new chair will be identified at the next meeting.
Bobbi

--
Bobbi Owen
Senior Associate Dean for Undergraduate Education, and
Michael R. McVaugh Distinguished Professor of Dramatic Art
University of North Carolina at Chapel Hill
CB# 3504, 3011 Steele Building
214 East Cameron Avenue
Chapel Hill, NC 27599-3504
Phone: 919 843-7773
FAX: 919 843-4775

ASPSA Advisory Committee

Kim Abels, Writing Center. 2011-2014. kabels@email.unc.edu
Kenneth Janken, AFAM, 2012-2015. krjanken@email.unc.edu
Genna Rae McNeil, History. 2011-2013. mcneilgr@unc.edu
Abigail Panter, Psychology. 2011-2014. panter@unc.edu
Eileen Parsons, Education. 2011-2014. rparsons@email.unc.edu
Steve Reznick, Chair, 2011-2012. Faculty Athletics Committee. reznick@email.unc.edu
Chloe Russell, Academic Advising Program. 2011-2014. cjrussel@email.unc.edu
Sherry Salyer, EXSS. 2011-2014. salyer@EMAIL.UNC.EDU
John D. Stephens, TAM, European Studies, Political Science. 2011-2013. jdsteph@unc.edu
Isaac Unah, Political Science. 2012-2015. unah@unc.edu

Ex Officio (voting)
John Blanchard, Department of Athletics. jgb@uncaa.unc.edu
Bobbi Owen, Undergraduate Education. owenbob@unc.edu
Joy Renner, Chair of the Faculty Athletics Committee. jrenner@med.unc.edu
Harold Woodard, Center for Student Success and Academic Counseling. hwoodard@email.unc.edu

Ex Officio (non-voting)
Robert Mercer, ASPSA. rmercer@uncaa.unc.edu

Description:
An advisory committee, consisting of tenure-track and fixed-term faculty, as well as some appropriate full-time professional staff (EPA non-faculty) members has been in place since the late 1980s. The committee meetings are posted and open (except for discussions regarding personnel).

Committee members are appointed by the Senior Associate Dean for Undergraduate Education to staggered terms. Organizational support is provided by the Director of ASPSA who would be an ex officio (voting) member. The Associate Dean and Director of the Center for Student Success and Academic Counseling (CSSAC) and the Senior Associate Athletics Director for Student-Athlete Services are also be ex officio (voting) members, as is the chair of the Faculty Athletics Committee and the Senior Associate Dean for Undergraduate Education

The advisory committee holds meetings on a regular basis (perhaps twice a semester and once each summer for a total of five times each year).

Possible agenda items:

- Define role, schedule, and expectations
- Impact of curricular changes for undergraduates such as ENGL 105 which will be implemented in Fall 2012;
- Academic standards (for example, the impact of probation on student-athletes);
- Mechanisms for program evaluation and assessment.

Last revised May 2012

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, May 24, 2012 1:19 PM
To: rmercer@ad.unc.edu
Subject: Fwd: Important Information from the Honor System
Attach: FILE.msg

From: <usag@unc.edu>
Sent: Thursday, May 24, 2012 1:19 PM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: Important Information from the Honor System
Attach: TEXT.htm; Accused Student.pdf; OVERVIEW_OF_SANCTIONS.pdf

---

If you have trouble viewing the HTML-formatted letter, please contact the Office of the Honor System at 919.966.4084.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, May 24, 2012 5:13 PM
To: rmercer@ad.unc.edu
Subject: Fwd: 18-Hour Rule - Mid-Year Enrollee
Attach: FILE.msg

From: Susan Maloy <sbmaloy@uncaa.unc.edu>
Sent: Thursday, May 24, 2012 5:13 PM
To: Brent Blanton <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Jaimie Lee <jaimielee@uncaa.unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Kym Orr <knorr@uncaa.unc.edu>; Tia Overstreet <overstre@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Tony Yount <tonyyount@uncaa.unc.edu>; Spencer Welborn <welborn@uncaa.unc.edu>; Wally Richardson <wricha@uncaa.unc.edu>
Subject: 18-Hour Rule - Mid-Year Enrollee
Attach: TEXT.htm; IMAGE.png; IMAGE.bmp

All,
There has been some discussion about how to certify the 18-hour Rule for a student who enrolled mid-year. I want to be sure that everyone understands that only the % toward degree and GPA are certified prior to the Spring term (based on the students terms of enrollment). The 18-hour rule is only certified prior to the Spring term in the students 1st year of enrollment. After that, the 18-hour rule is certified prior to the Fall term for each subsequent year. It may seem awkward, but you will actually use the first fall semester twice to certify the 18-hour rule in order to get them back on track. Please let me know if you have any questions about this. I ran this by the ACC just to be sure I wasn't misinterpreting the rule, and her response is below. Also at the bottom in blue is an archived interp that is now incorporated into Bylaw 14.4.3.1.4.1 that helps to further explain this.

Thank you,
Susan

Yes, you're looking at that legislation correctly.
Lindsey

Lindsey K. Babcock
Assistant Commissioner, Compliance & Governance
Atlantic Coast Conference
LBabcock@theacc.org
336-854-8787 (phone)
336-369-0065 (fax)

From: Susan Maloy [mailto:sbmaloy@uncaa.unc.edu]
Sent: Thursday, May 24, 2012 4:53 PM
To: Babcock, Lindsey
Subject: RE: RE: RE: Double Majors within the 2 Degree Programs

Thanks so much Lindsey.

Can you weigh in on another one for me? Am I correct that Bylaw 14.4.3.1.4.1 requires us to certify the 18-Hour Rule for a Mid-year enrollee who initially enrolled in Spring 2011 using Spring 2011 and Fall 2011 the first time and then Fall 2011 and Spring 2012 to get him back on track? So we essentially use the first Fall semester (Fall 2011) twice to certify the 18-hour rule. Do you agree?

14.4.3.1.4.1 Application to a Midyear Enrollee. After a midyear enrollee's initial certification, (prior to the start of the institution's third semester or fourth quarter following the student-athlete's initial full-time enrollment) the student-athlete's completion of the 18-semester/27-quarter hour requirement shall be certified prior to the start of each academic year based on the student-athlete's record since the beginning of the previous fall term.

Thank you,

Susan

Application of 18/27 Credit-Hour Requirement to a Midyear Enrollee or Midyear Transfer Student-Athlete (I)
Archived Interpretation
Date Published: April 30, 2008
Item Ref: 1
Archive Info: Incorporated into Division I Manual (see I-2009-1).
Interpretation:
The committee determined that an institution is not required to certify the 18/27 credit-hour requirement for a midyear enrollee or transfer student-athlete until the completion of two regular, full-time semesters or three full-time quarters at the certifying institution. After the initial certification, the institution shall certify the 18/27 credit-hour requirement based on the student-athlete's record since the beginning of the previous fall term. For example, an institution would not certify the 18/27 hour requirement for a student-athlete who initially enrolls at the institution in the spring semester or winter quarter until the start of the following spring semester or winter quarter. Thereafter, the institution would certify the 18/27 hour requirement prior to the start of each fall term.

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-8247 (fax)
sbmaloy@uncaa.unc.edu

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, May 28, 2012 11:48 PM
To: rmercer@ad.unc.edu
Subject: Fwd: RE: ESPNU Late-Night Show
Attach: FILE.msg

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Monday, May 28, 2012 11:48 PM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: Fwd: RE: ESPNU Late-Night Show
Attach: TEXT.htm; RE_ ESPNU Late-Night Show.msg

Robert,

I hope you are doing well. This back of mine has keep me, well...on my back, since Tuesday. I have been able to get up some, but, I think I am still a couple of days from getting back to the office. Hope to see Mario tomorrow. We will need to catch up. I am very interested in how your meeting with Fedora went and the strategic planning meeting, as well as what's happening around the office.

I have attached a string of emails with some profs about a new class. You should be handling this anyway, not me. But, given my situation, can you take the reins on this. If you do not think it is worthwhile let me know. It looks pretty exciting to me.

Let's talk soon. John

John Blanchard
Senior Associate Director of Athletics
P.O. Box 2126, CB# 8550
Chapel Hill, NC 27515-2126
University of North Carolina
(919) 962-9533
Fax: (919) 843-2327

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, May 29, 2012 11:09 AM
To: rmercer@ad.unc.edu
Subject: Fwd: REMINDER: SPA Performance Rating and Competency Assessment Information
Attach: FILE.msg

From: Joyce Dalgleish <joyced@uncaa.unc.edu>
Sent: Tuesday, May 29, 2012 11:09 AM
To: Angie Bitting <abitting@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Bobby Gales <bgales@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Bubba Cunningham <bubbac@uncaa.unc.edu>; Clint Gwaltney <cgwaltney@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Christopher Luke <cluke@uncaa.unc.edu>; Cricket Lane <cricket@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Dawn McPherson <ddmcpher@ad.unc.edu>; Dominic Morelli <dmorelli@uncaa.unc.edu>; Ellen Culler <eculler@uncaa.unc.edu>; Josh Boone <jboone@uncaa.unc.edu>; Johnny Cake <jcake@uncaa.unc.edu>; Jane High <jhigh@uncaa.unc.edu>; Ken Cleary <kcleary@uncaa.unc.edu>; Ken Crowder <kcrowder@uncaa.unc.edu>; Kevin Robinson <krob@uncaa.unc.edu>; Martina Ballen <mballen@uncaa.unc.edu>; Michael Beale <mbeale@uncaa.unc.edu>; Molly Norton <mbnorton@uncaa.unc.edu>; Mike Bunting <mbunting@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mike Wilkinson <mhwgolf@uncaa.unc.edu>; Michael Perkins <mperkins@uncaa.unc.edu>; Mark Steffer <msteffer@uncaa.unc.edu>; Ross Fowler <rfowler@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Rick Steinbacher <rsteinbacher@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Steve Kirschner <skirschner@uncaa.unc.edu>; Steve Miller <smiller@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Tim Sabo <tsabo@uncaa.unc.edu>
Cc: Brittany Renn <bgrenn@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Kathy Duffy <kduffy@uncaa.unc.edu>; Kathy Dutton <kdutton@uncaa.unc.edu>; Lee Snyder <lsnyder@uncaa.unc.edu>; Sandy Restivo <srestivo@uncaa.unc.edu>
Subject: REMINDER: SPA Performance Rating and Competency Assessment Information
Attach: TEXT.htm; SPAPerfManAndCompAssessmentForm(TEMPLATE).doc; SPAPerfManAndCompAssessmentFormSAMPLE.pdf

---

Just a reminder that the deadline is fast approaching! See below:

Thanks,
Joyce

It is time once again for the annual SPA Performance Rating & Competency Assessment for the period June 1, 2011 through May 31, 2012.
Please note that these must be completed and returned to my office NO LATER THAN NOON on Wednesday, May 5, 2012. There will be no extensions to this deadline because of the University's data-entry deadline.
The form for this process is attached, and has not changed from the one instituted last year. Also attached is a sample form to guide you in this process. Be reminded that the performance rating and the competency assessment are combined on this form. This process must be completed for all permanent full and part time SPA employees who have been under a work plan for at least three months.

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3. Work Plan: Work plans should be reviewed for accuracy, and if the work plan needs to be updated, that section must also be completed for the June 1, 2011 - May 31, 2012 review period.

4. The ORIGINAL Completed forms with all required signatures should be returned to our office by the deadline noted above.

5. Employees should receive a copy of the completed forms for their files.
Thank you for your prompt attention to this important process. Please share this with others in your area responsible for performance reviews of employees in your area. If you have any questions, please contact me at 2-7850 or Kathy Dutton at 2-1030.

Joyce

P.S. Information on the EPA performance review process will be sent in a separate email, but note that the Office of Human Resources has stipulated that those reviews must be completed by June 30, 2012.

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From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, May 29, 2012 11:11 AM
To: rmercer@ad.unc.edu
Subject: Fwd: CORECTED REMINDER: SPA Performance Rating and Competency Assessment Information (CORRECTED DATE)
Attach: FILE.msg

From: Joyce Dalgleish <joyced@uncaa.unc.edu>

Sent: Tuesday, May 29, 2012 11:11 AM

To: Angie Bitting <abitting@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Bobby Gales <bgales@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Bubba Cunningham <bubbac@uncaa.unc.edu>; Clint Gwaltney <cgwaltney@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Christopher Luke <cluke@uncaa.unc.edu>; Cricket Lane <cricket@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Dawn McPherson <ddmcpher@ad.unc.edu>; Dominic Morelli <dmorelli@uncaa.unc.edu>; Ellen Culler <eculler@uncaa.unc.edu>; Josh Boone <jboone@uncaa.unc.edu>; Johnny Cake <jcake@uncaa.unc.edu>; Jane High <jhigh@uncaa.unc.edu>; Ken Cleary <kcleary@uncaa.unc.edu>; Ken Crowder <kcrowder@uncaa.unc.edu>; Kevin Robinson <krob@uncaa.unc.edu>; Martina Ballen <mballen@uncaa.unc.edu>; Michael Beale <mbeale@uncaa.unc.edu>; Molly Norton <mbnorton@uncaa.unc.edu>; Mike Bunting <mbunting@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mike Wilkinson <mhwgolf@uncaa.unc.edu>; Michael Perkins <mperkins@uncaa.unc.edu>; Mark Steffer <msteffer@uncaa.unc.edu>; Ross Fowler <rfowler@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Robert Mercer <rmercer@uncaa.unc.edu>; Rick Steinbacher <rsteinbacher@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Steve Kirschner <skirschner@uncaa.unc.edu>; Steve Miller <smiller@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Tim Sabo <tsabo@uncaa.unc.edu>

Cc: Brittany Renn <bgrenn@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Kathy Duffy <kduffy@uncaa.unc.edu>; Kathy Dutton <kdutton@uncaa.unc.edu>; Lee Snyder <lsnyder@uncaa.unc.edu>; Sandy Restivo <srestivo@uncaa.unc.edu>

Subject: CORECTED REMINDER: SPA Performance Rating and Competency Assessment Information (CORRECTED DATE)

Attach: TEXT.htm; SPAPerfManAndCompAssessmentForm(TEMPLATE).doc; SPAPerfManAndCompAssessmentFormSAMPLE.pdf

---

Here's the correct info!

Third time's a charm...I hope. Due date is Wednesday, June 6th!! Please ignore the two previous messages.

Joyce

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From: <hr@unc.edu>
Sent: Wednesday, May 30, 2012 8:17 PM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: FORMAL NOTICE: SPA Grievance Policy Revisions

To: All Permanent Employees

From: Gena Carter, Senior Director, Employee & Management Relations
Office of Human Resources

The State Personnel Commission requires review of University/Agency grievance policies every two years and has approved revisions to the UNC-Chapel Hill SPA Grievance Policy, effective July 1, 2012.

An advance copy of the revised SPA Grievance Policy is available on the Office of Human Resources website at:
http://hr.unc.edu/employee-relations/.

OVERVIEW OF CHANGES

SECTION II.B.3:
Establishes that agreements to extend deadlines in order to pursue alternative dispute resolution (e.g., mediation) must be approved in writing by both parties. Previously, there was no written requirement.

SECTION V.B.3:
Establishes a deadline for submitting information and witness lists for a Step 2 Hearing as 10 calendar days prior to the date of the hearing. Previously, the deadline was established on a case-by-case basis.

SECTION VI.F.1.D:
Previously stated that permanent or probationary employees or former employees may file an appeal alleging violations of the Family & Medical Leave Act, the Americans with Disabilities Act, the Age Discrimination in Employment Act, or the Fair Labor Standards Act directly with the Office of Administrative Hearings. Removed because grievants must first complete the University's internal grievance process for these issues.

The State's grievance policy now includes coverage for violations of veterans' preference in all employment actions. Previously, only veterans' preference in initial employment and reduction in force had been covered. The University's policy already provides coverage for any policy violation; accordingly, no language changes were required to our policy.

Other language changes that did not affect the substance of the policy were made for clarity.

Please refer to the policy at
http://hr.unc.edu/policies-procedures-guidelines/spa-employee-policies/employee-relations/GRIEVE-SPA for more information.

GRIEVANCE POLICY HIGHLIGHTS

WHAT IS GRIEVABLE?

-- Disciplinary actions
-- Harassment
-- Discrimination
-- Retaliation
-- Annual performance appraisal
-- Performance-related pay decisions
-- Policy violation
-- Inaccurate or misleading information in personnel file

Refer to the policy for specific requirements.

STEPS IN THE GRIEVANCE PROCESS

STEP 1: The employee ('grievant') has 30 calendar days from the date of the event (or knowledge of the event) being grieved to submit a grievance filing form to Employee & Management Relations (E&MR) in the Office of Human Resources. E&MR will send the grievance to a 'respondent' (usually, the second- or third-level supervisor of the grievant) who has 10 calendar days to submit a written response to E&MR.

STEP 2: The grievant has 10 calendar days from the date of receiving the Step 1 response to submit a Step 2 appeal to E&MR, which will schedule a hearing within a month of the filing. A panel of three volunteer SPA employees will hear statements from the grievant and respondent and will review additional information they submit. The panel submits a report and recommendation to the Chancellor within 10 calendar days of the hearing.

FINAL AGENCY DECISION: The Chancellor has 10 calendar days to review the panel report and recommendation and make a final decision for the University on the issue.

FURTHER APPEAL: For some issues, the Chancellor's decision is final. Other issues may be appealed within 30 calendar days of receiving the Chancellor's decision to the State's Office of Administrative Hearings.

AVAILABLE SUPPORT

The Grievance Coordinator in the Office of Human Resources can assist employees in understanding their rights under the SPA Grievance Policy and help with the filing process.

"Support persons" are volunteer SPA and EPA non-faculty employees of the University trained by the Office of Human Resources who can assist a grievant in completing filing forms, gathering supporting information, attend grievance-related meetings with the grievant, and attend the Step 2 hearing. With their grievant's or respondent's permission, support persons are allowed to speak on their behalf during the opening and/or closing remarks of the Step 2 hearing. The support person cannot represent or serve as an attorney for the grievant. The Grievance Coordinator keeps a list of trained support persons.

The Office of Human Resources website includes additional guidance materials that can assist employees with the grievance process. Go to http://hr.unc.edu/policies-procedures-guidelines/spa-employee-policies/employee-relations/GRIEVE-SPA for more information.

HEARING PANELIST AND SUPPORT PERSON TRAINING

If you are interested in serving as a support person and/or grievance hearing panelist, the Office of Human Resources will offer a day-and-a-half training late-summer/early-fall 2012. You must meet certain requirements and have your supervisor's approval to participate as a support person or hearing panelist. Additional information about this training will be sent in a separate communication.

QUESTIONS

If you have questions about this policy, please contact Employee & Management Relations in the Office of Human Resources, 104 Airport Drive, Chapel Hill, NC 27599-1045. Phone: 919.843.3444. Email: emr@unc.edu.

This email is sponsored by: Office of Human Resources

From: <hr@unc.edu>
Sent: Tuesday, June 5, 2012 8:57 PM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: INFORMATIONAL: Chancellors Award for Excellence

TO: All Permanent University Employees

FROM: Holden Thorp, Chancellor

We all work with someone who is special, who comes up with a better system or goes the extra mile to help a fellow employee or a student - someone who deserves recognition for what she or he brings to the job. Now is your chance. Nominations are now being accepted for the 2012 Chancellor's Award for Excellence, and I invite you to submit a nomination for that deserving employee.

The Chancellor's Award criteria are based on meritorious or distinguished accomplishments that are "clearly above and beyond that which would be expected from dedicated employees who are fully and competently discharging all of the duties and satisfying all of the requirements of their jobs" while a University employee. The awards categories are:

-- Outstanding State Government Service
-- Innovation(s)
-- Public Service
-- Safety/Heroism
-- Human Relations
-- Other Achievements

Each year a selection committee composed of staff and faculty members reviews nominations and recommends five employees for recognition. The five Chancellor's Award recipients are honored at a recognition reception; each receives a monetary award of $1,000 and a special leave award of 24 hours.

Employees who are selected for the Chancellor's Award for Excellence are automatically nominated for the Governor's Award for Excellence.

Any permanent employee may recommend a University employee for the Chancellor's Award. The nomination process includes submitting a nomination form along with up to a maximum of three letters of recommendation (letters of recommendation are optional and not required). You can complete a nomination form by clicking on the link provided in this email or by searching for the form on the Office of Human Resources website at http://hr.unc.edu and using the keywords "Chancellor's Award."

Chancellor's Award Nomination Form:
http://hr.unc.edu/form-finder/recognition-program-forms/CCM3_015745

The deadline for submitting nominations has been extended until June 15.

Letters of recommendation can be sent to the Office of Human Resources. Please indicate the employee's name and "2012 Chancellor Award Nomination" in the subject line of the reference. Letters of recommendation can also be sent via interoffice mail to:

Kim Andrews
Office of Human Resources
104 Airport Drive
Campus Box 1045
Chapel Hill, NC 27599

If you have questions, please call the Office of Human Resources at 962-6008.

This email is sponsored by: Office of Human Resources

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Friday, February 21, 2003 9:43 AM
To: *Academics <*Academics@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Jack_Evans@unc.edu; Kirschner, Steve <skirschner@uncaa.unc.edu>
Subject: Fwd: Recent student athlete coverage
Attach: Recent student athlete coverage.msg

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if you are interested in having a file of some of the recent coverage, here are some articles run recently on the graduation rates.

From: "Keyser, Cathleen" <Cathleen@athena.dev.unc.edu>
Sent: Thursday, February 20, 2003 5:04 PM
To: Blanchard, John <jgb@uncaa.unc.edu>
Subject: Recent student athlete coverage
Attach: TEXT.htm

View from Chapel Hill: Athletes don't rule

Letter to the Editor
Charlotte Observer
2/20/03

The writer is director of admissions, UNC-Chapel Hill. In response to "Athletics admissions"
(Feb. 18 editorial):

Our university community takes seriously the undergraduate admission process for all students.
Indeed, our faculty have direct involvement in our admission of student-athletes.

As a result, our admission standards for student-athletes exceed those set by both the NCAA
and the 16-campus UNC system. We report no "academic exceptions" because we have none
based on NCAA or system standards.

Typically, we admit about 20 to 30 student-athletes who meet or exceed the NCAA and UNC
system requirements but not our own higher standard. Those students earn admission only after
careful review by a faculty panel.

Carolina regularly declines to admit student-athletes, some of whom later compete against the
Tar Heels. Our coaches bring few such cases forward for consideration in the first place because
of the university's high standards.

Jerome Lucido

Chapel Hill

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Gridiron grad rates don't make cut

News and Observer
2/19/03

Fewer than half the recruited football players who enrolled in 1996 at N.C.

State University and
UNC-Chapel Hill earned diplomas within six years, continuing a general decline in football
graduation rates at both campuses.

Among freshmen who entered in the fall of 1996, eight of 19 NCSU players, 42 percent, graduated
by the spring of 2002. UNC-CH gave diplomas to 10 of 21 players, 48 percent -- the poorest six-
year graduation rate in Chapel Hill since the UNC system began keeping score in the 1980s.

The statistics on recruited and scholarship athletes were released last week.

The low graduation rates are drawing criticism from faculty and academic leaders, even as academic
reforms are on the way this fall from the National Collegiate Athletic Association, which oversees
major college sports.

"You have to do better by these young people who give you the best years of their lives," said
retired UNC system President William Friday, who helped lead the Knight Foundation Commission
on Intercollegiate Athletics, a reform group. "Once these young people enroll and use up their
eligibility in athletics, it's the moral duty of the institution to give them work skills and professional
skills. This isn't the way it's worked out at all too many campuses."

Under reforms the Knight Commission proposed in 2001, a team with a graduation rate under
50 percent would be banned from post-season play. If that restriction had been in place, it would
have kept NCSU out of the Gator Bowl this year.

Since football power Florida State University entered the Atlantic Coast Conference, which includes
NCSU and UNC-CH, in 1992, the sport has gained more emphasis in the league. Budgets have
grown; recruiting has become more competitive. Professor Sue Estroff, the UNC-CH faculty
chairwoman, said the latest graduation rates provide a reality check.

"The higher the stakes for winning football games, the more we're going to see this," Estroff said.
"We just have to decide what is more important."

Athletics officials say graduation rate reports can be misleading because they omit players who
transfer to other institutions. Of the NCSU players who did not graduate, said Athletics Director Lee
Fowler, three transferred to other schools. Others turned professional or

left in good academic
standing, he said, and four were suspended academically.

"I'll always want 100 percent of them to graduate," Fowler said. NCSU's six-year football graduation
rate dipped to 39 percent last year and 33 percent for the freshmen of 1992, but in other years it has
kept above 50 percent.

At UNC-CH, Athletics Director Dick Baddour said several players left after a coaching change
from Mack Brown to Carl Torbush in December 1997.

"I think it's a transition issue," Baddour said. Of 11 Carolina players who did not graduate, he said,
four flunked out. The rest transferred or went pro before finishing their eligibility.

The NCAA reported a six-year graduation rate of 52 percent for Division I scholarship football
players who started in 1995. Unlike the NCAA, UNC counts players who were recruited as athletes,
even if they did not receive scholarships.

John Blanchard, senior associate athletics director, said UNC-CH's 1997 freshman class is on track
to graduate at a rate of 70 percent or better. The current progress of that class isn't known, since
UNC has decided not to compile five-year graduation rates, as it had done since 1985. Conforming
with NCAA practice, the new UNC report lists six-year rates only.

Carolina has recently beefed up academic support for athletes, which costs more than $640,000
annually. Study hall for football players was moved from evening to afternoon -- before practice
when players are more alert.

Philip Carter, chairman of NCSU's Faculty Senate, said he has no problem with giving athletes a lot
of academic support.

"I'm not against doing whatever we need to get them through," Carter said. "If we ask them to
represent the university and we set up unreasonable numbers of contests during the school week,
we need to make sure we do whatever we can to help them get through their coursework."

Graduation rates among all student-athletes improved. At NCSU, all athletes graduated at about
the same rate as the student body in general -- about 64 percent in six years. During the same
period at UNC-CH, athletes graduated at 70 percent compared with 80 percent

of the student
body.

Men's basketball graduation rates vary considerably from year to year because of the small number of athletes represented. The rates for the 1996 freshmen were 75 percent at NCSU and 33 percent at UNC-CH, but the 1995 freshman rate was 0 percent at NCSU and 100 percent at UNC-CH.

The numbers might look different in coming years as new NCAA standards go into effect. Starting with freshmen this fall, new eligibility standards will put more emphasis on grade-point averages and required courses as opposed to SAT scores. The reforms also require that student-athletes make faster progress toward graduation.

This year might bring a renewed push for more far-reaching reforms. A national faculty coalition on athletics has just formed, and in May, Friday will convene a new version of the Knight Commission. Graduation rates will be at the top of the group's agenda, Friday said.

Carter said reforms are needed at NCSU and other ACC schools.

"We've lost track of what the heck's important in college," Carter said. "Of course, whenever I say that, people think I'm unrealistic."

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UNC should review policies on athletes
Editorial
Chapel Hill News
2/19/03

The University of North Carolina Board of Governors received reports last week on the state of athletics on the campuses. They were not very reassuring.

The UNC-Chapel Hill campus reported a decline in graduation rates of athletes in the so-called "revenue sports" - football and basketball - over the six-year period that began with the class of 1996. The rate among football players dropped from 54.1 percent the previous year to 47.6 percent in the most recent year. The rate among basketball players dropped from 100 percent to 33.3 percent. (The basketball rate may be deceptive because of the smaller numbers involved.)

All student-athletes at UNC graduated at a rate of 70 percent, and the student body as a whole had an 80.4 percent graduation rate. Over the last six years, the football

graduation rate has declined
steadily from the 60-plus percentile to the 50s and now the 40s. N.C.
State's football rate is similarly
dismal, 42.1 percent.

Athletic department officials downplay the numbers, saying the football
decline may be due more to
one-time factors such as the departure of Coach Mack Brown in 1997. But
that's the same thing they
said last year, and the numbers haven't improved.

It is time for the university's leadership - chancellors, trustees, the
Board of Governors, and President
Molly Broad - to get alarmed about the embarrassing graduation rates and do
something about the
situation. Carolina's rates have slipped below the averages of both the
Atlantic Coast Conference and
the NCAA. They bespeak an ongoing imbalance between athletics and academics
that has the potential
to, at best, erode the university's reputation and, at worst, erupt in major
scandal.

One source of improvement may be new NCAA rules that seek to improve
graduation rates by setting
higher grade performance standards for students as they progress through
college. Two things will be
necessary to enable students to reach the higher bar. One is greater support
for - and expectations
of - athletes while they're in school.

The other is to make sure students are qualified when they are admitted, and
there are discouraging
signs on that front. At the same time it raised the bar for staying in
college, the NCAA relaxed admission
standards for athletes. The intent is to give colleges more flexibility in
admitting athletes who may not
perform well on SAT tests but otherwise would be qualified.

But we have cause to be concerned about admissions, because both UNC and
N.C. State have
adopted procedures that, in effect, hide information about athletes who are
admitted as exceptions to
normal admissions standards. The Board of Governors requires an annual
report on athletes admitted
as exceptions, but UNC 10 years ago adopted new lingo that allows it to
accept below-standard
athletes without labeling them as "exceptions." N.C. State, tired of bad
publicity, did the same thing
last year. UNC admits 20 to 30 such athletes annually, but they don't show
up on the report to the
Board of Governors.

The public would be forgiven for coming to this conclusion: Carolina and
State are admitting more

athletes who are not qualified academically, judging by their graduation rates. But through procedural sleight of hand, they conveniently evade the troublesome question of whether athletes are being admitted who don't meet admissions standards.

The Board of Governors should require a full and open public accounting of admission of athletes and their graduation rates.

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Athletics admissions
UNC board chairman raises some very good questions
Charlotte Observer
2/18/03

UNC Board of Governors Chairman Brad Wilson spoke for a lot of North Carolinians last week when he asked this question about campus admission policies involving athletic exceptions: Huh?

That's the shorthand version of his question, which came in response to an annual university system report on the number of students admitted as exceptions to normal admission standards. Overall, the system reported 146 students admitted as exceptions -- 44 of them student athletes and 102 with other special talents.

N.C. State University last week revealed that it had six such athletic exceptions -- and would have reported 14 exceptions if it had not recently changed its definition of an exception.

UNC Chapel Hill, by contrast, does not use the term "exception" for borderline students it admits. It calls them "committee cases" when applicants don't meet UNC-CH standards but do meet minimum UNC system and National Collegiate Athletic Association standards. The university admits 20 to 30 of those each year.

Chairman Wilson noted that when campuses use different terms to define how borderline students are admitted, the university obviously has a terminology problem: "What is an exception?" he asked in an interview. "What is a committee case? Are they different? If they're different, how are they different?"

Good questions, and one the university system's staff will be asked to answer in March. Perhaps the general administration will be able to shed some light on how the 16 campuses handle applicants who don't meet campus standards -- and which campuses may be abusing their

discretion.

Last week The News & Observer reported that N.C. State Chancellor Marye Anne Fox had approved a definition change that would allow the university to report fewer exceptions. Chancellor Fox said a previous formula used at N.C. State was so confusing it was of little value.

The differing definitions used at the UNC system's two largest campuses suggest that these universities are overly sensitive to appearances that they admit athletes and other students who wouldn't qualify academically unless they had certain talents, whether it's shooting a three-pointer, playing a piccolo or designing a Web site. All universities look at a variety of talents, experiences, backgrounds and abilities when admitting students. Taking steps to hide those admissions is an exercise in academic dishonesty.

Each university has to wrestle with getting the right mix of students on campus, and each chancellor must be accountable for admission decisions. A one-size-fits-all admissions policy has no place here.

But the university system should insist that campuses use a uniform definition to describe their admission exceptions in annual reports to the board and to the public. And it ought to require universities to explain themselves when they resort to other terminology to describe the admission of students who wouldn't normally qualify for admission.

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UNC's athlete-graduation rates decline

Drop is sharpest in revenue sports, with rate for football players plunging by almost 7 percentage points.

Chapel Hill News
2/16/03

CHAPEL HILL -- A report presented last week to the UNC Board of Governors indicates a slight drop in six-year graduation rates for UNC-Chapel Hill student athletes -- and a more significant decline for UNC-CH football players.

According to the UNC system's 2001-02 Intercollegiate Athletic Report, the six-year graduation rate for student athletes fell from 70.8 percent for the class of 1995 to 70 percent for the students who entered college in 1996.

But in revenue sports, the decline was much greater.

The six-year graduation rate for football players dropped almost 7 percentage points -- from 54.1 percent to 47.6 percent.

The graduation rate for men's basketball players -- which is subject to wide fluctuations because so few students are involved -- fell from 100 percent for students who entered in 1995, when all four eligible players graduated, to 33.3 percent in 1996, when one of three eligible players graduated.

The UNC system report considers all student athletes when calculating graduation rates.

An NCAA report released in the fall lists even lower student-athlete graduation rates at UNC-CH -- a discrepancy that likely can be attributed at least in part to the fact that the NCAA report considers only scholarship athletes.

The NCAA report puts UNC-CH's student-athlete graduation rate at 69 percent for students who entered college in 1995.

That same report lists a football graduation rate of 52 percent -- 5 percentage points lower than the conference average.

According to both reports, UNC-CH's graduation rates in revenue sports are much lower than the university's graduation rate for all student athletes and lower still than the graduation rate for students in general.

Graduation rates at many Division I universities -- including UNC-CH -- are a cause for concern, said Former UNC-system President William Friday, who chaired the Knight Commission on Higher Education, which examined issues of academic integrity in college athletics.

"The record speaks for itself and shows that we have to make improvements," Friday said.

Friday said several new NCAA standards that will be implemented in the fall represent important first steps towards improving athletic graduation rates.

The changes, which were recommended by the Knight Commission, will drop the 820 minimum SAT requirement for admission and replace it with a sliding scale that allows a lower SAT score if a student's high school grades are higher.

The new rules also raise the bar on students' performance once they are admitted. Students now will have to maintain 1.8 GPA until after their junior year when the requirement will be 2.0.

"I did hope these would change that picture," Friday said.

But John Blanchard, the university's director of academic support programs for student athletes, said he is concerned that the new standards might not have the desired effect.

Blanchard said the rule changes could make it easier for student athletes to gain admission but more difficult for them to maintain eligibility once they enter college.

"They're trying to up graduation rates by making it easier to get into school and harder to stay in school," he said.

Blanchard said the decline in football graduation rates, for a large part, represented lingering fallout from the sudden departure of football coach Mack Brown in December 1997.

Some players Brown recruited, he said, might have become disillusioned after Brown announced he was taking the head coaching position at the University of Texas-Austin, either transferring to another college or leaving school all together.

"That doesn't always cause a problem when there is a coaching change," he said. "But sometimes it does."

Blanchard also said the statistics could be misleading because they measure only the percentage of students who graduate from UNC-CH and do not account for students who transfer and graduate from other institutions.

"When you are trying to assess a program, you have to look at statistics over a period of time," he said.

Although he did not have specific data, Blanchard said he expects the five-year graduation rate for football players who entered college in 1997 to be close to 70 percent.

The five-year graduation rate for UNC-CH football players fell from 54 percent for students who entered in 1995 to 43 percent for students who entered in 1996.

Friday said the new standards represent a growing awareness among NCAA officials and universities' athletic directors about the problem of low athletic graduation rates.

"There is a consensus now that where we've been going and what we've been doing has to change,"
he said.

Friday said athletic graduation rates at UNC-CH are a problem and that he would like to see the
university serve as a model for other campuses by adopting policies that better serve the academic
needs of student athletes.

"The best way to effectuate change," he said, "is to get up front and lead it."

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Why no 'exceptions'

Letter to the Editor
News and Observer

2/15/03

Regarding references in your Feb. 14 story "Players' struggle in class masked" to the admissions process
for student-athletes at UNC-Chapel Hill:

Our university community takes the undergraduate admissions process for all students, including student
-athletes, very seriously. Our faculty guide us in our decision-making.

As a result, UNC-Chapel Hill's admission standards for student-athletes exceed those set by both the
National Collegiate Athletics Association and the 16-campus University of North Carolina. We do not
report "academic exceptions" because we do not have any based on the NCAA or system standards.
Moreover, our policies and practices reflect careful consultation with the Board of Trustees, the Faculty
Committee on Athletics and the Faculty Committee on Admissions.

Typically, the university admits approximately 20 to 30 student-athletes who meet or exceed the NCAA
and UNC system requirements, but not the higher standard set by our campus. Those students earn
admission only after careful review by a faculty panel whose members are also involved in semester-by-
semester reviews of course grades and overall academic progress of student-athletes. Those faculty also
help decide any corrective actions if appropriate.

Carolina regularly declines to admit student-athletes who later compete against the Tar Heels. Our coaches
do not bring many of these kinds of cases forward for consideration in the

first place because of the high
standards the university has set.

Dr. Jerome Lucido

Vice Provost for Enrollment Management and Director of Admissions,
UNC-Chapel Hill

Chapel HIll

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More data sought on 'exceptions'
Chancellor Marye Anne Fox disputes the characterization of her role in
changing an academic policy at NCSU

News and Observer
2/15/03

CHAPEL HILL -- The chairman of the UNC Board of Governors asked Friday for a
fuller explanation
of how the UNC campuses report their "academic exceptions" -- students who
may fall short of the usual
admission standards but are accepted anyway. Chairman Brad Wilson said he
wants more information
about why the 16 UNC campuses use different reporting methods. Wilson said
he was responding to
articles in The News & Observer about the process.

Also Friday, NCSU Chancellor Marye Anne Fox disputed some of the findings in
the N&O articles about
how she and top campus officials handled a policy change on exceptions last
summer. As a result of the
change, NCSU lowered the number of freshmen identified as exceptions from 14
to six. Officials said all
are athletes.

"I was just very concerned about perpetuating the image of me forcing this
on somebody," Fox said. "I
was concerned about the image of not consulting with faculty."

Wilson asked UNC system President Molly Broad to develop an explanation of
the report for a March
meeting, and he expects board members to have questions. The annual report
on intercollegiate athletics
includes information on graduation rates and SAT scores for
student-athletes.

Friday's report showed 146 students admitted as exceptions to the usual
standards. Among them were
44 student-athletes, including 12 in football and men's basketball.
Exceptions also can involve students
with artistic and other talents, but the report did not describe the 102
non-athletic exceptions.

In 1994, UNC-Chapel Hill did away with the term "exception" to describe its borderline students, so the number reported each year is zero. Instead, at-risk students are called "committee cases" and are admitted after their files are reviewed by a committee.

At UNC-Chapel Hill, Admissions Director Jerry Lucido said none of those students is an exception. They might not necessarily meet UNC-CH standards, he said, but all meet minimum NCAA standards and UNC system course requirements. Broad agreed.

"Every single one of the students meets minimum course requirements established by the Board of Governors and meets minimum requirements of the NCAA," Broad said.

Wilson said the confusion is one reason why he wants a review.

"One thing we've learned here is terminology," Wilson said in an interview. "What is an exception? What is a committee case? Are they different? If they're different, how are they different?"

No matter how universities report the exceptions, it is important that they do so, former UNC President William C. Friday said in an interview.

"When you let them in, you turn away other North Carolinians who have higher qualifications," Friday said. Friday is working with the NCAA's Knight Commission to study athletics and academics at the nation's universities.

Fox disputed a statement in The N&O that she had "quietly and quickly approved" the exception policy change. She said her second-in-command, then-Provost Stuart Cooper, had the final say on the new policy, but she acknowledged that she later expressed her own approval of Cooper's decision. She said she had not initiated the change but had organized an initial meeting in response to an issue raised by Athletics Director Lee Fowler.

"I didn't tell them to change it," Fox said. "I just teed up the issue."

The new policy was intended to correct a "flawed" statistical formula used to calculate a student's predicted success as a freshman, she said. Under the new policy, approved last summer, officials no longer rely solely on the statistical formula to define exceptions.

Instead, the files of borderline applicants are reviewed by the admissions director, who judges their

qualifications based in part on whether the school has enough tutoring and other assistance available to help them graduate.

Yet another policy change is being reviewed now. This proposed change will be presented to some faculty senators in March.

The change made last summer was not referred to the Faculty Senate or to the campus at large for comment. But Fox said that a faculty representative to the Athletics Council was involved and that college deans and the admissions committee were informed.

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It's no game
The state university system needs to be clear and accountable regarding standards for athletes admitted as "exceptions."

Editorial
News and Observer
2/15/03

When it comes to admitting athletic recruits with substandard academic qualifications at major colleges, coaches and athletics directors nationwide engage in a sport of rationalization that is positively acrobatic. It goes something like this: We want to help young people who might not otherwise have an opportunity for an education. These are kids with special talents. We have to do this because everyone else is doing it and if we want to compete we should not put ourselves at a disadvantage. And so on and so on.

To be sure, in some cases the rationale may be perfectly sincere and not without merit. But by and large, the reality is that major-college football and basketball athletes who do not meet a university's conventional academic requirements are admitted because a coach thinks they can help put the ball in the end zone or the basket, and do their part to glorify the athletics program. (And by the way, help keep the big-money engine that drives the program running smoothly.)

N.C. State University is now in the midst of a contentious discussion over some of the consequences of playing the big-time game, as first reported Friday in The News & Observer. Its fellow flagship institution in the University of North Carolina system, UNC-Chapel Hill, ought to be a part of that discussion as well. Both schools have refined the way they deal with labeling those students, most of them athletes, who have been called academic "exceptions."

UNC-Chapel Hill didn't like the stigma that came with admitting larger numbers of such students -- some critics
believe large numbers of exceptions indicate too much influence on the part of coaches and athletics departments
-- so it simply changed the designation and now calls the students "committee cases."

NCSU Chancellor Marye Anne Fox also says there's a stigma associated with the label "exception." As it
happens, her university is listing fewer students as exceptions now that it has changed the way it identifies them.
Fox characterizes the previous approach as flawed. A factor the university considers is whether its own support
system can help the student have a good chance at graduation. As a result of the changes, the university is listing
fewer "exceptions" in its report to the UNC system's Board of Governors.

Certainly there's a place for admitting students, among them athletes, who may not meet conventional standards.
But the Board of Governors and President Molly Broad should establish a clear and uniform means of identifying
those students that would apply at all the system's universities.

What's more, chancellors should be accountable. If, for example, a school recruits a dozen football players who
don't measure up to normal academic standards for admission, it should expect that the graduation rate of those
players will match that of others on the team and perhaps even the five-year graduation rate of the student body.
If it doesn't measure up, the school should be forced to reduce the number of exceptions.

That might not please some athletics officials, but it would serve to keep the reins on college sports in the hands
of chancellors, who should, and must, hold them tightly.

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Players' struggle in class masked

News and Observer
2/14/03

This morning, the leaders of North Carolina's university system will examine a document on intercollegiate athletics
that shows six "academic exceptions" among N.C. State University's freshman class and none at UNC-Chapel Hill.

Those numbers don't begin to paint the true picture.

Nearly 10 years ago, the University of North Carolina at Chapel Hill stopped reporting exceptions -- students
who don't meet a school's usual admission standard but gain entry because of a special talent. The university simply

did away with the category after lousy publicity on the number of exceptions, especially in football. The university now accepts 20 to 30 such students each year.

Now NCSU is admitting more athletes who would be considered borderline academically. Facing an increase in the number of athletes who would be labeled exceptions, the university changed its policy last summer. Leaders now are considering another change, which would -- as Chapel Hill did -- lose the term "exception" altogether.

Today's report to the UNC Board of Governors will list five exceptions on NCSU's football and men's basketball teams, according to a draft copy of the report. There was another exception in women's soccer.

Still, had the university not quietly made its policy change, the number would have been significantly higher: 14, according to a memo obtained by The News & Observer through the state's public records law. NCSU officials said in interviews later that they recall that all 14 were athletes.

UNC-Chapel Hill is accepting far more such borderline students. But the university now calls them "committee cases."

"There might be in the neighborhood of 20 to 30 students like that every year," said Jerry Lucido, UNC-CH's admissions director. All are athletes, he said.

Universities and colleges often admit students who don't meet academic requirements as "exceptions" because of particular talents they bring to the school. Those exceptions often are athletes.

In Chapel Hill, admissions officials review borderline students' entire files to make decisions.

"We pore over transcripts of the individuals," Lucido said. "We discuss character. We discuss coursework. Often times, we work with coaches to beef up curriculums during a [potential student-athlete's] senior year. And frankly, we take most of them."

But reporting the number of exceptions, on a document to be made public, can be embarrassing for universities.
"How many articles would be written if we went from zero-zero-zero-one to, say, 16?" said Lee Fowler, NCSU's athletics director, explaining the policy change at his school.

According to an early draft of today's report, NCSU will show more exceptions than any other UNC system school in the combined sports of football and men's basketball. Appalachian State University has four, UNC-

Asheville, two, and UNC-Greensboro, one. Everyone else has none.

Thomas Conway, N.C. State's interim vice provost for enrollment management and services, decided in January
to begin shopping another change to campus groups that would eliminate the term "exception," as UNC-CH did.
He spoke with deans Thursday morning and is scheduled to talk with faculty senators March

3.

"I think UNC did it for the right reason," Conway said. "And I think we ought to consider their logic."

The work to obscure the number of struggling student-athletes worries some academics who recall problems in
the 1980s with how universities ran their athletics programs.

In 1983, under the late Jim Valvano, the Wolfpack men's basketball team won a national championship. The desire
to remain competitive nationally resulted in the admission of some athletes with low academic qualifications. Valvano
stepped down in 1990 amid allegations of academic abuses in the program and in the wake of NCAA and UNC
system investigations.

Art Padilla, a professor of business management at NCSU, is concerned that if institutions such as NCSU and
UNC have changed their definitions, no one will know whether
student-athletes are meeting standards.

"We need to have, and the UNC governing board should continue to insist upon, consistent and verifiable
information from year to year that provides this public information,"
Padilla said. "I think any efforts to hide or
mislead by playing with definitions are wrongheaded and ultimately will harm the university as well as its
students, faculty and certainly its administrators."

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Rule change fairer for all, Fox says

News and Observer
2/14/03

RALEIGH -- N.C. State University Chancellor Marye Anne Fox wants a national championship football team.
She hired coach Chuck Amato to deliver it, and the Pack finished 11th in the national polls this year after beating
Notre Dame 28-6 in the Gator Bowl.

But State faced a potential problem this year: Among the school's freshmen athletes were 14 who would have
been deemed academic exceptions -- students unlikely to have been admitted

if not for their athletic prowess.
Not all 14 were football players, but the high number would have raised questions of whether NCSU was lowering its admissions standards to attract better athletes.

Fox quietly and quickly approved a change in the definition of exceptions last summer. Some leaders on campus supported the change but felt the process should be more open. Instead of 14 exceptions, NCSU today will report six on its annual tally for the University of North Carolina Board of Governors -- five in football and men's basketball.
There was another in women's soccer. Even with the change, the total will be NCSU's highest since 1991.

Fox called the change a matter of fairness. She said a formula previously used in the admission process was "seriously flawed" and noted many schools have their own definition of academic exceptions.

But she conceded that a higher number of exceptions -- after years of very few -- would have raised questions.

"Perception always has something to do about it," Fox said in an interview Thursday. "But we worry more our students' experience than we do about the perception."

Last spring, Fox said Athletics Director Lee Fowler spotted trouble: Rising overall student performance at the university in 2001 would mean that if the athletes who enrolled in the fall of 2001 had entered in 2002, several would have fallen under the definition of exceptions. So it was apparent that the 2002 recruits, with similar grades and test scores, would have resulted in more academic exceptions.

NCSU uses a complex equation called the Admissions Index to describe students. School officials juggle a student's SAT score, high school grade-point average and class rank to come up with a predicted GPA for the student's freshman year. Until last spring, students were labeled exceptions if their predicted GPA fell below 1.8 on a 4.0-point scale.

"My understanding is this is so seriously flawed, [analysts] can't even tell you why," Fox said.

Fox said she turned the matter over to George Dixon, then the school's director of admissions. She said Dixon, who retired in January, recommended the change and it was approved by Stuart Cooper, then the NCSU provost.
"It was the provost's call," Fox said.

Cooper denied that Thursday. "No, she initiated that activity, and if anything, it was consensus agreed to in her

office," Cooper said. But he added, "I certainly agreed with that consensus."

Cooper is no longer provost. He resigned in January after Fox fired two of his top assistants. He remains a tenured professor at NCSU.

Although other officials agreed with the change, they disagreed about whether to keep it quiet.

Frank Abrams, who was fired by Fox and was Cooper's chief of staff, said he and others recommended going public with the policy and taking it through the usual channels. That meant a time-consuming route through faculty, deans and various committees.

Fox said Thursday that she saw no reason to spend months on that.

"There wasn't any reason to wait," she said. "What would I wait for? We make lots and lots of decisions at this level."

In e-mail to Cooper in August, Fox asked, "Why should this ever become public knowledge unless leaked/ disseminated from the Provost's office? I see no reason to retreat to a procedure we have been told is fundamentally f lawed and is not useful for its intended purpose."

Fox said Thursday that her e-mail described how to disclose the information. "I didn't say, 'Don't do it,' " Fox said.

In September, Fox indicated to NCSU's legal counsel that she planned to sign off on the policy change herself.

She wrote, "Do I understand correctly I have the right to approve his procedure without consulting any faculty body?"

The attorney said she did.

Although Fox said Thursday that the numbers weren't the impetus for the change, officials knew months ahead of time that there could be more academic exceptions than usual. In e-mail in March 2002 to an admissions official, the Athletics Council chairman warned that the policy might need an examination.

"Since we may be seeing more exceptions, it would be good for us to visit this issue in order to have a common understanding," wrote Donn Ward, a professor of food science.

Fowler said neither Amato nor men's basketball coach Herb Sendek asked that the exceptions policy be reviewed or changed. Neither coach could be reached Thursday for comment.

Philip Carter, chairman of NCSU's Faculty Senate, said the change has raised questions among NCSU's faculty
senators.

"We're as anxious as anybody to get to the bottom of it," Carter said. "It makes me nervous any time something
is done during the summer."

Dixon, the former admissions director who is now a consultant to the UNC system, raised another objection in
e-mail to Cooper last June. Noting that two athletes with cumulative high-school GPAs of lower than 2.0 were
seeking admission, Dixon wrote, "I have never in almost 30 years seen recruits like this ... not even a 2.0 high-
school GPA, regardless of the reason, is uncharted territory for N.C. State."

Both athletes were admitted.

From: Corey Holliday <cholliday@uncaa.unc.edu>
Sent: Tuesday, April 29, 2003 12:31 PM
To: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Re: question

We need all athletes out classes by 2pm, but last fall we had afternoon study table at 12:30 - 2:00 pm (freshmen out of class by noon). If you have any questions give me a call.

>>> Robert Mercer 4/29/2003 11:26:50 AM >>>
Hi Guys,

I would like to provide Arts & Sciences some information on fall sports practice times so they can better help our freshmen student athletes plan their fall class schedules. Please email me the time that your students need to be available for practice. I will then provide a list of teams and practice times to Arts & Sciences. Thank you.

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Wednesday, June 4, 2003 2:44 PM
To: -Academics <-Academics@uncaa.unc.edu>
Subject: Fwd: Turner's cries for academic reform finally heard in SEC
Attach: Turner's cries for academic reform finally heard in SEC .msg

---

Interesting...

John Blanchard
Senior Associate Director of Athletics
University of North Carolina
(919) 962-9533
Fax: (919) 843-2327

From: Stacey Harris <sharris@uncaa.unc.edu>
Sent: Friday, September 26, 2003 12:03 PM
To: -Everyone <-Everyone@uncaa.unc.edu>
Subject: phone list - alphabetically
Attach: Dept phone list alpha.doc

Attached is the 03-04 phone list alphabetically.
(Note - corrected phone number for Ellen Culler.)

GO HEELS!

UNIVERSITY OF NORTH CAROLINA
ATHLETIC DEPARTMENT PHONE LIST: 2003-2004

Allen, Chris	966-4490	Kenan Football Center
Andrews, Clara	843-9921	Smith Center
Austin, Sally	962-4273	Finley Golf Course
Baddour, Dick	962-6000	Smith Center
Baker, Marie	962-5499	133 Carmichael
Ballen, Martina	962-2715	Business Office
Basnight, Gail	962-2125	109 Woollen Gym
Battle, Allison	843-9270	Business Office
Baylor, Laura	962-8277	133 Carmichael
Beale, Michael	962-5193	139 Carmichael
Bersticker, Brian	962-2296	Ticket Office
Best, Kevin	962-8916	Kenan Football Center
Bitting, Angie	962-7777	Smith Center
Blanchard, John	962-9533	Kenan Field House
Blutreich, Brian	962-5222	134 Carmichael
Bolowich, Elmar	962-5739	Soccer Center
Boone, Josh	962-5200	Business Office
Bowers, Matt	962-7259	Ath Communications
Brewer, Gunter	962-9136	Kenan Football Center
Brewer, Rick	962-0199	Ath Communications
Brnardic, Marisa	962-9536	Academic Center
Broadway, Rod	962-9120	Kenan Football Center
Brown, Katie	843-2572	Kenan Football Center
Browning, Ken	962-9138	Kenan Football Center
Brunk, Mary	843-2328	Academic Center
Brunner, John	962-2296	Ticket Office
Bunting, John	962-9141	Kenan Football Center
Bunting, Mike	962-8525	220 Finley
Burnett, Michael	962-5226	118 Carmichael
Cake, Johnny	843-7399	Finley Golf Course
Calder, Andrew	962-5188	149 Carmichael
Cason, David	962-1154	Smith Center
Chase, Kaye	962-0011	Business Office
Cheek, Douna	962-5231	125 Carmichael
Cherry, John	945-2000	Educational Foundation
Cleary, Ken	843-8578	138 Carmichael
Coates, Alivian	962-6682	143 Carmichael
Comfort, Frank	966-1900	Koury Natatorium
Cone, John	843-8657	Soccer Center
Connors, Jeff	962-8524	Kenan Football Center
Conway, Connie	962-5314	220 Finley
Craddock, Dennis	962-5199	134 Carmichael
Craddock, Faye	962-5411	Switchboard Carmichael
Creech, Staci	962-2349	Finley Pro Shop
Crowder, Ken	962-0256	Smith Ctr Equip Room
Criller, Ellen	962-7855	220 Finley
Dalgleish, Joyce	962-7850	Smith Center
Dastur, Armin	962-1154	Smith Center
Deibler, Lisa	962-7851	Smith Center
Dorrance, Anson	962-5491	Soccer Center
Dubnansky, Margie	945-2000	Educational Foundation
Ducar, Chris	843-8655	Soccer Center
Duffy, Claire	843-6450	Business Office
Duffy, Kathy	962-0580	Finley Golf Course
Dunham, Aaron	962-5225	Business Office
Erlenbach, Randy	966-5340	Koury Natatorium
Fegans, Rob	843-5678	Smith Center
Field, Jaci	843-4635	Eddie Smith Fieldhouse
Fleming, Jim	962-9116	Kenan Football Center
Fogt, Laura	843-7970	145 Carmichael
Ford, Phil	945-2000	Educational Foundation
Fowler, Ross	962-0580	Finley Golf Course
Fox, Mike	962-2351	Bosharner Stadium
Freeman, Jason	962-8636	Kenan Football Center
French, Ned	962-7006	Bosharner Stadium
Frerking, Brian	945-2000	Educational Foundation
Gales, Bobby	962-0494	220 Finley
Gallo, Larry	962-6000	Smith Center
Galvin, Derek	962-5213	126 Carmichael
Gatz, Greg	962-1402	Kenan Weight Room
Gelin, Dana	962-0083	Ath Communications
Gissleman, Steve	843-2306	Kenan Weight Room
Greco, Michelle	843-2306	Academic Center
Grimsley, Richie	962-7873	KenanFootball Center
Guthridge, Bill	962-1154	Smith Center
Gwaltney, Clint	962-2296	Ticket Office
Haase, Jared	962-1154	Smith Center
Haithcock, Brenda	962-9147	Kenan Football Center
Haney, Sarah	962-8278	145 Carmichael
Harrell, Neal	945-2000	Educational Foundation
Harris, Stacey	962-0463	124 Carmichael
Hatchell, Sylvia	962-5189	149 Carmichael
Haus, John	962-5216	118 Carmichael
Hawkins, Diane	962-5496	137 Carmichael
Heeden, Matt	843-4736	220 Finley
Heuber, Bobby	962-2349	Finley
Hill, Don	843-4061	Finley
Hoard, Debra	962-7852	Smith Center
Holbrook, Chad	962-0308	Bosharner Stadium
Holbrook, Jennifer	962-1154	Smith Center
Holland, Janine	945-2000	Educational Foundation
Holladay, Joe	962-1154	Smith Center
Holliday, Corey	962-9114	Kenan Football Center
Holt, Joan	962-2351	Bosharner Stadium
Hooker, Dan	966-1384	Kenan Football Center
Hunter, Hal	962-9135	Kenan Football Center
Huxtable, Dave	962-9137	Kenan Football Center
Iuman, John	962-0753	Finley Golf Course
James, Russell	945-2000	Educational Foundation
Jarman, Randy	933-4905	Koury Natatorium
Jarrell, Delores	945-2000	Educational Foundation
Johnson, Don	962-6161	Tennis Center
Johnson, Greg	933-4905	Koury Natatorium
Johnson, Shelly	962-5219	133 Carmichael
Jones, Kimberli	945-2000	Educational Foundation
Joyce, Diane	945-2000	Educational Foundation
Kalbas, Brian	962-6262	Tennis Center
Kerr, Jeff	962-8602	Kenan Football Center
King, Angie	962-6000	Switchboard, Smith Ctr
Kirkendall, Ruth	962-7871	Smith Center
Kirschner, Steve	962-7258	Athletic Communications
Kolat, Cary	962-5217	130 Carmichael
Krimminger, Betty	962-7152	Finley Golf Course
Lam, Bill	962-9786	Kenan Field House
Lane, Cricket	843-2040	Academic Center
Lanham, Glen	962-5217	130 Carmichael
Lasater, Roy	962-1396	Smith Center
.Law, Greg	962-9663	149 Carmichael
Lawing, Brad	962-9120	Kenan Football Center
Lawrence, Kevin	962-7261	Koury Natatorium
Levy, Jeuny	962-0740	143 Carmichael
Lodes, Jim	962-5233	131 Carmichael
Lohse, Dave	962-7257	Athletic Communications
Lytle, Jill	843-2041	131 Carmichael
MacDonald, Scott	843-5678	Athletic Communications
MacKinnon, Bob	962-1154	Smith Center
Maloy, Susan	962-9892	Kenan Field House
Manaloglou, Panos	962-5218	138 Carmichael
Marbry, Delaine	962-5220	Soccer Center
Markos, Lance	843-2572	Kenan Football Center
Marsh, Amber	843-4063	Finley Golf Course
Martin, John	962-0084	Smith Center
Matthews, Clay	962-8602	Kenan Football Center
May, Jean	945-2000	Educational Foundation
Maynard, Frank	962-2349	Finley
Maynor, Terri	962-9167	Kenan Football Center
Mays, Sally	962-2067	Fetzer Training Room
McGrath, CB	962-1154	Smith Center
McKinney, Thomas	843-7193	Smith Center
McPherson, Dawn	945-2000	Educational Foundation
Mercer, Robert	962-9534	Academic Center
Middleton, Claudia	962-6682	143 Carmichael
Miller, Beth	962-0463	124 Carmichael
Miller, Ron	962-5221	140 Carmichael
Miller, Steve	962-5214	109 Woollen Gym
Mock, C.D.	962-5212	130 Carmichael
Montgomery, John	945-2000	Educational Foundation
Morelli, Dominic	843-1387	Kenan Football Center
Morgan, Megan	843-4063	Finley
Nipper, Joan	962-5187	149 Carmichael
Nixon, Michelle	962-9535	Academic Center
Olson, Jenny	843-4400	Academic Center
Orr, Kym	843-2425	Academic Center
Palladino, Bill	843-8654	Soccer Center
Papa, Donna	962-5223	128 Carmichael
Paradine, Greg	962-5226	118 Carmichael
Parker, Andrew	962-6363	Tennis Center
Parrish, Shane	962-2296	Ticket Office
Parl, Sam	962-6060	Tennis Center
Pennington, Kent	962-7620	Smith Center
Pereira, Jackie	962-5219	133 Carmichael
Perkins, Michael	962-5155	Business Office
Pope, Mike	843-5580	Kenan Field House
Rawls, Alisa	962-5552	147 Carmichael
Restivo, Sandra	962-9146	Kenan Football Center
Reynolds, Cynthia	962-9893	Academic Center
Rhodes, Linda	962-8200	Smith Center
Richmond, Janice	962-1485	P.E. Work Center
Roberts, Doug	962-9537	Academic Center
Roberts, Matt	962-5675	133 Carmichael
Robinson, Kevin	218-2051	220 Finley
Robinson, Steve	962-1154	Smith Center
Sabo, Tim	962-2296	Ticket Office
Sagula, Joe	962-5228	131 Carmichael
Sander, Tom	962-4100	Soccer Center
Sanders, Darryl	962-9169	Kenan Football Center
Santeramo, Briana	962-2296	Ticket Office
Savod, Bob	843-5578	Kenan Field House
Schaeperkoetter, Amy	962-7853	Smith Center
Schiralli, Nick	843-2572	Kenan Football Center
Scroggs, Willie	962-4444	Smith Center
Shelton, Karen	962-5230	129 Carmichael
Smith, Beverly	962-5224	133 Carmichael
Smith, Charlotte	962-5186	149 Carmichael
Smith, Dean	962-7871	Smith Center
Smith, Megan	843-0128	133 Carmichael
Snyder, Lee	962-8095 or...962-2123	Athletic Communications
Somoano, Carlos	962-0466	Soccer Center
Steinbacher, Rick	962-9119	Kenan Football Center
Still, Scott	962-5195	134 Carmichael
Stroud, Lea	962-6827	P.E. Work Center
Tate, Robert	843-4087	Kenan Football Center
Teague, Norwood	962-5496	139 Carmichael
Tessier, Jeff	962-6998	Bosharner Stadium
Thomas, Kay	962-1154	Smith Center
Tinson, David	962-0084	Kenan Football Center
Toro, Tari Aun	962-6464	Tennis Center
Tramel, Bill	966-5340	Koury Natatorium
Tranquill, Gary	962-9134	Kenan Football Center
Vanderford, Teresa	962-9144	Kenan Football Center
Wagner, Sharon	962-8110	Smith Center
Walden, Wayne	962-9538	Acadremic Center
Walsh, Sue	945-2000	Educational Foundation
Warren, Kendra	962-5210	134 Carmichael
Webb, Josh	962-5221	140 Carmichael
Webster, James	962-9117	Kenan Football Center
Werley, Cindy	962-5219	133 Carmichael
Whittlesey, Michael	962-5215	134 Carmichael
Wilkenson, Mike	962-2349	Finley Pro Shop
Williams, John	966-1385	Kenan Football Center
Williams, Roger	962-5451	Bosharner Stadium
Williams, Roy	962-1154	Smith Center
Williams, Tracey	962-5185	149 Carmichael
Withrow, Jana	843-1848	133 Carmichael
Wrenn, Colleen	962-5232	133 Carmichael
Wright, Sean	843-4738	Smith Center
Womble, Clayton	966-5389	Smith Center
Womble, Janie	945-2000	Educational Foundation
Woods, Linda	962-7868	Smith Center
York, Aaron	962-5196	Business Office

From: "Jimenez, Tomas Fidel" <tjimenez@miami.edu>
Sent: Friday, June 25, 2004 8:32 AM
To: members@nfoura.org
Bcc: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: FW: N4A follow-up
Attach: TEXT.htm; N4A CE.ppt

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last of the slides...

Tomas F. Jimenez
Assistant Athletic Director - Academics
University of Miami
305.284.3243
305.284.1140 FAX
tjimenez@miami.edu
-----Original Message-----
From: Cromer, Julie [mailto:jcromer@ncaa.org]
Sent: Friday, June 25, 2004 8:02 AM
To: Jimenez, Tomas Fidel
Subject: FW: N4A follow-up

Tomas--

Here's the last of our three presentations.

Hope all is well with you--

Julie

-----Original Message-----
From: Black, LaRon
Sent: Thursday, June 24, 2004 1:32 PM
To: Cromer, Julie
Subject: RE: N4A follow-up

JC,

Please find the N4A presentation for your viewing pleasure. :-)

LB

<<N4A CE.ppt>>

Continuing Eligibility Division I

June 20, 2004

Session Overview

- Basic elements
- New academic requirements for student-athletes enrolling after August 1, 2003
- Case studies
- Waivers and exceptions
- On the horizon

First Things First

- Good Academic Standing
  - Determined by the institution for all students
  - Use the more strict of the rules you must follow: NCAA, conference and institutional

Case Study

- Gerty completed her freshman year in 2003-04.
- At the end of the year, she presented a 1.998 grade point average.
- The institution's minimum GPA is 1.900 and the conference requires a 2.000
- Is Gerty in good academic standing?

Case Study
Answer

- To be in good academic standing Gerty needed a minimum of a 2.000 GPA.
- She had a 1.998 GPA.
- Gerty in not in good academic standing.

Definition of Academic Year

- Official interpretation [Reference: 01/08/03].
  - The regular academic year shall be defined as the time beginning with the opening of the institution's fall term and concluding with the institution's spring commencement exercises.

New Academic Requirements

- Effective for those first entering any collegiate institution full time on or after August 1, 2003.
- Consist of both credit-hour and grade-point average minimums for each **term** of enrollment.
- Intent of new academic standards is to move student-athletes toward graduation within five years of initial full-time collegiate enrollment.

Elimination of Progress-Toward-Degree Triggers

- The following "triggers" have been eliminated:
  - Completion of one academic year in residence.
  - Using one season of competition.
  - Mid-year transfer.

- Trigger is now the student-athlete's full-time enrollment.

Six-Hour Requirement

- To be eligible for competition, a student-athlete must complete a minimum of six-semester or quarter hours of degree-applicable academic credit in the previous **full-time** regular academic term.
- Applicable to graduate students.
- Purpose is to ensure that student-athletes are in school each term and progressing toward a degree.

Case Study – Jess

- Jess is a soccer player.
- Has Jess fulfilled the six-semester hours required to be eligible for competition in fall 2004?

	Fall	Spring	Summer
2003-04	15 full-time hours	5 part-time hours	10 hours
2004-05	???		

Case Study – Jess

- Yes. He completed at least six-semester hours in his last full-time term of enrollment (fall 2003).

	Fall	Spring	Summer
2003-04	15 full-time hours	5 part-time hours	10 hours
2004-05	Eligible		

Case Study – James

- James is a cross-country athlete.
- Has James fulfilled the six-semester hours required to be eligible for competition in fall 2004?

	Fall	Intersession	Spring	Summer
2003-04	5 full-time hours	8 hours	5 part-time hours	6 hours
2004-05	???			

Case Study – James

- Intersession hours cannot be used for the six-hour requirement.
- The six hours must be from a regular academic term.
- James is not eligible for competition in fall 2004.

	Fall	Intersession	Spring	Summer
2003-04	5 full-time hours	8 hours	5 part-time hours	6 hours
2004-05	Ineligible			

"18/27"

- To be eligible for competition, a student-athlete must complete 18-semester hours or 27-quarter hours of academic credit during <u>each</u> regular academic year.
- Averaging no longer applicable.
- Summer hours are not applicable.
- Tied to start of the institution's third semester/ fourth quarter following the student-athlete's initial full-time enrollment.
- Purpose is to ensure student-athletes are earning hours like other non-athlete students in the "traditional" academic year.

Case Study – Wendy

- Is Wendy subject to 18/27?
- Does she meet 18/27?

	Fall	Spring	Summer
2003-04	12 full-time hours	6 full-time hours	6 hours
2004-05	???		

Case Study – Wendy

- Yes. Wendy has completed 18 hours during the academic year.
- She is eligible under 18/27 fall 2004.

	Fall	Spring	Summer
2003-04	12 full-time hours	6 full-time hours	6 hours
2004-05	Eligible		

Case Study – Lisa

- Lisa is a midyear enrollee.
- Is she subject to 18/27?
- Does she meet 18/27?

	Fall	Spring	Summer
2003-04	Was not enrolled	12 full-time hours	6 hours
2004-05	???		

Case Study – Lisa

- NCAA Bylaws 14.4.3.1-(b) and 14.4.3.1.3
- 18/27 is tied to start of the institution's third semester/fourth quarter following the student-athlete's initial full-time collegiate enrollment.
- 18/27 is based on previous two semesters or three quarters of full-time enrollment.

Case Study – Lisa

- Lisa is not subject to 18/27 until the start of the third semester following her initial full-time enrollment.
- She is eligible in fall 2004 because she is not subject to 18/27 until spring 2005.

	Fall	Spring	Summer
2003-04	Was not enrolled	12 full-time hours	6 hours
2004-05		Subject to 18/27 at the **start** of this term.	

Case Study – Brad

- Is Brad subject to 18/27?
- Does he meet 18/27?

	Fall	Spring	Summer
2003-04	12 full-time hours	Was not enrolled	6 hours
2004-05	???		

Case Study – Brad

- 18/27 is tied to start of the institution's third semester/fourth quarter following the student-athlete's initial full-time collegiate enrollment.
- Brad is subject to 18/27 at the start of fall 2004.
- Since Brad has only 12 hours during the academic year, he is not eligible fall 2004.

	Fall	Spring	Summer
2003-04	12 full-time hours	Was not enrolled	6 hours
2004-05	Ineligible. Does not meet 18/27.		

Case Study – Brad

- The institution may apply the missed-term exception in Brad's case.
- Institution may prorate 9 hours for spring 2004.
- With the inclusion of the 9 prorated hours, Brad has met 18/27 and would be eligible fall 2004.

	Fall	Spring	Summer
2003-04	12 full-time hours	Was not enrolled. Prorate 9 hours under missed-term exception.	6 hours
2004-05	Eligible under 18/27		

Case Study – Terri

- May-mester begins during the academic year, but ends after commencement.
- Does Terrimeet 18/27? 24/36?

	Fall	Spring	May-mester	Summer
2003-04	12 full-time hours	3 full-time hours	3 hours	6 hours
2004-05	???			

Case Study – Terri

- Terri completed a total of 24 hours, but only 15 during the academic year.
- Terri does not meet 18/27 and is not eligible for competition fall 2004.

	Fall	Spring	May-mester	Summer
2003-04	12 full-time hours	3 full-time hours	3 hours	6 hours
2004-05	Ineligible. Does not meet 18/27.			

"24/36"

- To be eligible for competition, a student-athlete must complete a minimum of 24-semester or 36-quarter hours of academic credit prior to the beginning of the second year of enrollment.
- Tied to start of the institution's third semester/ fourth quarter following the student-athlete's initial full-time enrollment.
- Purpose is to position student-athletes to meet the 40/60/80 percentage-of-degree requirement.

Case Study – Ellen

- Will Ellen be eligible in fall 2004 under 24/36?

	Fall	Spring	Summer
2003-04	12 full-time hours	6 full-time hours	6 hours
2004-05	???		

Case Study – Ellen

- Yes. Ellen has completed 24 hours before her second year of enrollment.
- She is eligible under 24/36 fall 2004.

	Fall	Spring	Summer
2003-04	12 full-time hours	6 full-time hours	6 hours
2004-05	Eligible under 24/36		

Case Study – Carolyn

- Carolyn is a midyear enrollee.
- Is Carolyn subject to 24/36?
- Does she meet 24/36?

	Fall	Spring	Summer
2003-04	Was not enrolled	12 full-time hours	6 hours
2004-05	???		

Case Study – Carolyn

- NCAA Bylaw 14.4.3.1-(a)
- 24/36 tied to start of the institution's third semester/fourth quarter following the student-athlete's initial full-time collegiate enrollment.

Case Study – Carolyn

- Carolyn is not subject to 24/36 until the start of the third semester following her initial full-time enrollment.
- She is eligible under 24/36 in fall 2004 because she is not subject to 24/36.

	Fall	Spring	Summer
2003-04	Was not enrolled	12 full-time hours	6 hours
2004-05		Subject to 24/36 at the **start** of this term.	

Case Study – Josh

- Is Josh subject to 24/36?
- Does he meet 24/36?

	Fall	Spring	Summer
2003-04	12 full-time hours	Was not enrolled	6 hours
2004-05	???		

Case Study – Josh

- 24/36 tied to start of the institution's third semester/fourth quarter following the student-athlete's initial full-time collegiate enrollment.
- Josh is subject to 24/36 at the start of fall 2004.
- Since Josh has only 18 hours, he is not eligible fall 2004.

	Fall	Spring	Summer
2003-04	12 full-time hours	Was not enrolled	6 hours
2004-05	Ineligible. Does not meet 24/36.		

Case Study – Josh

- The institution may apply the missed-term exception in Josh's case.
- Institution may prorate nine hours for spring 2004.
- With the inclusion of the nine prorated hours, Josh has met 24/36 and would be eligible fall 2004.

	Fall	Spring	Summer
2003-04	12 full-time hours	Was not enrolled. Prorate 9 hours under missed-term exception.	6 hours
2004-05	Eligible under 24/36.		

Case Study – Anne

- Anne is subject to 24/36, but she has completed 21 hours.
- Is Anne ineligible the entire year, or may she regain her eligibility at midyear?

	Fall	Spring	Summer
2003-04	6 full-time hours	12 full-time hours	3 hours
2004-05	Ineligible		

Case Study – Anne

- Bylaw 14.4.3.1.2
- If a student-athlete does not meet 24/36 prior to the third semester/fourth quarter following initial full-time enrollment, the student-athlete may become eligible at the beginning of the next term by earning the hours needed to total 24/36 during the two previous terms.

Case Study – Anne

- Anne would need to complete nine hours in fall 2004 to meet the 24-hour requirement.

	Fall	Spring	Summer
2003-04	6 full-time hours	12 full-time hours	3 hours
2004-05	Needs 9 hours		

Percentage-of-Degree 40/60/80

- Start of third year – must have 40 percent of degree completed.
- Start of fourth year – must have 60 percent of degree completed.
- Start of fifth year – must have 80 percent of degree completed.
  - The "trigger" for meeting percentage of degree is dependent on the number of full-time terms of enrollment.
  - Mid-year certification is available.
  - Applicable to transfers.

Percentage-of-Degree
33/50/67

- Institution must identify as a five-year program.
- 150-semester or 225-quarter hours required.
  - Start of third year: 33 percent completed.
  - Start of fourth year: 50 percent completed.
  - Start of fifth year: 67 percent completed.
- Mid-year certification is still available.

“90/95/100” Rule

- A student-athlete must achieve the following minimum GPA:
  - Start of second year: 90 percent of GPA required for graduation.
  - Start of third year: 95 percent of GPA required for graduation.
  - Start of fourth and subsequent years: 100 percent of GPA required for graduation.
- Once responsible for a GPA requirement, must be certified on a term-by-term basis

Progress-Toward-Degree Waivers

- Cases heard by NCAA Division I Committee on Progress-Toward-Degree Waivers.
- Teleconferences held weekly for Division I.
- Staff decisions.
- Committee decisions may be appealed under specified conditions.

Tips for Filing a Waiver

- Submit to NCAA at least three weeks prior to student-athlete's competition.
- Use most recent application form.
- If submitting at end of term, attach grades for that term.
- If student-athlete is learning disabled, attach medical documentation.
- Documentation required for cases involving misadvice.

Tips for Filing a Waiver

- If student-athlete does not meet one-time transfer exception due to not meeting satisfactory progress at the first institution, a waiver may be requested by either the first or second institution, even if the divisions are different.
  - Helpful to have supporting documentation from institution <u>not</u> submitting waiver request.

Progress-Toward-Degree Waivers

- Factors Used to Determine Waiver Decisions:
  - Has SA achieved near compliance with the academic performance standards for which the waiver is being requested?
  - Is the SA still in a position to graduate within five years?
    - See www.ncaa.org for information related to analysis of quality-point totals to predict graduation.

Progress-Toward-Degree Waivers cont'd.

- Does the SA have a strong overall academic record?
- Did the institution submit a reasonable academic recovery plan for the SA?
- Has the SA previously received a waiver?
- What mitigating circumstances affected the SA's academic performance?

Committee Decisions

- Factors used in determining waiver cases:
  - Has student-athlete achieved near compliance with the academic performance standards for which the waiver is being requested?
  - Is the student-athlete still in a position to graduate within five years?
  - Does the student-athlete have a strong overall academic record?
  - Has the student-athlete made a good-faith effort?
  - Did the institution submit a reasonable academic-recovery plan for the student-athlete?
  - Has the student-athlete previously received a waiver?

Waivers and Exceptions

- Waivers.
  - Medical absence.
  - International competition.
  - Olympic games.
  - Learning-disabled/handicapped.
- Exceptions.
  - Missed term.
  - Mid-year enrollee.
  - Nonrequited/nonparticipant.
- Prorated at nine hours per term for new academic requirements.
- Prorated at 12 hours per term for old academic requirements (averaging only).

On the Horizon

The Work of the Continuing-Eligibility Subcommittee

Addressing Unintended Consequences of New PTD Requirements…

Under consideration…

- Proposal No. 2004-4
  - Creates exception to the six-hour requirement for SA in final year of degree program.

Effective immediately…

- Proposal No. 2004-5
  - Creates exceptions to the six-hour requirement for SA in study-abroad and co-op programs.

Addressing Unintended Consequences of New PTD Requirements…

- Timing of Certification Issues:
  - ARS Blanket Waiver through Spring 2005.
    - * Applies when posting or reporting deadline for grades is after first day of next regular academic term.
  - Certification prior to post-season events that occur between terms.

Additional Topics for Review…

- Use of nontraditional courses (e.g., distance learning, correspondence courses).
- Fourth season of competition for PQ and NQ SA's with learning disabilities.
- *Others???*

Avenues of Assistance

- NCAA Division I Manual.
- LSDB*i*.
  - Interpretations.
  - Proposals.
- Conference contact program.
- NCAA membership services.
  - 317/917-6003.

Questions?

Happy Father's Day!!!

Division I Advanced Continuing Eligibility

Julie L. Cromer
Associate Director of Membership Services

Terri M. Steeb
Associate Director of Membership Services/Division II
Governance Liaison

Overview

- Case studies.
- Update on the work of the Division I Academics/Eligibility/Compliance Cabinet, Subcommittee on Continuing-Eligibility Issues.
- "Best Practices."

Case Studies

Case Study – Sara

Institution "A" is in RED Institution "B" is in Blue

	Fall	Intersession	Spring	Summer
2003-04	**6 FT hours** **"A – Division II"** **Qualifier**		**12 FT hours** **"A – Division II"**	**6 hours** **"A – Division II"**
2004-05	**12 FT hours** **"A-Division II"**		**6 FT hours** **"B – Division I"**	**10 hours** **"B – Division I"**
2005-06	**12 FT hours** **"B – Division I"**	**6 hours** **"B – Division I"**	**Not Enrolled**	**10 hours** **"B – Division I"**
2006-07	**15 FT hours** **"B – Division I"**		**6 FT Hours** **"B – Division I"**	
2007-08	**9 FT Hours** **"B – Division I"**		**12 FT Hours** **"B – Division I"**	

Case Study – Sara - 2003-04

To be eligible to compete during the academic year, Sara must satisfy the following:

Term	Requirement	Satisfied
Fall	Enrolled in a Division II institution	
Spring	Enrolled in a Division II institution	

Case Study – Sara – 2004-05

To be eligible to compete during the academic year, Sara must satisfy the following:

Term	Requirement	Satisfied	
Fall	Enrolled in a Division II institution		
Spring	30-semester hours	Yes	(36 total)
	Six-hour	Yes	(12 hours fall 2004)

Case Study – Sara - 2004-05

- Feb 20, 2003, official interpretation, Item 3

<u>Application of Proposal No. 2002-23 to a Transfer Student-Athlete from a Domestic, Non-Division I Four-Year Institution</u>

A transfer student-athlete must successfully complete the following progress toward degree credit-hour requirements after attendance at a domestic, non-Division I institution for the specified time to be eligible at the time of transfer to the certifying institution:

- One semester - six semester or quarter hours.
- One academic year - 24-semester or 36-quarter hours.
- Three Semesters/Four Quarters - 30-semester or 42-quarter hours, including six semester or quarter hours during the previous term of full-time enrollment.
- A student-athlete who transfers from a domestic, non-Division I institution after completion of two or more years is subject to the applicable credit hour and percentage of degree requirements.

Case Study – Sara – 2005-06

To be eligible to compete during the academic year, Sara must satisfy the following:

Term	Requirement	Satisfied
Fall	Six-hour	6 hours (spring 2005)
	% of degree	40 %
	GPA (90/95/100)	95 % (mid-year transfer)
Spring	Not enrolled	

Case Study – Sara – 2006-07

To be eligible to compete during the academic year, Sara must satisfy the following:

Term	Requirement	Satisfied
Fall	Six-hour	12 hours (fall 2005)
	18/27	18 hours: 12 (fall 2005) + 6 (intercession)
	GPA (90/95/100)	95% required
Spring	Six-hour	15 (fall 2006)
	% of degree	60% required
	GPA (90/95/100)	100% required

Case Study – Sara – 2007-08

To be eligible to compete during the academic year, Sara must satisfy the following:

Term	Requirement	Satisfied
Fall	Six-hour	6 hours (spring 2007)
	18/27	21 hours: 15 (fall 2006) + 6 (spring 2007)
	GPA (90/95/100)	100% required
Spring	Six-hour	9 hours (fall 2007)
	% of degree	80 % required
	GPA (90/95/100)	100% required

Case Study – Tom

Institution "A" is in RED Institution "B" is in Blue

	Fall	Intersession	Spring	Summer
2003-04	**15 FT hours** "Foreign"		**12 FT hours** "Foreign"	
2004-05	**9 FT hours** "Foreign"		**6 FT hours** "B – Division I"	**10 hours** "B – Division I"
2005-06	**6 FT hours** "B – Division I"	**6 hours** "B – Division I"	**10 FT hours** "B – Division I"	
2006-07	**15 FT hours** "B – Division I"		**6 PT Hours** "B – Division I"	
2007-08	**9 FT Hours** "B – Division I"		**12 FT Hours** "B – Division I"	

Case Study – Tom - 2003-04

To be eligible to compete during the academic year, Tom must satisfy the following:

Term	Requirement	Satisfied
Fall	Enrolled in a foreign institution	
Spring	Enrolled in a foreign institution	

Case Study – Tom – 2004-05

To be eligible to compete during the academic year, Tom must satisfy the following:

Term	Requirement	Satisfied
Fall	Enrolled in a foreign institution	
Spring	30-semester hours	Yes (36 total)

Case Study – Tom – 2004-05

- Feb 20, 2003, official interpretation, Item 4

  Application of Proposal No. 2002-23 to a Transfer Student-Athlete from a Foreign Institution

  A transfer student-athlete must successfully complete the following progress toward degree credit-hour requirements after attendance at a foreign institution for the specified time to be eligible at the time of transfer to the certifying institution:

  - Equivalency of One semester - six semester or quarter hours.
  - Equivalency of One academic year - 24-semester or 36-quarter hours.
  - Equivalency of Three Semesters/Four Quarters - 30-semester or 42-quarter hours. The subcommittee noted that it would not be necessary for a transfer student-athlete from a foreign institution to complete six credit hours in the previous term of full-time enrollment.
  - A student-athlete who transfers from a foreign institution after completion of two or more years is subject only to the applicable percentage of degree requirements.

Case Study – Tom – 2005-06

To be eligible to compete during the academic year, Tom must satisfy the following:

Term	Requirement	Satisfied
Fall	Six-hour	6 hours (Spring 2005)
	% of degree	40 %
	GPA (90/95/100)	95 % (mid-year transfer)
Spring	Six-hour	6 hours (fall 2005)
	18/27	18 hours: 6 (fall 2005) + 6 (intercession) + 6 (spring 2006)
	GPA (90/95/100)	95% required

Case Study – Tom – 2006-07

To be eligible to compete during the academic year, Tom must satisfy the following:

Term	Requirement	Satisfied
Fall	Six-hour	10 hours (spring 2006)
	18/27	18 hours: 6 (fall 2005) + 6 (intercession) + 6 (spring 2006)
	% of degree	60% required
	GPA (90/95/100)	100% required
Spring	Enrolled part-time – not eligible.	

Case Study – Tom – 2007-08

To be eligible to compete during the academic year, Tom must satisfy the following:

Term	Requirement	Satisfied
Fall	Six-hour	15 hours (fall 2006)
	18/27	21 hours: 15 (fall 2006) + 6 (spring 2007)
	GPA (90/95/100)	100% required
Spring	Six-hour	9 hours (fall 2007)
	% of degree	80 % required
	GPA (90/95/100)	100% required

Thank you for attending!

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Tuesday, August 17, 2004 3:06 PM
To: Mercer, Robert <rmercer@uncaa.unc.edu>
Cc: Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Re: we need to look at books together...

Contacts at the Bookstore:
Bookstore Accounting - Cheryl Blake 2-2038
For general questions and to obtain book lists - Alison Johnson 2-4789
To speak with anyone at the front desk - 2-5024
If you need a book ordered for independent study for example - call Erica Eisodorfer 2-2420 in the Bulls Head Bookstore (downstaires in Student Stores) she will be able to make small orders as needed.

1. Always review the schedule to be sure that the books match the courses they are registered for.
2. Always be sure to check the scholarship list to make sure they are on book scholarship.
3. If they are purchasing a supply or dictionary, etc. copy the syllabus indicating that it is a required supply for the course and staple it to the book form.
4. There is a $600 limit per semester. They may call you to approve some forms that may exceed the limit. Obviously this is ok if they are purchasing required books.
5. Last day to purchase books this semester is Sept. 10. If they need books after this date, just write this notation and initial..."Approve beyond Sept. 10 deadline." Call Cheryl Blake to determine when this date will be set for each semester.

I have handled returns two ways. One is that they may return the book to you and then mark on their book form on file that the book was returned. Or ask them to return the book to the bookstore and bring back a receipt that indicates the transaction and staple it to their form on file. Students who drop courses must return their books.

The only problem that exists with several people signing the forms is where you choose to file them to prevent students from purchasing books twice by going to two different people for approval. I was able to catch this after the fact by filing all the forms in my office in abc order.

Sometimes students will want to purchase books for classes they are sitting in on and are not yet registered for. I normally don't like to approve those unless they say the have work due the next day.

If books are lost, we cannot purchase more books for them.

If books are stolen, before we purchase new books they must give you a police report. Then send the police report to Amy or myself and we will let you know when it is ok to reissue the books.

At the moment I can't think of anything else with regard to books. Let me know if you have any questions. I will email Alison and Cheryl to let them know that you all will be signing for books now.

Thanks,
Susan

>>> Robert Mercer 8/17/2004 10:48:14 AM >>>
we need to look at books together...

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, June 26, 2006 9:30 AM
To: -Academics <-Academics@uncaa.unc.edu>
Cc: Markos, Lance <markos@uncaa.unc.edu>
Subject: Fwd: Re: Request for Additional SIS Screens
Attach: Re_ Request for Additional SIS Screens.msg

Hey Guys!

Looks like the new SIS screens should be up and running. Let me know if you have any problems. Please take note of the comments in the attached email.

Thanks,
Susan

From: Gary Lloyd <gary_lloyd@unc.edu>
Sent: Thursday, June 22, 2006 4:43 PM
To: Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Cc: Blanton, Brent <blanton@uncaa.unc.edu>; jflorenc@email.unc.edu; Keefe, Megan <mkeefe@email.unc.edu>; Grogan, Patrick <pgrogan@email.unc.edu>; Rowett, Kelly <rowett@email.unc.edu>; tsmith7@email.unc.edu
Subject: Re: Request for Additional SIS Screens

Susan,

Sorry it has taken a while to get this finished up. Modifications have now been completed in the "Test" Environment and rolled into Production for your use. The new screens will be available to you the next time you log into SIS.

Please see my notes below for some of the specifics about screen accesses. Screen 11R was requested multiple times for some people, and some people already had access to some of the screens your requested in your list. I did not give anyone access to screen 117 for the degree application because the same information is in screen 120 (which I did give access to) and is easier to use.

If you have questions, please let me know.

Thanks,
Gary

Susan B. Maloy wrote:

>Hi Gary,
>Please accept this email as a request for “read only access” to several screens in SIS for the individuals listed below from the Department of Athletics (Academic Support Program and Compliance units specifically). In the interest of the new curriculum and the renumbering of courses that has just taken place, access to these screens is critical to our job functions, i.e. the certification of NCAA eligibility, assessing progress toward degree and advising student-athletes through course registration. If additional information is necessary, please let me know. Confirmation of these additions would be much appreciated.
>
>Thanks so much for your help.
>
>Susan Maloy
>Assistant Athletic Director for
>Certification and Eligibility
>_____
>
>SUSAN MALOY * 7047-38690
>Screen 014 Email
>Screen 103 PDF (PIN, Address, phone)
>Screen 11R Degree Requirements
>Screen 112 Reg Status (flags)
>Screen 1GE New Gen Ed (by course)
>Screen 1G9 New Gen Ed (by section)
>Screen 1XL Crosslist (by course)

>Screen 108 Waitlist (by section)
>Screen 125 Current course IK to new/old
>Screen 129 Course info (by section)
>Screen 134 Course location (by section)
>Screen 143 Course restrictions (by section)
>Screen 11R Degree Requirements - already in list
>Screen 117 Degree Application - access to screen 120 only
>Screen 120 Degree App by term
>
>LANCE MARKOS * 7099-60430
>Screen 014 Email
>Screen 103 PDF (PIN, Address, phone)
>Screen 11R Degree Requirements
>Screen 112 Reg Status (flags)
>Screen 1GE New Gen Ed (by course)
>Screen 1G9 New Gen Ed (by section)
>Screen 1XL Crosslist (by course)
>Screen 108 Waitlist (by section)
>Screen 125 Current course IK to new/old
>Screen 129 Course info (by section)
>Screen 134 Course location (by section)
>Screen 143 Course restrictions (by section)
>Screen 11R Degree Requirements - already in list
>Screen 117 Degree Application - access to screen 120 only
>Screen 120 Degree App by term
>
>BRENT BLANTON * 7116-72372
>Screen 014 Email
>Screen 11R Degree Requirements
>Screen 112 Reg Status (flags)
>Screen 1GE New Gen Ed (by course)
>Screen 1G9 New Gen Ed (by section)
>Screen 1XL Crosslist (by course)
>Screen 108 Waitlist (by section)
>Screen 125 Current course IK to new/old
>Screen 129 Course info (by section)
>Screen 134 Course location (by section)
>Screen 143 Course restrictions (by section)
>Screen 11R Degree Requirements - already in list
>Screen 117 Degree Application - access to screen 120 only
>Screen 120 Degree App by term
>
>KYM ORR * 7042-15177
>Screen 014 Email
>Screen 103 PDF (PIN, Address, phone)
>Screen 681 Degree Audit - already has this screen access
>Screen 112 Reg Status (flags)
>Screen 1GE New Gen Ed (by course)
>Screen 1G9 New Gen Ed (by section)
>Screen 1XL Crosslist (by course)
>Screen 107 Class list (by section) - already has this screen access
>Screen 108 Waitlist (by section)
>Screen 125 Current course IK to new/old
>Screen 134 Course location (by section)

>Screen 143 Course restrictions (by section)
>Screen 11R Degree Requirements
>Screen 117 Degree Application - access to screen 120 only
>Screen 120 Degree App by term
>
>CYNTHIA REYNOLDS
>Screen 014 Email
>Screen 07A HSFL - already has this screen access
>Screen 11R Degree Requirements
>Screen 112 Reg Status (flags)
>Screen 1GE New Gen Ed (by course)
>Screen 1G9 New Gen Ed (by section)
>Screen 1XL Crosslist (by course)
>Screen 108 Waitlist (by section)
>Screen 125 Current course IK to new/old
>Screen 129 Course info (by section)
>Screen 134 Course location (by section)
>Screen 143 Course restrictions (by section)
>Screen 11R Degree Requirements - already in the list
>Screen 117 Degree Application - access to screen 120 only
>Screen 120 Degree App by term
>
>DOUG ROBERTS
>Screen 0ID PID look-up - already has this screen access
>Screen 003 Address - already has this screen access
>Screen 007 Basic Bio - already has this screen access
>Screen 014 Email
>Screen 102 Name search - already has this screen access
>Screen 103 PDF (PIN, Address, phone)
>Screen 1EL Sem, GPA, elig - already has this screen access
>Screen 017 Reg stops - already has this screen access
>Screen 109 Class schedule - already has this screen access
>Screen 11R Degree Requirements
>Screen 112 Reg Status (flags)
>Screen 113 Semester grades - already has this screen access
>Screen 118 GPA - already has this screen access
>Screen 123 Degree awarded - already has this screen access
>Screen 184 UNC transcript - already has this screen access
>Screen 1GE New Gen Ed (by course)
>Screen 1G9 New Gen Ed (by section)
>Screen 1XL Crosslist (by course)
>Screen 105 Course section, Inst, Capacity - already has this screen access
>Screen 107 Class list (by section) - already has this screen access
>Screen 108 Waitlist (by section)
>Screen 125 Current course IK to new/old
>Screen 129 Course info (by section)
>Screen 134 Course location (by section)
>Screen 143 Course restrictions (by section)
>Screen 11R Degree Requirements - already in this list
>Screen 117 Degree Application - access to screen 120 only
>Screen 120 Degree App by term
>
>MARY BRUNK WEEDEN * 7109-27381
>Screen 014 Email

>Screen 103 PDF (PIN, Address, phone)
>Screen 140 TR equiv by TR course # - already has this screen access
>Screen 11R Degree Requirements
>Screen 112 Reg Status (flags)
>Screen 1GE New Gen Ed (by course)
>Screen 1G9 New Gen Ed (by section)
>Screen 1XL Crosslist (by course)
>Screen 108 Waitlist (by section)
>Screen 125 Current course IK to new/old
>Screen 129 Course info (by section)
>Screen 134 Course location (by section)
>Screen 143 Course restrictions (by section)
>Screen 11R Degree Requirements - already in this list
>Screen 117 Degree Application - access to screen 120 only
>Screen 120 Degree App by term
>
>WAYNE WALDEN * 7109-21493
>Screen 014 Email
>Screen 103 PDF (PIN, Address, phone)
>Screen 11R Degree Requirements
>Screen 1GE New Gen Ed (by course)
>Screen 1G9 New Gen Ed (by section)
>Screen 1XL Crosslist (by course)
>Screen 108 Waitlist (by section)
>Screen 125 Current course IK to new/old
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>Screen 134 Course location (by section)
>Screen 143 Course restrictions (by section)
>Screen 11R Degree Requirements - already in this list
>Screen 117 Degree Application - access to screen 120 only
>Screen 120 Degree App by term
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>
>
>

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Gary Lloyd
SIS Coordinator
Office of the University Registrar
CB# 2100, 01F Hanes Hall
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-2100
Telephone: (919)962-4750
FAX: (919)962-6661
E-mail: gary_lloyd@unc.edu

From: Carolyn Cannon <ccannon@email.unc.edu>

Sent: Monday, April 3, 2006 10:09 AM

To: aarouse@email.unc.edu; adamson, david <adamsond@email.unc.edu>; dawson, alice <adawson@email.unc.edu>; roberts, alison <arobert2@email.unc.edu>; tamkai, wendy <atamkai@email.unc.edu>; atdye@email.unc.edu; cloud, bill <bcloud@email.unc.edu>; lucido, barbara <blucido@email.unc.edu>; Hadzija, Boka <boka_hadzija@unc.edu>; cjnewsom@email.unc.edu; collins, marcus <collinsm@email.unc.edu>; coluzzi, seth <coluzzi@email.unc.edu>; Fox, Elizabeth <eafox@email.unc.edu>; Jordan, Elizabeth <eajordan@email.unc.edu>; shuster, elizabeth <eshuster@email.unc.edu>; clark, fred <fclark@email.unc.edu>; Vogler, Fred <fwvogler@email.unc.edu>; Gibson, Rhonda <gibsonr@email.unc.edu>; WOODARD, HAROLD <hwoodard@email.unc.edu>; DeSaix, Jean <jdesaix@email.unc.edu>; jfallin@email.unc.edu; Florin, John <jflorin@email.unc.edu>; gale, judy <jgale@email.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Browning, Jennifer J <jjbrowni@email.unc.edu>; Renner, Joy <jrenner@med.unc.edu>; Allison, Kim <kallison@email.unc.edu>; Johnson, Kay <Kay_Johnson@med.unc.edu>; bynum, kenneth <kbynum@email.unc.edu>; Hogan, Kelly A <kelly_hogan@unc.edu>; Stewart, Kevin <kgstewar@email.unc.edu>; King, Richard <kink@email.unc.edu>; mcgee, katie <kmcgee@unc.edu>; romo, leticia <liromo@email.unc.edu>; lamantia, lisa <ll@email.unc.edu>; petschauer, meredith <mbusby@email.unc.edu>; brooks, minda <mdbrooks@email.unc.edu>; soles, meredith <mksoles@email.unc.edu>; mccombs, mark <mmccombs@email.unc.edu>; mrcramer@email.unc.edu; edwards, melissa <mredward@email.unc.edu>; Jahn, Michael S. <msjahn@email.unc.edu>; steenbergen, marco <msteenbe@email.unc.edu>; Stimeling, Melanie <mstimeli@email.unc.edu>; nittoli, harriet <nittoli@email.unc.edu>; Parikh, Nalin <nparikh@physics.unc.edu>; Phillips-Ayers, Patricia <pphillip@email.unc.edu>; Pruvost, Valerie <pruvost@email.unc.edu>; quint, stephen <quint@bme.unc.edu>; howard, rosemary <rhoward@email.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Perelmuter, Rosa <rpperelm@email.unc.edu>; Salyer, Sherry <salyer@email.unc.edu>; Coats, Sandra <scoats@email.unc.edu>; Dobbins, Steve <sdobbins@email.unc.edu>; Little, Shade Keys <shadekey@email.unc.edu>; sredward@email.unc.edu; Stenross, Barbara <stenross@email.unc.edu>; Taylor, Betsy <taylorb@email.unc.edu>; hilger, tony <thilger@med.unc.edu>; Tiani, Domenic J. <tiani@email.unc.edu>; austell, todd <tlaustell@unc.edu>; Smith, Teresa <tsmith7@email.unc.edu>; junk, cheryl <tweeter@email.unc.edu>; Webster, Linwood <websl@ils.unc.edu>; Wesson, Andre <wesson@email.unc.edu>; Wyrick, Marilyn <wyrick@email.unc.edu>

Cc: Owen, Bobbi <owenbob@email.unc.edu>

Subject: Award Winning Advisors

Dear Colleagues,

Each year, the Academic Advising invites students to nominate candidates for the /Minor-Mickel Shaw Excellence in Advising Award and the Class of 1996 Awards for Advising Excellence/. This year fifty-four advisors campus-wide received nominations. I am delighted to announce the 2006 advising awards winners:

Minor-Mickel Shaw Excellence in Advising Award
Amy Dye, Humanities and Social Sciences (Team 60)
Cheryl Junk, Fine Arts and Humanities (Team 95)
Beth Shuster, Basic and Applied Sciences (Team 70)

__
Class of 1996 Awards for Advising Excellence
Dick Cramer, Senior Team (85)
Gregory Gani, Carolina Environmental Program
Wayne Walden, Academic Support for Student Athletes

A special thank you goes to Jill Fallin for her technical assistance and members of the Awards Selection Committee for their time and deliberations. Members of the selection committee include: Nalin Parikh, Chair and Assistant Dean, Austin Rouse, Peer Advisor, Meredith Soles, Senior Advisor, and Kevin Stewart, Faculty Advisor, Department of Geological Sciences.

I extend my sincere thanks to all advising personnel for making this year a successful one.

Many thanks
Carolyn
--

Carolyn C. Cannon
Associate Dean of Academic Advising
The College of Arts and Sciences and the General College
Campus Box 3110, 213 Steele Building
The University of North Carolina
Chapel Hill, NC 27599-3110
(919) 966-5116

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Wednesday, April 5, 2006 12:06 PM
To: Baddour, Dick <dbaddour@uncaa.unc.edu>; Evans, Jack <EvansJ@kenan-flagler.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: RE: New academic requirements

Dick, As you learned yesterday, no cause for concern re: summer school. Robert will report in re: his meeting with Bobbi Owen of Friday. Since you are in the loop now, you get to enjoy all the process from here on!

John

John Blanchard
Senior Associate Director of Athletics
P.O. Box 2126, CB# 8550
Chapel Hill, NC 27515-2126
University of North Carolina
(919) 962-9533
Fax: (919) 843-2327

>>> Dick Baddour 3/29/2006 8:40 am >>>
Jack & John,
Well, I need a good lesson in this. I'm concerned that UNC allows summer school and the NCAA places limits there. Is that a cause for concern?
Dick

>>> "Evans, Jack" <EvansJ@kenan-flagler.unc.edu> 3/24/2006 6:27 pm >>>
That does make a difference and it provides some flexibility.

-----Original Message-----
From: John Blanchard [mailto:jgb@uncaa.unc.edu]
Sent: Friday, March 24, 2006 6:17 PM
To: Lissa Broome; Evans, Jack; Mercer, Robert J. (Academic Services)
Cc: Baddour, Richard A. (Athletics Director of Athletics)
Subject: Re: New academic requirements

Jack,

I need to run home now but just wanted to comment on one point here.
The UNC requirements are simply hours passed, not hours towards degree.
John

John Blanchard
Senior Associate Director of Athletics
P.O. Box 2126, CB# 8550
Chapel Hill, NC 27515-2126
University of North Carolina
(919) 962-9533
Fax: (919) 843-2327

>>> "Evans, Jack" <EvansJ@kenan-flagler.unc.edu> 3/24/2006 5:51 pm >>>
All:

After a second look following the meeting of Faculty Council, I found something that I hadn't spotted during the meeting regarding the new credit hour requirements. The issue of interest is what is required to enter the 3rd, 4th, and 5th years (5th, 7th, and 9th semesters, respectively). Assume 120 hours required for graduation. I've tabulated below the UNC and NCAA requirements to be eligible to start those semesters.

3rd year (5th semester): UNC: 51 hours (42.5% of graduation requirement) NCAA: 48 hours (40% of graduation requirement)
4th year (7th semester): UNC: 65 hours (65% of graduation requirement)
NCAA: 72 hours (60% of graduatlion requirement) 5th year (9th semester): UNC: 105 hours (87.5% of graduation requirement) NCAA: 96 hours (80% of graduation requirement)

On its face, this says UNC requirements exceed those of the NCAA and the gap gets larger as work progresses. Depending on the exact wording of the UNC requriements, there may be some flexibility that I have not assumed in making this comparison. As I understand the NCAA requirements, the thresholds stated above are hours applicable to graduation in the student's major. I don't know whether the UNC requirements impose that same restriction. We should check.

Upon not very much reflection, I worry that these requirements might result in additional restrictions, perhaps even hardships, on people who change majors, people who double major, and people who take a major and a minor. I also think we should explore whether or not these requirements make it more likely that people will worry about accumulating hours more than they think about taking advantage of what the University has to offer.

Jack
John P. Evans
Hettleman Professor of Business Administration Kenan-Flagler Business School McColl Building, CB 3490
Chapel Hill, NC 27599
919-962-4602

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Wednesday, April 5, 2006 3:11 PM
To: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: RE: New academic requirements
Attach: RE_ New academic requirements.msg

---

fyi

John Blanchard
Senior Associate Director of Athletics
P.O. Box 2126, CB# 8550
Chapel Hill, NC 27515-2126
University of North Carolina
(919) 962-9533
Fax: (919) 843-2327

From: Dick Baddour <dbaddour@uncaa.unc.edu>
Sent: Wednesday, April 5, 2006 2:47 PM
To: Blanchard, John <jgb@uncaa.unc.edu>
Subject: RE: New academic requirements
Attach: Text.htm

Yea; Great.

DB

>>> John Blanchard 4/5/2006 12:06 pm >>>
Dick, As you learned yesterday, no cause for concern re: summer school. Robert will report in re: his meeting with Bobbi Owen of Friday. Since you are in the loop now, you get to enjoy all the process from here on!

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John Blanchard
Senior Associate Director of Athletics
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University of North Carolina
(919) 962-9533
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John

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requirement) NCAA: 96 hours (80% of graduation requirement)

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Jack
John P. Evans
Hettleman Professor of Business Administration Kenan-Flagler Business School McColl Building, CB 3490
Chapel Hill, NC 27599
919-962-4602

From: Carolyn Cannon <ccannon@email.unc.edu>
Sent: Thursday, April 13, 2006 10:56 AM
To: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: [Fwd: First Year Guide]
Attach: Mail.msg

Hi Robert,

The Academic Advising Guide is online. Please share with your staff. I think it is a good read for all advisors who are trying to advise students on the new curriculum. It has the endorsement of Jay Smith.

CCC

--
Carolyn C. Cannon
Associate Dean of Academic Advising
The College of Arts and Sciences and the General College
Campus Box 3110, 213 Steele Building
The University of North Carolina
Chapel Hill, NC 27599-3110
(919) 966-5116

From: Teresa Smith <tsmith7@email.unc.edu>

Sent: Wednesday, April 12, 2006 4:36 PM

To: Adamson, David <adamsond@email.unc.edu>; Dawson, Alice <alice_dawson@unc.edu>; Roberts, Alison <arobert2@email.unc.edu>; Dye, Amy <atdye@email.unc.edu>; Cloud, Bill <bcloud@email.unc.edu>; Lucido, Barbara <blucido@email.unc.edu>; Hadzija, Boka <boka_hadzija@unc.edu>; Cannon, Carolyn <ccannon@email.unc.edu>; Newsome, Chris <cjnewsom@email.unc.edu>; Collins, Marcus <collinsm@email.unc.edu>; Coluzzi, Seth <coluzzi@email.unc.edu>; Batts, Donnyell <dlbatts@email.unc.edu>; Fox, Elizabeth <eafox@email.unc.edu>; Jordan, Elizabeth <eajordan@email.unc.edu>; Shuster, Elizabeth <eshuster@email.unc.edu>; Clark, Fred <fclark@email.unc.edu>; Vogler, Fred <fwvogler@email.unc.edu>; Gibson, Rhonda <gibsonr@email.unc.edu>; Woodard, Harold <harold_woodard@unc.edu>; Fallin, Jill <jfallin@email.unc.edu>; Florin, John <jflorin@email.unc.edu>; Gale, Judy <jgale@email.unc.edu>; Browning, Jenni <jjbrowni@email.unc.edu>; Renner, Joy <jrenner@med.unc.edu>; Allison, Kim <kallison@email.unc.edu>; Johnson, Kay <kay_johnson@med.unc.edu>; Bynum, Kenneth <kbynum@email.unc.edu>; King, Richard <kink@email.unc.edu>; McGee, Katie <kmcgee@unc.edu>; May, Lee <lee_may@unc.edu>; Hogan, Kelly <leek@email.unc.edu>; Romo, Leticia <liromo@email.unc.edu>; LaMantia, Lisa <ll@email.unc.edu>; Webster, Linwood <lwebster@email.unc.edu>; Petschauer, Meredith <mbusby@email.unc.edu>; McCombs, Mark <mccombs@math.unc.edu>; Brooks, Minda <mdbrooks@email.unc.edu>; Soles, Meredith <mksoles@email.unc.edu>; Cramer, Richard <mrcramer@email.unc.edu>; Edwards, Melissa <mredward@email.unc.edu>; Jahn, Mike <msjahn@email.unc.edu>; Steenbergen, Marco <msteenbe@email.unc.edu>; Stimeling, Melanie <mstimeli@email.unc.edu>; Nittoli, Hatsy <nittoli@email.unc.edu>; Parikh, Nalin <nparikh@physics.unc.edu>; Page, Julie <pagej@email.unc.edu>; Townsend, Patricia <patownse@email.unc.edu>; Phillips-Ayers, Patricia <pphillip@email.unc.edu>; Pruvost, Valerie <pruvost@email.unc.edu>; Quint, Stephen <quint@bme.unc.edu>; Howard, Rosemary <rhoward@email.unc.edu>; Salyer, Sherry <salyer@email.unc.edu>; Coats, Sandra <scoats@email.unc.edu>; Dobbins, Steve <sdobbins@email.unc.edu>; Edwards, Stacy <sredward@email.unc.edu>; Stenross, Barbara <stenross@email.unc.edu>; Taylor, Betsy <taylorb@email.unc.edu>; Tiani, Domenic <tiani@email.unc.edu>; Austell, Todd <tlaustell@unc.edu>; Junk, Cheryl <tweeter@email.unc.edu>; Wesson, Andre <wesson@email.unc.edu>; Wyrick, Marilyn <wyrick@email.unc.edu>

Subject: First Year Guide

Attach: Header

Hello,
You can now find the 2006 Academic Advising Guide for First Year Students under the link for "First Year Students" on Advising's website.
You can also access the Guide at http://advising.unc.edu/newstudents/.
Please let me know if you have any questions.
Thanks,
Teresa

Teresa T. Smith
University Administrative Manager
Academic Advising
CB# 3110, 319 Steele Building
Phone: 919-843-8908
Fax: 919-962-6888

tsmith7@email.unc.edu

http://www.unc.edu/advising

From: Teresa Smith <tsmith7@email.unc.edu>

Sent: Wednesday, April 12, 2006 4:36 PM

To: Kim Allison <kallison@email.unc.edu>; Steve Dobbins <sdobbins@email.unc.edu>; Sandra Coats <scoats@email.unc.edu>; Melanie Stimeling <mstimeli@email.unc.edu>; Judy Gale <jgale@email.unc.edu>; Betsy Taylor <taylorb@email.unc.edu>; Patricia Phillips-Ayers <pphillip@email.unc.edu>; Melissa Edwards <mredward@email.unc.edu>; Jill Fallin <jfallin@email.unc.edu>; Chris Newsome <cjnewsom@email.unc.edu>; Donnyell Batts <dlbatts@email.unc.edu>; Alison Roberts <arobert2@email.unc.edu>; Minda Brooks <mdbrooks@email.unc.edu>; Alice Dawson <alice_dawson@unc.edu>; Elizabeth Fox <eafox@email.unc.edu>; Cheryl Junk <tweeter@email.unc.edu>; Barbara Lucido <blucido@email.unc.edu>; Meredith Soles <mksoles@email.unc.edu>; Andre Wesson <wesson@email.unc.edu>; Marilyn Wyrick <wyrick@email.unc.edu>; Marcus Collins <collinsm@email.unc.edu>; Linwood Webster <lwebster@email.unc.edu>; Elizabeth Shuster <eshuster@email.unc.edu>; Mike Jahn <msjahn@email.unc.edu>; Amy Dye <atdye@email.unc.edu>; Lisa LaMantia <ll@email.unc.edu>; Stacy Edwards <sredward@email.unc.edu>; Katie McGee <kmcgee@unc.edu>; Rosemary Howard <rhoward@email.unc.edu>; Todd Austell <tlaustell@unc.edu>; Jenni Browning <jjbrowni@email.unc.edu>; Kenneth Bynum <kbynum@email.unc.edu>; Seth Coluzzi <coluzzi@email.unc.edu>; Leticia Romo <liromo@email.unc.edu>; Boka Hadzija <boka_hadzija@unc.edu>; John Florin <jflorin@email.unc.edu>; Domenic Tiani <tiani@email.unc.edu>; Kay Johnson <kay_johnson@med.unc.edu>; Richard King <kink@email.unc.edu>; Mark McCombs <mccombs@math.unc.edu>; Richard Cramer <mrcramer@email.unc.edu>; Stephen Quint <quint@bme.unc.edu>; Joy Renner <jrenner@med.unc.edu>; David Adamson <adamsond@email.unc.edu>; Bill Cloud <bcloud@email.unc.edu>; Valerie Pruvost <pruvost@email.unc.edu>; Elizabeth Jordan <eajordan@email.unc.edu>; Rhonda Gibson <gibsonr@email.unc.edu>; Marcus Collins <collinsm@email.unc.edu>; Hatsy Nittoli <nittoli@email.unc.edu>; Fred Vogler <fwvogler@email.unc.edu>; Meredith Petschauer <mbusby@email.unc.edu>; Patricia Townsend <patownse@email.unc.edu>; Lee May <lee_may@unc.edu>; Julie Page <pagej@email.unc.edu>; Kelly Hogan <leek@email.unc.edu>; Carolyn Cannon <ccannon@email.unc.edu>; Nalin Parikh <nparikh@physics.unc.edu>; Barbara Stenross <stenross@email.unc.edu>; Fred Clark <fclark@email.unc.edu>; Harold Woodard <harold_woodard@unc.edu>; Sherry Salyer <salyer@email.unc.edu>; Marco Steenbergen <msteenbe@email.unc.edu>

Subject: First Year Guide

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Thursday, April 13, 2006 5:08 PM
To: Willingham, Mary <mwillingham@uncaa.unc.edu>
Cc: Gallo, Larry <athgallo@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Re: LD/ADD paperwork

Mary, I think this would be a great topic for a coaches meeting.

Beth, I could not find the date of our May meeting. If we are meeting, what do you think about putting Mary in front of the coaches for 20 minutes to lay this out?

John Blanchard
Senior Associate Director of Athletics
P.O. Box 2126, CB# 8550
Chapel Hill, NC 27515-2126
University of North Carolina
(919) 962-9533
Fax: (919) 843-2327

>>> Mary Willingham 4/13/2006 12:42 pm >>>
John,

I asked Coach Mock about the number of kids his team can handle with a low GPA. Perhaps some education for the coaches might be in order. Some think that the LD/ADD status is a bonus or a ticket, or perhaps a reason why the student has not done well. I try and divide the students into categories, under prepared, semi-prepared and prepared for the academic rigor of this place. Then I assess their 'handicaps', and what resources they might need to be successful here. I find that one predictor that can help is the IQ score, although not always available, I do find that the higher it is (100+ is good), the easier it is for the student to overcome the handicaps- even the most under prepared student. The students that I find struggle the most, are those with IQ's in the 90's, have both LD/ADD, and are seriously under prepared. Certainly socioeconomic factors (level of education of family members), appear to play into the mix as does student determination and character. The team culture (and coaches philosophy about academics) has an impact as well as other team members academic success/failure, these factors should not be underestimated or overlooked.

I am beginning to see some patterns in student success that we might be able to put into concrete terms, it might also be useful to draw up potential class schedules (from past experience) for these students(semester to semester). We need to make sure that they are set up for some success early on, confidence seems to be a big factor. Since we know that we will continue to see this type of student recruit, we should perhaps attack the issue in a straight forward, no nonsense, business approach. Pro-active and early intervention could be our most valuable strategy for the overall retention of these students.

Mary

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Thursday, April 13, 2006 5:13 PM
To: Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: Eligible to Compete
Attach: Eligible to Compete.msg

Are you two aware of this? Dennis mentioned it to me at the banquet today, but, I did not get the impression it was this far along. John

John Blanchard
Senior Associate Director of Athletics
P.O. Box 2126, CB# 8550
Chapel Hill, NC 27515-2126
University of North Carolina
(919) 962-9533
Fax: (919) 843-2327

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Monday, April 17, 2006 9:12 AM
To: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: Columbia University
Attach: Columbia University.msg

I have not read this but how bout it!

John Blanchard
Senior Associate Director of Athletics
P.O. Box 2126, CB# 8550
Chapel Hill, NC 27515-2126
University of North Carolina
(919) 962-9533
Fax: (919) 843-2327

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Sunday, April 16, 2006 9:16 PM
To: Baddour, Dick <dbaddour@uncaa.unc.edu>; jack_evans@unc.edu; Blanchard, John <jgb@uncaa.unc.edu>; Broome, Lissa <lbroome@email.unc.edu>
Subject: Columbia University

Folks,

Just FYI!

Larry

Registration Policy to Change
New System Will Allow Student Athletes to Register Before Their Peers
By Amanda Erickson
Spectator Senior Staff Writer

April 12, 2006

Non-senior athletes will be able to register for classes before other students in their year during registration next week, under a new pilot program approved by the University.

The program, which was changed significantly on Monday, after members of the administration met with several student council members from the Columbia College Student Council, the General Studies Student Council, and the Engineering Student Council, will allow juniors and sophomores who play on varsity sports teams at Columbia the opportunity to pick classes earlier than the rest of their class. All seniors will pick classes at the same time, regardless of whether or not they play sports.

Smaller courses will be capped in order to ensure that there is space in core classes like Art and Music Humanities and in popular seminars for non-athletes.

Students in all four undergraduate schools received an e-mail informing them of the pilot program late Tuesday night.

Administrators hope the new policy will make it easier for athletes to put together a schedule that doesn't conflict with practice time. According to surveys done by the Athletic department, difficulty putting together a schedule is the number one reason students quit their sports teams.

"Athletes have less control over the timing of their activities [than other students]," University Provost Alan Brinkley said. "As an institution, we ask a lot of our athletes. We ask them to represent the University ... This is a small step to make it easier for athletes to be students."

But some student leaders said the regulations give an unfair advantage to some students while excluding others who have just as much difficulty putting together a schedule.

"It's really unfair," said Ellen Marrone, CC '08. "It doesn't take into consideration people on financial aid, people who need a job."

Others on club sports wish that they too had the option of choosing classes early.

"It's unfair," said outgoing squash team captain Bobby Ghosh, CC '06. On squash, "a big problem is that we

struggle to find a common time to practice."

But administrators said that while every student at the University faces difficulty balancing jobs and extra-curricular activities with class schedules, student athletes are brought to Columbia to represent Columbia and therefore the University has a special obligation to make sure they are able to balance their academic and athletic lives.

"Clearly, there are costs to doing this," Brinkley said. But it must be "weighed against the tremendous disadvantage the athletes face if we do nothing."

Other students said changes to the system may benefit everyone.

It's the "first step in evaluation and improvement that will be made to the registration system," said CCSC student services representative Alex Green, CC '06.

And student athletes said the change will make a world of difference for them.

For lacrosse player Holly Glynn, CC '09, the chance to register early will help her pick her schedule. "We need it because our schedules are so demanding," she said. The last two semesters, "I had trouble registering ... because the classes I needed were full."

Athletic Director M. Dianne Murphy did not return calls asking for comment.

According to Lisa Hogarty, executive vice president of student and administrative services, the initial program will be evaluated at the end of the semester to see if changes need to be made for the fall.

The administration said the program is part of a larger effort to improve the quality of life for athletes, a push that has been going on since Murphy stepped up as athletics director, and former football coach Bill Campbell, CC '62, was elected chair of the Trustees of the University.

One goal is to better spread class times throughout the day. According to one University study, all political theory classes, five out of six comparative politics seminars, and almost 75 percent of history seminars were only offered after 2 p.m. during the 2005-2006 academic year.

Brinkley said he and others are working with the large departments like economics, political science, history, and English to better distribute class times. Both he and Hogarty said departments had seemed willing to look into making changes and were hoping to see some concrete results by next year.

Student leaders also expressed frustration that they were told about the new plan only days before it was to be instated.

CCSC President Michelle Oh, CC '06, said the council should have been consulted earlier. No Barnard students were present at the meeting, and SGA President M. A. Moutoussis said she was unaware that there was any change in the policy.

But Oh said that their feedback was taken seriously and resulted in a shift from the initial policy, which would have allowed all athletes to register before all students, to the current one.

"The primary concern from members of council was this: we understand that athletes have a serious time strain and scheduling strain," she said. "But should that trump seniority? Council members felt that [the agreed-upon policy] was a reasonable compromise."

Oh said student council reaction was mixed, spanning from enthusiastic support to more critical opinions

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Monday, April 17, 2006 10:33 AM
To: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Re: Good Article to Read!!

Thanks, Robert!

>>> Robert Mercer 4/17/2006 9:54 am >>>
Interesting - I got an email from Arizona today asking about how our department works, academic recovery plans, etc. RJM

>>> Larry Gallo 4/16/2006 7:31 pm >>>
Please feel free to pass this on to your colleagues! Thanks and have a good day!

Larry Gallo, Jr.

Athletic department's response pleases profs
Faculty member: Fact-finding businesslike

By ANTHONY GIMINO and JOHN MOREDICH
Published: 04.12.2006
The University of Arizona athletic department went fact-finding yesterday, interviewing professors who claim the former interim head of the classics department gave preferential academic treatment toward a UA athlete.
"They were businesslike, interested, professional, which is what I hoped it would be," said associate classics professor Gonda Van Steen. "They took it seriously."
Van Steen was one of eight professors in the classics department who signed a vote-of-no-confidence petition March 28 that called for the ouster of interim head Alexander Nava.
Nava resigned Monday.
Yesterday, Bill Morgan, in charge of compliance within the athletic department, and Doug Woodard, the faculty athletic representative, talked individually to those professors and others for more than two hours on campus.
"They were investigating very seriously," said associate professor of classics David Christenson. "They weren't there to argue with me."
Van Steen and Christenson said the athletic department representatives were especially interested in potential academic fraud by Nava and how the student-athlete in question became enrolled in graduate-level classes without sufficient prerequisites.
The student-athlete has not been named by the professors because of federal student privacy rights, but he is identified as Chris Rodgers, who is the only one who fits the description in the petition - a graduate student on the basketball team.
UA senior associate athletic director Kathleen "Rocky" LaRose set no timetable on the completion of the athletic department investigation. She said the Pac-10 was notified of possible problems "the second" athletic director Jim Livengood received the professors' petition.
"I will say this: It will be a very thorough investigation," LaRose said.
"We're not going to reach any conclusions until all the facts are in, and everyone who needs to be talked to has been talked to, and any data that needs to be pulled up is pulled up."
After the athletic department investigation is complete, LaRose said the next step is for UA to forward the findings to the Pac-10. If the athletic department has found any wrongdoing, it will recommend sanctions.
The matter is then reviewed by the Pac-10 compliance committee, which could accept those sanctions or add to them. Then the case could get moved to the NCAA, "who might have an additional say," LaRose said.
Rodgers, who earned his undergraduate degree in December, needed to take nine units of graduate-level classes to remain eligible this spring.
Rodgers has not returned phone calls or e-mails from the Citizen in the past two days.
LaRose said the athletic department monitors class schedules of its athletes to see if they fulfill NCAA requirements, but that the final course work is approved by an individual's college adviser.
A psychology major, Rodgers enrolled in nine graduate-level units in the classics department - three in a course in Greek and Roman Sculpture and another six in an independent study class, supervised by Nava, whose background is in religious studies.
Christenson and Van Steen allege that Nava's handling of independent study courses raises many red flags as potential for abuse.
Nava said yesterday he had 27 students in independent study classes this semester, including 11 student-athletes. Christenson and Van Steen said classics professors typically have less than five students in independent study.
LaRose declined comment on this specific case when asked if the athletic department was aware of potential problems prior to the March 28 petition in regard to student-athletes in independent study classes.
However, a Jan. 30 memo from the Undergraduate Council to university "deans, directors, department heads and faculty" warns that

"irregularities in the use of independent study courses were recently brought to the attention of the Undergraduate Council."
In the petition, the professors say that the student-athlete was enrolled in independent study by Nava "without submitting the necessary paperwork." Christenson said Woodard, the athletic department faculty representative, was interested in Nava's alleged "end run" around the enrollment process.
"His actions are indefensible," Christenson said. "This is blatant and willful fraud, and I think that will come out eventually, if it has to."

From: "Joyce Dalgleish" <joyced@uncaa.unc.edu>

Sent: Monday, April 10, 2006 4:53 PM

To: Dunham, Aaron <aadunham@uncaa.unc.edu>; Battle, Allison <abattle@uncaa.unc.edu>; Bitting, Angie <abitting@uncaa.unc.edu>; Calder, Andrew <acalder@uncaa.unc.edu>; Grant, A.J. <ajgrant@uncaa.unc.edu>; Herman, Amy S. <ajschae@uncaa.unc.edu>; King, Angie <aking@uncaa.unc.edu>; Klich, Andrew <aklich@uncaa.unc.edu>; Lindsay, Albert <alindsay@uncaa.unc.edu>; Allden, Andrew <Allden@uncaa.unc.edu>; Heatherley, Ann <Ann Heatherley@email.unc.edu>; Dorrance, Anson <anson@uncaa.unc.edu>; Oliver, Ann <aoliver@uncaa.unc.edu>; Powell, Andre' <apowell@uncaa.unc.edu>; Rawls, Alisa <arawls@uncaa.unc.edu>; Dastur, Armin <armin@uncaa.unc.edu>; Sadler, Anne <asadler@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; York, Aaron <ayork@uncaa.unc.edu>; Batt, J. <batt@uncaa.unc.edu>; Bersticker, Brian <bbersticker@uncaa.unc.edu>; Knowles, Mark <bear@uncaa.unc.edu>; Gales, Bobby <bgales@uncaa.unc.edu>; Haithcock, Brenda <bhaithcock@uncaa.unc.edu>; Hundley, Robert <bhundley@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Blanton, Brent <blanton@uncaa.unc.edu>; Lawing, Brad <blawing@uncaa.unc.edu>; Blutreich, Brian <blu@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Palladino, Bill <bpalladino@uncaa.unc.edu>; Breneman, Janelle <breneman@uncaa.unc.edu>; Blood, Briana <brianablood@uncaa.unc.edu>; Simpson, Brannon <bsimpson@uncaa.unc.edu>; Smith, Beverly <bsmith@uncaa.unc.edu>; Adams, Clarissa <cadams@uncaa.unc.edu>; Camarati, Jeff <camarati@uncaa.unc.edu>; Andrews, Clara <candrews@uncaa.unc.edu>; Atwater, Cindi <catwater@uncaa.unc.edu>; Conway, Connie <cconway@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Wade, Chad <Chad Wade@fac.unc.edu>; Chase, Kaye <chasek@uncaa.unc.edu>; Hirth, Chris <chirth@uncaa.unc.edu>; Holbrook, Chad <cholbrook@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Sparrow, Christopher <Christopher Sparrow@fac.unc.edu>; Hansen, Chris <chswim@uncaa.unc.edu>; Morris, Clarence <Clarence Morris@fac.unc.edu>; Womble, Clayton <Clayton Womble@fac.unc.edu>; Malley, Cody <cmalley@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; Kaya, Adem <coachadem@uncaa.unc.edu>; Warren, Kendra <coachmack@uncaa.unc.edu>; Olivera, Carl <coliveira@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Scott, Chad <cscott@uncaa.unc.edu>; Smith-Taylor, Charlotte <csmith@uncaa.unc.edu>; Somoano, Carlos <csomoano@uncaa.unc.edu>; Stone, Cynthia <cstone@uncaa.unc.edu>; Suits, Christy <csuits@uncaa.unc.edu>; Cuneo, Katy <cuneo@uncaa.unc.edu>; Vogt, Catherine <cvswim@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Sorensen, Dana <dana12@uncaa.unc.edu>; Maddox, Daniel <Daniel Maddox@fac.unc.edu>; Arendas, Dave <darendas@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Bell, Darren <dbell@uncaa.unc.edu>; Brock, Dave <dbrock@uncaa.unc.edu>; Burton, David <dburton@uncaa.unc.edu>; Cheek, Donna <dcheek@uncaa.unc.edu>; Crowell, Dean <dcrowell@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Gelin, Dana <dgelin@uncaa.unc.edu>; Hill, Don <dhill@uncaa.unc.edu>; Hooker, Dan <dhooker@uncaa.unc.edu>; Johnson, Don <djohnson@uncaa.unc.edu>; Joyce, Diane <djoyce@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Lohse, Dave <dlohse@uncaa.unc.edu>; Lowe, DiAnne <dlowe@uncaa.unc.edu>; Marbry, Delaine <dmarbry@uncaa.unc.edu>; McCauley, Don <dmccauley@uncaa.unc.edu>; McPherson, Dawn <dmcpherson@uncaa.unc.edu>; Megaloudis, Dino <dmegaloudis@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Pearman, Danny <dpearman@uncaa.unc.edu>; O'Daniel, Drew <drewodaniel@uncaa.unc.edu>; Parker, Andrew <drewp@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>; Sanders, Darryl <dsanders@uncaa.unc.edu>; Ducar,

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Subject: Health Insurance Info Sessions

Attach: TEXT.htm; Header

FROM: Elaine Phelps, Director, Benefit Program Administration

Human Resources has scheduled six on-campus information sessions for employees who would like to learn more about the new health insurance options available this year (effective Oct. 1).

The following sessions are planned:

-- Monday, April 24, 2 p.m. in the School of Social Work auditorium (Tate-Turner-Kuralt Building)
-- Wednesday, April 26, 9 a.m. in the School of Social Work auditorium (Tate-Turner-Kuralt Building)
-- Thursday, April 27, 9 a.m. in Toy Lounge (Dey Hall)
-- Monday, May 1, 2 p.m. in the Hitchcock Room (Stone Center)
-- Tuesday, May 2, 2 p.m. in Toy Lounge (Dey Hall)
-- Thursday, May 4, 2 p.m. in the School of Social Work auditorium (Tate-Turner-Kuralt Building)

During each session, HR staff will present information on the available options, as well as several items employees should consider in making their selection. A question and answer period is also planned.

Employees are encouraged to attend these sessions if they have an interest; spouses are also welcome.
All information presented at the meetings will be available on the OHR web site on our 2006 Health Insurance Enrollment page: http://hr.unc.edu/Data/benefits/health-dental/health_enroll.

If you have additional questions regarding the health insurance options, contact the State Health Plan's customer service group at 800-422-4658. If you have questions about the information sessions, contact your HR Facilitator.

From: Joyce Dalgleish <joyced@uncaa.unc.edu>

Sent: Monday, April 10, 2006 4:53 PM

To: NDI217@aol.com; Ann Heatherley <Ann Heatherley@email.unc.edu>; Kelly Waicus <Kelly Waicus@email.unc.edu>; Mario Ciocca <Mario Ciocca@email.unc.edu>; Sally Mays <Sally Mays@email.unc.edu>; Teresa Holt <Teresa Holt@email.unc.edu>; Tom Brickner <Tom Brickner@email.unc.edu>; Chad Wade <Chad Wade@fac.unc.edu>; Christopher Sparrow <Christopher Sparrow@fac.unc.edu>; Clarence Morris <Clarence Morris@fac.unc.edu>; Clayton Womble <Clayton Womble@fac.unc.edu>; Daniel Maddox <Daniel Maddox@fac.unc.edu>; Edward Medlin <Edward Medlin@fac.unc.edu>; Eric Quigley <Eric Quigley@fac.unc.edu>; Mitchell Kivett <Mitchell Kivett@fac.unc.edu>; Randall Young <Randall Young@fac.unc.edu>; Tim Taft <Tim Taft@med.unc.edu>; Aaron Dunham <aadunham@uncaa.unc.edu>; Allison Battle <abattle@uncaa.unc.edu>; Angie Bitting <abitting@uncaa.unc.edu>; Andrew Calder <acalder@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Amy S. Herman <ajschae@uncaa.unc.edu>; Angie King <aking@uncaa.unc.edu>; Andrew Klich <aklich@uncaa.unc.edu>; Albert Lindsay <alindsay@uncaa.unc.edu>; Andrew Allden <Allden@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Ann Oliver <aoliver@uncaa.unc.edu>; Andre' Powell <apowell@uncaa.unc.edu>; Alisa Rawls <arawls@uncaa.unc.edu>; Armin Dastur <armin@uncaa.unc.edu>; Anne Sadler <asadler@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Aaron York <ayork@uncaa.unc.edu>; J. Batt <batt@uncaa.unc.edu>; Brian Bersticker <bbersticker@uncaa.unc.edu>; Mark Knowles <bear@uncaa.unc.edu>; Bobby Gales <bgales@uncaa.unc.edu>; Brenda Haithcock <bhaithcock@uncaa.unc.edu>; Robert Hundley <bhundley@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Brent Blanton <blanton@uncaa.unc.edu>; Brad Lawing <blawing@uncaa.unc.edu>; Brian Blutreich <blu@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Janelle Breneman <breneman@uncaa.unc.edu>; Briana Blood <brianablood@uncaa.unc.edu>; Brannon Simpson <bsimpson@uncaa.unc.edu>; Beverly Smith <bsmith@uncaa.unc.edu>; Clarissa Adams <cadams@uncaa.unc.edu>; Jeff Camarati <camarati@uncaa.unc.edu>; Clara Andrews <candrews@uncaa.unc.edu>; Cindi Atwater <catwater@uncaa.unc.edu>; Connie Conway <cconway@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Clint Gwaltney <cgwaltney@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; Chris Hirth <chirth@uncaa.unc.edu>; Chad Holbrook <cholbrook@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Chris Hansen <chswim@uncaa.unc.edu>; Cody Malley <cmalley@uncaa.unc.edu>; C.B. McGrath <cmcgrath@uncaa.unc.edu>; Adem Kaya <coachadem@uncaa.unc.edu>; Kendra Warren <coachmack@uncaa.unc.edu>; Carl Olivera <coliveira@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Cricket Lane <cricket@uncaa.unc.edu>; Chad Scott <cscott@uncaa.unc.edu>; Charlotte Smith-Taylor <csmith@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Cynthia Stone <cstone@uncaa.unc.edu>; Christy Suits <csuits@uncaa.unc.edu>; Katy Cuneo <cuneo@uncaa.unc.edu>; Catherine Vogt <cvswim@uncaa.unc.edu>; Cynthia Reynolds <cynthiar@uncaa.unc.edu>; Dana Sorensen <dana12@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Dick Baddour <dbaddour@uncaa.unc.edu>; Darren Bell <dbell@uncaa.unc.edu>; Dave Brock <dbrock@uncaa.unc.edu>; David Burton <dburton@uncaa.unc.edu>; Donna Cheek <dcheek@uncaa.unc.edu>; Dean Crowell <dcrowell@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Dana Gelin <dgelin@uncaa.unc.edu>; Don Hill <dhill@uncaa.unc.edu>; Dan Hooker <dhooker@uncaa.unc.edu>; Don Johnson <djohnson@uncaa.unc.edu>; Diane Joyce <djoyce@uncaa.unc.edu>; Donna J. Papa <djp@uncaa.unc.edu>; Dave Lohse <dlohse@uncaa.unc.edu>; DiAnne Lowe <dlowe@uncaa.unc.edu>; Delaine Marbry <dmarbry@uncaa.unc.edu>; Don McCauley <dmccauley@uncaa.unc.edu>; Dawn McPherson <dmcpherson@uncaa.unc.edu>; Dino Megaloudis

<dmegaloudis@uncaa.unc.edu>; Dominic Morelli <dmorelli@uncaa.unc.edu>; Danny Pearman <dpearman@uncaa.unc.edu>; Drew O'Daniel <drewodaniel@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Doug Roberts <droberts@uncaa.unc.edu>; Darryl Sanders <dsanders@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Clare Duffy <duffyce@uncaa.unc.edu>; Dolly Utley <dutley@uncaa.unc.edu>; Elmar Bolowich <ebolowich@uncaa.unc.edu>; Ellen Culler <eculler@uncaa.unc.edu>; Rams Club <ef@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Kessler <ekessler@uncaa.unc.edu>; Erin Lindsey <elindsey@uncaa.unc.edu>; John Erck <erck@uncaa.unc.edu>; Lizzy Stemke <estemke@uncaa.unc.edu>; Faye Craddock <fayec@uncaa.unc.edu>; Frank Cignetti <fcignetti@uncaa.unc.edu>; Frank Comfort <fcswim@uncaa.unc.edu>; Frank Maynard III <frankmaynard@uncaa.unc.edu>; Gail Basnight <gbasnight@uncaa.unc.edu>; Greg Driscoll <gdriscoll@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Greg Gatz <ggg@uncaa.unc.edu>; Glen Lanham <glanham@uncaa.unc.edu>; Gabi Oliver <goliver@uncaa.unc.edu>; Greg Paradine <gparadine@uncaa.unc.edu>; Richie Grimsley <grimsley@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; John Haus <heel37@uncaa.unc.edu>; Hal Hunter <hhunter@uncaa.unc.edu>; Jason Howell <howell@uncaa.unc.edu>; John Bunting <jb43@uncaa.unc.edu>; Jayne Barnwell <jbarnwell@uncaa.unc.edu>; Josh Boone <jboone@uncaa.unc.edu>; Johnny Cake <jcake@uncaa.unc.edu>; Jeff Connors <jconnors@uncaa.unc.edu>; John Dunn <jdunn@uncaa.unc.edu>; Jarrett Ferguson <jferguson@uncaa.unc.edu>; Jaci Field <jfield@uncaa.unc.edu>; Jason Freeman <jfreeman@uncaa.unc.edu>; John Blanchard <jgb@uncaa.unc.edu>; John Gutekunst <jgute@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Jonathan Miller <jhmiller@uncaa.unc.edu>; Jennifer Holbrook <jholbrook@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Janine Holland <jholland@uncaa.unc.edu>; Joan Holt <jholt@uncaa.unc.edu>; John Inman <jinman@uncaa.unc.edu>; John Martin <jmartin@uncaa.unc.edu>; John Montgomery <jmont@uncaa.unc.edu>; Marc Davis <jmskate@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joan Nipper <jnipper@uncaa.unc.edu>; Johnny Heath <johnny@uncaa.unc.edu>; John Brunner <johnnyb@uncaa.unc.edu>; Gregory Johnson <johnson@uncaa.unc.edu>; Jonas Sahratian <jonas@uncaa.unc.edu>; Joyce Dalgleish <joyced@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; James Spurling <jspurling@uncaa.unc.edu>; Jason walsh <jwalsh@uncaa.unc.edu>; Josh Wick <jwick@uncaa.unc.edu>; Jana Withrow <jwithrow@uncaa.unc.edu>; Kevin Best <kbest@uncaa.unc.edu>; Kwan Browne <kbrowne@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Ken Cleary <kcleary@uncaa.unc.edu>; Karlton Creech <kcreech@uncaa.unc.edu>; Ken Crowder <kcrowder@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Kathy Duffy <kduffy@uncaa.unc.edu>; Kathy Griggs <kgriggs@uncaa.unc.edu>; Kim Jones <kjones@uncaa.unc.edu>; Ken Mack <kmack@uncaa.unc.edu>; Katherine Marlow <kmarlowe@uncaa.unc.edu>; Kris McGrath <kmcgrath@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Kent Pennington <kp@uncaa.unc.edu>; Kevin Robinson <krob@uncaa.unc.edu>; Kay Thomas <kthomas@uncaa.unc.edu>; William C. Lam <lam@uncaa.unc.edu>; Loreal Andrews <landrews@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Laura Beaver <lbeaver@uncaa.unc.edu>; Lindsey Nichols <lnichols@uncaa.unc.edu>; Linda Rhodes <lrhodes@uncaa.unc.edu>; Lee Snyder <lsnyder@uncaa.unc.edu>; Linda Woods <lwoods@uncaa.unc.edu>; Marco Genee <marcog@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Mary Ball <maryball@uncaa.unc.edu>; Marie Baker <mbaker@uncaa.unc.edu>; Martina Ballen <mballen@uncaa.unc.edu>; Mary Bateman <mbateman@uncaa.unc.edu>; Michael Beale <mbeale@uncaa.unc.edu>; Matt Bowers <mbowers@uncaa.unc.edu>; Mike Bunting <mbunting@uncaa.unc.edu>; Michael Burnett <mburnett@uncaa.unc.edu>; Mary B. Weeden <mbw@uncaa.unc.edu>; Matt Byrd <mbyrd@uncaa.unc.edu>; Margie Dubnansky <mdubnansky@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mark

Gaines <mgaines@uncaa.unc.edu>; Mike Wilkinson <mhwgolf@uncaa.unc.edu>; Michael Whittlesey <mjwhit@uncaa.unc.edu>; Molly Norton <mnorton@uncaa.unc.edu>; Michael Perkins <mperkins@uncaa.unc.edu>; Mike Pope <mpope@uncaa.unc.edu>; Marvin Sanders <msanders@uncaa.unc.edu>; Mark Steffer <msteffer@uncaa.unc.edu>; Stephen Gisselman <mtbiker@uncaa.unc.edu>; Matt Terrell <mterrell@uncaa.unc.edu>; Mark Weber <mweber@uncaa.unc.edu>; Mary Willingham <mwillingham@uncaa.unc.edu>; Nellie Baber <nbaber@uncaa.unc.edu>; Nicole Fava <nfava@uncaa.unc.edu>; Neal Harrell <nharrell@uncaa.unc.edu>; Nicole Gamble <nicolegamble@uncaa.unc.edu>; Nadia Lynch <nlynch@uncaa.unc.edu>; Nick Schiralli <nschiralli@uncaa.unc.edu>; Norwood Teague <nteague@uncaa.unc.edu>; Octavus Barnes <obarnes@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; PJ Petrides <peter@uncaa.unc.edu>; Patricia Martinson <pmartinson@uncaa.unc.edu>; Andy Pogach <pogach@uncaa.unc.edu>; Bill Prentice <prentice@uncaa.unc.edu>; Rick Brewer <rbrewer@uncaa.unc.edu>; Randy Erlenbach <reswim@uncaa.unc.edu>; Ross Fowler <rfowler@uncaa.unc.edu>; Russell James <rjames@uncaa.unc.edu>; Randy Jarman <rjarman@uncaa.unc.edu>; Ruth Kirkendall <rkirkendall@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Robert Costa <robertcosta@uncaa.unc.edu>; Ross Parker <rparker@uncaa.unc.edu>; Rick Steinbacher <rsteinbacher@uncaa.unc.edu>; Sam Albert <salbert@uncaa.unc.edu>; Brianna Santeramo <santeramo@uncaa.unc.edu>; Sally Austin <saustin@uncaa.unc.edu>; Stephen Arthur-Wong <sawong@uncaa.unc.edu>; Susan B. Maloy <sbmaloy@uncaa.unc.edu>; Clark Smith <scsmith@uncaa.unc.edu>; Doug Halverson <sdhalverson@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Shelley Johnson <shelljo@uncaa.unc.edu>; Chris Allen <shicken@uncaa.unc.edu>; Sandy Duncan <sjduncan@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Steve Kirschner <skirschner@uncaa.unc.edu>; Scott Oliaro <soliaro@uncaa.unc.edu>; Shane Parrish <sparrish@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Spencer Frame <spencer@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Sandy Restivo <srestivo@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Staci Creech <stacicreech@uncaa.unc.edu>; Shawn Terlecky <sterlecky@uncaa.unc.edu>; Susan Parler <susanparler@uncaa.unc.edu>; Sharon Wagner <swagner@uncaa.unc.edu>; Sue Walsh <swalsh@uncaa.unc.edu>; Tari Ann Toro <tatoro@uncaa.unc.edu>; Tim Smith <tdsmith@uncaa.unc.edu>; Atinuke Akintola <tinu@uncaa.unc.edu>; Terri Jo Rucinski <tjrucinski@uncaa.unc.edu>; Terri Maynor <tmaynor@uncaa.unc.edu>; Todd McComb <tmccomb@uncaa.unc.edu>; Tommy Nicholson <tnicholson@uncaa.unc.edu>; T.P. Hutchinson <tp@uncaa.unc.edu>; Trey Parnell <tparnell@uncaa.unc.edu>; Gary Tranquill <tranquill@uncaa.unc.edu>; Tim Sabo <tsabo@uncaa.unc.edu>; Tommy Thigpen <tthigpen@uncaa.unc.edu>; Tracy Harris <tuh@uncaa.unc.edu>; Teresa Vanderford <tvanderford@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Slingluff-Levy <uncwlax@uncaa.unc.edu>; Sarah Van Riper <vanriper@uncaa.unc.edu>; Velvet Catoe <vcatoe@uncaa.unc.edu>; Willie Scroggs <wscroggs@uncaa.unc.edu>; Wayne Walden <wwalden@uncaa.unc.edu>; Nate Yarbrough <yarbrough@uncaa.unc.edu>; Emily Yasutomi <yasutomi@uncaa.unc.edu>

Subject: Health Insurance Info Sessions

From: Kevin Best <kbest@uncaa.unc.edu>
Sent: Tuesday, April 18, 2006 3:07 PM
To: Reynolds, Cynthia <cynthiar@uncaa.unc.edu>
Cc: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: NFL graduation

Cynthia, below is a list of our current NFL players. Can you tell me how many (and which ones) have graduated from UNC. For years, we have used a stat that said our NFL graduation rate is significantly higher that the league average. I'm trying to verify that for our coaches and get them some other numbers on these guys. Thanks.

Sam Aiken, Buffalo
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Russell Davis, Seattle
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Keith Newman, Minnesota
Willie Parker, Pittsburgh
Julius Peppers, Carolina
Jeff Reed, Pittsburgh
Dexter Reid, Indianapolis
Jeff Saturday, Indianapolis
Jonas Seawright, New York Giants
Gerald Sensabaugh, Jacksonville
Brian Simmons, Cincinnati
Ryan Sims, Kansas City
Jeb Terry, Tampa Bay
David Thornton, Tennessee
Michael Waddell, Tennessee
Bracey Walker, Detroit
Greg Warren, Pittsburgh

--
Kevin Best
University of North Carolina
Deputy Director of Communications
Director of Football Communications
919-962-8916

From: Cynthia Reynolds <cynthiar@uncaa.unc.edu>
Sent: Tuesday, April 18, 2006 3:12 PM
To: Roberts, Doug <droberts@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: NFL graduation
Attach: Text.htm

---

rjm,
Can Doug pull out the information from the data we keep already on these guys?
I think we have gone through this already, but not sure.
Please advise, Robert.

>>> Kevin Best <kbest@uncaa.unc.edu> 4/18/2006 3:07 pm >>>
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--
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From: Doug Roberts <droberts@uncaa.unc.edu>
Sent: Tuesday, April 18, 2006 3:56 PM
To: Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Re: Fwd: NFL graduation

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between out 'special admit's' spreadsheet and SIS, i would think i could pull up graduation
data on the guys on the list. should be able to do this tomorrow morning.
d

>>> Cynthia Reynolds >>>
rjm,
Can Doug pull out the information from the data we keep already on these guys?
I think we have gone through this already, but not sure.
Please advise, Robert.

>>> Kevin Best <kbest@uncaa.unc.edu> 4/18/2006 3:07 pm >>>
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David Thornton, Tennessee
Michael Waddell, Tennessee
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Greg Warren, Pittsburgh

--
Kevin Best
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From: Dick Baddour <dbaddour@uncaa.unc.edu>
Sent: Wednesday, April 19, 2006 9:28 AM
To: Gallo, Larry <athgallo@uncaa.unc.edu>; jack_evans@unc.edu; Blanchard, John <jgb@uncaa.unc.edu>; Broome, Lissa <lbroome@email.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Re: Columbia University
Attach: Text.htm

I agree with John. Thanks.

DB

>>> John Blanchard 4/18/2006 5:51 pm >>>
I like your summary, Robert. I also like the open involvement of student groups and the willingness of the administration to advocate for this acknowledging the role of the student-athletes as university representatives was impressive. I would note that this is a pilot program so it will probably be watched closely. John

John Blanchard
Senior Associate Director of Athletics
P.O. Box 2126, CB# 8550
Chapel Hill, NC 27515-2126
University of North Carolina
(919) 962-9533
Fax: (919) 843-2327

>>> Robert Mercer 4/17/2006 10:11 am >>>
Good article - three things stand out - first the administration was willing to make a decision that would be unpopular to the non-athlete student body - second - they did not extend the benefit to Sr athletes (similar to our plan which is only for first and second years in a small population) - third - the decision appears grounded in the student -athletes representing the institution and less on the improving academics argument (guess they don't need that at Columbia). Good read - thanks John.

>>> Larry Gallo 4/16/2006 9:15 pm >>>
Folks,

Just FYI!

Larry

Registration Policy to Change
New System Will Allow Student Athletes to Register Before Their Peers
By Amanda Erickson
Spectator Senior Staff Writer

April 12, 2006

Non-senior athletes will be able to register for classes before other students in their year during registration next week, under a new pilot program approved by the University.

The program, which was changed significantly on Monday, after members of the administration met with several student council members from the Columbia College Student Council, the General Studies Student Council, and the Engineering Student Council, will allow juniors and sophomores who play on varsity sports teams at Columbia the opportunity to pick classes earlier than the rest of their class. All seniors will pick classes at the same time, regardless of whether or not they play sports.

Smaller courses will be capped in order to ensure that there is space in core classes like Art and Music Humanities and in popular seminars for non-athletes.

Students in all four undergraduate schools received an e-mail informing them of the pilot program late Tuesday night.

Administrators hope the new policy will make it easier for athletes to put together a schedule that doesnt conflict with practice time.

According to surveys done by the Athletic department, difficulty putting together a schedule is the number one reason students quit their sports teams.

Athletes have less control over the timing of their activities [than other students], University Provost Alan Brinkley said. As an institution, we ask a lot of our athletes. We ask them to represent the University ... This is a small step to make it easier for athletes to be students.

But some student leaders said the regulations give an unfair advantage to some students while excluding others who have just as much difficulty putting together a schedule.

Its really unfair, said Ellen Marrone, CC 08. It doesnt take into consideration people on financial aid, people who need a job.

Others on club sports wish that they too had the option of choosing classes early.

Its unfair, said outgoing squash team captain Bobby Ghosh, CC 06. On squash, a big problem is that we struggle to find a common time to practice.

But administrators said that while every student at the University faces difficulty balancing jobs and extra-curricular activities with class schedules, student athletes are brought to Columbia to represent Columbia and therefore the University has a special obligation to make sure they are able to balance their academic and athletic lives.

Clearly, there are costs to doing this, Brinkley said. But it must be weighed against the tremendous disadvantage the athletes face if we do nothing.

Other students said changes to the system may benefit everyone.

Its the first step in evaluation and improvement that will be made to the registration system, said CCSC student services representative Alex Green, CC 06.

And student athletes said the change will make a world of difference for them.

For lacrosse player Holly Glynn, CC 09, the chance to register early will help her pick her schedule. We need it because our schedules are so demanding, she said. The last two semesters, I had trouble registering ... because the classes I needed were full.

Athletic Director M. Dianne Murphy did not return calls asking for comment.

According to Lisa Hogarty, executive vice president of student and administrative services, the initial program will be evaluated at the end of the semester to see if changes need to be made for the fall.

The administration said the program is part of a larger effort to improve the quality of life for athletes, a push that has been going on since Murphy stepped up as athletics director, and former football coach Bill Campbell, CC 62, was elected chair of the Trustees of the University.

One goal is to better spread class times throughout the day. According to one University study, all political theory classes, five out of six comparative politics seminars, and almost 75 percent of history seminars were only offered after 2 p.m. during the 2005-2006 academic year.

Brinkley said he and others are working with the large departments like economics, political science, history, and English to better distribute class times. Both he and Hogarty said departments had seemed willing to look into making changes and were hoping to see some concrete results by next year.

Student leaders also expressed frustration that they were told about the new plan only days before it was to be instated.

CCSC President Michelle Oh, CC 06, said the council should have been consulted earlier. No Barnard students were present at the meeting, and SGA President M. A. Moutoussis said she was unaware that there was any change in the policy.

But Oh said that their feedback was taken seriously and resulted in a shift from the initial policy, which would have allowed all athletes to register before all students, to the current one.

The primary concern from members of council was this: we understand that athletes have a serious time strain and scheduling strain, she said. But should that trump seniority? Council members felt that [the agreed-upon policy] was a reasonable compromise.

Oh said student council reaction was mixed, spanning from enthusiastic support to more critical opinions

From: Doug Roberts <droberts@uncaa.unc.edu>
Sent: Wednesday, April 19, 2006 10:02 AM
To: Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: UNC FB Grad DATA
Attach: UNC FB PROs.xls

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attached

D

	A	B
1	**NAME / NFL TEAM**	**GRAD DATE**
2		
3	Sam Aiken, Buffalo	*
4	Ethan Albright, Washington	AB 5/15/94
5	Dre' Bly, Detroit	AB 5/16/99
6	Jason Brown, Baltimore	AB 5/15/05
7	Alge Crumpler, Atlanta	AB 12/29/00
8	Ronald Curry, Oakland	AB 5/19/02
9	Russell Davis, Seattle	*
10	Ebenezer Ekuban, Denver	AB 5/16/99
11	Greg Ellis, Dallas	AB 5/17/98
12	Madison Hedgecock, St. Louis	AB 12/30/04
13	William Henderson, Green Bay	AB 5/12/96
14	Zach Hilton, New Orleans	AB 12/31/02
15	Sedrick Hodge, Miami	*
16	Vonnie Holliday, Miami	AB 5/17/98
17	Jason Horton, Green Bay	*
18	Keith Newman, Minnesota	*
19	Willie Parker, Pittsburgh	AB 5/09/04
20	Julius Peppers, Carolina	*
21	Jeff Reed, Pittsburgh	ABJM 12/31/01
22	Dexter Reid, Indianapolis	*
23	Jeff Saturday, Indianapolis	BSBA 12/30/97
24	Jonas Seawright, New York Giants	*
25	Gerald Sensabaugh, Jacksonville	*
26	Brian Simmons, Cincinnati	AB 8/17/98
27	Ryan Sims, Kansas City	*
28	Jeb Terry, Tampa Bay	BSBA 12/31/03
29	David Thornton, Tennessee	AB 12/31/01
30	Michael Waddell, Tennessee	AB 8/18/03
31	Bracey Walker, Detroit	AB 5/15/94
32	Greg Warren, Pittsburgh	AB 5/09/04

From: Doug Roberts <droberts@uncaa.unc.edu>
Sent: Wednesday, April 19, 2006 10:29 AM
To: Best, Kevin <kbest@uncaa.unc.edu>
Cc: Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Re: Fwd: NFL graduation
Attach: UNC FB PROs.xls

Kevin:

See attached. Let me know if this the info that you are looking for...

Doug

Doug Roberts
Academic Support Program for Student-Athletes
University of North Carolina - Chapel Hill
droberts@uncaa.unc.edu
919-962-9537

>>> Kevin Best <kbest@uncaa.unc.edu> 4/18/2006 3:07 pm >>>
Cynthia, below is a list of our current NFL players. Can you tell me how many (and which ones) have graduated from UNC. For years, we have used a stat that said our NFL graduation rate is significantly higher that the league average. I'm trying to verify that for our coaches and get them some other numbers on these guys. Thanks.

Sam Aiken, Buffalo
Ethan Albright, Washington
Dre' Bly, Detroit
Jason Brown, Baltimore
Alge Crumpler, Atlanta
Ronald Curry, Oakland
Russell Davis, Seattle
Ebenezer Ekuban, Denver
Greg Ellis, Dallas
Madison Hedgecock, St. Louis
William Henderson, Green Bay
Zach Hilton, New Orleans
Sedrick Hodge, Miami
Vonnie Holliday, Miami
Jason Horton, Green Bay
Keith Newman, Minnesota
Willie Parker, Pittsburgh
Julius Peppers, Carolina
Jeff Reed, Pittsburgh
Dexter Reid, Indianapolis
Jeff Saturday, Indianapolis
Jonas Seawright, New York Giants
Gerald Sensabaugh, Jacksonville
Brian Simmons, Cincinnati
Ryan Sims, Kansas City
Jeb Terry, Tampa Bay
David Thornton, Tennessee
Michael Waddell, Tennessee
Bracey Walker, Detroit
Greg Warren, Pittsburgh

--
Kevin Best
University of North Carolina
Deputy Director of Communications
Director of Football Communications
919-962-8916

	A	B
1	**NAME / NFL TEAM**	**GRAD DATE**
2		
3	Sam Aiken, Buffalo	*
4	Ethan Albright, Washington	AB 5/15/94
5	Dre' Bly, Detroit	AB 5/16/99
6	Jason Brown, Baltimore	AB 5/15/05
7	Alge Crumpler, Atlanta	AB 12/29/00
8	Ronald Curry, Oakland	AB 5/19/02
9	Russell Davis, Seattle	*
10	Ebenezer Ekuban, Denver	AB 5/16/99
11	Greg Ellis, Dallas	AB 5/17/98
12	Madison Hedgecock, St. Louis	AB 12/30/04
13	William Henderson, Green Bay	AB 5/12/96
14	Zach Hilton, New Orleans	AB 12/31/02
15	Sedrick Hodge, Miami	*
16	Vonnie Holliday, Miami	AB 5/17/98
17	Jason Horton, Green Bay	*
18	Keith Newman, Minnesota	*
19	Willie Parker, Pittsburgh	AB 5/09/04
20	Julius Peppers, Carolina	*
21	Jeff Reed, Pittsburgh	ABJM 12/31/01
22	Dexter Reid, Indianapolis	*
23	Jeff Saturday, Indianapolis	BSBA 12/30/97
24	Jonas Seawright, New York Giants	*
25	Gerald Sensabaugh, Jacksonville	*
26	Brian Simmons, Cincinnati	AB 8/17/98
27	Ryan Sims, Kansas City	*
28	Jeb Terry, Tampa Bay	BSBA 12/31/03
29	David Thornton, Tennessee	AB 12/31/01
30	Michael Waddell, Tennessee	AB 8/18/03
31	Bracey Walker, Detroit	AB 5/15/94
32	Greg Warren, Pittsburgh	AB 5/09/04

From: Perry Hall <hallpa@email.unc.edu>
Sent: Thursday, November 4, 2010 8:06 AM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] Graduate Program: Important update from the Graduate Program Committee
Attach: Appendix_B_Proposal to Authorize AFRI-AFAM Ph.D. Final Draft.doc

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Colleagues.

Our graduate proposal has gone through an initial review by officials in the Graduate School (the latest version of that proposal is attached). Moving to the next stage will require us to add more details to our proposed curriculum offerings. On that score we are asking for you input in terms of course offerings.
a) We would like each faculty member to formulate a short, bullet list, or description of their research interests, so we can construct a compendium of faculty expertise roster that reflects our intellectual breadth and grounding.

b) We are asking each colleague to compose a description (3-4 sentences) of two courses you would be interested in developing and teaching at the graduate level. The course should fit into one or more of the specialization areas. Pease indicate the specialization area in which you think the course would fit best. Currently, the titles of the specialization areas are ("Race and Racism in the Modern World," "Political Economy of the Black World," "Gender, Sexuality, and the Body" "Cultural Production," and "Religion and Social Thought."

The proposed course could be
a) a graduate version of what you teach at the undergraduate level or

b) a new course area encompassing a current or newly developed area of research interest.

Please send your statement of research interests and your course descriptions to Agatha or Haeran by November 22.

Thank you

Graduate Planning Committee
-- You are currently subscribed to afriafam as: jen321@email.unc.edu. To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=28048936, or send a blank email to leave-28048936-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu.

APPENDIX B

UNIVERSITY OF NORTH CAROLINA

REQUEST FOR AUTHORIZATION TO PLAN A NEW DOCTORAL OR FIRST PROFESSIONAL DEGREE PROGRAM

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. Authorization to plan and the planning activity to follow do not guarantee that authorization to establish will be granted. Requests (5 copies) may be submitted in accord with the schedule announced by General Administration. As of January 1, 2010 submission of proposals will be electronic.

Date: __**May 28, 2010**_____

Constituent Institution: _UNC at Chapel Hill _____

CIP Discipline Specialty Title:
Area, Ethnic, and Cultural Studies_____

CIP Discipline Specialty Number: _05.0102, 05.0202_____ Level: D _X___ 1st Prof. _____

Exact Title of the Proposed Program:
__**Ph.D. in Global Africana Studies**_____

Exact Degree Abbreviation (e.g. Ph.D., Ed.D.):
__Ph.D _____

Does the proposed program constitute a substantive change as defined by SACS? Yes _____ No _X___

a. Is it at a more advanced level than those previously authorized? Yes _____ No _X___
b. Is the proposed program in a new discipline division? Yes _____ No _X___

Approximate date for submitting the Request to Establish the proposed program (must be within two years of date of authorization to plan): ___Fall 2011_____

Proposed date to establish degree: *month* ___Aug_____ *year* _2012_____
(Date should allow at least three months for review of the request to establish, once submitted.)

1. **Describe the proposed new degree program. The description should include:**
   a. **a brief description of the program and a statement of educational objectives**

Our overall objective in establishing a Ph.D. in Global Africana Studies is to join the other prominent scholars and faculties at major research institutions who are fashioning our discipline into a fully functioning enterprise, developing scholars who will teach in programs and departments like ours in future years, while also contributing to building the discipline's body of research and knowledge. Moreover, graduates of this program will also be prepared for careers in

a wide range of public and non-governmental organizations dealing with human rights, including access to justice, basic social services, and economic development.

Our approach will bridge historical separations between African Studies and African American studies and unite those fields within a framework that focuses on the experience and the agency of the peoples of African descent in the modern world from a historical and comparative perspective in general, and with respect to the impact of globalization on Africa and the African Diaspora in particular. As such, we also aim to address major gaps in current studies of the global experiences of people of African descent. These objectives shape the five areas of specialization our program will offer in "Race and Racism in the Modern World" "The Political Economy of the Black World," "Knowledge Production, Religion, and Social Change" "Cultural Production," and "Gender, Sexuality and the Body.

BACKGROUND

The Curriculum in African and Afro-American Studies was founded in 1969, a historical moment shaped by profound and sometimes disruptive change involving structures of opportunity and privilege when many institutions of higher education sought to define and embrace broadened, more inclusive, academic and social missions. The Curriculum, like other programs emerging in this milieu, reflected awareness of and sensitivity to curricular, pedagogical, and epistemological concerns connected to these broad transformations. Like some older disciplines, then (e.g., Sociology) African/African-American Studies emerged as a new field to fill the need to address and understand new **structures**, formations, and social realities produced by social change. In this context, African/African-American Studies has transformed and matured in ways characteristic of other new or emerging disciplines in the academic field, attending to tasks of establishing uniqueness, defining boundaries, establishing legitimacy and, finally, perpetuating itself by training new scholars in terms of its own perspectives, imperatives, and exemplars.[1] Thus, while academic content in African/African-American Studies curricula initially reflected reliance on other disciplines, as African/African-American Studies matured and appreciations of its inherent complexities grew, leaders in the field increasingly recognized the need for discipline-specific doctoral programs to create a critical mass of researchers who are committed to studying questions that lie at the heart of African/African-American Studies.

It is noteworthy that a disproportionately high number of these graduate programs have developed in prominent and highly ranked public and private universities. For example, the ten Ph.D. programs in African or African-American Studies include Berkeley, Harvard, Howard, Massachusetts, Michigan State, Northwestern, and Yale, while the 21 masters degree programs include Columbia, Cornell, NYU, Indiana, Ohio State, Syracuse, SUNY- Albany, UCLA, and Wisconsin**.** The proposed Ph.D. in African and African American Studies stems in part from the recognition that the Department must offer—in the very near future—an academic doctoral degree if UNC-Chapel Hill's program is to be counted among the leaders in the field. The Department of African and Afro-American Studies proposes to join with these prominent

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[1] Small, M. 1999. Departmental Conditions and the Emergence of New Disciplines: Two Cases in the Legitimation of African-American Studies. *Theory and Society*, 28, 659-707; Brint, S. G., Turk-Bicakci, L., Proctor, K. & Murphy. S. P. (2009). Expanding the Social Frame of Knowledge: Interdisciplinary, Degree-Granting Fields in American Colleges and Universities, 1975–2000. *The Review of Higher Education,* 32, 155-183.

scholars and faculties who are increasingly willing to combine their commitment to African/African-American Studies as a distinct field with a determination to make it a full function enterprise among major research institutions, a goal that encompasses teaching and working with graduate students and training new scholars to carry on the process. With its prominence as flagship of the state system, not to mention its stature as a national model of public education, it is appropriate that UNC-Chapel Hill's Department of African and Afro-American Studies be among these leading-edge sites of knowledge production.

INTELLECTUAL RATIONALE

Establishment of this Ph.D. will thus uphold and advance the University's time-honored tradition of offering doctoral degree programs that are innovative, and preeminent in their respective fields. In that spirit, our plan will situate us to makes innovative contributions, given the existing and emerging approaches in the field. In African Studies, the interdisciplinary Ph.D. at Howard University focuses on contemporary policy and development issues facing Africa, while at the University of Wisconsin-Madison, the Ph.D. focuses on African Languages and Literature .At Temple, where the first African American Studies doctoral program went on line in 1988, the Afrocentric approach, seeking clear demarcation from other disciplines or paradigms, maintains dominance. The inclusionist approach that pairs or blends African American studies with established disciplines endures at the doctoral level in separate iterations at Yale, where is has been most visibly modeled, and at Harvard, where cultural studies paradigms are dominant. The Ph. D program at Massachusetts focuses on the black experience within the United States, while programs at Berkeley, Northwestern, and Indiana are framed by the concept of Diaspora, and Diaspora Studies, reflecting how the multiple forces and changes giving rise to an increasingly globalizing world and an evolving discourse on 'race' and its construction in the globalized 21st century, have occupied scholars in African and African American studies.

Our program is guided by a paradigm that deconstructs the historical separations between African Studies and Black (Africana/African American) Studies to connect the histories of Africa's descendants and incorporate their presences, locations, and agencies, in the globalized framework of emerging modern social orders. This approach, which incorporates the global emergence of structures of modernity (intellectual, political, cultural and economic) aims to fill major gaps in the studies of the global experiences of people of African descent—three of which we highlight here. First, such studies continue to facilitate the *erasure and marginalization* of people of African descent as constitutive actors in the making of the modern world and the historical process of globalization. Second, through neglect of the power dynamics characterizing the incorporation of people of African descent in the evolution of global structures, current perspectives have implied a *naturalization of hierarchies* created in this process. Third, the focus on people of African descent as subjects of structures of dominance has created a tendency toward *marginalization of agency,* where manifestations of direct involvement and initiative in the making of the modern world, tend to be placed at the margins.

Erasure and Marginalization

Despite increasing acknowledgement of experiences and contributions of people of African descent in the formation of modern world, there are nonetheless practices that continue to

facilitate the exclusion of people of African descent as constitutive actors in these processes. These practices of marginalization and erasure have significant intellectual, social and political effects. We hope that our graduate program will fill this gap and in the process greatly contribute to a historically grounded inter-cultural understanding of the varied but yet interconnected histories of the whole human family that have gone into the making the modern world order. Such an approach to the study of the experiences and contributions of people of African descent to the evolution of the modern world will make a significant contribution to UNC-CH's efforts to foster intellectual inquiry that emphasizes the shared but different histories of various peoples of the world. Further, the approach will greatly contribute to our students' emergence as critical and grounded global citizens who are equipped to handle the multi-layered issues facing our interconnected world.

Naturalization of hierarchies

The second gap involves the tendency of dominant perspectives to neglect the power dynamics characterizing the incorporation of people of African descent in the evolution of the modern world hierarchies and in the process naturalize this process. These perspectives abstract people of African descent from the modalities of this structure and the making of nation-states: thus enabling the reproduction of the representation of people of African descent as "people without history" to borrow from Eric Wolf's pertinent phrase.[2] Our approach to the study of people of African descent emphasizes not only the nature of their incorporation within such an order through the processes of slavery and colonialism, but also their incorporation in place-based power structures such as nation-states' citizenship regimes and other social orders. Filling this gap, our proposed graduate program aims to provide rigorous historical analysis of the cultural, political and economic experiences of people of African descent in the context of the making of the modern world.

Agency

While being subjects of structures of dominance has been one side of the experiences of people of African descent, manifestations of agency have been the other side of their involvement in the making of modern world cultural, social, and religious orders. Yet, their agency tends to be placed at the margins of human agency driven studies that underpin social movements, civil society discourses, and other intellectual projects. Consequently, in highlighting the centrality of the political agency of people of African descent in the making of the modern world our graduate program will fill a third major intellectual gap in dominant studies on their cultural, political and economic experiences. In the realm of ideas, intellectuals of African descent have been at the forefront in offering rigorous studies of power dynamics both at the national and global level. Further, intellectual cultural producers in the fields of literature, music and cinema have played a significant role in documenting the social change and the role and responses of people of African in this process. Cultural producers in places such as the USA (Toni Morrison), the UK (Armet Francis), Kenya (Ngugi wa Thiong'o), St. Lucia (Derek Walcott), Senegal (Sembene Ousmane) and Canada (George Elliott Clarke), among other parts of the global diaspora, have produced works that not only have lead people of African descent to study and understand cultural,

[2] E. Wolf. *Europe and the People Without History,* Berkeley : University of California Press, 1982.

political and economic processes of their prevailing society and the world at large, but also to imagine and engage in projects aimed at organizing their societies and global society in ethical ways. In addition to the political agency of intellectuals drawn from a range of disciplines, counter-consensus movements emerging from religious traditions (such as Christian and Islamic movements) and secular traditions (for example human rights movements) have demonstrated the agency of people of African descent in various social and politico-geographies.

The program curriculum will thus frame the parallel but place-specific experiences of African-descended peoples in terms of their location, presence, and involvement – in the Western Hemisphere and elsewhere – in the cultural, political, social and economic dimensions of the modern world from the pre-modern past, through slavery and colonialism, to the current phase in the historical process of globalization. With these educational objectives in mind, our degree program will offer the previously highlighted areas of specialization.

Faculty in the Department possess the breadth and depth of knowledge in a number of areas that would be necessary to develop and implement a premiere graduate program in this field. Areas of expertise among the faculty include, African politics and economic systems, African languages, African, African-American and African diaspora history, gender studies, and cultural production (film, music, and literature). Current undergraduate offerings in cultural production, political and economic studies, intellectual history and social change, historical analysis, gender studies, social movements, human rights, democracy and citizenship comprise a viable intellectual foundation on which our proposed graduate curricula will build.

Our faculty's scholarly production represents an additional resource, appropriate to our proposed project. Our faculty have produced noted cutting edge contributions in African-American religious history and 20th Century biography, influential scholarship in diaspora and gender studies, a major analytical text for the field of African American Studies, prominent studies in film history, analyses of international political economy, international relations, and development studies. As scholars with prominent and leading contributions, the faculty is thus well suited to serve as models, mentors, and exemplars for graduate students in the production and refinement of knowledge and scholarship relevant to our discipline.

b. the relationship of the proposed new program to the institutional mission and how the program fits into the institution's strategic plan and its response to UNC Tomorrow

The proposed Global Africana Studies Ph.D. will advance the university's overall mission, as well as address priorities articulated in the campus 2003 Academic Plan and the 2007 UNC tomorrow report. The University of North Carolina at Chapel Hill's overall mission statement "is to discover, create, transmit, and apply knowledge to address the needs of individuals and society"[3] through instruction, research, and creative activities that advance knowledge, and public service that contributes to the solution of social problems.

A graduate program in Global Africana Studies at The University of North Carolina at Chapel Hill would embody the University core commitment to advance knowledge, by pulling together

[3] The University of North Carolina Mission Statement
http://www.northcarolina.edu/content.php/themes/rinterfriendly.php?docnumber=13926

scholarship on Africans and African Americans, examining new methodologies and theoretical issues within that scholarship, training the next generation of teachers, policy makers, and citizens, and promoting new research and insights into the experience of people of African descent, who have contributed much to richness of North Carolina's history and heritage.

As our own state becomes increasingly diverse in its population, our program – one of the oldest programs in the country established to examine the history and cultures of Black people— wherever they may be found— contributes to our ability to solve social problems by offering a platform for evaluating the social, political, and economic consequences of this process.

The priorities of the Academic Plan are to provide the strongest possible academic experience for its students, promote interdisciplinary research, education, and public service, improve faculty recruitment and retention, improve faculty recruitment, retention, enhance public engagement, and extend Carolina's global presence, research, and teaching. Each of these are priorities to which our proposed program will contribute.

In several ways, development of deepened and advanced studies in our field will serve the Academic Plan's objective "to provide the strongest academic experience for undergraduate, graduate, and professional students." First, we will create offerings comparable to those that already exist at several top rank public and private universities. Also, by training graduate students our faculty will be able to more fully utilize their talents, and thus contribute more to the University's academic and research productivity. Graduate students will also be involved in undergraduate teaching, creating enhanced resources and possibilities for undergraduate.

The interdisciplinary origins and alignments within our field and our department resonate clearly and strongly with the Academic Plan's call for interdisciplinary research and education. Our faculty and curriculum currently reflect interdisciplinary approaches and conceptions, and our graduate program will extend those efforts. Several of our faculty have joint appointments with other departments, bridging those disciplines and offering new interdisciplinary possibilities.

A viable graduate program will also make UNC an attractive location for both established and emerging scholars in our field. For the past several years new recruits to our department have responded positively to the possibility of graduate development. In this way our efforts will support the Academic objective of "to improve faculty recruitment, retention, and development."

The emergence of our field virtually embodies the imperative of diversity, regarding academic perspective and focus, in sites of higher education.

The personnel who have implemented our mission have very much reflected diversity regarding culture, perspective, geography, social origins, among other parameters. Advanced graduate studies will offer new promises to extend and increase these possibilities for diversity.

Regarding the Academic Plan's call for community engagement, out graduate program will be able to build upon and extend current and ongoing activities our department has developed. For example, the African Studies Center, supported by a Title VI grant for undergraduate education in the Department of Education, provides timely, accurate, and culturally appropriate materials for K-12 teachers in North Carolina houses the Carolina Seminar on Ecology and Social Process in Africa, and has expanded the study of African languages at UNC. In addition, together with World Vision, the Center recently sponsored a study trip to Senegal for teachers, and has fostered the development of curriculum materials available online. Building on these resources to prepare future teachers, policy makers, and citizens prepared for careers in a wide range of

public and non-governmental organizations dealing with human rights, including access to justice, basic social services, and economic development, our graduate program will thus provide resources for meaningful community engagement.

In recent years the University of North Carolina at Chapel Hill has embraced the study of globalization with initiatives that include the Center for Global Initiatives, the African Studies Center, the exponential growth of the Curriculum in International and Area Studies, along with the many international programs of the School of Public Health. In this vein, the Academic Plan also calls for enhancement of the university's presence, research and teaching at the global level. The African Studies center, along with current relationships our department currently maintains with institutions in Tanzania and South Africa embodies our current contribution to this goal, which will be further enhanced by the institution of our graduate program.

The objectives of our graduate program also speak directly to many of the goals articulated in the 2007 UNC Tomorrow report, especially those that comprise "Global Readiness" (4.1). We will help to "enhance the global competiveness" of the university and its graduates, and the partnerships we maintain with international universities will continue to "enhance the global awareness of [our] faculty and students."

Our department's mission also strongly embraces UNC Tomorrow's commitment to increasing access to higher education for North Carolina's citizens (4.2) including "underrepresented populations, and to increased educational attainment of such populations, "especially African-American male and Hispanic students." Currently, the Carolina Center for Public Service through its Robert E. Bryan Public Service Award Scholars and Engaged Scholars programs promotes profound links between the University and North Carolina peoples and communities. Many of these involve mentoring and/or collaboration between representatives of The University and minority populations in the state. All of these programs accomplish aspects of furthering our knowledge about the history and current issues affecting African Americans in North Carolina, the region, and the world. With the parallel development of a graduate program in African and African-American Studies that would conduct research and train future scholars, these resources can be further enhancements in the production of knowledge.

Instituting a graduate program in Global Africana Studies will naturally make UNC an attractive workplace for talented faculty in our field and thus also serve the stated goal to "increase efforts to attract and retain high-quality staff at all levels" **(5.5).**

c. the relationship of the proposed new program to other existing programs at the institution

Several university programs have foci that adjoin those of African/African-American Studies. Our committee has identified, and continues to update, a list of courses that will enhance the educational offerings available to our doctoral students' in their various areas of concentration. These include courses from basic academic areas such as Anthropology, Communication Studies, Economics, English, History, International Studies, Journalism, Music, Philosophy, Political Science, Psychology, Peace War & Defense, Religious Studies, Sociology, and Women Studies, in addition to more applied studies like Health Behavior and Education, City and Regional Planning, Public Policy, and Public Administration. In addition, development of the

graduate program would benefit from collaboration with students and faculty from several professional schools at UNC-Chapel Hill, including the School of Education, the School of Social Work, the Law School, the Medical School, and the School of Public Health.

Furthermore, Faculty in the Department possess the breadth and depth of knowledge in a number of areas that, in addition to being necessary to develop and implement a graduate program in this field, are useful to graduate studies in other fields. Areas of expertise among the faculty include, African politics and economic systems, African languages, African, African-American and African diaspora history, gender studies, and cultural production. Graduate level courses in African and African American Studies will included offerings in a range of thematic concentrations: including, cultural production (literature, music and cinema), political and economic studies, intellectual history and social change, historical analysis, gender studies, social movements, human rights, democracy and citizenship, and will be open to graduate students in other disciplines who seek to incorporate an understanding of the socioeconomic or cultural dimensions of African-descendant peoples and communities into their studies. In general, it can be expected that the work of scholars and students from other disciplines will be enhanced by scholarly activities generated within the African/African-American studies doctoral program.

Several research centers and institutes on the UNC-Chapel Hill campus would be important collaborators and resources for students in the graduate program, these include the Sonja Haynes Stone Center for Black History and Culture, the Institute of African American Research, the African Studies Center, the Institute for the Study of the Americas, and the Center for the Study of the American South.

d. special features or conditions that make the institution a desirable, unique, or appropriate place to initiate such a degree program.

As the flagship campus of the UNC system and a premiere public research university, UNC-Chapel Hill will play a key role in filling the need for graduate education in African and African American Studies within the state of North Carolina, where there are currently no graduate programs, aside from the M.A. in African American Literature offered at North Carolina Agricultural and Technical State University. Moreover, UNC-Chapel Hill's prominence among academic institutions, both in North Carolina and throughout the Southeast, as well as its stature as a national model of public education, compel it to develop and establish high-quality graduate training in African and African American Studies. Through the development of the proposed graduate program, UNC-Chapel Hill will fill a critical need for graduate training in African and African American Studies statewide, along the east coast, and in the southern United States.

Several research centers and institutes on the UNC-Chapel Hill campus would be important collaborators and resources for students in the graduate program, these include the Sonja Haynes Stone Center for Black History and Culture, the Institute of African American Research, the African Studies Center, the Institute for the Study of the Americas, and the Center for the Study of the American South.

The Sonja Haynes Stone Center for Black Culture and History offers to the campus community and the public a rich array of lectures, artistic performances and exhibitions, and symposia on the

African American and Diaspora experience. Like the Department, it encourages undergraduates through internships and study abroad opportunities to broaden their intellectual worlds while engaging deeply in cross cultural living. The Institute of African American Research has sponsored international and regional scholarly conferences exploring themes of historical import to people of African descent wherever they may be found, but especially in North America. Programs like the Race-ing Race Researching Race Seminars for postdoctoral and graduate students conducting research on race and culture, Youth and Race, Race and the Environment have drawn attention to and promoted scholarship on timely themes. Long a center for Southern history, The University continues its excellence in this field through the Center for the Study of the American South, and the rich resources of the Southern History Collection, the NC Collection, the publication of *Southern Cultures* and the primary materials found in the Documenting the American South digital collection of Davis Library. The Center of Oral History's collection and research publications have deepened our understanding of the history of labor and civil rights in the industrializing of the region. These all provide frequent glimpses into the experiences of Blacks resident in the South without having that experience be the focal point of their work.

2. **List all other public and private institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program.**

Currently, no Ph.D. programs in African or African American Studies exist at private or public institutions of higher education in North Carolina, aside from the M.A. in African American Literature offered at North Carolina Agricultural and Technical State University. In addition, with the exception of Florida and Kentucky, no graduate programs in these areas, at either the M.A. or Ph.D. level, have been developed in the southern United States. Given the paucity of graduate programs in African and African American Studies in the southern United States, UNC-Chapel Hill will be poised to become a leader within these fields through the development of the proposed Ph.D. program.

3. Estimate the number of students that would be enrolled in the program during the first year of operation: *Full-Time* __5____ *Part-Time* _____; the number of students that would be enrolled in the program when it is fully operational: Full-Time__20_____ Part-Time_____.

4. **Estimate the current and projected demand for graduates of the proposed new degree program. Provide documentation about the sources of data used to estimate demand.**

According to a recent report on the status of Africana Studies, there are currently around 187 institutions that offer at least a bachelors level degree in African/African American Studies. (The number expands to 311 if minors, associates degrees and other certificates are added.) Thirty-eight of the programs offering full majors are in the Southern Census region. Our department is one of five undergraduate degree programs in the state of North Carolina. (Among southern states only Georgia, with six, has more, while Florida matches North Carolina's five).

In addition to these benchmarks in undergraduate education, the report notes "dynamic growth in the number of institutions offering advanced study of the African American experience," at both the masters and doctoral levels. [4]

Several factors may figure in this growth. In part it is a response demand from students who, whether or not they formally majored in Black Studies, increasing look for such studies at the graduate level.

Currently some ten institutions offer Ph.D. programs in African or African American studies, while masters degree programs are currently offered at 21 institutions. In addition, many more institutions have begun to offer certificates and concentrations at both the masters and doctoral levels in African American as well as African studies. It is also noteworthy, in this regard that a disproportionate number of graduate programs are in prominent and highly ranked private and public universities. For example, the Ph.D. programs include Berkeley, Harvard, Howard, Massachusetts, Michigan State, Northwestern, and Yale, while the 21 masters degree programs include Columbia, Cornell, NYU, Indiana, Ohio State, Syracuse, SUNY- Albany, UCLA, and Wisconsin. One might infer from this trend that prominent scholars and faculties are increasingly willing to combine their commitment to African/African-American Studies as a distinct field with a determination to make it a full function enterprise at these major research institutions, a goal that encompasses teaching and working with graduate students and training new scholars to carry on the process.

In addition to these barometers, the impending retirement of what might be called the "founding generation" of the field as it now exists suggest a significant future need for graduate training as, according to the report, a 20-30% faculty turnover is likely in the next ten years.

As a result, the demand for graduate trained scholars will continue.

A survey based on job announcements from three internet lists during the period from August 2008 to January 2010 yielded the following snapshot: A total of 91 jobs notices openings were advertised, 87 of which were tenure track, including 6 chairpersons or directors. Seventy-two involved African and/or African American Studies departments or programs (African American Studies, 33; "Africana Studies," 14; "African and African American Studies," 7; "Black Studies," 6; "African American and African Studies," 4; "African Studies" 4; "African American Diaspora Studies," 2; "Afro-American Studies" 1; "African and African Diaspora Studies" 1). Eight involved Ethnic Studies units while the others called for African and/or

[4] *Africana Studies in the US.* Abdul Alkalimat, University of Toledo, March 2007. Available at eblackstudies.org

African-American specialists in departments of history (4), religion or divinity (2), literature and American studies, (1 each).[5]

This demand is likely to be sustained, and arguably even grow, as current economic restraints are eased.

STUDENTS

There are several pools of potential students for this graduate program.

1) We estimate that as many as 30 percent of our majors would apply to a graduate program if one existed here. This estimate is based on the number of students who inquire about graduate studies, and informal polling done in our seminars.
2) We would also get African/African American Studies majors from other universities, perhaps especially in this state where there are no other graduate programs, and from this region and around the country, from individuals who, like some of our students, look at the possibility of graduate education in this field before choosing post-baccalaureate life/career paths, and who might see our program as a desirable (given our thematic foci) or convenient (given our location) alternative among other available programs.
3) We would get graduates of other majors, from this university and other institutions, who want to further their studies by concentrating in our area.
4) We should also get students in our graduate classes from other graduate programs in other departments in the university who want to develop knowledge in our areas. While this cross-fertilization would happen naturally, but we could facilitate it in various ways, such as with our newly instituted African Studies Certificate.

5. If there are plans to offer the program away from campus during the first year of operation:
   a. briefly describe these plans, including potential sites and possible method(s) of delivering instruction.
   b. indicate any similar programs being offered off-campus in North Carolina by other institutions (public or private)
   c. estimate the number of students that would be enrolled in the program during the first year of operation: *Full-Time* _____ *Part-Time* _____

There are no plans to offer the program away from campus.

6. Describe the procedures to be used to plan the proposed program. List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.

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[5] Seventy-three listings came from the *Chronicle of Higher Education* listserv. The rest came from the H-NET Discussion List for African American Studies H-AFRO-AM@H-NET.MSU.EDU and the listserv of the National Council for Black Studies.(L-NCBS@LISTS.PSU.EDU)

BACKGROUND PLANNING

In the last four years, our unit has held productive discussions aimed at teasing out avenues that would lead to the creation of an intellectual space for our committed students to further their interests in the study of the historical and contemporary experiences of people of African descent globally. Out of these discussions, a graduate planning was appointed by the Chair of the department with the mandate of providing a detailed plan that could enable the establishment of a graduate program in our Department of African and African American Studies at the University of North Carolina at Chapel Hill (UNC-CH).

Since 2006, a committee created by the Chair of the Department of African and African American Studies, Dr. Julius Nyang'oro, has met to discuss long-range planning for a graduate program in this field. In addition to conversations with department colleagues, the Committee invited external consultants from other African American Studies programs – Dr. Noliwe Rooks (Princeton University), Micere G. Mugo (Syracuse University), and Robert Wolf (emeritus from University of Massachusetts-Amherst) – to provide insights and recommendations based on their experience with similar programs at their universities. An interim report, Departmental Report, Graduate Planning Committee, was **compiled** in October, 2007.

FUTURE PROGRAMMING

PERSONNEL

The Graduate Planning Committee will spearhead the development of the proposed program. Dr. Julius Nyang'oro, Department Chairman, will consult with the Committee and receive its recommendations: jen321@email.unc.edu ,CB# 3395 109 Battle Hall, UNC-CH, Chapel Hill, NC 27599-3395. Tel. 919 962-1513.

Dr. Perry Hall, Chair, Graduate Planning Committee: hallpa@email.unc.edu, CB# 3395, 109 Battle Hall, UNC-CH, Chapel Hill, NC 27599-3395. Tel. 919 966-5496

Dr. Kia Caldwell: klcaldwe@email.unc.edu, CB# 3395, 109 Battle Hall, UNC-CH, Chapel Hill, NC 27599-3395. Tel. 919 962-0539

Georges Nzongola-Ntalaja. Nzongola@email.unc.edu , ,CB#3395, 109 Battle Hall, UNC-CH, Chapel Hill, NC 27599-3395. Tel. 919 962-0903.

Dr. Eunice Sahle: eunice@email.unc.edu ,CB# 3395, 109 Battle Hall, UNC-CH, Chapel Hill, NC 27599-3395. Tel. 919 966-2588.

Adam Kent: akent@.unc.edu ,CB# 3395, 109 Battle Hall, UNC-CH, Chapel Hill, NC 27599-3395. Tel. 919 966-5496. Administrative Manager for the Department of African and African American Studies.

Key Personnel who will participate in the consultation process are

Other faculty, Department of African and African American Studies at CB# 3395, 109 Battle Hall, UNC-CH, Chapel Hill, NC 27599-3395:

Barbara Anderson. B_anderson@unc.edu. Tel. 919 962-1406

Donato Fhunsu. Dfhunsu21@unc.edu . Tel. 966-5496

Reginald Hildebrand. hildebra@email.unc.edu , Tel. 919 962-3537

Kenneth Janken. krjanken@email.unc.edu , Tel. 919 962-1519

Joseph Jordan. jfjordan@email.unc.edu , Tel. 919 962-9001

Michael Lambert. mlambert@email.unc.edu , Tel. 919 962-3536

Margaret C. Lee. leemc@email.unc.edu , Tel. 919 966-5763

Tim McMillan. Tjm1@email.unc.edu , Tel. 919 966-5496

Alphonse Mutima. smutima@email.unc.edu , Tel. 919 966-5496

Robert Porter. rporter@email.unc.edu , Tel. 919 966-5496

Charlene Regester. regester@email.unc.edu , Tel. 919 966-5496

Mamarane Seck. mseck@email.unc.edu , Tel. 919 966-5496

Bereket Selassi. bselassi@email.unc.edu , Tel. 919 962-3538

Karla Slocum. kaslo@email.unc.edu , Tel. 919 962-2438

Some of the persons above and others holding faculty or administrative positions critical to the planning process are

Michael Lambert, Director, African Studies Center, mlambert@email.unc.edu CB# 7582, Fedex Global Education Center, Chapel Hill, NC 27599-7582 Tel. 919 682-1515

Barbara Anderson, Associate Director, African Studies Center, b_anderson@unc.edu ,CB# 7582, Fedex Global Education Center, Chapel Hill, NC 27599-7582 Tel. 919 962-1406

Africanist Faculty at Chapel Hill. http://www.unc.edu/depts/africa/faculty . Faculty in the College of Arts and Sciences, the Schools of Public Health and Medicine, and the School of Law who have teaching and or research interests in Africa.

Dean Harold Woodard, Interim Director, Institute of African American Research. Harold_woodard@unc.edu ,150 south Rd, Suite 309, CB# 3393, Chapel Hill, NC 27599-3393

Joseph F. Jordan, Director, Sonja Haynes Stone Center for Black Culture and History. jfjordan@email.unc.edu 150 South Road, CB# 5250, Chapel Hill, NC 27599-5250 Tel. 919 962-9001

Jocelyne Brazile. brazile@unc.edu , Assistant Director, Sonja Haynes Stone Center for Black Culture and History, 150 South Road, CB# 5250, Chapel Hill, NC 27599-5250 Tel. 919 962-9001

Shauna Collier. Librarian, Sonja Haynes Stone Center for Black Culture and History

The Staff and Advisory Board of the Stone Center:
http://sonjahaynesstonectr.unc.edu/about/staff The Advisory Board includes faculty, staff, undergraduate and graduate students, and community members.

PROCEDURES

The Graduate Planning Committee will work towards accomplishing the goals established for the following phases in order to submit the Request for Authorization to Establish a New Degree Program by the end of 2011.

Phase I: Fall 2010. Consultation about and draft the Description of the Program and the Narrative Statement Justification for the Program; Staff members will compile statistical data for section C Enrollment.

Phase II: Spring 2011. Consultation about and draft the Program Requirements and Curriculum, Sections I-XIII

Phase III. Fall 2011. Formally submit Request to Plan ("Appendix B"); complete Request for Authorization to Establish ("Appendix C").

7. **Describe the method of financing the proposed new program (e.g., potential sources of funding) and indicate the extent to which additional state funding may be required.**

This intent to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor _____

From: Perry Hall <hallpa@email.unc.edu>
Sent: Thursday, November 4, 2010 8:13 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Fwd: Graduate Program: Important update from the Graduate Program Committee

---

Hello Chief,

Perhaps you could use your official authority to prod our colleagues
to respond to our committee's requests in a timely fashion

perry

>Date: Thu, 04 Nov 2010 08:06:14 -0400
>To: "Department listserv" <afriafam@listserv.unc.edu>
>From: Perry Hall <hallpa@email.unc.edu>
>Subject: Graduate Program: Important update from the Graduate
>Program Committee
>
>
>Colleagues.
>
>Our graduate proposal has gone through an initial review by
>officials in the Graduate School (the latest version of that
>proposal is attached). Moving to the next stage will require us to
>add more details to our proposed curriculum offerings. On that
>score we are asking for you input in terms of course offerings.
>a) We would like each faculty member to formulate a short,
>bullet list, or description of their research interests, so we can
>construct a compendium of faculty expertise roster that reflects our
>intellectual breadth and grounding.
>
>b) We are asking each colleague to compose a description (3-4
>sentences) of two courses you would be interested in developing and
>teaching at the graduate level. The course should fit into one or
>more of the specialization areas. Pease indicate the specialization
>area in which you think the course would fit best. Currently, the
>titles of the specialization areas are ("Race and Racism in the
>Modern World," "Political Economy of the Black World," "Gender,
>Sexuality, and the Body" "Cultural Production," and "Religion and
>Social Thought."
>
>The proposed course could be
>a) a graduate version of what you teach at the undergraduate level
>or
>
>b) a new course area encompassing a current or newly developed
>area of research interest.
>
>Please send your statement of research interests and your course
>descriptions to Agatha or Haeran by November 22.
>
>Thank you
>
>Graduate Planning Committee

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Thursday, November 4, 2010 11:27 AM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: RE: [afriafam] Graduate Program: Important update from the Graduate Program Committee

---

Please send these to me and Travis, NOT Haeran (as she is more focused on accounting).

Thanks!
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

-----Original Message-----
From: Perry Hall [mailto:hallpa@email.unc.edu]
Sent: Thursday, November 04, 2010 8:06 AM
To: Department listserv
Subject: [afriafam] Graduate Program: Important update from the Graduate Program Committee

Colleagues.

Our graduate proposal has gone through an initial review by officials in the Graduate School (the latest version of that proposal is attached). Moving to the next stage will require us to add more details to our proposed curriculum offerings. On that score we are asking for you input in terms of course offerings.

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a) a graduate version of what you teach at the undergraduate level

or

b) a new course area encompassing a current or newly developed area of research interest.

Please send your statement of research interests and your course descriptions to Agatha or Haeran by November 22.

Thank you

Graduate Planning Committee

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From: Fatimah Jackson <fatimahj@email.unc.edu>
Sent: Friday, November 5, 2010 10:12 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Teaching overload that could be cross-listed with AfAm
Attach: ANTH 699.pptx

Ndugu yangu Julius,
Nilitaka kuambia kwamba semester ya Spring 2011 nitafundisha ANTH 699 (Issues in Biomedical Anthropology) kwa mafundisho (zaidi ya kuwaida, yaani overload), Mungu aki penda.
Mimi nataka kufundisha juu ya afia ya watu wa Afrika-alishuka. Labda, lengo hii inaweza kuhalalisha kwamba shaka kuwa msalaba-waliotajwa katika kikundi ya masomo ya Afrika na Afrika na Marekani.
Unaonaji?
Dadako,
Fatimah
P.S. Samahani kwa kiswahili kibaya yangu! Najaribu tu.....

--
Fatimah L.C. Jackson, Ph.D.
Professor of Biological Anthropology
Director, Institute of African American Research
919-843-1898

ANTH 699: Issues in Biomedical Anthropology

This interactive seminar reviews recently published articles in biomedicine from the perspectives of biocultural, ecological, and evolutionary anthropology. The goal of the seminar is to identify the theoretical assumptions of biomedical research, study the strengths and weakness of various research designs and methods (and their rationale), and evaluate the anthropological implications of the reported results. Articles for review will span the biomedical sciences.

WHEN: SPRING SEMESTER 2011, MONDAYS 10:00 AM
WHERE: 201 STONE CENTER (BUILDING 3393)
FORMAT: SEMINAR
PROFESSOR: DR. FATIMAH JACKSON
MORE INFORMATION: fatimahj@email.unc.edu or 919-843-1898

UNC
KENAN-FLAGLER
BUSINESS SCHOOL

KENAN INSTITUTE OF PRIVATE ENTERPRISE
Center for International Business
Education and Research

CIBER Advisory Council – Agenda

Monday, November, 15th, 2010, 10.00 am – 1.00 pm
Kenan Center, Board Room (3rd fl.)

"Meeting the Needs of Global Business Through
Outreach, Research & (Faculty) Development, and Training"

Starting at 9.30am **Continental Breakfast**

10.00 – 10.25 am **Welcome & Introductions**
***Jayashankar Swaminathan**, Senior Associate Dean for Academic Affairs, Glaxo Distinguished Professor of Global Business, Kenan-Flagler Business School, and Faculty Director, UNC CIBER*

What is CIBER?
***Julia Kruse**, Executive Director, UNC CIBER*

The Needs of Global Business
10.25 – 10.35 am **Being Global: Opportunities & Challenges for Firms**
***Jeanne Hecht**, Vice President, Strategic Accounts and Head of Asia Sales and Strategic Planning, Clinical Development Services, Quintiles Inc.*

Research & (Faculty) Development
10.35 – 11.10 am **R & D: Industry Trends in Global Markets**
***Radhika Kulkarni**, Vice President, Advanced Analytics R&D, SAS Institute Inc.*

The Next Generation Conference: Innovating the Global Supply Chain
***Bradley Staats**, Assistant Professor of Operations, Technology and Innovation Management, Kenan-Flagler Business School*

Discussion

Training
11.10 – 11.45 pm **Doing Business in Emerging Markets: Core Competencies**
***Martin Richenhagen**, Chairman, President & CEO, AGCO Corporation*

Business Across Borders: Training for MBAs and Young Professionals
***Alicia Conway & Meghan Roecklein**, MBA 2011, Kenan-Flagler Business School*

Discussion

Outreach
11.45 – 12.00 pm **Students Achieving Results (STAR): Domestic and Global Consulting Program**
***Lynne Gerber**, Director of Action-based Learning, Kenan-Flagler Business School*
*& **Former STAR Client***

12.00 – 1.00 pm **Working Lunch: Showcase of CIBER Activities**
Project Leaders, UNC CIBER

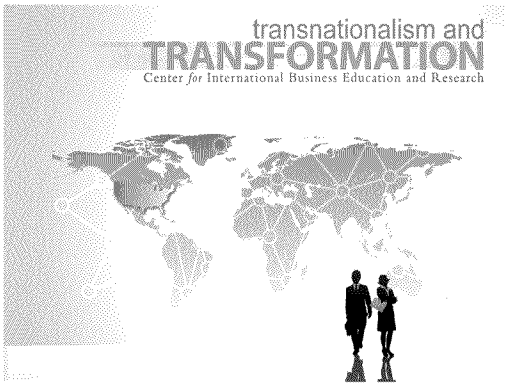

UNC CIBER 2010-2014

The Center for International Business Education and Research at the University of North Carolina at Chapel Hill (UNC-CIBER) has selected "**Transnationalism & Transformation**" as the theme for our proposed program. This title captures the central goals of our proposal: to transform business professionals by enhancing their ability to operate across nations; to leverage partnerships within the university, the state, the nation, and the world; and to disseminate --via innovative use of technology-- relevant and unique knowledge nationwide. During the next four years, we will:

1) Transform our students into competent global business professionals who can operate effectively in myriad international business contexts, particularly India, China, Brazil, Kenya and South Africa;

2) Contribute to US business competitiveness by driving progress in four areas that are key drivers of our economy: global supply chain management, innovation, entrepreneurship, and sustainability;

3) Widely disseminate knowledge generated by the various projects.

The initiatives are briefly described below, arranged by the three primary objectives. This descriptive list demonstrates how by marshalling the particular strengths of UNC, Kenan-Flagler, and a variety of strong domestic and international partners we will further the stated objectives over the next four years.

1.Transformation through Teaching

International awareness among UNC students is already high and continues to increase. Almost 35% of UNC's undergraduates and 50% - 60% of the BSBA and MBA students study abroad. The university has also worked hard to internationalize its curriculum, and a sizable number of UNC faculty and students come from countries other than the US. Despite this international climate, many students lack a thorough international experience. Even for those engaged in international activities, the exposure is often too limited to truly prepare them to effectively function in a transnational business environment. We propose to address these shortcomings through curricular innovations that increase the opportunities for international experiences on

and off campus, and that provide transnational and in-depth immersion programs.

1.01 Intercultural Communication Initiative. This program will systematically integrate cross-cultural communication training into the curriculum at Kenan-Flagler as well as international programs at UNC and beyond.

1.02 Less Commonly Taught Business Languages (LCTLs). UNC CIBER will work with the Departments of Asian Studies and African Studies to develop and offer undergraduate courses in Business Hindi, Business Swahili and Business Arabic, thereby more than doubling course offerings in the less commonly taught business languages.

1.03 Language Across the Curriculum (LAC). UNC CIBER will bring the first LAC offerings to Kenan-Flagler, enabling BSBA students with Spanish language experience to continue their language study at an advanced level within a business course context.

1.04 Transnational Summer Institute. Modeled on Kenan-Flagler's successful, year-long GLOBE program, we will form a cohort of undergraduate students from UNC's BSBA program, EGADE in Mexico and McGill University in Canada. Participants will spend approximately 2 weeks at each of the participating universities to take courses, visit companies, and jointly work on case studies.

1.05 Business /Asian Studies Minor. We will explore the possibility of creating a new, cross-disciplinary degree program that will prepare students for careers in which they will be managing trade in Asia.

1.06 Transnational Virtual Network. We will work with our partner institutions to establish distance learning labs for use in joint research projects, course offerings, and other student collaborations.

1.07 Global STAR – Africa Business Projects. The Global STAR program will allow UNC students across disciplines to hone their global leadership skills by engaging in projects focused on sustainable development and social entrepreneurship in developing countries. Teams of students will produce actionable plans for entrepreneurial ventures and service organizations.

1.08 MBA Exchange Program with Africa. UNC-CIBER will explore the creation of an MBA exchange program with an East or a West African university.

1.09 International Internship Initiative. On the undergraduate level, a new summer internship program for undergraduates will combine experiential learning with traditional classes at partner universities in China, India, and Brazil. On the graduate level, UNC CIBER will offer competitive mini-grants to support summer internships abroad.

1.10 Course Innovations. To introduce our BSBA students to the importance of cultural context when doing business internationally, UNC-CIBER will support the design of a new undergraduate course entitled *Consumers Across Cultures*.

1.11 Working Languages. UNC-CIBER will continue the successful WL program for MBA students and further expand the BSBA offerings to include Mandarin.

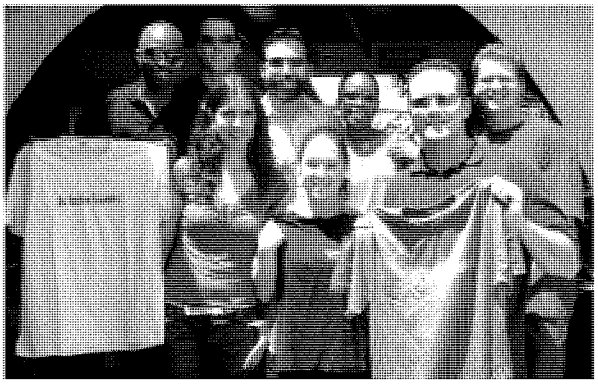

¡Se habla Español! Working Spanish students on their course immersion in Costa Rica.

1.12 Faculty Development in Int'l Business. To encourage faculty in business, language, and area studies to strengthen their expertise in teaching and research in IB, UNC-CIBER will partner with other CIBERs to offer a comprehensive array of professional development opportunities on campus, at other CIBER universities, and abroad.

1.13 American Competitiveness: Forum on Rethinking Business Education. A consortium of six CIBERs, led by Duke, will undertake an exploration of business education to focus on current US business challenges. The initiative will lead to a recommendation for a new business curricula.

2. Transformation through Research

Increasing the global capacity of students and US businesses requires knowledgeable educators and productive scholars who engage in cutting-edge applied research. The next set of initiatives describes new faculty development programs and activities that encourage innovative research with impact --both theoretical and applied-- in UNC CIBER's areas of focus: global supply chain, sustainability, innovation, and entrepreneurship.

2.01 Faculty Engagement & Global Partnerships: The Next Generation I. This multi-layered faculty development and business outreach program will bring two rising stars in entrepreneurship, innovation, and supply chain --one a scholar and one a professional-- from partner institutions and companies in China, India, and Thailand to be scholars in residence at Kenan-Flagler. They will teach, participate in research colloquia and an annual conference. The first conference for academic and industry leaders will take place at Kenan-Flagler, April 7-9, 2011, on "Innovating the Global Supply Chain."

2.02 Student Engagement & IB Research Program: The Next Generation II. UNC CIBER will invite and support selected Ph.D. students to the annual conference.

2.03 UNC-CIBER Mini Grants. To expand research and teaching in IB, UNC-CIBER will offer a limited number of mini-grants ranging from $500-$3000 for faculty and doctoral students for research, teaching or outreach related to UNC-CIBER's focus on IB areas, countries, and its general mission.

2.04 Global Supply Chains: Innovation, Technology, & Safety. UNC CIBER will support the development of an educational and research platform that will help students and faculty engage in cross-cultural research with their Chinese counterparts and assist US companies in developing business in China, focusing on issues of food safety and secure food/cold chains.

(2.05 This initiative was canceled.)

2.06 Evaluation of Business Lang. Projects & Activities. UNC-CIBER will work with six other CIBERs to evaluate the effectiveness and outcomes of grant-supported business language activities, assessing program effectiveness, relevance, and use in students' careers.

2.07 Effectiveness of Global Action Learning Programs. We will investigate the short-term and long-term outcomes resulting from students' participation in global action learning projects. The project will generate a multi-year study of students and organizations that participated in Global Business Projects and Global STAR.

2.08 UNC-CIBER Business Language Conference. This conference, a pan-CIBER offering, gives faculty and graduate students an opportunity to exchange the latest in business languages research, innovative curricula, new teaching techniques, and effective assessment tools. UNC CIBER will host the 2012 conference tentatively entitled "Building Bridges from Business Languages to Business Communities: Experiential Learning in Business Languages."

1.Transformation through Outreach

North Carolina's traditional economic base of tobacco, furniture, and textiles has been decimated by globalization, and the current economic crisis has further challenged the state's economic condition. UNC-CIBER will further the university's efforts to serve the people of North Carolina and its businesses by providing a number of outreach programs, including training, consulting services, and a public-private partnership that will help firms to adapt to the global economy. UNC-CIBER will also develop programs for K-12 instructors and leaders of HBCUs and Community Colleges to help them effectively prepare students careers of the future.

3.01 Global Business Project. The GBP course fields teams of students drawn from participating CIBER schools to assist US companies in developing comprehensive, actionable strategies for enhanced global competitiveness. Working both virtually and on the ground in one of the GBP destination countries, each GBP team applies functional, cross-cultural and foreign language skills to produce strategic advice on market entry or expansion,

product development, or global supply chain.

3.02 Lab for Innovation: A Public- Private Partnership. We are planning to establish a lab in which executives, faculty, and students from various disciplines will collaborate on cutting-edge research and work on solutions to real business problems. Graduate seminars, teaching cases, and published research are expected results.

3.03 Business Across Borders With UNC CIBER and Kenan Institute support, MBA students will organize a half-day long series of panels and workshops for MBAs and young professionals in the Triangle to better prepare them to be successful in work related to emerging markets.

3.04 Interdisciplinary Symposium on Sustainability & Innovation in Global Contexts. In collaboration with six area studies centers at UNC, we will deliver a comprehensive program including a multi-disciplinary annual symposium, a professional networking event for students, and the development of cluster courses on "Sustainability and Innovation."

3.05 Community College Global Education Leaders Program. UNC-CIBER is partnering with Duke's CIBER and UNC's WorldView to offer a week-long, innovative professional development program for 30-35 community college leaders with intensive study of global issues related to international business.

3.06 Professional Training for K-16 Educators. We will sponsor a biannual, day-long *K-12 Partners Workshop* for 400 to 800 educators that gives insight into current international business issues. CIBER also will offer the online courses *Working Spanish for Educators* and *Working Mandarin to for Educators* to provide greater access to language-learning opportunities for K-16 instructors. Further, we will hold one webinar annual on "*Infusing Business into the Foreign Language Classroom*."

3.07 Globalizing Business Schools for Minority Serving Institutions (MSI). UNC CIBER will provide one-on-one assistance to our MSI partner school, NC A&T University, to facilitate internationalization of business programs and the aid in their application for a BIE federal grant.

3.08 Lessons Learned & Best Practices. UNC CIBER will offer a series of webinars to share best practices and knowledge acquired through its various activities. Furthermore, we will use webcasts to live-stream and archive conferences. We will also create a new searchable web-portal.

From: Reid, Dee <deereid@unc.edu>
Sent: Wednesday, November 10, 2010 9:20 AM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Cc: Department and Curriculum Managers <DptCrMgrs@listserv.unc.edu>; Williford, Lynn E <lynn_williford@unc.edu>
Subject: [dptcrchairs] FW: Online Course Evaluation for fall 2010

The enclosed information is being sent on behalf of Lyn Williford, Institutional Research, to all department and curriculum chairs in the College, with a copy to administrative managers.

Dear Department Chairs and Managers,

As you are probably aware, the Exam Scanning Services Office at ITS is no longer processing the Carolina Course Evaluation paper forms for the campus. A new online version of the traditional Carolina Course Evaluation instrument is now available for use in fall 2010 and beyond. Use of this tool is optional, and there is no cost to the department.

If your department will use the online process this fall, please share the following instructions with the person who will serve as your coordinator. Please note that we've already been in contact with most of the representatives of departments that used the old paper evaluation system, so this message will be a repeat for some people.

A brief overview and instructions for registering your courses to use the system this fall are provided on our website at:

http://oira.unc.edu/carolina-course-evaluations-online.html

The process involves only a couple of easy steps:

1. Registering the department chair and evaluation coordinator for access to the system.
2. Selecting course sections and reviewing instructor information for accuracy.

If at all possible, please select you course sections by the end of the day on Tuesday, November 16. The system will be open for students to complete their evaluations between Wed, December 1 and 8:00 am on Friday, December 10th when exams begin. Email notices about the opening and closing of the system will be sent automatically to instructors of participating courses and their students.

You are welcome to contact me with any questions.

Best regards,
Lynn

Lynn Williford, PhD
Assistant Provost for Institutional Research & Assessment
lynn_williford@unc.edu
962-1500

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Thursday, November 11, 2010 3:22 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] African Language Instuctors - now hiring!
Attach: SwahiliJobDescription2010.pdf; WolofJobDescription2010.pdf

---

Dear All,
Please find attached the official announcements for the two language positions that we are currently hiring for!

Please circulate this announcement to your networks and people that you know who may be a good fit. All applicants MUST apply through the online recruitment system that is listed in the announcement.

Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

You are currently subscribed to afriafam as: jen321@email.unc.edu.

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or send a blank email to leave-28104303-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

Swahili Lecturer
Job Announcement
University of North Carolina
Chapel HIll

The Department of African and Afro-American Studies at the University of North Carolina at Chapel Hill invites applications for a position at the rank of lecturer. We seek candidates who are able to teach Swahili and other courses in the field of African Studies. The successful candidate will assume responsibilities on July 1, 2011.

Qualifications and Experience:
Candidates who are fluent in and have experience teaching Swahili and who are able to teach other courses in African studies are preferred.

Education Requirements:
Ph.D. is preferred.

Special Instructions:
Qualified applicants should provide 1)an application letter which describes research interests and articulates the candidate's teaching interests; 2)a CV; 3)4 letters of reference; and 4)a sample of written work. All materials, except letters of reference, should be submitted online at http://jobs.unc.edu/2500600. Please send letters of reference to Swahili Search Chair, African and Afro-American Studies, CB#3395, 109 Battle Hall, UNC-CH, Chapel Hill, NC 27599-3395.

Contact:
If you experience any problems accessing the system or have questions about the application process, please contact the University's Equal Employment Opportunity Office at (919) 966-3576 or send an email to equalopportunity@unc.edu.

The University of North Carolina is an Equal Opportunity Employer

Wolof Lecturer
Job Announcement
University of North Carolina
Chapel Hill

The Department of African and Afro-American Studies at the University of North Carolina at Chapel Hill invites applications for a position at the rank of lecturer. We seek candidates who are able to teach Wolof and other courses in the field of African Studies. The successful candidate will assume responsibilities on July 1, 2011.

Qualifications and Experience:
Candidates who are fluent in and have experience teaching Wolof and who are able to teach other courses in African studies are preferred.

Education Requirements:
Ph.D. is preferred.

Special Instructions:
Qualified applicants should provide 1)an application letter which describes research interests and articulates the candidate's teaching interests; 2)a CV; 3)4 letters of reference; and 4)a sample of written work. All materials, except letters of reference, should be submitted online at http://jobs.unc.edu/2500601. Please send letters of reference to Wolof Search Chair, African and Afro-American Studies, CB#3395, 109 Battle Hall, UNC-CH, Chapel Hill, NC 27599-3395.

Contact:
If you experience any problems accessing the system or have questions about the application process, please contact the University's Equal Employment Opportunity Office at (919) 966-3576 or send an email to equalopportunity@unc.edu.

The University of North Carolina is an Equal Opportunity Employer

From: Miller, Alan <alan.miller@berlitz.us>
Sent: Thursday, November 11, 2010 3:43 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Cultural training-Relocation from Ghana to Greensboro

---

Prof. Nyang'oro

I found your email address on the University website and I need some assistance that you may be able to provide.

I am a Resource Coordinator with Berlitz Cultural Consulting, (a division of Berlitz Int'l), in Princeton, NJ. We organize cross-cultural programs for people who are being relocated by their companies to other parts of the world to live and work. During these programs, we discuss culture differences that will be encountered in daily living and in the workplace. The goal is for the participant to understand the new culture and learn the "do's and don'ts" so that he or she may have a smoother transition and more successful assignment.

My job is to locate resource people or "country specialists" who can assist our trainer. There is nothing formal to prepare because the function of this person is to use their knowledge and experiences to answer the participants' questions covering topics that serve to familiarize them with the new area and culture. The time involved would be about 2 hours, any convenient time between 9am and 5 pm. The resource is paid for his/her time, plus travel expenses.

We are delivering a program in **GREENSBORO, NC on November 19, 2010** for someone who has just arrived from **GHANA** to work for Price Waterhouse Coopers. Our trainer needs assistance from someone who has lived in the Ghana area and who then came to the USA. This person would come to the training, answer questions about and talk a bit about their experiences making the transition.

I can give you more details and our trainer would also be able to speak with and prepare this person in advance.

I am hoping that you can assist me in identifying someone within your staff or faculty. If so, please call or e-mail me at the address below. I truly would appreciate any contact information you can give me. Thank you.

Best Regards,

Alan Miller
Senior Resource Coordinator
BERLITZ CULTURAL CONSULTING
400 Alexander Park
Princeton, NJ 08540
609-514-3087, 1-800-257-9449, ext. 3087
Visit our website
www.berlitz.us

From: Pasion, Jessica <jvpasion@email.unc.edu>
Sent: Friday, November 12, 2010 4:58 PM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Subject: [dptcrchairs] Chairs' Bag Lunch Follow Up
Attach: Gil Letter to EPC 10-28-10.pdf

Dear Department Chairs,

As a follow-up to the November 10th Chairs' Bag Lunch, Dean Gil has asked that I send a copy of the recommended changes to the Education Policy Committee for the general education curriculum. I've attached the Dean's correspondence to Andrea Biddle, Chair of the Education Policy Committee.

Also, information regarding Budget Principles can be found in the Appendices of the Chairs' Manual (beginning on page 115).

Kind regards,
Jessica

Jessica Pasion
Executive Assistant to the Dean
University of North Carolina at Chapel Hill
College of Arts & Sciences, Dean's Office
205 South Building
Campus Box 3100
Chapel Hill, NC 27599
(919) 962-3082

Please do not print this e-mail unless necessary

COPY

FILE

UNC
COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF THE DEAN
205 SOUTH BUILDING
CAMPUS BOX 3100
CHAPEL HILL, NC 27599-3100

T 919.962.3082
F 919.962.2408
college.unc.edu

KAREN M. GIL, PH.D.
Dean, College of Arts and Sciences
Lee G. Pedersen Distinguished Professor of Psychology

October 28, 2010

Andrea Biddle, Chair
Educational Policy Committee
Department of Health Policy and Management
1105E McGavran-Greenberg Hall, CB# 7411
Carolina Campus

Dear Professor Biddle:

I am pleased to forward, for consideration by the Educational Policy Committee, five recommendations resulting from the review of the Making Connections undergraduate curriculum. These recommendations were approved by the Administrative Boards of the General College and College of Arts and Sciences on October 13, 2010, and have my endorsement.

When the Faculty Council approved the Making Connections curriculum for implementation in fall 2006, faculty members recommended reviewing the curriculum in 2010, after the first class to experience it had graduated. To that end, five subcommittees consisting of over 50 faculty members, students, and advisors, have been examining the undergraduate curriculum since last April. The work has been conducted under the leadership of faculty chair Professor Abigail Panter, Department of Psychology, and a steering committee made up of the subcommittee chairs, representatives of the Office of Undergraduate Education in the College of Arts and Sciences, and Assistant Provost Lynn Williford liaison from the Office of Institutional Research and Assessment. The review included two public forums, analysis of data collected from several sources, reports based on focus groups with undergraduate students, and an extensive review of course syllabuses over the summer.

The attached recommendations directly address desirable revisions in the Making Connections curriculum. If you have any questions about the procedures we have followed or about the recommendations, please feel welcome to call Dean Bobbi Owen, Professor Panter, or me. Thank you for considering these constructive changes in the undergraduate curriculum.

Sincerely,

Karen M. Gil
Dean, College of Arts and Sciences

Enclosures

Curriculum Review Recommendations
Approved by the Administrative Boards of the General College and College of Arts and Sciences, 10/13/2010

Section A. Recommendations Related to Revising the Making Connections Curriculum

A-1. To accept placement into level 4 of a foreign language as satisfying the Foundations foreign language requirement through level 3.

Effective with the fall 2011 semester, first-time, first-year students will no longer be required to take the level-4 course to satisfy the level-3 General Education requirement. Particular majors, however, may continue to require that students demonstrate level-4 proficiency (or higher) in a foreign language.

A-2. To limit the number of times that a student can enroll in an LFIT course to one time only.

Effective with the fall 2011 semester, students may complete only one, one-credit Lifetime Fitness (LFIT) course during their career at Carolina, since the instructional modules and laboratory exercises for all LFIT courses are the same. The Department of Exercise and Sports Science supports this recommendation.

A-3. To rescind the Foreign-Language Intensive (FI) requirement, effective with the fall 2011 semester.

The College of Arts and Sciences has been unable to fund the requirement.

A-4. To revise the Supplemental Education requirement so that students pursuing the BA degree (or the BS degree with a major in psychology) may fulfill it in the following ways:

- **By completing a second major or a minor;**
- **By completing three courses above 199 that are not being used to fulfill the student's major requirements. The three courses must be from outside the home department/curriculum of the major and cannot be cross-listed with a course used to satisfy the requirements for the major.**
- **By completing a concentration outside a professional school as part of the degree requirements for graduating from the school.**

The intent of the requirement was to encourage students pursuing the BA degree (and the BS with a major in psychology) to seek further education beyond the introductory level in areas outside their majors. Significant numbers of students already do this. Double majors and double minors are increasingly common, with 38 percent of current students affected by this requirement majoring or minoring in a College division different from their primary major. Students also encounter enormous difficulties in fulfilling the divisional distributions of the current requirement. Course offerings are insufficient,

especially in the College's fine arts division, and courses above 199 are often restricted to majors, especially in the College's natural sciences and mathematics division. Courses in the Cluster Program are offered too infrequently—some have not been offered for two years—to permit students to plan how best to fulfill the requirement. These capacity issues require simplifying the requirement in ways that permit students to fulfill it.

A-5. To approve no more than two General Education designations, as the norm, for any new or revised course.

This recommendation would become effective with the January 15, 2011, course submission deadline. In exceptional cases, the Curriculum Committee may find that a particular course meets the criteria for a third designation, but a maximum of two designations should be the norm.

From: African Studies Review <asr@anthro.umass.edu>
Sent: Tuesday, November 16, 2010 5:54 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: African Studies Review Manuscript #2734

Dear Dr. Julius Edo Nyang'oro,

We are writing to you from the editorial offices of the *African Studies Review* to invite you to review a manuscript for our journal. The manuscript is entitled "The Politics of Government Expenditures in Tanzania: 1999-2007," and we want to make a prompt decision as to whether to accept it for publication, reject it outright, or ask the author to make revisions and then resubmit it for a second round of reviews. We have identified you as having research expertise that matches the topic of this manuscript, and kindly request your assistance in determining its suitability for publication in the *ASR*.

To give you more information about this manuscript, here is the abstract:

> What allocation strategy do hegemonic party regimes use in order to increase their level of electoral support? Due to the lack of committed partisan preferences and competitive opposition parties it is not clear which distribution strategy yields the highest electoral returns. This paper seeks to address this puzzle by examining the patterns by which expenditures were distributed by the Tanzanian ruling party, Chama Cha Mapinduzi (CCM), across the country's mainland districts from 1999 through 2007. Overall, this study finds that CCM targeted expenditures toward those districts that elected the party with the highest margin of victory.

If you are able to review this manuscript for us, we would need to receive your comments within 45 days of its receipt. We normally send out the manuscript as a PDF file attached to an e-mail message, though we are happy to send a hard copy via regular mail if that is your preference.

If you have any questions or need more information, please get in touch with us. In all references to this manuscript, please include the manuscript number above. We look forward to hearing from you.

Sincerely,

Ralph Faulkingham
Elliot Fratkin
Mitzi Goheen
Sean Redding

Editors

P.S. If you are not able to review this manuscript, we also would appreciate the names of other scholars who you think have the necessary expertise and might be interested. Thanks!

--
The African Studies Review
706 Herter Hall
161 Presidents Drive
University of Massachusetts
Amherst MA 01003 USA
Voice: (413) 545-2065
Fax: (413) 545-9494

From: Hall, Ishna <ishna.hall@unc.edu>
Sent: Wednesday, November 17, 2010 2:01 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject:
Attach: Dunbar Award Gift Agreement.doc

Please take a look and review this. The dean's office wanted to make sure the ward language was as broad as possible. Let me know your thoughts. Once you weigh in, we will get Karen to sign the final copy and then get it to you for your signature.

Many thanks!

Ishna

Ishna J. Hall
Associate Director of Capital Gifts
The Arts and Sciences Foundation
The University of North Carolina at Chapel Hill
134 East Franklin Street
Chapel Hill, NC 27514
(919) 843-4885 (office)
(919) 962-2531 (fax)

UNC
COLLEGE OF
ARTS & SCIENCES

THE ROBERTA ANN DUNBAR AWARD IN AFRICAN AND AFRO-AMERICAN STUDIES IN THE COLLEGE OF ARTS AND SCIENCES

THIS AGREEMENT, made the _____ day of _____2010, and executed in duplicate, between Julius Nyang'oro, on behalf of donors (the "Donor"), and The University of North Carolina at Chapel Hill Arts and Sciences Foundation, Inc., located in Chapel Hill, North Carolina (the "Foundation").

1. Property Entrusted

The Donor and others, in consideration of their abiding interest in the University of North Carolina at Chapel Hill (the "University"), as well as their desire to honor the distinguished career of Roberta Ann Dunbar, have given $950 to the Foundation. These gifts, together with any other assets which may hereafter be brought within the operation of this agreement, shall be held by the Foundation for the purposes hereinafter set forth. It is understood and agreed that the Donor and others have the right to make additional donations, either by gift or bequest, to the Foundation for inclusion in the fund hereby established.

2. Name of the Fund

The Foundation agrees to establish an expendable fund to be known as "THE ROBERTA ANN DUNBAR AWARD IN AFRICAN AND AFRO-AMERICAN STUDIES" (the "Fund").

3. Purpose

The fund will be used by the dean of the College of Arts and Sciences, after consultation with the chair of the department of African and Afro-American studies, to provide an annual award to a promising undergraduate student.

If, after a period of five years commencing with the execution of this agreement, the Fund has reached through additional gifts and income the $20,000 minimum necessary to establish an endowment at the University, then the expendable fund shall be converted to an endowment with the same purpose as stated above.

If, in the opinion of the Board of Directors of the Foundation, all or part of the gift cannot appropriately be used in the manner herein described, the Board may use the gift for other purposes as nearly aligned to the Donor's original intent as the Board deems appropriate under the circumstances.

4. Governing Law

This agreement shall be construed in accordance with, and the administration of the assets held in the Fund shall be determined by, the laws of the State of North Carolina, irrespective of the domicile or residence of the Donor or the location of any property held hereunder.

5. Amendment

This agreement may be amended by an instrument in writing that specifically refers to the agreement and that is signed by the Donor or the Donor's representative and the Foundation; provided, however, that no such amendment shall allow the Fund to be used other than for the educational purposes of the College of Arts and Sciences at the University of North Carolina at Chapel Hill.

IN WITNESS WHEREOF, the Donor and an officer of the Foundation have executed this agreement in duplicate the day and year first-above-written.

DRAFT

_____

Julius Nyang'oro,
On Behalf of Donors

_____

Karen M. Gil, President
The University of North Carolina at Chapel Hill
Arts and Sciences Foundation, Inc.

From: Joy Kasson <jskasson@email.unc.edu>
Sent: Friday, November 19, 2010 6:46 AM
To: Burch Advisory Board listserve <burchadvisoryboard@listserv.unc.edu>
Cc: Burch Advisory Board listserve <burchadvisoryboard@listserv.unc.edu>
Subject: Re: [burchadvisoryboard] Revised proposal for Burch Seminar in Berlin

---

Dear colleagues,

It seems as if our concerns have been addressed, and I am happy to give
my endorsement for this proposal.

Best, Joy

On 11/17/2010 2:40 PM, Seeger, Friederike M wrote:
> Dear colleagues,
>
> It was good to see you at our meeting a few weeks ago and I appreciate
> your careful reading and input on the new Burch Seminar proposals. I am
> attaching the revised proposal from Karen Hagemann for the Burch Seminar
> in Berlin. Please let me know if you have any questions or concerns or
> if you feel the proposal can go on to the next stage of the review process.
>
> Thanks and best wishes,
>
> Friederike
>
> --
>
> Friederike M. Seeger
>
> Director of Burch Programs and Honors Study Abroad
>
> University of North Carolina at Chapel Hill
>
> CB 3510, 230 Graham Memorial
>
> Chapel Hill, NC 27599-3510
>
> Phone: 919-962-9680
>
> E-mail: fseeger@unc.edu
>
> Skype:
>
> _____
>
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> original message.
>

You are currently subscribed to burchadvisoryboard axsd: jen321@email.unc.edu.
To unsubscribe send a blank email to leave-28155655-10653887.a482e69e944cde6f3be8f73b9abd40c9@listserv.unc.edu

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Monday, November 22, 2010 4:41 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Reimbursement

Julius,

I'm writing to follow up on our brief conversation this afternoon. I was wondering if you can assist me in gaining clarification regarding travel reimbursement. I took a trip to Brazil in July to participate in two conferences. At that time, I had $247 remaining in Arts & Sciences travel funding and Adam said I could use it toward the trip. In fact, my airline ticket was purchased in May, so I thought the funds were used then.

When I returned in early August (Aug. 2), I submitted my receipts for reimbursement, but they were not processed until mid-September (probably due to staffing changes). I spoke to Haeran about this reimbursement last week because I noticed that $247 had been taken from this year's travel funding, rather than last year's. Would you please see if this can be rectified? Since, I've traveled to a couple of conferences this fall, I will need to use the full amount for 2010-11 for this academic year, rather than using part of these funds to cover the trip to Brazil that I took in July.

Thanks,
Kia

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Tuesday, November 23, 2010 9:24 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Reimbursement

Thanks, Julius. Happy Thanksgiving to you and your family, too!

Kia

From: Nyang Oro, Julius E
Sent: Monday, November 22, 2010 5:01 PM
To: Caldwell, Kia L
Subject: RE: Reimbursement

Hi Kia:
I will begin the process by talking to Haeran. One thing I know though is that funds designated for one academic year cannot be carried over to the next. In any case let's not jump the gun. I will talk to Haeran and get back to you. Have a wonderful Thanksgiving if I do not see you before Wed.
Julius

From: Caldwell, Kia L
Sent: Monday, November 22, 2010 4:41 PM
To: Nyang Oro, Julius E
Subject: Reimbursement

Julius,
I'm writing to follow up on our brief conversation this afternoon. I was wondering if you can assist me in gaining clarification regarding travel reimbursement. I took a trip to Brazil in July to participate in two conferences. At that time, I had $247 remaining in Arts & Sciences travel funding and Adam said I could use it toward the trip. In fact, my airline ticket was purchased in May, so I thought the funds were used then.
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Thanks,
Kia

From: Fatimah Jackson <fatimahj@email.unc.edu>
Sent: Tuesday, November 23, 2010 9:41 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: Teaching overload that could be cross-listed with AfAm

---

Asante sana ndugu yangu. Tena nilitaka kuuliza kama umepata barua yangu juu ya International Genetics Conference ya mwaka 2012? Tafadhali, nitashukuru utakubali (moja)Conference co-sponsorship (bila pesa au kwa pesa ndogo) na (mbili) kukubali kusema maneneo machache juu ya maana ya utafiti ya genetics katika watu wa Africa na kuingiza Mkurugenzi ya NIH Francis Collins katika Conference? Tunajaribu kupata pesa kutoka NIH na tunahitaji barua yako kwa upesi, Mungu akipenda.
Dada yako,
Fatimah

On 11/22/2010 6:17 PM, Nyang Oro, Julius E wrote:
> Dada Fatimah:
> Usiwe na wasiwasi. Nitawauliza watu wa ofisini hapa jinsi ya kuorodhesha kipindi hicho kwenye namba ya masomo yetu katika idara. Asante sana. Samahani sikuweza kujibu mapema kwa sababu sikuwepo nchini.
> Kaka yako,
> Julius
> _____
> From: Fatimah Jackson [fatimahj@email.unc.edu]
> Sent: Friday, November 05, 2010 10:12 AM
> To: Nyang Oro, Julius E
> Subject: Teaching overload that could be cross-listed with AfAm
>
> Ndugu yangu Julius,
> Nilitaka kuambia kwamba semester ya Spring 2011 nitafundisha ANTH 699
> (Issues in Biomedical Anthropology) kwa mafundisho (zaidi ya kuwaida,
> yaani overload), Mungu aki penda.
> Mimi nataka kufundisha juu ya afia ya watu wa Afrika-alishuka. Labda,
> lengo hii inaweza kuhalalisha kwamba shaka kuwa msalaba-waliotajwa
> katika kikundi ya masomo ya Afrika na Afrika na Marekani.
> Unaonaji?
> Dadako,
> Fatimah
> P.S. Samahani kwa kiswahili kibaya yangu! Najaribu tu.....
>
> --
> Fatimah L.C. Jackson, Ph.D.
> Professor of Biological Anthropology
> Director, Institute of African American Research
> 919-843-1898
>

--
Fatimah L.C. Jackson, Ph.D.
Professor of Biological Anthropology
Director, Institute of African American Research
919-843-1898

From: Issa Shivji <issashivji@cats-net.com>
Sent: Tuesday, November 23, 2010 2:15 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: 3rd Festival
Attach: Julius Nyang'oro for sponsorship.pdf

Dear Julius:
Hope all is well, with you. Haven't heard from you since we last communicated about the Festival. I am reattaching my letter of request for your Department to sponsor one event. The request was for US$5000-7000. Please let me know as soon as you can of your commitment. Hope to hear from you soon.
Best
Issa

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Tuesday, November 23, 2010 2:26 PM
To: Hartlyn, Jonathan <hartlyn@unc.edu>; McHale, Tammy J <tmchale@email.unc.edu>
Cc: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: AFAM Non Personnel Requests
Attach: BattleCarpetEstimate.pdf; BattlePaintEstimate.pdf

Dear Jonathan and Tammy,

Please find attached the estimate for re-carpeting and painting Battle Hall for the Dept of African & Afro-American Studies. I apologize for the delay but it was like pulling teeth to get three different people from facilities to schedule meetings with me. I was not able to enter these in the Non-Personnel Request system, as it is closed. Please let me know if you need further information and thank you for the opportunity to request additional funds.

Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

Facilities Services Construction Funding Document

University of North Carolina at Chapel Hill

Date	November 19, 2010	
RE:	CONSTRUCTION FUNDING DOCUMENT	
Project	FSP11176	ESTIMATE FOR RECARPETING FIRST FLOOR
Work Order	11054107	BUDGET ESTIMATE
Property	056	BATTLE

Customer ID	3287-668275	**Contact**	AGATHA BUELL
Customer	AGATHA BUELL	**Telephone No.**	2-2788

Construction Funding is requested in the amount of $12,320.00 .

Provide Customer Bill Account(s)# _____.

Recipt of this completed funding document will serve as our authorization to encumber funds in the amount specified above and will serve as our authorization to proceed.

This funding request is valid for 90 calendar days from the date of this letter.

Approved

_____

Authorized Customer Signature **Date**

Return form to: Work Management
CB# 1825
Phone: (919) 962-9075
Fax: : (919) 962-8849

Please direct all inquiries to the Project Manager.

From: Funk, Edward (Building Services)
To: Buell, Agatha
Subject: Paint Budget Estimate
Date: Thursday, November 18, 2010 11:45:51 AM

Total estimated budget cost to paint all Corridor and interior office walls on all floors as required is $11,200. This allows for (240) labor hours and $500/materials.

From: Reid, Dee <deereid@unc.edu>
Sent: Tuesday, November 23, 2010 4:31 PM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Cc: Department and Curriculum Managers <DptCrMgrs@listserv.unc.edu>; Owen, Bobbi A <owenbob@unc.edu>; May, James W Jr <james.may@unc.edu>; Hartlyn, Jonathan <hartlyn@unc.edu>; Crimmins, Michael T <crimmins@email.unc.edu>; Tammy McHale <tammy_mchale@unc.edu>; William Andrews <wandrews@email.unc.edu>
Subject: [dptcrchairs] Public Information Requests

This is being sent to all department and curriculum chairs in the College with an information copy to department and curriculum managers, and senior associate deans.

Dear Colleagues,

Some of our faculty have been contacted by the John W. Pope Center for Higher Education seeking information and/or comments regarding faculty salaries and workloads. As always with public records inquiries, if you receive such a request, please forward a copy to me and feel free to call me if you have any questions or would like assistance.

Thanks,
Dee

* * * *

Dee Reid (919) 843-6339
Director of Communications
College of Arts and Sciences
The University of North Carolina at Chapel Hill
205 South Building, CB #3100
Chapel Hill NC 27599-3100

Web: http://college.unc.edu
Facebook: http://www.facebook.com/UNC.College
Twitter: http://twitter.com/unccollege

From: Randi Davenport <rdavenpo@email.unc.edu>
Sent: Monday, November 29, 2010 2:12 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Fwd: Re: Filming for Honors--Urgent (but in a good way!)

Dear Julius:

Would you mind giving me your availability for next week--the week of Dec. 6--as well? I'd so appreciate it!

Thanks so much!

Best,

Randi

-------- Original Message --------
Subject: Re: Filming for Honors--Urgent (but in a good way!)
Date: Mon, 29 Nov 2010 14:10:41 -0500
From: Randi Davenport <rdavenpo@email.unc.edu>
To: Waters, Marcey L <mlwaters@email.unc.edu>

```
Hi Marcey:

We're so sorry too! When we shoot again (in the future), we'll knock on
your door first. Thanks so much for the prompt response and for your
kind words.

If Julius is also not available on these dates, what does your schedule
look like next week?

Many thanks--

Best,

Randi

On 11/29/2010 2:07 PM, Waters, Marcey L wrote:
> HI Randi,
> Unfortunately I'll be at a conference Tues through Fri.  I'm really sorry I can't help with this.
> Marcey
> ____________________________________
> From: Randi Davenport [rdavenpo@email.unc.edu]
> Sent: Monday, November 29, 2010 1:23 PM
> To: Waters, Marcey L; Nyang Oro, Julius E
> Subject: Filming for Honors--Urgent (but in a good way!)
>
> Dear Marcey and Julius:
>
> Thanks so much for offering to participate in the video shoot for our
> new Honors marketing plan; we're excited that you're willing to support
> us with your time and enthusiasm.
>
> We have two possibilities for shooting this week: Thursday afternoon
> (Dec. 2) between 1 and 3, and Friday morning (Dec. 3) between 9.30 and
> 1. We need to shoot both of you on the same day. When you reply, please
> do let me know what times on these days (during the proposed shooting
> schedule) work for you. If one day is completely out, please say so! And
> plan to spend about 40 minutes over here. Once I have your times, I'll
> be in touch with the room location.
>
> Again, many thanks for your help and many thanks in advance for your
> timely responses!
>
```

> Best,
>
> Randi Davenport
>
> --
> Randi L. Davenport, PhD
> Executive Director
> James M. Johnston Center for Undergraduate Excellence
> The University of North Carolina at Chapel Hill
> 214 Graham Memorial
> Campus Box 3510
> Chapel Hill, NC 27599-3510
> T: 919-843-7765
> F: 919-962-1548
> Visit us on the web:
> www.johnstoncenter.unc.edu
> For information about Winston House: The European Study Center,
> please visit: winstonhouse.unc.edu
>

--
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UNC
KENAN-FLAGLER
BUSINESS SCHOOL

KENAN INSTITUTE OF PRIVATE ENTERPRISE
Center for International Business
Education and Research

Draft Concept for The Next Generation Conference (updated Nov. 30, 2010)

Title: Innovating the Global Supply Chain **Date: April 7-9, 2011**

In today's challenging economic times, managing the global supply chain can make the difference between profit and loss, expansion and contraction, success and failure. Maintaining the status quo is not sufficient; innovation is required to emerge from the economic downturn poised to take advantage of future opportunities. *Innovating the Global Supply Chain* is a conference that partners thought leaders from industry and academia to share insights and discuss options in several areas that are critical to organizational success. At the tip of the supply chain, the retail experience is changing due both to necessity and opportunity. This conference will address the changes to retailing caused by the global meltdown, as well as identifying technologies that will shape the scope of retailing for years to come. At the back end of the supply chain, outsourcing and offshoring have been implemented - or at least contemplated – by every firm in every industry. We will share insight into the successes and failures of outsourcing/offshoring, with particular emphasis on the information technology sector. By considering key aspects of the entire supply chain, *Innovating the Global Supply Chain* will provide access to leading edge research and practical applications in the field of supply chain management.

Location: Carolina Inn & FedEx Global Education Center

Leading Units: Kenan Institute, UNC CIBER, KFBS, OTIM, and Center for Logistics and Global Strategy

Tentative Conference Agenda
Thursday, April 7th
2.00 – 5.30 pm: Registration & Information Open

3.30 – 3.45 pm: Opening Remarks
Jayashankar Swaminathan, Senior Associate Dean of Academic Affairs, Glaxo Distinguished Professor of Global Business, and UNC CIBER Faculty Director, Kenan-Flagler Business School (confirmed)

3.45 – 5.15 pm: Session I – "Outsourcing & Offshoring in Information Technology – From Labor Arbitrage to the Delivery of Innovative Solutions"
Over the past twenty years, the offshoring of IT services has skyrocketed. The movement began as a way for companies in the developed world to benefit from lower wages in developing countries. While the offshored work was typically not mission critical, over time this has changed as increasingly core and innovative work is being completed offshore. This session will explore these changes and the implications they have for companies.

Presenters: ***Girish Pananjpe*** or ***Suresh Vaswani***, CEOs, Wipro Technologies (invited) and ***Sandra Slaughter,*** Professor of Information Technology Management and Alton M. Costley Chair, Georgia Institute of Technology (confirmed)

Moderator: ***Bradley Staats,*** Assistant Professor of Operations, Technology and Innovation Management, Kenan-Flagler Business School (confirmed)

5.30 – 6.30 pm: Opening Keynote
Introduction: ***John D. Kasarda,*** Director of The Frank Hawkins Kenan Institute of Private Enterprise and Kenan Distinguished Professor of Strategy and Entrepreneurship (confirmed)

Keynote: ***Tony Hsieh,*** CEO, Zappos.com (invited)

6.30 – 7.00 pm: Reception

7.00 pm: Dinner

Friday, April 8th
8.00 am: Registration & Information Opens

8.30 - 10.00am: Session II – "Manufacturing Outsourcing & Offshoring in a Post-Great Recession World"
Since the First Industrial Revolution the same basic pattern has repeated itself time and again: industries develop in one country, wages rise, work is shifted to a country with lower wages. However, with the shock of recent global economic events and the increased focused on risk and sustainability companies are giving new thought to how they should structure their manufacturing operations and where those operations should be located. This session will explore how those decisions are changing the operational footprint of companies and what the implications are.

Presenters: ***Martin Richenhagen,*** Chairman of the Board, President, and CEO, AGCO Corporation (confirmed) and ***Hau L. Lee,*** Thoma Professor of Operations, Information and Technology, and Director of the Stanford Global Supply Chain Management Forum, Stanford University (not yet invited)

Moderator: ***Jayashankar Swaminathan,*** Glaxo Distinguished Professor of Global Business, Senior Associate Dean of Academic Affairs, and UNC CIBER Faculty Director, Kenan-Flagler Business School (confirmed)

10.15am – 11.45 am: Session III – "Managing Retail in an Economic Downturn"
The global economy is in the midst of a financial downturn with great deal of uncertainty about when the economy might improve. This global meltdown and the continuing economic uncertainty has significantly reduced consumer confidence resulting in large cutbacks in customer spending. However, not all retailers have suffered financially. In fact, some have managed to do well in spite of and, in some cases, due to the crisis. In this session, we will delve into the impact of the economic downturn on consumer behavior and the implications for retail operations.

Presenters: ***Robert A. Niblock,*** Chairman of the Board and CEO, Lowes Companies Inc. (not yet invited) and ***Marshall Fisher,*** UPS Professor of Operations and Information Management and Co-Director, Fishman-Davidson Center for Service and Operations Management, Wharton School of Business (not yet invited)

Moderator: ***Sridhar Balasubramanian,*** Roy and Alice H. Richards Bicentennial Distinguished Scholar, Associate Dean of the MBA Program, and Professor of Marketing, Kenan-Flagler Business School (confirmed)

12:00 – 1.30 pm: Lunch & Keynote

Introduction: ***Jayashankar Swaminathan,*** Glaxo Distinguished Professor of Global Business, Senior Associate Dean of Academic Affairs, and UNC CIBER Faculty Director (confirmed)

Keynote: ***Michael T. Duke,*** President, CEO, and Director, Wal-Mart Stores, Inc. (invited)

1.45 – 3.15 pm: Session IV – "Future of Retail"

The retail landscape is changing quickly. Consider the following changes that have occurred recently in retail. U.S. online retail sales, which were $155 billion in 2009, are expected to grow to $250 billion by 2014. Smart phones may be used to do price comparisons even when shopping in a brick-and-mortar store. RFID is becoming a reality. Retailers are going green. In this session, we take stock of current trends and look to the future of retail operations.

Presenters: ***Leslie Herbert Wexner***, Chairman of the Board and CEO, Limited Brands, (not yet invited) and ***Ananth Raman,*** UPS Foundation Professor of Business Logistics, Harvard Business School (invited)

Moderator: ***Saravanan Kesavan,*** Assistant Professor of Operations, Technology and Innovation Management, Kenan-Flagler Business School (confirmed)

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, November 30, 2010 3:12 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Power Point
Attach: Dimensions of Good Governance.ppt

Please open Attachment and proofread!

-Gore

Dimensions of Good Governance

Module Objectives

- Definition of good governance and its elements
- An outline of the economic, political, social and cultural rights protected under good governance
- Integration of concepts composing good governance in an interactive exercise. (Kainji/Shirati).

Good Governance: Definitional Issues

- The first element of good governance is the existence of democracy through a free and fair election: A democratic government yields/consists of the following elements
  a) Political Rights-free vote; completion for public office; joining parties, and electing representatives.
  b) Civil liberties-freedom of expression and belief; “rule of law”; and personal autonomy from state
  c) Equal rights-equal opportunities, equal treatment, equal access
  d) Accountability-Public Officials carrying out responsibilities and being answerable to the public
  e) Transparency-Public right to information on governance
  f) Provision of Public Services-Safety, health, education
  g) Rule of law-an autonomous legal order with equality under the law; predictability: legitimacy
  h) Electoral Representation-the institution of parliament as part of 1) representation 2) “checks and balances”.
  i) The Constitutional and Orderly Change of Governments-No COUPS!

The Military and Good Governance

- A clear and unambiguous role of the military is essential to good governance and democratic stability. The military must not be politicized neither should it engage in political activity;
- As part of a broader society and confidence builder, there is need for greater interactions with civil society and civilians in programs such as a) literacy programs; b) visits by military officers to educational institutions; c) workshops, seminars d) provision of health services; e) aide to civilians in emergencies; f) training in humanitarian law
- As part of a clear role of the military, it must remain subservient to civilian control and oversight while providing essential services when appropriate e.g. peacekeeping, support for combating drug trafficing,etc.

Good Governance and Stability

- Evidence shows that when the state provides basic needs to its people and is responsive to them, recourse to violent protest, criminal activity and coups diminish.
- Good governance also leads to a favorable climate for foreign investment; a stable political environment.
- Elements of Political stability include: a) free press; b) rule of law; c) credible free and fair elections; d)effective parliamentary oversight; e)vibrant political opposition; f) levels of political participation; g) peaceful, related transfer of power.

African Case Studies

Botswana- civilian control; economic growth; successive transfer of power;

Mauritius-Transfer of power; active opposition; economic growth, strong civil society

From: Sahle, Eunice N <eunice@email.unc.edu>
Sent: Tuesday, November 30, 2010 3:30 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: constitution forums
Attach: 100_0392_0232.jpg; 100_0380_0145.jpg; 100_0400_0240.jpg

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See attached

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, November 30, 2010 4:29 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject:
Attach: Challenges to Good Governance.ppt

Same rules apply as before

-Gore

Challenges to Good Governance

Learning Objectives

- Define poor governance and its elements
- Classification of African States
- Historical Context of governance in West Africa with an outline of challenges to good governance
- Discuss how challenges to good governance negatively impact stability (at national level; at regional level).

Definitional Issues (Poor Governance)

Introduction: The key Challenge to Good Governance is the lack or absence of Democracy (reinforced by poverty) The lack of democracy is likely to lead to the following negative results:

a) The abuse of executive power (a result of non-representation)
b) Lack of accountability on the part of government leaders and officials
c) Lack of accountability leads to: corruption, and resource mismanagement
d) Non-representation leads to a conflict between the government and civil society; with limits of access to power by civilian groups; tensions naturally arise;
e) Lack of democracy also leads to the dysfunctionality of two key institutions in society: Legislative and Judiciary
f) The end result might be: Military Coups! A disaster.

Classification of African States:

Classification helps us to see the danger signs ahead.

Functional: Democratic with steady economic progress ensuring stability; good balance between economic development and population growth;

Semi-Functional: Struggling to keep the elements of a functional state but with major challenges in governance and economic growth.

Failing/Fragile: Progression downward from semi-functional; declining capacity to satisfactorily address political, economic, security and social issues

Failed: Usually triggered by civil war; government unable to contain/defeat armed opposition; Lack of territorial control by state; crisis of legitimacy

Collapsed: The disappearing of the state

Post-Conflict: Essentially beginning the climb from failed towards functionality.

The Historical Context of Governance in West Africa.

Governance in West Africa has gone through three main stages:

- Independence-Mid 1960s, Transfer of Power to Africans; civilian rule, multi-party political system
- Mid 1960s-1990, Military rule; single party authoritarian; civil conflict; economic crisis
- 1990-Present, Return to civilian rule; continued economic crisis; at a crossroads. End of civil conflict- a new West African governance regime?

Human Security II: Protecting Civilians (Strategies and Actions)

Learning Objectives:

- Understand the definition of civilian protection
- Understand the roles, responsibilities and relevant law relating to all of the actions involved in
- Protecting civilians: the state, humanitarians, development organizations, human rights groups, the military
- Examine case studies of effective and ineffective civilian protection.

International Human Rights Law

a) The Universal Declaration of Human Rights (1948)
b) The International Covenant on Civil and Political Rights (1966)
c) The International Covenant on Economic, Social, and Cultural Rights (1966)

- ICCPR commits its parties to respect the civil and political rights of individuals including: the right to life, freedom of religion, freedom of speech, assembly, due process and fair trial.
- ICESCR commits its parties to work towards the granting of economic, social, and cultural sights to individuals, including labor rights, and rights to health, education and an adequate standard of living.

Human Rights Organizations

There are thousands of human rights organizations in the world; Their principal mission to highlight human rights violations and to advocate for the enforcement of basic human rights. There are thousands of human rights organizations in the world; The best known ones include: Amnesty International, Human Rights Watch, Oxfam, Freedom House, Enough. In West Africa: Naomi??? (3 Examples).

In West Africa, human rights organizations were critical in highlighting abuse of civilians by both government forces and rebel movements in Liberia, Sierra Leone, Guinea, Ivory Coast but also in countries not under conflict: Nigeria

Human Rights organizations protect civilians by shining an international light to violations. Those standing trial now in Arusha, Fue Hague etc were exposed by Human Rights Organizations.

PeaceKeeping

Definition: Peacekeeping is defined by the UN as

"a unique and dynamic instrument developed by the Organization as a way to help countries torn by conflict create conditions for lasting peace." It is distinguished from both peacebuilding and peacemaking.

Roles: Peacekeepers monitor and observe peace processes in post-conflict areas and assist ex-combatents in implementing the peace agreements they may have signed. Personnel usually include: soldiers, police officers, and civilian personnel.

Most operations are established and implemented by the UN but in cases where direct UN involvement is not considered appropriate or feasible, the Security Council authorizes regional organizations such as NATO or ECOWAS to undertake peacekeeping or peaceforcement tasks

African Experiences:

Sierra Leone (UNAMSIL): Good Results?

Somalia (UNOSOM II): Bad Results?

DRC: Mixed Results?

Military Intervention to Protect Civilians

Justification: To save civilians from consequences of conflict. It is the most convincing justification. (Human Suffering/innocent victims)

Important question for West African participants: Was the ECOMOG intervention ever justified? What was the result? Lessons Learned?

From: Perry Hall <hallpa@email.unc.edu>
Sent: Thursday, December 2, 2010 10:03 AM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] Graduate Information Request

Hello Colleagues

I would like to thank those colleagues who responded to the Graduate Committee's request for information regarding your research interest, and areas of graduate teaching interest. I would like to encourage those who have not to do so as soon as possible. To that end, I have re-copied the original request below.

Thanks
Perry

Date: Thu, 4 Nov 2010 08:06:14 -0400
To: Department listserv <afriafam@listserv.unc.edu>
From: Perry Hall <hallpa@email.unc.edu>
Subject: [afriafam] Graduate Program: Important update from the Graduate Program Committee
List-Unsubscribe: < mailto:leave-28048936-32361597.149a4fe4dcfbe07d55b669b2c4e2de99@listserv.unc.edu >
Reply-To: Department listserv <afriafam@listserv.unc.edu>
X-Lyris-Subscription-Info: You are currently subscribed to afriafam as: hallpa@email.unc.edu.
X-Proofpoint-Virus-Version: vendor=fsecure engine=2.50.10432:5.2.15,1.0.148,0.0.0000
definitions=2010-11-04_05:2010-11-04,2010-11-04,1970-01-01 signatures=0
X-Proofpoint-Spam-Details: rule=uncdefault_notspam policy=uncdefault score=0 spamscore=0 ipscore=0
suspectscore=2 phishscore=0 bulkscore=0 adultscore=0 classifier=spam
adjust=0 reason=mlx engine=6.0.2-1004200000 definitions=main-1011040082
X-MS-Exchange-Organization-PRD: email.unc.edu
X-MS-Exchange-Organization-SenderIdResult: None
X-MS-Exchange-Organization-AVStamp-Mailbox: MSFTFF;1;0;0 0 0
X-MS-Exchange-Organization-AuthSource: its-msxht1.ad.unc.edu
X-MS-Exchange-Organization-AuthAs: Anonymous

Colleagues.

Our graduate proposal has gone through an initial review by officials in the Graduate School (the latest version of that proposal is attached). Moving to the next stage will require us to add more details to our proposed curriculum offerings. On that score we are asking for you input in terms of course offerings.

a) We would like each faculty member to formulate a short, bullet list, or description of their research interests, so we can construct a compendium of faculty expertise roster that reflects our intellectual breadth and grounding.

b) We are asking each colleague to compose a description (3-4 sentences) of two courses you would be interested in developing and teaching at the graduate level. The course should fit into one or more of the specialization areas. Pease indicate the specialization area in which you think the course would fit best. Currently, the titles of the specialization areas are ("Race and Racism in the

Modern World," "Political Economy of the Black World," "Gender, Sexuality, and the Body" "Cultural Production," and "Religion and Social Thought."

The proposed course could be
a) a graduate version of what you teach at the undergraduate level
or

b) a new course area encompassing a current or newly developed area of research interest.

Please send your statement of research interests and your course descriptions to Agatha by November 22.

Thank you

Graduate Planning Committee
-- You are currently subscribed to afriafam as: hallpa@email.unc.edu. To unsubscribe click here: http://lists.unc.edu/u?id=32361597.149a4fe4dcfbe07d55b669b2c4e2de99&n=T&l=afriafam&o=28048936 , or send a blank email to leave-28048936-32361597.149a4fe4dcfbe07d55b669b2c4e2de99@listserv.unc.edu.

Appendix_B_Proposal to Authorize AFRI-AFAM Ph.D. Final Draft.doc

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You are currently subscribed to afriafam as: jen321@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=28230421

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-28230421-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Thursday, December 2, 2010 4:49 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: RE: [afriafam] Graduate Information Request

Dear Perry:

Thank you for your reminder. I propose to teach the next two courses:

1.The Swahili Language and Society

This course focuses on the culture of the Swahili-speaking people, their perception of being a human and productive member of society, and traditional education. It crystallizes the parenting process in terms of parents' responsibilities toward (their) children. Children's desired behaviors and attitudes toward (their) parents, peers, adults, and their immediate community are addressed. The contribution of the Swahili use and development by children and the educational role of Swahili proverbs in edifying a responsible human being are discussed.

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The history of the Swahili language and its use in the ritual and preaching activities in East and Central African churches are discussed.
The course will include 1) the Catholic Church, the Protestant Church and its denominations. Their rituals, practices , and impact on the spiritual perceptions of the Christian believers and values are discussed.

Best regards,

Alphonse

From: Perry Hall [mailto:hallpa@email.unc.edu]
Sent: jueves, 02 de diciembre de 2010 10:03
To: Department listserv
Subject: [afriafam] Graduate Information Request

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From: Perry Hall <hallpa@email.unc.edu>
Subject: [afriafam] Graduate Program: Important update from the Graduate Program Committee
List-Unsubscribe: < mailto:leave-28048936-32361597.149a4fe4dcfbe07d55b669b2c4e2de99@listserv.unc.edu >
Reply-To: Department listserv <afriafam@listserv.unc.edu>
X-Lyris-Subscription-Info: You are currently subscribed to afriafam as: hallpa@email.unc.edu.
X-Proofpoint-Virus-Version: vendor=fsecure engine=2.50.10432:5.2.15,1.0.148,0.0.0000 definitions=2010-11-04 05:2010-11-04,2010-11-04,1970-01-01 signatures=0

X-Proofpoint-Spam-Details: rule=uncdefault_notspam policy=uncdefault score=0 spamscore=0 ipscore=0
suspectscore=2 phishscore=0 bulkscore=0 adultscore=0 classifier=spam
adjust=0 reason=mlx engine=6.0.2-1004200000 definitions=main-1011040082
X-MS-Exchange-Organization-PRD: email.unc.edu
X-MS-Exchange-Organization-SenderIdResult: None
X-MS-Exchange-Organization-AVStamp-Mailbox: MSFTFF;1;0;0 0 0
X-MS-Exchange-Organization-AuthSource: its-msxht1.ad.unc.edu
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or

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Graduate Planning Committee

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Appendix_B_Proposal to Authorize AFRI-AFAM Ph.D. Final Draft.doc

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or send a blank email to leave-28230421-32361603.ecf45acb748a65c73fd2679966d97f16@listserv.unc.edu

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To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=28233395

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or send a blank email to leave-28233395-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: Selassie, Bereket H <bselassi@email.unc.edu>
Sent: Thursday, December 2, 2010 5:19 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: RE: [afriafam] Graduate Information Request

Dear Perry,

I would like to add the following as a topoic for graduate lectures:
[N.B. Both will have a focus on Africa ane the Diaspora].

1. Globalization and Democracy.
2. Peace movements in thw Post-Cold War Era.

Bereket H. Selassie

From: Mutima, Sinamenye A [smutima@email.unc.edu]
Sent: Thursday, December 02, 2010 4:48 PM
To: Department listserv
Subject: RE: [afriafam] Graduate Information Request

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X-Lyris-Subscription-Info: You are currently subscribed to afriafam as: hallpa@email.unc.edu.
X-Proofpoint-Virus-Version: vendor=fsecure engine=2.50.10432:5.2.15,1.0.148,0.0.0000
definitions=2010-11-04_05:2010-11-04,2010-11-04,1970-01-01 signatures=0
X-Proofpoint-Spam-Details: rule=uncdefault_notspam policy=uncdefault score=0 spamscore=0 ipscore=0
suspectscore=2 phishscore=0 bulkscore=0 adultscore=0 classifier=spam
adjust=0 reason=mlx engine=6.0.2-1004200000 definitions=main-1011040082
X-MS-Exchange-Organization-PRD: email.unc.edu
X-MS-Exchange-Organization-SenderIdResult: None
X-MS-Exchange-Organization-AVStamp-Mailbox: MSFTFF;1;0;0 0 0
X-MS-Exchange-Organization-AuthSource: its-msxht1.ad.unc.edu
X-MS-Exchange-Organization-AuthAs: Anonymous

Colleagues.

Our graduate proposal has gone through an initial review by officials in the Graduate School (the latest version of that proposal is attached). Moving to the next stage will require us to add more details to our proposed curriculum offerings. On that score we are asking for you input in terms of course offerings.
a) We would like each faculty member to formulate a short, bullet list, or description of their research interests, so we can construct a compendium of faculty expertise roster that reflects our intellectual breadth and grounding.

b) We are asking each colleague to compose a description (3-4 sentences) of two courses you would be interested in developing and teaching at the graduate level. The course should fit into one or more of the specialization areas. Pease indicate the specialization area in which you think the course would fit best. Currently, the titles of the specialization areas are ("Race and Racism in the Modern World," "Political Economy of the Black World," "Gender, Sexuality, and the Body" "Cultural Production," and "Religion and Social Thought."

The proposed course could be
a) a graduate version of what you teach at the undergraduate level or

b) a new course area encompassing a current or newly developed area of research interest.

Please send your statement of research interests and your course

descriptions to Agatha by November 22.

Thank you

Graduate Planning Committee
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click here: http://lists.unc.edu/u?
id=32361597.149a4fe4dcfbe07d55b669b2c4e2de99&n=T&l=afriafam&o=28048936 , or send a blank email to
leave-28048936-32361597.149a4fe4dcfbe07d55b669b2c4e2de99@listserv.unc.edu.

Appendix_B_Proposal to Authorize AFRI-AFAM Ph.D. Final Draft.doc

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id=32361603.ecf45acb748a65c73fd2679966d97f16&n=T&l=afriafam&o=28230421
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id=32361610.83037494399b4b13b0db0f1a2843d7f7&n=T&l=afriafam&o=28233395
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You are currently subscribed to afriafam as: jen321@email.unc.edu.
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id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=28233678
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or send a blank email to leave-28233678-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: Nzongola-Ntalaja, Georges <nzongola@email.unc.edu>
Sent: Friday, December 3, 2010 10:49 AM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: RE: [afriafam] Graduate Information Request
Attach: b1145c0.jpg

Dear Perry,

Sorry for replying late, but here is my response to your request for the gradusate prgoram:

Areas of Research:

African political history since 1955
Conflict in the Great Lakes Region
Democratic and developmental governance in Africa
Politics in DR Congo from 1885 to the present

Proposed Courses for the Graduate Program:

Africa in World Affairs
Governance and Development
Political Leadership in the Black World
Racism and Society

Best regards,

Georges

Georges Nzongola-Ntalaja
Professor of African Studies
Department of African and Afro-American Studies
University of North Carolina at Chapel Hill
201 Battle Hall, Campus Box 3395
Chapel Hill, NC 27599-3395
USA
Tel.. +1 919 599 9839

From: Perry Hall [hallpa@email.unc.edu]
Sent: Thursday, December 02, 2010 10:02 AM
To: Department listserv
Subject: [afriafam] Graduate Information Request

Hello Colleagues

I would like to thank those colleagues who responded to the Graduate Committee's request for information regarding your research interest, and areas of graduate teaching interest. I would like to encourage those who have not to do so as soon as possible. To that end, I have re-copied the original request below.

Thanks
Perry

Date: Thu, 4 Nov 2010 08:06:14 -0400
To: Department listserv <afriafam@listserv.unc.edu>
From: Perry Hall <hallpa@email.unc.edu>
Subject: [afriafam] Graduate Program: Important update from the Graduate Program Committee
List-Unsubscribe: < mailto:leave-28048936-32361597.149a4fe4dcfbe07d55b669b2c4e2de99@listserv.unc.edu >
Reply-To: Department listserv <afriafam@listserv.unc.edu>
X-Lyris-Subscription-Info: You are currently subscribed to afriafam as: hallpa@email.unc.edu.
X-Proofpoint-Virus-Version: vendor=fsecure engine=2.50.10432:5.2.15,1.0.148,0.0.0000
definitions=2010-11-04_05:2010-11-04,2010-11-04,1970-01-01 signatures=0
X-Proofpoint-Spam-Details: rule=uncdefault_notspam policy=uncdefault score=0 spamscore=0 ipscore=0

suspectscore=2 phishscore=0 bulkscore=0 adultscore=0 classifier=spam
adjust=0 reason=mlx engine=6.0.2-1004200000 definitions=main-1011040082
X-MS-Exchange-Organization-PRD: email.unc.edu
X-MS-Exchange-Organization-SenderIdResult: None
X-MS-Exchange-Organization-AVStamp-Mailbox: MSFTFF;1;0;0 0 0
X-MS-Exchange-Organization-AuthSource: its-msxht1.ad.unc.edu
X-MS-Exchange-Organization-AuthAs: Anonymous

Colleagues.

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Thank you

Graduate Planning Committee

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[Appendix_B_Proposal to Authorize AFRI-AFAM Ph.D. Final Draft.do] <file://c:\eudorasettings\attach\Appendix_B_Proposal%20to%20Authorize%20AFRI-AFAM%20Ph.D.%20Final%20Draft.doc> Appendix_B_Proposal to Authorize AFRI-AFAM Ph.D. Final Draft.doc <file://c:\eudorasettings\attach\Appendix_B_Proposal%20to%20Authorize%20AFRI-AFAM%20Ph.D.%20Final%20Draft.doc>

You are currently subscribed to afriafam as: nzongola@email.unc.edu<mailto:nzongola@email.unc.edu>.

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(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-28230421-32361604.9392b42cf3020d674366e839be54cf6c@listserv.unc.edu<mailto:leave-28230421-32361604.9392b42cf3020d674366e839be54cf6c@listserv.unc.edu>

-- You are currently subscribed to afriafam as: jen321@email.unc.edu. To unsubscribe
click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=28239229, or send a blank email to leave-28239229-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu.

From: Richard Andrews <andrewsr@email.unc.edu>
Sent: Friday, December 3, 2010 10:54 AM
To: Chairs of the Social Sciences Departments <sschairs@listserv.unc.edu>
Cc: Chairs of the Social Sciences Departments <sschairs@listserv.unc.edu>
Subject: [sschairs] Fwd: Online IRB Preparation Assistance Needed

---

Jonathan --

Apropos our chairs' discussion yesterday, here is yet another totally out of the blue example of another unit using "going online" to outsource a huge new burden onto department chairs. This new policy requires the department chair not only to approve every IRB proposal for faculty research grants, as is normal, but will also require them to approve every student IRB proposal as well, in a role as "department approver," rather than leaving these approvals to the individual faculty advisors and the IRB. The only alternative would seem to be to give EVERY faculty member the status of "department approver," which would clearly be inappropriate in that it would also allow anyone to sign off on faculty research grants as well.

We have large numbers of student IRB proposals even from this small department, for everything from honors theses to dissertations to independent research projects of various kinds, and it has always been far more efficient and appropriate for the faculty advisor to sign off on these than to have the chair review them all. The chairs do not have time to do the IRB's work for them on student proposals.

Why were the chairs never consulted on this, and what can be done about it?!

Sincerely,

Pete

-------- Original Message --------
Subject: Online IRB Preparation Assistance Needed
Date: Fri, 3 Dec 2010 10:32:27 -0500
From: Johns, Andy <andy_johns@unc.edu>
CC: Nelson, Daniel K <daniel_nelson@unc.edu>, Saddler, Lori <lsaddler@email.unc.edu>, Johns, Andy <andy_johns@unc.edu>, Quinn, Ellen <equinn@unc.edu>

Department Chairs, Center Directors and Research Role Managers:

After several years of work toward this goal, we are nearly ready to launch the next phase of the IRB Information System (IRBIS). This next phase represents a major milestone for human subjects research at Carolina – ONLINE IRB SUBMISSIONS! Given the complexity of this transition, we plan to launch this long-awaited upgrade in a phased approach, with some departments going live sooner than others. There will soon be additional communications with additional details, including training opportunities for departments and researchers. For today, we need your help to pre-populate the electronic system with key departmental representatives.

As part of the online submission process, IRB studies will be routed to the appointing and administering (if applicable) departments of the Principal Investigator (PI). This will be very similar to what occurs with the RAMSeS system for funding proposals. A department approval within IRBIS verifies that your unit is aware of the study, that it is appropriate for the PI to conduct, that the nature and risks of the study are acceptable to your department, and that you have the proper facilities and resources (including data security protections) to support the study. If the chair/director is not

providing this verification personally, it must be someone who can act on behalf of the chair/director.

We need your help in identifying the appropriate persons to review and approve IRB submissions for your area. There are two possible roles that individuals may have within the system: IRB SUBMISSION REVIEWER and IRB SUBMISSION APPROVER. The Reviewer role will grant an individual the permission to see a study when it is routed to a department, but that individual will NOT be able to approve the study; this restricted role is optional, and only applies to departments that may have multiple reviewers (e.g., pre-IRB review committees) who shouldn't have the ability to approve studies individually. The Approver role will grant an individual the ability to review and approve a study on behalf of a department.

Similar to the way RAMSeS functions with funding proposals, an IRB study in IRBIS cannot proceed to the IRB until all department approvals have been obtained. As such, we highly recommend that there be at least two individuals granted the Approver role per department to ensure redundancy in the event someone is unavailable.

Please consider carefully which individuals within your department/center should be granted the IRB Submission Approver and IRB Submission Reviewer (optional) roles, drawing on your knowledge of how the unit works, and whether yours is a unit with a pre-IRB ("local") review committee. Once you have identified these individuals, your Role Manager should use the ability he/she already has to grant them the appropriate roles by using the Research Contacts system, located at http://cfx5.research.unc.edu/research_contacts. Instructions on how to do this can be found at http://research.unc.edu/offices/research-info-systems/enterprise-applications/DATA_RES_ORIS_CONTACTS.

If you have questions regarding this request, please don't hesitate to contact the Office of Research Information Systems at 843-2594. Meanwhile, thanks in advance for your assistance with this important step!

Sincerely,

Andy Johns
Director, Office of Research Information Systems

Daniel Nelson
Director, Office of Human Research Ethics

From: Seck, Mamarame <mseck@email.unc.edu>
Sent: Friday, December 3, 2010 11:47 AM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: RE: [afriafam] Graduate Information Request

Dear All:

Thanks for sending us a reminder. Below are my research interest and course proposals:

Reserch interest:
Islam in Africa and the Diaspora, Sufi Islam in Senegal, Structure and functions of Wolof Sufi oral narratives, and Wolof linguistics and pedagogy.

Course proposal:

1. Narratives in Sufi Islam
This course examines the rich corpus of Sufi oral texts and their function in Islam in Africa and the Diaspora.
2. Islam, Globalization and the Black experience
This course examines Sufi Islam as it is practiced in the African continent and its Diasporas in the context of a globalizing world.

From: Nzongola-Ntalaja, Georges [nzongola@email.unc.edu]
Sent: Friday, December 03, 2010 10:48 AM
To: Department listserv
Subject: RE: [afriafam] Graduate Information Request

Dear Perry,

Sorry for replying late, but here is my response to your request for the gradusate prgoram:

Areas of Research:

African political history since 1955
Conflict in the Great Lakes Region
Democratic and developmental governance in Africa
Politics in DR Congo from 1885 to the present

Proposed Courses for the Graduate Program:

Africa in World Affairs
Governance and Development
Political Leadership in the Black World
Racism and Society

Best regards,

Georges

Georges Nzongola-Ntalaja
Professor of African Studies
Department of African and Afro-American Studies
University of North Carolina at Chapel Hill
201 Battle Hall, Campus Box 3395
Chapel Hill, NC 27599-3395
USA
Tel.. +1 919 599 9839

From: Perry Hall [hallpa@email.unc.edu]

Sent: Thursday, December 02, 2010 10:02 AM
To: Department listserv
Subject: [afriafam] Graduate Information Request

Hello Colleagues

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Date: Thu, 4 Nov 2010 08:06:14 -0400
To: Department listserv <afriafam@listserv.unc.edu>
From: Perry Hall <hallpa@email.unc.edu>
Subject: [afriafam] Graduate Program: Important update from the Graduate Program Committee
List-Unsubscribe: < mailto:leave-28048936-32361597.149a4fe4dcfbe07d55b669b2c4e2de99@listserv.unc.edu >
Reply-To: Department listserv <afriafam@listserv.unc.edu>
X-Lyris-Subscription-Info: You are currently subscribed to afriafam as: hallpa@email.unc.edu.
X-Proofpoint-Virus-Version: vendor=fsecure engine=2.50.10432:5.2.15,1.0.148,0.0.0000
definitions=2010-11-04_05:2010-11-04,2010-11-04,1970-01-01 signatures=0
X-Proofpoint-Spam-Details: rule=uncdefault_notspam policy=uncdefault score=0 spamscore=0 ipscore=0
suspectscore=2 phishscore=0 bulkscore=0 adultscore=0 classifier=spam
adjust=0 reason=mlx engine=6.0.2-1004200000 definitions=main-1011040082
X-MS-Exchange-Organization-PRD: email.unc.edu
X-MS-Exchange-Organization-SenderIdResult: None
X-MS-Exchange-Organization-AVStamp-Mailbox: MSFTFF;1;0;0 0 0
X-MS-Exchange-Organization-AuthSource: its-msxht1.ad.unc.edu
X-MS-Exchange-Organization-AuthAs: Anonymous

Colleagues.

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click here: http://lists.unc.edu/u?id=32361597.149a4fe4dcfbe07d55b669b2c4e2de99&n=T&l=afriafam&o=28048936 , or send a blank email to leave-28048936-32361597.149a4fe4dcfbe07d55b669b2c4e2de99@listserv.unc.edu.

[Appendix_B_Proposal to Authorize AFRI-AFAM Ph.D. Final Draft.do] <file://c:\eudorasettings\attach\Appendix_B_Proposal%20to%20Authorize%20AFRI-AFAM%20Ph.D.%20Final%20Draft.doc> Appendix_B_Proposal to Authorize AFRI-AFAM Ph.D. Final Draft.doc <file://c:\eudorasettings\attach\Appendix_B_Proposal%20to%20Authorize%20AFRI-AFAM%20Ph.D.%20Final%20Draft.doc>

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click here: http://lists.unc.edu/u?id=32361635.a22e47fda2f6ca275dac07816c27b7d6&n=T&l=afriafam&o=28239229, or send a blank email to leave-28239229-32361635.a22e47fda2f6ca275dac07816c27b7d6@listserv.unc.edu.
-- You are currently subscribed to afriafam as: jen321@email.unc.edu. To unsubscribe
click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=28239665, or send a blank email to leave-28239665-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu.

From: Hartlyn, Jonathan <hartlyn@unc.edu>
Sent: Friday, December 3, 2010 11:50 AM
To: Chairs of the Social Sciences Departments <sschairs@listserv.unc.edu>
Subject: FW: [sschairs] Fwd: Online IRB Preparation Assistance Needed

---

Dear all, I have conferred with Andy Johns, and he states that with the on-line system:
No, student projects/proposals will not require the department to approve. However, as has always been the case, the Faculty Advisor will still have to sign.

Best, Jonathan

Jonathan Hartlyn
The University of North Carolina at Chapel Hill
Senior Associate Dean for Social Sciences and
International Programs, College of Arts and Sciences
Kenneth J. Reckford Professor of Political Science
205 South Building, CB 3100
Chapel Hill NC 27599-3100 USA
Email: hartlyn@unc.edu
Office: 919 962-1165 Fax: 919 962-2408

From: Richard Andrews [mailto:andrewsr@email.unc.edu]
Sent: Friday, December 03, 2010 10:54 AM
To: Chairs of the Social Sciences Departments
Cc: Chairs of the Social Sciences Departments
Subject: [sschairs] Fwd: Online IRB Preparation Assistance Needed

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Why were the chairs never consulted on this, and what can be done about it?!

Sincerely,

Pete

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Subject: Online IRB Preparation Assistance Needed

Date: Fri, 3 Dec 2010 10:32:27 -0500
From: Johns, Andy <andy_johns@unc.edu>
CC: Nelson, Daniel K <daniel_nelson@unc.edu>, Saddler, Lori <lsaddler@email.unc.edu>, Johns, Andy <andy_johns@unc.edu>, Quinn, Ellen <equinn@unc.edu>

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If you have questions regarding this request, please don't hesitate to contact the Office of Research Information Systems at 843-2594. Meanwhile, thanks in advance for your assistance with this important step!

Sincerely,

Andy Johns
Director, Office of Research Information Systems

Daniel Nelson
Director, Office of Human Research Ethics

From: Randi Davenport <rdavenpo@email.unc.edu>
Sent: Monday, December 6, 2010 11:07 AM
To: Waters, Marcey L <mlwaters@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Cc: Robert Brown <robert@rbpr.com>
Subject: Filming for Honors in January

Dear Julius and Marcey:

We'd like to find a date in January that will work for both of you to film you for the Honors program. Would you mind sending me your schedules for January and the first two weeks of February (when in town, when out,. currently free dates or times) so that we can find a date that works?

Many thanks--and especially, for your patience with this process!

Best,

Randi

--
Randi L. Davenport, PhD
Executive Director
James M. Johnston Center for Undergraduate Excellence
The University of North Carolina at Chapel Hill
214 Graham Memorial
Campus Box 3510
Chapel Hill, NC 27599-3510
T: 919-843-7765
F: 919-962-1548
Visit us on the web:
www.johnstoncenter.unc.edu
For information about Winston House: The European Study Center,
please visit: winstonhouse.unc.edu

From: Perry Hall <hallpa@email.unc.edu>
Sent: Wednesday, December 8, 2010 9:04 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Cc: Buell, Agatha <abuell@email.unc.edu>
Subject: FW: Request for 2010 Assessment Report
Attach: AFAM Assessment Report-2009-10.doc; Chairs' Annual Assessment report request 2010.doc; Rubrics information 2010.pdf

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Hello Julius,

Agatha and I just figured out that her originally forwarded message did not include attachments that had further instructions. I had completed a version for this year's report based on the template used in past years. (I have attached it here). But the instructions call for more specified tasks and information; especially regarding student writing assessment. (the attached documents speak to that). I hope you can review the attached information and help me figure out how to satisfy these new requirements. My thought is to enlist Reg to report in a systematic way on the writing skills of his student papers (either this year or last).

Given these additional tasks, the report (which I thought it was completed until I discovered the new tasks) is unfortunately still not done .

Apprising you of this fact, I am also asking for you assistance.

Perry

From: "Buell, Agatha" <abuell@email.unc.edu>
To: "Hall, Perry A" <HALLPA@EMAIL.UNC.EDU>
Subject: FW: Request for 2010 Assessment Report
Thread-Topic: Request for 2010 Assessment Report
Thread-Index: Act24tlNgtdXgqMNR0C8/9OAGi5ZUgfaaA+g
Date: Tue, 7 Dec 2010 15:22:54 -0500
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X-MS-Exchange-Organization-AuthAs: Internal
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X-MS-Has-Attach: yes
X-MS-Exchange-Organization-SCL: -1
X-MS-TNEF-Correlator:

Here are the attachments – sorry for the oversight!
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
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From: Pasion, Jessica [mailto:jvpasion@email.unc.edu]
Sent: Thursday, October 28, 2010 4:58 PM
To: Administrative managers of Departments and Curricula
Cc: dptcrmgrs@listserv.unc.edu
Subject: [dptcrmgrs] Request for 2010 Assessment Report

This message is being sent on behalf of Dean Karen Gil to all Department Chairs and Directors of Curricula in the College of Arts & Sciences, and copied to all managers.

Dear Colleagues,

Each fall since 2006 every unit in the College that has a teaching responsibility has submitted its annual assessment on student learning outcomes. The attached documents pertain to the assessment report that the College requests of your unit for 2010. Please give this matter your attention to ensure timely delivery of your unit's report by 29 November 2010.

I know that generating an assessment report each year requires time and effort, but I am encouraged by the progress the College is making as we try to focus on the improvement of our teaching programs, not simply compliance with accreditation standards.

Thank you in advance for your report and the support you give to assessment in your unit.

Sincerely,
Karen

Karen M. Gil, Ph.D.
Dean, College of Arts and Sciences
Lee G. Pedersen Distinguished Professor of Psychology

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University of North Carolina at Chapel Hill
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2009-10 Assessment Report

Department of African and Afro-American Studies

December 1, 2010

Department Name: African and Afro-American Studies **Contact Person:** Perry Hall
Program: B.A. in African and Afro-American Studies

Outcome(s) Assessed During 2009-10	Assessment Methods Used	Findings	Use of Results (Action)
Identify and explain sources of historical change that have shaped Africa and its diaspora.	Review of papers and presentations in selected African and Afro-American Studies classes by a faculty team.	Examining the work of 14 students in the Afro-American Studies Senior Seminar class, the faculty team rated 5 as excellent and five as good in demonstrating understanding of sources of historical change.	Faculty team will review seminar and general curriculum to identify areas to strengthen in terms of both historical foundations and contemporary perspectives.
Successfully qualify for jobs, occupations, or higher level studies that incorporate knowledge, skills, and capabilities gained in the program of study.	Senior exit interviews	Our information indicates that graduating majors from the past academic year have positions in, graduate School (5) Teach for America (3), international development agencies (4) , community development (3), government (4), and the Peace corps (3).	Faculty team will use survey results to better advise our majors on options for employment and possibilities of professional training and education

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TO: Unit Chairs and Directors in the College of Arts & Sciences

FROM: Bill Andrews and Bobbi Owen, Senior Associate Deans

RE: 2010 assessment reports

DATE: October 28, 2010

To promote a culture of systematic assessment of student learning at the unit level in the College, former Dean Bernadette Gray-Little initiated a process of planning and reporting of student learning outcomes on an annual basis. In October 2006, each unit was asked to submit to the College a report about each degree program (mission and goals of a center, institute, program, etc.) that explained:

a) the assessment(s) the unit undertook during the previous academic year,
b) what the unit learned from the assessment(s), and
c) what the unit intends to do or already has enacted in response to what it learned.

In October 2007 and 2008 and in December 2009 we requested an updated assessment report from each unit, in keeping with the College's commitment to maintain its culture of assessment. We're now asking that you submit to your Senior Associate Dean your 2010 unit assessment report, preferably in electronic format, by **29 November 2010**.

Since UNC is approaching its fifth-year review from the Southern Association of Colleges and Schools, we need some additional information from each department. Your report should incorporate the topics above and also the questions below:

1. Reviewing the past five years of your assessments, what have you done with the results of those assessments? How has your department used those results to improve undergraduate or graduate student learning? Has assessment affected curriculum, for instance, or course assignments, or testing?
2. Now that your initial overall unit assessment plan is five years old, do you feel the plan needs to be revised, updated, or otherwise modified? Since the goal of these assessment plans is program improvement, especially in student learning, if you feel your assessment plan could be improved by a mid-course modification of what your unit should assess over the next five years, please explain in your report.
3. Has your unit's report(s) on student learning included an analysis of a sample of student writing assignments? Many units have already undertaken this in a previous report, but if yours hasn't as yet, your 2010 report should contain such an analysis.

Analysis of sample student writing skills: In this part of your report, you develop a set of rubrics, i.e., a list of the criteria your faculty use to assess the writing skills of your students. The "Rubrics" document that follows this memo will help you see how other universities have used rubrics to define and rate the set of skills in writing that they attempt to assess. Your unit should develop its own set of rubrics for assessing student performance on a given writing assignment.

Please bear in mind that this analysis of student writing skills need not be devoted to more than a sample of papers. The Office of Institutional Research and Assessment (OIRA) can provide financial resources to compensate a faculty member (perhaps from your fixed-term ranks) to review a sample of these written assignments, once your unit has developed its set of assessment rubrics. Please be sure that the analysis of student writing that you provide in your assessment report refers back to an assessment goal stated in your unit's original or evolving assessment plan.

When you have completed your 2010 unit assessment report, please attach a copy of the assessment plan you have been following – which you originally submitted in 2005 and have continued to work from – or versions you have updated along the way.

A copy of your unit's 2010 report and your unit's original assessment plan should be sent to Bill, Bobbi, and Lynn Williford in OIRA for inclusion in the centralized database of University-wide assessment activities.

As in the past, the College does not expect any unit to undertake a full-scale assessment of all student learning in any given year. What we wish to learn every fall semester is what part of your long-term unit assessment plan you undertook during the previous academic year, what you learned from it, and how what you learned will affect your unit's teaching program in the future.

Thanks for your reports, which we look forward to reading, and for your cooperation in this fall's overall curriculum assessment.

RUBRICS

Once you have identified a means of assessment, the next step is identifying a scoring procedure. The assessment methodology you choose will dictate how you will score student data. If you are using some type of objective assessment to measure student learning than the instrument should be scored dichotomously with an answer key to ensure standardization. Scores will be presented in the form of the number or percent correct.

Standardized assessments are usually scored by a testing company and results can be presented in the form of raw or scale scores to make interpretation easy. Results may be aggregated across subscales or for the test as a whole (i.e., composite score).

Performance assessments require the use of a standardized scoring procedure usually involving a rubric. A rubric is a matrix that identifies the expected outcomes of performance on task with the respective levels of performance along those outcomes. There are two type of scoring rubrics. Analytic scoring rubrics break scoring down into components. They provide descriptions and sub-scores for each characteristic of performance. For example, a writing assessment may be broken down into integration of ideas, mechanics, and clarity of expression. Holistic scoring rubrics on the other hand provide a single score for overall performance. Because of this analytic scoring rubrics provide more information and have more of a diagnostic value than holistic scoring rubrics.

Parts of a Rubric

There are four components to a rubric: 1) a task description; 2) task dimensions; 3) a performance scale; and 4) cell descriptions. (See the figure on the following page.) The task description describes the assessment activity that serves as a reminder to the grader as to what the task is about. This can be created directly by cutting and pasting from a course syllabus or from the assessment task directions. The task dimensions lay out and describe the parts of the task and are listed in the first column of the table. They should be directly observable and in harmony with the program's learning outcomes. The performance scale indentifies the levels of performance along each of the dimensions and is presented in the first row of the table. Scales should include three to five points. Too many scales points makes it more difficult to differentiate between performance levels. Finally, cell descriptions operationalize what each level of performance means for each dimension. These may include check boxes beside each element of the performance description in the cell. They help convey why the student is given a particular score. The example below comes from Stevens & Levi, *(2004).*

> **Task Description:** Each student will make a 5-minute presentation on the changes in one Virginia community over the past thirty years. The student may focus the presentation in any way he/she wishes, but there needs to be a thesis of some sort, not just chorological exposition. The presentation should include x, y, and z.

	Scale: Level 1	Scale: Level 2	Scale: Level 3
Dimension 1			
Dimension 2			
Dimension 3			
Dimension 4			

Developing A Rubric

When developing a rubric, first complete the table by filling in the dimensions in the first column. After you have completed this step, fill in the scale points along the boxes in the first row. Huba and Freed (2000) have developed a list of scale points which is presented below for your assistance. It is helpful to frame scale points in a positive light in order to mitigate potential shock for low marks. Complete the cell descriptions next for each row and corresponding column. Start out by identifying the extreme levels of performance (i.e., the highest and lowest levels of performance). The lowest level of performance can be the negation of the exemplary category or a list of typical mistakes that students may make. It may be helpful to look at student work to identify these descriptions. Next fill in the middle categories.

Once you completed your rubric, share it with other faculty members in the program to get their feedback. Ask them to apply it to a sample of student work to determine if they understand the dimensions and performance

Examples of Scale Points

Lowest Level → *Highest Level*

Emerging	Progressing	Partial Mastery	Mastery
Not Yet Competent	Partly Competent	Competent	Sophisticated
Unacceptable	Marginal	Proficient	Exemplary
Novice	Intermediate	Intermediate High	Advanced
Beginning	Developing	Average	Accomplished

(Huba & Freed, 2000)

Scoring Using A Rubric

Because rating performance involves human judgment, it is subject to error. Personal biases, carry-over effects of judgments due to preceding tasks, and inconsistency in scoring due to lack of standardization of scoring criteria intrude and limit the value of the ratings. To avoid these common errors, 1) rate the performance of all students on one task before going to the next to keep scoring criteria in mind; 2) whenever possible rate performance without knowledge of student's name to avoid halo effects; 3) use multiple raters for high-stakes decisions; and 4) train your raters to calibrate their scoring by bringing them together to review their responses in order to identify patterns of inconsistent responses.

Sample Rubric: UR General Education Field of Study for the Natural Sciences

Task Description: Each student will develop a lab report for the particular experiment in question. This report should include an abstract, introduction, instrumentation and procedure, discussion, error analysis, and conclusion sections. Students must show an understanding of the topic and support all generalizations with details.

LEARNING OUTCOMES	Exemplary	Proficient	Marginal	Unacceptable
Students will demonstrate in-depth knowledge and understanding of content material within the course discipline.	Clear indication of higher order thinking demonstrating mastery of the material.	Some indication of higher order thinking demonstrating mastery of the material.	Some placement of ideas in appropriate disciplinary context. Limited evidence of higher order thinking.	Limited or no evidence of higher order thinking with confused demonstration of understanding of the material.
Students will demonstrate ability to formulate and test good scientific hypotheses.	Formulates elegant and easy to test hypotheses with no confounding variables. Applies appropriate methodologies.	Formulates hypotheses that are testable but lack some clarity or contain some confounding variables. Usually applies appropriate methodologies.	Formulates non-testable hypotheses but contain elements indicative of some understanding of the importance of elegance/ clarity in hypothesis creation. Designs weak experiments.	Formulates non-testable hypotheses and provides no indication of an understanding of the importance of elegance/ clarity in hypothesis formation. Consistently designs poor experiments.
Students will analyze and interpret data using discipline-specific tools.	Consistently identifies and correctly applies appropriate quantitative/qualitative methodologies.	Typically identifies and usually applies appropriate quantitative/qualitative methodologies.	Inconsistently identifies and irregularly applies appropriate quantitative/ qualitative methodologies.	Fails to identify or apply appropriate quantitative/ qualitative methodologies.
Students will interpret knowledge in meaningful and appropriate ways as they draw conclusions about the significance of scientific data.	Draws logical conclusions that follow from data in a manner indicating clear understanding of significance.	Conclusions are generally solid, but may lack some clarity or consistency with data.	Extrapolates beyond the data creating nonviable interpretations of data at hand.	Draws incorrect conclusions and misunderstandings the significance of data/findings.

Rubric example from University of Virginia

CAPSTONE PROJECT ASSESSMENT FORM

Project Title: _____

Author: _____ **Mentor:** _____

Originality

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	Score 1 - 3
▪ **Project reflects a deep understanding of Capstone topic area**	Project summarizes existing research	Project evaluates existing research	Project provides student's own synthesis of research	
▪ **Project is based on a research question that is significant to the relevant research community**	There is no identifiable research question or question is not appropriate to the topic area	Research pursues a question for which there exists conclusive and easily identifiable answer	Research pursues a question about which there is discussion or dispute in the relevant research community	
▪ **Project represents the student's own perspective and synthesis of reading, research, and reflection**	Project lacks a clear thesis	Project thesis reflects student's synthesis of ideas and evidence	Project thesis reframes current thinking in the research area in a novel and compelling way	

Independence

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **Student has worked primarily on his or her own throughout the project with guidance from the Capstone mentor.**	Mentor has both asked and answered questions for student and has frequently been involved in line by line correction of the student's writing	Mentor has, on key occasions, answered central questions for the student. Student's written work was done independently	Mentor has asked questions, discussed general ideas and provided feedback on student work	
▪ **Student has submitted two preliminary drafts and responded appropriately to feedback on these drafts**	Student has failed to submit the required drafts	Student has submitted required drafts but has not appropriately responded to the mentor feedback.	Student has submitted required drafts and improved his or her work based upon the feedback received	

CAPSTONE PROJECT ASSESSMENT FORM

Appropriate Scope

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **Project constitutes a sustained and complete treatment of the student's research question**	Project fails to focus on the research question or does so in a superficial way	Project addresses research question in some depth	Project offers a sustained and compelling treatment of the question	☐
▪ **The scope of the project is appropriate for the time available**	Project attempts to answer a question that is too broad	Project provides an acceptable treatment of the topic but key issues are not considered	Project treats the topic with sufficient depth and thoroughness	☐

Orderly and objective process of inquiry

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **Project demonstrates facility with those methodologies, tools and academic skills appropriate to the area of investigation**	Student is unfamiliar with methodologies and skills appropriate to the research area	Student demonstrates basic competence in methodologies, tools and academic skills appropriate to the area of investigation	Student demonstrates full mastery of a methodology or academic skill appropriate to the area of investigation	☐
▪ **Project demonstrates an ability to ask relevant and probing questions and synthesize core ideas within this area**	Project consistently fail to distinguish between relevant and irrelevant issues	Project considers relevant questions without asking probing questions or appropriately synthesizing central views	Project considers only relevant issues, consistently surfaces key assumptions and synthesizes core ideas	☐
▪ **Project demonstrates an ability to identify and use appropriate evidence**	No evidence is adduced or evidence is consistently misused or misrecognized	Adequate and appropriate evidence is provided in at least one key argument	Evidence is consistently identified and appropriately used	☐
▪ **Project demonstrates an ability to draw and support conclusions and demonstrates facility with the basic elements of argument – evidence, reasons, claims**	Project demonstrates no recognition of the distinction between cogency and fallacious arguments	Project contains at least one demonstration of facility with the basic elements of argument.	Project demonstrates complete mastery of the basic elements of argument.	☐

▪ **Project demonstrates an ability to identify relevant and reliable research, evaluate the quality of sources and attribute accurately researched results using citation style appropriate to the area of investigation**	Project fails to establish the relevance or reliability of key sources or consistently fails to accurately and properly acknowledge sources.	Project sources are all relevant and reliable and the project contains no more than two attribution or citation errors.	Project contains no source or attribution errors.
▪ **Project explores different answers to the research question and the evidence that supports them**	Project fails to consider non-supportive evidence or positions.	Project addresses but does not deeply consider strong alternatives or disconfirming evidence	Project appropriately considers strongest alternatives and countervailing evidence
▪ **Project raises and investigates tacit assumptions on which the thesis rests**	Project leaves at least one central assumption unconsidered	Project acknowledges all central assumptions	Project acknowledges addresses all central assumptions.
▪ **Project offers clear and solid arguments evaluating the student's thesis.**	Primary arguments for thesis are either unclear or fallacious.	Primary arguments for thesis are clear and coherent.	Primary arguments for thesis are clear and compelling.
▪ **Project displays an overall logical coherence with a clearly recognizable logical structure**	Project demonstrates no discernable logical structure.	Sections of the project are logically coherent	The project as a whole demonstrates a logically coherent structure.

Intellectual stretch

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3
▪ **Project demonstrates that the student has explored unfamiliar depths of intellectual rigor, richness and originality**	Project demonstrates neither a new level of critical depth nor originality for the student.	Project demonstrates a new level of critical depth or originality for the student	Project demonstrates a new level of critical depth and originality for the student
▪ **The project goes beyond a summary of previous findings and provides the student's own perspective on an issue of interest to the appropriate research community.**	Project summarizes the results and research of others	Project summarizes the results and research of others in the student's own vocabulary and draws at least one connection not explicit in the reading	Project consistently asks questions or draws connections not explicit in the literature

CAPSTONE PROJECT ASSESSMENT FORM

Overall project presentation

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **The project includes a significant written work product that is clear, intelligible to members of the appropriate research community, and devoid of grammatical, spelling and compositional errors**	The project does not include a significant work product or that work product is not clear to members of the appropriate research community or contains grammatical, spelling or compositional errors.	The written work product is significant, contains no grammatical, spelling or compositional errors and is understandable to members of the appropriate research community.	The written work product is significant, contains no grammatical, spelling or compositional errors and conforms to all of the rules of excellent scholarship current in the research area.	
▪ **The overall structure of the project is appropriate to the area of investigation**	The overall structure is not appropriate to the area of investigation.	At most one structural element fails to conform to the standards in the area of investigation.	The overall structure of the project fully conforms to the standards in the area of investigation.	

Total:

Percentage: / **60**

Example from University of Miami

S. Paulson, 10 February 2005

Guide for writing essays in ATH 305 Peoples and Cultures of Latin America

Criteria	A good paper manifests these qualities:	An excellent paper develop *also*:
1. Problem or Issue	Clearly identifies a main problem or issue, and summarizes it in relation to essay questions.	Examines several dimensions of the problem or issue and relationships among them.
2. Evidence	Presents supporting evidence from course materials in the form of information, ethnographic descriptions, examples, and quotes. Identifies the sources and assesses the quality of this evidence.	Provides evidence from additional readings, films, news, class discussions.
3. Concepts, assumptions, theories	Identifies ideas, approaches and methods that shape the arguments of authors and/or the people whom they describe: i.e. machismo, gender, contradictory consciousness, modernization or dependency theory, nationalism, revolution, liberation theology, critical race theory, feminism, etc.	Assesses the relevance and implications of specific concepts and assumptions.
4. Context	Locates the authors and/or the people or events that they describe in appropriate cultural, social, national, disciplinary, political, religious and/or historical contexts.	Make connections between the context and the way people think, talk, and act.
5. Perspectives	Compares perspectives of different people or groups described. Compares different ways of analyzing or interpreting the material.	Discusses implications of competing perspectives on issue.
6. Student's analysis or point of view	Presents student's own perspective and position. Raises own questions, critiques, or doubts about the author's message and perspective.	Identifies students' assumptions, stereotypes or prejudices that were somehow challenged or shifted in the process of working with material.
7. Conclusions, implications, consequences	Identifies and discusses conclusions and/or consequences of given perspectives or analyses on the issue at hand.	Considers information and context in identifying implications of the arguments and issues.
8. Write well	Shows correct grammar, and correct punctuation. Quotes, ideas and paraphrases are properly attributed to original sources and references listed at end of essay.	Demonstrates good organization, no gratuitous repetition, strong and compelling prose.

Source: http://www.units.muohio.edu/led/Assessment/criticalthinking/paulson/documents/Paulson Rubric.pdf

2009-10 Assessment Report

Department of African and Afro-American Studies

December 1, 2010

Department Name: African and Afro-American Studies **Contact Person:** Perry Hall
Program: B.A. in African and Afro-American Studies

Outcome(s) Assessed During 2009-10	Assessment Methods Used	Findings	Use of Results (Action)
Identify and explain sources of historical change that have shaped Africa and its diaspora.	Review of papers and presentations in selected African and Afro-American Studies classes by a faculty team.	Examining the work of 14 students in the Afro-American Studies Senior Seminar class, the faculty team rated 5 as excellent and five as good in demonstrating understanding of sources of historical change.	Faculty team will review seminar and general curriculum to identify areas to strengthen in terms of both historical foundations and contemporary perspectives.
Successfully qualify for jobs, occupations, or higher level studies that incorporate knowledge, skills, and capabilities gained in the program of study.	Senior exit interviews	Our information indicates that graduating majors from the past academic year have positions in, graduate School (5) Teach for America (3), international development agencies (4) , community development (3), government (4), and the Peace corps (3).	Faculty team will use survey results to better advise our majors on options for employment and possibilities of professional training and education

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TO: Unit Chairs and Directors in the College of Arts & Sciences

FROM: Bill Andrews and Bobbi Owen, Senior Associate Deans

RE: 2010 assessment reports

DATE: October 28, 2010

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2. Now that your initial overall unit assessment plan is five years old, do you feel the plan needs to be revised, updated, or otherwise modified? Since the goal of these assessment plans is program improvement, especially in student learning, if you feel your assessment plan could be improved by a mid-course modification of what your unit should assess over the next five years, please explain in your report.
3. Has your unit's report(s) on student learning included an analysis of a sample of student writing assignments? Many units have already undertaken this in a previous report, but if yours hasn't as yet, your 2010 report should contain such an analysis.

Analysis of sample student writing skills: In this part of your report, you develop a set of rubrics, i.e., a list of the criteria your faculty use to assess the writing skills of your students. The "Rubrics" document that follows this memo will help you see how other universities have used rubrics to define and rate the set of skills in writing that they attempt to assess. Your unit should develop its own set of rubrics for assessing student performance on a given writing assignment.

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RUBRICS

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Performance assessments require the use of a standardized scoring procedure usually involving a rubric. A rubric is a matrix that identifies the expected outcomes of performance on task with the respective levels of performance along those outcomes. There are two type of scoring rubrics. Analytic scoring rubrics break scoring down into components. They provide descriptions and sub-scores for each characteristic of performance. For example, a writing assessment may be broken down into integration of ideas, mechanics, and clarity of expression. Holistic scoring rubrics on the other hand provide a single score for overall performance. Because of this analytic scoring rubrics provide more information and have more of a diagnostic value than holistic scoring rubrics.

Parts of a Rubric

There are four components to a rubric: 1) a task description; 2) task dimensions; 3) a performance scale; and 4) cell descriptions. (See the figure on the following page.) The task description describes the assessment activity that serves as a reminder to the grader as to what the task is about. This can be created directly by cutting and pasting from a course syllabus or from the assessment task directions. The task dimensions lay out and describe the parts of the task and are listed in the first column of the table. They should be directly observable and in harmony with the program's learning outcomes. The performance scale indentifies the levels of performance along each of the dimensions and is presented in the first row of the table. Scales should include three to five points. Too many scales points makes it more difficult to differentiate between performance levels. Finally, cell descriptions operationalize what each level of performance means for each dimension. These may include check boxes beside each element of the performance description in the cell. They help convey why the student is given a particular score. The example below comes from Stevens & Levi, *(2004).*

> **Task Description:** Each student will make a 5-minute presentation on the changes in one Virginia community over the past thirty years. The student may focus the presentation in any way he/she wishes, but there needs to be a thesis of some sort, not just chorological exposition. The presentation should include x, y, and z.

	Scale: Level 1	Scale: Level 2	Scale: Level 3
Dimension 1			
Dimension 2			
Dimension 3			
Dimension 4			

Developing A Rubric

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Once you completed your rubric, share it with other faculty members in the program to get their feedback. Ask them to apply it to a sample of student work to determine if they understand the dimensions and performance

Examples of Scale Points

Lowest Level → *Highest Level*

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Not Yet Competent	Partly Competent	Competent	Sophisticated
Unacceptable	Marginal	Proficient	Exemplary
Novice	Intermediate	Intermediate High	Advanced
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(Huba & Freed, 2000)

Scoring Using A Rubric

Because rating performance involves human judgment, it is subject to error. Personal biases, carry-over effects of judgments due to preceding tasks, and inconsistency in scoring due to lack of standardization of scoring criteria intrude and limit the value of the ratings. To avoid these common errors, 1) rate the performance of all students on one task before going to the next to keep scoring criteria in mind; 2) whenever possible rate performance without knowledge of student's name to avoid halo effects; 3) use multiple raters for high-stakes decisions; and 4) train your raters to calibrate their scoring by bringing them together to review their responses in order to identify patterns of inconsistent responses.

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Task Description: Each student will develop a lab report for the particular experiment in question. This report should include an abstract, introduction, instrumentation and procedure, discussion, error analysis, and conclusion sections. Students must show an understanding of the topic and support all generalizations with details.

LEARNING OUTCOMES	Exemplary	Proficient	Marginal	Unacceptable
Students will demonstrate in-depth knowledge and understanding of content material within the course discipline.	Clear indication of higher order thinking demonstrating mastery of the material.	Some indication of higher order thinking demonstrating mastery of the material.	Some placement of ideas in appropriate disciplinary context. Limited evidence of higher order thinking.	Limited or no evidence of higher order thinking with confused demonstration of understanding of the material.
Students will demonstrate ability to formulate and test good scientific hypotheses.	Formulates elegant and easy to test hypotheses with no confounding variables. Applies appropriate methodologies.	Formulates hypotheses that are testable but lack some clarity or contain some confounding variables. Usually applies appropriate methodologies.	Formulates non-testable hypotheses but contain elements indicative of some understanding of the importance of elegance/ clarity in hypothesis creation. Designs weak experiments.	Formulates non-testable hypotheses and provides no indication of an understanding of the importance of elegance/ clarity in hypothesis formation. Consistently designs poor experiments.
Students will analyze and interpret data using discipline-specific tools.	Consistently identifies and correctly applies appropriate quantitative/qualitative methodologies.	Typically identifies and usually applies appropriate quantitative/qualitative methodologies.	Inconsistently identifies and irregularly applies appropriate quantitative/ qualitative methodologies.	Fails to identify or apply appropriate quantitative/ qualitative methodologies.
Students will interpret knowledge in meaningful and appropriate ways as they draw conclusions about the significance of scientific data.	Draws logical conclusions that follow from data in a manner indicating clear understanding of significance.	Conclusions are generally solid, but may lack some clarity or consistency with data.	Extrapolates beyond the data creating nonviable interpretations of data at hand.	Draws incorrect conclusions and misunderstandings the significance of data/findings.

Rubric example from University of Virginia

CAPSTONE PROJECT ASSESSMENT FORM

Project Title: _____

Author: _____ **Mentor:** _____

Originality

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	Score 1 - 3
▪ **Project reflects a deep understanding of Capstone topic area**	Project summarizes existing research	Project evaluates existing research	Project provides student's own synthesis of research	
▪ **Project is based on a research question that is significant to the relevant research community**	There is no identifiable research question or question is not appropriate to the topic area	Research pursues a question for which there exists conclusive and easily identifiable answer	Research pursues a question about which there is discussion or dispute in the relevant research community	
▪ **Project represents the student's own perspective and synthesis of reading, research, and reflection**	Project lacks a clear thesis	Project thesis reflects student's synthesis of ideas and evidence	Project thesis reframes current thinking in the research area in a novel and compelling way	

Independence

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **Student has worked primarily on his or her own throughout the project with guidance from the Capstone mentor.**	Mentor has both asked and answered questions for student and has frequently been involved in line by line correction of the student's writing	Mentor has, on key occasions, answered central questions for the student. Student's written work was done independently	Mentor has asked questions, discussed general ideas and provided feedback on student work	
▪ **Student has submitted two preliminary drafts and responded appropriately to feedback on these drafts**	Student has failed to submit the required drafts	Student has submitted required drafts but has not appropriately responded to the mentor feedback.	Student has submitted required drafts and improved his or her work based upon the feedback received	

CAPSTONE PROJECT ASSESSMENT FORM

Appropriate Scope

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **Project constitutes a sustained and complete treatment of the student's research question**	Project fails to focus on the research question or does so in a superficial way	Project addresses research question in some depth	Project offers a sustained and compelling treatment of the question	☐
▪ **The scope of the project is appropriate for the time available**	Project attempts to answer a question that is too broad	Project provides an acceptable treatment of the topic but key issues are not considered	Project treats the topic with sufficient depth and thoroughness	☐

Orderly and objective process of inquiry

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **Project demonstrates facility with those methodologies, tools and academic skills appropriate to the area of investigation**	Student is unfamiliar with methodologies and skills appropriate to the research area	Student demonstrates basic competence in methodologies, tools and academic skills appropriate to the area of investigation	Student demonstrates full mastery of a methodology or academic skill appropriate to the area of investigation	☐
▪ **Project demonstrates an ability to ask relevant and probing questions and synthesize core ideas within this area**	Project consistently fail to distinguish between relevant and irrelevant issues	Project considers relevant questions without asking probing questions or appropriately synthesizing central views	Project considers only relevant issues, consistently surfaces key assumptions and synthesizes core ideas	☐
▪ **Project demonstrates an ability to identify and use appropriate evidence**	No evidence is adduced or evidence is consistently misused or misrecognized	Adequate and appropriate evidence is provided in at least one key argument	Evidence is consistently identified and appropriately used	☐
▪ **Project demonstrates an ability to draw and support conclusions and demonstrates facility with the basic elements of argument – evidence, reasons, claims**	Project demonstrates no recognition of the distinction between cogency and fallacious arguments	Project contains at least one demonstration of facility with the basic elements of argument.	Project demonstrates complete mastery of the basic elements of argument.	☐

▪ **Project demonstrates an ability to identify relevant and reliable research, evaluate the quality of sources and attribute accurately researched results using citation style appropriate to the area of investigation**	Project fails to establish the relevance or reliability of key sources or consistently fails to accurately and properly acknowledge sources.	Project sources are all relevant and reliable and the project contains no more than two attribution or citation errors.	Project contains no source or attribution errors.
▪ **Project explores different answers to the research question and the evidence that supports them**	Project fails to consider non-supportive evidence or positions.	Project addresses but does not deeply consider strong alternatives or disconfirming evidence	Project appropriately considers strongest alternatives and countervailing evidence
▪ **Project raises and investigates tacit assumptions on which the thesis rests**	Project leaves at least one central assumption unconsidered	Project acknowledges all central assumptions	Project acknowledges addresses all central assumptions.
▪ **Project offers clear and solid arguments evaluating the student's thesis.**	Primary arguments for thesis are either unclear or fallacious.	Primary arguments for thesis are clear and coherent.	Primary arguments for thesis are clear and compelling.
▪ **Project displays an overall logical coherence with a clearly recognizable logical structure**	Project demonstrates no discernable logical structure.	Sections of the project are logically coherent	The project as a whole demonstrates a logically coherent structure.

Intellectual stretch

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3
▪ **Project demonstrates that the student has explored unfamiliar depths of intellectual rigor, richness and originality**	Project demonstrates neither a new level of critical depth nor originality for the student.	Project demonstrates a new level of critical depth or originality for the student	Project demonstrates a new level of critical depth and originality for the student
▪ **The project goes beyond a summary of previous findings and provides the student's own perspective on an issue of interest to the appropriate research community.**	Project summarizes the results and research of others	Project summarizes the results and research of others in the student's own vocabulary and draws at least one connection not explicit in the reading	Project consistently asks questions or draws connections not explicit in the literature

CAPSTONE PROJECT ASSESSMENT FORM

Overall project presentation

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **The project includes a significant written work product that is clear, intelligible to members of the appropriate research community, and devoid of grammatical, spelling and compositional errors**	The project does not include a significant work product or that work product is not clear to members of the appropriate research community or contains grammatical, spelling or compositional errors.	The written work product is significant, contains no grammatical, spelling or compositional errors and is understandable to members of the appropriate research community.	The written work product is significant, contains no grammatical, spelling or compositional errors and conforms to all of the rules of excellent scholarship current in the research area.	
▪ **The overall structure of the project is appropriate to the area of investigation**	The overall structure is not appropriate to the area of investigation.	At most one structural element fails to conform to the standards in the area of investigation.	The overall structure of the project fully conforms to the standards in the area of investigation.	

Total:

Percentage: / **60**

Example from University of Miami

S. Paulson, 10 February 2005

Guide for writing essays in ATH 305 Peoples and Cultures of Latin America

Criteria	A good paper manifests these qualities:	An excellent paper develop *also*:
1. Problem or Issue	Clearly identifies a main problem or issue, and summarizes it in relation to essay questions.	Examines several dimensions of the problem or issue and relationships among them.
2. Evidence	Presents supporting evidence from course materials in the form of information, ethnographic descriptions, examples, and quotes. Identifies the sources and assesses the quality of this evidence.	Provides evidence from additional readings, films, news, class discussions.
3. Concepts, assumptions, theories	Identifies ideas, approaches and methods that shape the arguments of authors and/or the people whom they describe: i.e. machismo, gender, contradictory consciousness, modernization or dependency theory, nationalism, revolution, liberation theology, critical race theory, feminism, etc.	Assesses the relevance and implications of specific concepts and assumptions.
4. Context	Locates the authors and/or the people or events that they describe in appropriate cultural, social, national, disciplinary, political, religious and/or historical contexts.	Make connections between the context and the way people think, talk, and act.
5. Perspectives	Compares perspectives of different people or groups described. Compares different ways of analyzing or interpreting the material.	Discusses implications of competing perspectives on issue.
6. Student's analysis or point of view	Presents student's own perspective and position. Raises own questions, critiques, or doubts about the author's message and perspective.	Identifies students' assumptions, stereotypes or prejudices that were somehow challenged or shifted in the process of working with material.
7. Conclusions, implications, consequences	Identifies and discusses conclusions and/or consequences of given perspectives or analyses on the issue at hand.	Considers information and context in identifying implications of the arguments and issues.
8. Write well	Shows correct grammar, and correct punctuation. Quotes, ideas and paraphrases are properly attributed to original sources and references listed at end of essay.	Demonstrates good organization, no gratuitous repetition, strong and compelling prose.

Source: http://www.units.muohio.edu/led/Assessment/criticalthinking/paulson/documents/Paulson Rubric.pdf

From: Sahle, Eunice N <eunice@email.unc.edu>
Sent: Thursday, December 9, 2010 8:53 AM
To: Reynolds, Andrew S <asreynol@email.unc.edu>; Markstein, Lara <laram@email.unc.edu>
Cc: Buell, Agatha <abuell@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: On the $500.00

Dear Andy,

Thanks so much for your prompt response and generous re-authorization!

We have a new Business Manager Agatha Buell (hello) and I am sure she will facilitate the process.

With best wishes,
Eunice.

From: Andrew Reynolds [asreynol@email.unc.edu]
Sent: Thursday, December 09, 2010 8:47 AM
To: Sahle, Eunice N; Markstein, Lara
Subject: Re: On the $500.00

Eunice

Those funds did expire when they weren't taken up last academic year but let me authorize a one-time $500 research support fund which can be taken from our 2010-11 development fund.

I do hope Lara and AA will be able to work it out this time

best

Andy

On 12/9/2010 8:43 AM, Sahle, Eunice N wrote:

> Dear Andrew,
>
> Greetings and it was good to see you last week.
>
> Kindly let me know if it is all possible to access the funds you kindly awarded me last year but there were difficulties transferring it the Department of African and Afro-American Studies. I am in the process of seeking copy right permission for two works one by ProfessorAbdullahi A. An-Naim (Emory) and second by Professor Wisdom Tettey (Calgary) for a book I am editing and it would be helpful to have the funds to pay for the rights which the authors have gracious ly grated by the publishers have authorize after payment.
>
> Thanks and best wishes,
> Eunice.

From: Heather Williams <hawill@email.unc.edu>
Sent: Tuesday, December 14, 2010 12:43 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: African American History Month Lecture

December 14, 2010

Dear Julius:

In February 2005 the Department of History, with the assistance of founding co-sponsors, presented the University of North Carolina's inaugural campus-wide African American History Month Lecture. Mary Frances Berry, distinguished scholar of legal and African American history, was the inaugural lecturer. More than two hundred people from the student body, faculty, administration, neighboring universities, and the wider community formally celebrated African American History Month as an observance of this University. Subsequent lectures featuring William Jones, Barbara Ransby, Robin D. G. Kelley, Lonnie Bunch and James Anderson were equally successful. The principle of university-wide acknowledgment and observance of African American History is consistent with the mission and the vision of this University.

We are preparing now for the seventh campus-wide African American History Month Event. This year we will direct our attention to the Civil War and the struggle African Americans waged to secure freedom. To reflect on the conflict we are pleased to announce that actor and playwright, Mike Wiley will produce and perform a play he has written for the occasion. The performance will raise exciting questions about the meaning of the Civil War for African Americans and the use of art for engaging these issues. Over the past decade Wiley has produced a number of one-man dramas to engage pivotal moments in African American life. His work has been featured in the 2009 National Black Theater Festival and has been jury-selected for a number of professional industry showcases. The performance will take place in the Stone Center Theater at 7:00 p.m. on Wednesday, February 16, 2009. You will receive further information and an invitation as the date of the campus-wide performance approaches.

We are very grateful for the support of the founding co-sponsors and hope that you will again join us in support of what promises to be an intellectually stimulating event. It is our hope that your budget will permit you to continue your support of this important event. We will be so appreciative to you. Your support will permit us to continue the tradition of publicizing the event widely and offering a reception after the lecture.

Thank you for your kind attention and consideration of this request. We hope to hear from you soon. Please respond to LaTissa C. Davis (davila@email.unc.edu) or Heather Williams (hawill@email.unc.edu.).

Sincerely yours,

Committee for the Annual African American History Month Lecture

Heather A. Williams, Chair

Associate Professor, History Department

From: nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent: Monday, December 20, 2010 8:16 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Annual Benefits Reminders

From: Brian Usischon, Benefits Services
Office of Human Resources

With the start of the new year around the corner, it's a great time to review some important benefit information.

Annual Enrollment Changes: Any benefit changes made during the annual enrollment for NCFlex and the University benefit programs take effect Jan. 1. Remember to check your pay stubs (Jan. 14 for biweekly paid employees and Jan. 31 for monthly paid employees) to ensure that the programs you elected are included with the correct deductions.

MetLife Life Insurance: If you are enrolled in this plan, you may see a change in your deductions beginning in January. Premiums may be adjusted based on your age and salary as of Dec. 31 each year.

ING (ReliaStar) Life Insurance: If you are enrolled in this plan, you may see a change in your deductions beginning in January. Premiums may be adjusted based on your age and salary as of Jan. 1 each year.

MetLife Critical Illness: If you are enrolled in this plan, you may see a change in your deductions beginning in January. Premiums may be adjusted based on your age and salary as of Jan. 1 each year.

Health Care and Dependent Care Flexible Spending Accounts (FSAs): Claims for the 2010 plan year must be filed with Aon by March 31, 2011. Services must have been rendered by Dec. 31. You can check your FSA balance, claims status and pending reimbursements by registering with the FSA ClaimsPlus site at www.ncflex.selfservicenow.com.
-- FSA claims kits will be mailed to employees' home addresses the last week in December. Please read the enclosed materials concerning when to file claims and when documentation is required.
-- You can provide your e-mail address and receive electronic notification of your claims and payment status. Enter your e-mail address on the FSA ClaimsPlus site. You will continue to receive paper statements if no e-mail address is on file.
-- Review your paycheck to verify the correct per-pay period deductions are taken out for your 2011 NCFlex FSA account(s). If you find errors, contact Benefits Services.

NCFlex Convenience Card: If you have an NCFlex Convenience Card, do not destroy it. New cards will not be issued for the new plan year; they are automatically reissued 30 days prior to the card expiration date.
-- Request an NCFlex Convenience Card through the FSA ClaimsPlus site. To request dependent cards, call the NCFlex FSA service center at 877-371-2926. You can also cancel your NCFlex Convenience Card online, or by calling the NCFlex FSA Customer Service Center. There is a $6 annual fee, and you receive two cards per request. Additional cards are available for a one-time $5 fee per request.

Retirement Plan Limits for 2011:
-- The limit on contributions to a 403(b)/401(k) plan for 2011 is $16,500. If you are over the age of 50, or will turn 50 by Dec. 31, 2011, you are eligible for an additional $5,500 catch-up contribution.
-- The limit on contributions to a 457(b) plan for 2011 is also $16,500.

If you are over the age of 50, or will turn 50 by Dec. 31, 2011, you are eligible for an additional $5,500 catch-up contribution.

Employee contributions to a 403(b) and 401(k) plan are combined; however, employees can maximize saving opportunities by contributing to a 457(b) plan. Amounts contributed to a 457(b) plan are not combined with your 403(b) and/or 401(k) contributions.

If you have questions about your deductions or elections, email benefits@unc.edu or call 919-962-3071.

This email is sponsored by: Office of Human Resources

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	info@digitalmeasures.com on behalf of UNC-Chapel Hill Institutional Research & Assessment <gmh@email.unc.edu>
Sent:	Friday, January 7, 2011 4:50 AM
To:	Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject:	Your Course Evaluation Results
Attach:	Course Evaluation 2009 - AFAM 428 Section 001 AFAM BIOETHICS.pdf; Course Evaluation 2009 - AFRI 521 Section 001 EAST AFRICAN SOCIETY.pdf

---

Your fall 2010 course evaluation results are now available and are attached to this message. You can also access them online with your UNC ONYEN at the following link:

https://www.digitalmeasures.com/login/unc/faculty

Please let me know if you have any questions about your results, or trouble accessing them.

Sincerely,

Lynn Williford
Institutional Research & Assessment
The University of North Carolina at Chapel Hill
gmh@email.unc.edu 962-1500

DigitalMeasures

From: WebEvent <webevent@unc.edu>
Sent: Monday, January 10, 2011 12:03 PM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Subject: [dptcrchairs] WebEvent Reminder: Jan 12 - 12 p.m. Eastern Time (US and Canada) Time ; Chairs' Bag Lunches with Dean Karen Gil

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WebEvent Reminder

Title: Chairs' Bag Lunches with Dean Karen Gil
Date: Wednesday, January 12, 2011
Time: 12 p.m. - 1:30 p.m. Eastern Time (US and Canada) Time

Description: Location: 3020 Steele Bldg

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http://www.webevent.com/cs/r/pbpublish_2.71

You are currently subscribed to dptcrchairs axsd: JEN321@email.unc.edu.
To unsubscribe send a blank email to leave-28435713-35587346.d2d65bea842e4c54e31c0c42635f0b5c@listserv.unc.edu

From: Pasion, Jessica <jvpasion@email.unc.edu>
Sent: Tuesday, January 11, 2011 10:57 AM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Cc: dptcrmgrs@listserv.unc.edu
Subject: [dptcrchairs] REMINDER: Chair's Bag Lunches with Dean Karen Gil, Spring 2011

This message is being sent to all department and curricula chairs and copied to managers in the College of Arts and Sciences.

Good morning,

Below you will find the dates for the Spring 2011 bag lunches with Dean Karen Gil. All lunches will be held in 3020 Steele Building from Noon-1:30pm.

January 12, 2011
February 15, 2011
March 16, 2011
April 28, 2011

Kind regards,
Jessica

Jessica Pasion
Executive Assistant to the Dean
University of North Carolina at Chapel Hill
College of Arts & Sciences, Dean's Office
205 South Building
Campus Box 3100
Chapel Hill, NC 27599
(919) 962-1165

From: Pasion, Jessica <jvpasion@email.unc.edu>
Sent: Tuesday, January 11, 2011 1:18 PM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Cc: dptcrmgrs@listserv.unc.edu
Subject: [dptcrchairs] Nominations for Provost's Distinguished Professorships Process

---

This message is being sent to all chairs and copied to the managers in the College of Arts and Sciences.

The process for submitting nominations for the Provost's Distinguished Professorships is listed below. Departmental chairs nominating faculty must:

- Submit his/her nomination letter via email in Word format to Jessica Pasion (jvpasion@email.unc.edu), no later than **5pm on Monday, February 7, 2011**. The letter will be printed on College letterhead and signed by Dean Gil. Only one letter, signed by the Dean and the Chair, will be submitted. The Dean's signature on the nomination letter is intended to enhance your recommendation.

- Once signed by the Dean, you will be notified that your letter is ready for pick up. The chair must sign the letter for inclusion in the packet.

As stated in the Provost's email, the following items must be included in the nomination packet that you submit to the Provost Office.

- Nomination letter signed by the Dean and Chair

- Nomination letter, if nomination is from an individual faculty member rather than the chair

- The curriculum vita of the nominee

- A list of three references for your nominee complete with contact information

Nomination packets should be submitted electronically as an email attachment to Stephanie Thurman (sthurman@email.unc.edu), no later than **Friday, February 18, 2011.**

Please direct any questions you may have about this process to Jessica Pasion at jvpasion@email.unc.edu or 962-1165.

Jessica Pasion
Executive Assistant to the Dean
University of North Carolina at Chapel Hill
College of Arts & Sciences, Dean's Office
205 South Building
Campus Box 3100
Chapel Hill, NC 27599
(919) 962-1165

From: Hartlyn, Jonathan <hartlyn@unc.edu>
Sent: Monday, January 17, 2011 3:38 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Cc: Johnson, Erica <ericaj@email.unc.edu>; Reynolds, Andrew S <asreynol@email.unc.edu>
Subject: Endorsement of MA in Global Studies

Dear Julius, I have a quick favor to ask of you. On Wednesday morning, the proposal for the MA in Global Studies will be going before the Administrative Boards for another set of approvals. As you know, the College and the Curriculum in Global Studies have been working for many years in developing this proposal, the most recent version of which was shared with you a few months ago. At this time, Andy Reynolds and I are asking for your departmental support for the program (given that your department has affiliated faculty with the Curriculum) – this can be indicated by your returning the letter below with your email signature to Andy and/or Erica in the Curriculum.

Thanks for your cooperation. Please let Andy and/or me know if you have any questions.

Best, Jonathan

Jonathan Hartlyn
The University of North Carolina at Chapel Hill
Senior Associate Dean for Social Sciences and
International Programs, College of Arts and Sciences
Kenneth J. Reckford Professor of Political Science
205 South Building, CB 3100
Chapel Hill NC 27599-3100 USA
Email: hartlyn@unc.edu
Office: 919 962-1165 Fax: 919 962-2408

Administrative Board of the Graduate School
Administrative Boards of the General College and the College of Arts and Sciences
University of North Carolina at Chapel Hill

To the Administrative Boards:

We write to indicate the strong support of our departments for the proposed MA in Global Studies and our full intent to cooperate with the Curriculum in Global Studies and the College of Arts and Sciences in its implementation. The Global Studies program is interdisciplinary by nature, and collaboration across academic units is essential to the success of both the undergraduate and proposed graduate curricula.

As Chairs of departments with faculty who share their teaching and curricular responsibilities between our departments and the Curriculum in Global Studies, we support our affiliated faculty working with the Curriculum in the development and implementation of the MA as part of their teaching, advising, and curricular obligations to Global Studies. We also look forward to having Global Studies MA students enrolled in appropriate courses in our departments.

In addition, we will participate in ongoing and future searches for outstanding joint faculty to support the Curriculum and our departmental research and teaching. The expertise of this diverse and excellent pool of faculty teachers and mentors will contribute greatly to the success of the proposed master's program, and the new master's program will continue and deepen the ongoing interdisciplinary cooperation between the Curriculum and other academic units on campus.

Sincerely,

From: WebEvent <webevent@unc.edu>
Sent: Wednesday, January 19, 2011 12:03 AM
To: All Deans, Directors, and Department Heads in the College of Arts & Sciences <asddd@listserv.unc.edu>
Subject: [asddd] WebEvent Reminder: Jan 26 - Deadline for Research & Study Recommendations to Deans' Office

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WebEvent Reminder

Title: Deadline for Research & Study Recommendations to Deans' Office
Date: Wednesday, January 26, 2011
Time: Unspecified

Description: This is the deadline for dept chairs to submit recommendations for research and study leaves.

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http://www.webevent.com/cs/r/pbpublish_2.71

You are currently subscribed to asddd axsd: JEN321@email.unc.edu.
To unsubscribe send a blank email to leave-28499500-35586857.320bb86fbea40984156cda49090a0121@listserv.unc.edu

From: Walters, Susan L <susan_walters@unc.edu>
Sent: Friday, January 21, 2011 10:27 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Cc: Buell, Agatha <abuell@email.unc.edu>
Subject: Carolina Postodoctoral Program: Missing applicants now in department listing

---

All applications are now included in your department section for 'Review of Applicants' for the Carolina Postdoctoral Program. I'm sorry for the delay.

Best,
Susan

~~~~~~~~~~~~~~~~~~

Susan Walters
Program Manager, Carolina Postdoctoral Program for Faculty Diversity
Office of the Vice Chancellor for Research and Economic Development
The University of North Carolina at Chapel Hill
CB #4000, 312 South Building, Chapel Hill 27599-4000
919.962.4041
919.962.1476
susan_walters@unc.edu

From: Walters, Susan L
Sent: Thursday, January 20, 2011 5:36 PM
To: Nyang Oro, Julius E
Subject: Carolina Postodoctoral Program: Missing applicants in department listing

Dear Julius,

It was just noted that 3 applications are not in your department's listing for Review of Applicants. Our technical support is working on that problem and will hopefully have that fixed shortly, allowing for review of the full list of applicants.

I am very sorry for the delay of full review of applicants. Please let me know if you have any questions.

Best,
Susan

~~~~~~~~~~~~~~~~~~

Susan Walters
Program Manager, Carolina Postdoctoral Program for Faculty Diversity
Office of the Vice Chancellor for Research and Economic Development
The University of North Carolina at Chapel Hill
CB #4000, 312 South Building, Chapel Hill 27599-4000
919.962.4041
919.962.1476
susan_walters@unc.edu

From: Reid, Dee <deereid@unc.edu>
Sent: Friday, January 21, 2011 1:37 PM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Cc: Department and Curriculum Managers <DptCrMgrs@listserv.unc.edu>
Subject: [dptcrchairs] FW: Correction/ WebEvent Reminder: Jan 24 - 12:30 p.m. Eastern Time (US and Canada) Time ; Council of Chairs Meeting

---

The enclosed message from the Dean's Office is being sent to all department/curriculum chairs in the College with a copy to their administrative managers.

# # #

The enclosed web event reminder is inaccurate. The program for the Jan. 24 Council of Chairs meeting has been changed. On Jan 24, the council will discuss the Academic Plan with Sue Estroff and Bill Andrews.

The discussion of assessment of student learning outcomes will take place Feb. 14 with Dean Gil, Bill Andrews, Bobbi Owen and Lynn Williford.

-----Original Message-----
From: WebEvent [mailto:webevent@unc.edu]
Sent: Friday, January 21, 2011 12:33 PM
To: Chairs of Departments and Curricula
Subject: [dptcrchairs] WebEvent Reminder: Jan 24 - 12:30 p.m. Eastern Time (US and Canada) Time ; Council of Chairs Meeting

WebEvent Reminder

Title: Council of Chairs Meeting
Date: Monday, January 24, 2011
Time: 12:30 p.m. - 2 p.m. Eastern Time (US and Canada) Time

Description: Location: 271 Hamilton Hall

Discussion with Dean Gil, Bill Andrews, Bobbi Owen, and Lynn Williford.

Lunch is provided.

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http://www.webevent.com/cs/r/pbpublish_2.71

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You are currently subscribed to dptcrchairs axsd: JEN321@email.unc.edu.
To unsubscribe send a blank email to leave-28522158-35587346.d2d65bea842e4c54e31c0c42635f0b5c@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent: Tuesday, January 25, 2011 1:33 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FORMAL NOTICE: UNC Section 403(b) Plan -- Universal Availability Notice for 2011

UNC Section 403(b) Plan -- Universal Availability Notice for 2011

FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

The University of North Carolina offers you a choice of voluntary supplemental retirement programs on a pre-tax and post-tax (Roth) basis in accordance with Section 403(b) of the Internal Revenue Code. Under The University of North Carolina Section 403(b) Plan ("the 403(b) Plan"), eligible employees may elect to defer a portion of their compensation to the 403(b) Plan to supplement their retirement savings.

The 403(b) Plan is designed to help you invest more money today so that you have the income you need in your retirement years. It provides a supplement to either the N.C. Teachers' and State Employees' Retirement System or the UNC Optional Retirement Program, the State's mandatory retirement plans available to permanent employees who work 30 or more hours per week. Voluntary contributions to the 403(b) Plan have become an increasingly important part of saving for retirement.

Eligibility
All employees who receive compensation reportable on a W-2 and pay FICA are eligible to participate in the 403(b) Plan, so long as the employee elects to contribute at least $200 each calendar year.

Contributions
An eligible employee may elect to defer a portion of his or her compensation on a pre-tax or post-tax (Roth) basis.

Pre-tax Contributions: If you elect to make contributions on a pre-tax basis, both federal and state income taxes are deferred on any contributions and earnings until a distribution is made from the plan. Distributions are taxed as ordinary income for federal and state income tax purposes. Generally, a participant must begin receiving a distribution no later than April 1 following the year in which age 70 1/2 or retirement is attained, whichever is later.

Post-tax Contributions (Roth): A Roth 403(b) account allows you to designate some or all of your contributions on an after-tax basis, rather than the traditional pre-tax contributions. Interest and earnings on these contributions when withdrawn are generally tax-free. In the event of either retirement or termination, your earnings can be withdrawn tax-free as long as it has been five tax years since your first Roth 403(b) contribution and you are at least 59 1/2 years old.

Contribution Limits
Annual contribution limits are set by the Internal Revenue Service (IRS). The IRS allows an eligible employee to make an additional catch-up contribution beginning in the year in which he or she turns age 50. For 2011, the calendar year limit under the 403(b) Plan is as follows:

Calendar Year Annual Contribution Limit: $16,500
Age 50+ Catch-up Contribution Limit: $5,500
Note: This is a combined limit for pre-tax and Roth after-tax

contributions.

Approved Vendors
The University has approved Fidelity Investments and TIAA-CREF as the two financial services companies offering options under the 403(b) Plan. Fidelity and TIAA-CREF provide a wide range of mutual fund investment options and annuity products through their own funds and other investment managers in the industry. Both companies offer resources and tools to help participants plan their investment strategy. Eligible employees should contact each vendor for information about plan investment options and services provided.

-- Fidelity Investments: 1-800-343-0860
-- TIAA-CREF: 1-800-842-2888

Enrollment Process
Eligible employees may enroll immediately upon date of hire or at any time. To start the enrollment process, please visit the website at www.northcarolina.edu/403(b) and follow the steps listed:

Step 1 -- Complete a Salary Reduction Agreement (SRA) (forms and instructions available on the website)
Step 2 -- Enroll in the plan with Fidelity and/or TIAA-CREF

Contributions may be designated as a percent of salary or as a flat dollar amount depending on your campus payroll capability. The SRA will apply only to amounts earned after enrolling in the Plan, and an employee's election under the SRA will continue until the SRA is modified or revoked by the employee.

Modifying a Deferral Election
An eligible employee may increase, decrease or stop his or her future contributions to the plan at any time by completing an SRA. Employees may also change from one vendor to another at any time by completing an SRA to stop contributions with the existing vendor, and following the steps above to enter into a new agreement with another vendor. It is also possible to make contributions to more than one vendor at a time.

More Information
If you have questions about the 403(b) Plan, please contact your campus Benefits Representative or visit the 403(b) website at: www.northcarolina.edu/403(b).

This notice is provided as a source of information and does not constitute legal, tax or other professional advice. If legal advice, tax advice or other professional assistance is required, the services of a professional advisor should be sought. Every effort has been made to make this notice as thorough and accurate as possible. However, there are other legal documents, laws, and regulations that govern the operation of the program. It is understood that in the event of any conflict, the terms of the plan document, applicable laws, and regulations will govern.

This email is sponsored by: Office of Human Resources

From: prosper mbena <prospermbena@yahoo.com>
Sent: Tuesday, January 25, 2011 12:57 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: FW: invitation to North Carolina

Profesa Asante sana
Mbena

--- On T**ue, 1/25/11, Nyang Oro, Julius E <*JEN321@EMAIL.UNC.EDU*>** wrote:

> From: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
> Subject: FW: invitation to North Carolina
> To: "prospermbena@yahoo.com" <prospermbena@yahoo.com>
> Date: Tuesday, January 25, 2011, 5:57 PM
>
> Bwana Mbena:
> Habri gani. Hii ndiyo barua pepe tuliyoizungumzia. Asante.
> Nyang'oro
>
> _____
> From: Barbara Anderson [b_anderson@unc.edu]
> Sent: Friday, January 07, 2011 1:48 PM
> To: prospermbena@yahoo.com
> Cc: Nyang Oro, Julius E; Lambert, Michael C
> Subject: invitation to North Carolina
>
> Dear Mr. Mbena:
>
> Greetings from the African Studies Center at the University of North Carolina. Dr. Julius Nyang'oro, Chair of the Department of African and Afro-American Studies, has provided me with your contact information. It is with great pleasure that I write to begin discussions of inviting His Excellency, President Kikwete, to speak at the University of North Carolina at Chapel Hill this coming spring.We would be honored if President Kikwete would make a major address to faculty and students from our university and from Duke University on □Health and Development□ or a similar topic at his discretion. We are currently vetting the following dates: March 16, March 24, or April 14.Please let me know if it would be appropriate to make a formal invitation in the coming weeks, and instructions on protocol for routing such an invitation.I look forward to hearing from you.With warm regards, Barbara Anderson
>
> --
> Barbara Shaw Anderson
> Associate Director, African Studies Center
> Lecturer, Department of African and Afro-American Studies
> African Studies Center, CB#7582
> 3027 FedEx Global Education Center
> University of North Carolina
> Chapel Hill, NC 27599-7582
> (919) 962-1406 office
> (919) 843-2102 fax
> b_anderson@unc.edu
> www.global.unc.edu/africa

From: Lambert, Michael C <mlambert@email.unc.edu>
Sent: Wednesday, January 26, 2011 5:10 PM
To: Gore, Travis <stgore@email.unc.edu>
Cc: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: M Lambert Director ASC reappointment
Attach: M Lambert Director ASC reappointment.pdf; ATT00001.c

Travis, here is copy of my appointment letter as Center Director. I assume this is the one you need. If not let me know.

Mike

Michael Lambert, Ph.D.
Director, African Studies Center
Associate Professor of African Studies and Anthropology
Director of Undergraduate Studies for African Studies
University of North Carolina at Chapel Hill
Campus Box 7582
3026 FedEx Global Education Center
Chapel Hill, NC 27599-7582

From: dana=defenddemocracy.org@reply.bronto.com on behalf of Dana Murphy <dana@defenddemocracy.org>
Sent: Friday, January 28, 2011 9:04 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: NOW ACCEPTING Applications for 2011 FDD Fellowship

Dear Professor:

Knowing of your interest in conflict issues and the Middle East, I am writing to inform you that the Foundation for the Defense of Democracies now is accepting applications for its annual Academic Fellows Terrorism studies program.

This unique program which provides university professors with a detailed understanding of the terror threat that faces our nation and sister democracies is centered on a 10-day course taught in conjunction with Tel Aviv University. The program takes place entirely in Israel and runs June 11th to June 22nd, 2011 (travel inclusive). Participants interact with academics, diplomats, military and intelligence officials, and politicians from Israel, Jordan, India and the United States. They also visit military bases, border zones and other security installations to learn the practical side of deterring terrorist attacks. All expenses are paid by FDD. The deadline for applications is March 25, 2011.

For more information on the program, please click here.

Or you may feel free to contact me at dana@defenddemocracy.org.

Best regards,

Dana Murphy

Academic Fellows Program Coordinator

Unsubscribe from future marketing messages from FDD

DELIVERED BY

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Friday, January 28, 2011 11:06 AM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] Faculty Meeting - Wed Feb 2

Dear All,

We will be having a faculty meeting on Wednesday, February 2nd at 2pm in the main office. Please send any agenda items to Travis by the end of the day on Monday.

See you there!
Agatha

****

Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

You are currently subscribed to afriafam as: jen321@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=28572361

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-28572361-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: Seck, Mamarame <mseck@email.unc.edu>
Sent: Saturday, January 29, 2011 12:40 AM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] AFRI/AFAM Colloquium

Dear Colleagues:

Happy New Year! I hope this finds you well. All my apologies for what might look like a short notice to you but Kia and I have been working on putting together the spring calendar for the AFRI/AFAM colloquium and also making sure the program is as attractive and diverse as possible. We have four presentations from early February to mid-April.

Our first presentation will take place on T**hursday February 3 at 4PM** in the Global Education Center (GEC) **room 1009** and will be followed by a **Happy Hour**. We have a guest speaker whose name is John Njenga Karugia, from Kenya. John is a Visiting Scholar in the Asian/Pacific Studies Institute at Duke University. He is a PhD candidate and a researcher at the Research Academy Leipzig and Institute of African Studies in the research study group "Transnationalisation and Regionalisation from the 18th Century to the Present" in the University of Leipzig, Germany. He holds a Masters degree in Global Studies and a Bachelor of Education (Arts: German and English Literature) degree. He has taught seminars on 'China in Africa' at African Studies Institute, German as a foreign language to international students of the Global Studies Master in Leipzig as well as Kiswahili and Kikuyu languages in the Institute of African Studies in Leipzig. Apart from that, he has worked previously as a teacher at the German School Nairobi. John's doctoral work focuses on Chinese Migration to Africa; The Case of Tanzania.

Presentation title: "Chinese Migration to Tanzania; Strategies of Interaction Amongst Chinese Migrants and Tanzanians".

Abstract:
'In order to live in harmony with each other, Chinese migrants and Tanzanians interact in specific ways to ensure each one is benefiting and that peace is maintained despite their different linguistic and cultural backgrounds and also despite competition. I will attempt to briefly discuss some insights from field research findings.'

Forthcoming:

Feb. 24 at noon. "Race and Place Identities among Oklahoma's 'All Black Towns' in the 21st Century." By Karla Slocum from AFAM and Anthropology

Best regards,
Mamarame

You are currently subscribed to afriafam as: jen321@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=28576657

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-28576657-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Sunday, January 30, 2011 10:17 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Newsletter

Hi Julius,

During our meeting on Wednesday, I was hoping to mention the newsletter. I asked Travis to add it as an agenda item. I'd like to have the submissions by the end of February, so we can have the newsletter finished in April. I also thought it would be nice to include material on Ann's memorial service (possibly remarks shared by one of the ministers) and material from the department's 40th anniversary celebration.

I also welcome any assistance that other faculty can provide.

I wanted to run these ideas by you, in case you have any suggestions or other ideas.

Best,
Kia

Kia Lilly Caldwell, Ph.D.
Associate Professor
African & Afro-American Studies
University of North Carolina at Chapel Hill
Battle Hall, CB #3395
Chapel Hill, NC 27599
Phone (919)962-0539
Fax (919) 962-2694
klcaldwe@email.unc.edu
www.unc.edu/depts/afriafam

From: WebEvent <webevent@unc.edu>
Sent: Monday, January 31, 2011 12:03 AM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Subject: [dptcrchairs] WebEvent Reminder: Feb 7 - Due Date for Nomination Letters for Inclusion in Provost's Distinguished Professorships Applications

---

WebEvent Reminder

Title: Due Date for Nomination Letters for Inclusion in Provost's Distinguished Professorships Applications
Date: Monday, February 7, 2011
Time: Unspecified

Description: The Provost Office is pleased to inform you that we will be able to name several of our faculty members to distinguished professorships this year. These professorships may include the following: Cary C. Boshamer Professorships; Kenan Professorships; William R. Kenan, Jr. Professorships, and Burton Craige Professorships. All are open to faculty members throughout the University, with the exception of the Burton Craige Professorship which must go to faculty members in political science or law. I ask for your nominations of exceptionally distinguished faculty members to be considered for these various professorships. Any individual nominated must be a tenured full professor and must have a record of scholarly and educational distinction.

The process for submitting nominations for the Provost's Distinguished Professorships is listed below:

Departmental chairs nominating faculty must:

• Submit his/her nomination letter via email in Word format to Jessica Pasion (jvpasion@email.unc.edu), no later than 5pm on Monday, February 7, 2011. The letter will be printed on College letterhead and signed by Dean Gil. Only one letter, signed by the Dean and the Chair, will be submitted. The Dean's signature on the nomination letter is intended to enhance your recommendation.

• Once signed by the Dean, you will be notified that your letter is ready for pick up. The chair must sign the letter for inclusion in the packet.

As stated in the memo from the Provost, the following items must be included in the nomination packet that you submit to the Provost Office.

- Nomination letter signed by the Dean and Chair
- Nomination letter, if nomination is from an individual faculty member rather than the chair
- The curriculum vita of the nominee
- A list of three references for your nominee complete with contact information

Nomination packets should be submitted electronically as an email attachment to Stephanie Thurman (sthurman@email.unc.edu), no later than Friday, February 18, 2011.

Please direct any questions you may have about this process to Jessica Pasion at jvpasion@email.unc.edu or 962-1165.

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http://www.webevent.com/cs/r/pbpublish_2.71

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From: Toler, Laura J <laura_toler@unc.edu>
Sent: Monday, January 31, 2011 8:10 AM
To: Reid, Dee <deereid@unc.edu>; Spurr, Kim Weaver <spurrk@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Reynolds, Andrew S <asreynol@email.unc.edu>
Cc: Moon, Karen B <karen_moon@unc.edu>
Subject: UNC expert on Egypt and/or Tunisia?

Hello, Dee, Kim, Julius and Andy,

I'm wondering whether we have a faculty member who could analyze for media what is going on in this part of the world. I should have asked last week!

We'd need someone who could articulate very specifically what he/she would discuss. The media do not respond if you just say that someone is an expert on Egypt.

We need to say the person can discuss such specific angles as perhaps why the unrest is happening now, whether the protesters in Egypt are likely to give up or prevail, what ideally for the people there and/or U.S. interests should be done in these two countries, whether control might go to Islamic extremists, or, what is likely to happen? Our experts likely will have much better and more specific questions than I have.

If you can think of anyone, please forward this to them, and I would ask that they call me at 962-8589.

Many thanks!

LJ

From: Reynolds, Andrew S <asreynol@email.unc.edu>
Sent: Monday, January 31, 2011 8:29 AM
To: Toler, Laura J <laura_toler@unc.edu>
Cc: Reid, Dee <deereid@unc.edu>; Spurr, Kim Weaver <spurrk@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Moon, Karen B <karen_moon@unc.edu>
Subject: Re: UNC expert on Egypt and/or Tunisia?

I am actually working in Tunisia for unsaid. Off to dc in an hour!

On Jan 31, 2011, at 8:10 AM, "Toler, Laura J" <laura_toler@unc.edu> wrote:

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Many thanks!

LJ

From: Toler, Laura J <laura_toler@unc.edu>
Sent: Monday, January 31, 2011 8:31 AM
To: Reynolds, Andrew S <asreynol@email.unc.edu>
Cc: Reid, Dee <deereid@unc.edu>; Spurr, Kim Weaver <spurrk@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Moon, Karen B <karen_moon@unc.edu>
Subject: RE: UNC expert on Egypt and/or Tunisia?

Whoa! When will you be back! Could you talk about what you observed there during the unrest?

Thanks!

LJ

From: Reynolds, Andrew S
Sent: Monday, January 31, 2011 8:29 AM
To: Toler, Laura J
Cc: Reid, Dee; Spurr, Kim Weaver; Nyang Oro, Julius E; Moon, Karen B
Subject: Re: UNC expert on Egypt and/or Tunisia?

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>
> If you can think of anyone, please forward this to them, and I would ask that they call me at 962-8589.
>
> Many thanks!
>
> LJ

From: Barbara Anderson <b_anderson@unc.edu>
Sent: Monday, January 31, 2011 11:16 AM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Course Development and Research Grants from the ASC

Dear Colleagues:
As part of our continued Title VI funding from the US Department of Education, the African Studies Center will be providing several course development grants to UNC faculty this year. Grants may be used to travel in Africa, to purchase materials and resources, or as summer salary. Application information can be found at:
http://africa.unc.edu/funding/faculty/faculty_funding_main.asp

In addition, there are limited funds to support faculty research that is not course-related. Preference here will be for projects that are in some manner related to "Islam in Africa" or to "Sustainability," with likelihood of publication.

The deadline for proposals is March 1. If you have any questions, please feel free to contact me. Regards, Barbara

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 FedEx Global Education Center
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu
www.global.unc.edu/africa

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To unsubscribe send a blank email to leave-28587448-9477646.4e04cbced80258f8228807e1c238f51a@listserv.unc.edu

From: Gore, Travis <stgore@email.unc.edu>
Sent: Tuesday, February 1, 2011 10:59 AM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] FW: University Library Diversity Program!
Attach: AHMAD flier.pdf; ATT00001.c

The University Library's Diversity Committee (which I am a member of) is sponsoring a program that we thought the Department of African and Afro-American Studies might be interested in. Thanks and please let me know if you have any questions or need any further information.
Best,
Katelyn Ander

MRC Public Services and Office Manager
R.B. House Undergraduate Library
UNC-Chapel Hill
962-2559

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The University Library Diversity Committee invites you to attend

A Poetry Reading with Dr. Anjail Rashida Ahmad

Tuesday, February 22, 2011, 2:00 p.m.
Pleasants Family Assembly Room, Wilson Library

Anjail Rashida Ahmad, PhD. is currently the director of the Creative Writing program at North Carolina A&T State University. As a poet who experiences blindness, she believes that each person's voice and vision can be vital to the life of a community. She also believes that art in order to be truly effective has to be rooted and grounded in authentic life experience, what it means to be human.

Ahmad has received numerous awards and honors, among them, she was one of two NC artists to win a Headlands Center for the Arts Residency and a NC Arts Council Artist Grant; she was also elected to the board of the NC ACLU. In 2006, she was nominated for the Human Rights Medal for her efforts at social justice.

She has also received the Margaret Walker Alexander Award for Poetry, the Robert Frost Prize in Poetry, the Southern Literary Festival Prize for Poetry, two Janet Preston Prizes for Poetry from the Academy of American Poets, and in 2009, she was nominated for the NC State Poet Laureate post.

She has published the poetry collections the color of memory (out of print) 1997 and necessary kinding with Louisiana State University Press which was a finalist in the Milt Kessler Book Award in 2001. Her manuscript, "when I was your anger" is currently under review with LSU Press.

Her poems have appeared in numerous publications such as *The Black Scholar, Obsidian III, The African American Review, Washington Square Review, and she is founder of Black Ink Writers Workshop and The Fractured Writer Sunday Workshop Series in Greensboro.*

This one hour program is part of the Library series, **Exploring Diversity Through the Cultural and Performing Arts**, sponsored by the University's Performing Arts and Special Activities Fund. The event is free and open to the public.

UNC UNIVERSITY LIBRARY

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Thursday, February 3, 2011 10:10 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Budget Reductions
Attach: 3287-Template A - permanent budget reduction 2011-2012.xlsx; 3287-Template B - Additional-one-time reduction 2010-2011.xlsx; Budget AFAM STDS.pdf

---

Hi Julius,
Attached are the budget reductions that I would like to submit to the Dean's Office today. Please let me know if I can go ahead and submit, or if there are changes that you would like me to make. The original directions/memo is also attached.

Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Pasion, Jessica
Sent: Wednesday, January 26, 2011 5:19 PM
To: Nyang Oro, Julius E
Cc: Buell, Agatha
Subject: FROM THE DEAN: 2011-2012 Budget Reduction

Attached you will find important budget information from Dean Karen Gil. As referenced in the attached memo, template A and template B are also included in this email.

Kind regards,
Jessica

Jessica Pasion
Executive Assistant to the Dean
University of North Carolina at Chapel Hill
College of Arts & Sciences, Dean's Office
205 South Building
Campus Box 3100
Chapel Hill, NC 27599
(919) 962-1165

	A	B	C	D	E	F	G	H	I
1		**College of Arts and Sciences**							
2				**Department #:**		*3287*			
3				**Department/Unit:**		*African & Afro American Studies*			
4									
5		**Permanent Budget Reductions for FY 2011-2012**							
6									
7				*Insert the permanent budget reduction from PART 1 here:*				**$ 9,024.00**	
8		**Description of Service, Activity, or Program Reduced**	**6 Digit Account**	**Object Code**	**FTE**	**Paying with other sources ?**	**Position(s) Title EPA/SPA (be as specific as possible)**	**Amount**	**Impact**
9	3287	Undergraduate Education	232879	1310 - Fixed Term Faculty	0.66	no	Fixed Term Faculty who teach undergraduate courses	9,024	We will offer 1-2 fewer sections of core class each semsester (possibly AFRI 101 and/or AFAM 101).
10	3287								
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23	3287								
24	3287	**Total Reduction**						$ 9,024	

	A	B	C	D	E	F	G	H	I
1	Object Codes		DEPTNO	DEPT					Yes
2	1110 - Admin Stipends		3120	Academic Advising					No
3	1110 - Nontching Salaries		3135	Global Studies					
4	1210 - Staff Salaries		3201	A&S Foundation					
5	1310 - Grad Stdnt Support		3201	Dean's Office - A&S					
6	1310 - Fixed Term Faculty		3203	Distinguished Scholarships					
7	1410 - Temporary Wages		3203	Honors					
8	1450 - Stdnt Temp Wages		3204	Art					
9	2000 - Supplies		3206	Peace, War, and Defense					
10	3000 - Telecomm		3207	Dramatic Art					
11	3000 - Svcs (not Telecomm)		3211	Arts & Humanities, Inst. of (IAH)					
12	4000 - Fixed Charges		3212	Music					
13	5000 - Capital		3214	Student Success and Academic Counseling, Cntr.					
14	6000 - Student Aid		3215	Communication Studies					
15			3216	European Studies, Ctr.					
16			3219	First Year Seminars					
17			3219	Undergrad Curricula					
18			3219	Undergrad Education					
19			3220	Classics					
20			3221	Humanities & Human Values					
21			3224	Robertson Scholars					
22			3225	English & Comparative Literature					
23			3226	American Studies					
24			3228	Linguistics					
25			3229	Germanic Languages					
26			3229	Jewish Studies					
27			3231	OASIS - (Info Systems)					
28			3232	CASE					
29			3234	Writing Center					
30			3235	Learning Center (LD/ADHD)					
31			3236	Undergrad Research					
32			3237	Carolina Asia Center					
33			3238	Philosophy					
34			3239	African Studies Center					
35			3240	Middle East and Muslim Civilizations, Ctr					
36			3241	Religious Studies					
37			3244	Romance Languages					
38			3248	Slavic Languages					
39			3249	Slavic, Eurasian & East European Studies, Ctr.					
40			3251	Institute for the Study of the Americas					
41			3252	Asian Studies					
42			3256	Military Science					
43			3258	Psychology					
44			3261	Global Education					
45			3262	Marine Sciences					

	A	B	C	D	E	F	G	H	I
46			3264	Environment & Ecology					
47			3265	Chemistry					
48			3266	Study Abroad					
49			3267	Biology					
50			3268	Geological Sciences					
51			3270	Physics & Astronomy					
52			3276	Computer Science					
53			3278	Statistics and Operations Research					
54			3279	Public Policy					
55			3282	Mathematics					
56			3283	Women's Studies					
57			3284	Anthropology					
58			3286	Archaeology, Curr. and Research Labs of					
59			3287	African & Afro American Studies					
60			3288	City & Regional Planning					
61			3289	Economics					
62			3290	Geography					
63			3291	History					
64			3292	Exercise & Sport Sciences					
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66			3296	Sociology					
67			3297	Aerospace Studies					
68			3298	Naval Science					
69			5215	Urban & Regional Studies					
70			8915	Playmakers					

	A	B	C	D	E	F	G	H
1			College of Arts & Sciences					
2			Department #:	3287				
3			Department/Unit:	African & Afro American Studies				
4								
5		One-Time Reduction for FY 2010-2011						
6								
7		Insert the 2010/2011 one-time reduction from your letter here:				$ 4,743.00		
8		Description of Service, Activity, or Program Reduced	Fund Type	6 Digit Account	Object Code	Amount		
9	3287	Facilities - we will not fully paint and recarpet	F&A	332871	3000 - Svcs (not Telecomm)	4,743		
10	3287							
11	3287							
12	3287							
13	3287							
14	3287							
15	3287							
16	3287							
17	3287							
18	3287							
19	3287							
20	3287							
21	3287							
22	3287							
23	3287							
24	3287	Total Reduction				$ 4,743		

	A	B	C	D	E	F	G	H	I
1	Object Codes		DEPTNO	DEPT					State
2	N/A		3120	Academic Advising					F&A
3	1110 - Admin Stipends		3135	Global Studies					Trust
4	1110 - Nontching Salaries		3201	A&S Foundation					
5	1210 - Staff Salaries		3201	Dean's Office - A&S					
6	1310 - Grad Stdnt Support		3203	Distinguished Scholarships					
7	1310 - Fixed Term Faculty		3203	Honors					
8	1410 - Temporary Wages		3204	Art					
9	1450 - Stdnt Temp Wages		3206	Peace, War, and Defense					
10	2000 - Supplies		3207	Dramatic Art					
11	3000 - Telecomm		3211	Arts & Humanities, Inst. of (IAH)					
12	3000 - Svcs (not Telecomm)		3212	Music					
13	4000 - Fixed Charges		3214	Student Success and Academic Counseling, Cntr.					
14	5000 - Capital		3215	Communication Studies					
15	6000 - Student Aid		3216	European Studies, Ctr.					
16			3219	First Year Seminars					
17			3219	Undergrad Curricula					
18			3219	Undergrad Education					
19			3220	Classics					
20			3221	Humanities & Human Values					
21			3224	Robertson Scholars					
22			3225	English & Comparative Literature					
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UNC
COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF THE DEAN
205 SOUTH BUILDING
CAMPUS BOX 3100
CHAPEL HILL, NC 27599-3100

T 919.962.1165
F 919.962.2468
college.unc.edu

TO: Julius Nyang'oro, Chair
Department of African and Afro American Studies

CC: Agatha Buell, Administrative Manager

FROM: Karen Gil
Dean, College of Arts and Sciences

DATE: January 26, 2011

RE: Budget Reductions 2010/11 and 2011/12

I am writing to share the latest information we have in the Dean's Office about new one-time reductions to the University's 2010/11 state budget allocation and permanent reductions for 2011/12, and to let you know how these reductions affect the College and your units. Also enclosed is information about the instructional budget reallocation we discussed earlier with you.

Please read each section below, then complete and return Templates A and B to Stephanie Stadler (sstadler@email.unc.edu) in the Dean's Office on Friday, February 4 by 12 noon.

As always, I appreciate your leadership, dedication and patience as we work together to plan for what will likely be our most challenging budget year.

Overview

As North Carolina and the nation struggle to recover from the ongoing economic crisis, the University has been planning for permanent state budget reductions of 5-10% for 2011/12. More recently our campus was told to plan for a worst-case scenario involving the possibility of permanent reductions in state support of up to 15%. The University also has been instructed to return an additional 2.5% as a one-time reduction of the current 2010/11 state allocation.

This news is challenging for all of us in the College, where we are committed to teach nearly all of the undergraduate credit hours for the University, and more than 20% of the graduate students on our campus. This is especially true in light of three consecutive years of significant state budget reductions. While all of us hope that the worst-case scenarios of permanent reductions in state funding do not occur, the Provost has decided the University should begin implementing a 5% permanent budget reduction to the campus for 2011/12 *before* July 1. He also has asked us to begin planning now for a possible second permanent reduction (another 5-10% to the University) during 2011/12, as a way to responsibly manage a range of possibilities.

The enclosed reflects our response to the information and instructions the Dean's Office has received from the Provost concerning budget reductions to the College.

2011/12 Permanent Budget Reductions Part I (Actual) and Part II (Estimate)

- The table below includes two parts: Part I indicates the reduction in your unit's permanent state funding that will be assessed for 2011/12.

- Part II (estimate) indicates an additional reduction, which, although tentative at this point, you should consider as you admit graduate students, hire fixed-term faculty, or make other future resource commitments. The Part II amount is subject to change depending on what actions the General Assembly takes later this year regarding the state budget allocation to UNC.
- Please complete Template A to show how you will manage the Part I reduction. Please understand that this is a permanent reduction, i.e. your future state budget allocation will be smaller than in the past due to this and prior permanent reductions.
- Any Part I reductions affecting staff, fixed-term faculty or fund source modifications (e.g., moving staff positions to a non-state source), should be implemented as soon as possible and before July 1.
- We understand that this budget reduction on top of previous budget reductions means it will be very difficult for your colleagues to teach all of the credit hours your unit has offered in past years. You should prioritize instructional staffing to ensure that you can provide introductory courses, general education courses and required courses for majors.

Permanent Budget Reductions for FY 2011/2012	
Part I	**$9,024**
Part II (estimate)	**$4,061**

2010/11 One-Time Reduction

- Your share of the one-time budget reduction for the current fiscal year is: **$4,743**.
- To manage this reduction, you may use any uncommitted state funds (instructional budget carryover, SPA lapsing salaries and unspent non-personnel funds), F & A dollars, and/or discretionary/unrestricted trust funds. Restricted trust funds designated for specific uses (i.e. professorships, lectureships, fellowships) cannot be used for this one-time reduction.
- Please complete Template B to show how you will manage your one-time reduction.

Instructional Budget Reallocation

- Your instructional budget consists of a "permanent" allocation from the Dean's Office plus any salary savings resulting from leaves without pay, funded leaves, grant buy-outs and other fund transfers compensating the unit for faculty teaching time. These can be used in a given fiscal year, or can be accumulated from year to year in order to even out available leave savings.
- As indicated in a May 7, 2010 memo, starting July 1, 2011, the Dean's Office will hold back a portion of all permanent instructional budgets each year so that those funds may be reallocated to units based on instructional needs, College priorities and shifting enrollments.
- The amount to be held back for fiscal year 2011/2012 will be 1.5%. This amount may change over time.
- For your information, the table below shows your Budget Reduction Amount (1.5%), your Budget Reallocation Amount, with a Net Reallocation (negative, positive or $0).
- The Dean's Office will process the reallocations; no action is necessary on your part. Do incorporate these figures into your budget calculations for 2011/2012.

Instructional Budget (IB) Reallocations for FY 2011/2012		
IB Reduction	**IB Reallocation**	**Net Change**
-$ 850	**+$ 850**	**$ 0**

For Further Information:

- Any questions concerning how to complete your form should be sent through the Dean's Office remedy system. Other questions may be directed to your Senior Associate Dean.

From: molmer <molmer@email.unc.edu>
Sent: Friday, February 4, 2011 10:57 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Craniometric Study
Attach: Anthro study ppt.pptx

Hello Dr. Nyang'oro,

I enjoyed our chat the other night at the Wilmington 10 dinner and wanted to share with you some more details. I have attached a little power point that I put together explaining some traits used in determining sex and ancestry in the skull.

The craniometric study that I am working on with different populations within Africa and the sub-Mediterranean areas is exploratory research. What is significant about this research is that I am looking at within group variation and between group variation, across geographic space with a unique set of crania. I want to see what traits are similar and different among these populations and how this compares with migration patterns (also looking at how these results compare to published molecular data).

Some of these crania are not current, such as the Copper Age and neolithic Algerian crania. This is interesting in how I can also compare crania from different time periods.

I am sorry I couldn't explain everything so clearly, it's a lot easier to illustrate using graphics. It was great speaking with you and I hope we meet again.

Take care and enjoy!

Sincerely,
Merissa Olmer

Sex and Ancestry

In Forensic Anthropology, the standard features used don't always distinguish between ancestries/races. Diagnostic traits are often shared between ancestries.

It is important to note that many of these characteristics have a higher frequency among particular ancestries and the presence or absence of one or more does not automatically classify an individual into a group.

Forensic Anthropologists utilize the Fordisc program to help in the interpretation of craniofacial measurements (of an unknown skull) in regard to ancestry/race determination. However, this program's reference populations are not all modern, diverse, and representative and the use of this program can be very limited.

Fordisc's designers have stated that this program's classifications provide some useful information, but cannot be taken at face value and the user must be aware of this and not rely solely on the program.

These limitations are not inherent in the system but rather there is a continuing need to improve the database.

Here are some examples of cranial measurements that are used.
http://www.cleber.com.br/standard.html

What Do Forensic Anthropologists Answer?

- During a skeletal analysis, a Biological Profile is constructed, ultimately to ID the person
- What is the sex, age, ancestry, stature? (analytically limited by the bones present and the condition of the bones)
- Any anomalies or evidence of pathologies or trauma?

How does this Work?

- Forensic anthropologists use metric and non-metric traits, in combination
- **Metric** - use regression equations to determine sex, age, stature, and ancestry of skeletal remains
- **Non-metric** - presence/absence traits, but usually the morphologies of the skull that are used to assess ancestry are more complex than this, showing a lot of variation

Adult Sex Determination

- **Sexual dimorphism** – a systematic approach to determining phenotypic differences in form between individuals of different sex within the same species
- Males (crania and long bones) are usually larger, more robust, and longer in a single population
- Be **cautious** if different populations are involved

Sex Determination: Skull

- Good for sex determination, but pelvis is best
- **Generalization**: male skull more robust and muscle-marked than female (absolute differences are not always the case)

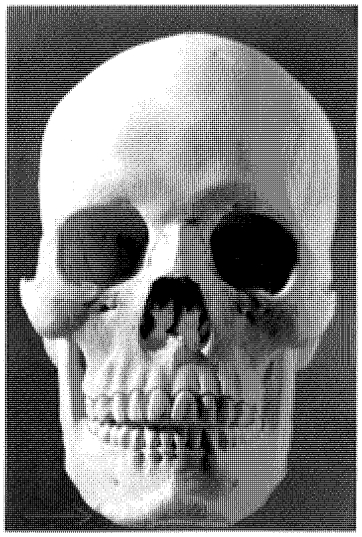

MALE

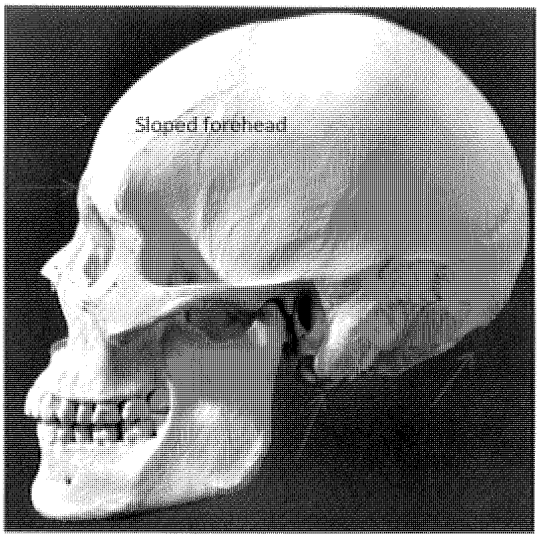

MALE

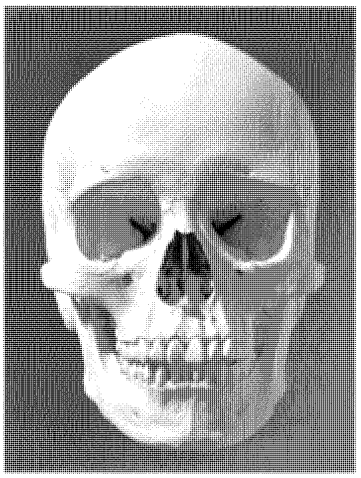

FEMALE

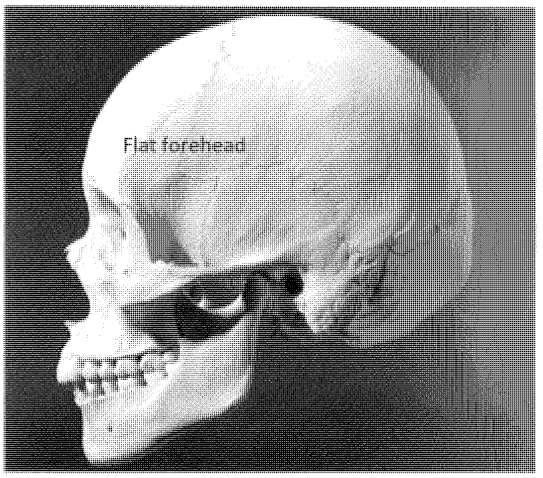

FEMALE

male and female skulls
(scanned from White 1991:321)

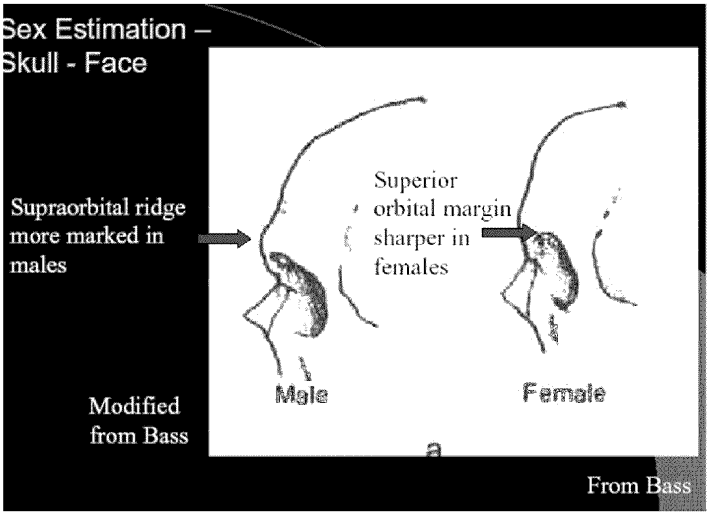

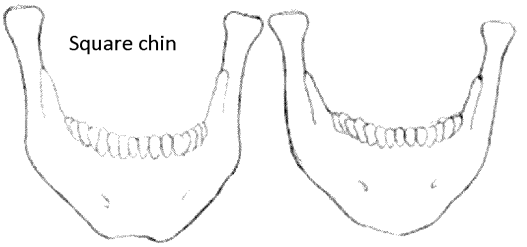

MALE FEMALE

mandible

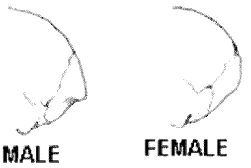

MALE FEMALE

nuchal crest

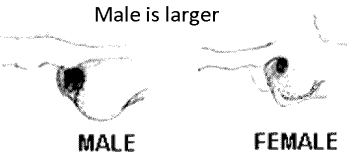

MALE FEMALE

mastoid process

skull traits useful in sexing
(scanned from Bass 1987:82)

Ancestry

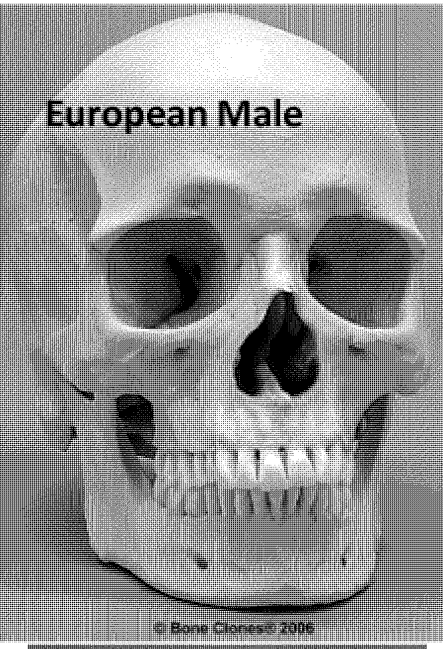

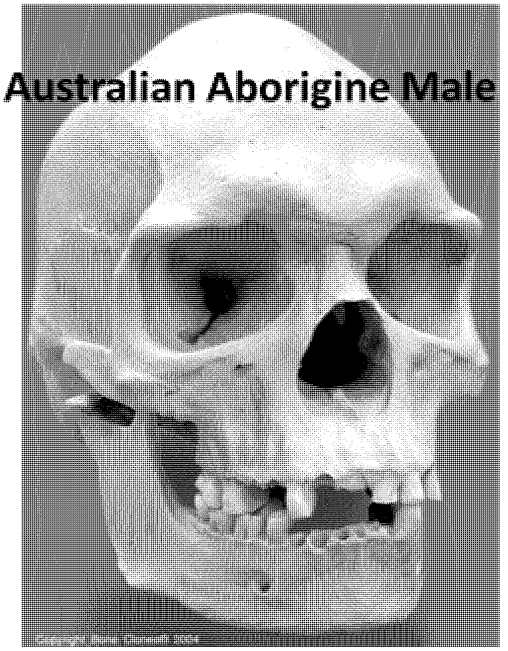

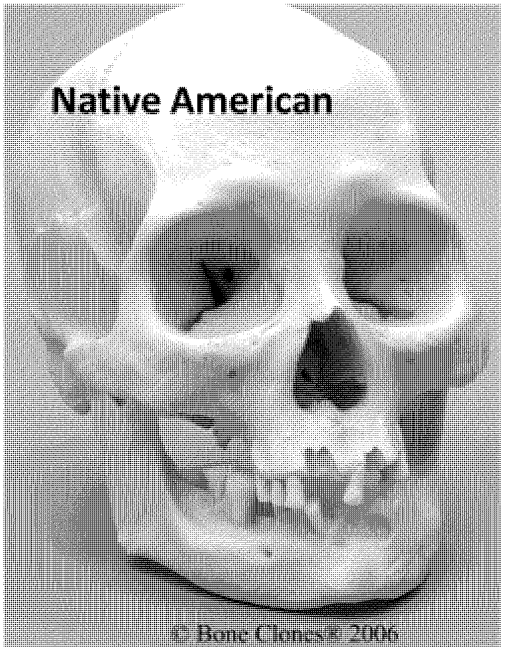

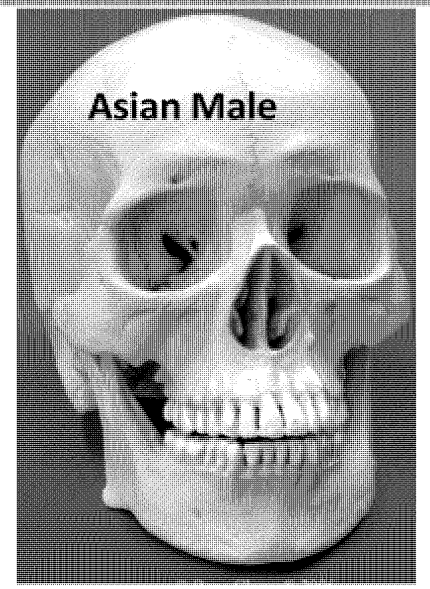

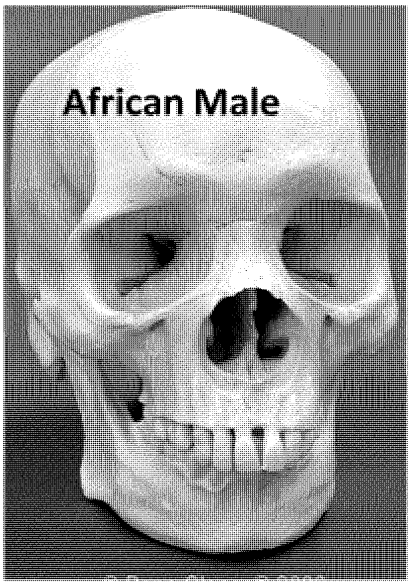

I feel as though these casts are on the extremes when looking at ancestry, as in these skulls are the “typical” book example.

Ancestry traits

- Face
  - Projection/prognathism
  - Height/shape
  - Shape of orbits
  - Nasal shape
- Vault
  - Browridges
  - Muscle markings
  - Sutures
  - Anomalies (example: wormian bones found at higher frequencies in specific populations)

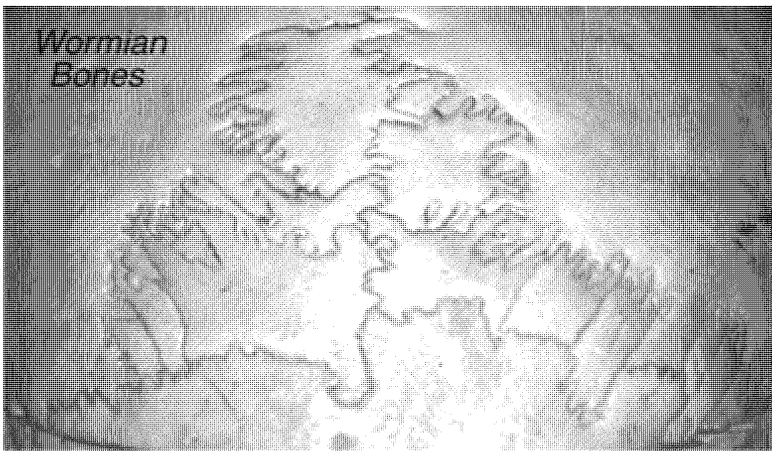

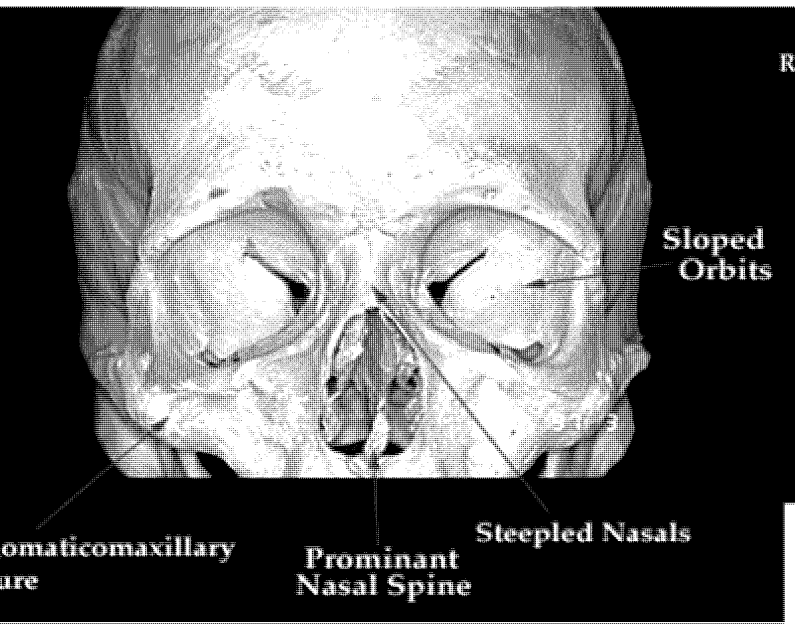

Above: European ancestry

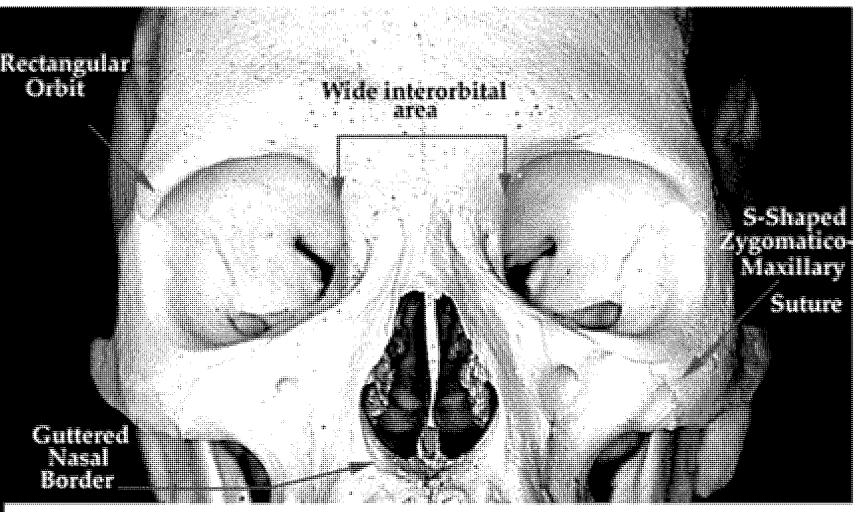

Above: African Ancestry

Also look at width of nasal opening and interorbital width. For me, looking at the area between the eyes and just above the nose, you have sort of pinched nasal bones compared to the cranium to the right. There you have a very wide interorbital breadth.

Ancestry – **African Ancestry** - Skull

- African Ancestry
  - Wide nasal aperture w/ guttered margin, Slide 12
  - Prognathic profile w/ projecting maxilla
  - No nasal spine, see Slide 12, European ancestry ←
  - **Hyperbolic** palate shape/ U-shaped, less crowding of teeth

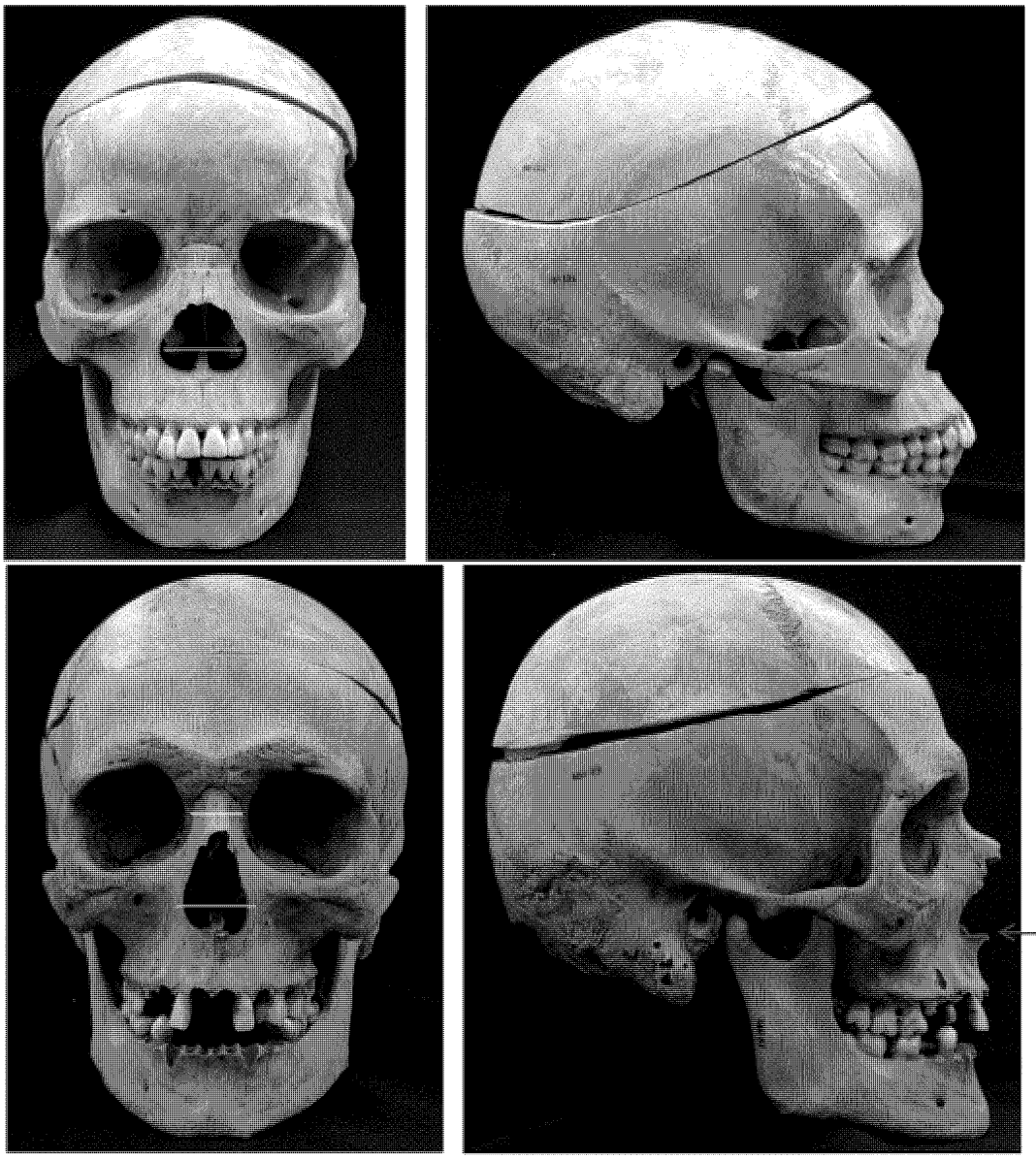

Top: African ancestry, prognathism of lower face (projection). Notice the width interorbital breadth, wide nasal opening, nasal gutter, orbital shape.

Bottom: European ancestry, less prognathic. Notice the pinched nasal bones, sloping orbits and nasal spine (red arrow).

Ancestry – **European Ancestry** - Skull

- Northern European
  - Narrow nasal aperature (opening) and nasal spine (slide 12)
  - Sharp nasal margin, as opposed to a nasal gutter in (slide 12)
  - Less prognathic/facial projection
  - Crowded dentition, due to smaller palate – **parabolic** (narrow) shaped rather than hyperbolic
  - Most common group missing 3rd molar, due to smaller palate

Ancestry – **Asian Ancestry** - Skull

- East Asian/Native American
  - Zygomatic arches (cheek bones) are flared meaning projected outward and forward
  - Less prognathic, flat profile
  - Nasal spine average projection
  - Palate shape is **elliptical** (rounded) and wide
  - Shovel-shaped incisors, see slide 15 (top picture with showing three teeth)

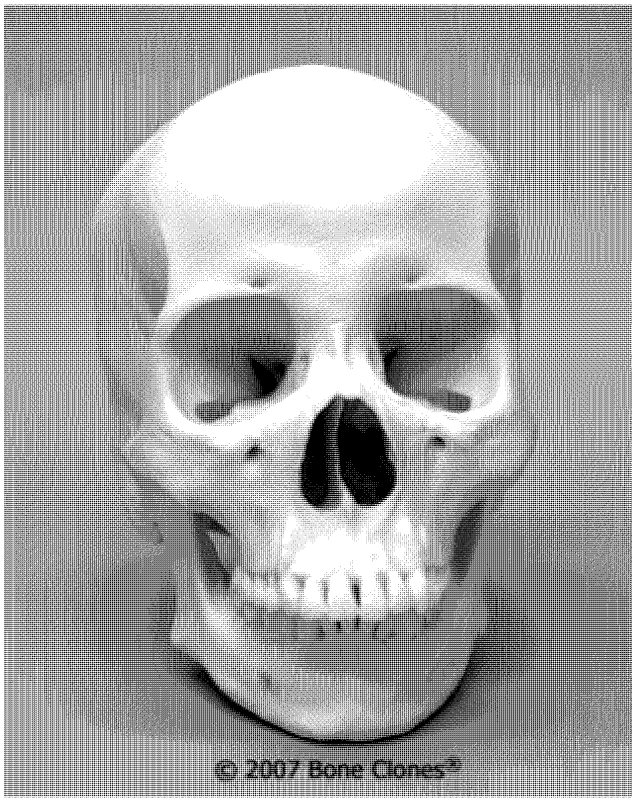

Jaws and teeth

- Tooth size
- Shape of dental arch/palate
- Incisors
- Gonial inversion

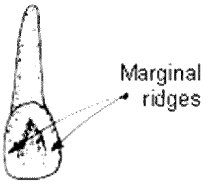

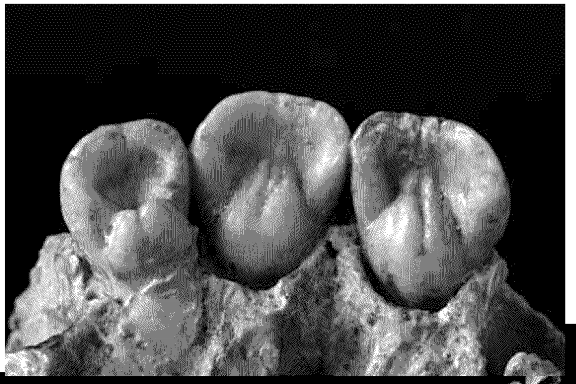

Left: Shovel shaped incisors is a trait found at a higher frequency in Asian and Native American ancestries

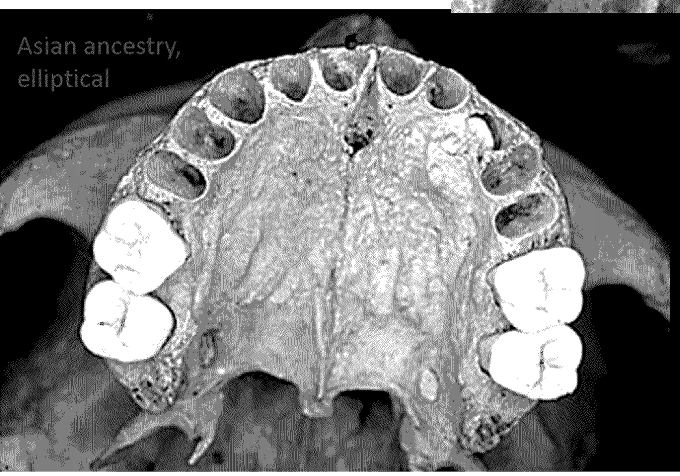

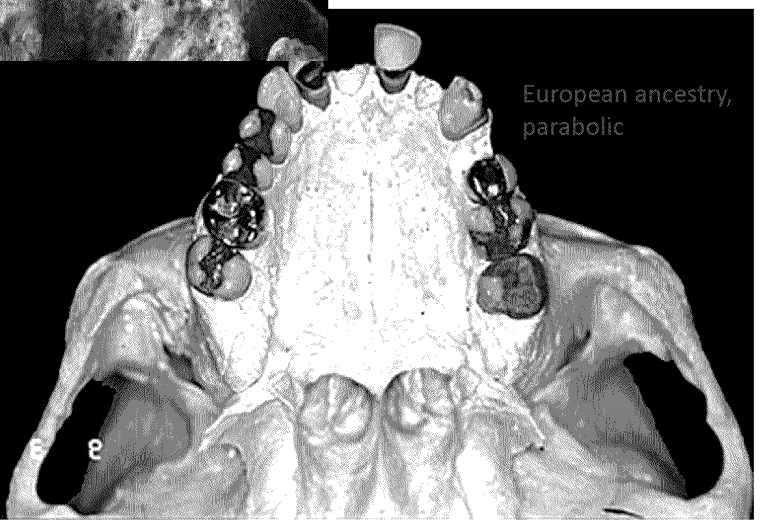

- Like I said before, the traits I have shown you for both sex and ancestry have a higher frequency among particular ancestries.
- There is a lot of variation, including mixed ancestries, and the presence/absence of one or more traits does **NOT** automatically classify an individual into a group.
- When analyzing remains (metric and non-metric), it’s not just a few traits that determine who this individual is, but rather using as much information available to build a biological profile.

From: Jose Obando <lubonacorp@yahoo.com>
Sent: Friday, February 4, 2011 12:00 PM
To: Carter, Tim <cartert@email.unc.edu>; Ghosh, Pika <pghosh@email.unc.edu>; Kasson, Joy S <jskasson@email.unc.edu>; Maffly-Kipp, Laurie F <MAFFLY@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Ochoa, Todd Ramon <tochoa@email.unc.edu>; Wood, Carolyn H <chw4641@email.unc.edu>
Subject: Fw: Jose Obando: Programming Proposal

--- On **Fri, 4/10/09, Jose Obando <*lubonacorp@yahoo.com*>** wrote:

From: Jose Obando <lubonacorp@yahoo.com>
Subject: Jose Obando: Programming Proposal
To: "Tim Carter" <cartert@email.unc.edu>, pghosh@email.unc.edu, jskasson@email.unc.edu, maffly@email.unc.edu, jen321@email.unc.edu, tochoa@email.unc.edu, chw4641@email.unc.edu
Date: Friday, April 10, 2009, 10:45 AM

These are the UNC contacts:

Joy Kasson
(919) 962-4063
Chair, Department of American Studies

Paul Leslie
919-843-8978 ,
Chair of Department of Anthropology

Laurie F. Maffly-Kipp
(919) 962-5668
Chair Religiuos Studies Department

James May
919-962-0108
Sr. Associate Dean, Program Development/ Executive Director, Arts & Sciences Foundation

Julius Nyang'oro
919) 962-1513
Chair African and Afro-American Studies Department

--- On **Wed, 2/11/09, Jose Obando <*lubonacorp@yahoo.com*>** wrote:

From: Jose Obando <lubonacorp@yahoo.com>
Subject: Jose Obando: Programming Proposal
To: cartert@email.unc.edu
Date: Wednesday, February 11, 2009, 6:42 PM

I am one of the incorporators of the salsa museum in Spanish Harlem and its former executive director. Salsa is an American musical genre amalgamated by Nuyoricans and Puerto Ricans in El Barrio. I resigned as executive director to establish Lubona Corporation, an education consultancy. Lubona Corporation presents the following museum lectures about the development of Salsa.

http://www.salsasight.com/Clients2.html
My consultancy includes the Department of Musical Instruments of The Metropolitan Museum of Art, the Julliard

School, The Cathedral of St. Patrick, El Museo del Barrio, World Financial Center's Winter Garden, etc.

All of my programs are in tandem with an exhibition of Afro-Amerindian-Antillean instruments at the musical instruments gallery of The Metropolitan Museum of Art. This fact can be used for promotional purposes.

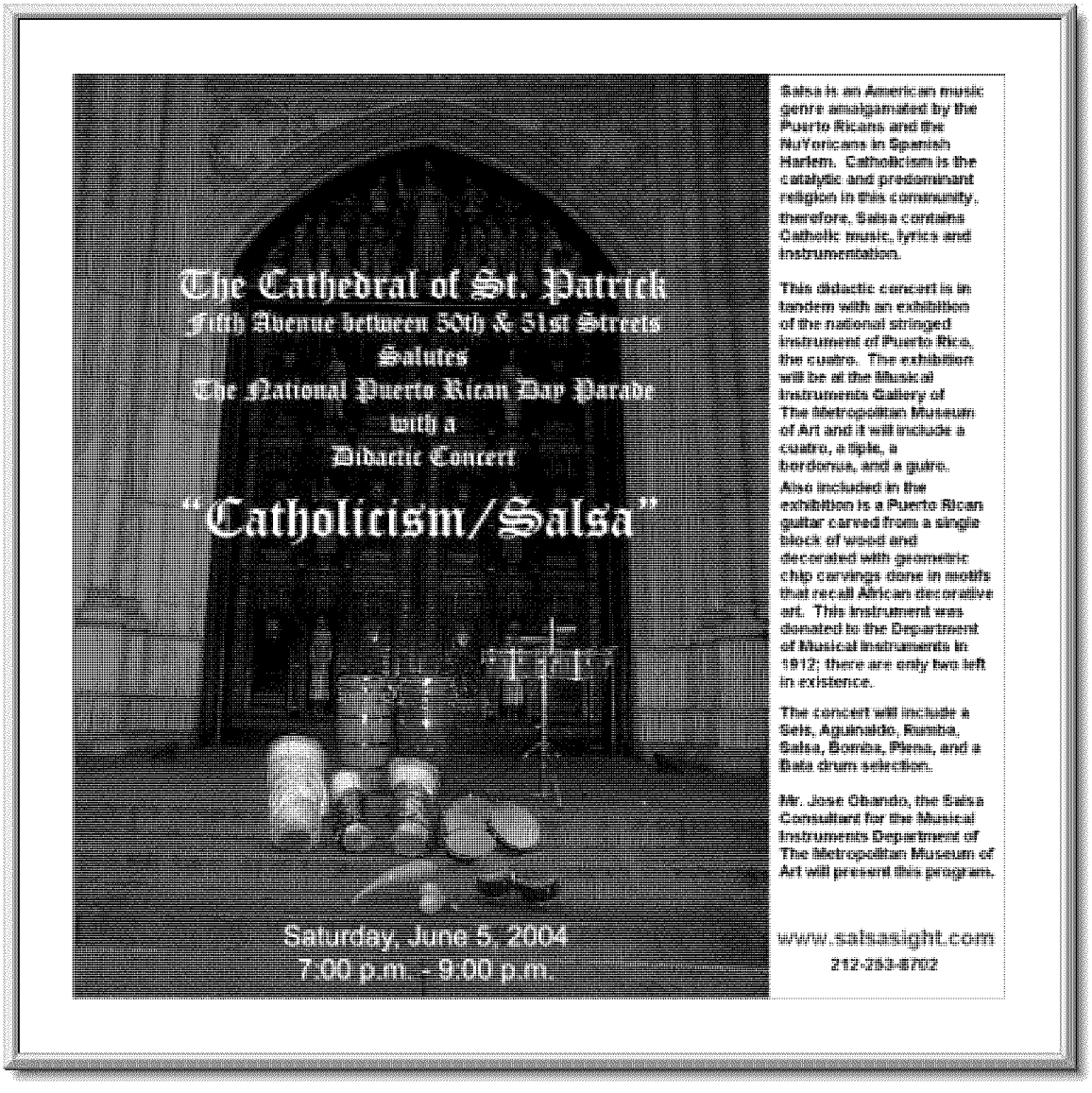

My lectures include Religion, Anthropology, Afro-Caribbean History, Ethnomusicology, African Studies, Puerto Rican Studies, Sociology, Dance, and Music, e.g.:

- "Dancing: Intrinsic Element of Salsa": The percussion in salsa addresses the biorhythm, prompting dancing. The social contact dancing that is performed to salsa is composed of English country dancing and certain African movements. The English Country Dancer written in 1651 by John Playford and the subsequent editions were instrumental in the development of the social contact dancing that is essential to Salsa. Musical compositions and performances contain a direct address to this fundamental element.

- "Ceremonial Origins of Salsa" this program presents instruments, music, and lyrics used in the African, Taino and Spanish Catholic rituals that provide a base for Salsa.

- "Salsa is Nuyorican" the music amalgam known as salsa was created by Puerto Ricans and Nuyoricans in Spanish Harlem. I present the artistic, social and economic contributions.

- "Cuatrismo" this program traces the 15 century evolution of one of salsa's stringed instruments and the national stringed instrument of Puerto Rico: the cuatro. Presently there is a cuatro, tiple and bordonua exhibition at the Museum. This exhibition also includes a Jibaro guitar that was donated to the collection in 1915. The guitar is made from a single block of wood and has African textile chip carvings in its body; there are only two such instruments in existence.

- "Salsa is Dead"; Musical genres follow a standard chronology; they grow folklorically from a community, reach a zenith through brilliant and innovative exponents then mark an epoch. As the Puerto Rican community is diminishing in New York and the epoch passes, salsa follows the standard musical chronology.

- "Catholicism/Salsa": Catholicism is a predominant and catalytic religion within the Puerto Rican and Nuyorican community; therefore, salsa has Catholic lyrics, music and instrumentation. The Catholic Archdiocese of New York has approved this program.

- "The 350+ Year Evolution of Salsa": This program traces the development of salsa beginning with the manufacture and use of percussion by the Africans, which was permitted by the Spaniards in their Caribbean colonies.

- "Maraca & Guiro: Two Taino Instruments in the 21st Century□. The Areyto, a Taino ceremony, utilized the maraca and the guiro to augment this narrative celebration. Today, the maraca is an intrinsic part of Salsa and the Guiro has three distinct variations Cuban, Dominican and Puerto Rican for Son, Merengue and Salsa

Research in Puerto Rico has proved that the Tainos did not disappear, as history books usually assert, but that a great majority of Puerto Ricans has mitochondrial DNA links to these Amerindians.

http://www.taino-tribe.org/pr-taino-dna.htm

My web site www.salsasight.com begins with an image of the main altar of the Cathedral of St. Patrick while a set of Bata drums where playing. The Bata segment served to demonstrate the syncretism between the African religions and Catholicism, which is unique to the Spanish-speaking Caribbean and serves as the African rhythmic, singing and dancing contribution to Salsa. This didactic concert, titled "Catholicism/Salsa" was approved by the Religious Education Department of the Catholic Archdiocese of New York.

The programs are independent but interelated and have differing instrumentation.

From: Lucido, Barbara E <blucido@email.unc.edu>
Sent: Friday, February 4, 2011 2:14 PM
To: Hildebrand, Reginald F <hildebra@email.unc.edu>; Gore, Travis <stgore@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Lambert, Michael C <mlambert@email.unc.edu>
Subject: AFAM/AFRI Seats for CTOPS
Attach: AFAM-AFRI.doc

Preparations for registering nearly 4,000 first-year students during CTOPS this summer are already underway. I am writing on behalf of **Dean Bobbi Owen, Senior Associate Dean for Undergraduate Education,** to ask for your assistance to assure that a sufficient number of seats are available for these students this fall.

For the past three summers, we have released seats for classes appropriate for first-year students throughout the fourteen sessions of CTOPS. Coordinating this effort with academic departments and the Registrar's Office has made this process run smoothly and has resulted in the majority of our incoming class leaving CTOPS with a full fall schedule. Students in their first semester normally register for 5 courses with an average registration of 15-17 credit hours. We seek to spread out the most appropriate (and sought after) courses--about 30,000 credit hours of the total of 60,000 - 68,000 credit hours required for first-year students.

With the conversion to ConnectCarolina, we are faced with new challenges and opportunities to reserve seats for first-year students. Our two options are: (1) Keep max enrollment numbers where they are and set reserve capacities for first-year students, or (2) **lower max enrollment numbers upfront--reflecting seats reserved for CTOPS--during the period when continuing students register.** We believe the latter option would minimize the number of problems and phone calls to all of our offices and create an efficient process for accommodating the needs of our incoming class.

In response to Dean Gil's request that "all chairs prioritize their units' instructional offerings to ensure that students are able to fulfill their general-education and academic-major requirements," we have identified the courses in your department, outlined in the attached document, that seem appropriate for first-year students.

If you agree, we will work with the Registrar's Office to create the proposed maximum enrollment numbers for early registration and release seats during CTOPS as outlined above. We will keep you informed of any increase or decrease in demand. You do not need to do anything with these proposed numbers, but please respond to me by March 15 so that we can be ready for early registration in April. Be aware that 750 sophomore and junior transfer students will create a demand for seats as well, which we intend to address in a subsequent email.

Feel free to contact me with any questions or concerns you may have. Thank you in advance for helping us meet the academic needs of our first-year and transfer students.

Best regards,

Barbara Lucido
Assistant Dean, Academic Advising Program
The University of North Carolina at Chapel Hill
College of Arts & Sciences and General College
1002 Steele Building; CB 3110
Chapel Hill, NC 27599-3110
Phone: (919) 843-3341 Fax: (919) 962-6888
Academic Advising's webpage: http://advising.unc.edu

Term	Career	Subject	Catalog	Section	Cap Enrl	Recitation	FY Seats	Set Max
2119	UGRD	AFAM	101	001	66		30	36
2119	UGRD	AFAM	101	002	66		30	36
2119	UGRD	AFAM	101	003	66		30	36
2119	UGRD	AFAM	101	004	66		30	36
2119	UGRD	AFRI	101	001	68		10	58
2119	UGRD	AFRI	101	002	68		10	58
2119	UGRD	AFRI	101	003	50		7	43
2119	UGRD	AFRI	101	004	50		7	43
2119	UGRD	AFRI	101	005	50		8	42

From: Bisese, Anne <abisese@email.unc.edu>
Sent: Friday, February 4, 2011 4:29 PM
To: Barbara Anderson (banders1@email.unc.edu); Sahle, Eunice N <eunice@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Cc: Benowitz, Judith <benowitz@email.unc.edu>
Subject: FW: AFRI 101 (CCO & SPCC)

Good afternoon,
Please see the note below from the Friday Center book store regarding one of the books used in your course. If you have not already arranged plans for revising your course, please contact Judith Benowitz.
Thank you,
Anne

Anne Bisese
Distance Education Program Assistant
Self-paced Courses
919-962-2645

From: Marilee Eiman [mailto:marilee@email.unc.edu]
Sent: Thursday, February 03, 2011 1:37 PM
To: Bisese, Anne
Cc: Benowitz, Judith
Subject: AFRI 101 (CCO & SPCC)

Hello,
Another out of print notice:

Course: AFRI 101 (CCO & SPCC)
Text: Grain of Wheat: 9780435913564
Status: Out of print, no used available for order, no forthcoming edition
In stock at FC: 5

We will not be able to acquire more copies of this book after the last 5 are sold.
Thanks,
Marilee

From: International Crisis Group <notification@crisisgroup.org>
Sent: Monday, February 7, 2011 8:26 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Burundi: From Electoral Boycott to Political Impasse

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INTERNATIONAL CRISIS GROUP - NEW REPORT

Burundi: From Electoral Boycott to Political Impasse

Nairobi/Brussels, 7 February 2011: Burundi risks reversing the decade of progress it has enjoyed since its civil war ended unless the government resumes political dialogue with the opposition.

Burundi: From Electoral Boycott to Political Impasse, the latest report from the International Crisis Group, examines the serious problems that have developed in the wake of last year's elections that ended in a landside victory for the ruling party, including marginalisation of the opposition and the emergence of violent political banditry. Against a backdrop of weak governance, this combination threatens a major setback for democracy in the still fragile state.

"The ruling party is in effect reinforcing a nascent rebellion and doing harm to democracy by marginalising and repressing the opposition", says Thierry Vircoulon, Crisis Group's Central Africa Project Director.

Following announcement that the ruling Conseil National pour la Défense de la Démocratie et Forces de Défense de la Démocratie (CNDD-FDD) had received 64 per cent of the vote in local elections that all national and international observers considered were free and fair, the opposition parties denounced "massive electoral fraud". Subsequently, they formed a coalition and called for dismissal of the electoral commission and cancellation of the results. When their demands were rejected, most boycotted the contests for president and the legislature, which resulted in overwhelming victories for the ruling party. On the pretext that there had been violent incidents during the presidential vote, the security services arrested many members of the opposition, while its main leaders left the country or went underground.

To halt this post-electoral authoritarian trend, the institutional dialogue between all political actors should be resumed within the framework of a reorganised permanent party forum. The government and the opposition must engage urgently in talks to improve the political and security context. They also need to agree on a law on the status of the opposition guaranteeing political freedom, freedom of assembly and an end to arbitrary arrests. Opposition leaders, in turn, should denounce publicly all acts of violence and renounce violence as a political tool.

The international community and religious leaders must press government and opposition alike to restart talks without delay, in order to end the political impasse, and put pressure on the government to respect its commitments regarding human rights, governance and rule of law.

"Six months after the elections, the breakdown of dialogue between the main opposition parties and the government remains, and the violent political banditry is worrying", says Comfort Ero, Crisis Group's Africa Program Director. "Burundi has made significant progress in consolidating peace in recent years, but it remains a fragile state that still requires international engagement".

To support our work in Africa and around the world, please click here.
Read the full Crisis Group report on our website: www.crisisgroup.org
Gabriela Keseberg Dávalos (Brussels) +32 (0) 2 541 1635
Kimberly Abbott (Washington) +1 202 785 1602
To contact Crisis Group media please click here

The International Crisis Group (Crisis Group) is an independent, non-profit, non-governmental organisation covering some 60 crisis-affected countries and territories across four continents, working through field-based analysis and high-level advocacy to prevent and resolve deadly conflict.

From: Barbara Anderson <b_anderson@unc.edu>
Sent: Tuesday, February 8, 2011 11:02 AM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Zakeria ould Ahmed Salem talk Feb 16 (Duke)
Attach: Zekeria ould Ahmed Salem flyer.pdf

From Bruce Hall:
Professor Zekeria ould Ahmed Salem from the Department of Political Science at the Université de Nouakchott in Mauritania will be speaking at Duke University (East Campus, 229 Carr) at 12:00 on Wednesday, February 16. His talk is entitled "Challenging Social Inequality and Debating Islam: Ethnicity, Belonging and Muslim Politics in Mauritania." It focuses on efforts by former slaves (haritin) in Mauritania to win the right to act as imams in mosques. A pre-circulated paper for the talk is available upon request by contacting Bruce Hall (bruce.hall@duke.edu).

Professor Zekeria ould Ahmed Salem obtained his Ph.D. from the Université de Lyon in 1996. He is author of Les Trajectoires d'un Etat-Frontière: Espaces, Evolutions politiques et transformations sociales en Mauritanie (Dakar: CODESRIA, 2004). He will be speaking about research for a forthcoming book to be published this year by Karthala in Paris entitled Prêcher dans le Désert: Savoirs, Violences et Changement social en République Islamique de Mauritanie.

Lunch will be served at the talk.

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 FedEx Global Education Center
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu
www.global.unc.edu/africa

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ISLAM IN THE PUBLIC SQUARE SPRING 2011 SERIES
PRESENTS:

"CHALLENGING SOCIAL INEQUALITY AND DEBATING ISLAM: ETHNICITY, BELONGING AND MUSLIM POLITICS IN MAURITANIA."

Zekeria ould Ahmed Salem

PROFESSOR ZEKERIA OULD AHMED SALEM IS PROFESSOR OF POLITICAL SCIENCE AT THE UNIVERSITE DE NOUAKCHOTT IN MAURITANIA. HE EARNED HIS PH.D. FROM THE UNIVERSITÉ DE LYON IN 1996. BETWEEN 2005 AND 2007, HE SERVED AS SECRETARY GENERAL OF THE MINISTRY OF HIGHER EDUCATION AND THE MINISTRY OF RURAL DEVELOPMENT IN MAURITANIA. HE IS THE AUTHOR OF *LES TRAJECTOIRES D'UN ETAT-FRONTIERE: ESPACES, EVOLUTIONS POLITIQUES ET TRANSFORMATIONS SOCIALES EN MAURITANIE* (DAKAR: CODESRIA, 2004). HIS CURRENT PROJECT FOCUSES ON THE USES OF ISLAMIC DISCOURSE BY PEOPLE OF LOW SOCIAL STATUS, INCLUDING DESCENDANTS OF SLAVES. THE BOOK WILL BE PUBLISHED THIS YEAR BY KARTHALA IN PARIS. THE TITLE IS *PRECHER DANS LE DESERT: SAVOIRS, VIOLENCES ET CHANGEMENT SOCIAL EN REPUBLIQUE ISLAMIQUE DE MAURITANIE*. HIS RESEARCH IS FOCUSED ON CONTEMPORARY ACTIVISM AMONG FORMER SLAVES IN MAURITANIA.

FEBRUARY 16, 2011

12 PM TO 2PM

229 CARR BUILDING

LUNCH PROVIDED

Co-Sponsors:
-Duke Islamic Studies Center
-Center for African and African-American Research
-Dept. of African and African American Studies

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Tuesday, February 8, 2011 3:17 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] Request for Departmental Newsletter Submissions

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Dear Colleagues:

On behalf of Kenneth Janken and myself, I am writing to request your ideas and submissions for the next edition of the departmental newsletter. We would like to include information on recent faculty publications, grants, awards, and conference participation. Professional activities and publications completed between May 2010 and May 2011 will be included in the newsletter. We are also seeking stories on the accomplishments of our students and alumni, as well as information/stories on speakers and events that faculty organized during the 2010-2011 academic year.

We are planning to include two special items in the newsletter in addition to updates on departmental faculty, students, and alumni:

The first item is a special tribute to Ann Dunbar. We would like to include some of the beautiful reflections that were shared during the memorial service for Ann. If anyone would like to share their reflections in written form from the memorial service or about Ann more generally, please let us know.

The second item focuses on the department's 40th anniversary celebration. We will follow up with faculty who were involved in planning the 40th anniversary celebration, so items about the department's history and the role of student activism in founding the department can also be included in the newsletter.

If you have any other ideas or suggestions for newsletter stories, please let us know.

The deadline for submissions is February 28th. Please send your submissions to Kenneth and me as a Word document.

Best regards,
Kia

You are currently subscribed to afriafam as: jen321@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=28648348

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-28648348-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Tuesday, February 8, 2011 3:59 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] Admin updates and changes

Dear All,
AS I mentioned in at the Faculty meeting last week, due to continuing budget cuts we are making a few administrative changes. Please see below for the details that we discussed – sorry again for the bad news!

1) Copy Machine – each person will be given a copy machine code so that they can make their own copies and scans, rather than having Travis do this. Along with this, each person will be allotted 250 copies per semester. If you use more copies than this, you will be asked to repay the department through other funds or personal funds. Everyone is encouraged to use Blackboard and other systems that rely on less paper copies. (FYI - scanned documents are not part of the count, only copies that use paper).
2) Letterhead and Envelopes – the department will no longer be using hard letterhead. You will find attached the electronic letterhead that you can type directly onto and print out. This has become very common throughout the College. We will continue to have dept envelopes available in the main office, and we will soon order more that actually stick!
3) Phones – we will be discontinuing phone service for everyone in the department, except for the main office and the Chair's Office. Those with professorship funds or grant funds who would like to pay for a phone are welcome to do so – please let me know which account to use. If you do not have other funds that can be used for phone service, and you feel that a phone is critical to your work, please talk to Julius about having an exception made for you. Phones will be discontinued as of 4/1/2011, so please make your arrangements by March 1st at the latest.
4) Supplies – we have funds to by office supplies and materials. We plan to allocate 5 reams of paper and 2 toner cartridges to each faculty member – this is your allocation for the year, until this time in 2012. If you would prefer to have some other type of supply INSTEAD of paper and toner, or no supplies at all, please let Agatha know by March 1st.
5) Summer School books – if you are teaching a summer school course and need a few books to make the course happen, please email the exact title, author and ISBN to Agatha by March 1st. She will order them directly, so please do not buy them yourselves.
6) NEW ANNOUNCEMENT – I forgot to mention this during our meeting – UNC has changed the policy about reimbursements. Effective immediately, no one may be reimbursed for office supplies (such as Staples, Office Max, etc). If you need supplies and have funds for them, please coordinate this with Travis, and he will order through a UNC contract account.

Sorry for all of this detailed bad news… have a lovely week!
Agatha

****

Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599

p. 919.962.2788
f. 919.962.5824

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or send a blank email to leave-28648739-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Tuesday, February 8, 2011 4:13 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Phones

Hi Julius,
I am going to request that phones be cancelled toward the beginning of March (to be turned off as of 4/1). Please let me know of any exceptions that you grant to folks whose phones the dept will continue to pay for.

Thanks,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Tuesday, February 8, 2011 4:18 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: RE:[afriafam] Admin updates and changes
Attach: Letterhead - electronic - African and Afro-American Studies.doc

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Here is the attachment!
Take care,
Agatha

****

Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Buell, Agatha
Sent: Tuesday, February 08, 2011 3:59 PM
To: Department listserv
Subject: Admin updates and changes

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know by March 1st.

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Agatha

****

Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
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UNC
COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

DEPARTMENT OF AFRICAN &
AFRO-AMERICAN STUDIES
109 BATTLE HALL
CAMPUS BOX 3395
CHAPEL HILL, NC 27599-3395

T 919.966.5496
F 919.962.2694

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Tuesday, February 8, 2011 7:56 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Speaker from Brazil

Hi Julius,
I'm writing to see if the department will be able to contribute a small amount towards a visit by a Brazilian speaker that I'm bringing to campus on March 1. We've gotten co-sponsorships from the IAAR and the Stone Center, and other sources seem to be tapped out. We'll need another $150-200 to cover her airfare from Miami and other costs. If necessary, I would be willing to have the department contribute to her visit instead of supporting the lunch with the scholars who will be on campus in conjunction with NCOBPS. Please let me know what you think.

Thanks,
Kia

From: Miller, Haeran <hrmiller@email.unc.edu>
Sent: Thursday, February 10, 2011 10:06 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Speaker from Brazil

Thanks, Julius!

◆◆◆◆◆◆◆◆◆◆

Haeran Miller
Acct. Tech
Dept. of Public Policy
Tel. 919-962-4854
Fax. 919-962-5824
Dept. of African & Afro American Studies
Tel. 919-966-1295
hrmiller@email.unc.edu

From: Nyang Oro, Julius E
Sent: Wednesday, February 09, 2011 5:52 PM
To: Caldwell, Kia L
Cc: Miller, Haeran
Subject: RE: Speaker from Brazil

Kia: OK for the switch. I am copying this message to Haeran who will deal with the money issue. Cheers.

From: Caldwell, Kia L
Sent: Tuesday, February 08, 2011 7:56 PM
To: Nyang Oro, Julius E
Subject: Speaker from Brazil

Hi Julius,
I'm writing to see if the department will be able to contribute a small amount towards a visit by a Brazilian speaker that I'm bringing to campus on March 1. We've gotten co-sponsorships from the IAAR and the Stone Center, and other sources seem to be tapped out. We'll need another $150-200 to cover her airfare from Miami and other costs. If necessary, I would be willing to have the department contribute to her visit instead of supporting the lunch with the scholars who will be on campus in conjunction with NCOBPS. Please let me know what you think.

Thanks,
Kia

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Thursday, February 10, 2011 10:59 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Phones

Hi Julius,
The people who currently have phones (from our billing records) are:
Caldwell
Janken
Hildebrand
Selassie
Seck
Mutima/Fhunsu (Room 305)
Sahle (but it's in the wrong office or something??)
Boyd

Thanks,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Nyang Oro, Julius E
Sent: Wednesday, February 09, 2011 5:56 PM
To: Buell, Agatha
Subject: RE: Phones

The exception is Kenneth Janken. Nobody else has raised any objection. As for Selassie, we will need to charge his Professorship account. So I am assuming the people who will lose their phones are: Sahle, Boyd, Caldwell and Hildebrand. Am I missing anyone? Let me know so that I can officially notify them. Thanks.

From: Buell, Agatha
Sent: Tuesday, February 08, 2011 4:13 PM
To: Nyang Oro, Julius E
Subject: Phones

Hi Julius,
I am going to request that phones be cancelled toward the beginning of March (to be turned off as of 4/1). Please let me know of any exceptions that you grant to folks whose phones the dept will continue to pay for.

Thanks,
Agatha

****

Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Thursday, February 10, 2011 12:04 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Cc: Miller, Haeran <hrmiller@email.unc.edu>
Subject: RE: Speaker from Brazil

Julius,
Thanks for your message. Yesterday, the Inst. for the Study of the Americas agreed to co-sponsor the visit by the Brazilian scholar, so the dept. funds probably will not be needed. If all of the expenses are covered, we could stick with the original plan of using the funds for the NCOBPS guests.

Thanks,
Kia

From: Nyang Oro, Julius E
Sent: Wednesday, February 09, 2011 5:51 PM
To: Caldwell, Kia L
Cc: Miller, Haeran
Subject: RE: Speaker from Brazil

Kia: OK for the switch. I am copying this message to Haeran who will deal with the money issue. Cheers.

From: Caldwell, Kia L
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Thanks,
Kia

From: Miller, Haeran <hrmiller@email.unc.edu>
Sent: Thursday, February 10, 2011 12:10 PM
To: Caldwell, Kia L <klcaldwe@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Speaker from Brazil

Thank you for letting me know this, Kia. I am very glad that we are keeping the $150. ☺

◆◆◆◆◆◆◆◆◆◆

Haeran Miller
Acct. Tech
Dept. of Public Policy
Tel. 919-962-4854
Fax. 919-962-5824
Dept. of African & Afro American Studies
Tel. 919-966-1295
hrmiller@email.unc.edu

From: Caldwell, Kia L
Sent: Thursday, February 10, 2011 12:04 PM
To: Nyang Oro, Julius E
Cc: Miller, Haeran
Subject: RE: Speaker from Brazil

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Thanks,
Kia

From: Reid, Dee <deereid@unc.edu>
Sent: Thursday, February 10, 2011 5:04 PM
To: All Deans, Directors, and Department Heads in the College of Arts & Sciences <asddd@listserv.unc.edu>
Cc: Administrative Managers <asmgrs@listserv.unc.edu>; Lindemann, Erika <ulinde@email.unc.edu>
Subject: [asddd] FW: Approved Curriculum Changes
Attach: Curric Recs 2010 DUS.doc

The attached message from Erika Lindemann, Associate Dean for Undergraduate Curricula, is being sent to all deans, directors and department/curriculum chairs in the College, with an information copy to administrative managers.

UNC
COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF UNDERGRADUATE
CURRICULA

CAMPUS BOX 3504
300 STEELE BUILDING
CHAPEL HILL, NC 27599-3504

T 919.843.7773
F 919.843.6557

TO: Deans, Directors, Chairs, Directors of Undergraduate Studies, Student Services Managers
FROM: Erika Lindemann, Associate Dean for Undergraduate Curricula
DATE: 11 February 2011
SUBJECT: Approved Curriculum Revisions

As we enter the advising period for fall 2011, you will want to know about five revisions to the 2006 Making Connections curriculum resulting from last year's review and approved by the Faculty Council on December 17, 2010. With apologies for the length of this memo, I want to elaborate on what these curricular changes mean for students in the College of Arts and Sciences.

Supplemental Education
Perhaps the most significant change in the undergraduate curriculum is a revised Supplemental Education requirement. As approved by the Administrative Boards of the General College and College of Arts and Sciences, the recommendation reads as follows:

To revise the Supplemental Education requirement so that students pursuing the BA degree (or the BS degree with a major in psychology) may fulfill it in the following ways:

- **By completing a second major or a minor;**
- **By completing three courses above 199 that are not being used to fulfill the student's major requirements. The three courses must be from outside the home department/curriculum of the major and cannot be cross-listed with a course used to satisfy the requirements for the major.**
- **By completing a concentration outside a professional school as part of the degree requirements for graduating from the school.**

By virtue of this revision, College of Arts and Sciences students who are pursuing a BA degree (or the BS with a major in psychology) may satisfy the Supplemental Education requirement by completing a second major or a minor. Students pursuing a BA degree (or the BS with a major in psychology) who have declared only one major, but no second major and no minor, must satisfy the Supplemental Education requirement by taking three courses above 199 (nine credit hours) outside the home department/curriculum of the major. The three courses must be in addition to, and cannot overlap with, courses fulfilling the student's Foundations and Approaches requirements; however, the three courses may satisfy Connections requirements. The three courses do not have to be drawn from different divisions of the College. The intention of the requirement is simply to ask students with only one major to broaden their perspective.

The revised Supplemental Education requirement is effective this semester and applies to all current students in the College, including graduating seniors. Students with only one major may elect to complete the requirement under the new rules. At the same time, students who have been working under the old rules and wish to finish the Supplemental Education requirement by completing a cluster or a distributive option should be encouraged to do so. Students who are completing a minor or a second major may use this second area of study to fulfill the Supplemental Education requirement.

As before, BA students with a first major in the Schools of Education or Journalism and Mass Communication will satisfy the Supplemental Education requirement by completing a concentration outside the school as part of the BA degree. Now, however, BA students with a first major in the College of Arts and Sciences have the option of satisfying the Supplemental Education requirement by completing a second major or a minor in a professional school.

Advisors may encounter difficulties interpreting the new Supplemental Education requirement when cross-listed courses are involved. The requirement states, "The three courses must be from outside the home department/curriculum of the major and cannot be cross-listed with a course used to satisfy the requirements for the major." This means that cross-listed courses CAN be used to satisfy a particular student's Supplemental Education requirement, if (and only if) the course has not been used to satisfy the requirements for the major. If a course is offered in the home department/curriculum of the major but is cross-listed outside that unit AND is not being used to fulfill a student's major requirements, the course can satisfy the Supplemental Education requirement.

For example, PWAD majors can use either HIST 212 (cross-listed with PWAD 212) or PWAD 212 for the Supplemental Education requirement if they have not used the course for the PWAD major. Similarly, English majors generally cannot use CMPL courses to fulfill Supplemental Education because these courses are offered by the same department. However, an English major could use CMPL 270 (cross-listed with GERM 270, JWST 239, and RELI 239) for Supplemental Education if CMPL 270 (or any of its cross-listed variants) has not been used to satisfy the major. Basically, there can be no sharing of cross-listed courses to satisfy both the major and Supplemental Education requirements.

Other changes
The remaining recommendations approved by the Faculty Council are fairly straightforward:

Effective with the fall 2011 semester, placement into level 4 of a foreign language will satisfy the Foundations foreign language requirement through level 3.
First-time, first-year students and new transfer students entering Carolina in fall 2011 will no longer be required to take the level-4 course to satisfy the level-3 General Education Foundations requirement. Placement in level 4, not completion of a level-4 course, will grant students PL credit for level 3, which satisfies the General Education requirement. Particular majors, however, may continue to require that students demonstrate level-4 proficiency (or higher) in a foreign language. Seniors graduating in May or August 2011 who have not yet satisfied the Foundations foreign language requirement by taking a level-4 course and wish to come under the new rule should submit a petition to the Office of Undergraduate Curriculum (see http://www.unc.edu/depts/uc/ht_petition.html).

Effective with the fall 2011 semester, a student may count only one, one-credit Lifetime Fitness (LFIT) course toward graduation at Carolina.
Students who have taken, or plan to take, two LFIT courses may do so through the second summer session. Thereafter, students may complete only one LFIT course during their career at Carolina, since the instructional modules and laboratory exercises for all LFIT courses are the same.

Effective with the fall 2011 semester, the Foreign-Language Intensive (FI) requirement is rescinded.
This requirement in the Making Connections curriculum was never implemented for lack of resources.

Effective with the January 15, 2011, course submission deadline, no more than two General Education designations may be assigned to any new or revised course.
The majority of undergraduate courses currently fulfilling General Education requirements do so in only one or two areas of the curriculum. This recommendation, then, confirms current practice as normative. In

exceptional cases the College's Curriculum Committee may find that a particular course meets the criteria for a third designation, most likely EE or CI.

Plans are underway to notify students of these changes. Questions about these revisions should be directed to Erika Lindemann (ulinde@email.unc.edu) or Nick Siedentop (nick_siedentop@unc.edu) in the Office of Undergraduate Curricula.

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Friday, February 11, 2011 12:11 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FW: Speaker from Brazil

Hi Julius,
Haeran is working with Kai on this, so it is all set. Until we receive funds from Dunbar or other sources, we really don't have any more funds this year. All we have is summer school money, and that can't be used for conferences, trips, speakers, etc. At this point, we don't even have $50 that could be used for events, etc, so you will have to start saying no if people ask you (I know how much you like to say yes!).

The $2,500 Speakers Fund that Jonathan recently authorized was in fact for the 40th anniversary in the fall 2010, so it has already been spent (and then some!).
Just want to be sure we are on the same page.
Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Nyang Oro, Julius E
Sent: Wednesday, February 09, 2011 5:52 PM
To: Caldwell, Kia L
Cc: Miller, Haeran
Subject: RE: Speaker from Brazil

Kia: OK for the switch. I am copying this message to Haeran who will deal with the money issue. Cheers.

From: Caldwell, Kia L
Sent: Tuesday, February 08, 2011 7:56 PM
To: Nyang Oro, Julius E
Subject: Speaker from Brazil

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Thanks,
Kia

From: WebEvent <webevent@unc.edu>
Sent: Sunday, February 13, 2011 12:03 PM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Subject: [dptcrchairs] WebEvent Reminder: Feb 15 - 12 p.m. Eastern Time (US and Canada) Time ; Chairs' Bag Lunches with Dean Karen Gil

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WebEvent Reminder

Title: Chairs' Bag Lunches with Dean Karen Gil
Date: Tuesday, February 15, 2011
Time: 12 p.m. - 1:30 p.m. Eastern Time (US and Canada) Time

Description: Location: 3020 Steele Bldg

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

You are currently subscribed to dptcrchairs axsd: JEN321@email.unc.edu.
To unsubscribe send a blank email to leave-28680875-35587346.d2d65bea842e4c54e31c0c42635f0b5c@listserv.unc.edu

From: WebEvent <webevent@unc.edu>
Sent: Monday, February 14, 2011 12:03 AM
To: All Deans, Directors, and Department Heads in the College of Arts & Sciences <asddd@listserv.unc.edu>
Subject: [asddd] WebEvent Reminder: Feb 18 - College Diversity Survey, Feb. 18 Deadline

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WebEvent Reminder

Title: College Diversity Survey, Feb. 18 Deadline
Date: Friday, February 18, 2011
Time: Unspecified

Description: The College is asked annually about the activities undertaken in each of our academic units to help the University fulfill its goals for diversity. Here is a link to an on-line survey concerning your unit's activities, mostly involving the calendar year 2010. Please click on the link and complete the survey by February 18, 2011 so that we may complete our 2010-2011 diversity report to the Provost.

http://www.surveymonkey.com/s/college-diversity-survey-1011

I know that several departments have been successful in recruiting outstanding faculty as part of the target-of-opportunity hiring program or independently of it. I look forward to the results for the whole College.

If you have any questions please contact Ryan Greenway in the Dean's Office at 962-9275.

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

You are currently subscribed to asddd axsd: JEN321@email.unc.edu.
To unsubscribe send a blank email to leave-28683410-35586857.320bb86fbea40984156cda49090a0121@listserv.unc.edu

From: WebEvent <webevent@unc.edu>
Sent: Monday, February 14, 2011 11:03 PM
To: All Deans, Directors, and Department Heads in the College of Arts & Sciences <asddd@listserv.unc.edu>
Subject: [asddd] WebEvent Reminder: Mar 17 - Deadline for New Tenure-Track & Tenured Appointments

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WebEvent Reminder

Title: Deadline for New Tenure-Track & Tenured Appointments
Date: Thursday, March 17, 2011
Time: Unspecified

Description: This is the absolute submission deadline for new tenured and tenure-track appointments with an effective date of July 1, 2008.

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

You are currently subscribed to asddd axsd: JEN321@email.unc.edu.
To unsubscribe send a blank email to leave-28691143-35586857.320bb86fbea40984156cda49090a0121@listserv.unc.edu

From: Reid, Dee <deereid@unc.edu>
Sent: Tuesday, February 15, 2011 11:15 AM
To: All Deans, Directors, and Department Heads in the College of Arts & Sciences <asddd@listserv.unc.edu>
Cc: Administrative Managers <asmgrs@listserv.unc.edu>; Kelly, Roberta Anne <rakelly@email.unc.edu>
Subject: [asddd] FW: Opening of New Course Request Approval System Today
Attach: NEW CRAS release memo.pdf

The attached message from the University Registrar is being sent to all deans, directors and department/curriculum chairs in the College, with an information copy to administrative managers. Please share as appropriate.

* * * *

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF THE
UNIVERSITY REGISTRAR

SASB NORTH
450 RIDGE ROAD, SUITE 3100
CAMPUS BOX 2100
CHAPEL HILL, NC 27599-2100
http://regweb.unc.edu

T 919.962.3954
F 919.962.6661

MEMORANDUM

TO: UNC Chapel Hill Campus

FROM: Christopher Derickson, Assistant Provost and University Registrar

SUBJECT: Course Request Approval System

DATE: February 15, 2011

The Office of the University Registrar is pleased to announce the opening of the Course Request Approval System in ConnectCarolina on Tuesday, February 15, 2011. We appreciate your cooperation with the interim system and are currently reviewing the submissions made through that avenue.

Training for Course Request Submitters started February 1st and is ongoing for those who have not yet attended. Starting on February 15th, training for Course Request Approvers will be offered via on-line tutorial through Blackboard. There will also be a CRAS User's Guide available for reference. Additional information and links to each of these items and the training calendar are available at regweb.unc.edu. Course Request Approval Submitters and Approvers assigned by each department, curriculum, or unit will be required to complete training prior to being given access to the system.

Guidelines:

* New courses – the earliest available effective date will be Spring 2012.

* Revisions to existing courses – the earliest available effective date will be Fall 2012.

* The moratorium on establishing new cross-listings between courses remains in effect.

Tips for Success:

* Please note, course submitters may begin the process of entering course information prior to the time that their approvers complete the training. Submitters may receive an error message as the email notifications will not be forwarded if the approver(s) have not yet completed training. Once the approvers are given access, the information will be available in the CRAS inbox. Email notifications will then be in place for future submissions.

* Remember, the review and approval process still requires some time. Courses submitted this spring that require college/school approval may not be reviewed until the fall term. Please make sure you plan ahead so that the changes are ready when needed.

If you have additional questions, please email Anna Kang at anna_kang@unc.edu.

From: Barbara Anderson <b_anderson@unc.edu>
Sent: Tuesday, February 15, 2011 2:30 PM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Stone Center Diaspora Festival of Black and Independent film this Thursday

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Please join the Stone Center's Diaspora Festival of Black and Independent Film for a double feature this Thursday at 7pm.

Thursday, February 17 at 7:00 p.m. (double feature)

Freddy Ilanga: Che's Swahili Translator (2009)
Director: Katrin Hansing
24 minutes

This short documentary is about Freddy Ilanga, an African man whose life was abruptly transformed through a chance encounter with one of the great icons of the 20th Century and which has predominantly been determined by the power struggles of the Cold War and the Cuban Revolution. It is a story about migration and displacement and the high human costs of exile and family separation.

Amilcar Cabral (2000)
Director: Ana Ramos Lisboa
52 minutes

A biographical film on the iconic African revolutionary who is widely regarded as one of the most important theorists and African nationalists among the continent's various revolutionary anti- colonial movements.

http://sonjahaynesstonectr.unc.edu/

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 FedEx Global Education Center
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu
www.global.unc.edu/africa

From: Siedentop, Nicholas J <nick_siedentop@unc.edu>
Sent: Tuesday, February 15, 2011 4:32 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FW: FERPA quiz

From: Siedentop, Nicholas J
Sent: Tuesday, February 15, 2011 2:12 PM
To: 'Nyang Oro, Julius E'
Subject: FERPA quiz

Dear Professor Nyang'oro,

You are receiving this message because you have not completed the online training module on the Family Educational Rights and Pricy Act (FERPA). Please take a few moments to complete the 10 question quiz available on Blackboard (the link is toward the bottom of the page and the access code is RAM@UNC):

http://connectcarolina.unc.edu/news/erp-news/update-ferpa-training.html

Please note, you will not be able to print class rosters and enter grades for AFRI 266 until you have completed FERPA!

Best wishes,
Nick Siedentop

Nicholas Siedentop
Curriculum Coordinator for Undergraduate Education
3018A Steele Building, CB# 3504
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3504
nick_siedentop@unc.edu

Phone: 919-962-5819
Fax: 919-843-6557

From: Pasion, Jessica <jvpasion@email.unc.edu>
Sent: Wednesday, February 16, 2011 12:59 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Cc: Hartlyn, Jonathan <hartlyn@unc.edu>
Subject: REMINDER: Request for 2010 Assessment Report
Attach: Chairs' Annual Assessment report request 2010.doc; Rubrics information 2010.pdf

---

Dear Professor Nyang Oro,

I write regarding the submission of the 2010 Assessment Report for the Department of African and Afro American Studies. It would be greatly appreciated if you were able to provide the College with your Department's assessment reports.

Below, please find the original email soliciting 2010 Assessment Reports. I have also attached the original memo from Deans Bill Andrews and Bobbi Owen, as well as the Rubrics information. Please do not hesitate to contact me if you have any questions.

Kind regards,

Jessica

Jessica Pasion
Executive Assistant to the Dean
University of North Carolina at Chapel Hill

College of Arts & Sciences, Dean's Office
205 South Building
Campus Box 3100
Chapel Hill, NC 27599
(919) 962-1165

From: Pasion, Jessica
Sent: Thursday, October 28, 2010 4:52 PM
To: Pasion, Jessica
Subject: Request for 2010 Assessment Report

This message is being sent to all Department Chairs and Directors of Curricula in the College of Arts & Sciences, and copied to all managers.

Dear Colleagues,

Each fall since 2006 every unit in the College that has a teaching responsibility has submitted its annual assessment on student learning outcomes. The attached documents pertain to the assessment report that the College requests of your unit for 2010. Please give this matter your attention to ensure timely delivery of your unit's report by 29 November 2010.

I know that generating an assessment report each year requires time and effort, but I am encouraged by the

progress the College is making as we try to focus on the improvement of our teaching programs, not simply compliance with accreditation standards.

Thank you in advance for your report and the support you give to assessment in your unit.

Sincerely,

Karen

Karen M. Gil, Ph.D.

Dean, College of Arts and Sciences

Lee G. Pedersen Distinguished Professor of Psychology

CB # 3100

University of North Carolina at Chapel Hill

Chapel Hill, NC 27599-3100

919-962-3082

919-962-1165

919-962-2408 fax

kgil@email.unc.edu

<<...>> <<...>>

UNC
COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF THE DEAN
205 South Building
CAMPUS BOX 3100
CHAPEL HILL, NC 27599-3100

T 919.962.1165
F 919.962.2408
college.unc.edu

TO: Unit Chairs and Directors in the College of Arts & Science
FROM: Bill Andrews and Bobbi Owen, Senior Associate Deans
RE: 2010 assessment reports
DATE: October 28, 2010

To promote a culture of systematic assessment of student learning at the unit level in the College, former Dean Bernadette Gray-Little initiated a process of planning and reporting of student learning outcomes on an annual basis. In October 2006, each unit was asked to submit to the College a report about each degree program (mission and goals of a center, institute, program, etc.) that explained:

a) the assessment(s) the unit undertook during the previous academic year,
b) what the unit learned from the assessment(s), and
c) what the unit intends to do or already has enacted in response to what it learned.

In October 2007 and 2008 and in December 2009 we requested an updated assessment report from each unit, in keeping with the College's commitment to maintain its culture of assessment. We're now asking that you submit to your Senior Associate Dean your 2010 unit assessment report, preferably in electronic format, by **29 November 2010**.

Since UNC is approaching its fifth-year review from the Southern Association of Colleges and Schools, we need some additional information from each department. Your report should incorporate the topics above and also the questions below:

1. Reviewing the past five years of your assessments, what have you done with the results of those assessments? How has your department used those results to improve undergraduate or graduate student learning? Has assessment affected curriculum, for instance, or course assignments, or testing?
2. Now that your initial overall unit assessment plan is five years old, do you feel the plan needs to be revised, updated, or otherwise modified? Since the goal of these assessment plans is program improvement, especially in student learning, if you feel your assessment plan could be improved by a mid-course modification of what your unit should assess over the next five years, please explain in your report.
3. Has your unit's report(s) on student learning included an analysis of a sample of student writing assignments? Many units have already undertaken this in a previous report, but if yours hasn't as yet, your 2010 report should contain such an analysis.

   Analysis of sample student writing skills: In this part of your report, you develop a set of rubrics, i.e., a list of the criteria your faculty use to assess the writing skills of your students. The "Rubrics" document that follows this memo will help you see how other universities have used rubrics to define and rate the set of skills

in writing that they attempt to assess. Your unit should develop its own set of rubrics for assessing student performance on a given writing assignment.

Please bear in mind that this analysis of student writing skills need not be devoted to more than a sample of papers. The Office of Institutional Research and Assessment (OIRA) can provide financial resources to compensate a faculty member (perhaps from your fixed-term ranks) to review a sample of these written assignments, once your unit has developed its set of assessment rubrics. Please be sure that the analysis of student writing that you provide in your assessment report refers back to an assessment goal stated in your unit's original or evolving assessment plan.

When you have completed your 2010 unit assessment report, please attach a copy of the assessment plan you have been following – which you originally submitted in 2005 and have continued to work from – or versions you have updated along the way.

A copy of your unit's 2010 report and your unit's original assessment plan should be sent to Bill, Bobbi, and Lynn Williford in OIRA for inclusion in the centralized database of University-wide assessment activities.

As in the past, the College does not expect any unit to undertake a full-scale assessment of all student learning in any given year. What we wish to learn every fall semester is what part of your long-term unit assessment plan you undertook during the previous academic year, what you learned from it, and how what you learned will affect your unit's teaching program in the future.

Thanks for your reports, which we look forward to reading, and for your cooperation in this fall's overall curriculum assessment.

RUBRICS

Once you have identified a means of assessment, the next step is identifying a scoring procedure. The assessment methodology you choose will dictate how you will score student data. If you are using some type of objective assessment to measure student learning than the instrument should be scored dichotomously with an answer key to ensure standardization. Scores will be presented in the form of the number or percent correct.

Standardized assessments are usually scored by a testing company and results can be presented in the form of raw or scale scores to make interpretation easy. Results may be aggregated across subscales or for the test as a whole (i.e., composite score).

Performance assessments require the use of a standardized scoring procedure usually involving a rubric. A rubric is a matrix that identifies the expected outcomes of performance on task with the respective levels of performance along those outcomes. There are two type of scoring rubrics. Analytic scoring rubrics break scoring down into components. They provide descriptions and sub-scores for each characteristic of performance. For example, a writing assessment may be broken down into integration of ideas, mechanics, and clarity of expression. Holistic scoring rubrics on the other hand provide a single score for overall performance. Because of this analytic scoring rubrics provide more information and have more of a diagnostic value than holistic scoring rubrics.

Parts of a Rubric

There are four components to a rubric: 1) a task description; 2) task dimensions; 3) a performance scale; and 4) cell descriptions. (See the figure on the following page.) The task description describes the assessment activity that serves as a reminder to the grader as to what the task is about. This can be created directly by cutting and pasting from a course syllabus or from the assessment task directions. The task dimensions lay out and describe the parts of the task and are listed in the first column of the table. They should be directly observable and in harmony with the program's learning outcomes. The performance scale indentifies the levels of performance along each of the dimensions and is presented in the first row of the table. Scales should include three to five points. Too many scales points makes it more difficult to differentiate between performance levels. Finally, cell descriptions operationalize what each level of performance means for each dimension. These may include check boxes beside each element of the performance description in the cell. They help convey why the student is given a particular score. The example below comes from Stevens & Levi, *(2004).*

> **Task Description:** Each student will make a 5-minute presentation on the changes in one Virginia community over the past thirty years. The student may focus the presentation in any way he/she wishes, but there needs to be a thesis of some sort, not just chorological exposition. The presentation should include x, y, and z.

	Scale: Level 1	Scale: Level 2	Scale: Level 3
Dimension 1			
Dimension 2			
Dimension 3			
Dimension 4			

Developing A Rubric

When developing a rubric, first complete the table by filling in the dimensions in the first column. After you have completed this step, fill in the scale points along the boxes in the first row. Huba and Freed (2000) have developed a list of scale points which is presented below for your assistance. It is helpful to frame scale points in a positive light in order to mitigate potential shock for low marks. Complete the cell descriptions next for each row and corresponding column. Start out by identifying the extreme levels of performance (i.e., the highest and lowest levels of performance). The lowest level of performance can be the negation of the exemplary category or a list of typical mistakes that students may make. It may be helpful to look at student work to identify these descriptions. Next fill in the middle categories.

Once you completed your rubric, share it with other faculty members in the program to get their feedback. Ask them to apply it to a sample of student work to determine if they understand the dimensions and performance

Examples of Scale Points

Lowest Level → *Highest Level*

Emerging	Progressing	Partial Mastery	Mastery
Not Yet Competent	Partly Competent	Competent	Sophisticated
Unacceptable	Marginal	Proficient	Exemplary
Novice	Intermediate	Intermediate High	Advanced
Beginning	Developing	Average	Accomplished

(Huba & Freed, 2000)

Scoring Using A Rubric

Because rating performance involves human judgment, it is subject to error. Personal biases, carry-over effects of judgments due to preceding tasks, and inconsistency in scoring due to lack of standardization of scoring criteria intrude and limit the value of the ratings. To avoid these common errors, 1) rate the performance of all students on one task before going to the next to keep scoring criteria in mind; 2) whenever possible rate performance without knowledge of student's name to avoid halo effects; 3) use multiple raters for high-stakes decisions; and 4) train your raters to calibrate their scoring by bringing them together to review their responses in order to identify patterns of inconsistent responses.

Sample Rubric: UR General Education Field of Study for the Natural Sciences

Task Description: Each student will develop a lab report for the particular experiment in question. This report should include an abstract, introduction, instrumentation and procedure, discussion, error analysis, and conclusion sections. Students must show an understanding of the topic and support all generalizations with details.

LEARNING OUTCOMES	Exemplary	Proficient	Marginal	Unacceptable
Students will demonstrate in-depth knowledge and understanding of content material within the course discipline.	Clear indication of higher order thinking demonstrating mastery of the material.	Some indication of higher order thinking demonstrating mastery of the material.	Some placement of ideas in appropriate disciplinary context. Limited evidence of higher order thinking.	Limited or no evidence of higher order thinking with confused demonstration of understanding of the material.
Students will demonstrate ability to formulate and test good scientific hypotheses.	Formulates elegant and easy to test hypotheses with no confounding variables. Applies appropriate methodologies.	Formulates hypotheses that are testable but lack some clarity or contain some confounding variables. Usually applies appropriate methodologies.	Formulates non-testable hypotheses but contain elements indicative of some understanding of the importance of elegance/ clarity in hypothesis creation. Designs weak experiments.	Formulates non-testable hypotheses and provides no indication of an understanding of the importance of elegance/ clarity in hypothesis formation. Consistently designs poor experiments.
Students will analyze and interpret data using discipline-specific tools.	Consistently identifies and correctly applies appropriate quantitative/qualitative methodologies.	Typically identifies and usually applies appropriate quantitative/qualitative methodologies.	Inconsistently identifies and irregularly applies appropriate quantitative/ qualitative methodologies.	Fails to identify or apply appropriate quantitative/ qualitative methodologies.
Students will interpret knowledge in meaningful and appropriate ways as they draw conclusions about the significance of scientific data.	Draws logical conclusions that follow from data in a manner indicating clear understanding of significance.	Conclusions are generally solid, but may lack some clarity or consistency with data.	Extrapolates beyond the data creating nonviable interpretations of data at hand.	Draws incorrect conclusions and misunderstandings the significance of data/findings.

Rubric example from University of Virginia

CAPSTONE PROJECT ASSESSMENT FORM

Project Title: _____

Author: _____ **Mentor:** _____

Originality

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	Score 1 - 3
▪ **Project reflects a deep understanding of Capstone topic area**	Project summarizes existing research	Project evaluates existing research	Project provides student's own synthesis of research	
▪ **Project is based on a research question that is significant to the relevant research community**	There is no identifiable research question or question is not appropriate to the topic area	Research pursues a question for which there exists conclusive and easily identifiable answer	Research pursues a question about which there is discussion or dispute in the relevant research community	
▪ **Project represents the student's own perspective and synthesis of reading, research, and reflection**	Project lacks a clear thesis	Project thesis reflects student's synthesis of ideas and evidence	Project thesis reframes current thinking in the research area in a novel and compelling way	

Independence

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **Student has worked primarily on his or her own throughout the project with guidance from the Capstone mentor.**	Mentor has both asked and answered questions for student and has frequently been involved in line by line correction of the student's writing	Mentor has, on key occasions, answered central questions for the student. Student's written work was done independently	Mentor has asked questions, discussed general ideas and provided feedback on student work	
▪ **Student has submitted two preliminary drafts and responded appropriately to feedback on these drafts**	Student has failed to submit the required drafts	Student has submitted required drafts but has not appropriately responded to the mentor feedback.	Student has submitted required drafts and improved his or her work based upon the feedback received	

CAPSTONE PROJECT ASSESSMENT FORM

Appropriate Scope

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **Project constitutes a sustained and complete treatment of the student's research question**	Project fails to focus on the research question or does so in a superficial way	Project addresses research question in some depth	Project offers a sustained and compelling treatment of the question	☐
▪ **The scope of the project is appropriate for the time available**	Project attempts to answer a question that is too broad	Project provides an acceptable treatment of the topic but key issues are not considered	Project treats the topic with sufficient depth and thoroughness	☐

Orderly and objective process of inquiry

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **Project demonstrates facility with those methodologies, tools and academic skills appropriate to the area of investigation**	Student is unfamiliar with methodologies and skills appropriate to the research area	Student demonstrates basic competence in methodologies, tools and academic skills appropriate to the area of investigation	Student demonstrates full mastery of a methodology or academic skill appropriate to the area of investigation	☐
▪ **Project demonstrates an ability to ask relevant and probing questions and synthesize core ideas within this area**	Project consistently fail to distinguish between relevant and irrelevant issues	Project considers relevant questions without asking probing questions or appropriately synthesizing central views	Project considers only relevant issues, consistently surfaces key assumptions and synthesizes core ideas	☐
▪ **Project demonstrates an ability to identify and use appropriate evidence**	No evidence is adduced or evidence is consistently misused or misrecognized	Adequate and appropriate evidence is provided in at least one key argument	Evidence is consistently identified and appropriately used	☐
▪ **Project demonstrates an ability to draw and support conclusions and demonstrates facility with the basic elements of argument – evidence, reasons, claims**	Project demonstrates no recognition of the distinction between cogency and fallacious arguments	Project contains at least one demonstration of facility with the basic elements of argument.	Project demonstrates complete mastery of the basic elements of argument.	☐

▪ **Project demonstrates an ability to identify relevant and reliable research, evaluate the quality of sources and attribute accurately researched results using citation style appropriate to the area of investigation**	Project fails to establish the relevance or reliability of key sources or consistently fails to accurately and properly acknowledge sources.	Project sources are all relevant and reliable and the project contains no more than two attribution or citation errors.	Project contains no source or attribution errors.
▪ **Project explores different answers to the research question and the evidence that supports them**	Project fails to consider non-supportive evidence or positions.	Project addresses but does not deeply consider strong alternatives or disconfirming evidence	Project appropriately considers strongest alternatives and countervailing evidence
▪ **Project raises and investigates tacit assumptions on which the thesis rests**	Project leaves at least one central assumption unconsidered	Project acknowledges all central assumptions	Project acknowledges addresses all central assumptions.
▪ **Project offers clear and solid arguments evaluating the student's thesis.**	Primary arguments for thesis are either unclear or fallacious.	Primary arguments for thesis are clear and coherent.	Primary arguments for thesis are clear and compelling.
▪ **Project displays an overall logical coherence with a clearly recognizable logical structure**	Project demonstrates no discernable logical structure.	Sections of the project are logically coherent	The project as a whole demonstrates a logically coherent structure.

Intellectual stretch

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3
▪ **Project demonstrates that the student has explored unfamiliar depths of intellectual rigor, richness and originality**	Project demonstrates neither a new level of critical depth nor originality for the student.	Project demonstrates a new level of critical depth or originality for the student	Project demonstrates a new level of critical depth and originality for the student
▪ **The project goes beyond a summary of previous findings and provides the student's own perspective on an issue of interest to the appropriate research community.**	Project summarizes the results and research of others	Project summarizes the results and research of others in the student's own vocabulary and draws at least one connection not explicit in the reading	Project consistently asks questions or draws connections not explicit in the literature

CAPSTONE PROJECT ASSESSMENT FORM

Overall project presentation

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **The project includes a significant written work product that is clear, intelligible to members of the appropriate research community, and devoid of grammatical, spelling and compositional errors**	The project does not include a significant work product or that work product is not clear to members of the appropriate research community or contains grammatical, spelling or compositional errors.	The written work product is significant, contains no grammatical, spelling or compositional errors and is understandable to members of the appropriate research community.	The written work product is significant, contains no grammatical, spelling or compositional errors and conforms to all of the rules of excellent scholarship current in the research area.	
▪ **The overall structure of the project is appropriate to the area of investigation**	The overall structure is not appropriate to the area of investigation.	At most one structural element fails to conform to the standards in the area of investigation.	The overall structure of the project fully conforms to the standards in the area of investigation.	

Total:

Percentage: / **60**

Example from University of Miami

S. Paulson, 10 February 2005

Guide for writing essays in ATH 305 Peoples and Cultures of Latin America

Criteria	A good paper manifests these qualities:	An excellent paper develop *also*:
1. Problem or Issue	Clearly identifies a main problem or issue, and summarizes it in relation to essay questions.	Examines several dimensions of the problem or issue and relationships among them.
2. Evidence	Presents supporting evidence from course materials in the form of information, ethnographic descriptions, examples, and quotes. Identifies the sources and assesses the quality of this evidence.	Provides evidence from additional readings, films, news, class discussions.
3. Concepts, assumptions, theories	Identifies ideas, approaches and methods that shape the arguments of authors and/or the people whom they describe: i.e. machismo, gender, contradictory consciousness, modernization or dependency theory, nationalism, revolution, liberation theology, critical race theory, feminism, etc.	Assesses the relevance and implications of specific concepts and assumptions.
4. Context	Locates the authors and/or the people or events that they describe in appropriate cultural, social, national, disciplinary, political, religious and/or historical contexts.	Make connections between the context and the way people think, talk, and act.
5. Perspectives	Compares perspectives of different people or groups described. Compares different ways of analyzing or interpreting the material.	Discusses implications of competing perspectives on issue.
6. Student's analysis or point of view	Presents student's own perspective and position. Raises own questions, critiques, or doubts about the author's message and perspective.	Identifies students' assumptions, stereotypes or prejudices that were somehow challenged or shifted in the process of working with material.
7. Conclusions, implications, consequences	Identifies and discusses conclusions and/or consequences of given perspectives or analyses on the issue at hand.	Considers information and context in identifying implications of the arguments and issues.
8. Write well	Shows correct grammar, and correct punctuation. Quotes, ideas and paraphrases are properly attributed to original sources and references listed at end of essay.	Demonstrates good organization, no gratuitous repetition, strong and compelling prose.

Source: http://www.units.muohio.edu/led/Assessment/criticalthinking/paulson/documents/Paulson Rubric.pdf

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Wednesday, February 16, 2011 2:56 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: REMINDER: Request for 2010 Assessment Report

Hi Julius,
Do you need me involved in this? If so, I am available tomorrow from 3-4pm, or on Friday. I don't think that I can add much to this, but if you think so, just let me know.

Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Nyang Oro, Julius E
Sent: Wednesday, February 16, 2011 2:53 PM
To: Hall, Perry A
Cc: Buell, Agatha
Subject: FW: REMINDER: Request for 2010 Assessment Report
Importance: High

Ok Folks we must do this now. Need to meet Thursday?

From: Pasion, Jessica
Sent: Wednesday, February 16, 2011 12:58 PM
To: Nyang Oro, Julius E
Cc: Hartlyn, Jonathan
Subject: REMINDER: Request for 2010 Assessment Report

Dear Professor Nyang Oro,

I write regarding the submission of the 2010 Assessment Report for the Department of African and Afro American Studies. It would be greatly appreciated if you were able to provide the College with your Department's assessment reports.

Below, please find the original email soliciting 2010 Assessment Reports. I have also attached the original memo from Deans Bill Andrews and Bobbi Owen, as well as the Rubrics information. Please do not hesitate to contact me if you have any questions.

Kind regards,
Jessica

Jessica Pasion
Executive Assistant to the Dean
University of North Carolina at Chapel Hill
College of Arts & Sciences, Dean's Office
205 South Building
Campus Box 3100
Chapel Hill, NC 27599
(919) 962-1165

From: Pasion, Jessica
Sent: Thursday, October 28, 2010 4:52 PM
To: Pasion, Jessica
Subject: Request for 2010 Assessment Report

This message is being sent to all Department Chairs and Directors of Curricula in the College of Arts & Sciences, and copied to all managers.

Dear Colleagues,

Each fall since 2006 every unit in the College that has a teaching responsibility has submitted its annual assessment on student learning outcomes. The attached documents pertain to the assessment report that the College requests of your unit for 2010. Please give this matter your attention to ensure timely delivery of your unit's report by 29 November 2010.

I know that generating an assessment report each year requires time and effort, but I am encouraged by the progress the College is making as we try to focus on the improvement of our teaching programs, not simply compliance with accreditation standards.

Thank you in advance for your report and the support you give to assessment in your unit.

Sincerely,
Karen

Karen M. Gil, Ph.D.
Dean, College of Arts and Sciences
Lee G. Pedersen Distinguished Professor of Psychology

CB # 3100
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3100

919-962-3082
919-962-1165
919-962-2408 fax
kgil@email.unc.edu

From: Mitchell, Courtney J <courtney_mitchell@unc.edu>
Sent: Thursday, February 17, 2011 9:16 AM
To: Gore, Travis <stgore@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: MAY COMMENCEMENT AWARDS: Curriculum in Afro-American Studies

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Dear Commencement Awards Contact,

Your assistance is needed to include all student awards, honors, and prizes from the 2010-2011 academic year in the May Commencement program. All submissions are due by Thursday, March 17, 2011. When providing this information, please follow these instructions:

1. Send the information via email to courtney_mitchell@unc.edu. Title your email with your department, school, or organization name (e.g., history awards). Do not simply name it "commencement awards." We receive hundreds of emails during this process, and for archiving and recordkeeping purposes it will be very helpful (and will reduce the chance for misunderstanding/error) if you include your department, school, or organization name in the subject line of any email you send.

2. Please email your information in an attached Word document, as opposed to typing the names into the body of the email message. Refer to http://www.unc.edu/depts/pubserv/awards.html for formatting and explanation examples.

3. Type the department, school, or organization name in bold at the top of the submission;

4. Use a one-column format. Type the award's complete name in bold and italic and then;

5. Underneath the award name, type the recipient's complete first, middle (or maiden), and last names, along with any suffix (e.g., Jr.or III), in that order;

6. Use correct spelling. Check against official University lists (e.g., Campus Directory). We will proof only against your list.

IF AWARDS HAVE BEEN RETITLED OR DISCONTINUED SINCE LAST YEAR'S SPRING COMMENCEMENT, IF THERE ARE NEW AWARDS, OR IF AN AWARD HAS NOT YET BEEN PUBLICLY ANNOUNCED, PLEASE INCLUDE AN EXPLANATION IN YOUR SUBMISSION.

We will contact you if we notice any unexplained discrepancies between this year's and last year's awards information for the Commencement program. However, please note that correct award information is ultimately the responsibility of campus departments. A well-explained initial submission will prevent any potential errors in the final publication.

We will respect the confidentiality of all information, and no one will see your information until Commencement weekend when the printed program is made available at the Doctoral Hooding Ceremony and the main Commencement.

*****If you are not the correct contact person, please let our office know.*****

Please email me at courtney_mitchell@unc.edu with any questions.

Thank you,

Courtney Mitchell
UNC Publications Services
University Relations

Courtney Jones Mitchell
Writer/Editor
Offices of Web Content and Publications Services
#1 Bolin Heights
Campus Box 6200
Chapel Hill, NC 27514
919.962.3761

2009-10 Assessment Report

Department of African and Afro-American Studies

December 1, 2010

Department Name: African and Afro-American Studies **Contact Person:** Perry Hall
Program: B.A. in African and Afro-American Studies

Outcome(s) Assessed During 2009-10	Assessment Methods Used	Findings	Use of Results (Action)
Identify and explain sources of historical change that have shaped Africa and its diaspora.	Review of papers and presentations in selected African and Afro-American Studies classes by a faculty team.	Examining the work of 14 students in the Afro-American Studies Senior Seminar class, the faculty team rated 5 as excellent and five as good in demonstrating understanding of sources of historical change.	Faculty team will review seminar and general curriculum to identify areas to strengthen in terms of both historical foundations and contemporary perspectives.
Successfully qualify for jobs, occupations, or higher level studies that incorporate knowledge, skills, and capabilities gained in the program of study.	Senior exit interviews	Our information indicates that graduating majors from the past academic year have positions in, graduate School (5) Teach for America (3), international development agencies (4) , community development (3), government (4), and the Peace corps (3).	Faculty team will use survey results to better advise our majors on options for employment and possibilities of professional training and education

UNC
COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF THE DEAN
205 South Building
CAMPUS BOX 3100
CHAPEL HILL, NC 27599-3100

T 919.962.1165
F 919.962.2408
college.unc.edu

TO: Unit Chairs and Directors in the College of Arts & Sciences

FROM: Bill Andrews and Bobbi Owen, Senior Associate Deans

RE: 2010 assessment reports

DATE: October 28, 2010

To promote a culture of systematic assessment of student learning at the unit level in the College, former Dean Bernadette Gray-Little initiated a process of planning and reporting of student learning outcomes on an annual basis. In October 2006, each unit was asked to submit to the College a report about each degree program (mission and goals of a center, institute, program, etc.) that explained:

a) the assessment(s) the unit undertook during the previous academic year,
b) what the unit learned from the assessment(s), and
c) what the unit intends to do or already has enacted in response to what it learned.

In October 2007 and 2008 and in December 2009 we requested an updated assessment report from each unit, in keeping with the College's commitment to maintain its culture of assessment. We're now asking that you submit to your Senior Associate Dean your 2010 unit assessment report, preferably in electronic format, by **29 November 2010**.

Since UNC is approaching its fifth-year review from the Southern Association of Colleges and Schools, we need some additional information from each department. Your report should incorporate the topics above and also the questions below:

1. Reviewing the past five years of your assessments, what have you done with the results of those assessments? How has your department used those results to improve undergraduate or graduate student learning? Has assessment affected curriculum, for instance, or course assignments, or testing?
2. Now that your initial overall unit assessment plan is five years old, do you feel the plan needs to be revised, updated, or otherwise modified? Since the goal of these assessment plans is program improvement, especially in student learning, if you feel your assessment plan could be improved by a mid-course modification of what your unit should assess over the next five years, please explain in your report.
3. Has your unit's report(s) on student learning included an analysis of a sample of student writing assignments? Many units have already undertaken this in a previous report, but if yours hasn't as yet, your 2010 report should contain such an analysis.

Analysis of sample student writing skills: In this part of your report, you develop a set of rubrics, i.e., a list of the criteria your faculty use to assess the writing skills of your students. The "Rubrics" document that follows this memo will help you see how other universities have used rubrics to define and rate the set of skills in writing that they attempt to assess. Your unit should develop its own set of rubrics for assessing student performance on a given writing assignment.

Please bear in mind that this analysis of student writing skills need not be devoted to more than a sample of papers. The Office of Institutional Research and Assessment (OIRA) can provide financial resources to compensate a faculty member (perhaps from your fixed-term ranks) to review a sample of these written assignments, once your unit has developed its set of assessment rubrics. Please be sure that the analysis of student writing that you provide in your assessment report refers back to an assessment goal stated in your unit's original or evolving assessment plan.

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As in the past, the College does not expect any unit to undertake a full-scale assessment of all student learning in any given year. What we wish to learn every fall semester is what part of your long-term unit assessment plan you undertook during the previous academic year, what you learned from it, and how what you learned will affect your unit's teaching program in the future.

Thanks for your reports, which we look forward to reading, and for your cooperation in this fall's overall curriculum assessment.

RUBRICS

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When developing a rubric, first complete the table by filling in the dimensions in the first column. After you have completed this step, fill in the scale points along the boxes in the first row. Huba and Freed (2000) have developed a list of scale points which is presented below for your assistance. It is helpful to frame scale points in a positive light in order to mitigate potential shock for low marks. Complete the cell descriptions next for each row and corresponding column. Start out by identifying the extreme levels of performance (i.e., the highest and lowest levels of performance). The lowest level of performance can be the negation of the exemplary category or a list of typical mistakes that students may make. It may be helpful to look at student work to identify these descriptions. Next fill in the middle categories.

Once you completed your rubric, share it with other faculty members in the program to get their feedback. Ask them to apply it to a sample of student work to determine if they understand the dimensions and performance

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Lowest Level → *Highest Level*

Emerging	Progressing	Partial Mastery	Mastery
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Unacceptable	Marginal	Proficient	Exemplary
Novice	Intermediate	Intermediate High	Advanced
Beginning	Developing	Average	Accomplished

(Huba & Freed, 2000)

Scoring Using A Rubric

Because rating performance involves human judgment, it is subject to error. Personal biases, carry-over effects of judgments due to preceding tasks, and inconsistency in scoring due to lack of standardization of scoring criteria intrude and limit the value of the ratings. To avoid these common errors, 1) rate the performance of all students on one task before going to the next to keep scoring criteria in mind; 2) whenever possible rate performance without knowledge of student's name to avoid halo effects; 3) use multiple raters for high-stakes decisions; and 4) train your raters to calibrate their scoring by bringing them together to review their responses in order to identify patterns of inconsistent responses.

Sample Rubric: UR General Education Field of Study for the Natural Sciences

Task Description: Each student will develop a lab report for the particular experiment in question. This report should include an abstract, introduction, instrumentation and procedure, discussion, error analysis, and conclusion sections. Students must show an understanding of the topic and support all generalizations with details.

LEARNING OUTCOMES	Exemplary	Proficient	Marginal	Unacceptable
Students will demonstrate in-depth knowledge and understanding of content material within the course discipline.	Clear indication of higher order thinking demonstrating mastery of the material.	Some indication of higher order thinking demonstrating mastery of the material.	Some placement of ideas in appropriate disciplinary context. Limited evidence of higher order thinking.	Limited or no evidence of higher order thinking with confused demonstration of understanding of the material.
Students will demonstrate ability to formulate and test good scientific hypotheses.	Formulates elegant and easy to test hypotheses with no confounding variables. Applies appropriate methodologies.	Formulates hypotheses that are testable but lack some clarity or contain some confounding variables. Usually applies appropriate methodologies.	Formulates non-testable hypotheses but contain elements indicative of some understanding of the importance of elegance/ clarity in hypothesis creation. Designs weak experiments.	Formulates non-testable hypotheses and provides no indication of an understanding of the importance of elegance/ clarity in hypothesis formation. Consistently designs poor experiments.
Students will analyze and interpret data using discipline-specific tools.	Consistently identifies and correctly applies appropriate quantitative/qualitative methodologies.	Typically identifies and usually applies appropriate quantitative/qualitative methodologies.	Inconsistently identifies and irregularly applies appropriate quantitative/ qualitative methodologies.	Fails to identify or apply appropriate quantitative/ qualitative methodologies.
Students will interpret knowledge in meaningful and appropriate ways as they draw conclusions about the significance of scientific data.	Draws logical conclusions that follow from data in a manner indicating clear understanding of significance.	Conclusions are generally solid, but may lack some clarity or consistency with data.	Extrapolates beyond the data creating nonviable interpretations of data at hand.	Draws incorrect conclusions and misunderstandings the significance of data/findings.

CAPSTONE PROJECT ASSESSMENT FORM

Project Title: _____

Author: _____ **Mentor:** _____

Originality

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	Score 1 - 3
▪ **Project reflects a deep understanding of Capstone topic area**	Project summarizes existing research	Project evaluates existing research	Project provides student's own synthesis of research	
▪ **Project is based on a research question that is significant to the relevant research community**	There is no identifiable research question or question is not appropriate to the topic area	Research pursues a question for which there exists conclusive and easily identifiable answer	Research pursues a question about which there is discussion or dispute in the relevant research community	
▪ **Project represents the student's own perspective and synthesis of reading, research, and reflection**	Project lacks a clear thesis	Project thesis reflects student's synthesis of ideas and evidence	Project thesis reframes current thinking in the research area in a novel and compelling way	

Independence

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **Student has worked primarily on his or her own throughout the project with guidance from the Capstone mentor.**	Mentor has both asked and answered questions for student and has frequently been involved in line by line correction of the student's writing	Mentor has, on key occasions, answered central questions for the student. Student's written work was done independently	Mentor has asked questions, discussed general ideas and provided feedback on student work	
▪ **Student has submitted two preliminary drafts and responded appropriately to feedback on these drafts**	Student has failed to submit the required drafts	Student has submitted required drafts but has not appropriately responded to the mentor feedback.	Student has submitted required drafts and improved his or her work based upon the feedback received	

CAPSTONE PROJECT ASSESSMENT FORM

Appropriate Scope

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **Project constitutes a sustained and complete treatment of the student's research question**	Project fails to focus on the research question or does so in a superficial way	Project addresses research question in some depth	Project offers a sustained and compelling treatment of the question	☐
▪ **The scope of the project is appropriate for the time available**	Project attempts to answer a question that is too broad	Project provides an acceptable treatment of the topic but key issues are not considered	Project treats the topic with sufficient depth and thoroughness	☐

Orderly and objective process of inquiry

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **Project demonstrates facility with those methodologies, tools and academic skills appropriate to the area of investigation**	Student is unfamiliar with methodologies and skills appropriate to the research area	Student demonstrates basic competence in methodologies, tools and academic skills appropriate to the area of investigation	Student demonstrates full mastery of a methodology or academic skill appropriate to the area of investigation	☐
▪ **Project demonstrates an ability to ask relevant and probing questions and synthesize core ideas within this area**	Project consistently fail to distinguish between relevant and irrelevant issues	Project considers relevant questions without asking probing questions or appropriately synthesizing central views	Project considers only relevant issues, consistently surfaces key assumptions and synthesizes core ideas	☐
▪ **Project demonstrates an ability to identify and use appropriate evidence**	No evidence is adduced or evidence is consistently misused or misrecognized	Adequate and appropriate evidence is provided in at least one key argument	Evidence is consistently identified and appropriately used	☐
▪ **Project demonstrates an ability to draw and support conclusions and demonstrates facility with the basic elements of argument – evidence, reasons, claims**	Project demonstrates no recognition of the distinction between cogency and fallacious arguments	Project contains at least one demonstration of facility with the basic elements of argument.	Project demonstrates complete mastery of the basic elements of argument.	☐

▪ **Project demonstrates an ability to identify relevant and reliable research, evaluate the quality of sources and attribute accurately researched results using citation style appropriate to the area of investigation**	Project fails to establish the relevance or reliability of key sources or consistently fails to accurately and properly acknowledge sources.	Project sources are all relevant and reliable and the project contains no more than two attribution or citation errors.	Project contains no source or attribution errors.
▪ **Project explores different answers to the research question and the evidence that supports them**	Project fails to consider non-supportive evidence or positions.	Project addresses but does not deeply consider strong alternatives or disconfirming evidence	Project appropriately considers strongest alternatives and countervailing evidence
▪ **Project raises and investigates tacit assumptions on which the thesis rests**	Project leaves at least one central assumption unconsidered	Project acknowledges all central assumptions	Project acknowledges addresses all central assumptions.
▪ **Project offers clear and solid arguments evaluating the student's thesis.**	Primary arguments for thesis are either unclear or fallacious.	Primary arguments for thesis are clear and coherent.	Primary arguments for thesis are clear and compelling.
▪ **Project displays an overall logical coherence with a clearly recognizable logical structure**	Project demonstrates no discernable logical structure.	Sections of the project are logically coherent	The project as a whole demonstrates a logically coherent structure.

Intellectual stretch

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3
▪ **Project demonstrates that the student has explored unfamiliar depths of intellectual rigor, richness and originality**	Project demonstrates neither a new level of critical depth nor originality for the student.	Project demonstrates a new level of critical depth or originality for the student	Project demonstrates a new level of critical depth and originality for the student
▪ **The project goes beyond a summary of previous findings and provides the student's own perspective on an issue of interest to the appropriate research community.**	Project summarizes the results and research of others	Project summarizes the results and research of others in the student's own vocabulary and draws at least one connection not explicit in the reading	Project consistently asks questions or draws connections not explicit in the literature

CAPSTONE PROJECT ASSESSMENT FORM

Overall project presentation

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **The project includes a significant written work product that is clear, intelligible to members of the appropriate research community, and devoid of grammatical, spelling and compositional errors**	The project does not include a significant work product or that work product is not clear to members of the appropriate research community or contains grammatical, spelling or compositional errors.	The written work product is significant, contains no grammatical, spelling or compositional errors and is understandable to members of the appropriate research community.	The written work product is significant, contains no grammatical, spelling or compositional errors and conforms to all of the rules of excellent scholarship current in the research area.	
▪ **The overall structure of the project is appropriate to the area of investigation**	The overall structure is not appropriate to the area of investigation.	At most one structural element fails to conform to the standards in the area of investigation.	The overall structure of the project fully conforms to the standards in the area of investigation.	

Total:

Percentage: / **60**

S. Paulson, 10 February 2005

Guide for writing essays in ATH 305 Peoples and Cultures of Latin America

Criteria	A good paper manifests these qualities:	An excellent paper develop *also*:
1. Problem or Issue	Clearly identifies a main problem or issue, and summarizes it in relation to essay questions.	Examines several dimensions of the problem or issue and relationships among them.
2. Evidence	Presents supporting evidence from course materials in the form of information, ethnographic descriptions, examples, and quotes. Identifies the sources and assesses the quality of this evidence.	Provides evidence from additional readings, films, news, class discussions.
3. Concepts, assumptions, theories	Identifies ideas, approaches and methods that shape the arguments of authors and/or the people whom they describe: i.e. machismo, gender, contradictory consciousness, modernization or dependency theory, nationalism, revolution, liberation theology, critical race theory, feminism, etc.	Assesses the relevance and implications of specific concepts and assumptions.
4. Context	Locates the authors and/or the people or events that they describe in appropriate cultural, social, national, disciplinary, political, religious and/or historical contexts.	Make connections between the context and the way people think, talk, and act.
5. Perspectives	Compares perspectives of different people or groups described. Compares different ways of analyzing or interpreting the material.	Discusses implications of competing perspectives on issue.
6. Student's analysis or point of view	Presents student's own perspective and position. Raises own questions, critiques, or doubts about the author's message and perspective.	Identifies students' assumptions, stereotypes or prejudices that were somehow challenged or shifted in the process of working with material.
7. Conclusions, implications, consequences	Identifies and discusses conclusions and/or consequences of given perspectives or analyses on the issue at hand.	Considers information and context in identifying implications of the arguments and issues.
8. Write well	Shows correct grammar, and correct punctuation. Quotes, ideas and paraphrases are properly attributed to original sources and references listed at end of essay.	Demonstrates good organization, no gratuitous repetition, strong and compelling prose.

Source: http://www.units.muohio.edu/led/Assessment/criticalthinking/paulson/documents/Paulson Rubric.pdf

From: Fortune, Elizabeth <efortune@email.unc.edu>
Sent: Thursday, February 17, 2011 12:29 PM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Cc: All Academic Depts Curricula (DptCrChairs@listserv.unc.edu)
Subject: [dptcrchairs] URGENT REQUEST FROM BUDGET OFFICE - Student Recruitment Advertising Expenses
Attach: UNC-CH Advertising Expenses - Student Recruitment - February2011.xlsx

---

This message is being sent to all department managers in the College of Arts and Sciences with a copy to the unit chairs/directors.

To all,

I apologize for the very late notice, but I need your help immediately with the request below. Please respond to Stephanie Stadler (copied on this email) at your earliest convenience, but no later than 12noon on Friday, February 18th . If the answer is none, just let her know that.

As you'll see, we just received this request yesterday evening and I am just now reading the email.

Thank you in advance for your understanding and your prompt attention. Please let me know if I may answer any questions or concerns you may have. Otherwise, we look forward to your response.

Sincerely,

Liz Fortune

==========
Elizabeth Fortune
Assistant Dean of Business Operations
UNC College of Arts & Sciences
CB 3100 | 919.962.9274
ebfortune@unc.edu

From: Bell, McGregor [mailto:mcgregor.bell@unc.edu]
Sent: Wednesday, February 16, 2011 5:11 PM
Subject: Student Recruitment Advertising Expenses

Our campus has received a legislative request for information related to advertising expenses for student recruitment, and I need your input for a reply. This request relates to state funds only.

There are three pieces of information needed to fulfill this request:

1) Actual 2009-2010 FY advertising expenses specifically for student recruitment

2) a general description of the student recruitment expenses for 2009-2010 (i.e. billboards, etc.) and
3) an estimate of expenses that will be allocated for student recruitment for 2010-2011FY.

These items have been set up in separate columns in the attached file. In the file, there are two tabs- the first is for state appropriations and the second is for state receipts. Please complete the information for your school or

unit and return the completed file to Amy Zachary (copied on this email) by close of business on Friday, February 18th.

If you have no expenses related to this request, please reply with that information as well.

Thanks, and let me know if you have any questions.

-McGregor

	A	B	C	D	E	F	G
1	Advertising for Student Recruitment						
2	SOURCE: State Appropriations						
3							
4							
5	School or		Actual 2009-2010FY		General description of the		Estimate of Expenses
6	Unit		Advertising Expenses Specifically		Student Recruitment Expenses - 2009-2010FY		for
7	Name		for Student Recruitment		(i.e. billboards, etc.)		Student Recruitment - 2010-11FY

	A	B	C	D	E	F	G
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2	SOURCE: State Receipts						
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7	Name		for Student Recruitment		(i.e. billboards, etc.)		Student Recruitment - 2010-11FY

From: Fortune, Elizabeth <efortune@email.unc.edu>
Sent: Thursday, February 17, 2011 12:33 PM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Cc: All Academic Depts Curricula (DptCrChairs@listserv.unc.edu)
Subject: RE:[dptcrchairs] URGENT REQUEST FROM BUDGET OFFICE - Student Recruitment Advertising Expenses
Attach: UNC-CH Advertising Expenses - Student Recruitment - February2011.xlsx

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Managers,

May I ask you route your reply to me instead? I just realized in my rush to get this out to you that Stephanie Stadler is not available tomorrow to receive your replies.

Sorry for the confusion and thank you for your help.

Best,
Liz

==========

Elizabeth Fortune
Assistant Dean of Business Operations
UNC College of Arts & Sciences
CB 3100 | 919.962.9274
ebfortune@unc.edu

From: Fortune, Elizabeth [mailto:efortune@email.unc.edu]
Sent: Thursday, February 17, 2011 12:29 PM
To: All Administrative Managers in the College of Arts & Sciences
Cc: All Academic Depts Curricula (DptCrChairs@listserv.unc.edu)
Subject: [asmgrs] URGENT REQUEST FROM BUDGET OFFICE - Student Recruitment Advertising Expenses

This message is being sent to all department managers in the College of Arts and Sciences with a copy to the unit chairs/directors.

To all,

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Sincerely,

Liz Fortune

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Elizabeth Fortune
Assistant Dean of Business Operations
UNC College of Arts & Sciences
CB 3100 | 919.962.9274
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-McGregor

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7	Name		for Student Recruitment		(i.e. billboards, etc.)		Student Recruitment - 2010-11FY

From: Hall, Perry A <HALLPA@EMAIL.UNC.EDU>
Sent: Thursday, February 17, 2011 4:03 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FW: REMINDER: Request for 2010 Assessment Report
Attach: Chairs' Annual Assessment report request 2010.doc; Rubrics information 2010.pdf

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From: Nyang Oro, Julius E
Sent: Wednesday, February 16, 2011 2:53 PM
To: Hall, Perry A
Cc: Buell, Agatha
Subject: FW: REMINDER: Request for 2010 Assessment Report
Importance: High

Ok Folks we must do this now. Need to meet Thursday?

From: Pasion, Jessica
Sent: Wednesday, February 16, 2011 12:58 PM
To: Nyang Oro, Julius E
Cc: Hartlyn, Jonathan
Subject: REMINDER: Request for 2010 Assessment Report

Dear Professor Nyang Oro,

I write regarding the submission of the 2010 Assessment Report for the Department of African and Afro American Studies. It would be greatly appreciated if you were able to provide the College with your Department's assessment reports.

Below, please find the original email soliciting 2010 Assessment Reports. I have also attached the original memo from Deans Bill Andrews and Bobbi Owen, as well as the Rubrics information. Please do not hesitate to contact me if you have any questions.

Kind regards,
Jessica

Jessica Pasion
Executive Assistant to the Dean
University of North Carolina at Chapel Hill
College of Arts & Sciences, Dean's Office
205 South Building
Campus Box 3100
Chapel Hill, NC 27599
(919) 962-1165

From: Pasion, Jessica
Sent: Thursday, October 28, 2010 4:52 PM
To: Pasion, Jessica
Subject: Request for 2010 Assessment Report

This message is being sent to all Department Chairs and Directors of Curricula in the College of Arts & Sciences, and copied to all managers.

Dear Colleagues,

Each fall since 2006 every unit in the College that has a teaching responsibility has submitted its annual assessment on student learning outcomes. The attached documents pertain to the assessment report that the College requests of your unit for 2010. Please give this matter your attention to ensure timely delivery of your unit's report by 29 November 2010.

I know that generating an assessment report each year requires time and effort, but I am encouraged by the progress the College is making as we try to focus on the improvement of our teaching programs, not simply compliance with accreditation standards.

Thank you in advance for your report and the support you give to assessment in your unit.

Sincerely,
Karen

Karen M. Gil, Ph.D.
Dean, College of Arts and Sciences
Lee G. Pedersen Distinguished Professor of Psychology

CB # 3100
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3100

919-962-3082
919-962-1165
919-962-2408 fax
kgil@email.unc.edu

UNC
COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF THE DEAN
205 South Building
CAMPUS BOX 3100
CHAPEL HILL, NC 27599-3100

T 919.962.1165
F 919.962.2408
college.unc.edu

TO: Unit Chairs and Directors in the College of Arts & Science
FROM: Bill Andrews and Bobbi Owen, Senior Associate Deans
RE: 2010 assessment reports
DATE: October 28, 2010

To promote a culture of systematic assessment of student learning at the unit level in the College, former Dean Bernadette Gray-Little initiated a process of planning and reporting of student learning outcomes on an annual basis. In October 2006, each unit was asked to submit to the College a report about each degree program (mission and goals of a center, institute, program, etc.) that explained:

a) the assessment(s) the unit undertook during the previous academic year,
b) what the unit learned from the assessment(s), and
c) what the unit intends to do or already has enacted in response to what it learned.

In October 2007 and 2008 and in December 2009 we requested an updated assessment report from each unit, in keeping with the College's commitment to maintain its culture of assessment. We're now asking that you submit to your Senior Associate Dean your 2010 unit assessment report, preferably in electronic format, by **29 November 2010**.

Since UNC is approaching its fifth-year review from the Southern Association of Colleges and Schools, we need some additional information from each department. Your report should incorporate the topics above and also the questions below:

1. Reviewing the past five years of your assessments, what have you done with the results of those assessments? How has your department used those results to improve undergraduate or graduate student learning? Has assessment affected curriculum, for instance, or course assignments, or testing?
2. Now that your initial overall unit assessment plan is five years old, do you feel the plan needs to be revised, updated, or otherwise modified? Since the goal of these assessment plans is program improvement, especially in student learning, if you feel your assessment plan could be improved by a mid-course modification of what your unit should assess over the next five years, please explain in your report.
3. Has your unit's report(s) on student learning included an analysis of a sample of student writing assignments? Many units have already undertaken this in a previous report, but if yours hasn't as yet, your 2010 report should contain such an analysis.

   Analysis of sample student writing skills: In this part of your report, you develop a set of rubrics, i.e., a list of the criteria your faculty use to assess the writing skills of your students. The "Rubrics" document that follows this memo will help you see how other universities have used rubrics to define and rate the set of skills

in writing that they attempt to assess. Your unit should develop its own set of rubrics for assessing student performance on a given writing assignment.

Please bear in mind that this analysis of student writing skills need not be devoted to more than a sample of papers. The Office of Institutional Research and Assessment (OIRA) can provide financial resources to compensate a faculty member (perhaps from your fixed-term ranks) to review a sample of these written assignments, once your unit has developed its set of assessment rubrics. Please be sure that the analysis of student writing that you provide in your assessment report refers back to an assessment goal stated in your unit's original or evolving assessment plan.

When you have completed your 2010 unit assessment report, please attach a copy of the assessment plan you have been following – which you originally submitted in 2005 and have continued to work from – or versions you have updated along the way.

A copy of your unit's 2010 report and your unit's original assessment plan should be sent to Bill, Bobbi, and Lynn Williford in OIRA for inclusion in the centralized database of University-wide assessment activities.

As in the past, the College does not expect any unit to undertake a full-scale assessment of all student learning in any given year. What we wish to learn every fall semester is what part of your long-term unit assessment plan you undertook during the previous academic year, what you learned from it, and how what you learned will affect your unit's teaching program in the future.

Thanks for your reports, which we look forward to reading, and for your cooperation in this fall's overall curriculum assessment.

RUBRICS

Once you have identified a means of assessment, the next step is identifying a scoring procedure. The assessment methodology you choose will dictate how you will score student data. If you are using some type of objective assessment to measure student learning than the instrument should be scored dichotomously with an answer key to ensure standardization. Scores will be presented in the form of the number or percent correct.

Standardized assessments are usually scored by a testing company and results can be presented in the form of raw or scale scores to make interpretation easy. Results may be aggregated across subscales or for the test as a whole (i.e., composite score).

Performance assessments require the use of a standardized scoring procedure usually involving a rubric. A rubric is a matrix that identifies the expected outcomes of performance on task with the respective levels of performance along those outcomes. There are two type of scoring rubrics. Analytic scoring rubrics break scoring down into components. They provide descriptions and sub-scores for each characteristic of performance. For example, a writing assessment may be broken down into integration of ideas, mechanics, and clarity of expression. Holistic scoring rubrics on the other hand provide a single score for overall performance. Because of this analytic scoring rubrics provide more information and have more of a diagnostic value than holistic scoring rubrics.

Parts of a Rubric

There are four components to a rubric: 1) a task description; 2) task dimensions; 3) a performance scale; and 4) cell descriptions. (See the figure on the following page.) The task description describes the assessment activity that serves as a reminder to the grader as to what the task is about. This can be created directly by cutting and pasting from a course syllabus or from the assessment task directions. The task dimensions lay out and describe the parts of the task and are listed in the first column of the table. They should be directly observable and in harmony with the program's learning outcomes. The performance scale indentifies the levels of performance along each of the dimensions and is presented in the first row of the table. Scales should include three to five points. Too many scales points makes it more difficult to differentiate between performance levels. Finally, cell descriptions operationalize what each level of performance means for each dimension. These may include check boxes beside each element of the performance description in the cell. They help convey why the student is given a particular score. The example below comes from Stevens & Levi, *(2004).*

> **Task Description:** Each student will make a 5-minute presentation on the changes in one Virginia community over the past thirty years. The student may focus the presentation in any way he/she wishes, but there needs to be a thesis of some sort, not just chorological exposition. The presentation should include x, y, and z.

	Scale: Level 1	Scale: Level 2	Scale: Level 3
Dimension 1			
Dimension 2			
Dimension 3			
Dimension 4			

Developing A Rubric

When developing a rubric, first complete the table by filling in the dimensions in the first column. After you have completed this step, fill in the scale points along the boxes in the first row. Huba and Freed (2000) have developed a list of scale points which is presented below for your assistance. It is helpful to frame scale points in a positive light in order to mitigate potential shock for low marks. Complete the cell descriptions next for each row and corresponding column. Start out by identifying the extreme levels of performance (i.e., the highest and lowest levels of performance). The lowest level of performance can be the negation of the exemplary category or a list of typical mistakes that students may make. It may be helpful to look at student work to identify these descriptions. Next fill in the middle categories.

Once you completed your rubric, share it with other faculty members in the program to get their feedback. Ask them to apply it to a sample of student work to determine if they understand the dimensions and performance

Examples of Scale Points

Lowest Level → *Highest Level*

Emerging	Progressing	Partial Mastery	Mastery
Not Yet Competent	Partly Competent	Competent	Sophisticated
Unacceptable	Marginal	Proficient	Exemplary
Novice	Intermediate	Intermediate High	Advanced
Beginning	Developing	Average	Accomplished

(Huba & Freed, 2000)

Scoring Using A Rubric

Because rating performance involves human judgment, it is subject to error. Personal biases, carry-over effects of judgments due to preceding tasks, and inconsistency in scoring due to lack of standardization of scoring criteria intrude and limit the value of the ratings. To avoid these common errors, 1) rate the performance of all students on one task before going to the next to keep scoring criteria in mind; 2) whenever possible rate performance without knowledge of student's name to avoid halo effects; 3) use multiple raters for high-stakes decisions; and 4) train your raters to calibrate their scoring by bringing them together to review their responses in order to identify patterns of inconsistent responses.

Sample Rubric: UR General Education Field of Study for the Natural Sciences

Task Description: Each student will develop a lab report for the particular experiment in question. This report should include an abstract, introduction, instrumentation and procedure, discussion, error analysis, and conclusion sections. Students must show an understanding of the topic and support all generalizations with details.

LEARNING OUTCOMES	Exemplary	Proficient	Marginal	Unacceptable
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Students will demonstrate ability to formulate and test good scientific hypotheses.	Formulates elegant and easy to test hypotheses with no confounding variables. Applies appropriate methodologies.	Formulates hypotheses that are testable but lack some clarity or contain some confounding variables. Usually applies appropriate methodologies.	Formulates non-testable hypotheses but contain elements indicative of some understanding of the importance of elegance/ clarity in hypothesis creation. Designs weak experiments.	Formulates non-testable hypotheses and provides no indication of an understanding of the importance of elegance/ clarity in hypothesis formation. Consistently designs poor experiments.
Students will analyze and interpret data using discipline-specific tools.	Consistently identifies and correctly applies appropriate quantitative/qualitative methodologies.	Typically identifies and usually applies appropriate quantitative/qualitative methodologies.	Inconsistently identifies and irregularly applies appropriate quantitative/ qualitative methodologies.	Fails to identify or apply appropriate quantitative/ qualitative methodologies.
Students will interpret knowledge in meaningful and appropriate ways as they draw conclusions about the significance of scientific data.	Draws logical conclusions that follow from data in a manner indicating clear understanding of significance.	Conclusions are generally solid, but may lack some clarity or consistency with data.	Extrapolates beyond the data creating nonviable interpretations of data at hand.	Draws incorrect conclusions and misunderstandings the significance of data/findings.

Rubric example from University of Virginia

CAPSTONE PROJECT ASSESSMENT FORM

Project Title: _____

Author: _____ **Mentor:** _____

Originality

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	Score 1 - 3
▪ **Project reflects a deep understanding of Capstone topic area**	Project summarizes existing research	Project evaluates existing research	Project provides student's own synthesis of research	
▪ **Project is based on a research question that is significant to the relevant research community**	There is no identifiable research question or question is not appropriate to the topic area	Research pursues a question for which there exists conclusive and easily identifiable answer	Research pursues a question about which there is discussion or dispute in the relevant research community	
▪ **Project represents the student's own perspective and synthesis of reading, research, and reflection**	Project lacks a clear thesis	Project thesis reflects student's synthesis of ideas and evidence	Project thesis reframes current thinking in the research area in a novel and compelling way	

Independence

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **Student has worked primarily on his or her own throughout the project with guidance from the Capstone mentor.**	Mentor has both asked and answered questions for student and has frequently been involved in line by line correction of the student's writing	Mentor has, on key occasions, answered central questions for the student. Student's written work was done independently	Mentor has asked questions, discussed general ideas and provided feedback on student work	
▪ **Student has submitted two preliminary drafts and responded appropriately to feedback on these drafts**	Student has failed to submit the required drafts	Student has submitted required drafts but has not appropriately responded to the mentor feedback.	Student has submitted required drafts and improved his or her work based upon the feedback received	

CAPSTONE PROJECT ASSESSMENT FORM

Appropriate Scope

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **Project constitutes a sustained and complete treatment of the student's research question**	Project fails to focus on the research question or does so in a superficial way	Project addresses research question in some depth	Project offers a sustained and compelling treatment of the question	☐
▪ **The scope of the project is appropriate for the time available**	Project attempts to answer a question that is too broad	Project provides an acceptable treatment of the topic but key issues are not considered	Project treats the topic with sufficient depth and thoroughness	☐

Orderly and objective process of inquiry

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **Project demonstrates facility with those methodologies, tools and academic skills appropriate to the area of investigation**	Student is unfamiliar with methodologies and skills appropriate to the research area	Student demonstrates basic competence in methodologies, tools and academic skills appropriate to the area of investigation	Student demonstrates full mastery of a methodology or academic skill appropriate to the area of investigation	☐
▪ **Project demonstrates an ability to ask relevant and probing questions and synthesize core ideas within this area**	Project consistently fail to distinguish between relevant and irrelevant issues	Project considers relevant questions without asking probing questions or appropriately synthesizing central views	Project considers only relevant issues, consistently surfaces key assumptions and synthesizes core ideas	☐
▪ **Project demonstrates an ability to identify and use appropriate evidence**	No evidence is adduced or evidence is consistently misused or misrecognized	Adequate and appropriate evidence is provided in at least one key argument	Evidence is consistently identified and appropriately used	☐
▪ **Project demonstrates an ability to draw and support conclusions and demonstrates facility with the basic elements of argument – evidence, reasons, claims**	Project demonstrates no recognition of the distinction between cogency and fallacious arguments	Project contains at least one demonstration of facility with the basic elements of argument.	Project demonstrates complete mastery of the basic elements of argument.	☐

▪ **Project demonstrates an ability to identify relevant and reliable research, evaluate the quality of sources and attribute accurately researched results using citation style appropriate to the area of investigation**	Project fails to establish the relevance or reliability of key sources or consistently fails to accurately and properly acknowledge sources.	Project sources are all relevant and reliable and the project contains no more than two attribution or citation errors.	Project contains no source or attribution errors.
▪ **Project explores different answers to the research question and the evidence that supports them**	Project fails to consider non-supportive evidence or positions.	Project addresses but does not deeply consider strong alternatives or disconfirming evidence	Project appropriately considers strongest alternatives and countervailing evidence
▪ **Project raises and investigates tacit assumptions on which the thesis rests**	Project leaves at least one central assumption unconsidered	Project acknowledges all central assumptions	Project acknowledges addresses all central assumptions.
▪ **Project offers clear and solid arguments evaluating the student's thesis.**	Primary arguments for thesis are either unclear or fallacious.	Primary arguments for thesis are clear and coherent.	Primary arguments for thesis are clear and compelling.
▪ **Project displays an overall logical coherence with a clearly recognizable logical structure**	Project demonstrates no discernable logical structure.	Sections of the project are logically coherent	The project as a whole demonstrates a logically coherent structure.

Intellectual stretch

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3
▪ **Project demonstrates that the student has explored unfamiliar depths of intellectual rigor, richness and originality**	Project demonstrates neither a new level of critical depth nor originality for the student.	Project demonstrates a new level of critical depth or originality for the student	Project demonstrates a new level of critical depth and originality for the student
▪ **The project goes beyond a summary of previous findings and provides the student's own perspective on an issue of interest to the appropriate research community.**	Project summarizes the results and research of others	Project summarizes the results and research of others in the student's own vocabulary and draws at least one connection not explicit in the reading	Project consistently asks questions or draws connections not explicit in the literature

CAPSTONE PROJECT ASSESSMENT FORM

Overall project presentation

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **The project includes a significant written work product that is clear, intelligible to members of the appropriate research community, and devoid of grammatical, spelling and compositional errors**	The project does not include a significant work product or that work product is not clear to members of the appropriate research community or contains grammatical, spelling or compositional errors.	The written work product is significant, contains no grammatical, spelling or compositional errors and is understandable to members of the appropriate research community.	The written work product is significant, contains no grammatical, spelling or compositional errors and conforms to all of the rules of excellent scholarship current in the research area.	
▪ **The overall structure of the project is appropriate to the area of investigation**	The overall structure is not appropriate to the area of investigation.	At most one structural element fails to conform to the standards in the area of investigation.	The overall structure of the project fully conforms to the standards in the area of investigation.	

Total:

Percentage: / **60**

Example from University of Miami

S. Paulson, 10 February 2005

Guide for writing essays in ATH 305 Peoples and Cultures of Latin America

Criteria	A good paper manifests these qualities:	An excellent paper develop *also*:
1. Problem or Issue	Clearly identifies a main problem or issue, and summarizes it in relation to essay questions.	Examines several dimensions of the problem or issue and relationships among them.
2. Evidence	Presents supporting evidence from course materials in the form of information, ethnographic descriptions, examples, and quotes. Identifies the sources and assesses the quality of this evidence.	Provides evidence from additional readings, films, news, class discussions.
3. Concepts, assumptions, theories	Identifies ideas, approaches and methods that shape the arguments of authors and/or the people whom they describe: i.e. machismo, gender, contradictory consciousness, modernization or dependency theory, nationalism, revolution, liberation theology, critical race theory, feminism, etc.	Assesses the relevance and implications of specific concepts and assumptions.
4. Context	Locates the authors and/or the people or events that they describe in appropriate cultural, social, national, disciplinary, political, religious and/or historical contexts.	Make connections between the context and the way people think, talk, and act.
5. Perspectives	Compares perspectives of different people or groups described. Compares different ways of analyzing or interpreting the material.	Discusses implications of competing perspectives on issue.
6. Student's analysis or point of view	Presents student's own perspective and position. Raises own questions, critiques, or doubts about the author's message and perspective.	Identifies students' assumptions, stereotypes or prejudices that were somehow challenged or shifted in the process of working with material.
7. Conclusions, implications, consequences	Identifies and discusses conclusions and/or consequences of given perspectives or analyses on the issue at hand.	Considers information and context in identifying implications of the arguments and issues.
8. Write well	Shows correct grammar, and correct punctuation. Quotes, ideas and paraphrases are properly attributed to original sources and references listed at end of essay.	Demonstrates good organization, no gratuitous repetition, strong and compelling prose.

Source: http://www.units.muohio.edu/led/Assessment/criticalthinking/paulson/documents/Paulson Rubric.pdf

2009-10 Assessment Report

Department of African and Afro-American Studies

December 1, 2010

Department Name: African and Afro-American Studies **Contact Person:** Perry Hall
Program: B.A. in African and Afro-American Studies

Outcome(s) Assessed During 2009-10	Assessment Methods Used	Findings	Use of Results (Action)
Identify and explain sources of historical change that have shaped Africa and its diaspora.	Review of papers and presentations in selected African and Afro-American Studies classes by a faculty team.	Examining the work of 14 students in the Afro-American Studies Senior Seminar class, the faculty team rated 5 as excellent and five as good in demonstrating understanding of sources of historical change.	Faculty team will review seminar and general curriculum to identify areas to strengthen in terms of both historical foundations and contemporary perspectives.
Successfully qualify for jobs, occupations, or higher level studies that incorporate knowledge, skills, and capabilities gained in the program of study.	Senior exit interviews	Our information indicates that graduating majors from the past academic year have positions in, graduate School (5) Teach for America (3), international development agencies (4) , community development (3), government (4), and the Peace corps (3).	Faculty team will use survey results to better advise our majors on options for employment and possibilities of professional training and education

UNC
COLLEGE OF
ARTS & SCIENCES

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TO: Unit Chairs and Directors in the College of Arts & Sciences

FROM: Bill Andrews and Bobbi Owen, Senior Associate Deans

RE: 2010 assessment reports

DATE: October 28, 2010

To promote a culture of systematic assessment of student learning at the unit level in the College, former Dean Bernadette Gray-Little initiated a process of planning and reporting of student learning outcomes on an annual basis. In October 2006, each unit was asked to submit to the College a report about each degree program (mission and goals of a center, institute, program, etc.) that explained:

a) the assessment(s) the unit undertook during the previous academic year,
b) what the unit learned from the assessment(s), and
c) what the unit intends to do or already has enacted in response to what it learned.

In October 2007 and 2008 and in December 2009 we requested an updated assessment report from each unit, in keeping with the College's commitment to maintain its culture of assessment. We're now asking that you submit to your Senior Associate Dean your 2010 unit assessment report, preferably in electronic format, by **29 November 2010**.

Since UNC is approaching its fifth-year review from the Southern Association of Colleges and Schools, we need some additional information from each department. Your report should incorporate the topics above and also the questions below:

1. Reviewing the past five years of your assessments, what have you done with the results of those assessments? How has your department used those results to improve undergraduate or graduate student learning? Has assessment affected curriculum, for instance, or course assignments, or testing?
2. Now that your initial overall unit assessment plan is five years old, do you feel the plan needs to be revised, updated, or otherwise modified? Since the goal of these assessment plans is program improvement, especially in student learning, if you feel your assessment plan could be improved by a mid-course modification of what your unit should assess over the next five years, please explain in your report.
3. Has your unit's report(s) on student learning included an analysis of a sample of student writing assignments? Many units have already undertaken this in a previous report, but if yours hasn't as yet, your 2010 report should contain such an analysis.

Analysis of sample student writing skills: In this part of your report, you develop a set of rubrics, i.e., a list of the criteria your faculty use to assess the writing skills of your students. The "Rubrics" document that follows this memo will help you see how other universities have used rubrics to define and rate the set of skills in writing that they attempt to assess. Your unit should develop its own set of rubrics for assessing student performance on a given writing assignment.

Please bear in mind that this analysis of student writing skills need not be devoted to more than a sample of papers. The Office of Institutional Research and Assessment (OIRA) can provide financial resources to compensate a faculty member (perhaps from your fixed-term ranks) to review a sample of these written assignments, once your unit has developed its set of assessment rubrics. Please be sure that the analysis of student writing that you provide in your assessment report refers back to an assessment goal stated in your unit's original or evolving assessment plan.

When you have completed your 2010 unit assessment report, please attach a copy of the assessment plan you have been following – which you originally submitted in 2005 and have continued to work from – or versions you have updated along the way.

A copy of your unit's 2010 report and your unit's original assessment plan should be sent to Bill, Bobbi, and Lynn Williford in OIRA for inclusion in the centralized database of University-wide assessment activities.

As in the past, the College does not expect any unit to undertake a full-scale assessment of all student learning in any given year. What we wish to learn every fall semester is what part of your long-term unit assessment plan you undertook during the previous academic year, what you learned from it, and how what you learned will affect your unit's teaching program in the future.

Thanks for your reports, which we look forward to reading, and for your cooperation in this fall's overall curriculum assessment.

RUBRICS

Once you have identified a means of assessment, the next step is identifying a scoring procedure. The assessment methodology you choose will dictate how you will score student data. If you are using some type of objective assessment to measure student learning than the instrument should be scored dichotomously with an answer key to ensure standardization. Scores will be presented in the form of the number or percent correct.

Standardized assessments are usually scored by a testing company and results can be presented in the form of raw or scale scores to make interpretation easy. Results may be aggregated across subscales or for the test as a whole (i.e., composite score).

Performance assessments require the use of a standardized scoring procedure usually involving a rubric. A rubric is a matrix that identifies the expected outcomes of performance on task with the respective levels of performance along those outcomes. There are two type of scoring rubrics. Analytic scoring rubrics break scoring down into components. They provide descriptions and sub-scores for each characteristic of performance. For example, a writing assessment may be broken down into integration of ideas, mechanics, and clarity of expression. Holistic scoring rubrics on the other hand provide a single score for overall performance. Because of this analytic scoring rubrics provide more information and have more of a diagnostic value than holistic scoring rubrics.

Parts of a Rubric

There are four components to a rubric: 1) a task description; 2) task dimensions; 3) a performance scale; and 4) cell descriptions. (See the figure on the following page.) The task description describes the assessment activity that serves as a reminder to the grader as to what the task is about. This can be created directly by cutting and pasting from a course syllabus or from the assessment task directions. The task dimensions lay out and describe the parts of the task and are listed in the first column of the table. They should be directly observable and in harmony with the program's learning outcomes. The performance scale indentifies the levels of performance along each of the dimensions and is presented in the first row of the table. Scales should include three to five points. Too many scales points makes it more difficult to differentiate between performance levels. Finally, cell descriptions operationalize what each level of performance means for each dimension. These may include check boxes beside each element of the performance description in the cell. They help convey why the student is given a particular score. The example below comes from Stevens & Levi, *(2004).*

> **Task Description:** Each student will make a 5-minute presentation on the changes in one Virginia community over the past thirty years. The student may focus the presentation in any way he/she wishes, but there needs to be a thesis of some sort, not just chorological exposition. The presentation should include x, y, and z.

	Scale: Level 1	Scale: Level 2	Scale: Level 3
Dimension 1			
Dimension 2			
Dimension 3			
Dimension 4			

Developing A Rubric

When developing a rubric, first complete the table by filling in the dimensions in the first column. After you have completed this step, fill in the scale points along the boxes in the first row. Huba and Freed (2000) have developed a list of scale points which is presented below for your assistance. It is helpful to frame scale points in a positive light in order to mitigate potential shock for low marks. Complete the cell descriptions next for each row and corresponding column. Start out by identifying the extreme levels of performance (i.e., the highest and lowest levels of performance). The lowest level of performance can be the negation of the exemplary category or a list of typical mistakes that students may make. It may be helpful to look at student work to identify these descriptions. Next fill in the middle categories.

Once you completed your rubric, share it with other faculty members in the program to get their feedback. Ask them to apply it to a sample of student work to determine if they understand the dimensions and performance

Examples of Scale Points

Lowest Level → *Highest Level*

Emerging	Progressing	Partial Mastery	Mastery
Not Yet Competent	Partly Competent	Competent	Sophisticated
Unacceptable	Marginal	Proficient	Exemplary
Novice	Intermediate	Intermediate High	Advanced
Beginning	Developing	Average	Accomplished

(Huba & Freed, 2000)

Scoring Using A Rubric

Because rating performance involves human judgment, it is subject to error. Personal biases, carry-over effects of judgments due to preceding tasks, and inconsistency in scoring due to lack of standardization of scoring criteria intrude and limit the value of the ratings. To avoid these common errors, 1) rate the performance of all students on one task before going to the next to keep scoring criteria in mind; 2) whenever possible rate performance without knowledge of student's name to avoid halo effects; 3) use multiple raters for high-stakes decisions; and 4) train your raters to calibrate their scoring by bringing them together to review their responses in order to identify patterns of inconsistent responses.

Sample Rubric: UR General Education Field of Study for the Natural Sciences

Task Description: Each student will develop a lab report for the particular experiment in question. This report should include an abstract, introduction, instrumentation and procedure, discussion, error analysis, and conclusion sections. Students must show an understanding of the topic and support all generalizations with details.

LEARNING OUTCOMES	Exemplary	Proficient	Marginal	Unacceptable
Students will demonstrate in-depth knowledge and understanding of content material within the course discipline.	Clear indication of higher order thinking demonstrating mastery of the material.	Some indication of higher order thinking demonstrating mastery of the material.	Some placement of ideas in appropriate disciplinary context. Limited evidence of higher order thinking.	Limited or no evidence of higher order thinking with confused demonstration of understanding of the material.
Students will demonstrate ability to formulate and test good scientific hypotheses.	Formulates elegant and easy to test hypotheses with no confounding variables. Applies appropriate methodologies.	Formulates hypotheses that are testable but lack some clarity or contain some confounding variables. Usually applies appropriate methodologies.	Formulates non-testable hypotheses but contain elements indicative of some understanding of the importance of elegance/ clarity in hypothesis creation. Designs weak experiments.	Formulates non-testable hypotheses and provides no indication of an understanding of the importance of elegance/ clarity in hypothesis formation. Consistently designs poor experiments.
Students will analyze and interpret data using discipline-specific tools.	Consistently identifies and correctly applies appropriate quantitative/qualitative methodologies.	Typically identifies and usually applies appropriate quantitative/qualitative methodologies.	Inconsistently identifies and irregularly applies appropriate quantitative/ qualitative methodologies.	Fails to identify or apply appropriate quantitative/ qualitative methodologies.
Students will interpret knowledge in meaningful and appropriate ways as they draw conclusions about the significance of scientific data.	Draws logical conclusions that follow from data in a manner indicating clear understanding of significance.	Conclusions are generally solid, but may lack some clarity or consistency with data.	Extrapolates beyond the data creating nonviable interpretations of data at hand.	Draws incorrect conclusions and misunderstandings the significance of data/findings.

CAPSTONE PROJECT ASSESSMENT FORM

Project Title: _____

Author: _____ **Mentor:** _____

Originality

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	Score 1 - 3
▪ **Project reflects a deep understanding of Capstone topic area**	Project summarizes existing research	Project evaluates existing research	Project provides student's own synthesis of research	
▪ **Project is based on a research question that is significant to the relevant research community**	There is no identifiable research question or question is not appropriate to the topic area	Research pursues a question for which there exists conclusive and easily identifiable answer	Research pursues a question about which there is discussion or dispute in the relevant research community	
▪ **Project represents the student's own perspective and synthesis of reading, research, and reflection**	Project lacks a clear thesis	Project thesis reflects student's synthesis of ideas and evidence	Project thesis reframes current thinking in the research area in a novel and compelling way	

Independence

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **Student has worked primarily on his or her own throughout the project with guidance from the Capstone mentor.**	Mentor has both asked and answered questions for student and has frequently been involved in line by line correction of the student's writing	Mentor has, on key occasions, answered central questions for the student. Student's written work was done independently	Mentor has asked questions, discussed general ideas and provided feedback on student work	
▪ **Student has submitted two preliminary drafts and responded appropriately to feedback on these drafts**	Student has failed to submit the required drafts	Student has submitted required drafts but has not appropriately responded to the mentor feedback.	Student has submitted required drafts and improved his or her work based upon the feedback received	

CAPSTONE PROJECT ASSESSMENT FORM

Appropriate Scope

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **Project constitutes a sustained and complete treatment of the student's research question**	Project fails to focus on the research question or does so in a superficial way	Project addresses research question in some depth	Project offers a sustained and compelling treatment of the question	☐
▪ **The scope of the project is appropriate for the time available**	Project attempts to answer a question that is too broad	Project provides an acceptable treatment of the topic but key issues are not considered	Project treats the topic with sufficient depth and thoroughness	☐

Orderly and objective process of inquiry

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **Project demonstrates facility with those methodologies, tools and academic skills appropriate to the area of investigation**	Student is unfamiliar with methodologies and skills appropriate to the research area	Student demonstrates basic competence in methodologies, tools and academic skills appropriate to the area of investigation	Student demonstrates full mastery of a methodology or academic skill appropriate to the area of investigation	☐
▪ **Project demonstrates an ability to ask relevant and probing questions and synthesize core ideas within this area**	Project consistently fail to distinguish between relevant and irrelevant issues	Project considers relevant questions without asking probing questions or appropriately synthesizing central views	Project considers only relevant issues, consistently surfaces key assumptions and synthesizes core ideas	☐
▪ **Project demonstrates an ability to identify and use appropriate evidence**	No evidence is adduced or evidence is consistently misused or misrecognized	Adequate and appropriate evidence is provided in at least one key argument	Evidence is consistently identified and appropriately used	☐
▪ **Project demonstrates an ability to draw and support conclusions and demonstrates facility with the basic elements of argument – evidence, reasons, claims**	Project demonstrates no recognition of the distinction between cogency and fallacious arguments	Project contains at least one demonstration of facility with the basic elements of argument.	Project demonstrates complete mastery of the basic elements of argument.	☐

▪ **Project demonstrates an ability to identify relevant and reliable research, evaluate the quality of sources and attribute accurately researched results using citation style appropriate to the area of investigation**	Project fails to establish the relevance or reliability of key sources or consistently fails to accurately and properly acknowledge sources.	Project sources are all relevant and reliable and the project contains no more than two attribution or citation errors.	Project contains no source or attribution errors.
▪ **Project explores different answers to the research question and the evidence that supports them**	Project fails to consider non-supportive evidence or positions.	Project addresses but does not deeply consider strong alternatives or disconfirming evidence	Project appropriately considers strongest alternatives and countervailing evidence
▪ **Project raises and investigates tacit assumptions on which the thesis rests**	Project leaves at least one central assumption unconsidered	Project acknowledges all central assumptions	Project acknowledges addresses all central assumptions.
▪ **Project offers clear and solid arguments evaluating the student's thesis.**	Primary arguments for thesis are either unclear or fallacious.	Primary arguments for thesis are clear and coherent.	Primary arguments for thesis are clear and compelling.
▪ **Project displays an overall logical coherence with a clearly recognizable logical structure**	Project demonstrates no discernable logical structure.	Sections of the project are logically coherent	The project as a whole demonstrates a logically coherent structure.

Intellectual stretch

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3
▪ **Project demonstrates that the student has explored unfamiliar depths of intellectual rigor, richness and originality**	Project demonstrates neither a new level of critical depth nor originality for the student.	Project demonstrates a new level of critical depth or originality for the student	Project demonstrates a new level of critical depth and originality for the student
▪ **The project goes beyond a summary of previous findings and provides the student's own perspective on an issue of interest to the appropriate research community.**	Project summarizes the results and research of others	Project summarizes the results and research of others in the student's own vocabulary and draws at least one connection not explicit in the reading	Project consistently asks questions or draws connections not explicit in the literature

CAPSTONE PROJECT ASSESSMENT FORM

Overall project presentation

Criteria	*Needs Improvement* 1	*Satisfactory* 2	*Excellent* 3	
▪ **The project includes a significant written work product that is clear, intelligible to members of the appropriate research community, and devoid of grammatical, spelling and compositional errors**	The project does not include a significant work product or that work product is not clear to members of the appropriate research community or contains grammatical, spelling or compositional errors.	The written work product is significant, contains no grammatical, spelling or compositional errors and is understandable to members of the appropriate research community.	The written work product is significant, contains no grammatical, spelling or compositional errors and conforms to all of the rules of excellent scholarship current in the research area.	
▪ **The overall structure of the project is appropriate to the area of investigation**	The overall structure is not appropriate to the area of investigation.	At most one structural element fails to conform to the standards in the area of investigation.	The overall structure of the project fully conforms to the standards in the area of investigation.	

Total:

Percentage: / **60**

S. Paulson, 10 February 2005

Guide for writing essays in ATH 305 Peoples and Cultures of Latin America

Criteria	A good paper manifests these qualities:	An excellent paper develop *also*:
1. Problem or Issue	Clearly identifies a main problem or issue, and summarizes it in relation to essay questions.	Examines several dimensions of the problem or issue and relationships among them.
2. Evidence	Presents supporting evidence from course materials in the form of information, ethnographic descriptions, examples, and quotes. Identifies the sources and assesses the quality of this evidence.	Provides evidence from additional readings, films, news, class discussions.
3. Concepts, assumptions, theories	Identifies ideas, approaches and methods that shape the arguments of authors and/or the people whom they describe: i.e. machismo, gender, contradictory consciousness, modernization or dependency theory, nationalism, revolution, liberation theology, critical race theory, feminism, etc.	Assesses the relevance and implications of specific concepts and assumptions.
4. Context	Locates the authors and/or the people or events that they describe in appropriate cultural, social, national, disciplinary, political, religious and/or historical contexts.	Make connections between the context and the way people think, talk, and act.
5. Perspectives	Compares perspectives of different people or groups described. Compares different ways of analyzing or interpreting the material.	Discusses implications of competing perspectives on issue.
6. Student's analysis or point of view	Presents student's own perspective and position. Raises own questions, critiques, or doubts about the author's message and perspective.	Identifies students' assumptions, stereotypes or prejudices that were somehow challenged or shifted in the process of working with material.
7. Conclusions, implications, consequences	Identifies and discusses conclusions and/or consequences of given perspectives or analyses on the issue at hand.	Considers information and context in identifying implications of the arguments and issues.
8. Write well	Shows correct grammar, and correct punctuation. Quotes, ideas and paraphrases are properly attributed to original sources and references listed at end of essay.	Demonstrates good organization, no gratuitous repetition, strong and compelling prose.

Source: http://www.units.muohio.edu/led/Assessment/criticalthinking/paulson/documents/Paulson Rubric.pdf

From: International Crisis Group <notification@crisisgroup.org>
Sent: Monday, February 21, 2011 10:21 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Somalia: The Transitional Government on Life Support

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INTERNATIONAL CRISIS GROUP - NEW REPORT

Somalia: The Transitional Government on Life Support

Nairobi/Brussels, 21 February 2011: If Somalia's Transitional Federal Government (TFG) - incompetent, corrupt and hobbled by weak leadership - does not reform within six months, the international community should withdraw support and concentrate on more effective local administrations.

Somalia: The Transitional Government on Life Support, the latest report from the International Crisis Group, analyses structural flaws that hinder peace-building in central and south Somalia. At the core of the governance crisis is a deeply-flawed centralising state model. The international community has not yet learned the lesson that re-establishing a European-style centralised state, based in Mogadishu, is almost certain to fail.

"The logical alternative is a more decentralised system of governance in which most power and resources are devolved to local administrations, while the federal government takes a modest role of primarily coordinating the activities of those administrations", says Rashid Abdi, Crisis Group's Analyst.

Despite attempts to push transitional governments to delegate power away from Mogadishu, the political class and much of the international community have remained committed to re-establishing a strong central government. The current TFG is even less willing to share power than former transitional governments, which explains the recurrent tensions between it and self-governing enclaves like Puntland, Galmudug, Ximan and Xeeb and local grassroots movements like Ahlu Sunna Wal Jama'a (ASWJ). As a result, Somalia is experiencing a multi-faceted, chaotic, clan-driven and virtually country-wide revolt against the centre.

The TFG needs to be reformed. Somalis should constitute an inclusive consultative forum to amend the transitional charter, deliberate on the constitution and agree on reform of the transitional federal institutions for the period after August, when the TFG's mandate expires. The forum's focus should be solely on governance, in particular the relationship between local administrations and the national government in Mogadishu, the structure of that national government and the division of power within it.

The international community also has a key role to play. Focus should be given by the UN Political Office for Somalia (UNPOS) and donors on assistance, including capacity building, directly to emerging local administrations. Efforts are needed to improve revenue collection and management, fight corruption, increase budgetary transparency and strengthen internal auditing capabilities. UNPOS and donors should also investigate, stop supporting and sanction corrupt officials. If the TFG does not show clear signs of progress in reconciliation and governance by August, they should withdraw support and direct it instead at those administrations that are serving the interests of the Somali people.

"The decision to prop up the TFG at all cost has been a failure, feeding complacency and contributing to stalemate and humanitarian crises", says EJ Hogendoorn, Crisis Group's Horn of Africa Project Director. "But the situation is not as bleak as it may seem. The extremist Al-Shabaab movement is militarily weaker than many believe. If the right political conditions and strategy are put in place, it would be possible to rapidly re-establish peace and stability in central and south Somalia".

To support our work in Africa and around the world, please click here.

Read the full Crisis Group report on our website: http://www.crisisgroup.org

Andrew Stroehlein (Brussels) +32 (0) 2 536 0071

Kimberly Abbott (Washington) +1 202 785 1602

To contact Crisis Group media please click here

The International Crisis Group (Crisis Group) is an independent, non-profit, non-governmental organisation covering some 60 crisis-affected countries and territories across four continents, working through field-based analysis and high-level advocacy to prevent and resolve deadly conflict.

From: Travis Gore <stgore@email.unc.edu>
Sent: Monday, February 21, 2011 5:43 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] 2011 Fall Schedule
Attach: Fall 2011 AFAM.xls; Fall 2011 AFRI.xls; Fall 2011 LGLA.xls; Fall 2011 SWAH.xls; Fall 2011 WOLO.xls

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Dear All,

I have attached your Fall 2011 courses. Please let me know of any changes by Wednesday, 2/23 at 11:59 PM
I have included a link http://www.hotline.unc.edu/index.cfm?fuseaction=classroom.classroom where you can see the classrooms and what features they have.

Thanks!

Travis

You are currently subscribed to afriafam as: jen321@email.unc.edu.

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Building	Room	Combined Section Id	Title	Subject	Course	Section Num	Instructor	Max Enrollment	Start Time	End Time	Mon	Tue	Wed	Thu	Fri
2	GA	0105		BLACK EXPERIENCE I	AFAM	101	001	MCMILLAN,TIMOTHY J	66	11:00 AM	12:15 PM		T		R	
3	GA	0105		BLACK EXPERIENCE I	AFAM	101	002	HILDEBRAND,REGINALD F	66	8:00 AM	8:50 AM	M		W		F
4	GA	0105		BLACK EXPERIENCE I	AFAM	101	003		66	9:30 AM	10:45 AM		T		R	
5	GA	0105		BLACK EXPERIENCE I	AFAM	101	004	CALDWELL,KIA L	66	11:00 AM	11:50 AM	M		W		F
6	MU	0304		AFAM SEMINAR	AFAM	398	001	HILDEBRAND,REGINALD F	20	3:00 PM	5:50 PM			W		
7	GA	0105		BLACK EXPERIENCE II	AFAM	102	001	HALL,PERRY A	60	12:30 PM	1:45 PM		T		R	
8	GA	0210		BLACK EXPERIENCE II	AFAM	102	002		47	2:00 PM	3:15 PM		T		R	
9	AR	0218	0143A-A	BLACK WOMEN IN US	AFAM	569	001	JACKSON,JERMA A	3	2:00 PM	3:15 PM		T		R	
10	SC	0201		FIELD RESEARCH	AFAM	395	001	MCMILLAN,TIMOTHY J	15	3:00 PM	5:50 PM			W		
11	GL	0321		INDEPENDENT STUDIES	AFAM	396	001		10	2:00 PM	4:50 PM					F
12	GL	0321		INDEPENDENT STUDIES	AFAM	396	002		10	3:00 PM	5:50 PM			W		
13				INDEPENDENT STUDIES	AFAM	396	01S		5							
14	GL	0317		KEY ISS/AFRI/AFRO L	AFAM	474	001	PORTER,ROBERT S	25	6:00 PM	8:50 PM			W		
15	SC	0209	0449A-A	BLACK WOMEN	AFAM	266	001	CALDWELL,KIA L	30	1:00 PM	1:50 PM	M		W		F
16	GA	0105		BLACKS & POP CULTUR	AFAM	259	001	HALL,PERRY A	40	2:00 PM	3:15 PM		T		R	
17	DE	0301		FYS DEFINING BLACKNESS	AFAM	50	001	MCMILLAN,TIMOTHY J	24	2:00 PM	3:15 PM		T		R	
18	GA	0308		CIVIL RIGHTS	AFAM	258	951	PORTER,ROBERT S	50	6:00 PM	9:00 PM		T			
19	SC	0210		AFR DIASP AMERICAS	AFAM	293	001	JORDAN,JOSEPH F	40	3:30 PM	4:45 PM		T		R	
20	PE	0218		BLACKS IN NORTH CAROLINA	AFAM	280	001	PORTER,ROBERT S	50	3:00 PM	5:50 PM			W		
21	PE	0218		AFAM LEADERSHIP	AFAM	267	001	JANKEN,KENNETH R	50	10:00 AM	10:50 AM	M		W		F
22	XX	XX		HONORS RESEARCH I	AFAM	691H	001		5	3:00 PM	5:50 PM			W		
23	PH	0212		TOPICS IN AFAM STUD	AFAM	190	001		24	3:00 PM	3:50 PM	M		W		
24	WI	0107	0555A-A	AFRICAN AMER ART	AFAM	287	001	BOWLES,JOHN PARISH	20	10:00 AM	10:50 AM	M		W		
25	AR	0218	0559A-A	IMAGINING OTHERNESS	AFAM	554	001	WILLIAMS,LYNEISE E	5	11:00 AM	11:50 AM	M		W		F
26	SC	0209	0566A-A	AFAM VERNAC MUSIC	AFAM	610	001	HINSON,GLENN D	5	9:30 AM	10:45 AM		T		R	
27			0001A-F	BLACK EXPERIENCE I	AFAM	101	991	McDonnell,Carol B	15							
28			0001A-F	BLACK EXPERIENCE I	AFAM	101	992	McDonnell,Carol B	1							
29			0001A-F	BLACK EXPERIENCE I	AFAM	101	990	McDonnell,Carol B	10							

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1	Building	Room	Combined Section Id	Title	Subject	Course	Section Num	Instructor	Max Enrollment	Start Time	End Time	Mon	Tue	Wed	Thu	Fri
2	GA	0105		INTRODUCTION TO AFRICA	AFRI	101	001		68	10:00 AM	10:50 AM	M		W		F
3	FB	F009		INTRODUCTION TO AFRICA	AFRI	101	002	ANDERSON,BARBARA S	68	11:00 AM	12:15 PM		T		R	
4	PE	0218		INTRODUCTION TO AFRICA	AFRI	101	003	NZONGOLA-NTALAJA,GEORGES	50	11:00 AM	12:15 PM		T		R	
5	PE	0218		INTRODUCTION TO AFRICA	AFRI	101	004	PIER,DAVID	50	2:00 PM	2:50 PM	M		W		F
6	VN	G307		TOPICS IN AFRI STU	AFRI	190	001	PIER,DAVID	30	1:00 PM	1:50 PM	M		W		F
7	GL	0321		KEY ISS/AFRI/AFRO L	AFRI	474	001	PORTER,ROBERT S	10	6:00 PM	8:50 PM			W		
8	GC	1005		AFRICAN LITERATURE	AFRI	262	001	FHUNSU,DONATO	35	2:00 PM	2:50 PM	M		W		F
9	GL	526A		INDEPENDENT STUDIES	AFRI	396	001		10	2:00 PM	4:50 PM					F
10	GL	526A		INDEPENDENT STUDIES	AFRI	396	002		10	3:00 PM	5:50 PM			W		
11	VN	G307		AFRICAN WOMEN	AFRI	261	001	BOYD,LYDIA C	30	12:30 PM	1:45 PM		T		R	
12	CP	0201		AFRICAN BELIEF	AFRI	263	001	BOYD,LYDIA C	50	2:00 PM	3:15 PM		T		R	
13	MU	0222	0445A-A	CONTEMPORARY AFRICA	AFRI	266	001	COOKE,AMY E	2	10:00 AM	10:50 AM	M		W		F
14	MY	G205		EAST AFRICAN SOCIETY	AFRI	521	001	NYANG ORO,JULIUS E	30	3:00 PM	5:50 PM			W		
15	SA	0104		CENTRAL AFRICA	AFRI	523	001	NZONGOLA-NTALAJA,GEORGES	30	2:00 PM	3:15 PM		T		R	
16	MU	0304		NORTH-EAST AFRICA	AFRI	524	001	SELASSIE,BEREKET H	30	2:00 PM	3:15 PM		T		R	
17	DE	0401		FYSKINGSPRESIDENTGENERAL	AFRI	50	001	SELASSIE,BEREKET H	24	11:00 AM	12:15 PM		T		R	
18	GA	0308		INTRODUCTION TO AFRICA	AFRI	101	951	PORTER,ROBERT S	50	6:00 PM	9:00 PM				R	
19	NW	0219		INTRODUCTION TO AFRICA	AFRI	101	005		50	3:00 PM	3:50 PM	M		W		F
20	WI	0217		SENEGALESE SOCIETY	AFRI	456	001	SECK,MAMARAME	35	12:00 PM	12:50 PM	M		W		F
21	GC	3033		AFRICAN COLLOQUIUM	AFRI	600	001	SAHLE,EUNICE N	16	12:30 PM	1:45 PM		T		R	
22	XX	XX		HONORS RESEARCH I	AFRI	691H	001		5	3:00 PM	5:50 PM			W		
23	AR	0218	0556A-A	AFRICAN MASQUERADE	AFRI	353	001	MAGEE,CAROL L	5	9:30 AM	10:45 AM		T		R	
24	AR	0117	0227A-A	CONTEMPORARY AFRICAN ART	AFRI	488	001	MAGEE,CAROL L	5	12:30 PM	1:45 PM		T		R	
25			0002A-F	INTRODUCTION TO AFRICA	AFRI	101	990	CASHION,JODY W	10							
26			0002A-F	INTRODUCTION TO AFRICA	AFRI	101	991	CASHION,JODY W	15							
27			0002A-F	INTRODUCTION TO AFRICA	AFRI	101	992	CASHION,JODY W	1							
28			0003A-F	AFRICA IN GLOBAL SYSTEM	AFRI	265	990	McDonnell,Carol B	10							
29			0003A-F	AFRICA IN GLOBAL SYSTEM	AFRI	265	991	McDonnell,Carol B	15							
30			0003A-F	AFRICA IN GLOBAL SYSTEM	AFRI	265	992	CASHION,JODY W	1							

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1	Building	Room	Title	Subject	Course	Section Num	Instructor	Max Enrollment	Start Time	End Time	Mon	Tue	Wed	Thu	Fri
2	GC	3033	ELEM LINGALA I	LGLA	401	001	FHUNSU,DONATO	15	10:00 AM	10:50 AM	M		W		F
3	GC	3033	LINGALA III	LGLA	403	001	FHUNSU,DONATO	15	12:00 PM	12:50 PM	M		W		F

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Building	Room	Title	Subject	Course	Section Num	Instructor	Max Enrollment	Start Time	End Time	Mon	Tue	Wed	Thu	Fri
2	MU	0204	ELEM KISWAHILI I	SWAH	401	001	MUTIMA,SINAMENYE A	25	11:00 AM	11:50 AM	M		W		F
3	GM	0038	ELEM KISWAHILI I	SWAH	401	002	Reilly,Kathleen Louise	25	1:00 PM	1:50 PM	M		W		F
4	CW	0208	INTERMED KISWAHILI III	SWAH	403	001	MUTIMA,SINAMENYE A	20	9:00 AM	9:50 AM	M		W		F
5	MT	0106	INTERMED KISWAHILI III	SWAH	403	002		19	1:00 PM	1:50 PM	M		W		F
6	SC	0201	KISWAHILI V	SWAH	405	001		15	2:00 PM	2:50 PM	M		W		F
7	TT	0113	KISWAHILI VI	SWAH	406	001		20	3:00 PM	3:50 PM	M		W		F
8	FH	0105	SWAHILI LAC	SWAH	408	001		10	3:00 PM	3:50 PM			W		

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
1	Building	Room	Title	Subject	Course	Section Num	Instructor	Max Enrollment	Start Time	End Time	Mon	Tue	Wed	Thu	Fri				
2	GC	3024	ELEM WOLOF I	WOLO	401	001	SECK,MAMARAME	25	10:00 AM	10:50 AM	M		W		F				
3	NE	0301	WOLOF III	WOLO	403	001		16	12:00 PM	12:50 PM	M		W		F				
4	WI	0139	WOLOF IV	WOLO	404	001		19	2:00 PM	2:50 PM	M		W		F				

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From: Pennybacker, Susan Dabney <pennybac@email.unc.edu>
Sent: Monday, February 21, 2011 9:17 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: British studies/British empire symposium

Dear Julius Nyang'oro,

I am writing to you as a new faculty member in the history department, on the advice of my staff colleague Adam Kent. I wanted to alert you to the symposium below, and to let you know that I have written to Barbara Anderson, who has kindly pledged support from the Africa Studies Center for the event. If you in your capacity as a department chair, wish to lend support in any other way, we would be very grateful for your help.

The symposium features Africanists Tim Parsons from Washington U., Jon Hyslop from Wits who is moving to Pretoria, and Chris Lee as a discussant. Vince Brown will also serve as a discussant, as below. I work partly in South Africa, but have come to UNC to fill the chair in British studies, hence, the symposium and a Carolina seminar to follow that we will launch in the Fall.

We are hoping to release the publicity including sponsoring departments and programs, on Tuesday, tomorrow, but we can add names of funders at will. In the meantime, if you have a mailing list which you wish us to use, please advise. I hope you might be free to join us on these days. My sincere thanks for your interest and any support that your budget allows. I look forward to meeting very soon.

Best wishes,

Susan D. Pennybacker, Prof.

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Draft--- not for circulation—flyer and website to follow 22 February, for wide distribution:

The Department of History at UNC Chapel Hill, the Department of History at Duke, and the Center for European Studies (UNC Chapel Hill) will sponsor the following symposium, convened by Profs. Susan Pennybacker (UNC), Susan Thorne (Duke) and Philip Stern (Duke).

Our co-sponsors include: the Global Studies Program (UNC Chapel Hill); the James M. Johnston Center for Undergraduate Excellence (UNC, Chapel Hill); the Department of English at Duke, the Women's Studies program at Duke, the Center for African and African-American Research at Duke, the North Carolina Consortium for South Asian Studies, the African Studies center (UNC), and the Department of African & African American Studies at Duke.

British studies in transition: the national, the global, and the transnational—A Symposium

March 17-18th 2011 UNC Chapel Hill and Duke University

Day One: 1:30-6:30 (with reception), 17 March, Graham Memorial, UNC

Day Two: 9am-2pm (with breakfast and lunch), 18 March, Franklin labs, Duke

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The symposium will feature the following presenters:

THURS. 17 MARCH: Panel I

Margaret Hunt, *European Soldiers and Sailors in Seventeenth-century South Asia: Plebeian Attitudes Toward Cultural Difference and Diversity*

Hunt is Henry Winkley Professor of History and Political Economy, and associated with the departments of History and Women's and Gender Studies, at Amherst College. She holds a PhD. in History from New York University (1987) and an MTS from the Harvard Divinity School (1978). Her publications include: *Women in Eighteenth-century Europe* (Pearson/Longman, 2009) and *The Middling Sort: Commerce, Gender and the Family in England, 1660-1780* (University of California Press, 1996), which was the winner of the Morris D. Forkosch Prize of the American Historical Association. Hunt is a Fellow of the Royal Historical Society and the Vice-President and Program Chair of the Northeast Conference on British Studies. She received an honorary doctorate from the University of Uppsala in 2010.

Durba Ghosh, *Imperial Liberalisms: a view from India in the interwar years*

Ghosh is Associate Professor of History at Cornell University, where she is active in Cornell's programs in South Asian Studies, and FGSS (Feminist, Gender, and Sexuality Studies). She holds a PhD. in history from the University of California at Berkeley (2000), and is the author of *Sex and the Family in Colonial India: the making of empire* (2006) and with Dane Kennedy, the co-editor of *Decentring Empire: Britain, India, and the Transcolonial World* (2006), which includes her essay, "Terrorism in Bengal." Her research interests focus on understanding the history of colonialism on the Indian subcontinent, and popular and radical political movements in early and mid-twentieth century India. She presently studies the ways in which violence against the British colonial state became an important, but historically underemphasized form of protest, and the ways in which political violence became a central part of popular historical narratives.

Jonathan Hyslop, *Race, Labor and War in the Dominions: New Perspectives on Britain's Southern Hemisphere Empire c.1901 1971*

Jonathan Hyslop is visiting at Colgate University, where he is A.Lindsay O'Connor Professor of American Institutions in the Department of Sociology & Anthropology. He holds a PhD. from the University of the Witwatersrand (1991), where he was also Professor of Sociology and History and Deputy Director of WISER (the Wits Center for Social and Economic Research), until 2010. His publications include: *The Notorious Syndicalist: J.T. Bain - a Scottish Rebel in Colonial South Africa* (Ravan, 2004); *The Classroom Struggle: Policy and Resistance in South Africa 1940-1990* (University of Natal Press, 1999); and, as editor, *African Democracy in the Era of Globalisation* (University of the Witwatersrand Press, 1999). Hyslop will join the Dept. of Sociology at the University of Pretoria.

Discussants: Vince Brown (Duke); Christopher Lee (UNC, Chapel Hill)

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FRIDAY 18 MARCH: PANEL II:

Philippa Levine, *The Empire Has No Clothes: Nakedness, Colonialism and Culture*

Philippa Levine is the Mary Helen Thompson Centennial Professor in the Humanities at the University of Texas at Austin, and Co-Director of the University's Program in British Studies. She has published in the areas of Victorian feminism, the development of the historical profession in nineteenth-century England, and more recently on the history of the British Empire. Her recent books include *Prostitution, Race and Politics: Policing Venereal Disease in the British Empire* and *The British Empire, Sunrise to Sunset. Her Oxford Handbook of the History of Eugenics*, co-edited with Alison Bashford, was published in 2010. She is at present writing a book on colonial nakedness.Levine is currently President of the North American Conference on British Studies.

Deborah Nord, *The Location of Home: Migration, Gender, and Politics in the Fiction of Anita Desai and Nadine Gordimer*

Nord is Professor of English at Princeton University. She holds a PhD. in English from Columbia University (1980). She is the author of *Gypsies and the British Imagination, 1807-1930* (Columbia 2006); *The Apprenticeship of Beatrice Webb* (Cornell, 1985), *Walking the Victorian Streets: Women, Representation, and the City* (Cornell, 1995), and is editor of John Ruskin's *Sesame and Lilies* (Yale, 2002). She is currently co-authoring a book with Prof. Maria DiBattista on women writers and public life, and completing a series of essays on Dickens; her work on Dickens and the "Jewish Question" is forthcoming. Nord was a Fellow of the National Humanities Center in 2008. She directs graduate studies in English and teaches in the Program in the Study of Women and Gender, where she served as director for nine years. Nord is also a member of Princeton's Judaic Studies faculty committee.

Timothy Parsons, *Identity and the End of Empire: An Africanist Perspective*

Parsons is Professor of History at Washington University in St. Louis, where he also teaches in the African and African American Studies Program, and serves as Director of the International and Area Studies Program. He is the outgoing director of graduate studies in history. Parsons holds a Ph.D. in African history from the Johns Hopkins University (1996) and is a social historian of twentieth century East Africa. His work explores how ordinary Africans navigated the shifting realities of repression and opportunity that emerged during the colonial and post-colonial eras. His publications include: *The British Imperial Century, 1815-1914, A World History Perspective* (Rowan and Littlefield, 1999), *Race, Resistance and the Boy Scout Movement in British Colonial Africa* (Ohio U. Press, 2004), and *The Rule of Empires: Those Who Built Them, Those Who Endured Them, and Why They Always Fall* (Oxford, 2010). His current research maps the imperial Kenyan regime's use of ethnicity in administration, education, labor, and land tenure.

Discussants: Lawrence Black (Duke and Durham); and Sarah Shields (UNC, Chapel Hill)

From: Markstein, Lara <laram@email.unc.edu>
Sent: Tuesday, February 22, 2011 9:53 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Helene Cooper March 22nd

Dear Julius,

The curriculum in global studies is hosting a lecture by Helene Cooper, White House correspondent for the New York Times, on Tuesday, March 22nd at 5:30pm in the FedEx Global Education center. The talk, which will focus on Helene's childhood in Liberia and recent reporting on US foreign policy in Egypt, will be followed by a dinner in her honor at about 8pm. The chair of the curriculum, Andrew Reynolds, wanted to extend an invitation to you to these events. Please let me know if you are able to attend the lecture and/or the dinner.

Best,

Lara Markstein
Departmental Manager
Global Studies
Fedex Global Education Center, 301 Pittsboro St. CB# 3263
UNC Chapel Hill
Chapel Hill, NC 27599
ph. 919-962-5442
laram@email.unc.edu
http://www.unc.edu/depts/ints/

Lara Markstein
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UNC Chapel Hill
Chapel Hill, NC 27599
ph. 919-962-5442
laram@email.unc.edu
http://www.unc.edu/depts/ints/

From: Payne, Sandra S <payne@email.unc.edu>
Sent: Tuesday, February 22, 2011 2:31 PM
To: Ecology and Social Process in Africa Seminar <africa@listserv.unc.edu>
Subject: [africa] African Studies Seminar March 3 with Dr. Nuhu Yaqub

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Friends,

Please join us on **Thursday, March 3, 2011, 6:30-9:00 PM** for the next meeting of the African Studies Seminar.

Dr. Nuhu Yaqub will speak on "Values Education and Governance in Nigeria: How Would the Country Get the Right Balance?" Dr. Nuhu Yaqub, Fulbright Scholar in Residence at Wake Forest University will address values education and governance in Nigeria.

Location: FedEx Global Education Center, Room 3024, UNC-CH

This talk is part of the Carolina Seminar in African Ecology and Social Processes. This working group is comprised of Triangle area faculty and graduate students. Each month's meeting is an informal gathering for sharing new research and discussing contemporary issues in Africa. Light dinner is served. Open to all area faculty and graduate students in any discipline. Free

Please Contact: Barbara Anderson b_anderson@unc.edu for more information.

Sandi Payne Greene
Carolina Seminars
6001 Davis Library, CB# 5120
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-5120
TEL 919/962-2501 FAX 919/962-2502
http://carolinaseminars.unc.edu

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To unsubscribe click here: http://lists.unc.edu/u?id=22339757.e44023c7bfedad31713dda18a6e0dc10&n=T&l=africa&o=28745189

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-28745189-22339757.e44023c7bfedad31713dda18a6e0dc10@listserv.unc.edu

From: McGuire, Tim <tim_mcguire@unc.edu>
Sent: Tuesday, February 22, 2011 2:48 PM
To: Exchange Users <ExchangeUsers@ad.unc.edu>
Subject: IMPORTANT: Fri. Feb 25th Changes To SPAM Filter Service

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Hello All,

You are receiving this message because you are both an ITS Exchange user and a SPAM filter user. I am writing to share news of updates we are planning for both services. None of the changes are available to folks still using the old Cyrus IMAP system. This note applies only to ITS-managed Exchange users.

As you are probably are aware, a few weeks back, we introduced a new SPAM scanning service from Cisco called IronPort (CIP). The CIP solution did not immediately function as desired and as a result folks saw more spam getting through and more legitimate messages getting caught in the filters. This was exactly opposite of the behavior we expected to see. We have spent the last weeks working with Cisco to help alleviate the situation. We also re-engineered the service a bit to hopefully make your experience better. We believe that the product is working very well with the new tweaks in place. I would like to make you aware of two noticeable changes.

PROBABLE SPAM INTO JUNK E-MAIL FOLDER RATHER THAN A NON-ACCESSIBLE LOCATION
The CIPs first scan messages based on sender reputation which kills off 95% all messages. If it makes it through this filter, it is then scanned for spam and viruses. Messages with viruses will always be deleted. If a message is considered to be spam at this stage, it would normally be put in a quarantine and you would have to a) know it was caught and b) call the helpdesk to get it released. Effective this Friday, February 25th, we will begin delivering these messages into your Junk E-Mail folder within Exchange. We will also begin cleaning out the Junk E-Mail folder automatically. This is to ensure that your quota will not be adversely impacted by this change. We will automatically clean messages out of ONLY the Junk E-Mail folder and ONLY if they are older than 30 days. You may manually clean out any message in that folder any time you like. IMAP client (Thunderbird) users may have to subscribe to this folder if they do not see it immediately.

UTILIZE EXCHANGE BLOCKLISTING FOR CATCHING 'SOLICITED SPAM'
Since our vendor-provided tweaks to the service, our investigations of offending messages that get through concludes that most are not true SPAM in the sense that they are not unsolicited, but are mainly legitimate subscription and marketing emails that a user signed up for at one point or another. These messages also come from marketing companies with a very high sender rating based on their track record of playing by the rules. In the past you could simply block these messages within the SPAM filters web interface. We aim to deliver this same functionality in Exchange. Please read the help document (http://help.unc.edu/025536) for instructions on how to manage your SPAM in Exchange.

Between delivering suspect SPAM to your Junk E-Mail folder and utilizing the built-in block/allow listing in Exchange, our hope is that you will have a better experience.

Warmest Regards,

Tim McGuire
Manager, ITS Messaging, Collaboration and Workgroup Services
440 W. Franklin St.
Chapel Hill, NC 27599-1150
919-445-9501 (w)

From: Siedentop, Nicholas J <nick_siedentop@unc.edu>
Sent: Tuesday, February 22, 2011 3:53 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Cc: Lindemann, Erika <ulinde@email.unc.edu>
Subject: Gen Ed Courses: AFRI/AFAM
Attach: GenEd_criteria_10.18.10 rev.pdf

Dear Professor Nyang Oro,

As you already know, the Undergraduate Curriculum Review raised questions regarding several AFAM and AFRI courses that were selected as part of the syllabi review (see email from Dean Owen below). I've listed the courses and questions that were raised, below. Following the course list, I've provided information about what is needed to resolve the issue(s). In some cases, we'll need an updated syllabus (as a Word or PDF document) by **May 13, 2011**, so this is not urgent.

1. AFAM 50 – a. 10 pages of writing, or equivalent intellectual effort, was not evident on the syllabus.
   b. Re-evaluate for Communication Intensive (CI) requirement.
2. AFAM 259 – 10 pages of writing, or equivalent intellectual effort, was not evident on the syllabus.
3. AFRI 453 – Review 4 General Education tags. (VP, NA, GL, CI)
4. AFRI 488 – Review 4 General Education tags. (VP, GL, CI, BN)

10 pages of writing. Courses that fulfill a General Education requirement must include at least 10 pages of written work (or equivalent work by virtue of the intellectual labor expended) over the course of the semester, excluding pages written for essays on in-class examinations. I'm attaching criteria guidelines if you wish to read more about this requirement, including information about 10-pages of writing in large classes. Please ask the instructor for AFAM 50 and 259 to update the syllabus to include at least 10 pages of written work.

- **Send the updated syllabus to submitcourse@unc.edu no later than May 13, 2011.** The Office of Undergraduate Curricula will review the syllabus. If these courses are no longer offered, please inactivate this course by using the new Course Request Approval System (CRAS) in ConnectCarolina.

Re-evaluate for a specific General Education requirement. Please read the attached document to review the criteria for the Communication Intensive (CI) requirement. Based on the syllabus that was reviewed last summer, committee members had concerns that AFRI 50 did not meet the criteria for CI.

- **Please send an updated syllabus reflecting the CI criteria to submitcourse@unc.edu no later than May 13, 2011.** The Office of Undergraduate Curricula will review the syllabus.
- If this course no longer incorporates revision of written or oral work in response to instructor feedback, please let us know and we'll remove the CI designation, effective fall 2012.

Review 4 General Education tags. The Curriculum Review recommended that courses should satisfy no more than two General Education designations, as the norm. In some cases, Communication Intensive (CI) or Experiential Education (EE) may qualify as a third.

- Send an email to **submitcourse@unc.edu by May 13, 2011** indicating which two (or three, if CI or EE) General Education requirements you would like AFRI 453 and 488 to fulfill. This change will not go into effect until fall 2012.

If you have any questions or concerns about these requests, please don't hesitate to contact Nick Siedentop (nick_siedentop@unc.edu) or Erika Lindemann (uline@email.unc.edu).

Best wishes,
Nick Siedentop

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Approved by the Curriculum Review Steering Committee 3/03; revised by the Administrative Boards of the General College and the College of Arts and Sciences on 12/06/06, 11/05/08, 10/13/10.

CRITERIA FOR GENERAL EDUCATION REQUIREMENTS:

GUIDELINES FOR THE SUBMISSION AND REVIEW OF COURSE PROPOSALS

The criteria described below clarify the guidelines established in "Making Connections: An Initial Proposal to Revise the General Education Curriculum" (version 1.4). The document is intended to assist members of the Arts and Sciences Divisional Committees, the Curriculum Committee, and the Administrative Boards of the General College and the College of Arts and Sciences as they review and approve proposed courses for the General Education curriculum. The criteria are also meant to help faculty in departments, curricula, and schools understand the standards by which their faculty colleagues will judge course proposals. This version of the document, which was approved in fall 2010, has been revised to incorporate recommendations adopted by the Administrative Boards following a review of the "Making Connections" curriculum. Although faculty can consider these guidelines as an authoritative statement of general principles and course requirements, it is a living document, subject to periodic revision as the Administrative Boards discover curricular issues that need to be refined.

COMMON PRINCIPLES

All courses satisfying General Education requirements are subject to review and approval by two faculty committees: the Curriculum Committee, which includes the vice-chairs and course committee chairs of the four divisions of the College of Arts and Sciences, and the Administrative Boards of the General College and the College of Arts and Sciences. Customarily, course submissions are due in the Office of Undergraduate Curricula by September 15 or January 15. Requests to add, revise, or delete courses are then reviewed by the Curriculum Committee and forwarded to the Administrative Boards for approval. Once approved, new courses typically become effective with the following semester; course revisions become effective the following fall semester.

The following guidelines, originally established by the Curriculum Review Steering Committee in March 2003, present criteria for identifying courses that satisfy General Education requirements. The document is meant to be fluid and to allow for criteria to be clarified and refined. However, any substantial revisions of it must be approved by the General Education Implementation Committee (until fall 2006) and the Administrative Boards of the General College and the College of Arts and Sciences. In general, the following criteria apply to all courses satisfying General Education requirements:

Curricular goals of General Education courses:

1. Whenever possible, the goal is to offer instruction in small classes that make regular use (at least weekly) of discussion in or out of the classroom, use problem-based or essay examinations, and contain ample student-instructor interaction.
2. The foundational skills of English composition, quantitative reasoning, and foreign language require small class sizes for effective learning, so 19 to 25 students per class for these entry-level skills courses is desirable.
3. Course content and assignments should be significant within the rubric of each particular academic discipline, including but not limited to research papers, electronic projects, substantial creative projects, laboratory reports, mathematical analysis, problem sets, case study analyses, etc. "Significant" should generally be construed to mean at least 10 pages of written work (at least 3000 words) over the course of the semester, excluding pages written for essays on in-class examinations. This written work may consist of several short papers, reading logs, journals, or projects composed in an alternate medium or format, as long as the materials represent the equivalent intellectual investment of 10 pages of written work. Students in classes that typically require little writing (math, some sciences, etc.) must complete other work (homework exercises, lab reports, etc.) equivalent to 10 pages of writing by virtue of the intellectual labor expended. Take-home examinations that take the form of an instructor-assigned essay or essays may count toward fulfilling this requirement.

   Implementing the 10-page writing requirement (or other work involving equivalent intellectual effort) can be challenging in large classes without teaching assistants or graders. Instructors are free to relax the standard in classes that exceed 60 students without a teaching assistant or classes that exceed 80 students without a grader. In no case, however, should students receive General Education credit for a course in which they have not completed a significant project designed to help them interpret for themselves, not just for the instructor, what the course teaches.

Additional requirements for General Education courses:

1. Final exams are mandatory for all undergraduate courses. Because the final exam period contributes instructional contact hours for all undergraduate courses, only the Office of the Provost can grant an exception to this University policy. Courses with one hour of academic credit may administer their final exams during the last class period; all others must follow the published Final Examination Schedule. First Year Seminars and composition courses are exempt from the requirement of an in-class final exam; Experiential Education and composition courses may have some form of final project or final evaluation of student work in lieu of a traditional final exam. Instructors assigning take-home exams must have the permission of the department/curriculum chair and must make the exams due at a final meeting of the class held according to the published Final Examination Schedule; this class may serve to debrief the exam, provide additional instruction, or sum up the semester.
2. No courses that satisfy General Education requirements may be taken Pass/D+/D/Fail, with the exception of Lifetime Fitness and some Experiential Education courses that are

only offered as Pass/D+/D/Fail courses.

3. No General Education requirements may be satisfied with Independent Studies, Internships, Special Topics, Directed Readings, or similar courses with variable content. The only exceptions are some Experiential Education courses, as specified within that description in this document.
4. No more than two General Education designations, as the norm, will be approved for any new or revised course. Courses that meet more than one General Education requirement may do so only in so far as reasonable and practicable, given the amount of time this document stipulates for focusing on particular course content or methods.
5. Foundations, Approaches, and Connections courses may fulfill requirements for a major and minor, unless a department, curriculum, or school specifies otherwise. A course can meet only one Approaches requirement but may also meet one additional Connections requirement. A Connections course may meet one Approaches requirement or a second Connections requirement. Foundations courses may not fulfill either Approaches or Connections requirements, with one exception: a second Quantitative Reasoning (QR) Foundations course may satisfy the Quantitative Intensive (QI) Connections requirement.
6. The General Education Implementation Committee designed a two-letter system to identify each General Education requirement. The two-letter identifiers are included below in parentheses at the first mention of each requirement. A listing of courses fulfilling each General Education requirement appears annually in the Undergraduate Bulletin and online under Browse Course Catalog in the Self-Service section of ConnectCarolina.
7. The University recognizes only one authoritative source for all course information: the Office of the University Registrar. This office maintains the course inventory, which is available through ConnectCarolina and the *Undergraduate Bulletin*. Changes in the course inventory or in the details of a particular course must have the approval of the Administrative Boards of the General College and College of Arts and Sciences. Though departmental and curricular websites may be popular sources for information about courses, majors, minors, and degree requirements, they can be inaccurate, misleading, and out of date. To avoid confusion and misinformation, departments and curricula should provide on their websites a direct link to the online *Undergraduate Bulletin*.

FOUNDATIONS COURSES

English Composition and Rhetoric A and B (CR)

First-year students, with the exceptions noted below, are required to take a two-course sequence of Rhetoric courses (RHET A and B). RHET A offers a general introduction to college written and oral argumentation, composition, research and information literacy skills, and rhetorical analysis. RHET B extends this introduction into specific disciplinary contexts and requires that students learn how to write papers and construct oral presentations of greater length and complexity than required in RHET A.

NOTE: A one-semester, four-credit course in college-level written and oral argumentation, composition, research and information literacy, and rhetorical analysis is under development. This course, which will replace RHET A and B and will be required of all first-year students,

introduces them to the specific disciplinary contexts for written work and oral presentations required in college courses. Once the one-semester course is implemented, students will not receive placement or By-Examination credit for the CR requirement.

Course goals for RHET A and B:

1. To master the technical aspects of writing and speaking (including standard spelling, punctuation, and grammar) in the context of academic work.
2. To write short papers and develop short oral presentations by revising early versions of work based upon feedback.
3. To incorporate appropriate source material in written and oral presentations (this includes learning how to distinguish between scholarly and non-scholarly sources, to use electronic resources critically, to avoid plagiarizing, and to use standard citation and reference formats).
4. To use graphic and audiovisual materials as part of oral and written presentations.
5. To identify the similarities and differences among various purposes for written and oral communications, and to understand that different contexts require different approaches.
6. To shape written and oral arguments according to purpose and audience.
7. To develop oral delivery skills suitable to topics, purpose, and audience, and to adapt delivery to audience responses.
8. To read and listen critically (that is, to discern main ideas, to identify and evaluate supporting details, and to recognize explicit relationships among ideas).
9. To read and listen in order to pose and respond to questions and comments concisely.

Additional course goals for RHET B:

1. To write papers and give oral presentations of substantial length and of greater complexity than required in RHET A (as in RHET A, students in RHET B revise earlier versions of work based upon feedback from other students and the instructor).
2. To synthesize and evaluate written and oral messages by drawing logical inferences and conclusions and assessing the acceptability of evidence and the validity of arguments (this includes learning to detect biases in received messages and in students' own reception of evidence and arguments put forward by others).
3. To incorporate source material in their written and oral presentations according to the conventions, methodologies, and values of particular disciplinary discourse communities.
4. To identify the similarities and differences among various purposes for written and oral communications within particular disciplines, and to understand that different disciplinary contexts require different approaches.
5. To work on collaborative projects.

Exceptions to the requirement of RHET A and B are the following:

1. Students who demonstrate sufficient mastery of communication skills as to warrant enrollment directly into RHET B are required to take only RHET B and are awarded "PL" credit for RHET A.
2. Students who are admitted to UNC with English-language deficiencies are offered

appropriate instruction in small-enrollment classes tailored to their particular needs before being permitted to begin the Rhetoric sequence.

Foreign Language (FL)

All students must successfully complete level 3 of a foreign language, except as noted below. In an increasingly interconnected world, a secure ability to use and understand at least one language other than English and an acquaintance with the cultures and peoples employing that language is highly desirable. Students should therefore learn

1. To communicate directly, orally and in writing, with speakers of the acquired second language.
2. To read and understand texts of average complexity written by and for native speakers of the second language.
3. To be conversant with the behavioral norms and cultural practices—frequently quite different from ours—of the relevant speech community.

It is highly desirable that level 3 and 4 language courses include content to enhance cultural understanding (analysis of the culture of a society, nation, or region in which the language is spoken) and introduce students to the challenges and complexities of understanding different societies and cultures.

Exceptions to the requirement of level-3 competence are the following:

1. Students who place into level 4 have demonstrated level-3 competence and satisfied the requirement.
2. Students who place beyond level 4 are exempt from this requirement.
3. Students who place into level 1 of the language studied in high school (and who continue study in that language) must successfully complete level 3, but will not receive credit toward graduation for level 1.
4. Successful completion of RHET A and B (and eventually, the one-semester, four-credit course in writing and oral communication currently under development) satisfies this requirement for nonnative speakers of English.

Quantitative Reasoning (QR)

Every student is required to take, or have Advanced Placement or transfer credit for, a course in the mathematical sciences in which the central goal is to develop skills and understand concepts in these fields. These courses should also extend students' abilities to think critically about, and with, the numerical information they encounter daily. The successful student should be able to recognize quantitatively unreasonable solutions or conclusions, and demonstrate facility in using numbers.

Courses satisfying this requirement must focus on mathematics, data analysis, statistics, computing, probability, or modeling. Students should recognize situations in which quantitative methods can be used to model and solve problems and identify the appropriate tools to use in formulating and solving a particular problem. The content of the course should be explicitly

quantitative and directed toward the development of skill in the use of those tools at a level beyond that required for admission to the University.

Lifetime Fitness (LF)

Every student must take one (but only one) one-hour academic course that combines instruction in life-long health and wellness with instruction in, and practice of, a sport or physical activity that can be sustained for life.

1. A substantial portion of the course should be devoted to a specific physical activity or sport and include instruction in the rules and history of the sport or physical activity on which written examinations can be based.
2. The course must also contain engagement in the sport or activity.
3. At least one quarter of the course should be devoted to developing healthy behaviors related to physical exercise and well-being. An ideal course would continually connect these healthy behaviors to the specific sport or activity.
4. Because the course will carry academic credit, it must include a written final exam as is required in all undergraduate courses. The course grade cannot be based solely on skill level in a sport or physical activity.

APPROACHES COURSES

Physical and Life Sciences (PL and PX)

Students must take two courses in science, at least one of which has a required laboratory component. Some lecture courses may be taken singly for three credit hours as PL courses or combined with an optional matching laboratory of an additional credit hour and PX credit. Science courses combining lecture and required laboratory components normally offer four hours of PX credit. Courses fulfilling the Physical and Life Sciences requirement emphasize a physical science, a life science, the scientific basis of technology, or a combination of these topics.

1. Appropriate courses will focus on scientific content and the scientific method. At the completion of the course students should be able to demonstrate their understanding of a relevant article in a general science magazine, such as *Scientific American*.
2. A significant field experience, for academic credit, may be used to satisfy the laboratory requirements if approved by the Administrative Boards. A significant field experience would generally require a minimum of 30 hours in the field.
3. Courses may satisfy this requirement if they focus on scientific content but devote a significant amount of time (perhaps one quarter of the course) to the science's broader perspective (e.g., historical development of scientific thought, the social impact and public policy implications of the science, etc.).

Social and Behavioral Sciences

Students must take three courses in social and behavioral sciences, at least one of which emphasizes historical analysis (see below). These three courses must be from at least two different departments or curricula.

A. (Non-Historical) Social and Behavioral Sciences (SS)

1. Courses fulfilling the (non-historical) Social and Behavioral Sciences requirement focus on the scientific study of individual or collective behavior. They consider the individual, family, society, culture, politics, or economy.
2. "Scientific" here means that instructors draw on established quantitative or qualitative methods of analysis and interpretation. Quantitative methods include, but are not limited to, statistical analysis of data and controlled experiments. Qualitative methods include, but are not limited to, fieldwork, surveys, document analysis, ethnographies, case studies, and interviews.
3. Theoretical reflection on empirical findings also is understood as part of the work of the Social and Behavioral Sciences.

B. Historical Analysis (HS)

Students must take at least one course that emphasizes Historical Analysis. Historical analysis involves the systematic study of human behaviors in past times, with an emphasis on how such

behaviors change over time. This temporal dimension—particularly the priority given to change over time—distinguishes historical analysis from other forms of social and behavioral analysis. Although historical analysis may be conducted in various ways, explore diverse topics, and employ any number of methodologies, it is always concerned with people, or, more broadly, with social and cultural expressions, patterns, and processes shaped by or affecting humans, in past times.

1. Courses fulfilling the Historical Analysis requirement should focus on the study of some aspect or aspects of human behavior *in the past*. Such courses may cover broad periods of time or particular historical eras. Some may treat problems relating to the material world, while others will focus largely on cultural questions or intellectual concerns.
2. The primary emphasis should be on *historical* rather than contemporary phenomena, and should concern human behavior in *social or cultural contexts*.
3. Courses surveying historical periods in art, photography, film, music, and the like, are suitable for fulfilling this requirement, so long as the *primary* focus remains on developments in the history of the medium and not on aesthetic considerations or matters of form.
4. Courses that focus on the history of a discipline (e.g., the history of anthropology) are appropriate if the course is sufficiently broad in conception to allow students to understand the history of the discipline in relation to the broader social and intellectual currents.

Humanities and Fine Arts

A. Philosophical and/or Moral Reasoning (PH)

One course in Philosophical and/or Moral Reasoning is required. The course must address philosophical questions—that is, fundamental questions about central areas or aspects of human experience or endeavor. The course must also teach methods of reasoning, analysis, and interpretation appropriate to such inquiry.

1. Philosophical questions often concern important topics such as knowledge, truth, reality, meaning, consciousness, identity, freedom, beauty, happiness, religion, social and political norms, obligation, justice, virtue, the good, and other topics when explored with philosophical complexity. The course need not focus on a single topic, since development of philosophical knowledge and skill is often well served by comparison, or by considering philosophical topics in combination. In courses that treat the social dimensions of philosophical reasoning, however, a significant portion (at least one-fifth) of the course should address questions of morality and values.
2. Philosophical inquiry may be undertaken in conjunction with sociological, anthropological, scientific, political, historical, literary, and other kinds of analysis. Courses fulfilling the philosophical requirement will focus on understanding and critically assessing the truth, adequacy, defensibility, or value of the ideas being explored. Such courses ask students to be open to discovery, to allow their own convictions to be refined, and to understand the range and specificity of philosophical thinking.
3. Courses that treat philosophers primarily as historical figures or as the authors of texts

generally do not fulfill the Philosophical and/or Moral Reasoning requirement but rather may meet the criteria for the Historical Analysis (HS) or Literary Arts (LA) Approaches requirements.

B. Literary Arts (LA)

One course in Literary Arts is required. A literary or filmic text is a written or visual expression in any language of human experience; it is a cultural artifact derived from different historical periods and cultural origins. It is ordinarily but not exclusively an imaginative work and will typically take the form of poetry, narrative fiction, drama, essay, or a visual representation of such works. The text is defined in terms of a relationship among author, reader, society, and the historical circumstances of its creation.

A literature or film course is an organization of literary or filmic texts around unifying concepts such as themes, historical periods, genres, theories of criticism and analysis, or the creative writing of such texts. Courses in which films are compared to literary works or are analyzed with respect to plot, setting, characters, and themes also fulfill the Literary Arts requirement. Such a course can include inter-disciplinary links to other studies in the humanities, fine arts, and social sciences, etc. In all cases, however, at least two-thirds of the course content should involve the reading/viewing/analysis/creation of literary or filmic texts.

C. Visual or Performing Arts (VP)

One course in the Visual or Performing Arts, related to art, architecture, music, drama, design, performance studies, or film that emphasizes aesthetic content that is non-literary, is required. Such courses focus on creative expression in a variety of media and can include inter-disciplinary links to other studies in the fine arts, humanities, and social sciences, etc. In all cases, however, at least two-thirds of the course content should involve analysis of a medium or creative expression within the visual or performing arts. Courses that satisfy this requirement are meant to foster critical thinking and creative practice, expand available means of expression, provide perspective into the human condition, and encourage life-long engagement with the fine arts.

The wide range of courses that might fulfill the requirement may focus either on the study or the creation of artistic expression. They must include substantial creative activity, or written assignments that examine creative activity. Appropriate examples include courses engaging students in the following activities:

1. Analyzing and creating art and crafts in various media, including painting, drawing, sculpture, pottery, metalwork, textiles, etc.
2. Studying principles of visual literacy and making films, photographs, or digital images.
3. Analyzing and implementing various aspects of theatre production or design.
4. Playing music, writing music, or studying a variety of musical styles.

CONNECTIONS COURSES

Courses that satisfy these requirements may also satisfy one of the Approaches requirements, another Connections requirement, or a requirement in the major and/or minor.

Foundations across the Curriculum

One Communication-Intensive course is required. (CI)

Communication-intensive courses are not merely courses involving more (or longer) writing assignments and oral presentations than other courses do. Content-area courses with an emphasis on written and oral communication in the English language are intended to prepare students to write and speak effectively in particular disciplines. Such courses should directly or indirectly help students recognize that different disciplines use different discourses. They must provide students practice with and instructor feedback on written and oral assignments within a specific disciplinary context. When feasible, students should be encouraged to take a communication-intensive course in their major or minor area of study.

1. A content course that carries the CI designation must integrate writing and speaking with the subject matter of the course in evident and important ways, making such assignments a substantial portion (at least 20%) of the final grade for the course. The emphasis of the course must be on the content as well as on the way in which the content is communicated.
2. Responses to assignments must be in English, should reflect course content, and must promote the revision of written or oral work in response to instructor, and perhaps also student, feedback and discussion. Courses fulfilling the CI requirement give students the opportunity to revise for a grade a draft or an oral presentation based on the instructor's comments.
3. Courses that incorporate communication only in the form of one research paper and/or oral report at the end of the term, or written and oral reports with no opportunity for revision, are *not* eligible for the CI designation.

One Quantitative-Intensive course is required (QI).

This second-level requirement is intended to develop and refine quantitative-reasoning skills in disciplinary contexts and to integrate the foundational skills across the curriculum. Students should become acquainted with how quantitative methods are applied in their major fields of interest and, when feasible, should be encouraged to take a quantitative methods course in their major or minor area of study or in an allied field. The course can either be (a) an additional core mathematical sciences course (as described in the Foundations component above), or (b) a course in any department with a substantial quantitative component (at least half). The course content should involve students in some of the following activities:

1. Using quantitative methods to model and solve problems, including problems requiring the development and implementation of computational algorithms.
2. Developing numerical reasoning above the level of basic algebra and trigonometry.

3. Collecting and interpreting quantitative data.
4. Constructing logically sound arguments and recognizing fallacies by using quantitative information, mathematical analysis, formal logic, and proofs.
5. Expressing ideas and concepts from the mathematical sciences orally and in writing.
6. Connecting the role of the mathematical sciences to cultural change, to other sciences, and to the arts and humanities.

Local, National, and Global Connections

A. Experiential Education (EE)

One course that connects academic inquiry with a structured, active learning experience is required. Experiential education takes many forms and develops many skills. It might develop research skills, promote global awareness, enhance career development, encourage community service, support creative expression, or promote closer relationships among students, faculty, staff, and the wider community. Many of the sanctioned learning experiences will be outside the classroom or off-campus, but appropriate on-campus learning sites include the North Carolina Memorial Hospital, the Frank Porter Child Development Center, WUNC-TV, and WUNC-Radio. Summer employment, life experiences, and other learning undertaken for personal or professional enrichment, but not for academic credit, cannot be approved as fulfilling the Experiential Education requirement.

The Experiential Education requirement may be satisfied by completing a course or program of Study Abroad in any of the following six categories:

1. Undergraduate research: sustained, mentored research experience for academic credit, including Honors thesis courses.
2. Approved service learning: Such courses must be approved by the Administrative Boards of the General College and College of Arts and Sciences and require at least 30 hours of supervised service that meets community-identified needs in an off-campus placement.
3. A course with a required, substantial field trip or fieldwork component: These courses must involve all students in at least 30 hours of appropriate off-campus fieldwork or field trips. The fieldwork component of the course should integrate a wide range of subject matter and provide an active opportunity for the student to investigate original problems and apply techniques used by professionals in the discipline.
4. Departmental or University-unit internship or experiential independent study: Internships and experiential independent study courses must (a) be administered by an academic school, department, curricula, or university unit, (b) require a minimum of 100 hours of service or work, and (c) have a unit or departmental faculty adviser to assist students with setting appropriate goals and providing guidance throughout the experience. Though an internship in a student's major may be desirable, not all majors offer internships or have sufficient capacity to accommodate everyone. Internships for academic credit, even if outside a student's major, nevertheless fulfill the Experiential Education requirement.
5. Approved study abroad program: These programs include only those approved by the UNC-Chapel Hill Study Abroad Office or the UNC-Chapel Hill Honors Program.
6. Direct and sustained engagement in a creative process: In conjunction with a literary,

musical, dramatic, or studio arts class, a student may participate in a supervised community arts program or produce art for community purposes under faculty supervision culminating in at least 30 hours of work during the semester. Courses in any department or University unit that require at least 30 hours of faculty-supervised work and that culminate in public programming may also satisfy the Experiential Education requirement.

B. U.S. Diversity (US)

One course that aims to help students develop a greater understanding of diverse peoples and cultures within the United States and, thereby, enhance their ability to fulfill the obligations of U.S. citizenship, is required.

1. Courses must systematically explore the perspectives/experiences of at least one U.S. subculture. Such groups might include African-Americans, Asian-Americans, European-Americans, Latino/as, Native Americans, or distinct subcultures within these broad categories. Other culturally distinct groups not identified here may qualify if a case can be made for their cultural/historical significance. A course that addresses in systematic fashion other aspects of diversity such as age, class, gender, sexual orientation, region, or religion may also satisfy the U.S. Diversity requirement.
2. Because the United States is part of the North Atlantic world, a course approved as fulfilling the U.S. Diversity requirement cannot also fulfill the North Atlantic World requirement.

C. The North Atlantic World (NA)

One course that focuses on the North Atlantic World is required. Such a course may address the history, culture, or society of the region but should devote more than two-thirds of the course content, as determined by the reading assignments and class sessions, to the region. The purpose of the requirement is to assure that students understand the world in which they live. The "North Atlantic World" is a phrase that has at once geographical and cultural referents. On the North American side, the North Atlantic World refers to the United States and Canada, and it includes the cultures of Native Americans. In Europe, the boundaries are more difficult to draw, but the notion of *language families* can be useful in mapping the borders: the requirement refers to cultures and societies whose dominant language belongs to the Germanic, Celtic, or Romance language families. Using this criterion does not solve all difficulties, since European boundaries have changed over time and include some complicated cases (e.g., Finland and Hungary), but this standard should be a useful guideline in most instances. Because of the region's influences on Western Europe and North America, the southern boundaries of the North Atlantic World extend to the Mediterranean—from the Iberian Peninsula to Greece.

Exclusions: Courses dealing with some periods of ancient and medieval history of some Mediterranean cultures from Spain to Greece might be understood as "Beyond the North Atlantic World," or "World before 1750." Courses dealing with diverse groups in the United States are best considered as fulfilling the "U.S. Diversity" requirement. Courses designated as fulfilling the "U.S. Diversity" or "World before 1750" requirement cannot also be designated as fulfilling

the "North Atlantic World" requirement.

D. The World before 1750 (WB)

One historically-oriented course that focuses on the period prior to 1750 CE is required. "Focuses on" means that at least two-thirds of the course content, as indicated by the assigned readings and class sessions, is devoted to the period. "Historically-oriented" means that the course either deals explicitly and substantially with change over time or that it situates the course material within a cultural, political, or social context. This requirement, which aims to provide some chronological scope to the curriculum, is included because pre-modern periods of human history differed significantly from our own, and pre-modern ideas, practices, and institutions continue to exert a profound influence on the contemporary world.

1. Courses fulfilling this requirement should focus on human beliefs, practices, or institutions in the period prior to 1750 CE. Such courses may cover broad periods of time or a particular pre-modern era (i.e. before 1750). The broad standards regarding this requirement are similar to those developed for the Historical Analysis Approaches requirement. In the case of this requirement, however, the additional expectation is that courses will devote at least two-thirds of the class time and out-of-class assignments to the pre-1750 period. This focus should be reflected in the assigned readings and class sessions.
2. Exposure to a historically-oriented course focusing on the period prior to 1750 will help students to attain a broader and deeper understanding of pre-modern history and insight into the ways in which events and processes occurring hundreds or thousands of years ago continue to affect us today.

E. Beyond the North Atlantic (BN)

Asia, Africa, the Middle East, Latin America, Eastern Europe, and the Pacific have been important in world affairs, and knowledge of the history, geography, and culture of these regions is necessary for effective citizenship. One course focusing on at least one of these regions is required. At least two-thirds of the course must deal with one of these regions to insure that students have some understanding of a culture that is geographically distant from the United States. Courses fulfilling this requirement focus on a society or region outside North America and Western Europe, as that area is defined by the North Atlantic World requirement. The course may concern itself with a specific aspect of culture—such as literature, religion, or art—or may involve historical or other social scientific analysis of the experiences of the people in the society or region.

F. Global Issues (GL)

One course that provides students with knowledge and understanding of transnational connections and global forces is required. Global forces entail interrelationships among cultures, societies, nations, and other social units, and they include transnational processes such as migration, urbanization, trade, diplomacy, and information flow. Courses treating global forces might analyze globalization in general or focus on particular case studies. For example, case

studies might consider international economics and politics, focus on the changing demography or environment, or highlight transnational issues arising from ethnicity, gender, religion, or language.

1. Courses devoted to natural phenomena or technology (e.g. earthquakes or computers) that do not place at least half of the emphasis on human dimensions (perspectives and behaviors of people involved) would not qualify. However, courses examining environmental issues or broad climatic changes are included if the coverage is transnational and if at least half of the course discusses the human dimensions of these phenomena. For example, a course on water resources worldwide, if it treated only the engineering technicalities, might not qualify; however, if it included human dimensions, it could.
2. Courses satisfying this requirement must focus on transnational connections between two or more nations or the transnational dynamics of global forces. "Focus" here means that at least two thirds of the course must deal with this topic.

SUPPLEMENTAL GENERAL EDUCATION REQUIREMENT

The Supplemental General Education requirement is intended to add breadth to students' undergraduate experience and to encourage students to make connections as they cross disciplinary boundaries. The requirement applies to students in the College of Arts and Sciences who are pursuing the BA degree, or the BS degree with a major in psychology, and can be fulfilled in the following ways:

1. By completing a second major or a minor; or

2. By completing three courses above 199 that are not being used to fulfill a student's major requirements. These three courses must be from outside the home department/curriculum of the major and cannot be cross-listed with courses that the student has used to satisfy requirements for the major; or

3. By completing a concentration outside a professional school as part of the degree requirements for graduating from the school. This option applies to students in the School of Education and the School of Journalism and Mass Communication.

From: McMillan, Tim <tjm1@email.unc.edu>
Sent: Wednesday, February 23, 2011 9:25 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Gen Ed Courses: AFRI/AFAM

Will do. Looking forward to spring break I must say.

Tim

From: Nyang Oro, Julius E
Sent: Tuesday, February 22, 2011 4:24 PM
To: McMillan, Tim
Subject: FW: Gen Ed Courses: AFRI/AFAM

So we have to deal with this.....

From: Siedentop, Nicholas J
Sent: Tuesday, February 22, 2011 3:53 PM
To: Nyang Oro, Julius E
Cc: Lindemann, Erika
Subject: Gen Ed Courses: AFRI/AFAM

Dear Professor Nyang Oro,

As you already know, the Undergraduate Curriculum Review raised questions regarding several AFAM and AFRI courses that were selected as part of the syllabi review (see email from Dean Owen below). I've listed the courses and questions that were raised, below. Following the course list, I've provided information about what is needed to resolve the issue(s). In some cases, we'll need an updated syllabus (as a Word or PDF document) by **May 13, 2011**, so this is not urgent.

1. AFAM 50 – a. 10 pages of writing, or equivalent intellectual effort, was not evident on the syllabus.
   b. Re-evaluate for Communication Intensive (CI) requirement.
2. AFAM 259 – 10 pages of writing, or equivalent intellectual effort, was not evident on the syllabus.
3. AFRI 453 – Review 4 General Education tags. (VP, NA, GL, CI)
4. AFRI 488 – Review 4 General Education tags. (VP, GL, CI, BN)

10 pages of writing. Courses that fulfill a General Education requirement must include at least 10 pages of written work (or equivalent work by virtue of the intellectual labor expended) over the course of the semester, excluding pages written for essays on in-class examinations. I'm attaching criteria guidelines if you wish to read more about this requirement, including information about 10-pages of writing in large classes. Please ask the instructor for AFAM 50 and 259 to update the syllabus to include at least 10 pages of written work.

- **Send the updated syllabus to submitcourse@unc.edu no later than May 13, 2011.** The Office of Undergraduate Curricula will review the syllabus. If these courses are no longer offered, please inactivate this course by using the new Course Request Approval System (CRAS) in ConnectCarolina.

Re-evaluate for a specific General Education requirement. Please read the attached document to review the criteria for the Communication Intensive (CI) requirement. Based on the syllabus that was reviewed last summer, committee members had concerns that AFRI 50 did not meet the criteria for CI.

- **Please send an updated syllabus reflecting the CI criteria to submitcourse@unc.edu no later than May 13, 2011.** The Office of Undergraduate Curricula will review the syllabus.
- If this course no longer incorporates revision of written or oral work in response to instructor feedback, please let us know and we'll remove the CI designation, effective fall 2012.

Review 4 General Education tags. The Curriculum Review recommended that courses should satisfy no more than two General Education designations, as the norm. In some cases, Communication Intensive (CI) or Experiential Education (EE) may qualify as a third.

- Send an email to **submitcourse@unc.edu by May 13, 2011** indicating which two (or three, if CI or EE) General Education requirements you would like AFRI 453 and 488 to fulfill. This change will not go into effect until fall 2012.

If you have any questions or concerns about these requests, please don't hesitate to contact Nick Siedentop (nick_siedentop@unc.edu) or Erika Lindemann (uline@email.unc.edu).

Best wishes,
Nick Siedentop

Nicholas Siedentop
Curriculum Coordinator for Undergraduate Education
3018A Steele Building, CB# 3504
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3504
nick_siedentop@unc.edu

Phone: 919-962-5819
Fax: 919-843-6557

From: McMillan, Tim <tjm1@email.unc.edu>
Sent: Wednesday, February 23, 2011 11:05 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Hildebrand, Reginald F <hildebra@email.unc.edu>; Lambert, Michael C <mlambert@email.unc.edu>
Cc: Gore, Travis <stgore@email.unc.edu>
Subject: FW: Explore Carolina this Friday, February 25
Attach: Explore-2-25.pdf

FYI --

there might be some parents/students floating around at 1 on Friday -- I will be there but might need backup.

Tim

From: Baum, Patty
Sent: Wednesday, February 23, 2011 10:04 AM
To: Baum, Patty
Subject: Explore Carolina this Friday, February 25

Hello everyone!

Thank you again for participating in Explore Carolina. The first Explore Carolina went smoothly (as far as we know) and we've heard some good feedback from the people who came. This next Explore will be much larger than the first. To put it in perspective, around 420 people came in for the first one and 850+ are signed up for this next one on Friday. Get ready!

Attached is the agenda for the second Explore Carolina this Friday, February 25th. Please review the agenda and remind all those in your department who are involved with this program of the time and location.

If you need anything throughout the day, we will have our office cell phone on and with one of the people on the Explore Carolina planning team which includes Patty Baum (me), Dave Meredith, and Kendra Lawrence. The number is 919-265-3865.

I currently have department phone numbers for all faculty and staff and any phone number you emailed me last time. If you would like to share a different number with us where we can reach you during the day on Monday in case anything goes awry, please reply to me with the phone number by tomorrow at noon. *If you are a student and have not yet emailed me a with a contact number, please email me back with a contact phone number by tomorrow at noon.

Thanks again for all that you do! We'll see you Friday.

Best,

Patty Baum

Patty Baum
Assistant Director
University of North Carolina at Chapel Hill
Office of Undergraduate Admissions
Jackson Hall, Campus Box 2200
Chapel Hill, NC 27599-2200
phone: 919.966.6546
fax: 919.962.3045
www.admissions.unc.edu
GO HEELS!
http://www.youtube.com/watch?v=mjZ0uaNMkwk

EXPLORE CAROLINA

The University of North Carolina at Chapel Hill

Friday, February 25

Dear Admitted Student and Family:

Welcome to Explore Carolina! Inside this packet, you'll find everything you'll need to plan your day. We have carefully organized more than 50 sessions so that you can pick and choose the sessions that interest you most. The day is organized around a schedule that begins with a welcome session upon your arrival at 8:00am and the last opportunity beginning at 2:00pm.

Parents and students should feel free to split up and attend separate events throughout the day. We suggest establishing a central meeting place (perhaps the Pit or the Explore Carolina Help Desk located in the Student Union) where you can meet up after your sessions.

There are several kinds of opportunities available for you today. To assist you with terminology, here is a quick description of the different types of sessions:

- **Information Session.** Representatives from the department will provide an overview of the opportunities available and take questions. On the schedule, you'll notice that these sessions have a specific start time and typically last about 45 minutes.
- **Open House/Office Hours.** Representatives from the department will be available to speak with students and families during the scheduled period. Feel free to drop by at any time during the available timeframe.
- **Class Session.** Students are invited to attend a class taught by a UNC faculty member. Please arrive early and stay for the entire class session to avoid disrupting the class.

Special Notes:

- Throughout the day, if you or your family need any assistance, you can find an Admissions student ambassador at the Explore Help Desk located in the lobby of the Student Union, and you can find Admissions staff in the Admissions Office in Jackson Hall.
- Lunch is available any time between 11:30 until 2:00 at Rams Head Dining Hall

We hope you have a fantastic day exploring Carolina!

The Explore Carolina Planning Committee
Dave Meredith, Kendra Lawrence, and Patty Baum

EXPLORE CAROLINA

The University of North Carolina at Chapel Hill

Friday, February 25

Events Starting at 8:00 AM	Location
Registration and Welcome Session *Coffee will be provided.*	George Watts Hill Alumni Center *Map Location N-13*

Events Starting at 8:30 AM and Ending at 10:00 AM	Location
Campus Health Services, Carolina Computing Initiative, Granville Towers, Housing and Residential Education, New Student and Carolina Parent Programs, and Public Safety Fair Carolina students are supported by a variety of offices during their time on our campus. Representatives from these offices, including Campus Health Services, Carolina Computing Initiative, Granville Towers, Housing and Residential Education, New Student and Carolina Parent Programs, and Public Safety will be available to answer questions as part of an informational fair held during morning registration.	Ram's Head Recreation Center *Map Location M-15*
Student Organization Fair There are more than 600 officially recognized student organizations in areas such as politics, music, drama, hobbies, sports, community service, cultural awareness, social activism, and religious ideas where new students find venues for pursuing existing interests and exploring new ones. Stop by the Student Organizations Fair after registration to learn how you can get involved!	Ram's Head Recreation Center *Map Location M-15*
Carolina Kick-Off (at Student Organization Fair) Attention, Campers! Start your UNC experience the right way by attending CAROLINA KICKOFF, a three-day crash course in Carolina life on August 18-20, 2010. Stop by our information table to learn how to be part of CK '10 and share the most fun, eye-opening, and overall BEST three days of your life with 180 other incoming students and 39 student counselors. (http://carolinakickoff.unc.edu)	Ram's Head Recreation Center *Map Location M-15*

Events Starting at 10:00 AM	Location
Academic Sessions:	
Air Force ROTC/ Aerospace Studies (Available 10:00 AM to 2:00 PM) Ready to refine your leadership skills? Ready to put your talents to use as a leader, following the likes of Secretaries Robert Gates and Colin Powell? Find out how Air Force ROTC or an Aerospace Studies minor can do that. Stop in to meet the ROTC instructors, learn about scholarship opportunities and discover how your major and broad experiences, including study abroad, will benefit you and your nation.	ROTC Armory, Room 118 *Map Location E-10*
Art History Mock Class Experience what an undergraduate art history would be like by attending this mock class on colonial architecture in Mexico.	Hanes Art Center, Room 215 *Map Location C-5*
Chemistry Would you like to be involved in one of Carolina's most dynamic programs? Do you want the opportunity to be a pioneer in science? The Department of Chemistry—a place Chancellor Thorp called home for many years—will hold an information session consisting of a brief overview by faculty and a discussion by current chemistry majors of their experience in the department, followed by a Q&A session with chemistry majors.	Kenan Labs, Room B229 *Map Location G-10*
Education (Available 10:00 AM to 2:00 PM) Do you want to become an outstanding leader in education? Would you like to make a difference in a kid's life by interacting and sharing your knowledge? Admissions and recruitment staff from the School of Education will offer open advising sessions. Prospective students can learn about program offerings, admissions and course requirements, and general information for our Education majors.	Peabody Hall, Room 103 *Map Location D-8*

10:00 am events continue on next page.

Events Starting at 10:00 AM (continued)	Location
Academic Sessions (continued):	
English and Comparative Literature Would you like to enhance your reading, writing and critical thinking skills? Is comparing national literatures interesting to you or does Creative Writing appeal more? Students interested in the Department of English and Comparative Literature are invited to join a faculty member for office hours to learn about courses and opportunities at UNC.	Greenlaw Hall, Donovan Lounge (Second Floor) *Map Location I-8*
History Are you fascinated with the past? Do you enjoy learning about historical events and historical characters? The History Department will host an information session with a panel of faculty members and students. Each faculty member and student will make a brief presentation about an aspect of the History Department and then take questions.	Hamilton Hall, Room 569 *Map Location J-7*
Mathematics Do you enjoy working with numbers? Is math your best school subject? Would you like to work as a statistician or computer analyst? Prospective undergraduates and families are invited to meet with some of the faculty in the Department of Mathematics. The department will present information on their undergraduate math program and its opportunities.	Phillips Hall, Room 330 (Math Lounge) *Map Location E-7*
Peace, War, and Defense Would you like to know more about the culture of peace and war or the evolution of warfare? Are you interested in national and international defense and security? Peace and war are among the oldest dreams and most difficult challenges of human experience. UNC's Peace, War, and Defense curriculum provides undergraduates with a wide range of approaches to the fundamental issues of human conflict and national and global security and defense. The PWAD faculty will hold office hours to answer questions about the department and opportunities that the department offers.	Hamilton Hall, Room 402 *Map Location J-7*
Political Science Are you interested in political institutions and behaviors? What about the rights and responsibilities of citizens? If understanding the relations of people with their governments is of vital importance to you, then meet with a faculty member from the Department of Political Science to discuss the varied curriculum, exciting opportunities, and have all of your questions answered.	Hamilton Hall, Room 355 *Map Location J-7*
Public Policy Would you like to be involved in domestic and international social policy? How about environmental or economic policy? Do you want to do research in your field of interest? The Department of Public Policy will hold office hours to answer questions about the department itself and about the opportunities that the department offers	Abernethy Hall, Room 102 *Map Location C-6*
Romance Languages Are you interested in the culture, current events and history of Spanish, French, Italian and Portuguese speaking countries? Do you want to increase your proficiency skills? If so, you are invited to attend an open house to learn about courses and opportunities in this area.	Dey Hall, Room 212 *Map Location G-9*
Other Sessions:	
Office of Study Abroad and Undergraduate Research Panel Have you ever wanted the opportunity to travel to more than 70 countries or to collaborate on research projects ranging from genomics to creative writing and everything in between? If so, come hear from a panel of faculty and staff as they discuss the exciting study abroad and undergraduate research opportunities that are available at Carolina.	George Watts Hill Alumni Center *Map Location N-13*
Scholarships and Student Aid Information Session Visit with staff from the Office of Scholarships & Student Aid to learn about applying for student aid. We will also offer a timeline to help guide you through the aid process. There will be a formal presentation, followed by time for Q&A.	Manning Hall, Room 307 *Map Location I-7*
UNC Student Panel for Admitted Students (repeated at 1:00 PM) Several current UNC students will be available to answer questions about academics, campus life, residence halls, getting involved in student activities and of course, how to get basketball tickets! This panel is for students only please.	Student Union, Room 2518 A-B *Map Location K-9*
UNC Student Panel for Parents (repeated at 1:00 PM) Several current UNC students will be available to answer questions about academics, student life, residence halls and other questions you may have about Carolina. This session is for parents only please.	Student Union, Room 3413 *Map Location K-9*

10:00 am events continue on next page.

Events Starting at 10:00 AM (continued)	Location
Other Sessions (continued):	
Undergraduate Curriculum Dr. Steve Reznick is a Professor of Psychology, Associate Dean for First Year Seminars, a member of numerous administrative committees, and a UNC graduate. His presentation will cover various aspects of the Carolina undergraduate experience, with a particular focus on our curriculum and academic opportunities.	Murphey Hall, Room 116 *Map Location I-8*

Events Starting at 11:00 AM	Location
Academic Sessions:	
Air Force ROTC/ Aerospace Studies (Available 10:00 AM to 2:00 PM) Ready to refine your leadership skills? Ready to put your talents to use as a leader, following the likes of Secretaries Robert Gates and Colin Powell? Find out how Air Force ROTC or an Aerospace Studies minor can do that. Stop in to meet the ROTC instructors, learn about scholarship opportunities and discover how your major and broad experiences, including study abroad, will benefit you and your nation.	ROTC Armory, Room 118 *Map Location E-10*
Center for the Study of the American South Did you know of Carolina's academic organization dedicated to the study of southern history, literature, social and political issues? The Center for the Study of the American South helps initiate research, teaching, and public dialogue on the history, culture, and contemporary experience of the southern United States. The Center will hold office hours to answer questions about the center and opportunities that the center offers.	The Love House, 410 East Franklin St. (corner of Battle Lane and East Franklin) *Map Location K-1*
Communication Studies Do you often find yourself thinking about the role and importance of communication? Are you interested in anything from speech to electronic media? Then come hear from a panel of current UNC students and professors about the opportunities available to Communication Studies majors. They will discuss courses in interpersonal and organizational communication, performance studies, rhetoric, and media studies, among other opportunities in the major.	Dey Hall, Fourth Floor Toy Lounge *Map Location G-9*
Computer Science Do you often engage in exploring how computers work? Do you find computers fascinating and see the value they hold nowadays? The Department of Computer Science will host an information session to discuss programs of study, undergraduate research, and cooperative education in computing and information technology at UNC. Additionally, demonstrations of computer systems designed and built at UNC will be given.	Brooks Hall, Room 008 (FB008) (Connected to Sitterson Hall on map) *Map Location D-9*
Curriculum in Applied Sciences and Engineering Did you know of the opportunities offered by Carolina's Engineering program? The Curriculum in Applied Sciences and Engineering offers degrees in Biomedical Engineering, Materials Science and Computer Engineering. An information session with faculty members will be held, followed by a student led tour of the design lab.	Phillips Hall, Room 277 *Map Location E-7*
Education (Available 10:00 AM to 2:00 PM) Do you want to become an outstanding leader in education? Would you like to make a difference in a kid's life by interacting and sharing your knowledge? Admissions and recruitment staff from the School of Education will offer open advising sessions. Prospective students can learn about program offerings, admissions and course requirements, and general information for our Education majors.	Peabody Hall, Room 103 *Map Location D-8*
Linguistics Are you interested in the scientific study of language? Would you like to do some research in your field of interest? Linguistics majors and minors study the results of linguistic research and its relevance to such diverse fields as psychology, philosophy, English, foreign languages, anthropology, communication, speech and hearing sciences and computer science. Students interested in Linguistics are invited to join a faculty member for office hours to learn about courses and opportunities in this area.	Smith Building, Room 301 *Map Location D-6*
Philosophy Do you often question reality, knowledge and value? Are the ideas of famous philosophers like Plato, Descartes or Kant appealing to you? If so, please join faculty and current students at the Department of Philosophy's model class session. A faculty member will lead a discussion based seminar, and current philosophy majors will be present to engage in the session. After the discussion faculty and current students will be available for questions.	Caldwell Hall, Room 213 *Map Location I-6*

11:00 am events continue on next page.

Events Starting at 11:00 AM (continued)	Location
Academic Sessions (continued):	
Physics Would you like to understand the nature of matter, space and time? Do you want to strengthen your knowledge in physical principles and problem-solving? Students interested in Physics are invited to join a faculty member for office hours to learn about courses and opportunities in this area, followed by a tour of some of our physics laboratories.	Phillips Hall, Room 258 *Map Location E-7*
Psychology Did you know that at Carolina psychology is more than a just a behavioral science? It is also a treasure chest filled with statistical and research opportunities. Please join a faculty member in the Department of Psychology for a model class that will give you the opportunity to experience psychology instruction at Carolina.	Davie Hall, Room 112 *Map Location I-4*
School of Information and Library Science Did you know that students graduating from the School of Information and Library Science (SILS) with a Bachelor's degree had the highest rate of employment at UNC (85.7 percent)? SILS offers a Bachelor of Science in Information Science (BSIS), the only program of its kind in North Carolina and one of a few in the United States. If you're interested in becoming a part of one of the fastest growing fields in the nation, come visit us in Manning Hall to learn more about our program in Information Science! We will discuss program offerings, admissions, and course requirements. Q&A session will follow	Manning Hall, Room 304 *Map Location I-7*
Sociology Are you interested in a social science dedicated to the study of human social activity? Would you like to explore the concepts of human interactions and social structures? The Department of Sociology will hold office hours to answer questions about the department and opportunities that the department offers.	Hamilton Hall, Room 214 *Map Location J-7*
Other Sessions:	
Carolina Campus Recreation (Available 11:00 AM to 12:30 PM) Do you want to stay active in college? Do you need some guidance on how to accomplish your goal? Preview the advantages of Campus Recreation's wide range of facilities and programs. The program has something for everyone, including individual and team sports, outdoor adventures, and over 50 sport clubs. Tour our facility and find out how to get involved.	Ram's Head Recreation Center *Map Location M-15*
Carolina Spirit 101 Do you think you already have the spirit and passion it takes to be a true Tar Heel? Come meet members of Carolina Fever, our largest fan-based student origination, along with members of our award-winning Marching Tar Heels, and learn the Alma Mater, Fight Song, and all the cheers and traditions that are staples for any "soon-to-be" Tar Heel. Don't miss your opportunity to show off that Tar Heel pride!	George Watts Hill Alumni Center *Map Location N-13*
Making Your Way at Carolina What is there to do at Carolina? Whether you're interested is leadership, campus activities, social justice, student organizations or you just don't know yet, this session is for you. Hear from current Tar Heels about how to take advantage of all Carolina has to offer. Panelist will include representatives from the Campus Y, Carolina Leadership Development, Carolina Union Activities Board, and the Office of Student Activities and Organizations.	Student Union First Floor, Union Cabaret (enter from South Road entrance) *Map Location L-9*

Events Starting at 12:00 PM	Location
Academic Sessions:	
Air Force ROTC/ Aerospace Studies (Available 10:00 AM to 2:00 PM) Ready to refine your leadership skills? Ready to put your talents to use as a leader, following the likes of Secretaries Robert Gates and Colin Powell? Find out how Air Force ROTC or an Aerospace Studies minor can do that. Stop in to meet the ROTC instructors, learn about scholarship opportunities and discover how your major and broad experiences, including study abroad, will benefit you and your nation.	ROTC Armory, Room 118 *Map Location E-10*
Asian Studies If you're interested in being academically challenged while gaining the essential foundation for a career involving extensive work in Asia, or if you are interested in learning more about Arabic, Chinese, Hebrew, Hindi-Urdu, Japanese, Korean, Persian, and Turkish, come to the Department of Asian Studies for an open house where you'll be able to talk to current students about their passions, experiences, and career goals.	New West Hall, Room 208 *Map Location E-6*

Events Starting at 12:00 PM (continued)	Location
Academic Sessions (continued):	
Biology Are you looking for a career in Cell and Developmental Biology, Genetics and Molecular Biology, or Ecology? What about Evolutionary, Plant, or Organismal Biology and Behavior? If so, please join faculty and current students at the Department of Biology's information session. You'll have the opportunity to hear first-hand what it's like to be involved with this dynamic program.	Coker Hall, Room 201 *Map Location G-12*
Economics Does the concept of scarce resources and unlimited wants spark your curiosity? What about consumer behavior or international market economies? Meet with a faculty member from the Economics Department to answer any questions you have about the department and opportunities at Carolina.	Gardner Hall, Room 110 *Map Location G-9*
Education (Available 10:00 AM to 2:00 PM) Do you want to become an outstanding leader in education? Would you like to make a difference in a kid's life by interacting and sharing your knowledge? Admissions and recruitment staff from the School of Education will offer open advising sessions. Prospective students can learn about program offerings, admissions and course requirements, and general information for our Education majors.	Peabody Hall, Room 103 *Map Location D-8*
Slavic Languages and Literatures Are you interested in the language, current events, history, and culture of Russia and Eastern Europe? Would you like to learn more about the ethnic diversity and recent conflicts in these areas? If so, come meet with faculty and staff of the Slavic Languages and Literatures Department and learn more about the opportunities available to you.	Dey Hall, Room 426 *Map Location G-9*
Other Sessions:	
Carolina Campus Recreation (Available 11:00 AM to 12:30 PM) Do you want to stay active in college? Do you need some guidance on how to accomplish your goal? Preview the advantages of Campus Recreation's wide range of facilities and programs. The program has something for everyone, including individual and team sports, outdoor adventures, and over 50 sport clubs. Tour our facility and find out how to get involved.	Ram's Head Recreation Center *Map Location M-15*
"Getting on the Service Track at Carolina" (Available 12:00 PM to 2:00 PM) Want to go on an Alternative Spring Break experience, enroll in the Public Service Scholars program, or register for a service-learning course? Come hear about all that Carolina has to offer for students who were active in service in high school or want to get involved now. As the first public university, UNC has a long and proud history of service. Join the Carolina Center for Public Service and the APPLES Service-Learning program for an Open House and learn about a variety of ways to engage with diverse communities and social issues through service, service-learning, research, and fellowships during your time at Carolina. Snacks will be provided!	Student Union, APPLES Office, Room 3514 *Map Location K-9*
UNC Student Government (Available 12:00 PM to 2:00 PM) This is not your high school's Student Government, with 300 student positions and 3 branches. UNC Student Government has positions that cover all passions including public service, women's rights, Student Congress, and the Attorney General Staff. Come talk with members of the student government to find out where you can get involved.	Student Union, Suite 2501 (Student Government Suite) *Map Location K-9*

Events Starting at 1:00 PM	
Academic Sessions:	
Air Force ROTC/ Aerospace Studies (Available 10:00 AM to 2:00 PM) Ready to refine your leadership skills? Ready to put your talents to use as a leader, following the likes of Secretaries Robert Gates and Colin Powell? Find out how Air Force ROTC or an Aerospace Studies minor can do that. Stop in to meet the ROTC instructors, learn about scholarship opportunities and discover how your major and broad experiences, including study abroad, will benefit you and your nation.	ROTC Armory, Room 118 *Map Location E-10*
Art Department Mock Class Experience what an undergraduate photography class would be like by attending this mock class on digital photography with one of Carolina's fine art professors.	Hanes Art Center, Room 214 *Map Location C-5*

1:00 pm events continue on next page.

Events Starting at 1:00 PM (continued)

Academic Sessions (continued):

Department of African and Afro-American Studies
Would you like to learn more about the language, culture and history of Africa? Do you want to be aware of the current events taking place in Africa? If so, please join members of the African and Afro-American Studies Department for an open house and Q&A session.

Battle Hall, Main Lobby
Map Location D-3

Dramatic Arts
Do you want to know more about the creative and artistic processes of theatre, its literature, and its history? If so, please join the Department of Dramatic Art for an information session with faculty members and students from the department, followed by a tour of the Center for Dramatic Art.

Center for Dramatic Art, Kenan Theatre
Map Location P-5

Education (Available 10:00 AM to 2:00 PM)
Do you want to become an outstanding leader in education? Would you like to make a difference in a kid's life by interacting and sharing your knowledge? Admissions and recruitment staff from the School of Education will offer open advising sessions. Prospective students can learn about program offerings, admissions and course requirements, and general information for our Education majors.

Peabody Hall, Room 103
Map Location D-8

Exercise and Sport Science
Do you have an interest in human performance? Are you interested in how the body responds to the stress of exercise/physical activity—physiologically, psychologically, biomechanically? Interested in the medical field—PT, OT, PA, Medical school? Interested in the sport industry? Students interested in Exercise and Sport Science are invited to join a faculty member for a brief presentation and Q&A.

Fetzer Hall, Room 201
Map Location L-10

Geological Sciences
Are you passionate about Earth's dynamic systems? Would you like to explore Earth's processes and the ultimate consequences of nature? Please join the Department of Geological Sciences for an open house. You'll have an opportunity to speak with members of the department and learn about courses and opportunities.

Mitchell Hall, First Floor Lounge
Map Location E-12

Germanic Languages and Literatures
Did you know that English is the most widely spoken Germanic language? Would you like to learn more about Germanic languages, culture, and history? If so, come talk with faculty and staff to learn about the opportunities available to you through the Germanic Languages and Literatures Department.

Dey Hall, Room 426
Map Location G-9

Journalism and Mass Communications
Do you dream of being a media professional? Can you picture yourself as a world renowned journalist? If the media environment is your future, then please join faculty and current students at the School of Journalism and Mass Communication for an information session and facility tour. You'll have the opportunity to learn more about the unending experiences available to students in this school.

Carroll Hall, Room 033
Map Location F-8

Music (Available from 1:00 PM to 3:00 PM)
Do you wish to study music and specialize in composition, history, performance, or theory? Are you interested in jazz studies or popular music? Students of all majors are able to continue their musicianship through a variety of ensembles and performance opportunities at Carolina. Stop by the University Bands Office to meet with faculty and learn more about the opportunities available at UNC.

Hill Hall, Room 106
Map Location D-5

Other Sessions:

Fraternity and Sorority Life Student Panel
UNC has over 150 years of fraternity and sorority life, which has expanded to over 50 very diverse organizations. Comprising 17% of the undergraduate student population, the fraternity and sorority community unites under four governing councils to improve the overall intellectual and educational campus climate. Join leaders from the Greek Alliance Council (GAC), Interfraternity Council (IFC), National Pan-Hellenic Council (NPHC), and Panhellenic Council to learn what it means to be Greek at UNC!

Student Union, Multipurpose Room
Map Location K-9

"Getting on the Service Track at Carolina" (Available 12:00 PM to 2:00 PM)
Want to go on an Alternative Spring Break experience, enroll in the Public Service Scholars program, or register for a service-learning course? Come hear about all that Carolina has to offer for students who were active in service in high school or want to get involved now. As the first public university, UNC has a long and proud history of service. Join the Carolina Center for Public Service and the APPLES Service-Learning program for an Open House and learn about a variety of ways to engage with diverse communities and social issues through service, service-learning, research, and fellowships during your time at Carolina. Snacks will be provided!

Student Union, APPLES Office, Room 3514
Map Location K-9

1:00 pm events continue on next page.

Events Starting at 1:00 PM (continued)	Location
Other Sessions:	
Model Residence Hall Room in Craige Hall (Available 1:00 PM to 3:00 PM) Are you eagerly awaiting to move in to your dorm? Do you want to see first-hand what it would be like to live on campus? Join us anytime from 1pm-3pm for a tour of a residence hall room on the southern side of campus - where 55% of first year students reside.	Craige Hall *Map Location N-20*
Pre-Med, Public Health, Nursing, Dentistry and Pharmacy Panel Please join the Carolina Pre-Med Program, Gillings School of Global Public Health, School of Nursing, Dental Hygiene within the School of Dentistry, and the Eshelman School of Pharmacy for a group panel Q&A and discussion about their departments.	George Watts Hill Alumni Center *Map Location N-13*
UNC Student Government (Available 12:00 PM to 2:00 PM) This is not your high school's Student Government, with 300 student positions and 3 branches. UNC Student Government has positions that cover all passions including public service, women's rights, Student Congress, and the Attorney General Staff. Come talk with members of the student government to find out where you can get involved.	Student Union, Suite 2501 (Student Government Suite) *Map Location K-9*
UNC Student Panel for Admitted Students Several current UNC students will be available to answer questions about academics, campus life, residence halls, getting involved in student activities and of course, how to get basketball tickets! This panel is for students only please.	Student Union, Room 2518 A-B *Map Location K-9*
UNC Student Panel for Parents Several current UNC students will be available to answer questions about academics, student life, residence halls and other questions you may have about Carolina. This session is for parents only please.	Student Union, Room 3413 *Map Location K-9*
University Career Services Not sure about a major? Have concerns about your child's ability to find a job? Does Carolina help with internships? Participants in this panel will hear about the opportunities available to Carolina students. Q&A session will follow.	Hanes Hall, Room 239B *Map Location G-8*

Events Starting at 2:00 PM	Location
Academic Sessions:	
Air Force ROTC/ Aerospace Studies Ready to refine your leadership skills? Ready to put your talents to use as a leader; following the likes of Secretaries Robert Gates and Colin Powell? Find out how Air Force ROTC or an Aerospace Studies minor can do that. The Air Force ROTC Cadre & students will hold a question & answer session on scholarship opportunities and your major and broad experiences, to include study abroad, will benefit you and your nation.	ROTC Armory, Room 118 *Map Location E-10*
Classics Do you have a passion for archaeology? How about the ancient worlds of Greece and Rome? Would you like to learn more about how those cultures helped shape modern society? Come talk with faculty and staff about the small classes and renowned professors of the Classics Department at Carolina.	Murphey Hall, Room 215 *Map Location I-8*
Kenan-Flagler Business School The Business School will host tours led by undergraduate students majoring in Business Administration. Staff will be on hand, as well, and are happy to answer questions you may have about the exciting opportunities at the B-School. **A member of the UNC admissions staff will meet you in front of the Alumni Center to provide directions and a parking pass for the Business School just before this program.**	McColl Building, 2nd Floor Tillman Lobby *Map Location M-23*
Music (Available 1:00 PM to 3:00 PM) Do you wish to study music and specialize in composition, history, performance, or theory? Are you interested in jazz studies or popular music? Students of all majors are able to continue their musicianship through a variety of ensembles and performance opportunities at Carolina. Stop by the University Bands Office to meet with faculty and learn more about the opportunities available at UNC.	Hill Hall, Room 106 *Map Location D-5*

2:00 pm events continue on next page.

Events Starting at 2:00 PM (continued)	Location
Other Sessions:	
Campus Tour Did you see an interesting building during the day? Is there any other place you would like to further explore before your day concludes at Carolina? Do you have any other questions about Carolina's campus? Please join current UNC students for a student-led tour of campus.	George Watts Hill Alumni Center *Map Location N-13*
Granville Towers A Granville Towers staff member looks forward to giving you a tour of their residence hall facility located on Franklin Street. A shuttle will pick you up in front of the Alumni Center on Stadium Drive (next to the Kenan Football Stadium), and it will bring you back to the Center at the conclusion of the session.	George Watts Hill Alumni Center *Map Location N-13*
Model Residence Hall Room in Craige Hall (Available 1:00 PM to 3:00 PM) See first-hand what it would be like to live on campus. Join us anytime from 1pm to 3pm for a tour of a residence hall room on the southern side of campus - where 55% of first year students reside.	Craige Hall *Map Location N-20*

Things to Do While in Chapel Hill	Location
Ackland Art Museum (Open 10:00 AM to 5:00 PM) The Ackland Art Museum is an academic unit of The University of North Carolina at Chapel Hill and serves broad local, state, and national constituencies. The Museum's collection consists of more than 15,000 works of art, featuring North Carolina's premier collections of Asian art and works of art on paper (drawings, prints, and photographs), plus significant collections of European masterworks, twentieth-century and contemporary art, African art, and North Carolina pottery.	101 South Columbia Street, Near the Franklin Street Intersection in Downtown Chapel Hill *Map Location B-5*
Carolina Basketball Museum (Open 10:00 AM to 4:00 PM) The Carolina Basketball Museum features artifacts, videos, photos, statistical and historical panels that highlight the history of the Carolina Basketball program.	450 Skipper Bowles Drive, Next to the Dean E. Smith Center *Map Location R-24*
The Coker Arboretum (Open Dawn to Dusk) Visit the Coker Arboretum. Though the land is limited to 5.5 acres, the Arboretum is home to over 500 species of flora.	Intersection of Cameron and Raleigh Street *Map Location J-4*
Kenan Football Center and Hall of Honor (Open 8:00 AM to 5:00 PM) The Hall of Honor and the Football Center contains a vast array of Tar Heel football memorabilia. You can also go to the Heavner Theater, which allows fans to watch seven different Carolina football videos in an advanced audiovisual setting.	283 Stadium Drive *Map Location K-13*
Morehead Planetarium and Science Center (Open 10:00 AM to 3:30 PM) The Morehead Planetarium and Science Center, one of the largest planetariums in the United States, includes a 68-foot domed Star Theater and Zeiss Model VI Star Projector, scientific exhibits, 24-inch Cassegrain reflecting telescope and observation decks. And be sure to out the visitors' center, art galleries, rose gardens and the massive sundial.	250 East Franklin Street *Map Location H-3*
Wilson Library (Open 9:00 AM to 5:00 PM) The Louis Round Wilson Library, located on Polk Place, is the home of the University Library Special Collections at the University of North Carolina at Chapel Hill. The Manuscripts Department and the North Carolina Collection provide rich primary resources, southern material, and North Caroliniana, in a variety of formats.	Polk Place, across from the Bell Tower *Map Location F-12*

EXPLORE CAROLINA

The University of North Carolina at Chapel Hill

8:00 AM: Registration and Welcome Session, *George Watts Hill Alumni Center*

10:00 AM: _____ **Location:** _____

11:00 AM: _____ **Location:** _____

12:00 PM: _____ **Location:** _____

1:00 PM: _____ **Location:** _____

2:00 PM: _____ **Location:** _____

Notes:

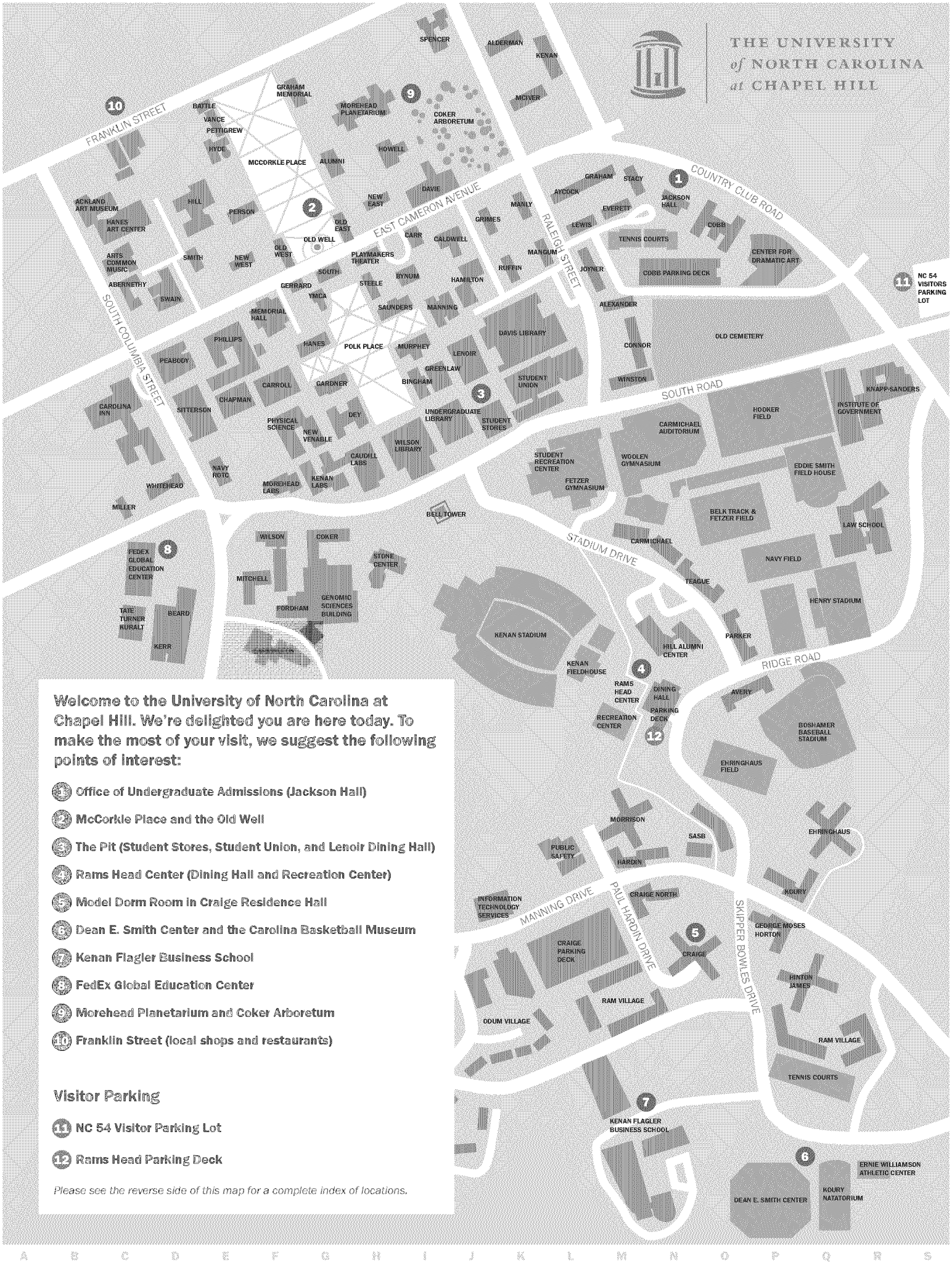

Welcome to the University of North Carolina at Chapel Hill. We're delighted you are here today. To make the most of your visit, we suggest the following points of interest:

1. Office of Undergraduate Admissions (Jackson Hall)
2. McCorkle Place and the Old Well
3. The Pit (Student Stores, Student Union, and Lenoir Dining Hall)
4. Rams Head Center (Dining Hall and Recreation Center)
5. Model Dorm Room in Craige Residence Hall
6. Dean E. Smith Center and the Carolina Basketball Museum
7. Kenan Flagler Business School
8. FedEx Global Education Center
9. Morehead Planetarium and Coker Arboretum
10. Franklin Street (local shops and restaurants)

Visitor Parking

11. NC 54 Visitor Parking Lot
12. Rams Head Parking Deck

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Want to learn more about Carolina?

Visit

www.admissions.unc.edu

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From: Kutchma, Beth-Ann <bkutchma@email.unc.edu>
Sent: Wednesday, February 23, 2011 2:06 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Mutima, Sinamenye A <smutima@email.unc.edu>
Cc: Bankoski, Leann Elizabeth <bankoski@unc.edu>
Subject: Kiswahili translation for Carolina for Kibera website?

Dear Julius and Alphonse,

I came across this interesting technology today that allows website translation to be crowd sourced:

http://www.smartling.com/how_it_works

This year marks Carolina for Kibera's 10th Anniversary and we are excited to launch a new website, as well as the release of Rye Baroctt's memoir and a CFK documentary film. It seems a most opportune time to have our website information available in Kiswahili.

Can we meet to talk about how might do this? I'm wondering if we can utilize a small, advanced independent study course in the Fall (FLAS fellows perhaps?) or perhaps there's a group of graduate students who might want to tackle this project as an end of year initiative?

I would love to hear your thoughts and ideas on how we can work together to make this happen? Perhaps we can set up a time to meet?

Asante sana,

~Beth-Ann Kutchma

PS: Two websites for the film and book to check out:

http://www.ithappenedonthewaytowar.com

http://www.chasingthemadlion.com

From: International Crisis Group <notification@crisisgroup.org>
Sent: Thursday, February 24, 2011 6:49 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Nigeria's Elections: Reversing the Degeneration?

INTERNATIONAL CRISIS GROUP - NEW BRIEFING

Nigeria's Elections: Reversing the Degeneration?

Abuja/Dakar/Brussels, 24 February 2011: Despite some encouraging preparations, huge challenges remain in the short weeks before the April general elections at which Nigeria's international reputation and faith in its own democracy are at stake.

Nigeria's Elections: Reversing the Degeneration?, the latest policy briefing from the International Crisis Group, examines the build-up to a month that will see the president, state governors and the federal legislature chosen in a series of polls that, if credible and peaceful, could finally reverse the degeneration of the franchise since the country returned to civilian rule in 1999. However, many politicians still seem determined to bribe, rig or bully their way to office.

"The polls could mark a turning point for Nigeria", says Kunle Amuwo, Crisis Group's Senior Analyst. "But a repeat of the 2007 sham elections would increase the country's vulnerability to conflict, further alienate citizens from the political elite and reinforce violent groups' narratives of bad governance and exclusion. Flawed polls may ignite already straining fault lines, as losers protest results".

President Goodluck Jonathan, who came to office when his predecessor died last year and seeks a new term in his own right, has made repeated commitments to respect the rules. The government chose an esteemed academic and civil society activist, Professor Attahiru Jega, to preside over the Independent National Election Commission (INEC) and seems inclined to respect its autonomy, including by providing funds on time. The recent voter registration was far from perfect but appears to have increased confidence in the electoral authorities' ability to protect the integrity of the polls.

An uphill battle remains, however, as high-stakes contests for the spoils of office spark fierce winner-takes-all political battles. Politicians and their sponsors habitually exploit violent groups and social divides to win elections, and many Nigerians perceive the recent upsurge in violence as linked to the general elections. Security forces have previously done little to prevent rigging or violence and have frequently been bought by politicians. Lower-level courts are often corrupt, impunity is pervasive, and the rule of law weak. No one has been convicted of an electoral offence since independence.

Elections, therefore, traditionally offer Nigerian politicians a choice: respect the rules and risk losing to an opponent who does not; or avoid the political wilderness by rigging or violence, knowing that to do so is easy, and you are unlikely to be punished. Shifting these incentives is essential to holding better elections.

"Tackling underlying issues requires reforms of a scope not feasible by April", says Gilles Yabi, Crisis Group's West Africa Project Director. "But by bolstering safeguards, rigorous planning, ensuring better security, acting against bogus results and - at last - convicting electoral offenders, INEC and other institutions can at least make cheating a less attractive option".

To support our work in Africa and around the world, please click here.

Andrew Stroehlein (Brussels) +32 (0) 2 541 1635
Kimberly Abbott (Washington) +1 202 785 1602
To contact Crisis Group media please click here

The International Crisis Group (Crisis Group) is an independent, non-profit, non-governmental organisation covering some 60 crisis-affected countries and territories across four continents, working through field-based analysis and high-level advocacy to prevent and resolve deadly conflict.

From: Hartlyn, Jonathan <hartlyn@unc.edu>
Sent: Friday, February 25, 2011 2:17 PM
To: Chairs of the Social Sciences Departments <sschairs@listserv.unc.edu>
Cc: Clarke, Tiffany D <tiffany_clarke@unc.edu>
Subject: [sschairs] My schedule

Dear colleagues,

I will be out of town March 3 through March 15. During that time, I will continue to have access to email, but sometimes on a sporadic basis depending on my schedule. I will make every effort to respond to important messages (it would be helpful if they were so identified in the subject heading). For urgent matters, please contact Tiffany Clarke in the Dean's office, 962-1165 or via email.

Thanks, Jonathan

Jonathan Hartlyn
The University of North Carolina at Chapel Hill
Senior Associate Dean for Social Sciences and
International Programs, College of Arts and Sciences
Kenneth J. Reckford Professor of Political Science
205 South Building, CB 3100
Chapel Hill NC 27599-3100 USA
Email: hartlyn@unc.edu
Office: 919 962-1165 Fax: 919 962-2408

From:	Clarke, Tiffany D <tiffany_clarke@unc.edu> on behalf of Hartlyn, Jonathan <hartlyn@unc.edu>
Sent:	Tuesday, March 1, 2011 11:31 AM
To:	Chairs of the Social Sciences Departments <sschairs@listserv.unc.edu>
Cc:	Clarke, Tiffany D <tiffany_clarke@unc.edu>; Hartlyn, Jonathan <hartlyn@unc.edu>
Subject:	[sschairs] Scheduling appointments on Dean Hartlyn's calendar

This message is being sent to all chairs of Social Science Departments and Curricula in the College, with an information copy to administrative managers.

Dear Colleagues:

I want to let you know about a change in the process and staff involved in scheduling appointments on my calendar. This change should prove relatively minor from your perspective, but since you likely will notice it, I want to make you aware of it in advance.

My assistant, Tiff Clarke, has been asked to assume some additional responsibilities in the Dean's Office going forward. Tiff will continue to be primary manager of my calendar and your primary contact for making appointments with me, so please continue to direct all your calendar inquiries and meeting requests to her. The new part of the process is that Tiff will now delegate much of my calendaring to Stephanie Stadler, whom you likely know and who has supported our office for over a year now in various administrative capacities. Stephanie is an extremely competent and detail-minded retired University employee; your meeting requests will be in good hands with her. Again, you need to do nothing differently; all meeting requests should still be sent to Tiff, who will delegate them to Stephanie as needed.

Please let Tiff or me know if you have any questions about this change.

Best,
Jonathan

Jonathan Hartlyn
The University of North Carolina at Chapel Hill
Senior Associate Dean for Social Sciences and
International Programs, College of Arts and Sciences
Kenneth J. Reckford Professor of Political Science
205 South Building, CB 3100
Chapel Hill NC 27599-3100 USA
Email: hartlyn@unc.edu
Office: 919 962-1165 Fax: 919 962-2408

From: Baum, Patty <pbaum@admissions.unc.edu>
Sent: Tuesday, March 1, 2011 3:34 PM
To: Baum, Patty <pbaum@admissions.unc.edu>
Subject: Reminder: Carolina 101 Admissions Event

Hi all,

To those of you who have already signed up for a Carolina 101 panel, thank you!

For those of you who haven't, please consider volunteering to participate in a panel on Academic Life for Carolina 101, an Admissions Office program for high-ability high school juniors. For more information about the program, please see the original email that was sent below. We still need faculty members in all of the areas on various dates. If you would like to talk more or want more information, please let me know. Again, this is a fairly low-impact program. We will find the location and provide students to sit with you on the panel. It would require about 2 hours of your time on a Saturday morning (10 am – approximately 11:45 am).

Thank you for all you have done to help us recruit the Class of 2015 through Explore Carolina and all that you will do with Carolina 101 to help us recruit the Class of 2016!

Best,

Patty Baum

Hello from the Admissions Office!

I hope this finds all of you well and that you all are having a great spring semester. Thank you to many of you who are already helping us with Explore Carolina.

I write today about another program that many of you have volunteered for over the last 5 or 6 years: Carolina 101. Carolina 101 is a Saturday event for top prospective juniors and their parents. Throughout the day, juniors and their parents attend an admissions session/welcome, a session on financial aid and scholarship opportunities, an academic panel, and eat lunch in Rams Head Dining Hall and go on a campus tour. The event is intended to give students an introduction to the university (hence its name) and our hope is that these top students will apply the upcoming fall.

We are looking for faculty volunteers who are willing to sit on and moderate a panel session. Students will attend the panel that is in their area of interest. The areas we need help with are fairly broad, as they are only juniors in high school:

Physical and Natural Science (2 faculty)
Arts and Humanities (2 faculty)
Social Science (2 faculty)

Many of you have already served on a panel like this and we would be honored if you are willing to do so again. If you've never helped before, now is a great time to start!

The dates this year are all Saturdays and the panel will be from 10:30 am – 11:45 am (faculty should arrive by 10 am):

March 26
April 2

April 16

It is a very informal panel—it would be the two faculty and two or three students who are willing to briefly introduce themselves and then answer questions that students and parents have about the areas.

We will get student volunteers and secure the locations (soon to be finalized). All we'd need from you is a couple hours of your time on a Saturday morning.

Please let me know if you can volunteer for one or more dates and let me know if you have any questions.

Best,

Patty Baum

Patty Baum
Assistant Director
University of North Carolina at Chapel Hill
Office of Undergraduate Admissions
Jackson Hall, Campus Box 2200
Chapel Hill, NC 27599-2200
phone: 919.966.6546
fax: 919.962.3045
www.admissions.unc.edu
GO HEELS!
http://www.youtube.com/watch?v=mjZ0uaNMkwk

From: azuka@africaresource.com
Sent: Tuesday, March 1, 2011 11:57 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: inquiry about academic resource
Attach: AKP-Flyer.pdf

Dear Prof. Nyang'oro,

I would like to introduce you to Africa Knowledge Project, and look at the possibility of University of North Carolina at Chapel Hill subscribing to it.

Do you have some time tomorrow or Thursday for phone conversation?

I have attached an informational material about Africa Knowledge Project.

I look forward to your response.

Azuka

> Yes, I am the current Chair. What information are you seeking?
>
> _____
> From: azuka@africaresource.com [azuka@africaresource.com]
> Sent: Monday, February 28, 2011 10:24 PM
> To: Nyang Oro, Julius E
> Subject: inquiry about academic resource
>
> Dear Prof. Nyang'oro,
>
> I am trying to determine who I should speak with about Africa Knowledge
> Project?
>
> Are you the current chair?
>
> Azuka

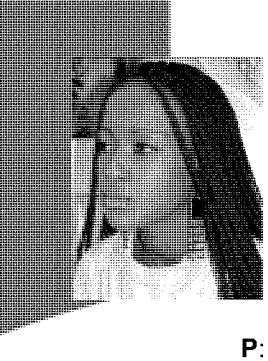

Africa Knowledge Project (AKP)

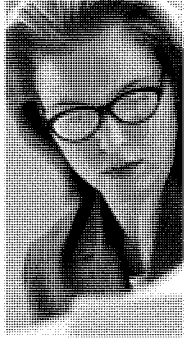

AKP promotes Critical African Studies. It disseminates Africa-Centered, Evidence-Based Knowledge on Africa and Global African Diaspora.

P: 607-821-2540 **E**: administrator@africaknowledgeproject.org **W**: www.africaknowledgeproject.org

Who are we?

Africa Resource Center, Inc, is a strategically managed company that whirlpools, produces and disseminates scholarly materials and information on Africa and its Diaspora. It brings together streams of research analysis, new theoretical orientations, cultural artistic productions, databases of images and primary documents that promote new lines of scholarship, cultural evaluations and political interpretations with substantial African content.

What is Africa Knowledge Project?

Africa Knowledge Project, known as AKP, is an initiative by Africa Resource Center, Inc., dedicated exclusively to academic research on Africa and its Diaspora. AKP focuses on critical Africa-centered, evidence-based knowledge and research from a diverse range of disciplines. While it values the tremendous contribution of Western scholarship, AKP moves away from epistemic schemes of interpretation that represent Western world-views and research interpretations as central and global, and all others as indigenous or vernacular. AKP produces and disseminates rich, critical narratives and analyses that contribute to global scholarship.

What is Critical African Studies?

"Critical African Studies" utilizes concepts and assumptions generated from African ontology and epistemology to theorize African societies and the world. It is distinguished from the standard "African Studies," that utilizes concepts and assumptions from any part of the world to study Africa.

What makes Critical African Studies important to libraries?

- A critical body of knowledge that is vital for faculty and student in advancing their scholarship
- Presents a paradigm shift on conventional knowledge on Africa and global African Diaspora
- Utilizes African concepts, assumptions, and world-sense to theorize outward and engage the world
- Introduces new ideas and bodies of thoughts that are centrifugally African-based

Why subscribe to Africa Knowledge Project?

- Access to high-quality articles in peer-reviewed e-journals and databases
- Access to critical Africa-centered and evidence-based scholarship
- Access to new research and scholarly trends
- Access to a number of growing databases on African music, language (Kiswahili), and images (forthcoming).

What is the history of AKP publisher, Africa Resource Center, Inc?

- Reputable presence as publishers of high-quality, critical African-centered and evidence-based scholarship on Africa and global African Diaspora since 1999
- Early pioneers in using the Web as a medium for publishing and distributing evidence-based scholarship
- Selected by PBS as the Best of the Web Resource on Africa
- Selected by *Vanity Fair* as the Best Educational Resource on Africa
- Favorable reviewed by BBC

What is the history of the e-journals on Africa Knowledge Project?

- Won 2002 ICCAP award for excellence in advancing the art and science of electronic publication
- Widely linked to top university and research centers around the world
- Has published the works of distinguished professors and emerging scholars around the world
- Selected by Intute in 2010 as one of the best research and educational resource on Africa
- Indexed and abstracted by EBSCO, Elsevier, Proquest, HW Wilson, and OCLC
- Featured twice on Internet Scout Report from the University of Wisconsin-Madison

- Listed in Ulrich Web and WorldCat, Open J-Gate, and previously in DOAJ

New Service to College and University Libraries

- Virtual library on critical African-centered, evidence-based knowledge on Africa and global African Diaspora
- Serving the needs of a new breed of professors, researchers, and students seeking research, evidence-based, academic materials that derive from, and reflect African perspectives
- Major publisher of the critical works of African women
- Has over 720 materials and growing

New Service to Publishers

- Provides publishers annual licensing fee to reprint any of the articles in the e-journal publications

From: McMillan, Tim <tjm1@email.unc.edu>
Sent: Wednesday, March 2, 2011 4:32 PM
To: Buell, Agatha <abuell@email.unc.edu>
Cc: Hall, Perry A <HALLPA@EMAIL.UNC.EDU>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Hildebrand, Reginald F <hildebra@email.unc.edu>
Subject: RE: Writing Criteria
Attach: writing.rubric.AFAM.doc

Hello all --

Here is my stab at a rubric to be used for evaluating student papers for our departmental assessment. Questions, concerns, and corrections are all happily accepted. Thanks to Agatha for the template.

take care

Tim

From: Buell, Agatha
Sent: Wednesday, March 02, 2011 3:20 PM
To: McMillan, Tim
Subject: Writing Criteria

Sorry for the delay in getting this to you – being out sick last week threw me off completely!

Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

Criteria	A poor Paper:	A good paper manifests these qualities:	An excellent paper *also*:
1. Problem or Issue	Does not identify a main problem or issue	Clearly identifies a main problem or issue, and summarizes it in relation to essay questions.	Examines several dimensions of the problem or issue and relationships among them.
2. Evidence	Does not provide supporting evidence or citations.	Presents supporting evidence from course materials in the form of information, ethnographic descriptions, examples, and quotes. Identifies the sources and assesses the quality of this evidence.	Provides evidence from additional readings, films, news, class discussions.
3. Concepts, assumptions, theories	Does not identify the core approaches and methods of authors and other scholars	Identifies ideas, approaches and methods that shape arguments of authors and/or the people whom they describe i.e. critical race theory, double consciousness, dependency theory, nationalism, revolution, liberation theology,, feminism, etc.	Assesses the relevance and implications of specific concepts and assumptions
4. Context	Is unclear about the contexts of the writings consulted	Locates the authors and/or the people or events that they describe in appropriate cultural, social, racial, disciplinary, political, religious and/or historical contexts.	Make connections between the context and the way people think, talk, and act.
5. Perspectives	Is not comparative or only minimally so	Compares perspectives of different people or groups described. Compares different ways of analyzing or interpreting the material.	Discusses implications of completing perspectives on issue.
6. Student's analysis or point of view	Does not demonstrate critical thinking and the student's own interpretations	Presents student's own perspective and position. Raises own questions, critiques, or doubts about the author's message and perspective.	Identifies students' assumptions, stereotypes or prejudices that were somehow challenged or shifted in the process of working with material
7. Conclusions, implications, consequences	Does not clearly connect the data presented with a coherent conclusion	Identifies and discusses conclusions and/or consequences of given perspectives or analyses on the issue at hand.	Considers information and context in identifying implications of the arguments and issues.
8. Writes Well	Demonstrates poor grammar, structure, and rhetoric. Incomplete or missing citations	Shows correct grammar, and correct punctuation. Quotes, ideas and paraphrases are properly attributed to original sources and references listed at end of essay.	Demonstrates good organization, no gratuitous repetition, strong and compelling prose.

From: International Crisis Group <notification@crisisgroup.org>
Sent: Thursday, March 3, 2011 8:17 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Côte d'Ivoire: Is War the Only Option?

INTERNATIONAL CRISIS GROUP - NEW REPORT

Côte d'Ivoire: Is War the Only Option?

Pour lire ce communiqué de presse en français cliquez ici

Dakar/Brussels, 3 March 2011: Côte d'Ivoire is on the verge of a new civil war. This tragedy can only be avoided if Africans and the wider international community stand firm behind the democratically elected president, Alassane Ouattara, and he launches an initiative for reconciliation and a transitional government of national unity.

Côte d'Ivoire: Is War the Only Option?,the latest International Crisis Group report, examines the escalation of political violence and armed confrontations since Laurent Gbagbo refused to accept defeat in the November presidential election and has sought to retain office by manipulating institutions and violence. The report says war is imminent, with Gbagbo's army and militias already beginning to clash with the former insurgent Forces Nouvelles in Abidjan and the west of the country, close to the border with Liberia.

The requirements to avoid a disastrous new conflict include Gbagbo stepping down; Ouattara offering to negotiate, with civil society help, an agreement for unity, national reconciliation and an interim transitional government with him at its head (but without the irreconcilable former president); the UN peace-keeping mission standing firm to carry out its civilian protection mandate; and the international community unequivocally supporting any decisions of the Economic Community of West African States (ECOWAS), including deployment of a military mission.

“The Gbagbo regime is a serious threat to peace, security and stability in the whole West African region”, says Rinaldo Depagne, Crisis Group's West Africa Senior Analyst. “Any proposal to end the crisis that endorses or extends the Gbagbo presidency would only prolong the chaos and increase the risks”.

The election was part of a peace process that began after the September 2002 rebellion and was endorsed by several accords, the latest the 2007 Ouagadougou Political Agreement that all candidates, including Gbagbo, accepted and that set out compromises on organisation and security for the balloting. Ouattara won the run-off with a margin of more than 350,000 votes over Gbagbo.

The UN certified that result, but Gbagbo used the country's highest court to throw out votes arbitrarily so he could stage a constitutional coup. Since then, he has relied on violence and ultra-nationalist rhetoric to cling to power. Over 300 people have been killed, dozens raped and many more abducted and disappeared by security forces. ECOWAS and the African Union (AU) have recognised Ouattara as president-elect and asked Gbagbo to step down, but he is apparently prepared to resist to the end, even if it means throwing Côte d'Ivoire into anarchy, war and economic disaster with terrible consequences for the entire region.

The international community has an important role to play in assuring a peaceful outcome. The UN Security Counsel must support the UN Operation in Côte d'Ivoire (UNOCI) and encourage it to use all necessary means to accomplish its mandate. A new list of Ivorians subject to targeted sanctions should be developed, and the illegitimate Gbagbo regime's sources of finance should be examined. African states in particular need to show unity, and in particular South Africa should support ECOWAS efforts to remove Gbagbo and install Ouattara

rather than pursue dangerously mistaken power sharing notions.

"The most likely scenario is an armed conflict involving massive violence against civilians that could provoke unilateral military intervention by neighbours", says Crisis Group West Africa Project Director Gilles Yabi. "To prevent this, ECOWAS must reclaim responsibility for political and military management of the crisis, with the unequivocal support of the AU and the UN".

To support our work in Africa and around the world, please click here.
Read the full Crisis Group report on our website: http://www.crisisgroup.org
Andrew Stroehlein (Brussels) +32 (0) 2 541 16 35
Kimberly Abbott (Washington) +1 202 785 1602
To contact Crisis Group media please click here

The International Crisis Group (Crisis Group) is an independent, non-profit, non-governmental organisation covering some 60 crisis-affected countries and territories across four continents, working through field-based analysis and high-level advocacy to prevent and resolve deadly conflict.

California State University, Sacramento, USA

THE CENTER FOR AFRICAN PEACE & CONFLICT RESOLUTION
and
THE PAN AFRICAN STUDIES PROGRAM

The 14th Annual
Africa/Diaspora Conference

Theme: CRITICAL & CONTEMPORARY ISSUES IN/ON AFRICA DEVELOPMENT

April 28- 30, 2005

Topic: United States and France's Relationship towards West African Francophone Countries (Senegal): Foreign Policy, Cooperation and Conflicts.

« Les Etats n'ont pas d'ami, ils n'ont que des interets"

States have no friends, they only have interests

General de Gaulle

By: Alassane Fall

Title: Lecturer,

Outreach Coordinator KASC

Department:
African & African American studies
University of Kansas,1440 Jayhawk Blvd # 09
Lawrence, KS 66045

Tel.785-864-3054, fax 785-864-5330
Email alassane@ku.edu- http://people.ku.edu/~alassane/

France is the first partner of Senegal, politically and economically. However the U.S sees Senegal as a great ally in the African continent. Senegal is a politically stable, democratic, competitive, moderate and Muslim country committed to fighting terrorism. The U.S. sees Senegal as a stable country in unstable region and a model of religious and ethnic tolerance in contrast to countries such as Liberia, Rwanda, Cote D' Ivoire and even Iraq. Senegal plays a key role in conflict resolution not only in Africa but also across the world. Through NEPAD (New Partnership for Africa's Development) Senegal advocates for the private sector and trade that the U.S appreciates. Thus the U.S interests are to reinforce Senegal's stability and to use it as a tool if needed. The U.S sees Senegal as a future good ally in a time where France is having more and more trouble controlling its colonial empire. Senegal is one of the biggest political allies in Africa that one could have, due to its influence not only upon other African countries but also upon the Group of 77. This group was established in 1964 by 77 developing countries. The G77 has increased to 135 members. Its diplomacy is stronger than its economic weight. The U.S. spent fourteen billion dollars in foreign aid and more than four hundred billion on security and weaponry in 2003. Most of this aid goes to Afghanistan, Iraq, Israel, and so on. Only two billion go to Africa. No more than two hundred million go to African development. The rest is for disaster relief and technical assistance (Somalia, Liberia, Angola, Rwanda...). The U.S. is becoming less and less connected with the rest of the world. France, also, is having more and more problems keeping its former African colonies. Since 2000 Senegal's diplomacy is becoming more and more independent toward the West.

Introduction:

In this paper, an attempt has been made to present a comprehensive and comparative analysis of the interactions among the United States of America, France and Sub-Saharan Francophone countries (Senegal). This paper presents a general view of the influence and interests of France and the Unites States in Africa. Senegal's foreign policies are shifting from France to the United States for economic reasons. Senegal is afraid that France's economic help will decrease. Several factors might be the cause of the current situation: lack of means for France to maintain its influence, the end of France's acquired advantages, openness and reinforcement of Senegalese diplomacy, the creation of the European Union, the new age of globalization, the change of leadership in Senegal, and the important role played by international financial institutions in Senegal, such as the World Bank and the IMF.

This paper is in the context of Senegal, France and the United States' current relationship under the leadership of President Abdoulaye Wade of Senegal, Jacques Chirac of France and George W. Bush of the United States of America. This paper examines small states' relationships with great powers. As a case study, I explore Senegal's relationship with France and the United States of America. For the first three decades after independence in August 1960, Senegal was heavily influenced by France; now it appears to be shifting to the Unites States. Why has Senegal shifted from being aligned with France to being aligned with the United States? How and in what way is it shifting? Where it will go? What are the French and American positions toward Senegal today? These are crucial questions among others that I attempt to answer in the paper that follows. It also seems important to give a brief description of Senegal and African economy in the sense that the American public is not familiar with it. In contrast, France and the U.S are well known across the world. Senegal is a particular country in Africa in terms of stability politically and socially.

In addition, however, a number of specific questions needed to be asked in order to proceed efficiently in this paper. Has the Senegalese government been shifting from French influence to

become more pro-American? Why is France losing influence in its "*other land,*" a phrase commonly used to refer to Senegal? Is Senegal only now completing its independence of 1960 from France through President Wade? Could Senegal totally renounce cooperation with France? Why does the U.S. give more and more importance to the African Continent today? What kind of room to maneuver do these three powerful countries play in diplomatic matters between them? -What role do the current leaders play in this new situation? How does their personal relationship influence their foreign policy? What is the extent of the shift in Senegalese diplomacy? How important is a leadership change in conducting foreign policy? A number of concepts such as foreign policy, leadership, great power, small power, North South Concept, foreign policy, neocolonialism, influence, and dependency, need to be defined.

Lately, U.S. global foreign policy has been characterized by two principles. First, there is the matter of its arrogance and loss of credibility. The U.S is not connected with the rest of the world, and this disconnection is increasing day by day. United States foreign policy is in trouble and needs more support. Almost the entire international community, including France, China, Russia, Germany, Japan, South Africa, Arab countries, and so on, criticizes U.S. attitudes concerning international issues, as well as the ways the U.S deals with those issues. While the U.S. has trouble convincing other powerful countries such as Germany, Russia, China, Japan, and so on, these countries agree in many ways with French vision on international matters, particularly with the Iraq crisis. France and the U.S. constantly criticize each other on this issue. The Iraq crisis has increased their differences in many ways. The U.S. turns towards Africa to find more support. For its part, France also is having problems dealing with its former colonies including Senegal. Senegal has historic links with both the United States and France. Today, the relationship between Senegal and its partners is changing. This is an unquestionable fact that we will now explore.

Chapter I: France-Senegal Relationship

Senegal is tied by history with both France and the U.S. Senegal was the economic bridge between Europe and America into Sub-Saharan Africa. It can easily be shown that Senegal was the main entrance to West Africa for European traders and colonizers. France and the United States have always had conflicting relations in Senegal since the colonial period. From 1845 to 1990 France adopted policies not only in Senegal but also in the other French Colonies in West Africa to block American infiltration. France adopted drastic measures such as surveillance and denial to contain American missionaries' infiltration in Senegal. Indeed France political authorities and French missionary authorities together fought American influence not only in Senegal but also in French colonies in West Africa such as present Cote D'Ivoire, Burkina Faso, and Benin. Until 1920 French authorities refused to admit American missionaries into Senegal. French authorities funded Catholic schools to fight American missionaries in 1921. In 1923, the U.S did not hesitate to intervene when France attempted to end the use of the English language in Cameroon[1]. When France showed respect to international treaties the doors were opened to American missionaries. France placed Americans under strong surveillance in order to be able to control their activities. Even the Governor General of the French Colonies in West Africa in Senegal recommended substituting French Protestants for American Protestants in the 1940's. He also ordered a tough surveillance of Ghana and Liberia's (Anglophone countries) borders to contain American influence. This was a beginning of a French anti-Americanism in Senegal.[2]

Senegal was colonized and exploited economically by France. To me, France has specialized Senegal's in the production of agriculture on peanuts, cotton and millets mostly. Resources such as gold, historic objects and diamonds were taken to France during colonialism. Even after independence, France keeps exploiting Senegal. France buys raw materials in Senegal very cheap and sells them back for a higher price, sometimes for four times more than France had bought the product from Senegal. This phenomenon heavily contributed to the deficit of Senegal's balance of payment

[1] Chester, Edward W., Clash of Titans: Africa and U.S. foreign policy, Orbis Books, NY, 1974
[2]West African research Association News Letter, Fall 2003

From: DeHainaut, Jessie <jadst94@email.unc.edu>
Sent: Thursday, March 3, 2011 12:54 PM
To: Departmental.Honors.Advisors@email.unc.edu
Subject: [depthonorsadvisors] Degree with Honors for May 2011
Attach: DWH May 2011 Reporting Form.docx

MEMORANDUM

TO: Departmental Honors Advisors and Contacts
FROM: Jessie DeHainaut, Honors Carolina
DATE: Thursday, March 03, 2011

It's that time of year again! Please read the memo carefully and inform any others who may need to know this information. If you no longer have responsibility for departmental honors, please let me know.

Please submit on the attached form the list of students in your department who will complete honors projects and who will graduate in May 2011 with Honors or Highest Honors.
You may either **fax** the reporting form to 962-1548 or **scan** the form and **email** it to me at jad@unc.edu.

DEGREE WITH HONORS / HIGHEST HONORS – MAY 2011:
Departments Submit Candidate List to Honors Carolina By: Monday, April 11, 2011
* If a Degree with Honors candidate is not reported by the reporting deadline **(4/11/11)**, their distinction will not be included in the commencement brochure.
* If a Degree with Honors candidate is not reported by the last day of classes **(4/27/11)**, their distinction will not be included in the commencement brochure, on their transcript, or on their diploma.

For each student, please make sure you include the following information on the form:
- PID Number
- Full Name
- Information about the TWO honors thesis courses completed
- Whether they earned: Honors or Highest Honors
* Additionally, please verify that each student has maintained a **3.200** or higher cumulative GPA for the duration of their work on the honors thesis.

HONOR CORDS:
Will be available for pick up by departmental representatives only beginning on: **Tuesday, April 19, 2011**
* No cord will be issued if a student was not officially reported.
* Cords will be picked up in Graham Memorial, suite 225 from 9:00 am – 4:00 pm

ADDITIONAL NOTES:
* If students have temporary grades recorded for either of their honors thesis courses, grade change forms must be completed to the Records Office, Suite 3100, SASB North; CB# 2100.
If the temporary grade is not removed, a student cannot graduate with Honors in May.

* As Department Honors Advisor, you are responsible for collecting all essays and submitting them to the N.C. Collection in Wilson Library shortly after each May commencement.
August and December essays should be held and submitted together with the May essays. Honors Carolina does not maintain copies of theses at this time.
The theses are bound into volumes and housed in the NC Collection permanently.

* Students are no longer required to register their honors thesis online. Use of the online Honors Thesis Archive has been suspended while Honors Carolina investigates options for collecting and archiving digital copies of students' senior honors theses.

*** Finally, while technology is great; we all know it can occasionally be unreliable. Please consider calling or emailing me to confirm that I received your submission.**

Should you have additional questions, please review more detailed guidelines on our website at **http://honors.unc.edu/index.php/hnrs-enrolled/research.html?start=2** or, as always, call me at 966-5110.

Thank you!
Jessie

Jessie DeHainaut, Program Assistant, Honors Carolina
225 Graham Memorial
The University of North Carolina at Chapel Hill
Campus Box 3510 | Chapel Hill, NC 27599-3510 | T 919.966.5110 | F 919.962.1548
Visit us on the Web: honorscarolina.unc.edu

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Honors Carolina at UNC at Chapel Hill
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Submit form to: **Jessie DeHainaut, Honors Carolina**
Fax: 962-1548 or email scanned form to: jad@unc.edu

Reporting Deadline: **Monday, April 11, 2011**

I certify that the following students have met the requirements of the Department and Honors Carolina for graduating with Honors or Highest Honors. Their projects have been completed and the evaluation committee has determined each student is eligible to graduate in May 2011 as noted below.

PID Number	LAST NAME, First Name, Middle Name	Insert Thesis Course No. & Section No. for Semester 1	Insert Thesis Course No. & Section No. for Semester 2	Earned Honors **(H)** or Highest Honors **(HH)?**

Department:

Printed Name:

Signature:

Date:

From: DeHainaut, Jessie <jadst94@email.unc.edu>
Sent: Thursday, March 3, 2011 3:23 PM
To: Departmental.Honors.Advisors@email.unc.edu
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Thank you!
Jessie

Jessie DeHainaut, Program Assistant, Honors Carolina
225 Graham Memorial
The University of North Carolina at Chapel Hill
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Department:

Printed Name:

Signature:

Date:

From: Clemmons, Jason <jclem@email.unc.edu>
Sent: Thursday, March 3, 2011 3:33 PM
To: Departmental.Honors.Advisors@email.unc.edu
Subject: [depthonorsadvisors] Degree with Honors for May 2011
Attach: DWH May 2011 Reporting Form.docx

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Jessie

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Honors Carolina at UNC at Chapel Hill
Reporting Form for Degree with Honors Confirmations – MAY 2011

Submit form to: **Jessie DeHainaut, Honors Carolina**
Fax: 962-1548 or email scanned form to: jad@unc.edu

Reporting Deadline: **Monday, April 11, 2011**

I certify that the following students have met the requirements of the Department and Honors Carolina for graduating with Honors or Highest Honors. Their projects have been completed and the evaluation committee has determined each student is eligible to graduate in May 2011 as noted below.

PID Number	LAST NAME, First Name, Middle Name	Insert Thesis Course No. & Section No. for Semester 1	Insert Thesis Course No. & Section No. for Semester 2	Earned Honors **(H)** or Highest Honors **(HH)?**

Department:

Printed Name:

Signature:

Date:

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Thursday, March 3, 2011 3:34 PM
To: Lambert, Michael C <mlambert@email.unc.edu>
Cc: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RSA

Hi Mike,
Your Research and Study Assignment for Spring 2012 has been approved.
Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Thursday, March 3, 2011 3:35 PM
To: Hildebrand, Reginald F <hildebra@email.unc.edu>
Cc: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RSA

Hi Reg,
Your Research and Study Assignment request for Fall 2011 has been approved.
Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Thursday, March 3, 2011 3:36 PM
To: Regester, Charlene B <regester@email.unc.edu>
Cc: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RSA

Hi Charlene,
Your Research and Study Assignment request for Spring 2012 has been approved.
Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Hildebrand, Reginald F <hildebra@email.unc.edu>
Sent: Thursday, March 3, 2011 5:22 PM
To: Buell, Agatha <abuell@email.unc.edu>
Cc: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; McMillan, Tim <tjm1@email.unc.edu>
Subject: RE: RSA

This is great news, except that my request was for Spring 2012. That's how I've been planning and that would work much better for me. Is that possible? -Reg

---

From: Buell, Agatha
Sent: Thursday, March 03, 2011 3:35 PM
To: Hildebrand, Reginald F
Cc: Nyang Oro, Julius E
Subject: RSA

Hi Reg,
Your Research and Study Assignment request for Fall 2011 has been approved.
Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: McMillan, Tim <tjm1@email.unc.edu>
Sent: Thursday, March 3, 2011 5:53 PM
To: Buell, Agatha <abuell@email.unc.edu>
Cc: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: RSA

That was my understanding too -- Charlene in the Fall and Reg in the Spring? (And Lambert in the Spring too.)

From: Hildebrand, Reginald F
Sent: Thursday, March 03, 2011 5:22 PM
To: Buell, Agatha
Cc: Nyang Oro, Julius E; McMillan, Tim
Subject: RE: RSA

This is great news, except that my request was for Spring 2012. That's how I've been planning and that would work much better for me. Is that possible? -Reg

---

From: Buell, Agatha
Sent: Thursday, March 03, 2011 3:35 PM
To: Hildebrand, Reginald F
Cc: Nyang Oro, Julius E
Subject: RSA

Hi Reg,
Your Research and Study Assignment request for Fall 2011 has been approved.
Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Friday, March 4, 2011 9:11 AM
To: Hildebrand, Reginald F <hildebra@email.unc.edu>
Cc: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; McMillan, Tim <tjm1@email.unc.edu>
Subject: RE: RSA

Let me double check my records this afternoon and get back to you.
Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
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From: Hildebrand, Reginald F
Sent: Thursday, March 03, 2011 5:22 PM
To: Buell, Agatha
Cc: Nyang Oro, Julius E; McMillan, Tim
Subject: RE: RSA

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---

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Sent: Thursday, March 03, 2011 3:35 PM
To: Hildebrand, Reginald F
Cc: Nyang Oro, Julius E
Subject: RSA

Hi Reg,
Your Research and Study Assignment request for Fall 2011 has been approved.
Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Hall, Ishna <ishna.hall@unc.edu>
Sent: Friday, March 4, 2011 1:20 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Innovation Campaign
Attach: Innovate_at_Carolina_Case_Statement.pdf

Hi Julius,

Hope all is well. As you know Holden and others have worked to create an Innovation Road Map for the University that includes a case statement for innovation for $125M. The College is working on a case statement for Innovation which will align with these same goals. Does the department have funding needs or priorities that might fall within this campaign?

Please let me know your thoughts by Friday, March 11. If you have questions please call or email me.

Thanks!

Ishna

Ishna J. Hall
Associate Director of Capital Gifts
The Arts and Sciences Foundation
The University of North Carolina at Chapel Hill
134 East Franklin Street
Chapel Hill, NC 27514
(919) 843-4885 (office)
(919) 962-2531 (fax)

INNOVATE @ CAROLINA

IMPORTANT IDEAS FOR A BETTER WORLD

A Case for Support

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

WE HAVE SO MUCH WORK AHEAD OF US. OUR TO-DO LIST IS NOTHING LESS THAN THE GREATEST PROBLEMS OF OUR TIME: CURE DISEASES, AND GET THOSE CURES TO ALL THE PEOPLE WHO NEED THEM. FIND AND INVENT CLEAN ENERGY. INSPIRE STUDENTS IN OUR PUBLIC SCHOOLS. FEED SEVEN BILLION PEOPLE. DESCRIBE THE WORLD, AND REPLACE CONFLICT WITH UNDERSTANDING.

Holden Thorp, Chancellor of the
University of North Carolina at Chapel Hill

A Time for Bold Action

On Oct. 12, 2010, Chancellor Thorp will launch the University of North Carolina at Chapel Hill's Innovate@Carolina Campaign. The campaign will aim to raise $125 million to make Carolina a world leader in launching university-born ideas for the good of society.

Why Oct. 12? Because that date, in 1793, marked the birth of public higher education in America. The laying of Old East's cornerstone proclaimed to the nation that Carolina refused to follow the path of cloistered elitism, sequestered in the Ivory Tower. Rather, with one bold stroke, Carolina led a young country to a future filled with highly educated citizens of all creeds and backgrounds, giving generations access to America's promise of life, liberty, and the pursuit of happiness.

It is time to be bold again. Even bolder. We must do more than lead in American public higher education. We must extend our impact to the region, state, nation, and the world.

The Challenge

The world needs help. Read any front page, watch any newscast, check any RSS feed. From oil spills to flu pandemics to suicide bombers, every day seems to bring another horror.

And yet there are great institutions that can help. And Carolina is one of them. The Innovate@Carolina Campaign will set in motion our response.

As the nation's first public university, Carolina has always epitomized public service. Further, because of our commitment to liberal arts, strong technical areas, and professional schools, our faculty and students see the world broadly and think critically. They are wired to innovate.

Carolina is both compelled and poised to accelerate and apply its innovative and entrepreneurial mindset to help solve the world's most recalcitrant problems.

Our strength comes from fostering creativity and discovery in the classroom, the lab, and the studio, as well as in communities beyond our campus. Our liberal arts tradition, combined with excellence in scientific research and professional programs, equips our faculty and students to assess the current state of knowledge in a discipline, augment that knowledge through rigorous new research, and share the product of this new knowledge in innovative ways. In short, a culture of innovation.

Although humanity faces great challenges, we have great human capital to respond. Among our 3,500 faculty, we can claim a Nobel Prize winner and members of the national academies in the sciences and medicine as well as the arts and humanities. Our student population boasts many of the nation's best and brightest high school graduates and graduate students. And these students can pursue more than 100 fields of study and earn bachelor's, master's, and doctoral degrees, along with professional degrees in fields including dentistry, medicine, pharmacy, business, journalism, and law.

Carolina is physically located at the nexus of innovation and entrepreneurship. Just miles from two other world-class research universities, Duke University and NC State, UNC-Chapel Hill has forged extensive partnerships with these institutions. The Research Triangle Park (RTP) stands just 10 miles from the Carolina campus as a testament to the power of entrepreneurial thinking. Founded in 1959, RTP is one of the largest research parks in the nation where a concentration of corporate research-and-development facilities and a highly educated workforce have fueled a thriving entrepreneurial economy.

And so our stage is set with tremendous potential. We have the will to turn that potential into even greater achievement. We must now align our values, resources, and processes to drive our culture of innovation. The Innovate@Carolina Campaign will give us the way.

The Way Forward

In early 2010, Chancellor Thorp assembled groups of faculty, staff, students, alumni, parents, and friends of the University — many with extensive experience leading innovation in science, business, medicine, nonprofits, and academia. Their charge: Develop a strategic plan to enable Carolina to increase the volume and accelerate the pace at which important ideas created here are applied for a better world.

> We will build a culture of innovation that permeates every corner of campus.

The resulting roadmap scales far beyond the conventional notions of how a university can do good outside its borders. We envision much more than promoting a single professor's eco-friendly business concept or getting research findings published in academic journals. Such efforts are important, but the scope of the Innovate@Carolina Campaign will be nothing less than transformative: We will build a culture of innovation that permeates every corner of campus, from the chemist in Caudill Labs to the poet in Greenlaw Hall. We will redouble our efforts to leverage scientific and medical research for society's good, and we will advance work in the humanities that leads to greater understanding of the challenges the world faces.

What's more, to effectively address these complex challenges, this culture will be collaborative, with the chemist's science and the poet's verse informing each other.

The key to our roadmap's success is simple: We must raise $125 million to make it a reality. And we aim to do so by June 30, 2013. The world's problems won't wait.

CAMPAIGN GOALS

The Innovation Circle identified these major funding goals for the Innovate@Carolina Campaign:

$25 million to create a permanent endowment supporting innovation. This endowment will create a group of "Innovation Funds" to be awarded on a competitive basis to faculty, students, and staff to support the most promising innovations on campus.

$15 million (endowment) to create five Applied Sciences Professorships. The faculty filling these positions will bring the expertise that lies at the intersection of disciplines. They will help colleagues across campus connect basic sciences with engineering, propelling the University into new areas of discovery and application.

$15 million (endowment and expendable) to hire entrepreneurs-in-residence. Drawn from the ranks of outstanding commercial and social entrepreneurs both on and off campus, these experts will mentor and counsel students and faculty interested or involved in entrepreneurial ventures. They also will use their professional contacts to help students secure off-campus internships and faculty develop relationships with the private and non-profit sectors.

$6 million (expendable) to fund grants tackling the "World's Greatest Challenges." Every two years for the next six years, the campus will coalesce around a theme that addresses a pressing global priority, such as water quality and its critical role in supporting healthy communities around the world.

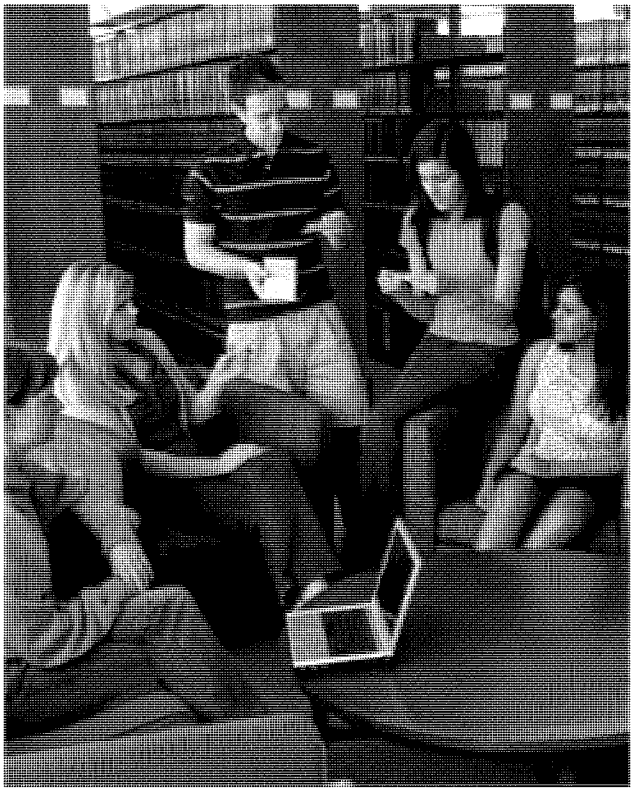

CAMPAIGN GOALS

$6 million (endowment) to fund two Innovation Professorships. Innovation Professors, selected on a competitive basis to pursue a promising innovation project, will be exempted from the normal structures of their academic position at Carolina for up to three years.

$25 million (endowment) to support teaching and research, including the Minor in Entrepreneurship and other successful programs of the Carolina Entrepreneurial Initiative. Critical to promoting a culture of innovation, the interdisciplinary minor in the College of Arts and Sciences encourages students to think and act entrepreneurially, teaching them the skills to start successful ventures of all kinds: commercial, social, scientific, and artistic. Additional funding will provide ongoing support to the highly successful CEI programs including Launching the Venture, the Chancellor's Faculty Boot Camp on Entrepreneurship, the Carolina Challenge, and First Year Seminars in innovation and entrepreneurship.

$10 million (expendable) to create a Student Innovation Hub. The Innovation Hub will serve as a physical nexus on campus where students, faculty, and staff can come together to engage in innovation and entrepreneurial efforts. Preferably an existing public space, centrally located and transformed over time into an Innovation Hub — open to the entire University community — to nurture, inspire and celebrate the innovation culture of Carolina. Such a space would offer resources to innovators and entrepreneurs who do not have a natural home in a specific unit, provide spaces for ad hoc collaborations, and serve as a common space to celebrate our campus-wide innovation culture.

$5 million (endowment) to support the Innovation Scholars Program. Expanding the Carolina Innovation Scholarship program will enable the University to recruit and support more students who show outstanding promise as entrepreneurs with scholarships that cover the full cost of tuition, fees, room and board, renewable for four years.

$3.3 million (expendable) to expand the Carolina KickStart program campus wide. Carolina KickStart, in collaboration with Office of Technology Development and Center of Entrepreneurial Studies, will improve the probability of successfully commercializing UNC faculty technology by seeding startups and providing comprehensive consulting services.

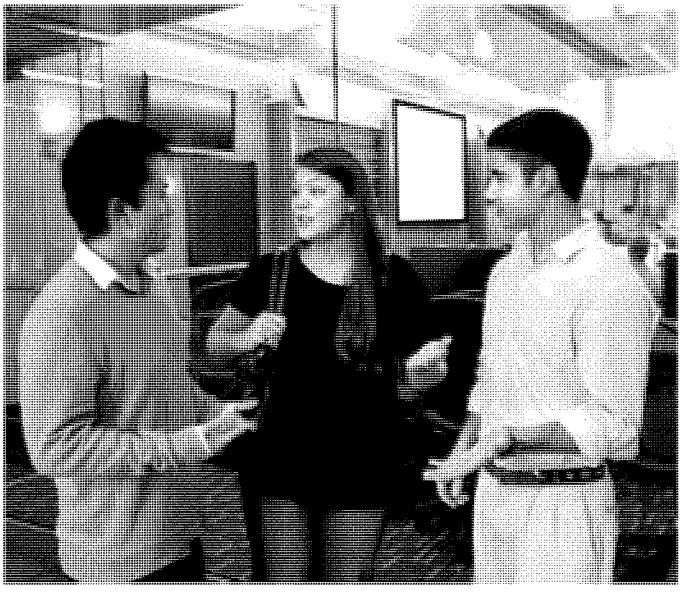

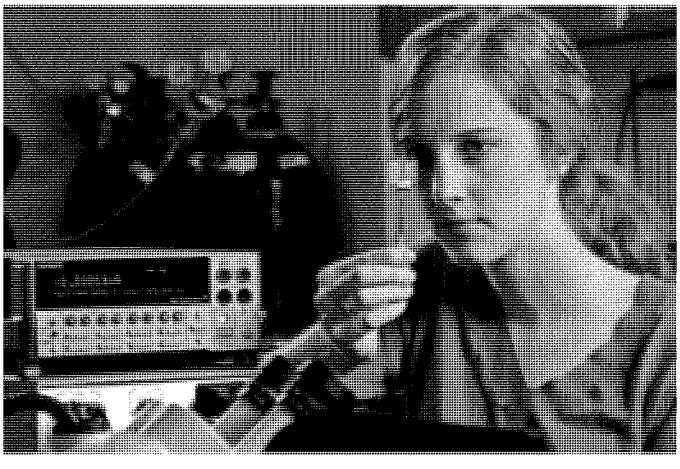

$14.7 million (expendable and endowment) to fund emerging innovation projects. The remaining $14.7 million in the Innovate@ Carolina Campaign will fund other important efforts that will include seed funding for social innovations created at Carolina; Research Triangle and Global competitive collaboration grants; grants funding studies in innovation and entrepreneurship to assess what approaches are most effective as agents of change; and marketing efforts to collectively nurture Carolina's culture of innovation for a better world.

The Ultimate ROI

Return on investment. Every investor expects it. The Innovate@Carolina Campaign takes this to heart. And as with investors in any enterprise, supporters will receive an annual report and be invited to an annual Innovate@Carolina meeting convened by the Chancellor. Both will document our progress in turning ideas into solutions, using rigorous empirical metrics to measure the performance of every Innovate@Carolina program.

Investors want impact. As a charter shareholder in the Innovate@Carolina enterprise your investment will amount to much more than a thicker stock portfolio. As Chancellor Thorp says, Carolina's "to-do list is nothing less than the greatest problems of our time." And so this campaign represents nothing less than the chance to change the world.

WE MUST BE BOLD, AGAIN.
INNOVATE.UNC.EDU

From: Sengupta, Sohini <sengups@unc.edu>
Sent: Friday, March 4, 2011 1:54 PM
To: The CFEnetwork mailing list. <cfenetwork@listserv.unc.edu>
Subject: [cfenetwork] IAH fund will support innovation at Carolina
Attach: Innovation Fund Call for Proposals_announcement.pdf

Call for Proposals: IAH Innovation Fund
Application Deadline: Friday, April 8, 2011

The Institute for the Arts and Humanities (IAH), in partnership with the Office of the Vice Chancellor for Research and Economic Development and with support from the Hyde Family Foundations, is pleased to announce the IAH Innovation Fund, a $100,000 fund for research and creative activities in the arts and humanities.

Proposals for the fund are due April 8, 2011, and winners will be notified by May 20, 2011. Full information is available at http://iah.unc.edu/innovation/cfp.

The IAH Innovation Fund exists to support faculty work that falls within the broad outlines of the roadmap for innovation at UNC (http://innovation.unc.edu).

The IAH Innovation Fund supports projects that venture beyond traditional practices in arts and humanities research and teaching. It encourages work that engages with new methods of working, learning and teaching and embarks in knowledge creation with diverse publics within and beyond the academy.

We encourage projects, collaborative or individual, from faculty across the University as long as the work is within the presented guidelines. In short, we encourage proposals that imagine possibilities, that transform what the arts and humanities can do in our culture and in our world.

All UNC fixed term, tenure-track and tenured faculty are eligible to apply as individuals or in collaboration with other faculty, staff, students, community partners and/or professionals as long as the work has relevance to arts and humanities teaching and/or practice. While each project must be led by a UNC faculty member, the team may include members who are not affiliated with UNC. We encourage faculty applying for proposals to collaborate across and beyond campus.

Kirsten M. Beattie
Assistant Director of Development & Communications
Institute for the Arts and Humanities
212 Hyde Hall, CB 3322
Chapel Hill, NC 27599-3322
Work: (919) 843-2654
Web: http://iah.unc.edu

From: Granda, Megan
Sent: Friday, January 28, 2011 9:52 PM
To: Gramling, Susan
Cc: McGowan, John; Gustafson, Joann C; Entwisle, Barbara; Regan, Karen A; Beattie, Kirsten
Subject: Re: IAH fund will support innovation at Carolina

Dear Susan,

Thank you for your kind offer. Kirsten Beattie handles all of our communications. I copy her on this message.

Thanks,
Megan

Megan Granda, PhD
Executive Director
Institute for the Arts and Humanities

Sent from my iPhone

On Jan 28, 2011, at 6:09 PM, "Gramling, Susan" <susan_gramling@unc.edu> wrote:

> John: I was very interested to read about the new Innovations Fund in the January 2011 IAH newsletter. I am emailing to let you know that the GrantSource Library would very much like to assist in publicizing this exciting opportunity when the formal call is announced. For example, we can:
>
> - Publish it in the campus-wide Research Support blog of the Office of the Vice Chancellor for Research and Economic Development (OVCRED)
> - Add the opportunity to the OVCRED's Carolina Internal Funding Database
> - Publish an announcement to the campus-wide res_info listserv to research administrators
>
> We would be happy to assist you in any way in getting the news out. Could you refer me to the appropriate person at IAH so that I may get on the distribution list for the formal call?
>
> Thank you very much.
>
> Susan Gramling, MSLS
> Information Development Coordinator
> and GrantSource Librarian
> http://grantsource.unc.edu
>
> The University of North Carolina at Chapel Hill
> Research and Economic Development
> Office of Information and Communications
> CB 4106, 307 Bynum Hall
> Chapel Hill, NC 27599-4106
>
> PHONE: 919-962-7766 FAX: 919-962-6024
> EMAIL: susan_gramling@unc.edu

Call for Proposals: IAH INNOVATION FUND

APPLICATION DEADLINE: FRIDAY, APRIL 8, 2011

The Institute for the Arts and Humanities (IAH), in partnership with the Office of the Vice Chancellor for Research and Economic Development and with support from the Hyde Family Foundations, is pleased to announce the creation of a $100,000 Innovation Fund for projects in the arts and humanities.

INNOVATION IN THE ARTS AND HUMANITIES

The IAH Innovation Fund exists to support faculty work that falls within the broad outlines of the roadmap for innovation at UNC, available online at http://innovation.unc.edu/.

The IAH Innovation Fund will support projects that venture beyond traditional practices in arts and humanities research and teaching. It encourages work that engages with new methods of working, learning and teaching and embarks in knowledge creation with diverse publics within and beyond the academy.

We encourage projects, collaborative or individual, from faculty across the university as long as the work is within the presented guidelines. In short, we encourage proposals that imagine possibilities, that transform what the arts and humanities can do in our culture and in our world.

ABOUT THE FUND

Faculty may submit proposals for projects that are for a short duration or that extend for several years. Proposals may also be for projects that require minimal financial support or that envision substantial amounts. The IAH will provide funding for up to $50,000 and sustained project support for up to three years. Successful applications will receive an initial "seed" grant of up to $5,000 for planning and preliminary work. The Institute will work with successful applicants to define the specific resources (both monetary and non-monetary) necessary for a project's success, to locate these resources within the university and/or community, and to establish measurable benchmarks to ensure its successful completion.

Funds may be used for summer salary support, payment of research assistants, travel, supplies, research materials, equipment or any other properly justified expense of scholarly or artistic endeavor.

PRIORITIES FOR SELECTION

Innovation in the arts and humanities comes in many forms and has a variety of goals. Priority will be given to:

- Work that is multidisciplinary and collaborative, although work by individual faculty will be considered. All work must describe projects that fit clearly within the framework of the arts and humanities;
- Work that utilizes—and experiments in—new forms of communication and new ways of disseminating scholarly work;
- The creation of new curricular forms, including inquiry-based courses organized around a question or a problem;
- Work that makes efforts to bridge the gap between academic knowledge and activities in the non-academic world—cultural, economic, political and global—to which that knowledge can make a contribution;

TO APPLY

Application criteria and forms are available at http://iah.unc.edu/innovation/cfp. Proposals must be submitted electronically on the IAH website by midnight on April 8. Announcement of awards will be made by May 20, 2011.

If you would like to discuss your proposal, please contact IAH Interim Director Bill Balthrop (vwb@email.unc.edu, 843-2657) or Executive Director Megan Granda (mgranda@unc.edu, 843-2653).

From: Reid, Dee <deereid@unc.edu>
Sent: Friday, March 4, 2011 2:55 PM
To: All Deans, Directors, and Department Heads in the College of Arts & Sciences <asddd@listserv.unc.edu>
Cc: Administrative Managers <asmgrs@listserv.unc.edu>; Siedentop, Nicholas J <nick_siedentop@unc.edu>
Subject: [asddd] Instructors of Record, Deadline March 14

The enclosed information is being sent on behalf of Senior Associate Dean Bobbi Owen to deans, directors and department/curriculum chairs in the College, with an information copy to administrative managers.

###

Dear Colleagues,

Lecture courses (identified as LEC) with enrollment greater than zero (0) must have an instructor. For the classes that don't have one listed for Spring 2011, scheduling officers must add an instructor by **March 14th**. After that date, all changes will have to be sent to the scheduling team in the Registrar's Office to process, which will take more time and effort. Updating this information can be done through Connect Carolina on the Meetings tab under Maintain Schedule of Classes. For cross-listed classes, this information can be updated on the Meetings tab under Schedule Class Meetings.

To find out if your department has any courses that need an instructor assigned in the system, your scheduling officer can access the **Registration Section Status Summary Report** on the Office of the University Registrar's website at http://regweb.unc.edu/
Navigation: Statistics and Reports (link on the left) > Registration Section Status Summary Report (near the top) > Spring 2011 Undergraduate > select appropriate subject code.

If you have any questions, please contact Nick Siedentop in the Office of Undergraduate Education, nick_siedentop@unc.edu, 962-5819.

Thanks,

Bobbi
--
Bobbi Owen
Senior Associate Dean for Undergraduate Education, and
Michael R. McVaugh Distinguished Professor of Dramatic Art
University of North Carolina at Chapel Hill
CB# 3504, 3011 Steele Building
214 East Cameron Avenue
Chapel Hill, NC 27599-3504
Phone: 919 843-7773
FAX: 919 843-6557

RESEARCH PLAN FOR SPRING 2012 LEAVE
Reginald F. Hildebrand, Associate Professor
Department of African and African American Studies

Project

My ongoing project is to craft a book of essays, called "Engaging Blackness: Body, Mind, and Spirit: The Perspectives of Malcolm X, W.E.B. Du Bois, and Howard Thurman." Using those three thinkers and activists as exemplars, the essays will provide a comparative exploration of the political, intellectual, and spiritual approaches to understanding race and engaging racial issues. Biographically as well as philosophically, each of those three men understood race from different perspectives. Malcolm X believed that power had to be confronted, seized and utilized. As a political realist, he discovered that it was sometimes necessary make compromises with truth in order to attain power. For many years Du Bois believed that ignorance was the root of intolerance, and so he made a life-long commitment to root out ignorance and pursue Truth, even when truth was complex, and even when its pursuit made him unpopular. Because of that reality, he knew that it was unlikely that he would ever achieve power. Howard Thurman was a remarkable theologian who counseled many activists during the Civil Rights Movement, including Martin Luther King, Jr. Thurman focused on things that were spiritual and transcendent, but he insisted that "a man *and* his black skin must face the timeless issues of the human spirit together." Although each individual had his own distinctive emphasis, they were all complex human beings, and to varying degrees, they were all political, intellectual *and* spiritual.

Research

To my knowledge, no project like "Engaging Blackness" has been published before, but there is an overabundance of secondary material about X and Du Bois, and a fair amount on Thurman. On the other hand, the papers of Malcolm X only became available to scholars about three years ago. The main body of the papers of Howard Thurman are still being processed, but the first published volume of his letters appeared in 2009, and the second volume should be out in the near future. Also, in 2009 some of the massive collection of Du Bois's papers began to be made available online.

I have read almost all of the secondary material on Malcolm X, but a leave in the spring of 2012 would permit me to tackle his papers which are housed as the Schomburg Center for Research in Black Culture in New York City. I have also been fortunate enough to learn about a partially processed collection of Thurman letters that are located in the Friends Historical Collection at Guilford College. There are four boxes of material there that have not been used before, and are not scheduled to be published with the main body of Thurman papers. The archivist of the Friends Collection has welcomed me to go through them. My search through the Du Bois papers will be selective, and will already be underway online even before my leave begins.

In sum, by the end of 2011, I plan to complete my research in secondary sources for all three men, and to have begun sketching out the essays. I will also have read all of X's speeches, and everything published by Thurman himself. It will not be necessary, or possible, for me to read everything written by or about Dr. Du Bois. (But I will read *almost* everything by him.) My leave time will be primarily devoted to researching manuscript materials. When the spring semester is over, I will ready to shift my focus to writing and re-writing.

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Monday, March 7, 2011 5:10 PM
To: Faulkner, Betsy <betsy@unc.edu>
Cc: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RSA

Hi Betsy,
Julius Nyang'oro, the Chair for African & Afro-American Studies, is wondering if we may switch the Research and Study Assignments of two of our faculty for 2011-12 (ie. they would like to switch places). Please let me know if this is possible, and if there is a particular format for making this request.
Thanks so much,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Tuesday, March 8, 2011 10:24 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FW: RSA

Hi Julius,
Reg thought that his Research & Study Leave was in Spring 2012, and Tim thought that Charlene was supposed to be Fall 2012.... Se below for how to request the switch. It seems like it should be:
Reg Hildebrand – Spring 2012
Charlene Regester – Fall 2012'

Take care,
Agatha

****

Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Faulkner, Betsy
Sent: Tuesday, March 08, 2011 10:01 AM
To: Buell, Agatha
Subject: RE: RSA

Agatha,

If they are simply switching semesters, this is usually approved. Julius should send an email request to Jonathan Hartlyn, with a copy of Janet Farrell. Please have him state the names and semesters each person wants the RSA.

Thanks.

Betsy

From: Buell, Agatha
Sent: Monday, March 07, 2011 5:10 PM
To: Faulkner, Betsy
Cc: Nyang Oro, Julius E
Subject: RSA

Hi Betsy,
Julius Nyang'oro, the Chair for African & Afro-American Studies, is wondering if we may switch the Research and Study

Assignments of two of our faculty for 2011-12 (ie. they would like to switch places). Please let me know if this is possible, and if there is a particular format for making this request.
Thanks so much,
Agatha

****

Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

University of North Carolina at Chapel Hill
Office of the Executive Vice Chancellor and Provost
Targeted Hiring Program

Memorandum of Understanding

In view of the possible recruitment of _____
(name)

hereinafter referred to as recruited individual, as _____
(title)

in the Department of _____

in the School/College of _____ effective _____
(hire date)

we agree to the following:

1) Although the salary has not been negotiated, it is expected that the salary of the recruited individual will be $ _____

2) Non-recurring funds will be provided annually by the Office of the Executive Vice Chancellor & Provost (OEVC&P) during the effective time frame of the commitment and upon request by the Dean's Office.

3) One faculty position will be funded by the OEVC&P at the level of $ _____ plus fringes which are funded from the central fringe benefit pool for:
   a) Four years from the initial hire date, which will be _____ or
   (date)
   b) Upon separation of this recruited individual from UNC-Chapel Hill
   (The appointment of the recruited individual is not affected by the ending of funding by the OEVC&P)

4) The department making the appointment will follow the established procedures for creating a position, recruitment, and appointment through the Equal Opportunity/ADA Office.

Agreed to by:

_____ _____
(For the chair of unit appointing the recruited individual) Date

_____ _____
(For the dean of unit appointing the recruited individual) Date

_____ _____
Executive Associate Provost Date

Note: If the candidate is a foreign national, contact the International Student & Scholar Services Center as soon as is feasible to confirm that the appropriate visa paperwork is completed for permanent employment.

[Attach a current curriculum vita.]

From: UNC Athletic Ticket Office <webtickets@uncaa.unc.edu>
Sent: Tuesday, March 8, 2011 7:40 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: 2011 Carolina Football Season Ticket Discount

TarHeelBlue.com

With the 2011 college football season quickly approaching, the University of North Carolina Department of Athletics would like to offer you the opportunity to purchase discounted football season tickets. As faculty/staff of the University, you are eligible to purchase up to two (2) season tickets at a discounted rate of $252. If you need to purchase additional tickets, they are available at the regular price of $315. This season's schedule features games against ACC opponents Virginia, Miami, Wake Forest and Duke as well as non-conference games against James Madison, Rutgers, and Louisville. The deadline to order your season tickets is April 15th, 2011. This deadline will be strictly enforced.

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To purchase tickets please CLICK HERE

enter your PID:**704273328** and the password you previously created.

If you have any questions or would like to order by phone, please contact the UNC Athletic Ticket Office at 800-722-4335, Monday through Friday 8:30 am to 4:30 pm.

Thanks and Go Heels!

*****Please visit: www.tarheelblue.com/faculty for the most current faculty & staff ticket news and policies*****

NORTH CAROLINA TARHEELS

INTRODUCTION TO MODERN AFRICAN HISTORY:
HIST…. / AF-AM…. SPRING 2011

Line Number:
Course Location:
Time/day:

Course Instructor: **Alassane Fall**
Office:
Tel:
Email:
Office Hours

COURSE DESCRIPTION:

This course examines Africa's recent history by looking at various social, political, and economic developments during the colonial era, and independence struggles. We will explore the complexity of the Continent's historical experience in the nineteenth and twentieth century, a period characterized by increasingly intense interactions with the western world. Lectures and, discussions, assignments, and readings will focus on the major changes that occurred in the face of European imperialism and its aftershock. We will consider the reshaping of Africa's political economy during the colonial period and analyze contentious legacies that remain in the postcolonial era. *The U. S Africa relations and the new North Africa revolutions in Tunisia, Egypt, Libya, and so on will be examined as well.*

The work of African scholars, writers, and artist will offer divers perspectives. Challenges facing independent Africa will be explored in the context of debates about development, neocolonialism, conflicts, and nation building. A focus on events and issues in several countries will add this survey of the making of modern Africa

COURSE GOALS:

1:To develop familiarity with African History and an appreciation of both the similarities and diversity in Africa's historical experience.

2:To appreciate Africans as historical actors who are active in the making of their history.

3:To articulate various social, political, and economic changes that happened during colonization and to understand the relevance of colonial legacies in the different parts of postcolonial Africa.

4:To develop a deeper understanding of events in several countries and consider debates on development, neocolonialism, and nation building at the end of the semester.

COURSE READING:

1: Kevin Shillington (2005): History of Africa (Revised 2nd edition). Macmillan Publishers.

2: John Park and Richard Rathbone (2007), African History: A very short Introduction, Oxford University press.

3:

COURSE REQUIREMENTS:

1: Blue books for exams
2: Completion of assignments, i.e., special projects
3: Two major tests: mid-term and final exam and or project
4: quizzes as required
5: Group Research project.

EVALUATION:

Class grade distribution as follows:
Attendance and Participation: 10%
Short Quizzes: 10%
Group project Assignment: 10%
Midterm: 30%
Final Exam or project: 40%

A (excellent): 90-100
B (good): 80-89
C (average): 60-79
D (weak): 50-59
F (failed): 0-49

EXAMINATIONS:

Examination will cover materials from readings, lectures (including guest lectures), film, museum materials, and other sources used in class. Both objective and essay questions will appear on the examinations. There will be no make-up exams except in case of illness or comparable crisis. In these instances, students will be required to present an appropriate explanation (such as a physician's note) for the absence. Make up exam must be taken with in seven (7) days of the original schedule of the original scheduled exam.

GROUP RESEARCH PROJECT

A group research project based on or issue from one of our units is to be completed on a specific date to be determined later by the instructor. Your group will conduct research and give a class presentation to share argument, conclusion and of course have a class discussion. All groups will write a five to ten page-paper on their findings, due to the date of their presentation. All members of a group are expected to contribute constructively to the group's overall project. Work within the group might be divided up.

ATTENDANCE

Attendance is mandatory. Active participation is expected. More than five (5) unexcused absences will result in a zero for your attendance grade. Missing ten (10) or more classes (excused or note) will likely result in failure of the class.
Class lectures and discussions are not a substitute for your readings and vis-versa. Students are expected to prepare for class meetings in advance, come to class on time, and stay for the whole class. Be respectful of your classmates. An attendance sheet will be circulated at each class for my records. Please, sign in at each class meeting. Signing in for others is forgery and will be subject to a charge of academic misconduct. All cell phones must be silenced during class.

ACADEMIC MISCONDUCT:

All form of academic misconduct –including, but not restricted to, cheating, fabrication and falsification, plagiarism, facilitating academic misconduct, and tempering with materials, grades, or records, - carry severe penalties. For more information about academic misconduct check this link:

Special Needs and Religious Holidays:

Any student in this course who has disability that may prevent him/her from fully demonstrating his /her abilities should contact me as soon as possible so that we can discuss accommodations necessary to ensure full participation and facilitate educational opportunity. If class requirements conflict with religious holidays that you observe, please, discuss this with me in advance.

CLASS SCHEDULE:

Week1: Introduction to the course and Africa
Date:
Reading:

Week2: The invention of Africa
Date:
Reading:

Week3: Physical geography of Africa
Date:
Reading:

Week4: Pre-Colonial Africa
Date:
Reading:

Week5: The Atlantic Slave Trade:
Reading:

Week6: The colonial systems (Operations & Impact)
Date:
Reading:

Week7: Africa and the European Colonization
Date:
Reading:
Film- This Magnificent African Cake (Basil Davidson).

Week8: Managing the colonies: Direct and Indirect Rules
Date:

Week9: African Responses to the colonial system (Resistance)
Date:
Reading:

Week10: Decolonization of the Continent.
Date:
Reading:
Film: le camps de Thiaroye

Week11: Independence and its Aftermath
Date:

Week12: Ethnicity and Nationalism
Date:
Reading:

Wee13: Democratization and Neocolonialism.
Date:

Week14: U.S Africa Relations
Date:
Reading:
A Long Relation: U.S- Liberia
Patrice Lumumba: Film Lumumba
Intervention: Somalia, Rwanda, and Darfur
Reading:

Week15: Africa: past, Present, & Future.
Date:
Reading:

Draft; Alassane Fall

INTRODUCTION TO AFRICA
Fall 2011

Line Number:
Course Location:
Time/day:

Course Instructor: Alassane Fall
Office:
Tel:
Email:
Office Hours

COURSE DESCRIPTION:

This course is an introduction to interdisciplinary study of African culture and societies focusing con contemporary life on the continent. Topics to be covered include the geography, history, politics, and economic of the continent, as well as religion, languages and literatures, music, and art.
The interdisciplinary perspective will provide students with a sound basis for understanding contemporary African societies.

COURSE OBJECTIVE:

1: To improve students' knowledge of and appreciation for Africa
2: To provide opportunity for students to meet the non -western requirement
3: To develop reading and writing skills, critical thinking, and reflection.

REQUIRED READINGS:

1: Martin,Phillis M & Patrick O' Meara (1995). Africa (3rd edition). Bloomington: Indiana University Press. (Subject to changes)

2: Chinua Ache. Things Fall Apart

3: Kevin Shillington (2005): History of Africa (Revised 2nd edition). Macmillan Publishers.

4: Additional articles will be posted …

COURSE REQUIREMENTS:

1: Blue books for exams
2: Completion of assignments, i.e., special projects
3: Two major tests: mid-term and final exam and or project
4: quizzes as required

5: Group Research project.

EVALUATION:

Class grade distribution as follows:
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Midterm: 30%
Final Exam or project: 40%

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B (good): 80-89
C (average): 60-79
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EXAMINATIONS:

Examination will cover materials from readings, lectures (including guest lectures), film, museum materials, and other sources used in class. Both objective and essay questions will appear on the examinations. There will be no make-up exams except in case of illness or comparable crisis. In these instances, students will be required to present an appropriate explanation (such as a physician's note) for the absence. Make up exam must be taken with in seven (7) days of the original schedule of the original scheduled exam.

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Attendance is mandatory. Active participation is expected. More than five (5) unexcused absences will result in a zero for your attendance grade. Missing ten (10) or more classes (excused or note) will likely result in failure of the class.
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Special Needs and Religious Holidays:

Any student in this course who has disability that may prevent him/her from fully demonstrating his /her abilities should contact me as soon as possible so that we can discuss accommodations necessary to ensure full participation and facilitate educational opportunity. If class requirements conflict with religious holidays that you observe, please, discuss this with me in advance.

CLASS SCHEDULE:

Week1: Introduction to the course and course requirements. Why study Africa?
Date:
Reading:

Week2: African Studies In the United States
Date:
Reading:

Week3: African geography
Date:
Reading:

Week4: Discussion on lectures and film
Date:
Reading:

Week5: People of Africa (ethnicities and tribes)
Reading:

Week6: Discussion on African languages (panel/guest speakers)
Date:
Reading:

Week7: Religions in Africa:
Traditional African Religion/ Spirituality
Islam 7 Christianity
Date:
Reading:

Week8: Islam in Africa
Date:
Reading:
Movie: living Islam

Week9: Trans Atlantic Slave
Date:
Reading:
Film: Amistad

Week10: Colonialism
Date:
Reading:

Week11: Decolonization of the Continent.
Independence Movements & Nation Building.
Date:
Reading:
Film: l

Week12: The Media and Africa
Date:
Reading:

Week13: African Literature
Date:
Reading:

Wee14: leadership in Africa
Democratization and Good Governance
Date:

Week15: Conflicts and Human Rights issues in Africa.
Race and Ethnicity Relations.
Date:
Reading:

Week16: African politics and the new world order
Date:
Reading:

Week: 17: Health Issues in Africa
Date:
Reading:

Week 18: Economic Development in Africa

Week 19: Africa: past, Present, & Future.
Date:
Reading:

Draft; Alassane Fall

From: Oxford University Press <oxfordpromotion@oup.com>
Sent: Wednesday, March 9, 2011 11:32 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Now Available in Paperback for Your Courses (Request Exam Copy)

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Now Available in Paperback for Your Courses

History of the Americas

TABLE OF CONTENTS

Africa's World War

Congo, the Rwandan Genocide, and the Making of a Continental Catastrophe

Gérard Prunier

ISBN: 9780199754205
Paperback, April 2011, 576 pp.
List Price: $19.95

REQUEST FREE EXAMINATION COPY

The Rwandan genocide sparked a horrific bloodbath that swept across sub-Saharan Africa, ultimately leading to the deaths of some four million people. In this extraordinary history of the recent wars in Central Africa, Gérard Prunier offers a gripping account of how one grisly episode laid the groundwork for a sweeping and disastrous upheaval.

Prunier vividly describes the grisly aftermath of the Rwandan genocide, when approximately two million refugees—a third of Rwanda's population—fled to exile in Zaire in 1996. The new Rwandan regime then crossed into Zaire and attacked the refugees, slaughtering upwards of 400,000 people. The Rwandan forces then turned on Zaire's despotic President Mobutu and, with the help of a number of allied African countries, overthrew him. But as Prunier shows, the collapse of the Mobutu regime and the ascension of the corrupt and erratic Laurent-Désiré Kabila created a power vacuum that drew Rwanda, Uganda, Angola, Zimbabwe, Sudan, and other African nations into an extended and chaotic war. The heart of the book documents how the whole core of the African continent became engulfed in an intractible and bloody conflict after 1998, a devastating war that only wound down following the assassination of Kabila in 2001. Prunier not only captures all this in his riveting narrative, but he also indicts the international community for its utter lack of interest in what was then the largest conflict in the world.

Key Features:

- Written by an author renowned for his expertise and engaging writings on Africa, and filled with telling details from his own eyewitness reports.
- Renders the complexity of the Congolese conflict in a highly readable, informed narrative that is ideal for both new students and current scholars.

Review:

"This unique and hugely ambitious book may turn out to be one of the most important to emerge on Africa for a long time."
—*Financial Times*

About the Author:

Gérard Prunier is a widely acclaimed journalist as well as Director of the French Centre for Ethiopian Studies in Addis Ababa. He has published over 120 articles and five books, including *The Rwanda Crisis* and *Darfur*.

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Click here for e-mail

You will receive one additional e-mail message confirming your removal.

From: Hartlyn, Jonathan <hartlyn@unc.edu>
Sent: Wednesday, March 9, 2011 2:01 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Automatic reply: Target of Opportunity - Walter Rucker

---

I am away from my desk through March 15, 2011 and may not be able to respond to your email promptly. For urgent matters, please contact Tiffany Clarke (tiffany_clarke@unc.edu) in the Dean's office, telephone 919 962-1165.

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Wednesday, March 9, 2011 2:01 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Automatic reply: Target of Opportunity - Walter Rucker

---

Thank you for your email,
I am on vacation until March 15th. If you need immediate assistance, please contact one of the people below:

Department of Public Policy - Maya Budihardjo, Student Services Manager - (919) 962-1600
Department of African & Afro-American Studies - Travis Gore, Student Services Manager - (919) 966-5496

Take care,
Agatha Buell

From: stanleyfoundation@stanleyfoundation.org
Sent: Thursday, March 10, 2011 9:13 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Bridging theSecurity/Development Divide in Eastern Africa

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To make sure our e-mails reach you, please add StanleyFoundation@stanleyfoundation.org to your address book.
If you cannot view this e-mail, please go to http://www.stanleyfoundation.org/promo/promoemail03092011.html.

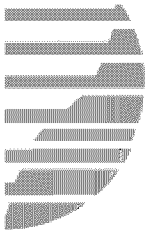

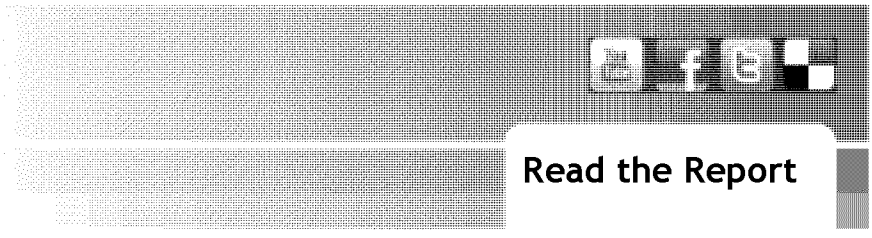

Bridging the Security/Development Divide With International Security Assistance in Eastern Africa

As a direct result of globalization and expanded economic opportunity, the last half century has yielded the most remarkable exodus from poverty in human history. Regrettably, not all have benefitted equally. No more somber example of this continued disparity can be found than in sub-Saharan African—a region plagued by myriad of security and development challenges, from the spread of infectious disease, to small arms trafficking, to terrorism.

In this report, Stimson Center coauthors Brian Finlay, senior associate and director of the Managing Across Boundaries program, and Johan Bergenas, research associate, along with Stanley Foundation associate program officer Veronica Tessler, hone in on the Eastern Africa subregion and propose a "whole of society" approach that seeks to better leverage existing resources, identify new streams of assistance, and bridge the divide between security and development. The report is the third in a series that seeks innovative approaches to implementing UN Security Council Resolutions 1540 and 1373 by pragmatically pairing states in need of development assistance with those states willing to offer such assistance under the auspices of national security.

MORE

Related Material

UNSCR 1540: Identity, Extension, and Implementation
A new Stanley Foundation policy memo reflects on the evolution of UN Security Council Resolution 1540 since its adoption in April 2004, as well as broader issues related to implementation and prospects for renewal of the resolution in April of 2011.

Read the authors' previous Beyond Boundaries project report, *Beyond Boundaries in the Middle East: Leveraging Nonproliferation Assistance to Address Security/Development Needs with Resolution 1540*.

The Stanley Foundation seeks a secure peace with freedom and justice, built on world citizenship and effective global governance. It brings fresh voices, original ideas, and lasting solutions to debates on global and regional problems. The foundation is a nonpartisan, private operating foundation, located in Muscatine, Iowa, that focuses on peace and security issues and advocates principled multilateralism. The foundation frequently collaborates with other organizations. It does not make grants. Online at *www.stanleyfoundation.org*.

This message has been sent by the Stanley Foundation as a courtesy to past participants of foundation events or others who have expressed interest in our work. To be removed from this list, simply reply to this message with the word "remove" in the subject line of your message.

From: AFRTODAY <afrtoday@indiana.edu>
Sent: Thursday, March 10, 2011 11:23 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Manuscript Review Request

Dear Dr. Nyang'oro,

I am writing on behalf of the editors of the journal *Africa Today*, who request your assistance in reviewing a recent submission titled "NAVIGATING FREEDOM WITHOUT CHOICE: CHINA AND THE TANZANIA-ZAMBIA RAIL LINK IN 1965."

Would you be willing to review the manuscript to assess its suitability for publication in *Africa Today*? If you are willing to review the manuscript, we can e-mail you the manuscript and review documents. If you prefer to receive them by post, please respond with your current mailing address.

If you are unable to review the manuscript at this time due to other commitments, we would appreciate if you could recommend possible reviewers.

Thank you very much for your consideration.

Sincerely,

Steven Conrad
Editorial Intern, *Africa Today*

From: International Crisis Group <notification@crisisgroup.org>
Sent: Thursday, March 10, 2011 11:35 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: A Ceasefire and Negotiations the Right Way to Resolve the Libya Crisis

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To view this email as a webpage, click here

INTERNATIONAL CRISIS GROUP - NEW MEDIA RELEASE

A Ceasefire and Negotiations the Right Way to Resolve the Libya Crisis

Brussels, 10 March 2011: A complete ceasefire to be followed by negotiations to secure a transition to a post-Qaddafi, legitimate and representative government should be the immediate objectives of the international community's approach to the Libyan crisis. Military intervention should be viewed as a last resort, with the goal of protecting civilians at risk, and nothing should be allowed to preempt or preclude the urgent search for a political solution.

At the outset of the anti-Qaddafi protests, the international community reacted to widespread abuses against civilians by adopting measures (asset freeze, arms embargo, threat of prosecution of war crimes) which Crisis Group had called for and publicly supported as necessary to prevent a humanitarian disaster. But the situation has since evolved. It is now becoming a full-scale civil war.

In Tunisia and Egypt, the army, by playing a neutral buffer role, was decisive in avoiding civil war and facilitating an orderly resolution of the political crisis. In both countries, the state had an existence independent of the president and his regime, and the army could see that the protesters were opposing the latter but not the state itself. This distinction between state and regime is absent in Libya.

Qaddafi built a power structure centered around him and family members and dependent in part on tribal alliances rather than modern structures. As a result, the army and security forces could not remain neutral; they have split between forces loyal to one side or the other. The country also appears to be dividing along tribal and regional lines.

In this context, Western calls for military intervention of one kind or another are perilous and potentially counter-productive. There are no quick or easy fixes. Insisting that Qaddafi step down will not make it happen. Imposing a no-fly zone, bombing airfields or arming the rebels could tilt the balance of power in the rebels' favour but is unlikely to swiftly bring down the regime.

In fact, it could hand the regime a propaganda gift that enables it to reinforce its position, while compromising and dividing the anti-Qaddafi coalition, which needs time to develop into a truly unified movement with a clear leadership and a coherent political vision. It might also prove inconclusive, placing the international community before a difficult dilemma: to deepen its involvement or witness a protracted stalemate.

Determined Western intervention could help topple the regime but at considerable political as well as human cost and would risk precipitating a political vacuum in which various forces engage in a potentially prolonged and violent struggle for supremacy before anything resembling a state and stable government are re-established. Such a vortex could draw in Libya's neighbours and gravely compromise prospects for democratic development in Tunisia and Egypt as well as create a humanitarian catastrophe on Europe's doorsteps. Entering the conflict likely would be far easier than exiting it.

Instead, the international community should enunciate clear principles aimed at ending loss of life and which it could defend regardless of the conflict's evolution:

- Condemnation of the use of force against civilians and of violations of international humanitarian law, with the credible prospect of international action should such actions escalate
- An immediate ceasefire.
- Negotiations between the protagonists aimed at replacing the current regime with a more accountable, representative and law-abiding government. Both immediate humanitarian and longer term political considerations require an end to the violence through a cease-fire and negotiations between the two sides. Crisis Group accordingly calls for the formation of a contact group or committee consisting of internationally respected statesmen drawn from Libya's North African neighbours and other African states. Its mandate would be to broker an immediate ceasefire and initiate direct talks between the two sides to secure a transition to a post-Qaddafi regime that has legitimacy in the eyes of the Libyan people.

Such talks might not succeed. More forceful measures -- sanctioned by the UN Security Council and in close coordination with the Arab League and African Union -- might become necessary to prevent massive loss of life. But before that conclusion is reached, diplomatic options must first be exhausted. They have not even begun.

Visit our website: http://www.crisisgroup.org
Andrew Stroehlein (Brussels) +32 (0) 2 536 0071
Kimberly Abbott (Washington) +1 202 785 1602
To contact Crisis Group media please click here

The International Crisis Group (Crisis Group) is an independent, non-profit, non-governmental organisation covering some 60 crisis-affected countries and territories across four continents, working through field-based analysis and high-level advocacy to prevent and resolve deadly conflict.

From: Hall, Ishna <ishna.hall@unc.edu>
Sent: Thursday, March 10, 2011 4:14 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FW: Innovation Campaign
Attach: Innovate_at_Carolina_Case_Statement.pdf

Just a reminder to send me Innovation Campaign ideas by tomorrow. If you need additional time just let me know.

Thanks!

Ishna

Ishna J. Hall
Associate Director of Capital Gifts
The Arts and Sciences Foundation
The University of North Carolina at Chapel Hill
134 East Franklin Street
Chapel Hill, NC 27514
(919) 843-4885 (office)
(919) 962-2531 (fax)

From: Hall, Ishna
Sent: Friday, March 04, 2011 1:20 PM
To: 'Nyang Oro, Julius E (JEN321@EMAIL.UNC.EDU)'
Subject: Innovation Campaign

Hi Julius,

Hope all is well. As you know Holden and others have worked to create an Innovation Road Map for the University that includes a case statement for innovation for $125M. The College is working on a case statement for Innovation which will align with these same goals. Does the department have funding needs or priorities that might fall within this campaign?

Please let me know your thoughts by Friday, March 11. If you have questions please call or email me.

Thanks!

Ishna

Ishna J. Hall
Associate Director of Capital Gifts
The Arts and Sciences Foundation
The University of North Carolina at Chapel Hill
134 East Franklin Street
Chapel Hill, NC 27514
(919) 843-4885 (office)
(919) 962-2531 (fax)

INNOVATE @ CAROLINA

IMPORTANT IDEAS FOR A BETTER WORLD

A Case for Support

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

WE HAVE SO MUCH WORK AHEAD OF US. OUR TO-DO LIST IS NOTHING LESS THAN THE GREATEST PROBLEMS OF OUR TIME: CURE DISEASES, AND GET THOSE CURES TO ALL THE PEOPLE WHO NEED THEM. FIND AND INVENT CLEAN ENERGY. INSPIRE STUDENTS IN OUR PUBLIC SCHOOLS. FEED SEVEN BILLION PEOPLE. DESCRIBE THE WORLD, AND REPLACE CONFLICT WITH UNDERSTANDING.

Holden Thorp, Chancellor of the
University of North Carolina at Chapel Hill

A Time for Bold Action

On Oct. 12, 2010, Chancellor Thorp will launch the University of North Carolina at Chapel Hill's Innovate@Carolina Campaign. The campaign will aim to raise $125 million to make Carolina a world leader in launching university-born ideas for the good of society.

Why Oct. 12? Because that date, in 1793, marked the birth of public higher education in America. The laying of Old East's cornerstone proclaimed to the nation that Carolina refused to follow the path of cloistered elitism, sequestered in the Ivory Tower. Rather, with one bold stroke, Carolina led a young country to a future filled with highly educated citizens of all creeds and backgrounds, giving generations access to America's promise of life, liberty, and the pursuit of happiness.

It is time to be bold again. Even bolder. We must do more than lead in American public higher education. We must extend our impact to the region, state, nation, and the world.

The Challenge

The world needs help. Read any front page, watch any newscast, check any RSS feed. From oil spills to flu pandemics to suicide bombers, every day seems to bring another horror.

And yet there are great institutions that can help. And Carolina is one of them. The Innovate@Carolina Campaign will set in motion our response.

As the nation's first public university, Carolina has always epitomized public service. Further, because of our commitment to liberal arts, strong technical areas, and professional schools, our faculty and students see the world broadly and think critically. They are wired to innovate.

Carolina is both compelled and poised to accelerate and apply its innovative and entrepreneurial mindset to help solve the world's most recalcitrant problems.

Our strength comes from fostering creativity and discovery in the classroom, the lab, and the studio, as well as in communities beyond our campus. Our liberal arts tradition, combined with excellence in scientific research and professional programs, equips our faculty and students to assess the current state of knowledge in a discipline, augment that knowledge through rigorous new research, and share the product of this new knowledge in innovative ways. In short, a culture of innovation.

Although humanity faces great challenges, we have great human capital to respond. Among our 3,500 faculty, we can claim a Nobel Prize winner and members of the national academies in the sciences and medicine as well as the arts and humanities. Our student population boasts many of the nation's best and brightest high school graduates and graduate students. And these students can pursue more than 100 fields of study and earn bachelor's, master's, and doctoral degrees, along with professional degrees in fields including dentistry, medicine, pharmacy, business, journalism, and law.

Carolina is physically located at the nexus of innovation and entrepreneurship. Just miles from two other world-class research universities, Duke University and NC State, UNC-Chapel Hill has forged extensive partnerships with these institutions. The Research Triangle Park (RTP) stands just 10 miles from the Carolina campus as a testament to the power of entrepreneurial thinking. Founded in 1959, RTP is one of the largest research parks in the nation where a concentration of corporate research-and-development facilities and a highly educated workforce have fueled a thriving entrepreneurial economy.

And so our stage is set with tremendous potential. We have the will to turn that potential into even greater achievement. We must now align our values, resources, and processes to drive our culture of innovation. The Innovate@Carolina Campaign will give us the way.

The Way Forward

In early 2010, Chancellor Thorp assembled groups of faculty, staff, students, alumni, parents, and friends of the University — many with extensive experience leading innovation in science, business, medicine, nonprofits, and academia. Their charge: Develop a strategic plan to enable Carolina to increase the volume and accelerate the pace at which important ideas created here are applied for a better world.

> We will build a culture of innovation that permeates every corner of campus.

The resulting roadmap scales far beyond the conventional notions of how a university can do good outside its borders. We envision much more than promoting a single professor's eco-friendly business concept or getting research findings published in academic journals. Such efforts are important, but the scope of the Innovate@Carolina Campaign will be nothing less than transformative: We will build a culture of innovation that permeates every corner of campus, from the chemist in Caudill Labs to the poet in Greenlaw Hall. We will redouble our efforts to leverage scientific and medical research for society's good, and we will advance work in the humanities that leads to greater understanding of the challenges the world faces.

What's more, to effectively address these complex challenges, this culture will be collaborative, with the chemist's science and the poet's verse informing each other.

The key to our roadmap's success is simple: We must raise $125 million to make it a reality. And we aim to do so by June 30, 2013. The world's problems won't wait.

CAMPAIGN GOALS

The Innovation Circle identified these major funding goals for the Innovate@Carolina Campaign:

$25 million to create a permanent endowment supporting innovation. This endowment will create a group of "Innovation Funds" to be awarded on a competitive basis to faculty, students, and staff to support the most promising innovations on campus.

$15 million (endowment) to create five Applied Sciences Professorships. The faculty filling these positions will bring the expertise that lies at the intersection of disciplines. They will help colleagues across campus connect basic sciences with engineering, propelling the University into new areas of discovery and application.

$15 million (endowment and expendable) to hire entrepreneurs-in-residence. Drawn from the ranks of outstanding commercial and social entrepreneurs both on and off campus, these experts will mentor and counsel students and faculty interested or involved in entrepreneurial ventures. They also will use their professional contacts to help students secure off-campus internships and faculty develop relationships with the private and non-profit sectors.

$6 million (expendable) to fund grants tackling the "World's Greatest Challenges." Every two years for the next six years, the campus will coalesce around a theme that addresses a pressing global priority, such as water quality and its critical role in supporting healthy communities around the world.

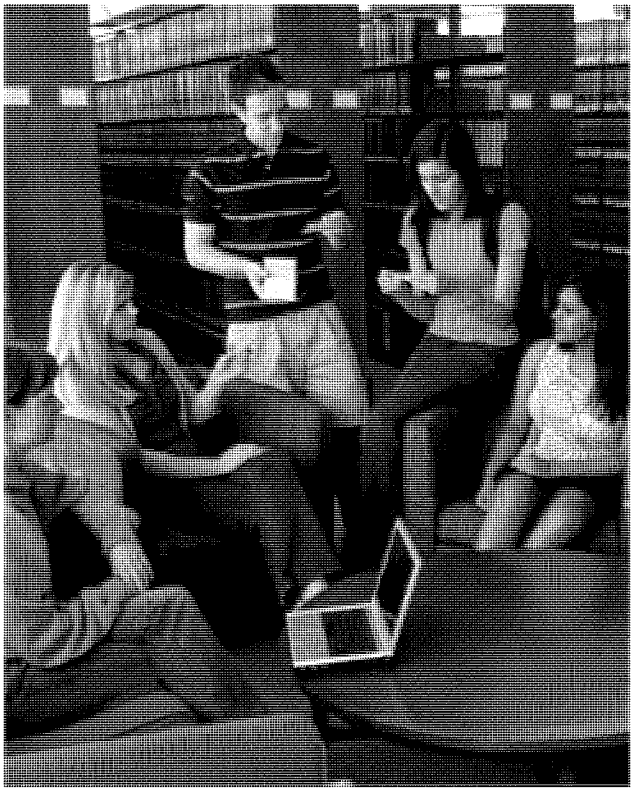

CAMPAIGN GOALS

$6 million (endowment) to fund two Innovation Professorships. Innovation Professors, selected on a competitive basis to pursue a promising innovation project, will be exempted from the normal structures of their academic position at Carolina for up to three years.

$25 million (endowment) to support teaching and research, including the Minor in Entrepreneurship and other successful programs of the Carolina Entrepreneurial Initiative. Critical to promoting a culture of innovation, the interdisciplinary minor in the College of Arts and Sciences encourages students to think and act entrepreneurially, teaching them the skills to start successful ventures of all kinds: commercial, social, scientific, and artistic. Additional funding will provide ongoing support to the highly successful CEI programs including Launching the Venture, the Chancellor's Faculty Boot Camp on Entrepreneurship, the Carolina Challenge, and First Year Seminars in innovation and entrepreneurship.

$10 million (expendable) to create a Student Innovation Hub. The Innovation Hub will serve as a physical nexus on campus where students, faculty, and staff can come together to engage in innovation and entrepreneurial efforts. Preferably an existing public space, centrally located and transformed over time into an Innovation Hub — open to the entire University community — to nurture, inspire and celebrate the innovation culture of Carolina. Such a space would offer resources to innovators and entrepreneurs who do not have a natural home in a specific unit, provide spaces for ad hoc collaborations, and serve as a common space to celebrate our campus-wide innovation culture.

$5 million (endowment) to support the Innovation Scholars Program. Expanding the Carolina Innovation Scholarship program will enable the University to recruit and support more students who show outstanding promise as entrepreneurs with scholarships that cover the full cost of tuition, fees, room and board, renewable for four years.

$3.3 million (expendable) to expand the Carolina KickStart program campus wide. Carolina KickStart, in collaboration with Office of Technology Development and Center of Entrepreneurial Studies, will improve the probability of successfully commercializing UNC faculty technology by seeding startups and providing comprehensive consulting services.

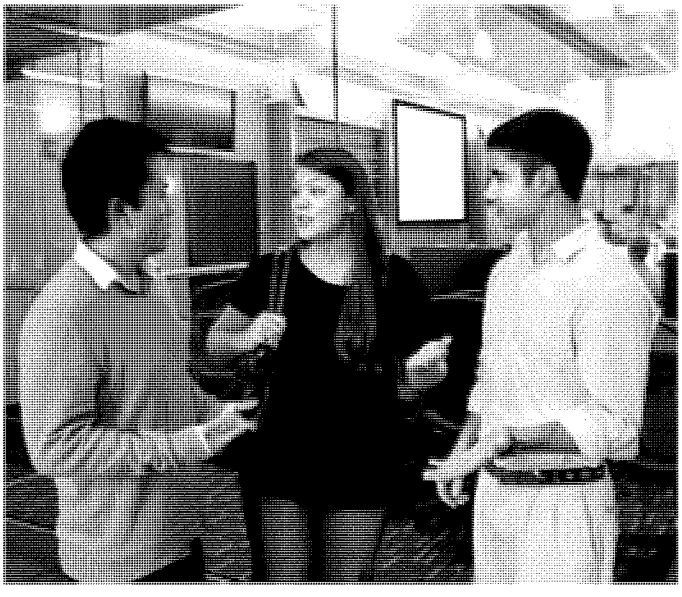

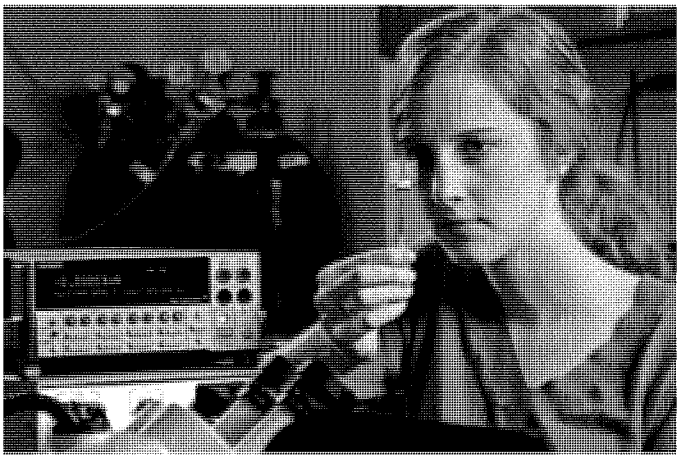

$14.7 million (expendable and endowment) to fund emerging innovation projects. The remaining $14.7 million in the Innovate@ Carolina Campaign will fund other important efforts that will include seed funding for social innovations created at Carolina; Research Triangle and Global competitive collaboration grants; grants funding studies in innovation and entrepreneurship to assess what approaches are most effective as agents of change; and marketing efforts to collectively nurture Carolina's culture of innovation for a better world.

The Ultimate ROI

Return on investment. Every investor expects it. The Innovate@Carolina Campaign takes this to heart. And as with investors in any enterprise, supporters will receive an annual report and be invited to an annual Innovate@Carolina meeting convened by the Chancellor. Both will document our progress in turning ideas into solutions, using rigorous empirical metrics to measure the performance of every Innovate@Carolina program.

Investors want impact. As a charter shareholder in the Innovate@Carolina enterprise your investment will amount to much more than a thicker stock portfolio. As Chancellor Thorp says, Carolina's "to-do list is nothing less than the greatest problems of our time." And so this campaign represents nothing less than the chance to change the world.

WE MUST BE BOLD, AGAIN.
INNOVATE.UNC.EDU

From: Miller, Haeran <hrmiller@email.unc.edu>
Sent: Friday, March 11, 2011 11:37 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: today

Hi Julius,

I hope you are doing well and can have some time to relax before you go again.

By the way, I'd like to stay in Abernethy for the rest of the day to finish my monthly reconciliation work here unless there is anything I should do in Battle today.

Thank you and have a great weekend!

◆◆◆◆◆◆◆◆◆◆

Haeran Miller
Acct. Tech
Dept. of Public Policy
Tel. 919-962-4854
Fax. 919-962-5824
Dept. of African & Afro American Studies
Tel. 919-966-1295
hrmiller@email.unc.edu

From: Miller, Haeran <hrmiller@email.unc.edu>
Sent: Friday, March 11, 2011 2:49 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: today

Thank you!!

◆◆◆◆◆◆◆◆◆◆

Haeran Miller
Acct. Tech
Dept. of Public Policy
Tel. 919-962-4854
Fax. 919-962-5824
Dept. of African & Afro American Studies
Tel. 919-966-1295
hrmiller@email.unc.edu

From: Nyang Oro, Julius E
Sent: Friday, March 11, 2011 2:35 PM
To: Miller, Haeran
Subject: RE: today

No problem take care!

From: Miller, Haeran
Sent: Friday, March 11, 2011 11:37 AM
To: Nyang Oro, Julius E
Subject: today

Hi Julius,

I hope you are doing well and can have some time to relax before you go again.

By the way, I'd like to stay in Abernethy for the rest of the day to finish my monthly reconciliation work here unless there is anything I should do in Battle today.

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Fax. 919-962-5824
Dept. of African & Afro American Studies
Tel. 919-966-1295
hrmiller@email.unc.edu

From: Order Department <orders@businessbooksusa.com>
Sent: Friday, March 11, 2011 3:15 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: "EXCELLENT, INEXPENSIVE REFERENCE WORK" TO ALL AFRICA - AMERICAN LIBRARY ASSOCIATION

We are extending special discount to institutions and libraries geared to providing accurate reference material about Africa to their communities, in both in printed or e-format.

Recommended the **American Library Association's Choice Magazine** as **"an excellent, inexpensive reference work…for public libraries and African studies programs,"** AFRICA 2011 is made available to you at a 35% discount.

Simply go to www.businessbooksusa.com where you can browse the book in its different formats and make your choice. When you order simply fill in the following code to receive your instant discount: : LIB11

This offer expires on March 31, 2011.

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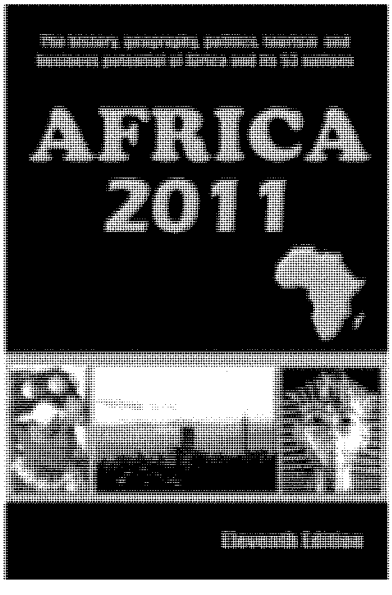

From: Barbara Anderson <b_anderson@unc.edu>
Sent: Friday, March 11, 2011 5:32 PM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] possible meeting with South Sudan rep

Dear Colleagues:

Susan Caroll, of the Duke-UNC Rotary Cetner for International Studies in Peace and Conflict Resolution, has informed me that they are bringing Lt. Col. Africano Mande to campus at the end of the month. The African Studies Center will not be able to host anything formal, but if faculty would be interested in having Mr. Mande to their class or for private conversation, please contact Susan directly at susan.carroll@duke.edu . He is currently free on Wednesday, March 30, after 4pm and on Thursday between 11am and 5pm. Regards, Barbara

Lt. Col. Africano Mande
Africano Mande was born in Maridi County, Western Equatoria State in Southern Sudan. He is an active duty Lt. Col. in the Sudan People's Liberation Army and is currently undertaking a Master Degree in National Security Studies with a focus on Defense Decision Making and Planning at the Naval Postgraduate School, Monterey California. In addition to the various Military trainings, Lt. Col. Africano Mande also holds a BA (Hons) in International Relations from the United States International University – Africa. He attended other trainings to include trainings at the Institute for Security Studies in Pretoria (South Africa), International Institute for Humanitarian Law in San Remo (Italy) and the University of Birmingham (UK). Lt. Col. Africano Mande has served in various field command position, as an officer's Instructor and as a Head of the Department of Military Planning and Research at the SPLA GHQs, in Juba.

You can google him and read more. Here are a couple of interesting links:
http://www.voanews.com/english/news/africa/east/Southern-Sudanese-Prepare-for-Referendum-113016484.html and http://www.gurtong.org/resourcecenter/documents/Features/future_for_youth.asp.

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Monday, March 14, 2011 9:39 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FW: Phone Bill
Attach: MCD Form.pdf

Julius,
I hope you are well. I am sending a form that needs your signature. The form will allow me to be reimbursed for payments made for a cell phone that I am using for my HIV research study. If you will be in the office today, please sign the form on the line next to Department Chair and leave it in my mailbox. I will fill in the remaining information.
I need to submit the form today (March 14).

Thanks,
Kia

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

1269.1.1f – Mobile Communication Device (MCD) Justification

TYPE OF ACTION (Check one):

- ☐ **Begin** Plan Participation
- ☐ **Change** Plan Participation
- ☐ **Terminate** Plan Participation

EFFECTIVE DATE OF ACTION (MM/DD/YYYY): _____

USER INFORMATION		
Employee FIRST Name, MI:	Employee LAST Name:	PID:
Employee Title:	Position #:	☐ EPA ☐ SPA
Dept/Unit:	College/School/Division:	Dept. No:
Supervisor Name:	Supervisor Email:	Phone #:
HR Facilitator Name:	HR Facilitator Email:	Phone #:

CATEGORY (Check one):

Employee-owned MCD (*complete stipend boxes below*) PHONE #: _____

STIPEND PLAN (Check one):

- ☐ Voice: $35/month
- ☐ Data: $35/month
- ☐ Voice + Data: $70/month

Acct to charge _____1598
DAS Code, if needed _____

- ☐ **Senior-level** employee
- ☐ Employee who must be available **24/7**
- ☐ Employee who is primarily in **travel status** or **"in the field"** a significant amount of the time
- ☐ Other: _____

SIGNATURES:

I certify that I understand the eligibility and usage requirements of the MCD procedures and agree to comply with all conditions of, and responsibilities for, participation in this plan. This form has been completed fully and accurately to the best of my knowledge.

Employee Signature: _____ Date: _____

Signature of Supervisor: _____ Date: _____

Department Chair/Director/Dean: _____ Date: _____

Other Information:

- Employees paid monthly receive the stipend in each monthly payroll check.
- Employees paid biweekly receive the stipend in the second biweekly payroll check of the month.

Submit **Mobile Communication Device Form** to Payroll Services, CB #1260

From: Sherryl Kleinman <kleinman@email.unc.edu>
Sent: Monday, March 14, 2011 9:55 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Pauli Murray event (March 22, 7 p.m. Stone Center)!
Attach: PM Play Simple Flyer UNC.pdf

Julius:

Please forward this email to people in African and Afro-American Studies. If anyone can help out with putting up a few posters (attached) that would be great, too.

Glad your dept. is a co-sponsor! Hope you can attend the play. It's wonderful.

Best to you,

Sherryl

-------- Original Message --------
Subject:FW: POSTER for Pauli Murray event (March 22, 7 p.m. Stone Center)
Date: Mon, 14 Mar 2011 13:20:40 +0000
From: Kersgard, Miki <kersgard@unc.edu>
To: Communicators <comm@listserv.unc.edu>
CC: Houston, Terri C <thouston@email.unc.edu>, Newsom, Cookie Elizabeth <newsom@email.unc.edu>, Kleinman, Sherryl <kleinman@email.unc.edu>

Communicators,
Please pass this along to your units.
Thanks,
Miki

To Buy the Sun
Join us as we commemorate the 100th anniversary of Pauli
Murray's birth with a new play that explores the life and legacy of one of North Carolina's own. Celebrate her history; create our future.

An Original Play | March 22, 2011 | 7 p.m.
Sonja Haynes Stone Center for Black Culture and History
Free Admission

Sponsored by: The Women's Center in Chapel Hill and UNC-Chapel Hill: Department of Sociology; Social and Economic Justice Minor; Department of Women's Studies; Diversity and Multicultural Affairs; Carolina Women's Center; Carolina Union Activities Board; Department of African and Afro-American Studies; Program in Latina/o Studies; Carolina Black Caucus; Institute for African American Research; Southern Historical Collection; LGBTQ Center; Feminist Students United; GLBTSA; Sonja Haynes Stone Center for Black Culture and History; and the Campaign for Historical Accuracy and Truth.

http://sonjahaynesstonectr.unc.edu/about/directions
More Info: Joscelyne Brazile 843-2669.

Miki Kersgard
Communications Specialist
Diversity and Multicultural Affairs
UNC Chapel Hill
Phone (919) 843-6085
Fax (919) 962-5063

www.unc.edu/diversity
"An eye for an eye only ends up making the whole world blind."
Mohandas Gandhi

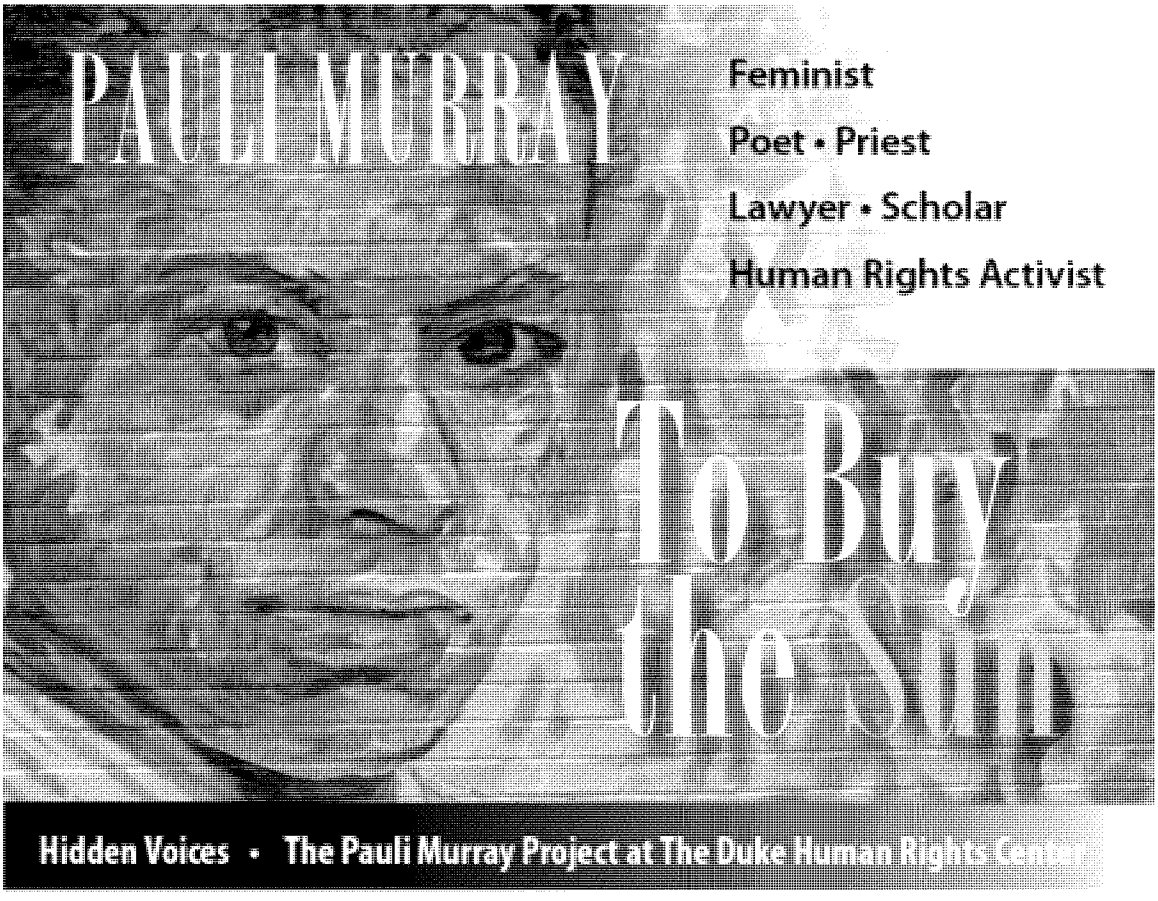

An Original Play ✦ March 22, 2011 ✦ 7 p.m.
Sonja Haynes Stone Center for Black Culture and History

http://sonjahaynesstonectr.unc.edu/about/directions

More Info: Joscelyne Brazile 843-2669.

Celebrate her history; create our future. Join us as we commemorate the 100th anniversary of Pauli Murray's birth with a new play that explores the life and legacy of one of North Carolina's own.

Free Admission

Sponsored by: The Women's Center in Chapel Hill and UNC-Chapel Hill: Department of Sociology; Social and Economic Justice Minor; Department of Women's Studies; Diversity and Multicultural Affairs; Carolina Women's Center; Carolina Union Activities Board; Department of African and Afro-American Studies; Program in Latina/o Studies; Carolina Black Caucus; Institute for African American Research; Southern Historical Collection; LGBTQ Center; Feminist Students United; GLBTSA; Sonja Haynes Stone Center for Black Culture and History; and the Campaign for Historical Accuracy and Truth.

PAULI MURRAY PROJECT at the Duke Human Rights Center --- Promoting open dialogue about current issues and their historic roots. Documenting lesser-known Durham stories. Using history to grapple with social justice issues. www.paulimurrayproject.org

HIDDEN VOICES --- Challenging, strengthening and connecting our diverse communities through the transformative power of the individual voice. www.hiddenvoices.org

This project is supported by grants from the Paul Green Foundation and a mini grant from Imagine Durham: Durham's Results Based Accountability Initiative, www.durhamnc.gov/rba

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Monday, March 14, 2011 10:41 AM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Please help the African Studies Center with grant reporting

---

Hello everyone,

As you may be aware, the UNC African Studies Center is required to gather and report data annually on Africa-focused courses, graduate placements, and faculty publications. We've been very excited to be renewed by the Department of Education for another 4 year Title VI funding cycle. As an Africanist faculty member, your publications and conference presentations are particularly of interest to us as we report to the DOE on Africa-related research at UNC in the past year.

The main categories that we are required to report on are:

Conference Presentations
Authored Books
Book Chapters
Edited Books
Journal Articles
Working Papers
Assessment Materials
A/V and Podcasts

We need to provide a count of the number of each of these categories completed by our faculty in the reporting period of Fall 2009 - Summer 2010. In particular we are counting publications and presentations which relate directly to Africa. If you would either email me your CV, or simply reply with a number beside each of these categories (an estimate is fine), that would be great. If your CV is available on your department website and you prefer we use that, can you take a moment to check that the most up to date version is available there?

Thank you very much for your help. We appreciate it, as always.

Warm regards,
Stacey

From: John Pickles <jpickles@email.unc.edu>
Sent: Wednesday, March 16, 2011 10:47 AM
To: Chairs in Arts & Sciences (excluding Dean"s Office) <aschairsonly@listserv.unc.edu>
Subject: [aschairsonly] Council of Chairs follow-up
Attach: Council of Chairs Resolution 3_15_11.docx; jpickles.vcf

---

Two items to follow-up from the Council of Chairs meeting on Monday.

(1) ELECTION

Bill Kier was elected as Vice Chair of Council for 2011-2012. Bev Taylor will be Chair that year and Bill will 'rise' to Chair the following year.

Thanks to all who agreed to stand.

(2) DISCUSSION POINT

Mike Salemi from Economics has drafted the attached and sent the following message:

Hi:

As we agreed, I have written a draft resolution for us to consider at our April meeting. I welcome suggestions on the language. I think it makes more sense for us to discuss and reach agreement on the resolution before we raise the issue with the Dean. So, I am not planning on bringing it up at the brown bag today.

Thank very much for considering this.

Mike

-- You are currently subscribed to aschairsonly as: JEN321@email.unc.edu. To unsubscribe click here: http://lists.unc.edu/u?id=35586337.15cef693df1b489de7fa72cf8cac8b1f&n=T&l=aschairsonly&o=28855791, or send a blank email to leave-28855791-35586337.15cef693df1b489de7fa72cf8cac8b1f@listserv.unc.edu.

The Council of Chairs of the College of Arts and Sciences
Draft of Resolution
March 15, 20111

Whereas

1. The Arts and Sciences Advisory Committee (ASAC) comprises four members in a College with more than 40 academic departments;

2. The expertise necessary to evaluate the research, teaching and service record of a candidate for promotion and tenure and to interpret and evaluate the outside letters supporting the candidate is available only in the candidate's home department;

3. ASAC has publicly announced at the November 2010 meeting or the Council of Chairs that it had tightened up standards for early promotion;

4. ASAC turned back a candidate from the Department of Economics where:
   The vote of the full professors was unanimously in support of promotion,
   The candidate was at in her eighth year at rank,
   The Department has supported fewer that one in three candidates for promotion during the last 20 years;

5. ASAC has rejected decisions by departments as to the appropriate source of outside letters of evaluation of candidates for promotion and tenure in cases where the candidate has undertaken non-traditional research and creative activities;

6. Respect by the Office of the Dean for the judgment of a Department's faculty and particularly its full professors is essential to the functioning of the College and the Department and essential to the morale of the faculty;

7. Procedures used by ASAC to deliberate and vote on promotion and tenure recommendations are *de jure* biased in that members of ASAC do not recuse themselves when ASAC is considering candidates from the home departments of ASAC members.

Be it therefore resolved that it is the sense of the Council of Chairs of the College of Arts and Sciences that:

1. ASAC has exceeded its authority as an Advisory Committee;

2. ASAC has employed an arbitrary definition of "too early" when it assesses the record of candidates who have served time in rank at other institutions before being employed by UNC-CH;

3. The Dean of the College of Arts and Sciences should review all cases for which ASAC has made a negative decision in the past two years, paying special attention to cases where ASAC recommended that the promotion was too early, make her own independent evaluation of those cases, and either approve or provide a detailed rationale for her decision to deny promotion;

4. The Dean of the College should prepare an explicit charge to ASAC no later than April 1 of the academic year before the academic year when it will apply and publish that charge on the College web site;

5. The Dean of the College in consultation with Department Chairs should set out explicit standards that define what "early promotion" means, especially in the context of faculty members who have time in rank at previous academic institutions.

begin:vcard
fn:John Pickles
n:Pickles;John
org:University of North Carolina at Chapel Hill;Chair, Department of Geography
adr;dom:;;206 Saunders Hall;Chapel Hill;NC;27599-3220
email;internet:jpickles@unc.edu
title:Earl N Phillips Distinguished Professor of International Studies
tel;work:919-962-3919
tel;fax:919-962-1537
url:http://geography.unc.edu/people/faculty-1/john-pickles
version:2.1
end:vcard

From: Coble, McKay <acoble@email.unc.edu>
Sent: Wednesday, March 16, 2011 11:15 AM
To: Chairs in Arts & Sciences (excluding Dean"s Office) <aschairsonly@listserv.unc.edu>
Subject: RE: [aschairsonly] Council of Chairs follow-up

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ditto

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From: Richard Andrews <andrewsr@email.unc.edu>
Sent: Wednesday, March 16, 2011 12:06 PM
To: Chairs in Arts & Sciences (excluding Dean"s Office) <aschairsonly@listserv.unc.edu>
Cc: Chairs in Arts & Sciences (excluding Dean"s Office) <aschairsonly@listserv.unc.edu>
Subject: Re: [aschairsonly] Council of Chairs follow-up

Mike and all,

Let me add a little further information on an aspect of this that pertains to the dean's comment that to overrule ASAC's advice would be showing lack of respect for faculty governance.

In my judgment there are two forms of faculty governance at stake in this issue, and the ASAC is arguably the less accountable and less representative of the two for purposes of dealing with the substance of recommendations for reappointment, promotion and tenure.

The chairs are appointed by the dean but except perhaps in exceptional cases, always in full consultation with, and seeking full support from, the faculty of the department. The Personnel Committees of the respective departments are themselves arguably the most fully democratic and fundamental form of faculty self-governance in such matters, and it is always the departments' chairs with the advice of their personnel committees -- and acting within formal departmental APT documents and procedures -- that originate the recomendations taht are then reviewed by the dean and ASAC.

ASAC, in contrast, is composed of four individuals, one from each of the four academic divisions (Fine Arts, Humanities, Social and Physical Sciences), who thus cannot even in principle represent the full range of understandings involved in substantive judgments made by the faculties of of all the departments of the College.

According to the Bylaws of the Division of the Social Sciences (to pick one of the four examples),

"The officers of the Division are a Chair and a Vice-Chair. The Chair and Vice-Chair are elected by the Faculty of the Division. The Chair must hold the rank of Full Professor and the Vice-Chair must be a tenured voting member of the General Faculty. Elections of the Chair and Vice-Chair are conducted by the Secretary of the Faculty. All persons listed by him/her as members of the Voting Faculty in departments and curricula of the Division of the Social Sciences are eligible to make nominations and vote. Every third spring, reckoning from the spring of 2000, the Chair of the Division will invite nominations for Chair and Vice-Chair of the Division and provide a list of those willing to serve to the Faculty Nominating Committee, which will draw nominations from this list, reserving the right to add others. Candidates for each office will be put on separate ballots and submitted to the Divisional Faculty. The Chair and Vice-Chair take office on July 1 next following. They may not be members of the same Department.... The Faculty of the Division meets on call of the Chair.... Special meetings of the Divisional Faculty are called by the Chair of the Division, or by petition to the Dean of the College of Arts and Sciences signed by ten voting members of the Divisional Faculty."
(http://www.unc.edu/faculty/faccoun/code/divbylaws/bylawssocsciences.shtml)

I spoke with the Secretary of the Faculty, Joe Ferrell, who tells me that in practice -- owing perhaps to the lack of a well-structured nominating process and/or of widespread participation in it -- the

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> -----Original Message-----
> From: Coble, McKay [mailto:acoble@email.unc.edu]
> Sent: Wednesday, March 16, 2011 11:15 AM
> To: Chairs in Arts& Sciences (excluding Dean"s Office)
> Subject: RE: [aschairsonly] Council of Chairs follow-up
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> From: John Pickles [mailto:jpickles@email.unc.edu]
> Sent: Wednesday, March 16, 2011 10:47 AM

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> Subject: [aschairsonly] Council of Chairs follow-up
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>

--

REPLY TO: pete_andrews@unc.edu

Richard N. (Pete) Andrews
Professor and Chair
Department of Public Policy (202A Abernethy Hall)
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3435 USA

tel: +1 919 843-5011 fax: +1 919 962-5824

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From: Coble, McKay <acoble@email.unc.edu>
Sent: Wednesday, March 16, 2011 12:11 PM
To: Chairs in Arts & Sciences (excluding Dean"s Office) <aschairsonly@listserv.unc.edu>
Subject: RE: [aschairsonly] Council of Chairs follow-up

Well said Pete

-----Original Message-----
From: Richard Andrews [mailto:andrewsr@email.unc.edu]
Sent: Wednesday, March 16, 2011 12:06 PM
To: Chairs in Arts & Sciences (excluding Dean"s Office)
Cc: Chairs in Arts & Sciences (excluding Dean"s Office)
Subject: Re: [aschairsonly] Council of Chairs follow-up

Mike and all,

Let me add a little further information on an aspect of this that pertains to the dean's comment that to overrule ASAC's advice would be showing lack of respect for faculty governance.

In my judgment there are two forms of faculty governance at stake in this issue, and the ASAC is arguably the less accountable and less representative of the two for purposes of dealing with the substance of recommendations for reappointment, promotion and tenure.

The chairs are appointed by the dean but except perhaps in exceptional cases, always in full consultation with, and seeking full support from, the faculty of the department. The Personnel Committees of the respective departments are themselves arguably the most fully democratic and fundamental form of faculty self-governance in such matters, and it is always the departments' chairs with the advice of their personnel committees -- and acting within formal departmental APT documents and procedures -- that originate the recomendations taht are then reviewed by the dean and ASAC.

ASAC, in contrast, is composed of four individuals, one from each of the four academic divisions (Fine Arts, Humanities, Social and Physical Sciences), who thus cannot even in principle represent the full range of understandings involved in substantive judgments made by the faculties of of all the departments of the College.

According to the Bylaws of the Division of the Social Sciences (to pick one of the four examples),

"The officers of the Division are a Chair and a Vice-Chair. The Chair and Vice-Chair are elected by the Faculty of the Division. The Chair must hold the rank of Full Professor and the Vice-Chair must be a tenured voting member of the General Faculty. Elections of the Chair and Vice-Chair are conducted by the Secretary of the Faculty. All persons listed by him/her as members of the Voting Faculty in departments and curricula of the Division of the Social Sciences are eligible to make nominations and vote. Every third spring, reckoning from the spring of 2000, the Chair of the Division will invite nominations for Chair and Vice-Chair of the Division and provide a list of those willing to serve to the Faculty Nominating Committee, which will draw nominations from this list, reserving the right to add others. Candidates for each office will be put on separate ballots and submitted to the Divisional Faculty. The Chair and Vice-Chair take office on July 1 next following. They may not be members of the same Department.... The Faculty of the Division meets on call of the Chair.... Special meetings of the Divisional

Faculty are called by the Chair of the Division, or by petition to the Dean of the College of Arts and Sciences signed by ten voting members of the Divisional Faculty."
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From: hbariki@afrotal.com
Sent: Thursday, March 17, 2011 4:00 PM
To: Woods, Margaret W <mwwoods@email.unc.edu>; Defosset, Amelia <damelia@email.unc.edu>; Sewall, Stacey Elizabeth <sewall@email.unc.edu>
Cc: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Gore, Travis <stgore@email.unc.edu>
Subject: AFRICA OVERSEAS TALENT(AFROTAL)

PLEASE SHARE WITH ALL YOUR MEMBERS

New Start-up company -- Afrotal.com – Connects Employers in Africa with African-born Job Seekers Living and Studying Abroad

New York, NY – Career firm Africa Overseas Talent (Afrotal) officially launched an innovative online job search and career web portal this month at www.afrotal.com. The portal connects employers in the continent of Africa and African-born professionals living abroad who are seeking jobs in Africa.

"These are exciting times for the African continent as it experiences increasing economic growth buoyed by commodity prices, inflow of foreign direct investment and record M&A deals," said Abraham Temu, the African-born founder of Afrotal. "More than 522 firms are now listed on sub-Saharan stock exchanges, up from barely 66 in 2000. But one of the daunting challenges remains the attraction of educated and globally savvy citizens overseas. This much-needed talent is the impetus to African governments and businesses as they strive to keep pace with the current growth trend."

Afrotal.com addresses this growing demand and connects multinational corporations, development agencies, African governments and non-government organizations with highly experienced and talented professionals with global experience. The portal delivers targeted job information to the right audience, allowing employers to remain cost effective and competitive in their recruitment.

The portal offers a one-stop-shop to African-born jobseekers living abroad who are searching for jobs in their home countries. This allows them to evaluate their options prior to committing to return to Africa. The portal manages all aspects of their career search and transitions with utmost confidentiality. Afrotal.com utilizes a unique technology to connect registered jobseekers and employers with customized privacy functionality, where users in the privacy of their own space can manage their profiles and job postings, and initiate contact through the portal, without the use of regular web email.

Afrotal.com is a human resource tool for all recruitment needs, especially for businesses with unique geographical needs. It is also designed for companies with limited resources to manage their own career center, allowing them to reduce technology and staff expenses.

About Afrotal and Afrotal.com
Africa Overseas Talent (Afrotal) is a premier career firm that connects educated and experienced African-born professionals living overseas with prospective employers in their home countries and the continent at large. The focal point of Afrotal.com is to simplify the recruitment process by providing a cost-effective one-stop solution for all employers to maintain

a competitive and cutting edge online career management platform.

PS: Please follow us in twitter/facebook/linkedin:

1) http://twitter.com/#!/afrotal

2)http://www.facebook.com/profile.php?/afrotal

3)http://www.linkedin.com/company/afrotal.com

From: Seeger, Friederike M <fseeger@unc.edu>
Sent: Thursday, March 17, 2011 4:16 PM
To: Burch Advisory Board listserve <burchadvisoryboard@listserv.unc.edu>
Subject: RE:[burchadvisoryboard] Burch Advisory Board meeting
Attach: Burch Advisory Board_Agenda Spring 2011.doc; Burch Belize proposal_McAnany_BABSpring 2011.doc; Burch Belize_program schedule.docx; Burch Mississippi proposal_Marr.docx

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Dear colleagues,

Attached is the agenda for our Burch Advisory Board meeting next Monday as well as the proposals for new Burch Seminars in Belize (Tricia McAnany, Anthropology) and along the Mississippi River (Tim Marr, American Studies). We will meet at 3:30pm in Graham Memorial 011. Please let Joy or I know if you have any questions or suggestions before we meet. I hope you are having a good semester and look forward to seeing you next week!

All the best,

Friederike

--
Friederike M. Seeger
Director of Burch Programs and Honors Study Abroad
University of North Carolina at Chapel Hill
CB 3510, 230 Graham Memorial
Chapel Hill, NC 27599-3510
Phone: 919-962-9680
E-mail: fseeger@unc.edu
Skype: friederike.seeger

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From: Seeger, Friederike M [mailto:fseeger@unc.edu]
Sent: Friday, February 18, 2011 11:36 AM
To: Burch Advisory Board listserve
Subject: RE:[burchadvisoryboard] Burch Advisory Board meeting

Dear all,

We will meet on Monday, March 21 at 3:30pm in Graham Memorial 011 for our next Burch Advisory Board meeting. I will circulate the agenda and the proposals that will be reviewed the week before. I hope you are enjoying the wonderful weather.

All the best,

Friederike

--

Friederike M. Seeger
Director of Burch Programs and Honors Study Abroad
University of North Carolina at Chapel Hill
CB 3510, 230 Graham Memorial
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From: Seeger, Friederike M [mailto:fseeger@unc.edu]
Sent: Friday, February 11, 2011 4:17 PM
To: Burch Advisory Board listserve
Subject: [burchadvisoryboard] Burch Advisory Board meeting

Dear Colleagues,

Before your calendars get filled up for the semester, I would like to find a time for our Burch Advisory Board meeting later this semester. Below are a few proposed dates and times which should have taken everyone's class schedule into consideration:

Monday, March 21: 8:30-10:00am
Monday, March 21: 3:30-5:00pm
Thursday, March 24: 3:30-5:00pm.

Please let me know which dates and times would work for you. We will meet in Graham Memorial 011, as always. I look forward to hear from you and hope you are having a good semester.

All the best,

Friederike

--
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BURCH ADVISORY BOARD MEETING
MARCH 21, 2011
AGENDA

I. Welcome

II. Updates

- 2011 Burch Fellows
- 2011 Burch Seminars

III. Review of proposals for new Burch Field Research Seminars

- Burch Seminar in Belize (and Yucatán, México)
  Cultural Heritage & the Construction of Archaeological Knowledge: Engaged Research in Maya Archaeology
  Dr. Patricia McAnany (Department of Anthropology)
  Spring 2012

- Burch Seminar along the Mississippi River
  Down the Great River Road: The Mississippi River As American Artery
  Professor Tim Marr (Department of American Studies)
  Summer 2013

IV. Discussion/ Recommendations/Questions

BURCH FIELD RESEARCH SEMINAR PROPOSAL

Maya Cultural Heritage & the Construction of Knowledge: Community-Based Archaeological Research (Belize, Central America & Yucatán, México)

Spring 2012
(14 weeks, January–May)

Patricia A. McAnany
Kenan Eminent Professor
Department of Anthropology

I. PROGRAM OVERVIEW

During the spring semester of 2012, twelve UNC students will have the opportunity to study Maya archaeology and issues of cultural heritage through total immersion in Maya Archaeology and contemporary Maya culture and languages. Students will live in a small Q'eqchi' Maya-speaking community in southern Belize and investigate archaeological sites collaboratively with Maya high-school students from Tumul K'in (TK). Excavation and related cultural projects are designed and undertaken using the model of community-based participatory research (CBPR). Research and study in southern Belize culminates in a community presentation of the archaeological study and also of independent projects involving cultural heritage that students design and carry out collaboratively with community members. To balance the relative remoteness of the southern Belize field site, the final two weeks of the semester are spent in Yucatán, México. First, students travel to Valladolid and the Universidad del Oriente in which they attend lectures given (in English) by Prof Ivan Batun on (1) Yucatec archaeology, (2) on being an Indigenous archaeologist, and (3) on basic Yucatec Mayan conversational language skills. With these skills in hand, students spend the second week visiting and studying five archeological sites in Yucatán. In total, the program extends over 14 weeks and include community-based field research in the Toledo District of southern Belize and field trips that highlight issues of cultural heritage and indigenous perspectives within Belize and Yucatán, México.

II. PROGRAM GOALS

Through full immersion in contemporary Maya cultures, archaeological research, and cultural heritage within the Maya region of southern México and Belize, students will gain an understanding of how archaeological knowledge is constructed. This Burch Seminar reaches this goal through three types of student learning that include (1) visiting & studying archaeological sites and museums in Belize and Yucatán, México; (2) learning archaeological techniques of survey, mapping, excavation, and laboratory analysis through investigation of hilltop Maya houses built and occupied between AD 300-900 and located on the farming lands of the Aguacate community of southern Belize; and (3) forming collaborative research relationships and conducting projects with members of local communities and with Belizean students.

III. ACADEMICS

Students on this 14-week program enroll in the following four academic courses:

- HNRS 353, 01S / ANTH 232 Ancestral Maya Civilizations, 3 hrs
- HNRS 353, 02S / ANTH 457, Archaeological Field School in Mesoamerica, 6 hrs.
- HNRS 352, 01S / ANTH 411, Archaeological Lab Methods, 3 hrs.
- HNRS 350, 01S / ANTH 296, Community-based Participatory Research, 3 hrs.

During the first week and last two weeks of the program, the majority of academic contact hours will be devoted to HNRS 353,01S: Archaeology of Mesoamerica. During this time students will participate in educational excursions within Belize, critically examining important archaeological sites and museums. During Weeks 2 through 12, students meet each week for discussion and lectures about the Archaeology of Mesoamerica with emphasis on the Maya region. During the final two weeks of the Seminar, students travel to Yucatán, México to study sites of cultural heritage (both pre-Hispanic and Historical), including Chichén Itzá, Izamal, Mayapan, Uxmal, and Kiuic. During Weeks 1, 13, & 14, there will be at least one hour per day of formal instruction and at least two hours of educational excursions to sites and museums, 5 days a week. Students will complete readings and a research exercise for each educational excursion. Instruction will be provided by Patricia A. McAnany and three graduate student teaching assistants, one of which is Claire Novotny who will base her dissertation on the field study portion of the seminar.

In Week 2, students settle into living accommodations in the Maya community of Blue Creek in southern Belize and, in consultation with Professor McAnany, the graduate TAs, and local teachers, develop relationships with students and community members that will culminate in an independent (but collaborative with community) project that focuses on cultural heritage (HNRS 350). Possibilities include archaeology programs that could be delivered as special workshops in local primary schools, working collaboratively with local high school students at Tumul K'in to create radio programs with cultural heritage content, or collecting oral histories. The service-learning component continues through Week 12 and culminates in a final day of presentation during which UNC and local Belizean students present a report or performance of their collaborative project to the entire community.

Instruction for HNRS 353,02S / ANTH 457, the archaeological field school, takes place during Weeks 3 through 9. Students participate in the plan and design of the archaeological project, initial survey and mapping of field sites, and excavation of Classic-period Maya houses built on the hilltops surrounding the communities of Blue Creek and Aguacate. Instruction and fieldwork is conducted 8 hours a day, 4.5 days a week. (In consultation with Professor McAnany and the TAs, students develop a plan of rotation between fieldwork and their CBPR project). Instruction is provided by Professor McAnany and graduate student teaching assistants.

In Weeks 9 through 12, emphasis shifts to laboratory study (HNRS 352, 01S /ANTH 411) of artifacts and other sources of information collected during the previous five weeks of excavation. Students participate in workshops on analyzing archaeological

materials and study materials recovered from excavations. Instruction and lab work is conducted 8 hours a day, 4.5 days a week (students rotate between their CBPR project and laboratory analysis). Interaction (through visitation and guest lectures) with local artisans, culinary experts, healers, farmers, and hunters enhances the interpretive potential of archaeological analysis. Instruction is provided by Professor McAnany and graduate student teaching assistants.

For HNRS 353, 02S & HNRS 352, 01S students work in teams on the design and execution of a research project. In consultation with Professor McAnany and the TAs, each team generates a set of research questions pertinent to the residential structures under excavation and then attempts to answer those questions through excavation and laboratory analysis. At the end of the Belizean portion of the seminar, the teams present their interpretation based upon excavation and lab analysis to the community and faculty of the Tumul K'in school in the form of oral presentations and posters. Individually, each student prepares a 7-10 page paper on their contribution to the project and the larger significance of their findings.

Students receive a full semester of credit towards their baccalaureate degree.

GPA, Language and Other Requirements

GPA requirement:	3.0, minimum
Language of study:	English for all courses; conversational Spanish is useful but not mandatory for two-week period in Yucatán
Class	Must have completed freshmen year

Outline of Academic Coursework

1. HNRS 353, 01S / ANTH 232: Ancestral Maya Civilizations
(Major credit in Anthropology or Archaeology, 3 credits)
Approaches: Historical Analysis (HS)
Connections: Beyond the North Atlantic World and The World Before 1750

Course Description:

This course involves lectures, readings, discussion, critical examination of archaeological sites and museums, and written and oral assignments. The focus of the class is on active learning and critical evaluation of research and cultural heritage issues relevant to Maya Archaeology. Students will be assigned readings in advance of a site visit and then will complete a written or oral exercise in their journal that is focused on issues related to the site or museum collection. The course will focus on two themes:

1). *Maya History*. Students learn about long-term changes and shifts within Maya societies from 1000 B.C. through the nineteenth century with an emphasis on subsistence and cosmology, architectural monumentality (shrine and royal/palatial courts), Maya hieroglyphic writing and iconography, households & royal courts, and European colonialism.

2). *Issues in Cultural Heritage*. Students examine the use of the Maya past in contemporary Belize and México through the study of representations of the past in popular media (such as advertising), the use of the past by indigenous descendants as well as politicians, and the presentation of the past in museum exhibitions. Students examine conflicts over the representation and the conservation of archaeological collections and sites, learn the legal frameworks for protecting the cultural patrimony of Belize and México, the nature of the threats facing sites and collections, and the impact of global tourism. Students may choose to investigate collaboratively the case history of an endangered site in the local area of Blue Creek for their CBPR project.

During the Yucatec portion of the Seminar, students study indigenous Yucatec perspectives on the past through examination of 9th through 19th century sites of cultural heritage. They spend a week in Valladolid and attend special lectures given (in English) by Yucatec Mayan archaeologist, Professor Ivan Batun at the Universidad del Oriente in Valladolid, Yucatán.

Course Structure:

The course consists of a two-week intensive program of travel and instruction at the beginning of the program, Saturday educational excursions during the field and lab schools, and a two-week capstone experience in Yucatán, México at the close of the semester. These activities will be led by Professor McAnany and two teaching assistants. The course will involve 24 hours of classroom time (including five discussions of assigned readings on Friday afternoons during field excavation and lab analysis) and 36 hours of educational excursions, for a total of 60 contact hours.

Course Schedule:

Weeks 1–2, 8 hours of classroom and 12 hours of educational excursions

- The program begins with 2 days of instruction and educational excursions to museums and archaeological sites near Belize City. The faculty director and teaching assistants will meet students at the Belize International Airport and transport them to the program hotel. We will have a safety orientation on the first morning before visiting the Belize Museum.
- From the Belize City region, we travel by charter bus and then by boat to Lamanai—a site that was occupied continuously from 1000 B.C. through the Colonial period, returning to Belize City that evening.
- From Belize City, we travel west to Belmopan, Belize for a short conference with the Director of Research at the Institute of Archaeology, Dr. John Morris, and then down the Hummingbird Highway to visit the Hershey site—a Terminal Classic cacao-producing site on the Sibun River.
- The following day, we travel west to visit the Late Classic site of Xunantunich and witness a demonstration of pottery production by a Soccotz artisan.
- Continuing down the Southern Highway to the Toledo District, we visit the sites of Nim Li Punit, Lubaantun, Uxbenka, and Pusilha, spending approximately a half day at each site.

Weeks 3–12, 8 hours of classroom and 12 hours of educational excursions

- During this segment students meet to discuss readings on Maya archaeology five times. Each meeting will consist of 1 hour of classroom instruction and a 3-hour discussion or educational excursion. Instructors pose questions to guide journal entries.

Weeks 13–14, 8 hours of classroom and 12 hours of educational excursions

- For a capstone experience, the students travel by bus to Belize City and then fly to Cancun, México. Traveling on a small charter bus, we go to Valladolid in order to learn about Yucatec archaeology, culture, and language from Professor Ivan Batun. From there, we visit and study archaeological sites of incomparable monumental architecture from Late-Terminal Classic Maya times as well as Postclassic capitals, Colonial churches, and places of significance during the Caste War of the 19th century, including but not limited to Tulum, Chan Santa Cruz, Chichén Itzá, Izamal, Mayapan, Uxmal, Sayil, and Kiuic.

Course Requirements:

Students are expected to complete assigned reading in advance of each lecture and educational excursion, and participate in discussions. They will be required to keep a journal in which they critically reflect on their experiences in the classroom and on their educational excursions related to the course. Each week, faculty and students generate specific questions to consider in journal entries. Class participation and discussion account for 40% of the grade and journal 60%.

Readings:

- *The Maya* by Michael D. Coe (2011), 8th edition. Thames & Hudson.
- Course reader (pdf files available electronically and in hard copy) consisting of articles on Maya archaeology and the Toledo District specifically.
- Course reader (pdf files available electronically and in hard copy) consisting of articles on Yucatec archaeology specifically.
- Primer on Yucatec Mayan language (basic conversation skills)

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2. HNRS 353, 02S / ANTH 457: Archaeological Field School in Mesoamerica
Major credit in Anthropology or Archaeology, 6 credits
Approaches: Historical Analysis (HS)
Connections: Beyond the North Atlantic World (BN), The World Before 1750 (WB), and Experiential Education (EE).

Course Description:

During Weeks 3-9, Burch Seminar participants spend the bulk of their time conducting fieldwork and receive instruction in archaeological research design and field methods, including mapmaking, GPS survey, excavation, recording, and field photography. Students are divided into groups and paired with high-school students from Tumul K'in. Collaboratively, they participate in mapping, surface collection, and excavation of a Late

Classic Maya hilltop residence. These archaeological investigations are part of a long-term research effort within Belize by Professor McAnany and will comprise the core of a dissertation project undertaken by Claire Novotny.

Course Structure:

The course begins with a 3-day workshop on research design and field methods. Both UNC and Tumul K'in students attend the workshop, which meets for six hours each day. After graduating from the workshops, students work in teams of 4 to 5 persons, comprised of US and Belizean students, a grad student mentor, and local laborers who facilitate the clearing of vegetation and assist with heavy lifting. Each team is assigned a house structure consisting of retaining/footing walls, patio areas, and trash deposits, which they will map, surface collect, partially excavate, and document. In consultation with faculty, each team develops research questions and foci that they hope to answer through excavation. Students will spend 6 hours in the field and 2 hours in the lab each day, 4.5 days a week. A typical day of fieldwork will begin at 7:00 am and end 1:00 pm (including travel time to and from the site). After a mid-afternoon break, students spend 2 hours in the lab, washing and processing artifacts that they collected during the day. Instruction takes place through "hands-on" experiences guided by Professor McAnany and graduate student teaching assistants. Each Friday afternoon, a one-hour session is held to discuss excavation strategies in relation to research goals. Periodic lectures on special topics will be given. The course entails 20 hours of classroom time, 30 hours of lab time, and 100 hours in the field.

Course Schedule:

Weeks 4–9, 20 hrs. classroom, 30 hrs. lab, and 100 hrs. field

- The program begins with 3 days of instruction in archaeological research design and excavation methods. This is followed by 32 days of field and lab work (Monday through Friday). Weekly discussion sessions occur on Friday afternoon.

Course Requirements:

Students are expected to participate in fieldwork, lectures, and workshops; complete all assigned readings; write excavation notes; and draw maps and profiles. They work in teams on the structure that they are excavating. The research project involves the description and interpretation of the stratigraphy, architecture, and features encountered. Each team presents an interpretive poster on their excavations at the end of the field course. Assessment of student performance is based on:

- Direct evaluation of "hands-on" work (30% of grade). The faculty director and TAs evaluate each student's mastery of basic techniques and principles of excavation, including effective use of excavation tools, precision and accuracy of measurement, and accuracy of interpretation of soils, sediments, and features (e.g., correct identification of different types of archaeological deposits and features).
- Documentation of excavations (40% of grade). Each student will be responsible for producing a **portfolio** of drawing and text that documents the excavation. The portfolio will include detailed excavation notes in a standard format, maps, architectural cross-sections, and drawings of stratigraphic profiles. These activities include narrative descriptions of excavation procedures and interpretation of deposits.

Each student's portfolio will include approximately 20 pages of written and graphic documentation. The faculty director will evaluate the content, completeness, and style (grammar and clarity of writing and illustrations) of each student's portfolio.

- **Interpretive poster** (30% of grade). Each student team will present a poster on their interpretations of the occupational history of their area excavation. The faculty director will evaluate the content, argumentation, layout, and style (grammar and clarity of writing and illustrations) of posters.

Readings:

- *Archaeology: Basic Field Methods*, R. Michael Stewart (2001)
- Course reader (pdf files available electronically and in hard copy) consisting of articles on field methods.

I. HNRS 352 / ANTH 411: Archaeological Lab Methods

Major credit in Anthropology or Archaeology (3 credits)
Approaches: Social and Behavioral Sciences (non-Historical) (SS)

Course Description:

During Weeks 9-12, students learn techniques used to analyze artifacts and organic remains from archaeological sites by participating in workshops and hands-on exercises in pottery and traditional food preparation. Interaction (through visitation and guest lectures) with local artisans, culinary experts, healers, farmers, and hunters enhances the interpretive potential of this laboratory phase of archaeological analysis and bi-directional knowledge construction. Each team brings back to the contextual analysis of the excavation what they learn through this learning experience. Tables of artifact presence & frequencies and artifact drawings are added to the student portfolio and also synthesized into the team presentation of an interpretive poster. At the end of the 12th week, student teams present their constructed knowledge of excavated archaeological contexts to their peers and the entire community in a festive event.

Course Structure:

The course will begin with a 3-day workshop on laboratory methods in archaeology during which local guest lecturers and artisans will give presentations. The workshops will meet 6 hours each day. Following the workshop, students will work in lab teams (the same as their excavation teams). Each team analyzes the artifacts recovered from their excavated house structure. Students work in the lab for 8 hours each day, 5 days a week. A typical day begins at 8:00 am and ends at 5:00 with a 1-hour lunch break. Weekly sessions are held to discuss the progress of research projects in relation to original research questions. Periodic lectures and educational excursions will occur. The course involves 30 hours of classroom time, 120 hours in the lab.

Course Schedule:

Weeks 9–12, 30 hrs. classroom, 120 hrs. lab

- The program begins with a 3-days workshop in archaeological lab methods. This is followed by 13 days of lab work (Monday through Friday). Visiting lectures by local artisans punctuate the workshop and lab sessions. Weekly discussion sessions are held on Friday afternoon.

Course Requirements:

Students will be expected to participate in lab sessions, lectures, workshops, complete all assigned readings, expand their portfolio, and contribute to the group interpretive poster. They work as a team on their research project through the lab-analysis learning module. This project constitutes preliminary analysis of excavated materials. During the 12th week, each team prepares & presents an interpretive poster on their research project. Individually, each student prepares a 7-10 page paper on their contribution to the project and the larger significance of their findings. Assessment of student performance is based on:

- Class participation and discussion (20% of grade). The faculty director will evaluate each student's contribution to group's discussions, attendance, and his or her performance while conducting lab analysis.
- Direct evaluation of mastery of basic lab skills (10% of grade).
- Portfolio augmentation with artifact-based analyses, drawings, and photographs (15%)
- 7-10 page paper on student contribution to the project and larger significance of findings (40%).
- Contribution to group interpretive poster (15%)

Readings:

- *Archaeological Laboratory Methods: An Introduction*, Mark Q. Sutton and Brooke S. Arkush (2002)
- Course reader consisting of articles on lab methods.

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4. HNRS 350 / ANTH 296: Community-Based Participatory Research
Major credit in Anthropology or Archaeology (3 credit hours)
Approaches: Social and Behavioral Sciences (non-Historical) (SS)

Course Description:

During Week 2, students participate in reading & discussion sessions to learn the epistemology and methodologically basis for community-based participatory research. For the remainder of the seminar, they meet for five Friday afternoon sessions that will consist of reading & discussion paired with challenges presented encountered during implementation of CBPR. They also begin to forge collaborative relationships with fellow students from Tumul K'in and members of local communities. The object of collaboration is to design and undertake a study of some aspect of cultural heritage. The project could be implemented in primary schools, in the Tumul K'in high school, or through more informal community venues. Models for collaborative research include classroom workshops, assistance in designing cultural heritage programming for the Tumul K'in radio station, or the staging of performance events focused on cultural

heritage in community centers. Students work at their collaborative project from weeks 3-12 and present their project orally and collaboratively to the community at the end of the 12th week. Individually, each student prepares a 7-10 page paper on the challenges, successes, and findings of their CBPR experience.

Course Structure

After students complete the workshop, faculty members confer with each student and help them to shape their CBPR project if needed. After initial contacts are made and the mechanics of each project set up, students will work about five hours per week on preparation and execution. Totally hands-on and the most independent and community-interactive of the four courses, the structure of this course will be independently shaped with each student.

This course encapsulates the approach taken by this seminar in general and so will be not stand apart from the rest of the field school, which includes daily collaboration with high school students and faculty at Tumul K'in. Through daily interaction with Mopan and Q'eqchi' Maya peoples living in southern Belize, students will gain an understanding of how contemporary Maya peoples relate to their past. This course will also inform the topic of cultural heritage that is addressed in HNRS 353,01S.

Course Schedule:

Weeks 3–12, 50 hrs. CBPR activity

- After the orientation of Week 2, this course will run concurrently with archaeology fieldwork and then with lab analysis. Students confer with faculty on the scheduling of their CBPR project. Every other week, reading & discussion sessions are held on Friday afternoon during which local challenges and successes of CBPR are discussed.

Course Requirements:

Students are expected to participate in design and execution of a CBPR project in schools or through community venues. All projects should be structured around some aspect of cultural heritage. This independent and community-interactive course will include discussion of assigned readings and a final 7-10 page paper that describes the project, challenges of execution, and how the project was received in the community or school.

Assessment of student performance is based on:

- Participation and discussion (20% of grade). The faculty director will evaluate each student's contribution to group's discussions, attendance, and his or her performance while conducting CBPR.
- Presentation of project to community (30% of grade).
- 7-10 page paper on CBPR project and the challenges of its execution (50% of grade).

Readings

- *Decolonizing Methodologies: Research and Indigenous Peoples* by Linda Tuhiwai Smith (1999). Zed Books.
- *Collaborating at the Trowel's Edge: Teaching & Learning in Indigenous Archaeology*, edited by Stephen Silliman (2008).

- Pdf files and hard copy of additional assigned readings will be available for students.

IV. PROGRAM LOGISTICS

a. Affiliations

The program will be affiliated with the Belizean Institute of Archaeology, National Institute of Culture and History, the governmental agency that regulates all archaeological projects, museums, and archaeological sites in Belize. Professor McAnany will apply for a research permit several months in advance of the program. She has successfully obtained research permits in Belize since 1990.

b. Student Housing and Meals

On the road, students will stay at economical, safe 2-star and 3-star hotels with good reputations known to the faculty director. Hotels will provide double and triple rooms with private baths and hot water. During the 10 weeks of service-learning and archaeological field and lab work, students will stay in the Maya community of Blue Creek at Tumul K'in.

On the road, students will eat at moderately-priced restaurants with good reputations known to the faculty director. During the field and lab schools, 3 meals a day, 6 days a week will be prepared at the rental house by a local staff of cooks. Bottled drinking water will be provided to students and staff.

c. Program Travel

Students will fly into Belize International Airport, where they will be met by the faculty director and teaching assistants. Students will travel within Belize by charter bus and the project vehicle with a commercial airline flight from Belize City to Cancun, México followed by more charter bus travel within Yucatán. Return flight to the U.S. will originate from Cancun, México. The project also will rent two vehicles for the duration of the field and lab work for logistical support and emergencies.

d. Communication

Internet access is available at the Blue Creek high school of Tumul K'in and also in the town of Punta Gorda (just 27 km from the study location). International calling cards can be purchased and cell phone coverage is present in Punta Gorda. *All project staff will have cell phones in case of emergencies.*

e. Educational Facilities and Equipment

Most of the equipment and supplies needed to run a field and lab project are currently in storage at the field lab of Professor McAnany, which is located on the Hummingbird Highway in central Belize and will need to be transferred to southern Belize. Equipment includes lab supplies, shovels, screens, and dig kits.

f. Safety and Security

Belize and southern México are extremely safe places to visit. Formerly a British colony, the government of Belize is a parliamentary-style democracy. A popular tourist destination for scuba diving and snorkeling as well as visiting Maya archaeological sites, Belize hosts more than 250,000 tourists per year. Belizeans are friendly and towards visitors from the U.S. Violent crime rates are substantially lower than in the US. The southern Mexican states of Quintana Roo and Yucatán, likewise, are popular tourist destinations and have not been destabilized by the violence that has wreaked havoc on northern México.

g. Medical Care

Belize has a socialized system of medicine as well as excellent private clinics and hospitals with well-trained staff and modern equipment. Before the students arrive, the faculty director will arrange for a doctor to be available on-call, any time of the day or night. Students will have international health insurance through HTH Worldwide and will participate in a workshop at the UNC International Travel Clinic on health and safety in preparation for their time in Belize and southern México. All students will carry a pre-paid cell phone card and will know emergency contact numbers and information about the nearest hospital, embassy, and police station. Purified, bottled drinking water is readily available and will be provided to students and staff.

V. FACULTY DIRECTOR

Short Biography

Patricia A. McAnany is Kenan Eminent Professor in the Anthropology Department at the University of North Carolina, Chapel Hill. Her recent research efforts include the Xibun Archaeological Research Project (in central Belize), an NSF-supported effort that is focused on understanding the political economy of cacao (chocolate) production in Classic Maya society. Through the 1990s, her field research was conducted at the site of K'axob (in northern Belize) where she directed an investigation into the agricultural uses of wetlands and earlier into the significance of ancestor veneration within domestic contexts. She is the founder of the Maya Area Cultural Heritage Initiative (MACHI), www.machiproject.org that focuses on educational programs with descendant Maya communities in Mexico, Belize, Guatemala, and Honduras. Initiatives include classroom workshops, radio dramas, and puppet-based film documentaries, all of which work to foster dialogue about the value of the past, deliver knowledge about Maya deep history, and highlight the importance of heritage preservation.

She is the author of *Ancestral Maya Economies in Archaeological Perspective* (2010), *Living with the Ancestors: Kinship and Kingship in Ancient Maya Society* (1995) and editor of *K'axob: Ritual, Work, and Family in an Ancient Maya Village* (2004) and *Sacred Landscape and Settlement in the Sibun River Valley* (2002). She co-edited *Questioning Collapse: Human Resilience, Ecological Vulnerability, and the Aftermath of Empire* (2009), *Dimensions of Ritual Economy* (2008), *Debating with Robert: Papers on*

Mesoamerican Archaeology in Memory of Robert S. Santley (2008), and *Prehistoric Maya Economies of Belize* (1989). She has written numerous journal articles and book chapters both as sole author and jointly with students and colleagues.

Experience in the Field

Before coming to the University of North Carolina, Professor McAnany directed eight field schools in central and northern Belize for Boston University. Having trained more than 100 undergraduates and a dozen graduate students, she accrued considerable experience in total-immersion experiential learning. Patricia first experienced Belize in 1981 as a graduate student on an archaeological research project in northern Belize. Since then, she has traveled to Belize more than 30 times and completed field research with the support of three National Science Foundation grants. Within both Belize and southern México, she maintains a network of friends and long-standing relationships with local archaeologists and community members, particularly within the small country of Belize.

Burch Seminar Spring 2012 Weekly Calendar

Maya Cultural Heritage & the Construction of Knowledge
Community-based Archaeological Research in Belize, Central America & Yucatán, México

	Course no: HNRS 353,01S	**Course no: HNRS 353, 02S**	**Course no: HNRS 352, 01S**	**Course no: HNRS 350, 01S**
Week	**Maya Archaeology**	**Arch. Field Research**	**Lab Analysis**	**Community-Based Participatory Research**
Week 1	Cultural orientation, Site/Museum study in Belize			
Week 2	Reading & discussion: Timelines & Regions within Maya Arch.	Orientation seminars	Orientation seminars	Reading & discussion CBPR Students forge collaborative relationships
Week 3		Fieldwork begins		Reading & discussion CBPR
Week 4	Reading & discussion: Archaeology of southern Belize & SE zone	Fieldwork continues		
Week 5		Fieldwork continues		Reading & discussion CBPR
Week 6	Reading & discussion: Classic Period, part 1	Fieldwork continues		
Spring Break				
Week 7		Fieldwork continues		Reading & discussion CBPR
Week 8	Reading & discussion: Classic Period, part 2	Fieldwork continues		
Week 9		Fieldwork closes	Workshops on lab analysis begin	Reading & discussion CBPR
Week 10	Reading & discussion: Archaeology of northern Yucatán		Lab analysis continues	

Burch Seminar Spring 2012 Weekly Calendar

Maya Cultural Heritage & the Construction of Knowledge
Community-based Archaeological Research in Belize, Central America & Yucatán, México

	Course no: HNRS 353,01S	**Course no: HNRS 353, 02S**	**Course no: HNRS 352, 01S**	**Course no: HNRS 350, 01S**
Week	**Maya Archaeology**	**Arch. Field Research**	**Lab Analysis**	**Community-Based Participatory Research**
Week 11			Lab analysis continues	Reading & discussion CBPR
Week 12	Reading & discussion: Linking Past with Present		Lab analysis closes	Presentation of independently pursued collaborative research
Week 13	Lectures at Universidad de Oriente, Valladolid, Yucatán			
Week 14	Site/Museum study in Yucatán			
By end of semester, student has produced & receives a grade based upon the following:	**Journal** (20-25 pp.) with focused discussion of site visits and short essays on assigned topics	**Portfolio** of field drawings, field forms, photographs, and description of excavation **Group presentation** to community of interpretive poster	**Portfolio** of analysis & visualization of artifacts from excavation **7-10 page interpretive paper** on excavation & analysis **Group presentation** to community of interpretive poster	**7-10 page paper on challenges, successes & findings of CBPR experience** **Presentation to community of collaborative research** project independently done.

Burch Field Research Seminar Proposal

DOWN THE GREAT RIVER ROAD: THE MISSISSIPPI RIVER AS AMERICAN ARTERY

Summer 2013
6 weeks, late June – early August

Professor Timothy Marr
Department of American Studies

I. PROGRAM OVERVIEW

This summer Burch Field Seminar will use the Mississippi River and the changing settlements, activities, and productions along its banks to examine the complex relationship between natural environment and human cultures in the heartland of the United States. Beginning at St. Anthony Falls in Minnesota – the northernmost point of navigation—we will track and follow the flow of the Mississippi for almost two thousand miles as it gathers tributaries down to its shifting delta on the Gulf of Mexico. This journey will itself be a dynamic lesson as we trace the explorations of De Soto, Joliet, and Marquette by experiencing the evolution of different modes of transportation by traveling by canoe, barge, towboats, steamship, railroad, bicycle, and bus as we meander south with the widening stream. The river will reveal its lessons as it divides the urban communities of Minneapolis/St. Paul, St. Louis, Memphis, and New Orleans. We will learn how it has supplied the commercial and cultural lifeline for smaller cities such as Dubuque, Hannibal, Cairo, New Madrid, Natchez, and Baton Rouge. The river's bends and horseshoes also pass by dynamically instructive sites as Cahokia, the World Heritage Site of ancient Mississippian mound culture; Nauvoo, Mormon Temple site and resting place of Joseph Smith; Clarksdale, center for blues heritage and tourism; and Rohwer, location of a WWII Japanese internment camp in the Jim Crow South. Students will enroll in two American Studies seminars that earn six Experiential Education credits. AMST 290: The Mighty Mississippi in Story and Song will investigate the rich expressive culture to which the river has given rise ranging from the novels by Mark Twain and Herman Melville, the poems of Langston Hughes, and the blues of Muddy Waters as well as *Showboat* the musical. AMST 390: Mississippi Memory: Technology, Environment, and Tourism will explore diverse sites of memory along the river's shores including bridges and locks, monuments, prominent geographical places and parks, and locations of important events. We will also visit a series of museums and historical sites to investigate how the past has been processed as a resource for the twenty-first century tourist economy. Students will return from this seminar with an unforgettable sense of American vitality and diversity, one which the Mississippi has long provided to those who encounter it.

II. PROGRAM GOALS

The primary goals of the field seminar will be to:

- Experience the horizontal expanse of the nation by tracking a two thousand mile route through the heartland to the Gulf coast of Louisiana
- Study the rich cultural expressions of diverse people who live or who have lived near the banks of the Mississippi and adapted to the river's changing histories of access and trade
- Encounter the evolving modes of transportation on and near the river by traveling by foot, canoe, barge, steamship, railroad, and bus
- Analyze the human costs of flooding, erosion, and invasive species as well as developing scientific and technological attempts to control these problems
- Examine how historical sites have been reclaimed as resources for current economic development and heritage tourism

III. ACADEMICS

Students on this six-week program enroll in the following two academic courses:

- HNRS 350/AMST 290: The Mighty Mississippi in Story and Song
  Proposed general education requirement: Literary Arts (LA), Experiential Education (EE)
  Major credit: American Studies

- HNRS 353/AMST 390: Mississippi Memory: Technology, Environment, and Tourism
  Proposed general education requirements: Social Sciences (SS), Experiential Education (EE)
  Major credit: American Studies

<u>Outline of academic coursework:</u>

AMST 290: THE MIGHTY MISSISSIPPI IN STORY AND SONG (LA/EE)

T.S. Eliot, a son of St. Louis, once posed the question in his introduction to *The Adventures of Huckleberry Finn*: "At what point does the Mississippi River become what the Mississippi River means?" This course will explore rich and diverse cultural expressions inspired by the Mississippi River in ways that will provide a powerful script and historic soundtrack enriching our own journey in 2013. Thomas Ruys Smith's *River of Dreams: Imagining the Mississippi before Mark Twain* (LSU 2007) provides useful historical grounding to this course. Mark Twain's *Life on the Mississippi* and *The Adventures of Huckleberry Finn* (1884-5) and Herman Melville's *The Confidence-Man* (1857) are novels that use a the journey down this river as their organizing principle for creative and cultural commentary, and both recycle the genre of the humorous gambling stories that we will examine in other guises. We will visit the Mark Twain

Boyhood Home and Museum in Hannibal, Museum and view Ken Burn's documentary on Twain. A large number of travel narratives and blogs have been written about earlier and ongoing journeys down the river. Students will read accounts such as Jonathan Raban's *Old Glory: A Journey Down the Mississippi* (1981) and listen to songs such as Johnny Cash's "Big River" to model their own travelogues and poetic responses that they will write as blogs of the their own encounters with the river. The musical heritage of the river is richly alluvial. We will focus especially on the blues music of the Mississippi Delta and the jazz and Dixieland traditions of New Orleans. UNC's Bill Ferris and Ali Neff are two of the scholars who have explored the ethnography of sound in the region. They were preceded by Alan Lomax's *The Land Where the Blues Began* (1978) and Robert Palmer's documentary *Deep Blues: A Musical Pilgrimage to the Crossroads* (1990). The Smithsonian commissioned a project called *A River of Song: A Musical Journey Down the Mississippi* by John Junkerman and Elijah Wald that traces forms of contemporary music at different stops as the river flows south in ways that offers the seminar a series of resonant interludes. One assignment for the course will the memorization and performance of a song or poem by each student that embodies some of the meanings they are experiencing themselves on their voyages, as well as the selection (or composition) of a poem to incorporate into an anthology compiled in the seminar. The final assignment for this course will be the creation of the student's own travel memoir that additionally distills their learnings into an audio or video performance that will serve to share their insights with a wider audience and commemorate their own experiences of our adventure together. But that is after we swim far into the Gulf from Grande Isle, Louisiana, like Edna Pontellier does in Kate Chopin's *The Awakening*; but unlike her, we will return to tell about the experience.

AMST 390: MISSISSIPPI MEMORY: TECHNOLOGY, ENVIRONMENT, AND TOURISM (SS/EE)

This course will empower students to examine the places, events, legends, and phenomena they encounter on the journey as complex socio-cultural sites in which the historical past is circulated to irrigate a variety of cultural politics and contemporary purposes. A key text providing a historical foundation for this course (as Smith's does for AMST 290) is Lee Sandlin's new book *Wicked River: The Mississippi When It Last Ran Wild* (Pantheon 2010). One type of site for study, for example, will be the bridges that span the river, especially in the major cities. We will begin in Minneapolis by walking across the 1883 Stone Arch Bridge and studying its construction and changing uses. We will then study the damage, causes, and concerns that resulted from the 2007 collapse the collapse of Bridge 9340 of I-35W. In St. Louis the students will study the Eads Bridge, the longest arch in the world when it was completed in 1874 and the subject of the PBS documentary *James Eads: Secrets of a Master Builder*. Our seminar will be involved in series of short episodes of river travel on canoes, towboats, barges, and steamers, and the encounters with locks and dams on the river. The steamboats and paddle steamers that are seen as icons of Mississippi travel as remembered in visual culture and historic preservation/replication will serve as another site of memory. We will visit the site of the explosion of the steamship *Sultana* in 1865 that killed 1700 Union prisoners being returned home to see how it has been commemorated (selection from Alan Huffman, *Sultana: Surviving the Civil War, Prison, and the Worst Maritime Disaster in American History* [Harper 2010). Another Civil War site will be studied as we camp in Fort Pillow State Historical Park in Henning, Tennessee to study hopefully with John Cimprich, author of *Fort Pillow, a Civil War Massacre, and Public Memory* (LSU 2005). One campus for our collective education will be the Mormon

city of Nauvoo on the river's banks where, after camping at Nauvoo State Park, we will learn from local experts about Mormons as an American ethnicity, and the place of Nauvoo in Mormon memory. The seminar will make an excursion to Rohwer Concentration Camp in Arkansas where Japanese-Americans were interned during WWII. Though largely in ruins, there is a cemetery with a compelling memorial to Japanese soldiers built by the internees themselves in the shape of a tank. We will hopefully tour the site with Rosalie Gould, mayor of McGehee, is a local leader of preservation efforts and collector of artifact, after reading sections of John Howard's book *Concentration Camps on the Home Front: Japanese Americans in the House of Jim Crow* (Chicago 2008) and viewing the PBS documentary on the two Arkansas camps called *Time of Fear* (2004).

This course also explores interdisciplinary sites of memory related to the environment. We will view historically prominent geographical locations such as Fort Defiance in Cairo, Illinois at the confluence of the Ohio and the Mississippi. We will also study present day environment efforts to repel the invasion of Asian carp and runoff and erosion causing hypoxia and the dead zone off the Delta's waters (by analyzing the controversial exposé "Troubled Waters: A Mississippi Documentary"). There will be a unit of the seminar on the massive Flood of 1927. We will read sections of John Barry's fascinating book, *Rising Tide: The Great Mississippi Flood of 1927 and How It Changed America* (Simon and Schuster, 1998) and the American Experience documentary *Fatal Flood* (2001) before analysis how the flood was remembered through innovations in flood control technologies (and how these projects held up during later floods). Historical insights into New Deal projects will be gained from watching Pare Lorentz's 1938 Film "The River" (and by studying the creation in that period of the Great River Parkway on which we will be traveling), and four short films on the "Chocolate Tide" produced by the US Army Corps of Engineers. We will also go back in time to visit the ancient site of Cahokia whose massive mounds comprised one of the greatest cities in the world in 1250AD.

The presence of the Mississippi and its River Road has provided an important attraction that draws tourists to the valley. Another aspect of our collective study of Mississippi memory will involve an examination of how the region's past has been redeployed into the capital of heritage to draw more dollars into local communities. These ventures also provide important classrooms for our seminar for understanding and criticizing these interpretations. These include museums such as National Mississippi River Museum in Dubuque (Iowa), the National Rivers Museum in Alton (Illinois) and the Mississippi River Museum in Memphis. Another grouping embodying commodified touristic memory is the varied museums of music in Tennessee and Mississippi such as the Stax Museum of American Soul Music and Delta Blues Museum, as well as the many stops on the Mississippi Blues Trail.

Students in the seminar will select one specific site of memory for a ten-page research project that will be submitted, compiled into an anthology titled *Mississippi Memory*, and presented to each alumni/ae at the concluding dinner just before classes begin in the fall of 2013.

IV. LOGISTICS

As our seminar is more mobile than most Burch Field experiences, some of the logistics will be different. Our primary mode of transportation at this time will be two large vans. This will allow the maximum flexibility for accessing isolated sites and inexpensive accommodations and will take advantage of the Great River Parkway. Lodgings will vary from hotel, motel, and mobile home rentals to nights where we will be camping to encounter natural places and to

reduce our costs. Transportation might also involve a segment of railroad travel on the *City of New Orleans* from Fulton, Missouri to Memphis, Tennessee. Varied forms of river travel will be arranged with varied operators at appropriate ports, include an excursion (at least for one night depending on budgetary constraints) on a paddle steamer. I am ready to work out a more detailed schedule of study and travel with more specific logistical arrangements as the next stage in the development of the seminar. There will perhaps be an opportunity to arrive early for the seminar and begin at the headwaters of the Mississippi at Lake Itasca State Park.

My research has revealed that there is no shortage of resources of experts who are fascinated by the Mississippi River, ranging from academics, to government scientists, to state folklorists and local historians. I am certain that when the dates for the seminar are clearer and closer that I can arrange and contract all the support I need to supplement my teaching with that of dynamic specialists. There are several universities along the path of our travels that could be approached for the use of classrooms, libraries, and professionals. These include University of Minnesota, Winona State, Viterbo College (Lacrosse, WI) Ashford University (Clinton, Ill), Washington University (St. Louis), University of Memphis and Rhodes College, Delta State (Cleveland, MS), Alcorn State (Lorman, Vicksburg, and Natchez), Louisiana State University, and Tulane University. For example, biologist Rosanna Cappellato from Rhodes College in Memphis teaches a seminar (for seniors) on the Mississippi River, as does Luther Brown from Delta State. Our days will be full with travel, excursion, and seminar discussions (in a variety of "classroom" situations), but there will also be time to read, research, and write, sometimes in some very beautiful places.

V. INTEREST AND EXPERIENCE OF THE FACULTY DIRECTOR

My career as an American Studies professor was incubated by the time I was a teenager as I co-piloted with my family on drives through 46 of the continental states. These explorations provided experiential scaffolding that enabled me to relate more to national events as I grew up as well as endowed me with a comfort with the road that eventually opened up towards wider global engagements. Since reading Jack Kerouac's *On the Road,* and then hitchhiking to Isle Royale National Park in Lake Superior the summer after my junior year in high school, I knew that the there were lessons to be learned by striking out for broader territories that held the promise of new perspectives and the serendipity of encountering situations that might surprise my own sense of what was possible. Maps for me became a form of accurate art that could guide me to fascinating situations.

My interest in leading this seminar is to share some of the excitement of this mode of learning with UNC students to help expand their own horizons and glimpse new vistas with more perspicacity. While the curriculum at UNC fosters students' vicarious power to imagine temporal, spatial, and cultural alternatives, this capacity is dramatically accentuated by experiential learning in the field that simply cannot be fully embodied in the four walls of the classroom. I spent a year in Sweden and another in New Zealand as well as a semester in Chicago during my undergraduate years and the learning and unlearning that I did during those time were essential aspects of my real education. I want the richness and challenges of this seminar, through its dissecting of the natural and cultural core of the continent, to provide students with a profound and flexible American backbone that will affect the way they stand as Americans in their future careers.

A Burch Field Seminar that Rachel Willis and I planned eight years ago called "On the Road and Ridin' the Rails" that went around the whole continental US was not able to be

offered. I have since been thinking about the pleasures of this journey and have discussed ideas for it with two undergraduates over the past years who have shared my interest. I have much experience traveling, planning trips, and responding to the challenges that the road offers and am ready to take on this responsibility. I want to provide students—and myself—with Mississippi Memories that each of us will long recollect as they flow back into consciousness.

From: Sahle, Eunice N <eunice@email.unc.edu>

Sent: Sunday, March 20, 2011 7:43 PM

To: Department listserv <afriafam@listserv.unc.edu>

Subject: [afriafam] April 1 – forum on African Social Movements

Attach: flyer-african-social-movements2-3.jpg

Dear All,

Please join our colleagues Professors Selassie, Nzongola and others such as Dr. Firoze Manji (Editor-in-Chief, Pambazuka News) at a forum on African social movements in a globalizing context. For more details, kindly see the attached poster.

Best wishes,
Eunice

You are currently subscribed to afriafam as: jen321@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=28876644

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-28876644-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

African Studies Center, Department of Geography, and Department of African and African American Studies present:

African Social Movements

in a globalizing context

Friday April 1, 5:30-7:30pm

Sonja Haynes Stone Center Hitchcock Multipurpose Room
150 South Road UNC Chapel Hill

Introduced and moderated by:

Prof. Eunice Sahle
African and African American Studies & Global Studies, UNC-Chapel Hill

Roundtable:

Prof. Bereket Selassie
African and African American Studies
UNC-Chapel Hill

Prof. Georges Nzongola
African and African American Studies
UNC-Chapel Hill

Prof. Charles Piot
Cultural Anthropology & AAAS
Duke University

Molly Kane
Pambazuka News

Dr. Firoze Manji
Editor-in-Chief
Pambazuka News

Elena Yehia
Graduate student, Anthropology
UNC-Chapel Hill

Yousuf Al-Bulushi
Graduate student, Geography
UNC-Chapel Hill

From: Megan <matkins@planetaid.org>
Sent: Monday, March 21, 2011 11:17 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: PLANET AID MEETING/ UNC
Attach: image004.jpg

Jen,
The reason I contacted you is because I feel that the department of African and Afro-American Studies maintains a huge presence at UNC-CH. Also, Planet Aid works parallel with your Departmental Mission "*The current goal of African and Afro-American Studies at UNC-CH is to give specific and precise attention to the histories, cultures, and cultural linkages of the peoples of Africa and their descendants in the New World.*"
In our changing culture climate, the faces of those we serve are diverse and their needs must be met with creativity. Planet Aid is unique in its commitment to addressing the world and its people. I was hoping to set-up an appointment to meet with you and discuss possibly constructing a program with the department of African and Afro-American Studies. Here is some basic information on Planet Aid…

Planet Aid Profile:

Planet Aid is a non-profit organization dedicated to improving the lives of people in developing countries. Our objectives include development, protecting the environment, and relief aid. Our activities in the US fall into these categories: Clothes Collection and Recycling, Partnership in Development and sharing Information about development issues. We mobilize surplus resources in North America for use in development activities in Africa, and Asia. Planet Aid has clothes collection boxes in about 19 states in North America with over 8,000 boxes. Planet Aid has been servicing NC for 9 years.

International Development:

At Planet Aid we are committed to supporting the poorest and most needy people of the world. We recognize the relationship between the distribution and use of the Earth's finite resources and the poverty and lack of basic necessities that the majority of the world's population experiences. Since Planet Aid started collecting clothes in 1997, the world population has grown by more than a billion people and the sad fact is that, worldwide, the amount of poor and starving people in absolute numbers has slowly been rising year-by-year since Planet Aid started in 1997.

Through grants and funds raised via our recycling program Planet Aid has supported more than 50 different programs in 15 countries over the years. In 2008 alone, Planet Aid provided $16.8 million in direct and in-kind support for training of teachers, small-scale farming, Child Aid and community development, vocational training and the fight against HIV & AIDS.

In Africa:

- Angola
- Botswana
- Democratic Republic of Congo
- Malawi
- Mozambique
- South Africa

- Zambia
- Zimbabwe

How our Program helps your environment.
By recycling and reusing textiles, Planet Aid has been able to help reduce water and pesticide usage in cotton production. This has been able to save on average 74 billion gallons of water per year, and reduce pesticide spraying by 21 million pounds yearly. Recycling also saves precious landfill space. In 2008 alone, Planet Aid was able to save landfills from 102 million pounds of textile waste. This also preserved over 200 square miles of farm land (equal to 6 times the size of Manhattan, NY), which would have been used for growing cotton for textile production. The reduction of CO2 is another crucial benefit of Planet Aids recycling program. On average, 1 lb. of clothes sold as second hand clothing will save 5.8 lbs. of CO2, while 1lb. of recycled fibers will save 1.7 lbs. of CO2. Not only is Planet Aid's recycling program providing affordable clothing to those in need, it is going a long way in preserving our most important natural resources.

.

I would love to come and meet with you and discuss our possibilities.

Thank you for your time and consideration.

Kindest Regards,

Megan Atkins - Planet Aid
Phone: 336-404-0116
Fax: 919-644-0700

Planet Aid®
www.planetaid.org

From: Gore, Travis <stgore@email.unc.edu>
Sent: Tuesday, March 22, 2011 5:46 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] FW:
Attach: BOG guidelines.pdf; Desk Copy Information & Form.pdf; EZ Re-Order Form.pdf; fall 2011 adoption calendar.pdf; fall 2011 Daily Grind poster.pdf; fall 2011 liaison letter.pdf; fall 2011 no text.pdf; fall 2011 text adoption form.pdf; Guaranteed Buyback Brochure.pdf; Oh No Book out of print.pdf; UNC Student Stores Textbook Guide.pdf

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Hi All,

Just a reminder to get Fall textbook orders in by this Friday, March 25. If you don't have any textbooks then you can fill out the No Text form. Meeting this deadline allows the University to get better prices on books and the savings get passed on to the students.

Thanks,
Travis

From: Morgan, George (Student Stores) [mailto:GFMORGAN@store.unc.edu]
Sent: Friday, March 18, 2011 12:11 PM
To: Rainey, Arlene; Gore, Travis; Simmons-Cahan, Deborah A; McAlister, Matthew Keith; Carter, Janis C; Fulenwider, C. Lindsay; Barnes, Ash; Mitchell, Shannon Michelle; Montgomery, Summer; 'Pickard, Peggy'; Batts, Donnyell; Kush, Jennifer Anne; Young, Gideon; Bancroft, Molly J.; Anna Snyder; fast@cs.unc.edu; Futrell, Betty S; Walker, Victoria Ward; Williams, Arlisha; Rooney, Patty; Kelly, Miranda S; Braxton, Anita T; Sardi, Karen L; Cowan, Tara L; Jodie A. Turnbull; McNeil, Kathleen; McCullen, Ashley D; Phillips, Nell K; Arlotta, Jo; Tharp, Pam; Bernhardt, Valerie M; Jones, Joy Mann; Clemmons, Jason; Goodman, Paula; Harper, Wake; Markstein, Lara; Brown, Stephanie Willen; Sessoms, Sharon R; Stroud, Daisette Ford; McIver, Samelia; Russell, Jessica; Turnbull, Jodie Ann; Davis, Sharon E; Peterson, Stephanie B.; Warren, Angeline; Finn, Kelly Carver; Ashante Diallo; Budihardjo, Maya Kimberley; Mckinney, Ashley; Walker, Katrina N; Gorman, Jacquelene W; Ashworth, Cathy T; Melton, Sheena J; knagy@unc.edu; Haven, Ben; Kieber, Alison J; Thompson, Karen; lmccain@email.unc.edu
Cc: Bellamy, George F
Subject:

Dear Liaison,
Please find attached electronic forms of the items included in our Fall 2011 order packet, which we recently sent to you. Please feel free to forward these to your faculty.
I would also like to remind you that the deadline for Fall textbook order submissions is Friday, March 25, one week from today. In order for submissions to be counted as "on time," they must be received in the Textbook office by the end of the day on March 25. Faculty who submit their Fall orders on time will receive coupons to the Daily Grind Café, and the department which has the highest percentage of on-time submissions in its size category will win a $500 textbook grant for it graduate students. Please remind your faculty of the deadline.
Thank you for all you do to help us.
Best wishes,
George Morgan, Textbook Buyer
UNC Student Stores

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or send a blank email to leave-28889558-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

UNC STUDENT STORES TEXTBOOK DEPARTMENT
CB# 1530 Daniels Bldg. Chapel Hill, NC 27599
Email: khanner@email.unc.edu Phone: 919-962-2429 Fax: 919-962-3334

To: UNC Chapel Hill Chairs
From: Kelly Hanner Course Materials Manager, UNC Student Stores
Re: General Administration Board of Governors Guaranteed Buyback Textbook Requirements

Dear Chair,

In ongoing efforts to facilitate General Administrations Board of Governors Textbook Requirements for large introductory courses, we continue to encourage and accept textbook commitment forms from UNC Chapel Hill departments. As noted in UNC's 2011 Report on the Cost of Textbooks, Submitted with Campus-Based Tuition and Fee Increase Requests, "To significantly affect the cost of textbooks, Chancellors, Provosts, faculty and bookstore managers must continue to increase the number of courses and textbooks in the guaranteed buyback programs."

Please note that the Board of Governors' statement on guaranteed buyback or rental has been modified. The requirement that the introductory text be in hardback has been removed, and the Board is encouraging courses beyond the introductory level to participate in the Guaranteed Buyback Program. The modified statement is noted below.

Fall 2011 is the start of a new academic year and the perfect time to decide on a textbook and the duration of its use at UNC Chapel Hill. Let us know the course, the textbook and how many semesters it will be used, and we will guarantee 50% of the purchase price at buyback for students who purchased the textbook at UNC Student Stores for your committed time period. Please find enclosed new textbook commitment forms.

Quick review of previous discussions:

As discussed at the September 11, 2007 Council of Chairs meeting, the following information needs to be provided to Student Stores in order to facilitate General Administration Board of Governors Textbook Requirements.

- Departments need to notify Student Stores about their textbook decision, provide course information and the number of semesters the book will be used.
- Student Stores will guarantee retail buyback price on the textbook for UNC Chapel Hill students who purchased their textbook at Student Stores for the same four to six semesters to which the department has committed use.
- Bundles which include any component intended for a single user may not be adopted for guaranteed buyback, including access codes, workbooks, loose leaf binding, spiral binding, tear out pages, on-line course CDs, codes, or software.

General Administration Board of Governors Textbook Requirements Summary:

All campuses must have a guaranteed buyback or rental program for required textbooks for large, introductory classes for the Spring 2008 semester.

- This option must be available in addition to traditional purchase option.
- *"Campuses must at least offer this option for introductory texts that will withstand a two to three year adoption cycle. Campuses are strongly encouraged to go beyond this minimum threshold to explore ways of minimizing the adoptions cycle and making the guaranteed buyback or rental program available beyond introductory level courses."*
- "Campuses must make an effort to implement this system for courses that are introductory level and taken by a relatively high percentage of students."
- "A response to this recommendation must also be reported to the VP for Finance in any future requests for increases in tuition and fees."

Information Regarding Desk Copy Requests

Publishers work directly with faculty on desk copy requests and issues. Most publishers have Desk Copy Request/ Examination Copy Request available on their web sites. This is the quickest submission method for requesting Desk Copies. The publisher works directly with the faculty member while reviewing the request. Publisher's approved Desk Copies will be shipped to the faculty members' home department. Desk Copies are not sent to Student Stores.

Desk Copy submissions may be sent to Student Stores via our web site: www.store.unc.edu or the completed Desk Copy Request form may be sent to our department: Student Stores, Textbook Department CB#1530 Daniels Bldg. As a service, Student Stores will forward your completed Desk Copy Request to publishers. Student Stores neither keeps records of submissions, mailings nor does follow up work on Desk Copy Requests.

Student Stores does provide a policy for "emergency" situations regarding Desk Copies, but remember that the books we secure are for students. The quantities ordered are based on class enrollment. When our inventory is purchased for Desk Copies, the transaction decreases the available copies intended for Carolina students. This is especially problematic when multiple copies of a text are purchased by faculty and teaching assistants. Please be aware of the situation in which you may be putting your students!

Student Stores "Emergency" Desk Copy Policy

1. The instructor must purchase the book with check, cash or charge and have proper identification.
2. The instructor must tell the sales clerk that the book will be used as a desk copy. The sales clerk will then write Desk Copy and their initials on the sales receipt. It is essential that the faculty member keeps their receipt.
3. When the instructor received the desk copy from the publisher, they may return either the book purchased or the desk copy received in order to obtain a refund. All refunds require the presentation of the original sales receipt. If the publisher sends a desk copy that is marked as such - i.e., stamped Instructor's Copy – only the book purchased can be refunded. If the book purchased was new and the instructor wrote in it, only the used price of the book (that the instructor wrote in) will be refunded. If they purchased a used copy then only the used copy may be returned for a refund.
4. A refund for the purchase of a desk copy must be made before the end of the semester in which the book was purchased.

DESK COPY REQUEST FORM

For adopted textbooks only

Please type or print

Publishers are pleased to provide desk copies of any *adopted text* plus requested available supplements such as instructor's manuals, solutions manuals and test banks when sufficient quantity of texts are ordered directly from the publisher. Review, complimentary or on approval copies must be requested on departmental letterhead.

Please send this desk copy request directly to the publisher or to its local representative.

To: _____ Date: _____

_____

_____

_____

Your book: Author _____

Title & Edition _____

ISBN _____

has been adopted for my course # _____, which has the course title of

_____

as a (please indicate one) ____Required textbook

____Recommended or Optional textbook.

This course is scheduled to begin on (calendar date or year and term) _____

I have advised the local bookstore(s) that the estimated enrollment will be _____.

Name _____ Position _____

School _____

Department _____

School phone #(____) _____

Address _____

City, State & Zip _____

Office hours _____

With this request would you please send the following supplements: (Please be specific)

_____

I have not previously received a desk or complimentary copy of this textbook.

Please sign: _____

(1/88)

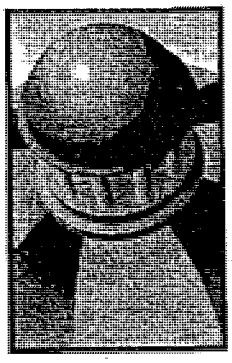

Book orders made EZ

Reorder the same textbooks with Student Stores' EZ Order form. As always, you will be contacted with any book status change.

Student Stores is the University's official source of textbook information for courses. Faculty members must provide Student Stores with lists of textbooks to be used in upcoming courses.

Regarding Course Packs: Publishers grant copyright permission for a specific semester. If you wish to use a previously ordered course pack, please contact Custom Publishing at 962-3378.

You can also submit your order by:
Fax: 962-3334 **email:** textbook@store.unc.edu
Phone: 962-2432 or 962-2429
Web: http://www.store.unc.edu/textbooks/ezform.html
(Please contact us if you have any difficulty ordering over the web.)

CAMPUS MAIL

STUDENT STORES
Textbook Department
CB #1530 Daniels Building, UNC Campus

TAKE IT EZ

You can now automatically reorder the textbooks you used in a previous semester using this new EZ Order Form

1. For my upcoming course:

Term: _____

Department: _____

Course Number: _____

Section Number: _____

Total Quantity Requested: _____

2. I want the same book selection(s) I used:
(Please use information no more than two years old)

Term: _____

Department: _____

Course Number: _____

Section Number: _____

Exceptions / Changes: _____

3 EZ Advantages

1. Less paperwork for you to handle.
2. Using the same books from term to term increases the availability of used books on campus for your students.
3. Students are likely to be paid more at buyback for books you've used before and will use again.

Professor: _____

Phone or email address: _____

Date: _____

Signature: _____

UNC/49989/8.01/201AL

Fall 2011 Textbook Request Due Date: March 25,2011

March 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25 Textbook Orders Due Date	26
27	28	29	30	31		

UNC Student Stores Fall 2011 Textbook Request due date: March 25th, 2011

Win a $500.00 Textbook Grant for your department graduate students!

Details - How to win a $500.00 Textbook Grant!

Friday, March 25th is the DUE DATE for Fall 2011 Textbook Adoptions.
Submit on time and your department is eligible to win a textbook grant for your graduate student(s)! To qualify, a minimum of 75% of faculty members from your department must submit textbook adoptions By Friday, March 25th. In case of a tie, a random drawing will be held to determine winners.

Our goal is to get 100% of your department's adoptions by the due date. As an incentive, we're going to give THREE departments a $500.00 textbook grant to award to the graduate student(s) of their choice for the Fall 2011 semester. The three departments with the highest percentage of on-time adoptions will win. In awarding prizes, we will judge by department size.

* $500 textbook grant for the top department with less than 30 fall courses
* $500 textbook grant for the top department with 30-80 fall courses
* $500 textbook grant for the top department with greater than 80 fall courses

You can place your order in one of 4 easy ways:

1) Use the Student Stores **website**: http://www.store.unc.edu/textbooks/

2) Fax your order to: 962-3334

3) **Email**:
Textbook Office textbook@unc.edu
GeorgeMorgan gfmorgan@store.unc.edu
Frank Bellamy fbellamy@email.unc.edu

4) **Stop by** the Textbook Office, 3rd floor, Student Stores

UNC Student Stores
CB# 1530 Daniels Bldg.
Chapel Hill, NC 27599

Phone: 919-962-8123/919-962-2432
Fax: 919-962-3334
E-mail: textbook@unc.edu

the Daily GRIND espresso cafe

Faculty

Turn in at Least One

Fall 2011

Textbook Request Form by

Friday, March 25, 2011

and get a

$1.00 Gift Certificate

to the Daily Grind

Espresso Bar

Courtesy of Student Stores!

See your textbook coordinator for details.

Remember the $500 Textbook Grant for your Department Graduate Students!

See the enclosed Calendar for details!

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

STUDENT STORES

George Morgan
Frank Bellamy
Textbook Buyer

CB# 1530, Daniels Building

Chapel Hill NC 27599-1530

Telephone: (919) 962-2432
(919) 962-8123
(919) 962-3334 FAX

February 25, 2011

To: Department Liaisons

Subject: Textbook Request Forms for Fall 2011

The Student Stores Textbook Department will provide all faculty who meet the Friday, March 25th 2011 Fall Textbook Request deadline with a $1.00 gift certificate to **The Daily Grind**—the espresso bar located by the **Bull's Head Bookshop** in the corner of Student Stores. We are offering this incentive because the timely submission of textbook request forms enables us to pay Carolina students significantly more for their books during the May buyback. If we know which books will be used in a forthcoming semester, we can pay students as much as **50%** of the retail price and keep the books on campus for future use. If book requests are received after the March deadline, we may be unable to buy back used copies from students for use in Fall.

—Guidelines—

1. Completed Fall Textbook Request Forms must be received by the Textbook Department by Friday March 25th to be eligible for a **Daily Grind** coupon.

2. One coupon will be provided to each faculty member per course for up to four courses. For example, if a professor turns in six textbook request forms for a single course by March 25th, one **Daily Grind** coupon will be provided. If a professor submits two textbook request forms for two different courses by March 25th, two coupons will be provided.

3. The Student Stores Textbook Department will provide the Department Liaisons with the coupons for distribution within the department by Monday, April25th. The coupons will expire on Friday, September 30th, 2011.

4. All Department Liaisons will receive a special **Daily Grind** coupon in appreciation for their role in this promotion.

In order for this program to be a success, we need your help to remind faculty of the submission deadline. Student Stores will provide you with a flyer to post near department mailboxes.

To facilitate the book ordering process, I have enclosed the UNC Student Stores Course Materials Guide. It is a quick reference guide that answers most questions regarding book orders. Accurately completed request forms eliminate or minimize the possibility of ordering the wrong books. The "no text" form enables us to provide information to the students concerning courses that are being offered but will not be using textbooks. Please be sure that the "no text" forms are marked with the proper term and session.

If you have any questions about filling out textbook request forms or the **Daily Grind** promotion, please contact George Morgan at 962-2432 or Frank Bellamy at 962-8123. Or, feel free to contact the Textbook department using E-mail: textbook@unc.edu.

Thank You,

George F. Morgan

Frank Bellamy

George Morgan & Frank Bellamy
UNC Student Stores
Textbook Buyers

The University of North Carolina at Chapel Hill

UNC Student Stores FALL 2011 No Text Needed Form

Requested Due Date: March 25, 2011

Return to:
STUDENT STORES
TEXTBOOKS
CB# 1530 DANIELS BLDG.
CHAPEL HILL, NC 27599
CAMPUS MAIL

Phone: 919-962-2432
Phone: 919-962-8123
Fax: 919-962-3334
E-mail: textbook@unc.edu
Web: www.store.unc.edu/textbooks/

The "no text" form enables us to provide information to the students concerning courses that are being offered but will not be using textbooks. This information is also included in General Administration's calculation for "on time" course notifications. Please list course(s) below.

Dept Abbr.	Course	Section	Professor

The University of North Carolina at Chapel Hill

UNC STUDENT STORES FALL 2011 COURSE MATERIALS REQUEST FORM

Requested Due Date: March 25, 2011

Return to:
STUDENT STORES TEXTBOOKS
CB# 1530 DANIELS BLDG.
CHAPEL HILL, NC 27599
CAMPUS MAIL

Phone: 919-962-2432
Phone: 919-962-8123
Fax: 919-962-3334
E-mail: textbook@unc.edu

Professor: _____

E-mail: _____

Phone: _____

Order On-Line at:
www.store.unc.edu/textbooks/

Course Abbreviation & Number _____

List Individual Sections _____ **Total Quantity Requested** _____

1) Author _____ ISBN _____

Title _____

Edition _____ Publisher _____

Check One: ☐ Required ☐ Optional Circle Binding: Paper Hardback Prefer paper but hardback acceptable

2)Author _____ ISBN _____

Title _____

Edition _____ Publisher _____

Check One: ☐ Required ☐ Optional Circle Binding: Paper Hardback Prefer paper but hardback acceptable

3)Author _____ ISBN _____

Title _____

Edition _____ Publisher _____

Check One: ☐ Required ☐ Optional Circle Binding: Paper Hardback Prefer paper but hardback acceptable

4)Author _____ ISBN _____

Title _____

Edition _____ Publisher _____

Check One: ☐ Required ☐ Optional Circle Binding: Paper Hardback Prefer paper but hardback acceptable

Comment	

Please order ALL Course Materials on this form.

If available, I approve the eBook option for my course textbooks.

I approve the eBook option: ☐

I do NOT approve the eBook option: ☐

Student Stores is the University's official source of textbook information for courses.
By direction of the Provost, faculty members must provide Student Stores with lists of textbooks to be used in upcoming terms.

UNC Student Stores

Our Mission

The mission of UNC Student Stores is to provide books, school supplies, and other merchandise and services to the University community as prescribed in State Law, to pay all operating expenses and provide funds for inventory and capital improvements out of receipts, and to contribute any residual funds to the scholarship program of the University.

Guaranteed Buyback Book

UNC STUDENT STORES ORIGINAL RECEIPT REQUIRED FOR GUARANTEED BUYBACK.

PRESENT YOUR UNC STUDENT STORES ORIGINAL TEXTBOOK RECEIPT AT BUYBACK AND YOU ARE GUARANTEED HALF THE PURCHASE PRICE FOR THIS BOOK THROUGH THE DATE BELOW.

KEEP YOUR RECEIPT!

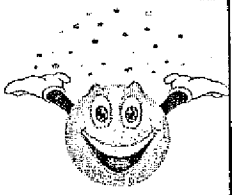

VOID IF REMOVED

Guaranteed Buyback Book
Half The Purchase Price Valid Through:
10/00/00

Nimoy I Am Not Spock 978-444-55555-5

UNC Student Stores

Course Materials Department
CB# 1530 Daniels Building
Chapel Hill, NC
27599

Phone: 919-962-2429
Fax: 919-962-3334
E-mail: khanner@email.unc.edu

UNC Student Stores
Course Materials
Department

Guaranteed Buyback Program

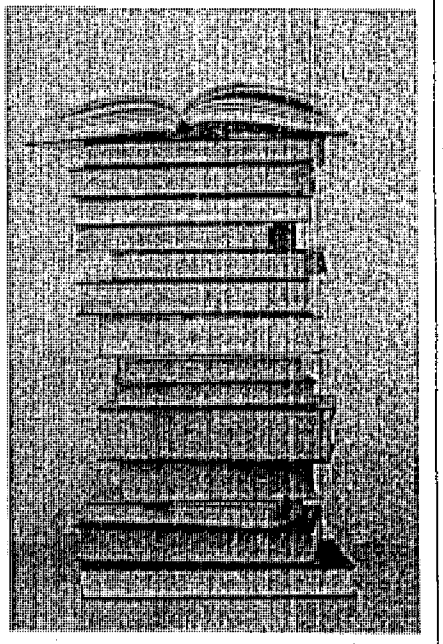

UNC Student Stores Course Materials Department

Guaranteed Buyback Program

The Board of Governors and General Administration have been concerned for several years with the increasing cost of textbooks. The Board completed two studies on the cost of textbooks and has approved recommendations (in February 2006 and in March 2007) to help control the cost of textbooks. One of the recommendations is the implementation of a Guaranteed Buyback or Rental Program for Required Textbooks for Introductory Courses.

"To significantly affect the cost of textbooks, Chancellors, Provosts, faculty and bookstore managers must continue to increase the number of courses and textbooks included in the guaranteed buyback programs. Campuses must continue to expand their Guaranteed Buyback Programs."

The University of North Carolina Report on the Cost of Textbooks, Submitted with Campus-Based Tuition and Fee Increase Requests February 2011

Dear UNC Chapel Hill Chairs,

In our ongoing efforts to facilitate General Administrations Board of Governors Textbook Requirements for large introductory courses, we continue to accept textbook commitment forms from UNC Chapel Hill departments. We encourage departments to commit to the two to three year adoption cycle cited in General Administrations guidelines, but we accept a one year commitment from departments. We accept both hardback and paperback textbooks for inclusion. We allow small courses to participate, and we include courses which may only be offered in a specific term for example, the course is only offered in Fall term. If you have additional courses you would like to include in this program, please submit a new form. We will happily include the course in the Guaranteed Buyback Program.

Fall 2011 is the start of a new academic year and the perfect time to decide on a textbook and the duration of its use at UNC Chapel Hill. General Administrations Board of Governors does expect the Guaranteed Buyback program to grow over time. If you let us know the course, the textbook and how many semesters it will be used, we will guarantee 50% of the purchase price at buyback.

Please note that bundles which include any component intended for a single user may not be adopted for guaranteed buyback, including access codes, workbooks, loose leaf binding, spiral binding, tear out pages, online course CDs, codes, or software.

General Administration Board of Governors *Revised* Textbook Requirements Summary:

"All campuses must have a guaranteed buyback or rental program for required textbooks for large, introductory classes."

- "This option must be available in addition to traditional purchase option."
- "*Campuses must at least offer this option for introductory texts that will withstand a two to three year adoption cycle. Campuses are strongly encouraged to go beyond this minimum threshold to explore ways of minimizing the adoptions cycle and making the guaranteed buyback or rental program available beyond introductory level courses.*"
- Campuses must make an effort to implement this system for courses that are introductory level and taken by a relatively high percentage of students."
- "A response to this recommendation must also be reported to the VP for Finance in any future requests for increases in tuition and fees."

UNC Student Stores

Course Materials Department
CB# 1530 Daniels Building
Chapel Hill, NC
27599

Phone: 919-962-2429
Fax: 919-962-3334
E-mail: khanner@email.unc.edu

Oh No!

Your requested book is out of print...

It doesn't have to be!

Did you know that it is often possible to make complete copies of out of print titles?

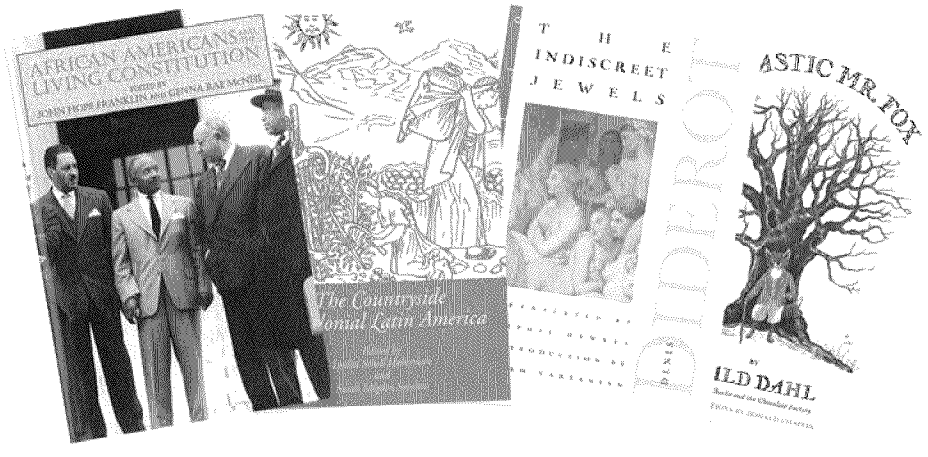

These are some of the titles that we reprinted for the Fall 2010 semester.

Do you have a title in mind for one of your classes but it is not available for purchase (New or used)? Please contact the Course Pack Publishing Department. If permission to make copies can be secured from the rights holder, for a fee that is satisfactory to you, we can help.

Please contact us via phone 962-4708, fax 962-3759
or email csockell@email.unc.edu

unc student stores
course pack publishing
exceptional products. exceptional service.

UNC Student Stores
Course Materials Department

Textbook Guide

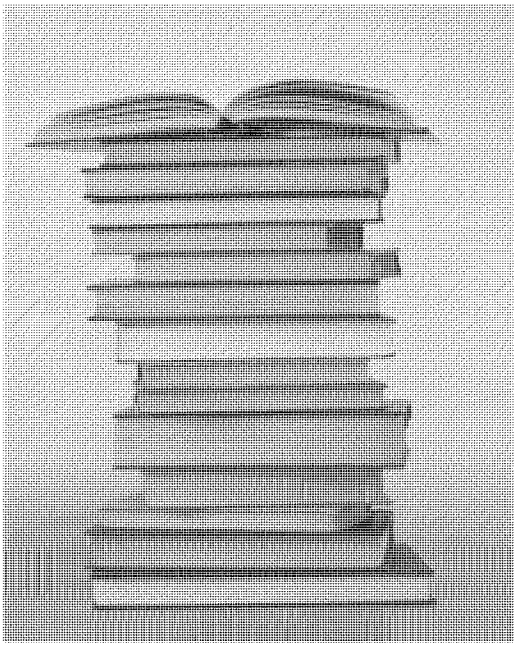

Inside

- *How to Win A $500.00 Textbook Grant for your department*
- *More Guaranteed Buyback Information*
- *Multi Campus Shared Buyback*
- *Textbook Issues*

UNC Student Stores Course Materials Department Textbook Guide

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Term Due Dates and Ordering Information

Textbook Request Deadlines:

Summer School	Last Friday in February
Fall Semester	Last Friday in March
Spring Semester	Last Friday in September

You can place your order in one of 5 easy ways:

1) Use the Student Stores website: http://www.store.unc.edu

2) Fax your order to: (919) 962-3334

3) Email the Textbook Office textbook@unc.edu, or

George Morgan	gfmorgan@store.unc.edu
Frank Bellamy	fbellamy@email.unc.edu

4) Send your order by campus mail to the Course Materials Department at Campus Box #1530

5) Stop by the Textbook Office, 3rd floor, Student Stores

Thank You!

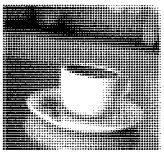

The Student Stores Textbook Department will provide all faculty who meet the Fall, Spring and Summer Session Textbook Re-quest deadlines with a $1.00 gift certificate to **The Daily Grind**—the espresso bar located by the **Bull's Head Bookshop** in the corner of Student Stores.
We are offering this incentive because the timely submission of textbook request forms enables us to pay Carolina students significantly more for their books during buyback. If we know which books will be used in a forthcoming semester, we can pay students as much as **50%** of the retail price and keep the books on campus for future use. If book requests are received after the due dates, we may be unable to buy back used copies from students for use in the upcoming semester.

—Guidelines—

Completed Textbook Request Forms must be received by the Textbook Department by the term's due date to be eligible for a **Daily Grind** coupon.

1) One coupon will be provided to each faculty member per course for up to four courses. For example, if a professor turns in six textbook request forms for a single course by the due date, one **Daily Grind** coupon will be provided. If a professor submits two textbook request forms for two different courses by the due date, two coupons will be provided.

2) The Student Stores Textbook Department will provide the Department Liaisons with the coupons for distribution within the department.

3) All Department Liaisons will receive a special **Daily Grind** coupon in appreciation for their role in this promotion.

In order for this program to be a success, we need your help to remind faculty of the submission deadline. Student Stores will provide you with a flyer to post near department mailboxes.

How to win a $500.00 Textbook Grant for your Department's Graduate Students.

Fall and Spring competition
Submit on time and your department is eligible to win a textbook grant for your graduate student(s)! To qualify, a minimum of 75% of faculty members from your department must submit textbook adoptions by the Fall or Spring's Textbook order Due Date. In case of a tie, a random drawing will be held to determine winners.
Our goal is to get 100% of your department's adoptions by the due date. As an incentive, we're going to give THREE departments a $500.00 textbook grant to award to the graduate student(s) of their choice for that semester. The three departments with the highest percentage of on-time adoptions will win. In awarding prizes, we will judge by department size.

- $500 textbook grant for the top department with less than 30 courses
- $500 textbook grant for the top department with 30-80 courses
- $500 textbook grant for the top department with greater than 80 courses

Textbook Order Forms

Textbook Order Packages are delivered to departments one month before the requested due dates. Our faculty ordering website is opened for receiving textbook requisitions. Early course data is supplied by UNC Chapel Hill's Office of the University Registrar. Remember, when placing your online textbook requisition after you REVIEW REQUISITION hit the SUBMIT REQUISITION box. You will immediately receive notification that your requisition was successfully submitted to the bookstore, as well as a follow up email confirmation. If you do not hit Submit Requisition, you order is not send to the store, the requisition remains in your account as an Open Requisition which allows you to continue working on the requisition at a later time and submit at a later date. UNC Student Stores web site: www.store.unc.edu

NO TEXT NEEDED Forms
Please let us know if your course will not be using a textbook. This is important because Student Stores tracks every course being taught at UNC Chapel Hill and we send each department reminders about outstanding orders until we hear back from all courses. You may also submit the No Text Needed through our website. On the New Requisition page, click the box which reads "No books are required for this course". *Courses which report No Text Needed are also included in the Board of Governor's calculation for departments percentage of on-time adoptions of textbooks, and in the calculation for the average cost of textbooks.*

EZ Order Forms
If you are using the same books that you used in a previous term, the most efficient way to place your book order is through the EZ Order Program. Simply tell us that you are reusing books from a previous semester, note changes in titles or quantity, and we will do the rest. This feature is also available on our web site. On the New Requisition page, scroll down and enter the box which reads "Search Other Course" and follow instructions.

Textbook Information

Why are there textbook request deadlines? Where do used books come from?

Carolina students have expressed their preference is for the less expensive used copy of a textbook. It actually takes quite a lot of time to obtain used copies of textbooks. We work with many used book companies located throughout the States. We compete in a limited market on a national level; other university bookstores within the US are searching for the same books from the same vendors. Wholesale companies have revolving inventories. Their inventory supply can and does vary by the hour. We continually submit textbook want lists to the different companies in order to purchase as many used copies as are available. The more time we have to search these markets, the greater quantity of used copies we will have for students. We place orders directly with publishers for new copies, only once the used search is exhausted. The timely submission of textbook request forms enables us to pay Carolina students significantly more for their books during buyback. *Remember, during Spring exams we are buying back at the higher retail buyback price for Fall and Summer Session textbooks. During Fall exams, we are buying back at the higher retail buyback price for Spring textbooks. We need to know what textbook you are using in order to pay students 50% of the new retail price of the textbook during exam periods!*

Why does Student Stores need to know if a book will be used in an upcoming term? Why are there different buyback values for textbooks?

There is a two tiered pricing structure at buyback:

1. If we know the book will be used again, we pay students a price equal to 50% of the new textbook retail. Under the (industry standard) pricing we use at student stores, a new textbook selling, for example, for $100, sells for $75 used, and the student is paid $50 for that book at buyback. So, the net cost to a student buying used and selling back the book is $25.

2. If that book is not going to be used again or is part of a "bundle," then we default to a wholesale price, which is the price a wholesale company will pay us for the book (we have to sell it to them because we have no other way to dispose of the inventory). The average wholesale buyback price is 15% of the new retail selling price of the book. The net cost of using the title, then, goes up for the student.

New to Used Textbook Cycle

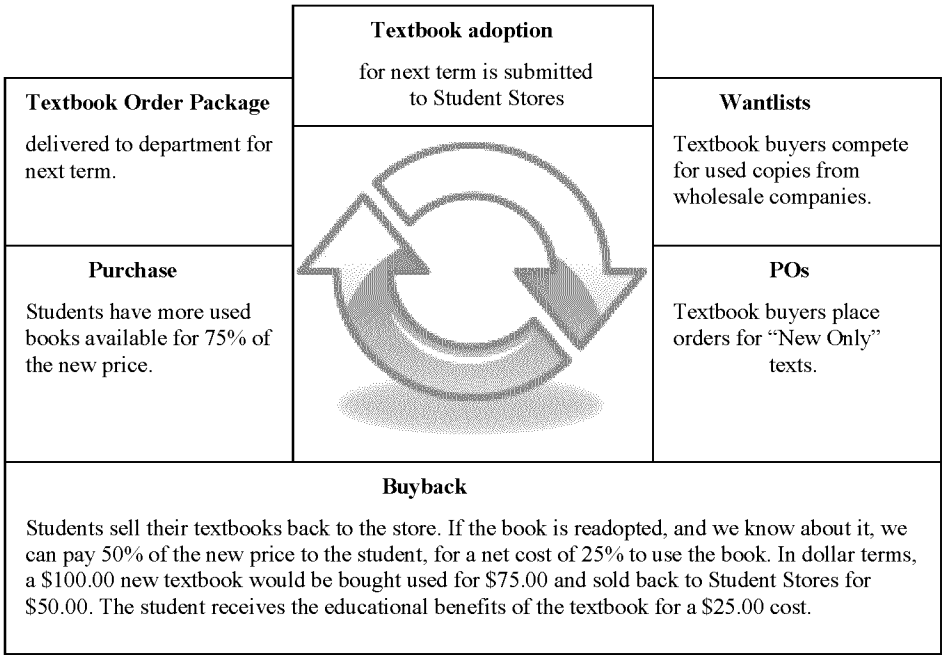

In order for Carolina students to receive the highest buyback value for their book, we need your textbook next term orders before the exam dates for the current term. **Here's how it works: During Spring exams, we are buying back books that have been ordered for Summer Sessions and Fall term.**

During Fall exams, we are buying back books that have been ordered for Spring term.

Textbook Vendor Returns

As with all retail establishments, our vendors have return deadlines to which we must adhere. Do not assume that inventory you saw on our shelves a month ago will still be here if you do not let us know you want to use that book for your course.

You must let us know *each semester* what textbook you want for your course. If we do not have your textbook order and the return deadline is approaching for the inventory, we will return the books to the vendor for a refund or credit because we paid for the inventory upfront. We do not know that you intend to use the book unless you contact us. Once we receive your textbook request, we will happily hold the inventory for your course.

We encourage students to purchase their textbooks as early as possible. If funds are an issue for the student, our Deferred Payment plan, Student Stores Account, is available for all students. They can get their book now and pay the Cashier's office in deferred payments later.

Course Textbook Cancellation and Student Return

Canceling a textbook from your syllabus and it's after the students two week returns period? Let us know! Contact one of our Textbook Buyers, George Morgan 962-2432, Frank Bellamy 962-8123. They will arrange a refund exception for your students, and establish a time frame for returns which you will announce in class. Again, we do not encourage cancellations, but we do not want you to use a book you are unhappy with and we do not want your students to have to pay for the cancelled book.

eBooks

In our ongoing efforts to help reduce textbook costs to Carolina students, if available and with your approval, we offer customers *the additional purchase option of eBooks* which are typically half the price of the new printed copy of the textbook. Students may choose either the printed text or the eBook format. If you are interested in learning more about student interest in eBooks and issues to consider before approving this format for your course, visit our list of frequently asked questions included in the Faculty link at: www.store.unc.edu. Contact our Textbook Buyers George Morgan 962-2432 or Frank Bellamy 962-8123, to find out if your textbook is available as an eBook!

Suggestions on Reducing Textbook Costs

Participate in the Guaranteed Buyback Program. Several courses can easily decide to join this program, as a single textbook is used consistently by all faculty teaching a course for several terms. Other courses which assign alternating faculty members to teach the same course in alternating terms, should consider a main textbook which will meet the needs of the course and let us know you want to join the program.

Avoid bundles whenever possible. Adopt textbooks, not textbooks marketed with ancillary materials. Any item bundled with the text does two things: (1) it forces students to buy the new book and, (2) it dramatically reduces the price we can pay at buyback. Then, readopt a textbook for as many terms as possible, increasing the number of used titles on campus, moving more student purchase and buyback transactions to the best case scenario: buying at 75%, selling back at 50%.

Increase timely adoption notifications. Students want used textbooks. If bundles are avoided and the bookstore knows, early enough, which books are needed for the next term, we can pay students more at buyback and buy more used textbooks from used book wholesalers, thus decreasing the price paid by students. The used book market is a zero sum game: there are not enough used textbooks available to meet national demand. The earlier we can shop for those books, the more we can have for students to buy.

Be fully aware of cost when adopting a text.

Require a textbook only if it will be used in a substantial way in the course.

Always order Access Codes, Single User License items separately from the textbook.

Do not require the "free" web access code or a "free" study aid offered by a publisher, it eliminates the resale value on the book for your student.

Donate desk copies received from publishers to UNC Chapel Hill libraries as reserve copies of the textbooks for your course.

Textbook Help and Advice

Want to know the price of a book under consideration for course use? Want advice on a win-win package break down scenarios? Want expert help with textbook orders?

Student Stores Textbook Buyers will happily contact publishers and find out the price and relay it to you. They will also offer various options for carrying package components separately for students. Please contact our Buyers for any textbook questions or help you may need.

George Morgan 962-2432 gfmorgan@store.unc.edu
Frank Bellamy 962-8123 fbellamy@email.unc.edu

Foreign Books
George Morgan, Student Stores Foreign Book Specialist, is available to assist you with any questions you may have about foreign book ordering. Please be advised that we are less likely to receive timely notifications of any problems for imported titles. Orders placed overseas typically take **two to four months** to arrive– depending on the country and the time of year– so please return your forms to us early.

Where's my Desk Copy?

Publishers work directly with faculty on desk copy requests and issues. Most publishers have Desk Copy Request/ Examination Copy Request available on their web sites. This is the quickest submission method for requesting Desk Copies. The publisher works directly with the faculty member while reviewing the request. Publisher's approved Desk Copies will be shipped to the faculty members' home department. Desk Copies are not sent to Student Stores.
Desk Copy submissions may be sent to Student Stores via our web site: www.store.unc.edu or the completed Desk Copy Request form may be sent to our department: Student Stores, Textbook Department CB#1530 Daniels Bldg. As a service, Student Stores will forward your completed Desk Copy Request to publishers. Student Stores neither keeps records of submissions or mailings, nor does follow up work on Desk Copy Requests.

Textbook Issues

Why are Packages and Custom Publications considered a negative? What other options do I have?

Textbook packaged with supplemental component(s) intended for a single user are problematic: for example Access Code Cards, on-line registration codes, workbooks, lab books, software, spiral binding, loose leaf binding, printed chapter supplements.

Single user components of a package are specifically designed for one person's use. There is no used option for these items. The current publishing trend is to package a required textbook with single user components at a discounted price. The package is presented by publishers and their representatives as the most cost effective and beneficial selection a faculty member or department group may choose for their students. Publisher representatives schedule information sessions for faculty and teaching assistants, "so they (the faculty) can convey clearly to their students the importance of the course materials we (the publisher) have provided and the value they (the students) are receiving."

In the majority of cases, the decision to require a package eliminates the used book market and buyback possibility for students. Frequently, the publisher's discounted package price is less than the price of the used textbook and new single user components. While the discounted package sounds like the best choice, it may not be the best long term financial choice for students. Each semester that the package is required, the used textbook markets as well as buyback option are excluded. The package discount price set by the publisher is the only financial benefit the student received for their purchase.

Here are some other options for you to consider. If all components are not required for course completion, the best scenario is to only require the core required item(s) from the package, such as the textbook; other components can be set up as optional for purchase, we can then stock some amount of the package as optional. This allows students to purchase used copies of the textbook as well as receive a higher buyback price for the text. The optional material is available for purchase, if the student decides he or she wants or needs the item(s).

Textbook Issues and Alternatives

Publisher Custom Publications

Financially, these are almost always the most expensive option for students. The price is high; there is no used market on the item; frequently there is no resale value on the item; and our experience is that these materials are slow to ship, and reorders very slow to ship if needed because of last minute increased enrollment.

Should you decide to create a Custom Publication through a publisher please consider binding selection: loose leaf, spiral, tear out pages eliminates any buyback possibility for Carolina students trying to sell their textbook at the end of the year, if your Custom Publication is readopted in the upcoming term.

A required package custom text with single user component completely eliminates the students' possibility to resale package. Again, the package break down scenario above is the best financial solution for students

Should you wish to look into other options, Student Stores has an excellent Custom Publishing department, which can work with you to tailor specific course materials for your class. By controlling the entire operation, we are able to keep expenses down. We secure the copyright permissions and we control the print runs and shelf space. We pass these savings on to students. We have compared prices on Publisher Custom Publications and what we would have been able to offer, and the difference is significant enough for us to highly encourage faculty to consider this option or at least "price compare" the final product.

Student Stores Custom Publishing contact/order information:

Online through our website at:	http://www.store.unc.edu/coursepackpub/
Email:	coursepackpub@store.unc.edu
Fax:	962-3759
Phone extensions:	
962-4708	843-7605
962-3378	843-7604

Frequently Asked Textbook Questions

What do I do if I know some books but not all books I want for the upcoming term? When do I place the order?

Faculty may submit textbook requests at any time, and as many times as they wish. We encourage faculty to submit requests as soon as they have decided on any particular book(s), they do not have to wait until their entire book(s) selection is finalized. We will have more time to search the used market for the book(s), thus more used copies for students to purchase. While we do not encourage cancellations, if a faculty member decides to cancel and replace the book, we will certainly cancel the original request and order the replacement book.

What are my options when an edition changes?

Upon receipt of a textbook request, we notify faculty and or the department liaison if a new edition is currently in print or pending for release. We offer the faculty member the choice of remaining with the "old" edition or substituting the "new" edition.

Should the preference be for the old edition, Student Stores will work with wholesale companies and buyback copies from current students at the higher retail buyback price in order to secure quantity to cover the course enrollment.

Should a department decide they wish to commit to an old edition of a textbook for one, two or more academic years; Student Stores will make an early investment in bulk quantity on the old edition in order to secure enough copies of the edition to cover the academic terms of the department's commitment. We will also be able to offer current Carolina students the higher retail buyback price throughout the duration of the old edition's use at UNC Chapel Hill.

Textbook Course Information & the BOG

As required in the BOG recommendations, tuition and fee requests must also include submission stating the percentage of on-time adoptions of textbooks. The Board of Governor's is requiring all stores affiliated with the sixteen North Carolina campuses to submit a report on the percentage of on-time adoptions of textbooks for their campus.

As orders are submitted to Student Stores, we keep track of the dates the orders are turned into our office. This data is used to compile the percentages of on-time adoptions for the BOG, to create weekly reports to departments and the Provost's office, and to notify department liaisons as well as individual faculty of courses that have not placed a course materials order.

NO TEXT NEEDED Forms: *Courses which report No Text Needed are also included in the Board of Governor's calculation for departments percentage of on-time adoptions of textbooks, the Provost's report on outstanding course orders, and in the calculation for undergraduate textbooks average price.*

As the Provost has instructed, Student Stores is the official source of textbook information for courses offered by The University of North Carolina at Chapel Hill. Faculty members must provide lists of textbooks to be used in upcoming courses to the Student Stores, but book lists are public, and faculty may freely share them with others.

Textbook Request Deadlines

Summer School	Last Friday in February
Fall Semester	Last Friday in March
Spring Semester	Last Friday in September

What's Guaranteed Buyback About?

The high cost of textbooks is a growing concern nationally, and a topic of importance to the UNC system administrators.

Re: General Administration Board of Governors Textbook Requirements Summary:

All campuses must have a guaranteed buyback or rental program for required textbooks for large, introductory classes beginning in the Spring 2008 semester.

• This option must be available in addition to traditional purchase option.

• "Campuses must offer this option for introductory texts that are hardcover and will withstand a two to three year adoption cycle."

• "Campuses must make an effort to implement this system for courses that are introductory level and taken by a relatively high percentage of students."

• "A response to this recommendation must also be reported to the VP for Finance in any future requests for increases in tuition and fees."

Implications for UNC Chapel Hill Departments and Student Stores:

• Departments will need to decide on a single textbook for their introductory courses and commit to the text for four to six consecutive semesters.

• Departments will need to notify Student Stores about their textbook decision, provide course information and the number of semesters the book will be used.

• Student Stores will guarantee retail buyback price on the textbook for UNC Chapel Hill students who purchased their textbook at Student Stores for the same four to six semesters to which the department has committed use.

Qualification for the guaranteed buyback program to work:

• Bundles which include any component intended for a single user may not be adopted for guaranteed buyback, including access codes, workbooks, loose leaf binding, spiral binding, tear out pages, on-line course CDs, codes, or software.

Guaranteed Buyback Going Further

In ongoing efforts to facilitate General Administrations Board of Governors Textbook Requirements for large introductory courses, we continue to encourage and accept textbook commitment forms from UNC Chapel Hill departments. If your department already submitted form(s), thank you. If you have additional courses you would like to include in this program, please let us know. We will happily include the course in the Guaranteed Buyback Program.

Fall semester is the start of a new academic year and the perfect time to decide on a textbook and the duration of its use at UNC Chapel Hill. General Administrations Board of Governors does expect that the Guaranteed Buyback program will grow over time. Let us know the course, the textbook and how many semesters it will be used, and we will guarantee 50% of the purchase price at buyback for students who purchased the textbook at UNC Student Stores for your committed time period.

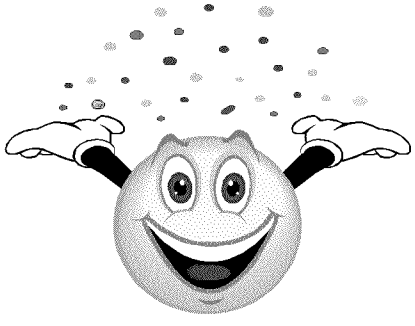

We need to see more of this little fellow on our textbooks for Guaranteed Buyback!

Image from UNC Student Stores Guaranteed Buyback book sticker.

Recognition and Facilitation

Academic freedom is a precious right, fully supported by Student Stores. In no way do we want to play any role in the adoption of textbooks other than one of offering information, information which can increase the array of choices to faculty and possibly lower costs to students. Our hope is to work with faculty as do the publisher representatives who call to discuss their company's textbooks—but we would just be doing so from the perspective of your university bookstore, a perspective we feel can add depth and context to any decision made on course materials.

We continue our work in facilitating General Administration Board of Governors Textbook Ordering Policy for Guaranteed Buyback as departments inform us of their textbook and time line decision for introductory courses.

The following are items which cannot be included due to the nature of their design:

- No bundles which include any component intended for a single user.
- No access codes, workbooks, loose leaf binding, spiral binding, tear out pages, single user on-line course cds, single user license software.

Multi Campus Shared Buyback

We partner with NC State University and East Carolina University bookstores in a shared buyback program. Requested textbooks from all three campuses are loaded in a unique server. If a book is not being bought back at the higher retail price at one campus, the server reviews the textbook wants of the other two universities. If there is a title match the server will automatically identify the other campus, and offer Carolina students 50% of the new price for the other campus, rather than the highest wholesale price a used book vendor is offering. The server reviews the wants of all three campuses and makes sure students at the three campuses receive the highest buyback price available.

UNC Chapel Hill might have a request for a book that has not been previously adopted on our campus, the book was used at NC State, but was not readopted for the upcoming term. The server would identify the book and offer the NC State student 50% of the new price, NC State ships the book to us and Carolina students have more used textbooks available.

Several campuses have different exams dates, some a week earlier than UNC Chapel Hill's. In order for this program to be its most effective, we need textbook adoptions from faculty as early as possible. It's a win-win situation for many NC students!

We hope to expand the shared buyback program to more of the North Carolina universities. It is an excellent program which helps to reduce textbook costs for NC students.

Remember, we need your textbook orders in a timely manner for this program to be a success.

First-Year Preorder Program

Another popular program that Carolina students and their parents take advantage of, is First-Year Preorder.

UNC Student Stores offers a textbook preorder program for incoming first-year students. We begin presenting the program to students at the first of the Summer's C-TOPS orientations starting in early June. During these orientation sessions, which continue through the summer, we explain to incoming Carolina students and their parents how the program works, and its benefits.

Textbook preorder is a service which enables first-year students to receive their books early, before the majority of students have arrived on campus. During the first weeks of August, Student Stores employees obtain the students' schedules from the Registrar's Office, hand pick their course textbooks and package their order. These students have the distinct advantage of being the first to have access to our used book inventory. The ability of Student Stores to provide as large an inventory of used textbooks as possible enables us to reduce the students' textbook costs. We host a Pre-Order Weekend for first year students and their parents to pick up their semester textbook box.

We also offer a Deferred Payment plan for students. They can set up a Student Stores Account and use it for their duration at UNC Chapel Hill. If they choose this method of payment, the price of the books is sent to the University Cashier's office and the charge will appear on the September University Cashier's Office Statement. Students will pay for them exactly as they pay their tuition and other epenses billed through the Cashier's Office.

The success of this program is determined by the submission of textbook orders to Student Stores in time for us to obtain as many used copies as are available, as well as provide enough new copies of textbooks for the incoming students by early August.

Textbooks and Sales Tax Holiday

NC G.S. 105-164. 13C provides an exemption for certain items of tangible personal property sold between 12:01 A.M. on the first Friday in August and 11:59 P.M. the following Sunday.

Textbooks are included in this exemption! All course materials $300.00 or less per item are eligible.

Students take advantage of the tax free weekend, either as a walk in customer or by placing their textbook orders on our web site and having the books shipped to their homes. They are preparing for your course early, securing used copies and taking advantage of the tax free weekend.

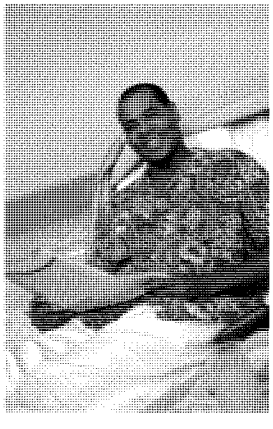

Here is yet another area where you can help reduce textbook costs to your students. Be sure to submit your Fall textbook adoption to Student Stores as early as possible. If you were assigned to teach the course after the Spring exams were over, submit either a partial or complete course

book list in time for us to search for used copies from wholesale companies, receive the inventory and have the books on the shelf ready for your students by the first Friday in August. Your students will be happy and grateful for your endeavors in reducing the total price for their course books!

Textbook Shoppers

Many Carolina students take advantage of our on-line textbook ordering web site. They order their course textbooks early and have the books shipped to their homes before they return to campus. Ordering early makes them first in line for used copies. Every semester this service grows larger!

On our site we post: "Course textbook adoptions are subject to change. Student Stores will only refund and/ or exchange books purchased from Student Stores. Student Stores receipts are required for refund and/ or exchange." This ensures that if you change your mind about a textbook you ordered and now want to cancel, students who ordered on-line will receive a refund for their purchase from us.

While the site is in no way intended as a source for price comparisons, both students and their parents have used it in this manner. They shop around for the best price they can find, in both brick and mortar stores and at online books sites. A lot of time is spent by customers "shopping around". I feel confident that most students find our prices either comparable or lower to other sources because of the growth in on-line student course book orders.

Your students and their parents are taking the time to obtain your required course books at the most economical cost they can find. You can help them by placing your textbook orders with Student Stores as early as possible. Again, we do not encourage cancellations, but cancel we will if you are not satisfied with your original selection.

Student Stores Course Materials Department Contacts

Textbook Buyers

George Morgan	Frank Bellamy
Phone: 919-962-2432	919-962-8123
Fax: 919-962-3334	919-962-3334
Email: gfmorgan@store.unc.edu	fbellamy@email.unc.edu

Textbook Manager
Kelly Hanner
Phone: 919-962-2429
Fax: 919-962-2429
Email: khanner@email.unc.edu

Custom Publishing Contacts

Course Pack Publishing Manager
Chuck Sockell
Phone: 919-962-4708
Email: coursepackpub@store.unc.edu

Production Manager	**Copyright Assistant**
Brad Jackson	Paul Hoecke
Phone: 919-843-7605	919-843-7604
Email: cpack5@store.unc.edu	cpack4@store.unc.edu

About UNC Student Stores

At UNC Student Stores, we are proud to be a part of the UNC Campus Community. The store contributes all income above operating expenses to student scholarships. Student Stores has contributed millions of dollars to the scholarship program of the University, funding in the past ten years alone nearly nine million dollars in non-athletic scholarships. Student Stores is totally receipt supported and receives no state funds.

Student Stores is a department within UNC Chapel Hill. As a state owned business, we must adhere to the Umstead Act, North Carolina state law, which defines operations and limits the ability of state agencies to compete with the private sector.

In accordance with NC Freedom of Information Act, Student Stores is the University's official source of textbook information for courses. Faculty members must provide (but are not limited to) Student Stores with lists of textbooks to be used in upcoming courses.

Our Mission

The mission of UNC Student Stores is to provide books, school supplies, and other merchandise and services to the University community as prescribed in State Law, to pay all operating expenses and provide funds for inventory and capital improvements out of receipts, and to contribute any residual funds to the scholarship program of the University.

From: Barbara Anderson <b_anderson@unc.edu>
Sent: Wednesday, March 23, 2011 9:23 AM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Round Table on African Social Movements April 1

African Social Movements in a Globalizing Context
A Round table Presentation and Discussion

When: Friday April 1, 5:30pm-7:30pm
Where: Hitchcock Multipurpose Room
Sonja Haynes Stone Center
150 South Road
UNC Chapel Hill

The recent rebellions that began in Tunisia and Egypt have sparked renewed interest in social movements and the potential for revolutionary change in the 21st century. Yet much of the conversation about these recent round of protests and revolutions has not touched on the specifically African character of the movements: the history of African revolt and the contemporary context of social movements on the continent. This round table takes advantage of the current upheavals to touch on the specifics of these struggles but also to expand our focus to the rest of the region, taking into consideration historical and contemporary conditions for struggle on the continent.

Topics that will be addressed include: examining the context for social movements in the Democratic Republic of Congo in the context of the 50th anniversary of the assassination of Patrice Lumumba, that country's first prime minister; the Eritrean liberation movement and contemporary organizing for transformation; Neoliberalism and the NGO-ization of resistance in West Africa; social movements and the state in East Africa; practices of solidarity between African and Canadian civil society; reflections on how the North African uprisings have resonated throughout the Arab world; the Egyptian revolution and the discourse of a "transition" to democracy.

Panelists include:

Prof. Georges Nzongola, African and African American Studies, UNC-CH
Prof. Bereket Selassie, African and African American Studies, UNC-CH
Prof. Charles Pitot, Cultural Anthropology and AAAS, Duke University
Dr. Firoze Manji, Pambazuka News
Molly Kane, Pambazuka News
Elena Yehia, Graduate Student, Anthropology, UNC-CH
Yousuf Al-Bulushi, Graduate Student, Geography, UNC-CH

The round table will be introduced and moderated by Prof. Eunice Sahle of Global Studies and African and African American Studies at UNC.

This event is co-sponsored by the African Studies Center, the Department of Geography, and the Department of African and African American studies

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You are currently subscribed to asc_faculty axsd: jen321@email.unc.edu.
To unsubscribe send a blank email to leave-28892382-9477646.4e04cbced80258f8228807e1c238f51a@listserv.unc.edu

From: GrantSource Library <gs@unc.edu>
Sent: Wednesday, March 23, 2011 11:03 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: US Army RFP for Civil Affairs Assistance on Topics Related to National Security

---

Dear Dr. Nyang Oro,

Please share with your faculty this Request for Proposals (RFP) from the UNC Partnership for National Security, which focuses on matching education, research, and training needs of the U.S. Military with UNC system subject matter experts.

The UNC system has received this RFP for Civil Affairs Assistance to identify expertise within the system to provide short-courses in support of the US Army's Civil Affairs mission and to conduct development projects involving Civil Information Management and associated technologies.

Requirements identified by the 95th Civil Affairs Brigade include:

- Assistance identifying measurable indicators of political, economic or social instability
- Statistical analysis of field polling results
- Trend identification and analysis
- Request for Information (RFI) tracking system
- African studies
- Agricultural and resource economy
- Effective writing
- Developmental economics
- Value chain analysis
- Political science
- Communism to democracy
- Construction and engineering management

All training will be conducted at Ft. Bragg, North Carolina or at a relevant campus, as required. Faculty will be compensated for their time and travel.

Letters of interest, including the qualifications of the team conducting these projects and training and a description of how the project or short-course would be implemented (including a syllabus), should be sent to Kimrey Rhinehardt, Vice President for Federal Relations at kwr@northcarolina.edu. Faculty may contact Dr. Tom Losordo, Faculty Advisor for Military Affairs (UNC GA), directly at tlosordo@northcarolina.edu for more information on a specific project or short-course.

For details including contact information, see the full RFP online at http://www.northcarolina.edu/frc/mil/civaff.htm. Thank you.

Thank you for your time and consideration of this request.

Kimrey Rhinehardt
Vice President for Federal Relations, UNC System

From: Reid, Dee <deereid@unc.edu>
Sent: Wednesday, March 23, 2011 2:01 PM
To: All Deans, Directors, and Department Heads in the College of Arts & Sciences <asddd@listserv.unc.edu>
Cc: Administrative Managers <asmgrs@listserv.unc.edu>
Subject: [asddd] FW: US Army RFP for Civil Affairs Assistance on Topics Related to National Security

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The enclosed message from the GrantSource Library is being sent to all deans, directors and department/curriculum chairs in the College, with an information copy to administrative managers. Please share as appropriate.

* * * *

From: GrantSource Library [mailto:gs@unc.edu]
Sent: Wednesday, March 23, 2011 11:03 AM
To: Reid, Dee
Subject: US Army RFP for Civil Affairs Assistance on Topics Related to National Security

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For details including contact information, see the full RFP online at http://www.northcarolina.edu/frc/mil/civaff.htm. Thank you.

Thank you for your time and consideration of this request.

Kimrey Rhinehardt
Vice President for Federal Relations, UNC System

From: Greenway, Ryan <greenway@unc.edu>
Sent: Thursday, March 24, 2011 1:19 PM
To: All Deans, Directors, and Department Heads in the College of Arts & Sciences <asddd@listserv.unc.edu>
Subject: [asddd] Important - Annual Report open for departments & stewardship
Attach: A&S Foundation Stewardship Guidelines.pdf

This message is being sent to all Chairs, Directors, and Administrative Managers in the College of Arts & Sciences.

It's time to provide information for our online annual report, which includes reporting by faculty on their activities for the year, the department's summary of those faculty reports and the annual stewardship reporting on private support that your department receives. Based on input the Annual Report Committee received from departments, a new version of the Annual Report system has been developed to streamline this process.

The online system is now open for the 10/11 reporting year for chairs, directors, and managers at https://apps4.oasis.unc.edu/car.

To Do Items and Deadlines:

1. If you plan to add your own questions to the annual report system, this should be done prior to **Wednesday, April 6th**. (The annual report system will be opened to all faculty Thursday, April 7th, with a deadline of Friday, April 29th).
2. If some of the private funds that you steward were allocated to specific individuals, you will want to add those recipients to the system as soon as possible, so that the Stewardship tab appears in the faculty member's annual report. (This will avoid asking the faculty to enter the system twice to complete their annual report information). We are suggesting a deadline of April 4th for adding recipients (including students) to Stewardship.
3. The deadline for completing all stewardship activities and your departmental annual report summary is **Friday, May 13th**.

Frequently Asked Questions:

1. How do I learn to use the annual report system?
   * Please refer to the manager help tab for instructions and information on each section of the annual report.
   * If you have additional questions about the Stewardship section, the process to complete it, or the funds included in this section, please contact the Arts and Sciences Foundation: Del Helton, del.helton@unc.edu, 962-8216, Jim Magaw, jim.magaw@unc.edu, 962-6123, or Joanna Cardwell, joanna.cardwell@unc.edu, 962-8342.
   * If you have additional questions about the faculty activities or departmental summary sections, please submit a help ticket at http://tinyurl.com/College-Annual-Report-Help .
   * If you have technical difficulties with the annual report, please submit a remedy ticket to OASIS at the following website: http://oasis.unc.edu/remedy/.
2. Do faculty really need to meet the April 29th deadline? Can they request an extension?
   * The purpose of the faculty deadline is to make sure all faculty have completed their annual report submissions before the end of the academic year (when many leave) so that you will have time to complete the unit portion before May 13. As you know, you need the faculty to complete their portion before you can complete the unit portion. If your faculty need extra time to complete their portion of the Annual Report, you have the option to extend their deadline, so long as you catch them before they leave town and leave yourself enough time to complete the unit portion by May 13.
3. How are joint faculty handled in the annual report system?
   * The affiliation feature now allows administrative managers to affiliate faculty into your unit, rather than asking the faculty to make the affiliation (generally this will only be used for joint faculty).
4. How do we know if faculty have completed their annual report?

* The status section indicates whether the faculty member has ‘not logged in’ or shows 'in progress' if they have logged in. There is also an option for faculty to indicate that their report is completed.

5. Where does the faculty listing for my department come from?
   * The faculty listing itself is taken from LDAP.

Ryan Greenway, PMP
Acting Director of Finance

Dean's Office, College of Arts & Sciences
University of North Carolina at Chapel Hill
CB 3100
919.962.9275

UNC
COLLEGE OF
ARTS & SCIENCES

Important Stewardship Guidelines

A few things to keep in mind as you're completing the Stewardship section:

1. If there are recipients (faculty or students), use the "Add a Recipient" button. Do not list recipients as a group in the "Add Activity" section. We receive valuable information from students and faculty who respond to an automatic email, but only when they've been entered in the "Add a Recipient" section. If you have multiple recipients, keep selecting "Add a Recipient." If you can't add a recipient (no PID, for example), add the name to the Activity section and provide an e-mail address or other contact information if available.

2. If the fund has NOT been used, tell us why AND if it will be used in the 2011-2012 academic year. If it's an endowment, and income was reinvested, we need to know.

3. Reference the fund's gift agreement for usage specifics. If you need a copy, please tell us. The Dean's office is working towards attaching gift agreements next year.

4. Donors are requesting more detailed financial information, so be prepared to provide a record of all expenses if asked. If you're concerned that income from the fund is not being used properly or efficiently (example, the payout is $5,000 and the department is using only $500), send us an email and we'll pursue with the development officer and dept. chair. In some cases, we can amend gift agreements that were originally too narrowly focused.

5. Include student/faculty project titles or trip locations in the appropriate "Send Comment" section. Many students or faculty don't know they've received private support and this entry alerts them. It also helps us match funding with recipients who may benefit from several funds.

6. Donors are genuinely interested in how their gifts are used. THANK YOU for your efforts in helping the College to provide the best stewardship reports possible.

As always, ask me, Jim Magaw, jim.magaw@unc.edu, or Joanna Cardwell, joanna.cardwell@unc.edu for help with any stewardship question you may have.

Del

Del H. Helton
Director of Donor Relations and Communications
Arts and Sciences Foundation
UNC-Chapel Hill
134 E. Franklin St., CB 6115
Chapel Hill, NC 27599-6115
Ph. 919.962.8216
Fx. 919.962-2531
college.unc.edu/foundation

From: Greenway, Ryan <greenway@unc.edu>
Sent: Monday, March 28, 2011 10:43 AM
To: All Deans, Directors, and Department Heads in the College of Arts & Sciences <asddd@listserv.unc.edu>
Subject: [asddd] Evaluation of the College Reporting Online System

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This message is being sent to all deans, directors, department heads, and managers in the College of Arts and Sciences.

You are being asked to take part in an evaluation of the College Reporting system. Your participation is entirely voluntary, although your feedback is essential for improving the system.

Survey link - http://www.surveymonkey.com/s/ReportingSystemEvaluation

Results from this survey will be used to suggest improvements to the Arts and Sciences Reporting system and also as part of a project for a class on user interface design at the School of Information and Library Science. The survey will be open to all administrative managers, chairs, and other staff who use the system.

It should take approximately ten minutes to complete the survey. Your responses will remain anonymous and none of your personal information will be saved.

What if you have questions about this study?
If you have questions, complaints, concerns or if you would like a copy of the finished project, contact Ryan Greenway (greenway@unc.edu).

Ryan Greenway, PMP
Acting Director of Finance and Operations

Dean's Office, College of Arts & Sciences
University of North Carolina at Chapel Hill
CB 3100
919.962.9275

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Monday, March 28, 2011 12:28 PM
To: Lowe, Rebecca Zullie <rzulli@unc.edu>; Mutima, Sinamenye A <smutima@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: DUE WEDNESDAY - REMINDER - Please Complete ECRT

Please complete the ECRT certification. From what I have heard from other people it is pretty easy to complete and takes just a minute or two. IF YOU HAVE QUESTIONS PLEASE EMAIL ME, so that this can still be submitted by the deadline this Wednesday, 3/30.

Here is the info from my email the other week, and I am sure that you are getting automatic emails from the ECRT system as well:

If you are receiving this email you are federally required to complete this by the 3/30/2011 due date
The website to go to is here: http://ecrt.unc.edu
You can login with your onyen and password
FINAL DUE DATE: MARCH 30, 2011

I have checked the effort recorded in the system and things seem to be accurate to me. However, you will need to go into the system, double check for yourself and 'certify' your effort on various projects. It then comes back to me to double check (again) and officially submit.

You will be certifying the amount of time that you spent on any 'sponsored research' that you worked on from JULY 1, 2010 TO DECEMBER 31, 2010. These figures are pulled from both payroll and any grants or contracts that you were listed on or paid from. It is federally mandated that we certify these a few times each year. For those who remember it, this system replaces the PARS forms that you may have filled out in the past.

Please let me know if you have questions, and please certify your time ASAP – no one is able to do this but you!
Thanks so much,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Buell, Agatha
Sent: Tuesday, March 22, 2011 8:50 AM
To: Seck, Mamarame; Mutima, Sinamenye A; Nyang Oro, Julius E
Subject: REMINDER- Please Complete ECRT

Please complete the ECRT certification. From what I have heard from other people it is pretty easy to complete and

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Please let me know if you have questions, and please try to certify your time this week or next.
Thanks so much!
Agatha

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Agatha Buell
Business Officer

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109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Buell, Agatha
Sent: Wednesday, March 16, 2011 1:31 PM
To: Lowe, Rebecca Zullie; Rose, Roderick; Lambert, Michael C; Diebold, Jeffrey; Perreira, Krista M; Lanahan, Lauren; Fhunsu, Donato; Marcus, Jade; Seck, Mamarame; Huang, Carolyn; 'Benjamin Mason Meier'; Gitterman, Daniel P; Handa, Sudhanshu; Mutima, Sinamenye A; Li, Yongmei; Wu, Tony; Nyang Oro, Julius E; Lawlor, Kathleen; 'Megha Karmalkar'; Mogaka, Nathan N.; Gaddis, Michael; DAmico, Elizabeth
Subject: Please Complete ECRT

Hi All,
The ECRT system is ready for you! Here is what you need to know...

If you are receiving this email you are federally required to complete this by the 3/30/2011 due date
The website to go to is here: http://ecrt.unc.edu
You can login with your onyen and password
DUE DATE: MARCH 30, 2011

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Agatha

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Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
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University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Monday, March 28, 2011 12:37 PM
To: Andrews, Richard N <pete_andrews@unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Annual Report open for departments & stewardship
Attach: A&S Foundation Stewardship Guidelines.pdf

Hi Pete and Julius,
Please see below - I assume that I should coordinate most of the Annual Reporting for our departments. Please let me know if this is incorrect. Also, by Monday, 4/4, I will need to know if you want to add more department specific questions. I have only the final summary records of what was submitted in recent years for both departments, so please let me know if there are other things that I should be aware of.

Later this week I will be contacting faculty to let them know what they need to do in order to complete this during April.
Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Greenway, Ryan [mailto:greenway@unc.edu]
Sent: Thursday, March 24, 2011 1:19 PM
To: All Administrative Managers in the College of Arts & Sciences
Subject: [asmgrs] Important - Annual Report open for departments & stewardship

This message is being sent to all Chairs, Directors, and Administrative Managers in the College of Arts & Sciences.

It's time to provide information for our online annual report, which includes reporting by faculty on their activities for the year, the department's summary of those faculty reports and the annual stewardship reporting on private support that your department receives. Based on input the Annual Report Committee received from departments, a new version of the Annual Report system has been developed to streamline this process.

The online system is now open for the 10/11 reporting year for chairs, directors, and managers at https://apps4.oasis.unc.edu/car.

To Do Items and Deadlines:

1. If you plan to add your own questions to the annual report system, this should be done prior to **Wednesday, April 6th**. (The annual report system will be opened to all faculty Thursday, April 7th, with a deadline of Friday, April 29th).
2. If some of the private funds that you steward were allocated to specific individuals, you will want to add those recipients to the system as soon as possible, so that the Stewardship tab appears in the faculty member's annual report.

(This will avoid asking the faculty to enter the system twice to complete their annual report information). We are suggesting a deadline of April 4th for adding recipients (including students) to Stewardship.

3. The deadline for completing all stewardship activities and your departmental annual report summary is **Friday, May 13th**.

Frequently Asked Questions:

1. How do I learn to use the annual report system?
   * Please refer to the manager help tab for instructions and information on each section of the annual report.
   * If you have additional questions about the Stewardship section, the process to complete it, or the funds included in this section, please contact the Arts and Sciences Foundation: Del Helton, del.helton@unc.edu, 962-8216, Jim Magaw, jim.magaw@unc.edu, 962-6123, or Joanna Cardwell, joanna.cardwell@unc.edu, 962-8342.
   * If you have additional questions about the faculty activities or departmental summary sections, please submit a help ticket at http://tinyurl.com/College-Annual-Report-Help .
   * If you have technical difficulties with the annual report, please submit a remedy ticket to OASIS at the following website: http://oasis.unc.edu/remedy/.
2. Do faculty really need to meet the April 29th deadline? Can they request an extension?
   * The purpose of the faculty deadline is to make sure all faculty have completed their annual report submissions before the end of the academic year (when many leave) so that you will have time to complete the unit portion before May 13. As you know, you need the faculty to complete their portion before you can complete the unit portion. If your faculty need extra time to complete their portion of the Annual Report, you have the option to extend their deadline, so long as you catch them before they leave town and leave yourself enough time to complete the unit portion by May 13.
3. How are joint faculty handled in the annual report system?
   * The affiliation feature now allows administrative managers to affiliate faculty into your unit, rather than asking the faculty to make the affiliation (generally this will only be used for joint faculty).
4. How do we know if faculty have completed their annual report?
   * The status section indicates whether the faculty member has 'not logged in' or shows 'in progress' if they have logged in. There is also an option for faculty to indicate that their report is completed.
5. Where does the faculty listing for my department come from?
   * The faculty listing itself is taken from LDAP.

Ryan Greenway, PMP
Acting Director of Finance

Dean's Office, College of Arts & Sciences
University of North Carolina at Chapel Hill
CB 3100
919.962.9275

UNC
COLLEGE OF
ARTS & SCIENCES

Important Stewardship Guidelines

A few things to keep in mind as you're completing the Stewardship section:

1. If there are recipients (faculty or students), use the "Add a Recipient" button. Do not list recipients as a group in the "Add Activity" section. We receive valuable information from students and faculty who respond to an automatic email, but only when they've been entered in the "Add a Recipient" section. If you have multiple recipients, keep selecting "Add a Recipient." If you can't add a recipient (no PID, for example), add the name to the Activity section and provide an e-mail address or other contact information if available.

2. If the fund has NOT been used, tell us why AND if it will be used in the 2011-2012 academic year. If it's an endowment, and income was reinvested, we need to know.

3. Reference the fund's gift agreement for usage specifics. If you need a copy, please tell us. The Dean's office is working towards attaching gift agreements next year.

4. Donors are requesting more detailed financial information, so be prepared to provide a record of all expenses if asked. If you're concerned that income from the fund is not being used properly or efficiently (example, the payout is $5,000 and the department is using only $500), send us an email and we'll pursue with the development officer and dept. chair. In some cases, we can amend gift agreements that were originally too narrowly focused.

5. Include student/faculty project titles or trip locations in the appropriate "Send Comment" section. Many students or faculty don't know they've received private support and this entry alerts them. It also helps us match funding with recipients who may benefit from several funds.

6. Donors are genuinely interested in how their gifts are used. THANK YOU for your efforts in helping the College to provide the best stewardship reports possible.

As always, ask me, Jim Magaw, jim.magaw@unc.edu, or Joanna Cardwell, joanna.cardwell@unc.edu for help with any stewardship question you may have.

Del

Del H. Helton
Director of Donor Relations and Communications
Arts and Sciences Foundation
UNC-Chapel Hill
134 E. Franklin St., CB 6115
Chapel Hill, NC 27599-6115
Ph. 919.962.8216
Fx. 919.962-2531
college.unc.edu/foundation

INNOVATE @ CAROLINA

IMPORTANT IDEAS FOR A BETTER WORLD

A Case for Support

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

WE HAVE SO MUCH WORK AHEAD OF US. OUR TO-DO LIST IS NOTHING LESS THAN THE GREATEST PROBLEMS OF OUR TIME: CURE DISEASES, AND GET THOSE CURES TO ALL THE PEOPLE WHO NEED THEM. FIND AND INVENT CLEAN ENERGY. INSPIRE STUDENTS IN OUR PUBLIC SCHOOLS. FEED SEVEN BILLION PEOPLE. DESCRIBE THE WORLD, AND REPLACE CONFLICT WITH UNDERSTANDING.

Holden Thorp, Chancellor of the
University of North Carolina at Chapel Hill

A Time for Bold Action

On Oct. 12, 2010, Chancellor Thorp will launch the University of North Carolina at Chapel Hill's Innovate@Carolina Campaign. The campaign will aim to raise $125 million to make Carolina a world leader in launching university-born ideas for the good of society.

Why Oct. 12? Because that date, in 1793, marked the birth of public higher education in America. The laying of Old East's cornerstone proclaimed to the nation that Carolina refused to follow the path of cloistered elitism, sequestered in the Ivory Tower. Rather, with one bold stroke, Carolina led a young country to a future filled with highly educated citizens of all creeds and backgrounds, giving generations access to America's promise of life, liberty, and the pursuit of happiness.

It is time to be bold again. Even bolder. We must do more than lead in American public higher education. We must extend our impact to the region, state, nation, and the world.

The Challenge

The world needs help. Read any front page, watch any newscast, check any RSS feed. From oil spills to flu pandemics to suicide bombers, every day seems to bring another horror.

And yet there are great institutions that can help. And Carolina is one of them. The Innovate@Carolina Campaign will set in motion our response.

As the nation's first public university, Carolina has always epitomized public service. Further, because of our commitment to liberal arts, strong technical areas, and professional schools, our faculty and students see the world broadly and think critically. They are wired to innovate.

Carolina is both compelled and poised to accelerate and apply its innovative and entrepreneurial mindset to help solve the world's most recalcitrant problems.

Our strength comes from fostering creativity and discovery in the classroom, the lab, and the studio, as well as in communities beyond our campus. Our liberal arts tradition, combined with excellence in scientific research and professional programs, equips our faculty and students to assess the current state of knowledge in a discipline, augment that knowledge through rigorous new research, and share the product of this new knowledge in innovative ways. In short, a culture of innovation.

Although humanity faces great challenges, we have great human capital to respond. Among our 3,500 faculty, we can claim a Nobel Prize winner and members of the national academies in the sciences and medicine as well as the arts and humanities. Our student population boasts many of the nation's best and brightest high school graduates and graduate students. And these students can pursue more than 100 fields of study and earn bachelor's, master's, and doctoral degrees, along with professional degrees in fields including dentistry, medicine, pharmacy, business, journalism, and law.

Carolina is physically located at the nexus of innovation and entrepreneurship. Just miles from two other world-class research universities, Duke University and NC State, UNC-Chapel Hill has forged extensive partnerships with these institutions. The Research Triangle Park (RTP) stands just 10 miles from the Carolina campus as a testament to the power of entrepreneurial thinking. Founded in 1959, RTP is one of the largest research parks in the nation where a concentration of corporate research-and-development facilities and a highly educated workforce have fueled a thriving entrepreneurial economy.

And so our stage is set with tremendous potential. We have the will to turn that potential into even greater achievement. We must now align our values, resources, and processes to drive our culture of innovation. The Innovate@Carolina Campaign will give us the way.

The Way Forward

In early 2010, Chancellor Thorp assembled groups of faculty, staff, students, alumni, parents, and friends of the University — many with extensive experience leading innovation in science, business, medicine, nonprofits, and academia. Their charge: Develop a strategic plan to enable Carolina to increase the volume and accelerate the pace at which important ideas created here are applied for a better world.

> We will build a culture of innovation that permeates every corner of campus.

The resulting roadmap scales far beyond the conventional notions of how a university can do good outside its borders. We envision much more than promoting a single professor's eco-friendly business concept or getting research findings published in academic journals. Such efforts are important, but the scope of the Innovate@Carolina Campaign will be nothing less than transformative: We will build a culture of innovation that permeates every corner of campus, from the chemist in Caudill Labs to the poet in Greenlaw Hall. We will redouble our efforts to leverage scientific and medical research for society's good, and we will advance work in the humanities that leads to greater understanding of the challenges the world faces.

What's more, to effectively address these complex challenges, this culture will be collaborative, with the chemist's science and the poet's verse informing each other.

The key to our roadmap's success is simple: We must raise $125 million to make it a reality. And we aim to do so by June 30, 2013. The world's problems won't wait.

CAMPAIGN GOALS

The Innovation Circle identified these major funding goals for the Innovate@Carolina Campaign:

$25 million to create a permanent endowment supporting innovation. This endowment will create a group of "Innovation Funds" to be awarded on a competitive basis to faculty, students, and staff to support the most promising innovations on campus.

$15 million (endowment) to create five Applied Sciences Professorships. The faculty filling these positions will bring the expertise that lies at the intersection of disciplines. They will help colleagues across campus connect basic sciences with engineering, propelling the University into new areas of discovery and application.

$15 million (endowment and expendable) to hire entrepreneurs-in-residence. Drawn from the ranks of outstanding commercial and social entrepreneurs both on and off campus, these experts will mentor and counsel students and faculty interested or involved in entrepreneurial ventures. They also will use their professional contacts to help students secure off-campus internships and faculty develop relationships with the private and non-profit sectors.

$6 million (expendable) to fund grants tackling the "World's Greatest Challenges." Every two years for the next six years, the campus will coalesce around a theme that addresses a pressing global priority, such as water quality and its critical role in supporting healthy communities around the world.

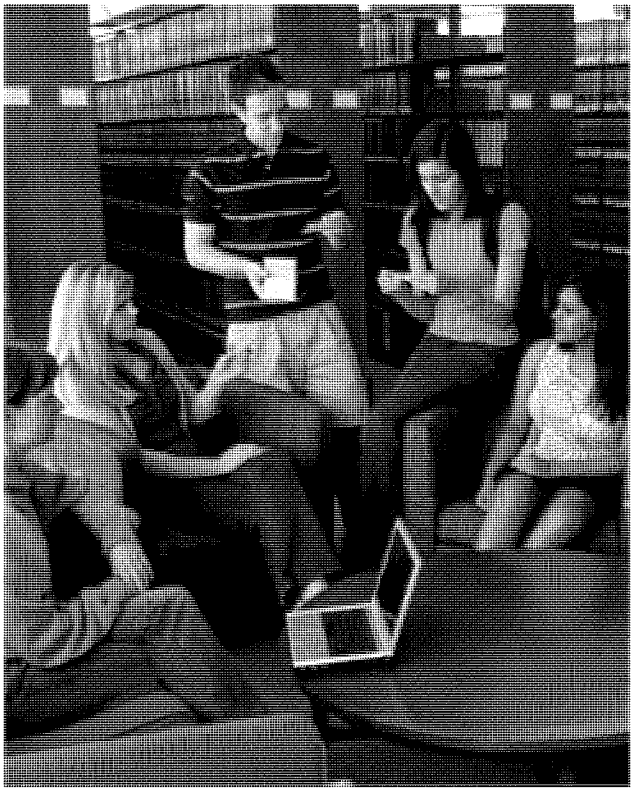

CAMPAIGN GOALS

$6 million (endowment) to fund two Innovation Professorships. Innovation Professors, selected on a competitive basis to pursue a promising innovation project, will be exempted from the normal structures of their academic position at Carolina for up to three years.

$25 million (endowment) to support teaching and research, including the Minor in Entrepreneurship and other successful programs of the Carolina Entrepreneurial Initiative. Critical to promoting a culture of innovation, the interdisciplinary minor in the College of Arts and Sciences encourages students to think and act entrepreneurially, teaching them the skills to start successful ventures of all kinds: commercial, social, scientific, and artistic. Additional funding will provide ongoing support to the highly successful CEI programs including Launching the Venture, the Chancellor's Faculty Boot Camp on Entrepreneurship, the Carolina Challenge, and First Year Seminars in innovation and entrepreneurship.

$10 million (expendable) to create a Student Innovation Hub. The Innovation Hub will serve as a physical nexus on campus where students, faculty, and staff can come together to engage in innovation and entrepreneurial efforts. Preferably an existing public space, centrally located and transformed over time into an Innovation Hub — open to the entire University community — to nurture, inspire and celebrate the innovation culture of Carolina. Such a space would offer resources to innovators and entrepreneurs who do not have a natural home in a specific unit, provide spaces for ad hoc collaborations, and serve as a common space to celebrate our campus-wide innovation culture.

$5 million (endowment) to support the Innovation Scholars Program. Expanding the Carolina Innovation Scholarship program will enable the University to recruit and support more students who show outstanding promise as entrepreneurs with scholarships that cover the full cost of tuition, fees, room and board, renewable for four years.

$3.3 million (expendable) to expand the Carolina KickStart program campus wide. Carolina KickStart, in collaboration with Office of Technology Development and Center of Entrepreneurial Studies, will improve the probability of successfully commercializing UNC faculty technology by seeding startups and providing comprehensive consulting services.

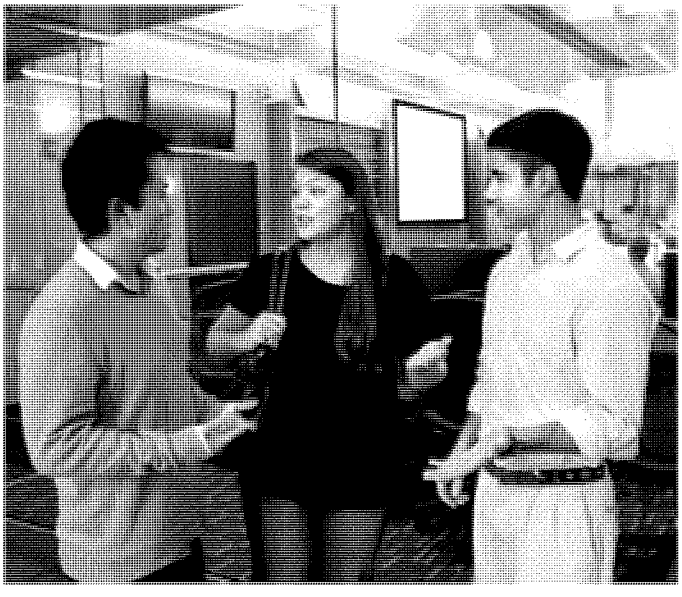

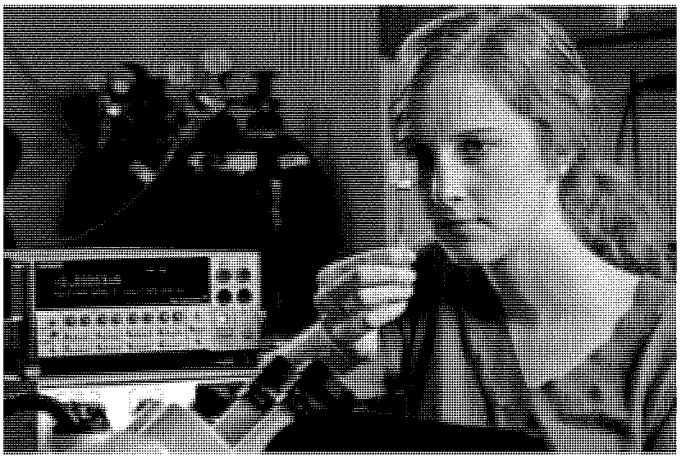

$14.7 million (expendable and endowment) to fund emerging innovation projects. The remaining $14.7 million in the Innovate@ Carolina Campaign will fund other important efforts that will include seed funding for social innovations created at Carolina; Research Triangle and Global competitive collaboration grants; grants funding studies in innovation and entrepreneurship to assess what approaches are most effective as agents of change; and marketing efforts to collectively nurture Carolina's culture of innovation for a better world.

The Ultimate ROI

Return on investment. Every investor expects it. The Innovate@Carolina Campaign takes this to heart. And as with investors in any enterprise, supporters will receive an annual report and be invited to an annual Innovate@Carolina meeting convened by the Chancellor. Both will document our progress in turning ideas into solutions, using rigorous empirical metrics to measure the performance of every Innovate@Carolina program.

Investors want impact. As a charter shareholder in the Innovate@Carolina enterprise your investment will amount to much more than a thicker stock portfolio. As Chancellor Thorp says, Carolina's "to-do list is nothing less than the greatest problems of our time." And so this campaign represents nothing less than the chance to change the world.

WE MUST BE BOLD, AGAIN.
INNOVATE.UNC.EDU

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Monday, March 28, 2011 4:13 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] External Activities and Annual Report
Attach: ExternalPay.pdf

Dear All,
This is an annual reminder and request. If you engaged in any "External Activities for Pay," including receiving Honorariums, pay for project work that was outside of UNC payroll, etc, please fill out the attached form and return it to me by April 29th.

In general this form should be filled out as a Request, PRIOR to each time you would like to work outside of UNC, but if you happened to miss filling this out for any external work in 2010-11, please do fill the form out now. By April 29th I must receive any of these forms that you need to file for July 1, 2010 to June 30, 2011, so that we can make a summary report to Provost's Office.

Also, please note that I will be sending out info in the next few days about your role in completing the Annual Report, which will also be due by April 29th. You will be required to fill out an online survey about your work during the past year, and I have been told that this can be somewhat time consuming (1-3 hours). However, it is required by UNC, only you may fill out your portion, and it will be available ONLY from April 7th to April 29th. So please plan some time for this, during this particularly busy time of year.

Thanks!
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

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(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-28920346-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

Regulations on External Professional Activities for Pay by Faculty and Non-Faculty EPA Employees

In accordance with the Board of Governors' policy on Conflicts of Interest and Commitment Affecting Faculty and Non-Faculty EPA Employees (*UNC Policy Manual,* 300.2.2), UNC faculty and non-faculty EPA employees sometimes may engage in compensated activities that are not a part of University employment. Through such opportunities, employees apply their specialized knowledge and experience to activities outside of their University employment, thereby enhancing their own capabilities in teaching and research and contributing significant societal benefits, including economic development through technology transfer. These activities are encouraged if the intended activity complies with Section II, A of the corresponding policy 300.2.2, and do not create a conflict of interest (see definitions, *UNC Policy Manual,* 300.2.2, Section I).

An EPA employee who wishes to engage in external professional activity for pay must adhere to these regulations to provide satisfactory assurances that such activity will not interfere with University employment obligations.

I. Regulations

A. Any EPA employee who plans to engage in external professional activity for pay shall complete the "Notice of Intent to Engage in External Professional Activity for Pay" (hereinafter referred to as "Notice of Intent," see Appendix 1), which shall be filed with the head of the department in which the individual is employed. A separate "Notice of Intent" shall be filed for each such activity in which an employee proposes to engage. Unless there are exceptional circumstances, the "Notice of Intent" shall be filed not less than ten (10) calendar days before the date the proposed external professional activity for pay is to begin.

B. Approval of a "Notice of Intent" may be granted for a period not to exceed the balance of either 1) the fiscal year (in the case of 12-month employees and employees with contract service periods that include the summer session) or 2) the academic year (in the case of 9-month employees with no summer session contract period) remaining as of the date of approval; if the approved activity will continue beyond the end of the relevant fiscal or academic year in which it was begun, an additional "Notice of Intent" must be filed at least ten (10) days before engaging in such activity in the succeeding relevant year.

C. Except as set out in paragraph D below, the "Notice of Intent" shall be considered as follows: If, after a review of the "Notice of Intent" and consultation with the EPA employee, the department head (or appropriate administrator, see definition *UNC Policy Manual,* 300.2.2, Section I, Item F) determines that the proposed activity is not consistent with the policy statements of the institution or Board of Governors, the faculty or other professional staff member shall be notified of that determination

within ten (10) calendar days of the date the "Notice of Intent" is filed. In the event of such notification by the department head, the EPA employee shall not proceed with the proposed activity but may appeal that decision to the administrative officer to whom the department chair reports, and then to the chancellor or the chancellor's designee (or, in the Office of the President, to the President). A decision on any such appeal shall be given to the EPA employee within ten (10) calendar days of the date on which the appeal is received. The decision of the chancellor (or of the President) shall be final. Appeals shall be made in writing.

D. If question 8, question 9a, or question 9b on the "Notice of Intent" is answered in the affirmative, the procedure set out in paragraph 3 above shall be modified as follows: The decision of the department head to approve the activity shall be reviewed promptly and approved or disapproved within ten (10) days of receipt by the administrative officer to whom the department head reports, and appeal of a disapproval by that officer shall be to the chancellor or the chancellor's designee (or, in the Office of the President, to the President).

E. Departmental summaries of all "Notices of Intent" filed and of actions taken in response to such "Notices of Intent" during the preceding fiscal year shall be submitted by department heads to the chancellor or the chancellor's designee (or, in the Office of the President, to the President) each July. On or before September 1 of each year, the UNC Office of the President, Office of Research and Sponsored Programs, will initiate the submission of annual summary reports from the chancellors to the President.

F. External professional activities for pay performed for another institution or agency of the State of North Carolina also must comply with State policies governing dual employment and compensation, unless an exception to those State policies is expressly authorized by the chancellor or the President.

G. In addition, senior academic and administrative officers may be subject to special regulations regarding honoraria. Please refer to the *UNC Policy Manual,* 300.2.2.2 [R].

H. University employees not complying with these procedures will be subject to disciplinary action.

II. Special Provision

These regulations shall not be required of EPA employees serving on academic year contracts, if the external professional activity for pay is wholly performed and completed outside of the academic year, provided that the activity does not conflict with the policy statements of the institution or Board of Governors and is not conducted concurrently with a contract service period for teaching, research, or other services to the institution during a summer session.

APPENDIX I

NOTICE OF INTENT TO ENGAGE IN EXTERNAL PROFESSIONAL ACTIVITIES FOR PAY

Date:_____

_____ (name) intends to engage in external professional activity for pay under the following conditions:

1. Name and address of contracting organization:

   _____

   _____

2. Nature of proposed activity:

   _____

   _____

3. Beginning date and anticipated duration of activity:

   _____

   _____

4. On average, how many hours per week will be devoted to this activity?

   a. For 12-month employees, for the anticipated duration of the activity, within the current fiscal year ending June 30:_____

   b. For 9-month employees, for each component part of the academic year, as applicable, within the current fiscal year ending June 30 (see above paragraph 2):

      (1) Second summer session (post July 1)_____

      (2) Fall semester_____

      (3) Spring semester_____

      (4) First summer session (pre July 1)_____

5. Total number of hours to be devoted to activity:_____

6. Identify any classes, meetings or other University duties that will be missed because of involvement in the proposed activity (respond separately for each applicable component part of the academic calendar if 9-month employee) and state what arrangements have been made to cover any such duties:

Duties Missed	Arrangements to Cover

7. Use of University resources in connection with proposed activity:

a. Will the activity entail the use of any University resources (see *UNC Policy Manual*, 300.2.2, Section I, Item G)?
( ) Yes ( ) No

b. If yes, describe what resources will be used.

_____
_____
_____

8. To your knowledge, does the contracting organization above provide funding which directly supports any of your University duties or activities?
( ) Yes ( ) No

9. To be completed if the contracting organization is a private firm:

a. Do you or any member of your immediate family own an equity interest in the contracting organization?
( ) Yes ( ) No

b. Do you hold an office in the contracting organization?
( ) Yes ( ) No

10. Performance of the above described activity is consistent with the Board of Governors Policy on conflicts of interest and commitment and external professional activities (300.2.2).

_____
Signature

_____
Department

_____
Academic Rank or Job Title

_____
Administrative Title (if any)

_____
Signature Department Head (or supervisor)

ADMINISTRATIVE ACTION ON NOTICE OF INTENT

1. Reviewed; activity determined to be consistent with University policy.

_____ _____
Date Department Head

Other action (as required):

_____

_____

_____

_____ _____
Date Dean or Other Administrative Officer*

* Approval by Dean or other administrative officer to whom Department Head reports is required if question 8 or question 9a or 9b is answered in the affirmative.

2. Reviewed; activity determined not to be consistent with University policy.

_____ _____
Date Department Head

Action on appeal (if any):

_____ _____
Date Action taken

_____
Dean or Other Administrative Officer

_____ _____
Date Action taken

_____
Chancellor

Any administrative action approving a "Notice of Intent" shall be effective only for the remaining balance of the fiscal year (in the case of 12-month employees) or for the balance of the academic year (for 9-month employees); see above paragraph 2.

From: Gore, Travis <stgore@email.unc.edu>
Sent: Monday, March 28, 2011 4:26 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FW:
Attach: 20110328162423723.pdf

-----Original Message-----
From: scanner@unc.edu [mailto:scanner@unc.edu]
Sent: Monday, March 28, 2011 4:24 PM
To: Gore, Travis
Subject:

This E-mail was sent from "R10442" (Aficio MP 2510).

Scan Date: 03.28.2011 16:24:23 (-0400)
Queries to: scanner@unc.edu

From: Perry Hall <hallpa@email.unc.edu>
Sent: Tuesday, March 29, 2011 7:12 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Summer

Boss

Since registration started only recently, how feasible would it be to move the current section of 259 to 9:45?

I don't think we discussed that particular option.

Perry

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Tuesday, March 29, 2011 12:01 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] Final Call for Newsletter Submissions

Dear Colleagues:

We have received a few newsletter submissions, but would like to have more. If you have not sent an update on your recent professional activities, please do so by Monday, April 4. We would like to include information on faculty presentations, publications, grants/fellowship and new courses for the period from May 2010 to May 2011.
We are also in a need of a few photos from events and activities this year, including the Venezuela Study Abroad Program and the Department's 40th Anniversary Celebration. If you have any photos that you would not mind sharing with us, please let me know.

If you are a new faculty member, please send a short description of your research and teaching interests.

These materials should be emailed to Kenneth (krjanken@email.unc.edu) and me.

Thanks in advance!

Kia

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(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-28925351-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

Chapter Thirteen

African Americans and an Atlantic World Culture

Walter C. Rucker

Few topics have generated as much scholarly interest in the past decade as Atlantic World history. As a relatively new approach to regional history, the Atlantic World is geographically defined as the economic, political, social, and cultural connections forged between Africa, the Americas, and Europe beginning in the fifteenth century (Thornton 1992). In the assessment of Kristin Mann (2001: 13), this approach to history seeks "to consider the Atlantic basin as a single integrated unit of analysis." A ground swell of interest in this field has led to a number of recent developments. The Du Bois Institute dataset, which includes detailed information for close to 70 percent of all Atlantic slave voyages, is currently available on CD-ROM and is already producing a flood of scholarly reassessments. *Slavery and Abolition*, the *William and Mary Quarterly*, *Contours* and other refereed journals publish the latest research in Atlantic World and African Diaspora history. A dizzying number of articles, essay collections, and book-length monographs have appeared on the topic in just the last five years. In addition, a few university presses – Louisiana State, Indiana, South Carolina and Michigan State – have created special book series for works encompassing elements of Atlantic World history, while a growing number of research centers continue to expand scholarly understandings of this field.

The formation of the historical Atlantic World was no less dynamic than the creation of the corresponding field of study. The Iberian *Reconquesta* of the early to mid-fifteenth century led to a series of events that brought the Portuguese to the West African coast for the first time. In their search for Prester John – a mythical East African defender of Christianity – Portuguese navigators encountered powerful West African kingdoms with an expansive trade network, which linked West Africa to much of the known world. Massive quantities of gold and other commodities inspired the Portuguese to establish trading posts from Senegal to Angola in the years after 1482. This opening act in the establishment of the Atlantic World trade network set in motion the Atlantic slave trade, the formation of colonies in the western hemisphere, the economic decline of East African polities and the emergence of Portugal as a truly global power.

As a site of massive intercontinental migrations and trade networks, and also as a conceptual space, the Atlantic World is larger in scope and scale than the African

Diaspora. While the African Diaspora is typically defined by the geographic regions that Africans were dispersed to as a result of the Atlantic slave trade – the Americas, and arguably Europe – by definition it excludes continental Africa and the Atlantic islands from historical analyses. Only recently has the concept of the Diaspora been expanded to encompass the dispersal of Africans across the Sahara to Arabia, and north and east Africa; indeed, it appears that a series of diasporas existed in Africa, which predated the arrival of Europeans and the growth of the Atlantic slave trade (Mann 2001).

In addition to its more significant geographic scope, the Atlantic World began close to a century before the creation of the African Diaspora. While obvious differences between these two approaches are evident, there is at least one area where scholars of the Atlantic World and the African Diaspora have seemingly forged a consensus. Researchers working in both fields have granted subject-positioning or agency to peoples of African decent. No longer are scholars contending that Africans were either victims, bystanders or objects of historical processes that shaped the world around them. From its very inception, the African Diaspora concept saw Africans as agents of history largely because, as Mann notes, "the idea of the African diaspora developed first among Africans and their descendants, a point not sufficiently recognized in most academic discussions of the subject" (Mann 2001: 3). The notion of viewing Africans as active historical agents has been slow in development among Atlantic World historians. In his analysis of the pioneering works in this field, John Thornton recounts that "the Atlantic still appeared [in the literature] largely from a European perspective . . . The Atlantic, it seems, unlike the Mediterranean, was regarded by all these researchers as being particularly dominated by Europeans" (Thornton 1992: 2).

This Eurocentric approach is epitomized in a number of works, including Pierre and Hugette Chaunu's nine-volume *Séville et l'Atlantique, 1504–1650* (1955–60), James Duffy's *Portuguese Africa* (1961), Charles R. Boxer's *The Dutch Seaborne Empire, 1600–1800* (1965), and Fernand Braudel's *Civilization and Capitalism* (1982–4). Working from the context of the post-colonial world, many of these scholars simply projected current realities and power relationships back through time. By the 1970s and 1980s however, concerted challenges to these views began to alter scholarly approaches to Atlantic World history.

In direct response to Eurocentric approaches, nationalist historians, dependency theorists, revisionists, neo-revisionists, post-modernists and advocates of world systems analysis filled the interpretive void. Some of these interpretations still emphasized the relatively passive role that Africans played in the formation of the Atlantic World. Borrowing from dependency theory developed largely by Latin Americanists, Walter Rodney (1974) contends in *How Europe Underdeveloped Africa* that colonial and neo-colonial economic links to Europe can be traced back to the era of the slave trade. Thus, in this view, Africans played a subordinate and relatively passive role to Europeans as early as the fifteenth century. Other scholars, including Eric Williams (1944), André Gunder Frank (1967), Immanuel Wallerstein (1974–80) and Chancellor Williams (1976), seemingly concur with this approach. While these studies were generally more sympathetic, emphasizing the victimization of Africans by repressive European powers, the results were the same as the scholarship generated by Eurocentric scholars: Africans were still denied agency and subject-positioning.

These denials of black agency were mirrored in scholarship that focused on North American slavery. During the early twentieth century, a scholarly consensus among American historians emerged to claim that the enslaved African was effectively a *tabula rasa* denuded of any African culture. Once exposed to the "superior" attributes of European and Euro-American culture, Africans – generally assumed to be primitive and savage – readily and willingly adopted European cultural norms and values. Again, these notions essentially denied African agency while emphasizing the sheer inability of Africans to resist this acculturative process. These ideas resonated in the works of scholars such as U. B. Phillips (1918), Kenneth Stampp (1956), Stanley Elkins (1959) and others. In addition, among folklorists and sociologists analyzing African American folk culture, a dominant paradigm emerged in the 1920s known as the "white-to-black" school of acculturation. This interpretive school held the opinion that Africans in North America borrowed so heavily from European and Euro-American culture that slave folklore was ultimately a syncretic matrix of butchered European values and beliefs. Addled by limited intellectual capacity and a barbaric past, Africans in this view were incapable of fully comprehending the complexities of European culture.

Neo-revisionists scholars like Thornton (1992), George Brooks (1993) and others published works detailing a number of elements related to the formation of the Atlantic World; importantly, these scholars approached the issue of African agency seriously. Even before these innovations, however, scholars like Carter G. Woodson (1936), Melville Herskovits (1941) and Lorenzo Dow Turner (1949) had given significant consideration to African agency in the creation of African American culture. Together, both sets of scholars demonstrated a continuum of activities that Africans and their descendants engaged in, including the formation of powerful kingdoms and cities in West Africa, the active role they played in the Atlantic trade network and their creation of Afro-Atlantic societies and cultures throughout the Americas. With this emphasis on African agency, the need to connect Diasporic communities with their homelands in Africa has become an increasing focus in recent scholarship.

The works of Sterling Stuckey (1987), Margaret Washington [Creel] (1988), Joseph Holloway (1990), Michael Gomez (1998), Sheila S. Walker (2001) and Linda Heywood (2002) have done a great deal to facilitate current understandings of important historical connections and cultural continuities. The maintenance of particular "Africanisms" – or discrete systems of African thought and belief – demonstrated to many that Africans were not simply uncultured bodies, which had to be assimilated or Europeanized in order to properly function. This view is epitomized in the work of Sterling Stuckey (1987) who provides strong evidence for the African influences on slave culture. The conditions that facilitated cultural retentions and continuities required resistance on the part of enslaved Africans, as well as a conscious set of decisions to maintain connections to the land of their ancestors. Stuckey (1987) posits a dynamic process by which Africans became a single people, laying the foundation for the development of a black nationalist/Pan-Africanist consciousness.

Another recent trend, highlighted in Paul Gilroy's *The Black Atlantic* (1993), recognizes African agency while focusing on cultural hybridity and amalgamation. In this post-modernist approach, Gilroy forwards a "black Atlantic" culture that is not

African, American, Caribbean or European, but a syncretic blending or hybrid of all of these national and ethnic identities. Black Atlantic culture, then, is a polyglot, which transcends "race," ethnicity and nation; according to Gilroy, this cultural concept belongs to no one set of localities in Africa (Gilroy 1993). Instead he emphasizes the transnational and intercultural nature of identity, focusing almost exclusively on contemporary Anglo-America. Hence, Gilroy tends to place a greater emphasis on cultural discontinuities and disconnections. This approach is not without its problems. As Mann notes, Gilroy "ignores both the rich and dense world of the predominantly Lusophonic and Spanish South Atlantic and the roots of the transnational, intercultural black perspective in the pre-modern era" (Mann 2001: 15).

Geography and Culture in Atlantic West and West-central Africa

Anthropologist Melville Herskovits published *The Myth of the Negro Past* (1941), which at the time was a watershed effort on the topic of African cultural transmissions and continuities. In an attempt to undermine race prejudice in America, his work sought to counter a number of myths about Africa, and about Africans residing in all parts of the Diaspora. By demonstrating tangible cultural links between Africa and Diasporic communities, Herskovits took full aim at the myth that "The Negro is thus a man without a past" (Herskovits 1941: 2). Other myths he addressed in this work included the idea that Africans were brought to America from extremely diverse cultures and were distributed in a fashion that destroyed their cultural identity, and the idea that African cultures were so savage and unredeeming that European customs were readily preferred by enslaved Africans.

In answering these flawed perceptions, he posits what seems to be a problematic homogeneous and monolithic West African cultural heritage. Indeed, Herskovits does not give much consideration to West-central Africa, making passing references to the "Congo" in his analysis of African cultural influences. Most problematic are certain assumptions, guided no doubt by his disciplinary focus, that assume an unchanging African cultural past. Despite these shortcomings, the lasting importance of his research is in noting several examples of Africanisms in both the secular and sacred ethos of African Americans. Herskovits' argument was not a claim that African Americans were Africans culturally, but that "this group, like all other folk who maintained a group identity in this country, have retained something of their cultural heritage, while at the same time accommodating themselves . . . to the customs of the country as a whole" (Herskovits 1941: 145). This research, and subsequent studies by other scholars, helped put to rest various myths and forwarded the idea that "African American" culture was something rich, unique, and worthy of serious and significant scholarly contemplation.

When Sidney Mintz and Richard Price (1976) published *The Birth of African-American Culture*, it was intended to critique and revise Herskovits' 1941 findings. They argued that Africans who were transported across the Atlantic to become slaves in the Americas developed and created a culture that cannot be characterized simply as "African." Essentially, the very nature of the slave trade and enslavement in the Americas made the continuity of African culture nearly impossible. To further this claim, they state that, "[h]erded together with others with whom they shared a common condition of servitude and some degree of cultural overlap, enslaved

Africans were compelled to create a new language, a new religion, indeed a new culture" (Mintz and Price 1976: xi). While African culture may have been crucial in the creation of African American culture, Mintz and Price contend that it was by no means central and not independent of European influences or new cultural developments in the Americas.

This conclusion finds resonance in the claims made by Gilroy (1993), who asserts that black Atlantic culture, itself a "counterculture" of modernity, is not part of a Manichean dichotomy situated between monolithic "black" and "white" cultures. Instead, like Mintz and Price, Gilroy emphasizes the creole, hybrid, and fluid nature of black Atlantic culture; as a combination of European and African cultures, African American culture was a new creation and can be best understood, according to Gilroy, using W. E. B. Du Bois' concept of double consciousness. As Du Bois articulates it, "One ever feels his twoness, – an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body whose dogged strength alone keep it from being torn asunder" (Du Bois 1903: 45). This duality encapsulates the nature of African American culture for Gilroy, Mintz, and Price.

In terms of Herskovits' interpretations, Mintz and Price oppose his theory of West African cultural homogeneity by noting the sheer amount of cultural diversity in Atlantic Africa and by asserting that a number of enslaved Africans exported to the Americas came from West-central Africa (Mintz and Price 1976). They also oppose the notion that specific African cultural enclaves formed in the Americas. Instead, Mintz and Price claim that deliberate ethnic "randomization" – actively engaged in by slave traders, ship captains, and slave owners – ensured diverse populations of enslaved Africans throughout the Americas. Most of their conclusions are based on the same premise – the vastly numerous and diverse cultural heritages of West and West-central Africa. While there is little doubt that major cultural differences indeed existed in Atlantic Africa, what can be contested is the degree of this diversity.

On one end of the debate, Herskovits (1941) and Joseph Holloway (1990) support ideas of cultural homogeneity. Holloway, in his introduction to *Africanisms in American Culture* (1990), asserts that since most North American slaves originated from West-central Africa, the idea of a monolithic Bantu cultural heritage and its links to the birth of African American cultures would be quite applicable. Although there might be flaws with this sort of approach, the idea of a monolithic Bantu culture or its significant contribution to African American culture finds support in the works of a number of scholars (Vansina 1990; Vass 1979; Thompson 1983). On the other end of the spectrum, Mintz and Price likely exaggerate the amount of diversity by using African languages as a tool of measurement. The truth probably lies between the two extremes and ample evidence for this conclusion can be found in recent scholarship.

John Thornton (1992), in *Africa and Africans in the Making of the Atlantic World*, demonstrates that ethnographers have tended to overestimate the amount of cultural diversity in Atlantic Africa – an area encompassing the coastal regions from Senegambia in the north to Angola in the south – because they often ascribe an ethnic identity to every distinct language and regional dialect. The problem with this is the fact that many Atlantic Africans were multilingual, and certain languages and

regional dialects were so related that they could be mutually understood throughout vast areas. Thornton concludes that, instead of Atlantic Africa being composed of hundreds of cultural groupings, the region should instead be divided into three cultural zones and further separated into seven "subzones": Upper Guinea, which included the Mande language family and two variants of the West Atlantic language family (northern and southern West Atlantic); Lower Guinea, which included two variants of the Kwa language family (Akan and Aja); and the Angola zone, which included two variants of the western Bantu language family (Kikongo and Kimbundu).

Another issue of major importance in Thornton's assessment is the claim that European traders, slave-ship captains and plantation owners engaged in active and conscious efforts to ethnically randomize enslaved Africans. If practiced, this measure could effectively have undermined the ability of enslaved Africans to foment rebellion on slave ships or plantations in the Americas, since they would not have an effective means of communication or collaboration. According to Thornton (1992) however, cultural randomization was not a significant aspect of the slave trade. In sociological terminology, he contends that the enslaved Africans on the average transport ship were indeed a group as opposed to an aggregate. In other words, most enslaved Africans on European slave ships had some prior connection to each other and were likely enslaved at the same time from the same geographic region. In addition, he states, "[s]lave ships drew their entire cargo from only one or perhaps two ports in Africa and unloaded them in large lots of as many as 200–1,000 in their new Atlantic homes" (Thornton 1992: 192). Shuffling and randomizing slaves was simply not feasible. While doing so made perfect logic, achieving the goal of cultural randomization could result in longer stays on board ships by enslaved Africans and this would invariably lead to increased mortality rates. Tracing the slave trade from the sixteenth through the early eighteenth century, Thornton concludes that "there were limits on the ability to achieve a random linguistic distribution of slaves, and what this meant was that most slaves on any sizable estate were probably from only a few national groupings" (Thornton 1992: 196).

Michael Gomez (1998), in *Exchanging Our Country Marks*, expands on Thornton's conclusion by claiming that significant African cultural enclaves developed in the Americas as a result of a number of factors. One of these factors would be the lack of cultural diversity in Atlantic West and West-central Africa; again, the conclusion of Mintz and Price (1976) – that hundreds of distinct cultures existed in Atlantic Africa – has stood neither the test of time nor intense scholarly inquiry. While Thornton contends that Atlantic Africa could be divided into three culturally distinct zones and seven subzones, Gomez shows that in fact there were roughly six cultural zones in this region, with a number of subzones in each: Senegambia, Sierra Leone, the Gold Coast, the Bight of Benin, the Bight of Biafra and West-central Africa. In addition, Africans from certain regions shared cultural affinities, which facilitated the process of hybridization between African groups. Even if randomization was attempted on North American plantations, Gomez contends that this only facilitated the creation of a group consciousness, a group identity and collaborative resistance efforts: "Africans of varying ethnicities, who had never considered their blackness a source of reflection let alone a principle of unity, became cognizant of this feature perhaps for the first time in their lives" (Gomez 1998: 165). This idea finds resonance in the pioneering work of Sterling Stuckey who states in *Slave*

Culture that "slave ships were the first real incubators of slave unity across cultural lines, cruelly revealing irreducible links . . . , fostering resistance thousands of miles before the shores of the new land appeared on the horizon" (Stuckey 1987: 3).

While they still clung to their ethnic identities, enslaved Africans began to shape a new set of cultures in the Americas. These new cultures were not simply a hybrid of "European" and "African" cultural milieus as a number of scholars contend. Instead, Gomez makes a convincing claim that the first step towards the birth of an African American culture was intra-African cultural syncretism or, in his words, the formation of an "African sociocultural matrix" (Gomez 1998: 5). This notion even serves as the guiding intelligence for the structure of *Exchanging Our Country Marks*. Gomez, for example, discusses the cultural links between Africans from Senegambia and Benin, Sierra Leone, and the Gold Coast (the Akan), the Bight of Biafra (the Igbo) and West-central Africa in separate chapters of this important work. He concludes by noting that "[t]he development of African American society through 1830 was very much the product of contributions made by specific ethnic groups . . . varying mixes of ethnicities in each colony/state resulted in communities and cultural forms that were distinctive though related" (Gomez 1998: 291).

With recent efforts to demonstrate that Atlantic Africans were multilingual and separated into just a handful of culturally distinct zones, reassessments of the nature of African American culture have become increasingly frequent (Berlin 1996; Gomez 1998; Morgan 1998; Walker 2001; Heywood 2002). While the work of Sterling Stuckey (1987) has been pivotal in the contemporary scholarship about the formation of African American culture, only at the start of the twenty-first century have Africanists begun to corroborate his findings. Recent trends, however, have moved away from generalizations about "African" cultural continuities, to emphasizing instead the contributions that specific African ethnic groups (such as Igbo, Yoruba, Fon, Mande and the like) made to African American culture.

In creating an accurate depiction of cultural diversity in Atlantic Africa, using the separate discussions of cultural zones by Thornton (1992) and Gomez (1998) becomes instructive. As Thornton contends, "Africans brought with them a cultural heritage in language, aesthetics, and philosophy that helped to form the newly developing cultures of the Atlantic world" (Thornton 1992: 129). With this being the case, a clear depiction of the cultural geography of Atlantic Africa is necessary. The first of these cultural zones, Upper Guinea, was one of the more ethnically diverse regions in Atlantic Africa. In geographic terms, this area reached from the Senegal River in the north to the region near Cape Mount in modern Liberia and included two important slave-trading regions – Senegambia and Sierra Leone. Culturally, Sengambia was home to a number of ethnic groups representing both the West Atlantic and Mande language families, including the Bambara, the Malinke (Mande-speakers), the Sereer, the Soninke, the Wolof, and the Fulbe. The various ethnonyms used by Europeans to describe Africans from this region – Mandingo, Gambian and Senegambian – were employed to designate people who were primarily from the Bambara linguistic group. The Bambara likely represented the largest population of enslaved Upper Guinean Africans imported to the Americas, but other groups from Senegambia were important in the creation of African American culture (Thornton 1992; Rodney 1969; Gomez 1998; Curtin 1969; Hall 1992). As Gomez recounts, "the Senegambian contingent was both early and substantial. In fact, it

can be argued that the Senegambian presence provided a significant portion of the foundation for the consequent African American population" (Gomez 1998: 38–9).

Sierra Leone, a region of Upper Guinea extending from the Casamance River in the north to Cape Mount in the south, was even more heterogeneous than Senegambia. While Gomez contends that the people of Sierra Leone "did not see themselves as ethnicities during the slave trade [and] a number of groups had indeed developed a shared identity," certain cultural patterns can be discerned (Gomez 1998: 89). Among the many ethnicities and other "collective groupings" were the Mande-speakers – the Mandinka, the Susu, the Gola, the Kissi, the Jallonke, the Vai, and the Kono – and the non-Mande West Atlantic language groups, including the Temne, the Landuma, the Bulom, and the Krim (Thornton 1992; Gomez 1998; Curtin 1969). The sheer amount of cultural diversity in this region was balanced by the fact that the forms of Mande spoken in Sierra Leone "were almost mutually intelligible, at least in the seventeenth century" (Thornton 1992: 187). Even the non-Mande groups in Sierra Leone spoke "closely related languages" (Gomez 1998: 88), a concept which finds corroboration in Thornton (1992), who emphasizes the amount of multilingualism and cultural sharing that occurred as a consequence of numerous commercial networks and political interconnections.

The second major cultural zone, Lower Guinea, stretched from modern Ivory Coast in the west to Cameroon in the east and represented the largest geographic region of the three major cultural zones in Atlantic Africa. This area encompassed the regions that Europeans referred to as the Ivory Coast, the Windward Coast, the Gold Coast and the Slave Coast. Despite its geographic scale, Lower Guinea was much more culturally homogeneous than Upper Guinea and included only one major language family – Kwa. While this region was relatively less culturally diverse, the Kwa language family had two vastly different branches – Western Kwa (Akan, Ewe and Ga) and Eastern Kwa (Yoruba, Fon, Edo, and Igbo). Dominating the eastern portion of Lower Guinea and the region generally known as the Gold Coast, the Akan language subgroup included Baule-speakers in the eastern Ivory Coast (the Sefwi and the Ahanta) and Twi-speakers in the region coterminous with modern-day Ghana (the Asante, the Fante and the Bron). Due to the large number of Akan-speakers leaving Fort Kormantse along the Gold Coast, they became known by the false ethnonym "Cormantee" or "Kromantin" throughout the Americas and were highly prized captives by a number of European slave traders (Thornton 1992; Gomez 1998; Curtin 1969).

Among the most significant Eastern Kwa subgroups were the Fon, the Yoruba, the Edo, and the Igbo (Thornton 1992; Gomez 1998; Curtin 1969). In the case of the Yoruba and the Igbo, Gomez (1998) and Northrup (2000) demonstrate that these ethnic and national terms were more applicable in the American context than in pre-colonial Atlantic Africa. Yoruba, for example, was a term of possible Hausa origin and referred to the people living in the town of Oyo Ile. As Gomez contends, "[t]he Yoruba emerged as a 'nation' not only in North America but also in the West Indies and Brazil" (Gomez 1998: 55). While the Yoruba were a very real group in the Americas, this ethnolinguistic identity emerged only recently in Africa and as a direct result of British colonial administration in Nigeria. Likewise, the "Igbo" did not exist as a distinct ethnicity in Atlantic Africa until they were "created" in the twentieth century (Northrup 2000: 1–2). Simply put, "twentieth-century colonial

forces and post-colonial politics fostered solidarity among the millions of Yoruba- and Igbo-speaking peoples that had no pre-colonial counterpart" (ibid: 1). Like a number of ethnonyms used by Europeans during the slave trade era, Calabar, Moko, and Igbo were imprecise and, at times, overlapping identities that Africans in this region did not create or embrace. However, "*Igbo* was a name Igbo-speaking people seem to have readily accepted abroad" (ibid: 13).

The Fon of Dahomey and the Edo of Benin were relatively stable ethnolinguistic groups centered around strong and expansive states in Lower Guinea (Thornton 1992; Gomez 1998; Curtin 1969; Wax 1973). The Bight of Benin, stretching from the Volta to the Benin River, was culturally more diverse than Thornton (1992) contends, but the spreading political influence and domination of the kingdoms of Dahomey and Benin along this region of the coast led to an impressive amount of cultural diffusion and integration. Gomez claims that this cultural sharing was caused by a large number of factors, including "wars, raids, demographic shifts, displacements, diplomatic missions, and trade" (Gomez 1998: 56). Thus, by the mid-seventeenth century, the use of commercial and political *lingua francas* as well as shared religious beliefs in the Bight of Benin proved that "African populations succeeded in borrowing aspects of each other's culture" (ibid: 56).

The third major cultural zone was the Angola coast in West-central Africa. The home of roughly 40 percent of all Africans transported to the Americas as a result of the slave trade, this region was the most significant of the three cultural zones. Importantly, this was one of the most homogenous regions in Atlantic Africa – though there were more than just two language groups (Kikongo and Mbundu) in Angola, as Thornton (1992) claims. Most Africans living in Angola spoke a variant of Bantu (Kikongo, Duala, Bakweri, Isubu, Bassa-Bakoko, Yambassa, Bafia, Ewondo, Bene, and Bulu). Other language groups in this region included semi-Bantu (Bamilike, Banyang and Tikar), Aka, Fulbe, and Podoko. Gomez contends that "[t]hose slaves who found themselves bound for the Western Hemisphere mostly came from Bantu and semi-Bantu populations organized politically into smaller units" (Gomez 1998: 134). It was primarily in the area of politics that the Angola region was diverse, with the proliferation of a number of smaller states. The two larger polities in the Angola coast – the Kikongo state of Kongo and the Mbundu state of Ndongo – because of their size and expansive scope were significant factors in forging a sense of cultural unity in the region by the mid-seventeenth century, though the latter was defeated by Portuguese forces in 1671 (Thornton 1992; Gomez 1998; Curtin 1969; Wax 1973).

The Atlantic Slave Trade and the Birth of African American Culture

Cramped into the numerous factories and slave castles dotting the Atlantic coast of Africa, enslaved Africans awaited the arrival of European-owned slave ships to transport them to the Americas. This second leg of the triangular trade connecting Europe, Africa, and the Americas, known as the Middle Passage, was one of the most terrifying experiences in human history. In the midst of this tragic story, Stuckey (1987) contends that the slave ships crossing the Atlantic were crucibles that helped forge a single people out of numerous African ethnicities. This was an

ongoing process, beginning with the enslavement experience in Atlantic Africa and continuing in certain regions of the Americas well into the nineteenth century. Both Gomez (1998) and Douglas Chambers demonstrate that, throughout the Americas, enslaved Africans "identified themselves, or were so identified by others, as members of African-derived named groups" (Chambers 2001: 25). They readily identified themselves as members of separate "nations" initially, until a more unified identity was forged as a result of the common circumstances and conditions of enslavement.

The initial sense of national identity was facilitated by the formation of large ethnic enclaves, which were direct results of import patterns in the Atlantic slave trade. As Daniel Littlefield (1991) notes, European planters developed a number of ethnic preferences based on perceptions of traits that certain enslaved African groups supposedly had. He contends that "European colonists concerned themselves quite closely with distinctions among African peoples, and paid great attention to such things as size, color, and cultural or other characteristics" (Littlefield 1991: 8). Thus, Europeans created alternating hierarchies of ethnic and regional preferences, which were employed and gave some shape to import patterns in locales throughout the Americas. In colonies like Jamaica, Barbados, and South Carolina, Gold Coast Africans were coveted by some planters for their alleged propensity for loyalty and hard work; in other colonies, or even among other planters in colonies that seemingly coveted Gold Coast Africans, these slaves were considered unruly and rebellious. Igbos, and others from Calabar or the Bight of Biafra, were reviled because of an alleged propensity for suicide. Angolans were supposedly paradoxically prone to docility and flight (Littlefield 1991; Gomez 1998; Wax 1973).

European preferences for certain African ethnic groups were likely due to a range of factors – the cost of importing enslaved Africans from certain regions, limited access to certain slave markets on the Atlantic African coast, or the demand for Africans from specific regions with expertise in the cultivation of certain crops and other skills (Littlefield 1991; Gomez 1998; Washington [Creel], 1988; Carney 2001). Certainly among slave traders and plantation owners, there was no clear consensus on the behavioral characteristics of any African group. This reflects what seems obvious from the vantage point of hindsight: the reason why African groups do not fit into generalized behavioral categories is because, like the rest of humanity, Africans can and will display a broad spectrum of behavior. Whether real or imaginary, these perceptions of African behavioral characteristics did contribute to the formation of ethnic enclave communities in North America as well as elsewhere.

The Du Bois Institute database bears out this conclusion. This important project significantly modified the findings of Philip Curtin (1969) and provides a more accurate picture of the slave trade. The Du Bois database, for example, demonstrates that of 101,925 enslaved Africans from identifiable locations sent to Virginia, 44.8 percent came from the Bight of Biafra. In South Carolina, enslaved Africans from the Bight of Biafra accounted for just 9.89 percent of identifiable imports; in the US as a whole, Bight of Biafra exports were 18.6 percent of the 317,748 enslaved Africans recorded in the Du Bois database (Eltis et al. 1999). So it is possible to discuss a Bight of Biafra (Igbo) enclave in Virginia as a phenomenon unique in North America. Not only does this database corroborate many of the findings of Stuckey (1987), Gomez (1998), Washington [Creel] (1988) and others, but it opens new possibilities in the study of the formation of African American culture.

Although the nature of African ethnic enclaves varied over time, it is now possible to pinpoint the nature of these concentrations and track specific cultural influences. Between 1701 and 1800, 26.4 percent of enslaved Africans from identifiable regions and embarking on ships to the Carolinas came from West-central Africa. The 1739 Stono Revolt, initiated principally by enslaved Angolans from West-central Africa, forced the proprietors and slave owners of South Carolina to reduce their reliance on Africans from this region. Also, due to the emphasis on rice cultivation in the South Carolina Lowcountry and sea islands, Africans from rice-producing regions of Upper Guinea – Senegambia (24.9 percent) and Sierra Leone (9.48 percent) respectively – became important demographic factors and largely replaced the earlier West-central African import stream. These three cultural contingents played active roles in the formation Gullah and Geechee culture.

Elements of the West-central African, Senegambian, and Biafran (11.3 percent) contingents of South Carolina's slave population apparently created an alliance in 1822, under the leadership of Denmark Vesey, in an attempt to foment a rebellion. While the details of this conspiracy are currently in dispute, it is clear that separate bands of Gullahs, Igbos, Mande-speakers, French-speaking Santo Dominguans and American-born slaves had formed and found between them areas of commonality. In some ways, this could have been an early expression of Pan-Africanism (Eltis et al. 1999; Gomez 1998; Washington [Creel], 1988; Carney 2001; Stuckey 1987; Brown 2002; Littlefield 1981; Wood 1974; Thornton 1991; Vass 1979; Rucker 2001a; Johnson 2001; Starobin 1970).

Between 1701 and 1800, 45.1 percent of Africans entering Virginia from identifiable regions were embarked on ships leaving ports in the Bight of Biafra. Thus, Virginia imported a disproportionately large number of Igbo-speakers and others from Calabar and surrounding regions. As Lorena Walsh (1997) and James Sidbury (1997) contend, this emphasis on Igbo imports played a significant factor in the rise of Afro-Virginian culture. One cultural implication of the presence of so many Igbo-speakers was the proliferation of Igbo terms and concepts – *okra*, *buckra*, *obia* – or discrete Igbo cultural practices (for example, the Jonkonu celebration, funerary customs and spiritual beliefs) in Jamaica, Virginia, and other regions of the Anglophone Americas that imported significant numbers of Africans from the Bight of Biafra. Another implication, discussed by Sidbury (1997), was the possibility that Gabriel Prosser – leader of a failed Richmond slave revolt in 1800 – was accorded a great deal of respect and veneration because of his blacksmithing skills and the spiritual powers associated with this trade among the peoples living near the Niger River delta. In fact, three separate blacksmiths were claimed to have been part of the leadership core of this attempt to capture and raze the capital of Virginia (Walsh 2001; Walsh 1997; Sidbury 1997; Chambers 1997; Stuckey 1999; Gomez 1998).

Information regarding imports into areas like North Carolina, Georgia, Maryland, the Middle Colonies (with the exception of New York) and the New England colonies is scanty at best and scholars can only detail the slave trade in these regions through inference and suggestive evidence. As the principal port of entry for enslaved Africans, Charleston satisfied most of the demand for forced labor in North Carolina and Georgia. The result of this commercial connection meant that both colonies/states likely had similar demographic patterns and ethnic enclaves to those found in South Carolina (Gomez 1998). Maryland imported a large number of

Africans from Senegambia (49.4 percent) and did not mirror the reliance on imports from the Bight of Biafra found in its Chesapeake neighbor, Virginia (Eltis et al. 1999). For the remainder of the slaveholding regions of North America, Gomez notes that "states such as Alabama, Mississippi, Kentucky, Tennessee, and North Carolina all boasted significant slave populations, derivative, in turn, of the five core colonies/states: Virginia, Maryland, South Carolina, Georgia, and Louisiana" (Gomez 1998: 24).

While there has been a major problem in tracking African imports into certain regions, the Du Bois Institute database and other sources reveal much about imports in colonial New York and Louisiana. The Dutch colony of New Netherland – which became New York after 1664 – witnessed two different waves of African immigrants. The first, lasting for the initial few decades of Dutch rule, was dominated by the importation of West-central Africans. The second wave focused on Africans from the Gold Coast. Combined, these contingents may have contributed to such cultural formations as the Pinkster festivals, the "Congo" dances in Albany and specific funerary practices associated with the African Burial Ground in New York City (for example, carved symbols on coffins, the use of burial shrouds and interment with earthware, beads, and other objects). A definite Gold Coast presence is noted in both the 1712 New York City revolt and the alleged conspiracy of 1741: in both instances, enslaved Africans with Akan day-names predominated among the leadership core (Thornton 1998; Boxer 1965; Postma 1990; Goodfriend 1992; Stuckey 1994; Stuckey 1999; Foote 2001; Blakey 1998; Rucker 2001b).

Although Louisiana shifted from French to Spanish, and finally to American control after 1803, the demographics of the slave trade are relatively easy to trace. The principal import groups into Louisiana were Africans from Senegambia, the Bight of Benin and West-central Africa. As the most numerically significant African group in Louisiana, the Congolese and other West-central Africans contributed to expressive culture (such as dance contests in New Orleans' Congo Square and baton twirling), cuisine (for example, gumbo and jumbalaya) and even body gestures or poses (among them, arms akimbo with both hands on the hips) in Louisiana. The significant African contingent from the Bight of Benin, as well as enslaved Santo Dominguans arriving in New Orleans in the wake of the 1791 revolution, brought with them spiritual beliefs that became Voodoo and Hoodoo in Louisiana. The Voodoo/Hoodoo complex is a syncretic blend of Fon and Yoruba metaphysical and religious concepts and, in Louisiana, it likely incorporated Catholic icons and elements from West-central African and Senegambian belief systems (Mulira 1991; Thompson 1991; Caron 1997; Gomez 1998; Hall 1992).

During her reign as Voodoo Queen in New Orleans from 1830 to 1869, Marie Laveau routinely evoked the names of Fon and Yoruba deities – Legba and Damballa – in her ritual ceremonies (Gomez 1998; Mulira 1991). Finally, according to Gwendolyn Midlo Hall, "African religious beliefs, including knowledge of herbs, poisons, and the creation of charms and amulets of support or power, came to Louisiana with the earliest contingent of slaves" (Hall 1992: 162). The Bambara from Senegambia played an important role in these areas. While the term "Bambara" has a number of meanings and ethnic connotations, in the context of Louisiana it referred specifically to non-Muslim Africans from Senegambia who were captured in *jihads* and sold to European merchants. However defined, this group significantly

influenced the nature of slave culture in Louisiana. For example, *zinzin* – the word for an amulet of power in Louisiana Creole – has the same meaning and name in Bambara. *Gris-gris* and *wanga* were other Bambara or Mande words for charms referred to in colonial and antebellum Louisiana. Even the Arabic-derived Mande word for spiritual advisor or teacher – *marabout* – appears in the records of colonial Louisiana (Hall 1992; Gomez 1998; Caron 1997).

Based on the reality of ethnic enclaves and the information regarding the pattern and structure of the Atlantic slave trade revealed by the Du Bois Institute database, Douglas Chambers notes that "the evidence is mounting that the transatlantic slave-trade was much more patterned and much less random (and randomizing) than previously had been simply assumed, thereby resulting in a greater likelihood of historical influences of groups of Africans in the formation . . . of particular cultural patterns in the Americas" (Chambers 2002: 101). The fact is that randomization was not feasible on either side of the Atlantic and patterns of ethnic concentration that emerged in the Caribbean and South America also emerged in North American colonies/states (Gomez 1998; Chambers 2001 and 2002).

In spite of this mounting evidence however, a number of scholars remain skeptical about the close cultural connections between Africa and the Americas. Among the many critics of the notion of cultural continuities is Philip D. Morgan. In seeming agreement with the interpretations of Paul Gilroy, Mechal Sobel, Ira Berlin, Michael Mullin, Sidney Mintz, and Richard Price, he forwards the notion of ethnic randomization – on both sides of the Atlantic – which, in turn, served as a facilitating factor for creolization and acculturation (Morgan 1997; Morgan 1998; Gilroy 1993; Sobel 1987; Mintz and Price 1976; Berlin 1996; Mullin 1994). Using the preliminary results of the Du Bois Institute database, Morgan finds in "much of the Caribbean and North America . . . the absence of a dominant single African provenance zone" (Morgan 1997: 125). He further claims that "contrary to one interpretation, North American plantation slaves generally could not practice 'African religion,' nor did they appropriate only those values that could be absorbed into their 'Africanity.' This is to make excessive claims for the autonomy of slaves and the primacy of their African background" (Morgan 1998: 657).

A spectrum of opinions on the issue of African cultural retention and continuities has emerged among historians and other scholars of the Atlantic World experience. On one end of this spectrum would be the "annihilationist" school epitomized in the work of Jon Butler (1990), who argues that Africans in North America suffered a "spiritual holocaust" between 1680 and 1760, which facilitated their immersion into Euro-American Christianity. This idea – that Africans were stripped of their culture – resonates in the earlier approaches of Phillips (1918), Stampp (1956), Elkins (1959), and E. Franklin Frazier (1964). On the other end of the spectrum would be the work of the "Africanist" school, which includes Herskovits (1941), Stuckey (1987), and Gomez (1998). This school emphasizes direct African cultural influences and the presence of important Africanisms in African American culture.

The interpretive middle ground between the annihilationists and the Africanists, what can be referred to as the "creolization" school, is epitomized in the work of Morgan (1998), Mullin (1994), and Gilroy (1993). Although they largely agree that certain African cultural elements persisted in the Americas, these scholars place more emphasis on cultural hybridity, heterogeneity, and fluidity. While a consensus

may never be forged on these important issues, Mann offers a useful and constructive model for future studies of Atlantic World culture. She contends that scholars will need to:

> represent the African diaspora beyond simple oppositions, unitary models and static constructions to more varied, complex and fluid accounts that come close to capturing the unfolding experiences of Africans and their descendants throughout the Atlantic world. At the same time, they will challenge us to rewrite Atlantic history and rethink Atlantic culture. (Mann 2001: 16)

What is quite clear is that research on the birth of African American culture has advanced dramatically over the past sixty years and new developments in this area will continue to demonstrate the high level of interconnectedness existing between Atlantic Africa and the Diaspora of peoples created by the slave trade.

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"I Will Gather All Nations": Resistance, Culture, and Pan-African Collaboration in Denmark Vesey's South Carolina

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"I WILL GATHER ALL NATIONS": RESISTANCE, CULTURE, AND PAN-AFRICAN COLLABORATION IN DENMARK VESEY'S SOUTH CAROLINA

By
Walter C. Rucker*

From U.B. Phillips' contention that Africans were "inertly obeying minds and muscles" to the pioneering work of Herbert Aptheker, the historiographical discourse on American slave resistance has undergone a dramatic paradigm shift over the past century.[1] Despite considerable opposition to both his political affiliations and his theoretical approach, Aptheker successfully created the foundation from which future studies of slave resistance would begin. Writing in the 1940s, Aptheker built upon the works of such black scholars as W.E.B. DuBois and Carter G. Woodson by arguing that Africans never accepted their collective conditions under slavery and this sentiment was occasionally expressed in the form of insurrection and other types of resistance. He points to over two hundred and fifty alleged rebellions and conspiracies as evidence of the widespread nature of slave discontent.[2]

To Aptheker, the root cause of slave revolts was slavery, a conclusion which undermines any romantic perception of plantation life. He also viewed slave resistance as a necessary and natural phenomenon; in essence, it was a human response to inhumane conditions. In the "Preface" to his 1969 edition of *American Negro Slave Revolts*, Aptheker claims that "Humans, no matter of what color, being humans (sic) have rebelled when their treatment was bestial and when opportunity and capacity for rebellion was present." A similar sentiment is voiced by Kenneth Stampp in his 1956 work entitled *The Peculiar Institution*. In this sustained rebuttal of Phillips, Stampp states that "I have assumed that the slaves were merely ordinary human beings, that innately Negroes *are*, after all, only white men with black skins, nothing more, nothing less."[3]

These statements, while well intentioned, can obscure as much as they reveal. Though it can be maintained that resistance is indeed a human reaction, this notion may not fully reflect the nuanced and multi-faceted realities evident in the African Diaspora. Slaves were human beings as well as Africans from specific socio-political contexts and cultural backgrounds. While the conclusion that resistance is a human response might be true on the most rudimentary level, it would only seem logical that the types of resistance engaged in by slaves were largely determined and shaped by their African past.

Historians Stanley Elkins, Richard Dunn, and Albert Raboteau have all argued that African "tribalism" and cultural diversity contributed heavily to undermining the pos-

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sibilities of slave collaboration and resistance. Dunn epitomizes this by noting that both linguistic barriers and tribal rivalries "hindered these blacks, once enslaved, from combining against their masters." Additionally, Raboteau claims that "[t]ribal and linguistic groups were broken up, either on the coasts of Africa or in the slave pens across the Atlantic. . . . In the New World slave control was based on the eradication of all forms of African culture because of their power to unify slaves and thus enable them to resist or rebel."[4] The essential argument being made by these scholars is that the very nature of the transplanted African cultures in the Americas, in this case the assumed unbridgeable diversity between African groups, was an obstacle to organized slave resistance. The contention made in this current study is quite the opposite, however. This study will demonstrate that African culture and Pan-African connections brought together enslaved Africans, from various backgrounds, and facilitated resistance during Denmark Vesey's 1822 conspiracy.

The Charleston Plot and Subsequent Trials

Serving in its principal role as the main entry for many Georgia, South Carolina, and North Carolina slaves, the city of Charleston was a key commercial center in the Atlantic commercial network during the era of the slave trade. Daily auctions of African and American born slaves held on Vendue Range Street, near the aptly named Exchange building, were so common that by 1790 the city of Charleston began to assume a distinctly African flavor. Its 16,341 total residents made Charleston the fourth largest urban region in North America at the time of the first federal census in 1790. Of that total number, more than half were free and enslaved blacks, giving the city the highest concentration of Africans and their descendants in urban North America. Rice, indigo, and both sea-island and short-staple cotton cultivation fueled Charleston's booming export market, but it was the trade in black flesh which made the enormous profits possible. By the first two decades of the nineteenth century, Charleston—the commercial capital of the South—stood on the brink of a new millennium with both unlimited economic opportunities as well as the ever present fear, and real possibility, of servile revolt.[5]

On May 25, 1822 a slave conspiracy in Charleston was uncovered which sent shock waves throughout the slaveholding South. After being implicated in the plot by a house servant, three slaves—William Paul, Mingo Harth, and Peter Poyas—were arrested by city authorities on May 31. Due to the fact that they maintained their composure, both Mingo Harth and Peter Poyas were released the same day after questioning. William Paul, however, remained in custody as late as June 8. Fearing what he believed to be his imminent execution at the gallows, William made additional revelations about the plot. He claimed in his confession to have been aware of the conspiracy for some time and "that it was very extensive, embracing an indiscriminate massacre of the whites, and that the blacks were to be headed by an individual, who carried about him a charm which rendered him invulnerable." This testimony would be the first hint of the central role that African cultural factors played in the formation of the planned rebellion.[6]

Even after this initial admission, it was not until June 14 that the information provided by William was confirmed by Charleston city officials. On that date, Major John Wilson—commander of a local militia company—visited Charleston city Intendant James Hamilton and presented him with additional proof of the existence of a large-scale slave conspiracy. His wife's slave, George, told Major Wilson that a "public disturbance was contemplated by the blacks . . . the succeeding Sunday, the 16th, at twelve o'clock at night, was the period fixed for the rising, which, if not prevented, would inevitably occur at that hour."[7] George voluntarily served as a spy and the intelligence he relayed to his master was particularly damaging for the conspirators' plans. This information also became a useful means for the politically ambitious Major Wilson to discredit his chief rival Thomas Bennett—the Governor of South Carolina. A number of Bennett's slaves were found to be involved in the conspiracy and this revelation was a contributing factor in Wilson's election as Governor in 1824.[8]

On June 14, 1822, Intendent Hamilton communicated the plans for the revolt to Governor Bennett who immediately acted to ensure the security of Charleston. Five military companies under the command of Colonel Robert Hayne were ordered to patrol city streets and guard against insurrection. On the night of the planned rebellion, the rebels discovered Colonel Hayne's troops and a sizable contingent of volunteers patrolling the area surrounding the city.[9] The rebel leaders—Denmark Vesey, Monday Gell, and Peter Poyas—decided to delay the revolt, but after a number of slaves were arrested on June 18, the plot was effectively over. With these arrests, full disclosure of the conspiracy soon followed.[10]

The plot reportedly included between 6,6000 and 9,000 slaves divided into six attack units. According to the confession of John Enslow—an enslaved African-born cooper involved in the plot—the original plan called for five of these groups to storm Charleston, capturing weapons caches and killing all whites they found. After the main guard houses, arsenals, a naval store, and the city magazine were taken, the rest of Charleston would be set on fire to create an additional distraction. The sixth unit of rebels would patrol the city's streets on horseback initially and would later be used to recruit more slaves from the surrounding countryside. By mid-June, some 500 weapons had been crafted, bought, or stolen, and access to a local militia company's arsenal was made available by a slave who had a copy of the key. The conspirators reportedly made note of every store and house in Charleston containing weapons, while hundreds of slaves who were expert horse handlers and riders were actively recruited. They even made use of a barber who volunteered to craft wigs and mustaches to conceal the identities of the conspirators. Once the city was completely captured, the rebels planned to plunder Charleston's banks of all available gold and silver specie and set sail for Haiti where they hoped to receive asylum.[11] The revelations made by William Paul completely undermined these plans, and with the arrests of key figures in this conspiracy on June 18 all hopes of a successful revolution were soon ended.[12]

The trials of the captured conspirators began on June 19. Arrested soon after was Denmark Vesey, leader of the insurgent army. Born in 1767 in either West Africa or the Danish Caribbean Island of St. Thomas, he was in all likelihood the child of Akan-speaking parents from Africa's Gold Coast. At the age of fourteen, Denmark was one of 390 slaves Captain Joseph Vesey transported from St. Thomas to Cape Francois, Santo Domingo in 1781. Allegedly subject to frequent epileptic fits, how-

ever, young Denmark was judged unsound by the French planter who purchased him and he was returned to Captain Vesey within a few months. By 1783 Captain Vesey settled in Charleston and Denmark remained his property until 1800, when he won a $1,500 prize in the East Bay Street lottery. At the age of thirty-three Denmark purchased his freedom for $600 and used the remainder of the lottery money to open a carpentry shop on Bull Street in downtown Charleston. He utilized his considerable talents as a carpenter to amass approximately $8,000 by 1822.[13] Despite the fact that he was a successful free black professional, Denmark orchestrated the largest slave conspiracy in North American history. In doing so, he actively utilized his understanding of pan-African cultural phenomena and inter-cultural connections to his advantage.[14]

The Role of Afro-Atlantic Religion and Conjure

The plan set in motion by Denmark epitomizes the ways in which African culture and pan-African connections shaped the conspiracy and, in a more general sense, became facilitating factors in slave resistance. One of the most effective and ubiquitous of these pan-African links was the various Afro-Atlantic religious impulses which helped inspire slave revolts throughout the Americas.[15] Denmark's plan to destroy Charleston was bolstered by three men who claimed to wield uncanny supernatural forces. The first of these men, an African born conjurer named Gullah Jack Pritchard, was one of the central figures in the 1822 conspiracy. Having served as a "doctor" in Charleston for fifteen years, Jack's reputation as the "little man who can't be killed, shot or taken [by whites]" allowed him to sway enslaved Africans of all nationalities. As a member of a cohort of Gullahs, Jack brought esoteric spiritual practices from his Angola homeland which were familiar to the numerous Bantu-speaking West-central Africans present in South Carolina. In a more tangible sense, Zaphaniah Kingsley—a slave trader and planter residing near Saint John's River in East Florida—reports that Jack also brought his "conjuring implements with him in a bag which he brought on board the ship and retained them."[16]

Gullah Jack's influence extended into a number of spheres. According to court testimony and other contemporary sources, even country born slaves—those born within the confines of North America—greatly feared his powers as a conjurer. Intendant Hamilton noted in his account of the 1822 plot that "Even the negroes who were born in this country seem to have spoken of his charmed invincibility with a confidence which looked much like belief."[17] In his most crucial role, Jack was to distribute charms to slave combatants which were said to render them invincible. This particular activity was mirrored in a number of slave rebellions and conspiracies throughout the Atlantic world. The fact that not one slave questioned the validity of Jack's powers during the course of the trials is singular testament to the continuing connection they had to African spiritual beliefs and values.

For Gullah Jack's conjurations to work, slaves had to first fast on corn and peanuts the night before the revolt. The following morning, the rebels were to place Jack's charms, consisting of crab claws, in their mouths in order to be rendered invulnerable. These talismans had one severe limitation however; one anonymous witness noted that

"his charms would not protect him from the treachery of his own color."[18] Jack also presided over a ceremony in which a small group of conspirators ate a half-cooked fowl to solidify their bond. Oathing ceremonies of this sort were common features of slave rebellions and conspiracies in the Americas.[19]

Gullah Jack's role as a recruiter in the conspiracy was equally significant. The fear inspired by his supernatural abilities often became sufficient inducement in compelling slaves to join the plot. During the trial of Julius Forrest for example, Henry Haig testified that Jack had "charmed" both men into joining the conspiracy and that even after Jack was arrested, Haig felt that he was somehow "bound up and had not the power to speak one word about [the conspiracy]." The influence Jack held over these men and others was due perhaps to his threat to kill anyone who betrayed the planned revolt. In Jack's own trial, one slave witness literally begged the court to send him out of state because he considered his life "in great danger from having given testimony." Regarding this particular instance, a presiding judge mentioned later that "it was not without considerable difficulty that the Court satisfied him that he need no longer fear Jack's conjurations (as he called them)."[20]

The dread inspired by Jack's ability as a conjurer was not limited to blacks alone. One of his contingency plans, in case the rebellion failed, was so frightening that all mention of it was intentionally omitted from the version of the trial record made publicly available by judges Lionel Kennedy and Thomas Parker. Henry Haig, one of the conspirators who turned state's witness, told the court that Jack "was going to give me a bottle with poison to put into my Master's pump and into as many pumps as he could about town, and he said he wanted to give the other bottles to those he could trust to [sic]."[21] These unpublishable words reveal the real worries of white Charlestonians; militia companies and federal troops could probably defeat an army of slave rebels, but there was no legitimate means of preventing slaves who had both the ability and inclination from poisoning the city's water supply.

Due to his considerable influence, Jack was able to recruit enough slaves to lead an entire unit, known as the Gullah Company. As revealed by court officials during Gullah Jack's trial, this unit was to "kill the City Guard, and take all the arms in the Arsenal" during the outbreak.[22] Leading up to the appointed date for the rebellion, the Gullah Company met on a monthly basis from December 1821 until June 1822 to solidify their plans and involve more recruits from slaves living along the Atlantic coast and the coastal sea islands. To find additional enlistees for his company, Jack was sent by Monday Gell—a noted harness-maker and fellow leader of the plot—to get the support of slaves living in the countryside on the outskirts of Charleston. Jack returned having reportedly enlisted some 6,000 slaves from Goose Creek and Dorchester counties.[23]

One of Jack's recruits in the Gullah Company was Tom Russel—a blacksmith who specialized in the making of edged tools.[24] During the course of the planning for the rebellion, Tom made six pike heads that were later given to Gullah Jack to be mounted on wooden poles and used as spears during the revolt. Not only was Tom an expert blacksmith and Jack's second-in-command for the Gullah Company, he was also a conjurer in training. According to trial testimony given by Henry Haig, "Tom Russel the Blacksmith and Jack are partners—Jack learned him to be a Doctor. . . . Jack said Tom was his second and when you did not see him, and see Tom,

you see [Gullah Jack].... Jack said he could not be killed nor could a white man take him."[25] Thus Tom served as a vehicle for Jack's mystical powers, allowing for tighter control over slaves involved in the plot. In obvious ways then, Tom was a vital asset to Jack's Gullah Company.

The notion that Tom Russel was indeed Gullah is made evident in the trial testimony. Not only did he voluntarily join Gullah Jack's Company, but James Mall reveals an additional piece of evidence. Described by the court as a young white man about sixteen or seventeen years old, Mall testified that "Gullah Jack was frequently at [Tom's] shop—and they frequently talked together in Gullah *so that I should not understand them.*" This unique dialect became an effective language of subversion as enslaved Africans actively code-switched when in the presence of whites to maintain secret communication. The use of Gullah dialect in this manner creates what James C. Scott refers to as a "hidden transcript." By using Gullah dialect as a medium of communication, slaves could safely criticize and mock slaveholders and, in this particular instance, make plans to rebel against white authority while in the very presence of their enemies.[26] Whites were not the only ones unable to decipher this unique form of Africanized English. During the trial of a slave named Nero, testimony reveals that on one occasion "Nero and [Gullah] Jack spoke some time together in the Gullah language." After this particular conversation was over, Nero translated portions of the conversation to Perault Strohecker, a slave who apparently did not understand the Gullah dialect.[27]

The origins of Gullah dialect have been a topic of scholarly inquiry for the past half century. Beginning with the pioneering work of Lorenzo Turner in the 1940s to the more recent scholarly contributions of Margaret Washington Creel, Peter Wood, and Daniel Littlefield, the various debates regarding the origin and nature of Gullah culture are well beyond the scope of the current study. In terms of Gullah culture as it specifically relates to the 1822 Charleston conspiracy, Michael Gomez recently noted that Gullah Jack's company was composed of "Congolese-Angolan [Bantu] and/or Gola [Sierra Leonian] members of the slave community in the Charleston area and their descendants."[28] With distinct influences from and connection to Bantu-speakers of Angola and both Golas and Gizzis from Sierra Leone and Liberia respectively, evidence suggests that this unique culture and dialect is in fact a syncretic blend of at least two different African cultural enclaves.

As one of the earliest population groups in South Carolina, Angolans greatly influenced the nature of Gullah culture. In this particular regard, Winifred Vass and Lorenzo Turner in separate studies made note of a number of Bantu linguistic elements in Gullah dialect. The more recent work of Washington Creel, Wood, and Littlefield has proven that Sierra Leonians—brought over in vast numbers because of their expertise in rice cultivation—were imported in increasingly large numbers in the decades before and after the American Revolution. This new wave of importation allowed for a fushion of Bantu and Gola-speakers and added new dimensions to Gullah dialect and culture. Though Gullah Jack Pritchard was of likely Bantu origin, the scholarly convention of referring to his Gullah Band as "Angolan" simplifies a rather complex cultural reality.[29]

An elderly blind preacher named Philip was the third conjurer to have some connection to the slave plot. During the planning phases of the conspiracy, Monday Gell

and Peter Poyas—two of the plot's main leaders—brought a slave named William Garner to Philip's house on Elliott Street. William, who worked as a cart driver, was recruited primarily because of his skills as a horseman and his access to a dozen or more horses from his mistress's stables. Monday Gell testified that on this particular occasion, Philip addressed William and asked him "why he looked so timorous," and quoting from biblical scripture, added "let not thy heart be troubled neither be afraid."[30] William Garner was greatly alarmed by this conversation with Philip which seemed extraordinary; in his own testimony William stated that the old man's inquiries "alarmed him much as Philip was blind."[31] The "blind" preacher was not completely without sight however. Court officials made note that Philip was born with a layer of skin known as a caul covering his face. According to the folk traditions of enslaved Africans throughout the Americas, the caul or veil was a sign that an infant will eventually be able to communicate with ghosts and predict future events. Philip testified to the court that having been born with a caul allowed him to "foresee events. . . . He said he possessed a Gift—a species of second sight—which came to him after prayer or in dreams."[32]

Philip was never tried even though the court later determined that this "High Priest of Sedition" played a role in the plot. Trial testimony confirms the fact that conspirators frequently gathered at his residence and his words would often help reassure frightened recruits. It was in fact his claims to predict the future which ultimately spared him the wrath of the court. Due to his alleged second sight, Philip predicted the ultimate failure of the conspiracy and attempted to dissuade recruits from joining the doomed plot. Monday Gell testified that the preacher had told rebels to "to give up the business" because "white people could fire five times while they fired once."[33] Despite his rather ambiguous role in the planned rebellion, Philip's presence is definitive proof of the numerous pan-African influences in Vesey's plot.

The caul Philip was born with is a strong indicator of continuing African influences in North America. The nearly identical meaning of the caul among Africans in the Kingdom of Dahomey, the Gold Coast, Dutch Guyana, Jamaica, Haiti, and the American South "as a sign dey will be bery wise an kin talk wid duh spirits" fully demonstrates that enduring African spiritual concepts and pan-African cultural links continued to inform the actions of slaves in Vesey's South Carolina. These notions were ubiquitous features of the African-American ethos as late as the 1930s.[34] The numerous interviews performed by the Georgia Writers' Project during the Great Depression illuminate the continuing significance of the caul in communities across the American South. Ex-slave Mary Hunter, originally from a coastal Georgia community, claims that she "kin seem um. . . . Yuh see, I was bawn wid a double caul obuh muh face and anybody knows dat a pusson bawn wid a caul obuh dey face kin sho see ghoses."[35] Ex-slave Nathaniel Lewis of Savannah stated he was born with wisdom, owing to the fact that he "was the seventh child an bawn with a caul."[36]

Martha Page of Yamacraw, Georgia, a community of ex-slaves from both coastal South Carolina and Georgia, stated "I dohn mine ghos, cuz I caahn see me as I wuzn bawn wid a caul."[37] From the same ex-slave community, Carrie Hamilton revealed that "I wuz bawn wid a caul an wuz diffrunt frum duh res. Ebry now an den I see ghos."[38] The ability of these individuals to see the extraordinary and the supernatural is explained by James Washington of Springfield, Georgia. He noted "I wuz bawn wid

a double cawl wut wuz sabe fuh me till I wuz grown. Duh spirit show me ebrything."[39] Those born with this gift believe they can see the unseeable because of their direct connection to a spirit world defined by distinctly West African parameters.

Pan-African Connections and the Role of Ethnic Enclaves

In addition to the central role of conjure and other African components, additional pan-African elements influencing this conspiracy demonstrate a level of inter-cultural collaboration ignored by many previous scholars of the 1822 plot. Along with Jack Pritchard's Gullah Company, Denmark Vesey also relied upon aid from a "French band" in formulating his plot. This band which had spent months preparing for the rebellion was composed of about 300 slaves who fled Santo Domingo with their masters in the wake of the 1791 slave uprising led by Touissant L'Ouverture.[40] The trials of two of these "French Negroes," Louis Remoussin and Joe Jore, reveal that this French band was thoroughly armed in the weeks before the planned outbreak. William Colcock mentioned in his trial testimony that "there were some Frenchmen, blacks, very skillful in making swords and spears, such as they used in Africa."[41] Once the rebellion was to begin, they were to raid a weapons arsenal to procure additional arms.[42] Similar to the members of the Gullah company, the Santo Domingo slaves also used a subversive language, in this case Creole French, to help plan the revolt while maintaining a high level of secrecy. Peirault, a French-speaking slave who turned state's witness, testified that when Louis and Joe would communicate, "the conversation was in Creole French."[43]

Haiti influenced other crucial areas of the conspiracy. Denmark was reported to have read "passages in the newspapers that related to Santo Domingo" as a means of encouraging his fellow conspirators and enlistees.[44] One particular newspaper article used by Denmark related the story of the Haitian defeat over a Spanish army sent to defend the Dominican Republic. Taking advantage of Spanish military weaknesses in the Dominican Republic, President Jean-Pierre Boyer of Haiti successfully invaded the Spanish territory and abolished slavery there. This news emboldened one recruit enough to claim "if he had men he could do the same as Boyer—and that he could whip ten white men himself."[45]

Having spent some time earlier in his life in Santo Domingo, Denmark learned French and used this ability as yet another tool to facilitate resistance. During the planning of the rebellion, two letters requesting military aid from Santo Domingo were reportedly drafted by Denmark. One of the letters was to be carried by a ship's steward whose brother was allegedly a General in the Haitian military. The other, addressed directly to President Boyer, was to be conveyed via a ship's cook. Despite the fact that he was not in direct contact with Haitian officials, Vesey and other leaders frequently claimed that armies from both "Santo Domingo and Africa would come over and cut up the white people" to further inspire fellow conspirators.[46]

In addition to Gullah and Haitian components, other more directly African elements were present in the conspiracy. Monday Gell, described in the trial transcript as "an Ebo (sic) . . . having been in the country fifteen or twenty years," was leader of an entire company of Aja-speaking Igbo slaves.[47] Though he turned state's witness and pro-

vided some rather damaging testimony during the trials, Monday was one of the key leaders and recruiters. Enjoying the relative freedom of a highly skilled slave, Monday was a harness-maker who kept his own shop in downtown Charleston. Reflecting the limited numbers of Igbo and other Aja-speakers entering South Carolina during the slave trade, Monday's "Ebo" Company had only forty-two enlistees. In comparison, Jack reportedly recruited thousands into his Gullah Company and the French Band numbered in the hundreds.[48]

Akan-speakers were another African group whose presence can be found in records generated by the Charleston courts. Aside from the likelihood that Denmark Vesey was born to Akan parents, other examples of an Akan presence are evident. Two men with Akan day-names were arrested in connection with the conspiracy—Cuffy Graves and Quash Harleston. Arrested on July 11, 1822, Cuffy Graves was released soon after due to a lack of sufficient evidence to bring him to trial.[49] Though he was found not guilty by the court, a free black man named Quash Harleston was transported out of "the limits of the United States" on July 29, 1822.[50] It is unknown exactly where Quash was sent, but it is possible he followed the same route as his close companion Prince Graham; one of two other free black men to be found guilty during the court proceedings, on July 21, 1822 Prince was sentenced to permanent banishment from South Carolina. The court record reveals that Prince made a request to be "transported to Africa on board a vessel which sailed from Charleston." His request was honored and after serving one month in the Charleston workhouse, Prince sailed aboard the *Dolphin* to Liberia.[51]

Western Sudanic Mande-speaking Africans were another segment of South Carolina's slave population playing an integral role in the events unfolding in 1822. Imported in large numbers due to their expertise in rice cultivation. Africans from the Western Sudan were to have a profound influence on cultural developments throughout the region. The two most apparent Mande-speakers involved in the conspiracy, Mingo Harth and Peirault Strohecker, engaged in activities bearing a strong cultural and socio-political stamp from their West African place of origin. Mingo, identified as a twenty-six year old "Mandingo," eventually became one of the most important figures in the conspiracy. Peirault, according to his brief biography detailed in the court proceedings, was a Mande-speaker born in a Western Sudanic region near Goree. Both men were expert horse handlers and had the responsibility of either recruiting for or leading the slave cavalries. Monday Gell testified that Mingo "was to take his master's horse and act as a horseman during the fight."[52] In the trial of Mingo's brother, Isaac Harth, Monday further claimed that "[Isaac] said also, that he belonged to the horse company. Mingo told me that his brother was one too."[53] This horse company led by Mingo was composed primarily of stable workers from three different stables throughout the city.[56]

Peirault was a member of a separate horse company. Working as a stable hand, his role in the conspiracy was to "get horses to send men into the country," probably to recruit more slaves after the rebellion commenced. On several occasions, Peirault hired his horses out to slaves who were sent into the country to enlist more volunteers. From June 6 to June 16 three separate slaves requested horses from Peirault for the purpose of going "into the country to get men to join this insurrection."[55]

During the outbreak of violence, the various horse companies were to "go about the streets and prevent the whites from assembling." Understanding the tactical importance represented by having use of a cavalry, Denmark actively recruited men with some experience with horses. Smart Anderson confessed that "[t]he old man (meaning Vesey) told me to get some draymen who had horses, and if I was a good rider he would make me a captain of a troop." In this manner, Denmark ultimately recruited about 100 draymen to serve in the slave cavalry during the revolt.[56]

The fact that two Mande-speakers were intimately involved with recruiting or leading the slave cavalry demonstrates an important continuity of Mande military culture in North America.[57] From as early as 1100 AD, the Mande were renowned in the Western Sudan for being fierce horse warriors. Between 1100 AD and 1600 AD, Mande cavalry forces swept across an extensive territory in the sahel, savanna, and woodland areas of the Western Sudan and became primarily responsible for the rise of the Mali and Songhai empires. The unique disease ecology created by trypanosomiasis infected tsetse flies contained the spread of horse warrior states, as well as the horses themselves, to the region north of the Upper Guinea coastal rivers. Even as late as the mid-nineteenth century, horse warriors continued to be a determining factor in warfare and state formation in the Western Sudanic region of Upper Guinea.[58]

It is entirely possible that Peirault was once a Mande horse warrior. In his revealing biography, included in the trial extracts, the court recorded the following:

> Peirault was born at Jumba in Africa, about a week's travel from Goree. . . . Peirault was engaged in three battles against the people of [Hausa], who do not cultivate their lands, but made predatory incursions into the cultivated territories of their neighbors. Peirault also fought twice against the people of Darah, but in the second battle he was taken prisoner and carried to that place.[59]

He therefore spent significant time earlier in his life as a soldier during a period in which Mande-speaking horse warriors were engaging in a number of military conflicts in Upper Guinea.

Confirmation that Mande horse warriors were present among North American slaves can be found in the story of Ibrahima, a Mande-speaking Muslim prince and former soldier. Living in Futa Jallon, Ibrahima was the son of a Fulbe King and was a high ranking officer in his father's army. In 1788, at the age of 26, he led a group of horse warriors in an attack on the "Hebohs" near Rio Pongas. He was captured following a Heboh ambush, enslaved by his former enemies, and sold to European slave traders. After spending forty years as a slave in the West Indies and Natchez, Mississippi, he was recognized by a white man he had known in West Africa. Ibrahima's master manumitted him and he returned to Africa where he died, within months of his return, in 1828. His story, detailed in Terry Alford's *Prince Among Slaves* attests to the presence and influence of Mande-speaking horsemen in North American history.[60]

Combined with their aptitude in rice cultivation, Mande-speaking Africans were highly prized by South Carolina planters because of their expertise in handling horses and livestock. As Peter Wood notes, "[p]eople from along the Gambia River, a location for which South Carolina slave dealers came to hold a steady preference, were expert horsemen and herders."[61] This strong association made between Western Sudanic Africans and horses and other livestock prompted Wood to suggest that even

the word "cowboy" may have originated as a result and was first applied to these Mande-speaking horse-men.[62]

Along with the obvious African influences, there was also a correlating fear among the rebels in Denmark's conspiracy of those slaves who were born in North America and seemed to lack a direct link to Africa. This is clear in the trial of Pierre Lewis. In his testimony against Pierre, Charles Drayton claimed "Pierre Lewis told me that something serious would happen, but that I was a countryborn, and he was afraid to trust me."[63] He testified on yet another occasion that Joe Jore, a member of the French Band, typically spoke to him using parables because he "did not know how to trust countryborns."[64] Eventually, Charles was allowed to join and even lead his own army; he was given command over the country-born company. This initial lack of confidence was perhaps well founded as it would be Charles Drayton, along with two others, who received pardons in exchange for the testimony they provided during the court proceedings.[65]

Even some African-born men were not to be trusted by the rebel leaders. George Parker was the subject of much suspicion by Denmark and Monday Gell. The most heinous charge against George, in the eyes of the conspiracy's leaders, was that "he was an African, but they alleged against him, that he did not associate with his countrymen. . . ."[66] Unlike Charles Drayton, George was never allowed to join and actively participate and, according to court officials, his suspect character "convinced the Court of the wisdom and circumspection displayed by the leaders of the conspiracy *in excluding* him from their ranks."[67] The conspiracy leaders even developed a means to encourage trustworthy, but reluctant African-born slaves to join the rebellion. In the trial of Peter Poyas, anonymous witness No. 10 testified that Peter threatened him by saying "if I did not join he would turn all my country people against me. . . . " This prospect was so frightening to witness No. 10 that he immediately told Peter, "I'll join you."[68]

Slaves, whether born in Africa or America who were house servants or "waiting men who receive presents of old coats from their masters" could not be trusted by the conspirators either.[69] It would in fact be a house servant named Peter Prioleau who, after William Paul attempted to enlist him, informed his mistress and ultimately played a key role in unraveling the conspiracy. Though a number of the rebel leaders were skilled slaves or free blacks, this in their minds did not signify some greater degree of cultural assimilation or political conformity on their part. Their actions and words reflect a consciousness shaped tremendously by an appreciation and understanding of African cultural influences. The main dichotomy existing in their minds was not between skilled and unskilled blacks or even city and country slaves, but between those who identified themselves as African and those who did not.

Aftermath of the Vesey Conspiracy

After the trials were over, thirty-five men were executed, thirty-two were banished, and fifty-three were either acquitted or discharged. Fear-stricken whites in Charleston began to engage in vigilante justice, seeking to suppress the spirit of insurrection among the slave populace.[70] Then, on December 31, 1822, the state legislature passed

the Negro-Seaman's Act as a viable means of cutting off any further rebellious influences from entering Charleston. This act stipulated that free black seamen employed on vessels coming into any South Carolina port would be imprisoned until the ship was ready to leave.[71] In addition, blacks from Mexico, the West Indies, or South America were prohibited from entering the state.[72] Ever since the 1791 Haitian revolt, the fear of imported slave discontent weighed heavily on the minds of South Carolina's law makers. Charlestonians now hoped that with the 1808 federal ban on the slave trade, the Negro Seamen Act and the renewed limitation on black immigration from the Caribbean and Latin America, any disruptive pan-African connections would be severed forever.

What many planters realized in the wake of the tumultuous events of 1822 was that Vesey's conspiracy represented something extremely unsettling for the continuation of white hegemony in the slave South. Simply put, the earlier efforts to "randomize" Africans on slave ships and auction blocks had utterly failed to prevent collaboration and resistance. Denmark Vesey, in his brilliance, created a confluence of African cultures and understood much of what concerned and inspired slaves, whether country-born or African. Not surprisingly, he would claim to others that "country-born, Africans and all kinds joined [the plot]."[73] This sentiment was also reflected in one of his favorite biblical passages: "For I will gather all nations against Jerusalem to battle; and the city shall be taken. . . ."[74] Akan, Igbo, Mande, Gullah, French-speaking Haitian, and English-speaking American born slaves all combined in this effort to caste off the shackles of bondage. Given the numerous pan-African connections, Denmark's conspiracy epitomized a reality that many Africans in the Americas experienced, one that transcended any assumed or real ethnic boundaries and allowed for, and even facilitated, resistance. Both the intersection of various African cultures and the acknowledgement of pan-African connections during the course of this plot were a means to the end of creating a more unitary black consciouness in North America.

NOTES

[1] Ulrich B. Phillips, *American Negro Slavery* (Baton Rouge, 1966: originally published in 1918), 339, 291, 454-458. Phillips also remarks that black slaves "for the most part were by racial quality submissive rather than defiant, light-hearted instead of gloomy, amiable and ingratiating instead of sullen. . . ." Even though he held the view that slaves, by their very nature, were docile and obedient, Phillips could not avoid a discussion of slave resistance. In fact he dealt with resistance over the course of one entire chapter entitled "Slave Crime." Explicit in both the title and its contents is the notion that enslaved Africans were not rebelling against an evil and abusive system, instead ulterior motives, such as their lust for white women, and other vestiges of their "barbaric" past guided their actions. Phillips fascination with the alleged rape of white women by enslaved African men further underscores the truly polemical nature of this monograph and, in some ways, anticipates the work of novelist William Styron.

[2] Eugene Genovese, "Herbert Aptheker's Achievement," in Gary Y. Okihiro, ed., *In Resistance: Studies in African, Caribbean, and Afro-American History* (Amherst, 1986), 22-25.

[3] Herbert Shapiro, "Historiography and Slave Revolt," Okihiro, ed,. *In Resistance*,134-135, 138-139; Herbert Apetheker, *American Negro Slave Revolts* (New York, 1993: originally published in 1943), 139, 1; Kenneth Stampp, *The Peculiar Institution* (New York, 1989: originally published in 1956), vii.

[4] Stanley Elkins asserts "it was the very distance between tribes, the hopeless diversity of languages, and the Negroes' inability to communicate with one another, that was counted on to minimize the danger of insurrections on shipboard." Stanley Elkins, *Slavery: A Problem in American Institutional & Intellectual Life* (New York, 1959), 91; Albert J. Raboteau, *Slave Religion: The "Invisible Institution" in the Antebellum*

South (Oxford, 1978), 4; Richard Dunn, *Sugar and Slaves: The Rise of the Planter Class in the English West Indies, 1624-1713* (Chapel Hill, 1972), 236.

[5] Walter Fraser, *Charleston! Charleston! The History of a Southern City* (Columbia, 1989), 119, 178, 188; Sylvia Frey, *Water From the Rock: Black Resistance in a Revolutionary Age* (Princeton, 1991), 213; George Rogers, *Charleston in the Age of the Pickneys* (Norman, Oklahoma, 1969), 141; John Lofton, *Insurrection in South Carolina: The Turbulent World of Denmark Vesey* (Yellow Springs, Ohio, 1964), 6-7.

[6] John O. Killens, ed., *The Trial Record of Denmark Vesey* (Boston, 1970), 34-5; John Lofton, "Denmark Vesey's Call to Arms" *Journal of Negro History* 33 (October, 1948): 414-5; John Lofton, *Insurrection in South Carolina*, 147-8; Joseph Cephas Carroll, *Slave Insurrections in the United States, 1800-1865* (New York, 1968: originally published in 1938), 98-9.

[7] Killens, ed., *Trial Record*, 36; Lofton, "Call to Arms," 415. The city of Charleston was governed by a council of thirteen wardens and the intendant served as the presiding officer.

[8] William Freehling, *Prelude to Civil War: The Nullification Controversy in South Carolina 1816-1836* (New York, 1965), 21, 115-116, 59; Douglas Egerton, *He Shall Go Out Free: The Lives of Denmark Vesey* (Madison, 1999), 160-161, 131-133, 170-172, 207-209; Lofton, "Denmark Vesey's Call to Arms," 410. Bennett's slaves, including Ned, Batteau, Matthias, and Rolla were not only involved, but Ned and Rolla were to lead entire companies of slave insurgents during the uprising. The implication of this level of involvement was obvious; if Bennett could not manage and control his own slaves, he was not fit to govern the quarter of a million slaves living in South Carolina.

[9] Killens, ed., *Trial Record*, 36-7; Lofton, "Call to Arms," 415; Lofton, *Insurrection in South Carolina*, 150-1.

[10] Lofton, *Insurrection in South Carolina*, 152; Carroll, *Slave Insurrections in the U.S.*, 99.

[11] Aptheker, *Slave*, 273. Carroll, *Slave Insurrections in the U.S.*, 98-9; Killens, ed., *Trial Records*, 27-8, 32, 59; Edward Pearson, ed., *Designs against Charleston: The Trial Record of the Denmark Vesey Slave Conspiracy of 1822* (Chapel Hill, 1999), 231-232, 300.

[12] This is despite the fact that contemporary sources refer to another attempted insurrection in Charleston between July and August 1822. Aptheker, *Slave Revolts*, 273. Even on the day of Denmark's execution, one source notes "Another attempt at insurrection was made but the State troops held the slaves in check. So determined, however, were they to strike a blow for liberty that it was found necessary for the federal government to send soldiers to maintain order." Richmond, VA *Enquirer*, 3 August 1822; Charleston, SC *City Gazette*, 23 August 1822.

[13] Lofton, "Call to Arms," 397-401; Carroll, *Slave Insurrections in the U.S.*, 84-5; Aptheker, *Slave Revolts*, 268; Monica Schuler, "Ethnic Slave Rebellions in the Caribbean and the Guianas," *Journal of Social History* 3 (Summer, 1970): 375, 379, 380-1. Monica Schuler, "Akan Slave Rebellions in the British Caribbean," *Savacou* 1 (1970): 10. Philip Curtin, *The Atlantic Slave Trade: A Census* (Madison, 1969), 223, 87. The Danes concentrated most of their trade efforts in the Gold Coast. In one year, 1778, the Danes exported 1,200 slaves, 83% of which came from the Gold Coast region. If this pattern of exports remained persistent throughout the course of the Danish slave trade, then an overwhelming percentage of the 28,000 total Africans imported into the Danish Virgin Islands were Akan-speakers. Also according to Monica Schuler, numerous Akan rebellions occurred in the Danish Virgin Islands between the eighteenth and nineteenth centuries; this becomes further evidence for the overwhelming Akan majority and increases the likelihood of Denmark Vesey being born to Akan-speaking parents.

[14] Aptheker, *Slave Revolts*, 268-9; Bernard Powers, *Black Charlestonians: A Social History, 1822-1885* (Fayetteville, Arkansas, 1994), 41; Lofton, "Call to Arms," 401-2; Lofton, *Insurrection in South Carolina*, 85.

[15] The most important examples include the Vodun-inspired Haitian revolt, the numerous Obeah-inspired British Caribbean rebellions, and the 1835 Islamic uprising in Bahia, Brazil.

[16] Killens, ed., *Trial Record*, 78; Pearson, ed., *Designs against Charleston*, 123, 196-7; Zaphaniah Kingsley, *A Treatise on the Patriarchal, or Co-operative System of Society as it Exists in some Governments and Colonies in America, and in the United States, under the Name of Slavery* (New York, 1970), 13. Kinglsey notes that Jack was originally sold as a prisoner of war near the East African port town of Zanzibar. It is entirely likely that Jack came from a West-central African kingdom and sold to East African merchants. Whether his origins were in East Africa or West-central Africa, he would still belong to one of many Bantu-speaking peoples populating both regions.

[17] James Hamilton, Jr., *An Account of the Late Intended Insurrection Among a Portion of the Blacks of This City, Charleston, S.C.* (Charleston, 1822), 24.

[18] *Ibid.*, 23-24; Killens, ed., *Trial Record*, 76-7.

[19] Killens, ed., *Trial Record*, 130.

[20] *Ibid.*, 78; Pearson, ed., *Designs against Charleston*, 196-7.

[21] William Freehling, "Denmark Vesey's Peculiar Reality," in Robert Abzug and Stephen Maizlish, eds., *New Perspectives on Race and Slavery in America: Essays in Honor of Kenneth M. Stampp* (Lexington, 1986), 38-9; Pearson, ed., *Designs against Charleston*, xvii, 1, 196; Killens, ed., *Trial Record*, xxiii-xxv. The testimony regarding the plot to poison the city's water supply is mentioned only in the documentary trial record contained in the Records of the General Assembly, Governors' Messages, at the South Carolina Department of Archives and History. Two copies of the official trial transcript were submitted to the South Carolina assembly in 1822. On the other hand, when Lionel Kennedy and Thomas Parker published the more widely circulated *An Official Report of the Trials of Sundry Negroes Charged with an Attempt to Raise an Insurrection in the State of South Carolina*, all mention of Jack's plan was deliberately omitted because of the dangers such knowledge posed. Even with this omission, the *Official Report* was considered dangerous enough that all copies of the manuscript which could be located were allegedly destroyed shortly after its 1822 publication.

[22] Killens, ed., *Trial Record*, 77-8, 86.

[23] *Ibid.*, 78, 86.

[24] *Ibid.*, 79; Pearson, ed., *Designs against Charleston*, 208-9.

[25] Killens, ed., *Trial Record*, 79, 81-2; Pearson, ed., *Designs against Charleston*, 196.

[26] Killens, ed., *Trial Record*, 82; Pearson, ed., *Designs against Charleston*, 209. Emphasis added.

[27] Pearson, ed., *Designs against Charleston*, 266.

[28] Michael Gomez, *Exchanging Our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South* (Chapel Hill, 1998), 3, 100-4.

[29] For a more detailed discussion of the origins and significance of Gullah culture, see Lorenzo Dow Turner, *Africanisms in Gullah Dialect* (Chicago, 1949); Margaret Washington Creel, *A Peculiar People: Slave Religion and Community Culture Among the Gullahs* (New York, 1988), 13-20; Margaret Washington Creel, "Gullah Attitudes toward Life and Death," in Joseph Holloway, ed., *Africanisms in American Culture* (Bloomington, 1991), 69-71, 77, 81; Gomez, *Exchanging Our Country Marks*, 100-104; Michael Montgomery, *The Crucible of Carolina: Essays in the Development of Gullah Culture and Language* (Athens, 1994); Winifred Vass, *The Bantu Speaking Heritage of the United States* (Los Angeles, 1979); Robert S. Starobin, ed., *Denmark Vesey: the Slave Conspiracy of 1822* (Englewood Cliffs, 1970), 4; Sterling Stuckey, *Slave Culture: Nationalist Theory & the Foundations of Black America* (Oxford, 1987), 50. Starobin began the trend of referring to Gullah Jack's band as Angolan. This is probably due to a brief mention in an entry of the Charleston City Council in June 1822 which refers to "Gullah Jack" and his "Gullah or Angola Negroes."

[30] Killens, ed., *Trial Record*, 134, 164-5.

[31] *Ibid.*, 134.

[32] *Ibid.*, 165; Pearson, ed., *Designs against Charleston*, 261.

[33] Killens, ed., *Trial Record*, 165; Pearson, ed., *Designs against Charleston*, 260-262.

[34] Killens, ed., *Trial Record*, 76-7.

[35] *Drums and Shadows: Survival Studies Among the Georgia Coastal Negroes* (Athens, 1986), 2, 197; Martha Beckwith, *Black Roadways: A Study of Jamaican Folk Life* (New York, 1969), 57; Melville Herskovits, *Dahomey: An Ancient West African Kingdom* 2 Vols. (Evanston, IL, 1967), 1:264; Melville Herskovits, *Life in a Haitian Valley* (New York, 1937), 95; Newbell Niles Puckett, *Folk Beliefs of the Southern Negro* (New York, 1969: originally published in 1926), 336, 137.

[36] *Drums and Shadows*, 15. This brings to mind a statement made by W.E.B. DuBois in *Souls of Black Folk*. DuBois notes, "the Negro is sort of [a] seventh son, born with a veil, and gifted with second-sight in this American world. . . . " *Souls of Black Folk* (New York, 1982: originally published in 1903), 45.

[37] *Drums and Shadows*, 24.

[38] *Ibid.*, 29.

[39] *Ibid.*, 39.

[40] Killens, ed., *Trial Record*, 83, 52.

[41] *Ibid.*, 95.

[42] *Ibid.*, 84.

[43] *Ibid.*, 83.

[44] *Ibid.*, 88.

[45] *Ibid.*, 93; Pearson, ed., *Designs against Charleston*, 94, 117-118. Boyer was president of Haiti from 1818 to 1843. During the course of the Haitian revolution, he was among a number of free mulattos that joined with Touissant L'Ouverture to overthrow French rule.

[46] Killens, ed., *Trial Record*, 42-3, 46, 51, 58-9, 62, 68-71, 72, 117, 160-1.

[47] *Ibid.*, 29-66.

[48] *Ibid.*, 14-6, 56, 79, 81, 122-3.

[49] South Carolina imported very few Akan-speakers and it is entirely likely that these two individuals simply had Akan day-names, but were not Akan-speakers themselves. This is especially true in the case of the popular name "Cuffee" which, while Akan in origin, was used quite frequently in North American slave communities with few if any Akan-speaking elements. For a complete listing of Akan day-names, see N. O. Anim, *Sub-Sahara Africa Forum 9: Names As a Factor in Cultural Identity Among the Akan, Ga, and Ewe Tribes of Ghana* (Pretoria, Republic of South Africa: Unit for Development Analysis, 1991), 2-3; W.T. Balmer and F.C.F. Grant, *A Grammar of the Fante-Akan Language* (London, 1929), 64; Frank Wesley Pitman, "Slavery on British West India Plantations in the Eighteenth Century," *Journal of Negro History*, 11 (October, 1926): 641.

[50] Killen, ed., *Trial Record*, 124, 143.

[51] *Ibid.*, 125, 142; Pearson, ed., *Designs against Charleston*, 133, 309, 311. Denmark and a man named Saby Gaillard were the other two free blacks found guilty by the court for their roles in the conspiracy.

[52] Killens, ed., *Trial Record*, 85, 20, 24; Egerton, *He Shall Go Out Free*, 133; Starobin, ed., *Slave Conspiracy of 1822*, 4; Charles Joyner, *Down By the Riverside: A South Carolina Slave Community* (Urbana, 1984), 218-9.

[53] Killens, ed., *Trial Record*, 121.

[54] *Ibid.*, 86.

[55] *Ibid.*, 97, 100, 102, 110, 111.

[56] *Ibid.*, 91, 94.

[57] Evidence, however circumstantial, suggests that two additional men may have also been Mande-speaking horse handlers. The first, a drayman named Peter Cooper, was described as an elderly "Guinea" Negro by Monday Gell. The term "Guinea" lacks geographic specificity, but it would definitely include the Western Sudanic region which was home to numerous Mande-speaking states. The second possible Mande-speaker was a drayman named Caesar Smith. Trial records describe him as "a tall Negro, an African, who is an intimate acquaintance of Peirault's, and who is often at the stable where Peirault keeps his horses." The fact that he was a very close acquaintance of a known Mande-speaker and also shared an affinity for horses suggests strongly that Caesar was Mande as well. *Ibid.*, 110-1, 117; Pearson, ed., *Designs against Charleston*, 239.

[58] George Brooks, *Landlords & Strangers: Ecology, Society, and Trade in Western Africa, 1000-1630* (Boulder, 1993), 97, 99, 103, 106, 111.

[59] Killens, ed., *Trial Record*, 163-4.

[60] Terry Alford, *Prince Among Slaves* (New York, 1977), xvi, 21-4, 182-3.

[61] Peter Wood, *Black Majority: Negroes in Colonial South Carolina from 1670 through the Stono Rebellion* (New York, 1974), 30.

[62] *Ibid.*, 31.

[63] Killens, ed., *Trial Record*, 122-74.

[64] *Ibid.*, 84, 74-5.

[65] *Ibid.*, 72-3, 38-9.

[66] *Ibid.*, 135.

[67] Pearson, ed., *Designs against Charleston*, 278. The presiding judges go on to add that George was deemed a "Marplot" by Vesey and others. The term "Marplot" refers to a character in a seventeenth century English comedy whose stupidity and meddling jeopardizes the success of an undertaking.

[68] Killens, ed., *Trial Record*, 54.

[69] Lofton, *Insurrection in South Carolina*, 146-7; Aptheker, *Slave Revolts*, 270-1.

[70] Lofton, *Insurrection in South Carolina*, 182-3; Carroll, *Slave Insurrections in the U.S.*, 104-5.

[71] Killens, ed., *Trial Record*, 196; Aptheker, *Slave Revolts*, 275.

[72] Aptheker, *Slave Revolts*, 275.
[73] Killens, ed., *Trial Record*, 110.
[74] *Ibid.*, 11; Zechariah 14:2.

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CONJURE, MAGIC, AND POWER
The Influence of Afro-Atlantic Religious Practices on Slave Resistance and Rebellion

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Writing in 1842, Reverend Charles C. Jones (1969) exposed the fears many antebellum southerners had regarding the influence of what he called "teachers, doctors, prophets, conjurers" in determining the actions of North American slaves:

> Ignorance and superstition render them easy dupes to . . . artful and designing men . . . . On certain occasions they have been made to believe that while they carried about their persons some charm with which they had been furnished, they were *invulnerable.* They have, on certain other occasions, been made to believe that they were under a protection that rendered them *invincible* . . . . They have been known to be so perfectly and fearfully under the influence of some leader or conjurer or minister, that they have not dared disobey him in the least particular. (p. 128)

These "artful and designing men" and women found on plantations throughout the Americas were as ubiquitous as the individual and group acts of slave resistance they inspired. They served as conduits of powerful supernatural forces beyond the comprehension of their contemporaries and were, therefore, believed to be integral to the success of a number of slave resistance movements. The mystical powers conjurers claimed to control made them formidable and respected figures among enslaved Africans. As historian John Blassingame (1972) noted, "In many instances, the conjurer had more control over the slaves than the master had" (p. 110).

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The fear evoked by these spiritualists is readily measured by the words and actions of slaves and their holders. Henry Clay Bruce (1969), a man who spent 29 years of his life as a slave in Missouri, Virginia, and Mississippi, recalled numerous "conjurors, who succeeded in duping their fellow-slaves so successfully, and to such an extent that they believed and feared them almost beyond their masters" (p. 52). Among slaves at least, conjurers were respected not solely because of the apprehension their powers inspired. In the words of W.E.B. Du Bois (1982), these spiritualists had multifaceted and multidimensional functions in the slave community; at any given time, the conjurer could be "the healer of the sick, the interpreter of the Unknown, the comforter of the sorrowing, the supernatural avenger of the wrong" (p. 216). It would be through many of these roles that African conjurers helped to encourage slave resistance throughout the Americas.

In North America, the power of conjure was revered by both African- and American-born slave rebels in similar fashion. They seemingly believed, without question, the ability of these spiritualists to determine the outcome of a variety of events, including resistance movements, through arcane and supernatural means. This assessment runs counter to the claims of Eugene Genovese (1976) who argued that the presence of West Indian conjurers as insurrectionary leaders "could not be reproduced in the United States, except on a trivial scale, because the necessary revolutionary conjuncture did not exist. The conjurers of the Old South were accommodationists in the same sense as were the black preachers" (p. 222). Despite a general tendency by Genovese and other American historians to view the North American slave experience as unique or exceptional, the widespread belief and practice of conjuration proves that this particular phenomenon at least was a shared African diasporic reality. Indeed, sufficient evidence demonstrating that slave conjurers in North America were in fact an influencing presence in a number of mass rebellions, conspiracies, and acts of day-to-day resistance can be found in a variety of primary sources. Far from being the "accommodationists" discussed by Genovese, North American conjurers can be better viewed as a rev-

olutionary vanguard inspiring and encouraging resistive behavior among their fellow slaves.

AFRICAN CONJURERS IN SLAVE REBELLIONS

Claiming command over esoteric and magical forces, conjurers were seen as integral to the success of slave revolts. This was definitely the case in the 1712 New York City slave rebellion, which was the most serious slave disturbance up to that time in the British American colonies. It only involved about 28 insurgents; however, this relatively small band killed 10 Whites, wounded 12 others, and created a panic throughout the North American colonies (Aptheker, 1993, p. 173; Carroll, 1938, pp. 14-15). Among the key components in this rebellion was Peter the Doctor, a free African conjurer who rubbed a magical powder onto the clothing of the slaves to reportedly make them invulnerable. Thus emboldened, the rebels armed with swords, knives, and guns set fire to a building in downtown New York City and waited to ambush approaching Whites seeking to put out the blaze (Aptheker, 1993, p. 172; Sharpe, 1890, pp. 162-163).

This New York City revolt had some revealing parallels with an uprising that took place in 1760 on another British colonial possession, Jamaica (Higginson, 1969, pp. 7-8). A slave named Tacky, who was claimed to be Koromantyn,[1] led a slave rebellion in Jamaica with the aid of a number of Obeah conjurers. As a spiritual practice linked to Akan-speaking West Africans from the Gold Coast region, Obeah was a powerful belief system found particularly among slaves in the British, Danish, and Dutch Caribbean, and mainland South American colonies. During the early phases of this revolt, one of Tacky's Obeah-men was captured by colonial officials, allowing a window into the world of this unique practice, while at the same time, creating a plausible explanation for the events occurring during the New York City rebellion nearly 50 years earlier (Morrish, 1982, pp. 23, 41; Schuler, 1970b, p. 375).

According to a contemporary source, this captured conjurer was also Coromantin or Akan-speaking. After being apprehended by

British colonial authorities, this Obeah-man testified that he, along with his fellow practitioners, "administered a powder, which being rubbed on their bodies, was to make them invulnerable" (Schuler, 1970b, p. 375). Thus, in both the 1712 New York City revolt and the 1760 Jamaican conspiracy, powder was rubbed onto slaves imbuing them with special powers and giving them the confidence to rebel.

A definite Akan-speaking presence can be found in the 1712 New York City revolt. Two of the three extant contemporary accounts of the uprising demonstrate tangible proof that Akan-speaking Africans played active roles in this event. The April 7th to 14th, 1712 edition of the *Boston News-Letter*, which at the time was the only newspaper operating in British North America, reported that "some *Cormentine* Negroes to the number of 25 or 30 and 2 or 3 Spanish Indians . . . conspired to murder all the Christians here" (*Boston News-Letter*, 1712). In a letter dated June 23, 1712, Reverend John Sharpe, chaplain of the English garrison in New York City, revealed even more information linking these events to Akan-speaking Africans. Sharpe reported that "some Negro Slaves here of ye Nations of *Caramantee* & Pappa plotted to destroy all the White[s] in order to obtain their freedom" (Sharpe, 1890, pp. 162-163).

Not only were the rebels referred to in two of the contemporary accounts as *Kormantine*—a term associated with Akan-speakers from the Gold Coast—but another important indicator of an Akan presence is readily evident in the trial records generated in the aftermath of the 1712 revolt. Of the 21 Africans facing criminal charges in connection with the uprising, 9 had Akan day names. Of the slaves accused of being involved in the revolt, 2 were named Cuffee, 4 were named Quacko, 1 was named Quashi, Quasi, and Amba, respectively (Scott, 1961, pp. 63-65). With few exceptions, every Akan child is given a first name determined by the actual day of his or her birth, in addition to any other familial names (see Table 1). On reaching adulthood, the original day name was typically no longer commonly used, except by close relatives and others wishing to express familiarity and endearment. This practice in the Americas is a testament to particular African cultural under-

TABLE 1
Akan Day Names in the Gold Coast and the Americas

	Male		*Female*	
Day of the Week	*Gold Coast*	*Americas*	*Gold Coast*	*Americas*
Sunday	Kwesi	Quash, Quashy	Esi, Akwesi	Quashiba
Monday	Kwado	Cudjo	Adwowa	Juba
Tuesday	Kwabena	Cubena	Abena, Abenaba	Benni
Wednesday	Kweku	Quaco	Ekuwa	Cuba
Thursday	Kwaw, Kwaa	Quao, Quaw	Aba	Abba
Friday	Kwefi	Cuffy, Cuffee	Efiwa	Pheba
Saturday	Kwamena	Quamina, Quamino, Quamine	Amba, Amma	Amba

standings which continued to shape the consciousness of 18th-century North American slaves (Anim, 1991, pp. 2-3; Schuler, 1970a, p. 29).

In addition to the nine rebels with obvious Akan day names, a young male slave by the name of Dick, owned by Harmanus Burger, performed a vital function during the course of the trials. Having been charged in the coroner's inquest with the murder of Henry Brasier on April 9, 1712, Dick along with Peter Vantilborough's Cuffee received immunity in return for services provided to the British Crown. Serving as an interpreter for the slaves who could not speak English—on several dates including April 11th, 12th, 14th, 16th, and 17th; May 7th and 27th; and June 4th—Dick's skills in that regard were drawn on in at least seven of the nine cases involving slaves with Akan day names. Joost Lynsen's Quacko, who was charged on the same day as Dick, and Vantilborough's Cuffee, who also became a witness for the British Crown, were the only Africans with Akan day names not requiring Dick's services in their cases (Scott, 1961, pp. 53, 57, 62-65). Quite obviously, then, Dick too was an Akan-speaking enslaved African.

With so many links to Akan culture in New York City at the time of this uprising, it is entirely conceivable that Peter the Doctor, the

African-born conjurer who inspired the rebellion, was an Akan Obeah-man. Obeah conjurers would later inspire rebellions throughout the British, Dutch, and Danish American colonial possessions, including important revolts in Jamaica in 1733, 1738, and 1760; Antigua in 1736; and Berbice in 1763. No less than 20 rebellions in the Americas were attributed to Akan-speakers in locations including Dutch Guyana, the Virgin Islands, Barbados, and based on the above findings, colonial New York City as well. A sizable number of these Akan slave revolts were intertwined with the practice of Obeah (Curtin, 1955, p. 24; Herskovits & Herskovits, 1934, pp. 350; Higginson, 1969, pp. 7-8; Schuler, 1970a, pp. 9-18).

The word *Obeah* likely derives from the Akan word *Obayifo*, which denotes witchcraft and sorcery in the Akan spiritual universe. The *fo* suffix is added to all proper names in the Akan family of languages. By dropping the suffix, the resulting word is *Obayi*, which was linguistically and phonetically transformed into *Obeah*, *Obia*, and *Obi* throughout the Americas (Gyekye, 1987, pp. 73-75; Hedrick & Stephens, 1977, p. 8; Morrish, 1982, pp. 120-122; Williams, 1932, pp. 120-122). As practiced in the Atlantic world, Obeah often served as an important impetus to slave resistance for a variety of reasons. Like their Gold Coast Obayifo counterparts, Obeah conjurers in the Americans used supernatural forces to bring about desired effects and actions. The desired outcome of their incantations and charms could be either positive or negative depending on the specific scenario in which an Obeah-man or Obeah-woman was employed. Similarly, Akan spiritualists and Obayifo often employed *aduru*, or any medicine in the form of liquid or powder, in their practice. Based on the expected outcome, aduru is categorized as benevolent medicine (*Aduru Pa*), malevolent medicine (*adubone*), or poison (*aduto*). The powders used by both Peter the Doctor in New York City and the Jamaican Obeah doctors would be categorized as aduru pa because they were created for the positive outcome of protecting rebellious slaves from evil agents and increasing the likelihood of success in these revolutionary movements. Powders and other forms of benevolent aduru function because of the spiritual power they naturally contain. The plants, herbs, human blood, graveyard dirt, and other substances

that constitute the powder all contain an innate amount of supernatural force, which under the proper preparations proved to be quite potent in the hands of Obeah conjurers (Minkus, 1977, pp. 116-117).

Although Obeah served as a powerful inducement to slave resistance in areas with high concentrations of Akan speakers, the Yoruba spiritual system known as Ifá and its various Western hemisphere derivatives—Vodun, Santeria, and Condomblé—would play a similar role in other regions of the Americas. During the initial phases of the 1791 Santo Domingo slave uprising, for example, an individual known as Boukman Dutty, a Vodun high priest, was the initial leader who masterminded the revolutionary movement. Boukman had considerable influence among slaves, serving as both a religious figure and the headman of a plantation. The plan he initiated was on a massive scale, involving hundreds if not thousands of slaves. The insurgents were to set fire to plantations in the outskirts of the province of Le Cap and kill all Whites within the town. On the night of August 22, 1791, the rebels organized in the mountain range adjacent to Le Cap. It was here that Boukman gave final instructions and made Vodun incantations while drinking the blood of a sacrificed pig. Although Boukman was to be captured and executed early in the revolt, his actions gave the necessary momentum and impetus to a movement that culminated in the only successful slave revolt in the history of the Americas (James, 1980, pp. 86-87; Ott, 1973, pp. 47-49; Rodney, 1969, p. 336).

Of the ethnic origins of Boukman, little is known except that he was supposedly a fugitive slave originally from Jamaica. Although Vodun is a religion associated with the Aja-speaking Yoruba, Fon, and Edo peoples of West Africa, based on all available evidence, Boukman was either a Mande speaker or an Akan speaker. Walter Rodney (1969, pp. 336-337) has conjectured that Boukman was possibly a Muslim Mande-speaking Mandinga, an assumption he bases solely on his name. This is because an educated, Muslim Mande speaker in Upper Guinea was often called *Bookman* by English traders in the 18th century, due to that person's education and command of Koranic verse.

If it is true that Boukman was originally from Jamaica, a region that imported an overwhelming majority of Akan speakers from the

Gold Coast during the 18th century, then he might have fit well into a region like Santo Domingo, which was dominated primarily by Aja-speaking Yoruba cultural influences. The Aja-speaking Yoruba originated in a region of West Africa in which both variants of the Kwa language group (including Akan and Aja) were spoken and in which there was a great deal of cultural and commercial contact between the Akan and the Yoruba city-states. With this degree of cultural interplay and diffusion, it is conceivable that an Akan speaker would be well versed in the spiritual beliefs and practices of the Yoruba (Ott, 1973, p. 47; Schuler, 1970b, p. 375; Thornton, 1988, p. 267; 1992, pp. xvi, 253).

If Boukman in fact was an Akan speaker, this would represent a significant phenomenon. Because belief in conjure and magic could be found among most West African peoples, the conjurer in the Americas served as a cultural bridge, with the ability of transcending cultural differences between African groups. As an Akan-speaking Vodun priest, Boukman influenced the actions of Aja-speaking Yoruba, Edo, and Fon as well as the Bantu-speaking Kongolese and Angolans, the principal import populations in the decades leading up to the revolution. The notion among European slave traders and planters that randomizing or mixing African ethnic groups effectively undermined resistance would have been rendered implausible with the presence of such cultural bridges as the conjurer and with the shared belief among many African- and American-born slaves in the power of conjurers to wield supernatural and magical forces (Fouchard, 1979, pp. 283-285; Thornton, 1993, pp. 185-186).

AFRICAN CONJURERS IN SLAVE CONSPIRACIES

Conjurers and other African spiritualists were present in a variety of North American conspiracies and plots, including important examples in New York City in 1741, Richmond in 1800, and Charleston in 1822. In terms of the Charleston, South Carolina, conspiracy initiated by Denmark Vesey, the involvement of three separate conjurers in the planning and the recruiting phases further

demonstrates the notion that conjurers could indeed act as a bridge between Africans from various ethnic backgrounds. The first conjurer, Gullah Jack Pritchard, was perhaps the conspiracy's most important leader next to Vesey. Also known as Cooter Jack, he had a multidimensional role in the conspiracy. Gullah Jack, similar to Peter the Doctor in New York City and the Obeah doctors in the British Caribbean, provided the insurgents with talismans said to render them nearly invincible. In preparation for the rebellion, the combatants had to fast on parched corn and peanuts before receiving a charm from Gullah Jack that consisted of a *cullah*, or crab claw. On the morning of the planned uprising, the rebels were to place the crab claws in their mouths, and this, according to Gullah Jack, would make them invulnerable (Killens, 1970, pp. 76-77).

Gullah Jack was one of the most important recruiters in the conspiracy, due primarily to his influence over fellow slaves. Feared by others because of his abilities, this "little man who can't be killed, shot or taken" was well respected in Charleston and in the surrounding countryside. This fear was reinforced by Jack's threat to injure any informant who betrayed the conspiracy. In fact, even after Jack was captured by local authorities, one slave witness literally begged the court to send him out of state because he considered his life "in great danger from having given testimony." This witness concluded his testimony by stating, "I was afraid of Gullah Jack as a conjurer." Both American- and African-born slaves believed in his powers, and thus, Gullah Jack epitomizes the ability of the conjurer to bridge ethnic differences. Of likely Bantu-speaking Angolan background, Jack held sway over Akan, Igbo, Mande, Gullah, French-speaking Haitian, and English-speaking American-born slaves alike (Killens, 1970, pp. 76-77; Pearson, 1999, pp. 196-197).

One of Gullah Jack's most important recruits was a blacksmith named Tom Russel. According to the testimony of fellow conspirator Henry Haig, when Jack was asked what he would do about weapons, he replied that "he would have some arms made at the blacksmith's shop" (Killens, 1970, p. 79). It would be at Tom's blacksmith shop that six spear-like weapons were crafted and later transported to Gullah Jack in preparation for the rebellion. But Tom Russel was not only a blacksmith and Jack's second-in-command,

he was also an apprentice conjurer. Henry Haig noted, "Tom Russel the Blacksmith and Jack are partners—Jack learned him to be a Doctor. . . . Jack said Tom was his second and when you did not see him, and see Tom, you see [Gullah Jack]" (Killens, 1970, p. 70; Pearson, 1999, p. 196).

A third conjurer played another pivotal role in the planning of this revolt. His name was Philip, and he was described in the trial records as a blind preacher. On one occasion during the initial stages of the conspiracy, Monday Gell and Peter Poyas brought a slave named William Garner to Philip's house. Monday remarked in his testimony that the blind preacher addressed William and asked him "why he looked so timorous" and quoted a passage from biblical scripture (Killens, 1970, pp. 134, 164-165). William Garner was greatly alarmed by this inquiry, which seemed extraordinary "knowing that the old man was blind" (Killens, 1970, p. 134). However, Philip was not completely without sight. At his birth, a caul covered his face, and according to African folklore, this granted him the ability to foresee events and communicate with the spirit world. In his own testimony, Philip claimed that being born with the caul gave him the gift "of second sight—which came to him after prayer or in dreams" (Killens, 1970, p. 165).

Although the court later deemed this "High Priest of Sedition" to have had some role in the conspiracy, Philip was never tried. It was quite clear from the trial testimony that the conspirators often gathered at his house and that his words would help reassure any frightened recruits. However, because of his second sight, he predicted the failure of the revolt, and this probably explains why he did not face punishment. Philip claimed in his testimony that although the conspiracy was never specifically mentioned to him, "he had foreseen something of that sort, and therefore had advised his visitors, on one occasion 'to give up the business'" (Killens, 1970, p. 165). Despite his rather ambiguous role in the rebellion, Philip's presence is definitive proof of continuing Afro-Atlantic religious influences on slave resistance.

The significance of the caul with which Philip was born has far-reaching ramifications for the continuation of African spiritual conceptualizations in North America. The insightful interviews

performed in the 1930s by the Georgia Writers' Project illuminate the significance of the caul in communities across the American South. Ex-slave Mary Hunter claimed that her belief in ghosts was due to the fact that she "kin seem um. . . . Yuh see, I waz bawn wid a double caul obuh muh face and anybody knows dat a pusson bawn wid a caul obuh dey face kin sho see ghoses" (Georgia Writers' Project, 1940, p. 2). This widespread belief can be found throughout the slave South. A common interpretation of the meaning of the caul "as a sign dey will be bery wise an kin talk wid duh spirits" (Georgia Writers' Project, 1940, pp. 76-77) was a ubiquitous feature of the slave ethos (Puckett, 1929, pp. 137, 336). The near identical meaning of the caul among Africans in Dahomey, the Gold Coast, Dutch Guyana, Jamaica, Haiti, and the American South further demonstrates that enduring African spiritual concepts were lasting influences on the actions of enslaved Africans throughout the Atlantic world (Beckwith, 1969, p. 57; Georgia Writers' Project, 1940, p. 197; Herskovits, 1937, p. 95; 1967, p. 264).

AFRICAN CONJURERS IN DAY-TO-DAY RESISTANCE

Aside from their obvious presence in the trial records of slave revolts and conspiracies, conjurers also make their appearance in a number of slave narratives, interviews, biographies, and autobiographies as agents in day-to-day forms of resistance. Through these sources, there is ample proof that conjurers were an ever-present factor in the lives of the majority of North American slaves. No less an authority than William Wells Brown (1968) once noted that "Nearly every large plantation . . . had at least one, who claimed to be a fortune-teller, and who was regarded with more than common respect by his fellow-slaves" (p. 70; Levine, 1977, p. 69). Speaking on the widespread appeal of conjuration in South Carolina in the early 1800s, Charles Ball (1969) added that enslaved Africans "are universally subject to the grossest and most abject superstition, and uniformly believe in witchcraft, conjuration, and the agency of evil spirits in the affairs of human life" (p. 165). Combined, these statements demonstrate that not only were conjurers ubiquitous, but

belief in their supernatural abilities encompassed a large portion of the slave populace.

For Frederick Douglass, a conjurer named Sandy Jenkins of Easton, Maryland, created a shaping impression on his early life. After a savage beating he received at the hands of Edward Covey, a man "who enjoyed the reputation, of being a first rate hand at breaking young slaves," Douglass eventually turned to Sandy Jenkins for aid. In Douglass's words, Sandy was

> not only a religious man, but he professed to believe in a system for which I have no name. He was a genuine African, and had inherited some of the so called magical powers, said to be possessed by African and eastern nations.

Sandy instructed Douglass to find the root of a herb in the forest that had mystical powers of protection. After undisclosed preparations, Sandy further instructed Douglass to wear the root on his right side because "it would be impossible for Covey to strike a blow; that with this root . . . no white man could whip [him]" (Douglass, 1969, pp. 203, 238).

To Douglass, talk of magically endowed herbs and roots was "very absurd and ridiculous, if not positively sinful." These statements were guided, in part, by his acceptance of Christianity and can also be viewed as an appeal to both his writing audience and his fellow abolitionists. One of the key arguments used by abolitionists to undermine the legitimacy of slavery was that few slaves received true Christian instruction. This was tangibly measured by the persistence of "heathen" or "savage" African religious practices in the plantation South. Despite Douglass's obvious disdain for conjure, he still wore the root. In August 1834, a confrontation Douglass had with Covey involved a protracted wrestling bout between the two that rendered the former Negro-breaker "as gentle as a lamb" for the next 6 months that Douglass lived with him (Douglass, 1969, pp. 239-250). Although Douglass never fully acknowledged it, the root in his right pocket was certainly a factor in his new spirit of assertiveness and resistance.

In another case, William Webb, a conjurer living in Kentucky, became concerned about the cruel treatment faced by slaves on a neighboring plantation. After secretly meeting with the slaves, Webb urged them to gather roots that were then placed into bags. The slaves then walked around their own quarters a few times and positioned the bags in front of their master's abode during the morning hours. These steps were taken to induce their master to have dreams about the slaves gaining retribution for past wrongs. Shortly after, the master reportedly began to treat the slaves decidedly better, and Webb's influence over the slaves was to increase dramatically as a result (Blassingame, 1972, p. 110).

In a case related to Henry Clay Bruce by a female slave from Amelia County, Virginia, a conjurer was said to have been employed to aid about 30 slaves who were fearing their imminent sale to the cotton fields of Alabama in the year 1800. Hearing of a conjurer living 10 miles away from the plantation, the slaves pooled their resources to pay him to set a hand or a jack on their master. After receiving 10 dollars in payment, this conjurer

> went to the front door steps of the great house about twelve o'clock that night, dug a small hole under the ground step, took from his pocket a little ball, talked to it a while in a whisper, then kissed it and put it in the hole, and covered it carefully and came away. (Blassingame, 1972, p. 56)

The key was insuring that the master actually stepped over the hand; if that did not occur, then all the conjurer's preparations and incantations to make the charm effective would have been a wasted effort. Fortunately for those slaves, the next morning they "saw [the master] come down the steps and walk around a while, then go back over this particular step." It was thought that this insured the success of the hand. In any case, the slaves were never sold to Alabama (Blassingame, 1972, pp. 56-57).

Fugitive slave Henry Bibb related similar experiences. According to Bibb, the general prescription for dealing with an abusive master was "some kind of bitter root," which the slave was directed to chew and spit in the direction of their master. Along with the root were "certain kinds of powders, to sprinkle about their master's

dwellings. This is all done for the purpose of defending themselves in some peaceable manner" (Levine, 1977, p. 72; Osofsky, 1969, p. 70). After a conjurer gave Bibb the protective powders and roots, he did not receive a whipping for leaving the plantation without permission. Bibb firmly trusted in the powers conveyed to him, claiming that he had "great faith in conjuration and witch-craft," which led him to believe that he could do what he pleased without getting flogged. Thus emboldened, he left the plantation again without his master's permission. On his return, Bibb's master punished him for absconding, but he added, "I did not believe that he could do it, while I had the root and dust" (Bibb, 1849, pp. 26-27; Blassingame, 1972, pp. 110-113).

Unfortunately for Bibb, however, his master was so enraged at his slave's "saucy" retorts that he "grasped a handful of switches and punished [him] severely, in spite of all [his] roots and powders." Despite the seeming failure of the charms of protection, Bibb was to consult yet another conjurer who gave him a concoction composed of fresh cow manure, red pepper, and hair from a White man's head to safeguard Bibb from further abuse by his master. That Bibb was to continue believing in conjure even after evidence that the protective charms did not work is indicative of how much sway this practice had in the slave community (Bibb, 1849, pp. 25-31; Levine, 1977, p. 70).

Even the failure of these charms to protect slaves from their masters or from other Whites could be explained without disturbing the foundations of these spiritual beliefs. Henry Clay Bruce (1969) claimed that if a slave with a protective hand or jack

> got whipped, and so reported to the old conjuror, he would promptly claim one of three things, either that someone removed the jack, or that the fellow had failed to carry out instructions, or had no faith in the jack, and therefore was deserving of punishment. (p. 53)

Not only did conjurers claim to possess supernatural abilities and charms to protect fellow slaves, these spiritualists were also able, at times, to avoid their own punishment from Whites. Susan Snow, an ex-slave from Wilcox County, Alabama, testified that her

mother was a Black African who could not be whipped by her master. This was due to Snow's mother being

> a "conger" and dey was all scared of till the next day to get somebody to help tie her up, den he'd forget to whip her. Dey used to say she was a "conger" and dey was all scared of her. (Yetman, 1970, p. 290)

This fear was perhaps associated with conjurers having command over both esoteric and mundane means of retribution. Their knowledge of roots and herbs gave them the simultaneous ability to cure the ailing and to poison wrongdoers. This skill in creating toxic substances made Gullah Jack Pritchard, one of the key conspirators in the 1822 Denmark Vesey conspiracy, a feared presence among the Whites of Charleston, South Carolina. One of his contingency plans, in case the rebellion failed or was betrayed, was so frightening that all mention of it was intentionally omitted from the version of the trial record made publicly available by judges Lionel Kennedy and Thomas Parker. Henry Haig, one of the conspirators who turned state's witness, told the court that Jack

> was going to give me a bottle with poison to put into my Master's pump and into as many pumps as he could about town, and he said he wanted to give the other bottles to those he could trust to [sic]. (Freehling, 1986, pp. 38-39; Killens, 1970, pp. xxiii-xxv; Pearson, 1999, pp. xvii, 1, 196).

John Blassingame (1972) argued that conjurers were "industrious enough to avoid punishment" and, in turn, told their slave comrades that "they were not punished because they had cast a spell on their masters" (p. 109). This was not always the case, however. In William Wells Brown's (1968) discussion of the conjurer Dinkie, industriousness alone did not explain his uncanny ability to avoid punishment. In fact, Dinkie was known to never work but was also never beaten or sold. Typically wearing a "snake's skin around his neck, carr[ying] a petrified frog in one pocket, and a dried lizard in the other," Dinkie was such a feared figure on the plantation that

Brown claimed he was his own master (Blassingame, 1972, p. 113; Brown, 1968, pp. 10, 70-71, 79-80; Levine, 1977, p. 74).

Not only were conjurers thought to be able to protect themselves and others from punishment at the hands of Whites, it was also believed that they could foretell the outcome of rebellions and runaway attempts. This ability was said to have saved Philip, the blind preacher, from execution in the trials following the Denmark Vesey conspiracy. Philip predicted the disastrous outcome of the plot and discouraged slaves from continuing on their ill-fated path. In similar fashion, Frederick Douglass received a warning from Sandy Jenkins, who informed Douglass about a series of dreams he had while slaves on the plantation were plotting a mass escape. Sandy's interpretation of the dreams did not bode well for the conspirators, and he told Douglass (1969) "dare is sumpon in [that dream]; dare is, indeed, honey" (pp. 284-285). Despite these warnings, the slaves continued their plans. On the morning of the escape, Douglass himself had a premonition: "I had a sudden presentiment, which flashed upon me like lightning in a dark night . . . . I instantly turned to Sandy Jenkins, who was near me, and said to him, '*Sandy, we are betrayed*'; something just told me so." Sandy replied to Douglass, "Man, dat is strange; but I feel just as you do." Within minutes, the plan was revealed, and the slaves were placed into custody (Douglass, 1969, p. 289; Levine, 1977, p. 69).

At times, the predictions of slave fortune tellers had positive outcomes. Uncle Frank of St. Louis, Missouri, described by William Wells Brown as a slave who "was very distinguished (not only among the slave population, but also the whites) as a fortune-teller," once predicted that Brown would successfully escape bondage. After being paid a fee of 25 cents, Uncle Frank gazed into a gourd filled with water and immediately relayed the results. Brown (1969) would later query "whether the old man was a prophet, or the son of a prophet, I cannot say; but there is one thing certain, many of his predictions were verified" (pp. 40-41).

In a more famous case, Harriet Tubman had frequent premonitions and visions while helping slaves escape from bondage. Sarah Bradford, Tubman's biographer, remarked that "she is the most

shrewd and practical person in the world, yet she is a firm believer in omens, dreams, and warnings." Tubman reportedly had dreams that foretold her flight from bondage, helped her avoid pursuers during her missions in the South, and predicted the Civil War and the eventual emancipation of all slaves 3 years before these events actually occurred. According to Tubman, her father was the source of these abilities because he had an uncanny skill of predicting the weather and even foretold the Mexican-American War (Bradford, 1993, pp. 73-75, 92, 114-115).

CONCLUSION

Based on evidence derived from trial records, slave narratives, interviews, autobiographies, and other sources, a composite sketch of the "typical" slave conjurer can be drawn. Conjurers were often isolated ascetics, living on the margins of the slave community and wrapped in mystery. Their elevated status on the plantation and their mastery over mystical forces made them simultaneously feared and respected. These spiritualists claimed to possess a variety of supernatural powers including the ability to communicate with the spirit world and the power to heal the sick, and many claimed possession of second sight or the ability to foretell future events through interpreting visions and dreams. Their command of esoteric forces and other-worldly knowledge allowed them to gain influence over slaves, which resulted in conjurers playing central roles in various acts of slave resistance. In terms of their collective belief in conjure and magic, North American slaves shared similar cultural experiences with Africans throughout the Atlantic world. This conclusion, then, firmly situates the North American slave experience into context with other diasporic slave societies, while underscoring the notion that far from being accommodationists, North American conjurers were vital in the creation of a revolutionary consciousness among fellow enslaved Africans.

NOTES

1. The various terms *Koromantyn*, *Coromantee*, *Coromantin*, *Kormantine*, *Kromantine*, and *Cormentine* all refer to an important trading port located on the Gold Coast of Africa during the 17th and 18th centuries. The correct appellation, Kromantine, was the name of a key commercial region controlled by the Fante Kingdom of Efutu. Africans exported from this region of West Africa were principally Akan speakers.

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From: Renee A Milligan <ram25@cornell.edu>
Sent: Wednesday, March 30, 2011 3:12 PM
To:
Subject: Update: AASP March 31-April 2 Meeting in Washington D.C.
Attach: AASP_Spring_2011__(Date_March_30,_2011)-1[1][1].doc; 101119_AASP Fall Business Meeting Minutes[1].docx

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There has been an update to the AASP Spring 2011 document. Please see the revised attachment.
Renee

From: Renee A Milligan <ram25@cornell.edu>
Date: Wed, 30 Mar 2011 14:26:40
Subject: AASP March 31-April 2 Meeting in Washington D.C. John Hopkins University SAIS - Minutes Fall 2010 and Program

Dear Colleagues,
Best greetings. Attached herewith are: a) AASP Fall business minutes sent by Kelly Askew and b) the program including the room information. Please bring a print copy of the program with you. Thank you very much. Look forward to seeing you at the meeting. Best, Ousseina

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ANNUAL SPRING MEETING
March 31-April 2, 2011

Johns Hopkins University
Paul H. Nitze School of Advanced International Studies -- Rome Building
1619 Massachusetts Ave. N.W., Washington, D.C. 20036

PHOTO ID IS REQUIRED

- PROGRAM -

March 31, 2011 from 10:30am we will be in the Rome building in room 806.
April 1, 2011 from 8:00am we will be in Rome Building in 203.
April 2, 2011 from 8:00am we will be in Rome Building room 806.

Thursday, March 31, 2011 (Rome Building – Room 806)

10:30-11:00 **Welcome**—Ousseina D. Alidou, 20010-11 AASP Chair
Director, African Studies Center, Rutgers University
Tel: (732) 445-6638; E-mail: oalidou@rci.rutgers.edu

Greetings— Peter Lewis, Director, African Studies, The Paul H. Nitze School of Advanced International Studies, The Johns Hopkins University
http://www.sais-jhu.edu/academics/regional-studies/africa/index.htm
Tel: (202) 663-5676; E-mail: plewis@jhu.edu

11:00-12:30 Dr. Eric Silla, **US Special Advisor to the Assistant Secretary for African Affairs, US Department of State. Tel: 202-647-6339 sillae@state.gov**

12:30-1:45 **Lunch and networking**

1:45-2:15 **Panel Discussion: Submitting a Title VI Proposal**
James Pritchett (Michigan State University), James Delehanty (University of Wisconsin University)

2:15-3:15 Daniel Volman, Director, **African Security Research Project**
Member, Board of Directors, Association of Concerned Africa Scholars
E-mail: dvolman@igc.org

3:15-3:30 Coffee break

3:30-4:15 **Partnerships in Higher Education**
Kine Liddell, Senior Program Specialist at Higher Education for Development (HED)
http://www.hedprogram.org/

4:15-5:15 **Panel Discussion: Reporting on African Affairs**

Intermedia: Global Communication and Media Research
http://www.intermedia.org/ (TBA)
http://www.audiencescapes.org/contact/contact-54

Bayo Omolola, Morgan State University

5:15-5:45 **Reports from Allied Organizations**
African Studies Association (ASA), Judith Byfield, Board of Directors
E-mail:jab632@cornell.edu; Website: http://www.africanstudies.org/

West African Research Association (WARA), Mbaye Cham, President
WARA Board Tel: (617) 353-8902; E-mail: wara@bu.edu;
Website: http://www.africa.ufl.edu/WARA

National African Language Resource Center (NALRC)
NALRC, University of Wisconsin, Madison
E-mail: nalrc@mailplus.wisc.edu – Website: http://lang.nalrc.wisc.edu/nalrc/

African of Language Teachers Association (ALTA)
ALTA Coordinator, NALRC, University of Wisconsin, Madison
E-mail: alta@mailplus.wisc.edu - Website: http://lang.nalrc.wisc.edu/alta/

Friday, April 1, 2011 (Rome Building – Room 203)

8:00-8:50 **BREAKFAST**

9:00-10:30 **U.S. Department of Education**
International and Foreign Language Education (IFLE) Programs

Christine Corey, Senior Program Officer, International Study Group (ISG) (IFLE)
Tel: (202) 502-7629 - E-mail: christine.corey@ed.gov

Peter Baker, Senior Program Officer
Advanced Training and Research Group (ATRG) (IFLE)Tel: (202) 219-7060 –
E-mail: peter.baker@ed.gov

Michelle Guilfoil, Senior Program Officer, International Studies Group (ISG),
(IFLE) Tel: (202) 502-7625 - E-mail: michelle.guilfoil@ed.gov

10:30-11:30 **U.S. Department of State Programs**

Curtis E. Huff, Chief, Africa-Near East Division, Office of Citizen Exchanges, Bureau of Educational and Cultural Affairs.
Tel: (202) 632-6053; Email: HuffCE@state.gov

Dana Ott, Director
USAID Office of Development and Planning, Africa Bureau
http://www.usaid.gov/locations/sub-saharan_africa /initiatives/infrastructure.html
Tel: 202) 712-5883

11:30-12:00 **Fulbright Programs**
Kari Miller, Fulbright Scholar Program Sub-Saharan Africa and Western Hemisphere Council for International Exchange of Scholars (CIES)
Tel: (202) 686-6230; E-mail: kmiller@iie.org; Website: www.cies.org

12:00-12:30 **David Wiley Award and François Manchuelle Award**

12:30-1:30 Lunch and Network

1:30-2:45 **Panel: Foundation Activities in Africa**

David Smock, the US Institute of Peace, Center for Mediation and Conflict Resolution, Religion and Peace Making Center of Innovation
http://www.usip.org/

Dorina A. Bekoe, Senior Research Associate
US Institute of Peace, Center for Conflict Analysis and Prevention
http://www.usip.org/

Steven W. Jones, President & CEO
International Education Resource Center Education Foundation (IECEF)

http://www.iercef.org/home0.aspx

2:45-3:00 **Break**

3:00-3:45 Daniel Neher, Foreign Service Institute
E-mail: NeherDE@state.gov

Saturday, April 2, 2011 (Rome Building – Room 806)

8:00-9:20 **BREAKFAST**

8:00-9:00 **Title VI Directors' Meeting, Room 812**

9:30-12:00 **AASP Business Meeting**

Approval of Fall 2011 meeting minutes
Ousseina Alidou, 2010-2011 Chair, Rutgers University
Secretariat & budget
Judith Byfield, AASP Treasurer, Cornell University
Manchuelle Award Committee
Amadou Fofana, 2010-2011 Vice-Chair, Willamette University
Fulbright-Hays Summer Group Projects Abroad
Swahili GPA report (University of Georgia)
Yoruba GPA report Todd H. Leedy, Center for African Studies, University of Florida (on behalf of Akintunde Akinyemi)
Zulu GPA report (University of Pennsylvania)
Update on SCALI 2011
Todd H. Leedy, Center for African Studies, University of Florida
Fall 2011 and Spring 2012 meetings
Nominations for Chair
Nominations for Vice-Chair
Nominations for Planning Committee

AASP Fall Business Meeting

Friday, November 19, 2010
7:00-8:00 a.m.

Attendance: Ousseina Alidou, Chair (Rutgers), Amadou Fofana, Vice-Chair (Willamette), Ibigbolade Aderibigbe (Georgia), Devon Adjei (U. Michigan), Kelly Askew (U. Michigan), Maimouna Basso (Illinois), Judi Byfield (Cornell), James Delehanty (Wisconsin), Jacob Fisseha (MSU), Maria Grosz-Ngaté (Indiana), Tim Longman (Boston), Zoliswa Mali (Boston), Garth Myers (Kansas), Samuel Obeng (Indiana), James Pritchett (Michigan State), Aimbale Twagilimana (Buffalo State), Kiarie Wa'Njogu (Yale), Jennifer Yanco (WARA/Boston)

Meeting called to order at 7:10 am

Review of 2010 spring meeting minutes

Minutes from spring business meeting reviewed. Clarification was made on page 2 by inserting a space between Sam's question about GPS programs and the answer, which was generated through subsequent discussion.

3rd page discussion of SCALI. Strike incorrect phrase: "only MSU students receive a discount."

Motion made to approve the minutes by Garth Myers. Seconded by Sam Obeng.

Introductions and announcements

- Introductions made of all in attendance
- Dates of spring AASP conference have been set for May 31-April 2, 2011 at SAIS.

Budget report

- Judy will send out reminders about dues.
- Current account balance $3,975. Awards were not conferred last year, which explains healthy budget. Do want to give out awards.

Discussion – International African studies networks

Proposal to bring together all ASA organizations worldwide for a meeting. European AEGIS organization actively seeking North American members, represented at this ASA meeting by Paul Nugent (Edinburgh) and Ulf Engel (Leipzig). Other organizations in Canada, Japan and China.

Discussion – GPA programs

Question raised of whether proposals should be accepted from any who wish to submit rather than current process of word of mouth. Need to revisit issue.

Might be worthwhile to establish a review committee and formal application process through joint AASP and ALTA. Jennifer Yarco suggested Hausa GPA. Question of what the process would be to apply for a program.

James Pritchett suggested that in the past there was a process in place to review applications. Application deadline October 15 with awards announced in August for the following summer. Decisions made at the Spring meeting 2011.

Call for committee at this meeting and request concept papers. AASP sends a letter of endorsement with vetted (?) proposals to DOE (?). Suggested it would be a bad idea to send competiting applications. Yesterday vote held 11 to 2 in favor of no competition and to submit applications as clusters.

The joint committee of AASP and ALTA ensures Director buy-in. Suggested that people can submit concept papers and potentially form joint proposal.

Aimable suggested that AASP documents the process of applying for endorsement.

Agreed to ask ALTA to suggest 2 people and AASP 2 people to form a committee. Goal to hold a virtual meeting and

Final AASP representatives- Kiarie Njogu (Yale) and Aimable Twagilimana

Discussion items – SCALI and FLAS scholarships

Kelly raised the question about SCALI funding for non-NRC institutions: when is it determined that extra FLAS are available? Students from any institution can apply for FLAS through any institution. Advised to have U-M students apply to the host institutions. May be less money available than before.

- now undergraduate FLAS's
- cannot fund non-NRC students for abroad travel only to SCALI
- allowable to roll over funds

Discussion of joint website in future to coordinate applications from outside institutions. Currently all outside students should apply to Florida and Florida will keep track of who has applied from where.

Other matters

Maimouna nominated and elected as Vice-Chair of AASP

Requested nominations for Wiley awards for smaller institutions to attend the spring meeting. Now accepting applications.

The undergraduate African studies program at Howard needs letters of support. Suggested letter of support from AASP.

Encouraged to bring other institution along to the AASP meeting as many NRCS included a budget item in their NRC applications to fund another smaller institution to attend. Reminder to do this for this upcoming meeting.

From: Sanford, Timothy R. <tim_sanford@unc.edu>
Sent: Wednesday, March 30, 2011 3:45 PM
To: The isfaculty mailing list <isfaculty@listserv.unc.edu>
Subject: [isfaculty] April 13 - Appreciation Banquet

SPC Instructors -
Two weeks from today is the Instructor Appreciation Banquet - Wednesday, April 13, starting at 6:00 in the Trillium Room here at the Friday Center. Many of you have already responded and we are delighted at those who are planning to attend. But, you can still RSVP and we hope that you will decide to attend; as the invitation said, you are welcome to bring a guest.

We realize that many of you are not in this area and that it would be quite a bit of travel to attend. We regret that we can't bring the banquet to you to show our thanks, but please realize how much we do appreciate your efforts to make your courses available for students through Self-paced Courses.

If you are planning to come, please let Judith Benowitz know (benowitz@email.unc.edu or 919-962-6302) so that we can have enough seats for everyone. Our retiring director, Norm Loewenthal, will be our keynote speaker and we'll be awarding the Friday Center Excellence in Teaching Award. Come join us on the 13th!

Hope to see you then.
Tim

Timothy R. Sanford, Ph.D.
Associate Director for Credit Programs
Friday Center for Continuing Education
Adjunct Associate Professor
School of Information & Library Science
University of North Carolina at Chapel Hill
CB #1020
Chapel Hill, NC 27599-1020
919-962-2644
919-962-5549 (fax)

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email to <a href="mailto:leave-28933970-
1205279.dc0e6805c1794ee2ecfd5c1f475d0f3f@listserv.unc.edu">leave-28933970-
1205279.dc0e6805c1794ee2ecfd5c1f475d0f3f@listserv.unc.edu

From:	Clarke, Tiffany D <tiffany_clarke@unc.edu> on behalf of Hartlyn, Jonathan <hartlyn@unc.edu>
Sent:	Wednesday, March 30, 2011 4:51 PM
To:	Chairs of the Social Sciences Departments <sschairs@listserv.unc.edu>
Subject:	[sschairs] FW: Civil Affairs Assistance - Please Distribute to Interested Faculty
Attach:	All Campus Request 3-22-11.docx

This message is being sent to all chairs of Social Science Departments and Curricula in the College, with an information copy to administrative managers.

Dear colleagues, Please forward to potentially interested colleagues. Jonathan

Jonathan Hartlyn
The University of North Carolina at Chapel Hill
Senior Associate Dean for Social Sciences and
International Programs, College of Arts and Sciences
Kenneth J. Reckford Professor of Political Science
205 South Building, CB 3100
Chapel Hill NC 27599-3100 USA
Email: hartlyn@unc.edu
Office: 919 962-1165 Fax: 919 962-2408

-----Original Message-----
From: Lisa Adamson [mailto:adamson@northcarolina.edu]

-----Original Message-----
From: Kimrey Rhinehardt
Sent: Tuesday, March 22, 2011 6:08 PM
To: Sarah M. Smith; Steve Leath; Courtney Thornton; Lisa Adamson; Betsy Rich; funding-search@lists.northcarolina.edu
Cc: Ryan A. Beck; Tom Losordo
Subject: RFP: Civil Affairs Assistance - Please Distribute to Interested Faculty

Lisa: Will you forward to the CAOs? Thanks! Kimrey

Dear Colleagues,

The UNC Partnership for National Security, an initiative of the UNC System, focuses on matching education, research and training needs of the United States Military with UNC system subject matter experts.

The University received a request to identify expertise within our system to provide short-courses (1 - 5 days in duration) in support of the US Army's Civil Affairs mission and to conduct development projects involving Civil Information Management and associated technologies. 95th Civil Affairs Brigade Soldiers enable military commanders and U.S. Ambassadors to improve relationships with various stakeholders around the world. These soldiers help host nations assess the needs of an area, bring together local and non-local resources to ensure peace through long-term stability. They may be involved in disaster prevention, management, and recovery, and with human and civil infrastructure assistance programs. Please see the list of 8 short-courses and 4 projects requested by the 95th Civil Affairs Brigade (USASOC) at Fort Bragg, NC. Please handle this as a request-for-proposals and distribute the list of projects and short-courses widely within your faculty. Faculty

should have a desire to train adult learners and a genuine interest in supporting the Civil Affairs mission.

All training will be conducted at Ft. Bragg, North Carolina or at a relevant campus, as required. Faculty will be compensated for their time and travel. Letters of interest, including the qualifications of the team conducting these projects and training and a description of how the project or short-course would be implemented (including a syllabus), should be sent to Kimrey Rhinehardt, Vice President for Federal Relations at kwr@northcarolina.edu. Faculty may contact Dr. Tom Losordo, Faculty Advisor for Military Affairs (UNC GA), directly at tlosordo@northcarolina.edu for more information on a specific project or short-course.

Thank you for your time and consideration of this request.

Kimrey Rhinehardt
Vice President for Federal Relations

****

Requirements Identified by the 95th Civil Affairs Brigade:
1. Assistance identifying measurable indicators of political, economic or social instability: As part of our methodology, we seek to identify civil vulnerabilities that can be or are being exploited by counter-state actors and then implement programs, projects or activities to mitigate or eliminate these vulnerabilities. We conduct a wide range of assessments, and these assessments tend to be fairly exhaustive, but these assessments, in some cases, work at the periphery of identifying a civil vulnerability rather than directly identifying the vulnerability. We could use assistance from political and social scientists to help identify measurable indicators that more directly portend the civil vulnerabilities we seek to identify.
(a) Duration: Ongoing assistance, or one time project.
(b) Recurrence: As needed/requested.

2. Statistical analysis of field polling results: The Brigade uses a USAID-designed tool to poll local populations called the District Stability Framework DSF, of which the Tactical Conflict Assessment and Planning Framework (TCAPF) is a part. While TCAPF is a useful tool for helping to identify civil vulnerabilities and societal friction points, it lacks the statistical rigor of most formal polling. We can use assistance applying statistical tools, spatially and temporally, to help interpret polling results, to include assistance identifying correlation vs. causal relation between local trends and our actions.
(a) Duration: Ongoing assistance, or one time project.
(b) Recurrence: As needed/requested.

3. Trend identification and analysis: The Brigade's central repository of geo-spatially referenced civil information contains over 6,000 data points spread throughout the world. Deployed teams are actively collecting and analyzing these data points. These data points potentially offer more robust and deeper insights into trends within an area, but our teams are limited in their analysis by their level of subject-matter expertise. With the assistance of subject-matter experts, we can gain greater insights and more productive analysis out of the data we have collected.
(a) Duration: Ongoing assistance, or one time project.
(b) Recurrence: As needed/requested.

4. Request for Information (RFI) Tracking System: The Brigade will add "UNC" as a reach back team within the Civil Affairs Operating System's (CAOS) RFI Tracking system. This system is accessible to all CA personnel and will allow for a repository of RFI's to include original request, UNC Subject Matter Experts (SMEs) and product deliverables. The Brigade's system will be inter-operable with any UNC internal web-based tracking system/database.
Assistance from the NC State Institute for Next Generation IT System:
(4.1) Data compression - As we expand our suite of collective devices in CAOS to includes COTS systems, we will need to compress the data we collect in order to transmit it to our server more efficiently.
(4.2) Data mining- We have enormous quantities of legacy civil information stored on hard drives that needs to

be populated into CAOS/WCID. We are in need of a search tool that can data mine unstructured data and structure in into a form that will then allow us to upload the data to WCID.
(4.3) System optimization - UNC/NCSU will provide consultation on how we can optimize the CAOS system (database, web services, etc.).

(a) Duration: Ongoing assistance, or one time project.
(b) Recurrence: As needed/requested.

5. African studies: Focus on West Africa, specifically Mauritania, Senegal, Mali, Nigeria and Chad. The focus should be a mixture of history for the region or specific country. What defines the people and the various ethnic cultures, and outstanding issues. The intent is to gain more insight on problems from a local perspective.

(a) Duration: The duration can be from a couple of days to one week.
(b) Recurrence: The best window for training would be the May-July time frame.

6. Agricultural and Resource economy: The focus should be on agricultural programs in developing countries from grass roots level to national level initiatives. This should be of course tailored to the continent if possible so that the information is more relevant. This would give our soldiers tools for working with USDA, and would compliment what our veterinarians already offer the teams.

(a) Duration: Two to five days.
(b) Recurrence: The best window for training would be the May-July.

7. Effective Writing: As a whole, our basic writing skills are not to par for US Diplomatic cables and reports. Soldiers must be able to articulate themselves in active voice, within three to four sentences. Furthermore, Soldiers must be able to write Executive Summaries in active voice, under one typed page.

(a) Duration: Two to three days.
(b) Recurrence: Once per pre-mission training cycle or twice a year.

8. Developmental Economics: Soldiers need to be able to quantify civil data according to a standard metric used by NGOs, IGOs, and governments. Knowing the standard measures of developmental economics would allow Soldiers to conduct a more in depth analysis of civil data as well as share that data with partner agencies in a common language.

(a) Duration: 1 day seminar.
(b) Recurrence: Once per year.

9. Value Chain Analysis: Civil Affairs Soldiers implement targeted small scale projects aimed at addressing civil vulnerabilities in populations. Soldiers must be able to analyze local governments and communities as value producing systems when determining which projects to choose. The course would be oriented towards Value Chain Analysis of civil systems producing good governance and stability. This would allow Soldiers to better understand the cause and effect relationships between different nodes in the system and the impact their interventions would have.

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10. Political Science: Several courses outlining the government structure and electoral processes in the countries under the Pacific Command (i.e. Philippines, Bangladesh, Indonesia, Sri Lanka, and Cambodia). The courses should then detail the informal political power structure represented by tribes, family, and religion and the interaction between the two modes of governance. Soldiers must be able to understand which spheres and levels of society are dominated by each power structure and why.

(a) Duration: 1 day seminar per country, 5 countries.
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11. Communism to Democracy: A course covering historical examples of countries that have transitioned from Communist societies to Capitalist Democracies. This would include an overview of the inner workings of Communist governments and their relationship to the populations they govern. This would be followed by historical examples of pitfalls countries making the transition have faced and best practices for overcoming

those hurdles.

(a) Duration: 1 day seminar.

(b) Recurrence: One per year.

12. Construction and Engineering Management: Civil Affairs Soldiers implement targeted small scale projects aimed at addressing civil vulnerabilities in populations. Soldiers must be able to effectively nominate these projects, negotiate contracts for projects, and effectively manage and over see completion of the project.

(a) Duration: 4 weeks.

(b) Recurrence: Once per PMT cycle or twice a year. Tentatively for the year 2011 would be during the months of April and November.

UNC Partnership for National Security

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With Best Regards,

Kimrey Rhinehardt
VP for Federal Relations

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(a) Duration: Two to three days.
(b) Recurrence: Once per pre-mission training cycle or twice a year.
(c) Target Audience: Weak writers.

8. Developmental Economics: Soldiers need to be able to quantify civil data according to a standard metric used by NGOs, IGOs, and governments. Knowing the standard measures of developmental economics would allow Soldiers to conduct a more in depth analysis of civil data as well as share that data with partner agencies in a common language.

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From: Megan <matkins@planetaid.org>
Sent: Thursday, March 31, 2011 10:57 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FW: PLANET AID MEETING/ UNC
Attach: image004.jpg

Jen,

I emailed you last week but never heard back from you; so I'm resending the original email that is below in hopes to setting up a time to speak with you.

Thank you for your time and I look forward to haring from you soon.

Best,

Megan

Megan Atkins
Planet Aid, North Carolina
Territory Manager
Phone: 336-404-0116
Fax: 919-644-0700

Planet Aid
www.planetaid.org

We are proud members of the CRA "Carolina Recycling Association" the mission is to conserve resources by advancing recycling and waste reduction throughout the Carolinas.

CAROLINA RECYCLING ASSOCIATION

From: Megan [mailto:matkins@planetaid.org]
Sent: Monday, March 21, 2011 11:17 AM
To: 'JEN321@EMAIL.UNC.EDU'
Subject: PLANET AID MEETING/ UNC

Jen,
The reason I contacted you is because I feel that the department of African and Afro-American Studies maintains a huge presence at UNC-CH. Also, Planet Aid works parallel with your Departmental Mission "*The current goal of African and Afro-American Studies at UNC-CH is to give specific and precise attention to the histories, cultures, and cultural linkages of the peoples of Africa and their descendants in the New World.*"
In our changing culture climate, the faces of those we serve are diverse and their needs must be met with creativity. Planet Aid is unique in its commitment to addressing the world and its people. I was hoping to set-up an appointment to meet with you and discuss possibly constructing a program with the department of African and Afro-American Studies. Here is some basic information on Planet Aid…

Planet Aid Profile:

Planet Aid is a non-profit organization dedicated to improving the lives of people in developing countries. Our

objectives include development, protecting the environment, and relief aid. Our activities in the US fall into these categories: Clothes Collection and Recycling, Partnership in Development and sharing Information about development issues. We mobilize surplus resources in North America for use in development activities in Africa, and Asia. Planet Aid has clothes collection boxes in about 19 states in North America with over 8,000 boxes. Planet Aid has been servicing NC for 9 years.

International Development:

At Planet Aid we are committed to supporting the poorest and most needy people of the world. We recognize the relationship between the distribution and use of the Earth's finite resources and the poverty and lack of basic necessities that the majority of the world's population experiences. Since Planet Aid started collecting clothes in 1997, the world population has grown by more than a billion people and the sad fact is that, worldwide, the amount of poor and starving people in absolute numbers has slowly been rising year-by-year since Planet Aid started in 1997.

Through grants and funds raised via our recycling program Planet Aid has supported more than 50 different programs in 15 countries over the years. In 2008 alone, Planet Aid provided $16.8 million in direct and in-kind support for training of teachers, small-scale farming, Child Aid and community development, vocational training and the fight against HIV & AIDS.

In Africa:

- Angola
- Botswana
- Democratic Republic of Congo
- Malawi
- Mozambique
- South Africa
- Zambia
- Zimbabwe

How our Program helps your environment.
By recycling and reusing textiles, Planet Aid has been able to help reduce water and pesticide usage in cotton production. This has been able to save on average 74 billion gallons of water per year, and reduce pesticide spraying by 21 million pounds yearly. Recycling also saves precious landfill space. In 2008 alone, Planet Aid was able to save landfills from 102 million pounds of textile waste. This also preserved over 200 square miles of farm land (equal to 6 times the size of Manhattan, NY), which would have been used for growing cotton for textile production. The reduction of CO_2 is another crucial benefit of Planet Aids recycling program. On average, 1 lb. of clothes sold as second hand clothing will save 5.8 lbs. of CO_2, while 1lb. of recycled fibers will save 1.7 lbs. of CO_2. Not only is Planet Aid's recycling program providing affordable clothing to those in need, it is going a long way in preserving our most important natural resources.

.

I would love to come and meet with you and discuss our possibilities.

Thank you for your time and consideration.

Kindest Regards,

Megan Atkins - Planet Aid
Phone: 336-404-0116
Fax: 919-644-0700

Planet Aid®
www.planetaid.org

Planet Aid®
www.planetaid.org

From: Pasion, Jessica <jvpasion@email.unc.edu>
Sent: Thursday, March 31, 2011 11:43 AM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Subject: [dptcrchairs] FROM THE DEAN: Position Authorizations Effective July 2012
Attach: Pos Auth Request Memo for July 2012 Authorizations.pdf

---

This message is sent on behalf of Dean Karen Gil to Department and Curriculum Chairs in the College, with an information copy to Administrative Managers.

Attached, please find important correspondence regarding 2011-2012 position authorization requests.

Jessica Pasion
Executive Assistant to the Dean
University of North Carolina at Chapel Hill
College of Arts & Sciences, Dean's Office
205 South Building
Campus Box 3100
Chapel Hill, NC 27599
(919) 962-1165

UNC
COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF THE DEAN
205 SOUTH BUILDING
CAMPUS BOX 3100
CHAPEL HILL, NC 27599-3100

T 919.962.1165
F 919.962.2408
college.unc.edu

To: Department and Curriculum Chairs

From: Karen M. Gil, Dean

Date: March 31, 2011

Subject: Position Authorizations Effective July 2012

We are continuing with our state budget planning process for fiscal year 2011-2012 amidst great uncertainty. We do not expect significant state support for additional faculty positions for fiscal year 2011-2012. Nevertheless, we must plan ahead so that we are prepared to act should state budget decisions made later this year create opportunities. For this reason, we ask that you submit your authorization requests for faculty positions effective July 2012.

It is unlikely that we will be able to authorize more than one hire in any one department this year. Thus be sure to prioritize your requests if you ask for more than one position. Do NOT include requests for positions that have already been authorized. Positions for which you are searching (or completed a search) this year will automatically carry over to next year if the search is not successful this year.

New position authorization requests should be submitted online at http://www.surveymonkey.com/s/req-new-pos no later than May 23rd at 5pm. We will review these requests over the summer and make position authorizations as quickly as possible after the 2011/2012 state budget allocations and reductions have been finalized (which we hope will be no later than August, 2011).

cc: Department and Curriculum Managers

From: WebEvent <webevent@unc.edu>
Sent: Friday, April 1, 2011 11:03 PM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Subject: [dptcrchairs] WebEvent Reminder: Apr 3 - Reports from Faculty Who Had Fall R&S Leave Are Due

---

WebEvent Reminder

Title: Reports from Faculty Who Had Fall R&S Leave Are Due
Date: Sunday, April 3, 2011
Time: Unspecified

Description: Upon completion of either a leave or an assignment, the faculty member must file a report on the work done with the unit head, dean, and Committee on Faculty Research and Study leaves within three months following the completion of the leave.

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

You are currently subscribed to dptcrchairs axsd: JEN321@email.unc.edu.
To unsubscribe send a blank email to leave-28948598-35587346.d2d65bea842e4c54e31c0c42635f0b5c@listserv.unc.edu

From: International Crisis Group <notification@crisisgroup.org>
Sent: Monday, April 4, 2011 12:37 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Politics and Transition in the New South Sudan

INTERNATIONAL CRISIS GROUP - NEW REPORT

Politics and Transition in the New South Sudan

Juba/Nairobi/Brussels, 4 April 2011: Now that South Sudan's self-determination has been realised, long-suppressed grievances and simmering political disputes have re-surfaced, threatening instability on the eve of independence.

Politics and Transition in the New South Sudan, the latest report from the International Crisis Group, cautions that unless there is an opening of political space and a participatory transition, the soon to be independent government risks recreating the kind of centralised, authoritarian and ultimately unstable state it finally managed to escape. The ruling Sudan People's Liberation Movement (SPLM) cobbled together an important, though tentative, Southern consensus ahead of the January 2011 referendum. But its choke-hold on power and a "winner-takes-all" approach to the transition have since jeopardised those gains. Meanwhile, armed insurgencies, militia activity and army defections highlight internal fault lines and latent grievances within the security sector.

"A politics of exclusion threatens further polarisation of ethnic communities and their political leaders", says Zach Vertin, Crisis Group Sudan Analyst. "The nascent state can ill-afford further antagonism, particularly when the challenges in realising independence and managing domestic security concerns make Southern unity all the more important".

The SPLM should recognise that meaningful opposition participation is not a threat to, but an investment in, stability and legitimate rule. Opposition parties share responsibility for pursuing common national interests, shouldering national responsibilities and developing a robust multi-party system. International partners must re-calibrate relations with the government to reflect new political realities, including the need to cultivate greater democratic space within and beyond the ruling party, in the wake of the Comprehensive Peace Agreement (CPA) - the treaty that ended the two decades of civil war in 2005 and that concludes in July, concurrent with Southern independence.

The liberation struggle is over, and the CPA era is coming to a close; the SPLM must mark a new chapter in its own evolution if it is to maintain cohesion and deliver in government. Party reforms should aim to manage internal divisions, erode a top-down military culture, professionalise operations and trade coercion for enhanced internal dialogue.

Once independent, a series of governance issues - most notably sound management of oil resources and a more tangible commitment to decentralisation - will shape the political and economic structure of the emerging state and help manage sky-high post-independence expectations. Each can be a vehicle for empowering state and local politics and accelerating development in the new South.

"The months ahead present a considerable opportunity, but it comes amid enormous challenges", says Ernst Jan Hogendoorn, Crisis Group Horn of Africa Project Director. "Failing to start on the right foot could undermine progress already achieved in the South and contaminate the institutions and institutional values in Africa's youngest state".

To support our work in Africa and around the world, please click here.

Read the full Crisis Group report on our website: http://www.crisisgroup.org

Gabriela Keseberg Dávalos (Brussels) +32 (0) 2 536 1635

Kimberly Abbott (Washington) +1 202 785 1602

To contact Crisis Group media please click here

The International Crisis Group (Crisis Group) is an independent, non-profit, non-governmental organisation covering some 60 crisis-affected countries and territories across four continents, working through field-based analysis and high-level advocacy to prevent and resolve deadly conflict.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, April 5, 2011 4:21 PM
To: Nyang.Oro@email.unc.edu; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: [ackland-e-news] Exhibitions Opening! Films, Talks, Drawing and More!

---

at the ackland

Opening this Friday: A Season of German Art and Culture

On Friday, April 8, the Ackland opens two spectacular exhibitions of German art: **Romantic Dreams | Rude Awakenings** explores German prints and drawings informed by the tumultuous century 1840-1940, while **DE-NATURED** presents a complex and compelling introduction to the art of post-war Germany.

OPENING EVENTS Thursday, April 7

5:00 PM | Exhibition Galleries Open to the Public
5:30-7:00 PM | Panel Discussion
"Multiple Identities: New Thinking about Recent German Art"
Seating is limited.
7:00-9:00 PM | Public Reception

Click here for details about April 7 Opening Events.

Click here for a complete schedule of public programs.

Art Now/Cinema Now

"In the Shadow of Catastrophe: German Cinema 1977-1992"
Four films sponsored by the Ackland Art Museum and the Interdisciplinary Program in Cinema, UNC-Chapel Hill

IN THE GALLERIES:

Art and Cultural Exchange along the Silk Road

Making Sense in Eighteenth-Century Prints

Art and the Natural World in Early Modern Europe

Art and Religious Life in Early Modern Europe

OPENING APRIL 8:

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

Romantic Dreams | Rude Awakenings: Northern European Prints and Drawings, 1840–1940

OPENING APRIL 15:

New Currents in Contemporary Art: MFA 2011

UPCOMING EVENTS:

April 13
Tea at Two
with Peter Nisbet

April 14
Curator's Clinic
1:00 - 4:00 PM

April 14

What is the role of art in times of darkness? German artists, confronted with the urgency of this question during the second half of the twentieth century, saw art as a means to reflect upon catastrophic events. This series examines German filmmakers' responses to the incomprehensibility of violence, terror, and self-destruction that was associated with their national identity.

Free and open to the public.
Location: Varsity Theater, East Franklin Street, Downtown Chapel Hill.

April 9, 3:00 PM: *Our Hitler* (Hans-Jürgen Syberberg, 1977)

One of the most aesthetically daring films about one of the most controversial figures of world history, *Our Hitler* examines the culture that made Hitler possible. In it, Hans-Jürgen Syberberg develops a new film aesthetic, using artificial sets, fragments of historical speeches, puppets, staged monologues, and an intensive engagement with the German musical tradition to reflect upon the catastrophic history of Germany.

Gabriel Trop, Department of Germanic Languages and Literatures, will give a pre-film talk at 2:15 PM. Meet in the Ackland Museum lobby.

Upcoming:
April 16: *Sugarbaby* (Percy Adlon, 1985)
Film: 7:00 PM
April 30: *Lessons of Darkness* (Werner Herzog, 1992)
Film: 7:00 PM

Check ackland.org for descriptions of upcoming films.

Lunch With One:

"Buddhist Art and Cultural Exchange

Opening Reception:
MFA 2011
6:00 - 8:00 PM

April 16
Art-Ventures for Kids
10:30 AM - 12:00 PM

April 16
ArtNow/CinemaNow:
Sugarbaby
7:00 PM

April 17
Music in the Galleries
1:30 - 2:30 PM

Please visit our calendar
for a full listing of special programming and events.

Along the Silk Road"

Wednesday, April 6
12:00 - 1:00 PM

Add a little culture to your noon hour: bring a lunch and learn more about the art currently on view at the Ackland.

This Wednesday, ethnomusicologist and experienced Silk Road traveler Dr. Alison Arnold (Ethnomusicology, N.C. State University) will discuss Buddhist art from various Silk Road sites, showing how these works depicted the extraordinary meeting of peoples and cultures in the early centuries C.E.

No reservations required. Free to members and valid UNC One Card holders, $5 non-members

For more information, call Allison Portnow, Events and Programs Coordinator, at 919.843.3687

In 2010-2011 public programming for Art and Cultural Exchange along the Silk Road is made possible by the generosity of Philip and Linda Carl.

DRAWING IN THE GALLERIES

DRAWING IN THE GALLERIES

Saturday, April 9
10:00 AM - 12:00 PM

Join the Ackland's Amanda Hughes for drawing in the Ackland galleries. Bring paper and dry media (crayon, pencils, etc.). All levels are welcome. **Free**

DRAWING FOR KIDS

DRAWING FOR KIDS

Saturday, April 9
10:00 AM - 12:00 PM

Nine- to twelve-year-olds practice techniques like contour drawing, linear perspective, shading, and drawing people. Materials provided.

Registration required and limited - to register, call 919.966.5736
Free to members | $5 non-members

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **JEN321@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-28966593-5774387.1df4eaa86822fcf7c7763439288ee70d@listserv.unc.edu.

Illustrations

Wassily Kandinsky, Russian, 1866–1944: *Composition with Blue Triangle*, 1922; color lithograph. Burton Emmett Collection. © 2011 Artists Rights Society (ARS), New York/ADAGP, Paris.
Joseph Beuys, German, 1921–1986: *Felt Postcard*, 1985; printed felt. James Keith Brown and Eric Diefenbach Collection. © 2011 Artists Rights Society (ARS), New York/VG Bild-Kunst, Bonn.
Unknown, Possibly Burmese, Myanmar: *Buddha Calling the Earth to Witness*, ca. 13th century; stone (yellow pyrophyllite). Ackland Fund.
Egon Schiele, Austrian, 1890–1918: *Seated Woman* (detail), 1918; black colored pencil drawing. Burton Emmett Collection.
Norman Kent, American, born 1903: *Young Boy Drawing* (detail), 1930; linoleum-cut print. Burton Emmett Collection.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Tuesday, April 5, 2011 5:43 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] UPDATE: External Activities

Hi All,
I made a mistake! The place to report your External Activities is now online (no more paper forms) – I do apologize to those who have already given me a paper form, you will need to go into the system and enter the information again.

Please go to https://cfx.research.unc.edu/epap

I haven't been able to get a firm response about how book royalties and similar payments are handled, so I would encourage you to fill this out if you received any payment from outside of the university.

Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

You are currently subscribed to afriafam as: jen321@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=28967166

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-28967166-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: Ryan Greenway <rgreenwa@email.unc.edu>
Sent: Wednesday, April 6, 2011 6:17 PM
To: All Deans, Directors, and Department Heads in the College of Arts & Sciences <asddd@listserv.unc.edu>
Cc: asddd@listserv.unc.edu; asmgrs@listserv.unc.edu
Subject: [asddd] Important - Annual Report open for faculty
Attach: College Annual Report Faculty Manual.pdf

This message is being sent to all faculty in the College of Arts and Sciences with a copy to unit chairs/directors and administrative managers.

***

The College Annual report system is now open for faculty to summarize their activities and accomplishments. Based on input the Annual Report Committee received from departments, a new version of the Annual Report system has been developed to streamline the process and make the reporting easier and more efficient for faculty, chairs, and administrators. The attached help document explains the design and navigation for the new system. Please contact OASIS for additional help.

All faculty in the College of Arts and Sciences are required to prepare for their department or curricula an annual report of some of your activities and accomplishments for the period May 1, 2010 to April 30, 2011. These reports are used for a variety of assessment and evaluation purposes within your units, but they are also an important component of the units' required report to the College of Arts and Sciences.

The deadline for completing your report is **April 29, 2011**. Please bookmark the new system address - https://apps4.oasis.unc.edu/car/

Stewardship:

You may also be prompted to complete a tab labeled "Stewardship." This section is included if you have received funding from private sources.

The Arts and Sciences Foundation produces letters to donors on the use of these funds. These reports benefit your department and the College of Arts and Sciences in future fund-raising efforts.

If you have questions about the Stewardship section, please contact one of the following staff members at the Arts & Sciences Foundation: Del Helton, del.helton@unc.edu, 962-8216, Jim Magaw, jim.magaw@unc.edu, 962-6123, or Joanna Cardwell, joanna.cardwell@unc.edu, 962-8342.

Please note that your contributions last spring helped the Arts and Sciences Foundation produce nearly 600 letters to our generous College donors. This annual "stewardship report" explains how the fund was used and includes information about the fund's investment performance. Donors often respond with a thank-you note in appreciation.

We very much appreciate your assistance with another round of outstanding stewardship letters.

INSTRUCTIONS FOR ACCESSING THE ANNUAL REPORT SYSTEM AND STEWARDSHIP

1) https://apps4.oasis.unc.edu/car/

2) Login with your onyen and onyen password

3) You can access the Stewardship system through a tab on the Annual Report.

*For responses from previous years – Previous system.

Your Onyen

Website: http://onyen.unc.edu

Your ONYEN is the first part of your email address, e.g. for an email address of jdoe(at)email.unc.edu your ONYEN is "jdoe" without the quotes.

If you lose or forget your ONYEN password, you can get a new one by taking your UNC One Card (or another picture ID) to IT Response Center at Wilson Library suite 300. It is not possible to recover your old password. For security reasons, you can get a new password only with a picture ID.

If you have forgotten your ONYEN you may look it up by selecting the "Forgotten Onyen" button and supplying your last name and your PID.

Annual Report Assistance

If you require additional help or have problems accessing or using the web site, please submit an Online Help Ticket to OASIS. Website: http://oasis.unc.edu/remedy

---
Ryan Greenway, PMP
Acting Director of Finance and Operations

Dean's Office, College of Arts & Sciences
University of North Carolina at Chapel Hill
CB 3100
919.962.9275

College Annual Report

New System released April 2011

Faculty Instructions

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College of Arts and Sciences: Annual Report System

Overview

The online College annual report system has been redesigned for the 2010-2011 reporting period. A primary goal of the redesign was to make it easier for reporters to enter data into the system.

The general work flow of the application will be:

1. sign on
2. verify onyen, reporting period, departmental affiliations
3. answer questions on 9 pages
4. upload your CV
5. mark your report as complete
6. review your report
7. sign out

Access and Logon: where is it?

https://apps4.oasis.unc.edu/car Once you click on that link, you will be presented with the following login screen:

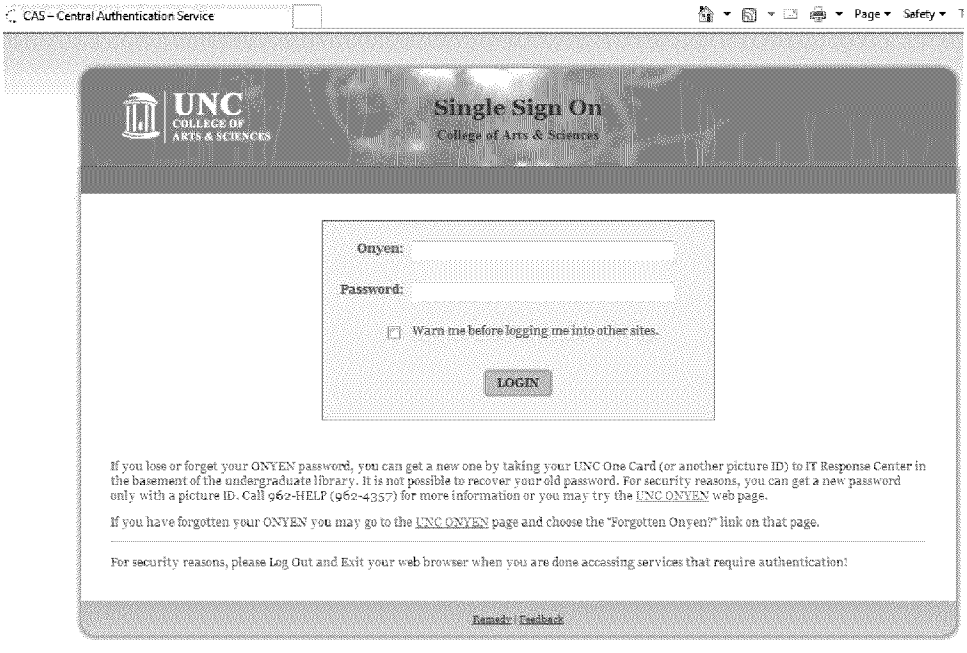

Provide your onyen and password to access the annual report system

College of Arts and Sciences: Annual Report System

Verify your affiliations

After a successful sign on, you will be sent to the first page in the system, the profile page:

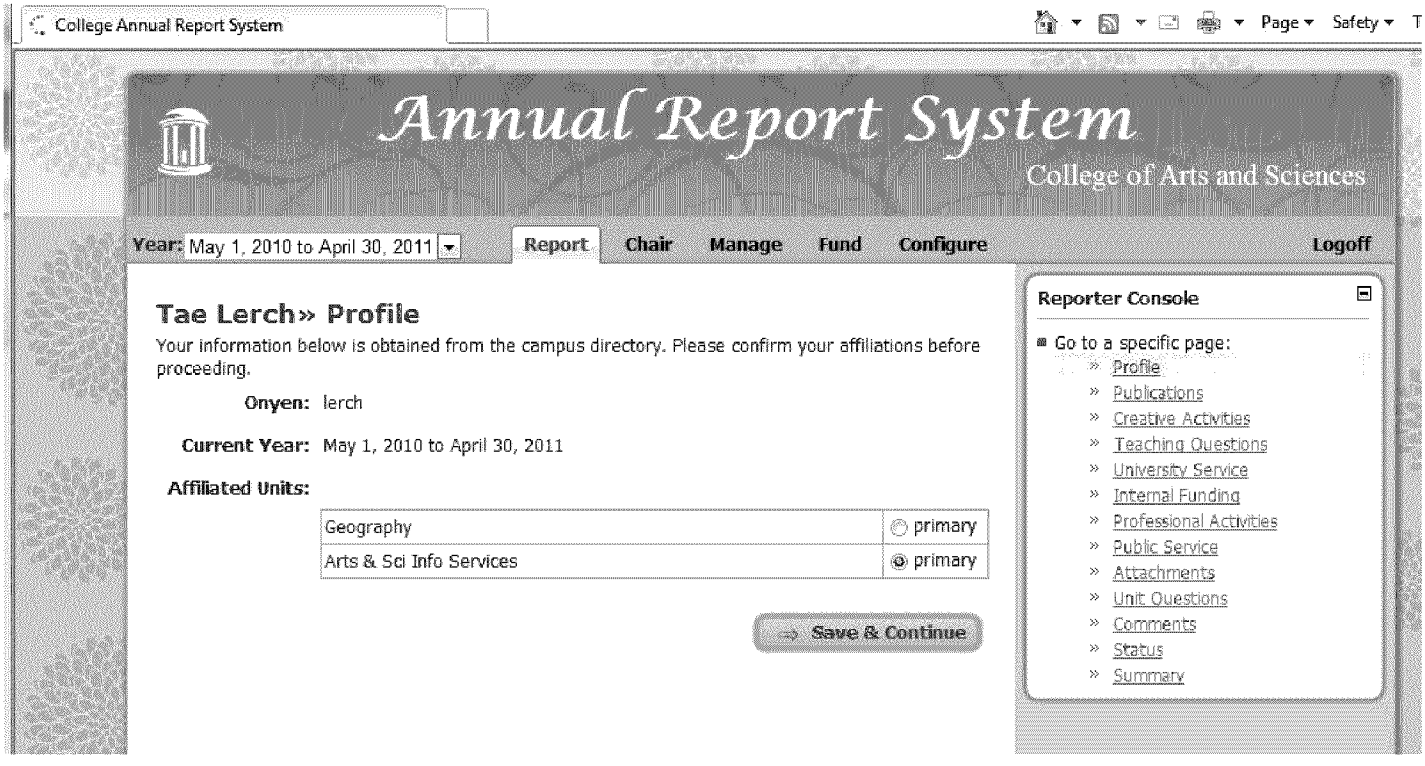

The profile page presents some information that you, the reporter, must verify. Make sure that the onyen, the current year and the home/primary department is correct. You can easily change your primary department with the radio buttons.

All departments in the "Affiliated Units" section will be able to view your report. You do NOT need to fill out a report for each department.

In the example above, the reporter with an onyen of lerch is doing a report for the 2010-2011 reporting period and is affiliated with 2 departments. Note how the OASIS department is selected as the primary.

College of Arts and Sciences: Annual Report System

System Navigation: getting around within the system

The faculty/reporter part of the system consists of several pages, all with the navigation buttons "Back" and "Save and continue". Choosing “Back” will save any changes and send you to the previous page. “Save and Continue” will save any changes and send the reporter to the next page.

Here is an example of what the buttons look like (keep in mind that these buttons are at the bottom of each report page):

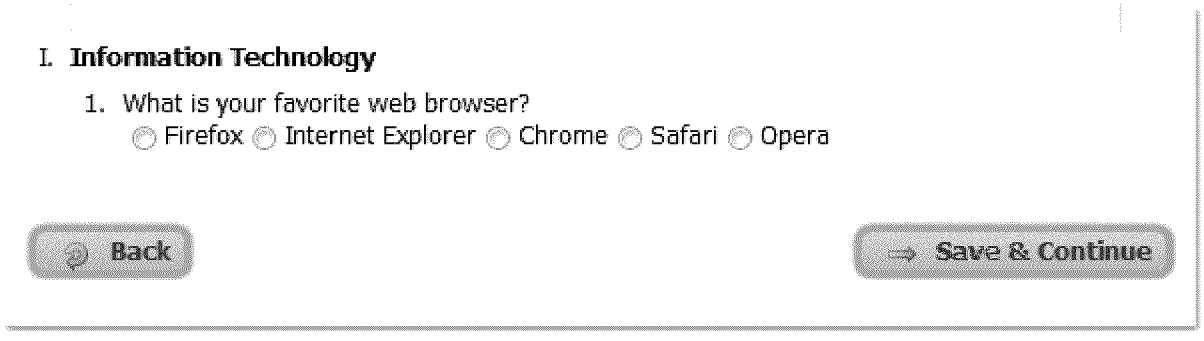

Sections of the report are also provided (right side menu) to navigate to any page within the report. Using these links will save the work you have already done on the current page.

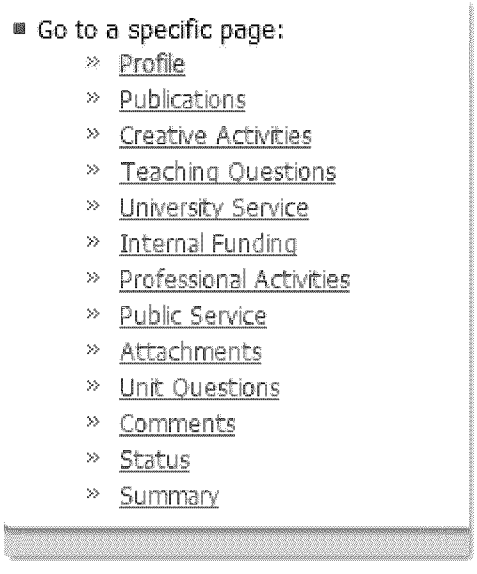

Session time out

The annual report system will logout automatically after 30 minutes of inactivity and your work will not be saved. Remember to save your work before moving to another task.

Also, a pop up dialog will appear when only 5 minutes remain:

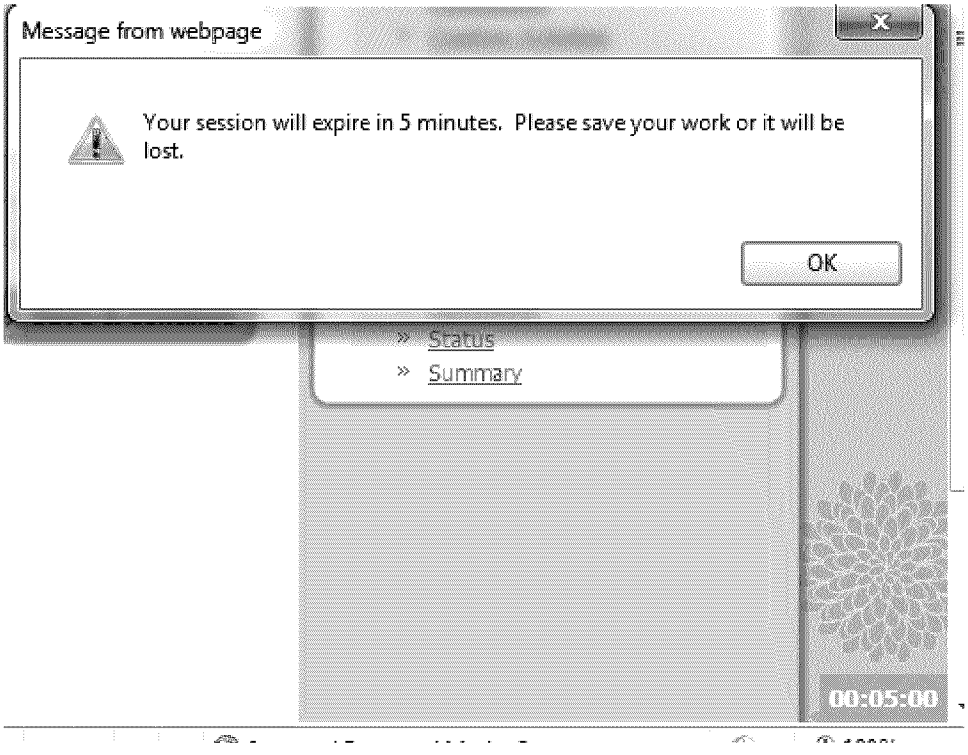

If you anticipate that an answer to a question(s) may take longer than 30 minutes, it may be necessary to draft the reply in a word process or text editor. Replies can be cut and pasted from the word processor.

College of Arts and Sciences: Annual Report System

Question Pages

The majority of the pages in the report system are in a question and answer format. Publications, creative activities, teaching, university service, internal funding, professional activities, public service, unit questions, and comments are all question/answer pages.

Replies to the questions are in one of several formats.

1. A small text box for numeric and short text answers (#6 below),
2. A larger, multi-line text box for more lengthy answers (#8 below), or
3. Radio button selections (#7 below).

6. Number of former graduate student coauthors:
   0
7. Did any undergraduates you supervise present or perform their work at an off-campus meeting or venue this year?
   ○ Yes ◉ No
8. If yes, please list the event(s) below with the names of the students below each event listed.

9. Did any undergraduates you supervise participate in an on-campus presentation/performance

Once the questions have been answered, you may click one of "Back" button, "Save and continue" button, or one of the direct-to-page links. Any of these will save your work.

Attachments Page

The attachment page allows you to attach uploaded files to your report. At this time, the only attachment required is your current CV, although your department may require other documents:

To add an attachment, click on the "(+) Add Attachment" link on the upper right hand side of the page. You will see the following:

Use the browse button to locate your CV file on your computer. Enter a description such as "My CV for 2010-2011" and then click the "Save" button. Please note that there is a limit on the size of the file you wish to upload of 2000 Kilobytes (2 Megabytes). This should accommodate most CVs in Microsoft Word or PDF format.

College of Arts and Sciences: Annual Report System

Status Page

The status page allows you to indicate whether or not you are have completed the annual report:

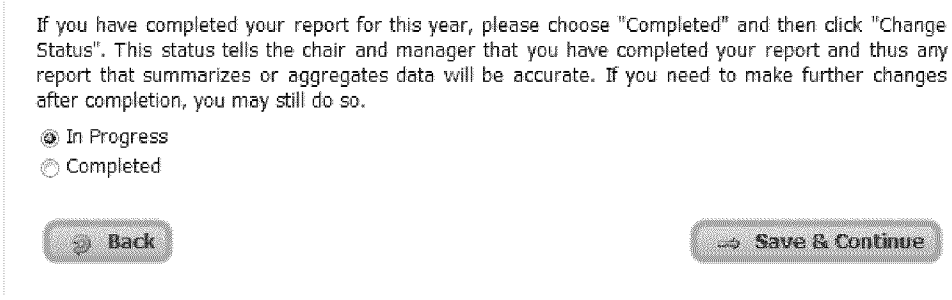

Click the appropriate choice of "In Progress" or "Complete" and then save the choice by clicking "Save and continue". This status is used to inform your department and the college that you are done with your report for the current reporting period. It should be noted that you are still able to make changes to your report even if it is marked as "completed". You may amend your report until the system closes according to the schedule released by the Dean's Office.

Summary Page

The summary page is a reporting page that summarizes all your input into the system for the given report period. An image/link is provided to download the summary in PDF format:

Click the image on the page to download a pdf version of your report. Your report summary is viewable online at anytime even when the reporting period is closed. The "save to pdf" option is provided in case you want a file/print version of your summary.

Getting Help

If a technical issue arises or if you have some question regarding the system, some links are provided near the bottom of every page in the system:

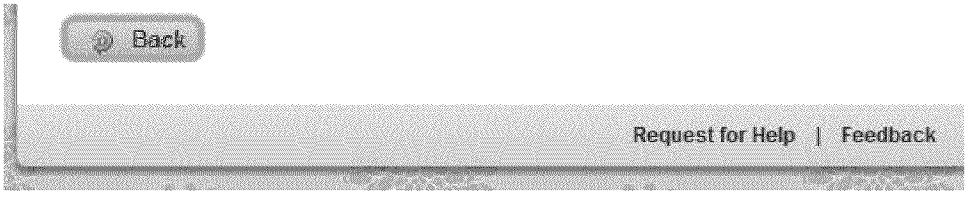

Clicking on the "Request for help" link will produce an email that is sent directly to us (Oasis). If you see an error message, please copy and paste it into the email along with some description of what you were trying to do (I typed in my response to the questions and clicked the save button and bam there's an error message). If you have a question on how to use the system please ask that in your email.

If you have feedback regarding the system itself, click the "Feedback" link. This will send an email to Oasis management who will address your comments or concerns.

Logging Off

A link is provided on the upper right hand corner of all pages. Clicking it will present you with a choice of "Quitting" or "Signing Out":

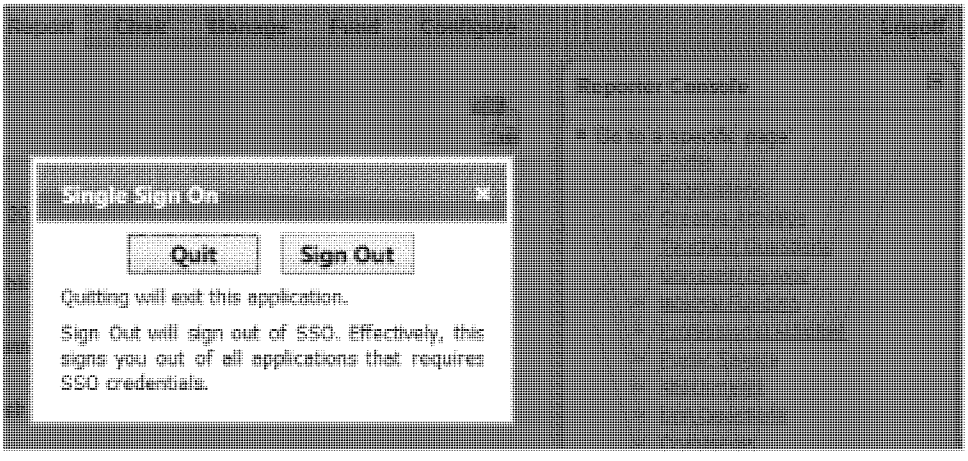

The distinction is explained in the box. The bottom line is that if you plan on doing some more work on the annual report system, choose "quit" instead of "sign out".

From:	bounce-28974800-38681987@listserv.unc.edu on behalf of WebEvent <webevent@unc.edu>
Sent:	Wednesday, April 6, 2011 11:03 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] WebEvent Reminder: Apr 11 - Last Day to Participate in Survey about Changing from Blackboard to Sakai

---

WebEvent Reminder

Title: Last Day to Participate in Survey about Changing from Blackboard to Sakai
Date: Monday, April 11, 2011
Time: Unspecified

Description: Important news about Blackboard to Sakai transition
Sakai will replace Blackboard as UNC-Chapel Hill's learning management system by December 2012. To make the transition as easy as possible for faculty and graduate student teaching assistants, ITS is asking for feedback as follows:
Please take this short survey (http://tinyurl.com/prefs) to select which semester you prefer to begin teaching with Sakai (you may begin as soon as Fall 2011) and your preferred method of Sakai assistance such as workshops and one-to-one consultations. The five-question survey closes on Monday, April 11.
Two information sessions are scheduled on Monday, April 4 at 10 a.m. in Peabody Hall 08 and on Monday, April 18 at 1 p.m. in Toy Lounge, Dey Hall.

Topics include a brief overview of Sakai, the migration timeline and support processes and an opportunity for questions, suggestions and ideas.

For more information on the transition from Blackboard to Sakai, please visit http://sakai.unc.edu/

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: JEN321@email.unc.edu.

From: Speagle, Allison M <speagle@email.unc.edu>
Sent: Thursday, April 7, 2011 11:46 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Cc: Gore, Travis <stgore@email.unc.edu>
Subject: final exam location-c

Hello,

This email is to inform that the location of your final exam has changed.

Your class:

AFRI 266.001

Regularly held on/at:

Wed at 4-6:50pm in PE 216

Has been relocated to:

PH (Phillips) 220

This change is ONLY for the final exam; not the rest of the semester. This class was moved due to room scheduling conflicts and has been relocated to a similar room. The exam will still be held at the regular exam time. Please make sure your students and anyone else involved with this class is aware of this change. If you have any questions please let us know. Thank you and have a good day.

Allison Speagle
Scheduling Specialist
Office of University Registrar, UNC-CH
SASB North, Suite 3209
Campus Box 2100
450 Ridge Rd
Chapel Hill, NC 27599
919-962-6093
919-843-8709- fax

From: azuka@africaresource.com
Sent: Thursday, April 7, 2011 3:42 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: inquiry about academic resource

Dear Prof Nyang Oro,

I have been trying to reach you. Do you have a moment tomorrow for a phone conversation?

Azuka

> Yes, I am the current Chair. What information are you seeking?
>
> _____
> From: azuka@africaresource.com [azuka@africaresource.com]
> Sent: Monday, February 28, 2011 10:24 PM
> To: Nyang Oro, Julius E
> Subject: inquiry about academic resource
>
> Dear Prof. Nyang'oro,
>
> I am trying to determine who I should speak with about Africa Knowledge
> Project?
>
> Are you the current chair?
>
> Azuka

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, April 7, 2011 8:17 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FORMAL NOTICE: Important Request to Check Your Directory Information

---

It is very important that your information is correct in the online campus directory which is part of ConnectCarolina, the University's integrated administrative system.

Because ConnectCarolina centralizes management of person information in one integrated system, any information in the directory is duplicated in all of the University's administrative systems (payroll, benefits, etc.).

The purpose of this email is to request that you check your addresses in the directory to ensure that the information is current and accurate. This request will be sent out to you on a quarterly basis.

You are requested to log-in to MyUNC (http://my.unc.edu) using your Onyen and password. Click on Update Personal Information to review and update your directory information, particularly your home and business addresses.

Your home and business addresses are explained below:

Home address: This is your "permanent" address; as such, your home address is the address where your benefits and tax forms (W-2, 1098T, etc.) will be sent. You can update your home address but you cannot delete it.

Business address: This is your University work address and, by virtue of University policy, is viewable by all. You can update your business address but you cannot delete it.

Privacy:
Any new or updated home address will be designated private unless designated to be public by you. You can make this change in the directory by logging in through the MyUNC portal and clicking Update Personal Information.

If you need help using the online campus directory, please visit the Help Desk's online help documentation: http://help.unc.edu/181 or contact the Help Desk at (919) 962-HELP (962-4357).

IMPORTANT
The 2010-2011 Printed Campus Directory was the last publication for the University of North Carolina at Chapel Hill. Directories in the print or CD form will no longer be available. Personal Information can continue to be accessed online at MyUNC (http://my.unc.edu). Department and Organization Information can continue to be accessed online at ITS Communication Technologies Department and Organization (D&O) Online Directory (http://www.unc.edu/dept_addr/).

Department and Organization (D&O) listings are maintained by ITS Communication Technologies and can be updated at any time throughout the year through coordination with our office. Updates cannot be changed online for D&O listings. Department administrators that require updates should contact ITS Communication Technologies by calling the ITS Help Desk at 962-HELP, or, by submitting an online Service Requisition (https://itsapps.unc.edu/telreq/).

Your time and effort is appreciated.

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United States Government Accountability Office

GAO

Report to Congressional Requesters

July 2005

COLLEGE TEXTBOOKS

Enhanced Offerings Appear to Drive Recent Price Increases

GAO-05-806

July 2005

GAO
Accountability · Integrity · Reliability

Highlights

Highlights of GAO-05-806, a report to congressional requesters

COLLEGE TEXTBOOKS

Enhanced Offerings Appear to Drive Recent Price Increases

Why GAO Did This Study

The federal government strives to make postsecondary education accessible and affordable, primarily by providing financial aid to students and their families. Given that nearly half of undergraduates receive federal financial aid, Congress is interested in the overall cost of attendance, including the cost of textbooks. We were asked to determine (1) what has been the change in textbook prices, (2) what factors have contributed to changes in textbook prices, and (3) what factors explain why a given U.S. textbook may retail outside the United States for a different price.

We received technical comments from the Department of Labor. The Department of Education had no comments. The National Association of College Stores generally agreed with the report's findings. The Association of American Publishers agreed with some findings but expressed concern about the data sources we used and the characterizations made by retailers and wholesalers regarding the impact of publisher practices on students. We carefully reviewed the data sources available on college textbook pricing and found the data we used to be the most complete and reliable data available for our purposes. Additionally, we sought perspectives from publishers, retailers, and used book wholesalers to ensure our characterization of the textbook industry was balanced and complete.

www.gao.gov/cgi-bin/getrpt?GAO-05-806.

To view the full product, including the scope and methodology, click on the link above. For more information, contact Cornelia M. Ashby at (202) 512-7215 or ashbyc@gao.gov.

What GAO Found

In the last two decades, college textbook prices have increased at twice the rate of inflation but have followed close behind tuition increases. Increasing at an average of 6 percent per year, textbook prices nearly tripled from December 1986 to December 2004, while tuition and fees increased by 240 percent and overall inflation was 72 percent. The cost of textbooks as well as supplies as a percentage of tuition and fees varies for first-time, full-time, degree-seeking students by the type of institution attended—72 percent at 2-year public institutions, 26 percent at 4-year public institutions, and 8 percent for 4-year private institutions.

Annual Percentage Increase in College Textbook Prices, College Tuition and Fees, and Overall Price Inflation, December 1986 to December 2004

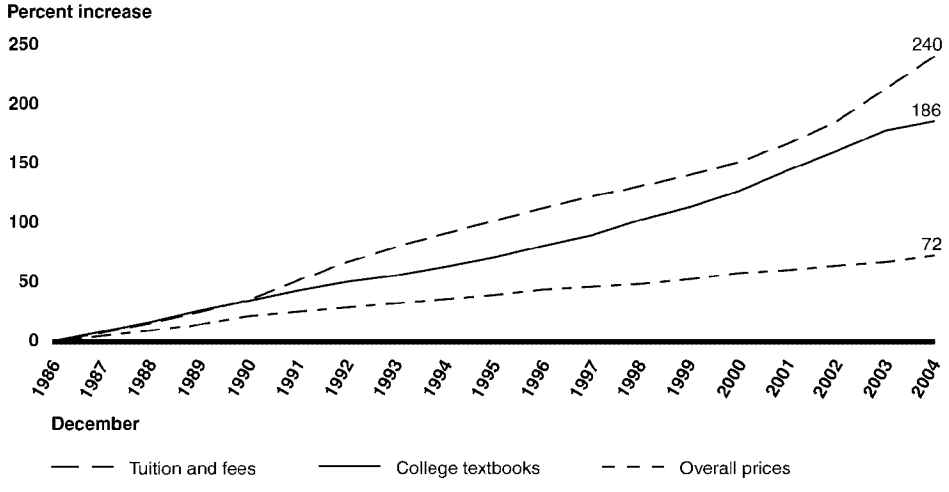

Source: Bureau of Labor Statistics.

While many factors affect textbook pricing, the increasing costs associated with developing products designed to accompany textbooks, such as CD-ROMs and other instructional supplements, best explain price increases in recent years. Publishers say they have increased investments in developing supplements in response to demand from instructors. Wholesalers, retailers, and others expressed concern that the proliferation of supplements and more frequent revisions might unnecessarily increase costs to students.

U.S. college textbook prices may exceed prices in other countries because prices reflect market conditions found in each country, such as the willingness and ability of students to purchase the textbook. While geographical barriers have historically limited the reentry of textbooks intended for international distribution back into the United States, known as reimportation, recent advances in electronic commerce have broken down this barrier. In response to concerns that the international availability of less expensive textbooks might negatively affect textbook sales, publishers have taken steps to limit large-scale textbook reimportation.

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Abbreviations

AAP	Association of American Publishers
BLS	Bureau of Labor Statistics
CPI	Consumer Price Index
IPEDS	Integrated Postsecondary Education Data System
NACS	National Association of College Stores

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GAO
Accountability * Integrity * Reliability

United States Government Accountability Office
Washington, DC 20548

July 29, 2005

Congressional Requesters

The federal government endeavors to improve access to and affordability of postsecondary education, primarily by providing financial aid to students and their families. Consequently, the overall cost of postsecondary attendance, including components such as tuition and textbooks, is of national importance because escalating costs can have negative effects on access and affordability. In academic year 2003-2004, students and their families spent over $6 billion on new and used textbooks.[1] Given that nearly half of undergraduates receive federal financial aid and the cost of textbooks is one component considered in making these awards, escalating textbook prices can impact federal spending. Because of the impact on access, affordability, and federal spending, recent reports of escalating textbook prices and instances in which publishers sell U.S. textbooks in other countries at lower prices have heightened congressional concern and raised questions about textbook pricing practices. You asked us to determine (1) what has been the increase, if any, in textbook prices? (2) what factors have contributed to changes in textbook prices? and (3) what factors explain why a given U.S. textbook may retail outside the United States for a different price?

To quantify the change in college textbook prices, the Department of Labor's Bureau of Labor Statistics (BLS) constructed for GAO's use a Consumer Price Index (CPI) data series that shows how the price of textbooks for consumers has changed since December 1986, the earliest date for which college textbook prices are available as part of BLS's research index. In drawing samples to compute price indices, BLS defines a textbook as any book required for a course, including books intended for general readership and packages containing the textbook and related supplements when the textbook alone has not been ordered. In order to put the price of a textbook into context, we examined the cost of tuition and fees to students and their families as tracked by the CPI since 1980. We also examined data from the Department of Education's (Education) Integrated Postsecondary Education Data System (IPEDS) to gain an

[1]National Association of College Stores, *2005 College Store Industry Financial Report* (Oberlin, Ohio: 2005).

understanding of the cost of textbooks and supplies (IPEDS does not disaggregate textbooks and supplies) for first-time, full-time, degree-seeking students during the course of an entire academic year, as estimated by postsecondary institutions, and the portion of the total estimated cost of tuition and fees that books and supplies represent. To determine what factors have contributed to the change in college textbook prices, we interviewed executives from five textbook publishers that account for more than 80 percent of new textbook sales; the three major national used textbook wholesalers; three companies that operate over 1,300 college textbook retail stores, or 29 percent of stores nationwide; the National Association of College Stores; the Association of American Publishers; the California and state Public Interest Research Groups; and various other industry experts. To determine what factors have led to differences in the price of some textbooks in U.S. and non-U.S. markets, we reviewed relevant economic theory and interviewed major industry players. Specifically, we spoke to representatives from textbook publishers, operators of textbook retail stores, and used book wholesalers to determine the extent to which books may be available in other countries at lower prices, and the reasons behind these price differences. A more detailed explanation of our methodology, including more information about our data sources, is in appendix I. We conducted our work between November 2004 and June 2005 in accordance with generally accepted government accounting standards.

Results in Brief

College textbook prices have risen at twice the rate of annual inflation over the last two decades, following close behind annual increases in tuition and fees at postsecondary institutions. Rising at an average of 6 percent each year since academic year 1987-1988, compared with overall average price increases of 3 percent per year, college textbook prices trailed tuition and fee increases, which averaged 7 percent per year. Since December of 1986, textbook prices have nearly tripled, increasing by 186 percent, while tuition and fees increased by 240 percent and overall prices grew by 72 percent. While increases in textbook prices have followed increases in tuition and fees, the cost of textbooks and supplies for degree-seeking students as a percentage of tuition and fees varies by the type of institution attended. For example, the average estimated cost of books and supplies per first-time, full-time student for academic year 2003-2004 was $898 at 4-year public institutions, or about 26 percent of the cost of tuition and fees. At 2-year public institutions, where low-income students are more likely to pursue a degree program and tuition and fees are lower, the average estimated cost of books and supplies per first-time,

full-time student was $886 in academic year 2003-2004, representing almost three-quarters of the cost of tuition and fees.

While there are many factors that affect textbook pricing, the price of textbooks has increased in recent years, according to experts we spoke with, as a result of the increase in costs associated with new features, such as Web sites and other instructional supplements. Other factors that affect pricing include production costs, availability of used books, and the demand for textbooks. Publishers say they have increased their investments in the development of supplements to meet the demands of a changing postsecondary market. For example, publishers we spoke with cited increases in part-time faculty who need additional teaching support as a key factor that has increased demand for instructional supplements. Publishers also said instructors are requesting more supplements, such as Web-based tutorials and self-assessment tools, to enhance student learning. However, wholesalers, retailers, and others suggest that while supplements may be of value to students, the increasing practice of packaging them with textbooks effectively limits the students' ability to purchase less expensive used books. Industry representatives and public interest groups also suggested that publishers are revising textbooks more frequently, and some expressed concern about the financial impact on students. Their concern is that more frequent revisions limit the opportunity students have to reduce their costs by purchasing used textbooks and selling their textbooks back to bookstores at the end of the term. While publishers generally agreed that the revision cycle for many books is 3 to 4 years, compared with 4 to 5 years that were standard 10 to 20 years ago, they said revisions were necessary to keep the materials current for faculty and to recoup their investments.

The price of a U.S. textbook may differ when the book is sold in other countries primarily because publishers price their textbooks in order to compete in local markets, and conditions exist that limit the resale of books from lower-priced markets back to the United States. Publishers told us that they produce textbooks primarily for the U.S. market and once they have incurred development costs, they can sell textbooks at a lower price in other countries because the cost of printing additional copies to sell outside the United States is relatively low. Publishers told us they price textbooks in other countries based on local market conditions, such as income levels, the extent to which students are required to purchase textbooks, and the availability of locally published textbooks. For example, publishers told us that some U.S. textbooks are priced lower in the United Kingdom because they must compete with locally produced textbooks that are less expensive. Price differences between the United

States and other countries persist because there are barriers that limit the reentry of textbooks into the United States. In some cases the cost of locating lower-priced textbooks and shipping them to the United States would result in a higher cost than purchasing them in the United States. In other cases, purchases are restricted by agreements between publishers and foreign distributors. For instance, some publishers told us that their agreements with one online retailer outside the United States limit the number of copies that can be shipped back to the United States.

We provided copies of a draft of this report to the Department of Labor and the Department of Education for review and comment. The Department of Labor provided technical comments on the use of its CPI data, which we incorporated as appropriate. The Department of Education did not have any comments. We received written comments from the National Association of College Stores (NACS) and the Association of American Publishers (AAP), the trade groups representing the companies we interviewed for this study. NACS generally agreed with our findings, stating that the report accurately portrayed the textbook industry. AAP agreed with some findings in the report, but expressed concern with respect to the data sources we used in our analyses and with characterizations provided by retailers and wholesalers on the impact of publisher practices on students. We carefully reviewed the data sources available on college textbook pricing, and found the data we used to be the most complete and reliable data available for our purposes. Additionally, we sought perspectives from publishers, retailers, and used book wholesalers, to ensure our characterization of the textbook industry was balanced and complete. Both NACS and AAP also provided technical comments, which we incorporated where appropriate.

Background

The college textbook market is complex, comprised of many publishers, retailers, and used book wholesalers. Textbooks include new and used books and can be combined with supplemental learning materials. Figure 1 illustrates the typical life cycle of a textbook and the roles of publishers, instructors, bookstores, wholesalers, and students.

Figure 1: The Typical Life Cycle of a College Textbook

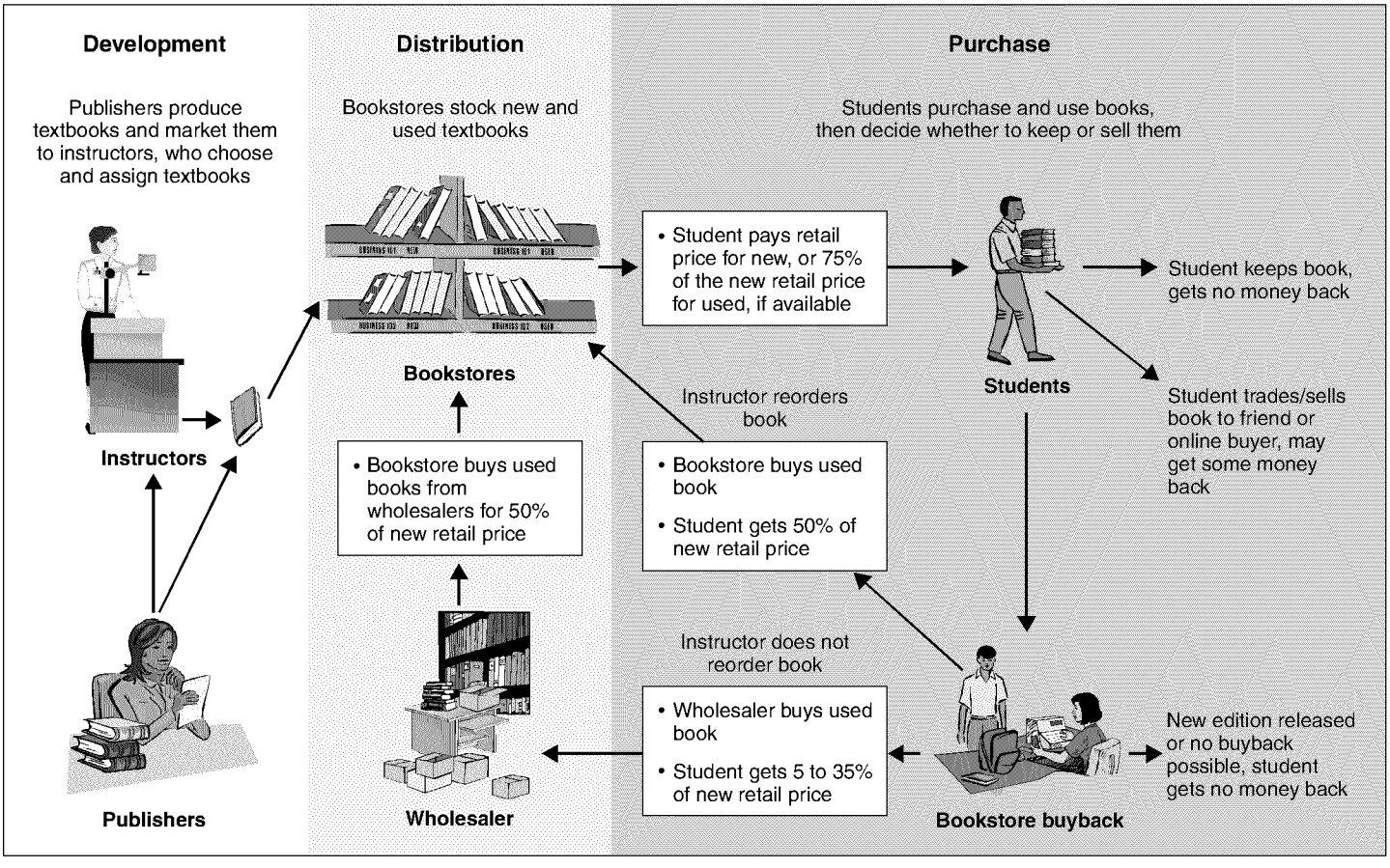

Source: GAO analysis (presentation). Art Explosion and Clipart.com (images).

Publishers develop and produce textbooks and accompanying materials for instructors and students. While there are hundreds of college textbook publishers, there has been substantial industry consolidation in recent years, with sales at five of the largest publishers representing over 80 percent of the market in 2004. Because developing a textbook involves a significant investment of time and resources, publishers carefully consider the potential risks and rewards before publishing a new textbook. Publishers consider market needs, including the size of the market and competing products. They also consider how the textbook would fit into their existing portfolios because they are more likely to publish in subject areas that complement successful existing textbooks. For example, a publisher that has successful textbooks for calculus might want to develop a textbook in an adjacent area like statistics. Publishers

may also consider what value they can add by publishing a given textbook to move beyond reproducing what is already available in the market.

Publishers direct their marketing efforts at instructors, and sometimes academic departments that make the decision about the course materials they will use and ultimately require their students to purchase. Publishers employ sales representatives who often call on instructors in person to discuss product options and provide instructors with free sample textbooks and instructional materials for consideration. Publishers also market their products at professional conferences and meetings, as well as through targeted mailings. Sales representatives typically receive a base salary and have the opportunity to earn commissions based on the volume of new course materials that are sold. They receive no compensation for materials that students purchase used.

College textbook retailers collect information about the materials instructors have selected for their courses and stock them for student purchases. Located both on and off campus, college textbook retailers are made up of a diverse group of businesses including independent booksellers, campus cooperatives, and large retail chains. The National Association of College Stores reports that about half of college textbook stores are owned by the postsecondary institution they serve and one-third are operated through lease agreements by outside companies. The companies that operate stores on college and university campuses through lease agreements typically pay a commission based on the total volume of sales to the postsecondary institutions in lieu of rent. It is not uncommon for the colleges and universities that contract with them to limit the margin on textbooks.

As bookstores receive information from instructors on the books required for the upcoming term, they determine the number of textbooks to order based on factors such as estimated enrollment and previous sales. Even with information on the number of students enrolled in the class, it can be difficult to estimate the number of books students will buy because many colleges and universities are served by more than one bookstore and students may also obtain textbooks from a variety of other sources. According to the National Association of College Stores, over 900 postsecondary institutions are served by multiple bookstores, with over 70 bookstores serving the 10 largest colleges and universities. Additionally, because students now have the opportunity to purchase their textbooks via the Internet from online retailers, no bookstore is without competition.

Retailers also attempt to make used books available to students, recognizing that many students prefer to purchase used books because they are generally less expensive. Bookstores generally buy as many used textbooks from their students as possible and then turn to used textbook wholesalers to obtain additional copies. However, the demand for used textbooks is much greater than the available supply, which is estimated to be between 25 and 30 percent of all textbooks in the market. The ability of bookstores to make used books available depends, in part, on how early they are aware an instructor will use a certain title. Receiving an order for a textbook by the end of a term increases the ability bookstores have to purchase used textbooks, particularly if the book is currently being used and they can buy back the book directly from students who have finished using it. Once the supply of used books has been exhausted, bookstores complete their orders with new textbooks from publishers. When instructors require new editions or materials that publishers have customized specifically for their course, bookstores must rely exclusively on publishers to fulfill their orders.

Wholesale companies facilitate the circulation of used textbooks by purchasing used books from retailers and directly from students to distribute to other retailers in need of used textbooks. Three major wholesale companies distribute textbooks nationally, and several smaller wholesalers distribute textbooks in specific regions of the country. Two of the national wholesalers also operate retail bookstores, and the other is tied to a retail chain through common ownership. Wholesalers have developed a complex model for determining the wholesale value of any given textbook based on factors such as demand, the available supply, and when a new edition is likely to be released. Because the supply of used books is limited and demand is high, wholesalers rank retailers in order to determine which will get first priority in receiving the used books they desire. Generally, national wholesalers give first priority to retailers that supply them with the most used books and do not return many of the books they purchase. To encourage bookstores to supply used books, wholesalers pay a commission and cover the cost of shipping the books to their warehouses.

While students have little choice over which textbooks they must purchase, they have some choice in where they buy their textbooks. Many campuses are served by multiple bookstores, and students may also be able to obtain their books through book exchanges on their campus. Advances in technology have allowed students to bypass traditional textbook outlets with expanded purchasing options online. A local bookstore may provide convenience, speed, and return options, while

online retailers and student-to-student exchanges may offer lower prices. In some cases, textbooks meant to be sold in international markets at lower prices are also available to U.S. students through online retailers.

In addition, students can sometimes offset their costs by selling back their books at the end of the term. Generally, if a book is in good condition and will be used on the campus again, bookstores will pay students 50 percent of the original price paid. If the bookstore has not received a faculty order for the book at the end of the term and the edition is still current, bookstores may offer students the wholesale price of the book, which could range from 5 to 35 percent of the new retail price. This practice allows bookstores to provide an added service to students while supporting the national availability of used books. Students can also sell their books online to a wholesaler or to an individual. However, if a new edition of the book is forthcoming, students would not generally be able to sell back the book.

College Textbook Prices Have Grown at Twice the Rate of Inflation, Trailing Annual Tuition Increases

College textbook prices have risen at double the rate of inflation for the last two decades but have followed the trend of tuition increases at postsecondary institutions. The average growth in college textbook prices has been 6 percent per year since academic year 1987-1988, ranging from 4 percent in 1993-1994 to 9 percent in 1989-1990.[2] Meanwhile, tuition and fees have increased at an average of 7 percent per academic year during the same period, while overall price increases averaged 3 percent per academic year. Not only have textbook prices steadily increased each year, but the overall change in textbook prices has been substantial. According to a BLS research series on the CPI for college textbooks shown in figure 2, prices in December of 2004 were 186 percent higher than they were in December of 1986, the first month in which data were available, compared with a 240 percent increase in the cost of tuition and fees at colleges, universities, and professional schools.[3] Overall price inflation was 72 percent during the same time period.

[2]An academic year is defined as September through August for this analysis.

[3]The CPI measures the average change over time in the prices paid by urban consumers for consumer goods and services, and the CPI for college textbooks measures the average change over time of the price that students and their families pay for college textbooks.

Figure 2: Annual Percentage Increase in College Textbook Prices, College Tuition and Fees, and Overall Price Inflation, December 1986 to December 2004

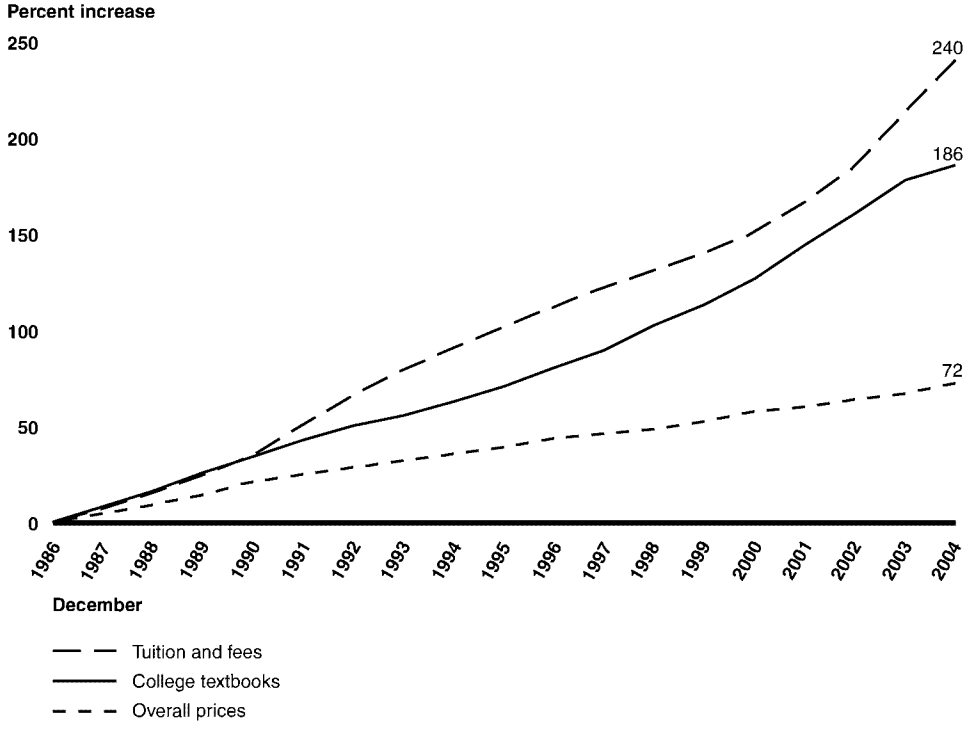

Source: Bureau of Labor Statistics.

Note: Data have not been seasonally adjusted.

With certain publisher packaging practices, supplementary products may sometimes be included in the price of the textbook for this index, but it is not possible with available data to determine the extent to which these practices may have contributed to price increases. The prices collected for BLS's textbook index represent new college textbook prices at colleges, universities, and professional schools at which textbooks are required.[4] Because only the price of the textbook is collected, the prices of any supplementary materials that may be available are typically not reflected

[4]Although only new textbook prices are collected, standard industry pricing practices generally result in used book prices tracking the movement of new book prices. Wholesalers and retailers agree that the standard pricing practice for used books is to assign a price that is equal to 75 percent of the new price of the same book, so that if the new book price increases by 3 percent, the used book also increases by 3 percent.

in the index. However, if the textbook is only available at the bookstore in combination with some other course material—a practice commonly referred to as bundling—then the price of the entire bundle is collected. Officials at the Bureau of Labor Statistics told us that the practice of bundling has become increasingly prevalent in recent years. However, they told us it is not possible to determine with the information available the extent to which bundling may have contributed to increases in college textbook prices. For more information about the methodology used for constructing this index, please refer to appendix I.

Increases in college textbook prices were particularly high for the academic years 1989-1990 and 2001-2002, at 9 percent and 8 percent respectively. Since 2001-2002, the growth in textbook prices has been slowed, increasing by 5 percent in 2003-2004. Appendix II contains more details on average annual changes in textbook prices.

While increases in textbook prices have not followed far behind hikes in college tuition and fees, the cost of textbooks and supplies as a percentage of tuition and fees varies for degree-seeking students attending different types of institutions. According to data from Education's Integrated Postsecondary Education Data System, first-time, full-time students attending 4-year private, nonprofit colleges were estimated to spend $850 for books and supplies in their first year, or 8 percent of the cost of tuition and fees during academic year 2003-2004, as shown in figure 3.[5] In contrast, first-time, full-time students paying in-state tuition at 4-year public colleges or universities were estimated to spend 26 percent of the cost of tuition and fees on books and supplies, or $898, during the same period. At 2-year public colleges, where low-income students are more likely to begin their studies and tuition and fees are lower, first-time, full-time students are estimated to spend 72 percent of the cost of tuition and fees on books and supplies.[6] Specifically, 2-year public colleges estimated that their first-time, full-time students would spend about $886 in 2003-2004 on books and supplies. In 2002-2003, the last year for which

[5]We did not validate the methodology the institutions used to derive these estimates. These estimates are gross, that is, they do not estimate what students might receive if they resell their books. Because retailers may pay up to 50 percent of the retail price for used textbooks, students' net costs may be reduced substantially. Also, while these figures include the cost of supplies, we cannot disaggregate those cost from the totals. More detail on Education's definition of supplies is in appendix I.

[6]Estimates for 2-year students are for students who are legal residents of the locality in which they attend school and thus receive any reduced tuition charges that may be offered by the institution.

enrollment data are available, students attending 2-year public colleges represented 42 percent of all postsecondary students.

Figure 3: Estimated Cost of Textbooks and Supplies as a Percentage of Tuition and Fees, Academic Year 2003-2004

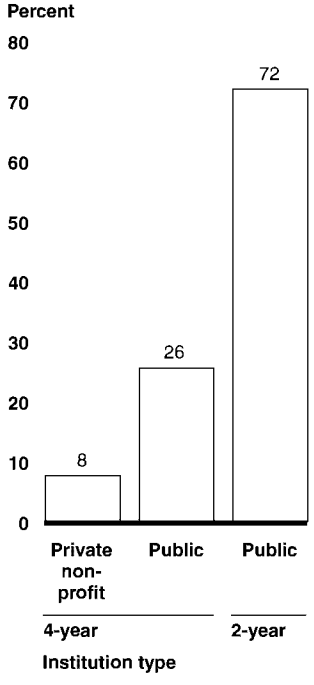

Source: Department of Education.

Publisher Investments in New Products Have Contributed to Increases in Textbook Prices

While publishers, retailers, and wholesalers all play a role in textbook pricing, the primary factor contributing to increases in the price of textbooks has been the increased investment publishers have made in new products to enhance instruction and learning according to industry executives we interviewed. In particular, publishers point to the high cost associated with the development of technology applications that supplement traditional textbooks. Publishers told us they have made these investments to meet changing needs of higher education, such as the increase in part-time faculty who require greater instructional support and supplements that will enhance student learning of the subject matter. While wholesalers, retailers, and others do not question the quality of these materials, they have expressed concern that the publishers' practice of packaging supplements with a textbook to sell as one unit limits the opportunity students have to purchase less expensive used books. Additionally, wholesalers, retailers, and others have expressed concern

about how certain publisher practices, such as revising textbooks more frequently and increasing the availability of custom publishing options for instructors, have affected their ability to help students save money by providing used textbooks and buyback services.

How Textbooks Are Priced

Publishers set the net price, or the price bookstores pay publishers to obtain the textbook, based on development and production costs, expected sales, and competition from comparable products available in the market. While the amount spent on development and production varies across publishers and specific titles, the publishers to whom we spoke underscored the substantial investments they make before a single textbook is sold. These include the cost of author advances, the development of content for the textbook and supplements, copyrights and permissions for illustrations and photographs, along with the cost of typesetting and printing enough copies to provide sample copies and cover expected sales.

In estimating expected sales of textbooks, publishers must consider the size of the overall market for a given textbook, the amount of market share they can reasonably capture based on the availability of competing products, and the availability of used books in subsequent years. The publishers we talked to focus heavily on publishing textbooks for introductory-level courses because the market is larger, even though competition for market share tends to be greater. Publishing in smaller markets can still be attractive, though, according to one publishing executive, because publishers may be able to attain greater market share, as there are generally fewer competing titles. Regardless of the market for a particular textbook, publishers told us that new textbook sales are highest in the first year an edition is available, with sales declining each year as the supply of used books becomes greater.

Publishers told us that they must price their textbooks based on what similar textbooks in the market are selling for, even if it will not generate enough revenue to offset their costs or they could lose sales to more competitively priced products. As a result, publishers noted that textbooks may not realize a profit in the first year of publication. Publishers told us that they are willing to take this financial risk because of the long-term rewards they expect for successful textbooks.

While each college store determines its own pricing model, many utilize a similar approach for determining the price of new and used textbooks. Bookstores set the retail price to ensure a certain percentage of the selling

price goes to the bookstore. This percentage, commonly referred to by retailers as the margin,[7] covers bookstore costs and may allow the store to realize a profit. While the margin may vary at different individual bookstores, the average margin on new college textbooks among stores reporting to the National Association of College Stores is about 23 percent.[8] The margin on used textbooks, however, is typically higher. Used textbook prices are directly linked to new textbook prices as retailers and wholesalers typically follow a traditional pricing practice. According to this practice, retailers purchase used books from wholesalers at 50 percent of the new retail price and in turn charge students 75 percent of the new retail price to purchase the book. This pricing practice results in a 33 percent margin on used books for bookstores. Table 1 illustrates the typical pricing practice for a new and used textbook. College bookstores justify higher margins on used textbooks based on increased inventory risks and resources involved in preparing the books for resale.[9]

Table 1: Illustration of Typical Textbook Pricing Practice for $100 Publisher-Priced Book

	Net price	Retail price	Price increase	Margin (price increase ÷ retail price)
New textbook	$100	$129	$29	23%
Used textbook	$65	$97	$32	33%

Source: GAO analysis.

Note: Prices rounded to the nearest dollar.

[7]Two terms, *markup* and *margin*, are commonly used to describe the difference between the net (or publisher) price and the retail price of textbooks. Publishers commonly refer to the markup, or the price increase relative to the publisher price, while college bookstores typically refer to the margin, the percentage of the retail price that they keep.

[8]National Association of College Stores, *2005 College Store Industry Financial Report* (Oberlin, Ohio: 2005).

[9]For example, buying back books from students represents an inventory risk because it requires a substantial financial investment, which bookstores cannot recoup until they sell the books to another student or a wholesaler.

Publishers Have Developed New Product Options to Meet Perceived Needs of Instructors and Students

The factors that publishers consider in determining the price of their textbooks has not changed over time, but the nature of offerings from higher education publishers has changed in recent years. Publishers say they have invested heavily in developing additional textbook supplements for instructors and students, particularly resource-intensive technology applications, and ensuring that the content they provide is updated with the most current pedagogy and examples. Publishers told us they are making these investments in response to the changing needs of the higher education community and to remain competitive in the marketplace. While supplements are not new, publishers told us the number and variety of supplements available for a given textbook have increased substantially in the last 10 years.

Even though there has been widespread consolidation among textbook publishers over the last 20 years, publishers characterized the textbook market as intensely competitive and said this competition drives what products they offer and ultimately how they price their textbooks. Because the adoption process in which instructors select the textbooks and materials they wish to use in their courses is central to ensuring sales, publishers told us that they focus their efforts on developing textbooks and accompanying materials that will meet the diverse needs of instructors and their students. To ensure their products are appealing to instructors, publishers say they must offer a wide range of materials that accommodate a variety of teaching and learning styles. Publishers fear that if they are unable to keep up with offerings of their competitors they will lose adoptions and ultimately market share. One industry analyst we spoke to speculated that the consolidation of publishers and a lack of new entrants are largely factors of the enormous investments required to compete in the marketplace. The analyst said that by consolidating, publishers may gain economies of scale and spread their overhead and other costs across more titles.

Publishers say the investments they are making in product development are largely in response to changes in higher education that have resulted in publishers playing a more central role in facilitating instruction and learning. For example, publishers have always provided no-cost instructional supplements to help faculty teach their courses, but these offerings have intensified in recent years. In particular, publishers told us that the increased demand for instructional technology applications has resulted in high development costs. They say that since the advent of the Internet, postsecondary institutions have made substantial investments in technology and increased their expectations for instructors to make use of technology in the classroom. In response to this demand, publishers have

invested millions of dollars in developing content that can be delivered via technological applications, such as Web sites and CD-ROMs, to accompany their textbooks. Some of these applications are designed to help instructors be more effective in the classroom, while others are intended for student use to enhance their learning of the material.

Publishers told us that they have tailored their instructional supplements to enhance instructor productivity and teaching, largely to meet the needs of instructors in an environment of funding cuts. Publishers say tools designed to enhance instructor productivity are in demand because reductions in the number of teaching assistants available to help instructors have increased the administrative burden for instructors. For example, publishers have developed online homework and quizzes that allow instructors to track student progress quickly, saving instructors time. The homework and quizzes students complete online can be graded immediately to provide both the instructor and students with immediate feedback on performance. The need for greater teaching support is another area in which publishers told us there has been increased demand, stemming largely from a reduction in the employment of full-time tenure track faculty at institutions across the country. Publishers say they are now providing more extensive curricular support including lesson plans, homework sets, multimedia lectures, and even workshops on specific teaching approaches. While these materials are provided at no cost to instructors, the cost of developing them is built into the price of the textbook.

Publishers also described a wide array of supplements that faculty can adopt that are intended to enhance student learning and success in the course. Publishers say there is a growing demand for these products because the number of students who are unprepared for college-level work has been increasing. Student supplements are either sold separately or bundled with the textbook, but the bulk of the development costs are typically built into the price of the textbook, according to publishers. While publishers produce print supplements, such as study guides and solutions manuals to accompany their textbooks, technology content represents the area in which publishers say they are investing more substantially. For example, one publisher told us the company had invested over $1 million in the development of a CD-ROM that provides three-dimensional images to enhance learning in anatomy. In the short term, these investments are very costly for publishers, but publishers are predicting increased demand for these products over time, with more content delivered digitally. Electronic content is appealing to publishers because sales of these products would be less affected over time by the

used textbook market than print products, which can more easily be bought and sold in the used textbook market. Specifically, passwords to restricted access Web sites cannot be resold, and there is no national used market for other types of electronic products, such as CD-ROMS and software, because retailers and wholesalers cannot easily verify that the products are functional once they have been used.

Wholesalers, Retailers, and Others Express Concern That Some Publisher Practices May Unnecessarily Increase Costs to Students

Wholesalers, retailers, and some public interest groups acknowledge that publishers are making substantial investments to develop textbooks and supplementary materials, but they have expressed concern about the impact some publisher practices may have on student costs. In particular, they think some of the strategies employed by publishers, such as bundling textbooks with supplements and revising textbooks more frequently, may limit the ability students have to decrease their costs by purchasing less expensive used textbooks.

Concerns about Bundling

Wholesalers, retailers, and some public interest groups agree that there has been a proliferation of supplements in recent years, and they have expressed concern about the increasing practice of selling supplements and textbooks bundled together in a package. While wholesalers and retailers do not question the quality of these materials, they suggest the practice of combining these supplements with textbooks limits students' ability to reduce their costs by purchasing less expensive used books and choosing which, if any, supplements they want to purchase. Retailers told us that when bundling started becoming more common, it became difficult for them to obtain supplements separately from publishers to provide students the option of buying a used book and selected supplements. Though publishers say that most supplements are now available separately, retailers said that because publishers often discount bundles, most of the savings students could expect from purchasing a used textbook would be negated if they bought the supplements separately. For example, a new book may be bundled with an access code to a companion Web site at no additional cost to the student. Students who choose to buy a less expensive used textbook will have to purchase the access code separately, but the combined cost of the used book and the access code will be similar to the price of the new course materials sold in a bundle. One retailer also noted that publishers assign every product a unique identification number, whether sold individually or bundled. Because the identification number for a bundle varies based on the specific combination of materials included in the package, the retailer told us it can be difficult to identify the individual components in the bundle to order them separately from publishers or, when available, through the

used textbook market. Publishers note, however, that the standard industry practice of assigning each bundle a unique identification number is intended to make it easy for students, retailers, and wholesalers to obtain a complete description of the bundle's contents by entering the identification number online.

Publishers told us that textbook sales representatives work to identify materials that will best meet a given instructor's needs and generally bundle course materials with the textbook when the instructor desires it. However, retailers said that instructors are often unaware that the course materials they selected will come bundled, based on routine follow-up discussions that stores have had with instructors. Retailers told us that many instructors want the supplements to be available for their students but also want students to have the option of buying a used book. However, some publishers say that the discounts available on bundles are a selling point with instructors, along with the assurance that students will purchase the correct course materials.

While publishers typically allow retailers to return new textbooks that are not sold without penalty if the textbooks are in new condition, when course materials are bundled together they can be returned only if the seal is unbroken. Retailers explained that their stores offer generous return policies to accommodate students who, for example, buy the wrong course materials or drop a course. If a student has broken the seal of the bundle, retailers say they will not be able to return the materials to the publisher for a refund. One retailer told us that its stores will generally accept returns of unsealed bundles to minimize ill will with students but that they would have to absorb the return as a loss.

Some publishers acknowledged that there has been resistance to the practice of bundling, and some told us they are now more carefully considering when bundling may be appropriate. While the practice is designed to provide students with greater value, publishers understand that students must perceive that value for a bundle to sell. Publishers say they are also beginning to understand that as students may be sensitive to high prices, they must strike a balance between quality and price. For example, one publisher provided an example of a bundle that did not sell well because the number of components increased the price beyond what students were willing to pay. While the publisher knew that the textbook and the individual components would retail separately for much more, students perceived the price as too high. Publishers also told us that bundling is most effective when instructors make use of all the materials included in the bundle and stress their importance to students. Publishers

understand that when students spend money for course materials that are never used they may perceive the purchase as unnecessary.

Concerns about the Frequency of Revisions

Industry representatives and some public interest groups also suggested that publishers are revising textbooks more frequently, and some expressed concern about the financial impact revisions have on students. Retailers and wholesalers told us that because instructors typically use the most current edition of textbooks in their courses, the previous edition becomes obsolete once a new edition is released. Once retailers and wholesalers learn of a pending new edition, typically several months in advance of the release date, they said the buyback value drops rapidly to zero. Once a new edition is released, retailers say they generally cannot buy back an old edition from students, a practice that helps students reduce their costs.

Publishers agreed that the revision cycle for many books has accelerated over time, but most said that it has been stable in recent years. While textbook revision cycles can vary based on several factors, such as the level of the course and the discipline, publishers told us that textbooks are generally revised every 3 to 4 years, compared with cycles of 4 to 5 years that were standard 10 to 20 years ago. Publishers say that the revision cycle is driven by instructors who want the most current material and may seek products from competitors if they are unable to meet the demand. Publishers cited a recent poll of 1,029 college professors commissioned by the Association of American Publishers that found that 80 percent of those polled think it is important that the material in the textbook be as current as possible.[10] However, this may not be universal across disciplines. For example, over 700 mathematics and physics instructors from 150 universities across the country have petitioned one publisher to delay revisions until there have been substantial changes in content or teaching methods that merit revision.[11]

Publishers noted that while not every revision results in substantial content changes, revisions must also be made for other reasons, such as changing teaching methods. For example, one publisher cited a teaching

[10]Zogby International, *The Attitudes of College Faculty on the Textbooks Used in Their Courses* (Utica, New York: December 2004).

[11]As part of the state Public Research Interest Group's efforts to advocate for lower prices for students, a number of faculty members signed a letter dated April 2004 calling on one publisher to change certain practices.

approach from the 1980s that has regained popularity in calculus. Revisions may be based on current events, such as including recent accounting scandals in textbooks for business law and ethics courses, or recent elections in political science textbooks. Publishers told us that changes in industry standards that are relevant to a discipline may also necessitate out-of-cycle revisions or updates, such as pronouncements issued by the Financial Accounting Standards Board for accounting textbooks.

Some wholesalers and retailers think that the revision cycle for some textbooks has the effect of limiting the used market. For example, retailers and wholesalers have observed that books for introductory-level classes are on a shorter revision cycle than other books, possibly because there is a greater supply of used books, as students are less likely to keep them. One publisher we talked to said that books for introductory classes are typically revised more frequently because demand for current content and technology applications is greater in these courses. Most publishers maintain that their decisions to revise a book are based on factors other than sales patterns. However, one publisher we spoke with said that the current revision cycle at the company is tied to the pattern of sales revenues, which all publishers agreed decline the longer the textbook is on the market and more used copies become available. Publishers estimated that in the second year of an edition they might sell 25 percent to 70 percent of the textbooks that were sold in the first year, depending on level and discipline. Moreover, publishers say that they count on textbook revisions to recoup the initial investment costs of developing the textbook. They told us that first-edition textbooks are highly risky and that only about 20 to 30 percent of their first-edition textbooks are ever revised. However, they said that they are willing to take on this risk based on the long-term rewards they expect to receive from successful textbooks that are revised.

Concerns about Other Publisher Practices

Wholesalers, retailers, and some public interest groups have also raised concerns about other publisher practices that may limit students' ability to purchase used textbooks, such as custom publishing, which allows instructors to customize their course materials by adding or deleting chapters from a single textbook or multiple textbooks. According to publishers, technological advances have made the practice more cost-effective and the adoption of custom materials has been increasing. Publishers say that custom publishing appeals to instructors because it allows them to consolidate material from multiple sources into one textbook for their students. Publishers also think it provides students with good value because instructors are more likely to use all of the material

they select. Because the price of custom publishing is based on the content, the price of custom textbooks may be lower than for a traditional textbook, according to publishers. For example, students might pay less for one custom textbook than they would for several books the instructor might have required if customization was not available. Some publishers also observed that sales of custom materials tend to be better because instructors are committed to using all of the material, and there is no national used textbook market for them.

Retailers and wholesalers said that because there is no resale market for a given custom textbook outside the campus where it was originally used, students may lose out on the ability to save money by buying used books and selling them back at the end of the term. One retailer expressed particular concern about a few specific instances in which textbook covers had been customized with the mascot or logo of a specific institution, but the content of the textbook was the same. Because these textbooks are designed for a specific campus and have a unique identification number, there is no national used market for them. In addition, retailers say that publishers place strict return limits—typically 10 percent—on custom textbooks, even though traditional textbooks are usually fully returnable to the publisher. As a result, retailers say that they have to carefully balance their commitment to carrying an adequate supply of custom materials for students against the risk of exceeding the return limit if they do not sell enough copies.

Wholesalers, retailers, and others are also concerned about the long-term cost implications for students that may result from publisher practices to provide lower-cost alternatives to the traditional textbook. Among these alternatives are loose-leaf textbooks that are designed to be placed in a binder and electronic textbooks that are available for purchase online. While these options may save students money initially, wholesalers and retailers are concerned about the long-term cost implications for students. For example, students may initially pay less for a loose-leaf textbook than they would for a textbook that is bound, but wholesalers and retailers said students would be unable to sell a loose-leaf book back because it is not possible to determine whether all the pages are intact. With electronic textbooks, students may pay about half of the price of a new textbook for password-protected access to an online version of the textbook. Until the password expires, students can access the textbook as many times as they wish, either reviewing the chapters online or printing a hard copy. Some public interest groups initially embraced the idea of electronic textbooks but now point out that students may run into technical difficulties if they have to rely on Internet access. Additionally, because access to the

textbook may expire, students may not have the option at the end of the term to keep the textbook. According to publishers, electronic textbooks have not caught on with students, and sales of these products have been unsuccessful.

The Price of U.S. Textbooks Sold in Other Countries Varies according to Local Market Conditions

College textbook prices in the United States may exceed prices in other countries because textbook publishers assign prices that reflect the market conditions found in each country. The demand for textbooks can vary across countries because of, for example, differences in income levels or in the classroom role of textbooks. Publishers typically incur substantial costs in order to develop textbooks, but once these development costs have been undertaken, the additional cost of producing more copies is quite low. As a result, a publisher may be able to profitably sell textbooks in one country at prices that are closer to actual costs of printing and distributing additional copies while charging higher prices in the United States that reflect the substantial development costs undertaken. Two factors are typically cited as enabling a seller, such as a publisher, to profitably charge different prices to different buyers, such as textbook buyers in different countries. The seller must be able to distinguish among groups with differences in their willingness and ability to pay a given price, and the ability for these groups to buy and sell among one another must be restricted. Traditionally, the geographical separation of markets has made it difficult for U.S. students to acquire lower-priced textbooks from other countries. More recent developments in Internet commerce have reduced the costs for buyers in the United States to acquire textbooks from other countries, causing publishers to reexamine their distribution arrangements.

Varying Local Market Conditions and Barriers to Importation Help Explain Textbook Price Differences between the United States and Other Countries

Textbook publishers told us that college textbooks are developed primarily for sale in the United States, based on cost considerations and demand forecasts for the North American market, but that they sell textbooks in other markets when there is international demand. Textbooks developed for certain academic disciplines are more likely to have broader international appeal than others, according to publishers. For example, the content found in many mathematics, science, and engineering textbooks is essentially global in its applicability. However, the content found in textbooks used in other disciplines, such as political science, may pertain much more specifically to U.S. experiences, institutions, or culture. If international demand for a textbook exists, publishers may sell the same textbook that is sold in the United States, an international edition produced with less expensive materials, or an

adaptation of the textbook that includes locally relevant examples. In international markets where the primary language spoken is not English, publishers may sell the rights to translate the textbook into the local language.

In assigning prices to the different versions of U.S. textbooks sold in the international marketplace, publishers told us that they consider local market conditions and the willingness and ability of students to purchase the textbook. As there can be significant intercountry differences in the demand for textbooks, publishers told us that they make country-by-country and book-by-book distribution and pricing decisions. Specifically, publishers told us that factors they consider in making pricing decisions are income levels, the cost of living, the role of the textbook in the classroom, intellectual property protections, the strength of the local currency, and the prices of competing textbooks sold in that marketplace. In some cases, international prices may be substantially lower than prices at which the textbook is sold in the United States, while in other cases, they may be the same as or higher than U.S. prices. For example, publishers told us that in many developing countries, incomes are generally too low for students to buy textbooks at U.S. prices. However, in areas where the cost of living is generally higher than in the United States, such as in Scandinavian countries, textbook prices may be higher.

Publishers told us that they have to be particularly concerned about pricing at a level that is affordable to students in developing countries because of the threat of piracy in these countries. Although they already grapple with piracy in many of these markets, publishers say that even fewer legitimate copies would be sold in these markets if prices were too high. According to publishers, some countries do not have a strong commitment to intellectual property protections, but governments have been more responsive in dealing with piracy cases when textbooks are priced at a level that local students can afford.

In addition to income levels, differences in instructional styles and systems of higher education influence publishers' pricing decisions. For example, publishers told us that even though average income levels are high in the United Kingdom, textbooks tend to sell for lower prices than in the United States because the demand for textbooks is lower. Specifically, they said that instructors in the United Kingdom are more likely to recommend several textbooks for students to consider, rather than requiring a specific textbook. Additionally, publishers told us that there is less demand for electronic and print supplements to support teaching and learning in non-U.S. markets. Publishers also told us that because higher

education funding tends to be highly subsidized in the United Kingdom and European countries, students may not be willing to pay out-of-pocket costs for textbooks at U.S. prices. According to publishers, textbook prices in Canada and Australia tend to be similar to those in the United States because the instructional styles are similar in that instructors select specific textbooks for their classes. However, publishers noted that in these markets there is also greater demand for U.S. textbooks that have been adapted to the local culture or economy.

The National Association of College Stores has criticized the practice of differential pricing, or the publisher practice of charging lower prices in some countries, saying that it is unfair for U.S. students to pay more for the same textbooks. However, the practice of differential pricing is not exclusive to textbook publishing and occurs both within and outside the United States. For example, GAO has reported on differential pricing in the airline industry, where business travelers typically pay much higher fares than leisure travelers.[12] Likewise, we have reported on differential pricing of prescription drugs in the pharmaceutical industry.[13] Publishers can afford to sell textbooks at prices that are sometimes lower outside the United States because once development costs have been incurred for the U.S. market, the incremental cost of producing additional copies for the international market is low. This allows publishers to sell textbooks in other countries at prices that are closer to printing and distribution costs while charging prices in the United States that better reflect the high costs of development. The publishers we talked to estimated that international sales make up from 5 to 15 percent of their total revenues. Some publishers speculated that without the added revenues from international sales, they would feel more cost pressure and would have to either increase U.S. prices or invest less in certain products.

In order for international pricing differences to persist, there must be barriers that limit mass importation of less expensive U.S. textbooks from other countries. Such barriers ensure that individuals and businesses purchase from the intended distribution channels and insulate students

[12]GAO, *Aviation Competition: Restricting Airline Ticketing Rules Unlikely to Help Consumers*, GAO-01-831 (Washington, D.C.: Jul. 31, 2001).

[13]GAO, *Prescription Drugs: Companies Typically Charge More in the United States than in Canada*, GAO/HRD-92-110 (Washington, D.C.: Sept. 30, 1992); and GAO, *Prescription Drugs: Companies Typically Charge More in the United States than in the United Kingdom*, GAO/HEHS-94-29 (Washington, D.C.: Jan. 12, 1994).

from awareness of price differences in other countries. Historically, the geographic separation of countries served as a natural barrier preventing such trade from occurring. Geographic distances and lack of information made it difficult for individuals or businesses in the United States to save money on textbooks by purchasing lower-priced textbooks in other countries and having them shipped to the United States, a practice commonly referred to as reimportation. However, recent technological developments in electronic commerce have diminished the effects of this natural barrier, increasing awareness of prices in other countries and making it easier for students and retailers to purchase lower-priced textbooks from international markets.

Publishers Have Taken Recent Steps to Limit the Reentry of Their Textbooks into the U.S. Market

Retailers and publishers have expressed concern about the reimportation of lower-priced textbooks from international locations. Specifically, they cited the ability students have to purchase books from online distribution channels outside the United States at lower prices, which may result in a loss of sales for U.S. retailers. Additionally, the availability of lower-priced textbooks through these channels has heightened distrust and frustration among students regarding textbook prices, and college stores find it difficult to explain why their textbook prices are higher, according to the National Association of College Stores. Retailers and publishers have also been concerned that some U.S. retailers may have engaged in reimportation on a large scale by ordering textbooks for entire courses at lower prices from international distribution channels. Concerned about the effects of differential pricing on college stores, the National Association of College Stores has called on publishers to stop the practice of selling textbooks at lower prices outside the United States.

Publishers told us that they intend for the textbooks they distribute in other countries to be sold for use in those countries, not for resale to the United States, and so have taken recent actions to limit large-scale reimportation. Most of the publishers with whom we spoke say they are particularly concerned about the actions of foreign distributors and U.S. retailers that may result in large-scale reimportation of textbooks. As a result, publishers told us they have taken recent steps to limit the reimportation of textbooks in large quantities. Specifically, publishers told us that they have strengthened their agreements with foreign wholesalers to prevent the large-scale sale of U.S. textbooks back to the United States. Some publishers also said they have made an agreement with an online retailer outside the United States to limit the number of copies of a given textbook that can be delivered to a single U.S. address in one order. Because these measures target large-scale reimportation of U.S. textbooks

from international sources at lower prices, they will not prevent U.S. students from purchasing single copies of textbooks from international sources.

Concluding Observations

College textbook prices have risen steadily, along with tuition and fees, and appear to have been largely driven by investments in supplements. While price increases have resulted in increasing costs for students and their families, they reflect a change in the characteristics of postsecondary education. Just as teaching and learning have changed with increasing reliance on technology, the college textbook has evolved from a stand-alone text to include a variety of ancillary products designed to enhance the educational experience for instructors and students. By increasingly becoming involved in the development of instructional aids, publishers are assuming roles that have traditionally belonged to postsecondary institutions. If publishers continue to increase these investments, particularly in technology, the cost to produce a textbook is likely to continue to increase in the future.

Although changes in the nature of college textbooks are evident, it is difficult to assess the impact of these changes on students. Instructors can now select from a much wider variety of supplements to tailor their courses to the needs of their students, but these additional textbook offerings may come at an increased cost to students. While textbook prices have risen with tuition costs, these costs can vary greatly depending on the type of institution a student is attending. Because textbooks may represent a substantial portion of the cost of tuition and fees for students attending some public institutions, any increase in textbook prices may affect affordability and access disproportionately for some students. Consequently, while students may benefit from the advances in textbook supplements, they may not feel the price increases are justified relative to what they spend on tuition. Students may also think the amount they have to pay for their textbooks is unfair, especially if some of the same textbooks are available at lower prices outside the United States.

Because the cost to students may not be the primary factor considered when publishers are developing textbooks that students are ultimately required to buy, the rate of textbook price increases is not likely to slow. Students may lower their costs by purchasing used textbooks and may search for lower-priced textbooks from online sources, including international retailers, and directly from other students. However, these options are unlikely to provide a sustainable source of lower prices because the supply of these textbooks is limited and international prices are subject to change. In addition, because publishers, wholesalers, and

many retailers are profit-seeking firms, any widespread action that would lower costs to students at the expense of profits would be met with changes in their business practices, such as changing distribution patterns.

Agency Comments

We provided copies of a draft of this report to the Department of Labor and the Department of Education for review and comment. The Department of Labor provided technical comments on the use of its CPI data, which we incorporated as appropriate. The Department of Education did not have any comments. We also sought comments on our characterization of the textbook industry from the National Association of College Stores and the Association of American Publishers, the trade groups representing the companies we interviewed for this study.

NACS generally agreed with our findings, stating that the report accurately portrayed the textbook industry. NACS also provided technical comments that we incorporated as appropriate. NACS's comments appear in appendix III.

AAP agreed with some findings in the report but expressed concern with respect to the data sources we used in our analyses and the tone and objectivity of the report.

With respect to the data sources we used, AAP expressed concern about the limitations of the data we used in determining textbook price increases over time, and the proportion of tuition and fees that spending on textbooks and supplies represent for students at different types of postsecondary institutions. AAP also suggested alternative data sources for addressing these issues, but we found that they were not sufficiently reliable for our purposes.

While AAP disagreed with our use of CPI data from BLS, these are the most complete and reliable data on textbook prices available. Further, we clearly disclose the limitations and definitions of the CPI data in the report. AAP's claim that BLS data do not capture the "penetration of lower-cost alternatives" is not accurate. The college textbooks CPI is an index designed to capture the prices of assigned textbooks. To the extent that lower cost alternatives are assigned, they would be fully reflected in BLS's index. AAP also suggested that the availability of alternative data from Student Monitor that differ substantially from the BLS data call into question our decision to use BLS data as a sole source. We disagree because the two data sources are not comparable. Student Monitor data are measuring annual changes in student spending, while BLS data measure annual price changes.

AAP also expressed concerns about the use of Education's IPEDS data, in particular that estimates are for textbooks and supplies and that we did not validate the estimates postsecondary institutions provided. We use IPEDS data because they are the most complete data available on estimated student spending. As we state in appendix I, we tested IPEDS for reliability and note that other available data sources are not as complete or reliable. AAP also questions the appropriateness of measuring estimated spending on textbooks and supplies as a percentage of tuition. We present these data to provide perspective on college affordability—a primary federal policy concern. To address AAP's concerns about what constitutes supplies, we have noted in appendix I that supplies are defined as usual costs incurred by a majority of students. AAP also expressed concern that in discussing estimates of student spending on textbooks, we did not take into account the extent to which students lower their costs through buyback. We have added this context where we discuss costs to students.

AAP also provided additional data sources for consideration and expressed concern that deadlines prevented us from giving these sources appropriate consideration. We considered other sources available that provide estimates of student spending. Time was not a factor in our decision not to use the data, but rather we found these sources to be not as complete or as reliable as the IPEDS data. Student Monitor, one of the sources suggested by AAP, provides market research for those targeting college students as a consumer group. Student Monitor employs a nonprobabilistic sampling methodology using an intercept-based quota sample of 1,200 students covering 100 colleges and universities. Because of the sample selection process used, it cannot be used to estimate to the college student population as a whole for the purpose of addressing a key finding. Other industry sources AAP suggested provide estimates on the total size of the market, but they cannot be used to provide representative estimates on student spending for textbooks.

AAP expressed concern about the tone and objectivity of the report, particularly the characterizations of retailers and wholesalers on the impact of publisher practices on students. In most instances we had already discussed issues raised by AAP in other sections of our report. AAP took issue with comments made by wholesalers and retailers regarding the impact of textbook revisions, bundling, and custom publishing on students' ability to pursue lower-cost, used textbooks. We specifically provide information on the views of wholesalers and retailers to add balance and include more perspectives in our report. We provide publisher perspectives on why they revise textbooks and characterize why and how the revision cycle has changed over the last two decades. We

also extensively discuss in our report publisher perspectives on supplements, bundling, and other options, such as custom publishing, while capturing publisher views regarding their benefits. Wholesalers and retailers provided a different perspective on these practices as they relate to potential costs to students, which we captured in our report.

More generally, GAO's approach to this study was to rely primarily on publishers to provide information on how they price textbooks and gain their perspectives on the factors that influence price changes. We also sought out other experts in the field, including retailers and wholesalers, to better understand how students obtain textbooks and what factors affect the cost to the student. Retailers and wholesalers did not place blame on publishers but pointed out the impact of some publisher practices on students. We do not place any blame in our report on the publishers and do in fact note that they offer a variety of options for students, sometimes at a discount. We also note in our report that faculty have primary responsibility for determining what students are required to buy.

AAP stated in its letter that it agreed with the findings related to international price differences and the report's concluding observations. AAP also provided technical comments, which we incorporated as appropriate. AAP's comments appear in appendix IV.

As arranged with your offices, unless you publicly announce its contents earlier, we plan no further distribution of this report until 30 days from its issue date. At that time, we will send copies of this report to the congressional committees and subcommittees responsible for the Higher Education Act, the Secretary of Education, the Secretary of Labor, and other interested parties. Copies will also be made available to others upon request. In addition, this report will be available at no charge on GAO's Web site at http://www.gao.gov.

If you have any questions about this report, please contact me on (202) 512-7215. Key contributors to this report are listed in appendix IV.

Cornelia M. Ashby

Cornelia M. Ashby
Director, Education, Workforce,
and Income Security Issues

List of Requesters

The Honorable George Miller
Ranking Minority Member
Committee on Education and the Workforce
House of Representatives

The Honorable Dale Kildee
Ranking Minority Member
Subcommittee on 21st Century Competitiveness
Committee on Education and the Workforce
House of Representatives

The Honorable Major Owens
Ranking Minority Member
Subcommittee on Workforce Protections
Committee on Education and the Workforce
House of Representatives

The Honorable Dennis Cardoza
The Honorable Raul Grijalva
The Honorable Maurice Hinchey
The Honorable Dennis Kucinich
The Honorable Carolyn McCarthy
The Honorable Betty McCollum
The Honorable Michael McNulty
The Honorable Donald Payne
The Honorable Bobby Rush
The Honorable Tim Ryan
The Honorable David Wu
House of Representatives

Appendix I: Objectives, Scope, and Methodology

To determine the extent to which textbook prices have changed over time, we reviewed college textbook pricing data from the Bureau of Labor Statistics' Consumer Price Index (CPI).[1] The CPI measures the average change over time in the prices paid by urban consumers for consumer goods and services, and in the case of textbooks represents an index of change over time of the retail price of college textbooks, or the price that students and their families pay. While college textbooks have been included in the CPI since 1964, data on textbooks in the Bureau of Labor Statistics' (BLS) research database only go back to 1986, when BLS collected textbook prices as part of an index on the price of books and supplies. The agency began publishing a separate CPI series on textbooks in 2001. Using these data, BLS constructed an unpublished research series on college textbooks for GAO for the period of December 1986 through December 2004. The index was compiled from three separate index series, as outlined in table 2. The implications on the index of these differences in methodology are discussed below.

Table 2: Source and Methodology for CPI College Textbook Research Series Data

Time period	Source and methodology
December 1986 to December 1998	BLS produced the index using data collected for the Educational Books and Supplies CPI series.
December 1998 to December 2001	BLS applied a standard BLS calculation procedure to college textbook price data in order to generate the index.
December 2001 to December 2004	BLS used the published index for college textbooks, which employs quality adjustment methods.[a]

Source: BLS.

[a]For a detailed analysis of these quality adjustment methods, see BLS, *Hedonic Quality Adjustment Methods for College Textbooks in the U.S.* CPI (Washington, DC.: October 2001).

The college textbook CPI is constructed using a probability-based selection process that identifies bookstores as well as textbooks that are assigned for use in courses of higher education. Prices for specific books are taken from a variety of bookstores located on and off campus, as well as from Web-based retailers, reflecting prices at public and private postsecondary institutions, including 2-year, 4-year, graduate, and professional schools. The sample composition changes each year for the following reasons: (1) books assigned to classes change over time,

[1]Data for the college textbooks CPI have not been seasonally adjusted. Seasonal adjustment removes the effects of recurring seasonal influences from many economic series, including consumer prices.

(2) some books cycle out of circulation, and (3) a quarter of the sample rotates out annually. Similarly, the sample size for this research series varies over time as sampling procedures are modified and may range from 200 to 500 price quotes. This variation in sample size does not affect the value of the index, though fewer observations may affect the variance of the index. Overall, BLS reports that the response rate for college textbook CPI data collection is very high, 88 percent.

Most of the textbooks included in the sample are designated as required texts for courses offered by the college or university associated with each sampled bookstore. In some cases, the selected textbook may not be available for pricing because the course has been terminated, the course requires a different textbook, or the course is not offered every term. In instances in which the course is no longer offered and the textbook is not used in any other course, then the assigned textbook for a similar course is selected as a substitute. If the textbook is no longer used for the selected course, it is replaced with the textbook that is currently used for the selected course. If the book is temporarily out of use (for example, the course associated with the book is offered only in the fall semester), then the book is listed as temporarily not available and the price change is imputed based on the price changes of the other books.

An important limitation to this research series is that prior to 2001, prices for such substitute books were not usually compared and no adjustments were made for any qualitative changes between the previous and substitute books.[2] With the introduction of quality adjustment in 2001, the index is adjusted when certain characteristics of a textbook change, such as a move from a major to a smaller publisher or a considerable change in the number of pages. If the new version of the textbook contains substantially different characteristics and quality adjustment values are not available, the price movement is imputed based on the prices of comparable textbooks. Because hedonic quality adjustment is implemented only for the published portion of the research series, for the periods before 2001, the index may have higher variance than the published index, which begins in 2001.

In addition, BLS officials pointed out that textbooks are increasingly wrapped in packages along with additional materials, making it difficult to

[2]Prices were compared only if the same book or a new edition of the same book was priced.

collect all of the qualitative characteristics of the textbook. If the selected textbook is sold by itself, then only the textbook is priced. However, if the selected textbook is automatically sold with another item, such as a CD or workbook, then the agency must price the entire package. As a result of these packaging practices, it is sometimes difficult for BLS to obtain the information necessary for quality adjustment, and other times the price recorded as the textbook price may also include ancillary materials.

To put changes in textbook prices into the context of other changes in the cost of higher education, we also reviewed CPI data on tuition and fees, which are constructed using a probability-based selection process and reflect the cost of tuition and fees at 2-year and 4-year institutions and professional schools.[3]

We analyzed data from the Department of Education's (Education) Integrated Postsecondary Data System (IPEDS) to determine the proportion of tuition and fees that expenditures for textbooks and supplies represent.[4] Specifically, postsecondary institutions estimate the amount first-time, full-time, degree-seeking students will spend for an entire academic year on textbooks and supplies and report on the amount of tuition and fees. IPEDS defines books and supplies as the average cost of books and supplies for a typical student for an entire academic year (or program). Supplies are to include usual costs that are incurred by a majority of students. Supplies required of special groups of students, such as engineering or art majors, would not be counted unless they constituted a majority of students at the institution. The Department of Education has not established a comprehensive definition of what supplies are. However, an Education official told us that supplies can include such things as allowances for personal computers, but such expenses should be reported only if they are required for a majority of students at the institution.

[3]Since the CPI for college textbooks is not seasonally adjusted, we relied on nonseasonally adjusted data for the overall CPI as well as the CPI for tuition and fees. There are no long-term significant differences between the nonseasonally adjusted and seasonally adjusted indexes.

[4]IPEDS is a system of surveys designed to collect data from all primary providers of postsecondary education. These surveys collect institution-level data in such areas as enrollments, program completions, faculty, staff, and finances. Data are collected annually from approximately 9,600 postsecondary institutions, including over 6,000 institutions eligible for the federal student aid programs.

To assess the completeness of the IPEDS data, we reviewed the National Center for Education Statistics' documentation on how the data were collected and performed electronic tests to look for missing or out-of-range values. On the basis of these reviews and tests, we found the data sufficiently reliable for our purposes. We did not validate the methodology the institutions used to derive their estimates for the cost of books and supplies, and there has been no review of how well these institutional estimates actually predict student spending on textbooks and supplies.

There are other sources available that provide estimates of student spending on college textbooks that we considered, but we did not find these sources to be as complete or reliable as IPEDS. The College Board collects estimates from postsecondary institutions on spending for books and supplies for full-time undergraduate students as part of its Annual Survey of Colleges. While the methodology employed was similar to that used for IPEDS, the survey included responses from a smaller population of institutions than IPEDS. Another source, Student Monitor, estimates spending on college textbooks based on student-reported expenditures. Student Monitor provides market research for those targeting college students as a consumer group. Student Monitor employs a nonprobabilistic sampling methodology using an intercept-based quota sample of 1,200 students covering 100 colleges and universities. Because of the sample selection process used, it cannot be used to estimate to the college student population as a whole for the purpose of addressing a key finding.

To determine what factors have contributed to the change in college textbook prices, we interviewed executives from five of the largest textbook publishers, representing more than 80 percent of new textbook sales; the three national used textbook wholesalers; three companies that operate over 1,300 college textbook retail stores, or 29 percent of stores nationwide; the National Association of College Stores; the Association of American Publishers; and various other industry experts.

To determine what factors have led to differences in the price of some U.S. textbooks in non-U.S. markets, we conducted a review of economic theory and relevant GAO work on differential pricing. We interviewed representatives from textbook publishers, operators of textbook retail stores, and used book wholesalers to determine the extent to which books may be available in other countries at lower prices, their analysis of the reasons behind these price discrepancies, and their concerns about pricing differences.

Appendix II: Consumer Price Index Average Annual Percentage Growth, Academic Years 1987-1988 to 2003-2004

	CPI average annual percent increase[a]		
Academic year, September-August	College textbooks	Tuition and fees	Overall prices
1987-1988[b]	7.8	7.3	4.0
1988-1989	6.9	8.0	4.7
1989-1990	9.3	8.0	4.8
1990-1991	5.8	8.8	5.3
1991-1992	6.7	11.6	3.0
1992-1993	4.5	9.8	3.1
1993-1994	4.2	7.6	2.6
1994-1995	4.4	6.3	2.8
1995-1996	5.5	5.8	2.8
1996-1997	5.2	5.3	2.7
1997-1998	5.1	4.5	1.7
1998-1999	6.5	3.9	1.8
1999-2000	5.8	4.0	3.1
2000-2001	6.2	4.6	3.3
2001-2002	8.1	6.5	1.6
2002-2003	6.7	7.5	2.3
2003-2004	5.2	9.8	2.3
Average per year, 1987-2004	6.0	7.0	3.0

Source: BLS published Tuition and Fees CPI and overall CPI, unpublished College Textbook CPI research series.

[a]Data are not seasonally adjusted.

[b]Academic year 1987-1988 shows the growth in prices over the previous academic year, 1986-1987. Data for the 1986-1987 estimate lack the months of September through November, as data became available in December of 1986. As a result, the average price level in 1986-1987 is based on 9 months of data rather than 12.

Appendix III: Comments from the National Association of College Stores

July 18, 2005

Brian E. Cartier, CAE
Chief Executive Officer

Cornelia M. Ashby
Director, Education, Workforce, and Income Security Issues
US Government Accountability Office
441 G Street, N.W.
Washington, DC 20548

Dear Ms. Ashby,

I am writing in response to your request for comments on the Government Accountability Office (GAO) draft report (GAO-5-806) "College Textbooks." On behalf of the National Association of College Stores, I want to thank you for the opportunity to review and comment on the draft report.

Generally, we believe the report accurately portrays the post-secondary course material industry, and captures many of the key factors affecting course material pricing and costs for college stores and the U.S. students they serve. We appreciate the professional job performed by your staff.

College stores support the goal of making a college education more affordable. It is for this reason that college stores work every day to find ways to reduce cost for students through such activities as buying and selling used books; enhancing the adoption process for faculty through the use of technology; supporting improved communications between faculty and students on the course material requirements of a course; sponsoring student book exchanges; and many other approaches to help students.

With respect to the findings in the report on international differential pricing, NACS supports a "one price" system in which U.S. students are not paying more than non-U.S. students, particularly those in developed countries. U.S. students should not, by themselves, bear the sole burden of course material development costs as the report has found or suffer the consequences of underdeveloped countries' inability or unwillingness to enforce copyright laws. All segments of the textbook industry should be working together to see how we can best maintain the extraordinary high quality of U.S. higher education—which is the envy of the world-- without making the price of that education prohibitive to many Americans.

In regard to the critical role of faculty, NACS believes the selection of course materials should rest with faculty who can best determine what textbooks and materials contribute to the learning experience and academic success of their students. While we recognize an extensive study on the role faculty plays in course material development, adoption, and utilization was beyond the scope of this study, we believe faculty roles should be considered as an integral part of any future discussions regarding the availability and accessibility of course materials.

National Association of College Stores, 500 East Lorain Street, Oberlin, OH 44074-1294
Phone: 440/775-7777 • Internet: info@nacs.org ▮▮▮▮ WWW: http://www.nacs.org • Fax: 440/775-4769

We have noted some technical issues in the report that we would like to clarify or correct and have enclosed these comments.

The National Association of College Stores supports efforts to enhance affordable and equitable access to quality course materials, and will continue to work with all parties concerned as an ally for student interests.

Sincerely,

Brian E. Cartier

Brian E. Cartier, CAE
Chief Executive Officer

Attachment

Appendix IV: Comments from the Association of American Publishers

Association of American Publishers, Inc.
www.publishers.org

aap

50 F Street, N.W., 4th Floor
Washington, D.C. 20001
Telephone: (202) 347-3375
Fax: (202) 347-3690

July 20, 2005

Ms. Cornelia Ashby
Government Accountability Office
Director, Education Workforce and Income Security Issues
441 G Street, NW
Washington, DC 20548

Dear Ms. Ashby:

The Association of American Publishers, the national trade association of the U.S. publishing industry, appreciates the opportunity to provide comments on the Government Accountability Office draft report on college textbook pricing (GAO-05-806). While we found some aspects of the report to be insightful, we are seriously concerned about the accuracy and overall tone and balance of the draft report. The publishers provided solid evidence that corrected the GAO data, and they shared with you their concerns regarding misrepresentative statements, as well as the assumptive conclusions that the draft report included.

Specifically, the AAP has provided analyses and corrections of two data sources employed by GAO: the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) report of what students spend on books and supplies, and a Bureau of Labor Statistics (BLS) review of college textbook pricing data.

The GAO intended to use the IPEDS "to gain an understanding of the annual cost of textbooks and supplies for students as estimated by postsecondary institutions." However, as the publishers demonstrated to the GAO, the IPEDS data aggregates school administrator estimates of books and "supplies," which may include computers, calculators, lab equipment, and other materials that represent about 27% of total student spending on books and supplies. Publishers do not produce or market supplies. Independently derived estimates confirm that the average full-time equivalent student spends about $580 per year on textbooks, far less than the $898 figure used repeatedly in the GAO draft. GAO has chosen not to use this independent data. Detailed analyses of student spending can be found at the end of this letter.

The second metric the report uses is the BLS data to track textbook price increases. By its own disclaimer, before 2001, BLS data did not accurately reflect the increasing penetration of lower-cost alternatives that are replacing unabridged, hardcover texts. Consequently, BLS data exaggerates textbook price increases over the course of the

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reporting period. BLS acknowledges "textbooks are increasingly wrapped in packages along with additional materials, making it difficult to collect all of the qualitative characteristics of the textbooks. As a result, it is difficult for BLS to obtain the information necessary for quality adjustment, and other times the price recorded as the textbook price may also include ancillary materials."

Our third critical concern is the tone and objectivity employed by GAO in the titles and subheadings of the draft report. There are frequent instances where conclusion statements and the narrative of the report are judgmental, and include unsubstantiated statements from single sources that create an unbalanced view. We believe the editorial style of the draft report suggests GAO advocacy for used books and used booksellers rather than providing a factual analysis of the industries.

The report does describe in accurate fashion some – but not all, or even, most -- of the choices publishers offer faculty for text selection. As our members have shown, and as could be confirmed by looking at the books available for any college course, there is always a broad range of titles that an instructor can choose for his or her students, and these titles are often at very different price points. The instructors, of course, select what they believe best serves the educational needs of their students.

In sum, we are disappointed to be writing this letter since there is nothing present here that AAP and its members did not present to the GAO during the writing of the report. We believe that this report is being rushed to completion due to deadline pressures, and that with thorough consideration of these comments a more balanced and representative report can be produced.

We recognize that some of our comments may be moot if the GAO chose to incorporate them in their final report, but because we have not had access to that report, we felt it necessary to make our position part of the record. We're proud of our products and services and our expanding role in Higher Education, and we believe our efforts aid in opening opportunities to all aspiring students.

Our more detailed comments address three key issues: (1) Accuracy of Data, (2) Tone of the Draft report, and (3) Draft report's Valuable Insights.

Accuracy of Data

The report's first data source on text price increases, provided by the Bureau of Labor Statistics (BLS), compares dissimilar factors and leads to an incorrect set of conclusions that persist throughout the report. As the report notes, BLS **price** data does not accurately reflect the increasing penetration of lower-cost alternatives that are replacing the traditional unabridged, hardcover texts, a significant trend over the last 10 years.

Further, as noted in the appendix (page 29 of the report), the BLS price index imputes prices based on comparable textbook prices when data is not available and has a higher margin of error prior to 2001. In regard to post-2001 price analyses, BLS acknowledges (page 29) that "textbooks are increasingly wrapped in packages along with additional

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materials, making it difficult to collect all of the qualitative characteristics of the textbook…As a result...it is sometimes difficult for BLS to obtain the information necessary for quality adjustment, and other times the price recorded as the textbook price may also include ancillary materials." The standard practice of including quality adjustments in measures of inflation was not done here. As a result, the BLS data exaggerates textbook price increases over the course of the reporting period.

The presentation of the data is misleading because BLS data includes supplements and textbooks, but chart labels and dialogue consistently refer only to textbooks. The Draft report must clarify its data in every case. Finally, BLS numbers, based on the Producer Price Index, do not reflect the labor-intensive nature of the textbook development industry, which relies on intellectual capital.

Other independent research sources, including Student Monitor, LLC, measure student spending on new and used textbooks. Student Monitor data has been included in other GAO reports, but was excluded from this report. Student Monitor research shows that per-capita spending increases for new and used books increased at roughly the rate of inflation in recent years.

Student Spending Increase On Textbooks Per Student Monitor

2000/2001	+ 3.5%
2001/2002	+ 5.4%
2003/2003	+ 2.1%
2003/2004	+ 0.8%

Since the BLS data and the Student Monitor data are so different, we remain very concerned that using BLS as a sole source, while making mild note of its limitations, has the effect of fairly dramatically exaggerating textbook price increases over the data series. Using the BLS data alone, misleads the reader into believing that the price index and the draft report's analysis results are significantly more precise, and more generally accepted, than they are.

Finally, there is no mention at any point in this section that students can recoup up to 50 percent of their costs by reselling their course materials, so any measure of spending overstates how much a student may spend.

The draft report's other source of data, provided by the Department of Education's Integrated Postsecondary Education Data System (IPEDS), employs methodology to report on **costs** that GAO acknowledges they "did not validate." This is curious because the GAO chose to ignore other data on the basis that they could not validate it.

IPEDS pricing information on textbooks and supplies is based on the estimated guess of college administrators, with no instructions from the Department of Education or any attempts to standardize the information. "Supplies," in this case, are not just inconsequential items such as pencils and notebooks but, according to IPEDS, may

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include computers, calculators, lab equipment, and other materials that represent about 27% of total student spending on books and supplies, according to the National Association of College Stores. Publishers do not produce or market "supplies." To refer to materials other than textbooks is very misleading in the current context.

In contrast to the GAO's use of inaccurate and misleading data, two independently derived estimates (see charts that follow) confirm that the average full-time equivalent student spends about **$580** per year on textbooks, far less than the $898 figure used repeatedly in the GAO draft, even taking into account part-time students. In light of the admittedly misleading IPEDS data discussed above, the AAP has requested that GAO revise the Draft to include this independent and generally accepted research and also has asked that GAO use this data to provide the estimated cost to students of textbooks, without including supplies. As noted before, the total cost students spend on their textbooks is not qualified to include the amount they receive from the sale of their used textbooks.

GAO also measures texts and course materials as a percentage of tuition. This is particularly misleading because tuition is independent of the cost of textbooks. This comparison creates the impression that students attending lower-cost institutions are being penalized, when, in fact, they benefit from a comparable educational experience, by virtue of their access to equivalent course materials at exactly the same price paid by any peer at any other higher educational institution. There is neither price discrimination nor dilution of quality based on which school a student attends—all students are treated equally in this respect. The draft states that two-year public institutions are places "where low-income students are more likely to pursue a degree program" – implying with no substantiation that the cost of textbooks is a barrier to access – but fails to acknowledge the diversity of the courses taken by students attending two-year schools, including allied sciences students studying courses that feature the most complex to produce, highly technical course materials such as dental hygiene, radiology and nursing, and students who work full time and do not conform to the draft report's chosen characterization.

Tone of the Draft Report

Our third critical concern is the tone and objectivity of portions of the report. The draft, for example, presents concerns of used book distributors and advocates without complete balancing information or independent GAO analysis. This approach of citing "concerns" with a subsequent summary rebuttal from publishers leaves the reader with the impression that GAO is advocating a particular point of view in favor of the used book market and used booksellers rather than providing a factual analysis of the industries.

This is especially true is cases where the cited concern is unsubstantiated or refuted by available data. For example, GAO notes that wholesalers, retailers and some public interest groups "...think some of the strategies employed by publishers, such as revising textbooks more frequently, limit the ability students have to decrease their costs by purchasing less expensive used textbooks." What GAO fails to point out is that available

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empirical data indicates that revisions have been very stable at 4 years since at least 1996, the last year of data to which publishers have ready access.

Additionally, we find that the entire section of the report presented on pages 16 – 21 fails to acknowledge publisher efforts to address instructor and student needs and concerns by offering a variety of choices in educational materials at a variety of price points. This section contains conflicting "concerns" from competitors and others that create the impression that publishers efforts to offer low-cost alternatives for instructors and students is somehow wrong, especially when publishers offer particularly steep discounts.

Generally, this section would be greatly improved by the recognition of the central role of the instructor in choosing selected materials, the reasons why publishers offer these choices, including significant cost savings and other benefits generated for students. For example:

- On page 11, paragraph 2, the report states: *"Additionally, wholesalers, retailers, and others have expressed concern about how certain publishing practices, such as...increasing the availability of custom publishing options for instructors, have affected their ability to help students save money by providing used textbooks and buyback services."*

As presented, this statement provides no discussion of the benefits of custom publishing – such as the increased value to the student because the book is more often used in its entirety and the common up-front cost saving to students who would otherwise have to purchase multiple books for a single course – leaving the reader with the misperception that custom textbooks are inappropriate, not valued by students and increase overall costs to them. The fact is publishers offer instructors a wide range of choices in materials at a variety of price points. The extent to which those products offer increased value or discounted costs to every student up-front should be balanced with concerns that students may not be able to receive additional sums from reselling their textbook on the current national used book market.

- Another example of a statement that lacks balance and appears to be inconsistent with other text in the draft report can be found on page 16, paragraph 2 of the report. The report says, *"Wholesalers, retailers and some public interest groups agree that there has been a proliferation of supplements in recent years, and they have expressed concern about the increasing practice of selling supplements and textbooks bundled together in a package. While wholesalers and retailers do not question the quality of these materials, they suggest the practice of combining these supplements with textbooks limits students' ability to reduce their costs by purchasing less expensive used books and choosing which, if any, supplements they want to purchase."*

There is no mention that those objecting to bundled supplements on the grounds that potential student re-sale savings are reduced, are objecting even though bundled packages commonly result in a lower overall cost for students compared with buying the items

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separately. These savings are obtained by every purchasing student, up-front and can sometimes *exceed* the savings the student would receive from re-selling their used textbook.

The apparent concern that offering bundled packages "limits students' ability to reduce their costs by purchasing less expensive used books and choosing which, if any, supplements they want to purchase," appears to be in conflict with their subsequent concern on page 17, paragraph 1, that "...retailers said that because publishers often discount bundles, most of the savings students could expect from purchasing a used textbook would be negated if they bought the supplements separately."

As written, the wording leaves the reader with the misimpression that publishers have done something wrong by offering instructors the choice of ordering textbooks and integrated materials in a discounted bundled package, and that publishers compound that transgression by offering discounts that are too steep.

In summary, we believe the editorial style of the draft report suggests GAO advocacy for used books to reduce student costs without consideration of any other factors, such as the impact on the quality of a student's education, low-cost and technological alternatives to the traditional textbook, total cost of textbook ownership, the impact on the price of new books and compensation to authors.

Draft Report's Valuable Insights

Those sections of the report AAP endorses are the *Concluding Observations* and the section entitled, *The Price of Textbooks Sold in Other Countries Varies according to Local Market Conditions.*

We believe the *Concluding Observations* in the draft report correctly note a number of the more important factors that influence the college textbook sector, and acknowledge the expanded role of publishers in providing increasingly sophisticated learning tools to meet the demands of today's faculties and students.

For example the report observed that:

1) Price increases in textbooks "reflect a change in the characteristics of postsecondary education;"
2) "...as teaching and learning have changed with increasing reliance on technology, the nature of the college textbook has evolved from a stand-alone text to the inclusion of a variety of ancillary products designed to enhance the educational experience for instructors and students;" and
3) "...publishers are assuming roles that have traditionally belong to postsecondary institutions."

The section of the report dealing with the economic factors that influence the price of textbooks sold overseas and the efforts publishers are making to limit the re-importation into the United States of those books is balanced and accurate.

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Specifically, GAO noted that:

1) "Without the added revenues from international sales, [publishers] would feel more cost pressure and would have to…increase U.S. prices;
2) Publishers price textbooks sold overseas on the basis of "local market conditions and the willingness and ability of students to purchase the textbook" and that they want to make their textbooks "affordable to students in developing countries because of the threat of piracy;"
3) Specific factors that publishers consider when making pricing decisions are "income levels, the cost of living, the role of the textbook in the classroom, intellectual property protections, the strength of the local currency, and the prices of competing textbooks sold in that marketplace."

We appreciate your consideration of these significant concerns and look forward to working with GAO to ensure the accuracy and balance of the final report.

Sincerely,

Patricia Schroeder
President and Chief Executive Officer
Association of American Publishers

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AAP analyses using independent data sources demonstrates that student spending on textbooks and supplemental educational materials was approximately $580 in 2003.

Estimated per capita spending on course materials, 2003

Line	Statistic	Value	Source
1	Course Materials purchases, US college stores	$ 6,230,000,000	NACS
2	Online purchases of textbooks	$ 261,000,000	Student Monitor
3	Total spending on textbooks and course materials	$ 6,491,000,000	Line 1 + Line 2
4	Full-time students, 2003 est	8,874,000	Dept of Education
5	Part-time students, 2003 est.	5,584,000	Dept of Education
6	Head-count enrollment	14,458,000	Line 4 + Line 5
7	FTE enrollment (full-time + 1/3 part time)	11,056,330	Line 4 + (Line 5 / 3)
8	Spending on course materials per student	**$449**	Line 3 / Line 6
9	Spending on books and supplies per FTE student	**$587**	Line 3 / Line 7

Estimated per capita spending on textbooks, 2003

Line	Statistic	Value	Source
1	New textbook sales (wholesale)	$ 3,007,600,000	AAP
2	Avg margin on new books	23%	NACS
3	Avg markup on new books	30%	Line 2 / 1-Line 2
4	Total spending on new books (est.) at bookstores	$ 4,289,000,000	Line 1 / 1-Line 3
5	% used books (retail)	29.8%	Bowker (MIR)
6	Total spending on textbooks at bookstores, including used books	$ 6,110,000,000	Line 4 / 1-Line 5
7	Online purchases	$ 261,000,000	Student Monitor
8	Total spending on textbooks	$ 6,371,000,000	Line 6 + Line 7
9	Full-time students, 2003 est	8,874,000	Dept of Education
10	Part-time students, 2003 est.	5,584,000	Dept of Education
11	Head-count enrollment	14,458,000	Line 9 + Line 10
12	FTE enrollment (full-time + 1/3 part time)	11,056,330	Line 9 + (Line 10 / 3)
13	Spending on textbooks per student	**$441**	Line 8 / Line 11
14	Spending on textbooks per FTE student	**$576**	Line 8 / Line 12

8

Appendix V: GAO Contact and Staff Acknowledgments

GAO Contact

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In addition to those named above, Stephen Brown, Jonathan McMurray, and John Mingus made significant contributions to this report.

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United States Government Accountability Office

GAO

Report to Congressional Requesters

July 2005

COLLEGE TEXTBOOKS

Enhanced Offerings Appear to Drive Recent Price Increases

GAO-05-806

July 2005

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Highlights

Highlights of GAO-05-806, a report to congressional requesters

COLLEGE TEXTBOOKS

Enhanced Offerings Appear to Drive Recent Price Increases

Why GAO Did This Study

The federal government strives to make postsecondary education accessible and affordable, primarily by providing financial aid to students and their families. Given that nearly half of undergraduates receive federal financial aid, Congress is interested in the overall cost of attendance, including the cost of textbooks. We were asked to determine (1) what has been the change in textbook prices, (2) what factors have contributed to changes in textbook prices, and (3) what factors explain why a given U.S. textbook may retail outside the United States for a different price.

We received technical comments from the Department of Labor. The Department of Education had no comments. The National Association of College Stores generally agreed with the report's findings. The Association of American Publishers agreed with some findings but expressed concern about the data sources we used and the characterizations made by retailers and wholesalers regarding the impact of publisher practices on students. We carefully reviewed the data sources available on college textbook pricing and found the data we used to be the most complete and reliable data available for our purposes. Additionally, we sought perspectives from publishers, retailers, and used book wholesalers to ensure our characterization of the textbook industry was balanced and complete.

www.gao.gov/cgi-bin/getrpt?GAO-05-806.

To view the full product, including the scope and methodology, click on the link above. For more information, contact Cornelia M. Ashby at (202) 512-7215 or ashbyc@gao.gov.

What GAO Found

In the last two decades, college textbook prices have increased at twice the rate of inflation but have followed close behind tuition increases. Increasing at an average of 6 percent per year, textbook prices nearly tripled from December 1986 to December 2004, while tuition and fees increased by 240 percent and overall inflation was 72 percent. The cost of textbooks as well as supplies as a percentage of tuition and fees varies for first-time, full-time, degree-seeking students by the type of institution attended—72 percent at 2-year public institutions, 26 percent at 4-year public institutions, and 8 percent for 4-year private institutions.

Annual Percentage Increase in College Textbook Prices, College Tuition and Fees, and Overall Price Inflation, December 1986 to December 2004

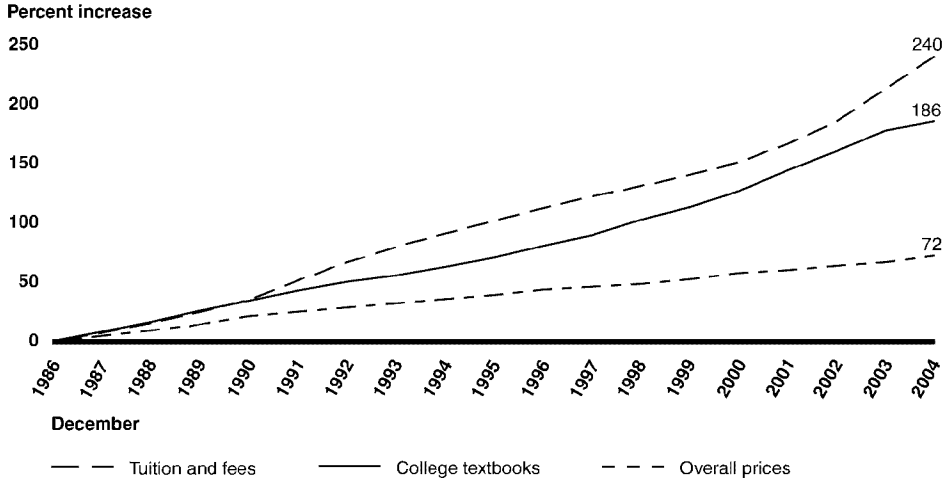

Source: Bureau of Labor Statistics.

While many factors affect textbook pricing, the increasing costs associated with developing products designed to accompany textbooks, such as CD-ROMs and other instructional supplements, best explain price increases in recent years. Publishers say they have increased investments in developing supplements in response to demand from instructors. Wholesalers, retailers, and others expressed concern that the proliferation of supplements and more frequent revisions might unnecessarily increase costs to students.

U.S. college textbook prices may exceed prices in other countries because prices reflect market conditions found in each country, such as the willingness and ability of students to purchase the textbook. While geographical barriers have historically limited the reentry of textbooks intended for international distribution back into the United States, known as reimportation, recent advances in electronic commerce have broken down this barrier. In response to concerns that the international availability of less expensive textbooks might negatively affect textbook sales, publishers have taken steps to limit large-scale textbook reimportation.

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Abbreviations

AAP	Association of American Publishers
BLS	Bureau of Labor Statistics
CPI	Consumer Price Index
IPEDS	Integrated Postsecondary Education Data System
NACS	National Association of College Stores

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United States Government Accountability Office
Washington, DC 20548

July 29, 2005

Congressional Requesters

The federal government endeavors to improve access to and affordability of postsecondary education, primarily by providing financial aid to students and their families. Consequently, the overall cost of postsecondary attendance, including components such as tuition and textbooks, is of national importance because escalating costs can have negative effects on access and affordability. In academic year 2003-2004, students and their families spent over $6 billion on new and used textbooks.[1] Given that nearly half of undergraduates receive federal financial aid and the cost of textbooks is one component considered in making these awards, escalating textbook prices can impact federal spending. Because of the impact on access, affordability, and federal spending, recent reports of escalating textbook prices and instances in which publishers sell U.S. textbooks in other countries at lower prices have heightened congressional concern and raised questions about textbook pricing practices. You asked us to determine (1) what has been the increase, if any, in textbook prices? (2) what factors have contributed to changes in textbook prices? and (3) what factors explain why a given U.S. textbook may retail outside the United States for a different price?

To quantify the change in college textbook prices, the Department of Labor's Bureau of Labor Statistics (BLS) constructed for GAO's use a Consumer Price Index (CPI) data series that shows how the price of textbooks for consumers has changed since December 1986, the earliest date for which college textbook prices are available as part of BLS's research index. In drawing samples to compute price indices, BLS defines a textbook as any book required for a course, including books intended for general readership and packages containing the textbook and related supplements when the textbook alone has not been ordered. In order to put the price of a textbook into context, we examined the cost of tuition and fees to students and their families as tracked by the CPI since 1980. We also examined data from the Department of Education's (Education) Integrated Postsecondary Education Data System (IPEDS) to gain an

[1]National Association of College Stores, *2005 College Store Industry Financial Report* (Oberlin, Ohio: 2005).

understanding of the cost of textbooks and supplies (IPEDS does not disaggregate textbooks and supplies) for first-time, full-time, degree-seeking students during the course of an entire academic year, as estimated by postsecondary institutions, and the portion of the total estimated cost of tuition and fees that books and supplies represent. To determine what factors have contributed to the change in college textbook prices, we interviewed executives from five textbook publishers that account for more than 80 percent of new textbook sales; the three major national used textbook wholesalers; three companies that operate over 1,300 college textbook retail stores, or 29 percent of stores nationwide; the National Association of College Stores; the Association of American Publishers; the California and state Public Interest Research Groups; and various other industry experts. To determine what factors have led to differences in the price of some textbooks in U.S. and non-U.S. markets, we reviewed relevant economic theory and interviewed major industry players. Specifically, we spoke to representatives from textbook publishers, operators of textbook retail stores, and used book wholesalers to determine the extent to which books may be available in other countries at lower prices, and the reasons behind these price differences. A more detailed explanation of our methodology, including more information about our data sources, is in appendix I. We conducted our work between November 2004 and June 2005 in accordance with generally accepted government accounting standards.

Results in Brief

College textbook prices have risen at twice the rate of annual inflation over the last two decades, following close behind annual increases in tuition and fees at postsecondary institutions. Rising at an average of 6 percent each year since academic year 1987-1988, compared with overall average price increases of 3 percent per year, college textbook prices trailed tuition and fee increases, which averaged 7 percent per year. Since December of 1986, textbook prices have nearly tripled, increasing by 186 percent, while tuition and fees increased by 240 percent and overall prices grew by 72 percent. While increases in textbook prices have followed increases in tuition and fees, the cost of textbooks and supplies for degree-seeking students as a percentage of tuition and fees varies by the type of institution attended. For example, the average estimated cost of books and supplies per first-time, full-time student for academic year 2003-2004 was $898 at 4-year public institutions, or about 26 percent of the cost of tuition and fees. At 2-year public institutions, where low-income students are more likely to pursue a degree program and tuition and fees are lower, the average estimated cost of books and supplies per first-time,

full-time student was $886 in academic year 2003-2004, representing almost three-quarters of the cost of tuition and fees.

While there are many factors that affect textbook pricing, the price of textbooks has increased in recent years, according to experts we spoke with, as a result of the increase in costs associated with new features, such as Web sites and other instructional supplements. Other factors that affect pricing include production costs, availability of used books, and the demand for textbooks. Publishers say they have increased their investments in the development of supplements to meet the demands of a changing postsecondary market. For example, publishers we spoke with cited increases in part-time faculty who need additional teaching support as a key factor that has increased demand for instructional supplements. Publishers also said instructors are requesting more supplements, such as Web-based tutorials and self-assessment tools, to enhance student learning. However, wholesalers, retailers, and others suggest that while supplements may be of value to students, the increasing practice of packaging them with textbooks effectively limits the students' ability to purchase less expensive used books. Industry representatives and public interest groups also suggested that publishers are revising textbooks more frequently, and some expressed concern about the financial impact on students. Their concern is that more frequent revisions limit the opportunity students have to reduce their costs by purchasing used textbooks and selling their textbooks back to bookstores at the end of the term. While publishers generally agreed that the revision cycle for many books is 3 to 4 years, compared with 4 to 5 years that were standard 10 to 20 years ago, they said revisions were necessary to keep the materials current for faculty and to recoup their investments.

The price of a U.S. textbook may differ when the book is sold in other countries primarily because publishers price their textbooks in order to compete in local markets, and conditions exist that limit the resale of books from lower-priced markets back to the United States. Publishers told us that they produce textbooks primarily for the U.S. market and once they have incurred development costs, they can sell textbooks at a lower price in other countries because the cost of printing additional copies to sell outside the United States is relatively low. Publishers told us they price textbooks in other countries based on local market conditions, such as income levels, the extent to which students are required to purchase textbooks, and the availability of locally published textbooks. For example, publishers told us that some U.S. textbooks are priced lower in the United Kingdom because they must compete with locally produced textbooks that are less expensive. Price differences between the United

States and other countries persist because there are barriers that limit the reentry of textbooks into the United States. In some cases the cost of locating lower-priced textbooks and shipping them to the United States would result in a higher cost than purchasing them in the United States. In other cases, purchases are restricted by agreements between publishers and foreign distributors. For instance, some publishers told us that their agreements with one online retailer outside the United States limit the number of copies that can be shipped back to the United States.

We provided copies of a draft of this report to the Department of Labor and the Department of Education for review and comment. The Department of Labor provided technical comments on the use of its CPI data, which we incorporated as appropriate. The Department of Education did not have any comments. We received written comments from the National Association of College Stores (NACS) and the Association of American Publishers (AAP), the trade groups representing the companies we interviewed for this study. NACS generally agreed with our findings, stating that the report accurately portrayed the textbook industry. AAP agreed with some findings in the report, but expressed concern with respect to the data sources we used in our analyses and with characterizations provided by retailers and wholesalers on the impact of publisher practices on students. We carefully reviewed the data sources available on college textbook pricing, and found the data we used to be the most complete and reliable data available for our purposes. Additionally, we sought perspectives from publishers, retailers, and used book wholesalers, to ensure our characterization of the textbook industry was balanced and complete. Both NACS and AAP also provided technical comments, which we incorporated where appropriate.

Background

The college textbook market is complex, comprised of many publishers, retailers, and used book wholesalers. Textbooks include new and used books and can be combined with supplemental learning materials. Figure 1 illustrates the typical life cycle of a textbook and the roles of publishers, instructors, bookstores, wholesalers, and students.

Figure 1: The Typical Life Cycle of a College Textbook

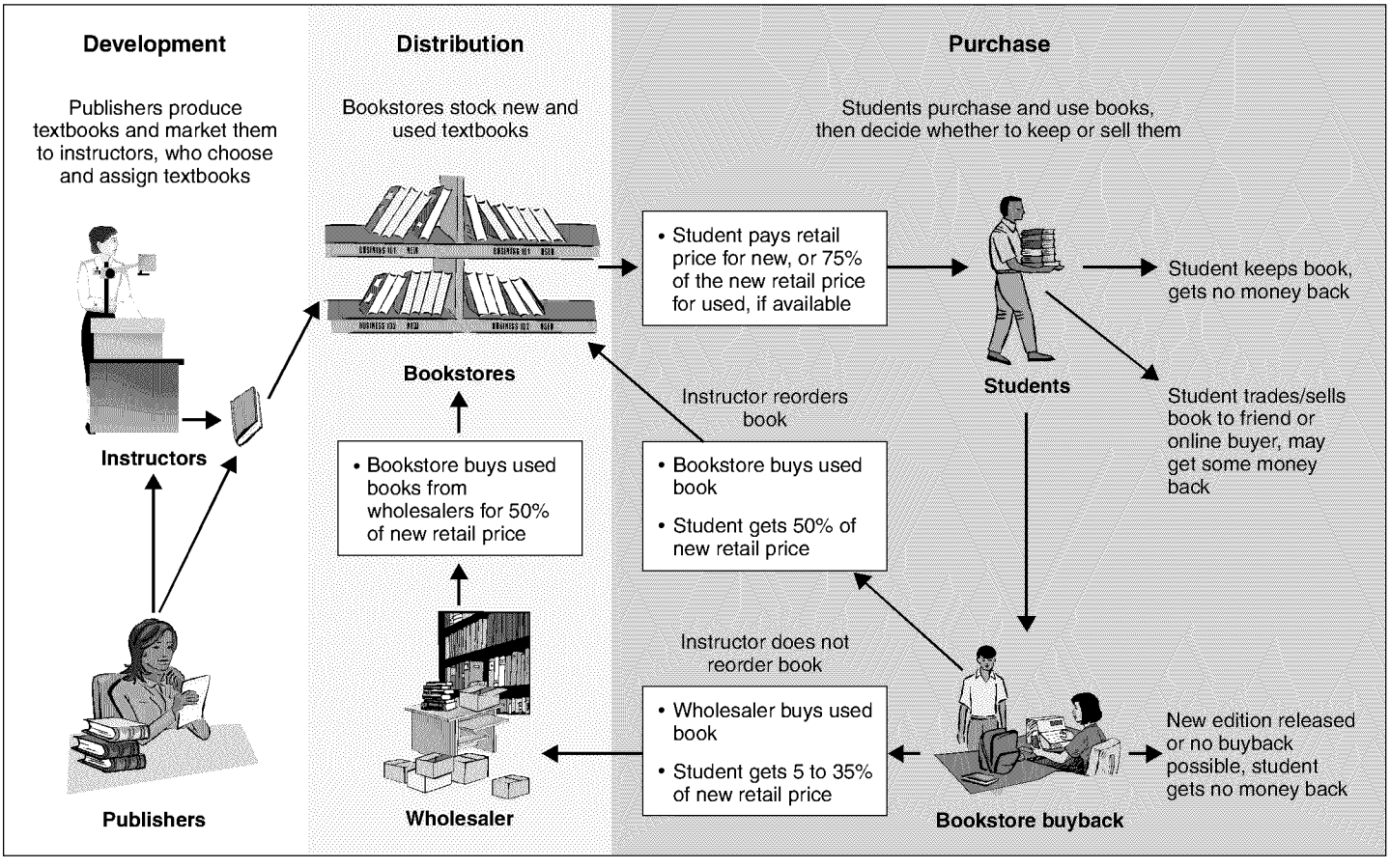

Source: GAO analysis (presentation). Art Explosion and Clipart.com (images).

Publishers develop and produce textbooks and accompanying materials for instructors and students. While there are hundreds of college textbook publishers, there has been substantial industry consolidation in recent years, with sales at five of the largest publishers representing over 80 percent of the market in 2004. Because developing a textbook involves a significant investment of time and resources, publishers carefully consider the potential risks and rewards before publishing a new textbook. Publishers consider market needs, including the size of the market and competing products. They also consider how the textbook would fit into their existing portfolios because they are more likely to publish in subject areas that complement successful existing textbooks. For example, a publisher that has successful textbooks for calculus might want to develop a textbook in an adjacent area like statistics. Publishers

may also consider what value they can add by publishing a given textbook to move beyond reproducing what is already available in the market.

Publishers direct their marketing efforts at instructors, and sometimes academic departments that make the decision about the course materials they will use and ultimately require their students to purchase. Publishers employ sales representatives who often call on instructors in person to discuss product options and provide instructors with free sample textbooks and instructional materials for consideration. Publishers also market their products at professional conferences and meetings, as well as through targeted mailings. Sales representatives typically receive a base salary and have the opportunity to earn commissions based on the volume of new course materials that are sold. They receive no compensation for materials that students purchase used.

College textbook retailers collect information about the materials instructors have selected for their courses and stock them for student purchases. Located both on and off campus, college textbook retailers are made up of a diverse group of businesses including independent booksellers, campus cooperatives, and large retail chains. The National Association of College Stores reports that about half of college textbook stores are owned by the postsecondary institution they serve and one-third are operated through lease agreements by outside companies. The companies that operate stores on college and university campuses through lease agreements typically pay a commission based on the total volume of sales to the postsecondary institutions in lieu of rent. It is not uncommon for the colleges and universities that contract with them to limit the margin on textbooks.

As bookstores receive information from instructors on the books required for the upcoming term, they determine the number of textbooks to order based on factors such as estimated enrollment and previous sales. Even with information on the number of students enrolled in the class, it can be difficult to estimate the number of books students will buy because many colleges and universities are served by more than one bookstore and students may also obtain textbooks from a variety of other sources. According to the National Association of College Stores, over 900 postsecondary institutions are served by multiple bookstores, with over 70 bookstores serving the 10 largest colleges and universities. Additionally, because students now have the opportunity to purchase their textbooks via the Internet from online retailers, no bookstore is without competition.

Retailers also attempt to make used books available to students, recognizing that many students prefer to purchase used books because they are generally less expensive. Bookstores generally buy as many used textbooks from their students as possible and then turn to used textbook wholesalers to obtain additional copies. However, the demand for used textbooks is much greater than the available supply, which is estimated to be between 25 and 30 percent of all textbooks in the market. The ability of bookstores to make used books available depends, in part, on how early they are aware an instructor will use a certain title. Receiving an order for a textbook by the end of a term increases the ability bookstores have to purchase used textbooks, particularly if the book is currently being used and they can buy back the book directly from students who have finished using it. Once the supply of used books has been exhausted, bookstores complete their orders with new textbooks from publishers. When instructors require new editions or materials that publishers have customized specifically for their course, bookstores must rely exclusively on publishers to fulfill their orders.

Wholesale companies facilitate the circulation of used textbooks by purchasing used books from retailers and directly from students to distribute to other retailers in need of used textbooks. Three major wholesale companies distribute textbooks nationally, and several smaller wholesalers distribute textbooks in specific regions of the country. Two of the national wholesalers also operate retail bookstores, and the other is tied to a retail chain through common ownership. Wholesalers have developed a complex model for determining the wholesale value of any given textbook based on factors such as demand, the available supply, and when a new edition is likely to be released. Because the supply of used books is limited and demand is high, wholesalers rank retailers in order to determine which will get first priority in receiving the used books they desire. Generally, national wholesalers give first priority to retailers that supply them with the most used books and do not return many of the books they purchase. To encourage bookstores to supply used books, wholesalers pay a commission and cover the cost of shipping the books to their warehouses.

While students have little choice over which textbooks they must purchase, they have some choice in where they buy their textbooks. Many campuses are served by multiple bookstores, and students may also be able to obtain their books through book exchanges on their campus. Advances in technology have allowed students to bypass traditional textbook outlets with expanded purchasing options online. A local bookstore may provide convenience, speed, and return options, while

online retailers and student-to-student exchanges may offer lower prices. In some cases, textbooks meant to be sold in international markets at lower prices are also available to U.S. students through online retailers.

In addition, students can sometimes offset their costs by selling back their books at the end of the term. Generally, if a book is in good condition and will be used on the campus again, bookstores will pay students 50 percent of the original price paid. If the bookstore has not received a faculty order for the book at the end of the term and the edition is still current, bookstores may offer students the wholesale price of the book, which could range from 5 to 35 percent of the new retail price. This practice allows bookstores to provide an added service to students while supporting the national availability of used books. Students can also sell their books online to a wholesaler or to an individual. However, if a new edition of the book is forthcoming, students would not generally be able to sell back the book.

College Textbook Prices Have Grown at Twice the Rate of Inflation, Trailing Annual Tuition Increases

College textbook prices have risen at double the rate of inflation for the last two decades but have followed the trend of tuition increases at postsecondary institutions. The average growth in college textbook prices has been 6 percent per year since academic year 1987-1988, ranging from 4 percent in 1993-1994 to 9 percent in 1989-1990.[2] Meanwhile, tuition and fees have increased at an average of 7 percent per academic year during the same period, while overall price increases averaged 3 percent per academic year. Not only have textbook prices steadily increased each year, but the overall change in textbook prices has been substantial. According to a BLS research series on the CPI for college textbooks shown in figure 2, prices in December of 2004 were 186 percent higher than they were in December of 1986, the first month in which data were available, compared with a 240 percent increase in the cost of tuition and fees at colleges, universities, and professional schools.[3] Overall price inflation was 72 percent during the same time period.

[2]An academic year is defined as September through August for this analysis.

[3]The CPI measures the average change over time in the prices paid by urban consumers for consumer goods and services, and the CPI for college textbooks measures the average change over time of the price that students and their families pay for college textbooks.

Figure 2: Annual Percentage Increase in College Textbook Prices, College Tuition and Fees, and Overall Price Inflation, December 1986 to December 2004

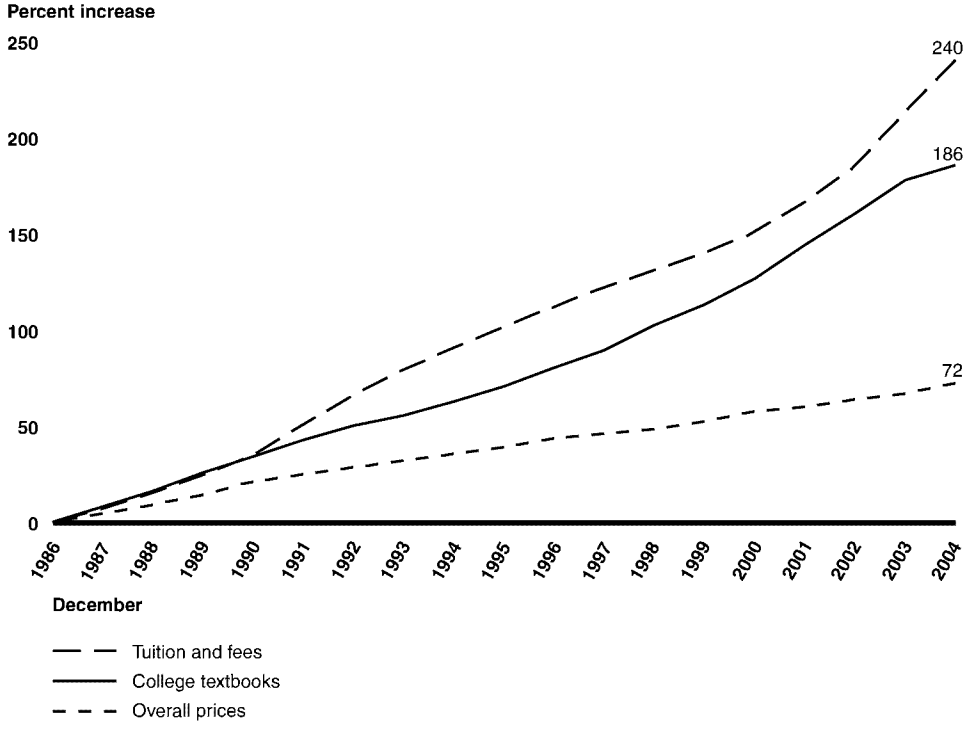

Source: Bureau of Labor Statistics.

Note: Data have not been seasonally adjusted.

With certain publisher packaging practices, supplementary products may sometimes be included in the price of the textbook for this index, but it is not possible with available data to determine the extent to which these practices may have contributed to price increases. The prices collected for BLS's textbook index represent new college textbook prices at colleges, universities, and professional schools at which textbooks are required.[4] Because only the price of the textbook is collected, the prices of any supplementary materials that may be available are typically not reflected

[4]Although only new textbook prices are collected, standard industry pricing practices generally result in used book prices tracking the movement of new book prices. Wholesalers and retailers agree that the standard pricing practice for used books is to assign a price that is equal to 75 percent of the new price of the same book, so that if the new book price increases by 3 percent, the used book also increases by 3 percent.

in the index. However, if the textbook is only available at the bookstore in combination with some other course material—a practice commonly referred to as bundling—then the price of the entire bundle is collected. Officials at the Bureau of Labor Statistics told us that the practice of bundling has become increasingly prevalent in recent years. However, they told us it is not possible to determine with the information available the extent to which bundling may have contributed to increases in college textbook prices. For more information about the methodology used for constructing this index, please refer to appendix I.

Increases in college textbook prices were particularly high for the academic years 1989-1990 and 2001-2002, at 9 percent and 8 percent respectively. Since 2001-2002, the growth in textbook prices has been slowed, increasing by 5 percent in 2003-2004. Appendix II contains more details on average annual changes in textbook prices.

While increases in textbook prices have not followed far behind hikes in college tuition and fees, the cost of textbooks and supplies as a percentage of tuition and fees varies for degree-seeking students attending different types of institutions. According to data from Education's Integrated Postsecondary Education Data System, first-time, full-time students attending 4-year private, nonprofit colleges were estimated to spend $850 for books and supplies in their first year, or 8 percent of the cost of tuition and fees during academic year 2003-2004, as shown in figure 3.[5] In contrast, first-time, full-time students paying in-state tuition at 4-year public colleges or universities were estimated to spend 26 percent of the cost of tuition and fees on books and supplies, or $898, during the same period. At 2-year public colleges, where low-income students are more likely to begin their studies and tuition and fees are lower, first-time, full-time students are estimated to spend 72 percent of the cost of tuition and fees on books and supplies.[6] Specifically, 2-year public colleges estimated that their first-time, full-time students would spend about $886 in 2003-2004 on books and supplies. In 2002-2003, the last year for which

[5]We did not validate the methodology the institutions used to derive these estimates. These estimates are gross, that is, they do not estimate what students might receive if they resell their books. Because retailers may pay up to 50 percent of the retail price for used textbooks, students' net costs may be reduced substantially. Also, while these figures include the cost of supplies, we cannot disaggregate those cost from the totals. More detail on Education's definition of supplies is in appendix I.

[6]Estimates for 2-year students are for students who are legal residents of the locality in which they attend school and thus receive any reduced tuition charges that may be offered by the institution.

enrollment data are available, students attending 2-year public colleges represented 42 percent of all postsecondary students.

Figure 3: Estimated Cost of Textbooks and Supplies as a Percentage of Tuition and Fees, Academic Year 2003-2004

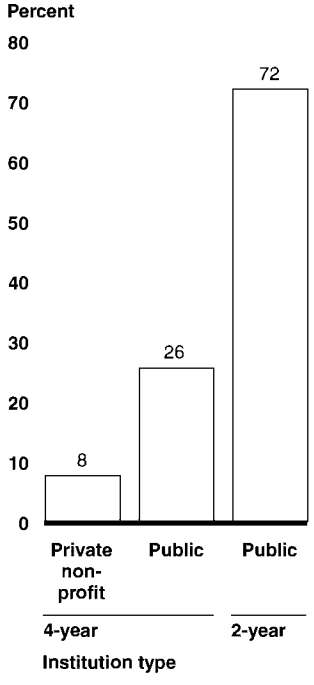

Source: Department of Education.

Publisher Investments in New Products Have Contributed to Increases in Textbook Prices

While publishers, retailers, and wholesalers all play a role in textbook pricing, the primary factor contributing to increases in the price of textbooks has been the increased investment publishers have made in new products to enhance instruction and learning according to industry executives we interviewed. In particular, publishers point to the high cost associated with the development of technology applications that supplement traditional textbooks. Publishers told us they have made these investments to meet changing needs of higher education, such as the increase in part-time faculty who require greater instructional support and supplements that will enhance student learning of the subject matter. While wholesalers, retailers, and others do not question the quality of these materials, they have expressed concern that the publishers' practice of packaging supplements with a textbook to sell as one unit limits the opportunity students have to purchase less expensive used books. Additionally, wholesalers, retailers, and others have expressed concern

about how certain publisher practices, such as revising textbooks more frequently and increasing the availability of custom publishing options for instructors, have affected their ability to help students save money by providing used textbooks and buyback services.

How Textbooks Are Priced

Publishers set the net price, or the price bookstores pay publishers to obtain the textbook, based on development and production costs, expected sales, and competition from comparable products available in the market. While the amount spent on development and production varies across publishers and specific titles, the publishers to whom we spoke underscored the substantial investments they make before a single textbook is sold. These include the cost of author advances, the development of content for the textbook and supplements, copyrights and permissions for illustrations and photographs, along with the cost of typesetting and printing enough copies to provide sample copies and cover expected sales.

In estimating expected sales of textbooks, publishers must consider the size of the overall market for a given textbook, the amount of market share they can reasonably capture based on the availability of competing products, and the availability of used books in subsequent years. The publishers we talked to focus heavily on publishing textbooks for introductory-level courses because the market is larger, even though competition for market share tends to be greater. Publishing in smaller markets can still be attractive, though, according to one publishing executive, because publishers may be able to attain greater market share, as there are generally fewer competing titles. Regardless of the market for a particular textbook, publishers told us that new textbook sales are highest in the first year an edition is available, with sales declining each year as the supply of used books becomes greater.

Publishers told us that they must price their textbooks based on what similar textbooks in the market are selling for, even if it will not generate enough revenue to offset their costs or they could lose sales to more competitively priced products. As a result, publishers noted that textbooks may not realize a profit in the first year of publication. Publishers told us that they are willing to take this financial risk because of the long-term rewards they expect for successful textbooks.

While each college store determines its own pricing model, many utilize a similar approach for determining the price of new and used textbooks. Bookstores set the retail price to ensure a certain percentage of the selling

price goes to the bookstore. This percentage, commonly referred to by retailers as the margin,[7] covers bookstore costs and may allow the store to realize a profit. While the margin may vary at different individual bookstores, the average margin on new college textbooks among stores reporting to the National Association of College Stores is about 23 percent.[8] The margin on used textbooks, however, is typically higher. Used textbook prices are directly linked to new textbook prices as retailers and wholesalers typically follow a traditional pricing practice. According to this practice, retailers purchase used books from wholesalers at 50 percent of the new retail price and in turn charge students 75 percent of the new retail price to purchase the book. This pricing practice results in a 33 percent margin on used books for bookstores. Table 1 illustrates the typical pricing practice for a new and used textbook. College bookstores justify higher margins on used textbooks based on increased inventory risks and resources involved in preparing the books for resale.[9]

Table 1: Illustration of Typical Textbook Pricing Practice for $100 Publisher-Priced Book

	Net price	Retail price	Price increase	Margin (price increase ÷ retail price)
New textbook	$100	$129	$29	23%
Used textbook	$65	$97	$32	33%

Source: GAO analysis.

Note: Prices rounded to the nearest dollar.

[7]Two terms, *markup* and *margin*, are commonly used to describe the difference between the net (or publisher) price and the retail price of textbooks. Publishers commonly refer to the markup, or the price increase relative to the publisher price, while college bookstores typically refer to the margin, the percentage of the retail price that they keep.

[8]National Association of College Stores, *2005 College Store Industry Financial Report* (Oberlin, Ohio: 2005).

[9]For example, buying back books from students represents an inventory risk because it requires a substantial financial investment, which bookstores cannot recoup until they sell the books to another student or a wholesaler.

Publishers Have Developed New Product Options to Meet Perceived Needs of Instructors and Students

The factors that publishers consider in determining the price of their textbooks has not changed over time, but the nature of offerings from higher education publishers has changed in recent years. Publishers say they have invested heavily in developing additional textbook supplements for instructors and students, particularly resource-intensive technology applications, and ensuring that the content they provide is updated with the most current pedagogy and examples. Publishers told us they are making these investments in response to the changing needs of the higher education community and to remain competitive in the marketplace. While supplements are not new, publishers told us the number and variety of supplements available for a given textbook have increased substantially in the last 10 years.

Even though there has been widespread consolidation among textbook publishers over the last 20 years, publishers characterized the textbook market as intensely competitive and said this competition drives what products they offer and ultimately how they price their textbooks. Because the adoption process in which instructors select the textbooks and materials they wish to use in their courses is central to ensuring sales, publishers told us that they focus their efforts on developing textbooks and accompanying materials that will meet the diverse needs of instructors and their students. To ensure their products are appealing to instructors, publishers say they must offer a wide range of materials that accommodate a variety of teaching and learning styles. Publishers fear that if they are unable to keep up with offerings of their competitors they will lose adoptions and ultimately market share. One industry analyst we spoke to speculated that the consolidation of publishers and a lack of new entrants are largely factors of the enormous investments required to compete in the marketplace. The analyst said that by consolidating, publishers may gain economies of scale and spread their overhead and other costs across more titles.

Publishers say the investments they are making in product development are largely in response to changes in higher education that have resulted in publishers playing a more central role in facilitating instruction and learning. For example, publishers have always provided no-cost instructional supplements to help faculty teach their courses, but these offerings have intensified in recent years. In particular, publishers told us that the increased demand for instructional technology applications has resulted in high development costs. They say that since the advent of the Internet, postsecondary institutions have made substantial investments in technology and increased their expectations for instructors to make use of technology in the classroom. In response to this demand, publishers have

invested millions of dollars in developing content that can be delivered via technological applications, such as Web sites and CD-ROMs, to accompany their textbooks. Some of these applications are designed to help instructors be more effective in the classroom, while others are intended for student use to enhance their learning of the material.

Publishers told us that they have tailored their instructional supplements to enhance instructor productivity and teaching, largely to meet the needs of instructors in an environment of funding cuts. Publishers say tools designed to enhance instructor productivity are in demand because reductions in the number of teaching assistants available to help instructors have increased the administrative burden for instructors. For example, publishers have developed online homework and quizzes that allow instructors to track student progress quickly, saving instructors time. The homework and quizzes students complete online can be graded immediately to provide both the instructor and students with immediate feedback on performance. The need for greater teaching support is another area in which publishers told us there has been increased demand, stemming largely from a reduction in the employment of full-time tenure track faculty at institutions across the country. Publishers say they are now providing more extensive curricular support including lesson plans, homework sets, multimedia lectures, and even workshops on specific teaching approaches. While these materials are provided at no cost to instructors, the cost of developing them is built into the price of the textbook.

Publishers also described a wide array of supplements that faculty can adopt that are intended to enhance student learning and success in the course. Publishers say there is a growing demand for these products because the number of students who are unprepared for college-level work has been increasing. Student supplements are either sold separately or bundled with the textbook, but the bulk of the development costs are typically built into the price of the textbook, according to publishers. While publishers produce print supplements, such as study guides and solutions manuals to accompany their textbooks, technology content represents the area in which publishers say they are investing more substantially. For example, one publisher told us the company had invested over $1 million in the development of a CD-ROM that provides three-dimensional images to enhance learning in anatomy. In the short term, these investments are very costly for publishers, but publishers are predicting increased demand for these products over time, with more content delivered digitally. Electronic content is appealing to publishers because sales of these products would be less affected over time by the

used textbook market than print products, which can more easily be bought and sold in the used textbook market. Specifically, passwords to restricted access Web sites cannot be resold, and there is no national used market for other types of electronic products, such as CD-ROMS and software, because retailers and wholesalers cannot easily verify that the products are functional once they have been used.

Wholesalers, Retailers, and Others Express Concern That Some Publisher Practices May Unnecessarily Increase Costs to Students

Wholesalers, retailers, and some public interest groups acknowledge that publishers are making substantial investments to develop textbooks and supplementary materials, but they have expressed concern about the impact some publisher practices may have on student costs. In particular, they think some of the strategies employed by publishers, such as bundling textbooks with supplements and revising textbooks more frequently, may limit the ability students have to decrease their costs by purchasing less expensive used textbooks.

Concerns about Bundling

Wholesalers, retailers, and some public interest groups agree that there has been a proliferation of supplements in recent years, and they have expressed concern about the increasing practice of selling supplements and textbooks bundled together in a package. While wholesalers and retailers do not question the quality of these materials, they suggest the practice of combining these supplements with textbooks limits students' ability to reduce their costs by purchasing less expensive used books and choosing which, if any, supplements they want to purchase. Retailers told us that when bundling started becoming more common, it became difficult for them to obtain supplements separately from publishers to provide students the option of buying a used book and selected supplements. Though publishers say that most supplements are now available separately, retailers said that because publishers often discount bundles, most of the savings students could expect from purchasing a used textbook would be negated if they bought the supplements separately. For example, a new book may be bundled with an access code to a companion Web site at no additional cost to the student. Students who choose to buy a less expensive used textbook will have to purchase the access code separately, but the combined cost of the used book and the access code will be similar to the price of the new course materials sold in a bundle. One retailer also noted that publishers assign every product a unique identification number, whether sold individually or bundled. Because the identification number for a bundle varies based on the specific combination of materials included in the package, the retailer told us it can be difficult to identify the individual components in the bundle to order them separately from publishers or, when available, through the

used textbook market. Publishers note, however, that the standard industry practice of assigning each bundle a unique identification number is intended to make it easy for students, retailers, and wholesalers to obtain a complete description of the bundle's contents by entering the identification number online.

Publishers told us that textbook sales representatives work to identify materials that will best meet a given instructor's needs and generally bundle course materials with the textbook when the instructor desires it. However, retailers said that instructors are often unaware that the course materials they selected will come bundled, based on routine follow-up discussions that stores have had with instructors. Retailers told us that many instructors want the supplements to be available for their students but also want students to have the option of buying a used book. However, some publishers say that the discounts available on bundles are a selling point with instructors, along with the assurance that students will purchase the correct course materials.

While publishers typically allow retailers to return new textbooks that are not sold without penalty if the textbooks are in new condition, when course materials are bundled together they can be returned only if the seal is unbroken. Retailers explained that their stores offer generous return policies to accommodate students who, for example, buy the wrong course materials or drop a course. If a student has broken the seal of the bundle, retailers say they will not be able to return the materials to the publisher for a refund. One retailer told us that its stores will generally accept returns of unsealed bundles to minimize ill will with students but that they would have to absorb the return as a loss.

Some publishers acknowledged that there has been resistance to the practice of bundling, and some told us they are now more carefully considering when bundling may be appropriate. While the practice is designed to provide students with greater value, publishers understand that students must perceive that value for a bundle to sell. Publishers say they are also beginning to understand that as students may be sensitive to high prices, they must strike a balance between quality and price. For example, one publisher provided an example of a bundle that did not sell well because the number of components increased the price beyond what students were willing to pay. While the publisher knew that the textbook and the individual components would retail separately for much more, students perceived the price as too high. Publishers also told us that bundling is most effective when instructors make use of all the materials included in the bundle and stress their importance to students. Publishers

understand that when students spend money for course materials that are never used they may perceive the purchase as unnecessary.

Concerns about the Frequency of Revisions

Industry representatives and some public interest groups also suggested that publishers are revising textbooks more frequently, and some expressed concern about the financial impact revisions have on students. Retailers and wholesalers told us that because instructors typically use the most current edition of textbooks in their courses, the previous edition becomes obsolete once a new edition is released. Once retailers and wholesalers learn of a pending new edition, typically several months in advance of the release date, they said the buyback value drops rapidly to zero. Once a new edition is released, retailers say they generally cannot buy back an old edition from students, a practice that helps students reduce their costs.

Publishers agreed that the revision cycle for many books has accelerated over time, but most said that it has been stable in recent years. While textbook revision cycles can vary based on several factors, such as the level of the course and the discipline, publishers told us that textbooks are generally revised every 3 to 4 years, compared with cycles of 4 to 5 years that were standard 10 to 20 years ago. Publishers say that the revision cycle is driven by instructors who want the most current material and may seek products from competitors if they are unable to meet the demand. Publishers cited a recent poll of 1,029 college professors commissioned by the Association of American Publishers that found that 80 percent of those polled think it is important that the material in the textbook be as current as possible.[10] However, this may not be universal across disciplines. For example, over 700 mathematics and physics instructors from 150 universities across the country have petitioned one publisher to delay revisions until there have been substantial changes in content or teaching methods that merit revision.[11]

Publishers noted that while not every revision results in substantial content changes, revisions must also be made for other reasons, such as changing teaching methods. For example, one publisher cited a teaching

[10]Zogby International, *The Attitudes of College Faculty on the Textbooks Used in Their Courses* (Utica, New York: December 2004).

[11]As part of the state Public Research Interest Group's efforts to advocate for lower prices for students, a number of faculty members signed a letter dated April 2004 calling on one publisher to change certain practices.

approach from the 1980s that has regained popularity in calculus. Revisions may be based on current events, such as including recent accounting scandals in textbooks for business law and ethics courses, or recent elections in political science textbooks. Publishers told us that changes in industry standards that are relevant to a discipline may also necessitate out-of-cycle revisions or updates, such as pronouncements issued by the Financial Accounting Standards Board for accounting textbooks.

Some wholesalers and retailers think that the revision cycle for some textbooks has the effect of limiting the used market. For example, retailers and wholesalers have observed that books for introductory-level classes are on a shorter revision cycle than other books, possibly because there is a greater supply of used books, as students are less likely to keep them. One publisher we talked to said that books for introductory classes are typically revised more frequently because demand for current content and technology applications is greater in these courses. Most publishers maintain that their decisions to revise a book are based on factors other than sales patterns. However, one publisher we spoke with said that the current revision cycle at the company is tied to the pattern of sales revenues, which all publishers agreed decline the longer the textbook is on the market and more used copies become available. Publishers estimated that in the second year of an edition they might sell 25 percent to 70 percent of the textbooks that were sold in the first year, depending on level and discipline. Moreover, publishers say that they count on textbook revisions to recoup the initial investment costs of developing the textbook. They told us that first-edition textbooks are highly risky and that only about 20 to 30 percent of their first-edition textbooks are ever revised. However, they said that they are willing to take on this risk based on the long-term rewards they expect to receive from successful textbooks that are revised.

Concerns about Other Publisher Practices

Wholesalers, retailers, and some public interest groups have also raised concerns about other publisher practices that may limit students' ability to purchase used textbooks, such as custom publishing, which allows instructors to customize their course materials by adding or deleting chapters from a single textbook or multiple textbooks. According to publishers, technological advances have made the practice more cost-effective and the adoption of custom materials has been increasing. Publishers say that custom publishing appeals to instructors because it allows them to consolidate material from multiple sources into one textbook for their students. Publishers also think it provides students with good value because instructors are more likely to use all of the material

they select. Because the price of custom publishing is based on the content, the price of custom textbooks may be lower than for a traditional textbook, according to publishers. For example, students might pay less for one custom textbook than they would for several books the instructor might have required if customization was not available. Some publishers also observed that sales of custom materials tend to be better because instructors are committed to using all of the material, and there is no national used textbook market for them.

Retailers and wholesalers said that because there is no resale market for a given custom textbook outside the campus where it was originally used, students may lose out on the ability to save money by buying used books and selling them back at the end of the term. One retailer expressed particular concern about a few specific instances in which textbook covers had been customized with the mascot or logo of a specific institution, but the content of the textbook was the same. Because these textbooks are designed for a specific campus and have a unique identification number, there is no national used market for them. In addition, retailers say that publishers place strict return limits—typically 10 percent—on custom textbooks, even though traditional textbooks are usually fully returnable to the publisher. As a result, retailers say that they have to carefully balance their commitment to carrying an adequate supply of custom materials for students against the risk of exceeding the return limit if they do not sell enough copies.

Wholesalers, retailers, and others are also concerned about the long-term cost implications for students that may result from publisher practices to provide lower-cost alternatives to the traditional textbook. Among these alternatives are loose-leaf textbooks that are designed to be placed in a binder and electronic textbooks that are available for purchase online. While these options may save students money initially, wholesalers and retailers are concerned about the long-term cost implications for students. For example, students may initially pay less for a loose-leaf textbook than they would for a textbook that is bound, but wholesalers and retailers said students would be unable to sell a loose-leaf book back because it is not possible to determine whether all the pages are intact. With electronic textbooks, students may pay about half of the price of a new textbook for password-protected access to an online version of the textbook. Until the password expires, students can access the textbook as many times as they wish, either reviewing the chapters online or printing a hard copy. Some public interest groups initially embraced the idea of electronic textbooks but now point out that students may run into technical difficulties if they have to rely on Internet access. Additionally, because access to the

textbook may expire, students may not have the option at the end of the term to keep the textbook. According to publishers, electronic textbooks have not caught on with students, and sales of these products have been unsuccessful.

The Price of U.S. Textbooks Sold in Other Countries Varies according to Local Market Conditions

College textbook prices in the United States may exceed prices in other countries because textbook publishers assign prices that reflect the market conditions found in each country. The demand for textbooks can vary across countries because of, for example, differences in income levels or in the classroom role of textbooks. Publishers typically incur substantial costs in order to develop textbooks, but once these development costs have been undertaken, the additional cost of producing more copies is quite low. As a result, a publisher may be able to profitably sell textbooks in one country at prices that are closer to actual costs of printing and distributing additional copies while charging higher prices in the United States that reflect the substantial development costs undertaken. Two factors are typically cited as enabling a seller, such as a publisher, to profitably charge different prices to different buyers, such as textbook buyers in different countries. The seller must be able to distinguish among groups with differences in their willingness and ability to pay a given price, and the ability for these groups to buy and sell among one another must be restricted. Traditionally, the geographical separation of markets has made it difficult for U.S. students to acquire lower-priced textbooks from other countries. More recent developments in Internet commerce have reduced the costs for buyers in the United States to acquire textbooks from other countries, causing publishers to reexamine their distribution arrangements.

Varying Local Market Conditions and Barriers to Importation Help Explain Textbook Price Differences between the United States and Other Countries

Textbook publishers told us that college textbooks are developed primarily for sale in the United States, based on cost considerations and demand forecasts for the North American market, but that they sell textbooks in other markets when there is international demand. Textbooks developed for certain academic disciplines are more likely to have broader international appeal than others, according to publishers. For example, the content found in many mathematics, science, and engineering textbooks is essentially global in its applicability. However, the content found in textbooks used in other disciplines, such as political science, may pertain much more specifically to U.S. experiences, institutions, or culture. If international demand for a textbook exists, publishers may sell the same textbook that is sold in the United States, an international edition produced with less expensive materials, or an

adaptation of the textbook that includes locally relevant examples. In international markets where the primary language spoken is not English, publishers may sell the rights to translate the textbook into the local language.

In assigning prices to the different versions of U.S. textbooks sold in the international marketplace, publishers told us that they consider local market conditions and the willingness and ability of students to purchase the textbook. As there can be significant intercountry differences in the demand for textbooks, publishers told us that they make country-by-country and book-by-book distribution and pricing decisions. Specifically, publishers told us that factors they consider in making pricing decisions are income levels, the cost of living, the role of the textbook in the classroom, intellectual property protections, the strength of the local currency, and the prices of competing textbooks sold in that marketplace. In some cases, international prices may be substantially lower than prices at which the textbook is sold in the United States, while in other cases, they may be the same as or higher than U.S. prices. For example, publishers told us that in many developing countries, incomes are generally too low for students to buy textbooks at U.S. prices. However, in areas where the cost of living is generally higher than in the United States, such as in Scandinavian countries, textbook prices may be higher.

Publishers told us that they have to be particularly concerned about pricing at a level that is affordable to students in developing countries because of the threat of piracy in these countries. Although they already grapple with piracy in many of these markets, publishers say that even fewer legitimate copies would be sold in these markets if prices were too high. According to publishers, some countries do not have a strong commitment to intellectual property protections, but governments have been more responsive in dealing with piracy cases when textbooks are priced at a level that local students can afford.

In addition to income levels, differences in instructional styles and systems of higher education influence publishers' pricing decisions. For example, publishers told us that even though average income levels are high in the United Kingdom, textbooks tend to sell for lower prices than in the United States because the demand for textbooks is lower. Specifically, they said that instructors in the United Kingdom are more likely to recommend several textbooks for students to consider, rather than requiring a specific textbook. Additionally, publishers told us that there is less demand for electronic and print supplements to support teaching and learning in non-U.S. markets. Publishers also told us that because higher

education funding tends to be highly subsidized in the United Kingdom and European countries, students may not be willing to pay out-of-pocket costs for textbooks at U.S. prices. According to publishers, textbook prices in Canada and Australia tend to be similar to those in the United States because the instructional styles are similar in that instructors select specific textbooks for their classes. However, publishers noted that in these markets there is also greater demand for U.S. textbooks that have been adapted to the local culture or economy.

The National Association of College Stores has criticized the practice of differential pricing, or the publisher practice of charging lower prices in some countries, saying that it is unfair for U.S. students to pay more for the same textbooks. However, the practice of differential pricing is not exclusive to textbook publishing and occurs both within and outside the United States. For example, GAO has reported on differential pricing in the airline industry, where business travelers typically pay much higher fares than leisure travelers.[12] Likewise, we have reported on differential pricing of prescription drugs in the pharmaceutical industry.[13] Publishers can afford to sell textbooks at prices that are sometimes lower outside the United States because once development costs have been incurred for the U.S. market, the incremental cost of producing additional copies for the international market is low. This allows publishers to sell textbooks in other countries at prices that are closer to printing and distribution costs while charging prices in the United States that better reflect the high costs of development. The publishers we talked to estimated that international sales make up from 5 to 15 percent of their total revenues. Some publishers speculated that without the added revenues from international sales, they would feel more cost pressure and would have to either increase U.S. prices or invest less in certain products.

In order for international pricing differences to persist, there must be barriers that limit mass importation of less expensive U.S. textbooks from other countries. Such barriers ensure that individuals and businesses purchase from the intended distribution channels and insulate students

[12]GAO, *Aviation Competition: Restricting Airline Ticketing Rules Unlikely to Help Consumers*, GAO-01-831 (Washington, D.C.: Jul. 31, 2001).

[13]GAO, *Prescription Drugs: Companies Typically Charge More in the United States than in Canada*, GAO/HRD-92-110 (Washington, D.C.: Sept. 30, 1992); and GAO, *Prescription Drugs: Companies Typically Charge More in the United States than in the United Kingdom*, GAO/HEHS-94-29 (Washington, D.C.: Jan. 12, 1994).

from awareness of price differences in other countries. Historically, the geographic separation of countries served as a natural barrier preventing such trade from occurring. Geographic distances and lack of information made it difficult for individuals or businesses in the United States to save money on textbooks by purchasing lower-priced textbooks in other countries and having them shipped to the United States, a practice commonly referred to as reimportation. However, recent technological developments in electronic commerce have diminished the effects of this natural barrier, increasing awareness of prices in other countries and making it easier for students and retailers to purchase lower-priced textbooks from international markets.

Publishers Have Taken Recent Steps to Limit the Reentry of Their Textbooks into the U.S. Market

Retailers and publishers have expressed concern about the reimportation of lower-priced textbooks from international locations. Specifically, they cited the ability students have to purchase books from online distribution channels outside the United States at lower prices, which may result in a loss of sales for U.S. retailers. Additionally, the availability of lower-priced textbooks through these channels has heightened distrust and frustration among students regarding textbook prices, and college stores find it difficult to explain why their textbook prices are higher, according to the National Association of College Stores. Retailers and publishers have also been concerned that some U.S. retailers may have engaged in reimportation on a large scale by ordering textbooks for entire courses at lower prices from international distribution channels. Concerned about the effects of differential pricing on college stores, the National Association of College Stores has called on publishers to stop the practice of selling textbooks at lower prices outside the United States.

Publishers told us that they intend for the textbooks they distribute in other countries to be sold for use in those countries, not for resale to the United States, and so have taken recent actions to limit large-scale reimportation. Most of the publishers with whom we spoke say they are particularly concerned about the actions of foreign distributors and U.S. retailers that may result in large-scale reimportation of textbooks. As a result, publishers told us they have taken recent steps to limit the reimportation of textbooks in large quantities. Specifically, publishers told us that they have strengthened their agreements with foreign wholesalers to prevent the large-scale sale of U.S. textbooks back to the United States. Some publishers also said they have made an agreement with an online retailer outside the United States to limit the number of copies of a given textbook that can be delivered to a single U.S. address in one order. Because these measures target large-scale reimportation of U.S. textbooks

from international sources at lower prices, they will not prevent U.S. students from purchasing single copies of textbooks from international sources.

Concluding Observations

College textbook prices have risen steadily, along with tuition and fees, and appear to have been largely driven by investments in supplements. While price increases have resulted in increasing costs for students and their families, they reflect a change in the characteristics of postsecondary education. Just as teaching and learning have changed with increasing reliance on technology, the college textbook has evolved from a stand-alone text to include a variety of ancillary products designed to enhance the educational experience for instructors and students. By increasingly becoming involved in the development of instructional aids, publishers are assuming roles that have traditionally belonged to postsecondary institutions. If publishers continue to increase these investments, particularly in technology, the cost to produce a textbook is likely to continue to increase in the future.

Although changes in the nature of college textbooks are evident, it is difficult to assess the impact of these changes on students. Instructors can now select from a much wider variety of supplements to tailor their courses to the needs of their students, but these additional textbook offerings may come at an increased cost to students. While textbook prices have risen with tuition costs, these costs can vary greatly depending on the type of institution a student is attending. Because textbooks may represent a substantial portion of the cost of tuition and fees for students attending some public institutions, any increase in textbook prices may affect affordability and access disproportionately for some students. Consequently, while students may benefit from the advances in textbook supplements, they may not feel the price increases are justified relative to what they spend on tuition. Students may also think the amount they have to pay for their textbooks is unfair, especially if some of the same textbooks are available at lower prices outside the United States.

Because the cost to students may not be the primary factor considered when publishers are developing textbooks that students are ultimately required to buy, the rate of textbook price increases is not likely to slow. Students may lower their costs by purchasing used textbooks and may search for lower-priced textbooks from online sources, including international retailers, and directly from other students. However, these options are unlikely to provide a sustainable source of lower prices because the supply of these textbooks is limited and international prices are subject to change. In addition, because publishers, wholesalers, and

many retailers are profit-seeking firms, any widespread action that would lower costs to students at the expense of profits would be met with changes in their business practices, such as changing distribution patterns.

Agency Comments

We provided copies of a draft of this report to the Department of Labor and the Department of Education for review and comment. The Department of Labor provided technical comments on the use of its CPI data, which we incorporated as appropriate. The Department of Education did not have any comments. We also sought comments on our characterization of the textbook industry from the National Association of College Stores and the Association of American Publishers, the trade groups representing the companies we interviewed for this study.

NACS generally agreed with our findings, stating that the report accurately portrayed the textbook industry. NACS also provided technical comments that we incorporated as appropriate. NACS's comments appear in appendix III.

AAP agreed with some findings in the report but expressed concern with respect to the data sources we used in our analyses and the tone and objectivity of the report.

With respect to the data sources we used, AAP expressed concern about the limitations of the data we used in determining textbook price increases over time, and the proportion of tuition and fees that spending on textbooks and supplies represent for students at different types of postsecondary institutions. AAP also suggested alternative data sources for addressing these issues, but we found that they were not sufficiently reliable for our purposes.

While AAP disagreed with our use of CPI data from BLS, these are the most complete and reliable data on textbook prices available. Further, we clearly disclose the limitations and definitions of the CPI data in the report. AAP's claim that BLS data do not capture the "penetration of lower-cost alternatives" is not accurate. The college textbooks CPI is an index designed to capture the prices of assigned textbooks. To the extent that lower cost alternatives are assigned, they would be fully reflected in BLS's index. AAP also suggested that the availability of alternative data from Student Monitor that differ substantially from the BLS data call into question our decision to use BLS data as a sole source. We disagree because the two data sources are not comparable. Student Monitor data are measuring annual changes in student spending, while BLS data measure annual price changes.

AAP also expressed concerns about the use of Education's IPEDS data, in particular that estimates are for textbooks and supplies and that we did not validate the estimates postsecondary institutions provided. We use IPEDS data because they are the most complete data available on estimated student spending. As we state in appendix I, we tested IPEDS for reliability and note that other available data sources are not as complete or reliable. AAP also questions the appropriateness of measuring estimated spending on textbooks and supplies as a percentage of tuition. We present these data to provide perspective on college affordability—a primary federal policy concern. To address AAP's concerns about what constitutes supplies, we have noted in appendix I that supplies are defined as usual costs incurred by a majority of students. AAP also expressed concern that in discussing estimates of student spending on textbooks, we did not take into account the extent to which students lower their costs through buyback. We have added this context where we discuss costs to students.

AAP also provided additional data sources for consideration and expressed concern that deadlines prevented us from giving these sources appropriate consideration. We considered other sources available that provide estimates of student spending. Time was not a factor in our decision not to use the data, but rather we found these sources to be not as complete or as reliable as the IPEDS data. Student Monitor, one of the sources suggested by AAP, provides market research for those targeting college students as a consumer group. Student Monitor employs a nonprobabilistic sampling methodology using an intercept-based quota sample of 1,200 students covering 100 colleges and universities. Because of the sample selection process used, it cannot be used to estimate to the college student population as a whole for the purpose of addressing a key finding. Other industry sources AAP suggested provide estimates on the total size of the market, but they cannot be used to provide representative estimates on student spending for textbooks.

AAP expressed concern about the tone and objectivity of the report, particularly the characterizations of retailers and wholesalers on the impact of publisher practices on students. In most instances we had already discussed issues raised by AAP in other sections of our report. AAP took issue with comments made by wholesalers and retailers regarding the impact of textbook revisions, bundling, and custom publishing on students' ability to pursue lower-cost, used textbooks. We specifically provide information on the views of wholesalers and retailers to add balance and include more perspectives in our report. We provide publisher perspectives on why they revise textbooks and characterize why and how the revision cycle has changed over the last two decades. We

also extensively discuss in our report publisher perspectives on supplements, bundling, and other options, such as custom publishing, while capturing publisher views regarding their benefits. Wholesalers and retailers provided a different perspective on these practices as they relate to potential costs to students, which we captured in our report.

More generally, GAO's approach to this study was to rely primarily on publishers to provide information on how they price textbooks and gain their perspectives on the factors that influence price changes. We also sought out other experts in the field, including retailers and wholesalers, to better understand how students obtain textbooks and what factors affect the cost to the student. Retailers and wholesalers did not place blame on publishers but pointed out the impact of some publisher practices on students. We do not place any blame in our report on the publishers and do in fact note that they offer a variety of options for students, sometimes at a discount. We also note in our report that faculty have primary responsibility for determining what students are required to buy.

AAP stated in its letter that it agreed with the findings related to international price differences and the report's concluding observations. AAP also provided technical comments, which we incorporated as appropriate. AAP's comments appear in appendix IV.

As arranged with your offices, unless you publicly announce its contents earlier, we plan no further distribution of this report until 30 days from its issue date. At that time, we will send copies of this report to the congressional committees and subcommittees responsible for the Higher Education Act, the Secretary of Education, the Secretary of Labor, and other interested parties. Copies will also be made available to others upon request. In addition, this report will be available at no charge on GAO's Web site at http://www.gao.gov.

If you have any questions about this report, please contact me on (202) 512-7215. Key contributors to this report are listed in appendix IV.

Cornelia M. Ashby

Cornelia M. Ashby
Director, Education, Workforce,
and Income Security Issues

List of Requesters

The Honorable George Miller
Ranking Minority Member
Committee on Education and the Workforce
House of Representatives

The Honorable Dale Kildee
Ranking Minority Member
Subcommittee on 21st Century Competitiveness
Committee on Education and the Workforce
House of Representatives

The Honorable Major Owens
Ranking Minority Member
Subcommittee on Workforce Protections
Committee on Education and the Workforce
House of Representatives

The Honorable Dennis Cardoza
The Honorable Raul Grijalva
The Honorable Maurice Hinchey
The Honorable Dennis Kucinich
The Honorable Carolyn McCarthy
The Honorable Betty McCollum
The Honorable Michael McNulty
The Honorable Donald Payne
The Honorable Bobby Rush
The Honorable Tim Ryan
The Honorable David Wu
House of Representatives

Appendix I: Objectives, Scope, and Methodology

To determine the extent to which textbook prices have changed over time, we reviewed college textbook pricing data from the Bureau of Labor Statistics' Consumer Price Index (CPI).[1] The CPI measures the average change over time in the prices paid by urban consumers for consumer goods and services, and in the case of textbooks represents an index of change over time of the retail price of college textbooks, or the price that students and their families pay. While college textbooks have been included in the CPI since 1964, data on textbooks in the Bureau of Labor Statistics' (BLS) research database only go back to 1986, when BLS collected textbook prices as part of an index on the price of books and supplies. The agency began publishing a separate CPI series on textbooks in 2001. Using these data, BLS constructed an unpublished research series on college textbooks for GAO for the period of December 1986 through December 2004. The index was compiled from three separate index series, as outlined in table 2. The implications on the index of these differences in methodology are discussed below.

Table 2: Source and Methodology for CPI College Textbook Research Series Data

Time period	Source and methodology
December 1986 to December 1998	BLS produced the index using data collected for the Educational Books and Supplies CPI series.
December 1998 to December 2001	BLS applied a standard BLS calculation procedure to college textbook price data in order to generate the index.
December 2001 to December 2004	BLS used the published index for college textbooks, which employs quality adjustment methods.[a]

Source: BLS.

[a]For a detailed analysis of these quality adjustment methods, see BLS, *Hedonic Quality Adjustment Methods for College Textbooks in the U.S.* CPI (Washington, DC.: October 2001).

The college textbook CPI is constructed using a probability-based selection process that identifies bookstores as well as textbooks that are assigned for use in courses of higher education. Prices for specific books are taken from a variety of bookstores located on and off campus, as well as from Web-based retailers, reflecting prices at public and private postsecondary institutions, including 2-year, 4-year, graduate, and professional schools. The sample composition changes each year for the following reasons: (1) books assigned to classes change over time,

[1]Data for the college textbooks CPI have not been seasonally adjusted. Seasonal adjustment removes the effects of recurring seasonal influences from many economic series, including consumer prices.

(2) some books cycle out of circulation, and (3) a quarter of the sample rotates out annually. Similarly, the sample size for this research series varies over time as sampling procedures are modified and may range from 200 to 500 price quotes. This variation in sample size does not affect the value of the index, though fewer observations may affect the variance of the index. Overall, BLS reports that the response rate for college textbook CPI data collection is very high, 88 percent.

Most of the textbooks included in the sample are designated as required texts for courses offered by the college or university associated with each sampled bookstore. In some cases, the selected textbook may not be available for pricing because the course has been terminated, the course requires a different textbook, or the course is not offered every term. In instances in which the course is no longer offered and the textbook is not used in any other course, then the assigned textbook for a similar course is selected as a substitute. If the textbook is no longer used for the selected course, it is replaced with the textbook that is currently used for the selected course. If the book is temporarily out of use (for example, the course associated with the book is offered only in the fall semester), then the book is listed as temporarily not available and the price change is imputed based on the price changes of the other books.

An important limitation to this research series is that prior to 2001, prices for such substitute books were not usually compared and no adjustments were made for any qualitative changes between the previous and substitute books.[2] With the introduction of quality adjustment in 2001, the index is adjusted when certain characteristics of a textbook change, such as a move from a major to a smaller publisher or a considerable change in the number of pages. If the new version of the textbook contains substantially different characteristics and quality adjustment values are not available, the price movement is imputed based on the prices of comparable textbooks. Because hedonic quality adjustment is implemented only for the published portion of the research series, for the periods before 2001, the index may have higher variance than the published index, which begins in 2001.

In addition, BLS officials pointed out that textbooks are increasingly wrapped in packages along with additional materials, making it difficult to

[2]Prices were compared only if the same book or a new edition of the same book was priced.

collect all of the qualitative characteristics of the textbook. If the selected textbook is sold by itself, then only the textbook is priced. However, if the selected textbook is automatically sold with another item, such as a CD or workbook, then the agency must price the entire package. As a result of these packaging practices, it is sometimes difficult for BLS to obtain the information necessary for quality adjustment, and other times the price recorded as the textbook price may also include ancillary materials.

To put changes in textbook prices into the context of other changes in the cost of higher education, we also reviewed CPI data on tuition and fees, which are constructed using a probability-based selection process and reflect the cost of tuition and fees at 2-year and 4-year institutions and professional schools.[3]

We analyzed data from the Department of Education's (Education) Integrated Postsecondary Data System (IPEDS) to determine the proportion of tuition and fees that expenditures for textbooks and supplies represent.[4] Specifically, postsecondary institutions estimate the amount first-time, full-time, degree-seeking students will spend for an entire academic year on textbooks and supplies and report on the amount of tuition and fees. IPEDS defines books and supplies as the average cost of books and supplies for a typical student for an entire academic year (or program). Supplies are to include usual costs that are incurred by a majority of students. Supplies required of special groups of students, such as engineering or art majors, would not be counted unless they constituted a majority of students at the institution. The Department of Education has not established a comprehensive definition of what supplies are. However, an Education official told us that supplies can include such things as allowances for personal computers, but such expenses should be reported only if they are required for a majority of students at the institution.

[3]Since the CPI for college textbooks is not seasonally adjusted, we relied on nonseasonally adjusted data for the overall CPI as well as the CPI for tuition and fees. There are no long-term significant differences between the nonseasonally adjusted and seasonally adjusted indexes.

[4]IPEDS is a system of surveys designed to collect data from all primary providers of postsecondary education. These surveys collect institution-level data in such areas as enrollments, program completions, faculty, staff, and finances. Data are collected annually from approximately 9,600 postsecondary institutions, including over 6,000 institutions eligible for the federal student aid programs.

To assess the completeness of the IPEDS data, we reviewed the National Center for Education Statistics' documentation on how the data were collected and performed electronic tests to look for missing or out-of-range values. On the basis of these reviews and tests, we found the data sufficiently reliable for our purposes. We did not validate the methodology the institutions used to derive their estimates for the cost of books and supplies, and there has been no review of how well these institutional estimates actually predict student spending on textbooks and supplies.

There are other sources available that provide estimates of student spending on college textbooks that we considered, but we did not find these sources to be as complete or reliable as IPEDS. The College Board collects estimates from postsecondary institutions on spending for books and supplies for full-time undergraduate students as part of its Annual Survey of Colleges. While the methodology employed was similar to that used for IPEDS, the survey included responses from a smaller population of institutions than IPEDS. Another source, Student Monitor, estimates spending on college textbooks based on student-reported expenditures. Student Monitor provides market research for those targeting college students as a consumer group. Student Monitor employs a nonprobabilistic sampling methodology using an intercept-based quota sample of 1,200 students covering 100 colleges and universities. Because of the sample selection process used, it cannot be used to estimate to the college student population as a whole for the purpose of addressing a key finding.

To determine what factors have contributed to the change in college textbook prices, we interviewed executives from five of the largest textbook publishers, representing more than 80 percent of new textbook sales; the three national used textbook wholesalers; three companies that operate over 1,300 college textbook retail stores, or 29 percent of stores nationwide; the National Association of College Stores; the Association of American Publishers; and various other industry experts.

To determine what factors have led to differences in the price of some U.S. textbooks in non-U.S. markets, we conducted a review of economic theory and relevant GAO work on differential pricing. We interviewed representatives from textbook publishers, operators of textbook retail stores, and used book wholesalers to determine the extent to which books may be available in other countries at lower prices, their analysis of the reasons behind these price discrepancies, and their concerns about pricing differences.

Appendix II: Consumer Price Index Average Annual Percentage Growth, Academic Years 1987-1988 to 2003-2004

	CPI average annual percent increase[a]		
Academic year, September-August	College textbooks	Tuition and fees	Overall prices
1987-1988[b]	7.8	7.3	4.0
1988-1989	6.9	8.0	4.7
1989-1990	9.3	8.0	4.8
1990-1991	5.8	8.8	5.3
1991-1992	6.7	11.6	3.0
1992-1993	4.5	9.8	3.1
1993-1994	4.2	7.6	2.6
1994-1995	4.4	6.3	2.8
1995-1996	5.5	5.8	2.8
1996-1997	5.2	5.3	2.7
1997-1998	5.1	4.5	1.7
1998-1999	6.5	3.9	1.8
1999-2000	5.8	4.0	3.1
2000-2001	6.2	4.6	3.3
2001-2002	8.1	6.5	1.6
2002-2003	6.7	7.5	2.3
2003-2004	5.2	9.8	2.3
Average per year, 1987-2004	6.0	7.0	3.0

Source: BLS published Tuition and Fees CPI and overall CPI, unpublished College Textbook CPI research series.

[a]Data are not seasonally adjusted.

[b]Academic year 1987-1988 shows the growth in prices over the previous academic year, 1986-1987. Data for the 1986-1987 estimate lack the months of September through November, as data became available in December of 1986. As a result, the average price level in 1986-1987 is based on 9 months of data rather than 12.

Appendix III: Comments from the National Association of College Stores

July 18, 2005

Brian E. Cartier, CAE
Chief Executive Officer

Cornelia M. Ashby
Director, Education, Workforce, and Income Security Issues
US Government Accountability Office
441 G Street, N.W.
Washington, DC 20548

Dear Ms. Ashby,

I am writing in response to your request for comments on the Government Accountability Office (GAO) draft report (GAO-5-806) "College Textbooks." On behalf of the National Association of College Stores, I want to thank you for the opportunity to review and comment on the draft report.

Generally, we believe the report accurately portrays the post-secondary course material industry, and captures many of the key factors affecting course material pricing and costs for college stores and the U.S. students they serve. We appreciate the professional job performed by your staff.

College stores support the goal of making a college education more affordable. It is for this reason that college stores work every day to find ways to reduce cost for students through such activities as buying and selling used books; enhancing the adoption process for faculty through the use of technology; supporting improved communications between faculty and students on the course material requirements of a course; sponsoring student book exchanges; and many other approaches to help students.

With respect to the findings in the report on international differential pricing, NACS supports a "one price" system in which U.S. students are not paying more than non-U.S. students, particularly those in developed countries. U.S. students should not, by themselves, bear the sole burden of course material development costs as the report has found or suffer the consequences of underdeveloped countries' inability or unwillingness to enforce copyright laws. All segments of the textbook industry should be working together to see how we can best maintain the extraordinary high quality of U.S. higher education—which is the envy of the world-- without making the price of that education prohibitive to many Americans.

In regard to the critical role of faculty, NACS believes the selection of course materials should rest with faculty who can best determine what textbooks and materials contribute to the learning experience and academic success of their students. While we recognize an extensive study on the role faculty plays in course material development, adoption, and utilization was beyond the scope of this study, we believe faculty roles should be considered as an integral part of any future discussions regarding the availability and accessibility of course materials.

National Association of College Stores, 500 East Lorain Street, Oberlin, OH 44074-1294
Phone: 440/775-7777 • Internet: info@nacs.org ▮▮▮▮ WWW: http://www.nacs.org • Fax: 440/775-4769

We have noted some technical issues in the report that we would like to clarify or correct and have enclosed these comments.

The National Association of College Stores supports efforts to enhance affordable and equitable access to quality course materials, and will continue to work with all parties concerned as an ally for student interests.

Sincerely,

Brian E. Cartier

Brian E. Cartier, CAE
Chief Executive Officer

Attachment

Appendix IV: Comments from the Association of American Publishers

Association of American Publishers, Inc.
www.publishers.org

aap

50 F Street, N.W., 4th Floor
Washington, D.C. 20001
Telephone: (202) 347-3375
Fax: (202) 347-3690

July 20, 2005

Ms. Cornelia Ashby
Government Accountability Office
Director, Education Workforce and Income Security Issues
441 G Street, NW
Washington, DC 20548

Dear Ms. Ashby:

The Association of American Publishers, the national trade association of the U.S. publishing industry, appreciates the opportunity to provide comments on the Government Accountability Office draft report on college textbook pricing (GAO-05-806). While we found some aspects of the report to be insightful, we are seriously concerned about the accuracy and overall tone and balance of the draft report. The publishers provided solid evidence that corrected the GAO data, and they shared with you their concerns regarding misrepresentative statements, as well as the assumptive conclusions that the draft report included.

Specifically, the AAP has provided analyses and corrections of two data sources employed by GAO: the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) report of what students spend on books and supplies, and a Bureau of Labor Statistics (BLS) review of college textbook pricing data.

The GAO intended to use the IPEDS "to gain an understanding of the annual cost of textbooks and supplies for students as estimated by postsecondary institutions." However, as the publishers demonstrated to the GAO, the IPEDS data aggregates school administrator estimates of books and "supplies," which may include computers, calculators, lab equipment, and other materials that represent about 27% of total student spending on books and supplies. Publishers do not produce or market supplies. Independently derived estimates confirm that the average full-time equivalent student spends about $580 per year on textbooks, far less than the $898 figure used repeatedly in the GAO draft. GAO has chosen not to use this independent data. Detailed analyses of student spending can be found at the end of this letter.

The second metric the report uses is the BLS data to track textbook price increases. By its own disclaimer, before 2001, BLS data did not accurately reflect the increasing penetration of lower-cost alternatives that are replacing unabridged, hardcover texts. Consequently, BLS data exaggerates textbook price increases over the course of the

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reporting period. BLS acknowledges "textbooks are increasingly wrapped in packages along with additional materials, making it difficult to collect all of the qualitative characteristics of the textbooks. As a result, it is difficult for BLS to obtain the information necessary for quality adjustment, and other times the price recorded as the textbook price may also include ancillary materials."

Our third critical concern is the tone and objectivity employed by GAO in the titles and subheadings of the draft report. There are frequent instances where conclusion statements and the narrative of the report are judgmental, and include unsubstantiated statements from single sources that create an unbalanced view. We believe the editorial style of the draft report suggests GAO advocacy for used books and used booksellers rather than providing a factual analysis of the industries.

The report does describe in accurate fashion some – but not all, or even, most -- of the choices publishers offer faculty for text selection. As our members have shown, and as could be confirmed by looking at the books available for any college course, there is always a broad range of titles that an instructor can choose for his or her students, and these titles are often at very different price points. The instructors, of course, select what they believe best serves the educational needs of their students.

In sum, we are disappointed to be writing this letter since there is nothing present here that AAP and its members did not present to the GAO during the writing of the report. We believe that this report is being rushed to completion due to deadline pressures, and that with thorough consideration of these comments a more balanced and representative report can be produced.

We recognize that some of our comments may be moot if the GAO chose to incorporate them in their final report, but because we have not had access to that report, we felt it necessary to make our position part of the record. We're proud of our products and services and our expanding role in Higher Education, and we believe our efforts aid in opening opportunities to all aspiring students.

Our more detailed comments address three key issues: (1) Accuracy of Data, (2) Tone of the Draft report, and (3) Draft report's Valuable Insights.

Accuracy of Data

The report's first data source on text price increases, provided by the Bureau of Labor Statistics (BLS), compares dissimilar factors and leads to an incorrect set of conclusions that persist throughout the report. As the report notes, BLS **price** data does not accurately reflect the increasing penetration of lower-cost alternatives that are replacing the traditional unabridged, hardcover texts, a significant trend over the last 10 years.

Further, as noted in the appendix (page 29 of the report), the BLS price index imputes prices based on comparable textbook prices when data is not available and has a higher margin of error prior to 2001. In regard to post-2001 price analyses, BLS acknowledges (page 29) that "textbooks are increasingly wrapped in packages along with additional

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materials, making it difficult to collect all of the qualitative characteristics of the textbook…As a result...it is sometimes difficult for BLS to obtain the information necessary for quality adjustment, and other times the price recorded as the textbook price may also include ancillary materials." The standard practice of including quality adjustments in measures of inflation was not done here. As a result, the BLS data exaggerates textbook price increases over the course of the reporting period.

The presentation of the data is misleading because BLS data includes supplements and textbooks, but chart labels and dialogue consistently refer only to textbooks. The Draft report must clarify its data in every case. Finally, BLS numbers, based on the Producer Price Index, do not reflect the labor-intensive nature of the textbook development industry, which relies on intellectual capital.

Other independent research sources, including Student Monitor, LLC, measure student spending on new and used textbooks. Student Monitor data has been included in other GAO reports, but was excluded from this report. Student Monitor research shows that per-capita spending increases for new and used books increased at roughly the rate of inflation in recent years.

Student Spending Increase On Textbooks Per Student Monitor

2000/2001	+ 3.5%
2001/2002	+ 5.4%
2003/2003	+ 2.1%
2003/2004	+ 0.8%

Since the BLS data and the Student Monitor data are so different, we remain very concerned that using BLS as a sole source, while making mild note of its limitations, has the effect of fairly dramatically exaggerating textbook price increases over the data series. Using the BLS data alone, misleads the reader into believing that the price index and the draft report's analysis results are significantly more precise, and more generally accepted, than they are.

Finally, there is no mention at any point in this section that students can recoup up to 50 percent of their costs by reselling their course materials, so any measure of spending overstates how much a student may spend.

The draft report's other source of data, provided by the Department of Education's Integrated Postsecondary Education Data System (IPEDS), employs methodology to report on **costs** that GAO acknowledges they "did not validate." This is curious because the GAO chose to ignore other data on the basis that they could not validate it.

IPEDS pricing information on textbooks and supplies is based on the estimated guess of college administrators, with no instructions from the Department of Education or any attempts to standardize the information. "Supplies," in this case, are not just inconsequential items such as pencils and notebooks but, according to IPEDS, may

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include computers, calculators, lab equipment, and other materials that represent about 27% of total student spending on books and supplies, according to the National Association of College Stores. Publishers do not produce or market "supplies." To refer to materials other than textbooks is very misleading in the current context.

In contrast to the GAO's use of inaccurate and misleading data, two independently derived estimates (see charts that follow) confirm that the average full-time equivalent student spends about **$580** per year on textbooks, far less than the $898 figure used repeatedly in the GAO draft, even taking into account part-time students. In light of the admittedly misleading IPEDS data discussed above, the AAP has requested that GAO revise the Draft to include this independent and generally accepted research and also has asked that GAO use this data to provide the estimated cost to students of textbooks, without including supplies. As noted before, the total cost students spend on their textbooks is not qualified to include the amount they receive from the sale of their used textbooks.

GAO also measures texts and course materials as a percentage of tuition. This is particularly misleading because tuition is independent of the cost of textbooks. This comparison creates the impression that students attending lower-cost institutions are being penalized, when, in fact, they benefit from a comparable educational experience, by virtue of their access to equivalent course materials at exactly the same price paid by any peer at any other higher educational institution. There is neither price discrimination nor dilution of quality based on which school a student attends—all students are treated equally in this respect. The draft states that two-year public institutions are places "where low-income students are more likely to pursue a degree program" – implying with no substantiation that the cost of textbooks is a barrier to access – but fails to acknowledge the diversity of the courses taken by students attending two-year schools, including allied sciences students studying courses that feature the most complex to produce, highly technical course materials such as dental hygiene, radiology and nursing, and students who work full time and do not conform to the draft report's chosen characterization.

Tone of the Draft Report

Our third critical concern is the tone and objectivity of portions of the report. The draft, for example, presents concerns of used book distributors and advocates without complete balancing information or independent GAO analysis. This approach of citing "concerns" with a subsequent summary rebuttal from publishers leaves the reader with the impression that GAO is advocating a particular point of view in favor of the used book market and used booksellers rather than providing a factual analysis of the industries.

This is especially true is cases where the cited concern is unsubstantiated or refuted by available data. For example, GAO notes that wholesalers, retailers and some public interest groups "...think some of the strategies employed by publishers, such as revising textbooks more frequently, limit the ability students have to decrease their costs by purchasing less expensive used textbooks." What GAO fails to point out is that available

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empirical data indicates that revisions have been very stable at 4 years since at least 1996, the last year of data to which publishers have ready access.

Additionally, we find that the entire section of the report presented on pages 16 – 21 fails to acknowledge publisher efforts to address instructor and student needs and concerns by offering a variety of choices in educational materials at a variety of price points. This section contains conflicting "concerns" from competitors and others that create the impression that publishers efforts to offer low-cost alternatives for instructors and students is somehow wrong, especially when publishers offer particularly steep discounts.

Generally, this section would be greatly improved by the recognition of the central role of the instructor in choosing selected materials, the reasons why publishers offer these choices, including significant cost savings and other benefits generated for students. For example:

- On page 11, paragraph 2, the report states: *"Additionally, wholesalers, retailers, and others have expressed concern about how certain publishing practices, such as...increasing the availability of custom publishing options for instructors, have affected their ability to help students save money by providing used textbooks and buyback services."*

As presented, this statement provides no discussion of the benefits of custom publishing – such as the increased value to the student because the book is more often used in its entirety and the common up-front cost saving to students who would otherwise have to purchase multiple books for a single course – leaving the reader with the misperception that custom textbooks are inappropriate, not valued by students and increase overall costs to them. The fact is publishers offer instructors a wide range of choices in materials at a variety of price points. The extent to which those products offer increased value or discounted costs to every student up-front should be balanced with concerns that students may not be able to receive additional sums from reselling their textbook on the current national used book market.

- Another example of a statement that lacks balance and appears to be inconsistent with other text in the draft report can be found on page 16, paragraph 2 of the report. The report says, *"Wholesalers, retailers and some public interest groups agree that there has been a proliferation of supplements in recent years, and they have expressed concern about the increasing practice of selling supplements and textbooks bundled together in a package. While wholesalers and retailers do not question the quality of these materials, they suggest the practice of combining these supplements with textbooks limits students' ability to reduce their costs by purchasing less expensive used books and choosing which, if any, supplements they want to purchase."*

There is no mention that those objecting to bundled supplements on the grounds that potential student re-sale savings are reduced, are objecting even though bundled packages commonly result in a lower overall cost for students compared with buying the items

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separately. These savings are obtained by every purchasing student, up-front and can sometimes *exceed* the savings the student would receive from re-selling their used textbook.

The apparent concern that offering bundled packages "limits students' ability to reduce their costs by purchasing less expensive used books and choosing which, if any, supplements they want to purchase," appears to be in conflict with their subsequent concern on page 17, paragraph 1, that "...retailers said that because publishers often discount bundles, most of the savings students could expect from purchasing a used textbook would be negated if they bought the supplements separately."

As written, the wording leaves the reader with the misimpression that publishers have done something wrong by offering instructors the choice of ordering textbooks and integrated materials in a discounted bundled package, and that publishers compound that transgression by offering discounts that are too steep.

In summary, we believe the editorial style of the draft report suggests GAO advocacy for used books to reduce student costs without consideration of any other factors, such as the impact on the quality of a student's education, low-cost and technological alternatives to the traditional textbook, total cost of textbook ownership, the impact on the price of new books and compensation to authors.

Draft Report's Valuable Insights

Those sections of the report AAP endorses are the *Concluding Observations* and the section entitled, *The Price of Textbooks Sold in Other Countries Varies according to Local Market Conditions.*

We believe the *Concluding Observations* in the draft report correctly note a number of the more important factors that influence the college textbook sector, and acknowledge the expanded role of publishers in providing increasingly sophisticated learning tools to meet the demands of today's faculties and students.

For example the report observed that:

1) Price increases in textbooks "reflect a change in the characteristics of postsecondary education;"
2) "...as teaching and learning have changed with increasing reliance on technology, the nature of the college textbook has evolved from a stand-alone text to the inclusion of a variety of ancillary products designed to enhance the educational experience for instructors and students;" and
3) "...publishers are assuming roles that have traditionally belong to postsecondary institutions."

The section of the report dealing with the economic factors that influence the price of textbooks sold overseas and the efforts publishers are making to limit the re-importation into the United States of those books is balanced and accurate.

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Specifically, GAO noted that:

1) "Without the added revenues from international sales, [publishers] would feel more cost pressure and would have to…increase U.S. prices;
2) Publishers price textbooks sold overseas on the basis of "local market conditions and the willingness and ability of students to purchase the textbook" and that they want to make their textbooks "affordable to students in developing countries because of the threat of piracy;"
3) Specific factors that publishers consider when making pricing decisions are "income levels, the cost of living, the role of the textbook in the classroom, intellectual property protections, the strength of the local currency, and the prices of competing textbooks sold in that marketplace."

We appreciate your consideration of these significant concerns and look forward to working with GAO to ensure the accuracy and balance of the final report.

Sincerely,

Patricia Schroeder
President and Chief Executive Officer
Association of American Publishers

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AAP analyses using independent data sources demonstrates that student spending on textbooks and supplemental educational materials was approximately $580 in 2003.

Estimated per capita spending on course materials, 2003

Line	Statistic	Value	Source
1	Course Materials purchases, US college stores	$ 6,230,000,000	NACS
2	Online purchases of textbooks	$ 261,000,000	Student Monitor
3	Total spending on textbooks and course materials	$ 6,491,000,000	Line 1 + Line 2
4	Full-time students, 2003 est	8,874,000	Dept of Education
5	Part-time students, 2003 est.	5,584,000	Dept of Education
6	Head-count enrollment	14,458,000	Line 4 + Line 5
7	FTE enrollment (full-time + 1/3 part time)	11,056,330	Line 4 + (Line 5 / 3)
8	Spending on course materials per student	**$449**	Line 3 / Line 6
9	Spending on books and supplies per FTE student	**$587**	Line 3 / Line 7

Estimated per capita spending on textbooks, 2003

Line	Statistic	Value	Source
1	New textbook sales (wholesale)	$ 3,007,600,000	AAP
2	Avg margin on new books	23%	NACS
3	Avg markup on new books	30%	Line 2 / 1-Line 2
4	Total spending on new books (est.) at bookstores	$ 4,289,000,000	Line 1 / 1-Line 3
5	% used books (retail)	29.8%	Bowker (MIR)
6	Total spending on textbooks at bookstores, including used books	$ 6,110,000,000	Line 4 / 1-Line 5
7	Online purchases	$ 261,000,000	Student Monitor
8	Total spending on textbooks	$ 6,371,000,000	Line 6 + Line 7
9	Full-time students, 2003 est	8,874,000	Dept of Education
10	Part-time students, 2003 est.	5,584,000	Dept of Education
11	Head-count enrollment	14,458,000	Line 9 + Line 10
12	FTE enrollment (full-time + 1/3 part time)	11,056,330	Line 9 + (Line 10 / 3)
13	Spending on textbooks per student	**$441**	Line 8 / Line 11
14	Spending on textbooks per FTE student	**$576**	Line 8 / Line 12

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Appendix V: GAO Contact and Staff Acknowledgments

GAO Contact

Cornelia M. Ashby, Director, (202) 512-7215, ashbyc@gao.gov

Staff Acknowledgments

Bryon Gordon, Assistant Director
Debra Prescott, Analyst-in-Charge
Whitney Schott, Analyst

In addition to those named above, Stephen Brown, Jonathan McMurray, and John Mingus made significant contributions to this report.

GAO's Mission

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UNC Student Stores

Our Mission

The mission of UNC Student Stores is to provide books, school supplies, and other merchandise and services to the University community as prescribed in State Law, to pay all operating expenses and provide funds for inventory and capital improvements out of receipts, and to contribute any residual funds to the scholarship program of the University.

Guaranteed Buyback Book

UNC STUDENT STORES ORIGINAL RECEIPT REQUIRED FOR GUARANTEED BUYBACK.

PRESENT YOUR UNC STUDENT STORES ORIGINAL TEXTBOOK RECEIPT AT BUYBACK AND YOU ARE GUARANTEED HALF THE PURCHASE PRICE FOR THIS BOOK THROUGH THE DATE BELOW.

KEEP YOUR RECEIPT!

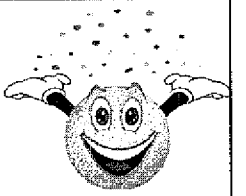

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Chapel Hill, NC
27599

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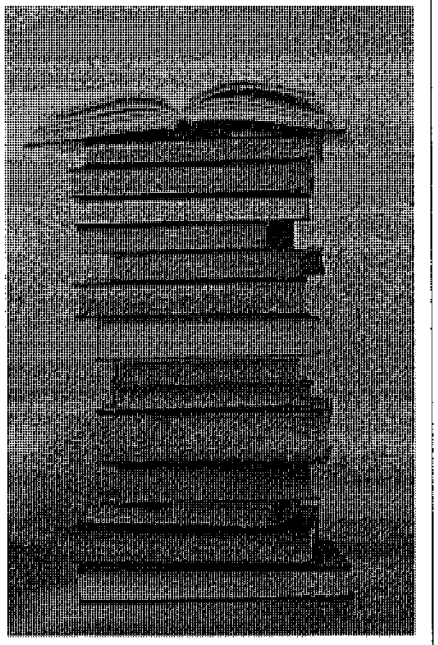

UNC Student Stores Course
Materials Department

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"To significantly affect the cost of textbooks, Chancellors, Provosts, faculty and bookstore managers must continue to increase the number of courses and textbooks included in the guaranteed buyback programs. Campuses must continue to expand their Guaranteed Buyback Programs."

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February 2011

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Please note that bundles which include any component intended for a single user may not be adopted for guaranteed buyback, including access codes, workbooks, loose leaf binding, spiral binding, tear out pages, online course CDs, codes, or software.

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"All campuses must have a guaranteed buyback or rental program for required textbooks for large, introductory classes."

- "This option must be available in addition to traditional purchase option."
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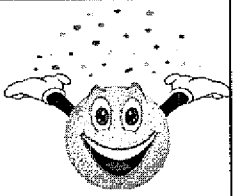

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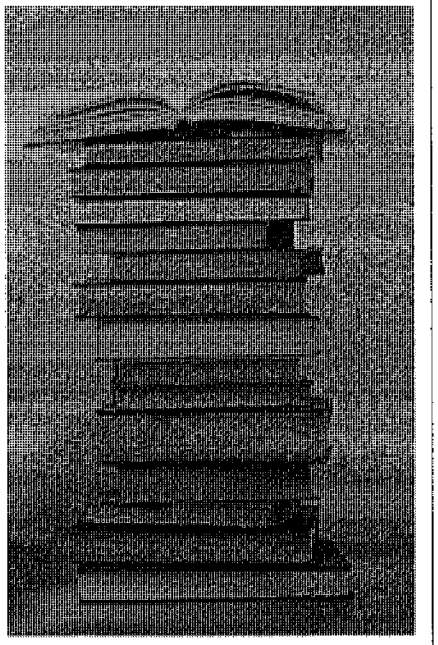

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Please return completed Guaranteed Buyback Form to UNC Student Stores attention Kelly Hanner.

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Email: khanner@email.unc.edu Phone: 919-962-2429 Fax: 919-962-3334

To: UNC Chapel Hill Chairs
From: Kelly Hanner Course Materials Manager, UNC Student Stores

The following information needs to be provided to Student Stores in order to facilitate General Administration Board of Governors Textbook Requirements for the **Guaranteed Buyback Program**.

- Departments need to notify Student Stores about their textbook decision, provide course information and the number of semesters the book will be used.
- Student Stores will guarantee retail buyback price on the textbook for UNC Chapel Hill students who purchased their textbook at Student Stores for the same time period to which the department has committed use.
- Bundles which include any component intended for a single user may not be adopted for guaranteed buyback, including access codes, workbooks, loose leaf binding, spiral binding, tear out pages, on-line course CDs, codes, or software.

UNC Student Stores needs the following information for your department's large introductory course:

Dept._____ Course # _____ Sections _____

Author _____ ISBN_____

Title _____

Edition _____ Publisher _____

Our department is committed to using this textbook for the course through (last term):

TERM_____ YEAR_____

Approved by: _____

General Administration Board of Governors Textbook Requirements Summary:
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Please note that the Board of Governors' statement on guaranteed buyback or rental has been modified. The requirement that the introductory text be in hardback has been removed, and the Board is encouraging courses beyond the introductory level to participate in the Guaranteed Buyback Program. The modified statement is noted below.

Fall 2011 is the start of a new academic year and the perfect time to decide on a textbook and the duration of its use at UNC Chapel Hill. Let us know the course, the textbook and how many semesters it will be used, and we will guarantee 50% of the purchase price at buyback for students who purchased the textbook at UNC Student Stores for your committed time period. Please find enclosed new textbook commitment forms.

Quick review of previous discussions:

As discussed at the September 11, 2007 Council of Chairs meeting, the following information needs to be provided to Student Stores in order to facilitate General Administration Board of Governors Textbook Requirements.

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All campuses must have a guaranteed buyback or rental program for required textbooks for large, introductory classes for the Spring 2008 semester.

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HEOA Textbook Provision

SEC. 112. TEXTBOOK INFORMATION.

(a) AMENDMENT.—Part C of title I (20 U.S.C. 1015) is further amended by adding after section 132 (as added by section 111 of this Act) the following new section:

''SEC. 133. TEXTBOOK INFORMATION.

''(a) PURPOSE AND INTENT.—The purpose of this section is to ensure that students have access to affordable course materials by decreasing costs to students and enhancing transparency and disclosure with respect to the selection, purchase, sale, and use of course materials. It is the intent of this section to encourage all of the involved parties, including faculty, students, administrators, institutions of higher education, bookstores, distributors, and publishers, to work together to identify ways to decrease the cost of college textbooks and supplemental materials for students while supporting the academic freedom of faculty members to select high quality course materials for students.

''(b) DEFINITIONS.—In this section:

''(1) BUNDLE.—The term 'bundle' means one or more college textbooks or other supplemental materials that may be packaged together to be sold as course materials for one price.

''(2) COLLEGE TEXTBOOK.—The term 'college textbook' means a textbook or a set of textbooks, used for, or in conjunction with, a course in postsecondary education at an institution of higher education.

''(3) COURSE SCHEDULE.—The term 'course schedule' means a listing of the courses or classes offered by an institution of higher education for an academic period, as defined by the institution.

''(4) CUSTOM TEXTBOOK.—The term 'custom textbook'—

''(A) means a college textbook that is compiled by a publisher at the direction of a faculty member or other person or adopting entity in charge of selecting course materials at an institution of higher education; and

''(B) may include, alone or in combination, items such as selections from original instructor materials, previously copyrighted publisher materials, copyrighted third-party works, and elements unique to a specific institution, such as commemorative editions.

''(5) INSTITUTION OF HIGHER EDUCATION.—The term 'institution of higher education' has the meaning given the term in section 102.

''(6) INTEGRATED TEXTBOOK.—The term 'integrated textbook' means a college textbook that is—

''(A) combined with materials developed by a third party and that, by third-party contractual agreement, may not be offered by publishers separately from the college textbook with which the materials are combined; or

''(B) combined with other materials that are so interrelated with the content of the college textbook that the separation of the college textbook from the other materials would render the college textbook unusable for its intended purpose.

''(7) PUBLISHER.—The term 'publisher' means a publisher of college textbooks or supplemental materials involved in or affecting interstate commerce.

''(8) SUBSTANTIAL CONTENT.—The term 'substantial content' means parts of a college textbook such as new chapters, new material covering additional eras of time, new themes, or new subject matter .

''(9) SUPPLEMENTAL MATERIAL.—The term 'supplemental material' means educational material developed to accompany a college textbook that—

''(A) may include printed materials, computer disks, website access, and electronically distributed materials; and

''(B) is not being used as a component of an integrated textbook.

''(c) PUBLISHER REQUIREMENTS.—

''(1) COLLEGE TEXTBOOK PRICING INFORMATION.—When a publisher provides a faculty member or other person or adopting entity in charge of selecting course materials at an institution of higher education receiving Federal financial assistance with information regarding a college textbook or supplemental material, the publisher shall include, with any such information and in writing (which may include electronic communications), the following:

''(A) The price at which the publisher would make the college textbook or supplemental material available to the bookstore on the campus of, or otherwise associated with, such institution of higher education and, if available, the price at which the publisher makes the college textbook or supplemental material available to the public.

''(B) The copyright dates of the three previous editions of such college textbook, if any.

''(C) A description of the substantial content revisions made between the current edition of the college textbook or supplemental material and the previous edition, if any.

''(D)(i) Whether the college textbook or supplemental material is available in any other format, including paperback and unbound; and

''(ii) for each other format of the college textbook or supplemental material, the price at which the publisher would make the college textbook or supplemental material in the other format available to the bookstore on the campus of, or otherwise associated with, such institution of higher education and, if available, the price at which the publisher makes such other format of the college textbook or supplemental material available to the public.

''(2) UNBUNDLING OF COLLEGE TEXTBOOKS FROM SUPPLEMENTAL MATERIALS.—A publisher that sells a college textbook and any supplemental material accompanying such college textbook as a single bundle shall also make available the college textbook and each supplemental material as separate and unbundled items, each separately priced.

''(3) CUSTOM TEXTBOOKS.—To the maximum extent practicable, a publisher shall provide the information required under this subsection with respect to the development and provision of custom textbooks.

''(d) PROVISION OF ISBN COLLEGE TEXTBOOK INFORMATION IN COURSE SCHEDULES.—To the maximum extent practicable, each institution of higher education receiving Federal financial assistance shall—

''(1) disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule used for preregistration and registration purposes, except that—

''(A) if the International Standard Book Number is not available for such college textbook or supplemental material, then the institution shall include in the Internet course schedule the author, title, publisher, and copyright date for such college textbook or supplemental material; and

''(B) if the institution determines that the disclosure of the information described in this subsection is not practicable for a college textbook or supplemental material, then the institution shall so indicate by placing the designation 'To Be Determined' in lieu of the information required under this subsection; and

''(2) if applicable, include on the institution's written course schedule a notice that textbook information is available on the institution's Internet course schedule, and the Internet address for such schedule.

''(e) AVAILABILITY OF INFORMATION FOR COLLEGE BOOKSTORES.— An institution of higher education receiving Federal financial assistance shall make available to a college bookstore that is operated by, or in a contractual relationship or otherwise affiliated with, the institution, as soon as is practicable upon the request of such college bookstore, the most accurate information available regarding—

''(1) the institution's course schedule for the subsequent academic period; and

''(2) for each course or class offered by the institution for the subsequent academic period—

''(A) the information required by subsection (d)(1) for each college textbook or supplemental material required or recommended for such course or class;

''(B) the number of students enrolled in such course or class; and

''(C) the maximum student enrollment for such course or class.

''(f) ADDITIONAL INFORMATION.—An institution disclosing the information required by subsection (d)(1) is encouraged to disseminate to students information regarding—

''(1) available institutional programs for renting textbooks or for purchasing used textbooks;

''(2) available institutional guaranteed textbook buy-back programs;

''(3) available institutional alternative content delivery programs; or

''(4) other available institutional cost-saving strategies.

''(g) GAO REPORT.—Not later than July 1, 2013, the Comptroller General of the United States shall report to the authorizing committees on the implementation of this section by institutions of higher education, college bookstores, and publishers. The report shall particularly examine—

''(1) the availability of college textbook information on course schedules;

''(2) the provision of pricing information to faculty of institutions of higher education by publishers;

HEOA Textbook Provision

''(3) the use of bundled and unbundled material in the college textbook marketplace, including the adoption of unbundled materials by faculty and the use of integrated textbooks by publishers; and

''(4) the implementation of this section by institutions of higher education, including the costs and benefits to such institutions and to students.

''(h) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to supercede the institutional autonomy or academic freedom of instructors involved in the selection of college textbooks, supplemental materials, and other classroom materials.

''(i) NO REGULATORY AUTHORITY.—The Secretary shall not promulgate regulations with respect to this section.''.

(b) EFFECTIVE DATE.—The amendment made by subsection (a) shall take effect on July 1, 2010.

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''(A) means a college textbook that is compiled by a publisher at the direction of a faculty member or other person or adopting entity in charge of selecting course materials at an institution of higher education; and

''(B) may include, alone or in combination, items such as selections from original instructor materials, previously copyrighted publisher materials, copyrighted third-party works, and elements unique to a specific institution, such as commemorative editions.

''(5) INSTITUTION OF HIGHER EDUCATION.—The term 'institution of higher education' has the meaning given the term in section 102.

''(6) INTEGRATED TEXTBOOK.—The term 'integrated textbook' means a college textbook that is—

''(A) combined with materials developed by a third party and that, by third-party contractual agreement, may not be offered by publishers separately from the college textbook with which the materials are combined; or

''(B) combined with other materials that are so interrelated with the content of the college textbook that the separation of the college textbook from the other materials would render the college textbook unusable for its intended purpose.

''(7) PUBLISHER.—The term 'publisher' means a publisher of college textbooks or supplemental materials involved in or affecting interstate commerce.

''(8) SUBSTANTIAL CONTENT.—The term 'substantial content' means parts of a college textbook such as new chapters, new material covering additional eras of time, new themes, or new subject matter .

''(9) SUPPLEMENTAL MATERIAL.—The term 'supplemental material' means educational material developed to accompany a college textbook that—

''(A) may include printed materials, computer disks, website access, and electronically distributed materials; and

''(B) is not being used as a component of an integrated textbook.

''(c) PUBLISHER REQUIREMENTS.—

''(1) COLLEGE TEXTBOOK PRICING INFORMATION.—When a publisher provides a faculty member or other person or adopting entity in charge of selecting course materials at an institution of higher education receiving Federal financial assistance with information regarding a college textbook or supplemental material, the publisher shall include, with any such information and in writing (which may include electronic communications), the following:

''(A) The price at which the publisher would make the college textbook or supplemental material available to the bookstore on the campus of, or otherwise associated with, such institution of higher education and, if available, the price at which the publisher makes the college textbook or supplemental material available to the public.

''(B) The copyright dates of the three previous editions of such college textbook, if any.

''(C) A description of the substantial content revisions made between the current edition of the college textbook or supplemental material and the previous edition, if any.

''(D)(i) Whether the college textbook or supplemental material is available in any other format, including paperback and unbound; and

''(ii) for each other format of the college textbook or supplemental material, the price at which the publisher would make the college textbook or supplemental material in the other format available to the bookstore on the campus of, or otherwise associated with, such institution of higher education and, if available, the price at which the publisher makes such other format of the college textbook or supplemental material available to the public.

''(2) UNBUNDLING OF COLLEGE TEXTBOOKS FROM SUPPLEMENTAL MATERIALS.—A publisher that sells a college textbook and any supplemental material accompanying such college textbook as a single bundle shall also make available the college textbook and each supplemental material as separate and unbundled items, each separately priced.

''(3) CUSTOM TEXTBOOKS.—To the maximum extent practicable, a publisher shall provide the information required under this subsection with respect to the development and provision of custom textbooks.

''(d) PROVISION OF ISBN COLLEGE TEXTBOOK INFORMATION IN COURSE SCHEDULES.—To the maximum extent practicable, each institution of higher education receiving Federal financial assistance shall—

''(1) disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule used for preregistration and registration purposes, except that—

''(A) if the International Standard Book Number is not available for such college textbook or supplemental material, then the institution shall include in the Internet course schedule the author, title, publisher, and copyright date for such college textbook or supplemental material; and

''(B) if the institution determines that the disclosure of the information described in this subsection is not practicable for a college textbook or supplemental material, then the institution shall so indicate by placing the designation 'To Be Determined' in lieu of the information required under this subsection; and

''(2) if applicable, include on the institution's written course schedule a notice that textbook information is available on the institution's Internet course schedule, and the Internet address for such schedule.

''(e) AVAILABILITY OF INFORMATION FOR COLLEGE BOOKSTORES.— An institution of higher education receiving Federal financial assistance shall make available to a college bookstore that is operated by, or in a contractual relationship or otherwise affiliated with, the institution, as soon as is practicable upon the request of such college bookstore, the most accurate information available regarding—

''(1) the institution's course schedule for the subsequent academic period; and

''(2) for each course or class offered by the institution for the subsequent academic period—

''(A) the information required by subsection (d)(1) for each college textbook or supplemental material required or recommended for such course or class;

''(B) the number of students enrolled in such course or class; and

''(C) the maximum student enrollment for such course or class.

''(f) ADDITIONAL INFORMATION.—An institution disclosing the information required by subsection (d)(1) is encouraged to disseminate to students information regarding—

''(1) available institutional programs for renting textbooks or for purchasing used textbooks;

''(2) available institutional guaranteed textbook buy-back programs;

''(3) available institutional alternative content delivery programs; or

''(4) other available institutional cost-saving strategies.

''(g) GAO REPORT.—Not later than July 1, 2013, the Comptroller General of the United States shall report to the authorizing committees on the implementation of this section by institutions of higher education, college bookstores, and publishers. The report shall particularly examine—

''(1) the availability of college textbook information on course schedules;

''(2) the provision of pricing information to faculty of institutions of higher education by publishers;

HEOA Textbook Provision

''(3) the use of bundled and unbundled material in the college textbook marketplace, including the adoption of unbundled materials by faculty and the use of integrated textbooks by publishers; and

''(4) the implementation of this section by institutions of higher education, including the costs and benefits to such institutions and to students.

''(h) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to supercede the institutional autonomy or academic freedom of instructors involved in the selection of college textbooks, supplemental materials, and other classroom materials.

''(i) NO REGULATORY AUTHORITY.—The Secretary shall not promulgate regulations with respect to this section.''.

(b) EFFECTIVE DATE.—The amendment made by subsection (a) shall take effect on July 1, 2010.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1														
2	**Fall 2011 UNC Student Stores Due Date: March 25, 2011**													
3	**GA's On-time Date: April 29, 2011**								**After Due Date**					
4														
5							Courses with		Courses	No Text	Total #	Courses	Total %	Total
6				Courses#	On-time#		no information		added / cancelled	notification	Courses	ordering	Courses	courses
7	Dept	Courses#	No Text#	adjusted	courses	On-time%	by due date		after due date	after due date	adjusted	after due date	ordered	no info
8	**AERO** Aerospace Studies	10	0	10	0	0%	10		0	0	10	0	0%	10
9	**AFAM** African American Studies	19	1	18	6	33%	12		0	0	18	0	33%	12
10	**AFRI** African Studies	16	0	16	3	19%	13		0	0	16	0	19%	13
11	**AMST** American Studies	23	0	23	8	35%	15		0	0	23	0	35%	15
12	**ANTH** Anthropology	78	0	78	19	24%	59		0	0	78	0	24%	59
13	**APPL** Applied Sciences	9	0	9	0	0%	9		0	0	9	0	0%	9
14	**ARAB** Arabic	6	0	6	3	50%	3		0	0	6	0	50%	3
15	**ARMY** Army Studies	5	0	5	0	0%	5		0	0	5	0	0%	5
16	**ART** Art	57	0	57	2	4%	55		0	0	57	0	4%	55
17	**ASIA** Asian Studies	9	0	9	3	33%	6		0	0	9	0	33%	6
18	**ASTR** Astronomy	7	0	7	4	57%	3		0	0	7	0	57%	3
19	**BIOL** Biology	47	15	32	16	50%	16		0	0	32	0	50%	16
20	**BUSI** Business	50	0	50	2	4%	48		0	0	50	0	4%	48
21	**CATA** Catalan	0	0	0	0	#DIV/0!	0		0	0	0	0	#DIV/0!	0
22	**CHEM** Chemistry	47	6	41	8	20%	33		0	0	41	0	20%	33
23	**CHER** Cherokee	1	0	1	0	0%	1		0	0	1	0	0%	1
24	**CHIN** Chinese	12	1	11	8	73%	3		0	0	11	0	73%	3
25	**CLAR** Classical Archaeology	5	0	5	4	80%	1		0	0	5	0	80%	1
26	**CLAS** Classics	6	0	6	3	50%	3		0	0	6	0	50%	3
27	**CMPL** Comparative Literature	9	0	9	1	11%	8		0	0	9	0	11%	8
28	**COMM** Communication Studies	70	3	67	23	34%	44		0	0	67	0	34%	44
29	**COMP** Computer Science	26	9	17	9	53%	8		0	0	17	0	53%	8
30	**CZCH** Czechoslovakian	2	0	2	2	100%	0		0	0	2	0	100%	0

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
31	**DRAM** Dramatic Arts	66	26	40	40	100%	0		0	0	40	0	100%	0
32	**DTCH** Dutch	1	0	1	1	100%	0		0	0	1	0	100%	0
33	**ECON** Economics	52	0	52	1	2%	51		0	0	52	0	2%	51
34	**EDUC** Education	70	0	70	8	11%	62		0	0	70	0	11%	62
35	**EDUX** Education	1	0	1	0	0%	1		0	0	1	0	0%	1
36	**ENGL** English	141	5	136	47	35%	89		0	0	136	0	35%	89
37	**ENST** Environmental Studies	13	1	12	1	8%	11		0	0	12	0	8%	11
38	**EXSS** Exercise & Sport Science	49	10	39	34	87%	5		0	0	39	0	87%	5
39	**FOLK** Folklore	8	0	8	3	38%	5		0	0	8	0	38%	5
40	**FREN** French	24	3	21	16	76%	5		0	0	21	0	76%	5
41	**GEOG** Geography	37	1	36	3	8%	33		0	0	36	0	8%	33
42	**GEOL** Geology	25	8	17	15	88%	2		0	0	17	0	88%	2
43	**GERM** German	24	2	22	12	55%	10		0	0	22	0	55%	10
44	**GREK** Greek	7	0	7	6	86%	1		0	0	7	0	86%	1
45	**HEBR** Hebrew	2	0	2	0	0%	2		0	0	2	0	0%	2
46	**HIST** History	73	4	69	23	33%	46		0	0	69	0	33%	46
47	**HNRS** Honors	6	0	6	1	17%	5		0	0	6	0	17%	5
48	**HNUR** Hindi/Urdu	4	0	4	0	0%	4		0	0	4	0	0%	4
49	**HUNG** Hungarian	3	1	2	1	50%	1		0	0	2	0	50%	1
50	**INLS** Information & Library Science	54	2	52	5	10%	47		0	0	52	0	10%	47
51	**INTS** International Studies	12	4	8	5	63%	3		0	0	8	0	63%	3
52	**ITAL** Italian	10	1	9	6	67%	3		0	0	9	0	67%	3
53	**JAPN** Japanese	7	0	7	1	14%	6		0	0	7	0	14%	6
54	**JOMC** Journalism & Mass Communication	104	4	100	24	24%	76		0	0	100	0	24%	76
55	**JWST** Jewish Studies (all x-listed)	0	0	0	0	0%	0		0	0	0	0	#DIV/0!	0
56	**KOR** Korean	4	1	3	3	100%	0		0	0	3	0	100%	0
57	**LATN** Latin	13	0	13	11	85%	2		0	0	13	0	85%	2
58	**LFIT** Life Fitness	13	13	0	0	100%	0		0	0	0	0	#DIV/0!	0
59	**LGLA** Lingala Language	2	0	2	2	100%	0		0	0	2	0	100%	0
60	**LING** Linguistics	17	7	10	8	80%	2		0	0	10	0	80%	2
61	**LTAM** Latin American Studies	2	0	2	0	0%	2		0	0	2	0	0%	2

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
62	**MASC** Marine Science	10	2	8	1	13%	7		0	0	8	0	13%	7
63	**MATH** Mathematics	47	1	46	26	57%	20		0	0	46	0	57%	20
64	**MAYA** Maya Language	0	0	0	0	0%	0		0	0	0	0	#DIV/0!	0
65	**MTSC** Material Science	2	0	2	0	0%	2		0	0	2	0	0%	2
66	**MUSC** Music	33	0	33	2	6%	31		0	0	33	0	6%	31
67	**NAVS** Navy Studies	0	0	0	0	0%	0		0			0	#DIV/0!	
68	**PHIL** Philosophy	54	9	45	22	49%	23		0	0	45	0	49%	23
69	**PHYA** Physical Education Activity	25	12	13	12	92%	1		0	0	13	0	92%	1
70	**PHYS** Physics	27	0	27	15	56%	12		0	0	27	0	56%	12
71	**PLAN** City & Regional Planning	19	13	6	6	100%	0		0	0	6	0	100%	0
72	**PLCY** Public Policy	23	1	22	4	18%	18		0	0	22	0	18%	18
73	**PLSH** Polish	1	0	1	1	100%	0		0	0	1	0	100%	0
74	**POLI** Political Science	69	4	65	20	31%	45		0	0	65	0	31%	45
75	**PORT** Portuguese	10	0	10	10	100%	0		0	0	10	0	100%	0
76	**PRSN** Persian	2	0	2	0	0%	2		0	0	2	0	0%	2
77	**PSYC** Psychology	61	2	59	18	31%	41		0	0	59	0	31%	41
78	**PUBA** Public Administration	17	0	17	1	6%	16		0	0	17	0	6%	16
79	**PWAD** Peace War & Defense	4	0	4	0	0%	4		0	0	4	0	0%	4
80	**RECR** Recreation & Leisure Studies	2	0	2	2	100%	0		0	0	2	0	100%	0
81	**RELI** Religious Studies	24	0	24	9	38%	15		0	0	24	0	38%	15
82	**ROML** Romance Language	6	0	6	4	67%	2		0	0	6	0	67%	2
83	**RUES** Russian & East European Studies	1	0	1	0	0%	1		0	0	1	0	0%	1
84	**RUSS** Russian	13	0	13	5	38%	8		0	0	13	0	38%	8
85	**SECR** Serbian & Croation	1	0	1	0	0%	1		0	0	1	0	0%	1
86	**SLAV** Slavic Languages	4	0	4	2	50%	2		0	0	4	0	50%	2
87	**SOCI** Sociology	57	4	53	25	47%	28		0	0	53	0	47%	28
88	**SPAN** Spanish	48	3	45	27	60%	18		0	0	45	0	60%	18
89	**STOR** Statistics & Operation Research	23	9	14	14	100%	0		0	0	14	0	100%	0

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
90	**SWAH** Swahili	5	0	5	1	20%	4		0	0	5	0	20%	4
91	**TURK** Turkey	2	0	2	0	0%	2		0			0	#DIV/0!	
92	**WMST** Women's Studies	14	0	14	5	36%	9		0	0	14	0	36%	9
93	**WOLO** Wolof Language	3	0	3	0	0%	3		0	0	3	0	0%	3
94		1965	188	1777	633	36%	1144		0	0	1775	0	36%	1142

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	AERO	101	001,002	DUFFY	064
8	AERO	101	001,002	DUFFY	064
9	AERO	201	001,002	DUFFY	064
10	AERO	201	001,002	DUFFY	064
11	AERO	301	001	HOLST	032
12	AERO	301	001	HOLST	032
13	AERO	401	001	KLUKOVICH	032
14	AERO	401	001	KLUKOVICH	032
15	AERO	500	401	STAFF	090
16	AERO	500	401	STAFF	090
17					
18	ARMY	100	401	STAFF	090
19	ARMY	101	001	STAFF	020
20	ARMY	201	001, 002	FERNANDEZ	056
21	ARMY	301	001	CAROLLO	028
22	ARMY	401	001	YODER	032
23					
24	NAVS	n/a			

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	AFAM	101	002	HILDEBRAND	066
8	AFAM	101	003	STAFF	066
9	AFAM	101	004	CALDWELL	066
10	AFAM	101	990	STAFF	010
11	AFAM	102	001	HALL	060
12	AFAM	102	002	STAFF	047
13	AFAM	190	001	STAFF	024
14	AFAM	259	001	HALL	040
15	AFAM	267	001	JANKEN	050
16	AFAM	293	001	JORDAN	040
17	AFAM	398	001	HILDEBRAND	020
18	AFAM	569	001	JACKSON	003
19					
20	AFRI	101	002	ANDERSON	068
21	AFRI	101	003	NZONGOLA-NTALAJA	050
22	AFRI	101	004	PIER	050
23	AFRI	101	005	STAFF	050
24	AFRI	101	951	PORTER	050
25	AFRI	190	001	PIER	030
26	AFRI	261	001	BOYD	030
27	AFRI	263	001	BOYD	050
28	AFRI	456	001	SECK	035
29	AFRI	521	001	NYANG'ORO	030
30	AFRI	523	001	NZONGOLA-NTALAJA	030
31	AFRI	524	001	SELASSIE	030
32	AFRI	600	001	SAHLE	016
33					
34	LGLA	100%	adopted		
35					
36	SWAH	401	001,002	MUTIMA / REILLY	050
37	SWAH	403	001,002	MUTIMA	039
38	SWAH	406	001	STAFF	020
39	SWAH	408	001	STAFF	010
40					
41	WOLO	401	001	SECK	025
42	WOLO	403	001	STAFF	016
43	WOLO	404	001	STAFF	019

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	AMST	055H	001	MARR	024
8	AMST	060	001	FOSTER	022
9	AMST	089	001	CANTWELL	022
10	AMST	201	001	GARCIA	025
11	AMST	246	001	FOSTER	120
12	AMST	269	001	MARR	025
13	AMST	290	002	TONE-PAH-HOTE	025
14	AMST	290	003	STAFF	025
15	AMST	291	001	ROBINSON	025
16	AMST	390	001	COBB	025
17	AMST	393	001	CANTWELL	025
18	AMST	466	001	ROBERTS	025
19	AMST	499	001	STAFF	010
20	AMST	499	002	GARCIA	020
21	AMST	890	001	ALLEN	023
22					
23	CHER	101	001	STAFF	020
24					
25	FOLK	490	001	STAFF	005
26	FOLK	690	001	STAFF	005
27	FOLK	690	002	STAFF	010
28	FOLK	850	001	ROBERTS	012
29	FOLK	895	001	SAWIN	006

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ANTH	051	001	HOLLAND	020
8	ANTH	101	001	STAFF	035
9	ANTH	101	003	STAFF	035
10	ANTH	101	006	SCARRY	190
11	ANTH	101	007	PRICE	190
12	ANTH	123	006	MCANANY	150
13	ANTH	145	006	BILLMAN	225
14	ANTH	220	001	BILLMAN	035
15	ANTH	230	001	LAMBERT	035
16	ANTH	238	001	WEST	035
17	ANTH	248	001	SLOCUM	025
18	ANTH / pwad	280	006	REDFIELD	108 / 012
19	ANTH	297	022	CRUMLEY	015
20	ANTH	297	047	WIENER	025
21	ANTH	312	001	STAFF	025
22	ANTH	318	001	THOMPSON	032
23	ANTH / ints	319	001	THOMPSON	032 / 005
24	ANTH	344	001	SMITH-NONINI	035
25	ANTH	360	001	COLLOREDO-MANSFELD	030
26	ANTH	413	006	SCARRY	015
27	ANTH	413L	006	SCARRY	015
28	ANTH	414L	406	HUTCHINSON	015
29	ANTH	429	001	ARAGON	032
30	ANTH / cmpl / folk	435	006	PEACOCK	055 / 000 / 005
31	ANTH	438	001	JOHNSON	024
32	ANTH	439	001	ESCOBAR	015
33	ANTH	448	001	COLLOREDO-MANSFELS	035
34	ANTH	450	006	STEPONAITIS	120
35	ANTH	456	001	SCARRY	035
36	ANTH	460	001	CRUMLEY	040
37	ANTH / folk	470	001	RIVKIN-FISH	032 / 003
38	ANTH / folk	473	001	LACHICOTTE	032 / 002
39	ANTH	491	001	NONINI	030
40	ANTH	499	002	STEPONAITIS	015
41	ANTH	499	016	HOLLAND	025
42	ANTH	499	047	WIENER	025
43	ANTH	499	053	ESCOBAR	025
44	ANTH	499	058	LAMBERT	035
45	ANTH	499H	058	PEACOCK	015

	A	B	C	D	E
46	ANTH	502	001	SMITH-NONINI	030
47	ANTH	567	001	NONINI	035
48	ANTH	578	001	NONINI	030
49	ANTH	586	001	JOHNSON	022
50	ANTH	599	001	HOLLAND	035
51	ANTH	599	004	DANIELS	015
52	ANTH	625	001	PRICE	030
53	ANTH	699	005	EVENS	005
54	ANTH	699	073	RIVKIN-FISH	025
55	ANTH	701	064	NELSON	015
56	ANTH	701	076	COLLOREDO-MANSFELD	015
57	ANTH	703	048	SCARRY	015
58	ANTH	710	001	SLOCUM	015
59	ANTH	817	001	REDFIELD	012
60	ANTH	897	037	LESLIE	012
61	ANTH	897	053	ESCOBAR	015
62	ANTH	897	056	SLOCUM	012
63	ANTH	897	058	LAMBERT	010
64	ANTH	897	064	NELSON	015
65	ANTH	897	072	SAUNDERS	003

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	APPL	160	001	OLDENBURG	055
8	APPL	210	001	DONNELLY	045
9	APPL	369	003	STAFF	010
10	APPL	450	001	FINLEY	032
11	APPL	460	400	FINLEY	035
12	APPL	480	001	GOLDBERG	024
13	APPL	490	001	GANZI	035
14	APPL	510	001	BANES	015
15	APPL	697	001	DONNELLY	035
16					
17	MTSC	615	001	QIN	010
18	MTSC	730	001	RUBINSTEIN	010

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ART	051	001	PAGE	015
8	ART	061	001	BOWLES	020
9	ART	079	001	PARDO	021
10	ART	089	001	VERKERK	020
11	ART	102	001	SHERRILL	015
12	ART	102	002	GRABOWSKI	015
13	ART	103	001	MUSINA	015
14	ART	103	003	LIM	015
15	ART	104	001	MCLAIN	022
16	ART	104	002	MCLAIN	022
17	ART	104	003	OSBORNE	022
18	ART	104	004	STAFF	022
19	ART	105	001	PAGE	016
20	ART	105	002	SOM	016
21	ART	106	001	STAFF	010
22	ART	106	002	STAFF	010
23	ART	151	001	DOUGLAS	280
24	ART	152	951	STAFF	022
25	ART	157	001	WILLIAMS	080
26	ART	158	001	LIN	080
27	ART	202	001	LOGAN	025
28	ART	202	002	ZABOROWSKI	025
29	ART	206	002	TRUONG	010
30	ART	208	001	SONNICHSEN	013
31	ART	213	001	NAM	010
32	ART	214	001	ZABOROWSKI	020
33	ART	233	001	PEREZ-MENDEZ	015
34	ART	251	001	ANDERSON	029
35	ART	266	001	GHOSH	029
36	ART	270	001	PARDO	040
37	ART	272	001	BRACHMANN	030
38	ART	275	001	ARPEN	029
39	ART	285	001	LEVINE	040
40	ART / afam	287	001	BOWLES	060 / 020
41	ART / afri / anth	353 / 353 / 343	001	MAGEE	030 / 005 / 005
42	ART	356	001	PAGE	030
43	ART	361	001	STAFF	040
44	ART	365	001	CHATTERJEE	040
45	ART	394	001	PAGE	020

	A	B	C	D	E
46	ART	399	001	SLAVICK	025
47	ART	416	001	TRUONG	010
48	ART	456	001	GHOSH	015
49	ART	466	001	VERKERK	040
50	ART	470	001	CHATTERJEE	029
51	ART	488	001	MAGEE	015
52	ART	554	001	WILLIAMS	025
53	ART	561	001	ANDERSON	030
54	ART	700	001	WHETSTONE	020
55	ART	850	001	PARDO	020
56	ART	910	001	BRACHMANN	015
57	ART	954	001	LIN	015
58	ART	959	001	DOUGLAS	015
59	ART	960	001	STURGEON	015
60	ART	984	001	LEVINE	015
61	ART	984	001	LEVINE	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ARAB	203	001-004	STAFF	080
8	ARAB	305	001,002	JOUKHADAR	050
9	ARAB	407	001	STAFF	015
10					
11	ASIA	089	001	STAFF	024
12	ASIA	147	001	GOLD	030
13	ASIA	150	001	SHEMER	080
14	ASIA	490	001	ZULFIKAR	035
15	ASIA	490	002	PITELKA	030
16	ASIA	691H	001	DRISCOLL	012
17					
18	CHIN	252	001,002	HENRY	140
19	CHIN	463	001	VISSER	035
20	CHIN	464	001	VISSER	030
21					
22	HEBR	101	001,002	STAFF	039
23	HEBR	203	001	STAFF	020
24					
25	HNUR	101	001-003	STAFF	060
26	HNUR	203	001,003	UMASHANKAR	040
27	HNUR	220	001	CALDWELL	025
28	HNUR	305	001	CALDWELL	018
29					
30	JAPN	101	001-006	STAFF	120
31	JAPN	203	004, 005	SAWAMURA	040
32	JAPN	305	001,002	KATO	050
33	JAPN	408	001	ARATAKE	015
34	JAPN	412	001	KATO	020
35	JAPN	490	001	PITELKA	018
36					
37	KOR	100%	adopted		
38					
39	PRSN	101	001,002	ADEL	040
40	PRSN	203	001	ADEL	020
41					
42	TURK	101	001	ZULFIKAR	019
43	TURK	203	001	ZULFIKAR	019

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ASTR	101L	414-445	STAFF	280
8	ASTR	205	001	CLEMENS	026
9	ASTR	704	001	STAFF	006
10					
11	PHYS	054	001	ILIADIS	024
12	PHYS	071	001	CECIL	024
13	PHYS	104L	413-542	STAFF	026
14	PHYS	105L	420-450	STAFF	012
15	PHYS	128L	417-447	STAFF	033
16	PHYS	211	001	LOPEZ	010
17	PHYS	481L	427	QIN	015
18	PHYS	543	001	WILKERSON	045
19	PHYS	715	001	STAFF	010
20	PHYS	721	001	DOLAN	020
21	PHYS	822	001	FRAMPTON	025
22	PHYS	832	001	EVANS	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	BIOL	101	951	STEGENGA	025
8	BIOL	101H	001	DESAIX	020
9	BIOL	101L	401-429	STAFF	725
10	BIOL	125	001	REISNER	030
11	BIOL	213	009	KINGSOLVER	030
12	BIOL / enst	262	001	REICE	030 / 010
13	BIOL	272	001,002	STAFF	050
14	BIOL	278	001	LOHMANN	150
15	BIOL	278L	401-406	LOHMANN	090
16	BIOL	410	001	COBLE	030
17	BIOL	450	001	LOHMANN	075
18	BIOL	461	001	UMBANHOWAR	024
19	BIOL	535	001	STAFFORD	015
20	BIOL / ecol	563	001	STAFF	010 / 010
21	BIOL / gnet	624	001	BAUTCH	010 / 005
22	BIOL	639	1	STAFF	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	BUSI	100	001	SKENDER	388
8	BUSI	101	001	SKENDER	350
9	BUSI	401	001, 002, 004	SETZER	060
10	BUSI	401	003, 005, 006	MEREDITH	060
11	BUSI	401	007, 008	HARMS	040
12	BUSI	401	009	FLOOD	020
13	BUSI	403	001, 002	PARLAKTURK	100
14	BUSI	403	003	MORGAN	050
15	BUSI	403	004	MANI	050
16	BUSI	404	001, 002	MANN	100
17	BUSI	404	003	PEIRCE	050
18	BUSI	405	001, 002	BLACKBURN	090
19	BUSI	405	003, 004	CHRISTIAN	090
20	BUSI	406	001-003	KUBOWICZ	150
21	BUSI	407	001	BLOCHER	045
22	BUSI	408	001-005	KHOKHER	245
23	BUSI	409	001-003	GANTCHEV	145
24	BUSI	410	001, 002	KOSTAMIS	100
25	BUSI	410	003, 004	JONES	100
26	BUSI	500	001, 002	ZOLLER	077
27	BUSI	505	001	VERNON / BARNER	045
28	BUSI	506	002	VERNON	045
29	BUSI	516	001	HAMNER	045
30	BUSI	517	001	HAMNER	080
31	BUSI	526	001	PEARMAN	015
32	BUSI	533	001	KOSTAMIS	045
33	BUSI	543	001	PEIRCE	045
34	BUSI	545	001	SUMANTH	036
35	BUSI	550	001	BLACKBURN	045
36	BUSI	561	001, 002	PETERSEN	080
37	BUSI	563	001	GIELENS	045
38	BUSI	564	001	BAYUS	040
39	BUSI	566	001, 002	ROSSI	090
40	BUSI	568	001	LIM	045
41	BUSI	580	001	GULTEKIN	045
42	BUSI	584	001, 002	GULTEKIN	090
43	BUSI	588	001, 002	GARCIA	090
44	BUSI	589	001-003	LE	135
45	BUSI	595	001	BROWN	045

	A	B	C	D	E
46	BUSI	597	001	GULTEKIN	045
47	BUSI	617	001	DIDOW	040
48	BUSI	618	001-003	JOTIKASTHIRA	096
49	BUSI	623	001	ZOLLER	045
50	BUSI	691H	001	HARMS	024
51	BUSI	698	001-003	KIM	175
52	BUSI	852	001	ROSEN	010
53	BUSI	880	001	LUNDBLAD	015
54	BUSI	882	001	OUIMET	010

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CHEM	073	001	FORBES	020
8	CHEM	101	951	VOLARIC	025
9	CHEM	102H	001	MORSE	050
10	CHEM	241H	001	MURRAY	034
11	CHEM	261	001	JOHNSON	226
12	CHEM	261	002	KROPP	047
13	CHEM	261H	002	ALEXANIAN	223
14	CHEM	262	001	KRUMPER	100
15	CHEM	281	001	PAPANIKOLAS	095
16	CHEM / appl / mtsc	421	001	YOU	050 / 010 / 010
17	CHEM / appl / mtsc	422	001	SAMULSKI	025 / 010 / 004
18	CHEM / biol	430	001	HOGAN	180 / 060
19	CHEM	430H	001	HOGAN	020
20	CHEM	431	001	PIELAK	100
21	CHEM	444	001	JORGENSON	036
22	CHEM	447	001	SCHOENFISCH	036
23	CHEM	450	001	GAGNE	050
24	CHEM	451	001	LIN	030
25	CHEM	465	001	STAFF	036
26	CHEM	466	001	NICEWICZ	040
27	CHEM	470	001	SAMULSKI	030
28	CHEM	480	001	THOMPSON	051
29	CHEM	483	001	BAER	036
30	CHEM	484	001	RUBINSTEIN	020
31	CHEM	486	001	FECKO	015
32	CHEM	721	001	SHEYKO	036
33	CHEM	731	001	ERIE	036
34	CHEM	732	001	STAFF	020
35	CHEM	741	001	WIGHTMAN	036
36	CHEM	742	001	GLISH	036
37	CHEM	754	001	SCHAUER	050
38	CHEM	761	001	WATERS	040
39	CHEM	781	001	BERKOWITZ	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CLAR	120	951	STAFF	020
8					
9	CLAS	052	001	BOYLE	024
10	CLAS	131	001	BOYLE	150
11	CLAS / wmst	242	001	WOOTEN	035 / 010
12					
13	GREK	121	001	STAFF	012
14					
15	LATN	203	001,002	STAFF	055
16	LATN	204	001	GELLAR-GOAD	025

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	COMM	085	001	LUNDBERG	016
8	COMM	113	001	LUNDBERG	190
9	COMM	140	001	PALM	140
10	COMM	142	001	GINSBERG	025
11	COMM	162	001	STAFF	025
12	COMM	170	001	STAFF	025
13	COMM	170	002	STAFF	025
14	COMM	170	003	STAFF	025
15	COMM	170	004	STAFF	025
16	COMM	171	001	STAFF	030
17	COMM	223	001	STAFF	022
18	COMM	260	001	STAFF	020
19	COMM	318	001	STAFF	025
20	COMM	318	002	STAFF	025
21	COMM	350	001	STAFF	025
22	COMM	371	001	BALTHROP	050
23	COMM	374	001	BALTHROP	050
24	COMM	450	001	STAFF	025
25	COMM	450	002	ARIZZI	025
26	COMM	450	003	HOYNG	025
27	COMM	450	004	ROTTINGHAUS	025
28	COMM	472	001	BLAIR	030
29	COMM	521	001	WALTMAN	035
30	COMM	525	001	PARKER	030
31	COMM	532	001	MEGEL	012
32	COMM	550	001	CANTE	075
33	COMM	563	001	FERGUSON	020
34	COMM	571	001	WATTS	025
35	COMM	576	001	WATTS	025
36	COMM / art	636 / 406	001	RUDINSKY	012 / 004
37	COMM	639	001	RUDINSKY	012
38	COMM	639	006,007	MYERS	024
39	COMM	646	001	SHI	012
40	COMM	654	001	RANKUS	014
41	COMM	655	001	SHARMA	025
42	COMM	661	001	ALEXANDER	015
43	COMM	663	001	MEGEL	006
44	COMM	669	001	STAFF	015
45	COMM	682	001	CANTE	025

	A	B	C	D	E
46	COMM	703	001	SHARMA	030
47	COMM	812	001	BLAIR	015
48	COMM	825	001	PARKER	015
49	COMM	841	001	ALEXANDER	012
50	COMM	844	001	POLLOCK	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	COMP	110	002	STAFF	080
8	COMP	110	003,004	HEDLUND	205
9	COMP	116	001	STAFF	072
10	COMP	116	002	CURTIS	040
11	COMP	380	001-003	NICHOLAS	120
12	COMP	410	001	BARUAH	075
13	COMP	590	039	BISHOP	012
14	COMP	590	040	JEFFAY	035

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	DRAM	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ECON	053	001	BENAVIE	020
8	ECON	056	001	ROSEFIELDE	020
9	ECON	101	005	MCCALLIE	090
10	ECON	101	006	BALABAN	410
11	ECON	101	007	CONWAY	420
12	ECON	101	008	TURCHI	420
13	ECON	101	951	STAFF	025
14	ECON	101	951	STAFF	025
15	ECON	101H	001	TURCHI	025
16	ECON	101H	002	CONWAY	025
17	ECON	310	001	STAFF	120
18	ECON	310	002	STAFF	100
19	ECON	320	001	STAFF	044
20	ECON	320	002	STAFF	045
21	ECON	325	001	STAFF	100
22	ECON	328	001	STEWART	040
23	ECON	345	001	STAFF	040
24	ECON / mngt	380	001	STAFF	040 / 005
25	ECON	400	001	LICH-TYLER	120
26	ECON	400	002	STAFF	120
27	ECON	400	003	STAFF	100
28	ECON	400	004	STAFF	100
29	ECON	410	001, 002	PETRANKA	480
30	ECON	410H	001	BIGLAISER	024
31	ECON	420	001, 002	AGUILAR	240
32	ECON	420	003	STAFF	100
33	ECON	420	004	STAFF	100
34	ECON	423	001	AGUILAR	036
35	ECON	440	001	HILL	040
36	ECON	445	001, 002	MCMANUS	096
37	ECON	450	001	AKIN	048
38	ECON / euro / pwad	460	001, 002	VAIDYANATHAN	084 / 003 / 005
39	ECON	465	001	PETER	048
40	ECON	465	001	VAIDYANATHAN	048
41	ECON	468	001	ROSEFIELDE	040
42	ECON	510	001	PETRANKA	025
43	ECON	510	002	STAFF	025
44	ECON	511	001	PARREIRAS	025
45	ECON	520	001	STAFF	025

	A	B	C	D	E
46	ECON	560	001	CHARI	025
47	ECON	570	001	CHAUDHURI	025
48	ECON	586	001	TURCHI	025
49	ECON	691H	001	FROYEN	025
50	ECON	710	001	KRISHNA	038
51	ECON	720	001	HENDRICKS	044
52	ECON	770	001	RENAULT	044
53	ECON	810	001	PARREIRAS	035
54	ECON	846	001	BIGLAISER	044
55	ECON	861	001	CHARI	044
56	ECON	870	001	CHAUDHURI	048
57	ECON	880	001	PETER	044

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	EDUC	121	001	STAFF	052
8	EDUC	131	001	TAYLOR	030
9	EDUC	131	002	ANGLE	030
10	EDUC	221	001	SENTA	052
11	EDUC	309	001	BRODEUR	025
12	EDUC	317	001	KRYDER	025
13	EDUC	317	002	STAFF	025
14	EDUC	318	001	FISHER	020
15	EDUC	399	001	PERRY	045
16	EDUC	399	002	KESSLER	045
17	EDUC	402	001	PALSHA	025
18	EDUC	403	001	STAFF	030
19	EDUC	407	001	STAFF	025
20	EDUC	412	001, 003	WILKERSON	040
21	EDUC	412	002	BOLICK	020
22	EDUC	413	001	JUSTICE	030
23	EDUC	413	002	STAFF	030
24	EDUC	421	001, 002	HORTON	035
25	EDUC	441	001, 002	UNKS	282
26	EDUC	465	001	MORRISON	025
27	EDUC	465	002	GULLEDGE	020
28	EDUC	466	001	HAMM	025
29	EDUC	467	001	MORRISON	010
30	EDUC	467	002	JUSTICE	010
31	EDUC	467	003	HORTON	010
32	EDUC	467	004	GULLEDGE	010
33	EDUC	501	001	PALSHA	025
34	EDUC	513	001, 002	ANDERSON	050
35	EDUC	520	001	LLOYD	025
36	EDUC	521	001	STAFF	030
37	EDUC	523	001	STAFF	030
38	EDUC	533	001	SINCLAIR	025
39	EDUC	535	001	WRIGHT	015
40	EDUC	563	001	JUSTICE	025
41	EDUC	564	001	MORRISON	025
42	EDUC	565	001	HORTON	025
43	EDUC	566	001	LIU	025
44	EDUC	567	001	STAFF	025
45	EDUC	621	001	STAFF	045

	A	B	C	D	E
46	EDUC	631	001	BRUCE	025
47	EDUC	632	001	VEITCH	025
48	EDUC	633	001	STAFF	025
49	EDUC	635	001	SCHAINKER	025
50	EDUC	636	001	GRAHAM	025
51	EDUC	637	961	VEITCH	030
52	EDUC	638	956	SCHAINKER	030
53	EDUC	644	001, 002	MEECE	070
54	EDUC	645	002	NOBLIT	035
55	EDUC	645	003	GRUMET	035
56	EDUC	647	001	TRIER	025
57	EDUC	647	003	SCOTT	025
58	EDUC	647	004	HUFF	025
59	EDUC	647	005	PARSONS	025
60	EDUC	647	006	STAFF	025
61	EDUC	648	001	HUFF	025
62	EDUC	664	001	ABLE	030
63	EDUC	681	001	HUTCHISON-MALONE	030
64	EDUC	683	001	CIZEK	025
65	EDUC	684	001	WARE	045
66	EDUC	690	956, 957	MILLER	035
67	EDUC	701	001-003	LLOYD	030
68	EDUC	708	001	KNOTEK	012
69					
70	EDUX	616	001	STAFF	030

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CMPL	121	001	COLLINS	030
8	CMPL	130	001	LEONARD	030
9	CMPL	143	001	STAFF	120
10	CMPL	251	001	MCGOWEN	030
11	CMPL	462	001	COLLINS	030
12	CMPL	472	001	LEONARD	030
13	CMPL	483	001	BRODEY	030
14	CMPL	490	001	BRODEY	008
15					
16	ENGL	069	001	ANDERSON	022
17	ENGL	084H	001	DAVENPORT	018
18	ENGL	085	001	BAKER	024
19	ENGL	085H	001	KENDALL	024
20	ENGL	088	001	KIM	024
21	ENGL	089	001	AHUJA	024
22	ENGL	100	001-003	STAFF	057
23	ENGL	101	001-102	STAFF	1938
24	ENGL	101	951	STAFF	022
25	ENGL	101	951	STAFF	022
26	ENGL	102	001-038	STAFF	722
27	ENGL	102I	001-019	STAFF	323
28	ENGL	120	001	FLOYD-WILSON	035
29	ENGL	120	003	O'NEILL	035
30	ENGL	121	001	LENSING	022
31	ENGL	122	002	VEGGIAN	035
32	ENGL	123	001	TAYLOR	035
33	ENGL	123	002	STAFF	035
34	ENGL	123	003	STAFF	035
35	ENGL	123	004	STAFF	035
36	ENGL	123	005	STAFF	033
37	ENGL	123	006	NASH	035
38	ENGL	123	007	STAFF	035
39	ENGL	123	008	STAFF	035
40	ENGL	123	009	STAFF	035
41	ENGL	123	010	STAFF	034
42	ENGL	124	001	HENDERSON	035
43	ENGL	124	002	STAFF	035
44	ENGL	124	003	STAFF	035
45	ENGL	124	004	CRYSTALL	035

	A	B	C	D	E
46	ENGL	125	001	SALVAGGIO	050
47	ENGL	126	001	STAFF	035
48	ENGL	127	001	STAFF	048
49	ENGL	127	951	ANDERSON	022
50	ENGL	127	951	ANDERSON	022
51	ENGL	128	001	STAFF	035
52	ENGL	128	002	STAFF	035
53	ENGL	128	003	LAPRADE	035
54	ENGL	128	004	FROST	035
55	ENGL	129	001	FLANAGAN	035
56	ENGL	129	002	STAFF	035
57	ENGL	131	003	SHAPIRO	018
58	ENGL	132H	001	DURBAN	015
59	ENGL	140	001	WEBER	025
60	ENGL	142	001	TAYLOR	120
61	ENGL	143	001	OXMAN	035
62	ENGL	144	001	STAFF	035
63	ENGL	144	002	STAFF	035
64	ENGL	145	001	ROSENTHAL	035
65	ENGL	150	001	MOSKAL	022
66	ENGL	206	001	GINGHER	018
67	ENGL	206	002	OSTLUND	018
68	ENGL	208	002	GWIN	018
69	ENGL	209	001	MOOSE	018
70	ENGL	210	001	MOOSE	018
71	ENGL	225	001	BAKER	035
72	ENGL	225	003	MATCHINSKE	120
73	ENGL	228	001	ARMITAGE	035
74	ENGL	284	001	LANGBAUER	120
75	ENGL	300I	001	JACK	019
76	ENGL	307	001	GINGHER	018
77	ENGL	331	001	ROSENTHAL	035
78	ENGL	332	001	THOMPSON	035
79	ENGL	333	001	THOMPSON	035
80	ENGL	347	002	TAYLOR	035
81	ENGL	348	001	ELLIOTT	035
82	ENGL	350	001	LENSING	035
83	ENGL	356	001	COOPER	035
84	ENGL	367	001	FISHER	035
85	ENGL	367	002	HENDERSON	035
86	ENGL	373	001	IRONS	035
87	ENGL	375	001	KENAN	035
88	ENGL	381	001	STAFF	035
89	ENGL	406	001	DURBAN	018
90	ENGL	437	001	VISCOMI	035

	A	B	C	D	E
91	ENGL	447	001	GWIN	035
92	ENGL	463	001	COOPER	035
93	ENGL	472	001	ELLIOTT	030
94	ENGL	601	001, 002	LEE	030
95	ENGL	659	001	ARMITAGE	035
96	ENGL	662	001	LEGASSIE	011
97	ENGL / cmpl	686 / 490	001	BRODEY	007 / 008
98	ENGL	693H	001	KENAN	012
99	ENGL	693H	002	SHAPIRO	012
100	ENGL	719	001	O'NEILL	015
101	ENGL	762	001	AHUJA	011
102	ENGL	783	001	LANGBAUER	015
103	ENGL	805	001	TAYLOR	011
104	ENGL	861	001	TAYLOR	011

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ENST	201	001	GANGI	160
8	ENST	201	002	COOKE	040
9	ENST	201H	143	GANGI	019
10	ENST	202	001	BELL	090
11	ENST	204	001	COOKE	030
12	ENST / afri	266	001	COOKE	015 / 002
13	ENST	352	001	BELL	020
14	ENST / ecol	490 / 891	002 / 001	BELL	010 / 010
15	ENST	490	003	CECIL	005
16	ENST	490	004	MITCHELL	005
17	ENST / envr / plan	581 / 781 / 781	001	MOREAU	020 / 010 / 010
18	ENST / envr	698	001-003	SHAY	048 / 006

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	EXSS	221	002	STROMAN	040
8	EXSS	360	001	STAFF	030
9	EXSS	376	002	STAFF	040
10	EXSS	700	001	SHIELDS	010
11	EXSS	780	001	BATTAGLINI	010
12					
13	LFIT	100%	adopted		
14					
15	PHYA	223	001	STAFF	020
16					
17	RECR	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	GEOG	056	001	CRAVEY	024
8	GEOG	089	001	BIRDSALL	024
9	GEOG	111	001	KONRAD	141
10	GEOG	112	001	MOODY	045
11	GEOG	115	001	STAFF	021
12	GEOG / pwad	120	002	WARD	110 / 020
13	GEOG	121	001	GOKARIKSEL	150
14	GEOG	125	001	BIRDSALL	050
15	GEOG	130	001	HAVICE	050
16	GEOG	228	001	STAFF	044
17	GEOG	237	001	STAFF	024
18	GEOG	259	001	VALDIVIA	044
19	GEOG / asia	267	001	STAFF	020 / 005
20	GEOG	269	001	WALSH	055
21	GEOG	370	001	LIANG	055
22	GEOG	391	001	STAFF	024
23	GEOG	423	001	REYES	045
24	GEOG	428	001	MARTIN	050
25	GEOG	445	001	EMCH	050
26	GEOG / asia / ints	447	001	GOKARIKSEL	020 / 005 / 001
27	GEOG / asia / pwad	453	001	KIRSCH	045 / 005 / 005
28	GEOG	460	001	HAVICE	045
29	GEOG	477	001	MOODY	024
30	GEOG / plan	491	001	WALSH	055 / 000
31	GEOG	541	001	EMCH	021
32	GEOG	593	001	LIANG	021
33	GEOG	691H	001	STAFF	015
34	GEOG	703	001	PICKLES	012
35	GEOG	704	001	PICKLES	012
36	GEOG	804	001	MARTIN	015
37	GEOG	804	002	VALDIVIA	015
38	GEOG	900	001	STAFF	025
39	GEOG	900	002	PICKLES	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	GEOL	301L	401	COLEMAN	026
8	GEOL	504	001	GLAZNER	018

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CZCH	100%	adopted		
8					
9	DTCH	100%	adopted		
10					
11	GERM	058	001	STARKEY	024
12	GERM	059	001	PIKE	024
13	GERM	225	001	VON BERNUTH	024
14	GERM	290	001	STAFF	024
15	GERM	303	001	STAFF	020
16	GERM	303	002	TROP	020
17	GERM	390	001	PIKE	024
18	GERM	391	001	STAFF	024
19	GERM	825	001	VON BERMUTH	015
20	GERM	880	001	STAFF	015
21					
22	HUNG	403	001	SHERWOOD	012
23					
24	PLSH	100%	adopted		
25					
26	RUSS	208	002	STAFF	018
27	RUSS	213	001	STAFF	012
28	RUSS	270	001	STAFF	030
29	RUSS	321	001	STAFF	012
30	RUSS	411	001	MAGOMEDOVA	012
31	RUSS	425	001	STAFF	030
32	RUSS	513	001	MAGOMEDOVA	012
33	RUSS	790	001	MAGOMEDOVA	005
34					
35	SECR	403	001	STAFF	012
36					
37	SLAV	425	001	STAFF	030
38	SLAV	467	001	SHERWOOD	025

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	HIST	089	001	HAGEMANN	021
8	HIST	089	002	LINDSAY	021
9	HIST	089	003	STAFF	023
10	HIST	106	001	NAIDEN	035
11	HIST	110	001	COBB	140
12	HIST	127	001	GLATTHAAR	110
13	HIST	127	002	STAFF	165
14	HIST	127	951	STAFF	025
15	HIST	127	951	STAFF	025
16	HIST	128	001	MCNEIL	035
17	HIST	130	001	LEE	110
18	HIST	134	001	FLETCHER	035
19	HIST	140	006	HUNZIKER	165
20	HIST	142	001	BURNS	165
21	HIST	151	006	HUNZIKER	165
22	HIST	151	007	MCINTOSH	165
23	HIST / aero / pwad	213	001	CADDELL	180 / 020 / 020
24	HIST	240	001	RADDING	110
25	HIST	255	001	NAIDEN	030
26	HIST / jwst / pwad	262	001	DUFFY	085 / 005 / 020
27	HIST	292	001	STAFF	030
28	HIST	292	002	TSIN	030
29	HIST	292H	002	STRING	024
30	HIST	368	001	GLATTHAAR	120
31	HIST	376	001	STAFF	035
32	HIST	391	001	PENNYBACKER	015
33	HIST	393	005	LA SERNA	015
34	HIST	393	007	STAFF	015
35	HIST	395	009	MCNEIL	015
36	HIST	466	001	KRAMER	035
37	HIST	490	002	STAFF	020
38	HIST	490H	001	PENNYBACKER	024
39	HIST	528	001	LA SERNA	035
40	HIST	533	001	CHASTEEN	023
41	HIST / folk	571	001	FERRIS	020 / 005
42	HIST	671	001	WHISNANT	025
43	HIST	691H	001	WHALEN	015
44	HIST	711	001	MCINTOSH	020
45	HIST	715	001	WATSON	015

	A	B	C	D	E
46	HIST	717	001	LEE	015
47	HIST	721	001	LINDSAY	015
48	HIST	783	001	STAFF	015
49	HIST	820	001	BURNS	020
50	HIST	870	001	JACKSON	020
51	HIST	890	001	HAGEMANN	020
52	HIST	890	002	LEE	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	HNRS	325	001	STAFF	075
8	HNRS	352	001	FERGUSON	012
9	HNRS	352	002	STEINER	018
10	HNRS	354	001, 002	GOLDBERG	048
11	HNRS	355	001	VISCOMI	018

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	INLS	089	001	POMERANTZ	025
8	INLS	101	001	KELLY	030
9	INLS	101	002	KAMPOV-POLEVOI	030
10	INLS	200	001	POMERANTZ	025
11	INLS	200	002	BAILEY	030
12	INLS	261	001	BERGQUIST	030
13	INLS	285	001	BERGQUIST	030
14	INLS	461	001	BERGQUIST	030
15	INLS	461	002	WEBSTER	030
16	INLS	490	046	TIBBO	030
17	INLS	490	161	MOORE	030
18	INLS	490	163	RAJASEKAR	030
19	INLS	500	001	BARREAU	030
20	INLS	500	003	SHEBLE	030
21	INLS	501	001	GOLLOP	030
22	INLS	501	002	CUSHING	030
23	INLS	502	001	CLEMENS	030
24	INLS	509	001	LOSEE	030
25	INLS	513	001	EDWARDS	024
26	INLS	513	002	LEE	024
27	INLS	515	001	MARSHALL	024
28	INLS	520	001	GREENBERG	030
29	INLS	520	002	SHAW	024
30	INLS	521	02W	SPURGIN	025
31	INLS	523	001	HAAS	030
32	INLS	523	002	MOSTAFA	030
33	INLS	525	001	MARCIANO	024
34	INLS	530	001	HUGHES-HASSELL	030
35	INLS	556	001	LEE	030
36	INLS	556	002	STAFF	024
37	INLS	558	001	STURM	015
38	INLS	566	001	ADAMS	030
39	INLS	572	001	HASSELL	030
40	INLS	582	001	HAAS	030
41	INLS	582	002	HASSELL	030
42	INLS	584	001	WILDEMUTH	024
43	INLS	585	001	MORAN / PATILLO	055
44	INLS	691H	001	KELLY	012
45	INLS	720	001	GREENBERG	024

	A	B	C	D	E
46	INLS	721	001	SAMPLES / STALBERG	030
47	INLS	723	001	RAJASEKAR	013
48	INLS	744	001	HUGHES-HASSELL	030
49	INLS	752	001	TIBBO	030
50	INLS	780	002	MARSHALL	030
51	INLS	818	001	CAPRA	012
52	INLS	881	001	BARREAU	014
53	INLS	889	001	WILDEMUTH	024

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	INTS	290	002	STAFF	020
8	INTS	390	002	WEILER	025
9	INTS	490	001	OSTERWEIL	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	JOMC	101	001	STAFF	025
8	JOMC	121	002	STAFF	016
9	JOMC	137	001, 002	BYARS / SINCLAIR	134
10	JOMC	153	001-013	STAFF	210
11	JOMC	180	001	LAUTERER	017
12	JOMC	180	002	DAVISON	018
13	JOMC	181	001	STEVENS	017
14	JOMC	182	001	OLIVER	018
15	JOMC	182	002	STAFF	018
16	JOMC	182	003	STAFF	018
17	JOMC	187	001	STAFF	018
18	JOMC	187	002	RUEL	018
19	JOMC	221	003	STAFF	018
20	JOMC	221	004	STAFF	018
21	JOMC	221	005	STAFF	018
22	JOMC	232	001	BRABHAM	018
23	JOMC	232	002	FIELDS	020
24	JOMC	232	003	STAFF	020
25	JOMC	232	004	STAFF	020
26	JOMC	242	001	FEE	025
27	JOMC	244	001	TOWNS	014
28	JOMC	245	001	CROTHERS	040
29	JOMC	256	001	LAUDER	018
30	JOMC	271	001	MCMAHAN	018
31	JOMC	271	002	ALLEN	018
32	JOMC	271	003	COBB	018
33	JOMC	272	001, 002	STAFF	036
34	JOMC	333	001	CURRAN	018
35	JOMC	340	001, 004	SMITH	095
36	JOMC	349	001	AIKAT	012
37	JOMC	394	001	EUBANK	030
38	JOMC	421	001	HEFNER	020
39	JOMC	422	001	HEFNER	020
40	JOMC	423	001	HEFNER	020
41	JOMC	426	001	HOCHBERG	015
42	JOMC	431	002	STAFF	020
43	JOMC	431	003	STAFF	018
44	JOMC	431	004	STAFF	018
45	JOMC	434	001	BRABHAM	018

	A	B	C	D	E
46	JOMC	434	002, 003	COMELLO	035
47	JOMC	434	004	MISNER	015
48	JOMC	443	001	VARGAS	020
49	JOMC	446	001	AIKAT	025
50	JOMC	458	001	GUILLORY	009
51	JOMC	459	001	LAUTERER	015
52	JOMC	463	001	STAFF	018
53	JOMC	473	001	MCMAHAN	018
54	JOMC	473	002	KEARNS	018
55	JOMC	480	001	DAVISON	018
56	JOMC	481	001	STEVENS	018
57	JOMC	482	001	NIBLOCK	018
58	JOMC	483	001	OLIVER	018
59	JOMC	484	001	KIRKMAN	018
60	JOMC	490	001	KAYYE	012
61	JOMC	491	003, 007	HOLLIMAN	036
62	JOMC	491	005	WITTEKIND	018
63	JOMC	491	008	THORNBURG	018
64	JOMC	551	001	ABERNATHY	030
65	JOMC	552	001	ABERNATHY	015
66	JOMC	581	001	RUEL	018
67	JOMC	582	001	STEVENS	018
68	JOMC	583	001	FERRIOLA-BRUCKENSTIEN	017
69	JOMC	585	001	FLOYD	018
70	JOMC	691H	001	BROWN	012
71	JOMC	701	001	JOHNSTON	040
72	JOMC	705	001	HESTER	015
73	JOMC	711	001	CARROLL	020
74	JOMC	714	001	TYBURSKI	015
75	JOMC	730	001	STRAUGHAN	015
76	JOMC	754	001	FRIEDMAN	009
77	JOMC	825	001	BROWN	009
78	JOMC	826	001	CATES	015
79	JOMC	840	001	HOEFGES	009
80	JOMC	842	001	WINFIELD	009
81	JOMC	847	001	VARGAS	009
82	JOMC	879	001	SINCLAIR	009

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	LING	691H	001	PERTSOVA	010
8	LING	692H	001	PERTSOVA	010
9					
10	MAYA	n/a			

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	LTAM	291	001	VARGAS	030
8	LTAM	697	001	RADDING	030

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	MASC	055	001	MARTEN	024
8	MASC / geog	101 / 103	002	WHITE	110 / 110
9	MASC / biol / envr / geol	401 / 350 / 417 / 403	001	SCOTTI	055 / 055 / 055 / 055
10	MASC	432	001	MCKEE	020
11	MASC / enst	470 / 222	001	ALPERIN	010 / 030
12	MASC / geol	506	001	SEIM	015 / 005
13	MASC	706	001	MARCHETTI	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	MATH	054	001	HAWKINS	020
8	MATH	058	001	MCCOMBS	024
9	MATH	119	001, 002	STAFF	050
10	MATH	231	001-013	STAFF	456
11	MATH	418	001	STAFF	030
12	MATH	533	001	BELKALE	035
13	MATH	547	001	CIMA	035
14	MATH	547	003	ADALSTEINSSON	035
15	MATH	551	001	PLANTE	035
16	MATH	566	001	MITRAN	035
17	MATH	577	001	DAMON	035
18	MATH / envr	661	001	ADALSTEINSSON	010 / 005
19	MATH	676	001	WAHL	015
20	MATH	680	001	EBERLEIN	015
21	MATH	753	001	ASSANI	015
22	MATH / envr / masc	768	001	MCLAUGHLIN	006 / 005 / 005
23	MATH	771	001	ARINKIN	015
24	MATH	781	001	VARCHENKO	015
25	MATH	892	001	MUCHA	040
26	MATH	892	002	MARRON	040

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	MUSC	057	001	NADAS	024
8	MUSC	059	001	NEFF	015
9	MUSC	063	001	MACNEIL	020
10	MUSC	089	001	KATZ	015
11	MUSC	111	001	SPARKS	020
12	MUSC	111	002	ZWICKER	020
13	MUSC	121	001	STAFF	090
14	MUSC	124	001	EVERS	020
15	MUSC	130	001-010	STAFF	090
16	MUSC	131	001-003	STAFF	090
17	MUSC	135	001	ANDERSON, S	030
18	MUSC	143	001	STAFF	200
19	MUSC	145	001	ANDERSON, S	200
20	MUSC	146	001	STAFF	180
21	MUSC	147	001	GARCIA	100
22	MUSC	167	001	FELDMAN	035
23	MUSC	230	001-005	STAFF	060
24	MUSC	232	001	NEAL	040
25	MUSC	232H	001	NEFF	020
26	MUSC	252	001	BONDS	075
27	MUSC	281	951	STAFF	025
28	MUSC	284	001	WOERNER	075
29	MUSC	285	001	COHEN	075
30	MUSC	287	001,002	CARTER	100
31	MUSC / pwad	289	001	FAUSER / LITWIN	080 / 010
32	MUSC	308	002	HUFF	010
33	MUSC	308	003	KALAM	010
34	MUSC	331	001	ANDERSON, A	020
35	MUSC	355	001	MACNEIL	035
36	MUSC	355	002	WOERNER	035
37	MUSC	355	003	KATZ	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PHIL	101	001	STAFF	040
8	PHIL	101	951	STAFF	030
9	PHIL	110	001	STAFF	036
10	PHIL / reli	134 / 126	001	STAFF	026 / 015
11	PHIL	155	001	STAFF	036
12	PHIL	155	002	STAFF	036
13	PHIL	160	002	STAFF	036
14	PHIL	163	001	STAFF	036
15	PHIL	165	001	STAFF	036
16	PHIL	165	002	STAFF	040
17	PHIL	170	001	STAFF	040
18	PHIL	220	001	STAFF	036
19	PHIL	230	001	PAUL	035
20	PHIL	230	951	STAFF	030
21	PHIL / poli / pwad	272	001	BOXILL, B	010 / 010 / 010
22	PHIL / poli / pwad	272	002	STAFF	020 / 010 / 010
23	PHIL	273	001	BOXILL, B	030
24	PHIL / wmst	275	001	STAFF	026 / 010
25	PHIL	280	001	STAFF	040
26	PHIL / econ / poli	384	001	STAFF	010 / 010 / 010
27	PHIL	422	001	BLACKBURN	020
28	PHIL	560	001	BOXILL, J	015
29	PHIL	715	001	STAFF	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PLAN	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PLCY	089	001	FELDMAN	024
8	PLCY / PLCY / pwad	101 / 101H / 101	001	STAFF	193 / 033 / 020
9	PLCY / PLCY / pwad	101H / 101 / 101	001	STAFF	033 / 193 / 020
10	PLCY	150	001	STAFF	025
11	PLCY	210	001-003	STAFF	090
12	PLCY	327	001	FELDMAN	025
13	PLCY	340	001	STAFF	050
14	PLCY	460	001	HANDA	105
15	PLCY	470	001	DURRANCE	075
16	PLCY / enst	475 / 490	001	JAGGER	050 / 010
17	PLCY	490	001	SCHANZER	020
18	PLCY	565	001	STAFF	035
19	PLCY	580	001	GILMER	035
20	PLCY	650	001	STAFF	024
21	PLCY	691	001	JAGGER	045
22	PLCY	691H	001	JAGGER	003
23	PLCY	700	001	GLAWTSCHEW	015
24	PLCY	710	001	PERREIRA	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	POLI	050	001	CONOVER	024
8	POLI	060	001	BAPAT	024
9	POLI	062	001	SULLIVAN	024
10	POLI	072	001	HOYMAN	024
11	POLI	089	001	ROBERTS	024
12	POLI	100	007	CONOVER	240
13	POLI	100	951	STAFF	025
14	POLI	100H	007	STIMSON	024
15	POLI	101	001	GRAY	171
16	POLI / pwad	150	001	OATLEY	260 / 020
17	POLI	202	001	MCGUIRE	045
18	POLI	206H	001	LEFEBVRE	024
19	POLI	209	001	RABINOWITZ	040
20	POLI	216	001	VANBERG	043
21	POLI	238	001	HUBER	120
22	POLI	238	002	MARTINEZ-GALLARDO	120
23	POLI / enst	254	001	MCKEOWN	037 / 005
24	POLI	276	001	LIENESCH	040
25	POLI	400	001	SULLIVAN	030
26	POLI	401	001	STIMSON	030
27	POLI	406	001	GRAY	030
28	POLI	410	001	MCGUIRE	030
29	POLI	411	001	UNAH	030
30	POLI	412	001	RABINOWITZ	035
31	POLI	415	001	LEFEBVRE	035
32	POLI / pwad	416	001	UNAH	025 / 005
33	POLI	418	001	MACKUEN	030
34	POLI	431	001	REYNOLDS	030
35	POLI	433	001	MOROFF	025
36	POLI	433	002	STAFF	030
37	POLI	434	001	MARTINEZ-GALLARDO	030
38	POLI	438	001	VACHUDOVA	030
39	POLI	443	001	MCKEOWN	025
40	POLI / pwad	444	001	BAPAT	015 / 015
41	POLI	471	001	SPINNER-HALEV	030
42	POLI	473	001	LIENESCH	030
43	POLI	495	001	CRESCENZI	030
44	POLI	723	001	WALLACE	016
45	POLI	730	001	VACHUDOVA	016

	A	B	C	D	E
46	POLI	736	001	ROBERTSON	016
47	POLI	891	002	BAUMGARTNER	010
48	POLI	891	003	GROSS	005
49	POLI	891	004	VANBERG	015
50	POLI	891	007	MOROFF	010
51	POLI	891	008	MACKUEN	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PSYC	051	001	ARNOLD	024
8	PSYC	051	002	GORDON	021
9	PSYC	055	001	STAFF	024
10	PSYC	210	001	MORGAN	088
11	PSYC	210	002	SATHY	176
12	PSYC	220	003	LOEB	120
13	PSYC	230	001	HOPFINGER	120
14	PSYC	245	001	STAFF	120
15	PSYC	245	003	STAFF	045
16	PSYC	245	004	STAFF	045
17	PSYC	245	005	WISS	045
18	PSYC	245H	001	BAUCOM	024
19	PSYC	250	002	STAFF	045
20	PSYC	250	003	GIBSON	045
21	PSYC	250	951	STAFF	025
22	PSYC	260	001	STAFF	045
23	PSYC	260	002	SANNA	120
24	PSYC	260	003	STAFF	045
25	PSYC	260	004	STAFF	045
26	PSYC	260	005	STAFF	045
27	PSYC	260H	001	STAFF	024
28	PSYC	423	001	ARNOLD	035
29	PSYC	469	001	GARIEPY	035
30	PSYC	499	001	LOEB	010
31	PSYC	500	001,002	WISS	070
32	PSYC	501	001	LOWMAN	035
33	PSYC	505	001	AKPAKA	035
34	PSYC	506	001	BARRICK	035
35	PSYC	512	001	PRINSTEIN	240
36	PSYC	533	001	BAUER	035
37	PSYC	566	001	GREEN	035
38	PSYC	602	001	LOWMAN	035
39	PSYC	693H	001	STAFF	030
40	PSYC	701	001	HOLLINS	025
41	PSYC	720	001	CARELLI	020
42	PSYC	741	001	GORDON	025
43	PSYC	761	001	GARIEPY	015
44	PSYC	806	001	HUSSON	020
45	PSYC	830	001	CHOW	030

	A	B	C	D	E
46	PSYC	843	001	MACCALLUM	030
47	PSYC	850	001	CHOW	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PUBA	396	001	STAFF	015
8	PUBA	401	001	BERNER	025
9	PUBA	710	001	WHITAKER	029
10	PUBA	719	001	BERNER	029
11	PUBA	721	001	SETZER	029
12	PUBA	722	001	HOYMAN	015
13	PUBA	732	001	STAFF	035
14	PUBA	733	001	TUFTS	035
15	PUBA	745	001	STENBERG	065
16	PUBA	749	001	STENBERG / BERNER	020
17	PUBA	751	001	STENBERG / BRENMAN	020
18	PUBA	752	001	AMMONS	012
19	PUBA	756	001	HENDERSON	018
20	PUBA	768	001	STEPHENS	020
21	PUBA	769	001	STEPHENS	020
22	PUBA	771	001	MORGAN	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PWAD	350	001	STAFF	102
8	PWAD	469	001	JENKINS	005
9	PWAD	490	001	STAFF	015
10	PWAD	690	001	CADDELL	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	RELI	089	001	LAMBERT	024
8	RELI	104	951	DUNCAN	025
9	RELI / jwst	123 / 100	001	BOYARIN	102 / 018
10	RELI / asia	181	001	SAFI	150 / 030
11	RELI	207	001	EHRMAN	060
12	RELI	209	001	PLESE	100
13	RELI / anth / folk	428	001	BOYARIN	010 / 005 / 005
14	RELI / asia	583	001	SAFI	022 / 008
15	RELI / asia	584	001	ERNST	015 / 005
16	RELI / anth / folk	688	001	LEVE	000 / 002 / 002
17	RELI	720	001	OCHOA	010
18	RELI	720	001	OCHOA	010
19	RELI	808	001	EHRMAN	015
20	RELI	890	001	PLESE	012
21	RELI	890	060	SAFI	010

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	FREN	225	001	STAFF	022
8	FREN	331	001	BARR	015
9	FREN	370	001	MELEHY	025
10	FREN	373	001	MELEHY	025
11	FREN	830	002	STAFF	015
12					
13	ITAL	357	001	CERVIGNI	030
14	ITAL	398	001	LUISETTI	022
15	ITAL	795	001	LUISETTI	015
16					
17	PORT	100%	adopted		
18					
19	ROML	060	002	STAFF	024
20	ROML	840	001	RAO	015
21					
22	SPAN	101	951,952	STAFF	044
23	SPAN	203	951	STAFF	022
24	SPAN	255	001-005	STAFF	088
25	SPAN	255H	001	STAFF	018
26	SPAN	266	001	MACK	022
27	SPAN	300	001-008	STAFF	140
28	SPAN	330	001-003	STAFF	072
29	SPAN	345	001	GONZALEZ-ESPITIA	024
30	SPAN	369	001	AARON	030
31	SPAN	371	001,002	STAFF	048
32	SPAN	372	001	GOMEZ-CASTELLANO	024
33	SPAN	373	002	GONZALEZ-ESPITIA	024
34	SPAN	378	001	BINOTTI	024
35	SPAN	378	002	STAFF	024
36	SPAN	701	001	DOMINGUEZ	015
37	SPAN	711	001	AMAGO	015
38	SPAN	738	001	BINOTTI	015
39	SPAN	835	001	GONZALEZ-ESPITIA	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	RUES	710	001	JENKINS	010

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	SOCI	101	003	DILL	048
8	SOCI	111	001	NIELSEN	048
9	SOCI	115	001	GALLEGOS LERMA	048
10	SOCI	121	002	STAFF	048
11	SOCI	123	001	RITCHEY	048
12	SOCI	124	001	KLEINMAN	017
13	SOCI	130	001	COHEN	048
14	SOCI	130	002	LUCAS	048
15	SOCI / mngt	131	001	WELLS	043 / 005
16	SOCI	251	003	LEWIS	048
17	SOCI	252	003	VERDERY	048
18	SOCI	390	001	MARSHALL	020
19	SOCI / mngt	410	001	SHIMAZOE	043 / 005
20	SOCI	411	002	RUSSO	048
21	SOCI	412	951	OWEN	025
22	SOCI	422	001	PAYTON	025
23	SOCI	423	001	TYSON	048
24	SOCI	423	002	KOZLOWSKI	048
25	SOCI / mngt	427	001	KALLEBERG	043 / 005
26	SOCI	429	002	CONLON	038
27	SOCI	460	001	MOONEY	048
28	SOCI / mngt	691H	001	ANDREWS	015 / 005
29	SOCI	711	001	GUO	020
30	SOCI	821	001	SHANAHAN	022
31	SOCI	830	001	COHEN	022
32	SOCI	850	001	NIELSEN	022
33	SOCI	851	001	KLEINMAN	021
34	SOCI	861	001	KALLEBERG	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	STOR	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	WMST	101	001	BURRILL	300
8	WMST	102	001	BURNS	025
9	WMST	124	001	KLEINMAN	025
10	WMST	290	001	PLEASANTS	025
11	WMST	293	001	BURRILL	025
12	WMST	297	001	BURNS	025
13	WMST	553	001	BERGER	020
14	WMST	555	001	BERGER	025
15	WMST	890	890	BURRILL	010

Guaranteed Buyback Program Fall 2011
UNC Chapel Hill
Current Participants

1) Astronomy 101/102: Fall 2010 through Spring 2013
2) Drama 115: Fall 2010 through Spring 2012
3) Drama 116: Fall 2010 through Spring 2012
4) Linguistics 101: Fall 2010 through Spring 2012
5) Physics 104/105: Spring 2010 through Spring 2013
6) Psychology 101: Fall 2011 through Spring 2014
7) Public Policy/Environmental Studies 585: Fall 2009 through Fall 2011
8) Statistics & Operations Research (STOR) 151: Fall 2011 through Spring 2013

In ongoing efforts to facilitate the Board of Governors textbook requirements for large introductory courses, we continue to encourage and accept textbook commitment forms from UNC Chapel Hill departments. As noted in UNC's 2011 Report on the Cost of Textbooks, Submitted with Campus-Based Tuition and Fee Increase Requests, "To significantly affect the cost of textbooks, Chancellors, Provosts, faculty and bookstore managers must continue to increase the number of courses and textbooks in the guaranteed buyback programs."

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Friday, April 8, 2011 10:28 AM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] Annual Report open for faculty
Attach: College Annual Report Faculty Manual.pdf

Dear All,
It was mentioned to me that some people may not have received this email with all of the information about the Annual Report. Please see below and attached for instructions or completing your portion (before the April 29th deadline).

The link to the system is: https://apps4.oasis.unc.edu/car/

Take care,
Agatha

****

Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Ryan Greenway [mailto:rgreenwa@email.unc.edu]
Sent: Wednesday, April 06, 2011 6:17 PM
To: All Administrative Managers in the College of Arts & Sciences
Cc: asddd@listserv.unc.edu; asmgrs@listserv.unc.edu
Subject: [asmgrs] Important - Annual Report open for faculty

This message is being sent to all faculty in the College of Arts and Sciences with a copy to unit chairs/directors and administrative managers.

***

The College Annual report system is now open for faculty to summarize their activities and accomplishments. Based on input the Annual Report Committee received from departments, a new version of the Annual Report system has been developed to streamline the process and make the reporting easier and more efficient for faculty, chairs, and administrators. The attached help document explains the design and navigation for the new system. Please contact OASIS for additional help.

All faculty in the College of Arts and Sciences are required to prepare for their department or curricula an annual report of some of your activities and accomplishments for the period May 1, 2010 to April 30, 2011. These reports are used for a variety of assessment and evaluation purposes within your units, but they are also an important component of the

units' required report to the College of Arts and Sciences.

The deadline for completing your report is **April 29, 2011**. Please bookmark the new system address - https://apps4.oasis.unc.edu/car/

Stewardship:

You may also be prompted to complete a tab labeled "Stewardship." This section is included if you have received funding from private sources.

The Arts and Sciences Foundation produces letters to donors on the use of these funds. These reports benefit your department and the College of Arts and Sciences in future fund-raising efforts.

If you have questions about the Stewardship section, please contact one of the following staff members at the Arts & Sciences Foundation: Del Helton, del.helton@unc.edu, 962-8216, Jim Magaw, jim.magaw@unc.edu, 962-6123, or Joanna Cardwell, joanna.cardwell@unc.edu, 962-8342.

Please note that your contributions last spring helped the Arts and Sciences Foundation produce nearly 600 letters to our generous College donors. This annual "stewardship report" explains how the fund was used and includes information about the fund's investment performance. Donors often respond with a thank-you note in appreciation.

We very much appreciate your assistance with another round of outstanding stewardship letters.

INSTRUCTIONS FOR ACCESSING THE ANNUAL REPORT SYSTEM AND STEWARDSHIP

1) https://apps4.oasis.unc.edu/car/

2) Login with your onyen and onyen password

3) You can access the Stewardship system through a tab on the Annual Report.

*For responses from previous years – Previous system.

Your Onyen

Website: http://onyen.unc.edu

Your ONYEN is the first part of your email address, e.g. for an email address of jdoe(at)email.unc.edu your ONYEN is "jdoe" without the quotes.

If you lose or forget your ONYEN password, you can get a new one by taking your UNC One Card (or another picture ID) to IT Response Center at Wilson Library suite 300. It is not possible to recover your old password. For security reasons, you can get a new password only with a picture ID.

If you have forgotten your ONYEN you may look it up by selecting the "Forgotten Onyen" button and supplying your last name and your PID.

Annual Report Assistance

If you require additional help or have problems accessing or using the web site, please submit an Online Help Ticket to OASIS. Website: http://oasis.unc.edu/remedy

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Ryan Greenway, PMP
Acting Director of Finance and Operations

Dean's Office, College of Arts & Sciences
University of North Carolina at Chapel Hill
CB 3100
919.962.9275

You are currently subscribed to afriafam as: jen321@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=28983900

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-28983900-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

College Annual Report

New System released April 2011

Faculty Instructions

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College of Arts and Sciences: Annual Report System

Overview

The online College annual report system has been redesigned for the 2010-2011 reporting period. A primary goal of the redesign was to make it easier for reporters to enter data into the system.

The general work flow of the application will be:

1. sign on
2. verify onyen, reporting period, departmental affiliations
3. answer questions on 9 pages
4. upload your CV
5. mark your report as complete
6. review your report
7. sign out

Access and Logon: where is it?

https://apps4.oasis.unc.edu/car Once you click on that link, you will be presented with the following login screen:

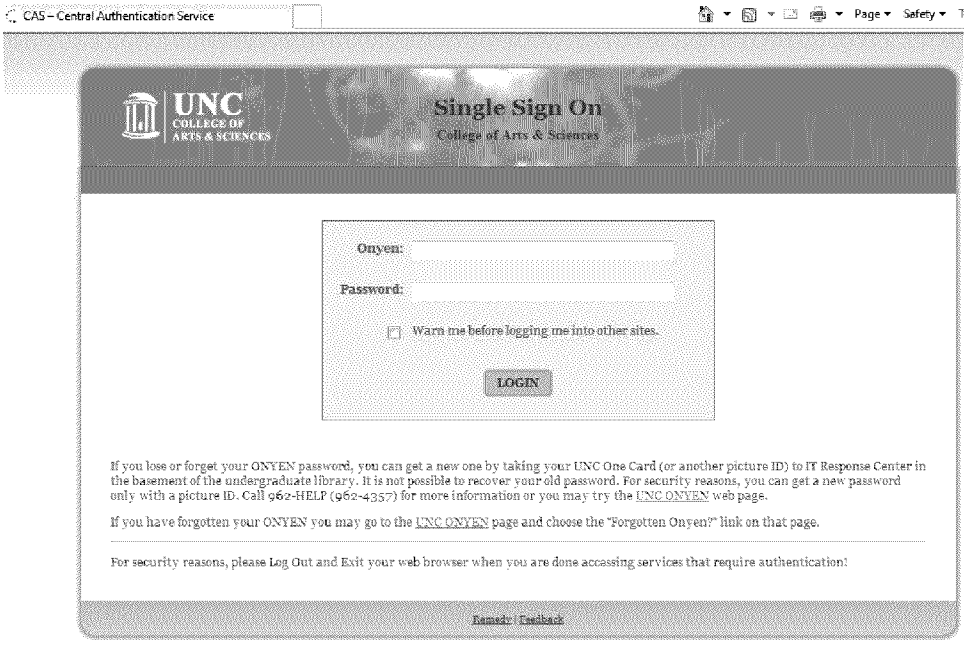

Provide your onyen and password to access the annual report system

College of Arts and Sciences: Annual Report System

Verify your affiliations

After a successful sign on, you will be sent to the first page in the system, the profile page:

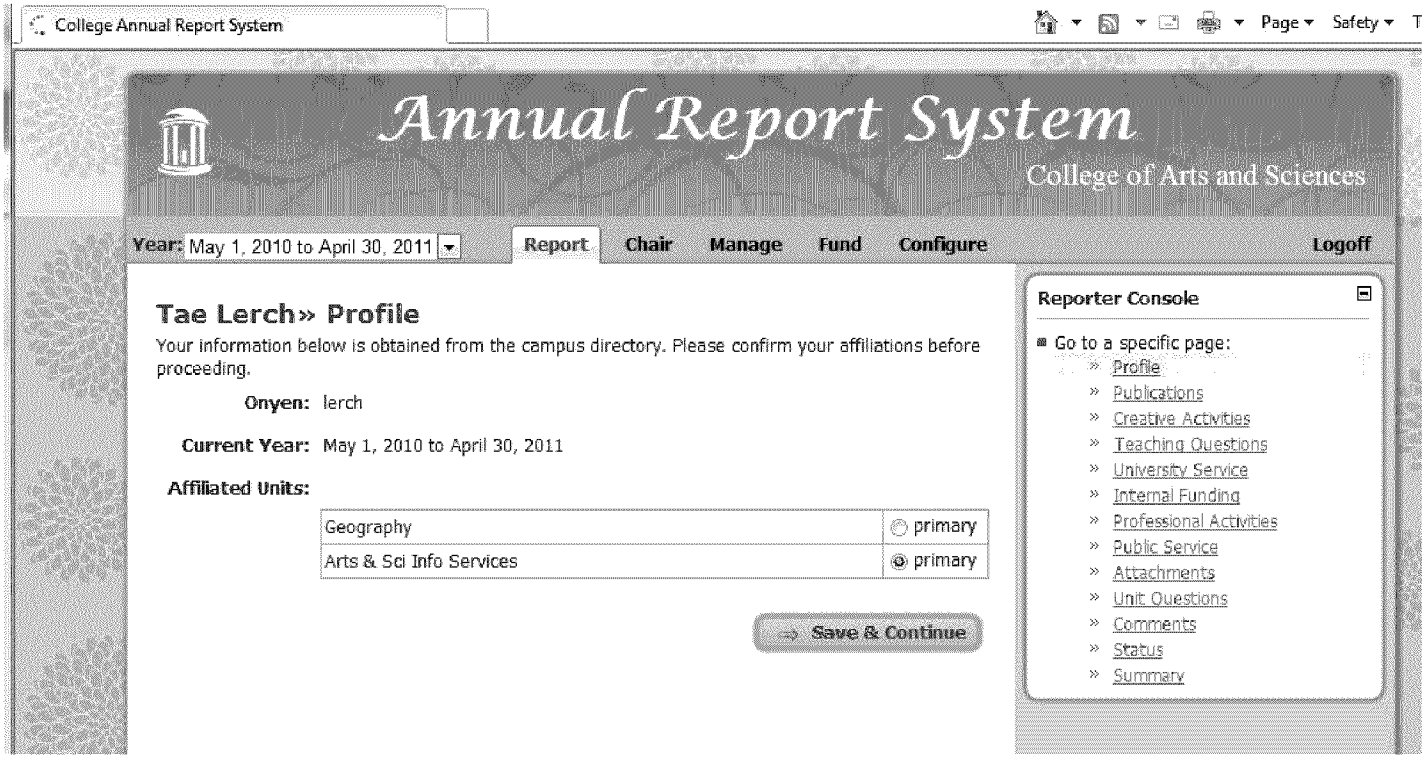

The profile page presents some information that you, the reporter, must verify. Make sure that the onyen, the current year and the home/primary department is correct. You can easily change your primary department with the radio buttons.

All departments in the "Affiliated Units" section will be able to view your report. You do NOT need to fill out a report for each department.

In the example above, the reporter with an onyen of lerch is doing a report for the 2010-2011 reporting period and is affiliated with 2 departments. Note how the OASIS department is selected as the primary.

College of Arts and Sciences: Annual Report System

System Navigation: getting around within the system

The faculty/reporter part of the system consists of several pages, all with the navigation buttons "Back" and "Save and continue". Choosing “Back” will save any changes and send you to the previous page. “Save and Continue” will save any changes and send the reporter to the next page.

Here is an example of what the buttons look like (keep in mind that these buttons are at the bottom of each report page):

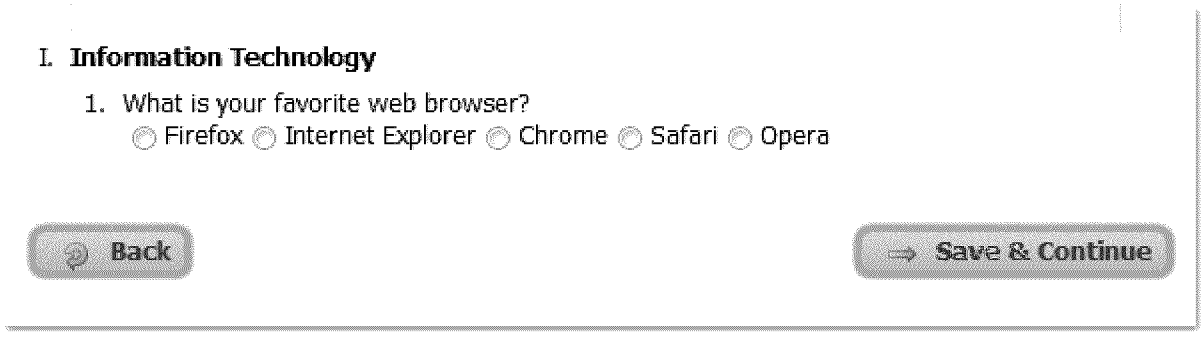

Sections of the report are also provided (right side menu) to navigate to any page within the report. Using these links will save the work you have already done on the current page.

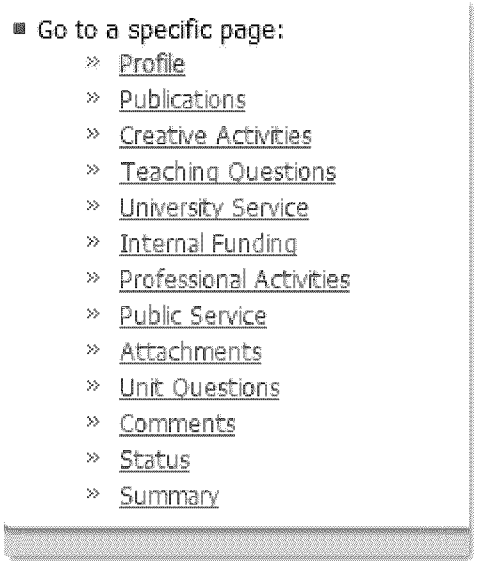

Session time out

The annual report system will logout automatically after 30 minutes of inactivity and your work will not be saved. Remember to save your work before moving to another task.

Also, a pop up dialog will appear when only 5 minutes remain:

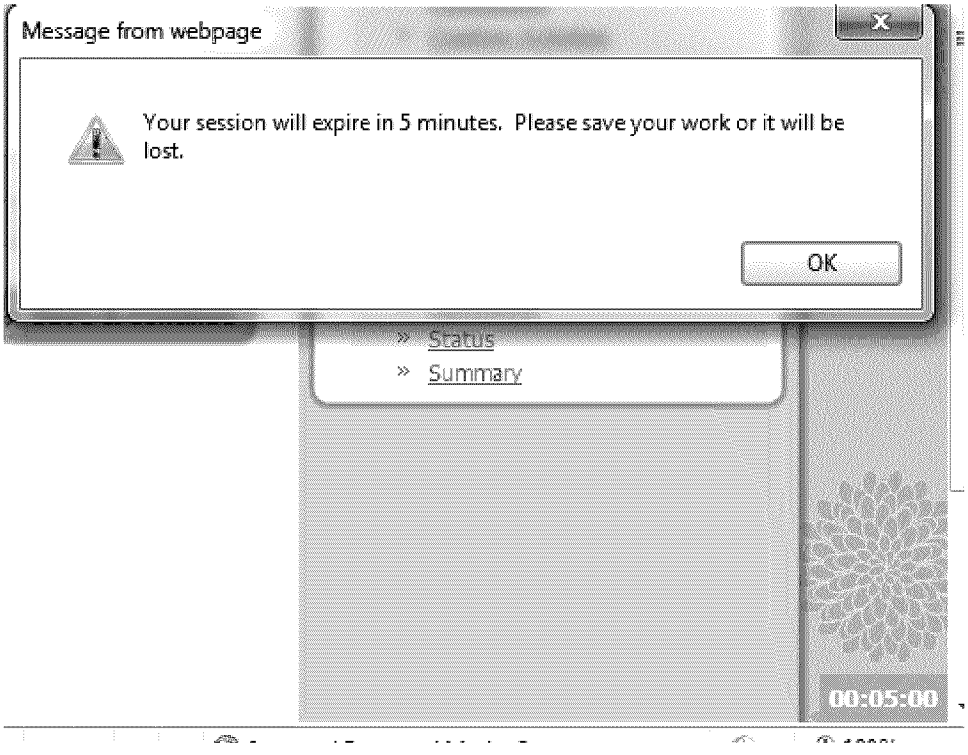

If you anticipate that an answer to a question(s) may take longer than 30 minutes, it may be necessary to draft the reply in a word process or text editor. Replies can be cut and pasted from the word processor.

College of Arts and Sciences: Annual Report System

Question Pages

The majority of the pages in the report system are in a question and answer format. Publications, creative activities, teaching, university service, internal funding, professional activities, public service, unit questions, and comments are all question/answer pages.

Replies to the questions are in one of several formats.

1. A small text box for numeric and short text answers (#6 below),
2. A larger, multi-line text box for more lengthy answers (#8 below), or
3. Radio button selections (#7 below).

6. Number of former graduate student coauthors:
   0
7. Did any undergraduates you supervise present or perform their work at an off-campus meeting or venue this year?
   ○ Yes ◉ No
8. If yes, please list the event(s) below with the names of the students below each event listed.

9. Did any undergraduates you supervise participate in an on-campus presentation/performance

Once the questions have been answered, you may click one of "Back" button, "Save and continue" button, or one of the direct-to-page links. Any of these will save your work.

Attachments Page

The attachment page allows you to attach uploaded files to your report. At this time, the only attachment required is your current CV, although your department may require other documents:

To add an attachment, click on the "(+) Add Attachment" link on the upper right hand side of the page. You will see the following:

Use the browse button to locate your CV file on your computer. Enter a description such as "My CV for 2010-2011" and then click the "Save" button. Please note that there is a limit on the size of the file you wish to upload of 2000 Kilobytes (2 Megabytes). This should accommodate most CVs in Microsoft Word or PDF format.

College of Arts and Sciences: Annual Report System

Status Page

The status page allows you to indicate whether or not you are have completed the annual report:

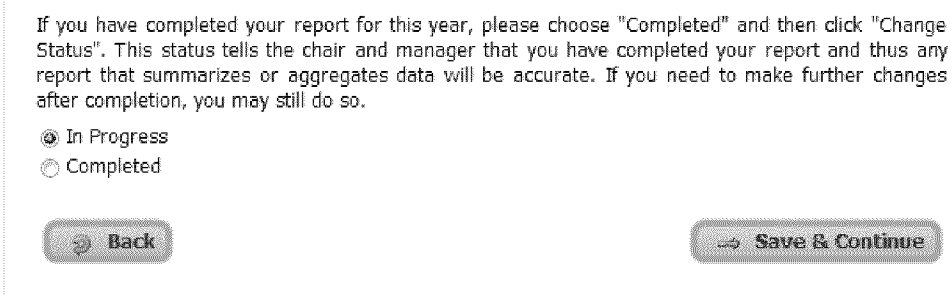

Click the appropriate choice of "In Progress" or "Complete" and then save the choice by clicking "Save and continue". This status is used to inform your department and the college that you are done with your report for the current reporting period. It should be noted that you are still able to make changes to your report even if it is marked as "completed". You may amend your report until the system closes according to the schedule released by the Dean's Office.

Summary Page

The summary page is a reporting page that summarizes all your input into the system for the given report period. An image/link is provided to download the summary in PDF format:

Click the image on the page to download a pdf version of your report. Your report summary is viewable online at anytime even when the reporting period is closed. The "save to pdf" option is provided in case you want a file/print version of your summary.

Getting Help

If a technical issue arises or if you have some question regarding the system, some links are provided near the bottom of every page in the system:

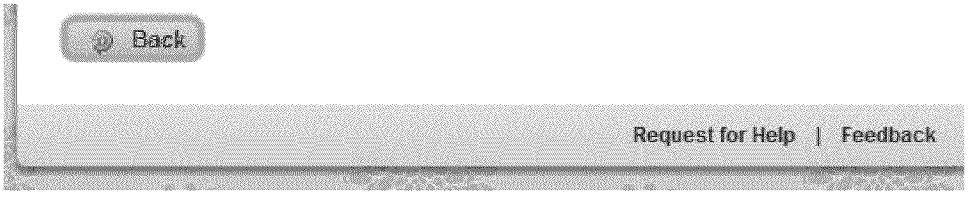

Clicking on the "Request for help" link will produce an email that is sent directly to us (Oasis). If you see an error message, please copy and paste it into the email along with some description of what you were trying to do (I typed in my response to the questions and clicked the save button and bam there's an error message). If you have a question on how to use the system please ask that in your email.

If you have feedback regarding the system itself, click the "Feedback" link. This will send an email to Oasis management who will address your comments or concerns.

Logging Off

A link is provided on the upper right hand corner of all pages. Clicking it will present you with a choice of "Quitting" or "Signing Out":

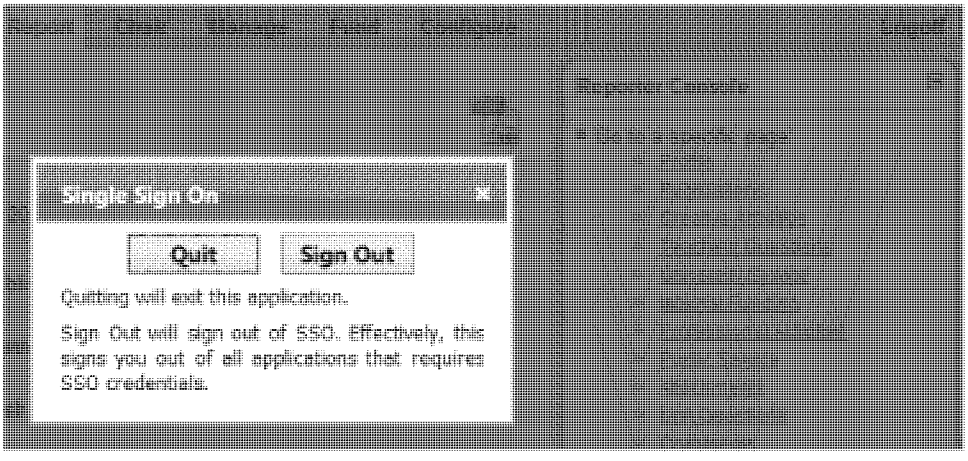

The distinction is explained in the box. The bottom line is that if you plan on doing some more work on the annual report system, choose "quit" instead of "sign out".

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

STUDENT STORES

DANIELS BUILDING
CAMPUS BOX 1530
CHAPEL HILL NC 27599-1530

To: Department Chairs

From: Kelly Hanner, Course Materials Manager

Subject: Textbook Cost Reduction Programs and HEOA

Date: February 23, 2011

First and foremost, I would like to thank The Office of the Executive Vice Chancellor & Provost, Senior Associate Deans, Chairs, Deans, faculty, and staff involved in the textbook adoption process and the BOG's textbook cost reduction programs. The time has come again for us to look to the next semester. Student Stores Fall 2011 Course Materials adoptions will be due March 25, 2011. General Administration's due date will be April 29, 2011. UNC Chapel Hill's Office of the University Registrar has sent the current Semester Section Book for 2011 Fall. We will receive updated versions of the SSB throughout the summer, which will reflect course changes through the duration.

I want to let you know of some statement revisions and review how the HEOA Textbook Requirement affects the campus.

As you know, the University of North Carolina's General Administration has made mandates that address the high costs of textbooks, set benchmarks for each campus to meet, and is monitoring our campus responsiveness to this issue. The Board of Governors revised their requirements for the Guaranteed Buyback Program in the University's February 2011 Report on the Cost of Textbooks, Submitted with Campus-Based Tuition and Fee Increase Requests. The requirement that the introductory textbook be in hardback has been removed. Both paperback and hardback textbooks are now included in the BOG's statement for the Guaranteed Buyback Program. The BOG is also recommending that campuses include textbooks for courses beyond the introductory level in the Guaranteed Buyback Program. Any undergraduate course that may be interested in participating in the program is encouraged by the BOG to do so.

The BOG's revised statement for the Guaranteed Buyback Program:

> "Campuses must *at least* offer this option for introductory texts that will withstand a two to three year adoption cycle. Campuses are strongly encouraged to go beyond this minimum threshold to explore ways of minimizing the adoptions cycle and making the guaranteed buyback or rental program available beyond introductory level courses.

I ask that the following points be reviewed and to consider entering a textbook in the Guaranteed Buyback Program:

- Students who purchase their book from Student Stores are guaranteed to receive 50% of the purchase price of their books at buyback without quantity limits therefore reducing the cost of use for that book.

- A greater number of used copies are available to students for future semesters thereby reducing the upfront textbook cost to students.

- All courses are eligible to participate.

- The BOG's Guaranteed Buyback recommends a two to three-year commitment from the department to use the same textbook for all sections of the course. UNC Student Stores encourages departments to commit to the BOG's recommended time period, but we will as well accept a one year commitment, and we include courses which are only offered in a specific term for example, the course is only offered in Fall term.

- Guaranteed Buyback saves faculty time adopting only on a two to three-year cycle.

- Reusing textbooks saves paper, printing and distribution costs.

Attached pdfs include the Guaranteed Buyback Form, a Guaranteed Buyback Summary, and a Guaranteed Buyback Brochure for convenience. The Guaranteed Buyback Form is also on our website at: www.store.unc.edu (Home: Textbooks: Faculty: Guaranteed Buyback Program)

Twenty courses were enrolled in the Guaranteed Buyback Program for Fall 2010. Twelve of the courses commitment period expired December 2010. I hope many of these courses re-enroll in the program. Please note that bundles which include any component intended for a single user may not be adopted for guaranteed buyback, including access codes, workbooks, loose leaf binding, spiral binding, tear out pages, on-line course CDs, codes, or software.

As of February 2011, five large introductory courses and three smaller courses* are enrolled in the Guaranteed Buyback Program.

1) Astronomy 101/102: Fall 2010 through Spring 2013
2) Drama 115: Fall 2010 through Spring 2012
3) Drama 116: Fall 2010 through Spring 2012
4) Hist 395: Fall 2009 through Fall 2011 (Fall terms only)*
5) Hist 584: Fall 2009 through Fall 2011 (Fall terms only)*
6) Linguistics 101: Fall 2010 through Spring 2012
7) Physics 104/105: Spring 2010 through Spring 2013
8) Public Policy/Environmental Studies 585: Fall 2009 through Fall 2011*

As noted in the February 2011 Report, bundles are a big challenge for effectively containing textbook costs:

> 'One challenge that continues to persist is the publishers' creation of "bundles" where the textbook is combined with other materials such as lab information, homework materials, "clickers," online access codes, or other items. This makes it almost impossible for the bookstores to effectively contain costs, as it is much more expensive and additionally impacts the market for used books. Where pedogically sound, the Board of Governors encourages faculty to adopt stand-alone texts and avoid the adoption of bundled materials.'
>
> "Bookstore managers should continue to work on ways to share best practices, collaborate, and leverage resources to lower the cost of textbooks. Likewise, Chancellors, faculty and staff must continue to pursue additional strategies to aid the bookstores in lowering the cost of textbooks."

No Textbook Needed notification

Courses which officially report No Text Needed *are included* in the Board of Governor's average undergraduate cost of textbooks calculation. Is it very important that we are notified that a course will not be requiring a textbook. We are not allowed to include the course in the calculation without official notice from the department that no textbook is required.

On-Time Adoptions

At UNC Chapel Hill, the on-time textbook adoption average for *undergraduate courses* in 2006-2007 was 48.2%. The on-time textbook adoption average for *undergraduate courses* in 2009-2010 grew to 79.8%.

Notes regarding On-Time Adoptions from the 2011 Report on the Cost of Textbooks:

'System-wide, an average of about 87% of faculty textbook adoptions for 2009-10 were received before the target date. Since the 2006-07 year, on-time adoptions have increased by 17%.'

'On-time faculty adoptions help reduce the average cost of textbooks by affecting the amount returned to students if they choose to sell back the books. Timely adoptions also allow bookstores to search for, and make available, more used textbooks.'

'Increases in on-time submission of textbook adoptions have allowed bookstores more time to locate used books and have also allowed students more time to compare sources for purchasing books.'

‘Campuses have shown improvement in the on-time adoptions of books, and those efforts should continue. It is apparent that active engagement by all of the campus community (faculty, staff, and administration) is critical in these efforts.’

‘Chancellors and Provosts must work diligently, alongside bookstore management, to improve on-time textbook adoptions by faculty. Their involvement in the process has helped to make significant changes in adoption rates. Efforts that have begun to result in improvements must be sustained and built-upon.’

‘The work completed so far by the campuses is showing results.’

It is apparent in review of the last four years of data that the textbook cost reduction programs are stabilizing the cost of textbooks for students. As publishers typically release new editions of textbooks at the start of an academic year, one would expect textbook prices to dramatically increase from year to year. But that is not what we see in the data. The review of UNC Chapel Hill data reveals the 2006-2007 average gross cost for an undergraduate student if purchasing all New textbooks was $980.55 and if purchasing all Used textbooks $741.97. The 2009-2010 average gross cost if purchasing all New was $987.95 and Used $745.99. The GAO’s 2005 Report to Congressional Requesters on College Textbooks states that “Over the last 20 years, college textbook prices have increased at twice the rate of inflation.” While we are not currently seeing textbooks costs dramatically drop for students, we are seeing that textbook costs are not dramatically increasing for students. It is impressive that the prices are being stabilized especially in light of the GAO’s findings. Attached is a pdf of the GAO Report to Congressional Requesters.

Complete reports may be viewed at: http://www.northcarolina.edu/finance/textbooks/index.htm

HEOA Textbook Provision

Federal Coursebook Display Requirements

PURPOSE AND INTENT.—The purpose of this section is to ensure that students have access to affordable course materials by decreasing costs to students and enhancing transparency and disclosure with respect to the selection, purchase, sale, and use of course materials. It is the intent of this section to encourage all of the involved parties, including faculty, students, administrators, institutions of higher education, bookstores, distributors, and publishers, to work together to identify ways to decrease the cost of college textbooks and supplemental materials for students while supporting the academic freedom of faculty members to select high quality course materials for students.

To the maximum extent practicable, an institution must include on its Internet course schedule for required and recommended textbooks and supplemental material

- the International Standard Book Number (ISBN) and retail price;
- if the ISBN is not available, the author, title, publisher, and copyright date; or
- if such disclosure is not practicable, the designation “To Be Determined.”

The information requested in the provision for UNC Chapel Hill is provided by UNC Student Stores. The internet look up is available on Student Stores website home page (www.store.unc.edu) at: https://itsapps.unc.edu/UNCStoreFront/form/showbooks.jsp

This page allows for lookup of UNC Chapel Hill course materials, of required and recommended textbooks and supplemental material, and No Text Needed notification by course, section and term.

The link has been provided to administration for the university to link the page from other appropriate pages, to facilitate coursebook searches via the web.

The University's Student Stores is the official source of textbook information for courses offered by the University. On the State level, NC Freedom of Information Act, we provide UNC Chapel Hill's course material information upon request. Now on the Federal level, we provide the federally mandated coursebook display requirements. Faculty members must provide lists of textbooks to be used in upcoming courses to the Student Stores, but book lists are public,
and faculty may freely share them with others. Attached is a pdf of the HEOA Textbook Provision.

Orders can be placed in one of 5 easy ways:

1) Use the Student Stores website: http://www.store.unc.edu

2) Fax your order to: (919) 962-3334

3) Email the Textbook Office textbook@unc.edu, or

George Morgan gfmorgan@store.unc.edu
Frank Bellamy fbellamy@email.unc.edu

4) Send your order by campus mail to the Course Materials Department at Campus Box #1530

5) Stop by the Textbook Office, 3rd floor, Student Stores

With the rising cost of textbooks, it is very important that we continue to work together to address the financial burden that the cost of textbooks is putting on many of our students. Thank you again for your continued support and I look forward to hearing from you soon.

Best regards,
Kelly

Kelly Hanner
Course Materials Manager
UNC Student Stores

From: Lisa Richey <richey@ruc.dk>
Sent: Saturday, April 9, 2011 11:54 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Cc: Stefano Ponte <spo@diis.dk>
Subject: Habari za siku nyingi?
Attach: Richey_flyer-1.jpg; ATT00001.c

Dear Julius,

Habari yako? Habari za wapi?

We are local in the Triangle next week to launch our new book-- Brand Aid: Shopping Well to Save the World-- we'll be at the Bulls Head bookstore on Monday April 18th at 12.00 noon. Here's the flier for the book-- We hope that you might be able to come by and also that you would share the info with your students!

Hope to get to see you and catch up!

Wasalaam, Lisa and Stefano

University of Minnesota Press
www.upress.umn.edu | www.uminnpressblog.com

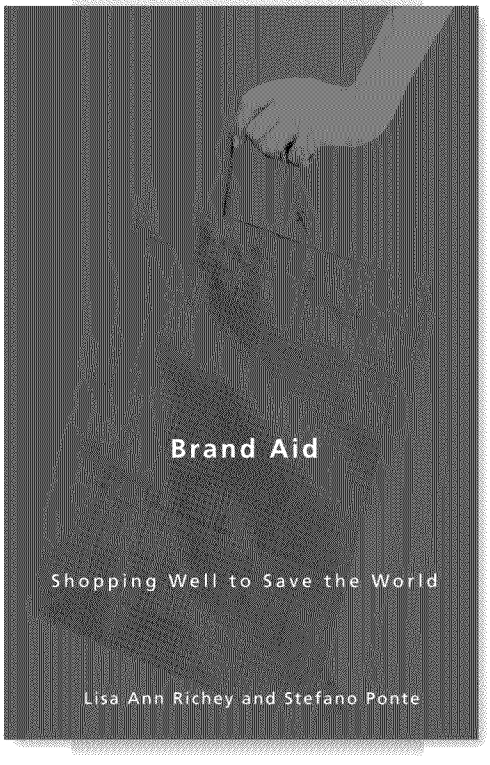

Brand Aid

Shopping Well to Save the World

Lisa Ann Richey and Stefano Ponte

A critical account of the rise of celebrity-driven "compassionate consumption"

Lisa Ann Richey is professor of international development studies at Roskilde University. She is the author of *Population Politics and Development: From the Policies to the Clinics.*

Stefano Ponte is senior researcher at the Danish Institute for International Studies. He is the coauthor of *Trading Down: Africa, Value Chains, and the Global Economy* and *The Coffee Paradox: Global Markets, Commodity Trade, and the Elusive Promise of Development.*

Visit *Brand Aid* on Facebook: Scan this QR code into your smartphone to access the page.

"Has there ever been a better reason to shop?" asks an ad for the Product RED American Express card, telling members who use the card that buying "cappuccinos or cashmere" will help to fight AIDS in Africa.

In *Brand Aid*, Lisa Ann Richey and Stefano Ponte offer a deeply informed and stinging critique of "compassionate consumption." Campaigns like Product RED and its precursors, such as Lance Armstrong's Livestrong and the pink-ribbon project in support of breast cancer research, advance the expansion of consumption far more than they meet the needs of the people they ostensibly serve. At the same time, such campaigns sell both the suffering of Africans with AIDS (in the case of Product RED) and the power of the average consumer to ameliorate it through familiar and highly effective media representations.

Richey and Ponte argue that this "causumerism" represents a deeply troubling shift in relief efforts, effectively delinking the relationship between capitalist production and global poverty.

"There is a desperate need for critical intervention in debates about Product RED and other manifestations of development capitalism. *Brand Aid*, a smart and edgy book, deftly meets that need." —**Samantha King**, Queens University

"An original and important contribution to the critique of international development." —**Vinh Kim Nguyen**, University of Montreal

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BRAND AID ON FACEBOOK: Join the conversation at **http://tinyurl.com/4oxkbz7** (or scan the QR code at left.)

Lisa Ann Richey, Ph.D.
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Roskilde University
PO Box 260
DK-4000 Roskilde, Denmark
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richey@ruc.dk

Just out!
Brand Aid: Shopping Well to Save the World

Follow Brand Aid on Facebook: http://www.facebook.com/#!/pages/Brand-Aid-Shopping-Well-to-Save-the-World/183349655039420
University of Minnesota Press catalogue entry:
http://www.upress.umn.edu/Books/R/richey_brand.html
Amazon.com: http://www.amazon.com/Brand-Aid-Shopping-World-Quadrant/dp/081666546X
Amazon.co.uk: http://www.amazon.co.uk/Brand-Aid-Shopping-World-Quadrant/dp/081666546X/ref=sr_1_1?ie=UTF8&s=books&qid=1299676475&sr=8-1

http://forskning.ruc.dk/site/research/richey_lisa_ann(2696)/

richey@ruc.dk

From: Stefano Ponte <spo@diis.dk>
Sent: Sunday, April 10, 2011 1:31 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Out of Office AutoReply: Habari za siku nyingi?

I am away from my office until 28/4. I will check my email less regularly than usual, so please be patient if you need a reply from me.

From: Hall, Ishna <ishna.hall@unc.edu>
Sent: Monday, April 11, 2011 10:20 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FW: Innovation Campaign
Attach: Innovate_at_Carolina_Case_Statement.pdf

Julius-

Can you advise?

Ishna

Ishna J. Hall
Associate Director of Capital Gifts
The Arts and Sciences Foundation
The University of North Carolina at Chapel Hill
134 East Franklin Street
Chapel Hill, NC 27514
(919) 843-4885 (office)
(919) 962-2531 (fax)

From: Hall, Ishna
Sent: Monday, March 28, 2011 2:26 PM
To: Nyang Oro, Julius E (JEN321@EMAIL.UNC.EDU)
Subject: FW: Innovation Campaign
Importance: High

Following up, please advise!

Ishna

Ishna J. Hall
Associate Director of Capital Gifts
The Arts and Sciences Foundation
The University of North Carolina at Chapel Hill
134 East Franklin Street
Chapel Hill, NC 27514
(919) 843-4885 (office)
(919) 962-2531 (fax)

From: Hall, Ishna
Sent: Thursday, March 10, 2011 4:14 PM
To: Nyang Oro, Julius E (JEN321@EMAIL.UNC.EDU)
Subject: FW: Innovation Campaign
Importance: High

Just a reminder to send me Innovation Campaign ideas by tomorrow. If you need additional time just let me know.

Thanks!

Ishna

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The Arts and Sciences Foundation
The University of North Carolina at Chapel Hill
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Chapel Hill, NC 27514
(919) 843-4885 (office)
(919) 962-2531 (fax)

From: Hall, Ishna
Sent: Friday, March 04, 2011 1:20 PM
To: 'Nyang Oro, Julius E (JEN321@EMAIL.UNC.EDU)'
Subject: Innovation Campaign

Hi Julius,

Hope all is well. As you know Holden and others have worked to create an Innovation Road Map for the University that includes a case statement for innovation for $125M. The College is working on a case statement for Innovation which will align with these same goals. Does the department have funding needs or priorities that might fall within this campaign?

Please let me know your thoughts by Friday, March 11. If you have questions please call or email me.

Thanks!

Ishna

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INNOVATE @ CAROLINA

IMPORTANT IDEAS FOR A BETTER WORLD

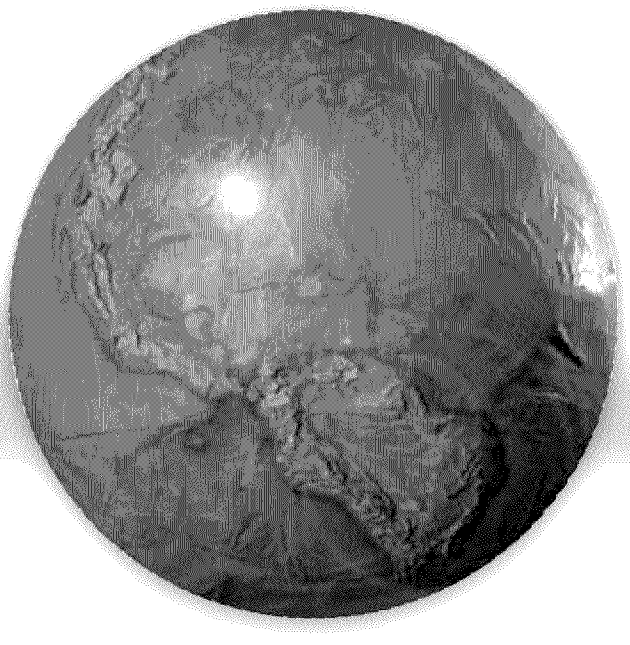

A Case for Support

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

WE HAVE SO MUCH WORK AHEAD OF US. OUR TO-DO LIST IS NOTHING LESS THAN THE GREATEST PROBLEMS OF OUR TIME: CURE DISEASES, AND GET THOSE CURES TO ALL THE PEOPLE WHO NEED THEM. FIND AND INVENT CLEAN ENERGY. INSPIRE STUDENTS IN OUR PUBLIC SCHOOLS. FEED SEVEN BILLION PEOPLE. DESCRIBE THE WORLD, AND REPLACE CONFLICT WITH UNDERSTANDING.

[illegible]

A Time for Bold Action

[illegible]

The Challenge

- [illegible]

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[illegible]

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[illegible]

[illegible]

The Way Forward

[illegible]

[illegible]

[illegible]

CAMPAIGN GOALS

The Innovation Circle identified these major funding goals for the Innovate@Carolina Campaign:

$25 million to create a permanent endowment supporting innovation. This endowment will create a group of "Innovation Funds" to be awarded on a competitive basis to faculty, students, and staff to support the most promising innovations on campus.

$15 million (endowment) to create five Applied Sciences Professorships. The faculty filling these positions will bring the expertise that lies at the intersection of disciplines. They will help colleagues across campus connect basic sciences with engineering, propelling the University into new areas of discovery and application.

$15 million (endowment and expendable) to hire entrepreneurs-in-residence. Drawn from the ranks of outstanding commercial and social entrepreneurs both on and off campus, these experts will mentor and counsel students and faculty interested or involved in entrepreneurial ventures. They also will use their professional contacts to help students secure off-campus internships and faculty develop relationships with the private and non-profit sectors.

$6 million (expendable) to fund grants tackling the "World's Greatest Challenges." Every two years for the next six years, the campus will coalesce around a theme that addresses a pressing global priority, such as water quality and its critical role in supporting healthy communities around the world.

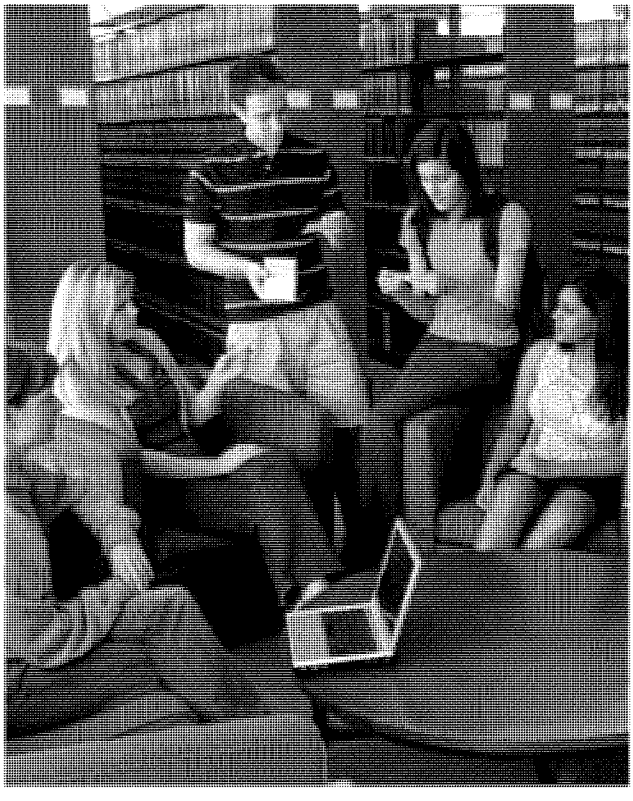

CAMPAIGN GOALS

$6 million (endowment) to fund two Innovation Professorships. Innovation Professors, selected on a competitive basis to pursue a promising innovation project, will be exempted from the normal structures of their academic position at Carolina for up to three years.

$25 million (endowment) to support teaching and research, including the Minor in Entrepreneurship and other successful programs of the Carolina Entrepreneurial Initiative. Critical to promoting a culture of innovation, the interdisciplinary minor in the College of Arts and Sciences encourages students to think and act entrepreneurially, teaching them the skills to start successful ventures of all kinds: commercial, social, scientific, and artistic. Additional funding will provide ongoing support to the highly successful CEI programs including Launching the Venture, the Chancellor's Faculty Boot Camp on Entrepreneurship, the Carolina Challenge, and First Year Seminars in innovation and entrepreneurship.

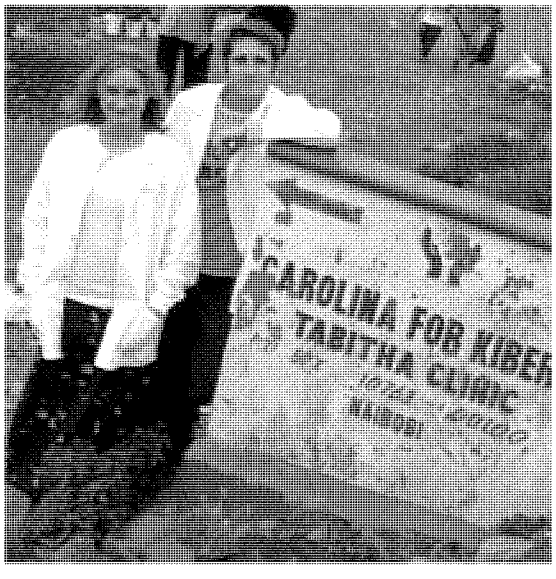

$10 million (expendable) to create a Student Innovation Hub. The Innovation Hub will serve as a physical nexus on campus where students, faculty, and staff can come together to engage in innovation and entrepreneurial efforts. Preferably an existing public space, centrally located and transformed over time into an Innovation Hub — open to the entire University community — to nurture, inspire and celebrate the innovation culture of Carolina. Such a space would offer resources to innovators and entrepreneurs who do not have a natural home in a specific unit, provide spaces for ad hoc collaborations, and serve as a common space to celebrate our campus-wide innovation culture.

$5 million (endowment) to support the Innovation Scholars Program. Expanding the Carolina Innovation Scholarship program will enable the University to recruit and support more students who show outstanding promise as entrepreneurs with scholarships that cover the full cost of tuition, fees, room and board, renewable for four years.

$3.3 million (expendable) to expand the Carolina KickStart program campus wide. Carolina KickStart, in collaboration with Office of Technology Development and Center of Entrepreneurial Studies, will improve the probability of successfully commercializing UNC faculty technology by seeding startups and providing comprehensive consulting services.

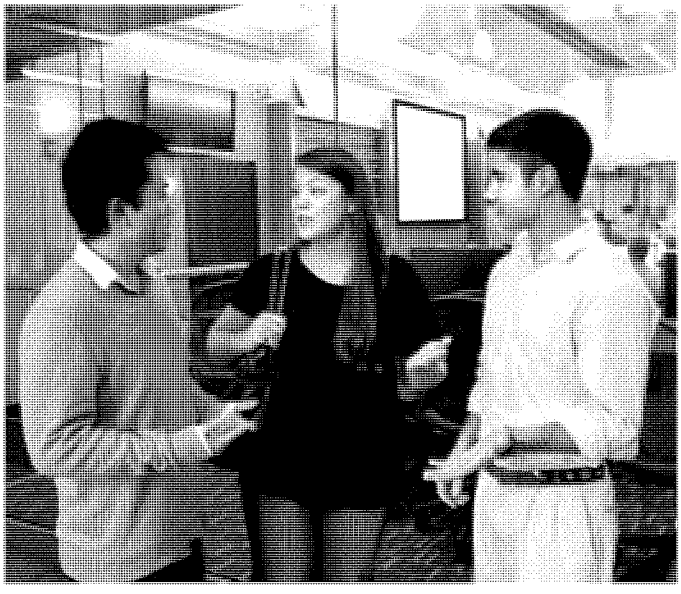

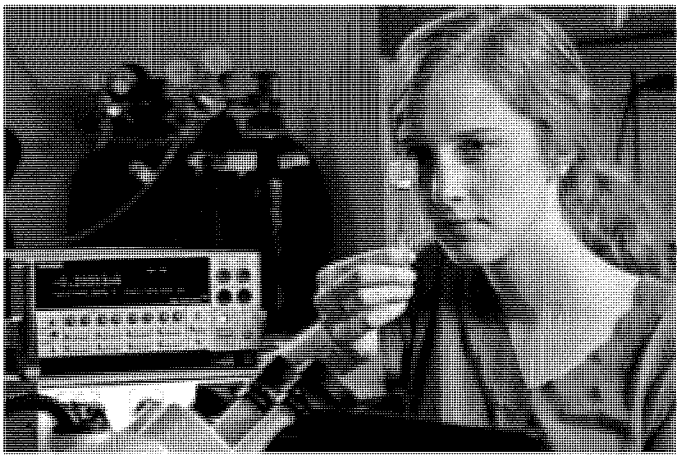

$14.7 million (expendable and endowment) to fund emerging innovation projects. The remaining $14.7 million in the Innovate@ Carolina Campaign will fund other important efforts that will include seed funding for social innovations created at Carolina; Research Triangle and Global competitive collaboration grants; grants funding studies in innovation and entrepreneurship to assess what approaches are most effective as agents of change; and marketing efforts to collectively nurture Carolina's culture of innovation for a better world.

The Ultimate ROI

- [illegible]

WE MUST BE BOLD, AGAIN.
INNOVATE.UNC.EDU

From: Hall, Ishna <ishna.hall@unc.edu>
Sent: Monday, April 11, 2011 10:22 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Dunbar!

Julius,

Your input on this would be greatly appreciated!

Ishna

Ishna J. Hall
Associate Director of Capital Gifts
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From: Hall, Ishna
Sent: Monday, March 28, 2011 2:26 PM
To: Nyang Oro, Julius E (JEN321@EMAIL.UNC.EDU)
Subject: FW: Following up
Importance: High

Julius,

I am following up on the questions. Please ADVISE.

Ishna

Ishna J. Hall
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(919) 962-2531 (fax)

From: Hall, Ishna
Sent: Friday, March 04, 2011 1:35 PM
To: Nyang Oro, Julius E (JEN321@EMAIL.UNC.EDU)
Subject: FW: Following up

Julius,

I am following up on the questions. Please advise.

Ishna

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From: Hall, Ishna
Sent: Thursday, February 17, 2011 10:19 AM
To: Nyang Oro, Julius E
Subject: RE: Following up

For clarification the $5K gift went to the department's general discretionary fund, not the Dunbar award. My concerns were, one does the family realize the award will not exist in perpetuity unless the fund reaches 20K and if not do they want the money to go to the award (or was this stipulated in Ann's estate)? Also do they have plans to give additional funds?

Please make sure you are writing stewardship letters on a regular basis.

Thanks!

Ishna

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(919) 962-2531 (fax)

From: Nyang Oro, Julius E
Sent: Wednesday, February 16, 2011 7:14 PM
To: Hall, Ishna
Subject: RE: Following up

Greetings Boss:
1. I tasked Barbara to follow up with John. I think that John feels more comfortable talking to Barbara than anybody else about this. In my instructions to Barbara, I indicated what our preference was....a more open/flexible than restricted gift.
2)Agatha tells me that we can get gift reports.
3)I used a Summer School excuse to send him a note and he just responded that he will be communicating with me shortly.
4)I just received a $100.00 check in the mail for Ann's scholarship fund. I will send it your way tomorrow morning.
I am sure all is well. We are due for lunch and that should take place within the coming 30 days.
Julius

From: Hall, Ishna
Sent: Monday, February 14, 2011 3:04 PM
To: Nyang Oro, Julius E
Subject: Following up

Julius,

Just following up on the items listed below. Thanks!

1. $5K from Dunbar Estate – should gift go to the department or Dunbar award? Are there any thoughts on if the family will give additional money?
2. Are you able to get gift reports?
3. Any word from Carl?

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(919) 962-2531 (fax)

From: Sahle, Eunice N <eunice@email.unc.edu>
Sent: Monday, April 11, 2011 10:47 AM
To: McMillan, Tim <tjm1@email.unc.edu>
Cc: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Award Ceremony

Dear Boss no. 2,

Greetings and I hope you are well.

I finally have details concerning the Chancellor's Awards ceremony. At any rate, I be honored if you joined me at the ceremony which will be held tomorrow. Here are the details:

Carolina Union's Great Hall - Main floor
3.00pm-5.00pm including a reception.

Cheers,
Eunice

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Monday, April 11, 2011 11:59 AM
To: Buell, Agatha <abuell@email.unc.edu>
Cc: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Office Phone

Dear Agatha,
One of my research projects will probably be able to cover phone service for me. The funds for the phone would need to be transferred to the department. Can you let me know the amount needed and the best way to do this?

Thanks,
Kia

Kia Lilly Caldwell, Ph.D.
Associate Professor
African & Afro-American Studies
University of North Carolina at Chapel Hill
Battle Hall, CB #3395
Chapel Hill, NC 27599
Phone (919)962-0539
Fax (919) 962-2694
klcaldwe@email.unc.edu
www.unc.edu/depts/afriafam

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Monday, April 11, 2011 2:35 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Piece on Ann Dunbar

Hi Julius,
I was wondering if you would be able to write a short piece on Ann Dunbar for the newsletter. It would be good to include information on her contributions to the department , to UNC, and to the field of African Studies. We'll add this to the other pieces in tribute to her. Would you be able to send something by the end of this week?

Thanks,
Kia

Kia Lilly Caldwell, Ph.D.
Associate Professor
African & Afro-American Studies
University of North Carolina at Chapel Hill
Battle Hall, CB #3395
Chapel Hill, NC 27599
Phone (919)962-0539
Fax (919) 962-2694
klcaldwe@email.unc.edu
www.unc.edu/depts/afriafam

From: John Pickles <jpickles@email.unc.edu>
Sent: Monday, April 11, 2011 3:37 PM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Subject: [dptcrchairs] Council of Chairs Meeting today
Attach: jpickles.vcf

Larry Conrad sent along the following information after our meeting today:

"Thanks again for an opportunity to meet with the Council. Here's the follow-up info I promised.

Diane Howell is my admin assistant: diane_howell@unc.edu, 962-3444.
I'd be happy to meet with a subset to discuss IT concerns/issues.

As to whether there is some place online where people can review the set of problems that have been submitted already for ConnectCarolina:
No there is not. We are trying to figure out how to expand the website to include a list of enhancement requests, but are not presently considering posting outstanding tickets (problem reports).

-Larry"

Regards,
John

You are currently subscribed to dptcrchairs axsd: JEN321@email.unc.edu.
To unsubscribe send a blank email to leave-28997860-35587346.d2d65bea842e4c54e31c0c42635f0b5c@listserv.unc.edu

begin:vcard
fn:Dr. John Pickles
n:Pickles;Dr. John
org:University of North Carolina;Chair, Department of Geography
adr:;;206 Saunders Hall;Chapel Hill;NC;27599-3220;USA
email;internet:jpickles@unc.edu
title:Earl N Phillips Distinguished Professor of International Studies
tel;work:919-962-6814
url:http://geography.unc.edu/people/faculty-1/john-pickles
version:2.1
end:vcard

From: Hartlyn, Jonathan <hartlyn@unc.edu>
Sent: Monday, April 11, 2011 5:39 PM
To: Chairs of the Social Sciences Departments <sschairs@listserv.unc.edu>
Subject: [sschairs] Fixed-term reappoints or hires in your unit

---

Colleagues, if you are contemplating non-reappointment for a fixed-term faculty member in your unit, or if you have already informed a fixed-term faculty member that you do not expect to reappoint him or her, please let me know. I will then get back in touch with you.

Thanks, Jonathan

Jonathan Hartlyn
The University of North Carolina at Chapel Hill
Senior Associate Dean for Social Sciences and
International Programs, College of Arts and Sciences
Kenneth J. Reckford Professor of Political Science
205 South Building, CB 3100
Chapel Hill NC 27599-3100 USA
Email: hartlyn@unc.edu
Office: 919 962-1165 Fax: 919 962-2408

From: Seck, Mamarame <mseck@email.unc.edu>
Sent: Monday, April 11, 2011 11:59 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: RE:[afriafam] AFRI/AFAM Faculty Colloquium on Thursday April 14

Dear Colleagues,

This is to remind you that we will have our last colloquium for the spring semester this **Thursday, April 14, 2011**. Please see the announcement below sent earlier:

Spring 2011 Colloquium Series

Sponsored by the Department of African & Afro-American Studies and the African Studies Center
UNC-Chapel Hill

Please join us for this upcoming presentation with:

Lydia C Boyd

"Uganda's Anti-Homosexuality Controversy: Understanding the Involvement of the Pentecostal Church."

Thursday, April 14
4-5 pm
Global Education Center (GEC) Room 3009

Lydia C Boyd is a faculty in the Department of African and Afro-American Studies at UNC-Chapel. Her ongoing fieldwork examines the promotion of sexual abstinence as an HIV/AIDS prevention strategy among born-again Christian youth in Kampala, Uganda.

Light appetizers and drinks will be provided.

Mamarame Seck
Assistant professor
Department of African and African-American Studies
CB#3395 106 Battle Hall UNC-Chapel Hill
Chapel Hill, NC 27599-3395

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click here: http://lists.unc.edu/u?id=32361635.a22e47fda2f6ca275dac07816c27b7d6&n=T&l=afriafam&o=28903618, or
send a blank email to leave-28903618-32361635.a22e47fda2f6ca275dac07816c27b7d6@listserv.unc.edu.

You are currently subscribed to afriafam as: jen321@email.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?
id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=28999763
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-28999763-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Tuesday, April 12, 2011 9:06 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FW: Fixed-term reappoints or hires in your unit

FYI

****

Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Hartlyn, Jonathan [mailto:hartlyn@unc.edu]
Sent: Monday, April 11, 2011 5:39 PM
To: Managers of Depts & Cr in Social Sciences
Subject: [ssmgrs] FW: Fixed-term reappoints or hires in your unit

Dear Social Science Dept. Managers: Please bring this email to the attention of your Chairs. Thank you, Jonathan

Jonathan Hartlyn
The University of North Carolina at Chapel Hill
Senior Associate Dean for Social Sciences and
International Programs, College of Arts and Sciences
Kenneth J. Reckford Professor of Political Science
205 South Building, CB 3100
Chapel Hill NC 27599-3100 USA
Email: hartlyn@unc.edu
Office: 919 962-1165 Fax: 919 962-2408

From: Hartlyn, Jonathan [mailto:hartlyn@unc.edu]
Sent: Monday, April 11, 2011 5:39 PM
To: Social Science
Subject: Fixed-term reappoints or hires in your unit

Colleagues, if you are contemplating non-reappointment for a fixed-term faculty member in your unit, or if you have already informed a fixed-term faculty member that you do not expect to reappoint him or her, please let me know. I will then get back in touch with you.

Thanks, Jonathan

Jonathan Hartlyn
The University of North Carolina at Chapel Hill
Senior Associate Dean for Social Sciences and

International Programs, College of Arts and Sciences
Kenneth J. Reckford Professor of Political Science
205 South Building, CB 3100
Chapel Hill NC 27599-3100 USA
Email: hartlyn@unc.edu
Office: 919 962-1165 Fax: 919 962-2408

From: M. Kyle McKay <mckay@unc.edu>
Sent: Tuesday, April 12, 2011 10:31 AM
To:
Subject: Brand Aid: Shopping Well to Save the World - Book Event at UNC
Attach: Brand_Aid.pdf

Lisa Ann Richey and Stefano Ponte will be at the Bull's Head Bookshop on Monday, April 18th at 12pm to read and share from their new book Brand Aid: Shopping Well to Save the World. The Bull's Head invites you to attend this free event and please feel free to bring others from your department/classes.

"Has there ever been a better reason to shop?" asks an ad for the Product RED American Express card, telling members who use the card that buying "cappuccinos or cashmere" will help to fight AIDS in Africa. Cofounded in 2006 by the rock star Bono, Product RED has been a particularly successful example of a new trend in celebrity-driven international aid and development, one explicitly linked to commerce, not philanthropy.

In Brand Aid, Lisa Ann Richey and Stefano Ponte offer a deeply informed and stinging critique of "compassionate consumption." Campaigns like Product RED and its precursors, such as Lance Armstrong's Livestrong and the pink-ribbon project in support of breast cancer research, advance the expansion of consumption far more than they meet the needs of the people they ostensibly serve. At the same time, such campaigns sell both the suffering of Africans with AIDS (in the case of Product RED) and the power of the average consumer to ameliorate it through familiar and highly effective media representations.

Using Product RED as its focal point, this book explores how corporations like American Express, Armani, Gap, and Hallmark promote compassionate consumption to improve their ethical profile and value without significantly altering their business model, protecting themselves from the threat to their bottom lines posed by a genuinely engaged consumer activism. Coupled with the phenomenon of celebrity activism and expertise as embodied by Bono, Richey and Ponte argue that this "causumerism" represents a deeply troubling shift in relief efforts, effectively delinking the relationship between capitalist production and global poverty.

Lisa Ann Richey is professor of international development studies at Roskilde University. She is the author of Population Politics and Development: From the Policies to the Clinics.

Stefano Ponte is senior researcher at the Danish Institute for International Studies. He is the coauthor of Trading Down: Africa, Value Chains, and the Global Economy and The Coffee Paradox: Global Markets, Commodity Trade, and the Elusive Promise of Development.

The Bull's Head Bookshop is located in the UNC Student Stores on the campus of UNC-CH. All events at the Bull's Head are free and open to the public. Call 919-962-5060 for questions.

--
Kyle McKay
Marketing Bull's Head Bookshop
919.962.3450

BRAND AID

SHOPPING WELL TO SAVE THE WORLD

MONDAY - APRIL 18TH - 12PM

Lisa Ann Richey and Stefano Ponte will be at the Bull's Head Bookshop to read from their new book ***Brand Aid***: *Shopping Well to Save the World*.

"Has there ever been a better reason to shop?" asks an ad for the Product RED American Express card, telling members who use the card that buying "cappuccinos or cashmere" will help to fight AIDS in Africa. Cofounded in 2006 by the rock star Bono, Product RED has been a particularly successful example of a new trend in celebrity-driven international aid and development, one explicitly linked to commerce, not philanthropy.

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Lisa Ann Richey is professor of international development studies at Roskilde University. She is the author of ***Population Politics and Development***: *From the Policies to the Clinics*.

Stefano Ponte is senior researcher at the Danish Institute for International Studies. He is the coauthor of ***Trading Down***: *Africa, Value Chains, and the Global Economy* and ***The Coffee Paradox***: *Global Markets, Commodity Trade, and the Elusive Promise of Development*.

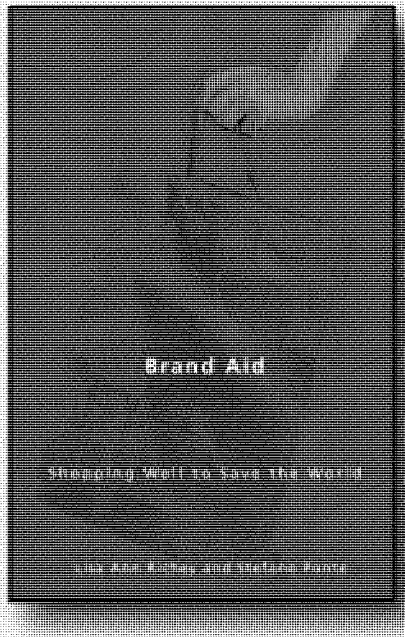

Bull's Head Bookshop

THE BULL'S HEAD BOOKSHOP IS LOCATED ON THE 2ND FLOOR OF UNC STUDENT STORES.

CALL 962-5060 FOR MORE INFORMATION.

ALL EVENTS AT THE BULL'S HEAD BOOKSHOP ARE FREE AND OPEN TO THE PUBLIC.

From: Lisa Richey <richey@ruc.dk>
Sent: Tuesday, April 12, 2011 4:46 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: Habari za siku nyingi?

Hi-from airportland DC. So sad to hear about Ann. Are you in on Monday morning? We can pass by-- lisa

Sent from my iPhone

On 10/04/2011, at 01.31, "Nyang Oro, Julius E" <JEN321@EMAIL.UNC.EDU> wrote:

> Excellent. I am writing from CDG airport in Paris on my way back to CH. Surely hope to see you. I will pass on the information. PS: Did you know that Ann Dunbar passed away in July last year?
>
> _____
> From: Lisa Richey [richey@ruc.dk]
> Sent: Saturday, April 09, 2011 11:53 AM
> To: Nyang Oro, Julius E
> Cc: Stefano Ponte
> Subject: Habari za siku nyingi?
>
> Dear Julius,
>
> Habari yako? Habari za wapi?
>
> We are local in the Triangle next week to launch our new book-- Brand Aid: Shopping Well to Save the World-- we'll be at the Bulls Head bookstore on Monday April 18th at 12.00 noon. Here's the flier for the book-- We hope that you might be able to come by and also that you would share the info with your students!
>
> Hope to get to see you and catch up!
>
> Wasalaam, Lisa and Stefano

From: Hartlyn, Jonathan <hartlyn@unc.edu>
Sent: Wednesday, April 13, 2011 2:45 PM
To: Chairs of the Social Sciences Departments <sschairs@listserv.unc.edu>
Subject: [sschairs] FW: i6 Green Challenge inquiry

Dear Colleagues, Please forward to potentially interested colleagues. Thank you, Jonathan

Jonathan Hartlyn
The University of North Carolina at Chapel Hill
Senior Associate Dean for Social Sciences and
International Programs, College of Arts and Sciences
Kenneth J. Reckford Professor of Political Science
205 South Building, CB 3100
Chapel Hill NC 27599-3100 USA
Email: hartlyn@unc.edu
Office: 919 962-1165 Fax: 919 962-2408

From: Bartolone, Regina F
Sent: Tuesday, April 12, 2011 4:20 PM
To: Band, Lawrence E; Berke, Philip R; Ahalt, Stanley C; Rimer, Barbara K; Martin, Sandra L; Gil, Karen M; Crimmins, Michael T; Seim, Harvey E; jar@email.unc.edu; Aitken, Michael D
Cc: Resnick, Jacqueline C
Subject: i6 Green Challenge inquiry

Dear All,

Our office, the Office of Research Development (ORD), was recently made aware of the President's i6 Green Challenge. We have had an inquiry from NCSU about potential interest in this program and we are writing to inquire if any of your colleagues currently or planning to pursue the i6 Green Challenge. I have included a link to the full announcement below. The letter of intent is due May 2, 2011

http://www.eda.gov/i6

This initiative focuses on the nexus between economic development and environmental quality, spotlighting the best ideas that contribute to a vibrant, innovative clean economy. The i6 Challenge supports innovative, ground-breaking ideas that accelerate technology commercialization and new venture formation across the United States. i6 Green will reward communities that utilize Proof of Concept Centers to accelerate technology-led economic development in pursuit of a clean economy. Applicants must address a persistent problem or an unaddressed opportunity with a sense of urgency and demonstrate how an i6 Green Proof of Concept Center will remove existing road blocks and spark sustainable economic opportunities in the applicant's region.

We look forward to hearing from you.

Please do not hesitate to contact us with questions.

Best,
Regina

Regina Bartolone, Ph.D.
Associate Director
Office of Research Development

From: Hall, Ishna <ishna.hall@unc.edu>
Sent: Wednesday, April 13, 2011 6:41 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Dunbar!

Are you available by phone tomorrow? Hope you feel better.

Connected by DROID on Verizon Wireless

-----Original message-----

> **From:** "Nyang Oro, Julius E" <JEN321@EMAIL.UNC.EDU>
> **To:** "Hall, Ishna" <ishna.hall@unc.edu>
> **Sent:** Wed, Apr 13, 2011 21:53:16 GMT+00:00
> **Subject:** RE: Dunbar!
>
> Hi Ishna:
> Greetings. Sorry I am slightly under the weather. 2 things: 1)The family did not respond after I sent the information through Barbara. Barbara is away until next week. I will follow up oh her return. 2)I have spoken to Carl Cary. He is going to be in town beginning the first week in May and I have asked him to meet with us (you and me) the second week. He says he has already talked to Julius and the question for us would be to think collectively on how best to structure a gift whose magnitude Carl will know by the time we meet. Peace! Julius
>
> ---
>
> **From:** Hall, Ishna
> **Sent:** Monday, April 11, 2011 10:22 AM
> **To:** Nyang Oro, Julius E
> **Subject:** Dunbar!
>
> Julius,
>
> Your input on this would be greatly appreciated!
>
> Ishna
>
> Ishna J. Hall
> Associate Director of Capital Gifts
> The Arts and Sciences Foundation
> The University of North Carolina at Chapel Hill
> 134 East Franklin Street
> Chapel Hill, NC 27514
> (919) 843-4885 (office)
> (919) 962-2531 (fax)
>
> ---
>
> **From:** Hall, Ishna
> **Sent:** Monday, March 28, 2011 2:26 PM
> **To:** Nyang Oro, Julius E (JEN321@EMAIL.UNC.EDU)
> **Subject:** FW: Following up
> **Importance:** High
>
> Julius,
>
> I am following up on the questions. Please ADVISE.

Ishna

Ishna J. Hall
Associate Director of Capital Gifts
The Arts and Sciences Foundation
The University of North Carolina at Chapel Hill
134 East Franklin Street
Chapel Hill, NC 27514
(919) 843-4885 (office)
(919) 962-2531 (fax)

From: Hall, Ishna
Sent: Friday, March 04, 2011 1:35 PM
To: Nyang Oro, Julius E (JEN321@EMAIL.UNC.EDU)
Subject: FW: Following up

Julius,

I am following up on the questions. Please advise.

Ishna

Ishna J. Hall
Associate Director of Capital Gifts
The Arts and Sciences Foundation
The University of North Carolina at Chapel Hill
134 East Franklin Street
Chapel Hill, NC 27514
(919) 843-4885 (office)
(919) 962-2531 (fax)

From: Hall, Ishna
Sent: Thursday, February 17, 2011 10:19 AM
To: Nyang Oro, Julius E
Subject: RE: Following up

For clarification the $5K gift went to the department's general discretionary fund, not the Dunbar award. My concerns were, one does the family realize the award will not exist in perpetuity unless the fund reaches 20K and if not do they want the money to go to the award (or was this stipulated in Ann's estate)? Also do they have plans to give additional funds?

Please make sure you are writing stewardship letters on a regular basis.

Thanks!

Ishna

Ishna J. Hall
Associate Director of Capital Gifts
The Arts and Sciences Foundation

The University of North Carolina at Chapel Hill
134 East Franklin Street
Chapel Hill, NC 27514
(919) 843-4885 (office)
(919) 962-2531 (fax)

From: Nyang Oro, Julius E
Sent: Wednesday, February 16, 2011 7:14 PM
To: Hall, Ishna
Subject: RE: Following up

Greetings Boss:
1. I tasked Barbar

From: nobody@notify.unc.edu on behalf of haneya@email.unc.edu
Sent: Wednesday, April 13, 2011 8:17 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Family Research: Conceptual & Methodological Issues

---

Family Research: Conceptual & Methodological Issues

This institute addresses the unique conceptual and methodological challenges of family research, with particular attention paid to innovative strategies for treating the family or family sub-system as the unit of study and analysis. The institute focuses on research proposal development, and specific content includes conceptual frameworks for studying families, qualitative, quantitative, and mixed method designs, family measures, analytic techniques, and ethical issues. Didactic presentations are combined with small group work and individual consultation. By the end of the institute,participants will have an increased understanding of family and family-related research and the skills needed to develop successful family research proposals. This institute is of interest to faculty members and graduate students who plan to conduct family or family-related studies and are at the beginning or intermediate level of their research careers.

Faculty:

Kathleen Knafl, PhD, FAAN
Frances Hill Fox Distinguished Professor and Associate Dean for Research
The University of North Carolina at Chapel Hill
School of Nursing

Marcia Van Riper, PhD, RN
Associate Professor and Chair, Family Health Division
The University of North Carolina at Chapel Hill
School of Nursing

Drs. Knafl and Van Riper are leaders in family research with expertise in a wide array of family frameworks and methods, experience in studying families facing varied health care challenges, and a record of success in obtaining funding for family research. Guest faculty member, George Knafl, PhD, lectures on quantitative analysis of family/dyadic data. The faculty will be available for individual consultation during and following the institute.

For more information please contact The Center for Lifelong Learning
Phone: 919-966-3638
Email: Nursing_cll@unc.edu

This email is sponsored by: Center for Lifelong Learning

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of pgeap@unc.edu
Sent: Wednesday, April 13, 2011 8:23 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: CV Enriching Opportunity for Grad Students

---

The Pre-Graduate Education Advising Program seeks graduate students wanting to serve undergraduates while enriching their own skills during 2011-2012. If you volunteer as an advisor, you will will expand your skill set and add appeal to your C.V. sharpening your edge in the job market.

As an advisor, you will meet with undergraduates considering graduate school and help them to understand, among other things, the application process and what life as a graduate student is like. You will be required to attend a 3 hour training session at the beginning of the fall 2011 semester, a 1 hour training session each month during the school year, and then serve as an advisor for either 1 hour a week or 1 hour every other week, depending on your availability. For more information on the program and for details on applying and the application deadline, please visit our website:

https://pregrad.unc.edu

This email is sponsored by: The Graduate School

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Nicole Jouvelakas, Echo360 Feedback Loop <noreply@marketing.echo360.com>

Sent: Thursday, April 14, 2011 7:00 AM

To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>

Subject: Sign Up for the Echo360 Student Survey Program Before the Semester Ends

---

If you have trouble displaying this email, view it as a web page.

Echo360
Feedback Loop
Student Survey Program

Is lecture capture making an impact with your students? Find out with Echo360 Feedback Loop!

Click here to register.

You've invested the time, energy and money into making lecture capture a success on your campus. Now it's time to measure the results. Survey your students at the end of each term to gain insights into how, why and where they use the technology.

This complimentary service is offered exclusively to Echo360 clients. To date, over 1500 students from 17 schools have responded to the survey.

This semester is almost in the history books - **sign up for the spring 2011 Feedback Loop today!**

Follow us on

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From: John Pickles <jpickles@email.unc.edu>
Sent: Thursday, April 14, 2011 9:59 AM
To: Chairs in Arts & Sciences (excluding Dean"s Office) <aschairsonly@listserv.unc.edu>
Subject: [aschairsonly] Council of Chairs meeting Monday, May 2nd 12.30-1.50
Attach: Salemi draft 3_15_11.docx; jpickles.vcf

Dear Colleagues,

In order to complete the year's work of the Council of Chairs, we will meet Monday, May 2nd, 12.30-1.50pm to discuss concerns some have expressed about ASAC.

As background: At its March 14 meeting, the assembled chairs asked Mike Salemi to draft a document that could be discussed and possibly sent to the Dean. Mike circulated that draft and the next day many of us were present for an extended discussion about some of the issues at the dean's brown-bag.

At the April 11 meeting (this week), chairs asked for closure and a follow-up to discuss the draft and the issues.

Since the dean's brownbag, I have received emails from quite a number of you on this issue. Some suggest that you feel we have aired the issue with the dean and no longer need to push the memo further. Others have indicated that they find the memo too strong or too specific in its detail. Yet others remain concerned about possible changes in ASAC policy we may be seeing.

The meeting will be a bring your own lunch.

Regards,
John

-- You are currently subscribed to aschairsonly as: JEN321@email.unc.edu. To unsubscribe click here: http://lists.unc.edu/u?id=35586337.15cef693df1b489de7fa72cf8cac8b1f&n=T&l=aschairsonly&o=29015990, or send a blank email to leave-29015990-35586337.15cef693df1b489de7fa72cf8cac8b1f@listserv.unc.edu.

The Council of Chairs of the College of Arts and Sciences
Draft of Resolution
March 15, 20111

Whereas

1. The Arts and Sciences Advisory Committee (ASAC) comprises four members in a College with more than 40 academic departments;

2. The expertise necessary to evaluate the research, teaching and service record of a candidate for promotion and tenure and to interpret and evaluate the outside letters supporting the candidate is available only in the candidate's home department;

3. ASAC has publicly announced at the November 2010 meeting or the Council of Chairs that it had tightened up standards for early promotion;

4. ASAC turned back a candidate from the Department of Economics where:
   The vote of the full professors was unanimously in support of promotion,
   The candidate was at in her eighth year at rank,
   The Department has supported fewer that one in three candidates for promotion during the last 20 years;

5. ASAC has rejected decisions by departments as to the appropriate source of outside letters of evaluation of candidates for promotion and tenure in cases where the candidate has undertaken non-traditional research and creative activities;

6. Respect by the Office of the Dean for the judgment of a Department's faculty and particularly its full professors is essential to the functioning of the College and the Department and essential to the morale of the faculty;

7. Procedures used by ASAC to deliberate and vote on promotion and tenure recommendations are *de jure* biased in that members of ASAC do not recuse themselves when ASAC is considering candidates from the home departments of ASAC members.

Be it therefore resolved that it is the sense of the Council of Chairs of the College of Arts and Sciences that:

1. ASAC has exceeded its authority as an Advisory Committee;

2. ASAC has employed an arbitrary definition of "too early" when it assesses the record of candidates who have served time in rank at other institutions before being employed by UNC-CH;

3. The Dean of the College of Arts and Sciences should review all cases for which ASAC has made a negative decision in the past two years, paying special attention to cases where ASAC recommended that the promotion was too early, make her own independent evaluation of those cases, and either approve or provide a detailed rationale for her decision to deny promotion;

4. The Dean of the College should prepare an explicit charge to ASAC no later than April 1 of the academic year before the academic year when it will apply and publish that charge on the College web site;

5. The Dean of the College in consultation with Department Chairs should set out explicit standards that define what "early promotion" means, especially in the context of faculty members who have time in rank at previous academic institutions.

begin:vcard
fn:John Pickles
n:Pickles;John
org:University of North Carolina at Chapel Hill;Chair, Department of Geography
adr;dom:;;206 Saunders Hall;Chapel Hill;NC;27599-3220
email;internet:jpickles@unc.edu
title:Earl N Phillips Distinguished Professor of International Studies
tel;work:919-962-3919
tel;fax:919-962-1537
url:http://geography.unc.edu/people/faculty-1/john-pickles
version:2.1
end:vcard

From: John Pickles <jpickles@email.unc.edu>
Sent: Thursday, April 14, 2011 10:02 AM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Subject: RE:[dptcrchairs] College of Arts and Sciences Council of Chairs' Request
Attach: jpickles.vcf

Larry Conrad has provided the follow-up (below) on grade uploading.

John

-------- Original Message --------
Subject: RE: College of Arts and Sciences Council of Chairs' Request
Date: Thu, 14 Apr 2011 13:56:54 +0000
From: Conrad, Larry D <larry_conrad@unc.edu>
To: Pickles, John <jpickles@email.unc.edu>
CC: McHale, Tammy J <tmchale@email.unc.edu>

John,
One other loose end from the meeting was the question about the ability to upload grades into PS. I've circled back with Jerri Bland who tells me this is strictly a Registrar issue. The technical ability exists to do this, but it's a policy issue.

-Larry

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begin:vcard
fn:John Pickles
n:Pickles;John
org:University of North Carolina at Chapel Hill;Chair, Department of Geography
adr;dom:;;206 Saunders Hall;Chapel Hill;NC;27599-3220
email;internet:jpickles@unc.edu
title:Earl N Phillips Distinguished Professor of International Studies
tel;work:919-962-3919
tel;fax:919-962-1537
url:http://geography.unc.edu/people/faculty-1/john-pickles
version:2.1
end:vcard

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Thursday, April 14, 2011 10:09 AM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Fwd: Reminder: Moritz lecture today, Thursday, at 4 pm

---

The Curriculum for the Environment and Ecology is hosting a seminar by Dr. Mark Moritz of the Department of Anthropology, The Ohio State University. His talk is titled:

Open Access, Open Systems: Pastoral managment of common-pool resources in the Chad Basin

The seminar will be held today, Thursday, April 14th at 4:00pm in Wilson 128.

See: http://www.unc.edu/~ctw/4_14_Moritz_poster.jpg

If you would like to schedule a meeting with Dr. Moritz on Thursday, please contact Colin West (ctw@email.unc.edu<mailto:ctw@email.unc.edu>).

This event is co-sponsored by UNC's African Studies Center and the Department of Anthropology.

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To unsubscribe send a blank email to leave-29016068-9477646.4e04cbced80258f8228807e1c238f51a@listserv.unc.edu

From: plvideo@optonline.net
Sent: Thursday, April 14, 2011 10:15 AM
To: charles.piot@duke.edu
Subject: April '11 Update - New Documentaries + New Facebook Page

---

For Spring 2011, Parallel Lines has added 2 great new documentaries to its Documentary & Film Library. You can see a 2-3 minute clip from these and each of the 325+ programs at ForwardInTime.com

To better promote the documentaries we sell and the 2 documentaries we are currently producing, we have developed a new Facebook page.
Please send us your feedback & questions at:
http://www.facebook.com/pages/Parallel-Lines/414590725390

Parallel Lines will also continue offering a 10% Discount on all orders and a 25% Discount on orders of 3 or more DVDs. All programs can be purchased online using all credit cards and PayPal. We also accept purchase orders from accredited schools & libraries that are mailed, faxed or emailed to us.

All accredited colleges & universities in the US, Canada, Australia, New Zealand, the UK and Ireland can either purchase Digital Rights to allow teachers & students to access films on demand from our site, or stream our films via their own servers to a single campus.

JOURNEY THROUGH HISTORY (2011)
(For History & Political Science Programs)
Across the continents through four destinations, this DVD takes you on 4 exciting journeys following particular story lines from history, unique to each country and which often pass through sites which have now become part of UNESCO's World Heritage. In Peru we follow the defeat of the once-majestic Inca Empire at the hands of a small band of Spanish Conquistadores lusting for gold. In China, The life and death in the Ming Dynasty which built the largest palace complex in the world and fortified the Great Wall. In Ghana we remember the tragedy and brutality of the Transatlantic slave trade and the inhumane slave dungeons at Elmina and Cape Coast Castle while in Mexico, the cults of human sacrifices of the Aztecs of Tenochititlan to the Maya of Palanque.
(83:00 Price $269.95 S&H $8.95)

ADDICTED IN AFGHANISTAN (2010)
(For Middle East Studies & Political Science Programs)
Afghanistan is a country devastated by the horrors of war, crime, violence and poverty. It is also a country blighted with the cultivation and supply of opium. Although it is estimated that 95% of all heroin on the streets of the UK & Europe comes from Afghanistan, few talk of the drugs that stay within the country and the devastating effects it is having on its children – the youth & future of Afghanistan. After the so-called "War on Terror"and the fall of the Taliban, what future is there for the next generation? Jabar and Zahir are two 15 year old friends, whose own sisters, mothers and fathers are also addicted to heroin and opium."Addicted in Afghanistan" is an intimate observational documentary that explores the heartbreaking reality behind the headlines as seen through the eyes of Jabar & Zahir, two 15 year old drug addicts living in Kabul. **(78:00 Price $239.95 S&H $8.95)**

NEW RELEASES FOR 2011 INCLUDE:

EARTH REPORT : LEASE OF LIFE (2009)
(For Environmental Studies & Asian Studies Programs)
The magnificence of the Himalayas stands in stark contrast to the impoverished lives of its people. But the poorest of the poor are now in the forefront of a controversial new government scheme to reforest barren hillsides - and planting trees helps absorb CO_2. The scheme has given Laxmi, a poor landless farmer a new lease of life. But wealthier villagers criticize the scheme insisting the land could be put to better use. **(24 min. DVD only Price $199.95)**

ASHA GOES TO INDIA (2010)
(For South India & Cultural Studies)
An American woman of Indian heritage travels to India for the first time and has a transformational journey, plus a lot of fun and adventure on the way.With breathtaking cinematography and soulful music, *Asha Goes To India* takes the viewer on a visual adventure through India -- from the Ganges River to the Himalayan mountains, to the backwaters of Kerala, and on to the temples, ashrams, and sacred sites in southern India that have lured travelers and spiritual seekers for centuries. **(32 min. DVD only Price $219.95 S&H $8.95)**

VOICES IN EXILE (2008)
(For Asian Studies & Religious Studies)
As the Tibetan people stand at the edge of extinction, "Voices in Exile" speaks out against the continued brutal policies of the Chinese government. Most film and photography on Tibet is from the Western eye looking in. "Voices in Exile," by first-time Tibetan director Tenzin Wangden Andrugtsang, presents the Tibetan exile community from the rarely seen Tibetan point of view. Never before seen footage includes many surprising interviews on the future of Tibet and inspiring accounts of life in exile. "Voices in Exile" has been produced in association with The Tibetan Photo Project. The Tibetan Photo Project offers the first collection of photos taken by Tibetans living in exile, images of the Dalai Lama, informational texts and rare 1932 pictures of TibetThe perspective provided from the modern history of Tibet and China reveals a great deal about the nature of China's future leadership. The lessons have become even more relevant with the rise to power by Hu Jintao, China's former hard-line secretary to Tibet. **(95 min. DVD only Price $229.95 S&H $8.95)**

WHICH WAY TO THE WAR? (2008)
(For Conflict Studies, Religious Studies & Political Science)
The story of the global conflict you can't find on the map. When Indonesia, the world's most populous Muslim nation was also becoming the world's 3rd largest democracy with its free elections in 1998, the majority of the country remained remarkably peaceful. However, a remote area on the island of Sulawesi - Poso fell victim to brutal communal fighting. Fueling it was the underlying struggle for control of local politics, commercial enterprise, and religious identity in this forgotten corner of the world where religious identity was used as the agitator that exploited and widened the conflict. Which Way To the War? reveals the true story of the wrenching Poso conflict, telling the story of Poso's redeeming rehabilitation in the conflict's aftermath. This is a story that throws new light on religious conflicts not just in Indonesia, but throughout the entire world. **(100 min. DVD only Price $229.95 S&H $8.95)**

AMONG OUR MOST POPULAR PROGRAMS ARE:

VARANASI (2004)
(For South Asian Studies, Religious Studies & Cultural Studies Programs)
"Varanasi is older than history, older than tradition, older even than legend, and looks twice as old as all of them put together." – Mark Twain, 1897. Produced by Samsara Films, VARANASI is a

cinematic meditation on a remarkable ancient city, where both life and death are encountered daily on the historic Ganges River. This film is a rare account of cremation rituals at Manikarnika Ghat, India's holiest cremation ground**(60 min. DVD only Price $199.95 S&H $8.95)**

KUMBH MELA: Songs Of the River (2004)
(For South Asian Studies, Religious Studies & Cultural Studies Programs)
The Allahabad Kumbh Mela religious festival in India in January 2001 was the final mela in a series of 12 full cycles: the "Maha Kumbh Mela" that occurs every 144 years. This increased spiritual powe drew an estimated 70 million people to vast encampments on the sand over a 44 day period, making this religious and spiritual celebration the largest single gathering of humanity in recorded history. Produced by Samsara Films, this documentary is a fascinating look at our humanity and how our spirituality manifests in the world.
(50 min. DVD only Price $219.95 S&H $8.95)

SAMADHI (2003)
A widely known practice among yogis in the Himalayas, SAMADHI is a state of suspended animation -- a virtual death where all bodily functions are suspended. This state has been repeatedly demonstrated by Pilot Baba, a Hindu mystic. Although a pilot in the Indian Air Force who fought the 1965 and 1971 wars against Pakistan, the path of his life made him renounce the secular world at the age of 35 to become a yogi. After 7 years of studying with various teachers, Pilot Baba attained self-realization and hence the capacity to maintain the state of Samadhi. He has taken many underground Samadhis, where he will remain buried in a small space as in Agra for 7 days and in an ice cave in the Himalayas for 33 days. Pilot Baba has also taken Samadhi in an airtight glass at Mavlankar Hall in New Delhi. In this completed episode he undertakes Samadhi in an airtight glass in the town of Dewas in Madhya Pradesh for 96 hours. **(48 Min. DVD only Price $199.95 S&H $8.95)**

(THE) NEVER ENDING PATH (2004)
The state of Tamil Nadu is located along the south east coast of the Indian subcontinent. The Tamil culture and language is said to have its origins in prehistoric times and is related to the ancient Dravidian culture of Southern India. The rural region of interior Tamil Nadu is made up of thousands of small villages, most with no electricity, inadequate health care and on-going problems with inadequate sanitation and water supplies. Health care is not affordable for most families. Produced by Professor Annette Danto THE NEVER ENDING PATH tells the stories of the women living in rural Tamil Nadu. From 5 family units, the women share many of the concerns facing mothers and daughters throughout rural regions of South Asia. As with women from poor villages in many parts of the world, issues of dowry, their daughters' educational opportunities, and economic hardship are discussed, along with inter-caste and arranged marriages. **(37 Min. DVD only Price $179.95 S&H $8.95)**

BUDDHA WILD: THE MONK IN A HUT (2006)
(For Religious Studies & Cultural Studies Programs)
Produced & narrated by Australian Anna Wilding, *Buddha Wild* provides viewers with a well-judged glimpse into the monastery world of the Buddhist Monk and the real world of those who follow the precepts and principals of Buddhism. The documentary centers on the life of the Buddhist monks. They are a kind lot of warm hearted and enlightened men who are eager to share their religious doctrines of faith. *Buddha Wild* is a journey of discovery. The monks are honest in the telling of their lives, hopes, and disappointments. They speak freely about their lives, limitedly about the absence of physical closeness and sexual activity, and in depth about the world challenges faced by a Buddhist. The monks were clearly enamored by Ms. Wilding and their generosity of information from taboo subjects exhibits this fact. It appears that being a monk is not so much a calling as a culture. There is a break from the seriousness of the narration with the invitation by one of the Monk's to visit his hut – hence the title "The Monk in a Hut." **(60 min. DVD only Price $229.95 S&H $8.95)**

HISTORY IS A TEACHER (2008)
(For History & Cultural Studies Programs)
The bitter struggles for freedom in Bosnia and Rwanda are the backdrop for first 2 installments on the importance of History in shaping national identity. In Bosnia, where memories of conflict are still very fresh children are growing up with a one-sided account of History. In multi ethnic towns schools are divided and in the same building Croat children are taught in seperate classrooms from Muslims. In Rwanda, for eight years following the 1994 genocide, history was not taught in Rwandan schools. Over the last 4 years, historians and educators have tried to re-introduce history into the curriculum with limited success. The problem is that history has been so manipulated to justify political actions that impartial accounts of Rwanda's history are very hard to come by. Started by the Belgian Administration 150 years ago and then inflamed by Hutu figure heads for the last 50 years, the social structure of Rwanda has been divided into Tutsi elite and Hutu labourers. Archaeologists are finding evidence to prove that this division into distinct ethnic groups was never the case. **(45 min. DVD only Price $219.95 S&H $8.95)**

KE GARNE: What to do ... (2008)
(For Asian Studies, Political Science & Cultural Studies Programs)
Nepal is currently experiencing the worst political crisis of its fifteen year old democracy. The King has sacked the government and assumed absolute military and political power. *KE GARNE* is the story of how Nepal's king tried to consolidate his power over the people by attempting to crush the nation's free, independent media. Pradip, who works for Kantipur, Nepal's largest and most popular independent media agency, is the sole support of his extended family. The pressure is on when the King clamps down on Kantipur, threatening Pradip's job. This brash move by the king is perceived by many to be the final straw and thousands of protesters take to the streets as the fight for real democracy in Nepal truly begins.
(36 min. DVD only Price $219.95 S&H $8.95)

THE BOY WHO PLAYS ON THE BUDDHAS OF BAMIYAN (2004)
(For Middle East Studies & Cultural Studies Programs)
In 2001, when the Taliban in Afghanistan destroyed the 1600 year-old statues of giant buddhas in Bamiyan, the world was horrified. Just as horrifying, though, is to explore the lives of some of the people who live in Bamiyan, poverty-stricken, sickly peasants who find shelter in the ancient caves carved into the face of the mountains. Meet Mir, eight years old. Mir lives with his parents, his sister and his brother-in-law, and in British director Phil Grabsky's beautiful, painful but ultimately optimistic documentary feature, we follow his footsteps over the course of a year, starting in summer. He seems to be a surprisingly cheerful youngster, given the horrors he's endured and the fact that he lives on the edge of starvation. His father, who looks old enough to be his grandfather, came from a village, from which he was forced to flee. With his livelihood destroyed, he's forced to feed his family on whatever he can find — offal the butcher throws away, stale bread the baker doesn't want. The Taliban are gone, now, and Mir rather likes the Americans, whose choppers patrol the skies above. This is a documentary without narration, in which the images. **(96 min. DVD only Price $229.95 S&H $8.95)**

THE OTHER SIDE OF TORA BORA (2007)
(For Middle East & Cultural Studies Programs)
More than five years on from the Battle of Tora Bora and the US military's 'Operation Enduring Freedom', first-generation American Alia Ayub returns to her tribal home in the North West Frontier Provinces of Pakistan. Just 12km from the border with Afghanistan, and with growing Taliban and sectarian tensions in the area, this largely autonomous region remains closed to outsiders. Through unique access, "The Other Side of the Tora Bora" looks beyond this veil of infamy giving insight into a largely misunderstood and under-represented way of life, exposing an ancient culture on the cusp of change, and a region under growing threat from Taliban forces.
(30 min. DVD only Price $219.95 S&H $8.95)

For more information, contact:
Stanley Stern
Parallel Lines
631-676-1070

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Thursday, April 14, 2011 10:18 AM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] FW: US Army RFP for Civil Affairs Assistance on Topics Related to National Security

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From: GrantSource Library [mailto:gs@unc.edu]

Sent: Wednesday, March 23, 2011 11:03 AM

To: Reid, Dee

Subject: US Army RFP for Civil Affairs Assistance on Topics Related to National Security

Please share with your faculty this Request for Proposals (RFP) from the UNC Partnership for National Security, which focuses on matching education, research, and training needs of the U.S. Military with UNC system subject matter experts.

The UNC system has received this RFP for Civil Affairs Assistance to identify expertise within the system to provide short-courses in support of the US Army's Civil Affairs mission and to conduct development projects involving Civil Information Management and associated technologies.

Requirements identified by the 95th Civil Affairs Brigade include:

· Assistance identifying measurable indicators of political, economic or social instability

· Statistical analysis of field polling results

· Trend identification and analysis

· Request for Information (RFI) tracking system

· African studies

· Agricultural and resource economy

· Effective writing

· Developmental economics

· Value chain analysis

· Political science

· Communism to democracy

· Construction and engineering management

All training will be conducted at Ft. Bragg, North Carolina or at a relevant campus, as required. Faculty will be compensated for their time and travel.

Letters of interest, including the qualifications of the team conducting these projects and training and a description of how the project or short-course would be implemented (including a syllabus), should be sent to Kimrey Rhinehardt, Vice President for Federal Relations at kwr@northcarolina.edu<mailto:kwr@northcarolina.edu>. Faculty may contact Dr. Tom Losordo, Faculty Advisor for Military Affairs (UNC GA), directly at tlosordo@northcarolina.edu<mailto:tlosordo@northcarolina.edu> for more information on a specific project or short-course.

For details including contact information, see the full RFP online at http://www.northcarolina.edu/frc/mil/civaff.htm. Thank you.

Thank you for your time and consideration of this request.

Kimrey Rhinehardt

Vice President for Federal Relations, UNC System

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From: John Pickles <jpickles@email.unc.edu>
Sent: Thursday, April 14, 2011 10:25 AM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Subject: [dptcrchairs] Fwd: please send this to Council of Chairs
Attach: jpickles.vcf

From Larry Grossberg:

Dear colleagues.

This message may concern only the chairs of larger departments. I am not sure. A number of us are having a hard time finding nice venues for our graduation ceremonies or, more accurately, finding a nice affordable venue. My own department is being charged about $2000 for the space we have reserved, and since I doubt that we can afford that, we are now searching once again.

I think this is rather outrageous. Graduation is one of the key moments of the academic year and the most powerful symbolic expression of our educational mission. It is a significant event for students, families and friends. We all want to make it an experience that our students and their guests will treasure. It does not seem like a time for the people in charge of facilities to be demanding payments that many of us can ill afford. Graduation should be the one event where space is given over if not freely then at least cheaply.

I have talked with a number of other chairs who are having similar problems, and I have also talked with SAD Bill Andrews. Bill suggests that if people are having similar problems, they should write a brief message to Dean Karen Gill and Executive Associate Provost Ron Strauss.

Perhaps we can at least prevent this from happening in the future.

Thanks.

Larry Grossberg
Interim Chair, Communication Studies

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begin:vcard
fn:John Pickles
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tel;fax:919-962-1537
url:http://geography.unc.edu/people/faculty-1/john-pickles
version:2.1
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From: ASMEA <info=asmeascholars.org@mcsv159.net>
Sent: Thursday, April 14, 2011 10:54 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: CALL FOR PAPERS: Annual Conference 2011

Email not displaying correctly? **View it in your browser.**

ASMEA
ASSOCIATION FOR THE STUDY
OF THE MIDDLE EAST AND AFRICA

*** CALL FOR PAPERS ***

4th Annual ASMEA Conference

Out of the Past, Into the Future:
Reflections on the Middle East and Africa

November 3-5, 2011
Key Bridge Marriott Hotel * Washington, D.C.

ASMEA is currently seeking proposals for paper presentations at the 2011 annual conference. Members from any discipline, tenured or untenured faculty or those otherwise affiliated with a recognized research institution, may submit proposals to participate in the conference. Unique proposals from senior graduate students (ABD) will also be considered. Abstracts on topics related to the Middle East and Africa should consist of a one-page outline of the proposed subject to be presented. A recent C.V. and all contact data must be attached to the proposal (name, e-mail, phone number, affiliation). **The due date for proposals is Wednesday, June 1, 2011.** Proposals should be sent to: **info@asmeascholars.org**. Completed papers are due by September 5, 2011.

Referees and Discussants

ASMEA Members interested in participating in the conference as referees of papers or discussants should contact ASMEA by e-mail with a letter of interest containing the topics that can be covered. Please include a C.V. and all current contact data (name, e-mail, phone number) and a brief recitation of your past experience in these roles. Send e-mail to: **info@asmeascholars.org**.

Registration

Space is limited, register for the 4th Annual ASMEA Conference **here**. Any questions or for more information, contact ASMEA at 202.429.8860 or **info@asmeascholars.org**.

Association for the Study of the Middle East and Africa
www.asmeascholars.org

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From: Kim Rimmer <kim.rimmer@oup.com>
Sent: Thursday, April 14, 2011 11:01 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Oxford University Press: Do you need end-of-term assistance

---

Dear Professor Nyang'oro,

Hello from Oxford University Press! I am touching base with you to see if you have last-minute course assignments or need to examine any textbooks. If so, I will gladly make textbook suggestions and send out examination copies for your review. Or, for the fastest way to find and request the most current titles in your discipline offered through Oxford University Press, you can visit our website at www.oup.com/us/he. Be sure to include promotion code (ENDSP11) on the request form. This will ensure any books you request are sent express delivery.

As you may know, Oxford University Press is a not-for-profit publisher in the United States. This puts us in a unique position to produce high-quality educational resources at the best possible prices. In addition, we contribute some of the surplus we generate back to education. Over the years, Oxford University Press has funded hundreds of yearly scholarships that make an Oxford University education possible for U.S. students who could not otherwise afford it. Also, surplus generated by Oxford University Press U.S.A. funds educational publishing, including academic monographs and important reference works, such as the Oxford English Dictionary.

We understand your students' concerns about the price of textbooks. We are in a unique position to offer high quality textbooks at a much better price than many of our competitors. On average, an Oxford University Press textbook is 20% less than comparable books from commercial publishers. We invite you to compare the price and quality of our books to other books you may be considering for your course.

Thank you. If I do not hear from you, I hope that you have a wonderful summer.

Sincerely,

Kim

Kim Rimmer
Publisher's Representative ~ Higher Education Division
Oxford University Press, Inc.
919-710-4755
kim.rimmer@oup.com

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Oxford University Press is a not-for-profit higher education publisher dedicated to offering the highest quality resources at the lowest possible price.

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From: John Pickles <jpickles@email.unc.edu>
Sent: Thursday, April 14, 2011 11:31 AM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Subject: [dptcrchairs] Fwd: costs of venues for graduation ceremonies
Attach: jpickles.vcf

Bill Andrews has sent along the following suggestion regarding Larry's earlier email about the costs of graduation venues.
Regards,
John

-------- Original Message --------
Subject: costs of venues for graduation ceremonies
Date: Thu, 14 Apr 2011 15:10:44 +0000
From: Andrews, William L <wandrews@unc.edu>

John, I'd be grateful if you would circulate the following message to the chairs. I'm not expressing the position of the College on this matter -- we haven't had an opportunity yet to take a position, if Karen believes we should. This is just a suggestion of mine based on a recent message I received from Ron Strauss about the matter that Larry raises in his email.

Ron has made inquiries into the costs of a few of the venues, particularly Carmichael auditorium and the Smith center, for graduation ceremonies. Based on the information he's received and shared with me, the evidence suggests that
1. the Smith center costs less than half of the cost of Carmichael to rent for a graduation ceremony; and
2. the cost to rent Carmichael seems to be based on the costs they have to pay for staging, chairs, flowers, stage furniture, a backdrop/curtain for the arena, tables, etc.

In short, the evidence Ron has suggests that, while Carmichael rental is certainly not inexpensive, they are basically passing on to departments the costs they are charged for what they provide for a graduation ceremony.

Here's my suggestion: create a subcommittee of the Council of Chairs to research the sizes and costs of venues across campus that might be available for next year's graduation ceremonies. Distribute this research to all department chairs sometime in the fall semester so that each department would be aware of what's available at what cost. Then each department would know at least the range of options available to them based on the size of the space they need and the costs they can afford. It may be that currently there's a lack of information as to what space might be available and what the range of charges might be.

Sincerely,
Bill

William L. Andrews
E. Maynard Adams Professor of English & Comparative Literature
Senior Associate Dean for the Fine Arts and Humanities
College of Arts & Sciences, CB #3100
UNC-Chapel Hill 27599-3100

Office: 919-962-9270
College Office: 919-962-1165
Fax: 919-962-2408

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fn:John Pickles
n:Pickles;John
org:University of North Carolina at Chapel Hill;Chair, Department of Geography
adr;dom:;;206 Saunders Hall;Chapel Hill;NC;27599-3220
email;internet:jpickles@unc.edu
title:Earl N Phillips Distinguished Professor of International Studies
tel;work:919-962-3919
tel;fax:919-962-1537
url:http://geography.unc.edu/people/faculty-1/john-pickles
version:2.1
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From: Linda O. Morgan <lom1@nyu.edu>
Sent: Thursday, April 14, 2011 11:58 AM
To: Institute of African American Affairs Events <iaaa-events@lists.nyu.edu>
Subject: Black Renaissance Noire Spring 2011 Issue Release, Friday, April 29, 2011

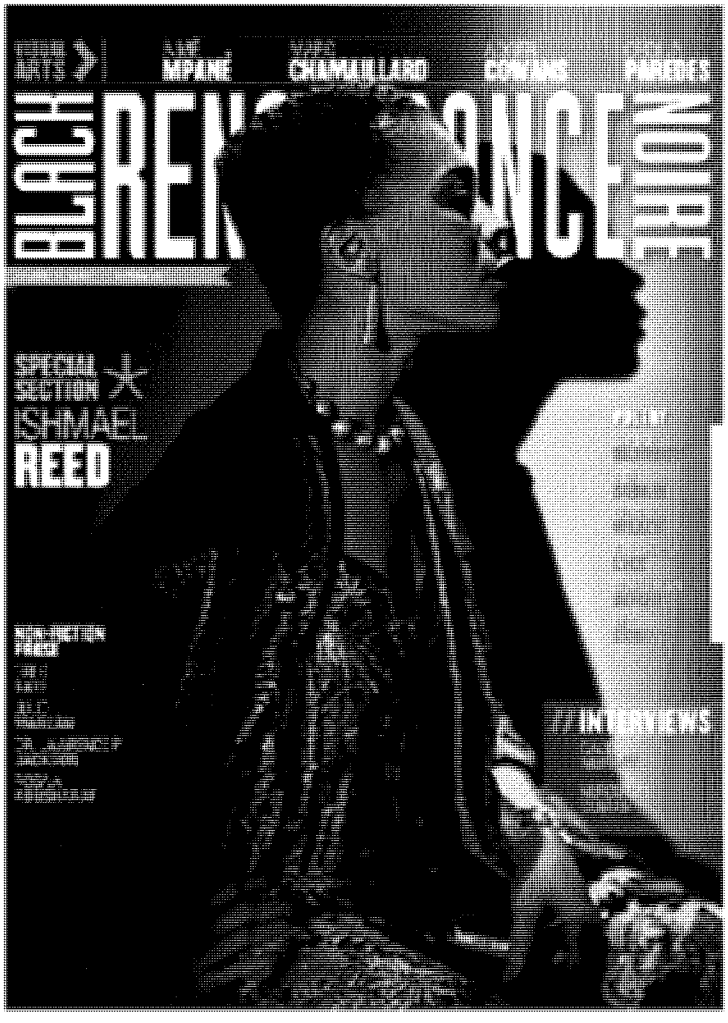

Spring 2011 Issue Release
Volume 11, Issue 1

Black Renaissance Noire
&
The Institute of African American Affairs
Present:

Soyini Forde

Julio Marzan

Tim Seibles

Greg Tate

Mervyn Taylor

Readings & Reception

Friday, April 29, 2011
7:00 p.m. – 9:00 p.m.
Institute of African American Affairs
41 East 11th Street, 7th Floor
New York, NY 10003

Free & Open to the Public
Limited space

Please RSVP to (212) 998-IAAA (4222), option 2, press 1 to leave rsvp

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You are currently subscribed to iaaa-events as: jen321@email.unc.edu.

To unsubscribe click here: http://lists.nyu.edu/u?id=3413429.53f6ee225de472013fcdaabb3685676b&n=T&l=iaaa-events&o=12060365

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-12060365-3413429.53f6ee225de472013fcdaabb3685676b@lists.nyu.edu

From: Salemi, Michael Kerry <Michael_Salemi@unc.edu>
Sent: Thursday, April 14, 2011 12:02 PM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Subject: RE: RE:[dptcrchairs] College of Arts and Sciences Council of Chairs' Request

---

Hi:

If it is true that grade uploading is a policy issue, then the council should take a strong stand because faculty are being asked to do lots of mindless work. I had understood from pervious IT presentations that we did not yet have the capability that would allow faculty to upload grades.

Mike

-----Original Message-----
From: John Pickles [mailto:jpickles@email.unc.edu]
Sent: Thursday, April 14, 2011 10:02 AM
To: Chairs of Departments and Curricula
Subject: RE:[dptcrchairs] College of Arts and Sciences Council of Chairs' Request

Larry Conrad has provided the follow-up (below) on grade uploading.

John

-------- Original Message --------
Subject: RE: College of Arts and Sciences Council of Chairs' Request
Date: Thu, 14 Apr 2011 13:56:54 +0000
From: Conrad, Larry D <larry_conrad@unc.edu>
To: Pickles, John <jpickles@email.unc.edu>
CC: McHale, Tammy J <tmchale@email.unc.edu>

John,
One other loose end from the meeting was the question about the ability to upload grades into PS. I've circled back with Jerri Bland who tells me this is strictly a Registrar issue. The technical ability exists to do this, but it's a policy issue.

-Larry

You are currently subscribed to dptcrchairs axsd: Michael_Salemi@unc.edu.
To unsubscribe send a blank email to leave-29016016-35587358.60fa6e89bc805b0a02e867471094d0f0@listserv.unc.edu

---
You are currently subscribed to dptcrchairs axsd: JEN321@email.unc.edu.
To unsubscribe send a blank email to leave-29017154-35587346.d2d65bea842e4c54e31c0c42635f0b5c@listserv.unc.edu

From: Coble, McKay <acoble@email.unc.edu>
Sent: Thursday, April 14, 2011 12:25 PM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Cc: Whisnant, Anne Mitchell <Anne_Whisnant@unc.edu>
Subject: [dptcrchairs] Elections

Dear Colleagues,

I write to ask that you urge faculty members in your unit to participate in the 2011 faculty elections. This year we will choose a new Chair of the Faculty as well as new members of the elected standing committees of the General Faculty and members of the Faculty Council. Carolina has a tradition of shared governance that stretches back to the early years of the 19th Century. That tradition is one of the many things that has made this institution so special. Last year, 24% of our 3,800-member faculty voted. We can do better than that!

Thank you for helping keep shared governance at Carolina strong and vibrant.

Best regards,

McKay Coble
Faculty Chair

You are currently subscribed to dptcrchairs axsd: JEN321@email.unc.edu.
To unsubscribe send a blank email to leave-29017312-35587346.d2d65bea842e4c54e31c0c42635f0b5c@listserv.unc.edu

From: Gorman, Jacquelene W <jackie@unc.edu>
Sent: Thursday, April 14, 2011 1:19 PM
To: pwadfaculty <pwadfaculty@listserv.unc.edu>
Subject: [pwadfaculty] FW: PWAD Spring Cookout

FYI

Hey everyone! Our annual spring cookout is going to be on April 20th, from 4 to 8 PM. It's going to be at Upper Quad's volleyball courts and grill (That's the community closest to Hamilton Hall). We'll have the typical cookout food, plus vegetarian and Passover-friendly things as well. Please sign up if you're planning on coming, so we know how much food to buy! If you have any questions, contact Allison Greenspan at greenspa@email.unc.edu (not Jackie!!)
Here's the Google Doc to sign up if you're interested in attending the cookout.

https://docs.google.com/document/d/10Q7jVvnt03l-4FW_8MY1EX5Y8OkVbf2lZszWOBjxkcc/edit?hl=en&authkey=CJO1nJYM

From: Patrick Scott <Pscott@aflcio.org>
Sent: Thursday, April 14, 2011 1:58 PM
To: Patrick Scott <Pscott@aflcio.org>
Subject: AFL-CIO Union Summer 2011 Internship for College Students!
Attach: Union Summer Application 2011.docx; UnionSummerIntern Description.doc

---

AFL-CIO

Organizing Institute

www.organize.aflcio.org

April 7, 2011

Dear Faculty and Staff,

My name is Patrick Scott of the AFL-CIO Organizing Institute. I am writing to inform you that the AFL-CIO is very excited to announce Union Summer 2011 Internship. Union Summer will be looking to recruit and place student activists from colleges and universities across the country to take the fight for workplace justice into the streets on some of the most exciting union organizing campaigns in decades!

Since 1996, Union Summer has graduated over 3000 activists, many of whom continue to work in and alongside the labor movement. Union Summer is a 10-week educational internship in which participants develop skills while working on union organizing campaigns. The AFL-CIO is committed to uniting student and worker activists to bring about social change through workplace and community organizing.

The Union Summer Internship will run from June 13th through August 19th. It will begin with a week-long orientation and training. After the orientation, interns will work in teams on union organizing drives in various parts of the country. As of now, we have confirmed Union Summer sites in Charlotte, Minneapolis, Portland, New Orleans, Milwaukee and Fort Lauderdale. Their work could include visiting workers in their homes, finding out what workers would like to change about their jobs, participating in direct actions such as marches, as well as assisting in building community, labor and religious organizations. Interns will play a critical role in helping to build support for workers in their fight to gain a voice in their workplaces.

Union Summer is looking to recruit students with a strong commitment to social and economic justice as and openness to working with people of various races, ethnicities, sexual and religious orientations. Participants should be enthusiastic, energetic and flexible to working long and irregular hours. We are accepting applications from rising juniors and seniors as well as graduating seniors. Women and People of Color are strongly encouraged to apply.

Participants will receive a stipend of $350 per week (less taxes) to cover meals and other incidental expenses. Local transportation will also be provided by the Local Union. Each intern will be responsible to getting to and from their orientation training. After the weeklong orientation, Union Summer will cover the costs of transportation to their internship site.

We ask that you pass this information along to those students you think would be best suited for the internship and encourage them to apply. Please feel free to pass this information on to faculty peers as well. Union Summer is a competitive internship and will have a limited number of available positions this year. Please encourage all interested students to apply soon.

Enclosed is an electronic application and Union Summer Internship Description. Interested students should complete the application and return it to unionsummer@aflcio.org. For more information, students should contact us at 1.800.848.3021 or visit us at www.unionsummer.aflcio.org.

Once again, thank you and we look forward to this being a very exciting and rewarding experience for your students.

In Solidarity and Peace,
Patrick Scott, Deputy Director
AFL-CIO Organizing Institute
pscott@aflcio.org
678.576.4836

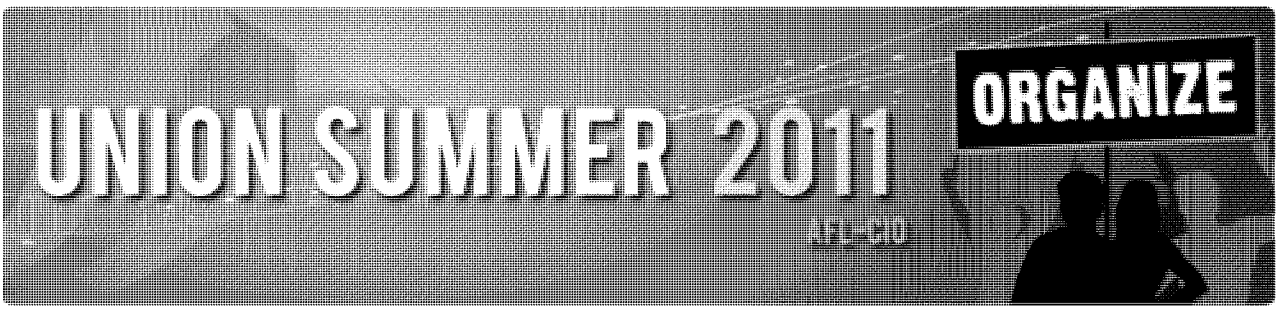

TEN WEEKS FOR JUSTICE IN 2011

Union Summer Application

Please provide in full the information listed below.

First Name: _____

Last Name: _____

Current Address: _____

City: _____

State: _____

ZIP Code: _____

Phone: _____

Permanent Address: _____

City: _____

State: _____

ZIP Code: _____

Phone: _____

Work/Cell Phone: _____

School E-Mail: _____

Permanent E-Mail: _____

Interns will receive a stipend of $350 per week for the 10 weeks of the internship. The internship will not include a housing allowance.

Which site(s) are you applying for: _____

Are you a union member? Yes / No

Union name: _____

Local number: _____

Have any family members been union members? Yes / No

If so, who? _____

Union name: _____

Local number: _____

If you are currently a student, please identify school: _____

Graduation date: _____

If you are employed full-time, please provide place of employment: _____

If you are fluent in any language(s) other than English, please list here: _____

Please list two references (relatives excluded):

Name: _____

Address: _____

Telephone number(s): _____

How you know him or her: _____

Name: _____

Address: _____

Telephone number(s): _____

How you know him or her: _____

BE SURE TO ATTACH RESUME TO YOUR APPLICATION

Please answer the following questions as clearly as possible. Attach your résumé to this application.

1. What experiences in your own life make you want to participate in Union Summer and work for social justice?

2. What do you hope to achieve by participating in Union Summer?

3. In what types of on campus, community-based, political, union or other social justice groups or volunteer work have you been involved?

4. Union Summer for involves working with a diverse group of people and long, erratic hours on a sometimes unpredictable schedule. Have you gone through a similar experience? Please describe briefly.

_____

_____

_____

_____

_____

_____

_____

_____

5. Have you thought about what you'd like to do after graduation? If so, please tell us about your goals.

_____

_____

_____

_____

_____

_____

_____

_____

Additional Questions

Were you interviewed by a recruiter? Yes / No

If yes, please give his/her name: _____

How did you learn about this program? Recruiter, Professor, Career Center/Counselor, Union Summer Graduate, Friend, Parent, Other

Please be specific: _____

Mail: Union Summer Internship
815 16th St., N.W.
Washington, D.C. 20006

Phone: 202-639-6250
Fax: 202-639-6230
Website: www.unionsummer.aflcio.org

We appreciate your answers to the following questions regarding your race, ethnicity and gender. However, you are not required to do so. This information is for record-keeping purposes in compliance with federal law. It will be kept separately from your application and will not be a basis for any employment decisions.

Name: _____

Gender: _____

Race or ethnicity: White, African American, Asian American/Pacific Islander, Latino/a, Native American, Other (describe, if you wish):

_____

_____

_____

_____

_____

_____

_____

AFL-CIO

America's Union Movement

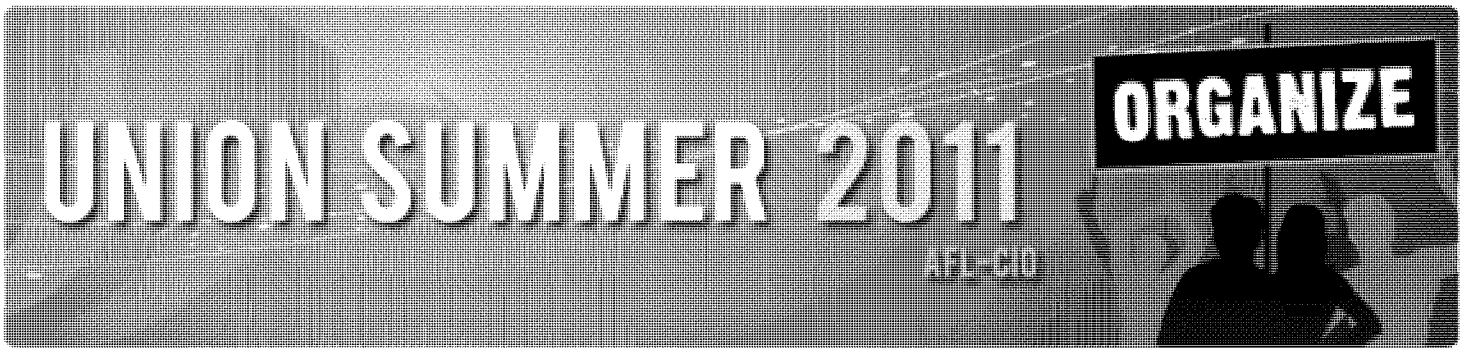

Union Summer Internship

Internship Description

Union Summer is a ten week educational internship in which participants are introduced to the labor movement. **The Union Summer Internship will run from June 13th through August 19th.** It will begin with a weeklong orientation and training, which will be held in ***Washington, D.C.*** June 13-June 17. After the training, interns will work in teams on union organizing drives in various parts of the country. The work could include working on state legislative battles, visiting workers in their homes to find out what workers want to change about their jobs, planning and participating in direct actions such as marches, as well as assisting in building community, labor and religious organizations. Interns will play an important role in helping to build support for workers in their fight to gain a voice in their workplaces.

Participation in Union Summer is also an ideal way for people to learn about union or community organizing as a career.

Internship Requirements

Union Summer interns should be dedicated to social and economic justice and have a specific desire to learn about the Labor Movement.

It is NOT necessary to have union experience or knowledge of the Labor Movement to be accepted as a Union Summer intern, but such a background is a plus in the application process.

Union Summer interns must be:

- flexible
- adaptable in the face of new challenges and experiences
- able to work in teams and have excellent communications skills
- open to working with people of different races, ethnic backgrounds, religions, and sexual orientation
- willing to immerse themselves for ten weeks in an intensive learning-by-doing experience

A sense of humor is also a definite asset. In some areas, applicants who are fluent in a language other than English will be given preference, based on the needs of a specific internship site and organizing campaign. The Union Summer program is committed to achieving diversity among interns which reflects, as closely as possible, the diversity of the workforce with whom we are working.

The above interests and qualities should be demonstrated clearly in the written Union Summer application and in the interview process.

To Apply: Email your resume and cover letter to Unionsummer@aflcio.org

Or call 800-848-3021
Apply online at www.Unionsummer.aflcio.org

From: Demetriou, Cynthia <cyndem@email.unc.edu>
Sent: Thursday, April 14, 2011 2:32 PM
To:
Subject: Tomorrow - Please Join Us!

Brown Bag Lunch Series on

THE CROSSROADS OF STUDENT SUCCESS: ACADEMICS, WELLNESS AND ENGAGEMENT

SPRING 2011 SCHEDULE

February 18th **Living-Learning Communities and Student Success**
with Annice Fisher, Assistant Director for Academic Collaboration and Assessment, Housing & Residential Education

Carolina's Living-Learning Communities (LLC) give students a unique, inclusive residential learning experience that connects classroom learning with residence life. Students benefit from living among a group of students who share academic goals and interests. Through student, faculty and staff partnerships, as well as educational and cultural programs, students broaden their perspectives and understanding of the world around them. This holistic approach complements classroom experiences and lays the foundation for students to become better prepared to succeed in life beyond college. Join us for this session to learn more about how LLCs promote student success at Carolina!

March 18th **Student Sexual Assault: Prevention and Support**
with Kelli Raker, Rape Prevention Education Coordinator, Counseling and Wellness Services

Statistics show that one in four women are sexually assaulted in their lifetimes. Unfortunately, the students at Carolina are not protected from this disturbing reality. Please join us to learn more about what we have learned about sexual assault on our campus and new initiatives in place to address the issue. We will also discuss how to best respond to students who disclose assault, resources in place to support survivors, and the process and importance of blind reporting.

April 15th **Strategies for De-Escalating Upset Students**
with Greg Stonerock, M.A., Pre-doctoral Intern, Counseling and Wellness Services
and Amy Schmitz-Sciborski, Clinical Psychologist, Counseling and Wellness Services

Have you ever worked with an irate student and **nothing** you say calms him or her down? In fact, the anger just seems to escalate? These situations can be frustrating, annoying, and even scary. Please join us to learn effective strategies for de-escalating upset students and how to stay mindful of your personal safety during potentially dangerous situations. Come ready to role play and please feel free to share your own experiences with these difficult encounters.

May 13th **Identifying Your Strengths and Using Them in Your Work with Students**
with Demi Brown, Assistant Dean of Students, Office of the Dean of Students

What are your personal strengths? How can you recognize, nurture and build on your strengths in your work with students? In this session we will talk about identifying your personal strengths using the Strengths Finder program as well as how to use this information to enhance your work with students. The first 20 people who RSVP to this event to studentsuccess@unc.edu will be given a login to complete the Strengths Finder online. We will discuss results from the Strengths Finder during this session.

All lunches are from noon to 1:30 in Graham Memorial 011

Bring a friend!

For further information or requests for future topics, contact:

Cynthia Demetriou, Office of Undergraduate Education, cyndem@email.unc.edu
Alice Dawson, Academic Advising, adawson@email.unc.edu
Amy Schmitz-Sciborski, Counseling and Wellness Services, schmitzs@email.unc.edu

From: Hershfield, Joanne L <hershfld@email.unc.edu>
Sent: Thursday, April 14, 2011 4:14 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: link to my new film

Dear Julius,
If you've had time to screen my film, I'd appreciate any feedback. Also, I'm asking people for quotes I can use in the promotion of These Are My Children to educational institutions.
The Cameroonian filmmaker Jean-Pierre Bekelo, a friend of mine, was in town for a few days. I got caught up on all the news about the state of African filmmaking. Not good news according to Bekelo.

Best, Joanne

Joanne Hershfield
Professor and Chair
Dept. of Women's Studies
The University of North Carolina at Chapel Hill
(919) 962-3908

From: Nyang Oro, Julius E
Sent: Wednesday, February 16, 2011 7:05 PM
To: Hershfield, Joanne L
Subject: RE: link to my new film

Joanne:
Thanks for sending this. I have seen portions of it. I will make time to see the whole film and get back to you.
Congratulations on this achievement.
Best,
Julius

From: Hershfield, Joanne L
Sent: Monday, February 07, 2011 11:39 AM
To: Nyang Oro, Julius E
Subject: link to my new film

Dear Julius,
I hope your semester is going well. I've attached a link to my new film about children in Kenya. I look forward to your comments after you've had a chance to few it.

http://www.ncdm.tv/112

Best, Joanne

Joanne Hershfield
Professor and Chair
Dept. of Women's Studies
The University of North Carolina at Chapel Hill
(919) 962-3908

From: Kathy Stevenson <announcements@updates.sagepub.com>
Sent: Thursday, April 14, 2011 4:47 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Special offer to upgrade your SAGE Deep Backfile Package

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Continue to rely on content you know your patrons use!
Trouble viewing? Try the web version.
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Purchase content you're missing in the *SAGE Deep Backfile Package*

According to our records, your library has access back to volume 1, issue 1 of **2008 *SAGE Deep Backfile Package*** including 353 SAGE journals in the social sciences, business, humanities, and science, technology, and medicine. Contact me today to upgrade to the 2011 *SAGE Deep Backfile Package*:

For $24,465.00, University of North Carolina at Chapel Hill will get 60 journals with backfile to volume 1, issue 1 by upgrading.
View the list of titles you will be gaining.
View a complete list of 2011 *SAGE Deep Backfile Package* titles.

With these additional titles, you can provide your students, faculty, and researchers access to the entire collection of SAGE's must-have backfile content! This backfile upgrade offers key journals in a wide range of disciplines. Several titles which are highly-ranked in the 2009 Thomson Reuters Journal Citation Reports® are now available.

For more information on pricing and offer details, please contact me at kathleen.stevenson@sagepub.com or by phone at 770-479-5076.

Sincerely,

Kathy Stevenson
Senior Library Sales Manager
www.sagepub.com

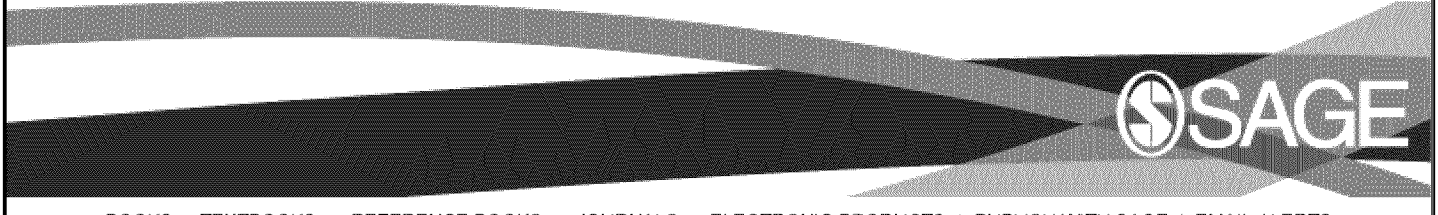

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HOME | UNSUBSCRIBE | ABOUT US | PRIVACY POLICY | CONTACT US | 2455 TELLER RD THOUSAND OAKS CA 91320

1110021LA

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Thursday, April 14, 2011 6:13 PM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Fwd: FW: Wilson Library Sprinkler Project

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Dear UNC community and Wilson Library patrons,

Beginning in late July or in August, fire sprinklers will be installed in the stacks of the Wilson Special Collections Library at the University of North Carolina at Chapel Hill. The project will take approximately one year to complete.

The installation of a fire suppression system to protect UNC's most valuable library collections is critical. However, it will disrupt the retrieval of research collections during the installation period.

During the project, which is expected to last approximately one year, each of the library's nine stack floors will be closed for six to eight weeks. The library materials in each work zone will be enclosed in floor-to-ceiling protective sheeting and will be inaccessible until the floor re-opens.

The project will affect access to materials from the North Carolina Collection, the North Carolina Collection Photographic Archives, the Southern Historical Collection, the Southern Folklife Collection, University Archives and Records Management Services, and the Rare Book Collection.

If you expect to need specific special collections materials for research or teaching during the installation period, we urge you to contact Wilson Library staff as soon as possible. With early notice, we will make every effort to work with you to identify and make the collection materials you need available during the project. Staff can also advise on the availability of collections during the installation.

Direct questions and requests for materials to Wilson Library at (919) 962-3765 or wilsonlibrary@unc.edu. As the project progresses, updates will be posted to http://library.unc.edu/wilson/research/sprinklers.html.

If you would like additional information about this project, please do not hesitate to contact me.

Sincerely,

Bill Landis
Head of Special Collections Research and Instructional Services
919-843-5863
blandis@email.unc.edu

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, April 14, 2011 8:21 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FORMAL NOTICE: Director, the William and Ida Friday Center for Continuing Education Open Forums

---

The Search Committee for the Director of the William and Ida Friday Center for Continuing Education is pleased to announce that the following three candidates for the directorship have accepted our invitation to visit campus for public interviews.

We invite you to attend the upcoming open forums with the candidates. These forums are designed to give the campus community an opportunity to hear from candidates about their experience and their ideas for enhancing UNC Chapel Hill. The candidates will discuss the topic, "Challenges and Opportunities for a Continuing Education Center within in a Research University".

Mekeisha Williams, M.P.A. April 18, 3:15 pm - 4:15 pm, Friday Center,Dogwood Room

Robert Bruce, Jr., Ph.D. April 25, 2011, 2 pm - 3 pm, Friday Center,Dogwood Room

Steve Hicks, Ed.D. May 6, 3:15 pm - 4:15 pm, Friday Center,Windflower Room

The candidates' CVs are available on line at:

http://provost.unc.edu/announcements/open-positions

This email is sponsored by: Office of the Executive Vice Chancellor

From: McMillan, Tim <tjm1@email.unc.edu>
Sent: Thursday, April 14, 2011 8:24 PM
To: Buell, Agatha <abuell@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FW: AFAM enrollments in first session

FYI

From: Yopp, Jan Johnson
Sent: Thursday, April 14, 2011 4:28 PM
To: McMillan, Tim
Subject: AFAM enrollments in first session

Hi, Tim,

Enrollments are looking pretty good for session one and Maymester about 3 1/2 weeks out from classes. The only exception is AFAM 263 which has only 2 students enrolled.

So if there is some way to publicize that course to majors, I would encourage you to do so. I'll keep monitoring it and other classes as well. Any cancelation decision would be made around May 3.

I'll look at second session a bit further out.

Thanks,

Jan

Jan Johnson Yopp
Dean, Summer School
University of North Carolina at Chapel Hill
Office: 919.962.8266
Fax: 919.962.2752

Walter Spearman Professor
School of Journalism and Mass Communication
University of North Carolina at Chapel Hill
Office: 919.962.4083
Fax: 919.962.0620
jyopp@email.unc.edu

From: nobody@notify.unc.edu on behalf of megan_squires@med.unc.edu
Sent: Thursday, April 14, 2011 9:28 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Paid research opportunity for 15-21 year olds with chronic stomachaches

---

Do you suffer from chronic stomachaches?

Many adolescents and young adults who suffer from chronic stomachaches avoid eating to prevent pain. A research study at UNC investigates whether food avoidance affects the gut.

If you are 15-21 years old and diagnosed with functional abdominal pain or Irritable Bowel Syndrome by a physician, you may be eligible to take part in this research study.

We're looking both for people who avoid eating and who do not avoid eating to prevent stomachaches. One weekday morning visit to UNC is required. You will receive $65 for completing the study.

If you are interested in participating or would like more information, please contact:

Megan Squires
The UNC Center for Functional GI & Motility Disorders
megan_squires@med.unc.edu
(919)843-9755

Biomedical IRB#: 10-1074
Approved 08/13/2010

This email is sponsored by: School of Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of pgeap@unc.edu
Sent: Thursday, April 14, 2011 10:36 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Advising Opportunity for Graduate Students

---

[The website link below has been fixed since the last notice!]

The Pre-Graduate Education Advising Program seeks graduate students wanting to serve undergraduates while enriching their own skills during 2011-2012. If you volunteer as an advisor, you will will expand your skill set and add appeal to your C.V. sharpening your edge in the job market.

As an advisor, you will meet with undergraduates considering graduate school and help them to understand, among other things, the application process and what life as a graduate student is like. You will be required to attend a 3 hour training session at the beginning of the fall 2011 semester, a 1 hour training session each month during the school year, and then serve as an advisor for either 1 hour a week or 1 hour every other week, depending on your availability. For more information on the program and for details on applying and the application deadline, please visit our website:

http://pregrad.unc.edu

This email is sponsored by: The Graduate School

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, April 14, 2011 10:43 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: PAID Brain Imaging Study

Attention and the Brain

We are currently recruiting healthy volunteer participants for magnetic resonance imaging (fMRI) and brain wave (EEG) studies of the neural mechanisms of attention and performance. Participants should be 18-30 years of age, with 20/20 (or corrected-to-20/20) vision, and should have no known history of neurological injury or disease.

Participants will be paid $10-20 per hour in studies ranging from 1-4 hours (depending on the study). For further information, please contact the Hopfinger Lab (919-843-4930 or elparks@unc.edu) in the Department of Psychology at the University of North Carolina at Chapel Hill. This study has been approved on March 2, 2011 by the UNC Behavioral Institutional Review Board (IRB) (study 09-0535).

This email is sponsored by: UNC Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Janken, Kenneth R <krjanken@email.unc.edu>
Sent: Friday, April 15, 2011 7:55 AM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] vote for Tim McMillan

Dear Colleagues,

Our colleague Tim McMillan is running for the Faculty Executive Council. Please take the time to vote for him and the rest of your choices in the elections that close on April 22.

Kenneth

_____
Kenneth R. Janken
Professor of Afro-American Studies
Department of African and Afro-American Studies
109 Battle Hall, CB# 3395
University of North Carolina
Chapel Hill, NC 27599-3395

(919) 962-1519 (voice)
(919) 966-2694 (fax)

You are currently subscribed to afriafam as: jen321@email.unc.edu.

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From: Kelly Hanner <khanner@email.unc.edu>

Sent: Friday, April 15, 2011 10:09 AM

To: Lastra, Anselmo A <lastra@cs.unc.edu>; Reynolds, Andrew S <asreynol@email.unc.edu>; Andrews, Richard N <pete_andrews@unc.edu>; 'Arthur Champagne' <artc@physics.unc.edu>; Taylor, Beverly W <btaylor@email.unc.edu>; Andrews, William L <wandrews@unc.edu>; Owen, Bobbi A <owenbob@unc.edu>; Wooten, Cecil W <CWWOOTEN@email.unc.edu>; Putney, Christopher R <crputney@email.unc.edu>; Carlstein, Edward <edcar@email.unc.edu>; 'Folkerts' <jean_folkerts@unc.edu>; Marchionini, Gary J <gary@ils.unc.edu>; Glazner, Allen F <afg@unc.edu>; Guskiewicz, Kevin M <gus@email.unc.edu>; Hershfield, Joanne L <hershfld@email.unc.edu>; 'Huber' <ehuber@unc.edu>; Hirschfield, James <jhirschf@email.unc.edu>; 'Jan Bardsley' <bardsley@email.unc.edu>; Cornell, Jeffrey Blair <jeffcornell@unc.edu>; Hartlyn, Jonathan <hartlyn@unc.edu>; Kasson, Joy S <jskasson@email.unc.edu>; Kier, William M <billkier@bio.unc.edu>; 'King' <larking@email.unc.edu>; Koelb, Clayton T <ckoelb@email.unc.edu>; Maffly-Kipp, Laurie F <MAFFLY@email.unc.edu>; Leloudis, James L <leloudis@unc.edu>; Leslie, Paul W <pwleslie@unc.edu>; 'Lloyd Kramer' <lkramer@unc.edu>; Lysle, Donald T <dlysle@email.unc.edu>; Malizia, Emil E <malizia@email.unc.edu>; Redinbo, Matthew <redinbo@unc.edu>; McDiarmid, Bill <bmcd@email.unc.edu>; Coble, McKay <acoble@email.unc.edu>; 'Mckee' <bmckee@unc.edu>; Salemi, Michael Kerry <Michael_Salemi@unc.edu>; Crimmins, Michael T <crimmins@email.unc.edu>; Mumby, Dennis K <mumby@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Roberge, Paul T <ptr@email.unc.edu>; 'Peter Mucha' <mucha@unc.edu>; Pickles, John <jpickles@email.unc.edu>; Sayre-McCord, Geoff <sayre-mccord@unc.edu>; Washburn, Sean <sean@physics.unc.edu>; Stenberg, Carl W III <Stenberg@sog.unc.edu>; Rhodes, Terry Ellen <RHODES@email.unc.edu>; Lee, Wayne E <wlee@unc.edu>

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Subject: Fall 2011 Textbook Reports through April 15, 2011

Attach: Fall 2011 Textbook Submission Report_Through_April_15_2011.xls; Guaranteed

Dear Chairs, Deans, Senior Associate Deans, and department Liaisons,

Here is an update on the progress for Fall 2011 percentage of on-time adoptions of textbooks and/or notification of No Text Needed for UNC Chapel Hill, and the current list of courses participating in Guaranteed Buyback Program. Attached are the two reports reflecting submissions made to Student Stores through 4/15/2011.

Fall 2011 Textbook Submission Report lists the percentage of course submissions and/or No Text Needed notification to Student Stores. As well as additional worksheets listing each department's courses which have not placed an order or notified Student Stores that no text is needed. Please review your department's course worksheet indicated on the bottom tab of the excel report. Please let us know if any changes need to be made. General Administration's due date for Fall 2011 Course Materials orders is April 29, 2011.

To date we have received 41% of Fall 2011 course submissions.

Guaranteed Buyback report reflects large introductory courses and their notification to Student Stores regarding the Guaranteed Buyback Program. We continue to encourage and accept Guaranteed Buyback textbook commitment forms from UNC Chapel Hill departments. Please let me know if your department wishes to participate in the Guaranteed Buyback Program.

UNC Student Stores contributes all income above operating expenses to UNC Chapel Hill student scholarships. Student Stores is totally receipt supported and receives no state funds.

Orders can be placed in one of 5 easy ways:

1) Use the Student Stores website: http://www.store.unc.edu

2) Fax your order to: (919) 962-3334

3) Email the Textbook Office textbook@unc.edu, or

George Morgan gfmorgan@store.unc.edu
Frank Bellamy fbellamy@email.unc.edu

4) Send your order by campus mail to the Course Materials Department at Campus Box #1530

5) Stop by the Textbook Office, 3rd floor, Student Stores

Quick summary review:
As required in the BOG recommendations, tuition and fee requests must also include submission stating the percentage of on-time adoptions of textbooks. The Board of Governor's is requiring all stores affiliated with the sixteen North Carolina campuses to submit a report on the percentage of on-time adoptions of textbooks for their campus.
General Administration Board of Governors Textbook Requirements Summary:
All campuses must have a guaranteed buyback or rental program for required textbooks for large, introductory classes for the Spring 2008 semester.

. This option must be available in addition to traditional purchase option.

. "Campuses must offer this option for introductory texts that will withstand a two to three year adoption cycle."

. "Campuses must make an effort to implement this system for courses that are introductory level and taken by a relatively high percentage of students."

. "A response to this recommendation must also be reported to the VP for Finance in any future requests for increases in tuition and fees."

Best,
Kelly

Kelly Hanner
Course Materials Manager
UNC Student Stores

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1														
2	**Fall 2011 UNC Student Stores Due Date: March 25, 2011**													
3	**GA's On-time Date: April 29, 2011**								**After Due Date**					
4														
5							Courses with		Courses	No Text	Total #	Courses	Total %	Total
6				Courses#	On-time#		no information		added / cancelled	notification	Courses	ordering	Courses	courses
7	Dept	Courses#	No Text#	adjusted	courses	On-time%	by due date		after due date	after due date	adjusted	after due date	ordered	no info
8	**AERO** Aerospace Studies	10	0	10	0	0%	10		0	0	10	0	0%	10
9	**AFAM** African American Studies	19	1	18	6	33%	12		0	0	18	0	33%	12
10	**AFRI** African Studies	16	0	16	4	25%	12		0	0	16	0	25%	12
11	**AMST** American Studies	23	0	23	8	35%	15		0	0	23	0	35%	15
12	**ANTH** Anthropology	52	3	49	23	47%	26		0	0	49	0	47%	26
13	**APPL** Applied Sciences	9	3	6	0	0%	6		0	0	6	0	0%	6
14	**ARAB** Arabic	6	0	6	3	50%	3		0	0	6	0	50%	3
15	**ARMY** Army Studies	5	0	5	0	0%	5		0	0	5	0	0%	5
16	**ART** Art	57	0	57	4	7%	53		0	0	57	0	7%	53
17	**ASIA** Asian Studies	9	0	9	3	33%	6		0	0	9	0	33%	6
18	**ASTR** Astronomy	7	0	7	4	57%	3		0	0	7	0	57%	3
19	**BIOL** Biology	45	17	28	21	75%	7		0	0	28	0	75%	7
20	**BUSI** Business	50	0	50	2	4%	48		0	0	50	0	4%	48
21	**CATA** Catalan	0	0	0	0	#DIV/0!	0		0	0	0	0	#DIV/0!	0
22	**CHEM** Chemistry	48	9	39	17	44%	22		0	0	39	0	44%	22
23	**CHER** Cherokee	1	0	1	0	0%	1		0	0	1	0	0%	1
24	**CHIN** Chinese	12	1	11	8	73%	3		0	0	11	0	73%	3
25	**CLAR** Classical Archaeology	5	0	5	4	80%	1		0	0	5	0	80%	1
26	**CLAS** Classics	6	0	6	6	100%	0		0	0	6	0	100%	0
27	**CMPL** Comparative Literature	9	0	9	1	11%	8		0	0	9	0	11%	8
28	**COMM** Communication Studies	71	3	68	27	40%	41		0	0	68	0	40%	41
29	**COMP** Computer Science	26	9	17	9	53%	8		0	0	17	0	53%	8
30	**CZCH** Czechoslovakian	2	0	2	2	100%	0		0	0	2	0	100%	0

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
31	**DRAM** Dramatic Arts	66	26	40	40	100%	0		0	0	40	0	100%	0
32	**DTCH** Dutch	1	0	1	1	100%	0		0	0	1	0	100%	0
33	**ECON** Economics	53	0	53	4	8%	49		0	0	53	0	8%	49
34	**EDUC** Education	70	0	70	8	11%	62		0	0	70	0	11%	62
35	**EDUX** Education	1	0	1	0	0%	1		0	0	1	0	0%	1
36	**ENGL** English	140	6	134	56	42%	78		0	0	134	0	42%	78
37	**ENST** Environmental Studies	13	1	12	1	8%	11		0	0	12	0	8%	11
38	**EXSS** Exercise & Sport Science	49	10	39	35	90%	4		0	0	39	0	90%	4
39	**FOLK** Folklore	8	0	8	3	38%	5		0	0	8	0	38%	5
40	**FREN** French	24	3	21	18	86%	3		0	0	21	0	86%	3
41	**GEOG** Geography	37	1	36	9	25%	27		0	0	36	0	25%	27
42	**GEOL** Geology	25	8	17	15	88%	2		0	0	17	0	88%	2
43	**GERM** German	19	2	17	12	71%	5		0	0	17	0	71%	5
44	**GREK** Greek	6	0	6	6	100%	0		0	0	6	0	100%	0
45	**HEBR** Hebrew	2	0	2	0	0%	2		0	0	2	0	0%	2
46	**HIST** History	73	4	69	24	35%	45		0	0	69	0	35%	45
47	**HNRS** Honors	6	1	5	1	20%	4		0	0	5	0	20%	4
48	**HNUR** Hindi/Urdu	4	0	4	0	0%	4		0	0	4	0	0%	4
49	**HUNG** Hungarian	3	1	2	1	50%	1		0	0	2	0	50%	1
50	**INLS** Information & Library Science	54	2	52	5	10%	47		0	0	52	0	10%	47
51	**INTS** International Studies	12	4	8	5	63%	3		0	0	8	0	63%	3
52	**ITAL** Italian	10	1	9	6	67%	3		0	0	9	0	67%	3
53	**JAPN** Japanese	7	0	7	1	14%	6		0	0	7	0	14%	6
54	**JOMC** Journalism & Mass Communication	104	4	100	24	24%	76		0	0	100	0	24%	76
55	**JWST** Jewish Studies (all x-listed)	0	0	0	0	0%	0		0	0	0	0	#DIV/0!	0
56	**KOR** Korean	4	1	3	3	100%	0		0	0	3	0	100%	0
57	**LATN** Latin	13	0	13	11	85%	2		0	0	13	0	85%	2
58	**LFIT** Life Fitness	13	13	0	0	100%	0		0	0	0	0	#DIV/0!	0
59	**LGLA** Lingala Language	2	0	2	2	100%	0		0	0	2	0	100%	0
60	**LING** Linguistics	17	7	10	8	80%	2		0	0	10	0	80%	2
61	**LTAM** Latin American Studies	2	0	2	1	50%	1		0	0	2	0	50%	1

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
62	**MASC** Marine Science	10	6	4	2	50%	2		0	0	4	0	50%	2
63	**MATH** Mathematics	47	1	46	27	59%	19		0	0	46	0	59%	19
64	**MAYA** Maya Language	0	0	0	0	0%	0		0	0	0	0	#DIV/0!	0
65	**MTSC** Material Science	2	0	2	0	0%	2		0	0	2	0	0%	2
66	**MUSC** Music	33	5	28	8	29%	20		0	0	28	0	29%	20
67	**NAVS** Navy Studies	0	0	0	0	0%	0		0			0	#DIV/0!	
68	**PHIL** Philosophy	54	9	45	22	49%	23		0	0	45	0	49%	23
69	**PHYA** Physical Education Activity	25	12	13	12	92%	1		0	0	13	0	92%	1
70	**PHYS** Physics	27	0	27	15	56%	12		0	0	27	0	56%	12
71	**PLAN** City & Regional Planning	19	13	6	6	100%	0		0	0	6	0	100%	0
72	**PLCY** Public Policy	21	1	20	8	40%	12		0	0	20	0	40%	12
73	**PLSH** Polish	1	0	1	1	100%	0		0	0	1	0	100%	0
74	**POLI** Political Science	70	4	66	21	32%	45		0	0	66	0	32%	45
75	**PORT** Portuguese	10	0	10	10	100%	0		0	0	10	0	100%	0
76	**PRSN** Persian	2	0	2	0	0%	2		0	0	2	0	0%	2
77	**PSYC** Psychology	61	2	59	19	32%	40		0	0	59	0	32%	40
78	**PUBA** Public Administration	17	0	17	1	6%	16		0	0	17	0	6%	16
79	**PWAD** Peace War & Defense	4	0	4	0	0%	4		0	0	4	0	0%	4
80	**RECR** Recreation & Leisure Studies	2	0	2	2	100%	0		0	0	2	0	100%	0
81	**RELI** Religious Studies	25	0	25	10	40%	15		0	0	25	0	40%	15
82	**ROML** Romance Language	6	0	6	4	67%	2		0	0	6	0	67%	2
83	**RUES** Russian & East European Studies	1	0	1	0	0%	1		0	0	1	0	0%	1
84	**RUSS** Russian	12	0	12	5	42%	7		0	0	12	0	42%	7
85	**SECR** Serbian & Croation	1	0	1	0	0%	1		0	0	1	0	0%	1
86	**SLAV** Slavic Languages	4	0	4	2	50%	2		0	0	4	0	50%	2
87	**SOCI** Sociology	57	4	53	25	47%	28		0	0	53	0	47%	28
88	**SPAN** Spanish	48	3	45	27	60%	18		0	0	45	0	60%	18
89	**STOR** Statistics & Operation Research	23	9	14	14	100%	0		0	0	14	0	100%	0

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
90	**SWAH** Swahili	5	0	5	1	20%	4		0	0	5	0	20%	4
91	**TURK** Turkey	2	0	2	0	0%	2		0			0	#DIV/0!	
92	**WMST** Women's Studies	14	0	14	5	36%	9		0	0	14	0	36%	9
93	**WOLO** Wolof Language	3	0	3	0	0%	3		0	0	3	0	0%	3
94		1932	210	1722	699	41%	1023		0	0	1720	0	41%	1021

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	AERO	101	001,002	DUFFY	064
8	AERO	101	001,002	DUFFY	064
9	AERO	201	001,002	DUFFY	064
10	AERO	201	001,002	DUFFY	064
11	AERO	301	001	HOLST	032
12	AERO	301	001	HOLST	032
13	AERO	401	001	KLUKOVICH	032
14	AERO	401	001	KLUKOVICH	032
15	AERO	500	401	STAFF	090
16	AERO	500	401	STAFF	090
17					
18	ARMY	100	401	STAFF	090
19	ARMY	101	001	STAFF	020
20	ARMY	201	001, 002	FERNANDEZ	056
21	ARMY	301	001	CAROLLO	028
22	ARMY	401	001	YODER	032
23					
24	NAVS	n/a			

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	AFAM	101	002	HILDEBRAND	066
8	AFAM	101	003	STAFF	066
9	AFAM	101	004	CALDWELL	066
10	AFAM	101	990	STAFF	010
11	AFAM	102	001	HALL	060
12	AFAM	102	002	STAFF	047
13	AFAM	190	001	STAFF	024
14	AFAM	259	001	HALL	040
15	AFAM	267	001	JANKEN	050
16	AFAM	293	001	JORDAN	040
17	AFAM	398	001	HILDEBRAND	020
18	AFAM	569	001	JACKSON	003
19					
20	AFRI	101	002	ANDERSON	068
21	AFRI	101	003	NZONGOLA-NTALAJA	050
22	AFRI	101	005	STAFF	050
23	AFRI	101	951	PORTER	050
24	AFRI	190	001	PIER	030
25	AFRI	261	001	BOYD	030
26	AFRI	263	001	BOYD	050
27	AFRI	456	001	SECK	035
28	AFRI	521	001	NYANG'ORO	030
29	AFRI	523	001	NZONGOLA-NTALAJA	030
30	AFRI	524	001	SELASSIE	030
31	AFRI	600	001	SAHLE	016
32					
33	LGLA	100%	adopted		
34					
35	SWAH	401	001,002	MUTIMA / REILLY	050
36	SWAH	403	001,002	MUTIMA	039
37	SWAH	406	001	STAFF	020
38	SWAH	408	001	STAFF	010
39					
40	WOLO	401	001	SECK	025
41	WOLO	403	001	STAFF	016
42	WOLO	404	001	STAFF	019

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	AMST	055H	001	MARR	024
8	AMST	060	001	FOSTER	022
9	AMST	089	001	CANTWELL	022
10	AMST	201	001	GARCIA	025
11	AMST	246	001	FOSTER	120
12	AMST	269	001	MARR	025
13	AMST	290	002	TONE-PAH-HOTE	025
14	AMST	290	003	STAFF	025
15	AMST	291	001	ROBINSON	025
16	AMST	390	001	COBB	025
17	AMST	393	001	CANTWELL	025
18	AMST	466	001	ROBERTS	025
19	AMST	499	001	STAFF	010
20	AMST	499	002	GARCIA	020
21	AMST	890	001	ALLEN	023
22					
23	CHER	101	001	STAFF	020
24					
25	FOLK	490	001	STAFF	005
26	FOLK	690	001	STAFF	005
27	FOLK	690	002	STAFF	010
28	FOLK	850	001	ROBERTS	012
29	FOLK	895	001	SAWIN	006

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ANTH	101	001	STAFF	035
8	ANTH	101	003	STAFF	035
9	ANTH	101	007	STAFF	190
10	ANTH	145	006	BILLMAN	225
11	ANTH	220	001	BILLMAN	035
12	ANTH	248	001	SLOCUM	025
13	ANTH	297	022	CRUMLEY	015
14	ANTH	414L	406	HUTCHINSON	015
15	ANTH / cmpl / folk	435	006	PEACOCK	055 / 000 / 005
16	ANTH	448	001	COLLOREDO-MANSFELS	035
17	ANTH	450	006	STEPONAITIS	120
18	ANTH	460	001	CRUMLEY	040
19	ANTH / folk	473	001	LACHICOTTE	032 / 002
20	ANTH	491	001	NONINI	030
21	ANTH	499	053	ESCOBAR	025
22	ANTH	499H	058	PEACOCK	015
23	ANTH	502	001	SMITH-NONINI	030
24	ANTH	578	001	NONINI	030
25	ANTH	699	001	SORENSEN / RIVKIN-FISH	020
26	ANTH	699	005	EVENS	005
27	ANTH	701	001	COLLOREDO-MANSFELD / NELSON	020
28	ANTH	703	001	SCARRY / SORENSEN	020
29	ANTH	897	053	ESCOBAR	015
30	ANTH	897	056	SLOCUM	012
31	ANTH	897	064	NELSON	015
32	ANTH	897	072	SAUNDERS	003

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	APPL	160	001	OLDENBURG	055
8	APPL	369	003	STAFF	010
9	APPL	450	001	FINLEY	032
10	APPL	460	400	FINLEY	035
11	APPL	490	001	GANZI	035
12	APPL	510	001	BANES	015
13					
14	MTSC	615	001	QIN	010
15	MTSC	730	001	RUBINSTEIN	010

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ART	051	001	PAGE	015
8	ART	061	001	BOWLES	020
9	ART	079	001	PARDO	021
10	ART	089	001	VERKERK	020
11	ART	102	001	SHERRILL	015
12	ART	102	002	GRABOWSKI	015
13	ART	103	001	MUSINA	015
14	ART	103	003	LIM	015
15	ART	104	001	MCLAIN	022
16	ART	104	002	MCLAIN	022
17	ART	104	003	OSBORNE	022
18	ART	104	004	STAFF	022
19	ART	105	001	PAGE	016
20	ART	105	002	SOM	016
21	ART	106	001	STAFF	010
22	ART	106	002	STAFF	010
23	ART	151	001	DOUGLAS	280
24	ART	152	951	STAFF	022
25	ART	157	001	WILLIAMS	080
26	ART	158	001	LIN	080
27	ART	202	001	LOGAN	025
28	ART	202	002	ZABOROWSKI	025
29	ART	206	002	TRUONG	010
30	ART	208	001	SONNICHSEN	013
31	ART	213	001	NAM	010
32	ART	214	001	ZABOROWSKI	020
33	ART	233	001	PEREZ-MENDEZ	015
34	ART	266	001	GHOSH	029
35	ART	270	001	PARDO	040
36	ART	272	001	BRACHMANN	030
37	ART	275	001	ARPEN	029
38	ART	285	001	LEVINE	040
39	ART / afam	287	001	BOWLES	060 / 020
40	ART / afri / anth	353 / 353 / 343	001	MAGEE	030 / 005 / 005
41	ART	356	001	PAGE	030
42	ART	361	001	STAFF	040
43	ART	365	001	CHATTERJEE	040
44	ART	394	001	PAGE	020
45	ART	399	001	SLAVICK	025

	A	B	C	D	E
46	ART	416	001	TRUONG	010
47	ART	456	001	GHOSH	015
48	ART	466	001	VERKERK	040
49	ART	470	001	CHATTERJEE	029
50	ART	488	001	MAGEE	015
51	ART	554	001	WILLIAMS	025
52	ART	700	001	WHETSTONE	020
53	ART	850	001	PARDO	020
54	ART	910	001	BRACHMANN	015
55	ART	954	001	LIN	015
56	ART	959	001	DOUGLAS	015
57	ART	960	001	STURGEON	015
58	ART	984	001	LEVINE	015
59	ART	984	001	LEVINE	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ARAB	203	001-004	STAFF	080
8	ARAB	305	001,002	JOUKHADAR	050
9	ARAB	407	001	STAFF	015
10					
11	ASIA	089	001	STAFF	024
12	ASIA	147	001	GOLD	030
13	ASIA	150	001	SHEMER	080
14	ASIA	490	001	ZULFIKAR	035
15	ASIA	490	002	PITELKA	030
16	ASIA	691H	001	DRISCOLL	012
17					
18	CHIN	252	001,002	HENRY	140
19	CHIN	463	001	VISSER	035
20	CHIN	464	001	VISSER	030
21					
22	HEBR	101	001,002	STAFF	039
23	HEBR	203	001	STAFF	020
24					
25	HNUR	101	001-003	STAFF	060
26	HNUR	203	001,003	UMASHANKAR	040
27	HNUR	220	001	CALDWELL	025
28	HNUR	305	001	CALDWELL	018
29					
30	JAPN	101	001-006	STAFF	120
31	JAPN	203	004, 005	SAWAMURA	040
32	JAPN	305	001,002	KATO	050
33	JAPN	408	001	ARATAKE	015
34	JAPN	412	001	KATO	020
35	JAPN	490	001	PITELKA	018
36					
37	KOR	100%	adopted		
38					
39	PRSN	101	001,002	ADEL	040
40	PRSN	203	001	ADEL	020
41					
42	TURK	101	001	ZULFIKAR	019
43	TURK	203	001	ZULFIKAR	019

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ASTR	101L	414-445	STAFF	280
8	ASTR	205	001	CLEMENS	026
9	ASTR	704	001	STAFF	006
10					
11	PHYS	054	001	ILIADIS	024
12	PHYS	071	001	CECIL	024
13	PHYS	104L	413-542	STAFF	026
14	PHYS	105L	420-450	STAFF	012
15	PHYS	128L	417-447	STAFF	033
16	PHYS	211	001	LOPEZ	010
17	PHYS	481L	427	QIN	015
18	PHYS	543	001	WILKERSON	045
19	PHYS	715	001	STAFF	010
20	PHYS	721	001	DOLAN	020
21	PHYS	822	001	FRAMPTON	025
22	PHYS	832	001	EVANS	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	BIOL	213	001	REISNER	030
8	BIOL	450	001	LOHMANN	075
9	BIOL	461	001	UMBANHOWAR	024
10	BIOL	535	001	STAFFORD	015
11	BIOL / ecol	563	001	WEISS	010 / 010
12	BIOL / gnet	624	001	BAUTCH	010 / 005
13	BIOL	639	1	REED	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	BUSI	100	001	SKENDER	388
8	BUSI	101	001	SKENDER	350
9	BUSI	401	001, 002, 004	SETZER	060
10	BUSI	401	003, 005, 006	MEREDITH	060
11	BUSI	401	007, 008	HARMS	040
12	BUSI	401	009	FLOOD	020
13	BUSI	403	001, 002	PARLAKTURK	100
14	BUSI	403	003	MORGAN	050
15	BUSI	403	004	MANI	050
16	BUSI	404	001, 002	MANN	100
17	BUSI	404	003	PEIRCE	050
18	BUSI	405	001, 002	BLACKBURN	090
19	BUSI	405	003, 004	CHRISTIAN	090
20	BUSI	406	001-003	KUBOWICZ	150
21	BUSI	407	001	BLOCHER	045
22	BUSI	408	001-005	KHOKHER	245
23	BUSI	409	001-003	GANTCHEV	145
24	BUSI	410	001, 002	KOSTAMIS	100
25	BUSI	410	003, 004	JONES	100
26	BUSI	500	001, 002	ZOLLER	077
27	BUSI	505	001	VERNON / BARNER	045
28	BUSI	506	002	VERNON	045
29	BUSI	516	001	HAMNER	045
30	BUSI	517	001	HAMNER	080
31	BUSI	526	001	PEARMAN	015
32	BUSI	533	001	KOSTAMIS	045
33	BUSI	543	001	PEIRCE	045
34	BUSI	545	001	SUMANTH	036
35	BUSI	550	001	BLACKBURN	045
36	BUSI	561	001, 002	PETERSEN	080
37	BUSI	563	001	GIELENS	045
38	BUSI	564	001	BAYUS	040
39	BUSI	566	001, 002	ROSSI	090
40	BUSI	568	001	LIM	045
41	BUSI	580	001	GULTEKIN	045
42	BUSI	584	001, 002	GULTEKIN	090
43	BUSI	588	001, 002	GARCIA	090
44	BUSI	589	001-003	LE	135
45	BUSI	595	001	BROWN	045

	A	B	C	D	E
46	BUSI	597	001	GULTEKIN	045
47	BUSI	617	001	DIDOW	040
48	BUSI	618	001-003	JOTIKASTHIRA	096
49	BUSI	623	001	ZOLLER	045
50	BUSI	691H	001	HARMS	024
51	BUSI	698	001-003	KIM	175
52	BUSI	852	001	ROSEN	010
53	BUSI	880	001	LUNDBLAD	015
54	BUSI	882	001	OUIMET	010

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CHEM	073	001	FORBES	020
8	CHEM	101	951	VOLARIC	025
9	CHEM	102H	001	MORSE	050
10	CHEM	281	001	PAPANIKOLAS	095
11	CHEM / appl / mtsc	421	001	YOU	050 / 010 / 010
12	CHEM / appl / mtsc	422	001	SAMULSKI	025 / 010 / 004
13	CHEM	431	001	PIELAK	100
14	CHEM	451	001	LIN	030
15	CHEM	466	001	NICEWICZ	040
16	CHEM	470	001	SAMULSKI	030
17	CHEM	480	001	THOMPSON	051
18	CHEM	483	001	BAER	036
19	CHEM	484	001	RUBINSTEIN	020
20	CHEM	486	001	FECKO	015
21	CHEM	721	001	SHEYKO	036
22	CHEM	731	001	ERIE	036
23	CHEM	732	001	STAFF	020
24	CHEM	741	001	WIGHTMAN	036
25	CHEM	742	001	GLISH	036
26	CHEM	754	001	SCHAUER	050
27	CHEM	761	001	WATERS	040
28	CHEM	781	001	BERKOWITZ	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CLAR	120	951	STAFF	020
8					
9	CLAS	100%	ADOPTED		
10					
11	GREK	100%	ADOPTED		
12					
13	LATN	203	001,002	STAFF	055
14	LATN	204	001	GELLAR-GOAD	025

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	COMM	085	001	LUNDBERG	016
8	COMM	113	001	LUNDBERG	190
9	COMM	140	001	PALM	140
10	COMM	142	001	GINSBERG	025
11	COMM	162	001	STAFF	025
12	COMM	170	002	STAFF	025
13	COMM	170	003	STAFF	025
14	COMM	170	004	STAFF	025
15	COMM	171	001	STAFF	030
16	COMM	223	001	STAFF	022
17	COMM	260	001	STAFF	020
18	COMM	318	001	STAFF	025
19	COMM	318	002	STAFF	025
20	COMM	350	001	STAFF	025
21	COMM	371	001	BALTHROP	050
22	COMM	374	001	BALTHROP	050
23	COMM	450	001	STAFF	025
24	COMM	450	002	ARIZZI	025
25	COMM	450	003	HOYNG	025
26	COMM	450	004	ROTTINGHAUS	025
27	COMM	472	001	BLAIR	030
28	COMM	521	001	WALTMAN	035
29	COMM	525	001	PARKER	030
30	COMM	532	001	MEGEL	012
31	COMM	550	001	CANTE	075
32	COMM	563	001	FERGUSON	020
33	COMM	571	001	WATTS	025
34	COMM	576	001	WATTS	025
35	COMM / art	636 / 406	001	RUDINSKY	012 / 004
36	COMM	639	001	RUDINSKY	012
37	COMM	639	006,007	MYERS	024
38	COMM	646	001	SHI	012
39	COMM	654	001	RANKUS	014
40	COMM	655	001	SHARMA	025
41	COMM	661	001	ALEXANDER	015
42	COMM	663	001	MEGEL	006
43	COMM	669	001	STAFF	015
44	COMM	682	001	CANTE	025
45	COMM	703	001	SHARMA	030

	A	B	C	D	E
46	COMM	812	001	BLAIR	015
47	COMM	844	001	POLLOCK	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	COMP	110	002	STAFF	080
8	COMP	110	003,004	HEDLUND	205
9	COMP	116	001	STAFF	072
10	COMP	116	002	CURTIS	040
11	COMP	380	001-003	NICHOLAS	120
12	COMP	410	001	BARUAH	075
13	COMP	590	039	BISHOP	012
14	COMP	590	040	JEFFAY	035

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	DRAM	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ECON	053	001	BENAVIE	020
8	ECON	056	001	ROSEFIELDE	020
9	ECON	101	005	MCCALLIE	090
10	ECON	101	006	BALABAN	410
11	ECON	101	008	TURCHI	420
12	ECON	101	951	STAFF	025
13	ECON	101	951	STAFF	025
14	ECON	101H	001	TURCHI	025
15	ECON	101H	002	CONWAY	025
16	ECON	310	001	STAFF	120
17	ECON	310	002	STAFF	100
18	ECON	320	001	STAFF	044
19	ECON	320	002	STAFF	045
20	ECON	325	001	STAFF	100
21	ECON	328	001	STEWART	040
22	ECON	345	001	STAFF	040
23	ECON / mngt	380	001	STAFF	040 / 005
24	ECON	400	001	LICH-TYLER	120
25	ECON	400	002	STAFF	120
26	ECON	400	003	STAFF	100
27	ECON	400	004	STAFF	100
28	ECON	410	001, 002	PETRANKA	480
29	ECON	410H	001	BIGLAISER	024
30	ECON	420	001, 002	AGUILAR	240
31	ECON	420	003	STAFF	100
32	ECON	420	004	STAFF	100
33	ECON	423	001	AGUILAR	036
34	ECON	440	001	HILL	040
35	ECON	445	001, 002	MCMANUS	096
36	ECON	450	001	AKIN	048
37	ECON / euro / pwad	460	001, 002	VAIDYANATHAN	084 / 003 / 005
38	ECON	465	001	PETER	048
39	ECON	465	001	VAIDYANATHAN	048
40	ECON	468	001	ROSEFIELDE	040
41	ECON	510	001	PETRANKA	025
42	ECON	510	002	STAFF	025
43	ECON	511	001	PARREIRAS	025
44	ECON	520	001	STAFF	025
45	ECON	560	001	CHARI	025

	A	B	C	D	E
46	ECON	570	001	CHAUDHURI	025
47	ECON	586	001	TURCHI	025
48	ECON	691H	001	FROYEN	025
49	ECON	720	001	HENDRICKS	044
50	ECON	770	001	RENAULT	044
51	ECON	810	001	PARREIRAS	035
52	ECON	846	001	BIGLAISER	044
53	ECON	861	001	CHARI	044
54	ECON	870	001	CHAUDHURI	048
55	ECON	880	001	PETER	044

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	EDUC	121	001	STAFF	052
8	EDUC	131	001	TAYLOR	030
9	EDUC	131	002	ANGLE	030
10	EDUC	221	001	SENTA	052
11	EDUC	309	001	BRODEUR	025
12	EDUC	317	001	KRYDER	025
13	EDUC	317	002	STAFF	025
14	EDUC	318	001	FISHER	020
15	EDUC	399	001	PERRY	045
16	EDUC	399	002	KESSLER	045
17	EDUC	402	001	PALSHA	025
18	EDUC	403	001	STAFF	030
19	EDUC	407	001	STAFF	025
20	EDUC	412	001, 003	WILKERSON	040
21	EDUC	412	002	BOLICK	020
22	EDUC	413	001	JUSTICE	030
23	EDUC	413	002	STAFF	030
24	EDUC	421	001, 002	HORTON	035
25	EDUC	441	001, 002	UNKS	282
26	EDUC	465	001	MORRISON	025
27	EDUC	465	002	GULLEDGE	020
28	EDUC	466	001	HAMM	025
29	EDUC	467	001	MORRISON	010
30	EDUC	467	002	JUSTICE	010
31	EDUC	467	003	HORTON	010
32	EDUC	467	004	GULLEDGE	010
33	EDUC	501	001	PALSHA	025
34	EDUC	513	001, 002	ANDERSON	050
35	EDUC	520	001	LLOYD	025
36	EDUC	521	001	STAFF	030
37	EDUC	523	001	STAFF	030
38	EDUC	533	001	SINCLAIR	025
39	EDUC	535	001	WRIGHT	015
40	EDUC	563	001	JUSTICE	025
41	EDUC	564	001	MORRISON	025
42	EDUC	565	001	HORTON	025
43	EDUC	566	001	LIU	025
44	EDUC	567	001	STAFF	025
45	EDUC	621	001	STAFF	045

	A	B	C	D	E
46	EDUC	631	001	BRUCE	025
47	EDUC	632	001	VEITCH	025
48	EDUC	633	001	STAFF	025
49	EDUC	635	001	SCHAINKER	025
50	EDUC	636	001	GRAHAM	025
51	EDUC	637	961	VEITCH	030
52	EDUC	638	956	SCHAINKER	030
53	EDUC	644	001, 002	MEECE	070
54	EDUC	645	002	NOBLIT	035
55	EDUC	645	003	GRUMET	035
56	EDUC	647	001	TRIER	025
57	EDUC	647	003	SCOTT	025
58	EDUC	647	004	HUFF	025
59	EDUC	647	005	PARSONS	025
60	EDUC	647	006	STAFF	025
61	EDUC	648	001	HUFF	025
62	EDUC	664	001	ABLE	030
63	EDUC	681	001	HUTCHISON-MALONE	030
64	EDUC	683	001	CIZEK	025
65	EDUC	684	001	WARE	045
66	EDUC	690	956, 957	MILLER	035
67	EDUC	701	001-003	LLOYD	030
68	EDUC	708	001	KNOTEK	012
69					
70	EDUX	616	001	STAFF	030

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CMPL	121	001	COLLINS	030
8	CMPL	130	001	LEONARD	030
9	CMPL	143	001	STAFF	120
10	CMPL	251	001	MCGOWEN	030
11	CMPL	462	001	COLLINS	030
12	CMPL	472	001	LEONARD	030
13	CMPL	483	001	BRODEY	030
14	CMPL	490	001	BRODEY	008
15					
16	ENGL	069	001	ANDERSON	022
17	ENGL	084H	001	DAVENPORT	018
18	ENGL	085	001	BAKER	024
19	ENGL	085H	001	KENDALL	024
20	ENGL	088	001	KIM	024
21	ENGL	089	001	AHUJA	024
22	ENGL	120	001	FLOYD-WILSON	035
23	ENGL	121	001	LENSING	022
24	ENGL	122	002	VEGGIAN	035
25	ENGL	123	001	TAYLOR	035
26	ENGL	123	002	STAFF	035
27	ENGL	123	003	STAFF	035
28	ENGL	123	004	STAFF	035
29	ENGL	123	005	STAFF	033
30	ENGL	123	006	NASH	035
31	ENGL	123	007	STAFF	035
32	ENGL	123	008	STAFF	035
33	ENGL	123	009	STAFF	035
34	ENGL	123	010	STAFF	034
35	ENGL	124	001	HENDERSON	035
36	ENGL	124	002	STAFF	035
37	ENGL	124	003	STAFF	035
38	ENGL	124	004	CRYSTALL	035
39	ENGL	125	001	SALVAGGIO	050
40	ENGL	126	001	STAFF	035
41	ENGL	127	001	STAFF	048
42	ENGL	127	951	ANDERSON	022
43	ENGL	127	951	ANDERSON	022
44	ENGL	128	001	STAFF	035
45	ENGL	128	002	STAFF	035

	A	B	C	D	E
46	ENGL	128	003	LAPRADE	035
47	ENGL	128	004	FROST	035
48	ENGL	129	001	FLANAGAN	035
49	ENGL	129	002	STAFF	035
50	ENGL	131	003	SHAPIRO	018
51	ENGL	132H	001	DURBAN	015
52	ENGL	140	001	WEBER	025
53	ENGL	142	001	TAYLOR	120
54	ENGL	143	001	OXMAN	035
55	ENGL	144	001	STAFF	035
56	ENGL	144	002	STAFF	035
57	ENGL	145	001	ROSENTHAL	035
58	ENGL	150	001	MOSKAL	022
59	ENGL	206	001	GINGHER	018
60	ENGL	208	002	GWIN	018
61	ENGL	209	001	MOOSE	018
62	ENGL	210	001	MOOSE	018
63	ENGL	225	001	BAKER	035
64	ENGL	225	003	MATCHINSKE	120
65	ENGL	228	001	ARMITAGE	035
66	ENGL	284	001	LANGBAUER	120
67	ENGL	300I	001	JACK	019
68	ENGL	307	001	GINGHER	018
69	ENGL	331	001	ROSENTHAL	035
70	ENGL	332	001	THOMPSON	035
71	ENGL	333	001	THOMPSON	035
72	ENGL	347	002	TAYLOR	035
73	ENGL	348	001	ELLIOTT	035
74	ENGL	350	001	LENSING	035
75	ENGL	356	001	COOPER	035
76	ENGL	367	001	FISHER	035
77	ENGL	367	002	HENDERSON	035
78	ENGL	373	001	IRONS	035
79	ENGL	381	001	STAFF	035
80	ENGL	406	001	DURBAN	018
81	ENGL	437	001	VISCOMI	035
82	ENGL	447	001	GWIN	035
83	ENGL	463	001	COOPER	035
84	ENGL	472	001	ELLIOTT	030
85	ENGL	601	001, 002	LEE	030
86	ENGL	659	001	ARMITAGE	035
87	ENGL	662	001	LEGASSIE	011
88	ENGL / cmpl	686 / 490	001	BRODEY	007 / 008
89	ENGL	693H	002	SHAPIRO	012
90	ENGL	762	001	AHUJA	011

	A	B	C	D	E
91	ENGL	783	001	LANGBAUER	015
92	ENGL	805	001	TAYLOR	011
93	ENGL	861	001	TAYLOR	011

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ENST	201	001	GANGI	160
8	ENST	201	002	COOKE	040
9	ENST	201H	143	GANGI	019
10	ENST	202	001	BELL	090
11	ENST	204	001	COOKE	030
12	ENST / afri	266	001	COOKE	015 / 002
13	ENST	352	001	BELL	020
14	ENST / ecol	490 / 891	002 / 001	BELL	010 / 010
15	ENST	490	003	CECIL	005
16	ENST	490	004	MITCHELL	005
17	ENST / envr / plan	581 / 781 / 781	001	MOREAU	020 / 010 / 010
18	ENST / envr	698	001-003	SHAY	048 / 006

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	EXSS	221	002	STROMAN	040
8	EXSS	360	001	STAFF	030
9	EXSS	700	001	SHIELDS	010
10	EXSS	780	001	BATTAGLINI	010
11					
12	LFIT	100%	adopted		
13					
14	PHYA	223	001	STAFF	020
15					
16	RECR	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	GEOG	056	001	CRAVEY	024
8	GEOG	111	001	KONRAD	141
9	GEOG	112	001	MOODY	045
10	GEOG	115	001	STAFF	021
11	GEOG / pwad	120	002	WARD	110 / 020
12	GEOG	121	001	GOKARIKSEL	150
13	GEOG	125	001	BIRDSALL	050
14	GEOG	130	001	HAVICE	050
15	GEOG	228	001	STAFF	044
16	GEOG	237	001	STAFF	024
17	GEOG	259	001	VALDIVIA	044
18	GEOG / asia	267	001	STAFF	020 / 005
19	GEOG	391	001	STAFF	024
20	GEOG	423	001	REYES	045
21	GEOG	428	001	MARTIN	050
22	GEOG / asia / ints	447	001	GOKARIKSEL	020 / 005 / 001
23	GEOG / asia / pwad	453	001	KIRSCH	045 / 005 / 005
24	GEOG	460	001	HAVICE	045
25	GEOG	477	001	MOODY	024
26	GEOG / plan	491	001	WALSH	055 / 000
27	GEOG	691H	001	STAFF	015
28	GEOG	703	001	PICKLES	012
29	GEOG	704	001	PICKLES	012
30	GEOG	804	001	MARTIN	015
31	GEOG	804	002	VALDIVIA	015
32	GEOG	900	001	STAFF	025
33	GEOG	900	002	PICKLES	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	GEOL	301L	401	COLEMAN	026
8	GEOL	504	001	GLAZNER	018

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CZCH	100%	adopted		
8					
9	DTCH	100%	adopted		
10					
11	GERM	059	001	PIKE	024
12	GERM	303	001	STAFF	020
13	GERM	303	002	TROP	020
14	GERM	390	001	PIKE	024
15	GERM	880	001	STAFF	015
16					
17	HUNG	403	001	SHERWOOD	012
18					
19	PLSH	100%	adopted		
20					
21	RUSS	208	002	STAFF	018
22	RUSS	270	001	STAFF	030
23	RUSS	321	001	STAFF	012
24	RUSS	411	001	MAGOMEDOVA	012
25	RUSS	425	001	STAFF	030
26	RUSS	513	001	MAGOMEDOVA	012
27	RUSS	790	001	MAGOMEDOVA	005
28					
29	SECR	403	001	STAFF	012
30					
31	SLAV	425	001	STAFF	030
32	SLAV	467	001	SHERWOOD	025

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	HIST	089	001	HAGEMANN	021
8	HIST	089	002	LINDSAY	021
9	HIST	089	003	STAFF	023
10	HIST	106	001	NAIDEN	035
11	HIST	110	001	COBB	140
12	HIST	127	001	GLATTHAAR	110
13	HIST	127	002	STAFF	165
14	HIST	127	951	STAFF	025
15	HIST	127	951	STAFF	025
16	HIST	128	001	MCNEIL	035
17	HIST	130	001	LEE	110
18	HIST	134	001	FLETCHER	035
19	HIST	140	006	HUNZIKER	165
20	HIST	151	006	HUNZIKER	165
21	HIST	151	007	MCINTOSH	165
22	HIST / aero / pwad	213	001	CADDELL	180 / 020 / 020
23	HIST	240	001	RADDING	110
24	HIST	255	001	NAIDEN	030
25	HIST / jwst / pwad	262	001	DUFFY	085 / 005 / 020
26	HIST	292	001	STAFF	030
27	HIST	292	002	TSIN	030
28	HIST	292H	002	STRING	024
29	HIST	368	001	GLATTHAAR	120
30	HIST	376	001	STAFF	035
31	HIST	391	001	PENNYBACKER	015
32	HIST	393	005	LA SERNA	015
33	HIST	393	007	STAFF	015
34	HIST	395	009	MCNEIL	015
35	HIST	466	001	KRAMER	035
36	HIST	490	002	STAFF	020
37	HIST	490H	001	PENNYBACKER	024
38	HIST	528	001	LA SERNA	035
39	HIST	533	001	CHASTEEN	023
40	HIST / folk	571	001	FERRIS	020 / 005
41	HIST	671	001	WHISNANT	025
42	HIST	691H	001	WHALEN	015
43	HIST	711	001	MCINTOSH	020
44	HIST	715	001	WATSON	015
45	HIST	717	001	LEE	015

	A	B	C	D	E
46	HIST	721	001	LINDSAY	015
47	HIST	783	001	STAFF	015
48	HIST	820	001	BURNS	020
49	HIST	870	001	JACKSON	020
50	HIST	890	001	HAGEMANN	020
51	HIST	890	002	LEE	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	HNRS	352	001	FERGUSON	012
8	HNRS	352	002	STEINER	018
9	HNRS	354	001, 002	GOLDBERG	048
10	HNRS	355	001	VISCOMI	018

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	INLS	089	001	POMERANTZ	025
8	INLS	101	001	KELLY	030
9	INLS	101	002	KAMPOV-POLEVOI	030
10	INLS	200	001	POMERANTZ	025
11	INLS	200	002	BAILEY	030
12	INLS	261	001	BERGQUIST	030
13	INLS	285	001	BERGQUIST	030
14	INLS	461	001	BERGQUIST	030
15	INLS	461	002	WEBSTER	030
16	INLS	490	046	TIBBO	030
17	INLS	490	161	MOORE	030
18	INLS	490	163	RAJASEKAR	030
19	INLS	500	001	BARREAU	030
20	INLS	500	003	SHEBLE	030
21	INLS	501	001	GOLLOP	030
22	INLS	501	002	CUSHING	030
23	INLS	502	001	CLEMENS	030
24	INLS	509	001	LOSEE	030
25	INLS	513	001	EDWARDS	024
26	INLS	513	002	LEE	024
27	INLS	515	001	MARSHALL	024
28	INLS	520	001	GREENBERG	030
29	INLS	520	002	SHAW	024
30	INLS	521	02W	SPURGIN	025
31	INLS	523	001	HAAS	030
32	INLS	523	002	MOSTAFA	030
33	INLS	525	001	MARCIANO	024
34	INLS	530	001	HUGHES-HASSELL	030
35	INLS	556	001	LEE	030
36	INLS	556	002	STAFF	024
37	INLS	558	001	STURM	015
38	INLS	566	001	ADAMS	030
39	INLS	572	001	HASSELL	030
40	INLS	582	001	HAAS	030
41	INLS	582	002	HASSELL	030
42	INLS	584	001	WILDEMUTH	024
43	INLS	585	001	MORAN / PATILLO	055
44	INLS	691H	001	KELLY	012
45	INLS	720	001	GREENBERG	024

	A	B	C	D	E
46	INLS	721	001	SAMPLES / STALBERG	030
47	INLS	723	001	RAJASEKAR	013
48	INLS	744	001	HUGHES-HASSELL	030
49	INLS	752	001	TIBBO	030
50	INLS	780	002	MARSHALL	030
51	INLS	818	001	CAPRA	012
52	INLS	881	001	BARREAU	014
53	INLS	889	001	WILDEMUTH	024

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	INTS	290	002	STAFF	020
8	INTS	390	002	WEILER	025
9	INTS	490	001	OSTERWEIL	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	JOMC	101	001	STAFF	025
8	JOMC	121	002	STAFF	016
9	JOMC	137	001, 002	BYARS / SINCLAIR	134
10	JOMC	153	001-013	STAFF	210
11	JOMC	180	001	LAUTERER	017
12	JOMC	180	002	DAVISON	018
13	JOMC	181	001	STEVENS	017
14	JOMC	182	001	OLIVER	018
15	JOMC	182	002	STAFF	018
16	JOMC	182	003	STAFF	018
17	JOMC	187	001	STAFF	018
18	JOMC	187	002	RUEL	018
19	JOMC	221	003	STAFF	018
20	JOMC	221	004	STAFF	018
21	JOMC	221	005	STAFF	018
22	JOMC	232	001	BRABHAM	018
23	JOMC	232	002	FIELDS	020
24	JOMC	232	003	STAFF	020
25	JOMC	232	004	STAFF	020
26	JOMC	242	001	FEE	025
27	JOMC	244	001	TOWNS	014
28	JOMC	245	001	CROTHERS	040
29	JOMC	256	001	LAUDER	018
30	JOMC	271	001	MCMAHAN	018
31	JOMC	271	002	ALLEN	018
32	JOMC	271	003	COBB	018
33	JOMC	272	001, 002	STAFF	036
34	JOMC	333	001	CURRAN	018
35	JOMC	340	001, 004	SMITH	095
36	JOMC	349	001	AIKAT	012
37	JOMC	394	001	EUBANK	030
38	JOMC	421	001	HEFNER	020
39	JOMC	422	001	HEFNER	020
40	JOMC	423	001	HEFNER	020
41	JOMC	426	001	HOCHBERG	015
42	JOMC	431	002	STAFF	020
43	JOMC	431	003	STAFF	018
44	JOMC	431	004	STAFF	018
45	JOMC	434	001	BRABHAM	018

	A	B	C	D	E
46	JOMC	434	002, 003	COMELLO	035
47	JOMC	434	004	MISNER	015
48	JOMC	443	001	VARGAS	020
49	JOMC	446	001	AIKAT	025
50	JOMC	458	001	GUILLORY	009
51	JOMC	459	001	LAUTERER	015
52	JOMC	463	001	STAFF	018
53	JOMC	473	001	MCMAHAN	018
54	JOMC	473	002	KEARNS	018
55	JOMC	480	001	DAVISON	018
56	JOMC	481	001	STEVENS	018
57	JOMC	482	001	NIBLOCK	018
58	JOMC	483	001	OLIVER	018
59	JOMC	484	001	KIRKMAN	018
60	JOMC	490	001	KAYYE	012
61	JOMC	491	003, 007	HOLLIMAN	036
62	JOMC	491	005	WITTEKIND	018
63	JOMC	491	008	THORNBURG	018
64	JOMC	551	001	ABERNATHY	030
65	JOMC	552	001	ABERNATHY	015
66	JOMC	581	001	RUEL	018
67	JOMC	582	001	STEVENS	018
68	JOMC	583	001	FERRIOLA-BRUCKENSTIEN	017
69	JOMC	585	001	FLOYD	018
70	JOMC	691H	001	BROWN	012
71	JOMC	701	001	JOHNSTON	040
72	JOMC	705	001	HESTER	015
73	JOMC	711	001	CARROLL	020
74	JOMC	714	001	TYBURSKI	015
75	JOMC	730	001	STRAUGHAN	015
76	JOMC	754	001	FRIEDMAN	009
77	JOMC	825	001	BROWN	009
78	JOMC	826	001	CATES	015
79	JOMC	840	001	HOEFGES	009
80	JOMC	842	001	WINFIELD	009
81	JOMC	847	001	VARGAS	009
82	JOMC	879	001	SINCLAIR	009

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	LING	691H	001	PERTSOVA	010
8	LING	692H	001	PERTSOVA	010
9					
10	MAYA	n/a			

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	LTAM	697	001	RADDING	030

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	MASC / geog	101 / 103	002	WHITE	110 / 110
8	MASC	706	001	MARCHETTI	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	MATH	054	001	HAWKINS	020
8	MATH	058	001	MCCOMBS	024
9	MATH	119	001, 002	STAFF	050
10	MATH	231	001-013	STAFF	456
11	MATH	418	001	STAFF	030
12	MATH	533	001	BELKALE	035
13	MATH	547	001	CIMA	035
14	MATH	547	003	ADALSTEINSSON	035
15	MATH	551	001	PLANTE	035
16	MATH	566	001	MITRAN	035
17	MATH	577	001	DAMON	035
18	MATH / envr	661	001	ADALSTEINSSON	010 / 005
19	MATH	676	001	WAHL	015
20	MATH	680	001	EBERLEIN	015
21	MATH	753	001	ASSANI	015
22	MATH / envr / masc	768	001	MCLAUGHLIN	006 / 005 / 005
23	MATH	771	001	ARINKIN	015
24	MATH	892	001	MUCHA	040
25	MATH	892	002	MARRON	040

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	MUSC	059	001	NEFF	015
8	MUSC	063	001	MACNEIL	020
9	MUSC	111	002	ZWICKER	020
10	MUSC	121	001	STAFF	090
11	MUSC	130	001-010	STAFF	090
12	MUSC	131	001-003	STAFF	090
13	MUSC	135	001	ANDERSON, S	030
14	MUSC	143	001	STAFF	200
15	MUSC	145	001	ANDERSON, S	200
16	MUSC	147	001	GARCIA	100
17	MUSC	167	001	FELDMAN	035
18	MUSC	230	001-005	STAFF	060
19	MUSC	232	001	NEAL	040
20	MUSC	232H	001	NEFF	020
21	MUSC	281	951	STAFF	025
22	MUSC	285	001	COHEN	075
23	MUSC / pwad	289	001	FAUSER / LITWIN	080 / 010
24	MUSC	308	002	HUFF	010
25	MUSC	331	001	ANDERSON, A	020
26	MUSC	355	001	MACNEIL	035

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PHIL	101	001	STAFF	040
8	PHIL	101	951	STAFF	030
9	PHIL	110	001	STAFF	036
10	PHIL / reli	134 / 126	001	STAFF	026 / 015
11	PHIL	155	001	STAFF	036
12	PHIL	155	002	STAFF	036
13	PHIL	160	002	STAFF	036
14	PHIL	163	001	STAFF	036
15	PHIL	165	001	STAFF	036
16	PHIL	165	002	STAFF	040
17	PHIL	170	001	STAFF	040
18	PHIL	220	001	STAFF	036
19	PHIL	230	001	PAUL	035
20	PHIL	230	951	STAFF	030
21	PHIL / poli / pwad	272	001	BOXILL, B	010 / 010 / 010
22	PHIL / poli / pwad	272	002	STAFF	020 / 010 / 010
23	PHIL	273	001	BOXILL, B	030
24	PHIL / wmst	275	001	STAFF	026 / 010
25	PHIL	280	001	STAFF	040
26	PHIL / econ / poli	384	001	STAFF	010 / 010 / 010
27	PHIL	422	001	BLACKBURN	020
28	PHIL	560	001	BOXILL, J	015
29	PHIL	715	001	STAFF	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PLAN	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PLCY	089	001	FELDMAN	024
8	PLCY	210	001-003	CORRADO / FELDMAN	090
9	PLCY	327	001	FELDMAN	025
10	PLCY	340	001	STAFF	050
11	PLCY	460	001	HANDA	105
12	PLCY	470	001	DURRANCE	075
13	PLCY	490	001	SCHANZER	020
14	PLCY	565	001	STAFF	035
15	PLCY	580	001	GILMER	035
16	PLCY	691H	001	JAGGER	003
17	PLCY	700	001	GLAWTSCHEW	015
18	PLCY	710	001	PERREIRA	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	POLI	050	001	CONOVER	024
8	POLI	060	001	BAPAT	024
9	POLI	062	001	SULLIVAN	024
10	POLI	072	001	HOYMAN	024
11	POLI	089	001	ROBERTS	024
12	POLI	100	007	CONOVER	240
13	POLI	100	951	STAFF	025
14	POLI	100H	007	STIMSON	024
15	POLI	101	001	GRAY	171
16	POLI / pwad	150	001	OATLEY	260 / 020
17	POLI	202	001	MCGUIRE	045
18	POLI	206H	001	LEFEBVRE	024
19	POLI	209	001	RABINOWITZ	040
20	POLI	216	001	VANBERG	043
21	POLI	238	001	HUBER	120
22	POLI	238	002	MARTINEZ-GALLARDO	120
23	POLI / enst	254	001	MCKEOWN	037 / 005
24	POLI	276	001	LIENESCH	040
25	POLI	400	001	SULLIVAN	030
26	POLI	401	001	STIMSON	030
27	POLI	406	001	GRAY	030
28	POLI	410	001	MCGUIRE	030
29	POLI	411	001	UNAH	030
30	POLI	412	001	RABINOWITZ	035
31	POLI	415	001	LEFEBVRE	035
32	POLI / pwad	416	001	UNAH	025 / 005
33	POLI	418	001	MACKUEN	030
34	POLI	431	001	REYNOLDS	030
35	POLI	433	001	MOROFF	025
36	POLI	433	002	STAFF	030
37	POLI	434	001	MARTINEZ-GALLARDO	030
38	POLI	438	001	VACHUDOVA	030
39	POLI	443	001	MCKEOWN	025
40	POLI / pwad	444	001	BAPAT	015 / 015
41	POLI	471	001	SPINNER-HALEV	030
42	POLI	473	001	LIENESCH	030
43	POLI	495	001	CRESCENZI	030
44	POLI	723	001	WALLACE	016
45	POLI	730	001	VACHUDOVA	016

	A	B	C	D	E
46	POLI	736	001	ROBERTSON	016
47	POLI	891	002	BAUMGARTNER	010
48	POLI	891	003	GROSS	005
49	POLI	891	004	VANBERG	015
50	POLI	891	007	MOROFF	010
51	POLI	891	008	MACKUEN	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PSYC	051	001	ARNOLD	024
8	PSYC	051	002	GORDON	021
9	PSYC	055	001	STAFF	024
10	PSYC	210	001	MORGAN	088
11	PSYC	210	002	SATHY	176
12	PSYC	220	003	LOEB	120
13	PSYC	230	001	HOPFINGER	120
14	PSYC	245	001	STAFF	120
15	PSYC	245	004	STAFF	045
16	PSYC	245	005	WISS	045
17	PSYC	245H	001	BAUCOM	024
18	PSYC	250	002	STAFF	045
19	PSYC	250	003	GIBSON	045
20	PSYC	250	951	STAFF	025
21	PSYC	260	001	STAFF	045
22	PSYC	260	002	SANNA	120
23	PSYC	260	003	STAFF	045
24	PSYC	260	004	STAFF	045
25	PSYC	260	005	STAFF	045
26	PSYC	260H	001	STAFF	024
27	PSYC	423	001	ARNOLD	035
28	PSYC	469	001	GARIEPY	035
29	PSYC	499	001	LOEB	010
30	PSYC	500	001,002	WISS	070
31	PSYC	501	001	LOWMAN	035
32	PSYC	505	001	AKPAKA	035
33	PSYC	506	001	BARRICK	035
34	PSYC	512	001	PRINSTEIN	240
35	PSYC	533	001	BAUER	035
36	PSYC	566	001	GREEN	035
37	PSYC	602	001	LOWMAN	035
38	PSYC	693H	001	STAFF	030
39	PSYC	701	001	HOLLINS	025
40	PSYC	720	001	CARELLI	020
41	PSYC	741	001	GORDON	025
42	PSYC	761	001	GARIEPY	015
43	PSYC	806	001	HUSSON	020
44	PSYC	830	001	CHOW	030
45	PSYC	843	001	MACCALLUM	030

	A	B	C	D	E
46	PSYC	850	001	CHOW	020

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1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PUBA	396	001	STAFF	015
8	PUBA	401	001	BERNER	025
9	PUBA	710	001	WHITAKER	029
10	PUBA	719	001	BERNER	029
11	PUBA	721	001	SETZER	029
12	PUBA	722	001	HOYMAN	015
13	PUBA	732	001	STAFF	035
14	PUBA	733	001	TUFTS	035
15	PUBA	745	001	STENBERG	065
16	PUBA	749	001	STENBERG / BERNER	020
17	PUBA	751	001	STENBERG / BRENMAN	020
18	PUBA	752	001	AMMONS	012
19	PUBA	756	001	HENDERSON	018
20	PUBA	768	001	STEPHENS	020
21	PUBA	769	001	STEPHENS	020
22	PUBA	771	001	MORGAN	015

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2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
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5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PWAD	350	001	STAFF	102
8	PWAD	469	001	JENKINS	005
9	PWAD	490	001	STAFF	015
10	PWAD	690	001	CADDELL	015

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2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
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5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	RELI	089	001	LAMBERT	024
8	RELI	104	951	DUNCAN	025
9	RELI / jwst	123 / 100	001	BOYARIN	102 / 018
10	RELI / asia	181	001	SAFI	150 / 030
11	RELI	207	001	EHRMAN	060
12	RELI	209	001	PLESE	100
13	RELI / anth / folk	428	001	BOYARIN	010 / 005 / 005
14	RELI / asia	583	001	SAFI	022 / 008
15	RELI / asia	584	001	ERNST	015 / 005
16	RELI / anth / folk	688	001	LEVE	000 / 002 / 002
17	RELI	720	001	OCHOA	010
18	RELI	720	001	OCHOA	010
19	RELI	808	001	EHRMAN	015
20	RELI	890	001	PLESE	012
21	RELI	890	060	SAFI	010

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2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
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5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	FREN	225	001	STAFF	022
8	FREN	331	001	BARR	015
9	FREN	830	002	STAFF	015
10					
11	ITAL	357	001	CERVIGNI	030
12	ITAL	398	001	LUISETTI	022
13	ITAL	795	001	LUISETTI	015
14					
15	PORT	100%	adopted		
16					
17	ROML	060	002	STAFF	024
18	ROML	840	001	RAO	015
19					
20	SPAN	101	951,952	STAFF	044
21	SPAN	203	951	STAFF	022
22	SPAN	255	001-005	STAFF	088
23	SPAN	255H	001	STAFF	018
24	SPAN	266	001	MACK	022
25	SPAN	300	001-008	STAFF	140
26	SPAN	330	001-003	STAFF	072
27	SPAN	345	001	GONZALEZ-ESPITIA	024
28	SPAN	369	001	AARON	030
29	SPAN	371	001,002	STAFF	048
30	SPAN	372	001	GOMEZ-CASTELLANO	024
31	SPAN	373	002	GONZALEZ-ESPITIA	024
32	SPAN	378	001	BINOTTI	024
33	SPAN	378	002	STAFF	024
34	SPAN	701	001	DOMINGUEZ	015
35	SPAN	711	001	AMAGO	015
36	SPAN	738	001	BINOTTI	015
37	SPAN	835	001	GONZALEZ-ESPITIA	015

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2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
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5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
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7	RUES	710	001	JENKINS	010

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2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	SOCI	101	003	DILL	048
8	SOCI	111	001	NIELSEN	048
9	SOCI	115	001	GALLEGOS LERMA	048
10	SOCI	121	002	STAFF	048
11	SOCI	123	001	RITCHEY	048
12	SOCI	124	001	KLEINMAN	017
13	SOCI	130	001	COHEN	048
14	SOCI	130	002	LUCAS	048
15	SOCI / mngt	131	001	WELLS	043 / 005
16	SOCI	251	003	LEWIS	048
17	SOCI	252	003	VERDERY	048
18	SOCI	390	001	MARSHALL	020
19	SOCI / mngt	410	001	SHIMAZOE	043 / 005
20	SOCI	411	002	RUSSO	048
21	SOCI	412	951	OWEN	025
22	SOCI	422	001	PAYTON	025
23	SOCI	423	001	TYSON	048
24	SOCI	423	002	KOZLOWSKI	048
25	SOCI / mngt	427	001	KALLEBERG	043 / 005
26	SOCI	429	002	CONLON	038
27	SOCI	460	001	MOONEY	048
28	SOCI / mngt	691H	001	ANDREWS	015 / 005
29	SOCI	711	001	GUO	020
30	SOCI	821	001	SHANAHAN	022
31	SOCI	830	001	COHEN	022
32	SOCI	850	001	NIELSEN	022
33	SOCI	851	001	KLEINMAN	021
34	SOCI	861	001	KALLEBERG	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	STOR	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	WMST	101	001	BURRILL	300
8	WMST	102	001	BURNS	025
9	WMST	124	001	KLEINMAN	025
10	WMST	290	001	PLEASANTS	025
11	WMST	293	001	BURRILL	025
12	WMST	297	001	BURNS	025
13	WMST	553	001	BERGER	020
14	WMST	555	001	BERGER	025
15	WMST	890	890	BURRILL	010

Guaranteed Buyback Program Fall 2011
UNC Chapel Hill
Current Participants

1) Astronomy 101/102: Fall 2010 through Spring 2013
2) Drama 115: Fall 2010 through Spring 2012
3) Drama 116: Fall 2010 through Spring 2012
4) Linguistics 101: Fall 2010 through Spring 2012
5) Physics 104/105: Spring 2010 through Spring 2013
6) Psychology 101: Fall 2011 through Spring 2014
7) Public Policy/Environmental Studies 585: Fall 2009 through Fall 2011
8) Statistics & Operations Research (STOR) 151: Fall 2011 through Spring 2013

In ongoing efforts to facilitate the Board of Governors textbook requirements for large introductory courses, we continue to encourage and accept textbook commitment forms from UNC Chapel Hill departments. As noted in UNC's 2011 Report on the Cost of Textbooks, Submitted with Campus-Based Tuition and Fee Increase Requests, "To significantly affect the cost of textbooks, Chancellors, Provosts, faculty and bookstore managers must continue to increase the number of courses and textbooks in the guaranteed buyback programs."

From:	owner-nai-public_seminar@LISTSERV.UU.SE on behalf of Isaksson Faris, Inga-Britt <Inga-Britt.Faris@nai.uu.se>
Sent:	Friday, April 15, 2011 11:16 AM
To:	Public-Seminar@nai.uu.se
Cc:	Linderos, Susanne <Susanne.Linderos@nai.uu.se>
Subject:	
Attach:	CAS 9 May 2011.pdf

INVITATION TO A SEMINAR IN COPENHAGEN

Contact: Susanne Linderos, The Nordic Africa Institute, tel +46 18 56 22 06, e-mail: Susanne.linderos@nai.uu.se

Monday 9 May 2011, 3:15-5 pm
Venue: Centre of African Studies, Købmagergade 46, 4th, Copenhagen

Contextualising children's migration in West Africa

Dorte Thorsen, University of Reading

Discussant: Simon Turner, Danish Institute of International Studies
Moderator: Stig Jensen, Centre of African Studies

Migration – or leaving home – is not a rite of passage per se for young male migrants from rural Burkina Faso. Seeking independence, they usually join a network of relatives of different proximity, in which many people take upon themselves to steer the boys onto life paths that are considered successful in the wider society.

The presentation is based on ethnographic research produced in a period of twelve months between 2005 and 2008 and draws on a small number of detailed case studies from Ouagadougou and Abidjan. It forms part of the book Child Migration in Africa and in particular the chapters in the book dealing with the migrants' introductions to new social worlds and the processes of constructing identities. It examines the dynamics between young migrants who digress from the dominant views of how they should behave. This is necessary in order to grasp the social pressures and constraints to which children and young people are subject and how they resist them.

What emerges is a picture of how children and young people navigate their social and economic context through moving in and out of childhood in different times and places of their lives. Moreover, it becomes clear that social pressures are intermeshed with mechanisms of protection and prospects for future jobs and resources.

Dorte Thorsen is teaching fellow at the Department of Geography and Environmental Science, University of Reading, **England.**

Simon Turner is senior researcher at the Danish Institute of International Studies, Copenhagen

The seminar will be followed by launch of the book:
Child Migration in Africa by Iman Hashim & Dorte Thorsen.
Zed Press and the Nordic Africa Institute, London 2011.

Organisers:
The Nordic Africa Institute, Uppsala and Centre of African Studies, Copenhagen, Denmark

Contact: Susanne Linderos, The Nordic Africa Instiute, tel +46 18 56 22 06

Nordiska Afrikainstitutet
The Nordic Africa Institute

UNIVERSITY OF COPENHAGEN

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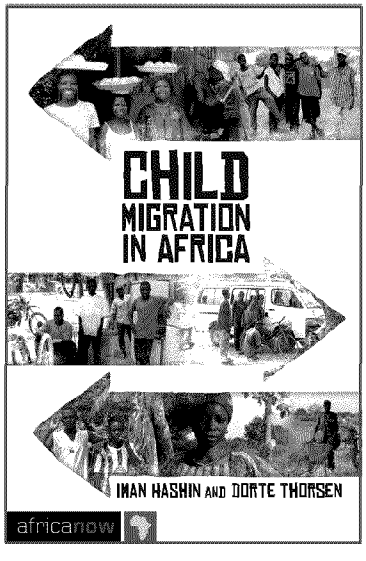

Organisers:
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From:	owner-nai-public_seminar@LISTSERV.UU.SE on behalf of Isaksson Faris, Inga-Britt <Inga-Britt.Faris@nai.uu.se>
Sent:	Friday, April 15, 2011 11:21 AM
To:	Public-Seminar@nai.uu.se
Cc:	Linderos, Susanne <Susanne.Linderos@nai.uu.se>
Subject:	Seminar in Copenhagen, 9 May: ...Children's Migration in West Africa.
Attach:	CAS 9 May 2011.pdf

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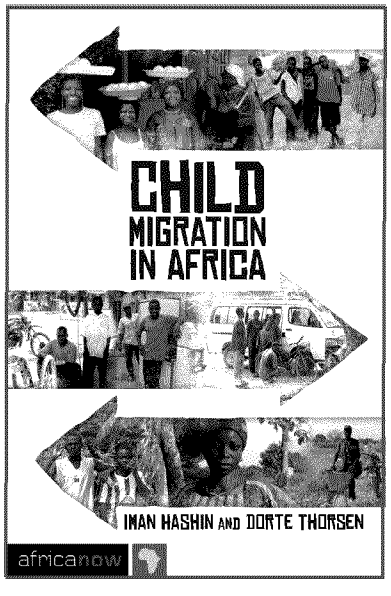

Organisers:
The Nordic Africa Institute, Uppsala and Centre of African Studies, Copenhagen

From: Kelly Jarrett, DISC <kjj1@duke.edu>
Sent: Friday, April 15, 2011 2:27 PM
To: islamic-mideast-on-campus@duke.edu
Subject: ARABIC NIGHT AT DUKE: Wed, Apr 20, 5:30-7:30PM, 107 Richard White Auditorium

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Hey Everyone:
Mark your calendars and come see what our Arabic students have been up to this year.

Wednesday April 20 5:30-7:30 PM
107 Richard White Auditorium

Arabic Night at Duke

Plays, Poetry Readings, Music,
Middle Eastern Dance,
Arabic Oral Proficiency Activities
& More

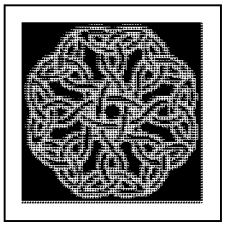

أمســية عربيّة

Arabic Night *At* Duke

Come meet Arabic students
& faculty at Duke

EVENT SPONSOR
Asian and Middle Eastern Studies

PLACE
107 Richard
White/ East
Campus

TIME
5:30-7:30 pm

DATE
Wednesday
4/20/11

Open to the
Public
Refreshments
Provided

--
Olga Richmond, Staff & DUS Assistant
Asian & Middle Eastern Studies (formerly AALL)
Duke University
Franklin Center

Room 201
Box 90414
2204 Erwin Rd
Durham, NC 27708-0414

Office: 919-668-2603 Fax: 919-681-7871

--
Dr. Kelly Jarrett
Associate Director, Duke Islamic Studies Center and
Duke University Middle East Studies Center
2204 Erwin Road, Box 90402
Duke University
Durham, NC 27708

919/ 668-2143
kjj1@duke.edu
http://www.jhfc.duke.edu/disc/
http://www.jhfc.duke.edu/mideast/

NYU's Institute of African American Affairs and Lincoln Center's Meet the Artist jointly present

RECITALS

African America in Sound and Story

A presentday exploration of multiplicity in the African Diaspora

WED APR 6

Chanda Rule and Somi

Listening to Roots & Voiding Branches

African and African-American songstresses redress intraracial tensions through story, song, and spoken word

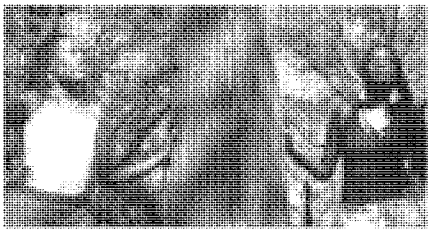

WED APR 13

Toshi Reagon

"Fierce and uncompromising...a shower of retro funk, urban blues, and folk...to hear her is to believe" —*The New Yorker*

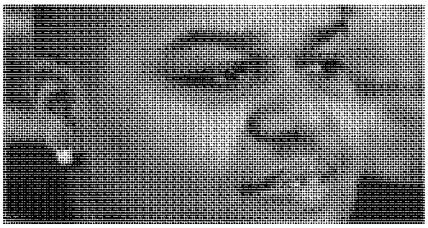

WED APR 20

Nora Chipaumire

Visionary dance artist who speaks to the human condition with power, authority, and urgency

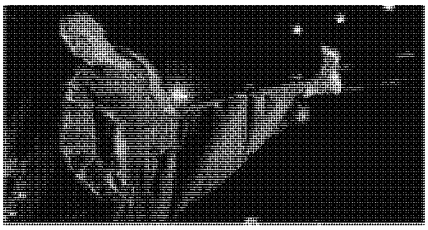

WED APR 27

Danny Mekonnen & Adam Clark

And Lay Duo

(World Premiere) Debo Band members perform traditional folk songs and original compositions inspired by the big band funk of 1970s Ethiopia

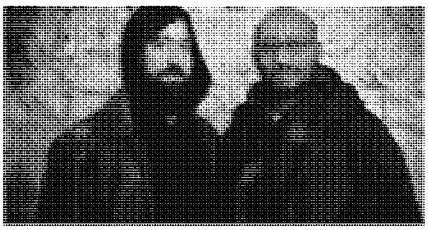

Each performance is followed by a lively Q and A moderated by NYU Institute of African American Affairs Artist-in-Residence Mekki Mahro

General operating support for the David Rubenstein Atrium at Lincoln Center has generously been provided by David M. Rubenstein, Ford Foundation, Booth Ferris Foundation, The Rockefeller Foundation, New York City Cultural Innovation Fund, and Algo Management Co., LLC.

American Express is a proud partner of the David Rubenstein Atrium at Lincoln Center.

David Rubenstein Atrium at Lincoln Center | Broadway between 62nd & 63rd Streets

4:00–5:00pm FREE ADMISSION Students Welcome

LincolnCenter.org/Atrium

From: Julie M. Kinnaird <jmarante@email.unc.edu>
Sent: Friday, April 15, 2011 4:27 PM
To: Global Updates K-12 Listserv <globalupdates@listserv.unc.edu>
Subject: Global Updates from World View

To view this newsletter online, click here or paste http://www.unc.edu/world/Global_Updates_2011/Mar_Apr/April_11.htm in your browser.

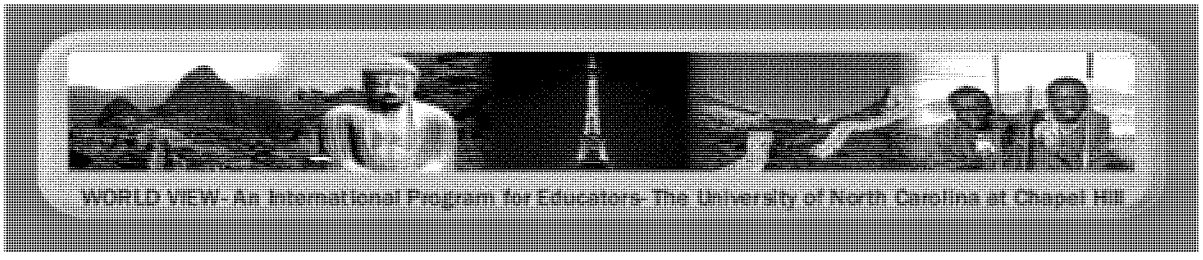

Global Updates From World View April 2011

World Languages: Resources for Educators

> Kolik jazyků znáš, tolikrát jsi člověkem.
> "You live a new life for every new language you speak.
> If you know only one language, you live only once."
> - Czech proverb

As the quote suggests, language is much more than grammar and pronunciation; it is a gateway into another world of understanding, exchange, and ideas. Whether it's a Romanized, Cyrillic, or Arabic alphabet, written words also allow us to see the world as other cultures see it. American citizens, especially students, are in desperate need to learn, improve, and expand their knowledge of world languages. This issue of Global Updates will offer facts, resources, and top ten reasons to engage our students in multilingual dialog.

A special thank you to World View's Carina Brossy for authoring this month's Global Update!

WORLD LANGUAGE FACTS

- The world has **6912** living languages.
- Of these languages, nearly **516** are close to extinction.
- The language with the greatest number of speakers is **Mandarin Chinese.**
- The language spoken by the greatest number of non-native speakers is **English** (250 to 350 million non-native speakers).
- **Papa New Guinea** is the country

Announcements, Opportunities, and Resources

The EU and the Euro Workshop

Save the Date! World View's Fall Symposiums

Peace Corps Around the World Expo in Raleigh

Dollar General Grants

Earth Day 2011

Newspapers in Education - North Carolina

Russian "Glass" Musicians Perform in Triangle

Teachers in Global Classrooms Program

Soviet Propaganda Posters on Display at Duke

Travel with GEEO

New Curriculum on Immigration from CHOICES

Archived Global Updates

The European Union and the Euro: A Workshop for K-12 Educators

MAY 12-13, 2011
FedEx Global Ed Center, UNC at Chapel Hill

ONLY 3 SPACES LEFT!

Co-sponsored by World View and the UNC EU Center of Excellence

Join colleagues for a 1½ day workshop designed to help North Carolina K-12 teachers better understand our interconnected world by learning more about the European Union. This

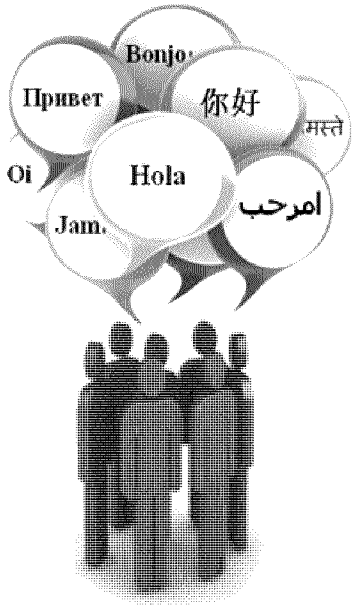

with the most languages spoken- 820 living languages!

The first language ever written was **Sumerian or Egyptian** (about 3200 BC), and the oldest written languages still in existence are **Chinese** and **Greek** (about 1500 BC).

The most translated document is the **Universal Declaration of Human Rights**, which was written by the United Nations in 1948. It has been translated into **321** languages and dialects.

Adapted from
www.vistawide.com/languages/why_languages.htm

Top 10 Language Families by Num

Data Source: Ethnologue: Languages of t (2005).

Language Family	Approx. # of Speakers
1. Indo-European	2.562 billion
2. Sino-Tibetan	1.276 billion
3. Niger-Congo	358 million
4. Afro-Asiatic	340 million
5. Austronesian	312 million
6. Dravidian	222 million
7. Altaic	145 million
8. Japanese	123 million
9. Austro-Asiatic	101 million
10. Tai-Kadai	78 million
	Total % of world's population

TOP TEN REASONS TO LEARN ANOTHER LANGUAGE

1. **To increase global understanding**
2. **To improve employment potential**
3. **To increase native language ability**
4. **To sharpen cognitive and life skills**
5. **To improve chances of entry into college or graduate school**
6. **To appreciate world literature, music, and film**
7. **To make travel more feasible and enjoyable**
8. **To increase understanding of oneself and one's own culture**
9. **To make lifelong friends**
10. **To better connect with parents, students, or peers from other countries.**

NATIONAL AND INTERNATIONAL LANGUAGE ASSOCIATIONS

International Mother Language Day
International Mother Language Day, February 21, has been observed since 2000 to promote lingual and cultural diversity and multilingualism. Learn more about celebrating the power of language at www.un.org/en/events/motherlanguageday/.

American Council on the Teaching of Foreign Languages (ACTFL)
The ACTFL is the only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. It is an individual membership organization of more than 9,000 foreign language educators and administrators from elementary through graduate education, as well as government and industry. Find out more at

workshop will include presentations by EU scholars on the European Union and the Euro currency. Resources that use technology to enhance content and better integrate the EU in the school's curriculum will be provided. One CEU will be offered.

Session highlights:
The State of the EU
The Euro Currency
EU Classroom Resources
Euro Challenge Spotlight
Immigration

Cost: $50 per person (includes hotel accommodations on May 12 for participants traveling from outside the Triangle and lunch for all on May 13)

Space is limited. To register call 919/962-9264

REGISTRATION NOW OPEN!

World View's Fall
Global Education Symposiums

Peace and Conflict: 10 Years after 9-11

October 19-20, 2011
for K-12 Educators

November 9-10, 2011
for College Educators

To register go to:
www.unc.edu/world/regform.shtml

A BILLION ACTS OF GREEN
GEARING UP FOR
EARTH DAY:

APRIL 22, 2011

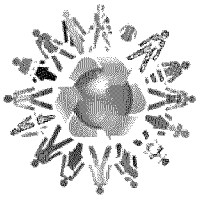

It's never too early to start thinking how you will incorporate Earth Day themes into your spring curriculum. Earth Day represents a common day around the world to raise awareness for environmental issues, including policies and programs to protect our Earth and its resources.

Earth Day Network www.earthday.org
Earth Day's coordinating agency, the Earth Day Network has chosen **A Billion Acts of Green®** as the theme for Earth Day 2011. A Billion Acts of Green – the largest environmental service campaign in the world–inspires and rewards simple individual acts and larger organizational initiatives that further the goal of measurably reducing carbon emissions

www.actfl.org/i4a/pages/index.cfm?pageid=1.

Teachers of Critical Languages Program (TCLP)
TCLP is a cross-cultural program funded by the Bureau of Educational and Cultural Affairs of the U.S. Department of State designed to increase the number of Americans teaching and studying Arabic and Mandarin. To find more out about this program, visit www.americancouncils.org/TCLP/.

The Foreign Language Assistance Program (FLAP)
FLAP is the only federally funded program that exclusively targets and supports foreign language instruction in elementary and secondary schools. Through a competitive application process, FLAP provides 3-year grants to states and local school districts to establish, improve, or expand innovative K-12 model programs.
**The U.S. Department of Education does not anticipate having a FLAP competition for new grants in 2011. Funds appropriated to the FLAP program in 2011 will be used for continuing the grants into their second through fifth years. Check back for a 2012 offering.*
www2.ed.gov/programs/flap/index.html

The Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS)
JNCL-NCLIS represent over 60 national and regional organizations encompassing virtually all areas of the language field: the major and less-commonly taught languages, including English and English as a second language, bilingual education, the classics, linguistics, exchanges, research, technology, and translation. Foreign languages grants are also listed on their site. www.languagepolicy.org

Living Tongues – Institute for Endangered Languages
Half of the world's languages are likely to vanish in the next 100 years. Minority languages are being increasingly replaced by various politically, economically, or socio-culturally dominant ones. Living Tongues has partnered with National Geographic for a five-year joint project to assist indigenous communities in their struggle for cultural linguistic survival. Learn about and follow the progress of these projects or support them in their efforts at www.livingtongues.org/.

LANGUAGE WEB RESOURCES

WORLD LANGUAGES
This site is a one-stop information website on the world's most important and populous languages.www.aboutworldlanguages.com/

NATIONAL GEOGRAPHIC – "Enduring Voices"
This page features an interactive map demonstrating where and to what extent languages are in danger of becoming extinct.
travel.nationalgeographic.com/travel/enduring-voices/

6 BILLION OTHERS
This website allows students to hear and compare the short testimonies of over 5,000 members of humanity as they answer the same questions about their fears, dreams, ordeals, hopes in their native language (with English subtitles). www.6billionothers.org

THE MODERN LANGUAGE ASSOCIATION LANGUAGE MAP
This site provides an interactive map of where languages are spoken in the United States.arcgis.mla.org/mla/default.aspx

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Dialects and Accents

THE NORTH CAROLINA LANGUAGE AND LIFE PROJECT
Learn more about North Carolina's regional and socio-cultural English dialects.
ncsu.edu/linguistics/ncllp/index.php

VOICES OF NORTH CAROLINA DIALECT AWARENESS CURRICULUM
This curriculum, designed to support the Standard Course of Study for 8th grade social studies, is the first state-based curriculum on language variation in the country. ncsu.edu/linguistics/research_dialecteducation.php

DO YOU SPEAK AMERICAN?
This curriculum unit, based on the documentary *Do you speak American?,* examines the origins of regional dialects in the United States and the

and supporting sustainability. The goal is to register one billion actions in advance of the global Earth Summit in Rio in 2012. Earth Day Network's, Ning social networking site (network.earthday.net/) is for those interested in strategizing together around their plans for Earth Day in a atmosphere of support, discussion, and debate.

Additional Resources for Teachers & Kids

DisneyNature Earth and Oceans Teacher Resources: dep.disney.go.com/

Earth Day: Cleaning up our Planet: www.kidzworld.com

Eco Kids: www.ecokids.ca/

Edutopia Think Green, A Resource Guide for Green Projects:
www.edutopia.org/think-green-classroom-resource-guide

Environmental Protection Agency (EPA) Earth Day Site:
www.epa.gov/earthday/

EPA Teaching Resources Page:
www.epa.gov/teachers/teachresources.htm

EPA Environmental Kids Club:
www.epa.gov/kids/

EU Commission - Environment:
ec.europa.eu/environment/index_en.htm

LEARN NC, Carolina Environmental Diversity Explorations Carolina:
www.learnnc.org/lp/pages/4161
Environmental Diversity Explorations are virtual field trips to areas characterized by both beautiful scenery and useful lessons about North Carolina's environment.

Scholastic Earth Day Resources:
teacher.scholastic.com/earth_day/index.htm

Teacher Planet Earth Day Resources:
www.teacherplanet.com/

Tunza: www.unep.org/Tunza/

In your home state, North Carolina Newspapers in Education (NIE) programs offer educational resources, not listed in an earlier Global Update. NIE at local, state and national levels encourages young people to become lifelong readers and learners, capable writers, informed, involved adults, thoughtful consumers of news and advocates for the First Amendment. NC NIE provides standard-based curriculum guides

prevailing stereotypes often associated with certain dialects or accents.www.pbs.org/speak/

RESOURCES ON LEARNING WORLD LANGUAGES

VISTAWIDE- WORLD LANGUAGE AND A CULTURE
An information source for language learners and language learning on the web. www.vistawide.com/

STARTALK
STARTALK is part of a federal initiative to enhance the national capacity for critical need languages. The goal of the STARTALK program is to increase the number and expertise of students and teachers in critical languages. startalk.umd.edu/

NORTH CAROLINA VIRTUAL PUBLIC SCHOOL
North Carolina Virtual Public School provides online and blended courses for students to learn Spanish, French, German, Mandarin, Russian, Latin, Arabic, and Japanese. www.ncvps.org/

THE LANGUAGE MENU
Free language resources for teachers. teachers.thelanguagemenu.com/

LEARN NC
LEARN NC is publishing digital textbooks for secondary language instruction in Mandarin Chinese, Arabic, and Japanese.www.learnnc.org/lp/pages/6427

PEACE CORPS LANGUAGES
Enhance your world language study with authentic resources and lesson plans from Peace Corps Volunteers.
www.peacecorps.gov/wws/multimedia/language/

MANGO
Check your local library for this unique language learning resource.
www.mangolanguages.com/libraries/

BBC WORLD LANGUAGES
Learn a new language in fun and unique ways off the BBC Language website.
www.bbc.co.uk/languages/

ONLINE VIDEOS & DOCUMENTARIES ON WORLD LANGUAGES

Speaking in Tongues Film- PBS
This documentary shows one city's daring move to expand foreign language education in its schools - Four kids. Four languages. Once city. One world.
speakingintonguesfilm.info/

Enduring Voices – Youtube Channel
The Enduring Voices Project's Youtube Channel provides video updates on language hotspots. www.youtube.com/enduringvoices

TED TALK: Steven Pinker on language and thought
Stephen Pinker gives viewers a crash course in simple grammar and then proceeds to extrapolate on the not-so-simple topics of human intelligence, human language, and indirect human verbal communication. Most importantly, though, viewers get to hear Pinker tell jokes about guacamole.
www.ted.com/talks/view/lang/eng//id/164

Local North Carolina Elementary School Features Arabic
video.unctv.org/video/1858130425

UNC TV: Critical Languages in North Carolina
The NC Dept. of Public Instruction has identified four foreign languages as critical languages--Chinese, Japanese, Arabic, and Russian.video.unctv.org/video/1803438884/

Carolina Brogue
The Carolina Brogue is a documentary on the life and language of North Carolina's Outer and InnerBanks, in which residents tell the story of their unique culture and dialect. www.carolinabrogue.com/

ARTICLES AND BOOKS ON LANGUAGE

Difficult Languages: Tongue Twisters
The Economist www5.economist.com/node/15108609

and credit workshops for teachers and offers educational content for publication in newspapers. Content includes in-paper features, serial stories and tabloid sections.

Working with the Collaborative Summer Library Program and local public libraries, NIE supports the 2011 Summer Reading Program with its focus on *One World, Many Stories* and *You are Here. The 24 f*eatures posted on the NC NIE website provides reading activities for students to complete while they are on summer vacation and encourages young readers to visit their public libraries. To learn more about the summer reading initiative and other NIE projects, visit www.ncpress.com/ncpf/ncnie/newindex.html.

The state's newspapers offer news and information from large and small communities across the state in print and digital editions. Check by city for newspapers that provide web editions. Visit the state: www.ncpress.com, NCPA and Newspapers- online.

Crystal Trio to Perform APRIL 20, 7PM

Fuquay-Varina Community Center

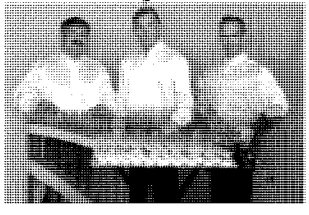

Igor Sklyarov, Vladimir Popras, and Vladimir Perminov are musicians who play special glass instruments including a glass harp, verrophone, and glass panflute bass. Glass Music is an ancient art which had success in many noble houses of Europe, Russia, and North America. Crystal Trio continues to develop ancient tradition of 'sounding glass', and also explores its new dimensions. Crystal Trio has been featured on many Russian National TV channels and is currently on tour. Catch them in the Triangle this month!

For more information visit:
www.russianfolk.com/crystal_trio/

Teachers for Global Classrooms Program

Teachers for Global Classrooms (TGC) Program provides a professional development opportunity for middle and high school

Do You Speak My Language: Considering the Role between Language and Culture
learning.blogs.nytimes.com/2010/04/30/do-you-speak-my-language-considering-the-relationship-between-language-and-culture/

OMG! Exploring Slang
http://learning.blogs.nytimes.com/2011/04/07/omg-exploring-slang/

What Will Globalization Do to Languages? A Freakonomics Quorum
www.freakonomics.com/2008/05/28/what-will-globalization-do-to-languages-a-freakonomics-quorum/

The Mother Tongue: English and how it got that way by Bill Bryson

American Regional Dialects: A word geography by C. Carver

ADDITIONAL ANNOUNCEMENTS

Peace Corps Around the World Expo in Raleigh, NC on April 30

The National Peace Corps Association, Peace Corps and the North Carolina Peace Corps Association invite you to commemorate 50 years of promoting peace and friendship.

Peace Corps 50th Anniversary *Around the World Expo*
Date: Saturday, April 30, 2011
Time: 2:00 - 5:00 pm
Venue: Raleigh Convention Center, 500 South Salisbury Street, Raleigh, NC

Join Peace Corps in supporting the agency's mission and legacy of service by honoring our past, demonstrating our effectiveness, and inspiring the next generation of Volunteers through education and engagement. Returned Peace Corps Volunteers will be showcasing their work, while Peace Corps and the National Peace Corps Association will host information sessions for potential applicants and RPCVs. **The Expo is free and open to the public.**

Included in the event is a special workshop for educators, ***Bringing the World Back Home through Global Education***.

Description: The "third goal" of Peace Corps is to educate people in the United States about the countries and cultures that Volunteers have experienced. During this workshop, you'll have the opportunity to hear of free resources that support the efforts of educators, returned Peace Corps volunteers and others to bring the world back home to classrooms and communities. Learn about the different ways in which you can become engaged in a variety of global education activities, whether you're a returned Volunteer, an educator, or just interested in getting involved.

Presenters:
- Anne Baker (RPCV Fiji 1985-1987), Moderator
- Susan A. Grundstrom (RPCV Bolivia), ESL Teacher, Merrick-Moore Elementary, Durham Public Schools
- Patricia Matisz Smith, Ph.D. (RPCV Malaysia 1973-1975), Associate Professor of Business Administration, North Carolina Wesleyan College

Read complete details on the speakers, program, Around the World exhibits and workshops on the 50th anniversary calendar .

Preregistrations are not required, but they do help in planning. Register online now .

ADDITIONAL ANNOUNCEMENTS

Dollar General Literacy Foundation Accepting applications for Back teachers from the United States to participate in a program designed to globalize US classrooms. TGC is a program of the US Department of State's Bureau of Educational and Cultural Affairs, administered by the International Research and Exchanges Board (IRE).

Activities include:
- An online course designed specifically for US teachers aiming to globalize their classrooms;
- Two Global Education Symposiums in Washington, DC (pre and post travel); and
- An international fellowship through a two week country visit upon successful completion of the online course.

Travel under this program will be to one of the following countries: Brazil, Ghana, India, Indonesia, Morocco, or Ukraine.

Participants are selected through a national, open competition. Eligible applicants must be:
- Full-time secondary-level (middle or high school), teaching professionals with five or more years of classroom experience in disciplines including English as a Second Language, English Language or Literature, Social Studies, Mathematics, or Science;
- US citizens.

Applications are due June 15, 2011.

For more information, visit Teachers for Global Classrooms on YouTube. To receive updates please sign up for the mailing list on the Teachers for Global Classroom webpage. Download Application Instructions.

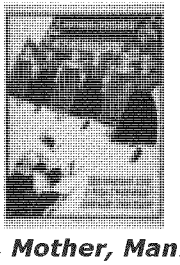

Machine, Mother, Mannequin: The Good Woman in Soviet Propaganda
March 15 to May 15
Duke University

This exhibit of Soviet propaganda posters, located in the Nasher Museum's Education Corridor, illustrates government-prescribed images and roles of the good Soviet woman from the 1917 Revolution into the 1960s. All the posters are taken from Duke's own collections. Co-curated by Angela Linhardt (M.A. candidate, Slavic and Eurasian Studies) and Professor Beth Holmgren (Slavic and Eurasian Studies).

www.nasher.duke.edu/visitus_directions.php

to School and Youth Literacy Grants Program

The Dollar General Literacy Foundation provides support to schools, libraries, and literacy-based nonprofit organizations throughout Dollar General's thirty-five-state market. The foundation is now accepting applications for Back to School Literacy Grants and Youth Literacy Grants.

Back to School Grants provide funding to help school libraries and media centers meet some of the financial challenges they face in the following areas: implementing new or expanding existing literacy programs; purchasing new technology or equipment to support literacy initiatives; and purchasing books, materials, or software for literacy programs. Applicants must be K-12 public, private, or charter schools. Grants of up to $5,000 will be awarded.

Youth Literacy Grants provide funding to schools, public libraries, and nonprofit organizations working to help students who are below grade level or experiencing difficulty reading. Applicants must be a nonprofit 501(c)(3) organization, a K-12 private or public school, a college or university, or a public library. Grants of up to $3,000 will be awarded.

All applicant organizations must reside in and provide direct service within Dollar General's thirty-five-state market area and must be located within twenty miles of a Dollar General store.

For complete grant guidelines, eligibility quiz, application procedures, and store locator, visit the Dollar General Web site.

Contact: www.dollargeneral.com/dgliteracy/pages/grant_programs.aspx

Do you have information to share?

Do you have information that you would like to share with other educators across the state? You are welcome to submit interesting global education programs that are going on in your schools, announcements about global education seminars, new resources that others might find interesting, etc. Please email Julie at jmarante@email.unc.edu with your "update-worthy" items!

Reader Mailbag

If you have comments about any of the information contained in the Global Update, send us an email! Perhaps your comments will appear here in this new section of the Global Update.

Disclaimer
World View at UNC-Chapel Hill provides information, resources, and announcements for educational purposes only. It does not represent an endorsement of organizations or point of view by World View or The University of North Carolina at Chapel Hill.

Educator Travel with GEEO!

Global Exploration for Educators Organization (GEEO) is a non-profit organization that runs summer professional development travel programs designed for teachers.

GEEO is offering 13 different travel programs for the summer of 2011: India/Nepal, China, Vietnam, Egypt, Turkey/Syria/Jordan/Egypt, Ethiopia, South Africa/Mozambique/ Zimbabwe/Botswana, Morocco, Argentina/ Uruguay/Brazil, Bolivia, Peru, Costa Rica and Guatemala/Belize/Mexico. **Registration deadline is June 1, 2011, however some of the programs will be full before then.**

Educators can earn graduate school credit (3 credits through Indiana University) and professional development credit while seeing the world. The trips are 8 to 23 days in length and are designed and discounted to be interesting and affordable for teachers. GEEO also advises teachers on how to find funding to subsidize the cost of the trips. GEEO provides teachers educational materials and the structure to help them bring their experiences into the classroom. The trips are open to all nationalities of K-12 and University educators and administrators, as well as retired educators. Educators are also permitted to bring along a non-educator guest.

Detailed information about each trip, including itineraries, costs, travel dates, and more can be found at www.geeo.org. To sign-up for GEEO's listserv, please send an email to listserv@geeo.org with the subject line "subscribe." To follow us on facebook click here and then click the "like" button.

NEW FROM CHOICES

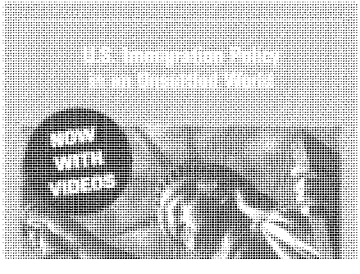

U.S. Immigration Policy in an Unsettled World explores how economic development, immigrations trends, and foreign policy concerns have affected immigration law throughout U.S. history. Students consider immigration-related issues in the United States, and formulate their own ideas

about future U.S. immigration policy.

New videos for this curriculum explore the experience of immigrants in the United States.

--
Julie M. Kinnaird, Assistant Director for Outreach
World View
University of North Carolina at Chapel Hill
CB 8011
Chapel Hill, NC 27599-8011

tel: 919.962.6785
fax: 919.962.6794
jmarante@email.unc.edu
http://www.unc.edu/world

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From: Hartlyn, Jonathan <hartlyn@unc.edu>
Sent: Friday, April 15, 2011 5:24 PM
To: Chairs of the Social Sciences Departments <sschairs@listserv.unc.edu>
Subject: [sschairs] FW: to send to lists
Attach: John Kasarda discusses his latest book.pdf

Please forward to interested colleagues and students –

John Kasarda discusses his latest book
Aerotropolis: The Way We'll Live Next
Monday, April 18 ~ 5:30pm
FedEx Global Education Center Fourth Floor

Jonathan Hartlyn
The University of North Carolina at Chapel Hill
Senior Associate Dean for Social Sciences and
International Programs, College of Arts and Sciences
Kenneth J. Reckford Professor of Political Science
205 South Building, CB 3100
Chapel Hill NC 27599-3100 USA
Email: hartlyn@unc.edu
Office: 919 962-1165 Fax: 919 962-2408

From: Coclanis, Peter A
Sent: Friday, April 15, 2011 4:11 PM
To: Hartlyn, Jonathan
Subject: FW: to send to lists

From: Gore, Travis <stgore@email.unc.edu>
Sent: Friday, April 15, 2011 5:26 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] FW: Wilson Library Sprinkler Project

Dear UNC community and Wilson Library patrons,

Beginning in late July or in August, fire sprinklers will be installed in the stacks of the Wilson Special Collections Library at the University of North Carolina at Chapel Hill. The project will take approximately one year to complete.

The installation of a fire suppression system to protect UNC's most valuable library collections is critical. However, it will disrupt the retrieval of research collections during the installation period.

During the project, which is expected to last approximately one year, each of the library's nine stack floors will be closed for six to eight weeks. The library materials in each work zone will be enclosed in floor-to-ceiling protective sheeting and will be inaccessible until the floor re-opens.

The project will affect access to materials from the North Carolina Collection, the North Carolina Collection Photographic Archives, the Southern Historical Collection, the Southern Folklife Collection, University Archives and Records Management Services, and the Rare Book Collection.

If you expect to need specific special collections materials for research or teaching during the installation period, we urge you to contact Wilson Library staff as soon as possible. With early notice, we will make every effort to work with you to identify and make the collection materials you need available during the project. Staff can also advise on the availability of collections during the installation.

Direct questions and requests for materials to Wilson Library at (919) 962-3765 or wilsonlibrary@unc.edu. As the project progresses, updates will be posted to http://library.unc.edu/wilson/research/sprinklers.html.

If you would like additional information about this project, please do not hesitate to contact me.

Sincerely,

Bill Landis
Head of Special Collections Research and Instructional Services
919-843-5863
blandis@email.unc.edu

You are currently subscribed to afriafam as: jen321@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=29024799

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-29024799-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent: Friday, April 15, 2011 8:23 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FORMAL NOTICE: State Health Plan Update

TO: All Permanent Employees

FROM: Ashley Nicklis, Interim Senior Director, Benefits Services
Office of Human Resources

As you may have seen, Governor Perdue vetoed legislation that would have made changes to the State Health Plan on Wednesday. We had planned for UNC-Chapel Hill's annual enrollment to begin next week; however, this recent development will cause the enrollment period to be delayed.

We understand that some of you may be concerned and want to know what changes to expect. It is difficult for us to determine, at this point, when we might expect a new bill to be presented, but we are monitoring this legislation very closely.

It is possible that the annual enrollment period could occur after the spring semester has concluded. We will send out updates as we have additional information to share. Please monitor your communications from our office over the next several weeks for news on the State Health Plan changes and annual enrollment period.

If you have any questions, please contact your Benefits Counselor or call 962-3071.

This email is sponsored by: Office of Human Resources

From: nobody@notify.unc.edu on behalf of wilsonlibrary@unc.edu
Sent: Friday, April 15, 2011 8:48 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Wilson Library Sprinkler Project

Dear UNC community and Wilson Library patrons,

Beginning in late July or in August, fire sprinklers will be installed in the stacks of the Wilson Special Collections Library at UNC. The project will take approximately one year to complete.

The installation of a fire suppression system to protect UNC's most valuable library collections is critical. However, it will disrupt the retrieval of research collections during the installation period.

During the project, which is expected to last approximately one year, each of the library's nine stack floors will be closed for six to eight weeks. The library materials in each work zone will be enclosed in floor-to-ceiling protective sheeting and will be inaccessible until the floor re-opens.

The project will affect access to materials from the North Carolina Collection, the North Carolina Collection Photographic Archives, the Southern Historical Collection, the Southern Folklife Collection, University Archives and Records Management Services, and the Rare Book Collection.

If you expect to need specific special collections materials for research or teaching during the installation period, we urge you to contact Wilson Library staff as soon as possible. With early notice, staff will make every effort to work with you to identify and make the collection materials you need available during the project. Staff can also advise on the availability of collections during the installation.

Please direct questions and requests for materials to Wilson Library at (919) 962-3765 or wilsonlibrary@unc.edu. As the project progresses, updates will be posted to http://library.unc.edu/wilson/research/sprinklers.html.

This email is sponsored by: University Library

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, April 15, 2011 8:55 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: African American individuals ages 18-45 needed for research study

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Participate as a healthy subject!

If you are interested in helping us to learn more about schizophrenia please consider participating as a control subject in Dr. Aysenil Belger's research study, Mapping of Brain Functions (00-1425 or GCRC-1888).

If you meet the following criteria, please fill out our online questionnaire:
http://clipper.med.unc.edu/phv/healthyvolunteers_form1.cfm.
Visit our website at: http://www.nirl.unc.edu/ for more information.

Our criteria include:

* Ages 18-45
* Either sex
* African American
* Willing and able to participate in a research study involving EEGs and MRIs
* No history of psychiatric illness or neurodegenerative disorder
* No substance abuse disorders, no substance abuse within the past 6 weeks
* No learning disability
* No family history of neurologic or neurodegenerative disorders
* No family history of hospitalization or treatment of mental illness in a first degree relative
* No metal implants in body including permanent retainer

Total compensation for this research study: up to $270.

Thank you!

Approved on 4/5/2011 by UNC Biomedical IRB (00-1425, GCRC-1888)

This email is sponsored by: Department of Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: abledsoe <abledsoe@email.unc.edu>
Sent: Monday, April 18, 2011 12:10 AM
To: b_anderson@unc.edu; lydia.boyd@unc.edu; Caldwell, Kia L <klcaldwe@email.unc.edu>; Fhunsu, Donato <dfhunsu21@unc.edu>; Hall, Perry A <HALLPA@EMAIL.UNC.EDU>; Hildebrand, Reginald F <hildebra@email.unc.edu>; Janken, Kenneth R <krjanken@email.unc.edu>; Jordan, Joseph F <jfjordan@email.unc.edu>; Lambert, Michael C <mlambert@email.unc.edu>; Lee, Margaret Carol <leemc@email.unc.edu>; McKinley, Dale T <drdalet@email.unc.edu>; McMillan, Tim <tjm1@email.unc.edu>; Mogaka, Nathan N. <nmogaka@email.unc.edu>; Mutima, Sinamenye A <smutima@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Nzongola-Ntalaja, Georges <nzongola@email.unc.edu>; Pier, David <dpier@email.unc.edu>; Porter, Robert S <rporter@email.unc.edu>; Regester, Charlene B <regester@email.unc.edu>; Sahle, Eunice N <eunice@email.unc.edu>; Seck, Mamarame <mseck@email.unc.edu>; Selassie, Bereket H <bselassi@email.unc.edu>; kaslo@email.unc.edu
Subject: Film Today: American Revolution 2

A free and public film screening:

AMERICAN REVOLUTION 2
(76 min)

When: Monday April 18
@ 7pm

Where: Hitchcock Multipurpose Room
Sonja Haynes Stone Center
150 South Road
UNC Chapel Hill Campus

A heady time of change and chains, the 1960s was defined by a common effort to fight against injustice. And Chicago filmmaker Mike Gray was there, using his camera to document the politics of the streets.
American Revolution 2 is a rare cinematic treasure that captures the social upheaval that followed the 1968 Democratic National Convention in Chicago. From the riots that followed, two disparate groups, the Black Panthers and the Young Patriots (a group of poor Southern whites living in Chicago), emerge to unite against prejudice and injustice in their city.
Gray's gritty, no-frills style is spontaneous and purposeful suggesting a you-are-there quality that captures the excitement of the era. Shot verite style, with no script, hand-held camera, direct sound, and natural lighting, the look is rough, raw, and real much like the city it depicted.

This showing is part of a film series that examines the legacy of the Black radical tradition. Future showings include:

April 25: Bastards of the Party

All showings begin at 7pm in the Hitchcock Multipurpose Room, Sonja Haynes Stone Center, UNC-Chapel Hill

Co-Sponsored by the Black Student Movement

From:	facultygovernance@unc.edu on behalf of UNC Office of Faculty Governance <facultygovernance@unc.edu>
Sent:	Monday, April 18, 2011 5:29 AM
To:	Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject:	Ballot for Faculty Governance Elections Spring 2011

Hello Faculty Colleague,

We've noticed that you haven't yet voted in the 2011 UNC faculty-wide elections. There's still time! The elections are open until 5:00 p.m. on Friday, April 22nd.

Please take a few minutes to respond -- it's easy! The original email with link to the ballot is shown below this note. There is also a link to the full voter guide with candidate information.

Consider that:

- Two of your colleagues are willing to devote their professional energies for the next three years to serving as Chair of the Faculty, attending countless meetings (including the Board of Trustees) and other events to represent faculty interests.
- Over 100 of your colleagues have agreed to run for positions.
- The positions being voted for make decisions related to appointments, promotions, and tenure; policies for student-athletes; undergraduate policy; faculty hearings and grievances; and the granting of honorary degrees.
- The outcome of many races in past years has been decided by only a few votes.

Last year, only 24% of eligible faculty (just over 800 people) voted. In the first days of this year's elections, about 650 people have participated.

Your vote matters! Faculty governance has deep roots at Carolina, and a robust turnout makes a powerful statement about the faculty's continued engagement in campus decision-making. While we can't go back to the days of weekly all-faculty meetings in the chancellor's dining room, you can still participate. Please cast your ballot today.

Thank you!

The Office of Faculty Governance
UNC-Chapel Hill
919-962-2146
http://faccoun.unc.edu

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April 13, 2011

Dear Colleague,

Welcome to the 2011 UNC-Chapel Hill faculty elections! This message is being sent to you because you are a member of the UNC Voting Faculty. The annual faculty elections are one of the best ways for you to influence policy on a host of issues affecting the university□s core research, teaching, and service missions.

Balloting opens today and closes on **Friday, April 22, 2011 at 5:00 p.m.** To be sure that your ballot is tabulated, please observe the deadline.

Candidate Information: A full voter guide includes statements and biographical information for all candidates for all positions. You will also be able to access this guide from within the ballot.

To Vote:

Please click the link below to access your ballot. **Your ballot is unique to you and may be used only once.**

Link to the Official Ballot Site: Click Here for Your 2011 Faculty Governance Ballot

Or, paste this link into your browser:
https://uncodum.qualtrics.com/WRQualtricsSurveyEngine/?Q_SS=a8EPu9enGfXwvDm_9zZJbPx1sZsfrdq&_=1

Some additional points about voting:

- All of the positions for which you are eligible to vote will appear in a series. You may vote for fewer than the number of positions to be filled.
- You will not be able to change any of your votes once you have completed the survey and submitted your ballot.
- If you have technical problems accessing the ballot site, please email: FacultyGovernance@unc.edu for assistance.
- The election results will be announced in an email to all faculty by April 25, 2011.

Thank you for helping keep faculty governance strong at UNC!

Joseph S. Ferrell
Secretary of the Faculty
jsferrel@email.unc.edu

From: The Institute for Cultural Diplomacy <info@culturaldiplomacy.de>
Sent: Monday, April 18, 2011 7:38 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: The International Symposium on Cultural Diplomacy in the USA (Washington D.C., 18th-21st May 2011) and in Germany (Berlin, 11th - 15th May 2011)

Last Call for Applications

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The International Symposium on Cultural Diplomacy in the USA 2011
"The Roles and Responsibilities of the US and Europe in a Changing World Order: Evaluating the Political, Economic and Cultural Dimensions"

(Washington D.C., 18th- 21st May 2011)

The USA Meets Europe: A Forum for Young Leaders

(Washington, D.C., 16th – 21st May 2011)

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The International Symposium on Cultural Diplomacy in Berlin 2011
"Hard Vs. Soft Power in Global and National Politics: Innovative Concepts of Smart Power and Cultural Diplomacy in an Age of Interdependence, Digital Revolution, and Social Media"

(Berlin, 11th - 15th May 2011)

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Dear Friends & Colleagues,

On behalf of the ICD, I am writing to bring to your attention the next major programs hosted by the ICD in partnership with other leading organizations. We are currently accepting applications to attend these programs, and I encourage you to read through the information below and learn more about the programs and the subjects under discussions. I would also be grateful if you could share the announcement within your network and forward the information below on to anyone who you feel may be interested in attending. We would be delighted as well to having you involved and to welcome you to Berlin or to Washington D.C.

The International Symposium on Cultural Diplomacy in the USA 2011

"The Roles and Responsibilities of the US and Europe in a Changing World Order: Evaluating the Political, Economic, and Cultural Dimensions"
(Washington, D.C., 18th-21st May 2011)
www.icd-international-symposium-usa.org; Symposium Speakers>>; Application Form>>

The USA Meets Europe: A Forum for Young Leaders

(Washington, D.C., 16th – 21st May 2011)
www.icd-usame.org; Symposium Participants>>
* Participants in the Weeklong Seminar will also take part in the International Conference: "The International Symposium on Cultural Diplomacy in the USA 2011" (Washington, D.C., 18th – 21st May 2011)

The International Symposium on Cultural Diplomacy in Berlin 2011
"Hard Vs. Soft Power in Global and National Politics: Innovative Concepts of Smart Power and Cultural Diplomacy in an Age of Interdependence, Digital Revolution, and Social Media"

(Berlin, 11th-15th May 2011)
www.icd-internationalsymposium.org; Symposium Speakers>>; Application Form >>

Thank you for your attention and for your cooperation and support in raising awareness of our upcoming events. If you do not wish to receive emails from the ICD in future, please send us an email to info@culturaldiplomacy.org indicating this.

With warmest regards,

Mark Donfried
Director & Founder
Institute for Cultural Diplomacy (ICD)
Ku´damm Karree (3rd Floor/Hochhaus)
Kurfürstendamm 207-8 Berlin, Germany-10719
Phone: 00.49(0)30.2360-7680
www.culturaldiplomacy.org
info@culturaldiplomacy.org

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The International Symposium on Cultural Diplomacy in the USA 2011

"The Roles and Responsibilities of the US and Europe in a Changing World Order: Evaluating the Political, Economic, and Cultural Dimensions"

(Washington, D.C., 18th-21st May 2011)
www.icd-international-symposium-usa.org

The International Symposium on Cultural Diplomacy is one of the world's leading conferences in the fields of international relations and cultural studies. This year´s event brings together key stakeholders from the US, Europe, and across the world to reflect on the future of US and European foreign policy and related issues. The program will consist of keynote speeches, lectures, panel discussions and social activities that will provide the audience with an opportunity to gain insights, reflect on, discuss and debate the salient issues. The International Symposium on Cultural Diplomacy in the USA is an international conference held by the Institute for Cultural Diplomacy in association with high-profile international partners.

Symposium Participants>>
The Symposium is open to applications from diplomatic and political representatives, civil society practitioners, private sector figures, journalists, young professionals, students and scholars, and other interested stakeholders in international relations from across the world.

The online application form can be found under:
http://www.culturaldiplomacy.org/europeanamericanrelationship/index.php?en_conferences_foufp-2011_application-form

Symposium Speakers>>
Speakers during the Symposium will include leading figures and experts from international politics, academia, the diplomatic community, civil society and the private sector, from across the world. These speakers will include a number of individuals from the ICD Advisory Board (for further information about the Advisory Board please click here

A Selection of the Conference Speakers includes:

- The Hon. Dr. Alfredo Palacio - Former President of Ecuador
- The Hon. Dr. Ali Ahmad Jalali - Former Interior Minister of Afghanistan
- The Hon. Arne H. Carlson - Former Governor of Minnesota
- Lieutenant General Clarence McKnight - Former Director - Command, Control, and Communications, the Joint Chiefs of Staff, US
- H. E. Amb. Dr. Cynthia P. Schneider - 61st Ambassador of the US to the Netherlands
- H.E. Amb. Delia Domingo-Albert - Former Foreign Minister of the Philippines
- H.E. Amb. Houda Nonoo - Bahraini Ambassador to the USA
- H.E Amb. Imad Moustapha - Ambassador of the Syrian Arab Republic to the USA
- Rear Admiral Dr. Joyce M. Johnson – Vice President for Health Sciences of a not-for-profit research organization; Former Director of Health and Safety for the U.S. Coast Guard
- The Hon. Lord Jack McConnell - Former First Minister of Scotland
- The Hon. Admiral James Milton Loy -Former United States Deputy Secretary of Homeland Security
- The Hon. Lieutenant General James B. Peake, M.D. - Former US Secretary of Veterans Affairs; Former Surgeon General of the US Army

- The Hon. Sir James R. Mancham - Former President of the Republic of Seychelles
- Dr. Karen Donfried – Former Vice President of the German Marshall Fund of the USA
- The Hon. Larry Lee Pressler - Former US Senator from South Dakota
- The Hon. Louis Sullivan, M.D - Former US Secretary of U.S of Health and Human Services
- The Hon. Michael Chertoff - Former United States Secretary of Homeland Security (Video Lecture)
- Dr. Miomir Zuzul - Former Foreign Minister of Croatia
- H. E. Amb. Paula Dobriansky - Former US Under Secretary of State for Democracy and Global Affairs
- The Hon. Major General Robert L. Nabors - Former Commander of the 5th Signal Command (Manheim, Germany)
- H.E. Amb. Peter Burian - Ambassador of the Slovak Republic to the USA
- The Hon. Dr. Solomon Isaac Passy - Former Foreign Minister of Bulgaria
- The Hon. Yasar Yakis - Former Foreign Minister of Turkey
- The Hon. Walid Maalouf - Former Director Public Diplomacy at USAID; Former US Public Delegate to the United Nations

Participant Papers>>
The Institute for Cultural Diplomacy encourages research and progressive thought into the fields of culture, globalization, and international relations. In this regard, the ICD welcomes participants of the Symposium to submit papers on this subject. The papers can cover any topic within these fields, according to your own particular interests and passions. Participants can submit work that they have completed in the past for other purposes, ongoing research or a paper written specifically for the conference. Groups of students are also allowed to submit collaborative pieces of work.

Sustainable Network>>
Symposium participants will become part of a growing international network of people from across the world with different fields of interest and levels of experience, who share a commitment to intercultural exchange. Participants will be able to remain in touch with each other through the ICD Online Network.

Certificate of Attendance
All participants will be awarded an official certificate of attendance upon completion of the program, which will provide details of the speakers who took part and the topics discussed. Each certificate will be signed by two members of the ICD's Advisory Board.

The USA Meets Europe: A Forum for Young Leaders

(Washington, D.C., 16th – 21st May 2011)

www.icd-usame.org

The United States Meets Europe: A Forum for Young Leaders (USAME) is a network of young, influential people from both sides of the Atlantic who have an interest in supporting the relationship between the United States and Europe.

The Forum will focus on the economic, political, cultural, and societal dimensions of the relationship, and the wider context within which this relationship exists. Members join the Forum by taking part in a USAME Weeklong Seminar, during which they will learn about the field of cultural diplomacy, explore the American-European relationships, and take part in challenging group discussions on salient issues.

The Forum will also organize a number of shorter, academic conferences throughout the year that the members are invited to attend and to help organize. Through the ICD Online Forum, members are able to keep in touch with one another and members of the other ICD Forums.

Symposium Participants>>
The program is open to applications from young professionals, students and scholars, civil society practitioners, private sector representatives, journalists, and other interested stakeholders from across the world.

To Apply:

http://www.culturaldiplomacy.org/europeanamericanrelationship/index.php?en_usame_application-form

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The International Symposium on Cultural Diplomacy in Berlin 2011

"Hard Vs. Soft Power in Global and National Politics: Innovative Concepts of Smart Power and Cultural Diplomacy in an Age of Interdependence, Digital Revolution, and Social Media"

(Berlin, 11th-15th May 2011)

www.icd-internationalsymposium.org

The 2011 conference will bring together renowned speakers from across the world to discuss how traditional concepts of power and influence are being redefined by globalization, the digital revolution and the emergence of social media. Held annually in Berlin, the program will consist of keynote speeches, lectures, panel discussions and social activities that will provide the audience with an opportunity to gain insights, reflect on, discuss and debate the salient issues.

Symposium Speakers>>
Speakers during the Symposium will include leading figures and experts from international politics, academia, the diplomatic community, civil society and the private sector, from across the world. These speakers will include a number of individuals from the ICD Advisory Board (for further information about the Advisory Board please click here

A Selection of the Conference Speakers includes:

- Senator the Hon. Alan Ferguson - The 22nd President of the Australian Senate
- The Hon. Dr. Alfredo Palacio - Former President of Ecuador
- The Hon. Dr. Ali Ahmad Jalali - Former Interior Minister of Afghanistan
- H.E. Amb. Delia Domingo-Albert - Former Foreign Minister of the Philippines
- The Hon. Dr. Erkki Tuomioja - Former Foreign Minister Finland
- The Ho. Dr. Herta Däubler-Gmelin - Former German Minister of Justice
- The Hon. Lord Jack McConnell - Former First Minister of Scotland
- The Hon. Sir James R. Mancham - Former President of the Republic of Seychelles
- The Hon. Janez Jansa - Former Prime minister of Slovenia
- Dr. John Packer - Director, Human Rights Centre, University of Essex, UK
- The Hon. Lucinda Creighton - Minister of European Affairs of Ireland
- The Hon. Dr. Marc Verwilghen - Former Minister of Justice of Belgium
- Marcia Barrett - Lead Singer of Boney M
- Merethe Stagetorn - Defense Lawyer for the Danish Supreme Court
- The Hon. Michael Chertoff - Former United States Secretary of Homeland Security
- The Hon. Mirko Tomassoni - Former Head of State of San Marino
- Philip Dodd - Broadcaster, Writer and Curator, BBC, UK
- The Hon. Rexhep Meidani - Former President of Albania
- The Hon. Dr. Solomon Isaac Passy - Former Foreign Minister of Bulgaria
- The Hon. Senator Tim Hutchinson - Former United States Senator from Arkansas
- The Hon. Judge Theodor Meron - Former President of the International Criminal Tribunal for the Former Yugoslavia
- The Hon. Yasar Yakis - Former Foreign Minister of Turkey

Symposium Participants>>
The Symposium is open to applications from diplomatic and political representatives, civil society practitioners, private sector figures, journalists, young professionals, students and scholars, and other interested stakeholders in international relations from across the world.

The online application form can be found under:
http://www.culturaldiplomacy.org/academy/index.php?en_symposium2011_application-form

Participant Papers>>
The Institute for Cultural Diplomacy encourages research and progressive thought into the fields of culture, globalization, and international relations. In this regard, the ICD welcomes participants of the Symposium to submit papers on this subject. The papers can cover any topic within these fields, according to your own particular interests and passions. Participants can submit work that they have completed in the past for other purposes, ongoing research or a paper written specifically for the conference. Groups of students are also allowed to submit collaborative pieces of work.

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The Institute for Cultural Diplomacy
www.culturaldiplomacy.org

The Institute for Cultural Diplomacy is an international, not-for-profit, non-governmental organization with headquarters in Berlin, Germany. The goal of the ICD is to promote global peace and stability through strengthening and supporting intercultural relations at all levels. Over the past decade the ICD has grown to become one of Europe's largest independent cultural exchange organizations, whose programs facilitate interaction between individuals of all cultural, academic, and professional backgrounds, from across the world.

Previous Events
Previous events held by the Institute for Cultural Diplomacy include the Berlin International Economics Congress 2011 (Berlin, March 9th - 12th 2011 – www.biec.de), which hosted **The Hon. Nahas Angula** - Prime minister of Namibia; **The Hon. Jean-Paul Adam** - Foreign Minister of the Republic of Seychelles; **The Hon. Alberto Jose Guevara Obregon** - Minister of Finance of Nicaragua; **The Hon. Al Imam Al Sadig Al Mahdi** - Former Prime minister of Sudan; **The Hon. Akua Sena Dansua** - Minister for Tourism of Ghana; and **The Hon. Edmund Bartlett** - Minister of Tourism of Jamaica.

In January 2011 the ICD hosted "The Future of US Foreign Policy" (Washington DC, January 4th-6th), which hosted **The Honorable Michael Chertoff** - Former United States Secretary of Homeland Security; **Senator William Emerson Brock III** - 18th United States Secretary of Labor; **Admiral James Milton Loy** - Former United States Deputy Secretary of Homeland Security; Former Commandant of the Coast Guard; **Vivian Schiller** - CEO and President of NPR; **Governor William Weld** - Former Governor of Massachusettsand **The Hon. Senator Tim Hutchinson** - Former United States Senator from Arkansas.

In November 2010 the ICD hosted "A World without Walls: An International Conference on Peacebuilding, Reconciliation and Globalization in an Interdependent World", which marked the twentieth anniversary of the fall of the Berlin Wall (www.world-without-walls.org). Speakers in this event included **Lord Anthony Giddens (Baron Giddens, of Southgate)** - Professor Emeritus at the London School of Economics; Former Director of the London School of Economics; **Janez Janša** - Former Prime Minister of Slovenia; **Joaquim Chissano** - Former President of Mozambique; Former Chairperson of the African Union; and **Lord Jack McConnell** - Former First Minister of Scotland.

In May 2010 the ICD hosted The International Symposium on Cultural Diplomacy 2010 (www.icd-interantionalsymposium.org). Speakers in this event included **Bertie Ahern** - Former Prime minister of Ireland; **Emil Constantinescu** - ICD Advisory Board Member - Former President of Romania; **Sir Malcolm Rifkind -** Former Foreign Secretary of the United Kingdom; **Kjell Magne Bondevik** - Former Prime Minister of Norway; and **Dr. Vaira Vīķe-Freiberga** - ICD Advisory Board Member - Former President of Latvia.

For more information on speakers who have attended previous ICD events, please click here.

For any additional information please address any queries to info@culturaldiplomacy.org

With warm regards and gratitude,

Mark Donfried
Director & Founder

Institute for Cultural Diplomacy (ICD)
Ku´damm Karree (3rd Floor/Hochhaus)
Kurfürstendamm 207-8 Berlin, Germany-10719
Phone: 00.49.(0)30.2360-7680
Fax: 00.49.(0)30.2360-76811
www.culturaldiplomacy.org
info@culturaldiplomacy.org

Join the ICD's global network on Facebook – click here
Keep up-to-date with the latest developments in the field by following the ICD on Twitter – click here
Become a member of the ICD and help create a strong Cultural Diplomacy community – click here

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From: SPH Office of Global Health <ogh@unc.edu>
Sent: Monday, April 18, 2011 11:15 AM
To: TWIGH <thisweekinglobalhealth@listserv.unc.edu>
Subject: [thisweekinglobalhealth] TWIGH: April 18-24, 2011

This Week In Global Health

UNC
GILLINGS SCHOOL OF GLOBAL PUBLIC HEALTH

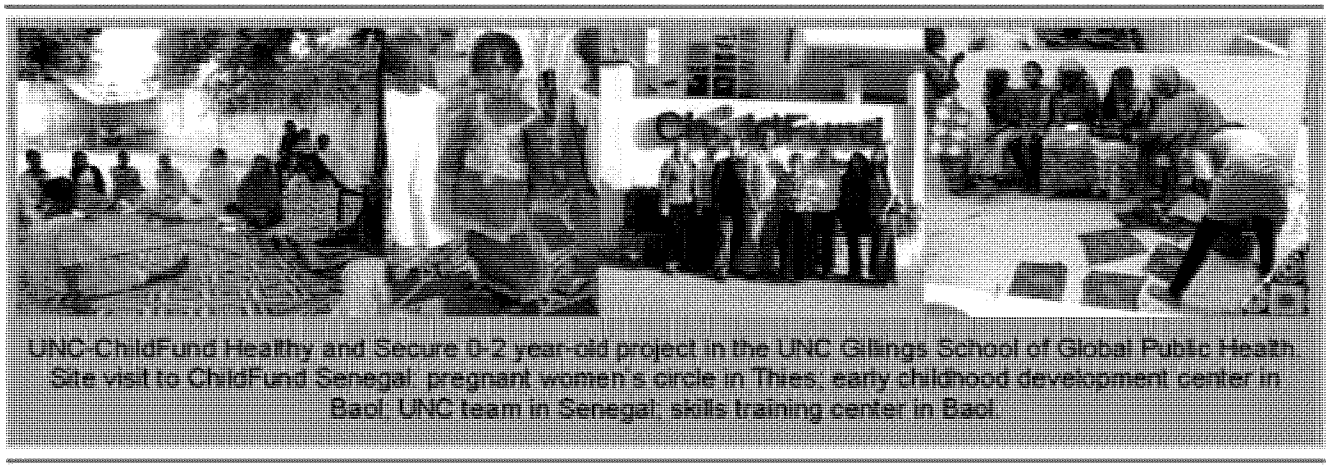

UNC-ChildFund Healthy and Secure 0-2 year-old project in the UNC Gillings School of Global Public Health. Site visit to ChildFund Senegal: pregnant women's circle in Thies; early childhood development center in Baol; UNC team in Senegal; skills training center in Baol.

April 18-24, 2011

This Week in Global Health is a weekly, web-based newsletter published by the Office of Global Health (OGH) in the Gillings School of Global Public Health at the University of North Carolina at Chapel Hill.

The information below is a partial listing of the week's newsletter.
Please visit our website to view this week's FULL newsletter.

Table of Contents

- Events
- Announcements
- Undergraduate Highlights
- Conferences
- Student Feature
- Funding Opportunities
- Jobs and Internships

Weekly Feature

Identifying Funding Sources for Graduate Research and Study for Graduate Students in Health Sciences

Tuesday, April 19
1:30-3:00pm

Room 307, Health Sciences Library, UNC.

Events on Campus and in the Community

View all events this week and more information

Monday, April 18
The Leadership Dimension of Sustainable Dimension, Gary Nelson; Aaron Nelson, 5:30-6:30pm, Room 500, Tate-Turner-Kuralt Building, UNC.

Microscale liver Models for Investigating Drug-Induced Liver Injury and Infectious Diseases, Dr. Salman Khetani, 4:15-5:15pm, Room 124, Trent Hall, Duke University.

Tuesday, April 19
In Vitro Synthesis or Prion Infectivity - Implications for Medicine, Public Health, and Agriculture, Robert G. Rohwer, PhD, Director, Molecular Neurology Laboratory, VA Medical Center, Associate Professor of Neurology at University of Maryland at Baltimore, 9:30am, Room 1131, Bioinformatics Building, UNC. Refreshments Provided.

Identifying Funding Sources for Graduate Research and Study for Graduate Students in Health Sciences, 1:30-3:00pm, Room 307,

Health Sciences Library, UNC.

Communicating Health Information Workshop, 10:00am-2:00pm, Moses Cone Hospital-AHEC, Greensboro, NC.

Increasing Capacity for Advocacy: Lessons Learned from Environmenta Justice Projects Focused on Community Health, 2:00pm-6:00pm, Tannenbaum/Sternberger Room, Greensboro Main Public Library, NC.

Wednesday, April 20
Spark Change from Within, Rye Barcott, Founder Carolina for Kibera, 5:30-7:00pm, McClendon Auditorium, Fuqua School of Business, Duke University.

Embedding Child-Maltreatment Prevention in a Population Approach to Parenting, Dr. Ron Prinz, Director, Parenting Family Research Center at the University of South Carolina, 3:30pm, Sonja Haynes Stone Center, UNC.

Webinar Country Briefing: Brazil, Dr. Nick Didow, Professor of Marketing, Kenan Institute Faculty Fellow, 4:30-5:45pm.

The Big Thirst: The Business of Water, Charles Fishman, Author, 5:30pm, Kenan Center Dining Room, UNC.

Undergraduate Highlights

View all highlights this week

Center for Global Initiatives on Facebook and Twitter.

UNC student wins prestigious Davis Projects for Peace award! Yu Zhou, a UNC sophomore accepted into the Gillings School of Global Public Health's Bachelor of Science in Public Health (BSPH) program next fall, has been named a winner in the 2011 Davis Projects for Peace initiative.

Planning to travel? Need funding? The application period is now open for the Anonymous Donor Travel Fellowship Fund. Three awards, in the amount of $4,000 each, are made every Spring Semester to a deserving Carolina upperclass undergraduate student (Sophomore, Junior, or Senior) with applicable travel plan.

Undergraduate Public Health Learning Outcomes: Development Project. ASPH, working in partnership with the Association of American Colleges and Universities, Association for Prevention Teaching and Research, and Centers for Disease Control and Prevention, developed a draft model of undergraduate public health learning outcomes.

Announcements

View all announcements this week and more information

NEW **Join players from UNC Women's Soccer for the 2011 Kick for Kibera Clinic!** An annual Youth soccer Clinic hosted by Campus for Kibera and UNC Women's Soccer to benefit Carolina for Kibera's Sports Association.

- Who: Girls of any skill, ages 6-16
- When: Saturday, April 23, 2011, 12:30-4:00pm
- Where: Eddie Smith Field House, UNC Campus
- Cost: $40 for individual, $30 for groups, team discount; all proceeds go to Carolina for Kibera's Sports Association

NEW **The Durham Country Public Health Department is seeking volunteers.** The Durham Country Public Health Department will be moving into The Durham County Human Services Building. The Public Health Department is actively seeking 10 volunteers for this event to help greet and guide visitors within the Health Department in the new Human Services on April 18-21, and April 25-29. For more information contact Crystal Little.

NEW **Document Progress toward MDGs in Kenya: Opportunity for a woman blogger.** Women Blogger is co-hosting a competition, "Women Bloggers Deliver" to bring two female bloggers, ages 21 to 35, to Kakamega, Kenya, all expenses paid, in May for a new ground-breaking public health campaign. There, the bloggers will research and write the stories of Kakamega's women, how they support the health of their families, their access to safe and clean drinking water, and how the public health challenges of the community touch upon MDGs. The application deadline is **April 22, 2011**.

NEW **Water, Food and Energy Nexus workshop at Water and Health Conference.** The United Nations World Water Assessment Programme (WWAP) will be convening a workshop entitled “Water, food security and energy nexus and the related impacts on health”. It

will provide an out-of-the-box perspective exploring water, food and energy nexus; soil, water and food contamination, air pollution, and biofuels; and direct and indirect impacts on water. Additionally, the conference will have a session featuring research on Water, food and energy nexus and the related impacts on health. We are seeking high quality abstracts for oral and poster presentation. Deadline: **April 30, 2011**.

The UNC Gillings School of Global Public Health needs your help for Fall 2011. The Gillings School of Global Public Health is looking for student analysts with the right skills to work on competitive intelligence, benchmarking, and data visualization projects. Students will work approximately 10 hours a week. Ideal candidates would be second year master's students with a background in marketing analytics, management information systems, data management, balanced scorecards or other data intensive projects/positions. Advanced Excel knowledge is required.

Traveling this Summer? Review the UNC Travel Policy. All UNC public health students or students sponsored by a UNC public health program and planning to travel to other countries to fulfill academic requirements, travel with funding from a UNC group, or as part of a UNC student group project, must follow specific instructions. Visit the Office of Student Affairs, 263 Rosenau Hall with any questions.

Are you interested in taking a leadership position in the Student Global Health Committee for 2011-2012? If so, please send 1-2 paragraphs about yourself, your qualifications, and a resume to the contact person for each committee:

- Executive Co-Chairs: Responsibilities include overseeing the activities of all subcommittees, organizing monthly Executive Committee Meetings to update all executive members about current and future events, lead various events throughout the year, and provide internal and external support of SGHC.
- HIV Narrative Committee Co-Chairs: Responsibilities include bringing inspiring, grassroots, and innovative speakers to the UNC campus, organize film screenings and other activities to raise awareness about the global epidemic.

The School of Public Health at the University of Alberta is offering summer courses on Public Health Surveillance. These courses are ideal for practitioners, clinicians and policy developers working in health services, health systems, government and non-governmental organizations.

The Global Nutrition Committee would like to invite you to the OXFAM America Hunger Banquet. Share a free meal and a dynamic discussion of world hunger led by Mamie Sackey-Harris, MPH. Donations will be accepted for hunger relief efforts in Japan. Forty percent of people on our planet - more than 2.5 billion - now live in poverty, struggling to survive on less than $2 dollars a day. More people die from hunger each year than from AIDS, malaria, and tuberculosis combined. With your participation we can take strides together to end poverty and injustice around the world.

Call for Proposals! The Harvard University Center for AIDS Research (CFAR) is pleased to announce a request for proposals for clinical and basic science HIV/AIDS research awards.

Engineers Without Borders is holding a fundraiser on April 20, 2011. At the "Pie-a-Professor/Student" event people will be able to throw a pie at a professor or student of their choice. Six professors

and six students will be selected to have pies thrown at them, with people being able to nominate through the purchase of a raffle ticket. Raffle tickets will go on sale April 13, 2011, for $5.

Conferences

View all conferences this week

3rd Annual Symposium on Nutrition and Global Health: The Double Burden of Over & Under-Nutrition, April 26, 2011. Joseph B. Martin Conference Center, Boston, MA.

6th Annual Chapel Hill Drug Conference. May 11-12, 2011. UNC Eshelman School of Pharmacy, Chapel Hill, NC.

Clinical Trial Forum: Thailand 2011. May 19-20, 2011. Dusit Thani Hotel, Bangkok, Thailand.

Institute for International Medicine: Exploring Medical Missions Conference, May 20-21, 2011. Kansas City, MO.

Water and Health: Where Science Meets Policy, October 3-7, 2011. Chapel Hill, NC.

NEW **49th Annual Meeting of the Infectious Diseases Society of America,** October 20-23, 2011. Boston, MA.

Student Feature

Read the full story this week

****Special Acknowledgment: Congratulations to the first place winners of the 2011 Global Health Case Competition: Improving Child Health in Afghanistan:**

UNC-Chapel Hill
Anna Gage, Public Policy
Paice Kelli, Environmental Health Science
Arijit Paul, Law, Health Policy and Management
Khadija Turay, Maternal and Child Health
Samantha Kepler, Nutrition

We would also like to congratulate the runner up team, also UNC-Chapel Hill students:

UNC-Chapel Hill
Josh Lewis, Public Policy
Ricky Hurtado, Business
Amanda Modica, Public Policy
Caitlin Pardue, Psychology
Elizabeth Perez, Denistry
Amanda Stephens, Denistry

Please look for a complete story in the next coming weeks.

Graduate School announces Impact Awards and other honors for public health students

North Carolinians will know more about what contaminates their well water, what happens to mothers exposed to medical radiation, and why asthma rates are high in schools near industrial hog farms, thanks to the work of graduate students at the UNC Gillings School of Global Public Health. These and other outstanding projects were recognized on April 6, as The Graduate School at UNC held its 12th annual Graduate Student Recognition Celebration at the George Watts Hill Alumni Center's Carolina Club.

Honored were winners of external fellowships, inductees into University honorary societies and University Research Day winners (see list below). The centerpiece of the event was a research poster presentation by recipients of the Graduate Education Advancement Board's 2011 Impact Awards, which recognize research providing special benefits to the citizens of North Carolina.

Five of the 23 Impact winners are in UNC's Gillings School of Global Public Health.

Funding Opportunities

View all funding this week

NHGRI: Solicitation for Collaborative Projects for the Therapeutics for Rare and Neglected Diseases (TRND) Program. Deadline: **April 26, 2011.**

Saving Lives at Birth: A Grand Challenge for Development. Deadline:

Jobs and Internships

View all jobs and internships this week and application information

NEW
Pan-American Health Organization (PAHO)
Young Professionals: eSAC Project. Deadline: **June 6, 2011**.

NEW
John Snow, Inc.
MCHIP Senior Program Officer. Deadline: **April 22, 2011**.

April 29, 2011.

NCCSAS South Asia Travel Fund. Application Submission Date: May 1, 2011.

NEW
Christine Mirzayan Science and Technology Policy Graduate Fellowship Program. Application Submission Date: May 1, 2011.

Elderhostel K. Patricia Cross Doctoral Research Grant. Deadline: May 2, 2011.

NIH Research Opportunities in Obstetric Fistula (R01). Letter of Intent Deadline: May 5, 2011.

NIH Research Opportunities in Obstetric Fistula (R21) (R03). Letter of Intent Deadline: May 16, 2011.

UNC 2011 Future Faculty Fellowship Program. Deadline: May 16, 2011.

NIH/PEPFAR Collaboration for Implementation Science and Impact Evaluation (R01). Letter of Intent Deadline: June 7, 2011.

Collaborative HIV/AIDS Studies in the Middle East and North Africa (R21). Deadline: June 16, 2011.

NIH Limited Competition: International Research in Infectious Disease, including AIDS (R01). Deadline: June 23, 2011.

NIH: HIV/AIDS Implementation Science Targeting Drug Using Populations: A Collaboration with PEPFAR (R01). Deadline: July 1, 2011.

NEW
NIH/PEPFAR Collaboration for Implementation Science and Impact Evaluation (R01). Deadline: July 7, 2011.

NEW
IntraHealth International
Monitoring, Evaluation, and Research Advisor. Washington, D.C.
Workforce Development Team Lead. Washington, D.C.
Senior Monitoring and Evaluation Advisor.Washington, DC.

NEW
USAID/Global Health Fellows
Senior Behavior Change Communication Advisor for Health Services and Nutrition. Dhaka, Bangladesh. Deadline: May 9, 2011.

Senior Regional HIV/AIDS Technical Advisor. Almaty, Kazakhstan. Deadline: May, 2, 2011.

Regional Tuberculosis Technical Advisor. Almaty, Kazakhstan. Deadline: April 29, 2011.

Strategic Information Advisor. Windhoek, Namibia. Deadline: April 28, 2011.

Senior Pediatric HIV/PMTCT Technical Advisor. Washington, D.C. Deadline: May 16, 2011.

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From: Kimberly McCrae <kmac@duke.edu>
Sent: Monday, April 18, 2011 11:30 AM
To: islamic-mideast-on-campus@duke.edu
Subject: TOMORROW!! Film Screning of "Women Without Men"

ON APRIL 19, 2011 MODERN CINEMAS OF THE MIDDLE EAST PRESENTS:

Have a great day!

Kimberly Y. McCrae

Program Coordinator
Duke Islamic Studies Center
2204 Erwin Road, PO Box 90402
Duke University
Durham, NC 27708

Office: (919)668-1955
Fax: (919)684-8749
kmac@duke.edu
http://222.jhfc.duke.edu/disc

From: GrantSource Library <gs@unc.edu>
Sent: Monday, April 18, 2011 12:14 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Workshop: The Twelve Keys to Successful Grant Writing

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Date: Friday, April 29
Time: 9:00 a.m. to 12:30 p.m.
Place: Pleasants Room, Wilson Library
Registration Required
Dr. Robert Lowman, Associate Vice Chancellor for Research, will be conducting this workshop that presents twelve key concepts related to success in grant writing. Designed for the grant writer with limited experience, this workshop starts from the premise that nothing succeeds like a good idea. But there are other important ingredients of success, from assembling a winning team to achieving a strong match between the idea and a potential sponsor. The workshop stresses the importance of planning, and presents the sponsor as a potential ally, not an adversary.
This event is appropriate for grant proposal writers in any discipline. It is open only to UNC-Chapel Hill faculty, postdoctoral fellows, and staff, and space is limited. Registration is required.
If you have questions regarding the workshop, please contact Jennifer Pruitt 962-7757 (jennifer_pruitt@unc.edu) for more details.
Sponsored by the Office of the Associate Vice Chancellor for Research and the Office of Postdoctoral Affairs

From: Smith, Brian (Sales) <Brian.K.Smith@cengage.com>
Sent: Monday, April 18, 2011 1:21 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: African-American Studies
Attach: African-American Studies.pdf

Good afternoon Professor Nyangoro,

My name is Brian Smith and I am the account manager for the university in regards to our Primary Source microfilm products. While Gale publishes in print and electronic formats, we continue to build premier, very high quality, primary source collections in the film format. In fact, many of the contributors to these collections mandate that the content is built in a film format, and in some cases, that it not be offered electronically ever. We recognize that everyone might want everything electronically if possible, but we also know that these materials are so important to researchers that we continue to build these new film collections.

With that being said, I know with end of the year purchases coming up that librarians are always looking for feedback on collections that would be valuable to researchers. Microfilm format also offers a great advantage for end of year purchases, because it's a one-time purchase, and has no continuing fees that will affect the budget in future years. We can also do a 50% discount for the library at this time, and free shipping through June 10th, 2011. We also continue to update our online guide site to make these collections are easier to use and more discoverable to library patrons. I have attached our African-American studies catalog to this email in case you wanted to weigh in on new resources. A few new collections that we are really excited about include:

African American Business, Entrepreneurship and the Commerce Department: Records of the Office of the Secretary's Advisor on Negro Affairs, 1940-1953

The War on Poverty and the Office of Economic Opportunity — Part 1: Records of the Office of Civil Rights, 1965-1968

The War on Poverty and the Office of Economic Opportunity — Part 2: Community Profiles. Volume 2

U.S. Military Activities and Civil Rights — Part 2: The Military Response to the March on Washington, 1963

Grassroots Social Activism Records of the Highlander Folk School and Highlander Research and Education Center, 1932-1978

If you have any questions, or just want to discuss any collections, please don't hesitate to contact me. Take care and have a great day!

Best Regards,
Brian

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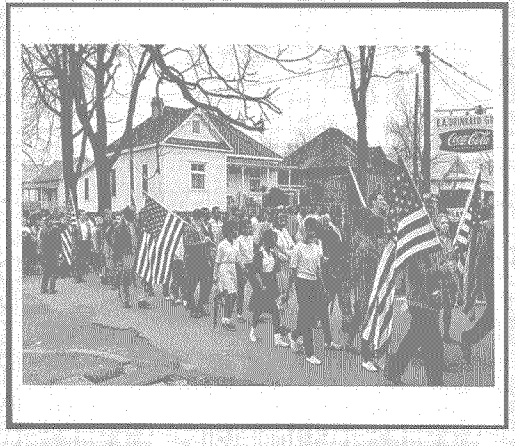

"It is safe to say that microform will continue to be an important force in preserving archival and manuscript materials and making these materials more widely available to both experienced and novice researchers."

James Billington, Librarian of Congress

AFRICAN-AMERICAN STUDIES COLLECTIONS

SPRING 2011

African-American Baptist Annual Reports, 1865–1990s

The 4,379 annuals comprising this collection are derived from a number of African-American Baptist associations. So extensive and inclusive is this collection that it is believed to be the largest known compilation of its kind.

Alabama.	13 reels (reels 1-13).
Arkansas.	3 reels (reels 14-16).
California/Washington.	1 reel (reel 17).
District of Columbia/Maryland/Pennsylvania.	1 reel (reel 18).
Florida.	7 reels (reels 19-25).
Georgia.	16 reels (reels 26-41).
Illinois.	1 reel (reel 42).
Indiana/Iowa,	1 reel (reel 43).
Kansas.	1 reel (reel 44).
Kentucky.	2 reels (reels 45-46).
Louisiana.	3 reels (reels 47-49).
Mississippi.	5 reels (reels 50-54).
Missouri.	2 reels (reels 55-56).
New England.	2 reels (reels 57-58).
New Jersey/New York.	1 reel (reels 59).
North Carolina.	8 reels (reels 60-67).
Ohio.	4 reels (reels 68-71).
South Carolina.	7 reels (reels 72-78).
Tennessee/Oklahoma.	3 reels (reels 79- 81).
Texas.	8 reels (reels 82-89).
Virginia.	12 reels (reels 90-101).
West Virginia.	2 reels (reels 102-103).
Pre-National Bodies/Western Regional Bodies.	1 reel (reel 104).

D3441. Complete Collection: 104 reels.

African-American Business, Entrepreneurship and the Commerce Department: Records of the Office of the Secretary's Advisor on Negro Affairs, 1940-1953

Emmer Martin Lancaster was appointed adviser for the Division of Negro Affairs in the Office of the Secretary of Commerce on May 25, 1940. The division had been established in 1933. Lancaster filled a vacancy created by the resignation of Eugene Kinckle Jones. The National Negro Business advisory Council was formed to serve the Division of Negro Affairs. These records include correspondence with insurance companies owned and operated by Blacks, 1942 to 1953; correspondence with banks owned and operated by Blacks, 1942 to 1953; correspondence with Black lending institutions, 1942-1943; and correspondence and reports pertaining to Conferences on the Negro Business, 1940-1953.

Lancaster's records indicate that he often traveled to visit African American business leaders in various U.S. cities and offered advice to students and faculty at a number of historically-Black college and universities.

The Advisor's records include material from the Division of Negro Affairs. The division's voluminous correspondence included request for information and publications; inquiries about conference activities; questions about the Committee on Negro Defense Contracts; questions from Black trade associations and real estate brokers; and materials relating to post-World War II planning, housing, and emergency programs. The division also issued a series of annual reports primarily relating to African American banking institutions, but some periodic reports also relate to insurance companies, postwar planning for Blacks in business, and a directory of Black businesses in the U.S. Although many of the materials in the files are routine letters, they still provide details about the scope of African American business endeavors. Often the letterheads on the stationary provide useful information. Division correspondents include manufacturers, architects, real estate agents, journalists, hair-care producers, beauticians, attorneys, film producers, shop owners, funeral directors, builders, business students, and publishers.

This collection explores racial uplift and black economic development in the 20th century.

259116. 25 reels.

African American Culture & History: The L.S. Alexander Gumby Collection of Negroiana

Alexander Gumby (1885-1961) was a book collector who ran a salon in Harlem known as The Gumby Book Studio because of the hundreds of books that lined the walls. His salon, a large, rented studio on 5th Avenue between 131st and 132nd Streets attracted many theatrical and artistic luminaries.

A strength of the collection is the individual scrapbooks on noted people, such as W.E.B. DuBois, Langston Hughes, Ralph Bunche, Frederick Douglass, Marcus Garvey, Jackie Robinson, Booker T. Washington and many other African Americans. Topics include Lynchings and Race Riots; Social Equality; the Negro (Gumby's term) as a Soldier; Harlem; the Negro and Communism; the Negro in Bondage; the Negro in Politics and more.

20022.010. **21 reels.**

The Africo-American Presbyterian, 1880–1938

Included are all issues from 1925 to 1938, plus a small assortment of issues from 1880 to 1917. Religious topics are prominent, but articles also discuss secular matters.

D3330. **4 reels.**

Afro-American History Series

Reproduced in this series are early writings by black Americans, including many rare works published in small editions between 1793 and 1899. Each entry is preceded by a bibliographic note giving a synopsis of the work, a brief biography of the author, information on the original publisher, and references to other source materials. Benjamin Banneker's *Almanac*, speeches by Absalom Jones, Booker T. Washington, Martin R. Delaney, and Russell Parrot; hymns and a play by William Wells Brown; poetry by Frances Ellen Watkins Harper; and narratives of freed and escaped slaves are included.

S1842. **58 fiche.**

Alexander Pierre Tureaud Papers, 1909–1972

Alexander Pierre Tureaud (1899–1972) was a prominent African- American attorney who worked with the NAACP for 44 years. As legal advisor to the Louisiana NAACP on civil rights issues, Tureaud handled many important cases concerning transportation, public accommodations, teacher salary equalization and school desegregation.

S3518. **58 reels.**

American Home Missionary Society Papers, 1816-1894

The American Home Missionary Society was formed in 1826 by the Congregational, Presbyterian, Dutch Reformed, and Associate Reformed Churches with the purpose of financially assisting congregations on the American frontier until they could become self-sufficient. Correspondence from these missionaries provides information on slavery, the economic and social conditions of the day, European immigrants, and denominationalism.

Series I: Incoming Correspondence, 1816-1893

This is the largest portion of the collection and is divided into geographical sub-series by state, then chronologically by year and alphabetically within the year by author.

New England.	**34 reels.**
Middle Atlantic.	**54 reels.**
Southern & Border.	**20 reels.**
Old Northwest.	**135 reels.**
Plains and Rockies.	**51 reels.**
Pacific.	**10 reels.**
Canada & Foreign.	**2 reels.**

Series 1: 277 reels.

Series II, Outgoing Correspondence, 1826-1894

Series II is arranged chronologically by fiscal year and by month and day within the fiscal year. An alphabetical index of correspondents is provided at the beginning of each year's file.

93 reels.

Series III, Administrative Material, 1821-1893

Included in this series are reports, memoranda, executive committee resolutions, financial information, and some sermons.

1 reel.

Series IV, Annual Reports, 1826-1936

These reports contain information about the Society, its functions and finances.

4 reels.

Series V, The Home Missionary, 1828-1909

The Society's monthly magazine includes articles about Society meetings, social activities, and reports from missionaries and agents.

9 reels.

D3621. Complete Collection: 385 reels.

American Negro Historical Society Collection, 1790–1905

Includes a variety of materials that illustrate the black experience in the 19th and early 20th centuries. The historical society was founded in 1897 by a group of African Americans in Philadelphia that included Robert Adger, W. M. Dorsey and Jacob C. White, Jr.

S3362. 12 reels.

The American Missionary, 1846–1934

The American Missionary was published monthly from 1846 to 1934 as the official organ of the American Missionary Association. From 1846 to the Civil War, the American Missionary Association was the best organized, best financed and most active abolitionist society in America. Beginning in 1861, the American Missionary Society took the lead in providing education for the liberated slaves and continues today to be one of the leading supporters of Afro- American education.

D3623. 15 reels.

The American Missionary Association Archives, 1839–1882

This collection currently includes nearly 350,000 manuscript pieces. The mass of these were written during the period 1839-1882, but several thousand are dated before and after that time. The manuscripts include some of the treasurers' papers, some minutes of executive committee meetings, and other items such as sermons, statistical reports, drawings, pictures and essays, but letters make up the large majority of the items. More than 100,000 of the letters are reports from foreign and home missionaries and teachers.

D3622. 261 reels.

Annual Report of the American Missionary Association, 1847–1949

The American Missionary Association was founded in 1846 in response to the refusal of some of the largest and oldest missionary organizations to adopt abolitionist principles. During antebellum period, in addition to missions in Africa, Siam, Jamaica, Hawaii and Egypt, and in Canada among fugitive slaves, the Association supported hundreds of abolitionist pastors of churches in the United States, from New England to California and in the border states of the South, among Native Americans, native whites, European and Chinese immigrants, and Chicanos.

D3624. 5 reels.

The Anti-Slavery Collection

As early as 1835, Oberlin College was a major center of anti-slavery activity, having first permitted blacks to enter the school that year. This collection comprises pamphlets from Hubbard's "Catalogue of the Collection of Anti-Slavery Propaganda in the Oberlin College Library," plus materials acquired since 1932.

1107. 7,235 fiche.

The Archives of the Race Relations Department of the United Church Board for Homeland Ministries, 1942–1976

In spite of the notable efforts of the American Missionary Association and others who joined in the education and elevation of American blacks, and in spite of the Emancipation Proclamation, the Thirteenth, Fourteenth, and Fifteenth

Amendments to the United States Constitution, the "sins of caste" continued to divide America as the nation entered World War II to fight against Fascism and racism abroad.

D3625. **58 reels.**

Blacks in the U.S. Armed Forces: Basic Documents, 1639–1973

Blacks in the U.S. Armed Forces is a documentary history of African-American participation in the military from Colonial times to the Vietnam War. Originally published as a 13-volume set, this important collection is out of print in hard copy but is available in this microfilm edition.

S3304. **5 reels.**

The Christian Educator, 1889–1931

This quarterly magazine of facts relating to Christian education in the South was published by the Freedmen's Aid and Southern Education Society of the Methodist Episcopal Church. Thirty-nine volumes were produced, with irregular volume numbering.

D3460P11 **2 reels.**

The Christian Recorder, 1854-1902

The Christian Recorder is the oldest existing African-American periodical in America. While providing a religious perspective, The Christian Recorder presented a picture of the Negro situation over the entire country.

D3451. **11 reels.**

Civil Rights and Social Activism in the South

Series 1, Civil Rights and Social Activism in Alabama

Part 1: John L. LeFlore Papers, 1926–1976

The John LeFlore papers tell important stories about the civil rights movement in the urban South, document the development and early work of the NAACP in Mobile, and provide insight into his life and aspirations.

233521.010. **15 reels.**

Part 2: Records of the Non-Partisan Voters League, 1956–1987

The records in this collection span thirty years (1956-1987) with the bulk of the materials between 1961 and 1975. During that time the League demanded and obtained the hiring of more black municipal employees, sued to force desegregation of the Mobile school system and filed complaints with the U.S. Department of Justice to open public accommodations to all. All of these activities are documented in this collection.

233521.010. **29 reels.**

Series 2, The Legal Battle for Civil Rights in Alabama

This collection consists of selected portions of the Vernon Z. Crawford and Blacksher, Menefee and Stein law firm, whose work in the areas of Alabama civil rights had a profound influence on the shape of the U.S. civil rights movement in the 20th century. This collection consists of two parts defined as:

244232.010. Part 1: Vernon Z. Crawford Records, 1958-1978: Civil Rights Cases **6 reels.**

244232.020. Part 2: Selections from the Blacksher, Menefee and Stein Records **37 reels.**

Series 3, James Dombrowski and the Southern Conference Education Fund

James Dombrowski was a southern white Methodist minister and intellectual who was active in the African American civil rights movement from the 1940s. This collection consists of his correspondence and papers as leader of the Southern Conference for Human Welfare, 1941-

1948, and executive director of the Southern Conference Educational Fund, 1948-1966.

242958. **17 reels.**

Daniel Ellis Byrd Papers

Deeply involved with the NAACP for a number of years, Daniel Ellis Byrd served as President and Organizer of the NAACP State Conference of Branches from 1939-1948 and served on a three-man team that investigated the lynching of John Jones in 1946.

S3519. **6 reels.**

The Detroit Urban League Papers

The Detroit Urban League Papers is a unique blend of institutional records and private papers of the league's leaders, especially Forrester B. Washington and John Dancy. Founded in 1916, the League has concentrated on social work and community organization in its effort to ensure that blacks have equal access to employment, housing and health care.

D3155. **35 reels.**

D.W. Griffith's Birth of a Nation

When "Birth of a Nation" was introduced it became an instant classic and ushered in a new era in cinematography. The film introduced new forms and cinematic techniques and is a must for serious film students and anyone interested in the development of the film medium.

1170. **24 fiche.**

The Exploration and Colonization of Africa, 1794–1844, British Colonial Office Files 2 and 392

Researchers of African history and European imperialism will find in *The Exploration and Colonization of Africa* a gold mine of data, as will anthropologists who wish to study the cultural history of the continent. These two famous Colonial Office collections, Files 2 and 392, provide a firsthand look at the motives behind huge investments in the exploration, colonization and economic exploitation of Africa.

D3256. **14 reels.**

FBI File on Jonestown

The People's Temple—a religious cult started by the Reverend Jim Jones—flourished in San Francisco in the 1970s. Jones styled himself as a social activist and a civil rights leader, promoting racial and economic equality, and offering an alternative religion to older African Americans who felt distanced from radical political groups like the Black Panthers, who they saw as too extreme. The summary reports of FBI interviews represent the bulk of the file. They contain a great deal of information concerning the inner workings and activities of the cult in the United States, including arms smuggling, drug trafficking, and planning terrorist attacks. The file also contains information on experiences at Jonestown, including the "White Nights" rehearsals of mass suicide and public ritual, and beatings intended to humiliate and psychologically control cult members.

The FBI File on Jonestown also provides insight into the 1970s culture of paranoia in the wake of the Manson Family murders and the Hearst kidnapping, both of which are referenced in the file in relation to Jones and the People's Temple. It also demonstrates the FBI's attempts to come to grips with the sometimes frightening manifestations of the growing counterculture opposed to mainstream America. This is a tremendous resource on a late twentieth-century alternative religious movement that ended in disaster, providing information on this unique cult known as the People's Temple and its mostly African-American membership.

S3535. **37 reels**

FBI File on the Posse Comitatus

This FBI file is an excellent case study of the tracking of a hate group. A group of right-wing extremists, the **Posse Comitatus** was formed in Oregon in the early 1970s. Established as a group of citizens "voluntarily acting in the name of the local sheriff to enforce the law," the Posse Comitatus hated Jews, African-Americans, and government officials above the rank of sheriff. Holding the federal government in contempt as illegitimate, and recognizing lawful authority only on the county level, the Posse also advocated tax rebellion. Covering the period 1973–1977 and

1980–1996, this collection contains copies of hate literature, details of a bombing, and notes from several income tax evasion trials. This file will be of interest to those studying hate groups and the government's efforts to monitor them.

S3532 **2 reels.**

Franklin D. Roosevelt and Race Relations, 1933–1945

This series contains a collection of essential materials for the study of the early development of the Civil Rights Movement — concerned with the issues of Lynching; Segregation; Race riots; and Employment discrimination.

Franklin D. Roosevelt's (FDR) record on civil rights has been the subject of much controversy. This new collection from FDR's Official File, at the FDR Library in Hyde Park, NY, provides insight into his political style and presents an instructive example of how he balanced moral preference with political realities.

242024. **18 reels.**

Fredi Washington Papers, 1925–1979

This collection contains approximately 100 pieces of correspondence. Notable names among the correspondence are Countee Cullen, Ossie Davis, Owen Dodson, Duke Ellington, Mary Garden, Dorothy Heyward, Edith Isaacs, Walter White and Isabel Powell, sister of Fredi and also an actress prior to her marriage to Adam Clayton Powell, Jr.

D3629. **2 reels.**

Freedman's Aid Society Records, 1866–1932

Organized in 1866 at a Methodist Episcopal Church convention, the Freedman's Aid Society was created to establish schools and colleges for African Americans in the South. The Society became instrumental in supporting teachers in institutions begun by or connected with Freedman's Aid, and in preparing young men for the ministry.

D3472. **120 reels.**

The General Education Board Archives, Series 1: Appropriations; Subseries 1: Early Southern Program

This microfilm collection, covering 1901-1967, reveals the inner workings of the GEB; shows how it specifically aided countless African-American schools, teachers, and students throughout the South; and illustrates the tense race relations of the early 20th century and the efforts of determined leaders to overcome hostility.

S3298. **159 reels.**

The General Education Board Archives, Series 1: Appropriations; Subseries 3: New Southern Program and Related Programs, 1931–1961

The collection spans the years 1931-1961 and appeals to those who are interested in the Early Southern Program (another sub- series of the General Education Board Series offered by Scholarly Resources) and to those interested in the South and African- American Studies. This large collection consists primarily of memos, reports and correspondence relating to later programs of the General Education Board, especially the New Southern Program beginning in 1940.

S3350. **201 reels.**

The John Patterson Green Papers, 1869–1910

John Patterson Green was the first black man to be elected to public office in Cleveland, Ohio. In 1873 he was elected a justice of the peace on the Republican ticket, a minor political office now, but one of considerable importance then. Because he served faithfully, the voters returned him to that office until 1882 when he was elected to the state legislature. In 1888 he was again elected to the legislature, and in 1892 he was elevated to the state senate.

D3498. **6 reels.**

Martin Luther King, Jr.: FBI Assassination File

The FBI file on this historic case, more than 44,000 pages long, documents the bureau's role in finding Ray and obtaining his conviction. This file will be of particular interest to students of the civil rights movement and of the continuing controversy surrounding Dr. King's murder.

S1757. **25 reels.**

The Minority Voter, the Election of 1936, and the Good Neighbor League

The minority voter has long been of interest to historians and political scientists, especially during presidential election years. Although a great deal has been published on how minorities have voted in particular elections, there have been few studies on their actual participation in political campaigns.

This microfilm publication is designed as a case study of minority, including African American, women, and ethnic involvement in a presidential election campaign, using the 1936 Democratic Campaign as a model. The 1936 election provides an excellent example due to the importance of the election to minorities and the Democratic Party, and because of the availability of manuscript material on the Good Neighbor League – the principal "auxiliary" organization through which minorities participated in the 1936 Democratic campaign.

242540. **10 reels.**

Mt. Zion Congregational Church Records, 1879–1890

This collection includes the minutes, member rolls and financial records of Cleveland's third oldest African-American Church.

D3506. **1 reel.**

NAACP Office of Field Director of Louisiana Records, 1964–1976

This collection is the complete archive of the Louisiana National Association for the Advancement of Colored People (NAACP) Field Director's files.

S3517. **48 reels.**

National Baptist Magazine

This magazine began publication in January 1894 and continued until 1901. Produced in Washington, D.C., it was the organ of African-American Baptists in the United States.

D3442. **1 reel.**

New Musical Express and Blues & Soul: The Journals of Popular Music

PREVIOUS TITLE: *Jazz, Blues, Soul and Rock: The Journals of Popular Music*

The New Musical Express is available to scholars involved in the serious study of popular music in all its forms and is also essential reading for the sociological or historical study of post-war popular culture and especially youth culture in both Britain and America. The availability of 25 years of *New Musical Express* will open up fresh studies of the end of the swing era and the big band, of the influence of blues and folk on modern popular music, of the birth of rock-and-roll, the staying power of Motown and of the British invasion from 1963 onward, when the Beatles and the Rolling Stones conquered America.

H-202.000New Musical Express and Predecessors, 1946-1971. **20 reels.**

Blues and Soul is the pre-eminent journal for information on the diverse worlds of soul, funk, disco, blues and rhythm and blues. In-depth interviews provide data unavailable elsewhere and crucial to any understanding of groups, individual artists, a wide range of musical genres and the music industry in general.

H-203.000. Part 2: Blues and Soul, 1967-1987. **16 reels.**

Complete Collection: 36 reels.

Papers of Charlotte Hawkins Brown, 1883–1961

This collection of Charlotte Hawkins Brown's papers provides information about her life and activities, Palmer Memorial Institute and her struggle to enlarge the school.

D3475. 4 reels.

The Papers of Countee Cullen, 1921–1969

The Countee Cullen (1903–1946) documents his life and work and provides valuable documentation on the Harlem Renaissance and for prominent figures in the history of Afro-American literature. In addition to manuscript copies of his own writings, there are some unpublished poems and other literary works by Cullen's contemporaries.

D3627. 7 reels.

The Papers of Fannie Lou Hamer, 1917–1977

The Fannie Lou Hamer papers contain more than 3,000 pieces of correspondence plus financial records, programs, photographs, newspaper articles, invitations and other printed items.

D3628. 17 reels.

The Papers of the Maryland State Colonization Society, 1817–1902

The Papers of the Maryland State Colonization Society includes minutes, correspondence, financial records, records of manumission and emigration, reports of colonial agents, pamphlets and books on the Colonization movement, copies of the Maryland Colonization Journal (Baltimore, 1835-1861), the Liberia Herald (Monrovia, 1842-1857) and census records of Maryland in Liberia.

S1859. 31 reels.

The Papers of Mary McLeod Bethune, 1875–1955

The collection contains correspondence, most of which is from the 1930s. The letters are chiefly invitations to speak and congratulations extended to Mrs. Bethune on being the 21st recipient of the Joel E. Spingarn medal of the NAACP.

D3626. 1 reel.

The Papers of the Pennsylvania State Abolitionist Society, 1775–1916

Edited by William J. Buck, these papers document the activities of the first formal abolitionist society in America. Included are minutes from 1787 to 1916 and the society's large collection of manuscripts dealing with abolition, spanning the years 1775–1868.

S1 865. 5 reels.

Presbyterian Church in the U.S.A. Board of National Missions

This collection contains records of the Division of Work for Colored People from 1930–1938, as well as one or two items before and after these dates. The bulk of this collection consists of a file on schools for African-American children operated by the Division in the southeastern part of the country (these files contain correspondence, reports and newsletters). Other records include reports articles, lesson materials and photographs.

D3683. 2 reels.

Proceedings of the National Emigration Convention of Colored People

The proceedings of the National Emigration Convention of Colored People held in Cleveland, Ohio in August 1854.

D3504. 1 reel.

Records of the Free Southern Theater, 1963–1978

Established in 1963, the Free Southern Theater (FST) served as a cultural and educational extension of the Civil Rights Movement. While offering entertainment and opportunities for artistic expression, the FST endeavored to use black drama to develop and enhance racial awareness.

D3630. 47 reels.

Schomburg Center for Research in Black Culture, Manuscripts, Archives and Rare Books Division

Alexander Crummell Collection

A clergyman, missionary, scholar and teacher, Alexander Crummell (1819–1898) became recognized as the senior African-American priest in the Episcopal church, and his eloquent writings were among the first, if not the first, scholarly works in aid of African-American advancement. This important collection brings together Crummell's letters and sermons.

D3305.P1 1. **10 reels.**

Allan Morrison Papers, 1940–1968

Journalist Allan Morrison's wide-ranging interests are fully documented in this collection of his writings, correspondence and other papers. His years as editor of and prolific contributor to magazines and newspapers generated a body of material that is of interest to historians of journalism and African-American culture.

D3305.P23. **3 reels.**

Black and Third World Periodicals: Sample Issues, 1844–1963

This collection contains sample issues of more than 400 periodicals published by blacks and/or dealing with Africa or peoples of African descent. The titles represent both regions of the United States and other countries as well.

D3305.P14. **8 reels.**

Black Newspapers: Sample Issues, 1845–1966

Representative issues of more than 150 black newspapers, both foreign and domestic are assembled in this collection. The cities and countries represented include New York, Peoria, Louisville, St. Paul, Chicago, New Orleans, Belgium, Algeria, South Africa, Mexico and Ghana.

D3305.P 12. **4 reels.**

Blacks in the Railroad Industry, 1946–1954

This collection documents the struggle of African-Americans against discrimination by the railroad industry and white unions. Provided are minutes of the Negro Railway Labor Executive Committee, memoranda prepared for the 1949 hearings by the House Special Subcommittee on Education and Labor, and pamphlets from black unions.

D3305.P04. **1 reel.**

Clarence Cameron White Papers, 1901–1940

Clarence Cameron White (1880–1960) was among the most successful of the period's artists to draw on African-American traditions in revitalizing American classical music. His writings, correspondence, notes and music manuscripts reproduced in this significant microfilm publication are a valuable resource for music history and African American studies.

D3305.P20. **10 reels.**

Earl Conrad/Harriet Tubman Collection

Reproduced here are the letters, clippings, manuscripts and other materials accumulated by historian and journalist Earl Conrad while preparing various writings on Harriet Tubman, especially his 1943 biography of the famous abolitionist. This collection is a valuable tool for anyone studying Tubman, slavery, the Underground Railroad, the Civil War and the black experience in 19th-century America.

D3305.P06. **2 reels.**

Eusebia Cosme Papers, 1927–1973

Eusebia Adriana Cosme y Almanza (1910-late 1970s) was a professional reciter and actor who won renown for her interpretations of Afro-Antillian poetry. Born and raised in Cuba, Cosme began performing professionally in the early 1930s, and her artistry inspired poets to write works expressly for her.

D3305.P2 1. **2 reels.**

Eugene Maximilien Haitian Collection

This collection, assembled by former Haiti ambassador Eugene Maximilien, provides a wealth of primary source material on diplomatic incidents and officials.

D3305.P 17. **40 reels.**

Gwendolyn Bennett Papers, 1916–1 981

This collection reproduces the papers of poet Gwendolyn Bennett (1902-1981), along with the poetry manuscripts of her lifelong friend Frank Horne. Bennett contributed to the leading African-American magazines of the 1 920s and later became involved with educational and arts organizations.

D3305.P19. **2 reels.**

Hugh Smythe Papers

Papers covering the academic and diplomatic careers of U.S. ambassador Hugh H. Smythe are provided in this publication, along with papers of Mabel Murphy Smythe, Hugh Smythe's wife and occasional coauthor and manuscripts by W. E. B. Du Bois that were in the Smythes' possession.

D3305.P15. **6 reels.**

John Edward Bruce Papers, 1872–1918

John Edward Bruce's (1856-1924) correspondence and manuscripts furnish historians with an unparalleled look at the newspaper world of the late-19th century and at the opinions of this important African-American writer. This collection includes a large amount of correspondence; also provided are Bruce's manuscripts for drama, fiction, and poetry, plus his better-known nonfiction writings.

D3305.P27. **4 reels.**

John Preston Davis Papers

This collection provides the papers of John Preston Davis (1905–1973), a writer and publisher who played major roles in a number of organizations that sought equality for African Americans, including the Joint Committee on National Recovery and the National Negro Congress.

D3305.P24. **2 reels.**

Katz/Prince Collection

This microfilm collection contains the research notes, correspondence and manuscripts generated by authors Bernard and Jonathan Katz for their book on a free black pioneer of 18th-century Massachusetts.

D3305.P05. **3 reels.**

Langston Hughes Collection, 1926–1967

Internationally renowned poet Langston Hughes donated the bulk of this collection to the Schomburg Center. Including notes and annotated manuscripts for his poems, plays and prose works, this collection is of immense value to scholars studying Hughes himself, African-American literature and modern poetry.

D3305.P 18. **4 reels.**

National Association of Colored Graduate Nurses Records, 1908–1951

This collection fully documents the origins of the National Association of Colored Graduate Nurses, its history and its dissolution. Included here are minutes from their meetings; correspondence (with strong coverage of the effort to integrate army nursing during the war); memoranda; and publications of the NACGN, including issues of the association's newsletter.

D3305.P03. **2 reels.**

Negro Labor Committee Record Group, 1925–1969

The activities of this historic group, plus the contributions of its long-time chairman Frank R. Crosswaith and of the many smaller unions affiliated with it, are thoroughly documented in this important collection of working files, correspondence, publications and other materials.

D3305.P02. **17 reels.**

Oakley Johnson Papers

The scholar and civil rights advocate Oakley Johnson led a varied life whose busiest period, 1946-1959, is fully documented in this microfilm collection.

D3305.P09. **5 reels.**

Stetson Kennedy Collection, 1916–1950

Stetson Kennedy was a journalist and author who became known for his perceptive writings on southern culture and racism. The research files reproduced in this publication contain material accumulated primarily during the 1930s and '40s.

D3305.P26. **4 reels.**

Richard Parrish Papers, 1950–1975

The papers of Richard Parrish, a labor and civil rights leader, provide a firsthand look at the many organizations with which he was involved. From the New York Teachers Guild to the National Afro American Labor Council, Parrish's numerous associations are documented in this microfilm collection with materials that are welcome resources for African American, labor and civil rights historians.

D3305.P10. **10 reels.**

The Slavery and Abolition Collections

This publication reproduces an assortment of letters, bills of sale, manumission papers and other documents relating to slavery and its abolition, primarily in the Anglo-American colonies and the United States.

D3305.P07. **1 reel.**

Universal Negro Improvement Association: Records of the Central Division, New York, 1918–1959

The Universal Negro Improvement Association (UNIA), founded by Marcus Garvey, had the primary goal of promoting self-help for blacks via "a Universal Confraternity among the race." The UNIA's history is documented through the records of its Central Division. Included are records of the New York Division; correspondence; and subject files.

D3305.P0 1. **6 reels.**

William Pickens Papers

Scholar, author, dean of Morgan College, NAACP executive, and chief of the Interracial Section of the U.S. Treasury, William Pickens was a powerful figure during the first half of the 20th century. The papers provide a close look at his unusually active career, at the major organizations with which he worked, and at his efforts to improve race relations.

D3305.P08. **29 reels.**

Writers' Program, New York City: Negroes of New York

This publication reproduces the notes gathered for the WPA's Federal Writers' Project, including an enormous amount of material not included in the book. The information is arranged in alphabetical order under such headings as "Characteristics and samples of Negro speech in New York," and "Negro policemen and firemen."

D3305.P22. **5 reels**

The Robert Goodloe Harper Papers

Baltimore attorney Robert Goodloe Harper (1765-1825) was an influential Federalist and a member of the Maryland State Colonization Society, through which he led the movement to settle former slaves in Liberia. Most of these papers pertain to Harper's work and personal life, his wife (daughter of Charles Carroll of Carrollton) and their family.

S1615. **5 reels.**

Slavery Miscellaneous Manuscripts, 1780–1860

This collection contains seven scrapbooks, "Tracts on Slavery in the United States"; book of punishments administered to slaves in a South American mining camp, 1836-1847; slave deeds; newspaper clippings; and a book containing a census of slaves in Chester Country, Pennsylvania, 1780–1815.

D3426. **3 reels.**

Slavery, Source Material and Critical Literature

The series explores slavery in the U.S. as well as in other parts of the world through primary sources from the West Indies and South America. Slavery, Source Material and Critical Literature is an invaluable resource for the study of all aspects of the history of slavery and black Americans.

1845. **11,949 fiche in 17 units.**

The Slave Trade, 1858–1892: British Foreign Office: File 541, Confidential Print Series

This publication is a rich source on international slave trade in the 19th century and on the political, cultural and economic relations that England had with other countries. The collection is invaluable for historians studying the economic inter-dependence among many areas, including the

United States, the Spice Islands, South Africa, India, African states and Middle Eastern states.

D3255. **10 reels.**

Slave Trade Papers

Sir Thomas Fowell-Buxton was heir to William Wilberforce as leader of the anti-slavery movement in Great Britain. His papers provide a unique insight into the development of the Victorian social conscience and the worldwide significance of the great antislavery campaign. This source supplies fundamental material for any examination of the international phenomenon of slavery in the 18th and 19th centuries.

H-334.000. **17 reels.**

Straight University Catalogs (1870–1934) and New Orleans University Catalogs (1873–1935)

The catalogs in this collection provide valuable information for the study of black education from the Reconstruction Period. Straight University was founded in New Orleans in 1869 primarily for the education of Freedmen. The university's catalogs provide information on course offerings, academic calendars, lists of faculty members and students (including their courses of study and, in most cases, their addresses), and descriptions of student organizations and extracurricular activities.

D3631. **3 reels.**

Struggle of 'Colored Citizens' before the Civil War

(Warren, OH—Abolitionist-Liberty Party Newspaper, Sept. 1843-Feb. 1846)

D3505. **1 reel.**

Transcripts of the Malcolm X Assassination Trial

This publication is the first to make widely available the complete transcripts of the controversial trial of three men for the assassination of Malcolm X.

S3297. **3 reels.**

Universal Negro Improvement Association Records, 1921–1986

The Universal Negro Improvement Association (UNIA) was founded in 1914 by Marcus Garvey. Originally designed as a fraternal and philanthropic organization advocating pan-Africanism, the UNIA developed into a radical political organization that at one time advocated the repatriation of blacks to Africa. The major portion of the collection dates between 1940 and 1950.

D3499. **16 reels.**

U.S. Customs Service Records: Port of New Orleans, Louisiana Inward Slave Manifests, 1807–1860

These are records of slaves shipped to New Orleans from other American ports, which give information on the slave, the owner, the ship's manifest and captain.

S3348. **12 reels.**

U.S. Customs Service Records: Port of New Orleans, Louisiana Outward Slave Manifests, 1812–1860

These records comprise permissions granted slave owners requesting that slaves travel to other American ports and manifests of ships carrying slaves from New Orleans.

S3347. **12 reels.**

U.S. Military Activities and Civil Rights

Part 1: Integration of the University of Mississippi and the Use of Military Force, 1961-1963

In the fall of 1962 the college town of Oxford, Mississippi erupted in violence. At the center of the controversy stood James Meredith, an African American, who was attempting to register at the all-white University of Mississippi, known as "Ole Miss." Meredith had the support of the federal government, which insisted that Mississippi honor the rights of all its citizens, regardless of race. Mississippi's refusal led to a showdown between state and federal authorities and the storming of

the campus by a segregationist mob. Two people died and dozens were injured. In the end, Ole Miss, the state of Mississippi, and the nation were forever changed.

This microfilm publication comprises the Records of the Office of the Deputy Chief of Staff for Military Operations (ODCSOPS) relating to the military efforts to enforce the integration of the University of Mississippi. These records highlight the use of Federal marshals, U.S. Troops, and the federalized National Guard in Oxford, MS, 1962-1963, on the occasion of James Meredith's enrollment at the University of Mississippi. The records cover events such as the riots of September 30 and Governor Barnett's efforts to obstruct Federal marshals, as well as daily events on campus and Meredith's progress under integration. The files detail the extensive Federal involvement, including preparations for the military operation, Executive Orders , after action reports on the costs and lessons of Federal involvement, congressional correspondence on the military's involvement, and effects on the media, public, and in particular, students and staff at Ole Miss. These records demonstrate that the Federal government was highly sensitive to public opinion, researching the legality of Federal intervention and monitoring press reports, letter to congressmen, and the international impact of the campaign.

249703. **29 reels.**

Part 2: The Military Response to the March on Washington, 1963

The records comprising *Part 2: The Military Response to the March on Washington, 1963*, reveal details of the Federal Government's plans to militarily intervene in the March on Washington (codenamed Operation "Steep Hill") in the event the march became disorderly. Army staff communications and memos tracked the plans of the March organizers throughout the summer, and the Office of the Deputy Chief of Staff for Military Operations prepared contingency plans for cooperation with District of Columbia police for controlling the march. The records also include intelligence reports and estimates, congressional correspondence, press articles, and maps planning the route of the March and facilities needed. These records give an insight into the personalities and events at the March on Washington. In addition, there is small quantity of records relating to the plans to intervene in Alabama in 1963 over the issue of school integration.

249704. **5 reels.**

Part 3: The Integration of Alabama Schools and the Use of Military Forces, 1963

Part 3: The Integration of Alabama Schools and the Use of Military Force, 1963, details Operation OAK TREE the codename for the Army's plans to intervene in Alabama in the event of civil disturbances related to school integration in May 1963. Operation PALM TREE was the new designation in June when the operation was extended over a wider area. These records cover Governor Wallace's "stand in the schoolhouse door" and the Birmingham church bombing, when the National Guard was federalized and U.S. troops were deployed to protect property, support desegregation, and provide law and order.

249705. **14 reels.**

Part 4: The Little Rock Integration Crisis, 1957-1958

Events in the fall of 1957 drew international attention as Little Rock became the epitome of state resistance when Arkansas Governor Orval E. Faubus directly questioned the sanctity of the federal court system and the authority of the Supreme Court's desegregation ruling when nine African-American high school students sought an education at Little Rock Central High School.

The controversy in Little Rock was the first fundamental test of the United State's resolve to enforce African-American civil rights in the face of massive southern defiance during the period following the Brown decisions.

When President Dwight D. Eisenhower was compelled by white mob violence to use federal troops to ensure the rights of African-American children to attend the previously all-white Little Rock Central High School, he became the first president since the post-Civil War Reconstruction period to use federal troops in support of African-American civil rights. As a result, the eyes of the world were focused on Little Rock in 1957 and the struggle became a symbol of southern racist reaction, as Governor Faubus created a constitutional crisis.

This publication covers President Eisenhower's use of Federal troops and the Arkansas National Guard in the Little Rock integration crisis of 1957-1958. The operation is detailed from the planning for intervention prior to deployment, up to the withdrawal of troops at the end of the school year. Records include a journal of events, an ODCSOPS summary of the operation, a historical report prepared by the Office of the Chief of Military History, papers on Governor Faubus' actions with regard to integration, press reports and observations by Army officers on the reaction of the community, and congressional correspondence. The records document official concern over the legality and ramifications of the operation and provide an insight into the problems surrounding this early attempt at school integration.

249706. **4 reels.**

Western Reserve Historical Society

Herald of Freedom and Liberty Herald

(Wilmington, OH — Abolitionist Newspaper, 1851-1855)

D3490.P41. **2 reels.**

William and Sarah Scarborough Papers, 1879–1935

This collection documents their social life and experiences, and family genealogy and provides insight on the lives and conditions of black families during the 19th and early 20th centuries. Included here are correspondence, genealogical materials, memorabilia, clippings and articles written by Sarah Scarborough.

D3503. **2 reels.**

The War on Poverty and Office of Economic Opportunity

Part 1: Records of the Office of Civil Rights, 1965-1968

The most ambitious and controversial part of the Great Society was its initiative to end poverty. President Johnson, who as a teacher had observed extreme poverty in Texas among Mexican-Americans, launched an "unconditional war on poverty" in the first months of his presidency with the goal of eliminating hunger and deprivation from American life. The centerpiece of the War on Poverty was the Economic Opportunity Act of 1964, which created an Office of Economic Opportunity (OEO) to oversee a variety of community-based antipoverty programs. The OEO reflected a fragile consensus among policymakers that the best way to deal with poverty was not simply to raise the incomes of the poor but to help them better themselves through education, job training, and community development.

254220. **10 reels.**

Part 2: Community Action Program Profiles

In an effort to assess the scale of poverty in America, the OEO developed the Community Profile Project. The Community Profile Project was designed to increase the scope, accessibility, accuracy, and utility of information supporting the planning and evaluation of programs for community improvement.

The Project compiled data for 3,135 U.S. counties and county equivalents that subdivided each state into independently-administered localities. Each profile, composed as a narrative with statistical indices, contained information showing general poverty indicators, size and composition of the poor population, and selected aspects of geography, demography, economy, and social resources.

Each profile is subdivided into six sections with a number of sub-sections: Poverty Indicators, Profile of the Poor, Geographic Profile, Demographic Profile, Economic Profile, and Social Profile.

These Community Profiles provide an in-depth analysis of poverty in America by providing an extensive inventory of current and historical data of the U.S. at a local level.

Part 1: Western States, includes Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington and Wyoming **20 reels.**

Part 2: Midwestern States, includes Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin **51 reels.**

Part 3: Southern States, includes Alabama, Arkansas, Delaware, Florida, Georgia, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Virginia, West Virginia **56 reels.**

Part 4: Northeastern States, includes Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont **11 reels.**

Part 5: Texas **13 reels.**

African American Collections *from* the Library of Congress

Abolitionist Periodicals

A collection of 29 American abolitionist periodicals, and one British title, dating 1827 through 1927. Titles include Freedom's Journal, Zion's Watchman, The Colored American, and others, and stem from all parts of the U.S., including Salem, Ohio; New York; Boston; Philadelphia; Tuskegee; San Francisco; Concord; Hampton; Providence; Rochester; Utica; and, London, England.

Shelf No. Microfilm 01278-01288, 01384-01396, et al. **30 reels.**

"African American Life at Home and Abroad, 1821-1910:" The Daniel Murray Pamphlet Collection.

An assemblage of materials on African American culture and black culture abroad. With pamphlets on all aspects of black life, it consists of 352 individual titles published between 1831 and 1910. Most pamphlets were published in the latter half of the 19th century and encompass a variety of subjects and genres. They include sermons, plays, poems, speeches, Masonic and fraternal publications, slave narratives, college catalogs, and other publications. Among the authors represented are Frederick Douglass, Booker T. Washington, Ida B. Wells-Barnett, Benjamin W. Arnett, and Alexander Crummell.

Shelf No. Microfilm 90/3001. **10 reels.**

Africana serials in microform in the Library of Congress

More than 160 serial titles, including monographic series, annual reports, and government publications, dating from the early 19th century through 1978. Places of publication include cities in the U.S. and Europe as well as places in Africa. Among the titles are holdings of the Microform Reading Room, the Law Library, the Newspaper Reading Room, and the Near East Section. However, the majority of African newspapers held by the Library in either the Near East Section or the Newspaper Reading Room are not listed here. In addition, several titles listed are held only as master negative microfilm by the Photoduplication Service. Other titles of related interest have been added to the Library's collections since this list was compiled; interested researchers should consult appropriate periodical catalogs and/or a reference librarian to determine title or holdings in microfilm not listed in the guide.

LCCN: (No Library of Congress Online Catalog entry)
LAFS001. Various microfilm numbers. **200+ (?) reels.**

American Colonization Society

The American Colonization Society was organized in 1817 to resettle African Americans in West Africa. The records of the society span the years 1792-1964, with the majority of the material concentrated in the period 1823-1912. This collection contains a variety of material, including correspondence, reports, and financial and business papers.

Correspondence covers such subjects as administrative matters, the status of slaves and freedman in antebellum America, and the society's

role in founding and colonizing Liberia and supporting Liberian education.

Letters document the largely unsuccessful efforts to get financial aid from the U.S. Congress and State legislatures, and reports received from agents around the country attest to the difficulty in obtaining individual contributions and the lack of cooperation from various State auxiliaries. The correspondence is concerned with the society's efforts to obtain funds for these purposes through private contributions and with counseling those who wished to emigrate. The microfilm is divided into seven series:

Financial Papers, 1818-1963.	**36 reels.**
Incoming Correspondence, 1819-1917.	**186 reels.**
Outgoing Correspondence, Letterbooks, 1839-1912.	**63 reels.**
General Correspondence, 1909-1965.	**8 reels.**
Business Papers, 1816-1963.	**14 reels.**
Subject File, 1792-1964 .	**16 reels.**
Miscellany, 1835-1935	**8 reels.**

L110185. Shelf No. MSS 14,745. 331 reels.

Black Sash Papers

The Black Sash was formed in 1955 by a group of white South African women determined to protest against the government's policy of apartheid. It has continued to do so into the present, counting among its members many eminent South African women. The Black Sash has protested and organized consistently and dramatically, against pass laws, detentions, removals to the "homelands," etc. In 1963, the group opened itself to non-white members. This collection spans the dates 1955-1972, and consists of the Society's speeches, administrative records, minutes and memoranda of national conferences, internal and external correspondence, and records of political actions.

LBSP001. Shelf No. 45115 **6 reels.**

Papers of Arthur B. Spingarn

Arthur Barnett Spingarn (1878-1971) was an African-American lawyer and civil rights leader who became president of the National Association for the Advancement of Colored People (NAACP). This collection contains correspondence, memoranda, minutes of meetings, wills and estate files, reports, briefs, hearing and trial transcripts, and other papers relating chiefly to Spingarn's service with the NAACP as vice president, chairman of the legal committee, and president (1911- 1965). The material spans the years 1850-1970, with the bulk concentrated in the period 1920-1955and is divided into seven series:

- Family Correspondence, 1912–1964
- Personal Correspondence, 1903–1967
- NAACP Files, 1912–1967
- Miscellany, 1850–1970
- Printed Matter, 1911–1967
- Addition, 1915–1968
- Oversize, 1915–1964

L110481. Shelf No. 20666. **58 reels.**

Selected documents from records of the Committee on Fair Employment Practice in the custody of the National Archives: field records

Collection of office records, case records, and miscellaneous records of 13 regional offices and numerous sub-offices of the FEPC from 1943-1945. It includes records of complaints filed, follow-ups on the complaints, and disposition of cases. Good source of information on discrimination of all types against employees in the defense industry during World War II. Gives information on the names of private companies involved in defense, company addresses, type of industry, number of employees, original documents of complaints, nature of complaints, names of field officers to whom complaints were assigned, resolutions of complaints, statistics on cases, etc. Some typed and mimeographed records are almost illegible.

LCFE001. Shelf No. 88/375 **58 reels.**

Selected documents from records of the Committee on Fair Employment Practice in the custody of the National Archives: headquarters records

Collection of meeting agenda, summaries of meeting minutes, actions taken at meetings, weekly

news digests, and newspaper clippings about the FEPC from 1942-1946. Sound recordings are not included. The collection provides information on the operation of the office of the Chairman of the FEPC. It also includes office memorandums, office files, press releases, field trip reports, agreements between agencies involved in handling disputes, lists of cases pending, teletypes, drafts of proposed Executive Orders, correspondence, Congressional testimony, and other matters of concern to the Committee. Some carbon copies of documents are illegible.

LCFE002. Shelf No. 88/376. 86 reels.

Slave Narratives: A Folk History of Slavery in the United States

A collection of typewritten records of more than 2000 ex-slaves, interviewed by workers of the Federal Writers Project (1936-1938), in seventeen states. The subjects discussed include family, work, relations of slaves and slave owners, the Civil War, life after emancipation, the Ku Klux Klan, folklore, religion, thoughts on the future, race, and slavery.

Shelf No. Microfilm 974. 11 reels.

Selected Negro Newspapers from the Library of Congress

This research collection contains issues of over one hundred African-American publications from the Library of Congress. The titles represent all regions of the United States. Because of the vast number of small runs filmed, several titles may appear on a given roll. Below is a partial listing of some of the titles available. Please keep in mind some volumes may be missing, and roll counts may change pending verification by the Library of Congress.

The Washington Bee, Washington, DC. 1882–84.
Shelf No. NP 2194. L110301 19 reels.

The Broad Ax, Chicago, IL. 1899–1901.
Shelf No. NP 2197. L11025 2 8 reels.

The Freeman, Indianapolis, IN. 1886–1916.
Shelf No. NP 2199. L110254. 17 reels.

The American Citizen, Kansas City, KS. 1889–1907.
Shelf No. NP 2206. L110261 7 reels.

The New Orleans Tribune, New Orleans, LA. 1864–69.
Shelf No. NP 2223. L110276 4 reels.

Frederick Douglass's Paper, Rochester, NY. 1851–60.
Shelf No. NP 2242. L110293 Reel 11, Title 9. 1 reel.

The Cleveland Gazette, Cleveland, OH. 1883–1945.
Shelf No. NP 2235. L110288 20 reels.

Please contact your PSM sales representative for additional collections related to African-American Studies – Africana and Religion & Theology Mini Catalogs.

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Monday, April 18, 2011 1:25 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Dept. Graduation

Julius,
I am writing to see when the departmental graduation will be held. I might have a scheduling conflict if it is on May 7.

Thanks,
Kia

From: Williams, Rebecca B <rbwill@email.unc.edu>
Sent: Monday, April 18, 2011 4:56 PM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Cc: DptCrMgrs@listserv.unc.edu
Subject: [dptcrchairs] Annual Evaluation of Untenured Faculty
Attach: 10-11 Annual Evaluation of Untenured Faculty.docx

This message is being sent to all Chairs of Departments and Curricula with a copy to the administrative managers of the Departments and Curricula.
Chairs must conduct performance evaluations of untenured assistant and associate professors each year. These evaluations are especially important for setting goals, cl
Please let Janet Farrell know by May 27, 2011 that a conference has been held with each untenured individual by completing the attached form and returning it to Janet a
If you have any questions regarding this process, feel free to contact your Senior Associate Dean or your HR Consultant.

Thank you,
Becky

Becky Williams
Director of Human Resources
UNC College of Arts & Sciences
CB# 3056, 03 Howell Hall
(919) 962-9276
rbwill@email.unc.edu

Annual Evaluation of Untenured Faculty
Academic Year 2010-2011

Department/Curriculum Name _____

Submitted By _____

NAME	RANK	DATE OF CONFERENCE
EX: Jane Doe-Smith	Assistant Professor	March 5, 2011

If your department has no untenured faculty to review, please indicate by checking here.

All tenure track faculty who have not been reviewed or conferred tenure must have an annual conference with the Chair. A written summary of the conference must be placed in the faculty member's file. In addition, a copy must be sent to the faculty member, who may write a response to the file if he/she wishes.

Please return as a pdf file to:
Janet Farrell
jcfarrel@email.unc.edu

Due Date: May 27, 2011

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Monday, April 18, 2011 4:57 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Newsletter Piece about Ann

Julius,
I hope all is well and you are feeling better. I'm writing to see if you would be able to write a short piece about Ann Dunbar for the newsletter. We would like to include information about her contributions to the department and the university, as well as her teaching and professional accomplishments. Please let me know if you would be able to send something by next Monday.

Thanks,
Kia

From: nobody@notify.unc.edu on behalf of fitnet@unc.edu
Sent: Monday, April 18, 2011 8:28 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Are you a young adult cancer survivor interested in an exercise program?

Are you a young adult cancer survivor interested in getting more physically active? Do you have an active Facebook account?

Researchers at the University of North Carolina at Chapel Hill are studying ways to promote physical activity among young adult cancer survivors using Facebook. We are seeking volunteers to enroll in a research study that tests an exercise program designed specifically for young adult cancer survivors. Your participation will be some of the first data collected about an exercise program delivered through Facebook.

If you participate, you will receive exercise information via Facebook and a pedometer. You will be asked to complete two online questionnaires and may receive access to weekly group discussions and an exercise website. The entire 12-week study can be completed online.

You may be eligible if you:
-- are 21 to 39 years old
-- were diagnosed with cancer (excluding non-melanoma skin cancer) at age 18 or older
-- have completed cancer treatment
-- have an active Facebook account

Additional eligibility criteria apply.

Participants will receive a $30 gift card after the 12-week assessment.

For more information and to see if you qualify, please go to:
www.fitnet-unc.org

The study was approved by the Public Health-Nursing Institutional Review Board on 12/16/10 (Study # 10-2150).

This email is sponsored by: Lineberger Comprehensive Cancer Center

This email is sponsored by: Lineberger Comprehensive Cancer Center

==========

"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, April 18, 2011 8:52 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FORMAL NOTICE: New Campus Email Address and Domain Policies

---

M E M O R A N D U M

TO: Carolina Faculty and Staff

FROM: Stan Waddell
Executive Director of Information Security and Information Security Officer

DATE: April 18, 2011

SUBJECT: New Campus Email Address and Domain Policies

Two new information security policies, the Email Address Policy and Email Domain Policy, have recently been approved. These policies have been created because of the need for the University to maintain the privacy and security of the information it creates and receives. The University must also be able to provide legally required information for discovery and public records purposes. When third party consumer email systems are used for official business the University does not have assurances that these important obligations can be met.

The new policies set forth the guiding principles on how email will be used for official communications and detail the following requirements:

1. All faculty, staff, and student-employees must use University-owned, managed, or approved email addresses for all work-related email correspondence (i.e. Email accounts that end in unc.edu including the new HeelMail live.unc.edu service for students). All faculty, staff and student-employees must maintain a University email address in the campus directory;
2. Faculty, staff, and student-employees may not automatically forward email from campus email systems to external non-University managed email systems (such as Yahoo, Gmail, or Hotmail);
3. Any University department desiring to outsource management of department email services to an external entity must first have a contract in place that has been approved by the Office of University Counsel; and
4. Email systems owned or managed by University departments must meet certain management criteria as identified in campus information security policies and have a completed and signed memorandum of understanding on file with the campus Information Security Office.

These policies apply to all faculty, staff, and student-employees at UNC-Chapel Hill, as well as to all email systems owned and/or managed by UNC-Chapel Hill. The policies can be found on the University IT Policies Page at: http://its.unc.edu/ITS/About_ITS/ITS_Policies/index.htm.

This message is a follow-up communication to one sent by Leslie Strohm, vice chancellor and general counsel and Larry Conrad, vice chancellor for information technology and chief information officer, to campus deans, directors and department heads on March 14.

Thank you for your continued assistance in reducing information security risks at UNC-Chapel Hill and in helping the University meet its legal

obligations.

For assistance or questions with the policies please contact either your departmental information security liaison or the Office of Information Security at security@unc.edu or 919-962-HELP.

This email is sponsored by: Information Technology Services and Office of University Counsel.

This email is sponsored by: Information Technology Services and Office of University Counsel

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Monday, April 18, 2011 10:12 PM
To:	Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject:	INFORMATIONAL: Message from the Chancellor: Campus Response to Tornado Relief Efforts in N.C.

Dear Carolina Students, Faculty and Staff:

Here in Chapel Hill, our thoughts and prayers are with those across the state who have been affected by Saturday's tornados. We are identifying any
students, faculty and staff directly affected, as well as establishing contact with those communities in North Carolina to find out what they need.

To best determine how we can help, I have asked the North Carolina Institute for Public Health and the Carolina Center for Public Service to coordinate our campus efforts and to serve as centralized source of information. Please check the website at http://www.unc.edu/ccps/ for information and share information about relief efforts with the center by e-mailing ccps@unc.edu.

One thing we do know is that the situation is being handled by emergency management, and the state has asked that no volunteers visit the affected areas right now, in the immediate aftermath. Given the scope of the disaster, however, certain volunteer efforts will be needed in the near future and for many months to come. Meanwhile, you can donate money to the Red Cross or to our campus Disaster Relief Fund at the Carolina Center for Public Service. The center will also coordinate a food drive for the Food Bank of Eastern North Carolina.

As we know what other relief efforts are underway, we will share that information on the website and through our UNC Facebook page.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, April 18, 2011 10:36 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Participants Needed: Simple Decisions 5

To participate in studies at The Center for Decision Research.
Please visit our website at: www.c4dr.unc.edu

New Study Available:
Simple Decisions 5
We are looking for participants to help
us with our research into
decision-making. As a participant you
will spend approximately 15
minutes to complete a study in our lab.
Location: Kenan-Flagler Behavioral Lab,
McColl 4402/4404
Duration: 15 minutes
Pay: $5
IRB #10 - 1976

Approved by the UNC Behavioral IRB on
4/12/11

This email is sponsored by: KFBS: Center for Decision Research

==========
"INFORMATIONAL:" email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational mass
email preference, sign into MyUNC at http://my.unc.edu, and select
"Update Personal Information".

From: Diana Muli <diana@dolphinsgroup.co.ke>
Sent: Tuesday, April 19, 2011 4:56 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Executive Public Speaking & Business Presentation Skills Training..

Greetings,

Do not let your speaking, or the lack of speaking, do you in. Public Speaking and Business Presentation Skills can be learnt and honed to perfection.

Indisputably, these skills can propel you forward professionally and socially.

Whether you're a complete beginner to public speaking and business presenting or looking to improve existing skills,

this training will bring out the best in you or your staff...

√ Overcome your nerves and deliver a speech with confidence.

√ Discover how to engage with your audience.

√ Learn how to make a real impact on your audience.

√ Learn to speak with greater conviction and authority.

√ Discover the power of clear and persuasive message

- **Increase your Confidence,**
- **Bring out your Competence and that of your organization without limitation,**
- **Gain Credibility with your audience,**
- **Increase your sales & market share,**
- **Present your tender documents with passion and as an able Team,**
- **Achieve positive results in your field of work,**
- **Deliver with Passion, yes Passion.. and Commitment ,**
- **Realise your true potential..**
- **Live life to the full...Share your ideas,fullfil your mission...**

FR*EE Public Image,Dressing and etiquette session.

Date: 28 to 29 April 2011

Venue: The Sarova Stanley

Facilitation: KSH 39,000 + VAT (Inclusive of all Requirements) or USD 500 + VAT

Contact: Sheila or Susan, sheila@dolphinsgroup.co.ke or training@dolphinsgroup.co.ke

Tel: +254 20 2211362 / 382 Fax 254 20 2211386 Cell 254-(0) 712-636 404

Reserve Online Today *Click Here...* Few Slots Available; for High Impact Training..

Some Previous Attendant had this to say;

Absolutely a must course for all of us, we all definitely need to progress, make an impact and speak in public or business presentation. Better be five years ready than one day unprepared. Keep up the good work.
Job K Naisho, BSL Manager- Central Bank of Kenya.

Very insightful, it was interesting to view the analysis of my recorded speech during the training. This is a definitely a tool for success.
Sammy Ikiingi, Managing Partner, CPS.

Read More....

View Photos and Videos on previous events..

Your FR*EE Offers_ Save and Gain

-Book two slots and get 10% Discount. VAT exclusive
-Book three slots and get one extra space abso*lutely FR*EE!
-Book more than four slots and get 20% Discount. VAT exclusive

View More

Here are some FREE Tips for you...

Dolphins Training & Consultants Ltd.

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P O Box 27859 00100 Nairobi, Kenya
Tel; +254-20-2211362 /2211382
Mobile;+254-(0)712-636404
Fax +254-20-2211386
training@dolphinsgroup.co.ke
www.dolphinsgroup.co.ke

Your No.1 Corporate Training Partner

Dolphins Group.

Kindly feel free forwarding to your colleagues and friends.

"sent from iPad"

Dear Client, I sent you this e-mail for information and highlighting current amazing services and offers.

If you'd rather not receive future e-mails on more solutions,information plus ongoing offers from us please use this link.

Forward a Message to Someone,kindly use this link.

Have a lovely Day!

.

From: David Donnenfield, The Video Project <info@videoproject.com>
Sent: Tuesday, April 19, 2011 5:22 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: New Films on Africa Today - AIDS, Women, Desertification

---

View in Your Browser

The Video Project

Three New Films on Contemporary African Issues

AIDS • Women • Desertification

25% Off Purchase of All 3 Titles - Save $160

use promo code AFRICA25

Man Who Stopped the Desert

62 Minutes • DVD • $250

More info & View Trailer

THE MAN WHO STOPPED THE DESERT

Profiles an African peasant farmer who fought traditional local wisdom to become a successful pioneer in the fight against desertification and hunger in the Sahel, gaining international recognition for his efforts.

"Tens of thousands of hectares of land that was completely unproductive has been made productive again thanks to the techniques of Yacouba."
-Chris Reij, Vrij University, Amsterdam

- *Special Jury Award - UN International Forest Film Festival*
- *Official Selection - Wild & Scenic Environmental Film Festival*
- *Judges Special Selection - Wildscreen 2010*

Tapestries of Hope

77 Minutes • DVD • $195

More info & View Trailer

TAPESTRIES OF HOPE

Movingly exposes the rape of young girls and women in Zimbabwe by men who believe they can cure themselves of AIDS by having sex with a virgin, and profiles an organization working to rescue and protect young girls - the Girl Child Network - founded by a Zimbabwean child abuse survivor.

"The film is a vibrant international call to action and a breathtaking portrait of hope in the face of overwhelming odds."
- Jessica Mosby, TheWIP.net

- *Best Documentary - Women in Film & Television*
- *Best Director - Women in Film & Television*
- *Award of Merit - Accolade Film Awards*

Miss HIV

76 Minutes • DVD • $195

More info & View Trailer

MISS HIV

Filmed across Africa, **Miss HIV** explores the ideological conflict over international AIDS policy and gives voice to Africans seeking to overcome the paralyzing stigma associated with AIDS -- women in Botswana who enter the Miss HIV Stigma-Free Beauty Pageant and college students in Uganda, among others. Narrated by Della Reese.

"Recommended. Africa is at the center of the HIV/AIDS epidemic and the focus of international efforts to educate Africans and fight the disease" - Booklist

Official Selection:
- *Africa World Festival of Documentary Films*
- *San Francisco Black Film Festival*
- *Heartland Film Festival*

ORDER INFO

Free Previews Available

SHIPPING:
$9.95 1st, $3.50 each additional

Video Project Orders
P.O. Box 411376
San Francisco, CA 94141-1376

PH: 1-800-475-2638
FX: 1-888-562-9012
orders@videoproject.com
ONLINE:
www.videoproject.com

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Click here for e-mail

You will receive one additional e-mail message confirming your removal.

From: Education Degree Source <EducationDegreeSource@email.degreetree.com>
Sent: Tuesday, April 19, 2011 7:19 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Busy work schedule? Earn a degree at your own pace

EducationDegreeSource.com is a website owned and operated by LendingTree, LLC.
Manage your email subscriptions.
To ensure delivery, add educationdegreesource@email.degreetree.com to your address book.

EDUCATION DEGREE SOURCE

Busy work schedule?

Earn a degree at your own pace

Find Out More! >>

Did you know?

- Nearly one in four students take at least some college courses online.
- Two million students take all their courses online
- Two million more take one or more online course.
- A Department of Education study concluded course work is better absorbed online than material presented in live classrooms.
  Source: US Dept of Labor, Bureau of Labor Statistics

EducationDegreeSource.com is a website owned and operated by LendingTree, LLC.

Education Degree Source - 11115 Rushmore Drive, Charlotte, NC 28227

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Unsubscribe | Manage Your Email Subscriptions | Privacy Policy | Terms of Use

LTV_NoSubprime_041911

From: Invisible Children <info=invisiblechildren.com@mcsv41.net>
Sent: Tuesday, April 19, 2011 7:23 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: We are Back on "Oprah"!

Email not displaying correctly? View it in your browser.

We're Back on Oprah!

We are back on "Oprah"!

Yes, you read that right: Your silence has reached Oprah. Because of what you've already accomplished for 25, Oprah is having us on her show—for the THIRD time—to share the story of Invisible Children with millions more. We'll be on with our friend and film director Tom Shadyac.

Watch "The Oprah Winfrey Show" tomorrow (April 20th) to see our filmmakers talk with Oprah about what you've done for 25. Check your local listings for when it airs. (Yes, we copied and pasted that last sentence directly from TV Guide.)

This is all happening because in 5 days, on Sunday at 7PM, we're going silent, to speak out against 25 years of LRA violence. 25 hours later, on Monday at 8PM, we'll be breaking that silence together in a big way. How big? Keep reading...

To join and add your voice to 25, sign up at invisiblechildren.com/25 and RSVP for the 'Break the Silence' event near your city. The details about your specific location for 'Break the Silence' are now up, so we'll say it again: invisiblechildren.com/25. We just took away any excuse you have for not showing up, because all the details are at the website. (Sorry, people who like excuses—not this time.)

Okay, that's all. We're done now.

See you next Monday,
-Invisible Children

Not interested in receiving emails from Invisible Children? UNSUBSCRIBE

Sent to jen321@email.unc.edu - Unsubscribe | Update Profile | Forward to a Friend

Our mailing address is:
Invisible Children
1620 5th Ave
SUITE 400
San Diego, CA 92101

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From:	bounce-29038430-39112961@listserv.unc.edu on behalf of Greenway, Ryan <greenway@unc.edu>
Sent:	Tuesday, April 19, 2011 7:51 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] Important - Annual Report open for faculty
Attach:	College Annual Report Faculty Manual.pdf

This message is being sent to all faculty in the College of Arts and Sciences with a copy to unit chairs/directors and administrative managers.

***

The College Annual report system is now open for faculty to summarize their activities and accomplishments. Based on input the Annual Report Committee received from departments, a new version of the Annual Report system has been developed to streamline the process and make the reporting easier and more efficient for faculty, chairs, and administrators. The attached help document explains the design and navigation for the new system. Please contact OASIS for additional help.

All faculty in the College of Arts and Sciences are required to prepare for their department or curricula an annual report of some of your activities and accomplishments for the period May 1, 2010 to April 30, 2011. These reports are used for a variety of assessment and evaluation purposes within your units, but they are also an important component of the units' required report to the College of Arts and Sciences.

The deadline for completing your report is **May 6, 2011**. Please bookmark the new system address - https://apps4.oasis.unc.edu/car/

Stewardship:

You may also be prompted to complete a tab labeled "Stewardship." This section is included if you have received funding from private sources.

The Arts and Sciences Foundation produces letters to donors on the use of these funds. These reports benefit your department and the College of Arts and Sciences in future fund-raising efforts.

If you have questions about the Stewardship section, please contact one of the following staff members at the Arts & Sciences Foundation: Del Helton, del.helton@unc.edu, 962-8216, Jim Magaw, jim.magaw@unc.edu, 962-6123, or Joanna Cardwell, joanna.cardwell@unc.edu, 962-8342.

Please note that your contributions last spring helped the Arts and Sciences Foundation produce nearly 600 letters to our generous College donors. This annual "stewardship report" explains how the fund was used and includes information about the fund's investment performance. Donors often respond with a thank-you note in appreciation.

We very much appreciate your assistance with another round of outstanding stewardship letters.

INSTRUCTIONS FOR ACCESSING THE ANNUAL REPORT SYSTEM AND STEWARDSHIP

1) https://apps4.oasis.unc.edu/car/

2) Login with your onyen and onyen password

3) You can access the Stewardship system through a tab on the Annual Report.

*For responses from previous years – Previous system.

Your Onyen

Website: http://onyen.unc.edu

Your ONYEN is the first part of your email address, e.g. for an email address of jdoe(at)email.unc.edu your ONYEN is "jdoe" without the quotes.

If you lose or forget your ONYEN password, you can get a new one by taking your UNC One Card (or another picture ID) to IT Response Center at Wilson Library suite 300. It is not possible to recover your old password. For security reasons, you can get a new password only with a picture ID.

If you have forgotten your ONYEN you may look it up by selecting the "Forgotten Onyen" button and supplying your last name and your PID.

Annual Report Assistance

If you require additional help or have problems accessing or using the web site, please submit an Online Help Ticket to OASIS. Website: http://oasis.unc.edu/remedy

---
Ryan Greenway, PMP
Acting Director of Finance and Operations

Dean's Office, College of Arts & Sciences
University of North Carolina at Chapel Hill
CB 3100
919.962.9275

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:JEN321@email.unc.edu">JEN321@email.unc.edu.

College Annual Report

New System released April 2011

Faculty Instructions

Table of Contents

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College of Arts and Sciences: Annual Report System

Overview

The online College annual report system has been redesigned for the 2010-2011 reporting period. A primary goal of the redesign was to make it easier for reporters to enter data into the system.

The general work flow of the application will be:

1. sign on
2. verify onyen, reporting period, departmental affiliations
3. answer questions on 9 pages
4. upload your CV
5. mark your report as complete
6. review your report
7. sign out

Access and Logon: where is it?

https://apps4.oasis.unc.edu/car Once you click on that link, you will be presented with the following login screen:

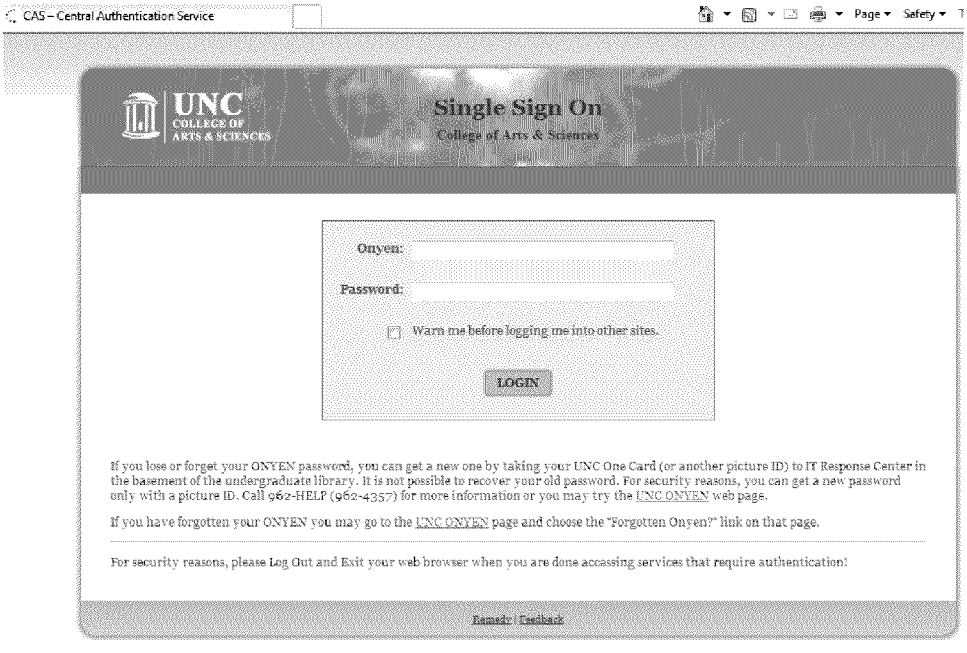

Provide your onyen and password to access the annual report system

College of Arts and Sciences: Annual Report System

Verify your affiliations

After a successful sign on, you will be sent to the first page in the system, the profile page:

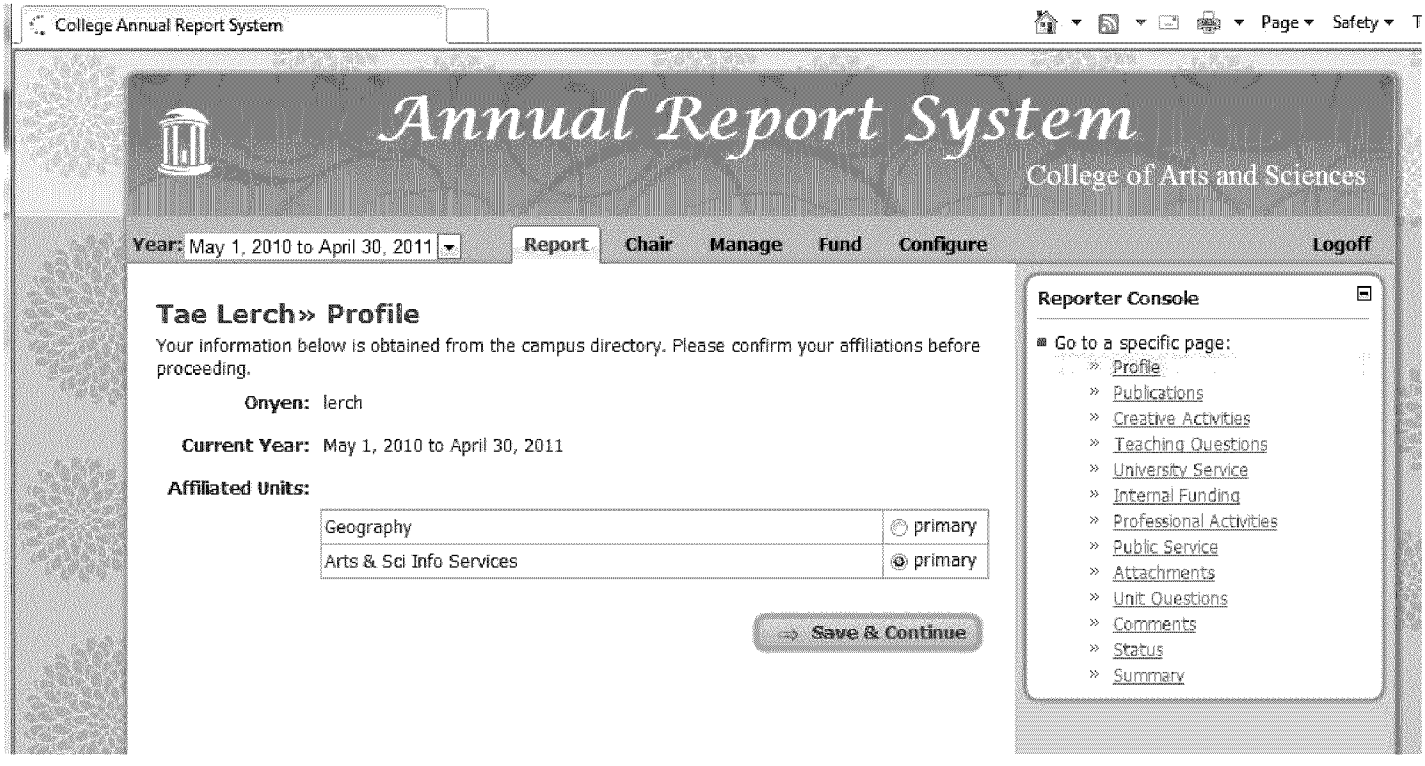

The profile page presents some information that you, the reporter, must verify. Make sure that the onyen, the current year and the home/primary department is correct. You can easily change your primary department with the radio buttons.

All departments in the "Affiliated Units" section will be able to view your report. You do NOT need to fill out a report for each department.

In the example above, the reporter with an onyen of lerch is doing a report for the 2010-2011 reporting period and is affiliated with 2 departments. Note how the OASIS department is selected as the primary.

College of Arts and Sciences: Annual Report System

System Navigation: getting around within the system

The faculty/reporter part of the system consists of several pages, all with the navigation buttons "Back" and "Save and continue". Choosing “Back” will save any changes and send you to the previous page. “Save and Continue” will save any changes and send the reporter to the next page.

Here is an example of what the buttons look like (keep in mind that these buttons are at the bottom of each report page):

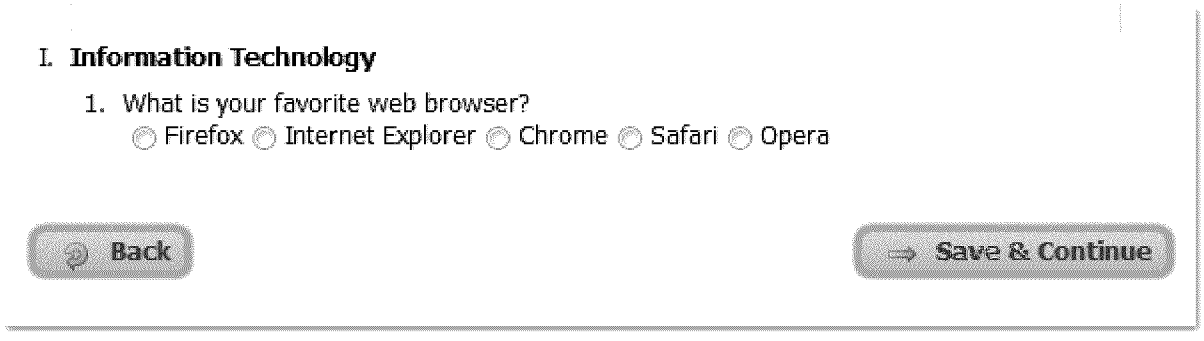

Sections of the report are also provided (right side menu) to navigate to any page within the report. Using these links will save the work you have already done on the current page.

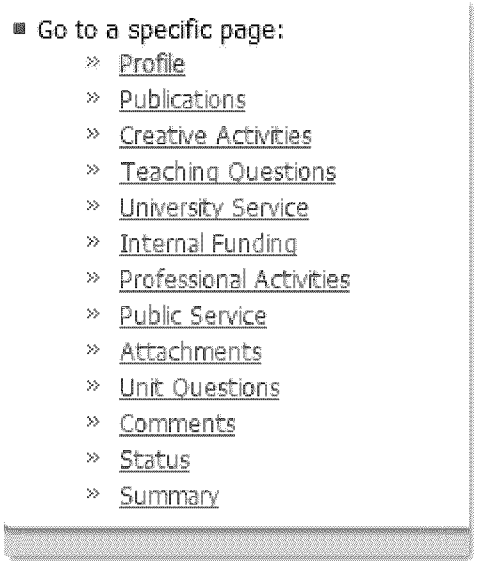

Session time out

The annual report system will logout automatically after 30 minutes of inactivity and your work will not be saved. Remember to save your work before moving to another task.

Also, a pop up dialog will appear when only 5 minutes remain:

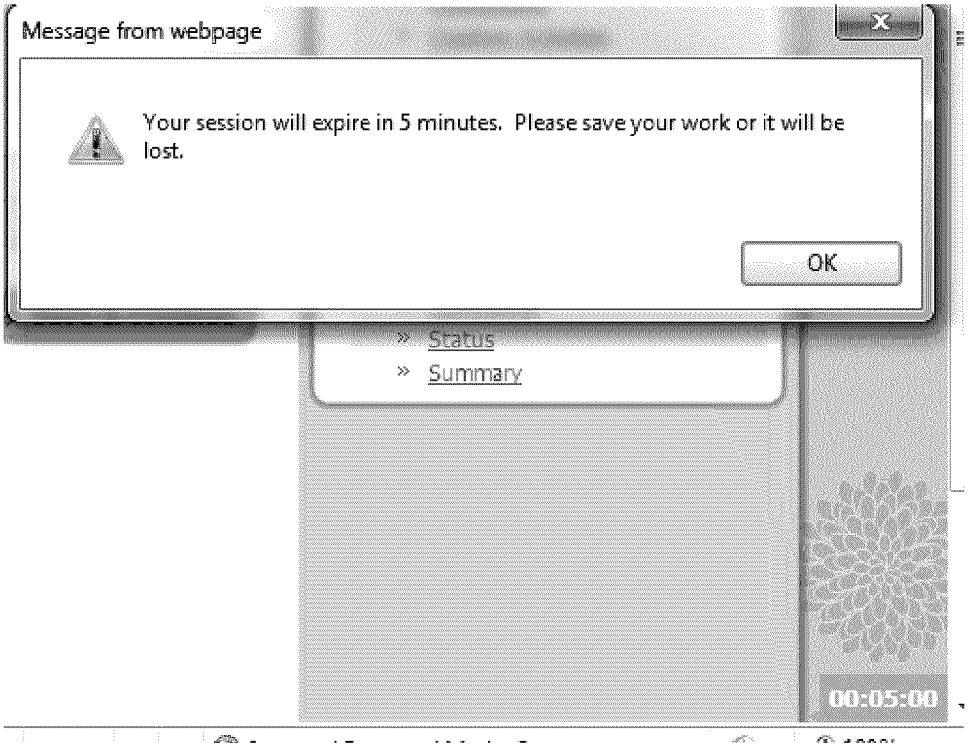

If you anticipate that an answer to a question(s) may take longer than 30 minutes, it may be necessary to draft the reply in a word process or text editor. Replies can be cut and pasted from the word processor.

College of Arts and Sciences: Annual Report System

Question Pages

The majority of the pages in the report system are in a question and answer format. Publications, creative activities, teaching, university service, internal funding, professional activities, public service, unit questions, and comments are all question/answer pages.

Replies to the questions are in one of several formats.

1. A small text box for numeric and short text answers (#6 below),
2. A larger, multi-line text box for more lengthy answers (#8 below), or
3. Radio button selections (#7 below).

6. Number of former graduate student coauthors:
   0
7. Did any undergraduates you supervise present or perform their work at an off-campus meeting or venue this year?
   ○ Yes ◉ No
8. If yes, please list the event(s) below with the names of the students below each event listed.

9. Did any undergraduates you supervise participate in an on-campus presentation/performance

Once the questions have been answered, you may click one of "Back" button, "Save and continue" button, or one of the direct-to-page links. Any of these will save your work.

Attachments Page

The attachment page allows you to attach uploaded files to your report. At this time, the only attachment required is your current CV, although your department may require other documents:

To add an attachment, click on the "(+) Add Attachment" link on the upper right hand side of the page. You will see the following:

Use the browse button to locate your CV file on your computer. Enter a description such as "My CV for 2010-2011" and then click the "Save" button. Please note that there is a limit on the size of the file you wish to upload of 2000 Kilobytes (2 Megabytes). This should accommodate most CVs in Microsoft Word or PDF format.

College of Arts and Sciences: Annual Report System

Status Page

The status page allows you to indicate whether or not you are have completed the annual report:

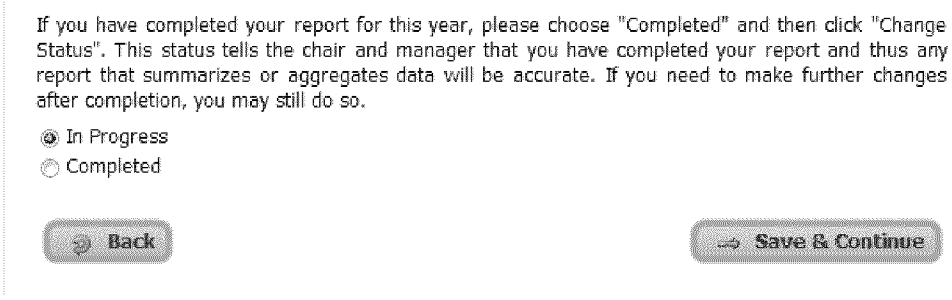

Click the appropriate choice of "In Progress" or "Complete" and then save the choice by clicking "Save and continue". This status is used to inform your department and the college that you are done with your report for the current reporting period. It should be noted that you are still able to make changes to your report even if it is marked as "completed". You may amend your report until the system closes according to the schedule released by the Dean's Office.

Summary Page

The summary page is a reporting page that summarizes all your input into the system for the given report period. An image/link is provided to download the summary in PDF format:

Click the image on the page to download a pdf version of your report. Your report summary is viewable online at anytime even when the reporting period is closed. The "save to pdf" option is provided in case you want a file/print version of your summary.

Getting Help

If a technical issue arises or if you have some question regarding the system, some links are provided near the bottom of every page in the system:

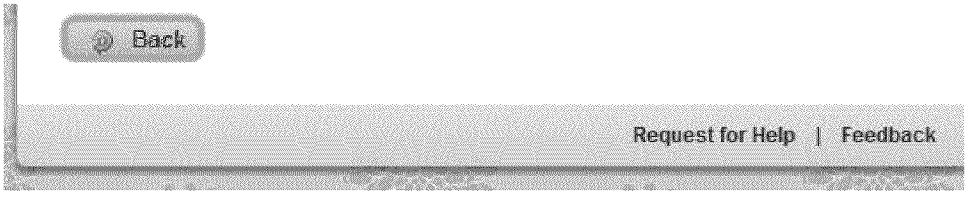

Clicking on the "Request for help" link will produce an email that is sent directly to us (Oasis). If you see an error message, please copy and paste it into the email along with some description of what you were trying to do (I typed in my response to the questions and clicked the save button and bam there's an error message). If you have a question on how to use the system please ask that in your email.

If you have feedback regarding the system itself, click the "Feedback" link. This will send an email to Oasis management who will address your comments or concerns.

Logging Off

A link is provided on the upper right hand corner of all pages. Clicking it will present you with a choice of "Quitting" or "Signing Out":

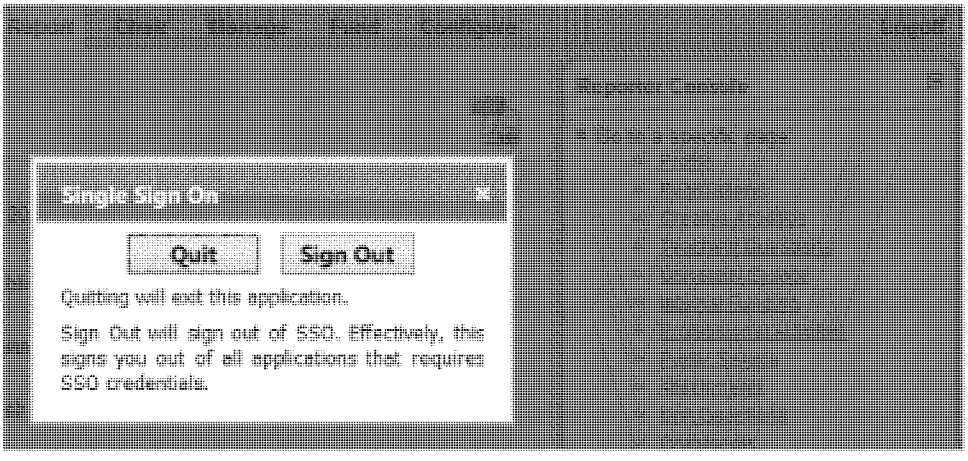

The distinction is explained in the box. The bottom line is that if you plan on doing some more work on the annual report system, choose "quit" instead of "sign out".

From: Greenway, Ryan <greenway@unc.edu>
Sent: Tuesday, April 19, 2011 7:56 AM
To: All Deans, Directors, and Department Heads in the College of Arts & Sciences <asddd@listserv.unc.edu>
Subject: [asddd] FW: Annual Report open for faculty
Attach: College Annual Report Faculty Manual.pdf

This message is being sent to unit chairs/directors and administrative managers.

Please note that the deadline for faculty to enter their Annual Report is now Friday, May 6, 2011.

From: Greenway, Ryan
Sent: Tuesday, April 19, 2011 7:51 AM
To: all-college-faculty@listserv.unc.edu
Subject: Important - Annual Report open for faculty

This message is being sent to all faculty in the College of Arts and Sciences with a copy to unit chairs/directors and administrative managers.

***

The College Annual report system is now open for faculty to summarize their activities and accomplishments. Based on input the Annual Report Committee received from departments, a new version of the Annual Report system has been developed to streamline the process and make the reporting easier and more efficient for faculty, chairs, and administrators. The attached help document explains the design and navigation for the new system. Please contact OASIS for additional help.

All faculty in the College of Arts and Sciences are required to prepare for their department or curricula an annual report of some of your activities and accomplishments for the period May 1, 2010 to April 30, 2011. These reports are used for a variety of assessment and evaluation purposes within your units, but they are also an important component of the units' required report to the College of Arts and Sciences.

The deadline for completing your report is **May 6, 2011**. Please bookmark the new system address - https://apps4.oasis.unc.edu/car/

Stewardship:

You may also be prompted to complete a tab labeled "Stewardship." This section is included if you have received funding from private sources.

The Arts and Sciences Foundation produces letters to donors on the use of these funds. These reports benefit your department and the College of Arts and Sciences in future fund-raising efforts.

If you have questions about the Stewardship section, please contact one of the following staff members at the Arts & Sciences Foundation: Del Helton, del.helton@unc.edu, 962-8216, Jim Magaw, jim.magaw@unc.edu, 962-6123, or Joanna Cardwell, joanna.cardwell@unc.edu, 962-8342.

Please note that your contributions last spring helped the Arts and Sciences Foundation produce nearly 600 letters to our generous College donors. This annual "stewardship report" explains how the fund was used and includes information about the fund's investment performance. Donors often respond with a thank-you note in appreciation.

We very much appreciate your assistance with another round of outstanding stewardship letters.

INSTRUCTIONS FOR ACCESSING THE ANNUAL REPORT SYSTEM AND STEWARDSHIP

1) https://apps4.oasis.unc.edu/car/

2) Login with your onyen and onyen password

3) You can access the Stewardship system through a tab on the Annual Report.

*For responses from previous years – Previous system.

Your Onyen

Website: http://onyen.unc.edu

Your ONYEN is the first part of your email address, e.g. for an email address of jdoe(at)email.unc.edu your ONYEN is "jdoe" without the quotes.

If you lose or forget your ONYEN password, you can get a new one by taking your UNC One Card (or another picture ID) to IT Response Center at Wilson Library suite 300. It is not possible to recover your old password. For security reasons, you can get a new password only with a picture ID.

If you have forgotten your ONYEN you may look it up by selecting the "Forgotten Onyen" button and supplying your last name and your PID.

Annual Report Assistance

If you require additional help or have problems accessing or using the web site, please submit an Online Help Ticket to OASIS. Website: http://oasis.unc.edu/remedy

---

Ryan Greenway, PMP
Acting Director of Finance and Operations

Dean's Office, College of Arts & Sciences
University of North Carolina at Chapel Hill
CB 3100
919.962.9275

College Annual Report

New System released April 2011

Faculty Instructions

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College of Arts and Sciences: Annual Report System

Overview

The online College annual report system has been redesigned for the 2010-2011 reporting period. A primary goal of the redesign was to make it easier for reporters to enter data into the system.

The general work flow of the application will be:

1. sign on
2. verify onyen, reporting period, departmental affiliations
3. answer questions on 9 pages
4. upload your CV
5. mark your report as complete
6. review your report
7. sign out

Access and Logon: where is it?

https://apps4.oasis.unc.edu/car Once you click on that link, you will be presented with the following login screen:

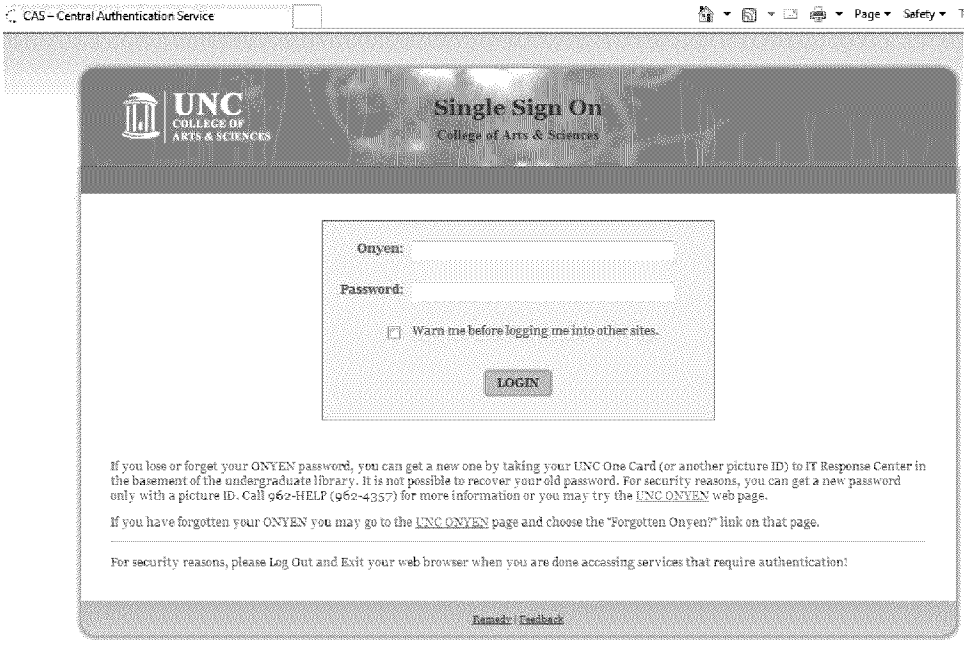

Provide your onyen and password to access the annual report system

College of Arts and Sciences: Annual Report System

Verify your affiliations

After a successful sign on, you will be sent to the first page in the system, the profile page:

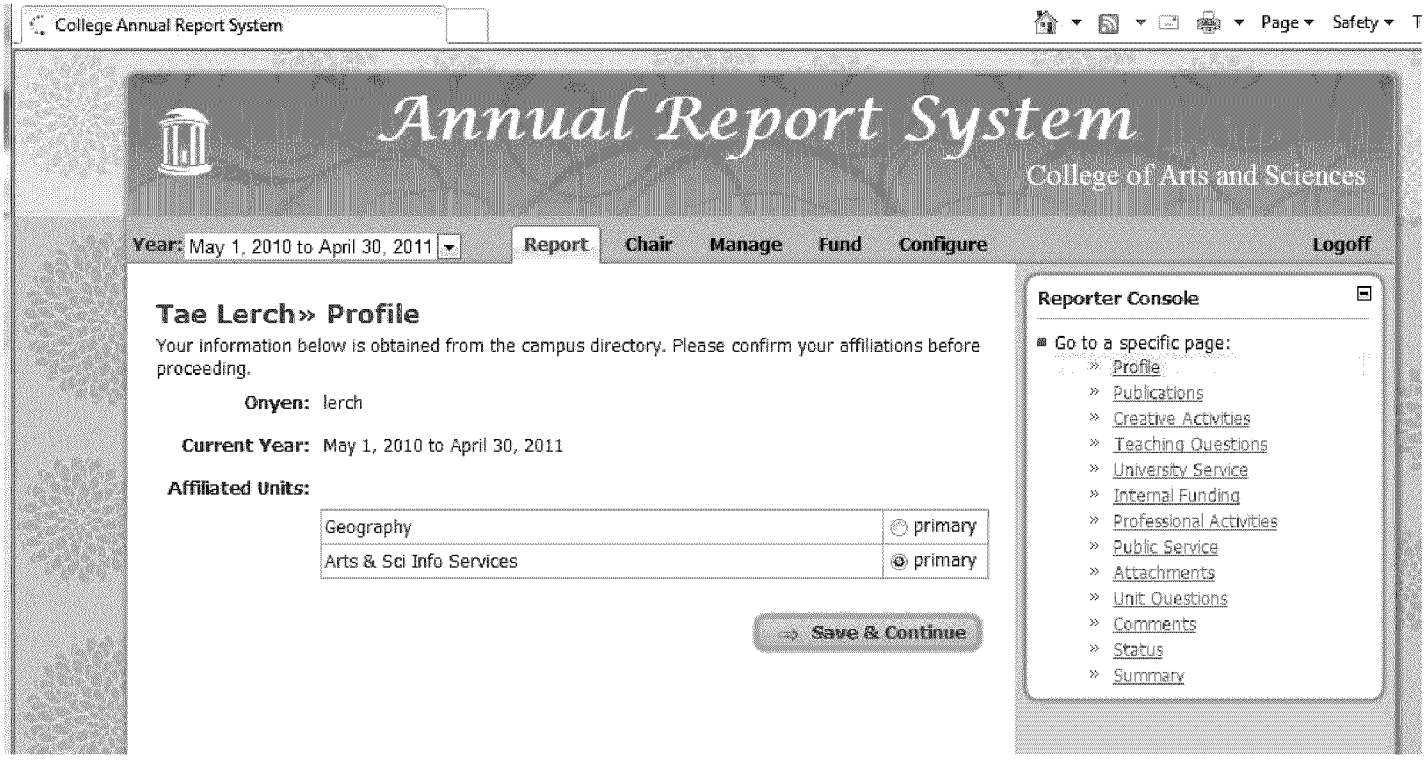

The profile page presents some information that you, the reporter, must verify. Make sure that the onyen, the current year and the home/primary department is correct. You can easily change your primary department with the radio buttons.

All departments in the "Affiliated Units" section will be able to view your report. You do NOT need to fill out a report for each department.

In the example above, the reporter with an onyen of lerch is doing a report for the 2010-2011 reporting period and is affiliated with 2 departments. Note how the OASIS department is selected as the primary.

College of Arts and Sciences: Annual Report System

System Navigation: getting around within the system

The faculty/reporter part of the system consists of several pages, all with the navigation buttons "Back" and "Save and continue". Choosing “Back” will save any changes and send you to the previous page. “Save and Continue” will save any changes and send the reporter to the next page.

Here is an example of what the buttons look like (keep in mind that these buttons are at the bottom of each report page):

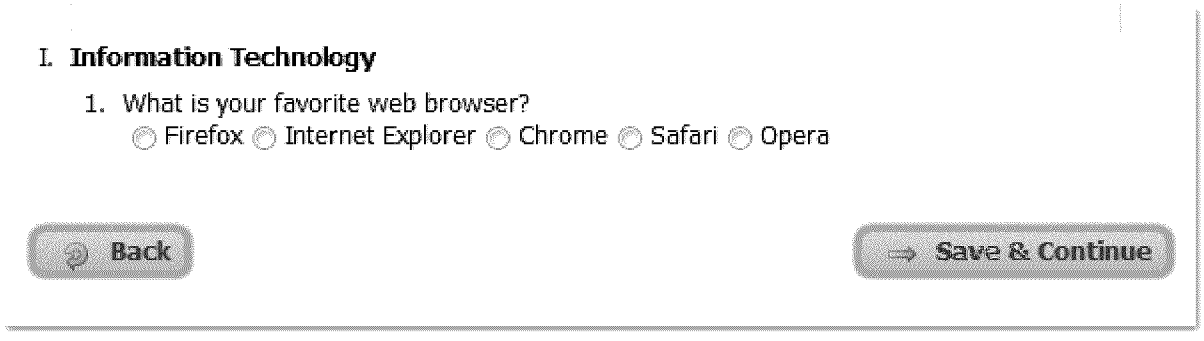

Sections of the report are also provided (right side menu) to navigate to any page within the report. Using these links will save the work you have already done on the current page.

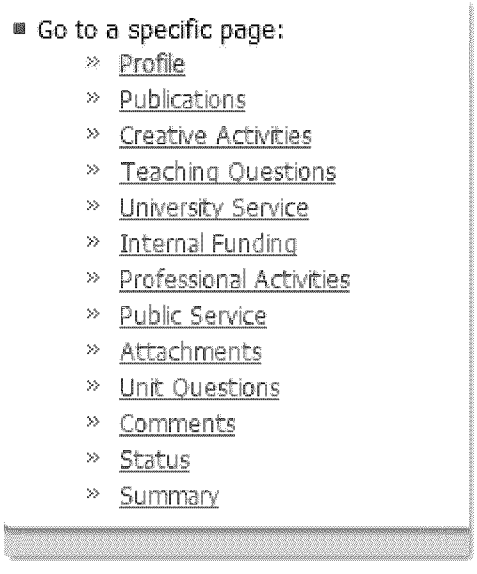

Session time out

The annual report system will logout automatically after 30 minutes of inactivity and your work will not be saved. Remember to save your work before moving to another task.

Also, a pop up dialog will appear when only 5 minutes remain:

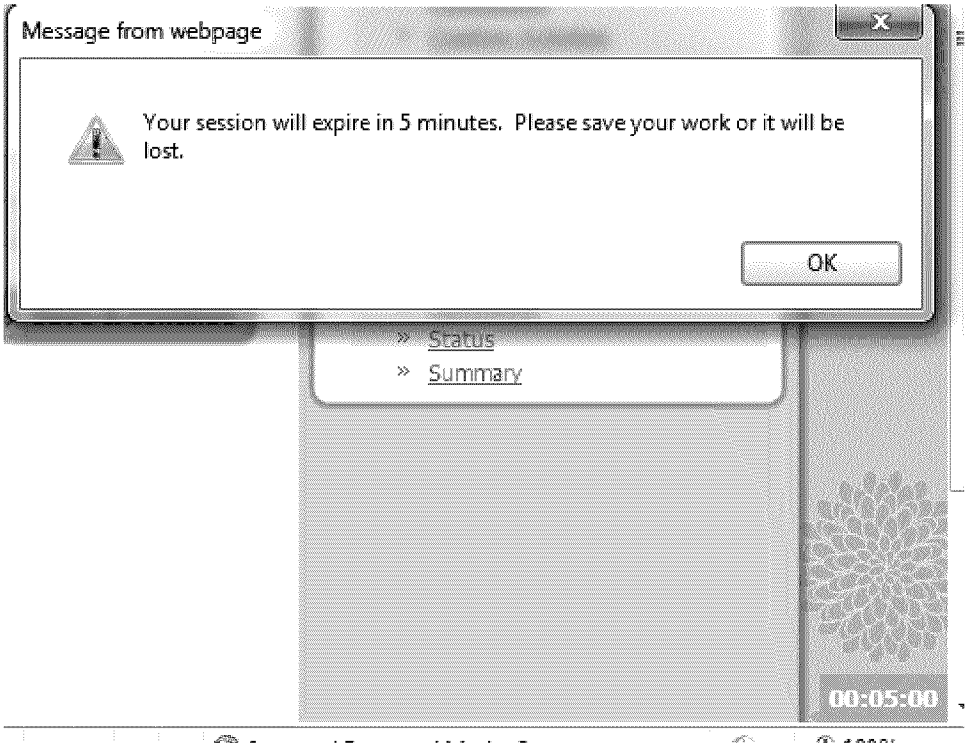

If you anticipate that an answer to a question(s) may take longer than 30 minutes, it may be necessary to draft the reply in a word process or text editor. Replies can be cut and pasted from the word processor.

College of Arts and Sciences: Annual Report System

Question Pages

The majority of the pages in the report system are in a question and answer format. Publications, creative activities, teaching, university service, internal funding, professional activities, public service, unit questions, and comments are all question/answer pages.

Replies to the questions are in one of several formats.

1. A small text box for numeric and short text answers (#6 below),
2. A larger, multi-line text box for more lengthy answers (#8 below), or
3. Radio button selections (#7 below).

6. Number of former graduate student coauthors:
   0
7. Did any undergraduates you supervise present or perform their work at an off-campus meeting or venue this year?
   ○ Yes ◉ No
8. If yes, please list the event(s) below with the names of the students below each event listed.

9. Did any undergraduates you supervise participate in an on-campus presentation/performance

Once the questions have been answered, you may click one of "Back" button, "Save and continue" button, or one of the direct-to-page links. Any of these will save your work.

Attachments Page

The attachment page allows you to attach uploaded files to your report. At this time, the only attachment required is your current CV, although your department may require other documents:

To add an attachment, click on the "(+) Add Attachment" link on the upper right hand side of the page. You will see the following:

Use the browse button to locate your CV file on your computer. Enter a description such as "My CV for 2010-2011" and then click the "Save" button. Please note that there is a limit on the size of the file you wish to upload of 2000 Kilobytes (2 Megabytes). This should accommodate most CVs in Microsoft Word or PDF format.

College of Arts and Sciences: Annual Report System

Status Page

The status page allows you to indicate whether or not you are have completed the annual report:

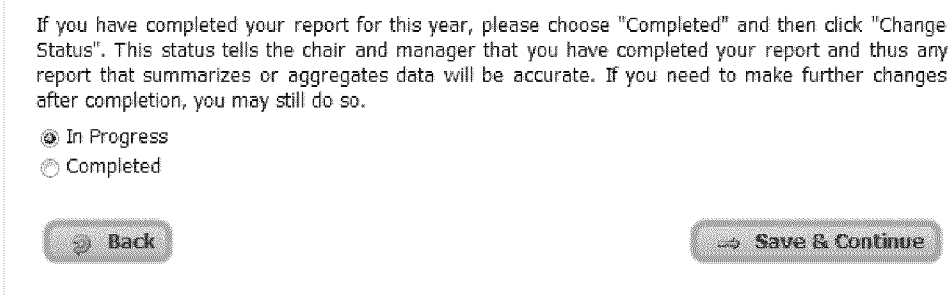

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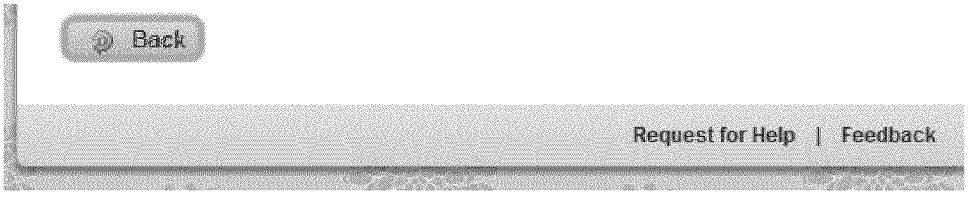

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Logging Off

A link is provided on the upper right hand corner of all pages. Clicking it will present you with a choice of "Quitting" or "Signing Out":

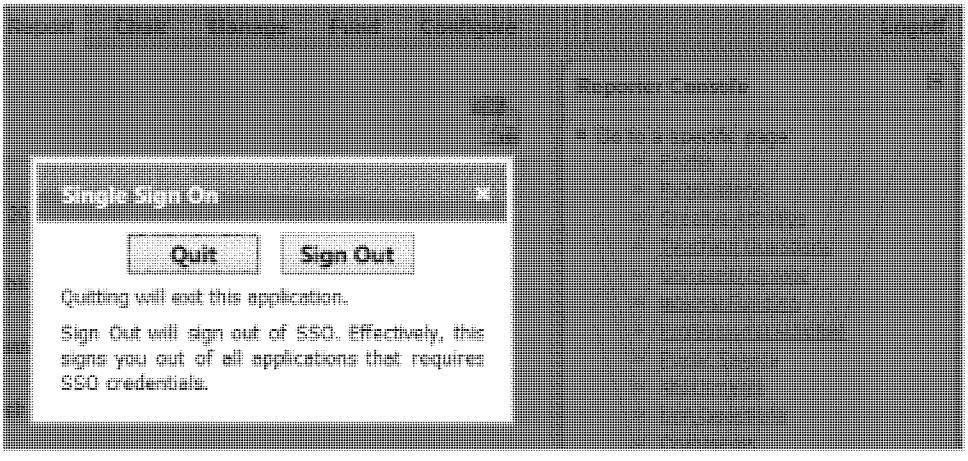

The distinction is explained in the box. The bottom line is that if you plan on doing some more work on the annual report system, choose "quit" instead of "sign out".

From: Kimberly McCrae <kmac@duke.edu>
Sent: Tuesday, April 19, 2011 9:10 AM
To: islamic-mideast-on-campus@duke.edu
Subject: TONIGHT--Tue 4/19: Screen/Society presents "Women Without Men" - award winning Iranian drama (8pm, Richard White)

Screen/Society presents...

All events are free and open to the general public!

TONIGHT -- Tuesday April 19th at 8pm in the Richard White Auditorium (East Campus):
The *Modern Cinemas of the Middle East* series concludes with:

Women Without Men

(Shirin Neshat and Shoja Azari, 2009, 95 min, Iran, English & Persian w/ English Subtitles, Color, DVD)

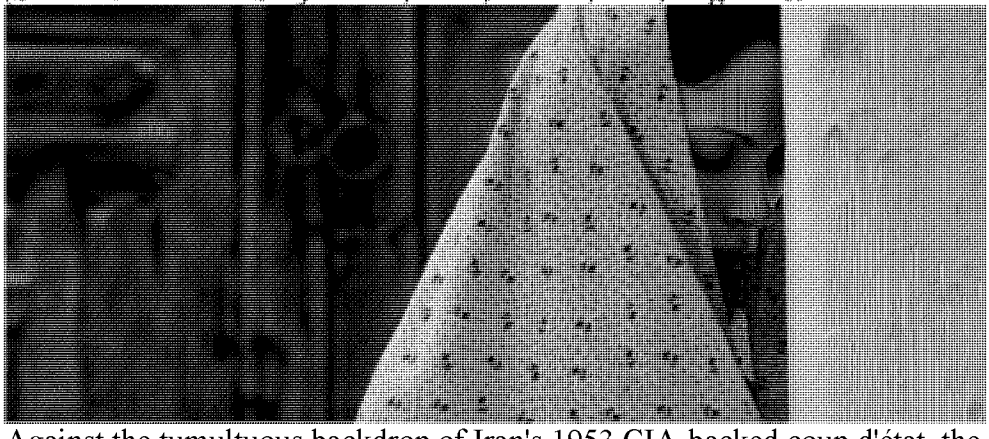

Against the tumultuous backdrop of Iran's 1953 CIA-backed coup d'état, the destinies of four women converge in a beautiful orchard garden, where they find independence, solace and companionship. Adapted from Shahrnoush Parsipour's novel of the same name.

-- Winner of the Silver Lion and the UNICEF Award at the 2009 Venice Film Festival!
With this debut feature, the photographer-turned-director Shirin Neshat has made a picture with vision, poetry, sexual frankness and historical sinew.
-- ***The Guardian*** **(UK)**

The film surpasses even Michael Haneke's *White Ribbon* in the fierce beauty and precision of its cinematography.
-- ***New York Times***
Sponsored by the Graduate Student Association of Iranians at Duke, the Graduate and Professional Student Council, the Duke Islamic Studies Center (DISC), the Program in the Arts of the Moving Image (AMI), the Program in Women's Studies, the Department of History, the Duke University Middle East Studies Center (DUMESC), and the Duke-UNC Consortium for Middle East Studies.

For information about other Spring 2011 Screen/Society film series and events, see:
http://ami.duke.edu/screensociety/schedule

All Screen/Society events are co-sponsored and co-presented by the Duke University Program in the Arts of the Moving Image

--
Hank Okazaki

Exhibitions Programmer
Program in the Arts of the Moving Image
Smith Warehouse
114 S. Buchanan Blvd, Bay 12, Room A121
Duke University, Box 90766
Durham, NC 27708-0766

E-mail: hokazak@duke.edu
Phone: 919-660-3031
Fax: 919-681-1378
Web: http://ami.duke.edu/screensociety

From: Sherryl Kleinman <kleinman@email.unc.edu>
Sent: Tuesday, April 19, 2011 9:57 AM
To: wah@duke.edu; Holland, Dorothy C <dholland@unc.edu>; Stokes, Pamela D <pstokes@unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Jordan, Joseph F <jfjordan@email.unc.edu>; LaReina Jordan <lareinajordan@gmail.com>; Mickey MacAdam <mmacadam@hiddenvoices.org>; Sinikka Elliott <sinikka.elliott@gmail.com>; Louis, Ellen <elouis@email.unc.edu>; ncaren@email.unc.edu; Anne S. Hastings <ahastings@mindspring.com>
Subject: REMINDER: Sociologist Gail Dines talk & slideshow on het. pornography industry (WED at 6)
Attach: dines flier.pdf

---

at UNC, CH, please forward

links sexism, racism, capitalism...

GAIL DINES

SEX(ISM), IDENTITY AND INTIMACY IN PORNOGRAPHY CULTURE

lecture and presentation of the 2011 Women's Advocacy Awards

From Internet pornography to MTV, popular culture bombards us with sexualized images of idealized women and men, and conveys powerful messages that help shape our sexuality. These pictures jump off the screen and into our culture and are now so commonplace that they seep into our gender identity, our body image and especially our intimate relationships. The result is not a more liberated, edgy sexuality, but a mass produced vision of sex that is profoundly sexist—a vision that limits our ability to create authentic, equal relationships that are free of violence and degradation. In this powerful multi-media presentation, Dr. Gail Dines uses examples from pornography, magazines, television shows, and movies to explore how masculinity and femininity are shaped by a consumer-driven image-based culture, and the ways public images spill over into our most private worlds.

WEDNESDAY, APRIL 20
6:00 PM
CHAPMAN 125

UNC
CAROLINA
WOMEN'S CENTER

215 West Cameron Ave., CB# 3302
Chapel Hill, NC 27599-3302
cwc@unc.edu | 919-962-8305 | womenscenter.unc.edu

Co-sponsored by the Carolina Women's Center, Feminist Students United, Carolina Against Slavery and Trafficking, Project Dinah, and One Act, with generous support from Dr. Linnea Smith.

From: Boyd, Lydia C <lcboyd@email.unc.edu>
Sent: Tuesday, April 19, 2011 11:57 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: meeting

Hello Julius,
I received your note about an end of year meeting. Would it be convenient to meet on Monday the 25th? I teach until 1:50pm, but am free after that. I could also meet on Tuesday or Wednesday. Or were you hoping to meet this week?

best,
Lydia

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Tuesday, April 19, 2011 11:59 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Newsletter Piece about Ann

Julius,
Five hundred words or less would be fine. If you will need more space, just let me know. We will probably do a two-page (or more) tribute to Ann.

Thanks,
Kia

From: Nyang Oro, Julius E
Sent: Tuesday, April 19, 2011 11:55 AM
To: Caldwell, Kia L
Subject: RE: Newsletter Piece about Ann

How long would you like it to be?

From: Caldwell, Kia L
Sent: Monday, April 18, 2011 4:56 PM
To: Nyang Oro, Julius E
Subject: Newsletter Piece about Ann

Julius,
I hope all is well and you are feeling better. I'm writing to see if you would be able to write a short piece about Ann Dunbar for the newsletter. We would like to include information about her contributions to the department and the university, as well as her teaching and professional accomplishments. Please let me know if you would be able to send something by next Monday.

Thanks,
Kia

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Tuesday, April 19, 2011 12:05 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Newsletter Piece about Ann

Great. Thanks.

From: Nyang Oro, Julius E
Sent: Tuesday, April 19, 2011 12:00 PM
To: Caldwell, Kia L
Subject: RE: Newsletter Piece about Ann

OK. I will aim for Monday. Thanks.

From: Caldwell, Kia L
Sent: Tuesday, April 19, 2011 11:59 AM
To: Nyang Oro, Julius E
Subject: RE: Newsletter Piece about Ann

Julius,
Five hundred words or less would be fine. If you will need more space, just let me know. We will probably do a two-page (or more) tribute to Ann.

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Thanks,
Kia

From: Boyd, Lydia C <lcboyd@email.unc.edu>
Sent: Tuesday, April 19, 2011 12:25 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: meeting

That would work well. See you then.

-Lydia

On Apr 19, 2011, at 11:58 AM, Nyang Oro, Julius E wrote:

> Hi Lydia: Monday would do. We could meet at 2.00. Would that work? Julius
> _____
> From: Boyd, Lydia C
> Sent: Tuesday, April 19, 2011 11:56 AM
> To: Nyang Oro, Julius E
> Subject: meeting
>
> Hello Julius,
> I received your note about an end of year meeting. Would it be convenient to meet on Monday the 25th? I teach until 1:50pm, but am free after that. I could also meet on Tuesday or Wednesday. Or were you hoping to meet this week?
>
> best,
> Lydia
>
>
>
>
>
>

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, April 19, 2011 12:30 PM
To: Nyang.Oro@email.unc.edu; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: [ackland-e-news] This Week at the Ackland

This Week at the Ackland

Encounter Art: Unlocking the Contemporary

Thursday, April 21
5:15 PM

Join Rachel Fesperman (UNC '12) for an interactive gallery talk on works by seven contemporary artists featured in the Ackland's exhibition New Currents in Contemporary Art: MFA 2011. The tour will focus on each artist's visual language and the aesthetic possibilities these represent.

Free

Slam Poetry Workshop with Sacrificial Poets

RSVP NOW!

Saturday, April 30
1:00 – 4:00 PM

The Ackland welcomes back nationally-recognized and award-winning local organization Sacrificial Poets. Come explore the art of spoken word "slam" poetry and delve into both writing and performance techniques that will help you take your art from the page to the stage.

Sacrificial Poets's mission is to inspire, foster, and promote artistic expression, personal growth, and social justice for youth in our collective communities through the use of the spoken and written word.

Teens and adults may register by contacting Allison Portnow, Events and Programs Coordinator.

IN THE GALLERIES:

New Currents in Contemporary Art: MFA 2011

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

Romantic Dreams | Rude Awakenings: Northern European Prints and Drawings, 1840-1940

Art and Cultural Exchange along the Silk Road

Making Sense in Eighteenth-Century Prints

Art and the Natural World in Early Modern Europe

Art and Religious Life in Early Modern Europe

There is always something new to see at the Ackland!

UPCOMING EVENTS:

April 28
Out of the Studio: Sacrificial Poets
6:00 PM

April 30
Art-Ventures for Kids
10:30 AM - 12:00 PM

April 30

Free to High School students / $25 Ackland members / $30 non-members.

Ackland Art Museum Spring Luncheon

Tickets Still Available!

Thursday, May 5
11:30 AM - 1:30 PM
The Carolina Inn

Held in conjunction with the Ackland's annual
Master of Fine Arts exhibition: *New Currents in Contemporary Art*
15 April - 8 May 2011

Guest Speaker: Jeff Whetstone
Associate Professor and Director of Graduate Studies, Studio Art
The University of North Carolina at Chapel Hill

Hosted by The Friends of the Ackland
Single Tickets: $50

Following lunch, guests are invited to the Ackland to view the exhibition.
MFA students will be available in the galleries to talk about their work.

For ticket information,
email Pat Hall or call 919.843.3676.

Slam Poetry Workshop:
with Sacrificial Poets
1:00 - 4:00 PM

April 30
Art Now/Cinema Now:
Lessons of Darkness
7:00 PM

Please visit our calendar
for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **JEN321@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-29040678-5774387.1df4eaa86822fcf7c7763439288ee70d@listserv.unc.edu.

Illustrations

Lydia Anne McCarthy, *Untitled*, 2010, Digital C-print.

From: Center for Global Initiatives <cgi@unc.edu>
Sent: Tuesday, April 19, 2011 1:16 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: CGI eBulletin: Carolina Papers, Kick for Kibera

April 19, 2011

Carolina Papers Collection

Deadline: Rolling
Promote your scholarship in the field of Democracy and Human Rights, International Development or International Health. Submit your m! asters thesis for inclusion in the Carolina Papers.

The series is interdisciplinary and accepts work from diverse fields, including Business, Education, Health Affairs, Humanities, Information Science, Law, and Social Science.

Who is eligible to submit their master's thesis? Any UNC graduate student who has successfully defended it. For more information, please contact Dr. Niklaus Steiner (nsteiner@unc.edu).

OUR EVENTS+RESOURCES

Kick for Kibera - CFK Soccer Clinic

Registration Deadline: Wednesday, April 20
Event: Saturday, April 23

Join players from UNC Women's Soccer for the 2011 Kick for Kibera Clinic! Participants will learn valuable soccer skills from top-level players as well as how Carolina for Kibera uses soccer to promote cross cultural understanding among youth in Kibera, the largest slum in East Africa.

Who: Girls of any skill level, ages 6-16
When and Where: Saturday, April 23rd, 2011 12:30-4pm at Eddie Smith Field House, UNC Campus
Cost: $40 per individual player, $30 per player for groups/families. Please inquire about team discounts! All proceeds benefit to Carolina for Kibera's Sports Association.
Register online: http://bit.ly/kickforkibera
Registration Deadline Extended to April 20th
Questions? Email soccerclinic@carolinaforkibera.org

International Coffee Hour

Tuesday, May 3
5:00 - 6:00 PM
4003 FedEx Global Education Center
Join us for a monthly social hour for international and American students, scholars, faculty, staff and families. Chat about resources, opportunities and

AWARDS+ FELLOWSHIPS

Matching Funds
Deadline: Ongoing

Conference Awards
Deadline: Ongoing

Student Research Circles
Deadline: Ongoing

Faculty Working Groups
Deadline: Ongoing

OTHER OPPORTUNITIES

International Development

challenges on campus. Each month is hosted by a different office with excellent resources to offer. May's host is the Office of Postdoctoral Affairs!

CGI Internship Openings

Get valuable professional experience relevant to Communications & Multimedia work, Non-profit & Grants Management, Event Planning, or developing community Business Partnerships. Excellent fit for students interested in global studies or internationally-focused careers and issues. **Get the full details here** and apply by August 25, 2011 for priority consideration.

Certificate

Deadline: Ongoing

Global Music Show

Post-War German and Krautrock Music
Wednesday April 27 9:00 - 10:00pm
WXYC 89.3FM or listen online at http://wxyc.org.

GLOBAL EVENTS + ANNOUNCEMENTS

Grants Available to NC Community College Faculty

Deadline: April 21
In collaboration with UNC and Duke's National Resource Centers, World View is facilitating grants to NC community college educators to create modules to internationalize coursework. Over 40 grants of $750 have been awarded to support module creation and travel to UNC-Chapel Hill for research in cosultation with librarians and faculty arranged by World View.

The Center for Global Initiatives is happy to support applications for any area of the world or a combination of several areas or countries.

Call for abstracts for 2011 Water and Health Conference

Presentation & Poster submission deadline: April 30
Conference: October 3-7 at UNC Chapel Hill
Join individuals and experts from academia, industry, NGOs, government and foundations to deal with critical concerns in water and health relevant to both the developing and developed worlds.

Center for Global Initiatives
The University of North Carolina at Chapel Hill
FedEx Global Education Center
301 Pittsboro Street | Campus Box 5145
Chapel Hill, NC 27599-5145
919 962 3094 | cgi@unc.edu

The Center for Global Initiatives is a **catalyst** for the innovative work of faculty and students at the University of North Carolina – Chapel Hill. It is **entrepreneurial** and nimble in its approach to fostering initiatives that **deepen knowledge** and **understanding** of our complex world. For its work, the Center is recognized by the U.S. Department of Education as one of only eleven **National Resource Centers** in Global Studies.

This message was sent to jen321@email.unc.edu from:

Bevin Tighe | 301 Pittsboro Street Suite 3002 | CB 5145 | Chapel Hill, NC 27599

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From: Gore, Travis <stgore@email.unc.edu>
Sent: Tuesday, April 19, 2011 1:33 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] Textbook Order Reminder!
Attach: Fall 2011 Textbook Submission Report_Through_April_15_2011.xls; Guaranteed Buyback Program Participants_Fall2011.doc

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Dear Colleagues,

Just a friendly reminder to order your textbooks, or fill out a simple "No Text" form for Fall 2011 classes. This is important and helps assure that our students get cheaper prices on books!

Orders can be placed in one of 5 easy ways:

1) Use the Student Stores website: http://www.store.unc.edu

2) Fax your order to: (919) 962-3334

3) Email the Textbook Office textbook@unc.edu, or

George Morgan gfmorgan@store.unc.edu
Frank Bellamy fbellamy@email.unc.edu

4) Send your order by campus mail to the Course Materials Department at Campus Box #1530

5) Stop by the Textbook Office, 3rd floor, Student Stores

Thanks,
Travis

You are currently subscribed to afriafam as: jen321@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=29041188

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-29041188-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1														
2	**Fall 2011 UNC Student Stores Due Date: March 25, 2011**													
3	**GA's On-time Date: April 29, 2011**								**After Due Date**					
4														
5							Courses with		Courses	No Text	Total #	Courses	Total %	Total
6				Courses#	On-time#		no information		added / cancelled	notification	Courses	ordering	Courses	courses
7	Dept	Courses#	No Text#	adjusted	courses	On-time%	by due date		after due date	after due date	adjusted	after due date	ordered	no info
8	**AERO** Aerospace Studies	10	0	10	0	0%	10		0	0	10	0	0%	10
9	**AFAM** African American Studies	19	1	18	6	33%	12		0	0	18	0	33%	12
10	**AFRI** African Studies	16	0	16	4	25%	12		0	0	16	0	25%	12
11	**AMST** American Studies	23	0	23	8	35%	15		0	0	23	0	35%	15
12	**ANTH** Anthropology	52	3	49	23	47%	26		0	0	49	0	47%	26
13	**APPL** Applied Sciences	9	3	6	0	0%	6		0	0	6	0	0%	6
14	**ARAB** Arabic	6	0	6	3	50%	3		0	0	6	0	50%	3
15	**ARMY** Army Studies	5	0	5	0	0%	5		0	0	5	0	0%	5
16	**ART** Art	57	0	57	4	7%	53		0	0	57	0	7%	53
17	**ASIA** Asian Studies	9	0	9	3	33%	6		0	0	9	0	33%	6
18	**ASTR** Astronomy	7	0	7	4	57%	3		0	0	7	0	57%	3
19	**BIOL** Biology	45	17	28	21	75%	7		0	0	28	0	75%	7
20	**BUSI** Business	50	0	50	2	4%	48		0	0	50	0	4%	48
21	**CATA** Catalan	0	0	0	0	#DIV/0!	0		0	0	0	0	#DIV/0!	0
22	**CHEM** Chemistry	48	9	39	17	44%	22		0	0	39	0	44%	22
23	**CHER** Cherokee	1	0	1	0	0%	1		0	0	1	0	0%	1
24	**CHIN** Chinese	12	1	11	8	73%	3		0	0	11	0	73%	3
25	**CLAR** Classical Archaeology	5	0	5	4	80%	1		0	0	5	0	80%	1
26	**CLAS** Classics	6	0	6	6	100%	0		0	0	6	0	100%	0
27	**CMPL** Comparative Literature	9	0	9	1	11%	8		0	0	9	0	11%	8
28	**COMM** Communication Studies	71	3	68	27	40%	41		0	0	68	0	40%	41
29	**COMP** Computer Science	26	9	17	9	53%	8		0	0	17	0	53%	8
30	**CZCH** Czechoslovakian	2	0	2	2	100%	0		0	0	2	0	100%	0

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
31	**DRAM** Dramatic Arts	66	26	40	40	100%	0		0	0	40	0	100%	0
32	**DTCH** Dutch	1	0	1	1	100%	0		0	0	1	0	100%	0
33	**ECON** Economics	53	0	53	4	8%	49		0	0	53	0	8%	49
34	**EDUC** Education	70	0	70	8	11%	62		0	0	70	0	11%	62
35	**EDUX** Education	1	0	1	0	0%	1		0	0	1	0	0%	1
36	**ENGL** English	140	6	134	56	42%	78		0	0	134	0	42%	78
37	**ENST** Environmental Studies	13	1	12	1	8%	11		0	0	12	0	8%	11
38	**EXSS** Exercise & Sport Science	49	10	39	35	90%	4		0	0	39	0	90%	4
39	**FOLK** Folklore	8	0	8	3	38%	5		0	0	8	0	38%	5
40	**FREN** French	24	3	21	18	86%	3		0	0	21	0	86%	3
41	**GEOG** Geography	37	1	36	9	25%	27		0	0	36	0	25%	27
42	**GEOL** Geology	25	8	17	15	88%	2		0	0	17	0	88%	2
43	**GERM** German	19	2	17	12	71%	5		0	0	17	0	71%	5
44	**GREK** Greek	6	0	6	6	100%	0		0	0	6	0	100%	0
45	**HEBR** Hebrew	2	0	2	0	0%	2		0	0	2	0	0%	2
46	**HIST** History	73	4	69	24	35%	45		0	0	69	0	35%	45
47	**HNRS** Honors	6	1	5	1	20%	4		0	0	5	0	20%	4
48	**HNUR** Hindi/Urdu	4	0	4	0	0%	4		0	0	4	0	0%	4
49	**HUNG** Hungarian	3	1	2	1	50%	1		0	0	2	0	50%	1
50	**INLS** Information & Library Science	54	2	52	5	10%	47		0	0	52	0	10%	47
51	**INTS** International Studies	12	4	8	5	63%	3		0	0	8	0	63%	3
52	**ITAL** Italian	10	1	9	6	67%	3		0	0	9	0	67%	3
53	**JAPN** Japanese	7	0	7	1	14%	6		0	0	7	0	14%	6
54	**JOMC** Journalism & Mass Communication	104	4	100	24	24%	76		0	0	100	0	24%	76
55	**JWST** Jewish Studies (all x-listed)	0	0	0	0	0%	0		0	0	0	0	#DIV/0!	0
56	**KOR** Korean	4	1	3	3	100%	0		0	0	3	0	100%	0
57	**LATN** Latin	13	0	13	11	85%	2		0	0	13	0	85%	2
58	**LFIT** Life Fitness	13	13	0	0	100%	0		0	0	0	0	#DIV/0!	0
59	**LGLA** Lingala Language	2	0	2	2	100%	0		0	0	2	0	100%	0
60	**LING** Linguistics	17	7	10	8	80%	2		0	0	10	0	80%	2
61	**LTAM** Latin American Studies	2	0	2	1	50%	1		0	0	2	0	50%	1

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
62	**MASC** Marine Science	10	6	4	2	50%	2		0	0	4	0	50%	2
63	**MATH** Mathematics	47	1	46	27	59%	19		0	0	46	0	59%	19
64	**MAYA** Maya Language	0	0	0	0	0%	0		0	0	0	0	#DIV/0!	0
65	**MTSC** Material Science	2	0	2	0	0%	2		0	0	2	0	0%	2
66	**MUSC** Music	33	5	28	8	29%	20		0	0	28	0	29%	20
67	**NAVS** Navy Studies	0	0	0	0	0%	0		0			0	#DIV/0!	
68	**PHIL** Philosophy	54	9	45	22	49%	23		0	0	45	0	49%	23
69	**PHYA** Physical Education Activity	25	12	13	12	92%	1		0	0	13	0	92%	1
70	**PHYS** Physics	27	0	27	15	56%	12		0	0	27	0	56%	12
71	**PLAN** City & Regional Planning	19	13	6	6	100%	0		0	0	6	0	100%	0
72	**PLCY** Public Policy	21	1	20	8	40%	12		0	0	20	0	40%	12
73	**PLSH** Polish	1	0	1	1	100%	0		0	0	1	0	100%	0
74	**POLI** Political Science	70	4	66	21	32%	45		0	0	66	0	32%	45
75	**PORT** Portuguese	10	0	10	10	100%	0		0	0	10	0	100%	0
76	**PRSN** Persian	2	0	2	0	0%	2		0	0	2	0	0%	2
77	**PSYC** Psychology	61	2	59	19	32%	40		0	0	59	0	32%	40
78	**PUBA** Public Administration	17	0	17	1	6%	16		0	0	17	0	6%	16
79	**PWAD** Peace War & Defense	4	0	4	0	0%	4		0	0	4	0	0%	4
80	**RECR** Recreation & Leisure Studies	2	0	2	2	100%	0		0	0	2	0	100%	0
81	**RELI** Religious Studies	25	0	25	10	40%	15		0	0	25	0	40%	15
82	**ROML** Romance Language	6	0	6	4	67%	2		0	0	6	0	67%	2
83	**RUES** Russian & East European Studies	1	0	1	0	0%	1		0	0	1	0	0%	1
84	**RUSS** Russian	12	0	12	5	42%	7		0	0	12	0	42%	7
85	**SECR** Serbian & Croation	1	0	1	0	0%	1		0	0	1	0	0%	1
86	**SLAV** Slavic Languages	4	0	4	2	50%	2		0	0	4	0	50%	2
87	**SOCI** Sociology	57	4	53	25	47%	28		0	0	53	0	47%	28
88	**SPAN** Spanish	48	3	45	27	60%	18		0	0	45	0	60%	18
89	**STOR** Statistics & Operation Research	23	9	14	14	100%	0		0	0	14	0	100%	0

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
90	**SWAH** Swahili	5	0	5	1	20%	4		0	0	5	0	20%	4
91	**TURK** Turkey	2	0	2	0	0%	2		0			0	#DIV/0!	
92	**WMST** Women's Studies	14	0	14	5	36%	9		0	0	14	0	36%	9
93	**WOLO** Wolof Language	3	0	3	0	0%	3		0	0	3	0	0%	3
94		1932	210	1722	699	41%	1023		0	0	1720	0	41%	1021

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	AERO	101	001,002	DUFFY	064
8	AERO	101	001,002	DUFFY	064
9	AERO	201	001,002	DUFFY	064
10	AERO	201	001,002	DUFFY	064
11	AERO	301	001	HOLST	032
12	AERO	301	001	HOLST	032
13	AERO	401	001	KLUKOVICH	032
14	AERO	401	001	KLUKOVICH	032
15	AERO	500	401	STAFF	090
16	AERO	500	401	STAFF	090
17					
18	ARMY	100	401	STAFF	090
19	ARMY	101	001	STAFF	020
20	ARMY	201	001, 002	FERNANDEZ	056
21	ARMY	301	001	CAROLLO	028
22	ARMY	401	001	YODER	032
23					
24	NAVS	n/a			

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	AFAM	101	002	HILDEBRAND	066
8	AFAM	101	003	STAFF	066
9	AFAM	101	004	CALDWELL	066
10	AFAM	101	990	STAFF	010
11	AFAM	102	001	HALL	060
12	AFAM	102	002	STAFF	047
13	AFAM	190	001	STAFF	024
14	AFAM	259	001	HALL	040
15	AFAM	267	001	JANKEN	050
16	AFAM	293	001	JORDAN	040
17	AFAM	398	001	HILDEBRAND	020
18	AFAM	569	001	JACKSON	003
19					
20	AFRI	101	002	ANDERSON	068
21	AFRI	101	003	NZONGOLA-NTALAJA	050
22	AFRI	101	005	STAFF	050
23	AFRI	101	951	PORTER	050
24	AFRI	190	001	PIER	030
25	AFRI	261	001	BOYD	030
26	AFRI	263	001	BOYD	050
27	AFRI	456	001	SECK	035
28	AFRI	521	001	NYANG'ORO	030
29	AFRI	523	001	NZONGOLA-NTALAJA	030
30	AFRI	524	001	SELASSIE	030
31	AFRI	600	001	SAHLE	016
32					
33	LGLA	100%	adopted		
34					
35	SWAH	401	001,002	MUTIMA / REILLY	050
36	SWAH	403	001,002	MUTIMA	039
37	SWAH	406	001	STAFF	020
38	SWAH	408	001	STAFF	010
39					
40	WOLO	401	001	SECK	025
41	WOLO	403	001	STAFF	016
42	WOLO	404	001	STAFF	019

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	AMST	055H	001	MARR	024
8	AMST	060	001	FOSTER	022
9	AMST	089	001	CANTWELL	022
10	AMST	201	001	GARCIA	025
11	AMST	246	001	FOSTER	120
12	AMST	269	001	MARR	025
13	AMST	290	002	TONE-PAH-HOTE	025
14	AMST	290	003	STAFF	025
15	AMST	291	001	ROBINSON	025
16	AMST	390	001	COBB	025
17	AMST	393	001	CANTWELL	025
18	AMST	466	001	ROBERTS	025
19	AMST	499	001	STAFF	010
20	AMST	499	002	GARCIA	020
21	AMST	890	001	ALLEN	023
22					
23	CHER	101	001	STAFF	020
24					
25	FOLK	490	001	STAFF	005
26	FOLK	690	001	STAFF	005
27	FOLK	690	002	STAFF	010
28	FOLK	850	001	ROBERTS	012
29	FOLK	895	001	SAWIN	006

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ANTH	101	001	STAFF	035
8	ANTH	101	003	STAFF	035
9	ANTH	101	007	STAFF	190
10	ANTH	145	006	BILLMAN	225
11	ANTH	220	001	BILLMAN	035
12	ANTH	248	001	SLOCUM	025
13	ANTH	297	022	CRUMLEY	015
14	ANTH	414L	406	HUTCHINSON	015
15	ANTH / cmpl / folk	435	006	PEACOCK	055 / 000 / 005
16	ANTH	448	001	COLLOREDO-MANSFELS	035
17	ANTH	450	006	STEPONAITIS	120
18	ANTH	460	001	CRUMLEY	040
19	ANTH / folk	473	001	LACHICOTTE	032 / 002
20	ANTH	491	001	NONINI	030
21	ANTH	499	053	ESCOBAR	025
22	ANTH	499H	058	PEACOCK	015
23	ANTH	502	001	SMITH-NONINI	030
24	ANTH	578	001	NONINI	030
25	ANTH	699	001	SORENSEN / RIVKIN-FISH	020
26	ANTH	699	005	EVENS	005
27	ANTH	701	001	COLLOREDO-MANSFELD / NELSON	020
28	ANTH	703	001	SCARRY / SORENSEN	020
29	ANTH	897	053	ESCOBAR	015
30	ANTH	897	056	SLOCUM	012
31	ANTH	897	064	NELSON	015
32	ANTH	897	072	SAUNDERS	003

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	APPL	160	001	OLDENBURG	055
8	APPL	369	003	STAFF	010
9	APPL	450	001	FINLEY	032
10	APPL	460	400	FINLEY	035
11	APPL	490	001	GANZI	035
12	APPL	510	001	BANES	015
13					
14	MTSC	615	001	QIN	010
15	MTSC	730	001	RUBINSTEIN	010

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ART	051	001	PAGE	015
8	ART	061	001	BOWLES	020
9	ART	079	001	PARDO	021
10	ART	089	001	VERKERK	020
11	ART	102	001	SHERRILL	015
12	ART	102	002	GRABOWSKI	015
13	ART	103	001	MUSINA	015
14	ART	103	003	LIM	015
15	ART	104	001	MCLAIN	022
16	ART	104	002	MCLAIN	022
17	ART	104	003	OSBORNE	022
18	ART	104	004	STAFF	022
19	ART	105	001	PAGE	016
20	ART	105	002	SOM	016
21	ART	106	001	STAFF	010
22	ART	106	002	STAFF	010
23	ART	151	001	DOUGLAS	280
24	ART	152	951	STAFF	022
25	ART	157	001	WILLIAMS	080
26	ART	158	001	LIN	080
27	ART	202	001	LOGAN	025
28	ART	202	002	ZABOROWSKI	025
29	ART	206	002	TRUONG	010
30	ART	208	001	SONNICHSEN	013
31	ART	213	001	NAM	010
32	ART	214	001	ZABOROWSKI	020
33	ART	233	001	PEREZ-MENDEZ	015
34	ART	266	001	GHOSH	029
35	ART	270	001	PARDO	040
36	ART	272	001	BRACHMANN	030
37	ART	275	001	ARPEN	029
38	ART	285	001	LEVINE	040
39	ART / afam	287	001	BOWLES	060 / 020
40	ART / afri / anth	353 / 353 / 343	001	MAGEE	030 / 005 / 005
41	ART	356	001	PAGE	030
42	ART	361	001	STAFF	040
43	ART	365	001	CHATTERJEE	040
44	ART	394	001	PAGE	020
45	ART	399	001	SLAVICK	025

	A	B	C	D	E
46	ART	416	001	TRUONG	010
47	ART	456	001	GHOSH	015
48	ART	466	001	VERKERK	040
49	ART	470	001	CHATTERJEE	029
50	ART	488	001	MAGEE	015
51	ART	554	001	WILLIAMS	025
52	ART	700	001	WHETSTONE	020
53	ART	850	001	PARDO	020
54	ART	910	001	BRACHMANN	015
55	ART	954	001	LIN	015
56	ART	959	001	DOUGLAS	015
57	ART	960	001	STURGEON	015
58	ART	984	001	LEVINE	015
59	ART	984	001	LEVINE	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ARAB	203	001-004	STAFF	080
8	ARAB	305	001,002	JOUKHADAR	050
9	ARAB	407	001	STAFF	015
10					
11	ASIA	089	001	STAFF	024
12	ASIA	147	001	GOLD	030
13	ASIA	150	001	SHEMER	080
14	ASIA	490	001	ZULFIKAR	035
15	ASIA	490	002	PITELKA	030
16	ASIA	691H	001	DRISCOLL	012
17					
18	CHIN	252	001,002	HENRY	140
19	CHIN	463	001	VISSER	035
20	CHIN	464	001	VISSER	030
21					
22	HEBR	101	001,002	STAFF	039
23	HEBR	203	001	STAFF	020
24					
25	HNUR	101	001-003	STAFF	060
26	HNUR	203	001,003	UMASHANKAR	040
27	HNUR	220	001	CALDWELL	025
28	HNUR	305	001	CALDWELL	018
29					
30	JAPN	101	001-006	STAFF	120
31	JAPN	203	004, 005	SAWAMURA	040
32	JAPN	305	001,002	KATO	050
33	JAPN	408	001	ARATAKE	015
34	JAPN	412	001	KATO	020
35	JAPN	490	001	PITELKA	018
36					
37	KOR	100%	adopted		
38					
39	PRSN	101	001,002	ADEL	040
40	PRSN	203	001	ADEL	020
41					
42	TURK	101	001	ZULFIKAR	019
43	TURK	203	001	ZULFIKAR	019

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ASTR	101L	414-445	STAFF	280
8	ASTR	205	001	CLEMENS	026
9	ASTR	704	001	STAFF	006
10					
11	PHYS	054	001	ILIADIS	024
12	PHYS	071	001	CECIL	024
13	PHYS	104L	413-542	STAFF	026
14	PHYS	105L	420-450	STAFF	012
15	PHYS	128L	417-447	STAFF	033
16	PHYS	211	001	LOPEZ	010
17	PHYS	481L	427	QIN	015
18	PHYS	543	001	WILKERSON	045
19	PHYS	715	001	STAFF	010
20	PHYS	721	001	DOLAN	020
21	PHYS	822	001	FRAMPTON	025
22	PHYS	832	001	EVANS	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	BIOL	213	001	REISNER	030
8	BIOL	450	001	LOHMANN	075
9	BIOL	461	001	UMBANHOWAR	024
10	BIOL	535	001	STAFFORD	015
11	BIOL / ecol	563	001	WEISS	010 / 010
12	BIOL / gnet	624	001	BAUTCH	010 / 005
13	BIOL	639	1	REED	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	BUSI	100	001	SKENDER	388
8	BUSI	101	001	SKENDER	350
9	BUSI	401	001, 002, 004	SETZER	060
10	BUSI	401	003, 005, 006	MEREDITH	060
11	BUSI	401	007, 008	HARMS	040
12	BUSI	401	009	FLOOD	020
13	BUSI	403	001, 002	PARLAKTURK	100
14	BUSI	403	003	MORGAN	050
15	BUSI	403	004	MANI	050
16	BUSI	404	001, 002	MANN	100
17	BUSI	404	003	PEIRCE	050
18	BUSI	405	001, 002	BLACKBURN	090
19	BUSI	405	003, 004	CHRISTIAN	090
20	BUSI	406	001-003	KUBOWICZ	150
21	BUSI	407	001	BLOCHER	045
22	BUSI	408	001-005	KHOKHER	245
23	BUSI	409	001-003	GANTCHEV	145
24	BUSI	410	001, 002	KOSTAMIS	100
25	BUSI	410	003, 004	JONES	100
26	BUSI	500	001, 002	ZOLLER	077
27	BUSI	505	001	VERNON / BARNER	045
28	BUSI	506	002	VERNON	045
29	BUSI	516	001	HAMNER	045
30	BUSI	517	001	HAMNER	080
31	BUSI	526	001	PEARMAN	015
32	BUSI	533	001	KOSTAMIS	045
33	BUSI	543	001	PEIRCE	045
34	BUSI	545	001	SUMANTH	036
35	BUSI	550	001	BLACKBURN	045
36	BUSI	561	001, 002	PETERSEN	080
37	BUSI	563	001	GIELENS	045
38	BUSI	564	001	BAYUS	040
39	BUSI	566	001, 002	ROSSI	090
40	BUSI	568	001	LIM	045
41	BUSI	580	001	GULTEKIN	045
42	BUSI	584	001, 002	GULTEKIN	090
43	BUSI	588	001, 002	GARCIA	090
44	BUSI	589	001-003	LE	135
45	BUSI	595	001	BROWN	045

	A	B	C	D	E
46	BUSI	597	001	GULTEKIN	045
47	BUSI	617	001	DIDOW	040
48	BUSI	618	001-003	JOTIKASTHIRA	096
49	BUSI	623	001	ZOLLER	045
50	BUSI	691H	001	HARMS	024
51	BUSI	698	001-003	KIM	175
52	BUSI	852	001	ROSEN	010
53	BUSI	880	001	LUNDBLAD	015
54	BUSI	882	001	OUIMET	010

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CHEM	073	001	FORBES	020
8	CHEM	101	951	VOLARIC	025
9	CHEM	102H	001	MORSE	050
10	CHEM	281	001	PAPANIKOLAS	095
11	CHEM / appl / mtsc	421	001	YOU	050 / 010 / 010
12	CHEM / appl / mtsc	422	001	SAMULSKI	025 / 010 / 004
13	CHEM	431	001	PIELAK	100
14	CHEM	451	001	LIN	030
15	CHEM	466	001	NICEWICZ	040
16	CHEM	470	001	SAMULSKI	030
17	CHEM	480	001	THOMPSON	051
18	CHEM	483	001	BAER	036
19	CHEM	484	001	RUBINSTEIN	020
20	CHEM	486	001	FECKO	015
21	CHEM	721	001	SHEYKO	036
22	CHEM	731	001	ERIE	036
23	CHEM	732	001	STAFF	020
24	CHEM	741	001	WIGHTMAN	036
25	CHEM	742	001	GLISH	036
26	CHEM	754	001	SCHAUER	050
27	CHEM	761	001	WATERS	040
28	CHEM	781	001	BERKOWITZ	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CLAR	120	951	STAFF	020
8					
9	CLAS	100%	ADOPTED		
10					
11	GREK	100%	ADOPTED		
12					
13	LATN	203	001,002	STAFF	055
14	LATN	204	001	GELLAR-GOAD	025

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	COMM	085	001	LUNDBERG	016
8	COMM	113	001	LUNDBERG	190
9	COMM	140	001	PALM	140
10	COMM	142	001	GINSBERG	025
11	COMM	162	001	STAFF	025
12	COMM	170	002	STAFF	025
13	COMM	170	003	STAFF	025
14	COMM	170	004	STAFF	025
15	COMM	171	001	STAFF	030
16	COMM	223	001	STAFF	022
17	COMM	260	001	STAFF	020
18	COMM	318	001	STAFF	025
19	COMM	318	002	STAFF	025
20	COMM	350	001	STAFF	025
21	COMM	371	001	BALTHROP	050
22	COMM	374	001	BALTHROP	050
23	COMM	450	001	STAFF	025
24	COMM	450	002	ARIZZI	025
25	COMM	450	003	HOYNG	025
26	COMM	450	004	ROTTINGHAUS	025
27	COMM	472	001	BLAIR	030
28	COMM	521	001	WALTMAN	035
29	COMM	525	001	PARKER	030
30	COMM	532	001	MEGEL	012
31	COMM	550	001	CANTE	075
32	COMM	563	001	FERGUSON	020
33	COMM	571	001	WATTS	025
34	COMM	576	001	WATTS	025
35	COMM / art	636 / 406	001	RUDINSKY	012 / 004
36	COMM	639	001	RUDINSKY	012
37	COMM	639	006,007	MYERS	024
38	COMM	646	001	SHI	012
39	COMM	654	001	RANKUS	014
40	COMM	655	001	SHARMA	025
41	COMM	661	001	ALEXANDER	015
42	COMM	663	001	MEGEL	006
43	COMM	669	001	STAFF	015
44	COMM	682	001	CANTE	025
45	COMM	703	001	SHARMA	030

	A	B	C	D	E
46	COMM	812	001	BLAIR	015
47	COMM	844	001	POLLOCK	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	COMP	110	002	STAFF	080
8	COMP	110	003,004	HEDLUND	205
9	COMP	116	001	STAFF	072
10	COMP	116	002	CURTIS	040
11	COMP	380	001-003	NICHOLAS	120
12	COMP	410	001	BARUAH	075
13	COMP	590	039	BISHOP	012
14	COMP	590	040	JEFFAY	035

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	DRAM	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ECON	053	001	BENAVIE	020
8	ECON	056	001	ROSEFIELDE	020
9	ECON	101	005	MCCALLIE	090
10	ECON	101	006	BALABAN	410
11	ECON	101	008	TURCHI	420
12	ECON	101	951	STAFF	025
13	ECON	101	951	STAFF	025
14	ECON	101H	001	TURCHI	025
15	ECON	101H	002	CONWAY	025
16	ECON	310	001	STAFF	120
17	ECON	310	002	STAFF	100
18	ECON	320	001	STAFF	044
19	ECON	320	002	STAFF	045
20	ECON	325	001	STAFF	100
21	ECON	328	001	STEWART	040
22	ECON	345	001	STAFF	040
23	ECON / mngt	380	001	STAFF	040 / 005
24	ECON	400	001	LICH-TYLER	120
25	ECON	400	002	STAFF	120
26	ECON	400	003	STAFF	100
27	ECON	400	004	STAFF	100
28	ECON	410	001, 002	PETRANKA	480
29	ECON	410H	001	BIGLAISER	024
30	ECON	420	001, 002	AGUILAR	240
31	ECON	420	003	STAFF	100
32	ECON	420	004	STAFF	100
33	ECON	423	001	AGUILAR	036
34	ECON	440	001	HILL	040
35	ECON	445	001, 002	MCMANUS	096
36	ECON	450	001	AKIN	048
37	ECON / euro / pwad	460	001, 002	VAIDYANATHAN	084 / 003 / 005
38	ECON	465	001	PETER	048
39	ECON	465	001	VAIDYANATHAN	048
40	ECON	468	001	ROSEFIELDE	040
41	ECON	510	001	PETRANKA	025
42	ECON	510	002	STAFF	025
43	ECON	511	001	PARREIRAS	025
44	ECON	520	001	STAFF	025
45	ECON	560	001	CHARI	025

	A	B	C	D	E
46	ECON	570	001	CHAUDHURI	025
47	ECON	586	001	TURCHI	025
48	ECON	691H	001	FROYEN	025
49	ECON	720	001	HENDRICKS	044
50	ECON	770	001	RENAULT	044
51	ECON	810	001	PARREIRAS	035
52	ECON	846	001	BIGLAISER	044
53	ECON	861	001	CHARI	044
54	ECON	870	001	CHAUDHURI	048
55	ECON	880	001	PETER	044

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	EDUC	121	001	STAFF	052
8	EDUC	131	001	TAYLOR	030
9	EDUC	131	002	ANGLE	030
10	EDUC	221	001	SENTA	052
11	EDUC	309	001	BRODEUR	025
12	EDUC	317	001	KRYDER	025
13	EDUC	317	002	STAFF	025
14	EDUC	318	001	FISHER	020
15	EDUC	399	001	PERRY	045
16	EDUC	399	002	KESSLER	045
17	EDUC	402	001	PALSHA	025
18	EDUC	403	001	STAFF	030
19	EDUC	407	001	STAFF	025
20	EDUC	412	001, 003	WILKERSON	040
21	EDUC	412	002	BOLICK	020
22	EDUC	413	001	JUSTICE	030
23	EDUC	413	002	STAFF	030
24	EDUC	421	001, 002	HORTON	035
25	EDUC	441	001, 002	UNKS	282
26	EDUC	465	001	MORRISON	025
27	EDUC	465	002	GULLEDGE	020
28	EDUC	466	001	HAMM	025
29	EDUC	467	001	MORRISON	010
30	EDUC	467	002	JUSTICE	010
31	EDUC	467	003	HORTON	010
32	EDUC	467	004	GULLEDGE	010
33	EDUC	501	001	PALSHA	025
34	EDUC	513	001, 002	ANDERSON	050
35	EDUC	520	001	LLOYD	025
36	EDUC	521	001	STAFF	030
37	EDUC	523	001	STAFF	030
38	EDUC	533	001	SINCLAIR	025
39	EDUC	535	001	WRIGHT	015
40	EDUC	563	001	JUSTICE	025
41	EDUC	564	001	MORRISON	025
42	EDUC	565	001	HORTON	025
43	EDUC	566	001	LIU	025
44	EDUC	567	001	STAFF	025
45	EDUC	621	001	STAFF	045

	A	B	C	D	E
46	EDUC	631	001	BRUCE	025
47	EDUC	632	001	VEITCH	025
48	EDUC	633	001	STAFF	025
49	EDUC	635	001	SCHAINKER	025
50	EDUC	636	001	GRAHAM	025
51	EDUC	637	961	VEITCH	030
52	EDUC	638	956	SCHAINKER	030
53	EDUC	644	001, 002	MEECE	070
54	EDUC	645	002	NOBLIT	035
55	EDUC	645	003	GRUMET	035
56	EDUC	647	001	TRIER	025
57	EDUC	647	003	SCOTT	025
58	EDUC	647	004	HUFF	025
59	EDUC	647	005	PARSONS	025
60	EDUC	647	006	STAFF	025
61	EDUC	648	001	HUFF	025
62	EDUC	664	001	ABLE	030
63	EDUC	681	001	HUTCHISON-MALONE	030
64	EDUC	683	001	CIZEK	025
65	EDUC	684	001	WARE	045
66	EDUC	690	956, 957	MILLER	035
67	EDUC	701	001-003	LLOYD	030
68	EDUC	708	001	KNOTEK	012
69					
70	EDUX	616	001	STAFF	030

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CMPL	121	001	COLLINS	030
8	CMPL	130	001	LEONARD	030
9	CMPL	143	001	STAFF	120
10	CMPL	251	001	MCGOWEN	030
11	CMPL	462	001	COLLINS	030
12	CMPL	472	001	LEONARD	030
13	CMPL	483	001	BRODEY	030
14	CMPL	490	001	BRODEY	008
15					
16	ENGL	069	001	ANDERSON	022
17	ENGL	084H	001	DAVENPORT	018
18	ENGL	085	001	BAKER	024
19	ENGL	085H	001	KENDALL	024
20	ENGL	088	001	KIM	024
21	ENGL	089	001	AHUJA	024
22	ENGL	120	001	FLOYD-WILSON	035
23	ENGL	121	001	LENSING	022
24	ENGL	122	002	VEGGIAN	035
25	ENGL	123	001	TAYLOR	035
26	ENGL	123	002	STAFF	035
27	ENGL	123	003	STAFF	035
28	ENGL	123	004	STAFF	035
29	ENGL	123	005	STAFF	033
30	ENGL	123	006	NASH	035
31	ENGL	123	007	STAFF	035
32	ENGL	123	008	STAFF	035
33	ENGL	123	009	STAFF	035
34	ENGL	123	010	STAFF	034
35	ENGL	124	001	HENDERSON	035
36	ENGL	124	002	STAFF	035
37	ENGL	124	003	STAFF	035
38	ENGL	124	004	CRYSTALL	035
39	ENGL	125	001	SALVAGGIO	050
40	ENGL	126	001	STAFF	035
41	ENGL	127	001	STAFF	048
42	ENGL	127	951	ANDERSON	022
43	ENGL	127	951	ANDERSON	022
44	ENGL	128	001	STAFF	035
45	ENGL	128	002	STAFF	035

	A	B	C	D	E
46	ENGL	128	003	LAPRADE	035
47	ENGL	128	004	FROST	035
48	ENGL	129	001	FLANAGAN	035
49	ENGL	129	002	STAFF	035
50	ENGL	131	003	SHAPIRO	018
51	ENGL	132H	001	DURBAN	015
52	ENGL	140	001	WEBER	025
53	ENGL	142	001	TAYLOR	120
54	ENGL	143	001	OXMAN	035
55	ENGL	144	001	STAFF	035
56	ENGL	144	002	STAFF	035
57	ENGL	145	001	ROSENTHAL	035
58	ENGL	150	001	MOSKAL	022
59	ENGL	206	001	GINGHER	018
60	ENGL	208	002	GWIN	018
61	ENGL	209	001	MOOSE	018
62	ENGL	210	001	MOOSE	018
63	ENGL	225	001	BAKER	035
64	ENGL	225	003	MATCHINSKE	120
65	ENGL	228	001	ARMITAGE	035
66	ENGL	284	001	LANGBAUER	120
67	ENGL	300I	001	JACK	019
68	ENGL	307	001	GINGHER	018
69	ENGL	331	001	ROSENTHAL	035
70	ENGL	332	001	THOMPSON	035
71	ENGL	333	001	THOMPSON	035
72	ENGL	347	002	TAYLOR	035
73	ENGL	348	001	ELLIOTT	035
74	ENGL	350	001	LENSING	035
75	ENGL	356	001	COOPER	035
76	ENGL	367	001	FISHER	035
77	ENGL	367	002	HENDERSON	035
78	ENGL	373	001	IRONS	035
79	ENGL	381	001	STAFF	035
80	ENGL	406	001	DURBAN	018
81	ENGL	437	001	VISCOMI	035
82	ENGL	447	001	GWIN	035
83	ENGL	463	001	COOPER	035
84	ENGL	472	001	ELLIOTT	030
85	ENGL	601	001, 002	LEE	030
86	ENGL	659	001	ARMITAGE	035
87	ENGL	662	001	LEGASSIE	011
88	ENGL / cmpl	686 / 490	001	BRODEY	007 / 008
89	ENGL	693H	002	SHAPIRO	012
90	ENGL	762	001	AHUJA	011

	A	B	C	D	E
91	ENGL	783	001	LANGBAUER	015
92	ENGL	805	001	TAYLOR	011
93	ENGL	861	001	TAYLOR	011

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ENST	201	001	GANGI	160
8	ENST	201	002	COOKE	040
9	ENST	201H	143	GANGI	019
10	ENST	202	001	BELL	090
11	ENST	204	001	COOKE	030
12	ENST / afri	266	001	COOKE	015 / 002
13	ENST	352	001	BELL	020
14	ENST / ecol	490 / 891	002 / 001	BELL	010 / 010
15	ENST	490	003	CECIL	005
16	ENST	490	004	MITCHELL	005
17	ENST / envr / plan	581 / 781 / 781	001	MOREAU	020 / 010 / 010
18	ENST / envr	698	001-003	SHAY	048 / 006

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	EXSS	221	002	STROMAN	040
8	EXSS	360	001	STAFF	030
9	EXSS	700	001	SHIELDS	010
10	EXSS	780	001	BATTAGLINI	010
11					
12	LFIT	100%	adopted		
13					
14	PHYA	223	001	STAFF	020
15					
16	RECR	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	GEOG	056	001	CRAVEY	024
8	GEOG	111	001	KONRAD	141
9	GEOG	112	001	MOODY	045
10	GEOG	115	001	STAFF	021
11	GEOG / pwad	120	002	WARD	110 / 020
12	GEOG	121	001	GOKARIKSEL	150
13	GEOG	125	001	BIRDSALL	050
14	GEOG	130	001	HAVICE	050
15	GEOG	228	001	STAFF	044
16	GEOG	237	001	STAFF	024
17	GEOG	259	001	VALDIVIA	044
18	GEOG / asia	267	001	STAFF	020 / 005
19	GEOG	391	001	STAFF	024
20	GEOG	423	001	REYES	045
21	GEOG	428	001	MARTIN	050
22	GEOG / asia / ints	447	001	GOKARIKSEL	020 / 005 / 001
23	GEOG / asia / pwad	453	001	KIRSCH	045 / 005 / 005
24	GEOG	460	001	HAVICE	045
25	GEOG	477	001	MOODY	024
26	GEOG / plan	491	001	WALSH	055 / 000
27	GEOG	691H	001	STAFF	015
28	GEOG	703	001	PICKLES	012
29	GEOG	704	001	PICKLES	012
30	GEOG	804	001	MARTIN	015
31	GEOG	804	002	VALDIVIA	015
32	GEOG	900	001	STAFF	025
33	GEOG	900	002	PICKLES	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	GEOL	301L	401	COLEMAN	026
8	GEOL	504	001	GLAZNER	018

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CZCH	100%	adopted		
8					
9	DTCH	100%	adopted		
10					
11	GERM	059	001	PIKE	024
12	GERM	303	001	STAFF	020
13	GERM	303	002	TROP	020
14	GERM	390	001	PIKE	024
15	GERM	880	001	STAFF	015
16					
17	HUNG	403	001	SHERWOOD	012
18					
19	PLSH	100%	adopted		
20					
21	RUSS	208	002	STAFF	018
22	RUSS	270	001	STAFF	030
23	RUSS	321	001	STAFF	012
24	RUSS	411	001	MAGOMEDOVA	012
25	RUSS	425	001	STAFF	030
26	RUSS	513	001	MAGOMEDOVA	012
27	RUSS	790	001	MAGOMEDOVA	005
28					
29	SECR	403	001	STAFF	012
30					
31	SLAV	425	001	STAFF	030
32	SLAV	467	001	SHERWOOD	025

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	HIST	089	001	HAGEMANN	021
8	HIST	089	002	LINDSAY	021
9	HIST	089	003	STAFF	023
10	HIST	106	001	NAIDEN	035
11	HIST	110	001	COBB	140
12	HIST	127	001	GLATTHAAR	110
13	HIST	127	002	STAFF	165
14	HIST	127	951	STAFF	025
15	HIST	127	951	STAFF	025
16	HIST	128	001	MCNEIL	035
17	HIST	130	001	LEE	110
18	HIST	134	001	FLETCHER	035
19	HIST	140	006	HUNZIKER	165
20	HIST	151	006	HUNZIKER	165
21	HIST	151	007	MCINTOSH	165
22	HIST / aero / pwad	213	001	CADDELL	180 / 020 / 020
23	HIST	240	001	RADDING	110
24	HIST	255	001	NAIDEN	030
25	HIST / jwst / pwad	262	001	DUFFY	085 / 005 / 020
26	HIST	292	001	STAFF	030
27	HIST	292	002	TSIN	030
28	HIST	292H	002	STRING	024
29	HIST	368	001	GLATTHAAR	120
30	HIST	376	001	STAFF	035
31	HIST	391	001	PENNYBACKER	015
32	HIST	393	005	LA SERNA	015
33	HIST	393	007	STAFF	015
34	HIST	395	009	MCNEIL	015
35	HIST	466	001	KRAMER	035
36	HIST	490	002	STAFF	020
37	HIST	490H	001	PENNYBACKER	024
38	HIST	528	001	LA SERNA	035
39	HIST	533	001	CHASTEEN	023
40	HIST / folk	571	001	FERRIS	020 / 005
41	HIST	671	001	WHISNANT	025
42	HIST	691H	001	WHALEN	015
43	HIST	711	001	MCINTOSH	020
44	HIST	715	001	WATSON	015
45	HIST	717	001	LEE	015

	A	B	C	D	E
46	HIST	721	001	LINDSAY	015
47	HIST	783	001	STAFF	015
48	HIST	820	001	BURNS	020
49	HIST	870	001	JACKSON	020
50	HIST	890	001	HAGEMANN	020
51	HIST	890	002	LEE	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	HNRS	352	001	FERGUSON	012
8	HNRS	352	002	STEINER	018
9	HNRS	354	001, 002	GOLDBERG	048
10	HNRS	355	001	VISCOMI	018

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	INLS	089	001	POMERANTZ	025
8	INLS	101	001	KELLY	030
9	INLS	101	002	KAMPOV-POLEVOI	030
10	INLS	200	001	POMERANTZ	025
11	INLS	200	002	BAILEY	030
12	INLS	261	001	BERGQUIST	030
13	INLS	285	001	BERGQUIST	030
14	INLS	461	001	BERGQUIST	030
15	INLS	461	002	WEBSTER	030
16	INLS	490	046	TIBBO	030
17	INLS	490	161	MOORE	030
18	INLS	490	163	RAJASEKAR	030
19	INLS	500	001	BARREAU	030
20	INLS	500	003	SHEBLE	030
21	INLS	501	001	GOLLOP	030
22	INLS	501	002	CUSHING	030
23	INLS	502	001	CLEMENS	030
24	INLS	509	001	LOSEE	030
25	INLS	513	001	EDWARDS	024
26	INLS	513	002	LEE	024
27	INLS	515	001	MARSHALL	024
28	INLS	520	001	GREENBERG	030
29	INLS	520	002	SHAW	024
30	INLS	521	02W	SPURGIN	025
31	INLS	523	001	HAAS	030
32	INLS	523	002	MOSTAFA	030
33	INLS	525	001	MARCIANO	024
34	INLS	530	001	HUGHES-HASSELL	030
35	INLS	556	001	LEE	030
36	INLS	556	002	STAFF	024
37	INLS	558	001	STURM	015
38	INLS	566	001	ADAMS	030
39	INLS	572	001	HASSELL	030
40	INLS	582	001	HAAS	030
41	INLS	582	002	HASSELL	030
42	INLS	584	001	WILDEMUTH	024
43	INLS	585	001	MORAN / PATILLO	055
44	INLS	691H	001	KELLY	012
45	INLS	720	001	GREENBERG	024

	A	B	C	D	E
46	INLS	721	001	SAMPLES / STALBERG	030
47	INLS	723	001	RAJASEKAR	013
48	INLS	744	001	HUGHES-HASSELL	030
49	INLS	752	001	TIBBO	030
50	INLS	780	002	MARSHALL	030
51	INLS	818	001	CAPRA	012
52	INLS	881	001	BARREAU	014
53	INLS	889	001	WILDEMUTH	024

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	INTS	290	002	STAFF	020
8	INTS	390	002	WEILER	025
9	INTS	490	001	OSTERWEIL	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	JOMC	101	001	STAFF	025
8	JOMC	121	002	STAFF	016
9	JOMC	137	001, 002	BYARS / SINCLAIR	134
10	JOMC	153	001-013	STAFF	210
11	JOMC	180	001	LAUTERER	017
12	JOMC	180	002	DAVISON	018
13	JOMC	181	001	STEVENS	017
14	JOMC	182	001	OLIVER	018
15	JOMC	182	002	STAFF	018
16	JOMC	182	003	STAFF	018
17	JOMC	187	001	STAFF	018
18	JOMC	187	002	RUEL	018
19	JOMC	221	003	STAFF	018
20	JOMC	221	004	STAFF	018
21	JOMC	221	005	STAFF	018
22	JOMC	232	001	BRABHAM	018
23	JOMC	232	002	FIELDS	020
24	JOMC	232	003	STAFF	020
25	JOMC	232	004	STAFF	020
26	JOMC	242	001	FEE	025
27	JOMC	244	001	TOWNS	014
28	JOMC	245	001	CROTHERS	040
29	JOMC	256	001	LAUDER	018
30	JOMC	271	001	MCMAHAN	018
31	JOMC	271	002	ALLEN	018
32	JOMC	271	003	COBB	018
33	JOMC	272	001, 002	STAFF	036
34	JOMC	333	001	CURRAN	018
35	JOMC	340	001, 004	SMITH	095
36	JOMC	349	001	AIKAT	012
37	JOMC	394	001	EUBANK	030
38	JOMC	421	001	HEFNER	020
39	JOMC	422	001	HEFNER	020
40	JOMC	423	001	HEFNER	020
41	JOMC	426	001	HOCHBERG	015
42	JOMC	431	002	STAFF	020
43	JOMC	431	003	STAFF	018
44	JOMC	431	004	STAFF	018
45	JOMC	434	001	BRABHAM	018

	A	B	C	D	E
46	JOMC	434	002, 003	COMELLO	035
47	JOMC	434	004	MISNER	015
48	JOMC	443	001	VARGAS	020
49	JOMC	446	001	AIKAT	025
50	JOMC	458	001	GUILLORY	009
51	JOMC	459	001	LAUTERER	015
52	JOMC	463	001	STAFF	018
53	JOMC	473	001	MCMAHAN	018
54	JOMC	473	002	KEARNS	018
55	JOMC	480	001	DAVISON	018
56	JOMC	481	001	STEVENS	018
57	JOMC	482	001	NIBLOCK	018
58	JOMC	483	001	OLIVER	018
59	JOMC	484	001	KIRKMAN	018
60	JOMC	490	001	KAYYE	012
61	JOMC	491	003, 007	HOLLIMAN	036
62	JOMC	491	005	WITTEKIND	018
63	JOMC	491	008	THORNBURG	018
64	JOMC	551	001	ABERNATHY	030
65	JOMC	552	001	ABERNATHY	015
66	JOMC	581	001	RUEL	018
67	JOMC	582	001	STEVENS	018
68	JOMC	583	001	FERRIOLA-BRUCKENSTIEN	017
69	JOMC	585	001	FLOYD	018
70	JOMC	691H	001	BROWN	012
71	JOMC	701	001	JOHNSTON	040
72	JOMC	705	001	HESTER	015
73	JOMC	711	001	CARROLL	020
74	JOMC	714	001	TYBURSKI	015
75	JOMC	730	001	STRAUGHAN	015
76	JOMC	754	001	FRIEDMAN	009
77	JOMC	825	001	BROWN	009
78	JOMC	826	001	CATES	015
79	JOMC	840	001	HOEFGES	009
80	JOMC	842	001	WINFIELD	009
81	JOMC	847	001	VARGAS	009
82	JOMC	879	001	SINCLAIR	009

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	LING	691H	001	PERTSOVA	010
8	LING	692H	001	PERTSOVA	010
9					
10	MAYA	n/a			

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	LTAM	697	001	RADDING	030

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	MASC / geog	101 / 103	002	WHITE	110 / 110
8	MASC	706	001	MARCHETTI	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	MATH	054	001	HAWKINS	020
8	MATH	058	001	MCCOMBS	024
9	MATH	119	001, 002	STAFF	050
10	MATH	231	001-013	STAFF	456
11	MATH	418	001	STAFF	030
12	MATH	533	001	BELKALE	035
13	MATH	547	001	CIMA	035
14	MATH	547	003	ADALSTEINSSON	035
15	MATH	551	001	PLANTE	035
16	MATH	566	001	MITRAN	035
17	MATH	577	001	DAMON	035
18	MATH / envr	661	001	ADALSTEINSSON	010 / 005
19	MATH	676	001	WAHL	015
20	MATH	680	001	EBERLEIN	015
21	MATH	753	001	ASSANI	015
22	MATH / envr / masc	768	001	MCLAUGHLIN	006 / 005 / 005
23	MATH	771	001	ARINKIN	015
24	MATH	892	001	MUCHA	040
25	MATH	892	002	MARRON	040

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	MUSC	059	001	NEFF	015
8	MUSC	063	001	MACNEIL	020
9	MUSC	111	002	ZWICKER	020
10	MUSC	121	001	STAFF	090
11	MUSC	130	001-010	STAFF	090
12	MUSC	131	001-003	STAFF	090
13	MUSC	135	001	ANDERSON, S	030
14	MUSC	143	001	STAFF	200
15	MUSC	145	001	ANDERSON, S	200
16	MUSC	147	001	GARCIA	100
17	MUSC	167	001	FELDMAN	035
18	MUSC	230	001-005	STAFF	060
19	MUSC	232	001	NEAL	040
20	MUSC	232H	001	NEFF	020
21	MUSC	281	951	STAFF	025
22	MUSC	285	001	COHEN	075
23	MUSC / pwad	289	001	FAUSER / LITWIN	080 / 010
24	MUSC	308	002	HUFF	010
25	MUSC	331	001	ANDERSON, A	020
26	MUSC	355	001	MACNEIL	035

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PHIL	101	001	STAFF	040
8	PHIL	101	951	STAFF	030
9	PHIL	110	001	STAFF	036
10	PHIL / reli	134 / 126	001	STAFF	026 / 015
11	PHIL	155	001	STAFF	036
12	PHIL	155	002	STAFF	036
13	PHIL	160	002	STAFF	036
14	PHIL	163	001	STAFF	036
15	PHIL	165	001	STAFF	036
16	PHIL	165	002	STAFF	040
17	PHIL	170	001	STAFF	040
18	PHIL	220	001	STAFF	036
19	PHIL	230	001	PAUL	035
20	PHIL	230	951	STAFF	030
21	PHIL / poli / pwad	272	001	BOXILL, B	010 / 010 / 010
22	PHIL / poli / pwad	272	002	STAFF	020 / 010 / 010
23	PHIL	273	001	BOXILL, B	030
24	PHIL / wmst	275	001	STAFF	026 / 010
25	PHIL	280	001	STAFF	040
26	PHIL / econ / poli	384	001	STAFF	010 / 010 / 010
27	PHIL	422	001	BLACKBURN	020
28	PHIL	560	001	BOXILL, J	015
29	PHIL	715	001	STAFF	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PLAN	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PLCY	089	001	FELDMAN	024
8	PLCY	210	001-003	CORRADO / FELDMAN	090
9	PLCY	327	001	FELDMAN	025
10	PLCY	340	001	STAFF	050
11	PLCY	460	001	HANDA	105
12	PLCY	470	001	DURRANCE	075
13	PLCY	490	001	SCHANZER	020
14	PLCY	565	001	STAFF	035
15	PLCY	580	001	GILMER	035
16	PLCY	691H	001	JAGGER	003
17	PLCY	700	001	GLAWTSCHEW	015
18	PLCY	710	001	PERREIRA	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	POLI	050	001	CONOVER	024
8	POLI	060	001	BAPAT	024
9	POLI	062	001	SULLIVAN	024
10	POLI	072	001	HOYMAN	024
11	POLI	089	001	ROBERTS	024
12	POLI	100	007	CONOVER	240
13	POLI	100	951	STAFF	025
14	POLI	100H	007	STIMSON	024
15	POLI	101	001	GRAY	171
16	POLI / pwad	150	001	OATLEY	260 / 020
17	POLI	202	001	MCGUIRE	045
18	POLI	206H	001	LEFEBVRE	024
19	POLI	209	001	RABINOWITZ	040
20	POLI	216	001	VANBERG	043
21	POLI	238	001	HUBER	120
22	POLI	238	002	MARTINEZ-GALLARDO	120
23	POLI / enst	254	001	MCKEOWN	037 / 005
24	POLI	276	001	LIENESCH	040
25	POLI	400	001	SULLIVAN	030
26	POLI	401	001	STIMSON	030
27	POLI	406	001	GRAY	030
28	POLI	410	001	MCGUIRE	030
29	POLI	411	001	UNAH	030
30	POLI	412	001	RABINOWITZ	035
31	POLI	415	001	LEFEBVRE	035
32	POLI / pwad	416	001	UNAH	025 / 005
33	POLI	418	001	MACKUEN	030
34	POLI	431	001	REYNOLDS	030
35	POLI	433	001	MOROFF	025
36	POLI	433	002	STAFF	030
37	POLI	434	001	MARTINEZ-GALLARDO	030
38	POLI	438	001	VACHUDOVA	030
39	POLI	443	001	MCKEOWN	025
40	POLI / pwad	444	001	BAPAT	015 / 015
41	POLI	471	001	SPINNER-HALEV	030
42	POLI	473	001	LIENESCH	030
43	POLI	495	001	CRESCENZI	030
44	POLI	723	001	WALLACE	016
45	POLI	730	001	VACHUDOVA	016

	A	B	C	D	E
46	POLI	736	001	ROBERTSON	016
47	POLI	891	002	BAUMGARTNER	010
48	POLI	891	003	GROSS	005
49	POLI	891	004	VANBERG	015
50	POLI	891	007	MOROFF	010
51	POLI	891	008	MACKUEN	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PSYC	051	001	ARNOLD	024
8	PSYC	051	002	GORDON	021
9	PSYC	055	001	STAFF	024
10	PSYC	210	001	MORGAN	088
11	PSYC	210	002	SATHY	176
12	PSYC	220	003	LOEB	120
13	PSYC	230	001	HOPFINGER	120
14	PSYC	245	001	STAFF	120
15	PSYC	245	004	STAFF	045
16	PSYC	245	005	WISS	045
17	PSYC	245H	001	BAUCOM	024
18	PSYC	250	002	STAFF	045
19	PSYC	250	003	GIBSON	045
20	PSYC	250	951	STAFF	025
21	PSYC	260	001	STAFF	045
22	PSYC	260	002	SANNA	120
23	PSYC	260	003	STAFF	045
24	PSYC	260	004	STAFF	045
25	PSYC	260	005	STAFF	045
26	PSYC	260H	001	STAFF	024
27	PSYC	423	001	ARNOLD	035
28	PSYC	469	001	GARIEPY	035
29	PSYC	499	001	LOEB	010
30	PSYC	500	001,002	WISS	070
31	PSYC	501	001	LOWMAN	035
32	PSYC	505	001	AKPAKA	035
33	PSYC	506	001	BARRICK	035
34	PSYC	512	001	PRINSTEIN	240
35	PSYC	533	001	BAUER	035
36	PSYC	566	001	GREEN	035
37	PSYC	602	001	LOWMAN	035
38	PSYC	693H	001	STAFF	030
39	PSYC	701	001	HOLLINS	025
40	PSYC	720	001	CARELLI	020
41	PSYC	741	001	GORDON	025
42	PSYC	761	001	GARIEPY	015
43	PSYC	806	001	HUSSON	020
44	PSYC	830	001	CHOW	030
45	PSYC	843	001	MACCALLUM	030

	A	B	C	D	E
46	PSYC	850	001	CHOW	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PUBA	396	001	STAFF	015
8	PUBA	401	001	BERNER	025
9	PUBA	710	001	WHITAKER	029
10	PUBA	719	001	BERNER	029
11	PUBA	721	001	SETZER	029
12	PUBA	722	001	HOYMAN	015
13	PUBA	732	001	STAFF	035
14	PUBA	733	001	TUFTS	035
15	PUBA	745	001	STENBERG	065
16	PUBA	749	001	STENBERG / BERNER	020
17	PUBA	751	001	STENBERG / BRENMAN	020
18	PUBA	752	001	AMMONS	012
19	PUBA	756	001	HENDERSON	018
20	PUBA	768	001	STEPHENS	020
21	PUBA	769	001	STEPHENS	020
22	PUBA	771	001	MORGAN	015

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7	PWAD	350	001	STAFF	102
8	PWAD	469	001	JENKINS	005
9	PWAD	490	001	STAFF	015
10	PWAD	690	001	CADDELL	015

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7	RELI	089	001	LAMBERT	024
8	RELI	104	951	DUNCAN	025
9	RELI / jwst	123 / 100	001	BOYARIN	102 / 018
10	RELI / asia	181	001	SAFI	150 / 030
11	RELI	207	001	EHRMAN	060
12	RELI	209	001	PLESE	100
13	RELI / anth / folk	428	001	BOYARIN	010 / 005 / 005
14	RELI / asia	583	001	SAFI	022 / 008
15	RELI / asia	584	001	ERNST	015 / 005
16	RELI / anth / folk	688	001	LEVE	000 / 002 / 002
17	RELI	720	001	OCHOA	010
18	RELI	720	001	OCHOA	010
19	RELI	808	001	EHRMAN	015
20	RELI	890	001	PLESE	012
21	RELI	890	060	SAFI	010

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8	FREN	331	001	BARR	015
9	FREN	830	002	STAFF	015
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11	ITAL	357	001	CERVIGNI	030
12	ITAL	398	001	LUISETTI	022
13	ITAL	795	001	LUISETTI	015
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17	ROML	060	002	STAFF	024
18	ROML	840	001	RAO	015
19					
20	SPAN	101	951,952	STAFF	044
21	SPAN	203	951	STAFF	022
22	SPAN	255	001-005	STAFF	088
23	SPAN	255H	001	STAFF	018
24	SPAN	266	001	MACK	022
25	SPAN	300	001-008	STAFF	140
26	SPAN	330	001-003	STAFF	072
27	SPAN	345	001	GONZALEZ-ESPITIA	024
28	SPAN	369	001	AARON	030
29	SPAN	371	001,002	STAFF	048
30	SPAN	372	001	GOMEZ-CASTELLANO	024
31	SPAN	373	002	GONZALEZ-ESPITIA	024
32	SPAN	378	001	BINOTTI	024
33	SPAN	378	002	STAFF	024
34	SPAN	701	001	DOMINGUEZ	015
35	SPAN	711	001	AMAGO	015
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8	SOCI	111	001	NIELSEN	048
9	SOCI	115	001	GALLEGOS LERMA	048
10	SOCI	121	002	STAFF	048
11	SOCI	123	001	RITCHEY	048
12	SOCI	124	001	KLEINMAN	017
13	SOCI	130	001	COHEN	048
14	SOCI	130	002	LUCAS	048
15	SOCI / mngt	131	001	WELLS	043 / 005
16	SOCI	251	003	LEWIS	048
17	SOCI	252	003	VERDERY	048
18	SOCI	390	001	MARSHALL	020
19	SOCI / mngt	410	001	SHIMAZOE	043 / 005
20	SOCI	411	002	RUSSO	048
21	SOCI	412	951	OWEN	025
22	SOCI	422	001	PAYTON	025
23	SOCI	423	001	TYSON	048
24	SOCI	423	002	KOZLOWSKI	048
25	SOCI / mngt	427	001	KALLEBERG	043 / 005
26	SOCI	429	002	CONLON	038
27	SOCI	460	001	MOONEY	048
28	SOCI / mngt	691H	001	ANDREWS	015 / 005
29	SOCI	711	001	GUO	020
30	SOCI	821	001	SHANAHAN	022
31	SOCI	830	001	COHEN	022
32	SOCI	850	001	NIELSEN	022
33	SOCI	851	001	KLEINMAN	021
34	SOCI	861	001	KALLEBERG	020

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8	WMST	102	001	BURNS	025
9	WMST	124	001	KLEINMAN	025
10	WMST	290	001	PLEASANTS	025
11	WMST	293	001	BURRILL	025
12	WMST	297	001	BURNS	025
13	WMST	553	001	BERGER	020
14	WMST	555	001	BERGER	025
15	WMST	890	890	BURRILL	010

Guaranteed Buyback Program Fall 2011
UNC Chapel Hill
Current Participants

1) Astronomy 101/102: Fall 2010 through Spring 2013
2) Drama 115: Fall 2010 through Spring 2012
3) Drama 116: Fall 2010 through Spring 2012
4) Linguistics 101: Fall 2010 through Spring 2012
5) Physics 104/105: Spring 2010 through Spring 2013
6) Psychology 101: Fall 2011 through Spring 2014
7) Public Policy/Environmental Studies 585: Fall 2009 through Fall 2011
8) Statistics & Operations Research (STOR) 151: Fall 2011 through Spring 2013

In ongoing efforts to facilitate the Board of Governors textbook requirements for large introductory courses, we continue to encourage and accept textbook commitment forms from UNC Chapel Hill departments. As noted in UNC's 2011 Report on the Cost of Textbooks, Submitted with Campus-Based Tuition and Fee Increase Requests, "To significantly affect the cost of textbooks, Chancellors, Provosts, faculty and bookstore managers must continue to increase the number of courses and textbooks in the guaranteed buyback programs."

tive in Residence Program
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ute of Private Enterprise

for Academic Affairs, Glaxo Distinguished
s School, and Faculty Director, UNC CIBER

From: Lee, Margaret Carol <leemc@email.unc.edu>
Sent: Tuesday, April 19, 2011 2:27 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Student

Hi Julius,

I have no problem with the way I graded the student. You can't cite an entire edited book as a source. I have worked the issue out with all the other students, so I don't know why this student is continuing this. I think you should meet with her. I asked her for her first exam and indicated that if I did not correct her on her first exam in terms of citations that I would change the grade on her second exam. She needs to produce the first exam. I find it interesting that she can't find her first exam. I know how I grade and I look at citations first. So if I made a mistake and didn't correct her on the first exam I will acknowledge my mistake and change her grade. She is the only student in the class that did not put pages on her citations. I know I have indicated in class that correct citations means page numbers.

M

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Tuesday, April 19, 2011 5:11 PM
To: Budihardjo, Maya Kimberley <mbudihar@email.unc.edu>; Miller, Haeran <hrmiller@email.unc.edu>; Gore, Travis <stgore@email.unc.edu>
Cc: Andrews, Richard N <pete_andrews@unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Wednesday

Hi All,
I will be at an HR training, followed by an HR meeting from 8:30 until 4:30 on Wednesday. If you need to get in touch with me, I can be reached on my cell phone and will return your call during lunch/breaks. I will likely NOT be on email.

Have a nice day and see you on Thursday,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Lee, Margaret Carol <leemc@email.unc.edu>
Sent: Tuesday, April 19, 2011 7:01 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: First exam

Hey,

You have to print the first exam before you meet her. With the exception of documents that were from the web and therefore didn't have page numbers, the entire paper has citations with page numbers! So of course I didn't make any comments about her citations because they were ALL correct. I can't wait to hear her explain to you the big difference in the citations in exam #1 versus exam #2.

M

From: nobody@notify.unc.edu on behalf of vanessa_miller@dentistry.unc.edu
Sent: Tuesday, April 19, 2011 8:29 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Do you have jaw pain?

The UNC Center for Neurosensory Disorders is conducting a research study investigating the biological, psychological, and genetic factors that may cause Temporomandibular Muscle and Joint Disorder (TMJD). We are looking for volunteers with chronic pain in the face and jaw. We are seeking people with TMJD/TMD/ TMJ to participate in a study lasting several years.

Participation will include 1 clinic appointment lasting 3 hours. During that time participants fill out various questionnaires and receive a clinical exam and sensory testing. Individuals who meet the study criteria will be complete brief health updates for the next 4-5 years.

You must be between the ages of 18 and 44, and not have diabetes, epilepsy, hyperthyroidism, drug or alcohol abuse, chronic respiratory diseases, high blood pressure, heart disease, kidney failure and have not required hospitalization for a psychiatric disorder within the last 6 months.

You should not participate if you are pregnant, nursing a baby, currently involved in orthodontic treatment, chemotherapy or radiation therapy.

People who complete all data collection aspects will be paid $270 (this includes $90 for the clinic appointment mentioned above).

For more information about the study, visit the website at http://www.oppera.org

Please contact us if you are interested in learning more about our study (Biomedical IRB number 05-DENT-777).
If interested or for further information please contact:
(919) 966-1060

Approved by the Biomedical IRB 09/02/2009

This email is sponsored by: The Center for Neurosensory Disorders, Dental Research Center

This email is sponsored by: Center for Neurosensory Disorders

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of mbecker@email.unc.edu
Sent: Tuesday, April 19, 2011 8:50 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: English-speaking children ages 4-7 wanted for language research study

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Is your child between the ages of 4 and 7 years and learning English as their native language? If so, your child is invited to participate in a research study about language. The purpose of this research study is to learn about how children interpret novel adjectives as they learn them in a linguistic context.

The study will take place in the Language Development Lab at UNC Chapel Hill (108 Smith Building). The study should take no more than 30 minutes, and you and your child would need to come in for only a single session. We will cover your parking expenses while you are on campus for the study.

Eligibility: Your child must be between 4 and 7 years of age and be a native speaker of English. Exposure to a second language is fine, but your child should not be completely fluent in another language besides English. Also, your child must not have any significant language or cognitive deficits (such as Specific Language Impairment or Down Syndrome).

Participants will receive a token gift for completing the study.

If you have questions about the study, please call 919-699-4569 or send an e-mail to mbecker@email.unc.edu.

If you would like to enroll in the study, please contact Misha Becker by sending an e-mail to mbecker@email.unc.edu or to gylfadot@email.unc.edu.

Approved by UNC Behavioral IRB:
IRB Study #11-0103, Children's Learning of 'Tough'-Adjectives
approved 2/15/2011

This email is sponsored by: Linguistics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: American Muslims for Palestine <info=ampalestine.org@mcsv52.net>
Sent: Wednesday, April 20, 2011 11:01 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: AMP Digest | Islamophobia conference | students arraigned for disrupting Israeli ambassador

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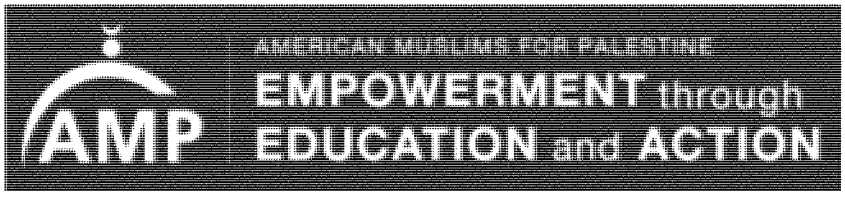

AMP to co-sponsor Islamophobia conference

The Center for Race and Gender at the University of California, Berkeley, and the American Muslims for Palestine are co-sponsoring a conference on Islamphobia.

Read More

Muslim students arraigned for disrupting Israeli ambassador at U.S. school

Students who interrupted a speech at the University of California at Irvine by Ambassador to the U.S. Michael Oren face charges of 'disturbance of a meeting'.

Read More

AMP endorses University of Arizona group's divestment

AMP proudly joins South African Archbishop and Nobel Laureate Desmond Tutu in endorsing the University of Arizona Students for Justice in Palestine divestment campaign against Caterpillar and Motorola.

Read More

AMP media director invited to WBEZ open house

Kristin Szremski, director of media and communications for the American Muslims for Palestine, met with Chicago Public Radio reporter Odette Yousef and other staff at an anniversary reception at WBEZ's northside bureau on April 14.

Read More

AMP provides media training to Community Builders group

The Chicago-area Community Builders, a group dedicated to

AMP announces 6th annual al-Nakba commemoration campaign

Dr. Ahmet Dogan, the father of Furkan Dogan, 19, the Turkish-American humanitarian who was killed by Israeli commandos in international waters on May 31, 2010, will be a keynote speaker during the American Muslims for Palestine's sixth annual Nakba commemoration campaign, beginning May 14 in California.

Read More

Save the Date: May 18

The U.S. Boat to Gaza-Chicago Network is planning a noon-time action in Chicago to support Gaza Freedom Flotilla II & the U.S. Boat to Gaza.

Details will be announced soon.

helping members achieve their full potential as productive members of their communities, met on April 15 for a media training.

Read More

Summer, 2011 Internship opportunities to benefit Palestine solidarity movement in the United States

AMP announces the opening of six internship positions with an overall goal of benefiting Palestine solidarity work in the United States. These positions range from data mining and e-activism to Boycott, Divestment and Sanctions research.

Read More

AMP announces Office Administrator position opening

The American Muslims for Palestine (AMP) has an opening in its Palos Hills, IL office for an Office Administrator.
This is a part time job (15-25 hours per week), preferred weekdays 11 a.m. – 4 p.m.

Read More

Support AMP's work

DONATE

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Update subscription preferences Unsubscribe Subscribe to the list

Copyright © 2011 American Muslims for Palestine All rights reserved.
You are receiving this email because you opted in at our Website or at an AMP event.
American Muslims for Palestine 10101 S. Roberts Road Palos Hills, IL 60465

From: Reid, Dee <deereid@unc.edu>
Sent: Wednesday, April 20, 2011 1:40 PM
To: All Deans, Directors, and Department Heads in the College of Arts & Sciences <asddd@listserv.unc.edu>
Subject: [asddd] Seeking Graduation Stories

The enclosed message is being sent to all deans, directors, department/curriculum chairs, and administrative managers in the College of Arts and Sciences.

Dear Colleagues,

Soon reporters will begin asking for human-interest stories related to commencement on May 8. UNC News Services needs our help in finding good ones from our campus. The media tend to be interested in unusual, heart-warming, impressive stories about, for example, students who have overcome great odds to earn their degrees, or triplets graduating at the same time, or an unusually old, or young, graduate. This is not about academic standouts and award-winners, but more the unsung heroes or unusual situations.

Please let me know as soon as possible if you have such a story to share from your area. I'll need the student's name, contact information and any details you can provide (with their permission of course). If you know of a good story but are not able to reach the student for permission, just let me know that and I'll follow up.

Many thanks,

Dee

* * * *

Dee Reid (919) 843-6339
Director of Communications
College of Arts and Sciences
The University of North Carolina at Chapel Hill
205 South Building, CB #3100
Chapel Hill NC 27599-3100

Web: http://college.unc.edu
Facebook: http://www.facebook.com/UNC.College
Twitter: http://twitter.com/unccollege
YouTube: http://youtube.com/user/UNCCollege

From: Odum Institute <odum@listserv.unc.edu>
Sent: Wednesday, April 20, 2011 2:39 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: [odum] Short Courses & Announcements at the Odum Institute

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CONTENTS

- Upcoming Courses
- Odum Institute/ICPSR Summer Courses
- Workshop: The Twelve Keys to Successful Grant Writing Date

Upcoming Courses

- Logistic Regression (Click here for more information.)
  - May 4: 3:30-5 p.m. (14 Manning)
- Considerations and Strategies for Handling Sensitive Spatial Data (Click here for more information.)
  - May 10: 12- 1 p.m. (14 Manning)
- ATLAS.ti 6.0 Hands-on Workshop (Click here for more information.)
  - June 13: 2-4:30 p.m. (01 Manning)

Odum Institute/ICPSR Summer Courses

Mixed Methods: Approaches for Combining Qualitative and Quantitative Research

- June 6-8: 9 a.m. to 5 p.m. (01 & 14 Manning)
- *Instructor:* John Creswell, Educational Psychology, University of Nebraska-Lincoln.
- Click here for more information and to register.

- Monte Carlo Simulation and Resampling Methods for Social Scientists
  - June 27-July 1: 9 a.m. to 5 p.m. (01 & 14 Manning)
  - *Instructor:* Thomas Carsey, Political Science, University of North Carolina-Chapel Hill.
  - Click here for more information and to register.
- Introduction to Spatial Regression Analysis
  - July 11-15: 9 a.m.-5 p.m. (01 & 14 Manning)
  - *Instructors:* Katherine Curtis, Sociology, University of Wisconsin-Madison and Paul Voss, Odum

Institute, University of North Carolina-Chapel Hill.
  - Click here for more information and to register.

- Social Network Analysis: An Introduction

  - July 18-22: 9 a.m.-5 p.m. (01 & 14 Manning)
  - *Instructor:* Katherine Faust, Sociology, University of California at Irvine.
  - Click here for more information and to register.

- Latent Growth Curve Models (LGCM): A Structural Equation Modeling Approach

  - August 1-5: 9 a.m.-5 p.m. (01 & 14 Manning)
  - *Instructor:* Kenneth Bollen, Sociology, University of North Carolina at Chapel Hill.
  - Click here for more information and to register.

Workshop: The Twelve Keys to Successful Grant Writing

April 29: 9 a.m.-12:30 p.m.
Pleasants Room, Wilson Library
Click here to register.

Robert Lowman, Associate Vice Chancellor for Research, will present twelve key concepts related to success in grant writing. Designed for the grant writer with limited experience, this workshop presents important ingredients of success, from assembling a winning team to achieving a strong match between the idea and a potential sponsor. The workshop stresses the importance of planning and presents the sponsor as a potential ally, not an adversary. This event is appropriate for grant proposal writers in any discipline. *It is open only to UNC-Chapel Hill faculty, postdoctoral fellows, and staff, and space is limited.*

Click here to register. If you have questions regarding the workshop, please contact Jennifer Pruitt at 962-7757 for more details.

To unsubscribe from this listserv, send a blank e-mail message to leave-29048768-10372320.23e162fa9f8a45c33859da7e7c86fc23@listserv.unc.edu

Odum Institute
The University of North Carolina at Chapel Hill
Manning Hall CB# 3355
Chapel Hill, NC 27599-3355
www.odum.unc.edu
Telephone: 919.962.3061
Fax: 919.962.4777

From:	Clarke, Tiffany D <tiffany_clarke@unc.edu> on behalf of Hartlyn, Jonathan <hartlyn@unc.edu>
Sent:	Wednesday, April 20, 2011 2:49 PM
To:	Chairs of the Social Sciences Departments <sschairs@listserv.unc.edu>
Subject:	[sschairs] Holberg Int'l Memorial Prize 2012 - Call for Nominations
Attach:	Call for Nominations - Holberg Int'l Memorial Prize 2012.pdf

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This message is being sent to all chairs of Social Science Departments and Curricula in the College, with an information copy to administrative managers.

Please see the attached Call for Nominations for the Holberg Int'l Memorial Prize 2012, for "outstanding scholarly work in the academic fields of the Arts and Humanities, Social Science, Law and Theology."

Tiffany Clarke
Executive Assistant
Office of the Dean
College of Arts and Sciences
UNC-Chapel Hill
Campus Box 3100
Chapel Hill, NC 27599-3100
919/962-6903
tclarke@email.unc.edu

HOLBERG
PRIZE

RECEIVED
APR 18 2011
Office: The Provost

Bergen, 22 March 2011

Call for nomination: The Holberg International Memorial Prize 2012

The Board of the Ludvig Holberg Memorial Fund is now calling for nominations for the Holberg International Memorial Prize 2012 for outstanding scholarly work in the fields of the arts and humanities, social science, law and theology. The prize has a value of NOK 4.5 million (app. €565,000/$765,000). The Holberg Prize aims to increase the society's awareness of the value of research in the above mentioned fields. For more information, see our web site: www.holbergprisen.no

The nomination deadline is **15 September 2011**. We would be very grateful if you could forward the attached information to your faculties, departments, institutes, news and/or information office.

Scholars holding a senior position at universities and other research institutions within the above mentioned academic fields are entitled to nominate candidates for the Holberg International Memorial Prize.

The winner of the Holberg International Memorial Prize 2012 will be announced in March 2012. The official award ceremony will take place in Bergen, Norway in June 2012.

Yours sincerely,

J F Bernt

Jan Fridthjof Bernt
Chair
Ludvig Holberg Memorial Fund

For further information, please contact:
Project Manager Trine Kleven: email: trine.kleven@holbergprisen.no, tel: +47 55 58 69 96
Director Ivar Bleiklie: email: ivar.bleiklie@holbergprisen.no, tel: +47 55 58 23 48

HOLBERG
PRIZE

CALL FOR NOMINATION THE HOLBERG INTERNATIONAL MEMORIAL PRIZE 2012

THE LUDVIG HOLBERG MEMORIAL FUND INVITES NOMINATIONS FOR THE HOLBERG INTERNATIONAL MEMORIAL PRIZE FOR OUTSTANDING SCHOLARLY WORK IN THE ACADEMIC FIELDS OF THE ARTS AND HUMANITIES, SOCIAL SCIENCE, LAW AND THEOLOGY.

The Ludvig Holberg Memorial Fund invites nominations for the Holberg International Memorial Prize for outstanding scholarly work in the academic fields of the arts and humanities, social science, law and theology.

The Holberg Prize was established by the Norwegian Parliament in 2003 and is awarded annually by the Ludvig Holberg Memorial Fund. The prize for 2012 amounts to 4.5 million NOK (approximately 565,000 EUR / 765,000 USD*). The prize winner will be announced in March 2012, and the award ceremony will take place in Bergen, Norway in June 2012.

The prize is awarded to scholars who have made outstanding contributions to research in the arts and humanities, social science, law or theology, either within these fields or through interdisciplinary work. The prize winner must have had a decisive influence on international research.

The Board of the Ludvig Holberg Memorial Fund awards the prize at the recommendation of the Holberg Prize Academic Committee. The function of the nomination is to make the Committee aware of the candidate's work.

Scholars holding positions at universities and other research institutions, including academies, are entitled to nominate candidates for the prize. The letter of nomination should be written in English and state the reasons for the nomination in 2 to 3 pages. The nomination should also include the candidate's CV and suggest referees who know the scholar's work. The Committee particularly encourages nominations of established scholars below the age of seventy. Joint nominations do not strengthen a candidacy.

Nominations are strictly confidential. They should not be disclosed to the nominee or to others at any time.

Letters of nomination can be registered electronically at: www.holbergprisen.no or sent to the following address by 15 September 2011:

The Holberg Prize
University of Bergen
P.O. Box 7800
NO-5020 Bergen
Norway

*Currency rates may change. Present rates from February 2011.

The Holberg Prize is named after the Norwegian/Danish scholar and playwright Ludvig Holberg, who was born in Bergen in 1684. He held the Chairs of Metaphysics and Logic, Latin Rhetoric and History at the University of Copenhagen. Holberg had a modernising influence on these subjects and he also helped to lay the foundations for the study of modern international law in Denmark/Norway. His work has been widely published and has also had broad appeal outside academia.

From: Neil Bolick <nebolick@email.unc.edu>
Sent: Wednesday, April 20, 2011 3:38 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Invitation to speak at World View June program

Dear Julius,

It has been a while since we have communicated, and I hope you have been well. I'm writing to ask if you might speak at our June Global Education Leaders' Program. Your presentation would be Wednesday, June 22 at 8:00 am.

We would be delighted if you could join us. Please let me know if this is possible, and I can send more details.

Thank you and best regards,

Neil

--
Neil Bolick, Ph.D.
Associate Director, World View
University of North Carolina at Chapel Hill
CB 8011
Chapel Hill, NC 27599-8011

Tel:919-843-5332 Fax:919-962-6794
nebolick@unc.edu
http://www.unc.edu/world/

From: Griffin, Megan <griffma@email.unc.edu>
Sent: Wednesday, April 20, 2011 3:41 PM
To: Mailing list for UNC-CH Scholarly Communication Working Group <schol-com@listserv.unc.edu>
Subject: [schol-com] save the date! Special Presentation at UNC by founder of Mendeley--May 6th

---

See below for the May event that the working group is co-hosting with other campus groups. Please note the event is on a Friday at noon, rather than Wednesday.

Hope you can join us!
-Megan

Megan A. Griffin
E-Resources Access Librarian
University of North Carolina at Chapel Hill
CB 3938
Chapel Hill, NC 27514
Phone: (919)962-0162

From: Brad Hemminger [mailto:bmh@ils.unc.edu]
Sent: Wednesday, April 20, 2011 3:06 PM
To: SILS Announce
Subject: Special Presentation at UNC by founder of Mendeley (world's largest research collaboration platform)--May 6th

Please mark your calendars now for the exciting presentation on May 6th.

Connecting scholars with information- and unlocking it!

Speaker: **Jan Reichelt**

Co-Founder and president of **Mendeley**,
the world's largest research collaboration platform

Hosted by
UNC ASIST Student Chapter
School of Information and Library Science (SILS)
National Evolutionary Synthesis Center (NESCent)
UNC Scholarly Communications Working Group (SCWG)
Center for Genome Sciences (CCGS)
Center for Research and Development of Digital Libraries (CRADLE)

Where: Pleasants Family Room, Wilson Library
When: 12:00 noon – 1:00 pm, Friday, May 6, 2011

Don't miss these events following the presentation:

Reception: Immediately following the talk there will be a free lunch reception in the lobby of the Wilson Library (beginning at **1pm**).

Workshop: From **2-3:30pm**, in Manning Hall room 307, there will be a hands on workshop (beginners and experts welcome) to learn more about how to best use Mendeley. (Manning Hall is a two minute walk from Wilson Library).

Abstract: The "social web" has become the nexus of collaboration and discovery, but how supportive are the existing tools at building bridges that lead to scientific discovery? Mendeley co-founder, Jan Reichelt, will demonstrate how Mendeley is connecting scholars, helping them discover new scholarly works and unlocking knowledge.

While recommendation system research is studied in disciplines like cinematography, it often lacks the rigorous, scientific data sets that Mendeley has amassed. Mendeley's communities of users have populated its database with information that is of great interest and utility as it supports researcher's efforts to work more efficiently. One key area in which researchers are helped is by providing them with recommendations for research articles that they have not yet encountered but would be interested in. Mendeley has undertaken the DataTEL challenge in order to provide recommendation system researchers with valuable data on users and their relationship with scientific literature. This is particularly helpful to bring otherwise inaccessible expertise to researchers who are from first world non-elite institutions and developing countries. It should be noted that all of Mendeley's data sets are made anonymous to protect user privacy and can only be used for non- commercial scientific purposes. Mendeley (www.mendeley.com) is the world's largest research collaboration platform, with more than 850,000 researchers and academics and more than 80 million research papers indexed in Mendeley's public web catalog.

Biographical Note: Jan is the Co-Founder and President of Mendeley, the world's largest research collaboration platform.
Jan is currently pursuing a Ph.D. in Information Management at the University of Cologne, where he also was a lecturer in Electronic Business and Information Management, and spent some time as a visiting researcher at the Indian Institute of Management in Bangalore. Jan also graduated with an MBA with a focus on Electronic Business, Accounting, and Entrepreneurship, having studied at the WHU, the LUISS Rome, and the University of Bath's School of Management. For several years throughout his Ph.D. studies he served as an advisor to a member of SAP's supervisory board.

-Brad

- --The information from this list is official communication for the SILS community.

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308329.b016d46c1abb2e89b12f6c719cdc87c2@listserv.unc.edu

From: Nourish International <info@nourishinternational.org>
Sent: Wednesday, April 20, 2011 3:47 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Nourish Students Addressing Global Poverty Through Entrepreneurship: April Edition

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NOURISH INTERNATIONAL

Harnessing the Positive Power of Business

This summer, UCLA and Stanford will be collaborating on a project in Guatemala that aims to help women who are victims of sexual violence by teaching business and marketing skills, including finance proficiency and eco-weaving. The team is excited to work with SIFE, their local partner, whose mission is to bring together the leaders of today and tomorrow to create a better, more sustainable world through the positive power of business. Exposure to skills trainings will give the women an opportunity to create a sustainable, stable source of income. Ryan Tong, the project leader, said that "ending global poverty starts with women. It makes sense—the mother is the heart and soul of the family. With a strong heart, there is absolutely nothing we cannot do." To learn more about this project, click here.

Nourish is the Change: Nourish Saves Lives

Nourish International was recently featured by ABC News' "Be the Change: Save a Life," an Initiative that seeks to report on innovative, creative solutions that are transforming the lives of millions of people around the world. The report, found here, featured the Chapter Founders video along with a description of Nourish as a "thriving student movement out to tackle global poverty." The articule continues that Nourish is a place where students can "hone their entrepreneurial chops and learn to make an idea reality."

Cheryl Dorsey is a Changemaker

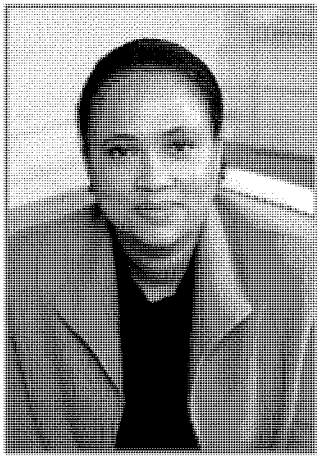

UNC's Nourish Chapter recently invited Cheryl Dorsey, President of Echoing Green and a pioneer in the social entrepreneurship field, to speak about the opportunities and challenges social entrepreneurs face as they work to achieve positive global change. To read more about Dorsey and her advice on

One-on-One with Alumna

Yale University launches Harry Potter themed **Trivia Night!**

This evening of sorcerous skulduggery attracted 8 participating teams and a profit of $160. Building off of this success, the Yale Chapter plans on hosting an "I Love the 90s" Trivia Night later this month. Lana, the Chapter Leader, is excited about this opportunity to engage the community and raise funds for their summer project in Peru where they will be constructing a regional health care clinic.

Zina Badri

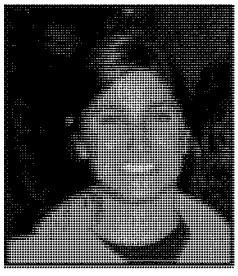

Zina, a Chapter Founder from the University of Michigan, was drawn to Nourish because of its model, which "kindles the entrepreneurial flame in students." After leading a Chapter, Zina was convinced that "**Nourish is proof that passionate, innovative students can do great work.**" To find out more about her work with Nourish and where she is now, click here.

how to facilitate large-scale change, click here.

THANK YOU!

As always, we here at Nourish thank you for your unfailing commitment to, passion for, and support of our movement. A little donation goes a long way, and if you would like to continue to help us achieve our mission of alleviating global poverty (or if you're a first-time donor), please click here!

Founder of GlobalGiving Highlights Need for More Organizations Like Nourish

Dennis Whittle, founder of GlobalGiving recently facilitated a discussion at the Campus Y at UNC-Chapel Hill on the topic of how aspiring students can use their skills to promote social, economic, and environmental change. He is passionate about the power of social entrepreneurship to improve the quality of life in developing countries. Whittle said that today's students will lead the change to develop new initiatives and aid programs like Nourish International. "Students have the ability to use their skills in social networking and technology to decrease the burdens and costs that underdeveloped people face." Nourish's projects were recently featured by GlobalGiving's Nourish Challenge, which raised over $24,000 for our 2011 Summer Projects abroad.

This message was sent to jen321@email.unc.edu from:

Nourish International | 133 1/2 E. Franklin St., Suite 105 | Chapel Hill, NC 27514

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From: Sarah Sutton <ssutton@destinationhotels.com>
Sent: Wednesday, April 20, 2011 4:39 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Rizzo has Guestrooms and Sunday Brunch Availability for Graduation Weekend

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To view this email as a web page, go here.

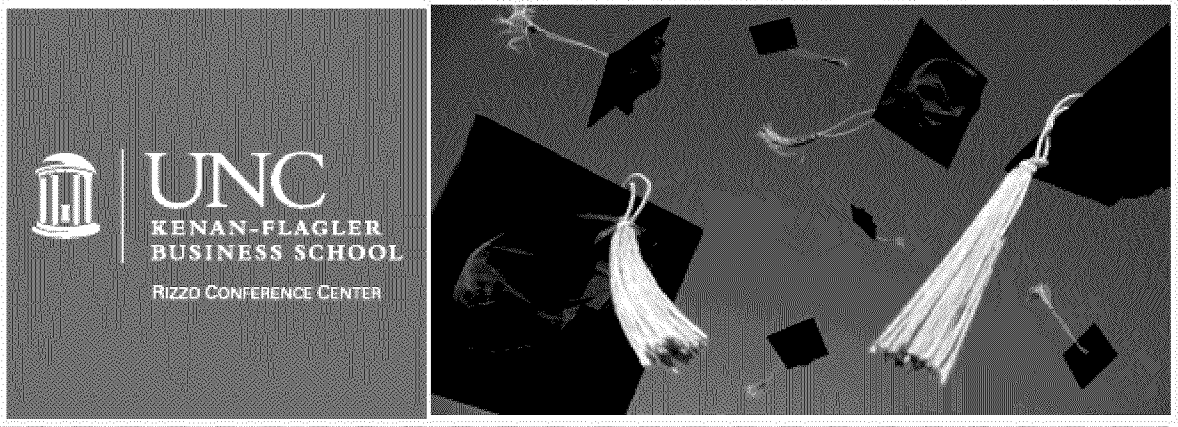

Guestrooms and Brunch at Rizzo Conference Center

for Commencement Weekend 2011

Guestroom Reservations

There are a limited number of guestrooms still available over commencement weekend. Please call our front desk at 919.913.2098 for rates and availability. You may also book directly online - go to the Check Availability button at the top of the page and enter your arrival and departure dates.

Sunday Brunch

It is not too late to make brunch reservations for Commencement Sunday! Immediately following the University Commencement service on Sunday morning, the historic DuBose House will offer a Sunday Brunch from 12pm to 2pm. View the brunch menu and pricing. Advanced reservations are required.

Reservations can be made by calling 919-913-2600 or by emailing ncongleton@destinationhotels.com.

Sports Bar

During your stay, be sure to visit our UNC themed Sports Bar located on the lower level in McLean Hall. A casual dining menu will be available during the hours of operation listed in the pocket guide.

Pocket Guide

Download and print a pocket guide that includes information on dining, transportation and the services schedule for Commencement weekend.

Our staff awaits your visit and will be thrilled to assist in every way possible to make your stay a most enjoyable one. Please contact guest services by phone at 919.913.2098 if there is anything we can do to assist with your preparations for Commencement Weekend 2011. Visit UNC's official Commencement page for more information on University events.

The Rizzo Conference Center is conveniently located 3 miles from Kenan Stadium at 150 DuBose House Lane in Meadowmont Village.

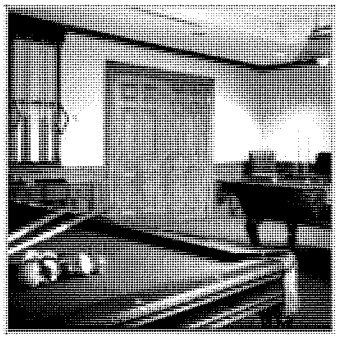

Features and Amenities

- Executive-style guest rooms with a relaxing study area, premium bedding package and leather recliner.
- Full, hot buffet breakfast in historic DuBose House, a Georgian-Revival gem listed on the National Register of Historic Places. Additional continental breakfast stations will be available in McLean Hall, Saturday through Monday.
- Complimentary high-speed internet and Wi-Fi access.
- Direct-dial guest room telephone with no-fee local phone access.
- Self-service business center and guest pantries stocked with soft beverages, coffee, tea, light snacks and frozen treats.
- Shuttle service within a five-mile radius including UNC Campus, Downtown Chapel Hill and Streets at Southpoint Mall. Meadowmont Village is within easy walking distance.
- Special shuttle service to campus on Commencement Day.
- Fully-equipped onsite fitness center including cardiovascular equipment, weight machines, free weights and dry sauna.
- Retreat-like setting on twenty-eight immaculately landscaped acres including the DuBose formal garden.
- Sports Bar for relaxation, offering full beverage service and a light dining menu.
- Additional recreation includes outdoor swimming pool (seasonal), basketball court, running trails, onsite bike rental and championship golf nearby.

We look forward to having you as our guest!

VISIT WEBSITE CONTACT US

150 DuBose House Lane Chapel Hill, NC 27517 P: 919.913.2098 F: 919.913.2099 Follow us on Facebook

Owned by the University of North Carolina's Kenan-Flagler Business School

This email was sent to: **JEN321@email.unc.edu**

This email was sent by: Rizzo Conference Center
150 DuBose House Lane Chapel Hill, NC 27517

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From: McMillan, Tim <tjm1@email.unc.edu>
Sent: Wednesday, April 20, 2011 5:11 PM
To: Seck, Mamarame <mseck@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Chichewa

Dear colleagues --

I have made inquiries with the summer school office and the consensus is to try to put something together for 2012. The timeline will not work for this year.

Sorry but that's the news.

Tim

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, April 20, 2011 8:22 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: The Tim Quigg "Can Do" Award Nominations Due Tuesday, April 26

The Office of the Vice Chancellor for Research and Economic Development is calling for nominations for the Tim Quigg "Can Do" Award. The award will recognize a University central support office employee who exemplifies the "can do" attitude by continually making meritorious efforts to provide service to professors and staff. The award honors those who streamline procedures, reduce lead times, remove outdated requirements and other obstacles to getting things done. The recipient will receive a $500 cash award and be honored at a luncheon.

To be eligible for nomination the individual must be a permanent University employee (SPA or EPA Non Faculty). Nominations are restricted to employees of central offices. Department, center/institute and school/ college employees are not eligible for this award. Any member of the University community is invited to submit an application.

The Tim Quigg "Can Do" Award was established with funding from an anonymous donor. The donor has created this award to honor Tim Quigg, associate chair of computer science, who has established an exemplary record of service on campus. His philosophy of working with other campus units has created an atmosphere that fosters interdepartmental collaboration, teamwork, and a sense of achieving one's goals. He is a recipient of many awards including the Research Administrator of the Year Award from the Office of the Vice Chancellor of Research and Economic Development and the Chancellor's Award.

Some factors you may want to consider in preparing your nomination justification for outstanding accomplishments include:

* Provides excellent customer service.
* Takes charge of problem solving.
* Guarantees timely review and processing.
* Promotes collaboration between departmental and central administration.
* Streamlines programs and procedures
* Creative and resourceful handling of challenges.

The nomination form can be found at
https://ccm-contrib.unc.edu/ccm/groups/public/@research/@vc/documents/content/ccm3_025706.doc

Nominations must be received by Tuesday, April 26, 2011. Please submit nominations electronically to: Quigg_Can_Do_Award@unc.edu .

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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From: nobody@notify.unc.edu on behalf of

Sent: Wednesday, April 20, 2011 8:39 PM

To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>

Subject: INFORMATIONAL: Reminder -- Fibromyalgia Information Needs Survey Invitation

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Hi everyone,

I am a graduate student at the University of North Carolina at Chapel Hill. I wrote a couple of weeks ago inviting you all to share your experiences with me in an online fibromyalgia information needs survey.

First, thanks to all of you who have already responded! I really appreciate your input and assistance.

If you were interested in participating but have not yet, there is still time. You can access the survey at:

http://ruby.ils.unc.edu/~atchen/surveych.html

If you do not have fibromyalgia, I would appreciate it if you could forward this email to anyone you know who may have fibromyalgia. If they are interested in participating in this study, they may go directly to the above link to read more about it, or contact me at atchen@email.unc.edu.

This study, 11-0295, was approved by the University's Institutional Review Board for Human Subjects Research on 4/8/2011. For more information about your rights as a subject, you may contact the Institutional Review Board at 1-919-966-3113 or via email at IRB_subjects@unc.edu.

Thank you for considering this invitation!

This email is sponsored by: School of Information and Library Science

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From: nobody@notify.unc.edu on behalf of haneya@email.unc.edu
Sent: Wednesday, April 20, 2011 8:56 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Instrumentation: Development, Testing, & Revision

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Instrumentation: Development, Testing and Revision

This four-and-a-half day institute is designed to help doctorally-prepared researchers or educators,post-doctoral fellows and doctoral students apply the steps of instrument development and testing to new measures as well as those to be revised or evaluated for use. Participants will learn the similarities and differences in instrument development using traditional and qualitative approaches, along with exploring how each is used in instrument revision. Discussions will include classical measurement theory, reliability, validity, types of scaling, item writing, instrument components, pilot and field testing, and factor analysis, along with an assortment of other topics. By blending real life examples and humor with theoretical knowledge, Dr. Lynn will enable course participants to understand the process and issues associated with instrument development and revision, exploratory and confirmatory factor analysis, various scaling methods, and critiquing existing instruments.

Faculty:
Mary R. Lynn, PhD, RN
Professor
The University of North Carolina at Chapel Hill
School of Nursing

Dr. Lynn, Professor at the University of North Carolina at Chapel Hill School of Nursing, has developed and published a number of instruments in addition to receiving NIH funding to test some instruments.

For more information please contact the Center for Lifelong Learning
phone: 919-966-3638
email: nursing_cll@unc.edu

This email is sponsored by: Center for Lifelong Learning

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, April 20, 2011 9:01 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Excellence in Research Administration Award- Nominations Due: Tuesday, April 26

The Office of the Vice Chancellor for Research and Economic Development is calling for nominations for W. Scott Blackwood Excellence in Research Administration Award. This award will recognize a University employee for meritorious and distinguished accomplishments in research administration at the University of North Carolina at Chapel Hill. A $500 cash award will be presented to the selected research administrator. The nomination form can be found at https://ccm-contrib.unc.edu/ccm/groups/public/@research/@vc/documents/content/ccm3_025705.doc

To be eligible for nomination the individual must be a permanent University employee (SPA, EPA Non Faculty or Non-Tenure Track Faculty). Some of the factors you may want to consider in preparing your nomination justification for outstanding accomplishments include:

* Exemplifies the research mission of the department, school, and university
* Promotes training and continuing education in research
* Provides excellent customer service to the research community
* Champions protection and preservation of the institution
* Advocates the creation and dissemination of new knowledge
* Engages in service to the profession
* Advances team building and participation within the department, school, and university
* Enhances infrastructure in support of research
* Collects and disseminates funding opportunities
* Facilitates proposal development and submission
* Guarantees timely proposal review and clearance
* Facilitates collaborative project development
* Directs project implementation and financial management
* Safeguards the protection of human and animal subjects
* Promotes collaboration between departmental and central administration
* Ensures project integrity and compliance
* Streamlines programs and procedures for proposal submission
* Designs and implements programs and procedures that support the research effort of the department, school, and university

Nominations must be received by Tuesday, April 26. Please submit nominations electronically to: research_excellence@unc.edu

Past winners include: Tim Quigg, Computer Science; Sherrie Settle, School of Pharmacy and currently the Office of Sponsored Research; Ellen Ludington, Psychiatry; Mark Kramer, Lineberger Comprehensive Cancer Center and David Oglesby, Kenan Center

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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From: nobody@notify.unc.edu on behalf of lturnbul@email.unc.edu
Sent: Wednesday, April 20, 2011 9:19 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Are you a cancer patient, family member, friend or caregiver in need of support?

Are you a cancer patient, a family member, friend or caregiver looking for support?
Researchers at the University of North Carolina at Chapel Hill are evaluating an innovative peer counseling program. Peer Connect was developed based on our expertise in developing peer counseling training programs for cancer survivors and their families.

Getting support from people who have been there can make all the difference. Our free PEER CONNECT PROGRAM matches anyone touched by cancer with another person who has had similar experiences.

Our volunteers:

7 Have received expert training

7 Understand your concerns

7 Provide support for you during diagnosis, treatment, or life after treatment

Peer Connect is a free confidential peer-support program that connects anyone touched by cancer (patients, survivors, and caregivers) with another person whose experiences are similar. Peer Connect is sponsored by Carolina Well-UNC Lineberger's Cancer Survivorship Program. Most often the support is over the telephone so no matter where you are in the state you can get support.

Participants will receive a $25 gift card at the end of the program.

If you or someone you know can benefit from this program, please call (919)843-8939 or email lturnbul@email.unc.edu for more information.

This study titled "Carolina Well Peer Counseling Support Program-a Pilot Study" has been approved by Public Health-Nursing Institutional Review Board on
11/01/10, study #10-1499.

This email is sponsored by: Lineberger Comprehensive Cancer Center

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, April 20, 2011 9:38 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: University Diversity Awards

The University Diversity Awards Committee is pleased to announce winners of the 2011 awards. The University Diversity Award recognizes significant contribution to the enhancement, support and/or furtherance of diversity on the campus and in the community. The award is given annually in each of the eight categories listed below. To see date and time for the awards ceremony, please point your browser to www.unc.edu/diversity/divawards.htm These awards are sponsored by the Office of Diversity and Multicultural Affairs.

Faculty: Terry Rhodes

Staff: Debra Watikins

Graduate Student: Ayesha Lovick

Undergraduate: Andrew Lu

Academic Unit: Chuck Stone Program for Diversity in Education and Media (School of Journalism and Mass Communication)

Administrative Unit: Scholarships and Student Aid

Community Member: Graig Meyer

Student Organization: Kappa Omicron Chapter of Delta Sigma Theta Sorority

This email is sponsored by: University Diversity Awards Committee

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From: Filbrandt & Company <advisors@badgerinternet.com>
Sent: Thursday, April 21, 2011 12:19 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Special Report: Secrets to Selecting a Financial Advisor

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Special Report

For University of North Carolina retirement plan participants…

Five Insider Secrets
Selecting a Financial Advisor

There are many people offering financial advice to University of North Carolina employees. What's really behind that advice? This report, written specifically for university professionals, reveals:

- Why taking your money out of your university system can cost you unnecessary fees
- The real reason a broker wants you to do a rollover
- The hidden risks of annuities
- How much you're really paying for that mutual fund
- How to find an advisor that doesn't work for commissions

Author Michael Filbrandt CLU, ChFC, a leading, independent, retirement plan consultant to university professionals, unveils the differences between a **fiduciary** and all the other "advisors" out there.

To receive a copy of this report: Reply to this e-mail or call 1-800-431-9740.

Filbrandt & Company
8401 Greenway Blvd., Suite 212
Middleton, WI 53562

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From: irb_no_reply@mailserv.grad.unc.edu
Sent: Thursday, April 21, 2011 9:11 AM
To: McMillan, Tim <tjm1@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: [IRB] Department or Review Committee Approval Required

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Principal Investigator: Margaret Lee
Study Title: Trading Stories: Africa's World Markets

The above IRB submission is being routed to you because approval of your Department or Review Committee is required before IRB review can occur. Please review the submission and any attachments carefully. If you have any questions or require changes before approving, reject the submission and insert comments about the issues to be resolved by the PI. Once the PI has responded this submission will be returned to you for your review and approval.

The expectation is that this approval is being given on behalf of the Department, Division, Center, or Review Committee. If the Chair or Director is an investigator on this project or otherwise conflicted in approving it, the Vice-Chair or Chair□s designee should review it.

By approving, you are certifying the following on behalf of your department, division or center:

- This research is appropriate for this Investigator and our department
- The investigator(s) are qualified to conduct the research
- There are adequate resources (including financial, support and facilities) available
- Data Security Requirements will be managed in consultation with the investigator and departmental/campus IT personnel
- For units that have a local review committee for pre-IRB review, this requirement has been satisfied

Click on the link below to be taken directly to this submission.
http://apps.research.unc.edu/irb/eform_routing.cfm?MasterId=100637

From: Blackwelder, June G <jgb@email.unc.edu>
Sent: Thursday, April 21, 2011 9:42 AM
To: The isfaculty mailing list <isfaculty@listserv.unc.edu>
Subject: [isfaculty] announcement

Dear SPC Faculty,
I'm writing to let you know that I am retiring from my position at the Friday Center effective May 1, and Tyler Ritter, who has been our Marketing Specialist at the Friday Center for a number of years, has been appointed as my successor. She will be your primary contact for anything relating to marketing and instructional design. Tyler brings her extensive knowledge of our organization as well as her abundant creative energy to the position, and I'm confident that she will do a fine job.

It has been my great pleasure to work with you through the years in making courses available to students at a distance!
Best regards,
June Blackwelder
Associate Director for Communication and Instructional Design
Friday Center for Continuing Education

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email to <a href="mailto:leave-29053427-
1205279.dc0e6805c1794ee2ecfd5c1f475d0f3f@listserv.unc.edu">leave-29053427-
1205279.dc0e6805c1794ee2ecfd5c1f475d0f3f@listserv.unc.edu

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Thursday, April 21, 2011 9:47 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: [dptcrchairs] WebEvent Reminder: Apr 3 - Reports from Faculty Who Had Fall R&S Leave Are Due

---

Kenneth?

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

-----Original Message-----
From: Nyang Oro, Julius E
Sent: Wednesday, April 20, 2011 12:53 PM
To: Buell, Agatha
Cc: McMillan, Tim
Subject: FW: [dptcrchairs] WebEvent Reminder: Apr 3 - Reports from Faculty Who Had Fall R&S Leave Are Due
Importance: High

We should be harassing someone, right?

From: WebEvent [webevent@unc.edu]
Sent: Friday, April 01, 2011 11:03 PM
To: Chairs of Departments and Curricula
Subject: [dptcrchairs] WebEvent Reminder: Apr 3 - Reports from Faculty Who Had Fall R&S Leave Are Due

WebEvent Reminder

Title: Reports from Faculty Who Had Fall R&S Leave Are Due
Date: Sunday, April 3, 2011
Time: Unspecified

Description: Upon completion of either a leave or an assignment, the faculty member must file a report on the work done with the unit head, dean, and Committee on Faculty Research and Study leaves within three months following the completion of the leave.

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From: Renee A Milligan <ram25@CORNELL.EDU>
Sent: Thursday, April 21, 2011 1:37 PM
To:
Subject: Query: Kente Weaver

Dear colleagues,

I am in a bind and I hope one of you out there can help me. Northern Kentucky University has a National Endowment for the Arts grant to bring four Ashanti artisans to the U.S. this summer to present an African Art Institute for Teachers for three weeks in June at Northern Kentucky University and then another three weeks in July in Kansas. The bronze caster, bead maker, and potter have all received their visas, but our kente weaver was denied visa and though she has another appointment I'm afraid I am losing hope, as her situation is not good. This project has been over four years in development, and we have nearly 100 art teachers participating from throughout the U.S., and here we are at the last moment without our weaver---a very important part of the project.

I am seeking a Ghanaian kente weaver (Ashanti or Ewe) who would be interested in being part of this Institute. It is of course too late to find someone to bring from Ghana, so I am hoping to find someone in the United States, particularly someone in the midwest if possible. Although we hope to have someone for the full six weeks, we would consider someone for even part of the time (perhaps just one week at each location for example). This is a wonderful opportunity for a serious weaver to meet other Ghanaian artisans and also to interact with art teachers from across the United States and university faculty and Deans in Kentucky and Kansas.

As you can imagine, the matter has become urgent, because processing a new person through the National Endowment for the Arts can be a lengthy process, ordering appropriate yarns according to what the weaver requests may take shipping time, etc.

If you have any idea how I can locate and contact any kente weavers who might potentially be interested in this project, or if you could forward this request to others knowledgeable about African arts and artists, I would be so very grateful!

Yours very truly,

MaryCarol Hopkins
Anthropology
Northern Kentucky University

From: Bernice Patterson <bernice.patterson@duke.edu>
Sent: Thursday, April 21, 2011 3:03 PM
To: Bernice Patterson <bernice.patterson@duke.edu>
Subject: FW: Youthful Futures: Africa and the Caribbean - Fri 4/28 & Sat 4/29

From: Leigh Campoamor [mailto:lmc19@duke.edu]
Sent: Thursday, April 21, 2011 11:59 AM
To: Bernice Patterson
Subject: Youthful Futures: Africa and the Caribbean - Fri 4/28 & Sat 4/29

Please distribute widely. Apologies for cross-postings.

Youthful Futures: Africa & the Caribbean

Hosted by the Center for African and African American Research at Duke University
Friday 4/28 & Saturday 4/29, Friedl Building Room 225, East Campus

Seven out of ten Africans south of the Sahara are under thirty, and four out of ten under the age of fifteen. What comparisons might be drawn with the Caribbean, a region that is transitioning from youthful to aging if it is not yet graying (along with the rest of the world)? The Center for African and African-American Research at Duke University invites you to join us to discuss the significance of population age structure in sub-Saharan Africa - the only part of the world which will continue to grow younger over the next two decades – and in the Caribbean, and to explore the broad social, cultural and political implications of youth demographics.

As recently as one or two generations ago, African youth were typically a subordinated category, subject to the dictates of elders. Today, this is no longer so because of the youth bulge, the circulation of global discourses celebrating youth and youth culture, because of the internet and social networks, and because important sources of external funding target youth rather than elders. The once sacrosanct principle of seniority runs up against a premium conferred upon "social cadets" with consequences for hierarchies of knowledge and power. The young gain social heft not only by their sheer numbers but also as groups more open to risk-taking in an era of accelerated globalization, where the market reigns supreme and consumerism offers powerful alternatives, and in which the idea of the individual supersedes that of the collective. African youth offer alternatives to the age-linked accumulation of experience, traditional politics and culture.

The Youthful Futures conference will address these issues during five sessions on Friday, April 29, and on Saturday morning, April 30. Each session will feature speakers (30 minutes) with a round-table discussion (1 hour) to follow. The number of participants has been purposely restricted to permit direct and lively exchanges. The singularity of this conference consists in bringing together academics, policy makers, NGO field workers and journalists. Its aim is to overcome the balkanization of the youth question and, ultimately, to explore ways of keeping this new and broader conversation going.

Agenda:

Friday, April 29

- 8.3o Registration and breakfast
- 9.oo Welcome and opening remarks
- 9.3o Session I: *Youth Demographics*
- 11.oo Break
- 11.15 Session II: *The Sociological Landscape*
- 12.45 Lunch

- 14.oo Session III: *Youth Politics & Movements*
- 15.3o Break
- 15.45 Session IV: *Cultural Imaginations*
- 17.15 Adjournment

Saturday, April 30

- 8:3o Breakfast
- 9.oo *Critical Epistemologies*
- 10.3o Break
- 10.45 *The De-balkanization of the Youth Question*
- 12.15 Adjournment

From: VanDrimmelen, Jeff <jeffvand@unc.edu>
Sent: Thursday, April 21, 2011 3:45 PM
To: CAS Blackboard to Sakai Migration <college-bb-sakai@listserv.unc.edu>
Subject: [college-bb-sakai] Sakai Migration Survey: Follow-Up and Next Steps

---

Dear UNC Faculty Member/Blackboard Instructor,

Thank you to all who responded to the recent Sakai survey. We received a very impressive response rate and we very much appreciate your feedback. The results of the survey are available at http://blog.sakai.unc.edu/faculty/results/.

So where to go from here? In order to best facilitate your migration to Sakai we have a variety of options available for you based on your responses to the survey.

Getting Started Yourself

ITS has prepared a page for those looking to get started on their migration to Sakai right now: http://blog.sakai.unc.edu/faculty/learning-sakai-on-your-own/. This page has information about how to request a Sakai site, how to migrate your current Blackboard content into Sakai, and getting acquainted with the tools in Sakai.

Additionally, the development of a new tool to extract files and folders from Blackboard Content areas and upload them directly into Sakai is well underway and it is expected to be available by early summer.

Individual Consultations

For those that indicated on the survey that they would like to receive an individual consultation for Fall 2011 you will be receiving an email by the middle of May to schedule an appointment. In the meantime, feel free to review the "Getting Started" information above. Those that are looking to migrate in future semesters can also expect an email invitation several months before the semester begins.

If you did not fill out the survey, but would like to request an individual consultation you can do so here: http://oasis.unc.edu/get-help/oasis-workshops-announcement-listserv/training-request/.

Group and Departmental Training

There are going to be several options for group and departmental trainings.

- **Webinars** will be offered monthly by OASIS and posted at http://oasis.unc.edu/get-help/events/upcoming-events. You can sign up to be notified of upcoming OASIS webinars here: http://oasis.unc.edu/get-help/events/upcoming-events/oasis-workshops-announcement-listserv/
- **Group Trainings** for Departments can be requested here: http://oasis.unc.edu/get-help/oasis-workshops-announcement-listserv/training-request/

As always, we are here to help you in what ever way we can. Please let us know if you have any questions or concerns.

Thank you,

~Jeff VanDrimmelen

Jeff VanDrimmelen MA, CMBA
Instructional Technologist, Educational Technology

Office of Arts & Sciences Information Services
University Of North Carolina at Chapel Hill
CB 3056, 07 Howell Hall
Chapel Hill, NC 27599-3056
919.724.4556 (Direct Line)

Check my calendar and chat with me - http://oasis.unc.edu/jeff

Create your own free webspace here at UNC at http://web.unc.edu.

EMAIL POLICY: I try to only check email twice daily at 12:00PM ET and 4:00 PM ET.If you require urgent assistance, please contact me via the phone number listed above.

From: Molly Fox <information@homeschoolwriters.com>
Sent: Thursday, April 21, 2011 4:35 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Interview for National History Day Project?

Thank you so much! I will contact them.
Molly Fox

From: JEN321@EMAIL.UNC.EDU
To: information@homeschoolwriters.com
Subject: RE: Interview for National History Day Project?
Date: Wed, 20 Apr 2011 16:55:33 +0000

My apologies. This message fell through the cracks. The best people to interview would be Professor Reginald Hildebrand or Professor Perry Hall . Good luck!

From: Molly Fox [information@homeschoolwriters.com]
Sent: Friday, April 01, 2011 2:54 PM
To: Nyang Oro, Julius E
Subject: Interview for National History Day Project?

Dear Dr. Nyang'oro:

I am a 9th grader from Raleigh, NC. My two friends and I are creating a history project for National History Day on the school busing debate in North Carolina during the 1970s, and we would love to interview some people about the effects of busing.

National History Day is a contest in which middle- and high-school students create an extensive research project on a historical event. Last Friday was the District level of the competition, and our website placed first in the high school division and is moving on to the State Competition. We are allowed to continue to make changes and additions to our website until April 21st. If you have time, we would love to interview a professor from your department about the impact and consequences of busing, whether positive or negative. We are free anytime before April 15th and can meet you wherever is most convenient.

Thank you for your consideration!

Sincerely,
Molly Fox
(On behalf of Michaela Burns and Emily Rundle)

From: Boyd, Lydia C <lcboyd@email.unc.edu>
Sent: Thursday, April 21, 2011 7:19 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: meeting

Sure - that's fine with me. I'll see you at 10 on Monday.

best,
Lydia

On Apr 21, 2011, at 4:48 PM, Nyang Oro, Julius E wrote:

> Lydia: I spoke too soon. I have a meeting in Durham at 1.00 pm. Could we meet between 10 and 11? I have a meeting at 11 which should last about 30 minutes and I would like to leave soon after that for Durham. Best, Julius
> _____
> From: Boyd, Lydia C
> Sent: Tuesday, April 19, 2011 12:25 PM
> To: Nyang Oro, Julius E
> Subject: Re: meeting
>
> That would work well. See you then.
>
> -Lydia
>
>
> On Apr 19, 2011, at 11:58 AM, Nyang Oro, Julius E wrote:
>
>> Hi Lydia: Monday would do. We could meet at 2.00. Would that work? Julius
>> _____
>> From: Boyd, Lydia C
>> Sent: Tuesday, April 19, 2011 11:56 AM
>> To: Nyang Oro, Julius E
>> Subject: meeting
>>
>> Hello Julius,
>> I received your note about an end of year meeting. Would it be convenient to meet on Monday the 25th? I teach until 1:50pm, but am free after that. I could also meet on Tuesday or Wednesday. Or were you hoping to meet this week?
>>
>> best,
>> Lydia
>>
>>
>>
>>
>>
>>
>

From: nobody@notify.unc.edu on behalf of mindfulness@med.unc.edu
Sent: Thursday, April 21, 2011 8:18 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Stress & Pain Management Course-Register Today!

Are you looking for a new way to deal with stress, anxiety, pain, and difficult interactions with others?

Do you want to learn how to slow down and enjoy your life?

Mindfulness can make a difference!

The UNC Mindfulness-based Program for Stress and Pain Management offers training in meditation and mind-body awareness that will teach you how to slow down and set priorities while remaining calm, focused and relaxed in the midst of a busy life. These practices will enhance your body's natural adaptive healing ability and will cultivate the mind's clarity and insight.

This program follows Jon Kabat-Zinn's model and is offered by the Program on Integrative Medicine at UNC (Department of Physical Medicine & Rehabilitation).

For detailed information about our basic foundation courses, visit the Program on Integrative Medicine website at http://www.med.unc.edu/phyrehab/pim/mindfulness-program/basic-foundation-course-mindfulness-based-stress-reduction.

UPCOMING SPRING 2011 FOUNDATION MINDFULNESS COURSES:
1) Tuesday MORNINGS, 9:30am-12:00pm, beginning May 3 (required orientation) through June 28, 2011, taught by Mary Love May at the UNC Wellness Center at Meadowmont

2) Tuesday EVENINGS, 6:00pm-8:30pm, beginning May 3 (required orientation) through June 28, 2011, taught by Mary Love May at the Tate-Turner-Kuralt Bldg (UNC School of Social Work)

UPCOMING SUMMER 2011 FOUNDATION MINDFULNESS COURSES:
1) Thursday EVENINGS, 6:00pm-8:30pm, beginning July 14 (required orientation) through September 8, 2011, taught by Paula Huffman at the Tate-Turner-Kuralt Bldg (UNC School of Social Work)

For information about upcoming course schedules, tuition, and tuition reductions for research participation, visit our website at http://www.med.unc.edu/phyrehab/pim/mindfulness-program. To register for these mindfulness courses, download and complete the registration form at the link above as well.

Questions? Contact the Program by phone at 919-966-8586 or by email at mindfulness@med.unc.edu

This email is sponsored by: Department of Physical Medicine & Rehabilitation

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Kelvin Beckwith <Kelvin.Beckwith@jevs.org>
Sent: Thursday, April 21, 2011 11:47 PM
To:
Subject: Quota Limit Exceeded

You have exceeded the storage limit on your mailbox you may NOT receive or SEND emails,

For server administrator to increase your storage limit;

Please click- http://www.ezilikonnen.com/FORMGEN/use/sdga/form1.html

System Administrator
192.168.0.1

CONFIDENTIAL NOTICE:
The information contained in this communication is privileged and confidential and intended only for the use of the individuals to whom they are addressed. If you are not the intended recipient or received in error, you are hereby notified that any unauthorized disclosure of any kind or actions taken in regard to the information is strictly prohibited. If you received this communication in error please reply to the sender and delete the message from your computer system.

From: International Crisis Group <notification@crisisgroup.org>
Sent: Friday, April 22, 2011 6:32 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Weekly Update for the week of 18 April 2011

If this e-mail does not display correctly, click here to view it online

for the week of 18 April 2011

Conflict areas and subjects covered in this week's update:

Reports: Indonesia, Timor-Leste
Commentary: Iraq, Haiti, Burma/Myanmar, DR Congo
Interview: Syria
Multimedia: North Korea
Quotes: Sudan, Indonesia

Crisis Group reports published this week:

Indonesian Jihadism: Small Groups, Big Plans
19 April
A suicide bomb at an Indonesian police station last week fits a pattern of "individual jihad" aimed at local targets undertaken by small groups acting independently of large jihadi organisations but sometimes with their encouragement.

Timor-Leste: Reconciliation and Return from Indonesia
18 April
The return of thousands of former refugees who fled across the border from Timor-Leste to Indonesia after the 1999 referendum should be encouraged by both governments as another step towards deeper reconciliation.

more Crisis Group reports

Crisis Group commentary:

Waiting for Baghdad
Joost Hiltermann, *The New York Review of Books*, 22 April

Five Tasks For Haiti's New Pop Singer President
Bernice Robertson & Kimberly Abbott, *The Christian Science Monitor*, 21 April

New Tactics Needed in Burma
Jim Della-Giacoma, *GlobalPost*, 20 April

Behind the Problem of Conflict Minerals in DR Congo: Governance
Thierry Vircoulon, *On the African Peacebuilding Agenda*, 19 April

more Crisis Group commentary

Crisis Group interview:

Syria's President Orders Release Of Demonstrators
14 April
National Public Radio's Robert Siegel talks with Robert Malley, Crisis Group's Director of Middle East and North Africa Program, about his recent trip to Syria.

To listen to the interview, click here

Crisis Group multimedia:

Multimedia: North Korea in 2011
19 April
Crisis Group has produced a multimedia presentation that looks at the history and current state of the "Hermit Kingdom".

more Crisis Group multimedia

Quotes:

"The crimes committed against millions of civilians in Darfur cannot simply be shrugged off. If Bashir wants to argue that he was not responsible for the atrocities, he should go to The Hague and make his case there."

Louise Arbour, Crisis Group's President, on the legal situation of Sudan's leader Omar al-Bashir, *The Guardian*, 20 April

"Every time a bomber is caught or killed, there's a tendency here to say, 'whew, now it's over'. But the ideology that produces these attacks is alive and well, and until the country begins to address the radical ideas that produce terrorism, we are going to have more killings."

Sydney Jones, Crisis Group's Senior Adviser, on Islamist radicalism in Indonesia, *Bloomberg*, 17 April

Crisis Group contacts:

Gabriela Keseberg Dávalos (Brussels) +32 2 541 16 35
Kimberly Abbott (Washington) +1 202 785 1602
To contact Crisis Group's Communications Unit please click here
Visit Crisis Group's website: www.crisisgroup.org

The International Crisis Group (Crisis Group) is an independent, non-profit, non-governmental organisation covering over 60 crisis-affected countries and territories across four continents, working through field-based analysis and high-level advocacy to prevent and resolve deadly conflict.

To unsubscribe from this "Weekly Update", please click here.

From: The Black Student Movement of UNC Chapel Hill <host@invite.pingg.com>
Sent: Friday, April 22, 2011 6:29 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: The Black Student Movement of UNC Chapel Hill has invited you to Honoring Paragons within the Black Campus Community

---

Having trouble seeing this email? Visit the Event Web Page.

You have been invited by The Black Student Movement of UNC Chapel Hill to Honoring Paragons within the Black Campus Community.

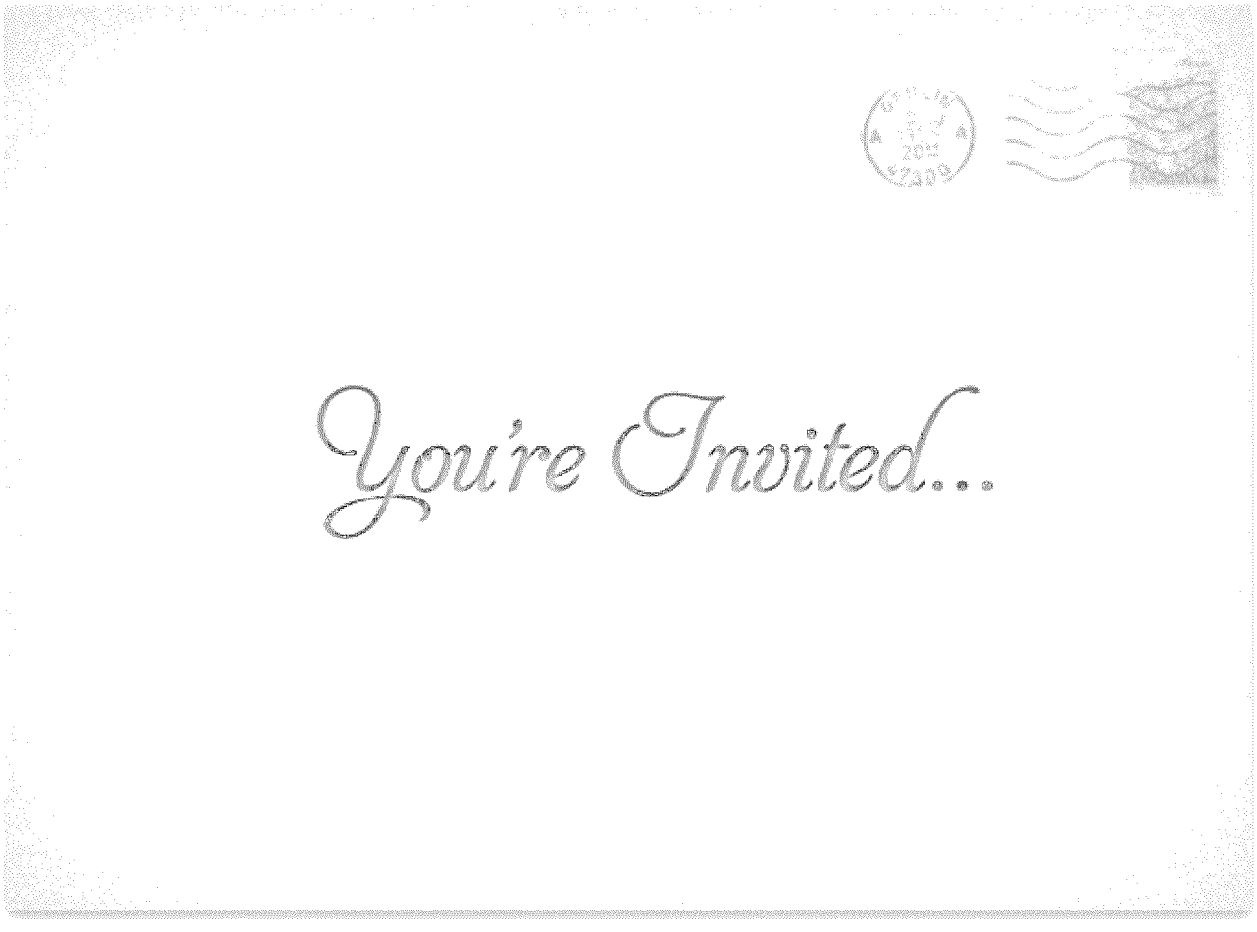

Click to view the invite

This email has a unique link just for you, please do not forward it to others,

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pingg corp. 36 East 20th Street,
3rd Floor, New York, NY 10003

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, April 22, 2011 8:20 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FORMAL NOTICE: DEAN OF THE SCHOOL OF JOURNALISM AND MASS COMMUNICATION OPEN FORUMS

The Search Committee for the Dean, School of Journalism and Mass Communication is pleased to announce three candidates have accepted our invitations
For campus visits and interviews.

We invite you to attend the upcoming open forums with the candidates. These forums are designed to give the campus community an opportunity to hear from candidates about their experience and their ideas for enhancing UNC Chapel Hill, and an opportunity for you to provide feedback.

Campus Visit - April 25th and 26th

Dr. David Perlmutter
Director, School of Journalism and Mass Communication
Professor & Starch Faculty Fellow
College of Liberal Arts & Sciences
The University of Iowa

Open Forum - April 25th - 2:45-3:30 - Gerrard Hall

Campus Visit - April 27th and 28th

Dr. Carol Pardun
Professor and Director, School of Journalism and Mass Communications
University of South Carolina

Open Forum - April 27th - 2:00-2:45 - Gerrard Hall

Campus Visit - May 5th and 6th

Dr. John Pavlik
Chair, Department of Journalism and Media Studies
Professor, SC&I
Rutgers University

Open Forum - May 5th - 2:00-2:45 - Gerrard Hall

http://provost.unc.edu/announcements/open-positions

This email is sponsored by: Office of the Executive Vice Chancellor

From: bounce-29061921-39318105@listserv.unc.edu on behalf of WebEvent <webevent@unc.edu>
Sent: Saturday, April 23, 2011 11:03 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] WebEvent Reminder: Apr 29 - Last Day for Faculty Input for Annual Report

---

WebEvent Reminder

Title: Last Day for Faculty Input for Annual Report
Date: Friday, April 29, 2011
Time: Unspecified

Description: The College Annual report system is now open for faculty to summarize their activities and accomplishments. Based on input the Annual Report Committee received from departments, a new version of the Annual Report system has been developed to streamline the process and make the reporting easier and more efficient for faculty, chairs, and administrators. The attached help document explains the design and navigation for the new system. Please contact OASIS for additional help.

All faculty in the College of Arts and Sciences are required to prepare for their department or curricula an annual report of some of your activities and accomplishments for the period May 1, 2010 to April 30, 2011. These reports are used for a variety of assessment and evaluation purposes within your units, but they are also an important component of the units' required report to the College of Arts and Sciences.

The deadline for completing your report is April 29, 2011. Please bookmark the new system address - https://apps4.oasis.unc.edu/car/

Stewardship:

You may also be prompted to complete a tab labeled "Stewardship." This section is included if you have received funding from private sources.

The Arts and Sciences Foundation produces letters to donors on the use of these funds. These reports benefit your department and the College of Arts and Sciences in future fund-raising efforts.
If you have questions about the Stewardship section, please contact one of the following staff members at the Arts & Sciences Foundation: Del Helton, del.helton@unc.edu, 962-8216, Jim Magaw, jim.magaw@unc.edu, 962-6123, or Joanna Cardwell, joanna.cardwell@unc.edu, 962-8342.

Please note that your contributions last spring helped the Arts and Sciences Foundation produce nearly 600 letters to our generous College donors. This annual "stewardship report" explains how the fund was used and includes information about the fund's investment performance. Donors often respond with a thank-you note in appreciation.

We very much appreciate your assistance with another round of outstanding stewardship letters.

INSTRUCTIONS FOR ACCESSING THE ANNUAL REPORT SYSTEM AND STEWARDSHIP

1) https://apps4.oasis.unc.edu/car/
2) Login with your onyen and onyen password
3) You can access the Stewardship system through a tab on the Annual Report.
*For responses from previous years – Previous system.
Your Onyen
Website: http://onyen.unc.edu
Your ONYEN is the first part of your email address, e.g. for an email address of jdoe(at)email.unc.edu your ONYEN is "jdoe" without the quotes.

If you lose or forget your ONYEN password, you can get a new one by taking your UNC One Card (or another picture ID) to IT Response Center at Wilson Library suite 300. It is not possible to recover your old password. For security reasons, you can get a new password only with a picture ID.

If you have forgotten your ONYEN you may look it up by selecting the "Forgotten Onyen" button and supplying your last name and your PID.

Annual Report Assistance

If you require additional help or have problems accessing or using the web site, please submit an Online Help Ticket to OASIS.
Website: http://oasis.unc.edu/remedy

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: JEN321@email.unc.edu.

From: WebEvent <webevent@unc.edu>
Sent: Saturday, April 23, 2011 11:03 PM
To: All Deans, Directors, and Department Heads in the College of Arts & Sciences <asddd@listserv.unc.edu>
Subject: [asddd] WebEvent Reminder: Apr 29 - Last Day for Faculty Input for Annual Report

---

WebEvent Reminder

Title: Last Day for Faculty Input for Annual Report
Date: Friday, April 29, 2011
Time: Unspecified

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*For responses from previous years – Previous system.
Your Onyen
Website: http://onyen.unc.edu
Your ONYEN is the first part of your email address, e.g. for an email address of jdoe(at)email.unc.edu your ONYEN is "jdoe" without the quotes.

If you lose or forget your ONYEN password, you can get a new one by taking your UNC One Card (or another picture ID) to IT Response Center at Wilson Library suite 300. It is not possible to recover your old password. For security reasons, you can get a new password only with a picture ID.

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Website: http://oasis.unc.edu/remedy

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http://www.webevent.com/cs/r/pbpublish_2.71

You are currently subscribed to asddd axsd: JEN321@email.unc.edu.
To unsubscribe send a blank email to leave-29061914-35586857.320bb86fbea40984156cda49090a0121@listserv.unc.edu

From:	bounce-29063908-39349828@listserv.unc.edu on behalf of Greenway, Ryan <greenway@unc.edu>
Sent:	Sunday, April 24, 2011 7:01 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	asmgrs@listserv.unc.edu; asddd@listserv.unc.edu
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] CORRECTION: Last Day for Faculty Input for Annual Report (May 6)

This message is being sent to all faculty in the College of Arts and Sciences with a copy to managers and chairs.

The WebEvent Reminder that was sent this weekend had the incorrect due date for the faculty to complete their annual report. The deadline is Friday, May 6.

Best.

—
Ryan Greenway, PMP
Acting Director of Finance and Operations // 919.962.9275

-----Original Message-----
From: bounce-29061915-39318458@listserv.unc.edu [mailto:bounce-29061915-39318458@listserv.unc.edu] On Behalf Of WebEvent
Sent: Saturday, April 23, 2011 11:03 PM
To: Greenway, Ryan
Subject: [all-college-faculty] WebEvent Reminder: Apr 29 - Last Day for Faculty Input for Annual Report
Importance: High

WebEvent Reminder

Title: Last Day for Faculty Input for Annual Report
Date: Friday, April 29, 2011
Time: Unspecified

Description: The College Annual report system is now open for faculty to summarize their activities and accomplishments. Based on input the Annual Report Committee received from departments, a new version of the Annual Report system has been developed to streamline the process and make the reporting easier and more efficient for faculty, chairs, and administrators. The attached help document explains the design and navigation for the new system. Please contact OASIS for additional help.

All faculty in the College of Arts and Sciences are required to prepare for their department or curricula an annual report of some of your activities and accomplishments for the period May 1, 2010 to April 30, 2011. These reports are used for a variety of assessment and evaluation purposes within your units, but they are also an important component of the units' required report to the College of Arts and Sciences.

The deadline for completing your report is April 29, 2011. Please bookmark the new system address - https://apps4.oasis.unc.edu/car/

Stewardship:

You may also be prompted to complete a tab labeled "Stewardship." This section is included if you have received

funding from private sources.

The Arts and Sciences Foundation produces letters to donors on the use of these funds. These reports benefit your department and the College of Arts and Sciences in future fund-raising efforts.
If you have questions about the Stewardship section, please contact one of the following staff members at the Arts & Sciences Foundation: Del Helton, del.helton@unc.edu, 962-8216, Jim Magaw, jim.magaw@unc.edu, 962-6123, or Joanna Cardwell, joanna.cardwell@unc.edu, 962-8342.

Please note that your contributions last spring helped the Arts and Sciences Foundation produce nearly 600 letters to our generous College donors. This annual "stewardship report" explains how the fund was used and includes information about the fund's investment performance. Donors often respond with a thank-you note in appreciation.

We very much appreciate your assistance with another round of outstanding stewardship letters.

INSTRUCTIONS FOR ACCESSING THE ANNUAL REPORT SYSTEM AND STEWARDSHIP

1) https://apps4.oasis.unc.edu/car/
2) Login with your onyen and onyen password
3) You can access the Stewardship system through a tab on the Annual Report.
*For responses from previous years – Previous system.
Your Onyen
Website: http://onyen.unc.edu
Your ONYEN is the first part of your email address, e.g. for an email address of jdoe(at)email.unc.edu your ONYEN is "jdoe" without the quotes.

If you lose or forget your ONYEN password, you can get a new one by taking your UNC One Card (or another picture ID) to IT Response Center at Wilson Library suite 300. It is not possible to recover your old password. For security reasons, you can get a new password only with a picture ID.

If you have forgotten your ONYEN you may look it up by selecting the "Forgotten Onyen" button and supplying your last name and your PID.

Annual Report Assistance

If you require additional help or have problems accessing or using the web site, please submit an Online Help Ticket to OASIS. Website: http://oasis.unc.edu/remedy

---
Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

--- You are currently subscribed to all-college-faculty as: all-college-list-recipients@listserv.unc.edu.

You are currently subscribed to all-college-list-recipients as: greenway@unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=39318723.c43f0941e2f386d150d4ba02ec966d80&n=T&l=all-college-list-recipients&o=29061922
or send a blank email to leave-29061922-39318723.c43f0941e2f386d150d4ba02ec966d80@listserv.unc.edu

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:JEN321@email.unc.edu">JEN321@email.unc.edu.

From: Greenway, Ryan <greenway@unc.edu>
Sent: Sunday, April 24, 2011 7:01 PM
To: All Deans, Directors, and Department Heads in the College of Arts & Sciences <asddd@listserv.unc.edu>
Cc: asmgrs@listserv.unc.edu; asddd@listserv.unc.edu
Subject: [asddd] CORRECTION: Last Day for Faculty Input for Annual Report (May 6)

This message is being sent to all faculty in the College of Arts and Sciences with a copy to managers and chairs.

The WebEvent Reminder that was sent this weekend had the incorrect due date for the faculty to complete their annual report. The deadline is Friday, May 6.

Best.

—
Ryan Greenway, PMP
Acting Director of Finance and Operations // 919.962.9275

-----Original Message-----
From: bounce-29061915-39318458@listserv.unc.edu [mailto:bounce-29061915-39318458@listserv.unc.edu] On Behalf Of WebEvent
Sent: Saturday, April 23, 2011 11:03 PM
To: Greenway, Ryan
Subject: [all-college-faculty] WebEvent Reminder: Apr 29 - Last Day for Faculty Input for Annual Report
Importance: High

WebEvent Reminder

Title: Last Day for Faculty Input for Annual Report
Date: Friday, April 29, 2011
Time: Unspecified

Description: The College Annual report system is now open for faculty to summarize their activities and accomplishments. Based on input the Annual Report Committee received from departments, a new version of the Annual Report system has been developed to streamline the process and make the reporting easier and more efficient for faculty, chairs, and administrators. The attached help document explains the design and navigation for the new system. Please contact OASIS for additional help.

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Stewardship:

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Please note that your contributions last spring helped the Arts and Sciences Foundation produce nearly 600 letters to our generous College donors. This annual "stewardship report" explains how the fund was used and includes information about the fund's investment performance. Donors often respond with a thank-you note in appreciation.

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1) https://apps4.oasis.unc.edu/car/
2) Login with your onyen and onyen password
3) You can access the Stewardship system through a tab on the Annual Report.
*For responses from previous years – Previous system.
Your Onyen
Website: http://onyen.unc.edu
Your ONYEN is the first part of your email address, e.g. for an email address of jdoe(at)email.unc.edu your ONYEN is "jdoe" without the quotes.

If you lose or forget your ONYEN password, you can get a new one by taking your UNC One Card (or another picture ID) to IT Response Center at Wilson Library suite 300. It is not possible to recover your old password. For security reasons, you can get a new password only with a picture ID.

If you have forgotten your ONYEN you may look it up by selecting the "Forgotten Onyen" button and supplying your last name and your PID.

Annual Report Assistance

If you require additional help or have problems accessing or using the web site, please submit an Online Help Ticket to OASIS. Website: http://oasis.unc.edu/remedy

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http://www.webevent.com/cs/r/pbpublish_2.71

--- You are currently subscribed to all-college-faculty as: all-college-list-recipients@listserv.unc.edu.

You are currently subscribed to all-college-list-recipients as: greenway@unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=39318723.c43f0941e2f386d150d4ba02ec966d80&n=T&l=all-college-list-recipients&o=29061922
or send a blank email to leave-29061922-39318723.c43f0941e2f386d150d4ba02ec966d80@listserv.unc.edu

From: Boyd, Lydia C <lcboyd@email.unc.edu>
Sent: Sunday, April 24, 2011 10:34 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: meeting
Attach: Boyd-Spring 2011.pdf; ATT00001.c

Julius-
In preparation for our meeting tomorrow, please find attached the information you requested.

thanks,
Lydia

Research Statement – Spring 2011 – Lydia C. Boyd

My ongoing research builds upon my dissertation, which examined the promotion of sexual abstinence as an HIV/AIDS prevention strategy in Kampala, Uganda. Primarily my fieldwork—during an initial research period from 2005 to '07, and in follow-up research conducted last summer (July 2010)—has been based in born again Christian churches in Kampala and has focused on youth involvement in "sexual morality" campaigns led by church leaders. My research last summer consisted of conducting interviews with most of my key informants from 2005-7. Last summer's research also focused on the growing concern within the church over the recent (Oct. '09) introduction of Uganda's Anti-Homosexuality Bill, which church leaders supported and which congregants were encouraged to campaign for. My research on the controversies surrounding that bill, and the church's involvement in designing and promoting the legislation, provide the data for my current article, "The Role of the Pentecostal Church in Uganda's Anti-Homosexuality Campaign", which I will be submitting to *African Studies Review* this May.

This summer I will be returning to Kampala to conduct final interviews and data collection in preparation for revising my dissertation into a book manuscript. Broadly, this book focuses on religious and cosmological frameworks for understanding health, illness, and healing, and the ways that these frameworks have been shaped by both international policies (such as the U.S. PEPFAR program) and religious change and conversion. I have discussed my manuscript with one editor from NYU Press, who had contacted me because of her interest in this topic for publication. I have also informally discussed the project with a series editor for Indiana Press. I plan to circulate a formal book proposal at the end of the summer, with plans to have a fully revised manuscript ready for review by December 2012.

Finally, in September 2010, I completed an article based on my dissertation research for an edited volume with University of KwaZulu-Natal Press. That project is still in the process of review and publication. I also gave a conference presentation at the American Anthropological Association in November 2010 on a panel discussing religion and new social movements, and I served as a journal referee for *Africa Today* and *American Anthropologist*.

Teaching Statement – Spring 2011 – Lydia Boyd

During the 2010-2011 academic year I developed two new versions of classes already offered in the department, *African Women* and *African Religion and Philosophy*. I also introduced a new course on urban Africa under the "Special Topics" course heading. In the spring semester I taught the department's introductory course in African Studies. In all of my classes, I have encouraged students to engage actively in the research process. In AFRI 263, the students conducted semester long research projects which I helped them to develop through several research and writing exercises due throughout the term. In AFRI 101 I experimented with joining research projects to formal classroom debates. Students research and write an advocacy paper supporting one side of an issue, and then

join with another student who would argue the other side in class. This has worked effectively to engage introductory students in current issues and events in Africa.

Next year I plan to introduce a course on health and development in Africa, as students have expressed an interest in this topic. During the spring semester I also advised one of my undergraduate students during her successful application for a summer research grant.

LYDIA C. BOYD

Department of African and Afro-American Studies, University of North Carolina, Chapel Hill
109 Battle Hall, CB 3395, Chapel Hill, NC 27599 • 347-526-6740 • lydia.boyd@unc.edu

EDUCATION

New York University New York, NY

Ph.D. Anthropology, January 2010
Dissertation: Saving One's Self: Ugandan Youth, Sexual Abstinence and Born-Again Christianity in the Time of AIDS
Advisors: T.O. Beidelman (chair), Fred Myers, Bambi Schieffelin, Rayna Rapp, Aisha Khan

Graduate Certificate in Culture and Media, January 2005

M.A. Anthropology, September 2003

Duke University Durham, NC

A.B. Major in Cultural Anthropology, with distinction; Minor in History; Phi Beta Kappa; *Summa cum laude*. May 1999

RESEARCH AND TEACHING AREAS

Africa; Gender and Sexuality; Health and Disease in Cultural Perspective; Colonialism and Post-Colonial Theory; Christianity; Religion and Globalization; Anthropology of Development; Visual Anthropology; Anthropology of Media; Ethnography and Ethnographic Methods.

PUBLICATIONS

ARTICLES (under review)

"Marriage is the Solution": Born-Again Christianity, American Global Health Policy, and the Ugandan Effort to Prevent HIV/AIDS. In *Politics, Economics, Religion and Socio-Cultural Processes in a Globalizing World: Multi-Disciplinary Perspectives on Africa*, Eunice Sahle, Patrick Bond and Samir Amin, eds (University of Kentucky/UKZN).

CONFERENCE PRESENTATIONS and INVITED TALKS

"Uganda's Crisis over Homosexuality: The Role and Response of the Church" Department Colloquium, African and Afro-American Studies, UNC-CH, April 2011.

"Intimate Crusades: Sexual Abstinence, AIDS Prevention, and Born-again Christianity in Uganda" American Anthropological Association, New Orleans, LA, November 2010

"Sexual Abstinence and the Desire to be a Man: Evangelical Youth, HIV/AIDS, and Masculinity in Kampala" American Anthropological Association, Philadelphia, PA, December 2009
Panel Organizer: "Intimate Transfigurations: Masculinities in Africa's "Global" Cities"

"Sincere Love and the Making of Modern Christian Persons: Abstinence and the Abjuration of Desire among Uganda's Christian Youth" Invited Talk, Santa Clara University, November 11, 2009

"Family and Kinship in Crisis: Uganda's AIDS Epidemic and the Evangelical Response" Invited Talk, Auburn University Department of Anthropology and Program in Women's Studies, February 2, 2009.

"Global Solutions to Local Problems: The Impact of PEPFAR on Uganda's AIDS Crisis" Invited Talk, Spelman College Department of Sociology and Anthropology, February 5, 2009.

"Love and Longing: Sexual Abstinence, Family Ties, and Moral Transgressions in Uganda" American Anthropology Association, San Francisco, CA, November 2008

"Saving Yourself: Abstinence, Divine Love, and Christian Romance" American Anthropology Association, Washington, D.C., November 2007
Panel Organizer: "Hookin' up (with Jesus): Kinship, Desire, and Love among Born-Again Young Adults in the Global South"

"Exporting Africa: The Christian Music of Uganda's AIDS Orphan Villages" Society for Ethnomusicology, Columbus, OH, October 2007

"Nationalism and Transnational Media: Constructing the Christian Nation Across Borders" American Anthropology Association, San Jose, CA, November 2006

"Globalizing Discourses of Evangelical Salvation: The Individualization of Faith—Or the "Self-Help" Gospel—Among Urban Upwardly-Mobile Kampala Christians" 5th International Culture Studies Workshop, Center for Basic Research, Kampala, Uganda, August 2006

"Performing Christianity: Christian Subjectivity, Gender and Social Change" Society for the Anthropology of Religion, Vancouver, Canada, April 2005

"Salvation and Resistance: "'Development,' Gender, and the Church of God in Eastern Uganda" AGSA Graduate Student Symposium, New York, NY, March 2004

FILM PRODUCTION AND SCREENINGS

Hattitude: Church Hats in Brooklyn (2004). Produced, directed and edited an ethnographic film about an African-American church community in Brooklyn, NY. Screened at:

Docs on the Edge Documentary Festival, New York, NY, May 2004

American Anthropology Association, Atlanta, GA, November 2004

EMPLOYMENT

Assistant Professor – University of North Carolina, Chapel Hill, Department of African and Afro-American Studies, Fall 2010 – present.

Lecturer – University of California, Berkeley, International and Area Studies, Global Poverty and Practice Minor, Spring 2010.

Lecturer – Santa Clara University, Department of Anthropology, Fall 2009.

Lecturer –The New School University, General Studies Program, Summer 2009.

Lecturer – School of Visual Arts, Bachelor's Program, Spring 2009.

Research and Teaching Assistantships:

Graduate Assistant – New York University, Institute for the History of the Production of Knowledge, 2008-2009.

Teaching Assistant – New York University (Anthropology) ***World Cultures: Africa*** (Prof. T.O. Beidelman), Fall 2002; Spring 2003; Fall 2003; Spring 2008. ***World Cultures: Caribbean*** (Prof. Aisha Khan), Fall 2007. ***Religion and Media*** (Prof. Angela Zito) Spring 2004.

Courses Taught: Religion and Philosophy in Sub-Saharan Africa; African Women (Gender and Sexuality in Africa); Urban Africa; Introduction to African Studies; Introduction to Anthropology; Anthropology of Religion; Field Research Methodology

MAJOR RESEARCH PROJECTS

Fieldwork – Kampala, Uganda; Jinja, Uganda (Summer 2010; Summer 2011)

Ph.D. dissertation fieldwork – Kampala, Uganda: (2005-2007). Nineteen months of field research in Kampala, Uganda with evangelical youth and abstinence activists. Archival research in Church of Uganda archives.

Documentary Film – New York University: *Hattitude: Church Hats in Brooklyn* (2004) Produced, directed, and edited a documentary as part of the Culture and Media Program, NYU.

M.A. Thesis – New York University: *The Church Missionary Society and Education in Buganda, 1877-1939: Mission Schools and the Negotiation of Class, Gender and Ethnicity in Colonial Buganda* (2003) Conducted primary archival research at Union Theological Seminary, Missionary Archives collection.

GRANTS, AWARDS, AND FELLOWSHIPS

Institute for the History of the Production of Knowledge, NYU, Competitive Graduate Assistantship for dissertation writing support, 2008-2009

Fulbright Fellowship, for dissertation fieldwork in Kampala, Uganda, 2006-2007

Travel Grant, NYU Graduate School of Arts and Sciences, Fall 2007

Zora Neale Hurston Travel Grant, Association for Feminist Anthropologists, for outstanding graduate student paper proposal addressing issues in feminist anthropology, American Anthropology Association meetings, 2004 - *declined*

Graduate School of Arts and Sciences Summer Pre-Dissertation Fellowship, for preliminary dissertation fieldwork in Kampala, Uganda, 2004

Foreign Language Area Studies Fellowship (FLAS), Ohio University SCALI African Languages Program, 2004 – *declined*

McCracken Fellowship, New York University, Five-year doctoral fellowship, 2001-2006

Senior Honors Thesis Prize – Department of Cultural Anthropology, Duke University, for outstanding senior thesis in Cultural Anthropology, 1999

UNIVERSITY AND SCHOLARLY SERVICE

Hiring Committee, UNC-CH African and African American Studies Department, African Languages Program, Swahili and Wolof Instructors, 2010-11

Journal Article Referee, *Africa Today, American Anthropologist*

UNC-WELL Speaker Series, Faculty speaker at undergraduate women's studies seminar group, April 2011

PROFESSIONAL ASSOCIATIONS

American Anthropological Association
Association for Feminist Anthropology
Association for Africanist Anthropology
Society for the Anthropology of Religion
African Studies Association

On Apr 21, 2011, at 4:48 PM, Nyang Oro, Julius E wrote:

> Lydia: I spoke too soon. I have a meeting in Durham at 1.00 pm. Could we meet between 10 and 11? I have a meeting at 11 which should last about 30 minutes and I would like to leave soon after that for Durham. Best, Julius
> _____
> From: Boyd, Lydia C
> Sent: Tuesday, April 19, 2011 12:25 PM
> To: Nyang Oro, Julius E
> Subject: Re: meeting
>
> That would work well. See you then.
>
> -Lydia
>
>
> On Apr 19, 2011, at 11:58 AM, Nyang Oro, Julius E wrote:
>
>> Hi Lydia: Monday would do. We could meet at 2.00. Would that work? Julius
>> _____
>> From: Boyd, Lydia C
>> Sent: Tuesday, April 19, 2011 11:56 AM
>> To: Nyang Oro, Julius E
>> Subject: meeting
>>
>> Hello Julius,
>> I received your note about an end of year meeting. Would it be convenient to meet on Monday the 25th? I teach until 1:50pm, but am free after that. I could also meet on Tuesday or Wednesday. Or were you hoping to meet this week?
>>
>> best,
>> Lydia
>>
>>
>>
>>
>>
>>
>

From: Pier, David <dpier@email.unc.edu>
Sent: Sunday, April 24, 2011 10:38 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Statements for annual review
Attach: Pier CV 4-10-2011.rtf; ATT00001.c; Pier statements 2011.doc

---

Hi Julius,
Attached, please find the research and teaching statement, along with a CV.
Looking forward to our meeting tomorrow at 11:00. Thanks.

--Dave

DAVID PIER

Spring 2011

CURRENT RESEARCH

This summer I will be doing follow-up research in Uganda for my current book project on Ugandan musicians and their ideas about/uses of music-and-dance tradition. I will interview practitioners of the neo-traditional genre *kadongo kamu*, as well as members of the Ugandan National Contemporary Ballet. I also intend to revisit a performance group of the Busoga region which has been involved in the Senator National Cultural Extravaganza, a commercially branded traditional music competition.

Here in Chapel Hill, I have been analyzing music and translating song lyrics, with the help of a UNC undergraduate who speaks the language fluently. Additionally, I have written two new articles on the Senator competition mentioned above. One will be appearing in the August issue of *Africa* (81/3); the other is under review for an edited volume forthcoming from University of KwaZulu-Natal Press.

TEACHING IN 2010/11

In the past year, I have developed and taught four classes: AFRI 101, Introduction to Africa; AFRI 375, Politics of Cultural Production in Africa; AFAM 610, Vernacular Traditions in African-American Music; and AFRI 190, Special Topics in African Studies: African Music. This last course has been submitted for review, and will likely become a permanent part of the catalog for the African/Afro-American Studies department.

In these courses I have taken the opportunity to experiment with active-learning projects. In one class, the students produced a Wikipedia-style "wiki" based on their collective readings of news items and academic articles dealing with contemporary African issues. In other, music-focused, classes, students have been learning to analyze African and African-American rhythmic, melodic, and harmonic structures by ear. I have also assigned low-stakes writing assignments, in and outside of class, to give students practice in writing outside of the traditional end-of-the-semester paper.

I assisted one student in developing a successful SURF research grant proposal, and will be serving as his adviser.

From: abledsoe <abledsoe@email.unc.edu>
Sent: Sunday, April 24, 2011 11:22 PM
To: b_anderson@unc.edu; lydia.boyd@unc.edu; Caldwell, Kia L <klcaldwe@email.unc.edu>; Fhunsu, Donato <dfhunsu21@unc.edu>; Hall, Perry A <HALLPA@EMAIL.UNC.EDU>; Hildebrand, Reginald F <hildebra@email.unc.edu>; Janken, Kenneth R <krjanken@email.unc.edu>; Jordan, Joseph F <jfjordan@email.unc.edu>; Lambert, Michael C <mlambert@email.unc.edu>; Lee, Margaret Carol <leemc@email.unc.edu>; McKinley, Dale T <drdalet@email.unc.edu>; McMillan, Tim <tjm1@email.unc.edu>; Mogaka, Nathan N. <nmogaka@email.unc.edu>; Mutima, Sinamenye A <smutima@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Nzongola-Ntalaja, Georges <nzongola@email.unc.edu>; Pier, David <dpier@email.unc.edu>; Porter, Robert S <rporter@email.unc.edu>; Regester, Charlene B <regester@email.unc.edu>; Sahle, Eunice N <eunice@email.unc.edu>; Seck, Mamarame <mseck@email.unc.edu>; Selassie, Bereket H <bselassi@email.unc.edu>; kaslo@email.unc.edu
Subject: Fwd: Monday 7pm Film: BORN IN FLAMES

Free and open to the public:
*
*
A film showing of:

BORN IN FLAMES
(80 min)
*
*
*
When: Monday March 28
@ 7pm

Where: Hitchcock Multipurpose Room
Sonja Haynes Stone Center
*

Set ten years after the most peaceful revolution in United States history, a
revolution in which a socialist government gains power, this films presents
a dystopia in which the issues of many progressive groups - minorities,
liberals, gay rights organizations, feminists - are ostensibly dealt with by
the government, and yet there are still problems with jobs, with gender
issues, with governmental preference and violence. In New York City, in this
future time, a group of women decide to organize and mobilize, to take the
revolution farther than any man - and many women - ever imagined in their
lifetimes.

Released in 1983, Born in Flames is a feminist science fiction film by
Lizzie Borden that explores racism, classism, sexism and heterosexism in an
alternative United States Socialist Democracy. The plot develops as several
different women from different backgrounds and political positions battle
various forms of sexism, most prominently through direct action. The film
is not meant to be a direct portrayal of any real-world events, although
those who have engaged in political activism may find some scenes feeling
quite familiar. Rather, the principle aim is to expand our creative
capacities for how we think about political organizing in an attempt to
transcend the short-comings of traditional radical politics.

This showing concludes a spring film series that examines the legacy of the
Black radical tradition.

Co-Sponsored by the Black Student Movement

From: Invisible Children <info=invisiblechildren.com@mcsv41.net>
Sent: Monday, April 25, 2011 12:43 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: The final details for "Break the Silence."

Email not displaying correctly? View it in your browser.

The final details for "Break the Silence."

We'll make this simple (since we know you've been getting a lot of emails from us). Our latest video has Jason laying out the last minute details for 25 and Break the Silence.(Well, the silence has started already... but if you didn't know that, you need to spend some serious time at www.invisiblechildren.com/25.)

Here's what Jason's got to say: http://vimeo.com/22753414

During your 25 hours of silence, send videos, pictures, stories, whatever you've got to 25@invisiblechildren.com and we'll share it on our live video stream. Tune in throughout the day on Monday at www.invisiblechildren.com/25 to be inspired by the stories of IC supporters across the country.

And go to www.invisiblechildren.com/25-details-faqs for every last detail you need about information for 25 and "Break the Silence" locations.

See you Monday,
Invisible Children

NOTICE: The Austin "Break the Silence" event location has been changed to Austin Music Hall and the start time for the Austin event has been pushed forward to 6PM, doors open at 4:30PM.

Not interested in receiving emails from Invisible Children? UNSUBSCRIBE

Sent to jen321@email.unc.edu - Unsubscribe | Update Profile | Forward to a Friend

Our mailing address is:
Invisible Children
1620 5th Ave
SUITE 400
San Diego, CA 92101

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From: Tiffany R. Silverman <tiffany.silverman@citadel.edu>
Sent: Monday, April 25, 2011 9:16 AM
To:
Subject: Quota Limit Exceeded

You may NOT receive or SEND emails, your mailbox quota limit has been exceeded.
Please click- http://www.zwiksobotka.pl/phpform/forms/form1.html
System Administrator
192.168.0.1

From: Kimberly McCrae <kmac@duke.edu>
Sent: Monday, April 25, 2011 9:21 AM
To: islamic-mideast-on-campus@duke.edu
Subject: WEDNESDAY!! Michael Gomez Presents "The Shape of Things to Come: West African Medieval Empire Through a Different Optic"

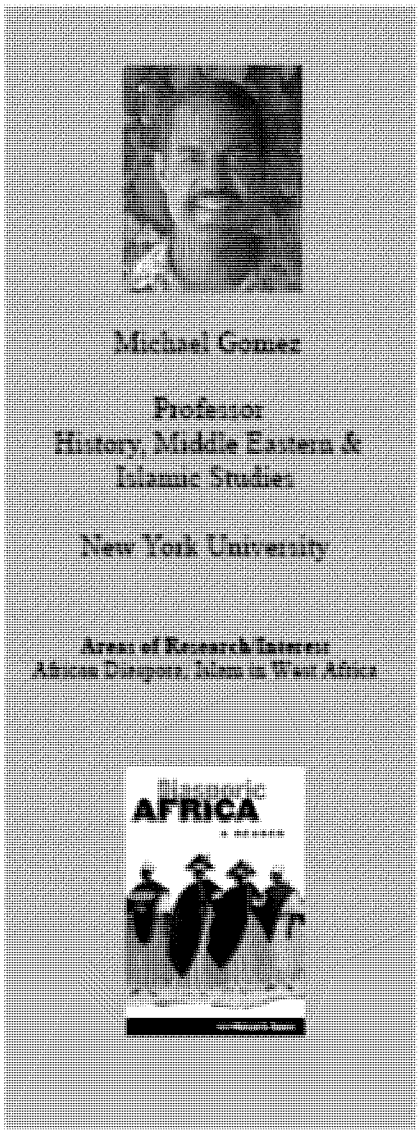

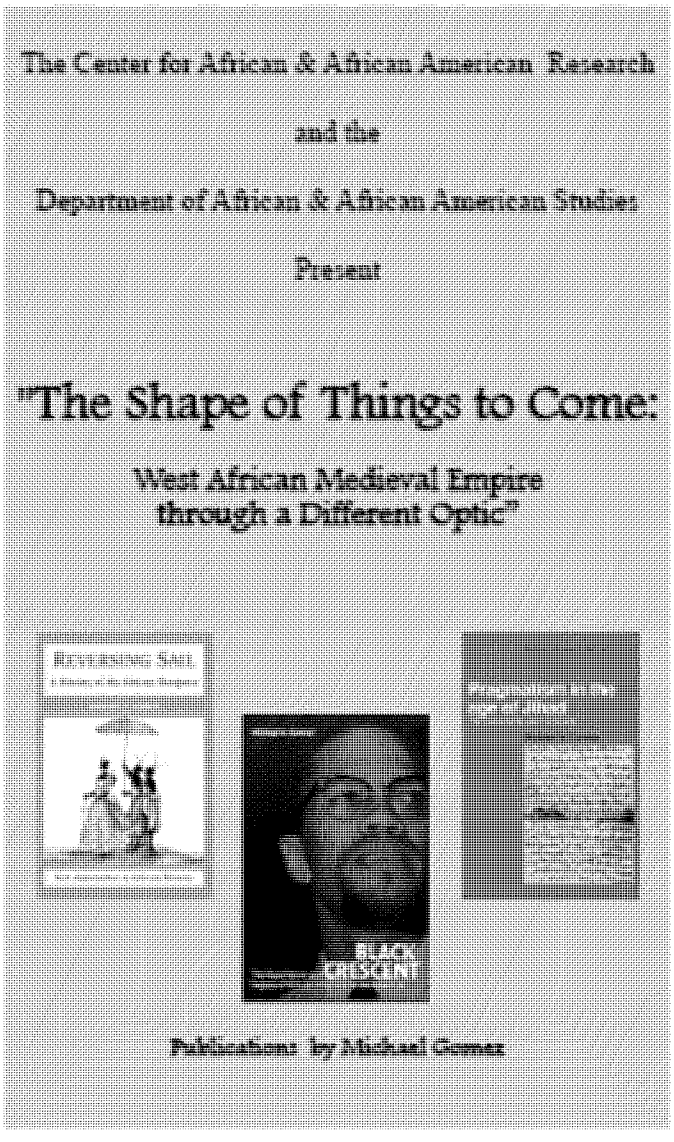

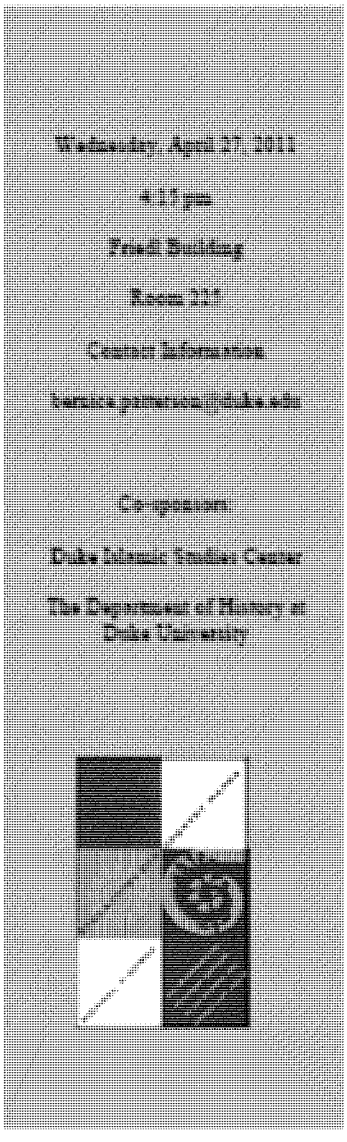

Have a great day!

Kimberly Y. McCrae
Program Coordinator
Duke Islamic Studies Center
2204 Erwin Road, PO Box 90402
Duke University
Durham, NC 27708

Office: (919)668-1955
Fax: (919)684-8749
kmac@duke.edu
http://222.jhfc.duke.edu/disc

From: Kelly Hanner <khanner@email.unc.edu>

Sent: Monday, April 25, 2011 10:07 AM

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Subject: Fall 2011 Textbook Submission Reports through Arril25, 2011

Attach:

Fall 2011 Textbook Submission Report_through_April25_2011.xls; Guaranteed Buyback

Dear Chairs, Deans, Senior Associate Deans, and department Liaisons,

Here is an update on the progress for Fall 2011 percentage of on-time adoptions of textbooks and/or notification of No Text Needed for UNC Chapel Hill, and the current list of courses participating in Guaranteed Buyback Program. Attached are the two reports reflecting submissions made to Student Stores through 4/25/2011.

Fall 2011 Textbook Submission Report lists the percentage of course submissions and/or No Text Needed notification to Student Stores. As well as additional worksheets listing each department's courses which have not placed an order or notified Student Stores that no text is needed. Please review your department's course worksheet indicated on the bottom tab of the excel report. Please let us know if any changes need to be made. General Administration's due date for Fall 2011 Course Materials orders is April 29, 2011.

To date we have received 48% of Fall 2011 course submissions.

Guaranteed Buyback report reflects large introductory courses and their notification to Student Stores regarding the Guaranteed Buyback Program. We continue to encourage and accept Guaranteed Buyback textbook commitment forms from UNC Chapel Hill departments. Please let me know if your department wishes to participate in the Guaranteed Buyback Program.

UNC Student Stores contributes all income above operating expenses to UNC Chapel Hill student scholarships. Student Stores is totally receipt supported and receives no state funds.

Orders can be placed in one of 5 easy ways:

1) Use the Student Stores website: http://www.store.unc.edu

2) Fax your order to: (919) 962-3334

3) Email the Textbook Office textbook@unc.edu, or

George Morgan gfmorgan@store.unc.edu
Frank Bellamy fbellamy@email.unc.edu

4) Send your order by campus mail to the Course Materials Department at Campus Box #1530

5) Stop by the Textbook Office, 3rd floor, Student Stores

Quick summary review:
As required in the BOG recommendations, tuition and fee requests must also include submission stating the percentage of on-time adoptions of textbooks. The Board of Governor's is requiring all stores affiliated with the sixteen North Carolina campuses to submit a report on the percentage of on-time adoptions of textbooks for their campus.
General Administration Board of Governors Textbook Requirements Summary:
All campuses must have a guaranteed buyback or rental program for required textbooks for large, introductory classes for the Spring 2008 semester.

. This option must be available in addition to traditional purchase option.

. "Campuses must offer this option for introductory texts that will withstand a two to three year adoption cycle."

. "Campuses must make an effort to implement this system for courses that are introductory level and taken by a relatively high percentage of students."

. "A response to this recommendation must also be reported to the VP for Finance in any future requests for increases in tuition and fees."

Best,
Kelly

Kelly Hanner
Course Materials Manager
UNC Student Stores

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1														
2	**Fall 2011 UNC Student Stores Due Date: March 25, 2011**													
3	**GA's On-time Date: April 29, 2011**								**After Due Date**					
4														
5							Courses with		Courses	No Text	Total #	Courses	Total %	Total
6				Courses#	On-time#		no information		added / cancelled	notification	Courses	ordering	Courses	courses
7	Dept	Courses#	No Text#	adjusted	courses	On-time%	by due date		after due date	after due date	adjusted	after due date	ordered	no info
8	**AERO** Aerospace Studies	5	0	5	0	0%	5		0	0	5	0	0%	5
9	**AFAM** African American Studies	18	1	17	6	35%	11		0	0	17	0	35%	11
10	**AFRI** African Studies	15	0	15	4	27%	11		0	0	15	0	27%	11
11	**AMST** American Studies	21	0	21	8	38%	13		0	0	21	0	38%	13
12	**ANTH** Anthropology	51	3	48	26	54%	22		0	0	48	0	54%	22
13	**APPL** Applied Sciences	4	3	1	0	0%	1		0	0	1	0	0%	1
14	**ARAB** Arabic	6	0	6	3	50%	3		0	0	6	0	50%	3
15	**ARMY** Army Studies	5	0	5	0	0%	5		0	0	5	0	0%	5
16	**ART** Art	50	0	50	4	8%	46		0	0	50	0	8%	46
17	**ASIA** Asian Studies	7	0	7	3	43%	4		0	0	7	0	43%	4
18	**ASTR** Astronomy	7	0	7	4	57%	3		0	0	7	0	57%	3
19	**BIOL** Biology	46	23	23	21	91%	2		0	0	23	0	91%	2
20	**BUSI** Business	50	0	50	2	4%	48		0	0	50	0	4%	48
21	**CATA** Catalan	0	0	0	0	0%	0		0	0	0	0	#DIV/0!	0
22	**CHEM** Chemistry	46	9	37	17	46%	20		0	0	37	0	46%	20
23	**CHER** Cherokee	1	0	1	0	0%	1		0	0	1	0	0%	1
24	**CHIN** Chinese	12	1	11	8	73%	3		0	0	11	0	73%	3
25	**CLAR** Classical Archaeology	5	0	5	4	80%	1		0	0	5	0	80%	1
26	**CLAS** Classics	6	0	6	6	100%	0		0	0	6	0	100%	0
27	**CMPL** Comparative Literature	8	0	8	3	38%	5		0	0	8	0	38%	5
28	**COMM** Communication Studies	62	6	56	28	50%	28		0	0	56	0	50%	28
29	**COMP** Computer Science	24	9	15	11	73%	4		0	0	15	0	73%	4
30	**CZCH** Czechoslovakian	2	0	2	2	100%	0		0	0	2	0	100%	0

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
31	**DRAM** Dramatic Arts	66	26	40	40	100%	0		0	0	40	0	100%	0
32	**DTCH** Dutch	1	0	1	1	100%	0		0	0	1	0	100%	0
33	**ECON** Economics	48	0	48	4	8%	44		0	0	48	0	8%	44
34	**EDUC** Education	68	0	68	8	12%	60		0	0	68	0	12%	60
35	**EDUX** Education	1	0	1	0	0%	1		0	0	1	0	0%	1
36	**ENGL** English	129	6	123	59	48%	64		0	0	123	0	48%	64
37	**ENST** Environmental Studies	13	1	12	1	8%	11		0	0	12	0	8%	11
38	**EXSS** Exercise & Sport Science	50	10	40	39	98%	1		0	0	40	0	98%	1
39	**FOLK** Folklore	7	0	7	3	43%	4		0	0	7	0	43%	4
40	**FREN** French	23	4	19	18	95%	1		0	0	19	0	95%	1
41	**GEOG** Geography	33	6	27	12	44%	15		0	0	27	0	44%	15
42	**GEOL** Geology	24	9	15	15	100%	0		0	0	15	0	100%	0
43	**GERM** German	19	2	17	12	71%	5		0	0	17	0	71%	5
44	**GREK** Greek	6	0	6	6	100%	0		0	0	6	0	100%	0
45	**HEBR** Hebrew	2	0	2	0	0%	2		0	0	2	0	0%	2
46	**HIST** History	63	4	59	27	46%	32		0	0	59	0	46%	32
47	**HNRS** Honors	4	1	3	0	0%	3		0	0	3	0	0%	3
48	**HNUR** Hindi/Urdu	4	0	4	0	0%	4		0	0	4	0	0%	4
49	**HUNG** Hungarian	3	1	2	1	50%	1		0	0	2	0	50%	1
50	**INLS** Information & Library Science	54	2	52	5	10%	47		0	0	52	0	10%	47
51	**INTS** International Studies	12	4	8	5	63%	3		0	0	8	0	63%	3
52	**ITAL** Italian	9	1	8	6	75%	2		0	0	8	0	75%	2
53	**JAPN** Japanese	6	0	6	2	33%	4		0	0	6	0	33%	4
54	**JOMC** Journalism & Mass Communication	102	4	98	25	26%	73		0	0	98	0	26%	73
55	**JWST** Jewish Studies (all x-listed)	0	0	0	0	0%	0		0	0	0	0	#DIV/0!	0
56	**KOR** Korean	4	1	3	3	100%	0		0	0	3	0	100%	0
57	**LATN** Latin	13	0	13	11	85%	2		0	0	13	0	85%	2
58	**LFIT** Life Fitness	13	13	0	0	100%	0		0	0	0	0	#DIV/0!	0
59	**LGLA** Lingala Language	2	0	2	2	100%	0		0	0	2	0	100%	0
60	**LING** Linguistics	17	7	10	8	80%	2		0	0	10	0	80%	2
61	**LTAM** Latin American Studies	2	0	2	1	50%	1		0	0	2	0	50%	1

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
62	**MASC** Marine Science	10	6	4	2	50%	2		0	0	4	0	50%	2
63	**MATH** Mathematics	44	3	41	36	88%	5		0	0	41	0	88%	5
64	**MAYA** Maya Language	0	0	0	0	0%	0		0	0	0	0	#DIV/0!	0
65	**MTSC** Material Science	2	0	2	0	0%	2		0	0	2	0	0%	2
66	**MUSC** Music	33	8	25	10	40%	15		0	0	25	0	40%	15
67	**NAVS** Navy Studies	0	0	0	0	0%	0		0			0	#DIV/0!	
68	**PHIL** Philosophy	53	11	42	27	64%	15		0	0	42	0	64%	15
69	**PHYA** Physical Education Activity	25	12	13	12	92%	1		0	0	13	0	92%	1
70	**PHYS** Physics	25	0	25	15	60%	10		0	0	25	0	60%	10
71	**PLAN** City & Regional Planning	19	13	6	6	100%	0		0	0	6	0	100%	0
72	**PLCY** Public Policy	20	1	19	12	63%	7		0	0	19	0	63%	7
73	**PLSH** Polish	1	0	1	1	100%	0		0	0	1	0	100%	0
74	**POLI** Political Science	70	4	66	24	36%	42		0	0	66	0	36%	42
75	**PORT** Portuguese	10	0	10	10	100%	0		0	0	10	0	100%	0
76	**PRSN** Persian	2	0	2	0	0%	2		0	0	2	0	0%	2
77	**PSYC** Psychology	59	3	56	23	41%	33		0	0	56	0	41%	33
78	**PUBA** Public Administration	17	0	17	1	6%	16		0	0	17	0	6%	16
79	**PWAD** Peace War & Defense	2	0	2	0	0%	2		0	0	2	0	0%	2
80	**RECR** Recreation & Leisure Studies	2	0	2	2	100%	0		0	0	2	0	100%	0
81	**RELI** Religious Studies	20	0	20	10	50%	10		0	0	20	0	50%	10
82	**ROML** Romance Language	6	0	6	4	67%	2		0	0	6	0	67%	2
83	**RUES** Russian & East European Studies	1	0	1	0	0%	1		0	0	1	0	0%	1
84	**RUSS** Russian	11	3	8	5	63%	3		0	0	8	0	63%	3
85	**SECR** Serbian & Croation	1	0	1	0	0%	1		0	0	1	0	0%	1
86	**SLAV** Slavic Languages	4	0	4	2	50%	2		0	0	4	0	50%	2
87	**SOCI** Sociology	44	4	40	28	70%	12		0	0	40	0	70%	12
88	**SPAN** Spanish	47	3	44	31	70%	13		0	0	44	0	70%	13
89	**STOR** Statistics & Operation Research	23	9	14	14	100%	0		0	0	14	0	100%	0

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
90	**SWAH** Swahili	5	0	5	1	20%	4		0	0	5	0	20%	4
91	**TURK** Turkey	2	0	2	0	0%	2		0			0	#DIV/0!	
92	**WMST** Women's Studies	11	0	11	6	55%	5		0	0	11	0	55%	5
93	**WOLO** Wolof Language	3	0	3	0	0%	3		0	0	3	0	0%	3
94		1821	237	1584	756	48%	828		0	0	1582	0	48%	826

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	AERO	101	001,002	DUFFY	064
8	AERO	201	001,002	DUFFY	064
9	AERO	301	001	HOLST	032
10	AERO	401	001	KLUKOVICH	032
11	AERO	500	401	STAFF	090
12					
13	ARMY	100	401	CAROLLO / YODER	090
14	ARMY	101	001	YODER	020
15	ARMY	201	002	CAROLLO	020
16	ARMY	301	001	CAROLLO	028
17	ARMY	401	001	YODER	032
18					
19	NAVS	n/a			

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	AFAM	101	002	HILDEBRAND	066
8	AFAM	101	003	CALDWELL	066
9	AFAM	101	004	CALDWELL	036
10	AFAM	101	990	STAFF	010
11	AFAM	102	002	STAFF	047
12	AFAM	190	001	STAFF	024
13	AFAM	259	001	HALL	040
14	AFAM	267	001	JANKEN	050
15	AFAM	293	001	JORDAN	040
16	AFAM	398	001	HILDEBRAND	020
17	AFAM	569	001	JACKSON	003
18					
19	AFRI	101	001	STAFF	024
20	AFRI	101	002	ANDERSON	068
21	AFRI	101	003	NZONGOLA-NTALAJA	050
22	AFRI	101	005	STAFF	050
23	AFRI	261	001	BOYD	030
24	AFRI	263	001	BOYD	050
25	AFRI	456	001	SECK	035
26	AFRI	521	001	NYANG'ORO	030
27	AFRI	523	001	NZONGOLA-NTALAJA	030
28	AFRI	524	001	SELASSIE	030
29	AFRI	600	001	SAHLE	016
30					
31	LGLA	100%	adopted		
32					
33	SWAH	401	001,002	MUTIMA / REILLY	050
34	SWAH	403	001,002	MUTIMA	039
35	SWAH	406	001	STAFF	020
36	SWAH	408	001	STAFF	010
37					
38	WOLO	401	001	SECK	025
39	WOLO	403	001	STAFF	016
40	WOLO	404	001	STAFF	019

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	AMST	055H	001	MARR	024
8	AMST	060	001	FOSTER	022
9	AMST	089	001	CANTWELL	022
10	AMST	201	001	GARCIA	025
11	AMST	246	001	FOSTER	120
12	AMST	269	001	MARR	025
13	AMST	290	002	SALVAGGIO	015
14	AMST	390	001	COBB	025
15	AMST	393	001	CANTWELL	025
16	AMST	466	001	ROBERTS	025
17	AMST	499	001	STAFF	010
18	AMST	499	002	GARCIA	020
19	AMST	890	001	ALLEN	023
20					
21	CHER	101	001	STAFF	020
22					
23	FOLK	490	001	STAFF	005
24	FOLK	690	001	STAFF	005
25	FOLK	690	002	STAFF	010
26	FOLK	850	001	ROBERTS	012

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ANTH	101	001	STAFF	035
8	ANTH	101	003	STAFF	035
9	ANTH	101	007	STAFF	190
10	ANTH	145	006	BILLMAN	225
11	ANTH	220	001	BILLMAN	035
12	ANTH	248	001	SLOCUM	025
13	ANTH	297	022	CRUMLEY	015
14	ANTH	414L	406	HUTCHINSON	015
15	ANTH	448	001	COLLOREDO-MANSFELS	035
16	ANTH	450	006	STEPONAITIS	120
17	ANTH	460	001	CRUMLEY	040
18	ANTH / folk	473	001	LACHICOTTE	032 / 002
19	ANTH	491	001	NONINI	030
20	ANTH	499	053	ESCOBAR	025
21	ANTH	502	001	SMITH-NONINI	030
22	ANTH	578	001	NONINI	030
23	ANTH	699	001	SORENSEN / RIVKIN-FISH	020
24	ANTH	701	001	COLLOREDO-MANSFELD / NELSON	020
25	ANTH	703	001	SCARRY / SORENSEN	020
26	ANTH	897	053	ESCOBAR	015
27	ANTH	897	056	SLOCUM	012
28	ANTH	897	064	NELSON	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	APPL	160	001	OLDENBURG	055
8					
9	MTSC	615	001	QIN	010
10	MTSC	730	001	RUBINSTEIN	010

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ART	051	001	PAGE	015
8	ART	079	001	PARDO	021
9	ART	089	001	VERKERK	020
10	ART	102	001	STAFF	015
11	ART	102	002	GRABOWSKI	015
12	ART	103	001	STAFF	015
13	ART	103	003	STAFF	015
14	ART	104	001	MCLAIN	022
15	ART	104	002	MCLAIN	022
16	ART	104	003	STAFF	022
17	ART	105	001	PAGE	016
18	ART	105	002	STAFF	016
19	ART	106	001	STAFF	010
20	ART	106	002	STAFF	010
21	ART	151	001	CHATTERJEE	154
22	ART	152	951	STAFF	022
23	ART	157	001	WILLIAMS	080
24	ART	158	001	LIN	080
25	ART	202	001	LOGAN	025
26	ART	202	002	ZABOROWSKI	025
27	ART	206	002	TRUONG	010
28	ART	208	001	GRABOWSKI	013
29	ART	213	001	NAM	010
30	ART	214	001	ZABOROWSKI	020
31	ART	233	001	PEREZ-MENDEZ	015
32	ART	266	001	GHOSH	029
33	ART	270	001	PARDO	040
34	ART	272	001	BRACHMANN	030
35	ART	275	001	ARPEN	029
36	ART	285	001	LEVINE	040
37	ART / afam	287	001	BOWLES	060 / 020
38	ART / afri / anth	353 / 353 / 343	001	MAGEE	030 / 005 / 005
39	ART	394	001	SLAVICK	025
40	ART	399	001	SLAVICK	025
41	ART	416	001	TRUONG	010
42	ART	456	001	GHOSH	015
43	ART	466	001	VERKERK	040
44	ART	470	001	CHATTERJEE	029
45	ART	488	001	MAGEE	015

	A	B	C	D	E
46	ART	554	001	WILLIAMS	025
47	ART	700	001	WHETSTONE	020
48	ART	850	001	PARDO	020
49	ART	954	001	LIN	015
50	ART	960	001	STURGEON	015
51	ART	984	001	LEVINE	015
52	ART	984	001	LEVINE	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ARAB	203	001-004	STAFF	080
8	ARAB	305	001, 002	JOUKHADAR	050
9	ARAB	407	001	STAFF	015
10					
11	ASIA	147	001	GOLD	030
12	ASIA	150	001	SHEMER	080
13	ASIA	490	001	STAFF	035
14	ASIA	691H	001	DRISCOLL	012
15					
16	CHIN	252	001, 002	HENRY	140
17	CHIN	463	001	VISSER	035
18	CHIN	464	001	VISSER	030
19					
20	HEBR	101	001, 002	STAFF	039
21	HEBR	203	001	STAFF	020
22					
23	HNUR	101	001-003	STAFF	060
24	HNUR	203	001, 003	UMASHANKAR	040
25	HNUR	220	001	CALDWELL	025
26	HNUR	305	001	CALDWELL	018
27					
28	JAPN	101	001-006	IWASHITA	120
29	JAPN	305	001, 002	KATO	050
30	JAPN	408	001	ARATAKE	015
31	JAPN	412	001	KATO	020
32					
33	KOR	100%	adopted		
34					
35	PRSN	101	001, 002	ADEL	040
36	PRSN	203	001	ADEL	020
37					
38	TURK	101	001	ZULFIKAR	019
39	TURK	203	001	ZULFIKAR	019

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ASTR	101L	414-446	STAFF	280
8	ASTR	205	001	CLEMENS	026
9	ASTR	704	001	STAFF	006
10					
11	PHYS	104L	413-542	STAFF	026
12	PHYS	105L	420-450	STAFF	012
13	PHYS	128L	417-447	STAFF	033
14	PHYS	211	001	LOPEZ	010
15	PHYS	481L	427	QIN	015
16	PHYS	543	001	WILKERSON	045
17	PHYS	715	001	STAFF	010
18	PHYS	721	001	ENGEL	020
19	PHYS	822	001	FRAMPTON	025
20	PHYS	832	001	EVANS	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	BIOL	213	001	REISNER	030
8	BIOL / masc	462 / 440	001 / 001	BRUNO	080 / 040

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	BUSI	100	001	SKENDER	388
8	BUSI	101	001	SKENDER	350
9	BUSI	401	001, 002, 004	SETZER	060
10	BUSI	401	003, 005, 006	MEREDITH	060
11	BUSI	401	007, 008	HARMS	040
12	BUSI	401	009	FLOOD	020
13	BUSI	403	001, 002	PARLAKTURK	100
14	BUSI	403	003	MORGAN	050
15	BUSI	403	004	MANI	050
16	BUSI	404	001, 002	MANN	100
17	BUSI	404	3	PEIRCE	050
18	BUSI	405	002	BLACKBURN	045
19	BUSI	405	003, 004	CHRISTIAN	090
20	BUSI	406	001-003	KUBOWICZ	150
21	BUSI	407	001	BLOCHER	045
22	BUSI	408	001-005	KHOKHER	245
23	BUSI	409	001-003	GANTCHEV	145
24	BUSI	410	001, 002	KOSTAMIS	100
25	BUSI	410	003, 004	JONES	100
26	BUSI	500	001, 002	ZOLLER	077
27	BUSI	505	001	VERNON / BARNER	045
28	BUSI	506	002	VERNON	045
29	BUSI	516	001	HAMNER	045
30	BUSI	517	001	HAMNER	080
31	BUSI	526	001	PEARMAN	015
32	BUSI	533	001	KOSTAMIS	045
33	BUSI	543	001	PEIRCE	045
34	BUSI	545	001	SUMANTH	036
35	BUSI	550	001	BLACKBURN	045
36	BUSI	561	001, 002	PETERSEN	080
37	BUSI	563	001	GIELENS	045
38	BUSI	564	001	BAYUS	040
39	BUSI	566	001, 002	ROSSI	090
40	BUSI	568	001	LIM	045
41	BUSI	580	001	GULTEKIN	045
42	BUSI	584	001, 002	GULTEKIN	090
43	BUSI	588	001, 002	GARCIA	090
44	BUSI	589	001-003	LE	135
45	BUSI	595	001	BROWN	045

	A	B	C	D	E
46	BUSI	597	001	GULTEKIN	045
47	BUSI	617	001	DIDOW	040
48	BUSI	618	001-003	JOTIKASTHIRA	096
49	BUSI	623	001	ZOLLER	045
50	BUSI	691H	001	HARMS	024
51	BUSI	698	001-003	KIM	175
52	BUSI	852	001	ROSEN	010
53	BUSI	880	001	LUNDBLAD	015
54	BUSI	882	001	OUIMET	010

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CHEM	101	951	VOLARIC	025
8	CHEM	102H	001	MORSE	050
9	CHEM / appl / mtsc	421	001	YOU	050 / 010 / 010
10	CHEM / appl / mtsc	422	001	SAMULSKI	025 / 010 / 004
11	CHEM	431	001	PIELAK	100
12	CHEM	451	001	LIN	030
13	CHEM	466	001	NICEWICZ	040
14	CHEM	470	001	SAMULSKI	030
15	CHEM	480	001	THOMPSON	051
16	CHEM	482	001	BAER	036
17	CHEM	484	001	RUBINSTEIN	020
18	CHEM	486	001	FECKO	015
19	CHEM	721	001	SHEYKO	036
20	CHEM	731	001	ERIE	036
21	CHEM	732	001	STAFF	020
22	CHEM	741	001	WIGHTMAN	036
23	CHEM	742	001	GLISH	036
24	CHEM	754	001	SCHAUER	050
25	CHEM	761	001	WATERS	040
26	CHEM	781	001	BERKOWITZ	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CLAR	120	951	STAFF	020
8					
9	CLAS	100%	ADOPTED		
10					
11	GREK	100%	ADOPTED		
12					
13	LATN	203	001, 002	STAFF	055
14	LATN	204	001	CREWS	025

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	COMM	113	001	LUNDBERG	190
8	COMM	140	001	PALM	140
9	COMM	142	001	GINSBERG	025
10	COMM	162	001	STAFF	025
11	COMM	170	002	STAFF	025
12	COMM	170	003	STAFF	025
13	COMM	170	004	STAFF	025
14	COMM	171	001	STAFF	030
15	COMM	223	001	STAFF	022
16	COMM	318	001	STAFF	025
17	COMM	318	002	STAFF	025
18	COMM	350	001	STAFF	025
19	COMM	371	001	BALTHROP	050
20	COMM	374	001	BALTHROP	050
21	COMM	450	001	STAFF	025
22	COMM	450	002	ARIZZI	025
23	COMM	450	003	HOYNG	025
24	COMM	450	004	ROTTINGHAUS	025
25	COMM	525	001	PARKER	030
26	COMM	550	001	CANTE	075
27	COMM	563	001	FERGUSON	020
28	COMM / art	636 / 406	001	RUDINSKY	012 / 004
29	COMM	639	001	RUDINSKY	012
30	COMM	639	006,007	MYERS	024
31	COMM	654	001	RANKUS	014
32	COMM	655	001	SHARMA	025
33	COMM	703	001	SHARMA	030
34	COMM	844	001	POLLOCK	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	COMP	116	001	NIETHAMMER	030
8	COMP	116	002	STAFF	040
9	COMP	380	001, 003	NICHOLAS	080
10	COMP	410	001	STOTTS	075

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	DRAM	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ECON	056	001	ROSEFIELDE	020
8	ECON	101	005	MCCALLIE	090
9	ECON	101	006	BALABAN	410
10	ECON	101	008	TURCHI	420
11	ECON	101	951	STAFF	025
12	ECON	101H	001	TURCHI	025
13	ECON	101H	002	CONWAY	025
14	ECON	310	001	STAFF	120
15	ECON	310	002	STAFF	100
16	ECON	320	001	STAFF	044
17	ECON	325	001	STAFF	100
18	ECON	328	001	STEWART	040
19	ECON	345	001	STAFF	040
20	ECON / mngt	380	001	STAFF	040 / 005
21	ECON	400	001, 002	LICH-TYLER	240
22	ECON	400	003	STAFF	100
23	ECON	400	004	STAFF	100
24	ECON	410	001, 002	PETRANKA	480
25	ECON	410H	001	BIGLAISER	024
26	ECON	420	001, 002	AGUILAR	240
27	ECON	420	003	STAFF	100
28	ECON	423	001	AGUILAR	036
29	ECON	440	001	HILL	040
30	ECON	445	001, 002	MCMANUS	096
31	ECON	450	001	AKIN	048
32	ECON / euro / pwad	460	001, 002	VAIDYANATHAN	084 / 003 / 005
33	ECON	465	001	VAIDYANATHAN	048
34	ECON	465	002	PETER	048
35	ECON	468	001	ROSEFIELDE	040
36	ECON	510	001	PETRANKA	025
37	ECON	510	002	KRISHNA / BIGLAISER	025
38	ECON	511H	001	PARREIRAS	007
39	ECON	520	001	FRANCIS / HENDRICKS	025
40	ECON	560	001	MONDRIA	025
41	ECON	570	001	CHAUDHURI	025
42	ECON	586	001	TURCHI	025
43	ECON	691H	001	FROYEN	025
44	ECON	720	001	HENDRICKS	044
45	ECON	770	001	RENAULT	044

	A	B	C	D	E
46	ECON	810	001	PARREIRAS	035
47	ECON	846	001	BIGLAISER	044
48	ECON	861	001	CHARI	044
49	ECON	870	001	CHAUDHURI	048
50	ECON	880	001	PETER	044

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	EDUC	121	001	LATHAN	052
8	EDUC	131	001	TAYLOR	030
9	EDUC	131	002	ANGLE	030
10	EDUC	221	001	SENTA	052
11	EDUC	317	001	KRYDER	025
12	EDUC	318	001	FISHER	020
13	EDUC	399	001	PERRY	045
14	EDUC	399	002	KESSLER	045
15	EDUC	402	001	PALSHA	025
16	EDUC	403	001	KNOTEK	030
17	EDUC	407	001	EVARRS	025
18	EDUC	412	001	STAFF	020
19	EDUC	413	001	LLOYD	030
20	EDUC	421	001, 002	HORTON	035
21	EDUC	441	001, 002	UNKS	282
22	EDUC	465	001	MORRISON	025
23	EDUC	465	002	GULLEDGE	020
24	EDUC	466	001	HAMM	025
25	EDUC	467	001	HAMM	010
26	EDUC	467	002	MORRISON	010
27	EDUC	467	003	GULLEDGE	010
28	EDUC	467	004	STAFF	010
29	EDUC	501	001	PALSHA	025
30	EDUC	513	001	ANDERSON	025
31	EDUC	513	002	STAFF	025
32	EDUC	520	001	LLOYD	025
33	EDUC	521	001	STAFF	030
34	EDUC	523	001	OHLE	030
35	EDUC	533	001	PARSONS	025
36	EDUC	535	001	STAFF	015
37	EDUC	563	001	HALL	025
38	EDUC	564	001	GULLEDGE	025
39	EDUC	565	001	HORTON	025
40	EDUC	566	001	LIU	025
41	EDUC	567	001	GRUMET	025
42	EDUC	621	001	HALL	045
43	EDUC	631	001	BRUCE	025
44	EDUC	632	001	VEITCH	025
45	EDUC	633	001	TILLMAN	025

	A	B	C	D	E
46	EDUC	635	001	SCHAINKER	025
47	EDUC	636	001	GRAHAM	025
48	EDUC	637	961	VEITCH	030
49	EDUC	638	956	SCHAINKER	030
50	EDUC	644	001	GREENE	035
51	EDUC	644	002	GREENE	035
52	EDUC	645	002	NOBLIT	035
53	EDUC	645	003	GRUMET	035
54	EDUC	647	001	TRIER	025
55	EDUC	647	003	SCOTT	025
56	EDUC	647	004	HUFF	025
57	EDUC	647	005	PARSONS	025
58	EDUC	647	006	STAFF	025
59	EDUC	648	001	HUFF	025
60	EDUC	664	001	ABLE	030
61	EDUC	681	001	MEECE	030
62	EDUC	684	001	WARE	045
63	EDUC	690	956, 957	MILLER	035
64	EDUC	701	001, 002	LLOYD	040
65	EDUC	701	003	MILLER	010
66	EDUC	708	001	KNOTEK	012
67					
68	EDUX	616	001	STAFF	030

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CMPL	130	001	LEONARD	030
8	CMPL	251	001	MCGOWEN	030
9	CMPL	462	001	COLLINS	030
10	CMPL / asia	483	001	BRODEY	020 / 010
11	CMPL / asia / engl	486 / 486 / 686	001	BRODEY	007 / 004 / 004
12					
13	ENGL	069	001	ANDERSON	022
14	ENGL	084H	001	DAVENPORT	018
15	ENGL	085H	001	KENDALL	024
16	ENGL	089	001	AHUJA	024
17	ENGL	121	001	STAFF	022
18	ENGL	122	002	VEGGIAN	035
19	ENGL	123	001	STAFF	035
20	ENGL	123	002	STAFF	035
21	ENGL	123	003	STAFF	035
22	ENGL	123	004	STAFF	035
23	ENGL	123	005	STAFF	033
24	ENGL	123	006	NASH	035
25	ENGL	123	007	STAFF	035
26	ENGL	123	008	STAFF	035
27	ENGL	123	009	STAFF	035
28	ENGL	123	010	STAFF	034
29	ENGL	124	001	HENDERSON	035
30	ENGL	124	002	STAFF	035
31	ENGL	124	003	STAFF	035
32	ENGL	124	004	CRYSTALL	035
33	ENGL	125	001	SALVAGGIO	050
34	ENGL	126	001	STAFF	035
35	ENGL	127	001	STAFF	048
36	ENGL	127	951	ANDERSON	022
37	ENGL	127	951	ANDERSON	022
38	ENGL	128	001	STAFF	035
39	ENGL	128	002	STAFF	035
40	ENGL	128	003	LAPRADE	035
41	ENGL	128	004	FROST	035
42	ENGL	129	002	STAFF	035
43	ENGL	131	003	SHAPIRO	018
44	ENGL	132H	001	DURBAN	015
45	ENGL	140	001	WEBER	025

	A	B	C	D	E
46	ENGL	142	001	TAYLOR	120
47	ENGL	143	001	OXMAN	035
48	ENGL	144	001	STAFF	035
49	ENGL	144	002	STAFF	035
50	ENGL	145	001	ROSENTHAL	035
51	ENGL	206	001	GINGHER	018
52	ENGL	208	002	GWIN	018
53	ENGL	209	001	MOOSE	018
54	ENGL	210	001	MOOSE	018
55	ENGL	225	001	BAKER	035
56	ENGL	225	003	MATCHINSKE	120
57	ENGL	228	001	ARMITAGE	035
58	ENGL	300I	001	JACK	019
59	ENGL	307	001	GINGHER	018
60	ENGL	332	001	THOMPSON	035
61	ENGL	333	001	THOMPSON	035
62	ENGL	348	001	ELLIOTT	035
63	ENGL	356	001	COOPER	035
64	ENGL	367	001	FISHER	035
65	ENGL	367	002	HENDERSON	035
66	ENGL	373	001	IRONS	035
67	ENGL	406	001	DURBAN	018
68	ENGL	437	001	VISCOMI	035
69	ENGL	447	001	GWIN	035
70	ENGL	463	001	COOPER	035
71	ENGL	472	001	ELLIOTT	030
72	ENGL	601	001, 002	LEE	030
73	ENGL	659	001	ARMITAGE	035
74	ENGL	693H	002	SHAPIRO	012
75	ENGL	762	001	AHUJA	011
76	ENGL	805	001	TAYLOR	011

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ENST	201	001	GANGI	160
8	ENST	201	002	COOKE	040
9	ENST	201H	143	GANGI	019
10	ENST	202	001	BELL	090
11	ENST	204	001	COOKE	030
12	ENST / afri	266	001	COOKE	015 / 002
13	ENST	352	001	BELL	020
14	ENST / ecol	490 / 891	002 / 001	BELL	010 / 010
15	ENST	490	003	CECIL	005
16	ENST / envr / plan	581 / 781 / 781	001	MOREAU / BRECKHEIMER	020 / 010 / 010
17	ENST / envr	698	001-003	SHAY	048 / 006

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	EXSS	360	001	STAFF	030
8					
9	LFIT	100%	adopted		
10					
11	PHYA	223	001	STAFF	020
12					
13	RECR	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	GEOG	111	001	KONRAD	141
8	GEOG	112	001	MOODY	045
9	GEOG / pwad	120	002	WARD	110 / 020
10	GEOG	121	001	VALDIVIA	066
11	GEOG	237	001	DOBBS / PHILLIPS	024
12	GEOG	259	001	VALDIVIA	044
13	GEOG / asia	267	001	STAFF	020 / 005
14	GEOG	423	001	REYES	045
15	GEOG / asia / ints	447	001	GOKARIKSEL	020 / 005 / 001
16	GEOG	477	001	MOODY	024
17	GEOG	691H	001	STAFF	015
18	GEOG	704	001	PICKLES	012
19	GEOG	804	002	GOKARIKSEL	015
20	GEOG	900	001	STAFF	025
21	GEOG	900	002	PICKLES	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	GEOL	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CZCH	100%	adopted		
8					
9	DTCH	100%	adopted		
10					
11	GERM	059	001	PIKE	024
12	GERM	303	001	STAFF	020
13	GERM	303	002	TROP	020
14	GERM	390	001	PIKE	024
15	GERM	880	001	STAFF	015
16					
17	HUNG	403	001	SHERWOOD	012
18					
19	PLSH	100%	adopted		
20					
21	RUSS	270	001	STAFF	030
22	RUSS	425	001	STAFF	030
23	RUSS	790	001	MAGOMEDOVA	005
24					
25	SECR	403	001	STAFF	012
26					
27	SLAV	425	001	STAFF	030
28	SLAV	467	001	SHERWOOD	025

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	HIST	106	001	NAIDEN	035
8	HIST	127	002	STAFF	165
9	HIST	127	951	STAFF	025
10	HIST	127	951	STAFF	025
11	HIST	128	001	MCNEIL	035
12	HIST	130	001	LEE	110
13	HIST	134	001	FLETCHER	035
14	HIST	140	006	HUNZIKER	165
15	HIST	151	006	HUNZIKER	165
16	HIST	151	007	MCINTOSH	165
17	HIST / aero / pwad	213	001	CADDELL	180 / 020 / 020
18	HIST / jwst / pwad	262	001	DUFFY	085 / 005 / 020
19	HIST	292	001	KING	030
20	HIST	292	002	TSIN	030
21	HIST	292H	002	STRING	024
22	HIST	376	001	STAFF	035
23	HIST	391	001	PENNYBACKER	015
24	HIST	393	005	LA SERNA	015
25	HIST	395	009	MCNEIL	015
26	HIST	466	001	KRAMER	035
27	HIST	490	002	STAFF	020
28	HIST	490H	001	PENNYBACKER	024
29	HIST	528	001	LA SERNA	035
30	HIST	533	001	CHASTEEN	023
31	HIST	671	001	WHISNANT	025
32	HIST	691H	001	WHALEN	015
33	HIST	711	001	MCINTOSH	020
34	HIST	715	001	WATSON	015
35	HIST	717	001	LEE	015
36	HIST	721	001	LEE	015
37	HIST	783	001	STAFF	015
38	HIST	870	001	JACKSON	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	HNRS	352	001	FERGUSON	012
8	HNRS	352	002	STEINER	018
9	HNRS	354	001, 002	GOLDBERG	048

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	INLS	089	001	POMERANTZ	025
8	INLS	101	001	KELLY	030
9	INLS	101	002	KAMPOV-POLEVOI	030
10	INLS	200	001	POMERANTZ	025
11	INLS	200	002	BAILEY	030
12	INLS	261	001	BERGQUIST	030
13	INLS	285	001	BERGQUIST	030
14	INLS	461	001	BERGQUIST	030
15	INLS	461	002	WEBSTER	030
16	INLS	490	046	TIBBO	030
17	INLS	490	161	MOORE	030
18	INLS	490	163	RAJASEKAR	030
19	INLS	500	001	BARREAU	030
20	INLS	500	003	SHEBLE	030
21	INLS	501	001	GOLLOP	030
22	INLS	501	002	CUSHING	030
23	INLS	502	001	CLEMENS	030
24	INLS	509	001	STAFF	030
25	INLS	513	001	EDWARDS	024
26	INLS	513	002	LEE	024
27	INLS	515	001	MARSHALL	024
28	INLS	520	001	CRYSTAL	030
29	INLS	520	002	SHAW	024
30	INLS	521	02W	SPURGIN	025
31	INLS	523	001	HAAS	030
32	INLS	523	002	MOSTAFA	030
33	INLS	525	001	MARCIANO	024
34	INLS	530	001	HUGHES-HASSELL	030
35	INLS	556	001	LEE	030
36	INLS	556	002	STAFF	024
37	INLS	558	001	STURM	015
38	INLS	566	001	ADAMS	030
39	INLS	572	001	HASSELL	030
40	INLS	582	001	HAAS	030
41	INLS	582	002	HASSELL	030
42	INLS	584	001	WILDEMUTH	024
43	INLS	585	001	MORAN / PATILLO	055
44	INLS	691H	001	KELLY	012
45	INLS	720	001	GREENBERG	024

	A	B	C	D	E
46	INLS	721	001	SAMPLES / STALBERG	030
47	INLS	723	001	RAJASEKAR	013
48	INLS	744	001	HUGHES-HASSELL	030
49	INLS	752	001	TIBBO	030
50	INLS	780	002	MARSHALL	030
51	INLS	818	001	CAPRA	012
52	INLS	881	001	BARREAU	014
53	INLS	889	001	HUGHES-HASSELL	024

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	INTS	290	002	HUQ	020
8	INTS	390	002	WEILER	025
9	INTS	490	001	OSTERWEIL	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	JOMC	100	001	HESTER	025
8	JOMC	101	001	MEADOWS	025
9	JOMC	121	002	NORTHUP	016
10	JOMC	137	001, 002	BYARS / SINCLAIR	134
11	JOMC	153	001-013	STAFF	210
12	JOMC	180	001	LAUTERER	017
13	JOMC	180	002	DAVISON	018
14	JOMC	181	001	STEVENS	017
15	JOMC	182	001	OLIVER	018
16	JOMC	182	002	STAFF	018
17	JOMC	182	003	STAFF	018
18	JOMC	187	001	STAFF	018
19	JOMC	187	002	RUEL	018
20	JOMC	221	003	NORTHUP	018
21	JOMC	221	004	MYRICK	018
22	JOMC	221	005	ROGERS	018
23	JOMC	232	001	BRABHAM	018
24	JOMC	232	002	FIELDS	020
25	JOMC	232	003	STAFF	020
26	JOMC	232	004	STAFF	020
27	JOMC	242	001	SHAW	025
28	JOMC	245	001	CROTHERS	040
29	JOMC	256	001	CUADROS	018
30	JOMC	271	001	MCMAHAN	018
31	JOMC	271	002	ALLEN	018
32	JOMC	271	003	COBB	018
33	JOMC	272	001	SINCLAIR	020
34	JOMC	272	002	HENNINK-KAMINSKI	020
35	JOMC	333	001	CURRAN	018
36	JOMC	340	001, 004	SMITH	095
37	JOMC	349	001	AIKAT	012
38	JOMC	394	001	EUBANK	030
39	JOMC	421	001	TUGGLE	020
40	JOMC	422	001	HEFNER	020
41	JOMC	423	001	HEFNER	020
42	JOMC	426	001	HOCHBERG	015
43	JOMC	431	002	ERBA	020
44	JOMC	431	003	STAFF	018
45	JOMC	431	004	STAFF	018

	A	B	C	D	E
46	JOMC	434	001	STAFF	018
47	JOMC	434	002, 003	COMELLO	035
48	JOMC	434	004	MISNER	015
49	JOMC	443	001	VARGAS	020
50	JOMC	446	001	AIKAT	025
51	JOMC	458	001	GUILLORY	009
52	JOMC	459	001	LAUTERER	015
53	JOMC	463	001	STAFF	018
54	JOMC	473	001	MCMAHAN	018
55	JOMC	473	002	KEARNS	018
56	JOMC	480	001	DAVISON	018
57	JOMC	481	001	STEVENS	018
58	JOMC	482	001	STAFF	018
59	JOMC	483	001	OLIVER	018
60	JOMC	484	001	STAFF	018
61	JOMC	490	001	KAYYE	012
62	JOMC	491	003, 007	HOLLIMAN	036
63	JOMC	551	001	ABERNATHY	030
64	JOMC	552	001	ABERNATHY	015
65	JOMC	581	001	RUEL	018
66	JOMC	582	001	STEVENS	018
67	JOMC	583	001	FERRIOLA-BRUCKENSTIEN	017
68	JOMC	585	001	FLOYD	018
69	JOMC	691H	001	BROWN	012
70	JOMC	705	001	HESTER	015
71	JOMC	711	966	CARROLL	020
72	JOMC	714	965	TYBURSKI	015
73	JOMC	730	001	STRAUGHAN	015
74	JOMC	754	001	FRIEDMAN	009
75	JOMC	825	001	STAFF	009
76	JOMC	826	001	CATES	015
77	JOMC	840	001	WALDEN	009
78	JOMC	842	001	FRIEDMAN	009
79	JOMC	847	001	VARGAS	009

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	LING	691H	001	PERTSOVA	010
8	LING	692H	001	PERTSOVA	010
9					
10	MAYA	n/a			

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	LTAM	697	001	RADDING	030

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	MASC / geog	101 / 103	002	WHITE	110 / 110
8	MASC	706	001	MARCHETTI	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	MATH	054H	001	HAWKINS	024
8	MATH	058	001	MCCOMBS	024
9	MATH	231	001-013	STAFF	456
10	MATH	533	001	BELKALE	035
11	MATH / envr / masc	768	001	MCLAUGHLIN	006 / 005 / 005

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	MUSC	121	001	WISSICK	030
8	MUSC	130	001-003	STAFF	090
9	MUSC	131	001-003	STAFF	090
10	MUSC	135	001	ANDERSON, S	030
11	MUSC	143	001	BRACKETT	116
12	MUSC	145	001	ANDERSON, S	200
13	MUSC	168	001	FELDMAN	015
14	MUSC	230	001, 002	STAFF	060
15	MUSC	232	001	ANDERSON, A	040
16	MUSC	232H	001	NEFF	020
17	MUSC	281	951	STAFF	025
18	MUSC	285	001	COHEN	075
19	MUSC	308	002	HUFF	010
20	MUSC	331	001	NEFF	015
21	MUSC	355	001	MACNEIL	035

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PHIL	101	001	STAFF	040
8	PHIL	101	951	STAFF	030
9	PHIL	110	001	STAFF	036
10	PHIL / reli	134 / 126	001	STAFF	026 / 015
11	PHIL	155	001	STAFF	036
12	PHIL	155	002	STAFF	036
13	PHIL	160	002	STAFF	036
14	PHIL	163	001	STAFF	036
15	PHIL	170	001	STAFF	040
16	PHIL	220	001	STAFF	036
17	PHIL	230	001	PAUL	035
18	PHIL	230	951	STAFF	030
19	PHIL / poli / pwad	272	002	STAFF	020 / 010 / 010
20	PHIL / wmst	275	001	STAFF	026 / 010
21	PHIL	422	001	BLACKBURN	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PLAN	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PLCY	089	001	FELDMAN	024
8	PLCY	327	001	FELDMAN	025
9	PLCY	340	001	STAFF	050
10	PLCY	460	001	HANDA	105
11	PLCY	490	001	SCHANZER	020
12	PLCY	580	001	GILMER	035
13	PLCY	710	001	PERREIRA	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	POLI	050	001	CONOVER	024
8	POLI	060	001	BAPAT	024
9	POLI	062	001	SULLIVAN	024
10	POLI	072	001	HOYMAN	024
11	POLI	089	001	ROBERTS	024
12	POLI	100	007	CONOVER	240
13	POLI	100	951	STAFF	025
14	POLI	100H	007	STIMSON	024
15	POLI	101	001	GRAY	171
16	POLI / pwad	150	001	OATLEY	260 / 020
17	POLI	202	001	MCGUIRE	045
18	POLI	206H	001	LEFEBVRE	024
19	POLI	209	001	RABINOWITZ	040
20	POLI	216	001	VANBERG	043
21	POLI	238	002	MARTINEZ-GALLARDO	120
22	POLI / enst	254	001	MCKEOWN	037 / 005
23	POLI	400	001	SULLIVAN	030
24	POLI	401	001	STIMSON	030
25	POLI	406	001	GRAY	030
26	POLI	410	001	MCGUIRE	030
27	POLI	411	001	UNAH	030
28	POLI	412	001	RABINOWITZ	035
29	POLI	415	001	LEFEBVRE	035
30	POLI / pwad	416	001	UNAH	025 / 005
31	POLI	418	001	MACKUEN	030
32	POLI	431	001	REYNOLDS	030
33	POLI	433	001	MOROFF	025
34	POLI	433	002	EDWARDS	030
35	POLI	434	001	MARTINEZ-GALLARDO	030
36	POLI	438	001	VACHUDOVA	030
37	POLI	443	001	MCKEOWN	025
38	POLI / pwad	444	001	BAPAT	015 / 015
39	POLI	471	001	SPINNER-HALEV	030
40	POLI	495	001	CRESCENZI	030
41	POLI	723	001	WALLACE	016
42	POLI	730	001	VACHUDOVA	016
43	POLI	736	001	ROBERTSON	016
44	POLI	891	002	BAUMGARTNER	010
45	POLI	891	003	GROSS	005

	A	B	C	D	E
46	POLI	891	004	VANBERG	015
47	POLI	891	007	MOROFF	010
48	POLI	891	008	MACKUEN	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PSYC	051	001	ARNOLD	024
8	PSYC	055	001	STAFF	024
9	PSYC	210	001	MORGAN-LOPEZ	088
10	PSYC	230	001	HOPFINGER	120
11	PSYC	245	001	STAFF	120
12	PSYC	245	004	STAFF	045
13	PSYC	245	005	WISS	045
14	PSYC	245H	001	BAUCOM	024
15	PSYC	250	002	STAFF	045
16	PSYC	250	003	GIBSON	045
17	PSYC	250	951	STAFF	025
18	PSYC	260	001	STAFF	045
19	PSYC	260	002	SANNA	120
20	PSYC	260	003	STAFF	045
21	PSYC	260	004	STAFF	045
22	PSYC	260	005	STAFF	045
23	PSYC	432	001	ARNOLD	035
24	PSYC	469	001	GARIEPY	035
25	PSYC	500	001,002	WISS	070
26	PSYC	505	001	AKPAKA	035
27	PSYC	506	001	BARRICK	035
28	PSYC	512	001	PRINSTEIN	240
29	PSYC	533	001	BAUER	035
30	PSYC	566	001	GREEN	035
31	PSYC	693H	001	ORNSTEIN	030
32	PSYC	701	001	HOLLINS	025
33	PSYC	720	001	CARELLI	020
34	PSYC	741	001	GORDON	025
35	PSYC	761	001	GARIEPY	015
36	PSYC	806	001	HUSSONG	020
37	PSYC	830	001	CHOW	030
38	PSYC	843	001	MACCALLUM	030
39	PSYC	850	001	CHOW	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PUBA	396	001	STAFF	015
8	PUBA	401	001	BERNER / CREEL	025
9	PUBA	710	001	WHITAKER	029
10	PUBA	719	001	BERNER	029
11	PUBA	721	001	SETZER	029
12	PUBA	722	001	HOYMAN	015
13	PUBA	732	001	STAFF	035
14	PUBA	733	001	TUFTS	035
15	PUBA	745	001	STENBERG	065
16	PUBA	749	001	STENBERG / BERNER	020
17	PUBA	751	001	STENBERG / BRENMAN	020
18	PUBA	752	001	AMMONS	012
19	PUBA	756	001	HENDERSON	018
20	PUBA	768	001	STEPHENS	020
21	PUBA	769	001	STEPHENS	020
22	PUBA	771	001	MORGAN	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PWAD	350	001	STAFF	102
8	PWAD	690	001	CADDELL	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	RELI / jwst	123 / 100	001	BOYARIN	102 / 018
8	RELI / asia	181	001	SAFI	150 / 030
9	RELI	207	001	EHRMAN	060
10	RELI	209	001	PLESE	100
11	RELI / anth / folk	428	001, 002	BOYARIN / OCHOA	020 / 016/ 004
12	RELI / asia	583	001	SAFI	022 / 008
13	RELI / asia	584	001	STAFF	015 / 005
14	RELI	720	001	OCHOA	010
15	RELI	808	001	EHRMAN	015
16	RELI	890	060	SAFI	010

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	FREN	260	001	SAPP	020
8					
9	ITAL	357	001	CERVIGNI	030
10	ITAL	398	001	STAFF	022
11					
12	PORT	100%	adopted		
13					
14	ROML	840	001	RAO	015
15					
16	SPAN	266	001	MACK	022
17	SPAN	300	001-008	STAFF	140
18	SPAN	330	001, 002	STAFF	046
19	SPAN	345	001	GONZALEZ-ESPITIA	024
20	SPAN	369	001	AARON	030
21	SPAN	371	002	DOMINGUEZ	024
22	SPAN	372	001	GOMEZ-CASTELLANO	024
23	SPAN	373	002	GONZALEZ-ESPITIA	024
24	SPAN	378	001	BINOTTI	024
25	SPAN	701	001	DOMINGUEZ	015
26	SPAN	711	001	STAFF	015
27	SPAN	738	001	BINOTTI	015
28	SPAN	835	001	GONZALEZ-ESPITIA	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	RUES	710	001	JENKINS	010

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	SOCI	111	001	NIELSEN	048
8	SOCI	124	001	KLEINMAN	017
9	SOCI / mngt	131	001	WELLS	043 / 005
10	SOCI	390	001	MARSHALL	020
11	SOCI	412	951	OWEN	025
12	SOCI	460	001	MOONEY	048
13	SOCI / mngt	691H	001	ANDREWS	015 / 005
14	SOCI	711	001	GUO	020
15	SOCI	821	001	SHANAHAN	022
16	SOCI	830	001	COHEN	022
17	SOCI	850	001	NIELSEN	022
18	SOCI	861	001	KALLEBERG	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	STOR	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	WMST	102	001	BURNS	025
8	WMST	124	001	KLEINMAN	025
9	WMST	290	001	PLEASANTS	025
10	WMST	293	001	BURRILL	025
11	WMST	297	001	BURNS	025

Guaranteed Buyback Program Fall 2011
UNC Chapel Hill
Current Participants

In ongoing efforts to facilitate the Board of Governors textbook requirements for large introductory courses, we continue to encourage and accept textbook commitment forms from UNC Chapel Hill departments. As noted in UNC's 2011 Report on the Cost of Textbooks, Submitted with Campus-Based Tuition and Fee Increase Requests, "To significantly affect the cost of textbooks, Chancellors, Provosts, faculty and bookstore managers must continue to increase the number of courses and textbooks in the guaranteed buyback programs."

1) Astronomy 101/102: Fall 2010 through Spring 2013
   Chaisson Astronomy Today 9780321691439
   Valid through December 2012
   Submitted by Professor Dan Reichart

2) Drama 115: Fall 2010 through Spring 2012
   GAINOR NORTON ANTHOLOGY OF DRAMA: SHORTER 978-0-393-93412-0
   Valid through December 2011
   Submitted by dept Chair Jeff Cornell

3) Drama 116: Fall 2010 through Spring 2012
   JACOBUS COMPACT BEDFORD INTRO TO DRAMA 978-0-312-47489-8
   Valid through December 2011
   Submitted by dept Chair Jeff Cornell

4) Linguistics 101: Fall 2010 through Spring 2012
   OGRADY CONTEMPORARY LINGUISTICS 978-0-312-55528-3
   Valid through December 2011
   Submitted by dept Chair Randall Hendrick

5) Physics 104/105: Spring 2010 through Spring 2013
   Walker: PHYSICS 978-0-321-61111-6
   Valid through December 2012
   Submitted by Professor Alice Churukian

6) Psychology 101: Fall 2011 through Spring 2014
   WEITEN PSYCHOLOGY:THEME & VARIATIONS BRIEF 978-0-495-90386-4
   Valid through December 2013
   Submitted by dept. Chair Donald T. Lysle

7) Public Policy/Environmental Studies 585: Fall 2009 through Fall 2011
   ANDREWS: MANAGING THE ENVIRONMENT 978-0-300-11124-8
   Valid through May 2011
   Submitted by Professor Andrews

8) Statistics & Operations Research (STOR) 151: Fall 2011 through Spring 2013
JOHNSON STATISTICS 978-0-470-40927-5
Valid through December 2012
Submitted by dept. Chair Edward Carlstein

From: Sengupta, Sohini <sengups@unc.edu>
Sent: Monday, April 25, 2011 10:33 AM
To: The CFEnetwork mailing list. <cfenetwork@listserv.unc.edu>
Subject: [cfenetwork] Course on Considerations and Strategies for Handling Sensitive Spatial Data--Please forward to your faculty and postdocs

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The Odum Institute and the UNC Libraries present the fifth in a series of short courses on data management planning and resources. This course will focus on considerations and strategies for dealing with sensitive spatial data. See details below or here:
http://www.lib.unc.edu/reference/data_services/researchdatatoolkit/courses.html#current

Course 5: Considerations and Strategies for Handling Sensitive Spatial Data

Date: Tuesday, May 10, 12pm - 1pm

Location:
14 Manning Hall (No registration needed for in-class attendance)
OR
Online with prior registration. Register for online attendance here:
http://www.hsl.unc.edu/services/classes/classregistration.cfm

Presenter: Brian Frizzelle, Head, Carolina Population Center's Spatial Analysis Services
Research data involving human subjects present significant challenges for data sharing, but even more so when the data are analyzed in Geographic Information Systems (i.e., dynamic mapping software) and presented on maps. Brian Frizzelle from the UNC Carolina Population Center (CPC) will discuss key considerations for researchers for protecting sensitive data when presenting GIS analyses.
This course is the second of several which will address various aspects of managing and protecting sensitive research data.

==========

The Data Management Short Course series was initiated in November 2010 to examine funders' data management plan requirements and discuss resources available to assist researchers in preparing plans.

Sohini Sengupta, PhD, MPH
Research Coordinator
Center for Faculty Excellence
UNC-Chapel Hill, CB# 3470
Chapel Hill, NC 27599-3470

Tel: 919-966-1741
Email: sengups@unc.edu
http://cfe.unc.edu

From: Griest, Laura Elisabet <lauragriest@unc.edu>
Sent: Monday, April 25, 2011 11:27 AM
To: The CulturalEvents mailing list. <culturalevents@listserv.unc.edu>
Subject: [culturalevents] FedEx Global Education Center Upcoming Events

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Please join us for these engaging events at the FedEx Global Education Center (corner of Pittsboro & McCauley Streets). For details and to learn about additional upcoming cultural events across campus, visit global.unc.edu**.**

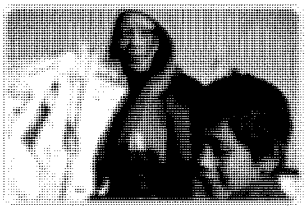

Reframing Mexico
April 25th | 7:30 PM | FedEx Global Education Center, Nelson Mandela Auditorium

The screening of Reframing Mexico follows a ten day-long foreign reporting assignment in which UNC journalism students collaborated with Tecnológico de Monterrey students to produce a multimedia website detailing the lives of citizens in Mexico City. The project is a "reframing" of the common portrayal of Mexico as violent and unstable by mainstream media. The students, guided by faculty and professional journalists, produced 12 short documentaries using photos, audio, video, 360º panoramic photos, information graphics and design to examine Mexico's social and cultural identity. The stories range from migration and informal economy to goth culture, women in prison, traditional wrestling, and much more.

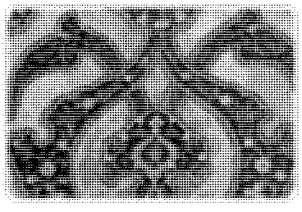

Gendered Sufism: Women's Roles and Practices in Mystical Islam
April 26th | 6:00 PM | FedEx Global Education Center, Room 1005

Zahra Ayubi will present on Islamic mysticism and women's roles in Islam as part of Islam in the Global Context Speaker Series: Islam and Gender. It is commonly held that Islamic mysticism is the unique realm of Islam that is most accommodating of women and where gender equality is observed. Zahra Ayubi's presentation problematizes this claim. While the study of Sufi women reveals great feats of mystical strength, and demonstrates expressions of power and feminine agency, Sufi women, like other women (and other Muslim women) have been subject to gendered power relations and patriarchal expectations of women. Zahra draws on a variety of pre-modern mystical sources such as poetry and prose by Rumi, Ibn Arabi, and Chishti Sufis, and medieval hagiographies of women Sufis to create a historical narrative of the ways gender operated in medieval Islamic mysticism. Shifting away from the women worthies model of studying individual Sufi women, towards critical examination of women's roles in Sufi circles tells us more about how gendered Sufism mirrors other Islamic discourses and practices as a potential, but not definitive, space for gender equality. Zahra Ayubi is a Ph.D. candidate in Religious Studies at the University of North Carolina at Chapel Hill. Her research is on women, constructions of gender, and gender relations in ethical, philosophical, and mystical texts.

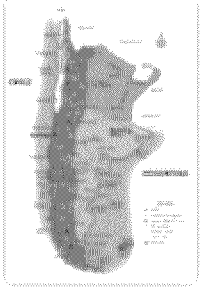

A Matter of the Few: Political Dynamics of Constitutional Reforms, Chile 1990-2010 with Claudio Fuentes
April 28th | 5:30 PM | FedEx Global Education Center, Conference Room 2008

Claudio Fuentes is Professor of Political Science at the Universidad Diego Portales in Chile, and the Luksic Fellow at the David Rockefeller Center for Latin American Studies, Harvard University. From 2004-2006, he was President of the Asociación Chilena de Ciencia Política and from 2004-2008 served as the Director of the Facultad Latinoamericana de Ciencias Sociales (FLACSO) Chile office. Dr. Fuentes received his undergraduate degree from the Pontificia Universidad Católica de Chile, and holds both a Masters and Ph.D. in political science from the University of North Carolina at Chapel Hill. He has authored and edited six books and a multitude of articles on Latin American comparative politics and international relations. His most recent volume is "En Nombre del Pueblo: Debate sobre el cambio constitucional en Chile" (UDP/Fundación Boell, 2010, 299p).

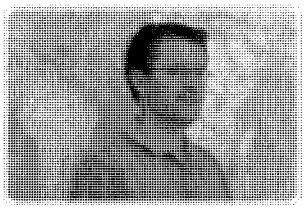

A Window to the West? Poland and Late Socialism in the Soviet Bloc with William J. Risch

April 28th | 6:30 PM | FedEx Global Education Center, Conference Room 4003

William J. Risch is an Associate Professor at Georgia College & State University. His main areas of interest are modern and twentieth-century Russia, imperial Russia (1700-1917), medieval Russia, Western interpretations of Soviet history, historical constructions of Eastern Europe, Eastern and Central European history, Asian Civilizations in the modern world, nations and globalization in the modern world, Europe since 1600, Germany and France since the Enlightenment, oral history, and American historiography in the twentieth century. Dr. Risch has received the Eugene and Daymel Shklar Fellowship in Ukrainian Studies (Harvard Ukrainian Research Institute, Spring Semester 2006); Kennan Institute Short-Term Grant (July 2005); Foreign Language and Area Studies (FLAS) Fellowship (1999-2000); Individual Research Program in Eurasia Fellowship, International Research and Exchanges Board (IREX), 1998-1999; Foreign Language and Area Studies (FLAS) Summer Fellowship (1993, 1998, 1999); Senkowsky Prize, Harvard Ukrainian Summer Institute (1997).

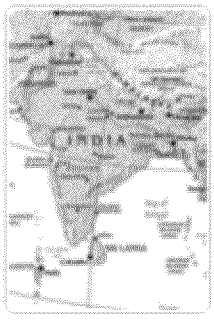

Visual Culture in South Asia Conference

April 29th | 08:30 AM to 7:30 PM | FedEx Global Education Center, Conference Room 4003

A workshop co-organized by faculty at NCSU and UNC, titled "Visual Culture and Identity-Narratives in the Making of Modern India," is scheduled for April 29-30, 2011. The first day of the workshop, hosted by UNC, will take place in Room 4003 at the FedEx Global Education Center, and the second day, hosted by NCSU, at Withers 140. This international, interdisciplinary workshop, which is open to the public, will feature presentations (with copious visuals) by a cohort of scholars [Karline McLain, Afroz Taj, John Caldwell, Pamela Lothspeich, Robert Phillips, Sujata Mody, Anu Rao, Alison Shah, Yousuf Saeed, Abigail McGowan, and Sandria Freitag] who have been engaged in a sustained collaborative project to scrutinize processes of meaning-making imbricated with various types of visual culture relating to images, objects, and performance. The goal of the workshop is to engage dialogue on the inter-connectedness of seemingly diverse media and forms in South Asia which together work to shape identity— both individually and collectively, and to explore changing circumstances and processes within which S.A. visual culture is commodified and consumed.

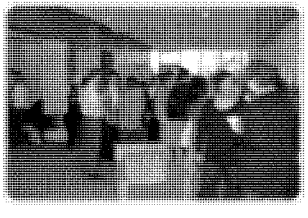

International Coffee Hour

May 3rd | 5:00 PM to 6:00 PM | FedEx Global Education Center, Conference Room 4003

At this monthly social hour, international and American students, scholars, faculty, staff and families chat about resources and challenges on campus and share tips with others. Each month is hosted by a different office with resources. For more information, contact Bevin Tighe at (919) 962-3094. This event is sponsored by the Writing Center, the Center for Global Initiatives, the Graduate School, the Office of Postdoctoral Affairs, and the Office of International Student and Scholar Services.

The European Union & The €uro

May 12th to May 13th | Times vary | FedEx Global Education Center

Join colleagues for a 1½ day workshop designed to help North Carolina K-12 teachers better understand our interconnected world by learning more about the European Union. This workshop will include presentations by EU scholars on the European Union and the Euro currency and immigration. Resources that use technology to enhance content and better integrate the EU in the school's curriculum will be provided. One CEU will be offered.

The cost for the workshop is $50 per person which includes hotel accommodations on May 12 for participants traveling from outside the Triangle and lunch on May 13. Space is limited to the first 25 participants so register today!

If you would like to unsubscribe from this listserv, please reply to lauragriest@unc.edu and list the email address that is on the listserv. If this email was forwarded to you and you'd like to be added to this listserv, please reply to lauragriest@unc.edu and include the email address you'd like added.

Laura Griest
Manager of Global Events and Exhibitions
UNC Global, FedEx Global Education Center
University of North Carolina at Chapel Hill
301 Pittsboro Street, Office 1207 | Campus Box 3268 | Chapel Hill, NC 27599
lauragriest@unc.edu | (919) 962.0318 work | (919) 843.4814 fax

Learn about UNC's engaging global events at www.global.unc.edu!

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Monday, April 25, 2011 11:48 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Piece on Ann Dunbar

Thanks, Julius.

From: Nyang Oro, Julius E
Sent: Thursday, April 21, 2011 4:27 PM
To: Caldwell, Kia L
Subject: RE: Piece on Ann Dunbar

Here it is!

From: Caldwell, Kia L
Sent: Monday, April 11, 2011 2:34 PM
To: Nyang Oro, Julius E
Subject: Piece on Ann Dunbar

Hi Julius,
I was wondering if you would be able to write a short piece on Ann Dunbar for the newsletter. It would be good to include information on her contributions to the department , to UNC, and to the field of African Studies. We'll add this to the other pieces in tribute to her. Would you be able to send something by the end of this week?

Thanks,
Kia

Kia Lilly Caldwell, Ph.D.
Associate Professor
African & Afro-American Studies
University of North Carolina at Chapel Hill
Battle Hall, CB #3395
Chapel Hill, NC 27599
Phone (919)962-0539
Fax (919) 962-2694
klcaldwe@email.unc.edu
www.unc.edu/depts/afriafam

From: M. Kyle McKay <mckay@unc.edu>
Sent: Monday, April 25, 2011 12:25 PM
To:
Subject: 25% Off Everything at the Bull's Head Bookshop, Tuesday, April 26th

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To help celebrate the end of the UNC semester, on Tuesday, April 26th, everything in the Bull's Head Bookshop (located in UNC Student Stores) is 25% off the regular price!

Newly released paper and hardbacks, great literature, travel books, moleskine, Carolina books (make great graduation presents), etc.

And be sure to check out our Mother's Day display.

Sale is for one day only and does not apply to magazines or newspapers.
Sale cannot be combined with any other sale, coupon, discount, etc.
Sale applies only to items that are currently in stock.

The store is open from 7:30am-8pm. Call 919-962-5060 with questions.

http://www.facebook.com/event.php?eid=126473567429001

To be removed from any future email notifications please email mckay@unc.edu.

From: SPH Office of Global Health <ogh@unc.edu>
Sent: Monday, April 25, 2011 12:44 PM
To: TWIGH <thisweekinglobalhealth@listserv.unc.edu>
Subject: [thisweekinglobalhealth] TWIGH: April 25-May 1, 2011

This Week In Global Health

UNC
GILLINGS SCHOOL OF GLOBAL PUBLIC HEALTH

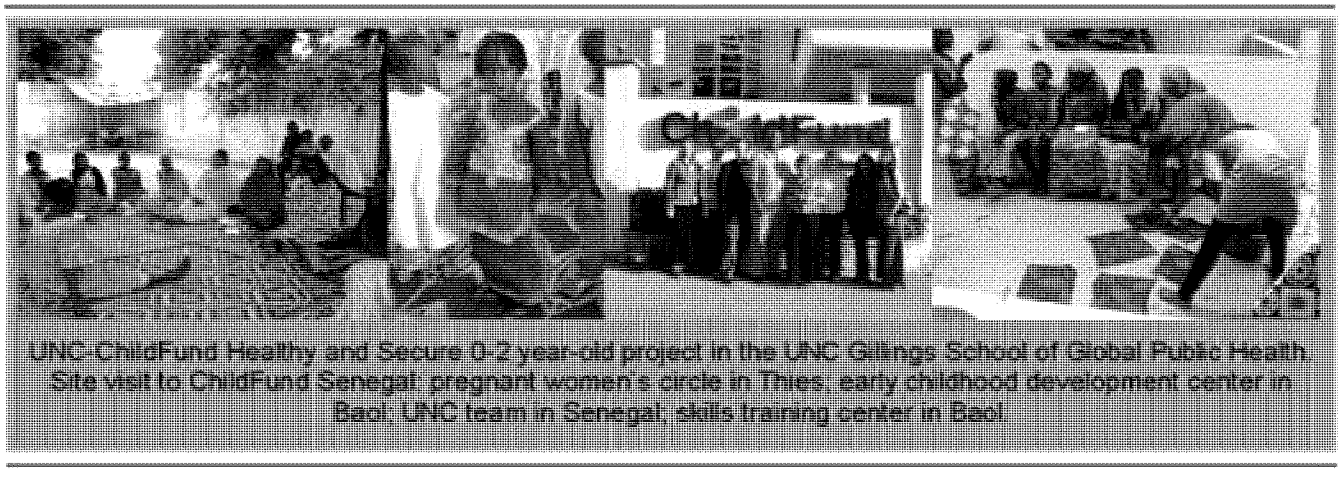

UNC-ChildFund Healthy and Secure 0-2 year-old project in the UNC Gillings School of Global Public Health. Site visit to ChildFund Senegal: pregnant women's circle in Thies, early childhood development center in Baol, UNC team in Senegal, skills training center in Baol.

April 25-May 1, 2011

This Week in Global Health is a weekly, web-based newsletter published by the Office of Global Health (OGH) in the Gillings School of Global Public Health at the University of North Carolina at Chapel Hill.

The information below is a partial listing of the week's newsletter.
Please visit our website to view this week's FULL newsletter.

Table of Contents

- Events
- Announcements
- Undergraduate Highlights
- Conferences
- Student Feature
- Funding Opportunities
- Jobs and Internships

Weekly Feature

UNC Student Presentations: Globalization and Health

Tuesday, April 26
12:30-2:50pm

Room 3024
FedEx Global Education Center

Events on Campus and in the Community

View all events this week and more information

Monday, April 25
CSIS Webcast: Tackling Malaria through Private Sector Partnerships, Adel Chaouch, Director of Corporate Social Responsibility, Marathon Oil Corporation; Christopher Schwabe, Health and Public Finance Economist, Medical Care Development International; Michel Slotman, Assistant Professor, Department of Entomology, Texas A&M University; Luis Benavente, Director of Improving Malaria Diagnostics Project, Medical Care Development International, 3:00-4:30pm.

Microscale Liver Models for Investigating Drug-Induced Liver Injury and Infectious Disease, Salman Khetani, MS, PhD, 4:15-5:15pm, Room 124, Trent Hall, Duke University.

Global Health Certificate Capstone Poster Session, 5:30-7:00pm, Room 240, John Hope Franklin Center, Duke University.

Tuesday, April 26
Using high-throughput screening to identify host factors involved in viral infection, Sara Cherry, PhD, Assistant Professor, Department of

Microbiology, University of Pennsylvania School of Medicine, 9:30am, Room 1131, Bioinformatics Building, UNC. *Refreshments Provided*.

NC TraCS Child Helath Research Interest Group, 4:00-5:00pm, Room 219, Brinkhous-Bullitt Building, UNC.

UNC Student Presentations: Globalization and Health, 12:30-2:50pm, Room 3024, FedEx Global Education Center, UNC.

One Health presents: One Health in the Bigger Picture - Policy, Education, and Conclusions of How Human and Animal Health Collide at Home and in the Developing World, 5:30-7:30pm, North Carolina Biotechnology Center.

Wednesday, April 27
Global Health, Ethics, and the Global Economic Crisis, Solomon Benatar, MBChB, DSc, Emeritus Professor of Medicine, University of Cape Town, South Africa, 5:30pm, Nasher Museum of Art, Duke University.

Thursday, April 28
Professional Development Program for Life Sciences Professional, Judith Cone, UNC Special Assistant to the Chancellor; Linda Shields, MS; Christine Warrington, Chair Women In Bio; Anastacia Pucci, Caryle and Conlan, 1:00-6:00pm, North Carolina Biotechnology Center.

Friday, April 29
More than Money and Hardware: Water and Sanitation for Health in the Developing World, Peter J. Kolsky, Senior Water and Sanitation Specialist, World Bank, ESE Dinstinguished Alumni Award, UNC Barr Award Recipient, 12:00pm, Room 1301, McGavran Greenberg Hall, Gillings School of Global Public Health, UNC.

Save the Date

Monday, May 16
Executive Women's Panel: The State of the Healthcare Industry, Healthcare Businesswomen's Association, 5:30-8:30pm, GlaxoSmithKline's R & D Auditorium (Girolami Building-Building5), Research Triangle Park, NC.

Undergraduate Highlights

View all highlights this week

Center for Global Initiatives on Facebook and Twitter.

UNC student wins prestigious Davis Projects for Peace award! Yu Zhou, a UNC sophomore accepted into the Gillings School of Global Public Health's Bachelor of Science in Public Health (BSPH) program next fall, has been named a winner in the 2011 Davis Projects for Peace initiative.

Planning to travel? Need funding? The application period is now open for the Anonymous Donor Travel Fellowship Fund. Three awards, in the amount of $4,000 each, are made every Spring Semester to a deserving Carolina

Announcements

View all announcements this week and more information

NEW **Abstract Submission for the 2011 Water and Health Conference.** The 2011 Water and Health Conference, October 3-7, 2011, at UNC-Chapel Hill, will be accepting abstracts until April 30, 2011. The 2010 conference brought together over 400 people from over 40 countries, and this year's conference will continue to provide a unique blend of academic research and professional workshops spanning science, policy, and practice addressing drinking water supply, sanitation, hygiene, and water resources in both the developing and developed worlds with a strong public health emphasis.

NEW **The University College of London - Health and Society Summer School** is offering a summer school session on the Social Determinants of Health from July 4-8, 2011. This non-residential summer school is hosted by Professor Sir Michael Marmot, Head of the Department of Epidemiology and Chair of the WHO Commission of the Social Determinants of Health.

upperclass undergraduate student (Sophomore, Junior, or Senior) with applicable travel plan.

Undergraduate Public Health Learning Outcomes: Development Project. ASPH, working in partnership with the Association of American Colleges and Universities, Association for Prevention Teaching and Research, and Centers for Disease Control and Prevention, developed a draft model of undergraduate public health learning outcomes.

NEW **The Durham Country Public Health Department is seeking volunteers.** The Durham Country Public Health Department will be moving into The Durham County Human Services Building. The Public Health Department is actively seeking 10 volunteers for this event to help greet and guide visitors within the Health Department in the new Human Services on April 18-21, and April 25-29. For more information contact Crystal Little.

NEW **Sign-up to receive event notifications from the local chapter of the Healthcare Businesswomen's Association!** To sign up to receive the announcements about the local chapter's HBA events, please go to the HBA website at www.hbanet.org and then click on the link in the upper right hand corner that says "Register for your free account".

Water, Food and Energy Nexus workshop at Water and Health Conference. The United Nations World Water Assessment Programme (WWAP) will be convening a workshop entitled "Water, food security and energy nexus and the related impacts on health". It will provide an out-of-the-box perspective exploring water, food and energy nexus; soil, water and food contamination, air pollution, and biofuels; and direct and indirect impacts on water. Additionally, the conference will have a session featuring research on Water, food and energy nexus and the related impacts on health. We are seeking high quality abstracts for oral and poster presentation. Deadline: **April 30, 2011**.

The UNC Gillings School of Global Public Health needs your help for Fall 2011. The Gillings School of Global Public Health is looking for student analysts with the right skills to work on competitive intelligence, benchmarking, and data visualization projects. Students will work approximately 10 hours a week. Ideal candidates would be second year master's students with a background in marketing analytics, management information systems, data management, balanced scorecards or other data intensive projects/positions. Advanced Excel knowledge is required.

Traveling this Summer? Review the UNC Travel Policy. All UNC public health students or students sponsored by a UNC public health program and planning to travel to other countries to fulfill academic requirements, travel with funding from a UNC group, or as part of a UNC student group project, must follow specific instructions. Visit the Office of Student Affairs, 263 Rosenau Hall with any questions.

The School of Public Health at the University of Alberta is offering summer courses on Public Health Surveillance. These courses are ideal for practitioners, clinicians and policy developers working in health services, health systems, government and non-governmental organizations.

The Global Nutrition Committee would like to invite you to the OXFAM America Hunger Banquet. Share a free meal and a dynamic discussion of world hunger led by Mamie Sackey-Harris, MPH. Donations will be accepted for hunger relief efforts in Japan. Forty percent of people on our planet - more than 2.5 billion - now live in poverty, struggling to survive on less than $2 dollars a day. More people die from hunger each year than from AIDS, malaria, and tuberculosis combined. With your participation we can take strides together to end poverty and injustice around the world.

Call for Proposals! The Harvard University Center for AIDS Research (CFAR) is pleased to announce a request for proposals for

clinical and basic science HIV/AIDS research awards.

Conferences

View all conferences this week

3rd Annual Symposium on Nutrition and Global Health: The Double Burden of Over & Under-Nutrition, April 26, 2011. Joseph B. Martin Conference Center, Boston, MA.

NEW **Second Annual Informatics Conference: Business Intelligence in the Health Care Age.** April 27, 2011. Fuqua School of Business, Duke University, NC.

6th Annual Chapel Hill Drug Conference. May 11-12, 2011. UNC Eshelman School of Pharmacy, Chapel Hill, NC.

Clinical Trial Forum: Thailand 2011. May 19-20, 2011. Dusit Thani Hotel, Bangkok, Thailand.

Institute for International Medicine: Exploring Medical Missions Conference, May 20-21, 2011. Kansas City, MO.

Water and Health: Where Science Meets Policy, October 3-7, 2011. Chapel Hill, NC.

49th Annual Meeting of the Infectious Diseases Society of America, October 20-23, 2011. Boston, MA.

Student Feature

Read the full story this week

UNC teams place first and second at 2011 Triangle Global Health Case Competition

In Afghanistan, one in four children dies before his or her fifth birthday, giving that country the world's worst mortality rate for children under age 5. The death rate is 250 per 1,000 live births. Several broad and intertwining factors, such as unclean drinking water, communicable disease and malnutrition, contribute to these deaths.

The challenge of creating innovative solutions for this complex problem was presented to 17 student teams from the University of North Carolina at Chapel Hill, North Carolina State University, Duke University, Meredith College and Wake Forest University at the 2011 Triangle Global Health Case Competition April 5-11. Students from multiple disciplines joined to develop presentations showcasing their creative solutions to improving child health in Afghanistan. Two teams from UNC took first and second place in the competition.

Proposals were judged on creativity and innovation, rationale and feasibility, delivery of the solution, and clarity and organization.

Global Health Case Competition awardees (l-r) Khadija Turay, Arijit Paul, Paice Kelli, Anna Gage and Samantha Kepler accept their first place award from Don Holzworth, MS, sponsor and one of the judges for the event.

The winning team comprised three graduate and two undergraduate students from UNC: Anna Gage, a junior public policy major; Paice Kelli, a junior geography and environmental health sciences major; Arijit Paul, a student in the School of Law and the Department of Health Policy and Management; Khadija Turay, doctoral candidate in maternal and child health; and Samantha Kepler, first-year Master of Public Health student in nutrition. All but Gage, who is in the College of Arts and Sciences, are students at UNC Gillings School of Global Public Health.

The team's presentation, "Kitchen for Kids," proposed the establishment of community kitchens in which women could gather to prepare traditional, nutritious meals using local ingredients for their children. Community kitchens would provide an environment for women in the community to share ideas and social support to benefit their children's health and nutrition. This concept was used to introduce the other aspects of the winning project, including nutrition education, a livestock program and water purification.

"What set our project apart from others was the way in which we were very specific about our plans to tackle this problem. We linked each aspect of our proposal to the problem we were addressing and made clear how our approach would impact the problem and bring about the solution that we needed," said Kepler, a member of the winning team.

Funding Opportunities

Jobs and Internships

View all funding this week

NHGRI: Solicitation for Collaborative Projects for the Therapeutics for Rare and Neglected Diseases (TRND) Program. Deadline: **April 26, 2011.**

Saving Lives at Birth: A Grand Challenge for Development. Deadline: **April 29, 2011.**

NCCSAS South Asia Travel Fund. Application Submission Date: **May 1, 2011.**

Christine Mirzayan Science and Technology Policy Graduate Fellowship Program. Application Submission Date: **May 1, 2011.**

Elderhostel K. Patricia Cross Doctoral Research Grant. Deadline: **May 2, 2011.**

NIH Research Opportunities in Obstetric Fistula (R01). Letter of Intent Deadline: **May 5, 2011.**

NIH Research Opportunities in Obstetric Fistula (R21) (R03). Letter of Intent Deadline: **May 16, 2011.**

UNC 2011 Future Faculty Fellowship Program. Deadline: **May 16, 2011.**

Robert Wood Johnson Foundation - Assuring the Future of Public Health Systems and Services Research: Dissertation Grant Program. Deadline: **June 1, 2011.**

NIH/PEPFAR Collaboration for Implementation Science and Impact Evaluation (R01). Letter of Intent Deadline: **June 7, 2011.**

Collaborative HIV/AIDS Studies in the Middle East and North Africa (R21). Deadline: **June 16, 2011.**

NIH Limited Competition: International Research in Infectious Disease, including AIDS (R01). Deadline: **June 23, 2011.**

NIH: HIV/AIDS Implementation Science Targeting Drug Using Populations: A Collaboration with PEPFAR (R01). Deadline: **July 1, 2011.**

NIH/PEPFAR Collaboration for Implementation Science and Impact

View all jobs and internships this week and application information

University of North Carolina - Chapel Hill
NEW Post Doctoral Investigator - UNC Water Institute. Chapel Hill, NC.
Research Assistant - LinCS 2 Durham. Chapel Hill, NC.

USAID
NEW Senior Program Advisor - Bureau of Global Health. Washington, D.C. Deadline: **May 9, 2011.**

Scale-up and Implementation Research Technical Advisor. Washington, D.C. Deadline: **May 9, 2011.**

Medical Electives
NEW Internship Opportunity. Trujillo, Peru.

Pan-American Health Organization (PAHO)
Young Professionals: eSAC Project. Deadline: **June 6, 2011.**

IntraHealth International
Monitoring, Evaluation, and Research Advisor. Washington, D.C.
Workforce Development Team Lead. Washington, D.C.
Senior Monitoring and Evaluation Advisor.Washington, DC.

USAID/Global Health Fellows
Senior Behavior Change Communication Advisor for Health Services and Nutrition. Dhaka, Bangladesh. Deadline: **May 9, 2011.**

Senior Regional HIV/AIDS Technical Advisor. Almaty, Kazakhstan. Deadline: **May, 2, 2011.**

Regional Tuberculosis Technical Advisor. Almaty, Kazakhstan. Deadline: **April 29, 2011.**

Strategic Information Advisor. Windhoek, Namibia. Deadline: **April 28, 2011.**

Senior Pediatric HIV/PMTCT Technical Advisor. Washington, D.C. Deadline: **May 16, 2011.**

Evaluation (R01). Deadline: **July 7, 2011**.	

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From: Travis Gore <stgore@email.unc.edu>
Sent: Monday, April 25, 2011 3:39 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] AFAM 263
Attach: CarlCaryPromoSummer.doc

From: Travis Gore [mailto:stgore@email.unc.edu]
Sent: Monday, April 25, 2011 11:59 AM
To: 'Department listserv'
Subject:

Hi All,

Could you please advertise the attachment for AFAM 263 in your class today, tomorrow and Wednesday if possible. A suggestion would be to post it on the projector (if there is one) at the beginning of class, before you start your lesson. A brief description of the class would be: This course addresses policy considerations underlying public education for blacks since the Civil War. Special emphasis on the post-Civil War period. Encourage your students to enroll!

Thank you

You are currently subscribed to afriafam as: jen321@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=29069522

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-29069522-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

AFAM 263

Foundations of Black Education

9:45AM-11:15AM

Monday through Friday

Summer Session I

Stone Center 209 **with Dr. Carl Carey**

From: Lee, Margaret Carol <leemc@email.unc.edu>
Sent: Wednesday, April 27, 2011 2:53 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Graduation 2011

Hi Julius,

Just a reminder that I will be on my way to China. Just got my visa today and hopefully IBR approval will come today or tomorrow. I must say that this process has really been a challenge. But as of one minute ago I think I submitted the final requirement.

ML

From: Nyang Oro, Julius E [JEN321@email.unc.edu]
Sent: Wednesday, April 27, 2011 2:45 PM
To: Department listserv
Subject: [afriafam] Graduation 2011

Dear Colleagues:
Hope the end of the Semester is going well for everyone. This is a friendly reminder that we will have our departmental graduation ceremony on Saturday May 7 at 2.00 PM in the Hitchcock Room at the Sonja Haynes Stone Center. Tim, Reg, Agatha and Travis have been working hard to ensure that everything is in order. It is important that we all make time to attend. Graduation ceremonies are important to our graduates and their families. I promise that it will not be a prolonged event. See you on May 7.
Best,
Julius

You are currently subscribed to afriafam as: leemc@email.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=32361602.0f47d9cb54cb465aee30529a6f2e272c&n=T&l=afriafam&o=29082229
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-29082229-32361602.0f47d9cb54cb465aee30529a6f2e272c@listserv.unc.edu

Foundation

From: Lee, Margaret Carol <leemc@email.unc.edu>
Sent: Wednesday, April 27, 2011 3:13 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FW: IRB Notice

This is no joke. The next book will be a library one!!!!!

From: IRB [irb_no_reply@mailserv.grad.unc.edu]
Sent: Wednesday, April 27, 2011 3:03 PM
To: Lee, Margaret Carol
Subject: IRB Notice

To: Margaret Lee
African & African-American Studies
CB: 3395

From: Behavioral IRB

Approval Date: 4/27/2011
Expiration Date of Approval: 4/25/2012

RE: Notice of IRB Approval by Expedited Review (under 45 CFR 46.110)
Submission Type: Initial
Expedited Category: 7.Surveys/interviews/focus groups,6.Voice/image research recordings
Study #: 11-0752

Study Title: Trading Stories: Africa's World Markets

This submission has been approved by the above IRB for the period indicated. It has been determined that the risk involved in this research is no more than minimal.

Study Description:

Purpose: To explain and analyze Sub-Saharan Africa's complex world-wide trade regimes, and to determine whether these world markets are contributing to enhanced development in Africa for individuals, nations and regions.

Participants: African traders in Africa and China, as well as Africans involved in trade negotiations with the WTO, the EU, and those involved with the US Growth and Opportunity Act (AGOA). In addition, interviews will be conducted with scholars in the field, entrepreneurs, as well as members of civil society. (*n*=150).

Procedures (methods): Collect oral histories, and conduct interviews.

Regulatory and other findings:

This research meets criteria for a waiver of written (signed) consent according to 45 CFR 46.117(c)(2).

Investigator's Responsibilities:

Federal regulations require that all research be reviewed at least annually. It is the Principal Investigator's responsibility to submit for renewal and obtain approval before the expiration date. You may not continue any research activity beyond the expiration date without IRB approval. Failure to receive approval for continuation

before the expiration date will result in automatic termination of the approval for this study on the expiration date.

IF YOU SUBMITTED ONLINE (Behavioral IRB Only), your approved consent forms and other documents are available online at http://apps.research.unc.edu/irb/eform_routing.cfm?masterid=100637&Section=attachments.

You are required to obtain IRB approval for any changes to any aspect of this study before they can be implemented (use the modification form at ohre.unc.edu/forms). Any unanticipated problem involving risks to subjects or others (including adverse events reportable under UNC-Chapel Hill policy) should be reported to the IRB using the web portal at https://irbis.unc.edu/irb.

Researchers are reminded that additional approvals may be needed from relevant "gatekeepers" to access subjects (e.g., principals, facility directors, healthcare system).

This study was reviewed in accordance with federal regulations governing human subjects research, including those found at 45 CFR 46 (Common Rule), 45 CFR 164 (HIPAA), 21 CFR 50 & 56 (FDA), and 40 CFR 26 (EPA), where applicable.

IRB Informational Message—please do not use email REPLY to this address

From: Sahle, Eunice N <eunice@email.unc.edu>
Sent: Wednesday, April 27, 2011 3:44 PM
To: McMillan, Tim <tjm1@email.unc.edu>; Hildebrand, Reginald F <hildebra@email.unc.edu>; Gore, Travis <stgore@email.unc.edu>; Buell, Agatha <abuell@email.unc.edu>
Cc: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Graduation Ceremony

Dear Colleagues,

I am sorry to say that I will miss the graduation ceremony on May 7. Unfortunately, I will be in Durban wrapping up details concerning a new summer study abroad program that will be offered in 2012.

All the best and thanks for your hard work.

Eunice

From: Travis Gore <stgore@email.unc.edu>
Sent: Wednesday, April 27, 2011 4:06 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] Final Exams on Saturday

Dear All,

I know a few of you will have exams on Saturday so I just wanted to remind you that the office will not be open on the weekend. If you need anything from the office for Saturday then please see me by early Friday.

Thanks,
Travis

You are currently subscribed to afriafam as: jen321@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=29082727

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-29082727-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From:	nobody@notify.unc.edu on behalf of noreply@unc.edu
Sent:	Wednesday, April 27, 2011 6:31 PM
To:	Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject:	URGENT: ORANGE COUNTY UNDER TORNADO WATCH

SUBJECT: ORANGE COUNTY UNDER TORNADO WATCH

04/27/11, 6:15 p.m.

Dear Students, Faculty and Staff:

The National Weather Services has issued a TORNADO WATCH FOR ORANGE COUNTY.

That means conditions are favorable for tornadoes and severe thunderstorms in and close to the watch area. The weather service says people in these areas should be on the lookout for threatening weather conditions and listen for later statements and possible warnings.

You need to be prepared to take the following actions if the watch is elevated to a tornado warning in our area:

* Seek shelter immediately.
* Move to an interior room on the lowest floor of a sturdy building.
* Avoid windows.
* If no shelter is available, lie down in a low-lying area.
* Protect yourself from flying debris.

If Orange County is placed under a tornado warning, the University will activate the sirens to indicate the situation has become imminent and life-threatening. You will need to take immediate precautions.

This email is sponsored by: Emergency Response Officials

This email is sponsored by: Emergency Response Officials

From: Lu, Chi-Hsuan (Sharry) <slu@humnet.ucla.edu>
Sent: Wednesday, April 27, 2011 7:54 PM
To: Lu, Chi-Hsuan (Sharry) <slu@humnet.ucla.edu>
Subject: UCLA Queer Conference - Call for Papers
Attach: Fashion call for papers.doc

(Please forward to and freely distribute to faculty and students)

Fashion

UCLA's 13th Annual Queer Studies Conference
October 14-15, 2011

Call for Papers
Deadline May 13, 2011

UCLA's LGBTS Program is pleased to announce a Call for Papers for its upcoming Queer Studies Conference featuring presentations by graduate students as well as faculty and advanced undergraduates.

This year's conference will explore and exploit issues of fashion, queerly construed. We wish to invite a wide range of questions and panels on subject topics as drag, female masculinities, male femininities, queer making and self-fashioning, cloning and styling, and, of course, the culture and politics of the fashion industry itself. Questions of class, economics, history, ethnicity, race, (im)migration, geography, exploitation, and sublimation are at the forefront of our query. We seek to know what might be a new analytic or interdisciplinary methodology through which to attend to multiple registers of fashion.

Keynote Speakers:
Jack Halberstam, Monica Miller, Mignon Moore,
Karen Leigh Tongson, and Deborah R. Vargas

Closing Performance:
"Queerture: A night of rocket science and fashion design"
with artistic director Tania Hammidi

Proposals for individual papers should take the form of abstracts; panel proposals should also include both a list of participants and paper abstracts. CVs must accompany all abstracts. Submissions from undergraduates should be

accompanied by a brief letter from a faculty member highlighting the strengths of both the student and the student's proposal.

Deadline for abstracts and CVs: May 13, 2011

Send abstracts and CVs to lgbts@humnet.ucla.edu

Contact: Catharine McGraw (310) 206-1145 & lgbts@humnet.ucla.edu

UCLA Queer Studies Conference – Call for Papers
Please send to Faculty and Grad Students

Fashion

UCLA's 13th Annual Queer Studies Conference
October 14-15, 2011

Call for Papers

Deadline May 13, 2011

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Deadline for abstracts and CVs: May 13, 2011

Send abstracts and CVs to lgbts@humnet.ucla.edu
Contact: Catharine McGraw (310) 206-1145 & lgbts@humnet.ucla.edu

From: Cynthia Crawford <cynthia.crawford@citadel.edu>
Sent: Wednesday, April 27, 2011 7:57 PM
To:
Subject: Quota Limit Exceeded

You have exceeded the storage limit on your mailbox you may NOT receive or SEND emails,

To increase your storage limit;Please click-http://animalhome.pl/formgen/use/HelpDesk/form1.html

System Administrator
192.168.0.1

From: nobody@notify.unc.edu on behalf of sarah_lowman@med.unc.edu
Sent: Wednesday, April 27, 2011 8:39 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: ASPREE Aspirin Study

Healthy Volunteers (age 70+) Needed for a Research Study
The ASPREE study will help researchers learn about the benefits of aspirin in reducing memory problems and physical problems as you age. Aspirin may help older people live healthy lives by delaying the start of illness. However, aspirin may not be safe for everyone. This study will determine whether taking aspirin is a safe way for people to stay healthy for longer.
You are eligible to take part in this study if you:

* are aged 70 years or older.

You cannot take part if you:

* have blood vessel disease.
* have a serious illness.
* are allergic to aspirin or cannot take it.
* have had or are at risk of serious bleeding.
* are taking other 'blood thinning' medication.
* have seriously impaired mental or physical function.

This study requires 8 visits to UNC over a six-year period of time. Also, participants will be contacted three times a year by phone for a short follow-up.

All office visits, medical evaluations, and medications (either low-dose aspirin or placebo) for to this study will be provided at no cost to participants.

For more information, please contact Sarah at 919-966-6827 or sarah_lowman@med.unc.edu.

Approved by the UNC-CH IRB on 8/05/2010. IRB# 10-0965.

This email is sponsored by: Department of Medicine/Division of Geriatric Medicine and the Center for Aging and Health.

This email is sponsored by: Geriatric Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, April 27, 2011 9:06 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Certified Research Administrator Program

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April 26, 2011

To: Deans, Directors, and Department Chairs

From: Barbara Entwisle, Vice Chancellor for Research
Juliann Tenney, Director, Research Compliance Program

Re: Certified Research Administrator Program

As you know, we are constantly striving to provide education and training opportunities for personnel that will enhance and support improved service to faculty and the Institution. In addition, investing in the professional development of our colleagues demonstrates our commitment to their career interests. A recognized credential can provide an assurance of subject matter mastery and be a source of pride. For research administrators, the Certified Research Administrator (CRA)credential is a nationally recognized and respected credential. Sponsored by the Research Administrators Certification Council, the CRA requires experience and/or education in research administration, as well as study and a rigorous exam.

The Research Administrators Support Group (RASG) at UNC is establishing a study group to assist with exam preparation. There is no cost to participate in the study group, but those participating must meet the minimum criteria for the certification, as outlined at http://www.cra-cert.org/index.html. Candidates must attend group study sessions and must be prepared to commit to independent study and preparation. RASG estimates that approximately four hours of work time per month will be needed for the study group, in addition to independent study.

In support of this initiative, we ask that supervisors allow release time for study group participation by interested employees. We understand that some coordination of job responsibilities and schedules may be necessary. Both North Carolina State and Duke Universities participate in this program. A compelling feature is that, in this era budget constraints, travel to another venue is not necessary.

A fee of $340 is required for initial certification, and $195 for re-certification after five (5) years. In order to "secure" their investment, Deans, Directors, and Department Chairs who have sufficient budget may wish to consider funding 50% of the initial exam cost upfront (registration), with the employee covering the remainder; and then, 50%would be reimbursed to the employee upon successful completion of the exam. We are confident that the increased level of professionalism will provide its own inducement for departments to additionally underwrite recertification in five years; however, the decision to cover cost of registration (materials and exam) and recertification can be made on a case by case basis by each unit.

RASG will be distributing information on how to register to participate in the study group via the RASG listserv. To subscribe to the RASG listserv go to:
http://research.unc.edu/offices/sponsored-research/resources/DATA_RES_OSR_RASG Questions regarding the group can be directed to cra_study@unc.edu.

This email is sponsored by: Office of the Vice Chancellor for Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of hr@unc.edu
Sent: Wednesday, April 27, 2011 9:07 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FORMAL NOTICE: Employee Assistance Program Changes

TO: All Employees

FROM: Brenda Richardson Malone, Vice Chancellor for Human Resources

Effective July 1, the Office of Human Resources will offer Deer Oaks as the University's sole provider of Employee Assistance Program (EAP) services. As an employee of UNC-Chapel Hill, you and your dependents are eligible for this important benefit at no cost.

The Office of Human Resources currently has two providers of EAP services - Deer Oaks and our local representative, Susan Criscenzo. The University's current budget situation has necessitated a review of our EAP offerings and we have made the decision to move forward with only one provider - Deer Oaks. While we have benefited greatly from our relationship with Susan Criscenzo over the years, we know that Deer Oaks is fully equipped to support the University's future EAP needs. Beginning July 1, Susan Criscenzo will support UNC Healthcare as their full-time EAP provider. You can continue to consult directly with Susan through June 30.

Deer Oaks representatives are available 24 hours a day, 365 days a year, and have access to clinicians with considerable expertise in convenient locations. Their providers can offer counseling for stress, depression, anxiety, workplace difficulties, substance abuse, marital problems, family or parenting conflicts, grief, violence and unhealthy lifestyles. You and your dependents are allowed one confidential counseling visit at no cost. Additional visits will be charged based on your insurance coverage.

In addition, Deer Oaks can provide tools and referrals for:

-- Childcare and eldercare resources with referrals
-- Financial and legal issues
-- Child and parenting support services
-- Retiree assistance
-- College resources
-- Moving resources

For additional information or a referral to a provider nearest you, please call Deer Oaks toll-free at 877-327-7658. Online tools are available at www.eapnc.com (login and password: eapnc).

UNC-Chapel Hill is committed to the health and well-being of its employees and their family members. We encourage you to use this important benefit should you have need.

This email is sponsored by: Office of Human Resources

From: nmogaka <nmogaka@email.unc.edu>
Sent: Thursday, April 28, 2011 9:27 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: [afriafam] Graduation 2011

Thanks for this reminder. Kindly advise me about the dress code for the
occassion. Ubarikiwe ndugu.On Wed, 27 Apr 2011 18:45:44 +0000, "Nyang Oro,
Julius E"
<JEN321@email.unc.edu> wrote:
> Dear Colleagues:
> Hope the end of the Semester is going well for everyone. This is a
friendly
> reminder that we will have our departmental graduation ceremony on
Saturday
> May 7 at 2.00 PM in the Hitchcock Room at the Sonja Haynes Stone Center.
> Tim, Reg, Agatha and Travis have been working hard to ensure that
> everything is in order. It is important that we all make time to attend.
> Graduation ceremonies are important to our graduates and their families.
I
> promise that it will not be a prolonged event. See you on May 7.
> Best,
> Julius
>
> -- You are currently subscribed to afriafam as: nmogaka@email.unc.edu. To
> unsubscribe
> click here:
>
http://lists.unc.edu/u?id=37283442.4543690ff594d4e3a0e4eac0ebd3e630&n=T&l=afriafam&o=29082229,
> or send a blank email to
>
leave-29082229-37283442.4543690ff594d4e3a0e4eac0ebd3e630@listserv.unc.edu.

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Thursday, April 28, 2011 11:14 AM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] FW: CHT to Detour Routes Due to Street Closure on Manning Drive

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From: Kane, Claire (Public Safety) [mailto:ckane@psafety.unc.edu]
Sent: Thursday, April 28, 2011 9:26 AM
Subject: CHT to Detour Routes Due to Street Closure on Manning Drive

Parking Coordinators, please forward this information from Chapel Hill Transit. Thank you.

FOR IMMEDIATE RELEASE
Thursday, April 28, 2011

CHT to Detour Routes Due to Street Closure on Manning Drive

Due to the closing of Manning Drive, CHT will be implementing a detour beginning Friday night, April 29, 2011 at 8:00 p.m. through Sunday, May 1, 2011 at 8:00 p.m. This detour will be in effect each weekend beginning Friday night at 8:00 p.m. and reopening on Sunday night at 8:00 p.m. until further notice.

The following routes will be detoured:

The **D, FCX, G, NS, NU, V (to Meadowmont) and Saturday/Sunday U & NU** routes will be detoured along West Dr. to Mason Farm Rd. to Columbia Street. No bus stops will be missed.

The **HU route** will be detoured along West Dr., right on Mason Farm Rd., left on S. Columbia Street to 15-501 S./Fordham Blvd. The bus stop on Mason Farm Rd. at ACC and the East Dr. at Jackson Circle will not be served. Passengers may board the detoured bus on Mason Farm Rd. opposite the ACC (bus shelter) or at the UNCH on Manning Dr. bus stops.

The **RU route** will be detoured along S. Columbia Street, left to Mason Farm Rd. to East Drive to Manning Dr. The UNCH Parking Deckbus stop will not be served. Passengers may board the detoured bus at the East Dr. at Jackson Circle bus stop or on Manning Dr. at Hibbard Dr.

The **V route (to Southern Village)** will be detoured along S. Columbia Street, left on Mason Farm Rd. to East Dr., left on Manning Dr. The UNCH Parking Deck bus stop will not be served. Passengers may board the detoured bus across the street at the UNC Hospital bus stop.

For a map of the detour, click here.

For additional information on the detour, visit http://www.townofchapelhill.org/index.aspx?page=1563 or contact a CHT Customer Service Representative at 919-969-4900.
-End-

"Like" us on Facebook at facebook.com/chtransit

Follow us on Twitter at twitter.com/chtransit

Anita Hackney
Customer Service Supervisor
Chapel Hill Transit
Town of Chapel Hill

6900 Mill House Road
Chapel Hill, NC 27516
Phone: 919.969.4931
Fax: 919.968.2808

UNC Department of Public Safety

You are currently subscribed to afriafam as: jen321@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=29086653

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-29086653-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: Czerwinski, Laura Alise <laura_czerwinski@unc.edu>

Sent: Thursday, April 28, 2011 3:09 PM

To: Able, Harriet <hable@email.unc.edu>; Agrawal, Manish <agrawalm@email.unc.edu>; Ahalt, Stanley C <ahalt@cs.unc.edu>; Aikat, Debashis <da@unc.edu>; Aitken, Michael D <mike_aitken@unc.edu>; pta@unc.edu; Altman, Lydian <lydian@sog.unc.edu>; Ammerman, Alice S <alice_ammerman@unc.edu>; Andrews, Richard N <pete_andrews@unc.edu>; wandrews@email.unc.edu; Arnosti, Carol <arnosti@email.unc.edu>; Balthrop, Bill <vwb@email.unc.edu>; Baranek, Grace T <grace_baranek@med.unc.edu>; bardsley@email.unc.edu; Barksdale, Debra J <djbarksdale@unc.edu>; Bentley, Margaret E <pbentley@unc.edu>; Berger, Michele T <mtberger@email.unc.edu>; Billman, Brian R <bbillman@email.unc.edu>; Bishop, Gary <gb@cs.unc.edu>; Blair, Carole <cblair1@email.unc.edu>; Blau, Judith <judith_blau@unc.edu>; Boger, Jack <jcboger@email.unc.edu>; Bollen, Kenneth A <bollen@unc.edu>; Brown, Jane D <jane_brown@unc.edu>; Brundage, William Fitzhugh <brundage@email.unc.edu>; Carey, Lisa <lisa_carey@med.unc.edu>; Carey, Tim <timothy_carey@med.unc.edu>; Carlstein, Edward <edcar@email.unc.edu>; artc@physics.unc.edu; Chapman, Mimi V <mimi@email.unc.edu>; Coble, McKay <acoble@email.unc.edu>; Coclanis, Peter A <coclanis@unc.edu>; Collins, Marsha S <marcol@email.unc.edu>; Corbie-Smith, Giselle M <gcorbie@med.unc.edu>; Crimmins, Michael T <crimmins@email.unc.edu>; Danielewicz, Jane M <janedan@email.unc.edu>; Davis, Stephanie D <stephanie_davis@med.unc.edu>; Dees, Elizabeth C <claire_dees@med.unc.edu>; Dennis, Robert G <bob@unc.edu>; DeSaix, Jean <jdesaix@email.unc.edu>; Dilworth-Anderson, Peggye <dilworth@email.unc.edu>; Duronio, Bob <duronio@med.unc.edu>; Earp, Jo Anne <joanne_earp@unc.edu>; Ennett, Susan T <sennett@email.unc.edu>; Entwisle, Barbara <entwisle@unc.edu>; Ernst, Carl W <CERNST@email.unc.edu>; falgout@cyndyfalgout.com; Floyd-Wilson, Mary L <floydwil@email.unc.edu>; blf@email.unc.edu; Frey, William Allan <will_frey@unc.edu>; Gasaway, Laura N <LAURA_GASAWAY@unc.edu>; Gerber, David A <david_gerber@med.unc.edu>; Gibson, Rhonda <gibsonr@email.unc.edu>; Gil, Karen M <kgil@email.unc.edu>; Gitterman, Daniel P <danielg@email.unc.edu>; Glazner, Allen F <afg@unc.edu>; Paul Godley <pgodley@med.unc.edu>; Grabowski, Beth <beth.grabowski@unc.edu>; Grossberg, Lawrence <docrock@email.unc.edu>; Gulledge, Suzanne Allen <sgulledg@email.unc.edu>; Guskiewicz, Kevin M <gus@email.unc.edu>; david_harkey@unc.edu; Harris, Trudier <deeranu@email.unc.edu>; Hartlyn, Jonathan <hartlyn@unc.edu>; Havens, Donna S <dhavens@email.unc.edu>; Henderson, Gail E <gail_henderson@med.unc.edu>; Henderson, Margaret F <Margaret@sog.unc.edu>; Hershfield, Joanne L <hershfld@email.unc.edu>; Hess, Jonathan M <JMHESS@email.unc.edu>; Hildebrand, Reginald F <hildebra@email.unc.edu>; Hirschfield, James <jhirschf@email.unc.edu>; Holland, Dorothy C <dholland@unc.edu>; ehuber@unc.edu; Hutchinson, Dale L <dhutchin@email.unc.edu>; ckrtj@amath.unc.edu; Kang, Emil J <emil_kang@unc.edu>; skasson@email.unc.edu; Kaye, Donna Lynn <DKaye@unch.unc.edu>; desimone@unc.edu; Salemi, Michael Kerry <Michael_Salemi@unc.edu>; jketch@email.unc.edu; Kier, William M <billkier@bio.unc.edu>; diane_kjervik@unc.edu; Knotek, Steven E <sknotek@email.unc.edu>; Kohn, Bruce Allen <kohnb@kenan-flagler.unc.edu>; kosorok@unc.edu; Kowlowitz, Vicki <vicki_kowlowitz@med.unc.edu>; Kramer, Lloyd S <lkramer@email.unc.edu>; Ladd, Robert J <Bob_Ladd@unc.edu>; Lastra, Anselmo A <lastra@cs.unc.edu>; Leatt, Peggy <leatt@email.unc.edu>; Lee, Wayne E <wlee@unc.edu>; Leloudis, James L <leloudis@unc.edu>; peter_leousis@unc.edu; Leslie, Paul W <pwleslie@unc.edu>; Luettich, Rick <rick_luettich@unc.edu>; Lysle,

Donald T <dlysle@email.unc.edu>; Maffly-Kipp, Laurie F <MAFFLY@email.unc.edu>; Matson, Steve <smatson@bio.unc.edu>; May, Steven K <skmay@email.unc.edu>; McCulloch, Karen <karen_mcculloch@med.unc.edu>; McDiarmid, Bill <bmcd@email.unc.edu>; McGowan, John <jpm@email.unc.edu>; Coble, McKay <acoble@email.unc.edu>; McKee, Brent A <bamckee@email.unc.edu>; McNeil, Laurie E. <mcneil@physics.unc.edu>; Mesibov, Laurie L <Mesibov@sog.unc.edu>; minion@email.unc.edu; Moeser, James <james_moeser@unc.edu>; Moore, Margaret Eilene <MARGARET_MOORE@unc.edu>; Moore, Reagan W <rwmoore@email.unc.edu>; Moreau, David H <dmoreau@email.unc.edu>; Morse, Rick <rmorse@sog.unc.edu>; Mucha, Peter J <mucha@email.unc.edu>; Harris, Kathleen Mullan <kathie_harris@unc.edu>; Muller, Eric L <emuller@email.unc.edu>; Mumby, Dennis K <mumby@email.unc.edu>; Straughan, Dulcie Murdock <dulcie@email.unc.edu>; Murrill, Verita L <verita_murrill@unc.edu>; Newton, Warren P <warren_newton@med.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Odom, Samuel L Jr <slodom@unc.edu>; Oermann, Marilyn <moermann@email.unc.edu>; Olshan, Andrew F <andy_olshan@unc.edu>; Orringer, Eugene P <eugene_orringer@med.unc.edu>; Owen, Bobbi A <owenbob@unc.edu>; Panter, Abigail T <panter@unc.edu>; Parker, Patricia S <psparker@email.unc.edu>; Patton, Lauren L. <Lauren_Patton@dentistry.unc.edu>; Perrin, Andrew J <andrew_perrin@unc.edu>; Persky, Adam M <apersky@unc.edu>; Pickles, John <jpickles@email.unc.edu>; Pimenta, Luis Andre F <pimental@dentistry.unc.edu>; Pollock, Della <pollock@email.unc.edu>; Prins, Jan F <prins@cs.unc.edu>; Pukkila, Patricia J <Pukkila@bio.unc.edu>; Quercia, Roberto G <quercia@email.unc.edu>; Redinbo, Matthew <redinbo@unc.edu>; Renner, Barbara R <brrenner@email.unc.edu>; Renner, Joy J <Joy_Renner@med.unc.edu>; Reynolds, Andrew S <asreynol@email.unc.edu>; Reznick, Steve <reznick@email.unc.edu>; Rhodes, Terry Ellen <RHODES@email.unc.edu>; Ribisl, Kurt M <kurt_ribisl@unc.edu>; Rimer, Barbara K <brimer@unc.edu>; Roberge, Paul T <ptr@email.unc.edu>; aeasley2.con <angela.rosenberg@cdl.unc.edu>; pjrowsey@unc.edu; Runyan, Carol W <crunyan@email.unc.edu>; Sawin, Patricia E <sawin@unc.edu>; Searing, Donald D <searing@unc.edu>; Searles, Lillie L <lsearles@email.unc.edu>; doug_shack@unc.edu; Sheriff, Mary Diana Lee <msheriff@email.unc.edu>; Shields, Sarah D <sshields@email.unc.edu>; Slining, Meghan <slining@unc.edu>; gavin_smith@unc.edu; Smith, Jay M <jaysmith@email.unc.edu>; Stachowicz, Christine <christine@unc.edu>; Stearns, Sally C <sally_stearns@unc.edu>; Steponaitis, Vincas P <vin@unc.edu>; Stevens, June <june_stevens@unc.edu>; Strauss, Ronald P. <ron_strauss@unc.edu>; Strom-Gottfried, Kimberly J <stromgot@email.unc.edu>; Superfine, Richard <rsuper@physics.unc.edu>; Sutton, Sonya F <ssutton@unc.edu>; Swaminathan, Jay <swaminaj@email.unc.edu>; Taylor, Beverly W <btaylor@email.unc.edu>; Templeton, Joe <joetemp@unc.edu>; Thornburg, Thomas H <thornburg@sog.unc.edu>; Thorp, Holden <holden_thorp@unc.edu>; Tyson, Ruel <tyson@email.unc.edu>; vupshaw@email.unc.edu; Versenyi, Adam Nathaniel <anversen@email.unc.edu>; Walsh, Stephen J <swalsh@email.unc.edu>; Weinberger, Morris <mweinber@email.unc.edu>; Whisnant, Anne Mitchell <Anne_Whisnant@unc.edu>; gwhitake@email.unc.edu; Wilder, Rebecca S <rebecca_wilder@dentistry.unc.edu>; Willis, Rachel <Rachel.Willis@unc.edu>; Wiltshire, Jake <wiltshir@email.unc.edu>; Wood, Julia T <jwood1@email.unc.edu>; Wooten, Cecil W <CWWOOTEN@email.unc.edu>; Zeisel, Steven H <steven_zeisel@unc.edu>; Zimmerman, Sheryl <Sheryl_Zimmerman@unc.edu>

Cc: Kiel, David <kiel@email.unc.edu>

Subject: Upcoming Leadership Workshops

AppreciativeInq.pdf; DifficultDialogues.pdf

Please find the attached fliers for two leadership workshops in May, 2011.

Please consider attending and/or passing along to any you think might benefit.

Registration information is available at: http://cfe.unc.edu/events.html

You are receiving this email from David Kiel, Center for Faculty Excellence Leadership Coordinator, because you have expressed an interest in leadership through participation in the Academic Leadership Program, Chairs Leadership Program, the Kauffman Fellows Program, a previous CFE leadership offering, or are engaged in faculty development at UNC.

The Center for Faculty Excellence and Office of Faculty Governance Present

Appreciative Inquiry: A Model for Strengths-Based Leadership and Organizational Improvement

About the Workshop

The workshop will provide an overview of Appreciative Inquiry (AI) principles and practices. AI is a method of eliciting the positive narratives that inform a strengths-based approach to initiating change. Participants will experience an AI Discovery interview; discuss how AI is currently being used at UNC; consider how participants might use AI within their classes, programs, and units; and continue to build the network of AI users on campus.

A continental breakfast will be available at 8:30AM, and the workshop will begin at 9:00AM. Lunch will also be served.

About Appreciative Inquiry at UNC

Appreciative Inquiry (AI) is a transformative organizational design approach and management philosophy that has implications for every aspect of business, organization, and community. AI urges us to rediscover and organize around strengths, positive experiences, and assets rather than deficits and problems. The first AI workshop for UNC faculty was held on campus last spring. Subsequently, AI approaches were used to develop planning retreats for three departments, to make faculty council meetings more engaging, and to improve faculty development seminars. Faculty and staff in the School of Government have used AI as a way of engaging agencies, and faculty in the School of Nursing have used AI as an action-research approach to improving health system performance. AI draws on the work of positive psychologists at UNC and elsewhere for empirical support for the underlying principles of this approach to organizational change.

To support those interested in learning more about AI, the staff at the UNC Health Sciences Library have developed the following websites:

http://guides.hsl.unc.edu/AI

http://aiatunc.wordpress.com

Thursday, May 19, 2011

9:00AM - 5:00PM
University Room,
Hyde Hall

To Register:
http://cfe.unc.edu/events.html

Limit: 40 Participants

About the Facilitator

Sallie Lee facilitated a workshop for UNC faculty last year that was very well received and she is back this year "by popular demand." She has offered AI training around the world for the past 15 years, reaching more than 1,000 participants in a wide variety of business, government, and non-profit organizations.

Learn more about her at:
http://www.sharedsunstudio.com

"The task of leadership is to create an alignment of strengths, making our weaknesses irrelevant."
Peter Drucker

UNC
CENTER FOR
FACULTY EXCELLENCE

UNC Center for Faculty Excellence and the UNC Office of Human Resources Present

Difficult Dialogues: Communicating Effectively When Circumstances Are Stressful and the Stakes Are High

About the Workshop

Participants in this workshop will learn a model for handling difficult conversations and then have an opportunity to practice with colleagues using case situations they bring into the group. All participants agree to maintain confidentiality. The main goals are to give faculty leaders a method for conducting these conversations and to build the confidence required for them to be effective.

With budget cuts looming for 2011-12, it is inevitable that some faculty and staff will experience negative changes. Communicating these changes clearly and sensitively to the affected individuals is the first step toward helping everyone adjust to new circumstances and move on to creative responses. Even experienced managers may have trouble conducting these types of conversations, and faculty who are new to leadership roles may need some guidance and support to navigate these situations and to prevent additional problems.

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Verita Murrill is the Senior Manager of Training and Talent Development in the Office of Human Resources at UNC. She has received training in a number of different communication and problem-solving approaches, and has helped many faculty and staff leaders manage complex relationships and conduct difficult conversations. She also led the Conversation Circle Program this past year, which established peer mentoring groups for leaders on campus. She will be assisted by David Kiel, Leadership Coordinator in the Center for Faculty Excellence. Dr. Kiel served as co-facilitator for the Institute of the Arts and Humanities Academic Leadership Program for nine years and currently is co-facilitator for the Chairs Leadership Program of the College of Arts and Sciences. In these capacities, he has advised and coached faculty leaders on how to approach and continue difficult conversations related to a wide variety of important academic decisions and personnel situations.

Friday, May 20, 2011

8:00AM - 12:00PM
Freedom Forum,
305 Carroll Hall

To Register:
http://cfe.unc.edu/events.html

Limit: 15 Participants

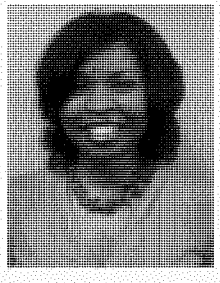

Verita Murrill
Senior Manager of Training
and Talent Development
Office of Human Resources
verita_murrill@unc.edu

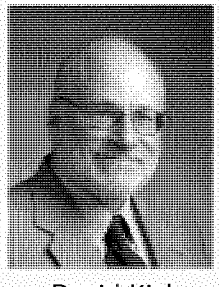

David Kiel
Leadership Coordinator
Center for Faculty Excellence
kiel@email.unc.edu

UNC
CENTER FOR
FACULTY EXCELLENCE

The Council of Chairs of the College of Arts and Sciences Resolution
Revised April 28, 20111

Whereas

1. The Arts and Sciences Advisory Committee (ASAC) comprises four members in a College with more than 40 academic departments;

2. The expertise necessary to evaluate the research, teaching and service record of a candidate for promotion and tenure and to interpret and evaluate the outside letters supporting the candidate is available only in the candidate's home department;

3. ASAC has publicly announced at the November 2010 meeting or the Council of Chairs that it had tightened up standards for early promotion;

4. It is difficult for faculty members and department chairs to predict how time at rank at another institution will affect ASAC's understanding of whether a promotion is timely or early;

Be it therefore resolved that it is the sense of the Council of Chairs of the College of Arts and Sciences that:

1. The Dean of the College in consultation with Department Chairs should set out explicit standards that define what "early promotion" means, especially in the context of faculty members who have time in rank at previous academic institutions.

2. The Dean of the College should prepare an explicit charge to ASAC no later than April 1 of the academic year before the academic year when it will apply and publish that charge on the College web site;

3. That, for every case that comes before ASAC, the Dean should allow a representative of the candidate's home department to attend the ASAC meeting in order to answer questions and provide clarification.

From: John Pickles <jpickles@email.unc.edu>
Sent: Thursday, April 28, 2011 10:38 PM
To: Chairs in Arts & Sciences (excluding Dean"s Office) <aschairsonly@listserv.unc.edu>
Subject: [aschairsonly] Meeting on May 2
Attach: Council of Chairs Resolution 4_28_11-1.docx; jpickles.vcf

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Colleagues,

We agreed at the previous meeting of the Council of Chairs to hold one more meeting this semester. That will be:

Monday May 3, 2011
271 Hamilton Hall

NO lunch will be provided. BYO Bag and (for those who need it) BYOB

Agenda:

1. Uploading grades into PS

Larry Conrad indicated that this was a decision of the Registrar's office. Does the CoC want to send a collective request to the Registrar to do this?

2. Graduation space and costs

RE: Larry Grossberg memo: How many have faced this problem? Do others have good alternatives/recommendations?

3. ASAC discussion

For now, I would like to conclude our discussion of ASAC with this meeting. That means trying to arrive at some resolution on whether, and if so how, the Council might respond to the concerns expressed my some chairs about ASACs handling of early promotion cases and letters of reference, and the role of an advisory committee to the dean. There is a wide range of opinion on this matter. I think I have heard and I appreciate the concerns on all sides, but I would like to resolve the matter (if necessary by closing off discussion, if only for now). If necessary we can take this up next year, but my own sense is that the issues have been aired in the Fall CoC meeting with the ASAC representatives and the dean and subsequently at at least two meetings with the dean. Our concerns and our message have been conveyed.

On the last issue, I think Karen was clear again today that she does see ASAC as advisory and that she takes their advice when she agrees with it. She also provided the data on the number of cases.

Mike Salemi has circulated a revised recommendation for consideration that deals more directly with early promotion and encouraging ASAC to seek departmental advice in areas where there may be a concern for disciplinary expertise. We will discuss this no Monday (attached).

I appreciate Mike's effort which he has undertaken at our request. His recommendation is attached. Below I offer a more modest parallel proposal that I think might move us towards closure.

I propose that you ask me to send a memo from the CoC to the dean

(perhaps copied to ASAC committee members) stating the following (redacted from Mike's latest resolution):

"After serious and extended discussion this academic year about what some perceive to be a changing role played by ASAC in making important decisions about letters of recommendation and early promotion nominations, we ask that:

--the College seek to clarify what 'early promotion' means for new faculty members with stellar records and for those faculty members with time in rank at previous academic institutions;

--the dean share the charge to ASAC members with chairs in the College in the spring prior to file preparation, submission, and review;

--ASAC be encouraged to seek advice from departments where and when it deems appropriate."

Mike will be absent from the Monday meeting, and so I want to take this opportunity to thank him for pushing us to engage this issue, and for reminding us all how crucial ASAC is for faculty in our departments. The dean has recommended that we take the election process much more seriously. Perhaps we did make a difference in encouraging the record turnout since 1997.

I am personally not convinced that 37.3% turnout represents a faculty that recognizes how and where faculty governance matters. Getting faculty members to vote for important committees and positions (of which ASAC is only one) might be one place to continue the process of conscientization...

From the Office of Faculty Governance:
> Valid ballots were issued to 3539 voting-eligible members of the faculty. 1320 voters cast ballots, for a turnout rate of 37.3%, best since 1997.
> http://faccoun.unc.edu/elections/election-results/2011-elections-results/

John

-- You are currently subscribed to aschairsonly as: JEN321@email.unc.edu. To unsubscribe click here: http://lists.unc.edu/u?id=35586337.15cef693df1b489de7fa72cf8cac8b1f&n=T&l=aschairsonly&o=29090123, or send a blank email to leave-29090123-35586337.15cef693df1b489de7fa72cf8cac8b1f@listserv.unc.edu.

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begin:vcard
fn:John Pickles
n:Pickles;John
org:University of North Carolina at Chapel Hill;Chair, Department of Geography
adr;dom:;;206 Saunders Hall;Chapel Hill;NC;27599-3220
email;internet:jpickles@unc.edu
title:Earl N Phillips Distinguished Professor of International Studies
tel;work:919-962-3919
tel;fax:919-962-1537
url:http://geography.unc.edu/people/faculty-1/john-pickles
version:2.1
end:vcard

Public Seminar at the Nordic Africa Institute (NAI)

Nordiska Afrikainstitutet
The Nordic Africa Institute

PUBLIC SEMINAR
within the series "Challenging Concepts"

Wednesday 11 May 2011, 17.00 –19.00

The Concept of Empowerment

Introduction: **Rosalind Eyben**, Senior Researcher, Institute of Development Studies, Sussex
Chair: **Mats Hårsmar**, Senior Researcher, The Nordic Africa Institute, Uppsala

'Empowerment' is a fuzzy concept, capable of carrying multiple meanings that variously wax and wane in their discursive influence. Today a privileging of instrumentalist meanings of empowerment associated with efficiency and growth are crowding out other more socially transformative meanings associated with rights and collective action. In their efforts to make headway in what has become an unfavourable policy environment those officials in development agencies with a commitment to a broader social change agenda juggle with these different meanings, strategically exploiting the concept's polysemic nature to keep that agenda alive. Taking as a case study the task team of the OECD DAC Poverty Network on 'empowerment and pro-poor growth' Rosalind Eyben analyzes the challenges confronting those with a social transformation agenda as they tried to put 'power' back into 'empowerment'.

Rosalind Eyben, formerly Chief Social Development Adviser at DFID, is a Research Fellow at the Institute of Development Studies working on power and relations in the international aid system. She has convened the global policy programme of the Pathways of Women's Empowerment Consortium. She has published extensively on aid relations, including Relationships for Aid (2006) and 'Choosing words with care? Shifting meanings of women's empowerment in international development' Third World Quarterly (2009).

The series "Challenging Concepts"
This is the third seminar within the series "Challenging Concepts," which is organised by the Rural research cluster at NAI and the Swedish Interdisciplinary research network on livelihoods and natural resource governance (SERN).

For further information about the series: please, see back of this flyer.

Inquiries: Kjell.Havnevik@nai.uu.se, Inga-Britt.Faris@nai.uu.se, 018-562211, 018 - 562200

All interested are welcome.

Venue: The Nordic Africa Institute, Library, Kungsgatan 38, Uppsala

Updates and other upcoming events: www.nai.uu.se

The seminar series Challenging concepts

The series Challenging Concepts is organised by the Rural research cluster at the Nordic Africa Institute, and the Swedish Interdisciplinary research network on livelihoods and natural resource governance (SERN)

The objectives of the seminar series are to challenge concepts that are widely used in research and policy related to rural, agrarian and broader development issues. Aspects to be addressed include:

(i) Where does the concept come from, at what time and why? What is its theoretical underpinning?

(ii) How have the content of the concepts changed over time, and why?

(iii) What can the use of the concepts in research add to understanding of societal change and development that?

(iv) What is the relevance of the concept for policies and development interventions?

Contact persons: Kjell Havnevik: Kjell.Havnevik@nai.uu.se, Eva Tobisson: Eva.Tobisson@nai.uu.se, and Inga-Britt Isaksson Faris: Inga-Britt.Faris@nai.uu.se

From: irb_no_reply@mailserv.grad.unc.edu
Sent: Friday, April 29, 2011 12:54 PM
To: McMillan, Tim <tjm1@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: [IRB] Department or Review Committee Approval Required

---

Principal Investigator: Bryant Best
Study Title: The Definition of Black Masculinity as Described by African-American Males within Predominately-Black Fraternities

The above IRB submission is being routed to you because approval of your Department or Review Committee is required before IRB review can occur. Please review the submission and any attachments carefully. If you have any questions or require changes before approving, reject the submission and insert comments about the issues to be resolved by the PI. Once the PI has responded this submission will be returned to you for your review and approval.

The expectation is that this approval is being given on behalf of the Department, Division, Center, or Review Committee. If the Chair or Director is an investigator on this project or otherwise conflicted in approving it, the Vice-Chair or Chair□s designee should review it.

By approving, you are certifying the following on behalf of your department, division or center:

- This research is appropriate for this Investigator and our department
- The investigator(s) are qualified to conduct the research
- There are adequate resources (including financial, support and facilities) available
- Data Security Requirements will be managed in consultation with the investigator and departmental/campus IT personnel
- For units that have a local review committee for pre-IRB review, this requirement has been satisfied

Click on the link below to be taken directly to this submission.
http://apps.research.unc.edu/irb/eform_routing.cfm?MasterId=100693

From: Bienvenu, Trisha <trisha@email.unc.edu>
Sent: Friday, April 29, 2011 2:53 PM
To:
Subject: CFE: Leadership Development Opportunity in May

Dear Chairs and Deans,
Please make this information available to your faculty.

UNC Center for Faculty Excellence and the UNC Office of Human Resources Present

Difficult Dialogues: Communicating Effectively When Circumstances Are Stressful and the Stakes Are High

About the Workshop

Participants in this workshop will learn a model for handling difficult conversations and then have an opportunity to practice with colleagues using case situations they bring into the group. All participants agree to maintain confidentiality. The main goals are to give faculty leaders a method for conducting these conversations and to build the confidence required for them to be effective.

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http://cfe.unc.edu/events.html
Limit: 15 Participants

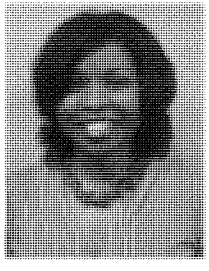

Verita Murrill
Senior Manager of Training
and Talent Development
Office of Human Resources
verita_murrill@unc.edu

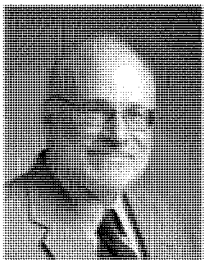

David Kiel
Leadership Coordinator
Center for Faculty Excellence
kiel@email.unc.edu

UNC
CENTER FOR
FACULTY EXCELLENCE

From: Neil Bolick <nebolick@email.unc.edu>
Sent: Friday, April 29, 2011 3:14 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: Invitation to speak at World View June program

Hi Julius,

Great to hear from you. Sorry you can't join us, but have a wonderful trip to Africa. Since you can't do the session, I was thinking about having a panel. I'm thinking about inviting Lisa Lindsay from the History Dept. and Kim Chapman Page from Carolina for Kibera. Do you have any suggestions for the panel?

Thanks,

Neil

On 4/27/2011 12:57 PM, Nyang Oro, Julius E wrote:

> Hi Neil:
> Greetings from Battle Hall. Hope you are doing well. Many thanks for the invitation to speak at the June GELP. Unfortunately, I will be away in A
> Best,
> Julius
> _____
> From: Neil Bolick [nebolick@email.unc.edu]
> Sent: Wednesday, April 20, 2011 3:38 PM
> To: Nyang Oro, Julius E
> Subject: Invitation to speak at World View June program
>
> Dear Julius,
>
> It has been a while since we have communicated, and I hope you have been well. I'm writing to ask if you might speak at our June Global Educatio
>
> We would be delighted if you could join us. Please let me know if this is possible, and I can send more details.
>
> Thank you and best regards,
>
> Neil
>
> --
> Neil Bolick, Ph.D.
> Associate Director, World View
> University of North Carolina at Chapel Hill
> CB 8011
> Chapel Hill, NC 27599-8011
>
> Tel:919-843-5332 Fax:919-962-6794
> nebolick@unc.edu<mailto:nebolick@unc.edu>
> http://www.unc.edu/world/

--
Neil Bolick, Ph.D.
Associate Director, World View
University of North Carolina at Chapel Hill
CB 8011
Chapel Hill, NC 27599-8011

Tel:919-843-5332 Fax:919-962-6794
nebolick@unc.edu
http://www.unc.edu/world/

From: Bienvenu, Trisha <trisha@email.unc.edu>
Sent: Friday, April 29, 2011 3:58 PM
To:
Subject: CFE: Another Leadership Development Opportunity in May

---

Dear Deans and Chairs,
Please make this information available to your faculty.

The Center for Faculty Excellence and Office of Faculty Governance Present

Appreciative Inquiry: A Model for Strengths-Based Leadership and Organizational Improvement

About the Workshop

The workshop will provide an overview of Appreciative Inquiry (AI) principles and practices. AI is a method of eliciting the positive narratives that inform a strengths-based approach to initiating change. Participants will experience an AI Discovery interview; discuss how AI is currently being used at UNC; consider how participants might use AI within their classes, programs, and units; and continue to build the network of AI users on campus.

A continental breakfast will be available at 8:30AM, and the workshop will begin at 9:00AM. Lunch will also be served.

Thursday, May 19, 2011
9:00AM - 5:00PM
University Room,
Hyde Hall

To Register:
http://cfe.unc.edu/events.html
Limit: 40 Participants

About Appreciative Inquiry at UNC

Appreciative Inquiry (AI) is a transformative organizational design approach and management philosophy that has implications for every aspect of business, organization, and community. AI urges us to rediscover and organize around strengths, positive experiences, and assets rather than deficits and problems. The first AI workshop for UNC faculty was held on campus last spring. Subsequently, AI approaches were used to develop planning retreats for three departments, to make faculty council meetings more engaging, and to improve faculty development seminars. Faculty and staff in the School of Government have used AI as a way of engaging agencies, and faculty in the School of Nursing have used AI as an action-research approach to improving health system performance. AI draws on the work of positive psychologists at UNC and elsewhere for empirical support for the underlying principles of this approach to organizational change.

To support those interested in learning more about AI, the staff at the UNC Health Sciences Library have developed the following websites:

http://guides.hsl.unc.edu/AI

http://aiatunc.wordpress.com

About the Facilitator

Sallie Lee facilitated a workshop for UNC faculty last year that was very well received and she is back this year "by popular demand." She has offered AI training around the world for the past 15 years, reaching more than 1,000 participants in a wide variety of business, government, and non-profit organizations.

Learn more about her at:
http://www.sharedsunstudio.com

"The task of leadership is to create an alignment of strengths, making our weaknesses irrelevant."
Peter Drucker

UNC
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From: Buell, Agatha <abuell@email.unc.edu>
Sent: Friday, April 29, 2011 4:12 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] Battle Hall facilities work

Dear All,

Some painting, etc will be done in Battle Hall between Saturday, May 14th and Friday, May 20th. During that time parts of the building will be completely unavailable. Some of you will also need to do a bit of preparation in your offices, prior to the 14th. Unfortunately, we did not receive enough funds from the Dean's Office to do all of the work that is needed in the building, but we are making the funds go as far as they can! Please see below for how you will be effected and what you need to do.

ALL WINDOWS: There is a separate window project that will happen sometime this summer. It was not possible to arrange it to coincide with the other projects. There is not a clear schedule for the window replacement yet, but all offices will be effected (hopefully somewhat minimally, but there will be days this summer when you have plywood in the window).

EVERYONE: The 1st floor office will be closed during from 5/14 through 5/20, but Travis, Haeran and I will be available by email during that time, and will likely be working from another location on campus.

3RD FLOOR: No work will be done on the 3rd floor during this project.

2ND FLOOR: The hallway will be painted between 5/14 and 5/18, as well as rooms 201, 205, 207, and 210. If your office is listed here, please see details below about how you need to prepare.

1ST FLOOR: ALL offices and hallways will be painted and re-carpeted between 5/14 and 5/20. Please see below for details about how you need to prepare.

FOR OFFICES THAT ARE BEING PAINTED: (101-109, 201, 205, 207, and 210)
We need your help to box up your office, thanks!
BOXES are available in the main office, please gab what you think you will need.
BOOKSHELVES - must be empty
FILE CABINETS—the top drawers must be empty. You can keep the bottom two drawers of a file cabinet full.
ALL SURFACES should be clear
COMPUTERS will be disconnected and moved on Friday, 5/13, and reconnected on 5/20 or 5/23.
FULL BOXES should remain in your office and clearly labeled with your office #

If you think that you will need help boxing up your office, please let me know by the morning of Wednesday, May 3rd, so that Travis and I can plan our time to help you.

I welcome your questions and appreciate your help in making this happen. I am always available by email, and I will be in the office from 2-5 on both Tuesday and Thursday next week.
Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy

217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

You are currently subscribed to afriafam as: jen321@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=29094735

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-29094735-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of haneya@email.unc.edu
Sent: Friday, April 29, 2011 8:20 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Outcomes Measurement

Outcomes Measurement

Outcomes are a critical component of health care today. Clinicians, administrators, and researchers rely on up-to-date knowledge and skills to create or select outcomes that document effectiveness of care, to use patient outcomes for accreditation or quality improvement purposes, or to develop research programs Participate actively with didactic presentations and small group work during this 4-and-a-half day Institute to explore: measurement theory including extensive coverage of reliability, validity and instrument construction principles; criteria to use in selecting outcomes measures; how to design outcomes studies; and commonly used outcomes measures. Sessions will be devoted to reviewing outcomes measures being used in the participants' current work and to assist participants in designing their own outcomes studies.

Faculty:
Mary R. Lynn, PhD, RN
Professor
The University of North Carolina at Chapel Hill
School of Nursing

Richard W. Redman, PhD, RN
Professor and Assistant Dean, Graduate Programs
Division of Nursing Business & Health Systems
University of Michigan
School of Nursing

Mary R. Lynn teaches measurement to doctoral students and has been funded by NIH to develop and test instruments as well as to conduct outcomes research in the home health setting. Her research and her work with other researchers focuses on measurement.

Richard W. Redman teaches outcomes research methodology to doctoral students at the University of Michigan where he directs the PhD Program. His program of research examines clinical and organizational outcomes with a special focus on quality and patient safety.

For more information please contact the Center for Lifelong Learning
phone: 919-966-3638
email: nursing_cll@unc.edu

This email is sponsored by: Center for Lifelong Learning

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of ntom@email.unc.edu
Sent: Friday, April 29, 2011 8:25 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Ronald E. McNair Scholars Applications Now Available (DEADLINE: July 25, 2011)

The Ronald E. McNair Post Baccalaureate Achievement Program is now accepting applications for the incoming Fall 2011 cohort. The incoming cohort will consist primarily of sophomores who will remain committed to the program through their senior year.

The McNair Scholars Program offers UNC-CH undergraduate students the opportunity to explore graduate school as a real possibility. This program helps scholars build their repertoire of knowledge and skills that will increase their likelihood of matriculating into the doctoral programs of their choice.

The overall focus of the McNair Scholars Program is to provide a supportive and encouraging culture that exposes students to the joys of research and scholarship, and enables the program participants to develop close professional relationships with faculty mentors. To support this goal, the program offers:

* Eight week paid summer research program
* Research courses
* Interactive workshops and seminars
* Travel to present research nationally
* Graduate school tours
* Faculty mentorship
* Counseling and advising sessions
* GRE Prep classes & one (1) paid GRE test
* Cultural events and activities
* Networking opportunities

Students who qualify will be selected based on their academic record, personal statement, personal interview, and academic goals. The applicant must also meet the following requirements:

* Minimum 3.0 Cumulative GPA
* U.S. citizenship or permanent residency
* At least a sophomore standing (minimum 60 credits earned by start of Fall semester)
* First-generation college student AND low-income, OR a member of an under-represented group in graduate education

** APPLICATION DEADLINE: Monday, July 25, 2011**
MANDATORY RETREAT DATES: Sat/Sun, August 27-28, 2011

IN ORDER TO COMPLETE THE APPLICATION PROCESS, YOU MUST ALSO SUBMIT:

* A completed and signed application (attached to this email or found on our website at http://mcnair.unc.edu)
* One official college transcript--you may request Registrar to mail directly to CB # 3310 for free.
* Proof of family income (providing tax returns from most recent year submitted)
* Three letters of recommendation/rating forms (two must be from a professor/teacher who has taught you at the college level)

* A writing sample of at least two pages that was completed within the last year (e.g., course paper)

SUBMIT APPLICATION MATERIALS TO:

ATTN: REM Selection Committee
The Ronald E. McNair Scholars Program
The University of North Carolina at Chapel Hill
150 South Rd., Suite 101, CB 3310
Chapel Hill, NC 27599-3310

We hope you take advantage of this unique experience to develop the skills that will support you in completing your undergraduate program successfully, as well as prepare you for graduate level studies. If you have any questions, please do not hesitate to contact us.

Sincerely,

--
Nancy Tom, M.A.
Program Manager
Ronald E. McNair Scholars

Office of TRiO Programs
150 South Road, Suite 101
Campus Box # 3310
Chapel Hill, NC 27599-3310

Office: 919.962.1281
Direct: 919.843.8323
Fax: 919.962.4381

http://mcnair.unc.edu

This email is sponsored by: Office of TRiO Programs

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of motherbabylab@unc.edu
Sent: Friday, April 29, 2011 8:43 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Infants 3-5 months old needed for research study

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IRB study name: Prenatal Nicotine Exposure Effects on Infant Brain Development
IRB study number: 09-1643
Biomedical IRB
Approved: 10/7/2009, modified and approved 4/26/2011

Help us learn more about infant brain development.

Researchers at UNC are looking for mothers and their new babies to participate in a research study about early brain development. We will test babies at 4 months of age.

Participation includes:

* Questionnaires for mother (15-20 minutes)
* One visit to UNC for infant developmental testing at about 4 months old (Maximum time =1 hour)
* One visit to UNC for EEG Recording of sleeping infant's brain activity at 4 months old. No Sedation. (Maximum time = 2 hours)

****Visits may be combined or done separately for mother's convenience*****
****Free Parking for all appointments*****

We will pay $75.00 for completion of EEG recording, developmental testing and questionnaires. If interested, please contact us at:

motherbabylab@unc.edu or (919) 966-2549

UNC Stress and Health Research Program

This email is sponsored by: Stress and Health Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, April 29, 2011 9:01 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FORMAL NOTICE: Vice Chancellor for Finance and Administration

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The University of North Carolina at Chapel Hill invites nominations and applications for the Vice Chancellor for Finance and Administration. The Vice Chancellor reports to the Chancellor and is a key member of the executive leadership team, working closely with the Executive Vice President and Provost and the Board of Trustees.

Responsibilities include oversight of financial planning and budgeting; treasury and risk management; general accounting; facilities planning, construction and operations; purchases and stores; public safety, environmental health and safety, and auxiliary enterprises. The Vice Chancellor also works with various internal and external constituencies, particularly the General Administration of the UNC System, to improve the effectiveness of the University's financial and business operations. The Vice Chancellor provides leadership in the University's efforts to become more innovative and cost effective in its administrative practices.

The University seeks a collaborative leader with a distinguished record of outstanding professional accomplishment. Successful applicants will have outstanding administrative leadership capacity, excellent communication skills, and commitment to a diverse university. Applicants should have experience as a senior executive officer in a higher education, foundation, government or business organization of relevant size and complexity with financial, business, capital improvement, and plant management responsibilities. Applicants must be familiar with a wide variety of financing techniques, major construction, renovation and maintenance programs, and must have a record of significant leadership and accomplishment in planning and implementing major business and financial systems. Knowledge of trends in enterprise resource management systems is required, as is experience in dealing with local, state, and federal legislative and regulatory processes as they affect public universities. Experience with major academic health centers is also highly desirable in this research intensive environment. The Vice Chancellor for Finance and Administration serves at the pleasure of the Chancellor, with a five year review.

Now in its third century, UNC Chapel Hill was the first public university in America to open its doors, and is one of the select group of institutions forming the Association of American Universities. With more than 29,000 students, UNC Chapel Hill's academic offerings span more than 100 fields, including bachelor's, master's, doctoral, and professional degrees. The University has a renowned College of Arts and Sciences and nationally recognized schools of business, dentistry, law, education, government, information and library science, journalism and mass communication, medicine, nursing, pharmacy, public health, and social work. For further information on The University of North Carolina at Chapel Hill, please visit the website at: http://www.unc.edu.

For more information please visit:

http://provost.unc.edu/announcements/open-positions

Confidential inquiries, nominations and applications may be sent to the University's consultants: Dr. Jean Dowdall, Alice Miller and Jane

Courson, at UNCVCFA@wittkieffer.com. Candidates should electronically submit a cover letter describing their interest in and qualifications for the position and a resume, in addition to the names, titles, addresses, phone numbers, and email addresses of five references. All inquiries will be kept confidential in the early stages of the search process. Applicants will be asked for permission before references are contacted. The consultants can be reached by phone at (630) 575-6131. Review of applications will begin May 15, 2011 and will continue until the position is filled. The anticipated starting date is Summer 2011. The University of North Carolina at Chapel Hill is an equal opportunity

This email is sponsored by: Office of the Executive Vice Chancellor

From: UNC Office of University Development <development@unc.edu>
Sent: Saturday, April 30, 2011 5:48 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Carolina Connections Online

Carolina Connections

Highlighting how private giving is making a difference at UNC

Vol. 3, Issue 1, Spring 2011

Read the full issue online

Hello alumni and friends of Carolina,

Here's your spring 2011 issue of Carolina Connections Online, your source for news and updates about how private giving is making a difference in the lives of Carolina's students, faculty, staff and patients as well as in local communities, across the state and around the globe.

There is something for everyone, so please take a few moments to see what's happening at Carolina thanks to your generosity and that of many others. We hope the features and stories will pique your interest and help bring you a little closer to some of the people and programs that make UNC the best place to teach, learn and discover.

Feel free to share your comments and suggestions with us as well at development@unc.edu.

Thanks for all you do to help make Carolina great.

Matthew G. Kupec '80
Vice Chancellor for University Advancement

Trouble viewing this message?

Highlights from this issue

Blackstone Entrepreneurs Network joins UNC with Triangle universities and Council for Entrepreneurial Development to help fuel regional job growth.

Carolina Covenant Scholars demonstrate their initiative and appreciation through service.

NHL All-Stars give kids at N.C. Children's Hospital a high-tech haven to help connect with family and friends, cope with fears and conquer disease.

Triple Carolina graduate Robert Selden is leading the Old North State Dental Society's effort to establish a scholarship at the UNC School of Dentistry.

This message comes from the Office of University Development at the University of North Carolina at Chapel Hill. If you have comments or questions, email development@unc.edu, call 919.843.7023 or send correspondence to the Office of University Development – Development Communications, PO Box 309, Chapel Hill, NC 27514–0309. Unsubscribe here.

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

704273328

From: bounce-29097503-39579516@listserv.unc.edu on behalf of WebEvent <webevent@unc.edu>
Sent: Saturday, April 30, 2011 11:03 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] WebEvent Reminder: May 6 - Last Day for Completion of Faculty Input for Departmental Annual Report

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WebEvent Reminder

Title: Last Day for Completion of Faculty Input for Departmental Annual Report
Date: Friday, May 6, 2011
Time: Unspecified

Description: The College Annual report system is now open for faculty to summarize their activities and accomplishments. Based on input the Annual Report Committee received from departments, a new version of the Annual Report system has been developed to streamline the process and make the reporting easier and more efficient for faculty, chairs, and administrators. The attached help document explains the design and navigation for the new system. Please contact OASIS for additional help.

All faculty in the College of Arts and Sciences are required to prepare for their department or curricula an annual report of some of your activities and accomplishments for the period May 1, 2010 to April 30, 2011. These reports are used for a variety of assessment and evaluation purposes within your units, but they are also an important component of the units' required report to the College of Arts and Sciences.

The deadline for completing your report is May 6, 2011. Please bookmark the new system address - https://apps4.oasis.unc.edu/car/

Stewardship:

You may also be prompted to complete a tab labeled "Stewardship." This section is included if you have received funding from private sources.

The Arts and Sciences Foundation produces letters to donors on the use of these funds. These reports benefit your department and the College of Arts and Sciences in future fund-raising efforts.

If you have questions about the Stewardship section, please contact one of the following staff members at the Arts & Sciences Foundation: Del Helton, del.helton@unc.edu, 962-8216, Jim Magaw, jim.magaw@unc.edu, 962-6123, or Joanna Cardwell, joanna.cardwell@unc.edu, 962-8342.

Please note that your contributions last spring helped the Arts and Sciences Foundation produce nearly 600 letters to our generous College donors. This annual "stewardship report" explains how the fund was used and includes information about the fund's investment performance. Donors often respond with a thank-you note in appreciation.

We very much appreciate your assistance with another round of outstanding stewardship letters.

INSTRUCTIONS FOR ACCESSING THE ANNUAL REPORT SYSTEM AND STEWARDSHIP

1) https://apps4.oasis.unc.edu/car/
2) Login with your onyen and onyen password
3) You can access the Stewardship system through a tab on the Annual Report.

*For responses from previous years – Previous system.

Your Onyen

Website: http://onyen.unc.edu

Your ONYEN is the first part of your email address, e.g. for an email address of jdoe(at)email.unc.edu your ONYEN is "jdoe" without the quotes.

If you lose or forget your ONYEN password, you can get a new one by taking your UNC One Card (or another picture ID) to IT

Response Center at Wilson Library suite 300. It is not possible to recover your old password. For security reasons, you can get a new password only with a picture ID.

If you have forgotten your ONYEN you may look it up by selecting the "Forgotten Onyen" button and supplying your last name and your PID.

Annual Report Assistance

If you require additional help or have problems accessing or using the web site, please submit an Online Help Ticket to OASIS. Website:

http://oasis.unc.edu/remedy

Ryan Greenway, PMP
Acting Director of Finance and Operations
Dean's Office, College of Arts & Sciences
University of North Carolina at Chapel Hill
CB 3100
919.962.9275

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: JEN321@email.unc.edu.

From: mailman-bounces@stratechkenya.stratechkenya.com on behalf of sales-owner@brooklyn-virtual.com
Sent: Sunday, May 1, 2011 1:03 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: brooklyn-virtual.com mailing list memberships reminder

---

This is a reminder, sent out once a month, about your brooklyn-virtual.com mailing list memberships. It includes your subscription info and how to use it to change it or unsubscribe from a list.

You can visit the URLs to change your membership status or configuration, including unsubscribing, setting digest-style delivery or disabling delivery altogether (e.g., for a vacation), and so on.

In addition to the URL interfaces, you can also use email to make such changes. For more info, send a message to the '-request' address of the list (for example, sales-request@brooklyn-virtual.com) containing just the word 'help' in the message body, and an email message will be sent to you with instructions.

If you have questions, problems, comments, etc, send them to sales-owner@brooklyn-virtual.com. Thanks!

Passwords for jen321@email.unc.edu:

List	Password // URL
sales@brooklyn-virtual.com	icasovir

http://brooklyn-virtual.com/mailman/options/sales_brooklyn-virtual.com/jen321%40email.unc.edu

From: mailman-bounces@stratechkenya.stratechkenya.com on behalf of mm-owner@marketing.brooklyn-virtual.com
Sent: Sunday, May 1, 2011 1:09 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: marketing.brooklyn-virtual.com mailing list memberships reminder

---

This is a reminder, sent out once a month, about your marketing.brooklyn-virtual.com mailing list memberships. It includes your subscription info and how to use it to change it or unsubscribe from a list.

You can visit the URLs to change your membership status or configuration, including unsubscribing, setting digest-style delivery or disabling delivery altogether (e.g., for a vacation), and so on.

In addition to the URL interfaces, you can also use email to make such changes. For more info, send a message to the '-request' address of the list (for example, mm-request@marketing.brooklyn-virtual.com) containing just the word 'help' in the message body, and an email message will be sent to you with instructions.

If you have questions, problems, comments, etc, send them to mm-owner@marketing.brooklyn-virtual.com. Thanks!

Passwords for jen321@email.unc.edu:

List	Password // URL
mm@marketing.brooklyn-virtual.com	egguixsu

http://marketing.brooklyn-virtual.com/mailman/options/mm_marketing.brooklyn-virtual.com/jen321%40email.unc.edu

From: International Crisis Group <notification@crisisgroup.org>
Sent: Sunday, May 1, 2011 1:26 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: CrisisWatch N°93, 1 May 2011

If this email does not display correctly, click here to view it as a webpage

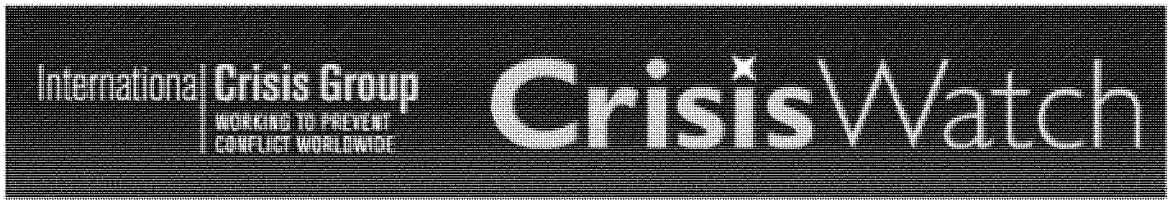

CrisisWatch N°93, 1 May 2011

The situation deteriorated in **Sudan (Northern)** as both North and South appear to be militarising Abyei ahead of the South Kordofan elections scheduled for May. Tensions triggered militia attacks in el-Faid town leaving at least seventeen dead and over 250 houses burned. President Bashir's removal of Salah Gosh from the national security committee signalled growing divisions within the ruling party.

Fighting intensified in **Sudan (South)** between government and rebel militias where mid-month clashes saw more than 165 casualties over a seven-day period. Tensions increased as a 27-28 April meeting of political party leaders to review the draft constitution failed to reach consensus.

Download the full issue of *CrisisWatch* N°93

The five-month stand-off in **Côte d'Ivoire** ended as forces loyal to president-elect Alassane Ouattara arrested former president Laurent Gbagbo on 11 April. While the arrest opens up political space for Ouattara, reports of his allies carrying out reprisal attacks against the Gbagbo camp, along with the outbreak of heavy clashes among forces supporting Ouattara, illustrate the scale of the challenges ahead.

Violence sharply escalated in **Syria**, where over a hundred anti-government protesters were reported killed on 22 April, the worst day of bloodshed so far in the regime's violent crackdown on dissent. There are fears of further violence as the government deployed troops across the country and used tanks to lay siege to the city of Deraa where the revolts began.

In **Bahrain** repressive measures against pro-democracy activists continued despite the marked decline in protests following the government's crackdown in March. Amidst a wave of arrests reports emerged that prisoners had been beaten and tortured by security forces.

There was no clear prospect for an end to fighting in **Libya**, which this month saw NATO bombing of government forces and installations, including an airstrike on Tripoli that reportedly killed Colonel Qadaffi's youngest son and three grandchildren. Qadaffi's calls for a ceasefire and negotiations were dismissed as a disingenuous ploy by rebels as Libyan forces continued shelling rebels and urban centres. Rebels claimed over 1,000 people have been killed in the besieged city of Misrata and the UN stated that government use of cluster munitions and targeting of medical facilities could amount to war crimes.

CrisisWatch again identifies a conflict risk alert and a conflict resolution opportunity in the coming month for **Yemen**. Both the government and the opposition have now, in principle, agreed to sign a power-transfer deal to get the country out of the crisis. With spoilers on both sides and youth groups rejecting the plan there is still a real risk of civil war.

A further wave of unrest swept **Burkina Faso** in mid-April as members of the presidential guard mutinied in Ouagadougou and looting and rioting spread to at least three other cities. Shopkeepers and students also staged violent protests. In an attempt to end the unrest, President Blaise Compaoré dismissed the government and military leaders. A subsequent police mutiny in the capital 27-28 April spread to several other cities and 34 opposition parties have called for Compaoré to step down.

Tensions escalated in **Uganda** where at least two were killed and dozens injured during Kampala riots on 29 April triggered by the violent arrest of opposition leader Kizza Besigye for defiance over the government ban on "walk to work" protests against surging food and fuel costs.

Violence flared along the border between **Thailand** and Cambodia towards the end of the month, with at least fifteen soldiers killed in clashes and tens of thousands displaced on both sides.

In **Bosnia** the ongoing political crisis intensified, in **Belarus** thirteen people were killed in a suspected terrorist attack on a Minsk subway station, and in **Northern Ireland** a police officer was killed in a car bomb attack by dissident republicans in Omagh at the beginni ng of the month.

CrisisWatch also highlights **Sri Lanka**, following the 26 April release of the report of the UN panel of experts finding "credible evidence" that violations committed during the civil war by both government forces and the Tamil Tigers (LTTE) likely cost "tens of thousands" of civilian lives and may have amounted to war crimes and crimes against humanity. The panel called for an "international mechanism" to probe the allegations further.

April 2011 TRENDS

Deteriorated Situations
Bahrain, Belarus, Bosnia, Burkina Faso, Libya, Northern Ireland, Sudan (Northern), Sudan (South), Syria, Thailand, Uganda

Improved Situation
-

Unchanged Situations
Afghanistan, Albania, Algeria, Armenia, Azerbaijan, Basque Country (Spain), Benin, Bolivia, Burundi, Central African Republic, Chad, Colombia, Côte d'Ivoire, Cyprus, Democratic Republic of Congo, Djibouti, Ecuador, Egypt, Ethiopia, Georgia, Guatemala, Guinea, Haiti, India (non-Kashmir), Indonesia, Iran, Iraq, Israel/Occupied Palestinian Territories, Jordan, Kashmir, Kazakhstan, Kenya, Kosovo, Kyrgyzstan, Lebanon, Liberia, Macedonia, Madagascar, Mali, Mauritania, Mexico, Morocco, Myanmar/Burma, Nagorno-Karabakh (Azerbaijan), Nepal, Niger, Nigeria, North Caucasus (Russia), North Korea, Oman, Pakistan, Philippines, Rwanda, Saudi Arabia, Serbia, Somalia, Sri Lanka, Tajikistan, Timor-Leste, Tunisia, Turkey, Turkmenistan, Uzbekistan, Venezuela, Western Sahara, Yemen, Zimbabwe

May 2011 OUTLOOK

Conflict Risk Alert
Syria, Yemen

Conflict Resolution Opportunity
Côte d'Ivoire, Yemen

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*NOTE: *CrisisWatch* indicators - up and down arrows, conflict risk alerts, and conflict resolution opportunities - are intended to reflect changes within countries or situations from month to month, not comparisons between countries. For example, no "conflict risk alert" is given for a country where violence has been occurring and is expected to continue in the coming month: such an indicator is given only where new or significantly escalated violence is feared.

Search current and all past editions of *CrisisWatch* by using the *CrisisWatch* Database. To unsubscribe from *CrisisWatch*, click here.

From: ramses@unc.edu
Sent: Monday, May 2, 2011 9:34 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RAMSeS: URGENT: Authorization Request - 11-4088

Proposal No.: 11-4088
Proposal Lead PI: Geeta Kapur
Proposal Title:THE DESEGREGATION SOLDIERS OF THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

The above eIPF is being routed to you for approval because your department (African and Afro-American Studies) has been identified as an approving department. Please review the eIPF on RAMSeS and its attachments carefully, add any notes as you deem appropriate, and provide your electronic authorization so that it can be forwarded to OSR/SPO/OCT.

You also have the option of rejecting the eIPF if you notice a serious mistake in it. But doing so will require you to provide an explanatory note for your rejection and will also cause the eIPF to be returned to the administrative award department for re-routing.

From: Andrea McCarthy <amccarthy@academickeys.com>
Sent: Monday, May 2, 2011 10:03 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: University jobs in Humanities - General, and other related areas

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Dear Colleague,

This month's issue of AcademicKeys' e-Flier for Humanities features 13 faculty openings, 9 senior administrative positions, and 4 post-doc opportunities and links to hundreds more positions in higher education.

Issue: Humanities May. 2nd, 2011
Circulation: 26,400

This AcademicKeys e-Flier contains higher education positions in:
- Humanities - General

NEW! AcademicKeys.com e-Fliers are now available as HTML e-mails:
- http://www.AcademicKeys.com/all/eflier_prefs.php?dothis=ap&e=jen321@email.unc.edu&f=h

Do you want to receive higher education positions in other academic fields, specific locations, or job categories? Log in or create an account at AcademicKeys.com to change your e-Flier preferences:
- http://www.AcademicKeys.com/all/eflier_prefs.php

POST YOUR JOB ANNOUNCEMENT

Add your department's positions to our next e-Flier, where 94% of the top 100 institutes in the US advertise their positions:
- http://Humanities.AcademicKeys.com/client_login.php?tag=HU110502m

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FEATURED SERVICE

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SENIOR ADMINISTRATIVE POSITIONS:

NEW! - Dean -- Faculty of Humanities and Social Sci. (FHSS)
United Arab Emirates University
Faculty of Humanities and Social Sciences (FHSS)
Al Ain, Abu Dhabi
United Arab Emirates
Date Posted: Apr. 15, 2011

http://www.AcademicKeys.com/r?job=30077&o=8777&t=HU110502m-8e

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NEW! - Director -- Centre for Cultural Diversity and Well...

Victoria University
Faculty of Arts, Education and Human Development
Melbourne, Victoria
Australia
Date Posted: Apr. 8, 2011

http://www.AcademicKeys.com/r?job=30012&o=8777&t=HU110502m-4e

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Vice-Chancellor for Engineering, Dean of the Dwight Look ...
Texas A&M University - College Station
College of Engineering
College Station, TX
Date Posted: Feb. 22, 2011

http://www.AcademicKeys.com/r?job=29266&o=8777&t=HU110502m-0e

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Director -- China Studies Centre
University of Sydney
China Studies Centre
Sydney, New South Wales
Australia
Date Posted: Feb. 18, 2011

http://www.AcademicKeys.com/r?job=29231&o=8777&t=HU110502m-6e

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Director -- Museum of Art
Brigham Young University
College of Fine Arts and Communications
Provo, UT
Date Posted: Feb. 15, 2011

http://www.AcademicKeys.com/r?job=29177&o=8777&t=HU110502m-6e

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Dean -- Nursing Programs
Education Affiliates, Inc.
Nursing Programs (Countrywide)
Flexible, 00
Date Posted: Feb. 7, 2011

http://www.AcademicKeys.com/r?job=29058&o=8777&t=HU110502m-0e

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Dean -- Faculty of Language, Literature and Performing Ar...
Douglas College
Faculty of Language, Literature and Performing Arts (LLPA)
New Westminster, BC
Canada
Date Posted: Jan. 21, 2011

http://www.AcademicKeys.com/r?job=28786&o=8777&t=HU110502m-6e

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Chair -- Classics Department
Baylor University
Classics Department
Waco, TX
Date Posted: Jan. 11, 2011

http://www.AcademicKeys.com/r?job=28536&o=8777&t=HU110502m-8e

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Mattheis Chair On Rangeland Ecology and Management
University of Alberta
Faculty of Agricultural, Life & Environmental Sciences
Edmonton, AB
Canada
Date Posted: Dec. 21, 2010

http://www.AcademicKeys.com/r?job=28318&o=8777&t=HU110502m-0e

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ACADEMIC POSITIONS

NEW! - Sessional Faculty Member -- History (Latin America...
University of the Fraser Valley
History Department
Abbotsford, BC
Canada
Date Posted: Apr. 25, 2011

http://www.AcademicKeys.com/r?job=30136&o=8777&t=HU110502m-4e

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NEW! - Online Writing Tutors
SMARTHINKING, Inc.
Writing Department
Washington, D.C.
Date Posted: Apr. 15, 2011

http://www.AcademicKeys.com/r?job=30080&o=8777&t=HU110502m-4e

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NEW! - Faculty Member -- History
Fresno Pacific University
School of Humanities, Religion and Social Science
Fresno, CA
Date Posted: Mar. 31, 2011

http://www.AcademicKeys.com/r?job=29845&o=8777&t=HU110502m-4e

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Full Professors, Assoc. Professors, Asst. Professors and ...
Prince Mohammad Bin Fahd University
Humanities and Social Sciences Division
Al Khobar, Eastern
Saudi Arabia
Date Posted: Mar. 14, 2011

http://www.AcademicKeys.com/r?job=29566&o=8777&t=HU110502m-4e

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Henry G. Fairbanks Visiting Humanities Scholar-in-Residence
Saint Michael's College
Humanities Program
Colchester, VT
Date Posted: Mar. 10, 2011

http://www.AcademicKeys.com/r?job=29539&o=8777&t=HU110502m-4e

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Visiting Faculty Positions -- College of Innovative Learning
University of Toledo
College of Innovative Learning
Toledo, OH
Date Posted: Mar. 10, 2011

http://www.AcademicKeys.com/r?job=29499&o=8777&t=HU110502m-4e

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Assistant Professor -- Philosophy
Texas A&M University, Kingsville
Department of History
Kingsville, TX
Date Posted: Feb. 22, 2011

http://www.AcademicKeys.com/r?job=29288&o=8777&t=HU110502m-8e

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AP Professors/Teachers Needed To Read/Score AP Exams
The College Board
Various Disciplines
Ewing, NJ
Date Posted: Feb. 10, 2011

http://www.AcademicKeys.com/r?job=29098&o=8777&t=HU110502m-6e

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Visiting Assistant Professor
Wellesley College
Classical Studies
Wellesley, MA
Date Posted: Feb. 4, 2011

http://www.AcademicKeys.com/r?job=29037&o=8777&t=HU110502m-8e

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Cluster Hire -- Urban Sustainability/Climate Science
Northeastern University
Department of Civil and Environmental Engineering
Boston, MA
Date Posted: Jan. 26, 2011

http://www.AcademicKeys.com/r?job=28850&o=8777&t=HU110502m-6e

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Faculty Positions (Assistant, Assoc. and/Or Full Prof. Le...
Nanyang Technological University
School of Humanities and Social Sciences
Singapore
Singapore
Date Posted: Nov. 10, 2010

http://www.AcademicKeys.com/r?job=27524&o=8777&t=HU110502m-6e

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2 Faculty Positions (Lecturer and Asst. Professor) -- Eng...
Nanyang Technological University
School of Humanities and Social Sciences -- Div. of Chinese
Singapore
Singapore
Date Posted: Nov. 4, 2010

http://www.AcademicKeys.com/r?job=27400&o=8777&t=HU110502m-8e

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Faculty Positions -- College of Arts and Sciences
The Ohio State University
College of Arts and Sciences
Columbus, OH
Date Posted: Nov. 2, 2010

http://www.AcademicKeys.com/r?job=27370&o=8777&t=HU110502m-6e

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POST-DOCTORAL POSITIONS

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2 Postdoctoral Research Fellows -- Early Modern English L...
University of Queensland
ARC Centre of Excellence for the History of Emotions
Brisbane, Queensland
Australia
Date Posted: Mar. 24, 2011

http://www.AcademicKeys.com/r?job=29733&o=8777&t=HU110502m-4e

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Postdoctoral Research Fellow
University of Sydney
Faculty of Arts and Social Sci. -- School of Letters, Ar...
Sydney, New South Wales
Australia
Date Posted: Mar. 18, 2011

http://www.AcademicKeys.com/r?job=29648&o=8777&t=HU110502m-2e

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Postdoctoral Research Associate
University of Sydney
Faculty of Arts and Social Sci. -- School of Letters, Ar...
Sydney, New South Wales
Australia
Date Posted: Mar. 18, 2011

http://www.AcademicKeys.com/r?job=29647&o=8777&t=HU110502m-2e

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Postdoctoral Teaching Fellowship (Visiting Asst. Prof. Le...
Carthage College
Div. of Interdisciplinary Studies -- Western Heritage Pro...
Kenosha, WI
Date Posted: Mar. 2, 2011

http://www.AcademicKeys.com/r?job=29390&o=8777&t=HU110502m-6e

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Storrs, CT 06268
USA

From: Rutgers University Press <bhammack@rutgerspress.rutgers.edu>
Sent: Monday, May 2, 2011 10:16 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Rutgers University Press Special Anniversary Promotion

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Sent: Monday, May 2, 2011 11:08 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: What do these Deans know that you don't? LAST DAY TO REGISTER

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From the Dean's Desk:
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A webinar event not to be missed.

echo Tuesday, May 3, 2011
3 PM - 4 PM EDT

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Panelists:

Nancy F. Langston, RN, PhD, FAAN
Dean and Professor, Virginia Commonwealth University, School of Nursing

C. Darrell Jennings, MD

Vice Chair for Education and Professor in the Department of Pathology and Senior Associate Dean, Education, University of Kentucky, College of Medicine

Ed Pittarelli
Dean of the School of Virtual Studies, Bergen Community College

Moderator:

Alan Greenberg
Senior Analyst & Partner, Wainhouse Research

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From: SPH Office of Global Health <ogh@unc.edu>
Sent: Monday, May 2, 2011 12:37 PM
To: TWIGH <thisweekinglobalhealth@listserv.unc.edu>
Subject: [thisweekinglobalhealth] TWIGH: May 2-8, 2011

This Week In Global Health

UNC
GILLINGS SCHOOL OF GLOBAL PUBLIC HEALTH

UNC-ChildFund Healthy and Secure 0-2 year-old project in the UNC Gillings School of Global Public Health. Site visit to ChildFund Senegal, pregnant women's circle in Thies, early childhood development center in Baol, UNC team in Senegal, skills training center in Baol.

May 2-8, 2011

This Week in Global Health is a weekly, web-based newsletter published by the Office of Global Health (OGH) in the Gillings School of Global Public Health at the University of North Carolina at Chapel Hill.

The information below is a partial listing of the week's newsletter.
Please visit our website to view this week's FULL newsletter.

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- Events
- Announcements
- Undergraduate Highlights
- Conferences
- Faculty Feature
- Funding Opportunities
- Jobs and Internships

Weekly Feature

UNC Injury Prevention Research Center Seminar: Sexual Trauma in the Lives of Childbearing Women

Wednesday, May 4
4:00-5:00pm

Room 228, Rosenau Hall,

Events on Campus and in the Community

View all events this week and more information

Monday, May 2
Colloquium on public health and behavioral medicine, 3:00-4:30pm, Blue Cross and Blue Shield of North Carolina Foundation Auditorium, Michael Hooker Research Center, Gillings School of Global Public Health, UNC.

Tuesday, May 3
Global Connections: International Coffee Hour, 5:00-6:00pm, Conference Room 4003, FedEx Global Education Center, UNC.

Global Cardiovascular Health: Experiences and Opportunities, Gerald Bloomfield, MD, MPH; Eric Velazquez, MD, 5:00-6:00pm, Room 2002, Duke North, Duke University.

UNC's Emerging Company Showcase 2011, 6:00-8:30pm, The William and Ida Friday Center for Continuing Education.

Wednesday, May 4

Gillings School of Global Public Health	*Family Impact Seminar: Preventing Childhood Obesity: Policy and Practice Strategies for North Carolina,* 10:00-1:15pm, North Carolina Legislative Auditorium, 16 West Jones Street, Raleigh, NC. *Webcast: Moscow Ministerial Conference on Healthy Lifestyles and NCDs - Outcomes and Next Steps,* 3:30-5:00pm. *UNC Injury Prevention Research Center Seminar: Sexual Trauma in the Lives of Childbearing Women,* Kathleen Kendall-Tackett, PhD, IBCLC, FAPA, Clinical Associate Professor of Pediatrics, Texas Tech University School of Medicine, 4:00-5:00pm, Room 228, Rosenau Hall, Gillings School of Global Public Health, UNC. **Wednesday, May 11** *Sixth Annual Chapel Hill Drug Conference: Comparative Effectiveness Research- Methods and Applications,* May 11-12, 2011.
Undergraduate Highlights ***View all highlights this week*** **Center for Global Initiatives** on Facebook and Twitter. NEW **The Triangle Global Health Consortium Internship Network.** The TGHC is looking for undergraduate students who are interning with TGHC member organizations who wish to enrich their upcoming summer internship experience through the TGHC Internship Network Program. **Undergraduate Public Health Learning Outcomes: Development Project.** ASPH, working in partnership with the Association of American Colleges and Universities, Association for Prevention Teaching and Research, and Centers for Disease Control and Prevention, developed a draft model of undergraduate public health learning outcomes.	**Announcements** ***View all announcements this week and more information*** NEW **Gates Foundation Announced Grand Challenges Explorations Round 6 Grant Awards** The Bill & Melinda Gates Foundation today announced 88 grants to explore bold and largely unproven ways to improve global health. The grants of US$100,000 each will be made to researchers from 25 countries. This marks the sixth round of funding from Grand Challenges Explorations, an initiative to help lower the barriers for testing innovative ideas in global health. Projects selected for funding focused on polio eradication and vaccines, cell-phone applications for global health, new approaches to cure HIV, sanitation technologies, and new ideas to improve the health of mothers and newborns. The foundation is currently accepting proposals for Round 7 of Grand Challenges Explorations until May 19, 2011. NEW **The Triangle Global Health Consortium Internship Network.** The Triangle Global Health Consortium (TGHC) is looking for students who are interning with TGHC member organizations who wish to enrich their upcoming summer internship experience. The TGHC Internship Network will bring together RTP-based interns from across member organizations to create a cohort community to like-minded global health students, both undergraduate and graduate. The participating interns will form a network to exchange ideas and engage in supplemental learning opportunities. Application Deadline: **May 9, 2011**. **Extended Abstract Deadline for 2011 Water and Health Conference, October 3-7, 2011 in Chapel Hill, NC.** Many partners have expressed strong interest in convening workshops. Several organizations have requested an extension of the deadline to enable their networks to make submissions. The abstract submission deadline will be extended to **May 16, 2011** to provide time for participants to submit work for presentation at the conference. **Call for Friday Conference Speakers for 2011-2012.** If you have projects you are excited about sharing with the ID/CFAR community, or know someone who would be good to hear, please contact Charlie Van Der Horst to compile a great slate of speakers for 2011-2012. **Sign up to receive event notifications from the local chapter of the Healthcare Businesswomen's Association!** To sign up to receive the announcements about the local chapter's HBA events,

please go to the HBA website at www.hbanet.org and then click on the link in the upper right hand corner that says "Register for your free account".

Traveling this Summer? Review the UNC Travel Policy. All UNC public health students or students sponsored by a UNC public health program and planning to travel to other countries to fulfill academic requirements, travel with funding from a UNC group, or as part of a UNC student group project, must follow specific instructions. Visit the Office of Student Affairs, 263 Rosenau Hall for more information.

Conferences

View all conferences this week

6th Annual Chapel Hill Drug Conference. May 11-12, 2011. UNC Eshelman School of Pharmacy, Chapel Hill, NC.

Clinical Trial Forum: Thailand 2011. May 19-20, 2011. Dusit Thani Hotel, Bangkok, Thailand.

Institute for International Medicine: Exploring Medical Missions Conference, May 20-21, 2011. Kansas City, MO.

NEW **7th International Workshop on HIV and Hepatitis Co-Infection,** June 1-3, 2011. Milan, Italy.

Research Advances in Malaria: Resistance to Existing Drugs and New Drug Development,
June 2-3, 2011. Tres Cantos, Spain.

2011 In Vitro Biology Meeting. June 4-8, 2011. Raleigh, NC.

International Medicine Intensive Course. June 6-17, 2011. University of Missouri at Kansas City.

International Public Health Intensive Course. June 13-17, 2011. University of Missouri at Kansas City.

38th Annual International Conference in Global Health: Securing a Healthier Future in a Changing World, June 13-17, 2011. Omni Shoreham Hotel, Washington, D.C.

NEW **6th International Workshop on Clinical Pharmacology of Hepatitis Therapy,** June 22-23, 2011. Boston, MA.

American Public Health Association Mid-Year Meeting: Implementing

Faculty Feature

Read the full story this week

School innovators selected for inaugural 'Innovation + Inspiration' awards

UNC Gillings School of Global Public Health has announced recipients of the inaugural Innovation + Inspiration Awards for faculty and staff members. Awardees are Ralph S. Baric, PhD, professor of epidemiology; Suzanne Havala Hobbs, DrPH, clinical associate professor of health policy and management and nutrition; and Glenn Walters, PhD, director of the ESE Design Center in the Department of Environmental Sciences and Engineering.

The criterion for selection is innovation - the production of ideas, programs, products or methods that have transformed disciplines and accelerated solutions for important public health problems.

Baric, recipient of the faculty research award, was among the first to employ synthetic biology to address problems in virology. He currently builds vaccines against common human respiratory viruses that cause high morbidity and mortality in the developing world. His lab was the first to demonstrate that noroviruses, which are responsible for 90 percent of epidemic nonbacterial outbreaks of gastroenteritis worldwide, evolve rapidly, resulting in new strains that emerge every two to three years. The discovery opened the door for norovirus vaccine development. One nominator said Baric's "professionalism and collaborative nature have allowed him to excel at building a productive laboratory. He is supportive, selfless, humble and generous with ideas and reagents. [This has] allowed him to build professional relationships with a diverse group of students, postdoctoral fellows and collaborators, and as a result, he has been extraordinarily productive."

Hobbs, who joined the UNC health policy and management faculty in 2002 as an adjunct assistant professor, was recognized for her innovations in teaching. She initiated the establishment of a consortium of schools committed to developing executive doctoral programs and helped extend the model as the world's first distance Doctor of Public Health (DrPH) program to use Internet video for real-time classes. Hobbs, who has directed the program since 2006, globalized it by piloting the inclusion of international students and addressing the need for interdisciplinary leadership development within the senior public health workforce. More than a dozen schools now participate in the consortium, including London School of Hygiene and Tropical Medicine, University of Toronto, the French national school of public health and the Norwegian School of Management. Her award cites her "vision, perseverance and success in advancing health leadership education and capacity."

Walters received the staff Innovation + Inspiration Award for his

Health Reform - A Public Health Approach, June 23-25, 2011. Chicago, Illinois.

International Society for STD Research: From Research to Intervention - Successes and Challenges, July 10-13, 2011. Quebec City, Quebec.

simple and elegant equipment designs. "He has the uncanny ability," one nominator said, "to evaluate the efficacy of a concept presented verbally or by way of [a rough sketch] ... and to modify existing instrumentation or sampling equipment to meet the intended use." One researcher praised him as "the most deserving unsung hero I have ever met." One of Walters' recent successes was the design of equipment for a mobile laboratory to remove nitrogen from hog waste. The project was part of a Gillings Innovation Laboratory led by Mike Aitken, PhD, professor and chair of environmental sciences and engineering. Read more about Aitken's Innovation Lab in *Carolina Public Health* magazine.

Funding Opportunities

View all funding this week

Opening a New Door for Unfunded Research Projects. The National Health Council(NHC) in conjunction with the National Institutes of Health (NIH) has developed a pathway to bring researchers with peer-reviewed, worthwhile, unfunded projects together with funding sources.

Elderhostel K. Patricia Cross Doctoral Research Grant. Deadline: **May 2, 2011**.

NIH Research Opportunities in Obstetric Fistula (R01). Letter of Intent Deadline: **May 5, 2011.**

NIAID Clinical Trial Planning Grant (R34). Deadline: **May 13, 2011**.

NIAID Clinical Trial Planning Grant (R34). Deadline: **May 13, 2011**.

NIAD Clinical Trial Implementation Cooperative Agreement (U01). Deadline: **May 13, 2011.**

NIH Research Opportunities in Obstetric Fistula (R21) (R03). Letter of Intent Deadline: **May 16, 2011**.

UNC 2011 Future Faculty Fellowship Program. Deadline: **May 16, 2011**.

Robert Wood Johnson Foundation - Assuring the Future of Public Health Systems and Services Research: Dissertation Grant Program. Deadline: **June 1, 2011**.

NIH/PEPFAR Collaboration for Implementation Science and Impact Evaluation (R01). Letter of Intent Deadline: **June 7, 2011**.

Collaborative HIV/AIDS Studies in the Middle East and North Africa (R21). Deadline: **June 16, 2011**.

Jobs and Internships

View all jobs and internships this week and application information

University of Bamako/Harvard
NEW Data Manager/Research Programmer.

Jhpiego
NEW Senior Program Officer- Kenya. Baltimore, MD.

University of North Carolina - Chapel Hill
NEW Officer Manager- APPLES Service-Learning Program. Chapel Hill, NC.

Post Doctoral Investigator - UNC Water Institute. Chapel Hill, NC.

Research Assistant - LinCS 2 Durham. Chapel Hill, NC.

University Research Co., LLC
NEW Senior Technical Advisor for Malaria and Other Infectious Diseases. Bethesda, MD.

USAID
NEW Senior Program Advisor - Bureau of Global Health. Washington, D.C. Deadline: **May 9, 2011**.

Scale-up and Implementation Research Technical Advisor. Washington, D.C. Deadline: **May 9, 2011**.

IntraHealth International
NEW Monitoring, Evaluation, and Research Advisor. Washington, D.C.

Workforce Development Team Lead. Washington, D.C.

Senior Monitoring and Evaluation Advisor.Washington, DC.

NEW **USAID/Global Health Fellows**
Senior HIV/AIDS Technical Advisor. Washington, D.C. Deadline: **May 30, 2011**.

Saving Lives at Birth Program Technical Advisor. Washington, D.C. Deadline: **May 30, 2011**.

Senior Regional HIV/AIDS Technical Advisor. Almaty, Kazakhstan. Deadline: **May, 2, 2011**.

Senior Pediatric HIV/PMTCT Technical Advisor. Washington, D.C. Deadline: **May 16, 2011**.

NIH Limited Competition: International Research in Infectious Disease, including AIDS (R01).June 23, 2011. Deadline:	

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From: NCBS <info@ncbsonline.org>
Sent: Monday, May 2, 2011 1:12 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: NCBS 36th Annual Conference - ATLANTA, GA

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NATIONAL COUNCIL FOR BLACK STUDIES

NATIONAL COUNCIL FOR BLACK STUDIES

36th Annual Conference

DATE:
March 7-10, 2012
LOCATION:
ATLANTA, GA
Sheraton Atlanta Hotel
165 Courtland St. NE
Atlanta, GA 30303

For more information:
www.ncbsonline.org

We are excited to announce our 36th Annual conference in the great city of Atlanta, GA. As we celebrate our 36th conference, we invite you to share this moment with us and create new memories. Please stay up to date on all conference information on our website and email list serve.
We hope you're as excited as we are!

NATIONAL COUNCIL FOR BLACK STUDIES
National Council for Black Studies
Atlanta, Georgia 30303
404-413-5131

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From: Brad Hemminger <bmh@ils.unc.edu>
Sent: Monday, May 2, 2011 3:30 PM
To: Mailing list for UNC-CH Scholarly Communication Working Group <schol-com@listserv.unc.edu>
Subject: [schol-com] Special Campus Presentation: Jan Reichelt, Founder of Mendeley--Connecting scholars with information

---

Please join us this Friday for this special presentation, co-hosted by multiple groups on campus, including SILS. Don't miss the free lunch and workshop afterwards!

-Brad

Connecting scholars with information-and unlocking it!

Speaker: **Jan Reichelt**

Co-Founder and president of **Mendeley**,
the world's largest research collaboration platform

Hosted by
UNC ASIST Student Chapter
School of Information and Library Science (SILS)
National Evolutionary Synthesis Center (NESCent)
UNC Scholarly Communications Working Group (SCWG)
Center for Genome Sciences (CCGS)
Center for Research and Development of Digital Libraries (CRADLE)

Where: Pleasants Family Room, Wilson Library
When: 12:00 noon – 1:00 pm, Friday, May 6, 2011

Don't miss these events following the presentation:

Reception: Immediately following the talk there will be a free lunch reception in the lobby of the Wilson Library (beginning at **1pm**).

Workshop: From **2-3:30pm**, in Manning Hall room 307, there will be a hands on workshop (beginners and experts welcome) to learn more about how to best use Mendeley. (Manning Hall is a two minute walk from Wilson Library).

Abstract: The "social web" has become the nexus of collaboration and discovery, but how supportive are the existing tools at building bridges that lead to scientific discovery? Mendeley co-founder, Jan Reichelt, will demonstrate how Mendeley is connecting scholars, helping them discover new scholarly works and unlocking knowledge.

While recommendation system research is studied in disciplines like cinematography, it often lacks the rigorous, scientific data sets that Mendeley has amassed. Mendeley's communities of users have

populated its database with information that is of great interest and utility as it supports researcher's efforts to work more efficiently. One key area in which researchers are helped is by providing them with recommendations for research articles that they have not yet encountered but would be interested in. Mendeley has undertaken the DataTEL challenge in order to provide recommendation system researchers with valuable data on users and their relationship with scientific literature. This is particularly helpful to bring otherwise inaccessible expertise to researchers who are from first world non-elite institutions and developing countries. It should be noted that all of Mendeley's data sets are made anonymous to protect user privacy and can only be used for non- commercial scientific purposes. Mendeley (www.mendeley.com) is the world's largest research collaboration platform, with more than 850,000 researchers and academics and more than 80 million research papers indexed in Mendeley's public web catalog.

Biographical Note: Jan is the Co-Founder and President of Mendeley, the world's largest research collaboration platform.

Jan is currently pursuing a Ph.D. in Information Management at the University of Cologne, where he also was a lecturer in Electronic Business and Information Management, and spent some time as a visiting researcher at the Indian Institute of Management in Bangalore. Jan also graduated with an MBA with a focus on Electronic Business, Accounting, and Entrepreneurship, having studied at the WHU, the LUISS Rome, and the University of Bath's School of Management. For several years throughout his Ph.D. studies he served as an advisor to a member of SAP's supervisory board.

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RESEARCH PROJECT: THE DESEGREGATION SOLDIERS OF THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

BACKGROUND INFORMATION

It was a warm day on the campus of the University of North Carolina in Chapel Hill on September 16, 1955, as summer turned to autumn and the leaves on the trees began to display magnificent hues of red and orange. On the second floor of South Building the administration handled the affairs of the University as usual but on the first floor the history of higher education in America was changed forever. That great day three young black men from Durham's Hillside High School were finally admitted to the University by a Federal District Court's order. Their admission was the result of a legal battle against the Board of Trustees of the Consolidated University of North Carolina.

John Brandon and brothers LeRoy Frasier, Jr. and Ralph Frasier applied for admission to the undergraduate school of UNC-Chapel Hill on April 19, 1955. On April 27, 1955, they all received identical letters denying them admission from the Director of Admissions because African Americans were not eligible to apply for admission to the undergraduate school. After receiving the denial, the three young men petitioned the University to reverse its policy of discrimination against African Americans. In response on May 23, 1955, the Board of Trustees passed a resolution that applications from African American students would not be accepted to the three branches of the Consolidated University. This resolution was passed after the monumental ruling of the United States Supreme Court ruling in *Brown v. Board of Education* in 1954 that held that separate educational facilities were inherently unequal and unconstitutional.

The three young men filed a lawsuit in Federal Court as plaintiffs on behalf of all African American citizens of North Carolina against the Board of Trustees. The Federal District Court ruled that the University Resolution by the Board of Trustees was unconstitutional and that the pronouncement in *Brown v. Board of Education* "applied with greater force to students of mature age in the concluding years of their formal education as they are about to engage in the serious business of adult life." The unanimous opinion issued on September 16, 1955 by the Federal District Court in Greensboro, NC ordered that the University of North Carolina was prohibited from denying admission to black applicants solely because of their race or color if they were qualified for admission.

The three young men were admitted that day and the Board of Trustees appealed the federal court's decision to the United States Supreme Court. On appeal, the three young men were represented by renowned civil rights attorneys Thurgood Marshall and Robert L. Carter, who had both served as legal counsel in *Brown v. Board of Education.* In a one line opinion, the United States Supreme Court affirmed the lower federal court's ruling on March 5, 1956. The policy of segregation in the nation's public universities and colleges was struck down by this case.

RESEARCH PROJECT DESCRIPTION AND OUTCOMES

This case ended segregation at public universities and colleges throughout the nation yet very few people know about this significant part of African American history. I discovered a picture of these three young men on display in the Wilson Library in January of 2010 and realized that although I spent seven years at the University completing my undergraduate and legal studies, I did not know this history. I had taken for granted that we had always been admitted to the University. It is now my mission to ensure that these men are honored for their courageous sacrifice and that their story is researched and memorialized in a book.

September 16, 2010 marked the 55th year anniversary of the desegregation at UNC-Chapel Hill and the three men were finally honored by the University in a series of events over the course of two days. However, as I planned the events I tailored them largely to the University community. The legacy of their story cannot end with that event.

It is time for the larger community of Chapel Hill, the entire state of North Carolina and the nation to know the impact these three young men made on the Civil Rights Movement before Martin Luther King, Jr. led the boycott in Alabama and long before Rosa Parks refused to get up. The Civil Rights Movement began in Chapel Hill in 1955 with the act of these three young men. As they walked on campus that day in 1955, they carried the entire African American race with them.

Therefore, I am humbly requesting funding in the amount of $10,000 from Strowd Rose Foundation to conduct extensive research that will document this history. The research will culminate in the following outcomes:

1. The writing of a historical, legal, and social analytical book provisionally titled "The Desegregation Soldiers of the University of North Carolina at Chapel Hill"; and

2. Educational Workshops provisionally titled "They Broke the Steel Door" that will be taught during Black History Month in the public schools of Chapel Hill and Durham led by university students.

BUDGET AND BUDGET JUSTIFICATION

Overhead Costs (Required for all University grants; 10 percent of the grant) *$1,000*

Personnel Costs

1. Principal Investigator Salary (no salary or stipend is provided by the African American Studies Department for Adjunct Faculty due to severe budgetary cuts and constraints) $0[1]

2. Research Assistant *$2,000*

   Justification: A full-time principal investigator must be devoted to this monumental research project for a period of one year. The principal investigator will have to expeditiously interview several relevant parties to this subject matter and obtain, review and synthesize archival materials as well as legal documents from the Federal Court and the United States Supreme Court. A Research Assistant will be instrumental in obtaining and reviewing archival records.

Copying and Production Costs

1. Estimated Copying costs *$3,000+*

   Justification: The principal investigator anticipates that there will be significant copying costs of obtaining transcripts from the court hearings as well as the legal filings and for obtaining archival video footage.
2. Education Workshop Training for UNC students *$2,000*
3. Printed Materials for Education Workshops in public schools *$2,000*

Travel Expenses by Location (not requested from Strowd Foundation)

1. New York City NAACP Legal Defense Headquarters
   Interview Mr. Leroy Frasier who lives in Brooklyn, NY
2. Jacksonville, Florida – Interview Mr. Ralph Frasier
3. Houston, Texas – Interview Mr. John Brandon
4. Chapel Hill, NC - Interview Mr. William Friday
5. Greensboro, NC – Federal Courthouse

TOTAL GRANT REQUESTED *$10,000*

OTHER POTENTIAL SOURCES OF FUNDING AND SUPPORT

1. University Research Council has made a grant of $5,000 to the Department of African American Studies for this project
2. Z Smith Reynolds Social Justice Grant
3. North Carolina Council on Humanities
4. Ford Foundation

[1] I am not requesting salaries or a stipend to conduct this project from Strowd Rose Foundation. I will apply for this funding from another source such as Z Smith Reynolds, the North Carolina Council on Humanities.

COMMUNITY SUPPORTERS

1. Mr. Alan McSurely, Civil Rights Attorney and Executive Member of NC NAACP
2. Dr. Gena Rae McNeil, Tenured Professor in the Department of History and Historian of Charles Hamilton Houston

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, May 2, 2011 8:18 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Update on transition from Blackboard to Sakai

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In late February, the decision to move from Blackboard to Sakai by December 2012 was formally announced to campus by myself, Provost Bruce Carney, and Chair of the Faculty McKay Coble.

Since then, Information Technology Services (ITS) in collaboration with campus IT support staff have laid a strong foundation for a smooth transition.

One of our first initiatives was to survey faculty about their preferred personal migration timeline and the type of Sakai assistance desired.The response was impressive with 1094 faculty and instructors providing feedback. Results indicated that 43 percent of respondents preferred to start using Sakai for Fall 2011, and half reported wanting to learn Sakai on their own using the available resources. For additional information about the survey results, please see http://blog.sakai.unc.edu/faculty/results/ .

Two public informational meetings took place in April and two more are scheduled on May 11 and May 24. For more details, visit http://blog.sakai.unc.edu/migration/public-info-sessions/. Please encourage your faculty, staff and students to attend any of these meetings if they would like to learn more about Sakai and the transition process. In addition, several school-specific meetings have taken place. Please feel free to contact Kim Eke (kim_eke@unc.edu) in ITS/Teaching and Learning if you would like to schedule an informational meeting or hands-on workshop for your individual unit, department or school. We will continue to reach out to campus on a regular basis.

In June, the faculty cohort moving to Sakai for Fall 2011 will be identified. Over the summer, ITS and IT support staff will migrate the identified faculty courses for those instructors who requested help.

A new feature beginning later this fall, will allow all faculty to create their own course sites and not have to request them as previously required in Sakai. More information about that process will be made available in the next few months.

ITS has been working directly with individual unit, department and school IT support staff. Their cooperation and collaborative spirit has been outstanding and I would like to publicly recognize their efforts.Their assistance is critical to our success.

If you have any questions or concerns about the transition to Sakai, please contact Kim Eke at 445-9472 or kim_eke@unc.edu.

Larry Conrad
Vice Chancellor for Information Technology and Chief Information Officer

This email is sponsored by: Information Technology Services

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, May 2, 2011 8:20 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Fitting in Fitness

You know fitness is important for your health and well-being, but finding time to exercise can be difficult. How can you find time for fitness? The key is to be flexible and make fitness a way of life. Remember all physical activity, not just formal exercise programs, can add up to a healthier you! If you are looking for ways to get back to a healthy, active lifestyle UNC Campus Recreation offers many ways for you to be active.

Visit the following website for more information:
www.campusrec.unc.edu

This email is sponsored by: Campus Recreation

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, May 2, 2011 8:28 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Give a Hair Sample for Research if You have Jaw or Facial Pain

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The Center for Neurosensory Disorders is currently recruiting for several studies. We are looking for men and women ages 18 to 60 years whose scalp hair is at least one and a half inches long.

Are you willing to have a few strands of hair cut from close to your scalp?
Are you willing to be screened for pain conditions in the region of your face, jaw, and ear?
Are you willing to complete several questionnaires?

We are recruiting people with pain in the facial area.
Please contact us if you are interesting in learning more about our studies and would like to participate in a screening session (Biomedical IRB#09-1485). Last approval 08/25/2010.

You should NOT participate if you are pregnant or if you have used either of the following in the last three months: hair color or glucocorticoids (including cortisol-containing creams and lotions. You should also NOT participate if you have any of the following conditions: diabetes, drug or alcohol abuse, heart trouble or disease, hypertension (high blood pressure) that is not well controlled with medication, hyperthyroidism, major psychiatric disorder requiring hospitalization within the last 6 months, chronic respiratory disease not controlled with medication, renal failure or dialysis, seizures, or if you are currently receiving chemotherapy or radiation therapy.

$25 compensation will be provided for participating in a one visit screening session lasting less than one hour.
For more information, please call 966-1060.

This email is sponsored by: Center for Neurosensory Disorders

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From: nobody@notify.unc.edu on behalf of john_gorsuch@unc.edu
Sent: Monday, May 2, 2011 8:49 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: New Print Stop and Copy Center

UNC Student Stores is pleased to announce the opening of the Print Stop & Copy Center on May 2nd.

It is conveniently located at the center of campus on the third floor of Student Stores. The Print Stop offers printing and copying services for students, faculty, staff, and departments.

Services include: Black & White Copies, Color Copies, Digital Printing, Lamination, Posters & Banners, Binding, and FAX Services.

The Print Stop accepts all forms of payment: Cash, Check, VISA, MasterCard, American Express, UNC OneCard, and Departmental Accounts.

We are ready to assist you with your special project.

This email is sponsored by: UNC Student Stores

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From: nobody@notify.unc.edu on behalf of hr@unc.edu
Sent: Monday, May 2, 2011 9:17 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Carolina Blood Drive June 7

FROM: Carolina Blood Drive Committee

Every two seconds, someone in the U.S. needs blood. In fact, more than 38,000 blood donations are needed every day. Those facts underscore the importance of the 23rd annual Carolina Blood Drive on Tuesday, June 7, from 7 a.m. to 6 p.m. in the Dean E. Smith Center.

Door prizes given randomly during the day will include UNC football and basketball tickets. After giving, donors may choose from pizza, cookies, sandwiches and more, and will receive commemorative 23rd anniversary T-shirts donated by UNC Student Stores and the American Red Cross. Presenting donors are automatically registered to win one of two pairs of round-trip Delta Air Lines tickets sponsored by the Carolinas Region of the American Red Cross.

Please take time out to help patients who so desperately need you. Time spent donating is considered work time with permission from a supervisor.

For details, the on-line registration form, donor eligibility, transportation plans and information on donating double red cells, visit www.unc.edu/blood or dial 96-BLOOD (962-5663).

Traditionally, blood donations drop in the summer due to vacations and school breaks. And hereabouts, habitual UNC student donors are away. Unfortunately, the need for blood often increases at the same time because of travel-related injuries.

By participating in the Carolina Blood Drive, you will not only represent the University's concern for local hospital patients, but also you will help save the life of someone in need.

Carolina Blood Drive Committee

This email is sponsored by Human Resources-Benefit Services, Student Stores, Athletics, Printing Services, the American Red Cross and a committee from across campus.

This email is sponsored by: Office of Human Resources

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From: International Crisis Group <notification@crisisgroup.org>
Sent: Tuesday, May 3, 2011 6:18 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Syria: Quickly Going beyond the Point of No Return

To view this email as a webpage, click here

INTERNATIONAL CRISIS GROUP - NEW MEDIA RELEASE

Syria: Quickly Going beyond the Point of No Return

Brussels, 3 May 2011: The situation in Syria is quickly going beyond the point of no return. By denouncing all forms of protest as sedition, and dealing with them through escalating violence, the regime is closing the door on any possible honourable exit to a deepening national crisis. With little the international community can do, the optimal outcome is one whose chances are dwindling by the day: an immediate end to the violence and a genuine national dialogue to pave the way for a transition to a representative, democratic political order.

Over the past several weeks, a number of Syrians have taken to the streets chiefly to express frustration over their worsening economic predicament, outrage at the brutality and unaccountability of the security forces, and solidarity with parts of the country that have witnessed the fiercest forms of repression.

For a time, the regime acknowledged the existence of legitimate grievances. But it has now reverted to its initial characterisation of the protests as a global conspiracy, lumping together the U.S., Israel, Syria's Arab enemies in Lebanon, Saudi Arabia and Qatar in particular, former regime officials and home-grown fundamentalists. Official media tell a tale in which the security apparatus features as sole victim, persecuted by armed groups, innocent of any misdeed and striving to uphold national unity. The regime blames all casualties on its foes -- agents provocateurs and, more recently, jihadis. Gruesome pictures of dead (and sometimes mutilated) bodies of security officials lie at the core of this narrative. The regime once paid tr ibute to civilian casualties as well. Ominously, no more.

Although one cannot exclude possible foreign involvement in the ongoing crisis, credible evidence points to abundant instances of excessive and indiscriminate state violence, including arbitrary arrests, torture and firing into peaceful crowds. At its core, this is a spontaneous, peaceful, popular uprising, fuelled far more by the regime's own actions than by any putative outside interference. There are plausible reports of security forces being ambushed by unidentified armed groups, as well as of protesters firing back when attacked. But for those on the ground, there can be no doubt that the vast majority of casualties are the result of regime brutality. The regime is also fanning the flames of sectarianism, spreading rumours of impending attacks targeting specific groups. Sectarian tendencies no doubt exist in parts of the country. But the authorities' tactics betray a determined and cynical attempt to exploit and exacerbate them.

At this point, moreover, questions are being raised both about the authorities' ability to control and discipline the security apparatus and about the security forces' willingness to convey to their political leadership a truthful picture of what is happening on the ground. Even at the best of times, large segments of the security services have been plagued by sectarianism, corruption, incompetence and a sense of wholesale impunity. These features are all the more likely to surface amid a crisis. To date, the leadership has evinced no readiness to impose clarity of mission, discipline or accountability on its security apparatus; there is, for example, not a single known instance of meaningful sanctions to punish unlawful or excessive use= 0of force.

The regime's violent, unlawful and disorderly response has only further deepened a pervasive sense of chaos. In turn, this has discredited the reforms it announced in hopes of defusing the situation and shoring up its political

base. However meaningful or promising they might have been on paper, they have proven worthless in practice. The regime has lifted the emergency law but has since allowed the security services to conduct business as usual, thereby illustrating just how meaningless the concept of legality was in the first place. It authorises demonstrations even as it claims they no longer are justified and then labels them as treasonous. It speaks of reforming the media and, in the same breath, dismisses those who stray fr om the official line. It insists on ignoring the most outrageous symbols of corruption. Finally, and although it has engaged in numerous bilateral talks with local representatives, it resists convening a national dialogue, which might represent the last, slim chance for a peaceful way forward.

The regime's hope appears to be that a massive crackdown can bring the protesters to heel. Some claim that a show of force is required to restore calm and provide the room necessary to carry out reforms. Such a course of action would entail loss of life on a massive scale. It could usher in a period of sectarian fighting with devastating consequences for Syria. It could destabilise its neighbours. And, ultimately, it is highly unlikely to work.

Even if massive repression were to succeed in the short term, any such victory would at best be pyrrhic. In the wake of the crackdown, the security services would rule supreme. President Assad's domestic and international credibility would be shattered. Few countries would be willing to lend a hand to redress a devastated economy. Major investments, development projects and cultural ventures would find few foreign partners. Assad might well prevent forcible regime change, but the regime will have been fundamentally transformed all the same.

The only -- decreasingly realistic- chance to avoid this outcome would be for the regime to take immediate steps to rein in its security forces, take decisive action against those responsible for state violence and initiate a genuine, all-inclusive national dialogue. A halt to the cycle of violence could create the space necessary for representatives of the popular movement to articulate their demands and for negotiations on a real, far-reaching program of reforms to proceed. Most importantly, it would give the regime the opportunity to demonstrate it has more to offer than empty words and certain doom.

For the international community, the Syrian crisis poses a vexing challenge. Beyond denouncing the brutal repression, making clear to the regime that its conduct will lead to increased isolation, and urging it to implement long-overdue reforms and national dialogue, there unfortunately is little it can do. Outside actors possess little leverage, particularly at a time when the regime feels its survival is at stake. It has survived past periods of international isolation and likely feels it can weather the storm again. Even countries that have developed close ties to Damascus, such as Turkey, are viewed with growing suspicion by officials who are increasingly paranoid and consider anything short of outright support an act of betrayal. The sanctions targeting individual officials involved in acts of repression that have been announced are unlikely to have any effect; their impact would be maximised if, rather than simply naming individuals, the decisions were backed by solid, public evidence. Broader sanctions run the dual risk of serving the regime by bolstering the claim that it is facing a foreign conspiracy and of harming ordinary citizens, who are already paying a high price for their country's dramatic economic downturn.

Neighbouring states have an enormous stake in averting enduring instability. Chaos in an ethnically and confessionally heterogeneous Syria would have swift and potentially devastating impact on Turkey - a country with which it shares an 877 kilometre long and porous border; Lebanon, whose fate historically has been tied to its neighbour's; Jordan, a small state likewise at the mercy of Syrian developments; and Iraq, which is barely recovering from its civil war and can hardly afford sectarian fighting at its borders. As a result, they should strive to prevent any cross-border trafficking involving militants, weapons or money.

Some are calling for more from the international community. But a Libya-type military intervention is implausible, risky and undesirable, and any other form of direct outside help for the protesters inevitably would be used by the regime to depict them as foreign agents, thus exposing them to further repression without offering them any protection or materially affecting the outcome of the struggle.

In fashioning a proper international response, two more factors should be borne in mind.

First, although overall trends are increasingly clear, many specific allegations regarding developments in Syria (concerning for example possible dissent within the security forces; the scale of protests; the identity of those who have killed security officers) remain hard to verify. Because the regime has denied the international media access, many in the media have been forced to rely on uncorroborated material posted on the internet as well as on unvetted witness testimony. There is a risk in reacting immediately to such raw and inevitably partial accounts. It will be important for outside actors to base their actions on as thorough and level-headed as possible assessments of events on the ground.

Second, one should not ignore the views of many Syrians - even among those without sympathy for the regime - who continue to fear its precipitous collapse . They dread the breakup of a state whose institutions, including the military, are weak even by regional standards. They fear that sectarian dynamics or a hegemonic religious agenda could take hold. They are suspicious of possible foreign interference. And they distrust an exiled opposition that is all too reminiscent of Iraq's. Short of the regime's implosion, they seem persuaded that only an indigenous, negotiated solution can offer hope for a successful political transition.

The international community clearly has an important stake in the outcome of the current crisis, even if little capacity to influence it. That influence principally lies domestically: with the protesters, striving to claim their rights and whose greatest strength resides in their ability to remain peaceful, resilient and grounded in local support, and with the regime which must be brought to understand that continued resort to violence will only further deepen the crisis which it has brought upon itself.

Visit our website: http://www.crisisgroup.org
Andrew Stroehlein (Brussels) +32 (0) 2 536 0071
Kimberly Abbott (Washington) +1 202 785 1602
To contact Crisis Group media please click here

The International Crisis Group (Crisis Group) is an independent, non-profit, non-governmental organisation covering some 60 crisis-affected countries and territories across four continents, working through field-based analysis and high-level advocacy to prevent and resolve deadly conflict.

From: The Black Student Movement of UNC Chapel Hill <host@invite.pingg.com>
Sent: Tuesday, May 3, 2011 9:16 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: The Black Student Movement of UNC Chapel Hill has updated your invitation to Honoring Paragons within the Black Campus Community

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Having trouble seeing this email? Visit the Event Web Page.

You have been invited by The Black Student Movement of UNC Chapel Hill to Honoring Paragons within the Black Campus Community.

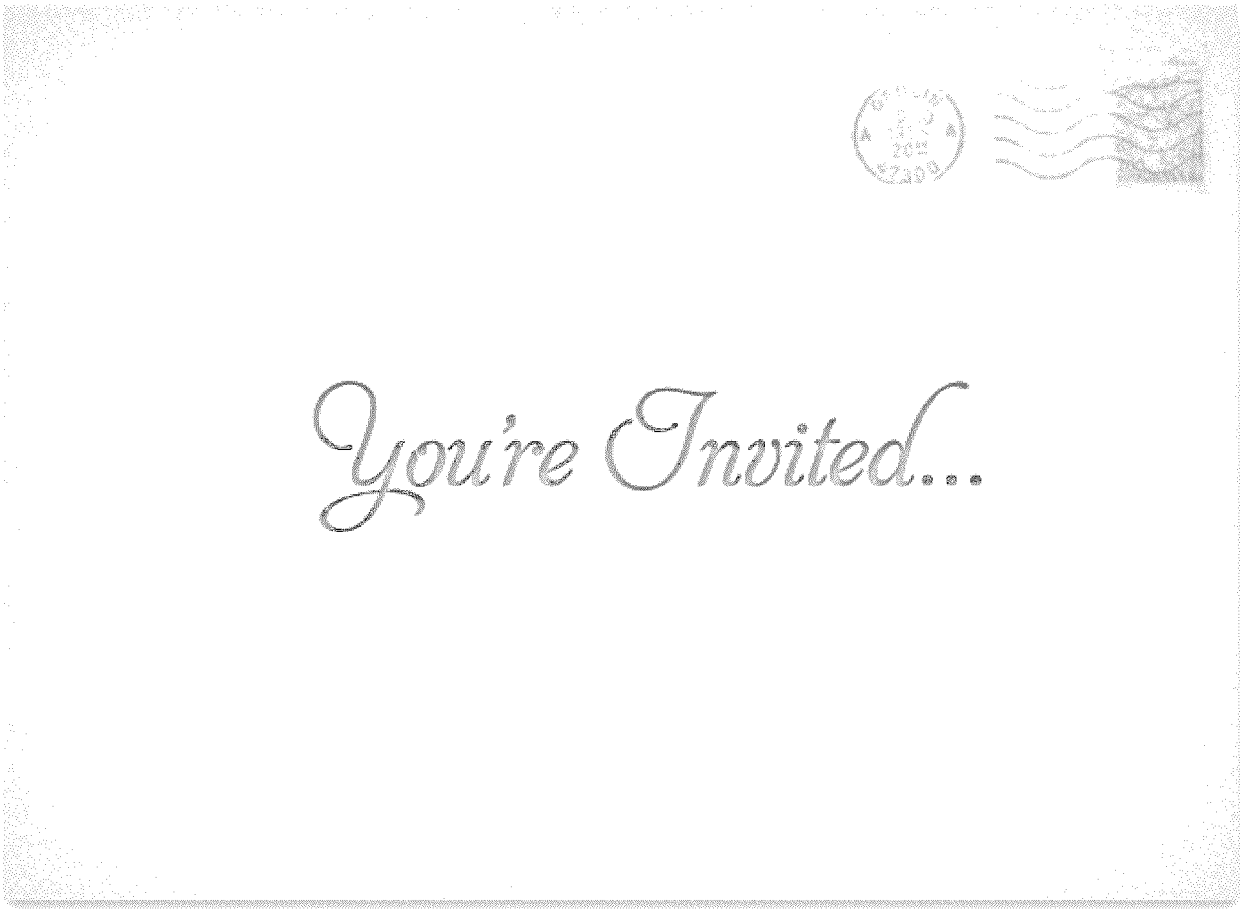

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From: Invitation Ifri <seaman@ifri.org>
Sent: Tuesday, May 3, 2011 9:26 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Conference: Re-thinking China's Role in Africa

To: **Dr. Julius NYANG'ORO**

ifri

CONFERENCE

Friday 20th of May, from 9am to 12pm

Ifri, salle de conférence, 27 rue de la Procession, 75015 PARIS - Métro Volontaires (12) ou Pasteur (6)

The Center for Asian Studies and the sub-Saharan Africa Program are pleased to invite you to:

Re-thinking China's Role in Africa

with

Chris Alden
Senior Lecturer, London School of Economics

Daniel Large
Research Director, School of Oriental and African Studies, University of London

and

Zhu Ming
Research Fellow, Shanghai Institutes of International Studies

Chair
Vincent Darracq
Ifri sub-Saharan African Program

Since the end of the 1990's, China's growing economic and diplomatic presence in Africa has attracted attention, as well as concern. In the West, many analysts and diplomats are critical of a Chinese "grand plan" whose effects would be to loot African natural resources and undermine efforts to promote democracy and good governance (as well as move western companies out of African markets, in sectors such as construction). This view is partly based on misperceptions, especially about the Chinese government's capacity (and willingness) to give directions to the multitude of Chinese organizations and individuals setting foot in Africa.

And yet, Chinese policies in Africa have evolved. Now being an established power in Africa, China has gone through a learning process about the specificities of African contexts. This conference will discuss what this "normalization" of Chinese policies in Africa means.

ON LINE REGISTRATION

(subject to availability)

Contact: ***John Seaman*** *- centreasie@ifri.org - 01 40 61 60 66*

Should you wish to unsuscribe from this list, please send a blank email to this address

Institut français des relations internationales

27, rue de la Procession, 75740 Paris cedex 15

Tél : 01 40 61 60 00 - Fax : 01 40 61 60 60 - courriel : ifri@ifri.org

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Tuesday, May 3, 2011 10:15 AM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] List of Graduating Seniors

Hi All,
I'm writing to see if we have a list of graduating seniors. I would like to include it in the newsletter and plan to finish it this week. If someone has the list, please forward it to me.

Thanks,
Kia

You are currently subscribed to afriafam as: jen321@email.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=29107975
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-29107975-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: Carolyn Pumphrey, Ph.D. <pumphrey@duke.edu>
Sent: Tuesday, May 3, 2011 10:49 AM
To: tisslist@duke.edu
Subject: FW: Panel Discussion: "Now What? Counterterrorism and American National Security in a Post Bin-Laden World"
Attach: OBL Panel Discussion.pdf

The Duke Program in American Grand Strategy and Triangle Center on Terrorism and Homeland Security Present:

"Now What? Counterterrorism and American National Security in a Post-Bin Laden World"

May 4, 2011
12:00-1:00 PM
| Sanford 223 | Rhodes Conference Room | Duke University |

Take a break from work or studying to join us for insight from some of Duke's leading experts on National Security and Counterterrorism.

Panelists: Peter Feaver, *Professor of Political Science and Public Policy; Director, Triangle Institute for Security Studies and the Duke American Grand Strategy Program*
Bruce Jentleson, *Professor of Public Policy and Political Science*
David Schanzer, *Professor of the Practice for Public Policy; Director, Triangle Center for Terrorism and Homeland Security*

Moderator: Seth Cantey, *Graduate Student- Political Science*

This event is also supported by the Triangle Institute for Security Studies, the Sanford School of Public Policy, and Duke's Department of Political Science.

*For additional information, please contact Jennifer Boyle (Jennifer.boyle@duke.edu) or 613-9301.

Jennifer Boyle
Program Assistant
TISS/AGS/TCTHS
Duke University, Sanford School of Public Policy-Rubenstein 138
Durham, NC 27708
919-613-9301

Now What?

Counterterrorism and American National Security in a Post-Bin Laden world

MAY 4, 2011 | SANFORD 223 | 12:00-1:00 PM

PETER FEAVER
Professor of Political Science and Public Policy

BRUCE JENTLESON
Professor of Public Policy and Political Science

DAVID SCHANZER
Associate Professor of the Practice, Public Policy

MODERATOR: SETH CANTEY
Graduate Student, Political Science

DUKE UNIVERSITY AMERICAN GRAND STRATEGY

Triangle Center on Terrorism and Homeland Security

TISS

Duke SANFORD SCHOOL OF PUBLIC POLICY

Duke Department of Political Science

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, May 3, 2011 11:16 AM
To: Nyang.Oro@email.unc.edu; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: [ackland-e-news] This Week at the Ackland

This Week at the Ackland

Wednesday, May 4
12:00 - 1:00 PM

Add a little culture to your noon hour: bring a lunch and learn more about the art currently on view at the Ackland.

This Month:

"Joseph Beuys: Form, Power, Energy"

An illustrated talk by Gabriel Trop, Assistant Professor, Department of Germanic Languages and Literatures, UNC-Chapel Hill
in conjunction with the Ackland's current exhibition
DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

Joseph Beuys uses the materials and forms of art to reveal how power is produced in social spaces and how art itself generates, impedes, and reorganizes energetic flows. Artistic forms are saturated with and surrounded by various metabolic processes: the exchange of commodities, the organization of public space, the circulation of blood, and the energy mobilized in political movements, for example. Gabriel Trop will put Beuys' work in dialogue with that of Sigmar Polke in an attempt to examine the intersection of aesthetic form, political power, and bio-physical energy.

No reservations required.
Free to members and valid UNC One Card holders | $5 non-members

IN THE GALLERIES:

New Currents in Contemporary Art: MFA 2011 **Through THIS SUNDAY, May 8**

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

Romantic Dreams | Rude Awakenings: Northern European Prints and Drawings, 1840-1940

Art and Cultural Exchange along the Silk Road

Making Sense in Eighteenth-Century Prints

Art and the Natural World in Early Modern Europe

Art and Religious Life in Early Modern Europe

There is always something new to see at the Ackland!

UPCOMING EVENTS:

May 11
Tea at Two
with Timothy Riggs
2:00 - 3:30 PM
RSVP Now!

May 12
Out of the Studio:
Artist Carole Baker

For more information, call Allison Portnow, Events and Programs Coordinator, at 919.843.3687.

Tea at Two

Wednesday, May 11
2:00 PM

The Ackland invites you to enjoy tea, refreshments, and conversation with **Timothy Riggs**, the Ackland's curator of collections, for an illustrated talk related to the current exhibition *Romantic Dreams | Rude Awakenings: Northern European Prints and Drawings, 1840-1940*.

Riggs will be discussing primitivism in German art of this period, from Moritz von Schwind to Hermann Max Pechstein.

Free to Ackland members | $10 non-members.
Space is limited. RSVP: aportnow@email.unc.edu or 919.843.3687.

MFA 2011

Don't miss *New Currents in Contemporary Art: MFA 2011*

Open through Sunday, May 8th!

The innovative works of photography, video, sculpture, and mixed media on view represent the culmination of two years of graduate study by featured artists Travis Donovan, Carolyn Janssen, Lydia Anne McCarthy, Jessye McDowell, John Hollin Kelse Norwood, Raymond Padrón, and Tracy Spencer-Stonestreet.

Let's Have a Bite! A Banquet of Beastly Rhymes

A reading by children's author Bob Forbes

Saturday, May 7, 2011
3:00 PM
Wilson Special Collections Library, Pleasants Family

6:00 PM

May 14
Art-Ventures for Kids
10:30 AM - 12:00 PM

May 14
Drawing for Kids
10:00 AM - 12:00 PM

May 14
Drawing in the Galleries
10:00 AM - 12:00 PM

May 15
Music in the Galleries
2:00 PM

Please visit our calendar
for a full listing of special programming and events.

Assembly Room
Free and open to the public

All ages are invited to "a banquet of beastly rhymes" with author Bob Forbes, as he reads from his newest collection of poetry for children, in the Wilson Special Collections Library. *Let's Have a Bite! A Banquet of Beastly Rhymes* (Overlook Press) features thirty-three "delectable rhymes about animals naughty and nice" and characters such as a photogenic buffalo, a color-changing emu, and a well-dressed narwhal.

The reading will take place as part of an open house in Wilson Library from 1:00 to 5:00 PM, during which visitors will be able to see treasures from the special collections, view an exhibition of 38 original Searle illustrations for Forbes's book *Beastly Feasts! A Mischievous Menagerie in Rhyme*, and enjoy refreshments.

Forbes (UNC class of 1971) is the president of the magazine *ForbesLife*, the luxury lifestyle and culture publication of Forbes magazine.

Books will be available for sale and signing by Forbes, courtesy of the Bull's Head Bookshop.

The event is sponsored by the Friends of the Library.

The Ronald Searle illustrations will be on display in the Pleasants Family Assembly Room through July 31, 2011, and available for public viewing as meeting schedules allow.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **JEN321@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-29108719-5774387.1df4eaa86822fcf7c7763439288ee70d@listserv.unc.edu.

Illustrations

Joseph Beuys, German, 1921 - 1986: *Felt Postcard*, 1985; printed felt. James Keith Brown and Eric Diefenbach Collection.

Hermann Max Pechstein, German, 1881–1955: *Portrait of a Young Black Woman – Nelly*, ca. 1910; watercolor over graphite. Ackland Fund.

Lydia Anne McCarthy, *Untitled*, 2010; digital chromogenic print.

Ronald Searle, cover illustration for *Let's Have a Bite! A Banquet of Beastly Rhymes*.

From: LearningEmall <inquiry@learningemall.com>
Sent: Tuesday, May 3, 2011 11:31 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Highly Recommend - History

Dear Academic/Librarian,

LearningEmall.com would like to introduce the following educational programs to you!

www.learningemall.com **e-Newsletter**

Today's Topic : History

The following educational DVDs trace the American History as well as World History.

BARACK OBAMA, PART 1 - 2
This program traces the history of the racial and political barriers African-American's have faced in America from the time of slavery in America, right through to the election of President Obama. DVD / 2009 / 15 minutes
>>> **more details** <<<

AMERICA'S JOURNEY THROUGH SLAVERY, PART 1 - 5
Without President Abraham Lincoln's leadership, courage and determination to maintain the Union, the United States of America may have ceased to exist. DVD / 2008 / 12 minutes
>>> **more details** <<<

ARTIFACTS FROM 19TH CENTURY LIFE, PART 1 - 7
Visit a pioneer community on the western frontier to see how people lived over 150 years ago. Explore a pioneer's cabin and the village store to learn more about the tools used in those settings. DVD / 2008 / 5 minutes
>>> **more details** <<<

STORIES OF THE AMERICAN PUPPET
The American Puppet is the first documentary to chronicle this arts fascinating and colorful evolution. Narrated by film and TV actor Dan Lauria, this landmark documentary examines the lives and recounts the significant contributions of men and women who, throughout the years, have helped to shape puppetry in America. DVD / 2007 / 58 minutes
>>> **more details** <<<

CREATIVE NATIVE SEASON, PART 1 - 52
This program is dedicated to all the babies being born during the baby boom in the First Nation's community. As part of our examination of children in Canadian society, we look at the statistics. DVD / 2006 / 30 minutes
>>> **more details** <<<

GENOCIDE FACTOR, THE, PART 1 - 4
While the term "genocide" is a product of the 20th century, the phenomenon is not; massacres and brutality riddle humankind's past. DVD / 2001 / 57 minutes
>>> **more details** <<<

BIOGRAPHY OF AMERICA, A
A Biography of America presents history not simply as a series of irrefutable facts to be

memorized, but as a living narrative. DVD / 2000 / 780 minutes
>>> **more details** <<<

Bridging World History
Bridging World History is a multimedia course for secondary school and college teachers that looks at global patterns through time, seeing history as an integrated whole. 5 DVDs / 2004 / 780 minutes
>>> **more details** <<<

AFRICANS, THE
Look back into the history of Africa with scholar Ali Mazrui to examine major influences on this complex continent: indigenous heritage, Western culture, and the Islamic religion. 5 DVDS / 1986 / 540 minutes
>>> **more details** <<<

BLACK AMERICAN EXPERIENCE THE , PART 1 - 10
The first Black surgeon to serve as an examiner on the American Board of Surgery. CHARLES DREW born 1904, was an African American physician and medical researcher who revolutionized the field of medicine with developments in blood-work.
>> **more details** <<<

For more DVD on History, please click HERE

ORDER

* Delivery charge additional. Prices are subject to change without prior notice *

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From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Tuesday, May 3, 2011 12:02 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Buell, Agatha <abuell@email.unc.edu>
Subject: Printing Newsletter

Julius and Agatha,
I'm writing to see if we'll be able to make copies of the newsletter for graduation. It will be 10 pages long and color copies would be preferable. It would probably be good to make about 40 copies, for graduates and faculty. If the dept. does not have funds available, I should have some money left over from event funding that I received. I can check with Haeran.
Please let me know what you think and also whether Travis would be able to have the copies made. I'll be busy with the finals the rest of this week.

Thanks,
Kia

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Tuesday, May 3, 2011 12:04 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Janken, Kenneth R <krjanken@email.unc.edu>
Subject: Newsletter Draft for Review
Attach: Newsletter_May2011_Draft1.pub

Julius and Kenneth,

Here is a draft of the newsletter. A few items still need to be added. Please send your comments and suggestions by tomorrow.

The print is small when you read the newsletter on a computer. If you would like to enlarge the pages for easier viewing, you can pull down the "View" tab at the top of the screen and increase the size (I usually do 100%).

Julius - Would you please send text from your column "From the Chair's Desk" today or tomorrow (75-125 words).

I apologize for the short notice. I thought the dept. might want some copies on hand for graduation. They would need to be printed on Friday, if not sooner.

Thanks,
Kia

DEPARTMENT OF AFRICAN & AFRO-AMERICAN STUDIES UNC-CHAPEL HILL

CROSSROADS

VOLUME 3, NUMBER 1 SPRING 2011

SPECIAL POINTS OF INTEREST:

- Congraulations Class of 2011!
- Professor Sahle receives teaching award
- Department remembers Professor Roberta Ann Dunbar

INSIDE THIS ISSUE:

Faculty Scholarship	2
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Legacy of the Wilmington Ten	4
Study Abroad in Venezuela	5
Tribute to Professor Dunbar	6-8
Graduating Seniors	9

Department Celebrates 40th Anniversary

A bold proposal for the establishment of "Afro-American and African Studies Curricula" was submitted to the university administration on April 16, 1969. The six member committee that drafted the proposal included a first year student named Evelyn Lewis, and a junior named Reginald Hawkins, who was also one of the founders of the Black Student Movement. Among the three faculty members on the committee was a young professor of English named C. T. Ludington. Last fall, those three 'founders' of our Department were invited back to celebrate our 40th anniversary.

Lewis is now a professor of law at the University of California, Davis. Reginald Hawkins is now Abdullah Salim, and practices law in Maryland. Prof. 'Towney' Ludington has retired after a long and distinguished career at Carolina. Our guests had lunch with our majors and were given a tour of the Sonja Haynes Stone

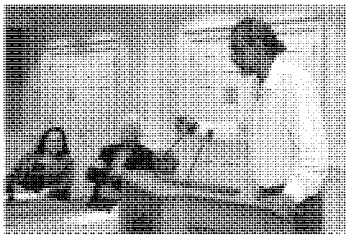

Left to right: Evelyn Lewis, Townsend Luddington, Abdullah Salim [Reginald Hawkins Jr.], and Perry

Center for Black Culture and History before they appeared on a panel where they reflected on the significance of what they did over 40 years ago. Also participating on the panel was Prof. Perry Hall, author of, *In the Vineyard* a highly regarded history of African American Studies programs. Majors Bianca Bell '11, Matthew Meyer '11, and Deja Wooden '11 offered comments and posed questions to the panelists.

Attorney Salim described the celebration as "a healing experience" and expressed "joy" to know that what they did over 40 years ago was "not in vain, and that the legacy is in good hands among such intelligent, insightful, vibrant and energetic students and concerned faculty."

- Reginald Hidebrand

From the Chair's Desk

This story can fit 75-125 words.

Your headline is an important part of the newsletter and should be considered carefully.

In a few words, it should accurately represent the contents of the story and draw readers into the story. Develop the headline before you write the story. This way, the headline will help you keep the story focused.

Examples of possible headlines include Product Wins Industry Award, New Product Can Save You Time!, Membership Drive Exceeds Goals, and New Office Opens Near You.

TRIBUTE TO

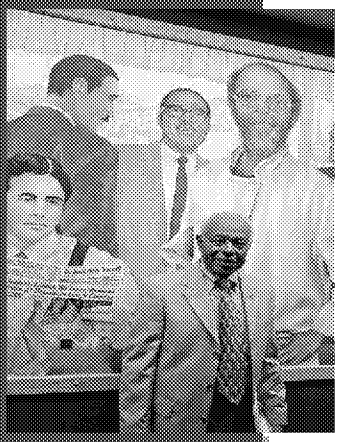

Abdullah Salim (formerly Reginald Hawkins jr.) in front of a mural depicting his father, Reginald Hawkins Sr. School of Government, UNC-Chapel Hill.

Prof. Eunice Sahle presented work at three recent conferences. "Contemporary Imperialism, Democracy and Un/freedom in Africa," Conference on Freedom and Democracy in an Imperial Context: Dialogues with James Tully, University of Victoria, May 27-29, 2010. "Coloniality in Africa and Framing Decoloniality in the 21st Century", November 19, 2010, Berlin,Germany. "Citizenship, Human Rights and New Democratic Constitution in Kenya," November 22-26, Kenya. Prof. Sahle's recently published the essay, "Post-Development and Alternatives to Development", in Paul Haslam, Pierre Beaudet, Jessica Schafer (eds*), Introduction to International Development Studies: Approaches, Actors and Issues* (Oxford University Press, 2011).

Prof. Bereket Selassie was selected to deliver the Annual Abiola Lecture (2010) at the 53rd Annual African Studies Association Meeting in San Francisco. The lecture, titled, *Democracy and Peace in the Age of Globalization: Old Problems, New Challenges for Africa* is being published by the African Studies Review. Prof. Selassie was also a Keynote Speaker at the Annual Meeting of the Third World Studies Association, which was held in Savannah, Georgia in October 2010. This lecture titled, "*Framing the State in Post-Conflict Situations"* is forthcoming in the Review of Third World Studies. The second volume of Prof. Selassie's memoirs was published under the title, "*Wounded Nation….*" by Red Sea Press in 2010. His piece on Africa in the Age of Obama was published by the African Studies Review. Prof. Selassie recently served as a member of an expert group who acted as consultants in the making of the Constitution of Kenya. In addition, he was invited to be a consultant in the constitution drafting of South Sudan; but for family reasons could not accept the invitation. He has provided views informally to some of the people involved in this work, primarily on issues of centralism and decentralization. On February 10, 2011, Prof. Selassie was featured in an interview on the National Public Radio Program *Talk of the Nation*. This interview focused on his role as the principal framer of the Eritrean Constitution.

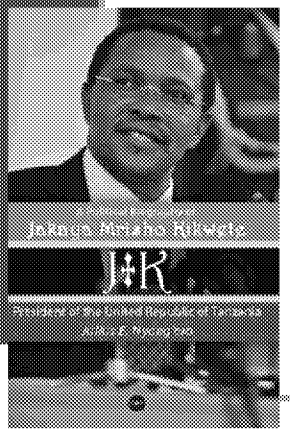

Prof. Perry Hall has recently published two book chapters and one journal article: "African American Studies: Discourses and Paradigms " In *African American Studies*, edited by Jeanette R. Davidson, 15-34. Edinburgh: Edinburgh University Press, 2010. "Perspectives on Interwar Culture: Remapping the New Negro Era." In *The Harlem Renaissance Revisited: Politics, Arts, and Letters*, edited by Jeffrey Ogbonna Green Ogbar, 195-210. Baltimore [Md.]: Johns Hopkins University Press, 2010. "Hip Hop and the Black Studies Canon," for a special issue of the *International Journal of Africana Studies.* Volume 16, Issue 1.

Prof. Julius Nyang'oro recently completed work on two book projects: *JK: A Political Biography of Jakaya Mrisho Kikwete, President of the United Republic of Tanzania* (Trenton, NJ: Africa World Press, 2010). Swahili Translation: *Ari Mpya, Kasi Mpya, Nguvu Mpya: Wasifu wa Jakaya Mrisho Kikwete, Rais wa Jamhuri ya Muungano wa Tanzania* (Trenton, NJ: Africa World Press) xlii+288pp. Prof. Nyang'oro's current research focuses on two areas: 1) Democratization and Security in Africa (Chad, Mauritania, Mali and Senegal) and 2) Politics and Public Policy in Tanzania.

Prof. Margaret Lee has received an Institute for the Arts and Humanities Fellowship for the fall 2011 semester to work on her book project, "Trading Stories: Africa's World Markets." The project has been commissioned by the Nordic Africa Institute in Uppsala, Sweden. In addition, to date she has received a generous grant from the UNC-Chapel Hill African Studies program and a small grant from the Institute for African American Studies to help complete collecting data for the project during the summer. Prof. Lee recently returned from Accra, Ghana in association with the Harry Frank Guggenheim's Young Scholars program. The program is designed to help train the next generation of African scholars. The program was started in 2003, and the workshop held in Accra from March 14-18, 2011 was for the fourth group of young scholars the Foundation is mentoring. Professor Lee has been an advisor to the program since it started. Prof. Lee presented a talk entitled "From Chocolate City in China to the Markets in East Africa: The Dynamics of Africa-China Trade," as part of the Carolina Seminar, sponsored by the African Studies

Faculty Scholarly Activities, Continued

by the African Studies Center on October 28, 2010; and a paper on "Humanizing the U.S. African Growth and Opportunity Act: A Peek inside the Textile and Apparel Sector," at a conference on "Dilemmas in Democracy in Africa," at Loyola Marymount University in Los Angeles, March 7, 2011. In addition, she gave two lectures on "South Africa and Hugh Masekela in conjunction with his visit to UNC during the fall of 2010.

Prof. Tim McMillan continues work on his project about memory and race at UNC. In February 2011 he presented my research at a conference on Universities and Slavery at Emory University, focusing on the controversies over the unsung founders' monument. The conference featured the presidents of Brown and Emory discussing legacies of slavery and modern reinterpretations of institutional histories as well as three days of panels addressing the effects of slavery on Clemson, USC, Harvard, and many other universities. In March 2011, he presented more material about this project at the "Memory: Silence, Screen, and Spectacle" conference at the New School for Social Research.

Prof. Kia Caldwell received a Developmental Award from the UNC-Chapel Hill Center for AIDS in April 2010. This award has been used to support research for the Sister Circle Study, which focuses on HIV prevention for African-American women in the Raleigh-Durham area. Prof. Caldwell gave presentations at the Brazilian Studies Association conference and Congress of Black Brazilian Researchers (COPENE), both of which were held in Brazil, during July 2010. Her article on the institutionalization of Black Women's Studies in the U.S. and Brazil was published by the Association of Black Brazilian Researchers in Volume 1 of *Revista ABPN*, the journal of the Association of Black Brazilian Researchers.

Department Co-Sponsors Screening of "Taking Root"

November 9, 2010 saw the screening of the award winning documentary "*Taking Root: The Vision of Wangari Maathai*" at the UNC's FedEx Global Center. The film focuses on the work of the Green Belt Movement, a grassroots environment and human rights movement foundered by Dr. Wangari Maathai the 2004 Nobel Laureate. The keynote speaker at this event was Kamoji Wachiira, former Professor in the Geography Department of Kenyatta University, political prisoner in Kenya, board member for the Green Belt Movement, and an advisor on global environmental issues to the Nobel Peace Laureate Dr. Wangari Maathai in 2004-2005. A multi-disciplinary panel addressing issues pertaining to environmental, human rights and peace -building grassroots movements in contemporary Africa, Latin America and Asia followed the screening of the film. The panel featured Kamoji Wachiira and UNC Professors Bereket Selassie, Arturo Escobar, Mark Driscoll and Eunice Sahle. The event was sponsored by the Department of African and Afro-American Studies, African Studies Center, Center for Global Initiatives, Office of Diversity and Multicultural Affairs, and Curriculum in Global Studies and organized by Dr. Sahle. Participants at this event included students from various classes, faculty and members of the public from the Triangle region.

David Pier (front , second from left) with Ugandan musicians.

"The Wilmington Ten were sent to prison in 1972 on perjured testimony. Their convictions were overturned in 1980."

Department Welcomes New Faculty

DEONGIONDDEOGOINFAFACULT

Two new faculty members joined the department in the fall 2010.

Lydia Boyd is a cultural anthropologist whose current research concerns the promotion of sexual abstinence as an HIV/AIDS prevention strategy among born-again Christian youth in Kampala, Uganda. Over the past several years she has been conducting fieldwork with Christian youth there, examining the ways medical discourses about health and disease intersect with contemporary and historical anxieties concerning sexual morality and gender relations in Africa. Broadly her work concerns the experiences of gender, sexuality, health, and kinship, and the ways these experiences have been shaped by colonial era policies and the contemporary practices of "development" in East Africa. In addition to Intro to African Studies, this year she also taught courses on African women, urban African societies, and African religion and philosophy. She is also a documentary filmmaker and is developing a course in African documentary and ethnographic film, as well as a course on health and healing in Africa.

David Pier studies music and cultural production in Africa and the U.S. Currently he is researching musical constructions of Ugandan "traditions," and the ways these are being harnessed to multinational commercial brands. He has developed a new class on the music of Africa, and taught courses on the politics of African cultural production and vernacular African-American music.

The Legacy of the Wilmington Ten: 40 Years Later

On the evening of February 2, 2011, the Department co-sponsored a program on "The Legacy of the Wilmington Ten: 40 Years Later." The Institute of African American Research was the main sponsor and organizer; other sponsoring organizations were the Sonja Haynes Stone Center for Black Culture and History, the Center of for the Study of the American South, the United Church of Christ's Justice and Witness Ministries and the NAACP. The headline speaker was Dr. Benjamin Chavis, Jr. Additional remarks were offered by UNC Afro-American studies professor Kenneth Janken, Chapel Hill author and Wilmington native Larry Reni Thomas, and Willie Earl Vereen and Connie Tindall, two of the surviving members of the Wilmington Ten. UNC music professor and noted soprano Louise Toppin performed.

Chavis led ten civil rights activists who were accused of arson and conspiracy to fire on firefighters and law enforcement officers during unrest in Wilmington on Feb. 6, 1971. The 10 were convicted and sent to prison in 1972 on perjured testimony knowingly solicited by the state's attorney; the main witnesses for the prosecution later recanted their testimony. The case soon became known around the world. The Wilmington Ten were perceived to be political prisoners by groups including Amnesty International. The convictions were overturned in 1980.

Executive director of the NAACP from 1993-1994, Chavis is now cofounder, president and CEO of the Hip-Hop Summit Action Network, the world's largest coalition of hip-hop artists and recording industry executives.

- Kenneth Janken

Professor Sahle Receives Undergraduate Teaching Award

On April 12, 2011 Professor Eunice Sahle received an Undergraduate Teaching Award during a ceremony held in the Great Hall of the Student Union. This prestigious award was conferred by Chancellor Holden Thorpe in recognition of Professor Sahle's outstanding contributions to undergraduate education at UNC -Chapel Hill. Professor Sahle 's many teaching accomplishments include serving as co-director of a Study Abroad Program in Tanzania and Mexico during the Fall 2010 and teaching AFRI 416: Human Rights ****. Professor Sahle is known as a rigorous instructor who motivates her students to achieve the highest standards of academic excellence, while also paying close attention to issues of justice. Congratulations, Professor Sahle!

Student Reflection: My Study Abroad Experience in Venezuela

I would always chuckle at the thought of those who went abroad to *find themselves* or *get in touch with their roots*. This all seemed too well-versed and convenient a solution proposed by those seeking to remedy the daily grind. When I finally decided to study abroad at the tail-end of my junior year, I was first swayed by the practical advantages of the trip—I would be completing my African American studies minor, gaining course and graded credit, engaging in public service, and adding to the attractive list of 'selling points' I'd begun compiling for future graduate program approval.

What I gained from the UNC in Venezuela program ultimately surpassed any practical aspirations and even eclipsed the aftershock of the beautiful weather, countless beaches, and charming melodies found within Higuerote. The program placed us in the Barlovento region of Venezuela, noted for its sizable black population and considered culturally rooted in the core of African values. If you are thinking *There are blacks in Venezuela?!* , you are not alone. Truthfully, the existence of blacks outside of Africa is widespread and explicitly observable in Latin America, though the population is often overtly denigrated and ignored. The emergence of Afro-Latin Americans largely dates back to the Atlantic slave trade from the sixteenth through nineteenth centuries. Many Africans were brought from Central and West Africa, forming homogenous diasporas across the Americas and merging ancestral languages, customs, and ideals. With this mixing of cultures came a hybrid of languages, dances, foods, theologies, and attitudes. Today, Afro-Venezuelans aim to preserve the traditional African values which constitute aspects of daily life and maintain cultural identity. Though their efforts are often thwarted by their pervasive exclusion in the country's history, education, levels of government, and overall population (either through faulty census recording or personal denial), they are not futile.

The Instituto Universitario de Barlovento, the local university with which the program was affiliated, has placed itself within the efforts of recognizing *Afrovenezolanidad* (Afro-Venezuelan identity). It is distinct for its emphasis on the cultural contributions of African ancestors. The university promotes the importance of an Afro-Venezuelan identity and highlights the roles of blacks in the country's development. This recognition is half of the battle. Many of the local intellectuals we had the opportunity to speak with stressed the importance of personal acceptance and support for the 'Afro' in front of their 'Venezuelan' national identity. Knowing one's history is integral to self-discovery and the advancement of a people. As Luisa Madríz, Professor of Afro-Epistemology and San Juan Festival Organizer, has stated, "Some people who are darker than me [she ran her finger along the length of her forearm] still do not believe they are black."

In a way, I did *find myself* in Venezuela. I did *get in touch with my roots.* I began to understand the struggle for equality on a broader spectrum. I soon realized the impact of cultural unity and the importance of reclaiming and preserving a collective and personal identity. Knowing who you are is something to be valued— feel free to remind yourself daily.

Signed,

A Proud Afro-Descendant
Kelsey Moeslinger
University of North Carolina at Chapel Hill 2011
Psychology Major
African American Studies Minor

Tribute to Professor Roberta Ann Dunbar (1938 – 2010)

It is with both heavy and grateful hearts that members of the Department of African and Afro-American Studies remember and celebrate the life and legacy of Professor Roberta Ann Dunbar. Ann will live on the work of students and faculty in the Department. This section of the newsletter is dedicated to Ann's memory and all that she shared with and taught to those around her.

When Ann died on July 6, 2010, I lost more than a colleague. I lost someone I looked up to and considered as a friend and member of my family. I first met Ann on a sunny Spring morning in 1984 when she came to pick me up from the Carolina Inn. She was my designated chaperone for the day when I came to interview for a job in the then Curriculum in African and Afro-American Studies at Carolina. What struck me right away was her very welcoming sentiments and making me feel relaxed under the extreme tension of a job interview. By the end of the day as she drove me to the airport, I felt that if I got the job, there would be at least someone I could consult on how to negotiate the complicated world of the academy. When I was offered the job, I enthusiastically accepted the offer in part because of Ann's presence. Over the years, she became a valuable colleague and a trusted and loyal friend. I already miss her wise counsel and her sense of humor.

Ann was a fantastic scholar. Whatever she wrote stood the test of time. As a scholar and historian of West Africa, she wrote on Islam and Gender, particularly about Hausa women in both Niger and Nigeria. Her studies of Hausa women in Niger have been standard reference in the field for a long time. Unlike many foreign scholars who go to Africa to mine the continent of important information and leave, Ann always gave back. She regularly sent books to Niger; and in various ways both morally and materially, helped support Nigerien women scholars who not only had to deal with the economic hardships of underdevelopment, but also had to negotiate the tricky world of gender relations in society. Ann's commitment to Niger was such that in the last month of her illness, she made sure that her considerable collection of Nigerien academic materials was sent to a newly established Gender Institute in Niamey which is headed by Dr. Zeinabou Hadari, a former student of Ann's.

In more recent years, Ann expanded her regional focus of study to include East Africa, and Tanzania in particular. She collaborated with scholars at the Women Research and Documentation Project (WRDP) at the University of Dar es Salaam, and the Tanzania Gender Networking Program (TGNP), the leading gender focused Non-Governmental Organization in Tanzania. Ann was instrumental in getting a three year United States Information Agency collaborative grant between UNC-Chapel Hill and WRDP. The grant facilitated the exchange of twelve scholars between the two institutions in the late 1990s. As a result of Ann's efforts, UNC continues to have a vibrant link with the University of Dar es Salaam.

Perhaps above all, the Department of African and Afro-American Studies at UNC-Chapel Hill owes its existence to Ann's role in establishing the Curriculum in African Studies, along with the late Dr. Brewer who had the responsibility for the Curriculum in Afro-American Studies. Initially, the resources available to the two curricula were minimal, but Ann and Dr. Brewer persevered. Ann's move from the Department of History to African and Afro-American Studies gave the Curriculum a much needed stability at a critical moment. These earlier efforts in the establishment of our unit were deepened by the arrival of the late Dr. Sonja Haynes Stone. We are all beneficiaries of that move.

Many people knew Ann as a fantastic scholar with an academic reputation all over the world. The academy will miss her greatly. Our department will never fully recover from her passing as she touched every single individual in the department in a very special and personal way. For me personally, Ann was a friend and big sister. I will always miss her

- Julius E. Nyang'oro

Eulogy delivered by Reverend Jill Edens at Memorial Service for Ann Dunbar

Romans 14: 13-19, 15: 1-7

Not being welcome is the most elemental human fear, writes Henri Nouwen. It is the core spiritual battle where we each must contend with the forces of darkness that tell us that we or some "other" are not welcome in this life. Our spiritual task, then, is to choose the One who made us and reassures us that we are loved, we are welcomed. Our spiritual path then becomes one of practicing hospitality.

I am late among you in coming to know Ann. But I know this much. Ann was the soul of welcome, of hospitality. She was always working to bring people together. One of my favorite memories of Ann was an invitation that she offered to have brunch with Beverly Grier, having discovered our mutual friendship reaching back 31 years now to when Beverly, Rick and I were neighbors in Carrboro when Beverly was teaching at UNC. Beverly had moved back to North Carolina after many years away and Ann swiftly acted to get us all together in a happier time before we knew about the reoccurrence of her cancer. At the time I thought I could look forward to many happy times with Ann and Beverly, I did not appreciate how precious these times were to become.

And so I treasure this email from Beverly Grier to Ann's family offering this condolence:

In the 31 years that I knew Ann, I never heard her utter an unkind word to or about anyone. She was such a gentle (and, yet, firm!) soul. You and your family are blessed to have had such a remarkable sister, daughter, aunt, and cousin. The rest of us were blessed to have had such a remarkable friend. My thoughts and prayers are with you and your family.

Hospitality is the creation of a safe space where the "other" can enter and become a friend. Where, as Beverly rightly observed, someone who refrains from uttering an unkind word while offering a gentle yet firm presence is indeed a great blessing. Hospitality does not seek to change people, but to offer them the place where change can happen. Nouwen has an especially apt insight about a truly hospitable person, about people like Ann, "Hospitality is not an educated intimidation with good books, good stories and good works, but the liberation of fearful hearts so that words can find roots and bear much fruit." Ann created a zone of safety all around her so that unlikely friendships could and did blossom. Not only did Ann refrain from unkindness or any permutation of disrespect, her firm presence set this expectation of anyone who knew her! A remarkable example especially in what can be the harsh precincts of academia.

I knew Ann for the most part during her illness. As she endured treatment after treatment and became increasingly frail, I realized that I really did not know much about her, and had to insist on her telling me how she was. Ann seemingly remembered everything about us was quick to inquire about so many details about my world and about the world of United Church, and so time and time again she was so adept at distracting from her own situation, that I would leave each visit aware that I had talked overlong about myself and those around me without recognizing her skill at drawing me out and deflecting any concerns about herself. A soul that expresses such easy grace, changes things and our world is better because of the self-discipline that she exhibited for the good of other people, but also because she was genuinely more interested and curious about others than she was concerned for herself.

So our world is poorer without her, and therefore our task is to become Ann – like! To continue her subtle, and might I say, subversive work of freeing fearful hearts and opening them to surprising connections and enduring friendships. Being kind and gentle yet firm such that the world becomes a different place because of our insistence on a genuine and respectful welcome for every person.

I would like to end with John Dunbar's words about his sister, because they reflect the power of a life that welcomes truth and love:

From John:

Thanks for being a break-away,
For your courage to follow that path you saw to making a difference
To step outside
To see a different world
To live in it
And to share it in so many demanding, difficult, and quiet, caring ways
And so we gather today in the presence of God with thanksgiving for the gift of such an extraordinary person as Ann Dunbar.
Thank you God for Ann, help us to be more like her. Amen.

Tribute to Professor Roberta Ann Dunbar

Below are excerpts from remarks shared by Risa Ellovich and Nicki Florence during the memorial service for Ann Dunbar:

Risa Ellovich:

Ann was my colleague. She was trained as a historian and taught here in Chapel Hill. I teach anthropology at NC State. What we had in common was a geographic focus on Africa, specifically West Africa. As it so happens, we both did research on women, Ann in Niger and I in the Cote D'Ivoire (Ivory Coast). We shared syllabi and bibliographic references. We gnashed our collective teeth over course development and grant proposals. We often roomed together at ASA (African Studies Association) meetings. Once, on the way to the Cote d'Ivoire, I stopped to see Ann in Senegal where she was conducting archival research. We traveled to East Africa together (including a stop on the way back in Brussels and Paris) and to Emerald Isle and Belpre together-me, Ann, her broken wrist and 2 dogs. We spoke French together or, rather, Ann spoke French very well and I did not. As a colleague, I miss her profoundly.

Ann was also a very close friend for over 32 years. She was a model of generosity and dependability. I could count on her honesty, her thoughtfulness, and her unfailing support.

Nicki Florence:

Libby, my daughter who is now 15, said to me one day, "You know Mom, I think I am Ann's favorite, because I have the most special relationship with her." And I confirmed that yes she did. But the truth is, so did I. And so did you. Whether you were colleague, family, friend, or the person sitting beside her during chemo, Ann had the amazing ability to make us feel as if we were the most important person in the world. To me that was Ann's greatest gift. And so I can say with great confidence that we are a blessed people.

While I never had Ann as a professor, I learned so much from Ann. As I told Mr. Dunbar last winter, everything I know about being a good neighbor and a good friend, I learned from Ann. And I was lucky in that I got to walk alongside her during this past year. Every moment I spent with Ann was precious to me as she was teaching me until very early in the morning on July 6. Ann redefined the word courage as she battled her illness, never complaining, always thankful and never, ever giving up.

I miss Ann every day, as I am sure you do. But I know, in my heart, that she is in a wonderful place. Right now she's probably eating a steak sandwich with a fresh tomato, she's strong and healthy, surrounded by people she loves, all of that under a sky that is always and forever, Carolina Blue.

Graduating Seniors

Congratulations, Class of 2011!

Organization

BusinessName

Primary Business Address
Address Line 2
Address Line 3
Address Line 4
Phone: 555-555-5555
Fax: 555-555-5555
E-mail: someone@example.com

Business Tagline or Motto

This would be a good place to insert a short paragraph about your organization. It might include the purpose of the organization, its mission, founding date, and a brief history. You could also include a brief list of the types of products, services, or programs your organization offers, the geographic area covered (for example, western U.S. or European markets), and a profile of the types of customers or members served.

It would also be useful to include a contact name for readers who want more information about the organization.

We're on the Web!
example.com

UNC-Chapel Hill Hosts African Languages and Literatures Sympoisum

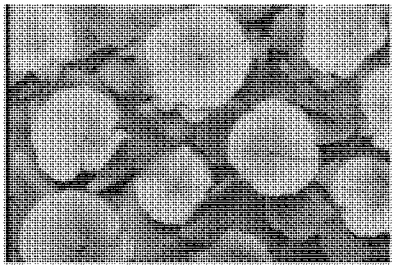

Caption describing picture or graphic.

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Tuesday, May 3, 2011 12:27 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: RE:[afriafam] List of Graduating Seniors

Travis will send it to you.
Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

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p. 919.962.2788
f. 919.962.5824

From: Caldwell, Kia L [mailto:klcaldwe@email.unc.edu]
Sent: Tuesday, May 03, 2011 10:15 AM
To: Department listserv
Subject: [afriafam] List of Graduating Seniors

Hi All,
I'm writing to see if we have a list of graduating seniors. I would like to include it in the newsletter and plan to finish it this week. If someone has the list, please forward it to me.

Thanks,
Kia

You are currently subscribed to afriafam as: abuell@email.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=32361543.3a5003452eed7a6650715970af764463&n=T&l=afriafam&o=29107975
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or send a blank email to leave-29107975-32361543.3a5003452eed7a6650715970af764463@listserv.unc.edu
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(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-29109219-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: International Studies Association <mescalan@u.arizona.edu>
Sent: Tuesday, May 3, 2011 12:28 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: REMINDER - 2012 ISA Annual Convention Call for Papers

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CALL FOR PAPERS

Dear Colleagues,

We would like to remind you that the deadline for submissions to the ISA 2012 Annual Convention in San Diego is June 1.

For the full call for papers, see the ISA 2012 page at: http://www.isanet.org/annual_convention/call-for-papers.html

International Studies Association
53rd Annual Convention
April 1-4, 2012, San Diego, California

"Power, Principles and Participation in the Global Information Age"

Canadian communication theorist Marshall McLuhan famously said, "The medium is the message," and coined the term "global village." McLuhan died in 1980, but his insights are even more relevant today. The information environment is drastically different from that of even a decade ago, as new forms of information flows come into existence almost annually. Facebook now has over 500 million users, and Twitter, a service barely in existence three years ago, counts over 175 million users. These tools are not only for finding long-lost school friends or sharing pictures of loved ones: they often are used for political purposes. For instance, both text messages and tweets served as vital communication tools during the 2010 post-election protests in Iran. Indeed, Reuters reported that United States government went so far as to ask Twitter to postpone maintenance and maintain service during this time. Humanitarian groups also use these communications technologies to bring attention to events worldwide: in the wake of Haiti's 2010 earthquake, the Red Cross collected $30 million in SMSbased donations from US phone users. And the 2010 elections witnessed US political candidates (and their staffs) tweeting and facebooking like never before.

The theme of this year's conference is inspired by the apparent impact of new information and communication technologies on international and transnational affairs. Information has altered power relations; it has help to globalize norms and principles; it has the potential to bring new participants into political and social processes world-wide. From geographic information systems that bring satellite images to our research to sophisticated form of electronic textual analysis to internet surveys, it is undeniable that a whole range of new technologies is affecting the way we think about and do research in international studies.

The deadline for paper and panel proposals, made through the ISA system, is June 1, 2011.

All proposals should be submitted online using the MyISA Conference Management System at http://isanet.ccit.arizona.edu/MyISA

Inquiries to the program chairs should be directed to isa2012@isanet.org

Judith Kelley
Department of Political Science
and Sanford School of Public Policy
Duke University

Box 90239
Durham, NC 27708-0239

Layna Mosley
Department of Political Science
University of North Carolina at Chapel Hill
361 Hamilton Hall, CB3265
Chapel Hill, NC 27599-3265

From: All For Africa <jon.keim@allforafrica.org>
Sent: Tuesday, May 3, 2011 12:30 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Run For AFA in the ING NYC Marathon

allforafrica

ING NEW YORK CITY MARATHON
PREMIER EVENT OF NEW YORK ROAD RUNNERS

RUN FOR AFA IN THE 2011 ING NYC MARATHON

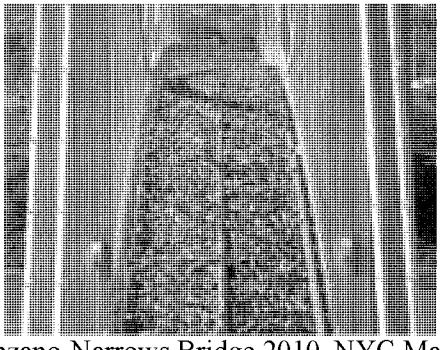

Verranzano-Narrows Bridge 2010 NYC Marathon

Have any Interest in running in the NYC Marathon on November 6th, 2011? If you run to support All For Africa, we may have a spot for you. Please email jon.keim@allforafrica.org for info on how to get involved. We will set you up on our website to facilitate your fundraising effort. But ACT FAST!! Spots are limited and going quicklly!! We can't wait to see all of you out there RUNNING OUT POVERTY!!!!

Joyce Runs Out Poverty in 2010 NYC Marathon

All For Africa | 245 Park Avenue 38th floor | New York, NY 10167 | info@allforafrica.org | Tel (212) 351- 0055

If you do not want to receive future emails from All For Africa, click Opt-Out.

powered by cvent

From:	owner-nai-public_seminar@LISTSERV.UU.SE on behalf of Isaksson Faris, Inga-Britt <Inga-Britt.Faris@nai.uu.se>
Sent:	Tuesday, May 3, 2011 12:33 PM
To:	Public-Seminar@nai.uu.se
Subject:	Zimbabwean writer C Mlalazi at Uppsala stadsteater 5 May; Tickets: http://www.uppsalastadsteater.se/; http://www.uppsalastadsteater.se/2011/forfattarbesok-christopher-mlalazi/
Attach:	MLALAZI Stadsteatern 5 May 2011.pdf

Event with the Zimbabwean writer Chris Mlalazi at Uppsala stadsteater on May 5 at 19.00.
For more information: see attachment
Purchase of tickets (70 SEK): see links on subject line

Sorry for the short notice!

Nordiska Afrikainstitutet
The Nordic Africa Institute

Inga-Britt Isaksson Faris
Research Administrator
The Nordic Africa Institute
P.O Box 1703 SE-75147 Uppsala SWEDEN
Phone: +46 18 562211
Fax: +46 18 562290
Visiting Address: Kungsgatan 38 75421 Uppsala
www.nai.uu.se

Nordiska Afrikainstitutet
The Nordic Africa Institute

UPPSALA STADSTEATER

CHRISTOPHER MLALAZI

Zimbabean writer

AT UPPSALA STADSTEATER

Tuesday 5 May at 19.00

Christopher Mlalazi writes prose, poetry and drama. He has published a short-story collection entitled *Dancing with life; tales from the township,* and the novel *Many Rivers*. He has recently finished writing a novel entitled "Autumn Leaves" and is presently working on yet another novel.

Mlalazi has received several international awards. His latest award is a 2011 National Arts Merit Award (Zimbabwe) for best Theatrical Production for his 2010 play entitled *Election Day*, which satirizes a dictator in an unnamed African country who is losing votes during a Presidential election, but who is swearing that he is not going anywhere

Mlalazi is currently visiting the Nordic Africa Institute, Uppsala, in the capacity of the Institute's guest writer for 2011.

On May 5th at Uppsala City Theatre (Uppsala stadsteater), **Christopher Mlalazi** will tell us about his authorship, and the actor **Victor Nyström** will read from Mlalazi's play *Election Day*. The moderator of the event is **Stefan Helgesson**, literary scholar, Stockholm University, and the Nordic Africa Institute.

The event is co-organised by Uppsala stadsteater and the Nordic Africa Institute.

For purchase of tickets (70 SEK), please visit: **http://www.uppsalastadsteater.se/, or, http://www.uppsalastadsteater.se/2011/forfattarbesok-christopher-mlalazi/**

Inquiries: Inga-Britt.Faris@nai.uu.se, phone: 018-562211.

Venue: Uppsala stadsteater, Kungsgatan 53, Uppsala

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Tuesday, May 3, 2011 12:55 PM
To: Caldwell, Kia L <klcaldwe@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Printing Newsletter

Hi Kia,
That sounds like about $200+ to me, and the department doesn't have much money for this. We could definitely do some black and white copies on the copier…

Travis can likely have time for this on Friday morning or Wednesday.
Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Caldwell, Kia L
Sent: Tuesday, May 03, 2011 12:02 PM
To: Nyang Oro, Julius E; Buell, Agatha
Subject: Printing Newsletter

Julius and Agatha,
I'm writing to see if we'll be able to make copies of the newsletter for graduation. It will be 10 pages long and color copies would be preferable. It would probably be good to make about 40 copies, for graduates and faculty. If the dept. does not have funds available, I should have some money left over from event funding that I received. I can check with Haeran.
Please let me know what you think and also whether Travis would be able to have the copies made. I'll be busy with the finals the rest of this week.

Thanks,
Kia

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Tuesday, May 3, 2011 12:57 PM
To: Buell, Agatha <abuell@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Printing Newsletter

Thanks, Agatha. I'll try to send the newsletter to Travis by Friday morning.

Kia

From: Buell, Agatha
Sent: Tuesday, May 03, 2011 12:54 PM
To: Caldwell, Kia L; Nyang Oro, Julius E
Subject: RE: Printing Newsletter

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Business Officer

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To: Nyang Oro, Julius E; Buell, Agatha
Subject: Printing Newsletter

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Please let me know what you think and also whether Travis would be able to have the copies made. I'll be busy with the finals the rest of this week.

Thanks,
Kia

From: Granda, Megan <mgranda@unc.edu>
Sent: Tuesday, May 3, 2011 2:40 PM
To: All IAH Faculty and Leadership Fellows <iahcommunications@listserv.unc.edu>
Cc: Beattie, Kirsten <kbeattie@email.unc.edu>; Simmons, Jeanine M <jeanine.simmons@unc.edu>; Balthrop, Bill <vwb@email.unc.edu>
Subject: [iahcommunications] Graduate RA position at IAH for FY2011-12
Attach: Grad Assistant Description 2011-12.docx

Dear IAH Fellows,

The IAH is seeking a graduate student for a 20 hr/week research assistantship starting July 5th, 2011 and continue through the academic year 2011-12. Please share the attached position description with your students.

Thanks,
Megan

Megan R. Granda, Ph.D.
Executive Director
Institute for the Arts and Humanities
122 Hyde Hall
Campus Box 3322
Chapel Hill, NC 27599-3322
T 919-843-2653
http://www.iah.unc.edu/

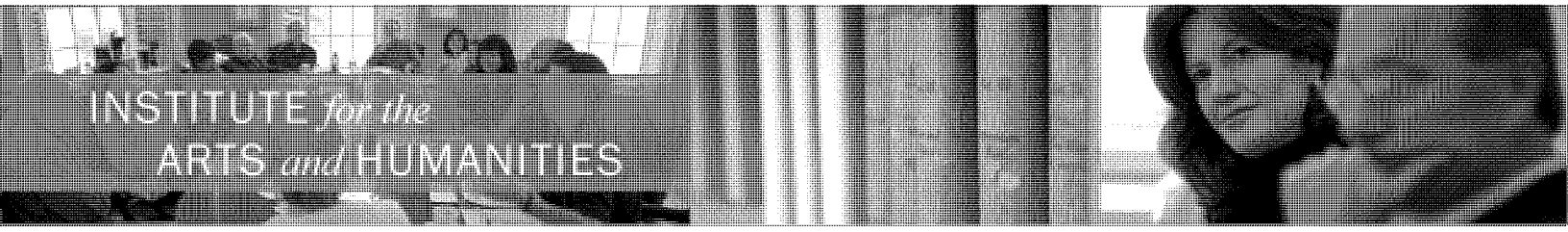

PROPOSAL
RESEARCH ASISTANT, FY 2011-12

The Institute for the Arts and Humanities (IAH) seeks a Research Assistant (RA) to work 20 hours per week for the Fall 2011 and Spring 2012 semesters, preferably beginning July 2011. Compensation is $16 per hour thought the University's monthly payroll system. The position begins July 5, 2011, and ends the week of December 12, 2011. The position will resume again the week of January 9, 2012, concluding at the end of the spring semester during the week of May 7, 2012.

The IAH will provide the RA with a semi-private office space in Hyde Hall, 24-hour swipe card access, as well as a dedicated computer, access to our shared network space, printers, fax machine and photocopiers for business purposes. The IAH requires a monthly timesheet be submitted to the IAH Business Manager indicating hours worked either on site or remotely. This position will report to the Executive Director of the IAH.

Major responsibilities for this position include:

- Assisting the Coordinator for Faculty Programs with administration and logistics involving the Faculty Fellows Program, the Academic Leadership Program, and the Chairs Leadership Program. Particular assistance may be needed on Wednesday mornings (8:00 – 9:30am) in the fall semester and on Wednesday mornings (8:00 – 9:30am) and Thursday afternoons (2:00 – 3:30pm) in the spring semester, depending on IAH work study availability.
- Assisting the Coordinator for Faculty Programs with administration and logistics of the application and selection process for the Faculty Fellows Program and the Academic Leadership Program. Particularly for the fall semester, this will include tracking incoming applications, corresponding/confirming with applicants as necessary and compiling materials for the selection committees for each fellowship.
- Assisting the Coordinator for Faculty Programs with administration and logistics of the Grants Mentoring Workshops in both the fall and spring semesters. This includes tasks such as monitoring and tracking RSVPs for the workshops, assisting the Executive Director in coordinating mentorship groups, and managing the post-workshop evaluations.
- Assisting the IAH Executive Director with special initiatives as needed.
- Assisting the IAH Assistant Director of Development and Communications as needed with composition, compilation and distribution of quarterly e-newsletters and various mailings.
- Assisting IAH staff with event logistics of major annual events such as the Reckford Lecture on European Studies.

From: McMillan, Tim <tjm1@email.unc.edu>
Sent: Tuesday, May 3, 2011 3:34 PM
To: Buell, Agatha <abuell@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FW: First session enrollments

Hi A and J --

I told her we would like to keep AFAM 263 even with the low enrollment. She said fine with her.

T

From: Yopp, Jan Johnson
Sent: Tuesday, May 03, 2011 2:19 PM
To: McMillan, Tim
Subject: First session enrollments

Hi, Tim,

In checking course enrollments for AFAM, AFRi and SWAH courses, all looks good except AFAM 263 that has 6 students. I am okay with keeping the course because the enrollments in other course/sections are good.

Your thoughts?

Jan

Jan Johnson Yopp
Dean, Summer School
University of North Carolina at Chapel Hill
Office: 919.962.8266
Fax: 919.962.2752

Walter Spearman Professor
School of Journalism and Mass Communication
University of North Carolina at Chapel Hill
Office: 919.962.4083
Fax: 919.962.0620
jyopp@email.unc.edu

From: Odum Institute <odum@listserv.unc.edu>
Sent: Tuesday, May 3, 2011 5:48 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: [odum] Special Graduate-level Courses in Survey Methodology (Fall 2011)

CONTENTS

- Upcoming Short Courses
- Special Graduate-level Courses in Survey Methodology (Fall 2011)

Upcoming Short Courses

- Logistic Regression (Click here for more information.)
  - May 4: 3:30-5 p.m. (14 Manning)

- Considerations and Strategies for Handling Sensitive Spatial Data (Click here for more information and to register.)
  - May 10: 12-1 p.m. (14 Manning)

- ATLAS.ti 6.0 Hands-on Workshop (Click here for more information.)
  - June 13: 2-4:30 p.m. (01 Manning)

Special Graduate-level Courses in Survey Methodology (Fall 2011)

- For information on the Certificate Program in Survey Methodology, click here.

  The following 3-credit hour, ***full-semester*** courses will be available next fall:

- Sociology 761: Questionnaire Design

  This course focuses on the design of questions and questionnaires used in survey research. The course will provide an overview of the theoretical and experimental literature related to question and questionnaire design as well as focusing on practical issues in the design, critique, and interpretation of survey questions that are often not taught in formal courses. Discussion will focus on the measurement of both subjective and objective phenomena. Topics will include the effects of question wording, response format, cognitive guidelines for question construction to ensure respondent comprehension, and techniques for measuring the occurrence of past behaviors and events. Other topics will involve question sequence on responses, an introduction to the psychometric perspectives in multi-item scale design, combining individual questions into a meaningful questionnaire, and special guidelines for self-completion surveys versus interview surveys. The class will also address strategies for obtaining sensitive or personal information, issues associated with translating survey questions, and an

introduction to techniques for testing survey questions.

- Sociology 760: Data Collection Methods in Survey Research

  This course will present research work that attempts to understand the effect of data collection decisions on survey errors. This is not a how-to-do-it course on data collection, but instead presents materials that examine the effects of survey design decisons on data quality. This course is designed to sensitize students to alternative design decisions and their impact on the data obtained from surveys.

To unsubscribe from this listserv, send a blank e-mail message to leave-29111205-10372320.23e162fa9f8a45c33859da7e7c86fc23@listserv.unc.edu

Odum Institute
The University of North Carolina at Chapel Hill
Manning Hall CB# 3355
Chapel Hill, NC 27599-3355
www.odum.unc.edu
Telephone: 919.962.3061
Fax: 919.962.4777

From: nobody@notify.unc.edu on behalf of freshstart@unc.edu
Sent: Tuesday, May 3, 2011 8:24 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Struggling with your weight? Are you looking for a FRESH Start?

Researchers at UNC's Department of Nutrition want to compare diets in an 18-month weight loss study. The FRESH Start Study is currently recruiting 18 to 40 year olds, who are overweight (BMI>30) and otherwise healthy. Please go to http://FreshStartStudy.com to see if you may be eligible to participate in the FRESH (Finding Real Eating Solutions for Health) Start Study.

Study Benefits Include:
* Private nutrition counseling sessions (in-person and by phone)
* Group nutrition workshops (including handouts)
* Cooking demonstrations, food tastings, and recipes
* Gift baskets containing healthy foods
* Possible weight loss
* You will not be asked to take any medication

Compensation is a total of $300 in the form of American Express gift cards provided at 6 months ($50), 12 months ($50), and 18 months ($200).

For more information about this 18-month study, please call Chandra at: (919) 408-3320, ext. 27 or send an email to freshstart@unc.edu

This study has been reviewed and approved (04/04/2011) by the UNC Biomedical IRB (10-0743)
Study Title: A Novel Diet-Phenotype Interaction Affecting Body Weight
Funded by: NIDDK (1 R01 DK085109-01)

This email is sponsored by: Department of Nutrition

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From: nobody@notify.unc.edu on behalf of hr@unc.edu
Sent: Tuesday, May 3, 2011 8:44 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FORMAL NOTICE: Performance Rating & Competency Assessment Data Entry Schedule

---

TO: Deans, Directors, Department Heads

FROM: Gena J. Carter
Senior Director, Employee & Management Relations, Office of Human Resources
Jessica Moore
Senior Director, Classification & Compensation, Office of Human Resources

Annual Performance Appraisals and Employee Competency Assessments must be completed for SPA permanent employees by May 31. Department HR Facilitators must enter ratings into HRIS between May 16 and June 24. A separate communication has been sent to Facilitators.

THE IMPORTANCE OF THE PERFORMANCE MANAGEMENT PROCESS
The performance management program is a communications system designed to help the employee succeed. It provides the structure through which work unit objectives, manner of supervision, performance expectations, and performance results are defined and clarified. Proper application of the performance management program is essential in the proper execution of other personnel policies, including proper classification and compensation, defensible disciplinary action, and appropriate layoff determination.

NO SELF-REPORTING OF RATINGS
The individual who will enter the department's ratings into HRIS must not enter their own rating. Instead, that employee's supervisor must complete the Performance & Competency Rating Manual Entry Form (available on the Office of Human Resources website) and either fax (962-8658) or mail to Employee & Management Relations in the Office of Human Resources, CB #1045 no later than June 24. Employee & Management Relations will enter the rating into HRIS.

WHO MUST RECEIVE PERFORMANCE APPRAISALS
All SPA permanent employees (including full-time, part-time, and time-limited) who are regularly scheduled to work 20 or more hours each work week and who by May 31 will have been working for at least three months under one or more work plans (this work may have been performed in more than one department) must have an annual performance appraisal.

Employees who began their permanent SPA employment on or after March 1, 2011, will receive a rating of "I" (Insufficient Time). Work performed on or after March 1 will be considered part of the employee's 2010-2011 performance cycle. However, supervisors are encouraged to complete a mid-cycle review for these employees after the employee has completed three months of work.

For employees who transferred into your department on or after March 1, an annual performance appraisal is still required. Supervisors have two options for addressing the appraisal:

Option 1: The supervisor may request that the employee's previous supervisor complete an annual performance appraisal for the period prior

to the date of employee transfer. This rating would be entered as the employee's annual appraisal for this cycle. All work performed by the employee in the current position would be reflected in next year's performance appraisal. (This creates a slightly longer performance cycle for the employee for the coming cycle.)

Option 2: The supervisor may request a mid-cycle review or its equivalent from the previous supervisor to be considered in determining the overall rating for the employee for this performance cycle.

WHO MUST RECEIVE COMPETENCY ASSESSMENTS
All SPA permanent employees (including full-time, part-time, and time-limited) who are regularly scheduled to work 20 or more hours each work week and who by May 31 will have been working for at least three months in the current position must have an employee competency assessment.

Even if the employee's overall or component competency rating(s) have not changed, an assessment must be completed and entered into HRIS to reaffirm that no changes to the employee's ratings have occurred.

For employees who started in their position on or after March 1, the competency assessment must be completed at the time the employee has worked three months in the position.

QUESTIONS?
If you have questions about the performance management process or assigning appropriate ratings, contact your Employee & Management Relations Consultant.

If you have questions about the competency assessment process or assigning appropriate ratings, contact your Classification & Compensation Consultant.

This email is sponsored by: Office of Human Resources

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, May 3, 2011 8:50 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FORMAL NOTICE: Smoking Prohibited In and Around Kenan Woods

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Dear Faculty, Staff and Students:

The State Fire Marshal has informed the University that smoking is prohibited throughout Kenan Woods (the wooded area between Kenan Stadium and Campus Health Services) and within 50 feet of the area surrounding Kenan Woods.

This prohibition, based on section 310.8 of the State Fire Code, is separate from the University's statutory authority to ban smoking in outdoor areas controlled by the University within 100 feet of University facilities.

People who violate the smoking ban in and around Kenan Woods will be asked by the University's public safety officers to stop smoking. Anyone who refuses to comply or has been warned previously is at risk of receiving a warning letter, and perhaps a civil summons, from the Office of State Fire Marshal.

The University has updated the campus map outlining the smoke-free areas on campus. In addition, the University continues to offer resources for people who would like to quit smoking. For more information about the smoke-free policy and smoking ban in Kenan Woods, including a link to the campus map, refer to http://ehs.unc.edu/healthy/smoking.shtml.

You can direct any questions to the Department of Environment, Health and Safety at 962-5507.

Sincerely,

Mary Beth Koza, Director
Department of Environment, Health and Safety

This email is sponsored by: Department of Environment, Health and Safety

From: nobody@notify.unc.edu on behalf of megan_bell@unc.edu
Sent: Tuesday, May 3, 2011 9:52 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Campus-based instructional media development for faculty

---

Dear Faculty and Instructors,

With course loads and class size on the rise, your time is in more demand than ever. And teaching online has additional requirements. Rather than spending hours struggling with media software, you could use your time to focus on your research and teaching.

Contact ITS Teaching and Learning Interactive (ITS-TLI) for professional media development and consulting services tailored for your area of expertise, your teaching preferences, and for online delivery. Our staff includes project managers, instructional designers, graphic artists, Flash programmers, and video/audio producers, making us a one-stop source for your media development needs.

Since 2006, ITS-TLI (located on campus) has provided free consultations and fee-based media development services for the entire UNC-CH community. We collaborate with faculty and instructors, like you, to create online teaching materials specifically for higher education.

Visit our Web site [http://its.unc.edu/TeachingAndLearning/Interactive/tliworksamples/index.htm] to browse work samples and see our growing list of campus clients... and then begin imagining what we can create together.

Get one step closer to having your instructional media created: contact Megan R. Bell, MPM, at megan_bell@unc.edu or 919.445.9474.

This email is sponsored by: ITS Teaching and Learning Interactive

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of wanchinw@email.unc.edu
Sent: Tuesday, May 3, 2011 10:04 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Staff Research Subjects Needed for query rating study

---

We are soliciting volunteer research subjects for a study investigating online search behavior.
This study takes approximately 1 hour and can be completed in our on-campus research laboratory. You will use an experimental website to rate queries that have been submitted to a search service, and engage in a short interview which is REQUIRED to be audio recorded after that. For the purpose of the study, it will be necessary for us to track your rating process on the screen and audio record the interview. You will receive $15.00 cash and will be entered into a drawing for one of two $50 gift cards to Target or Wal-Mart once you complete this study.
Email Wan-Ching Wu (wanchinw@email.unc.edu) to sign-up for this study.

You will not be offered or receive any special consideration if you take part in this research; it is purely voluntary. This study has been approved by the UNC Behavioral IRB on April 28th (IRB Study# 11-0162).

Many Thanks,

Wan-Ching

Wan-Ching Wu/Ph.D. student
SILS/University of North Carolina at Chapel Hill

This email is sponsored by: school of information and library science

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From:	messages-noreply@bounce.linkedin.com on behalf of Beverly Peters (LinkedIn Invitations) <invitations@linkedin.com>
Sent:	Wednesday, May 4, 2011 1:22 AM
To:	Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject:	Reminder about your invitation from Beverly Peters

LinkedIn

REMINDER

This pending invitation is awaiting your response:

- From Beverly Peters

Don't want to receive email notifications? Adjust your message settings.

© 2011, LinkedIn Corporation

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Wednesday, May 4, 2011 6:20 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Automatic reply: Newsletter Draft for Review

Thank you for writing. I will have minimal email access until May 7. I will reply to all messages at my earliest opportunity. If you need to reach me regarding an urgent matter related to LinCS 2 or Sister Circle, please call me on my cell phone.

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Wednesday, May 4, 2011 10:08 AM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] FW: HR Digest: May 3, 2011
Attach: 05.03.11_HR Information for Employees.pdf

From: Davis, Christie Wynette [mailto:christie_davis@unc.edu]
Sent: Tuesday, May 03, 2011 4:22 PM
To: Human Resources Facilitators
Subject: [hrfac] HR Digest: May 3, 2011

TO: HR Facilitators
FROM: Kathy Bryant, HR Communications & Talent Development

- **Please forward the attachment titled "HR Employee Information" within your department(s).**
- **Full text of all articles in the weekly digest is available in the attachments and at http://hr.unc.edu/news-events/items.**

Upcoming Dates & Deadlines

May 15: CUPA-HR membership deadline
May 20: Chancellor's Awards for Excellence nominations due
May 20: Excellence in Management Awards nominations due
Jun. 9: Benefits Services Workshop - A Baby! What do I do?
Jun. 16: Teacher & State Employees Retirement Workshop

Information for Employees

State Employee Recognition Week
The Governor's Office has proclaimed the week of May 1-7 to be State Employee Recognition Week. Wednesday, May 4, is State Employee Recognition Day. This is also Public Service Recognition Week. (See the attached proclamation.)

Benefits Services Workshop – Teacher & State Employees Retirement Workshop (Click here)
Benefits Services has scheduled the following workshop now open for registration:

Christie W. Davis
Public Communications Specialist
Office of Human Resources
UNC-Chapel Hill
104 Airport Drive, Campus Box 1045
Chapel Hill, NC 27599
Office: 919.962.9682
Email: Christie_davis@unc.edu
Website: http://hr.unc.edu

*Ralph Waldo Emerson quote - "**Nothing great was ever achieved without enthusiasm.**"*

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To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=29113877

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UNC
HUMAN RESOURCES

HR Information for Employees

Office of Human Resources
Tuesday, May 3, 2011

Upcoming Dates and Deadlines

May 15: CUPA-HR membership deadline
May 20: Chancellor's Awards for Excellence nominations due
May 20: Excellence in Management Awards nominations due
Jun. 9: Benefits Services workshop - A Baby! What do I do?
Jun. 16: Benefits Services workshop - Teacher & State Employees Retirement

Information for Employees

State Employee Recognition Week

FROM: Kathy Bryant, HR Communications & Talent Development
Office of Human Resources

The Governor's Office has proclaimed the week of May 1-7 to be State Employee Recognition Week. Wednesday, May 4, is State Employee Recognition Day. This is also Public Service Recognition Week. (See the attached proclamation.)

The Office of Human Resources encourages each school, department or work unit to participate in State Employee Recognition Week by taking this opportunity to recognize the accomplishments and contributions of all of its faculty and staff.

See attached document for more information.

Benefits Services Workshop - Teacher & State Employees Retirement Workshop

FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

Benefits Services has scheduled the following workshop now open for registration:

This workshop is a comprehensive half-day program that takes the place of an individual counseling session, but promises the same personal attention in a group setting. Topics include retirement benefits, the paperwork process, Social Security, Medicare, financial planning and retiree health insurance.

Location: Bondurant Hall
Date: Thursday, Jun. 16
Time: 8:30 a.m. to noon

Sponsor: *Benefits Services*

State of North Carolina

BEVERLY EAVES PERDUE
GOVERNOR

STATE EMPLOYEE RECOGNITION WEEK

and

STATE EMPLOYEE APPRECIATION DAY

2011

BY THE GOVERNOR OF THE STATE OF NORTH CAROLINA

A PROCLAMATION

WHEREAS, North Carolina state government is served by more than 95,000 loyal and dedicated employees in many essential areas, including public health, safety, education and environmental preservation; and

WHEREAS, these employees represent North Carolina by having the highest levels of ethics, skills and professionalism, as well as having a determined commitment to the State and its citizens; and

WHEREAS, exemplary employees are dedicated to their work at all levels of state government, whether ensuring the safety of our citizens, protecting our natural resources, or research and development; and

WHEREAS, state employees are on duty every day, ready to render assistance with willingness and courage to their fellow North Carolinians in times of need;

NOW, THEREFORE, I, BEVERLY EAVES PERDUE, Governor of the State of North Carolina, do hereby proclaim May 1-7, 2011, as "**STATE EMPLOYEE RECOGNITION WEEK**" and May 4, 2011, as "**STATE EMPLOYEE APPRECIATION DAY**" and urge all citizens to take this opportunity to join me in expressing to all state employees our appreciation for their commendable service.

BEVERLY EAVES PERDUE

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Great Seal of the State of North Carolina at the Capitol in Raleigh this fourteenth day of March in the year of our Lord two thousand and eleven, and of the Independence of the United States of America the two hundred and thirty-fifth.

From: Lee, Margaret Carol <leemc@email.unc.edu>
Sent: Wednesday, May 4, 2011 10:11 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Graduation 2011

Yeah boss,

We know the real question is the Stone Center and remaining Associate Profosser or "moving on up to the East Side" and becoming Professor!!!!

Didn't get a dime for China. The URC says they had 112 applications and could only make 36 awards, all of which were reduced because of the limited amount of money they had. So it's on me. Trying to decide if I should go to Beijing even though it will cost even more. To me going to China and not going to Bejing is like going to SA and not going to Jo'burg. What do you think?

From: Nyang Oro, Julius E
Sent: Wednesday, May 04, 2011 8:21 AM
To: Lee, Margaret Carol
Subject: RE: Graduation 2011

What's more important, China or the Stone Center where you would be hobnobing with your wonderful colleagues?????:) Safew travels.

From: Lee, Margaret Carol
Sent: Wednesday, April 27, 2011 2:53 PM
To: Nyang Oro, Julius E
Subject: RE: Graduation 2011

Hi Julius,

Just a reminder that I will be on my way to China. Just got my visa today and hopefully IBR approval will come today or tomorrow. I must say that this process has really been a challenge. But as of one minute ago I think I submitted the final requirement.

ML

From: Nyang Oro, Julius E [JEN321@email.unc.edu]
Sent: Wednesday, April 27, 2011 2:45 PM
To: Department listserv
Subject: [afriafam] Graduation 2011

Dear Colleagues:
Hope the end of the Semester is going well for everyone. This is a friendly reminder that we will have our departmental graduation ceremony on Saturday May 7 at 2.00 PM in the Hitchcock Room at the Sonja Haynes Stone Center. Tim, Reg, Agatha and Travis have been working hard to ensure that everything is in order. It is important that we all make time to attend. Graduation ceremonies are important to our graduates and their families. I promise that it will not be a prolonged event. See you on May 7.
Best,
Julius

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or send a blank email to leave-29082229-32361602.0f47d9cb54cb465aee30529a6f2e272c@listserv.unc.edu

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Wednesday, May 4, 2011 10:51 AM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] FW: Lane Closures on Portions of Manning Drive for 8-Weeks from May 9

From: Kane, Claire (Public Safety) [mailto:ckane@psafety.unc.edu]
Sent: Wednesday, May 04, 2011 10:48 AM
Subject: Lane Closures on Portions of Manning Drive for 8-Weeks from May 9

Parking Coordinators, please distribute the following info:

An eight-week manhole construction project beginning Monday, May 9 will force the closure of two lanes of traffic adjacent to the Craige Parking Deck (from the entrance to the top level of the Deck east to the Manning Drive intersection with Paul Hardin and Craige Drives). Weather permitting, the project should be completed by Sunday, July 17. Through traffic will be maintained on Manning Drive throughout the duration of the project, though motorists should expect some delays, particularly during rush hours, and should plan accordingly. Click here to see a map of the affected area.

CHT will temporarily close the bus stops on Manning Drive at Public Safety and the Craige Deck until further notice. Passengers may board the buses at the alternate bus stops on Manning Drive at Hibbard Drive. Click here for the map received from Chapel Hill Transit.
Sidewalks will be blocked on the southern shoulder of Manning Drive in the construction area, and pedestrians will need to use sidewalks on the northern shoulder. Maps will be posted through the "Breaking News" link on the UNC Public Safety's homepage (www.dps.unc.edu).
Call 969-4900 or access www.chtransit.org for transit-related questions. Call (919) 962-3951 with additional questions or concerns.
Thank you,

The Department of Public Safety

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or send a blank email to leave-29114230-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Wednesday, May 4, 2011 1:39 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Janken, Kenneth R <krjanken@email.unc.edu>
Subject: RE: Newsletter Draft for Review

Julius,
Would you like for us to state that contributions should be sent to the department? If so, how should checks be addressed? Should we also say something about contributions to the award created in honor of Ann?

Thanks,
Kia

From: Nyang Oro, Julius E
Sent: Wednesday, May 04, 2011 6:19 AM
To: Caldwell, Kia L; Janken, Kenneth R
Subject: RE: Newsletter Draft for Review

Thanks Kia. I will send my piece in the next couple of hours. What I notice to be missing is a super short paragraph indicating where contributions (the address) can be sent. Congratulations to you and Kenneth for a job well done!

From: Caldwell, Kia L
Sent: Tuesday, May 03, 2011 12:04 PM
To: Nyang Oro, Julius E; Janken, Kenneth R
Subject: Newsletter Draft for Review

Julius and Kenneth,
Here is a draft of the newsletter. A few items still need to be added. Please send your comments and suggestions by tomorrow.
The print is small when you read the newsletter on a computer. If you would like to enlarge the pages for easier viewing, you can pull down the "View" tab at the top of the screen and increase the size (I usually do 100%).

Julius - Would you please send text from your column "From the Chair's Desk" today or tomorrow (75-125 words).

I apologize for the short notice. I thought the dept. might want some copies on hand for graduation. They would need to be printed on Friday, if not sooner.

Thanks,
Kia

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Wednesday, May 4, 2011 1:43 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Janken, Kenneth R <krjanken@email.unc.edu>
Subject: RE:

Thanks, Julius. We'll try to fit all of it in.

Kia

From: Nyang Oro, Julius E
Sent: Wednesday, May 04, 2011 8:14 AM
To: Caldwell, Kia L; Janken, Kenneth R
Subject:

Kia anad Kenneth:
Attached is my draft of "From the Chair's Desk." Please feel free to edit as you see fit since I have exceeded the number of words "dictated" by Kia....:) Again, thanks both for your efforts on this Issue.
Julius

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Wednesday, May 4, 2011 2:54 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] Grants, contracts and proposals

Dear All,
This is a reminder that ALL proposals, contracts, funding agreements, etc MUST be approved by the Office of Sponsored Research BEFORE any agreements are made.

Specifically, if you are submitting a proposal or letter of intent requesting funding from any group outside of UNC-CH it must be submitted in the RAMSeS system no less than 5 days before the due date. If the funding will come through the department I am available to help with this process as well as assist with creating budgets, etc, but must receive your info about the proposal 10 days before the due date (that's 5 days for me + 5 days for OSR).

If you are directly contacted to work on a project with an institution outside of UNC-CH (with no competitive proposal process), you must still submit your scope of work, budget, etc to OSR as soon as possible.

ONLY OSR may enter into funding agreements for UNC.

As the Grants Coordinator for the department, I am generally the liaison between you and OSR – please contact me prior to contacting them (this is at their request, as many issues can be resolved without getting them involved, and they prefer to have one pint of contact in the department). Additionally, I prefer to be involved in your submissions to RAMSeS as well, so that I can double check that certain UNC required criteria are met (such as effort reporting, overhead requirements, etc).

Please let me know if you have questions, or have any proposals that you plan to submit in the coming months.
Thanks!
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

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or send a blank email to leave-29115805-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: Janken, Kenneth R <krjanken@email.unc.edu>
Sent: Wednesday, May 4, 2011 4:29 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Caldwell, Kia L <klcaldwe@email.unc.edu>
Subject: RE:

I'm really just the assistant, Julius. Overwhelming amount of credit goes to Kia.

_____
Kenneth R. Janken
Professor of Afro-American Studies
Department of African and Afro-American Studies
109 Battle Hall, CB# 3395
University of North Carolina
Chapel Hill, NC 27599-3395

(919) 962-1519 (voice)
(919) 966-2694 (fax)

From: Nyang Oro, Julius E
Sent: Wednesday, May 04, 2011 8:14 AM
To: Caldwell, Kia L; Janken, Kenneth R
Subject:

Kia anad Kenneth:
Attached is my draft of "From the Chair's Desk." Please feel free to edit as you see fit since I have exceeded the number of words "dictated" by Kia....:) Again, thanks both for your efforts on this Issue.
Julius

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Wednesday, May 4, 2011 6:09 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Rucker?

Hi Julius,
The Dean's Office would like the agreement and forms from Rucker by Monday… is this even remotely possible? Has he made a decision yet? I can send him the forms whenever is appropriate (but haven't yet), and then have him hand-deliver them to me on Monday (because I need originals)… What do you think?

Thanks!
Agatha

****
Agatha Buell
Business Officer

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109 Battle Hall, CB #3395

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Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Wednesday, May 4, 2011 7:42 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE:

Hi Julius,
I was wondering if you would mind having me changed "died" to "passed away" in the pieces on Ann. It may be a euphemism, but I think it's a softer term. Let me know what you think.
The newsletter is almost finished!

Thanks,
Kia

From: Nyang Oro, Julius E
Sent: Wednesday, May 04, 2011 8:14 AM
To: Caldwell, Kia L; Janken, Kenneth R
Subject:

Kia anad Kenneth:
Attached is my draft of "From the Chair's Desk." Please feel free to edit as you see fit since I have exceeded the number of words "dictated" by Kia....:) Again, thanks both for your efforts on this Issue.
Julius

From: nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent: Wednesday, May 4, 2011 8:18 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FORMAL NOTICE: State Health Plan Annual Enrollment Details

---

TO: All Permanent Employees

FROM: Ashley Nicklis, Interim Senior Director, Benefits Services
Office of Human Resources

Annual enrollment for the State Health Plan begins May 9 and continues through June 8. The following email includes important coverage details and information that all State Health Plan members need to know. The annual enrollment materials have been mailed and should be arriving at your home address by week's end, but you can download an advance copy at http://shpnc.org/hbr-enrollment-matls/ae-kit-2011.pdf.

The University's enrollment website will open May 9. While enrollment continues through June 8, employees are encouraged to make their changes prior to May 24; otherwise, retroactive payroll deductions may be incurred as a result of any changes between May 24 and June 8.

ALL members with the State Health Plan as their primary health coverage will be moved to the 70/30 Basic plan, effective July 1. If members choose to remain on the Basic plan, no action is required unless members need to add or remove dependents. Access the University's enrollment website from the OHR website at http://hr.unc.edu/benefits/benefits-enrollment/CCM3_027450.

Here are important points about this year's enrollment:
-- Enrollments must be completed online; no paper forms will be accepted
-- You cannot enroll until May 9
-- You may enroll adult dependents, up to age 26, who are not eligible for their own employer-sponsored health coverage; regardless of student status, marital status or residential status
-- Employees must complete the questions concerning tobacco products and body mass index (BMI) to be eligible to re-enroll in the PPO Standard plan
-- Effective July 1, there will no longer be any pre-existing condition waiting periods for subscribers and/or dependents under the age of 19 enrolling in the State Health Plan for the 2011-2012 benefit year
-- On July 1, the State Health Plan will begin covering hearing aids and fittings for members 22 years of age and younger. A member can receive one hearing aid per hearing-impaired ear up to $2,500 once every three years. This benefit is subject to your deductible and coinsurance

The tobacco cessation component of the Comprehensive Wellness Initiative went into effect July 1, 2010, and the weight management component will go into effect July 1, 2011. The State Health Plan requires that all members start in the 70/30 Basic plan and must qualify for the 80/20 Standard plan. If members wish to enroll in the 80/20 Standard plan, they must complete an Attestation Form declaring that they and, if applicable, their covered dependents:
-- do not use tobacco and have a Body Mass Index (BMI) less than 40
-- qualify for exemption due to participation in a tobacco cessation program and/or weight management program
-- have a medical condition that prevents the member from obtaining a healthy weight

Please note this does not apply to Medicare primary subscribers and

their dependents.

A BMI calculator is available at the OHR website link above; you can use this to calculate your BMI prior to beginning the enrollment process.

The Attestation Form is a legally binding document that all employees must complete to enroll in the 80/20 Standard plan.

If a member does not take action during annual enrollment, they will remain in the 70/30 Basic plan for the 2011/2012 benefit year.

Members claiming an exemption due to participation in a tobacco cessation program or weight management program, or due to a medical condition that prevents the member from obtaining a healthy weight must complete a physician certification form. The completed form must include a physician, nurse practitioner or physician assistant's dated signature or be obtained through QuitlineNC.

Members should keep the original, completed certification form for their records, as the Plan may request it at any time. The start date of the program on the physician certification form must be on or before July 1, 2011.

ENROLLMENT
Like last year, all enrollments will be completed online. This year, however, you will use your Onyen and password to sign on to the enrollment website. This is different from the login instructions provided in the enrollment booklet.

To obtain an Onyen, go to the following link: https://onyen.unc.edu/cgi-bin/unc_id/services. Call 962-HELP if you have login problems. For technical support once logged into the system, call 866-822-8688.

RETIREES (June 1 and July 1)
Pre-Medicare employees scheduled to retire either June 1 or July 1 will need to take the following action:
-- June 1 retiree -complete the Attestation process through the Retirement System's ORBIT site, or download the form and mail it to Retirement System.
-- July 1 retiree -follow the instructions given above to June 1 retirees, as well as log into http://unc.hrintouch.com using your Onyen and password and complete your elections for July 1
Additional retiree instructions can be found at the OHR website link above.

COMPREHENSIVE WELLNESS INITIATIVE SUPPORTS
NC HealthSmart, a State Health Plan initiative, offers a variety of resources to address concerns about tobacco use and weight management.

QuitlineNC offers tobacco cessation coaching and free over-the-counter generic nicotine replacement therapy patches to members, subject to specific limitations. 1-800-QUIT-NOW (1-800-784-8669). QuitlineNC is available 8 a.m. to 3 a.m., seven days a week, in English and Spanish. In addition, a completed Physician Certification Form can be obtained from QuitlineNC free of charge.

Prescription medications for tobacco cessation, including patches, are covered. One-on-one counseling for tobacco use is also covered.

For weight management concerns, the Plan covers four visits per year for an in-network dietitian for primary care copay. Members with diabetes receive six free visits per year. In addition, FDA-approved weight management medications and certain medical procedures, including bariatric surgery, are covered. Restrictions do apply.

QUESTIONS
For detailed information on annual enrollment, the Comprehensive Wellness Initiative and additional resources and supports available to members, please visit the Benefits website at http://hr.unc.edu/benefits/benefit-plans/health-insurance/index.htm or call Benefit Services at 962-3071.

This email is sponsored by: Office of Human Resources

From: Hellmark-Lindgren, Birgitta <Birgitta.Hellmark-Lindgren@nai.uu.se>
Sent: Thursday, May 5, 2011 7:17 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Cc: Johansson, Sonja <Sonja.Johansson@nai.uu.se>
Subject: An urgent request from the Nordic Africa Institute
Attach: Trading storiesBook ProposalZED.docx; Reader Questions - New Book Template.doc

---

Dear Professor Nyang'oro

The Nordic Africa Institute recently received a 7 page long book proposal aiming for the series Africa Now, which we publish together with ZED Books:

Proposed title:
Trading Stories: Africa's World Markets

Author: Margaret C. Lee
University of North Carolina at Chapel Hill
Department of African and Afro-American Studies

You have been suggested as an external reviewer of the proposal and we would appreciate if you could make yourself available for this task. Attached you will find the book proposal, reader questions, introduction and sample chapters.

In return we can offer you two books from our book list:
http://www.nai.uu.se/publications/index.xml?Language=en&

"Africa Now is an exciting new series, published by ZED Books in association with the internationally respected Nordic Africa Institute. Featuring high-quality, cutting edge research from leading academics, the series will address the big issues confronting Africa today. Accessible but in-depth, and wide-ranging in its scope, Africa Now will engage with the critical political, economic, sociological and development debates affecting the continent, shedding new light on pressing concerns".

Please inform us, at your earliest convenience, if you are able and willing to accept the assignment.

Best regards,

Birgitta Hellmark Lindgren

Nordiska Afrikainstitutet
The Nordic Africa Institute

Birgitta Hellmark Lindgren
Head of communications
The Nordic Africa Institute/Nordiska Afrikainstitutet

P.O. Box 1703
SE - 751 47 Uppsala
(Kungsgatan 38, 75321 Uppsala)
tel: +46 18 562200/562220(direct)
fax +46 18 562290
web: www.nai.uu.se

Zed Books
www.zedbooks.co.uk

Reader Questions – New Book

1. Quality

- Intellectually, is this a high-quality proposal?
- Is the proposal well-structured?
- Is it original?
- Does it engage thoroughly with the relevant material?
- Would the proposed book fit with perceptions of the Zed list?
- Are the title and subtitle appropriate?

2. Potential Market

- What would you envisage as the main market for this book?
- Would you use this book in your own teaching or research?
- In terms of style, structure etc. is the book well-tailored to the needs and expectations of this market?
- What, if any, books compete with this title? How would the proposed book differ?

3. Any other comments

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Thursday, May 5, 2011 9:59 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Rucker?

Okay, but I will need him to bring me original singed forms ON MONDAY. Should I go ahead and send the forms to him this week, so that he can get working on them if he thinks he might accept.

So much for his claim that he wants to stay in the Chapel Hill/Durham area!
Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Nyang Oro, Julius E
Sent: Thursday, May 05, 2011 6:09 AM
To: Buell, Agatha
Subject: RE: Rucker?

As I thought he would, he just told me that he has an offer from UConn and he is mulling over that. He wants to talk to me on Monday, but I will force the issue and talk to him Sat evening. We should have a determination of the issue at some point on Monday, hopefully early enough for us to do whatever is necessary.

From: Buell, Agatha
Sent: Wednesday, May 04, 2011 6:08 PM
To: Nyang Oro, Julius E
Subject: Rucker?

Hi Julius,
The Dean's Office would like the agreement and forms from Rucker by Monday… is this even remotely possible? Has he made a decision yet? I can send him the forms whenever is appropriate (but haven't yet), and then have him hand-deliver them to me on Monday (because I need originals)… What do you think?

Thanks!
Agatha

****
Agatha Buell
Business Officer

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Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: ramses@unc.edu
Sent: Thursday, May 5, 2011 11:27 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Buell, Agatha <abuell@email.unc.edu>
Subject: RAMSeS: URGENT: Authorization Request - 11-4088

Proposal No.: 11-4088
Proposal Lead PI: Geeta Kapur
Proposal Title:THE DESEGREGATION SOLDIERS OF THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

The above eIPF is being routed to you for approval because your department (African and Afro-American Studies) has been identified as an approving department. Please review the eIPF on RAMSeS and its attachments carefully, add any notes as you deem appropriate, and provide your electronic authorization so that it can be forwarded to OSR/SPO/OCT.

You also have the option of rejecting the eIPF if you notice a serious mistake in it. But doing so will require you to provide an explanatory note for your rejection and will also cause the eIPF to be returned to the administrative award department for re-routing.

From: ramses@unc.edu
Sent: Thursday, May 5, 2011 11:27 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RAMSeS: URGENT: Certification Request - 11-4088

Proposal No.: 11-4088
Proposal Lead PI: Geeta Kapur
Proposal Title:THE DESEGREGATION SOLDIERS OF THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

The above eIPF naming you as PI has been submitted through RAMSeS, the UNC information management system for sponsored research programs. Your responsibility as PI is to log into RAMSeS now with your ONYEN or School of Medicine ID and password and in the "PI Certification Inbox" certify that you agree with the terms and conditions described therein.

It is critical that you complete this certification because without your certification, OSR/SPO/OCT will not submit your proposal to the sponsor. If there are multiple PIs named on this proposal, each one must complete the certification in RAMSeS.

RAMSeS also allows you to track the status and progress of your eIPF through the "PI Certification Inbox" click on the proposal number to view the status and monitor its progression through all affiliated departments.

From: coi@unc.edu
Sent: Thursday, May 5, 2011 11:27 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Conflict of Interest Notification for RAMSeS Submission: 11-4088

To: Julius Nyang Oro

URGENT: Required action for Proposal Number: 11-4088 to Strowd Roses, Inc. Foundation titled THE DESEGREGATION SOLDIERS OF THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL is pending in the Office of Sponsored Research. You are identified as a Principal Investigator on the project.

University policy requires that every member of the research team certify Conflict of Interest status before a sponsored research application may be submitted. Please click here to complete a brief certification for this project.

Your prompt attention is appreciated. Failure to respond will prevent submission of this application. Questions on conflict of interest may be directed to coi@unc.edu or 919.843.5328.

** Please do not reply to this email.

From: Lee, Margaret Carol <leemc@email.unc.edu>
Sent: Thursday, May 5, 2011 12:11 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Afri 540

Hey,

On a very serious note, the next time I teach Afri 540 it must be with the "permission of the professor." Some of the students I have should still be in high school. I tell them over and over and over the same thing and for the life of them they don't or refuse to get it. In addition to this being a 540 level course, it is identified by the University as a "research intensive" course. I need students who know how to do research and are serious. I get 101 --- Baby steps, but I'm not feeling Baby steps in this course. That's why I designed it to be undergraduate/graduate.

OK. Needed to vent. Can's wait to get on that plane to China baby!

From: Sonia Gipson Rankin <sgrankin@unm.edu>
Sent: Thursday, May 5, 2011 4:51 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Offering African American Courses online

Good afternoon, Dr. Nyang'oro,

My name is Sonia Gipson Rankin and I am the Associate Director of Africana Studies at the University of New Mexico. I am looking to start the process of offering Africana Studies courses through our online program here at UNM. I have been researching how cultural studies programs are working with online curriculum across the nation. I noticed UNM-Chapel Hill is offering three Summer and three Fall 2011 courses. http://www.fridaycenter.unc.edu/cp/cco/african.html I am interested in finding out more about your offering of online courses.

This is the busiest time at universities across the country, but I would love to ask you some questions, if you are free.

Thank you so much.

Sincerely,

Sonia

Sonia M. Gipson Rankin, JD
Associate Director, Africana Studies
The University of New Mexico
Mesa Vista Hall 4th Floor MSC06 3730
Albuquerque, NM 87131
office 505.277.3769
fax 505.277.0730
sgrankin@unm.edu

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Thursday, May 5, 2011 5:51 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] Latest Issue of Dept. Newsletter
Attach: CrossroadsNewsletter_Spring2011.pdf

Dear Colleagues:

Attached you will find the latest issue of the departmental newsletter, hot off the e-presses. Many thanks to everyone who submitted information, articles, and photos. Special thanks to Kenneth for helping to pull everything together.

Hard copies of the newsletter will be available at graduation on Saturday, as well.

Best regards,
Kia

You are currently subscribed to afriafam as: jen321@email.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=29121817
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or send a blank email to leave-29121817-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: Lee, Margaret Carol <leemc@email.unc.edu>
Sent: Thursday, May 5, 2011 6:09 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: RE:[afriafam] Latest Issue of Dept. Newsletter

Congratulations Kia. It looks great!

Margaret

From: Caldwell, Kia L [klcaldwe@email.unc.edu]
Sent: Thursday, May 05, 2011 5:50 PM
To: Department listserv
Subject: [afriafam] Latest Issue of Dept. Newsletter

Dear Colleagues:

Attached you will find the latest issue of the departmental newsletter, hot off the e-presses. Many thanks to everyone who submitted information, articles, and photos. Special thanks to Kenneth for helping to pull everything together.

Hard copies of the newsletter will be available at graduation on Saturday, as well.

Best regards,
Kia

You are currently subscribed to afriafam as: leemc@email.unc.edu.
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You are currently subscribed to afriafam as: jen321@email.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=29121868
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From: nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent: Thursday, May 5, 2011 8:23 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FORMAL NOTICE: Message from the Chancellor: State Budget Update

---

Dear Carolina Faculty and Staff:

This weekend, the greatest contribution Carolina makes will be proudly on display - smart and capable new graduates receiving hard-earned diplomas that you all helped make possible. With Commencement upon us, I wanted to share an update on the state budget process.

House Approves Budget Proposal

Yesterday, the House of Representatives gave final approval to its proposed budget for 2011-2013. The overall package mirrored fairly closely the targets set by the House Appropriations Subcommittee on Education several weeks ago.

This is just the next step in the budget process, following Governor Perdue's initial proposal in February. Now the Senate will develop its own budget, and we're optimistic that those reduction levels will be lower for the UNC system and education in general. Then both chambers will appoint a conference committee to negotiate over their differences before the Legislature votes on a final proposal to send to the governor.

Nevertheless, we remain very concerned, along with President Ross, about the disproportionate permanent cuts the House proposal would place on the UNC system - a net reduction of nearly $483 million (more than 17 percent) when factoring in proposed reductions to need-based financial aid.

At Carolina, our state dollars primarily support undergraduate instruction, so absorbing permanent cuts of this magnitude - more than $75 million - would mean long-term damage to how the faculty can teach students. We would have to make tough choices about dramatically increasing class sizes and reducing the number of sections we can offer. And there would be serious implications for the University's ability to pay for teaching positions at all levels that are supported by state funding, along with additional key staff positions.

We're thankful for the House's recognition of the importance of keeping tuition revenue on campus, fully funding enrollment growth and protecting the federal dollars the faculty attract for research - more than $800 million last year. The House budget preserves the state's contribution to the University Cancer Research Fund and provides for the possibility of some repair and renovation funding for buildings.

We've been consistent in asking the General Assembly to provide full flexibility in how we manage reductions, and that will be a very high priority moving forward.

Administrative Units Have Absorbed Major Cuts

We knew significant cuts were inevitable for this year. That's why we chose to proactively put in play a campus-wide $26 million (five percent) permanent cut, effective July 1, back in January. That will help cushion the blow of additional cuts, but we know there will be more and that they're going to be painful.

When the downturn began, we made a practical decision early on that administrative units would bear the heaviest burden to protect teaching and research. Finance and Administration, Information Technology Services and Human Resources have been hit particularly hard by cuts. Finance and Administration, for example, has absorbed reductions of more than 34 percent since 2008-2009, including permanent and one-time funding. That's not just a number. It represents people who have lost jobs and reduced services in campus services, finance, and facilities planning and construction.

Final Budget Timetable Uncertain

We can't make predictions about how long this year's budget process will take. Typically, questions about revenue issues like tuition come up at the end, so it's realistic to assume that, like last year, we won't have answers for our students and their parents about the increase they'll face next fall until the final budget has been approved.

When there are significant milestones to report, such as passage of a Senate version of a budget proposal, I plan to continue using University e-mail to keep the campus community informed. In the meantime, I'd also encourage you to visit our budget website, http://universityrelations.unc.edu/budget/, which is updated frequently.

It's hard to face the prospects of such a large cut, but I pledge to you that we'll keep making the strongest possible case for supporting our state universities. The commitment that President Ross has to higher education in North Carolina is incredibly important to us. His top priority is preserving the quality of the education we can provide to our students.

Please understand what a difficult challenge our legislative leaders have in coping with the state's budget difficulties this year. We're all hopeful that once we get through this budget cycle, future deliberations will be more positive as the state's economic recovery strengthens.

Thanks for all you do for Carolina.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, May 5, 2011 9:03 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Request for Proposals: 2011 Carolina Diversity Summit

---

Request for Proposals: "Intersectionality: Exploring Diversity from Varied Perspectives"

The 2011 Carolina Diversity Summit is sponsored by the Diversity Education Team (DET) and will be held on the campus of the University of North Carolina at Chapel Hill in November, 2011. This day-long summit will feature a keynote speaker and concurrent breakout sessions in the morning and afternoon and will include a networking lunch. RFPs are now being solicited. Click here or point your web browser to www.unc.edu/diversity/2011diversitySummitRFP.pdf to access an RFP form.

Please submit RFPs electronically to Dr. Cookie Newsom via email at newsom@email.unc.edu by September 1, 2011. The DET welcomes RFPs from faculty, staff and students on any diversity issue, including, but not limited to: race, ethnicity, sexual orientation/identity, age, disability, gender, socio-economic status. We are particularly looking for presentations that are interactive and that deal with multiple or varied demographic topics. For questions please contact Dr. Cookie Newsom at: newsom@email.unc.edu

This email is sponsored by: Diversity and Multicultural Affairs

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, May 5, 2011 9:26 PM
To:	Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject:	FORMAL NOTICE: 2012 University Teaching Awards

TO: Faculty, Staff and Students

SUBJECT: Teaching Award Nominations

As we prepare for Spring graduation, please consider nominating deserving teachers for the 2012 Teaching Awards. This is a particularly good time to reflect on the past year (or years) and remember teachers who have really made a difference. All members of the Carolina community are encouraged to nominate candidates for the 2012 awards.

The awards provide us with a way to acknowledge the central role of teaching at UNC-Chapel Hill by recognizing outstanding teachers and mentors. Some awards are available to graduate teaching assistants and staff, as well as to professors. Specific categories are shown below. Please read the award requirements carefully to determine eligibility.

Please provide comments in the nomination that will help the committee understand why your nominee is the best candidate for the award. Specific examples of particular ways in which the nominee has made a difference are especially effective. The comments will become part of the nominee's departmental personnel file. A nomination letter or statement must be included or the submission is invalid and will not be considered.
Nominations are accepted year round, but there are deadlines to observe. October 1 is the deadline for nominations for the awards to be announced in spring 2012. (This allows time for the committee to review the nominees, collect additional information about their teaching and recommend winners to the Chancellor.)

Please submit all nominations online at

http://provost.unc.edu/teaching-awards

Each year, we recognize faculty, staff and students for outstanding teaching. The University Committee on Teaching Awards strongly encourages you to nominate deserving faculty members and graduate teaching assistants for distinguished teaching awards. The committee will review the nominees, collect additional information and recommend winners to the Chancellor. This year, the committee will recommend recipients for six types of awards:

1. Board of Governors' Award for Excellence in Teaching: The Board of Governors gives this award to a tenured faculty member on each campus of the UNC System for excellent and exceptional undergraduate teaching over a sustained period of time.

2. Mentor Award for Lifetime Achievement: This award acknowledges lifetime contributions to teaching, learning and mentoring beyond the classroom.

3. Distinguished Teaching Awards for Post-Baccalaureate Instruction: Four awards are given to faculty members for exceptional teaching of post-baccalaureate students.

4. Awards to Faculty for Excellence in Undergraduate Teaching:

To full-time faculty members. Five Tanner Awards, one Friday Award, and two Sitterson Awards are given to full-time faculty members.

5. Tanner Awards to Graduate Teaching Assistants: Five Tanner Awards are given to graduate teaching assistants for excellence in undergraduate teaching.

6. Chapman Family Teaching Awards: Three or four Chapman Family Awards are given to full-time faculty members for excellence in undergraduate teaching.

Thank you for your help in recognizing excellent teaching at Carolina!

This email is sponsored by: Office of the Executive Vice Chancellor

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, May 5, 2011 10:31 PM
To:	Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject:	INFORMATIONAL: Participants Needed: Assessing Performance Across Tasks 2

Assessing Performance Across Tasks 2: We are looking for participants to help us with our research into decision-making. Participants will spend approximately 30 minutes in our lab engaging in different tasks and earning money based on their decisions.
Location: Kenan-Flagler Behavioral Lab, McColl 4402/4404
Duration: 30 minutes
Pay: $7
IRB # 10 - 2032

Approved by the Behavioral IRB on November 11, 2010.

Please visit our website: www.c4dr.unc.edu to sign up.

This email is sponsored by: Center for Decision Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of processing@unc.edu
Sent: Thursday, May 5, 2011 10:51 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: INFORMATIONAL: Learn more about Health Information!

Are you interested in learning more about health information?

Researchers at UNC Chapel Hill are conducting a study that is seeking to learn how people understand health information. To enroll in this study you must:

* speak English
* be between the ages 50-75 years
* not had a colorectal cancer screening in the past 5 years
* not have a family history of colorectal cancer
* not have a history of inflammatory bowel disease

Qualified participants must attend one interview that will last approximately 1 hour to 1 1/2 hours and will be conducted at the UNC Lineberger Comprehensive Cancer Center.

Participants will receive $30 in payment for their participation.

For more information, please call Karen at:(919) 351-9432 or (919) 843-8594 or send an email to processing@unc.edu

This study has been reviewed and approved (05/3/2011) by the UNC Biomedical IRB (11-0746).
Study Title: Information Processing Test Study

This email is sponsored by: Lineberger Comprehensive Cancer Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Julie M. Kinnaird <jmarante@email.unc.edu>
Sent: Friday, May 6, 2011 2:12 PM
To: Global Updates K-12 Listserv <globalupdates@listserv.unc.edu>
Subject: World View E.U. Workshop -- Space Available!

Last chance to sign up for this small, interactive workshop featuring experts on the European Union and materials for bringing Europe to your classroom! Space has become available for this small, interactive K-12 workshop. Registration fee of $50 includes one night accommodations at Aloft Hotel in Chapel Hill for the night of May 12 (for educators residing outside of the Triangle). Please call World View (919/962-9264) if you would like to join us next week!

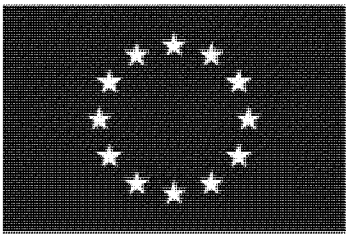

The European Union & the €uro

A Workshop for K-12 Educators

Co-sponsored by World View and the UNC European Union Center of Excellence

May 12-13, 2011

FedEx Global Education Center, UNC at Chapel Hill

Join colleagues for a 1½ day workshop designed to help North Carolina K-12 teachers better understand our interconnected world by learning more about the European Union. This workshop will include presentations by EU scholars on the European Union and the Euro currency. Resources that use technology to enhance content and better integrate the EU in the school's curriculum will be provided. One CEU will be offered.

Session Highlights (Click here for current agenda)

The EU and the €uro Workshop for K-12 Educators

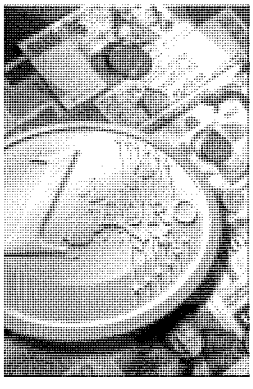

Cost: $50 per person
(includes hotel accommodations on May 12 for participants traveling from outside the Triangle and lunch on May 13)

To register: Call World View 919/962-9264

Space is limited to the first 25 participants.
Register today!
For more information please call 919/843-8210.

About Us

World View helps schools and colleges prepare students to succeed in an interconnected, diverse, and multicultural world.

World View
CB #8011, 208 N Columbia St
Chapel Hill, North Carolina 27599-8011

919/962-9264
unc.edu/world

- -- You are currently subscribed to

globalupdates as: jen321@email.unc.edu To unsubscribe send a blank email to leave-29125803-5516874.70492b48a552675c322c54383e92d7fb@listserv.unc.edu

From: Greenway, Ryan <greenway@unc.edu>
Sent: Friday, May 6, 2011 4:03 PM
To: All Deans, Directors, and Department Heads in the College of Arts & Sciences <asddd@listserv.unc.edu>
Subject: [asddd] FW: Fiscal Year-end Closing Dates and Procedures
Attach: 2011 Fiscal Year end dates and procedures.pdf

This message is being sent to all deans, directors, department heads, and managers in the College of Arts and Sciences.

Please see the attached memo with important dates leading up to the fiscal year-end.

From: Kelly-Scholle, Janet [mailto:janet_kelly-scholle@unc.edu]
Sent: Tuesday, May 03, 2011 1:10 PM
To: UNC Dept. Business Managers
Subject: [business_managers] Fiscal Year-end Closing Dates and Procedures

To: University Business Managers

From: Dennis Press, University Controller

Please see attached memo in PDF format regarding year-end procedures and accompanying dates.

- -- You are currently subscribed to

business_managers as: betsy@unc.edu. To unsubscribe send a blank email to leave-29109459-35553178.e874753c4d7f1b04acdb80d922e8e433@listserv.unc.edu

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF THE CONTROLLER T 919-962-1370
104 AIRPORT DR., SUITE 3200 F 919-962-4140
CAMPUS BOX 1270
CHAPEL HILL, NC 27599-1270

MEMORANDUM

TO: University Business Managers

FROM: Dennis Press, University Controller

DATE: May 3, 2011

SUBJECT: Fiscal Year-end Closing Dates and Procedures

The purpose of this memorandum is to provide information concerning the year-end procedures and the dates that documentation must be received for payment in the fiscal year ending on June 30, 2011. It is important that these deadlines be met to ensure use of your 2010-2011 budgets rather than your 2011-2012 budgets.

Procurement Services Dates

June 3 — Last day to complete CABS ticket transactions for inclusion in fiscal year 2010-2011.

June 14 — Bank transmission date to UNC for June 2011. P-Card transactions completed prior to June 15 will appear on June statement provided the vendor transmits the charge information on the date of the transaction.

June 14 — Last day for delivery of e-commerce purchases from Staples, CDW-G, Fisher Scientific, Sigma Aldrich, VWR International, Perkin Elmer, Applied Biosys, DHL, FedEx, and National Welders to be billed in fiscal year 2010-2011.

June 14 — Last day for purchases from University storerooms to be billed in fiscal year 2010-2011.

June 16 — Last day to submit Check Requests, Independent Contractor, and Travel Reimbursement payments including appropriate documentation to Disbursement Services to ensure payment in fiscal year 2010-2011.

June 16 — Last day to submit invoices and receiving reports to Disbursement Services to ensure payment in fiscal year 2010-2011.

June 29 — Last day for ePro Vendor Catalog purchases from Staples, CDW-G, Grainger, MSC, Sigma Aldrich, VWR International, Perkin Elmer, Applied Biosys, and National Welders to be billed in fiscal year 2010-2011.

Accounting Services Dates

June 17	Last day to submit budgets for fiscal year 2010-2011 for select Trust Accounts with Contractual Agreements (Contract Trusts), Recharge Centers and Internal Service Funds.
June 17	Last day to submit paper account adjustments (includes internal invoices) to Accounting Services for processing in fiscal year 2010-2011.
June 24	Last day to submit online cash advance settlement journal entries.
June 29	Last date to submit approved (pre-audited) outgoing wire transfer instructions for processing in fiscal year 2010-2011.
June 30	Last day to submit account adjustments, via Online Journal Entry System for non-state funds. Last day to submit backup documentation for cash advance settlement entries.

Budget Office Dates

June 29	Last day to submit revisions for State and F&A funds.

Office of Student Accounts & University Receivables Dates

June 30	All receipts from credit card payments must be submitted via Departmental Deposits System by **noon**. Cash and check deposits must be received by **noon**.

Payroll Dates *[Note that payroll dates refer to receipt of approved personnel actions in Payroll Services. Departments should allow for sufficient time for approval routing for personnel actions].*

May 20	Last day approved personnel actions through EPA web will be accepted for the Summer Session I payroll paid on **May 26** (first payment).
May 26	Last day approved personnel actions through HRIS and EPA web will be accepted for the biweekly payroll paid on **June 3**.
June 08	Last day approved personnel actions through EPA web will be accepted for the Summer Session I payroll paid on **June 14** (second payment).
June 10	Last day approved personnel actions through HRIS and EPA web will be accepted for the biweekly payroll paid on **June 17**.
June 23	Last day approved personnel actions through EPA web will be accepted for monthly payroll paid on **June 30**.
June 27	Last day approved personnel actions through EPA web will be accepted for the Summer Session II payroll paid on **July 1** (first payment).
July 18	Last day approved personnel actions through EPA web will be accepted for the Summer Session II payroll paid on **July 22** (second payment).

Purchasing Considerations

All purchases in excess of $5,000 require competition. Any requirement for purchases in excess of $5,000 should be identified and subsequently approved prior to or no later than May 6 to ensure arrival prior to June 30th enabling payment by the end of the fiscal year. Regular purchase orders and blanket orders may be canceled using the Change Request form. Purchase orders that are not canceled or used will be carried forward to the new fiscal year and will obligate 2011-2012 budgets.

Disbursement Services Considerations

If the receiving has not been entered into the system, payment cannot be made and the purchase order will be charged against 2011-2012 budgets. Likewise, if the original vendor invoice is not received, payment cannot be made and the purchase order will be charged against 2011-2012 budgets. Incomplete documentation may delay your payment request; be certain that the item is fully documented before submitting it for processing. **Payment cannot be made before the receipt of goods or services so do not indicate receipt of materials not received in order to use available funds or for any other reason.**

Accounting Considerations

Cash deficits in most institutional trust and special fund accounts should be funded by June 30 through collection of receivables, transfers from other funds or other appropriate methods. Cash deficits should not be carried forward to the new fiscal year. If funds from University-related foundations on deposit in other FRS accounts will be used to fund expenditures for fiscal 2010-2011, the funds transfer request should be submitted by June 15.

State Budgeting Considerations

Sufficient budget balances or cash balances must be available to cover all disbursements from University accounts. The State does not allow deficits in any expenditure object. You should review your available budget balances on your monthly reports so all disbursements can be properly funded.

Cashiering Considerations

To comply with G.S. 147-77 and University policies, all departmental receipts must be deposited daily. Do not hold deposits for the new year. Delaying the deposit of University funds is a violation of State statutes. The Daily Cash Transmittal Form for electronic credit card deposits for 2010-2011 should be provided to the University Cashier no later than noon on June 30. **If the person assigned with this responsibility is not at work on June 30, then the department is required to take appropriate measures to get the deposit entered by noon.**

Payroll Considerations

The last biweekly payroll posted in the current year will be for the period ending June 5 (paid on June 17). The June monthly payroll will be paid and posted on June 30. Specific deadlines for the Summer Session payrolls have been established. (See year-end deadlines.) The Summer Session payroll dates are May 26 and June 14 for Session I and July 1 and July 22 for Session II.

Every effort will be made to effectively and efficiently use the University's resources. Your assistance in processing documents, monitoring your budgets and purchase orders, and adhering to deadlines is very important. Thank you for your cooperation.

From: Isaac Unah <unah@unc.edu>
Sent: Friday, May 6, 2011 9:08 PM
To: Hildebrand, Reginald F <hildebra@email.unc.edu>; Selassie, Bereket H <bselassi@email.unc.edu>; Jordan, Joseph F <jfjordan@email.unc.edu>; Rosen, Richard A <rich_rosen@unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Broun, Kenneth S <ksbroun@email.unc.edu>
Subject: Fwd: Deathwatch | endeavors

My Friends, I was recently interviewed for this Endeavors magazine article. I would like to share it with you in case you have not seen it yet. The photograph features Your's truly and Frank Baumgartner in front of Central Prison in Raleigh. A request for us to be photographed inside the execution chamber was denied.

---Isaac.

http://endeavors.unc.edu/deathwatch

From: Hildebrand, Reginald F <hildebra@email.unc.edu>
Sent: Saturday, May 7, 2011 7:37 AM
To: Unah, Isaac J <unah@unc.edu>; Selassie, Bereket H <bselassi@email.unc.edu>; Jordan, Joseph F <jfjordan@email.unc.edu>; Rosen, Richard A <rich_rosen@unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Broun, Kenneth S <ksbroun@email.unc.edu>
Subject: RE: Deathwatch | endeavors

Isaac, your work on this cause has integrity and purpose and is quite literally a matter of life and death. Thanks much for sending the aricle. I'm proud to know you. -Reg

---

From: Isaac Unah [unah@unc.edu]
Sent: Friday, May 06, 2011 9:08 PM
To: Hildebrand, Reginald F; Selassie, Bereket H; Jordan, Joseph F; Rosen, Richard A; Nyang Oro, Julius E; Broun, Kenneth S
Subject: Fwd: Deathwatch | endeavors

My Friends, I was recently interviewed for this Endeavors magazine article. I would like to share it with you in case you have not seen it yet. The photograph features Your's truly and Frank Baumgartner in front of Central Prison in Raleigh. A request for us to be photographed inside the execution chamber was denied.

---Isaac.
http://endeavors.unc.edu/deathwatch

From: Joseph Jordan <jfjordan@email.unc.edu>
Sent: Saturday, May 7, 2011 12:12 PM
To: Unah, Isaac J <unah@unc.edu>
Cc: Hildebrand, Reginald F <hildebra@email.unc.edu>; Selassie, Bereket H <bselassi@email.unc.edu>; Rosen, Richard A <rich_rosen@unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Broun, Kenneth S <ksbroun@email.unc.edu>
Subject: Re: Deathwatch | endeavors

Great work and great piece Isaac. Glad you are keeping this line of advocacy alive -- and pressing the powers that be!
On May 6, 2011, at 9:08 PM, Isaac Unah wrote:

> My Friends, I was recently interviewed for this Endeavors magazine article. I would like to share it with you in case you have not seen it yet. The photograph features Your's truly and Frank Baumgartner in front of Central Prison in Raleigh. A request for us to be photographed inside the execution chamber was denied.
>
> ---Isaac.
>
> http://endeavors.unc.edu/deathwatch

Joseph Jordan, Director
Sonja Haynes Stone Center
University of North Carolina at Chapel Hill
(919) 962-9001
jfjordan@email.unc.edu

From: Deborah Stroman <dstroman@email.unc.edu>
Sent: Sunday, May 8, 2011 12:22 AM
To: cbcchair@unc.edu
Subject: Carolina Black Caucus - E-News
Attach: CBC E-News 5.8.11.pdf

Happy Mother's Day to all the sisters who have mothered, instructed, mentored, and prayed for young people and our community.

We hope you can join us for a fun end-of-the-year event this Friday, May 13th at 5:00 p.m. at the Student Union's Cabaret Room. We have a delicious menu and Line Dancing scheduled to guarantee a good time. Never Line Danced before? (Electric Slide doesn't count!) Great! Our instructor, Leigh Williams, is one of the most beloved and talented teachers in the Triangle. Guests are welcome too.

Be sure to check the signage for entrance as the event is after-hours so many doors may be closed. If you have any achievements and announcements for recognition, please let us know. We want to celebrate our community!

Not a member of the Caucus yet? www.unc.edu/cbc
Please join us on Friday and meet new colleagues and friends.

Note: We apologize for any duplication in emails. This note was also sent in a separate listing to all Black tenured faculty.

Harambe,

debby

Deborah Stroman, Ph.D. CLU

Exercise and Sport Science Department
Sport Administration

CB 8700
Chapel Hill, NC 27599
919.843.0336

UNC
CAROLINA BLACK CAUCUS

Celebrating Our Community

UNC
CAROLINA BLACK CAUCUS
Celebrating Our Community

Our vision is a university community that consistently and enthusiastically fosters, supports and celebrates the achievement of Black employees at the University of North Carolina at Chapel Hill.

cbcinfo@unc.edu

OUR EVENTS

It's the end of the academic year – Let's Celebrate! Congratulations to all the parents of graduating students.

- **"Spring Social" - Friday, May 13, 2011 at 5:00 p.m. Frank Porter Graham Student Union**

Carolina Black Caucus
invites you to the
CBC Spring Social
Friday, May 13, 2011
5:00 - 8:00 P.M.
FPG Student Union - Cabaret Room
Step the night away with the Triangle's #1 Chicago Style Steppin' line dance instructor:
LEIGH WILLIAMS
Join us as we celebrate community and accomplishments. Enjoy great fellowship and food that will keep you light on your feet!
CBC Members - Free UNC Employees - $5
Guests - $15
(payment will be collected at the event)
Click this invitation to R.S.V.P. by May 6th

We look forward to gathering for our end-of-year event to fellowship and celebrate achievements. Members of the Bull City Sliders will be with us to help get the party started. ☺ We will also say goodbye to Herb Davis a true Carolina gem for our community. The food menu is delicious and the Line Dancing (Beginner's Welcome!) will certainly generate smiles and laughter. Note: The event is after-hours so look for signage to gain entrance to the Union's Cabaret Room. Guests are encouraged to join us so pass the word!

- **Orange County Habitat for Humanity – Saturday, May 14 – Two Build shifts: 8:14 a.m. – 12:00 p.m. or 12:30 p.m. - 4:30 p.m. If interested, send a note to** shandra_jones@unc.edu **by this Thursday at noon.**

YOU NEED TO KNOW…

- Visit Carolina Black Caucus website! http://www.unc.edu/cbc You may submit events (UNC and local community activities) on the calendar! Stay informed.

- ***There are no Membership Meetings over the summer. We will reconvene in August with the "Welcome Back" event. However, special CBC committee meetings or the Task Force on Athletics activities may be scheduled. E-Newsletters will be distributed, as necessary.***

- The Caucus continues to gain awareness! Wear your Caucus hat with pride. Hats will be available at the Spring Social. $5 members and $10 non-members.

- The documentation of the history of the CBC is critical to our future. Representatives from the Library's Archivists and Center of the Study of the American South met with the Caucus chair to begin planning on the formal process. Thanks to Holly Smith for her leadership! If you are interested in serving on this important project please send a note to cbcinfo@unc.edu

- The Caucus would like to be the central aggregator of all Black-related events and programs. So if you are aware of events, please add them to the Caucus calendar. http://www.unc.edu/cbc/submit_event.html

- Caucus Cares (Athletics) – Many Black varsity student athletes will be on campus this summer. Caucus members interested in participating in this outreach, please contact cbcchair@unc.edu to receive updates and information.

- Interested in Gender Equity at UNC? The Committee on Gender Equity is comprised of leaders of the Faculty Council Committee on the Status of Women, the Association of Women Faculty and Professionals, the Association of Women in the Medical School, Diversity and Multicultural Affairs, the Women's Affairs subcommittee of Student Government, and representatives from the Graduate and Student Professional

Association and the Employee Forum. If you are interested in serving, please send a note to cbcchair@unc.edu.

NON-CBC EVENTS

1. Jazz in Chapel Hill!! aLive Tuesdays is a FREE, ALL AGES night of jazz, Hip Hop and soul EVERY 2nd & 4th Tuesday at 9:00 p.m. at Jack Sprat (161 Franklin Street) hosted by THE BEAST. The food is always great at Sprat too. This month's line-up is awesome:

May 10 | Tim Smith - Effortless on the sax and flute, and has a beautiful voice to match. Leader of the Tim Smith Band, he puts on an incredible live show, which will include a touch of jazz, reggae and soul.

May 24 | Shirlette Ammons - Poet, emcee, bassist and activist. Leader of the hip hop/rock band Mosadi Music, her latest project is a collaborative venture with Chapel Hill's Dynamite Brothers. Her infectious energy and stage presence is not to be missed.

http://www.facebook.com/event.php?eid=164447583615436

2. "30 Americans" – NC Museum of Art - March 19–September 4, 2011
East Building, Meymandi Exhibition Gallery - 2110 Blue Ridge Road Raleigh – 919.839.6262

30 Americans presents more than 70 works of art by many of the leading contemporary African American artists. Organized by the Rubell Family Collection, an internationally renowned collection of contemporary art, the exhibition features painting, drawing, photography, video, sculpture, and mixed-media installations.30 Americans brings together established and emerging artists whose work explores issues of race, gender, identity, history, and popular culture. By featuring seminal figures such as Jean-Michael Basquiat and David Hammons alongside rising stars such as Nick Cave and Kehinde Wiley, 30 Americans also highlights artistic legacy and influence, and illustrates how a previous generation of African American artists has influenced artists working today.

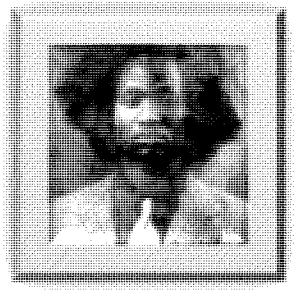

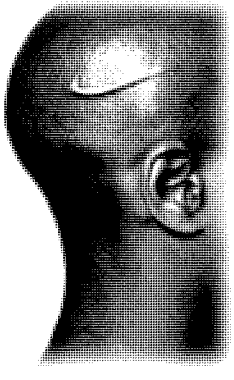

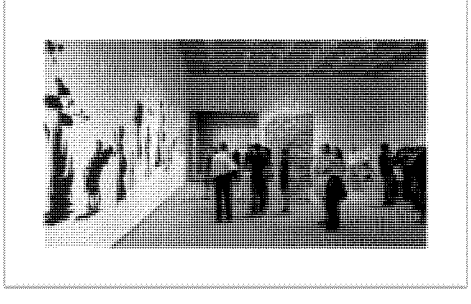

3. Stay tuned! The 2011 Carolina Diversity Summit is sponsored by the Diversity Education Team (DET) and will be held on the campus of the University of North Carolina at Chapel Hill in November, 2011. This day-long summit will feature a keynote speaker and concurrent breakout sessions in the morning and afternoon and will include a networking lunch. RFPs are now being solicited. Click here or point your web browser to www.unc.edu/diversity/2011diversitySummitRFP.pdf to access an RFP form. Please submit RFPs electronically to Dr. Cookie Newsom via email at newsom@email.unc.edu by September 1, 2011.

4. Blue Ribbon Mentor-Advocate Program needs mentors and advocates! Mentors work actively and directly with students, but they also help their mentees succeed by becoming advocates. A successful advocate makes sure that their mentee is receiving the services they need in school, and helps the student take advantage of other supports in the community. Kudos to Blue Ribbon Mentor-Advocate as they won a 2011 University Diversity Award!

Blue Ribbon
Mentor-Advocate
CHAPEL HILL-CARRBORO CITY SCHOOLS

5. DPAC - http://www.dpacnc.com/

- June 3 – BB King
- June 19 – Martin Lawrence

DPAC
DURHAM
PERFORMING ARTS
CENTER

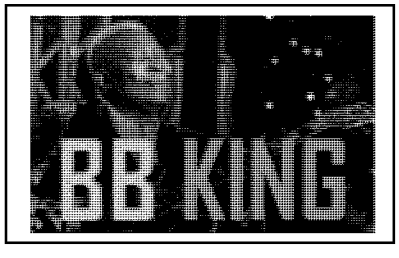

ANNOUNCEMENTS

- Kudos to Herb Davis! Herb has served the university tirelessly and made a difference for our community as the Associate Director of Undergraduate Admissions. He retires on May 31 after 35 years of service. We will miss his leadership and inspirational service to the Caucus and the university community! Stay tuned for our salute to our "Gentle Giant"!

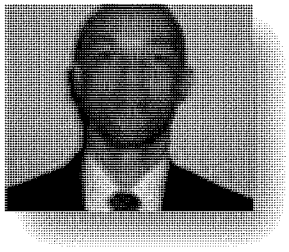

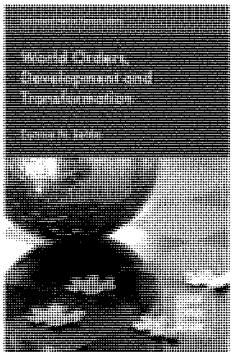

- Congratulations to Dr. Eunice Sahle who received the 2011 Student Undergraduate Teaching Award! Sahle is an associate professor with a joint appointment in African and Afro-American Studies and Global Studies. She teaches courses on human rights and ethics in the context of a globalizing world, Development theories and practices, international political economy and social movements in Africa and the African Diaspora. studies.

- Spotlight! William "Bus" Hubbard's first day on the job at UNC was in March 1953 – and even now, at the age of 76, he is not quite ready to consider when his last day might be. Mr. Hubbard is featured on the UNC homepage - http://www.unc.edu/spotlight/bus_hubbard

- Community News – Please send your organization's events and activity information to cbcinfo@unc.edu. We want to collect and share information (e.g., retirements, anniversaries, milestones, accomplishments, etc.) concerning Black employees.

UNC

CAROLINA BLACK CAUCUS

Celebrating Our Community

"In every community, there is work to be done. In every nation, there are wounds to heal.
In every heart, there is the power to do it." M. Williamson

From: Aldrich, Howard E <Howard_Aldrich@unc.edu>
Sent: Sunday, May 8, 2011 2:53 PM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Subject: [dptcrchairs] parking problems on Saturday for graduation ceremonies
Attach: Howard Aldrich.vcf

How many of you had reports of parents not finding legal parking spots on campus on Saturday and having the cars ticketed when they parked illegally?
Best,

Howard

Howard Aldrich
UNC Chapel Hill
Distinguished Professor/dept. ch...
Sociology
(919) 962-1008 Work
(919) 962-5044 Work
howard_aldrich@unc.edu
202 Hamilton Hall $ Sociology D...
http://www.unc.edu/~healdric/

<><><><><><><><><><><><><><><><><><><><>

"It's taken me most of my life to know which notes ***not*** to play." *Dizzy Gillespie*.

From: Hall, Ishna <ishna.hall@unc.edu>
Sent: Monday, May 9, 2011 9:06 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Meeting with Carl

Julius-

Hope all is well. I am following up to see if you have heard from Carl about our possible meeting. Just let me know.

If not, maybe you can send a follow up note.

Thanks!

Ishna

Ishna J. Hall
Associate Director of Capital Gifts
The Arts and Sciences Foundation
The University of North Carolina at Chapel Hill
134 East Franklin Street
Chapel Hill, NC 27514
(919) 843-4885 (office)
(919) 962-2531 (fax)

From: Demetriou, Cynthia <cyndem@email.unc.edu>
Sent: Monday, May 9, 2011 9:08 AM
To:
Subject: This Friday: Identifying Your Strengths and Using Them in Your Work with Students

---

Please join us this Friday for our last spring brown bag lunch!

Brown Bag Lunch Series on

THE CROSSROADS OF STUDENT SUCCESS: ACADEMICS, WELLNESS AND ENGAGEMENT

SPRING 2011 SCHEDULE

February 18th **Living-Learning Communities and Student Success**
with Annice Fisher, Assistant Director for Academic Collaboration and Assessment, Housing & Residential Education

Carolina's Living-Learning Communities (LLC) give students a unique, inclusive residential learning experience that connects classroom learning with residence life. Students benefit from living among a group of students who share academic goals and interests. Through student, faculty and staff partnerships, as well as educational and cultural programs, students broaden their perspectives and understanding of the world around them. This holistic approach complements classroom experiences and lays the foundation for students to become better prepared to succeed in life beyond college. Join us for this session to learn more about how LLCs promote student success at Carolina!

March 18th **Student Sexual Assault: Prevention and Support**
with Kelli Raker, Rape Prevention Education Coordinator, Counseling and Wellness Services

Statistics show that one in four women are sexually assaulted in their lifetimes. Unfortunately, the students at Carolina are not protected from this disturbing reality. Please join us to learn more about what we have learned about sexual assault on our campus and new initiatives in place to address the issue. We will also discuss how to best respond to students who disclose assault, resources in place to support survivors, and the process and importance of blind reporting.

April 15th **Strategies for De-Escalating Upset Students**
with Greg Stonerock, M.A., Pre-doctoral Intern, Counseling and Wellness Services
and Amy Schmitz-Sciborski, Clinical Psychologist, Counseling and Wellness Services

Have you ever worked with an irate student and **nothing** you say calms him or her down? In fact, the anger just seems to escalate? These situations can be frustrating, annoying, and even scary. Please join us to learn effective strategies for de-escalating upset students and how to stay mindful of your personal safety during potentially dangerous situations. Come ready to role play and please feel free to share your own experiences with these difficult encounters.

May 13th **Identifying Your Strengths and Using Them in Your Work with Students**
with Demi Brown, Assistant Dean of Students, Office of the Dean of Students

What are your personal strengths? How can you recognize, nurture and build on your strengths in your work with students? In this session we will talk about identifying your personal strengths using the Strengths Finder program as well as how to use this information to enhance your work with students. The first 20 people who RSVP to this event to studentsuccess@unc.edu will be given a login to complete the

Strengths Finder online. We will discuss results from the Strengths Finder during this session.

All lunches are from noon to 1:30 in Graham Memorial 011

Bring a friend!

For further information or requests for future topics, contact:

Cynthia Demetriou, Office of Undergraduate Education, cyndem@email.unc.edu

Alice Dawson, Academic Advising, adawson@email.unc.edu

Amy Schmitz-Sciborski, Counseling and Wellness Services, schmitzs@email.unc.edu

Cynthia Demetriou
Director for Retention
Office of Undergraduate Education
UNC Chapel Hill
3008 Steele Building, CB# 3504
(919) 843-5015

www.studentsuccess.unc.edu
www.firstgeneration.unc.edu

From: Hartlyn, Jonathan <hartlyn@unc.edu>
Sent: Monday, May 9, 2011 12:03 PM
To: Nzongola-Ntalaja, Georges <nzongola@email.unc.edu>
Cc: Lambert, Michael C <mlambert@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Buell, Agatha <abuell@email.unc.edu>; Clarke, Tiffany D <tiffany_clarke@unc.edu>
Subject: Acting directorship of the African Studies Center

Dear Georges,

I am pleased to hear that you are willing to consider the acting directorship of the African Studies Center for 2011-12, while Mike Lambert is teaching abroad and on a research and study assignment. I believe Mike has informed you of the principal responsibilities during this upcoming year of keeping current programs running – Barbara Anderson would remain active as associate director and Mike would be available through email if necessary.

Please make an appointment to see me, preferably for tomorrow Tuesday or for Wednesday, as I leave Thursday for a 10 day trip, either through Tiffany Clarke at 962-1165 or via email.

Thank you, Jonathan

Jonathan Hartlyn
The University of North Carolina at Chapel Hill
Senior Associate Dean for Social Sciences and
International Programs, College of Arts and Sciences
Kenneth J. Reckford Professor of Political Science
205 South Building, CB 3100
Chapel Hill NC 27599-3100 USA
Email: hartlyn@unc.edu
Office: 919 962-1165 Fax: 919 962-2408

From: Beacon Press <bpexam@beacon.org>
Sent: Monday, May 9, 2011 1:32 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Ideal for courses:a psychiatrist & scholar on the racialization of Schizophrenia

---

A leading psychiatrist and scholar exposes the racialization of Schizophrenia—starting with the civil rights era and continuing today

---

cover

Ideal for courses in:
- African American Studies
- History of Civil Rights
- Psychiatry
- Medical Ethics
- Sociology of Mental Health
- Black Sociology
- American Studies
- Medical Sociology
- Medical Anthropology

- Read an excerpt
- Table of contents

The Protest Psychosis: How Schizophrenia Became a Black Disease

Jonathan M. Metzl

Paperback | 978-0-8070-0127-1 | 288 pgs
$22.00 | **EXAM COPY PRICE: $11.00**

The civil rights era is largely remembered as a time of sit-ins, boycotts, and riots. But a very different civil rights history evolved at the Ionia State Hospital for the Criminally Insane in Ionia, Michigan. Here, African American men suddenly appeared in the asylum's previously white, locked wards. Some of these men came to the attention of the state after participating in civil rights demonstrations, while others were sent by the military, the penal system, or the police. Once at Ionia, psychiatrists classified these men under a single diagnosis: schizophrenia.

In *The Protest Psychosis*, psychiatrist and cultural critic Jonathan Metzl tells the shocking story of how schizophrenia became the diagnostic term overwhelmingly applied to African American men. Expertly sifting through a vast array of cultural documents, Metzl shows how associations between schizophrenia and blackness emerged during the tumultuous decades of the 1960s and 1970s--and he provides a cautionary tale of how anxieties about race continue to impact doctor-patient interactions in our seemingly postracial era of genetics, pharmacokinetics, and brain scans.

Praise for *The Protest Psychosis*

"The most important book on schizophrenia in years." --Byron Good, Harvard Medical School

"A fascinating, penetrating book by one of medicine's most exceptional young scholars....Folding together equal measures of historical analysis, psychiatry,social criticism, and impeccable research, *The Protest Psychosis* offers not only psychiatrists but anyone involved in health care new insight into the nature of disease, the ongoing flux of medical knowledge, the influence of culture and politics on medicine and science, and the "unequal treatment" still at play regarding race in the United States." --Delese Wear, *JAMA: The Journal of the American Medical Association*

"[Metzl] meticulously uses statistical analyses to illustrate medicine's lack of objectivity and tendency to mirror mainstream attitudes-the effects of which include how contemporary mental institutions and prisons were created and how those incarcerated were overwhelmingly black....*The Protest Psychosis* convincingly portrays how mainstream values affected psychiatry and 'racialized' various mental disorders. In the process, Metzl presents the compelling historical, political and philosophical ideas that affected the very foundation of medicine in the 20th century." ---Manfred Tejerina, *The New Physician*

"A stunning and disturbing book. Jonathan Metzl shows how white fears of black militancy, radical shifts in diagnoses, the pharmaceutical industry's promotion of new antipsychotic drugs, and the rise of a carceral state converged to invent the schizophrenic Negro. *The Protest Psychosis* is a compelling cultural history that exposes postwar psychiatry's racist character and its enduring legacy." --Robin D. G. Kelley, author of *Thelonious Monk: The Life and Times of an American Original*

"*The Protest Psychosis* is a passionate condemnation of the relationship between psychiatric diagnosis and race." --Tanya M. Luhrmann, *The American Journal of Psychiatry*

"This important and engaging book addresses conceptions of schizophrenia in psychiatry as well as in broader social and political thinking....Metzl offers a bold and compelling alternative perspective that challenges notions of psychiatry as an objective and bias-free enterprise....Metzl addresses a long-standing diagnostic tension in psychiatry with insight, clarity, and informative historical detail." --*Health Affairs*

About the author

Jonathan M. Metzl is associate professor of psychiatry and women's studies and director of the Culture, Health, and Medicine Program at the University of Michigan. A 2008 Guggenheim Fellowship recipient, Metzl has written extensively for medical, psychiatry, and popular publications. His books include *Prozac on the Couch* and *Difference and Identity in Medicine.*

Examination copies of *The Protest Psychosis* are available from Random House Academic Resources. Exam copies are 50% off for paperback books whose price is over $20.00. For more information on ordering exam copies, please visit the Random House Academic Resources website. Exam copies may be ordered online with a credit card. You may also submit your request in writing on college letterhead stating the name and ISBN of the title, course name, and expected enrollment. Please make checks or money orders (no cash) payable to Random House, Inc. Requests on college letterhead should be sent to: Random House Academic Marketing, 1745 Broadway, 20-2, New York, NY 10019.

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www.beacon.org | Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108. Beacon Press is distributed by Random House Publishing Services.

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Click here for e-mail

You will receive one additional e-mail message confirming your removal.

From:	Czerwinski, Laura Alise <laura_czerwinski@unc.edu>
Sent:	Monday, May 9, 2011 2:09 PM
To:	Kiel, David <kiel@email.unc.edu>
Cc:	Czerwinski, Laura Alise <laura_czerwinski@unc.edu>
Subject:	Upcoming Leadership Opportunities
Attach:	AppreciativeInq.pdf; DifficultDialogues.pdf

This is a reminder about the Center for Faculty Excellence's upcoming leadership opportunities. Please find the attached workshop flyers and pass them along to anyone you think might benefit. Details are also below.

Appreciative Inquiry: A Model for Strengths-Based Leadership and Organizational Improvement
Thursday, May 19, 2011. 9am – 5pm
Hyde Hall, University Room (109)
(continental breakfast and lunch provided)
http://reg.abcsignup.com/reg/event_page.aspx?ek=0052-0006-c6dcfc7395604dc59a4b8b2290fa54fe

Difficult Dialogues: Communicating Effectively when Circumstances are Stressful and the Stakes Are High
Friday, May 20, 2011. 8:30am - 12:00pm
Carroll Hall, Freedom Forum Conference Center
(continental breakfast provided)
http://reg.abcsignup.com/reg/event_page.aspx?ek=0052-0006-1fcd351ca0c1411ba61828fd6b757d02

You are receiving this email from David Kiel, Center for Faculty Excellence Leadership Coordinator, because you have expressed an interest in leadership through participation in the Academic Leadership Program, Chairs Leadership Program, the Kauffman Fellows Program, a previous CFE leadership offering, or are engaged in faculty development at UNC. Several times a semester (not many) I will pass along a leadership program that might be of interest. If you want me to unsuscribe you from this list just let me know and I will.

The Center for Faculty Excellence and Office of Faculty Governance Present

Appreciative Inquiry: A Model for Strengths-Based Leadership and Organizational Improvement

About the Workshop

The workshop will provide an overview of Appreciative Inquiry (AI) principles and practices. AI is a method of eliciting the positive narratives that inform a strengths-based approach to initiating change. Participants will experience an AI Discovery interview; discuss how AI is currently being used at UNC; consider how participants might use AI within their classes, programs, and units; and continue to build the network of AI users on campus.

A continental breakfast will be available at 8:30AM, and the workshop will begin at 9:00AM. Lunch will also be served.

About Appreciative Inquiry at UNC

Appreciative Inquiry (AI) is a transformative organizational design approach and management philosophy that has implications for every aspect of business, organization, and community. AI urges us to rediscover and organize around strengths, positive experiences, and assets rather than deficits and problems. The first AI workshop for UNC faculty was held on campus last spring. Subsequently, AI approaches were used to develop planning retreats for three departments, to make faculty council meetings more engaging, and to improve faculty development seminars. Faculty and staff in the School of Government have used AI as a way of engaging agencies, and faculty in the School of Nursing have used AI as an action-research approach to improving health system performance. AI draws on the work of positive psychologists at UNC and elsewhere for empirical support for the underlying principles of this approach to organizational change.

To support those interested in learning more about AI, the staff at the UNC Health Sciences Library have developed the following websites:

http://guides.hsl.unc.edu/AI

http://aiatunc.wordpress.com

Thursday, May 19, 2011

9:00AM - 5:00PM
University Room,
Hyde Hall

To Register:
http://cfe.unc.edu/events.html

Limit: 40 Participants

About the Facilitator

Sallie Lee facilitated a workshop for UNC faculty last year that was very well received and she is back this year "by popular demand." She has offered AI training around the world for the past 15 years, reaching more than 1,000 participants in a wide variety of business, government, and non-profit organizations.

Learn more about her at:
http://www.sharedsunstudio.com

"The task of leadership is to create an alignment of strengths, making our weaknesses irrelevant."
Peter Drucker

UNC
CENTER FOR
FACULTY EXCELLENCE

UNC Center for Faculty Excellence and the UNC Office of Human Resources Present:

Difficult Dialogues: Communicating Effectively When Circumstances Are Stressful and the Stakes Are High

About the Workshop

Participants in this workshop will learn a model for handling difficult conversations and then have an opportunity to practice with colleagues using case situations they bring into the group. All participants agree to maintain confidentiality. The main goals are to give faculty leaders a method for conducting these conversations and to build the confidence required for them to be effective.

With budget cuts looming for 2011-12, it is inevitable that some faculty and staff will experience negative changes. Communicating these changes clearly and sensitively to the affected individuals is the first step toward helping everyone adjust to new circumstances and move on to creative responses. Even experienced managers may have trouble conducting these types of conversations, and faculty who are new to leadership roles may need some guidance and support to navigate these situations and to prevent additional problems.

A continental breakfast will be available at 8:00AM, and the workshop will begin at 8:30AM.

About the Facilitators

Verita Murrill is the Senior Manager of Training and Talent Development in the Office of Human Resources at UNC. She has received training in a number of different communication and problem-solving approaches, and has helped many faculty and staff leaders manage complex relationships and conduct difficult conversations. She also led the Conversation Circle Program this past year, which established peer mentoring groups for leaders on campus. She will be assisted by David Kiel, Leadership Coordinator in the Center for Faculty Excellence. Dr. Kiel served as co-facilitator for the Institute of the Arts and Humanities Academic Leadership Program for nine years and currently is co-facilitator for the Chairs Leadership Program of the College of Arts and Sciences. In these capacities, he has advised and coached faculty leaders on how to approach and continue difficult conversations related to a wide variety of important academic decisions and personnel situations.

Friday, May 20, 2011
8:00AM - 12:00PM
Freedom Forum,
305 Carroll Hall

To Register:
http://cfe.unc.edu/events.html
Limit: 15 Participants

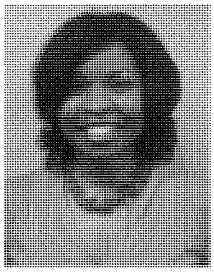

Verita Murrill
Senior Manager of Training
and Talent Development
Office of Human Resources
verita_murrill@unc.edu

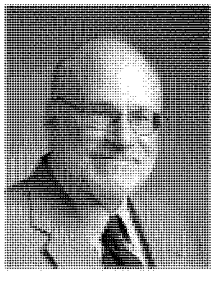

David Kiel
Leadership Coordinator
Center for Faculty Excellence
kiel@email.unc.edu

UNC
CENTER FOR
FACULTY EXCELLENCE

From: Hall, Ishna <ishna.hall@unc.edu>
Sent: Monday, May 9, 2011 2:37 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Meeting with Carl

LOL, thanks!

Now when should I be planning my trip to South Africa? I am SO serious about wanting to go. As you know I am a planner and want to make sure I am doing/have done everything necessary.

Ishna

Ishna J. Hall
Associate Director of Capital Gifts
The Arts and Sciences Foundation
The University of North Carolina at Chapel Hill
134 East Franklin Street
Chapel Hill, NC 27514
(919) 843-4885 (office)
(919) 962-2531 (fax)

From: Nyang Oro, Julius E
Sent: Monday, May 09, 2011 2:36 PM
To: Hall, Ishna
Subject: RE: Meeting with Carl

Hi Boss: I have sent a follow up. He should be around anyway because Summer School begins tomorrow. I am sure you are fine.....:)

From: Hall, Ishna
Sent: Monday, May 09, 2011 9:05 AM
To: Nyang Oro, Julius E
Subject: Meeting with Carl

Julius-

Hope all is well. I am following up to see if you have heard from Carl about our possible meeting. Just let me know.

If not, maybe you can send a follow up note.

Thanks!

Ishna

Ishna J. Hall
Associate Director of Capital Gifts
The Arts and Sciences Foundation
The University of North Carolina at Chapel Hill
134 East Franklin Street
Chapel Hill, NC 27514
(919) 843-4885 (office)
(919) 962-2531 (fax)

From: coi@unc.edu
Sent: Monday, May 9, 2011 4:39 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: COI Submission

Your COI submission has been received.

From: Travis Gore <stgore@email.unc.edu>
Sent: Monday, May 9, 2011 5:18 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Afri 101
Attach: Afri101Summer2010.doc

Here it is....

****

Travis Gore
Student Services Manager
Department of African and Afro-American Studies
109 Battle Hall, CB# 3395
p 919.966.5496

INTRODUCTION TO AFRICAN CIVILIZATION

AFRICAN STUDIES 101 (9:45-11:15) **SUMMER SESSION 1 2010**

Julius E. Nyang'oro (jen321@email.unc.edu)
Office Hours: M, T, TR 2:00-4:00 Office: 101 Battle Hall

Course Description: This course is an introduction to the African continent. It is intended to fulfill two primary purposes: to acquaint the student with the African environment, its peoples, their culture, past and contemporary society, and to develop an appreciation for African civilization as it has evolved over the years. How Africa relates to a globalized world will be an important aspect covered by this course.

Course Requirements: Students will be responsible for material covered in lectures and assigned texts. Please note that a considerable amount of reading material has been placed on the reserve reading collection (Undergraduate Library). It is important that most of the assigned readings be completed before the day they appear on the syllabus. This will facilitate meaningful discussion in class. **There will be 2 quizzes, a term paper, and a final exam. Class attendance in mandatory**.

Dates of quizzes and exam	Percentage of Grade
Map quiz: May 18	20%
Mid-Term: May 28	20%
Term Paper: June 11	20%
Final Exam: June 14	40%

Tue May 11	Introduction: Understanding Contemporary Africa
Wed May 12	The Contemporary Map of Africa: Martin & O'Meara pp3-45
Th May 13	Country Projects: Assignments to be given in class
Fri May 14	Country Projects
Mon May 17	Reconstructing Africa's Past Martin & O'Meara Ch. 4
Tue May 18	MAP QUIZ The Languages of Africa: Bohannan & Curtin, Ch4 (Reserve)
Wed May 19	Traditional African Social & Political Systems Martin and O'Meara, Chs 4, 9, G&G Chs 9

Th May 20	Continue Traditional African Social & Political Systems Martin and O'Meara, Chs 4, 9, Gordon & Gordon, Ch 9
Fri May 21	Video: Mazrui, Legacy of Lifestyles
Mon May 24	TBA
Tue May 25	Religion in Africa (General) Gordon & Gordon Ch. 11
Wed May 26	Islam in Africa Martin & O'Meara Ch 5
Th May 27	Video: Gates "Wonders of Africa" Segment on Religion in Ethiopia
Fri May 28	MID-TERM
Tue June 1	The European Conquest of Africa Curtin et al Ch 15 (on Reserve), Martin & O'Meara: Chapter 6
Wed June 2	Imperialism and Colonial Rule: Impact on African Societies Martin & O'Meara, Ch. 7; Curtain et. al Ch 16 (on Reserve), Rodney Ch 5 (on Reserve)
Th June 3	Video: Mazuri, "Tools of Exploitation"
Fri June 4	African Decolonization/Nationalism Martin & O'Meara Ch 8
Mon June 7	Video: Mau Mau
Tue June 8	A Grain of Wheat as a Reflection of African Nationalist
Wed June 9	Post-Independence Politics in Africa Gordon & Gordon, Ch4
Th June 10	Your country examples
Fri June 11	End of Classes
Mon June 14	Final Exam 8:00-11:00am

From: Mail Delivery System [MAILER-DAEMON@mxip2i.isis.unc.edu]
Sent: 5/9/2011 11:29:48 PM
To: dlaborde@hermesllc.com
Subject: Undeliverable: My CV
Attachments: My CV

Your message
To: dlaborde@hermesllc.com
Subject: My CV
Sent: 5/9/2011 11:29:46 PM

Delivery has failed to these recipients or groups:

dlaborde@hermesllc.com
A problem occurred during the delivery of this message to this e-mail address. Try sending this message again. If the problem continues, please contact your helpdesk.

Diagnostic information for administrators:

Generating server: mxip2i.isis.unc.edu

dlaborde@hermesllc.com
#< #5.0.0 smtp; 5.1.2 - Bad destination host 'DNS Hard Error looking up hermesllc.com (MX): NXDomain' (delivery attempts: 0)> #SMTP#

Original message headers:


```
X-IronPort-Anti-Spam-Filtered: true
X-IronPort-Anti-Spam-Result: Av0EAON3yE2sG6xB/2dsb2JhbACCY6Med4hqngSWYohwhgwEnkI
X-IronPort-AV: E=Sophos;i="4.64,342,1301889600";
   d="doc'32?scan'32,208,217,32";a="78090790"
Received: from its-msxht0.ad.unc.edu ([172.27.172.65])  by mxip2o.isis.unc.edu
 with ESMTP; 09 May 2011 19:29:47 -0400
Received: from its-msxmbs3m.ad.unc.edu ([169.254.1.31]) by
 ITS-MSXHT0.ad.unc.edu ([172.27.172.65]) with mapi id 14.01.0289.001; Mon, 9
 May 2011 19:29:47 -0400
From: "Nyang Oro, Julius E" <JEN321@EMAIL.UNC.EDU>
To: "dlaborde@hermesllc.com" <dlaborde@hermesllc.com>
Subject: My CV
Thread-Topic: My CV
Thread-Index: AQHMDqD7BMor2eyWh0SVAiLu3AWwKw==
Date: Mon, 9 May 2011 23:29:46 +0000
Message-ID: <B13BDFFCAB80CA4AB4B227482F6249C20EA15AD2@ITS-MSXMBS3M.ad.unc.edu>
Accept-Language: en-US
Content-Language: en-US
X-MS-Has-Attach: yes
X-MS-TNEF-Correlator:
x-originating-ip: [152.19.236.2]
Content-Type: text/plain
MIME-Version: 1.0
```

From: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Sent: Monday, May 9, 2011 7:30 PM
To: dlaborde@hermeslllc.com
Subject: My CV

--_004_B13BDFFCAB80CA4AB4B227482F6249C20EA15AD2ITSMSXMBS3Madun_--

From: nobody@notify.unc.edu on behalf of susan_bream@med.unc.edu
Sent: Monday, May 9, 2011 8:18 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Free Esophageal Screening

Research Subjects Needed

Are you concerned about esophageal conditions? (i.e. acid reflux, family history or other possible reasons)

If you are in good health and between the ages of 40 and 85, you may be eligible for a research study involving a free screening of your esophagus to rule out any abnormalities. Study participation will last about 1-2 hours. Compensation may be included for eligible participants.

If you are interested in learning more about this study, please call 919-966-7655 or e-mail susan_bream@med.unc.edu

IRB# 09-0300. Approved by UNC Biomedical IRB 1-10-2011
This email is sponsored by: UNC Center for Esophageal Diseases and Swallowing

This email is sponsored by: UNC Center for Esophageal Diseases and Swallowing

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From: nobody@notify.unc.edu on behalf of termaat@email.unc.edu
Sent: Monday, May 9, 2011 8:34 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Request for Annotation Study Participants

---

Be part of a research study...

Tell us how you annotate scholarly literature
and earn $30

You will be interviewed about your experience with annotations in scholarly and academic settings. You will also be asked to provide examples of your annotations and for your feedback on annotation tool interfaces.

The only requirements are
* you have a Ph.D. or are a doctoral student working towards a Ph.D.
* have 1 1/2 hours to spend being interviewed
* have experience making annotations on scholarly articles
* have experience sharing annotations with others

If you would like to participate, please contact Julia TerMaat by phone

(917) 968-4431

to schedule an interview time. Sessions will take place on UNC campus.

Study approved by the Behavioral Institutional Review Board,
IRB_subjects@unc.edu, Tel: 919-966-3113,
IRB Study # 11-0123, Approval date: 2/15/2011.

This email is sponsored by: SILS

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, May 9, 2011 8:37 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Looking for African American Individuals Ages 18-45 for a Research Study

---

If you are interested in helping us to learn more about schizophrenia please consider participating as a control subject in Dr. Aysenil Belger's research study, Mapping of Brain Functions (00-1425 or GCRC-1888).

If you meet the following criteria, please fill out our online questionnaire:
http://clipper.med.unc.edu/phv/healthyvolunteers_form1.cfm.
Visit our website at: http://www.nirl.unc.edu/ for more information.

Our criteria include:

* Ages 18-45
* Either sex
* African American
* Willing and able to participate in a research study involving EEGs and MRIs
* No history of psychiatric illness or neurodegenerative disorder
* No substance abuse disorders, no substance abuse within the past 6 weeks
* No learning disability
* No family history of neurologic or neurodegenerative disorders
* No family history of hospitalization or treatment of mental illness in a first degree relative
* No metal implants in body including permanent retainer

Total compensation for this research study: up to $270.

Thank you!

Approved by UNC Biomedical IRB (00-1425, GCRC-1888)on 4-5-2011

This email is sponsored by: Psychiatry Department

==========

"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Hartlyn, Jonathan <hartlyn@unc.edu>
Sent: Tuesday, May 10, 2011 10:55 AM
To: Chairs of the Social Sciences Departments <sschairs@listserv.unc.edu>
Subject: [sschairs] May 12-22

Dear colleagues,

I will be out of town May 12-May 22. During that time, I will have sometimes only sporadic access to email, depending on my schedule. I will make every effort to respond to important messages (it would be helpful if they were so identified in the subject heading). For urgent matters, please contact Tiffany Clarke in the Dean's office, 962-1165 or via email.

Thanks, Jonathan

Jonathan Hartlyn
The University of North Carolina at Chapel Hill
Senior Associate Dean for Social Sciences and
International Programs, College of Arts and Sciences
Kenneth J. Reckford Professor of Political Science
205 South Building, CB 3100
Chapel Hill NC 27599-3100 USA
Email: hartlyn@unc.edu
Office: 919 962-1165 Fax: 919 962-2408

From: Siedentop, Nicholas J <nick_siedentop@unc.edu>
Sent: Tuesday, May 10, 2011 11:36 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Gen Ed Courses: AFRI/AFAM

Dear Professor Nyang Oro,
Regarding the courses for follow-up from the Undergraduate Curriculum Review, Tim McMillan has already submitted the information for AFAM 50 and AFAM 259. I just need to know which General Education designations you wish to keep for AFRI 453 and AFRI 488. The deadline is Friday May, 2011. Please send the information to submitcourse@unc.edu.

Thanks for your help,
Nick

From: Siedentop, Nicholas J
Sent: Tuesday, February 22, 2011 3:53 PM
To: Nyang Oro, Julius E
Cc: Lindemann, Erika
Subject: Gen Ed Courses: AFRI/AFAM

Dear Professor Nyang Oro,

As you already know, the Undergraduate Curriculum Review raised questions regarding several AFAM and AFRI courses that were selected as part of the syllabi review (see email from Dean Owen below). I've listed the courses and questions that were raised, below. Following the course list, I've provided information about what is needed to resolve the issue(s). In some cases, we'll need an updated syllabus (as a Word or PDF document) by **May 13, 2011**, so this is not urgent.

1. AFAM 50 – a. 10 pages of writing, or equivalent intellectual effort, was not evident on the syllabus.
   b. Re-evaluate for Communication Intensive (CI) requirement.
2. AFAM 259 – 10 pages of writing, or equivalent intellectual effort, was not evident on the syllabus.
3. AFRI 453 – Review 4 General Education tags. (VP, NA, GL, CI)
4. AFRI 488 – Review 4 General Education tags. (VP, GL, CI, BN)

10 pages of writing. Courses that fulfill a General Education requirement must include at least 10 pages of written work (or equivalent work by virtue of the intellectual labor expended) over the course of the semester, excluding pages written for essays on in-class examinations. I'm attaching criteria guidelines if you wish to read more about this requirement, including information about 10-pages of writing in large classes. Please ask the instructor for AFAM 50 and 259 to update the syllabus to include at least 10 pages of written work.

- **Send the updated syllabus to submitcourse@unc.edu no later than May 13, 2011.** The Office of Undergraduate Curricula will review the syllabus. If these courses are no longer offered, please inactivate this course by using the new Course Request Approval System (CRAS) in ConnectCarolina.

Re-evaluate for a specific General Education requirement. Please read the attached document to review the criteria for the Communication Intensive (CI) requirement. Based on the syllabus that was reviewed last summer, committee members had concerns that AFRI 50 did not meet the criteria for CI.

- **Please send an updated syllabus reflecting the CI criteria to submitcourse@unc.edu no later than May 13, 2011.** The Office of Undergraduate Curricula will review the syllabus.
- If this course no longer incorporates revision of written or oral work in response to instructor feedback, please let us know and we'll remove the CI designation, effective fall 2012.

Review 4 General Education tags. The Curriculum Review recommended that courses should satisfy no more than two General Education designations, as the norm. In some cases, Communication Intensive (CI) or Experiential Education (EE) may qualify as a third.

- Send an email to **submitcourse@unc.edu by May 13, 2011** indicating which two (or three, if CI or EE) General Education requirements you would like AFRI 453 and 488 to fulfill. This change will not go into effect until fall 2012.

If you have any questions or concerns about these requests, please don't hesitate to contact Nick Siedentop (nick_siedentop@unc.edu) or Erika Lindemann (uline@email.unc.edu).

Best wishes,
Nick Siedentop

Nicholas Siedentop
Curriculum Coordinator for Undergraduate Education
3018A Steele Building, CB# 3504
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3504
nick_siedentop@unc.edu

Phone: 919-962-5819
Fax: 919-843-6557

From: Gore, Travis <stgore@email.unc.edu>
Sent: Tuesday, May 10, 2011 12:53 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] FW: Construction Update and Window Repair Schedule
Attach: BVP Window Repair Schedule.pdf

Please let me know if you have any questions or need any help!

Thanks,
Travis

From: Hillis, Wendy (Facilities Planning) [mailto:Wendy.Hillis@facilities.unc.edu]
Sent: Thursday, April 28, 2011 2:18 PM
To: Gore, Travis; Mork, Peter J.
Subject: Construction Update and Window Repair Schedule

Travis and Peter: Please distribute to the building occupants.

Dear Building Occupants,

Thanks to all of you for your patience during this renovation project. We sincerely hope that the final results will be worth the inconveniences you have suffered. We are scheduled to complete the project (and remove the scaffolding) in August – just in time for the new school year.

Windows
As many of you may know, we have enough money left in the construction budget to undertake a complete renovation of all of the windows in all three buildings.

Schedule
I have attached a schedule showing the anticipated dates for each building and façade. The schedule is accompanied by building plans that are keyed to the item # in the first column of the spreadsheet. Windows will be removed on the start date indicated on the schedule and reinstalled by the end date (I will let you know if the schedule changes as we proceed). Plywood panels will be installed in the window openings while the window sash are removed. If you could please move all furniture that blocks the windows prior to the contractor coming in to remove them, it would help to expedite our process.

You may notice that windows on the north side of Vance Hall and the South side of Pettigrew Hall have been omitted from the schedule. I am waiting to hear back from the contractor on when work on those windows will take place and will update you as soon as I hear back from them.

A few notes on window scope:

- The wood window sash are being repaired and reinstalled, not replaced with new. Because the buildings are listed on the National Register of Historic Places and are in the Town's Historic District, replacement is not an option.
- The repaired sash will have all new weather-stripping and operating hardware. They should operate like new and be draft-free.
- New metal storm sash will be installed at the exterior face of the window openings. These, along with the new weather-stripping, should give the windows a thermal performance equal to new window sash.

- The storm sash will include screens.
- The storm sash on the west façade of the building will receive low-E glazing to counter solar glare and heat gain at this side of the building

Paint Color

We recently performed a paint analysis on all of the buildings' exterior painted features and learned that the original paint color for the windows and doors was a dark brown. This is substantiated by a historic photo of the building that can be viewed on line at http://dc.lib.unc.edu/cdm4/item_viewer.php?CISOROOT=/vir_museum&CISOPTR=541. As you can see, with windows and doors that contrast with (instead of match) the brick walls, the overall appearance of the building will be slightly different from that with which you are currently accustomed.

Please contact me if you have any questions.

Wendy

Wendy Hillis, AIA, LEED™ AP
Campus Historic Preservation Officer
The University of North Carolina at Chapel Hill
CB# 1090, Giles F. Horney Building
103 Airport Drive
Chapel Hill, NC 27599-1090
Office: (919) 843-3238
Fax: (919) 962-9103

You are currently subscribed to afriafam as: jen321@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=29139771

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-29139771-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

Battle Vance and Pettigrew Halls - Window Repair Schedule 4/28/2011

Item #	Start Date	End Date	Building	Floor	Direction	Rooms
1	4/25/2011	5/3/2011	Vance	1	West	108, 109, 120, 124
2	5/4/2011	5/12/2011	Pettigrew	1	West	100, 104, 110, 111
3	5/6/2011	5/16/2011	Vance	2	West	214, 216, 220, 224
4	5/10/2011	5/18/2011	Pettigrew	2	West	200, 204, 210, 212
5	5/12/2011	5/20/2011	Vance	3	West	316, 318, 320, 322, 324
6	5/16/2011	5/24/2011	Pettigrew	3	West	300, 304, 306, 310, 312
7	5/18/2011	5/26/2011	Vance	1	East	113, 119, 120, 123
8	5/10/2011	5/30/2011	Pettigrew	1	East	101, 102, 103, 111, 112
9	5/24/2011	6/1/2011	Vance	2	East	215, 219, 221, 223
10	5/26/2011	6/3/2011	Pettigrew	2	East	201, 205, 211, 213
11	5/30/2011	6/7/2011	Vance	3	East	317, 319, 321, 323
12	6/1/2011	6/9/2011	Pettigrew	3	East	303, 305, 313, 315
13	6/8/2011	6/14/2011	Battle	1	West and SW	101, 102, 103
14	6/13/2011	6/17/2011	Battle	2	West and SW	201, 202, 204
15	6/16/2011	6/22/2011	Battle	3	West and SW	301, 302, 304
16	6/21/2011	6/27/2011	Battle	1	East and SE	107, 108, 109
17	6/24/2011	6/30/2011	Battle	2	East and SE	208, 209, 210
18	6/29/2011	7/5/2011	Battle	3	East and SE	307, 308, 309
19	7/4/2011	7/8/2011	Battle	1	North	103, 104, 106, 107
20	7/7/2011	7/13/2011	Battle	2	North	204, 205, 207, 208, 211
21	7/12/2011	7/18/2011	Battle	3	North	304, 305, 306, 307, 310

Battle: African American Studies.

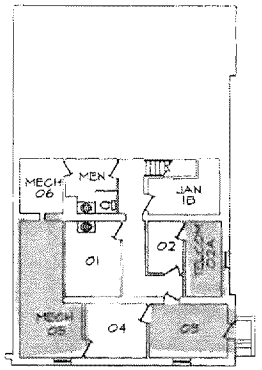

Battle Hall
Basement Floor Plan
Bldg. # 056

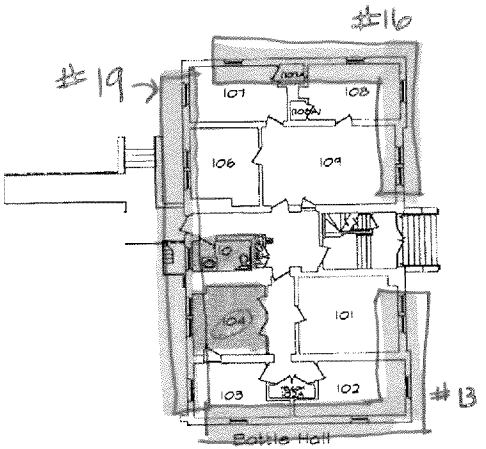

Battle Hall
First Floor Plan
Bldg. # 056

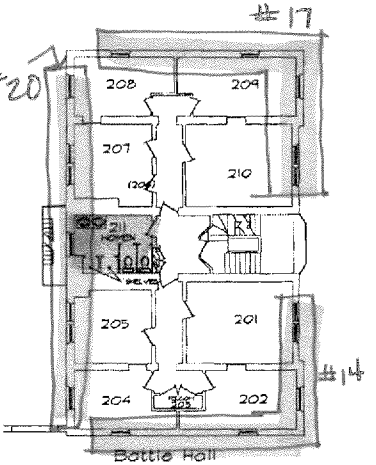

Battle Hall
Second Floor Plan
Bldg. # 056

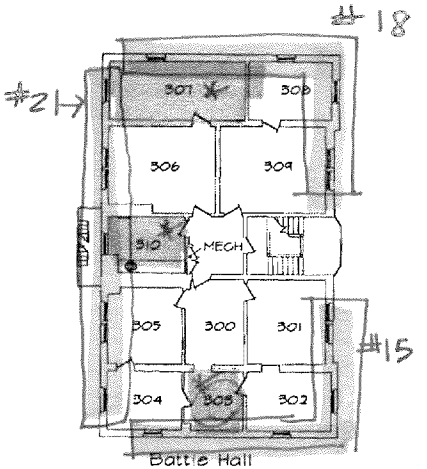

Battle Hall
Third Floor Plan
Bldg. # 056

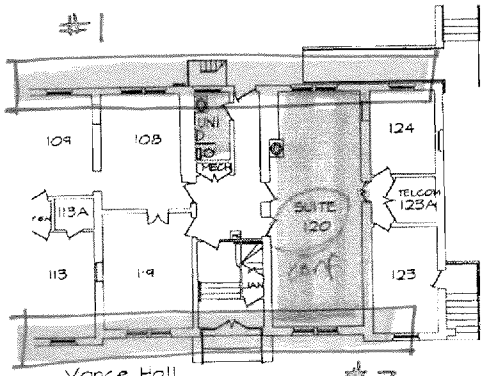

Vance Hall
First Floor Plan
Bldg. # 057

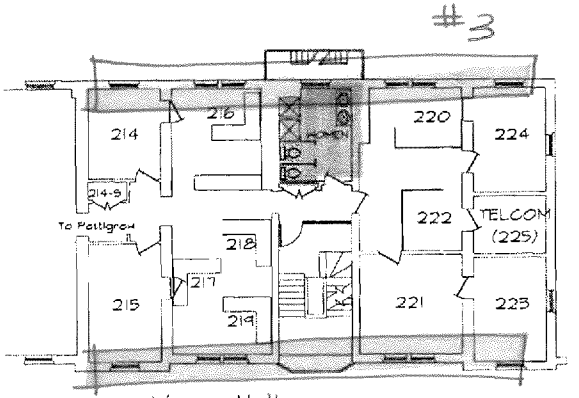

Vance Hall
Second Floor Plan
Bldg. # 057

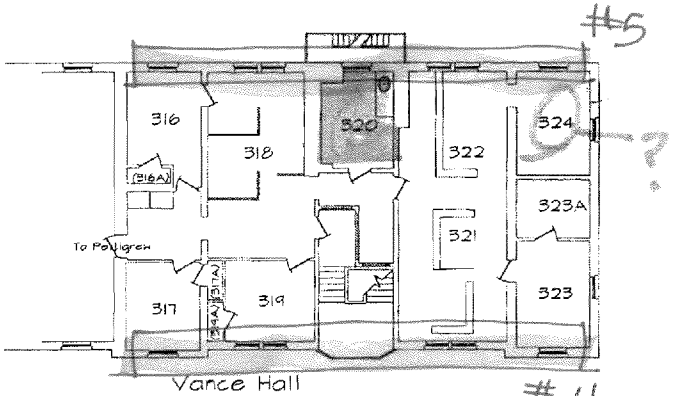

Vance Hall
Third Floor Plan
Bldg. # 057

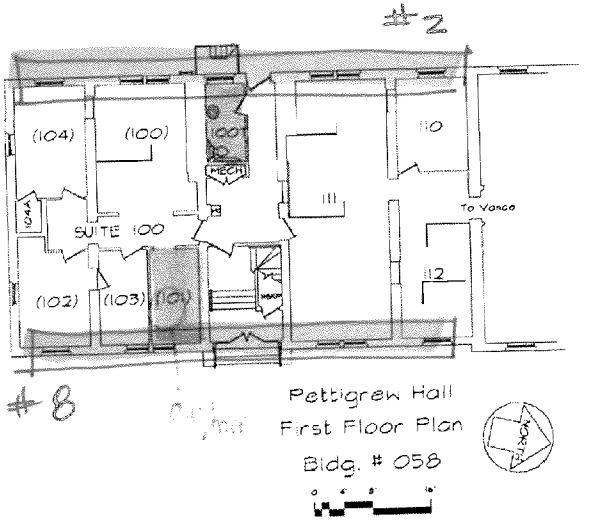

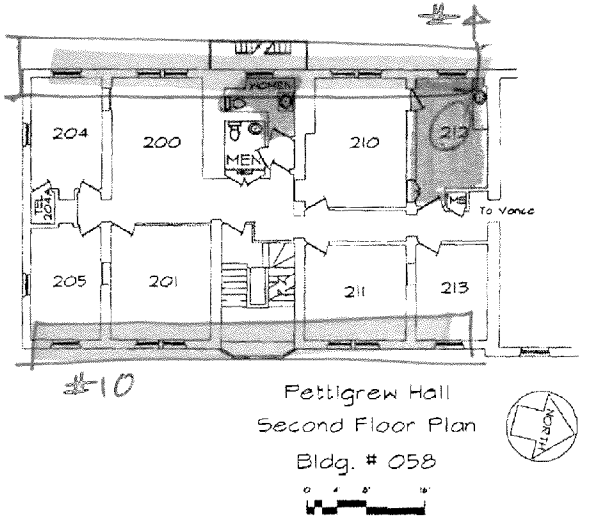

Pettigrew :

1st Floor : Equal Opportunity Office

2nd + 3rd : Scholarships & Student Aid.

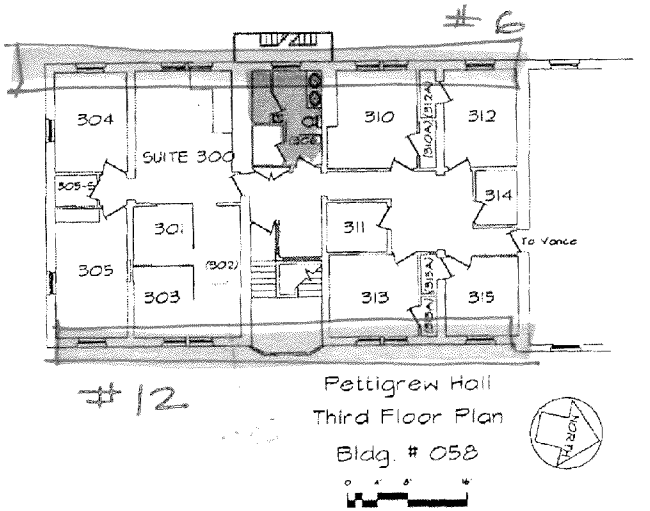

begin:vcard
fn:Karla Slocum
n:Slocum;Karla
org:UNC-Chapel Hill;Department of Anthropology
title:Associate Professor
version:2.1
end:vcard

From: Siedentop, Nicholas J <nick_siedentop@unc.edu>
Sent: Tuesday, May 10, 2011 3:25 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Gen Ed Courses: AFRI/AFAM

You're absolutely right, Julius.

The Department of Art is dropping GL from ART/AFRI 453 (keeping VP, NA, and CI) and dropping VP and CI from ART/AFRI 488 (keeping GL and BN).

Thanks!
Nick

Nicholas Siedentop
Curriculum Coordinator for Undergraduate Education
3018A Steele Building, CB# 3504
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3504
nick_siedentop@unc.edu

Phone: 919-962-5819
Fax: 919-843-6557

From: Nyang Oro, Julius E
Sent: Tuesday, May 10, 2011 12:45 PM
To: Siedentop, Nicholas J
Subject: RE: Gen Ed Courses: AFRI/AFAM

Hi Nick:
Greetings. The primary department for these two courses is Art. We are only cross listed with them. We will therefore take whatever designation the Art department has for them.
Thanks.
Julius

From: Siedentop, Nicholas J
Sent: Tuesday, May 10, 2011 11:36 AM
To: Nyang Oro, Julius E
Subject: RE: Gen Ed Courses: AFRI/AFAM

Dear Professor Nyang Oro,
Regarding the courses for follow-up from the Undergraduate Curriculum Review, Tim McMillan has already submitted the information for AFAM 50 and AFAM 259. I just need to know which General Education designations you wish to keep for AFRI 453 and AFRI 488. The deadline is Friday May, 2011. Please send the information to submitcourse@unc.edu.

Thanks for your help,
Nick

From: Siedentop, Nicholas J
Sent: Tuesday, February 22, 2011 3:53 PM
To: Nyang Oro, Julius E
Cc: Lindemann, Erika
Subject: Gen Ed Courses: AFRI/AFAM

Dear Professor Nyang Oro,

As you already know, the Undergraduate Curriculum Review raised questions regarding several AFAM and AFRI courses that were selected as part of the syllabi review (see email from Dean Owen below). I've listed the courses and questions that were raised, below. Following the course list, I've provided information about what is needed to resolve the issue(s). In some cases, we'll need an updated syllabus (as a Word or PDF document) by **May 13, 2011**, so this is not urgent.

1. AFAM 50 – a. 10 pages of writing, or equivalent intellectual effort, was not evident on the syllabus.
   b. Re-evaluate for Communication Intensive (CI) requirement.
2. AFAM 259 – 10 pages of writing, or equivalent intellectual effort, was not evident on the syllabus.
3. AFRI 453 – Review 4 General Education tags. (VP, NA, GL, CI)
4. AFRI 488 – Review 4 General Education tags. (VP, GL, CI, BN)

10 pages of writing. Courses that fulfill a General Education requirement must include at least 10 pages of written work (or equivalent work by virtue of the intellectual labor expended) over the course of the semester, excluding pages written for essays on in-class examinations. I'm attaching criteria guidelines if you wish to read more about this requirement, including information about 10-pages of writing in large classes. Please ask the instructor for AFAM 50 and 259 to update the syllabus to include at least 10 pages of written work.

- **Send the updated syllabus to submitcourse@unc.edu no later than May 13, 2011.** The Office of Undergraduate Curricula will review the syllabus. If these courses are no longer offered, please inactivate this course by using the new Course Request Approval System (CRAS) in ConnectCarolina.

Re-evaluate for a specific General Education requirement. Please read the attached document to review the criteria for the Communication Intensive (CI) requirement. Based on the syllabus that was reviewed last summer, committee members had concerns that AFRI 50 did not meet the criteria for CI.

- **Please send an updated syllabus reflecting the CI criteria to submitcourse@unc.edu no later than May 13, 2011.** The Office of Undergraduate Curricula will review the syllabus.
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Review 4 General Education tags. The Curriculum Review recommended that courses should satisfy no more than two General Education designations, as the norm. In some cases, Communication Intensive (CI) or Experiential Education (EE) may qualify as a third.

- Send an email to **submitcourse@unc.edu by May 13, 2011** indicating which two (or three, if CI or EE) General Education requirements you would like AFRI 453 and 488 to fulfill. This change will not go into effect until fall 2012.

If you have any questions or concerns about these requests, please don't hesitate to contact Nick Siedentop (nick_siedentop@unc.edu) or Erika Lindemann (uline@email.unc.edu).

Best wishes,
Nick Siedentop

Nicholas Siedentop
Curriculum Coordinator for Undergraduate Education
3018A Steele Building, CB# 3504
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3504
nick_siedentop@unc.edu

Phone: 919-962-5819
Fax: 919-843-6557

begin:vcard
fn:Karla Slocum
n:Slocum;Karla
org:UNC-Chapel Hill;Department of Anthropology
title:Associate Professor
version:2.1
end:vcard

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, May 10, 2011 3:52 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: [ackland-e-news] Primitivism, Ukuleles, and the Ackland Museum Store!

This Week at the Ackland

Tea at Two

Wednesday, May 11
2:00 PM

At this month's Tea at Two, join **Timothy Riggs**, the Ackland's curator of collections, for an illustrated talk entitled **"Forward to the Past: German Artists in Search of the Primitive."**

Riggs will discuss how 19th-century German artists turned to styles that evoked the European past, or the primitive simplicity they believed they found in the art and cultures of Africa and the Pacific Islands. His talk will look at artists and artworks featured in the current exhibition *Romantic Dreams | Rude Awakenings: Northern European Prints and Drawings, 1840–1940.*

Free to Ackland members | $10 non-members.
Space is limited. RSVP: aportnow@email.unc.edu or 919.843.3687.

"Out of the Studio" with Carole Baker

Thursday, May 12
6:00 PM

Working in traditional Byzantine iconography and contemporary painting and installation, much of Carole Baker's work explores themes and questions concerning the role of materiality in religious formation. Baker holds two degrees in theology (BA, MTS) and will begin pursuing her doctorate in theology at Duke University next fall. She lives and works in Durham, North Carolina.

FREE

IN THE GALLERIES:

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

Romantic Dreams | Rude Awakenings: Northern European Prints and Drawings, 1840-1940

Art and Cultural Exchange along the Silk Road

Making Sense in Eighteenth-Century Prints

Art and the Natural World in Early Modern Europe

Art and Religious Life in Early Modern Europe

There is always something new to see at the Ackland!

UPCOMING EVENTS:

May 18
International Art Museum Day

May 21
Art-Ventures for Kids

The Ackland Art Museum
is proud to host
the annual meeting of the
Print Council of America,

18-22 May 2011.

Art-Ventures for Kids

Saturday, May 14
10:30 AM - 12:00 PM

Ackland Art-Ventures for Kids is a series of engaging Saturday morning classes in which 6-9 year olds explore art in the Museum's galleries. They then put their newly-acquired ideas into practice by creating take-home treasures in an adjacent art studio.

This week: "It's Worth Repeating "

In this program participants will examine prints from Germany to see the ideas and images that prompted people to make prints. Printmakers' processes allow artists to make more than one copy of the same image. In the studio, kids will make prints of their own big ideas.

This program is part of Ackland Art-ventures for Kids, a series of engaging Saturday morning classes for 6-9 year olds. Children will explore art in the museum galleries and then go next door to a studio. There, students practice the new ideas and techniques they saw in the galleries as they create their own take-home treasures. Each session offers children opportunities to investigate various art forms and experiment with different materials.
Registration is required; call Caroline Culbert at 919.962.3342.

$15 members | $25 non-members. Fee includes materials.
Save by signing up now for 3 or more sessions:
$12 members| $23 non-members per session.

DRAWING IN THE GALLERIES

DRAWING IN THE GALLERIES

Saturday, May 14
10:00 AM - 12:00 PM

Please visit our calendar
for a full listing of special programming and events.

Join the Ackland's Amanda Hughes for drawing in the Ackland galleries. Bring paper and dry media (crayon, pencils, etc.). All levels are welcome.

FREE

DRAWING FOR KIDS

DRAWING FOR KIDS

Saturday, May 14
10:00 AM - 12:00 PM

Nine- to twelve-year-olds practice techniques like contour drawing, linear perspective, shading, and drawing people. Materials provided.

Registration required and limited; to register, call 919.966.5736
Free to members | $5 non-members

MUSIC IN THE GALLERIES

Ukulele Orchestra

Sunday, May 15
2:00 PM

Every third Sunday of the month, enjoy music in the Ackland galleries. A wide variety of performers can be heard, from classical quartets to bluegrass, to enhance your Museum experience.

This Sunday, join the **Durham Ukulele Orchestra** as they perform everything from 1920s standards to classic and modern rock—all played on five ukuleles! Featuring Marilee Annereau, Scot Billman, Jay Cunningham, Paul Overton, and Brian Lewis.

Reservations and tickets are NOT REQUIRED, but please arrive early to find a spot. For more information, contact Allison Portnow, Events and Programs Coordinator.

FREE

ACKLAND MUSEUM STORE - Now Open!

Ackland Museum Store

The Ackland Museum Store, on the corner of Franklin and Columbia, in downtown Chapel Hill, is now open!

All proceeds from the store support the Ackland's exhibition and education programs. Ackland Art Museum members receive a 10% discount on all Museum Store purchases.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **JEN321@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-29141073-5774387.1df4eaa86822fcf7c7763439288ee70d@listserv.unc.edu.

Illustrations

Hermann Max Pechstein, German, 1881–1955: *Portrait of a Young Black Woman – Nelly*, ca. 1910; watercolor over graphite. Ackland Fund.

Carol Baker: *Mary: The Paper Doll Project*, 2009.

Egon Schiele, Austrian, 1890-1918: *Seated Woman* (detail), 1918; black colored pencil drawing. Burton Emmett Collection.

Norman Kent, American, born 1903: *Young Boy Drawing* (detail), 1930; linoleum-cut

print. Burton Emmett Collection.

From: Hartlyn, Jonathan <hartlyn@unc.edu>
Sent: Tuesday, May 10, 2011 4:21 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Cc: Buell, Agatha <abuell@email.unc.edu>
Subject: FW: Afri 101 003
Attach: FW_ Afri 101 003.msg

Julius or Agatha, We're focusing on seats for incoming first year students - can you please let me know why this course is being cancelled? Thanks, Jonathan

Regarding:

From: Travis Gore [mailto:stgore@email.unc.edu]
Sent: Tuesday, May 10, 2011 3:05 PM
To: Lucido, Barbara E
Subject: Afri 101 003

Hi Barbara,

I wanted to let you know that I was informed today that unfortunately we will have to cancel Afri 101 003 in the Fall. I think you may have had 7 seats reserved for CTOPS in that class. Again, I am sorry but I thought I should tell you right away!

Thanks,
Travis

Jonathan Hartlyn
The University of North Carolina at Chapel Hill
Senior Associate Dean for Social Sciences and
International Programs, College of Arts and Sciences
Kenneth J. Reckford Professor of Political Science
205 South Building, CB 3100
Chapel Hill NC 27599-3100 USA
Email: hartlyn@unc.edu
Office: 919 962-1165 Fax: 919 962-2408

From: Lucido, Barbara E <blucido@email.unc.edu>
Sent: Tuesday, May 10, 2011 4:02 PM
To: Owen, Bobbi A <owenbob@unc.edu>; Townley-Tilson, Karla A <mcclurek@email.unc.edu>
Cc: Maitland, George <gmaitlan@email.unc.edu>
Subject: FW: Afri 101 003

Losing 7 more seats....

Barbara Lucido
Assistant Dean, Academic Advising Program
The University of North Carolina at Chapel Hill
College of Arts & Sciences and General College
1002 Steele Building; CB 3110
Chapel Hill, NC 27599-3110
Phone: (919) 843-3341 Fax: (919) 962-6888
Academic Advising's webpage: http://advising.unc.edu

From: Travis Gore [mailto:stgore@email.unc.edu]
Sent: Tuesday, May 10, 2011 3:05 PM
To: Lucido, Barbara E
Subject: Afri 101 003

Hi Barbara,

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Thanks,
Travis

****
Travis Gore
Student Services Manager
Department of African and Afro-American Studies
109 Battle Hall, CB# 3395
p 919.966.5496

From: Carolina Annual Fund <rebecca_bramlett@unc.edu>
Sent: Tuesday, May 10, 2011 5:29 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Carolina Burch Fellows: Imaginations Come to Life

View this email with images. | View the mobile friendly version.

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

CAROLINA ANNUAL FUND

annualfund.unc.edu

"Where else in the world will a stranger potentially invest in you, so that you can have a life-enhancing experience? With nothing else in return. That's what this fellowship does. And it's a remarkable thing."
–Rye Barcott '01, Burch Fellow

The Burch Fellows Program makes undergraduate students' imaginations come to life. Based in the UNC College of Arts and Sciences, the program recognizes undergraduates who demonstrate extraordinary ability, promise and commitment to furthering the University's mission. Funding from their Burch Fellowships enables these students to design off-campus experiences that engage their interests — and change their lives.

We hope you'll take a few minutes to view our video about the Burch Fellows Program and the work of one of its participants.

Gifts from Carolina alumni, students and friends ensure that all students, including Burch Fellows, can pursue their passions and reach their potential. Your gift will recognize their promise.

Trouble viewing the video? You may need to download the free Flash player, available at http://www.adobe.com/go/getflashplayer/.

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This email is for alumni, students, parents and friends of the University of North Carolina at Chapel Hill. Through this free service, the Office of University Development and the Annual Fund Program provide opportunities for you to learn about people, events and other issues at Carolina. If you have comments or questions, email Rebecca_Bramlett@unc.edu, telephone 919.843.3317, or write to the Office of University Development, Annual Fund, 208 West Franklin St., Campus Box 6100, Chapel Hill, NC 27599–6100. If you do not wish to receive future editions, unsubscribe here.

704273328

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, May 10, 2011 8:19 PM
To:	Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject:	INFORMATIONAL: Equal Opportunity/ADA Office new address

---

The Equal Opportunity/ADA Office has moved to our new location.

Our new address is:

Equal Opportunity/ADA Office
100 E. Franklin Street
Unit 110, CB# 9160
Chapel Hill, NC 27599
(919) 966-3576

This email is sponsored by: Equal Opportunity/ADA Office

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of ahowell@med.unc.edu
Sent: Tuesday, May 10, 2011 8:35 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: UNC Type 2 Diabetes Study

Do You Have Type 2 Diabetes?

The UNC Diabetes Care Center is currently seeking volunteers to participate in a research study of an investigational new insulin agent in combination with liraglutide (Victoza) to see if it can provide more consistent blood sugar control in people with type 2 diabetes.

The length of the study is approximately 6 months and visits will take place at the UNC Diabetes Care Center.
Study related benefits at no cost to you include, study medication, related lab testing, ECGs, physical exams, glucose monitoring and compensation for your time and travel.

You may qualify if you:

- Are 18 years or older
- Have had a diagnosis of type 2 diabetes for at least 6 months
- Are currently taking metformin (glucophage) and/or Actos
- Have an HbA1c level between 7.0 and 10.0 %

For more information please call:

Amber Howell
Clinical Research Assistant
UNC Diabetes Care Center
919-484-0931 ext. 269
ahowell@med.unc.edu

This email is sponsored by: UNC Diabetes Care Center
This study received approval from the UNC Office of Human Research Ethics, IRB full board 5/4/2011
IRB study # 11-0739

This email is sponsored by: UNC Diabetes Care Center

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Unspecified Sender
Sent: Wednesday, May 11, 2011 3:19 AM
To:
Subject:

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Wednesday, May 11, 2011 9:19 AM
To: Hartlyn, Jonathan <hartlyn@unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Afri 101 003

Dear Dean Hartlyn,
This course was supposed to be taught by Georges Nzongola-Ntalaja. He has been asked to be the Interim Director of the African Studies Center while Mike Lambert is away in 2011-12. Mike's appointment includes a course buyout for his work as director, so George is being given the buyout in 2011-12 and he would like to take it in Fall 2011, thus cancelling this section of AFRI 101.

We do have a number of other sections of AFRI 101 which I believe all have some seats held for CTOPs.

Please let us know if we need to adjust.
Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

-----Original Message-----
From: Hartlyn, Jonathan
Sent: Tuesday, May 10, 2011 4:21 PM
To: Nyang Oro, Julius E
Cc: Buell, Agatha
Subject: FW: Afri 101 003

Julius or Agatha, We're focusing on seats for incoming first year students - can you please let me know why this course is being cancelled? Thanks, Jonathan

Regarding:

From: Travis Gore [mailto:stgore@email.unc.edu]
Sent: Tuesday, May 10, 2011 3:05 PM
To: Lucido, Barbara E
Subject: Afri 101 003

Hi Barbara,

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Thanks,
Travis

Jonathan Hartlyn
The University of North Carolina at Chapel Hill Senior Associate Dean for Social Sciences and

International Programs, College of Arts and Sciences Kenneth J. Reckford Professor of Political Science
205 South Building, CB 3100
Chapel Hill NC 27599-3100 USA
Email: hartlyn@unc.edu
Office: 919 962-1165 Fax: 919 962-2408

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Wednesday, May 11, 2011 9:34 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FW: DUS updates

Who are the DUS's in our department for 2011-12?
Thanks!
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Goodman, Paula [mailto:pgoodman@email.unc.edu]
Sent: Wednesday, May 11, 2011 8:34 AM
To: All Administrative Managers in the College of Arts & Sciences
Subject: [asmgrs] DUS updates

Dear Managers:

I am getting ready to update our website, along with contact information for departmental Directors of Undergraduate Studies for the 2011-2012 Academic Year. If there is a new DUS please reply back to me along with their contact information. If there are no changes you need not reply.

Thanks.

Paula A. Goodman
Department Manager
Office of Undergraduate Education
919-843-9290

From: Hartlyn, Jonathan <hartlyn@unc.edu>
Sent: Wednesday, May 11, 2011 9:36 AM
To: Buell, Agatha <abuell@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Afri 101 003

Agatha, Thank you for this. I was confused as on-line it looked like Kia Caldwell was the instructor. This is fine as long as it is not Georges only large enrollment class for the year. Thanks, Jonathan

Jonathan Hartlyn
The University of North Carolina at Chapel Hill
Senior Associate Dean for Social Sciences and
International Programs, College of Arts and Sciences
Kenneth J. Reckford Professor of Political Science
205 South Building, CB 3100
Chapel Hill NC 27599-3100 USA
Email: hartlyn@unc.edu
Office: 919 962-1165 Fax: 919 962-2408

-----Original Message-----
From: Buell, Agatha
Sent: Wednesday, May 11, 2011 9:19 AM
To: Hartlyn, Jonathan; Nyang Oro, Julius E
Subject: RE: Afri 101 003

Dear Dean Hartlyn,
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Agatha Buell
Business Officer

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Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

-----Original Message-----
From: Hartlyn, Jonathan
Sent: Tuesday, May 10, 2011 4:21 PM
To: Nyang Oro, Julius E
Cc: Buell, Agatha
Subject: FW: Afri 101 003

Julius or Agatha, We're focusing on seats for incoming first year students - can you please let me know why this course is being

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Sent: Tuesday, May 10, 2011 3:05 PM
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Jonathan Hartlyn
The University of North Carolina at Chapel Hill Senior Associate Dean for Social Sciences and International Programs, College of Arts and Sciences Kenneth J. Reckford Professor of Political Science
205 South Building, CB 3100
Chapel Hill NC 27599-3100 USA
Email: hartlyn@unc.edu
Office: 919 962-1165 Fax: 919 962-2408

From: stanleyfoundation@stanleyfoundation.org
Sent: Wednesday, May 11, 2011 11:22 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: New Video: Upcoming Elections to Test Liberia's Peace, UN Resolve
Attach: promotracking.cfm

To make sure our e-mails reach you, please add StanleyFoundation@stanleyfoundation.org to your address book.
If you cannot view this e-mail, please go to http://www.stanleyfoundation.org/promo/promoemail051111.html.

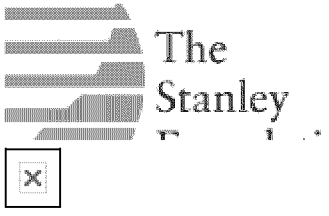

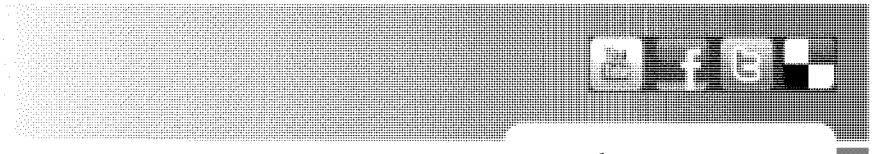

Stanley Foundation on YouTube

NEW VIDEO: Upcoming Elections to Test Liberia's Peace, UN Resolve

The upcoming October presidential elections in Liberia—the second since the end of a bloody 14-year civil war—will serve as a test of the small West African country's commitment to peace. It will also test the United Nations' ability to shepherd a peace process through to success.

A new Stanley Foundation video report explores the upcoming election in the context of preventing further atrocities in Liberia.

Liberian President Ellen Johnson-Sirleaf, the 72-year-old grandmother credited with the country's recovery thus far, is running for a second term.

The United Nations still maintains a force of 8,000 peacekeepers and 1,300 police in Liberia. That force, however, will be drawn down significantly provided the elections are peaceful. Liberia will be the first country to transition from peacekeeping assistance to a formal peacebuilding process.

That has UN officials focusing their attention on a seamless transition to demonstrate the program's effectiveness at preventing atrocities.

"You can keep the peace, but if you don't build the peace, then history has shown us from so many other theaters that the moment you withdraw the peacekeeping mission—if underlying issues for the conflict have not been addressed—the risk of conflict erupting again is very high," said Ellen Margrethe Loj, head of the UN Mission in Liberia.

Related Material

Authors John Blaney, Jacques Paul Klein, and Sean McFate authored a policy analysis brief, *Wider Lessons for Peacebuilding: Security Sector Reform in Liberia*, examining the immediate post-conflict period and reflecting on lessons learned from the implementation of Liberian disarmament, demobilization, and reintegration and security sector reform programs.

The latest issue of *Courier* examines the prospects for peace in Liberia, the need for an international strategy to prevent mass atrocities, and the relationship between mass atrocities and armed conflict.

Share:

About The Stanley Foundation
The Stanley Foundation seeks a secure peace with freedom and justice, built on world citizenship and effective global governance. It brings fresh voices, original ideas, and lasting solutions to debates on global and regional problems. The foundation is a nonpartisan, private operating foundation, located in Muscatine, Iowa, that focuses on peace and security issues and advocates principled multilateralism. The foundation frequently collaborates with other organizations. It does not make grants. Online at *www.stanleyfoundation.org*.

This message has been sent by the Stanley Foundation as a courtesy to past participants of foundation events or others who have expressed interest in our work. To be removed from this list, simply reply to this message with the word "remove" in the subject line of your message.

Foundation

From: pbartolomeoz@notes.cc.sunysb.edu

Sent: Wednesday, May 11, 2011 11:46 AM

To: mbailey@morehouse.edu; tmills@morehouse.edu; ajacobs@morehouse.edu; admissions@alasu.edu; alumni@hamptonu.edu; helpdesk@hamptonu.edu; tdepriest@spelman.edu; aarthur3@spelman.edu; tsimmons8@spelman.edu; nnkongo@howard.edu; lrjackson@howard.edu; gcarr@howard.edu; radams@fac.howard.edu; lammons@fac.howard.edu; ham2101@columbia.edu; gm522@columbia.edu; fh2170@columbia.edu; sm322@columbia.edu; skr2001@columbia.edu; sh2004@columbia.edu; jkassano@barnard.edu; africana@barnard.edu; africanstudies@georgetown.edu; william.darity@duke.edu; wah@duke.edu; crichlow@duke.edu; jose_bey@berea.edu; Alex.W.Willingham@williams.edu; David.L.Smith@williams.edu; Neil.Roberts@williams.edu; Kenda.B.Mutongi@williams.edu; James.Manigault-Bryant@williams.edu; Frederic.Bryant@williams.edu; Devyn.S.Benson@williams.edu; Shanti.M.Singham@williams.edu; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Gore, Travis <stgore@email.unc.edu>; Miller, Haeran <hrmiller@email.unc.edu>; Buell, Agatha <abuell@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; afamstud@oberlin.edu; nwarren@emory.edu; daldri2@emory.edu; carol.anderson@emory.edu; lharr04@emory.edu; adupuy@wesleyan.edu; tnavarro@wesleyan.edu; emcalister@wesleyan.edu; lmwright@wesleyan.edu; wfalk@socy.umd.edu; sharley@aasp.umd.edu; jorichardson@aasp.umd.edu; smadhavan@aasp.umd.edu; ojohnson@umd.edu; gdinwiddie@aasp.umd.edu; mchateau@aasp.umd.edu; fayep@sas.upenn.edu; mbeje@sas.upenn.edu; shown@sas.upenn.edu; aadinar@sas.upenn.edu; lcassane@sas.upenn.edu; africana@gwu.edu; snq2@cornell.edu; sp91@cornell.edu; ea18@cornell.edu; tlv4@cornell.edu; rlh10@cornell.edu; fsteady@wellesley.edu; marty.correia@nyu.edu; awam.amkpa@nyu.edu; kilaymon@vassar.edu; calowe@vassar.edu; mimask@vassar.edu; mamiya@vassar.edu; licollins@vassar.edu; steph712@temple.edu; nathaniel.norment@temple.edu; afam@temple.edu; Kathy_Moyer@brown.edu; Carey_Ruo@brown.edu; Alonzo_Jones@brown.edu; Karen_Baxter@brown.edu; Constance_Crawford@brown.edu; Dawn_Jackson@brown.edu; George_Lamming@brown.edu; Ama_Ata_Aidoo@brown.edu; John_Edgar_Wideman@brown.edu; cdbwalker@brown.edu; Elmo_Terry-Morgan@brown.edu; Ruth_Simmons@brown.edu; Keisha-Khan_Perry@brown.edu; Nancy_Jacobs@brown.edu; Paget_Henry@brown.edu; Francoise_Hamlin@brown.edu; Anani_Dzidzienyo@brown.edu; Lundy_Braun@brown.edu; Barrymore_Bogues@brown.edu; Chinua_Achebe@brown.edu; Tricia_Rose@brown.edu; lwoodard@wesleyan.edu; gulysse@wesleyan.edu; arushdy@wesleyan.edu; pmark@wesleyan.edu; deudell@wesleyan.edu

Subject: Graduate Certificate in Africana Studies

Attach: GRAD CERT FLYER 3.pub

Hello All,

The Department of Africana Studies at SUNY Stony Brook is pleased to announce the Graduate Certificate in Africana Studies. We are now accepting applications for Fall of 2011. Applications are being accepted through July 1, 2011 for entry to the program. Please see the attached announcement.

Please share with your students and faculty associates, and appropriate departments on your campus.

Thank you,

Phyllis
631 632-7470

AFRICANA STUDIES GRADUATE CERTIFICATE

The Department of Africana Studies at Stony Brook University, New York, announces its new Graduate Certificate Program in Africana Studies. The Graduate Certificate in Africana Studies is interdisciplinary in scope and applies a variety of methodologies, concepts, and theories of the social sciences and humanities to research into the histories, literatures, political systems, cultures, arts, social theories, experiences, and perspectives of persons of African descent throughout the world. The program analyzes and researches issues affecting global Black communities in Africa, the United States, the Caribbean, and elsewhere from both historical and contemporary perspectives.

Graduate certification in Africana Studies enhances qualification for careers in a range of professions where knowledge of the Black diasporic experience and viewpoints is increasingly useful, such as international business, law, medicine, higher education, management, public health, public service, social welfare, and even museum curator studies. The Graduate Certificate in Africana Studies provides vital knowledge, expertise, and perspectives needed to understand and negotiate the diversified global and transnational environment that has evolved with the contemporary communication technologies that are bringing people together in previously unanticipated ways.

We invite you to visit the Department of Africana Studies on the web at www.sunysb.edu and view our University, Faculty, Staff, and programs for further information.

Phyllis Bartolomeo-Zenker
Assistant to The Chair/Graduate Coordinator
Department Of Africana Studies
SUNY Stony Brook
Social Behavioral Science S-249
Stony Brook, NY 11794-4340
631 632-7470
Fax: 632-5703**

AFRICANA STUDIES
GRADUATE CERTIFICATE

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We invite you to visit the Department of Africana Studies on the web at www.sunysb.edu and view our University, Faculty, Staff, and programs for further information.

The Department of Africana Studies at the
New York State University of Stony Brook can be reached at:

University of Stony Brook
Social & Behavioral Sciences
Stony Brook, NY 11794-4340
(631) 632-7470
(631) 632-5703 FAX

STONY BROOK UNIVERSITY

Email: pbartolomeoz@notes.cc.sunysb.edu

Contact the Graduate School for an Application

From: Hall, Ishna <ishna.hall@unc.edu>
Sent: Wednesday, May 11, 2011 12:36 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Any word from Carl?

Thanks!

Ishna

Ishna J. Hall
Associate Director of Capital Gifts
The Arts and Sciences Foundation
The University of North Carolina at Chapel Hill
134 East Franklin Street
Chapel Hill, NC 27514
(919) 843-4885 (office)
(919) 962-2531 (fax)

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Wednesday, May 11, 2011 2:06 PM
To: Hildebrand, Reginald F <hildebra@email.unc.edu>
Cc: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: AFAM 396: missing grades that were due Monday!

Hi Reg,
Please enter your grades for AFAM 396 as soon as possible – they were due this past MONDAY. They need to be entered immediately. If you have questions about how to enter the grades, please ask Travis – he can also enter them for you if necessary.

Thanks!
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Wednesday, May 11, 2011 1:58 PM
To: Nyang Oro, Julius E; Buell, Agatha
Subject: missing grades that were due Monday!

Missing grades that were due Monday! Where are they??? Degrees are supposed to be posted tonight and these courses may prevent students from graduating. SWAH 404 is especially important.

Bobbi

Not Reviewed	UGRD	AFAM	396	002	A	5877008578	1INDEPENDENT STUDIES	7
Not Reviewed	UGRD	AFAM	398	001	A	5879005402	1AFAM SEMINAR	3
Not Reviewed	UGRD	AFRI	266	001	A	3611016147	1CONTEMPORARY AFRICA	18
Not Reviewed	UGRD	SWAH	404	001	A	5967019815	1KISWAHILI 4	21

--
Bobbi Owen
Senior Associate Dean for Undergraduate Education, and
Michael R. McVaugh Distinguished Professor of Dramatic Art
University of North Carolina at Chapel Hill
CB# 3504, 3011 Steele Building
214 East Cameron Avenue
Chapel Hill, NC 27599-3504
Phone: 919 843-7773
FAX: 919 843-6557

From: UNC Minority Health Project <minority_health@unc.edu>
Sent: Wednesday, May 11, 2011 2:30 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: [mhpannounce] Coming June 7 - interactive broadcast on "Health Equity - Progress and Pitfalls"

(You can also read this announcement at www.minority.unc.edu/institute/2011/materials/announce.cfm)

PLEASE JOIN US - in person or online - for the 17th Annual Summer Public Health Research Videoconference on Minority Health.

When? Tuesday, June 7, 2011, 1:30-4:00pm EDT

Where? Webcast and Tate-Turner-Kuralt building auditorium - see www.minority.unc.edu

Topic: "Health Equity - Progress and Pitfalls"

Featuring:

Jeffrey A. Henderson, M.D., M.P.H., President and CEO, Black Hills Center for American Indian Health

Marilyn Aguirre-Molina, DrPH., Professor of Public Health, CUNY School of Public Health, and Director, CUNY Institute for Health Equity

Brian D. Smedley, Ph.D., Vice President and Director, Health Policy Institute, Joint Center for Political and Economic Studies

Barbara Pullen-Smith, M.P.H., Moderator, Director, North Carolina Office of Minority Health and Health Disparities

This interactive session will be broadcast with a live audience in the Tate-Turner-Kuralt auditorium at the UNC School of Social Work and can be viewed over the Internet (webcast). Questions will be taken from broadcast participants by email and toll-free telephone.

ALL VIDEOCONFERENCE INFORMATION: www.minority.unc.edu/institute/2011/

To register a group viewing site: www.minority.unc.edu/institute/2011/broadcast/

To view on your personal computer: www.minority.unc.edu/institute/2011/broadcast/

To register for the studio audience at the TTK auditorium: www.minority.unc.edu/institute/2011/studio/

Answers to frequently asked questions: www.minority.unc.edu/institute/2011/faq.cfm

Comments from last year's participants: www.minority.unc.edu/institute/2011/eval/comments.cfm

This year's Videoconference is presented by the UNC Gillings School of Global Public Health Minority Health Project and UNC Diversity and Multicultural Affairs, in association with the UNC American Indian Center, UNC Institute of African American Research, and Norfolk State University Ethelyn R. Strong School of Social Work, a partner in the Commonwealth Public Health Training Center. Funding comes from (to date) UNC Diversity and Multicultural Affairs, UNC Gillings School of Global Public Health, UNC Office of the Vice Chancellor for Research, UNC FPG Child Development Institute, UNC Counseling and Wellness Services,UNC American Indian Center, UNC Institute of African American Research, UNC Counseling and Wellness Services, and a growing list of cosponsors including in-kind support from the UNC School of Social Work and the UNC Department of Epidemiology. Please thank them - and consider becoming a cosponsor or providing an endorsement!

Vic Schoenbach (www.unc.edu/~vschoenb/)
Director, Minority Health Project
UNC Gillings School of Global Public Health

Cookie Newsom
Director of Diversity Education and Research UNC Office of Diversity and Multicultural Affairs

---

* 20+ health disparities-related broadcasts and seminars are available as on-demand webcasts at www.minority.unc.edu/resources/webcasts/

mhpannounce

UNC
COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

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205 SOUTH BUILDING
CAMPUS BOX 3100
CHAPEL HILL, NC 27599-3100

T 919.962.1165
F 919.962.2408
college.unc.edu

May 11, 2011

Professor Georges Nzongola-Ntalaja
African and African-American Studies
Campus Box 3395, 201 Battle Hall
Carolina Campus via email

Dear Georges:

Thank you for agreeing to serve as the Acting Director of the African Studies Center for academic year 2011-12, while Michael Lambert is on leave. The administrative supplement for this position is $4,000, paid over the period of your appointment. You will also receive a one-course release from your usual teaching responsibilities in the Department of African and Afro-American Studies; in exchange the College will compensate the Department according to our standard policy. The College confirms it will provide the Center with $4,000 during 2011-12, as specified in in an earlier letter to Professor Lambert. The College will also provide you with up to $500 as a research stipend and/or for research or conference travel and per diem support, to be expended during the academic year 2011-12. These funds will be available through the African and African-American Studies Department. Funds will not be able to roll-over past June 30, 2012.

If the above terms are satisfactory, please sign this letter and return it to me. We will then proceed with the necessary paperwork to make it official.

Thank you for agreeing to serve in this role. I look forward to working with you.

Sincerely,

Jonathan Hartlyn
Senior Associate Dean for Social Sciences
and International Programs
K. J. Reckford Professor of Political Science

cc: Michael Lambert, Julius Nyang'oro, Becky Williams, Ryan Greenway

I accept the above terms:

_____
Georges Nzongola-Ntalaja

From: Bobbi Owen <owenbob@unc.edu>
Sent: Wednesday, May 11, 2011 3:28 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Buell, Agatha <abuell@email.unc.edu>
Subject: Fwd: Re: grades submitted but not approved.

Can you tell me to approve these grades?
Are the other missing ones coming?
Bobbi

-------- Original Message --------
Subject: Re: grades submitted but not approved.
Date: Wed, 11 May 2011 15:24:57 -0400
From: Wayne Lee <welee@email.unc.edu>
To: Bobbi Owen <owenbob@unc.edu>

Bobbi,
This is not an instructor home based in PWAD. you should check with their home department.

Wayne E. Lee
Associate Professor of History
Chair of the Curriculum in Peace, War, and Defense
wlee@unc.edu
www.unc.edu/~welee

On 5/11/2011 3:23 PM, Bobbi Owen wrote:

> Hi - grades for this class have been submitted but not approved. If you tell me to approve them I can. The prof probably did not change that pull down menu and hit save again.
> Bobbi
>
> Ready to Review UGRD PWAD 520 001 A 8003018018 2SOUTHERN AFRICA 4
>
> --
> Bobbi Owen
> Senior Associate Dean for Undergraduate Education, and
> Michael R. McVaugh Distinguished Professor of Dramatic Art
> University of North Carolina at Chapel Hill
> CB# 3504, 3011 Steele Building
> 214 East Cameron Avenue
> Chapel Hill, NC 27599-3504
> Phone: 919 843-7773
> FAX: 919 843-6557

From: Bobbi Owen <owenbob@unc.edu>
Sent: Wednesday, May 11, 2011 3:54 PM
To: Buell, Agatha <abuell@email.unc.edu>
Cc: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: grades submitted but not approved.

Thanks. SWAH is important so please let me know. when you hear. I
B.

On 5/11/2011 3:37 PM, Buell, Agatha wrote:

Hi Dean Owen,
-The grades for AFRI 266 were submitted this morning (but were on your list in your earlier email).
-The grades for AFAM 396 and AFAM 398 will be submitted soon – the instructor is working on it.
-The grades for SWAH 404 – we are trying to get in touch with the instructor, but haven't gotten to him yet – we're making it clear that this is the highest priority and should have been done well before now.
-The grades for PWAD/AFRI 520 – the instructor is travelling to/in China today. I have emailed her, but can't be sure that she will get back to us today. If the grades are there and just need to be marked "Approved", please go ahead and do so.

If there are any others, please let me know.
Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Wednesday, May 11, 2011 3:28 PM
To: Nyang Oro, Julius E; Buell, Agatha
Subject: Fwd: Re: grades submitted but not approved.

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Are the other missing ones coming?
Bobbi

-------- Original Message --------
Subject: Re: grades submitted but not approved.
Date: Wed, 11 May 2011 15:24:57 -0400
From: Wayne Lee <welee@email.unc.edu>
To: Bobbi Owen <owenbob@unc.edu>

Bobbi,
This is not an instructor home based in PWAD. you should check with their home department.

Wayne E. Lee
Associate Professor of History
Chair of the Curriculum in Peace, War, and Defense
wlee@unc.edu
www.unc.edu/~welee

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Bobbi

Ready to Review UGRD	PWAD	520	001	A	8003018018	2SOUTHERN AFRICA	4

--
Bobbi Owen
Senior Associate Dean for Undergraduate Education, and
Michael R. McVaugh Distinguished Professor of Dramatic Art
University of North Carolina at Chapel Hill
CB# 3504, 3011 Steele Building
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Chapel Hill, NC 27599-3504
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--
Bobbi Owen
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Michael R. McVaugh Distinguished Professor of Dramatic Art
University of North Carolina at Chapel Hill
CB# 3504, 3011 Steele Building
214 East Cameron Avenue
Chapel Hill, NC 27599-3504
Phone: 919 843-7773
FAX: 919 843-6557

From: Lu, Chi-Hsuan (Sharry) <slu@humnet.ucla.edu>
Sent: Wednesday, May 11, 2011 7:11 PM
To:
Subject: UCLA Queer Conference - Call for Papers
Attach: Fashion call for papers.doc

UCLA Queer Studies Conference – DEADLINE EXTENDED
Please send to Faculty and Grad Students

Queer Fashion(s)
UCLA's 13th Annual Queer Studies Conference
October 14-15, 2011

Call for Papers

Deadline **Extended** June 6, 2011

UCLA's LGBTS Program is pleased to announce a Call for Papers for its upcoming Queer Studies Conference featuring presentations by graduate students as well as faculty and advanced undergraduates.

This year's conference will explore and exploit issues of fashion queerly construed. We wish to invite **a wide range** of questions and panels on subject topics as drag, female masculinities, male femininities, queer self-fashioning, cloning and styling, and, of course, the culture and politics of the fashion industry itself. Questions of class, economics, history, ethnicity, race, geography, exploitation, desire, style and sublimation are at the forefront of our query. We seek to know what might be a new analytic or interdisciplinary methodology through which to attend to multiple registers of queer fashion.

Keynote Speakers:
Michael Bronski, Jack Halberstam, Monica Miller,
Mignon R. Moore, Karen Tongson, and Deborah R. Vargas

Closing Performance:
"Queerture: A night of rocket science and fashion design"
with artistic director Tania Hammidi

Proposals for individual papers should take the form of abstracts; panel proposals should also include both a list of participants and paper abstracts. CVs must accompany all abstracts. Submissions from undergraduates should be accompanied by a brief letter from a faculty member highlighting the strengths of both the student and the student's proposal.

Deadline for abstracts and CVs: June 6, 2011

Send abstracts and CVs to lgbts@humnet.ucla.edu

Contact: Catharine McGraw (310) 206-1145 & lgbts@humnet.ucla.edu

--Sharry Lu
On behalf of Catharine McGraw
LGBT Studies Program Coordinator, UCLA
(310) 206-1145, mcgraw@humnet.ucla.edu
146 Humanities Building, Mail Code 138405

UCLA Queer Studies Conference – DEADLINE EXTENDED
Please send to Faculty and Grad Students

Queer Fashion(s)

UCLA's 13th Annual Queer Studies Conference

October 14-15, 2011

Call for Papers

Deadline **Extended** June 6, 2011

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Deadline for abstracts and CVs: June 6, 2011

Send abstracts and CVs to lgbts@humnet.ucla.edu
Contact: Catharine McGraw (310) 206-1145 & lgbts@humnet.ucla.edu

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, May 11, 2011 8:19 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Are you interested in meditation?

Science has shown that meditation improves people's health and wellbeing. Help UNC researchers discover how it works.

We need people who are:
- between 35 and 64 years old
- fluent in written and spoken English
- not engaged in regular meditation practice

Participation includes:
- One 90-minute lab visit
- Online questionnaires
- Urine and blood sample

We will pay up to $50 for completion of the study.

For more information, please visit www.meditationstudy.org

This study is being conducted by Dr. Barbara Fredrickson and has been approved by the UNC Office of Human Research Ethics Behavioral IRB, study 10-1621, on 4/21/2011.

This email is sponsored by: Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of sumeet@email.unc.edu
Sent: Wednesday, May 11, 2011 8:39 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Study of Online Teens

Are you the parent of a high-school teenager?
Do you worry about the accuracy of internet health information read by your teen?

UNC researchers are interested in studying the online health-related behaviors of teenagers. If your teen has access to the internet, we invite you to see if your son or daughter would like to participate in one of our teen focus groups with other children of the same or proximate age. Focus groups will last approximately 60 minutes and participants will be provided with free food and a $10 gift card. The feedback from these sessions will help us develop important public health messages targeted to online teens.

Please contact Sumeet Banker (sumeet@email.unc.edu) for further information.

Study Title: How Adolescents Use Social Media for Health Information
This study was approved on 5/03/2011 by the UNC Public Health-Nursing IRB, study # 11-0730.

This email is sponsored by: Public Health

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, May 11, 2011 8:51 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FORMAL NOTICE: Administrative Review of Dr. Bill Roper

---

MEMORANDUM

DATE: May 11, 2011

TO: Members of the UNC Chapel Hill Community
Faculty, Staff, Students and Alumni

FROM: Bruce Carney
Executive Vice Chancellor and Provost

RE: Administrative Review of William Roper, Dean School of Medicine CEO of the University of North Carolina Health Care System

I am pleased to invite your participation in the review process on behalf of the committee appointed to review the performance of William Roper as Dean of the School of Medicine and CEO of UNC Health Care System.

This review, required by University regulations, will focus on William Roper's performance as Dean of the School of Medicine and the CEO of the University of North Carolina Health Care System over the past three years. The committee consists of Tim Burnett (Chair), Julia Grumbles, Shelton Earp III, Lisa Carey, Giselle Corbie-Smith, Warren Newton, Bill Miller, Jennifer Webster-Cyriaque, Tony Meyer and Mike Crimmins. As required by University regulations, this committee will review areas of accomplishment as Dean and CEO with respect to long-range planning, intellectual leadership, faculty and staff recruitment, retention and promotion, curriculum and program development, entrepreneurship, and the day-to-day management of the School of Medicine and the Health Care System. The committee invites your comment on these and related issues.

It is important for the committee to have some sense of how Dr. Roper is viewed by his peers at UNC-Chapel Hill as a colleague and citizen of the University Community.

We encourage you to contribute to this review in the following different ways:

1.The committee has scheduled two open sessions to receive comments. These times are:

June 2 - 2:00- 4:00 - DeBerry Board Room 3009 - Global Education Center Building

June 10 - 10:00 - 12:00 - DeBerry Board Room 3009 - Global Education Center Building

If you wish to meet with the committee, please contact Debbie Stevenson in the Office of the Executive Vice Chancellor and Provost (debbie_stevenson@unc.edu or 962-7882), and she will schedule a specific time (usually about 10-15 minutes) within that time period. Note that while all comments during these sessions will be kept strictly confidential, a master list of attendees will be kept as part of Dr. Roper's personnel file.

2. You may contribute to this review by providing written comments to the Chair. The review committee will treat your comments as strictly confidential. However, by law, all written communication, whether on paper or by email, becomes a confidential part of Dr. Roper's personnel file and as such, is open to examination by him. Oral communication (by telephone or in person) and the committee's notes generated from these conversations do not become part of Dr. Roper's personnel file. If you wish to provide oral comments, please contact the Chair or any member of the committee. University regulations prohibit consideration of anonymous letters in the review process.

All written comments should be sent to: Tim Burnett, c/o Debbie Stevenson, 104 South Building, CB # 3000, or by emailing debbie_stevenson@unc.edu.

3. You may telephone or meet privately in person with committee members. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Dr. Roper's personnel file but may be reflected in the committee's report without identifiers.

The deadline for receiving comments is June 10th 2011.

Thank you very much for your help in this important task.

This email is sponsored by: Office of the Executive Vice Chancellor

From: nmogaka <nmogaka@email.unc.edu>
Sent: Wednesday, May 11, 2011 10:07 PM
To: Buell, Agatha <abuell@email.unc.edu>
Cc: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Seck, Mamarame <mseck@email.unc.edu>; Mutima, Sinamenye A <smutima@email.unc.edu>; Gore, Travis <stgore@email.unc.edu>
Subject: Re: SWAH 404: missing grades that were due Monday!

Hi Agatha,
I have entered SWAH 404 examinaion grades today; within three working days
after the exam was done. The exam was done on Friday May 6, 2011 between
4:00 and 7:00pm.
Thanks.
Nathan Mogaka
On Wed, 11 May 2011 18:07:37 +0000, "Buell, Agatha" <abuell@email.unc.edu>
wrote:
> Hi Nathan,
> Please enter your grades for SWAH 404 as soon as possible - they were due
> this past MONDAY, and you are solely responsible for entering them in the
> ConnectCarolina system. They need to be entered immediately. If you
have
> questions about how to enter the grades, please ask Travis - he can also
> enter them for you if necessary, but would need you to email the details
so
> that he has a written record of the grades that you authorize.
>
> Thanks!
> Agatha
>
>
> ********
> Agatha Buell
> Business Officer
>
> Department of Public Policy
> 217 Abernethy Hall, CB #3435
>
> Department of African & Afro-American Studies
> 109 Battle Hall, CB #3395
>
> University of North Carolina
> Chapel Hill, NC 27599
> p. 919.962.2788
> f. 919.962.5824
>
> From: Bobbi Owen [mailto:owenbob@unc.edu]
> Sent: Wednesday, May 11, 2011 1:58 PM
> To: Nyang Oro, Julius E; Buell, Agatha
> Subject: missing grades that were due Monday!
>
> Missing grades that were due Monday! Where are they??? Degrees are
> supposed to be posted tonight and these courses may prevent students from
> graduating. SWAH 404 is especially important.
>
> Bobbi
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> Bobbi Owen
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> Senior Associate Dean for Undergraduate Education, and
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> Michael R. McVaugh Distinguished Professor of Dramatic Art
>
> University of North Carolina at Chapel Hill
>
> CB# 3504, 3011 Steele Building
>
> 214 East Cameron Avenue
>
> Chapel Hill, NC 27599-3504
>
> Phone: 919 843-7773
>
> FAX: 919 843-6557

From: Frontline Solutions International, LLC <bianca@frontlinesolutionsinc.ccsend.com>
Sent: Thursday, May 12, 2011 6:40 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Frontline In Focus Newsletter Spring 2011

Having trouble viewing this email? Click here

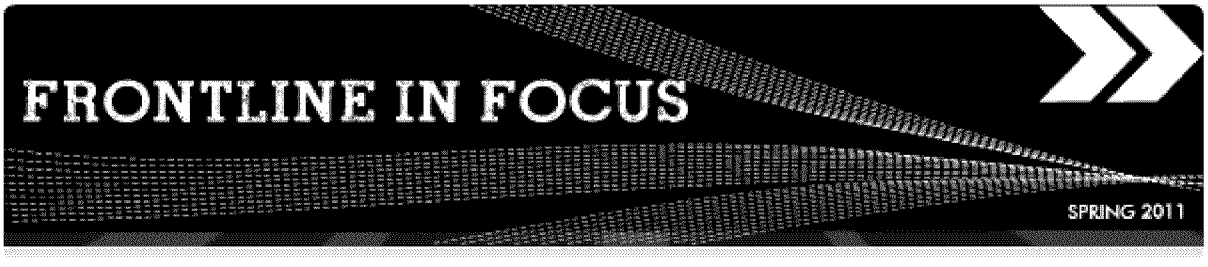

Greetings!

This, our third issue of **Frontline in Focus**, is a good one. Partner Micah Gilmer talks about how our organization does social innovation differently; we share specific ways that we are helping philanthropy learn; and as usual, we promote the good work of two Frontline affiliates, Nikia Pinkney and Jessica Norwood, and their organizations.

We want to point out that our website, helpingchangehappen.com, just got a makeover. Along with adopting some new elements, the site now provides fresh content on a regular basis, including our newest publications. Be sure to check it out.

And once again, we invite you to forward this newsletter on to others you think it may benefit. Enjoy!

The Frontline Solutions Team

What We're Learning: Lessons from the Field

The best organizations are defined by taking clear assessments of themselves and their efforts. That is why much of Frontline's work centers on helping organizations learn. Two recent projects required us to study and apply the lessons of philanthropy to the field. The overarching question was, are organizations making a difference?
Read More ➡

What We've Been Doing: Leveraging Social Innovation

by Micah Gilmer

In this issue

- What We're Learning
- What We've Been Doing
- What Our Affiliates Are Doing

Appearances

5/14
Micah Gilmer joins panel at the 2011 Black Male Identity Summit, featuring Dr. Cornel West and Prof. Mark Anthony Neal (Raleigh, NC)

6/8
EPIP Professional Development Fund Gathering (New York, NY)

6/21
Marcus Littles Co-Presenting Frontline-authored Grantmaking for Community Impact report (NCRP) at Central City Funders Collaborative (New Orleans, LA)

HPJ Internship

Our HPJ Summer 2011 Fellows have been announced! We're looking forward to working with Brian Kennedy II, Hunter Bruton, Janae Edwards, Kenneth Westbury, Khala Deans, and Naomia Suggs-Brigety.

When I took a part-time gig as UNC Chapel Hill's first Social Entrepreneur in Residence in 2009, I had only a vague idea of how the work we were doing at Frontline Solutions (a social enterprise) connected to the emerging body of research and rhetoric surrounding social entrepreneurship. But from the start, I knew that Frontline's approach to social innovation would differ significantly from the mainstream of this new field.
Read More ➡

What Our Affiliates Are Doing: Jessica Norwood and Nikia Pinkney

Social change is not for the faint of heart or for those looking for immediate results. We find inspiration in the persistence our affiliates show and the breadth of vision they impart to their corners of the world. In this issue we're highlighting two such individuals, **Nikia Pinkney** and **Jessica Norwood**, and the change organizations they lead.
Read More ➡

New Frontline Phone Numbers

Frontline Solutions has a new phone system. You can reach staff through the following numbers:

Philadelphia - (215) 717-7139
Durham, N.C. - (919) 408-7477
Brooklyn - (718) 715-4411

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Tel: 215.717.7139 | **Fax:** 347.823.1610 | **Email:** admin@frontlinesol.com | **Web:** helpingchangehappen.com
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Forward email

SafeUnsubscribe

Trusted Email from Constant Contact
Try it FREE today.

This email was sent to jen321@email.unc.edu by admin@frontlinesol.com |
Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.

Frontline Solutions International, LLC | 100 S. Broad St., Suite 1524 | Philadelphia | PA | 19110

From: NAIINFO <nai.info@nai.uu.se>
Sent: Thursday, May 12, 2011 6:50 AM
To:
Subject: Writers' Africa 31 May
Attach: MLALAZI WA 31 May .pdf

Writers' Africa • Författarnas Afrika

Tuesday 31 May 2011, 18.00 – 19.30

We invite you to meet CHRISTOPHER MLALAZI Zimbabwean Writer
in conversation with **Maria Larsson**, Journalist, The Africa Group in Uppsala

Christopher Mlalazi writes prose, poetry and drama and has won several awards, among them a 2011 National Arts Merit Award (Zimbabwe) for his 2010 play *Election Day*. His publications include the short story collection *Dancing with Life,* and the novel *Many Rivers*. His forthcoming novel is called "Autumn Leaves."

At the present event, we will meet Christopher Mlalazi in conversation with the journalist Maria Larsson from the Africa Group in Uppsala. Mlalazi will also read from *Dancing with Lif*e, about which Patricia Alden, Professor of African Literature has said: "Mlalazi depicts contemporary life in Zimbabwe with an uncompromising determination to explore grievous social wounds and with a creative panache that will win him readers within and beyond his home country."

Mlalazi is currently visiting the Nordic Africa Institute in the capacity of the Institute's guest writer for 2011.

Inquiries: Lina.Lorentz@nai.uu.se, Maria.Larsson@livjournalistik.se
Updates and upcoming events: www.nai.uu.se
Venue: The Nordic Africa Institute, library, Kungsgatan 38, Uppsala

Public Event at the Nordic Africa Institute (NAI)

Writers' Africa • Författarnas Afrika

Tuesday 31 May 2011, 18.00 – 19.30

We invite you to meet

CHRISTOPHER MLALAZI

Zimbabwean Writer

in conversation with **Maria Larsson**, Journalist
The Africa Group in Uppsala

Christopher Mlalazi writes prose, poetry and drama and has won several awards, among them a 2011 National Arts Merit Award (Zimbabwe) for his 2010 play *Election Day*. His publications include the short story collection *Dancing with Life,* and the novel *Many Rivers*. His forthcoming novel is called "Autumn Leaves."

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Inquiries: Lina.Lorentz@nai.uu.se, Maria.Larsson@livjournalistik.se
Updates and upcoming events: www.nai.uu.se

Venue: The Nordic Africa Institute, library, Kungsgatan 38, Uppsala

Afrika GRUPPERNA
Africa Groups of Sweden
Grupos África da Suécia

Nordiska Afrikainstitutet
The Nordic Africa Institute

From: NAIINFO <nai.info@nai.uu.se>
Sent: Thursday, May 12, 2011 6:54 AM
To:
Subject: Invitation to lecture on the human rights situation in Zimbabwe

---

"Beatings, bannings and bones: an update on the human rights context in Zimbabwe"

3.30 to 5 pm on 19 May in Missionskyrkan, Uppsala

The Solidarity Peace Trust is a non-governmental organisation, registered in South Africa. The objectives of STP are to assist individuals, organisations, churches and affiliated organisations in southern Africa, to build solidarity in the pursuit of justice, peace and social equality and equity in Zimbabwe. On 19 May the Central Church Office in Uppsala is visited by three representatives from SPT: Shari Eppel, Selvan Chetty and Prof. Brian Raftopoulos.

The lecture with Shari Eppel and Prof. Brian Raftopoulos will take place from 3.30 to 5 pm on 19 May in Missionskyrkan (S:t Olofsgatan 40, Uppsala). The presentation will focus on the ambiguities of the Global Political Agreement, examining both the constraints and opportunities it has offered and setting it in the context of broader current developments on the African continent. Furthermore, Ms. Eppel will discuss the recent highly partisan controversies over the exhumations of the remains of victims of war and political violence in Zimbabwe.

The lecture is conducted in consultation with the Dag Hammarskjöld Foundation and the Nordic Africa Institute.

Only a number of seats are available. Please confirm your participation by contacting Carina Björnlund at carina.bjornlund@svenskakyrkan.se no later than 17 May.

For more information about SPT visit http://www.solidaritypeacetrust.org/

From: Hall, Ishna <ishna.hall@unc.edu>
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Sent: Thursday, May 12, 2011 2:11 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Your summer searches for African American Studies faculty

---

Dear Dr. Nyang'oro,

Any searches for African American Studies faculty, adjuncts, and post-docs extending into the summer? If so, AcademicCareers.com can help you by alerting qualified applicants.

All job postings on AcademicCareers.com include the **Diversity Package,** and using ***push-technology*** we alert applicants specifically searching for African American Studies positions. It is very proactive. An up to three-month job posting is 195 USD.

To post a search: www.AcademicCareers.com, select Employers enter here, then Register, and you can post your job(s) immediately thereafter. You will receive an invoice later and you can pay by purchase order, university check, or credit card.

Searches finished, frozen, or already on Academic Careers Online? Please enjoy the summer and keep us in mind for your future recruitment needs.

Regards,

Robert J. Kuhne, Ph.D.
Academic Careers Online
485 Devon Park Drive, Suite 116
Wayne, PA 19087, USA
Telephone: 610-964-9200
Email: Info@AcademicCareersOnline.com

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From: Buell, Agatha <abuell@email.unc.edu>
Sent: Thursday, May 12, 2011 2:13 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Annual Report
Attach: CollegeAnnualReport-FacultySummary[1].pdf

Hi Julius,
The Annual Report for 2010-11 is just about complete. Please see the attached and let me know if I should change any answers and/or add additional information (this is the Unit Summary part, without all of the details about publishing, etc). I was guessing on most of these, so please do check thoroughly.

You can go into the Annual Report and edit these directly (on the Manage tab), or send me your edits and additions and I can add them in.

I am supposed to submit by tomorrow, but will ask for an extension until Monday (as I will be out tomorrow), so you have the weekend to look this over.
Thanks!
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

Annual Report
The College of Arts and Sciences

Department: African & African-Amer Studies
Year: May 1, 2010 to April 30, 2011

I. Unit Organization

A. Does your department have an Associate Chair?
Yes

B. Does your department have a Director of Graduate Studies?
Yes

C. Does your department have a Director of Undergraduate Studies?
Yes

D. Advisory or Executive Committee
1. Does your department have an advisory or executive committee?
No
2. If yes is it:
n/a

E. Salary Committee
1. Does your department have a salary committee?
No
2. If yes is it:
n/a

F. Do your department meetings normally include all ranks of faculty?
Yes

II. Unit Development

A. [Faculty Mentoring] Mentoring Program
1. Does your department have a mentoring program for all junior faculty?
No
2. If yes, describe briefly describe

B. [Faculty Mentoring] Student Evaluation Frequency
1. How often are your tenured faculty required to conduct student evaluations:
All of their courses every semester
2. Comment: 500 words or less

C. [Faculty Mentoring] Compliance

1. Do you monitor compliance with the course evaluation requirement?
   Yes
2. Do you keep a record in the department?
   Yes
3. Do you notify faculty who are not in compliance?
   No
4. Comment: 500 words or less
   We sign up all of our courses to have students complete evaluations online via the UNC system. As the system is new, we have little control over whether or not students do in fact complete the evaluations, but we do keep a record of all submitted evaluations and we encourage faculty to allow time during class for students to complete them.

D. [Faculty Mentoring] Student Evaluation

1. Does student evaluation play an important role in your annual meetings with non-tenured faculty?
   Yes
2. In the reappointment of first-term, untenured faculty?
   Yes
3. In promotion and tenure decisions?
   Yes
4. In determining salary increases for faculty?
   No
5. Comment: 500 words or less

E. [Course Evaluation]

1. How often are your non-tenured faculty required to conduct student evaluations:
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III. Unit Comment

1. Please summarize in the space provided any additional comments that will assist in the interpretation of the data that you have provided.

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From:	nobody@notify.unc.edu on behalf of phonlab@unc.edu
Sent:	Thursday, May 12, 2011 8:27 PM
To:	Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject:	INFORMATIONAL: Research study, Linguistics

Participants are needed for a research study that involves learning to recognize words in an artificial foreign language. The study last half an hour and pays $7. Participants should have English as their first language, and no diagnosed speech or hearing disorders. If interested, please email phonlab@unc.edu.

IRB # 07-1048, approved May 9, 2011 by the Behavioral IRB

This email is sponsored by: Department of Linguistics

==========

"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of residency@unc.edu
Sent: Thursday, May 12, 2011 8:47 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Residency Application Deadlines

Residency Application Deadlines for Academic Year 2011-2012

If your current residency status is nonresident and you believe you meet the requirements of NC G.S. ' 116-143.1 or 116-143.3, please file your application and supporting documentation to your admissions office by the appropriate dates below. It is the student's responsibility to provide the documentation necessary to support his or her claim for in-state residency for tuition purposes by the applicable deadlines.

A direct link to the North Carolina Manual for Tuition:
http://www.northcarolina.edu/legal/residence/committee/manual/Residence_Manual_Aug_2010.pdf

Form information: http://regweb.unc.edu/residency

Fall Semester 2011 - please file your application with all supporting documentation by 5 p.m., September 6, 2011.

Spring Semester 2012 - please file your application with all supporting documentation by 5 p.m. January 24, 2012.

Maymester and Summer Session I 2011 - please file your application with all supporting documentation by 5 p.m. May 30, 2011.

Summer Session II 2011 - please file your application with all supporting documentation by 5 p.m. July 6, 2011.

Active Military Benefit - Applications submitted later than the first day of classes for the applied term will not be accepted until the next enrolling term. Please refer to the Registrar's Office Homepage for specific instructions http://regweb.unc.edu/residency.

NC Public School Teacher Benefit - Applications submitted later than the first day of classes for the applied term will not be accepted until the next enrolling term. Please refer to the Registrar's Office Homepage for specific instructions http://regweb.unc.edu/residency.

UNC System Employee Benefit - Applications submitted later than the first day of
classes for the applied term will not be accepted until the next enrolling term. Please refer to the Registrar's Office Homepage for specific instructions http://regweb.unc.edu/residency. Employment must be active and in effect on the first day of classes for this benefit to be granted.

Spouse Benefit - requests for spousal benefits must be submitted to the Residence Status Committee, Registrar's Office CB# 2100, Suite 3105 SASB-N Chapel Hill, NC 27599-2100. Please refer to the Registrar's Office Homepage for specific instructions
http://regweb.unc.edu/residency.

Residency applications for an expired term are not accepted. Residency applications submitted after the posted deadlines are not accepted.

Please visit the Office of the University Registrar at
http://regweb.unc.edu/residency or write to residency@unc.edu for

additional information.

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"INFORMATIONAL:" email will only be sent to those who have indicated
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"Update Personal Information".

From:	nobody@notify.unc.edu on behalf of hr@unc.edu
Sent:	Thursday, May 12, 2011 9:00 PM
To:	Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject:	FORMAL NOTICE: Update: UNC System Personnel Authority Initiative

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TO: All Employees
FROM: Brenda Richardson Malone, Vice Chancellor for Human Resources

In March, I wrote to advise you regarding UNC General Administration's initiative to consolidate personnel authority for all UNC System employees under the Board of Governors. At that time, I promised to keep you informed of future developments, so I wanted to provide an update with some additional information.

Legislation authorizing personnel authority was introduced last month in the NC Senate as part of a larger bill (Senate Bill 575) covering a variety of items designed to provide additional efficiencies for both the UNC System and the state's community colleges. The bill has been referred to the Senate's Education/Higher Education committee for consideration.

In addition, General Administration has developed a question-and-answer (Q&A) document that includes many of the questions we received after our initial communication. This Q&A document has been posted on the OHR website at http://hr.unc.edu/faculty-and-staff/personnelflexibility/index.htm. I encourage you to review it, and to continue checking this web page throughout the summer for additional updates and information.

You may also be interested in a story in this week's University Gazette about the legislation. UNC System President Tom Ross visited the Employee Forum last week to directly address questions and concerns about the personnel authority legislation. Read the Gazette article at http://gazette.unc.edu/archives2/11may11/administration.html.

We invite you to continue sending questions to hr-personnel-flexibility@unc.edu for potential inclusion in future Q&A documents. Please note that we will not be able to answer individual emails, but all questions and comments are welcome and will be reviewed.

We appreciate your continued interest in this important issue.

This email is sponsored by: Office of Human Resources

From: nobody@notify.unc.edu on behalf of mdev@med.unc.edu
Sent: Thursday, May 12, 2011 9:43 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Hearing Study for Children

Need 4 - 10 year-old children with normal hearing, and no history of middle ear infections. The research study will consist of two to three visits of one hour each. The participants will sit in a sound-proof room and listen to beeps in noise. Participants will be compensated for their time at a rate of $15 per visit.

The purpose of this research study is to obtain a better understanding of hearing. The research study takes place in MacNider Hall

FOR MORE INFORMATION EMAIL
HearingLab@med.unc.edu

This research study has been reviewed and approved by the
Biomedical Institutional Review Board
Principal Investigator Joseph W. Hall, PhD 966-8926

IRB Approval Date: 10/04/10
Study#: 86-SURG-99

This email is sponsored by: Otolaryngology

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From: Bartolone, Regina F <regbart@email.unc.edu>
Sent: Friday, May 13, 2011 10:24 AM
To: Regina Bartolone <regina_bartolone@unc.edu>
Subject: Internal Call for Nominations - 2011-2012 Mellon Foundation New Directions Fellowships

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Mellon Foundation
New Directions Fellowships
Internal Deadline
June 6th

The University of North Carolina at Chapel Hill has received an invitation to submit one nominee for the Andrew W. Mellon Foundation's New Directions Fellowships program. This program supports outstanding faculty in the humanities who would benefit from their acquiring systematic training outside their own discipline.

Candidates will be faculty members in the humanities, including the arts, history, languages, area studies, and zones of such fields as anthropology and geography that bridge the humanities and social sciences, who were awarded doctorates between 6 and 12 years ago and whose research interests call for formal training in a discipline other than the one in which they are expert.

In addition to facilitating the work of individual faculty members, these awards should benefit humanistic scholarship more generally by encouraging the highest standards in cross-disciplinary research. New Directions Fellowships are primarily for advanced training in pursuit of a specific research agenda. Unlike other fellowship awards, this program does not aim to facilitate short-term outcomes, such as completion of a book. New Directions Fellowships are meant to be viewed as longer-term investments in scholars' intellectual range and productivity.
Such training may consist of coursework or other programs of organized study. It may take place either at fellows' home institutions, or elsewhere as appropriate. Although it is anticipated that most fellows will seek to acquire deeper knowledge of other fields in the humanities or social sciences, proposals to study disciplines farther afield will also be eligible.
The principal criteria for selection are:
(1) the overall significance of the research
(2) the case for the importance of extra-disciplinary training for furthering the research
(3) the likely ability of the candidate to derive satisfactory results from the training program proposed
(4) a well-developed plan for acquiring the necessary training within a reasonable period of time
Fellows will receive:
(1) the equivalent of one academic year's salary
(2) two summers of additional support, each at the equivalent two-ninths of the previous academic year salary
(3) tuition or course fees or equivalent direct costs associated with the fellows' training programs.

To permit flexibility in meeting individual scholars' needs, these funds may be expended over a period not to exceed three full academic years following the date of the award. The Foundation also expects the fellow's home institution to use such budgetary relief as the award may occasion for academic purposes, preferably in the fellow's department.

Budgets commonly range from $175,000 to $250,000; the maximum is $300,000. No overhead or indirect costs are permitted.

This program limits the number of the university as a whole may submit to **one**, therefore, central coordination is necessary.

To view the full announcement, please click on the link below.

http://www.mellon.org/grant_programs/programs/higher-education-and-scholarship/new-directions-fellowships

Please note that Mellon has changed their requirements to candidates being 6-12 years from receiving their doctoral degrees. This change is NOT reflected on their website

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In order to meet the Mellon Foundation's deadline of O**ctober 3, 2011**, please send the following to Regina Bartolone, Associate Director, Office of Research Development in ONE document (either Word or PDF) to regina_bartolone@unc.edu or ord@unc.edu by no later than **Monday, June 6, 2011**

1. A letter of nomination for the candidate from her/his department chair, addressed to Jacqueline Resnick, Director, Office of Research Development. The letter should describe the importance of the candidate's proposed research for his or her field and appraise the candidate's scholarship and potential for the New Directions Fellowships;
2. A proposal of up to three pages describing the candidate's plan for future research including a brief outline of the anticipated program of study;
3. A preliminary (not more than one-half page) budget;
4. A current copy of the candidate's CV
5. The names of three UNC faculty members who could speak knowledgeably about your research in the event of an internal review. Please do NOT include the names of chairs or deans on this list in order to avoid a possible conflict of interest.

Please do not hesitate to contact me with questions at either regina_bartolone@unc.edu or 962-7504.

ReginaBartolone, Ph.D.
Associate Director
Office of Research Development
A Division of the Vice Chancellor for Research
The University of North Carolina at Chapel Hill
CB# 4012, Bank of America Bldg., Suite 600
Chapel Hill, NC 27599
919-962-7504-Tel.
919-962-7505-Fax
regina_bartolone@unc.edu

From: Joseph Jordan <jfjordan@email.unc.edu>
Sent: Friday, May 13, 2011 12:30 PM
To: Lambert, Michael C <mlambert@email.unc.edu>; Barbara Anderson <b_anderson@unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Steiner, Niklaus Andreas <nsteiner@unc.edu>; Reynolds, Andrew S <asreynol@email.unc.edu>; Jackson, Fatimah L.C. <fatimahj@email.unc.edu>; McMillan, Tim <tjm1@email.unc.edu>
Subject: Program/Co-Sponsorship Opportunities

Hello to all -- I wanted to send out this proposal to you before we begin scattering to the winds over the Summer. The Stone Center has invited (and she has accepted) an absolutely marvelous and visionary young woman to deliver the Fall 2011 African Diaspora Lecture. Zina Saro-Wiwa is a Nigerian (London-based now) multi-genre/ multidisciplinary artist who has, at a very young age, produced some remarkable creative work. Yes -- she is the daughter of Ken Saro-Wiwa.

However, ZIna seems to be carrying on the family legacy in ways that allow her to reach African and international audiences in very personal and touching ways. You may already have seen her HBO film This is My Africa (*if not it will be broadcast again on June 6). She has also worked on some cutting edge art installation projects (with Sharon Stone, for instance) and has now set up AfricaLab to bring together all of her interests across the genre's, and to foster more opportunities for artists to engage contemporary social issues.

She will screen This Is My Africa and deliver the lecture/discussion on Tuesday, September 20. I hope this is a project you would be interested in co-sponsoring. I mentioned to her that there are other units on campus that we work with on a regular basis that might be interested in doing a workshop, luncheon, classroom visit or related function. We of course would be open to those kinds of activities or, if you prefer, to simply sign on to support the lecture itself.

As you can see I am excited about her visit because I believe she will appeal to students and to a broad cross-section of the campus and surrounding community. Once you see the steady, thoughtful and nuanced vision she brings to This Is My Africa, you will also understand why she is in such demand. Please let me know, at your earliest convenience, if you are interested and your ideas about programming while she is here. Note we already have buy in from 3 student groups.

Thanks again, and thanks for the support you've given to Stone Center work over the years!

Best
Joseph

Link to AfricaLab:
here: http://www.africalab.org/
and here: http://us2.campaign-archive1.com/?u=648eccfa4de6b1d691ab16d36&id=434f36b394&e=

Link to This Is My Africa:
here: http://www.hbo.com/documentaries/this-is-my-africa/index.html#/documentaries/this-is-my-africa

Joseph Jordan, Director
Sonja Haynes Stone Center

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Nigerians in China: A Second State of Immobility

Heidi Østbø Haugen

Department of Sociology and Human Geography, University of Oslo, Norway

ABSTRACT

China's rapid economic development has been accompanied by new forms of immigration. Investors and professionals from developed countries are increasingly joined by a diverse group of immigrants from around the world. While there is a large body of academic literature on Chinese emigration, China's new role as a country of immigration has received less scholarly attention. This article addresses the dynamics of South-South migration to China through a study of Nigerians in Guangzhou, a major international trading hub. The analysis is based on qualitative interviews and participant observation among African traders and migrants in Guangzhou. The article contends that Nigerian immigration to China epitomizes global migration trends towards a diversification of migration flows, commercialization of the migration process, and increased policing of foreigners within national borders. China was rarely the preferred destination of this study's Nigerian informants, but rather a palatable alternative as their aspirations to enter Europe and North America were curtailed by restrictive immigration regimes. They escaped a situation of involuntary immobility in Nigeria through short-term visas obtained with the help of migration brokers. However, opportunities for visa renewals are scant under the current Chinese immigration policy. Undocumented migrants find their mobility severely inhibited: They must carefully assess how, when, and with whom they move about in order to avoid police interception. This is a business impediment, as well as a source of personal distress for migrants who engage in trade and the provision of trade-related services. The situation can be described as a "second state of immobility": The migrants have succeeded in the difficult project of emigration, but find themselves spatially entrapped in new ways in their destination country.

INTRODUCTION

The fast economic growth and sweeping social changes in China over the past decades have been accompanied by new forms of immigration. Migration to China is remarkably diverse in terms of the migrants' countries of origin, social backgrounds, and purposes of migration: China attracts refugees from unstable neighboring regions, overseas Chinese investors, foreign students, members of the

global professional elite, and traders from its borderlands and beyond. For the first time in history, Africans constitute a sizable group of immigrants in China. The fast-growing city of Guangzhou in Southern China has emerged as a center for immigration from Sub-Saharan Africa, in particular Nigeria.

The rise in African migration to China takes place in the context of strengthening relations between China and Africa. Migrants play a crucial role in Sino-African trade, which more than doubled in volume between 2005 and 2009 (UN Comtrade, 2010). Chinese migration to various African countries is increasingly well documented as part of the extensive body of research on the Chinese overseas. In contrast, the academic literature concerning African migrants in mainland China is so far limited to a handful of publications (Bertoncello and Bredeloup, 2009; Bodomo, 2010; Li *et al.*, 2009; Lyons *et al.*, 2008; Rennie, 2009; Zhang Li, 2008).

The migration from Nigeria to China epitomizes the general trends in international migration. Developing country migrants wishing to enter Europe and the US are increasingly prevented from doing so by restrictive immigration regimes. Some respond by undertaking high-risk migration to their preferred destinations, while others head for countries that are more open to immigration and/or less capable of enforcing immigration regulations. In China, as in many other parts of the world, localized forms of control within national borders force immigrants to constantly assess how, where, when, and with whom they move about.

This article introduces the concept of a "second state of immobility" to describe the situation of people who have managed to emigrate, but end up becoming spatially entrapped in new ways in the destination countries. The structure of the analysis follows the sequence of the migration process: it examines the ways in which Nigerians enter China, their experiences of immobility within China, and, finally, the possible avenues out of a second state of immobility. First, however, I will discuss the concepts of mobility and immobility in migration with reference to research from other parts of the world, and outline the methodological approach applied in this study.

MOBILITY AND IMMOBILITY

The past decades are marked by an unprecedented number of people moving across national borders . However, the impression projected by migration statistics must be balanced by descriptions of the mounting obstacles to international mobility (Smart and Smart, 2008). Immigration policies increasingly favor skilled migrants and female care and service workers (Misra *et al.*, 2006), and are informed by discourses that frame migrants as a security threat (Obi, 2010). Men without higher education thus encounter particularly high barriers against migration.

The term "culture of migration" has been coined to describe places in which migration plays an important role in people's everyday experience and is a highly desired means for social advancement (Massey *et al.*, 1993). In societies where migration is a customary strategy for economic and social advancement, impediments to international movement challenge identities and alter social relations (Elmhirst, 2007). The project of migration takes on added urgency for young men who lack the necessary resources for making the transformation into social adulthood, especially the material means to establish a family of their own (Lubkemann, 2008). Restrictive immigration regimes in traditional destination countries have resulted in a pervasive "involuntary immobility" among prospective migrants (Carling, 2002).

One response to the rising barriers to entry to Europe and North America is migration towards more accessible, but less attractive, countries within the developing world. This is one of the reasons why almost half of the world's registered international migrants now reside in the global South (Ratha and Shaw, 2007). Migration destinations in the South are often middle-income countries that attract migrants from nearby low-income economies (Hujo and Piper, 2007). In addition, common transit countries for migrants heading to the global North, such as Senegal, Morocco, Turkey, and Mexico, have become *de facto* destinations for migrants who fail to complete their intended journey. The ways in which emerging migration destinations respond to the political, legal, and social challenges brought about by immigration is crucial to the well-being of the foreigners who are there, whether by choice or by chance.

The national spaces the international migrants enter are often marked by new inequalities in mobility. While control at the national borders is a centralized task, the internal regulations of migrant mobility may vary across space due to locally improvised forms of intensified immigration enforcement (Chishti and Bergeron, 2010; De Genova, 2009). In a study of undocumented immigrants in the United States, Guillermina Gina Núñez and Josiah Heyman (2007) demonstrate how people respond to policing by restricting their own movements and devising ways to covertly defy movement controls. The general condition of "deportability" constitutes a disciplining force in the migrants' lives, and influences how they use and experience urban space (De Genova, 2005). The risk of interception by law enforcement officers – and thus the degree of spatial entrapment – varies depending on the migrants' perceived trustworthiness (Heyman, 2009).

Immobility in the destination country has also been explored within refugee studies. Many refugees live clandestinely in urban areas, instead of in official settlements. These migrants enjoy little legal protection and are vulnerable to arbitrary police arrest and expressions of xenophobia from the local population (Campbell, 2007). Several studies explore how refugees restrict their movements for fear that they will be identified. Research from Dar es Salaam, Tanzania, for example, documents the

particular effects of urban immobility for children, the added efforts required by young men to remain unnoticed, and the ways in which the constraints imposed upon them by the host environment are compounded by ethnic tensions between refugees (Mann, 2002; Sommers, 2001).

There is ample documentation on how movement across international borders is influenced by personal resources and attributes. The research on undocumented migrants in the United States and urban refugees in Africa demonstrates that gender, ethnicity, age, skills, migration status, social networks, and a range of other characteristics also influence the migrants' mobility in their destination environment. The similarities in the experiences of immobility between divergent migration contexts demonstrate the importance of bridging the gap between refugee studies and broader social scientific studies of human mobility (cf. Bakewell, 2008). This article contributes to the existing literature by exploring the phenomenon of immobility in an emerging migration destination, and discussing connections between the circumstances of emigration and immobility at the point of destination.

METHODOLOGY

This article is based on four months of fieldwork in Guangzhou between May 2009 and May 2010, carried out in conjunction with a larger study on African migration to China. The high visibility of Nigerians compared to other Africans in the city prompted me to give particular attention to this group during the fieldwork and informed my decision to focus solely on Nigerians in this article.

I collected data through participant observation and semi-structured interviews. The resulting fieldnotes and interview transcripts were analyzed in the NVivo software package for qualitative analysis. Participant observation allowed me to obtain firsthand information about how migrants related to one another, non-migrants, and government officials, and their travelling patterns and behavior in public spaces. These events often became the topics of everyday conversation in the field, while the interviews allowed for in-depth discussions of some of them. During the interviews, informants were also asked to recount their migration histories, discuss experiences of immobility in China, and comment on their risk management strategies. The semi-structured nature of the interviews made comparisons between informants possible.

I took a site-based approach to recruit informants. I stayed in an apartment in a complex that hosted many Africans. Other fieldwork sites included trade centers and recreational spaces frequented by Africans, as well as one of the underground Pentecostal churches in Guangzhou. The latter site was especially important for recruiting informants among the affluent Africans who run businesses from offices in Guangzhou's business district. Wealthy immigrants formed part of the congregations of the church I attended, which was headed by a Nigerian pastor who consented to let me use the church as a

fieldwork site. I occasionally recruited new informants through existing research participants, but snowball recruitment often proved ineffective due to widespread mistrust between migrants.

My main fieldwork languages were English and French. However, speaking Chinese was crucial for my rapport with African and Chinese informants alike: Migrants requested me to interpret for them in encounters with the Chinese police, immigration authorities, landlords, and migration agents. (They were made aware that these events would contribute data for my research).

When recruiting informants, I aimed to capture a range of experiences and engage with people who differed with respect to immigration status, length of stay in China, gender, religious affiliation, economic success, and family situation. The gender balance in all of my fieldwork sites was heavily skewed towards men. The degree of imbalance varied between groups: For example, I encountered women more frequently among itinerant traders and students than among undocumented migrants, and more commonly among Cameroonians than among Nigerians.

Some of my Nigerian informants had stayed in China for almost a decade, possessed residence permits, lived together with a Chinese or Nigerian spouse, and managed trading businesses with a high turnover. Others were fresh off the plane from Abuja, still deliberating whether to return before their visas expired or stay in China and try their luck as traders. However, the majority of the Nigerians I encountered during my fieldwork were undocumented male migrants without close family in China. All of my Nigerian informants engaged in trading or the provision of trade-related services, with various degrees of economic success. Informants who had arrived in China with aspirations to find salaried manual work quickly realized that unlike in Europe, this was virtually impossible, although some were taken in as apprentices by established Nigerian traders. Both apprentices and employers are represented in my group of informants.

The semi-structured interviews were carried out with 70 informants, of whom 34 were Nigerian. The other Africans I interviewed were of 14 different nationalities. I interviewed 12 female African migrants, and four Chinese girlfriends or fiancés of Nigerian migrants. Though I interacted with a few Nigerian women during participant observation, I did not interview any of them. I interviewed 17 of my informants from the Pentecostal church; all but four of them Nigerians.

Conducting research among undocumented migrants entails methodological and ethical challenges (van Liempt and Bilger, 2009). My Nigerian informants commonly described their own demeanor as "quiet" and "honest," and contrasted this with the disruptive behavior of some immigrants. Undocumented migrants are especially careful not to attract attention; however, jealous lovers, rowdy friends, criminal acquaintances, and discontented landlords can easily get them into trouble. Residence permits provide no guarantee against demands for bribes or forced repatriation. Nigerian migrants

manage risks by limiting social interaction and adopting a cautious attitude towards others. The general atmosphere of mistrust was a challenge during the fieldwork, but could be turned into an advantage once trust had been established: Informants with few close friends in China appreciated the opportunity to discuss their lives and problems.

NIGERIANS IN GUANGZHOU

Guangzhou, the capital of Guangdong Province on the south-eastern coast of China, has played a key role in China's relationship with Africa since pre-modern times. A small number of people of African origins already lived in Guangzhou in the eleventh century (Wyatt, 2010). In Communist China, the economic and social reforms that started in 1978 were initiated by the Special Economic Zones in Guangdong Province. Guangzhou's international character and extensive export-oriented production form the foundation for African settlement in the city today.

There are no official statistics on the size of the African immigrant population in Guangzhou. A commonly quoted estimate is 20,000 people (Li *et al.*, 2009:709), but this cannot be traced back to a reliable source. Chinese state media, which has access to classified government information, has reported that as many as 130,000 African immigrants were registered as residents in Guangzhou in 2008 (Economic Information Daily, 2009). In addition, the number of Africans staying in the city's hotels surpassed 60,000 in 2007 (Guangzhou Municipal Statistics Bureau, 2008). A valid visa or residence permit is required to file a residence registration or stay in a hotel. The figures therefore exclude undocumented immigrants and itinerant traders lodging in informal guesthouses.

Within Guangzhou, two areas are particularly influenced by African migration and trade (Lyons *et al.*, 2008). Based on my fieldwork in these two areas, I contend that they differ with respect to ethnic composition and residential structure. Nigerians are concentrated in the trading centers around Guangyuan West Road. Some African itinerant traders stay in the area at night, but most Nigerians prefer to live in areas outside the city boundaries with less police controls.

The second African neighborhood is found in Yuexiu District. It is not dominated by any single nationality, but has a strong presence of Muslim and Francophone Africans. Many of the district's apartments and offices are occupied by Africans, and several hotels cater mainly to itinerant traders. The local police frequently check visas and local tenancy registrations, which has pushed undocumented migrants out of the district and forced some informal African guesthouses to shut down.

Information obtained through fieldwork indicates that Nigerians constitute by far the most numerous group of African migrants in Guangzhou. This is also the impression given by Chinese media reports

(Huanqiu, 2010). Nigerians in Guangzhou can be divided into three main categories: (a) travelers on short business trips; (b) people who reside in China legally, and; (c) migrants who stay in China without valid visas or residence permits. People may move between these groups: Most Nigerians enter China with a valid visa, a number of them overstay and become undocumented migrants, while some undocumented immigrants raise sufficient resources to apply for a residence permit. Residence permits are subject to annual renewal, and migrants who fail to renew them become undocumented migrants if they remain in China.

Demographically, the Nigerian population in Guangzhou appears to be dominated by men in their twenties and thirties. Many are unmarried, and aim to earn enough money to form a family. Some eventually settle with a family in China, either marrying a Chinese woman or bringing a spouse from Nigeria. Migrants with legal residence described raising small children in China as relatively unproblematic. However, the fees charged by international schools are beyond the means of most Nigerians, who may end up sending their school-age children to their home country rather than enrolling them in Chinese schools. Guangzhou receives few unmarried female Nigerian migrants. My exchanges with female shop-owners in Guangyuan West Road suggest that most of them, unlike their male counterparts, are Cameroonian. Few of the African sex-workers that circulate quite openly in parts of Guangzhou are Nigerian, according to accounts by sex-workers and other informants.

Finding regular employment in Guangzhou is virtually impossible for Nigerian migrants, both due to their visa conditions and the high domestic labor supply. In addition to exporting goods for sale abroad, Nigerians provide support services for trade, such as logistics, money transfer, or delivery of home-cooked food. Nigerian itinerant traders often employ migrants as guides and agents.

Criminal activities and prostitution have given Nigerian migrants a poor reputation across the world (Carling, 2006). Crimes in Guangzhou involving Nigerians – especially drug-related offences – have received local and national media attention (see eg. You Chunliang, 2007). Nigerians have a negative image both among migrants from other parts of Africa and the Chinese. My informants describe the drug trade as a readily available option for those who are unable to succeed through other activities. Nigerians in Guangzhou are painfully aware of their reputation, and leaders of Nigerian immigrant associations have publically declared that they will combat the drug problem through their own networks and vigilante justice (Coloma, 2010).

Regardless of their own ethnic identification, my Nigerian informants shared the impression that the majority of Nigerian migrants in Guangzhou are Igbos. Nigerians of Hausa origin distinguish themselves from Nigerians of other ethnicities by operating among Muslim Africans in Yuexiu District. Because few Hausa Nigerians stay in Guangzhou for longer periods, they need to employ

agents. Three such agents, all from Niger, were interviewed for this project. They mainly attributed their clients' preference for hiring non-Nigerian agents to mistrust across religious and ethnic divides in Nigeria. Moreover, the agents from Niger spoke Hausa and had useful contacts within logistics. They ship goods from China to the port of Cotonou in Benin, where they are loaded onto trucks, and driven into the Hausa-dominated northern Nigeria via Niger. Igbo traders who transport goods through Cotonou use other routes, most commonly the road to Lagos (Uzcátegui, 2009). Knowledge of smuggling procedures is crucial because the Nigerian government has banned the import of a wide range of manufactured products commonly brought from China (Taylor, 2007).

Nigerians in China supply goods to the rest of the Nigerian diaspora, as well as their home country. Family and kin in other parts of the world, thus, constitute an important business resource. Clothes, electronics, and counterfeit brand-name goods are shipped from China to Nigerians in Europe, the United States, and elsewhere. The economic links with the diaspora can involve intricate sets of inter-continental transactions: Some successful Nigerian migrants in China diversify their businesses by commissioning Nigerian migrants in other parts of the world to buy and ship goods to Nigeria for resale.

IMMOBILITY IN NIGERIA AND ENTRY TO CHINA

The desire to emigrate is pervasive in Nigeria, as documented through a number of studies (cf. IOM, 2009). In a recent survey, 48% of Nigerian adults reported that they would like to move permanently to another country if given the opportunity (Esipova *et al.*, 2010). The strong emigration pressure is reflected in a high prevalence of trafficking and human smuggling, as well as regularized migration, from Nigeria (Carling, 2006). Although Nigerian migrants tend to prefer the United States and Europe, the majority are absorbed by more accessible African destination countries (IOM, 2009:56). China's emergence as a new migration destination begs the question: How is China ranked in a hierarchy of potential immigration countries?

Traders from across the Africa are attracted to China by its supply of cheap manufactured goods (Lyons *et al.*, 2008). With some exceptions, my non-Nigerian African informants had chosen to migrate to China in order to run trading businesses. Some had extensive trading networks, considerable economic capital, and previous experience from Lomé, Dubai, and other trading hubs. Even the less experienced migrants were well informed about the economic opportunities in China prior to arrival.

While three of my Nigerian informants described their migration to China as motivated by trading opportunities, their positive evaluation of China represented an exception. The vast majority were

attracted to China first and foremost by the relative ease of entry. China was sometimes seen as a springboard towards more desirable destinations, including Japan, Australia, and Europe. "I'm just here on my way to Ireland," a Nigerian informant explained, while admitting that onward migration proved harder than expected. The perception my Nigerian informants held of China as a second-tier migration destination set them apart from other Africans (cf. Lyons *et al.*, 2008).

The retrospective accounts given by my Nigerian informants of their migration to China typically started with statements about a long-standing desire to leave Africa. Some had lost money to fraudulent migration agents, or were repatriated in previous migration attempts to Europe and the Middle East. Others never made a concrete effort to emigrate prior to their trip to China; the opportunity to move abroad seemed as unobtainable as it was attractive. Despite involuntary immobility, high-risk unauthorized migration was not necessarily a personally or socially acceptable choice. The dream was to undertake what one informant referred to as "genuine migration": Leaving Africa on an airplane with a visa stamped in their passports, as opposed to crossing into Europe illegally through a hazardous journey by road and sea.

Dissatisfaction with the opportunities for economic and social advancement in Nigeria played a central role in my informants' decision to migrate, as in the case with most migrants around the world. However, they also emphasized the high value attached to migration experience itself, beyond its expected benefits: Migrants were, for example, viewed as more independent and better able to stomach hardship than non-migrants. For some of my informants, the frustrations over immobility and desire to leave Nigeria had were intensified by personal problems, such as coercion into an undesired marriage, conflicts with senior family members, and frustrated professional ambitions. Such idiosyncratic events can intensify the search for migration opportunities and make potential migrants more inclined to head for less desirable destinations.

Entry into China is relatively easy, but by no means accessible to all; contacts and money are necessary to obtain a visa. My Nigerian informants typically recalled entering China on a 30-day tourist or business visa, sometimes obtained through migration brokers who charged between USD 1,000 and USD 2,000. . Travel agents and hotels in Guangzhou supply brokers with supporting documents for the visa applications, such as hotel reservations and invitation letters, against fairly standardized fees amounting to about USD 100. The remaining part of the brokerage charge covers rewards for the middlemen who recruit clients, official visa fees levied by the Chinese embassy, any informal payments to individual embassy officials, and the broker's profit.

Commercial migration agents are redundant for Nigerians with acquaintances who can help them in the visa application process. The distinction between operating commercially and extending favors to

friends is blurred. Some do not charge money up front to help fellow Nigerians obtain a visa, but use it as a way to repay a social debt or regard it as a transaction in an ongoing exchange of favors. The same ambiguous division between commercial migration business and favors has been observed in the case of Chinese migration both to Africa and other parts of the world (Haugen and Carling, 2005; Zhang, 2008). There is also a fuzzy line between regular and irregular entry into China: Passage through authorized border crossing points with an authentic visa is technically irregular if the visa is issued based on false premises, such as spurious invitation letters.

Agents who facilitate migration to China have little interest in imparting accurate information about the country of destination. The commodification of migration through brokering services also encourages hasty migration decisions because establishing contact with an ostensibly reliable migration broker can be a rare opportunity. Under these conditions, many of my informants failed to seek out basic information about their destination. Some arrived in Beijing without knowing that Guangzhou was far away, grossly misinformed about the opportunities for landing a job and renewing visas, and surprised that English is not a common language of communication in China.

Information about the situation for Nigerian migrants in China is increasingly available through media reports, internet discussion fora, and popular culture. In the music album *Things that happen in China*, the Igbo vocalist describes police harassment, imprisonment, forced repatriation, casual sexual relations with Chinese girls, economic difficulties, and betrayal by family in Nigeria (Okeke, 2009). He concludes:

> China is hard!
> Only hard people will stay here.
> And if it is too hard for you
> *zou ba* [Chinese: "go!"] to the country you came from!
>
> (Translated from Igbo)

An informant who produced songs with a similar message doubted that they would discourage new people from arriving. For the same reason, many of my informants said they would refrain from discussing their experiences in China after returning home. Economically successful migrants could be suspected of painting a bleak picture in order to prevent others from copying their achievement. The misfortune of those returning empty-handed might be attributed to laziness, lack of faith and perseverance, or worse: a façade put up to escape from the social obligations to share wealth they had, in fact, acquired.

Widespread adherence to Pentecostal Christianity adds to the reluctance to focus on the risks associated with migration. Nigerian Pentecostal churches tend to preach that good fortune and wealth

will come to the true believer (Marshall, 2009). By extension, lack of belief in success through migration can be interpreted as weak faith in God.

Three points summarize my argument in this section: involuntary immobility is pervasive in Nigeria; there is widespread brokering of Chinese visas; and access to reliable information about China as a migration destination is limited. The general thrust of these factors is to drive up the number of migrants who leave Nigeria unprepared for the situation awaiting them, which makes them vulnerable to new forms of immobility once they reach China.

A SECOND STATE OF IMMOBILITY

Travelling to China resolves the initial problem of immobility for Nigerian migrants. They can move around freely for as long as their visas are valid. "A honeymoon!" one of my informants exclaimed, describing how he travelled to various factories and explored Guangzhou's nightlife during his first 30 days in China. Others are too overwhelmed by the new environment to take advantage of the mobility provided by a valid visa. As the visa is about to expire, they must decide whether to return home or stay clandestinely in China. Many opt for the latter, inspired by hopes of economic advancement or simply because they lack the money to return.

Expectations from family and friends in Nigeria can make migrants more reluctant to return while their visas are still valid. Family and friends who have funded the migration expect remittances in return for their assistance. Even when the primary motivation for leaving Nigeria is not economic, lack of business success can eventually keep migrants from returning because of the social expectations to accumulate wealth abroad. "When you go back to Nigeria, you are expected to ride a car, buy a house, set up a business. If you don't do that quickly, you are recognized as a loser," one informant explained.

The mobility of migrants in China is affected by national laws and their local implementation. The backbone of Chinese immigration legislation is the *Law of the People's Republic of China on Control of the Entry and Exit of Aliens*, adopted in 1985. The Ministry of Public Security and the Ministry of Foreign Affairs share responsibility for implementation of the law, which is enforced locally by several government bodies.

The 1985 Immigration Law and the institutions implementing it were not designed for a situation of high immigration pressure. According to Chinese media, this has resulted in plans to reform the current regulatory framework (Xinhua, 2010). The Chinese People's Consultative Conference (2008) has presented a discussion paper on immigrants in Guangzhou that outlined weaknesses in the current system in unusually stark terms. The report points to unreliable statistics, weak enforcement of

tenancy registration, lack of control over the housing market for foreigners, insufficient cooperation between government bodies, and shortage of resources for law enforcement. It also describes how foreigners with uncultured manners and low "quality" (*suzhi*) cause anxiety among urban Chinese, characterizations that resemble discourses about internal migrants from rural China (cf. Yan Hairong, 2003).

Compulsory registration of tenancy is a central instrument in the monitoring of foreigners in China. Foreigners who stay in private accommodations must report their address to the local police station within 24 hours. Controls of tenancy registrations were frequent during my fieldwork, sometimes at the request of Chinese neighbors who were annoyed that Africans ran informal boarding houses out of their apartments. Foreigners with unregistered tenancy are brought to the local police station and released after paying a fine of "50 RMB at least" provided that they have valid visas (Dengfeng Police Station, 2009).

The right to stay in China is regulated by visas and residence permits. Foreigners caught without a valid visa are imprisoned, presented with a fine of more than RMB 5,000 (USD 750), and required to pay the costs of repatriation. Financial support is necessary not only to be released and repatriated, but also to endure detention. Detainees can receive money from the outside to buy extra food at inflated prices in prison. A Chinese informant whose Nigerian fiancé was detained estimated that a monthly contribution of RMB 2,000 (USD 300) would be needed for a satisfactory diet. Those with insufficient funds to be released may stay imprisoned for months and years. According to the BBC, more than 30 Nigerians have died in Chinese prisons (BBC News, 2009). The harsh treatment during arrest and in prison is infamous among Africans of all nationalities. My informants consequently went to great lengths to minimize the risk of being arrested.

The willingness to run the risk of intra-city travel depends on the purpose of the movement, and travel choices are grounded in certain "moralities of risk" (cf. Núñez and Heyman, 2007). The moral significance of attending church and the economic necessity of doing business justifies the risk of travelling for most of my informants, some of whom are quick to criticize people they perceive as reckless: "It must be something important before you go out. You should not just roam around like some people do. This place is not for sightseeing!" an economically successful migrant exclaimed. However, what might look like loitering can help less established migrants acquire information, solicit a free meal or money, or even land an apprenticeship.

Movement to other parts of China is also severely constrained for undocumented migrants. Nigerian traders who operate in markets for highly specialized goods purchase at factories far from Guangzhou. Long-distance travel is also necessary to reach the international wholesale market in Yiwu, from

where much of the Chinese exports to Africa are sourced. Transaction costs increase as migrants without valid visas are forced to spend a long time travelling by bus instead of train or plane, or ride a costly taxi, rather than a public bus to evade police checks. Sometimes the travel is foregone altogether, incurring losses of business opportunities.

International travel is important to people engaged in intercontinental trade. Undocumented migrants cannot go to Nigeria and sell the goods they purchase in China themselves, but rely on family, friends and acquaintances to do it for them. My informants commonly complained that their business partners return less money than anticipated or fail to pay altogether. There may be good reasons why a batch of goods does not generate the expected profit, including volatile prices in Nigeria, high customs expenses, loss of goods in transportation, currency fluctuations, and delays in sales due to political unrest. However, the migrants have few opportunities to check the validity of such explanations, which gives rise to mistrust. In addition, some migrants have skills and personal networks that their partners at home lack, and may have obtained a higher turnover or better prices if they were able to market the goods themselves.

Migrants adopt a range of strategies to defy movement controls. They can increase their mobility by taking advantage of the fact that the Chinese legislation in unevenly implemented in time and space. For instance, the risk of being intercepted by the police varies with the time of the day: Travelling is perceived to be safest in the early morning, late at night, and during lunch-time because fewer police are on duty during these hours. The police are thought to be especially active on Tuesdays and Thursdays, and the Nigerian trading centers are markedly less busy on those days. However, remaining in an apartment is not necessarily safe; the local police may come knocking at the door. Some prefer to leave their homes every morning and come back at night to demonstrate to neighbors that they are hard-working and law-abiding people.

The authorities in Guangzhou are perceived to be particularly hostile towards undocumented migrants. Most of my Nigerian informants without visas or residence permits therefore opted to live outside the city's jurisdictional boundaries. The neighboring district of Foshan was particularly popular. One informant commended the behavior of the Foshan police who raided his apartment in search for narcotics. His visa had expired, but the police refrained from arresting him, asking him instead to move out of their district. However, areas known for their leniency attract more migrants, which may provoke tougher law enforcement. By May 2010, many Nigerians had been forced to leave their apartments in Foshan, and there was a trend towards moving even further away from Guangzhou. Nigerians with residence permits, as well as undocumented migrants, prefer to live away from other migrants so as not to attract attention and to avoid requests for favors from compatriots.

An uneven and arbitrarily implemented legal framework concerning immigrants in China opens up opportunities for corruption. Informants referred to solicitations for money from police on or off duty who checked passports and visas as a common nuisance. Valid visas or residence permits make migrants less vulnerable to, but not completely shielded from, rent-seeking practices and arbitrary demands. When applying for the renewal of his residence permit, one of my informants was requested by government officials to pay the repatriation expenses of an imprisoned Nigerian. For a period, all Nigerian applicants for renewal of residence permits were asked by the Public Security Bureau to provide proof of adherence to an officially registered church, which became a problem for secular Nigerians, as well as members of underground churches.

The lack of coordination between different government bodies facilitates international mobility in some ways. Photographs and fingerprints from undocumented migrants who are repatriated have been collected for several years. Yet, some people were able to re-enter China with new passports under different identities at the time of my fieldwork. In 2010, however, the immigration checkpoint at the airport in Guangzhou introduced biometric screening. Depending on how data is stored and cross-checked, re-entry under new identities may become impossible. This was a cause for concern among some of my economically successful informants who stayed clandestinely in China: They wanted to repatriate to Nigeria, stay there for some time, and return to China on a different passport, but worried about being denied re-entry to China due to biometric screening.

The monitoring of migrants in Guangzhou appears to be intensifying. My informants related the initiations of stricter controls during the preparations for the 2008 Olympics in Beijing, the sixtieth anniversary of the People's Republic of China in 2009, and the Asian Games hosted by Guangzhou in November 2010. They had low confidence in the Nigerian Embassy's capacity to intervene on their behalf and ameliorate the situation. The Nigerian ambassador has publically defended tough policies towards Nigerian migrants by calling attention to the problems they create: "Of all the crimes committed by Africans in China, Nigerians occupy about 90 per cent," he claimed in 2009 (The Nation, 2009).

ESCAPE FROM A SECOND STATE OF IMMOBILITY

There are several ways to escape a second state of immobility, each requiring different sets of resources. The most accessible option is voluntary repatriation. Undocumented migrants in Guangzhou who wish to leave China must, as noted above, pay a fine of more than RMB 5,000 (USD 750) before they can apply for an exit visa. In addition, they must purchase a plane ticket home. The migrants need a passport in which an exit visa can be stamped. Some of my informants had lost, sold, or pawned their passports, and had to work through personal connections to obtain a temporary travel

document from the Nigerian Embassy in Beijing. A strong deterrent against voluntary repatriation is the risk of imprisonment for immigration offences when one reports to the authorities to pay the fine and apply for an exit visa.

Secondly, annually renewable residence permits offer a way out of immobility that is more attractive, but less accessible. Applicants are required to rent an office, have Chinese employees, and pay taxes in China. This option is available only to economically successful migrants who have Chinese contacts to assist them in the application process. Residence permits allow for greater international mobility than visas because they do not carry restrictions on the number of entries. Informants who held residence permits cited the uncertainty associated with the annual renewal as a major source of distress.

Thirdly, immobility can be reduced through new visas obtained on the black market in China. During my fieldwork, a commonly quoted fee for a six-month visa for Nigerians was RMB 15,000 (USD 2,200), while other Africans typically paid around RMB 10,000 (USD 1,500). Some of my Nigerian informants believed that black market visa renewals had become impossible altogether by the end of 2009. Offering black market services to Nigerians may carry a greater risk for Chinese civil servants because of the poor reputation Nigerians have acquired in China. Black market visas are brokered by Chinese agents who may bring their African clients to distant parts of China where civil servants are less likely to get caught and thus more easily bribed. However, the risk of fraud is high, as migrants have few sanctions to apply against visa agents who fail to deliver.

A fourth way of escaping from immobility is to become a student at a Chinese university. Some Africans enroll in universities in Guangzhou primarily to be eligible for student visas. They attend classes and exams to maintain their status as students, but focus on trade. The school fees are around USD 2,000 per year, but the time and money spent on maintaining a student visa eliminates the risk of fraud associated with acquiring visas on the black market. However, universities in Guangzhou now routinely turn down applications from Nigerians, who are perceived as implausible genuine students.

Circular migration between Nigeria and China, rather than permanent settlement in China, is the ideal for many migrants. Traders who can move back and forth between the point of purchase and the markets have an advantage over immobile competitors. Biometric screening and more restrictive visa practices at Chinese embassies may make circular migration less viable in the future. However, stricter entry procedures will not necessarily reduce the number of illegal immigrants in China. Research from the United States suggests that migrants' duration of stay increases when circular migration is made more difficult (Reyes *et al.*, 2002). Once the opportunities for re-entering China are curtailed, itinerant traders may instead opt to remain abroad. Nigeria's imports from China are currently the second highest in Africa according to official trade statistics, despite underreporting due to import bans (UN

Comtrade, 2010). Shoes, clothes and handbags may need to be smuggled in, but computers, solar panels, motorcycle spare parts, agricultural machinery, and countless other Chinese products enter Nigeria freely. Nigerian migrants in Guangzhou become better positioned to profit from the high demand for Chinese goods when traders are prevented from travelling back and forth between Nigeria and China.

In December 2009, the Municipal Public Security Bureau took an unprecedented step to encourage migrants to repatriate voluntarily. For two months, undocumented migrants could apply for exit visas without risk of imprisonment and against a reduced fine of RMB 2,100 (USD 300). Upon obtaining the exit visa, they were given a few days to leave, and would be banned from re-entering China in the future. Three of my informants took advantage of the scheme to leave China during my fieldwork. The primary attraction of the scheme was the guarantee to personal safety; the reduction of the fine was offset by expensive holiday season plane tickets.

The management of the temporary scheme highlighted the coordination problems in Chinese immigration policy. The Public Security Bureau failed to pass on information about the scheme to the government service center set up in Yuexiu District, which mainly serves Africans. Instead, the Bureau worked through Nigerian associations and underground Pentecostal churches to convey information to undocumented migrants. Applicants for exit visas were initially required to show proof that they were lodging in a hotel, for which bribes were necessary because hotels are obliged by the government to verify the visas of their guests.

The voluntary repatriation initiative failed to impress my Nigerian informants. They compared China to European countries, in which undocumented immigrants are deported without fines, often at the expense of the host nation, and sometimes with a resettling grant (for a discusssion of different deportation regimes, see De Genova and Peutz, 2010).

Although the notion of exit visas distinguishes China from the United States and most of Europe, it is far from unique. For example, various form of exit visa policies are found in the Middle East, where some countries also punish undocumented migrants with fines and prison sentences (Cholewinski and Touzenis, 2009). In Singapore, undocumented migrants face caning in addition to prison terms (Immigration and Checkpoints Authority, 2010). The practice of commercial migration brokering is widespread in these countries, and migrants may solicit the help of migration agents for exiting, as well as for immigration.

CONCLUSION

As an emerging destination for intercontinental migration, China does not have an effective legal framework and enforcement capacity in place to manage high immigration pressure. The policing of migrants and other forms of control measures have been intensified as an *ad hoc* response in places where the immigrant population is perceived to have grown too large. This impairs the migrants' mobilities and economic prospects. The uneven law enforcement presents individual migrants with both opportunities and liabilities: Undocumented immigrants can exploit the "pockets" of time and space in which movement is relatively safe, while all migrants find long-term planning is difficult under a volatile immigration regime.

China's improvised and rapidly shifting policies towards migrants set the country apart from Europe and North America. However, the Arizona Immigration Law passed in 2010 allowing police to stop and question suspected illegal immigrants illustrates that improvised and localized forms of control are not an exclusive feature of new immigration destinations. Unlike most other developing countries, China has a highly organized state apparatus that can be applied to monitor immigration and foreign migrants if the country develops a more comprehensive immigration policy. Yet, the approaches taken by China so far have left a domestic impression of a lack of government control, generated negative international publicity, and strained bilateral relations with a number of African countries. This accentuates the need for the Chinese government to exert greater control over local enforcement agencies, and confront the legal, political, and humanitarian challenges presented by new immigration flows.

This article has demonstrated that the circumstances of emigration influence how vulnerable migrants are to ending up in a second state of immobility at the point of destination. My Nigerian informants were often willing to move to any country outside Africa, and arrived in China on a visa obtained through brokers. Guangzhou offers good prospects for Africans who engage in trade. However, Nigerian migrants who never intended to become traders may lack the necessary networks, financial resources, and skills to take advantage of these opportunities. As the size of the Nigerian population grows through brokered migration, the competition between exporters of Chinese goods to Nigeria intensifies, the ties of solidarity between migrants are strained, and the public image of Nigerians in Guangzhou deteriorates. The problems of immobility among Nigerians in China have, therefore, deepened over time.

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Chinese exports to Africa: Competition, complementarity and cooperation between micro-level actors

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China's trade relations with Africa have displayed a striking dynamism in the past decade. The spatial distribution of these trade flows is highly uneven: Chinese imports are mainly sourced from a few resource-rich nations, while Chinese exports penetrate most African markets. Small-scale business enterprises have been crucial to the recent surge in the export of Chinese manufactured goods to Africa. The scholarship on the micro-level processes through which these commodities enter Africa has so far focused on the role of Chinese entrepreneurs. This article contributes to the existing literature by addressing the ways in which both African and Chinese actors play a part in strengthening Sino-African trade relations. Based on multi-sited fieldwork with semi-structured interviews and participant observation, it explores relationships of competition, complementarity and cooperation between Chinese and African traders. The macro-level trends in Sino-African trade are described using information extracted from the United Nations Commodity Trade Statistics Database. Given the economic and social significance of the exports from China to Africa, it is important to build a better understanding of the central role played by small-scale businesses and to recognize the role of Africans in shaping Sino-African links.

Keywords: China; Africa; international trade; small-scale entrepreneurs; migration; global economic crisis

When the first Forum on China-Africa Cooperation (FOCAC) concluded in October 2000, Chinese Premier Zhu Rongji predicted that it would 'enter the glorious annals of China-Africa friendship and co-operation' (FOCAC, 2000b). The expansion of bilateral trade between China and African countries featured on top of the list of objectives adopted during the meeting. Despite the highly ambitious targets set by the first FOCAC, major Western newspapers made only passing mention of the event (see eg. Smith, 2000). This lack of interest provides a stark contrast to the great attention given to the third FOCAC meeting in 2006, for which journalists, representatives from non-governmental organizations, and academics from around the world joined the African delegations in Beijing. By then, Premier Zhu's prediction had come to pass: The convocation of the first FOCAC was regarded as a key event in the history of international relations.

Western interest in China's activities in Africa was given momentum by increasing oil prices after the turn of the millennium. Consequently, discussions about Sino-African relations have often

been cast in ways that emphasize China as an aggressive competitor to Europe and the US for natural resources. The bargaining position of African raw material producers has indeed been altered by Chinese demand. However, the emerging trade relations between China and Africa touch the lives of most Africans in a stronger and more direct way through the large amounts of Chinese consumer goods entering African markets. This article uses trade statistics to point out the importance of Chinese exports relative to its imports from Africa, both in terms of monetary value and number of African countries strongly impacted. Secondly, the article aims to demonstrate the role of Chinese and African individual traders and family enterprises in the export of manufactured goods from China to Africa. A large proportion of Sino-African trade is undertaken by small-scale enterprises, but these have received limited public attention in the West compared to the large, government-backed Chinese companies that organize the import of African raw materials to China.

The variety of experiences across the African continent precludes sweeping conclusions about the impact of China's mounting presence in Africa. A growing body of empirically-informed scholarship on Sino-African relations has contributed to pushing the discourses on China's Africa policies beyond a moral binary, casting China either as an all-weather friend or a neo-colonial predator. One of the ways in which these discourses have been sustained is through ignoring the role of Africans in shaping how their countries are influenced by China. This article contributes to the existing literature by focusing on the ways in which African, as well as Chinese traders play a part in strengthening Sino-African trade relations. It moves beyond the discussion of entrepreneurial cultures within certain ethnic groups by proposing that success in trade is the outcome of a fit between the resources of the traders and the environments they operate within. Furthermore, the article demonstrates that African and Chinese traders in African markets—while at times aggressive competitors—may also occupy complementary market niches or depend on inter-ethnic cooperation for success.

Below, I introduce the data sources and methodological approach that form the basis for this article. The subsequent discussion starts at the macro-level by describing the developments in Sino-African commercial relations through trade statistics disaggregated by year and country, followed by a brief account of different interpretative frameworks within which the surge in Sino-African trade has been understood. The second part of the article explores ways in which the increasing volumes of Chinese exports reach African markets, with an emphasis on relationships of economic competition, complementarity and cooperation between Chinese and African traders. The specific nature of these relationships varies greatly between countries and industries though, meriting greater contextualization than the scope of this article permits.

Methods and data

The statistical account for the developments in trade ties between China and Africa given in this article is based on data extracted from United Nations Commodity Trade Statistics Database (UN Comtrade). This database contains annual trade data reported by both the exporting and importing countries, and provides the most comprehensive dataset available on imports and exports between China and 53 African countries. Imports reported by one country coincide only approximately with exports reported by its trading partner for several reasons: Firstly, the valuation of imports includes transport to the importer's port (cost, insurance and freight), whereas exports do not comprise transportation costs (free on-board). Secondly, the timing of the valuation differs. Finally, there may be differences in inclusions and exclusions of particular commodities. To maintain consistency across the African countries, the analysis here is based on import and export data reported by China, not the various African trade partners.

Inaccuracies due to the deliberate exclusion of certain commodities is a great source of error for data on some commodities in the UN Comtrade database, such as firearms (Small Arms Survey, 2010). However, such imprecision is of limited consequence for data at aggregate levels, as countries may include the values of sensitive flows of trade under broader categories. Smuggling, on the other hand, seriously compromises the quality of the data on trade between China and Africa. A number of African countries, including Nigeria, China's second largest export market, ban the import of a range of goods in order to protect indigenous industries (Taylor, 2007). Such bans notwithstanding, Chinese goods are ubiquitous in African markets, entering by way of contraband trade through established regional smuggling networks (Lyons, Brown and Li Zhigang, 2008; Ugwoke, 2011; Uzcátegui, 2009). Moreover, traders reduce taxes and customs costs by under-reporting volumes, under-invoicing, misclassifying goods, and misreporting the country of origin and end destinations of their products. Official statistics therefore grossly underrate the value of Chinese exports to many African countries and the absolute numbers are highly unreliable. Nevertheless, the UN Comtrade data is useful for identifying general trends in the trade relations between China and African countries.

The qualitative analysis of how small-scale traders organize exports from China to Africa is based on several periods of fieldwork. It is also informed by secondary data from micro-level studies of trade in Chinese goods from a range of African countries. The primary data drawn upon in this article was collected through semi-structured interviews and participant observation in Cape Verde (2002–2003), China (2009–2010) and Nigeria (2011). Interview transcripts and field notes were organized in the NVivo software for qualitative analysis.

The data collection in Cape Verde was undertaken together with Jørgen Carling in Cape Verdean Creole and Mandarin Chinese. Our data comprised of transcripts of semi-structured interviews with Chinese immigrants and notes from participant observation and interviews with Cape Verdean government officials, workers in Chinese shops, and local shop owners.

The fieldwork in China was carried out by the author among African traders and their Chinese business associates. The main fieldwork site was the city of Guangzhou, which hosts the largest African immigrant population in China. A total of 70 semi-structured interviews were conducted with African itinerant traders and migrants. The principal sites of participant observation were trade centers, logistics offices, African Pentecostal churches, and the author's residence, which hosted many African tenants. The fieldwork was undertaken during a three-month period and three shorter stays between May 2009 and November 2010. Building relationships of trust with informants over time was important due to the informal and sometimes illegal nature of many of the economic transactions undertaken by African traders in Guangzhou.

The purpose of the fieldwork in Nigeria was two-fold: First, to re-interview informants from the fieldwork in China in order to trace how their trading businesses develop over time, and, secondly, to observe Chinese and African traders who operate in the same lines of business. Eight Nigerian traders from my fieldwork in Guangzhou were interviewed again in Lagos, and I collected data among both Chinese and Nigerian traders in two types of commodities—electrical cables and vehicle spare parts.

Expanding exports from China to Africa

The pace of growth in the commercial relations between China and African countries in the past decade has been remarkably high. Trade between China and Africa grew by an average of 28 percent per year between 1999 and 2009 in terms of monetary value adjusted for inflation.[1] The total trade value increased more than twelve-fold during this period, despite the drop from 2008 to 2009 due to the global economic recession. Before the recession set in, the target set by the Third Forum on China-Africa Cooperation of increasing Sino-African trade to an annual level of USD 100 billion was achieved, two years ahead of the predicted schedule.

[Figure 1 about here]

The remarkable overall growth in exports from China to Africa is illustrated in Figure 1. The graph is also evidence for the strikingly parallel manners in which Chinese exports to and imports from Africa have developed. Both trade flows rose relatively smoothly until 2008 and a drop in 2009. They are of comparable sizes, and China alternates between running a trade deficit and a trade surplus with Africa. Mineral products make up three quarters of China's imports from Africa. Exports, by contrast, are much more diversified, and the top five product groups account for less than one-fifth of the total exports (Trade Law Centre for Southern Africa, 2010). The role of small-scale traders in the

[1] Trade with Hong Kong SAR is included in this and all the following figures.

marketing of three of the main export commodities—clothing, footwear and plastic products—is well documented in the literature on Chinese migration to Africa cited below. The two remaining export products—machinery and transport equipment—arrive in Africa as a result of both large Chinese investment projects in Africa and the activities of individual traders, as the data from my fieldwork in Nigeria verified.

Before discussing the current pattern of trade between China and Africa in more detail, the effects of the global economic recession warrant some attention. The developments in China's trade with Africa during the recession must be understood in light of Chinese economic policies in this period. Unlike most other countries, China showed robust economic growth throughout 2008 and 2009, although the growth rate fell somewhat below the double-digit level experienced in the preceding years (National Bureau of Statistics of China, 2010). The Chinese government introduced fiscal stimulus programs and lowered interest rates in order to offset the effect of the falling international demand for Chinese goods during the recession (AfDB/OECD, 2010). This package relied heavily on infrastructure construction, which in turn contributed to continued high demand for primary inputs sourced from Africa, including oil, copper, tin and lumber (Arieff, Weiss and Jones, 2010). The drop in Chinese imports from Africa from 2008 to 2009 resulted largely from the fall in world commodity prices, not decreasing volumes. Petroleum constitutes the greatest share of Chinese imports from Africa, and oil prices fell sharply in July 2008, followed by falling prices of minerals. However, the prices of crude oil, as well as diamonds, copper, aluminum, diamonds, cocoa, sugar and other key African export commodities rose again during the course of 2009 (AfDB/OECD, 2010:21-24).

Chinese exports to Africa fell less steeply than imports during the global economic crisis. China was also better able to sustain the levels of export to Africa than to other parts of the world: China's total export fell by 16 percent from 2008 to 2009, while exports from China to Africa merely decreased by 7 percent in the same period (UN Comtrade, 2010). This can partly be attributed to counter-cyclical effects of the Chinese aid and credit policy: Part of China's exports to Africa is linked to Chinese infrastructure projects on the continent, for which assistance was scaled up as part of the 2007–2009 China-Africa Cooperation Beijing Action Plan (FOCAC, 2009). In addition, the indigenously-driven African demand for Chinese goods was largely sustained through 2009 because the African region as a whole did not experience a recession, only severely reduced economic growth rates (Arieff et al., 2010).

The decline in trade caused by the global recession appears to be temporary; the value of Sino-African trade was predicted to reach an all-time high in 2010 according to a mid-year forecast released by the Chinese Ministry of Commerce (Xinhua, 2010).

[Figure 2 about here]

Whereas Chinese exports and imports from Africa have followed each other closely over time, their spatial patterns are highly disparate. Out of the 53 African countries for which trade data is reported, only 13 have a trade surplus with China, while the remaining 40 countries run a trade deficit.

The first point to be made with reference to Figure 2 is that the Chinese imports are more geographically concentrated than exports to Africa. China recorded imports of USD 100 million or more from only 23 African countries in 2009. Chinese exports to Africa, on the other hand, are remarkably diverse in terms of destination nations: China exported goods worth more than USD 100 million to 38 of Africa's 53 countries in 2009, despite the global economic crisis.

[Table 1 and Table 2 about here]

Secondly, China sources about two-thirds of its imports from Africa in three resource-rich nations: Angola, South Africa and Sudan (see Table 1). In contrast, the largest markets for Chinese exports are found in countries with large populations and/or a high GDP per capita, notably in North Africa, Nigeria and South Africa. The trade flow may be even more diverse than the statistics indicate. Part of the goods exported to Egypt and South Africa—two of the three largest export destinations for Chinese goods listed in Table 2—is resold in the regional trading hubs of Cairo and Johannesburg and consumed elsewhere in Africa.

Thirdly, and related to the previous point, the large sources of imports to China and large export destinations for Chinese goods do not coincide. Among China's top 20 trading partners in Africa, only South Africa and Libya have a fairly even ratio of imports to exports.

Effects on African economies

China's influence on African economies extends beyond the direct effects of bilateral trade. Chinese interests help African countries to foist tougher terms on Western firms that bid for contracts for raw material extraction, for example, for uranium in Niger, copper in Zambia, and oil in Nigeria (Wallis and Burgis, 2010). The terms of trade of African countries are affected by Chinese demand, regardless of the extent to which they trade directly with China. Several studies have sought to isolate the effects of China on the ratio of export prices to import prices in individual African economies (Villoria, 2009; Wang, 2007; Zafar, 2007). The losers are, predictably, identified as countries that have a large manufacturing sector and/or rely on energy import. Oil exporters and countries rich in natural resources experience improved terms of trade as a result of Chinese demand. These gains from increased commodity prices can translate into development, provided that they are reinvested in human or physical capital, rather than pocketed by the countries' elites. The devil is in this detail: Much of the contemporary debate about Sino-African relations revolves around the question of

whether China breeds corruption in Africa, thus deepening rather than resolving the problems experienced by resource-rich countries.

The intensified ties between China and Africa have generated vigorous debates about the long-term effects of China's economic engagement on development in Africa. These arguments often hinge on claims about China's intentions on the African continent. On the one hand, some journalists and academics depict China as a country that scrambles for 'unfettered access to Africa's resources, as well as her markets' (Lee, 2006:303). According to this interpretation, the Chinese mercantilist expansion reproduces the same exploitative patterns that typified Africa's colonial relations with Europe. On the other hand, there are those who argue that China, with its impressive national development record, is more capable than any Western country of leading Africa out of poverty. The latter group is comprised of scholars who accentuate China and Africa's shared histories of colonialism and experiences as developing countries, as well as free-trade proponents who highlight China's role in improving African countries' terms of trade. A third position holds that China above all preserves the *status quo* in Africa by engaging with the continent in much the same way as Western countries do.

The notion that China engages with Africa in a distinctive normative mode is not exclusively a product of Western rhetoric: It also lies at the heart of China's Africa policy. The Chinese president Jiang Zemin has pledged to use trade as a means to create 'a new pattern of China-Africa economic relations and cooperation based on mutual benefit and aimed at common development' (FOCAC, 2000a). In a discourse that Chris Alden and Daniel Large (2011) have dubbed 'China's exceptionalism', Beijing emphasizes the principles of mutual economic gains and political equality between China and African countries made possible by shared histories of oppression and poverty. By virtue of this ideological stance, China needs to demonstrate that it is different from Western powers in the substantive nature of its relations with Africa. The challenge of reconciling ideal aspirations with actual behavior is immense, not least because of the multitude of Chinese actors on the African continent, including provincial-level governments, state-owned and private companies, as well as individual entrepreneurs and migrants.

Diverse actors

Beijing tends to stress the continuity in its relationship with Africa since the founding of the People's Republic in 1949. However, the current forms of Sino-African trade were made possible by two key policy shifts in the 1980s. The first is the decision to decentralize trade through abolishing state trading companies, which until 1985 held exclusive rights to export, import, and foreign exchange (Wang, 2007). This opened up the possibilities of trading with Africa for a variety of Chinese actors. Chinese entrepreneurship and market access in Africa has been further encouraged by finance

provided by the Export-Import Bank of China, which was established in 1994, and the China-Africa Development Fund, set up by the China Development Bank in 2007 (Brautigam, 2009).

A second crucial change introduced as a part of the economic open-door policy was the liberalization of emigration in 1985. The composition of the Chinese population in Africa was consequently shifted: First-generation migrants from mainland China joined the established population of overseas Chinese, whose roots can be traced back to the 'coolie trade' in the 19th century (Kuang, 2008). Some of the new migrants from China have chosen African destinations to benefit from their emerging markets. Others see Africa as a stepping stone towards more attractive migration destinations. Contrary to popular belief in some African countries, the immigration of Chinese small-scale entrepreneurs is not state-sponsored. However, Chinese professionals and employees who go to Africa to work on bilateral development cooperation projects or for Chinese state-owned companies may stay on after their contracts end to establish their own businesses. Estimates of the Chinese migrant population in Africa show extreme variations due to poor statistical capacity in the countries of destination, unclear definitions of migrants, and occasional manipulation of figures for political ends. Depending on the sources used, the estimated number of Chinese on the African continent range from 580,000 to over 800,000 (Park, 2009).

The increased Chinese physical presence through migration is intimately linked to the surge in exports from China to Africa. This is not a unique feature of Sino-African trade; the export of British mass-produced goods in the 19th century, for example, was made possible through the establishment of mercantile houses, where exporters employed agents who could ensure that the British supply matched the local demand (Llorca-Jana, 2009). There is a rich and growing body of peer-reviewed scholarship on the linkages between commodity trade and Chinese migration to African countries, including Cape Verde (Haugen and Carling, 2005), Equatorial Guinea (Esteban, 2010), Ghana (Ho, 2008), Kenya (Gadzala, 2009), Mali (Bourdarias, 2009; Kernen and Vulliet, 2008), Namibia (Dobler, 2008, 2009), Senegal (Bredeloup, 2008), South Africa (Huynh, Park and Chen, 2010; Laribee, 2008; Park and Chen, 2009), Tanzania (Hsu, 2007) and Zambia (Gadzala, 2010; Yan and Sautman, 2010). Case studies from other parts of Africa have been published as book chapters, conference papers, reports and graduate theses.

So far, little scholarship has been devoted to the role of African entrepreneurs in the trade between China and Africa. African immigrants form part of the new wave of foreigners who arrive in China to take advantage of the country's fast economic growth and commercial opportunities. The fast-growing city of Guangzhou in Southern China has emerged as a center for African migrants and itinerant traders. These Africans are neither extremely wealthy, nor very poor; they belong to the dynamic African urban trading class (Lyons et al., 2008). There are no official statistics on the size of the African immigrant population in Guangzhou. Published estimates, none of which can be traced back to a reliable source, range from 20,000 to 130,000 people (Economic Information Daily, 2009;

Li, Ma and Xue, 2009:709). In addition, about 60,000 African tourists, most of them presumably itinerant traders, stayed in hotels in Guangzhou in 2007 (Guangzhou Municipal Statistics Bureau, 2008).

The emergence of enclaves of African traders in Chinese cities indicates that Africans play an increasingly important role in the exchange of goods between China and Africa. Staying in China allows them to trade directly with Chinese factories and wholesalers, rather than through middlemen. Some African traders relocate to China, while others travel back and forth and commission African migrants in China to help them locate suppliers and manage procurement and logistics. The research published on African migration to mainland China has focused particularly on the ways in which migrants from Africa shape Chinese urbanity and the profiles and itineraries of African migrants who go to China (Bertoncello and Bredeloup, 2007; 2009; Bodomo, 2010; Haugen, forthcoming; Li et al., 2009; Lyons et al., 2008; Pelican and Tatah, 2009; Zhang Li, 2008). The economic organization of this trade has received little attention to date.

The body of scholarship on Chinese entrepreneurs in Africa has shown that the rapid expansion of Chinese exports to Africa has not been a frictionless process. Traders face steep learning curves in the process of identifying markets, suppliers, and ways to bring the goods from the points of production to the points of sale. Not all traders are successful in being intermediaries between Chinese producers and African consumers, and some Chinese entrepreneurs have left Africa with less money than they arrived with. Chinese goods are consumed in virtually all classes and sectors of African societies, but this does not imply that a demand necessarily emerges where there is a supply. Traders may find that their procurement and logistics arrangements are too inefficient to make a profit in increasingly competitive African markets, or they may be stuck with goods that are unsellable regardless of the price asked.

The growing number of Africans who source goods directly from China begs the question: What are the respective competitive edges of Chinese and African traders, and how do these affect their businesses? In the following sections, I will explore three types of relationships that have emerged between the two groups of traders: competition, complementarity, and cooperation.

Competition

'The more monks, the less porridge' (*seng duo zhou shao*), a Chinese shop owner in Cape Verde complained in 2003. He was referring to how the generous profit margins enjoyed by early Chinese entrepreneurs were squeezed by the cut-throat competition among an increasing population of Chinese migrants. Chinese shop owners had transformed the retail market in the small African island state in the course of a few years. In attempts to gain a competitive advantage, shop owners reduced their mark-up, increased business hours, opened more outlets, and established shops in more remote parts of the country (Haugen and Carling, 2005). Some talked with fondness about their first years in Cape

Verde, when the Chinese would get together to celebrate holidays and socialize after business hours. The intense competition resulted in an atmosphere fraught with suspicion, and several migrants investigated opportunities for moving to other African countries with fewer Chinese entrepreneurs. Based on the pace at which new migrants arrived from China, the Chinese shop owners in Cape Verde correctly predicted that profit margins would stay under pressure in the years to come. They were also wary of how European and Lebanese competitors—who had been in Cape Verde long before the Chinese arrived—reduced prices in order to retain their market share.

For all their concern with increased competition, Chinese shop owners did not at the time fear that African traders in Cape Verde would turn to suppliers in China. When asked about this possibility during interviews, they claimed that the ways in which Africans approach business make them unfit to trade in the market for cheap products. "Their attitudes to business are different; they must earn a lot on one thing," one informant remarked. "I think it's about habit. They are used to, say, 100% profit. We won't do that; we take maybe 30 or 50% profit." Moreover, they perceived African traders to lack both the skills and the zeal necessary to succeed in a treacherous Chinese business environment. Most of the Chinese merchandise sold in Cape Verde was sourced from the enormous wholesale market in the city of Yiwu. Here, extreme vigilance, as well as good bargaining skills, is necessary for a successful purchase, lest you end up with goods of a different quantity or quality than what you paid for.

The rising number of successful African traders in China has thoroughly disproved those who claim Africans to be unfit for the Chinese business environment. In the African business community in Guangzhou, one commonly encounters traders with extensive previous business experience from various African and even Asian countries, such as Dubai, India and Thailand. There are also Africans who arrive in China with no prior experience and successfully build up networks of clients and suppliers from scratch. Economic success is far from guaranteed for African migrants in China; many migrants return home or are deported with no money to show for their stay abroad. However, there seems to be a potential for profitable business activity throughout Africa. During my fieldwork in China, I encountered Africans who made a profit from export to virtually every country on the continent, Cape Verde included.

An African informant who purchased electronics in China for retail in Cape Verde said that the goods he sent were of the same quality as the electronics brought by Chinese migrants; in other words, they were competing in the same market segment. While my African informant was satisfied with how the business was running, he was convinced that the Chinese enjoy an unfair competitive advantage: "A black man will pay more than the Chinese to clear goods in Cape Verde. The Chinese work with the government, which allows them to pay less. That is why I only send by air cargo; shipping a container would cost too much." The Chinese traders in Cape Verde are aware of the popular impression that they pay reduced import duties and vehemently refute it. While Cape Verde

offers tax breaks that are promoted to potential Chinese investors, these are geared towards larger companies and the tourism, international transport, light industry and fisheries sectors (*China Daily*, 2009). Similar rumors about tax breaks for Chinese small-scale retailers circulate in other African countries, often unsubstantiated. Indeed, in some parts of Africa, the income generated by port taxes on Chinese mass imports form the basis for elite political support behind Chinese traders (Axelsson and Sylvanus, 2010).

While Chinese traders may not enjoy tax breaks in Africa, they have other advantages over their African competitors. A Chinese dealer in spare parts for vehicles, for example, claimed that his profit in the highly competitive Nigerian market depended entirely on favorable exchange rates and tax refunds granted by the Chinese government through export promotion schemes (interview in Lagos, February 2011). Moreover, Chinese traders can more easily locate and assess potential suppliers due to their language skills and familiarity with the business context. A considerable economic risk is involved when ordering goods because of the standard down-payment of 30 percent of the total costs when the order is placed. The chances of disagreements over the delivery are reduced through including detailed product specifications on the deposit receipt. African traders may overcome some of the language barriers with the help of interpreters or Chinese secretaries, but many try to learn Chinese in order to communicate directly with suppliers and Chinese officials. The universities around Guangzhou and Yiwu are popular with African students who want to trade. Some of them arrive in China on their own initiative, while others are sent there by their families to study Chinese in order to prepare to work in the family trading enterprises.

Seasoned African traders who go to China often have extensive experience both in learning a foreign language for the purpose of trade and in inter-ethnic cooperation. A Malian informant who had been a trader in several African countries prior to arrival in China and learned to speak Chinese fairly fluently, claimed that the experience and language skills would reduce—but never eliminate—the advantage that Chinese traders have over their African competitors at the point of purchase:

> The advantage of the Chinese is that they can always get things a little cheaper than I can. It helps that I speak Chinese now, the factories I buy from like that. But the Chinese traders will still be able to bargain the price down a little further, though the difference it not that large. Their disadvantage is that they don't know what goods will move by themselves [are in high demand], but have to rely on copying things they see moving in Africa.
>
> *(Malian wholesale trader interviewed in Guangzhou, October 2009)*

Another business advantage enjoyed by Chinese traders is relatively unobstructed travel between Africa and China. In general, the immigration regimes in African countries are more relaxed than in China, with good opportunities for obtaining long-term and multiple-entry visas or residence permits. Chinese traders can therefore travel between the point of purchase and the point of sale, which is

crucial for keeping updated about the market conditions at the point of sale, while retaining control over the procurement in China. There are risks and higher transaction costs associated with leaving business partners or family responsible either for the buying of goods in China or retail in Africa. African traders often have great difficulties in obtaining Chinese travel documents and many must leave China frequently in order to renew their short-term visas. Those who stay in China as undocumented immigrants after their visas expire face imprisonment, fines and repatriation if they are caught. They must therefore be cautious when they move about, which constrains their business opportunities and increases transaction costs.

Africans too possess some competitive advantages when they operate in the same market as Chinese traders. As suggested in the above quote of the informant from Mali, African traders often know the markets better at the points of sale and can use this information about local tastes and fashions when they purchase goods in China for export to Africa. Their chances of being stuck with surplus stocks or being forced to sell with a loss are therefore smaller. Traders, whether Africans or Chinese, commonly pass sample products from Africa to manufacturing agents and ask for copies. This strategy works more effectively for entrepreneurs who identify fashion trends early than for those who attempt to copy the commercial success of others: The preferences of fashion-conscious African consumers may have shifted by the time popular products are copied by Chinese traders. Samples are also sent in the other direction: From China to Africa. The purpose of this is getting feedback from local retailers and clients to know whether there is a market for the product. African traders are more likely to possess the social networks required to do such market research.

The poor reputation of Chinese goods in Africa provides African traders with another advantage *vis-à-vis* their Chinese competitors. It is easier for African traders to hide the origin of the goods they import from China, passing them off as European or local in order to obtain better prices. The reputation Chinese products have of being sub-standard can create a lock-in situation. Chinese shop owners in Cape Verde, for example, complained about being caught in a vicious circle: Customers expected their goods to be inferior and cheap, which prevented them from importing products of better quality from China to sell at higher prices.

Complementarity

Chinese and African traders may remain back-to-back competitors in the same market segments, each applying their specific resources in attempt to gain market shares. However, differences in competitive advantages may also lead them towards different lines of business. In other words, Chinese and African traders may engage in complementary, rather than competitive relationships.

One of the most thriving wholesale markets in Africa is found in Lomé, the capital of Togo. According to accounts by West African traders interviewed in Guangzhou, a division of labor has developed in this market between Chinese migrants who dispose over more efficient supply networks

and African traders with detailed knowledge of their home markets. The trade in very cheap consumer goods sold in high volumes is dominated by Chinese entrepreneurs. Instead of challenging these traders, many African entrepreneurs procuring goods in China focus on higher quality products aimed at middle-class African customers. A great challenge associated with this strategy is to keep the prices down. The African traders adopted two strategies to benefit from economies of scale, despite their relatively small orders. One approach is to acquire a set of contacts in factories that produced high-quality goods for a Western market. These contacts would let the traders know when they had left-over or second-grade stocks that they were willing to sell cheaply. An alternative approach is to identify factories that are willing to add extra orders on top of existing production contracts with other customers. Both of these arrangements require intensive networking and high levels of trust between the Chinese producer and the African trader.

Private and public procurement are other arenas where Chinese and African traders often do not directly compete. During my fieldwork in Guangzhou, I commonly encountered Africans who ordered goods for hospitals, schools, banks, churches, branches of international companies, and other institutions in their home countries. Their contracts with the procurer varied: Some were paid a set commission, while others made purchases with their own funds and resold it with a profit to the procurer. Recently arrived Chinese migrants in Africa normally lack the social contacts required to land large procurement contracts. However, Chinese traders may also have entered the market through specific business networks. The Chinese entrepreneurs in Africa who initially arrived on the continent as employees in large Chinese companies or to work on development projects may have strong networks in the African private and public sectors that benefit their individual trading ventures.

An initial situation of complementarity can turn into competition. As Africans gain more experience in China, they are less at a disadvantage when they deal with Chinese suppliers. Likewise, over time, the Chinese in Africa improve their skills at predicting what goods will sell well and they establish contact networks in Africa that enable them to land large private and public procurement deals. The threat of being undercut by traders with different national backgrounds can serve as a deterrent against innovation. The ground-breaking trader bears the costs and risks of innovation, while the benefits of successful initiatives might accrue to a larger group of traders copying the original idea. For example, African informants in Guangzhou attempted to introduce products in their home countries that previously had not been sourced from China, ranging from canned tomato paste to solar panels. However, they were aware that Chinese traders may emulate their success if these endeavors are profitable, possibly using their superior knowledge of supply networks to undercut and outcompete them.

Cooperation

The differences in business advantages possessed by the Chinese and African traders indicate that cooperation is potentially profitable for both parties. Horizontal integration of Chinese and African small-scale trading ventures has received little attention so far in the literature on China and Africa. In contrast, intra-ethnic business cooperation is a central topic in the literature on ethnic Chinese businesses in other parts of the world. Academic, as well as popular writings on ethnic Chinese businesses in Southeast Asia have attributed the economic success of this group to a strong culture of intra-ethnic cooperation in hostile host country environments (Yeung, 2004). The common employment of the Chinese term *guanxi* in English language texts insinuates that interpersonal relations among Chinese entrepreneurs are qualitatively different from social networks in other ethnic groups. By contrast, interpersonal networks and social obligations in Africa are often portrayed as liabilities for individual entrepreneurs and obstacles to economic development (Meagher, 2010).

Studies of Chinese migrants in Africa do not lend consistent support to the thesis that difficult business conditions forge trust and cooperation among ethnic Chinese entrepreneurs. A few scholars have found examples of collaboration within Chinese migrant communities. In a study from Kenya, Aleksandra Gadzala (2009) argues that the high level of inter-personal trust endows Chinese business networks with significant competitive advantages. Close business relations are also common among the Chinese in Zanzibar (Hsu, 2007:122). More commonly, however, micro-level studies of Chinese entrepreneurs in Africa remark on the lack of cooperative behavior: In Mali, the social fragmentations among Chinese migrants run deep (Bourdarias, 2009:7); in Namibia, knowledge and business connections are not shared between Chinese shop owners (Dobler, 2008:247); in Cape Verde, mistrust among the Chinese is an obstacle to business innovation (Carling and Haugen, 2008:326). Chinese entrepreneurs in the Democratic Republic of Congo—which the World Bank (2009) ranks second last in the world with respect to ease of doing business—formed an association in 2002 to collectively manage their relationships with government authorities in Kinshasa. However, common ethnic origins were not enough to sustain their unity; differences in interests and intra-ethnic conflicts resulted in the formation of a competing Chinese association in 2006 (Vircoulon, 2009).

The variation regarding trust and cooperative behavior among the Chinese in Africa highlights the need to analyze how social networks are shaped not only by cultural identity, but also market characteristics, local power relations, and formal institutions (cf. Meagher, 2005). In the case of Sino-African trade, a number of circumstances coalesce to potentially make cooperation between Chinese and African entrepreneurs profitable for both parties. The two parties bring different economic and social assets into the business partnerships. An obvious example is inter-ethnic trading ventures where the Chinese partner identifies suitable suppliers and obtains goods at a low cost, while the African partner knows the demand in Africa and may have a network of potential buyers of Chinese exports. One of the parties may bring more economic capital to the table than the other, allowing them to better

exploit the non-financial resources of the less affluent partner better. For example, a West African informant in Guangzhou entered into a business partnership with a Chinese migrant in Dakar. The Chinese partner provided the investment money for the venture, and the profit was split between them. They worked together for six years, during which time they gradually expanded their cooperation. My informant claimed that both had equally strong incentives to continue the partnership. "As a native, I know the market. I am able to tell the Chinese what will sell. Because of me, he can use his economic capital to be the first one to bring those types of products to the market," he explained. Both partners ran individual trading businesses as well, which allowed for risk diversification.

Trading between China and Africa often implies crossing both national and legal boundaries. Inter-ethnic partnerships may allow entrepreneurs to exploit the commercial opportunities created by these boundaries. An example is a Nigerian-Chinese married couple who jointly run a specialized logistics service from Guangzhou to Lagos. They bring luggage for customers who need to send goods quickly and informally between the two cities, flying back and forth up to twice a week. To increase the volume, they purchase extra baggage allowance, which is re-sold through logistics agents in Guangzhou. The Nigerian has contacts in his home country that allow him, his Chinese wife, and the goods to pass smoothly through the customs. Through his wife, a Chinese residence permit that allows him to travel freely between China and Africa was obtained. They also depend on social connections to obtain air tickets and extra baggage allowances at a heavily reduced price, without which it would be impossible to run the business profitably. Itinerant traders sometimes recover a part of their travel costs by selling baggage allotments. During my fieldwork, travelers were offered USD 9.5 per kilogram to carry goods by plane to Nigeria, which is not enough to cover the cost of regular plane tickets. However, the couple mentioned above could turn the travelling in itself into a profitable business by exploiting their different citizenships and social networks in China and Africa.

Inter-ethnic cooperation often entails higher risk than cooperation within ethnic groups. The elevated risk is not necessarily associated with ethnicity *per se*, but with the lack of informal and formal institutions through which sanctions can be applied in the case of a breach of trust. The hazard of opportunism increases when two partners in a business venture do not have common family relations, affiliations to religious institutions, or home towns. Formal institutions in China and Africa are often unsuited to enforce business agreements, either because they do not span national boundaries or because the transactions take place outside the formal economic sector. Informants both in Africa and China highlighted the importance of building trust over time by expanding the business relationships gradually. Some of my informants grounded inter-ethnic business partnerships in inter-ethnic romantic relationships. The trust associated with affectionate ties can reduce transaction costs, but there is also a danger of exploitation of emotional dependency and problems in the case of a break-up. Dramatic stories about the betrayal of trust between lovers and consequent economic losses circulated widely in Guangzhou at the time of my fieldwork.

Conclusion

The trade between China and Africa has grown fast over the past decade, and exports from China have penetrated the markets in most African countries. This phenomenon cannot be adequately accounted for as the story of a hegemonic country imposing its own terms on the local population. Nor can global differences in production costs alone explain this development. The expanding, diversifying and deepening trading networks that source goods from China and market them in Africa are key catalysts for the growth in Sino-African trade. Contrary to the common depiction of Chinese goods simply being 'dumped' on the African markets, the traders who connect Chinese producers and African consumers must do so skillfully in order to succeed. The different resources possessed by Chinese and Africans influence their ways of doing business and ability to capture a share of international value chains associated with Sino-African trade, and have lead to relationships of competition, complementarity and cooperation between the two groups.

Studies of small-scale entrepreneurs in the trade between China and Africa to date have largely focused on what is happening at the points of sale. Through this article, I have attempted to point towards more ways of exploring the trade links between China and Africa, while keeping the focus on the concrete ways in which these are forged, strengthened and transformed. Transnational phenomena are often best captured using multi-sited research designs. Future studies that follow both African and Chinese traders between the two continents would further improve our understanding of the comparative advantages and *modi operandi* of the different groups. Another issue worth exploring in more detail is the vertical linkages in the trade between China and Africa (for a rare in-depth discussion, see Lyons and Brown (2010)). Finally, there is a lack of scholarship on how production in China is adapted for export to Africa. Many Africans stick firmly to local fashions as far as the demand for clothes, textiles and many other goods is concerned. Thus, the export of low-end goods designed for a generic global customer has its clear commercial limitations. The current growth in Chinese exports to Africa has required adaptations in the production, as well as the distribution processes. Studies that focus on a wider group of actors, as well as new aspects of the commercial relationship between China and Africa, can help improve our understanding of the micro-level processes that underlie the strong macro-level trends seen in international trade statistics.

FIGURES

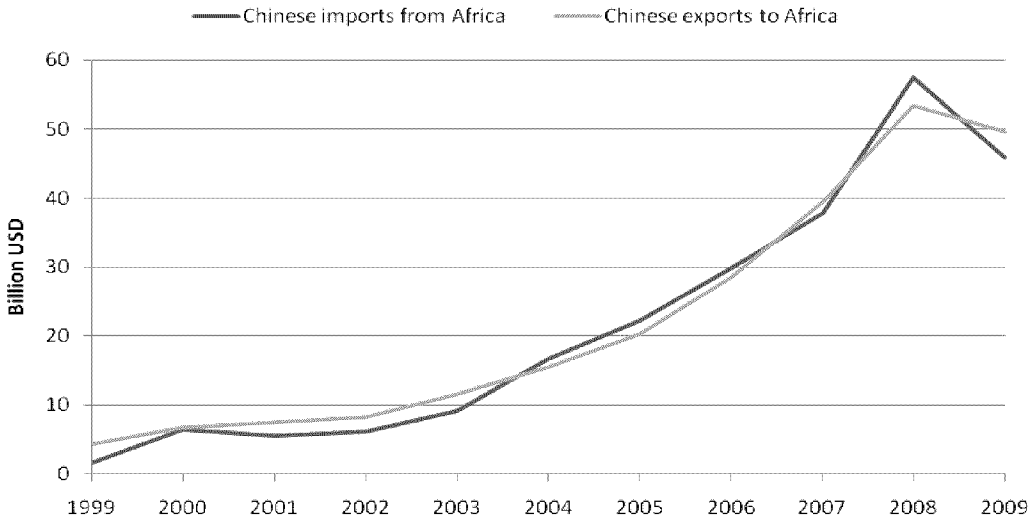

Figure 1: Sino-African trade, 1999-2009

Based on data from UN Comtrade 2010. Absolute numbers (not adjusted for inflation). As reported by the People's Republic of China, including Hong Kong.

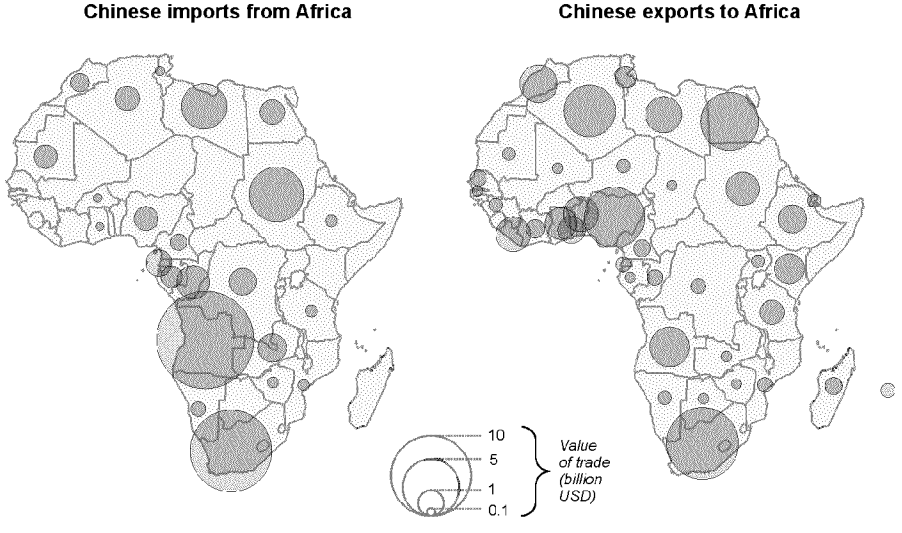

Figure 2: The distribution of Chinese imports from Africa and exports to Africa, 2009

Based on data from UN Comtrade 2010. As reported by the People's Republic of China, including Hong Kong.

TABLES

Table 1: Chinese imports from Africa by largest trading partners, 2009

Country of origin	Value (USD million)	Proportion of total (%)
Angola	14 817	32
South Africa	10 394	23
Sudan	4 686	10
Africa, other	16 015	35
Total	*45 911*	*100*

Table 2: Chinese exports to Africa by largest trading partners, 2009

Country of destination	Value (USD million)	Proportion of total (%)
South Africa	7 965	16
Nigeria	5 707	11
Egypt	5 333	11
Africa, other	30 638	62
Total	*49 643*	*100*

Based on data from UN Comtrade 2010. As reported by the People's Republic of China, including Hong Kong.

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From: Pasion, Jessica <jvpasion@email.unc.edu>
Sent: Friday, May 13, 2011 2:48 PM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Subject: RE:[dptcrchairs] FROM THE DEAN: Position Authorizations Effective July 2012
Attach: Pos Auth Request Memo for July 2012 Authorizations.pdf

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This message is sent to Department and Curriculum Chairs in the College, with an information copy to Administrative Managers.

Many of you may have noticed that the link in the attached memo directs you to the SurveyMonkey homepage. The link below will direct you to the correct website where you will be able to submit your position authorization requests.

http://www.surveymonkey.com/s/req-new-pos

Please let me know if you encounter any other problems. As a reminder, submissions are due no later than 5pm on Monday, May 23rd.

Kind regards,
Jessica

Jessica Pasion
Executive Assistant to the Dean
University of North Carolina at Chapel Hill
College of Arts & Sciences, Dean's Office
205 South Building
Campus Box 3100
Chapel Hill, NC 27599
(919) 962-1165

From: Pasion, Jessica [mailto:jvpasion@email.unc.edu]
Sent: Thursday, March 31, 2011 11:43 AM
To: Chairs of Departments and Curricula
Subject: [dptcrchairs] FROM THE DEAN: Position Authorizations Effective July 2012

This message is sent on behalf of Dean Karen Gil to Department and Curriculum Chairs in the College, with an information copy to Administrative Managers.

Attached, please find important correspondence regarding 2011-2012 position authorization requests.

Jessica Pasion
Executive Assistant to the Dean
University of North Carolina at Chapel Hill
College of Arts & Sciences, Dean's Office
205 South Building
Campus Box 3100
Chapel Hill, NC 27599
(919) 962-1165

UNC
COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

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205 SOUTH BUILDING
CAMPUS BOX 3100
CHAPEL HILL, NC 27599-3100

T 919.962.1165
F 919.962.2408
college.unc.edu

To: Department and Curriculum Chairs

From: Karen M. Gil, Dean

Date: March 31, 2011

Subject: Position Authorizations Effective July 2012

We are continuing with our state budget planning process for fiscal year 2011-2012 amidst great uncertainty. We do not expect significant state support for additional faculty positions for fiscal year 2011-2012. Nevertheless, we must plan ahead so that we are prepared to act should state budget decisions made later this year create opportunities. For this reason, we ask that you submit your authorization requests for faculty positions effective July 2012.

It is unlikely that we will be able to authorize more than one hire in any one department this year. Thus be sure to prioritize your requests if you ask for more than one position. Do NOT include requests for positions that have already been authorized. Positions for which you are searching (or completed a search) this year will automatically carry over to next year if the search is not successful this year.

New position authorization requests should be submitted online at http://www.surveymonkey.com/s/req-new-pos no later than May 23rd at 5pm. We will review these requests over the summer and make position authorizations as quickly as possible after the 2011/2012 state budget allocations and reductions have been finalized (which we hope will be no later than August, 2011).

cc: Department and Curriculum Managers

From: nobody@notify.unc.edu on behalf of hr@unc.edu
Sent: Sunday, May 15, 2011 8:15 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FORMAL NOTICE: 2012 Holiday Calendar

TO: Deans, Directors, and Department Heads

FROM: Brenda Richardson Malone, Vice Chancellor for Human Resources

The State Personnel Act provides all State employees a holiday schedule that cannot exceed 11 paid holidays per year, except in those years in which Christmas Day falls on a Tuesday, Wednesday or Thursday - when the schedule allows 12 paid holidays. For 2012, Christmas Day falls on a Monday; therefore, we have two paid holidays at Christmas (a total of 11 for the year).

UNC System institutions are also allowed to adjust the dates of the annual holidays to accommodate the academic schedule. Traditionally, UNC-Chapel Hill has moved the State's Veterans Day Holiday into either the Christmas holiday or New Year's (Eve) holiday period. For next year, 2012, the University will observe Monday, Dec. 31, as a holiday in lieu of Veterans Day.

It is noted that some departments have essential work that must be done on designated holidays. SPA employees who work on holidays are paid holiday premium pay, in addition to hour-for-hour compensatory time up to eight hours.

The 2012 holiday schedule is as follows:

New Year's Day -- Monday, Jan. 2
Martin Luther King Jr. Day -- Monday, Jan. 16
Spring Holiday -- Friday, April 6
Memorial Day -- Monday, May 28
Independence Day -- Wednesday, July 4
Labor Day -- Monday, Sept. 3
Thanksgiving -- Thursday and Friday, Nov. 22 and 23
Christmas -- Monday and Tuesday, Dec. 24 and 25
New Year's Eve -- Monday, Dec. 31

If you have questions, please contact your Benefits Specialist. You can search for your department's assigned Benefit Specialist using HR Connect (http://hrconnect.unc.edu/); select the topic, "Benefits Questions."

This email is sponsored by: Office of Human Resources

From: WebEvent <webevent@unc.edu>
Sent: Sunday, May 15, 2011 11:03 PM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Subject: [dptcrchairs] WebEvent Reminder: May 23 - Deadline for Input for Position Authorizations Effective July 2012

WebEvent Reminder

Title: Deadline for Input for Position Authorizations Effective July 2012
Date: Monday, May 23, 2011
Time: Unspecified

Description: We are continuing with our state budget planning process for fiscal year 2011‐2012 amidst great uncertainty. We do not expect significant state support for additional faculty positions for fiscal
year 2011‐2012. Nevertheless, we must plan ahead so that we are prepared to act should state budget decisions made later this year create opportunities. For this reason, we ask that you submit your authorization requests for faculty positions effective July 2012.

It is unlikely that we will be able to authorize more than one hire in any one department this year. Thus be sure to prioritize your requests if you ask for more than one position. Do NOT include requests for positions that have already been authorized. Positions for which you are searching (or completed a search) this year will automatically carry over to next year if the search is not successful this year.

New position authorization requests should be submitted online at
http://www.surveymonkey.com/s/req-new-pos no later than May 23rd at 5pm. We will review these requests over the summer and make position authorizations as quickly as possible after the 2011/2012 state budget allocations and reductions have been finalized (which we hope will be no later than August, 2011).

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

You are currently subscribed to dptcrchairs axsd: JEN321@email.unc.edu.
To unsubscribe send a blank email to leave-29162171-35587346.d2d65bea842e4c54e31c0c42635f0b5c@listserv.unc.edu

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Monday, May 16, 2011 12:40 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Cc: Gore, Travis <stgore@email.unc.edu>
Subject: Rucker forms

Hi Julius,
I need your signature on 2 forms for Rucker, and the "Dean's Letter". Can you coordinate this with Travis – he is living in Abernethy Hall, room 218B this week, but I believe that he could go to meet you at your class, etc and give you the forms…

(Travis, the forms are on your desk).
Thanks!
Agatha

****

Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Monday, May 16, 2011 4:03 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] FW: Carolina Blood Drive Update: 398 Donor Appointments and Counting!
Attach: Carolina Blood Drive Donor Prizes 2011 Approved.doc

From: Katrina Coble [mailto:coble@cs.unc.edu]
Sent: Monday, May 16, 2011 11:23 AM
To: UNC Dept. Business Managers
Subject: [business_managers] Carolina Blood Drive Update: 398 Donor Appointments and Counting!

PLEASE FORWARD IN YOUR UNIT: Carolina Blood Drive - Tuesday, June 7th, from 7a.m. - 6p.m. at the Smith Center

Carolina Blood Drive Donor sign-ups as of today are **358 Whole Blood Appointments and 39 Double Red Cell Appointments = TOTAL: 398 Donors**, NEEDED: 1300 donor appointments to reach our goal of 1000 units in one day. Thanks to those who have already signed up! If you haven't done so - **please sign up today to give blood or volunteer at www.unc.edu/blood, or with your departmental recruiter or call 962-5663.** We cannot stress enough the importance of appointments for the Carolina Blood Drive coming soon. The American Red Cross has committed staff for 1000 donors but if we do not book 1000 or more donor appointments, staff *could* be reduced and **IF** by chance we get an influx of walk-in's the day of the drive without appointments, the wait could be extremely long. **WE DO NOT WANT THAT TO HAPPEN!! Donor Appointments ARE Very Important!!!**

If you have not viewed the article in the University Gazette about the newly launched Carolina Blood Drive Database visit it here:
Carolina Blood Drive launches database to track departmental competition - see:
http://gazette.unc.edu/archives2/11may11/public-service.html#1

Opportunities for Donor Door Prize Drawings are also attached.

Thanks in advance for your willingness to help save a life on Tuesday, June 7th,
Katrina Coble
Chair, Recruitment, Carolina Blood Drive
962-1801

"In everything give thanks-gratitude is the attitude that sets the altitude for living."

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(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-29166955-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

2011 CAROLINA BLOOD DRIVE
DONOR OPPORTUNITIES
FOR PRIZES

- All presenting donors and volunteers will receive **commemorative 23rd anniversary t-shirts** donated by UNC Student Stores and the American Red Cross.

- Presenting Double Red Cell donors will receive a can cooler and frisbee in addition to a t-shirt.

- All presenting donors will be registered automatically post-donation for a **drawing to win one of two pairs of Roundtrip Delta Air Lines Tickets** sponsored by the Carolina Regions of the American Red Cross.

- In addition, presenting donors will have an opportunity to win **door prizes** while at the Smith Center on June 7th. Door prizes will be given away randomly between 8a.m. – 7p.m. to include a chance to win one of three grand prizes:

    - **Two tickets to the UNC-Chapel Hill vs. James Madison football** on Saturday, September 3rd, Time TBA, in the *New* Kenan Stadium (Donation from UNC-Chapel Hill Athletics)
    - **Two tickets to a non-conference to be determined UNC Men's Basketball game in December** 2011 (Donation form UNC-Athletics)
    - **Two tickets to a conference UNC Women's Basketball game in Carmichael** during the 2011-2012 season (Donation from UNC-Athletics)

From: Gore, Travis <stgore@email.unc.edu>
Sent: Monday, May 16, 2011 6:41 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] Abernathy Hall this week

Hi All,

Battle Hall will be closed all week due to the paint and carpet job. I will be working from room 218B in Abernathy Hall this week. Let me know if you need anything. The best way to contact me would be through email. I will be out on Friday.

Thanks!
Travis

You are currently subscribed to afriafam as: jen321@email.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=29167540
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-29167540-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, May 16, 2011 8:30 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Nominations for American Academy of Arts and Sciences

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May 13, 2011

TO: Deans, Directors and Department Heads

FROM: Barbara Entwisle, Vice Chancellor for Research

SUBJECT: Nominations for American Academy of Arts and Sciences

Every spring, members of the American Academy of Arts and Sciences have the opportunity to nominate their peers for membership in this distinguished organization. Nominations can only be made by current members. At the bottom of this memorandum is a list of the current members of the Academy from UNC-Chapel Hill.

Some members of the Academy on campus have asked for assistance in identifying those, both here and elsewhere, who may be sufficiently accomplished in their respective disciplines to warrant nomination for membership. The purpose of this memorandum is to encourage you to contact a relevant member of the Academy if you would like to propose a colleague for nomination. Normally it is best to contact a member who is in the same scientific or scholarly field or in a closely related field. Academy members realize, however, that some disciplines represented on campus are not yet represented among the current members of the Academy from UNC-Chapel Hill. In such cases, please contact Jo Ann Gustafson in my office (962-1319 or joann_gustafson@unc.edu) she will help find sponsors in cases where there is no obvious fit. Of course, any decision to submit a nomination is at the sole discretion of current Academy members.

To help Academy members avoid the work of preparing duplicate nominations, please let me know if you are suggesting a potential nominee. It would be most helpful if you make your suggestions prior to Friday, June 3.

A list of the members of the American Academy of Arts and Sciences can be found at:
https://ccm-contrib.unc.edu/ccm/groups/public/@research/@vc/documents/content/ccm3_027647.pdf

This email is sponsored by: Office of the Vice Chancellor for Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: @notify.unc.edu on behalf of @email.unc.edu

Sent: 8:42 PM

To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>

Subject: INFORMATIONAL: Spanish Speakers Needed for Linguistics Research Study

---

Hello,

My name is and I am a second-year Masters student in the Linguistics department. I am currently conducting a research study of how native Spanish speakers judge Spanish sentences and words. The study will involve listening to Spanish sentences and words and answering questions about them. It should take 30-60 minutes to complete and participants will be rewarded with a candy bar.

If you are a native Spanish speaker and would like to participate in this study, please contact email.unc.edu. The faculty advisor for this study is Professor Elliott Moreton, who can be reached at moreton@email.unc.edu. This study was approved by the UNC Behavioral IRB on Thursday, .

Sincerely,

UNC-Lingusitics

This email is sponsored by: Linguistics

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From: nobody@notify.unc.edu on behalf of jacks@med.unc.edu
Sent: Monday, May 16, 2011 9:02 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: RESEARCH SUBJECTS NEEDED for Probiotic Study

---

Do you suffer from the following abdominal symptoms?

- Bloating
- Distension
- Fullness
- Gas
- Discomfort/Pain

If yes, then you may be eligible to participate in a research study investigating the effect of a probiotic added to your diet on these symptoms.

Probiotics are a dietary supplement containing active, beneficial bacteria
found in food like yogurt and cheese.

The First Study (IRB #10-0467) involves:
- This is a 6 week research study that involves 1 screening visit and 2 clinic visits to UNC Hospitals.
- Subjects should expect to record their symptoms on a paper diary, take a probiotic dietary supplement once daily, and avoid taking other probiotics and antibiotics.
- Subjects will be compensated $300 for complete participation in this study.

Additionally subjects participating in this study will be required to enroll in a Second Study (IRB #10-0718) at the same time:
- This is a 6 week research study that requires NO extra visits when combined with the first study
- Subjects will collect urine and stool samples at two time points of the study
- Subjects will be compensated $200 for complete participation in this study.

If you are interested in participating or want to learn more about this study and other studies please call the study coordinator, Jennica Jackson
Siddle at 919-843-0834 or jacks@med.unc.edu.

Thank you for your interest in our study.

This message and IRB Study #10-0467 was approved by the UNC Biomedical IRB for 05/03/2011-05/02/2012.

This message and IRB Study #10-0718 was approved by the UNC Biomedical IRB for 04/13/2011-04/11/2012

This email is sponsored by: UNC Gastroenterology & Hepatology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	@gmail.com on behalf of Sarah Quesada <quesada@stanford.edu>
Sent:	Monday, May 16, 2011 9:16 PM
To:	Sarah Quesada <quesada@stanford.edu>
Subject:	2011 Stanford African Studies Conference: CFP
Attach:	AF2011BlackAtlantic call for papers.pdf

Greetings,

We just wanted to confirm that you received the CFP attached for our 2011 Stanford African Studies Symposium. We would be delighted to have your department's research represented at our conference,

Thank you,

Sarah Quesada

--
Sarah Quesada
PhD Student
Division of Literatures, Cultures, and Languages
Stanford University

Stanford Forum for African Studies

Call for Papers for the
2011 Annual Meeting of the Stanford Forum for African Studies
The Black Atlantic: Colonial and Contemporary Exchanges

Stanford University, California
October 28-29, 2011

DEADLINE: June 1, 2011

The Stanford Forum for African Studies (SFAS) invites proposals for papers by graduate students, scholars, and faculty on the topics of slavery, migration and the African Diaspora, and how each of these affect social, economic, and political development in Africa in the past and present. Interested participants should submit abstracts by email to **stanfordfas@gmail.com**. Please also include your name, affiliation and contact details.

This interdisciplinary conference aims to examine the vestiges of the slave trade, along with the resulting economic and cultural exchanges, both within and from Africa. Scholars and activists have traditionally addressed matters relating to economic inequality, hierarchical racial segregation and ideology, and the transfer of cultural realities presented in art, music, and rituals, to mention a few major topics. Consistent with the theme of exploring the triangular interaction (involving Europe, Africa and the Americas) of the Black Atlantic, the symposium seeks to shed light on the effect of forced and voluntary migration on identity and culture, on social, economic, and political development in Africa and in the African Diaspora. We are soliciting proposals that combine insights, methods, and research from both the social sciences and the humanities, including the fields of anthropology, art history, economics, history, literature, political science, and psychology among others.

Topics of interest include, but are not limited to:

- Identity formation in the Diaspora
- The spread and influence of African culture, art, and music
- The role of technology in connecting migrants to their home countries
- Regional integration and the economic effects of migration within Africa
- Brain drain out of Africa
- Migration and its relation to political and economic development in Africa
- Europe and its acknowledgment of the slave trade
- The role of remittances in modern day Africa
- The slave trade present in literature and/or music

Please contact **Melina Platas** at **mplatas@stanford.edu** with any further questions.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, May 16, 2011 9:25 PM
To:	Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject:	FORMAL NOTICE: UNC Libraries Online Service Outage Wed., May 18, 2:30 a.m. - Noon

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UNC Libraries online services will be unavailable on Wednesday, May 18, 2011, from 2:30 a.m. until noon, because of a critical equipment upgrade.

This outage will affect all electronic services, including: the online catalog; digital collections; access to electronic journals, databases, and e-books; request forms; interlibrary loan; and the University Library website (http://www.lib.unc.edu). Both on-campus and off-campus access will be affected.

Desktop computers in Davis Library, the Undergraduate Library, Wilson Library, the science libraries, the Sloane Art Library, and the Music Library will also be unavailable.

We apologize for any inconvenience. If you have questions, please Ask a Librarian: http://www.lib.unc.edu/ask.html. Or call: Davis Library:(919-962-1151) or Undergraduate Library: (919-962-1355).

This email is sponsored by: University Libraries

From: nobody@notify.unc.edu on behalf of bpearson@med.unc.edu
Sent: Monday, May 16, 2011 10:24 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Seeking women who are 1 year postpartum...

Are you, or is someone you know 1 year postpartum...?

Postpartum Depression Research study seeking healthy women, 12-24 months postpartum, who are NOT currently depressed, not currently breastfeeding, have regular menstrual cycles, and fall into one of the following categories:

1. Have experienced Postpartum Depression
2. Have experienced depression in the past, but not after childbirth
3. Have never experienced depression

All office visits, medical evaluations, and investigational medications related to this study will be provided at no cost to patients. This study requires 4 visits to UNC. $150 compensation upon completion.

For more information, please call Brenda at 843-8084.

Approved 8/27/09 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board. IRB# 07-1353
CTRC# 2649

This email is sponsored by: Psychiatry

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From: nobody@notify.unc.edu on behalf of IVFstudy@unc.edu
Sent: Monday, May 16, 2011 10:44 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Are you and your partner having trouble getting pregnant and considering IVF?

Are you and your partner having trouble getting pregnant and considering IVF (in vitro fertilization)?

UNC Fertility Clinic is working on a research study for infertile couples who are considering IVF to help them conceive. Qualifying couples will receive an IVF cycle at a discounted rate.

Study Details:
* You and your partner will have a consultation appointment with a physician in our UNC Fertility Clinic to determine if you are a good candidate for IVF and for this study. Note that this visit is considered part of routine medical care.
* Female partner must be <41 years old to participate in this study.
* If you (your partner) are a good candidate for the study, you will undergo an IVF cycle with ovarian stimulation and egg retrieval, with the same methods that we routinely use for IVF.
* For the study, we will divide the eggs into two groups - half will be fertilized immediately, and the other half will be frozen and immediately thawed, and then fertilized. We will perform an embryo transfer using embryos derived from the freeze/thaw cycle.
* Note that couples planning IVF with an egg donor may qualify for the study as well. Female partner must be <48 years old in IVF cycles with an egg donor.

Benefits of participation:
* Enrolled couples will receive an IVF cycle at a discounted cost.

To learn if you (your partner) would qualify for this study, call us for a consultation appointment at (919-966-1150) or send an email to (IVFstudy@unc.edu) with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

The principal investigator for this study, "Clinical evaluation of egg cryopreservation", is Jennifer Mersereau, MD, Department of Obstetrics and Gynecology, University of North Carolina. This study has received approval from the UNC Biomedical Institutional Review Board on 12/16/2010, study # 10-1911.

This email is sponsored by: Department of Obstetrics and Gynecology, University of North Carolina

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of chanee_lynch@med.unc.edu
Sent: Monday, May 16, 2011 11:04 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Study for People with Chronic Headaches

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-Do you have chronic headaches at least 15 days per month?
-Have you suffered from headaches for at least 2 years?
-Are you at least 18 years of age?
-Have you been diagnosed with Chronic Daily Headache (CDH)?
-Are you receiving care from a neurologist or other headache specialist?
-Would you be willing to meet 6 times with a registered dietitian over a 12 week period?

If you answered yes to all the above questions, you may qualify for the Nutrition and Chronic Daily Headache (CDH) study. Your next step is to call the UNC Program on Integrative Medicine in the Department of Physical Medicine and Rehabilitation to determine your eligibility for the study.

You will be compensated $145 for completing all sessions and filling out questionnaires and a daily headache diary throughout the study. You will also receive 2 prepared meals per day over a three month period and up to $13 per visit for transportation and parking.

If you would like to learn more about this study and/or see if you qualify, please call 919-966-8586, or send an e-mail to (@med.unc.edu), Chanee Lynch (chanee_lynch@med.unc.edu) or Becky Coble (rcoble@med.unc.edu) with "CDH STUDY" in the subject line.

This message was approved by the Biomedical IRB 7/23/2009 (IRB#09-0600), and is funded by the Mayday Fund.

This email is sponsored by: Department of Physical Medicine & Rehabilitation

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, May 17, 2011 10:27 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: [ackland-e-news] New Ackland Website: Please Update your Settings

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The Ackland Art Museum has a new website!

Please update your settings to reflect our new URL: http://www.ackland.org/index.htm

(The URL http://www.ackland.org/index.php is no longer valid.)

Have a look around and let us know what you think!

Send your feedback to ackland@email.unc.edu.

Ackland Art Museum
101 S. Columbia Street
The University of North Carolina at Chapel Hill
ackland.org

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Tuesday, May 17, 2011 11:03 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Micah Gilmer

Hi Julius,
Do you want to reappoint Micah Gilmer as an Adjunct Assistant Professor? If so, please let me know and I will work on the paperwork. His current appointment with our department ends on 6/30/2011.
Thanks!
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, May 17, 2011 2:01 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: [ackland-e-news] Events & Exhibitions at the Ackland!

Sorry.
This person moved or deleted this image.

photobucket

INTERNATIONAL ART MUSEUM DAY

Sorry.
This person moved or deleted this image.

photobucket

Wednesday, May 18

The Ackland Art Museum joins nearly 100 other art museums across North America in celebration of International Art Museum Day. Refreshments will be served from 12:30 PM to 2:00 PM.

A $5 discount will be given toward any new Ackland Art Museum membership purchased at the Museum or Museum Store on Wednesday, May 18th.

This year's International Art Museum Day theme is "Museum and Memory." You are invited to share memories of your Ackland visits on our Facebook page and via Twitter, or in person in the Museum lobby.

Guided Tour: Highlights from the Permanent Collection

Sorry.
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photobucket

IN THE GALLERIES:

NEW!
Adding to the Mix I: John Wesley's *Boeing* (1982)

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

Romantic Dreams | Rude Awakenings: Northern European Prints and Drawings, 1840-1940

Art and Cultural Exchange along the Silk Road

Making Sense in Eighteenth-Century Prints

Art and the Natural World in Early Modern Europe

Art and Religious Life in Early Modern Europe

Thursday, May 19
6:00 PM

This week, the Ackland reinstalls numerous works from our Permanent Collection--including African masks, nineteenth-century European paintings, and twentieth-century multimedia pieces. Join Carolyn Allmendinger, Director of Academic Programs, for a guided tour highlighting selected works from the reinstallation.

Free. No reservation required.

Art-Ventures for Kids

Saturday, May 21
10:30 AM - 12:00 PM

Ackland Art-Ventures for Kids is a series of engaging Saturday morning classes in which 6-9 year olds explore art in the Museum's galleries. They then put their newly-acquired ideas into practice by creating take-home treasures in an adjacent art studio.

This week: "A Place of My Own"

Using the landscapes on display as examples, students will learn how artists pick and choose elements to create an interesting composition. Then, they go to the studio to create their own multi-media landscape.

This program is part of Ackland Art-ventures for Kids, a series of engaging Saturday morning classes for 6-9 year olds. Children will explore art in the museum galleries and then go next door to a studio. There, students practice the new ideas and techniques they saw in the galleries as they create their own take-home treasures. Each session offers children

opportunities to investigate various art forms and experiment with different materials.
Registration is required; call Caroline Culbert at 919.962.3342.

$15 members | $25 non-members. Fee includes materials.
Save by signing up now for 3 or more sessions:
$12 members| $23 non-members per session.

ACKLAND MUSEUM STORE - NOW OPEN!

The Ackland Museum Store, on the corner of Franklin and Columbia, in downtown Chapel Hill, is now open!

All proceeds from the store support the Ackland's exhibition and education programs. Ackland Art Museum members receive a 10% discount on all Museum Store purchases.

"Like" the Ackland Museum Store on Facebook!

Check the UNC Events Calendar (keyword "ackland") for our upcoming events!

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or click here for

more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **JEN321@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-29171951-5774387.1df4eaa86822fcf7c7763439288ee70d@listserv.unc.edu.

From: ramses@unc.edu
Sent: Tuesday, May 17, 2011 3:27 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Buell, Agatha <abuell@email.unc.edu>
Subject: RAMSeS: URGENT: Authorization Request - 11-4317

Proposal No.: 11-4317
Proposal Lead PI: Kenneth Janken
Proposal Title:The Case of the Wilmington Ten: Legal Repression and Black Political Action in the 1970s

The above eIPF is being routed to you for approval because your department (African and Afro-American Studies) has been identified as an approving department. Please review the eIPF on RAMSeS and its attachments carefully, add any notes as you deem appropriate, and provide your electronic authorization so that it can be forwarded to OSR/SPO/OCT.

You also have the option of rejecting the eIPF if you notice a serious mistake in it. But doing so will require you to provide an explanatory note for your rejection and will also cause the eIPF to be returned to the administrative award department for re-routing.

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Tuesday, May 17, 2011 4:40 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] FW: Walkway Between Stadium Drive and Rams Head Plaza

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From: Kane, Claire (Public Safety) [mailto:ckane@psafety.unc.edu]
Sent: Tuesday, May 17, 2011 4:26 PM
Subject: Walkway Between Stadium Drive and Rams Head Plaza

Parking Coordinators, please distribute this information:

Attention Pedestrians:

A 30-day project will close the pedestrian walkway between Stadium Drive and the Rams Head Plaza from Monday, May 23 through Monday, June 27, 2011.

The project will bring that section of pedestrian walkway up to American Disabilities Act standards. During the project, pedestrians should use alternate routes. To see a map of the affected area please click here.

Call the Department of Public Safety at 962-3951 during normal business hours with other questions or concerns.

Thank you,

The Department of Public Safety

You are currently subscribed to afriafam as: jen321@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=29172737

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-29172737-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of Mary_owen@med.unc.edu
Sent: Tuesday, May 17, 2011 8:18 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Are you expecting twins?

This is a bilingual message. Please see below for Spanish.
Este es un mensaje biling|e. Por favor, vea abajo para el espaqol.

Are you or is someone you know expecting Twins?

The Early Brain Development in Twins Study is a research study at the University of North Carolina at Chapel Hill. We are currently recruiting women expecting twins for this study.

Participants receive:
- 2 free prenatal ultrasounds (once during the second and once during the third trimester)
- $50 for each prenatal ultrasound
- $50 per child for each postnatal visit (potential total of $600)
- Reimbursement for mileage and parking
- Free testing to determine/confirm your twins are identical or fraternal

We need your help! By participating in this study you will be helping improve our understanding about normal brain and cognitive development in twins. Please share this message with friends or family.

To learn more about this study please call Mary Norton (919) 966-9290 or (866) 849-0541 (Toll Free), or send an email to mary_norton@med.unc.edu with your name, phone number and times that you can be reached. This is a confidential study: we will not share your email address with anyone outside of the study. Visit our website at www.earlybrainresearch.org and click on "Twins" for more information.

The principal investigator for this study is John Gilmore, MD, UNC School of Medicine, Department of Psychiatry & co investigator, Honor Wolfe, MD, School of Medicine, Department of Obstetrics and Gynecology.

The Early Brain Development in Twins Study and this message have received approval from the UNC Bio Medical IRB on 4/21/11, Study #03-PSYCH-198.

Esta esperando gemelos? Conoce alguien que este esperando gemelos?

El Estudio del Desarrollo Temprano del Cerebro en Gemelos es un estudio de investigacisn realizado por la Universidad de Carolina del Norte en Chapel Hill. En la actualidad buscamos mujeres esperando gemelos para este estudio.

Las participantes reciben:
-2 ultrasonidos prenatales gratis (uno durante el segundo trimestre y uno durante el tercero trimestre)
-$50 para cada ultrasonido prenatal
-$50 para cada nino para cada visita postnatal (suma posible de $600).
-Reembolsamos lo gastos de viaje y estacionamiento
-Prueba gratis para determinar/confirmar si sus gemelos son identicos o fraternales

!Le necesitamos! Al participar en este estudio usted ayudara a mejorar nuestro entendimiento sobre el desarrollo normal y cognicisn del cerebro en gemelos. Por favor, comparte este mensaje con sus amigas y familia.

Si desea averiguar mas sobre el estudio, por favor llama Mary Norton (919) 966-9290 or llama gratis al (866) 849-0541 o envma un correo electrsnico a mary_norton@med.unc.edu con su nombre, nzmero de telifono y horarios en los que podemos contactarle. No compartiremos su direccisn de correo electrsnico con personas ajenas a esta investigacisn. Para obtener mayor informacisn, visita nuestro sitio en Internet www.earlybrainresearch.org y hace clic en "Twins."

El investigador principal de este estudio es John Gilmore, MD, Departamento de Psiquiatrma y Departamento de Obstetricia Ginecologma de la Escuela de Medicina, ambos pertenecientes a la Universidad de Carolina del Norte.

El estudio del Desarrollo Temprano del Cerebro en Gemelos y este mensaje fueron aprobados por la Junta de Revisisn Institucional de la Universidad de Carolina del Norte en Chapel Hill (UNC), estudio #03-PSYCH-198.

This email is sponsored by: Department of Psychiatry

This email is sponsored by: Department of Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, May 17, 2011 8:39 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FORMAL NOTICE: Associate Provost for Diversity and Multicultural Affairs

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Associate Provost for Diversity and Multicultural Affairs
University of North Carolina at Chapel Hill

The University of North Carolina at Chapel Hill invites nominations and applications for the position of Associate Provost for Diversity and Multicultural affairs. This person leads efforts to build a diverse faculty and an inclusive university environment that values and respects the contributions of all members of the community.

About the University

Chartered in 1789 as the first state university in the United States, the University of North Carolina at Chapel Hill is regularly ranked as the best value for academic quality in U.S. public higher education. Carolina enrolls more than 18,500 undergraduates and nearly 11,000 graduate and professional students.

The University values diversity and recognizes it as critical to our pursuit of academic excellence. Carolina has a strong commitment to creating a diverse and inclusive community, which is reflected in our campus Diversity Plan. We aspire to be a more diverse campus that appreciates differences in race, culture, national origin, ethnicity, gender, religion, socioeconomic class, age, sexual orientation, gender identity, and physical and learning ability. We strive to maximize the development and contributions of each community member and to value civility and cordiality of discourse so all feel welcomed and free to express their ideas.

About the position.

The Office of Diversity and Multicultural Affairs is led by the Associate Provost for Diversity and Multicultural Affairs who reports to the Executive Vice Chancellor and Provost and advises the Provost and Chancellor on diversity issues. The Associate Provost for Diversity and Multicultural Affairs serves as the chief diversity officer for the University, collaborating with Vice Chancellors, Deans, other administrators, faculty, staff, and students to generate and implement strategies and initiatives that will further our diversity goals.

Major areas of responsibility include:

*Strategic planning and policy development. The Associate Provost for Diversity and Multicultural Affairs develops and refines a comprehensive vision of campus diversity and generates long and short-range goals, strategies, and structures to realize this vision. This requires consultation and partnership with senior University leadership, the Diversity and Multicultural Affairs Advisory Board, and members of the wider campus community. A major responsibility will be to continually assess the status of these efforts and the outcomes and accomplishments that result. The person will present an Annual Report on the status of diversity endeavors to the Board of Trustees and to the Deans' Council.

*Program development, implementation, and evaluation. The individual in this position will oversee the planning, implementation, and evaluation of diversity initiatives and programs designed to further the

University's diversity goals. The Associate Provost also will partner with administrative, research, instructional, and public service units whose programs and activities support and enhance diversity efforts.

*Promoting the recruitment and retention of a diverse faculty, staff, and student body. This position administers and supports programs and activities dedicated to recruiting and retaining students, faculty, and staff members of diverse backgrounds. This involves strong working partnerships with academic units, the EEO/ADA Office, and the Office of Human Resources regarding faculty and staff recruitment and retention, and the Office of Undergraduate Admissions and the graduate and professional schools to enhance the diversity of the student body. The Associate Provost for Diversity and Multicultural Affairs will collaborate with the Office of Scholarships and Student Aid and with the University's numerous student support, pipeline, and orientation offices and programs.

*External relations and partnership development. The Associate Provost for Diversity and Multicultural Affairs will represent the University in discussions of diversity in the national higher education community, participate in outreach programs to engage diverse local, state, and regional communities, and coordinate with the General Alumni Association on alumni outreach programs and with the Office of Development.

*Fiscal and administrative oversight and fundraising. The person in this position will be responsible for overseeing the Diversity and Multicultural Affairs office, including annual budget development and reporting and day-to-day budget management, and supervision of administrative and program staff. He or she will help seek internal and external sources of support, consult on fundraising strategies, and develop strategies for the allocation of resources to support existing and emerging diversity priorities.

Qualifications of the successful candidate must include:

*A distinguished record of experience as a leader, educator, advocate and/or scholar in an academic setting.
*An earned doctorate or terminal degree that will serve to enhance the stature and academic visibility of Diversity and Multicultural Affairs.
*Knowledge of major academic and diversity issues facing universities, and a strong vision for and commitment to diversity endeavors in a large, public research university.
*Excellent administrative skills, including strategic planning and evaluation, budgeting, personnel management, fundraising and public relations.
*An ability to work collaboratively and effectively with multiple administrative units throughout the campus. Excellent communication skills.
*Integrity, a passion for academic excellence, exceptional leadership skills, and compassion for students, staff and faculty.
*Demonstrated ability to be a strong advocate for the University both within and outside the academic environment. Commitment to engagement with local, state, national and international communities.
*Capacity to lead efforts to strengthen faculty, staff, student and alumni inclusivity.

Interested individuals should send a letter of application that relates the applicant's skills and experiences to the qualifications for the position, curriculum vitae that includes notable achievements, and contact information including mailing and email addresses and telephone numbers for five references who are able to speak to the candidate's qualifications as they relate to this position. The packet should be sent electronically (Microsoft Word attachments preferred) to leadership@wspelman.com. The subject line in email should be APDUNC. Confidential inquiries will be received at (603) 978-0316.

Documents that must be mailed should be sent to William Spelman Executive Search at 667 Midship Circle, Webster, NY 14580. Confidentiality will be maintained, and references will not be contacted without prior knowledge or approval of the candidate. Review of applications will begin on June 22, 2011 and continue until the position is filled. The anticipated starting date is September, 2011. The University encourages nominations of and applications from women, minorities, and persons with disabilities.

The University of North Carolina is an Equal Opportunity Employer. Minorities are encouraged to apply.

This email is sponsored by: Office of the Executive Vice Chancellor

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, May 17, 2011 9:16 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: DDD: State Auditors on site

To: University Business Managers

From: Dennis Press, University Controller

Each year a financial audit of the University is conducted by the NC Office of the State Auditor. The state auditors are now on-site and have begun their work as part of the audit of the fiscal year ending June 30, 2011.
Although the Controller's Office serves as a central contact point for the financial audit and interacts extensively with the state audit staff, there are occasions when state audit staff members contact campus departmental staff directly.

My purpose is to provide notice that as part of their regularly-scheduled audit work, a state auditor staff member may contact you or a member of your campus unit. The state auditors may inquire about departmental processes to gain a better understanding of University internal controls, or may request information from you as part of their regular audit.

These contacts are routinely made each year, but hopefully this advance notice will be useful. Should you have any questions, you should contact my office at 962-1370. Thanks.

This memo has been sent to University Business Managers.

This email is sponsored by: University Controller

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent: Tuesday, May 17, 2011 9:17 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FORMAL NOTICE: 2012 Holiday Calendar (Revised)

TO: Deans, Directors, and Department Heads

FROM: Brenda R. Malone, Vice Chancellor of Human Resources

This memo revises my earlier memo sent May 15, 2011. The State Personnel Act provides all State employees a holiday schedule that cannot exceed 11 paid holidays per year, except in those years in which Christmas Day falls on a Tuesday, Wednesday or Thursday - when the schedule allows 12 paid holidays. For 2012, Christmas Day falls on a Tuesday; therefore, we have three paid holidays at Christmas (a total of 12 for the year).

Unfortunately, my original communication regarding the 2012 holiday calendar did not include the additional Christmas holiday. A revised 2012 holiday calendar is included below:

New Year's Day -- Monday, January 2, 2012
Martin Luther King Jr. Day -- Monday, January 16, 2012
Spring Holiday -- Friday, April 6, 2012
Memorial Day -- Monday, May 28, 2012
Independence Day -- Wednesday, July 4, 2012
Labor Day -- Monday, September 3, 2012
Thanksgiving -- Thursday and Friday, November 22-23, 2012
Winter Holiday -- Monday, Tuesday and Wednesday, December 24-26, 2012
New Year's Eve -- Monday, Dec. 31, 2012

If you have questions, please contact your Benefits Specialist. You can search for your department's assigned Benefit Specialist using HR Connect (http://hrconnect.unc.edu/); select the topic, "Benefits Questions."

This email is sponsored by: Office of Human Resources

From: Adedokun, Laportia D. <Laportia.D.Adedokun-1@ou.edu>
Sent: Wednesday, May 18, 2011 11:49 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Graduate Certificate

Hello Dr. Nyang'oro- My name is Laportia Jeffery. I am highly interested in information about the Graduate certificate program in African Studies. I would like to be involved in the African studies community at UNC as a visiting student. My interests are African languages such as swahili, traditional arts/ cultural preservation- music dance and social issues of african nations. I will be residing in Raleigh Nc as of July 2011. I have just completed my Bachelors Degree in African and African Americans studies at the University of Oklahoma. I look forward to hearing from you and I thank you for your time.
Sincerely,

Laportia Jeffery

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Wednesday, May 18, 2011 12:10 PM
To: Lambert, Michael C <mlambert@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Alassane Fall

Hi Julius and Mike,
With no approval yet for the first step of the H-1B (job rate classification) there is no way that Alassane will be able to start on July 1, 2011 – even if we expedited the second part of the application.

I suggest that we find funds to expedite the second part (additional $1,225) and aim for August 15th. What do you think? Can one of you talk with him about this? Mike, is your Title VI funding still intact?
Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Williams, Rebecca B <rbwill@email.unc.edu>
Sent: Wednesday, May 18, 2011 1:10 PM
To: Chairs of Departments and Curricula <dptcrchairs@listserv.unc.edu>
Subject: [dptcrchairs] SPA Annual Performance Reviews

This message is being sent to all Chairs and Managers of Departments and Curricula in the College of Arts & Sciences.

Dear all:

Performance reviews should be completed for SPA employees by May 31, 2011. Please note the following:

- If Chairs/Directors desire feedback from the Dean's Office for your manager's performance review please e-mail me by Wednesday, May 25, and I will solicit comments from the Dean's Office on your behalf.
- Department managers should submit a signed copy of their performance review to the Dean's Office by Monday, June 13.
- All performance rating entries must be completed by June 24. If you need our assistance entering a department manager's performance rating in HRIS please notify your HR consultant by Monday, June 20.

For more information on SPA performance management policies and procedures please visit http://hr.unc.edu/policies-procedures-guidelines/spa-employee-policies/performance-management/PM-SPA. If you have additional questions or need assistance, please submit a remedy ticket to the HR team and your HR consultant will assist you.

Thank you,
Becky

Becky Williams
Director of Human Resources
UNC College of Arts & Sciences
CB# 3056, 03 Howell Hall
(919) 962-9276
rbwill@email.unc.edu

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, May 18, 2011 8:18 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Disaster Preparedness and Business Continuity Planning

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May 18, 2011

To: Deans, Directors and Department Chairs

From: Mary Beth Koza, Director of Environment, Health & Safety
Jeff McCracken, Director and Chief of Public Safety
Steve Kenny, Director of Risk Management Services

Subject: Disaster Preparedness and Business Continuity Planning

In light of the devastating weather events that recently affected the southeast United States and our local area, we are writing to remind you of the importance of your department's disaster preparedness and business continuity planning. As part of this preparedness, campus departments are urged to have a current continuity of operations plan for their facilities.

To assist you with this planning process, the University has developed a "Facility Resiliency - Continuity of Operations Plan" template to help document your plans in the event of a loss or disruption to your facilities. This template prompts you to identify your key facilities, critical functions, communication needs, and mitigation and recovery strategies. An online version of this template can be found at: http://financepolicy.unc.edu/Form/results?ssCatId=74.

The University has also developed a Guide to Business Continuity and Recovery Planning on Campus. An online version of this guide can be found at: http://finance.unc.edu/images/stories/bus_con_guide.pdf. A hard copy can be requested from Treasury & Risk Management Services. This guide is not intended to replace the need for you to have a comprehensive continuity of operations plan for your facilities. Rather, it is provided as a simple and effective resource to help better prepare you for any event that may interrupt your department's operations.

Effective disaster preparedness is a shared responsibility from all levels of our University. Everyone can contribute to this process. And as the leader of your campus area, no one is in a better planning position to ensure your service is maintained during a crisis and that your respective area recovers from a disruption as quickly as possible.

This email is sponsored by: Environment, Health and Safety, Department of Public Safety, and Risk Management

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From: nobody@notify.unc.edu on behalf of fitnet@unc.edu
Sent: Wednesday, May 18, 2011 8:20 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Are you a young adult cancer survivor interested in an exercise program?

Are you a young adult cancer survivor interested in getting more physically active? Do you have an active Facebook account?

Researchers at the University of North Carolina at Chapel Hill are studying ways to promote physical activity among young adult cancer survivors using Facebook. We are seeking volunteers to enroll in a research study that tests an exercise program designed specifically for young adult cancer survivors. Your participation will be some of the first data collected about an exercise program delivered through Facebook.

If you participate, you will receive exercise information via Facebook and a pedometer. You will be asked to complete two online questionnaires and may receive access to weekly group discussions and an exercise website. The entire 12-week study can be completed online.

You may be eligible if you:
-- are 21 to 39 years old
-- were diagnosed with cancer (excluding non-melanoma skin cancer) at age 18 or older
-- have completed cancer treatment
-- have an active Facebook account

Additional eligibility criteria apply.

Participants will receive a $30 gift card after the 12-week assessment.

For more information and to see if you qualify, please go to:
www.fitnet-unc.org

The study was approved by the Public Health-Nursing Institutional Review Board on 12/16/10 (Study # 10-2150).

This email is sponsored by: Lineberger Comprehensive Cancer Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of rebeccawilliams@unc.edu
Sent: Wednesday, May 18, 2011 8:40 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Make cash for a few hours of your time...

Are you between 18-20 years old?

Then we would like you to be part of a research study @ UNC.

Who is eligible?
* Adults aged 18-20 who...
* ...are fluent readers and writers of English
* ...do not reside in university housing
* ...reside within Orange County

What will I have to do?
* You will participate in an in-person orientation
* You will visit websites that sell alcohol while under supervision at our research offices and attempt to make purchases.
* You will receive and log alcohol purchases at your home.
* You will turn all alcohol deliveries received over to study staff.
* You will participate in a debriefing session upon completion of the study.

How much time will this take?
* Your participation will take about 7 hours over the course of several weeks.

Do I get anything for my time?
* You will be paid up to $65 for your time
* Help add to our knowledge about the online business practices of alcohol retailers to inform future legislation to restrict under age access to alcohol and other harmful products online.

How can I sign up?
Call Rebecca Williams at (919) 843-9465 or E-mail at UNCInternetStudy@gmail.com

Approved by the UNC Public Health-Nursing IRB on 5/5/2011
Study title: Purchase Survey for Internet Alcohol Sales to 18-20 Year Olds
Study #: 10-2115

This email is sponsored by: Center for Health Promotion and Disease Prevention

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of ahowell@med.unc.edu
Sent: Wednesday, May 18, 2011 8:51 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Type 2 Diabetes Study at UNC

The UNC Diabetes Care Center is now enrolling adult volunteers into the LEADER research study.

LEADER^{TM} (Liraglutide Effect and Action in Diabetes: Evaluation of Cardiovascular Outcome Results) aims to assess and confirm the cardiovascular safety of Liraglutide (Victoza.) and potentially show the ability of Liraglutide to improve cardiovascular outcomes.

This is a long term cardiovascular research study of Liraglutide, you may either receive the study drug or placebo (it looks like study drug but is not active drug). Your participation will last until 2015 and consist of approximately 2-7 visits to the research site each year.

You may be eligible for the research study if you are age 50 years or older, have type 2 diabetes, cardiovascular disease and are not currently taking the diabetes drugs Victoza or Byetta.

If you are eligible you will receive diabetes care through the research study doctor, diabetes testing supplies, and study medication at no cost to you.

For more information about this trial please contact:
Amber Howell
Clinical Research Assistant
UNC Diabetes Care Center
919-484-0931 ext 269
ahowell@med.unc.edu

This study received IRB approval from the UNC office of Human Research Ethics, IRB Full board on 12/03/2010
IRB study # 10-1701

This email is sponsored by: UNC Diabetes Care Center

This email is sponsored by: Diabetes Care Center

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From: Hartlyn, Jonathan <hartlyn@unc.edu>
Sent: Wednesday, May 18, 2011 10:51 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Automatic reply: Office Space

I am away from my desk through May20, 2011 and may not be able to respond to your email promptly. For urgent matters, please contact Tiffany Clarke (tiffany_clarke@unc.edu) in the Dean's office, telephone 919 962-1165.

From: Brad Hemminger <bmh@ils.unc.edu>
Sent: Thursday, May 19, 2011 11:59 AM
To: Mailing list for UNC-CH Scholarly Communication Working Group <schol-com@listserv.unc.edu>
Subject: [schol-com] A nightmare scenario for higher education--fair use challenge happening at Georgia State

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Kevin Smith at Duke has a nice write-up about a scary scenario for fair use in the classroom that's occurring in lawsuit involving Georgia State. See

http://blogs.library.duke.edu/scholcomm/2011/05/13/a-nightmare-scenario-for-higher-education/

-Brad

 -- You are currently subscribed to

schol-com as: jen321@email.unc.edu.
To unsubscribe send a blank email to leave-29183118-308329.b016d46c1abb2e89b12f6c719cdc87c2@listserv.unc.edu

From: bounce-29184886-39778815@listserv.unc.edu on behalf of VanDrimmelen, Jeff <jeffvand@unc.edu>
Sent: Thursday, May 19, 2011 4:47 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] [oasis-supported-faculty] Scheduled College file server maintenance: Friday (5/20)

Dear OASIS supported clients,

This coming Friday (5/20/11) from 5-7pm we will be performing routine maintenance on the College file server. The College file server will be unavailable during this time. Items affected include:

- Personal College storage space (often referred to as the Z-Drive)
- Departmental College storage space (often referred to as the Y-Drive)

It is recommended that you save all files by 5pm tomorrow in order to avoid any potential data loss. During the maintenance period any computer still connected to these folders may be disconnected from the server. If you are unable to save to the College file server during this time, save to your local hard drive until the server is again available.

You can check to see when the maintenance is complete by going to https://status.its.unc.edu/.

If you have a technical problem at any time you can always submit a Remedy ticket directly to OASIS via our website: http://oasis.unc.edu/remedy, or call 962-HELP.

Thank you,

OASIS Systems Group

You are currently subscribed to oasis-supported-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=39800428.87143b3cdbbd2c84d119a11cdf7965de&n=T&l=oasis-supported-faculty&o=29184882

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-29184882-39800428.87143b3cdbbd2c84d119a11cdf7965de@listserv.unc.edu

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: JEN321@email.unc.edu.

From: bounce-29184974-39779101@listserv.unc.edu on behalf of VanDrimmelen, Jeff <jeffvand@unc.edu>
Sent: Thursday, May 19, 2011 4:49 PM
To: african-and-afro-american-studies-staff <african-and-afro-american-studies-staff@listserv.unc.edu>
Subject: [african-and-afro-american-studies-staff] [oasis-supported-staff] Scheduled College file server maintenance: Friday (5/20)

Dear OASIS supported staff,

This coming Friday (5/20/11) from 5-7pm we will be performing routine maintenance on the College file server. The College file server will be unavailable during this time. Items affected include:

- Personal College storage space (often referred to as the Z-Drive)
- Departmental College storage space (often referred to as the Y-Drive)

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Thank you,

OASIS Systems Group

You are currently subscribed to oasis-supported-staff as: african-and-afro-american-studies-staff@listserv.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=39800606.0a0d8aa2c69df1537cb02ad1c7e654cb&n=T&l=oasis-supported-staff&o=29184951

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-29184951-39800606.0a0d8aa2c69df1537cb02ad1c7e654cb@listserv.unc.edu

 -- You are currently subscribed to

african-and-afro-american-studies-staff as: JEN321@email.unc.edu.

From: Richard Andrews <andrewsr@email.unc.edu>
Sent: Thursday, May 19, 2011 5:01 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Annual performance review of Agatha Buell

Dear Julius:

I am putting together my Annual Performance Review for Agatha Buell this week and next. If you or others in AFAM wish to provide any feedback about her performance, I would be grateful.

Please let me know, and invite any others of your faculty to contact me directly as well, and your feedback will be incorporated into my overall review of her work.

I would be grateful to receive any responses by Tuesday, May 24, at 5pm, as I have several travel responsibilities beginning later that week and need to complete this review before leaving.

Many thanks.

Sincerely,

Pete

--

REPLY TO: pete_andrews@unc.edu

Richard N. (Pete) Andrews
Professor and Chair
Department of Public Policy (202A Abernethy Hall)
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3435 USA

tel: +1 919 843-5011 fax: +1 919 962-5824

From: Hall, Ishna <ishna.hall@unc.edu>
Sent: Friday, May 20, 2011 9:40 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Any updates?

Julius,

Just checking in before I head out for a couple of weeks. Any word yet?

Ishna

Ishna J. Hall
Associate Director of Capital Gifts
The Arts and Sciences Foundation
The University of North Carolina at Chapel Hill
134 East Franklin Street
Chapel Hill, NC 27514
(919) 843-4885 (office)
(919) 962-2531 (fax)

From: Bill Balthrop <iah@unc.edu>
Sent: Friday, May 20, 2011 10:04 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: IAH News May 2011

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having trouble viewing this email? click here

In this issue:

Articles
- Perspectives
  A True Conversation
- Insight
- 2011–12 Fellows
- 2011 Reckford Lecture
- 2011 Weil Lecture
- Featured Fellow: Andrew Perrin
- Grants mentoring program

News in Brief

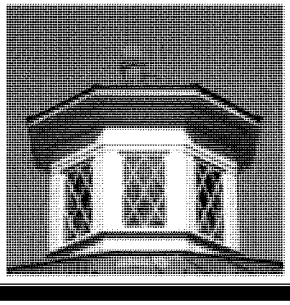

Calendar
Fellowships
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SURVEY

IAH News • May 2011

From the Director

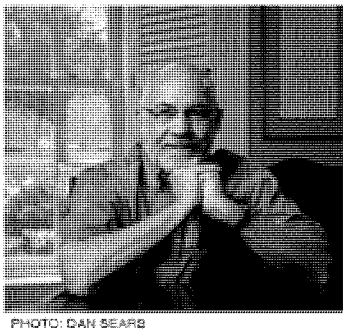
PHOTO: DAN SEARS

We pride ourselves on promoting conversations at the Institute, but it seems as though this semester has raised the bar even for us. From weekly conversations to special lectures to strategic planning, it has been quite a busy few months. In this newsletter, we'll share the substance and fruits of some of those conversations.

In my Perspectives column, I reflect on my year as interim director at the IAH and explore what I see as the true value of conversation at Carolina, and at the Institute. Sometimes the conversation isn't just about the act, but about how it affects us.

Julia T. Wood, associate director of the Faculty Fellows Program, shares her experiences leading that program for the last nine years. It is with regret — and great pleasure for her — that we bid Julia farewell from her role at the IAH.

In the fall, we will welcome Jane Thrailkill, associate professor and assistant department chair of English and comparative literature, in that role on an interim basis until Laurie Maffly-Kipp, associate professor of religious studies, assumes the position of associate director in spring 2012. We are pleased to announce next year's Fellows in this newsletter, as well the application deadlines for the 2012–2013 academic year.

In addition to the weekly Fellows conversations that are part of our fabric, the IAH also promoted conversation through the Reckford and Weil Lectures this spring.

Chantal Mouffe, widely respected Belgian political theorist, presented a graduate seminar and our annual Reckford Lecture in European Studies, looking at the future of the European Union.

Our Weil Lecture on American Citizenship presented the opportunity for a series of conversations on religious pluralism and civil discourse, culminating in "Unfinished Dreams: America, Religion and Citizenship," a conversation between New York's Imam Feisal Abdul Rauf and UNC's own Hodding Carter, State Department spokesman for President Jimmy Carter.

One of several faculty members who played a significant role in the success of the Imam's visit is Andy Perrin, an associate professor of sociology and IAH Faculty Fellow (fall 2007) and Leadership Fellow (spring 2010). For his unflagging enthusiasm for Carolina — and the university in general—Andy is our Featured Fellow this newsletter.

The past few months have seen us deeply engaged in planning for the future. We look forward to presenting our renewed vision in the fall, after we have finalized our five-year strategic plan. We have great hopes and dreams for the future and look forward to sharing those aspirations with you soon.

One goal we've already undertaken is enhancing our grants mentoring program. We will all benefit from working together to attract more funding to Carolina, particularly in the arts and humanities, and the Institute continues to strategize ways to support faculty in that endeavor. Read about our current program and planned updates in this newsletter.

As always, we invite you to join the conversation. And to that end, I point you to our survey link, located in the navigation menu on the left side of the page. Let us know: What would you like to see in future newsletters?

Bill Balthrop
Interim Director, Institute for the Arts and Humanities

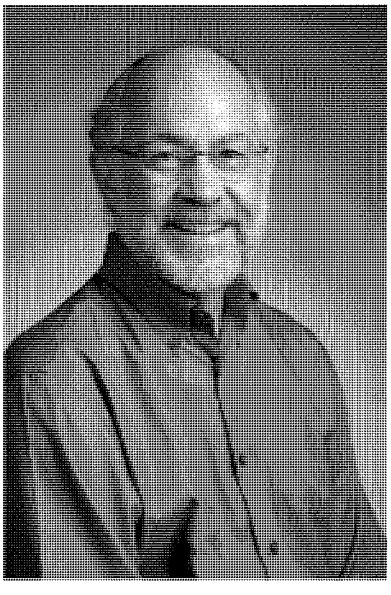

Perspectives: A True Conversation

What role can—and does—the Institute play in fostering conversation on campus?

By Bill Balthrop
Interim Director, Institute for the Arts and Humanities

As the year of my service as Interim Director winds down, I want to share with you my revised perspective toward the Institute for the Arts and Humanities. As someone who has long admired the work of the IAH and who has benefited from its various programs and activities, I thought — perhaps like many others — that I "knew" the IAH.

Well, it turns out that I did; but not in the way that I have now come to know the Institute and to appreciate how vital it is to the well being of our faculty and of the University.

John McGowan, who will resume his duties as director this summer, has often remarked that "we talk a lot around here." And, of course, that's true. But we talk and encourage talk in the form of a conversation, which has a whole set of assumptions embedded within it.

Read more...

Insight: A first-person view of the Faculty Fellows Program

By Julia T. Wood
IAH Associate Director, Faculty Fellows Program 2002–2011

Wednesday is my favorite day of the week. That's the day the IAH Faculty Fellows meet and engage in conversations that are uncommonly rich.

Each semester, I've had the privilege (and fun!) of facilitating a group of 8 to 12 faculty who are working on projects that range from showing how landscapes express society's views of what matters to creating a recording of Haydn's sonatas, from reexamining the character of pity in ancient Greek literature to producing, directing and filming a documentary on a world-class cross-country skier who is

blind.

Our time together is not spent giving lectures to one another as academics are prone to do. Rather, we enjoy the singular pleasure of lively, sustained conversation graced by wisdom, curiosity and passion.

Read more...

Photo by Chris Carmichael

Photo by Justin Cook

IAH Announces 2011–12 Fellows

The IAH is pleased to announce the faculty members awarded Faculty Fellowships and Academic Leadership Fellowships for 2011–12.

The Faculty Fellows Program provides on-campus semester leaves for arts and humanities faculty to work on research and teaching projects. The Academic Leadership Program, open to all tenured UNC faculty, facilitates leadership skills growth and provides an arena for honest discussion and long-term networking.

The deadlines for both programs are also now set, and application materials will be made available later in the summer.

Read more...

Reckford Lecture explored cultural identity in the E.U.

Belgian political theorist Chantal Mouffe delivered the Mary Stevens Reckford Lecture in European Studies Feb. 10, the 17th hosted by the Institute for the Arts and Humanities since UNC Classics Professor Kenneth J. Reckford established the lecture series to honor his late wife, Mary Stevens Reckford.

In "An Agonistic Approach to the Future of Europe," Mouffe, who is a professor of political theory at the University of Westminster, London, reflected on the problems that confront the European Union today. While its members are legally and financially bound as never before, Europe is beset by a resurgence of nationalism, sectarianism and racism.

Read more...

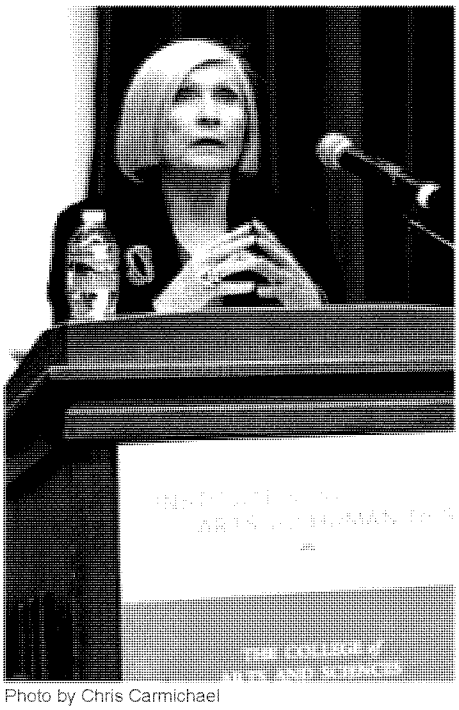

Photo by Chris Carmichael

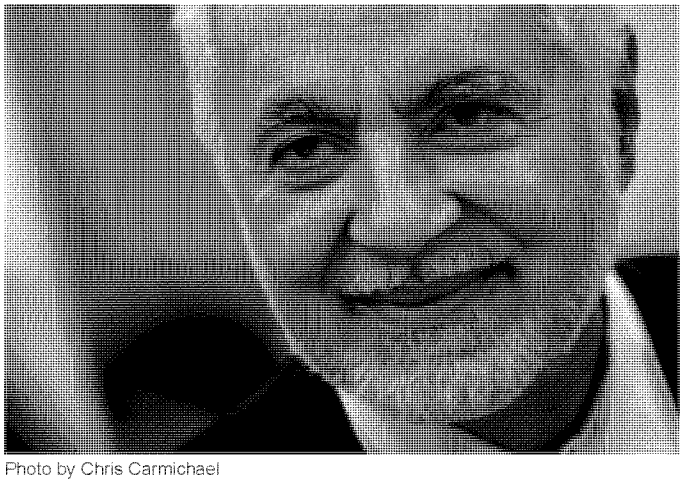

Photo by Chris Carmichael

NY Imam delivers 2011 Weil Lecture on American Citizenship

On March 16, Imam Feisal Abdul Rauf delivered the 2011 Weil Lecture on American Citizenship. During his talk, "Unfinished Dreams: America, Religion and Citizenship," a 90-minute conversation with UNC's Hodding Carter, the imam suggested that Islam and America share many ideals.

Abdul Rauf rose to national prominence last summer when the interfaith cultural center he proposed building in Manhattan took on the moniker of the "Ground Zero Mosque" in the media. The imam is the founder of the Cordoba Movement, which seeks to improve understanding among people of all cultures and faiths. In this capacity, he seeks to bridge relations between the U.S. and Muslims worldwide.

In addition to the lecture, which drew more than 650 audience members and earned a standing ovation from the Hill Hall audience, the IAH hosted two panels exploring civil discourse and religious pluralism in America.

Read more...

Featured Fellow: Andrew Perrin

You may have seen Andy Perrin, associate professor of sociology, in The New York Times this year addressing grade inflation, or perhaps you heard his name associated with the visit of Imam Feisal to campus this year. From

teaching graduate and undergraduate courses to leading civil discourse conversations on campus, Perrin is one busy faculty member. He is also the Institute's Featured Fellow.

As a Faculty Fellow in the fall of 2007 and an Academic Leadership Fellow in the spring of 2010, Perrin identifies the Institute for the Arts and Humanities as a primary place on campus where "the life of the mind actually happens" — where thoughtful and critical conversations produce a synergy of ideas that is more than the sum of its parts.

"This is where the University nurtures big ideas that can't be constrained by disciplines or corralled into a given research project — but that really deserve to be given strong consideration and careful thought."

Read more...

Photo by Travis Dove

Photo by Justin Cook

IAH looks to expand grants mentoring program

The IAH Grants Mentoring Program aims to assist UNC faculty on the premise that focused mentorship for faculty grant writing will help to strengthen UNC's reputation for excellence in faculty scholarship. The basic components of the program are already in place, while other elements are in development.

Already in full swing at the IAH is a fruitful mentoring program that matches grant applicants with faculty members from UNC who have previously applied successfully for a grant from a specific institution.

Read more...

NEWS IN BRIEF

Save these dates:
August 24: Our first grants mentoring workshop will take place (RSVPs will collected later this summer)

August 25: Welcome Back Reception in Hyde Hall, open to all College faculty and Fellows

September 30: Deadline for applications for the IAH Faculty Fellowships and Faculty Arts Fellowships

October 1: Deadline for applications and nominations for the Chapman Family Teaching Award

November 1: Deadline for applications and nominations to the Academic Leadership Program

For the latest news on IAH events, visit iah.unc.edu/calendar.

SURVEY

Tell us what you think
We've added a link to the newsletter, or you can follow this link, to allow you to tell us what you think about our IAH e-newsletter. This very brief survey will help us make sure we're providing you with the content you want. Thank you for your time!

Bon voyage!
Best wishes to Meredith Daughtridge, who has left her position as the Events Coordinator at the Institute to pursue a great career

opportunity. We will miss her talents greatly. For those needing assistance with room reservations, please continue to use our website to submit event requests, or write to iah@unc.edu so that we can field your request appropriately.

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From: Julie M. Kinnaird <jmarante@email.unc.edu>
Sent: Friday, May 20, 2011 12:17 PM
To: Global Updates K-12 Listserv <globalupdates@listserv.unc.edu>
Subject: Global Updates from World View

If you are having difficulty viewing this newsletter, click here or paste http://www.unc.edu/world/Global_Updates_2011/May_June/May_11.htm in your browser.

Global Updates From World View May 2011

Testing Practices and Stories from Around the World

EOGs, EOCs, ABCs, oh my! We all know what May brings to North Carolina classrooms . . . tests. And more tests. World View wishes all of you well as you endure the challenges and opportunities that these tests bring to your classrooms. Below we give you a few snapshots of testing requirements in several countries. World View also asked a few foreign national educators from across the globe to share stories of testing from their home countries. These educators currently reside in the United States and are able to comment on their own personal experiences from abroad and in the U.S.

Click on a flag to learn more about testing in a particular country or to read a personal story!

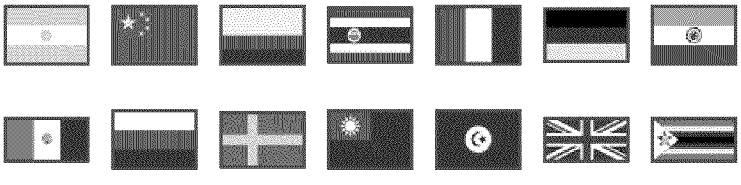

A special thank you to Katharine Laco, World View Assistant Program Manager, for help in creating this issue and to World View friends who shared stories, adding a unique and personal perspective this month!

Argentina

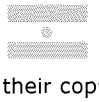

The teaching style in Argentina is "learning by rote" where students copy notes from the blackboard into a "carpeta" or binder. Students are marked on the neatness and accuracy of their copying, and they are tested three times a year on the contents of

Announcements, Opportunities, and Resources

Register Now! World View's Fall Symposiums

Foreign Currency Kits Available

World View Magnet Partners Win Awards

Witness to Revolution in Egypt

Strategies for Reducing Test Anxiety

Testing Skills Rock!

Global Citizens Corps for Students

Using Past Editions of Global Updates

Archived Global Updates

REGISTRATION NOW OPEN!

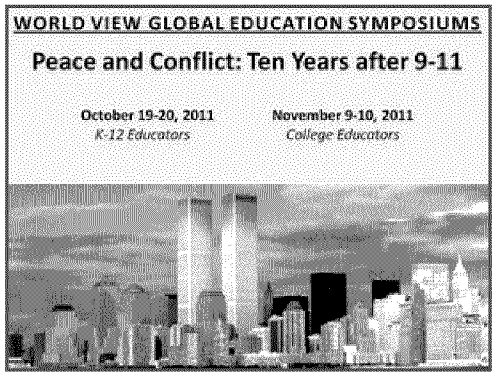

World View's 2011 Symposiums explore the ten years post September 11 and how this significant 21st century event has shaped global perspectives in geopolitics, East-West relations, and educational discourse. We also will look at the nature and causes of international conflict, human rights, peace

their "carpeta." In all subjects the exam pass rate is 7 out of 10. Students who do not pass their exams in every subject at the end of the school year are held back to repeat the year.

Costa Rica

The Costa Rica Ministry of Education requires testing of all students (private and public schools) at 6th grade, 9th grade, and the end of high school. The students must pass the exams to receive their high school diploma. The 6th grade exam, referred to as "Pruebas Nacionales de Sexto", tests students in Math, Social Studies, Science, and Spanish. The 9th grade exam adds English, French, and Civics. The final exam covers the same subjects. Upon passage, a student receives his/her high school diploma or bachillerato.

Stories from Costa Rica:
From my personal experience as an American living in Costa Rica with my two sons in a small private Costa Rican run elementary school, testing is standard practice throughout the year; this goes for the public schools as well. One of my sons is in fourth grade and the other is in second grade. Initially, I was very surprised by the four times a year organized school-wide testing periods. When I was teaching fourth and fifth grade in the public schools in Charlotte, NC I was used to the EOG and intense preparation. This testing of four times a year in CR seemed too much to me from the perspective of what a big deal the EOGs are and the pressure of them.

There seems to be no big over-the-top focus on the tests in terms of preparing or celebrating. No breakfasts or extra recess after. The students get percent grades on all their exams so they learn about scores very early, first grade actually.

There is a standardized national final high school exam in 11th grade. The marks received from this test determine certain opportunities into higher education. There is more preparation for this test where students might even use tutors to help prepare.

India

Under the current education system in India, students are required to take three to four exams per academic year before they are promoted to the next grade. At the end of 10th and 12th grades, students sit for a school board exam. These exams are conducted either statewide or nationwide, and are centrally prepared, administered, and graded. Performance on these exams is crucial for seeking admission to universities and colleges and to gain access to prestigious careers. Due to the importance of exam performance, students begin attending coaching classes at a young age and often continue their studies during school vacation.

Stories from India:
Annual exams happen in India in April before the summer vacation. Students take tests in each subject that they have been learning throughout the year. Usually the tests are out of 100 points (or marks as they are called in India) and usually the passing grade is 40 marks. Each student gets a syllabus for the exam to study and an exam schedule. Each exam is usually 2-3 hours. The exams run one in the morning and one in the afternoon with lunch in between. Based on their performance in the annual exams, students are promoted, failed, or promoted with warning. Each student is assigned a seat in their classroom and there are no open book exams. A teacher monitors the room during the exam. Usually report cards are distributed in class right before the summer vacation that begins in early-mid May.

It was always so stressful because if you fail, then you are held back and all your friends move on. You then have to spend the next year with your juniors who will be your new classmates and they will know that you were held back-that's was the worst possible embarrassment of all times... My parents didn't put any pressure, but it was obvious that you had to get "promoted".

resolutions, and more. These symposiums offer general sessions, concurrent sessions, and support for school and college-based teams in creating an Action Plan for globalizing schools and colleges. These programs are designed for administrators and teachers of all grade levels and disciplines, and provide current information and unique strategies for helping students learn about the world.

Location: The Friday Center at the University of North Carolina at Chapel Hill.

Cost (North Carolina Educators):
Registration is $175 per person. A team of 4 is $600 (save $100). A team is comprised of 4 or more individuals organized from the same school, district, college. Only $150 for each additional team member.
Cost (Out-of-State Educators):
Registration is $275 per person.

For more information, please call the World View office at 919/962-9264 or visit www.unc.edu/world

To register go to:
www.unc.edu/world/regform.shtml

Foreign Currency Kits Available

Borrow Money from World View today!

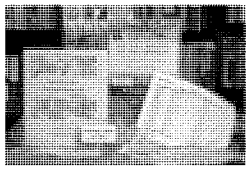

What's a Foreign Currency Kit?

The Foreign Currency Kit contains currency, both bills and coins, from over 35 countries and may be borrowed by educators in North Carolina. It is designed for K-12 educators as a learning tool, using tangible items to teach about people and places, as well as a means for integrating global content across multiple subject areas. Interested higher education educators may also borrow the Kit.

How can I borrow a Kit?

Any North Carolina educator may borrow an available Kit for up to three weeks. To borrow a Kit, please download and read the lending policies and complete a "**Lending Agreement**".

What's in the Box?

Money! In each Currency Kit there are coins and bills from over 35 countries or territories. The Foreign Currency Kit also contains useful reference books, a map, an inventory of coins and bills included and their country or

Sweden

At the end of 5th grade, non-compulsory national tests are offered in Swedish, English, and Math. These tests have a diagnostic purpose, helping teachers understand their students' learning. Teachers consider not only the answer but also how students work the problem. Students can express their knowledge in different ways using pictures, words, and symbols. Also, the assessments include group and individual work as well as self-assessment. In 9th grade, the national tests are compulsory, but they may still include group work or an oral component. In upper secondary school, Swedish students are tested at the end of each course.

Taiwan

In Taiwan, students spend junior high preparing for the national senior high school entrance exams which they take at the end of 8th grade. Their scores determine which high school they can attend. Although school officially ends at 5pm, junior high students often stay until 8 or 9pm for supplementary instruction. Schools also hold "optional" supplementary classes during winter and summer vacation. In many cases, participation is mandatory. Once in senior high school, students then strive to score well enough on the national university entrance exams so they can attend a four-year university in Taiwan.

Tunisia

Tunisian students attend six years of primary school, and at the end of the sixth year, they must score above 50 percent on an exam in order to progress to the lower secondary level. After three years of lower secondary education, students sit for another exam. Upon passage, students receive the *Diplôme de Fin d'Études de l'Enseignement* which is required to begin secondary education. At the end of the fourth year of secondary studies, students take the Examen National du Baccalauréat which tests them on six core subjects. Only students attaining a diploma can pursue post-secondary education.

Zimbabwe

Students in Zimbabwe complete seven years of primary schooling before taking four nationally-set exams in Math, English, Shona or Ndebele (local languages), and Content (a combination of science and social science). Students take the national exams in November, as the school year runs January to December. Secondary school consists of four years of "O" level and two years of "A" level curriculum. Exams in "O" and "A" levels are offered in June and November, and exam topics range from biology and chemistry to metalwork and fashion & fabrics. As in the United States, grades of A, B, and C are considered passing.

Stories from China

At the final exam, before the test was given out to a class of 20 students, a Biology professor said to the class, "I am very happy to have you as my students this semester. I know all of you have been studying hard, and many of you will enter medical schools this fall. Therefore, I have an idea for today's test. If any of you will give up taking the test today, you will automatically get a "B". Hearing this, the students were surprised and excited. Many of them got up and walked to the professor. They thanked the professor, signed their names and left the classroom. After they left, the professor looked at those who stayed and offered them a final chance to leave. One more student got up, signed his name and left the classroom. The professor then closed the classroom door and looked at the small number of students who stayed. He said to them, "I am very pleased with the confidence you have with yourselves. All of you get an "A".

More from China
Some years ago, I took a course, an elective (I think), called Creative

territory of origin, as well as suggested educator activities.

FOR MORE INFORMATION VISIT:
unc.edu/world/Currency_Kit/currencykit.shtml

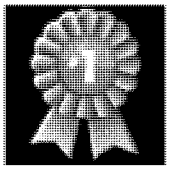

Congratulations to World View's Magnet School Partners!

Farmington Woods International Baccalaureate Primary Years Programme was named the top magnet elementary school in the nation this week by the Magnet Schools of America. The award includes a $2,500 prize for the school. Farmington Woods was selected out of 227 magnet schools from throughout the country. It was one of 15 Wake County magnet schools recognized in a variety of categories.

Other World View magnet partners in Wake receiving awards include:

- Joyner Center for Spanish Language/IB Magnet
- Garner IB Magnet High
- East Garner IB Magnet Middle

The full press release can be found here.

Congratulations also to World View partner **Johnson Street Global Elementary** in Guilford County for being awarded a School of Distinction from the Magnet Schools of America.

Witness to Revolution

American student Andrew Simon, witness to the Egyptian revolution, shares his photos and impressions of the uprising in Tahrir Square. This presentation was originally a Culture Cafe for online students of Arabic through NC Virtual Public School. It was produced in partnership with the Duke-UNC Consortium for Middle East Studies. It's now available online for viewing by all on TeacherTube. Here's the link:

Studies, (or something like that). I never went to the class. At the final exam, I wrote all Chinese characters in my answer upside down (or in reverse) except these few characters, "I am very creative, am I not?" I got the test back. The teacher gave me 09 (out of 100) as my test score and a comment that said, "reading score in reverse (backwards/upside down), you passed". **Note: For Chinese tests (100 is the full score, 60 is the passing grade).

We cannot think of any celebration for the end of the class such as those we see in U.S. However, mostly at the K-12 level depending upon schools/teachers, 'graduation-like' ceremonies may be held on the last day of semester where a class's top 3 academic achievers are honored with certificates and gifts (books, pencils, pens, etc.).

Stories from Colombia

In my country, Colombia, the college admission process begins with a standardized test (similar to the SAT, but longer and more comprehensive) administered by the *Instituto Colombiano para el Fomento de la Educación Superior* prior to high school graduation. It is recognized nationally as the most important test since it qualifies students according to their actual academic skills and impacts acceptance outcomes at public and private colleges. When I took it in 1981 the highest possible score was in the low 400s and the minimum in order to pass and be able to graduate from high school was 213. The minimum to be able to apply for college was 250. More than 280, was considered a good score; above 300, was considered a very good score, and more than 340 was excellent.

I did have my period of agony the day we were receiving our scores in front of the whole class! My twin sister was one of the first to be called and she got a score above three hundred. As more classmates were being called to go and get their scores, I was praying in silence, convinced I was probably going to get one in the low 200s and maybe not even be able to graduate from high school that year. When my name was finally called towards the end, I found out that my score was also above 300, and only one point different from my twin sister. Through the years we have proved to be identical twin sisters in more than one way, I guess! It felt GREAT!!!

Stories from England

When I was in secondary school in England in the late 70's early 80's, there was no stress relief for testing. At the end of each school year when testing would take place, many of the teachers would let us bring in board games and other forms of amusement that could be easily administered in the classroom. We would have impromptu chess and draughts (Checkers) competitions, Monopoly, Sorry and Connect Four games abounded, while some of the students simply read books. Parties used to be at the discretion of individual teachers, but if administered, were always subdued and by no means raucous extravaganzas. The most significant event at the end of the school year was the selection of the student who was "fortunate" enough to take home the class rodent for the summer holidays. Some classes had a rabbit, some had mice, ours was a gerbil. This was a high honor indeed, but being a rather rambunctious youngster, one of my teachers even referred to me as loquacious, I never was selected, which was probably just as well.

Stories from France

We did not have different rooms for different classes; the teachers came into the rooms which were divided according to the age of the pupils. I was in boarding school, and it was a long time ago! We had a big test at the end of the year to see if we would pass to the other grade and we also had an award ceremony at the end of each school year. We actually were given medals for each subject and behavior.

http://bit.ly/lmdHR8 or click here.

The presentation and discussion is in English, with occasional Arabic (which is translated) and is appropriate for middle and high school students.

Click here for more information about Culture Cafes.
ncvpsculturecafe.blogspot.com/2009/07/ncvps-culture-cafe.html

For questions about Culture Cafes and online world language learning, contact Ellen Minter at ellen.minter@ncpublicschools.gov

For more information about Middle East outreach, contact Dr. Regina Higgins at regina_higgins@unc.edu

Teacher Strategies for Reducing Test Anxiety

- Discuss the purpose of the test and how it can help students progress academically.
- Have realistic expectations of students' performance while encouraging students to do their best.
- Allow students to express their anxiety verbally or in writing.
- Be careful not to overemphasize the importance of the test.

Testing Skills Rock!

(to the tune of "Jingle Bell Rock")

Testing skills, testing skills, testing skills rock
All these great ways to beat the clock.
Listening and following directions to be
As prepared as I should be.

Testing skills, testing skills, testing skills rock
Rested and fed so there's no brain-block
Skim the test first, looking for all the cues
These are the ways to cure test blues.

Testing skills, testing skills, testing skills rock
Taking my time…who cares 'bout the clock?
Stay calm and focused, I know it all well
My results will ring the bell!

written by a Missouri teacher

More from France
In the French educational system, the knowledge you've gained throughout high school culminates in a series of exams across various subjects at the end of your senior year called the Baccalaureat. In 10th grade, students are separated into "sections", which focus on an area of study – literature, economics and social sciences, and scientific. Although this focus allows students to allocate more weight to the exams in the subjects that fall under these sections, students are still required to take lengthy exams in all subjects spanning languages, physics and chemistry, math, philosophy, history, geography, and athletics, to name the ones I recall off the top of my head. The extreme relief that comes from wrapping up two weeks of intense testing is released into celebrations among friends and the prom, which is held a week after the exams are finished. Given that French high schools don't typically have a formal graduation event, walking out of your final test becomes a similar right of passage and as rewarding as high school graduation ceremonies.

Stories from Germany

There are regular tests and exams throughout the school year in Germany. There are no EOGs. The exception is the very strenuous and important Abitur exams (high school exams after the 12th grade). The Abitur exams are cumulative and can cover anything covered in the last two years of high school.

For the Abitur exams, because I chose English and French as my majors, I had a 4-6 hour written exam in English and one in French, a 2-3 hour exam in biology, and a 30-60 min. oral exam in social science. This all happens in a week or two, and the grades make up a big part of your final grade.

Many students "rush the school" a few weeks after the exams, play pranks on the teachers, and party with all students for a few hours during school time. For instance, we camped out at the school the night before the rush. We placed yoghurt cups filled with water on the stairs to the teacher's lounge and hid the key to the teacher's lounge in a hay stack. The longer it takes for the teachers to get into the teachers' lounge, the longer all other students at the school can party before classes can start. We also had a band from among our students that play in the school court yard for the party.

Many Abitur students also organize a ball/dance to celebrate more formally with the parents and teachers. However, this is completely dependent on the students, and they are the ones who organize it. As far as I know, high schools in Germany do not have a formal dance that they organize.

Some students do get stressed about the regular tests and exams, but again there is nothing official that is done. This is mostly handled by the families. Many students do some activities like sports, music, theater and other hobbies that could be considered a stress relief.

More from Germany
Germany does not have that test addiction as the US. Generally in Elementary School there are few tests and of course no EOGs. And tests are not the main source of grading. However, every teacher is pretty free how she handles tests. Very often they are not even coordinated within the grade level. That applies also to secondary schools where testing is common and especially in the advanced secondary schools, like Mittelschule and Gymnasium, an important source for the grading. Still there are no EOGs or EOCs. Tests are administered throughout the year approximately once a month or once every six weeks and feed into the grading.

We also do not have anything like AP or AP exams. At the end of the Gymnasium, very important end of school exams are administered as part of the Abitur examination. Similar exams (but not as challenging) are administered at the end of the 10th grade in order to determine whether a student qualifies for the upper level secondary school (grades 11 and 12) that lead to the Abitur with its certification to attend a university.

Global Citizen Corps for High School and University Students

Do you know high school or university students who *care about global issues* and *want the skills* to mobilize their communities to take action? Tell students to apply to the Global Citizen Corps Program -- an exciting and enriching opportunity that's fun, educational and gives you an opportunity to interact with youth from around the world.

Global Citizen Corps is an international network of youth who educate and mobilize their schools and communities to make a difference. Leaders work with Mercy Corps staff to get the training and tools to organize Global Action projects that address challenges linked to poverty, hunger, climate change, access to education, global health and conflict at a local level. Through the online network, live video conferences and international exchanges youth leaders share their projects and experiences across cultures, communities and countries.

The Global Citizen Corps has leadership programs in nine different countries: Gaza, Haiti, Lebanon, Jordan, Iraq, Indonesia, Pakistan, US & UK. Participants can either join our online leadership program (with training opportunities throughout the year) or choose to attend our intensive national leadership training in Portland, OR from July 5-9th. Students will receive training from Mercy Corps experts, engage in a video-conference with their international peers and gain the skills necessary to take meaningful action.

Visit www.globalcitizencorps.org/leadership to apply and to learn more about what Global Citizen Corps is visit www.globalcitizencorps.org/us.

If you have any questions or would like printed materials please contact Sailesh Naidu directly at snaidu@nyc.mercycorps.org.

Past Editions of Global Updates Available

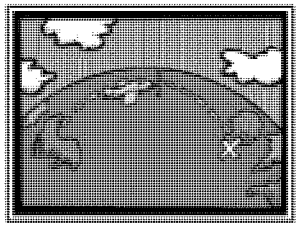

Traveling this summer and need tips on how to make the best of your international travel experience?

Stories from Mexico

The only tradition not student-based like "irse de pinta", which means skipping school after a test or other time the opportunity was given, is the traditional end of the year festival. I particularly remember one festival where I dressed as a chicken and had to sing a song called "la gallina turuleca". Every classroom would organize a dance. Perfect coordination was achieved through endless practice. During these times our PE class was substituted with dance preparations. Parents would volunteer to make the outfits for the class or the teacher would find a place where we all needed to purchase the pertinent uniform. Despite the craziness of these festivals, I have fond memories of them. I remember looking forward to taking the tests so that we could end the semester with what we all thought would be a grandiose performance.

Stories from Russia

Tests were just a part of life in Russia. It is an expectation and the norm, so normally it is not something to be anxious about - it's not like it is a surprise of sorts. We have been having tests since elementary school, whether as dictations, quizzes or regular tests (no multiple choice usually, mostly show the work types of tests or essay writing). The finals in the higher grades often ended with flowers or chocolate souvenirs to each teacher as a "thank you" at the end of the year. The "big finals" included written and oral exams. Oral exams produce some anxiety as the pull of questions is quite large and you are in front of a panel of several teachers who will drill you. Once you are done, you may end up with a party to celebrate the end of the school year, or even better, an outing to an amusement park or a café.

Coming to America, I found it very surprising to see an increasing number of children freaking out about the tests and having sometimes debilitating anxiety, especially among upper classmen.

Do you have information to share?

Do you have information that you would like to share with other educators across the state? You are welcome to submit interesting global education programs that are going on in your schools, announcements about global education seminars, new resources that others might find interesting, etc. Please email Julie at jmarante@email.unc.edu with your "update-worthy" items!

Reader Mailbag

If you have comments about any of the information contained in the Global Update, send us an email! Perhaps your comments will appear here in this new section of the Global Update.

Disclaimer
World View at UNC-Chapel Hill provides information, resources, and announcements for educational purposes only. It does not represent an endorsement of organizations or point

Looking for ideas to get your students involved in an international summer opportunity?

Need a good book to take to the beach?

Check out archived editions of Global Updates for tips on international travel, summer opportunities for educators and students, recommended "global" reads, world languages, globalizing curriculum on a budget, bringing the world to students through technology, adding a global dimension to your after school program, and much more.

Global Updates are developed around a theme, so even if the announcements from past editions are "out dated" much of the content in the issue is still useful!

www.unc.edu/world/Global_Updates.shtml

of view by World View or The University of North Carolina at Chapel Hill.

--
Julie M. Kinnaird, Assistant Director for Outreach
World View
University of North Carolina at Chapel Hill
CB 8011
Chapel Hill, NC 27599-8011

tel: 919.962.6785
fax: 919.962.6794
jmarante@email.unc.edu
http://www.unc.edu/world

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From: Stacey Sewall <sewall@email.unc.edu>
Sent: Friday, May 20, 2011 12:47 PM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Fwd: talk about Egypt on June 5th.
Attach: AgeofRevolution.doc; Attached Message Part; PastedGraphic-2.tiff; Attached Message Part

---

-------- Original Message --------
Subject:talk about Egypt on June 5th.
Date: Thu, 19 May 2011 14:12:23 -0400
From: Miriam Palacio <miriam@chi-cle.com>
To:CHICLE CHICLE <chicle@chi-cle.com>

CHICLE Language Institute
101 E Weaver Street
Carrboro, NC 27510
On the 3rd floor over Weaver Street Market
Free and open to the public
Sunday, June 5, 5:00 pm
www.chi-cle.com 919-933-0398

Egypt: Age of Revolution

Mohamed Abou el Seoud was in Egypt at the start of the revolution on January 25th. Egyptians stated their call for freedom, equality, and social justice on that date. In 12 days people in Egypt were able to get the freedom that they sought by ending 30 years of Mubarak's presidential era. Mohamed Abou El Seoud holds an MA in Libraries and Information Science, and is currently a PhD candidate in Cairo University, and currently works as the Middle East and African librarian at the UNC-Chapel Hill libraries. He will lead a discussion about his experiences.

CHICLE LANGUAGE INSTITUTE

Think Globally, Learn Locally

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Friday, May 20, 2011 12:48 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] May 25th - June 5th

Dear All,
I will be in all day trainings and meetings on May 25th and 26th, followed by a vacation from May 27th to June 5th.

If there is anything pressing that you need before that, please let me know as soon as possible and I will try to fit it in. While I am away Travis and Haeran will be available.

Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

You are currently subscribed to afriafam as: jen321@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=29189971

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-29189971-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

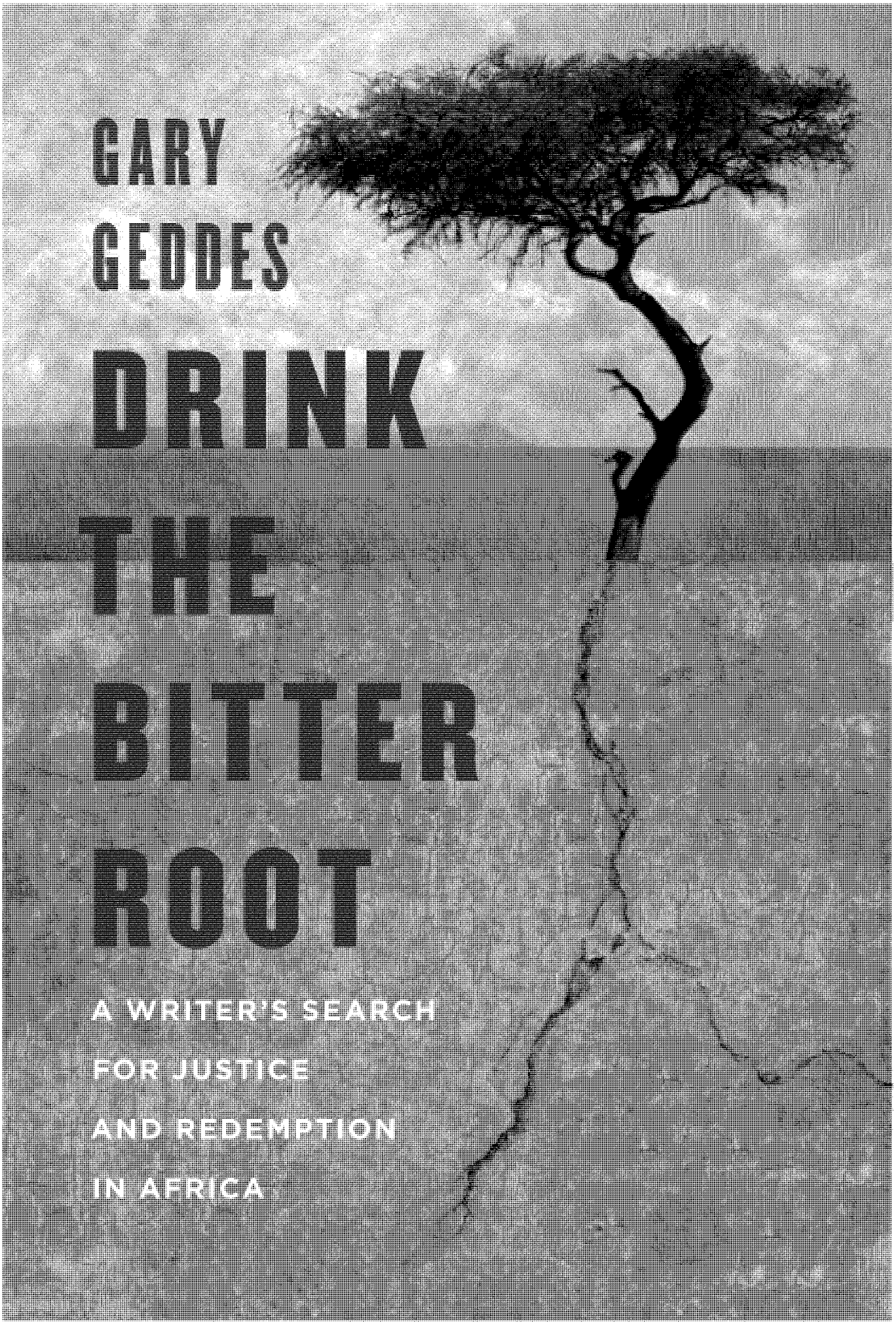

GARY GEDDES

DRINK THE BITTER ROOT

A WRITER'S SEARCH FOR JUSTICE AND REDEMPTION IN AFRICA

A NEW BOOK BY AWARD-WINNING AUTHOR GARY GEDDES

Drink the Bitter Root

A Writer's Search for Justice and Redemption in Africa

A deeply engaging investigation of trauma, justice and the redemptive powers of imagination from one of Canada's most celebrated writers

DRINK THE BITTER ROOT is a provocative and emotionally charged account of one writer's travels in sub-Saharan Africa. Haunted by the 1993 murder of a Somali teenager by Canadian soldiers in what became known as the Somalia affair, and long fascinated by the so-called "dark continent," Gary Geddes decides at the age of sixty-eight to make the trip. His explorations are guided by questions. How can a tribunal in a remote suburb of Europe possibly change things on the ground in Africa? Are international aid and intervention improving the lives of ordinary Africans or contributing to their suffering?

Geddes' search takes him to the International Criminal Court in The Hague, where he struggles with the idea of universal justice and visits a prison that puts local hotels to shame. In Rwanda and Uganda, he attends grassroots criminal courts and encounters rescued street kids, women raped and infected with HIV during the genocide, and victims mutilated by the Lord's Resistance Army. In the Democratic Republic of Congo, Ethiopia and Somaliland, with the help of fixers, guides and the occasional armed guard, Geddes finds himself in the instructive--and at times redeeming--presence of child soldiers, refugees and poets turned freedom fighters.

The stories Geddes brings back are haunting, uplifting, terrifying, stark, sometimes almost unbearable, but he presents them all with the essential lightness that Jean-Paul Sartre insisted is so crucial to good writing. His book, a masterful blend of history, reportage, testimonial and memoir, is a harsh condemnation of the horrors spawned by greed and corruption and an eloquent tribute to human resilience.

GARY GEDDES has written and edited more than forty books of poetry, fiction, drama, non-fiction and criticism and has received numerous literary awards, including the British Columbia Lieutenant Governor's Award for Literary Excellence and Chile's Gabriela Mistral Prize. He is the author of two best-selling travel memoirs, *The Kingdom of Ten Thousand Things* and *Sailing Home*. He lives on Thetis Island, British Columbia.

"Gary Geddes has raised the literary profile of both our province and nation, and has long been considered one of Canada's most important men of letters...In whatever genre he pursues, Geddes writes with eloquence and intense awareness of mystery within the commonplace, and the single human voice singing inside the crowd. He tells the truth, in all its rawness and splendour."—Jury citation, B.C. Lieutenant Governor's Award for Literary Excellence

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Douglas & McIntyre
www.dmpibooks.com

Would you like to submit to FOUNDATIONS ?

Foundations is now accepting submissions. All papers must meet the following criteria:

- Must have been written while pursuing an undergraduate degree. Papers written as an undergraduate may be submitted until two years past the month of graduation.
- International submissions are accepted but all submissions must be written in English.
- Must have a historical theme (includes anthropology, art history, classics, economics, political science, etc.)
- Must be unpublished.
- Must employ primary sources.
- Must be typed in 12-point Times New Roman font, doublespaced, and titled.

Please submit all papers as e-mail attachments along with an abstract no longer than 100 words in Microsoft Word document format to foundations@jhu.edu. All papers are accepted on a rolling basis throughout the academic year and the summer. Authors are kindly requested to provide the following data in the body of the e-mail, not in the manuscript: name, school attended, graduation year, and e-mail address.

Foundations is an international academic undergraduate history journal published biannually. Visit http://www.jhu.edu/foundations for more information.

From: Williams, Rebecca B <rbwill@email.unc.edu>
Sent: Friday, May 20, 2011 3:31 PM
To: All Deans, Directors, and Department Heads in the College of Arts & Sciences <asddd@listserv.unc.edu>
Cc: asMgrs@listserv.unc.edu
Subject: [asddd] EPA Non-Faculty Annual Performance Evaluations
Attach: Annual Evaluation of EPA Non-Faculty 10-11.docx

This message is being sent to all Chairs and Directors in the College of Arts and Sciences and copied to all managers.

Good afternoon.

According to University policy supervisors should conduct an annual review of all EPA Non-Faculty employees by June 30 each year. To document that the College is in compliance, we ask that each unit complete the attached form and return to Janet Farrell (jcfarrel@email.unc.edu) by June 30.

For additional information on EPA Non-Faculty performance evaluations please visit http://hr.unc.edu/policies-procedures-guidelines/epa-non-faculty-policies/epa-nf-performance/CCM1_018402.

Thank you,
Becky

Becky Williams
Director of Human Resources
UNC College of Arts & Sciences
CB# 3056, 03 Howell Hall
(919) 962-9276
rbwill@email.unc.edu

Annual Evaluation of Permanent EPA Non-Faculty Employees
Academic Year 2010-11

Department/Curriculum Name _____

Submitted By _____

NAME	TITLE	EPA NON-FACULTY POSITION #	SUPERVISOR WHO CONDUCTED REVIEW	DATE OF CONFERENCE WITH EMPLOYEE
EX: Jane Doe-Smith	Research Associate	233090	Thomas Brown	May 5, 2011

If your department has no EPA non-faculty employees, please indicate by checking here.

Each permanent EPA non-faculty employee must receive a written performance evaluation annually. The annual evaluation is intended to cover the period from the previous July 1 to June of the following year. Generally, the review should be prepared and delivered to the employee in the late June timeframe of each year.

Please return by e-mail attachment
(i.e., pdf format) to:
Janet Farrell
jcfarrel@email.unc.edu
Due Date: June 30, 2011

From: Nyang Oro, Julius E <JEN321@email.unc.edu>
Sent: Friday, May 20, 2011 5:16 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] FW: Foundations: an Undergraduate Research Journal in History
Attach: Spring 2011 Foundations Policy.pdf

FYI

From: jhufoundations@gmail.com [jhufoundations@gmail.com] on behalf of Foundations [foundations@jhu.edu]
Sent: Friday, May 20, 2011 3:10 PM
To: Nyang Oro, Julius E
Subject: Foundations: an Undergraduate Research Journal in History

Dear Professor Nyang'oro,

Hello, my name is Spencer Matson and I am an Assistant Editor for *Foundations: An Undergraduate Research Journal in History*. We are comprised of an undergraduate Editorial Board with an international Faculty Advisory Board, and we publish in association with the Department of History and Johns Hopkins University. I wanted to take this opportunity to introduce myself and our publication.
Although we are a history journal we recognize that students from cognate fields of study write historical papers that would fall under our scope, so we are trying to expand our contacts with various university departments. We are also interested in exploring audio/visual submissions, such as documentaries, to publish on our website. Are there any African & Afro-American Studies professors or undergraduates who would be interested in our journal? Could you forward this e-mail to your colleagues in the department or send this e-mail out to the department majors?
I've attached a printable PDF of our submissions guidelines, which I encourage you to read and distribute. You may have already received a copy as we also send a general submissions call to schools, but we also wanted to get in touch with you personally.
You can find more information and read our published issues at our website, http://www.jhu.edu/foundations. Please feel free to contact us with comments or questions at jhufoundations@gmail.com.

Best,
Spencer Matson
Assistant Editor, Foundations
http://www.jhu.edu/foundations
jhufoundations@gmail.comx

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or send a blank email to leave-29191484-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

Would you like to submit to FOUNDATIONS ?

Foundations is now accepting submissions. All papers must meet the following criteria:

- Must have been written while pursuing an undergraduate degree. Papers written as an undergraduate may be submitted until two years past the month of graduation.
- International submissions are accepted but all submissions must be written in English.
- Must have a historical theme (includes anthropology, art history, classics, economics, political science, etc.)
- Must be unpublished.
- Must employ primary sources.
- Must be typed in 12-point Times New Roman font, doublespaced, and titled.

Please submit all papers as e-mail attachments along with an abstract no longer than 100 words in Microsoft Word document format to foundations@jhu.edu. All papers are accepted on a rolling basis throughout the academic year and the summer. Authors are kindly requested to provide the following data in the body of the e-mail, not in the manuscript: name, school attended, graduation year, and e-mail address.

Foundations is an international academic undergraduate history journal published biannually. Visit http://www.jhu.edu/foundations for more information.

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Friday, May 20, 2011 5:17 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Automatic reply: Foundations: an Undergraduate Research Journal in History

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Thank you for writing. I will check my email on an infrequent basis through August 22, 2011. I will reply to all messages at my earliest opportunity. If you need to reach me regarding an urgent matter related to LinCS 2 or Sister Circle, please call me on my cell phone.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, May 20, 2011 8:18 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Seeking Lesbian Mothers and Gay Fathers for Brief Survey on Family Functioning

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Study name: Lesbian-mother and gay-father parenting and family functioning study
Study ID#: 11-0769 (Behavioral IRB)
Approval date: 5/16/2011

If you are interested in participating in future research on parenting and family functioning in households headed by one or more lesbian mothers or gay fathers, please contact Dr. Roger Mills-Koonce (rmk@email.unc.edu) at the Center for Developmental Science at the University of North Carolina at Chapel Hill. You will be asked to complete a brief questionnaire that will ask about your contact information as well as demographic information about yourself and your family. Upon completion of this questionnaire you will be included in a registry of parents who have consented to be contacted to participate in future research on this topic.

There is currently a very limited amount of research on the characteristics of family systems and parenting experiences of lesbian and gay parents. Families headed by lesbian mothers or gay fathers are a rapidly growing population in the United States and, despite considerable interests in the functioning and welfare of these families within political, judicial, and social spheres, there is a very limited longitudinal research focused on this subgroup of American families. Furthermore, more research is needed to better inform clinicians and practitioners who provide counseling, mental health and community support services to lesbian and gay parents and their children who likely experience unique challenges within and beyond the immediate household.
Thank you for your time and consideration.

Sincerely,
W. Roger Mills-Koonce, Ph.D.
Research Scientist
Center for Developmental Science
University of North Carolina at Chapel Hill
100 East Franklin Street CB# 8115
Chapel Hill, NC 27599-8115
rmk@email.unc.edu

This email is sponsored by: Center for Developmental Science

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, May 20, 2011 8:29 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Administrative Review of Dr. Samuel Odom, Jr.

TO: Members of the UNC Chapel Hill Community
Faculty, Staff, and Students

FROM: Associate Vice Chancellor for Research on behalf of the Review Committee for Samuel Odom, Jr.

RE: Administrative Review of Dr. Samuel Odom, Jr.
Director, Frank Porter Graham Child Development Institute and Professor, School of Education.

On behalf of the committee appointed to review the performance of Dr. Samuel Odom, Jr. Director, FPG Child Development Institute, I am pleased to invite your participation in the review process.

The committee is being chaired by Martha Cox, Center for Developmental Science, Nancy Jenkins, Cecil G. Sheps Center for Health Services Research, Jonathan Kotch, Maternal and Child Health, Michael Lambert, Social Work, Kelly Maxwell, FPG Child Development Institute, Peter Ornstein, Psychology

As required by University regulations, the Provost has requested a review of Dr. Odom's performance as Director of the FPG Child Development Institute over the last five years. Areas for review include vision, long-range planning, day-to-day management of the Center, and leadership in actualizing the ideals and goals of the Center. For more information about the FPG Child Development Institute visit their website: http://www.fpg.unc.edu/.

The committee invites your comments on these and related issues. It is important for the committee to learn how Dr. Odom's performance as Director is viewed by students, staff, and faculty at UNC-Chapel Hill. Suggestions regarding improving the overall functioning of FPG Child Development Institute are also welcome.

We encourage you to contribute to this review in the following different ways:

1. You may provide written comments to the chair or other committee members. The review committee will treat your comments as strictly confidential. By law, all written communication - whether on paper or by email - becomes a confidential part of Dr. Odom's personnel file. As such, comments are open to examination by her. University regulations prohibit considerations of anonymous letters in the review process. All written comments should be sent to:

The Review Committee, Samuel Odom Five-Year Review
Office of the Associate Vice Chancellor for Research
University of North Carolina at Chapel Hill
Campus Box #4100, 301 Bynum Hall
Chapel Hill, NC 27599-4100

2. You may telephone or meet privately in person with committee members. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Dr. Odom's personnel file but may be reflected in the committee's

report without identifiers.

The deadline for submitting comments regarding Dr. Odom's performance to the committee is Tuesday, May 31, 2011. Thank you very much for your help in this important task.

Committee Chair

Martha Cox
Director, Center for Developmental Science
Director, Assoc Prv Acad Initiatives-UBC
Research Professor, School of Education
100 E Franklin Street Ste 200
Campus Box 8115
Carolina Campus Mail
(919) 966-3509
martha_cox@unc.edu

Committee Members

Nancy K. Cheek Jenkins
Deputy Director for Business, Finance & Research Administration
Cecil G. Sheps Center for Health Services Research
725 Martin L King Jr Blvd
Campus Box 7590
Carolina Campus Mail
(919) 966-7103
nancy_jenkins@unc.edu

Jonathan Kotch
Distinguished Professor, Maternal and Child Health
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Carolina Campus Mail
(919) 966-5976
jonathan_kotch@unc.edu

Michael C. Lambert
Professor, School of Social Work
402K Tate, Turner-Kuralt Building
325 Pittsboro Street, CB #3550
(919) 677-0101
mclamber@email.unc.edu

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Peter Ornstein
Distinguished Professor, Psychology
222 Davie Hall
Campus Box 3270
Carolina Campus Mail
(919) 962-4138
peter_ornstein@unc.edu

This email is sponsored by: Vice Chancellor for Research

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The Centre for African Studies, UCT
invites you to a seminar by

Steven Kuo

[illegible]

Thursday, 26 May 2011 at 13h00.
Centre for African Studies Gallery

Discussant: Dr Heidi Grunebaum
Enquiries: 0216502308

Die Geel Gevaar and Quantianhou pengyou:
Contesting Discourses on China's Current Emergence in Africa

From: Cookie Newsom <newsom@email.unc.edu>
Sent: Monday, May 23, 2011 10:53 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: 2011 VC Lunch invitation

Cookie Newsom sent you an invitation to "2011 VC Lunch invitation " for Tuesday, June 7th at 11:30 AM at School of Social Work

Click envelope to view your Invitation

If you click here to add paperlesspost@paperlesspost.com to your address book, you will receive all mail from Cookie Newsom on time in the future. The delivery of this Paperless Mail may have been delayed due to your email and spam blocking settings

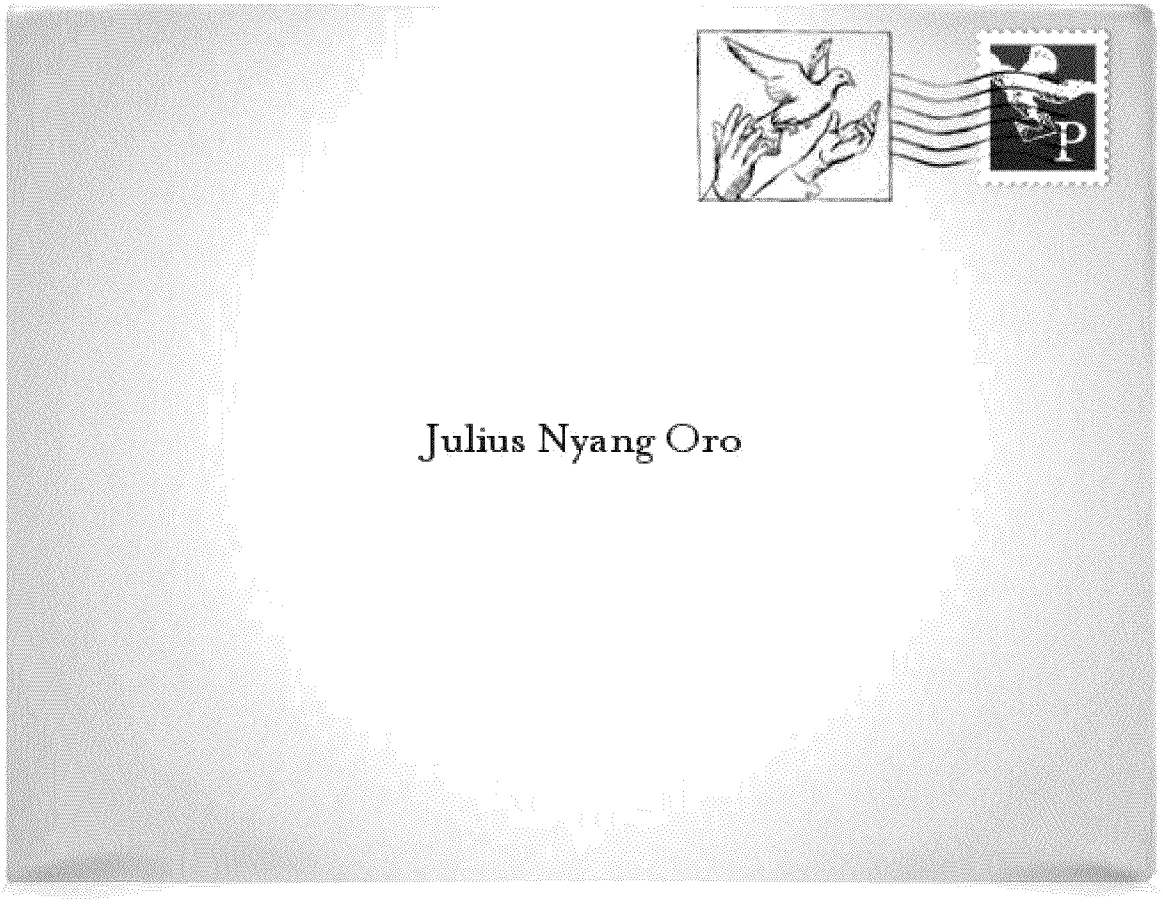

View invitation: http://www.paperlesspost.com/events/718309-86df311d/replies/19718232-4e2ea762

Add this event to your: Google Calendar Outlook iCal

The 17th Summer Annual Public Health Research Videoconference on Minority Health
Planning Committee

invites you to a Luncheon with our speakers

June 7]from 11:30-1:00

School of Social Work
Fifth Floor Dining Room

Click this invitation to R.S.V.P.

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From: Buell, Agatha <abuell@email.unc.edu>
Sent: Monday, May 23, 2011 3:51 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] Parking, Commuter, & Blood Drive Info

Please see the 3 message below about Parking, Commuting and the upcoming Blood Drive.
Thanks! Agatha

From: Kane, Claire (Public Safety) [mailto:ckane@psafety.unc.edu]
Sent: Monday, May 23, 2011 12:37 PM
Subject: Lane Closures on South Columbia Street

Parking Coordinators, please distribute this information:

Daily lane closures on South Columbia Street began on May 20 and are expected to continue through mid-August. **At least one lane of South Columbia Street will be open at all times to traffic. Motorists are encouraged to use alternate routes to avoid traffic congestion.**

Weather permitting, the N.C. Department of Transportation (www.ncdot.gov) will be closing various lanes of South Columbia Street between Purefoy Road and Manning Drive on weekdays from 9 a.m. until 4 p.m.

The closures are necessary to perform routine maintenance and prepare for the upcoming project to widen and improve South Columbia Street.

Watch signs for construction information, stay alert and obey the posted speed limit. For real-time travel information at any time, call 511, visit www.ncdot.gov/travel or follow NCDOT on Twitter at www.ncdot.gov/travel/twitter.

Another option is NCDOT Mobile, a phone-friendly version of the NCDOT website. To access it, type "m.ncdot.gov" into the browser of your smartphone. Then, bookmark it to save for future reference. NCDOT Mobile is compatible with the iPhone, Android and some newer Blackberry phones.

For more information on the work, contact NCDOT Division 7 Resident Engineer Donnie Huffines at 336-570-6830.

Thank you,

The Department of Public Safety

From: Kane, Claire (Public Safety) [mailto:ckane@psafety.unc.edu]
Sent: Monday, May 23, 2011 2:47 PM
Subject: Commute Getting Expensive?

Parking Coordinators, please distribute this information:

Gas prices shouldn't take away your summer vacation, and here's a way to make sure that doesn't happen! UNC partnered with Zimride to create a private network for carpooling. This let's you easily find other people making the same commute, and only other UNC affiliates can access the site:

http://zimride.unc.edu

You work, on average, two hours a day to pay for transportation. This program can help your reduce that, and put your paycheck to better use. Zimride is free to use, just add your ride and the program does the matching!

http://zimride.unc.edu

Have a great summer!

Sincerely,

Claire Kane
UNC Transportation Demand Manager
(919) 843-4414
claire@unc.edu
Share your ride with UNC Zimride - http://zimride.unc.edu/
http://www.dps.unc.edu/EMPCAP

PLEASE FORWARD IN YOUR UNIT: Also read the latest news release on the Carolina Blood Drive entitled "Cancer battle changes view of donating blood" http://uncnews.unc.edu/content/view/4537/107/

A CALL FOR CAROLINA BLOOD DRIVE DONORS and VOLUNTEERS - See below! **We need YOU to make the difference on Tuesday, June 7th from 7a.m. - 6p.m. at the Smith Center. Sign up today at www.unc.edu/blood.**

Only 487 registered Donor Appointments on the schedule at this point. Please sign up!

Consider these facts from the following URL: http://www.redcrossblood.org/learn-about-blood/blood-facts-and-statistics#blood-supply

- **One donation can help save the lives of up to three people**
- **Blood *cannot be manufactured - it can only come from generous donors**
- **Every two seconds someone in the U.S. needs blood**
- **Share of the U.S. population eligible to give blood: less than 38%**
- **A single car accident victim can require as many as 100 pints of blood**
- **More than 38,000 blood donations are needed every day.**
- **The blood used in an emergency is already on the shelves before the event occurs**

Donor Opportunities for Prizes (can sign up at the Blood Drive):

- **Double Red Cell donors** will receive special thanks of a **can cooler and Frisbee** from the American Red Cross.

- All donors and volunteers will receive **commemorative 23rd anniversary t-shirts** donated by UNC Student Stores and the American Red Cross.
- All donors will automatically be registered post-donation for a drawing to win one of two pairs of Roundtrip Delta Air Lines Tickets compliments of the Carolina Regions of the American Red Cross.
- In addition, donors will have an opportunity to win **door prizes** while at the Smith Center on June 7th. Door prizes will be given away randomly between 8am – 7pm. to include a chance to win one of three grand prizes:
    - **Two tickets to the UNC-Chapel Hill vs. James Madison** on Saturday, September 3rd, 2011, Time TBA in the *new* Kenan Stadium (Donation from UNC-Chapel Hill Athletics)
    - **Two tickets to a non-conference to be determined UNC Men's Basketball game in December 2011** (Donation from UNC-Athletics)
    - **Two tickets to a conference UNC Women's Basketball game in Carmichael** during the 2011-2012 season (Donation from UNC-Athletics)

Let us know if you have questions!
Sincerely,
Katrina Coble
Chair, Recruitment Carolina Blood Drive
962-1801

"In everything give thanks-gratitude is the attitude that sets the altitude for living."

- -- You are currently subscribed to

business_managers as: abuell@email.unc.edu. To unsubscribe send a blank email to leave-29202409-23351052.88d152cd550c3f131cdc33d20bf62acb@listserv.unc.edu

---

You are currently subscribed to afriafam as: jen321@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=29204318

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-29204318-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: UNC Ticket Office <webtickets@uncaa.unc.edu>
Sent: Monday, May 23, 2011 5:56 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: NCAA Baseball Postseason Ticket Request - Deadline May 31st 5:00 pm

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TarHeelBlue.com

Coming off a great weekend series sweep against #1 Virginia, Carolina Athletics would like to offer you the opportunity to request tickets for potential NCAA Regional and Super Regional competition. The NCAA will announce the sixteen universities selected to host post-season competition on Sunday, May 29th.

If UNC is selected to host, the Regional will be held the weekend of June 3rd through June 6th at Boshamer Stadium. As we anticipate a strong fan response, it is definitely to your advantage to request tickets as early as possible.

If UNC hosts a Super Regional, it will be held the weekend of June 10th through June 13th at Boshamer Stadium. Ticket requests for the Super Regional can be placed now.

To request tickets, use the link below.

2011 NCAA Baseball Postseason Tickets - Click Here to Request Tickets

Follow us on Facebook

Enter your:

Customer Number: 704273328

and password you previously created.

All regional requests must be received by May 31st at 5:00pm. Requests will be fulfilled based on availability and Rams Club point priority. Seat assignments will be based on a variety of factors including: the needs of the UNC Baseball program, NCAA mandated visiting team seats, and the Rams Club priority point system. You will receive final confirmation from the Ticket Office and, **if applicable**, your credit card will be charged after 6:00pm on May 31st.

**** By placing a request, you are not guaranteed to receive tickets. All orders are considered requests until confirmed by the Ticket Office on May 31st.****

Thank you for your continued support of Carolina Baseball. Go Heels!

NORTH CAROLINA TARHEELS

From: nobody@notify.unc.edu on behalf of jacks@med.unc.edu
Sent: Monday, May 23, 2011 8:19 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Colonoscopy Study

Research Subjects Needed for Study

Are you SCHEDULED to have a ROUTINE COLONOSCOPY performed at UNC in the near future?

* If yes, then you may be eligible to participate in a research study investigating the role of bacteria found normally living in the gut.

* This study is recruiting both HEALTHY and IBS subjects suffering from diarrhea.

* This study will involve ONE screening visit and ONE procedure visit to have a "sigmoidoscopy" performed at UNC endoscopy clinics 1 to 3 weeks PRIOR to your planned colonoscopy at UNC.

* Subjects will be compensated $260 for complete participation in this study.

<Please note that this study does not provide the colonoscopy; this should be scheduled and covered by the research subject's insurance>

If you are interested in participating or would like to learn more about this study, please contact study coordinators Jennica Jackson Siddle at 919-843-8034 or email Jennica_Jackson@med.unc.edu or Katharine Thurlow at 919-843-1003 or email Katharine_Thurlow@med.unc.edu.

Thank you for your interest in our study.

Biomedical IRB approved study and message #10-0629 (approved for 05/18/11-05/01/2012)

This email is sponsored by: UNC Gastroenterology & Hepatology

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of acalingo@med.unc.edu
Sent: Monday, May 23, 2011 8:38 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Time-to-Pregnancy Research Study

Are you or is someone you know trying to get pregnant or about to start trying?

Time to Conceive is a research study at the University of North Carolina at Chapel Hill that hopes to find a way to accurately measure a woman's fertility. Women between 30 and 44 years of age who are trying to become pregnant or about to start trying are eligible to participate in the study. Women are not eligible to participate if they or their partner have a history of infertility or fertility treatment.

Research study participants only need to attend ONE brief, on-site study visit in Chapel Hill or Raleigh. All other study activities are completed online.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Free online fertility tracker
- Monetary compensation for study activities

There are no medicines or pills to take and no changes to one's daily lifestyle or existing health care routine.

If you or someone you know might be interested in learning more about this study, you can visit our website at www.med.unc.edu/timetoconceive, call us at (919) 843-8246, or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. All information will be kept strictly confidential.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: OB/GYN

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of younghearts@unc.edu
Sent: Monday, May 23, 2011 8:59 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Adolescents and Young Adults Living with Congenital Heart Disease

---

We're looking for adolescents and young adults (aged 19-29 years)to share their experience of living with congenital heart disease. If you agree to participate, you will be asked to complete one interview and 3 questionnaires. The interview and questionnaires will take about 2 hours of your time. During the interview you will be asked to talk about your personal experience of
living with congenital heart disease. The interview will be tape recorded with your permission. The study will be take place at the BioBehavioral Lab, UNC School of Nursing, NC Children's Hospital Pediatric Cardiology Clinics, and the UNC Heart Center at Meadowmont. You may choose the site and time that is most convenient for you. Your participation in this study is completely voluntary. You don't have to answer any questions you don't want to and you may
stop being in the study at any time. All the information I receive from you, including your name will be totally private and will be kept under lock and key. You will be receive a $25.00 American Express gift card to thank you for your time and to recognize your contribution to the research. You will receive the gift card at the end of the study visit, even if you decide to withdraw or leave the study before completing the interview and/or questionnaires. To learn more and to volunteer to for this study, visit this email address: younghearts@unc.edu.

*** Choosing or declining to participate in this study will not affect your class standing, grades, or employment at UNC-Chapel Hill. You will not be offered nor receive any special consideration if you take part in this research; it is purely voluntary. Your answers to the survey will remain completely anonymous at all times.

*** This study has been approved by the UNC Behavioral IRB (IRB Study No. 11-0687, April 26,
2011).

Researcher: Dr. Patricia Moreland, Postdoctoral Fellow | School of Nursing
Supervisor: Dr. Sheila Santacroce, Faculty Advisor | School of Nursing

This email is sponsored by: School of Nursing

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, May 23, 2011 9:29 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Native Spanish-speakers needed for a study - Mensaje Biling|e

---

Are you a native-Spanish speaker interested in being in an educational research study about cancer prevention?

Researchers at UNC Chapel Hill are searching for participants to view a video in Spanish about cancer prevention and participate in a survey regarding the video.

Enrollees in this study must:

* be a native Spanish-speaker who prefers health services in Spanish
* be between the ages of 50-75
* meet other eligibility criteria

Qualified participants would need to participate in a 20 minute phone survey and also attend one interview at the UNC Cecil G. Sheps Center for Health Services Research that will last approximately 1 hour.

Participants will receive a $20 gift card for their participation in the phone survey and a $50 gift card at the conclusion of their interview at the Sheps Center.

For more information, please call 1(877) 829-0012 or email: opciones@schsr.unc.edu.

?Es usted hispanoparlante nativo que esta interesado en participar en un estudio de investigacisn de prevencisn del cancer?

Los investigadores de la Universidad de Carolina del Norte en Chapel Hill estan buscando personas para ver un video educativo en espaqol acerca de la prevencisn de cancer y participar en una entrevista.

Los participantes de este estudio necesitan:

-tener de 50 a 75 aqos de edad
-ser una persona hispanoparlante nativo/a que prefiere recibir los servicios de salud en espaqol.
-calificar a otras criterias de estudio.

Las personas que califican en este estudio completaran una encuesta que durara aproximadamente 20 minutos por telifono y tambiin necesitaran asistir una entrevista por una hora en nuestras oficinas de Sheps Center.

Los participantes recibiran una tarjeta de regalo de $20 por participar en la encuesta y otra tarjeta de $50 al terminar la entrevista en nuestras oficinas.

Si desea mas informacisn, llamenos al nzmero 1-877-829-0012 o contactenos por correo electrsnico: opciones@schsr.unc.edu

This study has been reviewed and approved (05/20/2011) by the UNC Biomedical IRB (5-40745). Study Title: Development of a Spanish Language Colorectal Cancer Screening Decision Aid

This email is sponsored by: Cecil G. Sheps Center for Health Services Research

==========

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, May 23, 2011 9:49 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FORMAL NOTICE: Graduate School to use ApplyYourself for Online Admissions Application

---

DT: May 23, 2011

TO: Deans, Directors, Department Heads (DDD); Directors of Graduate Studies; Directors of Undergraduate Studies; Department Chairs

FROM: Dr. Bruce Carney, Executive Vice Chancellor and Provost; Dr. Steven Matson, Dean, Graduate School

RE: UNC-Chapel Hill Graduate School to use ApplyYourself for Online Admissions Application

ApplyYourself will be the new graduate admissions solution for all programs overseen by the University of North Carolina at Chapel Hill Graduate School. ApplyYourself is a product of Hobsons, a company which provides widely used online application software solutions to colleges and universities.

The ApplyYourself solution replaces the online application for Graduate School admissions developed in-house by ITS. The ApplyYouself online admissions application will share data with PeopleSoft (ConnectCarolina), and the Graduate School will continue to use ConnectCarolina for its non-admissions student services functions.

Applicants to the Graduate School will begin using ApplyYourself in fall 2011 for the graduate class entering in the fall of 2012. Letters of recommendation, evaluation of applications and accept/deny decisions will be handled by the ApplyYourself solution.

The ApplyYourself online application for admission will serve all graduate programs that are overseen by the Graduate School with very few exceptions.*

"We are utilizing the services of a company that provides an online admissions solution used by more than 400 graduate schools across the country, including many of our peer institutions," said Steve Matson, Dean of the Graduate School. "We believe this solution will address much of the feedback we received from staff and applicants about the fall 2011 application process. We are grateful to the ConnectCarolina team and ITS for diligently working with us on our online application needs, and look forward to continuing to work with the ConnectCarolina software for student services."

Hobsons is a provider of technology and integrated marketing solutions for the student lifecycle, including recruitment and admissions applications. With more than 30 years of education experience and market knowledge, Hobsons' clients include more than 5,000 global secondary schools, colleges and universities. Hobsons is the technology and service provider for the Common Application, providing the Common Application Online to its approximately 350 member institutions. UNC-Chapel Hill's Undergraduate Admissions will begin using the Common Application in fall 2011 for the first-year class of fall 2012.

*Exceptions of graduate programs that will not use ApplyYourself (these do not go through the Graduate School today):

Non-degree graduate programs and certifications
Gillings School of Global Public Health certificate programs
Kenan-Flagler Business School Masters programs
School of Education Masters for experienced teachers and school administration
School of Medicine Doctor of Audiology, Doctor of Physical Therapy, Master of Physical Therapy, and Master of Audiology

This email is sponsored by: Provost and Graduate School

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, May 24, 2011 1:02 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: [ackland-e-news] This Week at the Ackland

Sorry.
This person moved or deleted this image.

photobucket

Lunch with One

Eve Duffy: "Nazi-era Art Policies and their Legacies"

Wednesday, June 1, 12:00 PM - 1:00 PM

Sorry.
This person moved or deleted this image.

photobucket

Add a little culture to your noon hour: bring a lunch and learn more about art in the German exhibitions currently on view in the Ackland's galleries.

Eve Duffy, Department of History, and Director, Program in the Humanities, UNC-Chapel Hill, will present an illustrated talk entitled "'Degenerate Art,' 'Great German Art': Nazi-era Art Policies and their Legacies."

No reservations required.

Free to members and valid UNC One Card holders | $5 non-members

For more information, call Allison Portnow, Events and Programs Coordinator, at 919.843.3687.

Out of the Studio: An Evening of Tibetan Culture and Performance

Thursday, June 2, 6:00 - 8:00 PM

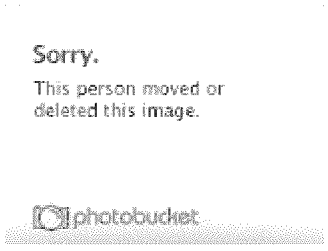

Experience the ancient Tibetan cultural rituals of dance, chanting, prayers, and debate as the Tibetan monks of Drepung Gomang Monastery perform at the Ackland Art Museum in a free, all-ages program.

The program will include a prayer for His Holiness The Dalai Lama, the Yak Dance, the Dance of Shanak (Black Hat Dance), chanting of Jam Chenma (Madyamikavatara), and a demonstration of debate, the most important way to learn Buddhist philosophy in the monasteries.

Free and open to the public

Art and Literature in the Galleries

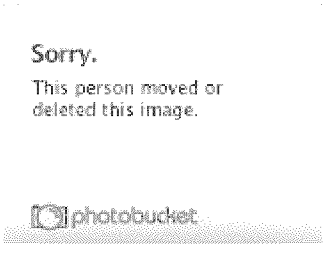

German Art and the Brothers Grimm

Thursday, June 2, 6:30 - 8:00 PM

Read the selection, look at the art, and become part of the Ackland's Art & Literature series by joining the discussions on the third Thursday each month.

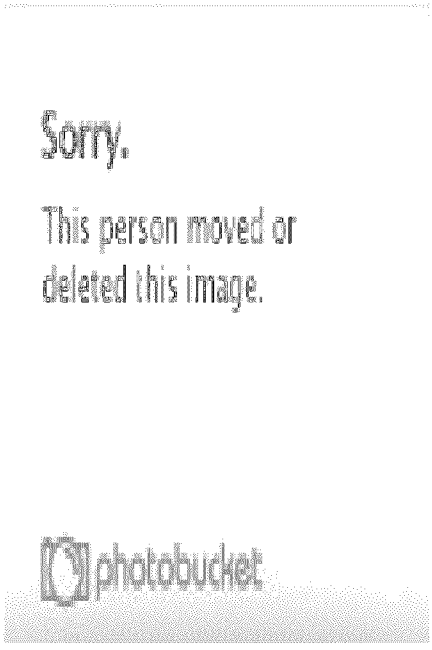

Ralph Manheim's translation of *Grimms' Tales for Young and Old, the Complete Stories* introduces the summer Art & Literature series in conjunction with the exhibition *Romantic Dreams | Rude Awakenings*.

What messages do many of these two hundred tales convey to readers? How might some of those messages be reflected in works of art made during the century following publication of the tales (1820–1858)?

Leslie Balkany, retired Ackland educator, will facilitate this discussion with Eric Downing, Professor of German, English and Comparative Literature, and Adjunct Professor of Classical Studies at UNC-Chapel Hill.

Free to Ackland members, high school students, and UNC students who present a One Card. $5 for non-members.

Registration required. Email: acklandrsvp@unc.edu.

Check the UNC Events Calendar (key word "ackland") for our upcoming events!

On View at the Ackland:

Adding to the Mix: John Wesley's *Boeing* (1982)

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

Romatic Dreams and Rude Awakenings: Northern European Prints and Drawings, 1840 - 1940

And Many More!

Closing on June 5th:

Art and Cultural Exchange along the Silk Road

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or click here for more information on the benefits of membership and how your membership dollars support our mission.

From: Pete Andrews <andrewsr@email.unc.edu>
Sent: Tuesday, May 24, 2011 1:06 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: REMINDER (TODAY PLEASE): Annual performance review of Agatha Buell

---

Julius, I would be very grateful for your input to Agatha's review on behalf of AFAM. If you would prefer to provide it orally, you can call me up to 2:30 or so at 929-2988, or leave a message later this afternoon at 843-5011.

Thank you --

Pete

On 5/19/2011 5:01 PM, Richard Andrews wrote:
>
> Dear Julius:
>
> I am putting together my Annual Performance Review for Agatha Buell
> this week and next. If you or others in AFAM wish to provide any
> feedback about her performance, I would be grateful.
>
> Please let me know, and invite any others of your faculty to contact
> me directly as well, and your feedback will be incorporated into my
> overall review of her work.
>
> I would be grateful to receive any responses by Tuesday, May 24, at
> 5pm, as I have several travel responsibilities beginning later that
> week and need to complete this review before leaving.
>
> Many thanks.
>
> Sincerely,
>
> Pete
>

--

REPLY TO: pete_andrews@unc.edu

Richard N. (Pete) Andrews
Professor and Chair
Department of Public Policy (202A Abernethy Hall)
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3435 USA

tel: +1 919 843-5011 fax: +1 919 962-5824

From: NCBS/NBUF Grant Program <info@ncbsonline.org>
Sent: Tuesday, May 24, 2011 2:48 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: NCBS/NBUF Community Engagement Grant

Having trouble viewing this email? Click here

NCBS/NBUF Community Engagement Grant

The National Council for Black Studies (NCBS) is pleased to announce that proposals are now being accepted under the new **NCBS Community Education and Civic Engagement Grants Program**. This program has been made possible as a result of the generous contributions of federal employees through the National Black United Fund/Federation of Charities (NBUFC).

Under this program grants will be awarded to support projects in which Africana Studies knowledge and skills are made available to local communities. Projects must involve active engagement of faculty and students with community organizations or residents. Special preference will be given to projects providing opportunities for students to obtain practical experience in assisting communities in problem solving by applying knowledge gained in Black/Africana Studies courses. Faculty affiliated with Black/Africana Studies units that are current NCBS Institutional members are eligible to apply for grants up to **$5,000**.

****We now have funding for individual members for up to $2,500.****

For more information regarding the NCBS/NBUF Community Engagement Grant Program, please visit the NCBS website .

Sincerely,

National Council for Black Studies
NCBS/NBUF Grant Committee

Forward to a colleague

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NATIONAL COUNCIL FOR BLACK STUDIES | National Council for Black Stu | P.O. Box 4109 | Atlanta | GA | 30303

From: International Studies Association <mescalan@u.arizona.edu>
Sent: Tuesday, May 24, 2011 4:37 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: REMINDER - 2012 ISA Annual Convention Call for Papers

---

CALL FOR PAPERS

Dear Colleagues,

We would like to remind you that the deadline for submissions to the ISA 2012 Annual Convention in San Diego is June 1.

For the full call for papers, see the ISA 2012 page at: http://www.isanet.org/annual_convention/call-for-papers.html

International Studies Association
53rd Annual Convention
April 1-4, 2012, San Diego, California

"Power, Principles and Participation in the Global Information Age"

Canadian communication theorist Marshall McLuhan famously said, "The medium is the message," and coined the term "global village." McLuhan died in 1980, but his insights are even more relevant today. The information environment is drastically different from that of even a decade ago, as new forms of information flows come into existence almost annually. Facebook now has over 500 million users, and Twitter, a service barely in existence three years ago, counts over 175 million users. These tools are not only for finding long-lost school friends or sharing pictures of loved ones: they often are used for political purposes. For instance, both text messages and tweets served as vital communication tools during the 2009 post-election protests in Iran. Indeed, Reuters reported that United States government went so far as to ask Twitter to postpone maintenance and maintain service during this time. Humanitarian groups also use these communications technologies to bring attention to events worldwide: in the wake of Haiti's 2010 earthquake, the Red Cross collected $30 million in SMSbased donations from US phone users. And the 2010 elections witnessed US political candidates (and their staffs) tweeting and facebooking like never before.

The theme of this year's conference is inspired by the apparent impact of new information and communication technologies on international and transnational affairs. Information has altered power relations; it has help to globalize norms and principles; it has the potential to bring new participants into political and social processes world-wide. From geographic information systems that bring satellite images to our research to sophisticated form of electronic textual analysis to internet surveys, it is undeniable that a whole range of new technologies is affecting the way we think about and do research in international studies.

The deadline for paper and panel proposals, made through the ISA system, is June 1, 2011.

All proposals should be submitted online using the MyISA Conference Management System at http://isanet.ccit.arizona.edu/MyISA

Inquiries to the program chairs should be directed to isa2012@isanet.org

Judith Kelley
Department of Political Science
and Sanford School of Public Policy
Duke University

Box 90239
Durham, NC 27708-0239

Layna Mosley
Department of Political Science
University of North Carolina at Chapel Hill
361 Hamilton Hall, CB3265
Chapel Hill, NC 27599-3265

From:	nobody@notify.unc.edu on behalf of noreply@unc.edu
Sent:	Tuesday, May 24, 2011 5:08 PM
To:	Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject:	URGENT: ORANGE COUNTY UNDER TORNADO WATCH

5/24/11 4:58 pm

Dear Students, Faculty and Staff:

The National Weather Services has issued a TORNADO WATCH IN ORANGE COUNTY.

That means conditions are favorable for tornadoes and severe thunderstorms in and close to the watch area. The weather service says people in these areas should be on the lookout for threatening weather conditions and listen for later statements and possible warnings.

The weather service updates this information regularly, so be sure to check http://alerts.weather.gov/cap/wwaatmget.php?x=NCC135 for the most current information about Orange County.

The University will not send additional text, e-mail or other notifications to the campus community about a tornado watch since the status of those often change frequently during such a weather event. If a new weather pattern enters the area that prompts a fresh watch after a 24-hour period, the University plans to reissue the watch notice as part of its ongoing monitoring efforts for potential serious weather conditions.

When Orange County is placed under a tornado warning, the University will activate the emergency sirens for an imminent, life-threatening emergency. Alert Carolina will send a text message to registered cell phones and start other notifications including campus e-mail.

For a tornado warning, you need to be prepared to take the following actions if the watch is elevated to a tornado warning in our area:

Seek shelter immediately.
Move to an interior room on the lowest floor of a sturdy building.
Avoid windows.
If no shelter is available, lie down in a low-lying area.
Protect yourself from flying debris.
For more information, see alertcarolina.unc.edu.

This email is sponsored by: Emergency Response Officials

From: Gore, Travis <stgore@email.unc.edu>
Sent: Tuesday, May 24, 2011 5:11 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FW: Please Print and call me
Attach: Fall-7 - POSTING.docx

---

can you please print two copies of this for me? Thanks!

From: Buell, Agatha
Sent: Tuesday, May 24, 2011 5:08 PM
To: Gore, Travis
Subject: Please Print and call me

Hi Travis,
Can you please print 2 copies of this and give me a call ASAP?
Thanks!
Agatha
(415) 240-6638

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, May 24, 2011 8:17 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Gordon H. DeFriese Career Development in Aging Research Awards

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The UNC Institute on Aging is pleased to announce that it is accepting nominations for the Gordon H. DeFriese Career Development in Aging Research Awards. These annual awards were established to recognize Dr. DeFriese's thirty-year distinguished career in the conduct and development of research to improve the quality of lives of older North Carolinians, and especially to his unwavering commitment to developing and supporting the careers of his colleagues. Three awards, one for junior faculty/ staff and two for doctoral students, will be given in the summer of 2011.

All nominees must have demonstrated evidence of research interests in, and contributions to, the field of aging that are related to any of the following areas: medical sociology, primary health care, rural health services, health service utilization behavior, dental care, medical self-care, health status measurement, cost effectiveness and cost benefit analysis of health policy and programs, and health promotion/disease prevention. All award recipients are expected to be involved in the activities of the UNC Institute on Aging by participating in research, education or service projects that are of interest. Thus, all nominees must submit their curriculum vitae, career development plans in aging, and how the award would be used.

Junior Faculty/ Staff Award: To be eligible for the junior faculty/staff award of $5,000, nominees must be employed full-time at the University of North Carolina at Chapel Hill. Faculty/ staff should also demonstrate investment in aging through scholarly contributions including a developing record of significant publications, research grants and teaching influence. It is also desirable that faculty/ staff nominees show evidence of contributions to professional organization or community groups that enhance the quality of life of older people in North Carolina or within the Southeast. Letters of support will be accepted from colleagues of faculty or staff nominees who are knowledgeable about the nominee's aging-related interests and activities.

Doctoral Student Award: To be eligible for the student award of $1,500, individuals must be enrolled as active, full-time doctoral students at the University of North Carolina at Chapel Hill, planning to take coursework or work on the dissertation during the 2011 academic year. Doctoral student nominees should demonstrate interest in aging as evidence by aging-related coursework, internships, participation in research projects and manuscript production. Letters of support will be accepted from faculty or field mentors of student nominees who are knowledgeable about the student's aging-related interests and activities.

The nomination form, with the nominee's curriculum vitae, career development plans in aging, statement on how the award would be used, and two letters of support, must be submitted to Sharon Bowers at the UNC Institute on Aging by 5 p.m. on Wednesday, June 1, 2011. The application is available online at the Institute on Aging website, http://www.aging.unc.edu/funding/ghd/

This email is sponsored by: UNC Institute on Aging

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, May 24, 2011 8:19 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Looking for African American Individuals Ages 18-45 for a Research Study

---

If you are interested in helping us to learn more about schizophrenia please consider participating as a control subject in Dr. Aysenil Belger's research study, Mapping of Brain Functions (00-1425 or GCRC-1888).

If you meet the following criteria, please fill out our online questionnaire:
http://clipper.med.unc.edu/phv/healthyvolunteers_form1.cfm.
Visit our website at: http://www.nirl.unc.edu/ for more information.

Our criteria include:

* Ages 18-45
* Either sex
* African American
* Willing and able to participate in a research study involving EEGs and MRIs
* No history of psychiatric illness or neurodegenerative disorder
* No substance abuse disorders, no substance abuse within the past 6 weeks
* No learning disability
* No family history of neurologic or neurodegenerative disorders
* No family history of hospitalization or treatment of mental illness in a first degree relative
* No metal implants in body including permanent retainer

Total compensation for this research study: up to $270.

Thank you!

Approved by UNC Biomedical IRB (00-1425, GCRC-1888)on 4-5-2011

This email is sponsored by: Psychiatry Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Hall, Ishna <ishna.hall@unc.edu>
Sent: Tuesday, May 24, 2011 8:26 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Any word from Carl?

Hey, hope you are well. Just checking in to see if you have heard anything or followed up with Carl?

Thanks

Connected by DROID on Verizon Wireless

From: Metz, Winifred F <freddie@email.unc.edu>
Sent: Wednesday, May 25, 2011 12:03 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Wonders of the African World - dvd

Hi -
SO good to see you yesterday! I'm placing an order for this on DVD as you requested and will let you know as soon as it is available for use.

Winifred

From: Hall, Ishna <ishna.hall@unc.edu>
Sent: Wednesday, May 25, 2011 12:27 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Automatic reply: Any word from Carl?

Thank you for your email!

I will be out of the office until Friday, June 3 with limited access to email. If you need immediate assistance please contact Jeri Brown at 919-843-4884 or at jeri.brown@unc.edu. I will respond to all emails once I return.

Best,

Ishna

From: Salzburg Global Fellowship Office <Fellowship@salzburgseminar.org>
Sent: Wednesday, May 25, 2011 1:09 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Salzburg Global Seminar eView Newsletter, Issue 2, 2011

If you have trouble reading this message, please click here

Edward Mortimer, Senior Vice President & Chief Program

As you make your plans for the latter half of 2011, I very much hope that you'll keep in mind the wide range of events that the Salzburg Global Seminar has to offer. Whether your interest is in law, health, American studies, arts & culture, economics, education, development issues, or any of a host of other challenges the world must come together to face, our 2011 program surely has something to offer you. A few of our forthcoming events are listed below, but please remember to take a look at our full calendar online. We're also particularly thankful for your recommendation of new Fellows. Should you see an event that is a great match for an up-and-coming leader you know, please point us in their direction!

Edward Mortimer, Senior Vice President & Chief Program Officer

Jump to: **Upcoming** **Seminar News** **Fellow Updates** **Support Us**

Upcoming Programs

The Rule of Law in a Globalized World: Why it Matters

(Aug 23-28) The rule of law as an essential ingredient in the economic development of nations is a universally accepted principle that must guide not only developed economies but more importantly, those nations with nascent entrepreneurial economies. In an attempt to bring practice more in line with principle, the Seminar has established the Lloyd N. Cutler Center for the Rule of Law. The agenda is to bring together emerging and established leaders to focus their attention on the rule of law in the development of their societies and economies and to work toward common, legal principles. This session will explore the rule of law as a principle both governing the internal organization of states and societies, and relations between them and identifying the legal tools of policies and institutions that strengthen equitable and sustainable economic development.

- Program and Registration Information

Innovating for Value in Health Care Delivery: Better Cross-border Learning, Smarter Adaptation and Adoption

(Sep 25-Oct 1) Countries around the world and across the range of wealth of nations are struggling to achieve the goal of providing their citizens with effective and efficient health care. With the intensifying challenges

Calendar

Global Citizenship: At Home (and?) in the World
(May 21-28 & May 29-Jun 5)

Learning to Live Together in the 21st Century
(Jun 3-6)
Klingenthal, France

Holocaust Education: Planning Meeting
(Jun 12-15)

Freeman Symposium: Strengthening Cooperation Between the US and East Asia
(Jun 17-22)

Support the Seminar

Help extend the Salzburg experience

of the coming generation - fiscal pressures, demographic shift, the impacts of climate change and new disease patterns - it is increasingly urgent to work more creatively with the resources we have. This third session in the SGS health care series tackling these issues will focus on the ways in which the discipline of science and the discernment that comes from capturing experience across contexts - North and South - can foster innovation which enhances the value of health care.

- Program & Registration Information

Your contributions mean a great deal to us and are greatly appreciated.

News from the Salzburg Global Seminar

SGS helps create a "Brave New World"

Chris Cummins of Austria's FM4 radio station observed the Salzburg Global Seminar"s 44th session of the International Study Program (ISP), *Global Citizenship: At Home (and?) In the World* from March 26 to April 1. His interviews and discussions with the session's fifty students from Miami Dade College portray the impact the program has on the students' understanding of their place in a globalizing world and the challenges facing humanity and the planet. His feature story entitled, "A Brave New World" as well as the broadcast audio of the story can be found here:

- "A Brave New World" by Chris Cummins

Salzburg Statement on Shared Decision-making in Healthcare

Last December, the Seminar's second session in our series on health and healthcare focused on *The Greatest Untapped Resource in Healthcare? Informing and Involving Patients in Decisions about Their Medical Care*. Powerful conclusions emerged among the 58 participants from 18 countries: not only is it ethically right that patients should be involved more closely in decisions about their own medical care and the risks involved, but it is practical and brings costs down as well. Links to the Salzburg Statement, press releases, and roundtable discussions can be found via the following webpage.

- Salzburg Statement on Shared Decision Making

New Rules For Global Finance

At the March session on *New Rules for Global Finance* at the Austrian National Bank in Vienna, Fellows discussed how banks should react to the new regulatory framework and how business is now being done in international financial markets. Excerpts from the session including video of the presentation by Ewald Nowotny, Governor of the Austrian

The Transformative Power of Music

US State Department Legal Adviser delivers Cutler Lecture at Supreme Court

Council of Europe on "Living Together" in 21st-century Europe

Nippon Foundation's Japan disaster relief fund

SGS-UMD Study on Media Addiction and Student Behavior

Stay in Touch

Change of job or address? News for the community?

National Bank, an interview on national credit ratings with session faculty member Barbara Ridpath of the International Center for Financial Regulation, as well as a session report by Andrew Mortimer can be found via the links below.

- Video of Ewald Nowotny, ANB Governor

- FM4 interview on credit ratings with Barbara Ridpath

- Andrew Mortimer's report, "Changing the Rules"

Interested in meeting other alumni or organizing alumni in your area? Let us know!

Salzburg Global Fellowship Updates

Exploring the Arab Spring with Fellows in New England

On March 30, the award-winning journalist and executive editor of GlobalPost.com, Charles Sennott, delivered the 2011 Ithiel de Sola Pool Memorial Lecture based on his front line experience of reporting on the modern-day struggles for democracy in the Middle East and the ways in which new forms of communications technology are contributing to those causes for freedom. The Salzburg Global Fellows who gathered at Boston's the Old State House heard Mr. Sennott describe his coverage in Cairo and specifically the role that he observed the Muslim Brotherhood playing in the February revolution.

- Keynote Address Audio

Justice Richard Goldstone at San José Fellowship Gathering

On April 9, Salzburg Global Fellows gathered in San José, California for a day-long program entitled *Global Citizenship and the International Rule of Law*. Hosted by San José State University and the Seminar's International Study Program, conversations that day began by exploring issues of global concern such energy consumption, economic development, and global population, and then also focused on the role that academia has in educating a population about its role in an ever more interconnected world. Finally, the evening keynote address by SGS board member, Justice Richard J. Goldstone, gave a personal look into his experiences in setting up such bodies of justice as the International Criminal Tribunals for the former Yugoslavia and Rwanda.

- Full Report from San José

Fellow Events

View our full list of offerings for Salzburg Global Fellows

Learning to Live Together in the 21st Century: How can schools best enhance community relations and inclusion?
(June 3-6)
Klingenthal, France

Continuity and Change in US Presidential Foreign Policy: Plans, Policies and Doctrines
(Oct 6-10)
Salzburg, Austria

Philadelphia Fellowship Gathering
(Oct 18)
Philadelphia , PA, USA

Max Reinhardt Invites... A Masked Ball at Schloss Leopoldskron
(Dec 31-Jan 1)
Salzburg, Austria

Congratulations

Darci Arnold

Darci Arnold was honored with a First Prize Award at the 25th Annual California State University Research Competition. Her project on *Planet Building: A Case Study of Corporate Sustainability for a Globalized World*, chosen from a group of nearly 225 other projects, has also received twelve major national awards. For more see the SJSU Salzburg Program website.

Ela Bhatt & Yoc

Ela Bhatt and **Yochai Benkler** were named "Social Change Visionaries" by the Ford Foundation. As part of a group of 12 social innovators, each received a $100,000 award for the work in "improving the lives of millions of people". The prizes were

given in recognition of the Foundation's 75th anniversary. For more on Ela and Yochai's work, visit FordFoundation.org.

Alemayehu Fent

Alemayehu Fentaw, has moved to a new position as National Peace Advisor to the Ministry of Federal Affairs, seconded by the German Agency for International Cooperation (Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH).

Roman Gerodimos

Roman Gerodimos won the 2010 Arthur MacDougall Fund Prize for the Best Dissertation in Elections, Electoral Systems or Representation, which is given annually by the (UK) Political Studies Association. More can be found on Roman and his work on RomanGerodimos.com.

Andrew Ingram

Andrew Ingram and **Mojgan Mohammadi** were selected by San José State University president, William Kassing, as the University's Outstanding Graduating Seniors. Both will be serving as members of the Platform Party at Commencement, along with a third SJSU Salzburg Scholar, **Tomasz Kolodziejak**. For more, please visit *SJSU Today*.

Tracy Parkinson

Tracy Parkinson, dean of the faculty and associate vice president for academic affairs at King College, in Tennessee, will begin as provost at Coker College, in South Carolina, on July 1. For more on Tracy and his new position, visit Coker.edu.

Lucjan Pawłowski

Lucjan Pawłowski professor of the Department of Water, Wastewater and Waste at Lublin University of Technology, was elected a member of the Polish Academy of Science. A compilation of his works can be found on the University's Faculty of Environmental Engineering website.

Hafeeza Rahman

Hafeeza Rahman had the honor of introducing US President Barrack Obama before his presentation at Miami Dade College's commencement speech. Links to a video of the introduction and speech and recent coverage of MDC in the *New York Times* are available on SalzburgGlobal.org.

John Swallow

John Swallow will be taking a leave of absence from his position at Davidson College to serve as acting provost for the 2011-2012 year at the University of the South in Sewanee, Tennessee where he will lead strategic planning and other initiatives under President John McCardell. More about his new responsibilities can be found on Davidson.edu.

Guthrie Veech

Guthrie Veech has moved from Kentucky Christian College and is now serving as the President of Saint Louis Christian College. More information about Guthrie and the College can be found on SLCConline.edu.

Publications

Adel Dajani

Adel Dajani has co-authored the book *Islamic Frontiers of China- Peoples of the Silk Road* which explores the regions of the Asian borderlands where the traditions of Islam and China interact. A further description and a link to purchase the book is available on Ibtauris.com.

Sonja M. Hedgepeth

Sonja M. Hedgepeth and **Rochelle G. Saidel** co-edited *Sexual Violence against Jewish Women during the Holocaust*, published by Brandeis University Press/University Press of New England. The book is part of the Hadassah-Brandeis Institute Series on Jewish Women. For more information, please see RememberWomen.org.

Moses Kanduri

Moses Kanduri has recently been interviewed about his activism with The New Ghana Youth for Governance Movement. He is pressing for an appropriate place in governance for African youths in general and Ghanaian youths in particular. The article can be found on ModernGhana.com.

Richard McCoy

Richard McCoy was recently interviewed about his work with crowdsourcing in the documentation of art at the Indianapolis Museum of Art. For more information about his use of crowdsourcing and public access tools in documenting public art can be found on TechnologyInTheArts.org.

In Memoriam

David Broder

David Broder, a Pultizer-Prize winning columnist for *The Washington Post*, died March 9 of complications from diabetes. He was 81. Broder's 2001 article about the Seminar, "Lessons on Freedom," is available online via the archives of *The*

Washington Post.

Warr
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Chri
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Warren Christopher, who served as US Secretary of State under President Bill Clinton, Deputy Secretary of State under President Carter, and Deputy Attorney General under President Johnson, passed away on March 18 at the age of 85. Mr. Christopher was remembered in a number of media outlets, including NYTimes.com.

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+43(662)839830

You are currently subscribed to eview as: jen321@email.unc.edu To unsubscribe send a blank email to leave-327314-61628T@lyris.SalzburgGlobal.org

If you do not wish to receive any more e-mail from the Salzburg Global Seminar, please send an e-mail to nomail@SalzburgGlobal.org

From: Miller, Haeran <hrmiller@email.unc.edu>
Sent: Wednesday, May 25, 2011 1:22 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: receipts

Julius,
I'm letting you know that I just came to the Abernethy Hall because my computer in the Battle Hall was not working properly. I tried to tell you when I left, but you were on the phone. As soon as I get all the receipts from your travel, I will process your reimbursement.
Thanks!

◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆

Haeran Miller
Acct. Tech
Dept. of Public Policy
Tel. 919.962.4854
Fax. 919.962.5824
Dept. of African and Afro-American Studies
Tel. 919.966.1295

From: Miller, Haeran <hrmiller@email.unc.edu>
Sent: Wednesday, May 25, 2011 3:40 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: receipts

Yes, it was not a good excuse to get out of the Battle Hall today. ☺
Sure, I will be ready when you're ready.
Thanks,
Haeran

From: Nyang Oro, Julius E
Sent: Wednesday, May 25, 2011 3:38 PM
To: Miller, Haeran
Subject: RE: receipts

Hi Haeran: Computer not working? What a lousy excuse!!!!!!!!!:) No problem. I am missing one important receipt. Once I locate it I will send you a message. Julius

---

From: Miller, Haeran
Sent: Wednesday, May 25, 2011 1:22 PM
To: Nyang Oro, Julius E
Subject: receipts

Julius,
I'm letting you know that I just came to the Abernethy Hall because my computer in the Battle Hall was not working properly. I tried to tell you when I left, but you were on the phone. As soon as I get all the receipts from your travel, I will process your reimbursement.
Thanks!

◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆

Haeran Miller
Acct. Tech
Dept. of Public Policy
Tel. 919.962.4854
Fax. 919.962.5824
Dept. of African and Afro-American Studies
Tel. 919.966.1295

From: unc_listmaster@unc.edu
Sent: Wednesday, May 25, 2011 3:50 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: [listserv_admins] UNC Listserver team wants your input

---

You are receiving this message because you are an administrator of at least one mailing list on the UNC Campus Listserver.

We are soliciting feedback from listserv administrators on how we can improve the campus Listserver service, which currently runs Lyris ListManager. We are particularly interested in gauging the need for more and/or better marketing features like those offered by commercial internet email marketing firms.

Are there other new features or functionality you would like to see included? Are there things you would like to see changed with the Listserver? Or, are you pleased with the way things are right now? We are standing by to receive your constructive comments or concerns. Our hope is your feedback will allow us to make improvements to this service.

Please direct your responses to unc_listmaster@unc.edu

Thank you
The UNC Listserver team

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Wednesday, May 25, 2011 6:39 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FW: 3287 charge for $125

Hi Julius,
Is this something that you approved? If not, it may just be a mistake and we can fix it.

There is an internal finance request to pay $125 for

"Co-sponsorship for Soyini Madison visit, Feb. 9 - 13, 2011. Corporate Rituals and Staging 'Water Rites.' This talk was part of the Carolina Seminar in African Ecology and Social Processes."

Thanks!
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Miller, Haeran
Sent: Wednesday, May 25, 2011 3:11 PM
To: Buell, Agatha
Subject: RE: 3287 charge for $125

HI Agatha,
No, I haven't heard about this from anyone. You may want to ask Julius about it.
Thanks,
Haeran

From: Buell, Agatha
Sent: Tuesday, May 24, 2011 4:47 PM
To: Miller, Haeran
Subject: 3287 charge for $125

There is an FRS action for 3287 to pay $125 for

"Co-sponsorship for Soyini Madison visit, Feb. 9 - 13, 2011. Corporate Rituals and Staging 'Water Rites.' This talk was part of the Carolina Seminar in African Ecology and Social Processes."

Is this something that you have heard about? I'm not sure if I should ask Julius or approve it or reject it.
Thanks!
Agatha

****

Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: nobody@notify.unc.edu on behalf of leedanb@unc.edu
Sent: Wednesday, May 25, 2011 8:18 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Subjects needed for African American Psychology Research Study

---

To: Daniel Lee
Psychology From: Behavioral IRB
Approval Date: 5/03/2011
Expiration Date of Approval: 5/01/2012
RE: Notice of IRB Approval by Expedited Review (under 45 CFR 46.110)
Submission Type: Initial
Expedited Category: 7.Surveys/interviews/focus groups
Study #: 11-0748
Study
Title: Stress, Personality, Coping, and African American Well-Being

Seeking African American Participants (ages 18-24) for a study examining the influence of personality and coping strategies in the relationship between stress and well-being (Earn $10)

The study aims to examine how personality and coping strategies influence the relationship between stress and well-being for African Americans. You must self-identify as African American and be 18-24 years old to participate.
During the experiment, you will fill out questionnaires pertaining to stressful situations, coping, personality and well-being.

One visit to the laboratory is required. The visit lasts about one hour.
You will receive $10.

For more information, please contact:
Daniel B. Lee, B.A. (Principal Investigator)
Email: leedanb@unc.edu

This email is sponsored by: Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, May 25, 2011 8:43 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FORMAL NOTICE: Improving Information Security at Carolina

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MEMORANDUM

TO: Deans, Directors, and Department Heads

FROM: Larry Conrad, Vice Chancellor for IT and CIO

DATE: May 25, 2011

SUBJECT: Improving Information Security at Carolina

In response to an audit of campus information security exposures last year by the State Auditor General's Office, Chancellor Thorp has assigned to the Vice Chancellor for IT and CIO overall responsibility for ensuring the campus University's IT systems, data, and infrastructure are appropriately protected. This note is to inform you of our plans to work together with the campus community to reduce the present level of exposure, which is unacceptably high.

The attacks on the Carolina community are sophisticated, relentless, automated, and worldwide. Our monitoring systems tell us that the University receives in excess of 30,000 outside attacks on a daily basis. Unfortunately, there is no "magic bullet"...no way to absolutely guarantee the campus is safe from these attacks. However, experience at universities around the nation has shown that a multi-layered approach with broad involvement and support from the University community can substantially reduce the risks. For several months, I have been working with the ITS Information Security Office as well as IT leaders across campus to architect what we think is the most effective approach for better securing the campus IT environment.

We are focusing on a five-pronged approach:

1. Bringing the campus into compliance with the ten existing Information Security policies released since last summer. The State Auditor is also requiring an annual attestation from all staff and faculty that they understand these policies, which can be found at: http://its.unc.edu/ITS/About_ITS/ITS_Policies/index.htm.

2. Adequately protecting the campus network from outside attacks by establishing a border protection strategy, e.g., implementing firewalls and blocking certain problematic network traffic.

3. Ensuring every campus server is supported/maintained by a capable system administrator appropriately trained in information security defensive techniques.

4. Increased focus on securing research data and servers which contain or process sensitive data or support mission critical operations.

5. Increased focus on laptop encryption to protect sensitive data.

We are working with the campus IT community to lay out the best way to actualize the above approach. The reality, though, is that improving Information Security will have an impact on campus units in terms of additional work efforts and financial implications. The challenge is to

find the right mix of "control" vs. "openness" which will minimize that impact.

I want to draw specific attention to #3 above: ensuring every campus server is supported/maintained by a capable systems administrator. This is a crucial underlying component for everything else we need to accomplish to adequately secure campus IT. If the setup and maintenance of campus servers is handled in an insecure way, then we simply cannot adequately protect Carolina from attack, period.

We will be providing further guidance on how units will be able to demonstrate competency shortly, but I want to bring this to your attention, now, so you can begin making plans for addressing this fundamental need. At a high level, the approach will be comprised of the following elements:

* System and system administrator identification;
* system administrator information security expectations and responsibility training;
* system maintenance scanning and monitoring for security weaknesses; and
* fee based system administration services for systems that are identified as having persistent security weaknesses--units will be responsible for these fees.

A separate memo will be distributed shortly outlining the plan for improving laptop encryption.

This is where we're headed and further details will be provided in the coming weeks. Please contact Stan Waddell (stan_waddell@unc.edu), who is the campus Information Security Officer here in ITS, or myself (larry_conrad@unc.edu) if you have any questions about how this program will work. Either of us can also be reached at 962-3444.

We appreciate your commitment and support in ensuring the Carolina IT systems and data are adequately protected.

ldc

cc: Bruce Carney Holden Thorp Stan Waddell

This email is sponsored by: Information Technology Services

From: WebEvent <webevent@unc.edu>
Sent: Wednesday, May 25, 2011 11:03 PM
To: All Deans, Directors, and Department Heads in the College of Arts & Sciences <asddd@listserv.unc.edu>
Subject: [asddd] WebEvent Reminder: May 31 - SPA Annual Performance Reviews

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WebEvent Reminder

Title: SPA Annual Performance Reviews
Date: Tuesday, May 31, 2011
Time: Unspecified

Description: Performance reviews should be completed for SPA employees by May 31, 2011. Please note the following:

- If Chairs/Directors desire feedback from the Dean's Office for your manager's performance review please e-mail me by Wednesday, May 25, and I will solicit comments from the Dean's Office on your behalf.
- Department managers should submit a signed copy of their performance review to the Dean's Office by Monday, June 13.
- All performance rating entries must be completed by June 24. If you need our assistance entering a department manager's performance rating in HRIS please notify your HR consultant by Monday, June 20.

For more information on SPA performance management policies and procedures please visit http://hr.unc.edu/policies-procedures-guidelines/spa-employee-policies/performance-management/PM-SPA. If you have additional questions or need assistance, please submit a remedy ticket to the HR team and your HR consultant will assist you.

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To unsubscribe send a blank email to leave-29219934-35586857.320bb86fbea40984156cda49090a0121@listserv.unc.edu

Ardeshir Amir Arjomand

The Present Status and Future Prospects of the Green Movement in Iran

Ardeshir Amir Arjomand, former Professor of Law at Beheshti University (Iran) and top adviser to Mir-Hossein Mousavi, the reformist candidate in the 2009 Iranian presidential elections and leader of the opposition during the protests following the elections, is the representative and spokes-person for the Coordinating Council of the Green Path of Hope.

Sponsored by the Center for Middle Eastern Studies at Rutgers University, the Campaign in Solidarity with the Iranian People's Green Movement, and Where is My Vote? - New York.

Murray Hall Room 210, College Avenue Campus

510 George Street, New Brunswick, NJ

7-9pm, June 13, 2011

From: FYI Carolina <FYICarolina@unc.edu>
Sent: Thursday, May 26, 2011 8:43 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Commencement coverage/Carolina gets social/Blackstone gift boosts RTP entrepreneurs - May FYI Carolina

---

Having trouble viewing this email? Read it in your browser.

FYI CAROLINA

NEWS FOR ALUMNI, PARENTS AND FRIENDS
MAY 2011

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

Every Gift Matters. Give to UNC.

Commencement Highlights:

TAR HEELS CELEBRATE ACADEMIC SUCCESS

Carolina's newest graduates went out in style during the traditional Kenan Stadium ceremony. Undergraduates wore a new true Carolina blue robe designed by Alexander Julian, UNC Class of '70 and an award-winning colorist and fashion designer. They heard remarks from Edward Wilson, a Pulitzer Prize-winning author, who offered warnings about the Earth's future and advice. Click here to see highlights including a 30-second time-lapse video.

In their Own Words: Undergrad Researchers

In this video, six undergraduates who immersed themselves in research describe their experiences. They majored in different disciplines, worked in laboratories, spent time talking with North Carolinians or sweated over field research.

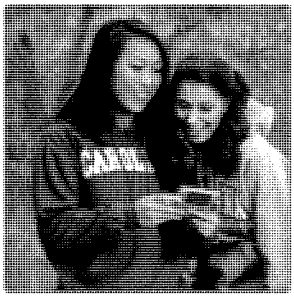

Raising Carolina's Social Media Profile

From Twitter to Facebook to Vimeo and YouTube, Carolina creates compelling content to keep you in touch with Chapel Hill. The homepage has a link where you can access all official social media accounts. Also check out the General Alumni Association's UNC Mobile App.

UNC-led study signals

NBC spotlights National

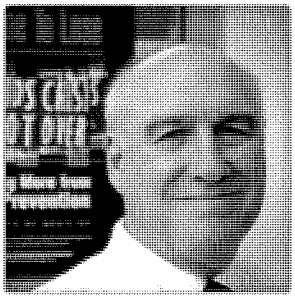

major progress in AIDS battle

A UNC-led study has made a major discovery in efforts to halt the spread of HIV, which causes AIDS. The international clinical trial found that treating HIV-infected individuals while their immune systems are still strong reduces the risk of their sexual partners contracting the virus.

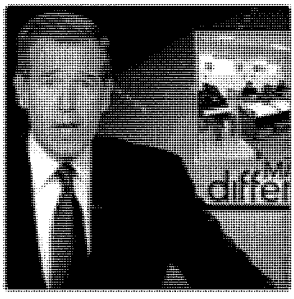

College Advising Corps

NBC Nightly News featured the National College Advising Corps based at Carolina in its "Making a Difference" feature. Thanks to the life-changing advice of UNC graduates, high school students are becoming the first in their families to go to college.

Hall selected for American Academy off Arts & Sciences

Jacquelyn Dowd Hall, the Julia Cherry Spruill Professor of History, has been elected a fellow in the American Academy of Arts and Sciences, one of the nation's most prestigious honorary societies. The pioneering scholar is founding director of the Southern Oral History Program.

Aerotropolis: A world-changing idea

An "aerotropolis" is what John Kasarda calls a city built around an airport instead of the other way around. In a nod to his research, Time named the "aerotropolis" one of "10 ideas that will change the world." Watch a video about Kasarda's research and new book.

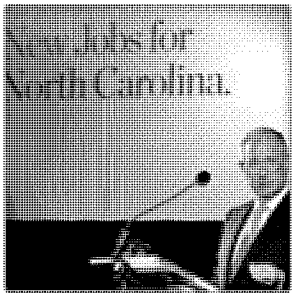

Blackstone gift to bolster RTP entrepreneurs

The Blackstone Charitable Foundation, the Center for Entrepreneurial Development and Triangle universities – UNC, Duke, NC State and NC Central – launched an effort to help the Research Triangle create a network of entrepreneurial assistance similar to those in Silicon Valley and the Boston Corridor.

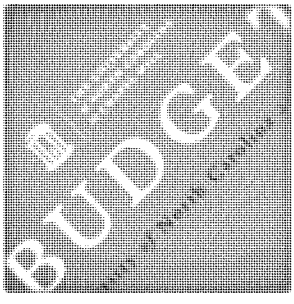

More State Budget Cuts Inevitable

The General Assembly continues working through a multi-billion-dollar shortfall for fiscal 2011–13. Anticipating significant reductions, Chancellor Holden Thorp decided in January to make $26 million in permanent cuts, effective July 1. However, additional reductions are inevitable.

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If you don't want to receive these e-mails in the future, unsubscribe here.

704273328

From: Miller, Haeran <hrmiller@email.unc.edu>
Sent: Thursday, May 26, 2011 9:16 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: your paycheck

Good morning Julius,
I'm letting you know your Summer School paycheck is in the office. Since your mailbox is not ready yet, please see Travis for your check.
Thanks!

◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆

Haeran Miller
Acct. Tech
Dept. of Public Policy
Tel. 919.962.4854
Fax. 919.962.5824
Dept. of African and Afro-American Studies
Tel. 919.966.1295

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Thursday, May 26, 2011 9:17 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Travis & Haeran's Annual Review
Attach: AnnualReview-TravisGore2011.doc; AnnualReview-HaeranMillerMay2011.doc

---

Hi Julius,
Attached are drafts of Travis and Haeran's Annual Performance Reviews. I will be meeting with each of them later today.
Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Hall, Ishna <ishna.hall@unc.edu>
Sent: Thursday, May 26, 2011 9:24 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Any word from Carl?

Ok thanks, remind me when do you leave?

Ishna J. Hall
Associate Director of Capital Gifts
The Arts and Sciences Foundation
The University of North Carolina at Chapel Hill
134 East Franklin Street
Chapel Hill, NC 27514
(919) 843-4885 (office)
(919) 962-2531 (fax)

From: Nyang Oro, Julius E
Sent: Wednesday, May 25, 2011 12:27 PM
To: Hall, Ishna
Subject: RE: Any word from Carl?

No. Saw him yesterday and said that he was still waiting for a final determination by the subject. Will let you know as soon as I get the word.

From: Hall, Ishna
Sent: Tuesday, May 24, 2011 8:25 PM
To: Nyang Oro, Julius E
Subject: Any word from Carl?

Hey, hope you are well. Just checking in to see if you have heard anything or followed up with Carl?

Thanks

Connected by DROID on Verizon Wireless

From: Cookie Newsom <newsom@email.unc.edu>
Sent: Thursday, May 26, 2011 10:23 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: 2011 VC Reception Invitation II

Dear Julius Nyang Oro,

If you click here to add paperlesspost@paperlesspost.com to your address book, you will receive all mail from Cookie Newsom on time in the future. The delivery of this Paperless Mail may have been delayed due to your email and spam blocking settings

Click invitation to RSVP

The 17th Summer Annual Public
Health ResearchVideoconference
on Minority Health
Planning Committee asks that
you

Please join us at a
Reception with our speakers
on

June 6]from 3-5

School of Social Work
Fifth Floor Dining Room

Click this invitation to R.S.V.P.

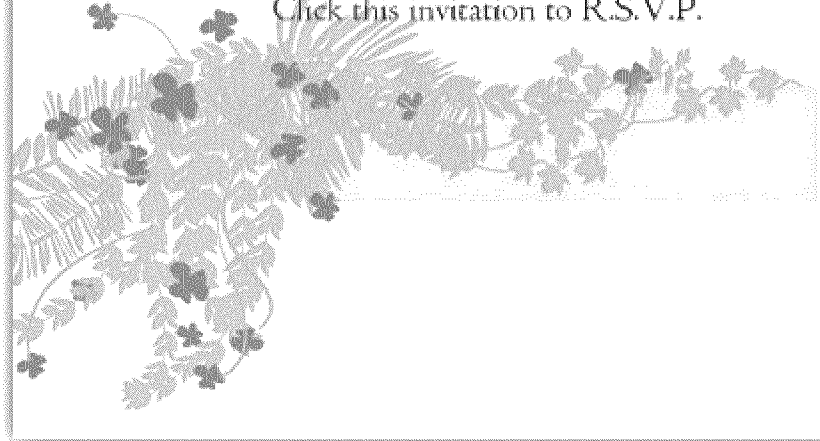

This Invitation is intended for Julius Nyang Oro and was sent by Cookie Newsom. Please paste the following link into a new browser window if you are having trouble viewing this card.

http://www.paperlesspost.com/events/718287-9340e1ff/replies/19778306-0679bccf

Add this event to your: Google Calendar Outlook iCal

The 17th Summer Annual Public Health ResearchVideoconference on Minority Health Planning Committee asks that you

Please join us at a
Reception with our speakers
on

June 6]from 3-5

School of Social Work
Fifth Floor Dining Room

Click this invitation to R.S.V.P.

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From: Buell, Agatha <abuell@email.unc.edu>
Sent: Thursday, May 26, 2011 2:11 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Automatic reply: Travis & Haeran's Annual Review

Thank you for your email,
I am in all day trainings and meetings for the remainder of the week, followed by vacation from May 27th through June 5th. I will attempt to resond to critical messages prior to May 27th.

If you need more immediate assistance, please contact one of the people below:
Department of Public Policy - Maya Budihardjo, Student Services Manager - (919) 962-1600
Department of African & Afro-American Studies - Travis Gore, Student Services Manager - (919) 966-5496
Accountant for both departments - Haeran Miller - hrmiller@email.unc.edu

Take care,
Agatha Buell

From: Carolina Annual Fund <rebecca_bramlett@unc.edu>
Sent: Thursday, May 26, 2011 3:12 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Carolina Bell Ringers Honor Roll Draft

View this email with images.

CAROLINA ANNUAL FUND
annualfund.unc.edu

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

DRAFT

We are Carolina.

- *We open* doors for bright and talented students.
- *We guide* and mentor.
- *We seek* knowledge and take action.
- *We challenge* and achieve.
- *We are* committed to the highest level of academic excellence.
- *We are* dedicated to serving our community, state, nation and the world.

Your annual gifts support Carolina's ability to continue to provide an excellent academic experience, especially as we anticipate further reductions in state funding next academic year.

Please visit the *DRAFT* of the 2011 Carolina Bell Ringers Honor Roll. All donors who have renewed their gifts to Carolina this academic year as of May 23, 2011 are Carolina Bell Ringers and should be included in this draft. Please review the list carefully to make sure your name is included and spelled correctly. If any changes or corrections are necessary, contact Rebecca Bramlett, Interim Director of Annual Giving, at Rebecca_Bramlett@unc.edu or (919) 843-3317.

There is still time to have your name included if you have not made your annual gift to Carolina this academic year (July 1, 2010 to June 30, 2011). Please make your gift at our secure website by June 29th to ensure your membership as a **Carolina Bell Ringer** and inclusion in this year's honor roll.

We are grateful **for the loyalty shown by our steadfast supporters, Carolina Bell Ringers.** Thank you for your continued support.

This email is for alumni, students and friends of the University of North Carolina at Chapel Hill. Through this free service, the Office of University Development and the Annual Fund Program provide opportunities for you to learn about people, events and other issues at Carolina. If you have comments or questions, email Rebecca_Bramlett@unc.edu, telephone (919) 843-3317, or write to the Office of University Development, Annual Fund, PO Box 309, Chapel Hill, NC 27514-0309. If you do not wish to receive future editions, unsubscribe here.

704273328

From: nobody@notify.unc.edu on behalf of cts2014@email.unc.edu
Sent: Thursday, May 26, 2011 8:17 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Participants needed for alcohol consumption and decision making study

---

Do you ever drink alcohol?

Are you interested in making $10 for completing a 1 hour task?

Study requires participants to view images and make simple decisions about their contents.

You are eligible if:
1. You are between the ages of 18-40 years old
2. You are NOT taking illicit drugs
3. You are NOT taking psychoactive medications
4. You have NEVER sought treatment for a substance use disorder
5. You are a native English speaker
6. You have graduated high school or earned a GED
7. You have no known psychiatric or neurological problems

If interested, please contact Chris at 919-962-8340 or cts2014@email.unc.edu to schedule a time for participation.

(This study, entitled "Decision Making and Drinking Habits of Young Adults" has been approved by the UNC Institutional Review Board, Study #: 09-0001 on 12/09/2010, and is sponsored by the UNC Department of Psychology.)

This email is sponsored by: Dept. of Psychology

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From: nobody@notify.unc.edu on behalf of vanessa_miller@dentistry.unc.edu
Sent: Thursday, May 26, 2011 8:22 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Do you have jaw pain?

The UNC Center for Neurosensory Disorders is conducting a research study investigating the biological, psychological, and genetic factors that may cause Temporomandibular Muscle and Joint Disorder (TMJD). We are looking for volunteers with chronic pain in the face and jaw. We are seeking people with TMJD/TMD/ TMJ to participate in a study lasting several years.

Participation will include 1 clinic appointment lasting 3 hours. During that time participants fill out various questionnaires and receive a clinical exam and sensory testing. Individuals who meet the study criteria will be complete brief health updates for the next 4-5 years.

You must be between the ages of 18 and 44, and not have diabetes, epilepsy, hyperthyroidism, drug or alcohol abuse, chronic respiratory diseases, high blood pressure, heart disease, kidney failure and have not required hospitalization for a psychiatric disorder within the last 6 months.

You should not participate if you are pregnant, nursing a baby, currently involved in orthodontic treatment, chemotherapy or radiation therapy.

People who complete all data collection aspects will be paid $270 (this includes $90 for the clinic appointment mentioned above).

For more information about the study, visit the website at http://www.oppera.org

Please contact us if you are interested in learning more about our study (Biomedical IRB number 05-DENT-777).
If interested or for further information please contact:
(919) 966-1060

Approved by the Biomedical IRB 09/02/2009

This email is sponsored by: The Center for Neurosensory Disorders, Dental Research Center

This email is sponsored by: Center for Neurosensory Disorders

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From: nobody@notify.unc.edu on behalf of kparry@email.unc.edu
Sent: Thursday, May 26, 2011 8:42 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Calling All Women!!

Calling all women: be a part of an exciting research study!

Researchers at the University of Chapel Hill want to learn more about how women interpret advertising that targets pregnant and new mothers. They are looking for women who are planning to become pregnant within the coming three years, pregnant women, and women who have a child three years of age or younger to participate in an hour-and-a-half conversation about advertising, led by a professional. You'll be asked to look at and read the advertisements, and share what you think about them. Everything will be confidential and anonymous.

If you participate in the full focus group, you will receive a goodie bag of incentives from local businesses. Refreshments will also be provided.

If you have questions or you want to sign up, please contact Kathy Parry at kparry@email.unc.edu or 919.966.8588.

Study Title: "Discovering Mothers' Understanding of Infant Formula Advertising"
UNC IRB Approval # 10-2198
Approving Body: Nursing/Public Health
Approval Date: 11/12/2010

This email is sponsored by: Maternal & Child Health, Gillings School of Global Public Health

==========

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From: McMillan, Tim <tjm1@email.unc.edu>
Sent: Friday, May 27, 2011 7:03 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Cc: Buell, Agatha <abuell@email.unc.edu>
Subject: RE: Rucker/Teaching

Hello --

Back from Massachusetts as of last night. Weather was much better than here. I think an AFAM 190 on Resistance and Rebellion would be great. if we let majors/minors and history know I think we could get 20/25 students. The other possibility is 293 (Diaspora) but that might step on Kia's toes. We definitely don't need another AFAM 101 this term.

Hope summer is going well for everyone.

T

From: Nyang Oro, Julius E
Sent: Thursday, May 26, 2011 6:24 PM
To: McMillan, Tim
Cc: Buell, Agatha
Subject: Rucker/Teaching

Hi Tim: Now that Rucker has accepted our offer, we need to assign him a class to teach. He needs to know soon so that he can prepare. Per his contract, in Fall he will be teaching only one class. Any urgent need??????? Hope all is well.

From: McMillan, Tim <tjm1@email.unc.edu>
Sent: Friday, May 27, 2011 7:10 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Cc: Buell, Agatha <abuell@email.unc.edu>
Subject: RE: Rucker/Teaching

Hello all --

Back from Massachusetts as of last night. Cool and beautiful. I think a 190 on Resistance and rebellion would be a great intro to Rucker for our students. Between majors/minors and the history department we should be able to get the class to 20/25 no trouble. The other possibility would be 293 but that might step on Kia's toes at this juncture. We don't need an AFAM 101 right now.

Hope summer is going well. I'll be around the department next week.

T

From: Nyang Oro, Julius E
Sent: Thursday, May 26, 2011 6:24 PM
To: McMillan, Tim
Cc: Buell, Agatha
Subject: Rucker/Teaching

Hi Tim: Now that Rucker has accepted our offer, we need to assign him a class to teach. He needs to know soon so that he can prepare. Per his contract, in Fall he will be teaching only one class. Any urgent need??????? Hope all is well.

From: Buell, Agatha <abuell@email.unc.edu>

Sent: Friday, May 27, 2011 9:43 AM

To: Department listserv <afriafam@listserv.unc.edu>

Subject: [afriafam] Parking 2011-12

Dear All,
Please email me by Friday, June 3rd if you would like to be put into the running for a parking permit on campus for August 15, 2011 - August 14, 2012. This year's department allocation includes:
NG1/Swain Lot - 3 permits
N2 - 4 Permits
N5 - 2 permits
ND/Cobb Deck - 3 permits

If you would like to be in the running, please let me know your preference for WHICH LOT. Also, please let me know which lot you would like to be put on the wait list for if you are not given a permit through this initial distribution (you can be put on the wait list for any available lot on campus).

A map of all available campus parking lots is here:
http://www.dps.unc.edu/Parking/services/permitparkingmaps/permitparkingmaps.cfm

The permit rates for gated lots are as follows (deducted each month from your paycheck):
Salary Scale (Base Rate) = Annual Permit Rate
$25,000 - $50,000 = $601.64
$50,000 - $100,000 = $759.72
>$100,000 = $1,173.64

Permits are distributed based on total state service date, rank and prior parking history.
Take care,
Agatha

You are currently subscribed to afriafam as: jen321@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=29228975

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-29228975-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Friday, May 27, 2011 10:18 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FW: Professional Fundraising Workshop for Deans, Department Chairs, and Aspiring Academic Leaders

---

FYI

Kia Lilly Caldwell, Ph.D.
Associate Professor
Afro-American Studies
UNC-Chapel Hill
CB #3395, Battle Hall
Chapel Hill, NC 27599
klcaldwe@email.unc.edu
http://www.unc.edu/depts/afriafam

From: The Chronicle of Higher Education [chronicle@chroniclefyi.com]
Sent: Thursday, May 26, 2011 11:01 AM
To: Caldwell, Kia L
Subject: Professional Fundraising Workshop for Deans, Department Chairs, and Aspiring Academic Leaders

This message is sent to you by The Chronicle of Higher Education on behalf of Advancement Resources.

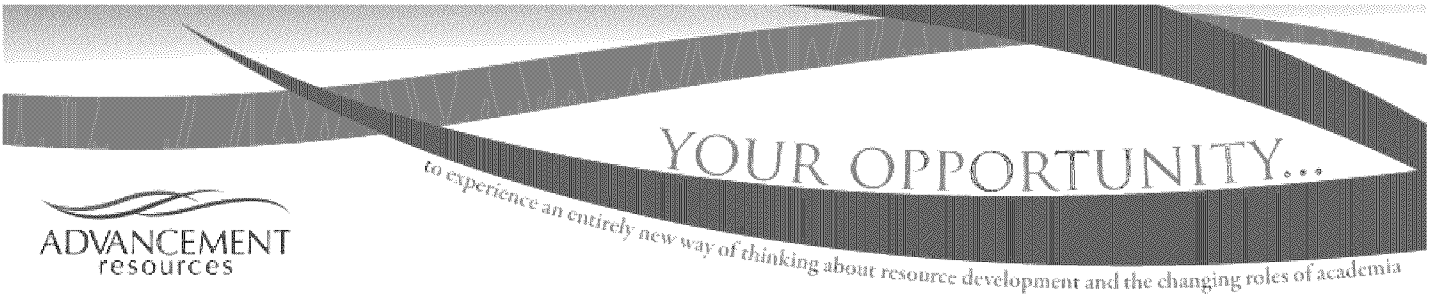

Increasingly, universities are including fundraising experience and skills in the professional requirements for academic leadership positions. To prepare yourself for such a career opportunity and gain critical knowledge in this discipline, attend Professional Fundraising Workshop for Deans, Department Chairs, and Aspiring Academic Leaders on August 3 in Denver.

This comprehensive, one-day workshop explores donor motivation and the essential roles that deans, faculty, and other academic leaders play in helping donors and donor prospects make significant gifts to the institution. Participants will also focus on crafting and articulating a compelling Vision Story for your department/program. Theworkshop will:

- Provide a strong research-based foundation to create meaningful opportunities for your institution and your work
- Offer an understanding of development from the donor's perspective that will allow you to engage benefactors more efficiently and effectively
- Introduce tools and concepts to help identify potential major donors and build a process-based strategy

Space for this workshop on August 3 in Denver is limited. We invite you to register today at www.ar-deans.org or by calling 866-398-3376.

Advancement Resources www.advancementresources.org is the nation's leading provider of research-based development training. Our extensive curriculum features targeted, robust workshops designed to create powerful learning experiences that help participants build their organization's culture of philanthropy.

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From: Buell, Agatha <abuell@email.unc.edu>
Sent: Friday, May 27, 2011 11:00 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Cc: Miller, Haeran <hrmiller@email.unc.edu>
Subject: Book Order

Hi Julius,
Please email to Haeran the books that you would like to order – anything you want! If you can get to it today before 2pm that would be ideal, otherwise by Monday, please.
Thanks!
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Miller, Haeran <hrmiller@email.unc.edu>
Sent: Friday, May 27, 2011 12:15 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Cc: Gore, Travis <stgore@email.unc.edu>
Subject: RE: receipts

Hi Julius,
I agreed to serve on the interview team for one of the positions in the Carolina Institute of Public Policy and there are three interviews scheduled today until 2:30p and I will try to drop by the office if I can. Otherwise, I will go to the Battle Hall on Wednesday, 6/1/11 and will stay the whole day.

Oh, by the way, if there are anything you want to order, please let me know at your earliest convenience.
Thanks and I hope you enjoy your long weekend!
Haeran

From: Nyang Oro, Julius E
Sent: Friday, May 27, 2011 9:42 AM
To: Miller, Haeran
Subject: RE: receipts

Hi: I have all the receipts now. I am off to class but I have given them to Travis. See you later.

From: Miller, Haeran
Sent: Wednesday, May 25, 2011 3:40 PM
To: Nyang Oro, Julius E
Subject: RE: receipts

Yes, it was not a good excuse to get out of the Battle Hall today. ☺
Sure, I will be ready when you're ready.
Thanks,
Haeran

From: Nyang Oro, Julius E
Sent: Wednesday, May 25, 2011 3:38 PM
To: Miller, Haeran
Subject: RE: receipts

Hi Haeran: Computer not working? What a lousy excuse!!!!!!!!!:) No problem. I am missing one important receipt. Once I locate it I will send you a message. Julius

---

From: Miller, Haeran
Sent: Wednesday, May 25, 2011 1:22 PM
To: Nyang Oro, Julius E
Subject: receipts

Julius,
I'm letting you know that I just came to the Abernethy Hall because my computer in the Battle Hall was not working properly. I tried to tell you when I left, but you were on the phone. As soon as I get all the receipts from your travel, I will process your reimbursement.
Thanks!

◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆
Haeran Miller

Acct. Tech
Dept. of Public Policy
Tel. 919.962.4854
Fax. 919.962.5824
Dept. of African and Afro-American Studies
Tel. 919.966.1295

From: Barbara Anderson <b_anderson@unc.edu>
Sent: Friday, May 27, 2011 12:46 PM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] AORC funding cancelled

Dear Colleagues:
This is for general distribution. UNC African Studies relies heavily on the West African Research Center in Dakar, and I know that other world regions also rely on American Overseas Research Centers--the new competition for funding has been canceled altogether. Please take the time to sign the petition and to circulate. Thanks. Barbara

Petition to Restore AORC Funding

CAORC has put together a petition to restore funding to the Department of Education Title VI AORC Program. We are trying to gather as many signatures as possible to help show the impact AORCs have had on the American and global academic community when we fight to restore funding for FY2012. Please share this link with your and your Centers' contacts. Please also encourage people to include comments on their experience and connection with AORCs.

http://www.thepetitionsite.com/takeaction/984/379/072/

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 FedEx Global Education Center
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu
www.africa.unc.edu

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From: Buell, Agatha <abuell@email.unc.edu>
Sent: Friday, May 27, 2011 2:11 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Automatic reply: Book Order

Thank you for your email,
I am on vacation through June 5th.

If you need more immediate assistance, please contact one of the people below:
Department of Public Policy - Maya Budihardjo, Student Services Manager - (919) 962-1600
Department of African & Afro-American Studies - Travis Gore, Student Services Manager - (919) 966-5496
Accountant for both departments - Haeran Miller - hrmiller@email.unc.edu

Take care,
Agatha Buell

From: Gore, Travis <stgore@email.unc.edu>
Sent: Friday, May 27, 2011 7:13 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] FW: UNC's Kristen Maye One of Ten Students in the Nation Named Lehrman History Scholar

---

From: Hildebrand, Reginald F
Sent: Friday, May 20, 2011 9:39 PM
To: Gore, Travis
Subject: UNC's Kristen Maye One of Ten Students in the Nation Named Gilder Lehrman History Scholar

Dear Colleagues, I thought that you would be interested to know that one of our majors, KIRSTEN MAYE, was one of ten student selected from across the nation to be a Gilder Lehrman Scholar. She is a double major (history) who will be a senior in the fall. We must be doing something right.

All the Best, -Reg

From: Press [mailto:press@gilderlehrman.org]
Sent: Tuesday, May 10, 2011 3:22 PM
To: cascott@email.unc.edu
Subject: The University of North Carolina at Chapel Hill's Kristen Maye One of Ten Students in the Nation Named Gilder Lehrman History Scholar

THE GILDER LEHRMAN
INSTITUTE of AMERICAN HISTORY

FOR IMMEDIATE RELEASE

CONTACT: Chelsea Van der Gaag
The Gilder Lehrman Institute of American History
Office: 646-366-9666 x11
vandergaag@gilderlehrman.org

The University of North Carolina at Chapel Hill's Kristen Maye One of Ten Students in the Nation Named Gilder Lehrman History Scholar

NEW YORK, NY (May 10, 2011) –Kristen Maye, a rising senior at The University of North Carolina at Chapel Hill in Chapel Hill, North Carolina, of Charlotte, North Carolina, has been named to the 2011 Gilder Lehrman History Scholars Program. One of ten students in the nation selected for this prestigious scholarship, Maye will participate in a five-week intensive history research program in New York City this summer.

The Gilder Lehrman History Scholars Program identifies and supports the top undergraduate majors in American history across the country. Recipients of the five-week scholarship develop primary source research projects using rare, unpublished historical documents in the Gilder Lehrman Collection on the founding era, slavery and abolition, or the Civil War. History Scholars meet and study in small seminars led by distinguished historians. In past years, seminars have been led by renowned professors such as David Blight, Eric Foner, and Carol Berkin. The students also receive behind-the-scenes tours of rare archives at such iconic New York institutions as the New-York Historical Society, the New York Public Library, and the Metropolitan Museum of Art.

Since 2003, more than 400 college sophomores and juniors have been named to the Gilder Lehrman History Scholars Program, and many have gone on to pursue graduate studies at leading universities including Cambridge, Columbia, Harvard, Oxford, UCLA, the University of Michigan, and Yale. This year, ten students have received five-week history scholarships and thirty have been awarded scholarships for a one-week program. To find out more, visit http://www.gilderlehrman.org/education/hs_overview.php.

Founded in 1994, the Gilder Lehrman Institute of American History is a nonprofit organization improving and enriching American history education through a wide range of programs and resources for students, teachers, scholars, and history enthusiasts throughout the nation. In addition to its History Scholars Program for college undergraduates, Gilder Lehrman creates and works closely with history-focused schools; organizes summer seminars and development programs for teachers; produces print and digital publications and traveling exhibitions; hosts lectures by eminent historians; administers a History Teacher of the Year Award in every state and US territory; and offers national book prizes and fellowships for scholars to work in the Gilder Lehrman Collection as well as other renowned archives. Gilder Lehrman hosts www.gilderlehrman.org, serving as the gateway to American history online and featuring the quarterly online journal *History Now*, designed specifically for K–12 teachers and students.

You are currently subscribed to afriafam as: jen321@email.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=29231939
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-29231939-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of lturnbul@email.unc.edu
Sent: Friday, May 27, 2011 8:18 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Are you a cancer patient, family member, friend or caregiver in need of support?

Are you a cancer patient, a family member, friend or caregiver looking for support?
Researchers at the University of North Carolina at Chapel Hill are evaluating an innovative peer counseling program. Peer Connect was developed based on our expertise in developing peer counseling training programs for cancer survivors and their families.

Getting support from people who have been there can make all the difference. Our free PEER CONNECT PROGRAM matches anyone touched by cancer with another person who has had similar experiences.

Our volunteers:

- Have received expert training

- Understand your concerns

- Provide support for you during diagnosis, treatment, or life after treatment

Peer Connect is a free confidential peer-support program that connects anyone touched by cancer (patients, survivors, and caregivers) with another person whose experiences are similar. Peer Connect is sponsored by Carolina Well-UNC Lineberger's Cancer Survivorship Program. Most often the support is over the telephone so no matter where you are in the state you can get support.

Participants will receive a $25 gift card at the end of the program.

If you or someone you know can benefit from this program, please call (919)843-8939 or email lturnbul@email.unc.edu for more information.

This study titled "Carolina Well Peer Counseling Support Program-a Pilot Study" has been approved by Public Health-Nursing Institutional Review Board on
11/01/10, study #10-1499.

This email is sponsored by: Lineberger Comprehensive Cancer Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of cbt4bn@unc.edu
Sent: Friday, May 27, 2011 8:37 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Bulimia Nervosa Treatment Study

The UNC Eating Disorders Program is conducting a research study to treat bulimia. Eligible participants receive 16 sessions of cognitive behavioral (CBT) group therapy specifically designed to reduce binge eating and purging. All sessions are offered at no cost.

You must 18 years or older and have a home computer with internet access to participate.

Please call Sara at 919.966.2882 or email cbt4bn@unc.edu for more information.

www.cbt4bn.unc.edu

Title: Optimizing Technology in the Treatment of Bulimia Nervosa
IRB #07-2002
Renewed: 12/6/2010
Biomedical IRB

This email is sponsored by: UNC Eating Disorders Program

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, May 31, 2011 11:16 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: [ackland-e-news] This Week at the Ackland

Sorry.
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Lunch with One

Eve Duffy: "Nazi-era Art Policies and their Legacies"

Wednesday, June 1, 12:00 PM - 1:00 PM

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photobucket

Add a little culture to your noon hour: bring a lunch and learn more about art in the German exhibitions currently on view in the Ackland's galleries.

Eve Duffy, Department of History, and Director, Program in the Humanities, UNC-Chapel Hill, will present an illustrated talk entitled "'Degenerate Art,' 'Great German Art': Nazi-era Art Policies and their Legacies."

No reservations required.

Free to members and valid UNC One Card holders | $5 non-members

For more information, call Allison Portnow, Events and Programs Coordinator, at 919.843.3687.

Out of the Studio: An Evening of Tibetan Culture and Performance

Thursday, June 2, 6:00 - 8:00 PM

THE LAST PUBLIC PERFORMANCE OF THE SACRED ARTS TOUR 2011

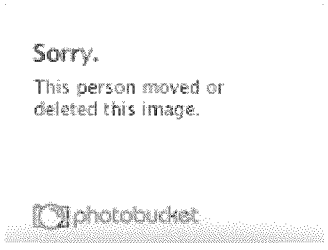

Experience the ancient Tibetan cultural rituals of dance, chanting, prayers, and debate as the Tibetan monks of Drepung Gomang Monastery perform at the Ackland Art Museum in a free, all-ages program.

The program will include a prayer for His Holiness The Dalai Lama, the Yak Dance, the Dance of Shanak (Black Hat Dance), chanting of Jam Chenma (Madyamikavatara), and a demonstration of debate, the most important way to learn Buddhist philosophy in the monasteries.

Free and open to the public

Art and Literature in the Galleries

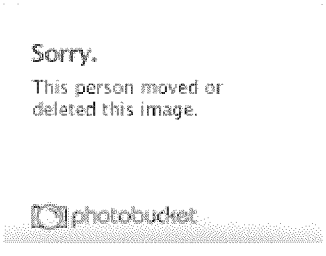

German Art and the Brothers Grimm

Thursday, June 2, 6:30 - 8:00 PM

Read the selection, look at the art, and become part of the Ackland's Art & Literature series by joining the discussions on the third Thursday each month.

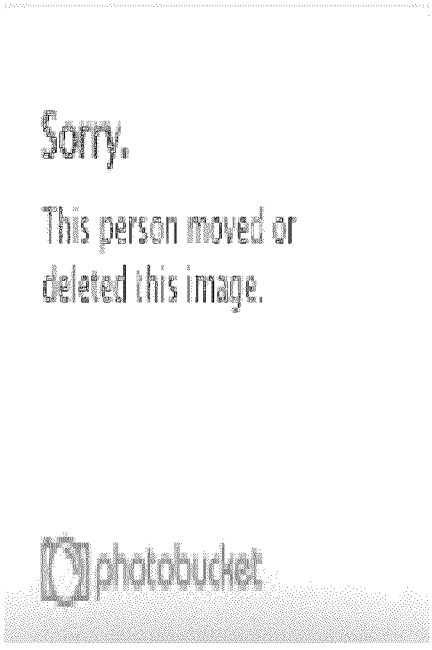

Ralph Manheim's translation of *Grimms' Tales for Young and Old, the Complete Stories*introduces the summer Art & Literature series in conjunction with the exhibition *Romantic Dreams | Rude Awakenings*.

What messages do many of these two hundred tales convey to readers? How might some of those messages be reflected in works of art made during the century following publication of the tales (1820–1858)?

Leslie Balkany, retired Ackland educator, will facilitate this discussion with Eric Downing, Professor of German, English and Comparative Literature, and Adjunct Professor of Classical Studies at UNC-Chapel Hill.

Free to Ackland members, high school students, and UNC students who present a One Card. $5 for non-members.

Registration required. Email: acklandrsvp@unc.edu**.**

Closing on June 5th:

Art and Cultural Exchange along the Silk Road

Sorry.

This person moved or deleted this image.

photobucket

Check the UNC Events Calendar (key word "ackland") for our upcoming events!

On View at the Ackland:

Sorry.

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photobucket

Adding to the Mix: John Wesley's *Boeing*(1982)

Sorry.

This person moved or deleted this image.

photobucket

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

Romatic Dreams and Rude Awakenings: Northern European Prints and Drawings, 1840 - 1940

And Many More!

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or click here for more information on the benefits of membership and how your membership dollars support our mission.

From: Apache <apache@yorktown.lib.unc.edu>
Sent: Tuesday, May 31, 2011 11:25 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Your film request for 2011-06-01

Your reservation request for Tools of exploitation [videocassette] from 2011-05-31 through 2011-06-02 has been approved.

You may pick up the film at the MRC as early as 8am the first day of your reservation.

Staff Notes:
Tools of exploitation [videocassette]: 65-V1274 c.1

Please note that the film(s) listed will only be checked out to the person that appears on the booking form submitted to the MRC.
Other arrangements must be made in advance, and in writing, with the MRC.
If you have any questions you can contact us via email at mrc@unc.edu or by phone at 962-2559.

This automated email was sent at 05-31-2011 11:25 am
------Mail generated at May.31.2011 11:05:27

From: International Studies Association <mescalan@u.arizona.edu>
Sent: Tuesday, May 31, 2011 1:39 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: REMINDER - 2012 ISA Annual Convention Call for Papers

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CALL FOR PAPERS

Dear Colleagues,

We want to remind you that tomorrow, June 1, is the deadline for submission proposals for the ISA 2012 Convention in San Diego. This year our convention will be held at the Hilton Bayfront Hotel, right on San Diego Bay and just minutes from the downtown Gaslamp District.

For the full call for papers, see the ISA 2012 page at: http://www.isanet.org/annual_convention/call-for-papers.html

International Studies Association
53rd Annual Convention
April 1-4, 2012, San Diego, California

"Power, Principles and Participation in the Global Information Age"

Canadian communication theorist Marshall McLuhan famously said, "The medium is the message," and coined the term "global village." McLuhan died in 1980, but his insights are even more relevant today. The information environment is drastically different from that of even a decade ago, as new forms of information flows come into existence almost annually. Facebook now has over 500 million users, and Twitter, a service barely in existence three years ago, counts over 175 million users. These tools are not only for finding long-lost school friends or sharing pictures of loved ones: they often are used for political purposes. For instance, both text messages and tweets served as vital communication tools during the 2009 post-election protests in Iran. Indeed, Reuters reported that United States government went so far as to ask Twitter to postpone maintenance and maintain service during this time. Humanitarian groups also use these communications technologies to bring attention to events worldwide: in the wake of Haiti's 2010 earthquake, the Red Cross collected $30 million in SMSbased donations from US phone users. And the 2010 elections witnessed US political candidates (and their staffs) tweeting and facebooking like never before.

The theme of this year's conference is inspired by the apparent impact of new information and communication technologies on international and transnational affairs. Information has altered power relations; it has help to globalize norms and principles; it has the potential to bring new participants into political and social processes world-wide. From geographic information systems that bring satellite images to our research to sophisticated form of electronic textual analysis to internet surveys, it is undeniable that a whole range of new technologies is affecting the way we think about and do research in international studies.

The deadline for paper and panel proposals, made through the ISA system, is June 1, 2011.

All proposals should be submitted online using the MyISA Conference Management System at http://isanet.ccit.arizona.edu/MyISA

Inquiries to the program chairs should be directed to isa2012@isanet.org

Judith Kelley
Department of Political Science
and Sanford School of Public Policy

Duke University
Box 90239
Durham, NC 27708-0239

Layna Mosley
Department of Political Science
University of North Carolina at Chapel Hill
361 Hamilton Hall, CB3265
Chapel Hill, NC 27599-3265

From: Apache <apache@yorktown.lib.unc.edu>
Sent: Tuesday, May 31, 2011 2:38 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Your film request for 2011-06-01

Your reservation request for Tools of exploitation [videocassette] from 2011-05-31 through 2011-06-02 has been approved.

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Staff Notes:
Tools of exploitation [videocassette]: 65-V1274 c.1

Please note that the film(s) listed will only be checked out to the person that appears on the booking form submitted to the MRC.
Other arrangements must be made in advance, and in writing, with the MRC.
If you have any questions you can contact us via email at mrc@unc.edu or by phone at 962-2559.

This automated email was sent at 05-31-2011 14:37 pm
------Mail generated at May.31.2011 14:05:39

From: nobody@notify.unc.edu on behalf of bmteague@email.unc.edu
Sent: Tuesday, May 31, 2011 8:17 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Participants needed for Latina pregnancy research study

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This is a bilingual message. Please see below for Spanish.
Este es un mensaje biling|e. Por favor, vea abajo para el espaqol.

I need your help! By participating in this research study, you will be helping improve our understanding of the family involvement during the pregnancies of Latinas who are separated from their country of origin. You will also be helping an undergraduate at UNC with research for her honors thesis. Please share this message with friends and family.

This project was supported by an honors thesis research grant, administered by Honors Carolina at the University of North Carolina at Chapel Hill. My faculty advisor, Dr. Julia Cardona Mack, from the Romance Languages and Literatures Department at the University of North Carolina at Chapel Hill, will be assisting me in the project. I am currently recruiting participants for my research study.

You will be eligible to participate in the study if:
* You are a Latina and are no longer in your country of origin
* You live in the Triangle or surrounding area
* You will be in the third trimester of your pregnancy or several months postpartum between May and August 2011
* You have private health insurance
* Family that you consider as being close to you (mother, father, sister, brother, aunt, cousin, etc.) are still in your country of origin

Participation includes two interviews (between May and August 2011) at a location that is mutually agreed upon, including your house or on UNC campus, at times that best fit your schedule.

Participants will receive a $20 gift card to Wal-Mart or Target at the end of the first interview, and a photo album at the end of the second interview. Participants will also receive a summary of the results of my research study upon completion of my honors thesis in May 2012.

To learn more about this study, please contact the principal investigator, Brittany Teague, at bmteague@email.unc.edu with your name, phone number, and times that you can be reached. This is a confidential study: I will not share any of your personal information, including your email address, with anyone outside of the study.

The study and this message have been reviewed by the UNC Behavioral IRB, Study #11-0668, approved on 5/06/2011.

!Necesito su ayuda! Por participacisn en este estudio de investigacisn, usted estara ayudando a mejorar nuestra comprensisn de la participacisn de la familia durante los embarazos de las latinas que estan separados de sus pamses de origen. Tambiin se ayuda a un estudiante en la UNC con

la investigacisn para su tesis de honores. Por favor, comparta este mensaje con sus amigos y familiares.
Este proyecto fue financiado por una beca de investigacisn de tesis de honores, administrado por Carolina Honores en la Universidad de Carolina del Norte en Chapel Hill. Mi consejera de la facultad, la Dra. Julia Cardona Mack, del Departamento de Lenguas Romances y Literaturas en la Universidad de Carolina del Norte en Chapel Hill, me ayudara en el proyecto. Estoy actualmente reclutando participantes para mi estudio de investigacisn.

Usted sera elegible para participar en el estudio si:
* Usted es una mujer latina y ya no esta en su pams de origen
* Usted vive en El Triangulo o el area circundante
* Usted estara en el tercer trimestre de su embarazo o varios meses despuis del parto entre mayo y agosto 2011.
* Usted tiene seguro de salud privado
* Un miembro de la familia (o mas) muy mntimo a usted (madre, padre, hermana, hermano, tma, primo, o otro) esta todavma en su pams de origen

La participacisn incluye dos entrevistas (entre mayo y agosto de 2011) en un lugar que es de mutuo acuerdo, incluyendo su casa o en el campus de UNC, en el momento que mejor se adapten a su horario.

Los participantes recibiran una tarjeta de regalo de Wal-Mart o Target de $20 al final de la primera entrevista, y un album de fotos al final de la segunda entrevista. Los participantes tambiin recibiran un resumen de los resultados de mi estudio de investigacisn sobre la finalizacisn de mi tesis de honores en mayo de 2012.

Para obtener mas informacisn sobre este estudio, por favor contacte con la investigadora principal, Brittany Teague, en bmteague@email.unc.edu con su nombre, nzmero de telifono y las horas que usted esta disponible. Este es un estudio confidencial: No compartiri su informacisn personal, incluyendo su direccisn de correo electrsnico, con nadie fuera del estudio.

El estudio y el mensaje de este han sido revisados por IRB UNC Conductual, Estudio #11-0668, en 06/5/2011.

This email is sponsored by: Honors Carolina

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From: nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent: Tuesday, May 31, 2011 8:29 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Reminder: 23rd Annual Carolina Blood Drive Next Tuesday

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Dear Faculty and Staff:

We need your help for the upcoming 23rd Annual Carolina Blood Drive next week. Appointments for the event are lagging. To ensure patients get the life-saving blood they need, please sign up now at www.unc.edu/blood for the drive, Tuesday (June 7), from 7 a.m. to 6 p.m., at the Dean Smith Center.

Door prizes include football and basketball tickets. Presenting donors will receive a T-shirt and will be automatically entered in a drawing for one of two $3,000 American Express gift cards useable toward rent, mortgage payments, food or gas--as well as one of two pairs of round-trip Delta Airline tickets.

Patti and I will visit the drive, as will Coach Butch Davis and Tammy Davis; Bill Roper, chief executive officer of the UNC Health Care System and dean of the School of Medicine; radio personality and Tar Heel basketball alumnus Eric Montross; and Carolina football players.

Every two seconds, someone in the United States needs blood to survive. One donation--one pint of blood--can help save up to three lives. Please take this opportunity to give the gift of life at the Carolina Blood Drive. For eligibility requirements and other information, visit redcrossblood.org.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Dr. Boyce Watkins: Your Black World <info@boycewatkins.com>
Sent: Wednesday, June 1, 2011 8:28 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: 40-Yr Worst Reached on Black Male Employment

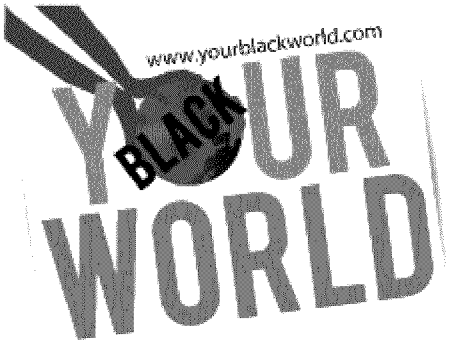

Your Black News. Your Black Life . Your Black World

Brought to you by The Great Black Speakers Burea, the #1 Black speakers bureau in the world. To join the Your Black World Coalition, please visit YourBlackWorld.com.

The Latest from Your Black World

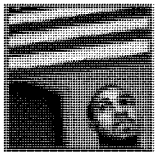

Percentage of Employed Black Men Is Lowest It's Been in 40 Years

Dr. Boyce: Why Black Men Continue to Suffer, and Why It Must End Now

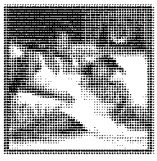

A Stunning Tribute to Black Mommas: Is This Your Mother by Chance?

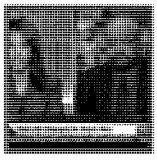

Dr. Boyce Watkins and Richelle Carey Discuss Black Men in America

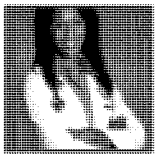

Meet Dr. Jennifer Caudle: Physician, Musician and Miss Iowa 1999

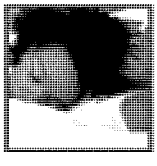

Black Women Facing HIV Epidemic in Massachusetts, Other States

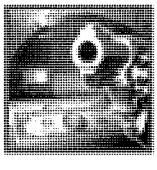

12-Year Old Girl Robs Market with Handgun

To Help Family Financially

Yes, Bill Collectors May Be Following You on Facebook and Twitter

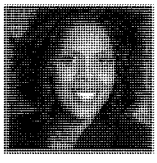

Delores Jones: “Why I Threw a Shoe at My Ex-Husband in Front of the Judge”

Police Can Break Into Your Home if They Smell Marijuana

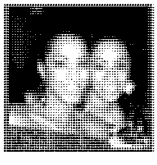

Model’s Boyfriend Gives Tearful Account of How She Fell Out of 10-Story Window

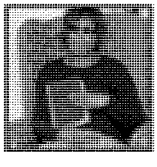

Teacher Says She Was Fired for Praying in School

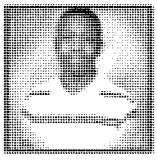

12-Year Old Boy Murdered in Baltimore

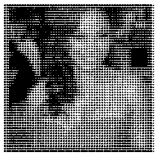

Actress Sanaa Lathan Speaks with Marc Lamont Hill

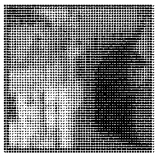

Mother Caught On Camera Trying to Kill Her Baby

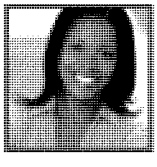

Dr. Boyce Spotlight: Having the Courage to Pursue Your Dreams

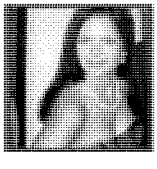

Woman Stoned to Death for Being in Beauty Pageant

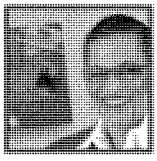

Julianne Malveaux: History's Hostages and the Paradox of Loyalty

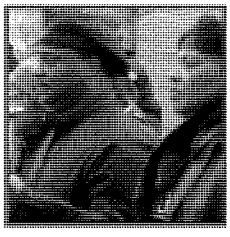

Dr. King's Daughter Says She's Leaving Eddie Long's Church

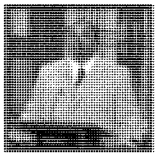

Was Judge Mathis Too Harsh on the Deadbeat Dad? Probably Not

This message was sent to jen321@email.unc.edu from:

Dr. Boyce Watkins | 23F Queens Way | Camillus, ny 13031

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From: ASMEA Conference <info=asmeascholars.org@mcsv173.net>
Sent: Wednesday, June 1, 2011 10:27 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FINAL DAY: Call for Papers 2011

Email not displaying correctly? **View it in your browser.**

ASMEA
ASSOCIATION FOR THE STUDY
OF THE MIDDLE EAST AND AFRICA

*** CALL FOR PAPERS ***

4th Annual ASMEA Conference

Out of the Past, Into the Future:
Reflections on the Middle East and Africa

November 3-5, 2011
Key Bridge Marriott Hotel * Washington, D.C.

ASMEA is currently seeking proposals for paper presentations at the 2011 annual conference. Members from any discipline, tenured or untenured faculty or those otherwise affiliated with a recognized research institution, may submit proposals to participate in the conference. Unique proposals from senior graduate students (ABD) will also be considered. Abstracts on topics related to the Middle East and Africa should consist of a one-page outline of the proposed subject to be presented. A recent C.V. and all contact data must be attached to the proposal (name, e-mail, phone number, affiliation). **The due date for proposals is Wednesday, June 1, 2011.** Proposals should be sent to: **info@asmeascholars.org**. Completed papers are due by September 5, 2011.

Referees and Discussants

ASMEA Members interested in participating in the conference as referees of papers or discussants should contact ASMEA by e-mail with a letter of interest containing the topics that can be covered. Please include a C.V. and all current contact data (name, e-mail, phone number) and a brief recitation of your past experience in these roles. Send e-mail to: **info@asmeascholars.org**.

Registration

Space is limited, register for the 4th Annual ASMEA Conference **here**. Any questions or for more information, contact ASMEA at 202.429.8860 or **info@asmeascholars.org**.

Association for the Study of the Middle East and Africa
www.asmeascholars.org

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Our mailing address is:
ASMEA
PO Box 33699
Washington, DC 20033

Add us to your address book

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From: NCBS <info@ncbsonline.org>
Sent: Wednesday, June 1, 2011 1:12 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: NCBS 36th Annual Conference - ATLANTA, GA

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NATIONAL COUNCIL FOR BLACK STUDIES

NATIONAL COUNCIL FOR BLACK STUDIES

36th Annual Conference

DATE:
March 7-10, 2012
LOCATION:
ATLANTA, GA
Sheraton Atlanta Hotel
165 Courtland St. NE
Atlanta, GA 30303

For more information:
www.ncbsonline.org

We are excited to announce our 36th Annual conference in the great city of Atlanta, GA. As we celebrate our 36th conference, we invite you to share this moment with us and create new memories. Please stay up to date on all conference information on our website and email list serve.
We hope you're as excited as we are!

NATIONAL COUNCIL FOR BLACK STUDIES
National Council for Black Studies
Atlanta, Georgia 30303
404-413-5131

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NATIONAL COUNCIL FOR BLACK STUDIES | National Council for Black Stu | P.O. Box 4109 | Atlanta | GA | 30303

From: robyn.day@roadscholar.org
Sent: Wednesday, June 1, 2011 3:24 PM
To:
Subject:
Attach: DIV_HilliardAwardFlyer_Apr11.pdf

Dear Applicant:

I am writing to you on behalf of Road Scholar following up on our earlier communication announcing the Asa Grant Hilliard III Road Scholar Award for Lifelong Learning in memory of the late Dr. Asa Grant Hilliard III.

This award is open to educators with at least 10 years experience who are:

- members of the **National Alliance of Black School Educators**,
- members of the **Association for the Study of African American Life and History**,
- on faculty at a **Historically Black College and University**, or
- Professors of **African American studies**.
- People who are interested in continuous lifelong leaning

The winner will receive a **$5,000 travel voucher award** toward a Road Scholar program.

The deadline for applications has been extended to **Wednesday day, September 28, 2011**. To apply or nominate an educator, please visit:

http://www.roadscholar.org/hilliardaward/hilliard_award.asp

Please feel free to forward this scholarship information on to your colleagues who may be interested in applying for this special award in memory of late Dr. Asa Grant Hilliard III, a lifelong learner and a strong proponent of learning and travel. If you have any questions, please feel free to contact me directly at (617) 457-5528.

Very truly yours,

Kathy Taylor, Associate Vice President, Community Relations
Road Scholar
11 Avenue de Lafayette
Boston, MA 02111
(617) 457-5591 (direct line)
(617) 556-3948 (fax)

Robyn Carroll-Day
Road Scholar

11 Ave de Lafayette | Boston, MA 02111 | (617) 457-5580 tel. | (617) 457-5577 fax
robyn.day@roadscholar.org | www.roadscholar.org

***Elderhostel, Inc**, the not-for-profit world leader in lifelong learning since 1975, is the creator of Road Scholar educational adventures.*

ROAD SCHOLAR

Adventures in Lifelong Learning

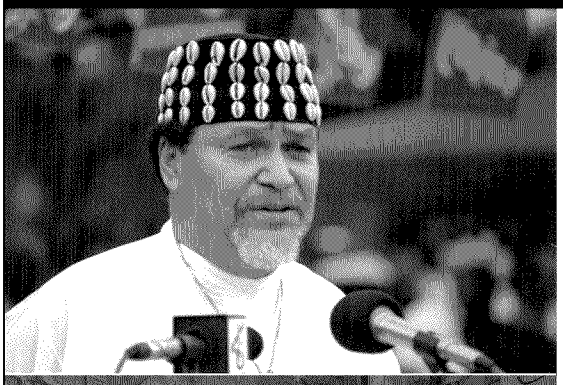

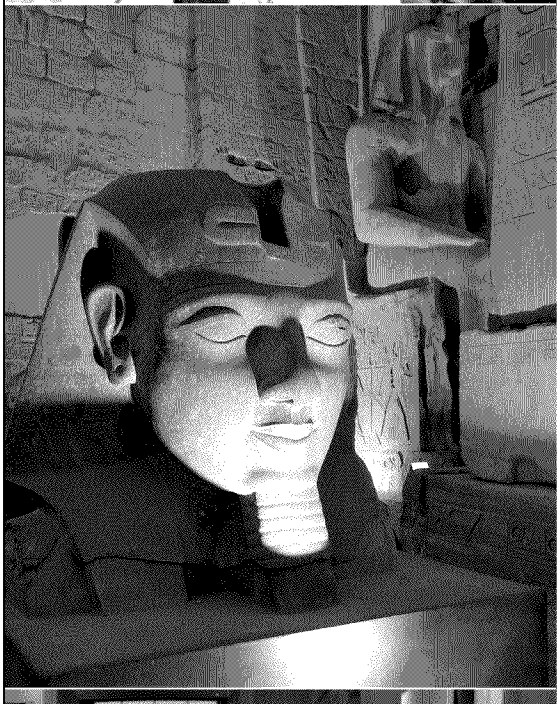

ASA GRANT HILLIARD III ROAD SCHOLAR AWARD FOR LIFELONG LEARNING

Road Scholar, the world leader in lifelong learning, is pleased to honor the memory of Dr. Asa Grant Hilliard III, who lived the values we espouse — as a lifelong learner and a strong proponent of learning and travel.

ELIGIBILITY

This award is open to educators with at least 10 years experience who are either members of the National Alliance of Black School Educators (NABSE), faculty of Historically Black Colleges and Universities, professors of African American studies or a supporter of lifelong learning.

Applications will be reviewed by a panel of prominent leaders, including a member of the Hilliard family, as well as a representative from NABSE.

The winner will receive a $5,000 travel award toward a Road Scholar program. This award will be presented at the annual meeting of the National Alliance of Black School Educators — the largest national association of African American teachers and educators.

TO APPLY

To apply or to nominate an experienced educator, please visit www.roadscholar.org/hilliardaward.
The deadline for applications is September 30, 2011.

▲ Top: As an authority on indigenous ancient African history, Dr. Asa Grant Hilliard III helped shed light on the myster ies of one of the world's great civilizations.

◄ Bottom: From left to right: Elderhostel President James Moses; Elderhostel Associate Vice President for Community Development Kathy Taylor, Girl Friend; and Patsy Jo Hilliard, wife of Asa Hilliard and former mayor of East Point, Georgia. Photo by Phillip McCollum.

Elderhostel, Inc. *the not-for-profit world leader in lifelong learning since 1975, is the creator of Road Scholar educational adventures.*

From: Gore, Travis <stgore@email.unc.edu>
Sent: Wednesday, June 1, 2011 3:58 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FW: Damages Form
Attach: 20110601154347856.pdf

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can you open this attachment and print for me? Thanks! Gore

_____
From: Burton, Nancy (Housekeeping Services) [Nancy.Burton@facilities.unc.edu]
Sent: Wednesday, June 01, 2011 3:52 PM
To: Gore, Travis
Subject: FW: Damages Form

Please sign and fax back to me at 962-4638.

Thanks

-----Original Message-----
From: scanner@unc.edu [mailto:scanner@unc.edu]
Sent: Wednesday, June 01, 2011 3:44 PM
To: Burton, Nancy (Housekeeping Services)
Subject:

This E-mail was sent from "R10601" (Aficio MP 3500).

Scan Date: 06.01.2011 15:43:47 (-0400)
Queries to: scanner@unc.edu

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

Facilities Services
Housekeeping

The University of North Carolina at Chapel Hill
CB# 1850
505 West Cameron Ave.
Chapel Hill, NC 27599-1850

(919) 962-6586 FAX: (919) 962-4638

TO: UNC Housekeeping Services, Moving Crew

Subject: Damages

The UNC Housekeeping Department offers moving services to the University community at a charge of $29.20 per person per hour for each crew member. In order to provide this service, we do not provide insurance to cover accidental damage. If we were to purchase damage insurance coverage, we would be required to physically assess each item to be moved for condition, scratches, blemishes, and so forth, and retain condition records of each assessment. This would be time-consuming and costly for our customers. The Housekeeping Department moving crews are very careful with everything that is moved and take pride in the quality of their work. But the department can not provide this service at this low cost if the department is also required to cover damage or loss as a result.

- If you have an item that is particularly important, you should consider contracting with a commercial moving firm that provides damage insurance.
- The Coordinator or a knowledgeable representative must be present at the time and the location of the move/loans drop off and pick up.
- This form has to be signed and faxed back to the Housekeeping Department before your move/loan is conducted. Please sign below to acknowledge your agreement that Housekeeping will not be financially responsible for any damage or loss either to the building, furniture, and equipment being moved**(If your move is for the loan of tables/chairs only, the damage reference only refers to damage to your building or contents).** If a signed copy of this form is not in the hands of the moving crew leader prior to his arrival he will not show up for the scheduled move.
- An account number to be charged must be provided at the time of scheduling.

Department contact: _____

Account Number: _____

Signature: _____

Date: _____

Recycled Paper

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Wednesday, June 1, 2011 4:55 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Automatic reply: Professional Fundraising Workshop for Deans, Department Chairs, and Aspiring Academic Leaders

---

Thank you for writing. I will check my email on an infrequent basis through August 22, 2011. I will reply to all messages at my earliest opportunity. If you need to reach me regarding an urgent matter related to LinCS 2 or Sister Circle, please call me on my cell phone.

From: nobody@notify.unc.edu on behalf of vprice@email.unc.edu
Sent: Wednesday, June 1, 2011 8:17 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FORMAL NOTICE: Mail List Review for State Budget Office

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Deans, Directors and Department Contacts,

North Carolina General Statute 143-169.1 states that public document mailing lists must be reviewed, updated and corrected during each fiscal year. Each list should include only persons or organizations who have requested (or who have renewed their request) to be included on the list, or who receive the document by reason of their official duties (e.g., the State Librarian). This law requires the Chancellor to report the University's compliance to the state budget office, and to certify that mailing lists subject to GS 143-169.1 have been updated since July 2010.

***** Please send your response to the query below to vprice@email.unc.edu by June 22, 2011. When you reply, enter your department, school or division name in the subject line. *****

Mailing lists subject to North Carolina General Statute 143-169.1 have very narrow qualifying conditions. Please follow the process below in sequential order to determine if your mailing list qualifies.

1. This law applies only to paper, not electronic, publications that were printed in quantities of 200 or more and mailed all at once. If none of your publications meet these criteria, please skip to the bottom of this message and fill in your contact information.

For publications that do meet the criteria in #1, please ask yourself:

2. Were 200 or more printed, paper copies mailed all at once to *any* of the following groups:
Alumni?
Paying subscribers?
Enrolled students?
Faculty/staff?
Foundation or other University-related group members?
Other educational institutions and organizations?
Governmental agencies?
Private foundations?
Those billed for purchases of goods or services?
Those on the mailing list by express provisions of statute, or by express provision of judicial order?

If your answer to ANY portion of this question was "yes," please skip to the bottom of this message and fill in your contact information.

If your answers to #2 were all "no," please ask yourself:

3. Was the publication published with state-appropriated funds?

If your answer to #3 was "no," please skip to the bottom of this message and fill in your contact information.

If your answer to #3 was "yes," please ask yourself:

4. Was it issued by an officer of a school, department or other University unit (not including foundations and privately incorporated or

non-University entities)?

If your answer to #4 was "no," please skip to the bottom of this message and fill in your contact information.

IF YOUR ANSWER WAS "YES," YOUR MAILING LIST IS SUBJECT TO NORTH CAROLINA GENERAL STATUTE 143-169.1. Go to http://www.unc.edu/depts/pubserv/mailing_list_report.html, download and fill out the form electronically, and reply to this email with the form as an attachment to: vprice@email.unc.edu. You may stop here.

_____OUR UNIT HAS NO MAILING LISTS THAT ARE SUBJECT TO NORTH CAROLINA GENERAL STATUTE 143-169.1.

Signed: (Name) _____ (Telephone number) _____

(Name of your school, department, or division) _____

Are you responding for the (a) entire school, (b) department, or (c) division?

Please remember to send your responses to vprice@email.unc.edu by June 22, 2011. Thank you for your assistance.

Valerie Price, Editor
UNC Publications Services
Office of University Relations

This email is sponsored by: UNC Publications Services

From: nobody@notify.unc.edu on behalf of cjgillen@email.unc.edu
Sent: Wednesday, June 1, 2011 8:19 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Study on Alcohol Consumption and Addiction

---

IRB# 09-0939

Are you drinking too much?

* Have you tried to cut down your alcohol use but can't?
* Have you increased the amount of alcohol you drink?
* Is your alcohol use creating problems in your life?

The University of North Carolina at Chapel Hill is seeking volunteers for a research study using an FDA approved medication for the treatment of heavy alcohol drinking. The research study will involve a free evaluation interview and, if you qualify, free counseling sessions. If you're between the ages of 18 and 65 and are having problems with alcohol, you may be able to participate in this new clinical research study.

You are assured of strict confidentiality.

If interested, please call Cody at 919-966-0011 or email at cjgillen@email.unc.edu

This study was approved on 07/24/09 by the Office of Human Research Ethics, IRB # 09-0939.

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, June 1, 2011 8:30 PM
To:	Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject:	INFORMATIONAL: 4-12 Year Olds Needed for Study

Subject: INFORMATIONAL: 4-12 Year Olds Needed for Study

From: Jeanne Lovmo Murphy <jlmurphy@med.unc.edu>
Date: 5-26-11
To: UNC Mass E-Mail (employees)

The Sensory Experiences Project Needs You!
We are currently recruiting children, ages 4 to 12 years, with typical development to participate in our research studies about sensory experiences. Our eye tracking study is exploring the relationship between visual attention and sensory experiences and our brain wave study looks at the potential causes of sound sensitivities in children.

* Children will participate in a computerized eye tracking task, an EEG and developmental assessments
* Parents will complete a packet of questionnaires and interviews about their child
* Time commitment ranges from 5-8 hours

Once you have completed the studies you will receive
* a summary of results of the developmental assessments,
* a certificate with a picture of your child's brain waves,
* financial incentives up to $195 if your child qualifies for all parts of the research study,
* and mileage reimbursement if you are traveling more than 20 miles each way.

For more information about SEP visit our website at http://www.med.unc.edu/sep or call our toll free line at 1.800.514.9981.

If you are interested in participating in the research studies, please complete the contact form on our website: https://www.med.unc.edu/ahs/ocsci/sep/sep-contact-us-form.

SEP is funded by the National Institute of Child Health & Human Development (Grant# HD42168).The Principal Investigator is Dr. Grace Baranek. This study has been reviewed and approved by the UNC Biomedical Institutional Review Board (IRB # 07-1926; approval date 10-22-10).

This email is sponsored by: Allied Health Sciences, Division of Occupational Sciences

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Fatimah Jackson <fatimahj@email.unc.edu>
Sent: Thursday, June 2, 2011 1:39 PM
To:
Subject: IAAR's Annual Report for FY11 and an update on the proposed closing of IAAR
Attach: IAAR Performance Review for FY11.docx; MISSION, GOALS, & ACTIVITIES.pdf

---

Dear Colleague,
Please find attached our most recent Annual Report for FY11. We had a wonderful year, thanks to the help of many. We were able to assist 31 UNC faculty with their research and we formed collaborations with 21 centers, institutes, and academic departments.

We've submitted grant proposals totaling more than $900,000 and we are part of a recently funded European Union Training Grant on the History, Archaeology, and New Genetics of the Transatlantic Slave Trade. This grant, administered by the University of Copenhagen, will receive 46 million euros (about US$60 million, I'm told).

In spite of this record of accomplishment, I was informed by our Provost, Bruce Carney, that **the Institute of African American Research is scheduled to be closed as early as the end of this month.**

If you can give us any support at this time, we'd appreciate it. We have worked very hard to turn the IAAR into an active research unit, and to my thinking, the unit serves a vital role on this Research 1 campus. I know that the State budget is horrific, but sacrificing this small unit seems hardly worth the "benefit".

During this fiscal year, over half our budget ($125,000) was returned to the State on March 1, 2011, we were subjected to three hiring freezes, and hence we had no full time or permanent employees for FY11. Yet, we still managed to be extremely productive with part-time, temporary workers, independent contractors, and volunteers.

I think we've shown our resourcefulness and commitment. Closing this 15 year old IAAR would be a significant step backward for the University of North Carolina and for the State. **Please help us get this message out to the campus, state, and national decision makers.**

Thanks very much,
Fatimah

--
Fatimah L.C. Jackson, Ph.D.
Professor of Biological Anthropology
Director, Institute of African American Research
919-843-1898

REVIEW OF FY11 INITIATIVES, PROGRESS ASSESSMENT, STATUS REPORT, AND IDENTIFICATION OF FY12 PRIORITIES FOR THE INSTITUTE OF AFRICAN AMERICAN RESEARCH

Self-Assessment for July 1, 2010 through June 30, 2011

Dr. Fatimah Jackson, Director

Five goals from FY11 are addressed in this report.

FY11 Goal #1:

Increase the research capacity of the IAAR.

End-of-year Progress Assessment:

The following activities and research projects were undertaken by the IAAR during FY11:

IAAR ACTIVITY/PROJECT	UNC FACULTY PARTICIPANTS	IMPACT ON UNC FACULTY
Black Theodicy Forum	Reginald Hildebrand, Laura Maffley-Kipp, Michael Lambert, Carl Ernst, Todd Ochoa, Charles Price, and Fatimah Jackson	Provided multiple opportunities for faculty engagement in the issue of group suffering and the contrasting approaches of Christianity and Islam in this discourse
Hugh Masekela Panel	Michelle Lee, David Pier	Highlighted faculty research on ethnomusicology of Masekela's performance style and faculty field work in South Africa
"*Picking Cotton*: A Conversation about Race, Sexual Assault, and the U.S. Justice System" Panel	Frank Baumgartner	Highlighted faculty research on racial disparities in the arrest and sentencing of Black men accused of raping White women.
Cecil Brown Lecture: George Moses Horton, NC Poet	Glenn Hinson	Provided opportunity for faculty commentary on the folklore aspects of George Moses Horton's poetry during the time of slavery in NC.
Support for Medical Anthropology Visiting Lecturer Professor Carolyn Rouse	Michelle Rifkin-Fish	IAAR provided travel and meal support for a visiting scholar who spoke during a faculty member's Medical Anthropology class.
Support for African Brazilian Movement Visiting Lecturer Professor Joselina da Silva	Kia Caldwell	IAAR provided travel support for a visiting scholar who spoke during a special session on the African Brazilian Movement.
African American Economic Summit - 2	Karolyn Tyson Fatimah Jackson	Provided UNC faculty input into AAES-2 topic "Deeper into the Recession"
Support for Play	Sherryl Kleinman	Provided support for a very well attended play at the Stone Center.
Support for Campus Visit of Professor Tony Whitehead: 16th Annual Videoconference on Minority Health Disparities and	Vic Schoenbach	Dr. Whitehead's presence provided a scholar's perspective at the Videoconference. Subsequently, Dr. Whitehead lead an excellent teaching

Workshop Leader on Ethnographically Informed Focus Groups		workshop that was attended by several UNC faculty, staff, and students.
red, black, and Green Panel	Phil Berke	Introduced IAAR to the Institute for the Environment and began discussions on future research collaborations.
Wilmington 10 40th Anniversary Commemoration	Kenneth Janken, Louise Toppin	Brought Dr. Ben Chavis to campus and facilitated the research of Dr. Janken and the performance of Dr. Toppin
IAAR Small Grants awards	Michelle Lee, Glenn Hinson, Kenneth Janken, Genna Rae McNeil, and Iris Carlton-LaNey	Enhanced faculty research capacity by providing summer research support for five faculty (as well as four graduate students and one undergraduate)
Support for ELITE Faculty Working Group	Diane Rowley, Vijaya Hogan, Trude Bennett	Supports faculty interaction, development of the AAES-3 conference, and research proposal development (NIH-NICHD/NIMHD)
Support for Videmus	Louise Toppin	Supports faculty proposal and performance program development
Uprising! Faculty Working Group	Allen Anderson, Diane Pozefsky, Heather Williams, Mamarame Seck, Anna Agbe-Davis, Charles Price	Provides for submission of internal funding support, external funding proposal under discussion, novel, innovative interdisciplinary research
Sauratown Project	Anna Agbe-Davis Charles Price	External funding inquiry submitted, field site investigations planned
Epigenetics of Breast Cancer	Theresa Swift-Scanlan Melissa Troester	External funding proposal under consideration
Environmental Modulators of Early Onset Breast Cancer	Fatimah Jackson	R01 Resubmission to National Cancer Institute on 5/27/11

FY12 Priorities:

Continue to encourage and support UNC faculty research engagement via three routes:

1. Identify faculty-initiated research projects that IAAR helps to bring to fruition by providing research proposal support, comprehensive administrative assistance in proposal processing and management services, office and meeting space for faculty working groups, access to office equipment, and routine notices of funding availability on topics relevant to exploration of the African American experience,
2. Expand IAAR-initiated projects so that they are guided by substantial UNC faculty participation and input. In these cases, faculty research interests will play a major role in guiding project outcome,
3. Support UNC departmental initiatives (e.g., Department of African and Afro-American Studies, Department of Political Science, Department of History, Department of Anthropology, Department of Music).

FY11 Goal #2:
Increase IAAR's direct collaboration with diverse UNC-CH academic units, campus research groups, and Centers and Institutes.

End-of-year Progress Assessment:

1. **CENTER, INSTITUTE, AND DEPARTMENT COLLABORATORS**
   A number of important UNC Academic Units/Centers/Institutes have collaborated with IAAR during FY11. These include: The FedEx Center for Global Education, The Center for African Studies, the Department of African and Afro-American Studies, The Department of Music, The Department of History, The Department of Political Sciences, The Center for the Study of the American South, The Carolina Women's Center, The Department of Anthropology, The Office of the Executive Director for the Arts and Carolina Performing Arts, The Southern Historical Collection, The Institute for the Environment, The Center for Jewish Studies, The Center for the Study of Middle East and Muslim Civilizations, The Center for European Studies, The Stone Center, The Triangle African American History Consortium, The Gillings School of Global Public Health, The Department of Maternal and Child Health, The American Indian Center, The College of Education.

2. **PROJECTS COMPLETED IN FY11:** Black Theodicy Forum, African American Economic Summit 2, GATC community workshops at 2010 International Grand Conclave of Omega Psi Phi, Wilmington 10 - 40th Anniversary Commemoration, Graduate Student Research Mixer, Series of Faculty Mini-Seminars, Panels, and Special Lectures.

3. **PROJECTS UNDER CONTINUING DEVELOPMENT INTO FY12:** International Conference on the Genetics of the Peoples of Africa and the Transatlantic African Diaspora, Skeletal Biology Database, Anti-Racism projects (Hate groups genetics information survey /Recent Immigrant sensitivity enhancement), NC Jazz Podcasts, (1811) Uprising!, Epigenetics of Breast Cancer & West African Ancestry, Sauratown Project.

FY12 Priorities: Continue to seek out the heads of UNC-CH academic units, campus research groups, and diverse Centers and Institutes to introduce them to the IAAR, identify research targets within those units that the IAAR can contribute towards, join existing campus initiatives and link those with IAAR's needs (e.g., database development and archiving), and identify faculty within the units with whom we can develop research collaborations.

We plan to continue to use the Innovate@Carolina Roadmap to guide our collaborations and translate important ideas generated at UNC with the goal of disseminating works to the broader global community. In FY12, we hope to continue to use the Creative Campus, Innovation Initiative (IAH) to strength our connections and collaborations between humanities scholars, basic and social sciences and hybrid disciplines with business leadership across academic units. In this capacity, IAAR will serve as a catalyst to support and coordinate these efforts.

We also want to increase the recognition and prominence of IAAR as a clearinghouse for African American Research projects across the disciplines. We plan to tackle this in FY12 through implementation of a concerted marketing plan.

FY11 Goal #3:
Increase external research funding to IAAR.

End-of-year Progress Assessment:

1. **EXTERNAL GRANTS SUBMITTED FOR FUNDING:** NIH NIMHD R-13 Support for Conference and Scientific Meetings, 2012 International Conference on the Genetics of the Peoples of Africa and the Transatlantic African Diaspora; Resubmission of NIH-NCI P01 on West African Ancestry and Breast Cancer.

2. **ADVANCE MEETINGS WITH FUNDERS:** Director to NIH Institutes and Centers in Bethesda, MD; North Carolina Humanities Council Symposia: "The Black Atlantic and the Biographical Turn: Slavery, Migration, and the Origins of the Modern World" February 24–26; Presented IAAR research projects at NIH/NHGRI 2011 ELSI Congress, April 12-14.

3. **FUNDERS DATABASE DEVELOPMENT:** Research Assistants, under the guidance of IAAR staff, have identified and reviewed multiple alternative funding resources for 2012 International Genetics Conference.

4. **DEVELOPMENT OF PROPOSAL WRITING TEAMS:** IAAR hosts the following faculty working groups: ELITE group and Videmus are faculty-initiated working groups with grant proposal funding initiatives in progress; IAH Innovation Fund application explicitly outlines interdisciplinary collaboration among Uprising! UNC Faculty collaborators: Mamarame Seck, Heather Williams, Diane Pozefsky, Anna Agbe-Davies, Allen Anderson, and Charles Price.

FY12 Priorities: We hope to shorten our response time to funding applications and increase the probability of successful funding by continuing to:

1. Develop systematic and timely responses to RFPs, RFAs;
2. Meet in advance with potential funders;
3. Build a working database of foundations to be contacted for research support;
4. Develop highly communicative proposal writing teams to facilitate intra-UNC cooperation and collaboration.
5. Identify new sources of funding and establish a long-term development plan; and
6. Strengthen the sustainability of IAAR with independent and extramural support by:
    a. Using UNC Centers and Institutes with strong donor bases, e.g. Center for the Study of the American South, as models;
    b. Identifying and establishing a pool of individuals, foundations and corporate donors;
    c. Working with development professionals to establish a tradition of giving; and
    d. Participating in UNC's emerging culture of entrepreneurship and innovation.

FY11 Goal #4:
Benefit from Internal and External Advisory Boards inputs to accomplish IAAR mission, goals and activities.

End-of-year Progress Assessment:

Internal Advisory Board meeting was convened in the Fall semester and again in the Spring semester of FY11 to update the IAB on IAAR progress and receive their input on personnel issues, budget, funding initiatives, and collaborative efforts. **External Advisory Board** was contacted individually by Director and by mail on March 5, 2011 to inform them of IAAR progress, personnel changes, budget, funding initiatives, and collaborative efforts. Written and oral feedback was received by Director from External Advisory Board members.

FY12 Priorities:

Revitalize the membership of the Internal Advisory Board and expand the kinds of disciplinary expertise represented on the IAB. Identify and request specific tasks for the External Advisory Board members in support of the IAAR.

FY11 Goal #5:
Leverage the resources of IAAR to increase the capacity and quality of research at UNC-Chapel Hill.

End-of-year Progress Assessment:

During FY11, the IAAR has:

1. Initiated interdisciplinary research projects and actively recruiting faculty participants,
2. Established working groups surrounding specific issues to encourage faculty to generate interdisciplinary projects,
3. Used IAAR public events as a means to foster quality interdisciplinary dialogue,
4. Established a small grants funding program in support of faculty, graduate student, and undergraduate research. We initially devoted $5000 towards our small grants program.
5. Used IAAR financial resources to support various UNC academic department initiatives including support for the 40th Anniversary of the Department of African and Afro-American Studies, visiting lecturer support in the Department of Anthropology, visiting lecturer support in the Department of African and Afro-American Studies, support of the national African American History Conference in Raleigh, support of the Omega Conclave Health Workshop in Raleigh, and the director spent many hours in support of the minority hiring efforts of the Department of Political Science,

6. Modified Suites 309 and 305 to better facilitate our administrative and research needs, respectively, and provide common research space for IAAR fellows and interns,
7. Initiated and fostered a culture of graduate student and faculty engagement in IAAR that promotes cross-disciplinary faculty-student mentoring relationships and provides experience for student involvement in IAAR mission-oriented research. Towards this end, the IAAR supported a Graduate Student Research Mixer,
8. Initiated and supported the Humanities Script Writing Contest with a recent award of $1000 to the winner.

FY12 Priorities: Continue to structurally and functionally facilitate a strong and sustainable culture of interdisciplinary research at the IAAR to enhance the national and international standing of the University of North Carolina at Chapel Hill.

Institute of African American Research

MISSION

The Institute of African American Research (IAAR) has, as its central mission, to advance scholarly identification, investigation, analysis, interpretation, evaluation, and dissemination of broad-based, interdisciplinary research on peoples of recent African descent through the Transatlantic African Diaspora, with a particular emphasis on Black Americans.

The IAAR is concerned with the history, biology, culture, social experiences, and thought of African Americans.

Three research units drive the IAAR's core mission:

- The Endogenous Knowledge Unit (EKU) is tasked with documentation of the indigenous African American (emic perspectives on a cross-section of topics.
- The Integrated Research Liaison Unit is expected to develop collaboration leading to the creation of sophisticated, nuanced models of the African American experience for incorporation in to scientific research.
- The Research Technology Unit will design computational science models and products that both depict and predict diverse aspects of African American life.

GOALS

The IAAR must become primarily a research-oriented unit, capable of generating and testing hypotheses, providing interdisciplinary approaches and insights to an array of issues affecting African Americans in particular.

The IAAR must develop authentic models of the African American experience that can be applied cross-disciplinarily.

The IAAR must become a campus-wide clearing house for research on African Americans and African American issues

The IAAR must become a national and international authority on African American research from multiple perspectives and intellectual orientations.

The IAAR must serve as a reliable site for scholarship on African Americans that can be broadly accessed and utilized.

ACTIVITIES

Developing research proposals and completing research projects that advance and expand inquiry in all dimensions of an enlarged and multidisciplinary field of African American Studies;

Integrating the scholarly contributions of both faculty and students across a wide array of disciplines into IAAR research, programming, and product development;

Mentoring junior scholars who will enter the field by maintaining various outlets for their work and by amassing information relevant to their further development;

Conceptualizing, documenting, designing, and executing topical, interdisciplinary symposia, conferences, summits, forum, and workshops with clear scientific objectives and scholarly end-product goals; and

Utilizing computational technology to assist in the depiction, analysis, and dissemination of research, and the creation of products and publications that facilitate, augment, and document the work of UNC-CH researchers.

From: Miller, Haeran <hrmiller@email.unc.edu>
Sent: Thursday, June 2, 2011 1:40 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: please sign

Hi Julius,
I will ask Travis to bring your travel reimbursement request when he goes back to Battle Hall after he buys the charger for your laptop today. Please sign the first two pages and return them to my mailbox.
Thanks!

◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆

Haeran Miller
Acct. Tech
Dept. of Public Policy
Tel. 919.962.4854
Fax. 919.962.5824
Dept. of African and Afro-American Studies
Tel. 919.966.1295

From: Miller, Haeran <hrmiller@email.unc.edu>
Sent: Thursday, June 2, 2011 2:44 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: please sign

Thanks and please don't forget to send me a list of books in case you're ready...
Haeran

From: Nyang Oro, Julius E
Sent: Thursday, June 02, 2011 2:37 PM
To: Miller, Haeran
Subject: RE: please sign

Ok will do.

From: Miller, Haeran
Sent: Thursday, June 02, 2011 1:40 PM
To: Nyang Oro, Julius E
Subject: please sign

Hi Julius,
I will ask Travis to bring your travel reimbursement request when he goes back to Battle Hall after he buys the charger for your laptop today. Please sign the first two pages and return them to my mailbox.
Thanks!

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Haeran Miller
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Fax. 919.962.5824
Dept. of African and Afro-American Studies
Tel. 919.966.1295

From: nobody@notify.unc.edu on behalf of hartcp@unc.edu
Sent: Thursday, June 2, 2011 8:21 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Seeking Participants for Study of Sleep Apnea and Memory

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The Clinical & Cognitive Sleep Research Lab (CCSRL) at UNC-CH is conducting a research study to evaluate the effects of CPAP therapy on memory in people with sleep apnea. If you are interested in participating you would sleep for three nights in the sleep laboratory, complete brief questionnaires, and participate in a computer attention and learning activity. Compensation is $75 per night, and $225 for all three nights of participation. Please contact us if you have any questions and might be interested in participating and you meet the eligibility criteria below.

Eligibility criteria
1. You need to have a formal diagnosis of sleep apnea and have been on PAP therapy for at least 1 month.
2. You need to be between 18 and 45 years of age.
3. You cannot have any history of a major brain neurological disorders or a major psychiatric illness.
4. You cannot be taking the following medications:
Antidepressants that that might disrupt sleep (e.g. Prozac-fluoxetine, Wellbutrin-Buproprion, Effexor-Venlafaxine, or Amitryptaline-Elavil),
Medications that can suppress memory including muscle relaxants and anxiety medications (Valium-Diazepam, Ativan-Lorazepam, Klonopin-Clonazepam),
Sleep aid medications that can affect memory (Zolpidem-Ambien, Eszopiclone-Lunesta, Trazodone-Desyrel, Mirtazepine-Remeron),
Beta blocker medications (e.g. Propranolol, Metoprolol, Atenolol),
Bronchodilator medications (albuterol or theophylline),
Stimulants (e.g. Ritalin, Adderall, Concerta, Modafanil), or Prednisone.
5. You may not have a diagnosis of a learning disability or attention deficit disorder.
6. You cannot be a night shift worker.
7. You cannot be a user of recreational drugs, including marijuana.

If you meet the above criteria, and are interested in the study, we would be very happy to hear from you. Please contact us at rothsleeplab@gmail.com to receive more details about study enrollment. It would be helpful if you can include in your response, your name, e-mail and phone number, as well as the best time to call you, so we are better able to reach you.

This message was approved by the Biomedical IRB 05/04/2011 (IRB# 09-1944, "The Effect of Disrupted Sleep on Sleep Dependent Memory Processes"), and is funded by the UNC Department of Neurology.

This email is sponsored by: Neurology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, June 2, 2011 8:42 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Summer Nature Camp for Kids

There is still space available in the following summer nature camps at the North Carolina Botanical Garden!

Habitat Heroes (for 6-7 year-olds)--only 1 spot left!
Dates: June 27-July 1
Time: 9 a.m. - 4 p.m.
Fee: $295 ($265 members)
Food, water, shelter, space--a habitat is a wonderful place. Discover the awesome diversity of places that the animals and plants of North Carolina call home and why we need to care for these amazing wildlife habitats. We'll investigate stream, pond, meadow, and woods and learn how to create and restore habitat using native plants, feeders, natural shelters, water sources, and more. Hands-on explorations, games, stories, and take-home projects will empower children to be stewards of their local ecosystems--even in their own backyards.

Junior Naturalists (for 8-9 year-olds)
Dates: July 25 - 29
Time: 9 a.m. - 4 p.m.
Fee: $295 ($265 members)
Whether your child is interested in frogs, birds, bugs, or plants, this is the camp for kids who love nature Campers spend the week learning the tools and trade of a naturalist as we explore the forests, wetlands, and underworld of the Botanical Garden. Guest naturalists, journal-keeping, nature crafts, and field trips to neighboring natural gem, Mason Farm, will enrich our nature study and fun. Campers will also learn how they can be citizen scientists and participate in local projects. Become a "Junior Naturalist" by the end of the week!

Before and after care available. All sessions taught by experienced environmental educators and maintain a camper-to-staff ratio of 6:1.

View the 2011 camp brochure online:
http://ncbg.unc.edu/uploads/files/2011SummerCampBbrochure.pdf (includes registration form). To register, mail or hand-deliver a completed camp registration form and full payment. To check for space availability or for more information, please call 919-962-0522.

This email is sponsored by: N.C. Botanical Garden

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of ibdtrials@med.unc.edu
Sent: Thursday, June 2, 2011 9:03 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: INFORMATIONAL: Are You Living With Crohn's Disease?

INFORMATIONAL: Are You Living With Crohn's Disease?

An ongoing study is looking at the safety and effectiveness of an investigational medication for the treatment of Crohn's disease.

Eligible participants must:

* Be 18-80 years of age
* Have been diagnosed with moderate/severe Crohn's disease at least 3 months before study enrollment
* Not have adequate relief of symptoms with current or past Crohn's disease treatment
* Other eligibility criteria apply

Qualified participants will receive study medication and study related medical evaluations at no cost.

To learn more, please contact the Study Coordinator at 919-843-3873 or ibdtrials@med.unc.edu

This study, "A Phase 3, Randomized, Placebo-Controlled, Blinded, Multicenter Study of the Induction of Clinical Response and Remission by Vedolizumab in Patients with Moderate to Severe Crohn's Disease" has received approval from the UNC Biomedical Institutional Review Board on 2/18/2011, Study # 10-2127

This email is sponsored by: Department of Medicine, Division of Gastroenterology

This email is sponsored by: Medicine, Division of Gastroenterology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Miller, Haeran <hrmiller@email.unc.edu>
Sent: Friday, June 3, 2011 8:13 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Book Order

HI Julius,
Your books are ordered and I will let you know when they arrive. I hope you have a safe trip!
Thanks,
Haeran

From: Nyang Oro, Julius E
Sent: Thursday, June 02, 2011 5:18 PM
To: Miller, Haeran
Subject: Book Order

Hi Haeran: Attached is my list of books to order. Thanks. Julius

From: UNC-CH SPH Minority Health Project <minority_health@unc.edu>
Sent: Friday, June 3, 2011 10:40 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: [mhpannounce] Broadcast next Tuesday - "Health Equity: Progress and Pitfalls"

(You can also read this announcement at www.minority.unc.edu/institute/2011/materials/announce.cfm)

PLEASE JOIN US **NEXT TUESDAY - in person or online** - for the 17th Annual Summer Public Health Research Videoconference on Minority Health.

When? **Tuesday, June 7, 2011, 1:30-4:00pm EDT**

Where? Webcast and Tate-Turner-Kuralt building auditorium - see www.minority.unc.edu

Topic: **"Health Equity - *Progress and Pitfalls*"**

Featuring:

Marilyn Aguirre-Molina, Ed.D., M.S., Professor of Public Health, CUNY School of Public Health, and Director, CUNY Institute for Health Equity

Jeffrey A. Henderson, M.D., M.P.H., President and CEO, Black Hills Center for American Indian Health

Brian D. Smedley, Ph.D., Vice President and Director, Health Policy Institute, Joint Center for Political and Economic Studies

Barbara Pullen-Smith, M.P.H., Moderator, Director, North Carolina Office of Minority Health and Health Disparities (and UNC alumna)

This **live, interactive** session will be broadcast with a studio audience in the Tate-Turner-Kuralt auditorium at the UNC School of Social Work and can be viewed over the Internet (webcast). Questions will be taken from broadcast participants by email and toll-free telephone.

ALL VIDEOCONFERENCE INFORMATION: www.minority.unc.edu/institute/2011/

To view on your personal computer: www.minority.unc.edu/institute/2011/broadcast/

To sit in the studio audience at the TTK auditorium: www.minority.unc.edu/institute/2011/studio/

Presentation abstracts and **Powerpoint slides**: www.minority.unc.edu/institute/2011/abstracts.cfm

Answers to **frequently asked questions**: www.minority.unc.edu/institute/2011/faq.cfm

Comments from last year's participants: www.minority.unc.edu/institute/2011/eval/comments.cfm

Cosponsorships, partners, and endorsements: www.minority.unc.edu/institute/2011/cosponsors.cfm

This year's Videoconference is presented by the UNC Gillings School of Global Public Health Minority Health Project and UNC Diversity and Multicultural Affairs, in association with the UNC American Indian Center, UNC Institute of African American Research, and Norfolk State University Ethelyn R.

Strong School of Social Work, a partner in the Commonwealth Public Health Training Center.

Funding has been provided by UNC Gillings School of Global Public Health, UNC Diversity and Multicultural Affairs, Norfolk State University Ethelyn R. Strong School of Social Work, UNC Office of the Vice Chancellor for Research, UNC FPG Child Development Institute, UNC Counseling and Wellness Services, UNC American Indian Center, UNC Institute of African American Research, UNC College of Arts and Sciences, Lineberger Comprehensive Cancer Center, The Graduate School, and UNC School of Information and Library Science, with in-kind support from the UNC School of Social Work, UNC Department of Epidemiology, and the Office of the Executive Vice Chancellor and Provost, UNC. Please thank them - and consider becoming a cosponsor or providing an endorsement!

Vic Schoenbach, PhD (www.unc.edu/~vschoenb/)
Director, Minority Health Project
UNC Gillings School of Global Public Health

Cookie Newsom, PhD
Director of Diversity Education and Research UNC Office of Diversity and Multicultural Affairs

Bill Jenkins, MS, PhD, MPH
Co-Director, Minority Health Project, Senior Scholar, UNC Institute of African American Research
(formerly Director, Research Center for Health Disparities, Morehouse College)

*** 20+ health disparities-related broadcasts and seminars are available as on-demand webcasts at www.minority.unc.edu/resources/webcasts/**

mhpannounce

From: Nicklis, Ashley <anicklis@unc.edu>
Sent: Friday, June 3, 2011 11:42 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Annual Enrollment Reminder

You are receiving this email as a friendly reminder that you have not yet taken action under the State Health Plan annual enrollment period.

This year the enrollment period is May 9 through June 8, 2011. Your new elections will go into effect on July 1, 2011.

Here are important points about this year's enrollment:

- Employees must enroll online. Paper enrollment forms will not be accepted. The link to enroll online is http://unc.hrintouch.com
- Login has changed to your ONYEN and password
- The State Health Plan will move all employees, and their covered dependents, currently enrolled in the PPO Standard (80/20) plan to the PPO Basic (70/30) plan if no enrollment action is taken
- Employees must complete the questions concerning use of tobacco products and/or participation in a tobacco cessation program to be eligible to re-enroll in the PPO Standard plan
- Employees must also complete the question concerning their body mass index (BMI) to be eligible to re-enroll in the PPO Standard plan

To log on to the enrollment website you will need your ONYEN and password. To obtain an ONYEN, go to the following link https://onyen.unc.edu/cgi-bin/unc_id/services. Should you have difficulties logging in contact 962-HELP. For technical support once logged into the system, call 1-866-822-8688.

The benefits office will be available on the following dates to assist you with enrollments:

- Porthole Training Facility 10:00 am to 2:00 pm on June 6th
- EE Forum Community Meeting, Great Hall 10:00 am to 1:00 pm on June 8th

The State Health Plan Customer Services hours have been extended during Annual Enrollment from 8:00 a.m. to 8:00 p.m. on the following days:

- Every Monday
- June 6, 7 and 8 (Monday, Tuesday, and Wednesday)

The Customer Services toll-free number is **1-888-234-2416**.

The Benefits Services staff is also available to assist employees during the enrollment period. You can reach Benefits Services at 919-962-3071.

Ashley Nicklis, PHR, CBP, CCP
Director Benefits Services
104 Airport Drive
CB 1045
Chapel Hill, NC 27599-1045
T: 919-962-6255
F: 919-962-6010

anicklis@unc.edu
http://hr.unc.edu

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This e-mail and any transmitted documents contain private, privileged and confidential information belonging to the sender. The information therein is solely for the use of the addressee. If your receipt of this transmission has occurred as the result of an error, please immediately notify us so we can arrange for the return of the documents. In such circumstances, you are advised that you may not disclose copy, distribute, or take any other action in reliance on the information transmitted.

From: United Nations Human Resources <evacancies@un-csdonline.org>
Sent: Friday, June 3, 2011 1:07 PM
To:
Subject: eNews Letter-UNCSD now Recruiting
Attach: UNCSD Current Openings.pdf

The Commission for Social Development (CSocD) is a functional commission of the Economic and Social Council (ECOSOC) of the United Nations. It consists of 46 members elected by ECOSOC.

Since the convening of the World Summit for Social Development in Copenhagen in 1995, the Commission has been the key UN body in charge of the follow-up and implementation of the Copenhagen Declaration and Programme of Action. As a result of the Summit, the mandate of the Commission was reviewed and its membership expanded from 32 to 46 members in 1996. It meets once a year in New York, usually in February.

Each year since 1995, the Commission has taken up key social development themes as part of its follow-up to the outcome of the Copenhagen Summit. The Commission's Programme of Work contains all documentation of the Commission for each of its sessions since the Summit.

Please see the attached for details of current international job openings and you may wish to apply to any position you feel qualified.

Sincerely Yours,
Phyllis Mtamayani Horea
eRecruitment Unit
UNCSD,NYC

The Commission for Social Development (CSocD) is a functional commission of the Economic and Social Council (ECOSOC) of the United Nations. It consists of 46 members elected by ECOSOC.

Since the convening of the World Summit for Social Development in Copenhagen in 1995, the Commission has been the key UN body in charge of the follow-up and implementation of the Copenhagen Declaration and Programme of Action. As a result of the Summit, the mandate of the Commission was reviewed and its membership expanded from 32 to 46 members in 1996. It meets once a year in New York, usually in February.

Each year since 1995, the Commission has taken up key social development themes as part of its follow-up to the outcome of the Copenhagen Summit. The Commission's Programme of Work contains all documentation of the Commission for each of its sessions since the Summit

Current Field Mission vacancies

Position: Associate General Services Officer
DEADLINE FOR APPLICATIONS: 24th June,2011
DATE OF ISSUANCE: 6th April,2011
ORGANIZATIONAL UNIT: Field Missions Administered by CSD
DUTY STATION: Geneva and Dubai
VACANCY ANNOUNCEMENT NUMBER: 11-AGS-PMSS-414457-R-MULTIPLE D/S

Remuneration
Depending on professional background, experience and family situation, a competitive compensation and benefits package is offered.

Responsibilities:
(The following duties are generic and may differ depending on the requirements of the mission.)Within delegated authority, the Associate General Services Officer is responsible for the following duties: Support General Services' operations in the field or at the Headquarter, supervise and train junior staff, supervise day-to-day operational activities in the area of the following Units: Travel and Traffic, Receiving and Inspection, Property Control and Inventory, Mail and Records Management, Claims/Property Survey; Track and follow up on claims brought forward and liaise with necessary parties to secure paperwork required to complete the case at HQ; coordinate shipment and recording of non-expendable and attractive items moved from field location and acknowledging receipt of same for PCIU; Communicate official travel plans of staff in a sector to locations outside mission area requiring support of the mission HQ Travel Unit; Advise Travel Unit of special visa requirements in advance; Prepare work plans and support objectives of General Services Units in Sector; Prepare weekly General Services

activity reports, advise Chief General Services on areas needing special attention,liaise closely with Regional Administrator and representatives of other sections to devise most efficient use of resources and staff; represent General Services Section in coordination meetings.

Competencies:
Professionalism - Ability to grasp complex concepts and take a logical and analytical approach to solving problems; commitment to implementing the goal of gender equality by ensuring the equal participation and full involvement of women and men in all aspects of peace operations. Judgment and Decision-Making - Discretion and sound judgment in applying expertise to complex and/or sensitive issues which are typically broad in scope. Planning and Organizing - Demonstrated planning and organizational skills and ability to coordinate the work of others; ability to work to tight deadlines and handle multiple concurrent projects/activities. Technological Awareness - Fully proficient computer skills and use of relevant software and other applications. Communications - Ability to write in a clear and concise manner and to communicate effectively orally; ability to prepare reports, formulating positions on issues, articulating options concisely, conveying information, and making and defending recommendations. Teamwork - Excellent interpersonal skills and ability to establish and maintain effective working relations in a multicultural, multi-ethnic environment with sensitivity and respect for diversity.

QUALIFICATIONS

Education
Advanced university degree (Master's degree or equivalent) preferably in Business Administration, Public Administration, Logistics, Law, Accounting, or related fields. A first level university degree with a relevant combination of academic qualifications and experience may be accepted in lieu of the advanced university degree.

Work Experience
At least 2 years of relevant progressively responsible experience in administration or logistics (preferably in supply, transport or receiving and inspection). Relevant experience in an international, governmental or non-governmental organization. Previous peacekeeping mission related field experience is desirable.

Languages
Fluency in spoken and written English or French; knowledge of a second UN language is an advantage and sometimes a requirement. Fluency in the local language may be essential.

Position: Administrative Officer,
DEADLINE FOR APPLICATIONS: 24th June,2011
DATE OF ISSUANCE: 6th April,2011
ORGANIZATIONAL UNIT: Field Missions Administered by CSD

VACANCY ANNOUNCEMENT NUMBER: 11-AO-PMSS-414457-R-MULTIPLE D/S
DUTY STATION: Geneva and Dubai

Remuneration
Depending on professional background, experience and family situation, a competitive compensation and benefits package is offered.

Responsibilities:
(The following duties are generic and may differ depending on the requirements of the mission.) Within delegated authority, the Administrative Officer will be responsible for the following duties: Effectively coordinate actions relative to the administration of human resource activities, ensuring consistency in the application of UN rules and procedures; Take the lead with respect to the preparation and implementation of the work program, ensuring that financial resources are utilized to implement activities in accordance with the Mission Budget and allotments issued; Monitor and review the work program and budget by conducting regular and special reviews to assess progress of actual work versus the programme plan; Define requirements and work with systems units with respect to improving budget reporting systems and cost effective utilization of program resources; Supervise and/or provide guidance on financial administration and management information issues and practices to colleagues; Provide guidance and leadership to more junior staff; Oversee work related to billing and receipt of income from various services, operational travel programme, monitoring and evaluation of vendor contracts/payment to vendors and individual contractors for services. Review adequacy of space requirements; Oversee the identification of office technology needs and maintenance of equipment, software and systems; Perform other related work as required; Incumbent may be deployed to a regional field office and provide administrative support to military and police component of the mission.

Competencies:
Professionalism - Proven conceptual analytical, and evaluative skills and ability to conduct independent research and analysis, identifying issues, formulating options and making conclusions and recommended; Commitment to implementing the goal of gender equality by ensuring the equal participation and full involvement of women and men in all aspects of peace operation; Planning and Organizing - Ability to establish priorities and to plan, coordinate and monitor own work plan and those under his/her supervision; Client Orientation - Ability to identify clients' needs and appropriate solutions; ability to establish and maintain productive partnerships with clients; Technological Awareness - Solid computer skills, including proficiency in word processing, spreadsheets, IMIS, and relevant software packages; Communication - Proven ability to write in a clear and concise manner and to communicate effectively orally; ability to prepare reports, formulate positions on issues, articulate options concisely conveying maximum necessary information, and make and defend recommendations; Teamwork - Demonstrated

interpersonal skills and the ability to work in a multi-cultural, multi-ethnic environment with sensitivity and respect for diversity.

QUALIFICATIONS

Education
Advanced university degree (Master's degree or equivalent) in business administration, finance, accounting or related fields. A first level university degree with a relevant combination of academic qualifications and experience may be accepted in lieu of the advanced university degree.

Work Experience
At least 5 years of progressively responsible experience in administration and human resources or financial/budget operations. Relevant professional experience in international, governmental or non-governmental organizations.

Languages
Fluency in spoken and written English or French; knowledge of a second official UN language an advantage and sometimes a requirement. Fluency in the local language may be essential.

Other Skills
Supervisory experience in mission administration is an asset. Experience in UN field missions would be an advantage.

Position: Welfare Officer,
DEADLINE FOR APPLICATIONS: 24th June,2011
DATE OF ISSUANCE: 6th April,2011
ORGANIZATIONAL UNIT: Field Missions Administered by CSD
VACANCY ANNOUNCEMENT NUMBER: 11-WO-PMSS-414457-R-MULTIPLE D/S
DUTY STATION: Geneva and Dubai

Remuneration
Depending on professional background, experience and family situation, a competitive compensation and benefits package is offered.

Responsibilities:
(The following duties are generic and may differ depending on the requirements of the mission.) The Welfare Officer is responsible for the welfare provision for all members of staff within the mission. The incumbent's responsibilities are, but are not limited to: coordinating activities with the Civilian Staff Welfare Officers based in other Sectors, the Military Staff Welfare Officer, Contingent Welfare focal points and police welfare focal point where applicable; increasing staff

awareness and information about social and recreational opportunities available to them in the mission through contributing to the induction training of new staff by producing a guide to the local amenities, regularly updating information posted on the internal internet system, facilitating access to housing information, and developing links with local resources as appropriate; collaborating with the Training Unit to implement "Cultural Awareness" training for staff in the mission; improving the recreational and social opportunities for staff by convening representative staff welfare committees; developing regular recreational activities for staff (such as outings, film nights and other social events) and working in partnership with administration to secure a staff recreation space and gym; establishing an information resource center and organizing a book/DVD library for staff; facilitating increased welfare initiatives in the Team sites through offering support to committees and fostering the development of new committees; participating in developing the expertise, profile, and capacity of the Welfare Unit by identifying funding opportunities; assessing welfare needs within the mission and providing a focal point for welfare initiatives within the mission; acting as a non-clinical counseling resource to any staff member within mission area requiring non-judgmental support and assistance in resolving any personal and/or work-related problem(s) in consultation with the Staff Counselors as necessary; organising memorial services for international civilian staff in cases of death in the mission area; performing any other duties as may be required.

Competencies:
Professionalism - Strong related background and working experience in a multi-cultural environment, especially in initiating and encouraging participation in welfare/social activities. Judgment and Decision-making - Discretion and sound judgment in dealing with sensitive issues. Planning and Organization - Demonstrated planning and organizational skills; ability to handle multiple concurrent projects/activities and to implement activities. Leadership - Strong negotiating skills and ability to influence others to reach agreement; ability to motivate mentor and develop staff; the ability to take initiative and work independently. Technological Awareness - Fully proficient computer skills and use of relevant software and other applications. Communication - Highly developed communication skills (spoken, written); the ability to manage expectations constructively. Teamwork - Excellent interpersonal skills and ability to establish and maintain effective working relations, with sensitivity and respect for diversity in a multi-cultural, multi-ethnic environment.

QUALIFICATIONS

Education
Masters Degree in Sociology, Social Work, Social Science or similar discipline. A relevant combination of education and experience in a closely related area of expertise can be considered in lieu of an advanced university degree.

Work Experience

At least 7 years experience in planning large scale recreational and welfare events; Excellent organizational, communication and computer skills; Experience in organizing conferences, corporate events or management of leisure facilities is higly desirable; Knowledge of the UN rules, regulations and working experience in a United Nations field mission or other similar operational environment would be an advantage.

Languages
Fluency in spoken and written English or French; knowledge of a second UN language is an advantage and sometimes a requirement. Fluency in local language is an advatange.

Coordination Officer, P-4
DEADLINE FOR APPLICATIONS: 24th June,2011
DATE OF ISSUANCE: 6th April,2011
ORGANIZATIONAL UNIT: Field Missions Administered by CSD
DUTY STATION: Geneva and Dubai
VACANCY ANNOUNCEMENT NUMBER: 11-CO-PMSS-414457-R-MULTIPLE D/S

Remuneration
Depending on professional background, experience and family situation, a competitive compensation and benefits package is offered.
More Info

Responsibilities
(The following duties are generic and may differ depending on the requirements of the mission.) Under the supervision of the Senior Coordination Officer, the Coordination Officer will be responsible for the following; Coordinate relevant mission-wide, multi-component activities; Collect, review and assess information from reports produced by different components; Draft routine and ad hoc situation reports/briefing notes, prepare verbal and written briefings and updates using visual tools, and prepare and update maps; Ensure that technical queries and inquiries from the field offices are pursued and assists as may be requested, in internal coordination and follow-up; Respond to requests for information from senior leadership within the mission and from DPKO Situation Center; Monitor and report on the overall operational situation within the mission; Perform other duties as instructed by supervisor.

Competencies
Professionalism - Ability to identify issues to be monitored, formulate options and present conclusions and recommendations; experience with international organization and crisis management; ability to work independently and exercise good judgment in a stressful environment; commitment to implementing the goal of gender equality by ensuring the equal participation and full involvement of women and men in all aspects of peace operations. Planning and Organizing - Ability to establish priorities and to plan and execute own work plans. Teamwork - Excellent interpersonal skills; the incumbent must be able to interact and to

establish and maintain effective working relationships, both as a team member and, in some situations, as a team leader in a multicultural, multi-ethnic environment with sensitivity and respect for diversity. Client Orientation - Ability to identify the needs of clients and match them to appropriate solutions; ability to establish and maintain productive partnerships. Communication - Excellent drafting skills in English or French and ability to communicate effectively verbally, especially by phone. Technological Awareness - Proficiency in MS Word and Internet browsing, and experience in use of databases, PowerPoint, and electronic media applications.

QUALIFICATIONS

Education
Advanced university degree (Master's degree or equivalent) in political science, history, international affairs or related fields. Military Staff College graduation or first level university degree in combination with extensive experience in operational and analytical work in the field of international affairs may be accepted in lieu of the advanced university degree.

Work Experience
At least 5 years of progressively responsible experience coordinating development activities in national governments and at the international level. Experience in coordination of development activities in post-conflict countries. Previous experience in international organizations or peacekeeping operations is an asset.

Languages
Fluency in spoken and written English or French; knowledge of a second UN language is an advantage and sometimes a requirement. Fluency in the local language may be essential.

Position: Programme Officer, P-4
DEADLINE FOR APPLICATIONS: 24th June,2011
DATE OF ISSUANCE: 6th April,2011
ORGANIZATIONAL UNIT: Field Missions Administered by CSD
DUTY STATION: Geneva and Dubai
VACANCY ANNOUNCEMENT NUMBER: 11-PO-PMSS-414457-R

Responsibilities
The post is located in the Monitoring, Evaluation, Risk Management and Statistics (MERS) Section, Office of the Director, Division of Conference Management. The Programme Officer will be responsible for the following duties:

o Participates in the development, implementation and evaluation of assigned programmes/projects, etc.; monitors and analyzes

programme/project development and implementation; reviews relevant documents and reports; identifies problems and issues to be addressed and proposes corrective actions; liaises with relevant parties; identifies and tracks follow-up actions. o Researches, analyzes and presents information gathered from diverse sources. o Assists in policy development, including the review and analysis of issues and trends, preparation of evaluations or other research activities and studies. o Undertakes survey initiatives; designs data collection tools; reviews, analyzes and interprets responses, identifies problems/issues and prepares conclusions. o Prepares various written outputs, e.g. draft background papers, analysis, sections of reports and studies, inputs to publications, etc. o Conducts training workshops, seminars, etc.; makes presentations on assigned topics/activities. o Performs other duties as required.

Competencies

PROFESSIONALISM:__Knowledge and understanding of theories, concepts and approaches relevant to monitoring, evaluation, risk management and statistics. Ability to identify issues, analyze and participate in the resolution of issues/problems. Ability to collect data using various methods. Ability to apply judgment in the context of assignments given, plan own work and manage conflicting priorities.__Demonstrates professional competence and mastery of subject matter; is conscientious and efficient in meeting commitments, observing deadlines and achieving results; shows persistence when faced with difficult problems or challenges; remains calm in stressful situations; expertise in results-based management (RBM). __ COMMUNICATION:__ Speaks and writes clearly and effectively; listens to others, correctly interprets messages from others and responds appropriately; asks questions to clarify, and exhibits interest in having two-way communication; tailors language, tone, style and format to match audience; demonstrates openness in sharing information and keeping people informed.__ TEAMWORK:__Works collaboratively with colleagues to achieve organizational goals; solicits input and is willing to learn from others; supports and acts in accordance with final group decision, even when such decisions may not entirely reflect own position; shares credit for team accomplishments and accepts joint responsibility for team shortcomings.__ PLANNING AND ORGANIZING:__Develops clear goals that are consistent with agreed strategies; identifies priority activities and assignments; adjusts priorities as required; allocates appropriate amount of time and resources for completing work; foresees risks and allows for contingencies when planning; monitors and adjusts plans and actions as necessary; uses time efficiently.__ CLIENT ORIENTATION:__Considers all those to whom services are provided to be "clients" and seeks to see things from clients' point of view; establishes and maintains productive partnerships with clients by gaining their trust and respect; identifies clients' needs and matches them to appropriate solutions; monitors ongoing developments inside and outside the clients' environment to keep informed and anticipate problems; keeps clients informed of progress or setbacks in projects; meets timeline for delivery of products or services to client.__ TECHNOLOGICAL AWARENESS:__Familiarity with results-based reporting systems (e.g. IMDIS). Database skills. Able to use enterprise resource systems (e.g. IMIS, Galaxy, etc.).

Education
Advanced university degree (Master's degree or equivalent) in business administration, management, economics or a related field. A first-level university degree in combination with qualifying experience may be accepted in lieu of the advanced university degree.

Work Experience
A minimum of five years of progressively responsible experience in project or programme management, administration or related area.

Languages
Fluency in English or French; knowledge of the other is desirable. Knowledge of another UN official language is an advantage

Remuneration
Depending on professional background, experience and family situation, a competitive compensation and benefits package is offered

Position: Project Officer,
DEADLINE FOR APPLICATIONS: 24th June,2011
DATE OF ISSUANCE: 6th April,2011
ORGANIZATIONAL UNIT: Field Missions Administered by CSD
DUTY STATION: Geneva and Dubai
VACANCY ANNOUNCEMENT NUMBER: 11-PRJO-PMSS-414457-R

Responsibilities
The Project Officer will handle the implementation of the Carbon Benefits Project; Modelling, Measurement and Monitoring. The Project Officer will undertake the following: 1. Coordinate all day-to day project operations in collaboration with project partners. 2. Prepare high quality progress, financial and other reports, based on submissions by project component coordinators ensuring that project partners follow UNDESA standard monitoring, reporting and evaluation processes and procedures. 3. Track and evaluate project progress using the established project monitoring and evaluation indicators set out in the project document. 4. Monitor project risks and assumptions and provide early warning to DEWA Programme Manager on any delays or issues that may affect project performance or successful implementation. 5. Participate in the Scientific Steering Committee (SSC) and project reviews and serve as secretary to the Committee. 6. Follow up the implementation of recommendations of the SSC and Independent Guidance and Review Panel in collaboration with Project Partners. 7. Organize internal project communications, teleconferences, meetings, workshops and field visits. 8. Undertake advocacy of the protocols developed by the project with the wider scientific community and other potential users. 9. Identify and follow up opportunities to secure additional co-finance for the project. 10. Review drafts of any working documents to be submitted to meetings or emanating from project activities, and communicate comments to partners. 11. Provide technical

backstopping to the project on carbon sequestration and emerging carbon markets. 12. Coordinate and provide design inputs to the project web tool.

Competencies

Professionalism: Knowledge and understanding of theories, concepts and approaches relevant to particular sector, functional area or other specialized field; Knowledge of the UN system and procedures; Ability to identify issues, analyze and participate in the resolution of issues/problems; Ability to develop sources for data collection; Conceptual analytical and evaluative skills to conduct independent research and analysis, including familiarity with and experience in the use of various research sources, including electronic sources on the internet, intranet and other databases; Ability to apply judgment in the context of assignments given, plan own work and manage conflicting priorities; Shows pride in work and in achievements; Demonstrates professional competence and mastery of subject matter; Is conscientious and efficient in meeting commitments, observing deadlines and achieving results; Is motivated by professional rather than personal concerns; Shows persistence when faced with difficult problems or challenges; Remains calm in stressful situations; Takes responsibility for incorporating gender perspectives and ensuring the equal participation of women and men in all areas of work. Communication: Speaks and writes clearly and effectively; listens to others, correctly interprets messages from others and responds appropriately; Asks questions to clarify, and exhibits interest in having two-way communication; Tailors language, tone, style and format to match audience; Demonstrates openness in sharing information and keeping people informed. Teamwork: Works collaboratively with colleagues to achieve organizational goals; Solicits input by genuinely valuing others' ideas and expertise; Is willing to learn from others; Places team agenda before personal agenda; Supports and acts in accordance with final group decision, even when such decisions may not entirely reflect own position; Shares credit for team accomplishments and accepts joint responsibility for team shortcomings. Planning and Organizing: Develops clear goals that are consistent with agreed strategies; Identifies priority activities and assignments; Adjusts priorities as required; Allocates appropriate amount of time and resources for completing work; Foresees risks and allows for contingencies when planning; Monitors and adjusts plans and actions as necessary; Uses time efficiently.

Education

Advanced university degree (Master's degree or equivalent) in environmental sciences, natural resources management or related disciplines. A first university degree in combination with qualifying experience may be accepted in lieu of the advanced degree. Good knowledge of ecosystem management and emerging carbon markets required.

Work Experience

A minimum of five years of progressively responsible experience in environmental project/programme management or related field, some of which should be at the international level.

Languages
English and French are the working languages of the United Nations Secretariat. For the advertised post, fluency in oral and written English is required. Knowledge of any other official UN language is an asset

Other Skills
Excellent computer skills (Microsoft Office, email, internet) are required. Web design and content management skills are desired

Remuneration
Depending on professional background, experience and family situation, a competitive compensation and benefits package is offered

Position: Medical Officer, P-3
DEADLINE FOR APPLICATIONS: 24th June,2011
DATE OF ISSUANCE: 6th April,2011
ORGANIZATIONAL UNIT: Field Missions Administered by UNDG
DUTY STATION: Geneva and Dubai
VACANCY ANNOUNCEMENT NUMBER: 11-MO-PMSS-414457

Responsibilities

The Medical Officer will report to the Chief Medical Officer, and have a functional reporting relationship to the Medical Director, Medical Service Division, OHRM. Within delegated authority, the MO will be responsible for the following duties: Clinical Duties - Examines, diagnoses, and treats by surgical and conservative means, to correct deformities related to injuries such a s road traffic accidents, repair injuries, improve function and prevent complications; Prepare and review case histories and obtain data through interviews; Examine patients and determine laboratory and x-ray examinations required; Interprets test results and evaluate examination findings; Determine the necessity of surgical operation, estimate possible risks to the patient and recommend the appropriate surgical procedure required; Monitor medical instruments and equipment to ensure that aseptic and antiseptic methods are adhered to; Perform major and minor surgery using appropriate instruments and established surgical techniques for the indicated procedure; Advise on kind and quantity of supplies and equipment necessary; Coordinate surgery services with other medical activities; Refer staff to outside specialists as necessary; Follow-up with outside specialists; Provide health education. Medical Administrative Duties - Follow the United Nations established policies and procedures regarding medical clearances, sick leave and medical evacuations; Administration - Assist the Chief Medical Officer to ensure availability of supplies and proper functioning of medical equipment; Ensure appropriate training programs are implemented in order to maintain and develop the medical capabilities (e. g. health education, first aid and CPR). General - Perform other related duties as required; Work implies frequent interaction with the following:

staff at large, staff within work unit, staff counselors, senior management throughout the Organization; Perform other duties as required.

Competencies
Professionalism - Good knowledge in clinical medicine; commitment to implementing the goal of gender equality by ensuring the equal participation and full involvement of women and men in all aspects of peace operations. Leadership Demonstrated ability to provide leadership and take responsibility for incorporating gender perspectives into substantive work; commitment to the goal of achieving gender balance in staffing. Planning and organizing - Ability to establish priorities and to plan, coordinate and monitor own work plan and those under his/her supervision. Teamwork - Strong interpersonal skills and ability to establish and maintain effective working relations in a multi-cultural, multi-ethnic environment with sensitivity and respect for diversity. Communication - Good interpersonal and oral and written communication skills. Commitment to Continuous learning - Willingness to learn and keep abreast of new developments in the medical field. Technological awareness - Solid computer skills and good knowledge of relevant medical databases.

Education
Advanced university degree (Master s degree or equivalent) in Medicine. Successful completion of specialty residency training in General Surgery. Familiarity with orthopedic surgical procedures is an asset. A first level university degree with a relevant combination of academic qualifications and experience may be accepted in lieu of the advanced university degree.

Work Experience
At least 4 years of progressively responsible practical experience in general surgery after specialty training.

Remuneration
Depending on professional background, experience and family situation, a competitive compensation and benefits package is offered

NOTE: Expected time to join UNCSD can be as early as July, 2011.

TO APPLY:
Send your current resume and application Application letter with VA number and title of interested position by email to estaffing@un-csdonline.org

Application to be addressed to:
The eRecruitment Officer
CSD Field Offices Hq
New York.

CONFIDENTIALITY NOTICE

This e-mail and any files transmitted with it are confidential and intended solely for the use of the individual or entity to which they are addressed.

From: nobody@notify.unc.edu on behalf of vaccinestudy@unc.edu
Sent: Friday, June 3, 2011 8:18 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Your Son's Health and Vaccines

We're looking for parents to comment on a research survey about what they think about HPV vaccine for their sons. It's a quick process. You take a brief survey and then simply talk with us about how you came up with your answers. Your responses will help us make our survey better. We may also ask you to look at some materials from a school health center.

You can participate if you are a parent with a son aged 11-17. No specific knowledge about our survey topic is necessary.

We will be paying $20 for about 30 minutes of your time. We will conduct the interview at your convenience on campus at the UNC Gillings School of Global Public Health.

If you are interested in getting more information or participating, please send an email to Annie-Laurie McRee at vaccinestudy@unc.edu. Include potential times that work for you in the next week or so. Thank you!

The HPV Immunization in Sons (HIS) Study was approved by the Public Health-Nursing Institutional Review Board (IRB) at the University of North Carolina on 3/21/2011 (Study #: 10-0614).

Sincerely,

Noel Brewer, Associate Professor
and Paul Reiter, Postdoctoral Fellow

This email is sponsored by: UNC Gillings School of Global Public Health

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, June 3, 2011 8:29 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Participants Needed: Measuring Task Performance

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We are looking for participants to help us with our research into decision-making. As a participant you will spend approximately 30 minutes to complete a study in our lab.

Please visit our website to sign up: www.c4dr.unc.edu

Location: Kenan-Flagler Behavioral Lab, McColl 4402/4404
Duration: 30 minutes
Pay: $2 - $27
IRB #10 - 1646

Approved by the UNC Behavioral IRB on May 31,2011.

This email is sponsored by: Center for Decision Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Grossberg, Lawrence <docrock@email.unc.edu>
Sent: Saturday, June 4, 2011 8:28 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Fwd: PROPOSED CLOSING of Institute on African American Research at UNC!
Attach: IAAR Performance Review for FY11.docx; ATT00001.htm; MISSION, GOALS, & ACTIVITIES.pdf; ATT00002.htm

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Julius.

do you have any further information about this? do you know what reason if any the provost gave to justify this decision.

Larry Grossberg

-------- Original Message --------
Subject: IAAR's Annual Report for FY11 and an update on the proposed closing of IAAR
Date: Thu, 2 Jun 2011 13:38:41 -0400
From: Fatimah Jackson <fatimahj@email.unc.edu>
Organization: University of North Carolina at Chapel Hill
To: undisclosed-recipients:;

Dear Colleague,
Please find attached our most recent Annual Report for FY11. We had a wonderful year, thanks to the help of many. We were able to assist 31 UNC faculty with their research and we formed collaborations with 21 centers, institutes, and academic departments.

We've submitted grant proposals totaling more than $900,000 and we are part of a recently funded European Union Training Grant on the History, Archaeology, and New Genetics of the Transatlantic Slave Trade. This grant, administered by the University of Copenhagen, will receive 46 million euros (about US$60 million, I'm told).

In spite of this record of accomplishment, I was informed by our Provost, Bruce Carney, that **the Institute of African American Research is scheduled to be closed as early as the end of this month.**

If you can give us any support at this time, we'd appreciate it. We have worked very hard to turn the IAAR into an active research unit, and to my thinking, the unit serves a vital role on this Research 1 campus. I know that the State budget is horrific, but sacrificing this small unit seems hardly worth the "benefit".

During this fiscal year, over half our budget ($125,000) was returned to the State on March 1, 2011, we were subjected to three hiring freezes, and hence we had no full time or permanent employees for FY11. Yet, we still managed to be extremely productive with part-time, temporary workers, independent contractors, and volunteers.

I think we've shown our resourcefulness and commitment. Closing this 15 year old IAAR would be a significant step backward for the University of North Carolina and for the State. **Please help us get this message out to the campus, state, and national decision makers.**

Thanks very much,

Fatimah

--
Fatimah L.C. Jackson, Ph.D.
Professor of Biological Anthropology
Director, Institute of African American Research
919-843-1898

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REVIEW OF FY11 INITIATIVES, PROGRESS ASSESSMENT, STATUS REPORT, AND IDENTIFICATION OF FY12 PRIORITIES FOR THE INSTITUTE OF AFRICAN AMERICAN RESEARCH

Self-Assessment for July 1, 2010 through June 30, 2011

Dr. Fatimah Jackson, Director

Five goals from FY11 are addressed in this report.

FY11 Goal #1:

Increase the research capacity of the IAAR.

End-of-year Progress Assessment:

The following activities and research projects were undertaken by the IAAR during FY11:

IAAR ACTIVITY/PROJECT	UNC FACULTY PARTICIPANTS	IMPACT ON UNC FACULTY
Black Theodicy Forum	Reginald Hildebrand, Laura Maffley-Kipp, Michael Lambert, Carl Ernst, Todd Ochoa, Charles Price, and Fatimah Jackson	Provided multiple opportunities for faculty engagement in the issue of group suffering and the contrasting approaches of Christianity and Islam in this discourse
Hugh Masekela Panel	Michelle Lee, David Pier	Highlighted faculty research on ethnomusicology of Masekela's performance style and faculty field work in South Africa
"*Picking Cotton*: A Conversation about Race, Sexual Assault, and the U.S. Justice System" Panel	Frank Baumgartner	Highlighted faculty research on racial disparities in the arrest and sentencing of Black men accused of raping White women.
Cecil Brown Lecture: George Moses Horton, NC Poet	Glenn Hinson	Provided opportunity for faculty commentary on the folklore aspects of George Moses Horton's poetry during the time of slavery in NC.
Support for Medical Anthropology Visiting Lecturer Professor Carolyn Rouse	Michelle Rifkin-Fish	IAAR provided travel and meal support for a visiting scholar who spoke during a faculty member's Medical Anthropology class.
Support for African Brazilian Movement Visiting Lecturer Professor Joselina da Silva	Kia Caldwell	IAAR provided travel support for a visiting scholar who spoke during a special session on the African Brazilian Movement.
African American Economic Summit - 2	Karolyn Tyson Fatimah Jackson	Provided UNC faculty input into AAES-2 topic "Deeper into the Recession"
Support for Play	Sherryl Kleinman	Provided support for a very well attended play at the Stone Center.
Support for Campus Visit of Professor Tony Whitehead: 16th Annual Videoconference on Minority Health Disparities and	Vic Schoenbach	Dr. Whitehead's presence provided a scholar's perspective at the Videoconference. Subsequently, Dr. Whitehead lead an excellent teaching

Workshop Leader on Ethnographically Informed Focus Groups		workshop that was attended by several UNC faculty, staff, and students.
red, black, and Green Panel	Phil Berke	Introduced IAAR to the Institute for the Environment and began discussions on future research collaborations.
Wilmington 10 40th Anniversary Commemoration	Kenneth Janken, Louise Toppin	Brought Dr. Ben Chavis to campus and facilitated the research of Dr. Janken and the performance of Dr. Toppin
IAAR Small Grants awards	Michelle Lee, Glenn Hinson, Kenneth Janken, Genna Rae McNeil, and Iris Carlton-LaNey	Enhanced faculty research capacity by providing summer research support for five faculty (as well as four graduate students and one undergraduate)
Support for ELITE Faculty Working Group	Diane Rowley, Vijaya Hogan, Trude Bennett	Supports faculty interaction, development of the AAES-3 conference, and research proposal development (NIH-NICHD/NIMHD)
Support for Videmus	Louise Toppin	Supports faculty proposal and performance program development
Uprising! Faculty Working Group	Allen Anderson, Diane Pozefsky, Heather Williams, Mamarame Seck, Anna Agbe-Davis, Charles Price	Provides for submission of internal funding support, external funding proposal under discussion, novel, innovative interdisciplinary research
Sauratown Project	Anna Agbe-Davis Charles Price	External funding inquiry submitted, field site investigations planned
Epigenetics of Breast Cancer	Theresa Swift-Scanlan Melissa Troester	External funding proposal under consideration
Environmental Modulators of Early Onset Breast Cancer	Fatimah Jackson	R01 Resubmission to National Cancer Institute on 5/27/11

FY12 Priorities:

Continue to encourage and support UNC faculty research engagement via three routes:

1. Identify faculty-initiated research projects that IAAR helps to bring to fruition by providing research proposal support, comprehensive administrative assistance in proposal processing and management services, office and meeting space for faculty working groups, access to office equipment, and routine notices of funding availability on topics relevant to exploration of the African American experience,
2. Expand IAAR-initiated projects so that they are guided by substantial UNC faculty participation and input. In these cases, faculty research interests will play a major role in guiding project outcome,
3. Support UNC departmental initiatives (e.g., Department of African and Afro-American Studies, Department of Political Science, Department of History, Department of Anthropology, Department of Music).

FY11 Goal #2:
Increase IAAR's direct collaboration with diverse UNC-CH academic units, campus research groups, and Centers and Institutes.

End-of-year Progress Assessment:

1. **CENTER, INSTITUTE, AND DEPARTMENT COLLABORATORS**
   A number of important UNC Academic Units/Centers/Institutes have collaborated with IAAR during FY11. These include: The FedEx Center for Global Education, The Center for African Studies, the Department of African and Afro-American Studies, The Department of Music, The Department of History, The Department of Political Sciences, The Center for the Study of the American South, The Carolina Women's Center, The Department of Anthropology, The Office of the Executive Director for the Arts and Carolina Performing Arts, The Southern Historical Collection, The Institute for the Environment, The Center for Jewish Studies, The Center for the Study of Middle East and Muslim Civilizations, The Center for European Studies, The Stone Center, The Triangle African American History Consortium, The Gillings School of Global Public Health, The Department of Maternal and Child Health, The American Indian Center, The College of Education.

2. **PROJECTS COMPLETED IN FY11:** Black Theodicy Forum, African American Economic Summit 2, GATC community workshops at 2010 International Grand Conclave of Omega Psi Phi, Wilmington 10 - 40th Anniversary Commemoration, Graduate Student Research Mixer, Series of Faculty Mini-Seminars, Panels, and Special Lectures.

3. **PROJECTS UNDER CONTINUING DEVELOPMENT INTO FY12:** International Conference on the Genetics of the Peoples of Africa and the Transatlantic African Diaspora, Skeletal Biology Database, Anti-Racism projects (Hate groups genetics information survey /Recent Immigrant sensitivity enhancement), NC Jazz Podcasts, (1811) Uprising!, Epigenetics of Breast Cancer & West African Ancestry, Sauratown Project.

FY12 Priorities: Continue to seek out the heads of UNC-CH academic units, campus research groups, and diverse Centers and Institutes to introduce them to the IAAR, identify research targets within those units that the IAAR can contribute towards, join existing campus initiatives and link those with IAAR's needs (e.g., database development and archiving), and identify faculty within the units with whom we can develop research collaborations.

We plan to continue to use the Innovate@Carolina Roadmap to guide our collaborations and translate important ideas generated at UNC with the goal of disseminating works to the broader global community. In FY12, we hope to continue to use the Creative Campus, Innovation Initiative (IAH) to strength our connections and collaborations between humanities scholars, basic and social sciences and hybrid disciplines with business leadership across academic units. In this capacity, IAAR will serve as a catalyst to support and coordinate these efforts.

We also want to increase the recognition and prominence of IAAR as a clearinghouse for African American Research projects across the disciplines. We plan to tackle this in FY12 through implementation of a concerted marketing plan.

FY11 Goal #3:
Increase external research funding to IAAR.

End-of-year Progress Assessment:

1. **EXTERNAL GRANTS SUBMITTED FOR FUNDING:** NIH NIMHD R-13 Support for Conference and Scientific Meetings, 2012 International Conference on the Genetics of the Peoples of Africa and the Transatlantic African Diaspora; Resubmission of NIH-NCI P01 on West African Ancestry and Breast Cancer.

2. **ADVANCE MEETINGS WITH FUNDERS:** Director to NIH Institutes and Centers in Bethesda, MD; North Carolina Humanities Council Symposia: "The Black Atlantic and the Biographical Turn: Slavery, Migration, and the Origins of the Modern World" February 24–26; Presented IAAR research projects at NIH/NHGRI 2011 ELSI Congress, April 12-14.

3. **FUNDERS DATABASE DEVELOPMENT:** Research Assistants, under the guidance of IAAR staff, have identified and reviewed multiple alternative funding resources for 2012 International Genetics Conference.

4. **DEVELOPMENT OF PROPOSAL WRITING TEAMS:** IAAR hosts the following faculty working groups: ELITE group and Videmus are faculty-initiated working groups with grant proposal funding initiatives in progress; IAH Innovation Fund application explicitly outlines interdisciplinary collaboration among Uprising! UNC Faculty collaborators: Mamarame Seck, Heather Williams, Diane Pozefsky, Anna Agbe-Davies, Allen Anderson, and Charles Price.

FY12 Priorities: We hope to shorten our response time to funding applications and increase the probability of successful funding by continuing to:

1. Develop systematic and timely responses to RFPs, RFAs;
2. Meet in advance with potential funders;
3. Build a working database of foundations to be contacted for research support;
4. Develop highly communicative proposal writing teams to facilitate intra-UNC cooperation and collaboration.
5. Identify new sources of funding and establish a long-term development plan; and
6. Strengthen the sustainability of IAAR with independent and extramural support by:
    a. Using UNC Centers and Institutes with strong donor bases, e.g. Center for the Study of the American South, as models;
    b. Identifying and establishing a pool of individuals, foundations and corporate donors;
    c. Working with development professionals to establish a tradition of giving; and
    d. Participating in UNC's emerging culture of entrepreneurship and innovation.

FY11 Goal #4:
Benefit from Internal and External Advisory Boards inputs to accomplish IAAR mission, goals and activities.

End-of-year Progress Assessment:

Internal Advisory Board meeting was convened in the Fall semester and again in the Spring semester of FY11 to update the IAB on IAAR progress and receive their input on personnel issues, budget, funding initiatives, and collaborative efforts. **External Advisory Board** was contacted individually by Director and by mail on March 5, 2011 to inform them of IAAR progress, personnel changes, budget, funding initiatives, and collaborative efforts. Written and oral feedback was received by Director from External Advisory Board members.

FY12 Priorities:

Revitalize the membership of the Internal Advisory Board and expand the kinds of disciplinary expertise represented on the IAB. Identify and request specific tasks for the External Advisory Board members in support of the IAAR.

FY11 Goal #5:
Leverage the resources of IAAR to increase the capacity and quality of research at UNC-Chapel Hill.

End-of-year Progress Assessment:

During FY11, the IAAR has:

1. Initiated interdisciplinary research projects and actively recruiting faculty participants,
2. Established working groups surrounding specific issues to encourage faculty to generate interdisciplinary projects,
3. Used IAAR public events as a means to foster quality interdisciplinary dialogue,
4. Established a small grants funding program in support of faculty, graduate student, and undergraduate research. We initially devoted $5000 towards our small grants program.
5. Used IAAR financial resources to support various UNC academic department initiatives including support for the 40th Anniversary of the Department of African and Afro-American Studies, visiting lecturer support in the Department of Anthropology, visiting lecturer support in the Department of African and Afro-American Studies, support of the national African American History Conference in Raleigh, support of the Omega Conclave Health Workshop in Raleigh, and the director spent many hours in support of the minority hiring efforts of the Department of Political Science,

6. Modified Suites 309 and 305 to better facilitate our administrative and research needs, respectively, and provide common research space for IAAR fellows and interns,
7. Initiated and fostered a culture of graduate student and faculty engagement in IAAR that promotes cross-disciplinary faculty-student mentoring relationships and provides experience for student involvement in IAAR mission-oriented research. Towards this end, the IAAR supported a Graduate Student Research Mixer,
8. Initiated and supported the Humanities Script Writing Contest with a recent award of $1000 to the winner.

FY12 Priorities: Continue to structurally and functionally facilitate a strong and sustainable culture of interdisciplinary research at the IAAR to enhance the national and international standing of the University of North Carolina at Chapel Hill.

Institute of African American Research

MISSION

The Institute of African American Research (IAAR) has, as its central mission, to advance scholarly identification, investigation, analysis, interpretation, evaluation, and dissemination of broad-based, interdisciplinary research on peoples of recent African descent through the Transatlantic African Diaspora, with a particular emphasis on Black Americans.

The IAAR is concerned with the history, biology, culture, social experiences, and thought of African Americans.

Three research units drive the IAAR's core mission:

- The Endogenous Knowledge Unit (EKU) is tasked with documentation of the indigenous African American (emic perspectives on a cross-section of topics.
- The Integrated Research Liaison Unit is expected to develop collaboration leading to the creation of sophisticated, nuanced models of the African American experience for incorporation in to scientific research.
- The Research Technology Unit will design computational science models and products that both depict and predict diverse aspects of African American life.

GOALS

The IAAR must become primarily a research-oriented unit, capable of generating and testing hypotheses, providing interdisciplinary approaches and insights to an array of issues affecting African Americans in particular.

The IAAR must develop authentic models of the African American experience that can be applied cross-disciplinarily.

The IAAR must become a campus-wide clearing house for research on African Americans and African American issues

The IAAR must become a national and international authority on African American research from multiple perspectives and intellectual orientations.

The IAAR must serve as a reliable site for scholarship on African Americans that can be broadly accessed and utilized.

ACTIVITIES

Developing research proposals and completing research projects that advance and expand inquiry in all dimensions of an enlarged and multidisciplinary field of African American Studies;

Integrating the scholarly contributions of both faculty and students across a wide array of disciplines into IAAR research, programming, and product development;

Mentoring junior scholars who will enter the field by maintaining various outlets for their work and by amassing information relevant to their further development;

Conceptualizing, documenting, designing, and executing topical, interdisciplinary symposia, conferences, summits, forum, and workshops with clear scientific objectives and scholarly end-product goals; and

Utilizing computational technology to assist in the depiction, analysis, and dissemination of research, and the creation of products and publications that facilitate, augment, and document the work of UNC-CH researchers.

From: ramses@unc.edu
Sent: Sunday, June 5, 2011 8:48 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Buell, Agatha <abuell@email.unc.edu>
Subject: RAMSeS: URGENT: Authorization Request - 11-4583

Proposal No.: 11-4583
Proposal Lead PI: Fatimah Jackson
Proposal Title:International Conference on the Genetics of the Peoples of Africa and the Transatlantic African Diaspora -- International Scholars Support

The above eIPF is being routed to you for approval because your department (African and Afro-American Studies) has been identified as an approving department. Please review the eIPF on RAMSeS and its attachments carefully, add any notes as you deem appropriate, and provide your electronic authorization so that it can be forwarded to OSR/SPO/OCT.

You also have the option of rejecting the eIPF if you notice a serious mistake in it. But doing so will require you to provide an explanatory note for your rejection and will also cause the eIPF to be returned to the administrative award department for re-routing.

From: Grossberg, Lawrence <docrock@email.unc.edu>
Sent: Monday, June 6, 2011 10:42 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Automatic reply: PROPOSED CLOSING of Institute on African American Research at UNC!

I am away from my office until June 19, and will have only limited access to email. I will respond to your message, if necessary, when I return. Larry Grossberg

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Monday, June 6, 2011 3:05 PM
To:
Cc: Gore, Travis <stgore@email.unc.edu>
Subject: Parking Permit - SIGNATURE NEEDED

Hi,
Your parking permit for 2011-12 requires that you sign a form allowing for a direct deduction from your paycheck each month. This form is supposed to be submitted tomorrow before 11am. If you are able to drop by the office and sign it, I would really appreciate it! The form is a ½ page sheet and is in your mailbox – please sign on the bottom left and return to my mailbox as soon as you can.

If you know that you absolutely won't be able to sign today/tomorrow, please let me know.

Thank you and I apologize for the short time frame, I didn't realize that it was due tomorrow morning!
Take care,
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: nobody@notify.unc.edu on behalf of keericks@email.unc.edu
Sent: Monday, June 6, 2011 8:30 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: What will your pant size be in 15 years?

Are you a 32 now? If you are like most Americans, in 15 years you could be a size 38 or 40! The average American man gains 30 pounds between the ages of 18 and 35. Not only does this mean larger pants but a greater risk for developing significant health problems (high blood pressure, diabetes, high cholesterol, joint pain). No matter what your pant size is now or whether you are currently at a healthy weight or overweight, you may be at risk for becoming overweight or obese.

That doesn't have to happen to you. Sign up for SNAP!

Researchers at the University of North Carolina at Chapel Hill are studying novel approaches to preventing this weight gain. We are seeking volunteers to enroll in a cutting edge research study that applies proven strategies to target weight gain prevention in young adults.

If you participate, you will receive:
* Expertise of weight control experts who will help you to adopt strategies for weight control.
* Personalized feedback on your blood pressure, percent body fat, cholesterol, glucose, insulin, and energy expenditure.
* Detailed analysis of your dietary intake and physical activity.

In addition, you can learn and adopt strategies that will help you to prevent weight gain and promote a healthier lifestyle for today and the future!

You may be eligible if you are:
--18 to 35 years old
--normal weight to slightly overweight (BMI 21-30)
--willing to participate in this important research study

Additional eligibility criteria apply.

Go to www.snapstudy.org for more information and to find out if you may be eligible.

This study if funded by the National Institutes of Health.
The study has been reviewed and approved by the Public Health Nursing IRB (Study # 07-1783) 11/2/10

This email is sponsored by: Lineberger Comprehensive Cancer Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no-reply@unc.edu
Sent: Monday, June 6, 2011 8:49 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Interim Leadership Appointed In Housekeeping Services

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Deans, Directors, and Department Heads:

I am writing to inform you of a temporary staffing change. Effective June 6, Ms. Lea Holt will serve as Interim Director of Housekeeping. She currently is the Director of University Mail Services. As of Monday, Ms. Holt can be reached at 962-1440. Please feel free to contact her if you have questions about Housekeeping and the services we are providing to your unit.

While Ms. Holt is serving in the interim capacity in Housekeeping, Ms. Keith Moser will be managing Mail Services. Ms. Moser can be reached at 843-7019. During this interim period, please contact her if you have questions about Mail Services.

Sincerely,

Carolyn Elfland, Associate Vice Chancellor for Campus Services

This email is sponsored by: Associate Vice Chancellor for Campus Services

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, June 6, 2011 9:01 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Deadline Extended Gordon H. DeFriese Career Development in Aging Research Awards

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The UNC Institute on Aging is pleased to announce that it is accepting nominations for the Gordon H. DeFriese Career Development in Aging Research Awards. These annual awards were established to recognize Dr. DeFriese's thirty-year distinguished career in the conduct and development of research to improve the quality of lives of older North Carolinians, and especially to his unwavering commitment to developing and supporting the careers of his colleagues. Three awards, one for junior faculty/ staff and two for doctoral students, will be given in the summer of 2011.

All nominees must have demonstrated evidence of research interests in, and contributions to, the field of aging that are related to any of the following areas: medical sociology, primary health care, rural health services, health service utilization behavior, dental care, medical self-care, health status measurement, cost effectiveness and cost benefit analysis of health policy and programs, and health promotion/disease prevention. All award recipients are expected to be involved in the activities of the UNC Institute on Aging by participating in research, education or service projects that are of interest. Thus, all nominees must submit their curriculum vitae, career development plans in aging, and how the award would be used.

Junior Faculty/ Staff Award: To be eligible for the junior faculty/staff award of $5,000, nominees must be employed full-time at the University of North Carolina at Chapel Hill. Faculty/ staff should also demonstrate investment in aging through scholarly contributions including a developing record of significant publications, research grants and teaching influence. It is also desirable that faculty/ staff nominees show evidence of contributions to professional organization or community groups that enhance the quality of life of older people in North Carolina or within the Southeast. Letters of support will be accepted from colleagues of faculty or staff nominees who are knowledgeable about the nominee's aging-related interests and activities.

Doctoral Student Award: To be eligible for the student award of $1,500, individuals must be enrolled as active, full-time doctoral students at the University of North Carolina at Chapel Hill, planning to take coursework or work on the dissertation during the 2011 academic year. Doctoral student nominees should demonstrate interest in aging as evidence by aging-related coursework, internships, participation in research projects and manuscript production. Letters of support will be accepted from faculty or field mentors of student nominees who are knowledgeable about the student's aging-related interests and activities.

The nomination form, with the nominee's curriculum vitae, career development plans in aging, statement on how the award would be used, and two letters of support, must be submitted to Sharon Bowers at the UNC Institute on Aging. DEADLINE EXTENDED TO 5 p.m. on THURSDAY, June 30, 2011. The application is available online at the Institute on Aging website,
http://www.aging.unc.edu/funding/ghd/

This email is sponsored by: UNC Institute on Aging

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that they do want to receive mass email. To set your informational mass
email preference, sign into MyUNC at http://my.unc.edu, and select
"Update Personal Information".

From: nobody@notify.unc.edu on behalf of cablab@unc.edu
Sent: Monday, June 6, 2011 9:03 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: SMOKERS WANTED FOR STUDY

We are currently looking for cigarette smokers between the ages of 18 and 40 to participate in a study exploring the role of attention in nicotine addiction. Your participation would require you to come to our laboratory in Davie Hall on the University of North Carolina campus and complete attention-related tasks on the computer for about 1 hour. For your participation, you will be compensated with $10/hour.

If you think you may be interested in participating AND ARE NOT CURRENTLY TAKING PSYCHOACTIVE MEDICATIONS please send an e-mail to cablab@unc.edu and include the following information:

1. Name
2. Are you a smoker?
3. If yes, Average number of cigarettes smoked/day
If no, have you ever smoked on a regular basis
4. E-mail address
5. Times which are generally best for you to participate

Thank you,
Dr. Vicki W. Chanon
Dept. of Psychology

This study titled "Smoking, Familiarity, and Attention" has been approved by the UNC Behavioral Institutional Review Board (IRB) (study #07-1639; approved 10/01/2010).

This email is sponsored by: Dept. of Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, June 6, 2011 9:23 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: subjects needed: personal laptop/computer use study

---

Do you own a personal computer/laptop? Do you keep items on your computer such as digital photos, digital music, personal writing, personal files, etc.? Do you have social media accounts, such as Facebook, etc.?
I am conducting a research study to learn how people relate to digital items on their computers or in their webspace, at different ages. I am looking for men and women in the following age ranges participate in an interview about digital item on their computer OR a sorting exercise about digital items:

Age range 1: 18 years - 24 years*
Age range 2: 38 years - 47 years*
Age range 3: 58 years - 67 years*

If you are interested in participating, please take the 5 minute pre-screen survey (link below). An equal number of men and women are sought for this study, but men in all age ranges are particularly needed.
https://uncodum.qualtrics.com/SE/?SID=SV_1Sn7ls9AcTKz0Rm

Interview participants and sorting exercise participants will each receive a $10 incentive.

The interview will take place in Manning Hall on the UNC campus or at the Chapel Hill Public Library. The sorting exercise will take place at a public location (library, cafi, etc.) agreed upon by the subject and researcher.

*Students, faculty and staff associated with the School of Information and Library Science are not eligible to participate in the study.

Thank you!

Amber L. Cushing
Doctoral Candidate
School of Information and Library Science
UNC-Chapel Hill

IRB Study # 11-0759
approved by UNC Behavioral IRB on 4/26/2011

This email is sponsored by: School of Information and Library Science

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From: nobody@notify.unc.edu on behalf of david_zajac@dentistry.unc.edu
Sent: Monday, June 6, 2011 9:43 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Toddlers needed for speech research study

---

The UNC Craniofacial Center is conducting a research study on infant vocalizations following cleft palate repair. We are currently seeking toddlers without cleft lip or palate to serve as a comparison group.

To be eligible for the study, toddlers must:
- be between 22 and 25 months of age
- be learning English as a first language
- not have developmental delays
- not have known syndromes
- not have known sensory-neural hearing loss
- pass a screening procedure

The study will occur at the UNC Craniofacial Center. If your toddler passes the screening, we will video tape your child, record his/her vocalizations, and monitor his/her nasal breathing using a simple technique. The entire visit will take approximately 60 minutes. We will compensate you $25.

To find out more information about the study, please call 966-1362 or email david_zajac@dentistry.unc.edu

Study approved by UNC Biomedical IRB (Study # 07-0068), 12/15/10

This email is sponsored by: Craniofacial Center

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From: Lilian Jacobs <lilian.jacobs@uct.ac.za>
Sent: Tuesday, June 7, 2011 7:07 AM
To:
Subject: Martin West Exhibition
Attach: martinwestgeneral 26 May VB.JPG

Dear All,

You are cordially invited to the Martin West Exhibition.

Attached is the invitation file for more details.

Thanks so much

Best

Claire

Claire McNulty
Assistant Curator
Visual Archive
UCT Library

Phone : 021 650 2089
Fax : 021 650 2965

###

UNIVERSITY OF CAPE TOWN

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###

AMABANDLA AMA-AFRIKA

The Independent African Churches of Soweto 1969 -71

by

Martin West

at the Centre for African Studies Gallery
Harry Oppenheimer Building, UCT

08 June 2011 - 03 August 2011

Curated by Paul Weinberg

Enquiries 021 650 2089

UCT LIBRARIES

AMABANDLA AMA-AFRIKA

The Independent African Churches of Soweto 1969 - 71

An exhibition of photographs

From: africa-nrc-bounces@groups.sas.upenn.edu on behalf of Villalon,Leonardo Alfonso <villalon@ufl.edu>

Sent: Tuesday, June 7, 2011 10:09 AM

To: NRC Africa list <africa-nrc@groups.sas.upenn.edu>

Cc: Goldman, Abraham C <agoldmn@ufl.edu>; Akinyemi, Ikeade B <ikeade@ufl.edu>; Greene, Corinna <cgreene@ufl.edu>; Akinyemi, Akintunde <akinyemi@ufl.edu>; Anderson, Dorothy L <doander@ufl.edu>; BWENGE, CHARLES MUTTABAZI <cbwenge@ufl.edu>

Subject: [Africa NRC] NRC budgets and SCALI

Attach: ATT00001.c

Dear Africa NRC colleagues,

I assume that you have also all received the announcement this morning of the cuts to NRC, at 46.53%.

As we all undertake the painful issues of where to make cuts for next year, I would like to make a proposal for us all to implement: to eliminate SCALI completely for 2012, and presumably for the foreseeable future.

As many of you are no doubt aware, the committee we set in place to evaluate SCALI has already come to the conclusion (if I may paraphrase what I understand) that SCALI was no longer tenable/worthwhile in its current form at least.

Our experience over the course of this year in planning for SCALI 2011 confirms this conclusion. Despite a huge effort on our part to start early, streamline the process, and learn from previous iterations, it has and continues to take hundreds of person-hours of work. And the enrollments are, frankly, pitiful: except for Swahili all other language enrollments are in the single digits, many with only one or two students. If we exclude Swahili and Yoruba (9 students)--for which we have received a supplemental grant from Boren, and for which they are thus sending additional students—there are currently a grand total of 33 students enrolled in 15 different sections: so just over 2 students per section on average. There are five sections of only one student and five sections of only two.

Until the last minute there have also been constant and daily changes as people change their mind, and at this late date we are still juggling, and it is still possible that we will end out with hired teachers with no students, or students with no teacher.

Even in the absence of budget cuts I would argue that SCALI is not worth the effort. Indeed, it hurts some students; if SCALI did not exist we would be more easily able to send some abroad for language study rather than have to do it here.

I ran this suggestion by our colleagues in Wisconsin, who were scheduled to inherit SCALI from us for the last two years of the cycle, and they were happy to endorse the idea.

If and when funds return to Title VI we may want to have discussions about what common efforts we might undertake to give some impetus to the sad state of African language studies in the US, but at the current difficult time it seems clear that SCALI is not worth the effort.

With best wishes to all in this tough process.

Leo

--
Leonardo A. Villalón
Director, Center for African Studies
The University of Florida
PO Box 115560
427 Grinter Hall
Gainesville, FL 32611-5560

Tel: 352-392-2183
Fax: 352-392-2435

This message came to you by way of the Africa-NRC mailing list:
Africa-NRC@groups.sas.upenn.edu
To manage your subscription, visit this web page:
https://groups.sas.upenn.edu/mailman/listinfo/africa-nrc

From: africa-nrc-bounces@groups.sas.upenn.edu on behalf of James Pritchett <pritch41@msu.edu>
Sent: Tuesday, June 7, 2011 10:41 AM
To: africa-nrc@groups.sas.upenn.edu
Cc: Goldman, Abraham C <agoldmn@ufl.edu>; Akinyemi, Ikeade B <ikeade@ufl.edu>; Greene, Corinna <cgreene@ufl.edu>; Akinyemi, Akintunde <akinyemi@ufl.edu>; Anderson, Dorothy L <doander@ufl.edu>; BWENGE, CHARLES MUTTABAZI <cbwenge@ufl.edu>
Subject: Re: [Africa NRC] NRC budgets and SCALI
Attach: ATT00001.c

Thanks Leo,

Your experiences related to organizing SCALI 2011 are indeed helpful. I wholeheartedly endorse your suggestion to simply eliminate support for SCALI. Are there any other suggestions about collaborative programs floating around?

James

James A. Pritchett
Director, African Studies
Professor of Anthropology
African Studies Center
Michigan State University
100 International Center
East Lansing, MI 48824

On 6/7/11 10:08 AM, "Villalon,Leonardo Alfonso" <villalon@ufl.edu> wrote:

> Dear Africa NRC colleagues,
>
> I assume that you have also all received the announcement this morning of the cuts to NRC, at 46.53%.
>
> As we all undertake the painful issues of where to make cuts for next year, I would like to make a proposal for us all to implement: to eliminate SCALI completely for 2012, and presumably for the foreseeable future.
>
> As many of you are no doubt aware, the committee we set in place to evaluate SCALI has already come to the conclusion (if I may paraphrase what I understand) that SCALI was no longer tenable/worthwhile in its current form at least.
>
> Our experience over the course of this year in planning for SCALI 2011 confirms this conclusion. Despite a huge effort on our part to start early, streamline the process, and learn from previous iterations, it has and continues to take hundreds of person-hours of work. And the enrollments are, frankly, pitiful: except for Swahili all other language enrollments are in the single digits, many with only one or two students. If we exclude Swahili and Yoruba (9 students)--for which we have received a supplemental grant from Boren, and for which they are thus sending additional students—there are currently a grand total of 33 students enrolled in 15 different sections: so just over 2 students per section on average. There are five sections of only one student and five sections of only two.

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I ran this suggestion by our colleagues in Wisconsin, who were scheduled to inherit SCALI from us for the last two years of the cycle, and they were happy to endorse the idea.

If and when funds return to Title VI we may want to have discussions about what common efforts we might undertake to give some impetus to the sad state of African language studies in the US, but at the current difficult time it seems clear that SCALI is not worth the effort.

With best wishes to all in this tough process.

Leo

This message came to you by way of the Africa-NRC mailing list:
Africa-NRC@groups.sas.upenn.edu
To manage your subscription, visit this web page:
https://groups.sas.upenn.edu/mailman/listinfo/africa-nrc

From: africa-nrc-bounces+jen321=email.unc.edu@groups.sas.upenn.edu on behalf of Barbara Anderson <b_anderson@unc.edu>
Sent: Tuesday, June 7, 2011 10:54 AM
To: africa-nrc@groups.sas.upenn.edu
Subject: Re: [Africa NRC] NRC budgets and SCALI
Attach: ATT00001.c

Dear Friends:
UNC shares the views on SCALI. Can someone reflect for the group what the consequences might be for elimination of ALMA and CAMP contributions for this coming year? Thanks. Onward and Upward. Barbara

On 6/7/2011 10:40 AM, James Pritchett wrote:

> Thanks Leo,
>
> Your experiences related to organizing SCALI 2011 are indeed helpful. I wholeheartedly endorse your suggestion to simply eliminate support for SCALI. Are there any other suggestions about collaborative programs floating around?
>
> James
>
> James A. Pritchett
> Director, African Studies
> Professor of Anthropology
> African Studies Center
> Michigan State University
> 100 International Center
> East Lansing, MI 48824
>
> On 6/7/11 10:08 AM, "Villalon,Leonardo Alfonso" <villalon@ufl.edu> wrote:
>
>> Dear Africa NRC colleagues,
>>
>> I assume that you have also all received the announcement this morning of the cuts to NRC, at 46.53%.
>>
>> As we all undertake the painful issues of where to make cuts for next year, I would like to make a proposal for us all to implement: to eliminate SCALI completely for 2012, and presumably for the foreseeable future.
>>
>> As many of you are no doubt aware, the committee we set in place to evaluate SCALI has already come to the conclusion (if I may paraphrase what I understand) that SCALI was no longer tenable/worthwhile in its current form at least.
>>
>> Our experience over the course of this year in planning for SCALI 2011 confirms this conclusion. Despite a huge effort on our part to start early, streamline the process, and learn from previous iterations, it has and continues to take hundreds of person-hours of work. And the enrollments are, frankly, pitiful: except for Swahili all other language enrollments are in

the single digits, many with only one or two students. If we exclude Swahili and Yoruba (9 students)--for which we have received a supplemental grant from Boren, and for which they are thus sending additional students—there are currently a grand total of 33 students enrolled in 15 different sections: so just over 2 students per section on average. There are five sections of only one student and five sections of only two.

Until the last minute there have also been constant and daily changes as people change their mind, and at this late date we are still juggling, and it is still possible that we will end out with hired teachers with no students, or students with no teacher.

Even in the absence of budget cuts I would argue that SCALI is not worth the effort. Indeed, it hurts some students; if SCALI did not exist we would be more easily able to send some abroad for language study rather than have to do it here.

I ran this suggestion by our colleagues in Wisconsin, who were scheduled to inherit SCALI from us for the last two years of the cycle, and they were happy to endorse the idea.

If and when funds return to Title VI we may want to have discussions about what common efforts we might undertake to give some impetus to the sad state of African language studies in the US, but at the current difficult time it seems clear that SCALI is not worth the effort.

With best wishes to all in this tough process.

Leo

This message came to you by way of the Africa-NRC mailing list:
Africa-NRC@groups.sas.upenn.edu
To manage your subscription, visit this web page:
https://groups.sas.upenn.edu/mailman/listinfo/africa-nrc

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 FedEx Global Education Center
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu
www.global.unc.edu/africa

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To manage your subscription, visit this web page:
https://groups.sas.upenn.edu/mailman/listinfo/africa-nrc

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, June 7, 2011 12:01 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] 6/9 and 6/10

Hi All,

I will be out of the office Thursday and Friday of this week. I will be available all of today and tomorrow until 6pm if you need anything. Agatha will be in between 2pm and 5pm on Thursday and Haeran will be in the office Friday from 8:00am to 3:00pm. They will not be able to help with student related questions but the office will be open during this time if you need to get in to use the copier or check your mail. If there is an emergency you can email Tim at tjm1@email.unc.edu

Thanks!
Travis

****
Travis Gore
Student Services Manager
Department of African and Afro-American Studies
109 Battle Hall, CB# 3395
p 919.966.5496

You are currently subscribed to afriafam as: jen321@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=29286493

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-29286493-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: africa-nrc-bounces@groups.sas.upenn.edu on behalf of TImothy Longman <longman@bu.edu>
Sent: Tuesday, June 7, 2011 12:08 PM
To: africa-nrc@groups.sas.upenn.edu
Subject: Re: [Africa NRC] NRC budgets and SCALI
Attach: ATT00001.c

Thanks for the perspective Leo. Given the frustration with SCALI that you, James Pritchett, and others have expressed, it seems a wise decision. I am wondering, however, whether those of us who are able want to continue the $1,000 contribution to the work of the committee to come up with a more concrete plan for the future.

TImothy Longman
Director, African Studies Center
Boston University

On Jun 7, 2011, at 10:08 AM, Villalon,Leonardo Alfonso wrote:

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>
> I assume that you have also all received the announcement this morning of the cuts to NRC, at 46.53%.
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With best wishes to all in this tough process.

Leo

--
Leonardo A. Villalón
Director, Center for African Studies
The University of Florida
PO Box 115560
427 Grinter Hall
Gainesville, FL 32611-5560

Tel: 352-392-2183
Fax: 352-392-2435

This message came to you by way of the Africa-NRC mailing list:
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From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, June 7, 2011 12:30 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: [ackland-e-news] This Week at the Ackland

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This person moved or deleted this image.

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Sorry.
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The Ackland is Participating in the BLUE STAR MUSEUMS Initiative

As part of the Blue Star Museums program, the Ackland Art Museum is offering a free Museum membership at the Household level to all active military personnel now through Labor Day 2011.

Active duty military include Army, Navy, Air Force, Marines, Coast Guard, and active duty National Guard and active duty Reserve members. The free membership benefit is available at the Ackland Art Museum or the nearby Ackland Museum Store.

Typically, Blue Star Museums – in partnership with the National Endowment for the Arts, Blue Star Families, and more than 1,300 museums across America – offer free admission to all active duty military personnel and their families from Memorial Day through Labor Day 2011. Admission to the Ackland Art Museum is always free, but the Ackland is pleased to offer the full benefits of membership to our military families. A Household membership to the Ackland includes free or reduced admission to all Museum paid programming, a 10% discount at the Ackland Museum Store, and an invitation to the annual Members Only Season Preview.

The complete list of participating museums is available at www.arts.gov/bluestarmuseums.

Come to the Ackland Museum Store on the 2nd Friday ArtWalk!

June 10, 6:00 - 9:00 PM

"Nothing is Impossible," the premier exhibition in the Ackland Museum Store's gallery space, features works by seven North Carolina artists who have a connection to Penland School of Crafts, whether as a teacher, student, or resident. The show features work by Margaret Couch Cogswell (book arts, mixed media), Celia Gray (encaustic paintings), Bryant Holsenbeck (environmental art), Ann Marie Kennedy (paper art, installation), Evan Lightner (furniture), Gretchen McLaren (metal), and Sylvie Rosenthal (woodwork, sculpture).

All proceeds from the Ackland Museum Store support the Ackland Art Museum's exhibition and education programs.

Drawing in the Galleries

Saturday, June 11

10:00 AM - 12:00 PM

Every month, Amanda Hughes, director of external affairs at the Ackland, meets with friends of the Museum who have an interest in practicing and strengthening their drawing skills. Participants have the opportunity to uncover the challenges the original artists faced and experience the pleasure of sharing in the creative process. Each session incorporates a short discussion on a work of art.

Bring paper and dry media (crayon, pencils, etc.). All levels are welcome.

Free

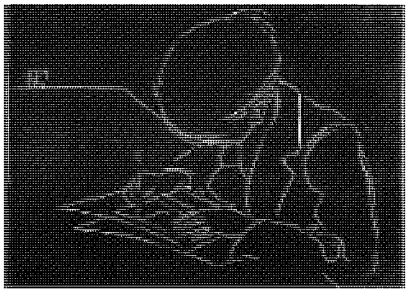

Drawing for Kids

Saturday, June 11, 10:00 AM - 12:00 PM

This program invites 9- to 12-year olds to look at artists' techniques and tricks in the Ackland's permanent collections and special exhibitions. Participants explore selected works in the Museum's collection and identify skills that the artist used to make them. Skilled gallery teachers demonstrate and teach students those skills, which they can apply in their own art. A mix of drawing from works on display and creating one's own original works is offered in each session. Materials provided.

Free to members | $5 non-members.

Registration required and limited - to register, call 919.962.0479

NC-RTP Chinese Music Instrument Ensemble in Concert

Thursday, June 9, 6:30 - 7:30 PM

Chapman Hall 211, UNC-Chapel Hill

Sponsored by UNC Asian Culture Center

Founded in 2002, NC-RTP Chinese Music Instrument Ensemble has more than 16 musicians, including several well-known professional artists. The group is committed to promoting Chinese culture and enriching the life of the community through performances and classes of traditional Chinese music.

Contact: Xiaochun Lu, biomusic99@gmail.com, 269.779.2527

Check the UNC Events Calendar (key word "ackland") for our upcoming events!

On View at the Ackland:

Adding to the Mix: John Wesley's *Boeing* (1982)

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

Romantic Dreams and Rude Awakenings: Northern European Prints and Drawings, 1840 - 1940

and many more!

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or click here for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor.

Thank you for subscribing to the Ackland e-news!

If you no longer wish to receive this newsletter, send a blank email to leave-29171951-34013969.8ea54e9e6cbb8907d549298a1f92614a@listserv.unc.edu

From: Nicole Fouche <nicole.fouche@triangleglobalhealth.org>
Sent: Tuesday, June 7, 2011 12:37 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INVITATION: TGHC Breakfast discussion (June 23) -L3C Legislation: Allowing Foundations to Invest For-Profit Global Health

---

You are invited to the TGHC Monthly Breakfast Discussion: L3C Legislation: Allowing Foundations to Invest For-Profit Global Health

Date: Thursday, June 23, 2010
Time: 7.30. Soft stop at 8.30 am, hard stop at 9 am
Location: Congressional conference room, NC Biotechnology Center
15 TW Alexander Drive, Research Triangle Park, NC
(http://www.ncbiotech.org/about-us/regional-offices/directions)
Call-in option: Toll free dial-in number: 1-800-848-2116, access code 27705#.
Cost: TGHC will cover expenses for members (including students at member universities and individuals who are employees of member organizations);
$10.00 charge for non-members
Please RSVP by close-of-business Friday, May 20 via the following link.

THIS MONTH'S TOPIC: L3C Legislation: Allowing Foundations to Invest For-Profit Global Health

- This is new legislation in North Carolina that has already been adopted by ~8 other States.

- This legislation allows the creation of a new type of legal entity known as the "low-profit limited liability company" or L3C.

- It is a vehicle for private foundations to invest in hybrid for-profit/nonprofit projects. The key word is "invest" rather than "donate to", which means this is a new vehicle that would allow foundations to potentially earn revenue off of their contributions towards charitable purposes, even if those charitable purposes are being conducted by for-profit entities.

- Thus this opens up a new vehicle for foundations to engage the private sector without having to channel funds through a 3rd-party non-profit organization (a significant saving on every dollar contributed).

- Considering the importance of both encouraging the private sector to engage in global health and also the interest that foundations have in projects/programs that are sustainable and affordable, we are eager to get the word out…especially the largest investors in global health.

Facilitators: John Griffin, Financial Controller at SCYNEXIS, and **John Russell,** Partner, K&L Gates LLP

The TGHC breakfast forums are scheduled to occur on the fourth Thursday of each month except for November and December, when they occur on the third Thursday of the month.

Thank you for your participation in the Triangle Global Health Consortium.

This message was sent to JEN321@EMAIL.UNC.EDU from:

Triangle Global Health Consortium | 111 Orlando Place | Chapel Hill, NC 27516

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From:	nobody@notify.unc.edu on behalf of dbabcock@email.unc.edu
Sent:	Tuesday, June 7, 2011 8:17 PM
To:	Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject:	INFORMATIONAL: employee summer wellness workshops

Announcing a FREE summer wellness series for all university employees.
Taking place throughout the summer, topics covered include exercise motivation, workouts on the go, and beginning bicycling and running.
For more information, see
http://campusrec.unc.edu/employee-only-summer-wellness-workshops

This email is sponsored by: campus recreation

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, June 7, 2011 8:28 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Mind Playing Tricks on You?-Research Opportunity

---

The UNC Department of Psychiatry is conducting a research study to find out more about mental illness. If you have had any of the following symptoms in the past few months, are between 12-35 years old, and have not been diagnosed with bipolar illness or psychosis, you may be eligible to participate in a study in the Prime Research Program. You may be eligible to receive free study related medical evaluations and monetary compensation.

* Have you noticed frequent and confusing coincidences?
* Are you worried that others are talking about you or laughing at you?
* Do you think that others are trying to hurt you?
* Do you have trouble thinking or concentrating?
* Would you rather be alone than with friends?
* Sometimes when you hear something do you mistake it for something it's not? How about something you smell or see?

Do you have a family member with a psychotic illness such as schizophrenia or schizoaffective disorder and are having recent troubles with school, work, or friends?

Visit us at our website www.PRIME.unc.edu and click on 'Simple Survey'

The Project is funded by the National Institute of Mental Health

08-1448
November 12, 2009
Committee on the Protection of the Rights of Human Subjects
The BioMedical IRB
University of North Carolina

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of scott_wallace@med.unc.edu
Sent: Wednesday, June 8, 2011 8:17 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Healthy Adults Needed for MRI study

TO: Faculty, Staff and Students

The Autism Research Program invites you to participate as a volunteer in a research study involving parents of children with autism and parents of typically developing children to see how areas of their brain react when they are doing tasks related to processing social information. We are interested in looking at the brain function of these parents as they perform tasks involving perception of faces and scenes with emotional content. We will be looking at areas of the brain that are thought to be involved with the processing of social cognition. We will be using a scanning device called a Magnetic Resonance Imaging Scanner, or an MRI scanner, to look at brain functioning.

We are currently looking for parents of typically developing children who are less than 56 years old to help us with this study. Compensation for this study is $10 an hour up to $100 for participating in the initial screening and assessment portion of the study and then $25 an hour for participating in the MRI scans. Participation takes between 10-12 hours over 2-3 sessions.

If you are interested in participating in this study you may contact us by either emailing one of the contacts listed below, or calling us toll-free at 1-800-793-5715 and ask about the "Social Cognition and MRI study". We will then provide further details about the project. No one is expected to pay for travel or other expenses incurred during participation in this study.

We thank you in advance for your interest in this important project. If you want to pass this information along to others who may qualify for this research study, please do so.

Please contact:
Scott Wallace
scott_wallace@med.unc.edu
1-800-793-5715

UNC IRB #05-2576
Approval Date: 01/21/11
Expiration of Approval: 01/20/12

This email is sponsored by: UNC Psychiatry

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Reid, Dee <deereid@unc.edu>
Sent: Thursday, June 9, 2011 8:55 AM
To: All Deans, Directors, and Department Heads in the College of Arts & Sciences <asddd@listserv.unc.edu>
Cc: Administrative Managers <asmgrs@listserv.unc.edu>
Subject: [asddd] FW: FORMAL NOTICE: Mail List Review for State Budget Office

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The enclosed is being sent on behalf of UNC Publication Services to all deans, directors and department/curriculum chairs in the College, with a copy to administrative managers. Any questions should be directed to vprice@email.unc.edu. Responses due June 22.

-----Original Message-----
From: nobody@notify.unc.edu [mailto:nobody@notify.unc.edu] On Behalf Of vprice@email.unc.edu
Sent: Wednesday, June 01, 2011 8:17 PM
To: Gil, Karen M
Subject: FORMAL NOTICE: Mail List Review for State Budget Office

Deans, Directors and Department Contacts,

North Carolina General Statute 143-169.1 states that public document mailing lists must be reviewed, updated and corrected during each fiscal year. Each list should include only persons or organizations who have requested (or who have renewed their request) to be included on the list, or who receive the document by reason of their official duties (e.g., the State Librarian). This law requires the Chancellor to report the University's compliance to the state budget office, and to certify that mailing lists subject to GS 143-169.1 have been updated since July 2010.

***** Please send your response to the query below to vprice@email.unc.edu by June 22, 2011. When you reply, enter your department, school or division name in the subject line. *****

Mailing lists subject to North Carolina General Statute 143-169.1 have very narrow qualifying conditions. Please follow the process below in sequential order to determine if your mailing list qualifies.

1. This law applies only to paper, not electronic, publications that were printed in quantities of 200 or more and mailed all at once. If none of your publications meet these criteria, please skip to the bottom of this message and fill in your contact information.

For publications that do meet the criteria in #1, please ask yourself:

2. Were 200 or more printed, paper copies mailed all at once to *any* of the following groups:
Alumni?
Paying subscribers?
Enrolled students?
Faculty/staff?
Foundation or other University-related group members?
Other educational institutions and organizations?
Governmental agencies?
Private foundations?
Those billed for purchases of goods or services?
Those on the mailing list by express provisions of statute, or by express provision of judicial order?

If your answer to ANY portion of this question was "yes," please skip to the bottom of this message and fill in your contact information.

If your answers to #2 were all "no," please ask yourself:

3. Was the publication published with state-appropriated funds?

If your answer to #3 was "no," please skip to the bottom of this message and fill in your contact information.

If your answer to #3 was "yes," please ask yourself:

4. Was it issued by an officer of a school, department or other University unit (not including foundations and privately incorporated or non-University entities)?

If your answer to #4 was "no," please skip to the bottom of this message and fill in your contact information.

IF YOUR ANSWER WAS "YES," YOUR MAILING LIST IS SUBJECT TO NORTH CAROLINA GENERAL STATUTE 143-169.1. Go to http://www.unc.edu/depts/pubserv/mailing_list_report.html, download and fill out the form electronically, and reply to this email with the form as an attachment to: vprice@email.unc.edu. You may stop here.

_____OUR UNIT HAS NO MAILING LISTS THAT ARE SUBJECT TO NORTH CAROLINA GENERAL STATUTE 143-169.1.

Signed: (Name) _____ (Telephone number) _____

(Name of your school, department, or division) _____

Are you responding for the (a) entire school, (b) department, or (c) division?

Please remember to send your responses to vprice@email.unc.edu by June 22, 2011. Thank you for your assistance.

Valerie Price, Editor
UNC Publications Services
Office of University Relations

This email is sponsored by: UNC Publications Services

You are currently subscribed to asddd axsd: JEN321@email.unc.edu.
To unsubscribe send a blank email to leave-29298099-35586857.320bb86fbea40984156cda49090a0121@listserv.unc.edu

From: Buell, Agatha <abuell@email.unc.edu>
Sent: Thursday, June 9, 2011 9:30 AM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] Grades Due - Summer Session I
Attach: SSI grade memo.doc

Dear All,
As with every semester, your grades for SSI are due (in ConnectCarolina) no later than 72 hours after your exam. This time frame means that almost ALL grades are due no later than 5pm next Friday, June 17th – and many are due prior to that.

If you have questions about using the ConnectCarolina system, Travis will be available all of next week, however you are responsible for entering and approving your own grades.

The attached memo has additional information that is useful, so please check it out.
Thanks!
Agatha

****
Agatha Buell
Business Officer

Department of Public Policy
217 Abernethy Hall, CB #3435

Department of African & Afro-American Studies
109 Battle Hall, CB #3395

University of North Carolina
Chapel Hill, NC 27599
p. 919.962.2788
f. 919.962.5824

From: Senora DeCosta [mailto:senora@unc.edu]
Sent: Wednesday, June 08, 2011 5:28 PM
To: Buell, Agatha; Tavernise, Adriana E; Reynolds, Andrew S; Warren, Angeline; Rainey, Arlene; Barnes, Ash; McCullen, Ashley D; Mckinney, Ashley; Davis, Barbara Taylor; Riefkohl Muniz, Beatriz S; Haven, Ben; Sauer, Beth H; Futrell, Betty S; Bethea, Brenda S; Brock, Brenda W; Marlow, Cara F; Carolyn Fahey; Turner, Carolyn L; Rogers, Charlotte H; Cindy Reilly; Winston, Mary C; Stroud, Daisette Ford; Keck, Dama P; Holt, Deannie B; Simmons-Cahan, Deborah A; Harris, Deborah J; Denise Hargis; Kenney, Denise E; Flannery, Dixie; Batts, Donnyell; Dorothy Poteat; Ellen Rozan; Montgomery, Emily; Gina Werner; Toscher, Hope; Diana, Ina Bobrow; Gorman, Jacquelene W; Janice Kang; Warfford, Janice C; Carter, Janis C; Clemmons, Jason; Hensley, Jean R; Boomhower, Jeremy D.; Jerry M. Spiller; Jessica Russell; Smith, Jessica; Boxill, Jeanette M; Lee, Joanne O.; Dye, Jodi; Duncan, Heather M; Karla McClure
Subject: Summer Session I Grades

Dear Grading Administrator,

The grading memo for Summer Session I to teaching faculty is attached. I ask each of you to forward it to your teaching faculty, as it contains the information that should help them to successfully enter their grades. Please take the time to read the memo yourself; many of you are also entering grades. There is a link referenced in

the memo to our grading training guide.

Summer Session I Rosters will be available on-line Monday, June 13, 2011. A reminder – for grading questions and concerns, you may reach us at grades@unc.edu.

As always, I thank you for your help, which is greatly appreciated. I am available for any assistance you may need.

All the best,

Senora

--
****
Senora DeCosta
Assistant University Registrar
University of North Carolina at Chapel Hill
CB# 2100, SASB North
Chapel Hill, NC 27599-2100
Phone: 919 962-9859
Fax: 919 962-3349
E-mail: senora@unc.edu
****

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or send a blank email to leave-29298328-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF THE
UNIVERSITY REGISTRAR

SASB NORTH
450 RIDGE ROAD, SUITE 3100
CAMPUS BOX 2100
CHAPEL HILL, NC 27599-2100 T 919.962.3954
http://regweb.unc.edu F 919.962.6661

MEMORANDUM

TO: All Teaching Faculty

FROM: Senora DeCosta, Assistant University Registrar

RE: Summer Session I Grades

DATE: June 10, 2011

Our University is now entering another electronic grading period. The purpose of this communication is to provide you with information that is usually sent at this time as it pertains to our new system.

Summer Session I Rosters will be available on-line Monday, June 13, 2011.

Grades should be entered no later than 72 hours after the scheduled time of the final examination. To facilitate the timely reporting of grades, please follow this schedule for entering and approving your grades:

- Exams scheduled on Monday, June 13 are due by **5:00 PM** on Thursday, June 16.
- Exams scheduled on Tuesday, June 14 are due by **5:00 PM** on Friday, June 17.

*Courses that do not have final examinations are due by **5:00 PM** on Monday, June 13.*

You may find our training document on grading useful:
http://regweb.unc.edu/train/docs/grades/facgrades.pdf

The 72 hour deadline for returning Grade Reports is critical. We must be able to reliably determine academic eligibility information to report to School Deans. This enables them to assess whether or not a student may continue enrollment for the next term.

Submitting Grades

- Every registered student (those that appear on your grade roster) **must** have an appropriate grade designation (no blanks). If a student did not show up for the final examination or has not been attending classes, a grade of "AB" or "FA" must be assigned. Use a Post-Semester Registration/Drop/Add Form to remove or add a student to a course after the Official Grade Rosters have been generated for the semester.

- The beauty of an electronic grading system is that the instructor of record can enter grades by computer/internet from anywhere in the world. By doing so,

his/her digital signature is recorded as having assigned the grades. The University prefers the "signature" of the instructor of record.

When Assigning Grades

- The Report for Assignment of Temporary Grade of AB or IN to Undergraduates can be found online at http://regweb.unc.edu/resources/ab_report_form.pdf. **New:** you may use the Comment Section of the IN/AB reporting form should you wish to explain the assignment of a "FA" grade.

- Refer to Registrar Procedures Memorandum (RPM) No. 24 for University grading policies and grade definitions (http://regweb.unc.edu/resources/rpm24.php).

- Even if you know an undergraduate student has elected to take your course under the PS/D+/D/F option, you must assign an appropriate letter grade for their performance. The computerized grade table will convert grades of "C-" or better to "PS."

- Only the appropriate grades for a student will appear in the drop down selection.

  The "FA" grade is assigned when an undergraduate student did not attend the final examination and could not pass the course regardless of performance on the exam. This would be appropriate for an undergraduate student that never attended the course or has excessive absences in the course, as well as missing the exam. You may use the Comment Section of the IN/AB reporting form should you wish to explain the assignment of a "FA" grade.

  The "AB" grade is assigned when a student did not attend the final examination and there is the possibility that the student could pass the course if the exam was taken. The "AB" is computed as an "F" grade in an undergraduate student's GPA. For undergraduate students, an "AB" grade is changed automatically to an "F*" if the grade is not cleared by the end of the next regular semester. For graduate students, an "AB" will convert to an "F*" (administratively assigned grade) if the grade is not cleared within one year from the original examination.

  The "IN" grade is assigned when a student took the final examination but did not complete some other course requirement. The student could pass the course if the assignment was completed. The "IN" is computed as an "F" grade in an undergraduate student's GPA. For undergraduate students, an "IN" is changed automatically to an "F*" if the grade is not cleared by eight weeks into the next regular semester. For graduate students, an "IN" will convert to an "F*" (administratively assigned grade) if the grade is not cleared within one year from the original examination.

  The "SP" grade is assigned for an undergraduate student participating in the first course(s) of an approved departmental Undergraduate Honors Program. The Honors Program usually runs for the duration of at least two semesters (Junior and/or Senior Honors/Research). A final permanent grade is not assigned until completion of the second and/or final course. When the final permanent grade is assigned for an Honors Program, any previously assigned grade(s) of "SP" must be changed to the appropriate permanent letter grade by an Official Grade Change Form.

Should you need to assign a “NG” grade for a judicial action, please contact the Registrar’s Office, Records Section (962-0495). If you were entering grades when you reached the need to assign a “NG”, be sure to save the grade roster before you call.

Note: "IN" and "AB" are temporary grades that can be reported on the Official Grade Rosters or on an Official Grade Change Form. Instructors can change temporary grades to permanent grades by completing the Official Grade Change Form within the specified deadlines. Once a grade has been changed to an "F*", a dean's signature is also required on the Official Grade Change Form.

Tips when entering and approving grades

- **SAVE SAVE SAVE -** when ready to approve grades, press approve firmly then press save firmly to submit grades for posting.

- For assistance/ concerns/ questions email grades@unc.edu.

cc: All OUR Staff

From: africa-nrc-bounces@groups.sas.upenn.edu on behalf of Lambert, Michael C <mlambert@email.unc.edu>
Sent: Thursday, June 9, 2011 8:24 PM
To: africa-nrc@groups.sas.upenn.edu
Subject: Re: [Africa NRC] NRC budgets and SCALI

Hi, I am afraid that ours does not look much better with much of our budget absorbed by salary. At this point our draft still includes ASA Teachers Workshop (300) and African Book Award (300).

Mike

Michael Lambert, Ph.D.
Director, African Studies Center
Associate Professor of African Studies and Anthropology
Director of Undergraduate Studies for African Studies
University of North Carolina at Chapel Hill
Campus Box 7582
3026 FedEx Global Education Center
Chapel Hill, NC 27599-7582

On Jun 9, 2011, at 6:54 PM, "Myers, Garth A" <gmyers@ku.edu> wrote:

> Hi all,
> Kansas is unfortunately not really in a position to fund any of these collaborative endeavors. We have a $40,000 contribution to our new faculty hire seeded into the grant, plus fringe, plus a 50% outreach position and its fringe, and then the IDC at 8% so the actual balance we have left, with a grant budget total of $107,000 for this coming year, is about $20,000 for everything we are supposed to do. We are not done with the budget, but there is so little money for anything that I anticipate 0's across the board on the items below.
> Garth
> _____
> From: africa-nrc-bounces@groups.sas.upenn.edu [africa-nrc-bounces@groups.sas.upenn.edu] on behalf of Villalon,Leonardo Alfonso [villalon@ufl.edu]
> Sent: Thursday, June 09, 2011 4:50 PM
> To: NRC Africa list
> Subject: Re: [Africa NRC] NRC budgets and SCALI
>
> Dear all,
>
> Florida is also more or less on the same page. We anticipate:
>
> ASA Teachers Workshop $300 $300
> Africana Book Award $300 $300
> National Social Studies Mtg $350 zero
> WARA $3,000 $1500
> CAMP $2000 zero
>
> But we also planned to cut the SCALI assessment:
> SCALI Assessment $1,000 $zero
>
> Is there some compelling reason to keep it since SCALI is (I think now clearly) defunct? I seem to recall some idea of having a committee to consider alternatives, but that would seem to be hypothetical at this point…
>
> Best to all,
>
> Leo
>
>
> --
> Leonardo A. Villalón

> Director, Center for African Studies
> The University of Florida
> PO Box 115560
> 427 Grinter Hall
> Gainesville, FL 32611-5560
>
> Tel: 352-392-2183
> Fax: 352-392-2435
>
> From: Martha <martha@berkeley.edu<mailto:martha@berkeley.edu>>
> Reply-To: NRC Africa list <africa-nrc@groups.sas.upenn.edu<mailto:africa-nrc@groups.sas.upenn.edu>>
> Date: Thu, 9 Jun 2011 14:22:25 -0700
> To: NRC Africa list <africa-nrc@groups.sas.upenn.edu<mailto:africa-nrc@groups.sas.upenn.edu>>
> Subject: Re: [Africa NRC] NRC budgets and SCALI
>
> We haven't finalized things yet at UC Berkeley, but this is what we are considering:
>
> ASA Teachers Workshop $300 $300
> Africana Book Award $300 $300
> Africana Librarians (Coop Project) $2,000 $1,000
> WARA $1,000 $750
> CAMP (we had this as the cooperative library project line item above)
> National Social Studies Mtg $350 zero
> SCALI Assessment $1,000 $1,000
>
> We also had this:
>
> NALRC assessment tools and workshops $4000 $2000
>
>
> On 6/9/2011 1:30 PM, James Delehanty wrote:
> Dear James and all,
>
> Everything is tentative at the moment, of course. We're willing to modify our revisions depending on what other Africa centers are doing. But our revised budget as it now stands zeroes out SCALI and modifes the other collaborative (cross-NRC) project funding as follows (the tentative Wisconsin number is the second one; listed is the new budgeted amount, not the savings):
>
>
> ASA Teachers Workshop $300 $300
> Africana Book Award 350 $300
> Africana Librarians 2,000 $1,000
> WARA 3,000 $1,000
> CAMP 2,000 Not budgeted at Wisconsin.
> National Social Studies Mtg 500 zero
> SCALI Assessment 1,000 $1,000
>
> Jim D.
>
> On 6/9/2011 2:54 PM, James Pritchett wrote:
> Dear Colleagues
>
> I would appreciate hearing your feelings, or the actions you have decided to take with regard to the continuation or non-continuation of the African Title VI collaborative projects (noting that we have already decided to eliminate the SCALI contribution):
>
> ASA Teachers Workshop $300
> Africana Book Award 350
> Africana Librarians 2,000
> WARA 3,000
> CAMP 2,000
> National Social Studies Mtg 500
> SCALI Assessment 1,000
>
>
>
>

>
> James A. Pritchett
> Director, African Studies
> Professor of Anthropology
> African Studies Center
> Michigan State University
> 100 International Center
> East Lansing, MI 48824
>
>
>
> On 6/7/11 12:07 PM, "TImothy Longman" <longman@bu.edu<UrlBlockedError.aspx>> wrote:
>
> Thanks for the perspective Leo. Given the frustration with SCALI that you, James Pritchett, and others have expressed, it seems a wise decision. I am wondering, however, whether those of us who are able want to continue the $1,000 contribution to the work of the committee to come up with a more concrete plan for the future.
>
>
> TImothy Longman
> Director, African Studies Center
> Boston University
>
>
> On Jun 7, 2011, at 10:08 AM, Villalon,Leonardo Alfonso wrote:
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> Dear Africa NRC colleagues,
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>
> I assume that you have also all received the announcement this morning of the cuts to NRC, at 46.53%.
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>
> As we all undertake the painful issues of where to make cuts for next year, I would like to make a proposal for us all to implement: to eliminate SCALI completely for 2012, and presumably for the foreseeable future.
>
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>
> As many of you are no doubt aware, the committee we set in place to evaluate SCALI has already come to the conclusion (if I may paraphrase what I understand) that SCALI was no longer tenable/worthwhile in its current form at least.
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>
> Our experience over the course of this year in planning for SCALI 2011 confirms this conclusion. Despite a huge effort on our part to start early, streamline the process, and learn from previous iterations, it has and continues to take hundreds of person-hours of work. And the enrollments are, frankly, pitiful: except for Swahili all other language enrollments are in the single digits, many with only one or two students. If we exclude Swahili and Yoruba (9 students)--for which we have received a supplemental grant from Boren, and for which they are thus sending additional students—there are currently a grand total of 33 students enrolled in 15 different sections: so just over 2 students per section on average. There are five sections of only one student and five sections of only two.
>
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>
> Until the last minute there have also been constant and daily changes as people change their mind, and at this late date we are still juggling, and it is still possible that we will end out with hired teachers with no students, or students with no teacher.
>
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>
> Even in the absence of budget cuts I would argue that SCALI is not worth the effort. Indeed, it hurts some students; if SCALI did not exist we would be more easily able to send some abroad for language study rather than have to do it here.
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>
> I ran this suggestion by our colleagues in Wisconsin, who were scheduled to inherit SCALI from us for the last two years of the cycle, and they were happy to endorse the idea.
>
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>
> If and when funds return to Title VI we may want to have discussions about what common efforts we might undertake to give some impetus to the sad state of African language studies in the US, but at the current difficult time it seems clear that SCALI is not worth the effort.
>
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> With best wishes to all in this tough process.
>
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> Leo
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> _____
> This message came to you by way of the Africa-NRC mailing list:
> Africa-NRC@groups.sas.upenn.edu<mailto:Africa-NRC@groups.sas.upenn.edu>
> To manage your subscription, visit this web page:
> https://groups.sas.upenn.edu/mailman/listinfo/africa-nrc
>
>
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> https://groups.sas.upenn.edu/mailman/listinfo/africa-nrc
>
> --
> _____
> Martha Saavedra, PhD | Associate Director | Center for African Studies
> 356 Stephens Hall | University of California | Berkeley, CA 94720-2314
> martha@berkeley.edu<mailto:martha@berkeley.edu> | tel 510.642.8338<tel:510.642.8338> | fax 510.642.0721<tel:510.642.0721>
> http://africa.berkeley.edu/ http://UnderstandingSudan.org/<http://understandingsudan.org/> http://africareportingproject.org/
> _____ This message came to you by way of the Africa-NRC mailing list: Africa-NRC@groups.sas.upenn.edu<mailto:Africa-NRC@groups.sas.upenn.edu> To manage your subscription, visit this web page: https://groups.sas.upenn.edu/mailman/listinfo/africa-nrc
>
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To manage your subscription, visit this web page:
https://groups.sas.upenn.edu/mailman/listinfo/africa-nrc

From: nobody@notify.unc.edu on behalf of mindfulness@med.unc.edu
Sent: Thursday, June 9, 2011 8:25 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Stressed Lately? Mindfulness Can Make a Difference!

Are you looking for a new way to deal with stress, anxiety, pain, and difficult interactions with others?
Do you want to learn how to slow down and enjoy your life?

Mindfulness can make a difference!

The UNC Mindfulness-based Program for Stress and Pain Management offers training in meditation and mind-body awareness that will teach you how to slow down and set priorities while remaining calm, focused and relaxed in the midst of a busy life. These practices will enhance your body's natural adaptive healing ability and will cultivate the mind's clarity and insight.

This program follows Jon Kabat-Zinn's model and is offered by the Program on Integrative Medicine at UNC (Department of Physical Medicine & Rehabilitation).
For detailed information about our basic foundation courses, visit the Program on Integrative Medicine website at http://www.med.unc.edu/phyrehab/pim/mindfulness-program/basic-foundation-course-mindfulness-based-stress-reduction.

UPCOMING SUMMER 2011 FOUNDATION MINDFULNESS COURSES:
1) Thursday EVENINGS, 6:00pm-8:30pm, beginning July 14 (required orientation)
through September 8, 2011, taught by Paula Huffman at the Tate-Turner-
Kuralt Bldg (UNC School of Social Work)

For information about upcoming course schedules, tuition, and tuition reductions for research participation, visit our website at http://www.med.unc.edu/phyrehab/pim/mindfulness-program. To register for these mindfulness courses, download and complete the registration form at the link above as well.

Questions? Contact the Program by phone at 919-966-8586 or by email at mindfulness@med.unc.edu

This email is sponsored by: Department of Physical Medicine & Rehabilitation

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: africa-nrc-bounces+jen321=email.unc.edu@groups.sas.upenn.edu on behalf of Howard, Steve <howard@ohio.edu>
Sent: Friday, June 10, 2011 8:28 AM
To: africa-nrc@groups.sas.upenn.edu
Subject: RE: [Africa NRC] NRC budgets and SCALI
Attach: ATT00001.c

Tim and colleagues, I am sure we all did start with different numbers on collaborative projects. Our total for these items will probably be in the $2000 range.

Steve Howard
Director, African Studies and Director, Graduate Studies, Center for International Studies,
Professor, Media Arts and Studies
Ohio University
www.african.ohio.edu

From: africa-nrc-bounces@groups.sas.upenn.edu [mailto:africa-nrc-bounces@groups.sas.upenn.edu] **On Behalf Of** TImothy Longman
Sent: Thursday, June 09, 2011 7:56 PM
To: africa-nrc@groups.sas.upenn.edu
Subject: Re: [Africa NRC] NRC budgets and SCALI

Looking at the responses, I am wondering whether the centers did not begin with different amounts.

Here is what I had been thinking for BU:

ASA Teachers Workshop $250
Africana Book Award $250
NCSS Mtg $275
Africana Librarians $1,100
WARA/ALMA $1,100
SCALI Assessment $1,000

TImothy Longman
Director, African Studies Center
Boston University

On Jun 9, 2011, at 3:54 PM, James Pritchett wrote:

Dear Colleagues

I would appreciate hearing your feelings, or the actions you have decided to take with regard to the continuation or non-continuation of the African Title VI collaborative projects (noting that we have already decided to eliminate the SCALI contribution):

ASA Teachers Workshop	$300
Africana Book Award	350
Africana Librarians	2,000
WARA	3,000

CAMP	2,000
National Social Studies Mtg	500
SCALI Assessment	1,000

James A. Pritchett
Director, African Studies
Professor of Anthropology
African Studies Center
Michigan State University
100 International Center
East Lansing, MI 48824

On 6/7/11 12:07 PM, "TImothy Longman" <longman@bu.edu> wrote:

Thanks for the perspective Leo. Given the frustration with SCALI that you, James Pritchett, and others have expressed, it seems a wise decision. I am wondering, however, whether those of us who are able want to continue the $1,000 contribution to the work of the committee to come up with a more concrete plan for the future.

TImothy Longman
Director, African Studies Center
Boston University

On Jun 7, 2011, at 10:08 AM, Villalon,Leonardo Alfonso wrote:

Dear Africa NRC colleagues,

I assume that you have also all received the announcement this morning of the cuts to NRC, at 46.53%.

As we all undertake the painful issues of where to make cuts for next year, I would like to make a proposal for us all to implement: to eliminate SCALI completely for 2012, and presumably for the foreseeable future.

As many of you are no doubt aware, the committee we set in place to evaluate SCALI has already come to the conclusion

(if I may paraphrase what I understand) that SCALI was no longer tenable/worthwhile in its current form at least.

Our experience over the course of this year in planning for SCALI 2011 confirms this conclusion. Despite a huge effort on our part to start early, streamline the process, and learn from previous iterations, it has and continues to take hundreds of person-hours of work. And the enrollments are, frankly, pitiful: except for Swahili all other language enrollments are in the single digits, many with only one or two students. If we exclude Swahili and Yoruba (9 students)--for which we have received a supplemental grant from Boren, and for which they are thus sending additional students—there are currently a grand total of 33 students enrolled in 15 different sections: so just over 2 students per section on average. There are five sections of only one student and five sections of only two.

Until the last minute there have also been constant and daily changes as people change their mind, and at this late date we are still juggling, and it is still possible that we will end out with hired teachers with no students, or students with no teacher.

Even in the absence of budget cuts I would argue that SCALI is not worth the effort. Indeed, it hurts some students; if SCALI did not exist we would be more easily able to send some abroad for language study rather than have to do it here.

I ran this suggestion by our colleagues in Wisconsin, who were scheduled to inherit SCALI from us for the last two years of the cycle, and they were happy to endorse the idea.

If and when funds return to Title VI we may want to have discussions about what common efforts we might undertake to give some impetus to the sad state of African language studies in the US, but at the current difficult time it seems clear that SCALI is not worth the effort.

With best wishes to all in this tough process.

Leo

This message came to you by way of the Africa-NRC mailing list:
Africa-NRC@groups.sas.upenn.edu
To manage your subscription, visit this web page:
https://groups.sas.upenn.edu/mailman/listinfo/africa-nrc

From:	africa-nrc-bounces@groups.sas.upenn.edu on behalf of Thompson, Katrina Daly <kdthompson@humnet.ucla.edu>
Sent:	Friday, June 10, 2011 10:47 AM
To:	africa-nrc@groups.sas.upenn.edu
Subject:	[Africa NRC] SCALI
Attach:	ATT00001.c

Dear ASP directors,

In light of the decision to cancel SCALI, do you expect that you will still award any summer FLAS? I'm asking because UCLA might be able to offer a number of African languages in the summers if the students will come.

Best,
Katrina

--
Katrina Daly Thompson, Ph.D.
Assistant Professor, Applied Linguistics
University of California, Los Angeles (UCLA)

phone:(310) 825-4631
office: 3320 Rolfe Hall
web: http://www.humnet.ucla.edu/humnet/al/kdthompson
mail: 3320 Rolfe Hall, UCLA, Los Angeles, CA 90095

From:	africa-nrc-bounces@groups.sas.upenn.edu on behalf of Villalon,Leonardo Alfonso <villalon@ufl.edu>
Sent:	Friday, June 10, 2011 10:52 AM
To:	NRC Africa list <africa-nrc@groups.sas.upenn.edu>
Subject:	Re: [Africa NRC] SCALI
Attach:	ATT00001.c

Katrina,

Assuming funding continues, we will certainly still award summer FLAS fellowships. Students will be able to use these to study at any approved program, and most importantly I think, to study in Africa for intermediate and advanced, and even for beginning if the language is not taught in US.

Best, Leo

--
Leonardo A. Villalón
Director, Center for African Studies
The University of Florida
PO Box 115560
427 Grinter Hall
Gainesville, FL 32611-5560

Tel: 352-392-2183
Fax: 352-392-2435

From: "Thompson, Katrina Daly" <kdthompson@humnet.ucla.edu>
Reply-To: NRC Africa list <africa-nrc@groups.sas.upenn.edu>
Date: Fri, 10 Jun 2011 07:46:40 -0700
To: NRC Africa list <africa-nrc@groups.sas.upenn.edu>
Subject: [Africa NRC] SCALI

Dear ASP directors,

In light of the decision to cancel SCALI, do you expect that you will still award any summer FLAS? I'm asking because UCLA might be able to offer a number of African languages in the summers if the students will come.

Best,
Katrina

--
Katrina Daly Thompson, Ph.D.
Assistant Professor, Applied Linguistics
University of California, Los Angeles (UCLA)

phone:(310) 825-4631
office: 3320 Rolfe Hall

web: http://www.humnet.ucla.edu/humnet/al/kdthompson
mail: 3320 Rolfe Hall, UCLA, Los Angeles, CA 90095
_____ This message came to you by way of the Africa-NRC mailing list: Africa-NRC@groups.sas.upenn.edu To manage your subscription, visit this web page: https://groups.sas.upenn.edu/mailman/listinfo/africa-nrc

From: Miller, Haeran <hrmiller@email.unc.edu>
Sent: Friday, June 10, 2011 3:31 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Cc: Gore, Travis <stgore@email.unc.edu>
Subject: your books

Hi Julius,
I hope you're doing well.
Just letting you know that your books all came in and please see Travis for them when you come back.
Thanks!

◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆
Haeran Miller
Acct. Tech
Dept. of Public Policy
Tel. 919.962.4854
Fax. 919.962.5824
Dept. of African and Afro-American Studies
Tel. 919.966.1295

From: Bowman, Rachele <r.bowman@unc.edu>
Sent: Friday, June 10, 2011 3:40 PM
To: Student Global Health Committee <subglobalhealth@listserv.unc.edu>
Subject: [subglobalhealth] Article Examing the Role of Student in Global Health

---

Hello SGHC,

I hope that everyone is having a great summer! Peggy asked that I forward you this article examining the role of students in global health:

http://fridayletter.asph.org/article_view.cfm?FLE_Index=15750&FL_Index=1677

Have a great weekend!

Rachele

--
Rachele A. Bowman
Administrative Assistant
Office of Global Health
UNC Gillings School of Global Public Health
124 Rosenau Hall, CB#7400
Chapel Hill, NC 27599-7400
Phone: 919-966-3564
r.bowman@unc.edu
http://www.sph.unc.edu/globalhealth/

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subglobalhealth as: jen321@email.unc.edu. To unsubscribe send a blank
email to leave-29306639-4286121.2d7ae743db05562b1664f1a57383f237@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, June 10, 2011 8:17 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Paid Brain Imaging Research Study

Attention and the Brain
We are currently recruiting healthy volunteer participants for magnetic brain wave (EEG) studies of the neural mechanisms of attention and performance. Participants should be 18-30 years of age, with 20/20 (or corrected-to-20/20) vision, and should have no known history of neurological injury or disease.

Participants will be paid $10 per hour in studies ranging from 1-4 hours (depending on the study). For further information, please contact the Hopfinger Lab (919-843-4930 or cbford@email.unc.edu) in the Department of Psychology at the University of North Carolina at Chapel Hill. This study has been approved on March 2, 2011 by the UNC Behavioral Institutional Review Board (IRB) (study 9-0535).

This email is sponsored by: Psychology

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From: Miller, Haeran <hrmiller@email.unc.edu>
Sent: Monday, June 13, 2011 7:02 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: your books

You're welcome.
Haeran

From: Nyang Oro, Julius E
Sent: Sunday, June 12, 2011 10:46 PM
To: Miller, Haeran
Cc: Gore, Travis
Subject: RE: your books

Thanknks Haeran.

From: Miller, Haeran
Sent: Friday, June 10, 2011 3:31 PM
To: Nyang Oro, Julius E
Cc: Gore, Travis
Subject: your books

Hi Julius,
I hope you're doing well.
Just letting you know that your books all came in and please see Travis for them when you come back.
Thanks!

◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆
Haeran Miller
Acct. Tech
Dept. of Public Policy
Tel. 919.962.4854
Fax. 919.962.5824
Dept. of African and Afro-American Studies
Tel. 919.966.1295

From: GrantSource Library <gs@unc.edu>
Sent: Monday, June 13, 2011 9:39 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Include your office's funding opportunities in the Carolina Internal Funding Database

---

Dear Dr. Nyang Oro,

I am contacting you from the GrantSource Library to invite you to include any internal funding opportunities offered by your office/department in the web-based Carolina Internal Funding Database. This database is maintained at the behest of Barbara Entwisle, Vice Chancellor for Research and Economic Development, to provide a central place for UNC-Chapel Hill units to publicize their funding opportunities and for faculty, staff, and students to find them. You can view the Carolina Internal Funding Database at http://cfx.research.unc.edu/funding/index.cfm

This searchable database provides access to information about University-administered internal sources of funds available to support research and other professional or scholarly activities undertaken by Carolina faculty, staff, postdoctoral scholars, and students. Also included are various nominations and other limited submission awards funded by external sponsors but administered by University units or having an internal application process. The database is heavily used by the campus community, and we invite you to use it to publicize your funding opportunities to prospective applicants.

If your department has any funding opportunities that we might include in the database, please send me information about the opportunities and the name and email address of someone in your office who would be willing to serve as a contact person with us. If you have any questions, please feel free to contact us.

Thank you,
Diana Shull

GrantSource Library
Office of the Vice Chancellor for Research and Economic Development
University of North Carolina at Chapel Hill
https://research.unc.edu/offices/grantsource/index.htm
919-962-3463 / / gs@unc.edu

From: Odum Institute <odum@listserv.unc.edu>
Sent: Monday, June 13, 2011 10:26 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: [odum] Upcoming Courses at the Odum Institute

CONTENTS

- Upcoming Short Courses
- Odum-ICPSR Summer Courses

Upcoming Short Courses

- ATLAS.ti 6.2 Hands-on Workshop (Click here for more information.)
  - June 13: 2-4:30 p.m. (01 Manning)

- Introduction to R for Social Scientists (Click here for more information.)
  - August 25-26: 3-5:30 p.m. (01 Manning)

Odum-ICPSR Summer Courses

- Monte Carlo Simulation and Resampling Methods for Social Scientists

  - June 27-July 1: 9 a.m. to 5 p.m. (01 & 14 Manning)
  - *Instructor:* Thomas Carsey, Political Science, University of North Carolina-Chapel Hill.
  - Click here for more information and to register.

- Introduction to Spatial Regression Analysis

  - July 11-15: 9 a.m.-5 p.m. (01 & 14 Manning)
  - *Instructors:* Katherine Curtis, Sociology, University of Wisconsin-Madison and Paul Voss, Odum Institute, University of North Carolina-Chapel Hill.
  - Click here for more information and to register.

- Social Network Analysis: An Introduction

  - July 18-22: 9 a.m.-5 p.m. (01 & 14 Manning)
  - *Instructor:* Katherine Faust, Sociology, University of California at Irvine.
  - Click here for more information and to register.

- Latent Growth Curve Models (LGCM): A Structural Equation Modeling Approach

- August 1-5: 9 a.m.-5 p.m. (01 & 14 Manning)
- *Instructor:* Kenneth Bollen, Sociology, University of North Carolina at Chapel Hill.
- Click here for more information and to register.

To unsubscribe from this listserv, send a blank e-mail message to leave-29316835-10372320.23e162fa9f8a45c33859da7e7c86fc23@listserv.unc.edu

Odum Institute
The University of North Carolina at Chapel Hill
Manning Hall CB# 3355
Chapel Hill, NC 27599-3355
www.odum.unc.edu
Telephone: 919.962.3061
Fax: 919.962.4777

From: nobody@notify.unc.edu on behalf of norma_daugherty@med.unc.edu
Sent: Monday, June 13, 2011 8:23 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Reflux Study

Research Subjects Needed

Do you experience frequent heartburn?

If you are between the ages of 18 and 75, and have frequent heartburn symptoms, you may be eligible to participate in a clinical trial using the heartburn medication Dexilant. Research study participation lasts approximately 5 weeks.

If you are interested in learning more about this research study, please call the UNC Esophageal Group at (919) 966-4591.

Research study medication and procedures provided at no cost.

IRB# 10-0417. Approved by UNC Biomedical IRB April 7, 2010.

This email is sponsored by: UNC Center for Esophageal Diseases and Swallowing

This email is sponsored by: UNC Center for Esophageal Diseases and Swallowing

==========

"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of IVFstudy@unc.edu
Sent: Monday, June 13, 2011 8:42 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Are you and your partner having trouble getting pregnant and considering IVF?

Are you and your partner having trouble getting pregnant and considering IVF (in vitro fertilization)?

UNC Fertility Clinic is working on a research study for infertile couples who are considering IVF to help them conceive. Qualifying couples will receive an IVF cycle at a discounted rate.

Study Details:
* You and your partner will have a consultation appointment with a physician in our UNC Fertility Clinic to determine if you are a good candidate for IVF and for this study. Note that this visit is considered part of routine medical care.
* Female partner must be <41 years old to participate in this study.
* If you (your partner) are a good candidate for the study, you will undergo an IVF cycle with ovarian stimulation and egg retrieval, with the same methods that we routinely use for IVF.
* For the study, we will divide the eggs into two groups - half will be fertilized immediately, and the other half will be frozen and immediately thawed, and then fertilized. We will perform an embryo transfer using embryos derived from the freeze/thaw cycle.
* Note that couples planning IVF with an egg donor may qualify for the study as well. Female partner must be <48 years old in IVF cycles with an egg donor.

Benefits of participation:
* Enrolled couples will receive an IVF cycle at a discounted cost.

To learn if you (your partner) would qualify for this study, call us for a consultation appointment at (919-966-1150) or send an email to (IVFstudy@unc.edu) with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

The principal investigator for this study, "Clinical evaluation of egg cryopreservation", is Jennifer Mersereau, MD, Department of Obstetrics and Gynecology, University of North Carolina. This study has received approval from the UNC Biomedical Institutional Review Board on 12/16/2010, study # 10-1911.

This email is sponsored by: Department of Obstetrics and Gynecology, University of North Carolina

==========

"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of sarah_lowman@med.unc.edu
Sent: Monday, June 13, 2011 9:03 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: ASPREE Aspirin Study

Healthy Volunteers (age 70+) Needed for a Research Study The ASPREE study will help researchers learn about the benefits of aspirin in reducing memory problems and physical problems as you age.
Aspirin may help older people live healthy lives by delaying the start of illness. However, aspirin may not be safe for everyone. This study will determine whether taking aspirin is a safe way for people to stay healthy for longer.
You are eligible to take part in this study if you:

* are aged 70 years or older.

You cannot take part if you:

* have blood vessel disease.
* have a serious illness.
* are allergic to aspirin or cannot take it.
* have had or are at risk of serious bleeding.
* are taking other 'blood thinning' medication.
* have seriously impaired mental or physical function.

This study requires 8 visits to UNC over a six-year period of time. Also, participants will be contacted three times a year by phone for a short follow-up.

All office visits, medical evaluations, and medications (either low-dose aspirin or placebo) for to this study will be provided at no cost to participants.

For more information, please contact Sarah at 919-966-6827 or sarah_lowman@med.unc.edu.

Approved by the UNC-CH IRB on 8/05/2010. IRB# 10-0965.

This email is sponsored by: Department of Medicine/Division of Geriatric Medicine and the Center for Aging and Health.

This email is sponsored by: Geriatric Medicine

This email is sponsored by: Geriatric Medicine

==========

"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of teodora.dumitrescu@email.unc.edu
Sent: Monday, June 13, 2011 9:29 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Clinical study on statin and warfarin interaction

---

A clinical research study in the Division of Pharmacotherapy and Experimental Therapeutics at UNC is recruiting nonsmoking individuals between the ages of 18 and 60 to learn about the effects of the cholesterol-lowering medication lovastatin on the anticoagulant or blood-thinning medication warfarin.

Participants will be asked to participate in a pre-screening telephone interview and a screening visit lasting about 1 hour. As a participant in the study, you will be asked to take part in 2 study phases over a course of 7 weeks involving taking a daily medication or placebo by mouth, maintaining a food diary, and blood sample collection.

The study has been approved by the Committee on the Protection of the Rights of Human Subjects and the Institutional Review Board (IRB) at UNC.

If you want more information about this project or have any questions, please contact Dr. Mario Sampson by phone at 919-962-0089 or e-mail at uncstudycyp4f2@gmail.com (preferred).

Study title: Human Cytochrome P450 4F Enzymes and Drug Interactions

Approval #, Biomedical IRB, Study # 10-0576

Approved - IRB UNC-CH
May 12, 2011

This email is sponsored by: School of Pharmacy

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, June 13, 2011 9:54 PM
To:	Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject:	INFORMATIONAL: Office of Waste Reduction and Recycling Spring 2011 Newsletter

---

Hello all!

Please check out the OWRR Spring 2011 newsletter here:
http://owrr.facilities.unc.edu/portals/recycling/newsletterdraftmay2011.pdf

Thanks!

Amy Preble
Recycling/Outreach Coordinator
UNC-Chapel Hill Office of Waste Reduction and Recycling
(919) 962-5169
http://www.fac.unc.edu/WasteReduction

This email is sponsored by: Office of Waste Reduction and Recycling

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Gore, Travis <stgore@email.unc.edu>
Sent: Tuesday, June 14, 2011 11:12 AM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] FW: IAAR

From: Hildebrand, Reginald F
Sent: Tuesday, June 14, 2011 11:05 AM
To: Gore, Travis
Subject: IAAR

Dear Colleagues;

As you know, the Institute of African American Research is in jeopardy because of severe budget cuts. The Provost is considering closing down the Institute, along with some other options. He has not yet made a decision. We must impress upon the Provost that closing the Institute would be a very bad idea. The faculty of our department have a special stake in future of the IAAR. Along with Stone Center and our department, the Institute is one of the three essential "legs" of the stool of African American Studies at this University. I suggest that we draft a letter from the Department officially urging the Provost to re-consider. The sooner the better. In the meantime, please feel encouraged to communicate directly with the Provost as an individual faculty member. We must take closing the Institute off the table as an option. Thanks. -Reg

---

You are currently subscribed to afriafam as: jen321@email.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=32361595.95558fc57e07306d8dd6c82635e2b8fa&n=T&l=afriafam&o=29323471
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-29323471-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

From: NCBS <info@ncbsonline.org>
Sent: Tuesday, June 14, 2011 11:13 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: NCBS 36th Annual Conference - ATLANTA, GA

Having trouble viewing this email? Click here

NATIONAL COUNCIL FOR BLACK STUDIES

NATIONAL COUNCIL FOR BLACK STUDIES

36th Annual Conference

DATE:
March 7-10, 2012
LOCATION:
ATLANTA, GA
Sheraton Atlanta Hotel
165 Courtland St. NE
Atlanta, GA 30303

For more information:
www.ncbsonline.org

We are excited to announce our 36th Annual conference in the great city of Atlanta, GA. As we celebrate our 36th conference, we invite you to share this moment with us and create new memories. Please stay up to date on all conference information on our website and email list serve.
We hope you're as excited as we are!

NATIONAL COUNCIL FOR BLACK STUDIES
National Council for Black Studies
Atlanta, Georgia 30303
404-413-5131

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From: Carolina Annual Fund <rebecca_bramlett@unc.edu>
Sent: Tuesday, June 14, 2011 11:16 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Deadline for 2011 Carolina Bell Ringers

View this email with images. | View the mobile friendly version.

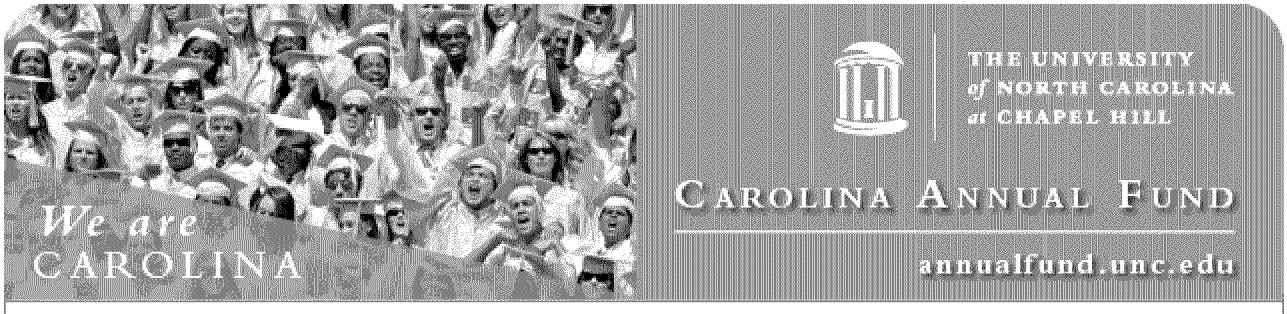

Thanks to your past support, Carolina continues to deliver a superior academic experience. **When you make a gift this academic year, you will have an immediate and profound impact.** Your support and that of others at Carolina will:

- provide critical financial aid to deserving students with need even as their numbers increase significantly;
- encourage and enable innovation across many disciplines—from offering a minor in business entrepreneurship and fostering a commitment to social change to bringing University-born ideas to practical use;
- allow Chancellor Holden Thorp to use the Chancellor's Unrestricted Fund to support our highest priorities, strengthen the academic core, seize unforeseen opportunities and meet unanticipated, urgent campus needs.

Our current academic year ends on June 30. We hope you will make a gift before midnight on June 29 to ensure your membership as a Carolina Bell Ringer and be included in this year's honor roll. Your support helps Carolina continue to deliver an outstanding, affordable education year after year. Thank you.

Go Heels!

Rebecca Bramlett
Interim Director, Annual Giving

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This email is for alumni, students, parents and friends of the University of North Carolina at Chapel Hill. Through this free service, the Office of University Development and the Annual Fund Program provide opportunities for you to learn about people, events and other issues at Carolina. If you have comments or questions, email Rebecca_Bramlett@unc.edu, telephone 919.843.3317, or write to the Office of University Development, Annual Fund, PO Box 309, Chapel Hill, NC 27514-0309. If you do not wish to receive future editions, unsubscribe here.

UNC PID #: 704273328

From: McMillan, Tim <tjm1@email.unc.edu>
Sent: Tuesday, June 14, 2011 11:52 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: Another Summer Course

Sure. How many students will I have?

T

From: Nyang Oro, Julius E
Sent: Tuesday, June 14, 2011 10:52 AM
To: McMillan, Tim
Subject: Another Summer Course

Sir:
May I add your AFAM 280 to our Summer II Course Listing?
JEN

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, June 14, 2011 12:08 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: [ackland-e-news] This Week at the Ackland

CURATORS CLINIC

Thursday, June 16

1:00 - 4:00 PM

Every other month, the Ackland invites members of the public to bring in a work of art for consideration by an Ackland expert. Curators may offer insight into the significance of the piece and its subject matter, as well as the techniques used by the artist and the work's condition. Please note: the Ackland staff is unable to authenticate or financially appraise works of art.

Limit **one** work of art per person. **Registration required**: please call 919.843.3677 to make an appointment.

Free to Ackland members, $10 non-members.

Next week: Pajama Party!

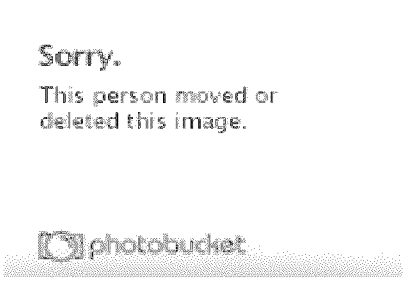

Friday, June 24

6:00 - 8:00 PM

Kids ages 4-8 and their parents are invited to get comfy in the Ackland's galleries and listen to cool stories about art, summertime, and other marvelous things. Young children are invited to wear

their pjs -- "lovies" and "binkies" are also welcome!

Co-sponsored by the Chapel Hill Public Library, the Orange County Public Library, and the Orange County Literacy Council.

Free

Check the UNC Events Calendar (key word "ackland") for our upcoming events!

German Art Exhibitions in their Final Weeks

On View through Sunday, July 10, 2011

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

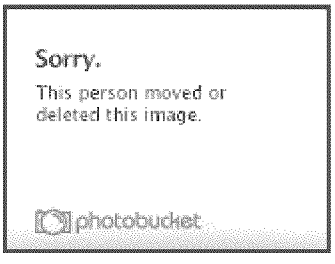

The artists in *DE-NATURED* -- including Joseph Beuys, Gerhard Richter, Sigmar Polke, Hanne Darboven, Andreas Gursky, and Thomas Struth, among others -- established the international relevance and resonance of contemporary German art. Drawn from a distinguished private collection and supplemented with pieces from the Ackland, the nearly 40 works on viewpresent a complex and compelling introduction to the notable efflorescence of art in post-war Germany.

Romantic Dreams and Rude Awakenings: Northern European Prints and Drawings, 1840 - 1940

Artists living in Germany and its neighboring countries during the century 1840-1940 experienced massive social upheaval and political unrest, an environment that dramatically informed their art. With its alternating and opposing images of idealized fantasy worlds and intense, often bitter observations of reality,

*Romantic Dreams | Rude Awakenings*illustrates the continuity that existed between strains of nineteenth and early twentieth-century art.

Visitors are calling these two exhibition "stunning" and "amazing" - see them before they close!

Also on View:

Adding to the Mix: John Wesley's *Boeing* (1982)

and many more!

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or click here for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor.

Thank you for subscribing to the Ackland e-news!

If you no longer wish to receive this newsletter, send a blank email to leave-29171951-34013969.8ea54e9e6cbb8907d549298a1f92614a@listserv.unc.edu

From: Caldwell, Kia L <klcaldwe@email.unc.edu>
Sent: Tuesday, June 14, 2011 1:23 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: RE: [afriafam] FW: IAAR

Dear Colleagues:

Greetings from Brasilia, Brazil! I want to echo the sentiments of Reg's email as a member of the IAAR Advisory Board and someone who has collaborated with the Institute in the past. It is a unique research institute and needs to be strengthened and supported by the university, rather than being dismantled.

At this crucial time, economically and politically, I think we should also consider strategies to ensure the continued survival of our department. As many of us know, programs and departments similar to our own are being closed and reconstituted across the country.

In solidarity,
Kia

Kia Lilly Caldwell, Ph.D.
Associate Professor
Afro-American Studies
UNC-Chapel Hill
CB #3395, Battle Hall
Chapel Hill, NC 27599
klcaldwe@email.unc.edu
http://www.unc.edu/depts/afriafam

From: Gore, Travis [stgore@email.unc.edu]
Sent: Tuesday, June 14, 2011 11:12 AM
To: Department listserv
Subject: [afriafam] FW: IAAR

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Sent: Tuesday, June 14, 2011 11:05 AM
To: Gore, Travis
Subject: IAAR

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---
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or send a blank email to leave-29324466-32361595.95558fc57e07306d8dd6c82635e2b8fa@listserv.unc.edu

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</head>
<body fPStyle="1" ocsi="0">
<table border="0" width="95%">
 <tr><td width="100">From: </td><td>McMillan, Tim
<tjm1@email.unc.edu></td></tr>
 <tr><td width="100">Sent: </td><td>Tuesday, June 14, 2011 1:24
PM</td></tr>
 <tr><td valign="top" width="100">To: </td><td>Nyang Oro, Julius E
<JEN321@EMAIL.UNC.EDU></td></tr>
 <tr><td valign="top" width="100">Subject: </td><td>RE: Another Summer
Course</td></tr>
 </table> <hr color="#000000" size="2" noshade>

No worries. I'm glad to help in any way.

T

<hr tabindex="-1">
<font color="#000000" size="2"
face="Tahoma">From: Nyang Oro, Julius E
Sent: Tuesday, June 14, 2011 12:00 PM
To: McMillan, Tim
Subject: RE: Another Summer Course

No more than 5. I will be Instructor of record and relieve you of responsibility and bother. A
big relief for you?????

<hr tabindex="-1">
<font color="#000000" size="2"
face="Tahoma">From: McMillan, Tim
Sent: Tuesday, June 14, 2011 11:51 AM
To: Nyang Oro, Julius E

Subject: RE: Another Summer Course

<div style="FONT-FAMILY: Tahoma; DIRECTION: ltr; COLOR: rgb(0,0,0); FONT-SIZE:
10pt">
Sure. How many students will I have?

T

<hr tabindex="-1">
<font color="#000000" size="2"
face="Tahoma">From: Nyang Oro, Julius E
Sent: Tuesday, June 14, 2011 10:52 AM
To: McMillan, Tim
Subject: Another Summer Course

<div style="FONT-FAMILY: Tahoma; DIRECTION: ltr; COLOR: rgb(0,0,0); FONT-SIZE:
10pt">
Sir:
May I add your AFAM 280 to our Summer II Course Listing?
JEN

</BODY></HTML>

From: Center for Global Initiatives <cgi@unc.edu>
Sent: Tuesday, June 14, 2011 2:56 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: CGI eBulletin: New Video, Fulbright Info Sessions Online

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June 14, 2011

CGI Internship Openings

Get valuable professional experience relevant to Communications & Multimedia work, Non-profit & Grants Management, Event Planning, or developing community Business Partnerships. Excellent fit for students interested in global studies or internationally-focused careers and issues. **Get the full details here and apply by August 25, 2011 for priority consideration.**

OUR EVENTS+RESOURCES

Fulbright Student Program Online Info Sessions

June 14, 2011 12:00PM – 1:00PM
July 6, 2011 3:00PM - 4:00 PM
August 2, 2011 12:00PM - 1:00 PM

Thinking about applying for a Fulbright?
Join UNC's Fulbright Program Adviser for an information session to go over general guidelines and to get your preliminary questions answered.

Carolina Global Photo Competition Now Open!

The Center for Global Initiatives (CGI) and UNC Study Abroad are pleased to announce a collaborative call for entries to the 12th Annual Carolina Global Photography Competition. This is an amateur photography competition that is open to all students, faculty, alumni and staff of the University of North Carolina at Chapel Hill.

Entry Period: June 13, 2011 through Friday, September 30, 2011
Entries must be original work and will be judged on the image and the caption's ability to: 1) embrace the commonality of humanity and the opportunity to convey knowledge 2) explore the under-represented in traditional media 3) demonstrate artistic merit.

Prizes: 13 winners will receive a 20x30 poster print of their photo. Winning entries and selected photos will be exhibited in the UNC Fedex Global Education Center January through February 2012. Additional prizes to be announced!

And enjoy these tips on taking culturally sensitive photos:
http://www.culturosity.com/pdfs/CulturallySensitivePhotography.pdf

NEW CGI MULTI-MEDIA

Ben Turman discusses his US State Department internship experience in Lithuania

AWARDS+ FELLOWSHIPS

All Ongoing Awards Re-open: 8/15

Matching Funds

Conference Awards

Student Research Circles

Faculty Working Groups

GLOBAL EVENTS + ANNOUNCEMENTS

Dream Acts: The Abbey Court Community Art Project

is an exhibition of work initiated by artists Eleanor Blake, Lincoln Hancock and Neill Prewitt during their involvement with residents of Abbey Court in Carrboro on Jones Ferry Road. The exhibition is comprised of residents' art, co-created work, and work of the artists. An environmental assemblage of video, photography and objects, Dream Acts seeks to share the creative energy of Abbey Court, while exploring the boundaries real and imagined that shape our perception of and interaction with an environment or community.

523 E. Franklin St., the former Chapel Hill Museum. The exhibit will be open to the public Thursday through Saturday 2:00pm-6:00pm through July 9th. Please visit http://www.facebook.com/pages/Dream-Acts/212069205480350 for more information.

Carolina Center for Public Service Tornado Relief Grants

The Carolina Center for Public Service has been collecting funds on behalf of UNC to support recovery efforts in North Carolina communities following this spring's devastating tornadoes. Those funds are now available as grants of up to $1,000 for UNC students, faculty and staff to use to aid these communities. The deadline for grant applications is **July 1**. For more information visit www.unc.edu/ccps.

Fulbright Scholar Grants in Indonesia & Webinar

New grant opportunities are available for U.S. scholars interested in visiting Indonesian universities during the 2012-2013 academic year. Scholars interested in a three- to 10-month grant in Indonesia must submit an application by August 1, 2011. For this opportunity Fulbright has waived lifetime limits and the usual 5 year waiting period required between grants. These exemptions are valid for three years from August 1, 2010 through August 1, 2013. For more information, including application instructions, please visit: http://www.cies.org/Fulbright/indonesia/

Special Webinar: Fulbright Scholar Opportunities in Indonesia
Tuesday, June 14 2:00-3:00 pm EDT
The core Fulbright Scholar Program sends 800 U.S. faculty and professionals abroad each year. Grantees lecture and conduct research in a wide variety of academic and professional fields. This presentation will cover all of the different opportunities that are available to scholars in Indonesia.
To register, please go to: https://www1.gotomeeting.com/register/873074360

Center for Global Initiatives
The University of North Carolina at Chapel Hill
FedEx Global Education Center
301 Pittsboro Street | Campus Box 5145
Chapel Hill, NC 27599-5145
919 962 3094 | cgi@unc.edu

The Center for Global Initiatives is a **catalyst** for the innovative work of faculty and students at the University of North Carolina – Chapel Hill. It is **entrepreneurial** and nimble in its approach to fostering initiatives that **deepen knowledge** and **understanding** of our complex world. For its work, the Center is recognized by the U.S. Department of Education as one of only eleven **National Resource Centers** in Global Studies.

This message was sent to jen321@email.unc.edu from:

Bevin Tighe | 301 Pittsboro Street Suite 3002 | CB 5145 | Chapel Hill, NC 27599

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From: nobody@notify.unc.edu on behalf of ahowell@med.unc.edu
Sent: Tuesday, June 14, 2011 8:36 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: UNC Type 2 Diabetes Study

Do You Have Type 2 Diabetes?

The UNC Diabetes Care Center is currently seeking volunteers to participate in a research study of an investigational new insulin agent in combination with liraglutide (Victoza) to see if it can provide more consistent blood sugar control in people with type 2 diabetes.

The length of the study is approximately 6 months and visits will take place at the UNC Diabetes Care Center.
Study related benefits at no cost to you include, study medication, related lab testing, ECGs, physical exams, glucose monitoring and compensation for your time and travel.

You may qualify if you:

- Are 18 years or older
- Have had a diagnosis of type 2 diabetes for at least 6 months
- Are currently taking metformin (glucophage) and/or Actos
- Have an HbA1c level between 7.0 and 10.0 %

For more information please call:

Amber Howell
Clinical Research Assistant
UNC Diabetes Care Center
919-484-0931 ext. 269
ahowell@med.unc.edu

This email is sponsored by: UNC Diabetes Care Center
This study received approval from the UNC Office of Human Research Ethics, IRB full board 5/4/2011
IRB study # 11-0739

This email is sponsored by: UNC Diabetes Care Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of bpearson@med.unc.edu
Sent: Tuesday, June 14, 2011 9:02 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: INFORMATIONAL: Seeking women who are 1 year postpartum...

Are you, or is someone you know 1 year postpartum...?

Postpartum Depression Research study seeking healthy women, 12-24 months postpartum, who are NOT currently depressed, not currently breastfeeding, have regular menstrual cycles, and fall into one of the following categories:

1. Have experienced Postpartum Depression
2. Have experienced depression in the past, but not after childbirth
3. Have never experienced depression

All office visits, medical evaluations, and investigational medications related to this study will be provided at no cost to patients. This study requires 4 visits to UNC. $150 compensation upon completion.

For more information, please call Brenda at 843-8084.

Approved 8/27/09 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board. IRB# 07-1353
CTRC# 2649

This email is sponsored by: UNC Department of Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of norma_daugherty@med.unc.edu
Sent: Monday, April 11, 2011 9:55 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Do you have acid reflux?

Research Subjects Needed

Do you experience reflux symptoms (such as heartburn, belching, and others)?

If you are between the ages of 18 and 70, and have reflux symptoms, you may be eligible for a research study investigating the effects of diet on Gastroesophageal Reflux Disease (GERD). Study participation lasts 6 to 8 weeks, and requires frequent visits to UNC Hospitals to pick up study food.

If you are interested in learning more about this study, please call 919-843-9616 or e-mail norma_daugherty@med.unc.edu

Study meals & compensation provided.

IRB# 07-0623. Approved by UNC Biomedical IRB (2/21/2011).

This email is sponsored by: UNC Center for Esophageal Diseases and Swallowing

This email is sponsored by: University of North Carolina at Chapel Hill

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Monday, April 11, 2011 10:37 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	FORMAL NOTICE: Chancellor Message: Police Investigate Assault Tied to Sexual Orientation

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Dear Carolina Students, Faculty and Staff:

Our Department of Public Safety has been investigating an aggravated assault that appears to have been motivated by the sexual orientation of a male student, who was treated at Campus Health Services for burn injuries. The incident, reported to police on April 5, occurred on the foot bridge between Craige Residence Hall and the intersection of Ridge Road and Manning Drive.

As a University community, we condemn this act of violence. Our Department of Public Safety will bring the strongest possible charges against the
attacker.

Based on the available evidence to date, tbe University plans to report this incident as a hate crime to the federal government. We're also mindful of a recently adopted UNC system policy that deplores unlawful harassment leading to a hostile environment that is based upon personal characteristics including sexual orientation, gender, gender identity, race, color, religion, national origin, disability or veteran status.

Everyone in our community has the rigbt to a safe, inclusive and welcome living and learning environment. And all of us bave a responsibility to stand against acts of violence, harassment, bullying and intimidation and to treat each other with civility and respect.

Campus advocates for our LGBTQ community are asking questions about the University's response to this incident. As I explained in my message to the campus last week about the incident in Morrison Residence Hall, the University is now reviewing the notification protocols and procedures we use to inform the campus about crime reports or dangerous situations. This most recent incident will be considered in those conversations,too.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From:	nobody@notify.unc.edu on behalf of cablab@unc.edu
Sent:	Monday, April 11, 2011 11:44 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: SMOKERS WANTED FOR STUDY

We are currently looking for cigarette smokers between the ages of 18 and 40 to participate in a study exploring the role of attention in nicotine addiction. Your participation would require you to come to our laboratory in Davie Hall on the University of North Carolina campus and complete attention-related tasks on the computer for about 1 hour. For your participation, you will be compensated with $10/hour.

If you think you may be interested in participating AND ARE NOT CURRENTLY TAKING PSYCHOACTIVE MEDICATIONS please send an e-mail to cablab@unc.edu and include the following information:

1. Name
2. Are you a smoker?
3. If yes, Average number of cigarettes smoked/day
If no, have you ever smoked on a regular basis
4. E-mail address
5. Times which are generally best for you to participate

Thank you,
Dr. Vicki W. Chanon
Dept. of Psychology

This study titled "Smoking, Familiarity, and Attention" has been approved by the UNC Behavioral Institutional Review Board (IRB) (study #07-1639; approved 10/01/2010).

This email is sponsored by: Dept. of Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	nobody@notify.unc.edu on behalf of asthmastudies@med.unc.edu
Sent:	Tuesday, April 12, 2011 12:02 AM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Do you have asthma?

The purpose of this research study is to learn about biomarkers in your blood, mucus (also called sputum), and urine and compare them in order to better understand different types of asthma.

Subjects must be otherwise healthy between 18 and 75 years old with moderate or severe asthma. You must currently be taking a medium or high dose of inhaled corticosteroids (medicines like Advair, Symbicort, Flovent, Pulmicort as well as others) 2 times a day to control your asthma.

Interested individuals may call 919-966-5638 or email asthmastudies@med.unc.edu for additional information.

Approved (January 20 2011) by the Biomedical Institutional Review Board. IRB# 10-0038

This e-mail is sponsored by the UNC Center for Environmental Medicine, Asthma and Lung Biology and is funded by the National Institutes of Health

This email is sponsored by: CEMALB

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of bpearson@med.unc.edu
Sent: Tuesday, April 12, 2011 12:24 AM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Seeking women who are 1 year postpartum...

Are you, or is someone you know 1 year postpartum...?

Postpartum Depression Research study seeking healthy women, 12-24 months postpartum, who are NOT currently depressed, not currently breastfeeding, have regular menstrual cycles, and fall into one of the following categories:

1. Have experienced Postpartum Depression
2. Have experienced depression in the past, but not after childbirth
3. Have never experienced depression

All office visits, medical evaluations, and investigational medications related to this study will be provided at no cost to patients. This study requires 4 visits to UNC. $150 compensation upon completion.

For more information, please call Brenda at 843-8084.

Approved 8/27/09 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board. IRB# 07-1353 CTRC# 2649

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only he sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of towen@email.unc.edu
Sent: Tuesday, April 12, 2011 12:40 AM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Carolina Transportation Program Pilot Grants Announcement

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Pilot Grants Announcement
Carolina Transportation Program
ctp.unc.edu
The University of North Carolina at Chapel Hill

Daniel A. Rodriguez, Director
Associate Professor of City and Regional Planning
April 8, 2011

The Carolina Transportation Program (CTP) is soliciting seed grant applications from faculty and researchers at UNC-Chapel Hill to support transportation-related research activities and pilot projects. This third round of application requests is part of a two-year effort to encourage new and continuing transportation research at UNC-Chapel Hill.

Grants up to $5,000 will be awarded to support efforts to collect pilot data, conduct analyses, or review literature. The aim is to use the grant to help develop a research proposal for external funding within the next 12 months that would be run through the UNC-Chapel Hill Center for Urban and Regional Studies (CURS). Smaller grants to support existing efforts to incorporate or examine a relevant transportation-related question or sub-analyses of existing data will also be considered.

Applications are due on April 30, 2011. A committee will evaluate applications based on the quality and feasibility of the work relative to the funds requested, the record of scholarly achievement of the applicant(s) given the(ir) career stage, and, where appropriate, the project's likelihood to receive future funding. Individuals funded previously by CTP are not eligible to apply for additional funding. Up to three grants will be awarded this cycle.

To apply, please remit the following (submission instructions below):

* Curriculum vitae (C.V.) of faculty researcher(s) involved;
* Description (three pages or less) of the project, including background, approach and methods, timeline, budget and justification, and if appropriate, a list of potential future funders.

Please submit proposals by email to Harley Cooper, Program Assistant (hecooper@email.unc.edu). For more information about CTP, please visit ctp.unc.edu.

This email is sponsored by: Center for Urban and Regional Studies

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of depuy@email.unc.edu
Sent: Tuesday, April 12, 2011 12:47 AM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: LGBTIQ Advocacy Award Nominations

Call for Nominations: LGBTIQ Advocacy Award
Deadline for nominations: Thursday, April 14th

The LGBTQ Center is pleased to announce the call for nominations for the LGBTIQ Advocacy Award. This award recognizes contributions to or advocacy on behalf of the LGBTIQ communities at the University of North Carolina at Chapel Hill. Individuals who are graduating and who have contributed in one or more of the following ways are eligible for consideration:

* elevated the status of LGBTIQ-identified persons and/or allies;
* helped to improve campus or community policies affecting LGBTIQ-identified persons;
* enhanced visibility and awareness of LGBTIQ issues.

One undergraduate and one graduate/professional student will receive the LGBTIQ Advocacy Award.

To nominate someone for the LGBTIQ Advocacy Award, please complete the application form (see lgbtq.unc.edu) and mail it to Danny DePuy at depuy@unc.edu or at CB#5100 (self-nominations will not be considered).

Nominations may be submitted until 5pm on Thursday, April 14, 2011. Contact Danny DePuy at depuy@unc.edu or 919-843-5376 if you have questions about the award or nomination process.

This email is sponsored by: LGBTQ Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: UNC Press <enotice@uncpress-unc.ccsend.com>
Sent: Tuesday, April 12, 2011 6:01 AM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: Our BIGGEST SALE EVER: Save up to 70%

Having trouble viewing this email? Click here

Our BIGGEST SALE EVER is still going on!

SHOP NOW!

Enter Discount Code 01SALE11 at checkout.

You only have a couple more weeks to receive up to
70% off on more than 700 titles.
We're offering **FREE SHIPPING on orders over $100**, plus your choice of **A FREE BOOK on orde**
and more.
We're featuring a wide variety of disciplines. . . Cooking, Gardening, Civil War, History, Biography,
Literature, Nature and Travel Guides, **and so many more**. . .
Enter Discount Code 01SALE11 at checkout.
Click here to start shopping now!
Sale ends April 30, 2011.

Here are just a few of the great books on sale:

Don't forget to enter discount code **01SALE11 at checkout**

CLICK HERE TO START SHOPPING NOW!

Join Our Mailing List!

Forward email

This email was sent to smutima@email.unc.edu by mary_blaine@unc.edu
Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.

UNC Press | 116 South Boundary Street | Chapel Hill | NC | 27514

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, April 12, 2011 11:51 AM
To: Mutima@email.unc.edu; Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This Week at the Ackland

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at the ackland

Tea at Two

Wednesday, April 13
2:00 PM

The Ackland invites you to enjoy tea, refreshments, and conversation with **Peter Nisbet**, Chief Curator, who will be discussing art in the current exhibition **DE-NATURED**.

Free to Ackland members | $10 non-members.
Space is limited. RSVP: apportnow@email.unc.edu or 919.843.3687.

Opening Reception "New Currents in Contemporary Art: MFA 2011"

Thursday, April 14
6:00 - 8:00 PM

Cutting-edge art by seven graduating MFA students at The University of North Carolina at Chapel Hill debuts in *New Currents in Contemporary Art: MFA 2011*. On view at the Ackland through May 8, the innovative works of photography, video, sculpture, and mixed media represent the culmination of two years of graduate study by featured artists Travis Donovan, Carolyn Janssen, Lydia Anne McCarthy, Jessye McDowell, John Hollin Kelse Norwood, Raymond Padrón, and Tracy Spencer-Stonestreet.

Join the Ackland for the **Opening Reception**, Thursday, April 14, 6:00–8:00 PM.
Music by mgl. Light refreshments.

Reception Sponsors: Student Friends of the Ackland and The Class of 2011.

Exhibition Media Sponsor: North Carolina Public Radio WUNC.

Curator's Clinic

Curator's Clinic

Thursday, April 14
1:00 - 4:00 PM

Every other month, the Ackland invites members of the public to bring in a work of art for consideration by an Ackland expert. Curators may offer insight into the significance of the piece and its subject matter, as well as the techniques used by the artist and the work's condition. Please note: the Ackland staff is unable to authenticate or financially appraise works of art.

IN THE GALLERIES:

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

Romantic Dreams | Rude Awakenings: Northern European Prints and Drawings, 1840-1940

Art and Cultural Exchange along the Silk Road

Making Sense in Eighteenth-Century Prints

Art and the Natural World in Early Modern Europe

Art and Religious Life in Early Modern Europe

OPENING APRIL 15:

New Currents in Contemporary Art: MFA 2011

There is always something new to see at the Ackland!

UPCOMING EVENTS:

April 19
Yoga in the Galleries
12:00 - 1:00 PM

April 21
Guided Tour of MFA 2011
with Amanda Hughes
6:00 PM

Please visit our calendar
for a full listing of special programming and events.

Guidelines: Limit one work of art per person. **Registration required**: please call 919.843.3677 to make an appointment.

Free to Ackland members, $10 non-members.

Art-Ventures for Kids

Saturday, April 16
10:30 AM - 12:00 PM

Ackland Art-Ventures for Kids is a series of engaging Saturday morning classes in which 6-9 year olds explore art in the Museum's galleries. They then put their newly-acquired ideas into practice by creating take-home treasures in an adjacent art studio.

This week: "Bowled Over"

People throughout the world use bowls every day. In this program, children will look at bowls found centuries ago along the Silk Road, identifying what makes each one special. In the studio, they will use patterns, images, or words to decorate their own bowl.

This program is part of Ackland Art-ventures for Kids, a series of engaging Saturday morning classes for 6-9 year olds. Children will explore art in the museum galleries and then go next door to a studio. There, students practice the new ideas and techniques they saw in the galleries as they create their own take-home treasures. Each session offers children opportunities to investigate various art forms and experiment with different materials. Registration is required; call Caroline Culbert at 919-962-3342.

$15 members | $25 non-members. Fee includes materials.
Save by signing up now for 3 or more sessions:
$12 members| $23 non-members per session.

Music in the Galleries

Sunday, April 17
1:30 PM

Every third Sunday of the month, enjoy music in the Ackland galleries. A wide variety of performers can be heard, from classical quartets to bluegrass, to enhance your Museum experience.

This installation of "Music in the Galleries" presents seven advanced UNC-Chapel Hill student composers performing original works for various instrumentation inspired by art in the Ackland's collection.

Reservations and tickets are NOT REQUIRED, but please arrive early to find a spot. For more information contact Allison Portnow, Events and Programs Coordinator.

Free

Slam Poetry Workshop with Sacrificial Poets

RSVP NOW!

Saturday, April 30
1:00 – 4:00 PM

The Ackland welcomes back nationally-recognized and award-winning local organization Sacrificial Poets. Come explore the art of spoken word "slam" poetry and delve into both writing and performance techniques that will help you take your art from the page to the stage.

Sacrificial Poets's mission is to inspire, foster, and promote artistic expression, personal growth, and social justice for youth in our collective communities through the use of the spoken and written word.

Teens and adults may register by contacting Allison Portnow, Events and Programs Coordinator.
Free to High School students / $25 Ackland members / $30 non-members.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-29003343-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Sigmar Polke, German, 1941–2010; *His Highness, or When do points count*, 2002; color screenprint on commercially-printed fabric. James Keith Brown and Eric Diefenbach Collection. © 2011 Artists Rights Society (ARS), New York/VG Bild-Kunst, Bonn.

Carolyn Janssen, *Untitled*, 2011, digital archival print.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: Nelson, Mark Z <mark_nelson@unc.edu>
Sent: Tuesday, April 12, 2011 5:12 PM
To: b_anderson@unc.edu; lydia.boyd@unc.edu; Caldwell, Kia L <klcaldwe@email.unc.edu>; Fhunsu, Donato <dfhunsu21@unc.edu>; Hall, Perry A <HALLPA@EMAIL.UNC.EDU>; Hildebrand, Reginald F <hildebra@email.unc.edu>; Janken, Kenneth R <krjanken@email.unc.edu>; Jordan, Joseph F <jfjordan@email.unc.edu>; Lambert, Michael C <mlambert@email.unc.edu>; Lee, Margaret Carol <leemc@email.unc.edu>; McKinley, Dale T <drdalet@email.unc.edu>; McMillan, Tim <tjm1@email.unc.edu>; Mogaka, Nathan N. <nmogaka@email.unc.edu>; Mutima, Sinamenye A <smutima@email.unc.edu>; Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Nzongola-Ntalaja, Georges <nzongola@email.unc.edu>; Pier, David <dpier@email.unc.edu>; Porter, Robert S <rporter@email.unc.edu>; Regester, Charlene B <regester@email.unc.edu>; Sahle, Eunice N <eunice@email.unc.edu>; Seck, Mamarame <mseck@email.unc.edu>; Selassie, Bereket H <bselassi@email.unc.edu>; kaslo@email.unc.edu; Gore, Travis <stgore@email.unc.edu>
Subject: Tony Allen's Afrobeat Orchestra - Tuesday 4/19 at UNC Memorial Hall
Attach: oledata.mso; Tony Allen.pdf

Greetings from Memorial Hall,

I want to personally invite the students, staff and faculty of The Department of African and Afro-American Studies to see the upcoming performance of **Tony Allen's Afrobeat Orchestra** next week at Memorial Hall. Tony Allen pioneered the hard-driving, funk-infused, politically insurrectionary Afrobeat style that dominates African popular music. Click to listen to Tony Allen.

Please join us for this special event and enjoy a celebration of African Afrobeat Sounds.

Use the promo code – AFRIKA to receive a 20% discount.

Remember – student tickets are always $10.

Hope to see you there.

Best Wishes,
Mark Nelson
Carolina Performing Arts

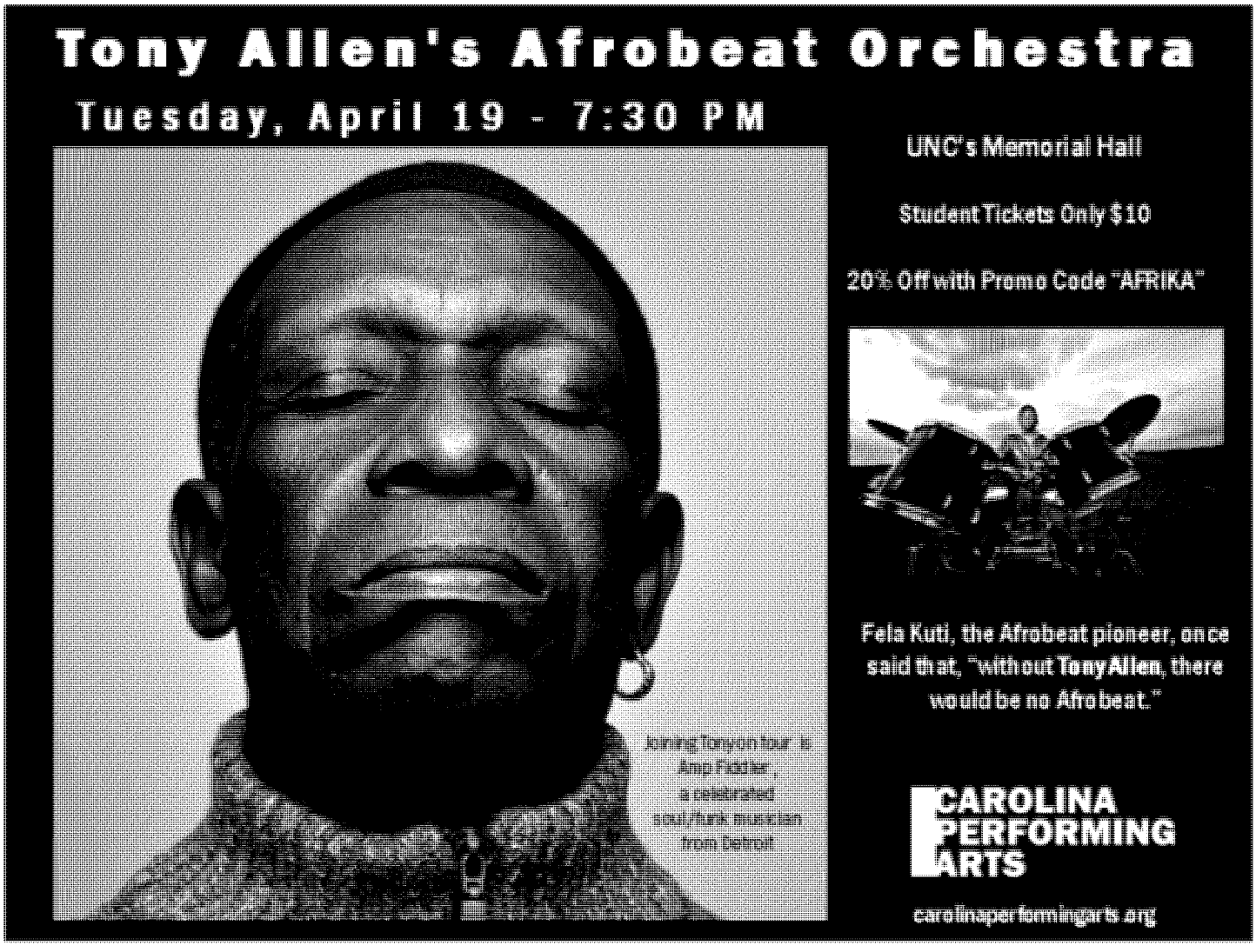

Mark Z. Nelson
Director of Marketing and Public Relations
Carolina Performing Arts
Office of the Executive Director for the Arts
University of North Carolina at Chapel Hill
208 E. Cameron Avenue
Carr Building, 3rd Floor, CB#3233
Chapel Hill, NC 27599-3233
P: (919) 966-3834 | C: (919) 260-7430 | F: (919) 843-2012
carolinaperformingarts.org

Tony Allen's Afrobeat Orchestra

Tuesday, April 19 - 7:30 PM

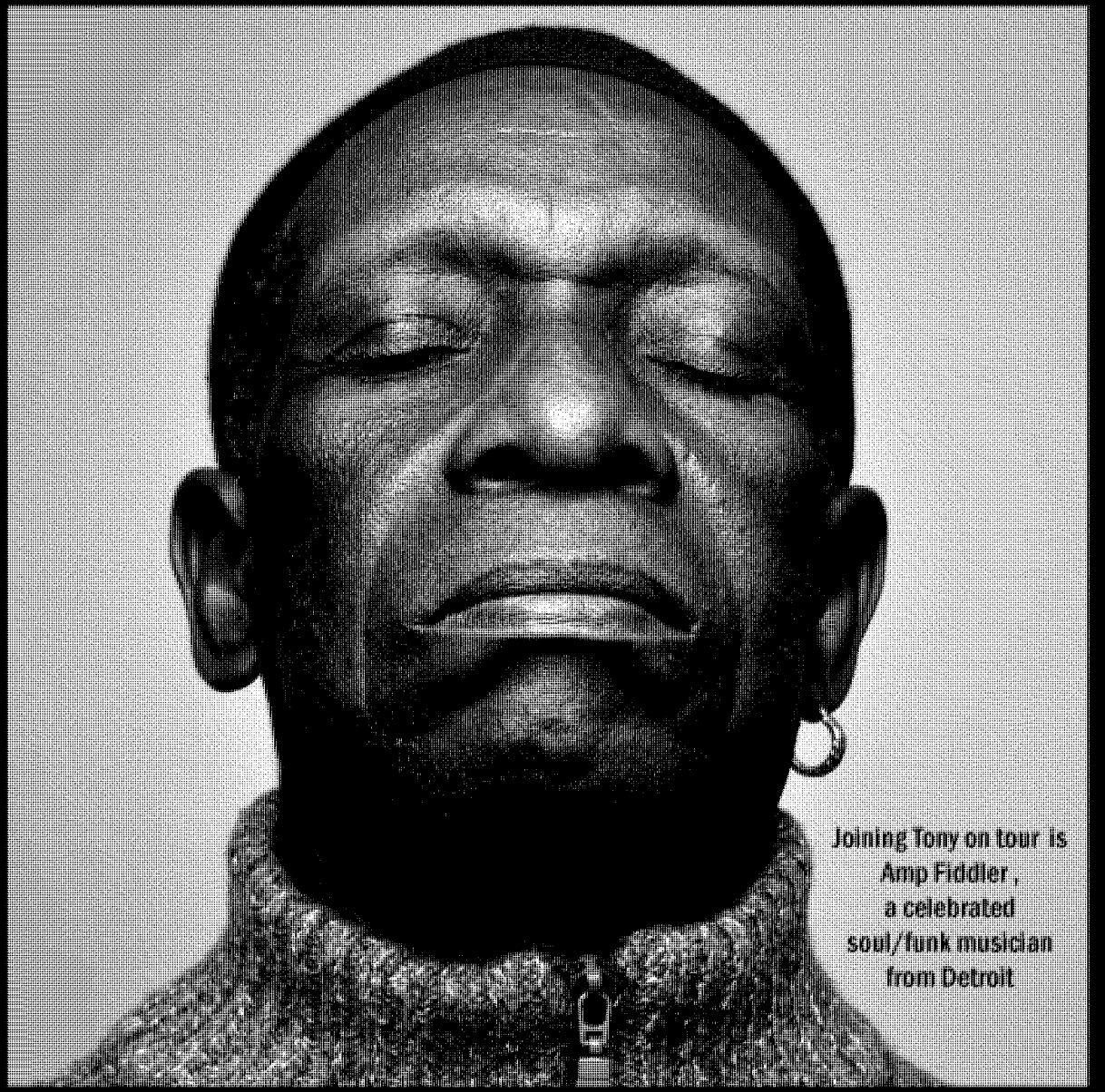

Joining Tony on tour is Amp Fiddler, a celebrated soul/funk musician from Detroit

UNC's Memorial Hall

Student Tickets Only $10

20% Off with Promo Code "AFRIKA"

Fela Kuti, the Afrobeat pioneer, once said that, "without **Tony Allen**, there would be no Afrobeat."

CAROLINA PERFORMING ARTS

carolinaperformingarts.org

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Tuesday, April 12, 2011 5:53 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	FORMAL NOTICE: Message from the Chancellor: Police Determine False Report in Aggravated Assaul

---

Dear Students, Faculty and Staff:

The Department of Public Safety has determined that the alleged aggravated assault reported to campus last night did not occur. That report, filed with campus police on April 5, was false. The University will not report it as a hate crime.

It is important to recognize that incidents of harassment do occur. When they do, we take them seriously. We strive to foster a welcoming, inclusive and safe environment at Carolina.

We recognize that this has been a difficult time for campus. Members of the community who feel they need to discuss what has happened are encouraged to contact the Dean of Students Office at 919-966-4042; Counseling and Wellness Services at 919-966-3658 or 919-966-2281 after hours; LGBTQ Center at 919-843-5376; Diversity and Multicultural Affairs at 919-962-6962; or Human Resources' Employee Assistance Program at 919-929-2362.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: nobody@notify.unc.edu on behalf of chanee_lynch@med.unc.edu
Sent: Tuesday, April 12, 2011 8:20 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Study for People with Chronic Headaches

---

-Do you have chronic headaches at least 15 days per month?
-Have you suffered from headaches for at least 2 years?
-Are you at least 18 years of age?
-Have you been diagnosed with Chronic Daily Headache (CDH)?
-Are you receiving care from a neurologist or other headache specialist?
-Would you be willing to meet 6 times with a registered dietitian over a 12 week period?

If you answered yes to all the above questions, you may qualify for the Nutrition and Chronic Daily Headache (CDH) study. Your next step is to call the UNC Program on Integrative Medicine in the Department of Physical Medicine and Rehabilitation to determine your eligibility for the study.

You will he compensated $145 for completing all sessions and filling out questionnaires and a daily headache diary throughout the study. You will also receive 2 prepared meals per day over a three month period and up to $13 per visit for transportation and parking.

If you would like to learn more about this study and/or see if you qualify, please call 966-8586, or send an e-mail to Chanee Lynch (chanee_lynch@med.unc.edu) or Becky Coble (rcohle@med.unc.edu) with CDH STUDY in the subject line.

This message was approved by the Biomedical IRB 7/23/2009 (IRB#09-0600), and is funded by the Mayday Fund.

This email is sponsored by: Department of Physical Medicine & Rehabilitation

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From:	nobody@notify.unc.edu on behalf of lynchcm@email.unc.edu
Sent:	Tuesday, April 12, 2011 8:40 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: SafeWalk Updates

Students, faculty and staff:

We have two important updates regarding SafeWalk that we'd like to share with you. First, we are looking for an Assistant Director for the next school year. This is your chance to become involved with a student-run program that is integral to UNC's safety initiatives. SafeWalk has become immensely popular with 3,000 walks to date. If you are interested, please visit our website, http://safewalk.unc.edu/, for more information. Applications are due Saturday, April 15.

Secondly, SafeWalk will complete it's third and final phase of off-campus expansion on Sunday, April 17. Areas covered are those around Church Street. More specifically, on Church Street, SafeWalk will serve up to Caldwell Street, thus covering Lindsay Street, Cotton Street, McDade Street, Brooks Street, Carr Street and Pritchard Avenue. On North Columbia Street, SafeWalk will expand coverage up to and including Longview Street, Stinson Street, Stephens Street and Isley Street.

Areas covered in the first and second phases are laid out below:

Phase One: Martin Luther King Jr. Blvd. up to Longview Street and Mill Creek Apartments; Hillsborough Street down to Townhouse Apartments; Henderson Street; and North Street. The first phase will also expand coverage of Franklin Street and Rosemary Street. On Franklin Street, SafeWalk will cover between Roberson Street and Davie Circle. On Rosemary Street, SafeWalk will serve locations between Rosemary Village/Mitchell Lane and Boundary Street.

Phase Two: will begin on Sunday, March 20, 2011 and cover the area of Cameron Avenue and McCauley Street. Specifically, the locations that will be added are Mallette Street, Kenan Street, Cameron Court, Basnight Lane and Roberson Street. Additionally, Ransom Street, Vance Street and Pittsboro Street will be covered along McCauley Street.

Remember, to request a SafeWalk, call (919) 962-SAFE (7233), submit a ticket online or approach a pair of SafeWalkers stationed outside during our operating hours, Sunday through Thursday nights, 11:00 p.m. to 3:00 a.m. It is FREE to all students, faculty and staff! If you have any questions, please email lynchcm@email.unc.edu.

Sincerely,
The SafeWalk Team

Sponsored by the Executive Branch of Student Government.

This email is sponsored by: The Executive Branch of Student Government

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, April 12, 2011 9:01 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Healthy Subject Research Study

Are you a healthy male between ages 18-49? Researchers at UNC CH are looking for healthy volunteers to participate in a drug research study. Compensation provided. Contact the research team @ 919-966-8353 for more info.

IRB #10-2321 A Phase IV, Open-Label Study to Characterize the First-Dose and Multiple Dose Pharmacokinetics of Raltegravir in the Gastrointestinal Tract of Healthy Male Volunteers

Approved by the UNC Biomedical IRB on 04/08/2011

This email is sponsored by: Department of Medicine

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, April 12, 2011 9:09 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Pedestrian Safety Tips for Tar Heels on the Move!

As spring brings beautiful weather to the campus, the University would like to encourage its students, faculty, staff and visitors to stay safe when commuting on campus.

The UNC Highway Safety Research Center and the UNC Department of Public Safety offer the following safety tips to the University community. For more safety tips for pedestrians, bicyclists and drivers, please visit http://www.hsrc.unc.edu/y2h.

Safety Tips for Drivers

When approaching a crosswalk area, be prepared to stop for pedestrians. Failure to yield to a pedestrian in a marked crosswalk is a violation of North Carolina law.

Drive the speed limit, avoid aggressive maneuvers and use turn signals. Check both directions before pulling out from driveways and stop signs.

Watch for bicyclists and pedestrians at all times, especially when turning. Bicycles are vehicles and bicyclists may take tbe entire lane. Scan for bicyclists in traffic and give them the appropriate right-of-way.

Do not overtake and pass other vehicles stopped for pedestrians on your side of the roadway.

Watch for bicyclists before opening car doors or backing out of a parking space.

Pass bicyclists with care. Treat bicyclists as you would a slow-moving car - don't tailgate, and do wait until traffic conditions allow you to safely pass the bicyclist. Reduce speed when passing bicyclists and allow at least 3 ft of passing space. Check over your shoulder after passing a bicyclist before moving back. Never pass a bicyclist and immediately make a right turn.

Do not text or talk on your cell phone wbile driving.

Safety Tips for Pedestrians

Look across all lanes you must cross. Even though one vehicle has stopped, another may pass in another lane.

Do not assume vehicles can stop. Gauge the flow of traffic before you step out onto the road and wait if necessary. Establish eye contact with drivers before crossing.

Always look before you cross the road. Do not rely solely on pedestrian signals.

Avoid wearing headphones or talking on a cell phone while crossing the street.

Dress in light clothing and wear retro-reflective clothing/materials and/or carry a flashlight when walking at night.

Safety Tips for Bicyclists

Always wear a helmet. Properly wearing a helmet when cycling is your best means of protection against serious injury.

Be predictable and visible. Ride in a straight line, don't weave in and out of lanes or between cars, and use hand signals when turning and stopping.

Always ride with traffic and follow the rules of the road.

Obey traffic signs, signals, and lane markings and yield to traffic when appropriate, including pedestrians.

If riding in the dark, use headlights, taillights and reflectors. Also retro-reflective materials and brightly colored clothing can help others see you better, even during the day.

Avoid wearing headphones or talking on a cell phone while bicycling.

To report a problem area or to notify the Department of Public Safety of potential problem areas, please call the Pedestrian Hotline at 919-843-PEDS (7337).

This email is sponsored by: UNC Highway Safety Research Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of haneya@email.unc.edu
Sent: Wednesday, April 13, 2011 8:17 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Family Research: Conceptual & Methodological Issues

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Family Research: Conceptual & Methodological Issues

This institute addresses the unique conceptual and methodological challenges of family research, with particular attention paid to innovative strategies for treating the family or family sub-system as the unit of study and analysis. The institute focuses on research proposal development, and specific content includes conceptual frameworks for studying families, qualitative, quantitative, and mixed method designs, family measures, analytic techniques, and ethical issues. Didactic presentations are combined with small group work and individual consultation. By the end of the institute,participants will have an increased understanding of family and family-related research and the skills needed to develop successful family research proposals. This institute is of interest to faculty members and graduate students who plan to conduct family or family-related studies and are at the beginning or intermediate level of their research careers.

Faculty:

Kathleen Knafl, PhD, FAAN
Frances Hill Fox Distinguished Professor and Associate Dean for Research
The University of North Carolina at Chapel Hill
School of Nursing

Marcia Van Riper, PhD, RN
Associate Professor and Chair, Family Health Division
The University of North Carolina at Chapel Hill
School of Nursing

Drs. Knafl and Van Riper are leaders in family research with expertise in a wide array of family frameworks and methods, experience in studying families facing varied health care challenges, and a record of success in obtaining funding for family research. Guest faculty member, George Knafl, PhD, lectures on quantitative analysis of family/dyadic data. The faculty will be available for individual consultation during and following the institute.

For more information please contact The Center for Lifelong Learning
Phone: 919-966-3638
Email: Nursing_cll@unc.edu

This email is sponsored by: Center for Lifelong Learning

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From: nobody@notify.unc.edu on behalf of pgeap@unc.edu
Sent: Wednesday, April 13, 2011 8:23 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: CV Enriching Opportunity for Grad Students

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The Pre-Graduate Education Advising Program seeks graduate students wanting to serve undergraduates while enriching their own skills during 2011-2012. If you volunteer as an advisor, you will will expand your skill set and add appeal to your C.V. sharpening your edge in the job market.

As an advisor, you will meet with undergraduates considering graduate school and help them to understand, among other things, the application process and what life as a graduate student is like. You will be required to attend a 3 hour training session at the beginning of the fall 2011 semester, a 1 hour training session each month during the school year, and then serve as an advisor for either 1 hour a week or 1 hour every other week, depending on your availability. For more information on the program and for details on applying and the application deadline, please visit our website:

https://pregrad.unc.edu

This email is sponsored by: The Graduate School

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: National Council of Less Commonly Taught Languages <nyasha@ncolctl.ccsend.com>
Sent: Thursday, April 14, 2011 6:46 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: Apply for the 2011 NCOLCTL Swahili STARTALK

Having trouble viewing this email? Click here

You're receiving this email because of your relationship with National Council of Less Commonly Taught Languages. Please confirm your continued interest in receiving email from us. To ensure that you continue to receive emails from us, add ncolctl@mailplus.wisc.edu to your address book today.
You may unsubscribe if you no longer wish to receive our emails.

National Council of Less Commonly Taught Languages (NCOLCTL) Presents

July 11-29, 2011
Madison, WI

NCOLCTL Sponsors

Chinasprout
Visit Our Sponsor
Int-logo
Visit Our Sponsor
NSLlogo
Visit Our Sponsor
Visit Our Sponsor
Join Our Mailing List

Apply for the 2011 Swahili Startalk

Swahili STARTALK is a summer professional development program for teachers of Swahili.

Are you interested in expanding your knowledge of teaching Swahili? If so, you should attend this summer Swahili professional development program.

NCOLCTL Swahili STARTALK

What: An intensive three-week program that will allow you to participate in professional development that will focus on quality instruction, curriculum and assessment for Swahili Language.

Who: This program is open to both current and new teachers of Swahili.
Where: The program will take place in Madison, WI.
When: Program dates are: July 11-29, 2011
July 11-15, 2011 (One-week Non-Residential online program)
July 18-29, 2011 (Two-week Residential program in Madison)
Cost: Each participant selected for this program will receive
(i) a $1,000.00 stipend (ONLY upon successful completion of the program.
(ii) Accommodation for the two-week residential program.
(iii) $300.00 (maximum), travel reimbursement for all out of town participants*
(iv) A Certificate of Completion upon successfully completing the program.
*Some restrictions may apply

To Apply:

1. Complete the form here: Application Form
You can type in the required information. However, print out the completed form and sign. You can fax, mail or email the completed application to the NCOLCTL Secretariat Office.
2. Save this form and forward to your Administrator or Supervisor for completion: Supervisor's Form
Have Your Supervisor fax, mail or email it to the NCOLCTL

Secretariat office upon completion.

Application Deadline: **April 28, 2011**

NCOLCTL Secretariat
455 N Park St
4231 Humanities Building
Madison, WI 53706
Tel: 608-265-7905
Fax: 608-265-7904

Forward email

This email was sent to smutima@email.unc.edu by ncolctl@mailplus.wisc.edu
Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.

National Council of Less Commonly Taught Languages | 455 N Park St | 4231 Humanities Building | Madison | WI | 53706

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, April 14, 2011 8:21 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: FORMAL NOTICE: Director, the William and Ida Friday Center for Continuing Education Open Forums

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The Search Committee for the Director of the William and Ida Friday Center for Continuing Education is pleased to announce that the following three candidates for the directorship have accepted our invitation to visit campus for public interviews.

We invite you to attend the upcoming open forums with the candidates. These forums are designed to give the campus community an opportunity to hear from candidates about their experience and their ideas for enhancing UNC Chapel Hill. The candidates will discuss the topic, "Challenges and Opportunities for a Continuing Education Center within in a Research University".

Mekeisha Williams, M.P.A. April 18, 3:15 pm - 4:15 pm, Friday Center,Dogwood Room

Robert Bruce, Jr., Ph.D. April 25, 2011, 2 pm - 3 pm, Friday Center,Dogwood Room

Steve Hicks, Ed.D. May 6, 3:15 pm - 4:15 pm, Friday Center,Windflower Room

The candidates' CVs are available on line at:

http://provost.unc.edu/announcements/open-positions

This email is sponsored by: Office of the Executive Vice Chancellor

From: nobody@notify.unc.edu on behalf of megan_squires@med.unc.edu
Sent: Thursday, April 14, 2011 9:28 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Paid research opportunity for 15-21 year olds with chronic stomachaches

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Do you suffer from chronic stomachaches?

Many adolescents and young adults who suffer from chronic stomachaches avoid eating to prevent pain. A research study at UNC investigates whether food avoidance affects the gut.

If you are 15-21 years old and diagnosed with functional abdominal pain or Irritable Bowel Syndrome by a physician, you may be eligible to take part in this research study.

We're looking both for people who avoid eating and who do not avoid eating to prevent stomachaches. One weekday morning visit to UNC is required. You will receive $65 for completing the study.

If you are interested in participating or would like more information, please contact:

Megan Squires
The UNC Center for Functional GI & Motility Disorders
megan_squires@med.unc.edu
(919)843-9755

Biomedical IRB#: 10-1074
Approved 08/13/2010

This email is sponsored by: School of Medicine

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From: nobody@notify.unc.edu on behalf of pgeap@unc.edu
Sent: Thursday, April 14, 2011 10:36 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Advising Opportunity for Graduate Students

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[The website link below has been fixed since the last notice!]

The Pre-Graduate Education Advising Program seeks graduate students wanting to serve undergraduates while enriching their own skills during 2011-2012. If you volunteer as an advisor, you will will expand your skill set and add appeal to your C.V. sharpening your edge in the job market.

As an advisor, you will meet with undergraduates considering graduate school and help them to understand, among other things, the application process and what life as a graduate student is like. You will be required to attend a 3 hour training session at the beginning of the fall 2011 semester, a 1 hour training session each month during the school year, and then serve as an advisor for either 1 hour a week or 1 hour every other week, depending on your availability. For more information on the program and for details on applying and the application deadline, please visit our website:

http://pregrad.unc.edu

This email is sponsored by: The Graduate School

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, April 14, 2011 10:43 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: PAID Brain Imaging Study

Attention and the Brain

We are currently recruiting healthy volunteer participants for magnetic resonance imaging (fMRI) and brain wave (EEG) studies of the neural mechanisms of attention and performance. Participants should be 18-30 years of age, with 20/20 (or corrected-to-20/20) vision, and should have no known history of neurological injury or disease.

Participants will be paid $10-20 per hour in studies ranging from 1-4 hours (depending on the study). For further information, please contact the Hopfinger Lab (919-843-4930 or elparks@unc.edu) in the Department of Psychology at the University of North Carolina at Chapel Hill. This study has been approved on March 2, 2011 by the UNC Behavioral Institutional Review Board (IRB) (study 09-0535).

This email is sponsored by: UNC Psychology

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From:	nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent:	Friday, April 15, 2011 8:23 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	FORMAL NOTICE: State Health Plan Update

TO: All Permanent Employees

FROM: Ashley Nicklis, Interim Senior Director, Benefits Services
Office of Human Resources

As you may have seen, Governor Perdue vetoed legislation that would have made changes to the State Health Plan on Wednesday. We had planned for UNC-Chapel Hill's annual enrollment to begin next week; however, this recent development will cause the enrollment period to be delayed.

We understand that some of you may be concerned and want to know what changes to expect. It is difficult for us to determine, at this point, when we might expect a new bill to be presented, but we are monitoring this legislation very closely.

It is possible that the annual enrollment period could occur after the spring semester has concluded. We will send out updates as we have additional information to share. Please monitor your communications from our office over the next several weeks for news on the State Health Plan changes and annual enrollment period.

If you have any questions, please contact your Benefits Counselor or call 962-3071.

This email is sponsored by: Office of Human Resources

From:	nobody@notify.unc.edu on behalf of wilsonlibrary@unc.edu
Sent:	Friday, April 15, 2011 8:48 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Wilson Library Sprinkler Project

Dear UNC community and Wilson Library patrons,

Beginning in late July or in August, fire sprinklers will be installed in the stacks of the Wilson Special Collections Library at UNC. The project will take approximately one year to complete.

The installation of a fire suppression system to protect UNC's most valuable library collections is critical. However, it will disrupt the retrieval of research collections during the installation period.

During the project, which is expected to last approximately one year, each of the library's nine stack floors will be closed for six to eight weeks. The library materials in each work zone will be enclosed in floor-to-ceiling protective sheeting and will be inaccessible until the floor re-opens.

The project will affect access to materials from the North Carolina Collection, the North Carolina Collection Photographic Archives, the Southern Historical Collection, the Southern Folklife Collection, University Archives and Records Management Services, and the Rare Book Collection.

If you expect to need specific special collections materials for research or teaching during the installation period, we urge you to contact Wilson Library staff as soon as possible. With early notice, staff will make every effort to work with you to identify and make the collection materials you need available during the project. Staff can also advise on the availability of collections during the installation.

Please direct questions and requests for materials to Wilson Library at (919) 962-3765 or wilsonlibrary@unc.edu. As the project progresses, updates will be posted to http://library.unc.edu/wilson/research/sprinklers.html.

This email is sponsored by: University Library

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, April 15, 2011 8:55 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: African American individuals ages 18-45 needed for research study

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Participate as a healthy subject!

If you are interested in helping us to learn more about schizophrenia please consider participating as a control subject in Dr. Aysenil Belger's research study, Mapping of Brain Functions (00-1425 or GCRC-1888).

If you meet the following criteria, please fill out our online questionnaire:
http://clipper.med.unc.edu/phv/healthyvolunteers_form1.cfm.
Visit our website at: http://www.nirl.unc.edu/ for more information.

Our criteria include:

* Ages 18-45
* Either sex
* African American
* Willing and able to participate in a research study involving EEGs and MRIs
* No history of psychiatric illness or neurodegenerative disorder
* No substance abuse disorders, no substance abuse within the past 6 weeks
* No learning disability
* No family history of neurologic or neurodegenerative disorders
* No family history of hospitalization or treatment of mental illness in a first degree relative
* No metal implants in body including permanent retainer

Total compensation for this research study: up to $270.

Thank you!

Approved on 4/5/2011 by UNC Biomedical IRB (00-1425, GCRC-1888)

This email is sponsored by: Department of Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of fitnet@unc.edu
Sent: Monday, April 18, 2011 8:28 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Are you a young adult cancer survivor interested in an exercise program?

Are you a young adult cancer survivor interested in getting more physically active? Do you have an active Facebook account?

Researchers at the University of North Carolina at Chapel Hill are studying ways to promote physical activity among young adult cancer survivors using Facebook. We are seeking volunteers to enroll in a research study that tests an exercise program designed specifically for young adult cancer survivors. Your participation will be some of the first data collected about an exercise program delivered through Facebook.

If you participate, you will receive exercise information via Facebook and a pedometer. You will be asked to complete two online questionnaires and may receive access to weekly group discussions and an exercise website. The entire 12-week study can be completed online.

You may be eligible if you:
-- are 21 to 39 years old
-- were diagnosed with cancer (excluding non-melanoma skin cancer) at age 18 or older
-- have completed cancer treatment
-- have an active Facebook account

Additional eligibility criteria apply.

Participants will receive a $30 gift card after the 12-week assessment.

For more information and to see if you qualify, please go to:
www.fitnet-unc.org

The study was approved by the Public Health-Nursing Institutional Review Board on 12/16/10 (Study # 10-2150).

This email is sponsored by: Lineberger Comprehensive Cancer Center

This email is sponsored by: Lineberger Comprehensive Cancer Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, April 18, 2011 8:52 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	FORMAL NOTICE: New Campus Email Address and Domain Policies

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MEMORANDUM

TO: Carolina Faculty and Staff

FROM: Stan Waddell
Executive Director of Information Security and Information Security Officer

DATE: April 18, 2011

SUBJECT: New Campus Email Address and Domain Policies

Two new information security policies, the Email Address Policy and Email Domain Policy, have recently heen approved. These policies have been created because of the need for the University to maintain the privacy and security of the information it creates and receives. The University must also be able to provide legally required information for discovery and public records purposes. When third party consumer email systems are used for official business the University does not have assurances that these important obligations can be met.

The new policies set forth the guiding principles on how email will be used for official communications and detail the following requirements:

1. All faculty, staff, and student-employees must use University-owned, managed, or approved email addresses for all work-related email correspondence (i.e. Email accounts that end in unc.edu including the new HeelMail live.unc.edu service for students). All faculty, staff and student-employees must maintain a University email address in the campus directory;
2. Faculty, staff, and student-employees may not automatically forward email from campus email systems to external non-University managed email systems (such as Yahoo, Gmail, or Hotmail);
3. Any University department desiring to outsource management of department email services to an external entity must first have a contract in place that has been approved by the Office of University Counsel; and
4. Email systems owned or managed by University departments must meet certain management criteria as identified in campus information security policies and have a completed and signed memorandum of understanding on file with the campus Information Security Office.

These policies apply to all faculty, staff, and student-employees at UNC-Chapel Hill, as well as to all email systems owned and/or managed by UNC-Chapel Hill. The policies can be found on the University IT Policies Page at: http://its.unc.edu/ITS/About_ITS/ITS_Policies/index.htm.

This message is a follow-up communication to one sent by Leslie Strohm, vice chancellor and general counsel and Larry Conrad, vice chancellor for information technology and chief information officer, to campus deans, directors and department heads on March 14.

Thank you for your continued assistance in reducing information security risks at UNC-Chapel Hill and in helping the University meet its legal obligations.

For assistance or questions with the policies please contact either your departmental information security liaison or the Office of Information Security at security@unc.edu or 919-962-HELP.

This email is sponsored by: Information Technology Services and Office of University Counsel.

This email is sponsored by: Information Technology Services and Office of University Counsel

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Monday, April 18, 2011 10:12 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Message from the Chancellor: Campus Response to Tornado Relief Efforts in N.C.

Dear Carolina Students, Faculty and Staff:

Here in Chapel Hill, our thoughts and prayers are with those across the state who have been affected by Saturday's tornados. We are identifying any
students, faculty and staff directly affected, as well as establishing contact with those communities in North Carolina to find out what they need.

To best determine how we can help, I have asked the North Carolina Institute for Public Health and the Carolina Center for Public Service to coordinate our campus efforts and to serve as centralized source of information. Please check the website at http://www.unc.edu/ccps/ for information and share information about relief efforts with the center by e-mailing ccps@unc.edu.

One thing we do know is that the situation is being handled by emergency management, and the state has asked that no volunteers visit the affected areas right now, in the immediate aftermath. Given the scope of the disaster, however, certain volunteer efforts will be needed in the near future and for many months to come. Meanwhile, you can donate money to the Red Cross or to our campus Disaster Relief Fund at the Carolina Center for Public Service. The center will also coordinate a food drive for the Food Bank of Eastern North Carolina.

As we know what other relief efforts are underway, we will share that information on the website and through our UNC Facebook page.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, April 18, 2011 10:36 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Participants Needed: Simple Decisions 5

To participate in studies at The Center for Decision Research.
Please visit our website at: www.c4dr.unc.edu

New Study Available:
Simple Decisions 5
We are looking for participants to help
us with our research into
decision-making. As a participant you
will spend approximately 15
minutes to complete a study in our lab.
Location: Kenan-Flagler Behavioral Lab,
McColl 4402/4404
Duration: 15 minutes
Pay: $5
IRB #10 - 1976

Approved by the UNC Behavioral IRB on
4/12/11

This email is sponsored by: KFBS: Center for Decision Research

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"INFORMATIONAL:" email will only he sent to those who have indicated
that they do want to receive mass email. To set your informational mass
email preference, sign into MyUNC at http://my.unc.edu, and select
"Update Personal Information".

From:	bounce-29038430-39113003@listserv.unc.edu on behalf of Greenway, Ryan <greenway@unc.edu>
Sent:	Tuesday, April 19, 2011 7:51 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] Important - Annual Report open for faculty
Attach:	College Annual Report Faculty Manual.pdf

This message is being sent to all faculty in the College of Arts and Sciences with a copy to unit chairs/directors and administrative managers.

***

The College Annual report system is now open for faculty to summarize their activities and accomplishments. Based on input the Annual Report Committee received from departments, a new version of the Annual Report system has been developed to streamline the process and make the reporting easier and more efficient for faculty, chairs, and administrators. The attached help document explains the design and navigation for the new system. Please contact OASIS for additional help.

All faculty in the College of Arts and Sciences are required to prepare for their department or curricula an annual report of some of your activities and accomplishments for the period May 1, 2010 to April 30, 2011. These reports are used for a variety of assessment and evaluation purposes within your units, but they are also an important component of the units' required report to the College of Arts and Sciences.

The deadline for completing your report is **May 6, 2011**. Please bookmark the new system address - https://apps4.oasis.unc.edu/car/

Stewardship:

You may also be prompted to complete a tab labeled "Stewardship." This section is included if you have received funding from private sources.

The Arts and Sciences Foundation produces letters to donors on the use of these funds. These reports benefit your department and the College of Arts and Sciences in future fund-raising efforts.

If you have questions about the Stewardship section, please contact one of the following staff members at the Arts & Sciences Foundation: Del Helton, del.helton@unc.edu, 962-8216, Jim Magaw, jim.magaw@unc.edu, 962-6123, or Joanna Cardwell, joanna.cardwell@unc.edu, 962-8342.

Please note that your contributions last spring helped the Arts and Sciences Foundation produce nearly 600 letters to our generous College donors. This annual "stewardship report" explains how the fund was used and includes information about the fund's investment performance. Donors often respond with a thank-you note in appreciation.

We very much appreciate your assistance with another round of outstanding stewardship letters.

INSTRUCTIONS FOR ACCESSING THE ANNUAL REPORT SYSTEM AND STEWARDSHIP

1) https://apps4.oasis.unc.edu/car/

2) Login with your onyen and onyen password

3) You can access the Stewardship system through a tab on the Annual Report.

*For responses from previous years – Previous system.

Your Onyen

Website: http://onyen.unc.edu

Your ONYEN is the first part of your email address, e.g. for an email address of jdoe(at)email.unc.edu your ONYEN is "jdoe" without the quotes.

If you lose or forget your ONYEN password, you can get a new one by taking your UNC One Card (or another picture ID) to IT Response Center at Wilson Library suite 300. It is not possible to recover your old password. For security reasons, you can get a new password only with a picture ID.

If you have forgotten your ONYEN you may look it up by selecting the "Forgotten Onyen" button and supplying your last name and your PID.

Annual Report Assistance

If you require additional help or have problems accessing or using the web site, please submit an Online Help Ticket to OASIS. Website: http://oasis.unc.edu/remedy

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Ryan Greenway, PMP
Acting Director of Finance and Operations

Dean's Office, College of Arts & Sciences
University of North Carolina at Chapel Hill
CB 3100
919.962.9275

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, April 19, 2011 12:30 PM
To: Mutima@email.unc.edu; Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This Week at the Ackland

This Week at the Ackland

Encounter Art: Unlocking the Contemporary

Thursday, April 21
5:15 PM

Join Rachel Fesperman (UNC '12) for an interactive gallery talk on works by seven contemporary artists featured in the Ackland's exhibition New Currents in Contemporary Art: MFA 2011. The tour will focus on each artist's visual language and the aesthetic possibilities these represent.

Free

Slam Poetry Workshop with Sacrificial Poets

RSVP NOW!

Saturday, April 30
1:00 – 4:00 PM

The Ackland welcomes back nationally-recognized and award-winning local organization Sacrificial Poets. Come explore the art of spoken word "slam" poetry and delve into both writing and performance techniques that will help you take your art from the page to the stage.

Sacrificial Poets's mission is to inspire, foster, and promote artistic expression, personal growth, and social justice for youth in our collective communities through the use of the spoken and written word.

Teens and adults may register by contacting Allison Portnow, Events and Programs Coordinator.

Free to High School students / $25 Ackland members / $30 non-members.

Ackland Art Museum Spring Luncheon

Tickets Still Available!

Thursday, May 5
11:30 AM - 1:30 PM
The Carolina Inn

Held in conjunction with the Ackland's annual Master of Fine Arts exhibition: *New Currents in Contemporary Art*
15 April - 8 May 2011

IN THE GALLERIES:

New Currents in Contemporary Art: MFA 2011

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

Romantic Dreams | Rude Awakenings: Northern European Prints and Drawings, 1840-1940

Art and Cultural Exchange along the Silk Road

Making Sense in Eighteenth-Century Prints

Art and the Natural World in Early Modern Europe

Art and Religious Life in Early Modern Europe

There is always something new to see at the Ackland!

UPCOMING EVENTS:

April 28
Out of the Studio: Sacrificial Poets
6:00 PM

April 30
Art-Ventures for Kids
10:30 AM - 12:00 PM

April 30
Slam Poetry Workshop: with Sacrificial Poets
1:00 - 4:00 PM

April 30
Art Now/Cinema Now: *Lessons of Darkness*
7:00 PM

Please visit our calendar for a full listing of special programming and events.

Guest Speaker: Jeff Whetstone
Associate Professor and Director of Graduate Studies, Studio Art
The University of North Carolina at Chapel Hill

Hosted by The Friends of the Ackland
Single Tickets: $50

Following lunch, guests are invited to the Ackland to view the exhibition.
MFA students will be available in the galleries to talk about their work.

For ticket information,
email Pat Hall or call 919.843.3676.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-29040678-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Lydia Anne McCarthy, *Untitled*, 2010, Digital C-print.

From:	nobody@notify.unc.edu on behalf of mbecker@email.unc.edu
Sent:	Tuesday, April 19, 2011 8:50 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: English-speaking children ages 4-7 wanted for language research study

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Is your child between the ages of 4 and 7 years and learning English as their native language? If so, your child is invited to participate in a research study about language. The purpose of this research study is to learn about how children interpret novel adjectives as they learn them in a linguistic context.

The study will take place in the Language Development Lab at UNC Chapel Hill (108 Smith Building). The study should take no more than 30 minutes, and you and your child would need to come in for only a single session. We will cover your parking expenses while you are on campus for the study.

Eligibility: Your child must be between 4 and 7 years of age and be a native speaker of English. Exposure to a second language is fine, but your child should not be completely fluent in another language besides English. Also, your child must not have any significant language or cognitive deficits (such as Specific Language Impairment or Down Syndrome).

Participants will receive a token gift for completing the study.

If you have questions about the study, please call 919-699-4569 or send an e-mail to mbecker@email.unc.edu.

If you would like to enroll in the study, please contact Misha Becker by sending an e-mail to mbecker@email.unc.edu or to gylfadot@email.unc.edu.

Approved by UNC Behavioral IRB:
IRB Study #11-0103, Children's Learning of 'Tough'-Adjectives
approved 2/15/2011

This email is sponsored by: Linguistics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: National Council of Less Commonly Taught Languages <nyasha@ncolctl.ccsend.com>
Sent: Wednesday, April 20, 2011 10:51 AM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: Apply for the 2011 NCOLCTL Swahili STARTALK

Having trouble viewing this email? Click here

You're receiving this email because of your relationship with National Council of Less Commonly Taught Languages. Please confirm your continued interest in receiving email from us. To ensure that you continue to receive emails from us, add ncolctl@mailplus.wisc.edu to your address book today.
You may unsubscribe if you no longer wish to receive our emails.

National Council of Less Commonly Taught Languages (NCOLCTL) Presents

July 11-29, 2011

Madison, WI

NCOLCTL Sponsors

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Apply for the 2011 Swahili STARTALK

Application Deadline Coming 04/28/2011

Swahili STARTALK is a summer professional development program for teachers of Swahili.

Are you interested in expanding your knowledge of teaching Swahili? If so, you should attend this summer Swahili professional development program.

NCOLCTL Swahili STARTALK

What: An intensive three-week program that will allow you to participate in professional development that will focus on quality instruction, curriculum and assessment for Swahili Language.

Who: This program is open to both current and new teachers of Swahili.

Where: The program will take place in Madison, WI.

When: Program dates are: July 11-29, 2011
July 11-15, 2011 (One-week Non-Residential online program)
July 18-29, 2011 (Two-week Residential program in Madison)

Cost: Each participant selected for this program will receive
(i) a $1,000.00 stipend (ONLY upon successful completion of the program.
(ii) Accommodation for the two-week residential program.
(iii) $300.00 (maximum), travel reimbursement for all out of town participants*
(iv) A Certificate of Completion upon successfully completing the program.

*Some restrictions may apply

To Apply:

1. Complete the form here: Application Form
You can type in the required information. However, print out the completed form and sign. You can fax, mail or email the completed application to the NCOLCTL Secretariat Office.

2. Save this form and forward to your Administrator or Supervisor for completion: Supervisor's Form
Have Your Supervisor fax, mail or email it to the NCOLCTL Secretariat office upon completion.

Application Deadline: **April 28, 2011**

NCOLCTL Secretariat
455 N Park St
4231 Humanities Building
Madison, WI 53706
Tel: 608-265-7905
Fax: 608-265-7904

Forward email

This email was sent to smutima@email.unc.edu by ncolctl@mailplus.wisc.edu
Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.

National Council of Less Commonly Taught Languages | 455 N Park St | 4231 Humanities Building | Madison | WI | 53706

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, April 20, 2011 8:22 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: The Tim Quigg "Can Do" Award Nominations Due Tuesday, April 26

The Office of the Vice Chancellor for Research and Economic Development is calling for nominations for the Tim Quigg "Can Do" Award. The award will recognize a University central support office employee who exemplifies the "can do" attitude by continually making meritorious efforts to provide service to professors and staff. The award honors those who streamline procedures, reduce lead times, remove outdated requirements and other obstacles to getting things done. The recipient will receive a $500 cash award and be honored at a luncheon.

To be eligible for nomination the individual must be a permanent University employee (SPA or EPA Non Faculty). Nominations are restricted to employees of central offices. Department, center/institute and school/ college employees are not eligible for this award. Any member of the University community is invited to submit an application.

The Tim Quigg "Can Do" Award was established with funding from an anonymous donor. The donor has created this award to honor Tim Quigg, associate chair of computer science, who has established an exemplary record of service on campus. His philosophy of working with other campus units has created an atmosphere that fosters interdepartmental collaboration, teamwork, and a sense of achieving one's goals. He is a recipient of many awards including the Research Administrator of the Year Award from the Office of the Vice Chancellor of Research and Economic Development and the Chancellor's Award.

Some factors you may want to consider in preparing your nomination justification for outstanding accomplishments include:

* Provides excellent customer service.
* Takes charge of problem solving.
* Guarantees timely review and processing.
* Promotes collaboration between departmental and central administration.
* Streamlines programs and procedures
* Creative and resourceful handling of challenges.

The nomination form can be found at
https://ccm-contrib.unc.edu/ccm/groups/public/@research/@vc/documents/content/ccm3_025706.doc

Nominations must be received by Tuesday, April 26, 2011. Please submit nominations electronically to: Quigg_Can_Do_Award@unc.edu .

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	nobody@notify.unc.edu on behalf of atchen@email.unc.edu
Sent:	Wednesday, April 20, 2011 8:39 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Reminder -- Fibromyalgia Information Needs Survey Invitation

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Hi everyone,

I am a graduate student at the University of North Carolina at Chapel Hill. I wrote a couple of weeks ago inviting you all to share your experiences with me in an online fibromyalgia information needs survey.

First, thanks to all of you who have already responded! I really appreciate your input and assistance.

If you were interested in participating but have not yet, there is still time. You can access the survey at:

http://ruby.ils.unc.edu/~atchen/surveych.html

If you do not have fibromyalgia, I would appreciate it if you could forward this email to anyone you know who may have fibromyalgia. If they are interested in participating in this study, they may go directly to the above link to read more about it, or contact me at atchen@email.unc.edu.

This study, 11-0295, was approved by the University's Institutional Review Board for Human Subjects Research on 4/8/2011. For more information about your rights as a subject, you may contact the Institutional Review Board at 1-919-966-3113 or via email at IRB_subjects@unc.edu.

Thank you for considering this invitation!

Annie Chen

This email is sponsored by: School of Information and Library Science

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of haneya@email.unc.edu
Sent: Wednesday, April 20, 2011 8:56 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Instrumentation: Development, Testing, & Revision

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Instrumentation: Development, Testing and Revision

This four-and-a-half day institute is designed to help doctorally-prepared researchers or educators,post-doctoral fellows and doctoral students apply the steps of instrument development and testing to new measures as well as those to be revised or evaluated for use. Participants will learn the similarities and differences in instrument development using traditional and qualitative approaches, along with exploring how each is used in instrument revision. Discussions will include classical measurement theory, reliability, validity, types of scaling, item writing, instrument components, pilot and field testing, and factor analysis, along with an assortment of other topics. By blending real life examples and humor with theoretical knowledge, Dr. Lynn will enable course participants to understand the process and issues associated with instrument development and revision, exploratory and confirmatory factor analysis, various scaling methods, and critiquing existing instruments.

Faculty:
Mary R. Lynn, PhD, RN
Professor
The University of North Carolina at Chapel Hill
School of Nursing

Dr. Lynn, Professor at the University of North Carolina at Chapel Hill School of Nursing, has developed and published a number of instruments in addition to receiving NIH funding to test some instruments.

For more information please contact the Center for Lifelong Learning
phone: 919-966-3638
email: nursing_cll@unc.edu

This email is sponsored by: Center for Lifelong Learning

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, April 20, 2011 9:01 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Excellence in Research Administration Award- Nominations Due: Tuesday, April 26

The Office of the Vice Chancellor for Research and Economic Development is calling for nominations for W. Scott Blackwood Excellence in Research Administration Award. This award will recognize a University employee for meritorious and distinguished accomplishments in research administration at the University of North Carolina at Chapel Hill. A $500 cash award will be presented to the selected research administrator. The nomination form can be found at https://ccm-contrib.unc.edu/ccm/groups/public/@research/@vc/documents/content/ccm3_025705.doc

To be eligible for nomination the individual must be a permanent University employee (SPA, EPA Non Faculty or Non-Tenure Track Faculty). Some of the factors you may want to consider in preparing your nomination justification for outstanding accomplishments include:

* Exemplifies the research mission of the department, school, and university
* Promotes training and continuing education in research
* Provides excellent customer service to the research community
* Champions protection and preservation of the institution
* Advocates the creation and dissemination of new knowledge
* Engages in service to the profession
* Advances team building and participation within the department, school, and university
* Enhances infrastructure in support of research
* Collects and disseminates funding opportunities
* Facilitates proposal development and submission
* Guarantees timely proposal review and clearance
* Facilitates collaborative project development
* Directs project implementation and financial management
* Safeguards the protection of human and animal subjects
* Promotes collaboration between departmental and central administration
* Ensures project integrity and compliance
* Streamlines programs and procedures for proposal submission
* Designs and implements programs and procedures that support the research effort of the department, school, and university

Nominations must be received by Tuesday, April 26. Please submit nominations electronically to: research_excellence@unc.edu

Past winners include: Tim Quigg, Computer Science; Sherrie Settle, School of Pharmacy and currently the Office of Sponsored Research; Ellen Ludington, Psychiatry; Mark Kramer, Lineberger Comprehensive Cancer Center and David Oglesby, Kenan Center

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of lturnbul@email.unc.edu
Sent: Wednesday, April 20, 2011 9:19 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Are you a cancer patient, family member, friend or caregiver in need of support?

Are you a cancer patient, a family member, friend or caregiver looking for support?
Researchers at the University of North Carolina at Chapel Hill are evaluating an innovative peer counseling program. Peer Connect was developed based on our expertise in developing peer counseling training programs for cancer survivors and their families.

Getting support from people who have been there can make all the difference. Our free PEER CONNECT PROGRAM matches anyone touched by cancer with another person who has had similar experiences.

Our volunteers:

7 Have received expert training

7 Understand your concerns

7 Provide support for you during diagnosis, treatment, or life after treatment

Peer Connect is a free confidential peer-support program that connects anyone touched by cancer (patients, survivors, and caregivers) with another person whose experiences are similar. Peer Connect is sponsored by Carolina Well-UNC Lineberger's Cancer Survivorship Program. Most often the support is over the telephone so no matter where you are in the state you can get support.

Participants will receive a $25 gift card at the end of the program.

If you or someone you know can benefit from this program, please call (919)843-8939 or email lturnbul@email.unc.edu for more information.

This study titled "Carolina Well Peer Counseling Support Program-a Pilot Study" has been approved by Public Health-Nursing Institutional Review Board on
11/01/10, study #10-1499.

This email is sponsored by: Lineberger Comprehensive Cancer Center

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, April 20, 2011 9:38 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: University Diversity Awards

The University Diversity Awards Committee is pleased to announce winners of the 2011 awards. The University Diversity Award recognizes significant contribution to the enhancement, support and/or furtherance of diversity on the campus and in the community. The award is given annually in each of the eight categories listed below. To see date and time for the awards ceremony, please point your browser to www.unc.edu/diversity/divawards.htm These awards are sponsored by the Office of Diversity and Multicultural Affairs.

Faculty: Terry Rhodes

Staff: Debra Watikins

Graduate Student: Ayesha Lovick

Undergraduate: Andrew Lu

Academic Unit: Chuck Stone Program for Diversity in Education and Media (School of Journalism and Mass Communication)

Administrative Unit: Scholarships and Student Aid

Community Member: Graig Meyer

Student Organization: Kappa Omicron Chapter of Delta Sigma Theta Sorority

This email is sponsored by: University Diversity Awards Committee

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of mindfulness@med.unc.edu
Sent: Thursday, April 21, 2011 8:18 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Stress & Pain Management Course-Register Today!

Are you looking for a new way to deal with stress, anxiety, pain, and difficult interactions with others?

Do you want to learn how to slow down and enjoy your life?

Mindfulness can make a difference!

The UNC Mindfulness-based Program for Stress and Pain Management offers training in meditation and mind-body awareness that will teach you how to slow down and set priorities while remaining calm, focused and relaxed in the midst of a busy life. These practices will enhance your body's natural adaptive healing ability and will cultivate the mind's clarity and insight.

This program follows Jon Kabat-Zinn's model and is offered by the Program on Integrative Medicine at UNC (Department of Physical Medicine & Rehabilitation).

For detailed information about our basic foundation courses, visit the Program on Integrative Medicine website at http://www.med.unc.edu/phyrehab/pim/mindfulness-program/basic-foundation-course-mindfulness-based-stress-reduction.

UPCOMING SPRING 2011 FOUNDATION MINDFULNESS COURSES:
1) Tuesday MORNINGS, 9:30am-12:00pm, beginning May 3 (required orientation) through June 28, 2011, taught by Mary Love May at the UNC Wellness Center at Meadowmont

2) Tuesday EVENINGS, 6:00pm-8:30pm, beginning May 3 (required orientation) through June 28, 2011, taught by Mary Love May at the Tate-Turner-Kuralt Bldg (UNC School of Social Work)

UPCOMING SUMMER 2011 FOUNDATION MINDFULNESS COURSES:
1) Thursday EVENINGS, 6:00pm-8:30pm, beginning July 14 (required orientation) through September 8, 2011, taught by Paula Huffman at the Tate-Turner-Kuralt Bldg (UNC School of Social Work)

For information about upcoming course schedules, tuition, and tuition reductions for research participation, visit our website at http://www.med.unc.edu/phyrehab/pim/mindfulness-program. To register for these mindfulness courses, download and complete the registration form at the link above as well.

Questions? Contact the Program by phone at 919-966-8586 or by email at mindfulness@med.unc.edu

This email is sponsored by: Department of Physical Medicine & Rehabilitation

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, April 22, 2011 8:20 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: FORMAL NOTICE: DEAN OF THE SCHOOL OF JOURNALISM AND MASS COMMUNICATION OPEN FORUMS

The Search Committee for the Dean, School of Journalism and Mass Communication is pleased to announce three candidates have accepted our invitations
For campus visits and interviews.

We invite you to attend the upcoming open forums with the candidates. These forums are designed to give the campus community an opportunity to hear from candidates about their experience and their ideas for enhancing UNC Chapel Hill, and an opportunity for you to provide feedback.

Campus Visit - April 25th and 26th

Dr. David Perlmutter
Director, School of Journalism and Mass Communication
Professor & Starch Faculty Fellow
College of Liberal Arts & Sciences
The University of Iowa

Open Forum - April 25th - 2:45-3:30 - Gerrard Hall

Campus Visit - April 27th and 28th

Dr. Carol Pardun
Professor and Director, School of Journalism and Mass Communications
University of South Carolina

Open Forum - April 27th - 2:00-2:45 - Gerrard Hall

Campus Visit - May 5th and 6th

Dr. John Pavlik
Chair, Department of Journalism and Media Studies
Professor, SC&I
Rutgers University

Open Forum - May 5th - 2:00-2:45 - Gerrard Hall

http://provost.unc.edu/announcements/open-positions

This email is sponsored by: Office of the Executive Vice Chancellor

From: bounce-29061921-39318148@listserv.unc.edu on behalf of WebEvent <webevent@unc.edu>
Sent: Saturday, April 23, 2011 11:03 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] WebEvent Reminder: Apr 29 - Last Day for Faculty Input for Annual Report

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WebEvent Reminder

Title: Last Day for Faculty Input for Annual Report
Date: Friday, April 29, 2011
Time: Unspecified

Description: The College Annual report system is now open for faculty to summarize their activities and accomplishments. Based on input the Annual Report Committee received from departments, a new version of the Annual Report system has been developed to streamline the process and make the reporting easier and more efficient for faculty, chairs, and administrators. The attached help document explains the design and navigation for the new system. Please contact OASIS for additional help.

All faculty in the College of Arts and Sciences are required to prepare for their department or curricula an annual report of some of your activities and accomplishments for the period May 1, 2010 to April 30, 2011. These reports are used for a variety of assessment and evaluation purposes within your units, but they are also an important component of the units' required report to the College of Arts and Sciences.

The deadline for completing your report is April 29, 2011. Please bookmark the new system address - https://apps4.oasis.unc.edu/car/

Stewardship:

You may also be prompted to complete a tab labeled "Stewardship." This section is included if you have received funding from private sources.

The Arts and Sciences Foundation produces letters to donors on the use of these funds. These reports benefit your department and the College of Arts and Sciences in future fund-raising efforts.
If you have questions about the Stewardship section, please contact one of the following staff members at the Arts & Sciences Foundation: Del Helton, del.helton@unc.edu, 962-8216, Jim Magaw, jim.magaw@unc.edu, 962-6123, or Joanna Cardwell, joanna.cardwell@unc.edu, 962-8342.

Please note that your contributions last spring helped the Arts and Sciences Foundation produce nearly 600 letters to our generous College donors. This annual "stewardship report" explains how the fund was used and includes information about the fund's investment performance. Donors often respond with a thank-you note in appreciation.

We very much appreciate your assistance with another round of outstanding stewardship letters.

_____
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1) https://apps4.oasis.unc.edu/car/
2) Login with your onyen and onyen password
3) You can access the Stewardship system through a tab on the Annual Report.
*For responses from previous years – Previous system.
Your Onyen
Website: http://onyen.unc.edu
Your ONYEN is the first part of your email address, e.g. for an email address of jdoe(at)email.unc.edu your ONYEN is "jdoe" without the quotes.

If you lose or forget your ONYEN password, you can get a new one by taking your UNC One Card (or another picture ID) to IT Response Center at Wilson Library suite 300. It is not possible to recover your old password. For security reasons, you can get a new password only with a picture ID.

If you have forgotten your ONYEN you may look it up by selecting the "Forgotten Onyen" button and supplying your last name and your PID.

Annual Report Assistance

If you require additional help or have problems accessing or using the web site, please submit an Online Help Ticket to OASIS.
Website: http://oasis.unc.edu/remedy

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From:	bounce-29063908-39349871@listserv.unc.edu on behalf of Greenway, Ryan <greenway@unc.edu>
Sent:	Sunday, April 24, 2011 7:01 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	asmgrs@listserv.unc.edu; asddd@listserv.unc.edu
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] CORRECTION: Last Day for Faculty Input for Annual Report (May 6)

This message is being sent to all faculty in the College of Arts and Sciences with a copy to managers and chairs.

The WebEvent Reminder that was sent this weekend had the incorrect due date for the faculty to complete their annual report. The deadline is Friday, May 6.

Best.

—
Ryan Greenway, PMP
Acting Director of Finance and Operations // 919.962.9275

-----Original Message-----
From: bounce-29061915-39318458@listserv.unc.edu [mailto:bounce-29061915-39318458@listserv.unc.edu] On Behalf Of WebEvent
Sent: Saturday, April 23, 2011 11:03 PM
To: Greenway, Ryan
Subject: [all-college-faculty] WebEvent Reminder: Apr 29 - Last Day for Faculty Input for Annual Report
Importance: High

WebEvent Reminder

Title: Last Day for Faculty Input for Annual Report
Date: Friday, April 29, 2011
Time: Unspecified

Description: The College Annual report system is now open for faculty to summarize their activities and accomplishments. Based on input the Annual Report Committee received from departments, a new version of the Annual Report system has been developed to streamline the process and make the reporting easier and more efficient for faculty, chairs, and administrators. The attached help document explains the design and navigation for the new system. Please contact OASIS for additional help.

All faculty in the College of Arts and Sciences are required to prepare for their department or curricula an annual report of some of your activities and accomplishments for the period May 1, 2010 to April 30, 2011. These reports are used for a variety of assessment and evaluation purposes within your units, but they are also an important component of the units' required report to the College of Arts and Sciences.

The deadline for completing your report is April 29, 2011. Please bookmark the new system address - https://apps4.oasis.unc.edu/car/

Stewardship:

You may also be prompted to complete a tab labeled "Stewardship." This section is included if you have received

funding from private sources.

The Arts and Sciences Foundation produces letters to donors on the use of these funds. These reports benefit your department and the College of Arts and Sciences in future fund-raising efforts.
If you have questions about the Stewardship section, please contact one of the following staff members at the Arts & Sciences Foundation: Del Helton, del.helton@unc.edu, 962-8216, Jim Magaw, jim.magaw@unc.edu, 962-6123, or Joanna Cardwell, joanna.cardwell@unc.edu, 962-8342.

Please note that your contributions last spring helped the Arts and Sciences Foundation produce nearly 600 letters to our generous College donors. This annual "stewardship report" explains how the fund was used and includes information about the fund's investment performance. Donors often respond with a thank-you note in appreciation.

We very much appreciate your assistance with another round of outstanding stewardship letters.

INSTRUCTIONS FOR ACCESSING THE ANNUAL REPORT SYSTEM AND STEWARDSHIP

1) https://apps4.oasis.unc.edu/car/
2) Login with your onyen and onyen password
3) You can access the Stewardship system through a tab on the Annual Report.
*For responses from previous years – Previous system.
Your Onyen
Website: http://onyen.unc.edu
Your ONYEN is the first part of your email address, e.g. for an email address of jdoe(at)email.unc.edu your ONYEN is "jdoe" without the quotes.

If you lose or forget your ONYEN password, you can get a new one by taking your UNC One Card (or another picture ID) to IT Response Center at Wilson Library suite 300. It is not possible to recover your old password. For security reasons, you can get a new password only with a picture ID.

If you have forgotten your ONYEN you may look it up by selecting the "Forgotten Onyen" button and supplying your last name and your PID.

Annual Report Assistance

If you require additional help or have problems accessing or using the web site, please submit an Online Help Ticket to OASIS. Website: http://oasis.unc.edu/remedy

---
Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

--- You are currently subscribed to all-college-faculty as: all-college-list-recipients@listserv.unc.edu.

You are currently subscribed to all-college-list-recipients as: greenway@unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=39318723.c43f0941e2f386d150d4ba02ec966d80&n=T&l=all-college-list-recipients&o=29061922
or send a blank email to leave-29061922-39318723.c43f0941e2f386d150d4ba02ec966d80@listserv.unc.edu

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of bpearson@med.unc.edu
Sent: Monday, April 25, 2011 8:17 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Do you have extreme PMS?

Do you or someone you know have severe PMS mood symptoms?
Have you ever thought you may have Premenstrual Dysphoric Disorder (PMDD)?

Some women experience PMS mood symptoms that interfere with work, activities, and relationships.

The UNC Department of Psychiatry research team is conducting a clinical research study for women with severe PMS and Premenstrual Dysphoric Disorder (PMDD) to see whether combining an anti-depressant with an additional study-related medication aids in the relief of this reproductive mood
disorder.

Volunteers must be:
* At least 18 years old
* In good health
* Currently treated with an anti-depressant

All office visits, medical evaluations, and investigational medications related to this study will be provided at no
cost to patients.

For more information, please call Brenda at 843-8084
(bpearson@med.unc.edu).

Approved 10/30/2006 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board.
IRB # 05-PSYCH-1418/ 05-3106

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent: Monday, April 25, 2011 8:37 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: FORMAL NOTICE: 2011 State Health Plan Annual Enrollment

---

TO: All Permanent Employees

FROM: Ashley Nicklis, Interim Senior Director, Benefits Services
Office of Human Resources

This is the first in a series of notifications you will be receiving from Human Resources regarding State Health Plan enrollment. You will receive another notice with additional details next week.

In lieu of any approved legislation from the General Assembly, the State Health Plan will move forward with an annual enrollment for the plan year beginning July 1. This enrollment period will be May 9 through June 8.

For this enrollment, the State Health Plan will use the current approved plan design as well as rates in effect during the 2010-2011 benefit year. This includes both elements of the Comprehensive Wellness Initiative - tobacco use and Body Mass Index (BMI).

The University's enrollment site will open May 9. While enrollment continues through June 8, employees are encouraged to take action prior to May 24; otherwise, retroactive payroll deductions may be incurred as a result of any changes.

All employees who wish to enroll in or continue to be covered under the PPO standard (80/20) plan must take action during this year's enrollment. You can access the University's enrollment website from the Human Resources home page at http://hr.unc.edu.

It is important to note that we will most likely have a second enrollment period later this year that will include premium increases and benefit plan changes.

Here are important points about this year's enrollment:

-- Employees must enroll online. Paper enrollment forms will not be accepted.
-- You cannot enroll online until May 9.
-- The State Health Plan will move all employees, and their covered dependents, currently enrolled in the PPO standard (80/20) plan to the PPO basic (70/30) plan. You must take action if you want to re-enroll in the PPO standard plan.
-- Employees must complete the questions concerning use of tobacco products and/or participation in a tobacco cessation program to be eligible to re-enroll in the PPO standard plan.
-- Employees must complete the question concerning their BMI to be eligible to re-enroll in the PPO standard plan.
-- You may enroll adult dependents, up to age 26, who are not eligible for their own employer sponsored health coverage.

Like last year, all enrollments will be done online. This year, however, you will use your Onyen and password to sign on to the enrollment website. This is different from the login instructions provided in the enrollment booklet.

To obtain an Onyen, go to the following link: https://onyen.unc.edu/cgi-bin/unc_id/services. Call 962-HELP if you have login problems.

For employees who need assistance during this enrollment, Human Resources will provide opportunities to work with the Benefits Services staff.

If you have any questions about enrollment, contact Benefits Services at 919-962-3071 or benefits@unc.edu.

This email is sponsored by: Office of Human Resources

From: nobody@notify.unc.edu on behalf of gang@email.unc.edu
Sent: Monday, April 25, 2011 8:57 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Participants Wanted for a Study on Stress and Blood Pressure

---

Black/African American men and women between the age of 25 and 55 are needed for a study of Stress and Blood Pressure.

Researchers will come to you. You will be asked to complete surveys, and your heart and blood pressure will be monitored for 24-hours while you carry out your normal daily activities.

No needles. You will help health care providers to better understand factors that affect our health.

You will also receive $50 along with information on preventing and controlling high blood pressure in the Black community.

For more information you may email hypertension24@gmail.com or contact Debra J. Barksdale, RN, PhD at 919-843-2479 or djbarksdale@unc.edu.

Contact us today!

Debra J. Barksdale, PhD, FNP, CNE, FAANP
Associate Professor
UNC-Chapel Hill School of Nursing

Public Health-Nursing IRB study # 10-0573.
IRB approval date: 3/23/2010

This email is sponsored by: School of Nursing at UNC-CH

This email is sponsored by: School of Nursing

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of rebecca_bramlett@unc.edu
Sent: Monday, April 25, 2011 9:14 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: FORMAL NOTICE: 2011 Faculty-Staff Campaign

Dear Carolina Colleagues,

Excellence. It's what we do.

And so I encourage you to join me in supporting Carolina during the 2011 Faculty-Staff Campaign to sustain UNC's excellence.

Carolina's faculty and staff are second to none, and we each play an important role in helping make the Carolina experience unequivocally great. The University thrives because we continue to come together to accomplish great things. This initiative is no exception. Last year, more than 1,650 employees donated $1.3 million to the Faculty-Staff Campaign, even as economic uncertainty lingered.

Just like you, your gifts make a difference each and every day at Carolina. Support from faculty and staff provides scholarships and even emergency financial assistance to students (http://studentaffairs.unc.edu/giving/student-emergency-fund.html); brings renowned scholars to campus and advances scientific inquiry; makes our campus environment extraordinary and helps each of us carry out our mission of teaching, research and service.

What's more, your gifts can support programs designed specifically to benefit Carolina faculty and staff, such as the Carolina Family Scholarship Fund (http://giving.unc.edu/why-give/support-our-priorities/students/carolina-family-scholarship/index.htm) and the Carolina Campus Community Garden (http://sites.google.com/site/uncgarden/).

You can choose to support these areas--and many more--in this year's Faculty-Staff Campaign.

I know times remain uncertain. But I also know that, in typical Carolina fashion, you all have continued to get the job done, and that's why we continue to do great things. I thank you for your hard work, and I hope you'll make 2011 another great year for the Faculty-Staff Campaign.

Visit http://annualfund.unc.edu/facultystaff to learn more about the campaign
and to see an honor roll of last year's campaign donors. To give online or by payroll deduction, go to http://giving.unc.edu/gift.

Hark the Sound!

Chancellor Holden Thorp

FACULTY-STAFF CAMPAIGN WEB SITE:
http://annualfund.unc.edu/facultystaff

2010 FACULTY-STAFF CAMPAIGN HONOR ROLL:
http://giving.unc.edu/affinity-groups/faculty-staff-programs/2010-honor-roll/index.htm

MAKE A GIFT:
http://giving.unc.edu/gift

This email is sponsored by: Carolina Annual Fund

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, April 26, 2011 11:39 AM
To: Mutima@email.unc.edu; Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This Week at the Ackland

This Week at the Ackland

Out of the Studio

Featuring: Sacrificial Poets

Thursday, April 28
6:00 PM

The Ackland welcomes back nationally-recognized and award-winning spoken word poets and educators Kane Smego and Will McInerney, who will be performing original works of poetry and speaking on their experiences organizing Sacrificial Poets, a poetry-based youth movement in Chapel Hill and Durham. They will also discuss their goal of taking this art form to the international level -- they are planning to spend two months on the ground this summer in Egypt and Tunisia collecting oral histories, taking photographs, and creating poetic reflections that depict the sights, sounds, and emotions of life in both countries during this time of transformation.

Free

Art-Ventures for Kids

Saturday, April 30
10:30 AM - 12:00 PM

Ackland Art-Ventures for Kids is a series of engaging Saturday morning classes in which 6-9 year olds explore art in the Museum's galleries. They then put their newly-acquired ideas into practice by creating take-home treasures in an adjacent art studio.

This week: "One of a Kind"

Using works of art in the Ackland Art Museum's galleries for inspiration, children will experiment with color, shape, and line to create their own monoprint or one-of-a-kind print to take home.

This program is part of Ackland Art-ventures for Kids, a series of engaging Saturday morning classes for 6-9 year olds. Children will explore art in the museum galleries and then go next door to a studio. There, students practice the new ideas and techniques they saw in the galleries as they create their own take-home treasures. Each session offers children opportunities to investigate various art forms and experiment with different materials.
Registration is required; call Caroline Culbert at 919.962.3342.

$15 members | $25 non-members. Fee includes materials.

IN THE GALLERIES:

New Currents in Contemporary Art: MFA 2011 **Through May 8**

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

Romantic Dreams | Rude Awakenings: Northern European Prints and Drawings, 1840-1940

Art and Cultural Exchange along the Silk Road

Making Sense in Eighteenth-Century Prints

Art and the Natural World in Early Modern Europe

Art and Religious Life in Early Modern Europe

There is always something new to see at the Ackland!

UPCOMING EVENTS:

May 3
Yoga in the Galleries
12:00 - 1:00 PM

May 4
Lunch With One:
DE-NATURED with Dr. Gabriel Trop
12:00 - 1:00 PM

May 5
Ackland Art Museum
Spring Luncheon
11:30 AM - 1:30 PM

May 11
Tea at Two
with Timothy Riggs
2:00 - 3:30 PM
RSVP Now!

Please visit our calendar
for a full listing of special programming and events.

Save by signing up now for 3 or more sessions:
$12 members| $23 non-members per session.

Slam Poetry Workshop with Sacrificial Poets

RSVP NOW!

Saturday, April 30
1:00 – 4:00 PM

The Ackland welcomes back nationally-recognized and award-winning local organization Sacrificial Poets. Come explore the art of spoken word "slam" poetry and delve into both writing and performance techniques that will help you take your art from the page to the stage.

Sacrificial Poets's mission is to inspire, foster, and promote artistic expression, personal growth, and social justice for youth in our collective communities through the use of the spoken and written word.

Teens and adults may register by contacting Allison Portnow, Events and Programs Coordinator.

Free to High School students / $25 Ackland members / $30 non-members.

Art Now/Cinema Now

"In the Shadow of Catastrophe: German Cinema 1977-1992"
Four films sponsored by the Ackland Art Museum and the Interdisciplinary Program in Cinema, UNC-Chapel Hill

What is the role of art in times of darkness? German artists, confronted with the urgency of this question during the second half of the twentieth century, saw art as a means to reflect upon catastrophic events. This series examines German filmmakers' responses to the incomprehensibility of violence, terror, and self-destruction that was associated with their national identity.

Free and open to the public.
Location: Varsity Theater, East Franklin Street, Downtown Chapel Hill.

April 30, 7:00 PM: *Lessons of Darkness* (Werner Herzog, 1992)

Lessons of Darkness unlocks both the terrifying beauty and the apocalyptic horror inscribed in the landscape in the wake of the first Gulf War (1990-91). Although Werner Herzog's film ostensibly investigates the results of the United States' intervention in Iraq, it touches on the aesthetic and ideological complexities involved in any attempt to represent the effects of war--a project that cannot be seen outside of the context of Germany's own troubled past.

Following the documentary, Christina Wegel (UNC-CH German), Gabriel Trop (UNC-CH German), Richard Cante (UNC-CH Communication Studies), and Richard Langston

(UNC-CH German) will lead a discussion about the film.

Ackland Art Museum Spring Luncheon

Tickets Still Available!

Thursday, May 5
11:30 AM - 1:30 PM
The Carolina Inn

Held in conjunction with the Ackland's annual Master of Fine Arts exhibition: *New Currents in Contemporary Art*
15 April - 8 May 2011

Guest Speaker: Jeff Whetstone
Associate Professor and Director of Graduate Studies, Studio Art
The University of North Carolina at Chapel Hill

Hosted by The Friends of the Ackland
Single Tickets: $50

Following lunch, guests are invited to the Ackland to view the exhibition.
MFA students will be available in the galleries to talk about their work.

For ticket information,
email Pat Hall or call 919.843.3676.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-29074327-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Lydia Anne McCarthy, *Untitled*, 2010, Digital C-print.

From: Nyang Oro, Julius E <JEN321@email.unc.edu>
Sent: Tuesday, April 26, 2011 3:53 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] Tim McMillan

Hi All: Please join me in congratulating Tim for becoming a member of the Faculty Executive Council. It is a BIG Deal!
Best,
Julius

You are currently subscribed to afriafam as: smutima@email.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=32361603.ecf45acb748a65c73fd2679966d97f16&n=T&l=afriafam&o=29076335
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-29076335-32361603.ecf45acb748a65c73fd2679966d97f16@listserv.unc.edu

From:	nobody@notify.unc.edu on behalf of smichala@email.unc.edu
Sent:	Tuesday, April 26, 2011 8:24 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Science libraries relocations

This spring, the Library conducted a series of surveys and discussion groups about science libraries on the UNC campus. We learned a great deal about the collections, services, and staff interactions that UNC faculty and students in the sciences value most. Thank you very much for your time and candid comments.

In response to the budget situation, and informed by the priorities described to us by faculty and students, some science libraries and services will be relocated on the campus during the summer of 2011, as follows:

-The collections of the Brauer Math/Physics Library and the Geological Sciences Library will relocate to expanded browseable stacks in Wilson Library. Materials will be consolidated with the biology and chemistry collections already in Wilson Library, providing the opportunity for interdisciplinary browsing. The science collections are accessible from the South Road entrance to Wilson Library, opposite the Bell Tower.

-Hours for the science collections in Wilson Library will be: Mon.-Thurs. 8 a.m. - 8 p.m.; Fri. 8 a.m. - 5 p.m.; Sat. 9 a.m. - 1 p.m.; Sun. 1 - 6 p.m. This represents an increase in staffed hours over any of the current science libraries, gained from efficiencies in staffing only a single browsing point.

-The campus delivery (Carolina BLU) program will deliver books to faculty campus boxes, and to the library of choice for students. High-impact undergraduate science collections will remain in the Undergraduate Library, which also provides reserves services in all disciplines.

-The science librarians will have home offices in the newly opened Kenan Science Library in Venable Hall. They will continue to serve the departments in their areas of expertise with consultations, instruction, collection development, and customized services for the departments they work with.

-The Library has purchased expanded backfiles of 42 e-journals in physics and the physical sciences. Increasing portions of the science literature are now online and the Library will continue to acquire digital science content whenever possible.

The Library staff and I are confident that we can continue providing to you the access to research materials and the professional expertise of our staff that will support work in the sciences. Details about move dates will be posted to library.unc.edu as they are finalized.

Please note that relocation of and access to science collections in Wilson Library will not be affected by the recently announced installation of sprinklers in the Wilson Library special collections stacks during 2011-12.

Sincerely,
Sarah C. Michalak
University Librarian and Associate Provost for University Libraries

This email is sponsored by: University Library

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, April 26, 2011 8:44 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Seeking participants for a digital possession study (multiple age ranges)

Hello,
I am conducting a study in order to get a general sense of the characteristics of digital possessions on personal computers and in personal web spaces.

I am looking for men and women in the following age ranges participate in an interview about digital possessions OR a sorting exercise:

Age range 1: 18 years - 24 years*
Age range 2: 38 years - 47 years*
Age range 3: 58 years - 67 years*

Digital Possession Interview
Duration: 1 hour
Incentive: $10
During the interviews, you will bring your laptop and/or smartphone/iPad and sit down with me (the researcher) and provide your opinion and some examples about digital possessions. You will refer to the digital possessions on your laptop/smartphone/iPad, when necessary.

Sorting Exercise
Duration: 1 hour
Incentive: $10
During the sorting exercise, you will sort note cards with characteristics about digital possessions, along a spectrum of -5 to +5, according to a set of directions read by the researcher.

If interested in the digital possession interviews, the card sorting activity or both studies, PLEASE FOLLOW THE LINK BELOW to take the 5 minute pre-screen survey. If you qualify, you will receive an email from the researcher. If you do not qualify, you will receive a message at the end of the survey. An equal number of men and women are sought for this study.
https://uncodum.qualtrics.com/SE/?SID=SV_1Sn7ls9AcTKz0Rm

*Students, faculty and staff associated with the School of Information and Library Science are not eligible to participate in the study.

Thank you!

Amber L. Cushing
Doctoral Candidate
School of Information and Library Science
UNC-Chapel Hill
cushinga@email.unc.edu

IRB Study # 11-0759
approved by UNC behavioral IRB on 4/26/2011
approved by the UNC School of Information and Library Science on 4/12/2011

This email is sponsored by: School of Information and Library Science

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, April 26, 2011 9:21 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: FORMAL NOTICE: Change in Dial-out Prefix for Landlines

---

Dear Faculty, Staff and Students:

Beginning April 30, you should dial "7" instead of "9" to make an outside call from a campus landline.

The change, which affects both University and UNC Health Care System landlines, is designed to reduce misdialed or hang-up 911 calls, saving both time and money.

Whenever the University's emergency dispatchers receive an unintentional 911 call, they have to verify that there is no true emergency. If the caller stays on the line, the dispatcher can talk with the person to determine that he or she is safe. For hang-up calls, however, we have to dispatch a Department of Public Safety officer to locate the caller and confirm that he or she is safe.

Every year, we receive nearly 4,900 mistaken 911 calls at an annual cost of more than $48,000. Changing the dial-out prefix to "7" should substantially reduce these calls - and the cost associated with them - and allow our public safety officers to focus on genuine safety situations. Our colleagues at N.C. State University have seen a 70 percent drop in mistaken 911 calls since they changed the dial-out prefix there two years ago.

The Department of Public Safety, in conjunction with ITS Communication Technologies, has worked with AT&T to implement the change for Carolina. To give people time to adjust to dialing "7" instead of "9," there will be an overlap period in which both numbers will work.

Besides landlines, other services that could be affected include alarm systems, fax machines, pagers, speed dialing, telephone forwarding, automated dial-out programming on lab equipment, the auto-dial feature on Centrex digital phones, overflow routes for telephone rollover configurations and automatic/uniform call distribution (ACD/UCD) applications.

ITS Communication Technologies is working directly with people who have automated equipment that relies on a dial-out prefix so they can be notified to reprogram their equipment.

Information about the change is posted at http://its.unc.edu/CommTechnology/Dial7AccessCodeChange. People with questions can call 962-HELP and select the option for telephone requests or they can submit questions to dial7@unc.edu.

The dial-out prefix change is part of Carolina Counts, the University-wide initiative to improve the efficiency of campus operations and reduce administrative costs, based on key recommendations from the 2009 Bain & Company study. Carolina Counts plays a key role in the University's budget strategy.

Sincerely,

Lt. Col. George Hare
Deputy Director of Public Safety

This email is sponsored by: Department of Public Safety

From: UNC Press <enotice@uncpress-unc.ccsend.com>
Sent: Wednesday, April 27, 2011 6:35 AM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: 3 days left to shop our BIGGEST SALE EVER!

Having trouble viewing this email? Click here

Only 3 days left to shop our BIGGEST SALE EVER!

SHOP NOW!

The sale ends Saturday, April 30th.

Enter Discount Code 01SALE11 at checkout.

- 70% off on more than 700 titles
- FREE SHIPPINGon orders over $100
- A FREE BOOK on orders of $150 and more

There are still a wide variety of books left. . . Cooking, Gardening, Civil War, History, Biography, Religion, Literature, Nature and Travel Guides, and so many more. . .

Enter Discount Code 01SALE11 at checkout.

Click here to start shopping now!

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UNC Press | 116 South Boundary Street | Chapel Hill | NC | 27514

From: National Council of Less Commonly Taught Languages <nyasha@ncolctl.ccsend.com>
Sent: Wednesday, April 27, 2011 1:15 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: Last Chance to Apply for the 2011 NCOLCTL Swahili STARTALK

Having trouble viewing this email? Click here

You're receiving this email because of your relationship with National Council of Less Commonly Taught Languages. Please confirm your continued interest in receiving email from us. To ensure that you continue to receive emails from us, add ncolctl@mailplus.wisc.edu to your address book today.
You may unsubscribe if you no longer wish to receive our emails.

National Council of Less Commonly Taught Languages (NCOLCTL) Presents

July 11-29, 2011

Madison, WI

NCOLCTL Sponsors

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Apply for the 2011 Swahili STARTALK

Application Deadline Tomorrow 04/28/2011

Swahili STARTALK is a summer professional development program for teachers of Swahili.

Are you interested in expanding your knowledge of teaching Swahili? If so, you should attend this summer Swahili professional development program.

NCOLCTL Swahili STARTALK

What: An intensive three-week program that will allow you to participate in professional development that will focus on quality instruction, curriculum and assessment for Swahili Language.

Who: This program is open to both current and new teachers of Swahili.

Where: The program will take place in Madison, WI.

When: Program dates are: July 11-29, 2011
July 11-15, 2011 (One-week Non-Residential online program)
July 18-29, 2011 (Two-week Residential program in Madison)

Cost: Each participant selected for this program will receive
(i) a $1,000.00 stipend (ONLY upon successful completion of the program.
(ii) Accommodation for the two-week residential program.
(iii) $300.00 (maximum), travel reimbursement for all out of town participants*
(iv) A Certificate of Completion upon successfully completing the program.

Some restrictions may apply

To Apply:

1. Complete the form here: Application Form
You can type in the required information. However, print out the completed form and sign. You can fax, mail or email the completed application to the NCOLCTL Secretariat Office.

2. Save this form and forward to your Administrator or Supervisor for completion: Supervisor's Form
Have Your Supervisor fax, mail or email it to the NCOLCTL Secretariat office upon completion.

Application Deadline: **April 28, 2011**

NCOLCTL Secretariat
455 N Park St
4231 Humanities Building
Madison, WI 53706
Tel: 608-265-7905
Fax: 608-265-7904

Forward email

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Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.

National Council of Less Commonly Taught Languages | 455 N Park St | 4231 Humanities Building | Madison | WI | 53706

From:	nobody@notify.unc.edu on behalf of noreply@unc.edu
Sent:	Wednesday, April 27, 2011 2:02 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	URGENT: SUBJECT: ORANGE COUNTY UNDER TORNADO WATCH

SUBJECT: ORANGE COUNTY UNDER TORNADO WATCH

04/27/11, 1:30 p.m.

Dear Students, Faculty and Staff:

The National Weather Services has issued a TORNADO WATCH FOR ORANGE COUNTY.

That means conditions are favorable for tornadoes and severe thunderstorms in and close to the watch area. The weather service says people in these areas should be on the lookout for threatening weather conditions and listen for later statements and possible warnings.

You need to be prepared to take the following actions if the watch is elevated to a tornado warning in our area:

* Seek shelter immediately.
* Move to an interior room on the lowest floor of a sturdy building.
    * Avoid windows.
* If no shelter is available, lie down in a low-lying area.
* Protect yourself from flying debris.

If Orange County is placed under a tornado warning, the University will activate the sirens to indicate the situation has become imminent and life-threatening. You will need to take immediate precautions.

This email is sponsored by: Emergency Response Officials

From: Nyang Oro, Julius E <JEN321@email.unc.edu>
Sent: Wednesday, April 27, 2011 2:46 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] Graduation 2011

Dear Colleagues:
Hope the end of the Semester is going well for everyone. This is a friendly reminder that we will have our departmental graduation ceremony on Saturday May 7 at 2.00 PM in the Hitchcock Room at the Sonja Haynes Stone Center. Tim, Reg, Agatha and Travis have been working hard to ensure that everything is in order. It is important that we all make time to attend. Graduation ceremonies are important to our graduates and their families. I promise that it will not be a prolonged event. See you on May 7.
Best,
Julius

You are currently subscribed to afriafam as: smutima@email.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=32361603.ecf45acb748a65c73fd2679966d97f16&n=T&l=afriafam&o=29082229
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-29082229-32361603.ecf45acb748a65c73fd2679966d97f16@listserv.unc.edu

From:	nobody@notify.unc.edu on behalf of noreply@unc.edu
Sent:	Wednesday, April 27, 2011 6:31 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	URGENT: ORANGE COUNTY UNDER TORNADO WATCH

SUBJECT: ORANGE COUNTY UNDER TORNADO WATCH

04/27/11, 6:15 p.m.

Dear Students, Faculty and Staff:

The National Weather Services has issued a TORNADO WATCH FOR ORANGE COUNTY.

That means conditions are favorable for tornadoes and severe thunderstorms in and close to the watch area. The weather service says people in these areas should be on the lookout for threatening weather conditions and listen for later statements and possible warnings.

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* Avoid windows.
* If no shelter is available, lie down in a low-lying area.
* Protect yourself from flying debris.

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This email is sponsored by: Emergency Response Officials

This email is sponsored by: Emergency Response Officials

From: nobody@notify.unc.edu on behalf of sarah_lowman@med.unc.edu
Sent: Wednesday, April 27, 2011 8:39 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: ASPREE Aspirin Study

Healthy Volunteers (age 70+) Needed for a Research Study
The ASPREE study will help researchers learn about the benefits of aspirin in reducing memory problems and physical problems as you age. Aspirin may help older people live healthy lives by delaying the start of illness. However, aspirin may not be safe for everyone. This study will determine whether taking aspirin is a safe way for people to stay healthy for longer.
You are eligible to take part in this study if you:

* are aged 70 years or older.

You cannot take part if you:

* have blood vessel disease.
* have a serious illness.
* are allergic to aspirin or cannot take it.
* have had or are at risk of serious bleeding.
* are taking other 'blood thinning' medication.
* have seriously impaired mental or physical function.

This study requires 8 visits to UNC over a six-year period of time. Also, participants will be contacted three times a year by phone for a short follow-up.

All office visits, medical evaluations, and medications (either low-dose aspirin or placeho) for to this study will be provided at no cost to participants.

For more information, please contact Sarah at 919-966-6827 or sarah_lowman@med.unc.edu.

Approved by the UNC-CH IRB on 8/05/2010. IRB# 10-0965.

This email is sponsored by: Department of Medicine/Division of Geriatric Medicine and the Center for Aging and Health.

This email is sponsored by: Geriatric Medicine

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From: nobody@notify.unc.edu on behalf of hr@unc.edu
Sent: Wednesday, April 27, 2011 9:07 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: FORMAL NOTICE: Employee Assistance Program Changes

TO: All Employees

FROM: Brenda Richardson Malone, Vice Chancellor for Human Resources

Effective July 1, the Office of Human Resources will offer Deer Oaks as the University's sole provider of Employee Assistance Program (EAP) services. As an employee of UNC-Chapel Hill, you and your dependents are eligible for this important benefit at no cost.

The Office of Human Resources currently has two providers of EAP services - Deer Oaks and our local representative, Susan Criscenzo. The University's current budget situation has necessitated a review of our EAP offerings and we have made the decision to move forward with only one provider - Deer Oaks. While we have benefited greatly from our relationship with Susan Criscenzo over the years, we know that Deer Oaks is fully equipped to support the University's future EAP needs. Beginning July 1, Susan Criscenzo will support UNC Healthcare as their full-time EAP provider. You can continue to consult directly with Susan through June 30.

Deer Oaks representatives are available 24 hours a day, 365 days a year, and have access to clinicians with considerable expertise in convenient locations. Their providers can offer counseling for stress, depression, anxiety, workplace difficulties, substance abuse, marital problems, family or parenting conflicts, grief, violence and unhealthy lifestyles. You and your dependents are allowed one confidential counseling visit at no cost. Additional visits will be charged based on your insurance coverage.

In addition, Deer Oaks can provide tools and referrals for:

-- Childcare and eldercare resources with referrals
-- Financial and legal issues
-- Child and parenting support services
-- Retiree assistance
-- College resources
-- Moving resources

For additional information or a referral to a provider nearest you, please call Deer Oaks toll-free at 877-327-7658. Online tools are available at www.eapnc.com (login and password: eapnc).

UNC-Chapel Hill is committed to the health and well-being of its employees and their family members. We encourage you to use this important benefit should you have need.

This email is sponsored by: Office of Human Resources

From: nobody@notify.unc.edu on behalf of haneya@email.unc.edu
Sent: Friday, April 29, 2011 8:20 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Outcomes Measurement

Outcomes Measurement

Outcomes are a critical component of health care today. Clinicians, administrators, and researchers rely on up-to-date knowledge and skills to create or select outcomes that document effectiveness of care, to use patient outcomes for accreditation or quality improvement purposes, or to develop research programs Participate actively with didactic presentations and small group work during this 4-and-a-half day Institute to explore: measurement theory including extensive coverage of reliability, validity and instrument construction principles; criteria to use in selecting outcomes measures; how to design outcomes studies; and commonly used outcomes measures. Sessions will be devoted to reviewing outcomes measures being used in the participants' current work and to assist participants in designing their own outcomes studies.

Faculty:
Mary R. Lynn, PhD, RN
Professor
The University of North Carolina at Chapel Hill
School of Nursing

Richard W. Redman, PhD, RN
Professor and Assistant Dean, Graduate Programs
Division of Nursing Business & Health Systems
University of Michigan
School of Nursing

Mary R. Lynn teaches measurement to doctoral students and has been funded by NIH to develop and test instruments as well as to conduct outcomes research in the home health setting. Her research and her work with other researchers focuses on measurement.

Richard W. Redman teaches outcomes research methodology to doctoral students at the University of Michigan where he directs the PhD Program. His program of research examines clinical and organizational outcomes with a special focus on quality and patient safety.

For more information please contact the Center for Lifelong Learning
phone: 919-966-3638
email: nursing_cll@unc.edu

This email is sponsored by: Center for Lifelong Learning

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From: nobody@notify.unc.edu on behalf of ntom@email.unc.edu
Sent: Friday, April 29, 2011 8:25 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Ronald E. McNair Scholars Applications Now Available (DEADLINE: July 25, 2011)

The Ronald E. McNair Post Baccalaureate Achievement Program is now accepting applications for the incoming Fall 2011 cohort. The incoming cohort will consist primarily of sophomores who will remain committed to the program through their senior year.

The McNair Scholars Program offers UNC-CH undergraduate students the opportunity to explore graduate school as a real possibility. This program helps scholars build their repertoire of knowledge and skills that will increase their likelihood of matriculating into the doctoral programs of their choice.

The overall focus of the McNair Scholars Program is to provide a supportive and encouraging culture that exposes students to the joys of research and scholarship, and enables the program participants to develop close professional relationships with faculty mentors. To support this goal, the program offers:

* Eight week paid summer research program
* Research courses
* Interactive workshops and seminars
* Travel to present research nationally
* Graduate school tours
* Faculty mentorship
* Counseling and advising sessions
* GRE Prep classes & one (1) paid GRE test
* Cultural events and activities
* Networking opportunities

Students who qualify will be selected based on their academic record, personal statement, personal interview, and academic goals. The applicant must also meet the following requirements:

* Minimum 3.0 Cumulative GPA
* U.S. citizenship or permanent residency
* At least a sophomore standing (minimum 60 credits earned by start of Fall semester)
* First-generation college student AND low-income, OR a member of an under-represented group in graduate education

** APPLICATION DEADLINE: Monday, July 25, 2011**
MANDATORY RETREAT DATES: Sat/Sun, August 27-28, 2011

IN ORDER TO COMPLETE THE APPLICATION PROCESS, YOU MUST ALSO SUBMIT:

* A completed and signed application (attached to this email or found on our website at http://mcnair.unc.edu)
* One official college transcript--you may request Registrar to mail directly to CB # 3310 for free.
* Proof of family income (providing tax returns from most recent year submitted)
* Three letters of recommendation/rating forms (two must be from a professor/teacher who has taught you at the college level)
* A writing sample of at least two pages that was completed within the last year (e.g., course paper)

SUBMIT APPLICATION MATERIALS TO:

ATTN: REM Selection Committee
The Ronald E. McNair Scholars Program
The University of North Carolina at Chapel Hill
150 South Rd., Suite 101, CB 3310
Chapel Hill, NC 27599-3310

We hope you take advantage of this unique experience to develop the skills that will support you in completing your undergraduate program successfully, as well as prepare you for graduate level studies. If you have any questions, please do not hesitate to contact us.

Sincerely,

--
Nancy Tom, M.A.
Program Manager
Ronald E. McNair Scholars

Office of TRiO Programs

150 South Road, Suite 101
Campus Box # 3310
Chapel Hill, NC 27599-3310

Office: 919.962.1281
Direct: 919.843.8323
Fax: 919.962.4381

http://mcnair.unc.edu

This email is sponsored by: Office of TRiO Programs

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From:	nobody@notify.unc.edu on behalf of motherbabylab@unc.edu
Sent:	Friday, April 29, 2011 8:43 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Infants 3-5 months old needed for research study

---

IRB study name: Prenatal Nicotine Exposure Effects on Infant Brain Development
IRB study number: 09-1643
Biomedical IRB
Approved: 10/7/2009, modified and approved 4/26/2011

Help us learn more about infant brain development.

Researchers at UNC are looking for mothers and their new babies to participate in a research study about early brain development. We will test babies at 4 months of age.

Participation includes:

* Questionnaires for mother (15-20 minutes)
* One visit to UNC for infant developmental testing at about 4 months old (Maximum time =1 hour)
* One visit to UNC for EEG Recording of sleeping infant's brain activity at 4 months old. No Sedation. (Maximum time = 2 hours)

****Visits may be combined or done separately for mother's convenience*****
****Free Parking for all appointments*****

We will pay $75.00 for completion of EEG recording, developmental testing and questionnaires. If interested, please contact us at:

motherbabylab@unc.edu or (919) 966-2549

UNC Stress and Health Research Program

This email is sponsored by: Stress and Health Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, April 29, 2011 9:01 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: FORMAL NOTICE: Vice Chancellor for Finance and Administration

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The University of North Carolina at Chapel Hill invites nominations and applications for the Vice Chancellor for Finance and Administration. The Vice Chancellor reports to the Chancellor and is a key member of the executive leadership team, working closely with the Executive Vice President and Provost and the Board of Trustees.

Responsibilities include oversight of financial planning and budgeting; treasury and risk management; general accounting; facilities planning, construction and operations; purchases and stores; public safety, environmental health and safety, and auxiliary enterprises. The Vice Chancellor also works with various internal and external constituencies, particularly the General Administration of the UNC System, to improve the effectiveness of the University's financial and business operations. The Vice Chancellor provides leadership in the University's efforts to become more innovative and cost effective in its administrative practices.

The University seeks a collaborative leader with a distinguished record of outstanding professional accomplishment. Successful applicants will have outstanding administrative leadership capacity, excellent communication skills, and commitment to a diverse university. Applicants should have experience as a senior executive officer in a higher education, foundation, government or business organization of relevant size and complexity with financial, business, capital improvement, and plant management responsibilities. Applicants must be familiar with a wide variety of financing techniques, major construction, renovation and maintenance programs, and must have a record of significant leadership and accomplishment in planning and implementing major business and financial systems. Knowledge of trends in enterprise resource management systems is required, as is experience in dealing with local, state, and federal legislative and regulatory processes as they affect public universities. Experience with major academic health centers is also highly desirable in this research intensive environment. The Vice Chancellor for Finance and Administration serves at the pleasure of the Chancellor, with a five year review.

Now in its third century, UNC Chapel Hill was the first public university in America to open its doors, and is one of the select group of institutions forming the Association of American Universities. With more than 29,000 students, UNC Chapel Hill's academic offerings span more than 100 fields, including bachelor's, master's, doctoral, and professional degrees. The University has a renowned College of Arts and Sciences and nationally recognized schools of business, dentistry, law, education, government, information and library science, journalism and mass communication, medicine, nursing, pharmacy, public health, and social work. For further information on The University of North Carolina at Chapel Hill, please visit the website at: http://www.unc.edu.

For more information please visit:

http://provost.unc.edu/announcements/open-positions

Confidential inquiries, nominations and applications may be sent to the University's consultants: Dr. Jean Dowdall, Alice Miller and Jane

Courson, at UNCVCFA@wittkieffer.com. Candidates should electronically submit a cover letter describing their interest in and qualifications for the position and a resume, in addition to the names, titles, addresses, phone numbers, and email addresses of five references. All inquiries will be kept confidential in the early stages of the search process. Applicants will be asked for permission before references are contacted. The consultants can be reached by phone at (630) 575-6131. Review of applications will begin May 15, 2011 and will continue until the position is filled. The anticipated starting date is Summer 2011. The University of North Carolina at Chapel Hill is an equal opportunity

This email is sponsored by: Office of the Executive Vice Chancellor

From: UNC Press <enotice@uncpress-unc.ccsend.com>
Sent: Saturday, April 30, 2011 6:06 AM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: Last day to shop our SALE!

Having trouble viewing this email? Click here

Today is the LAST DAY to shop our BIGGEST SALE EVER!

SHOP NOW!

Enter Discount Code 01SALE11 at checkout.

You do not want to miss this!

- 70% off on more than 700 titles
- FREE SHIPPING on orders over $100
- A FREE BOOK on orders of $150

. . . Cooking, Gardening, Civil War, History, Biography, Religion, Literature, Nature and Travel Guides, and so many more options. . Enter Discount Code 01SALE11 at checkout.

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UNC Press | 116 South Boundary Street | Chapel Hill | NC | 27514

From: bounce-29097503-39579559@listserv.unc.edu on behalf of WebEvent <webevent@unc.edu>
Sent: Saturday, April 30, 2011 11:03 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] WebEvent Reminder: May 6 - Last Day for Completion of Faculty Input for Departmental Annual Report

---

WebEvent Reminder

Title: Last Day for Completion of Faculty Input for Departmental Annual Report
Date: Friday, May 6, 2011
Time: Unspecified

Description: The College Annual report system is now open for faculty to summarize their activities and accomplishments. Based on input the Annual Report Committee received from departments, a new version of the Annual Report system has been developed to streamline the process and make the reporting easier and more efficient for faculty, chairs, and administrators. The attached help document explains the design and navigation for the new system. Please contact OASIS for additional help.

All faculty in the College of Arts and Sciences are required to prepare for their department or curricula an annual report of some of your activities and accomplishments for the period May 1, 2010 to April 30, 2011. These reports are used for a variety of assessment and evaluation purposes within your units, but they are also an important component of the units' required report to the College of Arts and Sciences.

The deadline for completing your report is May 6, 2011. Please bookmark the new system address - https://apps4.oasis.unc.edu/car/

Stewardship:

You may also be prompted to complete a tab labeled "Stewardship." This section is included if you have received funding from private sources.

The Arts and Sciences Foundation produces letters to donors on the use of these funds. These reports benefit your department and the College of Arts and Sciences in future fund-raising efforts.

If you have questions about the Stewardship section, please contact one of the following staff members at the Arts & Sciences Foundation: Del Helton, del.helton@unc.edu, 962-8216, Jim Magaw, jim.magaw@unc.edu, 962-6123, or Joanna Cardwell, joanna.cardwell@unc.edu, 962-8342.

Please note that your contributions last spring helped the Arts and Sciences Foundation produce nearly 600 letters to our generous College donors. This annual "stewardship report" explains how the fund was used and includes information about the fund's investment performance. Donors often respond with a thank-you note in appreciation.

We very much appreciate your assistance with another round of outstanding stewardship letters.

_____
INSTRUCTIONS FOR ACCESSING THE ANNUAL REPORT SYSTEM AND STEWARDSHIP

1) https://apps4.oasis.unc.edu/car/
2) Login with your onyen and onyen password
3) You can access the Stewardship system through a tab on the Annual Report.

*For responses from previous years – Previous system.

Your Onyen

Website: http://onyen.unc.edu

Your ONYEN is the first part of your email address, e.g. for an email address of jdoe(at)email.unc.edu your ONYEN is "jdoe" without the quotes.

If you lose or forget your ONYEN password, you can get a new one by taking your UNC One Card (or another picture ID) to IT

Response Center at Wilson Library suite 300. It is not possible to recover your old password. For security reasons, you can get a new password only with a picture ID.

If you have forgotten your ONYEN you may look it up by selecting the "Forgotten Onyen" button and supplying your last name and your PID.

Annual Report Assistance

If you require additional help or have problems accessing or using the web site, please submit an Online Help Ticket to OASIS. Website:

http://oasis.unc.edu/remedy

Ryan Greenway, PMP
Acting Director of Finance and Operations
Dean's Office, College of Arts & Sciences
University of North Carolina at Chapel Hill
CB 3100
919.962.9275

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http://www.webevent.com/cs/r/pbpublish_2.71

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, May 2, 2011 8:20 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Fitting in Fitness

You know fitness is important for your health and well-being, but finding time to exercise can be difficult. How can you find time for fitness? The key is to be flexible and make fitness a way of life. Remember all physical activity, not just formal exercise programs, can add up to a healthier you! If you are looking for ways to get back to a healthy, active lifestyle UNC Campus Recreation offers many ways for you to be active.

Visit the following website for more information:
www.campusrec.unc.edu

This email is sponsored by: Campus Recreation

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From:	nobody@notify.unc.edu on behalf of john_gorsuch@unc.edu
Sent:	Monday, May 2, 2011 8:49 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: New Print Stop and Copy Center

UNC Student Stores is pleased to announce the opening of the Print Stop & Copy Center on May 2nd.

It is conveniently located at the center of campus on the third floor of Student Stores. The Print Stop offers printing and copying services for students, faculty, staff, and departments.

Services include: Black & White Copies, Color Copies, Digital Printing, Lamination, Posters & Banners, Binding, and FAX Services.

The Print Stop accepts all forms of payment: Cash, Check, VISA, MasterCard, American Express, UNC OneCard, and Departmental Accounts.

We are ready to assist you with your special project.

This email is sponsored by: UNC Student Stores

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From: nobody@notify.unc.edu on behalf of hr@unc.edu
Sent: Monday, May 2, 2011 9:17 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Carolina Blood Drive June 7

FROM: Carolina Blood Drive Committee

Every two seconds, someone in the U.S. needs blood. In fact, more than 38,000 blood donations are needed every day. Those facts underscore the importance of the 23rd annual Carolina Blood Drive on Tuesday, June 7, from 7 a.m. to 6 p.m. in the Dean E. Smith Center.

Door prizes given randomly during the day will include UNC football and basketball tickets. After giving, donors may choose from pizza, cookies, sandwiches and more, and will receive commemorative 23rd anniversary T-shirts donated by UNC Student Stores and the American Red Cross. Presenting donors are automatically registered to win one of two pairs of round-trip Delta Air Lines tickets sponsored by the Carolinas Region of the American Red Cross.

Please take time out to help patients who so desperately need you. Time spent donating is considered work time with permission from a supervisor.

For details, the on-line registration form, donor eligibility, transportation plans and information on donating double red cells, visit www.unc.edu/blood or dial 96-BLOOD (962-5663).

Traditionally, blood donations drop in the summer due to vacations and school breaks. And hereabouts, habitual UNC student donors are away. Unfortunately, the need for blood often increases at the same time because of travel-related injuries.

By participating in the Carolina Blood Drive, you will not only represent the University's concern for local hospital patients, but also you will help save the life of someone in need.

Carolina Blood Drive Committee

This email is sponsored by Human Resources-Benefit Services, Student Stores, Athletics, Printing Services, the American Red Cross and a committee from across campus.

This email is sponsored by: Office of Human Resources

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, May 3, 2011 11:16 AM
To: Mutima@email.unc.edu; Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This Week at the Ackland

This Week at the Ackland

Wednesday, May 4
12:00 - 1:00 PM

Add a little culture to your noon hour: bring a lunch and learn more about the art currently on view at the Ackland.

This Month:

"Joseph Beuys: Form, Power, Energy"

An illustrated talk by Gabriel Trop, Assistant Professor, Department of Germanic Languages and Literatures, UNC-Chapel Hill
in conjunction with the Ackland's current exhibition
DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

Joseph Beuys uses the materials and forms of art to reveal how power is produced in social spaces and how art itself generates, impedes, and reorganizes energetic flows. Artistic forms are saturated with and surrounded by various metabolic processes: the exchange of commodities, the organization of public space, the circulation of blood, and the energy mobilized in political movements, for example. Gabriel Trop will put Beuys' work in dialogue with that of Sigmar Polke in an attempt to examine the intersection of aesthetic form, political power, and bio-physical energy.

No reservations required.
Free to members and valid UNC One Card holders | $5 non-members
For more information, call Allison Portnow, Events and Programs Coordinator, at 919.843.3687.

Tea at Two

Wednesday, May 11
2:00 PM

The Ackland invites you to enjoy tea, refreshments, and conversation with **Timothy Riggs**, the Ackland's curator of collections, for an illustrated talk related to the current exhibition *Romantic Dreams | Rude Awakenings: Northern European Prints and Drawings, 1840-1940*.

Riggs will be discussing primitivism in German art of this period, from Moritz von Schwind to Hermann Max Pechstein.

Free to Ackland members | $10 non-members.
Space is limited. RSVP: apportnow@email.unc.edu or 919.843.3687.

IN THE GALLERIES:

New Currents in Contemporary Art: MFA 2011 **Through THIS SUNDAY, May 8**

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

Romantic Dreams | Rude Awakenings: Northern European Prints and Drawings, 1840-1940

Art and Cultural Exchange along the Silk Road

Making Sense in Eighteenth-Century Prints

Art and the Natural World in Early Modern Europe

Art and Religious Life in Early Modern Europe

There is always something new to see at the Ackland!

UPCOMING EVENTS:

May 11
Tea at Two
with Timothy Riggs
2:00 - 3:30 PM
RSVP Now!

May 12
Out of the Studio:
Artist Carole Baker
6:00 PM

May 14
Art-Ventures for Kids
10:30 AM - 12:00 PM

May 14
Drawing for Kids
10:00 AM - 12:00 PM

May 14
Drawing in the Galleries
10:00 AM - 12:00 PM

May 15
Music in the Galleries
2:00 PM

Please visit our calendar
for a full listing of special programming and events.

MFA 2011

Don't miss *New Currents in Contemporary Art: MFA 2011*

Open through Sunday, May 8th!

The innovative works of photography, video, sculpture, and mixed media on view represent the culmination of two years of graduate study by featured artists Travis Donovan, Carolyn Janssen, Lydia Anne McCarthy, Jessye McDowell, John Hollin Kelse Norwood, Raymond Padrón, and Tracy Spencer-Stonestreet.

Let's Have a Bite! A Banquet of Beastly Rhymes

A reading by children's author Bob Forbes

Saturday, May 7, 2011
3:00 PM
Wilson Special Collections Library, Pleasants Family Assembly Room
Free and open to the public

All ages are invited to "a banquet of beastly rhymes" with author Bob Forbes, as he reads from his newest collection of poetry for children, in the Wilson Special Collections Library. *Let's Have a Bite! A Banquet of Beastly Rhymes* (Overlook Press) features thirty-three "delectable rhymes about animals naughty and nice" and characters such as a photogenic buffalo, a color-changing emu, and a well-dressed narwhal.

The reading will take place as part of an open house in Wilson Library from 1:00 to 5:00 PM, during which visitors will be able to see treasures from the special collections, view an exhibition of 38 original Searle illustrations for Forbes's book *Beastly Feasts! A Mischievous Menagerie in Rhyme*, and enjoy refreshments.

Forbes (UNC class of 1971) is the president of the magazine *ForbesLife*, the luxury lifestyle and culture publication of Forbes magazine.

Books will be available for sale and signing by Forbes, courtesy of the Bull's Head Bookshop.

The event is sponsored by the Friends of the Library.

The Ronald Searle illustrations will be on display in the Pleasants Family Assembly Room through July 31, 2011, and available for public viewing as meeting schedules allow.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-29108719-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Joseph Beuys, German, 1921 - 1986: *Felt Postcard*, 1985; printed felt. James Keith Brown and Eric Diefenbach Collection.

Hermann Max Pechstein, German, 1881–1955: *Portrait of a Young Black Woman – Nelly*, ca. 1910; watercolor over graphite. Ackland Fund.

Lydia Anne McCarthy, *Untitled*, 2010; digital chromogenic print.

Ronald Searle, cover illustration for *Let's Have a Bite! A Banquet of Beastly Rhymes*.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, May 3, 2011 8:50 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: FORMAL NOTICE: Smoking Prohibited In and Around Kenan Woods

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Dear Faculty, Staff and Students:

The State Fire Marshal has informed the University that smoking is prohibited throughout Kenan Woods (the wooded area between Kenan Stadium and Campus Health Services) and within 50 feet of the area surrounding Kenan Woods.

This prohibition, based on section 310.8 of the State Fire Code, is separate from the University's statutory authority to ban smoking in outdoor areas controlled by the University within 100 feet of University facilities.

People who violate the smoking ban in and around Kenan Woods will be asked by the University's public safety officers to stop smoking. Anyone who refuses to comply or has been warned previously is at risk of receiving a warning letter, and perhaps a civil summons, from the Office of State Fire Marshal.

The University has updated the campus map outlining the smoke-free areas on campus. In addition, the University continues to offer resources for people who would like to quit smoking. For more information about the smoke-free policy and smoking ban in Kenan Woods, including a link to the campus map, refer to http://ehs.unc.edu/healthy/smoking.shtml.

You can direct any questions to the Department of Environment, Health and Safety at 962-5507.

Sincerely,

Mary Beth Koza, Director
Department of Environment, Health and Safety

This email is sponsored by: Department of Environment, Health and Safety

From:	nobody@notify.unc.edu on behalf of megan_bell@unc.edu
Sent:	Tuesday, May 3, 2011 9:52 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Campus-based instructional media development for faculty

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Dear Faculty and Instructors,

With course loads and class size on the rise, your time is in more demand than ever. And teaching online has additional requirements. Rather than spending hours struggling with media software, you could use your time to focus on your research and teaching.

Contact ITS Teaching and Learning Interactive (ITS-TLI) for professional media development and consulting services tailored for your area of expertise, your teaching preferences, and for online delivery. Our staff includes project managers, instructional designers, graphic artists, Flash programmers, and video/audio producers, making us a one-stop source for your media development needs.

Since 2006, ITS-TLI (located on campus) has provided free consultations and fee-based media development services for the entire UNC-CH community. We collaborate with faculty and instructors, like you, to create online teaching materials specifically for higher education.

Visit our Web site [http://its.unc.edu/TeachingAndLearning/Interactive/tliworksamples/index.htm] to browse work samples and see our growing list of campus clients... and then begin imagining what we can create together.

Get one step closer to having your instructional media created: contact Megan R. Bell, MPM, at megan_bell@unc.edu or 919.445.9474.

This email is sponsored by: ITS Teaching and Learning Interactive

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	nobody@notify.unc.edu on behalf of wanchinw@email.unc.edu
Sent:	Tuesday, May 3, 2011 10:04 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Staff Research Subjects Needed for query rating study

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We are soliciting volunteer research subjects for a study investigating online search behavior.
This study takes approximately 1 hour and can be completed in our on-campus research laboratory. You will use an experimental website to rate queries that have been submitted to a search service, and engage in a short interview which is REQUIRED to be audio recorded after that. For the purpose of the study, it will be necessary for us to track your rating process on the screen and audio record the interview. You will receive $15.00 cash and will be entered into a drawing for one of two $50 gift cards to Target or Wal-Mart once you complete this study.
Email Wan-Ching Wu (wanchinw@email.unc.edu) to sign-up for this study.

You will not be offered or receive any special consideration if you take part in this research; it is purely voluntary. This study has been approved by tbe UNC Behavioral IRB on April 28th (IRB Study# 11-0162).

Many Thanks,

Wan-Ching

Wan-Ching Wu/Ph.D. student
SILS/University of North Carolina at Chapel Hill

This email is sponsored by: school of information and library science

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent: Wednesday, May 4, 2011 8:18 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: FORMAL NOTICE: State Health Plan Annual Enrollment Details

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TO: All Permanent Employees

FROM: Ashley Nicklis, Interim Senior Director, Benefits Services
Office of Human Resources

Annual enrollment for the State Health Plan begins May 9 and continues through June 8. The following email includes important coverage details and information that all State Health Plan members need to know. The annual enrollment materials have been mailed and should be arriving at your home address by week's end, but you can download an advance copy at http://shpnc.org/hbr-enrollment-matls/ae-kit-2011.pdf.

The University's enrollment website will open May 9. While enrollment continues through June 8, employees are encouraged to make their changes prior to May 24; otherwise, retroactive payroll deductions may be incurred as a result of any changes between May 24 and June 8.

ALL members with the State Health Plan as their primary health coverage will be moved to the 70/30 Basic plan, effective July 1. If members choose to remain on the Basic plan, no action is required unless members need to add or remove dependents. Access the University's enrollment website from the OHR website at http://hr.unc.edu/benefits/benefits-enrollment/CCM3_027450.

Here are important points about this year's enrollment:
-- Enrollments must be completed online; no paper forms will he accepted
-- You cannot enroll until May 9
-- You may enroll adult dependents, up to age 26, who are not eligible for their own employer-sponsored health coverage; regardless of student status, marital status or residential status
-- Employees must complete the questions concerning tobacco products and body mass index (BMI) to he eligible to re-enroll in the PPO Standard plan
-- Effective July 1, there will no longer be any pre-existing condition waiting periods for suhscribers and/or dependents under the age of 19 enrolling in the State Health Plan for the 2011-2012 henefit year
-- On July 1, the State Health Plan will begin covering hearing aids and fittings for members 22 years of age and younger. A member can receive one hearing aid per hearing-impaired ear up to $2,500 once every three years. This benefit is subject to your deductible and coinsurance

The tobacco cessation component of the Comprehensive Wellness Initiative went into effect July 1, 2010, and the weight management component will go into effect July 1, 2011. The State Health Plan requires that all members start in the 70/30 Basic plan and must qualify for the 80/20 Standard plan. If members wish to enroll in the 80/20 Standard plan, they must complete an Attestation Form declaring that they and, if applicable, their covered dependents:
-- do not use tobacco and have a Body Mass Index (BMI) less than 40
-- qualify for exemption due to participation in a tobacco cessation program and/or weight management program
-- have a medical condition that prevents the member from obtaining a healthy weight

Please note this does not apply to Medicare primary subscribers and their dependents.

A BMI calculator is available at the OHR website link above; you can use this to calculate your BMI prior to beginning the enrollment process.

The Attestation Form is a legally binding document that all employees must complete to enroll in the 80/20 Standard plan.

If a member does not take action during annual enrollment, they will remain in the 70/30 Basic plan for the 2011/2012 benefit year.

Members claiming an exemption due to participation in a tobacco cessation program or weight management program, or due to a medical condition that prevents the member from obtaining a healthy weight must complete a physician certification form. The completed form must include a physician, nurse practitioner or physician assistant's dated signature or be obtained through QuitlineNC.

Members should keep the original, completed certification form for their records, as the Plan may request it at any time. The start date of the program on the physician certification form must be on or before July 1, 2011.

ENROLLMENT
Like last year, all enrollments will be completed online. This year,

however, you will use your Onyen and password to sign on to the enrollment website. This is different from the login instructions provided in the enrollment booklet.

To obtain an Onyen, go to the following link: https://onyen.unc.edu/cgi-bin/unc_id/services. Call 962-HELP if you have login problems. For technical support once logged into the system, call 866-822-8688.

RETIREES (June 1 and July 1)
Pre-Medicare employees scheduled to retire either June 1 or July 1 will need to take the following action:
-- June 1 retiree -complete the Attestation process through the Retirement System's ORBIT site, or download the form and mail it to Retirement System.
-- July 1 retiree -follow the instructions given above to June 1 retirees, as well as log into http://unc.hrintouch.com using your Onyen and password and complete your elections for July 1
Additional retiree instructions can be found at the OHR website link above.

COMPREHENSIVE WELLNESS INITIATIVE SUPPORTS
NC HealthSmart, a State Health Plan initiative, offers a variety of resources to address concerns about tobacco use and weight management.

QuitlineNC offers tobacco cessation coaching and free over-the-counter generic nicotine replacement therapy patches to members, subject to specific limitations. 1-800-QUIT-NOW (1-800-784-8669). QuitlineNC is available 8 a.m. to 3 a.m., seven days a week, in English and Spanish. In addition, a completed Physician Certification Form can be obtained from QuitlineNC free of charge.

Prescription medications for tobacco cessation, including patches, are covered. One-on-one counseling for tobacco use is also covered.

For weight management concerns, the Plan covers four visits per year for an in-network dietitian for primary care copay. Members with diabetes receive six free visits per year. In addition, FDA-approved weight management medications and certain medical procedures, including bariatric surgery, are covered. Restrictions do apply.

QUESTIONS
For detailed information on annual enrollment, the Comprehensive Wellness Initiative and additional resources and supports available to members, please visit the Benefits website at http://hr.unc.edu/benefits/benefit-plans/health-insurance/index.htm or call Benefit Services at 962-3071.

This email is sponsored by: Office of Human Resources

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Thursday, May 5, 2011 8:23 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	FORMAL NOTICE: Message from the Chancellor: State Budget Update

Dear Carolina Faculty and Staff:

This weekend, the greatest contribution Carolina makes will be proudly on display - smart and capable new graduates receiving hard-earned diplomas that you all helped make possible. With Commencement upon us, I wanted to share an update on the state budget process.

House Approves Budget Proposal

Yesterday, the House of Representatives gave final approval to its proposed budget for 2011-2013. The overall package mirrored fairly closely the targets set by the House Appropriations Subcommittee on Education several weeks ago.

This is just the next step in the budget process, following Governor Perdue's initial proposal in February. Now the Senate will develop its own budget, and we're optimistic that those reduction levels will be lower for the UNC system and education in general. Then both chambers will appoint a conference committee to negotiate over their differences before the Legislature votes on a final proposal to send to the governor.

Nevertheless, we remain very concerned, along with President Ross, about the disproportionate permanent cuts the House proposal would place on the UNC system - a net reduction of nearly $483 million (more than 17 percent) when factoring in proposed reductions to need-based financial aid.

At Carolina, our state dollars primarily support undergraduate instruction, so absorbing permanent cuts of this magnitude - more than $75 million - would mean long-term damage to how the faculty can teach students. We would have to make tough choices about dramatically increasing class sizes and reducing the number of sections we can offer. And there would be serious implications for the University's ability to pay for teaching positions at all levels that are supported by state funding, along with additional key staff positions.

We're thankful for the House's recognition of the importance of keeping tuition revenue on campus, fully funding enrollment growth and protecting the federal dollars the faculty attract for research - more than $800 million last year. The House budget preserves the state's contribution to the University Cancer Research Fund and provides for the possibility of some repair and renovation funding for buildings.

We've been consistent in asking the General Assembly to provide full flexibility in how we manage reductions, and that will be a very high priority moving forward.

Administrative Units Have Absorbed Major Cuts

We knew significant cuts were inevitable for this year. That's why we chose to proactively put in play a campus-wide $26 million (five percent) permanent cut, effective July 1, back in January. That will help cushion the blow of additional cuts, but we know there will be more and that they're going to be painful.

When the downturn began, we made a practical decision early on that administrative units would bear the heaviest burden to protect teaching and research. Finance and Administration, Information Technology Services and Human Resources have been hit particularly hard by cuts. Finance and Administration, for example, has absorbed reductions of more than 34 percent since 2008-2009, including permanent and one-time funding. That's not just a number. It represents people who have lost jobs and reduced services in campus services, finance, and facilities planning and construction.

Final Budget Timetable Uncertain

We can't make predictions about how long this year's budget process will take. Typically, questions about revenue issues like tuition come up at the end, so it's realistic to assume that, like last year, we won't have answers for our students and their parents about the increase they'll face next fall until the final budget has been approved.

When there are significant milestones to report, such as passage of a Senate version of a budget proposal, I plan to continue using University e-mail to keep the campus community informed. In the meantime, I'd also encourage you to visit our budget website, http://universityrelations.unc.edu/budget/, which is updated frequently.

It's hard to face the prospects of such a large cut, but I pledge to you that we'll keep making the strongest possible case for supporting our state universities. The commitment that President Ross has to higher education in North Carolina is incredibly important to us. His top priority is preserving the quality of the education we can provide to our students.

Please understand what a difficult challenge our legislative leaders have in coping with the state's budget difficulties this year. We're all hopeful that once we get through this budget cycle, future deliberations will be more positive as the state's economic recovery strengthens.

Thanks for all you do for Carolina.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, May 5, 2011 9:03 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Request for Proposals: 2011 Carolina Diversity Summit

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Request for Proposals: "Intersectionality: Exploring Diversity from Varied Perspectives"

The 2011 Carolina Diversity Summit is sponsored by the Diversity Education Team (DET) and will be held on the campus of the University of North Carolina at Chapel Hill in November, 2011. This day-long summit will feature a keynote speaker and concurrent breakout sessions in the morning and afternoon and will include a networking lunch. RFPs are now being solicited. Click here or point your web browser to www.unc.edu/diversity/2011diversitySummitRFP.pdf to access an RFP form.

Please submit RFPs electronically to Dr. Cookie Newsom via email at newsom@email.unc.edu by September 1, 2011. The DET welcomes RFPs from faculty, staff and students on any diversity issue, including, but not limited to: race, ethnicity, sexual orientation/identity, age, disability, gender, socio-economic status. We are particularly looking for presentations that are interactive and that deal with multiple or varied demographic topics. For questions please contact Dr. Cookie Newsom at: newsom@email.unc.edu

This email is sponsored by: Diversity and Multicultural Affairs

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, May 5, 2011 9:26 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: FORMAL NOTICE: 2012 University Teaching Awards

TO: Faculty, Staff and Students

SUBJECT: Teaching Award Nominations

As we prepare for Spring graduation, please consider nominating deserving teachers for the 2012 Teaching Awards. This is a particularly good time to reflect on the past year (or years) and remember teachers who have really made a difference. All members of the Carolina community are encouraged to nominate candidates for the 2012 awards.

The awards provide us with a way to acknowledge the central role of teaching at UNC-Chapel Hill by recognizing outstanding teachers and mentors. Some awards are available to graduate teaching assistants and staff, as well as to professors. Specific categories are shown below. Please read the award requirements carefully to determine eligibility.

Please provide comments in the nomination that will help the committee understand why your nominee is the best candidate for the award. Specific examples of particular ways in which the nominee has made a difference are especially effective. The comments will become part of the nominee's departmental personnel file. A nomination letter or statement must be included or the submission is invalid and will not be considered.
Nominations are accepted year round, but there are deadlines to observe. October 1 is the deadline for nominations for the awards to be announced in spring 2012. (This allows time for the committee to review the nominees, collect additional information about their teaching and recommend winners to the Chancellor.)

Please submit all nominations online at

http://provost.unc.edu/teaching-awards

Each year, we recognize faculty, staff and students for outstanding teaching. The University Committee on Teaching Awards strongly encourages you to nominate deserving faculty members and graduate teaching assistants for distinguished teaching awards. The committee will review the nominees, collect additional information and recommend winners to the Chancellor. This year, the committee will recommend recipients for six types of awards:

1. Board of Governors' Award for Excellence in Teaching: The Board of Governors gives this award to a tenured faculty member on each campus of the UNC System for excellent and exceptional undergraduate teaching over a sustained period of time.

2. Mentor Award for Lifetime Achievement: This award acknowledges lifetime contributions to teaching, learning and mentoring beyond the classroom.

3. Distinguished Teaching Awards for Post-Baccalaureate Instruction: Four awards are given to faculty members for exceptional teaching of post-baccalaureate students.

4. Awards to Faculty for Excellence in Undergraduate Teaching:

To full-time faculty members. Five Tanner Awards, one Friday Award, and two Sitterson Awards are given to full-time faculty members.

5. Tanner Awards to Graduate Teaching Assistants: Five Tanner Awards are given to graduate teaching assistants for excellence in undergraduate teaching.

6. Chapman Family Teaching Awards: Three or four Chapman Family Awards are given to full-time faculty members for excellence in undergraduate teaching.

Thank you for your help in recognizing excellent teaching at Carolina!

This email is sponsored by: Office of the Executive Vice Chancellor

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, May 5, 2011 10:31 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Participants Needed: Assessing Performance Across Tasks 2

Assessing Performance Across Tasks 2: We are looking for participants to help us with our research into decision-making. Participants will spend approximately 30 minutes in our lab engaging in different tasks and earning money based on their decisions.
Location: Kenan-Flagler Behavioral Lab, McColl 4402/4404
Duration: 30 minutes
Pay: $7
IRB # 10 - 2032

Approved by the Behavioral IRB on November 11, 2010.

Please visit our website: www.c4dr.unc.edu to sign up.

This email is sponsored by: Center for Decision Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of processing@unc.edu
Sent: Thursday, May 5, 2011 10:51 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: INFORMATIONAL: Learn more about Health Information!

Are you interested in learning more about health information?

Researchers at UNC Chapel Hill are conducting a study that is seeking to learn how people understand health information. To enroll in this study you must:

* speak English
* be between the ages 50-75 years
* not had a colorectal cancer screening in the past 5 years
* not have a family history of colorectal cancer
* not have a history of inflammatory bowel disease

Qualified participants must attend one interview that will last approximately 1 hour to 1 1/2 hours and will be conducted at the UNC Lineberger Comprehensive Cancer Center.

Participants will receive $30 in payment for their participation.

For more information, please call Karen at:(919) 351-9432 or (919) 843-8594 or send an email to processing@unc.edu

This study has been reviewed and approved (05/3/2011) by the UNC Biomedical IRB (11-0746).
Study Title: Information Processing Test Study

This email is sponsored by: Lineberger Comprehensive Cancer Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of susan_bream@med.unc.edu
Sent: Monday, May 9, 2011 8:18 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Free Esophageal Screening

Research Subjects Needed

Are you concerned about esophageal conditions? (i.e. acid reflux, family history or other possible reasons)

If you are in good health and between the ages of 40 and 85, you may be eligible for a research study involving a free screening of your esophagus to rule out any abnormalities. Study participation will last about 1-2 hours. Compensation may be included for eligible participants.

If you are interested in learning more about this study, please call 919-966-7655 or e-mail susan_bream@med.unc.edu

IRB# 09-0300. Approved by UNC Biomedical IRB 1-10-2011
This email is sponsored by: UNC Center for Esophageal Diseases and Swallowing

This email is sponsored by: UNC Center for Esophageal Diseases and Swallowing

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of termaat@email.unc.edu
Sent: Monday, May 9, 2011 8:34 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Request for Annotation Study Participants

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Be part of a research study...

Tell us how you annotate scholarly literature
and earn $30

You will be interviewed about your experience with annotations in scholarly and academic settings. You will also be asked to provide examples of your annotations and for your feedback on annotation tool interfaces.

The only requirements are
* you have a Ph.D. or are a doctoral student working towards a Ph.D.
* have 1 1/2 hours to spend being interviewed
* have experience making annotations on scholarly articles
* have experience sharing annotations with others

If you would like to participate, please contact Julia TerMaat by phone

(917) 968-4431

to schedule an interview time. Sessions will take place on UNC campus.

Study approved by the Behavioral Institutional Review Board,
IRB_subjects@unc.edu, Tel: 919-966-3113,
IRB Study # 11-0123, Approval date: 2/15/2011.

This email is sponsored by: SILS

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"INFORMATIONAL:" email will only he sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, May 9, 2011 8:37 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Looking for African American Individuals Ages 18-45 for a Research Study

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If you are interested in helping us to learn more about schizophrenia please consider participating as a control subject in Dr. Aysenil Belger's research study, Mapping of Brain Functions (00-1425 or GCRC-1888).

If you meet the following criteria, please fill out our online questionnaire:
http://clipper.med.unc.edu/phv/healthyvolunteers_form1.cfm.
Visit our website at: http://www.nirl.unc.edu/ for more information.

Our criteria include:

* Ages 18-45
* Either sex
* African American
* Willing and able to participate in a research study involving EEGs and MRIs
* No history of psychiatric illness or neurodegenerative disorder
* No substance abuse disorders, no substance abuse within the past 6 weeks
* No learning disability
* No family history of neurologic or neurodegenerative disorders
* No family history of hospitalization or treatment of mental illness in a first degree relative
* No metal implants in body including permanent retainer

Total compensation for this research study: up to $270.

Thank you!

Approved by UNC Biomedical IRB (00-1425, GCRC-1888)on 4-5-2011

This email is sponsored by: Psychiatry Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, May 10, 2011 3:52 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Primitivism, Ukuleles, and the Ackland Museum Store!

This Week at the Ackland

Tea at Two

Wednesday, May 11
2:00 PM

At this month's Tea at Two, join **Timothy Riggs**, the Ackland's curator of collections, for an illustrated talk entitled **"Forward to the Past: German Artists in Search of the Primitive."**

Riggs will discuss how 19th-century German artists turned to styles that evoked the European past, or the primitive simplicity they believed they found in the art and cultures of Africa and the Pacific Islands. His talk will look at artists and artworks featured in the current exhibition *Romantic Dreams | Rude Awakenings: Northern European Prints and Drawings, 1840–1940*.

Free to Ackland members | $10 non-members.
Space is limited. RSVP: aportnow@email.unc.edu or 919.843.3687.

"Out of the Studio" with Carole Baker

Thursday, May 12
6:00 PM

Working in traditional Byzantine iconography and contemporary painting and installation, much of Carole Baker's work explores themes and questions concerning the role of materiality in religious formation. Baker holds two degrees in theology (BA, MTS) and will begin pursuing her doctorate in theology at Duke University next fall. She lives and works in Durham, North Carolina.

FREE

Art-Ventures for Kids

Saturday, May 14
10:30 AM - 12:00 PM

Ackland Art-Ventures for Kids is a series of engaging Saturday morning classes in which 6-9 year olds explore art in the Museum's galleries. They then put their newly-acquired ideas into practice by creating take-home treasures in an adjacent art studio.

This week: "It's Worth Repeating "

IN THE GALLERIES:

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

Romantic Dreams | Rude Awakenings: Northern European Prints and Drawings, 1840-1940

Art and Cultural Exchange along the Silk Road

Making Sense in Eighteenth-Century Prints

Art and the Natural World in Early Modern Europe

Art and Religious Life in Early Modern Europe

There is always something new to see at the Ackland!

UPCOMING EVENTS:

May 18
International Art Museum Day

May 21
Art-Ventures for Kids

The Ackland Art Museum
is proud to host
the annual meeting of the
Print Council of America,
18-22 May 2011.

Please visit our calendar
for a full listing of special programming and events.

In this program participants will examine prints from Germany to see the ideas and images that prompted people to make prints. Printmakers' processes allow artists to make more than one copy of the same image. In the studio, kids will make prints of their own big ideas.

This program is part of Ackland Art-ventures for Kids, a series of engaging Saturday morning classes for 6-9 year olds. Children will explore art in the museum galleries and then go next door to a studio. There, students practice the new ideas and techniques they saw in the galleries as they create their own take-home treasures. Each session offers children opportunities to investigate various art forms and experiment with different materials.
Registration is required; call Caroline Culbert at 919.962.3342.

$15 members | $25 non-members. Fee includes materials.
Save by signing up now for 3 or more sessions:
$12 members| $23 non-members per session.

DRAWING IN THE GALLERIES

DRAWING IN THE GALLERIES

Saturday, May 14
10:00 AM - 12:00 PM

Join the Ackland's Amanda Hughes for drawing in the Ackland galleries. Bring paper and dry media (crayon, pencils, etc.). All levels are welcome.

FREE

DRAWING FOR KIDS

DRAWING FOR KIDS

Saturday, May 14
10:00 AM - 12:00 PM

Nine- to twelve-year-olds practice techniques like contour drawing, linear perspective, shading, and drawing people. Materials provided.

Registration required and limited; to register, call 919.966.5736
Free to members | $5 non-members

MUSIC IN THE GALLERIES

Ukulele Orchestra

Sunday, May 15
2:00 PM

Every third Sunday of the month, enjoy music in the Ackland galleries. A wide variety of performers can be heard, from classical quartets to bluegrass, to enhance your Museum

experience.

This Sunday, join the **Durham Ukulele Orchestra** as they perform everything from 1920s standards to classic and modern rock—all played on five ukuleles! Featuring Marilee Annereau, Scot Billman, Jay Cunningham, Paul Overton, and Brian Lewis.

Reservations and tickets are NOT REQUIRED, but please arrive early to find a spot. For more information, contact Allison Portnow, Events and Programs Coordinator.

FREE

ACKLAND MUSEUM STORE - Now Open!

Ackland Museum Store

The Ackland Museum Store, on the corner of Franklin and Columbia, in downtown Chapel Hill, is now open!

All proceeds from the store support the Ackland's exhibition and education programs. Ackland Art Museum members receive a 10% discount on all Museum Store purchases.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-29141073-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Hermann Max Pechstein, German, 1881–1955: *Portrait of a Young Black Woman – Nelly*, ca. 1910; watercolor over graphite. Ackland Fund.

Carol Baker: *Mary: The Paper Doll Project*, 2009.

Egon Schiele, Austrian, 1890-1918: *Seated Woman* (detail), 1918; black colored pencil drawing. Burton Emmett Collection.

Norman Kent, American, born 1903: *Young Boy Drawing* (detail), 1930; linoleum-cut print. Burton Emmett Collection.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, May 10, 2011 8:19 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Equal Opportunity/ADA Office new address

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The Equal Opportunity/ADA Office has moved to our new location.

Our new address is:

Equal Opportunity/ADA Office
100 E. Franklin Street
Unit 110, CB# 9160
Chapel Hill, NC 27599
(919) 966-3576

This email is sponsored by: Equal Opportunity/ADA Office

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of ahowell@med.unc.edu
Sent: Tuesday, May 10, 2011 8:35 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: UNC Type 2 Diabetes Study

Do You Have Type 2 Diabetes?

The UNC Diabetes Care Center is currently seeking volunteers to participate in a research study of an investigational new insulin agent in combination with liraglutide (Victoza) to see if it can provide more consistent blood sugar control in people with type 2 diabetes.

The length of the study is approximately 6 months and visits will take place at the UNC Diabetes Care Center.
Study related benefits at no cost to you include, study medication, related lab testing, ECGs, physical exams, glucose monitoring and compensation for your time and travel.

You may qualify if you:

- Are 18 years or older
- Have had a diagnosis of type 2 diabetes for at least 6 months
- Are currently taking metformin (glucophage) and/or Actos
- Have an HbA1c level between 7.0 and 10.0 %

For more information please call:

Amber Howell
Clinical Research Assistant
UNC Diabetes Care Center
919-484-0931 ext. 269
ahowell@med.unc.edu

This email is sponsored by: UNC Diabetes Care Center
This study received approval from the UNC Office of Human Research Ethics, IRB full board 5/4/2011
IRB study # 11-0739

This email is sponsored by: UNC Diabetes Care Center

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, May 11, 2011 8:19 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Are you interested in meditation?

Science has shown that meditation improves people's health and wellbeing. Help UNC researchers discover how it works.

We need people who are:
- between 35 and 64 years old
- fluent in written and spoken English
- not engaged in regular meditation practice

Participation includes:
- One 90-minute lab visit
- Online questionnaires
- Urine and blood sample

We will pay up to $50 for completion of the study.

For more information, please visit www.meditationstudy.org

This study is being conducted by Dr. Barbara Fredrickson and has been approved by the UNC Office of Human Research Ethics Behavioral IRB, study 10-1621, on 4/21/2011.

This email is sponsored by: Psychology

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From:	nobody@notify.unc.edu on behalf of sumeet@email.unc.edu
Sent:	Wednesday, May 11, 2011 8:39 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Study of Online Teens

Are you the parent of a high-school teenager?
Do you worry about the accuracy of internet health information read by your teen?

UNC researchers are interested in studying the online health-related behaviors of teenagers. If your teen has access to the internet, we invite you to see if your son or daughter would like to participate in one of our teen focus groups with other children of the same or proximate age. Focus groups will last approximately 60 minutes and participants will be provided with free food and a $10 gift card. The feedback from these sessions will help us develop important public health messages targeted to online teens.

Please contact Sumeet Banker (sumeet@email.unc.edu) for further information.

Study Title: How Adolescents Use Social Media for Health Information
This study was approved on 5/03/2011 by the UNC Public Health-Nursing IRB, study # 11-0730.

This email is sponsored by: Public Health

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, May 11, 2011 8:51 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: FORMAL NOTICE: Administrative Review of Dr. Bill Roper

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MEMORANDUM

DATE: May 11, 2011

TO: Members of the UNC Chapel Hill Community
Faculty, Staff, Students and Alumni

FROM: Bruce Carney
Executive Vice Chancellor and Provost

RE: Administrative Review of William Roper, Dean School of Medicine CEO of the University of North Carolina Health Care System

I am pleased to invite your participation in the review process on behalf of the committee appointed to review the performance of William Roper as Dean of the School of Medicine and CEO of UNC Health Care System.

This review, required by University regulations, will focus on William Roper's performance as Dean of the School of Medicine and the CEO of the University of North Carolina Health Care System over the past three years. The committee consists of Tim Burnett (Chair), Julia Grumbles, Shelton Earp III, Lisa Carey, Giselle Corbie-Smith, Warren Newton, Bill Miller, Jennifer Webster-Cyriaque, Tony Meyer and Mike Crimmins. As required by University regulations, this committee will review areas of accomplishment as Dean and CEO with respect to long-range planning, intellectual leadership, faculty and staff recruitment, retention and promotion, curriculum and program development, entrepreneurship, and the day-to-day management of the School of Medicine and the Health Care System. The committee invites your comment on these and related issues.

It is important for the committee to have some sense of how Dr. Roper is viewed by his peers at UNC-Chapel Hill as a colleague and citizen of the University Community.

We encourage you to contribute to this review in the following different ways:

1.The committee has scheduled two open sessions to receive comments. These times are:

June 2 - 2:00- 4:00 - DeBerry Board Room 3009 - Global Education Center Building

June 10 - 10:00 - 12:00 - DeBerry Board Room 3009 - Global Education Center Building

If you wish to meet with the committee, please contact Debbie Stevenson in the Office of the Executive Vice Chancellor and Provost (debbie_stevenson@unc.edu or 962-7882), and she will schedule a specific time (usually about 10-15 minutes) within that time period. Note that while all comments during these sessions will be kept strictly confidential, a master list of attendees will be kept as part of Dr. Roper's personnel file.

2. You may contribute to this review by providing written comments to the Chair. The review committee will treat your comments as strictly confidential. However, by law, all written communication, whether on paper or by email, becomes a confidential part of Dr. Roper's personnel file and as such, is open to examination by him. Oral communication (by telephone or in person) and the committee's notes generated from these conversations do not become part of Dr. Roper's personnel file. If you wish to provide oral comments, please contact the Chair or any member of the committee. University regulations prohibit consideration of anonymous letters in the review process.

All written comments should be sent to: Tim Burnett, c/o Debbie Stevenson, 104 South Building, CB # 3000, or by emailing debbie_stevenson@unc.edu.

3. You may telephone or meet privately in person with committee members. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Dr. Roper's personnel file but may be reflected in the committee's report without identifiers.

The deadline for receiving comments is June 10th 2011.

Thank you very much for your help in this important task.

This email is sponsored by: Office of the Executive Vice Chancellor

From:	nobody@notify.unc.edu on behalf of phonlab@unc.edu
Sent:	Thursday, May 12, 2011 8:27 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Research study, Linguistics

Participants are needed for a research study that involves learning to recognize words in an artificial foreign language. The study last half an hour and pays $7. Participants should have English as their first language, and no diagnosed speech or hearing disorders. If interested, please email phonlab@unc.edu.

IRB # 07-1048, approved May 9, 2011 by the Behavioral IRB

This email is sponsored by: Department of Linguistics

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From: nobody@notify.unc.edu on behalf of residency@unc.edu
Sent: Thursday, May 12, 2011 8:47 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Residency Application Deadlines

Residency Application Deadlines for Academic Year 2011-2012

If your current residency status is nonresident and you believe you meet the requirements of NC G.S. ' 116-143.1 or 116-143.3, please file your application and supporting documentation to your admissions office by the appropriate dates below. It is the student's responsibility to provide the documentation necessary to support his or her claim for in-state residency for tuition purposes by the applicable deadlines.

A direct link to the North Carolina Manual for Tuition:
http://www.northcarolina.edu/legal/residence/committee/manual/Residence_Manual_Aug_2010.pdf

Form information: http://regweb.unc.edu/residency

Fall Semester 2011 - please file your application with all supporting documentation by 5 p.m., September 6, 2011.

Spring Semester 2012 - please file your application with all supporting documentation by 5 p.m. January 24, 2012.

Maymester and Summer Session I 2011 - please file your application with all supporting documentation by 5 p.m. May 30, 2011.

Summer Session II 2011 - please file your application with all supporting documentation by 5 p.m. July 6, 2011.

Active Military Benefit - Applications submitted later than the first day of classes for the applied term will not be accepted until the next enrolling term. Please refer to the Registrar's Office Homepage for specific instructions http://regweb.unc.edu/residency.

NC Public School Teacher Benefit - Applications submitted later than the first day of classes for the applied term will not be accepted until the next enrolling term. Please refer to the Registrar's Office Homepage for specific instructions http://regweb.unc.edu/residency.

UNC System Employee Benefit - Applications submitted later than the first day of
classes for the applied term will not be accepted until the next enrolling term. Please refer to the Registrar's Office Homepage for specific instructions http://regweb.unc.edu/residency. Employment must be active and in effect on the first day of classes for this benefit to be granted.

Spouse Benefit - requests for spousal benefits must be submitted to the Residence Status Committee, Registrar's Office CB# 2100, Suite 3105 SASB-N Chapel Hill, NC 27599-2100. Please refer to the Registrar's Office Homepage for specific instructions http://regweb.unc.edu/residency.

Residency applications for an expired term are not accepted. Residency applications submitted after the posted deadlines are not accepted.

Please visit the Office of the University Registrar at http://regweb.unc.edu/residency or write to residency@unc.edu for

additional information.

This email is sponsored by: Registrar's Office

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that they do want to receive mass email. To set your informational mass
email preference, sign into MyUNC at http://my.unc.edu, and select
"Update Personal Information".

From:	nobody@notify.unc.edu on behalf of hr@unc.edu
Sent:	Thursday, May 12, 2011 9:00 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	FORMAL NOTICE: Update: UNC System Personnel Authority Initiative

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TO: All Employees
FROM: Brenda Richardson Malone, Vice Chancellor for Human Resources

In March, I wrote to advise you regarding UNC General Administration's initiative to consolidate personnel authority for all UNC System employees under the Board of Governors. At that time, I promised to keep you informed of future developments, so I wanted to provide an update with some additional information.

Legislation authorizing personnel authority was introduced last month in the NC Senate as part of a larger bill (Senate Bill 575) covering a variety of items designed to provide additional efficiencies for both the UNC System and the state's community colleges. The bill has been referred to the Senate's Education/Higher Education committee for consideration.

In addition, General Administration has developed a question-and-answer (Q&A) document that includes many of the questions we received after our initial communication. This Q&A document has been posted on the OHR website at http://hr.unc.edu/faculty-and-staff/personnelflexibility/index.htm. I encourage you to review it, and to continue checking this web page throughout the summer for additional updates and information.

You may also be interested in a story in this week's University Gazette about the legislation. UNC System President Tom Ross visited the Employee Forum last week to directly address questions and concerns about the personnel authority legislation. Read the Gazette article at http://gazette.unc.edu/archives2/11may11/administration.html.

We invite you to continue sending questions to hr-personnel-flexibility@unc.edu for potential inclusion in future Q&A documents. Please note that we will not be able to answer individual emails, but all questions and comments are welcome and will be reviewed.

We appreciate your continued interest in this important issue.

This email is sponsored by: Office of Human Resources

From:	nobody@notify.unc.edu on behalf of mdev@med.unc.edu
Sent:	Thursday, May 12, 2011 9:43 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Hearing Study for Children

Need 4 - 10 year-old children with normal hearing, and no history of middle ear infections. The research study will consist of two to three visits of one hour each. The participants will sit in a sound-proof room and listen to beeps in noise. Participants will be compensated for their time at a rate of $15 per visit.

The purpose of this research study is to obtain a better understanding of hearing. The research study takes place in MacNider Hall

FOR MORE INFORMATION EMAIL
HearingLab@med.unc.edu

This research study has been reviewed and approved by the
Biomedical Institutional Review Board
Principal Investigator Joseph W. Hall, PhD 966-8926

IRB Approval Date: 10/04/10
Study#: 86-SURG-99

This email is sponsored by: Otolaryngology

This email is sponsored by: Dept. of Otolaryngology

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From: African Languages Teachers Association <nyasha@ncolctl.ccsend.com>
Sent: Monday, May 16, 2011 5:31 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: JALTA - Call For Papers and Book Reviews

Having trouble viewing this email? Click here

You're receiving this email because of your relationship with African Language Teachers Association (ALTA). Please confirm your continued interest in receiving email from us.
You may unsubscribe if you no longer wish to receive our emails.

JOURNAL OF AFRICAN LANGUAGE TEACHERS ASSOCIATION (JALTA) CALL FOR PAPERS AND BOOK REVIEWS

CALL FOR PAPERS/BOOK REVIEWS

The Journal of the African Language Teachers Association (JALTA), is soliciting articles and/or book reviews for publication.
JALTA is the official journal of the African Language Teachers Association (ALTA), and it serves the professional interests of teachers, researchers, and administrators of African Languages in all settings and all levels of instruction. The Journal is refereed and published once a year.

Focus

Our general editorial focus is on policy, education, programs, advocacy, and research in the field of African languages. The envisaged coverage of the Journal is as follows:

a. Methodology and Technology,
b. Academia,
c. Beyond Academia,
d. Social Embeddedness

The first section shall include papers or book reviews focusing on broader theoretical and technological issues in all fields of African languages. The second section will encompass reports about research and teaching in academia, at both K-12 and collegiate levels. The third section shall comprise papers addressing research and teaching in government and industry. Finally, the fourth section will address the issues of a broader social environment, ranging from heritage communities to advancing LCTLs in federal initiatives and legislation in the USA.

Submitted Manuscripts

In preparing the manuscript, please use the latest edition of the Publication Manual of the American Psychological Association (APA), see http://www.apastyle.org/man

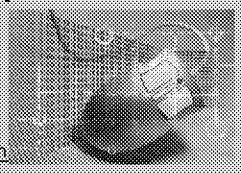

Manuscripts **should be:**

- A maximum of 25 pages (excluding references, charts, notes, etc.) and submitted electronically

ALTA Sponsor

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Quick Links

Our Website

About Us

We aim to develop a field of African Language Teaching where members can share common interests and concerns having to do with the study of African Languages.

We aim to identify each African Language, with priority given to those most commonly studied sets of learning materials for beginning, intermediate and advanced study.

We aim to link efforts of teachers and researchers in Africa with those outside of Africa.

via word (1997-2003)-document e-mail attachment.

- ***Double-line spaced*** throughout, including notes, references, and tables, using ***12-point Times New Roman font*** with a ***1.5 inch left margin***. (Please ensure that this specified formatting is followed).
- Accompanied by a ***150 word (or less) abstract*** and a ***cover sheet containing the manuscript title, name, address, office and home telephone numbers, fax number, email address, and full names and institutions of each author***. (Because the manuscript will be blind reviewed, identifying information should be on the cover sheet ***only***, and not appear in the manuscript).

All Manuscripts should be electronically submitted to The Editor at: daduaman@indiana.edu and copied to the Secretariat at: alta@mailplus.wisc.edu.

Deadline for submission of manuscripts is

September 30, 2011.

ALTA
455 N Park St
4231 Humanities Building
Madison, WI 53706
Tel:608-265-7905
Fax:608-265-7904

Forward email

This email was sent to smutima@email.unc.edu by alta@mailplus.wisc.edu
Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.

African Language Teachers Association | 455 N Park St | 4231 Humanities Building | Madison | WI | 53706

From: nobody@notify.unc.edu on behalf of jengriff@email.unc.edu
Sent: Monday, May 16, 2011 8:42 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Spanish Speakers Needed for Linguistics Research Study

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Hello,

My name is Jen Griffin and I am a second-year Masters student in the Linguistics department. I am currently conducting a research study of how native Spanish speakers judge Spanish sentences and words. The study will involve listening to Spanish sentences and words and answering questions about them. It should take 30-60 minutes to complete and participants will be rewarded with a candy bar.

If you are a native Spanish speaker and would like to participate in this study, please contact Jen Griffin at jengriff@email.unc.edu. The faculty advisor for this study is Professor Elliott Moreton, who can be reached at moreton@email.unc.edu. This study was approved by the UNC Behavioral IRB on Thursday, April 12, 2011.

Sincerely,
Jen Griffin
UNC-Lingusitics
IRB Study # 11-0671

This email is sponsored by: Linguistics

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From: nobody@notify.unc.edu on behalf of jacks@med.unc.edu
Sent: Monday, May 16, 2011 9:02 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: RESEARCH SUBJECTS NEEDED for Probiotic Study

---

Do you suffer from the following abdominal symptoms?

- Bloating
- Distension
- Fullness
- Gas
- Discomfort/Pain

If yes, then you may be eligible to participate in a research study investigating the effect of a probiotic added to your diet on these symptoms.

Probiotics are a dietary supplement containing active, beneficial bacteria
found in food like yogurt and cheese.

The First Study (IRB #10-0467) involves:
- This is a 6 week research study that involves 1 screening visit and 2 clinic visits to UNC Hospitals.
- Subjects should expect to record their symptoms on a paper diary, take a probiotic dietary supplement once daily, and avoid taking other probiotics and antibiotics.
- Subjects will be compensated $300 for complete participation in this study.

Additionally subjects participating in this study will be required to enroll in a Second Study (IRB #10-0718) at the same time:
- This is a 6 week research study that requires NO extra visits when combined with the first study
- Subjects will collect urine and stool samples at two time points of the study
- Subjects will be compensated $200 for complete participation in this study.

If you are interested in participating or want to learn more about this study and other studies please call the study coordinator, Jennica Jackson
Siddle at 919-843-0834 or jacks@med.unc.edu.

Thank you for your interest in our study.

This message and IRB Study #10-0467 was approved by the UNC Biomedical IRB for 05/03/2011-05/02/2012.

This message and IRB Study #10-0718 was approved by the UNC Biomedical IRB for 04/13/2011-04/11/2012

This email is sponsored by: UNC Gastroenterology & Hepatology

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, May 16, 2011 9:25 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	FORMAL NOTICE: UNC Libraries Online Service Outage Wed., May 18, 2:30 a.m. - Noon

---

UNC Libraries online services will be unavailable on Wednesday, May 18, 2011, from 2:30 a.m. until noon, because of a critical equipment upgrade.

This outage will affect all electronic services, including: the online catalog; digital collections; access to electronic journals, databases, and e-books; request forms; interlibrary loan; and the University Library website (http://www.lib.unc.edu). Both on-campus and off-campus access will be affected.

Desktop computers in Davis Library, the Undergraduate Library, Wilson Library, the science libraries, the Sloane Art Library, and the Music Library will also be unavailable.

We apologize for any inconvenience. If you have questions, please Ask a Librarian: http://www.lib.unc.edu/ask.html. Or call: Davis Library:(919-962-1151) or Undergraduate Library: (919-962-1355).

This email is sponsored by: University Libraries

From: nobody@notify.unc.edu on behalf of IVFstudy@unc.edu
Sent: Monday, May 16, 2011 10:44 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Are you and your partner having trouble getting pregnant and considering IVF?

Are you and your partner having trouble getting pregnant and considering IVF (in vitro fertilization)?

UNC Fertility Clinic is working on a research study for infertile couples who are considering IVF to help them conceive. Qualifying couples will receive an IVF cycle at a discounted rate.

Study Details:
* You and your partner will have a consultation appointment with a physician in our UNC Fertility Clinic to determine if you are a good candidate for IVF and for this study. Note that this visit is considered part of routine medical care.
* Female partner must be <41 years old to participate in this study.
* If you (your partner) are a good candidate for the study, you will undergo an IVF cycle with ovarian stimulation and egg retrieval, with the same methods that we routinely use for IVF.
* For the study, we will divide the eggs into two groups - half will be fertilized immediately, and the other half will be frozen and immediately thawed, and then fertilized. We will perform an embryo transfer using embryos derived from the freeze/thaw cycle.
* Note that couples planning IVF with an egg donor may qualify for the study as well. Female partner must be <48 years old in IVF cycles with an egg donor.

Benefits of participation:
* Enrolled couples will receive an IVF cycle at a discounted cost.

To learn if you (your partner) would qualify for this study, call us for a consultation appointment at (919-966-1150) or send an email to (IVFstudy@unc.edu) with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

The principal investigator for this study, "Clinical evaluation of egg cryopreservation", is Jennifer Mersereau, MD, Department of Obstetrics and Gynecology, University of North Carolina. This study has received approval from the UNC Biomedical Institutional Review Board on 12/16/2010, study # 10-1911.

This email is sponsored by: Department of Obstetrics and Gynecology, University of North Carolina

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of chanee_lynch@med.unc.edu
Sent: Monday, May 16, 2011 11:04 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Study for People with Chronic Headaches

---

-Do you have chronic headaches at least 15 days per month?
-Have you suffered from headaches for at least 2 years?
-Are you at least 18 years of age?
-Have you been diagnosed with Chronic Daily Headache (CDH)?
-Are you receiving care from a neurologist or other headache specialist?
-Would you be willing to meet 6 times with a registered dietitian over a 12 week period?

If you answered yes to all the above questions, you may qualify for the Nutrition and Chronic Daily Headache (CDH) study. Your next step is to call the UNC Program on Integrative Medicine in the Department of Physical Medicine and Rehabilitation to determine your eligibility for the study.

You will be compensated $145 for completing all sessions and filling out questionnaires and a daily headache diary throughout the study. You will also receive 2 prepared meals per day over a three month period and up to $13 per visit for transportation and parking.

If you would like to learn more about this study and/or see if you qualify, please call 919-966-8586, or send an e-mail to Kim Faurot (faurot@med.unc.edu), Chanee Lynch (chanee_lynch@med.unc.edu) or Becky Coble (rcoble@med.unc.edu) with "CDH STUDY" in the subject line.

This message was approved by the Biomedical IRB 7/23/2009 (IRB#09-0600), and is funded by the Mayday Fund.

This email is sponsored by: Department of Physical Medicine & Rehabilitation

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, May 17, 2011 10:27 AM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] New Ackland Website: Please Update your Settings

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The Ackland Art Museum has a new website!

Please update your settings to reflect our new URL: http://www.ackland.org/index.htm

(The URL http://www.ackland.org/index.php is no longer valid.)

Have a look around and let us know what you think!

Send your feedback to ackland@email.unc.edu.

Ackland Art Museum
101 S. Columbia Street
The University of North Carolina at Chapel Hill
ackland.org

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, May 17, 2011 2:01 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Events & Exhibitions at the Ackland!

Ackland E-news

INTERNATIONAL ART MUSEUM DAY

International Art Museum Day

Wednesday, May 18

The Ackland Art Museum joins nearly 100 other art museums across North America in celebration of International Art Museum Day. Refreshments will be served from 12:30 PM to 2:00 PM.

A $5 discount will be given toward any new Ackland Art Museum membership purchased at the Museum or Museum Store on Wednesday, May 18th.

This year's International Art Museum Day theme is "Museum and Memory." You are invited to share memories of your Ackland visits on our Facebook page and via Twitter, or in person in the Museum lobby.

Guided Tour: Highlights from the Permanent Collection

Thursday, May 19
6:00 PM

This week, the Ackland reinstalls numerous works from our Permanent Collection--including African masks, nineteenth-century European paintings, and twentieth-century multimedia pieces. Join Carolyn Allmendinger, Director of Academic Programs, for a guided tour highlighting selected works from the reinstallation.

Free. No reservation required.

Art-Ventures for Kids

Saturday, May 21
10:30 AM - 12:00 PM

Ackland Art-Ventures for Kids is a series of engaging Saturday morning classes in which 6-9 year olds explore art in the Museum's galleries. They then put their newly-acquired ideas into practice by creating take-home treasures in an adjacent art studio.

This week: "A Place of My Own"

Using the landscapes on display as examples, students will learn how artists pick and choose elements to create an interesting composition. Then, they go to the studio to create

IN THE GALLERIES:

NEW!
Adding to the Mix I: John Wesley's *Boeing* (1982)

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

Romantic Dreams | Rude Awakenings: Northern European Prints and Drawings, 1840-1940

Art and Cultural Exchange along the Silk Road

Making Sense in Eighteenth-Century Prints

Art and the Natural World in Early Modern Europe

Art and Religious Life in Early Modern Europe

their own multi-media landscape.

This program is part of Ackland Art-ventures for Kids, a series of engaging Saturday morning classes for 6-9 year olds. Children will explore art in the museum galleries and then go next door to a studio. There, students practice the new ideas and techniques they saw in the galleries as they create their own take-home treasures. Each session offers children opportunities to investigate various art forms and experiment with different materials.
Registration is required; call Caroline Culbert at 919.962.3342.

$15 members | $25 non-members. Fee includes materials.
Save by signing up now for 3 or more sessions:
$12 members| $23 non-members per session.

ACKLAND MUSEUM STORE - NOW OPEN!

Ackland Museum Store

The Ackland Museum Store, on the corner of Franklin and Columbia, in downtown Chapel Hill, is now open!

All proceeds from the store support the Ackland's exhibition and education programs. Ackland Art Museum members receive a 10% discount on all Museum Store purchases.

"Like" the Ackland Museum Store on Facebook!

Check the UNC Events Calendar (keyword "ackland") for our upcoming events!

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or click here for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-29171951-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

From: nobody@notify.unc.edu on behalf of Mary_owen@med.unc.edu
Sent: Tuesday, May 17, 2011 8:18 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Are you expecting twins?

This is a bilingual message. Please see below for Spanish.
Este es un mensaje biling|e. Por favor, vea abajo para el espaqol.

Are you or is someone you know expecting Twins?

The Early Brain Development in Twins Study is a research study at the University of North Carolina at Chapel Hill. We are currently recruiting women expecting twins for this study.

Participants receive:
- 2 free prenatal ultrasounds (once during the second and once during the third trimester)
- $50 for each prenatal ultrasound
- $50 per child for each postnatal visit (potential total of $600)
- Reimbursement for mileage and parking
- Free testing to determine/confirm your twins are identical or fraternal

We need your help! By participating in this study you will be helping improve our understanding about normal brain and cognitive development in twins. Please share this message with friends or family.

To learn more about this study please call Mary Norton (919) 966-9290 or (866) 849-0541 (Toll Free), or send an email to mary_norton@med.unc.edu with your name, phone number and times that you can be reached. This is a confidential study: we will not share your email address with anyone outside of the study. Visit our website at www.earlybrainresearch.org and click on "Twins" for more information.

The principal investigator for this study is John Gilmore, MD, UNC School of Medicine, Department of Psychiatry & co investigator, Honor Wolfe, MD, School of Medicine, Department of Obstetrics and Gynecology.

The Early Brain Development in Twins Study and this message have received approval from the UNC Bio Medical IRB on 4/21/11, Study #03-PSYCH-198.

Esta esperando gemelos? Conoce alguien que este esperando gemelos?

El Estudio del Desarrollo Temprano del Cerebro en Gemelos es un estudio de investigacisn realizado por la Universidad de Carolina del Norte en Chapel Hill. En la actualidad buscamos mujeres esperando gemelos para este estudio.

Las participantes reciben:
-2 ultrasonidos prenatales gratis (uno durante el segundo trimestre y uno durante el tercero trimestre)
-$50 para cada ultrasonido prenatal
-$50 para cada nino para cada visita postnatal (suma posible de $600).
-Reembolsamos lo gastos de viaje y estacionamiento
-Prueba gratis para determinar/confirmar si sus gemelos son identicos o fraternales

!Le necesitamos! Al participar en este estudio usted ayudara a mejorar nuestro entendimiento sobre el desarrollo normal y cognicisn del cerebro en gemelos. Por favor, comparte este mensaje con sus amigas y familia.

Si desea averiguar mas sobre el estudio, por favor llama Mary Norton (919) 966-9290 or llama gratis al (866) 849-0541 o envma un correo electrsnico a mary_norton@med.unc.edu con su nombre, nzmero de telifono y horarios en los que podemos contactarle. No compartiremos su direccisn de correo electrsnico con personas ajenas a esta investigacisn. Para obtener mayor informacisn, visita nuestro sitio en Internet www.earlybrainresearch.org y hace clic en "Twins."

El investigador principal de este estudio es John Gilmore, MD, Departamento de Psiquiatrma y Departamento de Obstetricia Ginecologma de la Escuela de Medicina, ambos pertenecientes a la Universidad de Carolina del Norte.

El estudio del Desarrollo Temprano del Cerebro en Gemelos y este mensaje fueron aprobados por la Junta de Revisisn Institucional de la Universidad de Carolina del Norte en Chapel Hill (UNC), estudio #03-PSYCH-198.

This email is sponsored by: Department of Psychiatry

This email is sponsored by: Department of Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, May 17, 2011 8:39 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: FORMAL NOTICE: Associate Provost for Diversity and Multicultural Affairs

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Associate Provost for Diversity and Multicultural Affairs
University of North Carolina at Chapel Hill

The University of North Carolina at Chapel Hill invites nominations and applications for the position of Associate Provost for Diversity and Multicultural affairs. This person leads efforts to build a diverse faculty and an inclusive university environment that values and respects the contributions of all members of the community.

About the University

Chartered in 1789 as the first state university in the United States, the University of North Carolina at Chapel Hill is regularly ranked as the best value for academic quality in U.S. public higher education. Carolina enrolls more than 18,500 undergraduates and nearly 11,000 graduate and professional students.

The University values diversity and recognizes it as critical to our pursuit of academic excellence. Carolina has a strong commitment to creating a diverse and inclusive community, which is reflected in our campus Diversity Plan. We aspire to be a more diverse campus that appreciates differences in race, culture, national origin, ethnicity, gender, religion, socioeconomic class, age, sexual orientation, gender identity, and physical and learning ability. We strive to maximize the development and contributions of each community member and to value civility and cordiality of discourse so all feel welcomed and free to express their ideas.

About the position.

The Office of Diversity and Multicultural Affairs is led by the Associate Provost for Diversity and Multicultural Affairs who reports to the Executive Vice Chancellor and Provost and advises the Provost and Chancellor on diversity issues. The Associate Provost for Diversity and Multicultural Affairs serves as the chief diversity officer for the University, collaborating with Vice Chancellors, Deans, other administrators, faculty, staff, and students to generate and implement strategies and initiatives that will further our diversity goals.

Major areas of responsibility include:

*Strategic planning and policy development. The Associate Provost for Diversity and Multicultural Affairs develops and refines a comprehensive vision of campus diversity and generates long and short-range goals, strategies, and structures to realize this vision. This requires consultation and partnership with senior University leadership, the Diversity and Multicultural Affairs Advisory Board, and members of the wider campus community. A major responsibility will be to continually assess the status of these efforts and the outcomes and accomplishments that result. The person will present an Annual Report on the status of diversity endeavors to the Board of Trustees and to the Deans' Council.

*Program development, implementation, and evaluation. The individual in this position will oversee the planning, implementation, and evaluation of diversity initiatives and programs designed to further the

University's diversity goals. The Associate Provost also will partner with administrative, research, instructional, and public service units whose programs and activities support and enhance diversity efforts.

*Promoting the recruitment and retention of a diverse faculty, staff, and student body. This position administers and supports programs and activities dedicated to recruiting and retaining students, faculty, and staff members of diverse backgrounds. This involves strong working partnerships with academic units, the EEO/ADA Office, and the Office of Human Resources regarding faculty and staff recruitment and retention, and the Office of Undergraduate Admissions and the graduate and professional schools to enhance the diversity of the student body. The Associate Provost for Diversity and Multicultural Affairs will collaborate with the Office of Scholarships and Student Aid and with the University's numerous student support, pipeline, and orientation offices and programs.

*External relations and partnership development. The Associate Provost for Diversity and Multicultural Affairs will represent the University in discussions of diversity in the national higher education community, participate in outreach programs to engage diverse local, state, and regional communities, and coordinate with the General Alumni Association on alumni outreach programs and with the Office of Development.

*Fiscal and administrative oversight and fundraising. The person in this position will be responsible for overseeing the Diversity and Multicultural Affairs office, including annual budget development and reporting and day-to-day budget management, and supervision of administrative and program staff. He or she will help seek internal and external sources of support, consult on fundraising strategies, and develop strategies for the allocation of resources to support existing and emerging diversity priorities.

Qualifications of the successful candidate must include:

*A distinguished record of experience as a leader, educator, advocate and/or scholar in an academic setting.
*An earned doctorate or terminal degree that will serve to enhance the stature and academic visibility of Diversity and Multicultural Affairs.
*Knowledge of major academic and diversity issues facing universities, and a strong vision for and commitment to diversity endeavors in a large, public research university.
*Excellent administrative skills, including strategic planning and evaluation, budgeting, personnel management, fundraising and public relations.
*An ability to work collaboratively and effectively with multiple administrative units throughout the campus. Excellent communication skills.
*Integrity, a passion for academic excellence, exceptional leadership skills, and compassion for students, staff and faculty.
*Demonstrated ability to be a strong advocate for the University both within and outside the academic environment. Commitment to engagement with local, state, national and international communities.
*Capacity to lead efforts to strengthen faculty, staff, student and alumni inclusivity.

Interested individuals should send a letter of application that relates the applicant's skills and experiences to the qualifications for the position, curriculum vitae that includes notable achievements, and contact information including mailing and email addresses and telephone numbers for five references who are able to speak to the candidate's qualifications as they relate to this position. The packet should be sent electronically (Microsoft Word attachments preferred) to leadership@wspelman.com. The subject line in email should be APDUNC. Confidential inquiries will be received at (603) 978-0316.

Documents that must be mailed should be sent to William Spelman Executive Search at 667 Midship Circle, Webster, NY 14580. Confidentiality will be maintained, and references will not be contacted without prior knowledge or approval of the candidate. Review of applications will begin on June 22, 2011 and continue until the position is filled. The anticipated starting date is September, 2011. The University encourages nominations of and applications from women, minorities, and persons with disabilities.

The University of North Carolina is an Equal Opportunity Employer. Minorities are encouraged to apply.

This email is sponsored by: Office of the Executive Vice Chancellor

From:	nobody@notify.unc.edu on behalf of fitnet@unc.edu
Sent:	Wednesday, May 18, 2011 8:20 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Are you a young adult cancer survivor interested in an exercise program?

Are you a young adult cancer survivor interested in getting more physically active? Do you have an active Facebook account?

Researchers at the University of North Carolina at Chapel Hill are studying ways to promote physical activity among young adult cancer survivors using Facebook. We are seeking volunteers to enroll in a research study that tests an exercise program designed specifically for young adult cancer survivors. Your participation will be some of the first data collected about an exercise program delivered through Facebook.

If you participate, you will receive exercise information via Facebook and a pedometer. You will be asked to complete two online questionnaires and may receive access to weekly group discussions and an exercise website. The entire 12-week study can be completed online.

You may be eligible if you:
-- are 21 to 39 years old
-- were diagnosed with cancer (excluding non-melanoma skin cancer) at age 18 or older
-- bave completed cancer treatment
-- have an active Facebook account

Additional eligibility criteria apply.

Participants will receive a $30 gift card after the 12-week assessment.

For more information and to see if you qualify, please go to:
www.fitnet-unc.org

The study was approved by the Public Health-Nursing Institutional Review Board on 12/16/10 (Study # 10-2150).

This email is sponsored by: Lineberger Comprehensive Cancer Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of rebeccawilliams@unc.edu
Sent: Wednesday, May 18, 2011 8:40 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Make cash for a few hours of your time...

Are you between 18-20 years old?

Then we would like you to be part of a research study @ UNC.

Who is eligible?
* Adults aged 18-20 who...
* ...are fluent readers and writers of English
* ...do not reside in university housing
* ...reside within Orange County

What will I have to do?
* You will participate in an in-person orientation
* You will visit websites that sell alcohol while under supervision at our research offices and attempt to make purchases.
* You will receive and log alcohol purchases at your home.
* You will turn all alcohol deliveries received over to study staff.
* You will participate in a debriefing session upon completion of the study.

How much time will this take?
* Your participation will take about 7 hours over the course of several weeks.

Do I get anything for my time?
* You will be paid up to $65 for your time
* Help add to our knowledge about the online business practices of alcohol retailers to inform future legislation to restrict under age access to alcohol and other harmful products online.

How can I sign up?
Call Rebecca Williams at (919) 843-9465 or E-mail at UNCInternetStudy@gmail.com

Approved by the UNC Public Health-Nursing IRB on 5/5/2011
Study title: Purchase Survey for Internet Alcohol Sales to 18-20 Year Olds
Study #: 10-2115

This email is sponsored by: Center for Health Promotion and Disease Prevention

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	nobody@notify.unc.edu on behalf of ahowell@med.unc.edu
Sent:	Wednesday, May 18, 2011 8:51 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Type 2 Diabetes Study at UNC

The UNC Diabetes Care Center is now enrolling adult volunteers into the LEADER research study.

LEADER^{TM} (Liraglutide Effect and Action in Diabetes: Evaluation of Cardiovascular Outcome Results) aims to assess and confirm the cardiovascular safety of Liraglutide (Victoza.) and potentially show the ability of Liraglutide to improve cardiovascular outcomes.

This is a long term cardiovascular research study of Liraglutide, you may either receive the study drug or placebo (it looks like study drug but is not active drug). Your participation will last until 2015 and consist of approximately 2-7 visits to the research site each year.

You may be eligible for the research study if you are age 50 years or older, have type 2 diabetes, cardiovascular disease and are not currently taking the diabetes drugs Victoza or Byetta.

If you are eligible you will receive diabetes care through the research study doctor, diabetes testing supplies, and study medication at no cost to you.

For more information about this trial please contact:
Amber Howell
Clinical Research Assistant
UNC Diabetes Care Center
919-484-0931 ext 269
abowell@med.unc.edu

This study received IRB approval from the UNC office of Human Research Ethics, IRB Full board on 12/03/2010
IRB study # 10-1701

This email is sponsored by: UNC Diabetes Care Center

This email is sponsored by: Diabetes Care Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: bounce-29184886-39778858@listserv.unc.edu on behalf of VanDrimmelen, Jeff <jeffvand@unc.edu>
Sent: Thursday, May 19, 2011 4:47 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] [oasis-supported-faculty] Scheduled College file server maintenance: Friday (5/20)

Dear OASIS supported clients,

This coming Friday (5/20/11) from 5-7pm we will be performing routine maintenance on the College file server. The College file server will be unavailable during this time. Items affected include:

- Personal College storage space (often referred to as the Z-Drive)
- Departmental College storage space (often referred to as the Y-Drive)

It is recommended that you save all files by 5pm tomorrow in order to avoid any potential data loss. During the maintenance period any computer still connected to these folders may be disconnected from the server. If you are unable to save to the College file server during this time, save to your local hard drive until the server is again available.

You can check to see when the maintenance is complete by going to https://status.its.unc.edu/.

If you have a technical problem at any time you can always submit a Remedy ticket directly to OASIS via our website: http://oasis.unc.edu/remedy, or call 962-HELP.

Thank you,

OASIS Systems Group

You are currently subscribed to oasis-supported-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=39800428.87143b3cdbbd2c84d119a11cdf7965de&n=T&l=oasis-supported-faculty&o=29184882

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-29184882-39800428.87143b3cdbbd2c84d119a11cdf7965de@listserv.unc.edu

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Nyang Oro, Julius E <JEN321@email.unc.edu>
Sent: Friday, May 20, 2011 5:16 PM
To: Department listserv <afriafam@listserv.unc.edu>
Subject: [afriafam] FW: Foundations: an Undergraduate Research Journal in History
Attach: Spring 2011 Foundations Policy.pdf

FYI

From: jhufoundations@gmail.com [jhufoundations@gmail.com] on behalf of Foundations [foundations@jhu.edu]
Sent: Friday, May 20, 2011 3:10 PM
To: Nyang Oro, Julius E
Subject: Foundations: an Undergraduate Research Journal in History

Dear Professor Nyang'oro,

Hello, my name is Spencer Matson and I am an Assistant Editor for *Foundations: An Undergraduate Research Journal in History*. We are comprised of an undergraduate Editorial Board with an international Faculty Advisory Board, and we publish in association with the Department of History and Johns Hopkins University. I wanted to take this opportunity to introduce myself and our publication.
Although we are a history journal we recognize that students from cognate fields of study write historical papers that would fall under our scope, so we are trying to expand our contacts with various university departments. We are also interested in exploring audio/visual submissions, such as documentaries, to publish on our website. Are there any African & Afro-American Studies professors or undergraduates who would be interested in our journal? Could you forward this e-mail to your colleagues in the department or send this e-mail out to the department majors?
I've attached a printable PDF of our submissions guidelines, which I encourage you to read and distribute. You may have already received a copy as we also send a general submissions call to schools, but we also wanted to get in touch with you personally.
You can find more information and read our published issues at our website, http://www.jhu.edu/foundations. Please feel free to contact us with comments or questions at jhufoundations@gmail.com.

Best,
Spencer Matson
Assistant Editor, Foundations
http://www.jhu.edu/foundations
jhufoundations@gmail.comx

You are currently subscribed to afriafam as: smutima@email.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=32361603.ecf45acb748a65c73fd2679966d97f16&n=T&l=afriafam&o=29191484
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-29191484-32361603.ecf45acb748a65c73fd2679966d97f16@listserv.unc.edu

Would you like to submit to FOUNDATIONS ?

Foundations is now accepting submissions. All papers must meet the following criteria:

- Must have been written while pursuing an undergraduate degree. Papers written as an undergraduate may be submitted until two years past the month of graduation.
- International submissions are accepted but all submissions must be written in English.
- Must have a historical theme (includes anthropology, art history, classics, economics, political science, etc.)
- Must be unpublished.
- Must employ primary sources.
- Must be typed in 12-point Times New Roman font, doublespaced, and titled.

Please submit all papers as e-mail attachments along with an abstract no longer than 100 words in Microsoft Word document format to foundations@jhu.edu. All papers are accepted on a rolling basis throughout the academic year and the summer. Authors are kindly requested to provide the following data in the body of the e-mail, not in the manuscript: name, school attended, graduation year, and e-mail address.

Foundations is an international academic undergraduate history journal published biannually. Visit http://www.jhu.edu/foundations for more information.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, May 20, 2011 8:18 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Seeking Lesbian Mothers and Gay Fathers for Brief Survey on Family Functioning

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Study name: Lesbian-mother and gay-father parenting and family functioning study
Study ID#: 11-0769 (Behavioral IRB)
Approval date: 5/16/2011

If you are interested in participating in future research on parenting and family functioning in households headed by one or more lesbian mothers or gay fathers, please contact Dr. Roger Mills-Koonce (rmk@email.unc.edu) at the Center for Developmental Science at the University of North Carolina at Chapel Hill. You will be asked to complete a brief questionnaire that will ask about your contact information as well as demographic information about yourself and your family. Upon completion of this questionnaire you will be included in a registry of parents who have consented to be contacted to participate in future research on this topic.

There is currently a very limited amount of research on the characteristics of family systems and parenting experiences of lesbian and gay parents. Families headed by lesbian mothers or gay fathers are a rapidly growing population in the United States and, despite considerable interests in the functioning and welfare of these families within political, judicial, and social spheres, there is a very limited longitudinal research focused on this subgroup of American families. Furthermore, more research is needed to better inform clinicians and practitioners who provide counseling, mental health and community support services to lesbian and gay parents and their children who likely experience unique challenges within and beyond the immediate household.
Thank you for your time and consideration.

Sincerely,
W. Roger Mills-Koonce, Ph.D.
Research Scientist
Center for Developmental Science
University of North Carolina at Chapel Hill
100 East Franklin Street CB# 8115
Chapel Hill, NC 27599-8115
rmk@email.unc.edu

This email is sponsored by: Center for Developmental Science

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, May 20, 2011 8:29 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Administrative Review of Dr. Samuel Odom, Jr.

TO: Members of the UNC Chapel Hill Community
Faculty, Staff, and Students

FROM: Associate Vice Chancellor for Research on behalf of the Review Committee for Samuel Odom, Jr.

RE: Administrative Review of Dr. Samuel Odom, Jr.
Director, Frank Porter Graham Child Development Institute and Professor, School of Education.

On behalf of the committee appointed to review the performance of Dr. Samuel Odom, Jr. Director, FPG Child Development Institute, I am pleased to invite your participation in the review process.

The committee is being chaired by Martha Cox, Center for Developmental Science, Nancy Jenkins, Cecil G. Sheps Center for Health Services Research, Jonathan Kotch, Maternal and Child Health, Michael Lambert, Social Work, Kelly Maxwell, FPG Child Development Institute, Peter Ornstein, Psychology

As required by University regulations, the Provost has requested a review of Dr. Odom's performance as Director of the FPG Child Development Institute over the last five years. Areas for review include vision, long-range planning, day-to-day management of the Center, and leadership in actualizing the ideals and goals of the Center. For more information about the FPG Child Development Institute visit their website: http://www.fpg.unc.edu/.

The committee invites your comments on these and related issues. It is important for the committee to learn how Dr. Odom's performance as Director is viewed by students, staff, and faculty at UNC-Chapel Hill. Suggestions regarding improving the overall functioning of FPG Child Development Institute are also welcome.

We encourage you to contribute to this review in the following different ways:

1. You may provide written comments to the chair or other committee members. The review committee will treat your comments as strictly confidential. By law, all written communication - whether on paper or by email - becomes a confidential part of Dr. Odom's personnel file. As such, comments are open to examination by her. University regulations prohibit considerations of anonymous letters in the review process. All written comments should be sent to:

The Review Committee, Samuel Odom Five-Year Review
Office of the Associate Vice Chancellor for Research
University of North Carolina at Chapel Hill
Campus Box #4100, 301 Bynum Hall
Chapel Hill, NC 27599-4100

2. You may telephone or meet privately in person with committee members. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Dr. Odom's personnel file but may be reflected in the committee's

report without identifiers.

The deadline for submitting comments regarding Dr. Odom's performance to the committee is Tuesday, May 31, 2011. Thank you very much for your help in this important task.

Committee Chair

Martha Cox
Director, Center for Developmental Science
Director, Assoc Prv Acad Initiatives-UBC
Research Professor, School of Education
100 E Franklin Street Ste 200
Campus Box 8115
Carolina Campus Mail
(919) 966-3509
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Committee Members

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222 Davie Hall
Campus Box 3270
Carolina Campus Mail
(919) 962-4138
peter_ornstein@unc.edu

This email is sponsored by: Vice Chancellor for Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of jacks@med.unc.edu
Sent: Monday, May 23, 2011 8:19 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Colonoscopy Study

Research Subjects Needed for Study

Are you SCHEDULED to have a ROUTINE COLONOSCOPY performed at UNC in the near future?

* If yes, then you may be eligible to participate in a research study investigating the role of bacteria found normally living in the gut.

* This study is recruiting both HEALTHY and IBS subjects suffering from diarrhea.

* This study will involve ONE screening visit and ONE procedure visit to have a "sigmoidoscopy" performed at UNC endoscopy clinics 1 to 3 weeks PRIOR to your planned colonoscopy at UNC.

* Subjects will be compensated $260 for complete participation in this study.

<Please note that this study does not provide the colonoscopy; this should be scheduled and covered by the research subject's insurance>

If you are interested in participating or would like to learn more about this study, please contact study coordinators Jennica Jackson Siddle at 919-843-8034 or email Jennica_Jackson@med.unc.edu or Katharine Thurlow at 919-843-1003 or email Katharine_Thurlow@med.unc.edu.

Thank you for your interest in our study.

Biomedical IRB approved study and message #10-0629 (approved for 05/18/11-05/01/2012)

This email is sponsored by: UNC Gastroenterology & Hepatology

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From: nobody@notify.unc.edu on behalf of acalingo@med.unc.edu
Sent: Monday, May 23, 2011 8:38 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Time-to-Pregnancy Research Study

Are you or is someone you know trying to get pregnant or about to start trying?

Time to Conceive is a research study at the University of North Carolina at Chapel Hill that hopes to find a way to accurately measure a woman's fertility. Women between 30 and 44 years of age who are trying to become pregnant or about to start trying are eligible to participate in the study. Women are not eligible to participate if they or their partner have a history of infertility or fertility treatment.

Research study participants only need to attend ONE brief, on-site study visit in Chapel Hill or Raleigh. All other study activities are completed online.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Free online fertility tracker
- Monetary compensation for study activities

There are no medicines or pills to take and no changes to one's daily lifestyle or existing health care routine.

If you or someone you know might be interested in learning more about this study, you can visit our website at www.med.unc.edu/timetoconceive, call us at (919) 843-8246, or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. All information will be kept strictly confidential.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: OB/GYN

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of younghearts@unc.edu
Sent: Monday, May 23, 2011 8:59 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Adolescents and Young Adults Living with Congenital Heart Disease

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We're looking for adolescents and young adults (aged 19-29 years)to share their experience of living with congenital heart disease. If you agree to participate, you will be asked to complete one interview and 3 questionnaires. The interview and questionnaires will take about 2 hours of your time. During the interview you will be asked to talk about your personal experience of
living with congenital heart disease. The interview will be tape recorded with your permission. The study will be take place at the BioBehavioral Lab, UNC School of Nursing, NC Children's Hospital Pediatric Cardiology Clinics, and the UNC Heart Center at Meadowmont. You may choose the site and time that is most convenient for you. Your participation in this study is completely voluntary. You don't have to answer any questions you don't want to and you may
stop being in the study at any time. All the information I receive from you, including your name will be totally private and will be kept under lock and key. You will be receive a $25.00 American Express gift card to thank you for your time and to recognize your contribution to the research. You will receive the gift card at the end of the study visit, even if you decide to withdraw or leave the study before completing the interview and/or questionnaires. To learn more and to volunteer to for this study, visit this email address: younghearts@unc.edu.

*** Choosing or declining to participate in this study will not affect your class standing, grades, or employment at UNC-Chapel Hill. You will not be offered nor receive any special consideration if you take part in this research; it is purely voluntary. Your answers to the survey will remain completely anonymous at all times.

*** This study has been approved by the UNC Behavioral IRB (IRB Study No. 11-0687, April 26,
2011).

Researcher: Dr. Patricia Moreland, Postdoctoral Fellow | School of Nursing
Supervisor: Dr. Sheila Santacroce, Faculty Advisor | School of Nursing

This email is sponsored by: School of Nursing

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, May 23, 2011 9:29 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Native Spanish-speakers needed for a study - Mensaje Biling|e

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Are you a native-Spanish speaker interested in being in an educational research study about cancer prevention?

Researchers at UNC Chapel Hill are searching for participants to view a video in Spanish about cancer prevention and participate in a survey regarding the video.

Enrollees in this study must:

* be a native Spanish-speaker who prefers health services in Spanish
* be between the ages of 50-75
* meet other eligibility criteria

Qualified participants would need to participate in a 20 minute phone survey and also attend one interview at the UNC Cecil G. Sheps Center for Health Services Research that will last approximately 1 hour.

Participants will receive a $20 gift card for their participation in the phone survey and a $50 gift card at the conclusion of their interview at the Sheps Center.

For more information, please call 1(877) 829-0012 or email: opciones@schsr.unc.edu.

?Es usted hispanoparlante nativo que esta interesado en participar en un estudio de investigacisn de prevencisn del cancer?

Los investigadores de la Universidad de Carolina del Norte en Chapel Hill estan buscando personas para ver un video educativo en espaqol acerca de la prevencisn de cancer y participar en una entrevista.

Los participantes de este estudio necesitan:

-tener de 50 a 75 aqos de edad
-ser una persona hispanoparlante nativo/a que prefiere recibir los servicios de salud en espaqol.
-calificar a otras criterias de estudio.

Las personas que califican en este estudio completaran una encuesta que durara aproximadamente 20 minutos por telifono y tambiin necesitaran asistir una entrevista por una hora en nuestras oficinas de Sheps Center.

Los participantes recibiran una tarjeta de regalo de $20 por participar en la encuesta y otra tarjeta de $50 al terminar la entrevista en nuestras oficinas.

Si desea mas informacisn, llamenos al nzmero 1-877-829-0012 o contactenos por correo electrsnico: opciones@schsr.unc.edu

This study has been reviewed and approved (05/20/2011) by the UNC Biomedical IRB (5-40745). Study Title: Development of a Spanish Language Colorectal Cancer Screening Decision Aid

This email is sponsored by: Cecil G. Sheps Center for Health Services Research

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From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, May 24, 2011 1:02 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This Week at the Ackland

Lunch with One

Eve Duffy: "Nazi-era Art Policies and their Legacies"

Wednesday, June 1, 12:00 PM - 1:00 PM

Add a little culture to your noon hour: bring a lunch and learn more about art in the German exhibitions currently on view in the Ackland's galleries.

Eve Duffy, Department of History, and Director, Program in the Humanities, UNC-Chapel Hill, will present an illustrated talk entitled "'Degenerate Art,' 'Great German Art': Nazi-era Art Policies and their Legacies."

No reservations required.

Free to members and valid UNC One Card holders | $5 non-members

For more information, call Allison Portnow, Events and Programs Coordinator, at 919.843.3687.

Out of the Studio: An Evening of Tibetan Culture and Performance

Thursday, June 2, 6:00 - 8:00 PM

Experience the ancient Tibetan cultural rituals of dance, chanting, prayers, and debate as the Tibetan monks of Drepung Gomang Monastery perform at the Ackland Art Museum in a free, all-ages program.

The program will include a prayer for His Holiness The Dalai Lama, the Yak Dance, the Dance of Shanak (Black Hat Dance), chanting of Jam Chenma (Madyamikavatara), and a demonstration of debate, the most important way to learn Buddhist philosophy in the monasteries.

Free and open to the public

Art and Literature in the Galleries

German Art and the Brothers Grimm

Thursday, June 2, 6:30 - 8:00 PM

Read the selection, look at the art, and become part of the Ackland's Art & Literature series by joining the discussions on the third

Thursday each month.

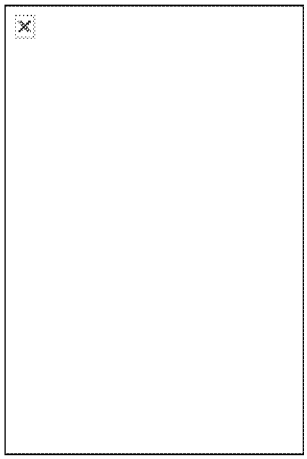

Ralph Manheim's translation of *Grimms' Tales for Young and Old, the Complete Stories* introduces the summer Art & Literature series in conjunction with the exhibition *Romantic Dreams | Rude Awakenings*.

What messages do many of these two hundred tales convey to readers? How might some of those messages be reflected in works of art made during the century following publication of the tales (1820-1858)?
Leslie Balkany, retired Ackland educator, will facilitate this discussion with Eric Downing, Professor of German, English and Comparative Literature, and Adjunct Professor of Classical Studies at UNC-Chapel Hill.

Free to Ackland members, high school students, and UNC students who present a One Card. $5 for non-members.

Registration required. Email: acklandrsvp@unc.edu.

Check the UNC Events Calendar (key word "ackland") for our upcoming events!

On View at the Ackland:

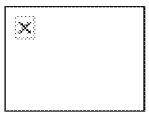

Adding to the Mix: John Wesley's *Boeing* (1982)

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

Romatic Dreams and Rude Awakenings: Northern European Prints and Drawings, 1840 - 1940

And Many More!

Closing on June 5th:

Art and Cultural Exchange along the Silk Road

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or click here for more information on the benefits of membership and how your membership dollars support our mission.

From:	nobody@notify.unc.edu on behalf of noreply@unc.edu
Sent:	Tuesday, May 24, 2011 5:08 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	URGENT: ORANGE COUNTY UNDER TORNADO WATCH

5/24/11 4:58 pm

Dear Students, Faculty and Staff:

The National Weather Services has issued a TORNADO WATCH IN ORANGE COUNTY.

That means conditions are favorable for tornadoes and severe thunderstorms in and close to the watch area. The weather service says people in these areas should be on the lookout for threatening weather conditions and listen for later statements and possible warnings.

The weather service updates this information regularly, so be sure to check http://alerts.weather.gov/cap/wwaatmget.php?x=NCC135 for the most current information about Orange County.

The University will not send additional text, e-mail or other notifications to the campus community about a tornado watch since the status of those often change frequently during such a weather event. If a new weather pattern enters the area that prompts a fresh watch after a 24-hour period, the University plans to reissue the watch notice as part of its ongoing monitoring efforts for potential serious weather conditions.

When Orange County is placed under a tornado warning, the University will activate the emergency sirens for an imminent, life-threatening emergency. Alert Carolina will send a text message to registered cell phones and start other notifications including campus e-mail.

For a tornado warning, you need to be prepared to take the following actions if the watch is elevated to a tornado warning in our area:

Seek shelter immediately.
Move to an interior room on the lowest floor of a sturdy building.
Avoid windows.
If no shelter is available, lie down in a low-lying area.
Protect yourself from flying debris.
For more information, see alertcarolina.unc.edu.

This email is sponsored by: Emergency Response Officials

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, May 24, 2011 8:19 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Looking for African American Individuals Ages 18-45 for a Research Study

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If you are interested in helping us to learn more about schizophrenia please consider participating as a control subject in Dr. Aysenil Belger's research study, Mapping of Brain Functions (00-1425 or GCRC-1888).

If you meet the following criteria, please fill out our online questionnaire:
http://clipper.med.unc.edu/phv/healthyvolunteers_form1.cfm.
Visit our website at: http://www.nirl.unc.edu/ for more information.

Our criteria include:

* Ages 18-45
* Either sex
* African American
* Willing and able to participate in a research study involving EEGs and MRIs
* No history of psychiatric illness or neurodegenerative disorder
* No substance abuse disorders, no substance abuse within the past 6 weeks
* No learning disability
* No family history of neurologic or neurodegenerative disorders
* No family history of hospitalization or treatment of mental illness in a first degree relative
* No metal implants in body including permanent retainer

Total compensation for this research study: up to $270.

Thank you!

Approved by UNC Biomedical IRB (00-1425, GCRC-1888)on 4-5-2011

This email is sponsored by: Psychiatry Department

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From:	nobody@notify.unc.edu on behalf of leedanb@unc.edu
Sent:	Wednesday, May 25, 2011 8:18 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Subjects needed for African American Psychology Research Study

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To: Daniel Lee
Psychology From: Behavioral IRB
Approval Date: 5/03/2011
Expiration Date of Approval: 5/01/2012
RE: Notice of IRB Approval by Expedited Review (under 45 CFR 46.110)
Submission Type: Initial
Expedited Category: 7.Surveys/interviews/focus groups
Study #: 11-0748
Study
Title: Stress, Personality, Coping, and African American Well-Being

Seeking African American Participants (ages 18-24) for a study examining the influence of personality and coping strategies in the relationship between stress and well-being (Earn $10)

The study aims to examine how personality and coping strategies influence the relationship between stress and well-being for African Americans. You must self-identify as African American and be 18-24 years old to participate.
During the experiment, you will fill out questionnaires pertaining to stressful situations, coping, personality and well-being.

One visit to the laboratory is required. The visit lasts about one hour.
You will receive $10.

For more information, please contact:
Daniel B. Lee, B.A. (Principal Investigator)
Email: leedanb@unc.edu

This email is sponsored by: Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	nobody@notify.unc.edu on behalf of cts2014@email.unc.edu
Sent:	Thursday, May 26, 2011 8:17 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Participants needed for alcohol consumption and decision making study

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Do you ever drink alcohol?

Are you interested in making $10 for completing a 1 hour task?

Study requires participants to view images and make simple decisions about their contents.

You are eligible if:
1. You are between the ages of 18-40 years old
2. You are NOT taking illicit drugs
3. You are NOT taking psychoactive medications
4. You have NEVER sought treatment for a substance use disorder
5. You are a native English speaker
6. You have graduated high school or earned a GED
7. You have no known psychiatric or neurological problems

If interested, please contact Chris at 919-962-8340 or cts2014@email.unc.edu to schedule a time for participation.

(This study, entitled "Decision Making and Drinking Habits of Young Adults" has been approved by the UNC Institutional Review Board, Study #: 09-0001 on 12/09/2010, and is sponsored by the UNC Department of Psychology.)

This email is sponsored by: Dept. of Psychology

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From: nobody@notify.unc.edu on behalf of kparry@email.unc.edu
Sent: Thursday, May 26, 2011 8:42 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Calling All Women!!

Calling all women: be a part of an exciting research study!

Researchers at the University of Chapel Hill want to learn more about how women interpret advertising that targets pregnant and new mothers. They are looking for women who are planning to become pregnant within the coming three years, pregnant women, and women who have a child three years of age or younger to participate in an hour-and-a-half conversation about advertising, led by a professional. You'll be asked to look at and read the advertisements, and share what you think about them. Everything will be confidential and anonymous.

If you participate in the full focus group, you will receive a goodie bag of incentives from local businesses. Refreshments will also be provided.

If you have questions or you want to sign up, please contact Kathy Parry at kparry@email.unc.edu or 919.966.8588.

Study Title: "Discovering Mothers' Understanding of Infant Formula Advertising"
UNC IRB Approval # 10-2198
Approving Body: Nursing/Public Health
Approval Date: 11/12/2010

This email is sponsored by: Maternal & Child Health, Gillings School of Global Public Health

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of lturnbul@email.unc.edu
Sent: Friday, May 27, 2011 8:18 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Are you a cancer patient, family member, friend or caregiver in need of support?

Are you a cancer patient, a family member, friend or caregiver looking for support?
Researchers at the University of North Carolina at Chapel Hill are evaluating an innovative peer counseling program. Peer Connect was developed based on our expertise in developing peer counseling training programs for cancer survivors and their families.

Getting support from people who have been there can make all the difference. Our free PEER CONNECT PROGRAM matches anyone touched by cancer with another person who has had similar experiences.

Our volunteers:

- Have received expert training

- Understand your concerns

- Provide support for you during diagnosis, treatment, or life after treatment

Peer Connect is a free confidential peer-support program that connects anyone touched by cancer (patients, survivors, and caregivers) with another person whose experiences are similar. Peer Connect is sponsored by Carolina Well-UNC Lineberger's Cancer Survivorship Program. Most often the support is over the telephone so no matter where you are in the state you can get support.

Participants will receive a $25 gift card at the end of the program.

If you or someone you know can benefit from this program, please call (919)843-8939 or email lturnbul@email.unc.edu for more information.

This study titled "Carolina Well Peer Counseling Support Program-a Pilot Study" has been approved by Public Health-Nursing Institutional Review Board on
11/01/10, study #10-1499.

This email is sponsored by: Lineberger Comprehensive Cancer Center

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From: nobody@notify.unc.edu on behalf of cbt4bn@unc.edu
Sent: Friday, May 27, 2011 8:37 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Bulimia Nervosa Treatment Study

The UNC Eating Disorders Program is conducting a research study to treat bulimia. Eligible participants receive 16 sessions of cognitive behavioral (CBT) group therapy specifically designed to reduce binge eating and purging. All sessions are offered at no cost.

You must 18 years or older and have a home computer with internet access to participate.

Please call Sara at 919.966.2882 or email cbt4bn@unc.edu for more information.

www.cbt4bn.unc.edu

Title: Optimizing Technology in the Treatment of Bulimia Nervosa
IRB #07-2002
Renewed: 12/6/2010
Biomedical IRB

This email is sponsored by: UNC Eating Disorders Program

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From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, May 31, 2011 11:16 AM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This Week at the Ackland

Lunch with One

Eve Duffy: "Nazi-era Art Policies and their Legacies"

Wednesday, June 1, 12:00 PM - 1:00 PM

Add a little culture to your noon hour: bring a lunch and learn more about art in the German exhibitions currently on view in the Ackland's galleries.

Eve Duffy, Department of History, and Director, Program in the Humanities, UNC-Chapel Hill, will present an illustrated talk entitled "'Degenerate Art,' 'Great German Art': Nazi-era Art Policies and their Legacies."

No reservations required.

Free to members and valid UNC One Card holders | $5 non-members

For more information, call Allison Portnow, Events and Programs Coordinator, at 919.843.3687.

Out of the Studio: An Evening of Tibetan Culture and Performance

Thursday, June 2, 6:00 - 8:00 PM

THE LAST PUBLIC PERFORMANCE OF THE SACRED ARTS TOUR 2011

Experience the ancient Tibetan cultural rituals of dance, chanting, prayers, and debate as the Tibetan monks of Drepung Gomang Monastery perform at the Ackland Art Museum in a free, all-ages program.

The program will include a prayer for His Holiness The Dalai Lama, the Yak Dance, the Dance of Shanak (Black Hat Dance), chanting of Jam Chenma (Madyamikavatara), and a demonstration of debate, the most important way to learn Buddhist philosophy in the monasteries.

Free and open to the public

Art and Literature in the Galleries

German Art and the Brothers Grimm

Thursday, June 2, 6:30 - 8:00 PM

Read the selection, look at the art, and become part of the Ackland's Art & Literature series by joining the discussions on the third Thursday each month.

Ralph Manheim's translation of *Grimms' Tales for Young and Old, the Complete Stories*introduces the summer Art & Literature series in conjunction with the exhibition *Romantic Dreams | Rude Awakenings.*

What messages do many of these two hundred tales convey to readers? How might some of those messages be reflected in works of art made during the century following publication of the tales (1820-1858)?

Leslie Balkany, retired Ackland educator, will facilitate this discussion with Eric Downing, Professor of German, English and Comparative Literature, and Adjunct Professor of Classical Studies at UNC-Chapel Hill.

Free to Ackland members, high school students, and UNC students who present a One Card. $5 for non-members.

Registration required. Email: acklandrsvp@unc.edu.

Closing on June 5th:

Art and Cultural Exchange along the Silk Road

Check the UNC Events Calendar (key word "ackland") for our upcoming events!

On View at the Ackland:

Adding to the Mix: John Wesley's *Boeing*(1982)

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

Romatic Dreams and Rude Awakenings: Northern European Prints and Drawings, 1840 - 1940

And Many More!

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or click here for more information on the benefits of membership and how your membership dollars support our mission.

From: nobody@notify.unc.edu on behalf of bmteague@email.unc.edu
Sent: Tuesday, May 31, 2011 8:17 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Participants needed for Latina pregnancy research study

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This is a bilingual message. Please see below for Spanish.
Este es un mensaje biling|e. Por favor, vea abajo para el espaqol.

I need your help! By participating in this research study, you will be helping improve our understanding of the family involvement during the pregnancies of Latinas who are separated from their country of origin. You will also be helping an undergraduate at UNC with research for her honors thesis. Please share this message with friends and family.

This project was supported by an honors thesis research grant, administered by Honors Carolina at the University of North Carolina at Chapel Hill. My faculty advisor, Dr. Julia Cardona Mack, from the Romance Languages and Literatures Department at the University of North Carolina at Chapel Hill, will be assisting me in the project. I am currently recruiting participants for my research study.

You will be eligible to participate in the study if:
* You are a Latina and are no longer in your country of origin
* You live in the Triangle or surrounding area
* You will be in the third trimester of your pregnancy or several months postpartum between May and August 2011
* You have private health insurance
* Family that you consider as being close to you (mother, father, sister, brother, aunt, cousin, etc.) are still in your country of origin

Participation includes two interviews (between May and August 2011) at a location that is mutually agreed upon, including your house or on UNC campus, at times that best fit your schedule.

Participants will receive a $20 gift card to Wal-Mart or Target at the end of the first interview, and a photo album at the end of the second interview. Participants will also receive a summary of the results of my research study upon completion of my honors thesis in May 2012.

To learn more about this study, please contact the principal investigator, Brittany Teague, at bmteague@email.unc.edu with your name, phone number, and times that you can be reached. This is a confidential study: I will not share any of your personal information, including your email address, with anyone outside of the study.

The study and this message have been reviewed by the UNC Behavioral IRB, Study #11-0668, approved on 5/06/2011.

!Necesito su ayuda! Por participacisn en este estudio de investigacisn, usted estara ayudando a mejorar nuestra comprensisn de la participacisn de la familia durante los embarazos de las latinas que estan separados de sus pamses de origen. Tambiin se ayuda a un estudiante en la UNC con

la investigacisn para su tesis de honores. Por favor, comparta este mensaje con sus amigos y familiares.
Este proyecto fue financiado por una beca de investigacisn de tesis de honores, administrado por Carolina Honores en la Universidad de Carolina del Norte en Chapel Hill. Mi consejera de la facultad, la Dra. Julia Cardona Mack, del Departamento de Lenguas Romances y Literaturas en la Universidad de Carolina del Norte en Chapel Hill, me ayudara en el proyecto. Estoy actualmente reclutando participantes para mi estudio de investigacisn.

Usted sera elegible para participar en el estudio si:
* Usted es una mujer latina y ya no esta en su pams de origen
* Usted vive en El Triangulo o el area circundante
* Usted estara en el tercer trimestre de su embarazo o varios meses despuis del parto entre mayo y agosto 2011.
* Usted tiene seguro de salud privado
* Un miembro de la familia (o mas) muy mntimo a usted (madre, padre, hermana, hermano, tma, primo, o otro) esta todavma en su pams de origen

La participacisn incluye dos entrevistas (entre mayo y agosto de 2011) en un lugar que es de mutuo acuerdo, incluyendo su casa o en el campus de UNC, en el momento que mejor se adapten a su horario.

Los participantes recibiran una tarjeta de regalo de Wal-Mart o Target de $20 al final de la primera entrevista, y un album de fotos al final de la segunda entrevista. Los participantes tambiin recibiran un resumen de los resultados de mi estudio de investigacisn sobre la finalizacisn de mi tesis de honores en mayo de 2012.

Para obtener mas informacisn sobre este estudio, por favor contacte con la investigadora principal, Brittany Teague, en bmteague@email.unc.edu con su nombre, nzmero de telifono y las horas que usted esta disponible. Este es un estudio confidencial: No compartiri su informacisn personal, incluyendo su direccisn de correo electrsnico, con nadie fuera del estudio.

El estudio y el mensaje de este han sido revisados por IRB UNC Conductual, Estudio #11-0668, en 06/5/2011.

This email is sponsored by: Honors Carolina

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent: Tuesday, May 31, 2011 8:29 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Reminder: 23rd Annual Carolina Blood Drive Next Tuesday

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Dear Faculty and Staff:

We need your help for the upcoming 23rd Annual Carolina Blood Drive next week. Appointments for the event are lagging. To ensure patients get the life-saving blood they need, please sign up now at www.unc.edu/blood for the drive, Tuesday (June 7), from 7 a.m. to 6 p.m., at the Dean Smith Center.

Door prizes include football and basketball tickets. Presenting donors will receive a T-shirt and will be automatically entered in a drawing for one of two $3,000 American Express gift cards useable toward rent, mortgage payments, food or gas--as well as one of two pairs of round-trip Delta Airline tickets.

Patti and I will visit the drive, as will Coach Butch Davis and Tammy Davis; Bill Roper, chief executive officer of the UNC Health Care System and dean of the School of Medicine; radio personality and Tar Heel basketball alumnus Eric Montross; and Carolina football players.

Every two seconds, someone in the United States needs blood to survive. One donation--one pint of blood--can help save up to three lives. Please take this opportunity to give the gift of life at the Carolina Blood Drive. For eligibility requirements and other information, visit redcrossblood.org.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	nobody@notify.unc.edu on behalf of cjgillen@email.unc.edu
Sent:	Wednesday, June 1, 2011 8:19 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Study on Alcohol Consumption and Addiction

---

IRB# 09-0939

Are you drinking too much?

* Have you tried to cut down your alcohol use but can't?
* Have you increased the amount of alcohol you drink?
* Is your alcohol use creating problems in your life?

The University of North Carolina at Chapel Hill is seeking volunteers for a research study using an FDA approved medication for the treatment of heavy alcohol drinking. The research study will involve a free evaluation interview and, if you qualify, free counseling sessions. If you're between the ages of 18 and 65 and are having problems with alcohol, you may be able to participate in this new clinical research study.

You are assured of strict confidentiality.

If interested, please call Cody at 919-966-0011 or email at cjgillen@email.unc.edu

This study was approved on 07/24/09 by the Office of Human Research Ethics, IRB # 09-0939.

This email is sponsored by: Psychiatry

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, June 1, 2011 8:30 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: 4-12 Year Olds Needed for Study

Subject: INFORMATIONAL: 4-12 Year Olds Needed for Study

From: Jeanne Lovmo Murphy <jlmurphy@med.unc.edu>
Date: 5-26-11
To: UNC Mass E-Mail (employees)

The Sensory Experiences Project Needs You!
We are currently recruiting children, ages 4 to 12 years, with typical development to participate in our research studies about sensory experiences. Our eye tracking study is exploring the relationship between visual attention and sensory experiences and our brain wave study looks at the potential causes of sound sensitivities in children.

* Children will participate in a computerized eye tracking task, an EEG and developmental assessments
* Parents will complete a packet of questionnaires and interviews about their child
* Time commitment ranges from 5-8 hours

Once you have completed the studies you will receive
* a summary of results of the developmental assessments,
* a certificate with a picture of your child's brain waves,
* financial incentives up to $195 if your child qualifies for all parts of the research study,
* and mileage reimbursement if you are traveling more than 20 miles each way.

For more information about SEP visit our website at http://www.med.unc.edu/sep or call our toll free line at 1.800.514.9981.

If you are interested in participating in the research studies, please complete the contact form on our website: https://www.med.unc.edu/ahs/ocsci/sep/sep-contact-us-form.

SEP is funded by the National Institute of Child Health & Human Development (Grant# HD42168).The Principal Investigator is Dr. Grace Baranek. This study has been reviewed and approved by the UNC Biomedical Institutional Review Board (IRB # 07-1926; approval date 10-22-10).

This email is sponsored by: Allied Health Sciences, Division of Occupational Sciences

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From: nobody@notify.unc.edu on behalf of hartcp@unc.edu
Sent: Thursday, June 2, 2011 8:21 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Seeking Participants for Study of Sleep Apnea and Memory

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The Clinical & Cognitive Sleep Research Lab (CCSRL) at UNC-CH is conducting a research study to evaluate the effects of CPAP therapy on memory in people with sleep apnea. If you are interested in participating you would sleep for three nights in the sleep laboratory, complete brief questionnaires, and participate in a computer attention and learning activity. Compensation is $75 per night, and $225 for all three nights of participation. Please contact us if you have any questions and might be interested in participating and you meet the eligibility criteria below.

Eligibility criteria
1. You need to have a formal diagnosis of sleep apnea and have been on PAP therapy for at least 1 month.
2. You need to be between 18 and 45 years of age.
3. You cannot have any history of a major brain neurological disorders or a major psychiatric illness.
4. You cannot be taking the following medications:
Antidepressants that that might disrupt sleep (e.g. Prozac-fluoxetine, Wellbutrin-Buproprion, Effexor-Venlafaxine, or Amitryptaline-Elavil),
Medications that can suppress memory including muscle relaxants and anxiety medications (Valium-Diazepam, Ativan-Lorazepam, Klonopin-Clonazepam),
Sleep aid medications that can affect memory (Zolpidem-Ambien, Eszopiclone-Lunesta, Trazodone-Desyrel, Mirtazepine-Remeron),
Beta blocker medications (e.g. Propranolol, Metoprolol, Atenolol),
Bronchodilator medications (albuterol or theophylline),
Stimulants (e.g. Ritalin, Adderall, Concerta, Modafanil), or Prednisone.
5. You may not have a diagnosis of a learning disability or attention deficit disorder.
6. You cannot be a night shift worker.
7. You cannot be a user of recreational drugs, including marijuana.

If you meet the above criteria, and are interested in the study, we would be very happy to hear from you. Please contact us at rothsleeplab@gmail.com to receive more details about study enrollment. It would be helpful if you can include in your response, your name, e-mail and phone number, as well as the best time to call you, so we are better able to reach you.

This message was approved by the Biomedical IRB 05/04/2011 (IRB# 09-1944, "The Effect of Disrupted Sleep on Sleep Dependent Memory Processes"), and is funded by the UNC Department of Neurology.

This email is sponsored by: Neurology

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, June 2, 2011 8:42 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Summer Nature Camp for Kids

There is still space available in the following summer nature camps at the North Carolina Botanical Garden!

Habitat Heroes (for 6-7 year-olds)--only 1 spot left!
Dates: June 27-July 1
Time: 9 a.m. - 4 p.m.
Fee: $295 ($265 members)
Food, water, shelter, space--a habitat is a wonderful place. Discover the awesome diversity of places that the animals and plants of North Carolina call home and why we need to care for these amazing wildlife habitats. We'll investigate stream, pond, meadow, and woods and learn how to create and restore habitat using native plants, feeders, natural shelters, water sources, and more. Hands-on explorations, games, stories, and take-home projects will empower children to be stewards of their local ecosystems--even in their own backyards.

Junior Naturalists (for 8-9 year-olds)
Dates: July 25 - 29
Time: 9 a.m. - 4 p.m.
Fee: $295 ($265 members)
Whether your child is interested in frogs, birds, bugs, or plants, this is the camp for kids who love nature Campers spend the week learning the tools and trade of a naturalist as we explore the forests, wetlands, and underworld of the Botanical Garden. Guest naturalists, journal-keeping, nature crafts, and field trips to neighboring natural gem, Mason Farm, will enrich our nature study and fun. Campers will also learn how they can be citizen scientists and participate in local projects. Become a "Junior Naturalist" by the end of the week!

Before and after care available. All sessions taught by experienced environmental educators and maintain a camper-to-staff ratio of 6:1.

View the 2011 camp brochure online:
http://ncbg.unc.edu/uploads/files/2011SummerCampBbrochure.pdf (includes registration form). To register, mail or hand-deliver a completed camp registration form and full payment. To check for space availability or for more information, please call 919-962-0522.

This email is sponsored by: N.C. Botanical Garden

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of ibdtrials@med.unc.edu
Sent: Thursday, June 2, 2011 9:03 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: INFORMATIONAL: Are You Living With Crohn's Disease?

INFORMATIONAL: Are You Living With Crohn's Disease?

An ongoing study is looking at the safety and effectiveness of an investigational medication for the treatment of Crohn's disease.

Eligible participants must:

* Be 18-80 years of age
* Have been diagnosed with moderate/severe Crohn's disease at least 3 months before study enrollment
* Not have adequate relief of symptoms with current or past Crohn's disease treatment
* Other eligibility criteria apply

Qualified participants will receive study medication and study related medical evaluations at no cost.

To learn more, please contact the Study Coordinator at 919-843-3873 or ibdtrials@med.unc.edu

This study, "A Phase 3, Randomized, Placebo-Controlled, Blinded, Multicenter Study of the Induction of Clinical Response and Remission by Vedolizumab in Patients with Moderate to Severe Crohn's Disease" has received approval from the UNC Biomedical Institutional Review Board on 2/18/2011, Study # 10-2127

This email is sponsored by: Department of Medicine, Division of Gastroenterology

This email is sponsored by: Medicine, Division of Gastroenterology

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From: nobody@notify.unc.edu on behalf of vaccinestudy@unc.edu
Sent: Friday, June 3, 2011 8:18 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Your Son's Health and Vaccines

We're looking for parents to comment on a research survey about what they think about HPV vaccine for their sons. It's a quick process. You take a brief survey and then simply talk with us about how you came up with your answers. Your responses will help us make our survey better. We may also ask you to look at some materials from a school health center.

You can participate if you are a parent with a son aged 11-17. No specific knowledge about our survey topic is necessary.

We will be paying $20 for about 30 minutes of your time. We will conduct the interview at your convenience on campus at the UNC Gillings School of Global Public Health.

If you are interested in getting more information or participating, please send an email to Annie-Laurie McRee at vaccinestudy@unc.edu. Include potential times that work for you in the next week or so. Thank you!

The HPV Immunization in Sons (HIS) Study was approved by the Public Health-Nursing Institutional Review Board (IRB) at the University of North Carolina on 3/21/2011 (Study #: 10-0614).

Sincerely,

Noel Brewer, Associate Professor
and Paul Reiter, Postdoctoral Fellow

This email is sponsored by: UNC Gillings School of Global Public Health

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Friday, June 3, 2011 8:29 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Participants Needed: Measuring Task Performance

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We are looking for participants to help us with our research into decision-making. As a participant you will spend approximately 30 minutes to complete a study in our lab.

Please visit our website to sign up: www.c4dr.unc.edu

Location: Kenan-Flagler Behavioral Lab, McColl 4402/4404
Duration: 30 minutes
Pay: $2 - $27
IRB #10 - 1646

Approved by the UNC Behavioral IRB on May 31,2011.

This email is sponsored by: Center for Decision Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: African Languages Teachers Association <nyasha@ncolctl.ccsend.com>
Sent: Monday, June 6, 2011 5:35 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: JALTA - Call For Papers and Book Reviews

Having trouble viewing this email? Click here

You're receiving this email because of your relationship with African Language Teachers Association (ALTA). Please confirm your continued interest in receiving email from us.
You may unsubscribe if you no longer wish to receive our emails.

JOURNAL OF AFRICAN LANGUAGE TEACHERS ASSOCIATION (JALTA) CALL FOR PAPERS AND BOOK REVIEWS

CALL FOR PAPERS/BOOK REVIEWS

The Journal of the African Language Teachers Association (JALTA), is soliciting articles and/or book reviews for publication.
JALTA is the official journal of the African Language Teachers Association (ALTA), and it serves the professional interests of teachers, researchers, and administrators of African Languages in all settings and all levels of instruction. The Journal is refereed and published once a year.

Focus

Our general editorial focus is on policy, education, programs, advocacy, and research in the field of African languages. The envisaged coverage of the Journal is as follows:

a. Methodology and Technology,
b. Academia,
c. Beyond Academia,
d. Social Embeddedness

The first section shall include papers or book reviews focusing on broader theoretical and technological issues in all fields of African languages. The second section will encompass reports about research and teaching in academia, at both K-12 and collegiate levels. The third section shall comprise papers addressing research and teaching in government and industry. Finally, the fourth section will address the issues of a broader social environment, ranging from heritage communities to advancing LCTLs in federal initiatives and legislation in the USA.

Submitted Manuscripts

In preparing the manuscript, please use the latest edition of the Publication Manual of the American Psychological Association (APA), see http://www.apastyle.org/man

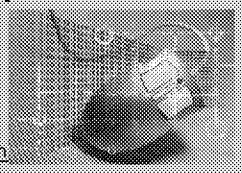

Manuscripts **should be:**

- A maximum of 25 pages (excluding references, charts, notes, etc.) and submitted electronically

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About Us

We aim to develop a field of African Language Teaching where members can share common interests and concerns having to do with the study of African Languages.

We aim to identify each African Language, with priority given to those most commonly studied sets of learning materials for beginning, intermediate and advanced study.

We aim to link efforts of teachers and researchers in Africa with those outside of Africa.

via word (1997-2003)-document e-mail attachment.

- ***Double-line spaced*** throughout, including notes, references, and tables, using ***12-point Times New Roman font*** with a ***1.5 inch left margin***. (Please ensure that this specified formatting is followed).
- Accompanied by a ***150 word (or less) abstract*** and a ***cover sheet containing the manuscript title, name, address, office and home telephone numbers, fax number, email address, and full names and institutions of each author***. (Because the manuscript will be blind reviewed, identifying information should be on the cover sheet ***only***, and not appear in the manuscript).

All Manuscripts should be electronically submitted to The Editor at: daduaman@indiana.edu and copied to the Secretariat at: alta@mailplus.wisc.edu.

Deadline for submission of manuscripts is

September 30, 2011.

ALTA
455 N Park St
4231 Humanities Building
Madison, WI 53706
Tel:608-265-7905
Fax:608-265-7904

Forward email

This email was sent to smutima@email.unc.edu by alta@mailplus.wisc.edu
Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.

African Language Teachers Association | 455 N Park St | 4231 Humanities Building | Madison | WI | 53706

From: nobody@notify.unc.edu on behalf of keericks@email.unc.edu
Sent: Monday, June 6, 2011 8:30 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: What will your pant size be in 15 years?

Are you a 32 now? If you are like most Americans, in 15 years you could be a size 38 or 40! The average American man gains 30 pounds between the ages of 18 and 35. Not only does this mean larger pants but a greater risk for developing significant health problems (high blood pressure, diabetes, high cholesterol, joint pain). No matter what your pant size is now or whether you are currently at a healthy weight or overweight, you may be at risk for becoming overweight or obese.

That doesn't have to happen to you. Sign up for SNAP!

Researchers at the University of North Carolina at Chapel Hill are studying novel approaches to preventing this weight gain. We are seeking volunteers to enroll in a cutting edge research study that applies proven strategies to target weight gain prevention in young adults.

If you participate, you will receive:
* Expertise of weight control experts who will help you to adopt strategies for weight control.
* Personalized feedback on your blood pressure, percent body fat, cholesterol, glucose, insulin, and energy expenditure.
* Detailed analysis of your dietary intake and physical activity.

In addition, you can learn and adopt strategies that will help you to prevent weight gain and promote a healthier lifestyle for today and the future!

You may be eligible if you are:
--18 to 35 years old
--normal weight to slightly overweight (BMI 21-30)
--willing to participate in this important research study

Additional eligibility criteria apply.

Go to www.snapstudy.org for more information and to find out if you may be eligible.

This study if funded by the National Institutes of Health.
The study has been reviewed and approved by the Public Health Nursing IRB (Study # 07-1783) 11/2/10

This email is sponsored by: Lineberger Comprehensive Cancer Center

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From:	nobody@notify.unc.edu on behalf of cablab@unc.edu
Sent:	Monday, June 6, 2011 9:03 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: SMOKERS WANTED FOR STUDY

We are currently looking for cigarette smokers between the ages of 18 and 40 to participate in a study exploring the role of attention in nicotine addiction. Your participation would require you to come to our laboratory in Davie Hall on the University of North Carolina campus and complete attention-related tasks on the computer for about 1 hour. For your participation, you will be compensated with $10/hour.

If you think you may be interested in participating AND ARE NOT CURRENTLY TAKING PSYCHOACTIVE MEDICATIONS please send an e-mail to cablab@unc.edu and include the following information:

1. Name
2. Are you a smoker?
3. If yes, Average number of cigarettes smoked/day
If no, have you ever smoked on a regular basis
4. E-mail address
5. Times which are generally best for you to participate

Thank you,
Dr. Vicki W. Chanon
Dept. of Psychology

This study titled "Smoking, Familiarity, and Attention" has been approved by the UNC Behavioral Institutional Review Board (IRB) (study #07-1639; approved 10/01/2010).

This email is sponsored by: Dept. of Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, June 6, 2011 9:23 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: subjects needed: personal laptop/computer use study

---

Do you own a personal computer/laptop? Do you keep items on your computer such as digital photos, digital music, personal writing, personal files, etc.? Do you have social media accounts, such as Facebook, etc.?
I am conducting a research study to learn how people relate to digital items on their computers or in their webspace, at different ages. I am looking for men and women in the following age ranges participate in an interview about digital item on their computer OR a sorting exercise about digital items:

Age range 1: 18 years - 24 years*
Age range 2: 38 years - 47 years*
Age range 3: 58 years - 67 years*

If you are interested in participating, please take the 5 minute pre-screen survey (link below). An equal number of men and women are sought for this study, but men in all age ranges are particularly needed.
https://uncodum.qualtrics.com/SE/?SID=SV_1Sn7ls9AcTKz0Rm

Interview participants and sorting exercise participants will each receive a $10 incentive.

The interview will take place in Manning Hall on the UNC campus or at the Chapel Hill Public Library. The sorting exercise will take place at a public location (library, cafi, etc.) agreed upon by the subject and researcher.

*Students, faculty and staff associated with the School of Information and Library Science are not eligible to participate in the study.

Thank you!

Amber L. Cushing
Doctoral Candidate
School of Information and Library Science
UNC-Chapel Hill

IRB Study # 11-0759
approved by UNC Behavioral IRB on 4/26/2011

This email is sponsored by: School of Information and Library Science

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From:	nobody@notify.unc.edu on behalf of david_zajac@dentistry.unc.edu
Sent:	Monday, June 6, 2011 9:43 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Toddlers needed for speech research study

---

The UNC Craniofacial Center is conducting a research study on infant vocalizations following cleft palate repair. We are currently seeking toddlers without cleft lip or palate to serve as a comparison group.

To be eligible for the study, toddlers must:
- be between 22 and 25 months of age
- be learning English as a first language
- not have developmental delays
- not have known syndromes
- not have known sensory-neural hearing loss
- pass a screening procedure

The study will occur at the UNC Craniofacial Center. If your toddler passes the screening, we will video tape your child, record his/her vocalizations, and monitor his/her nasal breathing using a simple technique. The entire visit will take approximately 60 minutes. We will compensate you $25.

To find out more information about the study, please call 966-1362 or email david_zajac@dentistry.unc.edu

Study approved by UNC Biomedical IRB (Study # 07-0068), 12/15/10

This email is sponsored by: Craniofacial Center

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From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, June 7, 2011 12:30 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This Week at the Ackland

The Ackland is Participating in the BLUE STAR MUSEUMS Initiative

As part of the Blue Star Museums program, the Ackland Art Museum is offering a free Museum membership at the Household level to all active military personnel now through Labor Day 2011.

Active duty military include Army, Navy, Air Force, Marines, Coast Guard, and active duty National Guard and active duty Reserve members. The free membership benefit is available at the Ackland Art Museum or the nearby Ackland Museum Store.

Typically, Blue Star Museums - in partnership with the National Endowment for the Arts, Blue Star Families, and more than 1,300 museums across America - offer free admission to all active duty military personnel and their families from Memorial Day through Labor Day 2011. Admission to the Ackland Art Museum is always free, but the Ackland is pleased to offer the full benefits of membership to our military families. A Household membership to the Ackland includes free or reduced admission to all Museum paid programming, a 10% discount at the Ackland Museum Store, and an invitation to the annual Members Only Season Preview.

The complete list of participating museums is available at www.arts.gov/bluestarmuseums.

Come to the Ackland Museum Store on the 2nd Friday ArtWalk!

June 10, 6:00 - 9:00 PM

"Nothing is Impossible," the premier exhibition in the Ackland Museum Store's gallery space, features works by seven North Carolina artists who have a connection to Penland School of Crafts, whether as a teacher, student, or resident. The show features work by Margaret Couch Cogswell (book arts, mixed media), Celia Gray (encaustic paintings), Bryant Holsenbeck (environmental art), Ann Marie Kennedy (paper art, installation), Evan Lightner (furniture), Gretchen McLaren (metal), and Sylvie Rosenthal (woodwork, sculpture).

All proceeds from the Ackland Museum Store support the Ackland Art Museum's exhibition and education programs.

Drawing in the Galleries

Saturday, June 11

10:00 AM - 12:00 PM

Every month, Amanda Hughes, director of external affairs at the Ackland, meets with friends of the Museum who have an interest in practicing and strengthening their drawing skills. Participants have the opportunity to uncover the challenges the original artists faced and experience the pleasure of sharing in the creative process. Each session incorporates a short discussion on a work of art.

Bring paper and dry media (crayon, pencils, etc.). All levels are welcome.

Free

Drawing for Kids

Saturday, June 11, 10:00 AM - 12:00 PM

This program invites 9- to 12-year olds to look at artists' techniques and tricks in the Ackland's permanent collections and special exhibitions. Participants explore selected works in the Museum's collection and identify skills that the artist used to make them. Skilled gallery teachers demonstrate and teach students those skills, which they can apply in their own art. A mix of drawing from works on display and creating one's own original works is offered in each session. Materials provided.

Free to members | $5 non-members.

Registration required and limited - to register, call 919.962.0479

NC-RTP Chinese Music Instrument Ensemble in Concert

Thursday, June 9, 6:30 - 7:30 PM

Chapman Hall 211, UNC-Chapel Hill

Sponsored by UNC Asian Culture Center

Founded in 2002, NC-RTP Chinese Music Instrument Ensemble has more than 16 musicians, including several well-known professional artists. The group is committed to promoting Chinese culture and enriching the life of the community through performances and classes of traditional Chinese music.

Contact: Xiaochun Lu, biomusic99@gmail.com, 269.779.2527

Check the UNC Events Calendar (key word "ackland") for our upcoming events!

On View at the Ackland:

Adding to the Mix: John Wesley's *Boeing* (1982)

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

Romantic Dreams and Rude Awakenings: Northern European Prints and Drawings, 1840 - 1940

and many more!

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or click here for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor.

Thank you for subscribing to the Ackland e-news!

If you no longer wish to receive this newsletter, send a blank email to leave-29171951-34013969.8ea54e9e6cbb8907d549298a1f92614a@listserv.unc.edu

From:	nobody@notify.unc.edu on behalf of dbabcock@email.unc.edu
Sent:	Tuesday, June 7, 2011 8:17 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: employee summer wellness workshops

Announcing a FREE summer wellness series for all university employees.
Taking place throughout the summer, topics covered include exercise
motivation, workouts on the go, and beginning bicycling and running.
For more information, see
http://campusrec.unc.edu/employee-only-summer-wellness-workshops

This email is sponsored by: campus recreation

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that they do want to receive mass email. To set your informational mass
email preference, sign into MyUNC at http://my.unc.edu, and select
"Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, June 7, 2011 8:28 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Mind Playing Tricks on You?-Research Opportunity

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The UNC Department of Psychiatry is conducting a research study to find out more about mental illness. If you have had any of the following symptoms in the past few months, are between 12-35 years old, and have not been diagnosed with bipolar illness or psychosis, you may be eligible to participate in a study in the Prime Research Program. You may be eligible to receive free study related medical evaluations and monetary compensation.

* Have you noticed frequent and confusing coincidences?
* Are you worried that others are talking about you or laughing at you?
* Do you think that others are trying to hurt you?
* Do you have trouble thinking or concentrating?
* Would you rather be alone than with friends?
* Sometimes when you hear something do you mistake it for something it's not? How about something you smell or see?

Do you have a family member with a psychotic illness such as schizophrenia or schizoaffective disorder and are having recent troubles with school, work, or friends?

Visit us at our website www.PRIME.unc.edu and click on 'Simple Survey'

The Project is funded by the National Institute of Mental Health

08-1448
November 12, 2009
Committee on the Protection of the Rights of Human Subjects
The BioMedical IRB
University of North Carolina

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of scott_wallace@med.unc.edu
Sent: Wednesday, June 8, 2011 8:17 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Healthy Adults Needed for MRI study

TO: Faculty, Staff and Students

The Autism Research Program invites you to participate as a volunteer in a research study involving parents of children with autism and parents of typically developing children to see how areas of their brain react when they are doing tasks related to processing social information. We are interested in looking at the brain function of these parents as they perform tasks involving perception of faces and scenes with emotional content. We will be looking at areas of the brain that are thought to be involved with the processing of social cognition. We will be using a scanning device called a Magnetic Resonance Imaging Scanner, or an MRI scanner, to look at brain functioning.

We are currently looking for parents of typically developing children who are less than 56 years old to help us with this study. Compensation for this study is $10 an hour up to $100 for participating in the initial screening and assessment portion of the study and then $25 an hour for participating in the MRI scans. Participation takes between 10-12 hours over 2-3 sessions.

If you are interested in participating in this study you may contact us by either emailing one of the contacts listed below, or calling us toll-free at 1-800-793-5715 and ask about the "Social Cognition and MRI study". We will then provide further details about the project. No one is expected to pay for travel or other expenses incurred during participation in this study.

We thank you in advance for your interest in this important project. If you want to pass this information along to others who may qualify for this research study, please do so.

Please contact:
Scott Wallace
scott_wallace@med.unc.edu
1-800-793-5715

UNC IRB #05-2576
Approval Date: 01/21/11
Expiration of Approval: 01/20/12

This email is sponsored by: UNC Psychiatry

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From: nobody@notify.unc.edu on behalf of mindfulness@med.unc.edu
Sent: Thursday, June 9, 2011 8:25 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Stressed Lately? Mindfulness Can Make a Difference!

Are you looking for a new way to deal with stress, anxiety, pain, and difficult interactions with others?
Do you want to learn how to slow down and enjoy your life?

Mindfulness can make a difference!

The UNC Mindfulness-based Program for Stress and Pain Management offers training in meditation and mind-body awareness that will teach you how to slow down and set priorities while remaining calm, focused and relaxed in the midst of a busy life. These practices will enhance your body's natural adaptive healing ability and will cultivate the mind's clarity and insight.

This program follows Jon Kabat-Zinn's model and is offered by the Program on Integrative Medicine at UNC (Department of Physical Medicine & Rehabilitation).
For detailed information about our basic foundation courses, visit the Program on Integrative Medicine website at http://www.med.unc.edu/phyrehab/pim/mindfulness-program/basic-foundation-course-mindfulness-based-stress-reduction.

UPCOMING SUMMER 2011 FOUNDATION MINDFULNESS COURSES:
1) Thursday EVENINGS, 6:00pm-8:30pm, beginning July 14 (required orientation)
through September 8, 2011, taught by Paula Huffman at the Tate-Turner-
Kuralt Bldg (UNC School of Social Work)

For information about upcoming course schedules, tuition, and tuition reductions for research participation, visit our website at http://www.med.unc.edu/phyrehab/pim/mindfulness-program. To register for these mindfulness courses, download and complete the registration form at the link above as well.

Questions? Contact the Program by phone at 919-966-8586 or by email at mindfulness@med.unc.edu

This email is sponsored by: Department of Physical Medicine & Rehabilitation

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Friday, June 10, 2011 8:17 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Paid Brain Imaging Research Study

Attention and the Brain
We are currently recruiting healthy volunteer participants for magnetic brain wave (EEG) studies of the neural mechanisms of attention and performance. Participants should be 18-30 years of age, with 20/20 (or corrected-to-20/20) vision, and should have no known history of neurological injury or disease.

Participants will be paid $10 per hour in studies ranging from 1-4 hours (depending on the study). For further information, please contact the Hopfinger Lab (919-843-4930 or cbford@email.unc.edu) in the Department of Psychology at the University of North Carolina at Chapel Hill. This study has been approved on March 2, 2011 by the UNC Behavioral Institutional Review Board (IRB) (study 9-0535).

This email is sponsored by: Psychology

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From: nobody@notify.unc.edu on behalf of norma_daugherty@med.unc.edu
Sent: Monday, June 13, 2011 8:23 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Reflux Study

Research Subjects Needed

Do you experience frequent heartburn?

If you are between the ages of 18 and 75, and have frequent heartburn symptoms, you may be eligible to participate in a clinical trial using the heartburn medication Dexilant. Research study participation lasts approximately 5 weeks.

If you are interested in learning more about this research study, please call the UNC Esophageal Group at (919) 966-4591.

Research study medication and procedures provided at no cost.

IRB# 10-0417. Approved by UNC Biomedical IRB April 7, 2010.

This email is sponsored by: UNC Center for Esophageal Diseases and Swallowing

This email is sponsored by: UNC Center for Esophageal Diseases and Swallowing

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From: nobody@notify.unc.edu on behalf of IVFstudy@unc.edu
Sent: Monday, June 13, 2011 8:42 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Are you and your partner having trouble getting pregnant and considering IVF?

Are you and your partner having trouble getting pregnant and considering IVF (in vitro fertilization)?

UNC Fertility Clinic is working on a research study for infertile couples who are considering IVF to help them conceive. Qualifying couples will receive an IVF cycle at a discounted rate.

Study Details:
* You and your partner will have a consultation appointment with a physician in our UNC Fertility Clinic to determine if you are a good candidate for IVF and for this study. Note that this visit is considered part of routine medical care.
* Female partner must be <41 years old to participate in this study.
* If you (your partner) are a good candidate for the study, you will undergo an IVF cycle with ovarian stimulation and egg retrieval, with the same methods that we routinely use for IVF.
* For the study, we will divide the eggs into two groups - half will be fertilized immediately, and the other half will be frozen and immediately thawed, and then fertilized. We will perform an embryo transfer using embryos derived from the freeze/thaw cycle.
* Note that couples planning IVF with an egg donor may qualify for the study as well. Female partner must be <48 years old in IVF cycles with an egg donor.

Benefits of participation:
* Enrolled couples will receive an IVF cycle at a discounted cost.

To learn if you (your partner) would qualify for this study, call us for a consultation appointment at (919-966-1150) or send an email to (IVFstudy@unc.edu) with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

The principal investigator for this study, "Clinical evaluation of egg cryopreservation", is Jennifer Mersereau, MD, Department of Obstetrics and Gynecology, University of North Carolina. This study has received approval from the UNC Biomedical Institutional Review Board on 12/16/2010, study # 10-1911.

This email is sponsored by: Department of Obstetrics and Gynecology, University of North Carolina

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From: nobody@notify.unc.edu on behalf of sarah_lowman@med.unc.edu
Sent: Monday, June 13, 2011 9:03 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: ASPREE Aspirin Study

Healthy Volunteers (age 70+) Needed for a Research Study The ASPREE study will help researchers learn about the benefits of aspirin in reducing memory problems and physical problems as you age. Aspirin may help older people live healthy lives by delaying the start of illness. However, aspirin may not be safe for everyone. This study will determine whether taking aspirin is a safe way for people to stay healthy for longer.
You are eligible to take part in this study if you:

* are aged 70 years or older.

You cannot take part if you:

* have blood vessel disease.
* have a serious illness.
* are allergic to aspirin or cannot take it.
* have had or are at risk of serious bleeding.
* are taking other 'blood thinning' medication.
* have seriously impaired mental or physical function.

This study requires 8 visits to UNC over a six-year period of time. Also, participants will be contacted three times a year by phone for a short follow-up.

All office visits, medical evaluations, and medications (either low-dose aspirin or placeho) for to this study will be provided at no cost to participants.

For more information, please contact Sarah at 919-966-6827 or sarah_lowman@med.unc.edu.

Approved by the UNC-CH IRB on 8/05/2010. IRB# 10-0965.

This email is sponsored by: Department of Medicine/Division of Geriatric Medicine and the Center for Aging and Health.

This email is sponsored by: Geriatric Medicine

This email is sponsored by: Geriatric Medicine

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From: nobody@notify.unc.edu on behalf of teodora.dumitrescu@email.unc.edu

Sent: Monday, June 13, 2011 9:29 PM

To: Mutima, Sinamenye A <smutima@email.unc.edu>

Subject: INFORMATIONAL: Clinical study on statin and warfarin interaction

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A clinical research study in the Division of Pharmacotherapy and Experimental Therapeutics at UNC is recruiting nonsmoking individuals between the ages of 18 and 60 to learn about the effects of the cholesterol-lowering medication lovastatin on the anticoagulant or blood-thinning medication warfarin.

Participants will be asked to participate in a pre-screening telephone interview and a screening visit lasting about 1 hour. As a participant in the study, you will be asked to take part in 2 study phases over a course of 7 weeks involving taking a daily medication or placebo by mouth, maintaining a food diary, and blood sample collection.

The study has been approved by the Committee on the Protection of the Rights of Human Subjects and the Institutional Review Board (IRB) at UNC.

If you want more information about this project or have any questions, please contact Dr. Mario Sampson by phone at 919-962-0089 or e-mail at uncstudycyp4f2@gmail.com (preferred).

Study title: Human Cytochrome P450 4F Enzymes and Drug Interactions

Approval #, Biomedical IRB, Study # 10-0576

Approved - IRB UNC-CH
May 12, 2011

This email is sponsored by: School of Pharmacy

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, June 13, 2011 9:54 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Office of Waste Reduction and Recycling Spring 2011 Newsletter

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Hello all!

Please check out the OWRR Spring 2011 newsletter here:
http://owrr.facilities.unc.edu/portals/recycling/newsletterdraftmay2011.pdf

Thanks!

Amy Preble
Recycling/Outreach Coordinator
UNC-Chapel Hill Office of Waste Reduction and Recycling
(919) 962-5169
http://www.fac.unc.edu/WasteReduction

This email is sponsored by: Office of Waste Reduction and Recycling

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From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, June 14, 2011 12:08 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This Week at the Ackland

Thursday, June 16

1:00 - 4:00 PM

Every other month, the Ackland invites members of the public to bring in a work of art for consideration by an Ackland expert. Curators may offer insight into the significance of the piece and its subject matter, as well as the techniques used by the artist and the work's condition. Please note: the Ackland staff is unable to authenticate or financially appraise works of art.

Limit **one** work of art per person. **Registration required**: please call 919.843.3677 to make an appointment.

Free to Ackland members, $10 non-members.

Next week: Pajama Party!

Friday, June 24

6:00 - 8:00 PM

Kids ages 4-8 and their parents are invited to get comfy in the Ackland's galleries and listen to cool stories about art, summertime, and other marvelous things. Young children are invited to wear their pjs -- "lovies" and "binkies" are also welcome!

Co-sponsored by the Chapel Hill Public Library, the Orange County Public Library, and the Orange County Literacy Council.

Free

Check the UNC Events Calendar (key word "ackland") for our upcoming events!

German Art Exhibitions in their Final Weeks

On View through Sunday, July 10, 2011

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

The artists in *DE-NATURED* -- including Joseph Beuys, Gerhard Richter, Sigmar Polke, Hanne Darboven, Andreas Gursky, and Thomas Struth, among others -- established the international relevance and resonance of contemporary German art. Drawn from a distinguished private collection and supplemented with pieces from the Ackland, the nearly 40 works on viewpresent a complex and compelling introduction to the notable efflorescence of art in post-war Germany.

Romantic Dreams and Rude Awakenings: Northern European Prints and Drawings, 1840 - 1940

Artists living in Germany and its neighboring countries during the century 1840-1940 experienced massive social upheaval and political unrest, an environment that dramatically informed their art. With its alternating and opposing images of idealized fantasy worlds and intense, often bitter observations of reality, *Romantic Dreams | Rude Awakenings*illustrates the continuity that existed between strains of nineteenth and early twentieth-century art.

Visitors are calling these two exhibition "stunning" and "amazing" - see them before they close!

Also on View:

Adding to the Mix: John Wesley's ***Boeing*** (1982)

and many more!

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or click here for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor.

Thank you for subscribing to the Ackland e-news!

If you no longer wish to receive this newsletter, send a blank email to leave-29171951-34013969.8ea54e9e6cbb8907d549298a1f92614a@listserv.unc.edu

From:	nobody@notify.unc.edu on behalf of ahowell@med.unc.edu
Sent:	Tuesday, June 14, 2011 8:36 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: UNC Type 2 Diabetes Study

Do You Have Type 2 Diabetes?

The UNC Diabetes Care Center is currently seeking volunteers to participate in a research study of an investigational new insulin agent in combination with liraglutide (Victoza) to see if it can provide more consistent blood sugar control in people with type 2 diabetes.

The length of the study is approximately 6 months and visits will take place at the UNC Diabetes Care Center.
Study related benefits at no cost to you include, study medication, related lab testing, ECGs, physical exams, glucose monitoring and compensation for your time and travel.

You may qualify if you:

- Are 18 years or older
- Have had a diagnosis of type 2 diabetes for at least 6 months
- Are currently taking metformin (glucophage) and/or Actos
- Have an HbA1c level between 7.0 and 10.0 %

For more information please call:

Amber Howell
Clinical Research Assistant
UNC Diabetes Care Center
919-484-0931 ext. 269
ahowell@med.unc.edu

This email is sponsored by: UNC Diabetes Care Center
This study received approval from the UNC Office of Human Research Ethics, IRB full board 5/4/2011
IRB study # 11-0739

This email is sponsored by: UNC Diabetes Care Center

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From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Wednesday, June 15, 2011 8:18 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	FORMAL NOTICE: Message from the Chancellor: State Budget Update

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Dear Faculty and Staff:

I know that you've all been reading the news about the state budget, so you know that, like all state agencies, we're facing big cuts. At Carolina, we're bracing for cuts of 14 percent or more.

The permanent cut of almost 5 percent that we proactively took effective July 1 will only marginally ease the pain of this new round of reductions. These cuts will undoubtedly hurt our teaching mission because state appropriations primarily support undergraduate education. And we'll see further cuts to administrative units that have already absorbed significant reductions to protect the classroom experience for our students.

As painful as these new cuts will be, there were some positive developments in the budget process. Our legislators funded critical areas like enrollment growth, need-based financial aid and graduate student tuition remissions.

I know that you are all anxious to know how this new round of cuts will affect your units. But it will be more than a month before we know the actual budget cut for Carolina. The budget must be officially certified by the Office of State Budget and Management, and the UNC Board of Governors will then determine how reductions will be distributed to all 17 system campuses.

I'll share more information when we have additional details. We're doing our best to manage this year's budget, and I know you already understand that it's not going to be easy. This will, by far, be our most difficult year of the economic downturn.

I appreciate all that you do to make Carolina the wonderful place that it is for our students. We will continue to be a great university.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: nobody@notify.unc.edu on behalf of gpfuller@med.unc.edu
Sent: Thursday, June 16, 2011 8:18 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: INFORMATIONAL RECENTLY DIAGNOSED WITH TYPE 1 DIABETES?

Have you recently been diagnosed with Type 1 Diabetes?
If so, you may qualify to participate in a clinical research study for Early- or New-Onset Type 1 Diabetes.
The T1DAL STUDY.

The UNC Diabetes Care Center is currently seeking volunteers to participate in a research study to test whether an investigational product reduces beta cell destruction in people with Type 1 Diabetes. The length of the study is approximately 2 years and visits will take place at the UNC Diabetes Care Center.
As a study participant you will receive study related visits, study medication, diabetes supplies and compensation for your time and travel.

You may be eligible to participate if you:
* are between the ages of 16-35
* have been diagnosed with type 1 diabetes mellitus within the last 3 months
* show positive results for at least one diabetes-related autoantibody (a blood test is done to determine this)
* are still making a minimum amount of insulin in your pancreas (a meal test is done to determine this)
* are in good general health

Voluntary participation involves:
* Visits to a UNC Diabetes Care Center to receive study related examinations and health assessments over a period of 24 months.
* A total of 24 weekly intramuscular drug injection/shots (either study drug or placebo).
* Cycle 1 (12 weeks) / Clinic visit once a week + injection
* Pause (12 weeks) / Clinic visit once a month, no injection
* Cycle 2 (12 weeks) / Clinic visit once a week + injection
* Follow-up (approx. 15 months) / Clinic follow-up visits once every 6 months.
* Self-monitoring and recording blood glucose levels, home insulin use, and signs and symptoms of hypoglycemic episodes for the planned duration of study participation.
* Receiving compensation for time and travel.

If you are interested in this clinical trial and believe you (or your child) may be eligible, or for more information please contact:

Gail Fuller . CCRC.
Clinical Research Coordinator
UNC Diabetes Care Center: 919 484 0931 ext 272 / gpfuller@med.unc.edu

IRB Study # 11-0743 Approved by the Full Board UNC Office of Human Research Ethics on 24th May 2011.

This email is sponsored by: UNC Diabetes Care Center

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From: nobody@notify.unc.edu on behalf of ntom@email.unc.edu
Sent: Thursday, June 16, 2011 8:38 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Ronald E. McNair Scholars Applications Now Available (DEADLINE: July 25, 2011)

The Ronald E. McNair Post Baccalaureate Achievement Program is now accepting applications for the incoming Fall 2011 cohort. The incoming cohort will consist primarily of sophomores who will remain committed to the program through their senior year.

The McNair Scholars Program offers UNC-CH undergraduate students the opportunity to explore graduate school as a real possibility. This program helps scholars build their repertoire of knowledge and skills that will increase their likelihood of matriculating into the doctoral programs of their choice.

The overall focus of the McNair Scholars Program is to provide a supportive and encouraging culture that exposes students to the joys of research and scholarship, and enables the program participants to develop close professional relationships with faculty mentors. To support this goal, the program offers:

* Eight-week paid summer research program
* Research courses
* Interactive workshops and seminars
* Travel to present research nationally
* Graduate school tours
* Faculty mentorship
* Counseling and advising sessions
* GRE prep classes & one (1) paid GRE test
* Cultural events and activities
* Networking opportunities

Students who qualify will be selected based on their academic record, personal statement, personal interview, and academic goals. The applicant must also meet the following requirements:

* Minimum 3.0 Cumulative GPA
* U.S. citizenship or permanent residency
* At least a sophomore standing by the start of the Fall semester
* First-generation college student AND low-income, OR a member of an under-represented group in graduate education

** APPLICATION DEADLINE: Monday, July 25, 2011** **MANDATORY RETREAT DATES: Sat/Sun, August 27-28, 2011**

IN ORDER TO COMPLETE THE APPLICATION PROCESS, YOU MUST ALSO SUBMIT:

* A completed and signed application (Found on our website at http://mcnair.unc.edu)
* One official college transcript--you may request Registrar to mail directly to CB # 3310 for free.
* Proof of family income (providing tax returns from most recent year submitted)
* Three letters of recommendation/rating forms (two must be from a professor/teacher who has taught you at the college level)
* A writing sample of at least two pages that was completed within the last year (e.g., course paper)

SUBMIT APPLICATION MATERIALS TO:

ATTN: REM Selection Committee
The Ronald E. McNair Scholars Program
The University of North Carolina at Chapel Hill 150 South Rd., Suite 101, CB 3310 Chapel Hill, NC 27599-3310

We hope you take advantage of this unique experience to develop the skills that will support you in completing your undergraduate program successfully, as well as prepare you for graduate level studies. If you have any questions, please do not hesitate to contact us.

Sincerely,

--
Nancy Tom, M.A.
Program Manager
Ronald E. McNair Scholars

Office of TRiO Programs
150 South Road, Suite 101
Campus Box # 3310

Chapel Hill, NC 27599-3310

Office: 919.962.1281
Direct: 919.843.8323
Fax: 919.962.4381

http://mcnair.unc.edu

This email is sponsored by: Office of TRiO Programs

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of ibsresearch@med.unc.edu
Sent: Friday, June 17, 2011 8:28 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: INFORMATIONAL: HEALTHY SUBJECTS NEEDED FOR RESEARCH STUDY

The Center for Functional GI & Motility Disorders is seeking Healthy Subjects as a comparison group for a research study investigating irritable bowel syndrome.

Participation involves one visit lasting approximately 4 hours. Subjects will complete various health and psychological questionnaires and a breath test to measure lactose malabsorption and small bowel bacterial overgrowth. In addition, a blood sample will be drawn to measure genes that may relate to pain sensitivity.

Participants will be paid $75 for completing the study.

To be eligible, you must be in general good health with no history of gastrointestinal or bowel problems.

For more information on how to sign up please visit the website below and choose 'healthy participant screening.'
www.uncmedresearch.com/ibsstudy

Or call 919-966-8329 or toll free 866-227-0067

Study IRB #01-1397 / CTRC-1846
Approved by the Biomedical IRB 7/21/10

This email is sponsored by: Department of Medicine

==========
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From: nobody@notify.unc.edu on behalf of ibsresearch@med.unc.edu
Sent: Friday, June 17, 2011 8:40 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: INFORMATIONAL: Research Study on the Causes of IBS

The UNC Center for Functional GI and Motility Disorders is conducting a health research study to identify the causes of IBS symptoms.

Participants must be between the ages of 18-70 and have a doctor's diagnosis of IBS. A limited number of healthy people with no gastrointestinal symptoms will be enrolled in a comparison group. Qualified subjects will receive compensation for participation.

For more information on how to sign up please visit:
www.uncmedresearch.com/ibsstudy

You can also call Lenore Keck, RN toll free at 866-227-0067 if you have any questions.

Study 01-1397/CTRC-1846
Approved by the Biomedical IRB 7/21/10-7/18/11

This email is sponsored by: Department of Medicine

==========

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From: African Languages Teachers Association <nyasha@ncolctl.ccsend.com>
Sent: Monday, June 20, 2011 5:35 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: JALTA - Call For Papers and Book Reviews

Having trouble viewing this email? Click here

You're receiving this email because of your relationship with African Language Teachers Association (ALTA). Please confirm your continued interest in receiving email from us.
You may unsubscribe if you no longer wish to receive our emails.

JOURNAL OF AFRICAN LANGUAGE TEACHERS ASSOCIATION (JALTA) CALL FOR PAPERS AND BOOK REVIEWS

CALL FOR PAPERS/BOOK REVIEWS

The Journal of the African Language Teachers Association (JALTA), is soliciting articles and/or book reviews for publication.
JALTA is the official journal of the African Language Teachers Association (ALTA), and it serves the professional interests of teachers, researchers, and administrators of African Languages in all settings and all levels of instruction. The Journal is refereed and published once a year.

Focus

Our general editorial focus is on policy, education, programs, advocacy, and research in the field of African languages. The envisaged coverage of the Journal is as follows:

a. Methodology and Technology,
b. Academia,
c. Beyond Academia,
d. Social Embeddedness

The first section shall include papers or book reviews focusing on broader theoretical and technological issues in all fields of African languages. The second section will encompass reports about research and teaching in academia, at both K-12 and collegiate levels. The third section shall comprise papers addressing research and teaching in government and industry. Finally, the fourth section will address the issues of a broader social environment, ranging from heritage communities to advancing LCTLs in federal initiatives and legislation in the USA.

Submitted Manuscripts

In preparing the manuscript, please use the latest edition of the Publication Manual of the American Psychological Association (APA), see http://www.apastyle.org/man

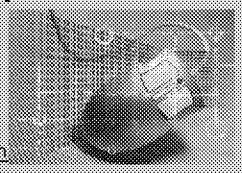

Manuscripts **should be:**

- A maximum of 25 pages (excluding references, charts, notes, etc.) and submitted electronically

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Quick Links

Our Website

About Us

We aim to develop a field of African Language Teaching where members can share common interests and concerns having to do with the study of African Languages.

We aim to identify each African Language, with priority given to those most commonly studied sets of learning materials for beginning, intermediate and advanced study.

We aim to link efforts of teachers and researchers in Africa with those outside of Africa.

via word (1997-2003)-document e-mail attachment.

- ***Double-line spaced*** throughout, including notes, references, and tables, using ***12-point Times New Roman font*** with a ***1.5 inch left margin***. (Please ensure that this specified formatting is followed).
- Accompanied by a ***150 word (or less) abstract*** and a ***cover sheet containing the manuscript title, name, address, office and home telephone numbers, fax number, email address, and full names and institutions of each author***. (Because the manuscript will be blind reviewed, identifying information should be on the cover sheet ***only***, and not appear in the manuscript).

All Manuscripts should be electronically submitted to The Editor at: daduaman@indiana.edu and copied to the Secretariat at: alta@mailplus.wisc.edu.

Deadline for submission of manuscripts is

September 30, 2011.

ALTA
455 N Park St
4231 Humanities Building
Madison, WI 53706
Tel:608-265-7905
Fax:608-265-7904

Forward email

This email was sent to smutima@email.unc.edu by alta@mailplus.wisc.edu
Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.

African Language Teachers Association | 455 N Park St | 4231 Humanities Building | Madison | WI | 53706

From: nobody@notify.unc.edu on behalf of jengriff@email.unc.edu
Sent: Monday, June 20, 2011 8:33 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Native Spanish Speakers Needed for Linguistics Research Study

---

Hello,

My name is Jen Griffin and I am a second-year Masters student in the Linguistics department. I am currently conducting a research study of how native Spanish speakers judge Spanish sentences and words. The study will involve listening to Spanish sentences and words and answering questions about them. It should take approximately 30-40 minutes to complete and participants will be rewarded with $5.00 cash as well as a candy bar.

If you are a native Spanish speaker and would like to participate in this study, please contact Jen Griffin at jengriff@email.unc.edu. The faculty advisor for this study is Professor Elliott Moreton, who can be reached at moreton@email.unc.edu.

Sincerely,
Jen Griffin
UNC-Lingusitics
IRB Study # 11-0671
This study was approved by the UNC Behavioral IRB on June 15, 2011.

This email is sponsored by: Linguistics

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From:	nobody@notify.unc.edu on behalf of fitnet@unc.edu
Sent:	Monday, June 20, 2011 8:45 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Are you a young adult cancer survivor interested in an exercise program?

Are you a young adult cancer survivor interested in getting more physically active? Do you have an active Facebook account?

Researchers at the University of North Carolina at Chapel Hill are studying ways to promote physical activity among young adult cancer survivors using Facebook. We are seeking volunteers to enroll in a research study that tests an exercise program designed specifically for young adult cancer survivors. Your participation will be some of the first data collected about an exercise program delivered through Facebook.

If you participate, you will receive exercise information via Facebook and a pedometer. You will be asked to complete two online questionnaires and may receive access to weekly group discussions and an exercise website. The entire 12-week study can be completed online.

You may be eligible if you:
-- are 21 to 39 years old
-- were diagnosed with cancer (excluding non-melanoma skin cancer) at age 18 or older
-- bave completed cancer treatment
-- have an active Facebook account

Additional eligibility criteria apply.

Participants will receive a $30 gift card after the 12-week assessment.

For more information and to see if you qualify, please go to:
www.fitnet-unc.org

The study was approved by the Public Health-Nursing Institutional Review Board on 12/16/10 (Study # 10-2150).

This email is sponsored by: Lineberger Comprehensive Cancer Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of tilburg@med.unc.edu
Sent: Monday, June 20, 2011 9:06 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Study on eating and Irritable Bowel Syndrome (ages 15-21 years old)

We are currently recruiting individuals for a research study which examines the effects of eating on the gut. In this study, we will be asking participants to complete two physiological tests that measure how the muscles and nerves in the gut usually operate. The tests are painless and very safe. They include one X-ray of the abdomen and one EGG which is similar to an EKG which measures rhythm of the heart. In this case, the EGG reads the frequencies of movements in the stomach.

You may qualify if you:
1) Are between 15 and 21 years of age.
2) Have been diagnosed by a physician with IBS or Functional Abdominal Pain
3) Usually do not skip meals to prevent symptoms (e.g., you do not skip breakfast every day).
4) Are not on a diet to lose more than 10 pounds in the past six months

If you are taking laxatives, you will need to stop them for 6 days.

You will receive $65 for completing the study plus parking passes for two study visits.

For more information and to determine if you qualify, please contact Miranda van Tilburg at:
919-843-0688
tilburg@med.unc.edu

Biomedical IRB #10-1074
Approval date 1/28/2011

This email is sponsored by: Medicine

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From:	nobody@notify.unc.edu on behalf of tommerda@email.unc.edu
Sent:	Monday, June 20, 2011 9:26 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Participants Needed: Tactile Information Processing Study

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PARTICIPANTS NEEDED: The Tactile Information Processing Study is a research study designed to conduct assessments to measure how individuals recognize touch.

DO YOU QUALIFY?
We are looking for healthy males and females between the ages of 18 and 70 who:
* Are Caucasian or African American
* Are fluent English speakers
* Have normal vision and hearing or vision/hearing impairments that are corrected to within normal limits.

Participants will undergo a series of tests to measure how they recognize tactile input. Participants may be asked to complete self-evaluation questionnaires and a cognitive assessment.

These tests can take from 30 minutes to 2 hours to participate. Participants may be called back for additional testing. Testing will be completed on UNC Chapel Hill Campus in MacNider or Bondurant Hall. Participants will receive $25.00 per hour for participating in this study (up to $100).

If you are interested in participating please reply to this email and indicate the days and times you may be available. In addition, please include your name, age, race, occupation, education level, and contact information in your response.

This study has been approved by the Biomedical Institutional Review Board.
IRB# 07-0170 on 02/11/2011 and IRB# 06-0882 on 01/07/2011.

This email is sponsored by: Biomedical Engineering

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, June 21, 2011 12:33 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This Week at the Ackland

Pajama Party!

Friday, June 24, 6:00 - 8:00 PM

Kids ages 4-8 and their parents are invited to get comfy in the Ackland's galleries and listen to cool stories about art, summertime, and other marvelous things. Young children are invited to wear their pjs -- "lovies" and "binkies" are also welcome!

Lemonade and cookies will be served.

Co-sponsored by the Chapel Hill Public Library, the Orange County Public Library, and the Orange County Literacy Council.

Free

Check the UNC Events Calendar (key word "ackland") for our upcoming events!

Coming soon...

Ackland at Locally Grown Movie Nights!

Moonlit Locally Grown

Locally Grown is a summer-long series of FREE live concerts and movies on Thursday evenings on Wallace Plaza -- atop the Wallace Parking Deck -- at 150 E. Rosemary Street in downtown Chapel Hill.
Ackland Art Museum volunteers will be on hand prior to several of the Locally Grown movies, offering free crafts and activities for kids. On **Thursday, June 30**, make and decorate your own pirate hat with the Ackland staff from 6:30-8:00 PM and wear it at the screening of *Pirates of the Caribbean* (~8:00 PM). ARGH!
July 21: *Megamind* -- Make a cartoon story board!
August 18: *E.T.* -- Make a friendship bracelet!
Get the full schedule of Locally Grown events.

Art & Literature in the Galleries - Select Thursdays, 6:30-8:00 PM

Read the book, see the art, and join the discussion at the Ackland on the first Thursday of each month.

July 7: ***The Lost Honor of Katharina Blum*** + ***DE-NATURED*** -- FULL

August 4: Aesop's Fables + Ancient Art from the Ackland's Collection

With the Ackland's reinstallation of ancient art, a re-reading of Aesop's Fables will invite participants to examine ancient Greek pottery and sculpture with fresh eyes, and to learn new lessons from the looking. Laura Gibbs' edition includes some fables never before translated into English. Leslie Balkany will facilitate this discussion with Emily Baragwanath, Assistant Professor of Classics.
Free to Ackland members, high school students, and UNC students who present a One Card. $5 for non-members.
Featured books are available at the Ackland Museum Store, with a 20% discount for Art & Lit participants.

German Art Exhibitions in their Final Weeks!

On View through Sunday, 10 July 2011

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

The artists in *DE-NATURED* -- including Joseph Beuys, Gerhard Richter, Sigmar Polke, Hanne Darboven, Andreas Gursky, and Thomas Struth, among others -- established the international relevance and resonance of contemporary German art. Drawn from a distinguished private collection and supplemented with pieces from the Ackland, the nearly 40 works on viewpresent a complex and compelling introduction to the notable efflorescence of art in post-war Germany.

Romantic Dreams and Rude Awakenings: Northern European Prints and Drawings, 1840-1940

Artists living in Germany and its neighboring countries during the century 1840-1940 experienced massive social upheaval and political unrest, an environment that dramatically informed their art. With its alternating and opposing images of idealized fantasy worlds and intense, often bitter observations of reality, *Romantic Dreams | Rude Awakenings* illustrates the continuity that existed between strains of nineteenth and early twentieth-century art.

Visitors are calling these two exhibition "stunning" and "amazing" - see them before they close!

Also on View:

Modern and Contemporary Art: Selections from the Permanent Collection

Tony Oursler "Eye in the Sky"

We've brought out some of our best modern and contemporary art for the summer! Come see pieces by Tony Oursler (pictured: ***Eye in the Sky***, 1997), Jose Bedia, Ken Price, Adolph Gottlieb, Hans Hofmann, UNC Art Department professor Juan Logan, and Nam June Paik

(pictured: ***Eagle Eye***, 1996).

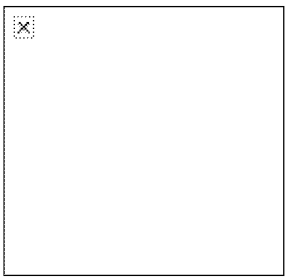

Adding to the Mix I: John Wesley's ***Boeing***

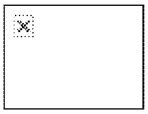

and many more galleries filled with art and ideas!

For more information, go to www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or click here for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor.

Thank you for subscribing to the Ackland e-news!

If you no longer wish to receive this newsletter, send a blank email to leave-29171951-34013969.8ea54e9e6cbb8907d549298a1f92614a@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of dgoss@email.unc.edu
Sent: Tuesday, June 21, 2011 8:23 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Attention: All Runners

Attention Runners: Do you wear shoes and strike initially on your heels? Do you run barefoot or wear minimalist shoes? Do you run using the POSE or Chi running methods? If any of these statements describes you, I'd like to meet you. My name is Don Goss and I am a physical therapist at The University of North Carolina working with a team to conduct a study of runners entitled, "A Comparison of Lower Extremity Joint Work and Initial Loading Rates among Four Different Running Styles."
If you run at least 12 miles per week and are between the ages 18-50, we need your help. We are currently looking for approximately 80 healthy runners to spend 1 hour at the Interdisciplinary Human Movement Science Laboratory at The University of North Carolina. This study will give us valuable information concerning running mechanics of different running styles. If you run with a traditional heel-toe strike pattern, if you run barefoot, if you run with minimalist footwear, or if you employ the POSE or Chi running styles, we hope to hear from you.
Please contact Don Goss at dgoss@email.unc.edu or (910) 603-3147.
Thank you for your assistance. We truly value your participation.
Sincerely,
Don Goss

To: Don Goss
Allied Health Sciences
CB: 7135

From: Biomedical IRB

Approval Date: 5/27/2011
Expiration Date of Approval: 5/25/2012

RE: Notice of IRB Approval by Expedited Review (under 45 CFR 46.110)
Submission Type: Initial
Expedited Category: 7.Surveys/interviews/focus groups
Study #: 11-1025

Study Title: A Comparison of Lower Extremity Joint Work and Initial Loading Rates Among Four Different Running Styles

This submission has been approved by the above IRB for the period indicated. It has been determined that the risk involved in this research is no more than minimal.

Study Description:

Purpose: The overall purpose of this study is to investigate the biomechanics of the lower extremity during the utilization of different running styles. Participants: approximately 80 runners from North Carolina. Procedures (methods): Potential subjects will be recruited from the North Carolina running community via email contact to running clubs and to military units after verbal permission is obtained. Flyers will also be posted in fitness centers at UNC and Fort Bragg. They will recruit 20 subjects for each of four groups: barefoot/minimalist shoes, traditional running shoes, POSE running, Chi running. Subjects will wear reflective markers and run on an instrumented treadmill for 5 minutes with or without shoes. Three-dimensional biomechanical analyses will be conducted on camera and force plate data. Statistical analyses will be conducted across conditions comparing initial vertical loading rates and angular knee and ankle work.

This email is sponsored by: Allied Health Sciences

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From:	nobody@notify.unc.edu on behalf of project.arch@unc.edu
Sent:	Tuesday, June 21, 2011 8:49 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Seeking Female Adolescent Participants (ages 12-16) for Research Study

---

Parents and Mental Healthcare Providers:

Researchers are currently seeking female participants (ages 12-16) for an important study of adolescent friendship and development called Project ARCH (Adolescents' Relationships, Coping, and Health). Specifically, we are seeking adolescents who have ever been assessed or received treatment for depressed mood, anxiety, or other mental health concerns.

Participants would complete questionnaires and discuss several adolescent-oriented topics with a close friend. We can schedule visits to our near-campus location on Finley Golf Course Road any day of the week, including weekends. Participants earn up to $290.00, parents earn $40.00, and best friends earn $40.00 for participating. We also offer driving reimbursement for long-distance participants.

For more information, please contact our Scheduling Coordinator at 919-636-9777 or by email at project.arch@unc.edu.

This research study (IRB#07-0929) was approved by the UNC-CH Behavioral IRB on May 17, 2011.

This email is sponsored by: Department of Psychology

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From: nobody@notify.unc.edu on behalf of pea@med.unc.edu
Sent: Tuesday, June 21, 2011 9:10 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Hepatitis B Study

Hepatitis B Study at UNC

We are seeking volunteers to join a research program studying Hepatitis B.

Subjects must have a known history of Hepatitis B, without a known infection of Human Immunodeficiency Virus (HIV).

For more information, please contact the study coordinator, at (919) 966-0764 or email: tpritch@med.unc.edu or pea@med.unc.edu

Approved by UNC OHRE, Biomedical Board, 6/21/2011, Study #10-1500.

This email is sponsored by: UNC Hepatology

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, June 21, 2011 9:29 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Be an ally for survivors of sexual assault and relationship violence

---

The Office of the Dean of Students, the Interpersonal Violence Prevention Coordinator, and the Carolina Women's Center offer HAVEN (Helping to Advocate Violence Ending Now) training opportunities throughout the year. HAVEN helps UNC Faculty, Staff, and Students learn how to respond in a meaningful way to sexual and relationship violence in our campus community and to become informed allies. By attending HAVEN training, you help to create multiple safe spaces around the campus for Carolina students to obtain information, engage in discussion, and receive referrals.

You will leave the training with basic information about sexual and relationship violence, how to respond in a helpful way, what resources are available on campus, and what you can do about sexual violence in the Carolina community. You will receive a sign for your door which identifies you as a HAVEN member.

Training schedules and registration information are available at http://womenscenter.unc.edu/our-work/programs-events/haven-training/

For more information, please contact Bob Pleasants at bpleas@email.unc.edu.

This email is sponsored by: Carolina Women's Center

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, June 21, 2011 9:40 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: UNC Public Safety Seeks Info on Vandalism near Hinton James Residence Hall

---

ATTENTION UNC STUDENTS, STAFF, AND FACULTY:

The UNC Department of Public Safety is seeking help identifying a suspect / suspects in the investigation of vandalism occurring during the early morning hours of Sun., June 19. Police responded at approximately 2:20 a.m. to the report of an attempted burning and defacing (by spray painting) of a vehicle in the Hinton James Parking Lot on the UNC Campus and defacing (by spray painting) of Hinton James Residence Hall.

For information and updates related to this investigation, visit the Alert Carolina website at http://alertcarolina.unc.edu.

UNC Public Safety urges anyone with information related to this investigation or the identity of suspects to contact either CrimeStoppers at (919) 942-7515 or UNC Police Investigator Lt. John Moore at (919) 966-2120. All callers may remain anonymous.

Thank You,
UNC Public Safety

This email is sponsored by: UNC Public Safety

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of ahowell@med.unc.edu
Sent: Tuesday, June 21, 2011 10:01 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Type 2 Diabetes Study at UNC

The UNC Diabetes Care Center is now enrolling adult volunteers into the LEADER research study.

LEADER^{TM} (Liraglutide Effect and Action in Diabetes: Evaluation of Cardiovascular Outcome Results) aims to assess and confirm the cardiovascular safety of Liraglutide (Victoza.) and potentially show the ability of Liraglutide to improve cardiovascular outcomes.

This is a long term cardiovascular research study of Liraglutide, you may either receive the study drug or placebo (it looks like study drug but is not active drug). Your participation will last until 2015 and consist of approximately 2-7 visits to the research site each year.

You may be eligible for the research study if you are age 50 years or older, have type 2 diabetes, cardiovascular disease and are not currently taking the diabetes drugs Victoza or Byetta.

If you are eligible you will receive diabetes care through the research study doctor, diabetes testing supplies, and study medication at no cost to you.

For more information about this trial please contact:
Amber Howell
Clinical Research Assistant
UNC Diabetes Care Center
919-484-0931 ext 269
abowell@med.unc.edu

This study received IRB approval from the UNC office of Human Research Ethics, IRB Full board on 12/03/2010
IRB study # 10-1701

This email is sponsored by: UNC Diabetes Care Center

This email is sponsored by: UNC Diabetes Care Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: bounce-29370251-39778858@listserv.unc.edu on behalf of VanDrimmelen, Jeff <jeffvand@unc.edu>
Sent: Wednesday, June 22, 2011 4:21 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] [oasis-supported-faculty] IMPORTANT: Regular College server updates

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Dear OASIS supported faculty,
OASIS maintains many servers in the College that provide a variety of applications and services to the College community, such as network printing, websites, and several specialized applications like the annual report system. In an effort to keep these services running optimally, we have an obligation to update our servers on a regular basis.
What does this mean to you?
Most updates will go un-noticed, but occasionally some updates will require us to restart the servers,resulting in timeframes in which specific applications or services will be unavailable. In almost all cases, updates will be performed at times when usage is at a minimum, and in all cases, we will notify you in advance of the updates.
When will the updates happen?
We perform regular updates the third week of each month.
When is the next update?
Tonight (6/22) and tomorrow (6/23) we will perform the first set of updates. There will be a third round of updates Thursday night.
Where can I get help if I have a problem?
If you have a problem at any time you can always call 962-HELP, or submit a Remedy ticket directly to OASIS via the following site: http://oasis.unc.edu/remedy. We closely monitor Remedy, particularly after any type of update.
Thank you for your continued support as we work to optimize the College technology infrastructure.
Sincerely,
OASIS

You are currently subscribed to oasis-supported-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=39800428.87143b3cdbbd2c84d119a11cdf7965de&n=T&l=oasis-supported-faculty&o=29370225

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-29370225-39800428.87143b3cdbbd2c84d119a11cdf7965de@listserv.unc.edu

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent: Wednesday, June 22, 2011 8:17 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: FORMAL NOTICE: Follow-Up Enrollment Period for State Health Plan

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FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

Enrollment Dates: July 18-29, 2011
Effective Dates: Sept. 1, 2011-June 30, 2012

Health benefits for teachers and state employees are determined by the North Carolina General Assembly. In its most recent session, the General Assembly passed legislation making changes to premiums, copays and deductibles for the State Health Plan. Due to these changes, which go into effect Sept. 1, the State Health Plan must conduct a follow-up enrollment, which will take place July 18-29.

During this period, members will have the opportunity to change their plan elections and add eligible dependents. For a comparison of the changes in copays and deductibles, see http://shpnc.org/pdf/follow-up-enrollment/plan-comparison.pdf.

Along with these other changes, the Comprehensive Wellness Initiative (CWI) has been eliminated. Therefore, effective Sept. 1, the tobacco cessation and weight management components will no longer determine the plan in which members may enroll. If members previously elected to enroll in the 70/30 Basic plan due to CWI, they can now enroll in the 80/20 Standard plan.

Members who wish to remain in the plan that they enrolled in during the enrollment period that ended June 8 will not need to do anything during the follow-up enrollment period.

For the first time, employees who wish to enroll in the 80/20 Standard plan will be required to pay a premium for employee-only coverage. However, the 70/30 Basic plan still requires no premiums for employee-only coverage. In addition, dependent premiums will increase 5.3 percent for the 2011/12 benefit plan year, which begins Sept. 1. The rates can be found at http://shpnc.org/pdf/follow-up-enrollment/active-retiree-rates.pdf. Health insurance premiums are paid one month in advance, so you can expect to see any applicable rate changes in your August paycheck(s).

Members will receive new identification cards by July 1 to reflect benefit changes selected during last month's annual enrollment. Members will also receive new identification cards by Sept. 1 reflecting any changes made during the follow-up enrollment.

Benefits Services will provide additional enrollment information and instructions in the near future. The State Health Plan will mail additional information regarding this enrollment period directly to your home address.

If you have questions, contact Benefits Services in the Office of Human Resources at 962-3071.

This email is sponsored by: Office of Human Resources

From:	nobody@notify.unc.edu on behalf of aspire@unc.edu
Sent:	Wednesday, June 22, 2011 8:36 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Do you have a Psychotic Spectrum Disorder?

The ASPIRE team is currently conducting a research study to examine if a computer program can help individuals who have a Psychotic Spectrum Disorder. Participants must have a Psychotic Spectrum Disorder, be 10-19 years old, and be taking a medication for their disorder. Participants must be willing to play computer programs, undergo cognitive and study doctor assessments, and complete six blood draws.

Participation will include:
* Fourteen appointments at UNC Hospitals with the study doctor

Participants will be compensated for their time, up to $650

Please contact our recruitment line or email us for more information:
Email: aspire@unc.edu
Phone: 1-800-708-0048

This message was approved on 30-Mar-2011 by the Biomedical IRB for protocol # 09-0637 Intensive Computerized Brain Training in Early Onset Psychosis (ICBT)-Pilot Phase

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of motherbabylab@unc.edu
Sent: Thursday, June 23, 2011 8:38 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Postpartum Blood Flow and Inflammation Study

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Help us learn about changes in mothers' cardiovascular function and inflammatory markers during the first few months after childbirth. Researchers at the UNC School of Medicine are looking for mothers of infants who are between 2-6 months postpartum. We will pay $50.00 for one visit (~ 90 minutes) to UNC Hospital. Free parking is available.

Who can participate?
We are looking for mothers who feed their infants exclusively with formula (no breast-feeding) or exclusively with breast milk (no formula). Mothers must be between 2-6 months postpartum at the time of testing.

What will happen if you take part in the study?
Participation involves one visit to UNC Hospital that will last approximately 60-90 minutes. Free parking is available. The following measures will be done at this visit:

Questionnaires: You will fill out questionnaires about your pregnancy, your baby's birth, method of infant feeding, and some facts about you (such as age, race, and education). These questionnaires will take approximately 15 minutes to complete. You have the right to refrain from answering any questions on the questionnaires or in the interview for any reason.

Blood sample: for markers of inflammation: A single blood draw will be done. Approximately 1.5 tablespoons of blood will be taken for assay of hormones (oxytocin, prolactin) and immune measures including IL1-beta, IL-6, TNF-alpha, IL-8, IL10.

Blood Flow Measurement: The Brachial Artery Imaging procedure, also known as Flow-Mediated Dilation, measures how well your blood vessels can relax and expand to let blood flow through. It involves taking ultrasound images of an artery in your forearm under the following conditions:
1. while you rest
2. after deflation of a blood pressure cuff that has been inflated for 5 minutes
3. while you rest again
4. after you receive a nitroglycerin spray (0.4 mg) under your tongue.

Nitroglycerin is a fast acting substance (within minutes) that increases blood flow. Because the half-life of this drug is 1-4 minutes, it will be entirely gone from your system within 30 minutes or less.

Are there any reasons you should not be in this study?
You should not be in this study if you:
*have a history of any cardiovascular disease, including coronary artery disease, arteriosclerosis, heart attack, or stroke
*have high blood pressure
*take blood pressure lowering medication
*frequently use anti-inflammatory agents like aspirin, Motrin, Alleve, Tylenol (> 10 times/month).
*do not have a biological child between 2-6 months old.

Will you receive anything for being in this study?

You will receive up to $50.00 for completing the study in full compliance, prorated as follows:
$5.00 for filling out questionnaires
$40.00 for Brachial Artery Imaging
$5.00 for blood sample

How do you sign up?

If interested, please contact our study coordinator, Caitlin Gregg: (919-966-2549)or Email: motherbabylab@unc.edu and refer to the Postpartum Blood Flow and Inflammation Study.

Study title: Prenatal Cocaine and Neurobehavioral Factors Underlying Mother-Infant Interaction

Approval #, Biomedical IRB, Study # 08-1092

Approved - IRB UNC-CH
June 20, 2011

This email is sponsored by: UNC School of Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: bounce-29381380-40099761@listserv.unc.edu on behalf of VanDrimmelen, Jeff <jeffvand@unc.edu>
Sent: Friday, June 24, 2011 2:08 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] [oasis-supported-faculty] Planned Maintenance on College Servers - Friday 7/1 from 6-7pm

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Dear OASIS Supported Faculty, Staff & Students,
On Friday, July 1st, from approximately 6-7pm ITS will be doing an upgrade to servers that host many services for College units. As the servers will be offline, several services will be unavailable.
This affects the following:
·□□□□Network Printers
·□□□□Advising Scheduler
·□□□□College Annual Report System
·□□□□Special Web Applications Developed by OASIS
·□□□□OASIS Supported Plone and Web.unc.edu Sites

If you are using any of these services at that time please make sure you have completed any of that work and logged out by 5:45pm. Although the actual outage will likely be less than one hour, by 7pm services are scheduled to be back up and available again.
If you have any questions or concerns please submit a remedy ticket at http://help.unc.edu.
Thank you,
OASIS Systems group

You are currently subscribed to oasis-supported-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=40119919.5e37bab58ba96b0a39733da972fc2ee7&n=T&l=oasis-supported-faculty&o=29381375

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-29381375-40119919.5e37bab58ba96b0a39733da972fc2ee7@listserv.unc.edu

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, June 28, 2011 3:33 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Ancient Art, "Last Look", Movies, Yoga, and More!

Ackland at this Thursday's Locally Grown Movie!

Locally Grown is a summer-long series of FREE live concerts and movies on Thursday evenings on Wallace Plaza—atop the Wallace Parking Deck—at 150 E. Rosemary Street in downtown Chapel Hill.

Join Ackland Art Museum volunteers prior to the Locally Grown movie this Thursday (June 30), *Pirates of the Caribbean: Curse of the Black Pearl*, and make your own pirate hat from 6:30-8:00 PM. Wear it at the ~8:00 PM screening and hoist the Jolly Roger. ARGH!

The Ackland will also be at these upcoming Locally Grown movies:

July 21: *Megamind* — Make a cartoon story board

August 18: *E.T.* — Make a friendship bracelet

Get the full schedule of Locally Grown events.

German Art Exhibitions in their Final Days!

On View through Sunday, 10 July 2011

Romantic Dreams and Rude Awakenings: Northern European Prints and Drawings, 1840-1940

Last Look tour with Curator Timothy Riggs: Sunday, 10 July 2011, 2:15 PM

Free - no reservation required.

Artists living in Germany and its neighboring countries during the century 1840–1940 experienced massive social upheaval and political unrest, an environment that dramatically informed their art. With its alternating and opposing images of idealized fantasy worlds and intense, often bitter observations of reality, *Romantic Dreams | Rude Awakenings* illustrates the continuity that existed between strains of nineteenth and early twentieth-century art.

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

Last Look tour with Curator Peter Nisbet: Sunday, 10 July 2011, 3:00 PM

Free - no reservation required.

The artists in *DE-NATURED*—including Joseph Beuys, Gerhard Richter, Sigmar Polke, Hanne Darboven, Andreas Gursky, and Thomas Struth, among others—established the international relevance and resonance of contemporary German art. Drawn from a distinguished private collection and supplemented with pieces from the Ackland, the nearly 40 works on viewpresent a complex and compelling introduction to the notable efflorescence of art in post-war Germany.

Visitors are calling these two exhibitions "stunning" and "amazing" —see them before they close!

Reception for Photographer Michael Carlebach and *Southern Cultures*

The Center for the Study of the American South

Wednesday, 29 June, 5:00 - 7:00 PM

Come celebrate the release of the 2011 Photography issue of ***Southern Cultures*** with a reception for one of its featured photographers.

"Many years ago I concluded that for me truth and beauty, and perhaps wit and wisdom as well, is more likely to reside in what is ordinary and seemingly insignificant than in the supercharged personae whose incessant bluster and self-promotion guarantees attention but delivers little except noise and more noise. So I usually look outside the media glare, outside the alluring limelight, for images. This is, perhaps, a sideways look at America and American culture, but it is one that can produce moments that are quietly decisive and memorable, moments that describe us all—but without makeup and bereft of a spokesperson." —Michael Carlebach

Register here!

Yoga in the Galleries: Good for the Body and the Soul

Namasté! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland!

Sessions led by Joanne Marshall. Beginners are welcome.

Yoga mats and cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended.

Upcoming sessions:

Tuesday, 5 July, 12:00 - 1:00 PM

Tuesday, 19 July, 12:00 - 1:00 PM

Free to members | $5 non-members. Space is limited. Register by email: acklandRSVP@unc.edu.

For more information on the Ackland, visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Click here for more information on the benefits of membership and how your membership dollars support our mission.

Comments on the Ackland's e-news? Send an email to the editor.
Thank you for subscribing to the Ackland e-news!
If you no longer wish to receive this newsletter, click here to be unsubscribed.
Did a friend forward you this Ackland e-news? Subscribe here and get your very own copy every week.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, June 28, 2011 8:21 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Teaching So Everyone Learns: Managing culturally difficult topics and situations

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Faculty members are invited to attend an interactive workshop this coming August on managing difficult or sensitive topic discussions and situations in the classroom. The workshop will be presented by a visiting scholar and breakout sessions will be led by UNC faculty and administrators. Strategies will be shared on guiding classroom discussions and being prepared for cultural discontinuities when they occur in the classroom setting. You will have an opportunity to share your own strategies and ideas on the topics with your peers during discussion sessions. Lunch will be provided.

This event is open to both UNC and local college and university faculty. Spaces are limited, however, so please register early.

You can access more information and registration forms at http://go.unc.edu/s3QNc

For questions, please contact Dr. M. Cookie Newsom at newsom@email.unc.edu

This email is sponsored by: Office of the Provost, DMA, CFE, EEO

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of acalingo@med.unc.edu
Sent: Tuesday, June 28, 2011 8:24 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Time-to-Pregnancy Research Study

Are you or is someone you know trying to get pregnant or about to start trying?

Time to Conceive is a research study at the University of North Carolina at Chapel Hill that hopes to find a way to accurately measure a woman's fertility. Women between 30 and 44 years of age who are trying to become pregnant or about to start trying are eligible to participate in the study. Women are not eligible to participate if they or their partner have a history of infertility or fertility treatment.

Research study participants only need to attend ONE brief, on-site study visit in Chapel Hill or Raleigh. All other study activities are completed online.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Free online fertility tracker
- Monetary compensation for study activities

There are no medicines or pills to take and no changes to one's daily lifestyle or existing health care routine.

If you or someone you know might be interested in learning more about this study, you can visit our website at www.med.unc.edu/timetoconceive, call us at (919) 843-8246, or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. All information will be kept strictly confidential.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: OB/GYN

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	bounce-29409598-40282750@listserv.unc.edu on behalf of Reid, Dee <deereid@unc.edu>
Sent:	Wednesday, June 29, 2011 4:51 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	Administrative Managers <asmgrs@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] FROM THE DEAN: Travel Grants
Attach:	TravelReg-2.doc

The enclosed message from Dean Gil is being sent to all faculty in the College of Arts and Sciences, with a copy to administrative managers.

# # #

Dear Colleagues,

I am pleased to let you know that, despite pending state budget cuts, the Dean's Office will continue to provide the same level of travel support in 2011/12 as it did in 2010/11 for eligible College faculty who are actively participating in a conference. Our policy governing Dean's Office Travel Grant allocations remains, as follows: tenured/tenure-track faculty (who do not have research funding from distinguished professorships or grants) and senior lecturers are eligible for $1,000; department and curriculum chairs are eligible for $2,000; other full-time permanent fixed-term teaching faculty who have been in the College for more than one year are eligible for $750. These allocations are subject to eligibility definitions and guidelines on the attached policy, which is included in the Chairs Manual.

Please consult the attached policy or your chair if you need additional information.

Best regards,

Karen M. Gil
Dean

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of aspire@unc.edu
Sent: Wednesday, June 29, 2011 8:18 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: A Research Study for Improving Social Functioning in Autism

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The ASPIRE team is currently conducting a research study involving children (ages 3 - 17 years) with autism. We are currently looking to enroll children and adolescents who wish to take an investigational medication for four months. The medication is a nasal spray. Participants will either take placebo (fake medicine) or the actual medication for two months and then all participants will take the actual medicine for 2 months. We hope that this investigational medication will improve social functioning in individuals with autism.

Participation will include:
* Eight appointments at UNC Hospitals with a doctor who specializes in autism
* Appointments may include any of the following: physical exam, diagnostic and cognitive assessments for child, parent questionnaires, and blood samples taken from your child

Participants receive study medication or placebo (fake medicine), clinical evaluations, medical tests and physical exams at no cost. Compensation for visits will be provided.

For more information, please call 1-800-708-0048 or email aspire@unc.edu. You can also check out our website at www.psychiatry.unc.edu/aspire

This message was approved on 10-Mar-2011 by the Biomedical IRB for protocol # 11-0493 A Pilot Study of Oxytocin in Children and Adolescents with Autistic Disorder

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, June 30, 2011 8:21 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Research Study About Asthma and the Environment

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This observational study will measure the effects of daily variations in outdoor air pollution levels on asthma symptoms, lung function, markers of inflammation, and heart rate variability. Currently we are seeking volunteers with physician-diagnosed severe but well-controlled asthma who are between the ages of 18 and 75. Study participants will wear heart monitors for five 24-hour periods and will keep diaries of their activities and asthma or respiratory symptoms. Ambient air will be assessed through state operated monitoring stations. Please see www.epastudies.org. Compensation is provided.
Approved November 20, 2009 by the Office of Human Research Ethics, Biomedical Institutional Review Board. IRB 07-1438: Title: Mechanisms by which Air Pollutants Exacerbate Mild and Severe Asthmatics. This email is sponsored by: U.S. Environmental Protection Agency Environmental Public Health Division (formerly Human Studies Division) located on the UNC-Chapel Hill campus.

This email is sponsored by: U.S. EPA Environmental Public Health Division

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"INFORMATIONAL:" email will only he sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, June 30, 2011 8:42 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Research Study About Ozone and Exercise

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This research study is for healthy non-smoking people between 18 and 55 WHO DO NOT have asthma. The purpose of the study is to compare changes in lung function, lung cells, blood and heart rate between people with and without asthma when they are exposed to clean air and ozone. The study involves 5 visits after screening over about 6 to 8 weeks. It requires a commitment of about 22 hours, including 2 2-day exposure sessions. You will be paid for screening and the study. Please visit www.epastudies.org for more information or call the Westat EPA Recruiting Office at 919-966-0604. Approved March 24, 2011 by the Office of Human Research Ethics Biomedical Institutional Review Board. IRB # 09-1625: Epigenetic effects of diesel exhaust and ozone exposure. This email is sponsored by: U.S. Environmental Protection Agency Human Studies Division, located on the UNC-Chapel Hill campus.

This email is sponsored by: U.S. EPA Environmental Public Health Division

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"INFORMATIONAL:" email will only he sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, June 30, 2011 9:05 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: FORMAL NOTICE: Director, American Indian Center

The University of North Carolina at Chapel Hill invites applications and nominations for the position of Director of the American Indian Center, which was established in 2006. The successful candidate will enjoy the opportunity to link the richness of American Indian nations and communities with the strengths of Carolina's research, education, and teaching.

This campus-wide Center advances the University's overall mission by creating an environment in which research and teaching related to American Indians is strengthened, nurtured, and applied in service to the public. North Carolina is home to the largest Native population in the eastern United States, and the Center serves as the University's front door to American Indian communities across the state and the nation. The Center enables Carolina, as the University of the People, to truly serve the First People of North Carolina. The Center advances campus diversity and dialogue by facilitating the inclusion of American Indian perspectives, enriching the learning environment of the entire University.

The Director of the American Indian Center has overall responsibility for the activities, programs, and operations of the Center. Specific responsibilities include the following:

* Strategic planning and research development. In collaboration with University and community colleagues, the Director gathers information on institutional and public priorities, establishes a shared vision and purpose, and stimulates responsive and innovative programs of research, instruction, and outreach.

* Program development, implementation, and evaluation. The Director oversees the planning and implementation of the Center's programs and scholarly activities, which involve collaborations among faculty, staff, students, and community members and agencies. Ongoing evaluation of programs and activities is an essential responsibility to ensure accountability, documentation of impact, and continuous improvement. The Director leads efforts to generate support for the Center's research, programs, and activities through grants and donations.

* Outreach and partnership development. The Director is responsible for scholarly engagement with Native nations and communities within the state and beyond. The person in this position collaborates with faculty, staff, administrators, and students from all areas of the campus as well as with alumni and community partners. The American Indian Center links communities with the research and academic programs of the University.

* Fiscal and administrative oversight. The Director is responsible for sound financial management of the Center and its programs. The Director prepares budgets, follows accepted fiscal practices, and provides timely reports and financial analyses. He or she promotes the financial wellbeing and economic stability of the Center and secures resources through which the goals of the Center are accomplished. The Director effectively supervises staff, promoting teamwork and open communication, fostering a culture of scholarly engagement and service, evaluating

performance, and providing opportunities for recognition, training, and professional development.

The position requires significant experience and achievement in program leadership and administration and a minimum of a Master's degree, with doctorate strongly preferred. The successful candidate will be committed to engagement with Native nations and communities and will be able to communicate effectively and build relationships with a wide variety of partners and constituents. The Director must demonstrate many of the following qualifications: visionary leadership; extensive knowledge of American Indian perspectives; strong managerial, fiscal, and administrative abilities; an understanding of academic culture, policies, and procedures typical of major public research universities; experience with academic outreach and community engagement; fundraising ability and entrepreneurship; ability to garner the support of volunteers and appreciate their contributions; passion and drive for the goals of the Center.

The Director reports to the Provost through the Associate Provost for Academic Initiatives, and prepares and transmits to the Associate Provost an annual budget and annual assessments of the Center's and Director's activities. The Center's internal and external advisory boards support the Director in achieving the goals of the American Indian Center.

The University of North Carolina at Chapel Hill is a comprehensive research-intensive university offering the highest academic quality and a culture of achievement and collaboration. Chartered in 1789, UNC is the oldest state university in the United States. The University enrolls 29,390 students, and is ranked in the top five public national universities by U.S. News and World Report. The University's fourteen colleges and schools provide instruction offering baccalaureate, master's, and doctoral programs, as well as programs in dentistry, medicine, pharmacy, law, nursing, business, and other professions. The University is situated in one of the premier college communities in the nation.

To apply, go to http://jobs.unc.edu/2501359. Inquiries may be addressed to Dr. Todd Boyette, Chair, American Indian Center Director Search Committee, at tboy@email.unc.edu or 919-843-2085. Nominations may be addressed to Dr. Boyette, c/o Debbie Stevenson, 104 South Building, CB# 3000, Chapel Hill, NC 27599-3000 or Debbie_stevenson@unc.edu. Review of applications will begin August 1, 2011, and continue until the position is filled. Anticipated start date is October 1, 2011, but is negotiable. This is an at-will EPA-Non Faculty position with the possibility of an adjunct faculty appointment.

The University of North Carolina at Chapel Hill is an Equal Opportunity Employer.

This email is sponsored by: Office of the Executive Vice Chancellor

From:	nobody@notify.unc.edu on behalf of cjgillen@email.unc.edu
Sent:	Friday, July 1, 2011 8:19 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Study on Alcohol Consumption and Addiction

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IRB# 09-0939

Are you drinking too much?

* Have you tried to cut down your alcohol use but can't?
* Have you increased the amount of alcohol you drink?
* Is your alcohol use creating problems in your life?

The University of North Carolina at Chapel Hill is seeking volunteers for a research study using an FDA approved medication for the treatment of heavy alcohol drinking. The research study will involve a free evaluation interview and, if you qualify, free counseling sessions. If you're between the ages of 18 and 65 and are having problems with alcohol, you may be able to participate in this new clinical research study.

You are assured of strict confidentiality.

If interested, please call Cody at 919-966-0011 or email at cjgillen@email.unc.edu

This study was approved on 07/24/09 by the Office of Human Research Ethics, IRB # 09-0939.

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only he sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Wednesday, July 6, 2011 11:09 AM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] "Last Look" Tours, Drawing, Music, and More!

German Art Exhibitions in their Final Days!

On View through Sunday, July 10:

Romantic Dreams | Rude Awakenings: Northern European Prints and Drawings, 1840-1940

"Last Look" Tour with Curator Timothy Riggs: Sunday, July 10, 2:15 PM

Free - no reservation required.

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

Last Look tour with Curator Peter Nisbet: Sunday, July 10, 3:00 PM

Free - no reservation required.

Come to the Ackland Museum Store on the 2nd Friday ArtWalk!

Friday, July 8, 6:00 - 9:00 PM

2nd Friday ArtWalk

"Nothing is Impossible," the premier exhibition in the Ackland Museum Store's gallery space, features works by seven North Carolina artists who have a connection to Penland School of Crafts, whether as a teacher, student, or resident. The show features work by Margaret Couch Cogswell (book arts, mixed media), Celia Gray (encaustic paintings), Bryant Holsenbeck (environmental art), Ann Marie Kennedy (paper art, installation), Evan Lightner (furniture), Gretchen McLaren (metal), and Sylvie Rosenthal (woodwork, sculpture).

All proceeds from the Ackland Museum Store support the Ackland Art Museum's exhibition and education programs.

Drawing in the Galleries

Saturday, July 9, 10:00 AM - 12:00 PM

Every month, Amanda Hughes, director of external affairs at the Ackland, meets with friends of the Museum who have an interest in practicing and strengthening their drawing skills. Participants have the opportunity to uncover the challenges the original artists faced and experience the pleasure of sharing in the creative process. Each session incorporates a short discussion on a work of art.

Bring paper and dry media (crayon, pencils, etc.). All levels are welcome.

Free

Drawing for Kids

Saturday, July 9, 10:00 AM - 12:00 PM

This program invites 9- to 12-year olds to look at artists' techniques and tricks in the Ackland's permanent collections and special exhibitions. Participants explore selected works in the Museum's collection and identify skills that the artist used to make them. Skilled gallery teachers demonstrate and teach students those skills, which they can apply in their own art. A mix of drawing from works on display and creating one's own original works is offered in each session. Materials provided.

Free to members | $5 non-members.

Registration required and limited. To register, call 919.962.0479.

Music in the Galleries: Attic Orchestra

Sunday, July 17, 2:00 - 3:00 PM

Every third Sunday of the month, enjoy music in the Ackland galleries. A wide variety of performers can be heard, from classical quartets to bluegrass, to enhance your Museum experience.

This month, enjoy the music of local quartet **Attic Orchestra**. Performing both original tunes and covers, their blend of folk, rock, and jazz styles will enliven a hot summer afternoon.

Free. Reservations and tickets are not required, but please arrive early to find a spot.

For more information on the Ackland, visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Click here for more information on the benefits of membership and how your membership dollars support our mission.

Comments on the Ackland's e-news? Send an email to the editor.

Thank you for subscribing to the Ackland e-news!

If you no longer wish to receive this newsletter, click here to be unsubscribed.

Did a friend forward you this Ackland e-news? Subscribe here and get your very own copy every week.

Max Klinger, German, 1857–1920: *Abduction*, from *A Glove*, 1880 (published 1898); etching with aquatint. The Elisabeth Holmes Lee Art Fund and The William A. Whitaker Foundation Art Fund.
Gerhard Richter, German, born 1932: *Untitled*, 1999; oil on color photograph. James Keith Brown and Eric Diefenbach Collection.
Egon Schiele, Austrian, 1890–1918: *Seated Woman* (detail), 1918; black colored pencil drawing. Burton Emmett Collection.
Norman Kent, American, born 1903: *Young Boy Drawing* (detail), 1930; linoleum-cut print. Burton Emmett Collection.

From: nobody@notify.unc.edu on behalf of aspire@unc.edu
Sent: Wednesday, July 6, 2011 8:19 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Do you know a child who takes medication to help with his or her behavior?

The ASPIRE Research program at the UNC-Chapel Hill's Department of Psychiatry is looking for study participants who:
* are 8-19 years old,
* are currently taking
* Zyprexa.
* Seroquel.
* Risperdal.
* Geodon.
* Abilify.
* AND have gained weight while taking one of these medicines.

We are looking at three different ways in order to reduce weight gain that is associated with these types of medicines. Study participation will last up to 7 months.

All study-related evaluations and treatments are provided at no cost to participants.
Compensation for participation is also provided. Subjects would earn a minimum of $375 for completing the entire study.

If you are a doctor and think one of your patients might be eligible, please let them know about this study.

If you are a parent and you think this study may be appropriate for your child, please contact us.

For more information:
ASPIRE Research Hotline (1-800-708-0048)
Email us at aspire@unc.edu.

This message was approved by the UNC Biomedical IRB on 07-Feb-2011 for IRB#08-1082 Improving Metabolic Parameters of Antipsychotic Child Treatment-Multi-site Study (IMPACT-MS)
PI: Lin Sikich, MD

This email is sponsored by: Psychiatry

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From: nobody@notify.unc.edu on behalf of frances_ulman@med.unc.edu
Sent: Wednesday, July 6, 2011 8:39 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Breaking the Cycle of Risk: Intervention for Mothers with Eating Disorders

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Title of Study: Breaking the Cycle of Risk: Intervention for Mothers with Eating Disorders

The University of North Carolina's Eating Disorders Program is developing an intervention for mothers with a history of an eating disorder. The intervention will focus on developing effective parenting styles and creating a healthy home environment around food, activity, and self-esteem. Participants will participate in a research study related online intervention at no cost and payment for participating in additional assessments. Eligible participants must be female aged 18 years or older and have a typically developing child under the age of 36 months. If you, or someone you know, would like to learn more about the research study please contact the Research Coordinator, Dr. Frances Ulman, at (919) 966-7662 or frances_ulman@med.unc.edu.

Biomedical IRB Study # 08-0236, Approval date: 4.14.11

This email is sponsored by: Department of Psychiatry

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From:	nobody@notify.unc.edu on behalf of cablab@unc.edu
Sent:	Wednesday, July 6, 2011 8:49 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: SMOKERS WANTED FOR STUDY

We are currently looking for cigarette smokers between the ages of 18 and 40 to participate in a study exploring the role of attention in nicotine addiction. Your participation would require you to come to our laboratory in Davie Hall on the University of North Carolina campus and complete attention-related tasks on the computer for about 1 hour. For your participation, you will be compensated with $10/hour.

If you think you may be interested in participating AND ARE NOT CURRENTLY TAKING PSYCHOACTIVE MEDICATIONS please send an e-mail to cablab@unc.edu and include the following information:

1. Name
2. Are you a smoker?
3. If yes, Average number of cigarettes smoked/day
If no, have you ever smoked on a regular basis
4. E-mail address
5. Times which are generally best for you to participate

Thank you,
Dr. Vicki W. Chanon
Dept. of Psychology

This study titled "Smoking, Familiarity, and Attention" has been approved by the UNC Behavioral Institutional Review Board (IRB) (study #07-1639; approved 10/01/2010).

This email is sponsored by: Dept. of Psychology

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From:	nobody@notify.unc.edu on behalf of SchoolStudy@unc.edu
Sent:	Wednesday, July 6, 2011 9:02 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: For Parents of High School Students

Hello!

The Cervical Cancer-Free North Carolina program at UNC is working with school health centers to create a vaccination promotion program for teens. As part of this effort, we are interviewing parents of high school students to get their feedback on a packet of vaccination materials. The interview takes about 30 minutes and we will find a convenient place to meet you in person. You will receive $20 for your time. Your participation is voluntary and your name will not be associated with any of your responses.

We would appreciate your help. If you are a parent or guardian of a high school student and are interested in completing an interview, please contact us at SchoolStudy@unc.edu. If you have any questions please contact Ashley at (919) 843-3105.

This project #11-1216 has been reviewed by the Public Health-Nursing IRB, which has determined on July 6, 2011 that it does not require IRB approval.

Thank you!

This email is sponsored by: Cervical Cancer-Free NC

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From: nobody@notify.unc.edu on behalf of katharine_thurlow@med.unc.edu
Sent: Friday, July 8, 2011 8:19 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Research Subjects Needed for Probiotic Study

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RESEARCH SUBJECTS NEEDED for Probiotic Study

Do you suffer from the following abdominal symptoms?
- Bloating
- Distension
- Fullness
- Gas
- Discomfort/Pain

If yes, then you may be eligible to participate in a research study investigating the effect of a probiotic added to your diet on these symptoms.
Probiotics are a dietary supplement containing active, beneficial bacteria found in food like yogurt and cheese.

The First Study IRB #10-0467 (approved 5/2/2011) involves:
- This is a 6 week research study that involves 1 screening visit and 2 clinic visits to UNC Hospitals.
- Subjects should expect to record their symptoms on a paper diary, take a probiotic dietary supplement once daily, and avoid taking other probiotics and antibiotics.
- Subjects will be compensated $300 for complete participation in this study.

Additionally subjects participating in this study will be required to enroll in a Second Study IRB #10-0718 (approved 4/13/2011) at the same time:
- This is a 6 week research study that requires NO extra visits when combined with the first study
- Subjects will collect urine and stool samples at two time points of the study
- Subjects will be compensated $200 for complete participation in this study.

If you are interested in participating or want to learn more about this study and other studies please call the study coordinator, Katharine Thurlow at 919-843-1003 or katharine_thurlow@med.unc.edu.

Thank you for your interest in our study.

This email is sponsored by: Division of Gatroenterology and Hepatology

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Friday, July 8, 2011 8:39 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Participants Needed: Memories and Beyond

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Memories and Beyond: The purpose of this research study is to learn about memory and decision-making. If you participate in this study you will be asked to complete a simple writing task and a brief questionnaire. This study will take place in the Kenan-Flagler Behavioral Lab for approximately 30-45 minutes.

Please visit our website at www.c4dr.unc.edu to sign up for this study.

Location: Kenan-Flagler Behavioral Lah, McColl 4402/4404
Duration: 30-45 minutes
Pay: $6
IRB # 11-1157

Approved by the UNC Behavioral IRB on July 1, 2011.

This email is sponsored by: Center for Decision Research

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"INFORMATIONAL:" email will only he sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: African Languages Teachers Association <nyasha@ncolctl.ccsend.com>
Sent: Monday, July 11, 2011 5:35 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: JALTA - Call For Papers and Book Reviews

Having trouble viewing this email? Click here

You're receiving this email because of your relationship with African Language Teachers Association (ALTA). Please confirm your continued interest in receiving email from us.
You may unsubscribe if you no longer wish to receive our emails.

JOURNAL OF AFRICAN LANGUAGE TEACHERS ASSOCIATION (JALTA) CALL FOR PAPERS AND BOOK REVIEWS

CALL FOR PAPERS/BOOK REVIEWS

The Journal of the African Language Teachers Association (JALTA), is soliciting articles and/or book reviews for publication.
JALTA is the official journal of the African Language Teachers Association (ALTA), and it serves the professional interests of teachers, researchers, and administrators of African Languages in all settings and all levels of instruction. The Journal is refereed and published once a year.

Focus

Our general editorial focus is on policy, education, programs, advocacy, and research in the field of African languages. The envisaged coverage of the Journal is as follows:

a. Methodology and Technology,
b. Academia,
c. Beyond Academia,
d. Social Embeddedness

The first section shall include papers or book reviews focusing on broader theoretical and technological issues in all fields of African languages. The second section will encompass reports about research and teaching in academia, at both K-12 and collegiate levels. The third section shall comprise papers addressing research and teaching in government and industry. Finally, the fourth section will address the issues of a broader social environment, ranging from heritage communities to advancing LCTLs in federal initiatives and legislation in the USA.

Submitted Manuscripts

In preparing the manuscript, please use the latest edition of the Publication Manual of the American Psychological Association (APA), see http://www.apastyle.org/man

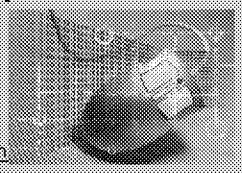

Manuscripts **should be:**

- A maximum of 25 pages (excluding references, charts, notes, etc.) and submitted electronically

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About Us

We aim to develop a field of African Language Teaching where members can share common interests and concerns having to do with the study of African Languages.

We aim to identify each African Language, with priority given to those most commonly studied sets of learning materials for beginning, intermediate and advanced study.

We aim to link efforts of teachers and researchers in Africa with those outside of Africa.

via word (1997-2003)-document e-mail attachment.

- ***Double-line spaced*** throughout, including notes, references, and tables, using ***12-point Times New Roman font*** with a ***1.5 inch left margin***. (Please ensure that this specified formatting is followed).
- Accompanied by a ***150 word (or less) abstract*** and a ***cover sheet containing the manuscript title, name, address, office and home telephone numbers, fax number, email address, and full names and institutions of each author***. (Because the manuscript will be blind reviewed, identifying information should be on the cover sheet ***only***, and not appear in the manuscript).

All Manuscripts should be electronically submitted to The Editor at: daduaman@indiana.edu and copied to the Secretariat at: alta@mailplus.wisc.edu.

Deadline for submission of manuscripts is

September 30, 2011.

ALTA
455 N Park St
4231 Humanities Building
Madison, WI 53706
Tel:608-265-7905
Fax:608-265-7904

Forward email

This email was sent to smutima@email.unc.edu by alta@mailplus.wisc.edu
Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.

African Language Teachers Association | 455 N Park St | 4231 Humanities Building | Madison | WI | 53706

From: nobody@notify.unc.edu on behalf of IVFstudy@unc.edu
Sent: Monday, July 11, 2011 8:43 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Are you and your partner having trouble getting pregnant and considering IVF?

Are you and your partner having trouble getting pregnant and considering IVF (in vitro fertilization)?

UNC Fertility Clinic is working on a research study for infertile couples who are considering IVF to help them conceive. Qualifying couples will receive an IVF cycle at a discounted rate.

Study Details:
* You and your partner will have a consultation appointment with a physician in our UNC Fertility Clinic to determine if you are a good candidate for IVF and for this study. Note that this visit is considered part of routine medical care.
* Female partner must be <41 years old to participate in this study.
* If you (your partner) are a good candidate for the study, you will undergo an IVF cycle with ovarian stimulation and egg retrieval, with the same methods that we routinely use for IVF.
* For the study, we will divide the eggs into two groups - half will be fertilized immediately, and the other half will be frozen and immediately thawed, and then fertilized. We will perform an embryo transfer using embryos derived from the freeze/thaw cycle.
* Note that couples planning IVF with an egg donor may qualify for the study as well. Female partner must be <48 years old in IVF cycles with an egg donor.

Benefits of participation:
* Enrolled couples will receive an IVF cycle at a discounted cost.

To learn if you (your partner) would qualify for this study, call us for a consultation appointment at (919-966-1150) or send an email to (IVFstudy@unc.edu) with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

The principal investigator for this study, "Clinical evaluation of egg cryopreservation", is Jennifer Mersereau, MD, Department of Obstetrics and Gynecology, University of North Carolina. This study has received approval from the UNC Biomedical Institutional Review Board on 12/16/2010, study # 10-1911.

This email is sponsored by: Department of Obstetrics and Gynecology, University of North Carolina

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From: nobody@notify.unc.edu on behalf of cts2014@email.unc.edu
Sent: Tuesday, July 12, 2011 8:17 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Participants needed for alcohol consumption and decision making study

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Do you ever drink alcohol?

Are you interested in making $10 for completing a 1 hour task?

Study requires participants to view images and make simple decisions about their contents.

You are eligible if:
1. You are between the ages of 18-40 years old
2. You are NOT taking illicit drugs
3. You are NOT taking psychoactive medications
4. You have NEVER sought treatment for a substance use disorder
5. You are a native English speaker
6. You have graduated high school or earned a GED
7. You have no known psychiatric or neurological problems

If interested, please contact Chris at 919-962-8340 or cts2014@email.unc.edu to schedule a time for participation.

(This study, entitled "Decision Making and Drinking Habits of Young Adults" has been approved by the UNC Institutional Review Board, Study #: 09-0001 on 12/09/2010, and is sponsored by the UNC Department of Psychology.)

This email is sponsored by: Dept. of Psychology

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From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Tuesday, July 12, 2011 8:27 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	FORMAL NOTICE: Message from the Chancellor: State Budget Update

Dear Faculty and Staff:

We are facing a very difficult year. Across campus, units are going to be cutting budgets even more than they've already been cut. We'll see more programs eliminated, larger class sizes for our students and additional layoffs.

The budget that the General Assembly passed was, by necessity, austere. I wish that higher education had been spared the deep cuts that we face, particularly after the consecutive years of cuts that we have endured. But the reality is that Carolina's overall permanent cut in state appropriations totals 17.9 percent, or more than $100 million. This fiscal year, that cut will be offset by $20 million transferred from UNC Health Care to help the University and our School of Medicine absorb the cuts.

We're grateful to Bill Roper, dean of the School of Medicine and CEO of UNC Health Care, and to the health care executive board for approving the transfer. UNC Health Care annually transfers funds to the School of Medicine for mission, academic and clinical support.

Our reductions are higher than those of the other campuses in the system. There are several reasons for that. The legislature's final budget prevented the UNC Board of Governors from distributing the cuts equally across the campuses, so several factors were considered. The availability of other sources of revenue - contracts, grants, private gifts and the transfer of health care system funds - was a significant factor in our receiving a larger percentage cut. Carolina's state appropriations account for about a fourth of our operating budget, whereas the other campuses rely more heavily on state funds.

Other factors that were taken into consideration were graduation and retention rates, which worked in Carolina's favor, and percentages of low-income students, which favored other campuses in the system.

From a practical standpoint, Carolina's ability to take a larger cut helped soften the blow at smaller UNC institutions with fewer resources. But in the end, the result was the same for all of our state universities - dramatic cuts that threaten our ability to educate the next generation of leaders.

On a positive note, the budget includes allocations for enrollment growth and revenue generated by the 6.5 percent tuition increase the Board of Trustees and BOG approved earlier this year. The legislature's budget also included funding for need-based financial aid, graduate student tuition remissions and building reserves, and out-of-state students who earn academic scholarships are allowed to pay in-state tuition rates. We'll also realize the savings that began July 1 from the nearly 5 percent permanent cut we proactively took last spring. But unlike last year, there will be no supplemental tuition hike to cushion the effect of budget cuts.

I know that all of you want to know what these numbers mean for your school, department and unit. Your best source of information will be at the unit level from your vice chancellors, deans, department chairs and

directors. And it may take them a few weeks to determine exactly how these cuts will affect your units.

We'll continue to protect the classroom experience for our students as much as possible. Cuts at the unit level will continue to reflect the priority we place on our teaching mission. But we expect our students to feel the impact more than ever this year through larger class sizes and fewer course sections in the College of Arts and Sciences and some professional schools. We'll do everything we can to minimize damage to our academic offerings, but there will be some painful results.

Thank you for your patience during this budget process. I know that all of you believe as I do ... North Carolina's universities are the key to our state's future economic growth and job creation. We will do everything possible to keep Carolina strong, and I'm confident that we can emerge stronger thanks to the commitment that all of you have demonstrated throughout this difficult time.

For updated information, refer to universityrelations.unc.edu/budget.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Wednesday, July 13, 2011 2:28 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Cool Off at the Ackland: Look, Learn, Linger!

DE-NATURED Extended!

By popular demand, our exhibition of contemporary German art is now on view through Sunday, July 24th! Learn more:

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

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Now Open!

The Western Tradition: Selections from the Permanent Collection

Newly installed, "The Western Tradition" presents art from the Ackland's permanent collections covering 5,000 years of western culture — from ancient Mesopotamian and Mediterranean art to European and American art of the 1950s.

Music in the Galleries: Attic Orchestra

Sunday, 17 July, 2:00 - 3:00 PM

Every third Sunday of the month, enjoy music in the Ackland galleries. A wide variety of performers can be heard, from classical quartets to bluegrass, to enhance your Museum experience.

This month, enjoy the music of local quartet **Attic Orchestra**. Performing both original tunes and covers, their blend of folk, rock, and jazz styles will enliven a hot summer afternoon.

Free. Reservations and tickets are not required, but please arrive early to find a spot.

Coming Soon!

Family Day: Encountering Ancient Art

Sunday, 24 July, 1:00 - 4:00 PM

Come take part in the first of a series of monthly, themed Family Days at the Ackland Art Museum, with art-related activities including a scavenger hunts, an art-making station, story time, and a family tour.

This month, families will be inspired by ancient art from the Ackland's permanent collection. At the Creation Station, choose an outline of a Greek vase and decorate it with ancient patterns. Listen to some of Aesop's fables at Story Time, and go on a scavenger hunt for gods, goddesses, and other ancient wonders!

Come for a little while or stay for the whole afternoon -- it's all FREE!

Visit the Ackland Museum Store at the Corner of Franklin and Columbia Streets in downtown Chapel Hill!

All proceeds from the Store support the Ackland Art Museum’s exhibition and education programs.

Store Hours: Mon - Sat 10:00 AM - 5:30 PM, Thu 10:00 AM - 8:30 PM, Sun 12:00 - 5:00 PM
Telephone: 919.962.0216

Ackland Art Museum members receive a 10% discount on all Museum Store purchases. In addition, members enjoy special discounts during several designated Member Shopping Days throughout the year. Become a member today!

For more information on the Ackland, visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Click here for more information on the benefits of membership and how your membership dollars support our mission.

Comments on the Ackland's e-news? Send an email to the editor.

Thank you for subscribing to the Ackland e-news!

If you no longer wish to receive this newsletter, click here to be unsubscribed.

Did a friend forward you this Ackland e-news? Subscribe here and get your very own copy every week.

Martin Kippenberger, German, 1953-1997. *Untitled (The Mark)*, 1990, graphite and Letraset on hotel stationery, mounted on poster. James Keith Brown and Eric Diefenbach Collection. © Estate Martin Kippenberger, Galerie Gisela Capitain, Cologne.
Emanuel de Witte, Dutch, 1615/17-1691/92: *The Interior of the Oude Kerk, Amsterdam*, c. 1660; oil on canvas. Ackland Fund.
Unknown artist, Greek: *Head of A Woman,* 3rd to 2nd century B.C.; bronze. Ackland Fund.
Hans Hofmann, American, born in Germany, 1880-1966: *Undulating Expanse*, 1955; oil on canvas. Ackland Fund.

From: nobody@notify.unc.edu on behalf of younghearts@unc.edu
Sent: Wednesday, July 13, 2011 8:18 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Adolescents and Young Adults Living with Congenital Heart Disease

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Research Study: Adolescents and Young Adults Living with Congenital Heart Disease

We're looking for adolescents and young adults (aged 19-29 years) to share their experience of living with congenital heart disease. If you agree to participate, you will be asked to complete one interview and 3 questionnaires. The interview and questionnaires will take about 2 hours of your time. During the interview you will be asked to talk about your personal experience of
living with congenital heart disease. The interview will be tape recorded with your permission. The study will be take place at the BioBehavioral Lab, UNC School of Nursing, NC Children's Hospital Pediatric Cardiology Clinics, the UNC Heart Center at Meadowmont, and the Carolina Children's Cardiology Clinics in Cary, Raleigh, and Greensboro, North Carolina. You may choose the site and time that is most convenient for you. Your participation in this study is completely voluntary. You don't have to answer any questions you don't want to and you may stop being in the study at any time. All the information I receive from you, including your name will be totally private and will be kept under lock and key. You will be receive a $25.00 American Express gift card to thank you for your time and to recognize your contribution to the research. You will receive the gift card at the end of the study visit, even if you decide to withdraw or leave the study before completing the interview and/or questionnaires. To learn more and to volunteer to for this study, visit this email address: younghearts@unc.edu or call 919-914-3938.

*** Choosing or declining to participate in this study will not affect your class standing, grades, or employment at UNC-Chapel Hill. You will not be offered nor receive any special consideration if you take part in this research; it is purely voluntary. Your answers to the survey will remain completely anonymous at all times.

*** This study has been approved by the UNC Behavioral IRB (IRB Study No. 11-0687, April 26, 2011).

Researcher: Dr. Patricia Moreland, Postdoctoral Fellow | School of Nursing
Supervisor: Dr. Sheila Santacroce, Faculty Advisor | School of Nursing

This email is sponsored by: School of Nursing

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, July 13, 2011 8:29 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: subjects needed: personal laptop/computer use study

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Do you own a personal computer/laptop? Do you keep items on your computer such as digital photos, digital music, personal writing, personal files, etc.? Do you have social media accounts, such as Facebook, etc.?
I am conducting a research study to learn how people relate to digital items on their computers or in their webspace, at different ages. I am looking for men and women in the following age ranges participate in a sorting exercise about digital items:

Age range 1: 18 years - 24 years*, men needed
Age range 2: 38 years - 47 years*, men and women needed
Age range 3: 58 years - 67 years*, men needed

If you are interested in participating, please take the 5 minute pre-screen survey (link below).
https://uncodum.qualtrics.com/SE/?SID=SV_1Sn7ls9AcTKz0Rm

Participants will each receive a $10 incentive.

The interview will take place in Manning Hall on the UNC campus or at the Chapel Hill Public Library. The sorting exercise will take place at a public location (library, cafe, etc.) agreed upon by the subject and researcher. If you are faculty or staff, I may be able to come to your office to conduct the sorting exercise, if that works best for you.

*Students, faculty and staff associated with the School of Information and Library Science are not eligible to participate in the study.

Thank you!

Amber L. Cushing
Doctoral Candidate
School of Information and Library Science
UNC-Chapel Hill

IRB Study # 11-0759
approved by UNC Behavioral IRB on 4/26/2011

This email is sponsored by: School of Information and Library Science

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From:	nobody@notify.unc.edu on behalf of mwheaton@email.unc.edu
Sent:	Wednesday, July 13, 2011 8:41 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Seeking individuals with hoarding problems

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Do you have so many items saved up that they get in the way? Do you have difficulty throwing things away? The UNC Anxiety and Stress Disorders Clinic is seeking participants with hoarding problems for a research study on emotions. If you are between 18 and 75 years old and have issues with hoarding/clutter you may be eligible to participate. The study involves a single 2.5 hour visit to our laboratory during which we will conduct an interview and measure your eyeblink responses while you view a series of pictures. Participants will be compensated with $30 for their participation. For more information please contact our study coordinator, Mike Wheaton, at 919-843-3951 or email us at: uncclutterstudy@gmail.com.

This research study was approved by the behavioral IRB (number 10-2339, initial approval 2/21/2011, modification approved 7/11/2011)

This email is sponsored by: Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of sarah_day@dentistry.unc.edu
Sent: Wednesday, July 13, 2011 8:53 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Do you suffer from chronic pain or are you a healthy control?

The Center for Neurosensory Disorders is currently recruiting participants for a research study about persistent painful conditions. We are looking for men and women ages 18-64 with fibromyalgia, irritable bowel syndrome (IBS), chronic pelvic pain, or migraine headaches as well as healthy people to participate in a study to help better understand these conditions.

Please contact us if you are interested in learning more about our study and would like to participate (Biomedical IRB #10-0499).

You should not participate if you have had facial trauma or orofacial surgery within the past six months, you are pregnant or nursing or are planning to become pregnant in the next 6 months, or if you are currently in orthodontic treatment.

You should not participate if you have any of the following conditions: diabetes, drug or alcohol abuse, heart trouble or disease, hypertension (high blood pressure) that is not well controlled with medication, hyperthyroidism, major psychiatric disorder requiring hospitalization within the last 6 months, chronic respiratory disease not controlled with medication, renal failure or dialysis, seizures, or if you are currently receiving chemotherapy or radiation therapy.

$90 compensation will be provided for participating in a one visit screening session lasting approximately 3 hours.

For more information please call the study coordinator, Sarah Day, at 843-3964.

This email is sponsored by: Center for Neurosensory Disorders

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From: nobody@notify.unc.edu on behalf of ahowell@med.unc.edu
Sent: Thursday, July 14, 2011 8:22 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: UNC Type 2 Diabetes Study

Do You Have Type 2 Diabetes?

The UNC Diabetes Care Center is currently seeking volunteers to participate in a research study of an investigational new insulin agent in combination with liraglutide (Victoza) to see if it can provide more consistent blood sugar control in people with type 2 diabetes.

The length of the study is approximately 6 months and visits will take place at the UNC Diabetes Care Center.
Study related benefits at no cost to you include, study medication, related lab testing, ECGs, physical exams, glucose monitoring and compensation for your time and travel.

You may qualify if you:

- Are 18 years or older
- Have had a diagnosis of type 2 diabetes for at least 6 months
- Are currently taking metformin (glucophage) and/or Actos
- Have an HbA1c level between 7.0 and 10.0 %

For more information please call:

Amber Howell
Clinical Research Assistant
UNC Diabetes Care Center
919-484-0931 ext. 269
ahowell@med.unc.edu

This email is sponsored by: UNC Diabetes Care Center
This study received approval from the UNC Office of Human Research Ethics, IRB full board 5/4/2011
IRB study # 11-0739

This email is sponsored by: UNC Diabetes Care Center

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From:	nobody@notify.unc.edu on behalf of smamo@med.unc.edu
Sent:	Thursday, July 14, 2011 8:52 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: 65-85 Year Olds Needed for Hearing Study

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HEARING RESEARCH STUDY

We are currently recruiting 65-85 year olds with normal hearing, and no history of ear problems. The research study will consist of two or three visits of one hour each. There may also be other long-term studies that you qualify for. Participants will sit in a soundproof room and listen to sounds presented over headphones. Participants will be compensated for their time at a rate of $10 per hour.

The purpose of this research study is to obtain a better understanding of hearing. The research study takes place in MacNider Hall (next to the Health Sciences Library).

If you are interested in participating in the research study please contact Sara Mamo at smamo@med.unc.edu.

IRB Approval Date: 11/12/2010
Study #: 92-0632

This email is sponsored by: Otolaryngology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of asthmastudies@med.unc.edu
Sent: Friday, July 15, 2011 8:20 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Do you have asthma?

The purpose of this research study is to learn about biomarkers in your blood, mucus (also called sputum), and urine and compare them in order to better understand different types of asthma.

Subjects must be otherwise healthy between 18 and 75 years old with moderate or severe asthma. You must currently be taking a medium or high dose of inhaled corticosteroids (medicines like Advair, Symbicort, Flovent, Pulmicort as well as others) 2 times a day to control your asthma.

Interested individuals may call 919-966-5638 or email asthmastudies@med.unc.edu for additional information.

Approved (January 20 2011) by the Biomedical Institutional Review Board. IRB# 10-0038

This e-mail is sponsored by the UNC Center for Environmental Medicine, Asthma and Lung Biology and is funded by the National Institutes of Health

This email is sponsored by: CEMALB

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, July 15, 2011 8:42 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: FORMAL NOTICE: Director, Center for Faculty Excellence

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Director, Center for Faculty Excellence

The Office of the Executive Vice Chancellor and Provost seeks a tenured faculty member for the half-time position of Director of the Center for Faculty Excellence. The Center (cfe.unc.edu) supports programs that advance faculty through the various stages of their careers in their roles as teachers, researchers, and leaders and connects faculty to resources across the university. The Center also supports graduate student instructors and promotes university-wide discussions of challenging educational issues.

The Director provides leadership in planning, assessing, and developing the Center's programs in response to University and faculty needs, and in promoting collaboration across units and disciplines, resulting in effective, efficient use of University programs and resources. The Director works in partnership with a full-time Executive Director. The Executive Director provides programmatic and administrative oversight in developing, implementing, and evaluating initiatives of the Center and in recruiting, organizing, and deploying human and financial resources for fulfilling the Center's mission.

The position of Director requires significant experience and achievement in higher education, including administrative experience. The Director must be a tenured faculty member and must possess the following attributes: a profound understanding of the roles and responsibilities of faculty members; strong leadership capabilities; excellent communication and relationship-building skills; and strong managerial, fiscal, and administrative abilities. The Director of the Center for Faculty Excellence will report to the Executive Vice Chancellor and Provost through the Associate Provost for Academic Initiatives and will be supported by an advisory committee. Appointment to this half-time administrative leadership position is at-will, with formal review every five years and initial review at three years.

To apply, go to http://www.unc.edu/provost/searches.html and submit a CV and a cover letter describing your interest in the position and your vision for furthering the work of the Center. Review of applications will begin September 1,2011. Anticipated starting date is January 1,2012.

Inquiries may be addressed to the Chair of the Search Committee, Dr.Steve Matson, @ smatson@bio.unc.edu or by calling 919- 962-6311.

Nominations may be sent to Dr. Steve Matson c/o Debbie Stevenson, 104 South Building, CB#3000, or by e-mail to: debbie_stevenson@unc.edu.

The University of North Carolina at Chapel Hill is actively committed to diversity. We strongly encourage applications from women, minorities and individuals with disabilities. The University of North Carolina at Chapel Hill is an Equal Opportunity Employer.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From: nobody@notify.unc.edu on behalf of childhear@med.unc.edu
Sent: Friday, July 15, 2011 9:44 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Child Participants Needed for Hearing Study

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The Human Auditory Development Laboratory is currently recruiting children between 5-10 years old to help us learn more about how children hear in noisy environments.

During the testing, your child will sit in a sound-treated room and will listen to sounds presented over earphones. Your child will be asked to indicate when they hear sounds by touching a picture on a touch-screen monitor or by repeating back words. The sounds we use are not loud.

One visit to the laboratory is required. The visit lasts about one hour. You will receive $15 and we will give you parking passes if you drive to the lab.

If you are interested please email childhear@med.unc.edu.

The principal investigator for this study is Lori Leibold, PhD, Department of Allied Health Sciences.

This study has been approved by the University of North Carolina at Chapel Hill's Institutional Review Board: Study# 06-0840. The title for this IRB study is "Listening in Noise for Children and Adults". The most recent approved IRB modification date is 10/06/2010.

This email is sponsored by: Allied Health Sciences

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From: nobody@notify.unc.edu on behalf of oxytocinstudy@unc.edu
Sent: Monday, July 18, 2011 8:17 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Participants Needed for Schizophrenia Study

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Research subjects needed to study the effects of treatment with the natural hormone oxytocin on symptoms of schizophrenia, especially difficulties in social relationships and social functioning as well as psychotic symptoms.

You may be eligible if you are diagnosed with schizophrenia or schizoaffective disorder (depressed type) and are between the ages of 18-65.

Subjects continue on their usual medication and are given either oxytocin or placebo nasal spray to take for 12 weeks. The study involves 6 outpatient visits to either UNC or the North Carolina Psychiatric Research Center in Raleigh.

Compensation, parking, and mileage reimbursement are provided.

For more information and to see if you are eligible for this study, please call: 919-966-3915.

Approved by UNC Biomedical IRB
Study #11-0259
Approval Date: 7/13/11

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of gpfuller@med.unc.edu
Sent: Monday, July 18, 2011 8:29 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: TYPE 1 DIABETES

Have you or someone you know recently been diagnosed with Type 1 Diabetes?
If so, you may qualify to participate in a clinical research study for Early- or New-Onset Type 1 Diabetes.
The T1DAL STUDY.

The UNC Diabetes Care Center is currently seeking volunteers to participate in a research study to test whether an investigational product reduces beta cell destruction in people with Type 1 Diabetes. The length of the study is approximately 2 years and visits will take place at the UNC Diabetes Care Center.
As a study participant you will receive study related visits, study medication, diabetes supplies and compensation for your time and travel.

You may be eligible to participate if you:
* are between the ages of 16-35
* have been diagnosed with type 1 diabetes mellitus within the last 3 months
* show positive results for at least one diabetes-related autoantibody (a blood test is done to determine this)
* are still making a minimum amount of insulin in your pancreas (a meal test is done to determine this)
* are in good general health

Voluntary participation involves:
* Visits to a UNC Diabetes Care Center to receive study related examinations and health assessments over a period of 24 months.
* A total of 24 weekly intramuscular drug injection/shots (either study drug or placebo).
* Self-monitoring and recording blood glucose levels, home insulin use, and signs and symptoms of hypoglycemic episodes for the planned duration of study participation.
* Receiving compensation for time and travel.

If you are interested in this clinical trial and believe you (or your child) may be eligible, or for more information please contact:

Gail Fuller. CCRC.
Clinical Research Coordinator
UNC Diabetes Care Center: 919 484 0931 ext 272 / gpfuller@med.unc.edu

IRB Study # 11-0743 Approved by the Full Board UNC Office of Human Research Ethics on 24th May 2011.

This email is sponsored by: UNC Diabetes Care Center

This email is sponsored by: Department of Medicine Diabetes Care Center

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From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, July 19, 2011 3:03 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Coming Soon to the Ackland!

DE-NATURED Closes this Sunday, July 24th!

Many of the contemporary German artists whose works are included in DE-NATURED are rarely seen in North Carolina. Don't let the last week this exhibition slip away without seeing it!

Learn more:

DE-NATURED: German Art from Joseph Beuys to Martin Kippenberger

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Now Open!

The Western Tradition: Selections from the Permanent Collection

Newly installed, "The Western Tradition" presents art from the Ackland's permanent collections covering 5,000 years of western culture — from ancient Mesopotamian and Mediterranean art to European and American art of the 1950s.

Family Day: Encountering Ancient Art

Sunday, 24 July, 1:00 - 4:00 PM

Come take part in the first of a series of monthly, themed Family Days at the Ackland Art Museum, with art-related activities including scavenger hunts, an art-making station, story time, and a family tour.

This month, families will be inspired by ancient art from the Ackland's permanent collection. At the Creation Station, choose an outline of a Greek vase and decorate it with ancient patterns. Listen to some of Aesop's fables at Story Time, and go on a scavenger hunt for gods, goddesses, and other ancient wonders!

- 1:00 - 4:00 PM - **Family Scavenger Hunt** - Available at the Information Desk in the Lobby. Recommended for children ages 4 and above.
- 1:00 - 4:00 PM - **Creation Station** - Decorate your own traditional Greek vase using the materials provided. For kids of all ages!
- 2:00 - 2:30 PM - **Story Time** - Enjoy a variety of Aesop's fables. Recommended for children ages 4-10.
- 3:00 - 3:45 PM - **Family Tour** - Explore ancient pottery and sculpture in the Ackland Art Museum's collection. Recommended for families with children ages 4-12.

Come for a little while or stay for the whole afternoon -- it's all FREE!

Visit the Ackland Museum Store at the Corner of Franklin and Columbia Streets in downtown Chapel Hill!

All proceeds from the Store support the Ackland Art Museum's exhibition and education programs.

Store Hours: Mon - Sat 10:00 AM - 5:30 PM, Thu 10:00 AM - 8:30 PM, Sun 12:00 - 5:00 PM
Telephone: 919.962.0216
Ackland Art Museum members receive a 10% discount on all Museum Store purchases. In addition, members enjoy special discounts during several designated Member Shopping Days throughout the year. Become a member today!

For more information on the Ackland, visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Click here for more information on the benefits of membership and how your membership dollars support our mission.

Comments on the Ackland's e-news? Send an email to the editor.

Thank you for subscribing to the Ackland e-news!

If you no longer wish to receive this newsletter, click here to be unsubscribed.

Did a friend forward you this Ackland e-news? Subscribe here and get your very own copy every week.

Martin Kippenberger, German, 1953-1997. *Untitled (The Mark)*, 1990, graphite and Letraset on hotel stationery, mounted on poster. James Keith Brown and Eric Diefenbach Collection. © Estate Martin Kippenberger, Galerie Gisela Capitain, Cologne.
Emanuel de Witte, Dutch, 1615/17-1691/92: *The Interior of the Oude Kerk, Amsterdam*, c. 1660; oil on canvas. Ackland Fund.
Unknown artist, Greek: *Head of A Woman*, 3rd to 2nd century B.C.; bronze. Ackland Fund.
Hans Hofmann, American, born in Germany, 1880-1966: *Undulating Expanse*, 1955; oil on canvas. Ackland Fund.

From:	nobody@notify.unc.edu on behalf of acerip-emt@unc.edu
Sent:	Tuesday, July 19, 2011 8:31 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Fall 2011 EMT Class

ACERIP, the Association for Carolina Emergency Response and Injury Prevention, is a student group on campus that works to provide volunteer opportunities and classes for students/faculty/staff interested in emergency services.

In the past the group has provided volunteer opportunities with the UNC Hospitals Trauma Program, internship opportunities with Orange County Emergency Services and has sponsored Emergency Medical Technician (EMT) classes on campus for interested students.

Next semester the group plans to offer one EMT class on campus. The EMT-B certification class will begin during the first week of UNC classes in August. The class will be a Monday/Wednesday class, which will start at 6pm and go until 10pm. To apply for/get more information about the Fall 2010 class, please go to http://studentorgs.unc.edu/acerip/. This class is open to all UNC Students/Faculty/Staff/Community Members.

If you have any questions or concerns about the course outside of what is on the website please email acerip-emt@unc.edu.

ACERIP is always looking for new people interested in taking leadersbip roles. If you are interested in heading up a project, please send an email expressing your interest. Thanks for your time.

This email is sponsored by: ACERIP

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From: nobody@notify.unc.edu on behalf of jrojas@email.unc.edu
Sent: Wednesday, July 20, 2011 8:23 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: INFORMATIONAL: Looking for Subjects to Participate in Paid Proprieception Study

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The UNC-CH Neuromuscular Research Laboratory and the Department of Orthopaedics are conducting a research study to determine the reliability of a new device for the assessment of knee proprioception. Proprioception is the conscious and unconscious awareness of body limb position and movement in space. We are recruiting volunteer subjects for participation in this study. Subjects will receive $15 for participation which will involve two ninety minute testing sessions separated by one week. During the testing sessions tests will include 1) Knee Flexion Reproduction, 2) Vibratory Perception Threshold, 3) Target matching board. There are some risks associated with participating in this research study, but they are not greater than those associated with normal physical activity.

If you choose to participate, you will be asked to reproduce different angles of knee flexion. In addition, a device that provides vibration that gradually changes will be placed against the side of your limb and you will be asked to say when you start feeling the vibration and when you can no longer feel it. Finally, you will be asked to press buttons on a target matching board with your feet while looking at a computer screen.

To he eligible to participate in this research study, you must meet the following criteria:
1. Age 18 - 65
2. No history of lower extremity surgery
3. No history of ACL injury
4. No history of neurological disorder
5. No history of injury to either leg within 6 months prior to data collection

If you have any questions regarding this research study, or if you meet the aforementioned inclusion criteria and are interested in participating please contact us:
Juan Rojas (904) 304-0462 or email jrojas@email.unc.edu

IRB study# 11-1246
Approved 7/8/11 by the Office of Human Research Ethics

This email is sponsored by: Neuromuscular Research Laboratory and Department of Orthopaedics

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, July 21, 2011 11:53 AM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Officials Resolve Gas Leak on Campus

SAFETY NOTICE:

UNC Public Safety, alongside UNC Environment Health (EHS) and Safety, the Chapel Hill Fire Department, and Public Service of North Carolina (PSNC) responded to the report of a gas leak on campus at 10:17 a.m. today at the eastern end of Kenan Stadium. Kenan Stadium was evacuated, as were portions of the Rams Head Deck at that time. Ridge Road was temporarily closed from Manning Drive to Stadium Drive.

Officials worked quickly to seal off the gas leak, to reopen area facilities resume normal traffic patterns. PSNC will remain on scene to monitor the affected area for safety considerations.

Campus students and employees should monitor the Alert Carolina website(alertcarolina.unc.edu) for the latest information during campus emergencies.

UNC Public Safety

This email is sponsored by: UNC Public Safety

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"INFORMATIONAL:" email will only he sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of fitnet@unc.edu
Sent: Thursday, July 21, 2011 8:19 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Are you a young adult cancer survivor interested in an exercise program?

Are you a young adult cancer survivor interested in getting more physically active? Do you have an active Facebook account?

Researchers at the University of North Carolina at Chapel Hill are studying ways to promote physical activity among young adult cancer survivors using Facebook. We are seeking volunteers to enroll in a research study that tests an exercise program designed specifically for young adult cancer survivors. Your participation will be some of the first data collected about an exercise program delivered through Facebook.

If you participate, you will receive exercise information via Facebook and a pedometer. You will be asked to complete two online questionnaires and may receive access to weekly group discussions and an exercise website. The entire 12-week study can be completed online.

You may be eligible if you:
-- are 21 to 39 years old
-- were diagnosed with cancer (excluding non-melanoma skin cancer) at age 18 or older
-- bave completed cancer treatment
-- have an active Facebook account

Additional eligibility criteria apply.

Participants will receive a $30 gift card after the 12-week assessment.

For more information and to see if you qualify, please go to:
www.fitnet-unc.org

The study was approved by the Public Health-Nursing Institutional Review Board on 12/16/10 (Study # 10-2150).

This email is sponsored by: Lineberger Comprehensive Cancer Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of ahowell@med.unc.edu
Sent: Thursday, July 21, 2011 8:39 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Type 2 Diabetes Study at UNC

The UNC Diabetes Care Center is now enrolling adult volunteers into the LEADER research study.

LEADER^{TM} (Liraglutide Effect and Action in Diabetes: Evaluation of Cardiovascular Outcome Results) aims to assess and confirm the cardiovascular safety of Liraglutide (Victoza.)) and potentially show
the ability of Liraglutide to improve cardiovascular outcomes.

This is a long term cardiovascular research study of Liraglutide, you may either receive the study drug or a placebo (that looks like the study drug
but is not active drug.) Your participation will last until 2016 and consist of approximately 2-7 visits to the research site each year.

You may be eligible for the research study if you are age 50 years or older, have type 2 diabetes, cardiovascular disease and are not currently taking the diabetes drugs Victoza or Byetta.

If you are eligible you will receive diabetes care through the research study doctor, diabetes testing supplies, and study medication at no cost to you.

For more information about this trial please contact:
Amber Howell
Clinical Research Assistant
UNC Diabetes Care Center
919-484-0931 ext 269
ahowell@med.unc.edu

This study received IRB approval from the UNC office of Human Research Ethics, IRB Full board on 12/03/2010
IRB study # 10-1701

This email is sponsored by: UNC Diabetes Care Center

This email is sponsored by: Diabetes Care Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of mdev@med.unc.edu
Sent: Friday, July 22, 2011 8:19 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: 5-6 years old children needed for a hearing Study

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HEARING
RESEARCH STUDY

Need 5 - 6 year-old children with normal hearing, and no history of middle ear infections. The research study will consist of two to three visits of one hour each. The participants will sit in a sound-proof room and listen to beeps in noise. Participants will be compensated for their time at a rate of $15 per visit.

The purpose of this research study is to obtain a better understanding of hearing. The research study takes place in MacNider Hall

FOR MORE INFORMATION EMAIL
HearingLab@med.unc.edu

This research study has been reviewed and approved by the
Biomedical Institutional Review Board
Principal Investigator Joseph W. Hall, PhD 966-8926

IRB Approval Date: 10/04/10
Study#: 86-SURG-99

This email is sponsored by: Dept. of Otolaryngology

This email is sponsored by: OHNS

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From: African Languages Teachers Association <nyasha@ncolctl.ccsend.com>
Sent: Monday, July 25, 2011 5:40 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: JALTA - Call For Papers and Book Reviews

Having trouble viewing this email? Click here

You're receiving this email because of your relationship with African Language Teachers Association (ALTA). Please confirm your continued interest in receiving email from us.
You may unsubscribe if you no longer wish to receive our emails.

JOURNAL OF AFRICAN LANGUAGE TEACHERS ASSOCIATION (JALTA) CALL FOR PAPERS AND BOOK REVIEWS

CALL FOR PAPERS/BOOK REVIEWS

The Journal of the African Language Teachers Association (JALTA), is soliciting articles and/or book reviews for publication.
JALTA is the official journal of the African Language Teachers Association (ALTA), and it serves the professional interests of teachers, researchers, and administrators of African Languages in all settings and all levels of instruction. The Journal is refereed and published once a year.

Focus

Our general editorial focus is on policy, education, programs, advocacy, and research in the field of African languages. The envisaged coverage of the Journal is as follows:

a. Methodology and Technology,
b. Academia,
c. Beyond Academia,
d. Social Embeddedness

The first section shall include papers or book reviews focusing on broader theoretical and technological issues in all fields of African languages. The second section will encompass reports about research and teaching in academia, at both K-12 and collegiate levels. The third section shall comprise papers addressing research and teaching in government and industry. Finally, the fourth section will address the issues of a broader social environment, ranging from heritage communities to advancing LCTLs in federal initiatives and legislation in the USA.

Submitted Manuscripts

In preparing the manuscript, please use the latest edition of the Publication Manual of the American Psychological Association (APA), see http://www.apastyle.org/man

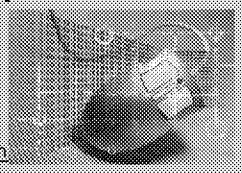

Manuscripts **should be:**

- A maximum of 25 pages (excluding references, charts, notes, etc.) and submitted electronically

ALTA Sponsor

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Quick Links

Our Website

About Us

We aim to develop a field of African Language Teaching where members can share common interests and concerns having to do with the study of African Languages.

We aim to identify each African Language, with priority given to those most commonly studied sets of learning materials for beginning, intermediate and advanced study.

We aim to link efforts of teachers and researchers in Africa with those outside of Africa.

via word (1997-2003)-document e-mail attachment.

- ***Double-line spaced*** throughout, including notes, references, and tables, using ***12-point Times New Roman font*** with a ***1.5 inch left margin***. (Please ensure that this specified formatting is followed).
- Accompanied by a ***150 word (or less) abstract*** and a ***cover sheet containing the manuscript title, name, address, office and home telephone numbers, fax number, email address, and full names and institutions of each author***. (Because the manuscript will be blind reviewed, identifying information should be on the cover sheet ***only***, and not appear in the manuscript).

All Manuscripts should be electronically submitted to The Editor at: daduaman@indiana.edu and copied to the Secretariat at: alta@mailplus.wisc.edu.

Deadline for submission of manuscripts is

September 30, 2011.

ALTA
455 N Park St
4231 Humanities Building
Madison, WI 53706
Tel:608-265-7905
Fax:608-265-7904

Forward email

This email was sent to smutima@email.unc.edu by alta@mailplus.wisc.edu
Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.

African Language Teachers Association | 455 N Park St | 4231 Humanities Building | Madison | WI | 53706

From: nobody@notify.unc.edu on behalf of patrick_vernon@kenan-flagler.unc.edu
Sent: Monday, July 25, 2011 8:40 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Launching the Venture accepting applications through 8/1

Thinking about launching a startup?

UNC faculty, staff and graduate students are invited to learn from the entrepreneurship experts at UNC Kenan-Flagler Business School in the renowned "Launching the Venture" series of courses ("LAUNCH").

The first phase of the class, "Launch Feasibility," comprises seven Monday evening sessions beginning August 22 at 5pm. Due to limited space, interested parties should apply online by August 1.
----------> www.launch.unc.edu/APPLY <----------

We are offering several "Countdown to Launch" sessions in August to help you decide if Launch is a good fit for you. Find out more at:
----------> www.launch.unc.edu/INFO <----------

If you have any questions about LAUNCH -- the classes, the application or the workshops -- attend an info session or contact Patrick Vernon in the Center for Entrepreneurial Studies at launch@unc.edu. Follow LAUNCH on Twitter @unclaunch.

ABOUT LAUNCH --->
Launching the Venture (Launch) is a series of courses designed to teach, empower and inspire entrepreneurial teams at UNC to LAUNCH commercial businesses and social ventures. Teams may comprise any mix of students, faculty and staff at UNC. Courses combine lectures, workshops, guest speakers and hands-on expert coaching and mentoring.

LAUNCH offers three half-semester classes that begin in the fall and run through the academic year. Each course may be taken for 1.5 credit hours (regular tuition applies) or as a non-credit seminar series (no tuition). Enrollment is by permission of the instructor or by application.

Classes are held Monday evenings 5-8pm in the McColl building of the business school with free parking in the business deck.

More at www.launch.unc.edu

_____
Patrick Vernon
Interim Executive Director and Clinical Assistant Professor
Center for Entrepreneurial Studies
UNC's Kenan-Flagler Business School
Campus Box 3440
pvernon@unc.edu

This email is sponsored by: Kenan-Flagler Center for Entrepreneurial Studies

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From: nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent: Monday, July 25, 2011 9:00 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: FORMAL NOTICE: Reminder: State Health Plan Follow-Up Enrollment Period

---

FROM: Ashley Nicklis, Benefits Services
Office of Human Resources

Enrollment continues through July 29
Effective Dates: Sept. 1, 2011-June 30, 2012

This is just a friendly reminder that we're currently in the last week of the State Health Plan's follow-up enrollment.

During this period, members have the opportunity to change their plan elections and add eligible dependents. For a comparison of the changes in copays and deductibles, see http://shpnc.org/pdf/follow-up-enrollment/plan-comparison.pdf.

Employees must enroll online. Paper enrollment forms will not be accepted. The link to enroll online is https://unc.hrintouch.com. Log in using your Onyen and password.

Along with the changes noted above, the Comprehensive Wellness Initiative (CWI) has been eliminated. Therefore, effective Sept. 1, the tobacco cessation and weight management components will no longer determine the plan in which members may enroll. If members previously elected to enroll in the 70/30 Basic plan due to CWI, they can now enroll in the 80/20 Standard plan.

Members who wish to remain in the plan that they enrolled in during the enrollment period that ended June 8 will not need to do anything during this follow-up enrollment period.

For the first time, employees who wish to enroll in the 80/20 Standard plan will be required to pay a premium for employee-only coverage. However, the 70/30 Basic plan still requires no premiums for employee-only coverage. In addition, dependent premiums will increase 5.3 percent for the 2011/12 benefit plan year, which begins Sept. 1. The rates can be found at http://shpnc.org/pdf/follow-up-enrollment/active-retiree-rates.pdf. Health insurance premiums are paid one month in advance, so you can expect to see any applicable rate changes in your August paycheck(s).

Members will receive new identification cards by Sept. 1 reflecting any changes made during the follow-up enrollment.

If you have questions, contact Benefits Services in the Office of Human Resources at 962-3071.

This email is sponsored by: Office of Human Resources

From:	bounce-29547424-41250067@listserv.unc.edu on behalf of Reid, Dee <deereid@unc.edu>
Sent:	Tuesday, July 26, 2011 10:14 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	Thurman, Stephanie J <sthurman@email.unc.edu>; Hewitt, Joshua Thomas <jhewitt@email.unc.edu>; Smith, Jane C. <jane_smith@unc.edu>; Administrative Managers <asmgrs@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] FW: INVITATION FROM THE PROVOST: New Student Convocation
Attach:	New Student Convocation 2011 CAS Faculty.pdf

The attached message from the Provost is being sent to all faculty in the College of Arts and Sciences with an information copy to administrative managers.

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, July 26, 2011 2:41 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This Week at the Ackland

Opening Friday, July 29, at the Ackland Museum Store

20 Years in Print: The Art of Ron Liberti

20 Years in Print: The Art of Ron Liberti features 100 original silkscreened posters, large mono prints, a limited edition portfolio of photocopied posters in black and white, hand silkscreened textiles, CDs/LPs, and silkscreened T-shirts, many of which are one of a kind. The show is a celebration of the work of local artist and musician Ron Liberti and his twenty years in Chapel Hill and environs. The influence, inspiration, and subject matter of most of the work on view springs from Liberti's music as well as that of many other Chapel Hill musicians. Opening Friday, July 29, *20 Years in Print: The Art of Ron Liberti* will run through September 30, 2011.

Opening reception (by RSVP only, as space is limited): July 29, 7:00-9:00 PM. Please call 919.962.0216 for reservations.

Featuring music by local musician Billy Sugarfix.

Thursday, 4 August, 6:30 - 8:00 PM

REGISTRATION IS FULL

With the Ackland's reinstallation of ancient art, a re-reading of Aesop's Fables will invite participants to examine ancient Greek pottery and sculpture with fresh eyes, and to learn new lessons from the looking. Gibbs' edition includes some fables never before translated into English.

Leslie Balkany will facilitate this discussion with Emily Baragwanath, Assistant Professor of Classics.

Music in the Galleries

Sunday, 7 August, 2:00 - 3:00 PM

This Sunday enjoy "An Afternoon of Art Song" at the Ackland. The program will include "Songs of Travel" by Ralph Vaughan Williams (performed by Seamus Kenney, tenor, and Forrest Covington, piano) and songs from the Ukraine (performed by Irina Anopa Bunnage, soprano, and Forrest Covington, piano).

Now Open!

The Western Tradition: Selections from the Permanent Collection

Newly installed, "The Western Tradition" presents art from the Ackland's permanent collections covering 5,000 years of western culture — from ancient Mesopotamian and Mediterranean art to European and American art of the 1950s.

For more information on the Ackland, visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Click here for more information on the benefits of membership and how your membership dollars support our mission.

Comments on the Ackland's e-news? Send an email to the editor.

Thank you for subscribing to the Ackland e-news!

If you no longer wish to receive this newsletter, click here to be unsubscribed.

Did a friend forward you this Ackland e-news? Subscribe here and get your very own copy every week.

Emanuel de Witte, Dutch, 1615/17-1691/92: *The Interior of the Oude Kerk, Amsterdam*, c. 1660; oil on canvas. Ackland Fund.

Hans Hofmann, American, born in Germany, 1880-1966: *Undulating Expanse*, 1955; oil on canvas. Ackland Fund.

From: nobody@notify.unc.edu on behalf of ibdtrials@med.unc.edu
Sent: Wednesday, July 27, 2011 8:20 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Do you or someone you know have IBD

Do you or someone you know have IBD, also known as Crohn's Disease or Ulcerative Colitis?

The Multi-Center African American IBD Study is researching the reasons AFRICAN AMERICANS are getting IBD.
Genes have been found in Whites, but they have not been studied in Blacks.
To Participate, you must be an African American with a doctor-diagnosed IBD.
To Join, you will need to:

1. Give a blood sample, about 3 tablespoons (1 time only)
2. Answer questions about your health and background

Please contact the Study Coordinator at 919-843-8105 OR email us at ibdtrials@med.unc.edu for more information.

This study, "Multi-Center African American IBD Study"[MAAIS]) has received approval from the UNC Biomedical Institutional Review Board on 2/21/2011, Study # 04-1107
This email is sponsored by: Department of Medicine, Division of Gastroenterology

This email is sponsored by: Medicine

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, July 27, 2011 8:40 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Recruiting Subjects for New Psoriasis Research Study

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Do you have moderate to severe chronic plaque psoriasis?
Recruiting subjects for new research study

Participants must:

-Be at least 18 years old
-Have been diagnosed with moderate to severe chronic plaque psoriasis
-Not be pregnant, trying to get pregnant, or nursing
-Not have ever been treated with the medication Efalizumab (Raptiva)

The study will last one year and require at least 12 study visits.

Qualified Participants will receive:
-Study Medication
-Study-related exams and labs test
-Compensation for time and travel

For more information about this research study please contact:
UNC Department of Dermatology
Contact: Erika Hanami
Email: Erika_hanami@med.unc.edu
Phone: (919) 843-5126

This study has been approved by the Biomedical Institutional Review Board at UNC-CH on 3-29-2011. IRB#:11-0238

This email is sponsored by: The UNC-Department of Dermatology

This email is sponsored by: Dermatology

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From: nobody@notify.unc.edu on behalf of ibdtrials@med.unc.edu
Sent: Wednesday, July 27, 2011 9:01 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Do you or someone you know have Crohn's disease?

CCFA IBD Families Fecal Microbiome Demonstration Study is researching potential interactions of genetic factors and intestinal bacteria, which might influence the risk for the development of Crohn's disease.

To Participate, you must:
* Be diagnosed with Crohn's disease and be in remission
* Have both parents and a sibling willing to participate

To Join, you will need to:
* Collect small amounts of stool
* Collect blood sample (one time)
* Answer questions about your health and diet

You will be paid for participation in this study.

Please contact the Study Coordinator at 919-843-8105 OR email us at ibdtrials@med.unc.edu for more information.

This study, "CCFA IBD Families Fecal Microbiome Demonstration Study" has received approval from the Biomedical Institutional Review Board on 4/14/2011, Study # 11-0729
This email is sponsored by: Department of Medicine, Division of Gastroenterology

This email is sponsored by: Medicine

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, July 28, 2011 8:20 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Participants Needed: Words, Numbers and Trivia

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Words, Numbers and Trivia: The purpose of this research study is to learn about individuals' personality and problem-solving ability.

This study will consist of two lab sessions in the Kenan-Flagler Behavioral Lab. The first day you will be asked to answer a series of questionnaires online, this will take approximately 30-40 minutes. You will then schedule a follow-up session in the lab for a few days later where you will complete a series of word and trivia tasks, this will take approximately 20 - 30 minutes.

Location: Kenan-Flagler Behavioral Lab, McColl 4402/4404
Duration: Approximately 60 minutes
Pay: $5 - $25
IRB # 11-1219

To sign up for this study go to: www.c4dr.unc.edu

For notifications of new studies follow our new facebook site at:
http://www.facebook.com/pages/UNC-Center-for-Decision-Research/217384711637327

Approved by the UNC Behavioral IRB on July 19,2011

This email is sponsored by: Center for Decision Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of acalingo@med.unc.edu
Sent: Thursday, July 28, 2011 8:40 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Time-to-Pregnancy Research Study

Are you or is someone you know trying to get pregnant or about to start trying?

Time to Conceive is a research study at the University of North Carolina at Chapel Hill that hopes to find a way to accurately measure a woman's fertility. Women between 30 and 44 years of age who are trying to become pregnant or about to start trying are eligible to participate in the study. Women are not eligible to participate if they or their partner have a history of infertility or fertility treatment.

Research study participants only need to attend ONE brief, on-site study visit in Chapel Hill or Raleigh. All other study activities are completed online.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Free online fertility tracker
- Monetary compensation for study activities

There are no medicines or pills to take and no changes to one's daily lifestyle or existing health care routine.

If you or someone you know might be interested in learning more about this study, you can visit our website at www.med.unc.edu/timetoconceive, call us at (919) 843-8246, or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. All information will be kept strictly confidential.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: OB/GYN

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, August 1, 2011 8:21 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Administrative Review of Cathy Innes, Office of Technology Development

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In accordance with University policy, a committee has been appointed to conduct a regular administrative review of Cathy Innes, Director of the Office of Technology Development. With this notice, the members of the committee are inviting your comments about Ms. Innes' leadership and about the unit itself.

You may communicate with the committee in the following ways:

1. You may write or email any member(s) of the committee. Please note that any written communication, including email, becomes a part of the permanent record and can be accessed by Ms. Innes if she so chooses. University guidelines prevent us from accepting unsigned or anonymous letters.

2. You may contact any committee member(s) by phone. Any notes members take during phone contacts are not part of the permanent record and cannot be seen by the subject of the review.

3. You may meet with the committee in person on August 9, 2011 between 11am-1pm, in rm. 2100 Carrington Hall (School of Nursing, new addition). If you wish to meet with the committee at this time, please contact Dhiren Thakker, committee chair, by August 7 to indicate your interest (contact info below). As with phone contacts, oral comments are not part of the permanent record. Persons may declare at the beginning of their appearance their wish to remain anonymous, insofar as attribution in the committee minutes of specific comments. However, a list of all persons who provided oral comments to the committee will become part of the official record.

You may also relay this invitation to anyone you think has an interest in the Office of Technology Development. The deadline for receiving comments is August 23, 2011.

The committee members are:

Dhiren Thakker (CHAIR)
Professor and Associate Dean for Economic Development and International Partnerships
Eshelman School of Pharmacy
100L Beard Hall
Campus Box 7355
(919) 962-0092
Email: dhiren_thakker@unc.edu

Judith Cone
Special Assistant to the Chancellor for Innovation & Entrepreneurship
09M South Building
Campus Box 9100
(919) 962-3743
Email: judith.cone@unc.edu

Fletcher Fairey
Associate University Counsel, Office of University Counsel
110 Bynum Hall

Campus Box 9105
(919) 843-1637
Email: Fletcher_Fairey@unc.edu

David Gerber
Professor and Chief, Division of Transplantation, Department of Surgery
4025 Burnett-Womack Building
Campus Box 7211
(919) 966-8008
Email: david_gerber@med.unc.edu

Robert Johnston
Director, Carolina Vaccine Institute
Professor, Microbiology and Immunology
9023 Burnett-Womack
Campus Box 7292
(919) 966-3507
Email: robert_johnston@med.unc.edu

Jackie Quay
Assistant Director, Office of Technology Development
308 Bynum Hall
Campus Box 4105
(919) 966-3929
Email: jlquay@unc.edu

Timothy L. Quigg
Associate Chair for Administration and Finance, Computer Science Department
104 Sitterson Hall
Campus Box 3175
Phone: (919) 962-1777
E-mail: quigg@cs.unc.edu

Bill Wofford
Hutchison Law Group
919-829-4292 (direct)
bwofford@hutchlaw.com

This email is sponsored by: Office of the Vice Chancellor for Research

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From:	nobody@notify.unc.edu on behalf of etritter@email.unc.edu
Sent:	Monday, August 1, 2011 8:33 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: UNC Employees: Register now for fall classes

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Please don't wait until the start of classes on August 23. Get started now!

*Taking classes on campus: Unless you are already enrolled in a degree program or are already taking classes through Part-time Classroom Studies, you will need to apply for admission so that you can register for classes offered on campus. Check with the Friday Center for Continuing Education if you have questions, 2-1134.

*Taking an online course: To take a course this fall through Carolina Courses Online, you do not need to apply for admission, but you do need to register now through the Friday Center's Web site - http://fridaycenter.unc.edu/cp/cco.

*Remember: In order to take advantage of the employee tuition waiver program, you will need to file the Tuition Waiver application by Aug. 30. The form is available from the Human Resources Web site - http://hr.unc.edu/form-finder/work-life-wellness-forms/index.htm

This email is sponsored by: Friday Center for Continuing Education

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, August 1, 2011 8:48 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: FORMAL NOTICE: Understanding Information Security at Carolina

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M E M O R A N D U M

TO: All Computer Users
FROM: Larry Conrad, Vice Chancellor for Information Technology and CIO
DATE: August 1, 2011
SUBJECT: Understanding Information Security at Carolina

There are more than 30,000 attempted hacks each day on the University's computer network. Laptop computers, smart phones, and other mobile devices are occasionally lost or stolen. Information Technology Services devotes significant resources to network security efforts, but each person who accesses the University network is also responsible for taking appropriate steps to safeguard the network and University sensitive information maintained on the network.

Recently, Information Technology Services enacted policies designed to inform the campus community about its responsibilities for protecting the University's computer networks and sensitive information. Beginning September 15, 2011, all computer users are required to certify annually that they have read the Information Security Policies Summary (http://help.unc.edu/CCM3_020433) and that they understand and agree to abide by the information security policies that are applicable to them.

In addition, all users with access to the University's Protected Health Information or Personally Identifiable Information (e.g., Social Security numbers, credit/debit card information) are required to affirm that they will not store this information on mobile devices without both (i) obtaining prior authorization from their dean or the head of their business unit, and (ii) encrypting the data. This affirmation will occur as part of the Onyen password reset process.

Please take time before September 15 to read the Information Security Policies Summary and make sure you understand your role in keeping the University's computer resources and sensitive information secure.

The Information Security Policies are located at: http://its.unc.edu/ITS/about_its/its_policies/index.htm. Additionally, an Information Security Training and Awareness module is available at https://itsapps.unc.edu/ITSSelfStudy/. Information regarding mobile device encryption is available at http://help.unc.edu/CCM3_021069.

I understand this is an additional commitment for your already-busy schedule, but it is imperative that everyone takes the time to review, understand, and comply with the policies. Information security is a shared responsibility for the entire campus community. With your help, we can better protect the University's computer network and sensitive information from potential compromise.

Please contact Stan Waddell (stan_waddell@unc.edu), Information Security Officer, or me (larry_conrad@unc.edu) if you have any questions about these policies or the certification process. You can also reach us at 962-3444.

Thank you for your help in making the University's computer network more secure.

cc: Bruce Carney Holden Thorp Stan Waddell

This email is sponsored by: Information Technology Services

From: nobody@notify.unc.edu on behalf of katie_kelm@unc.edu
Sent: Monday, August 1, 2011 9:57 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Decision-making research study now recruiting participants.

We are conducting a study to examine the role of dopamine and serotonin in the decision-making process. Your participation would require you to come to the University of North Carolina campus for 3 sessions, which will last up to 7 hours per session. Each session will involve drinking an amino acid beverage, two finger pricks for blood samples, and completion of questionnaires and computerized tasks.

You are eligible if:
1. You are between the ages of 22-40 years old
2. You have no known psychiatric or neurological problems
3. You are NOT taking psychoactive medications
4. You are NOT taking illicit drugs
5. You are NOT pregnant or breastfeeding
6. You are a native English speaker
7. You bave graduated high scbool or earned a GED
8. You do NOT have phenylketonuria (PKU)

For your participation, you will be compensated with $10/hour plus a completion bonus for completing all sessions.

If interested, please contact us at 919-962-8340 (mention the subject line of the e-mail if you call)
or e-mail katie_kelm@unc.edu with the following information:

Name
E-mail address
Phone number
Best time to be contacted

This study titled "Neuromodulation of Immediate Reward Bias" has been approved by the UNC Bebavioral Institutional Review Board (study #09-2266 approved 1/3/11).

This email is sponsored by: Psychology

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From: National African Language Resource Center <nyasha@ncolctl.ccsend.com>
Sent: Tuesday, August 2, 2011 7:50 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: 2012 Summner Institute Announcement

Having trouble viewing this email? Click here

nalrc website banner

A Second Language Acquisition Certificate Program for African Language Instructors

As interest in African language learning and teaching increases, so does the need to prepare graduate students, teaching assistants who are planning to pursue African language teaching as a profession and faculty members in the field who need retooling. The 2012 Summer Institute has been designed to help meet this need. It will train fellows in a number of crucial areas central to the effective operation of an African Language Program

Program Description

The program consists of a two-week intensive introduction to

a) Teaching the skills of Speaking and Listening in the African Language Classroom;
b) Teaching the Skills of Writing and Reading in the African Language Classroom.
c) Testing and Assessing the Four Skills in the African Language Classroom.
d) Lesson Planning and Classroom Management.

Participants will move from a theoretical overview to hands- on practice in teaching the four language skills: listening, speaking, reading and

writing, and assessing them.

Fees and related costs

The NALRC will cover the program fees (such as registration fees, administration costs and instruction costs) for all selected applicants. Other expenses, such as transportation, food, lodging, and books will be the responsibility of each participant's African Studies Program. Participants are encouraged to ask for support from their respective African Language or African Studies programs to cover expenses that the NALRC will not cover.

Eligibility

Graduate students in good standing in any African language, linguistics, cultural studies, literature, second language acquisition, or any related field at an accredited institution of higher education are eligible. African language instructors and scholars may also apply. Preference will be given to those who have not attended the Institute before. In addition, all applicants must demonstrate serious interest in African language learning and teaching.

Application Process

Applicants should submit a letter of application and supporting documents for the 2012 Summer Institute by September 30, 2011. Applicants will be notified of selection by October 31, 2011. Supporting documents include:

- a CV
- two letters of recommendation indicating the importance of the training for the applicant. One of the letters must be from the executive officer of the applicant's home department or African studies program, or Programs Language Coordinator.

You can submit your application and supporting documents through the electronic mail
nalrc@mailplus.wisc.edu

If you have a foreign visa, please speak with Akinsola Ogundeji at 608-265-7901 or e-mail nalrc@mailplus.wisc.edu

Forward email

This email was sent to smutima@email.unc.edu by nalrc@mailplus.wisc.edu
Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.

National African Languages Resource Center | 455 N Park St | 4231 Humanities Building | Madison | WI | 53706

From: nobody@notify.unc.edu on behalf of stephanie_szary@med.unc.edu
Sent: Tuesday, August 2, 2011 8:21 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: The MAP Brain Imaging Study [Multi-visit Advanced Pediatric Brain Imaging Study

---

Are you expecting or know someone who is? Do you have a newborn younger than one month old?

As part of the Early Brain Development Studies at UNC-Chapel Hill's Department of Radiology, Psychiatry, and Psychology, we are recruiting newborns to participate in the The MAP* Brain Imaging Study [*The Multi-visit Advanced Pediatric Brain Imaging Study].

What is the purpose of this study?
The purpose of this research is to document the rapid and critical growth of normal brain development in the first three years of life. The information gathered is essential to shed light on our understanding of brain development. This information not only offers profound scientific implications regarding our understanding of how the brain functions but also provides great insights into developmental disorders.

What does this study involve?
Your child will have magnetic resonance imaging (MRI) of his/her brain eight times between the ages of 2 - 4 weeks and 3 years at the MRI research center located at 106 Mason Farm Road.

Scans will be performed while your child sleeps. No medicines or sedation will be used.

You will also be asked medical history questions by a study coordinator or nurse.

Will I be paid for participating?
You will receive $75 for each study MRI (for a potential total of $600). You will also be reimbursed for reasonable travel/gas and parking expenses as well.

Are there any risks?
MRI has no known risks and does not use radiation or x-ray.

Why participate in this study?
You and your child's participation in this study may benefit society by gaining new insights into our understanding of infant/early child brain development. It may also increase our knowledge into the possible causes of neurodevelopmental disorders.

Remember,
* This is a voluntary study
* You will be compensated
* No medicines or sedation are involved
* All information regarding you and your child's participation in this study will be kept strictly confidential.

How can I learn more about joining this study?
Please contact Stephanie Szary at stephanie_szary@med.unc.edu or call 919-843-9245 for more information.

Weili Lin, PhD
Principal Investigator
Telephone: (919) 843-8120

The MAP* Brain Imaging Study [*The Multi-visit Advanced Pediatric Brain Imaging Study] is being conducted by the Departments of Radiology, Psychiatry, and Psychology in the UNC-Chapel Hill School of Medicine.

Weili Lin, PhD
Principal Investigator

John Gilmore, MD
J. Keith Smith, MD
Guido Gerig, PhD
Hongyu An, PhD
Yasheng Chem, PhD
Robert Hamer, PhD
Research Team Members

IRB Approval #: 08-1885
Approval Body: Biomedical IRB
Date of Approval September 16, 2010

This email is sponsored by: UNC-Chapel Hill Department of Radiology

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email preference, sign into MyUNC at http://my.unc.edu, and select
"Update Personal Information".

From:	nobody@notify.unc.edu on behalf of brouwerk@email.unc.edu
Sent:	Tuesday, August 2, 2011 8:33 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Clinical study on statin and warfarin interaction

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A clinical research study in the Division of Pharmacotherapy and Experimental Therapeutics at UNC is recruiting nonsmoking individuals between the ages of 18 and 60 to learn about the effects of the cholesterol-lowering medication lovastatin on the anticoagulant or blood-thinning medication warfarin.

Participants will be asked to participate in a pre-screening telephone interview and a screening visit lasting about 1 hour. As a participant in the study, you will be asked to take part in 2 study phases over a course of 7 weeks involving taking a daily medication or placebo by mouth, maintaining a food diary, and blood sample collection.

The study has been approved by the Committee on the Protection of the Rights of Human Subjects and the Institutional Review Board (IRB) at UNC.

If you want more information about this project or have any questions, please contact Dr. Mario Sampson by e-mail at uncstudycyp4f2@gmail.com (preferred) or phone at 919-962-0089.

Study title: Human Cytochrome P450 4F Enzymes and Drug Interactions

Approval #, Biomedical IRB, Study # 10-0576

Approved 5/12/2011

This email is sponsored by: UNC School Of Pharmacy

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From: nobody@notify.unc.edu on behalf of elizabeth_mcneely@unc.edu
Sent: Tuesday, August 2, 2011 8:54 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Participants Needed for Tolvaptan Drug Study

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The UNC Eshelman School of Pharmacy is conducting a study in healthy volunteers. The purpose of this research study is to compare drug levels of tolvaptan 15 mg tablets given by mouth versus nasogastric tube in healthy adults.

This study involves two overnight stays on separate occasions in the Clinical Translational Research Center at UNC Hospital, nasogastric tube placement for 30 minutes, and blood samples to measure tolvaptan drug levels. All examinations and lab work are provided at no cost.

WE NEED:
1) Healthy male and female volunteers
2) Between the ages of 18 and 40
3) Must not be enrolled in or have participated in a research study within the past 30 days

This study provides compensation up to $1,000.

For more information please call Elizabeth McNeely, PharmD at (919) 843-8723 or email: Elizabeth_McNeely@unc.edu.

This research study entitled "Comparison of the Relative Oral Bioavailability of Tolvaptan Administered via Nasogastric Tube to Tolvaptan Tablets Swallowed Intact" is IRB# 10-1865 (approved on 11/22/10). This email was approved by the UNC-CH Biomedical IRB.

This email is sponsored by: Eshelman School of Pharmacy

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From: nobody@notify.unc.edu on behalf of cushinga@email.unc.edu
Sent: Tuesday, August 2, 2011 9:14 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Are you, or do you know a man ages 38-47 & 58-67?

Are you or do you know a man that owns a personal computer/laptop? Are you or do you know a man who keep items on your computer such as digital photos, digital music, personal writing, personal files, etc.? Do you have social media accounts, such as Facebook, etc.?
For my dissertation, I am conducting a research study to learn how people relate to digital items on their computers or in their webspace, at different ages. I am looking for MEN in the following age ranges participate in a
sorting exercise about digital items:

Age range 1: 18 years - 24 years*
Age range 2: 38 years -- 47 years*
Age range 3: 58 years - 67 years*

If you are interested in participating, please take the 5 minute pre-screen survey to determine if you qualify (link below).
https://uncodum.qualtrics.com/SE/?SID=SV_1TH8XRfXw9BDoFe

Participants will each receive a $10 incentive.

The sorting exercise will take place at a
public location (library, cafe, etc.) agreed upon by the subject and researcher. The sorting exercise will take about one hour.

Please forward this announcement to anyone you know who qualifies who would be interested in participating.

*Students, faculty and staff associated with the School of Information and Library Science are not eligible to participate in the study.

Thank you!

Amber L. Cushing
Doctoral Candidate
School of Information and Library Science UNC-Chapel Hill

IRB Study # 11-0759
approved by UNC Behavioral IRB on 4/26/2011

This email is sponsored by: School of Information and Library Science

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From: bounce-29593121-41499124@listserv.unc.edu on behalf of WebEvent <webevent@unc.edu>
Sent: Tuesday, August 2, 2011 11:03 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] WebEvent Reminder: Aug 5 - RSVP Deadline for New Student Convocation Attendance

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WebEvent Reminder

Title: RSVP Deadline for New Student Convocation Attendance
Date: Friday, August 5, 2011
Time: Unspecified

Description: New Student Convocation is a formal welcome to the University, designed to engage students in the intellectual endeavors of our University and to introduce them to the proud traditions of Carolina. By attending this ceremony and representing your School and the work it does with undergraduates, you play a critical role in exposing new students to your field and the opportunities of the academic community from the very start.

Your participation enhances New Student Convocation and helps it to more closely mirror the formal graduation ceremony. Thus, I am writing to invite you to join the Chancellor, and others, in the formal processional of the New Student Convocation that will be held this year on Sunday, August 21, 2011, at 7:00 p.m. in the Carmichael Arena located on South Road. The work you do on behalf of new students is critical to their success at Carolina, so Chancellor Thorp will take a moment to recognize you and others during the ceremony.

We request that all members of the faculty wear academic regalia. The stage party will process at 7:15 p.m. but please plan to arrive by 6:45 p.m. and meet in the Media Room on the first floor, room 1515, for robing. Parking will be available in the Bell Tower Parking Lot. You will need to enter the area via the old drive next to the football center.

As seating will be reserved, please RSVP to Stephanie Thurman at 962-2198 (or email sthurman@email.unc.edu) by Friday, August 5th.

Please note that this year we have developed a special “pep rally” that will conclude New Student Convocation and kick-off Fallfest. The pep rally portion of the program will begin immediately after the academic recession. You are more than welcome to stay for this portion of the program.

It is my sincere hope that you will join us for this event. Thank you for your commitment to undergraduate education at Carolina.

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Wednesday, August 3, 2011 3:47 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Beat the Heat at the Ackland! Art, Music, More!

Music in the Galleries: "An Afternoon of Art Song"

Sunday, 7 August, 2:00 - 3:00 PM

Cool off this Sunday at the Ackland with "An Afternoon of Art Song." The program will include "Songs of Travel" by Ralph Vaughan Williams (performed by Seamus Kenney, tenor, and Forrest Covington, piano) and songs from the Ukraine (performed by Irina Anopa Bunnage, soprano, and Forrest Covington, piano).

Reservations and tickets are **NOT REQUIRED**, but please arrive early to find a spot.

Free

Yoga in the Galleries

Tuesday, 9 August, 12:00 - 1:00 PM

Namasté! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland!

Sessions led by Joanne Marshall. Beginners are welcome.

Yoga mats and cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended.

Free to members | $5 non-members. Space is limited. Register by email: acklandRSVP@unc.edu.

Eat, Drink, Dance, and Celebrate at the Ackland

on Saturday, 24 September 2011

8:00 PM to Midnight

The theme for this year's FUNdraiser for the Ackland Art Museum takes its cue from the who's-who black and white ball given by Truman Capote in 1966. With a guest list of 500, Capote brought together the famous and the infamous in publishing, film, and art, for a memorable evening designed to celebrate the creative impulse.

The Ackland Black and White Gala is certain to be an outstanding evening of excellent food, drink, music, poetry, and, of course, art.

All Gala proceeds support the Exhibition and Education Program at the Ackland.

Save the date. Join us as we celebrate. Support us as we bring art to and nurture ideas within the Carolina campus and community.

Ticket information forthcoming at ackland.org.

Now on View at the Ackland Museum Store:

"20 Years in Print: The Art of Ron Liberti"

A celebration of the work of local artist and musician Ron Liberti and his decades in Chapel Hill and environs, this show -- in the Museum Store's retail gallery space -- features 100 original silkscreened posters, large mono prints, a limited edition portfolio of photocopied posters in black and white, hand silkscreened textiles, CDs/LPs, and silkscreened t-shirts, many of which are one of a kind.

Read the *Independent Weekly* feature article here.

"20 Years in Print" runs through 30 September 2011.

All proceeds from the Ackland Museum Store benefit the Ackland Art Museum's education programs and exhibitions. Call 919.962.0216 for more information.

For more information on the Ackland, visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Click here for more information on the benefits of membership and how your membership dollars support our mission.

Comments on the Ackland's e-news? Send an email to the editor.

Thank you for subscribing to the Ackland e-news!

If you no longer wish to receive this newsletter, click here to be unsubscribed.

Did a friend forward you this Ackland e-news? Subscribe here and get your very own copy every week.

Hans Hofmann, American, born in Germany, 1880-1966: *Undulating Expanse*, 1955; oil on canvas. Ackland Fund.

From: nobody@notify.unc.edu on behalf of hr@unc.edu
Sent: Wednesday, August 3, 2011 8:16 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Nominations Open for HR Facilitator of the Year

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FROM: Kathy Bryant, HR Communications & Talent Development
Office of Human Resources

Nominate your department's Human Resources Facilitator for the HR Facilitator of the Year award! The nomination form is available in Word format from http://hr.unc.edu/n/CCM3_031616.

HR Facilitators are employees in University workgroups including UBCs who process permanent, temporary and student employee personnel actions; handle leave or benefits matters for their department; serve as the primary liaison between the Office of Human Resources and employees; and/or supervise a work group that performs these functions. They are integral in ensuring that HR policies and procedures are followed in departments and that HR services are known and available to department employees.

The Office of Human Resources has established an award program to recognize their service. Please complete the nomination form (attached and linked below) and let us know specifically how your HR Facilitator helps you and your department. Multiple or group nominations for a Facilitator are welcome. All nominees, as well as the award recipient, will be honored at a reception this fall.

Please be as detailed as possible in your nomination. The more specific the information you share, the better we can assess each nominee's contribution.

The nomination deadline is Friday, Aug. 19. Some criteria to consider:
*Ambassadorship - diplomatic; positive attitude; excellent communication skills
*Customer Service - available; flexible; helpful; responsive to needs
*Knowledge - accurate, dependable responses; resourceful
*Teamwork - support within the department; dependable; honest; trustworthy

Return nominations to:
Christie Davis
CB# 1045
Fax: 962-8677
Email: Christie_davis@unc.edu

This email is sponsored by: Office of Human Resources

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, August 4, 2011 1:33 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: FORMAL NOTICE: Football Update

Dear Carolina Colleagues and Students:

My decision last week to ask head football coach Butch Davis to step down was difficult. I think it was the right decision, and I wanted to let you know why I made that call.

Throughout the NCAA investigation of our football program, I said that we would take all accusations seriously and that we would face issues head on. We apologized, and we pledged that the athletic department and the University would be stronger as a result of the investigation. We have cooperated fully with the NCAA and we have moved deliberately, resisting the urge and pressure to make snap judgments.

Early on, I thought that it was important to support Coach Davis and to allow time for improvements in the football program. But in the past few months, I became increasingly concerned about the damage being done to our University's integrity. When we received the NCAA letter of allegations a month ago, I began to think about the need to make a change. After 50 years without any major violations, we are now facing nine allegations. And there are persistent questions about our commitment to academic integrity. In the final analysis, there wasn't any one thing that tipped my decision. It was the cumulative effect of the football-related events of the past year on the University's reputation. The only way to move forward and put this behind us was to make a coaching change to restore confidence in the University as well as our football program.

The difficulty of my decision was compounded by cost (up to $2.7 million under the terms of Coach Davis' contract - all of which will come from the athletic department) and timing (just before the start of training camp for the team). But the reputation of this University and the integrity of our football program have a value beyond any dollar figure or any timeline disruption. I am committed to maintaining our standing as one of the top public universities in the nation - both in academics and in athletics.

Athletic Director Dick Baddour and I named Everett Withers, a member of the current staff, as the interim head football coach. His top priority is to help our student-athletes succeed on and off the field and in the classroom. Dick also announced his decision to step down as athletic director before his planned retirement later this year. He offered to leave his job sooner because he feels strongly that our ability to recruit a new head coach depends on having a new athletic director in place to make that hire. I agree with that and reluctantly accepted Dick's offer. He will serve out his contract through next June, but will step aside and assume other duties when a new athletic director arrives. Right now, we're putting together our response to the NCAA that's due on September 19. Then we'll go before the NCAA infractions committee on October 28. We need Dick Baddour with us when we go to Indianapolis to meet with the NCAA. There is no other person I would rather have by my side than Dick.

One additional issue requires attention this year. I've talked to several faculty members recently, including new Faculty Chair Jan Boxill, about the role of the Honor Court. Jan has agreed to pull

together a group of respected faculty members who will help us consider changes or improvements to the honor system. We have a long tradition of a strong student-run Honor Court, and of course, we'll involve students and Student Government representatives in our analysis. Regardless of the situation with football, it just makes good sense to seek ways to improve our commitment to honor and integrity.

I hope you'll continue to support our student-athletes and the Tar Heel football team. They will play their hearts out, just like last year.

Thanks to those of you I've heard from on this issue since it began. I'll share more updates as developments warrant. In the meantime, best wishes for a great fall semester.

Sincerely,

Holden

This email is sponsored by: Office of the Chancellor

From: nobody@notify.unc.edu on behalf of jevelo_evans@med.unc.edu
Sent: Thursday, August 4, 2011 9:11 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Healthy Volunteers Needed

The Genomic Psychiatric Cohort Study is conducting a research study to better understand the genetic basis of Schizophrenia. We are currently looking for healthy individuals to participate in this research.

You may be eligible to participate in the study if:
* You are over the age of 18
* You are willing to complete a 10 minute screening questionnaire
* You are willing to participate in a blood draw
* There is No History of Psychosis or Mania in neither you or your Immediate Family

To add yourself to our list of healthy volunteers, visit our website:
http://www.med.unc.edu/psych/research/healthy-volunteers

UNC IRB # 08-1465
January 23, 2009
Committee on the Protection of the Rights of Human Subjects
The BioMedical IRB
University of North Carolina

This email is sponsored by: Psychiatry

This email is sponsored by: Psychiatry

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From: nobody@notify.unc.edu on behalf of cjgillen@email.unc.edu
Sent: Monday, August 8, 2011 8:18 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Study on Alcohol Consumption and Addiction

---

IRB# 09-0939

Are you drinking too much?

* Have you tried to cut down your alcohol use but can't?
* Have you increased the amount of alcohol you drink?
* Is your alcohol use creating problems in your life?

The University of North Carolina at Chapel Hill is seeking volunteers for a research study using an FDA approved medication for the treatment of heavy alcohol drinking. The research study will involve a free evaluation interview and, if you qualify, free counseling sessions. If you're between the ages of 18 and 65 and are having problems with alcohol, you may be able to participate in this new clinical research study.

You are assured of strict confidentiality.

If interested, please call Cody at 919-966-0011 or email at cjgillen@email.unc.edu

This study was approved on 07/24/09 by the Office of Human Research Ethics, IRB # 09-0939.

This email is sponsored by: Psychiatry

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From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, August 9, 2011 1:27 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Coming soon to the Ackland

Drawing in the Galleries

Saturday, August 13, 10:00 AM - 12:00 PM

Every month, Amanda Hughes, director of external affairs at the Ackland, meets with friends of the Museum who have an interest in practicing and strengthening their drawing skills. Participants have the opportunity to uncover the challenges the original artists faced and experience the pleasure of sharing in the creative process. Each session incorporates a short discussion on a work of art.

Bring paper and dry media (crayon, pencils, etc.). All levels are welcome.

Free

Drawing for Kids

Saturday, August 13, 10:00 AM - 12:00 PM

This program invites 9- to 12-year-olds to look at artists' techniques and tricks in the Ackland's permanent collections and special exhibitions. Participants explore selected works in the Museum's collection and identify skills that the artist used to make them. Skilled gallery teachers demonstrate and teach students those skills, which they can apply in their own art. A mix of drawing from works on display and creating one's own original works is offered in each session. Materials provided.

Free to members | $5 non-members.

Registration required and limited. To register, call 919.962.0479.

Thursday, August 18, 1:00 - 4:00 PM

Every other month, the Ackland invites members of the public to bring in a work of art for consideration by an Ackland expert. Curators may offer insight into the significance of the piece and its subject matter, as well as the techniques used by the artist and the work's condition. Please note: the Ackland staff is unable to authenticate or financially appraise works of art.

Limit **one** work of art per person. **Registration required**: please call 919.843.3677 to make an appointment.

Free to Ackland members, $10 non-members.

Going on a Lion Hunt: An Ackland-Kidzu Workshop

Thursday, August 18, 4:00 - 5:30 PM

Spend an afternoon exploring the ancient western world, looking at people, places and LIONS! We will be going on a docent-led hunt through the museum to find lions both tame and fierce. Once we finish in the galleries we will head to the studio to create our own lion out of a wide variety of textiles. What does your inner lion look like?

Participants must be 4-8 years old and **registration is required**. We will be meeting at the Ackland. **Please call Kidzu at 919.933.1455 to register**.

$5 per child

Eat, Drink, Dance, and Celebrate at the Ackland

on Saturday, 24 September 2011

8:00 PM to Midnight

The theme for this year's FUNdraiser for the Ackland Art Museum takes its cue from the who's-who black and white ball given by Truman Capote in 1966. With a guest list of 500, Capote brought together the famous and the infamous in publishing, film, and art, for a memorable evening designed to celebrate the creative impulse.

The Ackland Black and White Gala is certain to be an outstanding evening of excellent food, drink, music, poetry, and, of course, art.

All Gala proceeds support the Exhibition and Education Program at the Ackland.

Save the date. Join us as we celebrate. Support us as we bring art to and nurture ideas within the Carolina campus and community.

Ticket information forthcoming at ackland.org.

For more information on the Ackland, visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Click here for more information on the benefits of membership and how your membership dollars support our mission.

Comments on the Ackland's e-news? Send an email to the editor.

Thank you for subscribing to the Ackland e-news!

If you no longer wish to receive this newsletter, click here to be unsubscribed.

Did a friend forward you this Ackland e-news? Subscribe here and get your very own copy every week.

Hans Hofmann, American, born in Germany, 1880-1966: *Undulating Expanse*, 1955; oil on canvas. Ackland Fund.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, August 9, 2011 8:16 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: 2011-2012 Carolina Men's Basketball Season Tickets Available Now

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Dear Carolina Basketball Fan:

As fall approaches, it's time for another exciting year of Carolina Men's Basketball. In addition to eight ACC opponents, the Tar Heels will host ten non-conference opponents. As a member of the Carolina family, we would like to extend to you the opportunity to purchase season tickets or an attractive half-season package. Season tickets (18 home games) for the 2011-2012 season are $630.00 and the nine game package (4 conference/5 non-conference games) costs $425.00. No more than two tickets may be purchased per family, even if both husband and wife are employees of the University or UNC Hospitals.

If you ordered season or half-season basketball tickets in 2010-2011, a renewal email has been sent to the email address to which last year's order is associated. If you are new to UNC or did not order season or half-season basketball tickets in 2010-2011, you may pick up an application at the Smith Center Ticket Office by presenting your UNC OneCard or UNC Hospitals ID. Please note that the UNC Athletic Ticket Office is located in the ground floor of the Ernie Williamson Athletic Center, adjacent to Koury Natatorium. Hours are Monday-Friday 8:00am - 5:00pm. You may also use the renewal application to purchase tickets to the exhibition game versus UNC-Pembroke, which is not a part of the season ticket package.

Faculty and staff season tickets are not guaranteed. The Ticket Office will make every attempt to fulfill each order. Orders may be reduced from a full-season to a half-season or may not be fulfilled at all, based on faculty/staff priority points. You will be refunded the difference if your order is unable to be completely fulfilled. The Ticket Office will contact you after the September 6th deadline if your order is adjusted or cancelled. Faculty and staff tickets are assigned based on a points system that takes into account years of service at the University and years of ordering tickets. For additional information regarding the faculty and staff point system, as well as all ticket information, please visit www.tarheelblue.com/faculty.

Please do not use campus mail to send your application and payment. In order to receive your faculty/staff ticket priority, the UNC Athletic Ticket Office must receive your ticket order form no later than September 6, 2011. For after hours delivery, please use the secure drop-box to the right of the ticket windows.

We look forward to seeing you at the Smith Center this season as we tip-off a new season of CAROLINA BASKETBALL!

This email is sponsored by: Athletics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: bounce-29632870-41757788@listserv.unc.edu on behalf of VanDrimmelen, Jeff <jeffvand@unc.edu>
Sent: Wednesday, August 10, 2011 8:54 AM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] [oasis-supported-faculty] Sakai - Upcoming Events to Get Help for Faculty

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Interested in using Sakai this fall to teach your class? Do you feel ready?

Join a:

- workshop (last offered August 19),
- webinar or a face-to-face consultation (last offered August 12).

Workshops, webinar and face-to-face consultations will resume in mid-September.

Or pop by during our:

- drop-in session on Thursday, August 11 at the Center for Faculty Excellence
- Sakai Fest on August 17.

All throughout the fall semester there will be resources available to help you with Sakai:

- Online, on-demand tutorials
- How to videos
- Documentation
- Quiz migration
- Migrate Content tool

You are currently subscribed to oasis-supported-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=41778754.8fdc2f926fd817288d21861035d6c668&n=T&l=oasis-supported-faculty&o=29632863

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-29632863-41778754.8fdc2f926fd817288d21861035d6c668@listserv.unc.edu

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of katharine_thurlow@med.unc.edu
Sent: Wednesday, August 10, 2011 8:22 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Research Subjects Needed for Study

Research Subjects Needed for Study

Are you SCHEDULED to have a ROUTINE COLONOSCOPY performed at UNC in the near future?

If yes, then you may be eligible to participate in a research study investigating the role of bacteria found normally living in the gut.

This study is recruiting both HEALTHY and IBS subjects suffering from diarrhea.

This study will involve ONE screening visit and ONE procedure visit to have a "sigmoidoscopy" performed at UNC endoscopy clinics 1 to 3 weeks PRIOR to your planned colonoscopy at UNC.

Subjects will be compensated $260 for complete participation in this study.

<Please note that Biomedical IRB study #10-0629 (approved 5/3/11) does not provide the colonoscopy; this should be scheduled and covered by the research subject's insurance>

If you are interested in participating or would like to learn more about this study, please contact study coordinator Katharine Thurlow at 919-843-1003 or email Katharine_Thurlow@med.unc.edu.

Thank you for your interest in our study.

This email is sponsored by: Division of Gastroenterology and Hepatology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of aspire@unc.edu
Sent: Wednesday, August 10, 2011 8:42 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Do you have a Child or Adolescent with Autism?

The ASPIRE team is conducting a research study to examine if a commonly used medication in children and adolescents with Autistic Disorder might be helpful in treating irritable behaviors. If your child has been diagnosed with Autistic Disorder, is 6-17 years of age, and has symptoms of irritability he/she may be eligible. Participants must be willing to complete blood draws/EKGs and undergo study doctor assessments. All studies involve potential risks to participants. The study team will tell you all the specific risks of this study.

Participants will be compensated for their time

Participation will include:
* 30-48 weeks of involvement, including appointments to UNC Hospitals

Please contact us for more information:
Email: aspire@unc.edu
Phone: 1-800-708-0048
Website: www.psychiatry.unc.edu/aspire

IRB # 11-0964
Approval by Biomedical IRB on: 6/28/2011
Title of Study: Safety and Efficacy of Aripiprazole in the Long-Term Maintenance Treatment of Pediatric Patients with Irritability Associated with Autistic Disorder
PI: Lin Sikich, MD

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	bounce-29639875-41805570@listserv.unc.edu on behalf of Reid, Dee <deereid@unc.edu>
Sent:	Thursday, August 11, 2011 8:43 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	Administrative Managers <asmgrs@listserv.unc.edu>; Millbank, Beth <beth_millbank@unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] Learn to use Sakai for your classes
Attach:	Sakai Updates August 2011.doc.docx

The enclosed and attached messages are being sent on behalf of Beth Millbank at Information Technology Services to all faculty in the College of Arts and Sciences, with an information copy to administrative managers. Please note that Sakai will replace Blackboard as UNC's learning management system by December 2012. Now is a good time to learn how to use it.

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Sakai updates

Here's a roundup of Sakai updates and resources to help ease into the new academic year.

SakaiFest offers fun and fundamentals
Teaching in Sakai this fall? Then take part in Carolina's first ever SakaiFest on Wednesday, August 17.

Be sure to drop by one of several locations on campus to get Sakai information and help. IT support staff will be at the ready to answer questions, help migrate content and assist in the course setup process. Participants will have the opportunity to enter a raffle for an Apple TV and other prizes.

SakaiFest will take place from 8:30 a.m. to 12:30 p.m. at Rosenau 201A and Davis Library 246 and from 12:30 p.m. to 4:30 p.m. at Carrington Hall 1300 and Hamilton Hall 228.

To learn more about SakaiFest and other available assistance, visit http://blog.sakai.unc.edu/services/.

Course Tracking Tool
This fall a large number of courses will be offered in both Blackboard and Sakai. To minimize potential confusion about where students can find their courses, faculty will be asked to use the new Course Tracking Tool to indicate which learning management system (Sakai, Blackboard, or none) they will use for each of their fall courses.

It is a simple process and selections can be changed by faculty at any time. Instructors are asked to log in, select the system each course will use and log out. The information collected will be used to ensure a given course is only available in one system. In addition, migration reports will be provided to campus based on the information faculty provide.

Find the new Course Tracking tool at https://itsapps.unc.edu/course-tracking.

On-campus Group Workshops
Small group sessions focusing on assignments, grading, tests and quizzes and more begin Aug. 8

To register for a session, visit http://reg.abcsignup.com/view/view_month.aspx?as=52&wp=887&aid=UNC-ITS

Personal Consultations
Have a few questions or prefer to learn in your own office? Sign up for face-to-face or online (webinar) consultations at a time convenient to you. Personal consultations are available on a first-come, first served basis. To register, visit http://reg.abcsignup.com/view/view_month.aspx?as=52&wp=887&aid=UNC-ITS

Sakai @ UNC Tutorials
Prefer to try Sakai first before seeking help? Tutorials are available at http://sakaitutorials.unc.edu. Learn how to migrate content from Blackboard to Sakai at http://sakaitutorials.unc.edu/?Migrate_from_Bb_to_Sakai.

To learn more about Sakai, visit http://blog.sakai.unc.edu/services/ .

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Sunday, August 14, 2011 8:17 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Printing cost increase in student computing labs

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In an action that reflects the difficult budgetary conditions facing the University, Information Technology Services (ITS) is increasing the amount currently charged for printing in campus student computing labs.

As of August 5, it will cost ten cents per page to print in the labs (up from five cents). Each student will receive an allocation of 400 pages per semester before they will be required to add any funds to their OneCards.

This decision was made in consultation with student government and is deemed necessary in order to maintain availability of this service, help off-set expenses, and to make costs consistent across campus-wide printing services.

Charles "Charlie" Green, Ph.D
Assistant Vice Chancellor for Teaching and Learning

Mary Cooper
Student Body President

This email is sponsored by: Information Technology Services

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: bounce-29666989-41990640@listserv.unc.edu on behalf of Reid, Dee <deereid@unc.edu>
Sent: Tuesday, August 16, 2011 10:27 AM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc: Administrative Managers <asmgrs@listserv.unc.edu>; Beattie, Kirsten <kbeattie@email.unc.edu>
Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] FW: Two opportunities for College faculty

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The enclosed information is being sent on behalf of the Institute for the Arts and Humanities to all faculty in the College of Arts and Sciences, with an information copy to administrative managers.
###
The Institute for the Arts and Humanities invites all faculty in the College to participate in two events in Hyde Hall next week:
Wednesday, August 24 & September 7 – Grants Mentoring Workshop 3:30 to 5:30 p.m.
All UNC faculty preparing grants for funding or support in the arts and humanities are invited to participate in a workshop for NEH, ACLS, IAH or other proposals in a small group led by previous award winners in Hyde Hall. RSVP for the two-part workshop by Wednesday, Aug. 17, to Erica Longenbach at 843-2651 or erica.longenbach@unc.edu.
More info: http://iah.unc.edu/calendar/grantsworkshop2011
Thursday, August 25 – Welcome Back Reception 4 to 6 p.m.
Join us as we ring in the new academic year with our annual "welcome back" reception and gathering in Hyde Hall. The reception marks the start of the Institute's 25th Anniversary celebrations. All College of Arts & Sciences faculty are invited to attend, and no RSVPs are needed.
More info: http://iah.unc.edu/calendar/augreception2011
The Institute for the Arts and Humanities in the College of Arts and Sciences offers programs and activities that support UNC faculty at every stage of their careers. The IAH funds individual and collaborative research, showcases faculty work, develops faculty leaders and teachers, and facilitates the formation of collaborative, interdisciplinary communities that promote intellectual exchange. Visit iah.unc.edu to learn more, and join the conversation.

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, August 16, 2011 3:44 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] "Carolina Collects," Store Sale, Music, and More!

Carolina Collects: 150 Years of Modern and Contemporary Art

Opens 9 September 2011

7:00-9:00 PM Opening Reception | Reply to acklandRSVP@unc.edu

Gathered from the private collections of more than 45 alumni of The University of North Carolina at Chapel Hill, *Carolina Collects: 150 Years of Modern and Contemporary Art* brings together nearly 90 hidden treasures by some of the most renowned artists of the modern era.

From Claude Monet to Alexander Calder, from Louise Bourgeois to Yayoi Kusama, *Carolina Collects* offers an extraordinary overview of art of the past 150 years through paintings, drawings, prints, photographs, and sculptures, many of which have rarely been exhibited.

Learn more about *Carolina Collects*...

Going on a Lion Hunt: An Ackland-Kidzu Workshop

Thursday, 18 August, 4:00-5:30 PM

Spend an afternoon exploring the ancient western world, looking at people, places and LIONS! Children ages 4 to 8 will go on a docent-led hunt through the Museum to find lions both tame and fierce. They then head to the studio to create their own lions out of a wide variety of textiles.

Registration is required. Please call Kidzu at 919.933.1455 to register.
Meet at the Ackland.

$5 per child

Thursday, 18 August, 1:00-4:00 PM

Every other month, the Ackland invites members of the public to bring in a work of art for consideration by an Ackland expert. Curators may offer insight into the significance of the piece and its subject matter, as well as the techniques used by the artist and the work's condition. Please note: the Ackland staff is unable to authenticate or financially appraise works of art.

Limit **one** work of art per person. **Registration required**: please call 919.843.3677 to make an appointment.

Free to Ackland members, $10 non-members.

Music in the Galleries: "Folk by Four"

Sunday, 21 August, 2:00-3:00 PM

Spend your afternoon at the Ackland with Carrboro's Folk by Four. Their blend of gospel, folk, and bluegrass will be the perfect ending to our summer series of Music in the Galleries concerts.

Reservations and tickets are **NOT REQUIRED**, but please arrive early to find a spot.

Free

Yoga in the Galleries

Tuesday, 23 August, 12:00-1:00 PM

Namasté! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland!

Sessions led by Joanne Marshall. Beginners are welcome.

Yoga mats and cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended.

Free to members | $5 non-members. Space is limited. Register by email: acklandRSVP@unc.edu.

Visit the Ackland Museum Store at the Corner of Franklin and Columbia Streets in downtown Chapel Hill!

End-of-Summer Sale! August 19 through 28, 2011

30% off selected merchandise.

Ackland Art Museum Members receive an additional 10% off!

All proceeds from the Store support the Ackland Art Museum's exhibition and education programs.

Store Hours: Mon - Sat 10:00 AM - 5:30 PM, Thu 10:00 AM - 8:30 PM, Sun 12:00 - 5:00 PM

Telephone: 919.962.0216

Ackland Art Museum Members receive a 10% discount on all Museum Store purchases. In addition, members enjoy special discounts during several designated Member Shopping Days throughout the year. Become a member today!

Learn more about current and upcoming exhibitions in the Ackland Museum Store's retail gallery space.

For more information on the Ackland, visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Click here for more information on the benefits of membership and how your membership dollars support our mission.

Comments on the Ackland's e-news? Send an email to the editor.

Thank you for subscribing to the Ackland e-news!

If you no longer wish to receive this newsletter, click here to be unsubscribed.

Did a friend forward you this Ackland e-news? Subscribe here and get your very own copy every week.

Unidentified Artist: *Clazomenian Sarcophagus: Sphinx Flanked by Lions* (detail), c. 530 BCE; terra cotta. Ackland Fund.
Hans Hofmann, American, born in Germany, 1880-1966: *Undulating Expanse*, 1955; oil on canvas. Ackland Fund.

From: National African Language Resource Center <nyasha@ncolctl.ccsend.com>
Sent: Tuesday, August 16, 2011 4:26 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: 2012 Summner Institute Announcement

Having trouble viewing this email? Click here

nalrc website banner

A Second Language Acquisition Certificate Program for African Language Instructors

As interest in African language learning and teaching increases, so does the need to prepare graduate students, teaching assistants who are planning to pursue African language teaching as a profession and faculty members in the field who need retooling. The 2012 Summer Institute has been designed to help meet this need. It will train fellows in a number of crucial areas central to the effective operation of an African Language Program

Program Description

The program consists of a two-week intensive introduction to

a) Teaching the skills of Speaking and Listening in the African Language Classroom;
b) Teaching the Skills of Writing and Reading in the African Language Classroom.
c) Testing and Assessing the Four Skills in the African Language Classroom.
d) Lesson Planning and Classroom Management.

Participants will move from a theoretical overview to hands- on practice in teaching the four language skills: listening, speaking, reading and

writing, and assessing them.

Fees and related costs

The NALRC will cover the program fees (such as registration fees, administration costs and instruction costs) for all selected applicants. Other expenses, such as transportation, food, lodging, and books will be the responsibility of each participant's African Studies Program. Participants are encouraged to ask for support from their respective African Language or African Studies programs to cover expenses that the NALRC will not cover.

Eligibility

Graduate students in good standing in any African language, linguistics, cultural studies, literature, second language acquisition, or any related field at an accredited institution of higher education are eligible. African language instructors and scholars may also apply. Preference will be given to those who have not attended the Institute before. In addition, all applicants must demonstrate serious interest in African language learning and teaching.

Application Process

Applicants should submit a letter of application and supporting documents for the 2012 Summer Institute by September 30, 2011. Applicants will be notified of selection by October 31, 2011. Supporting documents include:

- a CV
- two letters of recommendation indicating the importance of the training for the applicant. One of the letters must be from the executive officer of the applicant's home department or African studies program, or Programs Language Coordinator.

You can submit your application and supporting documents through the electronic mail
nalrc@mailplus.wisc.edu

If you have a foreign visa, please speak with Akinsola Ogundeji at 608-265-7901 or e-mail nalrc@mailplus.wisc.edu

Forward email

This email was sent to smutima@email.unc.edu by nalrc@mailplus.wisc.edu
Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.

National African Languages Resource Center | 455 N Park St | 4231 Humanities Building | Madison | WI | 53706

From:	nobody@notify.unc.edu on behalf of ahowell@med.unc.edu
Sent:	Tuesday, August 16, 2011 8:19 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: UNC Type 2 Diabetes Study

Do You Have Type 2 Diabetes?

The UNC Diabetes Care Center is currently seeking volunteers to participate in a research study of an investigational new insulin agent in combination with liraglutide (Victoza) to see if it can provide more consistent blood sugar control in people with type 2 diabetes.

The length of the study is approximately 6 months and visits will take place at the UNC Diabetes Care Center.
Study related benefits at no cost to you include, study medication, related lab testing, ECGs, physical exams, glucose monitoring and compensation for your time and travel.

You may qualify if you:

- Are 18 years or older
- Have had a diagnosis of type 2 diabetes for at least 6 months
- Are currently taking metformin (glucophage) and/or Actos
- Have an HbA1c level between 7.0 and 10.0 %

For more information please call:

Amber Howell
Clinical Research Assistant
UNC Diabetes Care Center
919-484-0931 ext. 269
ahowell@med.unc.edu

This email is sponsored by: UNC Diabetes Care Center
This study received approval from the UNC Office of Human Research Ethics, IRB full board 5/4/2011
IRB study # 11-0739

This email is sponsored by: UNC Diabetes Care Center

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From: nobody@notify.unc.edu on behalf of ibsresearch@med.unc.edu
Sent: Wednesday, August 17, 2011 8:20 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: INFORMATIONAL: Research Study on the Causes of IBS

The UNC Center for Functional GI and Motility Disorders is conducting a health research study to identify the causes of IBS symptoms.

Participants must be between the ages of 18-70 and have a doctor's diagnosis of IBS. A limited number of healthy people with no gastrointestinal symptoms will be enrolled in a comparison group. Qualified subjects will receive compensation for participation.

For more information on how to sign up please visit:
www.uncmedresearch.com/ibsstudy

You can also call Lenore Keck, RN toll free at 866-227-0067 if you have any questions.

Study 01-1397/CTRC-1846
Approved by the Biomedical IRB 7/11/11-7/09/12

This email is sponsored by: Department of Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of mindfulness@med.unc.edu
Sent: Wednesday, August 17, 2011 8:40 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Upcoming Mindfulness Courses for Stress & Pain Managment-REGISTER NOW!

Are you looking for a new way to deal with stress, anxiety, pain, and difficult interactions with others?

Do you want to learn how to slow down and enjoy your life?

Mindfulness can make a difference!

The UNC Mindfulness-based Program for Stress and Pain Management offers training in meditation and mind-body awareness that will teach you how to slow down and set priorities while remaining calm, focused and relaxed in the midst of a busy life. These practices will enhance your body's natural adaptive healing ability and will cultivate the mind's clarity and insight.

This program follows Jon Kabat-Zinn's model and is offered by the Program on Integrative Medicine at UNC (Department of Physical Medicine & Rehabilitation).

For detailed information about our basic foundation courses, visit the Program on Integrative Medicine website at http://www.med.unc.edu/phyrehab/pim/mindfulness-program/basic-foundation-course-mindfulness-based-stress-reduction.

UPCOMING FALL 2011 FOUNDATION MINDFULNESS COURSES:

1) Tuesday MORNINGS, 9:30am-12:00pm, beginning September 20 (required orientation) through November 15, 2011, taught by Susan Head at the UNC Wellness Center at Meadowmont

2) Tuesday EVENINGS, 6:00pm-8:30pm, beginning September 20 (required orientation) through November 15, 2011, taught by Susan Head at the Tate-Turner-Kuralt Bldg (UNC School of Social Work)

3) Friday MORNINGS, 10:00am-12:30pm, beginning October 6 (required orientation on a THURSDAY) through December 9, 2011, taught by Paula Huffman at Chapel Hill Doctors Integrative Health Center in Chapel Hill.

4) Thursday EVENINGS, 6:00pm-8:30pm, beginning October 6 (required orientation) through December 8, 2011, taught by Paula Huffman at the Tate-Turner-Kuralt Bldg (UNC School of Social Work)

For information about upcoming course schedules, tuition, and tuition reductions for research participation, visit our website at http://www.med.unc.edu/phyrehab/pim/mindfulness-program. To register for these mindfulness courses, download and complete the registration form at the link above as well.

Questions? Contact the Program by phone at 919-966-8586 or by email at mindfulness@med.unc.edu

This email is sponsored by: Department of Physical Medicine & Rehabilitation

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of bpearson@med.unc.edu
Sent: Wednesday, August 17, 2011 9:01 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Seeking women with depression who are 0-12 months postpartum

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Are you, or is someone you know, suffering from postpartum depression?

Postpartum Depression Research study seeking healthy women, 0-12 months postpartum, who are depressed, but not currently on antidepressant medication.

This study is designed to assess the efficacy of repetitive transcranial magnetic stimulation (rTMS), an FDA approved treatment for major depression in adults, for the treatment of postpartum depression.

All office visits, medical evaluations, and rTMS treatments related to this study will be provided at no cost to patients.

For more information, please call Brenda at 843-8084.

Approved 7/08/11 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board. IRB# 11-0894

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: bounce-29685106-42070711@listserv.unc.edu on behalf of WebEvent <webevent@unc.edu>

Sent: Thursday, August 18, 2011 6:03 PM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] WebEvent Reminder: Aug 21 - 7 p.m. Eastern Time (US and Canada) Time ; New Student Convocation

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WebEvent Reminder

Title: New Student Convocation
Date: Sunday, August 21, 2011
Time: 7 p.m. Eastern Time (US and Canada) Time

Description: New Student Convocation is a formal welcome to the University, designed to engage students in the intellectual endeavors of our University and to introduce them to the proud traditions of Carolina. By attending this ceremony and representing your School and the work it does with undergraduates, you play a critical role in exposing new students to your field and the opportunities of the academic community from the very start.

Your participation enhances New Student Convocation and helps it to more closely mirror the formal graduation ceremony. Thus, I am writing to invite you to join the Chancellor, and others, in the formal processional of the New Student Convocation that will be held this year on Sunday, August 21, 2011, at 7:00 p.m. in the Carmichael Arena located on South Road. The work you do on behalf of new students is critical to their success at Carolina, so Chancellor Thorp will take a moment to recognize you and others during the ceremony.

We request that all members of the faculty wear academic regalia. The stage party will process at 7:15 p.m. hut please plan to arrive by 6:45 p.m. and meet in the Media Room on the first floor, room 1515, for rohing. Parking will be available in the Bell Tower Parking Lot. You will need to enter the area via the old drive next to the football center.

As seating will be reserved, please RSVP to Stephanie Thurman at 962-2198 (or email sthurman@email.unc.edu) by Friday, August 5th.

Please note that this year we have developed a special "pep rally" that will conclude New Student Convocation and kick-off Fallfest. The pep rally portion of the program will begin immediately after the academic recession. You are more than welcome to stay for this portion of the program.

It is my sincere hope that you will join us for this event. Thank you for your commitment to undergraduate education at Carolina.

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of marron@email.unc.edu
Sent: Thursday, August 18, 2011 8:19 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: FREE STATISTICAL CONSULTING

Free Statistical Consulting

The UNC Department of Statistics and Operations Research announces the availability of free statistical consulting. Our goal is to teach this important skill to graduate students, but you can get some free statistical assistance in the process.

The course format involves clients giving a presentation about the problem at hand. This generates a question and answer dialog, which by itself has proven to be useful in helping clients formulate their ideas.
Then typically one student is assigned to work on the actual data, with a final written report expected.

In the past we have worked with a very wide range of clients, from Masters students needing help with the statistical end of their dissertation, all the way up to distinguished professors. While there are limits to what can be done in the context of this course, some contacts initially made through this course have led to ongoing joint research, grant proposals and published papers in very diverse fields.

To sign up for this type of consulting, or to discuss this further, please contact Steve Marron, Department of Statistics and Operations Research, UNC, CB 3260, Email: marron@email.unc.edu. Additional information is available at the web address:

http://www.stat-or.unc.edu/consulting/statistical_consulting

This email is sponsored by: Dept. of Statistics and O.R.

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Friday, August 19, 2011 6:44 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	FORMAL NOTICE: UNC Public Safety Investigates Attempted Sexual Assault Report

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ATTENTION UNC STUDENTS, STAFF, AND FACULTY:

UNC Public Safety is investigating the report of an attempted sexual assault which occurred at 3:30 a.m. Friday, Aug. 19. A female UNC student reported the incident to UNC Police midday Friday.

A dark-skinned black male, described as bald, aged 35 - 40, with average height and build approached the victim as she walked alone on campus. The suspect pushed the victim to the ground near the sundial in front of the Morehead Planetarium and Science Center. The victim, who was not injured, was quickly able to escape; the suspect fled the scene on foot.

UNC Police are asking anyone with information which may help to identify the suspect to call 911 or contact CrimeStoppers at (919) 942-7515. Calls are confidential and anonymous.

University police also remind the campus community to be vigilant about personal safety and report any suspicious activity by calling 911 immediately. For a list of safety tips, see the following link through the Alert Carolina website:

http://www.alertcarolina.unc.edu/go/doc/1395/158078/

Thank You,
UNC Public Safety

This email is sponsored by: UNC Public Safety

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, August 19, 2011 8:25 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Participants Needed: Measuring Task Performance 2

Participants Needed: Measuring Task Performance 2

We are looking for participants to help us with our research into decision-making. The purpose of this study is to better understand the ways in which people think and make decisions under uncertain conditions. If you agree to participate, we will ask you to complete simple judgment or problem solving tasks.

Please visit our website to sign up www.c4dr.unc.edu or stay informed about
new studies by visiting our UNC Center for Decision Research facebook page.

Location: Kenan-Flagler Behavioral Lab, McColl 4402/4404
Duration: 30-45 minutes
Pay: $2 - $12
IRB #10 - 1646

Approved by the UNC Behavioral IRB on August 15th, 2011.

This email is sponsored by: Center for Decision Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: bounce-29709927-42273918@listserv.unc.edu on behalf of WebEvent <webevent@unc.edu>

Sent: Monday, August 22, 2011 2:33 PM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] WebEvent Reminder: Aug 24 - 3:30 p.m. Eastern Time (US and Canada) Time ; Grants Mentoring Workshop (Inst for Arts & Humanities)

WebEvent Reminder

Title: Grants Mentoring Workshop (Inst for Arts & Humanities)
Date: Wednesday, August 24, 2011
Time: 3:30 p.m. - 5:30 p.m. Eastern Time (US and Canada) Time

Description: The Institute for the Arts and Humanities invites all faculty in the College to participate in two events in Hyde Hall next week:

Wednesday, August 24 & September 7 – Grants Mentoring Workshop 3:30 to 5:30 p.m.
All UNC faculty preparing grants for funding or support in the arts and humanities are invited to participate in a workshop for NEH, ACLS, IAH or other proposals in a small group led by previous award winners in Hyde Hall. RSVP for the two-part workshop by Wednesday, Aug. 17, to Erica Longenbach at 843-2651 or erica.longenbach@unc.edu.

More info: http://iah.unc.edu/calendar/grantsworkshop2011

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

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--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, August 22, 2011 8:34 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: URC 2011 FALL ANNOUNCEMENT

UNIVERSITY RESEARCH COUNCIL FALL AWARDS DEADLINE- September 26
URC Announces 2011 Deadline for Fall Awards
The Office of the Vice Chancellor for Research sponsors a small grant program for faculty and professional librarians at UNC-CH. There are two types of grants, Research and Publication. A faculty member or professional librarians may submit only one URC proposal each semester- either research or publication. The maximum total award is $5,000 to be used over a two year period.

Research grants support the scientific, scholarly or artistic efforts of faculty to cover cost such as collecting pilot data, research related travel, research equipment or supplies, or the cost of smaller scale projects.

Publication grants help pay the cost for publishing scientific, scholarly, or artistic work to cover cost for such things as photographs, drawings, figures or tables, or permissions to reprint.

For more information, contact Jennifer Pruitt, 962-7757, or refer to http://research.unc.edu/red/internal.php#urc. URC award notices for the Fall term are expected to be sent out by December 1, 2011.

This email is sponsored by: Vice Chancellor for Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: bounce-29715526-42323739@listserv.unc.edu on behalf of Reid, Dee <deereid@unc.edu>
Sent: Tuesday, August 23, 2011 8:44 AM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] MESSAGE FROM THE DEAN

The enclosed message from Dean Karen Gil is being sent to all faculty and staff in the College of Arts and Sciences.

# # #

Dear Faculty and Staff Colleagues,

Welcome to the start of another academic year. I hope you enjoyed your summer.

I want to take this opportunity to thank you for all that you do to distinguish Carolina and the College of Arts and Sciences, especially in these challenging times. I know that you are working harder now with fewer resources to ensure that our students receive an outstanding education. Your commitment to our academic mission is felt every day in classrooms and offices across our campus.

Let me bring you up to date on the budget situation. As you may know from news accounts and the Chancellor's emails, Carolina's 2011/12 permanent state budget allocation has been cut by nearly 18%, which is deeper than expected. The College's share of this reduction amounts to a total loss of about $10.5 million.

While this cut is daunting, we also received an allocation of tuition and enrollment-increase funds from the Provost that is helping to offset the net effects of our budget cut. This allocation recognizes that our faculty are responsible for 86% of the undergraduate credit hours on this campus.

Nevertheless, faculty and staff salaries remain frozen and we had to reduce funds to units across the College. This has resulted in a decrease in instructional budgets, graduate student support and staff positions, and an increase in the size of our classes. For a fuller picture of the economic challenges facing the University, please see the Chancellor's budget page online.

The good news is that, thanks to advanced planning and private support, we were able to hire new faculty, who are joining us this year. We welcome our new colleagues. We also have authorized a limited number of new faculty searches for 2011/12, which means more teachers and scholars will join the College in 2012/13.

All of us in the Dean's Office appreciate what you do every day for Carolina and the College. We look forward to working with you as we begin another new academic year.

With best regards,

Karen M. Gil
Dean

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

From:	nobody@notify.unc.edu on behalf of ahowell@med.unc.edu
Sent:	Tuesday, August 23, 2011 8:25 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Type 2 Diabetes Study at UNC

The UNC Diabetes Care Center is now enrolling adult volunteers into the LEADER research study.

LEADER (Liraglutide Effect and Action in Diabetes:
Evaluation of Cardiovascular Outcome Results) aims to assess and confirm the cardiovascular safety of Liraglutide (Victoza). and potentially show
the ability of Liraglutide to improve cardiovascular outcomes.

This is a long term cardiovascular research study of Liraglutide, you may either receive the study drug or a placebo (that looks like the study drug but is not active drug.) Your participation will last until 2016 and
consist of approximately 2-7 visits to the research site each year.

You may be eligible for the research study if you are age 50 years or older, have type 2 diabetes, cardiovascular disease and are not currently taking the diabetes drugs Victoza or Byetta.

If you are eligible you will receive diabetes care tbrough the research study doctor, diabetes testing supplies, and study medication at no cost to you.

For more information about this trial please contact:
Amber Howell
Clinical Research Assistant
UNC Diabetes Care Center
919-484-0931 ext 269
abowell@med.unc.edu

This study received IRB approval from the UNC office of Human Research Ethics, IRB Full board on 12/03/2010
IRB study # 10-1701

This email is sponsored by: UNC Diabetes Care Center

This email is sponsored by: Diabetes Care Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of natpri@email.unc.edu
Sent: Tuesday, August 23, 2011 8:45 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Pill Camera Colonoscopy Study

PILLCAM. (SWALLOWED) VIDEO COLON CAPSULE STUDY AT UNC

We are seeking volunteers -ages 50-75, to join a research program studying an investigational device for colonoscopy called "Video Capsule Colonoscopy." This study will compare findings between two endoscopic methods; comparing video capsule colonoscopy to standard colonoscopy. Interested and eligible subjects will undergo both study procedures.

Subjects must have no swallowing disorders and be in generally good health.

Subjects will be reimbursed up to $800 for your time and efforts in this study.

For more information, please contact the study coordinator, Natalie Pritchett, at nataliepritch@gmail.com or call at (919) 966-0764.

This study (11-1120) has been approved by the UNC Biomedical IRB 7/6/2011.

This email is sponsored by: UNC Center for Digestive Diseases and Nutrition

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of scott.wallace@cidd.unc.edu
Sent: Tuesday, August 23, 2011 9:53 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Study of Autism and Infant Brain Development

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The Infant Brain Imaging Study (IBIS) Network at UNC is actively seeking to enroll families who have a child with an autism spectrum disorder AND an infant sibling 6 months old or younger.

The IBIS Network is examining the very early features that may be characteristic of infants at risk for autism. The goal is to study the developing brain in infancy, before a possible diagnosis is determined.

At the University of North Carolina, researchers are studying the brain development of children from 6 to 24 months of age. Developmental evaluations and MRI scans of your child's brain will be completed at 6, 12 and 24 months of age.

By doing both MRI brain scans and behavioral assessments at these 3 time points, researchers hope to be able to understand the relationship between brain development and the onset of autistic symptoms in children at higher risk for autism (infants with older brothers and sisters with autism).

Findings from this study may provide important clues to early detection and intervention. These services are provided at no charge to your family. Compensation for participation and the arrangement of your travel to Chapel Hill will be provided.

To learn more about participating in this study, please contact the UNC IBIS Network site by email at scott.wallace@cidd.edu.unc or by phone (800) 793-5715. Also, to learn more about this research project please visit www.ibis-network.org.

Study Title: Brain Development in Infants at High Risk for Autism
Study #: 05-2293 (Former IRB Number 05-PSYCH-817)
Approval Body: Biomedical IRB
Approval Date: 4/13/2011
This email is sponsored by: CIDD

This email is sponsored by: CIDD

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, February 28, 2011 10:00 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Participants Needed: Assessing Gender and Performance

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Participants Needed: Assessing Gender and Performance

We are looking for participants to help us with our research into decision-making. As a participant you will spend approximately 5-30 minutes to complete a study in our lab.
Location: Kenan-Flagler Behavioral Lab, McColl 4402/4404
Duration: 5-30 minutes
Pay: $0.10 - $13.00
IRB #11-0135

Approved by the UNC Behavioral IRB on 2/21/11.

This email is sponsored by: Center for Decision Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of bpearson@med.unc.edu
Sent: Monday, March 7, 2011 9:23 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Seeking women who are 1 year postpartum...

Are you, or is someone you know 1 year postpartum...?

Postpartum Depression Research study seeking healthy women, 12-24 months postpartum, who are NOT currently depressed, not currently breastfeeding, have regular menstrual cycles, and fall into one of the following categories:

1. Have experienced Postpartum Depression
2. Have experienced depression in the past, but not after childbirth
3. Have never experienced depression

All office visits, medical evaluations, and investigational medications related to this study will be provided at no cost to patients. This study requires 4 visits to UNC. $150 compensation upon completion.

For more information, please call Brenda at 843-8084.

Approved 8/27/09 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board. IRB# 07-1353
CTRC# 2649

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only he sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of freshstart@unc.edu
Sent: Thursday, March 24, 2011 8:21 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Struggling with your weight? Looking for a FRESH Start?

Struggling with your weight?
Are you looking for a FRESH Start?

Researchers at the UNC's Department of Nutrition want to compare diets for weight loss.

If you are 18 to 40 years old, overweight and otherwise healthy, you may be eligible to participate in the FRESH (Finding Real Eating Solutions for Health) Start Study.

Study Benefits Include:
* Private dietary counseling sessions (in-person and by phone)
* Group nutrition workshops (including handouts)
* Cooking demonstrations, food tastings, and recipes
* Gift baskets containing healthy foods
* Possible weight loss
* You will not be asked to take any medication

American Express gift cards will be provided at 6 months ($50), 12 months ($50), and 18 months ($200).

To see if you are eligible, please complete the screening survey at FRESHStartStudy.com

For more information about this 18-month study, please call Chandra at: 919 408-3320, ext. 27 or send an email to freshstart@unc.edu

This study has been reviewed and approved (09/04/2010) by the UNC Biomedical IRB (10-0743)
Study Title: A Novel Diet-Phenotype Interaction Affecting Body Weight
Funded by: NIDDK (1 R01 DK085109-01)

This email is sponsored by: Department of Nutrition

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	nobody@notify.unc.edu on behalf of eborg@email.unc.edu
Sent:	Friday, April 1, 2011 8:19 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Are you or someone you know interested in a research study?

Are you or someone you know interested in a research study?

We are looking for healthy volunteers aged 18-65 for a research study that requires six outpatient visits and two 12-hour visits at the UNC Hospitals Research Center. The outpatient visits will be 1-2 hours in length. The study involves taking an herbal supplement for 7 days, blood draws, and two short sigmoidoscopy procedures. Compensation will be up to $400. It should take approximately 5 weeks to complete all study visits.

Please contact Erick Borg at 919-843-6439 or eborg@email.unc.edu

Study: IRB 10-2243
The text of this email advertisement was approved by the UNC Biomedical IRB on March 18th, 2011.

This email is sponsored by: NC TraCS Institute

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of ibsresearch@med.unc.edu
Sent: Friday, April 8, 2011 8:43 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: INFORMATIONAL: HEALTHY SUBJECTS NEEDED FOR RESEARCH STUDY

The Center for Functional GI & Motility Disorders is seeking Healthy Subjects as a comparison group for a research study investigating irritable bowel syndrome.

Participation involves one visit lasting approximately 4 hours. Subjects will complete various health and psychological questionnaires and a breath test to measure lactose malabsorption and small bowel bacterial overgrowth. In addition, a blood sample will be drawn to measure genes that may relate to pain sensitivity.

Participants will be paid $75 for completing the study.

To be eligible, you must be in general good health with no history of gastrointestinal or bowel problems.

For more information on how to sign up please visit the website below and choose 'healthy participant screening.'
www.uncmedresearch.com/ibsstudy

Or call 919-966-8329 or toll free 866-227-0067

Study IRB #01-1397 / CTRC-1846
Approved by the Biomedical IRB 7/21/10

This email is sponsored by: Department of Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	nobody@notify.unc.edu on behalf of vanessa_miller@dentistry.unc.edu
Sent:	Tuesday, April 19, 2011 8:29 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Do you have jaw pain?

The UNC Center for Neurosensory Disorders is conducting a research study investigating the biological, psychological, and genetic factors that may cause Temporomandibular Muscle and Joint Disorder (TMJD). We are looking for volunteers with chronic pain in the face and jaw. We are seeking people with TMJD/TMD/ TMJ to participate in a study lasting several years.

Participation will include 1 clinic appointment lasting 3 hours. During that time participants fill out various questionnaires and receive a clinical exam and sensory testing. Individuals who meet the study criteria will be complete brief health updates for the next 4-5 years.

You must be between the ages of 18 and 44, and not have diabetes, epilepsy, hyperthyroidism, drug or alcohol abuse, chronic respiratory diseases, high blood pressure, heart disease, kidney failure and have not required hospitalization for a psychiatric disorder within the last 6 months.

You should not participate if you are pregnant, nursing a baby, currently involved in orthodontic treatment, chemotherapy or radiation therapy.

People who complete all data collection aspects will be paid $270 (this includes $90 for the clinic appointment mentioned above).

For more information about the study, visit the website at http://www.oppera.org

Please contact us if you are interested in learning more about our study (Biomedical IRB number 05-DENT-777).
If interested or for further information please contact:
(919) 966-1060

Approved by the Biomedical IRB 09/02/2009

This email is sponsored by: The Center for Neurosensory Disorders, Dental Research Center

This email is sponsored by: Center for Neurosensory Disorders

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, May 2, 2011 8:28 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Give a Hair Sample for Research if You have Jaw or Facial Pain

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The Center for Neurosensory Disorders is currently recruiting for several studies. We are looking for men and women ages 18 to 60 years whose scalp hair is at least one and a half inches long.

Are you willing to have a few strands of hair cut from close to your scalp?
Are you willing to be screened for pain conditions in the region of your face, jaw, and ear?
Are you willing to complete several questionnaires?

We are recruiting people with pain in the facial area.
Please contact us if you are interesting in learning more about our studies and would like to participate in a screening session (Biomedical IRB#09-1485). Last approval 08/25/2010.

You should NOT participate if you are pregnant or if you have used either of the following in the last three months: hair color or glucocorticoids (including cortisol-containing creams and lotions. You should also NOT participate if you have any of the following conditions: diabetes, drug or alcohol abuse, heart trouble or disease, hypertension (high blood pressure) that is not well controlled with medication, hyperthyroidism, major psychiatric disorder requiring hospitalization within the last 6 months, chronic respiratory disease not controlled with medication, renal failure or dialysis, seizures, or if you are currently receiving chemotherapy or radiation therapy.

$25 compensation will be provided for participating in a one visit screening session lasting less than one hour.
For more information, please call 966-1060.

This email is sponsored by: Center for Neurosensory Disorders

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of freshstart@unc.edu
Sent: Tuesday, May 3, 2011 8:24 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Struggling with your weight? Are you looking for a FRESH Start?

Researchers at UNC's Department of Nutrition want to compare diets in an 18-month weight loss study. The FRESH Start Study is currently recruiting 18 to 40 year olds, who are overweight (BMI>30) and otherwise healthy. Please go to http://FreshStartStudy.com to see if you may be eligible to participate in the FRESH (Finding Real Eating Solutions for Health) Start Study.

Study Benefits Include:
* Private nutrition counseling sessions (in-person and by phone)
* Group nutrition workshops (including handouts)
* Cooking demonstrations, food tastings, and recipes
* Gift baskets containing healthy foods
* Possible weight loss
* You will not be asked to take any medication

Compensation is a total of $300 in the form of American Express gift cards provided at 6 months ($50), 12 months ($50), and 18 months ($200).

For more information about this 18-month study, please call Chandra at: (919) 408-3320, ext. 27 or send an email to freshstart@unc.edu

This study has been reviewed and approved (04/04/2011) by the UNC Biomedical IRB (10-0743)
Study Title: A Novel Diet-Phenotype Interaction Affecting Body Weight
Funded by: NIDDK (1 R01 DK085109-01)

This email is sponsored by: Department of Nutrition

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of bpearson@med.unc.edu
Sent: Monday, May 16, 2011 10:24 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Seeking women who are 1 year postpartum...

Are you, or is someone you know 1 year postpartum...?

Postpartum Depression Research study seeking healthy women, 12-24 months postpartum, who are NOT currently depressed, not currently breastfeeding, have regular menstrual cycles, and fall into one of the following categories:

1. Have experienced Postpartum Depression
2. Have experienced depression in the past, but not after childbirth
3. Have never experienced depression

All office visits, medical evaluations, and investigational medications related to this study will be provided at no cost to patients. This study requires 4 visits to UNC. $150 compensation upon completion.

For more information, please call Brenda at 843-8084.

Approved 8/27/09 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board. IRB# 07-1353
CTRC# 2649

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only he sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	nobody@notify.unc.edu on behalf of vanessa_miller@dentistry.unc.edu
Sent:	Thursday, May 26, 2011 8:22 PM
To:	Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:	INFORMATIONAL: Do you have jaw pain?

The UNC Center for Neurosensory Disorders is conducting a research study investigating the biological, psychological, and genetic factors that may cause Temporomandibular Muscle and Joint Disorder (TMJD). We are looking for volunteers with chronic pain in the face and jaw. We are seeking people with TMJD/TMD/ TMJ to participate in a study lasting several years.

Participation will include 1 clinic appointment lasting 3 hours. During that time participants fill out various questionnaires and receive a clinical exam and sensory testing. Individuals who meet the study criteria will be complete brief health updates for the next 4-5 years.

You must be between the ages of 18 and 44, and not have diabetes, epilepsy, hyperthyroidism, drug or alcohol abuse, chronic respiratory diseases, high blood pressure, heart disease, kidney failure and have not required hospitalization for a psychiatric disorder within the last 6 months.

You should not participate if you are pregnant, nursing a baby, currently involved in orthodontic treatment, chemotherapy or radiation therapy.

People who complete all data collection aspects will be paid $270 (this includes $90 for the clinic appointment mentioned above).

For more information about the study, visit the website at http://www.oppera.org

Please contact us if you are interested in learning more about our study (Biomedical IRB number 05-DENT-777).
If interested or for further information please contact:
(919) 966-1060

Approved by the Biomedical IRB 09/02/2009

This email is sponsored by: The Center for Neurosensory Disorders, Dental Research Center

This email is sponsored by: Center for Neurosensory Disorders

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of bpearson@med.unc.edu
Sent: Tuesday, June 14, 2011 9:02 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Seeking women who are 1 year postpartum...

Are you, or is someone you know 1 year postpartum...?

Postpartum Depression Research study seeking healthy women, 12-24 months postpartum, who are NOT currently depressed, not currently breastfeeding, have regular menstrual cycles, and fall into one of the following categories:

1. Have experienced Postpartum Depression
2. Have experienced depression in the past, but not after childbirth
3. Have never experienced depression

All office visits, medical evaluations, and investigational medications related to this study will be provided at no cost to patients. This study requires 4 visits to UNC. $150 compensation upon completion.

For more information, please call Brenda at 843-8084.

Approved 8/27/09 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board. IRB# 07-1353
CTRC# 2649

This email is sponsored by: UNC Department of Psychiatry

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"INFORMATIONAL:" email will only he sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of ccps@unc.edu
Sent: Thursday, June 23, 2011 8:18 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Tornado recovery trips and grants now available

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In response to this spring's devastating tornados across North Carolina, the University of North Carolina at Chapel Hill and the Carolina Center for Public Service are offering opportunities for faculty, staff and students to join together in recovery efforts.

Tornado recovery trips to Bertie County
The Carolina Center for Public Service (CCPS) is working with Bertie County to offer volunteer opportunities for UNC faculty, staff and students. Volunteers are needed from 8 a.m. to 5 p.m. weekdays throughout July for small debris clean-up and supply distribution. Transportation to Bertie County, approximately two hours away, will be provided by CCPS. If you are interested in serving, please complete the form at http://www.surveymonkey.com/s/LKX7S5Z. You will then receive detailed information about the volunteer effort. Please note that SPA and EPA employees may consult with their supervisors to designate volunteer time as community service leave.

Grants available to aid in tornado recovery efforts
The Carolina Center for Public Service has received funds from generous donors to support the University's recovery efforts in North Carolina communities. Grants of up to $1,000 are now available to facilitate response efforts of UNC-Chapel Hill faculty, staff and students. To apply, visit http://www.unc.edu/ccps/disasterrelief/index.php. Application deadline is August 5.

For more information about the trips or grants, visit www.unc.edu/ccps.

This email is sponsored by: Carolina Center for Public Service

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From: nobody@notify.unc.edu on behalf of vanessa_miller@dentistry.unc.edu
Sent: Thursday, July 7, 2011 8:24 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Do you have jaw pain?

The UNC Center for Neurosensory Disorders is conducting a research study investigating the biological, psychological, and genetic factors that may cause Temporomandibular Muscle and Joint Disorder (TMJD). We are looking for volunteers with chronic pain in the face and jaw. We are seeking people with TMJD/TMD/ TMJ to participate in a study lasting several years.

Participation will include 1 clinic appointment lasting 3 hours. During that time participants fill out various questionnaires and receive a clinical exam and sensory testing. Individuals who meet the study criteria will be complete brief health updates for the next 4-5 years.

You must be between the ages of 18 and 44, and not have diabetes, epilepsy, hyperthyroidism, drug or alcohol abuse, chronic respiratory diseases, high blood pressure, heart disease, kidney failure and have not required hospitalization for a psychiatric disorder within the last 6 months.

You should not participate if you are pregnant, nursing a baby, currently involved in orthodontic treatment, chemotherapy or radiation therapy.

People who complete all data collection aspects will be paid $270 (this includes $90 for the clinic appointment mentioned above).

For more information about the study, visit the website at http://www.oppera.org

Please contact us if you are interested in learning more about our study (Biomedical IRB number 05-DENT-777).
If interested or for further information please contact:
(919) 966-1060

Approved by the Biomedical IRB 09/02/2009

This email is sponsored by: The Center for Neurosensory Disorders, Dental Research Center

This email is sponsored by: Center for Neurosensory Disorders

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of freshstart@unc.edu
Sent: Monday, July 18, 2011 8:50 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Struggling with your weight? Are you looking for a FRESH Start?

Researchers at UNC's Department of Nutrition want to compare diets in an 18-month weight loss research study. The FRESH Start Study is currently recruiting 18 to 40 year olds, who are overweight (BMI>30) and otherwise healthy. Please go to http://FreshStartStudy.com to see if you may be eligible to participate in the FRESH (Finding Real Eating Solutions for Health) Start Study.

Research Study Benefits Include:
* Private nutrition counseling sessions (in-person and by phone)
* Group nutrition workshops conveniently located at Eastowne Office Park
* Cooking demonstrations, food tastings, and recipes
* Gift baskets containing healthy foods
* Possible weight loss
* You will not be asked to take any medication

Compensation is a total of $300 in the form of American Express gift cards, provided at 6 months ($50), 12 months ($50), and 18 months ($200).

For more information, please call Chandra at: (919) 408-3320, ext. 27 or send an email to freshstart@unc.edu

This study has been reviewed and approved (04/04/2011) by the UNC Biomedical IRB (10-0743)
Study Title: A Novel Diet-Phenotype Interaction Affecting Body Weight
Funded by: NIDDK (1 R01 DK085109-01)

This email is sponsored by: Department of Nutrition

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From: nobody@notify.unc.edu on behalf of bpearson@med.unc.edu
Sent: Monday, July 25, 2011 8:19 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: Seeking women who are 1 year postpartum...

Are you, or is someone you know 1 year postpartum...?

Postpartum Depression Research study seeking healthy women, 12-24 months postpartum, who are NOT currently depressed, not currently breastfeeding, have regular menstrual cycles, and fall into one of the following categories:

1. Have experienced Postpartum Depression
2. Have experienced depression in the past, but not after childbirth
3. Have never experienced depression

All office visits, medical evaluations, and investigational medications related to this study will be provided at no cost to patients. This study requires 4 visits to UNC. $150 compensation upon completion.

For more information, please call Brenda at 843-8084.

Approved 8/27/09 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board. IRB# 07-1353 CTRC# 2649

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only he sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of karen_mori@dentistry.unc.edu
Sent: Wednesday, August 17, 2011 9:21 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject: INFORMATIONAL: INFORMATIONAL: Do you have jaw pain?

The UNC Center for Neurosensory Disorders is conducting a research study investigating the biological, psychological, and genetic factors that may cause Temporomandibular Muscle and Joint Disorder (TMJD). We are looking for volunteers with chronic pain in the face and jaw. We are seeking people with TMJD/TMD/ TMJ to participate in a study lasting several years.

Participation will include 1 clinic appointment lasting 3 hours. During that time participants fill out various questionnaires and receive a clinical exam and sensory testing. Individuals who meet the study criteria will be complete brief health updates for the next 4-5 years.

You must be between the ages of 18 and 44, and not have diabetes, epilepsy, hyperthyroidism, drug or alcohol abuse, chronic respiratory diseases, high blood pressure, heart disease, kidney failure and have not required hospitalization for a psychiatric disorder within the last 6 months.

You should not participate if you are pregnant, nursing a baby, currently involved in orthodontic treatment, chemotherapy or radiation therapy.

People who complete all data collection aspects will be paid $270 (this includes $90 for the clinic appointment mentioned above).

For more information about the study, visit the website at http://www.oppera.org

Please contact us if you are interested in learning more about our study (Biomedical IRB number 05-DENT-777).
If interested or for further information please contact:
(919) 966-1060

Approved by the Biomedical IRB 09/02/2009

This email is sponsored by: The Center for Neurosensory Disorders, Dental Research Center

This email is sponsored by: Center for Neurosensory Disorders

This email is sponsored by: The Center for Neurosensory Disorders, Dental Research Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Sinamenye Mutima <smutima@email.unc.edu>
Sent: Friday, April 30, 1999 10:18 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: African Language Institute (fwd)

---------- Forwarded message ----------
Date: Mon, 26 Apr 1999 18:01:41 -0500
From: India Plough <ploughi@pilot.msu.edu>
To: smutima@email.unc.edu
Cc: simonan@pilot.msu.edu, davisan@pilot.msu.edu
Subject: African Language Institute

Dear M. Mutima, (a hard copy of this letter will follow in US mail)

Thank you for your application materials and non-refundable fee of $15. I am very pleased to inform you that your application to attend The Teaching of African Languages Institute at Michigan State University's Center for Language Education and Research (CLEAR) May 14-16, 1999 has been accepted. In order to support your participation in this institute, we are able to offer the following:

7 The Institute fee of $200 is waived;

7 Travel expenses will be covered.

' If you will be traveling by car, we will reimburse you according to MSU's official travel distances at the rate of .31 per mile. We will provide you with a Visitor's Parking Pass for campus.
' If you will be flying to Lansing airport, you must make your reservations through MSU's official travel agent, Spartan Travel (1-800-684-7384). ***You must make your reservations at least 14 days in advance.*** CLEAR is able to cover "the lowest logical (considering cost and time) available airfare, which is defined as travel (a) in coach or economy class, unless a Certified Travel Agent certifies non-availability, and (b) via the most logical and efficient route taking into consideration the business traveler's objective and airline penalties and restrictions." Spartan Travel will invoice CLEAR directly for your airfare. We will also reimburse you for taxi fare to and from the airport and for airport parking. In making travel arrangements, please note that a Welcome Reception is scheduled for May 13 at 7:30 p.m. in the Corniche Room of MSU's Kellogg Center.

7 Lodging at Owen Graduate Center will be paid. Accommodations at Owen include $8 per day credit in the Owen cafeteria. Reservations for Owen can be made by calling Anne or Anna at the CLEAR office. ***You must make your reservations by April 28, 1999.*** If you choose to stay at a local hotel, CLEAR will reimburse your lodging/food at the Owen rate of $26 per day.

We hope that you will be able to attend this institute and ask you to let us know of your intentions as soon as possible. After we receive your acceptance, we will send you more detailed information about the Institute, including a daily schedule, and directions to MSU.

Enclosed please find an application for Lifelong Education. If you are enrolling in the Institute for credit, please send this application directly to:

Registrar's Office
150 Administration Building

Michigan State University
East Lansing, MI 48824

The Registrar will send you information about how to enroll and register for the course. If you are not enrolling for credit, it is not necessary to return the application.

Enrollment for Continuing Education Units will be available at the Institute.

Please do not hesitate to call our office if you have any questions. We are looking forward to meeting you and to your contributions to the Institute.

****

India C. Plough, Ph.D.
Associate Director
Center for Language Education And Research (CLEAR)
A712 Wells Hall
Michigan State University
East Lansing, MI 48824-1027
517/432-2286
Fax:517/432-0473
http://clear.msu.edu/

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Friday, April 30, 1999 10:18 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: African Language Institute (fwd)

---------- Forwarded message ----------
Date: Mon, 26 Apr 1999 18:01:41 -0500
From: India Plough <ploughi@pilot.msu.edu>
To: smutima@email.unc.edu
Cc: simonan@pilot.msu.edu, davisan@pilot.msu.edu
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Please do not hesitate to call our office if you have any questions. We are looking forward to meeting you and to your contributions to the Institute.

****

India C. Plough, Ph.D.
Associate Director
Center for Language Education And Research (CLEAR)
A712 Wells Hall
Michigan State University
East Lansing, MI 48824-1027
517/432-2286
Fax:517/432-0473
http://clear.msu.edu/

From: Sinamenye Mutima <smutima@email.unc.edu>
Sent: Tuesday, September 28, 1999 12:03 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: Textbooks

Debbie:
Thank you for your message. Please find below the textbooks I want to use next semester:

SWA002 : Russell, J.(1996).Swahili:a complete course for beginners.Lincolnwood.NTC Contemporary Publishing Group.ISBN 0-8442-3709-4

SWA004 : ZAWAWI,S.(1988). Kiswahili kwa kitendo.Trenton.Africa World Press,Inc.

ZAWAWI.S.(1972).Say It in Kiswahili.New York.Dover Publications.

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Tuesday, September 28, 1999 12:03 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: Textbooks

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SWA004 : ZAWAWI,S.(1988). Kiswahili kwa kitendo.Trenton.Africa World Press,Inc.

ZAWAWI.S.(1972).Say It in Kiswahili.New York.Dover Publications.

From: Sinamenye Mutima <smutima@email.unc.edu>
Sent: Wednesday, October 27, 1999 8:37 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: Summer 2000

Debbie:

Thank you for your message. I want to teach Kiswahili in Summer 2000.
I prefer to teach in the morning.

Best wishes !

Alphonse Mutima

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Wednesday, October 27, 1999 8:37 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: Summer 2000

Debbie:

Thank you for your message. I want to teach Kiswahili in Summer 2000.
I prefer to teach in the morning.

Best wishes !

Alphonse Mutima

From: Sinamenye Mutima <smutima@email.unc.edu>
Sent: Wednesday, July 26, 2000 3:08 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: Parking

Debby:

Thank you kindly for that heart-warming news and your effort to help me

with my parking problem.You really made my semester.

Best regards.

Alphonse Mutima

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Wednesday, July 26, 2000 3:08 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: Parking

Debby:

Thank you kindly for that heart-warming news and your effort to help me

with my parking problem.You really made my semester.

Best regards.

Alphonse Mutima

From: Sinamenye Mutima <smutima@email.unc.edu>
Sent: Wednesday, October 4, 2000 10:13 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: Summer School

Debby:
I wish to teach Swahili in the summer at the usual time(9:45am).

Best regards.

Alphonse Mutima

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Wednesday, October 4, 2000 10:13 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: Summer School

Debby:
I wish to teach Swahili in the summer at the usual time(9:45am).

Best regards.

Alphonse Mutima

From: Sinamenye Mutima <smutima@email.unc.edu>
Sent: Friday, January 18, 2002 10:16 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Cc: Selassie, Bereket H <bselassi@email.unc.edu>; gchorne@email.unc.edu; Hall, Perry A <HALLPA@EMAIL.UNC.EDU>; Hildebrand, Reginald F <hildebra@email.unc.edu>; Janken, Kenneth R <krjanken@email.unc.edu>; Lambert, Michael C <mlambert@email.unc.edu>; mwest1@email.unc.edu; Regester, Charlene B <regester@email.unc.edu>
Subject: Re: Faculty meeting (fwd)

Debby:
I am sorry. I won't be there.I will be in class teaching.
Best!
Alphonse Mutima

On Thu, 17 Jan 2002, Deborah Crowder wrote:

> This is a reminder of the meeting tomorrow. DC
>
> ---------- Forwarded message ----------
> Date: Mon, 14 Jan 2002 10:23:08 -0500 (EST)
> From: Deborah Crowder <dacrowde@email.unc.edu>
> To: bselassi@email.unc.edu, gchorne@email.unc.edu,
> Perry Hall <hallpa@email.unc.edu>, hildebra@email.unc.edu,
> kaslo@email.unc.edu, krjanken@email.unc.edu, mlambert@email.unc.edu,
> mwest1@email.unc.edu, radunbar@email.unc.edu, regester@email.unc.edu,
> smutima@email.unc.edu, stgore@email.unc.edu,
> Tim Mcmillan <tjm1@email.unc.edu>, vkaalund@email.unc.edu
> Subject: Faculty meeting
>
> Professor Selassie has asked that I inform you that the faculty meeting to
> discuss the chairmanship of the department will be held Friday, January 18
> from 1-3 pm in 206 Dey Hall. If you have any questions, please contact
> Dr. Selassie at selassi@email.unc.edu. DC
>
>
>

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Friday, January 18, 2002 10:16 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Cc: Selassie, Bereket H <bselassi@email.unc.edu>; gchorne@email.unc.edu; Hall, Perry A <HALLPA@EMAIL.UNC.EDU>; Hildebrand, Reginald F <hildebra@email.unc.edu>; Janken, Kenneth R <krjanken@email.unc.edu>; Lambert, Michael C <mlambert@email.unc.edu>; mwest1@email.unc.edu; Regester, Charlene B <regester@email.unc.edu>
Subject: Re: Faculty meeting (fwd)

Debby:
I am sorry. I won't be there.I will be in class teaching.
Best!
Alphonse Mutima

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> This is a reminder of the meeting tomorrow. DC
>
> ---------- Forwarded message ----------
> Date: Mon, 14 Jan 2002 10:23:08 -0500 (EST)
> From: Deborah Crowder <dacrowde@email.unc.edu>
> To: bselassi@email.unc.edu, gchorne@email.unc.edu,
> Perry Hall <hallpa@email.unc.edu>, hildebra@email.unc.edu,
> kaslo@email.unc.edu, krjanken@email.unc.edu, mlambert@email.unc.edu,
> mwest1@email.unc.edu, radunbar@email.unc.edu, regester@email.unc.edu,
> smutima@email.unc.edu, stgore@email.unc.edu,
> Tim Mcmillan <tjm1@email.unc.edu>, vkaalund@email.unc.edu
> Subject: Faculty meeting
>
> Professor Selassie has asked that I inform you that the faculty meeting to
> discuss the chairmanship of the department will be held Friday, January 18
> from 1-3 pm in 206 Dey Hall. If you have any questions, please contact
> Dr. Selassie at selassi@email.unc.edu. DC
>
>
>

From: Sinamenye Mutima <smutima@email.unc.edu>
Sent: Monday, February 11, 2002 10:11 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: meetings with Soloway

Debby:
Thank you for your message.Indeed the date you mentioned is the one I wanted.

Best.

Alphonse Mutima

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Monday, February 11, 2002 10:11 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: meetings with Soloway

Debby:
Thank you for your message.Indeed the date you mentioned is the one I wanted.

Best.

Alphonse Mutima

From: Sinamenye Mutima <smutima@email.unc.edu>
Sent: Monday, March 25, 2002 10:16 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: Chairmansip

Dear Dr Nyang'oro:

Thank you very much for letting us know this good news.

Best regards.

Alphonse Mutima

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Monday, March 25, 2002 10:16 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: Chairmansip

Dear Dr Nyang'oro:

Thank you very much for letting us know this good news.

Best regards.

Alphonse Mutima

From: Sinamenye Mutima <smutima@email.unc.edu>
Sent: Monday, August 12, 2002 4:15 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: summer 03

Debby:

Thank you for your message. I am happy with the way Swahili is scheduled in the summer.

Best regards.

Alphonse Mutima

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Monday, August 12, 2002 4:15 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: summer 03

Debby:

Thank you for your message. I am happy with the way Swahili is scheduled in the summer.

Best regards.

Alphonse Mutima

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Monday, June 12, 2006 2:29 PM
To: oswald.almasi@utoronto.ca
Cc: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: (no subject)

Dear Dr Almasi:

We offer Elementary (Sw 001&002) and Intermediate Swahili (Sw 003&004). Each class meets for fifty minutes three times a week. In one semester, each class meets for 45 hours.The amount of time for language laboratory activities is obviously not included .Students that take Swahili for language requirement must take Sw 001, Sw 002 and Sw 003.In other words, they must take a minimum of 135 hours of Swahili. Each academic year, we offer two classes of Swahili. Therefore, the number of hours Swahili is taught in one academic year is 90. The number of weeks in one academic year is 36.As far as the textbooks are concerned, we use "Tuseme Kiswahili" by Senkoro (2003) for Elementary Swahili and "Kiswahili kwa Kitendo" by Sharifa Zawawi (2001) for Intermediate Swahili. The class size differs , depending on the course level. However, we normally have a minimum of 25 students per class.

I wish you the best.

Alphonse Mutima, Ed.D.
Assistant Professor of Swahili
Department of African and Afro-American Studies
The University of North Carolina at Chapel Hill

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Wednesday, September 27, 2006 4:20 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: International Symposium on African & Diasporic Languages & Education

---

Dear Dr Nyang'oro,

I realized that the time was not right for me to discuss the "International Symposium on African & Diasporic Languages & Education" this afternoon.In effect, I initially touched base with Professor Lambert about it but he suggested that I discuss the situation with you as well.For your information, I placed the papers related to the syposium in your mail box. Please, let me know what you think about it.

Respectfully yours,

Alphonse Mutima

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Monday, October 2, 2006 5:09 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: [Fwd: Securing Congo's Elections: Lessons from the Kinshasa Showdown - New Crisis Group briefing]

Dear Dr Nyang'oro:

Thank you for forwarding the article to me. It is quite interesting.

Alphonse

Julius Nyang'oro wrote:
>
>
> ----------
>
> Subject:
> Securing Congo's Elections: Lessons from the Kinshasa Showdown - New
> Crisis Group briefing
> From:
> "International Crisis Group" <reports@crisisgroup.org>
> Date:
> Mon, 2 Oct 2006 15:39:52 +0200
>
>
> *INTERNATIONAL CRISIS GROUP - NEW BRIEFING*
>
> * Securing Congo's Elections *
>
> *Nairobi/Brussels, 2 October 2006: *The Congolese government and the
> international community must move quickly to secure the run-off
> presidential election between Joseph Kabila and Jean-Pierre Bemba on 29
> October 2006.
>
> Securing Congo's Elections: Lessons from the Kinshasa Showdown
> <http://www.crisisgroup.org/home/index.cfm?id=4412&l=1>,* the latest
> briefing from the International Crisis Group, analyses especially the
> situation on the ground in the capital, which events after the first
> round demonstrated is the most sensitive point in the country. Both
> Kabila and Bemba will be strongly tempted to use violence should they
> lose the second round, and the former in particular is very strong
> militarily.
>
> "The violence on the afternoon of 20 August, several hours before the
> electoral commission was due to announce the presidential results,
> provided dramatic proof of the fragility of the electoral process in the
> DR Congo", says Crisis Group Senior Analyst Jason Stearns.
>
> Around 18 million Congolese went to the polls on 30 July to choose a new
> president and national assembly, the first free and fair elections in
> over 40 years. The vote was largely peaceful and well organised,
> although many irregularities were reported at polling stations. The
> incumbent Kabila won 45 per cent, just short of an absolute majority.
> Bemba received 20 per cent. Kabila's Alliance for Presidential Majority
> took some 300 of the 500 seats in the national assembly; Bemba's Union
> of Nationalists won 116.
>
> To secure Kinshasa throughout the electoral period and after, Congolese
> military, and particularly the private guards of Kabila and Bemba, which
> are not part of the army's regular command structure, must be kept off

> the streets. Heavy weaponry must be put under control of the UN mission
> (MONUC) and the European Union mission (EUFOR). EUFOR needs to deploy
> more troops to the capital from its reserve base in Gabon and give them
> clear authority to use force to prevent violence, and Brussels should
> extend this troop deployment until the new government takes office in
> January 2007.
>
> It is also important for the international community to promote a
> climate of constructive criticism by strengthening the High Media
> Authority in order to prevent hate speech and defamation in press,
> television and radio outlets which are often de facto allies of the
> candidates and have helped stoke violence in the capital. Finally,
> weaknesses in the electoral process, especially those related to
> collection and reporting of ballots, must be urgently corrected to make
> sure the run-off is seen by Congolese as fair and transparent.
>
> "The Congo's stability is at stake", says Caty Clement, Crisis Group's
> Central Africa Project Director. "Elections, including those for
> provincial parliaments which will also be held on 29 October, are the
> first step. But real stability will come only when democratic
> institutions such as courts, media and parliament are given real clout
> and laws are enforced. Congolese will measure the peace dividend by
> these changes".
>
> ---
> *Contacts: Andrew Stroehlein (Brussels) 32 (0) 2 541 1635
> Kimberly Abbott (Washington) 1 202 785 1601*
> To contact Crisis Group media please click here
> <http://www.icg.org/home/index.cfm?action=form&fid=16&l=1>
> **Read the full Crisis Group briefing on our website:
> **http://www.crisisgroup.org* </>
> ---
>
> The International Crisis Group (Crisis Group) is an independent,
> non-profit, non-governmental organisation covering over 50
> crisis-affected countries and territories across four continents,
> working through field-based analysis and high-level advocacy to prevent
> and resolve deadly conflict.
>
> ---
>
> * *
>

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Friday, May 4, 2007 10:44 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: CCO Swahili

Dear Dr Nyang'oro:

Yesterday, when you asked me about your note,I had not had the chance to read my mail. I am sorry. However, I managed to have an appointment with Juddy next week about the current state of the work.

With warm regards,

Alphonse Mutima

Julius Nyang'oro wrote:

> Dear Mutima:
> Hope you are well. What is the progress on Kiswahili for Continuing
> Studies? Everybody is waiting for us.
> JEN
>

From: smutima@email.unc.edu
Sent: Thursday, September 11, 2008 4:26 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Advanced Plus Kiswahili
Attach: Superior Kiswahili VI.doc

Dear Debby,

Here is the syllabus for the Advanced Kiswahili Course (Kiswahili VI or Swah 406) that I developed within the framework of "course Development".

With warm regards,

Alphonse Mutima

Advanced Plus Kiswahili VI
Swah 406
Instructor: Alphonse S. Mutima, Ed.D.
Assistant Professor
Superior Kiswahili VI

Number 406
Effective Term : Spring 2009

Prerequisite SWAH 05 or equivalent

Course Justification

A number of students from UNC_CH are conducting research on various kinds of topics in villages or working with health professionals in towns of East or Central Africa. They definitely need six semesters of Kiswahili to achieve an Advanced Plus level of grammatical, cultural and communicative competence which will enable them to successfully communicate with the natives and complete their work. Therefore, an Advanced Plus level of Kiswahili is needed on the Swahili program.

Course Description

This course is offered to students who have completed Swah 405 or its equivalent. It is meant to reinforce the grammatical, cultural, and communicative competence achieved in Swah 405.It emphasizes a) communicative skills, b) interdisciplinary connections, c) cultural understanding, d) participation in multilingual communities at home and around the world. Its curricular content concentrates on a) dialogues, b) literary texts, c) DVDs and videos filmed in East Africa, d) magazines and newspapers articles.

Texts
Omar , S., A. and Rushubirwa , L., F., (2007). **Tuwasiliane kwa Kiswahili**. Madison. Nalrc Press.

Moshi, L., J., (1998).**Kiswahili Language and Culture**. Kensington . Dunwoody Press.

Kakakuona. 2001. Na 4.Julai-Septemba.Tanzania Wildlife Protection Fund.

Dictionaries

Institute of Kiswahili Research (1996) (2nd ed.). **English-Swahili Dictionary**.Dar es salaam. University of Dar es Salaam

Perrott, D.V., (1965).**Swahili and English Dictionary**.Chicago. The McGraw-Hill Companies

Johnson, F.(1978). A Standard Swahili-English Dictionary. Nairobi. Oxford Press

Course Objectives:

At the end of this course, the students should be able to:
.satisfy the requirements of a broad range of everyday, school, and work situations;
.support opinions, explain in detail, and hypothesize;
.show remarkable fluency and ease of speech;
.able to understand the main ideas of most speech in a standard dialect;
.grasp culturally implied meanings;
.follow essential point of written discourse at the Superior level in areas of special
.interest or knowledge;
.understand parts of texts which are conceptually abstract and linguistically complex and /or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture, comprehend the facts to make appropriate inferences.
.write about a variety of topics with significant precision an in detail;
.write most social and informal business correspondence, describe and narrate personal experiences fully.
(ACTFL, 1998).

Requirements

Attendance at every session is mandatory. Each student is required to spend two hours per week in the Language Laboratory (DE) viewing a series of Kiswahili DVDs and videos filmed in East Africa. Parts of the videos and DVDs will be viewed and discussed in class according to the appropriate lesson content. In order to maximize learning, students are required to read the material for discussion before coming to class. The coursework comprises two written papers (20 pages each) that will be orally presented in class, two tests and a final examination. Each paper is typed and double-spaced.

Grading: Papers 30 % Tests 30% Final Examination 40%
Grade Scale: 100-90 A 89-80 B 79-70 C 69-60 D 59-50 F
Class schedule:

Week 1 (Jan.12, 14, 16) Review: The Kiswahili dialects, their speakers and cultural differences among the speakers. Proverbs .Grammatical structures (English and Kiswahili). The Noun Class System of Kiswahili revisited.(Omar p.11-47)

Week 2 (Jan. 21 & 23) Language of instruction in East Africa: pros and cons. (Omar p.49-57). Influence of English on everyday Kiswahili and the youth.

Week 3 (Jan.26, 28, 30) The effects of the environment on farming in Tanzania. Kiswahili skills enhancement and cultural understanding by way of expressing personal views and opinions (Omar p.59-68).

January 30: Test One

Week 4 (Feb.2, 4, 6) Effects of AIDS and Malaria on the society. Developing medical vocabulary about AIDS , Malaria and other common diseases. Nursing and its importance on the well-being of society in general (Omar p.69-78).

Week 5 (Feb.9, 11, 13) Non-verbal communication and kanga as a tool of communication. What is it? How does it work? When is it used? The cultural meaning of the kanga in East Africa? Where does the kanga come from? Where is it made (Omar p.79-108)? Who wears kanga , in what circumstances and when?

February 13: Presentation of paper #1

Week 6 (Feb.16, 18, 20)Non-governmental organizations in Tanzania and Harambee in Kenya. What are the objectives of TANGO and AMANI. Why Harambee? What does it do for the Kenyan society in general (Omar p.109-126) ?

Week 7 (Feb. 23, 25, 27) East African newspapers. Impact of technology on the Swahili society. How are different age groups impacted by technology. Students compare both East African societies and the American society in this regard (Omar p.137-144).

Week 8 (Mar.2, 4, 6) Gnus and their self-reproduction in Serengeti. Why such a huge number of them ? (Kakakuona p.4-5) What is their impact on the environment?

March 6: Test Two

Week 9 (Mar.16, 18, 20) Tourism and Woodland Conservation in Tanzania (Kakakuona p.7-11) and related professional vocabulary.

Week 10 (Mar.23, 25, 27) Tourism in Tanzania and Lake Victoria .Why are tourists attracted by them (Kakakuona p.12-15).

Week 11 (Mar.30, Apr.1, Apr.3) Conservation and national parks in Tanzania. Why does the country pay much attention on them (Kakakuona p.16-21).

Week 12 (Apr.6, 8) Health: Modern Medicine. Various health centers and types of health: Prenatal health care and Pediatrics (Moshi, p.146-161).

April 8: Presentation of paper #2

Week 13 (Apr.13, 15, 17) Healers and their impact on Modern Medicine and why people still trust them. (Moshi p.162-175). What is their impact on the health of society in general.

Week 14 (Apr.20, 22, 24). Traditions and Culture: Their impact on national identity. (Moshi p.176-190).

Week 15 (Apr.27) Art : carving (Moshi p.191-196).

Final Examination

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Thursday, September 11, 2008 4:26 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Advanced Plus Kiswahili
Attach: Superior Kiswahili VI.doc

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With warm regards,

Alphonse Mutima

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Swah 406
Instructor: Alphonse S. Mutima, Ed.D.
Assistant Professor
Superior Kiswahili VI

Number 406
Effective Term : Spring 2009

Prerequisite SWAH 05 or equivalent

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.able to understand the main ideas of most speech in a standard dialect;
.grasp culturally implied meanings;
.follow essential point of written discourse at the Superior level in areas of special
.interest or knowledge;
.understand parts of texts which are conceptually abstract and linguistically complex and /or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture, comprehend the facts to make appropriate inferences.
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Final Examination

From: smutima@email.unc.edu
Sent: Friday, September 12, 2008 1:49 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Advanced Plus Kiswahili VI

Dear Debby,

After I sent you the Advanced Plus Kiswahili VI document (course development), I realized that I forgot to delete the word "Superior" in the title on the top left side of the document.Maybe we can delete it on Monday.

Have a good weekend.

Alphonse

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Friday, September 12, 2008 1:49 PM
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From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Thursday, January 15, 2009 6:41 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: The current situation of Swah 404

Dear Professor Nyangóro:

Bonne Annee! I hope you and your family are doing well.
I am writing to let you know that I need to share with you the current situation of Swah 404.Please , find below my weekly teaching schedule:

Mondays & Wednesdays: 11:00am-11:50am (Swah 402 , section 1)
1:00pm-1:50pm (Swah 402 , Section 2)
3:pm-4:15pm (Swah 404)

Fridays: 11:00am-11:50am (Swah 402, Section 1)
1:00pm-1:50pm (Swah 402 , section 2)

With warm regards,

Alphonse S. Mutima

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With warm regards,

Alphonse S. Mutima

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Friday, January 16, 2009 12:42 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: The current situation of Swah 404

Mokonzi wa ngai:

Eboto mingi.Nakoya.

A.Mutima

I will be there.

Julius Nyang'oro wrote:
> Muana Mboka:
> Let's meet on Wed at noon.
> JEN
>
> Alphonse Mutima wrote:
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>> Alphonse S. Mutima
>

From: smutima@email.unc.edu
Sent: Monday, February 2, 2009 10:48 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: summer Swahili

Dear Debby:

I do not know any academic institution that offers Kiswahili
in this area.

Best.

A.Mutima

Quoting Deborah Crowder <dacrowde@email.unc.edu>:

> Hi all. Do you know anywhere a student could take level three of
> SWAH this coming summer? We have a student from Davidson who is
> trying to graduate and needs level 3 in the summer. Debby
>
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>
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From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Thursday, February 5, 2009 4:10 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: [Fwd: Course Submission Message]

Thank you, Debby for the wonderful news.

Alphonse

Deborah Crowder wrote:
> This is good news! Debby
>
> ----------
>
> Subject:
> Course Submission Message
> From:
> Nicholas J Siedentop <nick_siedentop@unc.edu>
> Date:
> Tue, 3 Feb 2009 20:26:51 -0500
> To:
> dacrowde@email.unc.edu
>
> To:
> dacrowde@email.unc.edu
>
>
> SWAH-406 has received final approval. The transaction's data should be loaded to SIS soon (this process runs nightly).

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Thursday, February 5, 2009 4:10 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: [Fwd: Course Submission Message]

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> SWAH-406 has received final approval. The transaction's data should be loaded to SIS soon (this process runs nightly).

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Tuesday, February 17, 2009 4:44 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Swah401 for Friday Center

Dear Professor Nyang'oro:

Thank you so much for acting upon my request relative to the LAC class and its scheduling.Those in charge of it have also recognized its conflict with Swah 404.Admittedly ,its next scheduling will accomodate Swah 404. The next issue is about the proposed Swah 401 for Friday Center . Debby called me and expressed some feelings to me about it.It was honestly hard to me.I really wish to have a few minutes with you next week to explain myself to you and what my plans are about it.

Best.

Alphonse S. Mutima

From: Mutima, Sinamenye A <smutima@email.unc.edu>
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Best.

Alphonse S. Mutima

From: smutima@email.unc.edu
Sent: Tuesday, March 24, 2009 10:19 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: [Fwd: journalist on Africa]

Dear Professor Nyang'oro:

Thank you for your note.I will attend the lecture.

Best.

Alphonse

Quoting Julius Nyang'oro <jen321@email.unc.edu>:

> Colleagues:
> I am forwarding notice of a visitor who looks interesting. I am
> forwarding this specifically to the three of you because of your
> personal interest but I will forward it again to the rest of the
> faculty in the department.
> Best,
> Julius
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From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Tuesday, March 24, 2009 10:19 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
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From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Friday, March 27, 2009 12:25 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: [Fwd: journalist on Africa]

Dear Professor Nyang'oro:

Mr.Kavanagh will talk to my students on Monday at 11:00am in CA 132.

Best.

Alphonse
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> Subject:
> journalist on Africa
> From:
> Niklaus Steiner <nsteiner@email.unc.edu>
> Date:
> Mon, 23 Mar 2009 13:12:57 -0400
> To:
> Michael Lambert <mlambert@email.unc.edu>, Barbara Anderson
> <b_anderson@unc.edu>, Julius Nyangoro <jen321@email.unc.edu>, Richard
> Cole <colerr@email.unc.edu>
>
> To:
> Michael Lambert <mlambert@email.unc.edu>, Barbara Anderson
> <b_anderson@unc.edu>, Julius Nyangoro <jen321@email.unc.edu>, Richard
> Cole <colerr@email.unc.edu>
>
>
> Dear Mike, Barbara and Julius,
>
> I am working with the Journalism School to bring a journalist who's been
> covering the Congo.
>
> Michael Kavanagh will be just off his third month-long trip to eastern
> Congo for the Pulitzer Center. Michael is primarily a radio journalist,
> and his reporting has been broadcast on NPR and PRI/The World. He has
> ventured into the television broadcast world with WorldFocus (WNET's new
> weeknightly foreign affairs news program). His strongest recent radio
> and video documentary work is on rape as an instrument of war -
> http://pulitzercenter.org/showproject.cfm?id=58
> <http://pulitzercenter.org/showproject.cfm?id=36>
>
> He's available to come speak in classes on Tuesday March 31, and is
> giving a public lecture on Monday March 30 at 4 in Carroll Hall.
>
> Would you please let your students and faculty know? And if you'd like
> her to come to a class, please be in touch with Richard Cole from the J
> School (cc:).
>

> It should be a great event.
>
> Best, Niklaus
>
> -------- Original Message --------
> Subject: Re: Visit of Your Folks to Chapel Hill (fwd)
> Date: Mon, 16 Mar 2009 07:26:13 -0400 (EDT)
> From: Richard Cole <colerr@email.unc.edu>
> To: nsteiner@unc.edu, raymond.farrow@unc.edu
> CC: richard_cole@unc.edu, Ann Peters <apeters@pulitzercenter.org>
>
>
>
> Dear Nicklaus and Raymond:
>
> 1. Here is the draft poster that Ann Peters had done for the
> 4 p.m. Monday, March 30, talk by the journalists. Please look at it and
> give her suggested changes, or OK it. Now if you possibly could. There's
> not much time. We need to get it publicized as much as possible. I'll
> see if I can get an ad in The Daily Tar Heel, using the poster. Please
> note: The poster has four sponsors listed; that must be worked out; you
> decide, but quickly, please. PLEASE RESPOND DIRECTLY TO HER.
>
> 2. I haven't heard anything from you about possible classes for
> one or more of the journalists to speak to. I have at least four
> possibilities (they are not guaranteed because I was waiting to hear from
> you):
>
> 11-12:15 a.m. Monday, March 30.
> 2-3:15 p.m. Monday, March 30.
>
> 8-10:50 a.m. Tuesday, March 31.
> 11-11:30 (short session) Tuesday, March 31.
>
> Please let me know quickly if you want one or more of the
> journalists for a class, and when and where, plus the name of the class
> and the teacher.
>
> 3. For this visit from the Pulitzer folks, there wasn't much
> advance time, as you know well. For subsequen visits, there should be
> more such time. But Ann Peters did want these people to come this
> spring.
>
> Best, Richard.
>
>
> Richard Cole, Ph.D.
> John Thomas Kerr Jr. Distinguished Professor and Dean Emeritus
> School of Journalism and Mass Communication
> University of North Carolina at Chapel Hill
> Campus Box 3365
> Chapel Hill, NC 27599-3365
> Telephone: (919) 843-8289
> E-Mail: richard_cole@unc.edu
>
> ---------- Forwarded message ----------
> Date: Fri, 13 Mar 2009 13:49:08 -0400
> From: Ann Peters <apeters@pulitzercenter.org>
> To: Richard Cole <colerr@email.unc.edu>
> Cc: Janeen Heath <jheath@pulitzercenter.org>, richard_cole@unc.edu,
> Global Gateway <globalgateway@pulitzercenter.org>
> Subject: Re: Visit of Your Folks to Chapel Hill
>
> Thanks for the update re classes Richard.
> I'm sending to you now the draft poster we've pulled together so you'll have on

> hand while I'm finalizing a bit more of my email to Niklaus and Raymond. Note
> that we kept in the CIBER reference but will need to hear whether that remains
> or what other additions/changes there are after you've had a review. We can
> put together additional promotional emails/material to make it easier for you
> to send around to your students/campus lists/publications to further promote
> the 4 p.m. event.
>
> As to classes, that's terrific that there is such great interest - Could you
> fill me in on what those classes focus on so we can start thinking how we might
> divide up the journalists among classes and how they can target their remarks
> as we wait to hear back from the Business school and Global Education Center?
>
> Best regards, Ann
>
>
> --
> Niklaus Steiner, Ph.D.
> Director
> Center for Global Initiatives
> University of North Carolina at Chapel Hill
> CB# 5145
> Chapel Hill, NC 27599-5145
>
> nsteiner@unc.edu
> Tel (919) 962-6855
> Fax (919) 962-5375
> http://cgi.unc.edu
>

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Friday, March 27, 2009 12:25 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: [Fwd: journalist on Africa]

Dear Professor Nyang'oro:

Mr.Kavanagh will talk to my students on Monday at 11:00am in CA 132.

Best.

Alphonse
Julius Nyang'oro wrote:
> Colleagues:
> I am forwarding notice of a visitor who looks interesting. I am
> forwarding this specifically to the three of you because of your
> personal interest but I will forward it again to the rest of the faculty
> in the department.
> Best,
> Julius
>
> ----------
>
> Subject:
> journalist on Africa
> From:
> Niklaus Steiner <nsteiner@email.unc.edu>
> Date:
> Mon, 23 Mar 2009 13:12:57 -0400
> To:
> Michael Lambert <mlambert@email.unc.edu>, Barbara Anderson
> <b_anderson@unc.edu>, Julius Nyangoro <jen321@email.unc.edu>, Richard
> Cole <colerr@email.unc.edu>
>
> To:
> Michael Lambert <mlambert@email.unc.edu>, Barbara Anderson
> <b_anderson@unc.edu>, Julius Nyangoro <jen321@email.unc.edu>, Richard
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> Congo for the Pulitzer Center. Michael is primarily a radio journalist,
> and his reporting has been broadcast on NPR and PRI/The World. He has
> ventured into the television broadcast world with WorldFocus (WNET's new
> weeknightly foreign affairs news program). His strongest recent radio
> and video documentary work is on rape as an instrument of war -
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> Subject: Re: Visit of Your Folks to Chapel Hill
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> Niklaus Steiner, Ph.D.
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>
> nsteiner@unc.edu
> Tel (919) 962-6855
> Fax (919) 962-5375
> http://cgi.unc.edu
>

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Friday, April 3, 2009 12:20 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Friday Center Work

Dear Dr.Nyang'oro:

I am writing to let you know that my work is nearly ready.Somebody is
helping me with the typing.I will turn it in next week.
I deeply thank you for being so patient with me.

Respectfully,

Alphonse S. Mutima

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Friday, April 3, 2009 12:20 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
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I deeply thank you for being so patient with me.

Respectfully,

Alphonse S. Mutima

From: smutima@email.unc.edu
Sent: Tuesday, April 21, 2009 12:26 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: [Fwd: REMINDER: Invitation for CFR Academic Conference Call with Anthony W. Gambino on Thursday, April 23]

Dear Professor Nyang'oro:

Thank you for reminding us about the conference.By the way, I voted for
our two candidates.

Alphonse

Quoting Julius Nyang'oro <jen321@email.unc.edu>:

> Colleagues: FYI
>

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Tuesday, April 21, 2009 12:26 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: [Fwd: REMINDER: Invitation for CFR Academic Conference Call with Anthony W. Gambino on Thursday, April 23]

Dear Professor Nyang'oro:

Thank you for reminding us about the conference.By the way, I voted for our two candidates.

Alphonse

Quoting Julius Nyang'oro <jen321@email.unc.edu>:

> Colleagues: FYI
>

From: smutima@email.unc.edu
Sent: Wednesday, April 22, 2009 6:14 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: ??????

Dear Debby:

I hold office hours on Mondays and Wednesdays from 10:00am to 10:50am
and by appointment.Since my classes take place in buildings that are
pretty far away from each other (MU,WI and SC)and are separated by an
hour, I try to work either at the library or go back to my office for
the remainder of the day.
The last week of the semester, I work in my office Monday-Thursday.I
will not be in my office for the rest of this week due to our ALTA
conference in Madison,WI.

Best.

Alphonse Mutima

Quoting Deborah Crowder <dacrowde@email.unc.edu>:

> dc
>

From: Mutima, Sinamenye A <smutima@email.unc.edu>
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the remainder of the day.
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will not be in my office for the rest of this week due to our ALTA
conference in Madison,WI.

Best.

Alphonse Mutima

Quoting Deborah Crowder <dacrowde@email.unc.edu>:

> dc
>

From: smutima@email.unc.edu
Sent: Wednesday, April 22, 2009 6:24 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: Meeting Monday April 27 at 10 am

Dear Debby:

I will be there. I need to specify though that at that time (Monday at10:00am-10:50am),I normally hold office hours.I will have to leave a sign at the door for any student that might need my help.

Best.

Alphonse

Quoting Deborah Crowder <dacrowde@email.unc.edu>:

> Hi Professor Mutima. Your chairman would like to meet with you and I
> on Monday morning at 10 am to discuss some issues concerning
> scheduling for the 09-10 academic year. We will need to meet in
> Prof. Nyang'oro's office. Please confirm that you will be able to
> make this meeting. Thank you. Debby
>
>

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Wednesday, April 22, 2009 6:24 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
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> scheduling for the 09-10 academic year. We will need to meet in
> Prof. Nyang'oro's office. Please confirm that you will be able to
> make this meeting. Thank you. Debby
>
>

From: smutima@email.unc.edu
Sent: Thursday, May 28, 2009 7:13 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: Swahili LAC (408)

Thank you, Debby for sharing that piece of information with us.

Alphonse
Quoting Deborah Crowder <dacrowde@email.unc.edu>:

> Hi to all. I just found out that SWAH 408 is on the books as an
> approved course for fall 2009. Tanya Kinsella wants us to put it on
> the books in case we find an instructor. I have no problem with that
> if that is ok with everyone. At least now this is regularized, at
> one hour credit. I would suggest that it would be in everyone's best
> interest to not make exceptions to that, at least for the near
> future. Debby
>
>

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Thursday, May 28, 2009 7:13 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: Swahili LAC (408)

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> one hour credit. I would suggest that it would be in everyone's best
> interest to not make exceptions to that, at least for the near
> future. Debby
>
>

From: smutima@email.unc.edu
Sent: Tuesday, June 2, 2009 9:11 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: [Fwd: Transcriber Needed]

Dear Debby:

Thank you for forwarding me the message. I just need to know how long the text is.Given the intensity of Swah 112 and the number of students I have without a TA, I need to know the content of the material because making a decision. Technical documents are very time consumming.Sometimes, the concepts involved in the English text do not have their equivalents in the other language and therefore require some approximation.This is the crux of the problem.

Could they send you the text? Incidentally, what office are you working in now

Best.

Alphonse

> Are you interested or do you want to suggest someone? dc
>

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Tuesday, June 2, 2009 9:11 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: [Fwd: Transcriber Needed]

Dear Debby:

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Could they send you the text? Incidentally, what office are you working in now

Best.

Alphonse

> Are you interested or do you want to suggest someone? dc
>

From: smutima@email.unc.edu
Sent: Wednesday, June 3, 2009 8:55 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: [Fwd: Transcriber Needed]

Thank you Debby. I beleive that Stefanie is still in town.She told me back in April that she would stay in Chapel Hill until the end of this month.Let's try her.

Best.

Alphonse

Quoting Deborah Crowder <dacrowde@email.unc.edu>:

> Just in case you deleted the first one. Do you know anyone else who
> might be interested? dc
>

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Wednesday, June 3, 2009 8:55 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: [Fwd: Transcriber Needed]

Thank you Debby. I beleive that Stefanie is still in town.She told me back in April that she would stay in Chapel Hill until the end of this month.Let's try her.

Best.

Alphonse

Quoting Deborah Crowder <dacrowde@email.unc.edu>:

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> might be interested? dc
>

From: smutima@email.unc.edu
Sent: Wednesday, June 3, 2009 9:05 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: [Fwd: Transcriber Needed]

Dear Debby:

Thank you for asking.I would like to ask them directly and see what they have.

Best.

Alphonse

Quoting Deborah Crowder <dacrowde@email.unc.edu>:

> I am in Georges Nzongola's office room 201. You should ask them
> directly--or should I just send them your email? dc
>
> smutima@email.unc.edu wrote:
>> Dear Debby:
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>> Thank you for forwarding me the message. I just need to know how
>> long the text is.Given the intensity of Swah 112 and the number of
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>> do not have their equivalents in the other language and therefore
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>> working in now
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>> Best.
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>> Alphonse
>>
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>>
>>> Are you interested or do you want to suggest someone? dc
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>>
>>
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>
>

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Wednesday, June 3, 2009 9:05 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: [Fwd: Transcriber Needed]

Dear Debby:

Thank you for asking.I would like to ask them directly and see what they have.

Best.

Alphonse

Quoting Deborah Crowder <dacrowde@email.unc.edu>:

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>>>
>>
>>
>
>
>

From: smutima@email.unc.edu
Sent: Monday, June 8, 2009 8:00 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject:
Attach: pam.wps; pam.wps

Dear Debby:

I have attached the additional final examination versions requested by Judith Benowitz.

Best.

Alphonse Mutima

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Monday, June 8, 2009 8:00 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject:
Attach: pam.wps

Dear Debby:

I have attached the additional final examination versions requested by Judith Benowitz.

Best.

Alphonse Mutima

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Friday, June 12, 2009 3:41 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: (no subject)

Dear Professor Nyang'oro:

I hope that Professor Mutisya was able to get in touch with you yesterday.

With warm regards,

Alphonse Mutima

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Friday, June 12, 2009 3:41 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: (no subject)

Dear Professor Nyang'oro:

I hope that Professor Mutisya was able to get in touch with you yesterday.

With warm regards,

Alphonse Mutima

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Thursday, June 25, 2009 7:13 PM
To: Benowitz, Judith <benowitz@email.unc.edu>
Cc: Blackwelder, June G <jgb@email.unc.edu>; Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: Versions of the final exam

Judith:

I am sorry. I nearly forgot to let you know how things are, right
now.Indeed, the three versions of the final exam are almost ready.

Best.

Alphonse Mutima

Deborah Crowder wrote:
> Perfect. Thanks so much for the additional clarification. Debby
>
> June Blackwelder wrote:
>> Hi Debby,
>> We do not require that instructors include either a sample exam or an
>> exam review exercise, but we do encourage instructors to provide
>> information that will let students know what they can expect on the
>> exam and how they can best prepare for it. Some instructors
>> accomplish that by providing a sample exam.
>>
>> We request three versions of the final exam to be administered to
>> students. This is so that we have a measure of security for the exam
>> without having to ask the instructor to create a new exam for each
>> student (we rotate through the versions as we administer the exams).
>> Also, some instructors allow students to retake the final exam if they
>> fail it, and in those instances we use a different version for the
>> retake.
>>
>> Hope this helps, but let us know if you have additional questions!
>> June
>>
>> Deborah Crowder wrote:
>>> Hi folks. I just had a conversation with Prof. Mutima. He did not
>>> realize that he was to submit actual final exams for his SWAH
>>> course. No wonder he didn't understand why he would have to submit
>>> three versions of reviews of the final. Sorry, Prof. Mutima. I must
>>> not have made that clear. So, one question: should there be a
>>> "sample" exam and then 3 actual exams. Or should there be a review
>>> instead of the "sample." I apologize for my ignorance, but I'm not
>>> sure how you do these things. I can help facilitate the process more
>>> if I understand it myself. Thanks in advance. Debby
>>>
>
>

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Thursday, June 25, 2009 7:13 PM
To: Benowitz, Judith <benowitz@email.unc.edu>
Cc: Blackwelder, June G <jgb@email.unc.edu>; Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: Versions of the final exam

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>>
>> We request three versions of the final exam to be administered to
>> students. This is so that we have a measure of security for the exam
>> without having to ask the instructor to create a new exam for each
>> student (we rotate through the versions as we administer the exams).
>> Also, some instructors allow students to retake the final exam if they
>> fail it, and in those instances we use a different version for the
>> retake.
>>
>> Hope this helps, but let us know if you have additional questions!
>> June
>>
>> Deborah Crowder wrote:
>>> Hi folks. I just had a conversation with Prof. Mutima. He did not
>>> realize that he was to submit actual final exams for his SWAH
>>> course. No wonder he didn't understand why he would have to submit
>>> three versions of reviews of the final. Sorry, Prof. Mutima. I must
>>> not have made that clear. So, one question: should there be a
>>> "sample" exam and then 3 actual exams. Or should there be a review
>>> instead of the "sample." I apologize for my ignorance, but I'm not
>>> sure how you do these things. I can help facilitate the process more
>>> if I understand it myself. Thanks in advance. Debby
>>>
>
>

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Wednesday, August 19, 2009 4:30 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Classes for Waithera

Debby:

Mamarame urgently wants to know what classes Waithera would teach.I let him know that you and I are still working on the situation and that he should have an answer by tomorrow.Maybe, we should let her teach Swah 403 section 2 and one section of Introduction to African Studies to help Katie and the students of Swah 401.I am available for more discussion.

Best.

Alphonse

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Wednesday, August 19, 2009 4:30 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Classes for Waithera

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Best.

Alphonse

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Thursday, September 17, 2009 3:00 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Official classroom for Swah 405

Debby:

I need an official classroom where I can meet with my students of Swah 405 and use the chalkboard/blackboard for teaching.They seem to have different interests.

Best.

Alphonse Mutima

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Thursday, September 17, 2009 3:00 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Official classroom for Swah 405

Debby:

I need an official classroom where I can meet with my students of Swah 405 and use the chalkboard/blackboard for teaching.They seem to have different interests.

Best.

Alphonse Mutima

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Wednesday, September 23, 2009 3:04 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: enrollment in Swah 401/1 & Swah403/1

Dear Debby:

I just want to make sure that have contacted you personally to take care of their enrollment in Swahili.

Best.

Alphonse

Deborah Crowder wrote:
> Hello Professor. All of these students need to see me asap with a drop
> add form (they can get those from Steele Bldg.) so that I can adjust
> their registration. Debby
>
> Alphonse Mutima wrote:
>> Debby:
>>
>> I have allowed 1) , 2) ,and 3)
>> to enroll in Swah 401 section 1.I have also accepted
>> and in Swah 403/1 because they told me that
>> they were having problems with their Swah 403/2 scheduling.
>>
>> Best.
>>
>> Alphonse Mutima
>>
>
>
>

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Monday, November 9, 2009 2:55 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: Spring Text Books

Dear Professor Nyang'oro:

I will formally renew my textbooks.

Best.

Alphonse Mutima

Julius Nyang'oro wrote:
> Hello Language Folks:
> The Text Book Coordinator tells me that the people who are really behind
> in the submission of the textbook requests are the language people. Even
> if you are using the same books, you need to formally renew them.
> Best,
> Julius
>

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Monday, November 9, 2009 2:55 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
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> if you are using the same books, you need to formally renew them.
> Best,
> Julius
>

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Thursday, April 29, 2010 4:56 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: TA for Swah 112 2010

Dear Professor Nyang'oro:

I am writing to request funds to hire a Teaching Assistant for Swah 112.
From my standpoint, we might have at least 20 students in that
intensive class.I do know a competent graduate student from UNC-CH who
is willing to take such a position.

With warm regards,

Alphonse S. Mutima

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Thursday, April 29, 2010 4:56 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: TA for Swah 112 2010

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With warm regards,

Alphonse S. Mutima

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Friday, April 30, 2010 12:45 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: TA for Swah 112 2010

Thank you, Professor Nyang'oro.

Alphonse

Julius Nyang'oro wrote:
> Mutima:
> I will have to discuss the matter with Summer School as they are the
> funders of Summer School. And before I do that, I will need to speak to
> Tim McMillan who is our Summer School Administrator.
> JEN
>
> Alphonse Mutima wrote:
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>> With warm regards,
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>> Alphonse S. Mutima
>>
>

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Friday, April 30, 2010 12:45 PM
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Subject: Re: TA for Swah 112 2010

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>> intensive class.I do know a competent graduate student from UNC-CH who
>> is willing to take such a position.
>>
>> With warm regards,
>>
>> Alphonse S. Mutima
>>
>

From: smutima@email.unc.edu
Sent: Tuesday, May 4, 2010 7:02 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: Summer TA

Dear Professor Nyang'oro:

Thank you for your reply.I totally understand the current budget situation.

Best.

Alphonse Mutima

Quoting Julius Nyang'oro <jen321@email.unc.edu>:

> Dear Mutima:
> As a matter of policy, Summer School does not provide funding for
> TAs. In the past when we gave you a TA, it was through Title VI
> Funding in International Studies (Niklaus Steiner) since the budget
> support had been written in the grant. This particular grant ended
> four years ago. I regret that we will not be able to fund a TA from
> the department's instructional budget because of the budget cuts we
> are facing this year. Good luck in Summer teaching.
> Best,
> Julius
>
>
>

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Tuesday, May 4, 2010 7:02 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
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> four years ago. I regret that we will not be able to fund a TA from
> the department's instructional budget because of the budget cuts we
> are facing this year. Good luck in Summer teaching.
> Best,
> Julius
>
>
>

From:	Mutima, Sinamenye A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=SINAMENYE A MUTIMA (SMUTIMA)>
Sent:	Thursday, July 21, 2011 2:40 PM
To:	Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject:	Renewal of Contract

Dear Professor Nyang'oro:

I am writing to thank you for renewing my teaching contract as a lecturer of Kiswahili.

With warm regards,

Alphonse Mutima, Ed.D.

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Monday, November 1, 2010 10:22 AM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject:

Dear Professor Nyang'oro:

It is with deep regrets that I let you know that I was unable to go to California.However, I asked them to keep my file with them for a future opportunity.

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Monday, June 12, 2006 2:29 PM
To: oswald.almasi@utoronto.ca
Cc: Julius Nyang'oro <jen321@email.unc.edu>
Subject: (no subject)

Dear Dr Almasi:

We offer Elementary (Sw 001&002) and Intermediate Swahili (Sw 003&004). Each class meets for fifty minutes three times a week. In one semester, each class meets for 45 hours.The amount of time for language laboratory activities is obviously not included .Students that take Swahili for language requirement must take Sw 001, Sw 002 and Sw 003.In other words, they must take a minimum of 135 hours of Swahili. Each academic year, we offer two classes of Swahili. Therefore, the number of hours Swahili is taught in one academic year is 90. The number of weeks in one academic year is 36.As far as the textbooks are concerned, we use "Tuseme Kiswahili" by Senkoro (2003) for Elementary Swahili and "Kiswahili kwa Kitendo" by Sharifa Zawawi (2001) for Intermediate Swahili. The class size differs , depending on the course level. However, we normally have a minimum of 25 students per class.

I wish you the best.

Alphonse Mutima, Ed.D.
Assistant Professor of Swahili
Department of African and Afro-American Studies
The University of North Carolina at Chapel Hill

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Tuesday, July 25, 2006 1:36 PM
To: Julius Nyang'oro <jen321@email.unc.edu>
Subject: Re: [Fwd: Escaping the Conflict Trap: Promoting Good Governance in the Congo - New Crisis Group report]

Dear Professor Nyang'oro:

Thank you for forwarding this intersting article to me. I hope that the concerned parties will act responsibly.

Best.

Alphonse Mutima

Julius Nyang'oro wrote:
>
>
> ----------
>
> Subject:
> Escaping the Conflict Trap: Promoting Good Governance in the Congo - New
> Crisis Group report
> From:
> "International Crisis Group" <reports@crisisgroup.org>
> Date:
> Thu, 20 Jul 2006 16:04:17 +0100
>
>
> *INTERNATIONAL CRISIS GROUP - NEW REPORT*
>
> * Escaping the Conflict Trap in the Congo *
>
> *Nairobi/Brussels, 20 July 2006:* Congo's elections at the end of the
> month could set the stage for renewed violence unless Kinshasa and
> donors increase efforts to create a transparent and accountable government.
>
> Escaping the Conflict Trap: Promoting Good Governance in the Congo
> <http://www.crisisgroup.org/home/index.cfm?l=1&id=4276>,* the latest
> report from the International Crisis Group, examines the Democratic
> Republic of the Congo in the run-up to the national elections scheduled
> for 30 July 2006. This is the country's most promising moment since
> independence, but there are huge dangers as well. The poll will create a
> significant class of disenfranchised politicians and former warlords
> tempted to take advantage of state weakness and launch new insurgencies.
>
> "As long as the principle access to resources is through public office,
> strongmen will use any means necessary – including insurrection – to
> gain public office", says Crisis Group Senior Analyst Jason Stearns.
> "Given the weakness of state institutions, in particular the security
> forces, courts and parliament, those who lose the elections are likely
> to prompt another conflict in the next few years if action is not taken
> now".
>
> Corruption is hardly new to the Congo, but the logic of the 2002 peace
> agreement, which established the current political transition, has
> brought problems of governance into sharp relief. Senior positions in
> the administration and state-run enterprises were shared between
> signatories, and state resources were siphoned off to fund election
> campaigns and private accounts. An estimated 60 to 80 per cent of
> customs revenues are embezzled, a quarter of the national budget is not

> properly accounted for, and millions of dollars are misappropriated in
> the army and state-run companies.
>
> Donor support must focus on strengthening state institutions to promote
> accountability. Parliament and the judiciary must be given adequate
> funding to be able to oversee the executive. The legislature should also
> set up a permanent committee to review mining contracts, and deals that
> are unfavourable must be altered or cancelled. Congolese officials must
> keep their campaign pledges and reform public administration to promote
> accountability and transparency.
>
> Major international contributors should form a donors' group on good
> governance to coordinate funding and policy advice for the new
> government and regularly discuss governance issues with key ministries
> and government anti-corruption bodies. Congolese civil society also has
> an important role to play by tracking public expenditure and pressing
> for sanctions against corrupt officials.
>
> "The international community has spent over $400 million to help
> Congolese elect a democratic parliament. Now it must ensure this
> institution and its various commissions are given the necessary tools
> and resources to effectively fulfil its oversight function", says Caty
> Clement, Crisis Group's Central Africa Project Director.
>
> ---
> To find out more, visit our *Conflict in the Congo*
> <http://www.crisisgroup.org/home/index.cfm?id=2829&l=1> page,
> which has links to Crisis Group's reports and opinion pieces on the
> conflict, details of our advocacy efforts to date, links to other
> resources, and information on what you can do to support Crisis Group's
> efforts.
>
> ---
> *Contacts: Andrew Stroehlein (Brussels) 32 (0) 2 541 1635
> Kimberly Abbott (Washington) 1 202 785 1601*
> To contact Crisis Group media please click here
> <http://www.icg.org/home/index.cfm?action=form&fid=16&l=1>
> **Read the full Crisis Group report on our website:
> **http://www.crisisgroup.org*
> ---
>
> The International Crisis Group (Crisis Group) is an independent,
> non-profit, non-governmental organisation covering over 50
> crisis-affected countries and territories across four continents,
> working through field-based analysis and high-level advocacy to prevent
> and resolve deadly conflict.
>
> ---
>
> * Escaping the Conflict Trap: Promoting Good Governance in the Congo *
>
> *EXECUTIVE SUMMARY AND RECOMMENDATIONS*
>
> The Democratic Republic of Congo's strides toward peace could prove
> short-lived if the government and donors do not increase efforts to
> create a transparent and accountable government. State institutions such
> as parliament, courts, the army and the civil service remain weak and
> corrupt. The national elections scheduled for 30 July 2006 risk creating
> a large class of disenfranchised politicians and former warlords tempted
> to take advantage of state weakness and launch new insurgencies. Donors
> must initiate new programs in support of good governance that include
> more funding to strengthen state institutions (in particular parliament
> and the various auditing bodies), as well as apply more political
> pressure to make sure reforms are implemented.
>

> The Congolese state has suffered from corruption since independence. The
> logic of the 2002 peace agreement, which established the current
> political transition, has brought problems of governance into sharp
> relief. Senior positions in the administration and state-run enterprises
> were shared between signatories, and state resources were siphoned off
> to fund election campaigns and private accounts. Between 60 and 80 per
> cent of customs revenues are estimated to be embezzled, a quarter of the
> national budget is not properly accounted for, and millions of dollars
> are misappropriated in the army and state-run companies. The mining
> sector is particularly prone to corruption, with valuable concessions
> granted with little legitimate benefit to the state.
>
> These governance problems have an immediate impact on the humanitarian
> situation. Unpaid soldiers harass and intimidate civilians. Factions
> within the army and government continue to fight over mines and control
> of border crossings. The displaced civilians have almost no health
> services to fall back on, and 1,000 or more die daily as a result.
>
> While international attention has concentrated on elections, the other
> elements of a stable democracy are weak or missing, including the
> necessary checks on executive power. Parliament is poorly funded and
> divided, mirroring the weakness of political parties. Parliamentary
> inquiries lack necessary resources and expertise to be effective. The
> judiciary is deeply politicised and inadequately funded. Not a single
> official has been tried during the transition for corruption.
> Presidential and legislative candidates should have – but have not –
> presented detailed plans for addressing corruption in customs, public
> finance and natural resources.
>
> The incoming government will offer new opportunities for improving
> governance. The president, parliament and local governing bodies will be
> democratically elected and in theory accountable to their
> constituencies. Twenty-six provinces are to be created out of the
> current eleven, each with locally elected provincial assemblies, and to
> manage 40 per cent of national revenues raised on their territories.
> Three new high courts will replace the current Supreme Court. But
> without international support and funding, these institutions will
> remain largely a shell.
>
> Donors have treated corruption as a technical problem and emphasised
> data management systems, training programs and laws. They have shied
> away from the more political aspects, such as strengthening parliament,
> courts and anti-corruption and auditing bodies. They finance more than
> half the national budget and should do more to press charges against
> corruption suspects, make sure the government complies with the mining
> code and hold multinational corporations accountable for violating
> national and international norms.
>
> A complete overhaul of the approach to good governance is needed after
> the elections, with much greater focus on strengthening institutions,
> especially parliament and courts. The Poverty Reduction Strategy Paper
> the new government is to publish later this year is already
> substantially prepared but it should be supplemented by more detail on
> anti-corruption initiatives and parliamentary capacity building. Major
> donors should then launch plans to promote governance over a five-year
> period and at the same time create a successor group to the
> International Committee for the Support of the Transition to coordinate
> their actions and their pressure on the incoming government to implement
> the promised reforms.
>
> *RECOMMENDATIONS*
>
> *To the Incoming Government of the Democratic Republic of Congo:*
>
> 1. Fund parliamentary commissions sufficiently and cooperate with their

> investigations.
>
> 2. Strengthen the judiciary by supporting legislation to guarantee the
> independence of the courts and by funding them adequately.
>
> 3. Complete a census to get ghost officials off payrolls and raise
> salaries of civil servants above the poverty level.
>
> 4. Create a National Program in Support of Governance to coordinate all
> actions on behalf of good governance, headed by an anti-corruption czar
> appointed by the president upon proposal of parliament and provided with
> sufficient means to carry out the duties.
>
> 5. Promote accountability and transparency in the management of natural
> resources by:
>
> (a) creating a sub-commission within the National Program in
> Support of Governance to apply the criteria of the Extractive
> Industry Transparency Initiative, including publishing all financial
> transactions between companies and the government;
>
> (b) incorporating the provisions of the Extractive Industry
> Transparency Initiative into domestic law;
>
> (c) licensing an international NGO to monitor implementation of the
> mining and forestry codes, in collaboration with the Ministry of
> Mines and the Mining Inspection;
>
> (d) providing the anti-corruption czar and the sub-commission for
> natural resources with websites on which to publish all payments and
> mining contracts between the government and private companies and to
> which complaints can be submitted; and
>
> (e) installing truck scales for mineral ore at border crossings and
> laboratory equipment for mineral analysis.
>
> 6. Create an international oversight body within the National Program
> in Support of Governance and deploy international personnel in all
> government oversight bodies.
>
> 7. Create a cell within the Ministry of Finance responsible for
> recording and investigating the declarations of assets made by members
> of government before and after their tenure.
>
> 8. Carry out the decentralisation outlined in the constitution by:
>
> (a) setting up a commission within the Ministry of the Interior to
> plan and implement creation of the 26 new provinces and their
> provincial assemblies; and
>
> (b) creating local offices for the state auditor and financial
> inspector, as well as for the National Program in Support of
> Governance initiated in the government's anticipated Poverty
> Reduction Strategy Paper.
>
> *To Presidential and Legislative Candidates in the 30 July 2006 Elections:*
>
> 9. Present detailed programs on how to reduce corruption, in particular
> in public finances, customs and natural resources.
>
> *To the Incoming Parliament:*
>
> 10. Discuss, during the first session, the Lutundula Commission report
> on contracts signed during the two wars and renegotiate or cancel mining
> and forestry contracts that are not in the state's interest.

>
> 11. Create a permanent parliamentary commission on natural resources to
> review contracts signed since 30 June 2003 and monitor compliance with
> the mining and forestry codes as well as management of revenues in the
> mining and forestry sectors.
>
> *To Congolese Civil Society:*
>
> 12. Address issues of governance and corruption through pressure on
> national and provincial elected representatives, including by tracking
> their voting records.
>
> 13. Put more focus on corruption, including by conducting advocacy
> based on Congolese laws, as well as on the Organisation for Economic
> Cooperation and Development Convention on Combating Bribery, the
> Extractive Industry Transparency Initiative, and the U.S. Foreign
> Corrupt Practices Act.
>
> 14. Create an NGO network dedicated specifically to governance issues
> with a regularly updated website.
>
> *To the World Bank and the International Monetary Fund:*
>
> 15. Work with the government to ensure that, in accordance with Article
> 46 of the mining code, titles to state-owned mining fields are granted
> through open tenders.
>
> 16. Promote transparency and environmental protection in the forestry
> industry by:
>
> (a) encouraging the government to enforce the moratorium on
> concessions;
>
> (b) completing the zoning exercise to distinguish lands available
> for industrial logging from those reserved for community activities
> and environmental protection; and
>
> (c) contracting an NGO to work with the Ministry of Environment to
> monitor compliance with the forestry law and ensure that tax
> revenues flow back to local communities and concessions granted
> comply with the zoning exercise.
>
> 17. Participate in a group with major governmental donors to coordinate
> funding and other actions, in particular in the field of good governance.
>
> 18. Increase funding to state anti-corruption bodies, including the
> proposed National Program in Support of Governance, the State Auditor,
> the Financial Inspectorate and parliamentary commissions.
>
> *To France, the UK, the U.S., Belgium, South Africa, the EU, the World
> Bank, the International Monetary Fund, the African Development Bank and
> Other Major Donors:*
>
> 19. Form a new donors group on good governance to coordinate funding
> and policy advice to the new government, regularly discuss governance
> issues with key ministries and government anti-corruption bodies and
> work closely with the proposed National Program in Support of Governance.
>
> 20. Put together a five-year donor plan, based on the new government's
> anticipated Poverty Reduction Strategy Plan and the United Nations
> Development Program's Congo Action Plan, that conditions a substantial
> funding increase on steps to increase accountability and reduce
> corruption and includes:
>
> (a) funding for parliamentary commissions at the national and

> provincial level, in particular the commissions on natural resources
> and economic and financial affairs;
>
> (b) reform of the judiciary, including an emergency plan for the
> East and support for setting up the new High Court of Appeals,
> Constitutional Court and State Council;
>
> (c) placement of international personnel in major anti-corruption
> bodies;
>
> (d) support for the creation of 26 provincial assemblies within
> three years, including funding for infrastructure and training; and
>
> (e) direct financial and technical support to the State Auditor,
> the Army Inspectorate and the Financial Inspectorate.
>
> 21. Contract an international auditing firm to train and advise the
> Ministry of Finance cell in charge of recording and investigating
> government officials' asset declarations.
>
> *To Major Investors and Trade Partners of the Congo, including Belgium,
> France, the U.S., South Africa, China, Germany, Portugal and the UK:*
>
> 22. Use export credits to promote accountability with national
> companies by granting them only to companies that disclose all payments
> to governments and demonstrate respect for international and domestic
> laws and norms, including environmental, labour and anti-bribery laws
> and norms.
>
> *To the United Nations Mission in the Democratic Republic of Congo (MONUC):*
>
> 23. Create a cell within the Political Affairs Division to monitor and
> report on good governance in coordination with donors.
>
> *Nairobi/Brussels, 20 July 2006*
>

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Wednesday, September 27, 2006 4:20 PM
To: Julius Nyang'oro <jen321@email.unc.edu>
Subject: International Symposium on African & Diasporic Languages & Education

---

Dear Dr Nyang'oro,

I realized that the time was not right for me to discuss the "International Symposium on African & Diasporic Languages & Education" this afternoon.In effect, I initially touched base with Professor Lambert about it but he suggested that I discuss the situation with you as well.For your information, I placed the papers related to the syposium in your mail box. Please, let me know what you think about it.

Respectfully yours,

Alphonse Mutima

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Monday, October 2, 2006 5:09 PM
To: Julius Nyang'oro <jen321@email.unc.edu>
Subject: Re: [Fwd: Securing Congo's Elections: Lessons from the Kinshasa Showdown - New Crisis Group briefing]

Dear Dr Nyang'oro:

Thank you for forwarding the article to me. It is quite interesting.

Alphonse

Julius Nyang'oro wrote:
>
>
> ----------
>
> Subject:
> Securing Congo's Elections: Lessons from the Kinshasa Showdown - New
> Crisis Group briefing
> From:
> "International Crisis Group" <reports@crisisgroup.org>
> Date:
> Mon, 2 Oct 2006 15:39:52 +0200
>
>
> *INTERNATIONAL CRISIS GROUP - NEW BRIEFING*
>
> * Securing Congo's Elections *
>
> *Nairobi/Brussels, 2 October 2006: *The Congolese government and the
> international community must move quickly to secure the run-off
> presidential election between Joseph Kabila and Jean-Pierre Bemba on 29
> October 2006.
>
> Securing Congo's Elections: Lessons from the Kinshasa Showdown
> <http://www.crisisgroup.org/home/index.cfm?id=4412&l=1>,* the latest
> briefing from the International Crisis Group, analyses especially the
> situation on the ground in the capital, which events after the first
> round demonstrated is the most sensitive point in the country. Both
> Kabila and Bemba will be strongly tempted to use violence should they
> lose the second round, and the former in particular is very strong
> militarily.
>
> "The violence on the afternoon of 20 August, several hours before the
> electoral commission was due to announce the presidential results,
> provided dramatic proof of the fragility of the electoral process in the
> DR Congo", says Crisis Group Senior Analyst Jason Stearns.
>
> Around 18 million Congolese went to the polls on 30 July to choose a new
> president and national assembly, the first free and fair elections in
> over 40 years. The vote was largely peaceful and well organised,
> although many irregularities were reported at polling stations. The
> incumbent Kabila won 45 per cent, just short of an absolute majority.
> Bemba received 20 per cent. Kabila's Alliance for Presidential Majority
> took some 300 of the 500 seats in the national assembly; Bemba's Union
> of Nationalists won 116.
>
> To secure Kinshasa throughout the electoral period and after, Congolese
> military, and particularly the private guards of Kabila and Bemba, which
> are not part of the army's regular command structure, must be kept off

> the streets. Heavy weaponry must be put under control of the UN mission
> (MONUC) and the European Union mission (EUFOR). EUFOR needs to deploy
> more troops to the capital from its reserve base in Gabon and give them
> clear authority to use force to prevent violence, and Brussels should
> extend this troop deployment until the new government takes office in
> January 2007.
>
> It is also important for the international community to promote a
> climate of constructive criticism by strengthening the High Media
> Authority in order to prevent hate speech and defamation in press,
> television and radio outlets which are often de facto allies of the
> candidates and have helped stoke violence in the capital. Finally,
> weaknesses in the electoral process, especially those related to
> collection and reporting of ballots, must be urgently corrected to make
> sure the run-off is seen by Congolese as fair and transparent.
>
> "The Congo's stability is at stake", says Caty Clement, Crisis Group's
> Central Africa Project Director. "Elections, including those for
> provincial parliaments which will also be held on 29 October, are the
> first step. But real stability will come only when democratic
> institutions such as courts, media and parliament are given real clout
> and laws are enforced. Congolese will measure the peace dividend by
> these changes".
>
> ---
> *Contacts: Andrew Stroehlein (Brussels) 32 (0) 2 541 1635
> Kimberly Abbott (Washington) 1 202 785 1601*
> To contact Crisis Group media please click here
> <http://www.icg.org/home/index.cfm?action=form&fid=16&l=1>
> **Read the full Crisis Group briefing on our website:
> **http://www.crisisgroup.org* </>
> ---
>
> The International Crisis Group (Crisis Group) is an independent,
> non-profit, non-governmental organisation covering over 50
> crisis-affected countries and territories across four continents,
> working through field-based analysis and high-level advocacy to prevent
> and resolve deadly conflict.
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>
> * *
>

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Friday, May 4, 2007 10:44 AM
To: Julius Nyang'oro <jen321@email.unc.edu>
Subject: Re: CCO Swahili

Dear Dr Nyang'oro:

Yesterday, when you asked me about your note,I had not had the chance to read my mail. I am sorry. However, I managed to have an appointment with Juddy next week about the current state of the work.

With warm regards,

Alphonse Mutima

Julius Nyang'oro wrote:

> Dear Mutima:
> Hope you are well. What is the progress on Kiswahili for Continuing
> Studies? Everybody is waiting for us.
> JEN
>

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Tuesday, May 8, 2007 6:12 PM
To: Julius Nyang'oro <jen321@email.unc.edu>
Subject: Images de l'Africain de l'Antiquite au xxe siecle

Wa bolingo Professeur Nyang'oro, (Dear Professor Nyang'oro)

Mbote (greetings).
Eboto mingi mpenza mpo na munkanda moye opesaki ngai lobi.
(Thank you so much for the book that you gave me yesterday).
Munkanda moye mosepelisi ngai mingi (That book pleases me a lot).
Nakotanga mwango na mpokwa ya lelo(I will read it this evening).
Tikala malamu, mokonzi(Good bye, chief).

Wa yo (Yours),

Alphonse Mutima

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Thursday, January 15, 2009 6:41 PM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: The current situation of Swah 404

Dear Professor Nyangóro:

Bonne Annee! I hope you and your family are doing well.
I am writing to let you know that I need to share with you the current situation of Swah 404.Please , find below my weekly teaching schedule:

Mondays & Wednesdays: 11:00am-11:50am (Swah 402 , section 1)
1:00pm-1:50pm (Swah 402 , Section 2)
3:pm-4:15pm (Swah 404)

Fridays: 11:00am-11:50am (Swah 402, Section 1)
1:00pm-1:50pm (Swah 402 , section 2)

With warm regards,

Alphonse S. Mutima

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Friday, January 16, 2009 12:42 PM
To: Julius Nyang'oro <jen321@email.unc.edu>
Subject: Re: The current situation of Swah 404

Mokonzi wa ngai:

Eboto mingi.Nakoya.

A.Mutima

I will be there.

Julius Nyang'oro wrote:
> Muana Mboka:
> Let's meet on Wed at noon.
> JEN
>
> Alphonse Mutima wrote:
>>
>> Dear Professor Nyangóro:
>>
>> Bonne Annee! I hope you and your family are doing well.
>> I am writing to let you know that I need to share with you the current
>> situation of Swah 404.Please , find below my weekly teaching schedule:
>>
>> Mondays & Wednesdays: 11:00am-11:50am (Swah 402 , section 1)
>> 1:00pm-1:50pm (Swah 402 , Section 2)
>> 3:pm-4:15pm (Swah 404)
>>
>> Fridays: 11:00am-11:50am (Swah 402, Section 1)
>> 1:00pm-1:50pm (Swah 402 , section 2)
>>
>> With warm regards,
>>
>> Alphonse S. Mutima
>

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Thursday, February 5, 2009 4:10 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: [Fwd: Course Submission Message]

Thank you, Debby for the wonderful news.

Alphonse

Deborah Crowder wrote:
> This is good news! Debby
>
> ----------
>
> Subject:
> Course Submission Message
> From:
> Nicholas J Siedentop <nick_siedentop@unc.edu>
> Date:
> Tue, 3 Feb 2009 20:26:51 -0500
> To:
> dacrowde@email.unc.edu
>
> To:
> dacrowde@email.unc.edu
>
>
> SWAH-406 has received final approval. The transaction's data should be loaded to SIS soon (this process runs nightly).

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Tuesday, February 17, 2009 4:44 PM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: Swah401 for Friday Center

Dear Professor Nyang'oro:

Thank you so much for acting upon my request relative to the LAC class and its scheduling.Those in charge of it have also recognized its conflict with Swah 404.Admittedly ,its next scheduling will accomodate Swah 404. The next issue is about the proposed Swah 401 for Friday Center . Debby called me and expressed some feelings to me about it.It was honestly hard to me.I really wish to have a few minutes with you next week to explain myself to you and what my plans are about it.

Best.

Alphonse S. Mutima

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Friday, March 27, 2009 12:25 PM
To: Julius Nyang'oro <jen321@email.unc.edu>
Subject: Re: [Fwd: journalist on Africa]

Dear Professor Nyang'oro:

Mr.Kavanagh will talk to my students on Monday at 11:00am in CA 132.

Best.

Alphonse
Julius Nyang'oro wrote:
> Colleagues:
> I am forwarding notice of a visitor who looks interesting. I am
> forwarding this specifically to the three of you because of your
> personal interest but I will forward it again to the rest of the faculty
> in the department.
> Best,
> Julius
>
> ----------
>
> Subject:
> journalist on Africa
> From:
> Niklaus Steiner <nsteiner@email.unc.edu>
> Date:
> Mon, 23 Mar 2009 13:12:57 -0400
> To:
> Michael Lambert <mlambert@email.unc.edu>, Barbara Anderson
> <b_anderson@unc.edu>, Julius Nyangoro <jen321@email.unc.edu>, Richard
> Cole <colerr@email.unc.edu>
>
> To:
> Michael Lambert <mlambert@email.unc.edu>, Barbara Anderson
> <b_anderson@unc.edu>, Julius Nyangoro <jen321@email.unc.edu>, Richard
> Cole <colerr@email.unc.edu>
>
>
> Dear Mike, Barbara and Julius,
>
> I am working with the Journalism School to bring a journalist who's been
> covering the Congo.
>
> Michael Kavanagh will be just off his third month-long trip to eastern
> Congo for the Pulitzer Center. Michael is primarily a radio journalist,
> and his reporting has been broadcast on NPR and PRI/The World. He has
> ventured into the television broadcast world with WorldFocus (WNET's new
> weeknightly foreign affairs news program). His strongest recent radio
> and video documentary work is on rape as an instrument of war -
> http://pulitzercenter.org/showproject.cfm?id=58
> <http://pulitzercenter.org/showproject.cfm?id=36>
>
> He's available to come speak in classes on Tuesday March 31, and is
> giving a public lecture on Monday March 30 at 4 in Carroll Hall.
>
> Would you please let your students and faculty know? And if you'd like
> her to come to a class, please be in touch with Richard Cole from the J
> School (cc:).
>

> It should be a great event.
>
> Best, Niklaus
>
> -------- Original Message --------
> Subject: Re: Visit of Your Folks to Chapel Hill (fwd)
> Date: Mon, 16 Mar 2009 07:26:13 -0400 (EDT)
> From: Richard Cole <colerr@email.unc.edu>
> To: nsteiner@unc.edu, raymond.farrow@unc.edu
> CC: richard_cole@unc.edu, Ann Peters <apeters@pulitzercenter.org>
>
>
>
> Dear Nicklaus and Raymond:
>
> 1. Here is the draft poster that Ann Peters had done for the
> 4 p.m. Monday, March 30, talk by the journalists. Please look at it and
> give her suggested changes, or OK it. Now if you possibly could. There's
> not much time. We need to get it publicized as much as possible. I'll
> see if I can get an ad in The Daily Tar Heel, using the poster. Please
> note: The poster has four sponsors listed; that must be worked out; you
> decide, but quickly, please. PLEASE RESPOND DIRECTLY TO HER.
>
> 2. I haven't heard anything from you about possible classes for
> one or more of the journalists to speak to. I have at least four
> possibilities (they are not guaranteed because I was waiting to hear from
> you):
>
> 11-12:15 a.m. Monday, March 30.
> 2-3:15 p.m. Monday, March 30.
>
> 8-10:50 a.m. Tuesday, March 31.
> 11-11:30 (short session) Tuesday, March 31.
>
> Please let me know quickly if you want one or more of the
> journalists for a class, and when and where, plus the name of the class
> and the teacher.
>
> 3. For this visit from the Pulitzer folks, there wasn't much
> advance time, as you know well. For subsequen visits, there should be
> more such time. But Ann Peters did want these people to come this
> spring.
>
> Best, Richard.
>
>
> Richard Cole, Ph.D.
> John Thomas Kerr Jr. Distinguished Professor and Dean Emeritus
> School of Journalism and Mass Communication
> University of North Carolina at Chapel Hill
> Campus Box 3365
> Chapel Hill, NC 27599-3365
> Telephone: (919) 843-8289
> E-Mail: richard_cole@unc.edu
>
> ---------- Forwarded message ----------
> Date: Fri, 13 Mar 2009 13:49:08 -0400
> From: Ann Peters <apeters@pulitzercenter.org>
> To: Richard Cole <colerr@email.unc.edu>
> Cc: Janeen Heath <jheath@pulitzercenter.org>, richard_cole@unc.edu,
> Global Gateway <globalgateway@pulitzercenter.org>
> Subject: Re: Visit of Your Folks to Chapel Hill
>
> Thanks for the update re classes Richard.
> I'm sending to you now the draft poster we've pulled together so you'll have on

> hand while I'm finalizing a bit more of my email to Niklaus and Raymond. Note
> that we kept in the CIBER reference but will need to hear whether that remains
> or what other additions/changes there are after you've had a review. We can
> put together additional promotional emails/material to make it easier for you
> to send around to your students/campus lists/publications to further promote
> the 4 p.m. event.
>
> As to classes, that's terrific that there is such great interest - Could you
> fill me in on what those classes focus on so we can start thinking how we might
> divide up the journalists among classes and how they can target their remarks
> as we wait to hear back from the Business school and Global Education Center?
>
> Best regards, Ann
>
>
> --
> Niklaus Steiner, Ph.D.
> Director
> Center for Global Initiatives
> University of North Carolina at Chapel Hill
> CB# 5145
> Chapel Hill, NC 27599-5145
>
> nsteiner@unc.edu
> Tel (919) 962-6855
> Fax (919) 962-5375
> http://cgi.unc.edu
>

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Friday, April 3, 2009 12:20 PM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: Friday Center Work

Dear Dr.Nyang'oro:

I am writing to let you know that my work is nearly ready.Somebody is helping me with the typing.I will turn it in next week.
I deeply thank you for being so patient with me.

Respectfully,

Alphonse S. Mutima

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Friday, June 12, 2009 3:41 PM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: (no subject)

Dear Professor Nyang'oro:

I hope that Professor Mutisya was able to get in touch with you yesterday.

With warm regards,

Alphonse Mutima

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Thursday, June 25, 2009 7:13 PM
To: Judith Benowitz <benowitz@email.unc.edu>
Cc: June Blackwelder <jgb@email.unc.edu>; Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: Versions of the final exam

Judith:

I am sorry. I nearly forgot to let you know how things are, right
now.Indeed, the three versions of the final exam are almost ready.

Best.

Alphonse Mutima

Deborah Crowder wrote:
> Perfect. Thanks so much for the additional clarification. Debby
>
> June Blackwelder wrote:
>> Hi Debby,
>> We do not require that instructors include either a sample exam or an
>> exam review exercise, but we do encourage instructors to provide
>> information that will let students know what they can expect on the
>> exam and how they can best prepare for it. Some instructors
>> accomplish that by providing a sample exam.
>>
>> We request three versions of the final exam to be administered to
>> students. This is so that we have a measure of security for the exam
>> without having to ask the instructor to create a new exam for each
>> student (we rotate through the versions as we administer the exams).
>> Also, some instructors allow students to retake the final exam if they
>> fail it, and in those instances we use a different version for the
>> retake.
>>
>> Hope this helps, but let us know if you have additional questions!
>> June
>>
>> Deborah Crowder wrote:
>>> Hi folks. I just had a conversation with Prof. Mutima. He did not
>>> realize that he was to submit actual final exams for his SWAH
>>> course. No wonder he didn't understand why he would have to submit
>>> three versions of reviews of the final. Sorry, Prof. Mutima. I must
>>> not have made that clear. So, one question: should there be a
>>> "sample" exam and then 3 actual exams. Or should there be a review
>>> instead of the "sample." I apologize for my ignorance, but I'm not
>>> sure how you do these things. I can help facilitate the process more
>>> if I understand it myself. Thanks in advance. Debby
>>>
>
>

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Thursday, September 17, 2009 3:00 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Official classroom for Swah 405

Debby:

I need an official classroom where I can meet with my students of Swah 405 and use the chalkboard/blackboard for teaching.They seem to have different interests.

Best.

Alphonse Mutima

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Monday, November 9, 2009 2:55 PM
To: Julius Nyang'oro <jen321@email.unc.edu>
Subject: Re: Spring Text Books

Dear Professor Nyang'oro:

I will formally renew my textbooks.

Best.

Alphonse Mutima

Julius Nyang'oro wrote:
> Hello Language Folks:
> The Text Book Coordinator tells me that the people who are really behind
> in the submission of the textbook requests are the language people. Even
> if you are using the same books, you need to formally renew them.
> Best,
> Julius
>

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Thursday, April 29, 2010 4:56 PM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: TA for Swah 112 2010

Dear Professor Nyang'oro:

I am writing to request funds to hire a Teaching Assistant for Swah 112. From my standpoint, we might have at least 20 students in that intensive class.I do know a competent graduate student from UNC-CH who is willing to take such a position.

With warm regards,

Alphonse S. Mutima

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Friday, April 30, 2010 12:45 PM
To: Julius Nyang'oro <jen321@email.unc.edu>
Subject: Re: TA for Swah 112 2010

Thank you, Professor Nyang'oro.

Alphonse

Julius Nyang'oro wrote:
> Mutima:
> I will have to discuss the matter with Summer School as they are the
> funders of Summer School. And before I do that, I will need to speak to
> Tim McMillan who is our Summer School Administrator.
> JEN
>
> Alphonse Mutima wrote:
>> Dear Professor Nyang'oro:
>>
>> I am writing to request funds to hire a Teaching Assistant for Swah
>> 112. From my standpoint, we might have at least 20 students in that
>> intensive class.I do know a competent graduate student from UNC-CH who
>> is willing to take such a position.
>>
>> With warm regards,
>>
>> Alphonse S. Mutima
>>
>

From: Alphonse Mutima <smutima@email.unc.edu>
Sent: Monday, November 1, 2010 10:24 AM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: (no subject)

Dear Professor Nyang'oro:

It is with deep regrets that I let you know that I was unable to go to California.However, I asked them to keep my file with them for a future opportunity.Thank you for your help and understanding.

Best regards,

Alphonse

From: Sinamenye Mutima <smutima@email.unc.edu>
Sent: Friday, April 30, 1999 10:18 AM
To: dacrowde@email.unc.edu
Subject: African Language Institute (fwd)

---------- Forwarded message ----------
Date: Mon, 26 Apr 1999 18:01:41 -0500
From: India Plough <ploughi@pilot.msu.edu>
To: smutima@email.unc.edu
Cc: simonan@pilot.msu.edu, davisan@pilot.msu.edu
Subject: African Language Institute

Dear M. Mutima, (a hard copy of this letter will follow in US mail)

Thank you for your application materials and non-refundable fee of $15. I am very pleased to inform you that your application to attend The Teaching of African Languages Institute at Michigan State University's Center for Language Education and Research (CLEAR) May 14-16, 1999 has been accepted. In order to support your participation in this institute, we are able to offer the following:

7 The Institute fee of $200 is waived;

7 Travel expenses will be covered.

' If you will be traveling by car, we will reimburse you according to MSU's official travel distances at the rate of .31 per mile. We will provide you with a Visitor's Parking Pass for campus.
' If you will be flying to Lansing airport, you must make your reservations through MSU's official travel agent, Spartan Travel (1-800-684-7384). ***You must make your reservations at least 14 days in advance.*** CLEAR is able to cover "the lowest logical (considering cost and time) available airfare, which is defined as travel (a) in coach or economy class, unless a Certified Travel Agent certifies non-availability, and (b) via the most logical and efficient route taking into consideration the business traveler's objective and airline penalties and restrictions." Spartan Travel will invoice CLEAR directly for your airfare. We will also reimburse you for taxi fare to and from the airport and for airport parking. In making travel arrangements, please note that a Welcome Reception is scheduled for May 13 at 7:30 p.m. in the Corniche Room of MSU's Kellogg Center.

7 Lodging at Owen Graduate Center will be paid. Accommodations at Owen include $8 per day credit in the Owen cafeteria. Reservations for Owen can be made by calling Anne or Anna at the CLEAR office. ***You must make your reservations by April 28, 1999.*** If you choose to stay at a local hotel, CLEAR will reimburse your lodging/food at the Owen rate of $26 per day.

We hope that you will be able to attend this institute and ask you to let us know of your intentions as soon as possible. After we receive your acceptance, we will send you more detailed information about the Institute, including a daily schedule, and directions to MSU.

Enclosed please find an application for Lifelong Education. If you are enrolling in the Institute for credit, please send this application directly to:

Registrar's Office
150 Administration Building

Michigan State University
East Lansing, MI 48824

The Registrar will send you information about how to enroll and register for the course. If you are not enrolling for credit, it is not necessary to return the application.

Enrollment for Continuing Education Units will be available at the Institute.

Please do not hesitate to call our office if you have any questions. We are looking forward to meeting you and to your contributions to the Institute.

****

India C. Plough, Ph.D.
Associate Director
Center for Language Education And Research (CLEAR)
A712 Wells Hall
Michigan State University
East Lansing, MI 48824-1027
517/432-2286
Fax:517/432-0473
http://clear.msu.edu/

From: Sinamenye Mutima <smutima@email.unc.edu>
Sent: Friday, April 30, 1999 10:22 AM
To: dacrowde@email.unc.edu
Subject: Forwarded mail....

---------- Forwarded message ----------
Date: Wed, 28 Apr 1999 09:29:03 -0400
From: Anne Simon <simonan@pilot.msu.edu>
To: unlisted-recipients: ;

Ms. Heddy Keith,
Mr. Masangu Matondo,
Mr. Sam Mchombo,
Ms. Judith Mmari,
Mr. Alphonse Mutima,
Dr. Ntanda Nkere,
Mr. Zilungile Sosibo,

We have received your acceptance to participate in our Summer
African Languages Institute.

If you are planning on staying at our Owen Graduate Center,
you need to inform us of this today. Our deadline to inform
them of the number of persons staying there is tomorrow (4/29/99) morning.
We need to know which days you need accomodations for, and whether you
prefer a smoking or non-smoking room. Also, if you will be using Spartan
Travel for
your travel arrangements, please notify Ms. Anna Davis
(davisan@pilot.msu.edu) of those details.

We appreciate your timely response and we look forward to seeing you in May.
Thank you.

Anne Simon
Office Assistant
CLEAR

From: Sinamenye Mutima <smutima@email.unc.edu>
Sent: Tuesday, September 28, 1999 12:03 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: Textbooks

Debbie:
Thank you for your message. Please find below the textbooks I want to use next semester:

SWA002 : Russell, J.(1996).Swahili:a complete course for beginners.Lincolnwood.NTC Contemporary Publishing Group.ISBN 0-8442-3709-4

SWA004 : ZAWAWI,S.(1988). Kiswahili kwa kitendo.Trenton.Africa World Press,Inc.

ZAWAWI.S.(1972).Say It in Kiswahili.New York.Dover Publications.

From: Sinamenye Mutima <smutima@email.unc.edu>

Sent: Tuesday, September 28, 1999 12:21 PM

To: Roberta Ann Dunbar <radunbar@email.unc.edu>

Cc: Arturo Velasquez <avelasqu@email.unc.edu>; Bereket Selassie <bselassi@email.unc.edu>; Catharine Newbury <cnewbury@unc.edu>; Charlene Regester <regester@email.unc.edu>; Jennifer Coffman <jcoffman@email.unc.edu>; Julius E. Nyang'oro <jen321@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Michael West <mwest1@email.unc.edu>; Perry Hall <hallpa@email.unc.edu>; Reginald F. Hildebrand <hildebra@email.unc.edu>; Robin Vander <vander@email.unc.edu>; Tim McMillan <tjm1@email.unc.edu>; Valerie Kaalund <vkaalund@email.unc.edu>; Kenneth Janken <krjanken@email.unc.edu>; Robert Porter <rporter@email.unc.edu>; Rachel Watkins <rwatkins@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; Barbara Anderson <anderso4@bellsouth.net>; Karla Slocum <kaslo@email.unc.edu>; Jayna Byrd <jcb@email.unc.edu>; Deborah A. Crowder <dacrowde@email.unc.edu>; Julius Nyang'oro <NYANGORO@SOCSCI.uct.ac.za>

Subject: Re: Newbury Elected to ASA Office

Ann:
Thank you for informing us about the election of Catharine Newbury as Vice-President/President elect of the African Studies association.It is an honor to her and to all of us who work with her in some capacity.
Indeed, I join you to congratulate Catharine Newbury for that wonderful position.

Alphonse Mutima

From: Sinamenye Mutima <smutima@email.unc.edu>
Sent: Wednesday, October 27, 1999 8:37 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: Summer 2000

Debbie:

Thank you for your message. I want to teach Kiswahili in Summer 2000.
I prefer to teach in the morning.

Best wishes !

Alphonse Mutima

From: Sinamenye Mutima <smutima@email.unc.edu>
Sent: Wednesday, July 26, 2000 3:08 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: Parking

Debby:

Thank you kindly for that heart-warming news and your effort to help me

with my parking problem.You really made my semester.

Best regards.

Alphonse Mutima

From: Sinamenye Mutima <smutima@email.unc.edu>
Sent: Wednesday, October 4, 2000 10:13 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: Summer School

Debby:
I wish to teach Swahili in the summer at the usual time(9:45am).

Best regards.

Alphonse Mutima

From: Sinamenye Mutima <smutima@email.unc.edu>
Sent: Friday, January 18, 2002 10:16 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Cc: bselassi@email.unc.edu; gchorne@email.unc.edu; Perry Hall <hallpa@email.unc.edu>; hildebra@email.unc.edu; krjanken@email.unc.edu; mlambert@email.unc.edu; mwest1@email.unc.edu; regester@email.unc.edu
Subject: Re: Faculty meeting (fwd)

Debby:
I am sorry. I won't be there.I will be in class teaching.
Best!
Alphonse Mutima

On Thu, 17 Jan 2002, Deborah Crowder wrote:

> This is a reminder of the meeting tomorrow. DC
>
> ---------- Forwarded message ----------
> Date: Mon, 14 Jan 2002 10:23:08 -0500 (EST)
> From: Deborah Crowder <dacrowde@email.unc.edu>
> To: bselassi@email.unc.edu, gchorne@email.unc.edu,
> Perry Hall <hallpa@email.unc.edu>, hildebra@email.unc.edu,
> kaslo@email.unc.edu, krjanken@email.unc.edu, mlambert@email.unc.edu,
> mwest1@email.unc.edu, radunbar@email.unc.edu, regester@email.unc.edu,
> smutima@email.unc.edu, stgore@email.unc.edu,
> Tim Mcmillan <tjm1@email.unc.edu>, vkaalund@email.unc.edu
> Subject: Faculty meeting
>
> Professor Selassie has asked that I inform you that the faculty meeting to
> discuss the chairmanship of the department will be held Friday, January 18
> from 1-3 pm in 206 Dey Hall. If you have any questions, please contact
> Dr. Selassie at selassi@email.unc.edu. DC
>
>
>

From: Sinamenye Mutima <smutima@email.unc.edu>
Sent: Monday, February 11, 2002 10:11 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: meetings with Soloway

Debby:
Thank you for your message.Indeed the date you mentioned is the one I wanted.

Best.

Alphonse Mutima

From: Sinamenye Mutima <smutima@email.unc.edu>
Sent: Monday, March 25, 2002 10:16 AM
To: Julius Nyangoro <jen321@email.unc.edu>
Subject: Re: Chairmansip

Dear Dr Nyang'oro:

Thank you very much for letting us know this good news.

Best regards.

Alphonse Mutima

From: Sinamenye Mutima <smutima@email.unc.edu>
Sent: Monday, August 12, 2002 4:15 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: summer 03

Debby:

Thank you for your message. I am happy with the way Swahili is scheduled in the summer.

Best regards.

Alphonse Mutima

From: smutima@email.unc.edu
Sent: Thursday, September 11, 2008 4:26 PM
To: dacrowde@email.unc.edu
Subject: Advanced Plus Kiswahili
Attach: Superior Kiswahili VI.doc

Dear Debby,

Here is the syllabus for the Advanced Kiswahili Course (Kiswahili VI or Swah 406) that I developed within the framework of "course Development".

With warm regards,

Alphonse Mutima

Advanced Plus Kiswahili VI
Swah 406
Instructor: Alphonse S. Mutima, Ed.D.
Assistant Professor
Superior Kiswahili VI

Number 406
Effective Term : Spring 2009

Prerequisite SWAH 05 or equivalent

Course Justification

A number of students from UNC_CH are conducting research on various kinds of topics in villages or working with health professionals in towns of East or Central Africa. They definitely need six semesters of Kiswahili to achieve an Advanced Plus level of grammatical, cultural and communicative competence which will enable them to successfully communicate with the natives and complete their work. Therefore, an Advanced Plus level of Kiswahili is needed on the Swahili program.

Course Description

This course is offered to students who have completed Swah 405 or its equivalent. It is meant to reinforce the grammatical, cultural, and communicative competence achieved in Swah 405.It emphasizes a) communicative skills, b) interdisciplinary connections, c) cultural understanding, d) participation in multilingual communities at home and around the world. Its curricular content concentrates on a) dialogues, b) literary texts, c) DVDs and videos filmed in East Africa, d) magazines and newspapers articles.

Texts
Omar , S., A. and Rushubirwa , L., F., (2007). **Tuwasiliane kwa Kiswahili**. Madison. Nalrc Press.

Moshi, L., J., (1998).**Kiswahili Language and Culture**. Kensington . Dunwoody Press.

Kakakuona. 2001. Na 4.Julai-Septemba.Tanzania Wildlife Protection Fund.

Dictionaries

Institute of Kiswahili Research (1996) (2nd ed.). **English-Swahili Dictionary**.Dar es salaam. University of Dar es Salaam

Perrott, D.V., (1965).**Swahili and English Dictionary**.Chicago. The McGraw-Hill Companies

Johnson, F.(1978). A Standard Swahili-English Dictionary. Nairobi. Oxford Press

Course Objectives:

At the end of this course, the students should be able to:
.satisfy the requirements of a broad range of everyday, school, and work situations;
.support opinions, explain in detail, and hypothesize;
.show remarkable fluency and ease of speech;
.able to understand the main ideas of most speech in a standard dialect;
.grasp culturally implied meanings;
.follow essential point of written discourse at the Superior level in areas of special
.interest or knowledge;
.understand parts of texts which are conceptually abstract and linguistically complex and /or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture, comprehend the facts to make appropriate inferences.
.write about a variety of topics with significant precision an in detail;
.write most social and informal business correspondence, describe and narrate personal experiences fully.
(ACTFL, 1998).

Requirements

Attendance at every session is mandatory. Each student is required to spend two hours per week in the Language Laboratory (DE) viewing a series of Kiswahili DVDs and videos filmed in East Africa. Parts of the videos and DVDs will be viewed and discussed in class according to the appropriate lesson content. In order to maximize learning, students are required to read the material for discussion before coming to class. The coursework comprises two written papers (20 pages each) that will be orally presented in class, two tests and a final examination. Each paper is typed and double-spaced.

Grading: Papers 30 % Tests 30% Final Examination 40%
Grade Scale: 100-90 A 89-80 B 79-70 C 69-60 D 59-50 F
Class schedule:

Week 1 (Jan.12, 14, 16) Review: The Kiswahili dialects, their speakers and cultural differences among the speakers. Proverbs .Grammatical structures (English and Kiswahili). The Noun Class System of Kiswahili revisited.(Omar p.11-47)

Week 2 (Jan. 21 & 23) Language of instruction in East Africa: pros and cons. (Omar p.49-57). Influence of English on everyday Kiswahili and the youth.

Week 3 (Jan.26, 28, 30) The effects of the environment on farming in Tanzania. Kiswahili skills enhancement and cultural understanding by way of expressing personal views and opinions (Omar p.59-68).

January 30: Test One

Week 4 (Feb.2, 4, 6) Effects of AIDS and Malaria on the society. Developing medical vocabulary about AIDS , Malaria and other common diseases. Nursing and its importance on the well-being of society in general (Omar p.69-78).

Week 5 (Feb.9, 11, 13) Non-verbal communication and kanga as a tool of communication. What is it? How does it work? When is it used? The cultural meaning of the kanga in East Africa? Where does the kanga come from? Where is it made (Omar p.79-108)? Who wears kanga , in what circumstances and when?

February 13: Presentation of paper #1

Week 6 (Feb.16, 18, 20)Non-governmental organizations in Tanzania and Harambee in Kenya. What are the objectives of TANGO and AMANI. Why Harambee? What does it do for the Kenyan society in general (Omar p.109-126) ?

Week 7 (Feb. 23, 25, 27) East African newspapers. Impact of technology on the Swahili society. How are different age groups impacted by technology. Students compare both East African societies and the American society in this regard (Omar p.137-144).

Week 8 (Mar.2, 4, 6) Gnus and their self-reproduction in Serengeti. Why such a huge number of them ? (Kakakuona p.4-5) What is their impact on the environment?

March 6: Test Two

Week 9 (Mar.16, 18, 20) Tourism and Woodland Conservation in Tanzania (Kakakuona p.7-11) and related professional vocabulary.

Week 10 (Mar.23, 25, 27) Tourism in Tanzania and Lake Victoria .Why are tourists attracted by them (Kakakuona p.12-15).

Week 11 (Mar.30, Apr.1, Apr.3) Conservation and national parks in Tanzania. Why does the country pay much attention on them (Kakakuona p.16-21).

Week 12 (Apr.6, 8) Health: Modern Medicine. Various health centers and types of health: Prenatal health care and Pediatrics (Moshi, p.146-161).

April 8: Presentation of paper #2

Week 13 (Apr.13, 15, 17) Healers and their impact on Modern Medicine and why people still trust them. (Moshi p.162-175). What is their impact on the health of society in general.

Week 14 (Apr.20, 22, 24). Traditions and Culture: Their impact on national identity. (Moshi p.176-190).

Week 15 (Apr.27) Art : carving (Moshi p.191-196).

Final Examination

From: smutima@email.unc.edu
Sent: Friday, September 12, 2008 1:49 PM
To: dacrowde@email.unc.edu
Subject: Advanced Plus Kiswahili VI

Dear Debby,

After I sent you the Advanced Plus Kiswahili VI document (course development), I realized that I forgot to delete the word "Superior" in the title on the top left side of the document.Maybe we can delete it on Monday.

Have a good weekend.

Alphonse

From: smutima@email.unc.edu
Sent: Monday, February 2, 2009 10:48 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: summer Swahili

Dear Debby:

I do not know any academic institution that offers Kiswahili
in this area.

Best.

A.Mutima

Quoting Deborah Crowder <dacrowde@email.unc.edu>:

> Hi all. Do you know anywhere a student could take level three of
> SWAH this coming summer? We have a student from Davidson who is
> trying to graduate and needs level 3 in the summer. Debby
>
>

From: smutima@email.unc.edu
Sent: Tuesday, March 24, 2009 10:19 AM
To: Julius Nyang'oro <jen321@email.unc.edu>
Subject: Re: [Fwd: journalist on Africa]

Dear Professor Nyang'oro:

Thank you for your note.I will attend the lecture.

Best.

Alphonse

Quoting Julius Nyang'oro <jen321@email.unc.edu>:

> Colleagues:
> I am forwarding notice of a visitor who looks interesting. I am
> forwarding this specifically to the three of you because of your
> personal interest but I will forward it again to the rest of the
> faculty in the department.
> Best,
> Julius
>

From: smutima@email.unc.edu
Sent: Tuesday, April 21, 2009 12:26 PM
To: Julius Nyang'oro <jen321@email.unc.edu>
Subject: Re: [Fwd: REMINDER: Invitation for CFR Academic Conference Call with Anthony W. Gambino on Thursday, April 23]

Dear Professor Nyang'oro:

Thank you for reminding us about the conference.By the way, I voted for
our two candidates.

Alphonse

Quoting Julius Nyang'oro <jen321@email.unc.edu>:

> Colleagues: FYI
>

From: smutima@email.unc.edu
Sent: Wednesday, April 22, 2009 6:14 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: ??????

Dear Debby:

I hold office hours on Mondays and Wednesdays from 10:00am to 10:50am and by appointment.Since my classes take place in buildings that are pretty far away from each other (MU,WI and SC)and are separated by an hour, I try to work either at the library or go back to my office for the remainder of the day.
The last week of the semester, I work in my office Monday-Thursday.I will not be in my office for the rest of this week due to our ALTA conference in Madison,WI.

Best.

Alphonse Mutima

Quoting Deborah Crowder <dacrowde@email.unc.edu>:

> dc
>

From: smutima@email.unc.edu
Sent: Wednesday, April 22, 2009 6:24 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: Meeting Monday April 27 at 10 am

Dear Debby:

I will be there. I need to specify though that at that time (Monday at10:00am-10:50am),I normally hold office hours.I will have to leave a sign at the door for any student that might need my help.

Best.

Alphonse

Quoting Deborah Crowder <dacrowde@email.unc.edu>:

> Hi Professor Mutima. Your chairman would like to meet with you and I
> on Monday morning at 10 am to discuss some issues concerning
> scheduling for the 09-10 academic year. We will need to meet in
> Prof. Nyang'oro's office. Please confirm that you will be able to
> make this meeting. Thank you. Debby
>
>

From: smutima@email.unc.edu
Sent: Thursday, May 28, 2009 7:13 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: Swahili LAC (408)

Thank you, Debby for sharing that piece of information with us.

Alphonse
Quoting Deborah Crowder <dacrowde@email.unc.edu>:

> Hi to all. I just found out that SWAH 408 is on the books as an
> approved course for fall 2009. Tanya Kinsella wants us to put it on
> the books in case we find an instructor. I have no problem with that
> if that is ok with everyone. At least now this is regularized, at
> one hour credit. I would suggest that it would be in everyone's best
> interest to not make exceptions to that, at least for the near
> future. Debby
>
>

From: smutima@email.unc.edu
Sent: Tuesday, June 2, 2009 9:11 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: [Fwd: Transcriber Needed]

Dear Debby:

Thank you for forwarding me the message. I just need to know how long the text is.Given the intensity of Swah 112 and the number of students I have without a TA, I need to know the content of the material because making a decision. Technical documents are very time consumming.Sometimes, the concepts involved in the English text do not have their equivalents in the other language and therefore require some approximation.This is the crux of the problem.

Could they send you the text? Incidentally, what office are you working in now

Best.

Alphonse

> Are you interested or do you want to suggest someone? dc
>

From: smutima@email.unc.edu
Sent: Wednesday, June 3, 2009 9:05 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: [Fwd: Transcriber Needed]

Dear Debby:

Thank you for asking.I would like to ask them directly and see what they have.

Best.

Alphonse

Quoting Deborah Crowder <dacrowde@email.unc.edu>:

> I am in Georges Nzongola's office room 201. You should ask them
> directly--or should I just send them your email? dc
>
> smutima@email.unc.edu wrote:
>> Dear Debby:
>>
>> Thank you for forwarding me the message. I just need to know how
>> long the text is.Given the intensity of Swah 112 and the number of
>> students I have without a TA, I need to know the content of the
>> material because making a decision. Technical documents are very
>> time consumming.Sometimes, the concepts involved in the English text
>> do not have their equivalents in the other language and therefore
>> require some approximation.This is the crux of the problem.
>>
>> Could they send you the text? Incidentally, what office are you
>> working in now
>>
>> Best.
>>
>> Alphonse
>>
>>
>>
>>> Are you interested or do you want to suggest someone? dc
>>>
>>
>>
>
>
>

From: smutima@email.unc.edu
Sent: Monday, June 8, 2009 8:00 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject:
Attach: pam.wps; pam.wps

Dear Debby:

I have attached the additional final examination versions requested by Judith Benowitz.

Best.

Alphonse Mutima

XV. Shughuli za Pamela: Pamela s' activities

Pamela anaishi na wazazi wake katika jiji la Dar es Salaam, Tanzania. Yeye ni msichana hodari. Anasoma katika Chuo Kikuu cha Dar es Salaam. Anamsaidia mama yake kwa kazi za nyumbani. Pamela anaamka asubuhi mapema na kujiandaa kwa masomo yake. Kabla ya kwenda chuoni anafagia nyumba ya wazazi wake. Halafu anachemsha chai . Anakula mkate na chai kwa chamshakinywa . Saa moja asubuhi anakwenda kituo cha basi. Chuoni , Pamela anawatii walimu wake. Kwa hiyo, walimu wake wanampenda sana. Baada ya kula chakula cha jioni na kuosha vyombo , Pamela anatazama televisheni kidogo. Kisha anasoma vitabu vyake au magazeti.

Jibu Maswali Yafuatayo. Answer the next questions.

1. Pamela anaishi na nani?

---

2. Pamela na wazazi wake wanaishi wapi?

3.Pamela anasoma wapi?

---

4. Pamela ni msichana mvivu, sivyo?

---

5. Pamela anamsaidia mama yake vipi?

---

6. Pamela anakula nini kwa chakula cha asubuhi?

---

7. Pamela anakwenda kituo cha basi saa ngapi?

---

8. Nani wanampenda Pamela?

9.Pamela anatazama televisheni sana, sivyo?

---

10. Pamela anasoma nini baada ya chakula cha jioni?

XVI Andika sentensi 5 ukitumia maneno haya. Write 5 sentences by using these words.

husoma lako katika yule cha anasafisha rafiki na nyama dada jina karatasi andika tutasafiri msichana kwa siku kila magazeti maji ya matunda mimi zangu alipika tulikula juzi wali kwa tulikunywa mgahawani ndege vinywaji hawa soka mvinyo yangu viazi vitamu jana kesho nane kutwa Ulaya nitaenda mfanyakazi leo chumba mgeni vijana watacheza Jumamosi maktaba saa mchana

1. ----------

2. ----------

3. ----------

4.----------

5.----------

XVII Nini maswali kwa majibu haya. What are the questions to the next answers?

kwa mfano: ----------? Nilikula mayai na mkate.

Ulikula nini kwa chamshakinywa?

1.----------? Mtalii yuko nje ya hoteli.

2.----------? Tuansoma magazeti.

3.----------? Walisafiri huko kwa basi.

4.----------? Ninatumia sabuni kwa kufua mavazi yangu.

5.----------? Ninapenda matufaa na machungwa.

6.----------? Marahaba.

7. ----------? Twende sinema.

8.----------? Amepoteza saa kofia yake.

9. ----------? Amevaa suti nyeusi.

10. ----------? Yeye atarudi mwisho wa mwezi.

XV. Shughuli za Pamela: Pamela s' activities

Pamela anaishi na wazazi wake katika jiji la Dar es Salaam, Tanzania. Yeye ni msichana hodari. Anasoma katika Chuo Kikuu cha Dar es Salaam. Anamsaidia mama yake kwa kazi za nyumbani. Pamela anaamka asubuhi mapema na kujiandaa kwa masomo yake. Kabla ya kwenda chuoni anafagia nyumba ya wazazi wake. Halafu anachemsha chai . Anakula mkate na chai kwa chamshakinywa . Saa moja asubuhi anakwenda kituo cha basi. Chuoni , Pamela anawatii walimu wake. Kwa hiyo, walimu wake wanampenda sana. Baada ya kula chakula cha jioni na kuosha vyombo , Pamela anatazama televisheni kidogo. Kisha anasoma vitabu vyake au magazeti.

Jibu Maswali Yafuatayo. Answer the next questions.

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---

2. Pamela na wazazi wake wanaishi wapi?

3.Pamela anasoma wapi?

---

4. Pamela ni msichana mvivu, sivyo?

---

5. Pamela anamsaidia mama yake vipi?

---

6. Pamela anakula nini kwa chakula cha asubuhi?

---

7. Pamela anakwenda kituo cha basi saa ngapi?

---

8. Nani wanampenda Pamela?

9.Pamela anatazama televisheni sana, sivyo?

---

10. Pamela anasoma nini baada ya chakula cha jioni?

XVI Andika sentensi 5 ukitumia maneno haya. Write 5 sentences by using these words.

husoma lako katika yule cha anasafisha rafiki na nyama dada jina karatasi andika tutasafiri msichana kwa siku kila magazeti maji ya matunda mimi zangu alipika tulikula juzi wali kwa tulikunywa mgahawani ndege vinywaji hawa soka mvinyo yangu viazi vitamu jana kesho nane kutwa Ulaya nitaenda mfanyakazi leo chumba mgeni vijana watacheza Jumamosi maktaba saa mchana

1. ----------

2. ----------

3. ----------

4.----------

5.----------

XVII Nini maswali kwa majibu haya. What are the questions to the next answers?

kwa mfano: ----------? Nilikula mayai na mkate.

Ulikula nini kwa chamshakinywa?

1.----------? Mtalii yuko nje ya hoteli.

2.----------? Tuansoma magazeti.

3.----------? Walisafiri huko kwa basi.

4.----------? Ninatumia sabuni kwa kufua mavazi yangu.

5.----------? Ninapenda matufaa na machungwa.

6.----------? Marahaba.

7. ----------? Twende sinema.

8.----------? Amepoteza saa kofia yake.

9. ----------? Amevaa suti nyeusi.

10. ----------? Yeye atarudi mwisho wa mwezi.

From: smutima@email.unc.edu
Sent: Tuesday, May 4, 2010 7:02 PM
To: Julius Nyang'oro <jen321@email.unc.edu>
Subject: Re: Summer TA

Dear Professor Nyang'oro:

Thank you for your reply.I totally understand the current budget situation.

Best.

Alphonse Mutima

Quoting Julius Nyang'oro <jen321@email.unc.edu>:

> Dear Mutima:
> As a matter of policy, Summer School does not provide funding for
> TAs. In the past when we gave you a TA, it was through Title VI
> Funding in International Studies (Niklaus Steiner) since the budget
> support had been written in the grant. This particular grant ended
> four years ago. I regret that we will not be able to fund a TA from
> the department's instructional budget because of the budget cuts we
> are facing this year. Good luck in Summer teaching.
> Best,
> Julius
>
>
>

From: Debby Crowder <dacrowde@email.unc.edu>
Sent: Monday, February 10, 2003 12:05 PM
To: African-and-African-American-Studies-Faculty <african-and-african-american-studies-faculty@lyris.artsci.unc.edu>
Subject: [Fwd: [hrfac] New Discounts: Cirque du Soleil / Fuddruckers]
Attach: [hrfac] New Discounts_ Cirque du Soleil _ Fuddruckers (2.62 KB).msg

---

From: Chris Chiron <chiron@email.unc.edu>
Sent: Wednesday, January 29, 2003 10:04 AM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] New Discounts: Cirque du Soleil / Fuddruckers

---

==========
Cirque du Soleil - "Dralion"
==========

Carolina employees will receive a 15% discount on individual adults and children tickets. Valid ONLY for weekday performances March 13-28, 2003 (seating availability on specific days may vary). Weekday performances are all performances Tuesday thru Thursday, and Friday performances at 4:00 pm. The Admission Network service charges will be applied ($5.45/ticket). VIP tickets are not included in this offer.

To Order, call 1-800-678-5440. (Please mention "RG15 discount") or order online at:
http://www.admission.com/adm/RaleighDiscount.htm

For group purchases of 20 tickets or more a discount of 15% will be given and service charges will not be applied. For group reservations, call the box office at 1-80-450-1480. (Please mention "RG15 discount"). This offer is ONLY valid for weekday shows.

Regular priced tickets for Dralion range from $45 to $65 for adults and $31.50 to $45.50 for children. For students age 13 to 17 years and senior citizens age 65 plus, prices are from $40.50 to $58.50 on weekdays only (Tuesday to Thursday, and Friday at 4:00 p.m.)

Please note that customers who have already purchased their tickets cannot obtain this discount.

For more information on the show, go to:
http://performance.cirquedusoleil.com/dralion/conference_a.html

==========
Fuddruckers Restaurant
==========

Fuddruckers Restaurant at 1809 Martin Luther King Parkway, Durham is offering UNC-Chapel Hill faculty and staff 10% off food purchases at their location, including alcohol and bakery items. Thru December 31, 2003. Present UNC OneCard when ordering.

==========
FOR MORE UNIVERSITY DISCOUNT PROGRAMS, GO TO:
http://www.ais.unc.edu/hr/discounts/
==========

An archive of these emails is available at:
http://www.ais.unc.edu/hr/archive/

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, October 21, 2003 2:08 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: [Fwd: language assessment]
Attach: language assessment (2.39 KB).msg

Bwana Mutima....This is for you...please respond to her directly. I am also going to forward you her CV I am recommend her to you for her to be your TA in the Summer..she is good....When you respond to her, please let her know that you have seen her CV....

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Wednesday, January 7, 2004 10:23 AM
To: Charles Thompson <thompsonchar@MAIL.ECU.EDU>; Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: Swahili Language CDs

Hello,
I am copying this message to Dr Alphonse Mutima, our Kiswaili instructor for suggestions, Good luck.
JEN

Charles Thompson wrote:

> Professor Nyang'oro, I would like to begin studying Swahili, but I note that
> no Swahili 1 course is offered during the Spring semester. Would you be
> willing to suggest a CD-based course I could begin with?
>
> --
>
> Charles L. Thompson
> Lora Wilson King Distinguished Professor
> College of Education
> 116 Speight Hall
> East Carolina University
> East Fifth St.
> Greenville, NC 27858
> 252-328-1140

You are currently subscribed to undergrad_studies_directors as: mlambert@email.unc.edu
To unsubscribe send a blank email to leave-undergrad_studies_directors-1871575N@listserv.unc.edu

STANDING THE TEST OF TIME
THE PLAY

By Julie Rainbow

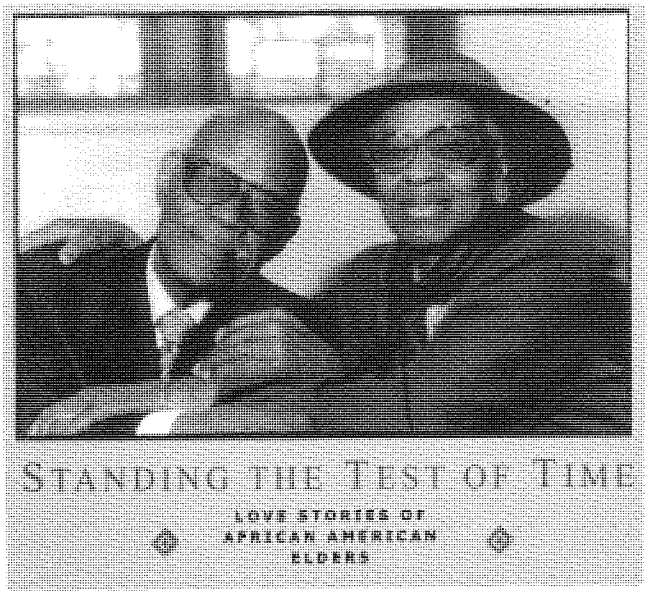

This play is a testimony to the unlimited possibilities that exist when one remains committed to their own development, committed to keeping their love alive and committed to a being greater than themselves. This play offers life lessons for singles and couples of all ages. The wisdom of our elders is revealed and affirmed through this work of art.

Coming To The Triangle

Sat., Mar. 27th & Sun., Mar. 28th

8pm 3pm

Tickets: $15.00

Call the Hayti Heritage for tickets (919) 683-1709
For Group Ticket Sales Call (919) 452-5314

Hayti Heritage Center
Durham, North Carolina

Sponsored By: UNITY Project, Inc. & Hayti Heritage Center

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Monday, March 1, 2004 12:21 PM
To: Deborah Medlock <dmedlock@mainex1.asu.edu>; Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: question from LCTL database CARLA database
Attach: Blank Bkgrd.gif

It would be possible to test the student. Our Kisawahili instructor is Dr Alphonse Mutima. I have copied this message to him.

Deborah Medlock wrote:

> Hello. I work at Arizona State University and I have a studentcoming to ASU, who needs to be tested in Swahili.
>
> Is there any possibility that we could work out a way to testthrough you? Since we do not offer the Swahili language,
>
> this would just be a proficiency exam, a way to verifysecond language requirement. We would not want
>
> to transfer credit or award credit. Also, if you are not the correct individual, I would appreciate you forwarding this
>
> message to the correct person.
>
> If you could help me,and the student, I would really appreciate it. Please let me know.
> Thankyou. Deborah Medlock
> Administrative Secretary
> Department of Languages and Literature
> P.O. Box 870202
> Tempe, AZ 85287-0202
> 480-965-8247
> www.asu.edu/languages

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Friday, March 19, 2004 12:44 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: [Fwd: NALRC's New Publication.]
Attach: NALRC's New Publication. (2.05 KB).msg

From: Mary Jane Sprague <Mary.Jane.Sprague@Dartmouth.EDU>
Sent: Thursday, March 18, 2004 3:45 PM
To: Recipient list suppressed
Subject: NALRC's New Publication.

TO: AASP Members.

From: NALRC - National African Language Resource Center, Madison, Wisconsin.

* Announcing New Swahili Textbook *

"Tuseme Kiswahili"

We are pleased to introduce our newest Swahili textbook, Tuseme Kiswahili. This book is designed to present the fundamentals of Swahili to two and four-year college students. This book is a product of F.E.M.K Senkoro's 30 years of experience in teaching Swahili to foreigners in Africa, Europe, and the United States. Over the years, a demand has emerged and re-emerged for fresh and up-to-date Swahili materials. The learners have insisted that they needed texts that would give them the challenge of learning the language while enriching them with cultural knowledge of the people who use Swahili in their daily lives. The results of those demands have been this book, which attempts to offer the learners a multidimensional approach that shifts back and forth between cultural information and linguistic elements.

Format
This book is divided into different sections that deal with individual communicative aspects of Kiswahili. Each section covers roughly the following five elements.

? Monologue
? Grammar Notes
? Exercises
? Dialogue
? Cultural Notes

Ordering
Orders may be submitted to our Center via the following address, phone number, and email address.

National African Language Resource Center
4231 Humanities Building
455 North Park Street
Madison, WI 53706
Ph. (608) 265-7905
Fax (608) 265-7904
Email. nalrc@mhub.facstaff.wisc.edu

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, June 1, 2004 12:32 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: [Fwd: American University of Kinshasa Foundation, Cambridge, MA - Job Announcement]
Attach: American University of Kinshasa Foundation, Cambridge, MA - Job Announce... (54.5 KB).msg

---

FYI

American University of Kinshasa Foundation

Harvard EUMC, 1555 Massachusetts Avenue
Cambridge, MA 02138
Email: aukuniv@auk-congo.edu
Website : www.auk-congo.edu

JOB ANNOUNCEMENT

JOB TITLE:

Area Chapter President & Development Director

INFORMATION:

The American University of Kinshasa Foundation is a Massachusetts, Cambridge-headquartered US 501(c)(3) Non-profit whose primary mission is to carry on and promote programs for the advancement of higher education in Africa, with particular focus on the rebuilding of Universite Franco-Americaine de Kinshasa in the Democratic Republic of the Congo. It equally promotes the public awareness of cultural and academic exchange opportunities between Africa and the United States for the mutual benefit of people in both regions.

The American University of Kinshasa Foundation seeks individuals from different States and Cities to help establish Area Chapters within their geographic locations and serve as **"Area Chapter President & Development Director"**. The Chapter President is a unique individual with a genuine desire to make a difference by advancing higher education to African children and US students enrolled in study-abroad programs, as well as forging research or academic partnerships with US institutions.

The Chapter President is a visionary leader with a proven track record of success to oversee aspects of fundraising initiatives, public relations and administration. Strong networking skills with individuals, volunteers, donors, philanthropists, associations, foundations, corporations and businesses are expected along with public presentation skills.

The chapter is primarily a volunteer-run entity. The president can still keep his/her current full-time career, and devote a few hours/ part-time to the chapter activities. The President is encouraged to recruit volunteers and design the chapter organization to suit its needs. The President acts as the main liaison between the Chapter and the Foundation governing board of Directors. He /She shall serve as the official area representative of the American University of Kinshasa Foundation in its contacts with government, civic, business, colleges and other organizations.

COMPENSATION:

Volunteers recruited through the president initiative primarily run the Chapter and solicit tax-deductible donations from the general public, organizations and special events. As an incentive however, the Foundation is committed to paying the Chapter President a performance-based compensation tied to the chapter fundraising achievements.

CONTACT:

If you are interested, please **Email Cover Letter and Resume to:**

President
American University of Kinshasa Foundation
Cambridge, MA 02138
Email: aukuniv@auk-congo.edu

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Thursday, August 19, 2004 1:41 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: [Fwd: NCOLCTL CALL FOR PAPERS]
Attach: NCOLCTL CALL FOR PAPERS (2.51 KB).msg

From: Judith A. Byfield <Judith.A.Byfield@Dartmouth.EDU>
Sent: Friday, August 6, 2004 3:29 PM
To: Recipient list suppressed
Subject: NCOLCTL CALL FOR PAPERS

Please forward this email to all interested persons and mailing lists.

Thanks.

NCOLCTL

Call for papers:

The Journal of the National Council of Less Commonly Taught Languages (NCOLCTL) is soliciting articles for publication. As the official journal of the Council, the journal serves the professional interests of teachers, researchers, and administrators of less commonly taught languages in all settings and all levels of instruction. The Journal is refereed and published once a year. Articles dealing with all aspects of less commonly taught languages are welcome, with preference given to articles dealing with educational and policy research, classroom innovation, and program development, sustenance, and advocacy. While articles focusing on specific less commonly taught languages are welcome, to be accepted the article must be framed within the overall context of less commonly taught language education, thereby insuring that all our readers are benefited, and honoring the founding principle of the Council, "collective solutions to common problems."

In preparing the manuscript, please use the latest edition of the Publication Manual of the American Psychological Association (APA). Manuscripts should be a maximum of 25 pages (excluding references, charts, notes, etc.) and preferably submitted electronically via email attachment. Double-space the manuscript throughout, including notes, references, and tables, using 12-point font with a 1.5 inch left margin. The manuscript should be accompanied by a 150 word (or less) abstract and a cover sheet containing the manuscript title, name, address, office and home telephone numbers, fax number, email address, and full names and institutions of each author. Because the manuscript will be blind reviewed, identifying information should be on the title page only, and not appear in the manuscript.

For snail mail submissions, please use the following address:

NCOLCTL
4231 Humanities Bldg
455 N.Park Street
Madison, WI 53706
Ph: (608) 265 -7903
Fax: (608) 265 -7904

ncolctl@mailplus.wisc.edu
http://www.councilnet.org

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Monday, February 7, 2005 11:03 AM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: [Fwd: COS Funding Alert for Dr. Julius Nyang'oro]
Attach: COS Funding Alert for Dr. Julius Nyang'oro (2.85 KB).msg

---

From: Geraldine Taylor <gtaylor@email.unc.edu>
Sent: Tuesday, February 8, 2005 7:33 PM
To: smutima@email.unc.edu
Cc: jen321@email.unc.edu; jaysmith@email.unc.edu
Subject: RE: WOLO 3 (Intermediate Wolof I) course proposal to fulfill General College foreign language and cultural diversity requirements
Attach: gtaylor.vcf

Prof. Mutima:

The Subcommittee on General Education sees that there is some connection between the course content and an American ethnic community, but the course seems not to give a sufficiently rich or advanced understanding of the cultural perspectives and experiences of Senegalese-Americans, with which the perspectives and experiences of other Americans could be compared. Comparison of diverse perspectives within the American context, or at least partly within that context, is the true purpose of the CD requirement. Focus here is understandably on language instruction--grammar, vocabulary, etc. (and, to the best of our knowledge, no other beginning or intermediate language courses fulfill the CD requirement.) You may, however, resubmit a more detailed syllabus that you believe demonstrates the suitability of your course for the CD requirement.

Jay M. Smith
Associate Dean for Undergraduate Curricula
CB# 3504, 300 Steele Building
UNC-Chapel Hill
Chapel Hill, NC 27599-3504
919-843-7773
jaysmith@email.unc.edu

From: Deborah Crowder <dacrowde@EMAIL.UNC.EDU>

Sent: Monday, March 28, 2005 9:58 AM

To: Kenneth Janken <krjanken@EMAIL.UNC.EDU>; Reginald Hildebrand <hildebra@EMAIL.UNC.EDU>; bse >> bselassi >> Bereket Selassie <bselassi@EMAIL.UNC.EDU>; Barbara Anderson <banders1@EMAIL.UNC.EDU>; Alphonse Mutima <smutima@EMAIL.UNC.EDU>; Michael Lambert <mlambert@EMAIL.UNC.EDU>; Roberta Ann Dunbar <radunbar@EMAIL.UNC.EDU>; Eunice Sahle <eunice@EMAIL.UNC.EDU>; ave >> Arturo Velasquez <avelasqu@EMAIL.UNC.EDU>; Timothy J. McMillan <tjm1@EMAIL.UNC.EDU>; R. Goldman Vander <vander@EMAIL.UNC.EDU>; Julius Nyangoro <jen321@EMAIL.UNC.EDU>; Perry Hall <hallpa@EMAIL.UNC.EDU>

Subject: Faculty and Staff Sale Day at the Bull's Head Bookshop]

Attach: Faculty and Staff Sale Day at the Bull's Head Bookshop (3.39 KB).msg

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From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Wednesday, March 30, 2005 9:35 AM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: The Congo's Transition Is Failing: Crisis in the Kivus - New Crisis Group report]
Attach: The Congo's Transition Is Failing_ Crisis in the Kivus - New Crisis Group... (676 KB).msg

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FYI

From: International Crisis Group <reports@crisisgroup.org>
Sent: Wednesday, March 30, 2005 6:04 AM
To:
Subject: The Congo's Transition Is Failing: Crisis in the Kivus - New Crisis Group report
Attach: 091 The Congo s Transition Is Failing Crisis in the Kivus.pdf

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INTERNATIONAL CRISIS GROUP - NEW REPORT

The Congo's Transition Is Failing: Crisis in the Kivus

Nairobi/Brussels, 30 March 2005: As the UN Security Council debates this week the terms of renewing the mandate of its peacekeeping force in the Congo, decisive action is needed to prevent a return to full-scale combat in that ravaged country and the destabilisation of much of Central Africa.

The Congo's Transition Is Failing: Crisis in the Kivus,* the latest report from the International Crisis Group, examines the political stalemate in Kinshasa and new military tensions in the Kivus region, where 1,000 people are dying every day in the ongoing political and humanitarian tragedy. The international community, which funds the political transition, needs to rein in spoilers, both inside the transition and outside it, and do a better job of training the new Congolese army. Also, the UN peacekeeping mission (MONUC) needs to get tougher with the Rwandan insurgents, the FDLR.

"Neither MONUC nor the wider international community has shown the necessary will to address the Congo's crises", says Suliman Baldo, Director of Crisis Group's Africa Program. "But donors finance over half the transitional government's budget, so they have clear leverage to take serious action against those who work against unification of the army and administration".

As it approaches the end of its second year, the transition risks breaking apart over the unreconciled ambitions of the former civil war belligerents. There is insufficient interest in making the peace process work in Kinshasa, where few leaders are interested in free and fair elections, now scheduled for June 2005 though almost certain to be delayed.

The transitional government has moved some aspects of the power struggle from the battlefield to Kinshasa back rooms, but former belligerents still compete for resources and power through parallel chains of army and government commands. Many stand to lose power in the elections and are set on prolonging or disrupting the transition. Recent fighting in North Kivu, which displaced over 100,000 people and killed thousands, was potent evidence that actors in Kinshasa still use violence to further their aims.

Appropriate solutions must address the political problems in the capital as well as the local conflicts in the Kivus, the eastern provinces where the wars of the 1990s began. In Kinshasa this means living up to the promise of the Sun City Agreement that brought the transition into existence: former belligerents must complete their military integration.

MONUC needs more troops, but the bigger problem is how it uses the resources it does have -- its willingness to use force as necessary to prevent worse violence. And after MONUC's sexual abuse scandal, the international community must urgently help it restore its credibility among Congolese.

"The most difficult task is to force progress from actors who have an interest in the status quo", says Baldo. "The international community must draw on the support of the 60 million Congolese exhausted from war and demanding the transition live up to its promises, to help it get a grip on the spoilers".

Contacts: Andrew Stroehlein (Brussels) 32 (0) 485 555 946
Jennifer Leonard (Washington) 1 202 785 1601
To contact Crisis Group media please click here
***Read the full Crisis Group report on our website: http://www.crisisgroup.org**

The International Crisis Group (Crisis Group) is an independent, non-profit, multinational organisation covering over 50 crisis-affected countries and territories across four continents, working through field-based analysis and high-level advocacy to prevent and resolve deadly conflict.

The Congo's Transition Is Failing: Crisis in the Kivus

EXECUTIVE SUMMARY AND RECOMMENDATIONS

As it approaches the end of its second year, the Congo's transition risks breaking apart on the unreconciled ambitions of the former civil war belligerents. Inability to resolve political differences in Kinshasa have been mirrored by new military tensions that the parties, as well as Rwanda, have stirred up in the Kivus, the birthplace of both wars that ravaged the country in the past decade. June 2005 national elections are imperilled, and 1,000 are dying daily in the ongoing political and humanitarian crisis. To reverse these ominous trends, the international community needs to use the leverage its aid gives it to rein in the spoilers in Kinshasa, and it needs to do a better, quicker job of training the new Congolese army. And the UN Mission (MONUC) needs to get tougher in dealing with the Rwandan insurgents, the FDLR, who provide Kigali with a justification for dangerous meddling.

Beginning in February 2004, dissidents from the former rebel movement Rassemblement Congolais pour la Dimocratie-Goma (RCD-G) sparked clashes in the Kivu provinces of the eastern Congo. These were the result of disagreement within the transitional government over power-sharing in the army and the administration but the conflict was exacerbated by the interference of Rwanda, which sent troops across the border in November 2004, claiming to pursue the Hutu extremist FDLR. The resulting fighting displaced over 100,000 civilians and pushed the transition to the brink of collapse.

The fighting in the east is closely linked to the political impasse in the capital. The defining characteristic of the transitional government has been its weakness and the opportunism of its key members, who have little appetite for the approaching elections. None of the signatories of the Sun City Agreement, which ushered in the transition in 2003, has strong control of either its military or political wing.

Parallel chains of command persist in the army as well as in the administration as the former belligerents compete for resources and power. All still use taxation schemes and mining deals to enrich themselves. Many stand to lose power in the elections, and they are set on prolonging or disrupting the transition. This political weakness at the centre has allowed military conflicts to fester on the periphery.

The crisis in the east, which is again centred on tensions between the Congolese Hutu and Tutsi and other communities, has been manipulated by the Kinshasa contestants and Rwanda in pursuit of their own interests. The dissidents are hard-line Hutu and Tutsi from the RCD-G who feel their interests are not served in the transitional government. They have created a new "rwandophone" identity in order to fuse Congolese Hutu and Tutsi together, while President Kabila's party has roused anti-Rwandan sentiment. This manipulation of identity has raised the spectre of communal violence in a region where such feuds killed over 3,000 civilians in 1993.

The dissidents have some 8,000 to 12,000 troops around the city of Goma in North Kivu, faced by an equal number of Kinshasa troops. While hardliners on both sides want a military solution, neither has the strength to achieve it. The conflict can only be ended by bringing the moderate leadership of the dissidents back into the

transitional institutions, while arresting or marginalising the others. This, in turn, will only be possible if the Kinshasa power-sharing issues are resolved.

Any peace initiative in the east must address the presence of the 8,000-10,000 Hutu rebels of the Forces Dimocratiques pour la Libiration du Rwanda (FDLR). They have been severely weakened and are no longer a strategic threat to Kigali but they are still able to conduct raids into Rwanda, and are a serious threat to civilians in the Congo, where they constitute a liability for the transition. The new Congolese army has ultimate responsibility for dealing with the FDLR but the army will remain weak and disorganised for the foreseeable future. The international community needs to launch an International Military Assistance and Training Team (IMATT) to support it. Efforts underway by South Africa, Belgium and Angola are a promising first step but more coordination and standardisation, as well as funding, are required.

Neither MONUC nor the wider international community has shown the ability or the will to address the Congo's crises. While donors finance over half the budget, they have been unable or unwilling to take serious action against the spoilers in the transitional government, who work against unification of the army and administration. Some members of the government have been suspended for corruption but none has faced criminal charges. Indeed, the government has rewarded criminality by naming accused war criminals from Ituri to senior army posts.

Similarly, MONUC has not lived up to much of its mandate. While it has the clear tasks of protecting civilians, monitoring the arms embargo, and supporting the new army against the FDLR, it has yet to devise a coherent strategy for any of these. Especially in the wake of the scandal involving sexual abuse by MONUC, there is urgent need for the international community to help it take urgent steps to restore its credibility among the Congolese. MONUC does not have enough troops, but the bigger problem is how it uses the resources it does have.

RECOMMENDATIONS

To the Transitional Government of the Democratic Republic of Congo:

1. Comply with the Sun City Agreements for complete military integration and eliminate all parallel chains of command in the military, administration and state-run enterprises, including by:

    (a) clarifying the status and size of the presidential guard;

    (b) appointing the heads of state-run enterprises according to the power-sharing formula in the Sun City Agreements;

    (c) auditing key ministries, the provincial administration and armed forces; and

    (d) allowing review of war-time mining contracts, as agreed in Sun City.

2. Prosecute former members of the government and army suspended for corruption.

3. Dismantle, by force if necessary, the FDLR camps on Congolese territory, as promised in the 2002 Pretoria Agreement, and extradite to Rwanda the remaining FDLR officers in Kinshasa and Lubumbashi.

4. Refrain from military confrontation in North Kivu, and attempt to resolve the crisis there peacefully through the unification of armed groups and administrations.

5. Enact a constitution and laws on amnesty, decentralisation and elections.

To the UN Security Council, the Secretary General and MONUC:

6. Renew by 31 March 2005 and more clearly define MONUC's mandate to include the use of preventive force to protect civilians and to support the transitional government, and raise the troop ceiling to 23,900, as requested by the Secretary General.

7. Devise a coherent strategy for the following aspects of MONUC's mandate under Security Council Resolution 1565:

(a) protection of civilians in imminent danger, including contingency plans and clear rules of engagement for MONUC forces in the field;

(b) monitoring the arms embargo, including placing MONUC forces at border crossings and key airfields, patrolling lakes and insisting on the right to conduct house and vehicle searches; and

(c) support of the Congolese army in disarmament, demobilisation, and reintegration (DDR) operations with respect to the FDLR, including a clear definition of MONUC's role.

8. Urge the International Committee for Support of the Transition (CIAT) to develop a credible plan to establish a viable national army and key donor states to provide requisite assistance.

9. Impose targeted sanctions, including a freeze of financial assets and travel bans, on those who violate the arms embargo, including members of the transitional government.

10. Obtain and deploy better communication and intelligence-gathering equipment for monitoring the arms embargo.

To the European Union and its Member States, the U.S. and Other Donors and Members of the International Committee for Support of the Transition (CIAT), the World Bank and the IMF:

11. Prioritise integration of the Congolese army and provide adequate financial and military resources, including an International Military Assistance and Training Team (IMATT) to assist the Congolese army in dismantling the FDLR.

12. Impose targeted sanctions, including a freeze of financial assets and travel bans, on those who violate the arms embargo, including members of the transitional government.

13. Suspend financial aid to Rwanda if it continues to support dissidents or to intervene militarily in the Congo, and do the same with the transitional government if it is found to be supplying the FDLR.

14. Encourage the CIAT to undertake regular missions to the provinces, especially Ituri and the Kivus, to speak with local leaders and to report regularly (e.g. every three months) to the Security Council on implementation of the transition.

15. Use financial leverage to press the transitional government for better implementation of the Sun City Agreements.

To the Government of the United States:

16. Continue to support peace between Rwanda, the Congo and Uganda through the tripartite talks.

To the Government of Rwanda:

17. Respect Congo sovereignty and refrain from threatening or conducting military incursions.

18. Stop any support of dissident forces in the Congo, including allowing them to recruit in refugee camps in Rwanda.

19. Cooperate with the Congolese army and MONUC in their attempts to deal with the FDLR, including by providing information on FDLR positions and strength and a list of FDLR leaders wanted for category 1 or 2 genocide crimes.

20. Promote the return to Rwanda of key FDLR commanders who are not guilty of crimes of genocide by offering attractive terms of repatriation.

To the African Union:

21. Pursue the initiative to contribute armed forces to assist the new Congolese army and MONUC to persuade the FDLR -- with force if necessary -- to enter the DDR program.

Nairobi/Brussels, 30 March 2005

THE CONGO'S TRANSITION IS FAILING: CRISIS IN THE KIVUS

Africa Report N°91 – 30 March 2005

International Crisis Group
WORKING TO PREVENT
CONFLICT WORLDWIDE

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International Crisis Group
WORKING TO PREVENT CONFLICT WORLDWIDE

Africa Report N°91 **30 March 2005**

THE CONGO'S TRANSITION IS FAILING: CRISIS IN THE KIVUS

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   (c) auditing key ministries, the provincial administration and armed forces; and
   (d) allowing review of war-time mining contracts, as agreed in Sun City.
2. Prosecute former members of the government and army suspended for corruption.
3. Dismantle, by force if necessary, the FDLR camps on Congolese territory, as promised in the 2002 Pretoria Agreement, and extradite to Rwanda the remaining FDLR officers in Kinshasa and Lubumbashi.
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5. Enact a constitution and laws on amnesty, decentralisation and elections.

To the UN Security Council, the Secretary General and MONUC:

6. Renew by 31 March 2005 and more clearly define MONUC's mandate to include the use of preventive force to protect civilians and to support the transitional government, and raise the troop ceiling to 23,900, as requested by the Secretary General.
7. Devise a coherent strategy for the following aspects of MONUC's mandate under Security Council Resolution 1565:
   (a) protection of civilians in imminent danger, including contingency plans and clear rules of engagement for MONUC forces in the field;
   (b) monitoring the arms embargo, including placing MONUC forces at border crossings and key airfields, patrolling lakes and insisting on the right to conduct house and vehicle searches; and
   (c) support of the Congolese army in disarmament, demobilisation, and reintegration (DDR) operations with respect to the FDLR, including a clear definition of MONUC's role.
8. Urge the International Committee for Support of the Transition (CIAT) to develop a credible plan to establish a viable national army and key donor states to provide requisite assistance.
9. Impose targeted sanctions, including a freeze of financial assets and travel bans, on those who violate the arms embargo, including members of the transitional government.
10. Obtain and deploy better communication and intelligence-gathering equipment for monitoring the arms embargo.

To the European Union and its Member States, the U.S. and Other Donors and Members of the International Committee for Support of the Transition (CIAT), the World Bank and the IMF:

11. Prioritise integration of the Congolese army and provide adequate financial and military resources, including an International Military Assistance and Training Team (IMATT) to assist the Congolese army in dismantling the FDLR.

12. Impose targeted sanctions, including a freeze of financial assets and travel bans, on those who violate the arms embargo, including members of the transitional government.
13. Suspend financial aid to Rwanda if it continues to support dissidents or to intervene militarily in the Congo, and do the same with the transitional government if it is found to be supplying the FDLR.
14. Encourage the CIAT to undertake regular missions to the provinces, especially Ituri and the Kivus, to speak with local leaders and to report regularly (e.g. every three months) to the Security Council on implementation of the transition.
15. Use financial leverage to press the transitional government for better implementation of the Sun City Agreements.

To the Government of the United States:

16. Continue to support peace between Rwanda, the Congo and Uganda through the tripartite talks.

To the Government of Rwanda:

17. Respect Congo sovereignty and refrain from threatening or conducting military incursions.
18. Stop any support of dissident forces in the Congo, including allowing them to recruit in refugee camps in Rwanda.
19. Cooperate with the Congolese army and MONUC in their attempts to deal with the FDLR, including by providing information on FDLR positions and strength and a list of FDLR leaders wanted for category 1 or 2 genocide crimes.
20. Promote the return to Rwanda of key FDLR commanders who are not guilty of crimes of genocide by offering attractive terms of repatriation.

To the African Union:

21. Pursue the initiative to contribute armed forces to assist the new Congolese army and MONUC to persuade the FDLR -- with force if necessary -- to enter the DDR program.

Nairobi/Brussels, 30 March 2005

International Crisis Group
WORKING TO PREVENT CONFLICT WORLDWIDE

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THE CONGO'S TRANSITION IS FAILING: CRISIS IN THE KIVUS

I. INTRODUCTION

Despite the extent of ongoing civilian suffering in the Congo and the risk of a return to full scale combat that could destabilise much of Central Africa, there is little impetus, internal or external, to change matters decisively. The recent fighting in North Kivu displaced over 100,000 people into the forests, where many died due to the harsh conditions. According to the International Rescue Committee (IRC), 31,000 die every month in the country as a result of the war, mostly due to hunger and disease. Since 1998, an estimated 3.8 million deaths have been attributable to the war. At least 40,000 women and girls have been raped over the past six years. Still, only $188 million in humanitarian aid was provided for the Congo in 2004, a mere $3.20 per person. Sudan received $89 per person that year.[1]

A. POLITICAL STALEMATE

In February 2004 a group of officers from the former rebel movement the *Rassemblement Congolais pour la Démocratie-Goma* (RCD-G) attacked the regional military commander of South Kivu, General Nabyolwa, who had been deployed to the province under the auspices of the Congo's nascent national army. The mutiny was the first in a series of clashes in the Kivus between RCD-G dissidents and the transitional government, the result of a power struggle in Kinshasa. By the end of the year, it was clear that the transitional government could neither suppress the rebellion militarily nor strike a deal with it.

The transitional government, which was sworn in on 30 June 2003, is a political compromise between the five main armed groups:

- Joseph Kabila's *Forces Armées Congolaises* (FAC, the old government's army);
- Jean-Pierre Bemba's *Mouvement de Libération du Congo* (MLC);
- Azarias Ruberwa's *Rassemblement Congolais pour la Démocratie-Goma* (RCD-G);
- Mbusa Nyamwisi's *Rassemblement Congolais pour la Démocratie-Mouvement de Libération* (RCD-ML);
- Roger Lumbala's *Rassemblement Congolais pour la Démocratie-National* (RCD-N); as well as
- Mai-Mai militias from the east of the country.

These disparate groups have in theory converted themselves into political parties that now share power in Kinshasa with representatives from civil society and the political opposition. According to the transitional agreement and the constitution, the former belligerents should hand over control of their armed groups to a unified and apolitical new national army, the *Forces Armées de la République Démocratique du Congo* (FARDC).

The reality is very different. Most of the 300,000 combatants in the country are deployed in the same positions and are controlled by the same military hierarchies as before the transition. These parallel chains of command have also been replicated in the administrative and financial structures in the capital and provinces. The tensions this has engendered jeopardise elections,[2] as each party tries to hold onto its power.

Kabila and his party, the *Partie du Peuple pour la Réconstruction et la Démocratie* (PPRD), continue to control the state apparatus in 60 per cent of the national

[1] International Rescue Committee (IRC), "IRC study reveals that 31,000 die monthly in Congo conflict and 3.8 million died in the past six years -- when will the world care?", Press Release, 9 December 2004. All figures denoted in dollars ($) in this report refer to U.S. dollars. On rapes, see "Democratic Republic of Congo: Mass rape -- time for remedies", Amnesty International Report, 26 October 2004. UN Under Secretary General Jan Egeland says, "Sexual abuse had become probably worse [in the Congo] than anywhere else in the world". "DRC: UN agency to act on Ituri human rights violations", IRIN, 17 March 2005.

[2] Elections are still officially scheduled to be held by June 2005, although it is unanimously recognised that logistical considerations make this impossible. More realistic estimates are that elections can be held in early to mid-2006.

territory, including Kinshasa and Katanga, Kabila's mineral-rich native province. This control of many of Congo's diamond, copper and cobalt mines as well as Kinshasa's infrastructure has given Kabila disproportionate influence within the transitional government. While the ex-FAC are an inefficient and ill-disciplined force of 120,000, Kabila has been able to strengthen his presidential guard, the *Groupe Special de la Sécurité Présidentielle* (GSSP), and manipulate the emerging national army through the presidential military advisers in the *maison militaire*. Nonetheless, he is hampered by the poor cohesion of his followers, and he has periodically had to shuffle his cabinet and military leadership following internal disputes.

The MLC has the advantage of a clear hierarchy, as Bemba retains absolute control over his formerly Ugandan-backed rebel movement. While he does not have a large popular base or as many natural resources at his disposal as Kabila, he has deftly used his position as the vice president in charge of the Economic and Financial Commission to gain allies and to sway opinion in the capital. Bemba has the sympathy of many former supporters of the late President Mobutu and of several thousand soldiers of the old dictator's army, the *Forces Armées Zairoises* (FAZ), who are now in Brazzaville, but his own army has been weakened. At least four MLC brigades were deployed to the Kivus following the violence there in mid-2004,[3] leaving only around 10,000 MLC soldiers in their original positions

The two smallest former rebel movements are not significant enough to influence the course of the transition. As before, the RCD-N is controlled by the MLC, and Lumbala has been removed from his post as minister of foreign trade due to a corruption scandal. The RCD-ML has sided with Kabila on most political issues, and Nyamwisi retains good command of his troops in the Beni-Lubero region on the Ugandan border.

Besides Bemba and Kabila, the main contender in the upcoming elections will be Etienne Tshisekedi, the veteran leader of the *Union pour la Démocratie et le Progrès Social* (UDPS), who led the political opposition against Mobutu. He has the advantage of not being a member of the corruption-ridden transitional government and is still able to mobilise large numbers of supporters in Kinshasa and his home province of Kasai Oriental. Polls indicate that Tshisekedi would win a fair election in the capital but he has little support in most other provinces.[4] The UDPS has been weakened recently by Tshisekedi's own autocratic management and by its alliance with the RCD-G during the Sun City negotiations that led to the formation of the transitional government.

The most serious conflict within the transitional government has arisen between Kabila and Ruberwa's RCD-G, a party that is deeply unpopular beyond its narrow base among the Kinyarwanda speakers of North Kivu. Most Congolese regard it as a puppet of Rwanda, and hardliners around Kabila have worked to whip up anti-Tutsi sentiment throughout the country. RCD-G has also had to contend with serious internal dissent, as many of its representatives in Kinshasa have tried to distance themselves from the party's Hutu and Tutsi leaders, accusing them of being pro-Rwandan. At the same time, in the eastern border town of Goma, RCD-G hardliners have criticized Ruberwa for failing to represent their concerns of ethnic persecution. Rwanda's military incursion in late 2004 exacerbated RCD-G divisions and triggered the fighting in North Kivu between the new national army and the dissidents.

B. THE PURSUIT OF A MILITARY SOLUTION

The dispute between the RCD-G and Kabila erupted into violent confrontation in February 2004, triggering a series of clashes that pushed the transition to the brink of collapse. Far from attempting to solve political differences through dialogue, spoilers in RCD-G and in Kabila's entourage have encouraged this military confrontation. In the Kivus, a coalition has formed of RCD-G dissidents, who feel they stand nothing to gain in the transition. Kabila has accused some of them of being involved in the assassination of his father in 2001; others are army commanders who feel locked out of the transition. Marginalised by Kinshasa and egged on by Kigali, this group clashed with the national army in Bukavu in February 2004. Since then, numerous opportunities have been missed to find a negotiated solution. Instead, the conflict has broadened, resulting in the devastating battle for Bukavu in May and June, and the continuation of the fighting in North Kivu in December 2004.

The search for a military solution goes hand in hand with a xenophobic ideology, still openly promoted by some in Kabila's party, that there is no possibility of reconciliation with the RCD-G, whom they see as puppets of Kigali. Similarly, the leaders of the Congolese Hutu and Tutsi communities of the east argue

[3] According to some reports, most of the soldiers have been positioned in Basankusu.

[4] A survey conducted in Kinshasa by the private polling group BERCI in January 2005 suggested that if presidential elections were held then, Tshisekedi would win 39 per cent of the vote in the capital, followed by Kabila (36 per cent) and Bemba (11 per cent). The same poll indicated that the UDPS would win 36 per cent of the vote in the legislative elections.

that that the conflict is really about identity, and their very survival is at stake. These extreme perspectives mask the personal interests at stake: all sides are fighting to preserve the financial networks and power they have established since the beginning of the first Congo war in 1996.

There is no military solution to the crisis in the east. The armies are too disorganised and poorly trained. The Hutu and Tutsi communities (called Banyarwanda in North Kivu) number around one million people. Some 10,000 to 15,000 predominantly Banyarwanda ex-ANC troops[5] remain allied with Governor Eugène Serufuli despite their formal absorption into the national army. In addition, Rwanda has shown itself willing to back the dissidents with supplies and troops in recent months. If it is to address the crisis in the east, the transitional government must find a formula for sharing military and economic power between the different parties in Kinshasa.

This report seeks to explain how the two crises -- the political failings in Kinshasa and the military conflict in the east -- are linked. Since the early days of the transition, President Kabila and Vice President Ruberwa have been unable to find common ground on matters such as the control of the presidential guard, the command and control of the army, amnesty for war criminals, and how to deal with the Rwandan insurgent group on Congolese territory, the *Forces Démocratiques pour la Libération du Rwanda* (FDLR). These disputes have given spoilers in the east and in Kinshasa an opportunity to undermine the transition they perceive as threatening their interests.

Both sides have been averse to sincere political negotiations. The parliament's attempts to draft recommendations[6] have been largely ignored. The transitional government needs to isolate the spoilers -- a small group of military extremists and a few minor politicians -- and come to terms with the rest of the leadership in Goma. However, alarmingly little has been done to negotiate a solution since the crisis exploded in February 2004.

The transitional government and the national army must urgently address the continued presence of the FDLR in the east, as committed to in the 2002 Pretoria Agreement and the 1999 Lusaka Agreement. While those Hutu rebels do not present a serious security threat to Rwanda, they are a political liability to the transition, as they invite further Rwandan intervention. The recent efforts of the Sant'Egidio community to facilitate a peaceful repatriation of the FDLR should be promoted; moreover, the Rwandan government needs to be more active in encouraging commanders to return. At the same time, it is important for the new national army of the Congo, the FARDC, to apply what military pressure it is capable of on the FDLR. Such an operation could also be a first step towards reconciliation with Kigali and Goma, which have accused Kinshasa of supporting the extremist militia.

Politically, the international community has had difficulties coming to terms with the Congolese tragedy. Foreign donors, who finance 53 per cent of the transitional government's budget, have not taken advantage of the considerable leverage they have over the Congolese leadership. If the international community wants the transition to work, it must be more proactive in denouncing the blatant corruption and illegal manoeuvres of some of the main players and providing the resources for change.

If the transitional government can find better formulas for coping with the unfolding crisis in North Kivu and power and resource sharing in Kinshasa over the next few months, the elections, while just a first step towards rebuilding a failed state, could yet prove to be a watershed in the Congo's history.

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[5] The military wing of the RCD-G.

[6] The parliament sent a delegation to Goma in December 2004, led by the president of the Senate, Monsignor Marini Bodho. The report was only made public after several months and has not been acted upon.

II. THE MILITARY CRISIS IN THE EAST

A. THE EMERGENCE OF THE DISSIDENTS

The transitional government in Kinshasa was sworn in on 30 June 2003, the product of a political compromise struck among the main belligerents and formalised in the Sun City and Pretoria agreements the previous year.[7] Those agreements provided a blueprint for a transition that was intended to culminate in elections in 2005. The transition, however, has faced dissent from hardliners in all parties, who are reluctant to relinquish control of their military and economic assets and risk facing the polls. The most serious conflict has erupted between Joseph Kabila's party and the RCD-G. This conflict, with political, social and economic aspects in both Kinshasa[8] and the east, has played out most dramatically in several military confrontations in Bukavu and Goma, on the border with Rwanda. The Kivus, after the two wars of 1996 and 1998, have for the third time become the centre of dispute.

The trouble emerged initially as a quarrel over unification of the belligerents' armies. According to the peace deal, the armed groups were to form mixed units in the new national army under a common command structure. The first step was made in August and September 2003 with the nomination of a joint military command in Kinshasa and the deployment of regional commanders to the ten military regions.[9] General Prosper Nabyolwa, an ex-FAC commander from South Kivu, was sent to Bukavu as regional commander.[10] He arrived with several dozen assistants and soldiers for his protection but while the head of the military establishment in South Kivu had been changed, the troops on the ground remained the same. Most ex-ANC troops accepted his command. However, a small but important group of RCD-G hardliners refused his orders.

In January 2003, just weeks after the final signature of the comprehensive agreement in Sun City, the RCD-G had appointed Xavier Chiribanya as governor of South Kivu. Kinshasa interpreted this as a provocation, since Chiribanya had been sentenced to death *in absentia* by a military court in the capital for his involvement in the 2001 assassination of Laurent Kabila.[11] In March, Colonel Georges Mirindi was nominated regional commander for South Kivu, and he arrived in Bukavu with another of the elder Kabila's alleged assassins, Amuli Chap Chap, as well as John Bahati. All three officers were former members of Laurent Kabila's presidential guard and had been convicted in the assassination trial. Their appointments, in which Kigali was seen as decisive,[12] made military integration of the province very difficult, as neither Kabila nor the transitional parliament were inclined to grant pardons. By appointing these individuals to Bukavu -- and elevating them from near obscurity to positions of power -- the RCD-G and Kigali had loaded the dice against a peaceful transition in the east.[13]

In September 2003, dissident Congolese Tutsi officers joined this group after refusing their nomination by Kinshasa to new posts in the national army.[14] They included General Laurent Nkunda, Colonel Eric Ruohimbere and Colonel Elie Gishondo. They claimed their safety would not be guaranteed in Kinshasa, and the transitional government would seek revenge for acts they had committed during the war. Nkunda is accused of helping orchestrate the massacre of over 150 civilians in Kisangani in May 2002,[15] while Ruohimbere was accused of killing 50 officers of Laurent Kabila's *Alliance des Forces Democratiques pour la Liberation*

[7] The signatories who would later form the transitional government are: the government of Joseph Kabila, RCD-G, RCD-Nationale, RCD-K-ML, MLC, Mai-Mai, and representatives of civil society and the political opposition

[8] See Section IV below for an explanation of the concurrent political developments in Kinshasa.

[9] The commanders of the ten military regions (corresponding to the ten national provinces) are currently: 1st Bandundu -- General Moustapha Mukiza (MLC); 3rd Equateur -- General Mulubi bin Muhemedi (FAC); 4th Kasai Occidental -- General Kasereka Sindani (RCD-ML); 5th Kasai Oriental -- General Obeid Rwabisira (RCD-G); 6th Katanga -- General Alengbia Nzambe (MLC); 7th Maniema -- General Widi Mbulu (RCD-N); 8th North Kivu -- General Gabriel Amisi (RCD-G); 9th Province Orientale -- General Padiri Bulenda (Mai-Mai); 10th South Kivu --General Mbudja Mabe (FAC). The command of the 2nd region, Bas-Congo, is currently vacant.

[10] In South Kivu at the time there were six ex-ANC brigades and fifteen ex-Mai-Mai brigades. The ANC brigades averaged 1,500 to 2,000 soldiers, while many Mai-Mai brigades were much smaller.

[11] The military trial in 2002 of those accused in the assassination of Laurent Kabila was widely criticized as unfair and politically motivated. 90 people were convicted of whom 26 were given the death sentence.

[12] Crisis Group interview with ex-FAC and ex-ANC commanders, Bukavu, May and December 2004.

[13] Mirindi was promoted from a 2nd lieutenant to a full colonel, while Bora Uzima, another commander implicated in Kabila's assassination, was promoted from major to brigadier general. Chiribanya himself had been a businessman based in Brazzaville who helped dissidents escape from Kinshasa.

[14] Nkunda was appointed commander of the 8th military region in Goma, Ruohimbere was named deputy regional commander in Bukavu, and Gishondo deputy regional commander in Bandundu.

[15] Human Rights Watch, "War Crimes in Kisangani", August 2002.

du Congo (AFDL) at Kavumu airport during the beginning of the RCD rebellion in August 1998. However, these charges are not the main motivation for their obstinacy, as other commanders involved in similar incidents have been integrated into the new national army. Rwanda's influence appears to have been the crucial factor that persuaded them to refuse integration.[16] Thus, by the end of 2003, a group of heavily armed dissidents who believed they had nothing to gain from the transition had collected in Bukavu.

These officers, with their 300 to 400 bodyguards, refused to acknowledge Nabyolwa's authority. As reports multiplied of weapons being smuggled to them from Rwanda, Nabyolwa decided to act. In February 2004, he began raiding their houses in search of arms caches and succeeded in seizing several stockpiles of ammunition. This provided the transitional government with enough proof of a planned insurrection to suspend Governor Chiribanya on 7 February 2004. Nabyolwa's initiative irritated Ruberwa, who perceived it as an attack on the RCD-G leadership of South Kivu.

Then, on 22 February, Nabyolwa raided the house of Major Joseph Kasongo and arrested him for illegal possession of weapons. Instead of detaining and interrogating Kasongo -- another of those who had previously been sentenced to death *in absentia* -- in Bukavu, Nabyolwa was instructed by Kabila's military intelligence to transfer him to Kinshasa.[17] RCD-G saw this as a clear sign that Kabila was not willing to consider an amnesty for those accused of assassinating his father. As described below, it also came at a time when Ruberwa and Kabila had fallen out over the control of the security sector.[18] The head of the RCD-G concluded that Kabila would do anything to marginalise his rivals.[19]

This confluence of political impasse and military conflict led to the eruption of violence in the Kivus. On 24 February, Nabyolwa's deputy commander, Colonel Jules Mutebutsi, attacked his superior's house, killing two of his bodyguards and sending the general running.[20] By rebelling against a commander appointed by Kinshasa, Mutebutsi effectively joined the dissident RCD-G officers, raising the stakes and setting the stage for a larger confrontation. When violence erupted again in Bukavu in May, it was a replay of the February incident but this time on a much larger scale.

B. THE CONFLICT SPREADS

What had begun as a political dispute between Ruberwa and Kabila in Kinshasa had widened into a serious rift between a large number of RCD-G hardliners and the transitional government. The Bukavu fighting polarised the RCD-G, with most Congolese Hutu and Tutsi in the movement sympathising with the dissidents, while other important party figures began inching closer to Kabila or at least away from Ruberwa.

In the east, Banyamulenge (Congolese Tutsi) commanders from the *Armée Nationale Congolaise* (ANC), the RCD-G's military wing, began gathering around Mutebutsi, who had hunkered down in the Nguba area of Bukavu. Major Santos arrived from Kalemie, claiming he was on sick leave, while Lieutenant Colonel Bisogo flew in from Shabunda, saying he was visiting his family, and Colonel Mushonda Mukalay arrived via Kigali. Mutebutsi's group then established contact with Laurent Nkunda in North Kivu. A network of dissidents was thus established, joining North Kivu, which had remained the fiefdom of RCD-G hardliners and almost entirely outside Kinshasa's control, with Bukavu. The region around Kalehe on Lake Kivu became an important staging area for the operation, as it was where Mirindi cooperated with the Hutu Local Defence Forces of Governor Serufuli to set up arms caches and begin training men.

The dissidents were an unstructured group with only a loose hierarchy. In the military wing, Nkunda assumed leadership of the forces in North Kivu with Colonel Bernard Byamungu as his deputy. Governor Serufuli supported the dissidents -- many of the troops that attacked Bukavu in June 2004 came from his Local Defence Forces (LDF), and trucks from his NGO, Everyone for Peace and Development (*Tous Pour la Paix el le Développement*, TPD), helped with transport[21] -- but he was unwilling to endorse Nkunda and Mutebutsi explicitly. The group benefited from Kigali's support, as the Rwandan military (RDF) allowed

[16] Crisis Group interview with high-ranking RCD-G official, Goma, January 2005.

[17] Crisis Group interview with high-ranking ex-FAC commander, Kinshasa, January 2005.

[18] Kabila had asked to place the intelligence and security services directly under the presidency, which Ruberwa, as the vice president in charge of security and defence, had refused. Other issues also disturbed Ruberwa. Kabila controlled an army of his own in the 10,000 strong presidential guard (*Groupe Spécial de Sécurité Présidentielle*,GSSP); in December 2003, Kabila wrote to the Supreme Court asking it to reinterpret the constitution so that he could directly appoint the provincial governors; and army resources were still largely controlled by Kabila's military office (*maison militaire*).

[19] Crisis Group interview with high-ranking RCD-G politician, Kinshasa, January 2005.

[20] Crisis Group interview with high-ranking RCD-G official in Bukavu, May 2004.

[21] Stephanie Wolters, "Continued Instability in the Kivus", Institute for Security Studies Paper 94, October 2004.

Nkunda to recruit in refugee camps there that housed Congolese Tutsi, such as the one in Gihembe, in Byumba prefecture.[22] A UN investigation established Rwanda's support to Mutebutsi and Nkunda, including by supply of weapons and ammunition and allowing its territory to be used as a rear base and safe haven.

Ruberwa and other RCD-G leaders in the government wavered over their response. Ruberwa seemed at times to side with Mutebutsi, condemning Kinshasa for a xenophobic stance towards the Banyamulenge. But both he and General Sylvain Mbuki, the ex-ANC head of the national army, denounced Mutebutsi and Nkunda as mutineers who had to be brought to justice.

The conflict between Kinshasa and the dissidents flared up again on 26 May 2004 in Bukavu, when Mutebutsi's troops clashed with those of the new military commander sent from Kinshasa to replace Nabyolwa, General Mbuza Mabe, a commander in Kabila's former army, the *Forces Armées Congolaises* (FAC). Mbuza, while far superior in supplies, ammunition and troops, lacked cohesion in his chain of command, since many ex-ANC and even Mai-Mai commanders were not fully under his control. His operations hamstrung by treason and desertion, he lost the town to Mutebutsi and Nkunda, who had made his way to Bukavu from Goma with 1,000 to 1,500 troops. Nkunda proceeded to loot the city, burning Kadutu market and causing more than 2,000 civilians to flee to the compound of the UN Mission (MONUC).

C. KINSHASA'S FUMBLED REACTION

By the time Nkunda withdrew from Bukavu on 10 June under international pressure, the transitional government had suffered almost irreparable damage. A substantial group of dissidents who had burned their bridges with it had emerged, and Kinshasa had shown itself to be incapable of dealing with the mutineers militarily or diplomatically.[23]

The fighting also exacerbated serious ethnic tensions in the region. The leadership of the dissidents was composed largely of Congolese Tutsi from North and South Kivu, leading the population and Mbuza Mabe's soldiers to generalise the threat to the whole of Bukavu's Banyamulenge community. While the attacks against the Tutsi were wildly exaggerated by Rwanda and Nkunda, who claimed genocide was being carried out, the community did suffer abuse, killings and rape, some at the hands of Mabe's soldiers. The threats were substantial enough that all the Banyamulenge, Rwandan and Burundian residents of the town -- estimated at 2,500 to 3,500 -- fled to Rwanda.[24]

While most of the RCD-G representatives in Kinshasa distanced themselves from the dissidents, many PPRD hardliners around Kabila seized the opportunity to rally against the "Rwandan threat". Ethnic stereotyping against Nkunda, Mutebutsi and people associated to them like Serufuli became commonplace. Television evangelists in the capital like Pasteur Theodore Ngoy preached regularly against the "foreign threat" posed by the Banyamulenge and Banyarwanda communities in the east.[25] Vital Kamerhe, the secretary general of the PPRD, accused Ruberwa of being "the Trojan horse to allow Rwanda to consolidate its plan of occupying the east of our country".[26] What had begun as a political impasse in Kinshasa, then erupted as a military confrontation in Bukavu, had finally turned into an ideological war between natives and "foreigners", Congolese and Rwandans.

Kabila ordered 10,000 ex-FAC and ex-MLC troops to be deployed to the east. They were sent to North and South Kivu to surround the territories of Walikale, Masisi and Rutshuru, where the ex-ANC hard core were deployed and Nkunda had retreated to after the siege of Bukavu. This was also a region populated primarily by Congolese Hutu and Tutsi, known as Banyarwanda. While Kabila asserted that the troops were merely to guard against a possible Rwandan invasion, the RCD-G believed he was preparing for the final neutralisation of its former army in North Kivu. The ex-ANC brigades in South Kivu were already hemmed in by the deployment in June of four ex-MLC and ex-FAC brigades. The new deployment caused eight RCD-G Hutu and Tutsi deputies to withdraw from parliament, including strongmen Bizima Karaha and Emmanuel Kamanzi, who claimed Kabila had marginalised their party.

Against this background, the massacre of Banyamulenge refugees in the Gatumba camp in Burundi struck the already tense relations between Ruberwa and Kabila like a bolt of lightening. On 13 August 2004, armed men

[22] Letter dated 15 July 2004, addressed to the President of the Security Council by the President of the Committee of the Security Council created by Resolution 1533 (2004) regarding the Democratic Republic of Congo, pp. 26-27.

[23] While the newspapers proclaimed General Mbuza's military triumph, his forces had crumbled in the face of Nkunda's attack and only recovered Bukavu and the rest of South Kivu because Nkunda departed under international pressure.

[24] "War Crimes in Bukavu", Human Rights Watch Briefing Paper, June 2004.

[25] Theodore Ngoy has appeared regularly on Kinshasa television preaching against the Tutsi, who, he claims, are all Rwandan. He is reportedly close to part of Kabila's entourage.

[26] "Le parti de Kabila dénonce M. Ruberwa", Agence France-Presse, 25 August 2004.

entered the UNHCR camp, which sheltered several thousand Banyamulenge and other Congolese who had fled the instability in South Kivu, and killed 160 refugees. The extremist Burundian rebel *Forces Nationales de Libération* (FNL) claimed responsibility. Rwandan Foreign Minister Charles Murigande and Ruberwa, together at the funeral ceremony in Burundi, accused Mbuza Mabe and Kabila of planning the attack, although subsequent UN and Human Rights Watch investigations found no evidence for either Congolese or FDLR involvement.[27]

Ruberwa announced suspension of the RCD-G's participation in the transition, calling on members of his party to withdraw to Goma for consultations. While Ruberwa subsequently gave in to international pressure and rejoined the government, the political and military quarrels that had given rise to the violence in Bukavu had not been solved. Army integration was stalled, parallel military and economic chains of command were still maintained by all parties, and much of the essential legislation necessary for national unification had not been passed. With several ex-MLC, ex-APC and ex-FAC brigades within striking distance of Goma, a military confrontation was imminent.

The international community applied substantial diplomatic pressure on the parties. A tripartite agreement among Rwanda, Uganda and the Congo was put together, sponsored by the U.S., and talks were held in Ouagadougou between Kagame and Kabila in November 2004. Despite these efforts, fighting broke out again in late November. The trigger was the declaration by President Paul Kagame that he would send Rwanda's army into the Congo to attack the FDLR, which, he asserted, had carried out eleven attacks on Rwandan territory in 2004 without either MONUC or the new Congolese army reacting.[28] Rwandan troops were later spotted on Congolese territory, and their presence was confirmed by diplomats in Kigali,[29] although the extent of their intervention is not clear.[30]

Predictably, Kagame's statements provided a welcome excuse for Kinshasa to move on Goma. Kabila announced deployment of a further 10,000 troops to the east[31] in Operation Bima,[32] an advance from Kisangani and Beni towards Goma.[33] By eschewing political dialogue and forcing a military confrontation, it was clear that key players in the government still believed in a military victory over the RCD-G, especially after their apparent success in South Kivu. In early December, the advancing troops clashed with an ANC battalion in Kanyabayonga. These troops, primarily MLC soldiers who had been deployed to Beni after the Bukavu crisis in June, were poorly equipped and paid. 2,000 promptly deserted and resorted to pillaging and abusing the local population.

The troops deployed from Kisangani were better organised and secured the mineral-rich town of Walikale before advancing on the highlands of Masisi. MONUC intervened, creating a buffer zone.[34] Diplomatic pressure on both Goma and Kinshasa brought the military escalation to a tense standstill in late December. The transitional government deployed a new regional commander, General Gabriel Amisi, to Goma to begin the unification of the ex-ANC with the other units in North Kivu. Amisi, together with General Mbuza Mabe, put together an integrated battalion, which he sent to the high plateau of Kalehe to assure the return of the displaced Hutu population. Further north, however, in Kanyakayonga and Walikale, little has been achieved in terms of unification and reconciliation, and tensions remain high.

The rift between the RCD-G and Kabila resulted in the effective exclusion of Goma and its surrounding territories from the transitional administration. The stakes had been raised by hardliners on both sides and the situation aggravated by Rwanda's incursion. As discussed below, the manipulation of ethnic identity raised the possibility of communal violence if either side tried to press for a military solution. And while this military path seemed impossible given the weakness of the transitional government's army, neither side has shown the requisite political will or skill to solve the conflict through other means.

[27] Joint report of the United Nations Organisation Mission in the Democratic Republic of the Congo, the United Nations Operation in Burundi and the Office of the United Nations High Commissioner for Human Rights into the Gatumba massacre, October 2004.

[28] Crisis Group interview with diplomat in Kigali, January 2005.

[29] Crisis Group interview with diplomat in Kigali, January 2005

[30] Some sources indicate the Rwandan troops clashed with the FDLR brigade command in Rusamambo, Rutshuru, and destroyed its camp.

[31] It appears that the 10,000 troops announced to be deployed in November 2004 included those already deployed after the Bukavu crisis.

[32] The name means "get out" in Lingala.

[33] While their official tasking was to secure the national borders and attack the FDLR, the operational orders seen by Crisis Group were to secure the routes Beni-Kanyabayonga-Goma and Kisangani-Walikale-Goma. Those orders, signed by General Onoya Léopold, implied a military confrontation with the ANC.

[34] This was almost immediately renamed a "humanitarian security zone", revealing either a sense of public relations or a lack of strategic vision.

III. MANIPULATION OF IDENTITY IN THE KIVUS

The fighting in North Kivu erupted within the context of communal tensions that have been politicised and manipulated as a consequence of the past two wars. The communal conflicts concerning the Kinyarwanda-speaking communities of North and South Kivu were left unaddressed by both Laurent Kabila's AFDL and the subsequent rebel movements. Like Mobutu before, the RCD-G, Kabila (father and son), and Kigali have all seized upon the conflicts between the Kinyarwanda-speaking people of the region and other communities to further their own interests.

The Kinyarwanda speakers -- called Banyarwanda in North Kivu and Banyamulenge in South Kivu -- are caught between two mutually reinforcing ideologies. On the one hand, the Goma political leadership has recently tried to bind the various Hutu and Tutsi communities together behind a new rwandophone concept, claiming that their very survival is at stake. This rhetoric is used to justify their campaign to keep the economic and political assets of North Kivu away from Kinshasa. On the other side of the country, politicians in the presidential camp have roused popular sentiment against the Rwandan threat, attributing all the Congo's woes to Kigali's meddling and describing all Kinyarwanda-speakers as foreigners and puppets.

These discourses fuel each other and transform a crisis with a specific political history into one of irreconcilably opposed identities. More importantly, this manipulation has contributed to the possibility of communal fighting in North Kivu, a region that saw bloody ethnic clashes in 1993. In order to understand the importance of this development, a brief overview of the history of the Banyarwanda in North Kivu is useful.

A. THE BANYARWANDA IMMIGRATION

When the borders were drawn between the Congo Free State and German East Africa at the Berlin Conference of 1885, a large area inhabited by Hutu was included in the Congo. The present territory of Rutshuru was then and still remains 80 to 90 per cent Hutu. In the 1930s, the Belgian colonial power created the *Mission d'Immigration des Banyarwanda* (MIB) to supply a cheap and easily controllable workforce to the mines and plantations of the eastern Congo. By 1955, around 160,000 Hutu and Tutsi had been transplanted from Rwanda to Masisi, Walikale and even parts of Katanga.[35] The conflict in North Kivu began around disputes over land and resources resulting from these movements.

Under the Belgians, the immigrant communities were administered in separate units called "Gishare", with Tutsi chiefs ruling over Hutu subjects. After independence, these units were incorporated into the older customary collectives. In North Kivu, most immigrants were henceforth ruled by the two Hunde chiefs, Mwami Kalinda and Mwami Bashali. In order to obtain title to land, the primary economic asset in the region, they had to pass through the Hunde customary authority, even if by 1960 the Hutu outnumbered all other communities in Masisi and Rutshuru.

The situation was further complicated by the ethnic purges of the 1950s in neighbouring Rwanda. Thousands of relatively wealthy Tutsi families fled the fighting and established themselves in Congolese cities. Mobutu seized the opportunity and welcomed many of the newly arrived Tutsi into his party, the *Movement Populaire de la Révolution* (MPR). Barthélémy Bisengimana became his powerful cabinet director, while other Tutsi obtained positions in his central office. Mobutu saw the community as marginalised, educated and easy to manipulate. In a move that mirrored the RCD-G's later manipulation of identity, he found some of his most loyal allies there. In the words of an academic in Goma, "Mobutu made sure they understood that they owed him their life or their death".[36]

In 1972, under Bisengimana's influence, Mobutu bestowed citizenship in a blanket fashion on all Rwandan immigrants. A year later, he nationalised the country's foreign-run industries and plantations, giving many of the Belgian plantations in Masisi and western Rutshuru to the newly arrived Tutsi. By the end of the decade, the Hunde chiefs had lost authority over much of the land formerly under their control.

In 1983 Mobutu gave in to popular pressure and repealed the blanket citizenship decree, requiring that each application be considered individually.[37] This only

[35] Jean-Claude Willame, *Banyamulenge and Banyarwanda* (Paris, 1997).

[36] Crisis Group interview with OCHA official, Goma, 9 January 2005.

[37] To qualify, an applicant had to demonstrate that his or her tribe had been present at the demarcation of the boundaries in 1885, a condition that was thought to disqualify the Tutsi. However, most scholars date the Tutsi presence in South Kivu to before that date, to immigrations related to the wars in Rwanda under the regime of Mwami Ruabugiri Kigeri. See, for example, Jean-Pierre Chrétien, *A History of the Great Lakes Region* (New York, 2003). By first bestowing citizenship on the group and then removing it, Mobutu's dictatorship politicised their identity and entrenched in the community a profound suspicion of Kinshasa politics.

caused greater tensions in the region, however, and by the late 1980s violent clashes had begun between the pastoralist and agricultural communities in North Kivu.

B. PRESSURES OF DEMOCRATISATION AND THE MAGRIVI

The early 1990s brought a combination of external pressures to bear on North Kivu. Far from being united, as they currently are depicted to be, Hutu and Tutsi communities were in stark conflict with each other.

In October 1990, at the beginning of the Rwandan Patriotic Front (RPF) revolt against the regime of President Juvenal Habyarimana in Kigali, many Tutsi left Masisi to join the rebels in Uganda. The RPF also enjoyed the financial support of some wealthy Congolese Tutsi.[38] Laurent Nkunda, for example, left his home in western Rutshuru to enlist in the insurgency, eventually becoming an intelligence officer in the Rwandan Patriotic Army (RPA). At the same time, the Hutu community in Rutshuru rallied behind an organisation formed in the late 1980s, the *Mutualité des Agriculteurs de Virunga* (MAGRIVI). This group was a lobbying force to exert pressure on the state and ensure Hutu influence in Goma and Kinshasa. The MAGRIVI was strongly influenced by the Hutu Power rhetoric emanating from Rwanda; its leaders had close ties with the extremist Hutu party *Coalition Pour la Défense de la République* (CDR).

The democratisation process that began in the Congo[39] in 1991-1992 with the *Conférence Nationale Souvéraine* (CNS) pitted the communities against each other even further, as the Hunde and Nyanga representatives demanded that the Hutu and Tutsi be barred from the conference. In the meantime, each community in North Kivu, lacking state protection, began creating tribal militias for self-protection. The Hunde and Nyanga formed the Bangilima, while the Hutu created the Mongol militia.

In March 1993, when violence erupted in Walikale and spread to Masisi, more than 3,000 civilians died. Hostilities were then rekindled by the massive influx of Rwandan Hutu refugees as well as members of the defeated Rwandan army (FAR) and Interahamwe militia during the 1994 genocide. Almost without exception, Tutsi in Masisi and Goma sold their land and cattle and left for Rwanda, fearing Congolese persecution; they were welcomed by the new RPF regime that had taken power in Kigali by July 1994.

[38] Crisis Group interview with civil society representative, Goma, January 2005

[39] Then known as Zaire.

C. FROM TUTSI TO HUTU POWER

Many Tutsi refugees returned to Masisi with the advent of the RPF-backed AFDL of Laurent Kabila in late 1996. The AFDL was perceived by many as a Tutsi movement, since its backbone was the Tutsi-led Rwandan Patriotic Army (RPA), and many of the important political posts were occupied by Tutsi. As the AFDL swept through the region in pursuit of the ex-FAR/Interahamwe and the Rwandan refugees, there were many reports of massacres of Congolese Hutu civilians in the Rutshuru area in revenge for MAGRIVI's links to Hutu Power in Rwanda.[40]

It was only with the creation of RCD-G in 1998 that Hutu began returning to political power in North Kivu. After initial experimentation with leaders from other ethnic backgrounds such as Ernest Wamba dia Wamba, Lundu Bululu and Mbusa Nyamwisi, the RCD-G's Rwandan supporters fell back on Congolese Hutu and Tutsi. From 1999 onwards, more and more Banyamulenge filled the positions of power in Bukavu, while in Goma a mixture of Tutsi and Hutu came to the forefront. As a UN analyst commented:

> The idea was to identify power with an ethnicity that was already marginalised. The more isolated and unpopular this ethnicity became, the more it would depend on Rwandan support and become completely loyal to their demands. Kigali had been disappointed by many of their Congolese allies, above all Kabila. Ethnicity became the most reliable determinant.[41]

Whether or not Kigali was instrumental in bringing Kinyarwanda-speakers to power, the ranks of the RCD-G were soon replete with Hutu. In Rutshuru, Masisi and Goma, they occupied around 80 per cent of the administrative posts.[42] In places like Kitchanga, Jomba and Bunagana, Hunde customary chiefs were forcefully replaced by Hutu.

In 2000, Eugene Serufuli, a medical assistant at the general hospital in Goma, was installed by Kigali as governor of North Kivu.[43] A Hutu from Rutshuru who

[40] The most notorious, if poorly documented, cases were in the Rutshuru towns of Kinyandoni and Bunyangula.

[41] Crisis Group interview with MONUC officer, Bukavu, 28 December 2004.

[42] Crisis Group interview with civil society representative, Goma, 12 January 2005.

[43] Charles Murigande, then the Secretary General of the RPF, addressed a church congregation in Goma in 2000, saying that Kigali was bringing it the new governor. Crisis Group interview, Goma, January 2005

had been active in MAGRIVI, he revived the Local Defence Forces (LDF), a militia that his predecessor had created, and turned it into an all-Hutu force. The LDF was linked to customary chiefs, as all the *chefs de collectivité* became commanders, and their subordinates -- the *nyumba kumi* and *chefs de localité* -- attended military training at the main LDF camp in Mushaki, 40 km northwest of Goma.[44] By some estimates, Serufuli controlled between 10,000 and 15,000 fighters.[45] In 2003, in preparation for national unification, the LDF were integrated into the ANC, forming its eleventh and twelfth brigades. Nonetheless, Serufuli retained extensive control over these troops, paying them and organising logistics for their operations.[46]

By the time North Kivu was supposed to be integrated into the rest of the county in late 2003, Serufuli had become the nexus of military and economic power in the region, "*l'homme incontournable*" -- the indispensable man -- of Goma. In May 2004, he was confirmed in his post by the transitional government.

D. WHO ARE THE DISSIDENTS?

Since the early days of the transition, it has been apparent that many RCD-G officials are not happy with their positions. The RCD-G is not just unpopular in the Congo; it is accused by many of being the cause of the second war in 1998 and, as such, for being the cause of the misery of the Congolese today. At the same time, as described below, Kabila has tried to keep it from positions of genuine power in Kinshasa. After the mutiny in Bukavu crystallized these tensions in May 2004, many RCD-G representatives decided to align themselves against the transition.

Even before the mutiny, RCD-G disaffection was apparent. The first sign was the refusal of four of the ten ex-ANC brigade commanders to join the national army in the capital.[47] Other ex-ANC officers, who participated in a training session for the brigade commanders from all armed groups in Kinshasa, found their living conditions to be terrible. As one explained:

> We were given $30 a month, a bunk bed and food twice a day. We had to ask the RCD-G politicians to have pity on us and to lend us some money. At the same time, we saw our colleagues from the ex-FAC living lives of luxury. For a full colonel who was used to making $500 a month or more, this was a disgrace.[48]

The military ranks of the ex-ANC were not confirmed until September 2004, and they were officially paid the same $12 a month as their soldiers, while the ex-FAC officers kept their ranks and received their salaries as before.[49] This created widespread resentment and was one of the reasons for the later actions of Masudi and Mutebutsi.

After the Bukavu mutiny, the political leadership of the RCD-G split as well. As noted above, on 9 July 2004, eight powerful Hutu and Tutsi RCD-G parliamentarians suspended their participation in the government and withdraw to Goma, including Bizima Karaha, Emmanuel Kamanzi, and Alexis Makabuza.[50]

These military and civilian figures coalesced around Governor Serufuli in Goma. They are not a cohesive group but Serufuli is the strongest amongst them, as he commands many of the military and financial resources of the province. Serufuli was co-founder of the NGO *Tous pour la Paix et le Développement* (TPD) which initially focused, in collaboration with Rwandan authorities, on repatriation of Rwandan refugees in North Kivu.[51] While TPD was very successful with this, it has in recent years become a parastatal organisation involved in everything from roadwork to the transport and supply of LDF and ex-ANC troops. As noted above, TPD vehicles were seen supporting Nkunda's troops in his siege of Bukavu[52] and transporting soldiers and supplies to the front in Kanyabayonga.[53] It is widely believed that Serufuli

[44] Crisis Group interview, RCD-K-ML administration official, Goma, 11 January 2005.
[45] Crisis Group Africa Report N°56, *The Kivus: The Forgotten Crucible of the Congo Conflict*, 24 January 2003, p. 20.
[46] Crisis Group interview, ANC officers, Goma and Bukavu, December and January 2005.
[47] Laurent Nkunda, Elie Gishondo, Eric Ruohimbere and Bernard Byamungu.
[48] Crisis Group interview with an ex-ANC brigade commander, Goma, January 2005. Other ex-ANC brigade commanders confirmed this treatment.
[49] Crisis Group interviews with ex-ANC and ex-FAC officers in Bukavu and Kinshasa, December 2004 and January 2005.
[50] Karaha was Laurent Kabila's minister of foreign affairs and subsequently the chief of security and intelligence for the RCD-G; Kamanzi was the RCD-G's minister of finance and organised its financial relations with Rwanda; Alexis Makabuza is the director of TPD and an important businessman in Goma. The other parliamentarians who left the government were Apolinaire Kalera, Bijos Ntaganda, Dunia Barakani, John Kanyoni Nsana, Oswald Ndenshyo and Théo Mpabuka.
[51] See Crisis Group, *Kivus*, op. cit.
[52] Stephanie Wolters, "Continued Instability in the Kivus", op. cit. Crisis Group interviews with ex-ANC officers and civil society representatives, Goma, January 2005.
[53] Crisis Group interview with RCD-G and MONUC officials who had visited the frontline, January 2005.

funnels state funds through TPD to run his parallel military and administrative organisation. While the soldiers in Goma receive an irregular salary of $12 a month from Kinshasa, Serufuli also pays them and finances their logistics and supplies.[54]

Serufuli's grip on power is enhanced by the backing of his colleagues in the local government and business. Léon Muheto, for example, is the director of the state electricity company *Société Nationale d'Electricité* (SNEL) in Goma, as well as a prominent member of the rwandophone movement. Modeste Makabuza, a close associate of Serufuli, is probably the most powerful businessman in Goma. He owns the *Société Congolaise d'Assurances et de Rassurances* (SCAR) insurance company, as well as shares in the Supercell phone company and a niobium mine in Rutshuru, and controls much of the fuel brought into Goma. His brother, Alexi, is the co-founder with Serufuli of TPD.

Rwanda's hand is still apparent in this group. Some officials of the Goma administration live in the Rwandan border town of Gisenyi.[55] The Congolese border officials leave their posts at 6 pm. but the Rwandan border stays open until midnight, allowing Rwandan officials and businessmen to cross into Goma discreetly. There are several reports of Rwandan officers or soldiers being discovered in the town.[56]

Having secured a strong position in Goma, the authorities there distanced themselves from the RCD-G. Serufuli explained to a diplomat in late 2004 that "Ruberwa is our brother, but he doesn't have anything to say here".[57] With military and financial assets at their disposal, they are a new power in the eastern Congo, one underpinned by a strong ethnic ideology.

E. INVENTION OF THE "RWANDOPHONES"

Uniting the Hutu and Tutsi communities in North Kivu was an essential part of the RCD-G's strategy to gain what it had failed to achieve elsewhere in the Congo: a grassroots base. For its Rwandan sponsors, it was equally vital to have a solid ally there. In the words of a Rwandan security officer: "We learned from history. As long as there are problems between the Hutu and Tutsi in North Kivu, there will be problems for Rwanda".[58] With recent bad memories of MAGRIVI and Hutu Power, Kigali worked to create strong alliances with the communities along its north western border through Serufuli, one of the very men who had been associated with the Hutu Power movement six years earlier.

The naming of Serufuli as governor, the appointment of many Hutu and Tutsi notables to powerful posts in the North Kivu administration and the creation of the LDF were key steps, and on 19 January 2004 the new union was formally given a name. Francois Gachaba and Felicien Nzitatira, leaders respectively of the Hutu and Tutsi communities, published the "Memorandum of Congolese Rwandophones" in the newspaper *Le Soft*, detailing the systematic persecution and stereotyping of Congolese Hutu and Tutsi by the post-independence governments and exhorting the transitional government to bear this in mind while debating the draft constitution and the law on citizenship. Gachaba and Nzitatira called for a federal state that would guarantee equal shares of resources to the provinces and a law to end the debate around their communities' citizenship.

The dangerous aspect of this vision of an imperilled community soon became evident. When Laurent Nkunda marched on Bukavu in June 2004, he justified this by claiming that Mbuza Mabe was perpetrating genocide against the Banyamulenge in Bukavu, an allegation that, as noted, was contradicted by subsequent Human Rights Watch and MONUC investigations.[59] Nkunda's refusal to go to Kinshasa to join the national army in September 2003 had also been based partly on his alleged fear of ethnic persecution there, even though other Tutsi officers such as Mutebutsi and General Obedi Rwibasira were received without problems. When fighting broke out in Kanyabayonga in December 2004, the ANC frontline soldiers -- all Hutu or Tutsi -- told reporters that Kinshasa sought to exterminate them, and the battle was "a matter of life or death".[60] Serufuli also tried rallying international opinion by telling the press that General Mabe had displaced 150,000 Hutu in the high plateau of Kalehe, and the 10,000 FARDC troops deployed to attack Goma

[54] Crisis Group interview with MONUC official and ex-RCD-ML officials, Goma, January 2005.

[55] Crisis Group interview with high-ranking administration official, Goma, January 2005. Several examples were given, including Albert Semana, the head of the security service in Goma.

[56] On one occasion, a civil society representative was arrested by a Rwandan officer who dropped his ID. On another occasion, a Rwandan soldier was caught stealing by the local population and beaten. He also was discovered to have a Rwandan Defence Force ID.

[57] Crisis Group interview with MONUC official, Goma, January 2005.

[58] Crisis Group interview with Rwandan official, Cyangugu, 27 December 2004.

[59] "War Crimes in Bukavu", Human Rights Watch Briefing Paper, June 2004; Crisis Group interview with MONUC officer, Bukavu, 27 December 2004.

[60] Crisis Group interview with foreign correspondent, Kinshasa, January 2005.

included several thousand ex-FAR and Interahamwe.[61] These allegations were wildly exaggerated -- international NGOs, for example, estimated there were 10,000 to 15,0000 displaced.

This rhetoric bears many similarities to the reports broadcasts by the Rwandan government and by some Banyamulenge authorities in the lead-up to the May fighting in Bukavu. On 3 March 2004, armed men forced their way into a private radio station in Bukavu and demanded that a message be broadcast by the Banyamulenge saying that the Catholic Church and others were preparing a genocide against the Tutsi.[62] The Rwandan authorities supported this identity-focused discourse. On the evening of 27 May, one day after fighting had begun, Radio Rwanda broadcast a newsflash denouncing the genocide allegedly taking place in Bukavu, where ex-FAR and Interahamwe were said to be massacring Tutsi with machetes.[63] Nothing like genocide had taken place. Both sides had attacked civilians in their area of control, although some of Mbuza's attacks were ethnically motivated. In the first few days of fighting, Mbuza's men killed ten to fifteen Banyamulenge civilians. When challenged by diplomats in Kigali about genocide accusations, President Kagame reportedly retorted "When a Tutsi is killed in Bukavu, it is not one death, but a million and one".[64]

Similar accusations of FDLR involvement and genocide in the eastern Congo were made immediately after the Gatumba massacre in August 2004, by both Ruberwa and Rwanda's foreign minister Charles Murigande. Rwandan government officials insisted to diplomats and journalists that the FDLR deployed a brigade to Bukavu during the fighting and that General Mbuza has FDLR officers in his staff.[65] MONUC investigations into the Bukavu and Gatumba incidents revealed no evidence of FDLR involvement.[66]

By couching the conflict in terms of identity, the authorities in Goma have found a justification for maintaining a sphere of influence beyond the reach of Kinshasa.[67] The Bukavu and Gatumba crises illustrate that the notion of besieged Tutsi and Hutu communities is still used to justify military action against the transitional government by both Congolese dissidents and the Rwandan government. Kinshasa authorities have played along, reinforcing the rwandophone rhetoric with their own extremism. This has served to deter reconciliation between the RCD-G and Kabila.

Anti-Tutsi sentiment has been high in Kinshasa for years. After Laurent Kabila expelled members of the Rwandan army from the capital in July 1998, the head of his cabinet, Yerodia Ndombasi, called the Tutsi "scum, vermin that must be methodically eradicated". In the weeks that followed, hundreds of Tutsi civilians throughout the Congo were arbitrarily arrested, tortured and killed.[68] In subsequent years, anti-Tutsi sentiment has formed a cornerstone of the PPRD platform. According to a UN analyst, "In the absence of a solid popular base and public services, anti-Tutsi propaganda is one of the only things that can rouse the rabble in Kinshasa".[69]

The authorities in eastern Congo have also been complicit in this demonisation. When UNHCR and MONUC tried to prepare the repatriation of the 3,000 Banyamulenge refugees who had fled Bukavu after the fighting in May and June, the Catholic Church and civil society in the city held "peace marches" during which anti-Banyamulenge banners were displayed. The Governor of South Kivu, Augustin Bulaimu, participated in one of the marches. And when a group of several hundred Banyamulenge refugees tried to cross into the Congo from Burundi in September, Congolese security officials instigated an anti-Tutsi rally in nearby Uvira. The Vice Governor and the head of South Kivu's intelligence service were reportedly involved in this action.[70] These incidents demonstrate that during the run-up to elections, no politician is eager to lose popularity by appearing pro-Tutsi.

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[61] Stephanie Wolters, "Continued Instability in the Kivus", op. cit. The more accurate figure given by international NGOs was 10,000 to 15,000 displaced.
[62] BBC monitoring, Radio Candip, 0500 GMT 8 March 2004.
[63] MONUC monitoring of Radio Rwanda, 27 May 2004.
[64] Crisis Group interview with diplomat, Kigali, 17 January 2005.
[65] Crisis Group interviews with Rwandan officials and with diplomats, Kigali, January 2005. During the fighting in Bukavu, MONUC sent DDR officers and interpreters familiar with the FDLR to investigate specific accusations but was not able to confirm their presence.
[66] Joint report into the Gatumba massacre, op. cit. Crisis Group interview with MONUC DDR officer, Bukavu, 27 December 2004.
[67] The rwandophone community is not nearly as unified as leaders such as Gachaba and Serufuli profess to believe. The Tutsi Mayor of Goma Nzabara Masetsa wrote a memorandum against the "imaginary creation" of the rwandophone community on 20 December 2004. Many Hutu in Rutshuru are also dissatisfied at being lumped together with the Tutsi and Hutu of Masisi and have tried to protest in Goma.
[68] Amnesty International, "Annual Report on the Democratic Republic of Congo", 1999.
[69] Crisis Group interview with MONUC political affairs officer, Kinshasa, 4 January 2005.
[70] Crisis Group interview with international NGO and MONUC officials, Bukavu, 27-28 December 2004.

By early 2005, only four Banyamulenge families had been able to return to Bukavu, and they were subject to arrest and harassment by the army.[71] In the meantime, all the former Banyamulenge authorities from Bukavu, including the ex-head of intelligence, the public prosecutor, the deputy police commander and a head of the revenue agencies, gathered in Rwanda and Goma, Their exclusion from the transition, according to Enoch Ruberangabo, a Banyamulenge deputy in parliament, "is dangerous, as they will seek to regain their former importance through any means. They have become mercenaries".[72]

The RCD has been all but neutralized in South Kivu, and the Hutu and Tutsi have fled Bukavu. This has served as an example to the remaining RCD-G leaders in North Kivu. For them, Kinshasa's deployment of troops to Beni and Walikale in December was intended to complete the dismantling of their party.

Both sides appear more than willing to play the ethnic card to further their ends, even if it means fostering communal conflict. In October 2004, Serufuli organized a distribution of weapons to civilians in the territory of Masisi, telling them that they would need to protect themselves from their enemies.[73] In December, as four brigades pushed south towards Goma from Beni and two others east from Walikale, ex-ANC troops loyal to him attacked civilians in Buramba and Nabiondo, massacring at least 90.[74] Mai-Mai fighters retaliated by lobbing mortars into Hutu villages in southern Masisi. If full-fledged fighting between the army (FARDC) and the ANC resumes, it will almost surely spill over to the civilian population.

Very little has been done to reconcile the two sides, which both appear to prefer conflict to negotiation. In Bukavu, for months after Mutebutsi's attack on Nabyolwa, the army and the transitional government did nothing to marginalise Mutebutsi, despite the entreaties of the Banyamulenge community there.[75] Similarly, nothing was done either to arrest or negotiate with the substantial group of ex-ANC officers who had refused to go to Kinshasa to take up new posts. With a group as important as this left to its own devices, it was clear that there would eventually be trouble. As one RCD-G official explained, "Kinshasa is too weak to be grandstanding and insulting these officers; if they can't manage a military solution, they should negotiate".[76]

Ruberwa and Kabila, still estranged due to their struggle over the security apparatus, were barely on speaking terms. When Rwanda threatened invasion in late November 2004, Kabila, under pressure from the capital's population, rashly sent troops to confront Serufuli's force in North Kivu without so much as informing Serufuli's commanders. When the FARDC sent General Gabriel Amisi to Goma in an effort to restrain Serufuli, it simultaneously deployed General Onoya to Beni with orders -- to lead an advance on Goma -- that contradicted Amisi's.[77] A parliamentary delegation led by the president of the Senate, Monsignor Marini Bodho, put together recommendations based on talks with the dissidents in Goma, but its report was not made public for several months, and its recommendations have not been discussed.

F. THE STAKES: THE RICHES OF NORTH KIVU

RCD-G's position is significantly different in North Kivu from South Kivu. In their years in power in Goma, the personalities surrounding Serufuli have acquired substantial assets, perhaps most importantly control of the state apparatus. Beside a few posts occupied by officials designated by the transitional government,[78] Hutu and Tutsi officials, who have close ties with the Rwandan government, dominate the local administration and armed forces.

The area of North Kivu that lies within the ex-ANC's military control produces around $1.1 million a month in declared revenue, mostly from taxes on imports and exports, especially of fuel.[79] While 85 per cent is supposed to go to the Central Bank in Kinshasa, much is embezzled at the source. Provincial officials often grant waivers to traders to import and export goods without paying customs duties and receive generous kickbacks in return.[80]

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[71] Crisis Group interview with Banyamulenge leader, Bukavu, 29 December 2004.
[72] Crisis Group interview, Bukavu, 29 December 2004.
[73] Crisis Group interviews with administration officials, MONUC officials and civil society representatives, Goma, January 2005.
[74] "Ex-rebels in Congo killed over 60 civilians in December", Reuters Newswire, 24 February 2005.
[75] Crisis Group interview with Banyamulenge leader, Bukavu, December 2004.
[76] Crisis Group interview with RCD-G official, Goma, January 2005.
[77] Crisis Group interview with General Amisi, Goma, January 2005.
[78] With perhaps one or two exceptions, the only officials who are not Hutu or Tutsi in the Goma administration are the two vice governors, the head of the North Kivu police, the heads of the courts and General Amisi. They were all appointed recently by the transitional government.
[79] Crisis Group interview with senior administrative official, Goma, 12 January 2005.
[80] Crisis Group interview with senior administrative officials, Goma, 10-14 January 2005.

Some have interpreted the recent clashes in Kanyabayonga as a drive by Serufuli to gain control over *le Grand Nord*, the Beni-Lubero territory formerly held by the *Rassemblement Congolais pour la Démocratie-Mouvement de Libération* (RCD-ML). This territory used to generate over 60 per cent of North Kivu's revenues, mostly through customs duties at the Uganda border. Serufuli already tried to capture Kanyabayonga and Lubero in 2003, before the transitional government was installed in Kinshasa. Even then Kabila sent several battalions of the old army to Beni. The December 2004 violence, however, should be seen more in the context of Serufuli's struggle to survive and to retain the power and assets he currently controls in Goma.

As in large parts of the Congo, much of the revenue in North Kivu passes outside of administrative channels and leaves no paper trail. This is the case for many mining proceeds. The most lucrative mines are around Walikale in the far west of the province, where there are rich deposits of cassiterite, an ore processed to make tin. Due to a 300 per cent rise in tin prices over the past two years, huge profits were being made there. Between January and August 2004, 1,760 tons of cassiterite was flown out of Walikale.[81] At the current world price, this amounts to between $12 million and $17 million.[82] Most of the profits are made by the dealers in Goma and Bukavu, who buy the ore for around $2/kg and resell it for $6-$7/kg. According to pilots and lawyers who had to deal with quarrels between traders and aviation companies, Rwandan army officers were deployed to Walikale to control the airport.[83] Much of the ore was processed across the border in Gisenyi, at a smelter operated by the South African Metal Processing Association (MPA). MPA is associated with an individual who has in the past been a substantial financial backer of the RPF.[84]

Mineral wealth has placed Walikale at the centre of the fighting in North Kivu. In June 2004, fighting broke out there between Nyanga and Hunde ex-Mai-Mai and Hutu and Tutsi ex-ANC units. While some of this was linked to the mutiny in Bukavu at that time, control over mining and land rights were the real stakes, according to the local administration.[85]

Fraud and embezzlement are by no means unique to North Kivu. Corruption is rampant throughout the transitional government. What is different in Goma is that it is carried out by a more or less cohesive group of people who, united by their ethnic background and their opposition to the transitional government, are willing to use violence and ethnic mobilisation to defend their position. Remembering past events in South Kivu and their wholesale loss of property in Masisi and Goma in 1994, the Tutsi are afraid of losing their power to Kinshasa if the country is genuinely re-unified.

North Kivu should be seen in a very different light than South Kivu, where the Banyamulenge's rise to wealth and status has been very recent and where they were confined strictly to the RCD-G administration. In North Kivu, the Hutu and Tutsi communities may number one million and include wealthy businessmen and large landowners. Many leaders in Goma have few liquid assets, since they converted their wealth into real estate and cattle. This makes the prospect of exile all the more unattractive for them. Bizima Karaha, for example, the acerbic former chief of security for the RCD-G, has become the largest cattle herder in Masisi, even though he is originally from South Kivu.[86] Serufuli and Nkunda have invested in large farms in Rutshuru and Masisi and in houses in Goma. They will fiercely resist Kinshasa's attempts to recover authority in Goma.

The solution in North Kivu may lie in its leadership. The crisis has been fomented by spoilers in Goma and Kinshasa. Kinshasa needs to act urgently to prevent further escalation. Nothing substantive has been undertaken since January 2005 to reconcile Serufuli's administration with the transitional government. As dissidents are a problem for the RCD-G as well as the transitional government, Ruberwa needs to work with the other parties to marginalise the hardliners from the

[81] Crisis Group electronic communication with MONUC official, February 2005. An additional 1,000 tons of tin were shipped through Goma from other sources during this period.
[82] Finbar O'Reilly, "Rush for natural resources still fuels war in Congo", Reuters AlertNet, 12 August 2004. The world price for tin fluctuated between $6 and $9/kg during 2004.
[83] Crisis Group interviews with pilots and lawyers, Bukavu and Goma, December 2004 and January 2005
[84] "Report of the Panel of Experts on the Illegal Exploitation of Natural Resources and Other Forms of Wealth of the Democratic Republic of the Congo", 12 April 2001; Stefaans Brummer, "SA's war vultures", *Mail & Guardian Online*, 16 January 2005.
[85] Crisis Group electronic communication with MONUC official, February 2005. Another example of the importance of natural resources is the SOMIKIVU niobium mine in Luheshe. According to the vice president of the board of executives and senior administration officials in Goma, it is a joint company, 70 per cent of whose shares are owned by a German company and 30 per cent by the Congolese state. Since the beginning of the war, management has been opaque, and considerable funds have disappeared, by one estimate, $13.3 million. Crisis Group interview with senior administrative officials, Goma, 13 January 2005; report of SOMIKIVU's board of executives submitted to a parliamentary delegation from Kinshasa.
[86] Crisis Group interviews with UN official, Kinshasa, and civil society representative, Goma, January 2005.

moderates in Goma and to assert government authority over the province. While Serufuli may be easier to co-opt than remove, others such as Nkunda, Chiribanya and Byamungu must be dealt with more forcefully. At the same time, leaders in Kinshasa must be taken to task for xenophobia, and the transitional government should install a responsible administration in Goma that is sensitive to the province's communal tensions.

At the moment, however, the transitional government has taken a passive stance of wait and see, preferring to contain the threat rather than negotiate. This attitude is almost certain to lead to further violence.

IV. POLITICAL IMPASSE IN KINSHASA

The violence in North Kivu is closely linked to conflicts within the transitional government. Serufuli, Ruberwa and Kabila's actions must be interpreted in light of the stalemate in Kinshasa. The RCD-G and Kabila, who have failed to agree on control of the country's military and economic institutions, have resorted to military means to solve their dispute, with North Kivu as the theatre of operations. As elections approach, and all transition members face possible loss of power, similar scenarios may be played out in other provinces.

The transitional government was the result of a political compromise between warring parties. It is a clumsy apparatus, not only because all decisions are contentious between the signatories of the Sun City Agreement, but also because the transition has created a sprawling bureaucracy. The president (Kabila) has four vice presidents; there are 36 ministries as well as 500 deputies and 120 senators in the transitional parliament. For a country whose administrative apparatus had been dilapidated by 32 years of Mobutu's misrule and two wars, this was a considerable challenge.

Progress has been very slow. In its first seven months, parliament was able to pass only one major law, on establishment of the Independent Electoral Commission (*Commission Indépendante Électorale*, CEI). In recent months, however, the legislative process has accelerated. The law on the structure of the army was finally passed on 12 November 2004, although it left the size and control of the controversial presidential guard undecided. A law effectively granting citizenship to the Kinyarwanda-speaking communities in the east was passed at the same time.[87] Drafts of the constitution, and amnesty, decentralisation and electoral laws are still being worked on.

While parliament is making some progress, the real obstacle to the transition is the reluctance of the spoilers to give up the power and assets they derive from the persistence of parallel chains of command in the military, the financial institutions and the administration and the corruption these have engendered.

[87] The law grants citizenship upon individual application to those whose tribes were present in the Congo at independence in 1960.

A. PARALLEL COMMAND STRUCTURES[88]

According to the agreements among the former belligerents, the main armed groups are to undergo a simultaneous process of integration and demobilisation in order to form a unified army. The estimated 300,000 combatants in the armed groups are to be trimmed by half, and 25 orientation centres (*centres d'orientation*) and sixteen assembly centres (*centres de brassage)*[89] are to be set up throughout the country in order to separate child soldiers, invalids and voluntary demobilisation candidates from those troops who will be integrated and retrained.

Very little headway has been made. The office in charge of the integration, the Military Integration Structure (*Structure militaire d'intégration*, SMI), is a powerless shell. No funding was provided in either the 2003 or 2004 budgets for army integration, and parliament had to advance money from the 2005 budget in order to begin preliminary work.[90] Some independent bilateral efforts have been made by the Angolans to train four brigades in Kitona and by the Belgians and South Africans for a further 3,200 troops at the military base in Kamina. In December 2004, Belgium, South Africa and the transitional government signed a tripartite agreement to coordinate these efforts, but no one has come forward to provide the much-needed financial support to begin integration.[91] These mainly bilateral efforts have resulted in patchwork remedies, with no coherent overarching plan on how to reform the army.

Some progress was made early on in integration of the military general staff in Kinshasa. On 19 August 2003, the staff officers were nominated, followed soon afterwards by the appointment of commanders for the country's ten military regions.[92] As noted above, however, very little changed on the ground because only the leaders were different. Throughout the country, parallel chains of command have persisted. The 20,000 MLC, 45,000 RCD-G, 120,000 FAC, 40,000 Mai-Mai and 10,000 RCD-K-ML fighters have barely moved from where they were[93] and not pooled their heavy weapons or artillery.

Kabila's presidential guard, the GSSP, was of special concern to the former rebels. It numbers between 10,000 and 15,000 and is under his direct control. Kabila also retains control of many military resources through his military office (*maison militaire)*, an apparatus created in February 2002 to establish a direct link between presidency and army.[94] Despite the creation of a unified army general staff in Kinshasa in August 2003, much of the control over logistics and resources has remained with this body.[95] UN analysts familiar with the politics of the general staff have indicated that Kabila has tried to absorb the other forces into his own army, rather than allowing a genuine integration of command and control.[96]

In general, the hardliners around Kabila are still eager to scrap the transitional government and pursue the military solution that has eluded them for five years. In the words of a MONUC official who dealt with them regularly, "Every time there was a hiccup in the transition, the Katangan hardliners would come out of the woodwork insisting on suspending the four-plus-one agreement".[97] In the wake of the Bukavu crisis, Kabila himself held meetings with the various parties in the transitional government in an effort to review the Sun City agreement.[98] The reaction to the Rwandan threats in November 2004 was similarly telling. By dispatching several brigades to Goma without even speaking to the ex-ANC officers there, Kabila was in effect forcing a military solution, a notion with which PPRD officials in Kinshasa privately agree.[99]

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[88] A forthcoming Crisis Group report will analyse security sector reform in the Congo in more detail.

[89] The soldiers are to assemble at the orientation centres, where the demobilisation program will be explained, then continue to the mixing centres for reassignment and training as integrated units.

[90] In December 2004, $57 million had been allotted to the SMI but not approved. ICG interview with Azarias Ruberwa, Kinshasa, January 2005.

[91] Sixteenth report of the Secretary General on the United Nations Organisation Mission in the Democratic Republic of the Congo, December 2004.

[92] Decrees 018/2003 and 019/2003, 19 August 2005

[93] The figures for the troops are those in the Sun City Agreements. The FAC never did provide an official figure but its forces were estimated between 80,000 and 120,000. All figures were probably inflated.

[94] Decret 024/2002, reprinted in *Le Palmares,* 25 February 2002.

[95] General Malik Kijege, an RCD-G commander named to be the head of military logistics (G-4), has often not been consulted on equipment purchases and contracts for fuel and food. During the deployment of troops to the east after the Bukavu crisis in May 2004, the ex-ANC army chief of staff, General Sylvain Mbuki, was completely sidelined. Crisis Group interview with MONUC political affairs officer, Kinshasa, March 2004.

[96] Crisis Group interview with MONUC official, Kinshasa, 12 January 2005.

[97] Crisis Group interview with former MONUC official, New York, 17 December 2004.

[98] Third Special Report of the Secretary General to the Security Council, August 2004.

[99] Crisis Group interview with senior PPRD official, Kinshasa, 13 January 2005.

Corruption is a further impediment to unification of the armed forces and the country as a whole. The army has become a business opportunity for those able to control supply contracts and payrolls. During the December 2004 deployment of troops to the east, for example, $13 million were freed up to pay for supplies and transport. Some of the food was flown from the Kivus to Kinshasa and then back, resulting in bloated profits for the transport companies and generous kickbacks for the general staff in Kinshasa.[100] The international community in the capital also has raised collective eyebrows at the swollen army payrolls -- instead of the 220,000 soldiers declared by the belligerents at Sun City, lists of 340,000 were presented for payment.[101] The excess amounts to over $1.4 million a month in salaries. There are also incidents of simple theft -- the deputy military regional commander in Goma was suspended after stealing $200,000 in salaries for his soldiers.[102] These cases have had some serious security implications, as soldiers have frequently protested, sometimes violently, not receiving pay.[103]

The parallel command structure of the military is mirrored in the country's administration, where many officials operate outside the legal framework of the transitional administration to cultivate their financial networks. This has seriously compromised the transition's progress. In September 2004, an audit of state-run companies requested by parliament revealed staggering levels of corruption, causing Kabila to dismiss six ministers and several dozen company officials. Later, his own cabinet director, Evariste Boshab, was suspended for fraud concerning deals he had made with the electricity company in Brazzaville. These cases, however, are just the tip of the iceberg.

No criminal charges have been brought against any of the accused, civilian or military, despite abundant evidence. The institution charged by the transition for dealing with corruption is barely functional, and the public prosecutors have dragged their feet. As a foreign diplomat in Kinshasa commented, "The components and their military commanders are behaving like they never signed anything in Sun City".[104]

The persistence of these parallel command structures formed the background for the first major crisis of the transition between Ruberwa and Kabila, in early 2004. A year later, after little was done to fix the problem, a similar confrontation took place between Bemba and Kabila. In January 2005, the head of the MLC threatened to withdraw from the transition unless Kabila shared control of the lucrative state-run enterprises and the local administration as was agreed at Sun City. The only integration that has taken place so far has been through appointment of provincial governors and vice governors. All other officials remain in place, often with strong loyalties to the former belligerents. Bemba argued that Kabila also retained state-run media such as the *Radio et Télévision Nationale Congalaise* (RTNC) and the security service in the part of the country formerly under the old army's control. As this includes more than 60 per cent of the population, it suggests a Kabila electoral advantage. PPRD officials appear more concerned with Bemba's rivalry than Tshisekedi's, despite the latter's standing in polls,[105] indicating that they believe control over the administrative apparatus may be more important in the election than personal popularity.

B. WEAKNESS IN POLITICAL PARTIES

Governance in present-day Congo, as in Mobutu's Zaire, is characterised by weakness and internal conflict. This has severely undercut political progress and given individuals free rein for their personal ambitions. Both the PPRD and the RCD-G have no clear hierarchy, and have been hurt in the past year by defections, internal dissent and corruption. The crises in North Kivu and in Kinshasa are partly the consequence.

The PPRD was founded in March 2002 to succeed the older Kabila's AFDL. Like it, the son's party has no coherent political or economic platform. Its structure is small -- a secretary general, Vital Kamhere, and a few advisers. Top party aides lament the lack of funding and admit that they have yet to develop a full campaign platform.[106] Its ministers and parliamentarians do not form a cohesive, structured group but are fairly independent and compete for the favours of the president. To the PPRD's alarm, Kabila has not declared himself a member or a candidate in the elections, and he continues to be influenced by military commanders outside the party, such as General John Numbi. The vice presidents in the transitional government often complain that Kabila is not able to impose his will on the various

[100] 100kg sacks of beans were bought for $20 each in the east, flown to Kinshasa for $100 and transported back east for another $240. The total cost per bag came to around $360. ICG interview with high-ranking security official, Kinshasa, January 2005.
[101] Crisis Group interview with MONUC official, Kinshasa, January 2005.
[102] This was the case with General Mufu Kiyana, the ex-FAC commander in Goma.
[103] The CIAT took note of the dangerous level of discontent and officially urged Kabila in March 2005 to pay his soldiers.
[104] Crisis Group interview with diplomat, Kinshasa, May 2004.
[105] Crisis Group interview with PPRD official, Kinshasa, January 2005.
[106] Crisis Group interview with PPRD top adviser, Kinshasa, January 2005.

tendencies among his advisers.[107] Those advisers, on the other hand, are more than happy to delay the run-up to elections that might well go against Kabila.

Kabila, like his father, regularly changes staff. In November 2002, he purged some of his top people, including Mwenze Kongolo and Katumba Mwanke, after they were incriminated by a UN report for illegal exploitation of natural resources. Others, like Denis Kalume and Sylvestre Lwetcha, who had fought beside his father in the bush, were also replaced. Most recently, he removed the heads of his presidential guard and his military office, Jean-Claude Kifwa and Damas Kabulo. Many of these moves, however, are merely cosmetic. Katumba, Kifwa and Kabulo were all later given other important positions. A diplomat explained: "Kabila's not strong enough to remove them completely, but he also can't trust them enough to leave them in one position for too long".[108]

The RCD-G has had similar problems. Since the former rebels arrived in Kinshasa in 2003, many of the non-rwandophones have become close to the PPRD and have criticised Ruberwa. In June 2004, three RCD-G parliamentarians created a movement within the party called "RCD-G Reform" (RCD-G *rénovateur),* denouncing its leadership for kowtowing to Kigali.[109] When Ruberwa suspended his party's participation in the transition following the Gatumba massacre, 62 of 94 RCD-G deputies ignored his orders. Prominent members such as Joseph Mudumbi (minister of education), Emile Ngoy (minister of finance), Jean-Pierre Ondekane (minister of defence), Emile Ilunga (second president of the Senate) and Banza Mukalay (vice minister of infrastructure) criticised the decision and remained in Kinshasa.[110] RCD-G members regularly criticize Ruberwa in the Kinshasa media, giving an impression that the party is falling apart.

In December 2004, Ruberwa managed to remove some of the dissidents, replacing Mudumbi and Ondekane with loyalists. He also convened a general assembly that appointed a new secretary general, Barthélemy Mumba Gawa. However, the harshest challenge to Ruberwa's power has come from his power base in Goma. As already described, at the same time as the creation of the RCD-G Reform, eight other Kinyarwanda-speaking parliamentarians suspended their participation in the transition and retreated to Goma, joining Serufuli's group. Ruberwa has been caught between these two tendencies. In response to the ex-ANC soldiers' dissidence in North Kivu in December 2004, he branded them "mutineers" and supported the decision to send troops to the east. This caused Serufuli to accuse him of betraying the party and his community. According to party members, Serufuli would like to replace Ruberwa at the head of the RCD-G. Ruberwa is now marginalized by both his base and the other political parties in Kinshasa.

The RCD-G was born as a party with divergent tendencies: people like Mudumbi and Ondekane joined the movement in opposition to Kabila's authoritarianism but later became disenchanted with Rwandan dominance in the party; the Hutu and Tutsi communities of North and South Kivu feel strongly that the communal conflicts in the east need to be addressed. Anti-Rwandan sentiment and Serufuli's extremism have driven a wedge between these two camps. "The only thing holding the RCD-G together today is their quota in the government and in parliament", a disaffected RCD-G member commented.[111]

These divisions have made the military option all the more attractive for the hardliners in Goma. Many RCD-G officers, especially the non-rwandophones who were sent as staff officers to the general staff in Kinshasa, have been co-opted by Kabila. Ex-ANC officers in Goma openly criticise their former colleagues in Kinshasa, accusing Mbuki, the commander of the land forces, of looking out for his personal interests instead of those of his party. Left without representation in Kinshasa, ex-ANC hardliners see no future in the national army. Several high-ranking ex-ANC commanders in South Kivu have indicated they will leave the military as soon as the unification process has been completed.[112]

[107] Crisis Group interview with MONUC official, New York, February 2005.
[108] Crisis Group interview with diplomat, Kinshasa, January 2005.
[109] The founders were deputies in the parliament: Michel Tshibuabua, Mathieu Kazadi Balowa and Joseph Mwewa Lunda.
[110] Crisis Group interview with civil society parliamentarian, Bukavu, December 2004.
[111] Crisis Group interview with RCD-G parliamentarian, Kinshasa, January 2005.
[112] Crisis Group interview with ex-ANC commanders, Bukavu, December 2004.

V. EXTERNAL INFLUENCES

A. THE FDLR[113]

The Hutu militias have been at the centre of the two wars in the Congo and remain a major obstacle in the transition. While the FDLR is no longer a serious military threat to Rwanda, it can still launch cross-border raids and poses a danger to civilians in the Congo, where it is a political liability for the transition. As long as it is present in the east, Kigali and the RCD-G hardliners will use it as a pretext for pursuing their objectives in the Congo, and Katangan radicals in Kinshasa allied to President Kabila will preserve it as a possible mercenary force.

The FDLR has five brigades, each 1,200 to 1,500 soldiers, and several reinforced reserve battalions -- a total of 8,000 to 10,000. They are deployed in the more remote areas of South and North Kivu where they survive by extorting and looting the local population and traders.

The FDLR was formed in 2000 from two branches of the Rwandan Liberation Army (*Armée de Libération du Rwanda*, AliR), one which fought a guerrilla war against Kigali's army and the ANC in the east, and another which was integrated into Kabila's army and used in the frontline of the war. It set up a political representation in Europe led by Dr Ignace Murwanashyaka, and renamed the armed wing in the Congo FDLR-*Forces Combattantes Abacunguzi* (FOCA), led by General Paul Ruarakabije. Succumbing to international pressure, Kabila declared the FDLR unwelcome in the Congo in 2002. Some high ranking officers were arrested in Kinshasa, while 1,900 FDLR troops cantoned in an army base in Kamina were attacked and dispersed into the forest.

The remnants of the western branch were forced eastwards into the Kivus, where they joined their comrades. In 2003, the groups were fused, creating deep tensions. Colonel Sylvestre Mudacumura, the leader of the western forces, accused Ruarakabije of mismanaging the eastern insurgency and criticised the failed 2001 offensive,[114] when over 1,000 AliR troops were killed attacking northwestern Rwanda. Leadership styles also conflicted. Mudacumura had been in President Habyarimana's presidential guard and is reportedly on the list of those responsible for the genocide,[115] while Ruarakabije was a moderate *gendarmerie* officer.

Rwanda exploited these tensions and in November 2003 brokered the desertion of General Ruarakabije and four other high-ranking FDLR officers, who were then incorporated into Kigali's army. This triggered further desertions of top officers and soldiers, who followed their former commander back home. The political wing of the FDLR has also suffered from dissension. After a year of heated debate, a separate wing, calling itself Rally-FDLR (*Ralliement-FDLR* or R-FDLR) and led by Jean-Marie Vianney Higiro formed in the United States. It accused the FOCA and Murwanashyaka of embezzlement and mismanagement.[116]

FDLR strategy is to destabilise the region in hopes of provoking another war between Rwanda and the Congo. In 2004, it launched "Operation La Fronde" (Operation Slingshot), infiltrating small units into southern and northern Rwanda.[117] The aim was to attack crucial infrastructure and civilians, probably in the hope of provoking a counterattack into the Congo, a tactic that nearly worked in late November.

Nevertheless, the FDLR has been severely weakened since Kinshasa cut off its supplies in 2002. It has sufficient light weapons but ammunition is low, and it must buy provisions from local Mai-Mai groups.[118] It believes that by rekindling hostilities between Kigali and Kinshasa, it can regain a sponsor that will enable it to continue its insurgency. While there have been reports of weapons and ammunition being delivered to the FDLR through the Mai-Mai,[119] hundreds of FDLR deserters interviewed by MONUC and the Rwandan military testify that the rebels are running low on both bullets and supplies. Its grip on several trade routes and small mines in South and North Kivu has allowed the leadership to enjoy small luxuries, but this is insufficient

[113] For more background on the FDLR, see Crisis Group Africa Report N°63, *Rwandan Hutu Rebels in the Congo: A New Approach to Disarmament and Reintegration,* 23 May 2003.
[114] *Oracle du Seigneur*.

[115] Crisis Group interview with Rwandan official, Kigali, January 2005.
[116] R-FDLR press statement, 12 September 2004.
[117] Crisis Group interviews with MONUC DDR officers and the Rwandan officials, Bukavu and Cyangugu, December 2004.
[118] For example, a repatriated FDLR officer said that his battalion headquarters in Ngando had two 107mm mortars with only three shells; one 82mm mortar with eight shells; and one 60mm mortar with two shells.
[119] "The Report of the Experts Group on the Application of the Arms Embargo Measures Imposed by the Security Council in DR Congo" describes several cases of collaboration between ex-Mai-Mai and the FDLR. Colonel Nakabaka, an ex-Mai-Mai commander from the Rusizi plain in South Kivu, is mentioned as conducting operations with the FDLR. There is no indication, however, of such a policy from Kinshasa.

to augment the group's military capabilities.[120] Troop morale is very low -- the accounts of deserters suggest some 80 per cent are willing to return to Rwanda. However, strict discipline and indoctrination hold them back. On several occasions the FDLR has executed captured deserters and their families.[121]

According to Kigali, the FDLR made eleven armed incursions into the country in 2004, eight in the north west, three in the south. International observers have confirmed at least three of these. The responses of the international community and the Congolese army, however, have been confused. Despite declaring the FDLR an illegal force in 2002, Kabila has hesitated to take it on militarily. Some of his staff keep ties to the movement, especially General John Numbi, who organised some of the supply flights in 2001 and 2002. At least as late as November 2004, there were still FDLR representatives in Kinshasa, who were in touch with members of the international community, although obviously concerned about arrest.[122]

While the new national army began military action against the FDLR in South Kivu in April 2004, it did not sustain the operations and finally halted them with the siege of Bukavu in May. In November it launched a joint operation against the FDLR with minimal MONUC support in Walungu but the objectives were never clear; the FARDC commander said he had not received orders to attack, and his forces were still negotiating with the rebels. At the end of 2004 in South Kivu, isolated skirmishes alternated with friendly discussion and even joint roadblocks and tax collection points. Several Mai-Mai groups in South and North Kivu are particularly guilty of cohabitation and even joint operations with the FDLR.[123]

In late 2004, Samba Kaputo, Kabila's national security adviser, presented the international community in Kinshasa with a new plan for dealing with the FDLR, and a vague early 2005 deadline was given for the FDLR to leave the country. In February 2005, Kaputo, together with the community of Sant'Egidio,[124] launched another attempt to persuade the FDLR to depart. Transitional government representatives met in Rome with members of the FDLR's political wing, reportedly to discuss the repatriation of the movement's armed forces. Kaputo's aide indicated to MONUC that it might be possible to secure the voluntary repatriation of several hundred, if not more, FDLR combatants.[125] Several weeks later, an FDLR delegation led by Murwanashyaka arrived in the Kivus for talks with the military commanders that Kaputo indicated were to begin preparations for a voluntary return to Rwanda. Another meeting between the FDLR and the transitional government is scheduled in Rome for early April. It is questionable, however, whether the hardliner commanders -- many of whom are wanted for genocide there -- will yield to any diplomatic pressure.

Barring negotiations with Rwanda, which seem improbable, the only incentive for the FDLR appears to be a cash payment by Kabila.[126] A pay-off, while perhaps effective, could produce violent dissension within the FDLR and would leave open the question of hardliners who refused to return to Rwanda. A first step at understanding the possibility of peaceful repatriation would be learning how many FDLR commanders are wanted in Rwanda for category one and two crimes of genocide[127] but the Rwandan government has not been forthcoming with this type of information.

If negotiations fail, the only option remaining will be military. 3,000 to 4,000 soldiers from the various armed forces have been sent to the Kitona army base for training by the Angolan army. A smaller group of 600 reportedly went to Luanda in February 2005 for training as Special Forces.[128] According to Kaputo, these troops are to be the backbone of a force that will be deployed against the FDLR. However, as with many military issues, numerous chains of command have appeared; Chief of Staff General Kisempia as well as the presidential military adviser, General Denis Kalume, separately contest Kaputo's authority.

The UN, Rwanda and the transitional government all now recognise that voluntary FDLR demobilisation has reached its limits. Various options have been laid out for a military offensive. These need to be studied carefully and synchronised, as different actors appear to be pulling the cart in different directions.

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[120] Ibid.
[121] Crisis Group interview with MONUC DDR officer, Bukavu, December 2004.
[122] Crisis Group interview with MONUC official, Kinshasa, January 2005.
[123] UN report on the arms embargo, op. cit.
[124] Sant'Egidio is a lay movement affiliated with the Catholic Church. It played a major role in the peace negotiations in Mozambique.
[125] Crisis Group telephone conversation with UN officials in New York and Bukavu, February 2005.
[126] Members of the government delegation have spoken of $1 million to $5 million to pay off the FDLR political and military leadership.
[127] Category 1 and 2 crimes of genocide include the most egregious acts of violence leading to death and the organisation of the genocide.
[128] Crisis Group interview with MONUC official in Kinshasa, January 2005.

Ultimate responsibility for dealing with the FDLR resides, under the Pretoria Agreement, with the FARDC, the new national army. While it seems to be becoming more serious, it is far from beginning meaningful operations. The brigades being trained by the Angolans will not be functional at least until the end of the year. Commanders like General Amisi indicate they will attack the FDLR with the resources already available in the east but experience shows that the army is not capable of a sustained campaign. When it attacked in April 2004 on the Rusizi plain, it ran out of ammunition and food and had to retreat after only a few days, thus allowing the FDLR to retaliate against the local population. The international community is very reluctant to supply Congolese troops, who are notoriously brutal and ill-disciplined during such operations.

Any attack by the army on the FDLR would result in civilian casualties. The local population would be caught in the crossfire, while both sides would likely pillage and punish villagers for perceived collaboration with the other. Especially MONUC would have a crucial role to protect civilians from rape and other violence during any operation.

With such precautions built in, however, the advantage to giving the national army responsibility to attack the FDLR is that this could lead to reconciliation between Kigali and Kinshasa. Therefore, no matter what other initiatives are undertaken by the African Union (AU) or MONUC, pressure should be kept on the army to live up to its responsibilities. The international community has not yet sufficiently articulated this in Kinshasa, and left to its own devices, the army lacks determination and wherewithal to put significant pressure on the FDLR.

A credible plan needs to be devised and put into place for development of the national army, including provision of an International Military Assistance and Training Team (IMATT) that is urgently required to coordinate, train and support a FARDC force of 10,000 to disarm the FDLR.[129] Guidelines of the Organisation for Economic Cooperation and Development (OECD) on overseas development assistance have restricted use of development funds for military aid from some countries, but should not be an obstacle to assisting the army against the FDLR.

After its November 2004 invasion threats and the subsequent North Kivu crisis, Rwanda was able to focus AU attention on the FDLR. During the Libreville and Abuja summits in January 2005, Kigali -- which is an important player in the organisation and has peacekeepers in its Darfur mission -- obtained a pledge to deploy troops to disarm the rebels forcefully. The EU has promised to fund the operation out of its African Peace Facility Fund. But the AU, which also wants to commit troops to Somalia, is spread thin. It remains to be seen whether nations like South Africa and Nigeria -- which have expressed interest -- are willing to lead the effort.

Any efforts at coercion should be backed up with incentives from Rwanda. While it is not likely that Kigali will pardon many FDLR commanders -- indeed, some of them are guilty of crimes against humanity -- it has in the past struck repatriation deals with individual leaders. It should now give MONUC and the transitional government a list of FDLR commanders whom it believes are guilty of category 1 and 2 genocide crimes so that the more moderate elements of the leadership can be targeted for repatriation. The launch of the Joint Verification Commission (JVC) in South and North Kivu will allow opportunity for direct negotiations between the Rwandan military and the FDLR.[130] In mid-February 2005, a JVC team, including two high-ranking Rwandan officers, met with an FDLR captain in Kalonge, South Kivu. While nothing substantive resulted from that meeting, these contacts should be encouraged.[131] The meetings facilitated by Sant'Egidio provide another opportunity to offer FDLR commanders attractive terms for returning to Rwanda.

B. RWANDA

The Rwandan government has continued to undermine the Congo peace process. While some of Kigali's involvement is directed at the FDLR, it has also used its influence to encourage dissidents in the Kivus. The appointment in January 2003 of Governor Chiribanya and others accused of assassinating the elder Kabila set up the transition in the east for failure, as described above. When Kinshasa named General Nabyolwa the commander of South Kivu, Kigali continued to encourage a parallel command structure.[132] Dissenting officers like

[129] See Crisis Group Africa Briefing N°21, *Back to the Brink in the Congo*, 17 December 2004.

[130] The JVC was created in September 2004 to monitor allegations of FDLR activity and RDF incursions into the Congo. Its teams are composed of Rwandan military (RDF) and new Congolese army (FARDC) officers, as well as MONUC officials.

[131] A forthcoming Crisis Group report will examine more closely ways of dealing with the FDLR.

[132] An example of Rwanda's direct interference in the military command of South Kivu was apparent during the repatriation of FDLR commander General Ruarakabije in November 2003. The operation was facilitated by ex-ANC commanders Colonel Espérant Masudi and Colonel Georges Mirindi, who escorted Ruarakabije over 90 km from Bunyakiri to the Rwandan border in Cyangugu, where the RDF Cyangugu

Colonel Ruohimbere spent much time in Rwanda against Nabyolwa's orders, while the Rwandan army gave Chiribanya and Mutebutsi weapons and ammunition.[133] As a UN panel investigating violations of the arms embargo reported, Nkunda recruited soldiers from Rwandan refugee camps in the presence of Rwandan authorities before his attack on Bukavu. His claim to be intervening spontaneously to stop a genocide there were belied by his preparations in the preceding months; MONUC documented the stockpiling of weapons in nearby Kalehe and preparations by Nkunda, Chiribanya and Mutebutsi for action in March and April 2004.[134]

While MONUC lacks conclusive evidence, many other sources confirm an incursion of Rwandan troops in North Kivu in November and December 2004. According to border officials at the customs posts in Goma and Bunagana, army trucks crossed the border in late November and headed for Rutshuru. This was confirmed by diplomats in Kigali.[135] Rwanda's intention, as expressed in a letter to the AU on 25 November, that it would send special forces into the Congo for two weeks to conduct surgical strikes against the FDLR seems implausible. The FDLR is located in isolated areas and unlikely to accept direct battle. Military analysts say any effective campaign would require much more time.[136]

Congolese often claim Rwanda wishes to annex these parts of the country in order to continue to exploit their resources. While Rwanda has in the past benefited from its occupation of the Congo, especially during the coltan[137] boom of 2000-2001, its complex interest in the Congo is more than economic and involves domestic politics as well as its preoccupation with the FDLR.[138]

The RPF runs a highly disciplined state with a strong focus on security and suppression of dissent or opposition. It is the only state in the region capable of controlling and administering all its territory, not an insignificant accomplishment considering history. This emphasis on security is not surprising since many senior government figures are former officers in the Rwandan and, during the 1980s, Ugandan armies.[139] Instability in the Congo provides Rwanda with a justification for harsh restrictions on domestic political activity and the press. These restrictions increased in 2004, as a report on genocide ideology in parliament led to restrictions on human rights NGOs and even international organisations such as CARE and Norwegian People's Aid.[140] This is indicative of the apprehensions of a Tutsi regime that is distrusted by the Hutu, who make up 80 per cent of the population. Driven by these concerns, Kigali has demonstrated its ability to foster instability in the eastern Congo since the beginning of the transition.

Several mechanisms have been put in place to help ease tensions between Kigali and Kinshasa. After the Bukavu crisis, the U.S. sponsored a tripartite agreement that included Uganda. It established committees on diplomatic relations and security issues. In late November, heads of state of eleven African countries met in Dar es Salaam on the crisis in the Great Lakes region. Presidents Kabila and Kagame signed an agreement pledging to work towards peaceful resolution of their differences, in particular the dismantling of the FDLR.

Rwanda flaunted this Dar es Salaam Declaration just days after signing it, however, by threatening to send troops into the Congo. After receiving evidence that Rwanda had in fact done so, Sweden suspended $6 million in loans, while the UK withheld around $18 million pending clarification of the situation.[141] In late December, Foreign Minister Murigande formally withdrew the invasion threat.

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brigade commander was waiting. Mirindi and Masudi did not inform Nabyolwa or MONUC of the operation; their commander was furious and accused them of treason.

[133] Crisis Group interview with border officials, Bukavu, December 2004.

[134] Crisis Group interview with MONUC officials, Bukavu, December 2004/January 2005.

[135] Crisis Group interview with diplomat, Kigali, January 2005.

[136] Crisis Group interview with MONUC military officer, Kinshasa, January 2005.

[137] Coltan, a mineral otherwise known as colombo-tantalite, is used for capacitors in cellphones. The world price of coltan soared in 1999-2001 but dropped after the opening of a large mine in Australia and reports of its connections to the war in the Congo.

[138] Indeed, the old Rwandan economic networks have been eroded in South Kivu, Maniema and Kisangani. Crisis Group interviews with pilots and businessmen, Bukavu and Goma, December/January 2004/2005. Today, minerals and goods from these areas are primarily exported through Burundi, Tanzania, and Uganda in order to avoid the steep taxes in Rwanda. Even the Goma administration in North Kivu is now cut off from the profitable cassiterite mines in Walikale, as well as the Kasindi border crossing with Uganda, which brings in up to $2 million in taxes a month. Crisis Group interview with ex-RCD-K-ML administration official, Goma, January 2005.

[139] Leaders such as Paul Kagame (president), James Kabarebe (army chief of staff), Jack Nziza (director of external security) are all Ugandan-born of Rwandan Tutsi descent and were officers in Museveni's National Resistance Army (NRA) in the 1980s.

[140] Crisis Group interview with diplomat, Washington, March 2005.

[141] Crisis Group interviews with diplomats, Kinshasa and Kigali, January 2005.

More than 40 per cent of Rwanda's budget is dependent on aid, and donors have considerable influence, despite the assertion by Ambassador Sezibera, Rwanda's special envoy to the Great Lakes region, that "we would rather be alive and poor than die rich".[142] Donors have generally been reluctant to use their aid to pressure Rwanda on issues concerning the Congo, however. There are several reasons. Proof of Kigali's interference in the Congo was, until recently, often circumstantial and difficult to substantiate. Rumours abound in the region, and many diplomats give more credence to the sober assessments of Rwandan officials than the often exaggerated accounts of the Congolese government.

However, even when there is overwhelming evidence, there has been hesitation. Rwanda's involvement in the May-June 2004 uprising in Bukavu was extensively documented by the UN expert panel, as well as by Human Rights Watch and diplomatic missions. Nonetheless, the U.S. doubled its aid in the past year by granting over $30 million in HIV/AIDS relief. While the initiative is laudable, it is indicative of the politics of donor funding in the country. Rwanda's HIV/AIDS rate is lower than several others in sub-Saharan Africa which were not included in the fifteen countries worldwide chosen to receive special funding under the "President's Emergency Plan for AIDS Relief" (PEPFAR).[143] Members of the U.S. Congress still show strong sympathy for the Rwandan government, in part as a result of American inaction during the 1994 genocide. The substantial budgetary aid given to Rwanda by the UK and other donors is a sign of acceptance of its domestic and foreign policies, despite occasional admonishments in the press.

In order to give the Congo's transition a chance to succeed, foreign aid for both Rwanda and the Congo should be linked more closely to political reforms and the improvement of regional relations.

[142] William McClean, "Analysis invoking genocide, Rwanda takes aim at rebels", Reuters Relief Web, 28 November 2004.
[143] "PEPFAR in Rwanda Fact Sheet", at www.usaid-rwanda.rw/SO2/PEPFAR%20%20Fact%20Sheet%20Sept%202004.pdf.

VI. MONUC'S RESPONSE

Since its arrival in the Congo in 2000, the UN Mission has had to respond to constantly changing challenges in a complex political environment. It has often been hampered by an unwieldy bureaucracy and organisational problems. While the media and the Congolese often see MONUC inefficiency as a problem of mandate and resources, a more fundamental impediment has been the lack of coherent strategy and vision to implement the mission. As a consequence, it has been unable to live up to its mandate in several areas, most notably protection of civilians, support to the national army in demobilising the FDLR and enforcement of the arms embargo.

MONUC has had to transform itself from a ceasefire observation mission to one that handles a multitude of other tasks in support of the transition. According to Security Council Resolution 1565 (October 2004), it is responsible primarily for the following:

- deployment of its 16,700 troops to discourage violence, protect civilians in imminent danger, and protect UN personnel and installations;
- establishment of three joint commissions with the transitional government to move forward essential legislation, security sector reform, and the electoral process;
- support of the new army's operations to disarm foreign combatants; and
- help in monitoring and enforcing the embargo on the illegal flows of arms imposed by Security Council Resolution 1493.

By the time the Secretary General's latest report was released in March 2005, however, the mission had not yet been able to devise coherent strategies to implement these four tasks.

A. PROTECTION OF CIVILIANS AND DETERRENCE OF VIOLENCE

Its failure to protect civilians and the recent scandal on sexual abuse have severely damaged MONUC's standing among the population. Contrary to popular belief in the Congo, however, it has had a mandate under Chapter VII of the UN Charter to protect civilians in imminent danger since 2000.[144] While it is true that it is short of military resources, it also lacks a coherent strategy for how to do this and political will. This became most apparent when more than 160 civilians

[144] Security Council Resolution 1291, 24 February 2000.

were massacred in Kisangani in May 2002, just kilometres from a camp of 1,000 MONUC soldiers. Following a mutiny by several mid-ranking military commanders, the RCD-G retaliated against the civilian population with looting, gang rapes, and extra-judicial executions over several days.[145] Its deputy force commander decided MONUC did not have sufficient resources to intervene, citing in particular a concern for UN casualties.[146]

Given the international outcry following the massacre and the subsequent expansion of MONUC's military capacity, it is disappointing that UN military planners have not changed their approach to the use of force. The UN leadership in both New York and Kinshasa has adopted an overly cautious approach to peacekeeping, forcing MONUC to react hastily to contingencies rather than prevent them. This became evident again during the May-June 2004 siege of Bukavu. During the months before the fighting broke out, MONUC field officers had warned of probable clashes in the Bukavu area. Nonetheless, MONUC was without a solid contingency plan to act on.

When Colonel Mutebutsi and General Mbuza Mabe clashed on 26 May, MONUC, under Deputy Force Commander General Jan Isberg, reacted fairly swiftly. By 29 May, it had cantoned Mutebutsi's troops at several locations in the Nguba area of Bukavu, while setting up a buffer zone in the town. As General Nkunda approached from Goma, however, and General Mbuza's troops struggled with internal dissent, MONUC's resolve faltered. While General Isberg and other commanders wanted to stop Nkunda's advance on Bukavu, MONUC's political leadership in Kinshasa and in the Department of Peacekeeping Operations (DPKO) in the UN Secretariat in New York instructed them to stay out of what they considered internal affairs.[147] As the UN's spokesman, Fred Eckhard, explained subsequently, "It's for the [Congolese] parties to sort out. When war breaks out, the role of peacekeepers ends".[148] A recent internal UN report reportedly has criticised the passive attitude of the MONUC leadership in Kinshasa in response to the crisis and made valuable recommendations.[149]

While the UN attempted to dissuade Nkunda, his troops marched through MONUC checkpoints and proceeded towards Bukavu. Before Nkunda managed to take the city, however, Mutebutsi's troops broke out of their cantonment. Fully armed, they confronted their Uruguayan guards, who promptly backed down.[150] It is not clear why Mutebutsi's men had not been disarmed and more Uruguayans had not been deployed around the sites. There were also individual incidents of military misunderstandings and outright disobedience within the MONUC command structure. The Uruguyuan commander who handed over the airport's perimeter to Nkunda's troops contradicted General Isberg's order to use force to defend the airstrip.[151]

MONUC could have done far more to prevent Nkunda's advance on Bukavu, with the consequent looting, killing, and rape or wounding of over 100 civilians. By 29 May 2004, MONUC had 800 troops around Bukavu, with several attack helicopters at its disposal and a fleet of armoured vehicles. Contrary to the belief of some in the UN, the Bukavu fighting was seen by most in the transitional government as mutiny against its authority, not resumption of hostilities by the RCD-G or Kabila. A large majority of General Mbuza's troops were ex-ANC soldiers, and the operations were led by ex-ANC General Sylvain Mbuki in Kinshasa. With a mandate to protect civilians and to support the transitional government, MONUC should have done more to prevent escalation of the crisis.

MONUC is often caught in the dilemma of not wanting to alienate the very parties it is trying to get to collaborate in the peace process. Some UN analysts believed that the RCD-G would withdraw from the transition if MONUC attacked Nkunda or Mutebutsi[152]. They also feared that if MONUC was more aggressive, UN personnel throughout the Congo would become targets for armed groups. By not acting decisively, however, MONUC has further damaged its reputation and increased the likelihood that it will be targeted. It is not seen by most of the armed groups as a serious deterrent, as it rarely follows up its denunciations militarily. MONUC has increased its force to 16,700,[153]

[145] Human Rights Watch, "War Crimes in Kisangani", August 2002.
[146] Ibid.
[147] Crisis Group interviews, UN officials, Bukavu, Kinshasa, New York, December 2004, January 2005.
[148] Susannah Price, "Peacekeepers powerless in DR Congo", BBC online, 3 June 2004. This comment is still repeated at a senior level in DPKO.
[149] Crisis Group telephone interviews with UN officials in New York and Bukavu, March 2005

[150] There were only a few Uruguayans deployed around the cantonment sites. When Mutebutsi's troops came out of the compound, "we didn't have a choice but to back down, they were far more than we were". Crisis Group interview with MONUC officer, Bukavu, December 2004.
[151] Crisis Group interview with UN official, New York, March 2005
[152] Crisis Group interview with UN officials, New York, December 2004.
[153] Crisis Group supports the Secretary General's call for the Security Council to increase the troop ceiling to 23,900 and for greater participation in MONUC by countries with advanced

deploying 6,000 Indian and Pakistani troops to the Kivus to prevent further fighting. While its officers now say they have contingency plans to prevent further violence in North and South Kivu, it remains to be seen if the new contingents are willing to be more decisive in interpreting their mandate.

In response to widespread criticism within the UN and from member states, MONUC has recently promised to act more robustly against armed groups that threaten the civilian population, especially in Ituri. On 1 March 2005, in response to an attack there by the Nationalist and Integrationist Forces (*Forces nationalistes et integrationistes,* FNI) that killed nine Bangladeshi peacekeepers, it carried out a series of aggressive cordon and search operations. These operations, led by Major General Patrick Cammaert, the new Eastern Divisional Commander, were seen to represent a reinterpretation of MONUC's mandate to include use of preventive force. In other words, the very presence of the militia in Ituri would be considered a threat to the civilian population sufficient to justify MONUC's forceful intervention.

One such search operation led to a clash with FNI combatants in the village of Loga. Pakistani and South African troops, supported by attack helicopters, killed around 60 militiamen after the FNI opened fire. This incident caused a stir within the UN bureaucracy as well as among the Congolese. While many senior UN authorities support this type of robust enforcement of the mandate, others see it as too risky and want to avoid the use of deadly force. They fear that a more aggressive stance could provoke the militia into lashing out against the local population and that the UN would be blamed for any ensuing casualties. The latest report of the Secretary General (March 2005) said little about Cammaert's operation and mentioned no change in military strategy. As the Security Council considers renewing MONUC's mandate, which is due to expire on 31 March 2005, it is vital to clarify how the misison should use force to implement that mandate and prevent the killing of civilians.

MONUC needs to adopt a more proactive, preventive stance on the use of force. The events in Ituri, where over 60,000 civilians have been killed since 1999, clearly show that it cannot wait until the militias strike again. The Security Council should mandate the mission explicitly to use preventive force,[154] and the Department of Peacekeeping Operations (DPKO) should ensure that it devises a coherent strategy to implement that mandate.

B. HOW CAN YOU FORCE PEOPLE TO MAKE PEACE WHO WANT WAR?

There will be no political progress unless the Congolese leaders assume ownership of the transition. Many Congolese politicians seem uninterested in making the transition work. The international community supplies 53 per cent of the transitional government's budget, but MONUC officials point out that key donors who supply most of the budgetary aid, such as the World Bank and the IMF, are reluctant to tie their funds to political progress. And some Congolese politicians are not overly interested in funds that, as one UN analyst explained, "come with too many strings attached to misappropriate".[155]

MONUC and the international community, through the International Committee for Support of the Transition (*Comité international d'accompagnement de la transition*, CIAT),[156] have developed two main strategies. The first is establishment, per Security Council Resolution 1565, of three joint committees between MONUC and the transitional government. These committees -- on essential legislation, security sector reform, and elections -- are seen as ways to influence the transitional government and speed up its operations. As noted above, while there has been progress on preparations for elections, little has been done on security sector reform.

The second strategy for speeding up the political process is to identify spoilers and sanction at least those who break the arms embargo. Various groups, including most recently the UN Group of Experts on the Arms Embargo, have begun investigating actors who have undermined the transition through business deals, military operations or political manoeuvring. The hope is that the spoilers can be isolated and punished through diplomatic means and that targeted financial sanctions can be directed at embargo violators. For the actors believed guilty of serious crimes, such as Nkunda and Mutebutsi, the Congolese justice system needs to assume its duties and prosecute.

military capabilities, so that the mission can obtain better surveillance and intelligence, a rapid reaction force, additional tactical mobility assets, and a core of trained staff officers to improve command and control. See Crisis Group Africa Report N°84, *Maintaining Momentum in the Congo: The Ituri Problem*, 26 August 2004; "Third Special Report of the Secretary General on the United Nations Organisation Mission in the Democratic Republic of the Congo", 16 August 2004.

[154] While Security Council Resolution 1565 arguably does this already, it is vaguely phrased.

[155] Crisis Group interview with MONUC official, Kinshasa, January 2005.

[156] The CIAT is composed of the permanent members of the UN Security Council, Belgium, South Africa, Angola, Canada, Gabon, Mozambique, Nigeria, Zambia, the African Union and the European Union.

While this effort is laudable, it remains to be seen if sufficient proof can be assembled about the secret dealings of many of those involved in the transition. Nonetheless, this push for transparency in the transition is much needed and should be supported by all international representatives in Kinshasa. In the past, MONUC has been very reluctant to accuse main actors openly of undermining the transition. As a MONUC official said, "We need to be more open. Above all, we need to tell the truth. Otherwise nothing will change".[157]

C. SUPPORT FOR DDR

MONUC now acknowledges that voluntary DDR of foreign combatants[158] has come to an end. It received the mandate in 2004 to support the new national army forcefully disarming the FDLR in the Kivus. However, what exactly 'support' entails has been the subject of considerable debate in MONUC and has led to hesitant and ineffective operations on the ground.

In November 2004, the new army and MONUC launched their first joint operation in Walungu, South Kivu. Roughly 1,000 Congolese soldiers were deployed to the south east and north east of an FDLR brigade command in Nindja, while around 200 South African and Uruguayan MONUC soldiers set up camp behind the army's positions. The operation was vaguely framed. It was supposed to begin with an awareness-raising campaign among the FDLR (a process MONUC has been engaged in for three years without much success) and proceed after two months to forced disarmament. By the end of the year, however, the army had not had substantive talks with the FDLR, and it was clear there would be no attack on it any time soon. The MONUC commanders have remained passive, patrolling within the FARDC-occupied area. Instead of facilitating contacts with the FDLR, the MONUC military contingent restricted the movement of MONUC civilian, who had previously been in extensive contact with FDLR officers from Nindja. After a long dispute about what kind of support MONUC could give the army, it decided it would only transport the Congolese military in UN vehicles and would provide no financial or material backing.[159]

As international pressure increases for forceful disarmament of the FDLR, MONUC needs to devise more efficient ways of working with the Congolese army. As described in the Third Special Report of the Secretary General, it can perform crucial functions by demilitarising key areas such as main roads, towns and markets. It will also be needed to protect civilians if the army attacks the FDLR and provokes retaliation against surrounding villages. At the moment, MONUC has not developed a coherent strategy defining how the Indian and Pakistani contingents in the Kivus should perform their duties. During the Walungu operation, no clear instructions were given to MONUC troops on how to support the national army or on rules of engagement.

D. ENFORCING THE ARMS EMBARGO

MONUC has the mandate to monitor and discourage the illegal movement of arms across the Congolese borders in accordance with the arms embargo imposed by SC Resolution 1493 in 2003. This allows for unannounced inspections of vehicles, aircraft and military facilities. Nevertheless, MONUC only very recently began to take concrete steps on the ground to enforce the resolution.

MONUC has had no presence at the border crossings in the Kivus. During its incursion into North Kivu in November 2004, the Rwandan army reportedly drove its trucks across several major border crossings, including those in Bunagana and Goma.[160] In South Kivu, MONUC received regular reports in early 2004 concerning ammunition being smuggled across the border into Bukavu. No action was taken. When MONUC did begin house-to-house searches for arms in Bukavu, its Bukavu headquarters ordered a stop, following complaints from important RCD-G officials in Kinshasa.[161]

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[157] MONUC and the CIAT should also search for new allies in the effort to advance the transition and the overall peace process, including women's organisations. Women are already playing an important role in reconstruction of the Congo, assisted by among others, MONUC's Office for Gender Affairs. However, their skills and expertise are largely untapped, especially by the transition government. As UNIFEM Executive Director Noleen Heyzer said of the Congo, "Women have extensive experience in reconciliation within their communities, in the provision of basic services after war, and in rebuilding their families. But rarely are their perspectives and insights utilised in negotiation and peace building. Societies pay a huge price for ignoring the proven abilities of women to forge agreements". Quoted in Nadine Puechguirbal, "Women and Peacekeeping in Democratic Republic of Congo", ACCORD, issue 3, 2003.

[158] For ease of terminology, Crisis Group uses the acronym DDR -- disarmament, demobilisation and reintegration -- instead of the more cumbersome DDRRR. As employed by Crisis Group, the concept of reintegration includes, as appropriate to the circumstances, repatriation and resettlement.

[159] Crisis Group interviews with MONUC officials, Bukavu and Kinshasa, December 2004, January 2005.

[160] Ibid.

[161] Crisis Group interview with MONUC military officers, Bukavu, February 2004. Some operations were successful, and small quantities of weapons and ammunition were seized.

The borders in the eastern Congo are very long and porous, especially in North Kivu and Ituri, where there is often no natural barrier like the Rusizi River in South Kivu. Nonetheless, MONUC can significantly discourage arms smuggling by setting up checkpoints and conducting spot-checks in key locations. A first and important step has been taken by placing military observers at the airports in Goma and Bukavu to inspect commercial flights but this needs to be extended to the border crossings in Bunagana and Goma, as well as to controls on key roads, such as the Kasindi-Lubero route over which the FDLR has allegedly received supplies. The Security Council explicitly instructed MONUC in October 2004 to conduct random and unannounced inspections of Congolese military bases, airfields, vehicles and other installations.[162] It has only hesitantly begun to enforce this aspect of its mandate.

The Group of Experts on the Arms Embargo has provided useful information on illegal arms flows into the region. Numerous actors, including Rwanda, Uganda and members of the transitional government, are still violating the arms embargo, thereby endangering the peace process. If the experts' report is not backed up with monitoring on the ground and deterrence as well as diplomatic pressure, it will have no impact. The suspension of six ministers in December 2004 proved that, if pressured by the media and the CIAT, the main actors in the transition will take action against offenders. The publication in 2002 of the UN report on the illegal exploitation of natural resources provided a welcome justification for Kabila to suspend hardliners like Mwenze Kongolo. The Security Council should accordingly target with sanctions (asset freezes, travel bans) those mentioned by the Group of Experts, such as Mai-Mai Colonel Nakabaka, ex-FAC commander General Numbi and ex-ANC commander General Obedi, and push for their prosecution.

[162] UN Security Council Resolution 1565, para. 4 (f).

VII. CONCLUSION

Even if June 2005 elections are no longer feasible, the Congo is expected to vote within the next year. To date, however, there is no Congolese ownership of the peace process, and few of the leaders of the former belligerents are interested in the prospect of fair elections. Nonetheless, as the CIAT often says, "the transition is irreversible". Its success in uniting the former belligerents in a government is not insignificant. The need is not to find an alternative formula for power sharing but to implement the current one. The solution must take into account both the national and the local dimensions of the recent crisis.

The transitional government has provided a new framework for the power struggle, moving many conflicts from the battlefield into Kinshasa politics. Instead of just fighting over turf, the former belligerents are now contesting the constitution, legislation and the distribution of political posts. While this is in many ways a welcome development, it brings its own dangers. As the Kivus crisis has shown, actors in Kinshasa will use violence in the interior to further their aims in the transition. The February and May 2004 mutinies in Bukavu cannot be understood without taking into account the political struggle in the capital between Ruberwa and Kabila for control over the army, state revenue and the amnesty law. Similarly, the clashes in North Kivu must be placed within the context of an internal crisis of the RCD-G as well as the desire by hardliners in Kabila's camp to get rid of that movement once and for all.

Appropriate solutions must address political problems in Kinshasa as well as the local conflicts in the Kivus. In Kinshasa, this means living up to the promise of the Sun City Agreement that brought the transition into existence. It is unacceptable that, almost two years on, little has been done to unify the armies and the administrations of the former belligerents.

The most difficult task is to force progress from actors who have an interest in maintaining the status quo. However, while many leaders are averse to fair elections, many in the transitional government genuinely want the polls to take place. Above all, 60 million Congolese are tired of the war and want the transition to live up to its promises. The international community needs to find ways of drawing on this support to help it get a grip on the spoilers. That a parliamentary commission can initiate an audit of state enterprises and thereby get several important ministers fired is evidence that there is some momentum to the transition. The international community should step up support for these corruption-curbing initiatives and isolate the

spoilers. In this effort, the CIAT must move beyond merely denouncing to a more muscular use of diplomacy, political leverage and, with respect to violators of the arms embargo, targeted sanctions.

On the other side of the country, in the east, communal conflicts that were at the heart of the war have been left to fester. Struggles over citizenship, land ownership and customary authority have been exacerbated by eight years of continuous low-grade warfare in North and South Kivu. Politicians in Goma, Kinshasa and Kigali have manipulated local conflicts between the Kinyarwanda-speakers and other communities to the detriment of the local population. The resulting violence has created one of the most deadly, but also one of the least visible humanitarian crises in Africa. According to the UN's Office for the Coordination of Humanitarian Affairs (OCHA), by the end of 2004, around one million people in North and South Kivu -- roughly a sixth of the population of those provinces -- were displaced, many having fled into the inhospitable forests. It is this type of unspectacular calamity that has killed most of the almost four million victims of the war since 1998 and that continues to take 1,000 lives a day.

While the Congo's problems are many and complex, this does not justify the pervasive fatalism of both its citizens and foreign authorities. The country has come a long way in the last two years thanks to the concerted action of local and international players. There are now concrete measures that can be taken to build on this progress and make the transition and the elections succeed.

Nairobi/Brussels, 30 March 2005

APPENDIX A

MAP OF THE DEMOCRATIC REPUBLIC OF CONGO

Map No. 4007 Rev. 8 UNITED NATIONS
January 2004

Department of Peacekeeping Operations
Cartographic Section

APPENDIX B

GLOSSARY OF ACRONYMS

AFDL	*Alliance des forces démocratiques pour la libération du Congo-Zaire*, Laurent Kabila's original rebel group.
ALiR	*Armée de Libération du Rwanda*, a Hutu rebel group, based in the Kivus, made of ex-FAR and Interahamwe who led an insurgency in north western Rwanda in 1997-1998.
ANC	*Armée Nationale Congolaise*, the armed wing of the RCD-G. Banyamulenge Ethnic Tutsi pastoralists who have lived on the Highlands of South Kivu since the late 1800s. Banyarwanda Congolese Rwandophones of North Kivu, both Hutu and Tutsi.
CIAT	*Comité international pour l'appui a la transition*, a body in Kinshasa that coordinates the diplomatic efforts of the most important embassies.
Ex-FAR	Former Rwandan Armed Forces which took part in the 1994 genocide.
FAC	*Forces Armées Congolaises,* Congolese Armed Forces, the military force of the previous Kinshasa government.
FARDC	*Forces Armées de la République Démocratique du Congo*, the new unified national army composed of troops of the former belligerents.
FAZ	*Forces Armées Zairoises*, the Mobutu regime's military.
FDD	*Forces de défense de la démocratie*, a Burundian Hutu rebel group led by Jean-Pierre Nkurunziza.
FDLR	*Forces démocratiques de libération du Rwanda*, a Hutu rebel group, led by remnants of the ex-FAR, based in the Kivus with a political wing in Europe.
R-FDLR	*Ralliement*-FDLR, a splinter faction of the political wing of the FDLR based in the United States that was created in 2004.
GSSP	*Groupe Special de la Sécurité Présidentielle*, Joseph Kabila's presidential guard.
Interahamwe	An extremist Hutu militia group that committed the bulk of Rwanda's 1994 genocide.
MONUC	United Nations Organisation Mission in the Democratic Republic of the Congo, created in August 1999 and authorised to deploy 16,700 troops.
MLC	*Mouvement pour la Libération du Congo*, Vice-President Jean-Pierre Bemba's Equateur-based political party, created in 1998.
PPRD	*Partie du Peuple pour la Réconstruction et la Démocratie,* the political party most closely linked to President Joseph Kabila.
RCD -G	*Rassemblement Congolais pour la Démocratie-Goma*, the Congolese Rally for Democracy, a rebel movement created in 1998 in the Kivus with support from Rwanda.
RCD-K/ML	*RCD Kisangani-Mouvement de Libération*, a faction of the RCD that split from the Goma-based movement in March 1999 and is now led by Mbusa Nyamwisi.
RCD-National	A faction of the RCD that split from the RCD K/ML, now led by Roger Lumbala and allied to the MLC.
RPA/RDF	Rwanda Patriotic Army, renamed Rwandan Defence Forces in July 2002, the military force created by the Rwandan Patriotic Front rebel movement in 1990, which became the Rwandan army after its victory over the génocidaire régime in July 1994.
SMI	*Structure Militaire d'Intégration*, the military agency responsible for the unification of the various armed groups.
TPD	*Tous pour la Paix et le Development*. North Kivu development NGO linked to Governor Eugene Serufuli.
UPDF	Uganda People's Defence Forces, the army of Uganda.

APPENDIX C

CONTROL OF GOMA ADMINISTRATIVE AND MILITARY STRUCTURES

North Kivu administration		
Position	*Name*	*Ethnicity/origin*
Governor, North Kivu	Eugene Serufuli	Hutu
Vice Governor	Bakungu Mithondeke	Hunde
Vice Governor	Kayisavera Mbake	Nande
Administrator, Masisi	Paul Sebihogo	Tutsi
Administrator, Rutshuru	Oscar Ntambiye	Tutsi
Mayor, Goma	Xavier Nzabara	Tutsi
Security sector		
Commander, 8th military region	General Gabriel Amisi	Maniema
Commander, 11th brigade	Colonel Bonané Habarugira	Tutsi
Commander, 12th brigade	Colonel Smith Gihanga	Tutsi
Commander, 5th brigade	Colonel Mayanga	Hutu
Commander of Police, North Kivu	General Jean-Marie Ndaki	Kinshasa
Commander of Police, Goma	Major Ntawavuka	Hutu
Coordinator, Internal Security Agency (DGS)	Gillain Birate	Hutu
Deputy Coordinator, , DGS	Felicien Hitimana	Hutu
Coordinator, Immigration Agency (DGM) and DGS	Albert Semana	Tutsi
Coordinator, External Security Agency	Edy Ngarambe	Tutsi
Finance and business		
Coordinator, Customs Authority (OFIDA)	Deo Rugwiza	Tutsi
Director, National Electricity Company (SNEL)	Léon Muheto	Tutsi
Director, Water Distribution Agency (REGIDESO)	Vincent Mihatano	Hutu
Director, Congolese Control Authority (OCC)	Oswald Mukingi	Hutu
Director, Land Division	Dieudonné Birate	Hutu
Director, Martime Freight Management Office (OGEFREM)	Patient Semuswa	Tutsi
Petroleum Services Authority (SEPCONGO)	Debat Muzo	Tutsi
Office for the Protection of Public Revenues (OPRP)	Gervais Ruboneka	Tutsi
Contribution	Robert Mbarushimana	Havu

APPENDIX D

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Crisis Group's approach is grounded in field research. Teams of political analysts are located within or close by countries at risk of outbreak, escalation or recurrence of violent conflict. Based on information and assessments from the field, it produces analytical reports containing practical recommendations targeted at key international decision-takers. Crisis Group also publishes *CrisisWatch*, a twelve-page monthly bulletin, providing a succinct regular update on the state of play in all the most significant situations of conflict or potential conflict around the world.

Crisis Group's reports and briefing papers are distributed widely by email and printed copy to officials in foreign ministries and international organisations and made available simultaneously on the website, www.crisisgroup.org. Crisis Group works closely with governments and those who influence them, including the media, to highlight its crisis analyses and to generate support for its policy prescriptions.

The Crisis Group Board -- which includes prominent figures from the fields of politics, diplomacy, business and the media -- is directly involved in helping to bring the reports and recommendations to the attention of senior policy-makers around the world. Crisis Group is co-chaired by Leslie H. Gelb, former President of the Council on Foreign Relations, and Lord Patten of Barnes, former European Commissioner for External Relations. President and Chief Executive since January 2000 is former Australian Foreign Minister Gareth Evans.

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As at March 2005

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, April 12, 2005 11:46 PM
To: Roberta Ann Dunbar <radunbar@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>
Subject: Hello/Goodbye

Ann,
I am writing this at about midnight. I leave for Pretoria in about 5 hours. This is a sudden trip. Looks like I will miss the April 21st Seminar. Could you please liaise with Mutima regarding our speaker? He should be able to pick him up from the airport. I have arranged for the speaker to be paid by IRSS but the process of giving Mutima all the information for payment to be made looked so complicated that I may as well handle it when I return.

Mutima: Please get all the receipts from Bokamba for us to be able to pay him. Please remind him that his honorarium will be $500 plus expenses. He will get his check by the end of the month.

I am sorry I will miss the talk, but duty calls. See you both when I return.
Julius

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Friday, May 6, 2005 10:17 AM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: [Fwd: The U.S. Must Act to Promote Peace in the Congo - New Crisis Group media release]
Attach: The U.S. Must Act to Promote Peace in the Congo - New Crisis Group medi... (9.41 KB).msg

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From: International Crisis Group <notification@crisisgroup.org>
Sent: Thursday, April 14, 2005 10:29 AM
To:
Subject: The U.S. Must Act to Promote Peace in the Congo - New Crisis Group media release

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INTERNATIONAL CRISIS GROUP - NEW MEDIA RELEASE

The U.S. Must Act to Promote Peace in the Congo

Brussels/Nairobi, 14 April 2005: The International Crisis Group urges President George W. Bush in his meeting with Rwanda's President Paul Kagame on April 15 to press the Rwandan government to take concrete action to promote peace in the Congo.

In a letter (full text below) addressed to President Bush, the Crisis Group has recommended three steps to marginalise the hardliners among the Rwandan FDLR rebels operating in the eastern Congo and to encourage the return of the 8,000 to 10,000 FDLR combatants still based in the Congo.

The FDLR have been at the centre of the two Congo wars. The FDLR remain a serious threat to the Congolese population on which its fighters live off and prey. While they are no longer a serious strategic threat to Rwanda, they can still launch cross-border raids into Rwanda and provoke incursions by the Rwandan army into the Congo. On March 31, the FDLR announced in Rome that they will abandon the armed struggle and declared that they are willing to return to Rwanda peacefully. However, there are indications that the FDLR will not act on its promise and will tie their return to political conditions.

In the letter, Crisis Group President Gareth Evans calls for the Rwandan government to prevent a deadlock by separating the hard-line political figures from those willing to return. The letter urges the Rwandan government to meet with FDLR military commanders for technical discussions on the modalities of their return. The Rwandan government has refused to do so until now.

In addition, the letter asks for the Rwandan government to identify the FDLR commanders who are wanted by Rwandan courts or the International Criminal Tribunal for Rwanda (ICTR) for crimes of genocide. It also recommends that the Rwandan government provide greater incentives for the FDLR commanders to return, such as the integration of those not guilty of atrocities into the Rwandan army.

If the Rwandan government does not act, the peaceful avenues for demobilisation are likely to fail and the only solution to the FDLR will be military. This will provoke the displacement and death of many more civilians in the region. President Bush's meeting with President Kagame is a timely opportunity to further the peace process in both Rwanda and the Congo.

To find out more about the conflict in the Congo, visit our Congo advocacy page. This page has details of Crisis Group's reports and opinion pieces on the conflict, details of our advocacy efforts to date, information on what you can do to support Crisis Group's efforts, and links to other resources on the conflict.

Contacts: Andrew Stroehlein (Brussels) 32 (0) 485 555 946
Jennifer Leonard (Washington) 1 202 785 1601
To contact Crisis Group media please click here

Dear Mr President,

I write to urge you to utilise the visit of President Paul Kagame to Washington on April 15 to underline to him the importance of Rwanda taking several specific steps that would make a substantial contribution to peace in the Democratic Republic of the Congo.

Those steps are basically designed to marginalise the hardliners among the Rwandan FDLR rebels who have been such a destabilising presence in the eastern Congo over the last decade. Rwanda should be requested to:

- accept a mechanism to meet with the FDLR military leadership for technical discussions (which would not touch on any political conditions) concerning its peaceful repatriation to Rwanda;
- specifically identify those still in the Congo who are wanted by Rwandan courts or the International Criminal Tribunal for Rwanda (ICTR) for crimes of genocide; and
- be prepared to integrate some high-ranking FDLR commanders not responsible for atrocities into the Rwandan Defence Forces.

Background. The FDLR have been at the centre of the two Congo wars. In recent years, they have been significantly weakened as the Congolese government has cut off their supply line, and defections have caused some of the top leadership to return to Rwanda. The movement currently numbers 8,000 to 10,000 fighters, based in the North and South Kivu provinces of the eastern Congo. While these insurgents are no longer a serious strategic threat to Rwanda, they can still launch cross-border raids and provoke incursions by the Rwandan army into the Congo. One such incursion took place last November and triggered a crisis that pushed the fragile Congolese transition to the brink. The FDLR is also a serious threat to the Congolese population on which its fighters live off and prey.

In March, the FDLR and the Congolese government met in Rome for talks under the auspices of the Community of Sant'Egidio. At the end of the meeting, the FDLR condemned the genocide, renounced the armed struggle and declared its willingness to return to Rwanda peacefully. On any view, if the rebels can be made to follow through on this promise, it will make a large contribution toward peace in the Great Lakes region.

There are signs, however, that the FDLR might not act on its declaration. Its political leadership, based in Europe, is much weaker and more divided than other Rwandan opposition parties and does not want to lose its main asset, the armed wing in the Congo. According to numerous reliable sources, it will now seek to attach political conditions to any return to Rwanda, such as the demand that the FDLR be permitted to function there as a political party, which presently stand no chance of being accepted by the Rwandan Government.

While there is a real need, as Crisis Group has consistently insisted, for a liberalisation of Rwandan politics, the nature of the FDLR and its violent past make the Rwandan government's position understandable. But there is still a way forward. Many FDLR military commanders seem willing to return to Rwanda without political conditions: according to Crisis Group interviews with commanders in the field and demobilised combatants, the military leadership is tired after eleven years of armed struggle that has decimated its troops. President Kagame should take advantage of this opportunity to separate the commanders from the hard-line political figures.

Proposed technical discussions. It is unrealistic to believe the FDLR will demobilise if the Rwandan government does not meet with its military commanders and discuss their return. Until now, Kigali has refused, as it is opposed to any negotiations with a group it reasonably regards as criminal. What is needed, however, is not political negotiations but technical discussion of the modalities of the return to Rwanda. This should be coordinated with the Congolese government, which has recently proven itself eager to be rid of the movement.

Proposed treatment of suspected genocidaires. During these talks, the Rwandan government should provide a

list of FDLR officers who are suspected of genocide crimes by either Rwandan courts or the ICTR in Arusha. These individuals should fall under either category I or II *genocidaires*, in other words those believed to be the most serious offenders. The Rwandan government has said that 10 to 12 per cent of the leadership was involved in the genocide. Other sources believe the number of such persons still with the FDLR may be much smaller. Rwandan intelligence has detailed lists of both the FDLR commanders and those accused of genocide, and it should be relatively simple to establish who are the wanted individuals. Naming them will isolate the hardliners and encourage the other leaders to return home.

The FDLR, before the repatriation of the remainder of the movement, would have to hand over to the ICTR or Kigali the *genocidaires* in their ranks and enlist immediately in the voluntary disarmament and repatriation process run by the UN peacekeeping mission, MONUC.

Proposed integration of FDLR commanders into the RDF. The FDLR military leadership still needs a strong incentive to return to Rwanda. It is clear that the $200 package on offer to regular demobilised combatants will not suffice to bring the leaders back. Many of them have expressed the desire to continue a military career. In 2003, Kigali orchestrated the repatriation of the Force Commander of the FDLR, General Paul Rwarakabije, by offering him and three other FDLR officers ranks in the Rwandan army. A similar offer should be extended to those in the current FDLR leadership who are not guilty of atrocities.

The Rwandan government should be encouraged to be more proactive in closing the chapter on the FDLR and removing it as a spoiler to the Congo peace process. In neighbouring Uganda and Burundi, flexible approaches to enemy militias have contributed to stabilisation of the region and demobilisation of thousands of combatants.

If peaceful avenues for demobilisation are exhausted, the only solution to the FDLR will be military. This will provoke the displacement and deaths of many more innocent civilians in the region. President Kagame's visit is a timely opportunity to further the peace process in both Rwanda and the Congo.

Yours sincerely,

GARETH EVANS
President

The International Crisis Group (Crisis Group) is an independent, non-profit, multinational organisation covering over 50 crisis-affected countries and territories across four continents, working through field-based analysis and high-level advocacy to prevent and resolve deadly conflict.

From: Gary Lloyd <gary_lloyd@unc.edu>
Sent: Friday, June 10, 2005 11:31 AM
To: SIS-chat <sis-chat@listserv.unc.edu>
Subject: [sis-chat] Mainframe and Web Services

Dear All,

Most of you are probably aware that 440 W. Franklin has been under renovation for a while. This is where the majority of the campus computing center is located. Part of the renovated space is to house the mainframe computer, servers, and other equipment. Some of the equipment has been moved this week into the new location.

The next major move activity will begin at 8:00 a.m. this Saturday with the move of the mainframe and associated servers. It is estimated that the mainframe move will take at least 30 hours to complete and will be completed sometime Sunday afternoon. The final phase of the move is scheduled during the day on Monday, June 13th when we move the backup servers and associated tape libraries.

Since this major move will occur this weekend, there will be NO services for SIS, Faculty/Staff Central, Student Central, StARS, or the Oracle tables until after the move is completed. Hope this will not cause you any great inconveniences.

Thanks,
Gary

--
Gary Lloyd
SIS Coordinator
Office of the University Registrar
CB# 2100, 01F Hanes Hall
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-2100
Telephone: (919)962-4750
FAX: (919)962-6661
E-mail: gary_lloyd@unc.edu

You are currently subscribed to sis-chat as: dacrowde@email.unc.edu. To unsubscribe send a blank email to leave-sis-chat-175159V@listserv.unc.edu

From: Christine Bixiones <cbix@email.unc.edu>
Sent: Wednesday, September 21, 2005 12:09 PM
To: dacrowde@email.unc.edu
Subject: Peace Corps class presentation

Hello,

My name is Christine Bixiones and I am the Peace Corps Campus Recruiter for UNC. The Peace Corps is an organization that sends volunteers to serve for two years in developing countries as health and environment educators, English teachers, business advisors and more. I am wondering if it would be possible for me to speak about the exciting opportunity of Peace Corps service to some of the undergraduate classes in the African and Afro-American Studies Department.

I am a UNC graduate (2002) and served in the Peace Corps in a region of Ecuador populated by Afro-Ecuadoreans. I can bring a short video about the Peace Corps and talk about my own Peace Corps service experience, or just give a brief 5 minute explanation about what the Peace Corps is and how to apply. I am especially interested in speaking to classes with Juniors and Seniors. Please let me know if this is something that your department would be interested in.

I look forward to hearing from you!

Christine Bixiones
Peace Corps Campus Recruiter
RPCV Ecuador (2002 - 2004)
University of North Carolina at Chapel Hill
Peace Corps Campus Office
220 Hanes Hall, CB 5140
Chapel Hill, NC 27599
Phone (919) 962-6984
Fax (919) 962-2197
peacecorps@unc.edu

From: Deborah Crowder <dacrowde@email.unc.edu>

Sent: Wednesday, September 21, 2005 4:35 PM

To: bse >> bselassi >> Bereket Selassie <bselassi@email.unc.edu>; Berhane Berhe Araia <berhane@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Kia Caldwell <klcaldwe@email.unc.edu>; Kenneth Janken <krjanken@email.unc.edu>; Perry Hall <hallpa@email.unc.edu>; Reginald Hildebrand <hildebra@email.unc.edu>; Joseph Jordan <jfjordan@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>

Subject: please announce and consider for your class

Attach: hello (32.2 MB).msg

From: JP <pourzal@email.unc.edu>
Sent: Wednesday, September 21, 2005 4:27 PM
To: dacrowde@email.unc.edu
Subject: hello
Attach: image001.emz; image003.emz; image006.jpg; child soldiering.pub

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http://campus-y.unc.edu/heyyou/committees/sprojects/smecs.html

Hello Ms. Crowder, I hope your day has been well. Above is a link to the website which discusses the event as well as the student group involved. Also, below and attached , is the flyer we are using for the event. Please forward this to your debt as well as ask people about the speaker if anyone seems interested. Thank you for your time, your help is a major contribution to the success of this program and event.

Jonathan Pourzal

The Untold Story: The 19 year War of Abduction and Child Soldiering in Uganda

(And a plan to help the war-torn people)

Tuesday October 4th, 6 p.m., Cobb Theater in the Stone

Over 30,000 children, aged 8 to 14, have been abducted and forced to become soldiers

1.6 million have been displaced into squalid refugee camps

Children are forced to kill, mutilate, rape and/or torture their families and friends

Arthur Serota, Executive Director of UMECS (United Movement to End Child Soldiering)

Kahlil Almustafa, critically acclaimed "people's poet" and 2002 Nuyorican Grand Slam Champion

Sponsored by **Student Movement to End Child Soldiering**
Co-sponsored by Students for the Advancement of Race Relations (SARR)

The Untold Story: The 19 year War of Abduction and Child Soldiering in Uganda

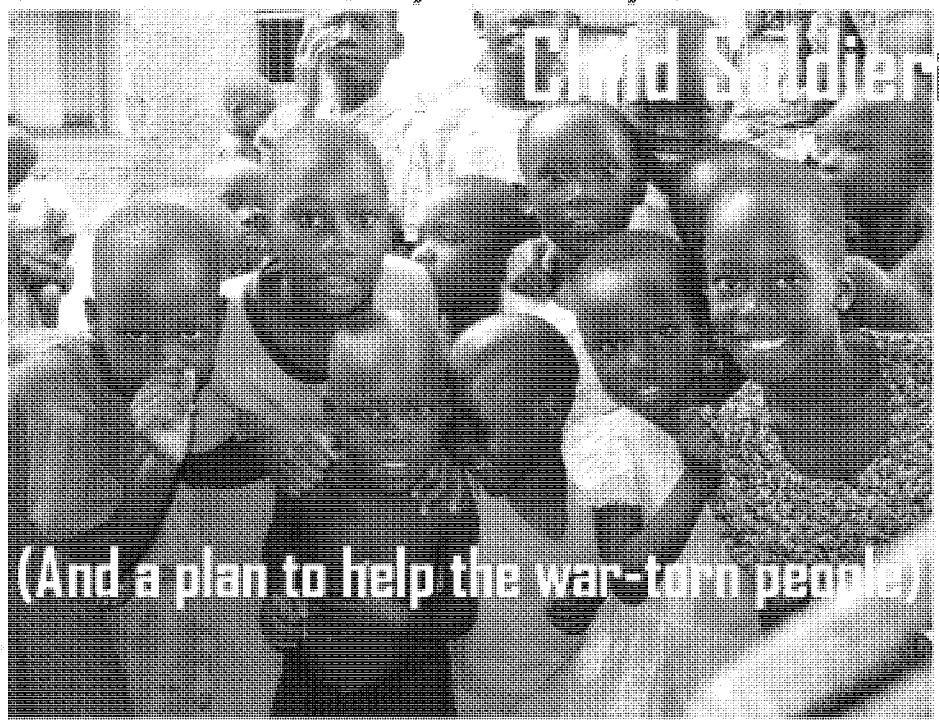

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Arthur Serota, Executive Director of UMECS (United Movement to End Child Soldiering)

Kahlil Almustafa, critically acclaimed poet and 2002 Nuyorican Poetry Slam Champion

Sponsored by **Student Movement to End Child Soldiering**

Co-sponsored by Student's for the Advancement of Race Relations (SARR)

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, October 3, 2005 12:41 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: I need to talk to you about a student

Kiswahili III Homework
5 October 2005

Safari ya kutembea Bibi

Write at least 6 *complex* sentences about your trip to visit grandma. Talk about the actual traveling as well as what you did when you arrived. *Nina kiu* is not a complex sentence. *Baada ya nilikimbia kilometa 20 nikachoka sana na nikakuwa na kiu!* is.

Kiswahili I Homework **Name: _____**
5 October 2005

Introducing Others

Write introductions for the following groups of people. Introduce them by name, place of origin, and relationship to you.

Ex.: Love; Mbeya, Tanzania; mother's younger sister
Jina lake ni Love. Anatoka Mbeya, Tanzania. Yeye ni mama mdogo yangu.

1. Atwit; Mafinga, Tazania; sister

_____

_____

2. Alfonse, Godi, and Alexi; Moshi, Tanzania; uncles

_____

_____

3. Constance; Pemba; grandmother

_____

_____

4. Eliufoo; Dar es Salaam; boyfriend/lover

_____

_____

5. Anna and Lili; Arusha, Tanzania; friends

_____

_____

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Monday, October 24, 2005 3:56 PM
To: Michael Lambert <mlambert@email.unc.edu>
Cc: Bereket Selassie <bselassi@email.unc.edu>; Roberta Ann Dunbar <radunbar@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; smutima@email.unc.edu
Subject: Re: Possible Lecture

Mike:
It depends on how "high" profile we are talking about. Any clarification?
JEN

Michael Lambert wrote:

> Colleagues,
>
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>
> I have been asked to forward names for a possible high profile lecture
> to be given on campus. Do you have any suggestions for a high profile
> African who might be appropriate for such an event?
>
>
>
> Mike
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>
>
> Michael Lambert, Ph.D
>
> Associate Professor
>
> Department of African and Afro-American Studies
>
> University of North Carolina at Chapel Hill
>
> 102 Battle Hall, CB # 3395
>
> Chapel Hill, NC 27510
>
>
>

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Julius E. Nyang'oro
Professor and Chair
African and Afro-American Studies
University of North Carolina
CB# 3395, Battle Hall
Chapel Hill, NC 27599-3395
Tel: 919-962-1513
Fax: 919-962-2694
Email: jen321@email.unc.edu

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, October 25, 2005 9:45 AM
To: Michael Lambert <mlambert@email.unc.edu>
Cc: 'Bereket Selassie' <bselassi@email.unc.edu>; 'Roberta Ann Dunbar' <radunbar@email.unc.edu>; 'Eunice Sahle' <eunice@email.unc.edu>; 'Barbara Anderson' <banders1@email.unc.edu>; smutima@email.unc.edu
Subject: Re: Possible Lecture

What is the time frame for this?

Michael Lambert wrote:

> Julius,
>
> This will be part of the UCIS Distinguished Speaker Series. So far Sima
> Samar (minister of women's affairs for the interim administration of
> Afghanistan), Robert Fisk (Mid-East correspondent for The Independent,
> interviewed Bin Laden), Sandy Berger (Clinton's National Security Advisor),
> and Saad Eddin Ibrahim (Director of Development Studies at the American
> University of Cairo) have presented lectures in this series. There was some
> hope that we would be able to get Wangari Maathai but her high speaker's fee
> and involved application process is making this doubtful.
>
> I hope this gives you some idea as to what they are looking for.
>
> Mike
>
> Michael Lambert, Ph.D
> Associate Professor
> Department of African and Afro-American Studies
> University of North Carolina at Chapel Hill
> 102 Battle Hall, CB # 3395
> Chapel Hill, NC 27510
>
>
> -----Original Message-----
> From: Julius Nyang'oro [mailto:jen321@email.unc.edu]
> Sent: Monday, October 24, 2005 3:56 PM
> To: Michael Lambert
> Cc: Bereket Selassie; Roberta Ann Dunbar; Eunice Sahle; Barbara Anderson;
> smutima@email.unc.edu
> Subject: Re: Possible Lecture
>
> Mike:
> It depends on how "high" profile we are talking about. Any clarification?
> JEN
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Julius E. Nyang'oro
Professor and Chair
African and Afro-American Studies
University of North Carolina
CB# 3395, Battle Hall
Chapel Hill, NC 27599-3395
Tel: 919-962-1513
Fax: 919-962-2694
Email: jen321@email.unc.edu

From: Deborah Crowder <dacrowde@email.unc.edu>

Sent: Friday, October 28, 2005 11:49 AM

To: Perry Hall <hallpa@email.unc.edu>; Joseph Jordan <jfjordan@email.unc.edu>; Kenneth Janken <krjanken@email.unc.edu>; Julius Nyangoro <jen321@email.unc.edu>; Timothy McMillan <tjm1@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; bse >> bselassi >> Bereket Selassie <bselassi@email.unc.edu>

Subject: [Fwd: [hrfac] Reminder: NCFlex Deadline Friday, Nov. 4]

Attach: [hrfac] Reminder_ NCFlex Deadline Friday, Nov. 4 (2.24 KB).msg

---

From: kwbryant@email.unc.edu
Sent: Friday, October 28, 2005 11:40 AM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] Reminder: NCFlex Deadline Friday, Nov. 4

TO: HR Facilitators

FROM: Elaine Phelps, Director, Benefit Program Administration

Reminder: the NCFlex deadline is Friday, Nov. 4!

Submit your enrollment forms to the Benefit Program Administration office as soon as they have been completed, to allow time for processing and to submit the forms to the benefits vendors. Also, please make a copy of your enrollment form for your records.

Enrollment forms must be turned in to the Benefit Program Administration office at CB# 1045 or Suite 1700, 104 Airport Drive. Forms will not be accepted after 4:30 p.m. on Nov. 4. Faxed copies of the enrollment form cannot be accepted.

You must complete an enrollment form each year if you want to contribute to a flexible spending account for either health care or dependent care. (Remember the amount you list on the enrollment form is a monthly amount.) You also must complete an enrollment form if you add or delete a benefit, or make changes to your covered dependents. Dental, vision, supplemental medical, cancer, life insurance and AD&D coverage continues from one plan year to the next; therefore, no action is required for those benefits unless you wish to make coverage changes. The NCFlex enrollment booklet contains detailed information about each of the plans.

Coverage changes are effective Jan. 1, 2006.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Friday, November 4, 2005 9:26 AM
To: Reginald Hildebrand <hildebra@email.unc.edu>; Kia Caldwell <klcaldwe@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>
Subject: [Fwd: Parking Coordinators - New Park & ride information]
Attach: Parking Coordinators - New Park & ride information (5.50 KB).msg

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From: Claire Kane <ckane@DPS.PSAFETY.UNC.EDU>
Sent: Thursday, November 3, 2005 4:54 PM
To:
Subject: Parking Coordinators - New Park & ride information

Parking Coordinators,

There may be members of your departments who would consider buying a discounted pass to use the TTA bus if there was a park & ride lot in Downtown Durham or West Raleigh. Please see below. Thank you for distributing this information.

CAP Administrator

This just in from TTA:

TTA Makes New Park-and-Ride Lots Available in Downtown Durham and West Raleigh

From Downtown Durham

You can now leave your car parked in the West Village lot across from the TTA stop at Morgan Street at the DATA Terminal, hop on Route 402 and be at the Varsity Theater in 33 minutes, or at UNC Hospital in 41 minutes. You will need a parking permit to park in this location. If you are interested in getting a FREE parking permit for this lot, please download an application at the following URL - http://ridetta.org/Bus_Shuttle/Park_Ride_Locations/parkAndRideLocations.html#durham

or contact TTA Customer Service at 549-9999, option "1" or send an email to CustomerService@rideTTA.org.

From West Raleigh

The Route 550 Express now serves the District Road Park-and-Ride lot off of Blue Ridge Road, just north of Wade Avenue. Leave your car here, and you can be at the UNC Student Union in 31 minutes. Transfers to a Chapel Hill Transit route connecting to the hospital are available every few minutes. There is no permit necessary to use this lot.

Details on the location of this lot can be found at
http://ridetta.org/Bus_Shuttle/Park_Ride_Locations/parkAndRideLocations.html#raleigh

Schedules for Routes 402, 550 Express, and all routes in the region are available at http://www.gotriangle.org/trip/en/?mm=timetables.

Questions

If you have questions about using any TTA services, please contact Customer Service at 549-9999, option "1" or send an email to CustomerService@rideTTA.org.

Kiswahili III
Chumba Kizuri

Tafsiri maswali kwa kiingereza halafu jibu kwa kiswahili.
Kwa mfano:
Q: Utalima bustani yako mwenyewe?
A: Will you farm your garden by yourself? Sindiyo! Nitalima mwenyewe.

1. Q: Nani amefunua mtoto? Atapata kifua!
A:

2. Q: Mtavuna mahindi wakati gani?
A:

3. Q: Ni giza ndani. Itabidi nifanye nini?
A:

4. Q: Umeweka kikombe chako wapi?
A:

5. Q: Akina mama wamo katika chumba gani?
A:

6. Q: Umeumia mikono yako? Unajisikiaje?
A:

7. Q: Utakutana naye wapi na saa ngapi?
A:

8. Q. Wamesema nini kuhusu machaguzi? (Tumia 'kwamba')
A:

begin:vcard
fn:Joseph Jordan
n:Jordan;Joseph
org:Univ. of North Carolina at Chapel Hill;Sonja Haynes Stone Ctr. for Black Culture and History
adr:;;150 South Rd., CB#5250;Chapel Hill;NC;27599-5250;USA
email;internet:jfjordan@email.unc.edu
title:Director, Assoc Prof.
tel;work:919-962-9001
tel;fax:919-9623725
url:http://ibiblio.org/shscbch/
version:2.1
end:vcard

begin:vcard
fn:Joseph Jordan
n:Jordan;Joseph
org:Univ. of North Carolina at Chapel Hill;Sonja Haynes Stone Ctr. for Black Culture and History
adr:;;150 South Rd., CB#5250;Chapel Hill;NC;27599-5250;USA
email;internet:jfjordan@email.unc.edu
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title:Director, Assoc Prof.
tel;work:919-962-9001
tel;fax:919-9623725
url:http://ibiblio.org/shscbch/
version:2.1
end:vcard

From: diaspora <diaspora@email.uncc.edu>
Sent: Wednesday, November 30, 2005 10:39 AM
To: bselassi@email.unc.edu; kaslo@email.unc.edu; eunice@email.unc.edu; regester@email.unc.edu; rporter@email.unc.edu; jen321@email.unc.edu; smutima@email.unc.edu; tjm1@email.unc.edu; drdalet@email.unc.edu; mlambert@email.unc.edu; jfjordan@email.unc.edu; krjanken@email.unc.edu; hildebra@email.unc.edu; hallpa@email.unc.edu; radunbar@email.unc.edu; klcaldwe@email.unc.edu; k_brennan@bellsouth.net; banders1@email.unc.edu; dacrowde@email.unc.edu; stgore@email.unc.edu
Subject: Diaspora Conference 2006

Please share this conference information with your department. Thank you!

The Africana Studies Department at the University of North Carolina at Charlotte is hosting its African Diaspora Conference, 2006 titled:

Centering the Periphery: Globalization and Identity in the African Diaspora

April 5-8, 2006

Information regarding the conference can be accessed via the link below.

http://www.aaas.uncc.edu/Diaspora_Conference_2006.htm

Submissions should be sent by mail or email to:

C/o Ms. Elsie Byrd, Office Manager
Dr. Robert S. Smith, Asst. Professor
Department of Africana Studies, Macy Building 204A
The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, North Carolina 28223-0001
Phone: 704.687.2371
Fax: 704.687.3888
Email: Diaspora@email.uncc.edu
Deadline for Submissions is Feb. 1, 2006

For all other conference related inquiries please contact:

Dr. Robert Smith, Conference Coordinator
Department of Africana Studies, Macy Building 204
The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, North Carolina 28223
Phone: 704.687.2371
Fax: 704.687.3888
Email: robsmith@email.uncc.edu

begin:vcard
fn:Joseph Jordan
n:Jordan;Joseph
org:Univ. of North Carolina at Chapel Hill;Sonja Haynes Stone Ctr. for Black Culture and History
adr:;;150 South Rd., CB#5250;Chapel Hill;NC;27599-5250;USA
email;internet:jfjordan@email.unc.edu
title:Director, Assoc Prof.
tel;work:919-962-9001
tel;fax:919-9623725
url:http://ibiblio.org/shscbch/
version:2.1
end:vcard

Faculty Information Form
Triangle-wide Meeting of Africanists
And African-Americanists

NAME:_____

TITLE:_____

DEPARTMENT:_____

BOX:_____

SCHOOL_____

EMAIL ADDRESS:_____

TELEPHONE NUMBER:_____

FAX NUMBER:_____

RESEARCH & TEACHING INTERESTS:_____

_____

_____

_____

_____

_____

Please return to:
Aqila Coulthurst
Box 90252

begin:vcard
fn:Joseph Jordan
n:Jordan;Joseph
org:Univ. of North Carolina at Chapel Hill;Sonja Haynes Stone Ctr. for Black Culture and History
adr:;;150 South Rd., CB#5250;Chapel Hill;NC;27599-5250;USA
email;internet:jfjordan@email.unc.edu
title:Director, Assoc Prof.
tel;work:919-962-9001
tel;fax:919-9623725
url:http://ibiblio.org/shscbch/
version:2.1
end:vcard

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Thursday, January 19, 2006 1:09 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: [Fwd: swahili credit]
Attach: swahili credit (1.98 KB).msg

Can we meet with this young lady tomorrow to see what kind of credit she will be eligible for? DC

The following section of this message contains a file attachment
prepared for transmission using the Internet MIME message format.
If you are using Pegasus Mail, or any other MIME-compliant system,
you should be able to save it or view it from within your mailer.
If you cannot, please ask your system administrator for assistance.

---- File information -----------
File: Triangle-Wide Collaborative Contact List.xls
Date: 20 Jan 2006, 17:04
Size: 28672 bytes.
Type: Excel-sheet

Triangle-Wide Collaborative
Contact List

	A	B	C	D	E	F	G	H
1	***Name***	***Title***	***Department***	***Box***	***School***	***Email Address***	***Telephone #***	***Fax #***
2	John Rogers Harris	Asst. Professor	Dramatic Art	CB# 3230	UNC Chapel Hill	John_Harris@unc.edu	919-843-5501	919-962-5791
3	Dr. E. B. Palmer	CEO-Founder			African Amer. Cultural Complex 119 Sunnybrook Rd., Raleigh, NC 27610	info@aaccmuseum.org	919-250-9336	919-212-3598
4	Tom Kelley	Clinical Professor	School of Law	3380	UNC Chapel Hill	takelley@email.unc.edu	919-843-9909	
5	Truder Harris	J.C. Carlyle Sitterson Prof.	English	CB# 3520 Greenlaw	UNC Chapel Hill	deeranu@email.unc.edu	919-962-5481	919-962-3520
6	Lyneise Williams	Carolina Post-Doctoral Fellow	Art (Art Historian)	3405	UNC Chapel Hill	williale@email.unc.edu	919-962-0737	
7	Heather A. Williams	Asst. Professor	History	3195	UNC Chapel Hill	hawill@email.unc.edu	919-960-2833	919-960-1403
8	Jerma A. Jackson	Assoc. Professor	History	CB# 3195, Hamilton Hall	UNC Chapel Hill	jaj@email.unc.edu	919-962-8084	
9	Alphonse Mutima	Asst. Professor of African Lang. (Swahili & Lingala)	African Studies and African Amer. Studies	CB# 3395/ Battle Hall	UNC Chapel Hill	smutima@email.unc.edu	919-966-5763	919-962-2694
10	Susan Thorne	Assoc. Professor	History	90719	Duke	sthorne@duke.edu	919-684-8945	
11	D. Soyini Madison	Assoc. Professor	Communication Studies	3285	UNC Chapel Hill	dmadison@email.unc.edu	919-962-4944	919-962-3533
12	H. Lewis Suggs	Scholar-in-Residence	History		NCCU	lsuggs@nccu.edu	919-530-5349	919-530-5320
13	Jonathan Livingston	Asst. Professor	Psychology		NCCU	jnlivingston@nccu.edu	919-530-7776	
14	Barbara Anderson	Assoc. Director	African Studies Center	CB# 7285	UNC Chapel Hill	banders1@email.unc.edu	919-843-1895	
15	Carol Magee	Asst. Professor	Art	3405	UNC Chapel Hill	cmagee@email.unc.edu	919-962-0727	919-962-0722

Triangle-Wide Collaborative
Contact List

	I
1	***Research & Teaching Interests***
2	African Amer. Drama, Amer. Theatre in the Military, African Diaspora in Theatre/Drama/Performance
3	Museum Director
4	Customary African Law; Law of Emerging Nations; Comparative Law; Community Development Law
5	African Amer. Literature and Folklore; Women's Issues
6	African Diaspora/Afro Latin America
7	U.S. Slavery; African Amer. Education; African Amer. Families 19th Century
8	Research Interests: 20th Century, Memory vs. History, Religion, Music, Oral History. Teaching Interests: Post-1865 African Amer. History, Religion
9	Second Lang. Acquisition; Lang. Pedagogy; The role of motivation in second lang. Learning
10	19th Century; British Empire; Black British; Africa; Caribbean
11	Black Diaspora Performance; Theatre for Social Justice-Intersections bet. Human Rights and Global Economy
12	African Amer Press; Writing History of NCCU
13	African Amer. Mental Health and Families
14	Colonial and Antebellum African Amer. (U.S.) History; Gen. Interest in Contemporary Africa
15	All levels of African art history (Sub-Saharan/North African traditional and contemporary art production); Ways African arts and cultures appear in amer. Culture; African photographyin the past 30 yrs.; Museum Studies

Triangle-Wide Collaborative
Contact List

	A	B	C	D	E	F	G	H
16	Perry Hall	Assoc. Professor	African and Afro. Amer. Studies	3395	UNC Chapel Hill	hallpa@email.unc.edu	919-966-5496	919-962-2694
17	Chandra Y. Guinn	Director	Mary Lou Williams Center for Black Culture	90880	Duke	cguinn@duke.edu	919-684-3814	919-681-7472
18	Jerry Gershenhorn	Assoc. Professor	History		NCCU	jgershen@nccu.edu	919-530-7135	
19	Charles Price	Asst. Professor	Anthropology		UNC Chapel Hill	cprice1@email.unc.edu	919-843-7809	919-962-1613
20	Derek Greenfield	Asst. Professor of Sociology	Social and Behavioral Sciences		St. Augustine's College	dfgreenfield@st-aug.edu	919-516-4354	
21	Louise Meintjes	Assoc. Professor	Music & Cultural Anthropology	90665	Duke	meintjes@duke.edu	919-660-3339	919-660-3301
22	Carlton Wilson	Assoc. Professor	History		NCCU	cwilson@nccu.edu	919-530-6271	919-530-5392
23	George Cliette	Assoc. Professor	Psychology	206TEB	NCCU	gcliette@nccu.edu	919-530-5373	
24	Jaruis A. Hall	Assoc. Professor	Political Science	Dept. of Political Science, NCCU, Durham, NC 27707	NCCU	jhall@nccu.edu	919-530-7256	919-530-6246
25	Anne-Maria Makhulu	Asst. Professor	African and African Amer. Studies and Cultural Anthropology	90252	Duke	amakhulu@duke.edu	919-668-1913	919-684-2832
26	Tanya Shields	Research Assoc. (Post doc)	Women's Studies	3135	UNC Chapel Hill	tshields@email.unc.edu	919-962-3908	919-962-5839
27	Craig C. Brookins	Assoc. Professor, Director - Africana Studies	Africana Studies and Psychology	8101	NC State University	craig_brookins@ncsu.edu	919-515-7518	919-510-0286

Triangle-Wide Collaborative
Contact List

	I
16	Popular Culture (U.S.); Cultural and Intellectual History
17	Women in African Studies, Pedagogy, Qualitative Methods & Historiography of African Studies, Service Learning
18	Blacks in Higher Ed., Intellectual History, 20th Century, NC History
19	Black Identity; Community Dev. & Community Organizing; Jamaica; Life History & Oral History Research; Participatory Research; Evaluation; Social Movements; Amer. South
20	South African Lang. & Indentity Politics; Hip-Hop Studies; Urban Educ.; Critical Pedagogy
21	Politics of Music Production; South Africa; Zulu; Dance and Gender
22	Modern Europe; Blacks in Europe
23	Cultural Hegemony; Psychology of Oppression; Rites of Passage Programs; Community Engagement
24	Black Politics; Social Movement; Public Policy
25	Africanist Anthropology; History of Colonialism in Southern Africa; Postcoloniality, marxism, theories of modernity; African Cities; South African Novel
26	Caribbean Studies (literary); African Diaspora (in the Americas); Citizenship, Anti-Economic Globalization, Art, and Social Change
27	Community Development, Youth Programming, Community Psychology, African and African American Identity, Study Abroad Programming

begin:vcard
fn:Joseph Jordan
n:Jordan;Joseph
org:Univ. of North Carolina at Chapel Hill;Sonja Haynes Stone Ctr. for Black Culture and History
adr:;;150 South Rd., CB#5250;Chapel Hill;NC;27599-5250;USA
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tel;fax:919-9623725
url:http://ibiblio.org/shscbch/
version:2.1
end:vcard

From: Deborah Crowder <dacrowde@email.unc.edu>

Sent: Tuesday, January 31, 2006 4:02 PM

To: Kenneth Janken <krjanken@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; Roberta Ann Dunbar <radunbar@email.unc.edu>; Kia Caldwell <klcaldwe@email.unc.edu>; Perry Hall <hallpa@email.unc.edu>; Reginald Hildebrand <hildebra@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Timothy McMillan <tjm1@email.unc.edu>; smu >> Alphonse Mutima <smutima@email.unc.edu>

Subject: Urgent re meeting

Attach: AFAM Assessment Report-1.doc

A faculty meeting is scheduled for between 60-90 minutes on February 8 at 9:00 am to discuss the draft department self-assessment. Please submit written comments, including items you wish to have included in the report, the day before to Kenneth [JANKEN@unc.edu] and Eunice [EUNICE@email.unc.edu]. The draft report does not contain faculty c.v.'s, which are collected in a separate file.

2004-05 Assessment Report

Note: All the cells below expand as you type, so provide as much detail as you wish.

Department Name: **Contact Person:**
Program:

Outcome(s) Assessed During 2004-05	Assessment Methods Used	Findings	Use of Results (Action)
Draw on relevant historical and theoretical information to analyze historical or contemporary issues affecting African or African-American communities.	Analysis of student papers in the Senior Seminars in African Studies and Afro-American Studies respectively by a faculty team	Examining the work of 12 graduating seniors in the Spring Seminar class, the faculty team rated 3 as excellent and five as good in relation to assessment goals.	Faculty team will review seminar and general curriculum to identify areas to strengthen in terms of both historical foundations and contemporary perspectives.
Successfully qualify for jobs, occupations, or higher level studies that incorporate knowledge, skills, and capabilities gained in the program of study.	Senior exit interviews	Of 25 seniors interviewed, 10 were accepted to graduate and professional programs, 4 were pursuing advanced studies (non-degree) in various fields, 3 were taking extended time off to decide their future plans and 8 had secured immediate employment.	Faculty team will use survey results to better advise our majors on options for employment and possibilities of professional training and education.

Return via email to College of Arts and Sciences Dean's Office by July 15, 2005, and a copy to lynn_williford@unc.edu.

Department of African and Afro-American Studies
Self-Assessment in Preparation for SACS External Evaluation

Mission statement
From *2005-2006 Undergraduate Bulletin*, accessed online at http://www.unc.edu/ugradbulletin/depts/afam.html, December 19, 2005:

The Department of African and Afro-American Studies is an interdisciplinary program leading to the AB degree. It is administered through the College of Arts and Sciences. Prospective majors should see the department chair.

The current goal of African and Afro-American Studies at UNC-Chapel Hill is to give specific and precise attention to the histories, cultures, and cultural linkages of the peoples of Africa and their descendants in the New World. Although students must concentrate in either African or Afro-American studies, all majors must gain competence in both areas and thereby come to understand the cultural and historical continuities and contrasts between Africa and the African New World.

The purpose of the African studies concentration is to develop an analytical approach to contemporary Africa. Courses stress the importance of traditional values and institutions to the definition of modern African society, and stress the historic range of commercial and political relationships with Europe and the New World. The purpose of the concentration in Afro-American Studies is to develop a broad knowledge of the history and culture of the peoples of African descent in the Americas and the significant social, political, economic, and humanistic issues they face.

Department Profile:

African and Afro-American Studies at the University of North Carolina began in 1969 as a curriculum with a part-time faculty of two. Today, the faculty numbers 18, including a dozen tenured and tenure-track professors. The earliest extant records, from fall 1970, show that 53 students were enrolled in the only course offered. That number has risen steadily, and in the academic year 2004-2005, the department taught 3,597 students. From its founding until 1996, the curriculum awarded undergraduate degrees in both African studies and Afro-American studies. Beginning in 1997, the degrees were consolidated into a single Bachelor of Arts degree in African and Afro-American studies, with a concentration in one field or the other. In the 1997 the curriculum achieved departmental status, a long-standing goal of the faculty and students.

The department's course offerings fulfill an array of the new General Education requirements. Of particular note is the Burch seminar in Cape Town that is headed by our department and a semester abroad program in Dakar that is in the planning stages; both of these reflect the new curriculum's international and experiential education emphases. It is appropriate to record here our disappointment with and objection to the Curriculum Review Steering Committee's decision that many Afro-American studies courses would *not* fulfill the U.S. diversity requirement. The committee's reasoning was flawed, we believe, and we will pursue this further at the appropriate time and in the appropriate manner.

The most significant development in the field of African American Studies during the past decade has been the shift toward much greater emphasis on the African Diaspora beyond the United States, particularly the Caribbean and Latin America, but also Canada, Europe and Asia. It has been a long standing goal of ours to widen and deepen the diasporic dimensions of our department. One department member, with a joint appointment in anthropology, has research and teaching expertise in the Caribbean; in 2005, we augmented this emphasis by hiring an assistant professor who specializes in Afro-Latin America. Our strategic plan calls for more the appointment of additional faculty whose scholarship and teaching are oriented toward the Diaspora beyond the United States. Cooperation with the Stone Center and the Institute of African American Research and with Diaspora scholars across the Triangle area will amplify the impact of our faculty's work.

Three initiatives are underway that will amplify the work of the Afro-American studies faculty. Professor Kia Caldwell has organized initiated a works-in-progress series under the theme "Conversations in the African Diaspora." The African American Studies Consortium, organized jointly with the Stone Center for Black History and Culture and the Institute for African American Research and under the leadership of the Department of African and Afro-American Studies is intended to bring together faculty and graduate students from across the entire university whose work deals with the history, culture or social conditions of the African Diaspora. It will convene once each semester around a particular speaker or broad theme, but the primary objective will be to provide a venue for the creation of new relationships that will lead to interaction and collaboration between colleagues who may not even be aware of each other's existence. The department also participates in the Triangle-Wide Collaborative project, which brings together faculty members from UNC, NCCU, NCSU, and Duke who specialize in various aspects of the African Diaspora. Having been founded only in December 2005, its final shape is yet to be determined, but it appears to be a promising endeavor. It can be noted, however, that this is not the first such initiative; several of our faculty participated in the Triangle Scholars of the African Diaspora seminars, which met in 1994 in space provided by the National Humanities Center.

Since its emergence in the post World War II period the field of African Studies in the United States has worked to unravel the complexities of Africa's diversity and historical experience in such a way as to both enhance efforts to improve the quality of life of Africans in the post-colonial period and also to facilitate an intelligent comprehension of the continent by our fellow citizens. Early attention to economic development and the forces leading to one-party rule and militarism in the continent shifted in the 1970s and 1980s to a greater focus on problems created by indebtedness and the exclusion of women and many segments of civil society from political power. In addition to second generation Africans, economic crises across the continent spawned a new wave of emigrants from Africa, many of whom are in the United States. The push for democratization beginning in the early 1990s continues down to the present and has occasioned the development of scholarship in political economy, interaction of civil society with the state, and human rights. The pandemic of HIV/AIDS compels cooperative teaching and research to understand the etiology of the disease and to promote public education and deliver care.

Africanist scholars in the Department of African and Afro-American Studies at The University of North Carolina offer courses addressing both older and more recent research and teaching areas. These include courses on literature, art, film, gender, political economy, policy development, strategies of community and ethnographic analysis, and regionalism. Comparative courses on globalization examine its impact on Africa and other parts of the world, including North Carolina. As part of the study on comparative globalization Prof. Eunice Sahle is involved in a collaborative project that will be examining the process of globalization in Tanzania and Bolivia. A core component of this project is a Study Abroad Summer program in both countries. Along with our colleagues in African American Studies and other departments, comparative work on Africa and the Diaspora is underway as are collaborative efforts with the Schools of Medicine and Public Health who are heavily engaged in addressing the HIV/AIDS pandemic in Africa. In 2006 and 2007, two new faculty members specializing in conflict resolution and regional trade will provide a significant degree of specialization in these areas. Finally, the Department encourages our undergraduate students to gain experience in local and African communities through Study Abroad, independent study, and experiential learning. They complete service internships and conduct research in Africa and among African immigrants in North Carolina. The quality of their work, and their enthusiasm and commitment promises a next generation equipped with first hand experience that prepares them for both intelligent citizenship and for careers that will sustain the powerful connections already existing between Africa and this country.

The departmental also offers courses in Swahili, one of the world's oldest languages. It is spoken by 100 million people worldwide, primarily in East Africa, but also in enclaves in major cities of Asia, Europe, and North America. At UNC, students take Swahili to fulfill their foreign language requirement, to facilitate academic research in East Africa, or to prepare for becoming Peace Corps volunteers there. Today, the business community also understands the importance of Swahili. Marc Lacey (2004) in his New York Times article states that "Microsoft, which is working to incorporate Swahili into Microsoft Windows, Microsoft Office and other popular programs, sees a market for its software among the roughly 100 million Swahili speakers in East Africa." Last year the department also started offering courses in Lingala, a language that is widely spoken in the Great Lake's Region in Eastern and Central Africa.

Faculty Profile

As appendix I indicates, the department comprises of award winning faculty members who contribute greatly to intellectual at UNC and the wider community in the United States and the world. Various faculty members are involved in multiple committees at the UNC and in other administrative arenas at the University. We also have faculty members with extensive consultancy at local, national and global levels on diverse issues such as constitution making, community building and mobilization, education, global governance, military and civil society relations and national development. We hope to continue to expand our faculty activities both at the University, state, national and global levels in the next few years and to continue joining in historical, contemporary and emerging intellectual conversations that contribute to our growth as teachers and as citizens of our various countries and the world.

Student majors' evaluation of department

Professors Sahle and Janken invited six majors to discuss their expectations of and experiences within the department. Three accepted, and a fourth replied by email. All of the students had a concentration in Afro-American studies. Two of them knew from the time they entered UNC as first-year students that they wanted to be majors. The third was a transfer student who knew she wanted to study something having to do with race, class, sex, or gender; it was serendipity that she took a course in Afro-American studies and became a major. All three agreed that the department should make courses available to students in their first two years at Carolina; frequently, they said, the department's offerings are filled up by the time sophomores and first-year students can enroll. Along the same lines, they would like to see the department offer more first-year seminars, and similar small courses for transfer students, who are excluded from the first-year seminar program.

The students found the course offerings to be intellectually satisfying. One of the respondents made a special point of saying that she felt far better equipped to analyze society and current events because of her major course of study. The student who responded by email had this to say: "I feel that there is a good mix of critical thinking/writing classes and lecture/test based classes. However, I think generally professors should give more feedback on papers particularly commenting on things like structure of argument, depth of analysis, and clarity. I think it will help majors to produce a higher quality of work for the field later on." There was consensus that the department should beef up its offering of internships, which is currently limited to the Burch seminar in South Africa and the occasional service-learning class. Like students in other humanities and social science departments, our majors often wonder "what they can do with" a degree in African and Afro-American studies; not incidentally, so do their parents. Internships are one way for them to glimpse post-graduation employment possibilities. With Career Services turning over control of internships to the College, which in turn will plan for academic departments to oversee them, we can be reasonably certain that internships related to African and Afro-American studies will be intellectually stimulating.

The most recent assessment of student-related outcomes, for the academic year 2004-2005, appears below.

2004-05 Assessment Report

Note: All the cells below expand as you type, so provide as much detail as you wish.

Department Name: **Contact Person:**
Program:

Outcome(s) Assessed During 2004-05	Assessment Methods Used	Findings	Use of Results (Action)
Draw on relevant historical and theoretical information to analyze historical or contemporary issues affecting African or African-American communities.	Analysis of student papers in the Senior Seminars in African Studies and Afro-American Studies respectively by a faculty team	Examining the work of 12 graduating seniors in the Spring Seminar class, the faculty team rated 3 as excellent and five as good in relation to assessment goals.	Faculty team will review seminar and general curriculum to identify areas to strengthen in terms of both historical foundations and contemporary perspectives.
Successfully qualify for jobs, occupations, or higher level studies that incorporate knowledge, skills, and capabilities gained in the program of study.	Senior exit interviews	Of 25 seniors interviewed, 10 were accepted to graduate and professional programs, 4 were pursuing advanced studies (non-degree) in various fields, 3 were taking extended time off to decide their future plans and 8 had secured immediate employment.	Faculty team will use survey results to better advise our majors on options for employment and possibilities of professional training and education.

Return via email to College of Arts and Sciences Dean's Office by July 15, 2005, and a copy to lynn_williford@unc.edu.

How do we represent Africa? Facilitating a discussion on complexity and vibrancy in the continent through photographs

The way in which we envision Africa gives meaning to our understanding and to our interactions with the continent. In order to move beyond the superficial, a scope of complexity must be involved in our discourse. Faculty and students are invited to submit a photograph with a short contextual paragraph as part of a discussion on how we can best represent Africa.

***Call for Submissions: Students and faculty are invited to submit a photograph from Africa they feel represents the complexity and vibrancy of the continent. A panel of faculty and students will choose approximately twenty five photos to be framed and exhibited in the Sonja Haynes Black Cultural Center on April 12, 2006. A speaker, discussion and refreshments will be part of the event. ***

Be a part of the African Studies Center's first public event! Submit photos, context and submission form (see attached) to asc@email.unc.edu(tff files preferred, jpeg accepted). Or drop off prints, context and submission form to Room 303 of the Stone Center (under the door). Submissions will be accepted until March 20, 2006.

Rules:

1. Photos must be submitted (electronically or physically) by 5 PM on March 20, 2006.
2. Photos must be taken by the student/faculty member. Photos must relate to Africa.
3. Photos submitted can be used by the African Studies Center for non-commercial purposes (including website, future exhibits).
4. Applicants must submit context (approximately 75-200 words) about how the photo relates to theme and what is represented.
5. ONE photo submission per applicant.?
6. Submission form should be attached as a document or included with photo for submission.

- -- You are currently subscribed to

subglobalhealth as: banders1@email.unc.edu. To unsubscribe send a blank email to leave-11323741-5252538A@listserv.unc.edu

How do we represent Africa? Facilitating a discussion on complexity and vibrancy in the continent through photographs

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subglobalhealth as: banders1@email.unc.edu. To unsubscribe send a blank email to leave-11323741-5252538A@listserv.unc.edu

From: Joseph Jordan <jfjordan@email.unc.edu>
Sent: Monday, March 20, 2006 8:42 AM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Cc: Roberta Ann Dunbar <radunbar@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; bereket selassie <bselassi@email.unc.edu>; Reginald Hildebrand <hildebra@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; smutima@email.unc.edu
Subject: Sirleaf in US-NY and DC
Attach: jfjordan.vcf

If you have not seen this

Liberia: Johnson Sirleaf in New York, Washington

"Listening to the hopes and dreams of our people, I recall the words of a Mozambican poet who said, 'Our dream has the size of freedom.' My people, like your people, believe deeply in freedom - and, in their dreams, they reach for the heavens. ... I ran for president because I am determined to see good governance in Liberia in my lifetime. But I also ran because I am the mother of four, and I wanted to see our children smile again." - Liberian President Ellen Johnson Sirleaf, speaking to the U.S. Congress, March 15, 2006

This AfricaFocus Bulletin contains documents from Liberian President Ellen Johnson Sirleaf's visits to the United Nations and the United States, including the text of her address to the U.S. Congress. The first African woman to be elected head of state, she became the fourth African head of state to address a joint session of the U.S. Congress. (Emperor Haile Selassie of Ethiopia was the first, in 1954, followed by Tunisian President Habib Bourgouiba in 1961. President Kwame Nkrumah of Ghana addressed both the House and Senate separately on his 1958 visit. Nelson Mandela spoke to the U.S. Congress after his release from prison in 1990 and again in 1994.)

The e-mail version of this Bulletin is condensed for reasons of length. The full text of the press releases and speeches can be found in the web version of this Bulletin at http://www.africafocus.org/docs06/lib0603.php

For earlier AfricaFocus Bulletins on Liberia, see http://www.africafocus.org/country/liberia.php

Additional background on the Johnson Sirleaf trip can be found at: http://allafrica.com/stories/200603100001.html and

http://www.un.org/News/Press/docs/2006/sc8666.doc.htm

At UN, new Liberian President pleads for focus on the lives of her people

http://www.un.org/News

17 March 2006 - After receiving a warm welcome from the United Nations Security Council today, Liberia's newly elected President, Ellen Johnson Sirleaf, pled for closure in the matter of alleged crimes committed by former President Charles Taylor so that the country can get past the trauma of its long civil war and proceed

with its development agenda.

"I wish the attention of the media and the international community would make the shift from one individual to three million people that desire a chance for a new life," Ms. Johnson Sirleaf, the first woman elected as head of State in Africa, said at a UN Headquarters news conference where correspondents pressed her on current reports that she has requested Mr. Taylor be extradited from Nigeria where he is in exile.

In her earlier Council presentation, Ms. Johnson Sirleaf urged that the UN stay engaged with Liberia to complete the work of peacekeepers who she said had made great sacrifices to help her country emerge from chaos. ...

"Liberia is still a fragile State," she cautioned, urging the Council to maintain its support for the UN peacekeeping mission in the country (UNMIL), since the armed forces were being reconstituted and the restructuring of the police service was not yet completed.

Press Conference by Liberia's President

United Nations, 17 March 2006

http://www.un.org/News/briefings/docs/2006/060317_Johnson-Sirleaf .doc.htm [type URL on one line]

In her first visit to the United Nations as President of Liberia, Ellen Johnson-Sirleaf said, at a Headquarters press conference, "The Liberian people are committed to the processes of change. They are committed to peace. They want to see their lives restored to normalcy. They want their country, once again, to be respected. They want to regain their dignity and to be able to pursue their potential in life, in an environment that is safe and responsive to their needs."

Pressed throughout the briefing on the situation of exiled former Liberian President Charles Taylor, President Johnson-Sirleaf told correspondents that the Liberian people would feel that justice had been served, once the attention of the world media moved from Mr. Taylor to support for Liberia's return to normalcy, peace and development. She implored journalists to "make the shift from one individual to 3 million people's quest for a new life". ...

Reviewing Liberia's successes and problems, President Johnson-Sirleaf said she was grateful for the support of the United Nations and the country's bilateral partners in her country's transition in the last two years, culminating in free and fair elections. ...

She noted that the country's Truth and Reconciliation Commission had been launched, as had the development process -- both importance stages in the transition from war to peace. While elaborating a long-term development agenda, quick-impact measures were already in play, to positively affect the lives of Liberians and respond to the thousands upon thousands of demobilized youth. Efforts were also under way to rehabilitate the infrastructure, both economic and social. That should all provide the basis for a resumption of normal life and encourage the return of refugees and internally displaced persons. Liberia was seeking to restore its international reputation and working to strengthen its relationships, not only with its neighbours, but throughout Africa and the world.

Her Government had also embarked on negotiations with the International Monetary Fund (IMF) and was tackling its significant external debt problem, among other things, aimed at enabling it to manage its own resources and respond to the needs of its people, she said. She had thanked the Security Council this morning for the support the country had enjoyed to date.

Turning to the many questions regarding Liberia's former President Charles Taylor, she said she had consulted with Nigerian President Olusegun Obasanjo, and the leaders involved with taking Mr. Taylor to exile should now bring the matter to closure, meaning that a decision should be taken to allow Mr. Taylor to have his day in court. He should be given an opportunity for proceedings in an environment that was not hostile and that gave him the full right to self-defence. She had reported that to the Security Council this morning.

"Let me be clear," the President stressed, "Mr. Taylor was not indicted in a Liberian court; he was indicted in the Special Court of Sierra Leone supported by the United Nations. This is why we say the resolution of this must be in accordance with the United Nations and the international community." She added that time was of the essence in that regard. Liberia's peace was fragile. There were many loyalists to Mr. Taylor in Liberia, and he had many business interests there.

"Whatever decision is taken by the African leadership must ensure that the safety of the Liberian people and the stability of our nation is not undermined," she emphasized. ...

Asked if she would have been more comfortable if the Nigerian President had handled the matter, she said that, not only would she have been more comfortable, that would have been the right thing to do; the pressure on Liberia had been "unfair". She had hoped that the international community and the United Nations would have sought to implement a decision of the Security Council, in that regard, long before the new Government took over.

"So, we inherited a problem", she added. "We are faced with serious pressure. We are a small country. We have no powers that others have. We have no security forces to protect our people and the safety of our nation. So, we are caught in a situation, in which we have to take a major decision that should have been taken long before, giving us an opportunity to pursue our development agenda. But, that is the way it is. So, we have to get this behind us, because our people want to return our country to normalcy and they want to get on with their lives," she said. ... possible. ...

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Liberian President Sirleaf Thanks U.S. Congress, Asks for Continuing Support

March 15, 2006

http://allafrica.com/stories/200603150786.html

Speaking before a joint meeting of the United States Congress on Wednesday, Liberian President Ellen Johnson Sirleaf asked for American support to help her country "become a brilliant beacon, an example to Africa and the world of what love of liberty can achieve." ...

The 35-minute speech, to a full chamber and packed visitors'

galleries, was interrupted 33 times by applause, including a dozen by standing ovation. One of the loudest and longest ovations came when she said: "I stand before you today as the first woman elected to lead an African nation." ...

The text of her address:

Mr. Speaker, Mr. Vice President, Members of the United States Congress distinguished guests,

I am deeply touched by the honor bestowed on my small but proud West African Republic of Liberia and on myself by inviting me to address this body of representatives of the people of the great United States of America. ...

The people of Liberia and the people of the United States are bound together by history and by values. We share a deep and abiding belief in the power of freedom, of faith and of finding virtue in work for the common good. ...

But our ties greatly exceed the historical connection. I stand before you today, as the first woman elected to lead an African nation, thanks to the grace of Almighty God; thanks to the courage of the Liberian people, who chose their future over fear; thanks to the people of west Africa and of Africa generally, who continued to give hope to my people. Thanks also to President Bush whose strong resolve and public condemnation and appropriate action forced a tyrant into exile and thanks to you - the members of this august body - who spurred the international effort that brought blessed peace to our nation.

It was the leadership of the 108th Congress, more than two years ago, that paved the way for a United Nations force that secured our peace and guaranteed free and fair elections. ...Honorable ladies and gentlemen of this Congress, I want to thank you. ...

You have generously welcomed tens of thousands of our people as they fled war and persecution.

I was among them. In 1985, after challenging the military regime's failure to register my political party, I was put in jail with several university students who also challenged the military rule. This House came to our rescue with a resolution threatening to cut off aid to the country unless all political prisoners were released. Months later, I was put in jail again, this time in a cell with 15 men. All of them were executed a few hours later. Only the intervention of a single soldier spared me from rape. Through the grace of Almighty God and the mercy of others, I escaped and found refuge here, in Washington, D.C. ...

My family exemplifies the economic and social divide that has torn our nation. Unlike many privileged Liberians, I can claim no American lineage. Three of my grandparents were indigenous Liberians; the fourth was a German who married a rural market woman. That Grandfather was forced to leave the country when Liberia - in loyalty to the United States - declared war on Germany in 1914.

Both of my grandmothers were farmers and village traders. They could not read or write any language - as more than three-quarters of our people still cannot today - but they worked hard, they loved their country, they loved their families and they believed in education. They inspired me then, and their memory motivates me now to serve my people, to sacrifice for the world and honestly serve humanity. I could not, I will not - I cannot - betray their trust.

My parents were sent at a young age to Monrovia, where it was common for elite families to take in children from the countryside to perform domestic chores. They endured humiliations and indignities, but my mother was fortunate to be adopted by a kind woman, and both my parents were able through this system to go to school - a rarity at that time for poor people. My father even became the first native Liberian in the Liberian National Legislature.

I was not born with the expectation of a University education from Harvard or being a World Bank officer or an Assistant Secretary-General of the United Nations. When I was a small girl in the countryside, swimming and fishing with twine made from palm trees, no one would have picked me out as the future president of our country.

I graduated from the College of West Africa, a United Methodist high school. I waited tables to support my studies in the United States - college in Wisconsin and graduate school in Massachusetts. I went on to enjoy the benefits and advantages of a world-class education.

So my feet are in two worlds - the world of poor rural women with no respite from hardship, and the world of accomplished Liberian professionals, for whom the United States is a second and beloved home. I draw strength from both.

But most of our people have not been as fortunate as I was. Always poor and underdeveloped, Liberia is only now emerging from two decades of turmoil that destroyed everything we managed to build in a century and a half of independence.

The cost of our conflict run wide and deep, manifested in varied ways - mismanagement, corruption, bad governance, massive looting of public treasury and assets. ...

In the campaign months, I traveled to every corner of our country. I trudged through mud in high boots, where roads did not exist or had deteriorated past repair. I surveyed ruined hospitals and collapsed clinics. I held meetings by candlelight, because there is no electricity anywhere - including the capital - except from private generators. ...

I came face to face with the human devastation of war, which killed a quarter of a million of our three million people and displaced most of the rest. Hundreds of thousands escaped across borders. More - who could not - fled into the bush, constantly running from one militia or another, often surviving by eating rodents and wild plants that made them sick and even killed them.

Our precious children died of malaria, parasites and mal-nourishments. Our boys, full of potential, were forced to be child soldiers, to kill or be killed. Our girls, capable of being anything they could imagine, were made into sex slaves, gang-raped by men with guns, made mothers while they were still children themselves.

But listening to the hopes and dreams of our people, I recall the words of a Mozambican poet who said, "Our dream has the size of freedom." My people, like your people, believe deeply in freedom - and, in their dreams, they reach for the heavens.

I represent those dreams. I represent their hope and their

aspirations. I ran for president because I am determined to see good governance in Liberia in my lifetime. But I also ran because I am the mother of four, and I wanted to see our children smile again.

Already, I am seeing those smiles. For even after everything they have endured, the people of Liberia have faith in new beginnings. They are counting on me and my administration to create the conditions that will guarantee the realization of their dreams. We must not betray their trust.

All the children I meet - when I ask what they want most - say, "I want to learn." "I want to go to school." "I want an education." We must not betray their trust.

Young adults, who have been called our 'lost generation,' do not consider themselves lost. They, too, aspire to learn and to serve their families and their communities. We must not betray their trust.

Women, my strong constituency, tell me that they want the same chances that men have. They want to be literate. They want their work recognized. They want protection against rape. They want clean water that won't sicken and kill their children. We must not betray their trust.

Former soldiers tell me they are tired of war; they do not want to have to fight or to run again. They want training. They want jobs. If they carry guns, they want to do so in defense of peace and security, not war and pillage. We must not betray their trust.

Entrepreneurs who have returned from abroad with all their resources - risking everything to invest in their country's future - tell me they want a fair and transparent regulatory environment. They want honesty and accountability from their government. We must not betray their trust.

Farming families who fled the fighting for shelter in neighboring countries or found themselves displaced from their communities want a fresh start. They want to return home. They want seeds. They want farm implements. They want roads to get their goods to market. We must not betray their trust. ...

We are not oblivious to the enormity of the challenges we face. Few countries have been as decimated as ours. In the chaos of war, our HIV rates have quadrupled. Our children are still dying of curable diseases, tuberculosis, dysentery, measles, malaria and parasites and malnutrition. Schools lack books, equipment, teachers and buildings. The telecommunications age has passed us by.

We have a 3.5 billion dollar external debt, lent in large measure to some of my predecessors who were known to be irresponsible, unaccountable, unrepresentative and corrupt. The reality that we have lost our international creditworthiness bars us from further loans - although now we would use them wisely.

Our abundant natural resources have been diverted by criminal conspiracies for private gain. International sanctions, imposed for the best of reasons, still prevent us from exporting our raw materials. Roads and bridges have disappeared or been bombed or washed away. We know that trouble could once again breed outside our borders. The physical and spiritual scars of war are deep indeed.

So with everything to be done, what must we do first?

We must do everything we can to consolidate the peace that so much was paid to secure, and we must work to heal the wounds of war. We must create an emergency public works program to put the whole nation to work and give families an income through the rebuilding of critical infrastructure, strengthening security and attracting investment. ...

We must bring home more of our refugees, and resettle the displaced. We must give them the tools to start anew, and encourage more of our skilled expatriates, who have the knowledge and the experience to build our economy to return home. For those unable to come home now, we must appeal to you to grant them continuing protective status, and residency where appropriate, to put them in a condition to contribute to their country's reform and development.

We must complete the demobilization of former combatants and restructure our army, police and security services. We must create legal systems that preserve the rule of law, applied to all without fear or favor.

We must revive educational facilities, including our few universities. We must provide essential agricultural extension services to help us feed ourselves again, developing the science and technology skills to insure that we prosper in a modern global economy.

We must create an efficient and transparent tax system, to ensure the flow of government revenues and create a hospitable investment climate. ...

But while we seek national unity and reconciliation, we must not sacrifice justice. I respect the life-saving role that our West African neighbors, particularly Nigeria, played at no small cost to them in accepting to host Mr. Charles Taylor. Liberians are deeply grateful. But I say here, as I have said before, Liberia has little option but to see that justice is done in accordance with the requirements of the United Nations and the broad international community. ...

The people of Liberia know that government cannot save the country - only their own strength, their determination, their creativity, resilience and their faith can do that. But they have the right to expect the essentials that only a government can provide.

They have the right to a government that is honest and that respects the sanctity of human life. They need and they deserve an economic environment in which their efforts can succeed. They need infrastructure and they need security. Above all, they need peace.

That is the task of my administration. To meet that challenge, to do what is right, I ask for the continuing support of this Congress and the American people. ...

Again, we ask that we continue working together but we do not ask for patronage. We do not want to continue in dependency. The benefits of your assistance must be mutual.

Honorable members of Congress, much is at stake for all of us.

Liberia at war brought misery and crimes against humanity to its neighbors - a toll that is beyond calculation. A peaceful, prosperous Liberia can contribute to democracy, stability and

development in West Africa and beyond.

Nine times - nine times! - in the past 15 years, the United States has been forced to evacuate official Americans and their dependents from our country, at enormous cost to your taxpayers. Monrovia, I am told, is the most-evacuated U.S. embassy in the world. I am determined that you will not need to rescue your people from our shores for a tenth time. You contribute hundreds of millions of dollars to a UN Peacekeeping Force in Liberia. A fraction of this will be required to support a peaceful and stable Liberia.

Honorable Members of this great Congress, think with me about this. What is the return on an investment that trains young combatants for life, rather than death? What is the yield when our young men can exchange their guns for jobs? What is the savings in food aid when our people can feed themselves again? What is the profit from educating our girls to be scientists and doctors? What is the dividend when our dependence ends, and we become true partners rather than supplicants?

Honorable Members, we know that there is no quick fix for the reconstruction of our country, but Liberians, young and old, share their government's commitments to work, to be honest, to unite, to reconcile and to rebuild. A nation so well endowed, so blessed by God with natural resources, should not be poor. We have rubber and timber and diamonds and gold and iron ore. Our fields are fertile. Our water supply is plentiful. Our sunshine is warm and welcoming.

...

The people of Liberia have already rolled up their sleeves, despite overwhelming obstacles, confident that their work will be rewarded, confident in the hope and promise of the future.

The women of Liberia and the women of Africa, some in the market place and some in high level of Government have already shared their trust and their confidence in my ability to succeed, and ensure that the doors of competitive politics and professionalism will be opened even wider for them.

Honorable members, I will succeed. I will not betray their trust. I will make them proud - I will make you proud - of the difference which one woman with abiding faith in God can do.

God bless you.

begin:vcard
fn:Joseph Jordan
n:Jordan;Joseph
org:Univ. of North Carolina at Chapel Hill;Sonja Haynes Stone Ctr. for Black Culture and History
adr:;;150 South Rd., CB#5250;Chapel Hill;NC;27599-5250;USA
email;internet:jfjordan@email.unc.edu
title:Director, Assoc Prof.
tel;work:919-962-9001
tel;fax:919-9623725
url:http://ibiblio.org/shscbch/
version:2.1
end:vcard

From: Roberta Ann Dunbar <radunbar@email.unc.edu>
Sent: Tuesday, March 21, 2006 12:12 PM
To: Alphonse Mutima <smutima@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; Bereket Selassie <bselassi@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>
Subject: Re THOUGHTS ON A GRADUATE DEGREE IN AFRICAN AND AFRO-AMERICAN STUDIES

Dear Colleagues,
On March 27th the committee that has been asked to deliberate about a graduate degree in our department will meet for the first time. I am writing to you as someone who specializes in the study of Africa to request any particular thoughts you might have about how the study of Africa should situate itself in this degree program. It would be nice to meet about this in person, but given everyone's schedule this doesn't seem feasible before the 27th. So after talking with our chairman, I'm sending this out. Any replies will be compiled and/or shared. What I've been thinking about are the following:

what level? M. A. or Ph. D.

what new courses?

what courses currently taught would you like to see included and/or adapted for graduate instruction?

what courses from other departments would you like to see included among options?

Any other thoughts about particular directions--new or otherwise we should take of a curricular nature?

If you can get them to me by the end of the week, I could summarize them before Monday's meeting.
Many thanks!
Ann

--
Roberta Ann Dunbar
Department of African and Afro-American Studies
CB#3395, 109 Battle Hall
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3395
Tel. 919.966.2942
FAX 919.962.2694

Mary Smith Named Human Rights Award Recipient

Mary Smith and Elizabeth Brooks celebrate victory in 1969

Dear Friend, March 16, 2006

Last year the Campaign for Historical Accuracy and Truth (CHAT) presented our first annual Mary Smith-Elizabeth Brooks Human Rights Award to Elizabeth Brooks, one of the leaders of the 1969 UNC foodworkers' struggle.

This year CHAT has named **Mary Smith the second award recipient**. The foodworkers' victory began in the spring of 1969 with a raise for 5000 low-wage state workers and the restoration of overtime pay that the university had cheated from the cafeteria workers. But Mrs. Smith's courageous leadership of the 1969 strikes had tremendous ripple effects throughout the Carolina community. The strike was a victory for racial justice and a much needed reminder to the university that its employees' dignity and work should not be taken for granted.

Please join us in celebrating the life and work of Mary Smith, who still works at Lenoir Dining Hall, on **March 31 at 6pm in room 2518 of the UNC Student Union.** There will be refreshments and a brief program featuring Rev. Nelson Johnson, pastor of Faith Community Church in Greensboro and executive director of the Beloved Community Center. Rev. Johnson has been a leader of social and economic justice struggles for over forty years. As a student leader at North Carolina A&T in 1969, Nelson Johnson mobilized statewide support among black students for the UNC cafeteria workers. A discussion led by Joyce Johnson, a UNC graduate student in 1969 and strike activist, will follow the program.

CHAT will also provide an update on the status of its petition drive requesting that the university honor the historic 1969 strike through an appropriate public commemorative marker.

Like last year, the award will include a substantial financial gift. We hope that you will feel moved to contribute. Checks should be made out to Dr. Roberta Ann Dunbar. Please mail or deliver your contribution to Dr. Roberta Ann Dunbar, Department of African and Afro-American Studies, CB#3395 106 Battle Hall, UNC-Chapel Hill, Chapel Hill, NC 27599-3395. Your gift is not tax deductible.

On behalf of the Program Committee, thank you and we hope to see you on Friday, March 31.

Donelle Boose	Kerry Taylor	Yonni Chapman	Mike Hachey
Steve Wing	Sandi Chapman	Roberta Ann Dunbar	Bob Konrad
Barbara Prear	Dave Brannigan	Nate Davis	Sherryl Kleinman
Altha Cravey	Karen Booth		

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Mission Statement for Peace and Solidarity Vigil

We are a group of students at UNC who have been talking with each other and with a number of others about how frustrated we are with what we have perceived for years to be the hate- and fear-saturated post-9/11 political and social climate in the United States. We are tired of watching people marginalized and society divided by the dominant, polarizing messages that have become an intimidating presence in politics and the media. We are deeply concerned and aggravated by the wrongful blanket associations of certain members of society with "terrorism" because of appearance, creed, or cultural background.

We recognize that the media attention that is being given to the recent pit incident has largely centered on the "terrorism" rhetoric that has become so familiar in recent years. We believe that we, as a campus community, have an opportunity to comment on this important issue while the eyes of the media are turned in our direction. Being in conversation about these issues with friends, students, and others in the community has led us to sense that there is a silent majority of individuals on campus and in the greater Triangle area who share our frustration and would appreciate an opportunity to send out to the nation a message that has not been so publicly voiced.

Therefore, we are organizing a candlelight peace vigil in response to the pit incident and to the larger, deeper issues surrounding it. The main message of the vigil will be one of peace and solidarity with the Muslim community and with ALL communities marginalized by hate and prejudice, particularly within the political and social climate of post-9/11 America. We hope that the vigil will serve as an opportunity for us to come together as a community and speak collectively to our understanding that terrorism is not associated only with a particular religion or nationality, and that no one else is implicated by one man's actions.

However, we recognize the inherent danger of over-politicizing or de-politicizing the event, and strive to strike a balance that is both fully inclusive and fully relevant. We fully support the application of the rule of law, including normal judicial procedure for any violations that this individual may have committed. For the rest of our on- and off-campus community and for the rich, diverse body of individuals within it, we want to engage in something that will bring us all together as well as present an alternative voice to the nation—a voice that will speak to solidarity instead of polarization, and to peace instead of prejudice.

From: Joseph Jordan <jfjordan@email.unc.edu>
Sent: Monday, March 27, 2006 9:39 AM
To: Joseph Jordan <jfjordan@email.unc.edu>
Cc: Reginald Hildebrand <hildebra@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; Roberta Ann Dunbar <radunbar@email.unc.edu>; Julius E Nyang'oro <jen321@email.unc.edu>; robert porter >> Robert S Porter <rporter@email.unc.edu>; smutima@email.unc.edu; Eunice Sahle <eunice@email.unc.edu>; charlene regester <regester@email.unc.edu>; Perry Hall <hallpa@email.unc.edu>; Kenneth Janken <krjanken@email.unc.edu>; Kia Caldwell <klcaldwe@email.unc.edu>
Subject: Slavery Images
Attach: hitchcock.itc.virginia.edu_Slavery_

Not sure if you have seen or used this. It is an upgrade from the previous site and collection -- includes useful historical images.

http://hitchcock.itc.virginia.edu/Slavery/

The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record A Visual Record

Jerome S. Handler and Michael L. Tuite Jr.

The thousand images in this collection have been selected from a wide range of sources, most of them dating from the period of slavery. This collection is envisioned as a tool and a resource that can be used by teachers, researchers, students, and the general public - in brief, anyone interested in the experiences of Africans who were enslaved and transported to the Americas and the lives of their descendants in the slave societies of the New World.

It must be emphasized that little effort is made to interpret the images and establish the historical authenticity or accuracy of what they display. To accomplish this would constitute a major and different research effort. Individual users of this collection must decide such issues for themselves. However, we have made every effort to ensure bibliographic accuracy and the correct identification of both primary and secondary sources from which the images have been obtained, as well as correct identification of the area, country, or region to which the image refers. The dates we assign may refer to the date an image was published, at other times to when an author visited an area; in other cases, we could only assign a general time period. Despite our efforts at bibliographical and chronological accuracy, errors remain, and we welcome any comments, suggestions, or corrections.

Gate of No Return
Cape Coast Castle, Ghana

Conditions of Use and Bibliographic Sources

Explore the Collection

Acknowledgements

The Authors

A project of

The Virginia Foundation for the Humanities

and

The Digital Media Lab at the University of Virginia Library

The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record

Jerome S. Handler and Michael L. Tuite Jr.

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From: Barbara Anderson <banders1@email.unc.edu>

Sent: Wednesday, March 29, 2006 10:42 AM

To: Michael Lambert <mlambert@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; Peter Landstrom <plandstr@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; bereket selassie <bselassi@email.unc.edu>; William Darity, Jr. <darity@email.unc.edu>; Lisa Lindsay <lalindsa@email.unc.edu>; pwleslie@unc.edu; Myron Cohen <mscohen@med.unc.edu>; raquel.cogell@unc.edu; behetsf@email.unc.edu; Karen Booth <kmbooth@email.unc.edu>; ksbroun@email.unc.edu; robert_daniels@unc.edu; Roberta Ann Dunbar <radunbar@email.unc.edu>; Terry Evens <tmevens@email.unc.edu>; Dominique Fisher <domfisc@email.unc.edu>; mharris1@email.unc.edu; dsmadison@email.unc.edu; Alphonse Mutima <smutima@email.unc.edu>; Andrew Reynolds <asreynol@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; jsssmith@email.unc.edu; vanrie@email.unc.edu; Robert L. Adams, Jr <radamsjr@email.unc.edu>; john_akin@email.unc.edu; assani@email.unc.edu; Peggy Bentley <pbentley@unc.edu>; Stephen Birdsall <birdsall@email.unc.edu>; jrblau@email.unc.edu; Pat Dominguez <pat_dominguez@unc.edu>; Gail Henderson <ghenders@med.unc.edu>; Joseph Jordan <jfjordan@email.unc.edu>; Tom Kelley <takelley@email.unc.edu>; meshnick@email.unc.edu; jpickles@email.unc.edu; redfield@unc.edu; ptr@email.unc.edu; Luke Swindler <swindler@email.unc.edu>; dale_whittington@email.unc.edu; barbarin@email.unc.edu; trude_bennett@email.unc.edu; ssbloom@email.unc.edu; patrick_conway@email.unc.edu; cors@email.unc.edu; Across@email.unc.edu; pdavidson@email.unc.edu; eugenia_eng@email.unc.edu; shanda@email.unc.edu; dhornste@email.unc.edu; jay_kaufman@email.unc.edu; Charles van der Horst <cvdh@med.unc.edu>; Strauss, Ron <Ron_Strauss@DENTISTRY.UNC.EDU>; judith_wegner@email.unc.edu; David Steffen <dsteffen@email.unc.edu>; jfstewar@email.unc.edut; Tim McMillan <tjm1@email.unc.edu>; madrys@email.unc.edu; bill_miller@email.unc.edu; rich_rosen@email.unc.edu; gpostema@email.unc.edu; mcantle@email.unc.edu; samer@email.unc.edu; yaqub@email.unc.edu; setel@email.unc.edu; stuart_rennie@DENTISTRY.UNC.EDU; Carol Magee <cmagee@email.unc.edu>; suchindran@unc.edu; jim_thomas@email.unc.edu; jesse_kwiek@med.unc.edu; adefila@email.unc.edu

Subject: AFRICA NITE this Saturday

Attach: Africa Night 2006 Flyer.jpg

Dear Colleagues:
OASIS, the Organization for African Students Interests and Solidarity, is presenting its annual Africa Nite this Saturday evening. Please encourage students, faculty, and the community to attend this lively, entertaining, and significant event.

www.unc.edu/oasis

--
Barbara Shaw Anderson
Associate Director for the African Studies Center
Lecturer in African and Afro-American Studies
Office: 306 Stone Center (919) 843-1895

African Studies Center
West House CB#7582
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 843-0129 office
(919) 843-2102 fax

O.A.S.I.S. presents:
Africa Nite 2006
"The Brain Drain"

DATE: 04/01/2006

Pre-Show Dinner:
Hanes Art Center
@ 5:30p
Show: Memorial Hall
@ 7:30p

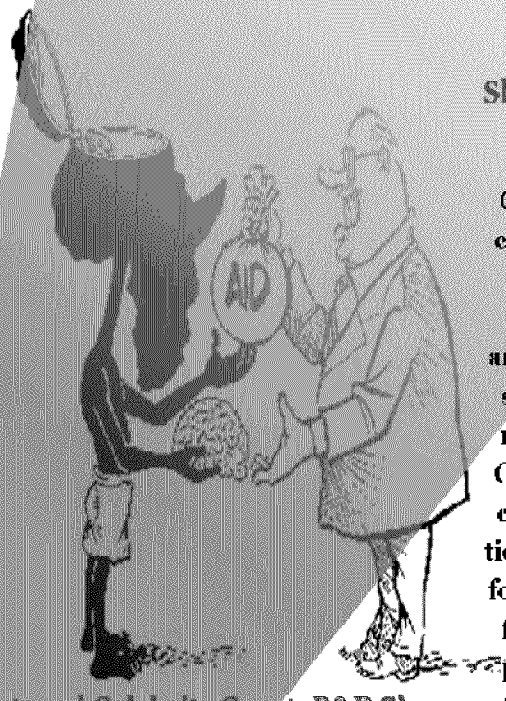

Come one, Come all to a celebration of the best of African Culture. This year's show centers around one the biggest issues plaguing the continent "The brain drain". Come prepared to laugh, cry, and feel a call to action. Enjoy a great night of food, dancing, acting, and fashion. Portions of the proceeds will be donated to the O.A.S.I.S. Acts initiative, which will sponsor skills training for citizens of Africa's slums.

Featured Celebrity Guest: R&B Singer, Slim of 112

For Tickets and more information visit:
www.unc.edu/oasis

Co-sponsored by: Campus Y, Office of the Vice Chancellor, Stone Center, African Studies Center, and University Center for International Studies

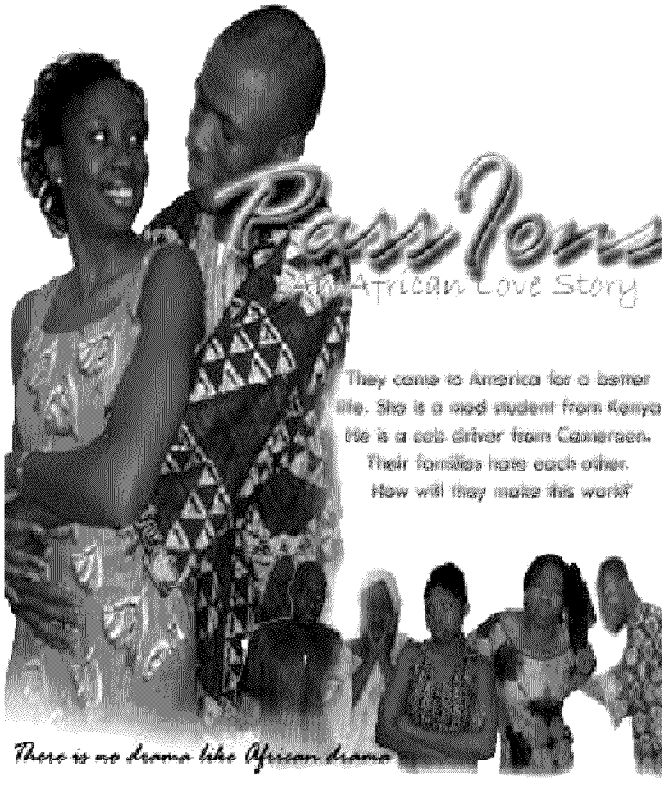

SHOWING AT:
AFRICA NITE 2006 "THE BRAIN DRAIN"
April 1, 2006
Memorial Hall, Chapel Hill, NC
http://www.unc.edu/oasis/africa.htm
presented by

From: Barbara Anderson <banders1@email.unc.edu>

Sent: Monday, April 3, 2006 9:06 AM

To: Michael Lambert <mlambert@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; Peter Landstrom <plandstr@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; bereket selassie <bselassi@email.unc.edu>; William Darity, Jr. <darity@email.unc.edu>; Lisa Lindsay <lalindsa@email.unc.edu>; pwleslie@unc.edu; Myron Cohen <mscohen@med.unc.edu>; raquel.cogell@unc.edu; behetsf@email.unc.edu; Karen Booth <kmbooth@email.unc.edu>; ksbroun@email.unc.edu; robert_daniels@unc.edu; Roberta Ann Dunbar <radunbar@email.unc.edu>; Terry Evens <tmevens@email.unc.edu>; Dominique Fisher <domfisc@email.unc.edu>; mharris1@email.unc.edu; Soyini Madison <dmadison@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Andrew Reynolds <asreynol@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; jsssmith@email.unc.edu; vanrie@email.unc.edu; Robert L. Adams, Jr <radamsjr@email.unc.edu>; John Akin <john_akin@unc.edu>; assani@email.unc.edu; Peggy Bentley <pbentley@unc.edu>; Stephen Birdsall <birdsall@email.unc.edu>; jrblau@email.unc.edu; Pat Dominguez <pat_dominguez@unc.edu>; Gail Henderson <ghenders@med.unc.edu>; Joseph Jordan <jfjordan@email.unc.edu>; Tom Kelley <takelley@email.unc.edu>; meshnick@email.unc.edu; jpickles@email.unc.edu; redfield@unc.edu; ptr@email.unc.edu; Luke Swindler <swindler@email.unc.edu>; barbarin@email.unc.edu; Trude Bennett <trude_bennett@unc.edu>; ssbloom@email.unc.edu; patrick_conway@unc.edu; cors@email.unc.edu; Across@email.unc.edu; pdavidson@email.unc.edu; eugenia_eng@email.unc.edu; shanda@email.unc.edu; dhornste@email.unc.edu; jay_kaufman@email.unc.edu; Charles van der Horst <cvdh@med.unc.edu>; Strauss, Ron <Ron_Strauss@DENTISTRY.UNC.EDU>; judith_wegner@unc.edu; David Steffen <dsteffen@email.unc.edu>; Tim McMillan <tjm1@email.unc.edu>; madrys@email.unc.edu; jesse_kwiek@med.unc.edu; rich_rosen@unc.edu; gpostema@email.unc.edu; mcantle@email.unc.edu; samer@email.unc.edu; yaqub@email.unc.edu; setel@email.unc.edu; stuart_rennie@DENTISTRY.UNC.EDU; Carol Magee <cmagee@email.unc.edu>; suchindran@unc.edu; jim_thomas@unc.edu; risa_ellovich@ncsu.edu; kenneth_vickery@ncsu.edu; owen_Kalinga@ncsu.edu

Cc: brian.goldstone@duke.edu

Subject: African Studies workshop at Duke April 6 and 14

Attach: ASW Poster (email).pdf

Dear Colleagues:
Anne-Maria Makhulu, new to the faculty at Duke, is initiating a new project there. Please circulate this to other interested faculty and graduate students. Regards, Barbara

African Studies Workshop, Duke University

Duke Universitys African Studies Workshop will be holding two inaugural talks in April, the first, Thursday, April 6, the second Friday, April 14. Please join us for what promises to be a new and exciting venture on Dukes campus.

April 6, 2006
7:30PM - 9:00PM
John Hope Franklin Center, Rm. 240

To a Good Listener, Half a Word Will Do: Making Sense of Tracts, Rumours and Hate Speech in the DR Congo.

A Lecture by Stephen Jackson,
Associate Director, Conflict Prevention and Peace Forum; Citizenship and Belonging, Social Sciences Research Council

April 14, 2006
12:30PM - 2:00PM
John Hope Franklin Center, Rm. 130

The Difficult Dead: Haunting, History and Heritage in Zululand
A Lecture by Hylton White, Assistant Professor of Anthropology, New School University

The African Studies Workshop seeks to provide a space for conversation about Africa at Duke University and within the larger Triangle-wide community bringing together scholars from a variety of fields in an inter-disciplinary forum. While primarily focused on the experiences of African societies emerging from histories of colonialism and uneven participation in the global economy, the workshop is equally invested in the many ways in which Africa offers a new and critical reading of our world order--the crisis of liberalism, the rise of new religious constellations, neocolonialism and novel arrangements of capital.

The African Studies Workshop currently enjoys the generous support of African and African American Studies, the Office of the Vice Provost for International Affairs, and the Duke University Center for International Studies.

For further information please contact Brian Goldstone, workshop coordinator, at brian.goldstone@duke.edu.

--
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Lecturer in African and Afro-American Studies
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African Studies Center
West House CB#7582
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(919) 843-0129 office
(919) 843-2102 fax

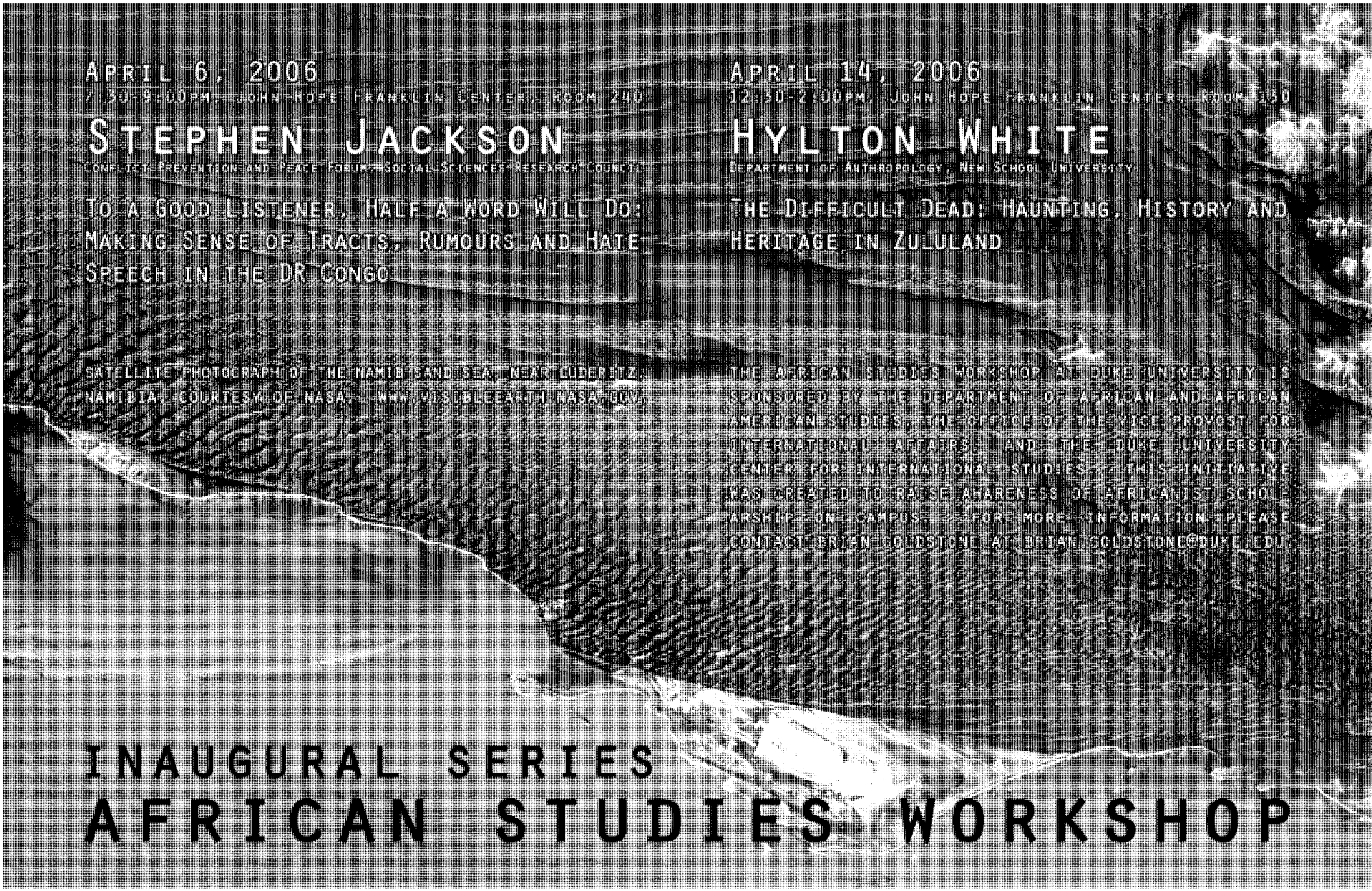

INAUGURAL SERIES
AFRICAN STUDIES WORKSHOP

April 6, 2006
7:30-9:00pm, John Hope Franklin Center, Room 240

Stephen Jackson
Conflict Prevention and Peace Forum, Social Sciences Research Council

To a Good Listener, Half a Word Will Do: Making Sense of Tracts, Rumours and Hate Speech in the DR Congo

April 14, 2006
12:30-2:00pm, John Hope Franklin Center, Room 130

Hylton White
Department of Anthropology, New School University

The Difficult Dead: Haunting, History and Heritage in Zululand

Satellite photograph of the Namib Sand Sea, near Luderitz, Namibia. Courtesy of NASA. www.visibleearth.nasa.gov.

The African Studies Workshop at Duke University is sponsored by the Department of African and African American Studies, the Office of the Vice Provost for International Affairs and the Duke University Center for International Studies. This initiative was created to raise awareness of Africanist scholarship on campus. For more information please contact Brian Goldstone at brian.goldstone@duke.edu.

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Thursday, April 6, 2006 6:37 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: All Faculty/ Workshop on April 14th

Dear Colleagues:
This is a reminder that our workshop will take place from 9.00 am to 12.00 noon on Friday , April 14th in the Stone Center. The majority of you have indicated that you will attend. I thank you for the "sacrifice." As you all know, this will give us an opportunity to dialogue about the history and future of our academic field. The workshop will consist of a presentation by our guest speaker, Noliwe Rooks, whose book you all have. You should receive a copy of the workshop format soon.
Sincerely,
Julius

PS We will be able to park in the Stone Center lot since April 14th is a University Holiday.

From: Barbara Anderson <banders1@email.unc.edu>

Sent: Monday, April 10, 2006 10:45 AM

To: Michael Lambert <mlambert@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; Peter Landstrom <plandstr@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; bereket selassie <bselassi@email.unc.edu>; William Darity, Jr. <darity@email.unc.edu>; Lisa Lindsay <lalindsa@email.unc.edu>; pwleslie@unc.edu; Myron Cohen <mscohen@med.unc.edu>; raquel.cogell@unc.edu; behetsf@email.unc.edu; Karen Booth <kmbooth@email.unc.edu>; ksbroun@email.unc.edu; robert_daniels@unc.edu; Roberta Ann Dunbar <radunbar@email.unc.edu>; Terry Evens <tmevens@email.unc.edu>; Dominique Fisher <domfisc@email.unc.edu>; mharris1@email.unc.edu; Soyini Madison <dmadison@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Andrew Reynolds <asreynol@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; jsssmith@email.unc.edu; vanrie@email.unc.edu; Robert L. Adams, Jr <radamsjr@email.unc.edu>; John Akin <john_akin@unc.edu>; assani@email.unc.edu; Peggy Bentley <pbentley@unc.edu>; Stephen Birdsall <birdsall@email.unc.edu>; jrblau@email.unc.edu; Pat Dominguez <pat_dominguez@unc.edu>; Gail Henderson <ghenders@med.unc.edu>; Joseph Jordan <jfjordan@email.unc.edu>; Tom Kelley <takelley@email.unc.edu>; meshnick@email.unc.edu; jpickles@email.unc.edu; redfield@unc.edu; ptr@email.unc.edu; Luke Swindler <swindler@email.unc.edu>; barbarin@email.unc.edu; Trude Bennett <trude_bennett@unc.edu>; ssbloom@email.unc.edu; patrick_conway@unc.edu; cors@email.unc.edu; Across@email.unc.edu; suchindran@unc.edu; eugenia_eng@unc.edu; shanda@email.unc.edu; dhornste@email.unc.edu; jay_kaufman@unc.edu; Charles van der Horst <cvdh@med.unc.edu>; Strauss, Ron <Ron_Strauss@dentistry.unc.edu>; judith_wegner@unc.edu; David Steffen <dsteffen@email.unc.edu>; jim_thomas@unc.edu; Tim McMillan <tjm1@email.unc.edu>; madrys@email.unc.edu; jesse_kwiek@med.unc.edu; rich_rosen@unc.edu; gpostema@email.unc.edu; mcantle@email.unc.edu; samer@email.unc.edu; yaqub@email.unc.edu; setel@email.unc.edu; stuart_rennie@dentistry.unc.edu; Carol Magee <cmagee@email.unc.edu>; risa_ellovich@ncsu.edu; kenneth_vickery@ncsu.edu; owen_Kalinga@ncsu.edu

Subject: human rights lecture april 13

The African Studies Center announces a Public Lecture:

"The Insecurity of Human Rights: Challenges to Fundamental Rights and Justice in the 'War on Terror'"
Alex Neve, Secretary General Amnesty International Canada

Location and time:
Hitchcock Multipurpose Room,
The Sonja Haynes Stone Center for Black Culture and History
4:00PM, April 13, 2006

For more information, please contact Eunice Sahle: eunice@email.unc.edu
966-2588

--
Barbara Shaw Anderson
Associate Director for the African Studies Center
Lecturer in African and Afro-American Studies
Office: 306 Stone Center (919) 843-1895

African Studies Center

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University of North Carolina
Chapel Hill, NC 27599-7582
(919) 843-0129 office
(919) 843-2102 fax

From: Barbara Anderson <banders1@email.unc.edu>

Sent: Tuesday, April 11, 2006 2:58 PM

To: Michael Lambert <mlambert@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; Peter Landstrom <plandstr@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; bereket selassie <bselassi@email.unc.edu>; William Darity, Jr. <darity@email.unc.edu>; Lisa Lindsay <lalindsa@email.unc.edu>; pwleslie@unc.edu; Myron Cohen <mscohen@med.unc.edu>; raquel.cogell@unc.edu; behetsf@email.unc.edu; Karen Booth <kmbooth@email.unc.edu>; ksbroun@email.unc.edu; robert_daniels@unc.edu; Roberta Ann Dunbar <radunbar@email.unc.edu>; Terry Evens <tmevens@email.unc.edu>; Dominique Fisher <domfisc@email.unc.edu>; mharris1@email.unc.edu; Soyini Madison <dmadison@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Andrew Reynolds <asreynol@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; jsssmith@email.unc.edu; vanrie@email.unc.edu; Robert L. Adams, Jr <radamsjr@email.unc.edu>; John Akin <john_akin@unc.edu>; assani@email.unc.edu; Peggy Bentley <pbentley@unc.edu>; Stephen Birdsall <birdsall@email.unc.edu>; jrblau@email.unc.edu; Pat Dominguez <pat_dominguez@unc.edu>; Gail Henderson <ghenders@med.unc.edu>; Joseph Jordan <jfjordan@email.unc.edu>; Tom Kelley <takelley@email.unc.edu>; meshnick@email.unc.edu; jpickles@email.unc.edu; redfield@unc.edu; ptr@email.unc.edu; Luke Swindler <swindler@email.unc.edu>; barbarin@email.unc.edu; Trude Bennett <trude_bennett@unc.edu>; ssbloom@email.unc.edu; patrick_conway@unc.edu; cors@email.unc.edu; Across@email.unc.edu; suchindran@unc.edu; eugenia_eng@unc.edu; shanda@email.unc.edu; dhornste@email.unc.edu; jay_kaufman@unc.edu; Charles van der Horst <cvdh@med.unc.edu>; Strauss, Ron <Ron_Strauss@DENTISTRY.UNC.EDU>; judith_wegner@unc.edu; David Steffen <dsteffen@email.unc.edu>; jim_thomas@unc.edu; Tim McMillan <tjm1@email.unc.edu>; madrys@email.unc.edu; jesse_kwiek@med.unc.edu; rich_rosen@unc.edu; gpostema@email.unc.edu; mcantle@email.unc.edu; samer@email.unc.edu; yaqub@email.unc.edu; setel@email.unc.edu; stuart_rennie@DENTISTRY.UNC.EDU; Carol Magee <cmagee@email.unc.edu>; risa_ellovich@ncsu.edu; kenneth_vickery@ncsu.edu; owen_Kalinga@ncsu.edu; Trevaughn B. Eubanks <tbrown3@email.unc.edu>; Niklaus Steiner <nsteiner@email.unc.edu>; Lucy Lewis <lwlewis@email.unc.edu>; Virginia Carson <vcarson@email.unc.edu>

Subject: REMINDER African Photo Exhibit Reception Wednesday 6-8pm

Attach: photo exhibit poster, final.pub

The African Studies Center invites you to:

A RECEPTION for the exhibit, "How do we represent 'Africa'?"

The Stone Center
6-8pm
Refreshments
Remarks by Dr. Bereket Habte Selassie and Patricia Longoria

This photo exhibit originated in the desire of some African Studies students to present images of Africa that were more dignified and positive than common images. They invited UNC students and faculty to submit their own photographs that depicted the vibrancy and complexity of Africa, and to describe in a few words the meaning the photograph had for them.

In the process of putting the exhibit together, African Studies students and faculty began to experience and discuss the complexity of the project itself. What photographs would we accept or reject? What is the right way to represent Africa? Who gets to decide? What does photographic representation of Africa mean?

We invite viewers to engage in their own reflection on this exhibitnot to criticize or applaud specific photos (we believe these are each important and marvelous representations of Africa!), but to create their own spaces of interrogation, contestation and representation that emerge as they view the exhibit.

Co-sponsored by the African Studies Center, UCIS, the Campus Y, and the Diversity Incentive Fund

Contact: banders1@email.unc.edu 843-1895

--
Barbara Shaw Anderson
Associate Director for the African Studies Center
Lecturer in African and Afro-American Studies
Office: 306 Stone Center (919) 843-1895

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(919) 843-0129 office
(919) 843-2102 fax

Exhibit and Reception
Photographs by Students and Faculty April 12-21, 2006

How do we represent "Africa"?

Students, Faculty, and Community are invited to discuss issues of interrogation, contestation, and representation that emerge when we photograph Africa.

Exhibit and Reception

April 12, 6-8pm
The Stone Center
Discussion, refreshments

Remarks by Dr. Bereket Habte Selassie, William E. Leuchtenburg Distinguished Professor of African Studies and Law and Patricia Longoria, African Studies Major

Co-Sponsored by
African Studies Center phone: (919) 843-1895 email: asc@unc.edu
UCIS | Diversity Incentive Fund | Campus Y

From: Claire Kane <ckane@DPS.PSAFETY.UNC.EDU>
Sent: Wednesday, April 12, 2006 4:00 PM
To:
Subject: Chapel Hill Transit's Service for Friday, April 14th

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Parking Coordinators, please distribute the following information:

The University offices are closed on Friday, April 14th. We have received inquiries as to Chapel Hill Transit's operating schedule on that day.

For the benefit of those who must report to work when offices are closed: Chapel Hill Transit will operate according to the reduced service schedule on Friday April 14th.

When reduced service is in effect, some bus routes end earlier in the evening. Individual time tables have gray shading indicating when service stops during the reduced service schedule. Check your route's schedule for ending times during reduced service.

Pg. 4 of the Chapel Hill Transit Guide gives the reduced service calendar for the 05-06 academic year. You can also click here for this information.

Thank you,

Department of Public Safety

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Thursday, April 13, 2006 2:37 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Alex Neve

Sahle asked that we remind everyone via email tha Alex Neve will speak
this afternoon in the Stone Center. Time? I think 3.00
--

From: Barbara Anderson <banders1@email.unc.edu>

Sent: Friday, April 14, 2006 9:12 AM

To: Michael Lambert <mlambert@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; Peter Landstrom <plandstr@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; bereket selassie <bselassi@email.unc.edu>; William Darity, Jr. <darity@email.unc.edu>; Lisa Lindsay <lalindsa@email.unc.edu>; pwleslie@unc.edu; Myron Cohen <mscohen@med.unc.edu>; raquel.cogell@unc.edu; behetsf@email.unc.edu; Karen Booth <kmbooth@email.unc.edu>; ksbroun@email.unc.edu; robert_daniels@unc.edu; Roberta Ann Dunbar <radunbar@email.unc.edu>; Terry Evens <tmevens@email.unc.edu>; Dominique Fisher <domfisc@email.unc.edu>; mharris1@email.unc.edu; Soyini Madison <dmadison@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Andrew Reynolds <asreynol@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; jsssmith@email.unc.edu; vanrie@email.unc.edu; Robert L. Adams, Jr <radamsjr@email.unc.edu>; John Akin <john_akin@unc.edu>; assani@email.unc.edu; Peggy Bentley <pbentley@unc.edu>; Stephen Birdsall <birdsall@email.unc.edu>; jrblau@email.unc.edu; Pat Dominguez <pat_dominguez@unc.edu>; Gail Henderson <ghenders@med.unc.edu>; Joseph Jordan <jfjordan@email.unc.edu>; Tom Kelley <takelley@email.unc.edu>; meshnick@email.unc.edu; jpickles@email.unc.edu; redfield@unc.edu; ptr@email.unc.edu; Luke Swindler <swindler@email.unc.edu>; barbarin@email.unc.edu; Trude Bennett <trude_bennett@unc.edu>; ssbloom@email.unc.edu; patrick_conway@unc.edu; cors@email.unc.edu; Across@email.unc.edu; suchindran@unc.edu; eugenia_eng@unc.edu; shanda@email.unc.edu; dhornste@email.unc.edu; jay_kaufman@unc.edu; Charles van der Horst <cvdh@med.unc.edu>; Strauss, Ron <Ron_Strauss@DENTISTRY.UNC.EDU>; judith_wegner@unc.edu; David Steffen <dsteffen@email.unc.edu>; jim_thomas@unc.edu; Tim McMillan <tjm1@email.unc.edu>; madrys@email.unc.edu; jesse_kwiek@med.unc.edu; rich_rosen@unc.edu; gpostema@email.unc.edu; mcantle@email.unc.edu; samer@email.unc.edu; yaqub@email.unc.edu; setel@email.unc.edu; stuart_rennie@DENTISTRY.UNC.EDU; Carol Magee <cmagee@email.unc.edu>; risa_ellovich@ncsu.edu; kenneth_vickery@ncsu.edu; owen_Kalinga@ncsu.edu

Subject: Duke African Studies Workshop Cancelled for April 14

Dear All,

This event has been CANCELED owing to flight delays. Our guest speaker will not be getting in on time.

My apologies to all,

Anne-Maria Makhulu

Anne-Maria B. Makhulu

Assistant Prof. of African and African American Studies

Duke University

John Hope Franklin Center

Box 90252

Durham, NC 27708

919.668.1913 (o)

919.684.2832 (f)

****
April 14, 2006
12:30PM - 2:00PM
John Hope Franklin Center, Rm. 130

"The Difficult Dead: Haunting, History and Heritage in Zululand"
A Lecture by Hylton White
Assistant Professor of Anthropology
New School University

The African Studies Workshop seeks to provide a space for conversation about Africa at Duke University bringing together scholars from a variety of fields in an inter-disciplinary forum. While primarily focused on the experiences of African societies emerging from histories of colonialism and uneven participation in the global economy, the workshop is also invested in the many ways in which Africa offers a new and critical reading of our world order--the crisis of liberalism, the rise of new religious constellations, neocolonialism and novel arrangements of capital.

The African Studies Workshop currently enjoys the generous support of African and African American Studies, the Office of the Vice Provost for International Affairs, and the Duke University Center for International Studies.

For further information please contact Brian Goldstone, workshop coordinator, at brian.goldstone@duke.edu.
--
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Lecturer in African and Afro-American Studies
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University of North Carolina
Chapel Hill, NC 27599-7582
(919) 843-0129 office
(919) 843-2102 fax

From: Roberta Ann Dunbar <radunbar@email.unc.edu>
Sent: Sunday, April 23, 2006 9:36 AM
To: Julius Nyang'oro <jen321@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Bereket Selassie <bselassi@email.unc.edu>; smutima@email.unc.edu; Barbara Anderson <banders1@email.unc.edu>
Subject: Re Meeting of African Studies faculty

Dear Colleagues,
Perry Hall who is chairing up the committee to discuss graduate programs has asked us to meet to discuss objectives for African Studies. Could you participate in a meeting on Friday the 28th? If so, shich is better--9 or 1?
Ann

--
Roberta Ann Dunbar
CB# 3395, 109 Battle Hall
The University of North Carolina
Chapel Hill, NC 27599-3395
U. S. A.
Phone: 919.966.2942
FAX: 919.962.2694

From: Eunice Sahle <eunice@email.unc.edu>
Sent: Sunday, April 23, 2006 9:46 AM
To: Roberta Ann Dunbar <radunbar@email.unc.edu>
Cc: Julius Nyang'oro <jen321@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Bereket Selassie <bselassi@email.unc.edu>; smutima@email.unc.edu; Barbara Anderson <banders1@email.unc.edu>
Subject: Re: Re Meeting of African Studies faculty

Dear Ann,

Greetings. Both times work for me. Regards, Eunice.

Roberta Ann Dunbar wrote:
> Dear Colleagues,
> Perry Hall who is chairing up the committee to discuss graduate programs
> has asked us to meet to discuss objectives for African Studies. Could
> you participate in a meeting on Friday the 28th? If so, shich is
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>

--
Eunice Sahle, Ph.D
Assistant Professor of Political Science
African Studies and International Studies
109 Battle Hall
Chapel Hill
27599-3395
North Carolina
Tel: 919-966-2588

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Monday, April 24, 2006 11:01 AM
To: Roberta Ann Dunbar <radunbar@email.unc.edu>
Cc: Eunice Sahle <eunice@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Bereket Selassie <bselassi@email.unc.edu>; smutima@email.unc.edu; Barbara Anderson <banders1@email.unc.edu>
Subject: Re: Re Meeting of African Studies faculty

9.00 is tight for me as I have to drop off precious cargo in Durham
8.45-8.50. 9.20 onward would work for me. 1 is fine.

Roberta Ann Dunbar wrote:

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> has asked us to meet to discuss objectives for African Studies. Could
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>

From: Michael Lambert <mlambert@email.unc.edu>
Sent: Monday, April 24, 2006 11:27 AM
To: 'Julius Nyang'oro' <jen321@email.unc.edu>; 'Roberta Ann Dunbar' <radunbar@email.unc.edu>
Cc: 'Eunice Sahle' <eunice@email.unc.edu>; 'Bereket Selassie' <bselassi@email.unc.edu>; smutima@email.unc.edu; 'Barbara Anderson' <banders1@email.unc.edu>
Subject: RE: Re Meeting of African Studies faculty

One pm works best for me.

Michael Lambert, Ph.D
Associate Professor
Department of African and Afro-American Studies
University of North Carolina at Chapel Hill
102 Battle Hall, CB # 3395
Chapel Hill, NC 27510

-----Original Message-----
From: Julius Nyang'oro [mailto:jen321@email.unc.edu]
Sent: Monday, April 24, 2006 11:01 AM
To: Roberta Ann Dunbar
Cc: Eunice Sahle; Michael Lambert; Bereket Selassie; smutima@email.unc.edu;
Barbara Anderson
Subject: Re: Re Meeting of African Studies faculty

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> Ann
>

From: Roberta Ann Dunbar <radunbar@email.unc.edu>
Sent: Monday, April 24, 2006 2:48 PM
To: Julius Nyang'oro <jen321@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; Bereket Selassie <bselassi@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>
Subject: Re African Studies Faculty Meeting

Dear Colleagues,
Although I have not heard from Professors Selassie and Mutima, the majority of the rest seem to prefer 1:00 on Friday the 28th. I've reserved the conference room from 1-3.

Attached you will find the results of our first discussion in committee (Hall, Caldwell, Sahle, Dunbar). You may also find the following website useful for a quick review of African Language Literature and Studies Graduate Programs in the U. S.
http://www.gradschools.com/programs/african_language_studies.html .

Perry has suggested a purpose of our meeting:

> it might be strategically effective to have each side meet amongst one
> another before the end of the term to discuss their ideas about
> graduate school in light of 1)the preliminary description of
> justifications provided by Kia from our last meeting, and 2) any
> additional tie-ins coming out of our workshop experience.

Hope to see you at 1 on Friday.
Best,
Ann

--
Roberta Ann Dunbar
Department of African and Afro-American Studies
CB#3395, 109 Battle Hall
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3395
Tel. 919.966.2942
FAX 919.962.2694

From: Roberta Ann Dunbar <radunbar@email.unc.edu>
Sent: Monday, April 24, 2006 2:50 PM
To: Julius Nyang'oro <jen321@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; Bereket Selassie <bselassi@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>
Subject: [Fwd: Re African Studies Faculty Meeting]
Attach: GradStudies_justifications.doc

Sorry, folks, I forgot to send the attachment. . .Here they are.
Ann

-------- Original Message --------
Subject: Re African Studies Faculty Meeting
Date: Mon, 24 Apr 2006 14:47:36 -0400
From: Roberta Ann Dunbar <radunbar@email.unc.edu>
Organization: University of North Carolina at Chapel Hill
To: Julius Nyang'oro <jen321@email.unc.edu>, Eunice Sahle <eunice@email.unc.edu>, Michael Lambert <mlambert@email.unc.edu>, Barbara Anderson <banders1@email.unc.edu>, Bereket Selassie <bselassi@email.unc.edu>, Alphonse Mutima <smutima@email.unc.edu>

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Roberta Ann Dunbar
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CB#3395, 109 Battle Hall
The University of North Carolina at Chapel Hill
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--
Roberta Ann Dunbar
Department of African and Afro-American Studies
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The University of North Carolina at Chapel Hill
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Tel. 919.966.2942
FAX 919.962.2694

Notes from Graduate Studies Committee Meeting on March 27, 2006
Committee Members Present: Ann Dunbar, Perry Hall, Eunice Sahle, Kia Caldwell

Justifications for Development of Graduate Program in African and Afro-American Studies

Certificates in African Studies and African American Studies

Would provide training to students pursuing graduate degrees in other fields. Faculty in the department already mentor and supervise students in this regard. The certificate program would formalize this relationship. The certificate program would also provide invaluable training to graduate students with an interest in Africa, particularly given the lack of emphasis on Africa in most departments. The certificate in African-American Studies would allow students to solidify and coordinate coursework that is already being offered at the graduate level in other departments.

* Note: We may need to bolster the justification for a certificate in AFAM. There definitely seems to be a need, but we just have to make a case for it.

M.A. in African Studies

Would provide training to students with an interest in academic or professional careers related to Africa. Would also provide a solid grounding in African Studies for students seeking to pursue a Ph.D. in a traditional discipline. Also crucial given the lack of training in African studies in other departments at the university.

* Note: We could probably make a better case for the need and demand once we have a sense of comparable programs. I think our discussion focused more on M.A. programs in African-American Studies.

Ph.D. in African Studies

Would provide training to students with an interest in academic or professional careers related to Africa. Would distinguish UNC-CH from other universities and African and Afro-American Studies Departments. To our knowledge, no other university offers a Ph.D. in African Studies (we still need to verify this). The Ph.D. program would be attractive to students from the U.S., Africa, and Canada.

M.A. in African-American Studies

Would provide training to students with an interest in academic or professional careers related to African American/African Diaspora Communities. Would fill a critical need for graduate training in African American Studies, both statewide and along the eastern seaboard, particularly between Philadelphia and Florida. No other M.A. program in African American Studies exists in North Carolina on within **** miles of UNC.

Ph.D. in African-American Studies
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** Note: At some point, we probably need to clarify whether African Diaspora Studies would be included under African-American Studies for the purposes of granting certificates/degrees.

From: Roberta Ann Dunbar <radunbar@email.unc.edu>
Sent: Monday, April 24, 2006 2:53 PM
To: Julius Nyang'oro <jen321@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Barbara S Anderson <banders1@email.unc.edu>; Bereket Selassie <bselassi@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>
Subject: [Fwd: Re African Studies Faculty Meeting]
Attach: GradStudies_justifications.doc

Colleagues: Apologies if this if the third note you've gotten on this.
Here is the attachment I failed to send on the first.
Best,
Ann

-------- Original Message --------
Subject: Re African Studies Faculty Meeting
Date: Mon, 24 Apr 2006 14:47:36 -0400
From: Roberta Ann Dunbar <radunbar@email.unc.edu>
Organization: University of North Carolina at Chapel Hill
To: Julius Nyang'oro <jen321@email.unc.edu>, Eunice Sahle <eunice@email.unc.edu>, Michael Lambert <mlambert@email.unc.edu>, Barbara Anderson <banders1@email.unc.edu>, Bereket Selassie <bselassi@email.unc.edu>, Alphonse Mutima <smutima@email.unc.edu>

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Roberta Ann Dunbar
Department of African and Afro-American Studies
CB#3395, 109 Battle Hall
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3395
Tel. 919.966.2942
FAX 919.962.2694

--
Roberta Ann Dunbar
Department of African and Afro-American Studies
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From: Roberta Ann Dunbar <radunbar@email.unc.edu>

Sent: Wednesday, April 26, 2006 9:01 AM

To: Alphonse Mutima <smutima@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; Bereket Selassie <bselassi@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Reginald F Hildebrand <hildebra@email.unc.edu>; Ken Vickery <vickery@social.chass.ncsu.edu>; Owen Kalinga <kalinga@social.chass.ncsu.edu>

Subject: Re a Conference in Cape Town

Attach: CTConferencelst notice - call for papers.doc

Hi folks,
I just received this announcement of a conference in Cape Town that might be of interest: Reflections on 10 years after the Truth & Reconciliation Commission. See attachment. Abstracts due in May.
Best,
Ann

--
Roberta Ann Dunbar
Department of African and Afro-American Studies
CB#3395, 109 Battle Hall
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3395
Tel. 919.966.2942
FAX 919.962.2694

CONFERENCE MANAGEMENT CENTRE

Barnard Fuller Building. UCT Faculty of Medicine,

Anzio Road, Observatory, 7925, Cape Town, South Africa

Tel: (021) 406 6414 Fax: (021) 448 6263 Internet: www.uct.ac.za/depts/pgc

MEMORY, NARRATIVE, AND FORGIVENESS: REFLECTING ON TEN YEARS OF SOUTH AFRICA'S TRUTH AND RECONCILIATION COMMISSION

Conference to be held: Wednesday 22 – Saturday 25 November 2006
University of Cape Town

South Africa's Truth and Reconciliation Commission (TRC) brought the concepts of forgiveness, apology, and reconciliation after mass atrocity to the attention of scholars across the globe and across disciplines. In the ten years since the TRC's establishment, the work of the TRC has been replicated in more than a dozen post-conflict settings globally. This interdisciplinary conference will include, among others, scholarship in the arts, psychology, literature, and historical fields to reflect on research and practice done on truth commissions and peace building with a special focus on the following themes: trauma, memory, narrative, apology, forgiveness, and reconciliation. The conference will be opened by Archbishop Desmond Tutu, with a keynote address by Professor Vamik Volkan. In his 75th year, the conference will celebrate Tutu's life of commitment to peaceful justice and reconciliation. Papers that seek to address the complex nuances linked to the conference themes are invited.

Abstracts should address the following and other related themes:

- Is the language of apology and forgiveness appropriate in societies that have suffered mass atrocities?
- Do apology and forgiveness have a role to play in ensuring that today's victims do not become tomorrow's perpetrators?
- What are the obstacles that might hinder dialogue between children of victims and children of perpetrators, and how might these factors inform our understanding of the nature of trans-generational conflict?
- Do forgiveness and reconciliation have a role in healing of past traumas?
- What is the role of real-life narratives and literary narratives in historical understanding of, and working through trauma?

ABSTRACT GUIDELINES - DEADLINE FOR SUBMISSION 31 MAY 2006

- *Centre the title in capital letters at the top of the page*
- *Thereafter state your names & affiliation (upper/lower case)*
- *Thereafter type the body of the abstract, using single spacing*
- *If possible, please use Times New Roman, font size 12*
- *Please leave 2.5cm margins on all sides*
- *Abstract should be no more than 1 x A4 page long.*
- *Pse state preference - oral or poster presentation*

On a separate page please let us have your full name, title, address, telephone, mobile, fax and email

Please email your abstract as an attached file in MS Word to Janet Sirmongpong (jsirmong@curie.uct.ac.za)

Please pass on this information to all who would be interested

A provisional programme, registration and accommodation booking forms will be sent to you in June 2006.
Convenors: Pumla Gobodo-Madikizela & Chris van der Merwe, Faculty of Humanities, UCT

Coordinator: Deborah McTeer, Conference Management Centre (deborah@curie.uct.ac.za) Tel +27 21 448 6263

From: Eunice Sahle <eunice@email.unc.edu>
Sent: Saturday, May 13, 2006 7:30 AM
To: Roberta Ann Dunbar <radunbar@email.unc.edu>; Julius Nyangoro <jen321@email.unc.edu>; Bereket H Selassie <bselassi@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; Sinamenye A Mutima <smutima@email.unc.edu>
Subject: Re: NYTimes.com: Alliance of Somali Warlords Battles Islamists in Capital

---

Dear Colleagues,

FYI. Eunice

eunice@email.unc.edu wrote:

>
> The New York Times <http://www.nytimes.com/> E-mail This
> Article Tools Sponsored By
> <http://www.nytimes.com/adx/bin/adx_click.html?type=goto&page=www.nytimes.com/yr/mo/day/world&pos=TopRight-EmailThis&camp=foxsearch2006-emailtools04-nyt5&ad=Water_logo_88x31_2K.gif&goto=http://clk.atdmt.com/ORG/go/nwyrkfxs0040000007org/direct;at.orgfxs00000890/01/>
>
> *This page was sent to you by: * eunice@email.unc.edu
>
> * INTERNATIONAL / AFRICA * | May 13, 2006
> * Alliance of Somali Warlords Battles Islamists in Capital
> <http://www.nytimes.com/2006/05/13/world/africa/13somalia.html?ex=1148184000&en=a2590eabc70a4633&ei=5070&emc=eta1>
> *
> By MARC LACEY
> The U.S. has been accused of backing the warlords, who have fashioned
> themselves into an antiterrorism alliance.
>
>
>
> Most E-mailed
> 1. What Is the Best Work of American Fiction of the Last 25 Years?
> <http://www.nytimes.com/2006/05/21/books/fiction-25-years.html?ex=1148184000&en=170c2eefaf60bbc8&ei=5070&emc=eta1>
>
> 2. Higher Learning in France Clings to Its Old Ways
> <http://www.nytimes.com/2006/05/12/world/europe/12france.html?ex=1148184000&en=1bd3b8e4f0c6eed0&ei=5070&emc=eta1>
>
> 3. Shift in Treating Breast Cancer Is Under Debate
> <http://www.nytimes.com/2006/05/12/health/12chemo.html?ex=1148184000&en=a1a26ec2c06453c2&ei=5070&emc=eta1>
>
> 4. Wal-Mart Eyes Organic Foods
> <http://www.nytimes.com/2006/05/12/business/12organic.html?ex=1148184000&en=f3bb5dbd031d14b3&ei=5070&emc=eta1>
>
> 5. Antidepressant May Raise Suicide Risk
> <http://www.nytimes.com/2006/05/12/health/12depress.html?ex=1148184000&en=9de74e9f42f11e2e&ei=5070&emc=eta1>
>
>
> » Go to Complete List <http://www.nytimes.com/gst/mostemailed.html?type=1>
>
> Advertisement
> WATER – In theatres April 28th
>
> See the controversial film Time Magazine proclaims "A Triumph." Set in
> 1938 Colonial India, against Mahatma Gandhi's rise to power, Water
> begins when 8-year-old Chuyia is widowed and sent to a home where Hindu
> widows must live in penitence. Chuyia's feisty presence deeply affects
> the lives of the other residents, including a young widow, who falls for
> a Gandhian idealist.
> Click here to watch trailer/

> <http://www.nytimes.com/adx/bin/adx_click.html?
type=goto&page=www.nytimes.com/yr/mo/day/world&pos=Center1&camp=foxsearch2006-emailtools07-
nyt1&ad=Water_ViewTrailer_120x60_3K.gif&goto=http://clk.atdmt.com/ORG/go/nwyrkfxs0040000009org/direct;at.orgfxs00000892/01/>
>
> <http://www.nytimes.com/adx/bin/adx_click.html?
type=goto&page=www.nytimes.com/yr/mo/day/world&pos=Center1&camp=foxsearch2006-emailtools07-
nyt1&ad=Water_ViewTrailer_120x60_3K.gif&goto=http://clk.atdmt.com/ORG/go/nwyrkfxs0040000009org/direct;at.orgfxs00000892/01/>
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>
> Do you love NY? Get the insider's guide to where to stay, what to do and
> where to eat. Go to www.nytimes.com/travel for your NYC Guide now. Click
> here
> <http://www.nytimes.com/adx/bin/adx_click.html?
type=goto&page=www.nytimes.com/yr/mo/day/world&pos=BottomAd&camp=nytnyt-BottomAdtext-
EmailThis&ad=loveNY&goto=http://travel2.nytimes.com/top/features/travel/destinations/unitedstates/newyork/newyorkcity/guide.html>.
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> York Times Company <http://www.nytco.com/> | Privacy Policy
> <http://www.nytimes.com/ref/membercenter/help/privacy.html>
>

--
Eunice Sahle, Ph.D
Assistant Professor of Political Science
African Studies and International Studies
109 Battle Hall
Chapel Hill
27599-3395
North Carolina
Tel: 919-966-2588

From: Eunice Sahle <eunice@email.unc.edu>
Sent: Thursday, May 18, 2006 4:32 AM
To: Roberta Ann Dunbar <radunbar@email.unc.edu>; Julius Nyangoro <jen321@email.unc.edu>; Bereket H Selassie <bselassi@email.unc.edu>; Sinamenye A Mutima <smutima@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Richard <richard.sandbrook@utoronto.ca>
Subject: Re: NYTimes.com: Doing the Right Thing in Nigeria

Dear Colleagues,

FYI. Eunice

eunice@email.unc.edu wrote:

>
> The New York Times <http://www.nytimes.com/> E-mail This
> *This page was sent to you by: * eunice@email.unc.edu
>
> * OPINION * | May 18, 2006
> * Editorial: Doing the Right Thing in Nigeria
> <http://www.nytimes.com/2006/05/18/opinion/18thu2.html?ex=1148616000&en=bd89b2f5ee912f48&ei=5070&emc=eta1>
> *
> Three cheers to the Nigerian Parliament for rejecting a constitutional
> change that would have allowed President Olusegun Obasanjo to run for a
> third term.
>
>
>
> Most E-mailed
> 1. Lactic Acid Is Not Muscles' Foe, It's Fuel
> <http://www.nytimes.com/2006/05/16/health/nutrition/16run.html?ex=1148616000&en=a7f2ee1fdb399c34&ei=5070&emc=eta1>
>
> 2. The Minimalist: Fat or Skinny Asparagus? Both Have Merits
> <http://www.nytimes.com/2006/05/17/dining/17mini.html?ex=1148616000&en=29b3903fe45c44cb&ei=5070&emc=eta1>
>
> 3. Movie Review: A 'Da Vinci Code' That Takes Longer to Watch Than Read
> <http://movies2.nytimes.com/2006/05/17/movies/17cnd-code.html?ex=1148616000&en=25fe1edd7d5d6bad&ei=5070&emc=eta1>
>
> 4. Frugal Traveler: My Goal Is to Go Around the World in 90 Days on the
> Cheap
> <http://www.nytimes.com/2006/05/17/travel/17frugaltraveler.html?ex=1148616000&en=6bc59c651cadd8b2&ei=5070&emc=eta1>
>
> 5. A Peruvian Woman of A.D. 450 Seems to Have Had Two Careers
> <http://www.nytimes.com/2006/05/17/world/americas/17mummy.html?
ex=1148616000&en=0ac2d60f3d2690b6&ei=5070&emc=eta1>
>
>
> ; Go to Complete List <http://www.nytimes.com/gst/mostemailed.html?type=1>
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> York Times Company <http://www.nytco.com/> | Privacy Policy
> <http://www.nytimes.com/ref/membercenter/help/privacy.html>
>

--
Eunice Sahle, Ph.D

Assistant Professor of Political Science
African Studies and International Studies
109 Battle Hall
Chapel Hill
27599-3395
North Carolina
Tel: 919-966-2588

From: nobody@notify.unc.edu on behalf of babycholine_study@unc.edu
Sent: Thursday, May 18, 2006 6:07 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Can you BOOST your baby's brain power?

Can you BOOST your baby's brain power?

We are conducting a research study at UNC-Chapel Hill to determine if eating more choline during pregnancy affects babies' memory abilities. Choline is an essential nutrient for humans and is found in many foods, including eggs.

To enroll in this study, you must be healthy, pregnant less than 18 weeks, intending to breastfeed, and a non-smoker.

Participants will be asked to either take a choline (lecithin) supplement or to take a placebo supplement in addition to their normal diet every day from 18 weeks pregnancy up until three months after delivery.

Participation in this study requires 2 short visits (1 hour or less) to our clinic while you are pregnant, and 2 short visits after you deliver.

You will also be asked to attend 4 visits with your baby. (Your infant will be studied for memory function twice at 10 months and twice at 12 months of age.)

Participants will receive up to $750 for completing the study.

For more information, please call 408-3320, extension 33, or send an e-mail to babycholine_study@unc.edu.

APPROVED NOV 10 2004
COMMITTEE ON THE PROTECTION OF
THE RIGHTS OF HUMAN SUBJECTS
THE BIOMEDICAL IRB
THE UNIVERSITY OF NORTH CAROLINA

This email is sponsored by: Nutrition

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of wbwebber@ehs.unc.edu
Sent:	Thursday, May 18, 2006 8:10 PM
To:	wbwebber@ehs.unc.edu
Subject:	INFORMATIONAL: New Location for Department of Environment, Health & Safety

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The Department of Environment, Health & Safety (EHS) at UNC-Chapel Hill has been serving and protecting the campus community since 1974. For the past 20 years, EHS has operated from headquarters at 212 Finley Golf Course Road. EHS has now moved to a new building at 1120 Estes Drive Extension, across from the Surplus Property Warehouse and adjacent to Central Receiving.

Though our physical location is changing, our contact phone numbers, campus mailbox, and e-mail addresses will not change. The only change in our contact information is the U.S. mail address:

UNC Department of Environment, Health & Safety
1120 Estes Drive Extension
CB #1650
Chapel Hill, NC 27599-1650.
(919) 962-5507
http://ehs.unc.edu

Our new location will allow us to better serve the campus community. We welcome anyone who wants to come visit us at our new location.

This email is sponsored by: Environment, Health & Safety

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@UNC.EDU
Sent: Friday, May 19, 2006 9:59 PM
To: no_reply@UNC.EDU
Subject: INFORMATIONAL: Ever helped someone facing serious illness or physical limitations?

Have you ever volunteered to help someone (other than a family member) facing serious illness or physical limitations? Have you volunteered in the past three years either informally or through an organization? If so, would you be interested in helping researchers learn more about your experiences?

The goals of the research -

~ To find out what types of caregiving support is provided by non-family members

~ To learn about the range of volunteer experiences

~ To use what we learn to help people in all communities support individuals with serious illness and physical limitations

How to participate -

~ Contact us: call (919) 962-2124 or email research@Project-Compassion.org to find out if you are eligible.

~ If you decide to participate, you will be asked to spend about 45 minutes to complete a questionnaire - at home and at your convenience.

~ You may choose to receive the questionnaire either by mail or e-mail. In either case, just send us the forms once you have completed them. If you choose to mail them, we will provide postage, etc.

~ You will receive a small gift as a token of appreciation.

The Behavioral Affairs Institutional Review Board of the University of North Carolina at Chapel Hill has approved this study. (PSYC 2005-054) Approval Date 5/26/2005

This email is sponsored by: Psychology Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, May 24, 2006 1:02 PM
To:	smutima@email.unc.edu
Subject:	URGENT: Davis Library Reopens

Dear Carolina community:

We write to update you on a situation that required Davis Library to close temporarily this morning.

Employees and patrons in Davis Library were systematically checked as they left the Library this morning to ensure that they, specifically their shoes, did not have traces of mercury on them. A UNC housekeeper who had been in a Durham school that was contaminated by mercury came to work in Davis Library from midnight to 8 a.m. today.

The University's Environment, Health and Safety Office (EHS), Department of Public Safety and State Emergency Management officials worked together to determine that there was no risk to members of the UNC community. The University has the state's most sensitive portable mercury detection device. Health and safety officials used the device to assess potential contamination in Davis Library and found nothing above background levels normally in the environment.

When officials determined no risk existed here, the University dispatched its EHS team with the special equipment to Durham to assist school authorities there.

Any staff or faculty member with questions should contact the University Employee Occupational Health Clinic, 966-9119. Students may contact the Campus Health Service, 966-6573.

Emergency Warning Committee

This email is sponsored by: Emergency Warning Committee

From:	nobody@notify.unc.edu on behalf of morganr@email.unc.edu
Sent:	Wednesday, May 24, 2006 8:11 PM
To:	morganr@email.unc.edu
Subject:	INFORMATIONAL: Couples needed for communication study about physical activity

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We are conducting a research study co-sponsored by the UNC School of Medicine and the School of Public Health to gather information about how couples communicate about adopting healthier behaviors. We know that spouses are often part of making decisions about lifestyle changes. Understanding how couples talk about these changes may lead to the development of better programs that help people make positive changes to reduce their risk of health problems.

Individuals who are married or partnered, between the ages of 30-75, and have no chronic health conditions that significantly limit their ability to exercise may be eligible. In addition, one partner must have a first-degree relative (parent, child, or sibling) who was diagnosed with colon cancer before age 60. Your spouse must participate in the study with you.

Qualified couples will be asked to do several things:

1) complete self-administered surveys at home;
2) come to our offices on Franklin Street for a two-hour communication exercise that many couples find interesting and enjoyable;
3) wear physical activity monitors for one week. These monitors about the size of a pager, and can be clipped easily to your clothing.

Participating couples will also be contacted at three and six months following the initial visit to campus and asked once again to wear a physical activity monitor for a week and complete self-administered surveys at home. Couples will not be asked to come to campus again.

For more information, please e-mail morganr@email.unc.edu.

Approved by UNC-Chapel Hill Biomedical IRB on May 15, 2006.
IRB Study # 05-HBHE-130-ORC
Principal Investigator: Megan Lewis, Ph.D.

This email is sponsored by: Department of Health Behavior Health Education

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of twaldrop@UNC.EDU
Sent:	Thursday, May 25, 2006 8:46 AM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Minimum stipends for postdocs to take effect July 1, 2006

TO: EPA Faculty

FROM: Tony Waldrop, Vice Chancellor for Research and Economic Development

DATE: May 22, 2006

RE: Minimum stipends for postdocs to take effect July 1, 2006

In 2003, a Postdoctoral Scholars Policy was adopted based upon recommendations of the Postdoctoral Advisory Committee. As part of this policy, a minimal stipend for postdoctoral scholars was established but was not required until July 1, 2006 in order to enable faculty time to identify funding for this required level. Please refer to http://www.unc.edu/campus/policies/postdocscholar.html for more details.

I write to remind faculty members that "Effective July 1, 2006, the minimum stipend for a Postdoctoral Scholar shall be no less than $34,200. This level will be assessed annually by the Postdoctoral Advisory Committee and it is projected tbat this minimal salary level will increase approximately 3% per year. Waivers of this minimal stipend level will be considered but must be for highly unusual reasons."

The University of North Carolina at Chapel Hill has been recognized as one of the best places for postdoctoral scholars to work. I am appreciative of your support in helping to create this strong environment.

This email is sponsored by: Vice Chancellor for Research and Economic Development

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, May 25, 2006 8:09 PM
To: no_reply@unc.edu
Subject: INFORMATIONAL: CAPS/Health Education Director Announcement

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On behalf of the Office of the Vice Chancellor for Student Affairs and the members of the Search Committee, please welcome Dr. Kathy Hotelling as the Director of Counseling and Psychological Services/Health Education with Campus Health Services in the Division of Student Affairs.

Dr. Hotelling received a Ph.D. in Counseling Psychology from the University of Missouri-Columbia and she is currently the Director of Counseling and Student Development Center at Northern Illinois University. She is recognized as a national leader for her work with eating disorders and is a Founding Fellow of the Academy for Eating Disorders. She has held leadership positions in various professional organizations including serving as president of the Association of University and College Counseling Center Directors Board, chairing the American College Personnel Association Ethics Committee, and serving as a member of the National Eating Disorder Screening Program Scientific Advisory Board. She also has published numerous articles and book chapters on eating disorders, sexual harassment, women and health, and ethics, as well as co-editing a book on sexual assault on college campuses in 2001. Her appointment as Director of Counseling and Psychological Services/Health Education will begin on August 1, 2006.

Dr. Hotelling will lead the strategic development of a dynamic, integrated, service delivery model that is responsive to the psychological, developmental, and prevention needs of students at UNC Chapel Hill. In addition, she will provide professional expertise and consultation across the department of Campus Health Services, Student Affairs, and the larger campus community regarding trends in health education and mental health issues affecting students.

Special thanks to Dr. Melissa Exum, Associate Vice Chancellor for Student Affairs and Dean of Students for her leadership as Chair of the Search Committee in addition to the many students, faculty, and staff who participated in the interview process.

Sponsored by: Office of the Vice Chancellor for Student Affairs

This email is sponsored by: Division of Student Affairs

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, May 25, 2006 10:04 PM
To: no_reply@unc.edu
Subject: INFORMATIONAL: Research study about air pollution and smoking

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SUBJECT: INFORMATIONAL: Research study about Air Pollution and Smoking.

The purpose of this study is to evaluate and characterize the effects of exposure to particles of concentrated Chapel Hill air on current smokers and persons with mild to moderate COPD. The U.S. Environmental Protection Agency (on the UNC campus) is seeking people ages 30 to 56 with diagnosed COPD or individuals who have a smoking history of at least one pack per day for 20 years or the equivalent. The study involves about 30 hours of testing and exposure. For more information, please call Westat EPA Recruiting at 966-0604.

Approved Feb 9, 2006 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board. IRB# GCRC 1538.

This email is sponsored by: U.S. Environmental Protection Agency Human Studies Division and the UNC Center for Environmental Medicine, Asthma and Lung Biology, located on the UNC-Chapel Hill campus.

This email is sponsored by: UNC Center for Environmental Medicine, Asthma and Lung Biology

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From: nobody@notify.unc.edu on behalf of sogreen@unc.edu
Sent: Tuesday, May 30, 2006 8:10 PM
To: sogreen@unc.edu
Subject: INFORMATIONAL: Call for Nominations -- Excellence in Management Awards

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Nominations for the 2006 Excellence in Management Awards are now being accepted.

The Excellence in Management Award is designed to recognize meritorious and distinguished accomplishments in management at the University of North Carolina at Chapel Hill. For this award, "management" includes managing employee or student resources, financial resources, or facilities, and/or coordinating special projects or efforts such as leading a task force or an ad hoc committee of a sizable nature. All permanent employees serving in a managerial capacity are eligible for nomination.

All University employees (including temporaries) and students are eligible to submit nominations for eligible employees. Two awards are given annually. Each award recipient will receive a monetary award of $500 and a framed certificate, and will be invited to attend a luncheon this fall at the Carolina Inn.

Nominations are due by Friday, June 30 at 5 p.m. Go to the following web site for more information and the nomination form: http://hr.unc.edu/employees/spa-employees/recognition/excellenceinmanagement.

Questions may be directed to Shelly Green, Employee Services, 962-1483.

This email is sponsored by: Office of Human Resources

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of coble@cs.unc.edu
Sent: Wednesday, May 31, 2006 8:07 PM
To: coble@cs.unc.edu
Subject: INFORMATIONAL: Carolina Blood Drive - June 6, 2006

The 18th annual Carolina Blood Drive is set for Tuesday, June 6 from 7am - 6pm in the Dean E. Smith Center. We are very proud to host one of the largest one-day drives in the entire nation and the largest blood drive on the East Coast, but we need your support to continue this important Carolina tradition.

The American Red Cross is urging everyone to celebrate the beginning of summer by donating blood. Although donors of all types are welcome, there is a special need for those with types O and B. Those individuals donating blood at the beginning of the summer will also be eligible to donate one other time before Labor Day. Donors may give blood every 56 days. Traditionally, blood donations decrease in the summer due to vacations, holidays and summer breaks for schools. Unfortunately, the need for blood often increases during this same time period because of travel-related injuries and elective surgeries. Approximately 1,500 units of blood are needed each day by patients in the more than 100 local hospitals served by the American Red Cross in this area. Eligible blood donors must be at least 17 years of age, weigh a minimum of 110 pounds and be in general good health. Donors must have photo identification with them at the time of donation.

We encourage you to please take time from your schedule to help those individuals who so desperately need you. Time spent donating blood is considered work time (See Section XI, of your Human Resources Manual for details). You can register to donate blood by contacting your departmental recruiter, by dialing 96-BLOOD (962-5663) or registering online. By participating in our Carolina Blood Drive, you will not only be representing the University's concern and interest in this program, but you will also be providing that valuable gift of life to someone in need.

For detailed information, including the online donor form and our enhanced transportation information visit the Blood Drive web site at www.unc.edu/blood/. Important facts about donor eligibility criteria including travel restrictions outside of the United States can also be found on the website by clicking on "Who May Donate Blood?" that appears in red hyperlink text on the page.

Thank you in advance for your support of this important UNC-Chapel Hill service endeavor to give the gift of life to others. If you cannot donate at this drive, we encourage you to donate blood throughout the year by visiting unc.givesblood.org to find out about Blood Drives sponsored by the American Red Cross Club on campus. Thanks again.
Carolina Blood Drive Committee

This email is sponsored by: Human Resources/Employee Services

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of research_support@unc.edu
Sent:	Thursday, June 1, 2006 8:01 PM
To:	research_support@unc.edu
Subject:	INFORMATIONAL: RESEARCH SUPPORT ONLINE June 2006 Issue Now Available

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The June 2006 issue of RESEARCH SUPPORT ONLINE is now available for viewing at http://research.unc.edu/rs/

In this issue:

FUNDING OPPORTUNITIES
*Major funding opportunities from state, public, and private agencies, as well as from UNC-Chapel Hill.

CAMPUS NEWS
*Department of Defense Funding Forum at UNC-Chapel Hill
*Internal Grants.gov Submission Deadlines
*RAMSeS eRA Training
*Minimum Stipend for Postdoctoral Scholars
*Carolina Center for Clinical Trials
*SBIR/STTR Phase 1 and 2 Proposal Training

FUNDING TIPS
*COS Changes
*Customized Presentations on Identifying Funding Sources
*Foundation Finder
*Keck Futures Initiative and Funding Opportunities: Research Conference in Smart Prosthetics

FEDERAL NEWS
*NSF Seeks Review Panelists for Graduate Research Fellowship Program
*NSF Regional Grants Conference
*NIH Eliminates Mailing of Paper Assignment and Change of Assignment Letters
*NIH Multiple PI Pilot Opportunities Announced
*NIH Expires Announcements Referencing Paper Submissions
*NIH Person Months

View the issue at http://research.unc.edu/rs/

RESEARCH SUPPORT ONLINE provides Carolina faculty and research staff with funding opportunities, sponsored research news, funding tips, and timely information from all of the offices supporting research at Carolina. Email research_support@unc.edu

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of pkstudy@unc.edu
Sent:	Friday, June 2, 2006 8:09 PM
To:	pkstudy@unc.edu
Subject:	INFORMATIONAL: Recruiting healthy volunteers for research study

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Healthy volunteers are needed for a UNC research study using a FDA-approved drug. The study consists of three 20 minute outpatient visits over 24-36 hours to the UNC general clinical research center (GCRC). You will donate blood during these visits. Volunteers will earn $100 for completing the study.

In order to participate you must:
* Be a male or non-pregnant female.
* Be 18-50 years of age
* NOT have a history or diagnosis of any significant medical condition.
* NOT have taken any prescription drug within 30 days of the study, or over-the-counter medications or herbal products (excluding vitamin supplements) within two weeks of the study.
* NOT have a history of alcohol abuse or use of illicit drugs.
* NOT have a history of tobacco use within the last year.

How to participate:
* e-mail pkstudy@unc.edu
* If you decide to participate, you will be asked to spend approximately 15 minutes to answer a few questions over the phone.
* If you meet the pre-screening criteria we will schedule a one hour screening visit at the GCRC.

Study title: CYP2B6 Genotype-Phenotype and the Influence of Sex and Ethnicity Study number: GCRC#2430
Approved by Biomedical IRB 4/28/06

This email is sponsored by: School of Pharmacy

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of pwatkins@med.unc.edu
Sent: Wednesday, June 7, 2006 8:07 PM
To: pwatkins@med.unc.edu
Subject: INFORMATIONAL: Provide a Blood Sample to Help Medical Research

---

UNC Hospitals and the National Institute of Environmental Health Sciences (NIEHS), National Institutes of Health (NIH), Department of Health and Human Services (DHHS) are establishing a registry of DNA samples (the Environmental Polymorphisms Registry or EPR) that will help researchers study how variations in our genes (known as polymorphisms) influence our risk for disease.

The EPR will be recruiting participants at the UNC General Clinical Research Center (GCRC). For more information call (919) 281-1110 x747 or visit our Web site at http://dir.niehs.nih.gov/direpr/.

To participate, you must:
--Be 18 years of age or older;
--Provide a blood sample (up to 1 tablespoon);
--Read and sign a consent form; and
--Provide age, gender, and ethnicity.

Participants will receive $20 for their participation.

If you have a UNC Healthcare Medical Record Card, please bring it with you. If you don't have one, please stop by the patient registration desk in the Hospital's main lobby to get one before coming up to the GCRC (3rd floor of the main hospital).

We need your help! Our goal is to collect 20,000 samples. Please share this message with friends and family. We appreciate your help getting the word out.

The principal investigators for this study are:

--Perry J. Blackshear, M.D., D.Phil., Office of Clinical Research, NIEHS, NIH, DHHS;
--Paul Watkins, M.D., General Clinical Research Center, UNC Medical Center;
--Patricia C. Chulada, Ph.D., M.H.S., Office of Clinical Research, NIEHS, NIH, DHHS; and
--Susan Pusek, M.P.H., General Clinical Research Center, UNC Medical Center.

The Environmental Polymorphisms Registry and this message have received approval from both the NIEHS and UNC Biomedical Institutional Review Boards on Research Involving Human Subjects.

This email is sponsored by: General Clinical Research Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of mduclos@med.unc.edu
Sent: Wednesday, June 7, 2006 10:03 PM
To: mduclos@med.unc.edu
Subject: INFORMATIONAL: Participants needed for Type 2 Diabetes Research Study

---

The UNC Diabetes Care Center is currently seeking volunteers to participate in a research study of an investigational form of Byetta (exenatide) medication for the treatment of diabets.

As a study participant you will be randomized to either receive Byetta BID treatment, which is FDA approved or an investigational form of Byetta. The lenght of the study is approximately 13 months and visits will take place at the UNC Diabetes Care Center and the Carolina Center for Clinical Trials.

Study related benefits at no cost to you include study medication, related lab testing, ECGs, physical exams, glucose monitoring and compensation for your time.

You may qualify is you are:

* 18 years of age or older
* Have type 2 diabetes
* Treated by diet modification and exercise alone, and/or
* Taking an oral anti-diabetic medication (for example, metformin, glipizide, glimepiride, Avandia, Actos, singly or in combination)

For more information please call:

Amy MacKenzie
amymac@med.unc.edu
919-484-0931 ext 268

This research study and advertisement has been approved by the Biomedical Institution Review Board on March 6, 2006. IRB Number 05-MED-948

This email is sponsored by: UNC Diabetes Care Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Thursday, June 8, 2006 10:56 AM
To: oswald.almasi@utoronto.ca; Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: info. request for Swahili

I am forwarding your inquiry to Dr A Mutima who is our Kiswahili
instructor for an appropriate response.

oswald.almasi@utoronto.ca wrote:

> Hello, my name is Oswald Almasi, I am currently teaching Swahili at the
> Universities of York and Toronto, in Toronto, Canada. I am wondering if you
> could do me the professional courtesy of providing me with some information on
> the following:
>
> 1. What Swahili courses are offered;
> 2. The number of hours Swahili is taught in one academic year;
> 3. The number of weeks in one academic year;
> 4. Coursebook/texts you recommend for each level offered; and
> 5. Approximate Class size.
>
> This information will assist me to change and improve the Swahili courses
> taught at the above universities.
>
> Thanking you in advance for your time and co-operation in this matter.
>
> Asanteni na kwaherini.
>
>
> Dr. Oswald Almasi
> Kiswahili Instructor, University of Toronto
> Course Director, York University
>
>
>
>

--
Julius E. Nyang'oro
Professor and Chair
African and Afro-American Studies
University of North Carolina
CB# 3395, Battle Hall
Chapel Hill, NC 27599-3395
Tel: 919-962-1513
Fax: 919-962-2694
Email: jen321@email.unc.edu

From:	nobody@notify.unc.edu on behalf of bayenlab@unc.edu
Sent:	Thursday, June 8, 2006 8:47 PM
To:	bayenlab@unc.edu
Subject:	INFORMATIONAL: 18-30 year-olds needed for research studies

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We are investigating how people think and we need you as a participant.

The study will take approximately 1 hour altogether; as compensation you will receive $9. In this study you will see pictures and/or words on a computer screen and later be asked some questions. Your name will not be connected with your answers in any way.

If you are between 18-30 years old, a native speaker of English and are interested in participating, please contact us at: bayenlab@unc.edu

This study will be conducted in Davie Hall on the UNC campus between June and August 2006. For questions about the study, please contact Beatrice Kuhlmann and Dennis Boywitt at bayenlab@unc.edu.

All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have any questions or concerns about your rights as a research subject you may contact, anonymously if you wish, the Institutional Review Board at 919-966-3113 or by email to IRB_subjects@unc.edu. Please use the study number, 05-0003, in correspondence with the IRB.

This email is sponsored by: Psychology Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Friday, June 9, 2006 12:41 PM
To: Timothy McMillan <tjm1@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>
Subject: [Fwd: [hrfac] Two Additional PPO Information Sessions Scheduled]
Attach: [hrfac] Two Additional PPO Information Sessions Scheduled (2.04 KB).msg

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From: kwbryant@email.unc.edu
Sent: Thursday, June 8, 2006 4:27 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] Two Additional PPO Information Sessions Scheduled

---

TO: HR Facilitators

FROM: Elaine Phelps, Director, Benefit Program Administration

Due to popular demand, we have scheduled two additional information sessions for employees with questions about their health insurance options. The deadline for all enrollment forms to be submitted is Friday, June 30, 2006.

The following sessions are scheduled:

-- Wednesday, June 14: 9-11 a.m. in the Great Hall, Student Union

-- Wednesday, June 14: 2-4 p.m. in the Grumman Auditorium, Friday Center

Please encourage employees to attend these sessions if they have an interest; spouses are also welcome.

Each session will provide an overview of the new PPO options and the opportunity to ask questions of HR staff members.

If you have additional questions regarding the health insurance options, contact the State Health Plan's customer service group at 800-422-4658 or the University's PPO Hotline at 843-0526.

From: Deborah Crowder <dacrowde@email.unc.edu>

Sent: Monday, June 12, 2006 1:50 PM

To: Barbara Anderson <banders1@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Timothy McMillan <tjm1@email.unc.edu>; Reginald Hildebrand <hildebra@email.unc.edu>; Perry Hall <hallpa@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; bse >> bselassi >> Bereket Selassie <bselassi@email.unc.edu>; Kia Caldwell <klcaldwe@email.unc.edu>; Kenneth Janken <krjanken@email.unc.edu>; Roberta Ann Dunbar <radunbar@email.unc.edu>; Travis Gore <stgore@email.unc.edu>

Subject: [Fwd: [hrfac] Two Additional PPO Information Sessions Scheduled]

Attach: [hrfac] Two Additional PPO Information Sessions Scheduled (2.04 KB).msg

---

In case you haven't made up your mind....please remember the upcoming
June 30 enrollment deadline. DC

From: kwbryant@email.unc.edu
Sent: Thursday, June 8, 2006 4:27 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] Two Additional PPO Information Sessions Scheduled

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TO: HR Facilitators

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If you have additional questions regarding the health insurance options, contact the State Health Plan's customer service group at 800-422-4658 or the University's PPO Hotline at 843-0526.

From: nobody@notify.unc.edu on behalf of beth_schultz@med.unc.edu
Sent: Monday, June 12, 2006 8:05 PM
To: beth_schultz@med.unc.edu
Subject: INFORMATIONAL: Typically Developing and Children with Developmental Delays Needed

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SUBJECTS NEEDED: The Sensory Experiences Project is a research study designed to examine how young children perceive various sensory events in their environment. With the information we obtain we hope to accomplish three goals: 1) study the influences of early sensory experiences on development, 2) gain insight into the nature of developmental delays, and 3) develop tools that can help with clinical assessment and treatment for children with developmental delays.

DOES MY CHILD QUALIFY?
We are looking for:
* children with developmental delays (non-specific delays as well as those with identified syndromes such as Down Syndrome, Prader-Willie Syndrome, and Williams Syndrome) who are between the ages of 18 months and 8 years
* typically developing children between the ages of 9 months and 24 months
* all children must have normal vision and hearing or vision/hearing impairments that are corrected to within normal limits

Your child will receive sensory and developmental assessments that involve the presentation of different kinds of toys and other activities. These take approximately 1 ½ - 2 ¾ hours depending upon your child's age and skills and can be done in one or two sessions, as convenient for families. In addition, parents complete 1 - 1 ½ hours of paperwork and participate in some additional interviews while their child is being assessed at our research office in Carr Mill Mall.

Participants will receive $50.00 for completing the study, mileage reimbursement, and a parent report summarizing the results of the developmental and sensory assessments.

For more information, please call 919.843.5774, view our website at http://www.med.unc.edu/sep, or send an email to beth_schultz@med.unc.edu
Medical IRB study #97-CDL-28

This email is sponsored by: Allied Health Sciences

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of morganr@email.unc.edu
Sent:	Monday, June 12, 2006 8:53 PM
To:	morganr@email.unc.edu
Subject:	INFORMATIONAL: Couples needed for communication study about physical activity (REVISED)

Compensation information omitted from previous e-mail. Details below.

We are conducting a research study co-sponsored by the UNC School of Medicine and the School of Public Health to gather information about how couples communicate about adopting healthier behaviors. We know that spouses are often part of making decisions about lifestyle changes. Understanding how couples talk about these changes may lead the development of better programs that help people make positive changes to reduce their risk of health problems.

Individuals who are married or partnered, between the ages of 30-75, and have no chronic health conditions that significantly limit their ability to exercise may be eligible. In addition, one partner must have a first-degree relative (parent, child, or sibling) who was diagnosed with colon cancer before age 60. Your spouse must participate in the study with you.

Qualified couples will be asked to do several things:

1) complete self-administered surveys at home;
2) come to our offices on Franklin Street for a two-hour communication exercise that many couples find interesting and enjoyable;
3) wear physical activity monitors for one week. These monitors about the size of a pager, and can be clipped easily to your clothing.

Participating couples will also be contacted at three and six months following the initial visit to campus and asked once again to wear a physical activity monitor for a week and complete self-administered surveys at home. Couples will not be asked to come to campus again. Couples who complete the study will receive $200.

For more information, please e-mail morganr@email.unc.edu.

Approved by UNC-Chapel Hill Biomedical IRB on May 15, 2006.
IRB Study # 05-HBHE-130-ORC
Principal Investigator: Megan Lewis, Ph.D.

This email is sponsored by: Department of Health Behavior Health Education

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From:	nobody@notify.unc.edu on behalf of rfts@unc.edu
Sent:	Wednesday, June 14, 2006 8:05 PM
To:	rfts@unc.edu
Subject:	INFORMATIONAL: Right from the Start: A Study of Pregnancy Health

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This is a bilingual message. Please see below for Spanish.
Este es un mensaje bilingüe. Por favor, vea abajo para el español.

Are you or is someone you know trying to get pregnant OR less than 9 weeks pregnant?

Right from the Start is a research study of early pregnancy health at the University of North Carolina at Chapel Hill. To learn how more, call us toll free at (866) 346-2684 or send an email to rfts@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study. Visit our website at www.mom2be.org for more info.

Participants receive:
- Free early ultrasound
- $10 for completing a telephone interview at the end of the first trimester
- Free pregnancy tests for women who are trying to get pregnant

We need your help! You can advance knowledge by simply sharing information about yourself and your pregnancy. Please share this message with friends or family.

The principal investigator for this study is Katherine Hartmann, MD, PhD, UNC School of Public Health, Department of Epidemiology & School of Medicine, Department of Obstetrics and Gynecology.

The Right from the Start study and this message have received approval from the UNC Institutional Review Board on Research Involving Human Subjects, IRB Study #03-0689.

¿Estás intentando quedar embarazada o tienes menos de 9 semanas de embarazo?

Bien desde el comienzo es una encuesta sobre las primeras etapas del embarazo siendo hecho por la Universidad de Carolina del Norte en Chapel Hill. Para aprender más, llama gratis al 1-866-346-2684 o envía un mensaje por correo electrónico a rfts@unc.edu con tu nombre, número del teléfono y las mejores horas para comunicarnos contigo. No compartiremos tu información. Puedes visitar nuestro sitio en el internet, www.mom2be.org (en inglés).

Las participantes reciben:
- Examen de ultrasonido gratis
- $10 por contestar preguntas en una entrevista por teléfono que se va a hacer al fin del primer trimestre
- pruebas de embarazo gratis si están intentando quedar embarazadas

La necesitamos para que nos ayude a obtener más conocimientos sobre embarazos saludables. Por favor, comparta este mensaje con tu familia y tus amigas.

La investigadora principal es Katherine Hartmann, MD, PhD, Obstetricia y

ginecología, Epidemiología, UNC

Bien desde el comienzo y este mensaje fueron aprobados por La Junta de Revisión Institucional de la UNC, #03-0689.

This email is sponsored by: Epidemiology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of UNC_Esophageal_Research@med.unc.edu
Sent:	Wednesday, June 14, 2006 9:22 PM
To:	UNC_Esophageal_Research@med.unc.edu
Subject:	INFORMATIONAL: Acid Reflux and Erosive Esophagitis

Frequent heartburn symptoms?
Can't sleep without a recliner?
Unable to enjoy the foods you love?

If so, you may qualify as a volunteer in a clinical research study of an investigational medication for heartburn and GERD.

Qualified participants will receive study-related office visits, study medication or placebo, lab work, and procedures at no cost.

If you feel you may be interested, please reply to this informational.

The text in this informational e-mail has been reviewed and approved by the Biomedical IRB under IRB# 05-Med-793 (1/23/06).

This email is sponsored by: UNC Esophageal Research Group

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of UNC_Esophageal_Research@med.unc.edu
Sent:	Thursday, June 15, 2006 8:45 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: UPDATED: Acid Reflux and Erosive Esophagitis

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Please note change/update correcting the "reply to:" address

Frequent heartburn symptoms?
Can't sleep without a recliner?
Unable to enjoy the foods you love?

If so, you may qualify as a volunteer in a clinical research study of an investigational medication for heartburn and GERD.

Qualified participants will receive study-related office visits, study medication or placebo, lab work, and procedures at no cost.

If you feel you may be interested, please reply to this informational.

The text in this informational e-mail has been reviewed and approved by the Biomedical IRB under IRB# 05-Med-793 (1/23/06).

This email is sponsored by: UNC Esophageal Research Group

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of idiana@med.unc.edu
Sent: Thursday, June 15, 2006 10:34 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Looking for typically developing boys

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The Auditory Orienting and Language Outcomes in Children with Autism Project is recruiting typically developing boys between the ages of 6 months to 42 months for a study examining both the children's looking behaviors as well as their heart rate in order to get information about their attention while people are speaking to them. We are comparing typically developing children to children with autism spectrum disorders.

This study will have implications for intervention strategies that might enhance the child's attention to child-directed speech and thus improve language outcomes.

Participants may earn $25 at completion of study
Participation includes developmental assessments and heartbeat data collection using ECG telemetry.

For more information e-mail Jennifer Dalton, Research Coordinator, jennifer_dalton@med.unc.edu, or call 336-681-3032.

http://www.fpg.unc.edu/~NDRC/pages/projects.cfm?ID=163

Title of Study: Auditory Orienting and Language Outcomes in Children witb Autism
(UNC# 04-AHS-399)
Principal Investigator: Linda R. Watson, Ed.D.
UNC-CH Department: Speecb and Hearing Sciences

This study is supported by a grant from the National Alliance for Autism Research to Linda R. Watson, Ed.D. and sponsored by the Department of Speech and Hearing Sciences

This email is sponsored by: Speech and Hearing Sciences

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From: anon@unc.edu
Sent: Monday, June 19, 2006 10:32 AM
To: hildebra@email.unc.edu; krjanken@email.unc.edu; jfjordan@email.unc.edu; mlambert@email.unc.edu; drdalet@email.unc.edu; tjm1@email.unc.edu; smutima@email.unc.edu; jen321@email.unc.edu; rporter@email.unc.edu; regester@email.unc.edu; eunice@email.unc.edu
Subject: Townhall.com : My new contribution to educational racism by Mike S. Adams - Jun 19, 2006

A friend visiting **townhall.com** has sent you a link to the following story:

Townhall.com : My new contribution to educational racism by Mike S. Adams - Jun 19, 2006

Comments:
Racism at UNC

You may also cut and paste the following URL into your browser:
http://www.townhall.com/opinion/columns/mikeadams/2006/06/19/201732.html

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If you enjoyed this article, you might also enjoy Townhall.com's Opinion Alert e-mail. Sent daily, the Opinion Alert informs you of the latest columns from Townhall.com, whose columnists include Ann Coulter, Thomas Sowell, Cal Thomas, George Will, Michelle Malkin, Mike Adams, and many more. Visit http://www.townhall.com/opinion/columns/ to subscribe.

From: nobody@notify.unc.edu on behalf of causey@unc.edu
Sent: Wednesday, June 21, 2006 8:27 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research Subjects for Bloating, Diarrhea and IBS Study

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If you suffer from:

Bloating or Diarrhea or Irritable Bowel Syndrome (IBS) then you may qualify for a study looking to see if Probiotics help relieve these symptoms.

Probiotics are a dietary supplement containing active bacteria found in foods like yogurt and cheese. Researchers are looking into the beneficial affects of probiotics in many clinical areas. In this study we hope to learn more about their benefits in the area of bloating, diarrhea, and IBS.

This study is a 14 week treatment trial with 4 clinic visits to the General Clinical Research Center in the Main Hospital at UNC and two follow-up phone calls. The visits usually take about 30 minutes to complete.

Subjects will be paid $200 for complete participation in this study.

You would NOT be eligible to participate if you have the following:
* Inflammatory bowel disease, duodenal ulcer, gastric ulcer or structural abnormality of the digestive tract
* A serious unstable medical condition (heart disease, cancer in the last 5 years, except skin cancer, insulin dependent Diabetic, HIV, Hepatitis B or C, etc)
* Have been treated with antibiotics in the last 8 weeks.

If you are interested to learn more about this study and to see if you qualify please send an e-mail to Sarah Causey at causey@unc.edu. with the word Probiotic Study in the subject line. Please include your contact information including your name, phone number, and your symptoms.

This e-mail was approved by the Biomedical Institutional Review Board under study title Clinical Efficacy of Probiotic Bacteria in Subjects with Irritable Bowel Syndrome (IBS), Functional Diarrhea, or Functional Bloating, study # GCRC-2207 on March 24, 2006.

This email is sponsored by: CDDN

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of ncavines@email.unc.edu
Sent: Wednesday, June 21, 2006 10:06 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Does Heartburn Concern You?

Do you have frequent heartburn symptoms?
Can't sleep without a recliner?
Unable to enjoy the foods you love?

If so, you may qualify as a volunteer in a clinical research study of an investigational medication for heartburn and GERD.

Qualified participants will receive study-related office visits, study medication or placebo, lab work, and procedures at no cost.

If you feel you may be interested, please reply to ncavines@email.unc.edu

The text in this informational e-mail has been reviewed and approved by the Biomedical IRB under IRB# 05-Med-793 (1/23/06).

This informational has been changed/updated to offer a direct reply to address.

This email is sponsored by: UNC Gastroenterology and Hepatology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, June 21, 2006 11:41 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Director, Ackland Art Museum Candidate Open Forums

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To: UNC-Chapel Hill Community
From: Search Committee, Director, Ackland Art Museum
Re: Director, Ackland Art Museum Open Forums

The Search Committee invites you to attend upcoming forums with candidates for the position of Director, Ackland Art Museum and share your feedback. These forums are designed to help introduce students, faculty, and staff to the future plans for the Ackland Art Museum and to give you a chance to hear about the candidates'ideas for ways to enhance this fine institution.

The Director will provide (1) artistic leadership in acquiring, preserving, exhibiting, and interpreting works of art in support of the University's teaching, research and public service missions, (2) administrative leadership in recruiting, organizing, and utilizing human and financial resources for fulfillment of the Ackland's mission, (3) leadership on- and off-campus to enable and promote the participation of diverse constituencies in Museum programs, and (4) leadership in recruiting resources including funding, works of art, and contributions of volunteer expertise and participation in Museum activities. In conjunction with the Division of University Advancement, the Director will play a leading role in the capital campaign to raise funds for the planned $25 million expansion of the Ackland's facilities, and will work closely with University Facilities Planning personnel through design and construction of the expansion. He or she will provide direction to the Ackland's 24 staff members and to student volunteers and interns. The Director will be the link between the Museum and the academic programs of the University and will be responsible for outreach to the local community, the state, and beyond.

Candidate forums have been scheduled for the following dates:

June 28 - 3:15 - 4:00 - Square Gallery in the Ackland Art Museum
David Brenneman, Chief Curator. High Museum of Art, Atlanta, GA

July 6 - 3:15 - 4:00 - Square Gallery in the Ackland Art Museum
Emily Kass, Consultant, Sarasota Museum of Art/Ringling School of Art and Design, Sarasota, Florida and former Executive Director of the Tampa Museum of Art, Tampa, Florida

July 12 - 2:45 - 3:30 - Square Gallery in the Ackland Art Museum
Eric Lee
The Wylodean and Bill Saxon Director, Fred Jones Jr. Museum of Art, The University of Oklahoma, Norman, OK

Each candidate will speak about the special challenges and opportunities of a university art museum and address the relation of the university museum to its different audiences/constituencies.

This email is sponsored by: Officeof the Executive Vice Chancellor and Provost

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From:	nobody@notify.unc.edu on behalf of rmhigh@email.unc.edu
Sent:	Friday, June 23, 2006 8:04 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Baseball Championship Series

The UNC Baseball Team is in the National Championship Series!

Our team is only two wins away from a National Championship! Be sure to watch the Heels play this best-of-three series against Oregon State on ESPN all weekend long!

Game 1: 7:00pm (Eastern time) Saturday, June 24
Game 2: 7:00pm Sunday, June 25
Game 3 (if necessary): 7:00pm Monday, June 26

The Tar Heels haven't lost a game in the 2006 College World Series of Baseball. With National Player of the Year Andrew Miller and a superb lineup of talented players, the game promises to be memorable. Whether you're at home with family or in Chapel Hill, I encourage you to support UNC baseball and watch another one of our teams add to the growing number of National Championships UNC claims. Go Heels!

This email is sponsored by: Carolina Athletic Association

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From: nobody@notify.unc.edu on behalf of noreen_montgomery@unc.edu
Sent: Friday, June 23, 2006 8:42 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Reminder: Health Insurance Enrollment Deadline

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TO: All Employees

FROM: Noreen Montgomery, Acting Director, Benefit Program Administration

The deadline to enroll or make changes to your health insurance coverage for 2006-07 is Friday, June 30. To date, approximately 3,900 forms have been received.

If you want to enroll in one of the PPO options, or make changes to your current coverage under the CMM plan, the required forms must be in the Benefits office by 5 p.m. on June 30. No late forms will be accepted.

Please note that employees should submit either a PPO enrollment form or a PPO waiver form. If you have questions about these forms, you can call the University's PPO Hotline at 843-0526 and speak with a representative.

Because forms must be received in Benefits by the June 30 deadline, you should consider hand-delivering your forms to the Benefits office during the last week of the enrollment period (June 26-30) to ensure that forms are not delayed in campus or US mail.

The Benefits office is open from 8 a.m. - 5 p.m. Monday through Friday, and is located in Suite 1700 of the Administrative Office Building (AOB) at 104 Airport Drive. You can also leave forms in the green Benefits dropbox outside the front doors of the AOB at any time. The dropbox is checked daily.

If you have questions about your health insurance enrollment, call the PPO Hotline listed above or the State Health Plan's customer service group at 800-422-4658.

This email is sponsored by: Office of Human Resources

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of sdmoody@email.unc.edu
Sent:	Monday, June 26, 2006 8:08 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Spice up your summer workouts on campus...

Tired of the same old workout? Want to discover new ways to move your body this summer? TRY SOMETHING NEW!

Visit
http://www.carolinafitness.unc.edu/src/src_files/fitness_schedule.htm
for a complete list of free interactive workshops on a variety of exercise topics

Contact sdmoody@email.unc.edu for questions

The program of workshops this summer will include topics such as: tapless step choreography, power yoga, core extreme workouts, self myofascial release, and heart rate monitoring.

Go to: www.carolinafitness.unc.edu today to check it out!!

http://www.carolinafitness.unc.edu/src/src_files/fitness_schedule.htm

This email is sponsored by: Carolina Fitness

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From:	nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent:	Monday, June 26, 2006 9:20 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: InTouch, The Employee Forum Newsletter, is Now On-Line

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The June edition of InTouch, the Employee Forum newsletter, is now on-line at http://forum.unc.edu/InTouch/InTouch7-4.htm

Articles include:

From the Chair's Presentation to the Board of Trustees
Fond Farewell
PPO Enrollment Facts & Websites
Supplemental Retirement Programs
Archie Ervin Wins Employee Forum Community Award
Opinion: Turnover Crisis: The Collective Bargaining Solution

On-line publication of InTouch saves approximately 6,000 sheets of paper a month.

This email is sponsored by: Employee Forum

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, June 26, 2006 10:08 PM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: Be Safe in Hot Weather

PLEASE DISTRIBUTE TO ALL AFFECTED EMPLOYEES AND POST AT DEPARTMENTAL BULLETIN BOARDS

FORMAL NOTICE: Be Safe in Hot Weather

We'd like to remind Carolina's employees to take special precautions to avoid heat-related illness in unusually hot weather when working outdoors or in unconditioned indoor environments. People suffer heat-related illness when their bodies are unable to regulate internal body temperature. The body normally cools itself by sweating, however, under some conditions sweating isn't enough. Such conditions may include environments with high humidity and limited air movement, working in the direct sun, heavy physical exertion and poor physical condition. Some medical conditions and medications can also reduce the body's ability to tolerate heat. Still, heat-related illness is preventable by following these guidelines when working outdoors in hot weather:

* Drink small amounts of cool water frequently to prevent dehydration. Drink throughout the day to relieve thirst and maintain an adequate urine output(Be aware of the risks of overhydration).
* Replace salt and minerals. A sports beverage can replace the salt and minerals you lose in sweat.
* Wear appropriate clothing. Choose lightweight, light-colored, loose-fitting clothing.
* Protect yourself from the sun by wearing a wide-brimmed hat. (Sunglasses and sunscreen with SPF 15 or higher are also recommended.)
* Schedule outdoor work carefully. If outdoor work must be done in hot weather, try to limit it to morning hours. Limit sun exposure during mid-day hours. Consider rotating outdoor work schedules among your co-workers.
* Pace yourself. Take time to acclimate to heat and humidity. Start slowly and pick up the pace gradually.
* Monitor yourself for the signs and symptoms of heat-related illness.
* Take time to cool down. Rest often in shady areas. A few hours in air conditioning can help you stay cooler later in the heat.
* Use a buddy system. When working in the heat, monitor the condition of your co-workers and have someone do the same for you.
* Monitor those at high risk. Some people are at greater risk than others, including people who are overweight, people who overexert themselves, and people with heart disease or high blood pressure, or who take certain medications.

Signs and symptoms of heat-related illness include headache, dizziness, lightheadedness, fainting, weakness, mood change, mental confusion, upset stomach or vomiting. An employee experiencing the above symptoms should be taken to the UNC Hospitals Emergency Room as soon as possible. Contact the University Employee Occupational Health Clinic at 6-9119 if you have any questions.

UNC's Heat Stress Policy can be viewed online at http://www.ehs.unc.edu/manuals/imac/heat_stress.doc and suggested measures to preventing heat stress can be viewed at http://www.ehs.unc.edu/healthy/heat_stress_sugg.doc .
For assistance with developing a heat stress job safety analysis and/or training, please contact Ben Naprstek with the UNC Department of Environment, Health and Safety (EHS) at 962-5716 or by sending an email via http://ehs.unc.edu/feedback.shtml.
EHS can also suggest appropriate controls to reduce your risk of heat-related illness. For more information, visit http://ehs.unc.edu/healthy/index.shtml.

This email is sponsored by: EHS

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, June 27, 2006 7:19 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Welcome Home the Tar Heels

Carolina baseball fans can meet the Tar Heel team as it returns from the College World Series Tuesday afternoon (June 27) at 3:30 p.m. in Boshamer Stadium on campus.

The Tar Heels' NCAA runner-up finish marks their best-ever showing in the NCAA College World Series, and the team established school records for wins, as well as regular season, home and ACC victories.

Public parking will be available in the Rams Head Deck.

Disability parking and shuttles will be available from the Rams Head Deck.

This email is sponsored by: Department of Athletics and the General Alumni Association

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From:	nobody@notify.unc.edu on behalf of jennifer.maxwell@fac.unc.edu
Sent:	Tuesday, June 27, 2006 8:03 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Recycling Facilitator Training Series

---

Please join us for the upcoming recycling facilitators training workshop series. These informational sessions will be primarily targeted at current recycling facilitators throughout campus, but are open to all those faculty and staff interested in joining us. Please click on the following link for further details:
http://www.fac.unc.edu/WasteReduction/staff/reftraining.asp

Thanks and see you in July!

This email is sponsored by: Office of Waste Reduction and Recycling

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of oebd@unc.edu
Sent: Tuesday, June 27, 2006 8:33 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: RFP--Community Economic Development Competitive Grants Program

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At part of Carolina's ongoing efforts to pursue engaged scholarship and service, the Office of Economic and Business Development, in partnership with the Carolina Center for Public Service, announces the Community Economic Development Competitive Grants Program. The program will fund projects with potential to improve the economic competitiveness of both businesses and communities across a wide range of issues in North Carolina.

Tenured, tenure track, and fixed term faculty members from any Carolina school, college, center or institute are eligible. Faculty members from any discipline are encouraged to apply.

For more information, please visit http://research.unc.edu/oebd/programs.php#cedcgp or contact the UNC-Chapel Hill Office of Economic and Business Development at (919) 843-5453 or oebd@unc.edu.

This email is sponsored by: Office of Economic and Business Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of asthmastudies@med.unc.edu
Sent: Wednesday, June 28, 2006 8:59 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Informational: Participation in Asthma Research Study

---

The Center for Environmental Medicine, Asthma and Lung Biology is currently recruiting for several studies for people with asthma who are otherwise healthy. Please contact us if you are interested in participating in a screening study (Biomedical IRB number 98-CEMLB-293) and hearing about other studies for which you may qualify. You are not obligated to participate in any study once you complete the screening visit.

You must be between the ages of 18 and 50, a non-smoker, and have not required emergency treatment for your asthma in the last 4 weeks. You should not participate if you are pregnant, nursing a baby or planning to become pregnant in the near future.

Compensation will be provided for this visit.

For a complete copy of the consent form and more information refer to the CEMALB website at http://www.med.unc.edu/envlung/research1.html

If interested or for further information please contact:

Martha
Research Coordinator
Center for Environmental Medicine, Asthma and Lung Biology
(919) 962-4247
Email: asthmastudies@med.unc.edu

This email is sponsored by:
The Center for Environmental Medicine, Asthma and Lung Biology

This email is sponsored by: CEMALB

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>

Sent: Thursday, June 29, 2006 9:29 AM

To: Kia Caldwell <klcaldwe@email.unc.edu>; Travis Gore <stgore@email.unc.edu>; Reginald Hildebrand <hildebra@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Julius Nyangoro <jen321@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Bereket H Selassie <bselassi@email.unc.edu>

Subject: Insurance forms

Hi folks. I just received a printout saying you have not yet submitted your insurance forms. The deadline is tomorrow and is firm. If you believe this is in error or if you have submitted the forms in the last 24 hours you may disregard this. Otherwise you need to do something about this asap. DC

From: nobody@notify.unc.edu on behalf of noreen_montgomery@unc.edu
Sent: Friday, June 30, 2006 8:12 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Health Insurance Deadline Extended--Mental Health/Substance Abuse Plan Revisions

---

TO: All Employees

FROM: Noreen Montgomery, Acting Director, Benefit Program Administration

The State Health Plan has extended the enrollment deadline for health insurance until Friday, July 7, 2006.

Enrollment and waiver forms will continue to be accepted in the Benefits office through 5 p.m. on July 7. Because forms must be received in Benefits by the July 7 deadline, please hand-deliver your forms to the Benefits office to ensure that forms are not delayed in campus or US mail.

Remember to sign and date all forms, and make a copy for your records, before bringing them to Benefits.

The Benefits office is open from 8 a.m. - 5 p.m. Monday through Friday (closed Tuesday, July 4), and is located in Suite 1700 of the Administrative Office Building (AOB) at 104 Airport Drive. You can also leave forms in the green Benefits Programs dropbox outside the front doors of the AOB. The dropbox is checked daily.

The University's PPO Hotline (843-0526) will also continue operations through July 7 to continue assisting employees.

In addition, the State Health Plan announced changes on Friday to mental health and substance abuse benefits under the PPO plans. These changes were recommended to the State Health Plan by an advisory committee. For additional information on these changes, click on http://hr.unc.edu/sys/emaillist/20358/92711.

This email is sponsored by: Office of Human Resources

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From: Eunice Sahle <eunice@email.unc.edu>
Sent: Saturday, July 1, 2006 9:17 AM
To: Sinamenye A Mutima <smutima@email.unc.edu>; Roberta Ann Dunbar <radunbar@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; Julius Nyangoro <jen321@email.unc.edu>; Bereket H Selassie <bselassi@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>
Subject: Re: NYTimes.com: Congo Nears Historic Election, Praying for Peace (

Dear All,

This is a founding moment in the DRC. Hopefully it will lead the country
to take a first step in addressing the ghosts of the triad--King
Leopold-Mobutu-Kabila. Peace. Eunice.

eunice@email.unc.edu wrote:

>
> The New York Times <http://www.nytimes.com/> E-mail This
> *This page was sent to you by: * eunice@email.unc.edu
>
> * INTERNATIONAL / AFRICA * | July 1, 2006
> * Congo Nears Historic Election, Praying for Peace
> <http://www.nytimes.com/2006/07/01/world/africa/01congo.html?ex=1152417600&en=91052e8f26e9779b&ei=5070&emc=eta1>
> *
> By LYDIA POLGREEN
> Congo's biggest challenge will be getting its competing groups to
> recognize and respect the election results.
>
>
>
> Most E-mailed
> 1. Modern Love: What Shamu Taught Me About a Happy Marriage
> <http://www.nytimes.com/2006/06/25/fashion/25love.html?ex=1152417600&en=0bddee2b931e817e&ei=5070&emc=eta1>
>
> 2. 36 Hours: South End of Boston
> <http://travel2.nytimes.com/2006/06/30/travel/escapes/30hours.html?ex=1152417600&en=ab9d2d3502bfe7b9&ei=5070&emc=eta1>
>
> 3. As China Ages, a Shortage of Cheap Labor Looms
> <http://www.nytimes.com/2006/06/30/world/asia/30aging.html?ex=1152417600&en=f66c65abf757d46d&ei=5070&emc=eta1>
>
> 4. Panel Unanimously Recommends Cervical Cancer Vaccine for Girls 11 and
> Up
> <http://www.nytimes.com/2006/06/30/health/30vaccine.html?ex=1152417600&en=36c4c6a6d8c97a54&ei=5070&emc=eta1>
>
> 5. Movie Review: In 'The Devil Wears Prada,' Meryl Streep Plays the
> Terror of the Fashion World
> <http://movies2.nytimes.com/2006/06/30/movies/30devi.html?ex=1152417600&en=caf7442a7cfc6dfa&ei=5070&emc=eta1>
>
>
> ; Go to Complete List <http://www.nytimes.com/gst/mostemailed.html?type=1>
>
>
> Do you love NY? Get the insiders guide to where to stay, what to do and
> where to eat. Go to www.nytimes.com/travel for your NYC Guide now. Click
> here
> <http://www.nytimes.com/adx/bin/adx_click.html?
type=goto&page=www.nytimes.com/yr/mo/day/world&pos=BottomAd&camp=nytnyt-BottomAdtext-
EmailThis&ad=loveNY&goto=http://travel2.nytimes.com/top/features/travel/destinations/unitedstates/newyork/newyorkcity/guide.html>.

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> York Times Company <http://www.nytco.com/> | Privacy Policy
> <http://www.nytimes.com/ref/membercenter/help/privacy.html>
>

--
Eunice Sahle, Ph.D
Assistant Professor of Political Science
African Studies and International Studies
109 Battle Hall
Chapel Hill
27599-3395
North Carolina
Tel: 919-966-2588

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, July 5, 2006 9:25 AM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: [Fwd: Re: Swahili Interpreter needed July 6, 2006]
Attach: Re_ Swahili Interpreter needed July 6, 2006 (4.45 KB).msg

---

From: Michael Lambert <mlambert@unc.edu>
Sent: Wednesday, July 5, 2006 11:42 AM
To: 'Eunice Sahle' <eunice@email.unc.edu>; 'Sinamenye A Mutima' <smutima@email.unc.edu>; 'Roberta Ann Dunbar' <radunbar@email.unc.edu>; 'Barbara Anderson' <banders1@email.unc.edu>; 'Julius Nyangoro' <jen321@email.unc.edu>; 'Bereket H Selassie' <bselassi@email.unc.edu>
Cc: 'Niklaus Steiner' <nsteiner@email.unc.edu>
Subject: RE: somali?

Colleagues,

I just received this message from Niklaus Steiner. If anyone can help please contact Niklaus directly.

Mike

-----Original Message-----
From: Niklaus Steiner [mailto:nsteiner@email.unc.edu]
Sent: Wednesday, July 05, 2006 11:21 AM
To: Michael Lambert
Subject: somali?

Michael,

I'm involved with resettling a refugee family from Somali who are due to

arrive in the coming weeks. One of our most pressing needs is to find a

translator. Do you know any who might be able to help us out - either a

student, faculty or member of the community? If so, I'd appreciate if you could send me some contact info.

Best, Niklaus

--
Niklaus Steiner, Ph.D.
Executive Director
University Center for International Studies
University of North Carolina at Chapel Hill
223 East Franklin Street, CB# 5145
Chapel Hill, NC 27599-5145

nsteiner@unc.edu
Tel (919) 962-6855
Fax (919) 962-5375
www.ucis.unc.edu

From: Eunice Sahle <eunice@email.unc.edu>
Sent: Wednesday, July 5, 2006 12:00 PM
To: Michael Lambert <mlambert@unc.edu>
Cc: 'Sinamenye A Mutima' <smutima@email.unc.edu>; 'Roberta Ann Dunbar' <radunbar@email.unc.edu>; 'Barbara Anderson' <banders1@email.unc.edu>; 'Julius Nyangoro' <jen321@email.unc.edu>; 'Bereket H Selassie' <bselassi@email.unc.edu>; 'Niklaus Steiner' <nsteiner@email.unc.edu>
Subject: Re: somali?

Dear Niklaus and other colleagues,

Julius and I discussed the matter and we will be sending you some names shortly. We already have a name in mind but we need to confirm.

Best wishes, Eunice.

Michael Lambert wrote:
> Colleagues,
>
> I just received this message from Niklaus Steiner. If anyone can help
> please contact Niklaus directly.
>
> Mike
>
> -----Original Message-----
> From: Niklaus Steiner [mailto:nsteiner@email.unc.edu]
> Sent: Wednesday, July 05, 2006 11:21 AM
> To: Michael Lambert
> Subject: somali?
>
> Michael,
>
> I'm involved with resettling a refugee family from Somali who are due to
>
> arrive in the coming weeks. One of our most pressing needs is to find a
>
> translator. Do you know any who might be able to help us out - either a
>
> student, faculty or member of the community? If so, I'd appreciate if
> you could send me some contact info.
>
> Best, Niklaus
>

--
Eunice Sahle, Ph.D
Assistant Professor of Political Science
African Studies and International Studies
109 Battle Hall
Chapel Hill
27599-3395
North Carolina
Tel: 919-966-2588

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, July 5, 2006 8:11 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: New Authentication Procedure for Online Library Resources

---

The procedure for gaining off-campus access to online library resources is changing, beginning July 6, 2006.

The UNC-Chapel Hill libraries license more than 40,000 online journals, databases, and other resources. UNC-Chapel Hill students, faculty, staff, hospital staff, and AHEC affiliates may use most of these resources from off-campus computers. In the past, a valid PID was required to authenticate your affiliation with the university.

As of July 6, the libraries are implementing a more secure procedure.
-University students, faculty, and staff and will supply their ONYEN and password;
-UNC Hospital staff will continue to use their PID;
-AHEC affiliates will continue to authenticate in the current mode.

When you first open an online resource that requires authentication, you will be prompted to supply the appropriate information. You need only supply this information one time in any computer session, even if you use multiple resources. All users will be able to continue using the PID to authenticate until August 15.

These procedures will help the university better honor contractual agreements with database companies by protecting from unauthorized use the valuable content they supply.

To connect to online library resources, go to http://www.lib.unc.edu and select "Article Databases" or "E-Journal Finder." To manage your ONYEN and to set up a challenge-response query in case you forget your password, see https://onyen.unc.edu.

Please direct questions about these procedures to the library's Proxy Server Team using the form at: http://proxy.lib.unc.edu/sendreport.html.

This email is sponsored by: University Libraries

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From: nobody@notify.unc.edu on behalf of dbickford@UNC.EDU
Sent: Monday, July 10, 2006 8:30 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Faculty Scholar Program

The Carolina Women's Center is accepting applications for its Faculty Scholar Program. This program offers UNC-Chapel Hill faculty the opportunity to serve as Faculty Scholar at the CWC for one semester and provides the Scholar's home department with salary replacement for one course during the award semester.

The mission of the Carolina Women's Center is to empower women and promote their equality in all spheres of life and to celebrate the work of women that betters humankind. The Faculty Scholar will work on projects for publication, presentation, exhibition, composition or performance that are related to this mission. Scholars will have the opportunity to participate in regularly scheduled lunch discussions with CWC staff, former CWC Faculty Scholars, and invited scholars from other centers/departments. Two Faculty Scholar positions will be awarded for the Spring 2007 semester. The deadline for applications is October 1, 2006.

Projects are welcome from faculty at all ranks in any department, center or school of the University. To download the application form, visit the Carolina Women's Center's website at: http://womenscenter.unc.edu.

This email is sponsored by: Carolina Women's Center

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From:	nobody@notify.unc.edu on behalf of research_support@unc.edu
Sent:	Monday, July 10, 2006 8:41 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: RESEARCH SUPPORT July 2006 Issue Now Available

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The July 2006 issue of RESEARCH SUPPORT online newsletter is now available for viewing at http://research.unc.edu/rs/

In this issue:

FUNDING OPPORTUNITIES
*Major funding opportunities from state, public, and private agencies, as well as from UNC-Chapel Hill.

CAMPUS NEWS
*RAMSeS Replaces COEUS
*RAMSeS Research Contacts
*Getting Help and Training on RAMSeS
*File Management Issues in Transitioning to RAMSeS
*Research Administration Training Opportunities from OSR
*Changes in OSR Instructions for Subcontracts
*Expansion of Carolina Internal Funding Database
*American Cancer Society Grants and Grantsmanship Seminar at Carolina
*Technology Development Boot Camp
*New Computer Science and Physics Project Manager in OTD
*New Authentication Procedure for Carolina's Online Library Resources
*Department of Environment, Health, and Safety Relocates

FUNDING TIPS
*Mellon New Directions Fellowships in the Humanities and Humanistic Social Sciences
*Community Economic Development Competitive Funding Available
*New BWF Career Development Award for Physician-Scientists
*New NC Biotech Center Guidelines
*Reynolds Trust Temporarily Suspends Health Care Funding
*New NC Tool for Identifying Federal Contract Opportunities

FEDERAL NEWS
*Improved Grants.gov Website
*Changes in NIH/AHRQ Application Forms
*New EPA Hazardous Waste Standards for Academic Labs
*NIH R18/U18, C06/UC6 and R25 Applications Must Use Grants.gov for October 1 Submissions
*FY 2007 NOAA Funding Preview
*SAMHSA FY 2007 Grant Overview
*SAMHSA Seeks Grant Reviewers
*National Center for Education Research Program Changes
*Center for Food Safety and Applied Nutrition to Set Program Priorities
*National Institute on Aging Funding for Neuroeconomics
*Change in U.S. Institute of Peace Deadlines and Programs
*DoE Calls for Comment on Biofuels Production Incentives

View the issue at http://research.unc.edu/rs/

RESEARCH SUPPORT provides Carolina faculty and research staff with funding opportunities, sponsored research news, funding tips, and timely information from all of the offices supporting research at Carolina.
Email research_support@unc.edu

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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From:	nobody@notify.unc.edu on behalf of PreventDiabetes@unc.edu
Sent:	Tuesday, July 11, 2006 9:10 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Temporary Research Assistants

The HEALTHY study, a nationwide collaborative study working to help prevent Type II diabetes in middle school children, needs temporary research assistants. Our study takes place in six North Carolina middle schools located in Nash/Rocky, Lee, Harnett, and Sampson counties. This is a landmark study funded by NIDDK and will offer great research experience.

--Temporary research assistants needed to assist with baseline data collection,
including anthropometric data, as well as questionnaires. Conversational Spanish is a plus but not required. The postion starts at the end of August until December, 30-40 hours per week anticipated. This position includes early morning hours and will not work for a full time student. Travel is an integral part of this position.

Interested? Please contact The HEALTHY study at PreventDiabetes@unc.edu

IRB Approval # 05-1434

This email is sponsored by: STOPP-T2D

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From: nobody@notify.unc.edu on behalf of HBHM@unc.edu
Sent: Tuesday, July 11, 2006 8:20 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do you have or know someone who has a baby aged 2 to 6 months?

Do you have or know someone who has a baby aged 2 to 6 months?

Qualification criteria include the following:

-Over 18 years of age
-First-time mommy
-African American or Caucasian
-Live in the Triangle Area
-With a baby aged two to six months old
-A healthy baby and a healthy pregnancy

You may be eligible to participate in a University of North Carolina research study promoting nutrition, physical activity, and stress reduction for women post-partum and their babies.

We want to get your feedback about our unique 'self-parenting' approach that will help you effectively and efficiently care for yourself and your child. This four week research study will include one home visit and a group session with new mothers and their children.

The research study is sponsored by the Carolina Population Center. To learn how you can be in the study, email us at HBHM@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants will receive up to $70 plus a gift bag for their efforts during the study.

Please share this message with friends or family.

The principal investigator for this study is Margaret Bentley, PhD, UNC School
of Public Health, Department of Nutrition.

This research study and this message have received approval from the UNC Public Health Review Board on Research Involving Human Subjects (#05-1298).

This email is sponsored by: Carolina Population Center

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From: nobody@notify.unc.edu on behalf of rfts@unc.edu
Sent: Wednesday, July 12, 2006 8:05 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Right from the Start: A Study of Pregnancy Health

---

This is a bilingual message. Please see below for Spanish.
Este es un mensaje bilingüe. Por favor, vea abajo para el español.

Are you or is someone you know trying to get pregnant OR less than 9 weeks pregnant?

Right from the Start is a research study of early pregnancy health at the University of North Carolina at Chapel Hill. To learn how more, call us toll free at (866) 346-2684 or send an email to rfts@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study. Visit our website at www.mom2be.org for more info.

Participants receive:
- Free early ultrasound
- $10 for completing a telephone interview at the end of the first trimester
- Free pregnancy tests for women who are trying to get pregnant

We need your help! You can advance knowledge by simply sharing information about yourself and your pregnancy. Please share this message with friends or family.

The principal investigator for this study is Katherine Hartmann, MD, PhD, UNC School of Public Health, Department of Epidemiology & School of Medicine, Department of Obstetrics and Gynecology.

The Right from the Start study and this message have received approval from the UNC Institutional Review Board on Research Involving Human Subjects, IRB Study #03-0689.

¿Estás intentando quedar embarazada o tienes menos de 9 semanas de embarazo?

Bien desde el comienzo es una encuesta sobre las primeras etapas del embarazo siendo hecho por la Universidad de Carolina del Norte en Chapel Hill. Para aprender más, llama gratis al 1-866-346-2684 o envía un mensaje por correo electrónico a rfts@unc.edu con tu nombre, número del teléfono y las mejores horas para comunicarnos contigo. No compartiremos tu información. Puedes visitar nuestro sitio en el internet, www.mom2be.org (en inglés).

Las participantes reciben:
- Examen de ultrasonido gratis
- $10 por contestar preguntas en una entrevista por teléfono que se va a hacer al fin del primer trimestre
- pruebas de embarazo gratis si están intentando quedar embarazadas

La necesitamos para que nos ayude a obtener más conocimientos sobre embarazos saludables. Por favor, comparta este mensaje con tu familia y tus amigas.

La investigadora principal es Katherine Hartmann, MD, PhD, Obstetricia y

ginecología, Epidemiología, UNC

Bien desde el comienzo y este mensaje fueron aprobados por La Junta de Revisión Institucional de la UNC, #03-0689.

This email is sponsored by: Epidemiology

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From:	nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent:	Wednesday, July 12, 2006 8:51 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Employee Forum Delegate Nominations

Employee Forum delegate nominations are still underway.

To nominate yourself or a fellow employee for election to the Forum, go to http://forum.unc.edu/nominate.html and complete the form.

Print and electronic nominations must by received by July 17th.

This email is sponsored by: Employee Forum

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From: nobody@notify.unc.edu on behalf of connect@schsr.unc.edu
Sent: Friday, July 14, 2006 8:09 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Project CONNECT Addresses Minority Participation in Research

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APPROVED by UNC BIOMEDICAL IRB-Study # 02-SHEPS-587

Project CONNECT Addresses Minority Participation in Research

Black Americans have disproportionately high rates of disease and disproportionately poor health outcomes. Recent emphasis on increased representation of minority populations in all research has challenged investigators to find ways to diversify the populations that are recruited to participate in prevention and treatment trials.

Project CONNECT is recruiting volunteers who want to learn more about opportunities to participate in health research.

While we are focusing on African Americans, 18 years or older, any adult is welcome to participate.

If you participate your name will be placed on a confidential listing. If volunteers are eligible for a future research study they will be contacted and offered the opportunity to participate. The confidential registry will collect basic participant data including contact information, age, education level and basic health status.

To join the Project CONNECT listing, please reply with your name, and a phone number or mailing address so that we may get in touch with you. Or, you may choose to contact us directly by calling toll free at 1-866-849-1579.

If you know someone else who is eligible, and may be interested, please feel free to forward this information to them also.

Joining the registry does NOT mean one is volunteering for any particular study.

For additional information, please contact us at 919-966-7107 or via email at connect@schsr.unc.edu.

This email is sponsored by: Project CONNECT: the Bridge to Healthy Communities Through Research, UNC Sheps Center for Health Services Research

If you have concerns about taking part in research please contact the Committee on the Protection of the Rights of Human Subjects (Medical IRB) at UNC at (919) 966-1344.

Project CONNECT
Carolina-Shaw Partnership for the Elimination of Health Disparities
Cecil G. Sheps Center for Health Services Research
University of North Carolina at Chapel Hill
725 Martin Luther King, Jr. Blvd. CB# 7590
Chapel Hill, NC 27599-7590
web: www.connect.unc.edu
office: 919-966-7107

This email is sponsored by: Cecil Sheps Center for Health Services Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of rjmanuel@unc.edu
Sent: Monday, July 17, 2006 8:07 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Name Change Notification: Counseling and Wellness Service

---

Programs and services involving Counseling and Psychological Service and the Center for Healthy Student Behaviors have been integrated and renamed Counseling and Wellness Service (CWS). Dr. Kathy Hotelling is the new director of CWS and will arrive in early August. The name change was effective July 1, 2006 and the website address has been changed to http://cws.unc.edu. Please update your websites and printed materials if you reference these services in your publications.

Located in the James A. Taylor Building, CWS programs and services represent the prevention and mental health component of the comprehensive health services available for students at Campus Health Services in the Division of Student Affairs at UNC Chapel Hill. The integrated approach to health care includes services for physical health, mental health, and wellness. The James A. Taylor Building is the health home for students located between Kenan Stadium and UNC Hospitals.

If you have any questions or need further information regarding Campus Health Services please contact us at 919.966.2281 or visit the CHS website at http://campushealth.unc.edu.

This email is sponsored by: Office of the Vice Chancellor for Student Affairs

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of beasleyt@med.unc.edu
Sent:	Wednesday, July 19, 2006 8:07 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Type 2 Diabetes

The Diabetes Care Center is currently seeking patients for a clinical research study to evaluate a new investigational drug for type 2 diabetes. If you are living with type 2 diabetes, you may be interested in participating in this study.

You may qualify if you...
* are between the ages of 18 and 80
* have been treated for type 2 diabetes with one or more Oral Anit-Diabetic Medications for at least three months
* are NOT currently taking daily insulin

What Can You Expect?
If you are eligible, you will receive study-related care and study medication at no cost, and will receive diabetes counseling and education throughout the course of the trial. If all visits occur, you will receive a total of $300.00.

Please share this message with friends or family.

Please call Tanisha Beasley at 484-0931 ext.274 for more information.

Thank you!

This study and this message have received approval from the UNC Biomedical Institutional Review Board on Research Involving Human Subjects.

This email is sponsored by: Diabetes Care Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of droyle@email.unc.edu
Sent: Wednesday, July 19, 2006 9:13 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Nominations open for the Mellon Foundation's New Directions Fellowships program

---

The University of North Carolina at Chapel Hill has received an invitation to submit two nominees for the Andrew W. Mellon Foundation's New Directions Fellowships program. This recently established program supports outstanding faculty in the humanities and humanistic social sciences who would benefit from their acquiring systematic training outside their own discipline to work on the problems that interest them most. Faculty members who have received their doctorates between five and fifteen years ago are eligible.

New Directions Fellows receive support to pursue a program of training in a discipline other than the one in which they took their doctoral degrees. Such training may consist of coursework or other programs of organized study and may take place either at fellows' home institutions, or elsewhere as appropriate. The fellowships cover salary for approximately one academic year and two summers, as well as tuition and other reasonable costs associated with the fellows' training programs.

Candidates must be nominated through a centralized internal process, due to the limitation on the number of institutional nominees. Internal nominations are due at the Office of Research Development by August 10. Refer to ORD's webpage for this program at http://research.unc.edu/ord/documents/07_Mellon_New_Directions_Fellowships_CFN.pdf for more information.

This email is sponsored by: Office of Research Development

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From:	nobody@notify.unc.edu on behalf of pcole@email.unc.edu
Sent:	Friday, July 21, 2006 8:04 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Piano Sale at Music Dept.

Many fine pianos on loan for one year from Hopper Piano Company to the Department of Music are now available for purchase. They will be sold during an on campus piano sale, Saturday and Sunday, July 29 and 30, from Noon until 5p.m. and will include new and used baby grands, grands, professional uprights, digital pianos. All pianos will be offered to faculty, alumni, staff and students before being sold to the general public. You may look at the selection of instruments and purchase in advance by calling the Department of Music Piano Sale Appointment Line at 919-968-2500 and making a private appointment for Thursday, Friday, or Saturday, 7/27,28, or before Noon on 7/29. This assures you the best selection and pricing in advance of the public sale. Please say that you received this email notification when you call.

This email is sponsored by: Music Department

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From: nobody@notify.unc.edu on behalf of droyle@email.unc.edu
Sent: Friday, July 21, 2006 8:33 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Internal Deadline Extension - Nominations for Mellon New Directions Fellowships

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Internal nominations for the Andrew W. Mellon Foundation's New Directions Fellowship program, previously due by August 10, are now due at the Office of Research Development by Tuesday, September 5.

The University of North Carolina at Chapel Hill has received an invitation to submit two nominees for the Andrew W. Mellon Foundation's New Directions Fellowships program. This recently established program supports outstanding faculty in the humanities and humanistic social sciences who would benefit from their acquiring systematic training outside their own discipline to work on the problems that interest them most. Faculty members who have received their doctorates between five and fifteen years ago are eligible.

New Directions Fellows receive support to pursue a program of training in a discipline other than the one in which they took their doctoral degrees. Such training may consist of coursework or other programs of organized study and may take place either at fellows' home institutions, or elsewhere as appropriate. The fellowships cover salary for approximately one academic year and two summers, as well as tuition and other reasonable costs associated with the fellows' training programs.

Candidates must be nominated through a centralized internal process, due to the limitation on the number of institutional nominees. Internal nominations are due at the Office of Research Development by September 5 (an extension of the original August 10 deadline). Refer to ORD's webpage for this program at <http://research.unc.edu/ord/documents/mellon_new_directions_extension.pdf> for more information.

This email is sponsored by: Office of Research Development

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, July 24, 2006 8:13 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Interested in Pharmacy School?

Are you interested in pharmacy school and planning to take the Pharmacy College
Admissions Test (PCAT), a national examination necessary to gain admission into most schools of pharmacy? Join us for a PCAT Preparatory Review Program to help you perform at your highest potential on the PCAT exam. This intensive review will focus on key elements of chemistry, biology, math, and English covered on the PCAT exam and include a timed PCAT practice exam.

This program will be hosted by the Student National Pharmaceutical Association (SNPhA), a student organization affiliated with UNC's School of Pharmacy.

For more information, please visit the UNC School of Pharmacy homepage at
http://www.pharmacy.unc.edu or send an email to
pcatreview@listserv.unc.edu

This email is sponsored by: Student National Pharmaceutical Association (SNPhA)

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https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, July 25, 2006 8:20 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Ever helped someone facing serious illness or physical limitations?

Have you ever volunteered to help someone (other than a family member) facing serious illness or physical limitations? Have you volunteered in the past three years either informally or through an organization? If so, would you be interested in helping researchers learn more about your experiences?

The goals of the research -

~ To find out what types of caregiving support is provided by non-family members

~ To learn about the range of volunteer experiences

~ To use what we learn to help people in all communities support individuals with serious illness and physical limitations

How to participate -

~ Contact us: call (919) 962-2124 or email research@Project-Compassion.org to find out if you are eligible.

~ If you decide to participate, you will be asked to spend about 45 minutes to complete a questionnaire - at home and at your convenience.

~ You may choose to receive the questionnaire either by mail or e-mail. In either case, just send us the forms once you have completed them. If you choose to mail them, we will provide postage, etc.

~ You will receive a small gift as a token of appreciation.

The Behavioral Affairs Institutional Review Board of the University of North Carolina at Chapel Hill has approved this study. (PSYC 2005-054) Approval Date 5/23/2006

This email is sponsored by: Psychology Department

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From:	nobody@notify.unc.edu on behalf of bayenlab@unc.edu
Sent:	Wednesday, July 26, 2006 8:08 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: 18-30 year-olds needed for research studies

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We are investigating how people think and we need you as a participant.

The study will take approximately 1 hour altogether; as compensation you will receive $9. In this study you will see pictures and/or words on a computer screen and later be asked some questions. Your name will not be connected with your answers in any way.

If you are between 18-30 years old, a native speaker of English and are interested in participating, please contact us at: bayenlab@unc.edu. Please do only respond to this message if you did not participate yet.

This study will be conducted in Davie Hall on the UNC campus in August 2006. For questions about the study, please contact Beatrice Kuhlmann at bayenlab@unc.edu.

All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have any questions or concerns about your rights as a research subject you may contact, anonymously if you wish, the Institutional Review Board at 919-966-3113 or by email to IRB_subjects@unc.edu. Please use the study number, 05-0003, in correspondence with the IRB.

This email is sponsored by: Psychology Department

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From: nobody@notify.unc.edu on behalf of gabriele@email.unc.edu
Sent: Wednesday, July 26, 2006 9:19 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Weight Loss by E-mail Counseling

OVERWEIGHT volunteers between the ages of 30 and 60 are needed for a study of weight loss programs delivered over e-mail.

If you:

* are 30-60 years old
* have a Body Mass Index (BMI) between 25 and 40 kg/m2
(If you are unsure of you BMI you can calculate it at the following website
http://www.nhlbisupport.com/bmi/)
* have e-mail access
* have no medical conditions or disabilities that would prevent physical activity or weight loss
* have not taken medication for weight loss in the past 6 months

you may qualify for a 12-week study to evaluate different approaches to delivering weight loss programs via e-mail. This study will involve 2 in person assessments and completion of 2 short internet surveys.

Qualified Participants Will Receive:
1. 12 weekly lessons on weight loss delivered via e-mail
2. Worksheets for self-monitoring physical activity and caloric intake
3. $10.00 on completion of study

If interested, call 919-966-8650 or e-mail gabriele@email.unc.edu .

Study and message approved by UNC Public Health Institutional Review Board - Study # 06-0119.

This email is sponsored by: Department of Health Behavior and Health Education

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, July 26, 2006 9:52 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Something Not Quite Right?

The Prime Research Clinic is conducting a study to better understand the causes and course of basic symptoms. If you have had any of the following symptoms in the past few months, are between 14-35 years old, and have not been diagnosed with bipolar illness or psychosis, you may be eligible to participate in a study in the Prime Research Clinic. You may be eligible to receive free study related medical evaluations and monetary compensation.

* Have you noticed frequent and confusing coincidences?
* Are you worried that others are talking about you or laughing at you?
* Do you think that others are trying to hurt you?
* Do you have trouble thinking or concentrating?
* Would you rather be alone than with friends?
* Sometimes when you hear something do you mistake it for something it's not? How about something you smell or see?

Go to the 'Simple Survey' by clicking on the link or paste into your browser:
http://www.med.unc.edu/cgi-bin/prime/page1.pl

Or
visit us at our website www.PRIME.unc.edu and click on 'Simple Survey'

03-Psych-53
Feb 25, 2004
Committee on the Protection of the Rigbts of Human Subjects Tbe BioMedical IRB University of North Carolina

This email is sponsored by: Psychiatry

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From: nobody@notify.unc.edu on behalf of oebd@unc.edu
Sent: Tuesday, August 1, 2006 8:01 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: RFP--Community Economic Development Competitive Grants Program

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REQUEST FOR PROPOSALS--COMMUNITY ECONOMIC DEVELOPMENT COMPETITIVE GRANTS PROGRAM

At part of Carolina's ongoing efforts to pursue engaged scholarship and service, the Office of Economic and Business Development, in partnership with the Carolina Center for Public Service, announces the Community Economic Development Competitive Grants Program. The $97,000 program will fund projects with potential to improve the economic competitiveness of both businesses and communities across a wide range of issues in North Carolina. Specifically, the Program will fund projects that address the areas of opportunity identified at the Carolina Summit on Community Economic Development.

Application deadline is September 20, 2006. Tenured, tenure track, and fixed term faculty members from any Carolina school, college, center or institute are eligible. Faculty members from any discipline are encouraged to apply.

Additional information and application materials are available online at http://research.unc.edu/oebd/programs.php#cedcgp. If you have questions about this program, or if you would like to discuss how your research and engagement efforts might benefit businesses and communities in North Carolina, please contact the Office of Economic and Business Development at oebd@unc.edu or (919) 843-5453.

This email is sponsored by: Office of Economic and Business Development

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From:	nobody@notify.unc.edu on behalf of jim.alty@fac.unc.edu
Sent:	Wednesday, August 2, 2006 8:14 PM
To:	smutima@email.unc.edu
Subject:	URGENT: Alert from Governor Mike Easley

GOV. EASLEY ORDERS ENERGY SAVING MEASURES DURING HEAT WAVE

A Two-Degree Hike in Thermostat Setting Helps as Electric Utilities Face Record Demand

RALEIGH - Gov. Mike Easley today ordered energy-saving measures to be taken throughout state government and urged all North Carolinians to do the same as power utilities are experiencing record demand for electricity amid the latest heat wave. Easley asked Department of Administration Secretary Britt Cobb to have thermostats set at least two degrees higher, to between 78 and 80 degrees, in nearly all state buildings.

"Conserving energy, particularly at times of peak demand, is important to avoid potential power interruptions or outages," Easley said. "Raising the thermostat a few degrees will not affect our comfort but will significantly reduce electric demand at a time when it is the greatest."

Much of the state is under a National Weather Service heat advisory with temperatures expected to hit triple digits and the heat index, a combination of the temperature and humidity, expected to exceed 110 degrees today and Thursday. While the state's major utility companies have not experienced any power production problems, they anticipate record-breaking demands for electricity. Duke Energy has issued a statement asking its customers to voluntarily conserve power during the late afternoon, when demand for electricity is the greatest.

"In addition to taking steps to save energy, it is also important to make sure all of our citizens take proper precautions to avoid unnecessary exposure to the extreme heat," Easley said. "Avoiding unnecessary outdoor activity, finding a cool place and drinking plenty of water are critical."

Many hospitals around the state have reported seeing an increased number of cases of heat-related injuries and illnesses. The N.C. Departments of Health & Human Services and Crime Control & Public Safety offer these tips during the high temperatures to help avoid heat-related health problems:

7 Do not leave infants, children, or pets in a parked car, even for just a few minutes. Car interiors can quickly heat up and cause serious injury or death.

7 Drink plenty of fluids, preferably water but avoid alcohol and large amounts of sugar. Do not wait until you are thirsty to drink.

7 Heavy sweating removes salt and minerals from the body. If you exercise or work outside, drink two to four glasses of cool, non-alcoholic fluids each hour. A sports beverage may replace the salt and minerals you lose in sweat. However, if you are on a low-salt diet, talk with your doctor before drinking a sports beverage.

7 Wear lightweight, light-colored, loose-fitting clothing. Protect yourself from the sun and keep cool by wearing a wide-brimmed hat along with sunglasses and by putting on sunscreen of SPF 15 or higher 30 minutes prior to going outside.

7 Stay indoors and if at all possible, in an air-conditioned place. If your home does not have air conditioning, try to find a neighbor, relative or public place that does. Just a few hours spent in air conditioning can help your body stay cooler when you go back into the heat.

7 Take a cool shower or bath.

7 Avoid, as much as possible, using your stove and oven. This will help keep cooler temperatures in your home.

7 If you are 65 years of age or older, have a friend or relative call to check on you twice a day during a heat wave. If you know someone in this age group, check on them at least twice a day.

7 If you must be outdoors, try to limit your outdoor activity to morning and evening hours. When working in the heat, have plenty of water available and monitor the condition of your co-workers and have someone do the same for you. Heat-induced illness can cause a person to become confused or lose consciousness.

The North Carolina State Energy Office offers more tips on power

conservation on the Web at:

http://www.energync.net/resources/docs/press/060719.doc. For more specific tips for avoiding heat injuries are located on the Center for Disease Control and Prevention's web site at:

http://www.bt.cdc.gov/disasters/extremeheat/heat_guide.asp
<http://www.bt.cdc.gov/disasters/extremeheat/heat_guide.asp>

This email is sponsored by: Division of Facilities Services

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, August 3, 2006 9:21 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: 2006-07 CHS Hours of Operation

Effective Thursday, August 17, 2006 the regular hours for Campus Health Services (CHS) will be 8am-8pm Monday - Friday and 8am-5pm on Saturday and Sunday during the fall and spring semesters. Acute care services are available 8am-9am and 5pm-8pm Monday - Friday. Medicine/Women's Health clinic appointments are scheduled from 8:15am-4:30pm. To schedule a medicine/women's health clinic appointment, call 919.966.2281 and follow the voice prompts.

Consistent with past practice, there is a $40 fee for acute care services available from 5pm-8pm Monday - Friday and 8am-5pm on Saturday and Sunday. In an emergency or life threatening situation, call 911. For assistance when the Campus Health Services is closed, call 919.966-2281 to speak with a Healthlink telephone triage nurse.

The James A. Taylor Building is the Health Home for students and is located between Kenan Stadium and UNC Hospitals. For specific details involving hours of operation during university holidays and summer sessions, please refer to the website at http://campushealth.unc.edu.

This email is sponsored by: The Division of Student Affairs and Campus Health Services

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From:	nobody@notify.unc.edu on behalf of ncavines@email.unc.edu
Sent:	Thursday, August 3, 2006 10:31 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Do You Cough Frequently?

Do you cough frequently? Do you wonder why?

If you are a non-smoking male or female between the ages of 18 and 70 who has had a cough for more than 8 weeks, and are not taking any acid reflux medication- you may be eligible for a research study investigating GERD (Gastroesophageal Reflux Disease) as a potential cause of cough.

If you are interested in learning more about this study, please respond to this informational by email.

Approved by UNC IRB 7/28/06, #04-MED-533.

This email is sponsored by: UNC Esophageal Diseases and Swallowing

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From:	nobody@notify.unc.edu on behalf of ncavines@med.unc.edu
Sent:	Friday, August 4, 2006 8:09 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Does Heartburn Concern You?

Do you have frequent heartburn symptoms?
Can't sleep without a recliner?
Unable to enjoy the foods you love?

If so, you may qualify as a volunteer in a clinical research study of an investigational medication for heartburn and GERD.

Qualified participants will receive study-related office visits, study medication or placebo, lab work, and procedures at no cost.

If you feel you may be interested, please reply to ncavines@email.unc.edu

The text in this informational e-mail has been reviewed and approved by the Biomedical IRB under IRB# 05-Med-793 (1/23/06).

This email is sponsored by: CDDN

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From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, August 9, 2006 12:14 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: [Fwd: IIJD Announces 2006 Conference on Africa Speakers]
Attach: IIJD Announces 2006 Conference on Africa Speakers (44.7 KB).msg

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From: IIJD, Inc. <iijd@iijd.org>
Sent: Wednesday, August 9, 2006 10:46 AM
To: dacrowde@email.unc.edu
Subject: IIJD Announces 2006 Conference on Africa Speakers

You are recieving this email because of your interest in the issues of Justice and Development, including; The planning of the first International Conference on the State of Affairs of Africa (2006 ICSAA). To no longer receive our emails, click to unsubscribe.

IIJD Announces 2006 ICSAA Conference Speakers

First Democratic Elections in the Democratic Republic of the Congo

August 2006 - Vol 1, Issue 3

In This Issue

Keynote Speaker President Ellen Johnson-Sirleaf
IIJD Announces Speaker Dr. Alan White
Elections in the Democratic Republic of the Congo
IIJD Announces Media Sources that have pledged their support for the ICSAA

Sign Up

SIGN-UP!

IIJD Links

Conference information
Conference Registration
A Vision for Africa Gala
Justice Program

IIJD Updates

In the past two weeks IIJD has taken huge steps towards finalizing the planning of the ICSAA, editing the handbook of justice system indicators, and beginning a media campaign that will target newspapers and other media sources. There is a good amount of support for this endeavor to bring people together to discuss issues still plaguing the African continent. We are proud to announce in this edition of the IIJD newsletter that we have finalized our list of 2006 ICSAA Conference speakers. In this edition, we will begin presenting the speakers of the 2006 ICSAA Boston Conference on Africa.

Keynote Speaker President Ellen Johnson-Sirleaf

Ellen

IIJD is proud to announce the ICSAA keynote speaker and recipient of the IIJD Leadership and Courage Award President Ellen Johnson-Sirleaf. President Sirleaf was formally elected as the President of Liberia in November 2005, becoming the first female president of an African country.

Educated at Harvard, she became involved in government when she became Assistant Minister of Finance in President William Tolbert's administration in 1970. While running for Senate in 1985, she spoke out against the military regime, and was sentenced to ten years in prison. Released after a short period, she left in exile

and returned in 1997 as an economist, working for the World Bank, and for Citibank in Africa.
Initially supporting Charles Taylor's rebellion against Sergeant Samuel Doe, she later went on to oppose him, and ran against him in the 1997 presidential elections. She managed only 10% of the vote, to Mr. Taylor's 75%. Taylor charged her with treason. She campaigned for the removal of President Taylor from office, playing an active and supportive role in the transitional government, as the country prepared itself for the 2005 elections.
With Taylor's departure, she returned to take over the leadership of the Unity Party.In the first round of 2005 voting, she came in second with 175,520 votes, putting her through to a runoff vote against former footballer George Weah. On November 11th, the National Elections Commission of Liberia declared Johnson-Sirleaf to be President-elect of Liberia. On November 23rd they confirmed their decision, saying that Johnson-Sirleaf had won with a margin of almost 20% of the vote. Independent international, regional, and domestic observers have all declared the vote to be free, fair and transparent.

President Johnson-Sirleaf has become one of the most inspirational leaders of our time. She has overcome prison, corruption, and exile on the path to becoming President. Based on these exceptional qualities and her incredible perseverance IIJD is proud to award her the first IIJD award for Leadership and Courage. For her, the conference will be an opportunity to speak about the challenges and opportunities facing her country as well as offer suggestions on how to shift African development efforts towards more sustainable and local solutions.

Complete list of speakers and biographies

IIJD Announces Speaker Dr. Alan White

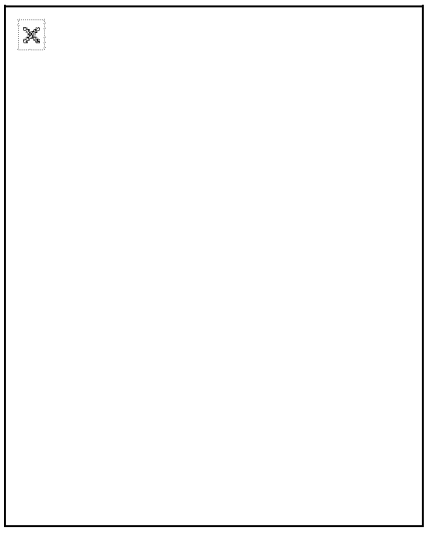

IIJD is proud to announce speaker Dr. Alan W. White. Dr. White is the President and Chief Executive Officer of Alan White Associates, Inc., an international consulting and business development company. Dr. White retired from the U.S. Government as a member of the Senior Executive Service in August 2005 after 31 years of exemplary military and civilian service.

Prior to forming his own company Dr. White served as the Chief of Investigations for the United Nations-created Special Court for Sierra Leone from July 2002 to July 2005, Freetown, Sierra Leone. Dr. White was responsible for directing and conducting all criminal investigations regarding violations of international humanitarian law and crimes against humanity during the temporal jurisdiction of the Special Court. Those crimes include murder, extermination, terrorism, torture, rape, sexual enslavement, child conscription, and other crimes. The temporal jurisdiction of the Special Court for Sierra Leone covers the period of November 30, 1996 to the present. Dr. White's efforts led to 13 indictments, including Charles Taylor, the former president of Liberia. The indictment of Taylor was historic because it was the first time a sitting head of state had been indicted for war crimes. Taylor is currently incarcerated at the International Criminal Court, in The Hague, pending trial by the Special Court for Sierra Leone. This is the first time that an international war crimes tribunal has been set up within the nation where the crimes occurred wherein there was an estimated 1 million victims of the civil war in Sierra Leone. Dr. White traveled to 28 different countries conducting criminal investigations establishing high level government and law enforcement contacts, including various agencies within the United States, Europe, and Africa.

Among many impressive positions that Dr. White has held, his position as the Director of Investigative Operations, at the Defense Criminal Investigative Service (DCIS) Headquarters in Arlington, Virginia particularly stands out. Dr. White served as a member of the Senior Executive Service and had been with DCIS for sixteen years. The DCIS was the law enforcement arm of the of the Inspector General, Department of Defense (DoD) with full law enforcement authority, responsible for criminal investigation of violations of U.S. law impacting the DoD, specializing in terrorism, white collar

crime, bribery, corruption, kickbacks, major thefts, computer crimes, and other significant criminal violations.

Dr. White will be speaking on the collaboration between the government of Sierra Leone and the Special Court for Sierra Leone at the ICSAA.

Here, see a complete list of the 2006 ICSAA speakers (Complete Speaker Biographies)

Elections in the Democratic Republic of the Congo

Congo

Preliminary reports on the election taking place in The Democratic Republic of the Congo show signs of peace and success during the nations' first free elections in forty-six years. Fifty thousand voting stations were set up in the nation, which is the size of Western Europe with only three hundred miles of paved roads. Results from the elections are expected by the end of August. Human rights organizations, major governments, and NGO organizations around the world are hoping these signs of democratic progress and reform will alleviate the plight of the country's impoverished population, especially children.

The recent five year civil war and a consistently worsening health crisis have affected the life of nearly every Congolese citizen. The UN deployed seventeen thousand people as election monitors to stop violence and tampering with the election results as well as four hundred and sixty million dollars to carry out the mission. These figures make this mission the most complex and expensive one in UN history. Thus, a message has been sent that the global community is invested in democratic progress on all fronts within the Democratic Republic of the Congo.

Congo has endured nearly fifty years of war, absolute dictatorship, massacres, and guerilla groups that continue to terrorize many in the eastern regions of the nation. Contesting incumbent leader Joseph Kabila's rule are many individuals from all regions of the nation and all areas of authority. From former rebel leaders to washed up politicians, thousands of people have flocked to the voting stations to take part in their nation's push for effective democracy. The Democratic Republic of the Congo has yet to finish counting the votes and release a statement announcing the new President elect. This is a process that is expected to takes weeks based on the lack of infrastructure within the nation.

IIJD, Inc. supports the movement towards free and fair elections in sub-Saharan Africa, as well as the peace and development that it will likely bring to the region. Continued institutional reform within the government and justice system will still be necessary to protect the emerging peace and development processes. IIJD, Inc. applauds the international community on the increased level of devotion in time, money, and man power that it has dedicated to the success of these elections. The long-awaited democratic elections will lead to increased stability in the entire region, which will enable further institutional reforms and economic development to take place.

IIJD Announces Media Sources that have pledged their support for the ICSAA

newspaper graphic

The following news sources have pledged their support in advertising for the ICSAA and A Vision for Africa Gala as well as covering the results of the discussions and findings of the conference.

- ***ThisDay*, Tanzania**
- ***African Courier Magazine*, Ghana**
- ***Association de la Presse Panafricaine*, Paris**
- ***Panorama*, Jerome Press, Boston**
- ***AfricaRecruit, London***

If you are interested in becoming a Friend of IIJD or a Supporting Media Source, please email us at conference.icsaa@org.

Thank you for your support! We are also now taking submissions of photographs taken in Africa and donated art work related to Africa for a silent auction that will take place during the

conference. Please email us at conference.icsaa@org for more information!

Sincerely,

Ben Ngachoko
IIJD, Inc.

email: iijd@iijd.org
phone: 617-541-9500
web: http://www.iijd.org

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IIJD | 2343 Washington St, 2nd floor | Boston | MA | 02199-3216

From: nobody@notify.unc.edu on behalf of morganr@email.unc.edu
Sent: Wednesday, August 9, 2006 8:10 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Colon Cancer Survivors needed for communication study

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Individuals may be eligible if they have a history of successfully treated stage I or II colon cancer, are married or partnered, are between the ages of 25-80, and have no chronic health conditions that significantly limit their ability to exercise. Both spouses/partners must participate in the study.

We are conducting a research study co-sponsored by the UNC School of Medicine and the School of Public Health to gather information about how couples communicate about adopting healthier behaviors. We know that spouses are often part of making decisions about lifestyle changes. Understanding how couples talk about these changes may lead the development of better programs that help people make positive changes to reduce their risk of health problems.

Qualified couples will be asked to do several things:

1) complete self-administered surveys at home;
2) come to our offices on Franklin Street for a two-hour communication exercise that many couples find interesting and enjoyable;
3) wear physical activity monitors for one week. These monitors about the size of a pager, and can be clipped easily to your clothing.

Participating couples will also be contacted at three and six months following the initial visit to campus and asked once again to wear a physical activity monitor for a week and complete self-administered surveys at home. Couples will not be asked to come to campus again. Couples who complete the study will receive $200.

For more information, please e-mail morganr@email.unc.edu.

APPROVED BY UNC BIOMEDICAL IRB on July 31st
IRB STUDY #05-HBHE-130-ORC

This email is sponsored by: School or Public Health

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From:	nobody@notify.unc.edu on behalf of jennifer.maxwell@fac.unc.edu
Sent:	Wednesday, August 9, 2006 9:27 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: PHONEBOOK RECYCLING

It's that time of year again...phonebook delivery time.

Please take the time to RECYCLE old phonebooks so they do not end up in the landfill.

Phonebooks may be recycled with newspapers and magazines. Please place phonebooks in the BLUE outdoor carts labeled for "newspapers & magazines". The outdoor carts are located next to the cardboard and trash dumpsters at various locations throughout campus. This program is in place year round, so there is no stop or start date for phonebook recycling.

If you do not have an outdoor cart, please recycle these in the indoor newspaper/magazine recycling bins. If you have a large quantity, please neatly stack these next to the indoor bins so they do not overfill the bins before the service date. Please see our website for more details (www.fac.unc.edu/WasteReduction/Recyclables/phonebooks.asp).

You may also recycle phonebooks in Orange County (http://www.co.orange.nc.us/recycling). This may he done either through curbside recycling if you have curhside collection where you live, or at drop-off sites. There are drop-off sites at the following locations:

Animal Shelter: Off Airport Road on Municipal Drive;
Cedar Falls Park: One mile east of Airport Road off of Weaver Dairy Road;
University Mall: Mall parking lot behind the Texaco Station on Estes Drive;
Carrboro Plaza: Behind ABC Store in southeast corner of the Plaza;
Meadowmont: Behind Harris Teeter

Thanks so much for recycling!

This email is sponsored by: Office of Waste Reduction and Recycling

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From:	nobody@notify.unc.edu on behalf of instructional_scanning@unc.edu
Sent:	Thursday, August 10, 2006 8:01 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: General Purpose Answer Sheet

ITS provides a computerized scoring and analysis service for true-false and multiple choice tests, based on our NCS "General Purpose Answer Sheet." This service is available for any course offered through the Office of the University Registrar.

We are investigating a request to change the General Purpose Answer Sheet. The General Purpose Answer Sheet is currently in the format of Questions numbered 1 through 200 with bubble answer choices numbered 1 through 5. A faculty member has suggested that it would be clearer to have the bubble answer choices lettered A through E.

Please let us know if:

A. You agree this change would be helpful.
B. This change would negatively impact you or your area.
C. The answer sheet should be available both ways.
D. You need more information about this change.

Please reply to this email with your answer by September 15th.

Thank you,
Instructional Scanning Services

This email is sponsored by: ITS - Infrastructure & Operations

From:	nobody@notify.unc.edu on behalf of PreventDiabetes@unc.edu
Sent:	Tuesday, August 15, 2006 8:04 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Study seeks temporary help

The HEALTHY study, a nationwide collaborative study working to help prevent Type II diabetes in middle school children, needs temporary research assistants. Our study takes place in six North Carolina middle schools located in Nash/Rocky, Lee, Harnett, and Sampson counties. This is a landmark study funded by NIDDK and will offer great research experience.

Temporary research assistants needed to assist with baseline data collection,
including anthropometric data, as well as questionnaires. Conversational Spanish is a plus but not required. The postion starts at the end of August until December, 30-40 hours per week anticipated. This position includes early morning hours and will not work for a full time student. Travel is an integral part of this position.

Interested? Please contact The HEALTHY study at PreventDiabetes@unc.edu

IRB Approval # 05-1434

This email is sponsored by: STOPP-T2D

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From: nobody@notify.unc.edu on behalf of research_support@unc.edu
Sent: Thursday, August 17, 2006 8:01 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: RESEARCH SUPPORT August 2006 Issue Now Available

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The August 2006 issue of RESEARCH SUPPORT online newsletter is now available for viewing at http://research.unc.edu/rs/

In this issue:

FUNDING OPPORTUNITIES
*Major funding opportunities from state, public, and private agencies, as well as from UNC-Chapel Hill.

CAMPUS NEWS
*Identifying Funding Sources: Workshop for Social Science Faculty
*SRA Certificate Program
*National Conference on Human Subject Protections
*RAMSeS Tips from OSR
*RAMSeS Project Financial Guarantee Approvers
*Hardcopy Proposal Submission and RAMSeS
*New RAMSeS Reporting Features
*Carolina Innovations Seminar Series: How to Avoid Becoming Road Kill on the Road to Technology Commercialization
*Legal Issues in Research
*Conversational Living Room for Health Researchers
*Odum Institute Welcomes New Staff Members
*New Resources from the UNC Libraries
*Electronics Design and Repair Services for Researchers

FUNDING TIPS
*New to UNC-Chapel Hill? Move Your COS Faculty Expertise Profile Too
*Tips for New Faculty
*NC Board of Science and Technology Incentives and Matching Funds
*NC IDEA Grants for Commercialization of Research Innovation
*American Cancer Society Grants and Grantsmanship
*American Society for Hematology Unveils 2006 Agenda

FEDERAL NEWS
*Study on Responsible Conduct of Research Training
*Proposed Change in NIH/AHRQ Grant Appendix Materials
*Department of Education Announces Proposed Funding Priorities
*What Are Your Chances of Getting NIH Funding?
*NIH Outlines Process for Idea Solicitation and Roadmap Initiative Selection
*NEH Digital Humanities Initiative
*NSF Geosciences Directorate Support for Postdoctoral Appointees and Graduate Students: Guidelines for PIs
*National Academies: Technological Literacy of U.S. Population Not Well-Assessed; Additional Surveys Needed

View the issue at http://research.unc.edu/rs/

RESEARCH SUPPORT provides Carolina faculty and research staff with funding opportunities, sponsored research news, funding tips, and timely information from all of the offices supporting research at Carolina. It is published by the Office of the Vice Chancellor for Research and Economic Development, GrantSource Library. Email research_support@unc.edu

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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From: nobody@notify.unc.edu on behalf of baleno@email.unc.edu
Sent: Monday, August 21, 2006 8:16 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Sign Up to Save Lives!

Welcome Home UNC!

We here at the UNC Hospitals Platelet Donor Program would like to welcome home all of UNC Students, Staff, and Faculty. This will be an exciting year at Carolina and we want to invite you to join in the fun by becoming an active member of your campus community and help your fellow Carolinians!

That is why we are contacting you- to become an active volunteer in tbe UNC Platelet Program. Many of your extracurricular activities require community service and donating platelets is a great way to earn hours without hassle, as well as belp save lives.

Platelets, which are the component of your blood responsible for clotting, help patients with cancer, leukemia, those undergoing beart or transplant surgery, and trauma victims. Many of you may know a platelet recipient. Through donating, you not only help to save the people you love, but become an active member of your community, as well!

It takes approximately two hours to donate- two hours that could mean a lifetime to another! Platelets have a very short shelf life - only 5 to 7 days - so there is a constant need for donors to avoid shortages!

We offer a variety of appointments between the hours of:
Monday 7:30am-5:15pm
Tuesday.....8:00am-5:30pm
Wednesday.....8:00am-6:00pm
Thursday.....9:30am-6:30pm
Friday.....8:00am-2:00pm
Saturday...9:00am-2:30pm
(only open Saturdays of Holiday Weekends)

Also during your donation donors can watch TV, DVDs, videos, read, work on a laptop, or sleep. We have snacks and drinks while you donate, and free t-shirts! With such a convenient location in the hospital behind Student Health, what could be better than saving lives while sitting back with a movie?!

For more information on platelet donations, or to schedule an appointment, email us at platelet@unch.unc.edu or call 919-966-2730.

We hope to see you all soon!
Kristi and Whitney

This email is sponsored by: UNC Hospitals Platelet Donor Program

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From:	nobody@notify.unc.edu on behalf of marron@email.unc.edu
Sent:	Monday, August 21, 2006 10:27 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Free Statistical Consulting

The UNC Department of Statistics and Operations Research announces the availability of free statistical consulting. Our goal is to teach this important skill to graduate students, but you can get some free statistical assistance in the process.

> The course format involves clients giving a presentation about the problem at hand. This generates a question and answer dialog, which by itself has proven to be useful in helping clients formulate their ideas. Then typically one student is assigned to work on the actual data, with a final written report expected.

In the past we have worked with a very wide range of clients, from Masters students needing help with the statistical end of their dissertation, all the way up to distinguished professors. While there are limits to what can be done in the context of this course, some contacts initially made through this course have led to ongoing joint research, grant proposals and published papers in very diverse fields.

> To sign up for this type of consulting, or to discuss this further, please contact Steve Marron, Department of Statistics and Operations Research, UNC, CB 3260, Email: marron@email.unc.edu. Additional information is available at the web address:

http://www.stat-or.unc.edu/stat-or/consulting/quantitative

This email is sponsored by: Statistics and Operations Research

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From:	nobody@notify.unc.edu on behalf of LearnIT@unc.edu
Sent:	Tuesday, August 22, 2006 8:02 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Computer-Based Training as Classroom Supplement

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Computer-Based Training (CBT) is a free service provided by Information Technology Services (ITS) to all faculty, staff, and students at UNC-Chapel Hill.

Some faculty have expressed a desire for students to have additional skills and expertise in technology that will help them plan, develop, and implement class projects such as in-class presentations, Web sites, and multimedia pieces.

I'd like to remind you that CBT courses may help your students gain relevant skills. Our CBT service includes courses on PowerPoint, Web authoring, Photoshop, project management, and over 2800 more! Also, please remember that the Student Stores RAM Shop offers educational prices for several multimedia software applications for which CBT courses are offered. (The RAM Shop's main store is temporarily located under the Health Affairs Bookstore which borders the Bell Tower parking lot. Their main phone number is 962-2422.)

You should, of course, review any CBT course before recommending it to your students to be sure it meets your learning objectives. If you have questions or comments about the service, please let us know.

--
LearnIT@unc.edu
Division of Teaching and Learning
Information Technology Services

This email is sponsored by: Information Technology Services, Division of Teaching and Learning

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From:	nobody@notify.unc.edu on behalf of baleno@email.unc.edu
Sent:	Tuesday, August 22, 2006 11:00 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: UNC Platelet Donor Program: CORRECTION!!

Dear UNC Students, Staff, and Faculty,

Please note that in the email sent out last night/early morning, our number is listed incorrectly. The number to UNC Hospitals Platelet Donor Program is 919-966-2370. We apologize for our error!

Thank you,
UNC Hospitals Platelet Donor Program

This email is sponsored by: UNC Hospitals Platelet Donor Program

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From: nobody@notify.unc.edu on behalf of twaldrop@unc.edu
Sent: Tuesday, August 22, 2006 11:37 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Excellence in Research Administration Award

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The Office of the Vice Chancellor for Research and Economic Development is calling for nominations for the third annual Excellence in Research Administration Award. This award will recognize a University employee for meritorious and distinguished accomplishments in research administration at the University of North Carolina at Chapel Hill. A $500 cash award will be presented to the selected research administrator. The nomination form can be found at http://research.unc.edu/red/excellence_research_admin.doc

To be eligible for nomination the individual must be a permanent University employee (SPA, EPA Non Faculty or Non-Tenure Track Faculty) Some of the factors you may want to consider in preparing your nomination justification for outstanding accomplishments include:

*Exemplifies the research mission of the department, school, and university
*Promotes training and continuing education in research
*Provides excellent customer service to the research community
*Champions protection and preservation of the institution
*Advocates the creation and dissemination of new knowledge
*Engages in service to the profession
*Advances team building and participation within the department, school, and university
*Enhances infrastructure in support of research
*Collects and disseminates funding opportunities
*Facilitates proposal development and submission
*Guarantees timely proposal review and clearance
*Facilitates collaborative project development
*Directs project implementation and financial management
*Safeguards the protection of human and animal subjects
*Promotes collaboration between departmental and central administration
*Ensures project integrity and compliance
*Streamlines programs and procedures for proposal submission
*Designs and implements programs and procedures that support the research effort of the department, school, and university

Nominations must be received by October 16, 2006. Please submit nominations to:
Tony Waldrop, Vice Chancellor for Research and Economic Development, CB# 4000,
312 South Building, UNC at Chapel Hill, 27599-4000.

Sherrie Settle (School of Pharmacy) received the 2005 Excellence in Research Administration Award. The 2005 finalists also recognized for their accomplishments in research administration were: Elodia Cole (LCCC & Biomedical Research Imaging Center), Suzan deSerres (Dept. of Surgery), Vicki Haitcock (Institute of Advanced Materials) and Chris Horaist (Carolina Cardiovascular Biology Center).

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, August 23, 2006 4:41 PM
To: Alphonse Mutima <smutima@email.unc.edu>; Julius Nyangoro <jen321@email.unc.edu>
Subject: [Fwd: Re: SWAH TA]
Attach: Re_ SWAH TA (1.57 KB).msg

From:	nobody@notify.unc.edu on behalf of morganr@email.unc.edu
Sent:	Wednesday, August 23, 2006 9:13 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Couples needed for communication study about physical activity

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Compensation information omitted from previous e-mail. Details below.

Individuals who are married or partnered, between the ages of 30-75, and have no chronic health conditions that significantly limit their ability to exercise may be eligible. In addition, one partner must have a first-degree relative (parent, child, or sibling) who was diagnosed with colon cancer before age 60. Your spouse must participate in the study with you.

We are conducting a research study co-sponsored by the UNC School of Medicine and the School of Public Health to gather information about how couples communicate about adopting healthier behaviors. We know that spouses are often part of making decisions about lifestyle changes. Understanding how couples talk about these changes may lead the development of better programs that help people make positive changes to reduce their risk of health problems.

Qualified couples will be asked to do several things:

1) complete self-administered surveys at home;
2) come to our offices on Franklin Street for a two-hour communication exercise that many couples find interesting and enjoyable;
3) wear physical activity monitors for one week. These monitors about the size of a pager, and can be clipped easily to your clothing.

Participating couples will also be contacted at three and six months following the initial visit to campus and asked once again to wear a physical activity monitor for a week and complete self-administered surveys at home. Couples will not be asked to come to campus again. Couples who complete the study will receive $200.

For more information, please e-mail morganr@email.unc.edu.

Approved by UNC-Chapel Hill Biomedical IRB on May 15, 2006.
IRB Study # 05-HBHE-130-ORC
Principal Investigator: Megan Lewis, Ph.D.

This email is sponsored by: Health Behavior and Health Education

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From: nobody@notify.unc.edu on behalf of rcoble@med.unc.edu
Sent: Thursday, August 24, 2006 3:18 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UNC Mindfulness Program

Mindfulness programs offer training in meditation, mind-body awareness exercises and other awareness techniques that will teach you how to slow down, set priorities and stay calm, focused and relaxed in the midst of a busy life in ways that will enhance your body's natural adaptive and healing ability.

The UNC Program on Integrative Medicine has upcoming opportunities to learn about mindfulness and how to apply it to daily life. For more information, please visit http://pim.med.unc.edu
and click on Mindfulness, or contact Becky Coble at email:
rcoble@med.unc.edu
or at (919) 966-8586

Registration is open through Tuesday, September 12, 2006.
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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, August 24, 2006 8:27 PM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: 2007 JR FACULTY DEVELOPMENT AWARDS

TO: Non-tenured Members of the Faculty

FROM: Bernadette Gray-Little, Executive Vice Chancellor and Provost
Chair, Committee on Faculty Research and Study Leaves

SUBJECT: Awards for Junior Faculty Development

DATE: August 24, 2006

The University will accept applications this fall for Junior Faculty Development awards paid from endowment income from The University of North Carolina at Chapel Hill Foundation. The awards, up to the amount of $7,500, are to be expended during the period beginning January 1, 2007, and ending December 31, 2007.

I. The following terms apply to the awards:

A. Applicants must be full-time, salaried faculty members without tenure and must not have been proposed for tenure prior to the application deadline date, Monday, September 25, 2006.

B. Preference will be given first to persons holding the rank of Assistant Professor and then to persons holding the rank of Associate Professor. Individuals holding fixed-term appointments will generally be considered as less competitive.

C. Applicants in the second, third, or fourth year of service at the time of their application will be given preference over first-time applicants with fewer than two or more than four years' service.

D. No person who has previously received an award will be eligible for a second award.

E. Money from the award may not be used to provide release time from regular employment. For persons on nine months contracts, the money may be used to provide summer salary and fringe benefits; this source of funds will count as part of the one-third allowable for faculty members on nine months service. Summer salary will be subject to the usual deductions. Since the awards are required to cover fringe benefit costs, the entire amount of an award cannot be paid as salary.

F. Funds from the awards may also be used for supplies, equipment, salaries of assistants, travel, or to assist with any other dimension of faculty development.

G. Under no circumstances will a faculty member on nine months service who uses the Junior Faculty Development Award for summer salary be allowed to teach Summer School or serve as an administrator in the Summer School during the summer in the year of the award.

II. Applications should consist of:

A. a letter to the Chair of the Committee on Faculty Research and Study Leaves

B. a curriculum vitae

C. a narrative description of one or two pages describing the project to be undertaken and in no case should more than two such pages be submitted

D. a proposed budget which cannot exceed $7,500. The budget should show the kinds of expenditures proposed, e.g., salary, fringe benefits, travel, equipment, etc.

E. an indication of other funds (e.g., NEH Summer Fellowships, University Research Council awards, etc.) which will be used or which are available for the support of the project

F. a letter of endorsement from the applicant's department or curriculum chair or, in the case of non-departmentalized schools, the Dean of the School.

The original and seven copies of the application must reach the Office of the Provost, CB #8000, 218 South Building before 5:00 p.m. on Monday, September 25, 2006. Applications presented after that time will not be considered by the Committee.

IV. The Committee on Faculty Research and Study Leaves will consist of the following individuals for the 2006-07 Academic Year: the Deans of the School of Medicine and the College of Arts and Sciences, two faculty members (one from Academic Affairs, one from Health Affairs), the Executive Associate Provost, the Associate Provost for Academic Initiatives, and the Provost as Chair.

This email is sponsored by: Office of the Executive Vice Chancellor & Provost

From:	nobody@notify.unc.edu on behalf of gregory@unc.edu
Sent:	Thursday, August 24, 2006 8:47 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Help Basketball Marathon!

The Duke-Carolina Student Basketball Marathon as seen on ABC's Good Morning America, CBS' Early Show, ESPN's Cold Pizza and Sports Center cordially invites you to be a part of the action this school year.

Help us beat Duke Students in basketball and raise money for terminally-ill children throughout the triangle.

We are now recruiting...

Committee Members: Help organize this year's marathon event throughout the year.
Applications available at:
http://www.basketballmarathon.com/involved/planningboard.htm

Players/Coaches: Want to help defeat Duke? Sign up to participate as a coach or player. University departments, student organizations and clubs are welcome to submit a team application to play rival University departments, student organizations and clubs at Duke.

Volunteers: Signup to volunteer during the Basketball Marathon weekend

For more information please e-mail: gregory@unc.edu

Or visit our website: www.basketballmarathon.com/home

This email is sponsored by: Basketball Marathon

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, August 24, 2006 10:05 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Public Safety Notice

NOTICE: Public Safety Offers Tips on Bike Theft Prevention

The UNC-Chapel Hill Department of Public Safety is reminding the campus community to take extra precautions and report any suspicious activity in the wake of a recent increase in bicycle thefts reported on campus. Bicycles reportedly have been stolen at various times throughout the daytime hours and at various locations around campus. Most of these thefts involve cutting through cable-style locks to steal the bicycles.

While Public Safety officers are working diligently to prevent larcenies of bicycles on campus and to identify and arrest the person(s) who are stealing these bikes, we invite and encourage your assistance with our efforts:

-- All bicycles on campus must be registered through the Department of Public Safety. The mandatory bike registration is free at the Public Safety Building or online at the following website: http://www.dps.unc.edu/dps/alternatives/bikeregistration.htm

-- UNC Public Safety's Larceny Reduction Unit also offers educational programs aimed at improving bicycle security for the University Community;

-- Please call 9-1-1 immediately to report anyone acting suspicious on campus or around campus bike racks.

Additionally, those with information concerning bicycle thefts or other crimes on campus are urged to call CrimeStoppers at (919) 942-7515 or UNC Investigations at (919) 966-2120. All conversations are confidential; no one must identify themselves or appear in court.

This email is sponsored by: UNC Public Safety

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, August 28, 2006 8:04 PM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: 2007-08 COMPETITIVE RESEARCH & SCHOLARLY LEAVES

TO: Members of the Faculty

FROM: Bernadette Gray-Little, Executive Vice Chancellor and Provost
Chair, Committee on Faculty Research and Study Leaves

SUBJECT: Competitive Research and Scholarly Leaves

DATE: August 28, 2006

The University will accept applications this fall for competitive research leaves. The leaves are to be taken in the period beginning July 1, 2007, and ending June 30, 2008. Funds supporting these leaves in 2007-08 will pay a full salary for half of the annual service period of the applicant or a half salary for the full annual service period up to a maximum amount of $60,000.

The competition for these leaves is very intense because the funds available have been substantially reduced. Leaves are paid from Kenan, Pogue, William R. Kenan, Jr., William N. Reynolds, and R.J. Reynolds Industries. Thus faculty are strongly urged to apply outside the University for support for their research and creative projects. Further, faculty who expect any kind of leave consideration will buttress their case if they have applied for both the University leaves and those awarded by outside agencies.

I. The following terms apply to the leaves:

A. Any full-time salaried member of the faculty is eligible to apply unless fewer than five years have elapsed since the applicant's return from one of the leaves listed in the second paragraph of this announcement.

B. Preference will be given to applicants who have tenure and to those who have not had an off-campus assignment during the past three years. Individuals holding fixed-term appointments will generally be considered as less competitive. Length and distinction of the service of the applicant may be recognized by the Committee in making its recommendations for leave awards, but the quality of the research proposal itself will be the paramount consideration. The Committee will be influenced by the research experience of the applicant and by the prospect that work done during the leave will make a significant research contribution or, in the case of proposals dealing with the creative arts and letters, creative contribution. The Committee may also consider the contribution which the research is likely to make in furthering the career of the faculty member and the research interests of the University.

C. Proposals dealing with creative activity and study by artists, musicians, and writers will be considered together with proposals for scholarly research.

D. While on leave with full pay, successful applicants may not receive through the University payroll office any salary payments other than leave pay from one of the sources mentioned above (e.g. Kenan, Pogue,

etc.); or in cases where the rate of pay exceeds the predetermined maximum, another non-state (i.e. trust funds) source of funds. Persons receiving half pay while on leave may not also hold half-time teaching posts in the University.

II. Announcement of leave awards will be made before December 31, 2006.

Applicants should submit the original and seven copies of the application to the Office of the Provost, CB #8000, 218 South Building. Completed applications must be received in the Office of the Provost before 5:00 p.m. on Monday, October 2, 2006, in order to be considered by the Committee.

III. Applications should consist of the original and seven copies of:

A. a letter to the Chair of the Committee on Faculty Research and Study Leaves

B. a description of the work to be undertaken during the leave. The description should provide some detail, but under no circumstances should the description exceed two pages in length.

The description should also indicate what the research leave would do for the applicant and for the institution, describe the significance of the research work to the field, and relate the significance of the research work to the applicant's overall research and career development. The applicant should specify the time period proposed for the leave and should identify any non-University sources of support which may be available during the period of the proposed leave;

C. a curriculum vitae of the applicant with indications of past leaves or released time or reassignment of duties;

D. a supporting statement from the immediate superior of the applicant. When there is a case of more than one application from a department or school, the chair or dean/director will be asked to rank the applications.

IV. The Committee on Faculty Research and Study Leaves will consist of the following individuals for the 2006-07 Academic Year: the Deans of the School of Medicine and the College of Arts and Sciences, two faculty members (one from Academic Affairs, one from Health Affairs), the Executive Associate Provost, the Associate Provost for Academic Initiatives, and the Provost as Chair.

This email is sponsored by: Office of the Executive Vice Chancellor & Provost

From:	nobody@notify.unc.edu on behalf of sdmoody@email.unc.edu
Sent:	Monday, August 28, 2006 9:45 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Interested in becoming a Group Ftiness Instructor?

Are you interested in teaching Group Fitness Classes? Group Fitness includes abs classes, indoor cycle, step aerobics, kickboxing, pilates, muscle pump, and so much more!

Carolina Fitness offers a semester-long Fitness Instructor Training Program (FITP) to all students, faculty, and staff of UNC.

For more information on this training program, and to find out how you can become a certified fitness instructor, visit:

http://www.carolinafitness.unc.edu/src/src_files/fitness_schedule.htm

to view a presentation on FITP and fill out your application. Applications are due this week.

~Carolina Fitness~

This email is sponsored by: Carolina Fitness

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, August 29, 2006 8:08 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Public Safety Tips

UNC Department of Public Safety Offers Campus Community
Personal Safety Tips

UNC Department of Public Safety officials would like to remind campus community members of ways they can help to increase their level of personal safety in the wake of an attempted robbery near the campus this weekend. According to the Chapel Hill Police department, the incident occurred along Cameron Avenue near Mallette Street at about 10 p.m. Friday (Aug. 25).

Three UNC students were approached by a 5-foot-10-inch white male who demanded a wallet. Before he could take the wallet, he fled the scene in an SUV driven by a black male. No one was injured in the incident; no further descriptions were available of the suspects or vehicle.

UNC Public Safety would like to stress the importance of students, faculty, and staff continuing to practice caution through steps including the following:

* Use UNC's Point-to-Point Express service, free to students, operating between 7 p.m. and 3 a.m. daily. Access UNC's free Point-to-Point demand service by calling (919) 962-7867 (962-P-TO-P) and providing your UNC personal identification number. The service is available to UNC students, faculty and staff at locations not served by the P2P Express Route or after normal P2P Express service hours.

* Use Chapel Hill Transit, free to all passengers. Visit the Chapel Hill Transit Web site at:
http://www.chtransit.org

* Use the free Safe Ride Program, serving parts of campus, Chapel Hill, and Carrboro from 10:45 p.m. to 2:30 a.m. on Thursdays, Fridays, and Saturdays. For more Safe Ride information, visit:
http://www.unc.edu/saferide

Point-to-Point augments this program with service from midnight through 3 a.m., Monday through Thursday, transporting students from in front of the Student Union on South Road to their residence halls.

* Don't walk alone at night. If you must walk outdoors after dark, use the buddy system. Walk in well-lit areas of campus. Stay alert to your surroundings.

* Never accept rides from strangers. Do not get into vehicles with people you don't know personally.

* Report ALL suspicious activity by calling 9-1-1 or by using emergency call boxes located across campus.

For more safety tips and updates, call the UNC Department of Public Safety at (919) 962-3951 or visit our Web site:
http://www.dps.unc.edu

This email is sponsored by: UNC Public Safety

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, August 30, 2006 9:08 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UNC Football Home Game Parking

2006 UNC Football Game Day Parking Alert

This notice is a reminder to the UNC campus community that certain lots are reserved for home football games. On home football game Saturdays, vehicles must be removed from those lots or risk being ticketed ($20 fine) and towed ($90 - $100 fee). On these days, please do NOT park your vehicle in the reserved game lots. Alternate parking is available for working employees, students and hospital patients/visitors (see list below). If your vehicle is parked in a reserved football lot (see list below), it will automatically be ticketed and/or towed beginning 8 a.m. on football Saturdays.

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Employee Permits or Official Employee Identification Cards will be honored in the following lots:
Swain, Peabody, Old East, Emerson, Davis, Dogwood Deck, International Relations, Beard, Law School (Upper) Lot For Employees Reporting Directly to Work, Craige Deck for CD permit holders reporting to work, Cobb Deck for ND employee permit holders reporting to work, JD and Cardinal Deck for JD and PD permit holders reporting to work.

Note: Student Resident Lots are reserved for students and the Dogwood Deck is available for patients/visitors.

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RESERVED PARKING - Special Football Permit Required on Game Days:
Ramshead Deck*, Business Deck (BD), Navy Field*, Morehead, Public Safety Lot*, Bowles Lot*, Law Programs Lot*, Highway 54 (at the SOG), Cardinal Deck, Smith Lot / Smith Drive*, Stadium Drive*, South Road Meters, Bell Tower Lot*, Avery Dorm Lot*, School of Government, Cobb Deck, Crescent Lot*, Koury Lot*, Children / Women's Lot, Ridge Road (S2/S3)*, Fetzer Drive*, Carmichael Drive, Craige Deck (CD), T Lot (Outdoor Recreation), and Bynum Circle.

To facilitate reserved football parking operations, towing is enforced in the lots marked with an "*" and possibly from the other listed lots.

****

Saturday Home Football Schedule:
- September 2 vs. Rutgers
- September 9 vs. Virginia Tech
- September 16 vs. Furman
- October 14 vs. South Florida
- October 28 vs. Wake Forest
- November 11 vs. Georgia Tech.
- November 18 vs. NC State

****
Please note some roadways will be restricted and others altered for one-way traffic on home football game days. For complete football parking and transportation information, including alternative game day transportation and instructions on procuring game day permits for

working employees/graduate students, please call UNC Public Safety at 962-3951, Monday through Friday, 7:30 a.m. - 5:00 p.m. or log onto the Public Safety website at:

"http://www.dps.unc.edu/dps/specialevents/athletics/football.htm"

Thank you for your cooperation this Season! Go Tar Heels!

This email is sponsored by: UNC Public Safety

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, August 30, 2006 11:23 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Protecting Trees in the Historic Quads

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Stretching from South Building to Wilson Library, Polk Place is one of the most recognizable areas of campus. The trees on Polk Place began declining and dying at an increasing rate over the past few years, and last fall the University formed a task force, which I chaired, to address the issue.

Throughout the 2005-06 academic year, we met to consider methods for preserving the historic quadrangles. We engaged Bartlett Tree Research Laboratory to assess the problem and advise us on steps we could take to preserve and enhance the health of these trees, and a landscape architect then provided renderings of Bartlett's various proposals for our evaluation. This was a collaborative process over a long period of time.

Bartlett consultants found high levels of compaction -- similar to the density of brick -- in the soil around these trees, and advised us that in order for the trees to survive we needed to remediate the compaction and take steps to prevent its recurrence. They also advised us that the trees needed a more rigorous program of feeding and disease prevention than is employed in areas with normal levels of activity.

Our grounds employees acted quickly to implement the remediation measures, some of which you may have already noticed -- like the enlarged mulch rings around the bases of trees on Polk Place. In late fall, when the summer growth period has passed, a contractor will complete the remediation plan by using forced air to de-compact the soil.

To prevent recurrence of the compaction, revisions were made to the campus facilities use policy, which governs areas such as Polk Place and McCorkle Place. The policy was updated to limit pedestrian traffic within the dripline of the trees on Polk Place, including requiring temporary fencing for large events. This green fabric fencing will be noticeable this weekend at Tar Heel Town, which precedes home football games, and may provide the most visible evidence of the policy change. The only other major policy revisions are restrictions on the location of tents, stages and other structures. The policy, referencing the consultant study details, is available at www.unc.edu/campus/policies/facility_use.html.

With the updated policy and guidelines, University-related groups can still reserve these historic quads as in the past, but there is a new approval process and a permit is required.

Information regarding the new process, as well as the reservation application, can be found on the web at www.campusservices.unc.edu, click on Facilities Use Request for External Space. The ONYEN and password are required. Now available is a streamlined online reservation system, which is more convenient and user-friendly for campus groups.

With the revised policy guidelines, we are not taking away any use of the space. This policy is designed to preserve the space for everyone to continue to use and enjoy. As always, classes, study and recreation will remain part of this vibrant heart of the Carolina campus. Thank you for helping us keep Carolina beautiful for future generations.

Sincerely,

Carolyn Elfland
Associate Vice Chancellor for Campus Services

This email is sponsored by: Office of the Vice Chancellor for Finance
and Administration

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that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

Returning from a service or internship program in **AFRICA**?

Come to **a follow-up workshop just for you!**

September 20, 5:30-8 pm

Stone Center–Hitchcock Multi-purpose room

Light Refreshments

We know your time in Africa was important on many levels. Come share and reflect on your experiences with other students and faculty!

What will you get out of this?

- a **deeper awareness of the political, social, economic and ethical issues** around your travel, both the **successes** that you may have achieved, and the **problems** and complex meanings of your work.

- the opportunity to **reflect on your experiences with others** and to think about **what comes next for you.**

for more information contact Barbara Anderson banders1@email.unc.edu 843-1895

Please RSVP to Barbara or to Lucy Lewis at the Campus Y: lwlewis@email.unc.edu 962-2084

Co-sponsored by the **African Studies Center** and the **Campus Y**

From:	nobody@notify.unc.edu on behalf of umdprojectteam@unc.edu
Sent:	Thursday, August 31, 2006 8:11 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Employee Wellness Awareness Survey

As part of a project within the University Management Development Program, our Project Team has created a brief survey with the purpose of gathering information that will help us to determine the level of awareness University employees have in regards to Wellness and Work Life resources at UNC.

Please take the time to complete the survey found within the link below by September 15, 2006:

http://www.surveymonkey.com/s.asp?u=693642485314

Your responses will be anonymous and used to help develop recommendations on how to centralize Wellness and Work Life Resources at UNC.

Thank You,
Employee Wellness Awareness UMD Project Team

This email is sponsored by: University Management Development Program

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From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Thursday, August 31, 2006 10:22 AM
To: Julius E Nyang'Oro <JEN321@EMAIL.UNC.EDU>
Subject: [Fwd: Re: Friday won't work]
Attach: Re_ Friday won't work (1.60 KB).msg

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Friday, September 1, 2006 5:46 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Call for Proposals: Diversity Incentive Fund

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Dear Colleagues

I am pleased to invite you to submit a proposal to the Diversity Incentive Fund, an exciting funding source established in 2005 to support diversity initiatives at Carolina.

The Diversity Incentive Fund is intended to encourage faculty, staff, and students in the creation of new opportunities for interaction and cross group learning through innovative diversity programs and activities. The fund is specifically designed to provide support for new, innovative and creative approaches to engaging a broad cross-section of the University community in issues related to diversity. Up to $2500 may be awarded per project.

For more information, including application guidelines, please see www.unc.edu/diversity/diversityincentive . Please submit your application at least 30 days before the funds are needed. Please contact Dr. Cookie Newsom, Director for Diversity Education and Assessment, at newsom@email.unc.edu or 919-843-5517 with any questions about this opportunity.

Archie W. Ervin
Associate Provost for Diversity and Multicultural Affairs

This email is sponsored by: Diversity and Multicultural Affairs

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Friday, September 1, 2006 8:42 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Help us evaluate retrieval systems for WWW

We are developing some computer interfaces to help people search for information on the WWW. We need your input in order to make these interfaces useful for their intended audience. If you participate in this study, you will be asked to conduct searches in and answer some questions about three different retrieval interfaces. The study will take place on campus. Your interactions with the retrieval systems will be logged for later analysis, but the logs will not include any identifying information about you. You will also be asked to complete several short questionnaires about your experience. The entire procedure will take about two hours; you will receive $20 as compensation for your effort.

If you are interested in participating in this study or have questions about it, please got to the following website and sign up: http://idl.ils.unc.edu/~ohjs/rhstudy/recruit.php The first 55 people to respond will be scheduled for participation and the next 15 will be placed in an alternative pool.

This study has received IRB approval 06-0393.

This email is sponsored by: SILS

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"INFORMATIONAL:" email will only he sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Friday, September 1, 2006 9:45 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Chancellor's Invitation to State of the University Speech

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Dear Students, Faculty, and Staff:

I invite you all to attend my sixth annual State of the University address this coming Wednesday, September 6th, at 3 p.m. in the Great Hall of the Frank Porter Graham Student Union.

This year, my speech will examine our overarching pursuit of excellence in academics, research and public service as we continue to consider becoming the nation's leading public university. Specific topics will include, but are not limited to, graduation rates, an important benchmark of success, and the future of the research enterprise at Carolina. I will also discuss issues such as globalization, Carolina North, our information technology needs, and the final recommendation of the Chancellor's Task Force on University Engagement, the formation of which was announced during last year's speech.

The State of the University speech is an important opportunity to assess our past progress and future direction for the year. It is also an occasion for me to recognize key colleagues and announce new initiatives and goals.

I value the opportunity to talk with you in person about our University each year. I hope you can be there on Wednesday. Attendance is considered work time for staff employees, with advance approval from their supervisors.

Sincerely,

James Moeser, Chancellor

This email is sponsored by: Office of the Chancellor

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, September 1, 2006 11:03 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: 2007 University Teaching Awards

September 1, 2006

TO: Faculty, Staff and Students

FROM: Dr. Barbara Entwisle, Chair
University Committee on Teaching Awards

SUBJECT: Teaching Award Nominations

Each year, we acknowledge the central role of teaching at UNC-Chapel Hill by recognizing faculty, staff and students for outstanding teaching and mentoring. The University Committee on Teaching Awards values your nominations of deserving faculty members and graduate teaching assistants for distinguished teaching awards. Please take a moment to think of those who are deserving of these awards and nominate them via the website

http://www.unc.edu/provost/teachawards

The committee will review the nominees, collect additional information about their teaching and recommend winners to the Chancellor. This year, we will select recipients for five types of awards:

Board of Governors' Award for Excellence in Teaching: This award is given by the Board of Governors to a tenured faculty member on each UNC campus for excellent and exceptional teaching at the undergraduate level over a sustained period of time. If you nominate someone for this award, please include a curriculum vitae.

Distinguished Teaching Awards for Post-Baccalaureate Instruction: Four awards are given to faculty members for exceptional teaching of post-baccalaureate students.

Awards to Faculty for Excellence in Undergraduate Teaching: Five Tanner Awards, one Friday Award, one Sanders Award and one Sitterson Award are given to full-time faculty members.

Tanner Awards to Graduate Teaching Assistants: Five Tanner Awards are given to graduate teaching assistants for excellence in undergraduate teaching.

Mentor Award for Lifetime Achievement: This award acknowledges lifetime contributions to teaching, learning and mentoring beyond the classroom and is not limited to traditional faculty. If you nominate someone for this award, please focus on his or her long-term impact on students.
University Professor of Distinguished Teaching: This award to presented every three years and was established to recognize career-long excellence in teaching. One will be for tenured faculty in Academic Affairs (including professional schools) and one for tenured faculty in Health Affairs.
Please submit all nominations online.

http://www.unc.edu/provost/teachawards

No individual may receive more than one award. It is important that you provide comments on the ballot that will help the committee understand why your nominee is such a good teacher. The comments will become part of the nominee's departmental personnel file. You may address questions me (962-66-1710 entwisle@unc.edu) or Ms. Debbie Stevenson in the Office of the Provost: (962-7882 / debbie_stevenson@unc.edu).

The deadline for submitting nominations is Saturday, October 1, 2006, at 5:00 p.m.
Thank you for your help in rewarding excellent teaching at Carolina!

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of beasleyt@med.unc.edu
Sent:	Tuesday, September 5, 2006 10:41 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Type 2 Diabetes Clinical Trial

The Diabetes Care Center is currently seeking patients for a clinical research study to evaluate a new investigational drug for type 2 diabetes. If you are living with type 2 diabetes, you may be interested in participating in this study.

You may qualify if you...
* are between the ages of 18 and 80
* have been treated for type 2 diabetes with one or more Oral Anit-Diabetic Medications for at least three months
* are NOT currently taking daily insulin

What Can You Expect?
If you are eligible, you will receive study-related care and study medication at no cost, and will receive diabetes counseling and education throughout the course of the trial. If all visits occur, you will receive a total of $300.00.

Please share this message with friends and family.

Please call Tanisha Beasley at 484-0931 ext.274 for more information.

Thank you!

This study and this message have received approval from the UNC Biomedical Institutional Review Board on Research Involving Human Subjects.
IRB study # 05-MED-1080

This email is sponsored by: UNC Diabetes Care Center

This email is sponsored by: UNC Diabetes Care Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, September 6, 2006 2:28 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: William S. Newman Series for UNC Faculty and Staff

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Dear UNC Faculty and Staff,

This is your annual invitation to subscribe to the Music Department's William S. Newman Artists Series, just in time for Saturday evening's September Prelude concert of "French Impressionist" chamber music for strings, winds, piano and harp by Faure, Debussy and Ravel in Memorial Hall.

September Prelude is the joint effort of the three major chamber music presenters in Durham, Chapel Hill and Raleigh. In the true spirit of a festival, September Prelude brings together UNC, Duke and ECU faculty, North Carolina Symphony principal players and special guests for a weekend of chamber music in all three venues.

Your WSN individual or family subscription entitles you to a series of concerts which will include, in addition to September Prelude, a piano recital by one of America's leading piano pedagogues, John Perry, an anniversary-year tribute to "Our Favorite Mozart" performed by UNC string,
piano and voice faculty, the return of the Vega String Quartet with UNC pianist Thomas Otten, a contempoary music concert with the Brentano String
Quartet and Bach's B Minor Mass with Carolina Choir and Ensemble Courant
performing on period instruments, 6 concerts in all.

We offer subscriptions at the following discounted price:

Discounted Subscriptions for UNC Faculty and Staff:

Individual subscription, 6 concerts: $50
Family subscription: two adults and their children, 6 concerts: $90

We hope you will take advantage of this generous offer and join us for a
series of concerts particularly relevant to the mission of the UNC Music
Department. Please send checks to William S. Newman Artists Series, Department of Music, Hill Hall, CB #3320, UNC campus. Subscriptions may also be ordered by phone with a credit card. Please call 919-962-1039.

Please check the following link for complete dates and program information.

http://music.unc.edu/calendars/newman/

This email is sponsored by: UNC Music Department

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From: nobody@notify.unc.edu on behalf of rfts@unc.edu
Sent: Wednesday, September 6, 2006 10:26 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Is someone you know planning a pregnancy or currently pregnant?

This is a bilingual message. Please see below for Spanish.
Este es un mensaje bilingle. Por favor, vea abajo para el espaqol.

Are you or is someone you know trying to get pregnant OR less than 9 weeks pregnant?

Right from the Start is a research study of early pregnancy health at the University of North Carolina at Chapel Hill. To learn more about the study, call us toll free at (866) 346-2684 or send an email to rfts@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study. Visit our website at www.mom2be.org for more info.

Participants receive:
- Free early ultrasound
- $10 for completing a telephone interview at the end of the first trimester
- Free pregnancy tests for women who are trying to get pregnant

We need your help! Women who participate in our study can advance knowledge by simply sharing information about themselves and their pregnancies. Please share this message with friends or family.

The principal investigator for this study is Katherine Hartmann, MD, PhD, UNC School of Public Health, Department of Epidemiology & School of Medicine, Department of Obstetrics and Gynecology.

The Right from the Start study and this message have received approval from the UNC Institutional Review Board on research involving human subjects, study #03-0689.

?Estas intentando quedar embarazada o tienes menos de 9 meses de embarazo? O, ?Conoce alguien que esta? Bien desde el comienzo es un estudio de investigacisn sobre las primeras semanas del embarazo realizado por la Universidad de Carolina del Norte en Chapel Hill. Si deseas averiguar mas sobre este estudio, llama gratis al 1 (866) 346-2684 o envma un correo electrsnico a rfts@unc.edu con tu nombre, nzinero de telifono y horarios en los que podamos contactarte. No compartireinos tu direccisn de correo electrsnico con personas ajenas a esta investigacisn. Para obtener mayor informacisn, visita nuestro sitio en internet www.mom2be.org.

Las participantes reciben:
-Examen de ultrasonido gratis
-$10 por contestar una entrevista telefsnica al finalizar el primer trimestre.
- Pruebas de embarazo gratuitas para aquellas mujeres que estin intentando quedar embarazadas

!Te necesitamos! Las mujeres que participen nos pueden ayudar a obtener mas conocimientos simplemente compartiendo informacisn sobre si misina y su einbarazo. Por favor comparte este mensaje con tus amigos y familiares.

La investigadora principal de este estudio es Katherine Hartmann, MD, PhD, Departamento de Epidemiologma de la Escuela de Salud Publica y Departainento de Obstetricia y Ginecologma de la Escuela de Medicina, ambos pertenecientes a la Universidad de Carolina del Norte.

El estudio Bien desde el coinienzo y este mensaje fueron aprobados por la Junta de Revisisn Institucional de la Universidad de Carolina del Norte en Chapel Hill (UNC), estudio # 03-0689.

This email is sponsored by: Epidemiology

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From: nobody@notify.unc.edu on behalf of oebd@unc.edu
Sent: Wednesday, September 6, 2006 11:23 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: CED/CGP Reminder--Deadline 9/20/06

REQUEST FOR PROPOSALS--COMMUNITY ECONOMIC DEVELOPMENT COMPETITIVE GRANTS PROGRAM
APPLICATION DEADLINE 9/20/06

At part of Carolina's ongoing efforts to pursue engaged scholarship and service, the Office of Economic and Business Development, in partnership with the Carolina Center for Public Service, announces the Community Economic Development Competitive Grants Program. The $97,000 program will fund projects with potential to improve the economic competitiveness of both businesses and communities across a wide range of issues in North Carolina. Specifically, the Program will fund projects that address the areas of opportunity identified at the Carolina Summit on Community Economic Development.

Application deadline is September 20, 2006. Tenured, tenure track, and fixed term faculty members from any Carolina school, college, center or institute are eligible. Faculty members from any discipline are encouraged to apply.

Additional information and application materials are available online at http://research.unc.edu/oebd/programs.php#cedcgp. If you have questions about this program, or if you would like to discuss how your research and engagement efforts might benefit businesses and communities in North Carolina, please contact the Office of Economic and Business Development at oebd@unc.edu or (919) 843-5453.

This email is sponsored by: Office of Economic and Business Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, September 7, 2006 8:12 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Interested in Pharmacy School?

Are you interested in pharmacy school and planning to take the Pharmacy College
Admissions Test (PCAT), a national examination necessary to gain admission into most schools of pharmacy? Join us for a PCAT Preparatory Review Program to help you perform at your highest potential on the PCAT exam. This intensive review will focus on key elements of chemistry, biology, math, and English covered on the PCAT exam and include a timed PCAT practice exam.

This program will be hosted by the Student National Pharmaceutical Association (SNPhA), a student organization affiliated with UNC's School of Pharmacy.

For more information, please visit the UNC School of Pharmacy homepage at
http://www.pharmacy.unc.edu or send an email to
pcatreview@listserv.unc.edu

This email is sponsored by: Student National Pharmaceutical Association (SNPhA)

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, September 7, 2006 9:35 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Carolina Launches New Diversity Plan

Dear Members of the Carolina Community:

Diversity is a key component of our Academic Plan and our pursuit of excellence as an educational institution. The scope of diversity includes experiences and perspectives of students, staff, and faculty as they relate to race, gender, age, class, sexuality, culture, nationality, disability, religion, and regional diversity.

To assure that Carolina is on the path to excellence, we will implement a Diversity Plan designed to strengthen our institution's commitment to diversity. This plan will establish a common set of goals for university leaders and provide an avenue for sharing the strategies developed and the outcomes achieved related to the following five goals:

1. Define and publicize the University's commitment to diversity.
2. Achieve the critical masses of underrepresented populations necessary to ensure the educational benefits of diversity in faculty, staff, students, and executive, administrative and managerial positions.
3. Make high quality diversity education, orientation, and training available to all members of the university community.
4. Create and sustain a climate in which respectful discussions of diversity are encouraged and take leadership in creating opportunities for interaction and cross group learning.
5. Support further research to advance the University's commitment to diversity.

Unit leaders will submit baseline reports this fall and an initial full diversity report in spring 2007, as part of the annual budget review process.

I seek your support in this endeavor as we implement this annual process to assess the state of diversity at Carolina. Specifically, I invite you to familiarize yourself with the Diversity Plan at www.unc.edu/diversity/diversityplan. I am relying on the support of all faculty, staff and students in helping us realize our diversity goals. Thank you for your commitment and dedication.

To learn more about the diversity plan or to address related questions, please contact Archie Ervin, Associate Provost for Diversity and Multicultural Affairs, at aervin@email.unc.edu or 919-962-6962.

James Moeser
Chancellor

This email is sponsored by: Office of the Chancellor

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of research_support@unc.edu
Sent:	Friday, September 8, 2006 12:37 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: RESEARCH SUPPORT September 2006 Issue Now Available

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The September 2006 issue of RESEARCH SUPPORT online newsletter is now available for viewing at http://research.unc.edu/rs/

In this issue:

FUNDING OPPORTUNITIES
*Major funding opportunities from state, public, and private agencies, as well as from UNC-Chapel Hill.

CAMPUS NEWS
*UNC's Total Research Receipts Reach All-Time High in FY06
*Senior Director of Post-award Services Passes Away
*Excellence in Research Administration Award
*Identifying Funding Sources Workshop for School of Public Health Faculty and Staff
*Technology Development Boot Camp
*Fall Short Courses at the Odum Institute
*Commensal Bacteria in Health and Disease Symposium
*Seminar with Gerber Foundation Program Manager
*New Location for Office of Animal Care and Use
*New Director of the UNC Highway Safety Research Center
*New Evaluation Consultant at Odum Institute
*Academic Job Search Workshops Offered by the Office of Postdoctoral Services
*Free Statistical Consulting from Department of Statistics and Operations Research
*New Resources from the UNC Libraries

FUNDING TIPS
*Starting a Funding Search
*New Record Track Alert Feature in COS
*Did You Check Your Assembled NIH Application?
*Funding Environmental Improvements Workshop in Pine Knoll Shores
*New Exchange Program Supporting Collaborations between Researchers in U.K. and Other Countries

FEDERAL NEWS
*Study on Responsible Conduct of Research Training
*Avoid the Rush--Submit Your NIH Electronic Application Early
*NIH Website for New Investigators
*Funding for Research on Interactions of Biological Sciences with Society
*New NIH Policy for Funding Tuition, Fees, and Health Insurance on NRSAs
*OLAW Brochure about the Use of Animals in Research
*Domestic Nuclear Detection Office Considering Advanced Research Initiative
*FDA Draft Guidance on Patients Unable to Give Informed Consent

View the issue at http://research.unc.edu/rs/

RESEARCH SUPPORT provides Carolina faculty and research staff with funding opportunities, sponsored research news, funding tips, and timely information from all of the offices supporting research at Carolina. It is published by the Office of the Vice Chancellor for Research and

Economic Development, GrantSource Library. Email
research_support@unc.edu

This email is sponsored by: Office of the Vice Chancellor for Research
and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent:	Friday, September 8, 2006 12:55 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Flexible Scheduling and Telecommuting Survey

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This e-mail message points to a survey to determine how often two work options that have been supported by the Office of the Chancellor are actually implemented on the UNC-Chapel Hill campus, and how those options are working for individuals and for departments. The survey asks about teleworking, an option more readily available in certain office-based positions, and about flexible scheduling, a work option that is particularly important for jobs that can only be done when the employee is physically present on the job site.

Responses will be reported in the aggregate, except in questions asking for narrative feedback. For those questions, your answers will treated confidentially; any identifying information will be removed from your responses.

Please answer all of the following questions as they apply to you and your job.

Thank you for your time and responses. We on the Forum appreciate your help in collecting this information. The survey will close September 27.

Follow this link to take the survey:

http://www.surveymonkey.com/s.asp?u=163002527301

This email is sponsored by: Employee Forum

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of clinic@unc.edu
Sent:	Saturday, September 9, 2006 12:02 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Psychological Treatment Offered by UNC Department of Psychology Community Clinic

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Psychological Treatment Offered by the UNC Department of Psychology Community Clinic!

The UNC Department of Psychology Community Clinic offers psychological treatment to children, adolescents, adults and couples in the community. The Clinic, which is affiliated with the UNC-CH Clinical Psychology Ph.D. program, provides a sliding fee scale based on income. Treatment is provided by doctoral students under the supervision of licensed clinical psychologists.
Adults and couples are seen in our on-campus location that is conveniently located in Davie Hall; we have limited openings for adults with substance abuse concerns. Children and adolescents are seen in our near-campus location on Finley Golf Course Road with afternoon and evening appointments and adjacent parking. Please visit our website at psychologyclinic.unc.edu or contact the clinic at 962-6906 or clinic@unc.edu for more information.

This email is sponsored by: UNC Department of Psychology Community Clinic

Please be aware that if the information you provide indicates that there may be abuse of a child or disabled adult, or that you or another person is in danger, we will need to respond as required by state law.

This email is sponsored by: UNC Department of Psychology Community Clinic

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of research@Project-Compassion.org
Sent: Sunday, September 10, 2006 12:10 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: INFORMATIONAL: Ever helped someone facing serious illness or physical limitation

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Have you ever volunteered to help someone (other than a family member) facing serious illness or physical limitations? Have you volunteered in the past three years either informally or through an organization? If so, would you be interested in helping researchers learn more about your experiences?

The goals of the research -
* To find out what types of caregiving support is provided by non-family members
* To learn about the range of volunteer experiences
* To use what we learn to help people in all communities support individuals with serious illness and physical limitations

How to participate -
* Contact us: call (919) 962-2124 or email research@Project-Compassion.org to find out if you are eligible.
* If you decide to participate, you will be asked to spend about 45 minutes to complete a questionnaire - at home and at your convenience.
* You may choose to receive the questionnaire either by mail or e-mail. In either case, just send us the forms once you have completed them. If you choose to mail them, we will provide postage, etc.
* You will receive a small gift as a token of appreciation.

The Behavioral Affairs Institutional Review Board of the University of North Carolina at Chapel Hill has approved this study. (PSYC 2005-054) Approval Date 5/23/2006

This email is sponsored by: UNC- Psychology Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Monday, September 11, 2006 9:59 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Peace Corps class talks]
Attach: Peace Corps class talks (2.46 KB).msg

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, September 11, 2006 9:43 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Suspension of Classes on Thursday, October 12, 2006

TO: All Members of the University Community

FROM: Bernadette Gray-Little, Executive Vice Chancellor and Provost

DATE: September 11, 2006

RE: Suspension of Classes on Thursday, October 12, 2006

On Thursday, October 12, 2006, we will observe University Day, celebrating the 213th birthday of The University of North Carolina at Chapel Hill. University Day is an important event in the life of the campus community and I urge all of you to participate in the ceremony that begins at 11:00 a.m. in Memorial Hall. Detailed information is available on the University Day webpage (http://www.unc.edu/universityday/).

All classes will be suspended from 9:30 a.m. until 12:30 p.m. on University Day so tbat faculty, students and staff can attend the celebration. Faculty may not scbedule classes during that period. I look forward to seeing you at Memorial Hall.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, September 11, 2006 10:39 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Employee Recognition Survey

As part of the University Management Development Program, our team has created an employee survey intended to help us gather information and determine whether the current employee recognition programs on campus effectively tend to the motivational needs of employees at UNC.

Please take the time to complete this brief survey by following the link below:

http://www.surveymonkey.com/s.asp?u=638662566873

Your responses are anonymous and will be used to provide managment with recommendations on how to improve employee recognition programs in the future.

Thank You,

Employee Recognition Project Team- UMDP 2006

This email is sponsored by: UMDP

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Barbara Anderson <banders1@email.unc.edu>
Sent: Tuesday, September 12, 2006 12:28 PM
To: Alphonse Mutima <smutima@email.unc.edu>; Donato Fhunsu <dfhunsu21@unc.edu>
Cc: Julius Nyang'oro <jen321@email.unc.edu>; Deborah Crowder <dacrowde@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>
Subject: purchasing materials for language instruction

Dear Mutima and Donato:
Greetings and I hope this finds you well. The recent grant award from the Department of Education provides funds for the purchase of print and non-print materials to support African language instruction here at UNC. I'd like to meet with you to explain the project, but thought I would outline it here in an email first.

I would very much appreciate it if both of you would provide me with a list of materials you believe we should purchase to enhance Swahili and Lingala instruction.

These could be language textbooks for reference, dictionaries, CDs that complement a textbook, videos--either documentary or popular film, literature in Swahili or Lingala, children's books, flash cards, music, etc. For each item you suggest, it would be helpful if you would indicate whether you think these should be held in the African Studies Center (we want to develop a small language resource library that instructors can use) or in the UNC library, making them more accessible to students and faculty. No purchases could go directly to students.

As you begin to create this list, please think big. What would really enhance your work? What would be really helpful to students trying to learn? For the time being, don't worry about cost, just concentrate on advising us about what we need here at UNC. If you will prioritize the list, from most important to least important, that would also be helpful. When we see your lists, we will be able to think more clearly about what the grant can provide, and what it cannot provide. Before we begin ordering any materials, we'll make sure that each of you feels that we are purchasing with the correct priorities.

I will try to meet with you in early October, if there is a time that is convenient for you. Thanks so much for your efforts here! Regards, Barbara

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
Office: 306 Stone Center (919) 843-1895
banders1@email.unc.edu

African Studies Center
West House CB#7582
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 843-0129 office
(919) 843-2102 fax

From: nobody@notify.unc.edu on behalf of webtickets@uncaa.unc.edu
Sent: Tuesday, September 12, 2006 9:36 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: 2006-2007 Faculty / Staff Basketball Tickets

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September 13, 2006

Dear Carolina Basketball Fan:

As fall approaches, it's time for another exciting year of Carolina Men's Basketball. In addition to eight Atlantic Coast Conference games, the 2006-2007 home schedule provides Tar Heel fans with the opportunity to watch the Heels compete against national powers Kentucky and Ohio State.

As a member of the Carolina family, we would like to extend to you the opportunity to purchase season tickets or an attractive half-season package. Season tickets (17 home games) for the 2006-2007 season are $481.00 and the eight game package (4 conference/4 non-conference games) costs $224.00. No more than two tickets may be purchased per family, even if both husband and wife are employees of the University or UNC Hospitals.

If you ordered season or half-season basketball tickets in 2005-2006, a renewal application has been sent to the address that those tickets were mailed to. If you are new to UNC or did not order season or half-season basketball tickets in 2005-2006, you may pick up an application at the Smith Center Ticket Office by presenting your UNC OneCard or UNC Hospitals ID. You may also use the renewal application to purchase tickets to the exhibition games versus St. Augustine's and Pfeiffer, which are not a part of the season ticket packages.

Please do not use campus mail to send your application and payment. In order to receive your faculty/staff ticket priority the UNC ticket office must receive your ticket order form no later than September 30, 2006.

In addition to the above information concerning Men's Basketball tickets, you should also be aware of alternate policies for several of the Women's Basketball games this year. As the Women's Basketball team builds on another ACC championship season and trip to the Final Four, we are pleased to host traditional powers Connecticut, Tennessee, and Duke at Carmichael Auditorium. For these three games, there will be a ticket distribution for faculty and staff at the Dean Smith Center Ticket Office from 8:00am-5:00pm October 9th-October 13th, while tickets remain. With a valid UNC One Card or UNC Hospitals ID, you may pick up 4 free tickets to each of these games until all faculty and staff tickets are distributed. After all of these free tickets are distributed, you may purchase tickets for $12 each, while supplies last.

For all other Women's Basketball games, you may gain entry to Carmichael Auditorium with your 2006-2007 Faculty / Staff Athletic Pass and current UNC One Card.

We look forward to seeing you at the Smith Center and Carmichael Auditorium this season as we tip-off a new season of CAROLINA BASKETBALL!

This email is sponsored by: Athletics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of twaldrop@UNC.EDU
Sent: Wednesday, September 13, 2006 9:32 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Carolina Postdoctoral Program for Faculty Diversity

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Memorandum

TO: Deans, Directors & Department Heads
All Faculty Members

FROM: Tony G. Waldrop
Vice Chancellor for Research and Economic Development

DATE: September 13, 2006

SUBJECT: The Carolina Postdoctoral Program for Faculty Diversity

I am pleased to announce the availability of postdoctoral research positions for the 2007/2008 Carolina Postdoctoral Program for Faculty Diversity. This program was created in order to serve two very important functions at Carolina. The first function is to attract postdoctoral fellows from underrepresented groups to Carolina to prepare them for tenure-track faculty positions at the University of North Carolina and other research universities. The second function is to serve as a means for increasing diversity within the University community.

Scholars for the Carolina Postdoctoral Program for Faculty Diversity are selected each year and are provided support for two years. The current stipend is $35,625 with $31,625 funded from the Office of the Vice Chancellor for Research and Economic Development and $4,000 from individual departments.

The next class of the Carolina Postdoctoral Program for Faculty Diversity will begin July 1, 2007. In the next few weeks, The Office of the Vice Chancellor for Research and Economic Development will place advertisements requesting applications for this program. We seek your assistance in making this a successful program.

There are several ways in which you can help. First of all, you can help by advertising the program within your discipline and identifying possible candidates. (Please refer to the following sample advertisement.) In addition, you can help in the selection process. Once applications are received, we will forward them to appropriate schools or departments and ask you to evaluate the applicant and describe plans for incorporating the individual, if selected, into the culture of your department (i.e., mentoring strategy; research resources). In addition, we will ask you for information regarding the availability of a faculty position in your department that might serve as a mentor to the applicant. If selected, a committee will review the applications and make a final recommendation in mid February 2007. Please note the application deadline will be Thursday, January 4, 2007.

If you have any questions or need further information, please contact Rhonda Craig-Schwarz at 962-1319 or rhonda@unc.edu. You can also visit our web page at http://research.unc.edu/red/postdoc.html.

Thank you for your help.

Sample Advertisement

The Carolina Postdoctoral Program for Faculty Diversity
The University of North Carolina at Chapel Hill

As part of a continuing commitment to advance scholars from underrepresented groups in higher education, The University of North Carolina at Chapel Hill Carolina Postdoctoral Program for Faculty Diversity is pleased to announce the availability of postdoctoral research appointments for a period of two years. The purpose of the Program is to develop scholars from underrepresented groups for possible tenure track appointments at the University of North Carolina and other research universities. Postdoctoral scholars will participate essentially full-time in research and may teach only one course per year. Applications for study in any discipline represented at the University are welcome. The School of _____ or Department of _____ at the University of North Carolina at Chapel Hill strongly encourages candidates interested in _____ to apply.

The stipend will be $35,625 per calendar year. Health benefits are available. Some funds are available for research expenses, including travel. Minority students who will have completed their doctoral degree no later than July 1, 2007, and no earlier than July 1, 2003 are eligible to apply. Preference will be given to U.S. citizens and permanent residents. This program is funded by the State of North Carolina and places emphasis on underrepresented minorities.

A complete application will include curriculum vitae, sample publications and/or dissertation chapters, three letters of recommendation, an application, a statement of research plans and a separate statement of why you should be selected for the program. Applications can be found at http://research.unc.edu/red/postdoc.html. If recommendation letters accompany application materials they should be in a sealed envelope.

All materials should be sent to the Carolina Postdoctoral Program for Faculty Diversity, Office of the Vice Chancellor for Research and Economic Development, CB# 4000, 312 South Building, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-4000, and must be postmarked by Thursday, January 4, 2007. Incomplete or late applications will not be accepted.

This email is sponsored by: Vice Chancellor of Research & Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of ibsresearch@med.unc.edu
Sent: Wednesday, September 13, 2006 9:44 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do you have IBS?

The UNC Center for Functional GI & Motility Disorders is conducting a research study investigating a broad range of factors that may cause IBS.

Participation will include filling out various health questionnaires and physiological testing. Individuals who meet the study criteria will be required to spend one overnight visit in the General Clinical Research Center at UNC Hospital.

Benefits include free medical screenings for disorders such as bacterial overgrowth, lactose malabsorption and celiac disease, and up to $250 compensation.

To be eligible, you must be
* 18 years or older
* diagnosed with irritable bowel syndrome by a physician

If you are interested in the study, please reply to ibsresearch@med.unc.edu or contact Lenore at 919-966-8329. You can also log on to the Center website at www.med.unc.edu/ibs for more details.

GCRC-1846
Approved by the Biomedical IRB 8/23/05

This email is sponsored by: Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of msteffen@email.unc.edu
Sent:	Thursday, September 14, 2006 8:10 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Memorial Hall reservation process for spring semester 2007

Requests for reservations for the spring semester 2007 for University departments and officially recognized student organizations will be accepted beginning at 8:00 am on October 2, 2006. Due to high demand groups will be allowed only one weekend (Friday or Saturday) use per semester and only one rehearsal day per event. More information and an electronic request form can be found at www.memorialhall.unc.edu. For more information, please call 843-7776.

This email is sponsored by: Office of the Executive Director for the Arts

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of oebd@unc.edu
Sent:	Friday, September 15, 2006 8:06 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Invitation to Join the Economic Development Working Group

As part of its mission of engaged scholarship and public service, the University of North Carolina at Chapel Hill has formed The Working Group on Economic Development, a network of faculty and administrators interested in engaged scholarship and public service in economic development. The Working Group is a joint project of the Office of Economic and Business Development, the Carolina Center for Public Service, the Odum Institute, and the University Center for International Studies. Any Carolina faculty member or administrator is welcome to join.

The Working Group meets over lunch at regular intervals throughout the academic year. As defined by the group, economic development includes business and community development and encompasses business administration, social science, professional education, technology commercialization, globalization issues, information technology, and the physical and health sciences. Topics and activities need not be specific to North Carolina, but a special emphasis is given to research with implications for the state's economy. Agenda items include presentations by Carolina faculty and invited speakers.

Information on past meetings of the Working Group may be found at http://research.unc.edu/oebd/programs.php#ongoing If you are interested in joining or learning more about the Working Group, please contact the UNC-Chapel Hill Office of Economic and Business Development at (919) 843-5453 or at oebd@unc.edu.

This email is sponsored by: Office of Economic and Business Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of endeavors@unc.edu
Sent:	Friday, September 15, 2006 8:23 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: New issue of Endeavors magazine online

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The fall 2006 issue of Endeavors magazine features new stories about research and creative activity at Carolina, including:

--Cancer and Addiction: When will we beat them?
--A Deadly Dread of Food: Anorexia isn't a matter of choice.
--Will it Ever be Safe to Go Home? Rebuilding Sudan will take more than a peace accord.

There are also stories featuring Pat Davison, Jane Brown, James Coleman, and more.

Read the fall 2006 Endeavors online at
http://research.unc.edu/endeavors/fall2006/index.php

This email is sponsored by: Vice Chancellor for Research and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, September 15, 2006 9:28 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Something Not Quite Right?

Something Not Quite Right?

The Prime Research Clinic is conducting a study to better understand the causes and course of basic symptoms. If you have had any of the following symptoms in the past few months, are between 14-35 years old, and have not been diagnosed with bipolar illness or psychosis, you may be eligible to participate in a study in the Prime Research Clinic. You may be eligible to receive free study related medical evaluations and monetary compensation.

* Have you noticed frequent and confusing coincidences?
* Are you worried that others are talking about you or laughing at you?
* Do you think that others are trying to hurt you?
* Do you have trouble thinking or concentrating?
* Would you rather be alone than with friends?
* Sometimes when you hear something do you mistake it for something it's not? How about something you smell or see?

Go to the 'Simple Survey' by clicking on the link or paste into your browser:
http://www.med.unc.edu/cgi-bin/prime/page1.pl

Or
visit us at our website www.PRIME.unc.edu and click on 'Simple Survey'

03-Psych-53
August 23, 2006
Committee on the Protection of the Rights of Human Subjects The BioMedical IRB University of North Carolina

This email is sponsored by: Psychiatry

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only he sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Sunday, September 17, 2006 8:07 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Carolina Challenge

The Carolina Challenge is a student-run entrepreneurial venture competition in which teams of two or more submit business plans for commercial, social, or scientific ventures. Throughout the competition, the Carolina Challenge staff provides you with prep sessions and support so that you may successfully develop your venture.

Last year, $50,000 dollars in total prize money was given away--one team walked away with $17,500!

Interested? Visit http://www.carolinachallenge.org OR send an email to carolinachallenge@yahoo.com.

This email is sponsored by: Carolina Challenge

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of aswoods@email.unc.edu
Sent:	Monday, September 18, 2006 8:10 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Table Talk

Table Talk strives to unite students, faculty, and community leaders through meaningful discussion of provocative issues that impact campus and community life. Table Talk is non-partisan, and it does not endorse any side of any issue. Table Talk believes in diversity, in every sense of the word, including diversity of opinion. Table Talk strives to accomplish positive social change in our community, and to remind students, faculty, and community that we are unified in our pursuit of a better society, and better life for all. We have a number of open positions in Table Talk for this Academic Year.
Interested? Check out http://campus-y.unc.edu for more information and applications for open positions!

Andy Woods
Co-Chair
'05-Present

Charlie Murphy
Co-Chair
'06-Present

This email is sponsored by: Campus Y

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of connect@schsr.unc.edu
Sent: Tuesday, September 19, 2006 9:10 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Project CONNECT Addresses Minority Participation in Research

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APPROVED by UNC BIOMEDICAL IRB-Study # 02-SHEPS-587

Project CONNECT Addresses Minority Participation in Research

Black Americans have disproportionately high rates of disease and disproportionately poor health outcomes. Recent emphasis on increased representation of minority populations in all research has challenged investigators to find ways to diversify the populations that are recruited to participate in prevention and treatment trials.

Project CONNECT is recruiting volunteers who want to learn more about opportunities to participate in health research.

While we are focusing on African Americans, 18 years or older, any adult is welcome to participate.

If you participate your name will be placed on a confidential listing. If volunteers are eligible for a future research study they will be contacted and offered the opportunity to participate. The confidential registry will collect basic participant data including contact information, age, education level and basic health status.

To join the Project CONNECT listing, please reply with your name, and a phone number or mailing address so that we may get in touch with you. Or, you may choose to contact us directly by calling toll free at 1-866-849-1579.

If you know someone else who is eligible, and may be interested, please feel free to forward this information to them also.

Joining the registry does NOT mean one is volunteering for any particular study.

For additional information, please contact us at 919-966-7107 or via email at connect@schsr.unc.edu.

This email is sponsored by: Project CONNECT: the Bridge to Healthy Communities Through Research, UNC Sheps Center for Health Services Research

If you have concerns about taking part in research please contact the Committee on the Protection of the Rights of Human Subjects (Medical IRB) at UNC at (919) 966-1344.

This email is sponsored by: Sheps Center for Health Services Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of David_Collins@med.unc.edu
Sent: Wednesday, September 20, 2006 9:44 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Annual Prostate Cancer Screening Clinic

---

The UNC Division of Urologic Surgery will offer free prostate examinations to members of the public Wednesday and Thursday, Sept. 27 and 28, from 1pm to 7pm both days. A physical exam along with a blood draw to check prostate specific antigen (PSA) levels will be done.

The prostate examinations will take place at UNC Hospitals' Urology Clinic, located on the second floor of N.C. Memorial Hospital.

Appointments are not required, but those interested are encouraged to make an appointment by calling (919) 966-1316.

In particular, black men 40 years and older, white men with a family history of cancer who are 40 years and older and white men 50 years and older are encouraged to have prostate examinations.

This email is sponsored by: UNC Division of Urologic Surgery

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of webtickets@uncaa.unc.edu
Sent:	Thursday, September 21, 2006 1:15 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Faculty / Staff Discounted Football Tickets

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Dear Faculty / Staff Members:

Due to the late return of a large number of tickets usually allocated to the visiting team, faculty and staff members may purchase tickets to the UNC vs. South Florida football game on October 14, 2006 for $10 each. The regular price of these tickets is $35 each. In addition, for each discounted ticket purchased for the South Florida game, faculty and staff members will receive a free ticket to the Men's Basketball exhibition game versus St. Augustine's on November 1, 2006.

Purchases must be made in person at the Smith Center Ticket Office beginning Thursday, September 21st through Friday, October 13th as long as supplies last. There is a limit of eight (8) tickets per faculty / staff member. The Ticket Office is open from 8:00 AM to 5:00 PM. You must present your UNC One Card or Hospital ID at the time of purchase.

We look forward to seeing you in Kenan Stadium and the Dean E. Smith Center and we thank you for your continued support of Carolina athletics!

This email is sponsored by: Athletics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of ront@email.unc.edu
Sent:	Thursday, September 21, 2006 8:02 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Understanding use of digital video

Subject: Invitation to participate in the understanding use of digital video and Web features educators desire of digital video Web sites study

Hello, my name is Ron Brown.

I am a doctoral student at the University of North Carolina at Chapel Hill in Information and Library Science. Under the guidance of my faculty advisor, Stephanie W. Haas, I am studying how teachers use digital video in their classes. For the purposes of this study, digital video is defined as video which is Web based, and is used by either downloading or streaming the video from some video provider to a local computer. This letter is to invite you to participate in a study about how web sites which provide digital video to educators can be more effectively designed.

To join the study is voluntary and you are in no way required to participate. You may refuse to join, or you may withdraw from the study, without penalty at any time. Also bear in mind your school district does not require you to participate in this study.

If you would like to participate in the study please follow the link to the consent form and the survey which follows the signature at the end of this email. The consent form will provide a more detailed description of the study including the risks involved to you the participant and as well the benefits to the educational community. It is important that you understand this information so that you can make an informed choice about being in this research study.

Your participation in this survey is vital to the development of future educational repositories. More specifically the results of this research will be used to improve how educators interact with the free resources provided currently at nasa.ibiblio.org. For your participation in this survey you will receive 3 NASA educational videos of your choice in either DVD or digital format.

All research on human volunteers is reviewed by a committee that works to protect their rights and welfare. If you have questions or concerns about this study you may contact, anonymously if you wish, the Institutional Review Board at 919-966-3113 or by email to IRB_subjects@unc.edu. This research has been approved by the Institutional Review Board of the University of North Carolina and can be identified by

LIBS 06-0269 Understanding use of digital video and Web features educators desire of digital video Web sites.

You also have the right to ask, and have answered, any questions you may have about this research. If you have questions, or concerns, you may contact me at (919) 962-8274 or by email (ront@email.unc.edu). If you would like to contact my faculty advisor she can be reached at (919) 962-8360 or by email (haas@ils.unc.edu).

Thank You.

Sincerely,

Ron T. Brown
Doctoral Student, University of North Carolina at Chapel Hill
ront@email.unc.edu
919-962-8274

Link to the Questionnaire:
https://www.surveymonkey.com/s.asp?u=433892282673

This email is sponsored by: School of Information and Library Science

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From: nobody@notify.unc.edu on behalf of webtickets@uncaa.unc.edu
Sent: Thursday, September 21, 2006 8:32 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Discounted Faculty / Staff Preseason NBA Basketball Tickets

---

Dear Faculty / Staff Members:

Come see former Carolina Basketball greats at the Dean E. Smith Center on October 17th 2006 when the Charlotte Bobcats take on the Washington Wizards in a NBA preseason basketball game. As an employee of the University of North Carolina you can receive discounted tickets in both the lower and upper levels of the Dean E. Smith Center. To purchase these tickets please click the link below or copy and paste the web address into your web browser:

http://ev10.evenue.net/cgi-bin/ncommerce3/SEGetEventInfo?ticketCode=PR%3AUNC%3ASE07%3ANBA1%3AEMPLOYEE&linkID=unc&shopperContext=&caller=PR&appCode=&prc=EMPLOYEE

We look forward to seeing you in the Dean E. Smith Center for a night of exciting NBA preseason basketball!

This email is sponsored by: Athletics

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From: nobody@notify.unc.edu on behalf of sharikia_burt@med.unc.edu
Sent: Monday, September 25, 2006 8:17 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Are you a smoker between the ages of 35-75?

ARE YOU A SMOKER BETWEEN THE AGES OF 35-75?

If you are, you may qualify for a research study of an investigational drug to stop smoking.

If you qualify for the study, you will receive FREE smoking cessation counseling, routine medical examinations, pulmonary evaluations and education.

You will be compensated for your time, effort and travel to UNC.

If you are interested in finding out more about this study please contact Sharikia Burt at:

1-866-860-1659 (tollfree), 919-966-2531 or email sharikia_burt@med.unc.edu

IRB#: 05-PULM/MED-1022
IRB approved

This email is sponsored by: Pulmonary Medicine

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From:	nobody@notify.unc.edu on behalf of cei@unc.edu
Sent:	Tuesday, September 26, 2006 12:42 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Want to Launch a Business or Nonprofit?

Want to Launch a Business or Nonprofit?

We can help.

UNC's Launching the Venture program has helped dozens of UNC faculty, staff and students launch new ventures of all kinds.

The program guides you through the process:

>Evaluate the market potential of your ideas
>Plan to launch those with the potential to succeed

Apply by Monday, Oct. 2 for the 2006-2007 program
Learn more and apply at http://www.unc.edu/cei/launch

Launching the Venture is a program of the Carolina Entrepreneurial Initiative,
co-directed by UNC Kenan-Flagler and Office of Technology Development.

This email is sponsored by: Kenan Institute of Private Enterprise

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of jsedway@med.unc.edu
Sent: Tuesday, September 26, 2006 1:59 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Eating Disorders Program offering Group Therapy

---

UNC's Eating Disorders Program's outpatient clinic is now fully operational. We offer a range of services including group treatment for Bulimia Nervosa and Binge Eating Disorder. These groups will meet weekly for 12 weeks and will focus on skills that will help members make lasting changes. Additional outpatient services (including individual outpatient therapy) are also available for all types of eating disorders. Most insurance programs are accepted for the evaluation and treatment services. For more information, please call our referral line, 966-7012.

This email is sponsored by: UNC Department of Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

Hip Hop Haven, Inc.
&
The Education Research Group (TERG)
PRESENT
An Effective Communication Workshop
"Understanding the Impact of Hip-Hop Culture on Today's Youth Population"

Date: Friday, November 10, 2006 (8:30 am - 4:30 pm)
Location: Wake County Commons Building, Room C
4011 Carya Drive, Raleigh, NC 27610
CEU hours will be awarded!
The cost for this workshop is $85.00.

This customized workshop has been designed for adults who work with at-risk youth populations. Our workshops are specifically geared toward public school educators and youth services workers. If you are concerned about the behaviors and attitudes of today's youth population, **The Education Research Group** (TERG) can show you how to effectively communicate and implement strategies which are aimed at reducing school failure and risky behaviors.

This workshop offers a comprehensive, interactive atmosphere for participants to gain valuable insight into the world of today's teens. Participants will examine the behaviors, attitudes, values, and lifestyle trends of this population. In addition, this training will target a variety of environmental factors and influences such as music, fashion, language, and media penetration and consumption. TERG offers unparalleled opportunities to assist each workshop participant in understanding the relationships and worldviews of today's youth population. The participants will be introduced to innovative prevention and intervention strategies targeting work with at-risk youth populations. Developing effective communication strategies, targeting the hip-hop generation, will be the main focus of this workshop.

For additional details regarding this workshop, please contact Ashley Kopp, MSW with Hip Hop Haven at (919) 210-8774 or ashley_kopp@hiphophaven.org.

ABOUT THE PRESENTER

Charles Pinckney is an Assistant Professor of Psychology at Livingstone College in Salisbury, NC. He has conducted extensive research in the areas of hip-hop culture and communication dynamics.

Registration Form

Name_____
Address_____/_____/_____
Organization_____TEL:_____Fax:_____
Email_____

Please include a check or money-order in the amount of $85.00 made payable to Hip Hop Haven and mail to:
Hip Hop Haven, P.O. Box 97153, Raleigh, NC 27624
Registration fee includes refreshments and workshop materials
****SPACE IS LIMITED SO REGISTER EARLY****

MARK YOUR CALENDAR

YOU DON'T WANT TO MISS THIS EVENT

Date: November 10, 2006

Place: Wake County Commons Building, Room C

If you are concerned about the behaviors and attitudes of today's youth population, **The Education Research Group** (TERG) can show you how to effectively communicate and implement strategies which are aimed at reducing school failure and risky behaviors.

This customized workshop offers a comprehensive, interactive atmosphere for participants to gain valuable insight into the world of today's teens. As a participant, you will have the opportunity to examine the behaviors, attitudes, values, and lifestyle trends of this population. In addition, this training will target a variety of environmental factors and influences such as music, fashion, language, and media penetration and consumption.

About the Presenter

Charles Pinckney is an Assistant Professor of Psychology at Livingstone College in Salisbury, NC. He has conducted extensive research in the areas of hip-hop culture and communication dynamics.

Contact: Hip Hop Haven at (919) 210-8774 or ashley_kopp@hiphophaven.org

Who should attend?

- Social Workers
- Case Managers
- Police Officers
- Youth Counselors
- Health Educators
- Substance Abuse Workers
- Guidance Counselors
- Mental Health Workers
- Educators
- Parents
- Probation Officers
- Community Leaders

From:	nobody@notify.unc.edu on behalf of read@unc.edu
Sent:	Tuesday, September 26, 2006 8:19 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Recommend a book for the 2007 Summer Reading Program

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The 2007 Summer Reading Program Book Selection Committee of faculty, staff, and students will soon begin the process of selecting next year's book.

We invite all members of the UNC-Chapel Hill community to suggest books for our consideration. Criteria for book selection include the following desirable qualities:

* Intellectually stimulating, stretches students' minds, causes students to think about things they might not have thought about.
* Enjoyable, engaging, relatively short, easy to read, of current interest.
* Able to provoke interesting discussion.
* Appropriate for the level of maturity of incoming students.
* Having a theme or topic applicable to students' lives (for example, societal, political, or ethical issues).

Do you have a favorite book that meets these criteria? What book do you think will stimulate critical discussion among incoming students next summer? To make your suggestion, visit the Carolina Summer Reading Program website: http://www.unc.edu/srp/. Full consideration will be given to all book recommendations received by October 27th, 2006.

Thanks for your consideration of this matter.
Doug Kelly
Chair, 2007 Summer Reading Program Book Selection Committee

This email is sponsored by: New Student & Carolina Parent Programs

From: nobody@notify.unc.edu on behalf of brubaker@email.unc.edu
Sent: Tuesday, September 26, 2006 10:10 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Faculty perceptions of the impact of laptop use by students during class

---

My name is Aaron Brubaker and I am conducting research for my Master's Paper on
faculty perceptions of the impact of laptops with wireless Internet access
on classroom dynamics and teaching.

In order to gain insight into UNC faculty perceptions, I have created a Survey. If you are a faculty member or adjunct, I'd like to request your input. The survey will take 10-15 minutes to complete.

This link:
http://www.surveymonkey.com/s.asp?u=439922622940
will take you to the survey hosted by SurveyMonkey.com. By following this link, you are consenting to participate in this study.

All responses are completely confidential, and no personal information will be collected. Your participation is voluntary and you may stop participating at any time. You may skip any question you choose not to answer for any reason.

If you have any questions about this study, please email brubaker@email.unc.edu. You may also contact my advisor, Dr. Deborah Barreau at 919-966-5042 or barreau@email.unc.edu.

Thank you,
Aaron Brubaker
brubaker@email.unc.edu
MSIS student, School of Information and Library Science
University of North Carolina at Chapel Hill

This email is sponsored by: School of Information and Library Science.
Approval IRB: Behavioral Institution Review Board
Date of Approval: 9/22/2006
Study Title: Faculty Perceptions of the Impact of Student Laptop Use in a Wireless Internet Environment on the Classroom Learning Environment and Teaching
IRB Study #: 06-0507

This email is sponsored by: School of Information and Library Science

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From: nobody@notify.unc.edu on behalf of pbwatkins@med.unc.edu
Sent: Tuesday, September 26, 2006 11:02 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Provide a Blood Sample to Help Medical Research

---

UNC Hospitals and the National Institute of Environmental Health Sciences (NIEHS), National Institutes of Health (NIH), Department of Health and Human Services (DHHS) are establishing a registry of DNA samples (Environmental Polymorphisms Registry or EPR) that will help researchers study how variations in our genes (known as polymorphisms) influence our risk for disease.

The EPR will be recruiting participants at the UNC General Clinical Research Center (GCRC) beginning Monday October 2. For more information call (919) 281-1110 x747 or visit our website at http://dir.niehs.nih.gov/direpr/.

To participate, you must:
* Be 18 Years of age or older;
* Provide a blood sample (up to 1 Tablespoon);
* Read and sign a consent form;
* Provide age, gender, and ethnicity;

Participants will receive $20 for their participation.

If you have a UNC Healthcare Medical Record Card, please bring it witb you. If you don't have one, please stop by the patient registration desk in the Hospital's main lobby to get one before coming up to the GCRC (3rd floor of main hospital).

We need your help! Our goal is to collect 20,000 samples, please share this message with friends and family. We appreciate your help getting the word out.

The principal investigators for this study are:

-Perry J. Blackshear, M.D., D.Phil., Office of Clinical Research, NIEHS, NIH, DHHS;
-Paul Watkins, M.D., General Clinical Research Center, UNC Medical Center;
-Patricia C. Chulada, Ph.D., M.H.S., Office of Clinical Research, NIEHS, NIH, DHHS;
-Susan Pusek, M.P.H., General Clinical Research Center, UNC Medical Center.

The Environmental Polymorphisms Registry and this message have received approval from both the NIEHS and UNC Biomedical Institutional Review Boards on Research Involving Human Subjects.

This email is sponsored by: General Clinical Research Center

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, September 27, 2006 12:18 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: 2007 University Teaching Awards

September 26, 2006

TO: Faculty, Staff and Students

FROM: Dr. Barbara Entwisle, Chair
University Committee on Teaching Awards

SUBJECT: Teaching Award Nominations

ONLY 6 MORE DAYS REMAIN TO NOMINATE YOUR FAVORITE TEACHER FOR A 2007 AWARD!!!!

Each year, we acknowledge the central role of teaching at UNC-Chapel Hill by recognizing faculty, staff and students for outstanding teaching and mentoring. The University Committee on Teaching Awards values your nominations of deserving faculty members and graduate teaching assistants for distinguished teaching awards. Please take a moment to think of those who are deserving of these awards and nominate them via the website

http://www.unc.edu/provost/teachawards

The committee will review the nominees, collect additional information about their teaching and recommend winners to the Chancellor. This year, we will select recipients for five types of awards:

Board of Governors' Award for Excellence in Teaching: This award is given by the Board of Governors to a tenured faculty member on each UNC campus for excellent and exceptional teaching at the undergraduate level over a sustained period of time.

Distinguished Teaching Awards for Post-Baccalaureate Instruction: Four awards are given to faculty members for exceptional teaching of post-baccalaureate students.

Awards to Faculty for Excellence in Undergraduate Teaching: Five Tanner Awards, one Friday Award, one Sanders Award and one Sitterson Award are given to full-time faculty members.

Tanner Awards to Graduate Teaching Assistants: Five Tanner Awards are given to graduate teaching assistants for excellence in undergraduate teaching.

Mentor Award for Lifetime Achievement: This award acknowledges lifetime contributions to teaching, learning and mentoring beyond the classroom and is not limited to traditional faculty. If you nominate someone for this award, please focus on his or her long-term impact on students.
University Professor of Distinguished Teaching: This award to presented every three years and was established to recognize career-long excellence in teaching. One will be for tenured faculty in Academic Affairs (including professional schools) and one for tenured faculty in Health Affairs.
Please submit all nominations online.

http://www.unc.edu/provost/teachawards

No individual may receive more than one award. It is important that you provide a nomination letter that will help the committee understand why your nominee is such a good teacher. The comments will become part of the nominee's departmental personnel file. You may address questions to me (962-1710 entwisle@unc.edu) or to Ms. Debbie Stevenson in the Office of the Provost: (962-7882 / debbie_stevenson@unc.edu).

The deadline for submitting nominations is Sunday, October 1, 2006, at 5:00 p.m.
Thank you for your help in rewarding excellent teaching at Carolina!

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of tllong@email.unc.edu
Sent: Wednesday, September 27, 2006 1:36 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Participate in a study on medication information management

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Are you over the age of 55?
Have you used a computer?
Have you taken five or more prescription medications in the last two years?

If you said yes to all of these questions, we would like to talk to you!

We are studying how seniors manage information about their medications. As part of this we are testing a web-based medication management system for sharing information with physicians, family members, and caregivers.

If you choose to participate in this research study, you will be asked to:

1) Complete an interview about how you manage and share information about your medications now
2) Try our new medication management system

Any information you share about the medications you are taking will be confidential. Your participation in this study would take no more than 2 hours, spread over two sessions. If you complete the first study session, we will pay you $25. If you complete the second session, we will pay you an additional $40.

If you would like to participate or have questions about the study, please contact Trisha Long: (919) 932-6703.

This study is sponsored by a grant from National Institutes of Health, and is being conducted by Dr. Bradley Hemminger, School of Information and Library Science, UNC-Chapel Hill. Approved by the UNC Public Health Institutional Review Board. Study number 05-1369.

This email is sponsored by: School of Information and Library Science

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, September 27, 2006 2:47 AM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: SECC Kickoff/Charity Fair Oct. 3

Dear Colleagues:

Come join the excitement as Carolina kicks off its 2006 State Employees Combined Campaign on Tuesday, Oct. 3, from 10 a.m. to noon in the Great Hall. This kickoff will be a charity fair, which will feature representatives from an estimated 50 independent charities and other nonprofit organizations supported by the North Carolina SECC.

The Carolina community has been very generous to this campaign - that's why this year's slogan, "Carolina Together: Supporting a Great Cause," is so appropriate. This year, more than 800 charitable organizations are receiving N.C. SECC support, and you can find a full list of them at the 2006 SECC Resource Guide (www.ncsecc.org).

Please join us at the Great Hall on Oct. 3 for refreshments, a chance to win some great door prizes and, most importantly, an opportunity to learn more about organizations that make a real difference in the lives of our state's citizens.

In coordination with our "Carolina Together" kickoff, donation forms and other materials will be delivered to every department's office in the coming days - arriving by early next week. I would like to thank the many departments who identified captains and ask that our captains watch for these forms - so they may be distributed to employees. In the case of departments or other academic areas that have not yet identified captains, please distribute the forms to employees and send the name of your area's captain to Deb Saine (deborah_saine@dentistry.unc.edu) at your earliest convenience.

Captain training will take place on Oct. 3, at two sessions: 11 a.m. and 1 p.m. The location is room 1505 of the student union (located near the South Road entrance of the building). N.C. SECC officials will share valuable information, and I hope all captains can make time for one of the two sessions.

In closing, I'm grateful to our campaign captains, who will help lead Carolina's 2006 SECC effort, and I'm grateful to the entire Carolina community for its long-standing commitment to helping North Carolina citizens in need. We'll see you on Oct. 3!

John N. Williams
2006 SECC Chair for Carolina/Dean, School of Dentistry

This email is sponsored by: UNC School of Dentistry

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Wednesday, September 27, 2006 4:28 PM
To: Alphonse Mutima <smutima@email.unc.edu>; Deborah Crowder <dacrowde@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>
Subject: Attending Ny Conference

Dear Alphonse:
I am pleased to offer you $200.00 to attend the International Symposium on African Language & Diasporic Languages & Education in New York, October 5-7, 2006. Please see Debby for details.
Best,
Julius
--
Julius E. Nyang'oro
Professor and Chair
African and Afro-American Studies
University of North Carolina
CB# 3395, Battle Hall
Chapel Hill, NC 27599-3395
Tel: 919-962-1513
Fax: 919-962-2694
Email: jen321@email.unc.edu

From:	nobody@notify.unc.edu on behalf of jeane@email.unc.edu
Sent:	Wednesday, September 27, 2006 8:13 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Leadership Foundations

Leadership Foundations seeks Peer Educators!

What is Leadership Foundations?
Through interactive workshops, Leadership Foundations assists participants with organizational development through the building of skills related to leadership and management. Led by Peer Educators, participants will engage in discussion, activities, and reflection that enhance organizational effectiveness.

Currently Carolina Leadership Development and the Office of Student Activites are accepeting applications for Peer Educators. Please contact Lara Costa, graduate assistant, with questions and/or to request an application.

Thank you for your time and we look forward to hearing from YOU!!

Lara Costa
jeane@email.unc.edu

This email is sponsored by: Student Activities and Carolina Leadership Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of pareinhardt@ehs.unc.edu
Sent:	Wednesday, September 27, 2006 11:12 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Flu Shots Available to UNC Employees

September 27, 2006

TO: UNC Faculty and Staff

RE: Flu Shots Available to UNC Employees

Don't miss your flu shot this year! Believe us--getting a shot is better than getting the flu! Again this fall, UNC is partnering with the State Health Plan to offer influenza (flu) shots to UNC employees.

It's easy to get a flu shot. Simply go to the EHS website at http://ehs.unc.edu/ and click on the Flu Shots link. The on-line registration will walk you through the process of selecting the most convenient date, time and campus location. If you have difficulty accessing the EHS website, please ask your supervisor or administrative staff to help you.

Appointments are available between 8:00 a.m. to 5:30 p.m. at the following locations:

Giles Horney Building Magnolia Room
- October 18th
- November 15th
- December 20th

Old Dental Building, Room 1220
- October 12th
- November 9th
- December 14th

Student Union, Room 3509
- October 17th
- October 19th
- November 14th
- November 16th
- December 12th
- December 13th

If your primary coverage is the State Health Plan (or one of the State Health Plan's Preferred Provider Organization (PPO) Plans), there will be no cost to you. If you are not a member of the State Health Plan, you will need to pay $25 by cash or check at the time of vaccination and obtain reimbursement from your insurance.

You'll receive an email reminder two days prior to your appointment. At your appointment, you'll need to present your State Plan/PPO card along with a photo ID for coverage under the Plan. These flu shot clinics are for UNC employees only. Please contact your health care provider for flu shots for family members and dependents.

Don't take a chance on getting the flu this year. The flu can lead to serious complications and--in some cases--even death. By getting vaccinated, you reduce the flu risk for everyone. The vaccine does not contain live virus and has little chance of triggering a reaction.
Please get immunized!

Help us spread the word by printing this email and poster located at http://ehs.unc.edu/flu_shot.pdf, and posting them at your workplace.

Brian Boehlecke, MD, UEOHC Medical Director
Peter A. Reinhardt, Director, Environment, Health & Safety
962-5507

This email is sponsored by: Environment, Health & Safety

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From:	nobody@notify.unc.edu on behalf of alan_pinkelton@unc.edu
Sent:	Thursday, September 28, 2006 9:12 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: 2006 Campus Security Report

September 28, 2006

A Notice to All Students and Employees from the Campus Personal Safety Committee

UNC-CH's latest Campus Security Report will be online October 1 at http://main.psafety.unc.edu/securityreport

Please read it for information on:

--crime and arrest statistics, crime reporting procedures, and University emergency warning procedures;
--alcohol and illegal drug information and policies;
--sexual assault response procedures, including victim resources and campus disciplinary procedures;
--information about campus police authority and jurisdiction, building access and security, and educational programs on personal security and crime prevention; and
--information on voter registration.

To request a paper copy of the report, write CB #9105, UNC-CH, Chapel Hill, NC 27599-9105.

This email is sponsored by: Chancellor

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, September 28, 2006 11:05 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Registry for Potential Research Study Subjects

---

Gastrointestinal Studies -- PARTICIPANT REGISTRY

The UNC Center for Functional GI & Motility Disorders is engaged in a number of research projects for which we are always interested in recruiting study subjects. Please visit our website at www.med.unc.edu/ibs to learn more about our studies and about irritable bowel syndrome (IBS), functional dyspepsia, bloating, recurrent abdominal pain (RAP) in children, constipation, and diarrhea.

We have established a REGISTRY for Potential Research Study Participants ("REGISTRY") at https://uncfunctionalgi.net/registry/about.php to facilitate more interactive communication about on-going and new studies at the Center.

Please go to https://uncfunctionalgi.net/registry/ to join our REGISTRY. The "Registry" form is very brief and requests:

(1) your consent to be contacted about our research studies
(2) information on how best to contact you about our research studies
(3) information about your current gastrointestinal (GI) problems or symptoms
(4) physician diagnosis of your GI problems or symptoms
(5) if you would be willing to be contacted as a healthy volunteer if you do not have any GI problems or symptoms

The REGISTRY pertains to human subjects research and has been reviewed and approved by the UNC Institutional Review Board (IRB).

If you have any questions about the REGISTRY, please contact Kirsten Nyrop at 919/966-0289 or knyrop@med.unc.edu.

There is no compensation for joining our REGISTRY. However, some of the studies that REGISTRY volunteers are contacted about may compensate those who enroll and complete the study. Click "here" for information about on-going research studies that are recruiting study subjects -- http://www.med.unc.edu/medicine/fgidc/research_subjects.htm.

This email is sponsored by: UNC Center for Functional GI & Motility Disorders

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of shanapt@nc.rr.com
Sent: Friday, September 29, 2006 12:22 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: How is your posture?

We are conducting a research study in the Sports Medicine Research Laboratory at UNC-Chapel Hill to determine if poor head and shoulder posture affects shoulder function. Head and shoulder posture is thought to contribute to the development of shoulder pain.

To enroll in this study, you must be healthy, between the ages of 18 and 55, and not have a history of shoulder, neck, back, arm, or hand surgery.

Participants will be asked to report to the Sports Medicine Research Laboratory (which is located in the basement of Fetzer, 2 doors down from the basketroom) for an initial postural screen that will take less than 20 minutes. This will be accomplished by taking a picture from the side. If participants meet established criteria for head and shoulder posture they will be asked to return for a second testing session. THESE SCREENINGS WILL TAKE PLACE ON TUESDAY OCTOBER 3 FROM 4PM - 6:30PM. If you are interested in the screenings please email or call me to schedule a convenient time slot.

All participants will receive the results of their postural evaluation and preventive exercises to improve their posture.

Qualified participants will be asked to return to the Sports Medicine Research Laboratory for 2 -1 hour testing session that will take place 8 weeks apart. During this session shoulder, shoulder blade, and shoulder muscle function will be measured using skin based sensors. You will be asked to perform a lifting and reaching task.

For more information, please call 962-7187 or send an email to shanapt@nc.rr.com

IRB Study # 05-EXSS-782

This email is sponsored by: Exercise and Sport Science Department

This email is sponsored by: Exercise and Sport Science

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of hsinliu@med.unc.edu
Sent: Friday, September 29, 2006 1:39 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: INFORMATIONAL: Have you had Anterior Cruciate Ligament (ACL) Reconstruction

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Subject: INFORMATIONAL: Have you had Anterior Cruciate Ligament (ACL) Reconstruction utilizing a patellar tendon autograft or will you be having such surgery next month?

Researchers in the Orthopaedics Laboratory are conducting a study at UNC-Chapel Hill to trace recovery in patellar tendon stiffness over time after surgery.

To be eligible, you must have had ACL reconstruction with patellar tendon
autograft within the past 2 months or will be having such surgery next month, no history of other knee surgeries, no other lower extremity injuries in the past 6 months, and be between the ages of 18-40.

You will be asked to perform knee muscle contractions while ultrasound images are taken of your patellar tendon (tendon that attaches kneecap to lower leg). Participation in this study will last approximately 1 hour.

You would be paid $30 per visit for 3 visits over 12 months.

If you are interested in participating in this study or would like more information, please contact:
Hsin-yi (shin-ee) Liu,
email: hsinliu@med.unc.edu
TEL: (919) 966-1211

This study was approved by IRB #05-ORTHO-1005

This email is sponsored by: Orthopaedic Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of its_communications@unc.edu
Sent:	Friday, September 29, 2006 3:20 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Lenovo battery recall

Lenovo has announced the voluntary recall of battery packs in ThinkPad laptop models T43, T43p, T60, R51e, R52, R60, R60e, X60, and X60s purchased between February 2005 and September 2006. Additionally, customers who ordered an extra battery or received a replacement battery during that period may also be subject to the recall. CCI models that may be affected are T43, T60, R52, R60 and X60.

If you want to check whether or not your computer battery is affected by the recall, please go to www.lenovo.com/batteryprogram. In addition, a list showing the serial numbers of affected machines will be posted on the ITS Response Center Web site at http://help.unc.edu/?id=5986 as soon as it becomes available. The ITS Response Center will contact the owners of affected machines.

To ensure that your laptop is used safely, please turn off the system, remove the battery and power your system with an AC adapter. If you have questions about removing your battery, call 962-HELP.

Please keep the defective battery as it will he exchanged for a new battery free of charge. Instructions will be forthcoming regarding the battery exchange. It will take several weeks before Lenovo can supply new batteries.

If you have any additional questions, please contact the ITS Response Center at 962-HELP or visit the Lenovo Web site (http://www-307.ibm.com/pc/support/site.wss/document.do?sitestyle=lenovo&lndocid=BATT-LENOVO).

This email is sponsored by: ITS

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PRESENTED BY THE
HEALTH AND HUMAN RIGHTS SUBCOMMITTEE

"Love, Labor, Loss"
Witness the "silent epidemic"

With discussion led by Director/ Producer, Lisa Russell

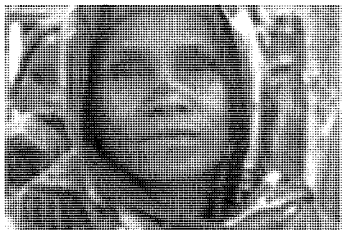

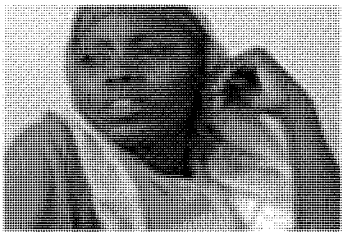

PRESENTED BY THE HEALTH AND HUMAN RIGHTS SUBCOMMITTEE

Obstetric fistula, a disabling disorder unknown to industrialized nations since the end of the 19th century, is preventable and treatable with adequate prenatal and emergency obstetric care.

This film follows women in Niger, West Africa suffering from this "silent epidemic" and a US/Niger medical mission to repair their fistulas and give them a second chance at life.

With music by Zap Mama. www.lovelaborloss.com.

Thursday, October 5, 2006
5:30 pm

Tate Turner Kuralt Auditorium, School of Social Work

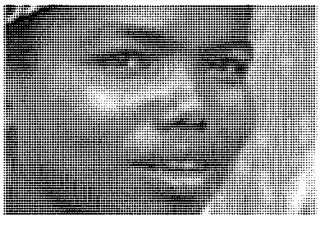

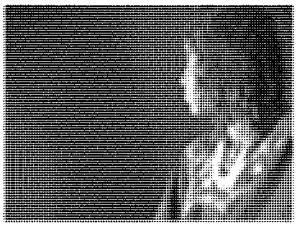

Event sponsored by UNC Student Congress, Campus Y- Health Focus Committee , and the Student Global Health Committee.

From: Kelly Hanner <khanner@email.unc.edu>
Sent: Friday, September 29, 2006 2:32 PM
To: debby_crowder@unc.edu
Subject: Swah texts

Hi Debbie,

I spoke with George Morgan (new textbook buyer), who has been in weekly contact with Africa World Press regarding the orders. They are advising that the back ordered copies are scheduled to arrive late next week. As soon as they receive the copies they will ship to us. So, if their eta is correct, we should have them the second week of October.

Best,
Kelly

Kelly Hanner
UNC Student Stores

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, September 29, 2006 8:43 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Phased Retirement Program

MEMORANDUM

To: All Members of the Faculty
From: Bernadette Gray-Little
Executive Vice Chancellor and Provost
Subject: Phased Retirement Program Status

I write to update you on the status of the University's Faculty Phased Retirement Program in light of recent actions by the North Carolina General Assembly.

The Faculty Phased Retirement Program has been extended through the year 2010 or until twelve months after the Internal Revenue Service (IRS) releases its anticipated regulations governing phased retirement programs, whichever occurs first. Since the IRS regulations have yet to be released, the Phased Retirement Program will continue for at least another year.

While I wish I could be more definitive about the programs status beyond next year, we cannot be more specific given the pending IRS regulations. I will send a memo on the Faculty Phased Retirement Program application process and time line for 2007 later this semester.

copy: Deans, Directors & Department Heads

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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From: Walter Mignolo <walter.mignolo@duke.edu>
Sent: Sunday, October 1, 2006 9:47 PM
To: dacrowde@email.unc.edu
Subject: Oil and Beauty in Salvador, Bahia, a workshop: Friday Oct 6 and Saturday Oct 7, 2006

Hi Debby

I do not know if you get posting from Duke, but since you are sponsoring this event, could you please circulate this reminder at UNC. Many thanks!!! Walter

The Center for Global Studies and the Humanities is pleased to announce a
4 hours workshop

Sponsored by the Department of African and Afro-American Studies, UNC; African and Afro-American Studies, Duke University; Afro-Latin American Working Group; Department of Romance Studies; Duke Center for Latin American and Caribbean Studies

AFRO-LATINIDAD: RACISM, OIL AND BEAUTY IN SALVADOR (BAHIA, BRAZIL) .

Speakers: Livio Sansone and Angela Figuereido, from the Centro de Estudios Afro-Orientais da Universidade Federal da Bahia, in Salvador, Brazil

October 6, 2006 from 12, 30 pm to 5, 15 pm,
Franklin Center #240
(Lunch will be served from 12, 30 to 1pm)

October 7, from 10am to 1pm, informal conversation with the speakers
(International Studies Conference Room, UNC
Across the street from the Planetarium)

Professor Sansone is Program Coordinator and Angela Figuereido Course Coordinator of the advanced studies project titled *Fábrica de Idéias* (Factory of ideas, **http://www.ceao.ufba.br/fabrica/welcome.htm**). *Fabrica de Idéias* is an academic department that handles the Advanced Course on Ethnic and Racial Relations and the African Culture, a program originally administered by the Center for Afro-Asian Studies of the University of Cândido Mendes (UCAM) in Rio de Janeiro where the first four annual courses were held. The course is currently being run by the CEAO/UFBa, Salvador, host of the last two editions of the summer courses. The Factory has been widely acclaimed as a successful initiative that offers quality academic training as well as possibilities of exchange and interaction to young and upcoming researchers on racial relations in Brazil and other Latin-American countries. Apart from facilitating this kind of interaction, the program also emphasizes and promotes debates on the topic related to citizenship, reproductive health, gender and sexuality issues. Since its inception, two out of its five teaching modules have focused on related themes like the relationship between reproductive health and racial relations. More than one module has been dedicated to the exchange of experiences concerning the individual projects of the participating students. The Factory of Ideas enjoys the support of various international bodies like the Population Program, the MacArthur Foundation, the FAPERJ and finally, the Holland-based Sephis Foundation.
The Factory of Ideas is currently directed by Livio Sansone (Ph.D in Anthropology from the University of Amsterdam who is also on the staff of the FFCH-UFBA).

1pm to 3 pm
Angela Lucia Silva Figuereido
Post-Doctoral Research Fellow of Carter Woodson Institute – University of Virginia - 2006

The politics of black beauty in Salvador, Bahia
Based on a video I myself produced, I will address issues that relate racism to beauty. Certainly, the black body is important in Brazil as in any other country of the African Diaspora, where interactions between blacks and whites have taken place. Traditionally, blacks have always been discriminated against in show-business and the world of beauty, two spheres that have been particularly active in the construction of negative stereotypes associated with Negro phenotypes considered as ugly. Popular adages common in Brazilian parlance have reinforced this rejection of Negro phenotypes.

In the state of Bahia there is the major black population outside Africa, and the capital of Bahia is only 14% white. Although whites are the minority in the city, they have better jobs and a higher level of education than black people. Because there are so few whites, many precise distinctions are made in the color hierarchy. This contest is important because the appearance is important. For example, you are black because you look black, not because your parents are black. The standard of beauty in Bahia, like in the rest of Brazil is white, but in Bahia because there are so few whites, the appearance is important; if you look less black you are more beautiful.

In this context, the black beauty night context is a demonstration of the construction of black identity. This documentary was made in 2003. It is about black beauty night context in Salvador Bahia, an event sponsored by all-black carnival association Ile Aye during which a black woman is chosen to represent the Ebony Goddess. I attempt to understand the candidates' discourse about racial classification, racism, identity, beauty, marketplace and education. There are some specific questions that I want to understand. For example, what are the criteria of black beauty? Who chooses the ebony Goddess? What is the candidate's background? Who created the style? Why do the girls want to be Ebony Goddess? What is the relationship between black beauty and identity in Bahia?

15 minutes break

3,15 pm to 5, 15 pm
Livio Sansone
Centro de Estudos Afro-Orientais
Universidade Federal da Bahia, Salvador de Bahia, Brazil

Bahian Counterpoint of Sugar and Oil: On the transition from the first to the second global commodity and its consequences for social and race relations in Bahia
My research is centered on the persistence of durable and extreme inequalities in a specific region of Brazil – interesting for its past as on of the cradles of sugar plantation society in Brazil as well as for its present on account of its extremely high GINI
index, which measures inequality. It is a part of Brazil where the impact of the oil industry has been felt the most starting from the Fifties. I am interested in the development over a long period of time of what I like to call a culture of inequality –
which makes acceptable or bearable life in a context of excruciating inequality. It is a kind of social and cultural pact between the haves and the have-not. This culture develops in time and takes time to recede. Of course, as much as continuities I also
try to elicit ruptures in the experience of this rather eschewed social pact. The existence of such inequalities has been seen by many as defining perhaps the main 'difference' of Latin America, when comparing to other regionalized styles of modernities. In many
ways my research is a follow-up on the great Columbia/UNESCO project, which carried out field work on plantation society in 1950-53 in the same region. I try to compare social and race relations and hierarchies in the age of sugar and oil – the first and the second authentically global commodity. I also compare the different systems of memory that sugar and oil have

developed. The oil industry has had a great impact on the system of memory – perhaps aided by the fact of being capitalism without capitalists.

From: Olympia Friday <ofriday@email.unc.edu>
Sent: Monday, October 2, 2006 3:07 PM
To: dacrowde@email.unc.edu
Cc: Reginald F. Hildebrand <hildebra@email.unc.edu>
Subject: Stone Center - African Diaspora Lecture Tomorrow
Attach: ofriday.vcf

Hi Debbie:

The Sonja Haynes Stone Center is having its annual African Diaspora Lecture on Tues., Oct. 3 @ 7 p.m. The lecture this year will feature Fatimah Jackson, a leading anthropologist, biologist, and researcher on genomics and its implications for the African-American community.

Would you please forward the information below to the AFAM listserv or list.

Thank you in advance for your support.

AFRICAN DIASPORA LECTURE
TUESDAY, OCT. 3. 2006, 7:00 P.M.
THE SONJA HAYNES STONE CENTER FOR BLACK CULTURE AND HISTORY
HITCHCOCK MULTIPURPOSE ROOM

The Sonja Haynes Stone Center for Black Culture and History at the University of North Carolina at Chapel Hill welcomes Dr. Fatimah Jackson, leading anthropologist, biologist, and researcher on genomics and its implications for the African-American community, as the guest speaker for the 2006 African Diaspora Lecture on October 3.

Dr. Jackson will discuss advances in DNA and genomics research and the problems in using this new technology to trace African ancestry. Renowned performance artist and Stone Center artist in residence, Sekou Sundiata, will moderate a discussion following the lecture.

Jackson is a professor of applied biological anthropology at the University of Maryland at College Park where she has taught for the past 15 years. She has written extensively on genomics including "African American Responses to the Human Genome Project."

For more information about Fatimah Jacksons research and work, visit http://www.bsos.umd.edu/ANTH/faculty/fjackson/index.htm; for more information about the lecture, call the Stone Center at (919) 962-9001.

Fore more information about other upcoming Stone Center programs visit, www.unc.edu/depts/stonecenter.

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Monday, October 2, 2006 5:28 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Invitation from English and Comp Lit]
Attach: Invitation from English and Comp Lit (2.90 KB).msg

From: Nicholas Allen <na@email.unc.edu>
Sent: Monday, October 2, 2006 10:35 AM
To: jen321@email.unc.edu
Subject: Invitation from English and Comp Lit

Dear Professor Nyang'Oro,

I'd be very grateful if you might extend the invitation below from English and Comp Lit to your faculty and graduate students.

With thanks,

Nicholas

Dear colleague,

our first visiting speaker, Pulitzer prize winning poet Paul Muldoon (Princeton University), will be on campus this Monday, October 9th. The day will begin with a public conversation with the poet regarding his work (3pm, the University Room, Hyde Hall, Institute of Arts and Humanities). There will then be a reception (5pm, Melba Remig Saltarelli Exhibit Room, Wilson Library), followed by Muldoon's reading (6pm, Pleasants Family Assembly Room, Wilson Library). You are all very welcome to attend and I would be grateful if you would encourage your students to join in these events.

Best,

Nicholas

Associate Professor
Department of English and Comparative Literature, CB #3520
University of North Carolina at Chapel Hill
NC 27599 USA
919-962-4052
na@email.unc.edu
http://english.unc.edu/faculty/allenn.html

From:	nobody@notify.unc.edu on behalf of vanessa_miller@dentistry.unc.edu
Sent:	Tuesday, October 3, 2006 8:06 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Healthy Participants 18-44 for study of Muscle and Jaw Function

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The UNC Center for Neurosensory Disorders is conducting a research study investigating the biological, psychological, and genetic factors that may cause Temporomandibular Muscle and Joint Disorder (TMJD). We are looking for healthy volunteers and people with TMJD to participate.

Participation will include 1 clinic appointment lasting 3 hours. During that time participants fill out various questionnaires and receive a clinical exam and sensory testing. Individuals who meet the study criteria will be complete brief health updates for the next 4-5 years.

You must be between the ages of 18 and 44, and not have diabetes, epilepsy, hyperthyroidism, drug or alcohol abuse, chronic respiratory diseases, high blood pressure, heart disease, kidney failure and have not required hospitalization for a psychiatric disorder within the last 6 months.

You should not participate if you are pregnant, nursing a baby, currently involved in orthodontic treatment, chemotherapy or radiation therapy.

People who complete all data collection aspects will be paid $260 (this includes $90 for the clinic appointment mentioned above).

For more information about the study, visit the website at http://www.oppera.org

Please contact us if you are interested in learning more about our study (Biomedical IRB number 05-DENT-777).
If interested or for further information please contact:
(919) 966-1060
Email: sensory_study@dentistry.unc.edu

Approved by the Biomedical IRB 10/02/2006
Study #: 05-2255 Formerly (05-DENT-777)
Study Title: Orafacial Pain: Prospective Evaluation and Risk Assessment (OPPERA)

This email is sponsored by: The Center for Neurosensory Disorders

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, October 3, 2006 8:45 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Call for Proposals: Navigating the Global American South conference, April, 2007

The University of North Carolina at Chapel Hill is again pleased to host the Navigating the Global American South conference in April 2007. The theme of this year's conference is "Global Health and Regional Solutions".

We are currently inviting proposals for presentations by scholars, policymakers, and professionals dealing with health issues that connect the American South and the world. Specifically, the conference will explore regional approaches to public health issues and ask what experiences translate between the American South and other world regions. We encourage proposals from a wide range of academic and professional fields and perspectives on topics such as:

* immigrant health
* infectious and chronic diseases
* maternal and child health
* domestic violence
* bioethics and human rights
* water management
* human trafficking
* comparative health care delivery
* nutrition and obesity in healthcare
* health education
* drug development and distribution
* access and disparity in healthcare
* disaster relief and recovery after Katrina

Deadline for submitting proposals is Nov. 1, 2006.

To propose a single presentation or an entire panel, please submit a proposal and an abbreviated CV on line at http://www.ucis.unc.edu/globalsouth/conference07/

This email is sponsored by: University Center for International Studies

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent:	Tuesday, October 3, 2006 9:23 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Employee Forum Newsletter InTouch Now On-Line

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The Employee Forum newsletter InTouch is now on-line for October at
http://forum.unc.edu/InTouch/InTouch7-6.htm

Articles include:

From the Chair's Presentation to the Board of Trustees
Collective Bargaining Resolution
Community Meeting October 19
Do You Know About the Child Care Advisory Committee?
Opinion: Where Your Treasure Is...

This email is sponsored by: Employee Forum

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"INFORMATIONAL:" email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: Michael Lambert <mlambert@email.unc.edu>
Sent: Wednesday, October 4, 2006 11:33 AM
To: 'Deborah Crowder' <dacrowde@email.unc.edu>
Subject: FW: global south conference rfp
Attach: Global South RFP 07.doc.pdf

Debby,

Could you send this out on the department list?

Thanks,

Mike

Dear Colleagues,

The University of North Carolina at Chapel Hill is again pleased to host the Navigating the Global American South conference in April 2007. The theme of this years conference is "Global Health and Regional Solutions".

We are currently inviting proposals for presentations by scholars, policymakers, and professionals dealing with health issues that connect the American South and the world. Specifically, the conference will explore regional approaches to public health issues and ask what experiences translate between the American South and other world regions. We encourage proposals from a wide range of academic and professional fields and perspectives on topics such as: immigrant health infectious and chronic diseases maternal and child health domestic violence bioethics and human rights water management human trafficking comparative health care delivery nutrition and obesity health education drug development and distribution access and disparity disaster relief and recovery after Katrina.

Deadline for submitting proposals is Nov. 1, 2006.

To propose a single presentation or an entire panel, please submit a proposal and an abbreviated CV on line at http://www.ucis.unc.edu/globalsouth/conference07/

We have also attached this information as a flier. If you have any questions, please contact us at ucis@unc.edu.

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Niklaus Steiner, Ph.D.
Executive Director
University Center for International Studies
University of North Carolina at Chapel Hill
223 East Franklin Street, CB# 5145
Chapel Hill, NC 27599-5145

nsteiner@unc.edu
Tel (919) 962-6855

Fax (919) 962-5375
www.ucis.unc.edu

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Niklaus Steiner, Ph.D.
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www.ucis.unc.edu

Navigating the Global American South Conference

April 19 and 20, 2007

Call for Proposals
Deadline: November 1, 2006

The University of North Carolina at Chapel Hill is again pleased to host our annual interdisciplinary conference on the globalization of the southern United States, the **"Navigating the Global American South"**, to be held **April 19 and 20, 2007.**

The theme of this year's conference is
Global Health and Regional Solutions.

The conference will explore regional approaches to public health issues and ask what experiences translate between the American South and other world regions.

We encourage proposals from a wide range of academic and professional fields and perspectives on topics such as:

* Immigrant Health
* Infectious and Chronic Diseases
* Maternal and Child Health
* Bioethics and Human Rights
* Water Management
* Human Trafficking
* Comparative Health Care Delivery
* Nutrition and Obesity
* Health Education
* Drug Development and Distribution
* Access and Disparity
* Disaster Relief and Recovery after Katrina
* Domestic Violence

Please submit your proposals online at: **www.ucis.unc.edu/globalsouth/conference07**

For more information, contact ucis@unc.edu

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, October 4, 2006 9:42 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Message from the Chancellor -- University Day 2006

Dear Students, Faculty and Staff:

Each of you are invited to attend an important day in the University's history. University Day, which falls every October 12th, commemorates the laying of the cornerstone of Old East, the nation's first state university building.

We will hold this year's University Day convocation on Thursday, October 12th, at 11 a.m. in Memorial Hall. Classes will be cancelled from 9:30 a.m. until 12:30 p.m. so that faculty, staff and students may attend. (Attendance is considered work time for staff employees, who are encouraged to seek advance approval from their supervisors.)

UNC President Erskine Bowles, a proud Carolina alumnus, will be our featured speaker. Since assuming office in January, he has articulated a strong vision for the entire 16-campus UNC system. He has been a vigorous advocate in Raleigh. He is passionately committed to the improvement of North Carolina's high schools, recognizing that the future of higher education and North Carolina's competitive position rests on the foundation of our public schools. While President Bowles has responsibility for all 16 campuses, he has an unabashed love for Carolina. I have found him to be a wonderful, supportive partner. I hope that the Carolina community will respond with a strong presence to hear him speak and show our support.

Other convocation highlights will include performances by student musicians and the presentation of our Distinguished Alumna and Alumnus Awards to Valerie A. Batts, Angela R. Bryant, William "Bill" Burwell Harrison, Jr., Weiming Lu, Charles B. Nemeroff and George E. Stuart III.

Finally, University Day is a time when we traditionally celebrate new milestones in campus life. That will be the case next Thursday at 3 p.m. when we unveil a virtual museum of University history at a public symposium in the Pleasants Family Assembly Room of Wilson Library. The Web-based museum, a joint project of the UNC Center for the Study of the American South and the University Library, chronicles Carolina's people and events from its founding to the present day. Symposium speakers will explore historical perspectives on race and the University; service to the state and region; and gender and Southern education.

To learn more about University Day, go to http://www.unc.edu/universityday.

I look forward to seeing you in Memorial Hall.

Sincerely,

James Moeser, Chancellor

This email is sponsored by: Office of the Chancellor

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From: nobody@notify.unc.edu on behalf of dsl@unc.edu
Sent: Thursday, October 5, 2006 12:53 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Help Create Better Health Information- Osteoarthritis of the Hip

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The Decision Support Lab at Sheps Center for Health Services Research, University of North Carolina at Chapel Hill is conducting focus groups to review a decision aid video on osteoarthritis of the hip produced by the Foundation for Informed Medical Decision Making. We are interested in talking to individuals with osteoarthritis of the hip who have had a hip replacement or who are managing their osteoarthritis with medical or other non-surgical strategies.

To participate in a focus group you must:
-Have osteoarthritis of the hip
-Have had a choice of having surgery or using medical or non-surgical strategies to manage osteoarthritis
-Be able to speak and read English
-Be able to travel to the Decision Support Lab at Sheps Center (725 Martin Luther King Jr. Blvd.-Historic Airport Road, Chapel Hill, NC)

If you are eligible for this research study you can participate in one of two audio-taped focus groups. Your participation would last approximately 2 to 2.5 hours, you would be able to select a group that best fits your schedule as long as openings are available. You would be compensated for your participation. If you are interested in participating in this study you can contact us at:
-Visit our website: https://www.shepscenter.unc.edu/dsl/secure/oah.htm
-Email us: dsl@unc.edu or call us 919.966.4328 or 866.250.1877 toll free

Please feel free to share this email announcement with others that you feel would be interested in learning about this study.

Best regards,

Jennifer M. Griffith, DrPH, MPH
Director- Decision Support Lab

Study approved by Biomedical IRB 8.23.06

This email is sponsored by: Decision Suppot Lab- Sheps Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Olympia Friday <ofriday@email.unc.edu>
Sent: Wednesday, October 4, 2006 5:15 PM
To: Deborah A Crowder <dacrowde@email.unc.edu>
Subject: Announcement from UCIS

Hi Debbie:

Can you forward the message below to the AFAM listserv?

Thanks in advance.

Olympia Friday
Public Relations
The Sonja Haynes Stone Center for
Black Culture and History
The University of NC at Chapel Hill
Phone: (919) 962-7265
Email: ofriday@email.unc.edu

Announcement from the University Center for International Studies

Dear Colleagues,

The University of North Carolina at Chapel Hill is again pleased to host the **Navigating the Global American South Conference** in April 2007. The theme of this year's conference is **"Global Health and Regional Solutions".**

We are currently inviting proposals for presentations by scholars, policymakers, and professionals dealing with health issues that connect the American South and the world. Specifically, the conference will explore regional approaches to public health issues and ask what experiences translate between the American South and other world regions. We encourage proposals from a wide range of academic and professional fields and perspectives on topics such as: immigrant health, infectious and chronic diseases, maternal and child health, domestic violence, bioethics and human rights, water management, human trafficking, comparative health care delivery, nutrition and obesity, health education, drug development and distribution, access and disparity, disaster relief and recovery after Katrina.

Deadline for submitting proposals is Nov. 1, 2006.

To propose a single presentation or an entire panel, please submit a proposal and an abbreviated CV on line at http://www.ucis.unc.edu/globalsouth/conference07/

We have also attached this information as a flier. If you have any questions, please contact us at ucis@unc.edu.

From: nobody@notify.unc.edu on behalf of research_support@unc.edu
Sent: Thursday, October 5, 2006 8:56 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: RESEARCH SUPPORT October 2006 Issue Now Available

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The October 2006 issue of RESEARCH SUPPORT online newsletter is now available for viewing at http://research.unc.edu/rs/

In this issue:

FUNDING OPPORTUNITIES
* Major funding opportunities from state, public, and private agencies, as well as from UNC-Chapel Hill.

CAMPUS NEWS
* Carolina Innovations Seminar Series: Ins and Outs of Intellectual Property Protection
* Workshop: Overview of Licensing and Patents
* Working Group on Economic Development Recruiting New Members
* Technology Instrumentation Fair
* Research Administration Support Group (RASG)
* October SBIR Workshops
* New Contract Specialist Joins OSR
* New GrantSource Librarian in the Office of Information and Communications
* New Library Locations for Fall 2006
* New Resources from the UNC Libraries

FUNDING TIPS
* Updating Your COS Faculty Expertise Profile
* Tips on Writing Outreach Grant Proposals
* NIH Study Section Referrals
* Funding for Arts Featured at the Foundation Center
* Triangle Community Foundation Expands Its Focus
* Reynolds Trust Announces Major Changes in Its Giving Priorities
* Grantsmanship Tips for Gerber Foundation Applicants

FEDERAL NEWS
* NIH/AHRQ Now Using Version 2 of Certain Forms for Some Applications
* NSF Regional Grants Conference
* New Law Establishes an Accessible Database of Federal Funding
* OLAW Offers Guidance in New Frequently Asked Questions Site
* Become a panelist or peer reviewer for the NEH
* USDA Opens National Research Grant Competition

View the issue at http://research.unc.edu/rs/

RESEARCH SUPPORT provides Carolina faculty and research staff with funding opportunities, sponsored research news, funding tips, and timely information from all of the offices supporting research at Carolina. It is published by the Office of the Vice Chancellor for Research and Economic Development, GrantSource Library. Email research_support@unc.edu

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent:	Thursday, October 5, 2006 9:12 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: VoteSmart: Register to Vote On-Line

The Employee Forum Legislative Affairs committee has created a VoteSmart webpage. On this page, you can find out how to register to vote on-line and which State legislators are running in your district.

Anyone wishing to vote in the November election must register to vote by Friday, October 13.

All that at:

http://forum.unc.edu/projectvotesmart/votesmart06.htm

This email is sponsored by: Employee Forum

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Roberta Ann Dunbar <radunbar@email.unc.edu>
Sent: Friday, October 6, 2006 4:16 PM
To: Alphonse Mutima <smutima@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; Bereket Selassie <bselassi@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; Margaret Lee <leemc@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Roberta Ann Dunbar <radunbar@email.unc.edu>
Subject: Re a Course for African concentration Majors

Dear Colleagues,
The re-shaping of the degree requirements has led to the suggestion that African Studies needs an overview course such as Key Issues in African Studies or Major Themes in African Studies. One way to do this would be to build a seminar course for majors and other advanced undergraduate and graduate students that several people might contribute to over the course of a semester, but one person would be responsible for coordination and evaluation. One idea would be to direct students to take this course in the spring of their junior years so that the senior year would be free for research and/or honors work.

Could you come to a meeting on Wednesday, October 25 at noon to have a bag lunch discussion over what themes might be explored? The idea would be to be open enough to allow the coordinator room to shape the course for his/her interests and still provide continuity for the majors.

Please let me know if you can attend, and if you can't would you send me an email with your thoughts. Debby says we should get the approval for such a course before we submit the revised majors program. So we would want to submit something in January. That means ideas, readings, and/or other course activities need to be pulled together well ahead of exams.

I know everyone is overworked, so thanks in advance for your contribution.
Ann

--
Roberta Ann Dunbar
Department of African and Afro-American Studies
CB#3395, 109 Battle Hall
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3395
Tel. 919.966.2942
FAX 919.962.2694

From: nobody@notify.unc.edu on behalf of Ashley_Henderson@med.unc.edu
Sent: Friday, October 6, 2006 8:07 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Have you been told you have Chronic Bronchitis or COPD?

The Pulmonary division of UNC is looking for volunteers to participate in research about clearing particles from the lungs and how it can be improved.

If you qualify for the study, you will receive free physical examinations, lung function testing, and education about your illness.

This study could last up to 2 months with 5 outpatient visits to UNC. If you qualify for the study you will be compensated for your time, effort and travel to UNC.

If you are interested in learning more, please call:

UNC Pulmonary Research
at 919 966-2531 or email Ashley_Henderson@med.unc.edu

approved 5/4/06, IRB #05-MED-318

This email is sponsored by: UNC Pulmonary Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Friday, October 6, 2006 9:44 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: 2007 MLK Scholarship Nominations

Nominations for the 2007 Martin Luther King, Jr. Scholarships are now being accepted.

The Scholarships are open to all juniors at the University of North Carolina at Chapel Hill. The awards are given annually to students who, as judged by the MLK , Jr. Scholarship Committee, best exemplify Dr. King's commitment to our society. We would appreciate your help identifying qualified candidates. Find a nomination form, as well as scholarship guidelines, at http://www.unc.edu/diversity/community/mlkscholarship.html. Please feel free to copy the nomination form to nominate more than one candidate.

All nominations must be received by 5 p.m. Friday, November 3, 2006.

Please send hard copies of nominations to:

Michelle O'Neil | The MLK, Jr. Scholarship Committee , CB#9125, 01A South Building, UNC Campus

Please send email nominations to:

moneil@email.unc.edu

For more information, contact Michelle O'Neil at moneil@email.unc.edu or 919-962-6962.

This email is sponsored by: Diversity and Multicultural Affairs

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, October 6, 2006 10:56 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Science and Technology Policy

A group of UNC faculty are pursuing the possibility of establishing a broadly based program in Science and Technology Policy on our campus. The issues this program would address include: (1) the impact of new technologies on the economy and society; (2) how scientific information is used to shape decision making in business and politics; (3) how society, particularly the federal government, shapes science and technology. These are cross-cutting issues with ramifications for research on the environment, energy, information sciences, genomics, nanotechnology, bio-terrorism and many other areas. Thus a broad ranging, campus-wide program seems appropriate.

Potential future activities include:
1. Developing (or enhancing existing) research thrusts in various sub-areas of S&T policy
2. Developing enhanced graduate and undergraduate training in S&T policy, likely starting with a certificate program.
3. Developing a high-profile seminar series on S&T policy

We are seeking to identify individuals or groups that might be interested in actively participating in the Science & Technology Policy program. If you have such an interest, please go to http://www.surveymonkey.com/s.asp?A=150318588E88721 and complete the brief survey found there.

Please contact Karen Stone, Assistant Director, Carolina Roadmap Program at 966-9431 or karen_stone@med.unc.edu if you have any questions.

This email is sponsored by: Research and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of audrina_bunton@unc.edu
Sent: Monday, October 9, 2006 8:13 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Lung cancer is the leading cause of cancer death in the United States....

Lung cancer is the leading cause of cancer death in the United States among both men and women. The American Cancer Society estimates that 174,470 men and women will be diagnosed with lung cancer in 2006, with an estimated 162,460 lung cancer deaths expected. Surgery during the early stages of this disease remains the only reliable treatment for cure, with a five-year survival rate of about 40%.

The University of North Carolina, in collaboration with the American Cancer Society, is conducting a study to find out what patients understand about their medical condition and to clarify how patients who have lung cancer, and doctors who treat lung cancer, look at individual situations and decide whether a lung cancer operation represents the best decision.

To be eligible, patients must be:
--> 21 years or greater
--> have a clinical diagnosis of early stage (Stages Ia through IIb) lung cancer
--> speak English
--> free of cognitive impairment

If you know someone else who is eligible and may be interested, please feel free to forward this information to them also.

Compensation
Study participants will take part in a 40-50 minute interview at an agreed upon location and will receive a $50 gift/grocery card as compensation for completion of the interview.

For more information or to refer a patient
Contact Nancy Siebens at 919-843-3392 or 919-619-2510 or via email at nsiebens@schsr.unc.edu.

For additional study information, contact Audrina J. Bunton (Project Manager) at 919-966-5060 or via email at: audrina_bunton@unc.edu.

Study APPROVED by UNC BIOMEDICAL IRB- Study #: 04-1172 Formerly (04-MCH-343-ORC)

This email is sponsored by: Sheps Center for Health Services Research

This email is sponsored by: Sheps Center for Health Services Research

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From:	nobody@notify.unc.edu on behalf of krake@med.unc.edu
Sent:	Monday, October 9, 2006 10:13 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: AIDS Climb 2006

Are you interested in supporting the fight against HIV/AIDS? Do you love the outdoors? If so, AIDS Climb welcomes you to become a part of its team and work to promote HIV/AIDS awareness, education, and support grassroot organizations in East Africa. Please see our website, http://www.duke.edu/~vat18/aids-climb-site/, for upcoming activities.

Thank you!

This email is sponsored by: Students for Students International

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Margaret C. Lee <LeeMC@email.unc.edu>
Sent: Tuesday, October 10, 2006 10:46 AM
To: Roberta Ann Dunbar <radunbar@email.unc.edu>
Cc: Alphonse Mutima <smutima@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; Bereket Selassie <bselassi@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>
Subject: Re: Re a Course for African concentration Majors

Dear Ann,

I am available for a meeting on Oct. 25.

Margaret

Roberta Ann Dunbar wrote:
> Dear Colleagues,
> The re-shaping of the degree requirements has led to the suggestion that
> African Studies needs an overview course such as Key Issues in African
> Studies or Major Themes in African Studies. One way to do this would be
> to build a seminar course for majors and other advanced undergraduate
> and graduate students that several people might contribute to over the
> course of a semester, but one person would be responsible for
> coordination and evaluation. One idea would be to direct students to
> take this course in the spring of their junior years so that the senior
> year would be free for research and/or honors work.
>
> Could you come to a meeting on Wednesday, October 25 at noon to have a
> bag lunch discussion over what themes might be explored? The idea would
> be to be open enough to allow the coordinator room to shape the course
> for his/her interests and still provide continuity for the majors.
>
> Please let me know if you can attend, and if you can't would you send me
> an email with your thoughts. Debby says we should get the approval for
> such a course before we submit the revised majors program. So we would
> want to submit something in January. That means ideas, readings, and/or
> other course activities need to be pulled together well ahead of exams.
>
> I know everyone is overworked, so thanks in advance for your contribution.
> Ann
>

From: nobody@notify.unc.edu on behalf of rfts@unc.edu
Sent: Tuesday, October 10, 2006 8:11 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Is someone you know planning a pregnancy or currently pregnant?

This is a bilingual message. Please see below for Spanish.
Este es un mensaje bilingüe. Por favor, vea abajo para el español.

Are you or is someone you know trying to get pregnant OR less than 9 weeks pregnant?

Right from the Start is a research study of early pregnancy health at the University of North Carolina at Chapel Hill. To learn more about the study, call us toll free at (866) 346-2684 or send an email to rfts@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study. Visit our website at www.mom2be.org for more info.

Participants receive:
- Free early ultrasound
- $10 for completing a telephone interview at the end of the first trimester
- Free pregnancy tests for women who are trying to get pregnant

We need your help! Women who participate in our study can advance knowledge by simply sharing information about themselves and their pregnancies. Please share this message with friends or family.

The principal investigator for this study is Katherine Hartmann, MD, PhD, UNC School of Public Health, Department of Epidemiology & School of Medicine, Department of Obstetrics and Gynecology.

The Right from the Start study and this message have received approval from the UNC Institutional Review Board on research involving human subjects, study #03-0689.

¿Estás intentando quedar embarazada o tienes menos de 9 meses de embarazo? O, ¿conoce alguien que está? Bien desde el comienzo es un estudio de investigación sobre las primeras semanas del embarazo realizado por la Universidad de Carolina del Norte en Chapel Hill. Si deseas averiguar más sobre este estudio, llama gratis al 1 (866) 346-2684 o envía un correo electrónico a rfts@unc.edu con tu nombre, número de teléfono y horarios en los que podamos contactarte. No compartiremos tu dirección de correo electrónico con personas ajenas a esta investigación. Para obtener mayor información, visita nuestro sitio en internet www.mom2be.org.

Las participantes reciben:
-Examen de ultrasonido gratis
-$10 por contestar una entrevista telefónica al finalizar el primer trimestre.
- Pruebas de embarazo gratuitas para aquellas mujeres que estén intentando quedar embarazadas

¡Te necesitamos! Las mujeres que participen nos pueden ayudar a obtener más conocimientos simplemente compartiendo información sobre si misma y su embarazo. Por favor comparte este mensaje con tus amigos y familiares.

La investigadora principal de este estudio es Katherine Hartmann, MD, PhD, Departamento de Epidemiología de la Escuela de Salud Publica y Departamento de Obstetricia y Ginecología de la Escuela de Medicina, ambos pertenecientes a la Universidad de Carolina del Norte.

El estudio Bien desde el comienzo y este mensaje fueron aprobados por la Junta de Revisión Institucional de la Universidad de Carolina del Norte en Chapel Hill (UNC), estudio # 03-0689.

This email is sponsored by: Epidemiology

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From: nobody@notify.unc.edu on behalf of allden@uncaa.unc.edu
Sent: Tuesday, October 10, 2006 9:10 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Interested in becoming UNC Track Official?

Dear Faculty, Staff, and Students:

The UNC Track & Field Team is looking for individuals interested in becoming UNC Track & Field Officials. We host 6-8 track meets per year at the Eddie Smith Field House and the Fetzer Field-Belk Track. This is a great activity for all who are interested in athletics, including those with little to no experience in Track and Field. We will provide the necessary training to become a certified USA Track & Field Official. Certified officials are paid an honorarium for working our meets and can choose to work as few or as many meets as desired. Questions can be forwarded to Andrew Allden at 962-5195 or at Allden@uncaa.unc.edu.

If you are interested simply return the form below via email, fax or mail.

Allden@uncaa.unc.edu

Fax: 919-962-4903

To: Andrew Allden
UNC Track - Athletics
P.O. Box 2126
UNC-Chapel Hill NC
Or
Andrew Allden
Track - UNC Athletics
CB # 8600

Name _____

Email_____

Phone_____

Street Address_____

City _____

State_____

Zip_____

Please detail any experience with track & field as a competitor or official:

_____

_____

This email is sponsored by: UNC Track & Field Team

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that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of clinic@unc.edu
Sent: Tuesday, October 10, 2006 11:51 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Psychological Treatment Offered by UNC Department of Psychology Community Clinic

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Psychological Treatment Offered by the UNC Department of Psychology Community Clinic!

The UNC Department of Psychology Community Clinic offers psychological treatment to children, adolescents, adults and couples in the community. The Clinic, which is affiliated with the UNC-CH Clinical Psychology Ph.D. program, provides a sliding fee scale based on income. Treatment is provided by doctoral students under the supervision of licensed clinical psychologists.
Adults and couples are seen in our on-campus location that is conveniently located in Davie Hall; we have limited openings for adults with substance abuse concerns. Children and adolescents are seen in our near-campus location on Finley Golf Course Road with afternoon and evening appointments and adjacent parking. Please visit our website at psychologyclinic.unc.edu or contact the clinic at 962-6906 or clinic@unc.edu for more information.

This email is sponsored by: UNC Department of Psychology Community Clinic

Please be aware that if the information you provide indicates that there may be abuse of a child or disabled adult, or that you or another person is in danger, we will need to respond as required by state law.

This email is sponsored by: UNC Department of Psychology Community Clinic

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From: Barbara Anderson <banders1@email.unc.edu>

Sent: Wednesday, October 11, 2006 11:06 AM

To: Michael Lambert <mlambert@email.unc.edu>; Barbara S Anderson <banders1@email.unc.edu>; Peter Landstrom <plandstr@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; bselassi@email.unc.edu; darity@email.unc.edu; Lisa A Lindsay <lalindsa@email.unc.edu>; Ann Dunbar <radunbar@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; pwleslie@unc.edu; raquel.cogell@unc.edu; Karen M Booth <kmbooth@email.unc.edu>; robert_daniels@unc.edu; tmevens@email.unc.edu; dmadison@email.unc.edu; Alphonse Mutima <smutima@email.unc.edu>; asreynol@email.unc.edu; redfield@unc.edu; Tim Mcmillan <tjm1@email.unc.edu>; Carol Magee <cmagee@email.unc.edu>; Kim Chapman <kchapman@unc.edu>; Chris Lee <cjlee1@email.unc.edu>; jrblau@email.unc.edu; Deborah Crowder <dacrowde@email.unc.edu>; Joseph Jordan <jfjordan@email.unc.edu>

Subject: Kashala to speak at UNC Thursday

Dear Colleagues,
The Office of Global Health is sponsoring a seminar with Oscar Kashala, former presidential candidate in the DRC and Senior Director of Oncology, Millennium Pharmaceuticals (Boston, MA), tomorrow at 12:30.

Oscar Kashala, DSc
Thursday, October 12
12:30pm
Global Health Seminar Series
Former Presidential Candidate,
Demographic Republic of Congo

Ibrahim Seminar Room, 1302 McGavran-Greenberg Building

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
Office: 306 Stone Center (919) 843-1895
banders1@email.unc.edu

African Studies Center
West House CB#7582
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 843-0129 office
(919) 843-2102 fax

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, October 11, 2006 3:58 PM
To: Roberta Ann Dunbar <radunbar@email.unc.edu>; Julius Nyangoro <jen321@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>
Subject: [Fwd: Kashala to speak at UNC Thursday]
Attach: Kashala to speak at UNC Thursday (2.49 KB).msg

From: Barbara Anderson <banders1@email.unc.edu>
Sent: Wednesday, October 11, 2006 11:06 AM
To: Michael Lambert <mlambert@email.unc.edu>; Barbara S Anderson <banders1@email.unc.edu>; Peter Landstrom <plandstr@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; bselassi@email.unc.edu; darity@email.unc.edu; Lisa A Lindsay <lalindsa@email.unc.edu>; Ann Dunbar <radunbar@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; pwleslie@unc.edu; raquel.cogell@unc.edu; Karen M Booth <kmbooth@email.unc.edu>; robert_daniels@unc.edu; tmevens@email.unc.edu; dmadison@email.unc.edu; Alphonse Mutima <smutima@email.unc.edu>; asreynol@email.unc.edu; redfield@unc.edu; Tim Mcmillan <tjm1@email.unc.edu>; Carol Magee <cmagee@email.unc.edu>; Kim Chapman <kchapman@unc.edu>; Chris Lee <cjlee1@email.unc.edu>; jrblau@email.unc.edu; Deborah Crowder <dacrowde@email.unc.edu>; Joseph Jordan <jfjordan@email.unc.edu>
Subject: Kashala to speak at UNC Thursday

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Oscar Kashala, DSc
Thursday, October 12
12:30pm
Global Health Seminar Series
Former Presidential Candidate,
Demographic Republic of Congo

Ibrahim Seminar Room, 1302 McGavran-Greenberg Building

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
Office: 306 Stone Center (919) 843-1895
banders1@email.unc.edu

African Studies Center
West House CB#7582
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 843-0129 office
(919) 843-2102 fax

MARK YOUR CALENDAR

YOU DON'T WANT TO MISS THIS EVENT

Date: November 10, 2006

Place: Wake County Commons Building, Room C

If you are concerned about the behaviors and attitudes of today's youth population, **The Education Research Group** (TERG) can show you how to effectively communicate and implement strategies which are aimed at reducing school failure and risky behaviors.

This customized workshop offers a comprehensive, interactive atmosphere for participants to gain valuable insight into the world of today's teens. As a participant, you will have the opportunity to examine the behaviors, attitudes, values, and lifestyle trends of this population. In addition, this training will target a variety of environmental factors and influences such as music, fashion, language, and media penetration and consumption.

About the Presenter

Charles Pinckney is an Assistant Professor of Psychology at Livingstone College in Salisbury, NC. He has conducted extensive research in the areas of hip-hop culture and communication dynamics.

Contact: Hip Hop Haven at (919) 210-8774 or ashley_kopp@hiphophaven.org

Who should attend?

- Social Workers
- Case Managers
- Police Officers
- Youth Counselors
- Health Educators
- Substance Abuse Workers
- Guidance Counselors
- Mental Health Workers
- Educators
- Parents
- Probation Officers
- Community Leaders

Hip Hop Haven, Inc.
&
The Education Research Group (TERG)
PRESENT
An Effective Communication Workshop
"Understanding the Impact of Hip-Hop Culture on Today's Youth Population"

Date: Friday, November 10, 2006 (8:30 am - 4:30 pm)
Location: Wake County Commons Building, Room C
4011 Carya Drive, Raleigh, NC 27610
CEU hours will be awarded!
The cost for this workshop is $85.00.

This customized workshop has been designed for adults who work with at-risk youth populations. Our workshops are specifically geared toward public school educators and youth services workers. If you are concerned about the behaviors and attitudes of today's youth population, **The Education Research Group** (TERG) can show you how to effectively communicate and implement strategies which are aimed at reducing school failure and risky behaviors.

This workshop offers a comprehensive, interactive atmosphere for participants to gain valuable insight into the world of today's teens. Participants will examine the behaviors, attitudes, values, and lifestyle trends of this population. In addition, this training will target a variety of environmental factors and influences such as music, fashion, language, and media penetration and consumption. TERG offers unparalleled opportunities to assist each workshop participant in understanding the relationships and worldviews of today's youth population. The participants will be introduced to innovative prevention and intervention strategies targeting work with at-risk youth populations. Developing effective communication strategies, targeting the hip-hop generation, will be the main focus of this workshop.

For additional details regarding this workshop, please contact Ashley Kopp, MSW with Hip Hop Haven at (919) 210-8774 or ashley_kopp@hiphophaven.org.

ABOUT THE PRESENTER

Charles Pinckney is an Assistant Professor of Psychology at Livingstone College in Salisbury, NC. He has conducted extensive research in the areas of hip-hop culture and communication dynamics.

Registration Form

Name_____
Address_____/_____/_____
Organization_____TEL:_____Fax:_____
Email_____

Please include a check or money-order in the amount of $85.00 made payable to Hip Hop Haven and mail to:
Hip Hop Haven, P.O. Box 97153, Raleigh, NC 27624
Registration fee includes refreshments and workshop materials
****SPACE IS LIMITED SO REGISTER EARLY****

From:	nobody@notify.unc.edu on behalf of ebradsha@email.unc.edu
Sent:	Wednesday, October 11, 2006 9:02 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Commencement, December 2006

UNC Student Stores is pleased to announce that our regalia provider, Oak Hall, will have a representative at Student Stores, October 16th thru 18th, 9 AM to 4 PM, on the third floor of Daniels Building next to the Textbook Department. Samples, to assist faculty with their December Commencement custom regalia needs, will be on display. For any member of the faculty not interested in custom regalia, rentals will be offered through November 3rd.

Please contact Eve Bradshaw if you have questions at ebradsha@email.unc.edu or 919-962-2427.

This email is sponsored by: UNC Student Stores

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, October 12, 2006 9:01 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Message from the Chancellor -- Invitation to Employee Appreciation Day

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I write to extend a special invitation for all Carolina faculty and staff to attend Employee Appreciation Day on Thursday, October 19. This event is designed to recognize the valuable contributions you make every day to the University.

Join your coworkers in the Pit and the Great Hall of the Frank Porter Graham Student Union for a variety of activities, including complimentary food, games and entertainment. For more information, visit the event website at http://hr.unc.edu/specialprograms/empapp06.

All employees are encouraged to take part in the Employee Appreciation Day events. This is considered a work-time event, and employees must have their supervisor's approval for time away from their regular responsibilities. I encourage supervisors to work with their employees to arrange flexible scheduling during the day so they can participate in this event.

Make plans now to join your colleagues for a well-deserved day of fun and relaxation. On October 19, we thank each of you who work hard to make our University successful.

James Moeser
Chancellor

This email is sponsored by: Office of the Chancellor

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, October 13, 2006 10:10 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Director, American Indian Center

The University of North Carolina at Chapel Hill invites applications and nominations for the newly created position of Director of its American Indian Center. The successful candidate will enjoy the opportunity to build a new center - a unit that bridges the richness of American Indian cultures with the strengths of Carolina's research, education and teaching. The inaugural director will be an individual uniquely qualified to focus on the mission of the center to establish the University of North Carolina at Chapel Hill as a leading public university for American Indian scholarship and scholars and make Native issues a permanent part of the intellectual life of the University.

This campus-wide Center will advance the University's overall mission of research, teaching and service by creating an environment in which quality research and scholarship related to American Indians is strengthened and nurtured. North Carolina is home to one of the largest Native population in the eastern United States and the Center will serve as the University's front door to American Indian communities across the state and the nation. The Center will enable Carolina, as the University of the People, to truly serve the First People of North Carolina and become the premier public university in the East for American Indian research and knowledge dissemination. The Center will advance campus diversity and dialogue by facilitating the inclusion of American Indian perspectives, enriching the learning environment of the entire Carolina campus. The Center will generate external funding from government agencies, foundations, and private donors by promoting collaboration between faculty, students, academic units, Native communities and other institutions.

The Director will be responsible for strategic planning, policy development, program development and implementation, program evaluation, and fiscal and administrative oversight. The Director will be the Center's official representative to internal and external constituencies, and will be responsible for academic outreach to Native communities, within the state, and beyond. He or she will collaborate extensively with faculty, staff, administrators, and students from all areas of the campus as well as with alumni and community partners, and will serve as the link between the American Indian Center and the academic programs of the University at large. The Center's internal and external advisory boards will support the Director in achievement of the goals of the new American Indian Center. The Director will supervise the staff of the Center and oversee fiscal and administrative activities.

The position requires significant experience and achievement in program leadership and a minimum of a Master's degree, with doctorate preferred, or commensurate experience and education. The successful candidate will have excellent skills in communication, building relationships with a wide variety of partners and constituents, a sensitivity to and deep understanding of Native communities, and possess many of the following attributes: Visionary leadership; strong background and understanding of American Indian cultures and perspectives; proven managerial, fiscal, and administrative abilities; an understanding of academic culture, policies and procedures typical of major public research universities; experience with American Indian academic outreach and community engagement; demonstrated fundraising ability and entrepreneurship as public relations and development are especially critical

responsibilities of the director; ability to garner the support of volunteers and an appreciation for their contributions; passion and drive for the goals of this Center. The Director reports to the Provost, through the Associate Provost for Academic Initiatives and prepares and transmits to the Provost an annual budget and annual assessments of the Center's and Director's activities.

The University of North Carolina at Chapel Hill is a comprehensive research university offering the highest academic quality and a culture of achievement and collaboration. Chartered in 1789, UNC is the oldest state university in the United States. The University enrolls 27,276 students, including 238 Indians and is ranked in the top five public national universities by U.S. News and World Report. The University's fourteen colleges and schools provide instruction offering 73 baccalaureate, 112 master's and 72 doctoral programs, as well as degrees in dentistry, medicine, pharmacy, law, nursing, business, and other professions. The University is situated in one of the premier college communities in the nation.

For more information, go to http://www.unc.edu/provost/searches.html. All applications must be submitted electronically at this site. Nominations may be addressed to Dr. Harry Watson, Chair, American Indian Center Director Search Committee, c/o Debbie Stevenson; 104 South Building , CB# 3000, Chapel Hill, NC 27599-3000 or email debbie_stevenson@unc.edu. Inquires may be addressed to Dr. Harry Watson by calling (919)-962-5436 or by emailing hwatson@email.unc.edu. Review of applications will begin November 15, 2006, and continue until the position is filled. Anticipated start date is April, 2007, but is negotiable. The initial appointment for this administrative position will be for a five-year term with the possibility of a faculty appointment and opportunities for teaching/research.

The University of North Carolina at Chapel Hill is an equal opportunity employer. Minorities and women are encouraged to apply.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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From: nobody@notify.unc.edu on behalf of lkjuhl@med.unc.edu
Sent: Friday, October 13, 2006 11:27 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Are you drinking too much?

Are you drinking too much?

7 Have you tried to cut down your alcohol use but can't?
7 Have you increased the amount of alcohol you drink?
7 Is your alcohol use creating problems in your life?

The UNC School of Medicine is seeking volunteers for a research study of an investigational medication for the treatment of problem drinking. The study will involve a free evaluation and, if you qualify, free counseling sessions. Unlike Antabuse, this medication will not make you sick if you drink alcohol. If you're between the ages of 30 and 60 and are having problems with alcohol, you may be able to participate in this new clinical trial. Your traveling expenses will be compensated with $10 per study visit.

You are assured of strict confidentiality.

If interested, please call Linda at 919-966-5770 or email at lkjuhl@med.unc.edu

GCRC 2321
Approved: Dec 8, 2005
Biomedical IRB-UNC

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of causey@unc.edu
Sent:	Saturday, October 14, 2006 1:02 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Research Subjects Needed

SUBJECTS with Gastrointestinal Symptoms NEEDED

Do you experience some of the following symptoms - bloating, distension, swelling, gas, diarrhea, constipation, abdominal discomfort, or have been diagnosed with IBS.

We are conducting a study to see if Probiotics help people who suffer from bloating, diarrhea or diarrhea predominate IBS. Probiotics are live culture bacteria found in food like yogurt and cheese. This is a 14 week treatment trial with 4 clinic visits to UNC hospital. Subjects are paid $200 for their participation in this study.

We are conducting a second study looking at the genetic make-up of people who have been diagnosis with Irritable Bowel Syndrome (IBS) and healthy controls. Participation involves a one time study visit to UNC hospital for approximately an hour to complete questionnaires and a blood draw. Participants are paid $50 for completing this study.

If you are interested in participation and to learn more about these studies please go to the web link below to provide your contact information. All information you provide is optional. A research coordinator will be in contact with you soon to explain the studies in more detail.

http://bigfoot.med.unc.edu/IBS/index.asp

Userid: ibsstudy Password: subject

This message has been approved by the biomedical review board (IRB) on 9/19/2006 for study Clinical Efficacy of Probiotic Bacteria in Patients with Irritable Bowel Syndrome, Functional Diarrhea, or Functional Bloating.

This message has also been approved by the biomedical review board (IRB) on 9/27/06 for study Genetic Surrogate MArkers for Irritable Bowel Syndrome Susceptibility, Comorbidity and Disease Characterization.

This email is sponsored by: Division of Gastroenterology & Hepatology

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From: Niklaus Steiner <nsteiner@email.unc.edu>
Sent: Monday, October 16, 2006 12:27 PM
To: Julius Nyangoro <jen321@email.unc.edu>; Sinamenye Mutima <smutima@email.unc.edu>
Subject: swahili report

Dear Julius and Mutima,

I need to write a final report for the Department of Education regarding the funding UCIS used last summer to support Swahili.

Can you please send me a paragraph or 2 describing the impact this money had on your program? Specifically, I need quantifiable information on things like enrollment/audience size.

Also, please list any research or teaching resources that you developed and who the intended audience is.

Finally, one section asks for exemplary activities which would be especially strong bragging points.

Please dont be modest as the Department is not looking to be modest when it presents this information to Congress.

Let me know if you have any questions.

I would really appreciate having this by the end of this week or early next week.

Best, Niklaus

--
Niklaus Steiner, Ph.D.
Executive Director
University Center for International Studies
University of North Carolina at Chapel Hill
223 East Franklin Street, CB# 5145
Chapel Hill, NC 27599-5145

nsteiner@unc.edu
Tel (919) 962-6855
Fax (919) 962-5375
www.ucis.unc.edu

From: Niklaus Steiner <nsteiner@email.unc.edu>
Sent: Monday, October 16, 2006 1:24 PM
To: Julius Nyangoro <jen321@email.unc.edu>; Sinamenye Mutima <smutima@email.unc.edu>
Subject: Re: swahili report

Dear Julius and Mutima,

I forgot to mention that to make things easier for you, we
online form so please complete that at:
http://www.ucis.unc.edu/survey/titlevifinalreport06.htm

Best, Niklaus

Niklaus Steiner wrote:

> Dear Julius and Mutima,
>
> I need to write a final report for the Department of Education
> regarding the funding UCIS used last summer to support Swahili.
>
> Can you please send me a paragraph or 2 describing the impact this
> money had on your program? Specifically, I need quantifiable
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> developed and who the intended audience is.
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>
> Let me know if you have any questions.
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> next week.
>
> Best, Niklaus
>

--
Niklaus Steiner, Ph.D.
Executive Director
University Center for International Studies
University of North Carolina at Chapel Hill
223 East Franklin Street, CB# 5145
Chapel Hill, NC 27599-5145

nsteiner@unc.edu
Tel (919) 962-6855
Fax (919) 962-5375
www.ucis.unc.edu

From:	nobody@notify.unc.edu on behalf of kmeyer@med.unc.edu
Sent:	Monday, October 16, 2006 11:06 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Volunteers Needed

HEALTHY WOMEN and WOMEN WITH PCOS are needed as volunteers for a research study to help understand the roles of growth hormone, estrogen and androgens in Polycystic Ovary Syndrome (PCOS).

If you:
* are 18-40 years old
* have no major health problems (i.e., heart, liver, or kidney disease)
* are not taking any hormonal medications

You may qualify for a 16 week study investigating the effects of growth hormone blocking medicine in PCOS. This study will include 3 overnight hospital visits.

Qualified Participants Will Receive:
1. Laboratory evaluation
2. Bone density testing
3. Payment (up to $500.00) on completion of study

If interested, call 919-843-9235.

This message was approved by the Biomedical Review Board (IRB) on 8/18/06 for GCRC 2514 titled, Partial and Complete Growth Hormone Blockade in Polycystic Ovary Syndrome.

This email is sponsored by: Division of Endocrinology

This email is sponsored by: Dept. of Endocrinology

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, October 17, 2006 12:20 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Reminder to your Students

To whom it may concern:

As a favor to the Board of Elections, it would be great if you would please remind your students to vote in tomorrow's (Tuesday, Oct 17) Special Elections in order to increase the student voter turnout. They will be choosing their representatives to fill vacancies in Student Congress.

They are able to vote online via Student Central from 7am till 10pm.

Those eligible to vote tomorrow are the following:
1.) All Grad students
2.) All Undegrad students living on middle, south or off-campus
3.) All Seniors - they will be voting for the Sr. Class gift as well

An announcement by email or in class would be great. Thank you for assisting the Board of Elections with this matter. Have a good rest of the week.

- Board of Elections

This email is sponsored by: Board of Elections

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Entry Term	Words	Scope
Abdul-Jabbar, Kareem	500	This essay should discuss the life and career of this basketball star, beginning with his life as Lew Alcindor growing up in New York City, his West Indian roots, his career at UCLA and within professional basketball (especially with the Los Angeles Lakers). Please note his decision to change his name and place within context of the 1960s and the turn toward Islam among African Americans. Please discuss his post-basketball life as a writer and coach, particularly among Native Americans.
Adoption	500	This essay should cover the forces that have led to spurts and declines of this phenomenon, along with noting prominent adoptees. Discussion of the movement against whites adopting black children and changing positions of organizations and black groups against interracial adoption.
Armstrong, Louis "Satchmo"	2,000	This essay should examine the life and musical career of Louis Armstrong from its beginnings during World War I. Special attention should be placed on his role as an innovator, a composer, and a band leader and his relationship to the "jazz age" and the Harlem Renaissance. Discuss his birth in humble circumstances in New Orleans, the impact of his marriage on his career, his contributions to jazz music, his prolific writings.
Asante, Molefi	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his contribution to the field of "Afro-centrism," his many writings, his development of the Ph.D. program at Temple.
Ashe, Arthur	1,000	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his tennis triumphs, his philanthropy, his involvement with apartheid South Africa, his tragic death, and the impact on AIDS activism.
Barry, Marion	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role in SNCC, his tenure as Mayor of Washington, D.C., his legal troubles.
Baseball [Integrated Professional]	2,500	Focus on "stars," e.g., Barry Bonds, Reggie Jackson, et.al., the dearth of black managerial personnel and off-field personnel generally, the question of whether the game is losing popularity among black fandom and athletes.
Basketball	3,000	Discuss the rise in popularity of this game, supplanting baseball during the time in question, the roles of, e.g., Bill Russell, Magic Johnson, Michael Jordan; dearth of black ownership stakes. Attempts to stop (the then) Lew Alcindor by banning the "dunk." Respond to why blacks have done so well in this sport. Entry should discuss street basketball, college and amateur, and professional basketball. Note that there is a separate entry on college and amateur sports in general.
Belafonte, Harold George (Harry)	1,500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Note his Caribbean roots, his early ties to Robeson, his contributions as artist and activist.
Bell, Derrick	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as civil rights lawyer and professor, including departure from Harvard. Note fiction and non-fiction writings.
Belton, Sharon Sayles	250	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her accomplishments as Mayor.
Bennett, Gwendolyn	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her literary contributions.

Bing, Dave	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as basketball star at Syracuse University and the Detroit Pistons and how that was leveraged in favor of his current business success.
Black Entertainment Television (BET)	500	This essay should discuss the founding of this network by mogul, Robert Johnson. Please outline the creative funding that allowed a less than affluent Johnson to finance BET. Please note the controversies concerning the content of this network's offerings, notably the music videos that were said to degrade women and portray craven lifestyles. Please discuss the subsequent sale of this network to Viacom, contributing to Johnson's present billionaire status.
Black Radical Congress	250	Discuss origins, philosophy, organization, successes, weaknesses.
Black Workers Congress	250	Discuss origins, philosophy, organization, successes, weaknesses.
Black Workers for Justice	250	Discuss origins, philosophy, organization, successes, weaknesses.
Bradley, Ed	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Note his role on top-rated television show, detail some of his more notable segments. Note his origins as a "street reporter" in Philadelphia and a war correspondent in Vietnam.
Bradley, Tom	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Note his role as first black Mayor of Los Angeles, his failed attempt to become California Governor in 1986, his stepping down from City Hall in the wake of the "riots" of 1992, his "trans-racial" appeal.
Branton, Wiley	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Note his role as an attorney, especially during the civil rights movement.
Brimmer, Andrew	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Note his humble origins, his ascension as an economist, his role as a member of the powerful Federal Reserve Bank.
Brooke, Edward	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as a GOP Senator, the first black to serve in this body since Reconstruction, his accomplishments and trials.
Brown, James	1,000	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Note his humble origins in Augusta, Ga., his jail terms, the evolution of his music and lyrics, his role in politics (e.g. helping to quell unrest in Boston in 1968 in the wake of the murder of MLK; his occasional backing of Republicans, his influence on Al Sharpton; etc.).
Brown, Jim	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his early years in Georgia and Long Island, his stardom at Syracuse University and with the Cleveland Browns football team. Note his role as an actor and activist.

Brown, Lee	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role in law enforcement, especially in Atlanta, Houston, and New York, his role in the Clinton Administration, and his role as Mayor of Houston, and his earlier career as a criminologist.
Brown, Ron	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his origins in Harlem, his work with Senator Edward M. Kennedy, his leadership role with the Democratic Party and Urban League, his post as Secretary of Commerce, and the controversy surrounding his tragic death.
Brown, Willie	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his humble origins in Texas, his role as an attorney, his election to the California Assembly, his tenure as Speaker of that body and as Mayor of San Francisco.
Broyard, Anatole	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as literary critic and his subsequent unmasking as one who was "passing."
Bryant, Kobe	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his youth in Italy and subsequent fluency in the language of that nation, his decision to leave high school to play professional basketball and subsequent successes.
Bullins, Ed	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as playwright and exemplar of the Black Arts Movement; note in particular his literary contributions.
Burrell Communications	500	In the context of discussing the role of African Americans in advertising, please discuss the rise of this leading firm, including its principal founders. Please discuss their leading advertising campaigns. Note also this firm's profitability.
Bush, George H. W., Administration of	750	Discus impact of policies on African-Americans, esp. affirmative action controversy, budget, judicial and other appointments, etc. Note support or lack thereof from Black Americans.
Bush, George W., Administration of	750	Discuss impact of policies on African Americans esp. affirmative action controversy, budget, judicial and other appointments, etc. Note support or lack thereof from Black Americans.
Campanella, Roy	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss site and date of birth, accomplishments with Brooklyn Dodgers, esp. during World Series, skills as a catcher; tragic auto accident.
Caribbean, The	1,000	This essay should sketch the geographic perimeters of this important region, noting particularly the role of the nations that have contributed heavily to the formation of the African American community, e.g. Haiti, Jamaica, Barbados, Trinidad, etc. Please make reference to figures from this region who have captured the attention of African Americans e.g. Bob Marley and Michael Manley. Please also cite migration figures in recent decades and the locales of these migrants, especially New York City.
Carroll, Diahann	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss upbringing in NYC, ups and downs of her singing and acting career (notably her role as "Julia" on TV and social implications of same).

Carter, Benny	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Note his musical accomplishments and his particular role in Black L.A.
Carter, Betty	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Note her role as singer, notable tunes and styles with which she was associated.
Carter, Jimmie, Administration of	750	Discuss impact of policies on African Americans, esp. judicial and other appointments, affirmative action.
Chamberlain, Wilton "Wilt"	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his background in Philadelphia; his exploits at Univ. of Kansas, with Harlem Globetrotters, and NBA; and the controversy created by his memoir and "confessions."
Charles, Ray	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his accomplishments as a singer and musician in various genres and his ability to not be detained by blindness.
Chenault, Kenneth	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his ascension as head of American Express, his accomplishments and setbacks.
Childress, Alvin	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his accomplishments as an actor; include the controversy surrounding "Amos and Andy."
Chittlin Circuit (TOBA)	1,000	This essay should discuss this touring form of entertainment. Please discuss the genres involved, e.g. slapstick comedy. Please discuss the personalities who arose during this time. Please discuss the exploitation of the performers and the profits garnered by those who employed them.
Choreographers	2,000	Discuss themes and styles of various choreographers including, e.g., Judith Jamison, Eleo Pomare, Rod Rodgers, Pepsi Bethel, Alvin Ailey, Arthur Mitchell, et.al. Note that there are also separate entries on Judith Jamison, Alvin Ailey, Alvin Ailey Dance Company, and Arthur Mitchell.
Civil Rights and the Media	2,000	Discuss coverage in major media and minority media; include allegations of bias, importance of coverage to the movement's success, confluence of rise of TV and rise of the movement.
Clark, Mamie Phipps and Kenneth	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss their contributions to Civil Rights Movement, esp. the "doll studies" and subsequent controversy. Note their work with Northside Center. Include biographical data.
Clay, William	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his career as a Congressman, including triumphs and trials, his particular role in Black St. Louis, and his passing on his congressional seat to his son.

Cleaver, Eldridge	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his "discovery" in prison, his writings, his controversial "Soul on Ice" in particular, his leadership of the Black Panther Party, his lengthy exile and travels, and his subsequent return to the U.S. and "conversion" to black conservatism.
Clifton, Lucille	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her literary accomplishments, styles, and themes.
Clinton, William, Administration of	750	Discuss impact of policies on African Americans, including judicial and other appointments; 'Commission on Race'; impact of crime bill and welfare reform.
Cochran, Johnnie	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss accomplishments and setbacks of this noted attorney, particularly the defense of O. J. Simpson and its impact on his notoriety.
COINTELPRO	750	Discuss impact of program on African-Americans, esp. the Black Panther Party. Note evolution and possible continuation. Also note: there is a separate entry on the FBI.
Cold War	2,000	This essay should discuss the roots of this conflict with the former USSR, beginning in October 1917 and reaching a new stage in September 1945. Please discuss the basis of this dispute and its manifestations, notably in Africa and the Caribbean. Please note the impact of this conflict upon African Americans and how this conflict influenced the Civil Rights Movement. Please discuss in this light the opposition by Martin Luther King, Jr. and other leading figures and groupings to the war in Vietnam, the invasion of Grenada, etc.
Collins, Cardiss	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her accomplishments as a member of Congress from Chicago.
Coltrane, John	1,000	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his accomplishments as a saxophonist; include his influence on other musicians, and his being influenced by music from Japan, India, etc.
Comer, James	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his contributions to child psychology at Yale.
Conductors and Bandleaders	1,000	This essay should discuss these musicians and their roles within in two different musical traditions—i.e. European classical music and jazz. Please describe specifically what it is that these men—and they are mostly men—do. Please discuss specific personalities—e.g. Count Basie and Duke Ellington—and their contributions. Please discuss the barriers to success faced by these individuals, particularly the role of racism.
Congress of African People	500	Discuss this organization as an exemplar of the influence of Africa on African Americans, the role of Le Roi Jones/Amiri Baraka, et.al.
Congressional Black Caucus	1,000	Discuss the origins, philosophy, and influence of the CBC. Focus on legislative accomplishments—e.g., in the realm of anti-apartheid—and leading figures, e.g., John Conyers, Charles Rangel, Ronald V. Dellums, Kweisi Mfume, et.al.
Connerly, Ward	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Note his role in overturning affirmative action in California via Proposition 209, his role as a businessperson and overall conservative viewpoints.
Conservatism and Conservatives, Black	1,250	Discuss the rise of this philosophy; note exemplars, e.g., Stanley Crouch, Clarence Thomas, Thomas Sowell, et.al. Note tenets of this philosophy.

Cortez, Jayne	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Note her musical and literary accomplishments and general role as avant garde artist.
Cosby, William	1,000	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Note his early role as comic, popularizing of the interracial buddy genre via "I Spy," the success of his subsequent television efforts, his philanthropy and activism.
Crocker, Frankie	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as a disk jockey in both New York and Los Angeles; his influence on musical tastes and fashion.
Crothers, Scatman	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as a performer, particularly on television.
Dandridge, Dorothy	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Cite biographical details, note career as performer, peaks and valleys.
Davis, Ossie	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. After a brief introduction of his life and work, focus on his performances, work in independent film, and his activism--both individually and with his wife and professional partner Sandra Dee. While the entry will necessarily include discussion of Sandra Dee, keep in mind that there is a separate entry on her.
Davis, Sammy Jr.	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his multiple talents as a performer, his controversial embrace of Richard M. Nixon, his activism, Judaism.
Deacons for Defense and Justice	750	Note origins of group and accomplishments, connect to "non-non-violence" narrative of Civil Rights Movement.
DeCarava, Roy	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Note his initial work in collaboration with Langston Hughes and discuss his ensuing career.
Delany, Hubert T.	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as jurist in New York and his activism.
Dellums, Ronald V.	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his anti-war activism in Berkeley, his subsequent election to the U.S. Congress, his legislative accomplishments in the realm of, e.g., anti-apartheid, healthcare, etc. and his term as chair of the House Armed Services Committee.
Dinkins, David	500	Discuss his role in New York City politics, including as Borough President of Manhattan and Mayor of the city. Note the controversies, e.g., Crown Heights riot and successes, e.g., bringing down crime rates. Note his close ties to, e.g., Percy Sutton, Charles Rangel, Basil Patterson, et.al.

Dixon, Julian	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role in Los Angeles politics and his role as a Congressman.
Dove, Rita	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss the themes and styles of this poet/writer and the significance of her work.
Drugs	1,500	Discuss the rise of crack cocaine, the dichotomy between how crack vs. powdered cocaine defendants are treated in the criminal justice system, the controversy surrounding the San Jose Mercury series alleging U.S. government involvement with crack, imprisonment rates, impact on neighborhoods and families, etc. Note continued proliferation of other drugs, e.g., marijuana, ecstasy, date-rape drugs, heroin, etc. Include alcoholic beverages. Discuss gang violence in relation to drug use and selling. Note: there will also be a separate entry on criminal justice in the encyclopedia.
Dymally, Mervyn	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his Trindidadian roots, his role as an elected official from Los Angeles (including as Congressman and during the civil unrest in 1965 and 1992), and his role in African politics (including anti-apartheid and with Mobutu of Zaire).
Ebony (magazine)	1,500	Discuss founding in 1940s, format and content, role of John Johnson.
Economic Life	3,000	This essay should consider the participation of African Americans in the U.S. economy and work force since 1895. Discuss the limits and achievements of African Americans as property-owners, consumers, and in the markets, local and international. Discuss the importance of African Americans as labor, entrepreneurs, and professionals. Also emphasize the restrictions on the economic life of blacks, North, West, and South. Consider impact of segregation and desegregation on African American economic life, and assess how economic life changed over this period. Discuss employment rates, trends in creation of businesses, the political economy of urban areas, the plight of black farmers, income levels and distribution, class stratification, rates of unionization, trade union leadership. Discuss the position(s) taken by African American leaders on African American economic life. (Both A. Philip Randolph and Marcus Garvey should be discussed in this context).
Edison, Harry "Sweets"	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his themes, techniques, styles, best-selling albums, tunes for which he is known, etc.
Edwards, Harry (Judge)	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his career as a law professor at the University of Michigan, his work as a federal judge, including his most well-known judicial opinions and legal themes with which he is associated, particularly in labor law.
Elder, Lee	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his accomplishments in golf, barriers he had to overcome, how he came to learn the game, etc.
Elderly, The	2,000	This essay should discuss and historicize the contemporary lifespan of African Americans. Please discuss the disparity in the lifespan of men and women and possible reasons why. Please discuss attendant issues, e.g. Social Security and the assertion that African Americans—because of their lagging lifespan—do not get as much from this system as other groups. Please note the special problems faced by this group, e.g. abuse, scams, nursing home scandals, declining net worth, etc.

Ellington, Edward Kennedy "Duke"	1,500	This essay should cover the life and musical career of Duke Ellington placing special attention on his role as a musician and a composer as well as his connection to the Harlem music scene, the Harlem Renaissance, and African American music in the 20th century. Discuss his themes, styles, best-known tunes, work as a composer, work with his big band, including collaboration with Billy Strayhorn, meeting with President Nixon toward the end of his life.
Entrepreneurship	2,000	This essay should discuss the rise of a Black Business Class, buoyed by the advance of the Civil Rights Movement. This essay should cite figures concerning the level and nature of their investments, particularly in comparison to their Euro-American counterparts. Reference should be made to particular personalities, e.g. Reginald Lewis and Robert Johnson. Readers should be pointed to the journal 'Black Enterprise' as an emblem of this class and its founder, Earl G. Graves.
Equal Employment Opportunity Commission	1,500	This essay should discuss the founding of this federal agency as an outgrowth of the Civil Rights Act of 1964 and the Civil Rights Movement, more specifically. This essay should note that the EEOC—though brought into being to address racism in unemployment—quickly widened its scope to include sexism, national origin, and other forms of bias, thereby suggesting how the Civil Rights Movement advanced democracy generally. This essay should also discuss how this agency developed a huge backlog of cases during the ascendancy of the GOP, beginning in the 1980s.
Espy, Michael	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his career in Mississippi, including his tenure as a Congressman, his tenure as first Black Secretary of Agriculture, and his resultant legal problems.
Evers, Charles	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his career as a Mississippi politician, including his dalliance with the GOP and his admitted deviousness.
Evers, Medgar Wylie	1,000	This essay should discuss the role of this NAACP leader in Mississippi and the antagonism he attracted due to his energetic efforts. Please detail his assassination and the attendant publicity. Please note the role of his widow in bringing the assassins to justice. Please note the movie 'Ghosts of Mississippi,' starring James Woods and Whoopie Goldberg, which brought this story to the silver screen.
Expatriates	2,000	Discuss notable expatriates, including Shirley Graham Du Bois, James Baldwin, fleeing Black Panthers, etc. Discuss reasons for expatriation, most popular destination sites and why. Please be aware that some of these figures have their own entries in the encyclopedia, so the discussion should treat these figures broadly.
Fair Housing Act (1968)	750	Describe origins; note primary sponsors and problems that propelled this legislation; note long-term impact.
Farmers and Land Ownership	3,000	Discuss growing activism in this sector including among the Rural Coalition, Land-loss Prevention Project, etc. Discuss the trends in land loss, efforts to secure markets abroad, including Cuba, major crops grown, income levels, levels of subsidy, issues of discrimination, etc. Note: there is a separate entry, Agriguculture and Agricultural Labor.
Farr, Mel	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his transition from professional football to becoming one of the leading businessmen in Detroit.
Farrakhan, Louis (Louis X)	1,000	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his revival of the Nation of Islam, his initiatives in this regard, his foreign travels, controversies, the "Million Man March," etc. Please be aware that there is separate entry on the Nation of Islam.

Fauntroy, Walter	500	Discuss his career in local Washington, D.C., politics, his tenure as a member of Congress, his work with SCLC, etc. Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements.
Federal Bureau of Investigation (FBI)	1,500	This essay should discuss the origins of this agency some 80-90 odd years ago and the role of this agency in thwarting the Civil Rights Movement. In this context, please discuss the campaign against figures e.g. Marcus Garvey and Martin Luther King, Jr. Please note the murky "racial" origins of its long-time director, J. Edgar Hoover. Moreover, please discuss COINTELPRO (though note that there is a separate entry on this initiative.)
Ferguson, Roger	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his tenure as a member of the Federal Reserve Bank, his business and scholarly accomplishments, etc.
Film and Filmmakers	5,000	This essay should discuss the history of the African American film industry from its origins to the present, focusing on the production of film for African American audiences by African American filmmakers. Finally the essay should focus the content and racial perspective of these films aqnd discuss African American producers and directors, performers, and film stars, as well as the distribution and marketing of films for the African American market, including the development and ownership of black movie theaters.
Fishburne, Laurence	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his major roles, including his beginnings as a teenage actor, "Matrix," "What's Love Got to Do with It," etc.
Fitzgerald, Ella	1,000	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her themes and styles, her noted tunes, her record sales, etc.
Flake, Floyd	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his career as a cleric, then member of Congress, then President of his alma mater, Wilberforce University in Ohio. Note the entrepreneurial activities of his pastorate.
Fletcher, Arthur	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his relation to the GOP during the Nixon years and his role in formulating both "Black Capitalism" and affirmative action.
Ford, Gerald, Administration of	750	Discuss judicial and other appointments, affirmative action and other issues concerning discrimination, impact on African-Americans.
Ford, Harold, Jr.	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss accomplishments of father and son and nature of their Memphis congressional district.
Foreman, George	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his boxing career, including his activity at a relatively advanced age; note his later business success.
Forman, James	750	This essay should discuss the life and work of James Foreman, Jr., focusing on his role as a civil rights leader. It should focus on his involvement in CORE, his activities as an activist in the 1960s struggle for civil rights and voting rights in the south; it should also discuss his relationship with LBJ. Please be aware that there are separate entries on CORE, the Civil Rights movement, and voting rights.

Franklin, Aretha Louise	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her themes, styles, her notable tunes, her roots in the Black Church of Detroit.
Freeman, Morgan	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his leading roles, e.g., "Driving Miss Daisy," "Shawshank Redemption," "Lean On Me," etc.
Fudge, Ann	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her educational background and business success as one of the highest ranking black women in Corporate America.
Gates, Henry Louis, Jr.	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as a public intellectual, literary detective, his critique of perceived anti-Semitism among African Americans.
Gibson, Althea	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her multiple talents in golf and tennis, along with her subsequent reclusiveness.
Gibson, Bob	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his baseball career, including accomplishments, style, etc.
Gillespie, Marcia	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her role in publishing and Black Feminism, e.g., with MS. magazine, Encore, Essence, etc.
Glover, Danny	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Describe his upbringing in San Francisco, experiences at SF State Univ., experiences with theater in SF, rise as film actor and political activist (esp. with TransAfrica)
Goldberg, Whoopie	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her early success on Broadway, her growing success in film; depict overriding characterizations in her movies, her growing success in investing.
Golf	1,500	Discuss the history of African Americans in Golf from the beginning of the 20th century to the present. Include a discussion of the period of segregation as well as the desegregation of the sport, and the impact of desegregation on black golfers. Also discuss major African American figures in the sport and associated with the sport. Include women golfers as well as men.
Goode, Wilson	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his tenure as Mayor of Philadelphia; highlight "MOVE' bombing.

Gordon, Dexter	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his themes and styles as a musician, his lengthy expatriation in Europe, his later career in movies.
Gordone, Charles	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his career as a playwright, including his major successes and themes.
Gordy, Berry, Jr.	1,000	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his founding of Motown, the groups and performers under contract, his attempt to move into film production, his later selling of the company and move to Southern California.
Graves, Earl G.	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as a "Green Beret," aide to Robert F. Kennedy, and founding of "Black Enterprise" magazine.
Gregory, Dick	1,000	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his early success as a track star in St. Louis and Southern Illinois University, his accomplishments as a satirist and comedian, his political activism, his race for the presidency.
Griffey, Ken, Jr.	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his early success with the Seattle Mariners, his subsequent move to the Reds, and his prodigious home-run hitting.
Guess Who's Coming to Dinner	500	Note impact of this film, describe plot, note role of Sidney Poitier, Katherine Hepburn, Spencer Tracy, Beah Richards, et.al. Note remake with Bernie Mac, Ashton Kutcher.
Guy, Rosa	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her Caribbean origins, the themes and styles she has exemplified as a novelist.
Gwynne, Tony	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his techniques as a hitter, his accomplishments with the San Diego Padres, his subsequent move into college coaching.
Hampton, Lionel	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his styles and techniques as a vibraphonist, his role as part of a racially integrated combo, his ties to the GOP, his philanthropy.
Hancock, Herbie	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his styles, techniques as a pianist, his stint with Miles Davis, his most popular releases, his grosses.
Harlem Globetrotters	750	This essay should discuss the origins of this ersatz basketball team. Please note the role of Abe Saperstein in its successes. Please discuss the talent they attracted, e.g. a young Wilt Chamberlain. Please also discuss the critical reaction to what was seen as their buffoonery.

Harris, E. Lynn	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his successes as a novelist; note his popularizing of LBGT (lesbian, bisexual, gay, trans-gender) themes.
Harvard, Beverly	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Note her trials and triumphs as police chief.
Hastings, Alcee	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his successes as a lawyer, his appointment to the federal bench and subsequent impeachment and resurrection as a Congressman from South Florida.
Hatcher, Richard	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his career as the first black Mayor of Gary, Indiana.
Hate Crimes	1,250	Discuss the emergence of hate crimes describing how they have been defined, how courts and legislatures have dealt with them and give examples of some of them. This essay should note that hate crimes are not specifically limited to racially motivated violence against blacks and that the term hate crime has been applied to violence against whites because of their race as well as against jews, asian americans, and other minorities. Also mention violence against people because of their sexual orientation.
Hate Groups	1,000	This essay should discuss the efflorescence of these organizations within recent decades. Special note should be taken of the 1991 gubernatorial election in Louisiana where KKK and Nazi leader, David Duke, received a majority of the white vote. Please discuss the activities of the monitors of these groups, e.g. the Southern Poverty Law Center. Please give an indication of the number, membership and ideology of these groups.
Hate Speech	750	This essay should discuss the evolution of this legal and constitutional doctrine. Please explain its meaning and contours and explain how it is consistent with the dictates of the First Amendment. Please refer to high court cases where this doctrine has been discussed.
Hemphill, Essex	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as gay activist, writer, anthologist.
Hendrix, Jimi	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his origins in Seattle, his successes as a musician, controversy surrounding his death and estate.
Herman, Alexis	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her role as a Democratic Party leader and as Secretary of Labor during the Clinton Administration.
Hightower, Dennis	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his origins, his business successes, etc
Hilliard, Earl	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as a Congressman from Alabama, controversies surrounding his ties to Libya, his defeat in the 2002 Democratic primary.

Homelessness	2,000	This essay should historicize this phenomenon by adverting to the proliferation of "hobos" during the Depression. Reference should be made to the proliferation of this trend in recent years, particularly in cities e.g. Los Angeles and New York. Please note proposed remedies, particularly legislative remedies. Discuss contributing factors, e.g. residential segregation that locks African Americans out of entire neighborhoods, growing income disparities, spiraling home prices and rental rates, etc.
Homosexuality and Transgenderism	1,500	Discuss notable figures, e.g., James Baldwin and Barbara Smith; health and related issues--e.g., HIV-AIDS--and the response at large. Encyclopedia also includes individual entries on Sexuality, AIDS, Barbara Smith, and James Baldwin
Hooks, Benjamin	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as FCC Commissioner, NAACP leader, judge, and player in Memphis and GOP politics.
Horne, Lena	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her musical and film career, the "blacklisting" of her, her subsequent comeback.
Houston, Whitney	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her career as a singer and actor, including styles and techniques.
Hughes, Albert and Allen (The Hughes Brothers)	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss their role as directors of Hollywood films, e.g., "Menace II Society."
Hunter, Alberta	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her career as a singer, styles and techniques.
Ice Cube	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his career as rapper, actor, writer, producer, notably in the context of Los Angeles.
Ifill, Gwen	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her career as a journalist, with, e.g., the NY TIMES, PBS, etc.
Industrialization and Deindustrialization	3,000	Discuss the flight of major industry from urban centers, e.g., Los Angeles. Note impact on income levels, crime, family break-up. Note context of rise to power of Black elected officials and the resultant eroding tax base.
Intellectuals	2,000	Define the term expansively, so as to include rappers, radio commentators--any who traffic in ideas. Discuss rising publicity for "public intellectuals"; discuss, e.g., religious intellectuals (see book by Clarence Taylor), etc.
Internet	2,000	This essay should discuss the origins and evolution of this system. Please discuss the "digital divide" and what is being done to bridge it. Please discuss the proliferation of black-oriented sites and, as well, racist sites—and their influence. Please note also the rise of entrepreneurs e.g. Omar Wasow.
Iraq War	1,000	This essay should discuss the first conflict in 1991 and its successor in 2003. Please discuss how African American public opinion viewed both wars. This essay should also discuss the rate of casualties among black troops and the long-term consequences on budgetary issues of interest to blacks.

Iverson, Allen	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his legal troubles as a youth in Virginia, his triumphs at Georgetown and with the Philadelphia 76ers.
Jabbar, Kareem Abdul	1,000	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his Islamic beliefs and his name change from Lew Alcindor, his successes as a basketball player with UCLA, the Milwaukee Bucks, and the L.A. Lakers, his financial difficulties and subsequent coaching, e.g., on an Indian reservation in the southwest.
Jackson, Janet	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her acting and music career in the context of her well-known family.
Jackson, Jesse	1,500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his early career as a football star at North Carolina A&T University, his move to Chicago and relationship with Martin Luther King, Jr., his break with SCLC and founding of Operation PUSH, his races for U.S. President, his foreign travels and "rescue" missions of endangered U.S. citizens.
Jackson, Jesse, Jr.	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his career as a congressman.
Jackson, Maynard	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as Atlanta Mayor, businessman, and aspirant to head the Democratic Party.
Jackson, Michael	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his early success as a child performer, his subsequent musical successes, controversies surrounding his cosmetic surgery, fondness for animals, relationships with children, etc.
Jackson, Reggie	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his baseball career at Arizona State University, the Oakland As, New York Yankees, California Angels, and Baltimore Orioles. Note his prodigious homerun hitting, election to the Hall of Fame, his collection of classic autos.
Jackson, Samuel L.	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his activism at Morehouse College, his subsequent successes as an actor, his fondness for golf.
Jackson, Shirley Ann	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her career as a scientist and administrator.
Jacob, John	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his tenure as head of the National Urban League and subsequent role as executive with Anheuser-Busch.

Jamal, Mumia Abu	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as journalist, former Black Panther, ties to the MOVE organization, the killing of a police office that led to his imprisonment, and his current role as renowned prisoner.
James, Daniel "Chappie"	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as officer with U.S. military, his combat duty in Vietnam, etc.
Japan	500	Discuss impact on African Americans of war with Russia in 1905, World War II, etc. Note particularly positions of Du Bois, Garvey, et.al.
Jefferson, William	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his career as a Congressman and as a power broker in New Orleans.
JET Magazine	1,000	This essay should discuss the origins of this weekly, founded by John Johnson of Chicago. Please discuss its circulation, its profitability and its importance. Please note its special features, e.g. photographs, center-folds, gossip and hard news.
Johnson, Eddie Berniece	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her role as Congresswoman from Dallas, leadership role in the Congressional Black Caucus, and legislative triumphs.
Johnson, Ervin "Magic"	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his success in basketball at Michigan State University and the Los Angeles Lakers, his victory in the 1992 Olympics and role with the "Dream Team," his retirement after his contracting of HIV-AIDS, his subsequent role as spokesman for People with Aid, businessman and power broker in L.A.
Johnson, John J.	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his stewardship of his publishing empire, his memoir, his attempt to pass leadership on to his daughter.
Johnson, Lyndon B.	1,000	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his pre-presidential career as Senator from Texas, positions on civil rights bill of 1957, segregation, etc.
Johnson, Lyndon B., Administration of	3,000	Discuss passage of Voting Rights act of 1965, Civil Rights Act of 1964, relations with Martin Luther King, Jr., Roy Wilkins, Whitney Young, et.al. (Please note that the encyclopedia will include separate entries on all of the above, so discussion should handle these topics broadly.)
Johnson, Michael	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as a sprinter and his success at the Olympics.
Jones, Elaine	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her role as an attorney and head of the NAACP Legal Defense Fund.

Jones, James Earl	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as an actor (e.g., "The Great White Hope"), television pitchman, etc.
Jones, K. C.	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as basketball coach in Boston and Seattle.
Jones, Nathaniel	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as NAACP general counsel and federal judge for the Sixth Circuit; note prominent cases.
Jones, Quincy	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as musician, entrepreneur, movie producer ("The Color Purple"), television producer ("The Fresh Prince").
Jordan, Barbara	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Note her role as Houston Congresswoman, role in the Watergate investigation, her powerful oratory.
Jordan, June	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Detail her writings including essays, poetry, advocacy journalism, librettos, novels, etc. Limn her themes and style.
Jordan, Vernon	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Detail his role as voting rights attorney, head of the National Urban League, highly paid Washington attorney and New York investment banker, and confidante to President Clinton and role in the impeachment of him.
Journalism, Print and Broadcast	2,500	This essay should discuss, using time and place, the coverage of African Americans in American newspapers and magazines from the death of Frederick Douglass through 2005. The essay should discuss the interactions between African Americans and newspapers, magazines, and news shows, and discuss their efforts as journalists during the relevent years. Discuss the National Association of Black Journalists, prominent personalities (e.g., Clarence Page, Bob Herbert, et al). Note structural problems in the industry that limit black participation. Keep in mind that there is a separate entry on the Black Press, which will deal with specifically African American print news-publications.
Karenga, Maulana Ron	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role in the evolution of Black Nationalism, including originating Kwanzaa.
Kennedy, Flo	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her career as a lawyer, including prominent cases. Note her role as Black Feminist.
Keyes, Alan	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as black conservative spokesman and GOP presidential candidate.

Kincaid, Jamaica	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her Caribbean background and her novels, including themes and writing style.
King, B. B.	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his musical style and technique and his lyrical content.
King, Don	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his background as a numbers runner in Cleveland, his criminal conviction, his emergence as boxing promoter, and the failed prosecutions of him.
King, Mel	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his career as a Boston politico, his failed races for Mayor, and his pioneering of the Rainbow Coalition concept before Jesse Jackson.
King, Woodie	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as theater producer, particularly in New York City. Note plays produced, themes, grosses, etc.
Kirk, Ron	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his upbringing in Austin, his role as Mayor of Dallas, his failed race for the U.S. Senate in 2002.
Kitt, Eartha	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her troubled upbringing, her role as performer, political controversies.
Knight, Marion "Suge"	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his pivotal role in the rise of "gangsta rap," his controversial relationship with Tupac Shakur and Snoop Dogg, the profitability of his company, "Death Row"—later "The Row"—Records.
Koerner Commission Report	1,500	This essay should discuss the content of this report commissioned by then U.S. President Johnson. Discuss its origins in response to the civil unrest that gripped the nation in the 1960s. Please note the import of its conclusion that the nation was splitting into two societies—black and white. Please discuss the fate of the remedies proposed and the subsequent travails of former Illinois Governor, Otto Kerner, who was convicted criminally.
Komunyakaa, Yusef	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his poetry, including themes, styles, and techniques.
Kwanzaa	500	This essay should discuss the origins and evolutions of this celebration/holiday developed by the activist and philosopher, Ron Karenga. Please discuss the seven principles of Kawaida on which it is based. Please note its migration into the mainstream and its adoption commercially.
Lee, Barbara	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Note her role as Congresswoman from Oakland-Berkeley, including accomplishments; note her sole dissenting vote against war in Afghanistan in 2001.

Lee, Sheila Jackson	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Note her role as Congresswoman from Houston, detail her accomplishments.
Leland, Mickey	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as Congressman from Houston, his efforts to fight hunger, and his tragic death in a plane crash in the Horn of Africa.
Leonard, Sugar Ray	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his accomplishments as a boxer, including championships held, notable bouts with, e.g., Thomas Hearns, Roberto Duran, et.al., grosses, etc.
Lewis, Delano	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as corporate executive, diplomat, and head of National Public Radio.
Lewis, Reginald	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as the first black billionaire, his philanthropy (especially his foundation), the role of "junk bonds" in his success, etc.
Loury, Glenn	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Note his contributions to economics and his abrupt transition from conservatism to liberalism, as he moves from Harvard to Boston University.
Loving v. Virginia	1,000	Discuss impact of this high court ruling, including basic facts and impact.
Lowery, Joseph	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his leadership of SCLC, his relationship with Martin Luther King, Jr., his controversial support of for Clarence Thomas' nomination to the U.S. Supreme Court.
Lucy, William	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as labor leader with AFSCME (American Federation of State, County & Municipal Employees) union and Coalition of Black Trade Unionists.
Marches on Washington, D.C. [1963]	2,500	This essay should discuss the various marches on the nation's capital that have gripped the public imagination with a particular focus on that of 1963. Thus, please note e.g. Coxey's March, the Bonus Marchers, A. Philip Randolph's threatened march during World War II, etc. The focus, of course, should be on the 1963 march with special reference to Martin Luther King and his remarks. However, also include the number of marchers, how this march was organized and funded, etc. Discuss also its long-range impact.
Marches on Washington, D.C. [Overview]	1,000	Note in particular march of 1963 but deal with various Washington marches in 20th century in which African-Americans participated. Note: there are individual entries on the march of 1941, the marches of 1963, and the Million Man March.
Marsalis Family	1,000	Discuss their roots in New Orleans and the artistry of Ellis Marsalis. Discuss his sons' apprenticeship with Art Blakey and their later fame, including Branford's stint on the "Tonight Show with Jay Leno" and Wynton's leadership of Jazz at Lincoln Center, New York.
Martin Luther King Jr. Day	750	This essay should discuss the origins of this holiday. Please note the role of the entertainer, Stevie Wonder, in this process and the movement and marches that gave birth to this holiday. Note also the various forms in which this holiday is celebrated.

Martin, Louis	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as aide to President Carter and long-time Democratic Party activist.
Martyrdom and Civil Rights	2,000	This essay should discuss the various murders that accompanied the movement toward equality, including that of Medgar Evers, Martin Luther King, Jr., Malcolm X, et.al. This discussion should be in the context of a violent political culture that also contributed to the murder of a U.S. President, John F. Kennedy. Please discuss how these killings may have slowed down or accelerated the causes for which these individuals gave their lives.
Mays, Willie Howard	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss the twilight of his baseball career, his election to the Hall of Fame, his influence on his godson, Barry Bonds.
McCall, H. Carl	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as cleric, New York State Senator, bank executive, head of NYC school board, UN Ambassador, state comptroller, and losing candidate for Governor.
Merriwether, Louise	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her literary accomplishments, including "Daddy was a Numbers Runner," her teaching at Sarah Lawrence College, etc.
Mfume, Kweisi	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as Congressman from Baltimore, leader of the Congressional Black Caucus and his leadership of the NAACP. Integrate into the narrative his less than humble origins.
Miami	1,000	This essay should provide an overview of the African American presence and experience in Miami from the late 19th century to the present. It should address black social, economic, political, educational, and cultural developments, and as appropriate discuss the city's connection to national events and African American leaders. Include a discussion the incident of police brutality that led to the 1980 "riot." Discuss in the context of the changing demographics of south Florida, including the growing Cuban-American population and Haitian-American.
Million Man March	750	Discuss this October 1995 rally led by the Nation of Islam. Note origins and philosophy, prominent speakers. Gauge subsequent impact. Note criticisms by feminists and subsequent offshoots, e.g., "Million Woman March," "Million Youth March," "Million Family March," etc.
Mingus, Charles, Jr.	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss this jazz bassist's style and techniques, his most popular records, e.g., "The Black Saint and the Sinner Lady," his association with and passing away in Mexico. Note sales and grosses of his albums.
Mitchell, Arthur	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss the Dance Theatre of Harlem; their contributions to ballet. Note Mitchell's own career as a dancer.

Mitchell, Parren	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his contributions as Congressman from Baltimore, including in the area of aid to small, minority-owned businesses. Note his well-known family that has been quite active in that city's politics, including Clarence Mitchell, once chief NAACP lobbyist known as the 101st Senator.
Modern Jazz Quartet	500	Discuss their contributions to jazz; note specific roles of, e.g., Milt Jackson, Connie Kay, John Lewis, and Percy Heath.
Monk, Theolonius	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Note his contributions to jazz with particular reference to his unique style as a composer and pianist. Note his idiosyncratic manner and his influence on popular culture in this respect.
Moore, Audley (Queen Mother)	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss origins, ties to CP and Black Nationalism, relationship to Harlem.
Moseley Braun, Carol	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her role in Chicago politics, her 1992 election to the U.S. Senate from Illinois, her subsequent defeat in 1998 amidst controversy, and her subsequent appointment as US Ambassador to New Zealand.
Mosley, Walter	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his detective fiction, his themes and style; note his activism.
Motown	2,000	Discuss origins of this Detroit firm—and eponymous 'Sound'—along with top artists (e.g. Smokey Robinson, 4 Tops, Marvin Gaye, Supremes, et.al.), subsequent move to L.A. and contemporary status.
MOVE Bombing, Philadelphia	500	Discuss background leading to this assault; note resultant consequences, e.g., fatalities, lawsuits, political fallout, etc.
Murphy, Eddie	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his early career on "Saturday Night Live" and his breakthrough in films; note grosses and most prominent roles, e.g., "48 Hours," "Beverly Hills Cop," "Trading Places," etc.
Murray, Albert L.	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his writings, his literary relationship with Ralph Ellison, and his influence on Stanley Crouch and Wynton Marsalis.
Music	5,000	This essay should provide a history and overview of African American music from the mid 1890s to the present. It should focus on blacks as composers and musicians and discuss the evolution of various African American musical styles during this period. It should also relate African American music to other art forms, especially during the Harlem Renaissance. Please be aware that there are separate entries on Jazz, Blues, Hip Hop, Spirituals, R&B, Gospel, Ragtime, and the Harlem Renaissance.
National Alliance Against Racist and Political Repression	500	Discuss its origins in the wake of the campaign to free Angela Davis, its subsequent campaigns on behalf of the Wilmington 10, George Merritt, et.al.
National Association of Black Journalists	1,000	Discuss the origins and philosophy of this grouping; detail number of members, chapters, activities. Detail representation of blacks in newsrooms—print and electronic.
National Bar Association	1,000	Note activities, philosophy. Note number of black lawyers and dispersal nationally.

National Conference of Black Lawyers	500	Discuss founding in 1968 in Virginia, detail philosophy, activities (e.g., Attica case, affirmative action, anti-apartheid, etc.); note number of chapters and members and dispersal nationally.
National Welfare Rights Organization	500	Discuss origins, philosophy, accomplishments. Profile leaders, e.g., George Wiley. Discuss reasons for demise.
Naylor, Gloria	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss themes, styles of her novels. Note, e.g., "Women of Brewster Place" and television version.
New Left, The	1,500	Discuss origins and traditional definition, extent to which this definition has been racially exclusionary, etc. Discuss relationship to civil rights via SNCC, Black Panthers, etc.
Newton, Huey P.	1,000	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss role in popularizing and leading Black Panther Party. Note his imprisonment, his receiving of a doctorate from UCSC, his writings, e.g., "Revolutionary Suicide," his stay in Cuba, his tragic death in a drug deal gone bad.
Nixon, Richard, Administration of	1,500	Discuss "Southern Strategy," judicial and other appointments, "Black Capitalism", affirmative action, repression of BPP, etc.
O'Leary, Hazel	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her role as Secretary of Energy in the Clinton Administration, including her accomplishments.
O'Neal, Shaquille	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his youth as the son of a career army officer, his high school days in San Antonio and college days at LSU-Baton Rouge; include his professional basketball career with the Orlando Magic, then L.A. Lakers, his business ventures, etc.
O'Neal, Stanley	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his ascension to the top post at Merrill Lynch after graduating from Harvard Law School; include accomplishments and controversies surrounding the company's role in corporate corruption.
O. J. Simpson Trial	1,000	Discuss his background as a football star at USC, Buffalo, and San Francisco and his subsequent career as an actor and television pitchman. Detail facts of the killing of his wife, Nicole, and Ronald Goldman, along with his flight, then arrest, then acquittal. Discuss racial splits engendered by this case. Note subsequent civil trial.
Olympics	1,500	Discuss relationship of African Americans to the Olympics since 1896. Highlight Jesse Owens, 1968 Olympics, Atlanta Olympics.
Owens, Major	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as Congressman from Brooklyn, his crusades on behalf of Haitian immigrants and in favor of education, his previous career as a librarian.
Page, Clarence	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Note his role as leading journalist and pundit with the Chicago Tribune and the PBS "News Hour."
Parker, Charles	1,000	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his influence on music, esp. 'be-bop', his socio-cultural impact (e.g. dress, lingo, drugs, etc.), his tragic death, etc.

Parks, Henry	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Note his role as businessman in Maryland, the popularity of his products, the grosses of his company.
Parsons, Richard	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his matriculation at the University of Hawaii and law school at SUNY-Albany, his familial ties to the Rockefeller family (for whom his father toiled) and early success as a banker before becoming leader of AOL-Time Warner.
Peace Movements, International	1,000	This essay should focus on African American participation in anti-war activity, particularly as it concerns e.g. the conflict in Vietnam, Grenada, Panama, Iraq, etc. Their arguments relevant to the black condition should be noted—e.g. government spending on war detracts from spending on civilian activity. Repression, criticism and surveillance of these movements should be highlighted, along with their effectiveness—or lack thereof. Note: there will be a separate entry specifically on the African American participation in the Vietnam anti-war movement that will go into greater detail on this particular topic.
Peacock Records	500	Thus essay should discuss the history of Peacock records and its influence on blues, rhythm and blues, and gospel and spiritual music in the mid 20th century. The essay should discuss both the artistic and the business side of the enterprise.
Poitier, Sidney	1,000	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Detail his more recent roles and characterizations, the special Oscar received, his role as Bahamas' Ambassador to Japan.
Poor People's Campaign	750	Discuss origins, continuation after death of MLK, participants, accomplishments and problems, etc.
Powell, Adam Clayton, Jr.	2,500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his pastorate in Harlem and his later career as a Congressman from Harlem, including controversies that led to the attempt to oust him from Congress and compelled him to spend more time in Bimini.
Powell, Colin	1,000	Note Jamaican and Bronx roots. Discuss his role as National Security Advisor in the Reagan Administration, head of the Joint Chiefs of Staff during the Bush and Clinton Administrations, and Secretary of State in the second Bush Administration. Note controversies (e.g., "don't ask/don't tell") and accomplishments.
Pride, Charlie	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his accomplishments in country music; note leading tunes and grosses.
Prince	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss biographical details, musical accomplishments and controversies.
Queen Latifah	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her role as the "first lady of rap," her migration to television and movies and business. Discuss noted tunes, e.g. "Ladies First," television roles (e.g., "Living Single") and movie roles (e.g., "Set it Off" and her lesbian character), and her failed talk show.

Racism	4,000	This essay should initially discuss the origins of this philosophy and praxis, then discuss contemporary manifestations. Please pay particular note to articulated manifestations—e.g. the "Bell Curve"—and developments in how the courts have treated this phenomenon. Please discuss manifestations in employment, housing, education, voting rights, death penalty and other realms of U.S. life.
Radio	1,500	Discuss radio empires of, e.g., Cathy Hughes and Percy Sutton. Note role of affirmative action measures of FCC in creating these businesses. Discuss content of "black-oriented" radio, e.g., talk formats, type of music played, etc. Discuss profitability, prominent personalities (e.g., Tom Joyner and Tavis Smiley).
Raines, Franklin	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his humble origins in Seattle, years at Harvard, his role as Office of Management & Budget Director in the Clinton Administration, his subsequent key role in the mortgage market through his leadership of "Fannie Mae."
Rangel, Charles	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his background as a Korean war veteran, attorney, prosecutor, and his successful challenge to Congressman A. C. Powell, representing Harlem. Note accomplishments, particularly in the realm of tax policy.
Reagan, Ronald, Administration of	750	This essay should place this former President of the Screen Actors Guild in the context of an industry—movie-making—sharply criticized for its depictions of African Americans. The bulk of this essay, however, should concern his presidency, beginning with his launching his campaign in August 1980 in Philadelphia, Mississippi. In discussing his presidency, note his staunch opposition to the King Holiday bill and other measures of moment to blacks, e.g. opposition to sanctions against apartheid South Africa.
Redman, Joshua	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his origins in Berkeley, his father—Dewey Redman—his training at Harvard and turning down Yale Law School to become a professional musician. Note his prominent tunes, his grosses, etc.
Reparations	2,000	Discuss takeoff this movement, including book by Randall Robinson, team of lawyers that includes Harvard's Charles Ogletree and Johnnie Cochran, successful efforts (e.g., reparations gained for survivors of Rosewood, Florida massacre—depicted in John Singleton's eponymous movie), bills passed by California and Chicago legislatures, bill introduced by Congressman Conyers of Detroit. Discuss arguments, pro and con.
Rhythm and Blues (R&B)	2,000	This essay should seek to define this musical trend by citing relevant performers and representative tunes. This discussion should be placed within the context of the exploitation of these artists and the appropriation of their creations by non-blacks. This essay should also discuss contemporary manifestations of this phenomenon, noting how it has managed to survive as "hip-hop" has bloomed.
Rice, Condoleezza	750	Note her upbringing in racially torn Birmingham, Alabama, her matriculation at the University of Denver where she encounters the father of future Secretary of State Madeline Albright, who becomes her mentor as she moved away from her earlier career goal of concert pianist; note her academic success at Stanford and her role in the first Bush White House during the 1989 collapse of Eastern Europe regimes, then her role as National Security Advisor during Bush II.
Rice, Jerry	250	Discuss his collegiate success at Alcorn State University, his success in professional football with the San Francisco 49ers and Oakland Raiders, becoming the top pass receiver of all time.
Riles, Wilson	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss role of father in California politics and his son in Oakland politics.

Robinson, Frank	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his baseball success with the Reds and Orioles (only man to win the MVP in both leagues), his career as a manager and executive with the league.
Robinson, Max	500	Discuss these brothers' upbringing in racially segregated Virginia, the former becoming the first black anchorman on a network and the latter a leading human rights campaigner before his exile to St. Kitts.
Rock, Chris	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his success as a comedian and the political nature of his stand-up routines. Mention should be made of his HBO specials, appearances in films, etc.
Rudolph, Wilma G.	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her career as sprinter, Olympics, etc.
Run DMC	500	Discuss this Queens-based grouping, their leading hits—e.g., "King of Rock"—the unfortunate 2002 slaying of "Jam Master" Jay Mizell and the disbanding of the group, their impact on fashion (i.e., popularizing of "Adidas"), etc.
Russell, William "Bill"	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Focus on the end of his career as a player with the Boston Celtics and his debut as a winning coach there and the mixed results he encountered at Seattle.
Saar, Alison	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements.
Saar, Betty	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements.
Sampson, Edith	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her political career and activism in mainstream politics toward the end of her life.
Sayers, Gale	500	This essay should discuss his stellar college career at the University of Kansas-Lawrence and his outstanding professional career with the Chicago Bears. Please note the premature ending of his career due to injury. Please note the immense success of "Brian's Song," a "male weepie", i.e. the t.v. movie that detailed his relationship to Brian Piccolo. Please sketch his post-football business success.
Schmoke, Kurt	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his career as Mayor of Baltimore, including his accomplishments and setbacks and his tenure at Howard Law School.
Schomburg Library	750	Discuss the holdings of this Harlem-based entity, the controversy surrounding who would head it, and the new building constructed to house its collections, and current issues regarding the institution.
Seale, Robert "Bobby"	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his career with the Black Panther Party, his incarceration, his efforts to influence politics in Oakland, his post-BPP career as a lecturer and producer of a book on barbecue.

	11-Sep	500	This essay should provide the details of these dramatic events, e.g. locales, assailants, hijacking, etc. Please detail the numbers of Africans and African Americans who were killed or injured. Discuss the reaction to these events among African Americans.
Shaw, Bernard		500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his career as CNN anchor, his controversial questioning of Michael Dukakis during 1988 presidential debates, his reporting from Iraq in 1991, etc.
Shuttlesworth, Fred L.		1,000	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his career as Pastor, esp. in Birmingham, participation in Civil Rights Movement, etc.
Simmons, Russell		750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his origins in Queens, his founding of Def Jam and his branching off into rap, films, fashion, poetry, etc. Note his activism on behalf of, e.g., Hilary Clinton, Andrew Cuomo, et.al.
Singleton, John		500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his early success just out of USC film school with "Boyz in da Hood," and his subsequent films including "Rosewood," "Shaft," "Higher Learning," etc.
Sit-Ins		3,000	This essay should discuss the sit-in movement of the 1960s, discussing the origin of the tactic in labor disputes, its application to the civil riights movement, its relationship to the doctrine of non-violence, the extent of its use, and its successes and failures.
Smalls, Biggie		500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his success as rapper in association with Sean Combs, his sales and grosses, and his unfortunate slaying in Los Angeles.
Smith, Anna Deavere		500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her academic career at Stanford and NYU, her film ("An American President," etc.) and television ("West Wing") career, her theater career including her innovative methodology of taping then mimicking characters involved in controversial episodes, e.g., 1992 civil unrest in LA, eruption in Crown Heights, Brooklyn, etc.
Smith, Barbara		500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her writings and anthologies and their importance for LBGT studies.
Soul Food		2,000	Discuss origins of this phenomenon, evolution and increased popularity in 1960s. Describe elements, proliferation of restaurants, etc.
Soul Music		1,500	Discuss origins of this term and form of music, leading practitioners and their 'hits', leading firms.
Sports, Professional		3,000	This essay should discuss the role of African Americans in professional sports in the late 19th century and the 20th century. It should examine the role of individual athletes in specific sports (both team sports and individual sports) as well as professional sports in general. It should discuss the role of segregation and the differences in segregation from one sport to another and the impact of segregation on black athletes. It should also examine the impact of black athletes on the African American community and on race in the U.S. It should discuss the profitably of these enterprises, and the role of blacks in management, executive positions, and ownership.
Sun Records		500	This essay should discuss the origins and evolution of this company. Please note its leading artists, its contributions to music and its profitability. Please include information on barriers to success faced by this company along with informtion about the founders.

Supremes, The	750	This essay should discuss this group's origins and accomplishments. Their role in the rise of Motown should be detailed, along with an assessment of their music and the profitability of their tunes. Of course, sketch the post-Supremes activities of Diana Ross and the other members of the group.
Sutton, Percy	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his political career as Borough President of Manhattan, his failed attempt to become Mayor of New York City, and his rise as a media mogul, Chairman of the Board of Inner City Broadcasting.
Taylor, Susan	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her tenure as editor of "Essence"; note its impact on black women.
Technology and Engineering	1,500	Discuss leading figures in this field, e.g., Benjamin Carson, Mae Jemison; note impact on recent developments, e.g., searches for HIV-AIDS cures; development of black-oriented web-sites; efforts to alleviate sickle-cell anemia, etc.
Television	3,000	This essay should discuss the origins of t.v. and its proliferation in the post-World War II era. Please discuss the highly criticized programs, e.g. "Amos and Andy," and the campaigns against same, spearheaded by the NAACP and others. In this context, discuss the often negative portrayals of African Americans. Likewise, discuss the critique of shows e.g. "Julia" and the "Cosby Show" which ostensibly were the polar opposite of the older negative portrayals but presented a different set of problems. Please discuss the dearth of black executives, the economics of the industry, the impact of the Nielsen ratings, etc. Please discuss the rise of newer networks e.g. the "WB" and the criticism they have attracted.
Thomas, Clarence	1,000	Discuss his humble origins in Georgia, his "black power" phase at Holy Cross and Yale Law, his relationship with Senator John Danforth, his tenure with the EEOC and as a federal judge; and, finally, the controversy surrounding his appointment to the high court, along with his most notable decisions since ascending to this court.
Thornton, Willie Mae "Big Mama"	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements.
Towns, Edolphus	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss accomplishments of this Brooklyn Congressman; include references to his inadequacies.
Track and Field	1,500	Profile prominent personalities, e.g., Marian Jones, Maurice Green, Tim Montgomery, et.al. Note medal total and performances at Olympics. Discuss theses about alleged black innate superiority. Note: there is a separate entry on the Olympics.
Tucker, Chris	250	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his film career, including the "Rush Hour" series; note his activism, e.g., his tour of Africa with Bono.
Turner, Tina	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her success as a singer, noting sales, concert grosses, etc. and her lengthy exile in Europe.
Tyson, Mike	750	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his rise to boxing's elite, his disputes with managers and trainers and promoters, his conviction and imprisonment for rape, his volatile public persona.

Voting Rights	2,500	Discuss the voting rights of African Americans during the years 1895 to the present. Discuss the changes in African Americans voting rights during these years. Describe differences in voting rights in the North, South, West, and Southwest, and differences between voting in national, state, local, school boars, and party primary elections where such differences occurred. Discuss state laws governing black suffrage. Discuss moves against the franchise for blacks. Discuss battles over extension of voting rights, the effect of the women's suffrage movement on voting, the appearance of laws limiting voting rights, participation (by percentages) of black voters in elections (including geographic disparities, e.g., greater number of black voters in the South), problems of enfranchisement, impact on the political parties and presidential politics generally. Please be aware that there are separeate entries on Civil Rights, the Civil Rights Movement, the Voting Rights Act of 1965, and Political Participation.
Walker, Wyatt Tee	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his tenure with SCLC, his role as an activist pastor in Harlem, including his anti-apartheid efforts.
War on Poverty	2,500	This essay should discuss the origins of President Johnson's initiative. Place this in the context of the level of poverty rates among African Americans during this era. Please assess the successes and failures of this initiatives.
Washington, D.C.	2,000	This essay should provide an overview of the African American presence and experience in Washington, from the late 19th century to the present. It should address black social, economic, political, educational, and cultural developments, and as its evolving role in African American political life.
Washington, Denzel	500	Discuss his early years in New York, his drifting into acting as a student at Fordham, his successes theater, then television, then film, his winning of an Oscar, his key roles in, e.g., "Glory," "Cry Freedom," "Training Day," his contributions to the anti-apartheid cause.
Washington, Kenny	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his athletic career and subsequent activities.
Watts, Andre	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his career as concert pianist, record sales, grosses, etc.
Watts, J. C.	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his college career as wishbone quarterback at University of Oklahoma, his election to Congress as a conservative Republican, his continuing support for affirmative action and his disputes with colleagues that led to his stepping down in 2002.
West, Cornel	500	Note his upbringing in Oklahoma and Sacramento, his academic training in Harvard and Princeton, his professorships at both, his activism as a "democratic Socialist," and his writings.
Wilder, Douglas	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as a legislator, then Governor of Virginia. Note his campaign themes, including his stance on reproductive rights for women.
Williams, Serena	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her humble origins in Compton, California, her being trained for tennis by her father, her success at various tennis championships.

Williams, Venus	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss her humble origins in Compton, California, her being trained for tennis by her father, her success at various tennis championships.
Winfield, Dave	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his successes as a baseball, basketball, and football star at the University of Minnesota, his drafting in all three sports, and his decision to sign with the San Diego Padres, then NY Yankees, his successes, and his election to the Hall of Fame.
Woods, Tiger	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his Thai–African-indigenous, etc. background, his training as a golfer beginning as a child, his matriculation at Stanford, his winning of championships, his growing wealth and influence, etc. Note: there is a separate entry on Golf.
Young, Andrew	500	Present the subject's life generally in chronological order, discussing the individual's life and career within the broader context of American and especially African American history and culture. Please be sure to reference other relevant people, events, organizations, and movements. Discuss his role as aide to Martin Luther King, Mayor of and Congressman from Atlanta, controversy surrounding his being ousted as US Ambassador to UN, subsequent role as businessman, etc.

From:	nobody@notify.unc.edu on behalf of jmbarber@email.unc.edu
Sent:	Tuesday, October 17, 2006 8:09 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: DTH Veteran's Day List

The Daily Tar Heel has once again kindly agreed to print a list of veterans who attend or work at UNC. This includes students, professors, TAs and all UNC employees. The list will be printed in the DTH on Friday, November 10, the day before Veteran's Day. The list will serve the purpose of educating the college population of the service and sacrifice of their fellow students and workmates and to recognize your individual service. This year Veteran's Day also coincides with Homecoming so this will be a great opportunity for alumni to be educated as well.
The aim of this e-mail is to gather the required information and to give the largest number veterans the opportunity to participate. If you know of veteran's who don't subscribe to "Informational" e-mails please forward this e-mail to them.
If you are a veteran of any of the armed services and you would like your service to be recognized by the general college population, and alumni, please reply to this e-mail with the following information:

Name
Position or year and major at UNC
Service (USA, USN, USMC, USAF, USCG, USMM, ARNG etc.)
Years of service (ie 1990-1994 or 1990- if you are still serving.)

If you participated in the Veteran's Day recognition last year simply let me know if you still want to be included and if any of your information has change.
Thank you for you help and your service.

Jason Barber
PWAD (Junior)
NCNG 2002-
Australian Regular Army (RAAC) 1996-2002

This email is sponsored by: Carolina Veteran's Organization

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of Fred_Fuller@med.unc.edu
Sent: Tuesday, October 17, 2006 9:31 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Have you been told you have Chronic Bronchitis or COPD?

The Pulmonary Division of UNC is looking for volunteers to participate in research about clearing particles from the lungs and how it can be improved.

If you qualify for the study, you will receive free physical examinations, lung function testing, and education about your illness.

This study could last up to 2 months with 5 outpatient visits to UNC. If you qualify for the study you will be compensated for your time, effort and travel to UNC.

If you are interested in learning more, please call:

UNC Pulmonary Research at (919) 966-2531 or email Ashley_Henderson@med.unc.edu

This message approved 5/4/06 by by UNC Biomedical IRB; IRB #05-MED-318

This email is sponsored by UNC Pulmonary Research.

This email is sponsored by: UNC Pulmonary Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, October 20, 2006 8:10 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Administrative Review of Dr. William (Sandy) Darity

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October 19, 2006

TO: UNC-Chapel Hill Faculty, Staff and Students

FROM: Carol Tresolini, Associate Provost for Academic Initiatives

RE: Administrative Review of Dr. William (Sandy) Darity, Director of the Institute of African American Research

On behalf of the committee appointed to review the performance of Dr. William (Sandy) Darity, Director of the Institute of African American Research, I am pleased to invite your participation in the review process.

The committee is being chaired by Dr. Martha Cox, Director, Center for Developmental Science (CDS). Other members include: Dr. Regina Cortina, Associate Professor of Comparative and International Education; Dr. Kenneth Janken, Professor of Afro-American Studies and an Adjunct Professor of History; Dr. Laurie Maffly-Kipp, Associate Professor in the Religious Studies department with an adjunct in the American Studies Curriculum; and Mrs. Rachel Morris, MBA Business Manager, Institute of African American Research at UNC-Chapel Hill.

As required by University regulations, the Provost has requested a review of Dr. Darity's performance as Director of the Institute of African American Research over the last five years. Areas for review include vision, long-range planning, day-to-day management of the Center, and leadership in actualizing the ideals and goals of the Center. The committee invites your comments on these and related issues. It is important for the committee to learn how Dr. Darity's performance as Director is viewed by students, staff, and faculty at UNC-Chapel Hill.

We encourage you to contribute to this review in the following different ways:

1. The committee has scheduled two open sessions to receive comments. These times are:

--Wednesday November 8, 2006, 9-11am in 105 South Building
--Friday November 10, 2006, 1-3pm in 105 South Building

If you wish to meet with the committee, please contact Debbie Stevenson in the Office of the Executive Vice Chancellor and Provost (debbie_stevenson@unc.edu or 962-7882), and she will schedule a specific time (usually about 10-15 minutes) within that time period. Note that while all comments during these sessions will be kept strictly confidential, a master list of attendees will be kept as part of Dr. Darity's personnel file.

2. You may provide written comments to the chair or other committee members. The review committee will treat your comments as strictly confidential. By law, all written communication - whether on paper or by email - becomes a confidential part of Dr. Darity's personnel file. As such, comments are open to examination by him. University

regulations prohibit considerations of anonymous letters in the review process. All written comments should be sent to: Dr. Martha Cox, c/o Debbie Stevenson, 104 South Building, CB # 3000, or by emailing debbie_stevenson@unc.edu

3. You may telephone or meet privately in person with committee members. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Dr. Darity's personnel file but may be reflected in the committee's report without identifiers.

The deadline for submitting comments regarding Dr. Darity's performance to the committee is November 10, 2006. Thank you very much for your help in this important task.

Review Committee for Dr. William (Sandy) Darity, Director of the Institute of African American Research:

Dr. Martha Cox, Chair
Center for Developmental Science
100 E Franklin St., Ste. 200
CB #8115
Carolina Campus
919-966-3509
martha_cox@unc.edu

Dr. Regina Cortina
School of Education
CB #3500, Peabody Hall
Carolina Campus
(919) 843-1979
cortina@email.unc.edu

Dr. Kenneth Janken
African and African-American Studies
CB #3395, Battle Hall
Carolina Campus
(919) 962-1519
krjanken@email.unc.edu

Dr. Laurie Maffly-Kipp
Religious Studies
CB #3225, Howell Hall
Carolina Campus
(919) 962-3927
maffly@email.unc.edu

Mrs. Rachel Morris, MBA
Institute of African American Research
150 South Road Suite 309
CB #3393
Carolina Campus
(919) 843-2605
rachel@unc.edu

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of dsl@unc.edu
Sent: Friday, October 20, 2006 8:49 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Back Pain? If you have a herniated disc we want to talk to you!

The Decision Support Lab at Sheps Center for Health Services Research, University of North Carolina at Chapel Hill with the Foundation for Informed Medical Decision Making is conducting focus groups and interviews to help develop a decision aid video on treatment options for herniated discs. We want to talk to a diverse group of men and women!

To participate in a focus group you must:
-Have been seen by a doctor for low back pain and/or leg pain and diagnosed with a herniated disc
-Be between the ages of 18 and 60
-Be able to speak and read English
-Be able to travel to the Decision Support Lab at Sheps Center
-(725 Martin Luther King Jr. Blvd.-Historic Airport Road, Chapel Hill, NC)

Eligible participants will participate in one of two videotaped focus groups or in an individual interview. Your participation would last approximately 2 to 2.5 hours. You will receive monetary compensation as well as a meal during the focus group or monetary compensation and a snack during interviews for participating.

During the focus groups or interview you will:
-Participate in a discussion about treatment options and decision-making for herniated discs

If you are interested in participating in this study:
-Visit our website: http://decisionsupport.unc.edu/secure/hd.htm
-Email us: dsl@unc.edu or call us: 919.966.4328 or 866.250.1877 (toll free)

Please feel free to share this email announcement with others that you feel would be interested in learning about this study.

Approved by the UNC Biomedical IRB 6.15.06; Study number 05-2626:Content Development Focus Group for a Decision Aid Video on Treatment Decisions for
Herniated Disc

This email is sponsored by: Decision Suppot Lab- Sheps Center

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From: nobody@notify.unc.edu on behalf of jcue@unc.edu
Sent: Sunday, October 22, 2006 8:04 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Discover Carolina...In London

Dear Colleagues,

Discover Carolina...in London.

Acquired in 2005 by the College of Arts and Sciences at the University of North Carolina at Chapel Hill, Winston House provides an exciting central London site for teaching, research, meetings, conferences, receptions, and cultural exchange. Winston House is located in the heart of Bloomsbury in Bedford Square, the last fully intact Georgian square in London. The British Museum, The British Library, University College London, and a rich variety of cultural and historic sites are Winston House's neighbors. Oxford Street's central shopping district is only a few minutes away, as is the West End, with is theaters, clubs and restaurants.

Built in 1790, Winston House has been fully updated and offers three classrooms, seating 18 to 35; two large seminar rooms, seating 30 to 55; two spacious faculty/project offices; a library/administrative office; a comfortable student reading room with computer lab; a small kitchen; a patio garden; and a faculty residential suite consisting of two bedrooms, a living/dining room, a kitchen, and a bath. Fully outfitted for video teleconferencing and wireless computer access throughout, the building also offers an eight- person lift and is disability accessible.

Beginning in May 2007, Winston House will be available for use by students, faculty, staff, and alumni of the University of North Carolina at Chapel Hill and other partner campuses and institutions.

* Teach a course or field a study abroad program in Winston House and take advantage of state-of-the-art instructional technologies.
* Host guest speakers and performers from London and across the European continent.
* Gather your international partners for meetings and conferences.
* Use the study center's video teleconferencing facilities to link global academic and cultural resources to your home campus.
* Sponsor alumni receptions and continuing education programs in Winston House or in the park at the center of historic Bedford Square.
* Make Winston House your base for executive education programs and other professional development initiatives.
* Take advantage of Winston House's concierge services to book theater tickets and tours for your students and guests.

Visit Winston House at www.winstonhouse.unc.edu for more information. Or contact:

Dr. Randi Davenport
Executive Director
James M. Johnston Center for Undergraduate Excellence
rdavenpo@email.unc.edu
919-843-7765

This email is sponsored by: James M. Johnston Center for Undergraduate Exclelence

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Roberta Ann Dunbar <radunbar@email.unc.edu>
Sent: Monday, October 23, 2006 9:43 AM
To: Alphonse Mutima <smutima@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; Bereket Selassie <bselassi@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; Margaret C. Lee <LeeMC@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Roberta Ann Dunbar <radunbar@email.unc.edu>
Subject: Reminder--Noon Meeting re African Studies Degree October 25th--Conference Room

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Good Morning, Colleagues,
I hope you all had a good break. This is just a reminder about a meeting for the revision of the African Studies concentration on Wednesday, the 25th at Noon in the Conference room. I wrote you October 10th about this and have heard back from Michael, Margaret, and Julius. Could others please let me know if you can come? If we're to get this revised concentration in shape in time for submission in January, we need to get down our ideas quickly! Thanks.
Ann

--
Roberta Ann Dunbar
Department of African and Afro-American Studies
CB#3395, 109 Battle Hall
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3395
Tel. 919.966.2942
FAX 919.962.2694

From: Eunice Sahle <eunice@email.unc.edu>
Sent: Monday, October 23, 2006 9:50 AM
To: Roberta Ann Dunbar <radunbar@email.unc.edu>
Cc: Alphonse Mutima <smutima@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; Bereket Selassie <bselassi@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; Margaret C. Lee <LeeMC@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>
Subject: Re: Reminder--Noon Meeting re African Studies Degree October 25th--Conference Room

---

Dear Ann,

Thanks for the reminder. I leave for UMass later that day but will try
and be there. Warm regards, Eunice.

Roberta Ann Dunbar wrote:

> Good Morning, Colleagues,
> I hope you all had a good break. This is just a reminder about a
> meeting for the revision of the African Studies concentration on
> Wednesday, the 25th at Noon in the Conference room. I wrote you October
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> revised concentration in shape in time for submission in January, we
> need to get down our ideas quickly! Thanks.
> Ann
>

--
Eunice Sahle, Ph.D
Assistant Professor of Political Science
African Studies and International Studies
109 Battle Hall
Chapel Hill
27599-3395
North Carolina
Tel: 919-966-2588

From: Barbara Anderson <banders1@email.unc.edu>
Sent: Monday, October 23, 2006 10:34 AM
To: Eunice Sahle <eunice@email.unc.edu>
Cc: Roberta Ann Dunbar <radunbar@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Bereket Selassie <bselassi@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; Margaret C. Lee <LeeMC@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>
Subject: Re: Reminder--Noon Meeting re African Studies Degree October 25th--Conference Room

---

I'll be there--thanks for the reminder! Barbara

Eunice Sahle wrote:
>
> Dear Ann,
>
> Thanks for the reminder. I leave for UMass later that day but will try
> and be there. Warm regards, Eunice.
>
>
> Roberta Ann Dunbar wrote:
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>> we're to get this revised concentration in shape in time for
>> submission in January, we need to get down our ideas quickly! Thanks.
>> Ann
>>
>

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
Office: 306 Stone Center (919) 843-1895
banders1@email.unc.edu

African Studies Center
West House CB#7582
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 843-0129 office
(919) 843-2102 fax

From:	nobody@notify.unc.edu on behalf of jcue@unc.edu
Sent:	Monday, October 23, 2006 9:03 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: CORRECTION: WINSTON HOUSE WEB SITE LINK

The informational message regarding Winston House, the College of Arts and Sciences' new London building, inadvertently contained an incorrect web site link. Please use the following link to visit the site and learn more about ways in which partners across the University may use this extraordinary new resource:

http://winstonhouse.unc.edu/

This email is sponsored by: James M. Johnston center for Undergraduate Excellence

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From:	nobody@notify.unc.edu on behalf of kphil@email.unc.edu
Sent:	Monday, October 23, 2006 9:49 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Participants wanted for UNC Web Bookmarking Study - $25 prize

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As a graduate research project, I am conducting a study on how to improve people's ability to share information about websites with others. Currently websites like http://del.icio.us and http://www.flickr.com allow people to share websites and pictures with one another. Users on these sites organize their information by keywords or "tags". What I am interested in is how people decide which tags to use.

Participants will be directed to a web survey where they will be asked to view a series of websites and answer some brief questions about them. The survey should take between 30 and 45 minutes to complete. Two participants will be randomly drawn to win $25 gift certificates from Student Stores.

Prior experience with tagging or a specific website is not necessary.

If you're interested in participating in this study, detailed information and instructions are provided with the web survey at http://ils.unc.edu/~kphil .

Please email Phil Binkowski at kphil@email.unc.edu if you have questions about the survey.

Thanks,

Phil Binkowski
MSIS Candidate
School of Information and Library Science
kphil@email.unc.edu

Barbara Wildemuth (advisor)
Professor
School of Information and Library Science
wildem@ils.unc.edu

All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have questions or concerns about your rights as a research subject you may contact, anonymously if you wish, the Institutional Review Board at 919-966-3113 or by email to IRB_subjects@unc.edu.

Study Number: 06-0651
Approved: 10/23/2006
Approved By: UNC Behavioral Institutional Review Board

This email is sponsored by: School of Library and Information Science

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, October 23, 2006 11:05 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: PlayMakers Discount to UNC faculty/staff

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PlayMakers is offering a $5 discount on tickets to THE UNDERPANTS Wednesday, October 25 and Thursday October 26 at 8pm to UNC Faculty and Staff members. You may purchase tickets in person at the PlayMakers box office in the Paul Green Theatre lobby, Center for Dramatic Art or over the telephone at 919-962-PLAY. Please mention that you are a UNC faculty or staff member to receive this discount. For more information please visit:

http://www.playmakersrep.org/genPage/index.pl?pgid=104

This email is sponsored by: PlayMakers Repertory Company

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From: nobody@notify.unc.edu on behalf of webtickets@uncaa.unc.edu
Sent: Tuesday, October 24, 2006 8:59 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Mens' Basketball Exhibitions-Free Admission for Whole Family for Faculty/Staff

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The UNC Mens' Basketball team will play two exhibition games prior to the 2006 - 2007 season. The Department of Athletics is pleased to offer free general admission seats to all faculty and staff members as well as all members of their immediate family. For both games Faculty and Staff Members can present their UNC One Card or UNC Hospitals ID at the Smith Center Entrance B good for free admission for the Faculty / Staff Member and their immediate family (while supplies last).

In Exhibition games UNC will play Saint Augustine's at 7:30 PM on Wednesday, November 1st and Pfeiffer on Saturday, November 11th. Game time for November 11th will be determined after the time for the Georgia Tech Football game is announced. Doors to the Smith Center will open 1 ½ hours prior to each game.

This email is sponsored by: UNC Department of Athletics

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, October 24, 2006 11:38 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Professional Development Clearinghouse

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For the past several years, the Z. Smith Reynolds Foundation has sponsored a Professional Development Initiative to strengthen support for the growth of teachers in North Carolina. This communication concerns the latest effort of that initiative: the establishment of North Carolina's first directory of professional development opportunities for pre-K through 12th grade teachers. For this effort to be successful, it needs to include the professional development that university faculty and staff offer to teachers.

Thank you in advance for encouraging faculty and other personnel to be part of this new resource. Completing the questionnaire at the link below will provide a service to teachers and others across the state, extending the service role of our campus in support of education for all North Carolinians. Your response will also help to enable the sharing of information about the kinds of teacher professional development offered by universities.

<http://gaserver.ga.unc.edu:8088/survey/entry.jsp?id=1158677872776>

The directory will be available online. It is intended for all professional development stakeholders -- teachers, school administrators, schools of education, school boards -- anyone who has a stake in quality teacbing and student acbievement. Thank you for your attention to this matter. Please call (919) 613-9271 if you have questions or comments.

This email is sponsored by: School of Education

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From: Celeste Yowell <yowell@email.unc.edu>
Sent: Wednesday, October 25, 2006 10:55 AM
To: dacrowde@email.unc.edu
Subject: Dana Drake Lectures

Hi Debby, The Dept of Romance Languages is having the Dana Drake Distinguished Lecture events this week -- would you mind passing the below information along to your faculty and TA listservs? Thanks, Celeste
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Oct 26, 2006 - Dana Drake Lecture
Professor Christopher Miller of Yale University
"The French Slave Trade and Moral Reckoning:
Eughne Sue's *Atar-Gull*"
5:00 - 8:00 p.m. in Toy Lounge, Dey Hall

Oct 27, 2006 - Prof Miller will present a graduate seminar
"French Women Writers and the Slave Trade"
9:00 a.m. - 12:00 noon in Toy Lounge, Dey Hall

Reading:
--Ourika by Duras
--and by Stakl, two oeuvres de jeunesse: "Mirza" and "Histoire de Pauline."
Both can be accessed via ARTFL (and the BNF).

From: nobody@notify.unc.edu on behalf of info@hsrc.unc.edu
Sent: Wednesday, October 25, 2006 8:15 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: INFORMATIONAL: Nighttime poses higher risk for pedestrian crashes

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The upcoming weekend marks the end of daylight-saving time, which will bring a decrease in daylight during the evening hours. Please remember that with this decrease in daylight comes reduced visibility and an increase in your risk of being involved in a pedestrian crash.

The Department of Public Safety and the UNC Highway Safety Research Center encourage the UNC community to use extra caution when traveling at night. Pedestrians and bicyclists should dress in light clothing and wear retro-reflective clothing/materials and/or carry a flashlight when walking at night so they are visible to motorists. Retro-reflective gear can be seen by motorists up to 500 feet away at nighttime, making pedestrians and bicyclists much more visible to motorists. Bicyclists riding at night must equip their bicycles with a front lamp visible from 300 feet and a rear reflector that is visible from a distance of 200 feet.

For additional information on this topic, including the North Carolina pedestrian law and additional safety tips, please visit http://www.hsrc.unc.edu/y2h

This email is sponsored by: The UNC Department of Public Safety and the UNC Highway Safety Research Center

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Kiswahili 401
Quiz – October 27, 2006

NAME:

Write the following questions and answers in Swahili.

1) Q: How are you? (What's the news with you?): _____

A: Good, thanks. _____

2) Q: What is your name?: _____

A: My name is Larry. _____

3) Q: That lady, is her name Halima? _____

A: No, her name is not Halima _____

4) Q: Where are you from? _____

A: I am from the U.S. _____

5) Q: What language do they speak? _____

A: They speak English. _____

Answer the following questions.

1) Baba yako anakaa wapi?

_____

2) Unaenda darasani?

_____

3) Unatoka wapi?

_____

4) Watoto wanasoma lugha gani?

_____

5) Ali anataka nini?

_____

The Future of Minority Studies Research Project

THE THIRD ANNUAL

FMS SUMMER INSTITUTE

July 23– August 3, 2007

SEMINAR

Intersecting Identities and Social Justice: Realist Explorations

SEMINAR LEADERS

Linda Martín Alcoff
Philosophy and Women's Studies
Syracuse University

Satya P. Mohanty
English
Cornell University

Can social identities be studied "objectively"? What are the philosophical and political differences among realist, essentialist, strategic-essentialist, and postmodernist approaches to identity? Why is a realist theoretical approach important for or relevant to the quest for social justice?

This interdisciplinary seminar will address such questions and focus centrally on the ways our social identities "intersect," overlapping and often mutually constituting one another. Readings from a range of fields in the humanities and the social sciences, including such thinkers as Richard Boyd, Kimberle Crenshaw, W. E. B. Du Bois, Leslie Feinberg, Rosemarie Garland-Thomson, Robert Gooding-Williams, Ian Hacking, Daniel Little, Tobin Siebers, and Iris Young.

The seminar will incorporate three workshops taught by:

Richard Boyd (Philosophy, Cornell University)

William Darity, Jr. (Economics; Sociology; Institute for African American Research; UNC–Chapel Hill, Duke University)

Rosemarie Garland-Thomson (Women's Studies, Emory) and **Tobin Siebers** (Comparative Literature, University of Michigan)

Eligibility: Doctoral students who have completed at least two years of their Ph.D. work and junior faculty in temporary or tenure-track positions who are working on minority issues. Minority scholars and those who are at HBCUs and other minority-serving institutions are especially encouraged to apply. For the twelve scholars selected to participate in the summer institute, subsidy will be available to cover room, board, and (if needed) travel costs. FMS does not charge tuition or fees.

Application deadline: January 30, 2007.

The 2007 FMS Summer Institute will be held at Cornell University, Ithaca, NY.

THE FMS SUMMER INSTITUTE IS FUNDED BY A GRANT FROM THE ANDREW W. MELLON FOUNDATION.

For a more detailed course description, go to:

www.fmsproject.cornell.edu

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, October 26, 2006 9:09 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Halloween 2006

UNC Students, Faculty, and Staff:

Beginning 5 p.m., Tuesday, October 31, 2006, several campus parking lots will be affected by Halloween operations. Beginning 9 p.m., several streets will be affected. Consequently, it is highly recommended that students, staff and faculty take a few moments to familiarize themselves with the overall parking and transportation plan. Advance planning and preparation on the part of everyone will go a long way toward making the operations plan work better and toward making the evening as pleasant as possible.

PARKING REGULATIONS
All normal campus parking regulations will be in effect for Halloween night, Tuesday, October 31, 2006. Parking Control Officers and tow trucks will be on campus for the duration of the evening to enforce the parking and road restrictions (including the wee hours of the morning). Per regulations, any vehicle parked in any kind of violation may be towed, so we encourage everyone to park legally. Tow fees range from $90 to $110 and citations range from $20 to $250. Cash or credit card payments will be accepted 5 p.m. - 3 a.m. Halloween evening and then again beginning normal business hours Nov. 1, 2006 (7:30 a.m.-5p.m.)

There will be limited parking available near downtown. However, shuttle bus service will be available from park-and-ride lots in Chapel Hill and Carrboro for a cost of $5 round trip and $3 one-way.

STREET CLOSURES
Several of the downtown streets will close to vehicular traffic at 9 p.m. They are: (1) Franklin Street - from Raleigh Street to Roberson Street, (2) Columbia Street - from Rosemary Street to Cameron Avenue, (3) Raleigh Street - from East Franklin to Cameron Avenue (for a shuttle bus stop) and (4) Cameron Avenue from Raleigh Street to Columbia Street, and (5) Residential streets near downtown will be closed except to residents of those streets and their guests.

Please note, valid campus permit holders will be allowed access to the parking lots along Cameron Avenue if a valid parking permit for those lots is displayed and shown to the officers working the intersections.

RESTRICTED PARKING
To accommodate the Town of Chapel Hill's plan for Halloween, campus employees working on north campus and campus residents, several lots will be restricted or closed Halloween night.

Bynum Circle (Bynum Lot, Caldwell Lot and Steele Lot) - restricted for night parking as normal for weeknights.

Swain Lot - restricted to EMS and Police vehicles only after 5 p.m. NG1 permit holders will need to relocate from the lot by 6 p.m. to allow EMS & Police to set-up. Non-emergency vehicles remaining in the lot after 6 p.m. will be towed at the owner's expense. Normal Operations resume at 7:30 a.m. Wednesday morning.

Morehead Lot - restricted beginning 5 p.m. All vehicles remaining in the lot after 6 p.m. will be towed at the owner's expense. Normal

Operations resume at 7:30 a.m. Wednesday morning.

International Relations: restricted beginning 5 p.m. All vehicles remaining in the lot after 6 p.m. will be towed at the owner's expense. Normal Operations resume at 7:30 a.m. Wednesday morning.

Utility & Porthole Lots - restricted beginning 5 p.m. All vehicles remaining in the lot after 6:15 p.m. will be towed at the owner's expense. Normal Operations resume at 7:30 a.m. Wednesday morning.

Park Place Lot - restricted to "N5" or "A" permit holders 7:30 a.m. Tuesday until 7:30 a.m. on Wednesday, when it resumes normal operation. Vehicles without valid "N5 or A" permits will be cited and towed at the owner's expense.

School of Government Deck - Reserved for women's basketball until 9 p.m., then off-limits until it resumes normal operation on Wednesday morning at 7:30 a.m.
Highway 54 Lot, Bell Tower Lot, Nash Lot, Ramshead Deck, Bowles Lot and Cobb Deck - Beginning 5 p.m., free parking for UNC employees and students with UNC ID, but $7 parking for unaffiliated patrons. Normal Operations resume at 7:30 a.m. Wednesday morning.

Public Safety Lot - Reserved for public safety operations staff and emergency vehicles only beginning 5 p.m. Normal Operations resume at 7:30 a.m. Wednesday morning. Employee ID's honored in Dogwood overnight until 9:00 a.m. Wednesday morning.

PUBLIC PARKING
Several lots on campus will be designated as general public parking. The general public will be charged $7 to park. However, UNC students and employees presenting a valid UNC One Card or valid UNC parking permit will not be charged to park. The following lots will be used for general public parking ($7 per vehicle): (1) Cobb Deck (2) Highway 54 Lot, (3) Bell Tower Lot, (4) Nash Lot, (5) Ramshead Deck, and (6) Bowles Lot. Normal operations resume in these lots on Wednesday morning, November 1st, at 7:30 a.m.

POINT-TO-POINT SHUTTLE SERVICE
The Point-to-Point Express campus shuttles will run during their normal hours on Halloween night. However, the route will be modified due to the closing of portions of Raleigh Street, Franklin Street and Columbia Street.

On Halloween ONLY, the P2P Express will run in the opposite direction (clockwise) than all other nights. Also, rather than traveling on Rosemary and Franklin Streets, the route will travel east along Cameron Avenue before turning right onto Raleigh Street. To view a map of the route, visit the web site at www.parking.unc.edu and click on "Breaking News" then "Halloween P2P Shuttle Route."

P2P Express will NOT serve the following normal stops:
Swain Hall, Granville Towers, Stops along Rosemary or Franklin Streets, or stops along Raleigh Street north of Cameron Avenue

P2P Express WILL stop at the following extra stops on Halloween night only: Bowles Drive just below Hinton James Residence Hall and Cameron Avenue across from the Old Well

Riders may experience delays at times throughout the evening due to increased traffic on campus and the anticipated higher than normal demand for service. Riders are asked to be patient, and head normal safety precautions throughout the evening as they wait for service. Additionally, riders should note that the Town of Chapel Hill is prohibiting certain items from the Halloween Celebration so it is

suggested riders not board the bus with the items the Town will prohibit. Town prohibited items include: alcoholic beverages, glass bottles, fireworks and explosives and / or flammable substances, paint, weapons, and animals. Items, even as part of a costume, which can be used as weapons or look like weapons will be confiscated.

GENERAL PARKING INFORMATION
For more campus Halloween parking information, visit the UNC Department of Public Safety website at www.dps.unc.edu and click on the "Halloween" link or call (919) 962-3951, Mon. - Fri., 7:30 a.m. - 5:00 p.m. If you have questions about shuttles and town parking for Halloween, log onto the Town of Chapel Hill website at
http://www.townofchapelhill.org/
and click on newsroom, then the latest press release or click on departments, then police then press releases
http://www.townofchapelhill.org/index.asp?nid=381

Thank You for Your Cooperation!

This email is sponsored by: UNC Public Safety

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of hartman@email.unc.edu
Sent: Thursday, October 26, 2006 10:28 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Ever helped someone facing serious illness or physical limitations?

Have you ever volunteered to help someone (other than a family member) facing serious illness or physical limitations? Have you volunteered in the past three years either informally or through an organization? If so, would you be interested in helping researchers learn more about your experiences?

The goals of the research -
-- To find out what types of caregiving support is provided by non-family members
-- To learn about the range of volunteer experiences
-- To use what we learn to help people in all communities support individuals with serious illness and physical limitations.

How to participate -
-- Contact us: call (919) 962-2124 or email research@Project-Compassion.org to find out if you are eligible.
-- If you decide to participate, you will be asked to spend about 45 minutes to complete a questionnaire - at home and at your convenience.
-- You may choose to receive the questionnaire either by mail or e-mail. In either case, just send us the forms once you have completed them. If you choose to mail them, we will provide postage, etc.
-- You will receive a small gift as a token of appreciation.

The Behavioral Affairs Institutional Review Board of the University of North Carolina at Chapel Hill has approved this study. (PSYC 2005-054) Approval Date 5/23/2006

This email is sponsored by: Psychology

==========

"INFORMATIONAL:" email will only he sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of jshapiro@med.unc.edu
Sent: Thursday, October 26, 2006 11:42 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Behavioral Weight Control Program

KICK OFF THE NEW YEAR!!!!
Behavioral Weight Control Program

Offered by
The UNC Department of Psychiatry

Is Now Enrolling Participants For January 2007!!!

Using evidence-based weight control approaches developed by Cynthia Bulik, Ph.D., Distinguished Professor and Director of the UNC Eating Disorders Program, the BEHAVIORAL WEIGHT CONTROL PROGRAM will be facilitated by a licensed clinical psychologist.

This five-month program will focus on BEHAVIORAL STRATEGIES FOR weight control.

You will learn HEALTHY NUTRITION and the program will include two sessions with a registered dietitian.

Our goal is to equip you with the knowledge and skills necessary to produce a PERMANENT LIFESTYLE CHANGE.

Enrollment includes:
**20 1- Hour Weekly Group Sessions with a licensed clinical psychologist
**Text: Runaway Eating, by Cynthia M. Bulik, Ph.D. and Nadine Taylor, MS, RD.
**CD-ROM: "The Empowerment Solution for Permanent Weight Control"

Cost:
**$440 - covers the entire 5-month Weight Control Program and all materials (equates to $22 per week)
**Payment must be received in full.

Sessions Available: Exact Date and Time TBD
**Noon and After Work Sessions are Available

Check with your personal physician prior to beginning this or any weight loss program.

For questions or to enroll, contact Jennifer Shapiro, PhD. 919-966-5262; jshapiro@med.unc.edu
This program is available to UNC employees as well as individuals in the general community

This email is sponsored by: Psychiatry

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of noreen_montgomery@unc.edu
Sent: Friday, October 27, 2006 8:02 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Reminder: NCFlex Open Enrollment Deadline Is Friday, Nov. 3

Reminder: the NCFlex open enrollment deadline is Friday, Nov. 3!

*There are three options to enroll in NCFlex benefits this year:

-- An online enrollment tool, available at www.ncflexonline.org.
-- Telephone enrollment at 888-860-6118 (available Monday through Friday, 8 a.m. - 8 p.m.). Interpreters are also available via phone for more than 30 languages, including Spanish and Burmese.
-- Paper enrollment forms can also be submitted (available online at http://www.osp.state.nc.us/ncflex/Forms/06enroll_form.pdf)

(All new employees who are eligible for benefits and interested in NCFlex need to fill out a paper enrollment form for both plan year 2006 and plan year 2007.)

Regardless of the enrollment method you choose, you must complete the enrollment process by 5 p.m. on Friday, Nov. 3.

Enrollment forms must be turned in to the Benefit Program Administration office at CB# 1045 or Suite 1700, 104 Airport Drive. A green drop box (marked "Benefits Programs") is located at the front doors of the Administrative Office Building so forms can be dropped off after business hours during the enrollment period. Forms will not be accepted after 5:00 p.m. on Nov. 3. Faxed copies of the enrollment form cannot be accepted.

You DO need to enroll if you want to:
-- Make contributions to the Health Care and/or Dependent Day Care flexible spending accounts. Contribution amounts do not carry over from one year to the next.
-- Make changes to your benefits, dependents and/or coverage levels
-- Elect any benefit for the first time. Please note: some benefits may have a waiting period or require Evidence of Insurability (EOI).

You do NOT need to enroll if you want to:
-- Keep your 2006 benefits, dependents and coverage levels the same for 2007 (except for the flexible spending accounts - you must enroll for those each year).

Important note: If you enroll for either a health care or dependent day care flexible spending account, be sure to enter the *annual* contribution amount, not the amount you would like deducted from your paycheck on a monthly basis. Under IRS regulations, if you do not use all of your plan year election it must be forfeited. You have until March 31 of each year to submit claims incurred during the previous plan year. Please estimate carefully!

Coverage changes are effective Jan. 1, 2007.

For more information on NCFlex, consult your enrollment materials, go to www.ncflex.org or call your HR Generalist at 843-2300.

This email is sponsored by: Office of Human Resources

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Barbara Anderson <banders1@email.unc.edu>

Sent: Monday, October 30, 2006 8:52 AM

To: Michael Lambert <mlambert@email.unc.edu>; Barbara S Anderson <banders1@email.unc.edu>; Peter Landstrom <plandstr@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; bselassi@email.unc.edu; darity@email.unc.edu; Lisa A Lindsay <lalindsa@email.unc.edu>; Ann Dunbar <radunbar@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; pwleslie@unc.edu; raquel.cogell@unc.edu; Karen M Booth <kmbooth@email.unc.edu>; robert_daniels@unc.edu; tmevens@email.unc.edu; dmadison@email.unc.edu; Alphonse Mutima <smutima@email.unc.edu>; Andrew Reynolds <asreynol@email.unc.edu>; redfield@unc.edu; Tim Mcmillan <tjm1@email.unc.edu>; Carol Magee <cmagee@email.unc.edu>; Kim Chapman <kchapman@unc.edu>; Chris Lee <cjlee1@email.unc.edu>; jrblau@email.unc.edu; Deborah Crowder <dacrowde@email.unc.edu>; Joseph Jordan <jfjordan@email.unc.edu>; 'Margaret Carol Lee' <leemc@email.unc.edu>; Myron S Cohen <myron_cohen@med.unc.edu>; Raquel Cogell <cogell@email.unc.edu>; tashford@email.unc.edu; Canguzel Zulfikar <canguzel@email.unc.edu>

Subject: reminder African Studies mtg today

Dear colleagues:
Just a reminder that there will be an informational meeting this afternoon at 4pm in the Hitchcock Room of the Stone Center to explain funding opportunities for Africanist faculty under the recent Title VI grant. Light refreshments. We look forward to seeing you there. Barbara

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
Office: 306 Stone Center (919) 843-1895
banders1@email.unc.edu

African Studies Center
West House CB#7582
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 843-0129 office
(919) 843-2102 fax

From: Barbara Anderson <banders1@email.unc.edu>
Sent: Tuesday, October 31, 2006 10:17 AM
To: Michael Lambert <mlambert@email.unc.edu>; Barbara S Anderson <banders1@email.unc.edu>; Peter Landstrom <plandstr@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; bselassi@email.unc.edu; darity@email.unc.edu; Lisa A Lindsay <lalindsa@email.unc.edu>; Ann Dunbar <radunbar@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; pwleslie@unc.edu; raquel.cogell@unc.edu; Karen M Booth <kmbooth@email.unc.edu>; robert_daniels@unc.edu; tmevens@email.unc.edu; dmadison@email.unc.edu; Alphonse Mutima <smutima@email.unc.edu>; Andrew Reynolds <asreynol@email.unc.edu>; redfield@unc.edu; Tim Mcmillan <tjm1@email.unc.edu>; Carol Magee <cmagee@email.unc.edu>; Kim Chapman <kchapman@unc.edu>; Chris Lee <cjlee1@email.unc.edu>; jrblau@email.unc.edu; Deborah Crowder <dacrowde@email.unc.edu>; Joseph Jordan <jfjordan@email.unc.edu>; 'Margaret Carol Lee' <leemc@email.unc.edu>
Cc: Arturo Escobar <aescobar@email.unc.edu>
Subject: Senegalese Anthropologist talking Nov. 9
Attach: ChimereFlier.doc

Dear Colleagues:

Mariteuw Chimhre Diaw, a Senegalese anthropologist from the Center of International Forestry Research, CIFOR in Yaoundi, Cameroon will be speaking in the UCIS conference room on Thursday, November 9, at 5pm.

The title of his talk will be: "Economic Alterity and the Alterity of Economics: Non-Conventional Economic Systems in the Age of Globalization"

This event is being co-sponsored by Cultures of Economies and Social Movements Working Groups, the African Studies Center, the University Program in Cultural Studies, and the Departments of Geography and Anthropology.

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
Office: 306 Stone Center (919) 843-1895
banders1@email.unc.edu

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Chapel Hill, NC 27599-7582
(919) 843-0129 office
(919) 843-2102 fax

Cultures of Economies and Social Movements Working Groups
African Studies Center
University Program in Cultural Studies
Departments of Geography and Anthropology

Economic *Alterity* and the Alterity of Economics. Non-Conventional Economic Systems in the Age of Globalization

Mariteuw Chimère Diaw
Center of International Forestry Research, CIFOR
Yaoundé, Cameroon

Thursday, November 9, 5:00 pm
UCIS Conference Room
(223 East Franklin St. in front of Morehead Planetarium)

Abstract of presentation: This presentation analyses the inability of Western economic science to account for the existence –indeed persistence—of non-standard yet at times universal and highly resilient economic systems. Drawing from examples of share systems in artisanal fisheries off the cost of West Africa and embedded tenure systems in significant parts of Africa and Asia, the author examines critically recent, yet futile, attempts in institutional economics to "normalize" these systems, and goes on to discuss the consequences of economic normalization for dealing with global environmental problems, particularly in the areas of biodiversity conservation and individual/collective property rights. Arguing against the "new enclosures" resulting from market approaches to "environmental services," and building on economic anthropology, the author advocates for economic pluralism and a new vision of entitlements.

From: Barbara Anderson <banders1@email.unc.edu>

Sent: Tuesday, October 31, 2006 10:25 AM

To: Michael Lambert <mlambert@email.unc.edu>; Barbara S Anderson <banders1@email.unc.edu>; Peter Landstrom <plandstr@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; bselassi@email.unc.edu; darity@email.unc.edu; Lisa A Lindsay <lalindsa@email.unc.edu>; Ann Dunbar <radunbar@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; pwleslie@unc.edu; raquel.cogell@unc.edu; Karen M Booth <kmbooth@email.unc.edu>; robert_daniels@unc.edu; tmevens@email.unc.edu; dmadison@email.unc.edu; Alphonse Mutima <smutima@email.unc.edu>; Andrew Reynolds <asreynol@email.unc.edu>; redfield@unc.edu; Tim Mcmillan <tjm1@email.unc.edu>; Carol Magee <cmagee@email.unc.edu>; Kim Chapman <kchapman@unc.edu>; Chris Lee <cjlee1@email.unc.edu>; jrblau@email.unc.edu; Deborah Crowder <dacrowde@email.unc.edu>; Joseph Jordan <jfjordan@email.unc.edu>; 'Margaret Carol Lee' <leemc@email.unc.edu>

Subject: International Conference on Learning in South Africa

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Dear Colleague,

We are writing on behalf of the Organising Committee, to inform you of the call for papers for the:

THE FOURTEENTH INTERNATIONAL CONFERENCE ON LEARNING

University of the Witwatersrand, South Africa, 26-29 June 2007
http://www.LearningConference.com

The conference will address a range of critically important themes in the field of education today. This is a conference for any person with an interest in, and concern for, education at any of its levels and in any of its forms, from early childhood, to schools, to higher education and lifelong learning - and in any of its sites, from home to school to university to the workplace.

Speakers will include some of the world's leading thinkers and in the field of education, as well as numerous paper, colloquium and workshop presentations by researchers and teachers. We would particularly like to invite you to respond to the conference call for papers and presentations. Presenters may choose to submit written papers for publication before or after the conference in the fully refereed International Journal of Learning. If you are unable to attend the conference in person, virtual registrations are also available which allow you to submit a paper for refereeing and possible publication in the journal, as well as access to the online version of the journal.

The deadline for the next round in the call for papers (a title and short abstract) is 15 November 2006. Proposals are reviewed within one week of submission.

Full details of the conference, including an online call for papers form, are to be found at the conference website - http://www.LearningConference.com

We look forward to receiving your proposals and hope you will be able to join us in Johannesburg in June 2007.

Yours Sincerely,

Prof. Pippa Stein

Applied English Language Studies
University of the Witwatersrand
Johannesburg, South Africa

Denise Newfield
School of Literature and Language Studies

University of the Witwatersrand
Johannesburg, South Africa

From: Deborah Crowder <dacrowde@email.unc.edu>

Sent: Tuesday, October 31, 2006 11:14 AM

To: rad >> Roberta Ann Dunbar <radunbar@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Margaret Carol Lee <leemc@email.unc.edu>; Julius Nyangoro <jen321@email.unc.edu>; bse >> bselassi >> Bereket Selassie <bselassi@email.unc.edu>

Subject: [Fwd: Senegalese Anthropologist talking Nov. 9]

Attach: Senegalese Anthropologist talking Nov. 9 (25.6 KB).msg

---

From: Barbara Anderson <banders1@email.unc.edu>
Sent: Tuesday, October 31, 2006 10:17 AM
To: Michael Lambert <mlambert@email.unc.edu>; Barbara S Anderson <banders1@email.unc.edu>; Peter Landstrom <plandstr@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; bselassi@email.unc.edu; darity@email.unc.edu; Lisa A Lindsay <lalindsa@email.unc.edu>; Ann Dunbar <radunbar@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; pwleslie@unc.edu; raquel.cogell@unc.edu; Karen M Booth <kmbooth@email.unc.edu>; robert_daniels@unc.edu; tmevens@email.unc.edu; dmadison@email.unc.edu; Alphonse Mutima <smutima@email.unc.edu>; Andrew Reynolds <asreynol@email.unc.edu>; redfield@unc.edu; Tim Mcmillan <tjm1@email.unc.edu>; Carol Magee <cmagee@email.unc.edu>; Kim Chapman <kchapman@unc.edu>; Chris Lee <cjlee1@email.unc.edu>; jrblau@email.unc.edu; Deborah Crowder <dacrowde@email.unc.edu>; Joseph Jordan <jfjordan@email.unc.edu>; 'Margaret Carol Lee' <leemc@email.unc.edu>
Cc: Arturo Escobar <aescobar@email.unc.edu>
Subject: Senegalese Anthropologist talking Nov. 9
Attach: ChimereFlier.doc

Dear Colleagues:

Mariteuw Chimhre Diaw, a Senegalese anthropologist from the Center of International Forestry Research, CIFOR in Yaoundi, Cameroon will be speaking in the UCIS conference room on Thursday, November 9, at 5pm.

The title of his talk will be: "Economic Alterity and the Alterity of Economics: Non-Conventional Economic Systems in the Age of Globalization"

This event is being co-sponsored by Cultures of Economies and Social Movements Working Groups, the African Studies Center, the University Program in Cultural Studies, and the Departments of Geography and Anthropology.

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Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
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Cultures of Economies and Social Movements Working Groups
African Studies Center
University Program in Cultural Studies
Departments of Geography and Anthropology

Economic *Alterity* and the Alterity of Economics. Non-Conventional Economic Systems in the Age of Globalization

Mariteuw Chimère Diaw
Center of International Forestry Research, CIFOR
Yaoundé, Cameroon

Thursday, November 9, 5:00 pm
UCIS Conference Room
(223 East Franklin St. in front of Morehead Planetarium)

Abstract of presentation: This presentation analyses the inability of Western economic science to account for the existence –indeed persistence—of non-standard yet at times universal and highly resilient economic systems. Drawing from examples of share systems in artisanal fisheries off the cost of West Africa and embedded tenure systems in significant parts of Africa and Asia, the author examines critically recent, yet futile, attempts in institutional economics to "normalize" these systems, and goes on to discuss the consequences of economic normalization for dealing with global environmental problems, particularly in the areas of biodiversity conservation and individual/collective property rights. Arguing against the "new enclosures" resulting from market approaches to "environmental services," and building on economic anthropology, the author advocates for economic pluralism and a new vision of entitlements.

From: nobody@notify.unc.edu on behalf of noreen_montgomery@unc.edu
Sent: Friday, October 27, 2006 8:02 PM
To: dacrowde@email.unc.edu
Subject: INFORMATIONAL: Reminder: NCFlex Open Enrollment Deadline Is Friday, Nov. 3

Reminder: the NCFlex open enrollment deadline is Friday, Nov. 3!

*There are three options to enroll in NCFlex benefits this year:

-- An online enrollment tool, available at www.ncflexonline.org.
-- Telephone enrollment at 888-860-6118 (available Monday through Friday, 8 a.m. - 8 p.m.). Interpreters are also available via phone for more than 30 languages, including Spanish and Burmese.
-- Paper enrollment forms can also be submitted (available online at http://www.osp.state.nc.us/ncflex/Forms/06enroll_form.pdf)

(All new employees who are eligible for benefits and interested in NCFlex need to fill out a paper enrollment form for both plan year 2006 and plan year 2007.)

Regardless of the enrollment method you choose, you must complete the enrollment process by 5 p.m. on Friday, Nov. 3.

Enrollment forms must be turned in to the Benefit Program Administration office at CB# 1045 or Suite 1700, 104 Airport Drive. A green drop box (marked "Benefits Programs") is located at the front doors of the Administrative Office Building so forms can be dropped off after business hours during the enrollment period. Forms will not be accepted after 5:00 p.m. on Nov. 3. Faxed copies of the enrollment form cannot be accepted.

You DO need to enroll if you want to:
-- Make contributions to the Health Care and/or Dependent Day Care flexible spending accounts. Contribution amounts do not carry over from one year to the next.
-- Make changes to your benefits, dependents and/or coverage levels
-- Elect any benefit for the first time. Please note: some benefits may have a waiting period or require Evidence of Insurability (EOI).

You do NOT need to enroll if you want to:
-- Keep your 2006 benefits, dependents and coverage levels the same for 2007 (except for the flexible spending accounts - you must enroll for those each year).

Important note: If you enroll for either a health care or dependent day care flexible spending account, be sure to enter the *annual* contribution amount, not the amount you would like deducted from your paycheck on a monthly basis. Under IRS regulations, if you do not use all of your plan year election it must be forfeited. You have until March 31 of each year to submit claims incurred during the previous plan year. Please estimate carefully!

Coverage changes are effective Jan. 1, 2007.

For more information on NCFlex, consult your enrollment materials, go to www.ncflex.org or call your HR Generalist at 843-2300.

This email is sponsored by: Office of Human Resources

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of jmmonroe@email.unc.edu
Sent: Wednesday, November 1, 2006 8:12 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Internship Opportunity in Grassroots Development

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Advocates for Grassroots Development in Uganda (AGRADU)

Advocates for Grassroots Development in Uganda (AGRADU) is a UNC student initiative, housed under the African Studies Program, aiming to support indigenous grassroots efforts at community building and economic development in Uganda. AGRADU helps to raise awareness about grassroots development by giving students the opportunity to participate directly in such efforts through a summer internship.

Each intern will be sent to work on-site with a Ugandan community-based organization (CBO) to aid in project implementation and to experience indigenous grassroots organizing. Such projects include but are not limited to:

-HIV/AIDS support and advocacy
-Orphans and vulnerable children support and advocacy
-Sustainable agriculture
-Business and financial training for community groups
-Microfinance

The eight week program will take place June-July 2007. Interested students should visit AGRADU's website for more information and application instructions.

For more information, please visit www.agradu.org or contact:

Jennifer Monroe jmmonroe@email.unc.edu
Jonathan Pourzal pourzal@email.unc.edu

This email is sponsored by: African Studies Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent:	Wednesday, November 1, 2006 9:29 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Project VoteSmart

Election Day, November 7th, is rapidly approaching. Make your voice heard
on issues like health care, salaries and a living wage by voting and encouraging others to vote.

Find Your State Senate District Candidates

To identify your State Senatorial candidates, copy and paste the following
web address into your web-browser's window to access the NC State Senate Map. Note the Senate District number for your county or location within a
county.

http://forum.unc.edu/projectvotesmart/documents/NCStateSenateMap.pdf

Then, copy and paste the web address below into your web-browser's window to
open the NC State Senate Candidates list. Find the names of the candidates
in your State Senate district.

http://forum.unc.edu/projectvotesmart/documents/2006StateSenateCandidates.pd
f

Find Your State House District Candidates

To find your State House candidates, copy and paste the link below for the
NC State House Map and find the District number for your county or location
within a county.

http://forum.unc.edu/projectvotesmart/documents/NCStateHouseMap.pdf

Then, copy and paste the link below into your web-browser's window to open
the NC State House Candidates list. Find the candidates in your State House
district.

http://forum.unc.edu/projectvotesmart/documents/2006StateHouseCandidates.pdf

Identify the Important Issues

Knowing where each candidate stands on matters important to you is vital in
deciding how to cast your vote. The Employee Forum of UNC at Chapel Hill has
found the following issues of major concern to our campus:

1. Compensation and Benefits

2. Cost of Family Health Care Coverage

3. Retirement Benefits

Find out where candidates in your State House and Senate districts stand on
these issues and others that you feel are important. Educate yourself.
Search on-line to find biographical information, issue statements,
voting records, and public statements.

Remember, vote on Election Day Tuesday, November 7th.

Sincerely,

The UNC Employee Forum Legislative Action Committee

This email is sponsored by: Employee Forum

==========
"INFORMATIONAL:" email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of hsinliu@med.unc.edu
Sent: Wednesday, November 1, 2006 11:18 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Did or will you have Anterior Cruciate Ligament (ACL) Reconstruction ?

Have you had Anterior Cruciate Ligament (ACL) Reconstruction utilizing a patellar tendon autograft or will be having such surgery in the near future?

Researchers in the Orthopaedics Laboratory are conducting a study at UNC-Chapel Hill to trace the recovery in their patellar tendon stiffness over time after their surgery.

To enroll in this study as a participant in this study, you must have had ACL reconstruction with patellar tendon autograft within the past 2 months or will be having such surgery in the near future, no history of other knee surgeries, no other lower extremity injuries in the past 6 months, and be between the ages of 18-40.

You will be asked to perform knee muscle contractions tasks while an ultrasound images will be taken of your patellar tendon (tendon that attaches kneecap to lower leg). Participation in this study will last approximately 1.5 hours.

You would be paid $30 per visit for your participation.

If you are interested in participating in this study or would like more information, please call, Hsin-yi (shin-ee) Liu, at (919) 966-1211 or email hsinliu@med.unc.edu

IRB Study # 05-ORTHO-1005
Approved: May 24, 2006

This email is sponsored by: Orthopaedic Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of research_support@unc.edu
Sent:	Thursday, November 2, 2006 12:41 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: RESEARCH SUPPORT November 2006 Issue Now Available

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The November 2006 issue of RESEARCH SUPPORT online newsletter is now available for viewing at http://research.unc.edu/rs/

In this issue:

FUNDING OPPORTUNITIES
*Major funding opportunities from state, public, and private agencies, as well as from UNC-Chapel Hill.
*Carolina Internal
*National Science Foundation
*National Institutes of Health Grants and Contracts
*Multidisciplinary
*Social and Behavioral Sciences
*Health and Medical Sciences
*Life and Physical Sciences
*Arts and Humanities

CAMPUS NEWS
*Social Science Faculty Retooling Stipends
*Guidelines on Direct vs. F&A Charges to Sponsored Agreements
*Odum Institute Proposal Development Short Course
*OTD Innovations Seminar: Open Source Licensing
*Finding Funding Sources: A Hands-On Workshop for SPH Faculty & Staff
*School of Public Health Conversational Living Room
*New Location for Carolina Roadmap Office
*New Resources from the UNC Libraries

FUNDING TIPS
*Understanding the Review Process
*Tips for Preparing Successful SBIR/STTR Proposals
*Proposal Writing Assistance
*COS, Your Workhorse Workbench
*New AHA Peer Review Criteria
*The GrantDoctor Asks NSF... "No more Boring Science"?
*COS Wants to Hear from You

FEDERAL NEWS
*Change in Standing Receipt Dates for NIH/AHRQ/NIOSH
*Person Months Conversion Tools for NIH Proposals
*2007 NIH Director's Pioneer Award
*Registering Research Fellows in the eRA Commons
*NIH Electronic Applications Submission Training Event
*CDC Moves to Grants.gov for Announcements and Applications
*NIH Now Accepting Loan Repayment Applications
*Request for Comments on the Clean Fuels Grant Program

View the issue at http://research.unc.edu/rs/

RESEARCH SUPPORT provides Carolina faculty and research staff with funding opportunities, sponsored research news, funding tips, and timely information from all of the offices supporting research at Carolina. It is published by the Office of the Vice Chancellor for Research and Economic Development, GrantSource Library. Email research_support@unc.edu

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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SWAH 401 - Quiz for Nov. 3, 2006

NAME:

Make the following nouns and their demonstratives plural. For bonus points, translate the words into English. (5 points possible plus bonus)

1. mtoto yule _____

2. mchumi huyu _____

3. mwenyekiti huyu _____

4. Mkenya yule _____

5. mwandishi huyu _____

Answer the following questions in the affirmative and in the negative. Translate the questions into English for bonus points.

1. Unafahamu Kifaransa?

Ndiyo,_____

Hapana,_____

English: _____

2. Yeye anafanya kazi ya kulima?

Ndiyo,_____

Hapana, _____

English:_____

3. Mnajifunza utibabu?

Ndiyo, _____

Hapana, _____

English: _____

TURN OVER (2 sides)

4. Unakwenda maktabani?

Ndiyo,_____

Hapana,_____

English: _____

5. Tunataka chakula?

Ndiyo, _____

Hapana, _____

English: _____

TURN OVER (2 sides)

From:	nobody@notify.unc.edu on behalf of atstephe@unc.edu
Sent:	Thursday, November 2, 2006 8:11 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: The Carolina Spirit of Giving

Homecoming is a time that we celebrate being a Tarheel and the spirit that makes Carolina great. Our university was founded as a university of the people, by the people, and for the people, making it evident from the start that being a Tarheel means giving to the community beyond Carolina. It is this Carolina Spirit of Giving that the Student Membership Program of the General Alumni Association hopes to promote by providing students, faculty, staff, and friends of the university, the opportunity to give back, by sponsoring a Thanksgiving package for underprivileged families through Orange County Social Services. Our vision is to involve the entire Carolina community in order to show just how much Carolina cares. Please visit: http://www.alumniconnections.com/olc/pub/UNO/events/event_order.cgi?tmpl=events&event=2086287 for more information, and to sponsor a package.

Thank you for joining us in spreading "The Carolina Spirit of Giving".

Amanda Stephens '08
GAA-Student Membership Advisory Board
Service Committee Chair

This email is sponsored by: General Alumni Association Student Membership Program

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, November 2, 2006 9:27 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: International Education Week 2006

Dear Carolina students, faculty and staff:

The week of November 13-17 marks International Education Week 2006, and at Carolina we have an array of activities planned, including:

--An address by Carol Bellamy, former director of UNICEF, on "Global Poverty: Reflections on Millennium Development Goals"
--Carolina's 2nd annual on-campus "Get-a-Passport Drive"
--the 6th annual University Center for International Studies (UCIS) international photography contest and exhibit
--a Foreign Language and Area Studies Fellowship Applicant information session
--an information session on the Phillips Ambassadors Program for study abroad
--the UCIS Student International Research Symposium

The events, coordinated by the Associate Provost for International Affairs and UCIS, are open to the public. A complete schedule is posted at global.unc.edu, or you can access it directly from the UNC homepage.

One key to becoming a truly global university is increased international study, research and service. So, I hope many of you will take advantage of our second annual "Get-a-Passport Drive" on Wednesday, Nov. 15, and Thursday, Nov. 16. State Department officials will be on campus with passport applications, and your passport photo can be taken on-site for one-stop shopping to apply for or renew your passport. I encourage any of you who are planning, or considering, international travel for study, research or service to take advantage of this on-campus service. (Be sure to check the website noted above for details on the documentation you will need to take with you.)

The passport drive and all of the International Education Week activities provide wonderful opportunities to promote and celebrate international education at Carolina, and I hope you'll take the time to participate, learn and enjoy.

Sincerely,

James Moeser

This email is sponsored by: Office of the Chancellor

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From:	nobody@notify.unc.edu on behalf of no-reply@unc.edu
Sent:	Friday, November 3, 2006 8:13 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Vote Early!

THIS IS THE LAST WEEK TO VOTE EARLY AT MOREHEAD PLANETARIUM!

Fri. 9:00 a.m. - 4:30 p.m. and Sat. 9:00 a.m. - 1 p.m.

THIS SATURDAY, NOVEMBER 4TH, IS THE LAST DAY OF EARLY VOTING.

If you wait until election day to vote, you will have to go to your
off-campus polling place. Early voting at Morehead Planetarium
is easy and convenient!

This email is sponsored by: UNC Young Democrats

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that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, November 3, 2006 10:59 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Health and Human Rights

As we work to improve human health through research and service, we cannot forget that people can only live in good health if they enjoy full human rights. The Health and Human Rights (HHR) Subcommittee of the Student Global Health Committee puts on a year-long university-wide seminar series that addresses a number of issues highlighting the importance of human rights in relation to health.

HHR invites you to join us for our fall line-up of FREE film screenings on issues such as HIV/AIDS in Namibia and sex-trafficking in the Balkans.

Please click on the link below for more information:
http://studentorgs.unc.edu/sghc/index.php?option=com_events&task=view_detail&agid=71&year=2006&month=11&day=13&Itemid=30

This email is sponsored by: Student Global Health Committe

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From:	nobody@notify.unc.edu on behalf of muic@unc.edu
Sent:	Saturday, November 4, 2006 12:18 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Focus Group Subjects Needed

BREAST CANCER SURVIVORS UNDER AGE 50

REVISED CONTACT INFORMATION: If interested, please email muic@unc.edu or call
919-966-6610.

Volunteers needed for focus groups to get feedback on audio and written materials designed for a research study to help younger breast cancer survivors to manage fears of recurrence and long term treatment side effects. The focus groups will be held on November 14th 6:00-8:00 PM and November 16th 6:30-8:30 at the Psychology Research Center and Clinic on Finley Golf Course Road.

If you:
*completed treatment for localized breast cancer 2 through 4 years ago
*are under 50 years old
You are qualified to participate in a focus group.

Qualified participants will receive payment of $20 cash or check for participating in a focus group.

This message was approved by the Public Health-Nursing Review Board (IRB) on 10/27/2006, IRB # 05-1500

This email is sponsored by: School of Nursing

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Saturday, November 4, 2006 1:36 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Administrative Review of Dr. Peter White

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November 2, 2006

TO: UNC-Chapel Hill Faculty, Staff and Students

FROM: Carol Tresolini, Associate Provost for Academic Initiatives

RE: Administrative Review of Dr. Peter White, Director of the North Carolina Botanical Garden

On behalf of the committee appointed to review the performance of Dr. Peter White, Director of the North Carolina Botanical Garden, I am pleased to invite your participation in the review process.

The committee is being chaired by Dr. Douglas Crawford-Brown, Director, Carolina Environmental Program. Other members include: Dr. Philip Berke, Professor in the Department of City and Regional Planning; Dr. Robert Cox, Professor, Department of Communication Studies; Professor Jonathan Howes, Past President, Botanical Garden Foundation; Ms. Charlotte Jones-Roe, Associate Director for Development, North Carolina Botanical Garden; Dr. Robert Peet, Chairman and Professor, Department of Biology and Curriculum in Ecology.

As required by University regulations, the Provost has requested a review of Dr. White's performance as Director of the North Carolina Botanical Garden over the last five years. Areas for review include vision, long-range planning, day-to-day management of the Center, and leadership in actualizing the ideals and goals of the Center. The committee invites your comments on these and related issues. It is important for the committee to learn how Dr. White's performance as Director is viewed by students, staff, and faculty at UNC-Chapel Hill.

We encourage you to contribute to this review in the following different ways:

1. The committee has scheduled two open sessions to receive comments. These times are:

--Monday, November 27, 2006 (1:00 - 3:00 pm) in 205 South Building
--Tuesday, December 5, 2006 (10:00 - 12:00 pm) in 307 South Building

If you wish to meet with the committee, please contact Debbie Stevenson in the Office of the Executive Vice Chancellor and Provost (debbie_stevenson@unc.edu or 962-7882), and she will schedule a specific time (usually about 10-15 minutes) within that time period. Note that while all comments during these sessions will be kept strictly confidential, a master list of attendees will be kept as part of Dr. White's personnel file.

2. You may provide written comments to the chair or other committee members. The review committee will treat your comments as strictly confidential. By law, all written communication - whether on paper or by email - becomes a confidential part of Dr. White's personnel file. As such, comments are open to examination by him. University regulations prohibit considerations of anonymous letters in the review process. All written comments should be sent to: Dr. Douglas

Crawford-Brown, c/o Debbie Stevenson, 104 South Building, CB # 3000, or by emailing debbie_stevenson@unc.edu.

3. You may telephone or meet privately in person with committee members. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Dr. White's personnel file but may be reflected in the committee's report without identifiers.

The deadline for submitting comments regarding Dr. White's performance to the committee is December 8, 2006. Thank you very much for your help in this important task.

Review Committee for Dr. Peter White, Director of the North Carolina Botanical Garden:

Dr. Douglas Crawford-Brown, Chair
Environmental Sciences and Engineering
105 Miller Hall
CB #1105
Carolina Campus
(919) 966-6026
douglas_crawford-brown@unc.edu

Dr. Philip Berke
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Professor Jonathan Howes
Botanical Garden Foundation
210 Pittsboro Street
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(919) 962-1558
jonathan_howes@unc.edu

Ms. Charlotte Jones-Roe
Associate Director for Development
North Carolina Botanical Garden
Totten Center
CB # 3375
Carolina Campus
(919) 962-9458
jonesroe@unc.edu

Dr. Robert Peet
Department of Biology and Curriculum in Ecology
413 Coker Hall
CB # 3280
Carolina Campus
(919) 962-6942
peet@unc.edu

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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"the only real nation is humanity"
-Paul Farmer

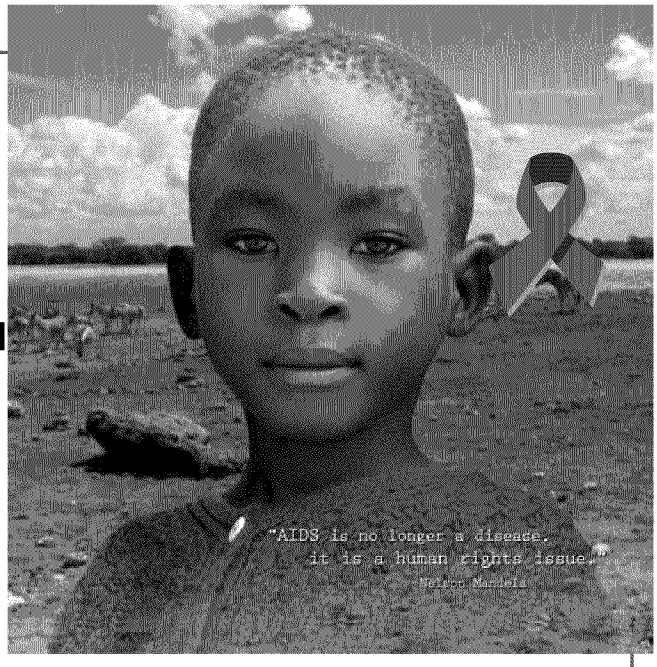

The Student Global Health Committee's Health and Human Rights Subcommittee and Narratives of HIV/AIDS present:

Documentary Screening and Discussion

A Measure of Our Humanity: HIV/AIDS in Namibia

With discussion by Dr. Tom Arcaro

This documentary tells the story of how Namibia is responding to the HIV/AIDS pandemic. It explores the multifaceted complexion of this problem and the direct relationship between poverty and HIV/AIDS. Dr. Arcaro, Professor of Sociology, is the Director of Project Pericles at Elon University, a group of student scholars committed to social responsibility who produced the film in conjunction with Elon faculty.

Monday, November 13th
11:30 A.M. – 12:45 P.M.
Michael J Hooker Research Center, Room 0001
Blue Cross Blue Shield Auditorium
Free Pizza!

Sponsored by: the James M. Johnston Center for Undergraduate Excellence, UNC Student Congress, and the University Center for International Studies

Michael J Hooker Research Center, Room 0001
Blue Cross Blue Shield Auditorium
Monday, November 13
11:30 a.m. to 12:45 p.m.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, November 6, 2006 2:59 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Cingular Wireless converts to 10-digit dialing tonight

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Cingular Wireless will convert to 10-digit dialing late tonight and early tomorrow morning. After the conversion, if a 7-digit call is made, the customer will hear a recording stating that 10-digit dialing is required.

According to Cingular, this change is being made to provide the highest possible call completion rate for customers as they travel in and out of area codes both within the Carolinas and nationwide.

If you have any questions, please contact Cingular at 1-866-CINGULAR or by dialing 611 from your Cingular cell phone.

This email is sponsored by: ITS

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, November 6, 2006 5:45 PM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: Campus Health Alert: Confirmed E. Coli Cases Among UNC Students

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Campus Health Alert - Confirmed E. Coli Cases Among UNC Students

In recent days, three University students have developed confirmed cases of gastroenteritis caused by E. coli O157:H7 bacteria. This illness causes severe diarrhea (often bloody), abdominal cramps and is occasionally associated with severe complications, especially in young children and the elderly. The affected students developed symptoms between October 26th and 29th. Health authorities are investigating a small number of additional possible cases among University students.

To date, the investigation by public health authorities has not identified any common source of exposure. Currently, there is no indication that other students are at risk. These bacteria usually make people sick within 10 days of exposure.

The Orange County Health Department, working in consultation with the North Carolina Communicable Disease Branch, is investigating all of the cases involving the small number of UNC students. Officials from the University's Campus Health Services, Department of Environment, Health and Safety and other offices are monitoring the situation closely and collaborating in the investigation.

If you experience severe diarrhea and abdominal cramps, you are encouraged to seek medical attention immediately. Students may make an appointment with Campus Health Services by calling 966-2281 or walk in for a same-day appointment. Faculty and staff with any concerns may contact the University Employee Occupational Health Clinic at 966-9119 or visit the clinic, which is located at the Ambulatory Care Center off Mason Farm Road and Columbia Street (see http://ehs.unc.edu/ueohc/ for directions) or see their regular medical provider.

For more information, students can call 966-6573 between 8 a.m. and 8 p.m. or 966-2281 after hours. Updated information is available on the Campus Health Services website at http://studenthealth.unc.edu/. UNC HealthLink is available to field calls and questions after normal business hours at 966-7890.

For more information about E. coli O157:H7, visit: http://www.cdc.gov/ncidod/dbmd/diseaseinfo/escherichiacoli_g.htm.

Following is a sampling of general tips from the Centers for Disease Control and Prevention on how you can prevent E. coli infection:

* Washing hands frequently and well is the most important thing you can do to avoid bacterial illness.

* People with diarrhea should wash their hands carefully with soap after bowel movements to reduce the risk of spreading infection. Anyone with a diarrheal illness should avoid swimming in public pools, sharing baths with others, preparing food for others, providing day care or direct health-care services.

* Cook all meat and eggs thoroughly. You can decrease the risk of illness by not eating raw or undercooked meat or eggs. Use a digital instant-read meat thermometer to ensure thorough cooking.

* If you are served an undercooked meat or eggs in a restaurant, send it back for more cooking and ask for a clean plate.

* Avoid spreading harmful bacteria in the kitchen. Keep raw meat separate from ready-to-eat foods. Wash hands, counters and utensils with hot soapy water after they touch raw meat or eggs. Never place cooked food on the unwashed plate that held raw meat or eggs. Wash meat thermometers in between tests.

* Wash fruits and vegetables under running water, especially those that will not be cooked. Bacteria are sticky, so even thorough washing may not remove all contamination. Remove the outer leaves of leafy vegetables. People at high risk of complications from food-borne illness may wish to eat cooked vegetables and peeled fruits.

This message is sponsored by the Environment, Health and Safety.

This email is sponsored by: Environment, Health and Safety

From: nobody@notify.unc.edu on behalf of salzman@med.unc.edu
Sent: Monday, November 6, 2006 9:02 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Free Heart Screening During Pregnancy (Examen gratis durante el embarazo)

This is a bilingual message. Please see below for Spanish.
Este es un mensaje bilingüe. Por favor, vea abajo para el español.

Are you or someone you know pregnant?
Interested in FREE heart screening?

The PAVED study at UNC is a research study of heart function during pregnancy.

We are now enrolling pregnant women, age 18 and older, who do not have any known heart problems. Participants will receive free heart screening during the last trimester of pregnancy and 5 months after giving birth. This free heart screening will be done at UNC Hospitals for approximately 1 hour and will include:

* A special electrocardiogram (ECG) that records heart rhythm and also heart sounds
* An echocardiogram (ultrasound of heart)
* A physical exam by a cardiologist
* Blood and urine samples

Participants will also be visited by study personnel during their delivery hospitalization and receive a follow-up phone call 18 months later.

If you are interested in participating in this study or would like more information, please call 919-966-0859 or e-mail Cary Salzmann at salzman@med.unc.edu.

The Principal Investigator for this study is Patricia Chang, MD, UNC Division of Cardiology.

The PAVED Study(GCRC#2389)and this message have received approval from the UNC Biomedical Institutional Review Board (9/28/2006).

¿Está embarazada o conoce a alguien que lo esté?
¿Le interesa hacerse un examen del corazón gratis?

El estudio PAVED en la Universidad de Carolina del Norte es un estudio de la función del corazón durante el embarazo.

Estamos ahora inscribiendo a mujeres embarazadas de 18 años o más de edad, en quienes se desconocen problemas del corazón. Participantes recibirán un examen del corazón gratis durante el último trimestre del embarazo y 5 meses después de dar a luz. Este examen del corazón gratis se efectuará en los Hospitales de UNC por aproximadamente 1 hora e incluirá:

* Un electrocardiograma especial (ECG) para rastrear los ritmos y sonidos del corazón
* Un ecocardiograma (sonograma del corazón)
* Un examen físico por un cardiólogo
* Análisis de sangre y orina

Los participantes también serán visitados por personal del estudio

durante su hospitalización del parto y recibirán una llamada telefónica de seguimiento 18 meses después.

Si está interesada en participar o desea más información, por favor comuníquese con Cary Salzmann por teléfono (919-966-0859) o por correo electrónico (salzman@med.unc.edu).

La Investigadora Principal de este estudio es Patricia Chang, MD, UNC División de Cardiología.

El estudio PAVED(GCRC#2389)y este mensaje han recibido aprobación de la Junta Médica de Revisión Institucional (IRB - por sus siglas en inglés) de la Universidad de Carolina del Norte (9/28/2006).

This email is sponsored by: Cardiology

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From:	nobody@notify.unc.edu on behalf of lmangili@email.unc.edu
Sent:	Monday, November 6, 2006 10:20 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Walk for Wellness: A new Campus Recreation walking program

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Taking STEPS to a healthier lifestyle!

Become fit one step at a time through a new Campus Recreation program, Walk for Wellness, sponsored by TIAA-CREF. Walks will be held throughout the week and will start from four main areas on campus: Fetzer/Woollen Gym, Business School, Health Affairs, and McCorkle Place.

Walk for Wellness is a FREE program available to UNC employees. All walking paces and levels are welcome. For more information about this program and other employee recreation opportunities, please go to www.campusrec.unc.edu and click on Employee Recreation or contact Lauren Mangili, lmangili@email.unc.edu.

This email is sponsored by: Carolina Campus Recreation

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, November 7, 2006 12:37 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Voice your opinion about email communication between faculty and students!

How could students improve their email communication?
When should an email interaction end?
What are your expectations?

Do you ever wonder what students think of faculty emails?
What are their expectations?
Do they judge a faculty member's scholarly/teaching ability by the way emails are written?

Here's your chance to give your opinion about how email communication can be improved between faculty and students. By taking the brief survey you will be entered into a drawing to WIN A $20 GIFT CERTIFICATE to South Point Mall.

This is a brief voluntary survey for faculty. You may skip any questions that you choose. If you'd like more information about this survey please scroll to the bottom of this email. The findings from the faculty and student surveys will be sent out through informational email once complete.

LET'S GET STARTED :-)! TAKE THE BRIEF SURVEY NOW AT -
http://www.surveymonkey.com/s.asp?u=291532482307

Information about the survey:

You are being given the opportunity to volunteer to participate in a project conducted by students in the School of Information and Library Science at UNC Chapel Hill.

In order to understand better academic communication between university students and faculty, we are conducting this survey to explore the expectations of faculty and students surrounding email correspondence. The survey findings will be released through informational email to the UNC community.

The survey will be conducted using Survey Monkey. The survey should take approximately 15 minutes to complete and should be completed in one sitting. There are no anticipated risks to participants who take this survey.

Although survey monkey captures participants' IP addresses, and you will have the option of putting in your email address to be entered in the gift certificate drawing, this information will not be used in the analysis and will be separated from the survey results before analysis. All data is stored on Survey Monkey's site and is password protected.

Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. You are free to withdraw from the study at any time without penalty.

For more information about this study, please contact either:
Meredith Weiss at mlweiss@email.unc.edu or Dr. Barbara Wildemuth at wildem@ils.unc.edu.

I have been given information about this research study and its risks and benefits and have had the opportunity to ask questions and to have my questions answered to my satisfaction. I freely give my consent to participate in this research project as shown by my decision to take the survey.

TAKE THE BRIEF SURVEY NOW AT -
http://www.surveymonkey.com/s.asp?u=291532482307

All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have questions or concerns about your rights as a research subject you may contact, anonymously if you wish, the Institutional Review Board at 919-966-3113 or by email to IRB_subjects@unc.edu. If you contact the IRB, refer to study number 06-0709.

This email is sponsored by: School of Information and Library Science

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From: nobody@notify.unc.edu on behalf of twaldrop@unc.edu
Sent: Tuesday, November 7, 2006 12:47 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Policy for Use of University Resources in Support of Entrepreneurial Activities

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To: Deans, Directors, and Department Heads
All Faculty

From: Tony G. Waldrop, Vice Chancellor
Office of the Vice Chancellor for Research and Economic Development

The following link provides access to a new campus policy entitled "Policy for the Use of University Resources in Support of Entrepreneurial Activities."

http://research.unc.edu/red/university_resources_policy.php

This policy results from the work of a committee chaired by Tim Quigg which included wide campus representation (see list below).

A need for such a focused policy has long existed. Currently, several different policies have provisions which address this type activity. However, many of these were crafted with other purposes in mind - and may, in some cases, inadvertently discourage or inhibit entrepreneurial activity. While the new policy is meant to clarify and to encourage such activity, faculty should be aware that other current university policies (e.g., patent policy, conflict of interest policy, and others) remain in place and are thus applicable to certain aspects of entrepreneurial activity.

These include:

* UNC System Patent Policies
* UNC-Chapel Hill Patent and Copyright Procedures
* UNC-Chapel Hill Copyright Policy
* UNC-Chapel Hill Conflict of Interest Policy
* UNC-Chapel Hill Institutional Conflict of Interest Policy
* UNC-Chapel Hill Equity Policy

The administration of the University is very supportive of entrepreneurial activity by faculty who wish to pursue this type of endeavor. Among a number of benefits, entrepreneurial endeavors are seen as a means to enhance our overall research funding levels and to increase our partnership with the corporate sector.

If you have questions about this policy, please feel free to contact me at twaldrop@unc.edu or 962-1319.

Committee Members:
Tim Quigg- Chair
Mark Crowell
Joe DeSimone
Shelley Earp
Pat Flood
Tony Hickey
Laurie Mesibov
Gene Orringer
David Parker
Roger Patterson
Judith Wegner

This email is sponsored by: The Office of the Vice Chancellor for Research and Economic Development

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From:	nobody@notify.unc.edu on behalf of asthmastudies@med.unc.edu
Sent:	Tuesday, November 7, 2006 2:08 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Participation in Asthma Research Study

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Do you have asthma? Are you interested in participating in a study investigating the ability of vitamins C and E to maintain your lung health?

Your participation will take approximately 14 weeks including a screening visit, and if you qualify, you will be seen once weekly to the research lab. Each visit will last 1-3 hours and will be held at the EPA building on the UNC campus. You will receive a very brief phone call weekly and a final phone call a week after the last research lab visit. Blood draws will be performed each week(20ml). You will receive either placebo or a combination of Vitamin E (500 mg) and Vitamin C (2000 mg) which you will take by mouth each day.

Compensation for each visit will be provided.

For a complete copy of the consent form and more information, refer to the CEMALB Web site at http://www.med.unc.edu/envlung/

If interested or for further information please contact:

Carole
Research Coordinator
Center for Environmental Medicine, Asthma and Lung Biology
(919) 962-4247
Email: asthmastudies.med.unc.edu

This study number GCRC 2343 has been approved by the Committee on the Protection of the Rights of Human Subjects for the University of North Carolina as of March 14, 2006.

This email is sponsored by: NIH

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@UNC.EDU
Sent: Tuesday, November 7, 2006 3:28 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: REMINDER TO YOUR STUDENTS - HOMECOMING ELECTIONS TOMORROW - PLEASE VOTE

To whom it may concern:

On behalf of the Board of Elections, thank you very much to those of you who forwarded a message along to students to vote in the October 17, 2006 Special Elections! We had the highest turnout ever for a Special Election and I attribute much of that to your help.

Tomorrow are the Homecoming Elections for King and Queen. Again, it would be great if you would please remind your students to vote in tomorrow's (Tuesday, Nov. 7) Homecoming Elections in order to increase the student voter turnout.

They are able to vote online via Student Central from 7am till 10pm.

Those eligible to vote tomorrow are the following:
1.) All Grad students and Undergrad students may vote

It is really important to get both Grads and Undergrads voting. Each candidate's platform is a service project that they will be completing. This further serves to show Carolina's continuing committment to public service.

If they would like to know more about the candidates, they can go to the Board of Elections web site at studentorgs.unc.edu/boe and click on "Know YOUR Candidates"

An announcement by email (through blackboard or other listserv) or in class would be great. Thank you for assisting the Board of Elections with this matter. Have a good rest of the week.

Jim Brewer
Chair, Board of Elections

This email is sponsored by: Board of Elections

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From: Barbara Anderson <banders1@email.unc.edu>

Sent: Tuesday, November 7, 2006 8:37 AM

To: Michael Lambert <mlambert@email.unc.edu>; Barbara S Anderson <banders1@email.unc.edu>; Peter Landstrom <plandstr@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; bselassi@email.unc.edu; darity@email.unc.edu; Lisa A Lindsay <lalindsa@email.unc.edu>; Ann Dunbar <radunbar@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; pwleslie@unc.edu; raquel.cogell@unc.edu; Karen M Booth <kmbooth@email.unc.edu>; robert_daniels@unc.edu; tmevens@email.unc.edu; dmadison@email.unc.edu; Alphonse Mutima <smutima@email.unc.edu>; Andrew Reynolds <asreynol@email.unc.edu>; redfield@unc.edu; Tim Mcmillan <tjm1@email.unc.edu>; Carol Magee <cmagee@email.unc.edu>; Kim Chapman <kchapman@unc.edu>; Chris Lee <cjlee1@email.unc.edu>; Judith Blau <jrblau@email.unc.edu>; Deborah Crowder <dacrowde@email.unc.edu>; Joseph Jordan <jfjordan@email.unc.edu>; 'Margaret Carol Lee' <leemc@email.unc.edu>; Arturo Escobar <aescobar@email.unc.edu>

Subject: room change for thursday talk

Attach: ChimereFlier2.doc

PLEASE NOTE NEW ROOM

"Economic Alterity and the Alterity of Economics. Non-Conventional
Economic Systems in the Age of Globalization"
Chimere Diaw, Center of International Forestry Research, CIFOR, Yaounde,
Cameroon
Th., Nov 9, 5:00 PM, 308 Alumni

See attached flier for more details.
--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
Office: 306 Stone Center (919) 843-1895
banders1@email.unc.edu

African Studies Center
West House CB#7582
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 843-0129 office
(919) 843-2102 fax

Cultures of Economies and Social Movements Working Groups
African Studies Center
University Program in Cultural Studies
Departments of Geography and Anthropology

Economic *Alterity* and the Alterity of Economics. Non-Conventional Economic Systems in the Age of Globalization

Mariteuw Chimère Diaw

Center of International Forestry Research, CIFOR
Yaoundé, Cameroon

Thursday, November 9, 5:00 pm

308 Alumni Building

Abstract of presentation: This presentation analyses the inability of Western economic science to account for the existence –indeed persistence—of non-standard yet at times universal and highly resilient economic systems. Drawing from examples of share systems in artisanal fisheries off the cost of West Africa and embedded tenure systems in significant parts of Africa and Asia, the author examines critically recent, yet futile, attempts in institutional economics to "normalize" these systems, and goes on to discuss the consequences of economic normalization for dealing with global environmental problems, particularly in the areas of biodiversity conservation and individual/collective property rights. Arguing against the "new enclosures" resulting from market approaches to "environmental services," and building on economic anthropology, the author advocates for economic pluralism and a new vision of entitlements.

From: nobody@notify.unc.edu on behalf of rfts@unc.edu
Sent: Tuesday, November 7, 2006 8:09 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Is someone you know planning a pregnancy or less than 9 weeks pregnant?

This is a bilingual message. Please see below for Spanish.
Este es un mensaje bilingüe. Por favor, vea abajo para el español.

Are you or is someone you know trying to get pregnant OR less than 9 weeks pregnant?

Right from the Start is a research study of early pregnancy health at the University of North Carolina at Chapel Hill. To learn more about the study, call us toll free at (866) 346-2684 or send an email to rfts@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study. Visit our website at www.mom2be.org for more info.

Participants receive:
- Free early ultrasound
- $10 for completing a telephone interview at the end of the first trimester
- Free pregnancy tests for women who are trying to get pregnant

We need your help! Women who participate in our study can advance knowledge by simply sharing information about themselves and their pregnancies. Please share this message with friends or family.

The principal investigator for this study is Katherine Hartmann, MD, PhD, UNC School of Public Health, Department of Epidemiology & School of Medicine, Department of Obstetrics and Gynecology.

The Right from the Start study and this message have received approval from the UNC Institutional Review Board on research involving human subjects, study #03-0689.

¿Estás intentando quedar embarazada o tienes menos de 9 meses de embarazo? O, ¿conoce alguien que este intentando quedar embarazada? Bien desde el comienzo es un estudio de investigación sobre las primeras semanas del embarazo realizado por la Universidad de Carolina del Norte en Chapel Hill. Si deseas averiguar más sobre este estudio, llama gratis al 1 (866) 346-2684 o envía un correo electrónico a rfts@unc.edu con tu nombre, número de teléfono y horarios en los que podamos contactarte. No compartiremos tu dirección de correo electrónico con personas ajenas a esta investigación. Para obtener mayor información, visita nuestro sitio en internet www.mom2be.org.

Las participantes reciben:
-Examen de ultrasonido gratis
-$10 por contestar una entrevista telefónica al finalizar el primer trimestre.
- Pruebas de embarazo gratuitas para aquellas mujeres que estén intentando quedar embarazadas

¡Te necesitamos! Las mujeres que participen nos pueden ayudar a obtener más conocimientos simplemente compartiendo información sobre si mismas y sus embarazos. Por favor comparte este mensaje con tus amigos y

familiares.

La investigadora principal de este estudio es Katherine Hartmann, MD, PhD, Departamento de Epidemiología de la Escuela de Salud Publica y Departamento de Obstetricia y Ginecología de la Escuela de Medicina, ambos pertenecientes a la Universidad de Carolina del Norte.

El estudio Bien desde el comienzo y este mensaje fueron aprobados por la Junta de Revisión Institucional de la Universidad de Carolina del Norte en Chapel Hill (UNC), estudio # 03-0689.

This email is sponsored by: Epidemiology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of acklandprograms@Unc.edu
Sent: Tuesday, November 7, 2006 10:01 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Volunteers Needed at the Ackland Art Museum

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Interested in learning more about the Ackland, museums, and art?

The Ackland Art Museum needs your help!
The Museum is currently seeking volunteers for our Visitor Services/front desk position. Visitor Service volunteers are an integral part of the Museum's 'front line' staff and are viewed as ambassadors for the Ackland.

We have scheduled two training sessions, which will be held here in the Museum galleries. At each of these sessions, we'll go over everything you'll need to know about volunteering.

Please email acklandprograms@unc.edu or call 919.843.3676 for more information.

I look forward to hearing from you!
Sincerely,
Sarah Abrahams

Director of Membership and Visitor Resources
Ackland Art Museum
S Columbia and E Franklin Sts
Chapel Hill, NC 27599
www.ackland.org

This email is sponsored by: Ackland Art Museum

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Raquel Cogell <cogell@email.unc.edu>

Sent: Wednesday, November 8, 2006 7:42 AM

To: Barbara Anderson <banders1@email.unc.edu>; Perry Hall <hallpa@email.unc.edu>; Roberta Ann Dunbar <radunbar@email.unc.edu>; Reginald F. Hildebrand <hildebra@email.unc.edu>; Kenneth Janken <krjanken@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Tim McMillan <tjm1@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Julius E Nyang'oro <jen321@email.unc.edu>; Robert Porter <rporter@email.unc.edu>; Charlene Regester <regester@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Bereket Selassie <bselassi@email.unc.edu>; Karla Slocum <kaslo@email.unc.edu>; Travis Gore <stgore@email.unc.edu>; Kia Caldwell <klcaldwe@email.unc.edu>; Joseph F Jordan <jfjordan@email.unc.edu>; k_brennan@bellsouth.net; drdalet@email.unc.edu

Subject: New Books in the Stone Center Library

Dear Colleagues,

The Stone Center Library now has a web page featuring new books. Please take a look at your convenience: http://www.lib.unc.edu/stone/newbooks/index.html.

--

Raquel Von Cogell
Librarian, The Sonja Haynes Stone Center for Black Culture and History
The University of North Carolina at Chapel Hill
150 South Road
Campus Box 5250
Chapel Hill, NC 27599-5250

919-843-5808 voice
919-962-3725 fax

raquel.cogell@unc.edu

From: Sondra J. Smolek <smolek@email.unc.edu>
Sent: Wednesday, November 8, 2006 11:56 AM
To: smolek@unc.edu; banders1@email.unc.edu; kevinbrennan@unc.edu; klcaldwe@email.unc.edu; radunbar@email.unc.edu; hallpa@email.unc.edu; hildebra@email.unc.edu; krjanken@email.unc.edu; jfjordan@email.unc.edu; mlambert@email.unc.edu; drdalet@email.unc.edu; leemc@email.unc.edu; tjm1@email.unc.edu; smutima@email.unc.edu; jen321@email.unc.edu; rporter@email.unc.edu; regester@email.unc.edu; eunice@email.unc.edu; bselassi@email.unc.edu; kaslo@email.unc.edu; dacrowde@email.unc.edu; stgore@email.unc.edu
Subject: Upcoming lecture and invitation - Dr. Lamin Sanneh

Hello,
I am writing to tell you about an upcoming lecture sponsored by the Christianity and Culture Minor, featuring Dr. Lamin Sanneh. Would any of you like to meet with Dr. Sanneh or have any students meet with him during his visit? We could arrange dinner, coffee, or breakfast plans. He will be here on November 15th - 16th. If you are interested, please email me as soon as possible so that we can make arrangements. Also, if you could please circulate the lecture information to your students, we would greatly appreciate it.

His lecture title is "Religion and the Historical Impulse: Christianity and the Variety of Culture" and takes place on Wed. Nov 15th at 7:30 p.m. in Murphey 116.

As you probably know, Dr. Sanneh is a widely known and very well-respected scholar, with a fascinating life story. A naturalized U.S. citizen, he is descended from the nyanchos, an ancient African royal house, and was educated on four continents. He went to school with chiefs' sons in the Gambia, West Africa. He subsequently came to the United States on a U.S. government scholarship to read history.

After graduating he spent several years studying classical Arabic and Islam, including a stint in the Middle East, and working with the churches in Africa and with international organizations concerned with inter-religious issues. He received his Ph.D. in Islamic history at the University of London. He was a professor at Harvard University for eight years before moving to Yale University in 1989 as the D. Willis James Professor of World Christianity with a concurrent courtesy appointment as Professor of History in Yale College. He is a Life Member of Clare Hall, Cambridge University. He has been actively involved in Yale's Council on African Studies. He is the author of many books and articles, and is an Honorary Research Professor at the School of Oriental and African Studies in the University of London.

During his talk Sanneh will discuss how Christianity and Islam in particular have grown around the globe in defiance of predictions of religious demise. The lecture will answer the question, "How does this religious resurgence fit into a globalized world, and what explains this worldwide expansion of faith?"

Sanneh will explore key dimensions of the global religious resurgence and what it might mean for the future.

Please let me know if you're interested in meeting with him.

--
Sondra J. Smolek
Department of Sociology
Admin. Director, Christianity & Culture Minor
University of North Carolina at Chapel Hill
121 Saunders Hall 919.962.3939

www.christianityculture.unc.edu

From:	nobody@notify.unc.edu on behalf of bchesson@email.unc.edu
Sent:	Wednesday, November 8, 2006 9:54 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: New Support/ Service Group on Campus

HAVE YOU LOST A LOVED ONE? OR
DO YOU ENJOY PARTICIPATING IN SERVICE ACTIVITIES?

Carolina Students of AMF is a support network for college students with a sick or deceased loved one. The goal of the Carolina Students of AMF is to help students to cope with the psychological, social, spiritual, and academic difficulties associated with having a sick or deceased loved one by utilizing peer-support, service, mentoring, and community outreach as a university-sponsored organization. Our support group guides students through their grief journey in a comfortable, safe, and uplifting setting. Our programs enrich these young adult lives by: participating in service activities, providing mentor guidance from Angels, and most importantly introducing support from peers who share a similar experience. By raising money and awareness about the very illnesses that took our loved ones, we find strength and fulfillment from within. Below is a more detailed description of each component of Students of AMF that combine to make up the support network.

If you have any questions or would like to know when Carolina Students of AMF is meeting please contact Benjamin Chesson at bchesson@email.unc.edu.

* Support Group
The support group meets every other week for open-discussion. All students that can either provide or receive support are encouraged to attend these meetings. The goal of the group is to help students maintain sound performance psychologically, spiritually, socially, and academically, despite the difficulties of having a sick parent through service, support, and mentoring.

* Service Group
The service group is open to the entire campus community and is made up of both grieving students and their peers. The service group chooses monthly projects to volunteer or participate in. The projects are often done in memory of a lost loved one. The goal of the service group is to empower grieving college students and their peers to be proactive and to open doors to channel their energy toward positive outlets, including raising money and awareness for the very illnesses that took their loved ones, providing aid to the sick, and supporting children in the community through the SAINTS program

* Angels
The Students of AMF Angels are made up of university faculty members that the support group feels are outstanding people and care about their students beyond the classroom. As an Angel, the faculty member is paired with a student and encouraged to serve as a mentor.

* Saints Program
The SAINTS program enriches the lives of children who have experienced the death or illness of a parent by creating friendships between these children and college mentors through a mixture of social and academic activities both in large and small group settings.

This email is sponsored by: Carolina Students of AMF

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Raquel Cogell <cogell@email.unc.edu>
Sent: Monday, November 13, 2006 9:29 AM
To: Barbara Anderson <banders1@email.unc.edu>; Roberta Ann Dunbar <radunbar@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; drdalet@email.unc.edu; leemc@email.unc.edu; Alphonse Mutima <smutima@email.unc.edu>; Julius E Nyang'oro <jen321@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Bereket Selassie <bselassi@email.unc.edu>
Subject: African Language Materials Archive

Dear African Studies Faculty,

I just came across a web site that may be of interest to you. It's a site of e-books in African Languages.

http://www.aiys.org/aodl/public/access/alma_ebooks/index.php

--
Raquel Von Cogell
Librarian, The Sonja Haynes Stone Center for Black Culture and History
The University of North Carolina at Chapel Hill
150 South Road
Campus Box 5250
Chapel Hill, NC 27599-5250

919-843-5808 voice
919-962-3725 fax

raquel.cogell@unc.edu

From:	nobody@notify.unc.edu on behalf of joyce_lanier@med.unc.edu
Sent:	Monday, November 13, 2006 8:16 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Do you have breathing problems?

Do you have breathing problems?

Have you been diagnosed with Chronic Obstructive Pulmonary Disease, (COPD)? Have you wondered about whether or not your shortness of breath is actually related to a pulmonary disease? Are you a current or past smoker?

UNC Hospitals Pulmonary Research Division is conducting a research study for subjects who have been diagnosed with COPD. COPD is a lung disease in which the lung is damaged, making it hard to breathe. In COPD, the airways that carry air in and out of the lungs are partly obstructed, making average breathing more difficult. COPD is often linked to people with a history of smoking.

This study will research a new COPD medication. Participants in this research study will be asked to make 13 vists to UNC Hospitals over a 56 week period. If you qualify for the study, you will receive study related physical exams, pulmonary evaluations and education about your disease. Participants will receive $810.00 for complete participation.

This research study has received approval from the UNC Biomedical Institutional Review Board. The IRB approval number is 05-2731.

If you are interested in finding out more about this study, please contact Joyce M. Lanier, RRT at 919-966-2531 or email at joyce_lanier@med.unc.edu.

This email is sponsored by: UNC Hospitals Pulmonary Research Division

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From: nobody@notify.unc.edu on behalf of margaret_herbst@med.unc.edu
Sent: Monday, November 13, 2006 9:41 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research study investigating smoke exposure and flu virus

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The purpose of this research study is to learn about how influenza virus affects nasal inflammation in people passively exposed to cigarette smoke. We are looking for healthy, nonsmoking young adults aged 18-35 years with no underlying medical problems, who either (1) live or work regularly with others who smoke, or (2) are never exposed to ETS.

Specific exclusion criteria will include history of asthma, COPD, cardiac disease, or any chronic cardiorespiratory condition; any type of immunodeficiency; influenza or flu like symptoms in the past three weeks; current pregnancy; or egg allergy. Your participation will last about 51 days, but will require about 9 visits to the lab.

Interested individuals may call 919-962-4247 for additional information.

Approved November 7, 2006 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board. IRB# 05-2547 (formerly 05-PED-1094).

This e-mail is sponsored by the UNC Center for Environmental Medicine and Lung Biology. This study is funded by The Flight Attendants Medical Research Institute (FAMRI).

This email is sponsored by: Center for Environmental Medicine, Asthma and Lung Biology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, November 13, 2006 10:57 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: SECC Update: Halfway to Goal

Dear Colleagues:

"Carolina Together: Supporting a Great Cause" is off to a wonderful start, and I want to share the good news with you: The North Carolina State Employees Combined Campaign (N.C. SECC) estimates that the Carolina community has raised about $414,000 thus far in our university's 2006 campaign.

The campaign officially began Oct. 3 with our charity fair and is scheduled to conclude on Nov. 30. Carolina's 2006 goal is $825,000.

Captains and division leaders are planning silent auctions, "fun days," chili cook-offs and other special events - all to raise money for more than 850 charitable organizations. Captains, division leaders and many others in the Carolina community have given generously of their time, bringing high levels of energy and creativity to our SECC effort. Faculty and staff have returned their forms quickly and have shown enthusiasm for our campaign. Department managers and other academic leaders have made this campaign a priority in the day-to-day lives of their academic units.

"Carolina Together" says it all.

We have had two rounds of incentive prize drawings, and you can see the names of prizewinners at http://www.unc.edu/secc. Our third drawing of the Carolina campaign will feature more wonderful prizes:

* A 20-inch color television with built-in DVD player, generously donated by UNC Student Stores;
* Tickets for two to Dance Brazil's Feb. 9 performance in Memorial Hall, generously donated by Carolina Performing Arts;
* David Sedaris' "Me Talk Pretty One Day" on audio book CD;
* Lunch for two at The Carolina Club, generously donated by The Carolina Club;
* A brushed suede overnight bag from the N.C. SECC; and
* A Carolina ball cap, generously donated by Student Stores.

The drawing will be for all Carolina employees who have donated from the campaign's beginning through Nov. 16, and a representative of the N.C. SECC will draw the names of the winners on Nov. 17.

Best of luck to everyone, and thank you for the important role you are playing in Carolina's SECC effort!

John N. Williams
Professor and Dean/School of Dentistry
UNC-Chapel Hill SECC Chair

This email is sponsored by: School of Dentistry

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, November 13, 2006 11:56 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Get involved in TABLE TALK

Table Talk is a committee of the campus-y which strives to unite students, faculty and community leaders through discussion of provocative issues that impact campus and community life. We plan one discussion forum each month-the size of each will vary from small roundtable discussions to large debates. If you are interested in helping to plan table talk events or come up with topics to plan events, check out http://campus-y.unc.edu or email one of table talk's co-chairs: Andy Woods (aswoods@email.unc.edu) or Charles Murphy (cgmurphy@email.unc.edu).

This email is sponsored by: Campus Y

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of blcox@email.unc.edu
Sent:	Tuesday, November 14, 2006 1:15 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Carolina Veterans' Organization

As we reflect on the contributions and sacrifices of US veterans this weekend, it is my distinct honor to announce the re-chartering of the Carolina Veterans' Organization (CVO). The CVO was created in April 2006 as the academic year came to an end and the organization's charter expired this past October. Fortunately, the CVO's charter has been renewed under new leadership. Those who previously expressed interest in the CVO can expect to hear from the Personnel Officer within the coming week with information regarding the organization's new direction. For the newly-interested members of the campus community, please send an email expressing your interest to carolinaveteransorganization@gmail.com and enter "CVO Interest" in the subject line. Thank you for your time, and allow me to extend a special thanks to all veterans in the Carolina community for your service.

Sincerely,

2LT Brian Cox
US Army
UNC Class of 2006
CVO Alumni Affairs Officer

This email is sponsored by: Carolina Veterans' Organization (CVO)

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of pareinhardt@ehs.unc.edu
Sent:	Tuesday, November 14, 2006 2:28 AM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Please Get A Flu Shoot

November 13, 2006

Dear UNC Faculty and Staff,

Every year, over TEN MILLION Americans get the flu. They are sick and miserable at home in bed for several days, with debilitating aches and fever. Don't go through that misery! Sign up now for your flu shot!

The flu season is from November until April, so don't delay. Sign up now at http://ehs.unc.edu/ and click on the Flu Shots link. If you have difficulty, please ask your supervisor or administrative staff to help you. (Supervisors: Please help your staff who do not have internet access to sign up for their flu shot.)

Appointments are available between 8:00 a.m. to 5:30 p.m. at the following locations:

Student Union, Room 3509
November 16th
December 12th
December 13th

Friday Center--convenient, free parking
November 17th

Old Dental Building, Room 1220
December 14th

Giles Horney Building Magnolia Room
December 20th

If your primary coverage is the State Health Plan (or one of the State Health Plan's Preferred Provider Organization (PPO) Plans), there will be no cost to you. If you are not a member of the State Health Plan, you will need to pay $25 by cash or check at the time of vaccination and obtain reimbursement from your insurance.

You'll receive an email reminder two days prior to your appointment. At your appointment, you'll need to present your State Plan/PPO card along with a photo ID for coverage under the Plan. These flu shot clinics are for UNC employees only. Please contact your health care provider for flu shots for family members and dependents.

Help us spread the word by printing this email and poster located at http://ehs.unc.edu/flu_shot.pdf, and posting them at your workplace.

Peter A. Reinhardt, Director, Environment, Health & Safety
962-5507

This email is sponsored by: Environment, Health & Safety

From:	nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent:	Tuesday, November 14, 2006 4:57 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Employee Forum Newsletter InTouch Now On-Line

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The November edition of InTouch, the Employee Forum newsletter, is now on-line at

http://forum.unc.edu/InTouch/InTouch7-7.htm

Articles include:

Editorial on Dental Technician Situation
Editorial: Fear of Frying
Letter to the Editor regarding Carolina First Campaign

This email is sponsored by: Employee Forum

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From: Barbara Anderson <banders1@email.unc.edu>

Sent: Tuesday, November 14, 2006 8:38 AM

To: Michael Lambert <mlambert@email.unc.edu>; Barbara S Anderson <banders1@email.unc.edu>; Peter Landstrom <plandstr@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; bselassi@email.unc.edu; darity@email.unc.edu; Lisa A Lindsay <lalindsa@email.unc.edu>; Ann Dunbar <radunbar@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; pwleslie@unc.edu; raquel.cogell@unc.edu; Karen M Booth <kmbooth@email.unc.edu>; robert_daniels@unc.edu; tmevens@email.unc.edu; dmadison@email.unc.edu; Alphonse Mutima <smutima@email.unc.edu>; Andrew Reynolds <asreynol@email.unc.edu>; redfield@unc.edu; Tim Mcmillan <tjm1@email.unc.edu>; Carol Magee <cmagee@email.unc.edu>; Kim Chapman <kchapman@unc.edu>; Chris Lee <cjlee1@email.unc.edu>; Judith Blau <jrblau@email.unc.edu>; Deborah Crowder <dacrowde@email.unc.edu>; Joseph Jordan <jfjordan@email.unc.edu>; S J Smolek <smolek@email.unc.edu>

Subject: lecture nov 15

Attach: sanneh flier.doc

"Religion and the Historical Impulse: Christianity and the Variety of Culture"

Dr. Lamin Sanneh,
D. Willis James Professor of World Christianity, Yale University

7:30pm Wed. Nov 15th
Murphey 116.

Exploring key dimensions of the global religious resurgence and what it might mean for the future, Dr. Sanneh will discuss how Christianity and Islam in particular have grown around the globe in defiance of predictions of religious demise. The lecture will answer the question, "How does this religious resurgence fit into a globalized world, and what explains this worldwide expansion of faith?"

Co-sponsored by the Christianity and Culture Minor, Dept. of Sociology, and the African Studies Center

--

Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
Office: 306 Stone Center (919) 843-1895
banders1@email.unc.edu

African Studies Center
West House CB#7582
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 843-0129 office
(919) 843-2102 fax

"Religion and the Historical Impulse: Christianity and the Variety of Culture"

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Dr. Sanneh (of Ghana) received his Ph.D. in Islamic history at the University of London. He was a professor at Harvard University for eight years before moving to Yale University in 1989 as the D. Willis James Professor of World Christianity with a concurrent courtesy appointment as Professor of History in Yale College. He is a Life Member of Clare Hall, Cambridge University. He has been actively involved in Yale's Council on African Studies. He is the author of many books and articles, and is an Honorary Research Professor at the School of Oriental and African Studies in the University of London.

Co-sponsored by the Christianity and Culture Minor,
Department of Sociology
and
the African Studies Center

For more information, please contact Sondra J. Smolek
Department of Sociology
Admin. Director, Christianity & Culture Minor
University of North Carolina at Chapel Hill
121 Saunders Hall 919.962.3939

www.christianityculture.unc.edu

From: Barbara Anderson <banders1@email.unc.edu>

Sent: Tuesday, November 14, 2006 11:54 AM

To: Michael Lambert <mlambert@email.unc.edu>; Barbara S Anderson <banders1@email.unc.edu>; Peter Landstrom <plandstr@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; bselassi@email.unc.edu; darity@email.unc.edu; Lisa A Lindsay <lalindsa@email.unc.edu>; Ann Dunbar <radunbar@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; pwleslie@unc.edu; raquel.cogell@unc.edu; Karen M Booth <kmbooth@email.unc.edu>; robert_daniels@unc.edu; tmevens@email.unc.edu; dmadison@email.unc.edu; Alphonse Mutima <smutima@email.unc.edu>; Andrew Reynolds <asreynol@email.unc.edu>; redfield@unc.edu; Tim Mcmillan <tjm1@email.unc.edu>; Carol Magee <cmagee@email.unc.edu>; Kim Chapman <kchapman@unc.edu>; Chris Lee <cjlee1@email.unc.edu>; Judith Blau <jrblau@email.unc.edu>; Deborah Crowder <dacrowde@email.unc.edu>; Joseph Jordan <jfjordan@email.unc.edu>; Kim Chapman <kchapman@unc.edu>

Subject: TONIGHT: Carol Bellamy Speaks & CFK Launches "Lightbox"

Attach: lightbox flier.jpg

Please see attached. If you are unable to attend but are interested in purchasing a copy of Lightbox, please email Kim Chapman: kchapman@unc.edu. The purchase of 3 books covers the entire cost of a girl's high school scholarship in Kibera.
--

5:00 pm The Sonja Haynes Stone Center for Black Culture and History
"Global Poverty: Reflections on Millennium Development Goals" presented by Carol Bellamy
Carol Bellamy is President and CEO, World Learning, President of the School for International Training, and the Former Executive Director of UNICEF.

6:00 pm - Reception
featuring photographs and book launch of "Lightbox" (forward by Carol Bellamy) in support of The Binti Pamoja Center Scholarship Fund, a program of Carolina for Kibera.

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
Office: 306 Stone Center (919) 843-1895
banders1@email.unc.edu

African Studies Center
West House CB#7582
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 843-0129 office
(919) 843-2102 fax

LIGHTBOX

Expressions of Hope from Young Women in the Kibera Slum of Nairobi

Please Join Us

November 14, 2006

The Binti Pamoja Center, Carolina for Kibera and The Fledgling Fund are pleased to invite you to the launch of LightBox

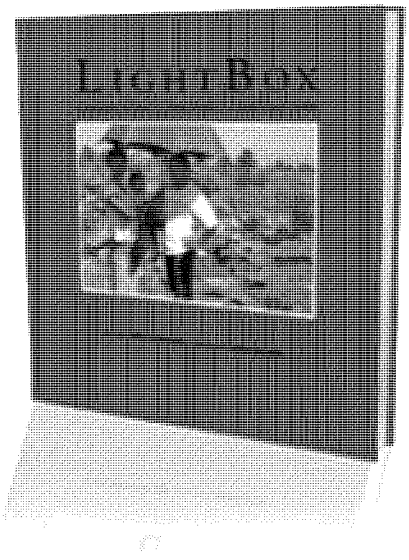

DATE November 14, 2006

TIME 5 pm – Presentation by Carol Bellamy, Executive Director of World Learning, and former Executive Director of UNICEF
6 pm – Reception and book launch

PLACE The Sonja Haynes Stone Center for Black Culture & History
150 South Road, Chapel Hill, NC

RSVP *acp@email.unc.edu*

LightBox is comprised entirely of photographs taken by the teenage members of The Binti Pamoja Center in Nairobi, Kenya, and essays they have written about their lives. Their expressions offer a candid look at the lives of young women in poverty. *LightBox* demonstrates the value of empowering a young woman and celebrates their hope and perserverance, despite tremendous obstacles.

The Binti Pamoja Center is a reproductive health and women's rights program for teenage girls and a program of Carolina for Kibera.

100% of proceeds from *LightBox* support The Binti Pamoja Center Scholarship Fund, which helps Binti Pamoja members attend high school. *LightBox* was funded by The Fledgling Fund. To learn more, please visit *www.thefledglingfund.org*.

EDITED BY **EMILY VERELLEN** • FORWARD BY **CAROL BELLAMY**
DESIGNED BY **ALLYSON MURPHY**

To learn more, please visit *www.bintipamoja.org*.

From:	nobody@notify.unc.edu on behalf of no_reply@UNC.EDU
Sent:	Tuesday, November 14, 2006 8:09 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: NC State Football Game, F-15 Fly Over

---

Several F-15 Jets will participate in a fly-over of Kenan Stadium before the UNC vs. NC State Football Game on Saturday, November 18th. The jets will conduct several practice runs between 3:00 pm and 4:00 pm (subject to change due to weather) on Thursday, November 16th. The actual fly over will occur on Saturday, November 18th just prior to the 12 noon kickoff of the football game. For more information visit www.TarHeelBlue.com

This email is sponsored by: UNC Department of Athletics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, November 16, 2006 11:04 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Something Not Quite Right?

Something Not Quite Right?

The Prime Research Clinic is conducting a study to better understand the causes and course of basic symptoms. If you have had any of the following symptoms in the past few months, are between 14-35 years old, and have not been diagnosed with bipolar illness or psychosis, you may be eligible to participate in a study in the Prime Research Clinic. You may be eligible to receive free study related medical evaluations and monetary compensation.

* Have you noticed frequent and confusing coincidences?
* Are you worried that others are talking about you or laughing at you?
* Do you think that others are trying to hurt you?
* Do you have trouble thinking or concentrating?
* Would you rather be alone than with friends?
* Sometimes when you hear something do you mistake it for something it's not? How about something you smell or see?

Go to the 'Simple Survey' by clicking on the link or paste into your browser:
http://www.med.unc.edu/cgi-bin/prime/page1.pl

Or
visit us at our website www.PRIME.unc.edu and click on 'Simple Survey'

03-Psych-53
August 23, 2006
Committee on the Protection of the Rights of Human Subjects The BioMedical IRB University of North Carolina

This email is sponsored by: Psychiatry

This email is sponsored by: Psychiatry

==========

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From:	nobody@notify.unc.edu on behalf of connect@schsr.unc.edu
Sent:	Sunday, November 19, 2006 8:09 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Project CONNECT Addresses Minority Participation in Research

---

APPROVED by UNC BIOMEDICAL IRB-Study # 02-SHEPS-587

Project CONNECT Addresses Minority Participation in Research

Black Americans have disproportionately high rates of disease and disproportionately poor health outcomes. Recent emphasis on increased representation of minority populations in all research has challenged investigators to find ways to diversify the populations that are recruited to participate in prevention and treatment trials.

Project CONNECT is recruiting volunteers who want to learn more about opportunities to participate in health research.

While we are focusing on African Americans, 18 years or older, any adult is welcome to participate.

If you participate your name will be placed on a confidential listing. If volunteers are eligible for a future research study they will be contacted and offered the opportunity to participate. The confidential registry will collect basic participant data including contact information, age, education level and basic health status.

To join the Project CONNECT listing, please reply with your name, and a phone number or mailing address so that we may get in touch with you. Or, you may choose to contact us directly by calling toll free at 1-866-849-1579.

If you know someone else who is eligible, and may be interested, please feel free to forward this information to them also.

Joining the registry does NOT mean one is volunteering for any particular study.

For additional information, please contact us at 919-966-7107 or via email at connect@schsr.unc.edu.

This email is sponsored by: Project CONNECT: the Bridge to Healthy Communities Through Research, UNC Sheps Center for Health Services Research

If you have concerns about taking part in research please contact the Committee on the Protection of the Rights of Human Subjects (Medical IRB) at UNC at (919) 966-1344.

This email is sponsored by: Sheps Center for Health Services Research

==========

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From: Barbara Anderson <banders1@email.unc.edu>

Sent: Monday, November 20, 2006 8:33 AM

To: Michael Lambert <mlambert@email.unc.edu>; Barbara S Anderson <banders1@email.unc.edu>; Peter Landstrom <plandstr@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; bselassi@email.unc.edu; darity@email.unc.edu; Lisa A Lindsay <lalindsa@email.unc.edu>; Ann Dunbar <radunbar@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; pwleslie@unc.edu; raquel.cogell@unc.edu; Karen M Booth <kmbooth@email.unc.edu>; robert_daniels@unc.edu; tmevens@email.unc.edu; dmadison@email.unc.edu; Alphonse Mutima <smutima@email.unc.edu>; Andrew Reynolds <asreynol@email.unc.edu>; redfield@unc.edu; Tim Mcmillan <tjm1@email.unc.edu>; Carol Magee <cmagee@email.unc.edu>; Kim Chapman <kchapman@unc.edu>; Chris Lee <cjlee1@email.unc.edu>; Judith Blau <jrblau@email.unc.edu>; Deborah Crowder <dacrowde@email.unc.edu>; Joseph Jordan <jfjordan@email.unc.edu>; 'Margaret Carol Lee' <leemc@email.unc.edu>; Tanya L Shields <tshields@email.unc.edu>; Tom Kelley <takelley@email.unc.edu>

Subject: Africanist Faculty Conference Travel funds

Attach: Faculty Conference Travel application.doc

Dear Colleagues:
Our return from ASA in San Francisco seems a good time to remind faculty that there are limited funds available for conference travel. Please note that the restrictions and requested explanations on the form have to do with grant regulations and reporting requirements from the US Department of Education. Conference Travel Funds are available on a rolling basis, are intended to augment other travel funds, and will be distributed until this year's funds are extinguished (read: don't wait too long to apply for these!). If you have any questions, please let me know. Barbara

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
Office: 306 Stone Center (919) 843-1895
banders1@email.unc.edu

African Studies Center
West House CB#7582
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 843-0129 office
(919) 843-2102 fax

Faculty Conference Travel Grants

Deadline: Rolling

With these funds, the ASC supports faculty who are interested in presenting a paper at a conference. The paper must have substantial Africa content. The conference or panel need not focus exclusively on Africa. Preference will be given to applicants who need to top-off travel funds received from another source, such as their home department. Conference travel for faculty not giving papers will be considered if there is demonstration that this will enhance teaching or research that is Africa-focused.

The application consists of:

1. Using table below: a brief description of the conference and an abstract of the paper or panel, (OR: A brief description of how attendance at this conference will enhance Africa-focused teaching or research), and a budget (including an explanation of other funds used for this purpose-- i.e. department, other grant or institution).
2. An abbreviated CV
3. A commitment to report on this activity in a timely manner to the ASC.

Three copies of each application for conference travel funds should be directed to: Barbara Anderson, African Studies Center, CB# 7582

For further information, please contact Barbara Anderson: b_anderson@unc.edu

Title and location of conference	
Title of paper or panel (abstract attached), or explanation of how attendance will enhance Africa-focused teaching and research	
Budget for attendance	
Source and amounts of funds from other sources	
Amount requested from ASC	

Signature_____ Date:_____

NB: All travel is contingent on the approval of the US Department of Education, which requires conformity to the Fly America Act. Use the Federal per diem rate for budget calculations.

From: Deborah Crowder <dacrowde@email.unc.edu>

Sent: Monday, November 20, 2006 11:26 AM

To: Julius Nyangoro <jen321@email.unc.edu>; Roberta Ann Dunbar <radunbar@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Margaret Carol Lee <leemc@email.unc.edu>; bse >> bselassi >> Bereket Selassie <bselassi@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>

Subject: [Fwd: Africanist Faculty Conference Travel funds]

Attach: Africanist Faculty Conference Travel funds (35.9 KB).msg

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From: Barbara Anderson <banders1@email.unc.edu>
Sent: Monday, November 20, 2006 8:33 AM
To: Michael Lambert <mlambert@email.unc.edu>; Barbara S Anderson <banders1@email.unc.edu>; Peter Landstrom <plandstr@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; bselassi@email.unc.edu; darity@email.unc.edu; Lisa A Lindsay <lalindsa@email.unc.edu>; Ann Dunbar <radunbar@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; pwleslie@unc.edu; raquel.cogell@unc.edu; Karen M Booth <kmbooth@email.unc.edu>; robert_daniels@unc.edu; tmevens@email.unc.edu; dmadison@email.unc.edu; Alphonse Mutima <smutima@email.unc.edu>; Andrew Reynolds <asreynol@email.unc.edu>; redfield@unc.edu; Tim Mcmillan <tjm1@email.unc.edu>; Carol Magee <cmagee@email.unc.edu>; Kim Chapman <kchapman@unc.edu>; Chris Lee <cjlee1@email.unc.edu>; Judith Blau <jrblau@email.unc.edu>; Deborah Crowder <dacrowde@email.unc.edu>; Joseph Jordan <jfjordan@email.unc.edu>; 'Margaret Carol Lee' <leemc@email.unc.edu>; Tanya L Shields <tshields@email.unc.edu>; Tom Kelley <takelley@email.unc.edu>
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Attach: Faculty Conference Travel application.doc

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Title of paper or panel (abstract attached), or explanation of how attendance will enhance Africa-focused teaching and research	
Budget for attendance	
Source and amounts of funds from other sources	
Amount requested from ASC	

Signature_____ Date:_____

NB: All travel is contingent on the approval of the US Department of Education, which requires conformity to the Fly America Act. Use the Federal per diem rate for budget calculations.

From:	nobody@notify.unc.edu on behalf of noahsasson@gmail.com
Sent:	Monday, November 20, 2006 8:07 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Healthy participants needed for a study on recognizing emotions

---

To: Faculty and Staff,

We are seeking volunteers for a study on how individuals view and process faces. In order to qualify for the study, you must currently not have a psychiatric diagnosis and must have no recent difficulties with alcohol or drugs.

If eligible, you will be paid $20.00 for approximately 1.5 hours of participation. This study will take place at the Autism Building, located at 100 Renee Lynne Ct. in Carrboro. In the study, you will first complete a one-page paper and pencil questionnaire and receive a brief assessment of your cognitive abilities. You then will participate in a task in which you will be asked to view a series of faces on a computer screen and make judgments of what emotion they are displaying. As you do so, your eye movements will be monitored using a non-invasive infrared light that will safely illuminate your eyes so that we can determine where you look within the pictures on the screen.

If you are interested or would like additional information about the study, please contact Noah Sasson at noahsasson@gmail.com. When you email, please also include your age, gender, and ethnicity.

This project, Medical IRB Study #04-1190, has been reviewed and approved by the Biomedical IRB.

This email is sponsored by: Neurodevelopmental Disorders Research Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, November 20, 2006 8:53 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Campus resources during final exams

Dear Faculty and Staff:

This letter is to serve as a reminder that final examination time can be an unusually stressful time for many students. Since you and your staff are in a position to observe students on a day-to-day basis, we urge you to use this close contact to be alert to students who might need support and assistance, and intervene with these students as you feel appropriate.

Below you will find a list of resources on this campus that are available to students to help them deal with these pressures. Some of these resources are available for direct referral while others are available for collaboration with you and your staff in trying to work with students. The continuing relationship that you have with students is a valuable vehicle through which those who are having difficulty can find assistance.

Sincerely,

Melissa E. Exum, Ph.D.
Associate Vice Chancellor and
Dean of Students

STUDENT AFFAIRS RESOURCES

Counseling & Wellness Service (CWS)
Student Health Services Building, Third Floor
919-966-3658
http://cws.unc.edu//

Dean of Students Office
01 Steele Building
919-966-4042
http://deanofstudents.unc/edu

Campus Health Services
General Information
919-966-2281
http://studenthealth.unc.edu/

Housing & Residential Education
Carr Building
919-962-5406
http://housing.unc.edu

OTHER CAMPUS RESOURCES

Academic Advising
213 Steele Building
919-966-5116
http://www.unc.edu/depts/advising/

Campus Ministers
Rev. Caroline Craig
Campus Ministers' Assoc.
919-967-2311

Evangelical Campus Ministries
President, Mike Peters
919-967-0796

Office of Minority Affairs
03 South Building
919-962-6962
http://www.unc.edu/minorityaffairs/

This email is sponsored by: Office of the Vice Chancellor for Student Affairs

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, November 20, 2006 9:44 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Administrative Review of Dr. Allison Rosenberg

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November 20, 2006

TO: UNC-Chapel Hill Faculty, Staff and Students

FROM: Tony Waldrop, Vice Chancellor for Research and Economic Development

RE: Administrative Review of Dr. Allison Rosenberg, Associate Vice Chancellor for Research - Federal Affairs

On behalf of the committee appointed to review the performance of Dr. Allison Rosenberg, Associate Vice Chancellor for Research - Federal Affairs, I am pleased to invite your participation in the review process.

The committee is being chaired by Steve Allred, Executive Associate Provost. Other members include: Dr. Cam Patterson, Chief, Division of Cardiology; Dr. Karen McCall, Vice President, Public Affairs & Marketing, UNC Hospital; Dr. Harvey Seim, Associate Professor & Director, Department of Marine Sciences; Ms. Shirley Ort, Associate Provost & Director, Scholarships & Student Aid; and Dr. Matt Peterson, Director of Federal Research Affairs.

As required by University regulations, the Provost has requested a review of Dr. Rosenberg's performance as Associate Vice Chancellor for Research - Federal Affairs over the last five years. Areas for review include vision, long-range planning, day-to-day management, and leadership in actualizing the ideals and goals of the Office of Research - Federal Affairs. The committee invites your comments on these and related issues. It is important for the committee to learn how Dr. Rosenberg's performance as Associate Vice Chancellor is viewed by students, staff, and faculty at UNC-Chapel Hill.

We encourage you to contribute to this review in the following various ways:

1. The committee has scheduled two open sessions to receive comments. These times are:

--Monday, January 8, 2007 (4:00 - 5:30 pm) in 105 South Building
--Wednesday, January 17, 2007 (8:30 - 10:00 am) in 105 South Building

If you wish to meet with the committee, please contact Nel Resendes in the Office of the Executive Vice Chancellor and Provost (resendes@email.unc.edu or 962-2037), and she will schedule a specific time (usually about 10-15 minutes) within that time period. Note that while all comments during these sessions will be kept strictly confidential, a master list of attendees will be kept as part of Dr. Rosenberg's personnel file.

2. You may provide written comments to the chair or other committee members. The review committee will treat your comments as strictly confidential. By law, all written communication - whether on paper or by email - becomes a confidential part of Dr. Rosenberg's personnel

file. As such, comments are open to examination by her. University regulations prohibit considerations of anonymous letters in the review process. All written comments should be sent to: Executive Associate Provost Steve Allred, c/o Nel Resendes, 104 South Building, CB 3000, or by emailing resendes@email.unc.edu .

3. You may telephone or meet privately in person with committee members. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Dr. Rosenberg's personnel file but may be reflected in the committee's report without identifiers.

The deadline for submitting comments regarding Dr. Rosenberg's performance to the committee is January 31, 2007. Thank you very much for your help in this important task.

Review Committee for Dr. Allison Rosenberg, Associate Vice Chancellor for Research - Federal Affairs:

Executive Associate Provost Steve Allred
Chair of the Review Committee for Dr. Allison Rosenberg
104 South Building
CB #3000
Carolina Campus
(919) 962-4510
steve_allred@unc.edu

Dr. Cam Patterson
Chief, Division of Cardiology
UNC Hospital
6022 Burnett Womack Building
CB #7075
Carolina Campus
(919) 843-5201
cam_patterson@med.unc.edu

Dr. Karen McCall
Vice President, Public Affairs & Marketing
UNC Hospital
Room 6003 East Wing
CB #7600
Carolina Campus
(919) 966-4752
KMcCall@unch.unc.edu

Dr. Harvey Seim
Associate Professor & Director
Department of Marine Sciences
329 Chapman Hall
CB #3300
Carolina Campus
(919) 962-2083
hseim@email.unc.edu

Ms. Shirley Ort
Associate Professor & Director
Scholarships & Student Aid
201 Pettigrew Hall
CB #2300
Carolina Campus
(919) 962-2315
ort@email.unc.edu

Dr. Matt Peterson
Director of Federal Research Affairs

Holladay Hall 304C, Box 7001
NCSU Campus
Raleigh, NC 27695
(919) 515-7876
mat_peterson@ncsu.edu

This email is sponsored by: Office of the Vice Chancellor for Research
and Economic Development

==========
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that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, November 20, 2006 11:15 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Request for Proposals: Ueltschi Service-Learning Course Development Grants

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Request for Proposals - Ueltschi Service-Learning Course Development Grants
Deadline: February 9, 2007

The Office of the Provost and the APPLES Service-Learning Program are soliciting proposals for Ueltschi Service-Learning Course Development Grants. We are seeking to award $8,000 grants to instructors to develop courses that successfully connect community service with course concepts, and to promote the pedagogy of service-learning on the UNC campus. Through the generosity of Jim and Jean Ueltschi, the University has received a substantial gift to develop five new service-learning undergraduate courses to be awarded this spring.

Service-learning is a progressive and innovative teaching strategy that has been adopted by university faculty nationwide. Service-learning integrates community service with academic instruction, offering students an opportunity to explore the connections between the theoretical realm of the classroom and the practical needs of the community. Service-learning is an approved method to satisfy the experiential education requirement of the new General Education curriculum. As the University begins to implement the new undergraduate curriculum, APPLES is eager to support faculty engaging in service-learning.

Faculty members, adjunct faculty members, and graduate teaching assistants working with undergraduates in Academic and Health Affairs are eligible and encouraged to apply. A link to the request for proposals is provided below with applications due February 9, 2007. I strongly encourage you to consider becoming part of Carolina's APPLES Service-Learning Program.

Thank you for considering the use of service-learning as a way to simultaneously enrich students' academic experiences and contribute to the University's efforts to engage with and serve the community and state.

To access the Request for Proposals, see News and Information at: http://www.unc.edu/provost/.

For more information, contact Jenny Huq, huq@email.unc.edu or Leslie Parkins, leslie_parkins@unc.edu or join us for an information session in room 3515 of the Student Union on Friday, January 19 from 12-1pm.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Raymond Garrett-Peters <rdg11@duke.edu>
Sent: Tuesday, November 21, 2006 12:13 PM
To: jen321@email.unc.edu
Cc: dacrowde@email.unc.edu
Subject: Save the Date -- Open House at SSRI

Dear Dr. Nyang'oro,

Feel free to share this with members of your department. We hope you can attend!

Best regards.

Please Mark Your Calendars . . .

On January 24, 2007 from 11:00 a.m. to 5:00 p.m. we are hosting an open house to celebrate the transition of our two ethnography projects, *Welfare, Children and Families: A Three-City Study* and the *Family Life Project*, to the Center for Social Demography and Ethnography and the Social Science Research Institute at Duke University (2024 W. Main Street, Erwin Mill Building, Suite A116).

Please mark your calendars and join us for food, drink, and sharing of information about these important urban and rural poverty policy-relevant projects.

WE HOPE TO SEE YOU THERE!

Linda M. Burton, Sherri Lawson Clark, Donna-Marie Winn, Raymond Garrett-Peters, and Clara Holder-Taylor

****Formal invitations to follow****
For more information, contact
Raymond Garrett-Peters at rdg11@duke.edu

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, November 22, 2006 8:01 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Course Development Awards

TO: UNC COLLEGE FACULTY
FROM: CHRIS SMITH, CHRISTIANITY & CULTURE MINOR, DEPT OF SOCIOLOGY
PETER I. KAUFMAN, CHRISTIANITY & CULTURE MINOR, DEPT OF RELIGIOUS STUDIES
RE: $3,000 COURSE DEVELOPMENT AWARDS, CHRISTIANITY & CULTURE MINOR

College faculty are invited to submit proposals for course development awards to create new courses or significantly revise existing courses that will serve the undergraduate academic minor in the Study of Christianity and Culture. Competitive awards are available for the academic year 2006-7 for up to $3,000. Award funds may be used for supplies, equipment, salaries of assistants, summer salary, travel, or assistance with any other justified dimension of faculty development; though money from the award may not be used to provide release time from regular employment.

The minor in the Study of Christianity and Culture is an interdisciplinary academic minor housed in the Department of Sociology, available for undergraduate student enrollment since Fall, 2005. For more information, see www.ChristianityCulture.unc.edu.

Proposals for interdisciplinary, team-taught courses will be considered as long as they enjoy the support of their respective departments. Proposals for courses on science and religion, involving faculty from the natural sciences, humanities, and/or social sciences, are of particular interest, and so are welcome to submit proposals with justified budgets larger than $3,000.

Applicants must be full-time, salaried faculty members. Award recipients must agree to teach their created or revised course at least twice in the following four years. Awards will be paid during the summer of 2007. For persons on nine-month contracts who use award money for summer salary and fringe benefits, this source of funds will count as part of the one-third allowable for faculty members on nine months' service; summer salary will be subject to the usual deductions. Since the awards are required to cover fringe benefit costs, the entire amount of an award cannot be paid as salary.

Proposals for course development awards must include 3 collated hard copies of the following.

For new course creations:
1. A 2-page description of the proposed new course, including a clear description of how its focus and content will contribute to the Christianity and Culture Studies minor,
2. A proposed budget for up to $3,000 describing specifically how the award money will be spent,
3. A brief, signed memo of support from one's department chair endorsing the proposed new course creation and agreeing to have it offered at least twice in the following four years, and
4. A curriculum vita.

For revised existing courses:
1. The most recent version of the syllabus of the course proposed to be revised,

2. A 1-page description of the proposed course revision, including a clear description of how its focus and content will contribute to the Christianity and Culture Studies minor,
3. A proposed budget for up to $3,000 describing specifically how the award money will be spent,
4. A brief, signed memo of support from one's department chair, associate chair, or equivalent departmental course scheduling officer, agreeing to have the revised course offered at least twice in the following four years, and
5. A curriculum vita.

Deadline for proposal submissions: December 15, 2006.

Proposals (in hard copy) should be sent via campus mail to Sondra Smolek, Administrative Assistant, Christianity & Culture Minor, CB 3210, Hamilton Hall (e-mail questions to smolek@unc.edu).

This email is sponsored by: Christianity & Culture Minor

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of twaldrop@unc.edu
Sent: Monday, November 27, 2006 8:03 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Opportunity to recognize outstanding female scholars, educators & researchers

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To: Deans, Directors, and Department Heads
All Faculty

From: Tony G. Waldrop, Vice Chancellor
Office of the Vice Chancellor for Research and Economic Development

The American Association of University Women Educational Foundation is pleased to announce its 2007 awards to recognize and support women scholars and to bring national visibility to their work and to UNC. Your valuable contribution is needed to identify women for these prestigious recognition and research awards. Women scholars from all academic disciplines are eligible.

AAUW Recognition Award for Emerging Scholars

The AAUW Recognition Award for Emerging Scholars honors an untenured woman scholar who has a record of exceptional early professional accomplishments and demonstrates promise of future distinction. The award is open to women in all disciplines.

The award includes an honorarium of $10,000 and travel expenses to the June 2007 AAUW National Convention.

Nomination receipt deadline: Feb. 10, 2007

More details: http://www.aauw.org/fga/awards/raes.cfm

AAUW Founders Distinguished Senior Scholar Award

The AAUW Founders Distinguished Senior Scholar Award honors a woman scholar at the pinnacle of her academic career for a lifetime of outstanding research, teaching, publications, and impact on women in her profession and in the community. The award is open to women in all disciplines.

The award includes an honorarium of $10,000 and travel expenses to the June 2007 AAUW National Convention.

Nomination receipt deadline: Feb. 10, 2007

More details: http://www.aauw.org/fga/awards/fdss.cfm

For a complete list of available awards, fellowships and grants, please visit the American Association of University website.

http://www.aauw.org/

This email is sponsored by: Office of the Vice-Chancellor for Research and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, November 27, 2006 8:28 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Gum disease study

Do your gums bleed?

Would you like to volunteer for a gum disease study?

You may be eligible to participate in this study if you are:
- Between the ages of 18 and 65
- In good general health
- Not pregnant
- Non-smokers
- Willing to commit to a 9 week study with one visit per week (8 visits total)

If you qualify, study participants may receive up to $260 upon successful study completion.

To learn more about this study, please contact the GO Health Center staff at 919-966-5271.

Please do not respond to this email, we are unable to exchange personal information due to HIPAA Compliance Issues.

Approved by UNC IRB 10/27/2006

This email is sponsored by: Dental Research Center

This email is sponsored by: Dental Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Raquel Cogell <cogell@email.unc.edu>

Sent: Tuesday, November 28, 2006 4:06 PM

To: Barbara Anderson <banders1@email.unc.edu>; Perry Hall <hallpa@email.unc.edu>; Roberta Ann Dunbar <radunbar@email.unc.edu>; Reginald F. Hildebrand <hildebra@email.unc.edu>; Kenneth Janken <krjanken@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Tim McMillan <tjm1@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Julius E Nyang'oro <jen321@email.unc.edu>; Robert Porter <rporter@email.unc.edu>; Charlene Regester <regester@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Bereket Selassie <bselassi@email.unc.edu>; Karla Slocum <kaslo@email.unc.edu>; Travis Gore <stgore@email.unc.edu>; Kia Caldwell <klcaldwe@email.unc.edu>; Joseph F Jordan <jfjordan@email.unc.edu>; k_brennan@bellsouth.net; drdalet@email.unc.edu

Subject: Query: Journal Editors?

Hello,

Are any of you editors of scholarly journals? If so, please let me know. Thanks.

--

Raquel Von Cogell
Librarian, The Sonja Haynes Stone Center for Black Culture and History
The University of North Carolina at Chapel Hill
150 South Road
Campus Box 5250
Chapel Hill, NC 27599-5250

919-843-5808 voice
919-962-3725 fax

raquel.cogell@unc.edu

From:	nobody@notify.unc.edu on behalf of apreble@fac.unc.edu
Sent:	Tuesday, November 28, 2006 9:06 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Holiday Waste Reduction Tips

The holidays are a time of generosity and good spirits. However, we also often produce more waste than usual this time of year. Please click on the link below for some tips for reducing waste during this time. Hope you all have a wonderful holiday season!

http://www.fac.unc.edu/wastereduction/holiday/tips.asp

Thank you,
Office of Waste Reduction and Recycling

This email is sponsored by: Office of Waste Reduction and Recycling

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Arne Kalleberg <arnekal@email.unc.edu>
Sent: Wednesday, November 29, 2006 12:11 PM
To: dacrowde@email.unc.edu
Cc: flewis@email.unc.edu
Subject: AFAM Chair Selection Process
Attach: AFAM Chair Memo.Novermber 2006.doc

Debby--

Please circulate the attached memo to all tenured and tenure track faculty members in the Dept of African and Afro-American Studies (e.g., via your listserve).

Please work with Faye Lewis (copies above) to identify a couple of large blocks on my calendar in January for me to meet with faculty. Please schedule these meetings in 15 minute chunks (e.g., 3 per hour, with a 15 minute break) in Battle Hall. Please let me know at what time these meetings are scheduled.

Please let me know if you have any questions.

Thanks,

Arne

****
Arne L. Kalleberg
Senior Associate Dean for Social Sciences and
International Programs, College of Arts and Sciences
Kenan Distinguished Professor of Sociology

Hamilton Hall CB # 3210
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3210

Phone: 919-962-9273(College), 962-0630 (Sociology)
Fax: 919-962-7568 (Sociology)

E-mail: Arne_Kalleberg@unc.edu
Home Page: http://www.unc.edu/~arnekal/
****

UNC
COLLEGE OF
ARTS & SCIENCES

ARNE L. KALLEBERG,
Senior Associate Dean for Social Sciences and International Programs

SOUTH BUILDING
CAMPUS BOX *3210*
CHAPEL HILL, NC 27599-3210
http://www.unc.edu/~arnekal/

T 919.962.9273
T 919.962.0630
F 919.962.7568
arne_kalleberg@unc.edu

TO: Tenured and tenure-track Faculty,
Department of African and Afro-American Studies

FROM: Arne Kalleberg
Senior Associate Dean for Social Sciences & International Programs

DATE: November 29, 2006

SUBJECT: New Chair of African and Afro-American Studies

Professor Julius Nyang'oro will complete his latest term as Chair of the Department of African and Afro-American Studies on June 30, 2007. Julius has done a terrific job in managing the Department during his multiple terms, and now we face the challenge of selecting a new chair to serve a five-year term.

The College's guidelines for chair selection allow some flexibility in how to conduct the process. I propose to meet individually with all members of the Department who wish to be interviewed. I will ask your manager to schedule 15 minute sessions in the Department for these interviews. Then the Dean's Office will deliberate, and after further discussions as necessary, the Dean will appoint the Chair.

In addition to the interviews, Department members are welcome at any time to convey opinions or comments to me by other means – say by letter or e-mail (arnekal@email.unc.edu) or by telephone (962-9273). I should point out that, by University and State regulations, written comments to the Dean's Office about a colleague, including e-mail, become part of that person's personnel file, whereas conversations remain confidential. At the end of the process I will destroy any notes I take from our interviews or other conversations on this subject.

The Faculty Code gives the Dean the authority to appoint chairs. Thus the procedure is designed not to elect a chair, but to recommend colleagues for consideration. The Dean is not bound by the recommendations, but the collective advice of the Department will normally assist the Dean in making an appointment that is in the best interests of both the Department and the College.

I also ask, as you consider colleagues as potential chairs, that you not be guided by whether or not you think that they would be interested in serving, or even willing to do so if asked. What is important at this stage is to identify the most desirable candidates. If a colleague has the strong confidence of the Dean's Office and the Department, it is our job to try to persuade that person of the many good reasons to want to serve as Chair.

I will ask your manager to arrange a time for me to meet with you during the first part of January, 2007.

The Student Global Health Committee's
Health & Human Rights and Narratives of HIV Series present
a documentary screening and breakfast in honor of
World AIDS Day

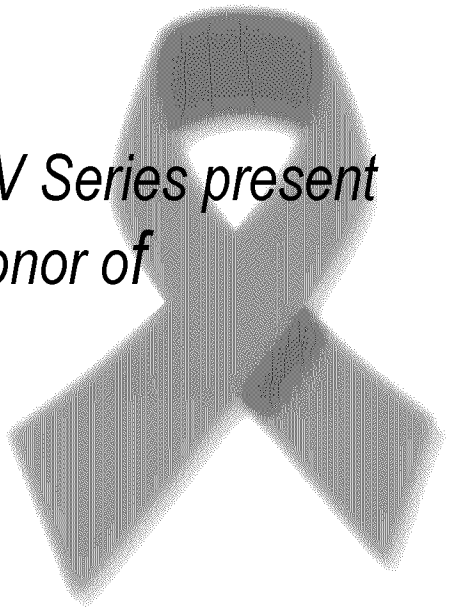

WE WILL NOT DIE LIKE DOGS

We Will Not Die Like Dogs is a feature length documentary film that provides a poignant look at how Africans are responding to their continent s deadliest epidemic. The film profiles AIDS activists from Nigeria, Uganda, Burkina Faso and Zambia.

Screening to be followed by a Q&A and breakfast reception with film director Lisa Russell, MPH

9:00 a.m., Friday, December 1st
Tate Turner Kuralt Auditorium
1st floor, UNC School of Social Work

sponsored by Student Congress, University Center for International Studies, and the Johnston Center for Undergraduate Excellence

From: Brandy Farrar <bdfarrar@server.sasw.ncsu.edu>
Sent: Tuesday, November 28, 2006 12:43 PM
To: jablaize@email.unc.edu; iaar@unc.edu; dacrowde@email.unc.edu; diversity@unc.edu
Subject: The HIV/AIDS Crisis in Black American: A Call to Action

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Please forward this email to listservs, students, faculty or friends that may be interested...

FACT: Although African Americans make up 13% of the US population, they account for half (50%) of all HIV and AIDS cases (www.cdc.gov).

FACT: 68% of all women infected with new cases of HIV and AIDS are African American (www.cdc.org).

FACT: African Americans accounted for 55% of all HIV infections reported among persons aged 13-24 in 2004 (www.cdc.org) .

Disturbed by these facts? Want to know what you can do to help? The N.C. State Sociology Graduate Students of Color and Department of Africana Studies are presenting a social issues forum "The HIV/AIDS Crisis in Black America: A Call to Action". Join us as we discuss the causes, consequences and solutions of the HIV/AIDS epidemic in the black community.

The forum will be held on Thursday, November 30th 2006 from 6:00-8:15 p.m. in the African American Cultural Center Witherspoon Building (on the Campus of N.C. State University). The forum will include a viewing of ABC's Primetime documentary, followed by a panel and audience discussion.

For more information contact Michelle Laws at malaws@ncsu.edu or Kendra Jason at kjjason@chass.ncsu.edu.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, November 29, 2006 10:24 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: SECC Update: Campaign Extended

Dear Colleagues:

Thank you for the generosity and compassion you have shown through your contributions to our State Employees Combined Campaign. This campaign, which began in early October, has raised more than $500,000 in seven weeks - and the funds our campus generates will make a tremendous difference in the missions of hundreds of worthy organizations.

In an effort to ensure that all captains and division leaders have had enough time to conclude their SECC duties, we are extending the campaign to Dec. 21. Some units have concluded their efforts, but we want to be as supportive as possible to our colleagues who have not finished their efforts quite yet.

The N.C. SECC will continue to receive collections from captains and division leaders from 9 a.m. to 11 a.m. and 1:30 p.m. to 3:30 p.m. each Thursday through Dec. 21 at Wilson Library. I would like to thank our colleagues at Wilson Library for graciously providing a central location for the SECC collection and for the help they have provided the N.C. SECC each Thursday.

We will have our last incentive drawing on Dec. 15, for Carolina employees who have given to the campaign from its beginning through Dec. 14. Among the prizes are Carolina T-shirts donated by UNC Student Stores and a beautiful piece of pottery by Pittsboro artist Lyn Morrow. You can see the names of past prizewinners at our "Carolina Together" Web site: www.unc.edu/secc

At this time of year, we are particularly mindful of how we can help people in our communities who may be in need. If you have not already given to the SECC, please consider the many ways in which your support can make a difference.

I send my very best wishes to you for a joyful holiday season.

John N. Williams
UNC-Chapel Hill SECC Chair
Dean, UNC-Chapel Hill School of Dentistry

This email is sponsored by: School of Dentistry

From:	nobody@notify.unc.edu on behalf of rmhigh@email.unc.edu
Sent:	Thursday, November 30, 2006 8:07 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: NCAA Women's Soccer

The UNC Women's Soccer Team is in the NCAA Division I Soccer Cup Semi-finals!

UNC, the #1 seed has only lost its season opener this year and only has a couple remaining games before claiming its 19th NCAA Championship! Come out and support the Heels!

Visit www.unc.edu/caa under "Tickets" for more information.

Thanks and GO HEELS!

This email is sponsored by: CAA

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of hsinliu@med.unc.edu
Sent: Thursday, November 30, 2006 9:52 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Did / Will you have Anterior Cruciate Ligament Reconstruction?

Have you had Anterior Cruciate Ligament (ACL) Reconstruction utilizing a patellar tendon autograft or will be having such surgery in the near future?

Researchers in the Orthopaedics Laboratory are conducting a study at UNC-Chapel Hill to trace the recovery in their patellar tendon stiffness over time after their surgery.

To enroll in this study as a participant in this study, you must have had ACL reconstruction with patellar tendon autograft within the past 2 months or will be having such surgery in the near future, no history of other knee surgeries, no other lower extremity injuries in the past 6 months, and be between the ages of 18-40.

You will be asked to perform knee muscle contractions tasks while an ultrasound images will be taken of your patellar tendon (tendon that attaches kneecap to lower leg). Participation in this study will last approximately 1.5 hours.

You would be paid $30 per visit for your participation.

If you are interested in participating in this study or would like more information, please call, Hsin-yi (shin-ee) Liu, at (919) 966-1211 or email hsinliu@med.unc.edu
ORS# 05-ORTHO-1005

This email is sponsored by: orthopaedics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of kcaruso@email.unc.edu
Sent:	Friday, December 1, 2006 8:11 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Native Spanish Speakers Needed to Talk into Microphone

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Hi!
My name is Kaylee Caruso and I'm doing a study of speech acoustics for my linguistics class. I need volunteers who are native speakers of Spanish to pronounce the following five short sentences into a microphone:
1.)Con tiempo, yo puedo hacerlo. (With time, I can do it)
2.)Yo tengo dos pies y dos piernas en mi cuerpo. (I have two feet and two legs on my body)
3.)Yo trabajo por cinco horas por las mañanas. (I work for 5 hours in the mornings)
4.)Las personas especiales viven en el pueblo. (The special people live in the city)
5.)¿Puedo comer el plátano, por favor? (Can I eat the banana, please?)

The study should not take longer than 20-30 minutes although we ask that you reserve an hour as to make sure that everything is completed successfully. I won't be collecting any personal information, and of course, your participation is voluntary. Please let me know as soon as possible, as I need to finish the experiment shortly! My phone number is 704-793-3907, and my email address is kcaruso@email.unc.edu.
Are you interested?

We have gotten IRB approval for this study:
Study number 06-0855, CB:3155.

This email is sponsored by: UNC Department of Linguistics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of kmeyer@med.unc.edu
Sent:	Friday, December 1, 2006 9:19 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Participate in Research

HEALTHY WOMEN and WOMEN WITH PCOS are needed as volunteers for a research study to help understand the roles of growth hormone, estrogen and androgens in Polycystic Ovary Syndrome (PCOS).

If you:
* are 18-40 years old
* have no major health problems (i.e., heart, liver, or kidney disease)
  are not taking any hormonal medications

You may qualify for a 16 week study investigating the effects of growth hormone blocking medicine in PCOS. This study will include 3 overnight hospital visits.

Qualified Participants Will Receive:
1. Laboratory evaluation
2. Bone density testing
3. Payment (up to $500.00) on completion of study

If interested, please call 919-843-0556 or e-mail kmeyer@med.unc.edu.

This message was approved by the Biomedical Review Board (IRB) on 8/18/06 for the study GCRC 2514 titled, Partial and Complete Growth Hormone Blockade in Polycystic Ovary Syndrome.

This email is sponsored by: Division of Endocrinology

This email is sponsored by: Department of Endocrinology

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"INFORMATIONAL:" email will only he sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of hannan@email.unc.edu
Sent:	Friday, December 1, 2006 10:27 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: 2007 Robert E. Bryan Fellowships

Announcing summer Fellowships for students!
Please circulate widely:

Robert E. Bryan Fellowships
UNC Entrepreneurial Public Service Fellowships
Application deadlines: February 16, 2007
Offered by the Carolina Center for Public Service

Eligibility: Any returning, full-time undergraduate or graduate student enrolled at UNC-Chapel Hill is eligible to apply for a fellowship. Proposals from undergraduate and graduate students are considered separately, and if possible, at least two fellowships from each program will go to undergraduates.

Descriptions: Each Fellow plans and works on their summer project with a community partner as well as a faculty mentor who is familiar with the Fellow's topic and/or geographic area. The idea/concept of the project can be identified by students, faculty, or the community. However it is identified, the student must be responsible for the major planning and implementation of the project. Fellows receive a stipend of up to $3,000 to fund the project. Faculty Mentors receive stipends of $500 for supporting the students' work.

To learn more about each fellowship program, please visit the Fellowships page of our website at http://www.unc.edu/cps/fellowships/index.html. There will also be a Fellowship Information Session on Tuesday, January 16, 2007, at 5:30 pm in The Kresge Foundation Common Room (039) in James M. Johnston Center for Undergraduate Excellence in Graham Memorial.

To apply: Detailed information and application materials may be found on-line at http://www.unc.edu/cps/fellowships/index.html. If you have questions after reviewing the on-line materials, please contact Eileen Hannan, Program Officer, Carolina Center for Public Service, at 843-7568 or hannan@email.unc.edu.

This email is sponsored by: Carolina Center for Public Service

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, December 4, 2006 8:13 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Do you cough frequently?

Do you cough frequently?
Do you wonder why?

If you are a *non-smoking* male or female between the ages of 18 and 70 who has had a cough for more than 8 weeks, and are *not* taking any acid reflux medication- you may be eligible for a research study investigating GERD (Gastroesophageal Reflux Disease) as a potential cause of cough.

If you are interested in learning more about this study, please call, 966-4591.
04-MED-533. Approved by UNC IRB 7/28/06.

This email is sponsored by: UNC Esophageal Research Group

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of rfts@unc.edu
Sent:	Tuesday, December 5, 2006 8:08 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Is someone you know planning a pregnancy or currently pregnant?

This is a bilingual message. Please see below for Spanish.
Este es un mensaje bilingüe. Por favor, vea abajo para el español.

Are you or is someone you know trying to get pregnant OR less than 9 weeks pregnant?

Right from the Start is a research study of early pregnancy health at the University of North Carolina at Chapel Hill. To learn more about the study, call us toll free at (866) 346-2684 or send an email to rfts@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study. Visit our website at www.mom2be.org for more info.

Participants receive:
- Free early ultrasound
- $10 for completing a telephone interview at the end of the first trimester
- Free pregnancy tests for women who are trying to get pregnant

We need your help! Women who participate in our study can advance knowledge by simply sharing information about themselves and their pregnancies. Please share this message with friends or family.

The principal investigator for this study is Katherine Hartmann, MD, PhD, UNC School of Public Health, Department of Epidemiology & School of Medicine, Department of Obstetrics and Gynecology.

The Right from the Start study and this message have received approval from the UNC Institutional Review Board on research involving human subjects, study #03-0689.

¿Estás intentando quedar embarazada o tienes menos de 9 meses de embarazo? O, ¿conoce alguien que este intentando quedar embarazada? Bien desde el comienzo es un estudio de investigación sobre las primeras semanas del embarazo realizado por la Universidad de Carolina del Norte en Chapel Hill. Si deseas averiguar más sobre este estudio, llama gratis al 1 (866) 346-2684 o envía un correo electrónico a rfts@unc.edu con tu nombre, número de teléfono y horarios en los que podamos contactarte. No compartiremos tu dirección de correo electrónico con personas ajenas a esta investigación. Para obtener mayor información, visita nuestro sitio en internet www.mom2be.org.

Las participantes reciben:
-Examen de ultrasonido gratis
-$10 por contestar una entrevista telefónica al finalizar el primer trimestre.
- Pruebas de embarazo gratuitas para aquellas mujeres que estén intentando quedar embarazadas

¡Te necesitamos! Las mujeres que participen nos pueden ayudar a obtener más conocimientos simplemente compartiendo información sobre si mismas y sus embarazos. Por favor comparte este mensaje con tus amigos y familiares.

La investigadora principal de este estudio es Katherine Hartmann, MD, PhD, Departamento de Epidemiología de la Escuela de Salud Publica y Departamento de Obstetricia y Ginecología de la Escuela de Medicina, ambos pertenecientes a la Universidad de Carolina del Norte.

El estudio Bien desde el comienzo y este mensaje fueron aprobados por la Junta de Revisión Institucional de la Universidad de Carolina del Norte en Chapel Hill (UNC), estudio # 03-0689.

This email is sponsored by: Epidemiology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, December 5, 2006 9:14 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Nominations for $5,000 mentoring awards due Jan. 18, 2007

Nominations for Women's Leadership Council Mentoring Awards due Jan. 18, 2007; each winner to receive $5,000

The Carolina Women's Leadership Council has generously provided funding for annual faculty mentoring awards at the University.

The Women's Leadership Council Mentoring Awards recognize outstanding men and women faculty members who go the extra mile to guide, mentor and lead students and/or junior faculty as they make important career decisions, embark on innovative research challenges and enrich their lives through public service, teaching and meaningful educational opportunities. These awards will honor faculty-to-student mentoring and faculty-to-faculty mentoring, with one award award given in each category. Each recipient will receive $5,000.

All tenured and tenure-track faculty are eligible for this award, as are fixed-term faculty who have taught at Carolina for at least three years. Visiting faculty are not eligible. Nominations may he suhmitted by anyone from the Carolina family, including current and former faculty, staff, and students. Nomination forms can be downloaded at http://www.unc.edu/provost/news/Nomination Form 2007 A.doc and must be received in writing by Jan. 18, 2007, at: Women's Leadership Council Mentoring Award, Office of the Provost, CB# 3000. Each nomination must include:

* Brief (one-paragraph) statement of rationale for nomination.
* Narrative description -- not to exceed two pages -- of the extent, type and character of the mentoring provided by the nominee.
* Curriculum vitae.

A selection committee appointed by the provost will review and recommend the award recipients. This committee will include representatives from the faculty, the student body, the Office of the Executive Vice Chancellor and Provost, the Office of the Vice Chancellor for Student Affairs, and the Carolina Women's Leadership Council.

Selections will be made in February 2007, with awards presented to winners at the annual meeting of the Carolina Women's Leadership Council, which will be held Feb. 22-23, 2007.

Part of the Carolina First Campaign volunteer leadership structure, the 130-member Women's Leadership Council is a network of women from across the country who are committed to supporting the University and students' educational experiences. Along with providing financial support, members volunteer their time and share their expertise, as well as champion Carolina in their regions and serve on boards that further the University's mission. The council is co-chaired by Mary Anne Dickson '63, Barbara Hyde '83 and Julia Sprunt Grumbles '75.

For more information about the Women's Leadership Council Mentoring Awards, contact Carol Tresolini, associate provost for academic initiatives, at 962-3907 or Carol_Tresolini@unc.edu

To learn more about the Women's Leadership Council, contact Lanier Brown May in the Office of University Development at 843-5883 or lanier_may@unc.edu or visit http://carolinafirst.unc.edu/women/

This email is sponsored by: Office of the Provost

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of davisam@med.unc.edu
Sent:	Wednesday, December 6, 2006 8:13 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Interview Study about EPR DNA Registry

---

Have you heard of the "EPR"?

Several weeks ago you received an email telling you about the "EPR" or The Environmental Polymorphisms Registry. The EPR is a registry of DNA samples being established by UNC Hospitals and the National Institute of Environmental Health Sciences (NIEHS), National Institutes of Health (NIH), Department of Health and Human Services (DHHS). It will help researchers study how variations in genes (known as polymorphisms) influence risk for disease.

We are UNC researchers conducting an interview study to learn about how people understand genetic registries like the EPR.

We would like to interview you if
-you provided a blood sample and joined the EPR
-you thought about it and decided not to join

For more information, please contact Arlene Davis at (919)843-8079 or davisam@med.unc.edu

To participate, you must:
*Be 18 years of age or older;
*Read and sign a consent form;
*Have made a decision to join or not to join the EPR;
*Complete an interview and questionnaire (together about 60 minutes)

We will pay you $35 for your participation.

We are not the EPR researchers. They are aware that we are conducting this study, but our study is separate from the EPR. Our interview is not an attempt to encourage you to join the registry.

The principal investigator for this study is:

Arlene M. Davis, J.D., Department of Social Medicine, University of North Carolina at Chapel Hill

This study (Understanding Participation in Genetic Research: The Experience of the Environmental Polymorphisms Registry) is sponsored by a grant from the National Institutes of Health. This message has received approval from the UNC Behavioral Institutional Review Board on Research Involving Human Subjects.

This email is sponsored by: Social Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, December 6, 2006 9:20 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: PlayMakers Discount to UNC Faculty/Staff

---

PlayMakers is offering a $10 discount on tickets to TUESDAYS WITH MORRIE Wednesday, December 6; Thursday, December 7; and Friday, December 8 at 8pm to UNC Faculty and Staff members. You may purchase tickets in person at the PlayMakers box office in the Paul Green Theatre lobby, Center for Dramatic Art or over the telephone at 919-962-PLAY. Please mention that you are a UNC faculty or staff member to receive this discount. For more information please visit:

http://www.playmakersrep.org/genPage/index.pl?pgid=105

This email is sponsored by: PlayMakers Repertory Company

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of Carolyn_Elfland@unc.edu
Sent:	Wednesday, December 6, 2006 10:03 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Snow/Ice Emergencies

December 1, 2006

MEMORANDUM

To: All University Employees

From: Carolyn W. Elfland
Associate Vice Chancellor for Campus Services

RE: Snow/Ice Emergencies

Chapel Hill is subject to snow and ice storms ranging widely in severity. We need to be prepared for all situations.

Usually, efforts to remove snow and ice take place while the University and the UNC Health Care system continue to operate. We will try to ameliorate each situation, but some inconveniences will occur.

Like most organizations in this climatic area, the University is equipped and organized to cope with snow and ice, but we do not have the capability to clear all areas simultaneously. Accordingly, there is a priority order which understandably has the UNC Health Care System at the top.

During snow/ice conditions, please realize that announcements regarding State employees made on radio and television may not apply to the University of North Carolina at Chapel Hill or the University of North Carolina Health Care System. Announcements pertinent to the University and/or the UNC Health Care System will specifically state that the information pertains to UNC-Chapel Hill and/or UNC Health Care System.

Special procedures which may be put into effect are as follows:

1. Parking lots may be closed throughout the day for snow and ice removal as cleaning crews work their way through campus. In the event lots are closed for snow removal and permit holders are unable to locate a space in their designated zone, or if Chapel Hill Transit is operating under modified schedules, employees may park on South Campus in the Smith Center (S11) lots. Employees using the Smith Center (S11) lots should use the free "U" or "RU" bus routes for campus access. Detailed parking and transit information during adverse weather may be obtained by calling the Adverse Weather and Emergency Hot Line at 919-843-1234 (toll-free in the Triangle Area) and selecting the parking and transportation information prompt or by directly calling the Parking General Information line at 919-962-3951 or at the Department of Public Safety's website at www.dps.unc.edu.

2. Additional information regarding adverse weather may be available on the toll-free (within the Triangle area) Adverse Weather and Emergency Hot Line number 919-843-1234 or on the UNC-Chapel Hill's website at www.unc.edu.

3. Information will also be available on the University Travelers Information Station (TIS / 1610 AM) when you are close to the UNC Campus.

4. The first parking zones on South Campus to be cleared are (BG) Bell Tower, (CG) Helipad, Neurosciences, and Women's and Children's, (S1) Public Safety Building. These lots will be closed until the lots can be cleared. The (N7) Nash Lot (located west of the Carolina Inn behind the Newman Center on Pittsboro Street) will be the first ungated lot cleared on the North Campus. This lot should be used until other North campus lots are cleared.

5. Zone parking restrictions may be lifted in all areas of campus in the event of heavy snow or severe icing. Consult Parking General information line at 919-962-3951 or the Department of Public Safety website at www.dps.unc.edu for up-to-date information on parking and transit services.

6. To the extent possible, all students, faculty, and staff are encouraged to avoid bringing automobiles on campus during severe conditions, so that snow removal crews can work without interference. Please call Grounds Services at 962-2069 if a vehicle has been blocked due to the clearing of parking lots. Public Safety personnel may have to relocate vehicles that impede snow removal efforts. Attempts will be made to advise owners, but everyone should be aware of this possibility during snow emergencies.

7. Chapel Hill Transit (CHT) schedules may be modified or suspended due to severe snow and ice. Consult the Chapel Hill Transit website at www.chtransit.org, the transit guide for routes served first, the Department of Public Safety's website at www.dps.unc.edu, or listen to WCHL (1360 AM) for updated route information.

8. P2P service may be modified or suspended depending upon the severity of the storm. Modification to the service may restrict drop off/pick up points to the main streets of the campus. Requests for emergency transport of disabled individuals should be routed to Public Safety at 962-8100.

9. Employees and students are cautioned to be mindful of the ice and snow falling from rooftops when parking vehicles and/or when walking near buildings during adverse weather. Some parking spaces adjacent to buildings may be blocked due to the possibility of falling ice or snow.

10. Snow removal crews will be working overtime as required, in accordance with the University Snow/Ice Emergency Plan.

11. The Human Resources website http://hr.unc.edu covers employee attendance during adverse weather conditions and should be reviewed.

It is requested that the above information be posted and provided to all persons in your department. If there are any questions, please contact the Director for Facilities Services at 962-0761, the Director for Grounds Services at 962-2069, or the Director of Public Safety at 966-5730.

Your cooperation is appreciated.

This email is sponsored by: Associate Vice Chancellor for Campus Services

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From: nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent: Wednesday, December 6, 2006 10:49 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Community Award Nominations Now Open

The Employee Forum is accepting nominations for its Community Award from now through December 17.

Purpose: The Employee Forum Community Award (also known as the Three-Legged Stool Award) is designed to recognize distinguished contributions by individuals who work to promote cooperation and collaboration among faculty, staff and students. The Three-Legged Stool Award is the Employee Forum's highest honor.

Eligibility: Any member of the faculty, staff or student body of the University of North Carolina at Chapel Hill is eligible. (Current members of the Employee Forum Executive Committee are not eligible.)

Criteria for nomination: Nominees should be individuals who inspire creativity; promote harmony and partnerships within the University community; inspire teamwork, cooperation and participation; demonstrate new approaches to current processes; encourage, mentor and build bridges; form alliances to work collectively; or demonstrate any other significant community-building activities.

Administration: Nominations (not to exceed 250 words) will be accepted from any member of the University community. When submitting nominations, please include the name of the nominee, how to contact the nominee (campus address, phone, CB# , or e-mail address), your name and contact information, and the specific reasons you are nominating this individual.

Previous winners include James Peacock, Paul Hardin, Rachel Windham, Elson Floyd, Laurie Charest, Jack Evans, Linwood Futrelle, Susan Ehringhaus, Tommy Womble, Eric Mlyn, and Archie Ervin.

No official nomination form is required.

Nominations should be submitted before December 17, 2006, to:

Ernie Patterson, Executive Committee Chair
Employee Forum Office
CB# 3488 Campus Mail

or sent via e-mail to forum_office@unc.edu

Thank you.

This email is sponsored by: Employee Forum

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From:	nobody@notify.unc.edu on behalf of strt@med.unc.edu
Sent:	Thursday, December 7, 2006 12:04 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Request for mentors

Dear Colleagues:

Each year at this time, the Office of Medical Student Research begins the search for potential mentors for medical students interested in short-term research. This research typically occurs during the summer months for 8-12 weeks, but it can occur at any time during the year.
If you are involved in research of any kind, and you haven't mentored a student yet, consider becoming involved. The benefits on both ends are enormous. The student gets in-depth exposure to cutting-edge research and the opportunity to work closely with and get to know a faculty member. The faculty member gets a willing, bright, motivated junior colleague. Students cite their interactions with their faculty research members as among the best, most formative relationships in their education.

Best of all, due to the resources available on our campus, most student research experiences are fundable from extramural sources. These funds include a stipend for the students, and last year we were able to fund 60 students.

If interested in becoming a mentor, you may email a 4-5 sentence description of your project to strt@med.unc.edu. We will post these descriptions on our website, where students may then identify potential mentors in their areas of interest. Our office provides support and direction to students as they begin to make their contacts with potential mentors.
I invite you to join us in our promotion of student research by becoming a mentor.
Best regards,

Nicholas Shaheen, MD, MPH
Director, Office of Medical Student Research

This email is sponsored by: Office of Medical Student Research

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<!-- Email Converted by LAW -->
<html xmlns="http://www.w3.org/1999/xhtml" lang="en">
<head>
  <title>At the Ackland</title>
  <style type="text/css">
    body { background-color:#9b795c; font-family:arial,helvetica neue,sans-serif;
                font-size:11px; margin:0px; padding:0px; }
h2,h3,h4 { margin:0px; font-weight:normal; }
h3 { margin-top:5px; font-weight:bold;}
img { border:0px none; }
td { vertical-align:top; }
ul,ol,li { margin:0px; padding:0px; list-style-type:none; }
#newsletter { width:685px; margin:0px auto; padding:0px; border-collapse:collapse; }
#soon { background-color:#51260b; color:#fff; width:240px; padding:36px 10px 75px; margin:0px;}
#soon div, #soon p { font-size:12px; }
#soon .time { font-size:.8em; }
#soon a { color:#fff; }
#soon h2 { margin:20px 0px; }
#soon h3 { font-size:13px; }
#soon h4 { font-size:12px; }
#soon p { margin-top:0px; }
#soon li { padding-bottom:4px; }
#soon h3 a, #soon p a { text-decoration:none; border-bottom:1px solid #9b795c; }
#soon h2 a, #soon #signature a { border:0px none; }
#soon #signature { padding-bottom:15px }
#soon .caption { font-size:10px; padding-top:2px; }
#soon .caption img { float:left; padding-right:3px; margin-bottom:4px; }
#main { background-color:#fff; width:425px; padding:0px; font-size:12px; }
#main a { color:#6d2f1d; font-weight:bold; }
#main h1 { margin:0px;}
#main h3 { font-size:16px; }
#main h4 { font-size:14px; }
#main h3, #main h4, #main p, #main div, #main ul { padding:0px 10px; }
#info { padding:0px 10px; background-color:#fff; padding-bottom:20px; }
#info h3 { font-size:12px; }
  </style>
 </head>
<BODY>
<table border="0" width="95%">
 <tr><td width="100">From: </td><td>Ackland Art Museum <ackland-e-news@listserv.unc.edu></td></tr>
 <tr><td width="100">Sent: </td><td>Thursday, December 7, 2006 10:32 AM</td></tr>
 <tr><td valign="top" width="100">To: </td><td>Mutima@email.unc.edu;

Sinamenye A <smutima@email.unc.edu></td></tr>
<tr><td valign="top" width="100">Subject: </td><td>[ackland-e-news] At the Ackland: Holiday Pajama Party; Lunch with One; Gift Memberships</td></tr>
</table> <hr color="#000000" size="2" noshade>
View on the web:
http://www.ackland.org/enews/2006-12-06/

<!DOCTYPE html PUBLIC "-//W3C//DTD XHTML 1.0 Strict//EN" "DTD/xhtml1-strict.dtd">

<table id="newsletter">
<tr>
<td id="main">
<h1></h1>

<h3>Art after Dark
Holiday Pajama Party</h3>
Friday, December 8, 2006
5 to 9 PM
Stories begin every half-hour from 5:30 to 7:30 PM
Parents, bring your little ones in their PJs and explore holiday traditions from around the world with story reading in the galleries (recommended for ages 0-5 and 6-10). Bring your own favorite holiday storybooks to share at the event.
Enjoy milk & cookies and live music while you are here!

<h3>Drawing in the Galleries</h3>
Saturday, December 9
10 AM to 12 NOON
Community members are invited to draw in the galleries on the second Saturday of every month. The session opens with a brief consideration of a single work of art followed by time to draw in a pre-selected gallery.
Participants provide the dry media (pencil, crayon, conté crayon, charcoal, and paper). Camp stools and drop cloths are available. Free.

<h3>Lunch with One </h3>
Thursday, December 14, 2006
1 to 2 PM
One expert, one work of art, one

hour. Bring a bag lunch and and join Professor Carol Magee of UNC's Department of Art for a discussion of a <cite>Mende sowei mask</cite> on view in the Window to the Humanities exhibition, <cite>Making Connections</cite>. Her talk will discuss both the original context of this mask in Sierra Leone and the life it has in this exhibition.

Register online!

<h3>Art is what is irresistible.</h3>

<cite>William Saroyan</cite>

This holiday season, give an irresistible gift. Ackland memberships are wonderful year-long gifts for family, friends, co-workers and clients. Members enjoy a wealth of benefits including invitations to member-only events, discounts on publications, subscription to the Ackland newsletter and more.

Gift memberships can be purchased at any level. Your gift will be presented in an artfully crafted package along with a personalized message and can be mailed directly to the recipient or to you.

For more information, visit our membership page.

</td>

<td id="soon" rowspan="2">

<h2></h2>

Coming Soon

<h3>Art after Dark - Holiday Pajama Party</h3>

<h4>Story Reading in the Galleries for Kids</h4>

Friday, December 8
5 - 9 PM

<h3>Drawing in the Galleries</h3>

Saturday, December 9
10 AM - 12 NOON

```
                                        </li>
                                        <li>
                                        <h3><a
href="http://www.ackland.org/visit/dates/1213.html">An Artist's Perspective</a></h3>
                                        <h4>Interactive Discussion and Gallery Talk for
Teens</h4>
                                        <div>Wednesday, December 13<br/>6:30 - 8
<span class="time">PM</span></div>
                                        </li>
                                        <li>
                                        <h3><a
href="http://www.ackland.org/programs/lunch_with_1/">Lunch with One</a></h3>
                                        <h4>African Masquerades with Carol Magee
Professor, Department of Art</h4>
                                        <div>Thursday, December 14<br/>1 <span
class="time">PM</span></div>
                                        </li>
                                        <li>
                                        <h3><a
href="http://www.ackland.org/visit/dates/117.html">Music in the Galleries</a></h3>
                                        <div>Sunday, December 17<br/>2 - 4 <span
class="time">PM</span></div>
                                        </li>
                                        <li>
                                        <h3><a
href="http://www.ackland.org/programs/yoga/">Yoga in the Galleries</a></h3>
                                        <div>Tuesday, December 19<br/>12 - 1 <span
class="time">PM</span></div>
                                        </li>
                                    </ul>
                                    <p><strong><br />
                                For more information</strong> on Ackland Programs visit: <a
href="http://www.ackland.org/">www.ackland.org</a>.</p>
                                    <p>These and other public programs are made possible
by generous support from the Ackland Art Museum Guild,  members, and friends like you!</p>
                                    <h3>Pass it on</h3>
                                    <p>Forward this message to friends. There's always
something new to see at the Ackland.</p>
                                    <h3>Support the Museum</h3>
                                    <p>Become a member of the Ackland Art Museum. For
more information on the benefits of membership and how your membership dollars support
our mission: call 919.843.3676 or visit <a href="http://www.ackland.org/join">www.ackl
and.org/join</a>.</p>
                                    <h3>Comments on Ackland e-news?</h3>
                                    <p>Send an email to the editor: <a href="mailto:ackland-
e-news@unc.edu">ackland-e-news@unc.edu</a>.</p>
                                    <h3>Thank you for subscribing<br/> to Ackland e-
news!</h3>
                                    <p>If you no longer wish to receive the Ackland's e-
```

news, send an email to lyris@listserv.unc.edu. Type "remove ackland-e-news" in the body of the message.

Illustrations from top to bottom:

<li class="caption">Jean-Emile Laboureur, French, 1877-1943: <cite>Asleep</cite> from <cite>Les Toilettes</cite> (detail), 1907; woodcut. Burton Emmett Collection.

<li class="caption">Egon Schiele, Austrian, 1890-1918: <cite>Seated Woman</cite> (detail), 1918; black colored pencil. Burton Emmett Collection.

<li class="caption">African, Sierra Leone, Mende People:<cite> Sande Helmet Mask</cite>, (detail); blackened wood and raffia. Gift of Mr. Morris Stirling.

<li class="caption">Sean Scully, American, born Ireland, 1945: <cite>Red Durango</cite> (detail), 1991; oil on linen. Gift of Mary and Jim Patton to honor Josie Patton. © 1991 Sean Scully

</td>

</tr>

</table>

</BODY></HTML>

From:	nobody@notify.unc.edu on behalf of research_support@unc.edu
Sent:	Thursday, December 7, 2006 8:04 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: RESEARCH SUPPORT December 2006 Issue Now Available

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The December 2006 issue of RESEARCH SUPPORT online newsletter is now available for viewing at http://research.unc.edu/rs/

In this issue:

FUNDING OPPORTUNITIES
* Major funding opportunities from state, public, and private agencies, as well as from UNC-Chapel Hill.
* Carolina Internal
* National Science Foundation
* National Institutes of Health Grants and Contracts
* Multidisciplinary
* Social and Behavioral Sciences
* Health and Medical Sciences
* Life and Physical Sciences
* Arts and Humanities

CAMPUS NEWS
* NIH Regional Seminar
* Information for NIH Applicants from OSR
* OTD Innovations Seminar: OTD's New Innovation Navigator Program
* RASG Meeting on Pre-Award Processes
* New Staff and Promotions at OTD
* GrantSource Library Holiday Hours
* New Resources from the UNC Libraries

FUNDING TIPS
* Starting a Funding Search
* RWJF Introduces New Process for Accepting Unsolicited Proposals
* Doing Grant Business with USAID
* BCBS Foundation Restructures Grantmaking Strategy
* Dealing with Grant Reviews
* MacArthur Foundation Digital Learning Initiative
* Hematology Grants Clearinghouse

FEDERAL NEWS
* Countdown to NIH R01 eSubmission: System Readiness and Flexibility
* NIH Announces Implementation of Multiple PI Policy
* Two New BAAs from the US Army
* NSF Launches eNewsletter
* NIDDK Programs Move to Parent Announcements
* NIH Seeking Applicants for Director's Council of Public Representatives

View the issue at http://research.unc.edu/rs/

RESEARCH SUPPORT provides Carolina faculty and research staff with funding opportunities, sponsored research news, funding tips, and timely information from all of the offices supporting research at Carolina. It is published by the Office of the Vice Chancellor for Research and Economic Development, GrantSource Library. Email research_support@unc.edu

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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From: nobody@notify.unc.edu on behalf of vanessa_miller@dentistry.unc.edu
Sent: Thursday, December 7, 2006 8:23 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Healthy Participants 18-44 Needed for study of Muscle and Jaw Function

---

The UNC Center for Neurosensory Disorders is conducting a research study investigating the biological, psychological, and genetic factors that may cause Temporomandibular Muscle and Joint Disorder (TMJD). We are looking for healthy volunteers and people with TMJD to participate.

Participation will include 1 clinic appointment lasting 3 hours. During that time participants fill out various questionnaires and receive a clinical exam and sensory testing. Individuals who meet the study criteria will be complete brief health updates for the next 4-5 years.

You must be between the ages of 18 and 44, and not have diabetes, epilepsy, hyperthyroidism, drug or alcohol abuse, chronic respiratory diseases, high blood pressure, heart disease, kidney failure and have not required hospitalization for a psychiatric disorder within the last 6 months.

You should not participate if you are pregnant, nursing a baby, currently involved in orthodontic treatment, chemotherapy or radiation therapy.

People who complete all data collection aspects will be paid $260 (this includes $90 for the clinic appointment mentioned above).

For more information about the study, visit the website at http://www.oppera.org

Please contact us if you are interested in learning more about our study (Biomedical IRB number 05-DENT-777).
If interested or for further information please contact:
(919) 966-1060
Email: sensory_study@dentistry.unc.edu

Approved by the Biomedical IRB

This email is sponsored by: The Center for Neurosensory Disorders

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, December 7, 2006 9:45 PM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: Exam Transportation and Parking

SATURDAY, DECEMBER 9, 2006
EXAM PARKING AND TRANSPORTATION

On Saturday, December 9, 2006, UNC will hold exams at 8 a.m., noon and 4 p.m., host two high school football championship games at Noon and 4:30 p.m. at Kenan Stadium and a men's basketball game at 7 p.m. at the Dean E. Smith Center. Additionally, the Town of Chapel Hill will host its annual Christmas parade from 10 a.m. to noon. Consequently, the parking lots on campus will be in high demand.

Because the campus parking lots will be in high demand, the Department of Public Safety will attempt to accommodate the variety of activities taking place on and around campus by reserving and designating several lots. Some lots on north and south campus will be reserved or designated for exam parking. Some lots on mid and south campus will be reserved to accommodate the championship games and at least one lot on north campus will be reserved for parade operations.

This information is also posted online through the Public Safety website at:
http://www.dps.unc.edu/dps/specialevents/Exam%20Parking%202006%20Dec.htm

****

BUS SERVICE:

The U-bus and RU-bus hours have been extended for Saturday, December 9, 2006 to accommodate the Saturday exam schedule. Both the U and the RU will follow their normal weekday schedule until 6 p.m. The RU-bus will start as normal at Family Practice (Manning Lot by the Smith Center) at 6:30 a.m. and the U-bus will begin running from the Smith Center stops at approximately 7:11 a.m. All other routes will operate on their normal Saturday service schedule.

Please Note: The Manning Lot at the Dean E. Smith Center will be available to motorists that need easy access to parking on campus for the day.

For a complete U-bus and RU-bus schedule, visit the Chapel Hill Transit website at
http://www.townofchapelhill.org/index.asp?nid=399 .
For other Chapel Hill Transit information, a visit the main website at
http://www.chtransit.org

****

RESERVED STAFF / FACULTY PARKING:

To accommodate faculty and staff working on Saturday, December 9, 2006, some lots on north campus will be reserved and off-limits to students.

The following lots will be restricted:

* Swain Lot (6:30 a.m. - 3 p.m.)--
Reserved for working staff/faculty with employee identification

(employee permit or employee UNC One Card) or any working graduate student with a graduate student UNC One Card or other working identification. It will resume the normal Saturday pay lot schedule beginning 3 p.m.

* Bynum Circle, Steele and Caldwell Lots (6:30 a.m. - 3 p.m.)--
Reserved for working staff/faculty with employee identification (employee permit or employee UNC One Card) or any working graduate student with a graduate student UNC One Card or other working identification.

As part of this plan, the gates at Steele and Caldwell (NG3) will remain down on Friday night. They will be raised by 6:30 a.m. Saturday morning for faculty/staff parking.

****

SUGGESTED ALTERNATIVE TO STUDENT / STAFF / FACULTY PARKING:

In addition to the lots specifically reserved for staff/faculty, and the football pay parking lots that are available to anyone willing to pay the $5 public parking fee, the following lots are NOT reserved on Saturday and should be available on a first-come, first-served basis. The lots listed are the lots most likely to have space available. There are other lots on campus also not reserved, but likely to be filled first thing Saturday morning.

* Cobb Parking Deck:
Located off Raleigh Street and/or Country Club Road near Cobb Residence Hall and the Center for Dramatic Art.

* Highway 54 Visitor Lot:
Located on Raleigh Road as you approach campus from 15/501, Highway 54 West and General Administration.

* Park Place Lot:
Located on Park Place Street/Boundary Street/Franklin Street across from UNC Press.

* School of Government Deck (available after noon only, due to School of Government Classes):
Located on South Road near the School of Government and Hooker Fields.

* Nash Lot:
Located off Wilson Street behind the Newman Center and Nash Hall.

* Dogwood Deck:
Located on south campus across from UNC Hospitals. $6 per day without proper employee ID.

* Manning Lot (until 4 p.m. when converts to men's basketball lot):
Located on Skipper Bowles Drive off Manning Drive by the Dean E. Smith Center. The U and RU buses will service this area via their normal weekday schedule until 6 p.m.).

* Ehringhaus Residence Hall Lot:
Reserved for "K" permit holders from 8 a.m. to 7:30 p.m.

Please Note: Note the Morehead Planetarium Lot will be reserved for the Chapel Hill Christmas parade operations and wedding for most of the day.

****

DESIGNATED HIGH SCHOOL FOOTBALL PARKING:

The following lots will be affected by the North Carolina High School Football Championships and thus will be restricted in some manner. However, staff and students willing to pay $5 to park, may pay $5 to park in the designated public parking locations.

* Bell Tower Lot (7 a.m. - 6 p.m.):
The BG gates will go down on Friday evening at approximately 11 p.m. Vehicles already in the lot may stay in the lot on Saturday. BG permit holders will be able to access the lot using their gate card until 7 a.m. on Saturday morning. Beginning 7 a.m., the lot will be restricted to patrons on the football parking list or to public patrons paying $5 to park. Faculty, staff or students wishing to pay $5 to park, may do so. Otherwise, faculty staff and students should seek parking in alternate locations. (See noted suggestions above).

* South Road Meters:
Reserved for high school football buses only.

* Stadium Drive (7 a.m. - 6 p.m.):
Stadium Drive will be restricted to S4 permit holders, disabled patrons going to the Carolina Club and displaying a valid disability permit and students (or family of students) actively moving out of the residence halls along Stadium Drive. Carolina Club patrons pay $5 to park in the Ramshead Deck or the Boshamer Lot.

* Ramshead Deck (7 a.m. - 7 p.m.):
Will be set-up for event operations for Saturday from 7 a.m. to 7 p.m. Access will require $5 or a valid high school football Ramshead Deck permit until 4:30 p.m. and then $7 or a valid men's basketball game permit. Although this is a public parking location for high school football patrons until 4:30 p.m., students/staff may park if they wish to pay the required $fee. Staff/students that remain in the deck after event operations end at approximately 7 p.m., will be charged the regular rate of $1.25 per hour for every hour after 7 p.m. on December 9th. RD weekday permits will not be valid.

* Boshamer Lot (7 a.m. - 7 p.m.)
Reserved for public football parking - $5. Although this is a public parking location for high school football patrons, students/staff may park if they wish to pay the required $5 to park prior to 4:30 p.m. or $7 to park after 4:30 p.m. during men's basketball operations. S10 permits will not be valid.

* Craige Deck (7 a.m. - 5 p.m.):
Reserved for public football parking - $5. However, CD permits will be honored all day. Although this is a public parking location for high school football patrons until 4:30 p.m., students/staff may park, if they wish to pay the required $5 to park.

* Jackson Deck (8 a.m. - 7 p.m.):
Will be set-up for event operations for Saturday from 7 a.m. to 7 p.m. Access will require $5 or a valid high school football Ramshead Deck permit until 4:30 p.m. and then $7 or a valid men's basketball game permit. Although this is a public parking location for high school football patrons until 4:30 p.m., and $7 after 4:30 p.m. Students/staff may park, if they wish to pay the required $fee.

* Public Safety Lot:
Reserved for patrons with disabilities - $5.

* Undergraduate Library Lot:
Reserved for patrons with disabilities - $5.

* Kenan Field House/Ramshead Tunnel:
Reserved game day permits only.

* Ridge Road Spaces between Ramshead and Manning Drive:
Reserved for team, cheerleading and band bus unloading/loading only.
Proper permit required.

Please Note: Vehicles remaining after 4 p.m. in the Bowles Lot, Tennis Court Lot, Manning Lot, Business School Deck, Koury Lot, Williamson Drive Lot, or Dean E. Smith Lot and not displaying a valid men's basketball game permit are subject to citation and towing due to the men's basketball game at 7 p.m.

Thank You,

The UNC Department of Public Safety

This email is sponsored by: UNC Public Safety

From:	nobody@notify.unc.edu on behalf of kyang@email.unc.edu
Sent:	Friday, December 8, 2006 8:59 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Southeast Asian photo submissions

Calling for photo submissions!
Have you traveled to SE Asia? If so, submit your photographs for the chance to be displayed in a SE Asia Photo Exhibit! The photo exhibit will run along with a benefit dinner. This event will support a school in Mae Sot, Thailand which provides education for the children of Burmese migrant workers. Images should reflect the diversity of SE Asian culture and submissions will be evaluated based on aesthetic quality and creativity.

Resolution of entries must be a minimum of 1600x1200 pxls and photographers should include (1) their name and major/department(if applicable), (2) origin of photo (SE Asian country), (3) title of photo. Email up to 3 photographs to smallm@email.unc.edu by 5pm on Friday, January 12, 2007. This event is sponsored by the Southeast Asia Interest Association, a UNC student organization.

Contact Monica Shab (sbahmp@email.unc.edu) for more information.

This email is sponsored by: Southeast Asia Interest Association

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of tclarke@email.unc.edu
Sent:	Monday, December 11, 2006 8:12 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Carolina North Community Meeting, December 13

Dear Friends and Neighbors,

Many of you have expressed interest in Carolina North. I am writing to invite you to a review of the draft ecological assessment recently completed as part of the discovery phase of our planning process.

Chancellor Moeser has said that Carolina North will be a model of sustainability. As one of the first steps to that goal, Biohabitats, Inc. has produced an ecological assessment to inform our planning. We are eager to get your input to help us shape effective plans for sustainable development at Carolina North.

To accommodate different schedules, we will hold two sessions. The information reviewed at both will be the same so attend whichever is most convenient for you. Both sessions will be on Wednesday, December 13th in room 2603 of the School of Government:

3:00 - 5:00 PM. Parking available in either the Hwy 54 Visitor Lot or in the Rams Head deck.

6:00 - 8:00 PM. Parking available in the School of Government parking deck.

The School of Government is served by numerous bus routes, including the FCX, HU, V. S and the RU. The U and G are available for the early session only. Please check the Chapel Hill Transit site at www.townofchapelhill.org for details.

If you are a neighborhood or community contact, please forward this to your group as well as any others who may be interested. We hope for extensive participation from the community. My apologies in advance to those who may receive duplicate emails.

Although an RSVP is not required, it would help with meeting logistics if you would contact Tiffany Clarke at tclarke@email.unc.edu. If you have questions about the review session content, please contact Mary Jane Felgenhauer at mfelgenhauer@fac.unc.edu.

For Carolina North information, visit our web site at http://carolinanorth.unc.edu. To learn more about our current planning efforts and our consulting team, click on Technical Workshops.

As always, please feel free to contact me if you would like more information. We know there is great community interest in Carolina North and look forward to working with you at this early stage.

Sincerely,

Jack Evans

John P. Evans

Executive Director, Carolina North

Hettleman Professor of Business

304 South Building, CB 4000

Chapel Hill, NC 27599

919-843-2025

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of congli@email.unc.edu
Sent:	Monday, December 11, 2006 10:57 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Requesting Volunteers over age 50 for Research Participation

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Evaluation of Personal Health Records Websites

Health care and research organizations throughout the U.S. are developing "personal health records" systems to help people track their health status and medical information. To help designers make these systems more effective, we are studying the most effective modes of disseminating pertinent information in online venues.

We hope that you will participate in this study if you are interested in providing input for the future development of personal health records. We are interested in examining how older adults (over the age of 50 years) with fluency in English respond to online health information, as ultimately, this group would most benefit from our research. If you agree to participate in the study, you will be asked to go through a prototype health-related Website, and then fill out some questionnaires based on your browsing experience. Participation in this study will take approximately 30-45 minutes. In appreciation of your participation, you will receive $20.

For your convenience, all study sessions will be held in Carroll Hall on campus. If you are interested in participating in this study, please contact us so that we can schedule a convenient date and time for your study session.

Contact: Cong Li
School of Journalism & Mass Communication, UNC-CH
Email: congli@email.unc.edu or phone: 919-619-0302

Approved by the UNC Public Health Institutional Review Board on 9/15/2006. Study number 06-0066.

This email is sponsored by: Journalism and Mass Communication

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of efpatterson@bio.unc.edu
Sent:	Monday, December 11, 2006 11:43 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: UNC-Chapel Hill Employee Forum Computer Initiative with Dell new configurations

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The UNC-Chapel Hill Employee Forum has worked with Dell Computer to update the UNC Employee Forum Computer Initiative.

Go to www.unc.edu/forum and click on UNC Employee Forum Computer Initiative link.

In addition to the UNC Employee Forum special configurations, Dell is offering a Wish List Special Holiday Promotion, and UNC Employees and Students will also receive an additional Holiday Bow-nus. These special holiday savings are in addition to the regular EPP Member discount of up to 12% off Dell Home generally advertised specials. But it's only valid November 30 10AM CT - December 21 11:59 PM CT. So hurry and get your coupon below!

Special Coupon Copy:
An additional 5% off Dell Dimension^{TM} and Inspiron^{TM} systems priced $999 or more with your coupon. (Before tax, fees, EPP discount, shipping and handling). These savings can be combined with your Member discount and other select Dell Home generally advertised specials.

To get your coupon visit www.dell.com/epp/wishlist

In addition Dell offers for EPP (Employee/Student Purchase Plan under certain conditions):
* No Interest for 12 Months
  For best-qualified customers.†#

* No Interest for 18 Months
  On new XPS system purchases for qualified customers.†#

No Interest Offers valid
11/22/06 - 12/27/06

Visit www.dell.com/epp/wishlist or call 1-866-328-1902 Member ID: US38708851

Ernie Patterson
Chair
UNC Employee Forum
Chapel Hill, NC

This email is sponsored by: UNC Employee Forum

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, December 12, 2006 12:44 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Campus Copyright Policy Guide

At the request of General Administration, I am forwarding for your information a link to the document, "Campus Copyright - Rights and Responsibilities - A Basic Guide to Policy Considerations". This an important and useful guide for everyone in the academic community.

http://www.arl.org/info/frn/copy/CampusCopyright05.pdf

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, December 12, 2006 9:07 PM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: Portion of South Road Temporarily Closing

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ATTENTION MOTORISTS: NOTICE OF SOUTH ROAD CLOSURE

South Road will be closed to through traffic between Bell Tower Drive and South Columbia Street beginning Monday, December 18 due to construction utility upgrades in that area. Preliminary work will begin as early as Thursday, December 14, but two-way traffic will be maintained in the area until that following Monday. During this period of construction, the affected area will be open to construction and emergency vehicles only. The road is expected to re-open to through traffic by Saturday, January 6, 2007. To see a map of the affected area, visit the following general information link:

http://www.dps.unc.edu/dps/breakingnews/SouthRoadWeb/SouthRoad_12.06.htm

VEHICULAR AND PEDESTRIAN ACCESS:
Eastbound South Road will be inaccessible from McCauley and South Columbia Streets. Motorists and BG permit holders will need to access the Bell Tower Lot from the east. All other east-west vehicular traffic will be relegated to Cameron Avenue or Franklin Street to the north or Manning Drive to the south. East-west pedestrian access will be maintained along the sidewalk on the southern shoulder of South Road through the construction area.

TRANSIT
Chapel Hill Transit will detour its "FCX," "G,", "HU," "S," "V," "Night TG," and "Saturday FG" routes in order to serve stops surround the construction area. For detailed information on affected routes and detours, visit the link listed above. For information on all Chapel Hill Transit routes during the Holiday season, visit the following link:

http://www.townofchapelhill.org/transit

POINT-TO-POINT
Point-to-Point's Express route will not be affected by the closure. P2P does not run when residence hall are closed, and will continue to run its route through Sunday morning, December 17 at 3:00 a.m. only. P2P Express service will resume in January after the South Road re-opening.

For further information, call the UNC Department of Public Safety at (919) 962 - 3951.

Thank You,
The UNC Department of Public Safety

This email is sponsored by: UNC Public Safety

From: nobody@notify.unc.edu on behalf of lkjuhl@med.unc.edu
Sent: Tuesday, December 12, 2006 10:51 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Are You Drinking Too Much?

IRB Approval Number: GCRC - 2321

Are you drinking too much?

* Have you tried to cut down your alcohol use but can't?
* Have you increased the amount of alcohol you drink?
* Is your alcohol use creating problems in your life?

The UNC School of Medicine is seeking volunteers for a research study of an investigational medication for the treatment of problem drinking. The study will involve a free evaluation and, if you qualify, free counseling sessions. Unlike Antabuse, this medication will not make you sick if you drink alcohol. If you're between the ages of 18 and 60 and are having problems with alcohol, you may be able to participate in this new clinical trial. Your traveling expenses will be compensated with $10 per study visit.

You are assured of strict confidentiality.

If interested, please call Linda at 919-966-5770 or email at lkjuhl@med.unc.edu

This email is sponsored by: UNC-CH

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

<!-- Email Converted by LAW -->
<html xmlns="http://www.w3.org/1999/xhtml" lang="en">
<head>
  <title>At the Ackland</title>
  <style type="text/css">
    body { background-color:#9b795c; font-family:arial,helvetica neue,sans-serif;
                font-size:11px; margin:0px; padding:0px; }
                h2,h3,h4 { margin:0px; font-weight:normal; }
                h3 { margin-top:5px; font-weight:bold;}
                img { border:0px none; }
                td { vertical-align:top; }
                ul,ol,li { margin:0px; padding:0px; list-style-type:none; }
                #newsletter { width:685px; margin:0px auto; padding:0px; border-collapse:collapse; }
                #header { text-align:right; padding:0px; margin:0px; background-color:#000; }
                #header h1 { padding:0px; margin:0px; }
                #soon { background-color:#51260b; color:#fff; width:240px; padding:20px 10px 75px; margin:0px;}
                #soon div, #soon p { font-size:12px; }
                #soon .time { font-size:.8em; }
                #soon a { color:#fff; }
                #soon h2 { margin:0px; }
                #soon h3 { font-size:13px; }
                #soon h4 { font-size:12px; }
                #soon p { margin-top:0px; }
                #soon li { padding-bottom:4px; }
                #soon h3 a, #soon p a { text-decoration:none; border-bottom:1px solid #9b795c; }
                #soon h2 a, #soon #signature a { border:0px none; }
                #soon #signature { padding-bottom:15px }
                #soon .caption { font-size:10px; padding-top:2px; }
                #soon .caption img { float:left; padding-right:3px; margin-bottom:4px; }
                #main { background-color:#fff; width:425px; padding:0px; font-size:12px; }
                #main a { color:#6d2f1d; font-weight:bold; }
                #main h1 { margin:0px;}
                #main h3 { font-size:16px; }
                #main h4 { font-size:14px; }
                #main h3, #main h4, #main p, #main div, #main ul { padding:0px 10px; }
                #info { padding:0px 10px; background-color:#fff; padding-bottom:20px; }
                #info h3 { font-size:12px; }
  </style>
 </head>
<BODY>
<table border="0" width="95%">
 <tr><td width="100">From: </td><td>Ackland Art Museum <ackland-e-news@listserv.unc.edu></td></tr>

<tr><td width="100">Sent: </td><td>Wednesday, December 13, 2006 6:37 PM</td></tr>
<tr><td valign="top" width="100">To: </td><td>Mutima@email.unc.edu; Sinamenye A <smutima@email.unc.edu></td></tr>
<tr><td valign="top" width="100">Subject: </td><td>[ackland-e-news] At the Ackland: Lunch with One; Music in the Galleries; Yoga</td></tr>
</table> <hr color="#000000" size="2" noshade>
View on the web: http://www.ackland.org/enews/2006-12-13/

<!DOCTYPE html PUBLIC "-//W3C//DTD XHTML 1.0 Strict//EN" "DTD/xhtml1-strict.dtd">

<table id="newsletter">
<tr>
<td id="header" colspan="2"><h1></h1></td>
</tr>
<tr>
<td id="main">

<h3>Lunch with One </h3>
Thursday, December 14, 2006
1 to 2 PM
One expert, one work of art, one hour. Bring a bag lunch and join UNC Art Department Professor Carol Magee for a discussion of a <cite>Mende sowei mask</cite> on view in the Window to the Humanities exhibition, <cite>Making Connections</cite>. Her talk will explore both the original context of this mask in Sierra Leone and the life it has in this exhibition.
Register online!

<h3>Music in the Galleries</h3>
Sunday, December 17
2 to 4 PM
Visit the Ackland this Sunday and experience art alongside the performance of a solo guitarist. This event marks the first of the Ackland's monthly Music in the Galleries series.

<h3>Yoga in the Galleries</h3>

Tuesday, December 19
12 NOON to 1 PM
Namasté! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland. This session will provide an opportunity to explore basic yoga poses or asanas. References to one or two pieces in the collection will be made during the practice.
Registration is limited so only those who reserve in advance are guaranteed a place. We will hold five spaces open for the first non-registered arrivals on the day of each session.

Yoga mats are available at the session. Please wear comfortable clothing that allows you to stretch. Beginners are welcome.
Register online!

</td>
<td id="soon" rowspan="2">
<h2></h2>

Coming Soon

<h3>An Artist's Perspective</h3>
<h4>Interactive Discussion and
Gallery Talk for Teens</h4>
Wednesday, December 13
6:30 - 8 PM

<h3>Lunch with One</h3>
<h4>African Masquerades with Carol Magee Professor, Department of Art</h4>
Thursday, December 14
1 PM

<h3>Music in the Galleries</h3>
Sunday, December 17
2 - 4 PM

```
                                        </li>
                                        <li>
                                        <h3><a
href="http://www.ackland.org/programs/yoga/">Yoga in the Galleries</a></h3>
                                        <div>Tuesday, December 19<br/>12 - 1 <span
class="time">PM</span></div>
                                        </li>
                                        <li>
                                        <h3><a
href="http://www.ackland.org/programs/yoga/">Yoga in the Galleries</a></h3>
                                        <div>Monday, January 8, 2007<br/>12:10 - 1
<span class="time">PM</span></div>
                                        </li>
                                        <li>
                                        <h3><a
href="http://www.ackland.org/visit/dates/112.html">Art After Dark</a></h3>
                                        <h4>2nd Fridays at the Ackland</h4>
                                        <div>Friday, January 12, 2007<br/>
                                         5 - 9 <span class="time">PM</span></div>
                                        </li>
                                        <li>
                                        <h3><a
href="http://www.ackland.org/visit/dates/113.html">Open Drawing Session</a></h3>
                                        <div>Saturday, January 13<br/>
                                         10 <span class="time">AM</span> - 12 <span
class="time">NOON</span></div>
                                        </li>
                                        <li>
                                        <h3><a
href="http://www.ackland.org/programs/book_club/">Ackland Book Discussion
Series</a></h3>
                                        <div>Wednesday, January 17, 2007<br/>
                                         7 - 8:30 <span class="time">PM</span></div>
                                        </li>
                                    </ul>

                                    <p><strong><br />
                                For more information</strong> on Ackland Programs visit: <a
href="http://www.ackland.org/">www.ackland.org</a>.</p>
                                    <p>These and other public programs are made possible
by generous support from the Ackland Art Museum Guild,  members, and friends like you!</p>
                                    <h3>Pass it on</h3>
                                    <p>Forward this message to friends. There's always
something new to see at the Ackland.</p>
                                    <h3>Support the Museum</h3>
                                    <p>Become a member of the Ackland Art Museum. For
more information on the benefits of membership and how your membership dollars support
our mission: call 919.843.3676 or visit <a
href="http://www.ackland.org/join">www.ackland.org/join</a>.</p>
```

<h3>Comments on Ackland e-news?</h3>
Send an email to the editor: ackland-e-news@unc.edu.
<h3>Thank you for subscribing
 to Ackland e-news!</h3>
If you no longer wish to receive the Ackland's e-news, send an email to lyris@listserv.unc.edu. Type "remove ackland-e-news" in the body of the message.
Illustrations from top to bottom:

<li class="caption">African, Sierra Leone, Mende People:<cite> Sande Helmet Mask</cite>, (detail); blackened wood and raffia. Gift of Mr. Morris Stirling.
<li class="caption">Jacopo Amigoni, Italian, Venice and active throughout Europe, 1682/85 - 1752, <cite>Venus Disarming Cupid</cite> (detail), 1730s or 1740s. oil on canvas. Ackland Fund.
<li class="caption"> Central Indian, 11th to 12th century: <cite>Ganesha</cite>; sandstone sculpture. Gift of Clara T. and Gilbert J. Yager in honor of Dr. Charles Morrow and his wife, Mary Morrow, for their many contributions to the University and to The Ackland Art Museum during his term as Provost.

</td>
</tr>
</table>

</BODY></HTML>

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, December 13, 2006 8:17 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Dean, College of Arts and Sciences Open Forums

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To: UNC-Chapel Hill Community
From: Search Committee, Dean, College of Arts and Sciences
Re: Open Forums for Dean, College of Arts and Sciences Candidates

The College of Arts and Sciences Search Committee is pleased to announce that the following five candidates for the deanship have accepted our invitation to visit campus for public interviews.

We invite you to attend the upcoming open forums with the candidates. These forums are designed to give the campus community an opportunity to hear from candidates about their experience and their ideas for enhancing UNC Chapel Hill, and an opportunity for you to provide feedback.

Dr. Holden Thorp, University of North Carolina at Chapel Hill
Thursday, January 11
2:00 - 2:45 p.m.
Wilson Library - Pleasants Family Room

Dr. Ramon Gutierrez, University of California, San Diego
Wednesday, January 17
2:00 - 2:45 p.m.
Wilson Library - Pleasants Family Room

Dr. David Zaret, Indiana University - Bloomington
Friday, January 19
2:00 - 2:45 p.m.
Freedom Forum - 305 Carroll Hall

Dr. Steven Matson, University of North Carolina at Chapel Hill
Wednesday, January 24
2:00 - 2:45 p.m.
Wilson Library - Pleasants Family Room

Dr. Virginia Sapiro, University of Wisconsin - Madison
Friday, January 26
2:00 - 2:45 p.m.
Wilson Library - Pleasants Family Room

There will be a reception following the open forums for approximately one hour. Please join us in welcoming each candidate.

Dr. Holden Thorp, Kenan Professor and Chair, Department of Chemistry, University of North Carolina at Chapel Hill
Dr. Thorp attended UNC and received his Bachelor of Science degree, with highest honors, in chemistry in 1986. He went on to receive his Ph.D in Chemistry from the California Institute of Technology in 1989. He came to UNC in 1993 as Assistant Professor of Chemistry.

Dr. Ramon Gutierrez, Professor of Ethnic Studies and History. University of California, San Diego
Dr. Gutierrez received B.A. in Latin American History and Fine Arts in 1973 from the University of New Mexico, Albuquerque. He earned his Ph.D. in History in 1980 from the University of Wisconsin, Madison. Dr. Gutierrez is Associate Professor of History and Ethnic Studies at the University of California, San Diego. He founded the University's Ethnic Studies Department in 1989 and is also founding Director of its Center for the Study of Race and Ethnicity.

Dr. David Zaret, Interim Dean, College of Arts and Sciences, Indiana University
Dr. Zaret is a Professor in the Indiana University Department of Sociology with an adjunct appointment in the Department of History. Zaret served as the Executive Associate Dean for the College of Arts and Sciences from 1999 to 2005. He earned his B.A. at Amherst College in Sociology graduating in 1973, Magna Cum Laude. Dr. Zaret received a D.Phil. degree from the University of Oxford in 1977 and joined the IU faculty the same year.

Dr. Steven Matson, Professor and Chair, Department of Biology, University of North Carolina at Chapel Hill
Dr. Matson earned his B.A. Colgate University; Hamilton, NY in 1976 in Mathematics He received his Ph.D. from the University of Rochester, Rochester, NY in 1980. He joined the Department of Biology at University of North Carolina at Chapel Hill in 1983 as an Assistant Professor and currently serves as the Department Chair.

Virginia Sapiro, Vice Provost for Teaching and Learning,
University of Wisconsin, Madison
Dr. Sapiro is the Sophonisba P. Breckinridge Professor of Political Science and Women's Studies. She recently completed a term as Interim Provost and Vice Chancellor for Academic Affairs. Dr. Sapiro earned her B.A. with High Honors in Government from Clark University in Worcester, MA in 1972. She completed her Ph.D. in political science at the University of Michigan in 1976 and, that same year, joined the faculty of the University of Wisconsin - Madison as an Assistant Professor in the Department of Political Science and the newly established Women's Studies Program.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, December 13, 2006 9:35 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: CORRECTION: Nominations for $5,000 mentoring awards due Jan. 18, 2007

(NOTE: THIS MESSAGE IS A FOLLOW-UP TO A MESSAGE SENT DEC. 5, 2006. WITH THE ORIGINAL MESSAGE, RECIPIENTS MAY HAVE TROUBLE OPENING THE HOT LINK TO THE NOMINATION FORM. THIS VERSION CORRECTS THAT PROBLEM.)

Nominations for Women's Leadership Council Mentoring Awards due Jan. 18, 2007; each winner to receive $5,000

The Carolina Women's Leadership Council has generously provided funding for annual faculty mentoring awards at the University.

The Women's Leadership Council Mentoring Awards recognize outstanding men and women faculty members who go the extra mile to guide, mentor and lead students and/or junior faculty as they make important career decisions, embark on innovative research challenges and enrich their lives through public service, teaching and meaningful educational opportunities. These awards will honor faculty-to-student mentoring and faculty-to-faculty mentoring, with one award award given in each category. Each recipient will receive $5,000.

All tenured and tenure-track faculty are eligible for this award, as are fixed-term faculty who have taught at Carolina for at least three years. Visiting faculty are not eligible. Nominations may be submitted by anyone from the Carolina family, including current and former faculty, staff, and students. Nomination forms can be downloaded at http://www.unc.edu/provost/news/Nomination%20Form%202007.doc and must be received in writing by Jan. 18, 2007, at: Women's Leadership Council Mentoring Award, Office of the Provost, CB# 3000. Each nomination must include:

* Brief (one-paragraph) statement of rationale for nomination.
* Narrative description -- not to exceed two pages -- of the extent, type and character of the mentoring provided by the nominee.
* Curriculum vitae.

A selection committee appointed by the provost will review and recommend the award recipients. This committee will include representatives from the faculty, the student body, the Office of the Executive Vice Chancellor and Provost, the Office of the Vice Chancellor for Student Affairs, and the Carolina Women's Leadership Council.

Selections will be made in February 2007, with awards presented to winners at the annual meeting of the Carolina Women's Leadership Council, which will be held Feb. 22-23, 2007.

Part of the Carolina First Campaign volunteer leadership structure, the 130-member Women's Leadership Council is a network of women from across the country who are committed to supporting the University and students' educational experiences. Along with providing financial support, members volunteer their time and share their expertise, as well as champion Carolina in their regions and serve on boards that further the University's mission. The council is co-chaired by Mary Anne Dickson '63, Barbara Hyde '83 and Julia Sprunt Grumbles '75.

For more information about the Women's Leadership Council Mentoring

Awards, contact Carol Tresolini, associate provost for academic initiatives, at 962-3907 or Carol_Tresolini@unc.edu

To learn more about the Women's Leadership Council, contact Lanier Brown May in the Office of University Development at 843-5883 or lanier_may@unc.edu or visit http://carolinafirst.unc.edu/women/

This email is sponsored by: Office of the Provost

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From:	nobody@notify.unc.edu on behalf of hsinliu@med.unc.edu
Sent:	Wednesday, December 13, 2006 10:49 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Healthy research subject between ages of 18-40 years needed

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Researchers in the Orthopaedics Laboratory are conducting a study at UNC-Chapel Hill to trace the recovery in their patellar tendon stiffness over time after their surgery. We are looking for healthy volunteers between ages of 18-40 years to participate as control subjects in a research study investigating patellar tendon recovery after surgical injury

To enroll in this study as a participant in this study, you must not have prior history of knee surgery or sustained a lower extremity injury in the past 2 months that has prohibited normal physical activity for at least two weeks.

You will be asked to perform knee muscle contraction tasks while an ultrasound image will be taken of your patellar tendon (tendon that attaches kneecap to lower leg). Participation in this study will last approximately 45 minutes.

You would be paid $15 per visit for your participation.

If you are interested in participating in this study or would like more information, please call,
Hsin-yi (shin-ee) Liu, at (919) 966-1211 or email hsinliu@med.unc.edu

This study is approved by Biomedical IRB (#05-ORTHO-1005).

This email is sponsored by: orthopaedics

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From: nobody@notify.unc.edu on behalf of dsl@unc.edu
Sent: Thursday, December 14, 2006 9:03 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Help Create Better Health Information- Benign Prostatic Hyperplasia

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The Decision Support Lab at Sheps Center for Health Services Research, University of North Carolina at Chapel Hill is conducting focus groups and individual interviews to review a decision aid video on benign prostatic hyperplasia produced by the Foundation for Informed Medical Decision Making.

To participate in a focus group or interview you must:
-Have/Had benign prostatic hyperplasia (enlarged prostate)
-Not have prostate cancer
-Be able to speak and read English
-Be able to travel to the Decision Support Lab at Sheps Center (725 Martin Luther King Jr. Blvd.-Historic Airport Road, Chapel Hill, NC)

If you are eligible for this research study you can participate in one of two audio-taped focus groups or an individual interview. Your participation would last approximately 2 to 2.5 hours, you would be able to select a group or interview date that best fits your schedule as long as openings are available. You would be compensated for your participation. If you are interested in participating in this study you can contact us at:
-Visit our website: http://decisionsupport.unc.edu/secure/bph.htm
-Email us: dsl@unc.edu or call us 919.966.4328 or 866.250.1877 toll free

Please feel free to share this email announcement with others that you feel would be interested in learning about this study.

Best regards,

Jennifer M. Griffith, DrPH, MPH
Director- Decision Support Lab

Approved Human Subjects Research, Biomedical IRB, study number 06-0914

This email is sponsored by: Decision Suppot Lab- Sheps Center

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, December 18, 2006 8:11 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Dean of the Summer School

MEMORANDUM

DATE: December 18, 2006

TO: Members of the UNC Chapel Hill Community
Faculty, Staff, Students

FROM: Bernadette Gray-Little
Executive Vice Chancellor and Provost

RE: Dean of the Summer School.

The University of North Carolina at Chapel Hill invites nominations and applications for the position of Dean of the Summer School. The Dean reports to the Executive Vice Chancellor and Provost and is a senior level administrator. This is a half-time position open only to tenured faculty members of The University of North Carolina at Chapel Hill.

The Dean is responsible for leading the Summer School and supervising its staff. Successful applicants will have (1) a collaborative management style; (2) an interest in meeting the needs of students and the goals of faculty across disciplines: (3) a strong aptitude for developing and analyzing financial information, enrollment records, and other reports; (4) an ability to develop both short term and long range goals. The Dean serves on the Dean's Council and has the opportunity to help shape the broader University agenda.

The Summer School offers a broad list of classes designed to meet the needs of both undergraduate and graduate students from UNC Chapel Hill and elsewhere. About 45 departments or curriculums in the College of Arts and Sciences and all the professional schools offer summer courses. Many graduate level laboratories, field courses, and research courses are offered. Over 1000 undergraduate class sections include hundreds of courses that meet General Education Perspective or other requirements.

Nominations may be addressed to Dr. Karen Gil, c/o Debbie Stevenson, 104 South Building, CB #3000, UNC-Chapel Hill, Chapel Hill, NC 27599 or debbie_stevenson@unc.edu. Inquiries should be directed to Dr. Karen Gil by calling (919) 962-3088, or by email to kgil@email.unc.edu.

To ensure full consideration, nominations and applications should be submitted by January 31, 2007. Review of applications will continue until the position is filled. The anticipated starting date for the new dean is on or before July 1, 2007. The dean serves at the pleasure of the Chancellor with a five year review.

Candidates should submit a cover letter describing their interest in and qualifications for the position, a curriculum vita, and a list of five references including their names, titles, addresses, phone numbers, and email addresses. All inquiries will be kept confidential in the early stages of the search process. Applicants will be directly solicited for permission before references are contacted.

All applications must be submitted electronically.

To apply, go to http://www.unc.edu/provost/searches.html

The University of North Carolina at Chapel Hill is an equal opportunity employer and is strongly and actively committed to diversity.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, December 19, 2006 9:56 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: SECC Update: Last Week of Campaign

Dear Colleagues,

The State Employees Combined Campaign at Carolina has enjoyed a robust level of late-campaign activity, with almost $60,000 collected last week alone. We want to conclude our official campaign period for 2006 with another really impressive week. And to make things even more exciting, we are going to offer the following prize to one lucky SECC supporter: a $150 gift certificate to the Streets at Southpoint mall.

Anyone who has given to the campaign from its October beginning through this Thursday (Dec. 21) is eligible to win this wonderful prize.

Please know that it is not too late to make a contribution to our "Carolina Together" campaign. Alan Taylor of the North Carolina SECC will be at Wilson Library this Thursday (Dec. 21), from 9 a.m. to 11 a.m. and 1:30 p.m. to 3:30 p.m. Captains, division leaders and any other Carolina employees who would like to turn in donation forms are welcome to stop by Wilson Library during those times.

Thank you for your support of "Carolina Together." I wish you a joyous holiday.

John N. Williams
Carolina SECC Chair
Dean, UNC-Chapel Hill School of Dentistry

This email is sponsored by: School of Dentistry

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, December 19, 2006 10:47 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Bible Church Park & Ride Opens Jan. 7th

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CHAPEL HILL BIBLE CHURCH PARK AND RIDE SERVICE
BEGINS MONDAY, JANUARY 8, 2007

The UNC Department of Public Safety is opening a new UNC Park and Ride Lot within the Chapel Hill Bible Church parking facility, with transit service to and from the lot and campus beginning Monday, January 8, 2007. The lot is located on Sage Road, off 15-501 behind the Lowe's Home Improvement complex.
The lot offers UNC faculty and staff who commute to and from UNC along the US 15-501 corridor 241 reserved spaces within the larger parking facility at the church. A special "CAP-BC" permit must be displayed by motorists wishing to park in this area. Those wishing to park at the new facility must specifically register to park with the UNC Commuter Alternatives Program THROUGH THEIR DEPARTMENTAL PARKING COORDINATOR.
Weekday bus service to and from the lot aboard a new Chapel Hill Transit express route will run on two buses at 20-minute intervals during morning and afternoon peak hours and every 40 minutes during all other service hours.
The express route will serve no stops between the Bible Church Lot and the UNC campus. It will serve stops at Fraternity Court, on Pittsboro Street (near the State Employees' Credit Union), on Mason Farm Road (at the Ambulatory Care Center), on Manning Drive at UNC Hospitals, on South Columbia (at the Health Sciences Library), on South Road at Fetzer Gym, and on Raleigh Street at Joyner Hall.
To see a map and schedule of this route, visit the following website:
http://www.dps.unc.edu/dps/breakingnews/Bible%20Church%20P&R/BibleChurchP&R.htm

Commuters who register for this new lot will be relegated to the specific UNC CAP parking spaces designated by signage at the location. Parking in this area without the valid permit, parking outside of the designated CAP area, parking on weekends or outside of the posted park and ride operational hours and parking on weekends can result in a citation and / or towing at the vehicle owner's expense.

Thank You,
The UNC Department of Public Safety

This email is sponsored by: UNC Public Safety

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From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, December 27, 2006 2:20 PM
To: stgore@email.unc.edu
Cc: smut >> Alphonse Mutima <smutima@email.unc.edu>
Subject: course evaluations fall 06

Prof. Mutima would like to see his course evaluations from the fall.
Please place them in his box asap. dc

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Friday, December 29, 2006 1:59 PM
To: Mutima@email.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] At the Ackland: Last Chance, Holiday Hours

Last chance to see Depth of Field

Exhibition ends Sunday, December 31st

As the year comes to a close, don't miss your last chance to see the Ackland's photography exhibition, *Depth of Field: Expanding Perspectives in 20th Century and Contemporary Photography*. This exhibition examines the work of eight American photographers who made important contributions to the art of photography in the middle years of the twentieth century — Berenice Abbott, Robert Adams, Harold Edgerton, Robert Frank, Danny Lyon, Aaron Siskind, Minor White, and Garry Winogrand — alongside a single image by another photographer working in the last twenty-five years. The more recent photographers include: Marco Breuer Carl Chiarenza, Richard Misrach, Julie Moos, Sebastião Salgado, Gary Schneider, and Krzysztof Wodiczko.

Holiday Hours

Saturday, December 30 from 10 AM - 5 PM
Sunday, December 31 from 1 - 5 PM
Monday, January 1 Museum Closed

Ackland Art Museum

The University of North Carolina at Chapel Hill

Coming Soon

Yoga in the Galleries
Monday, January 8
12:10 - 1 PM

Art After Dark
2nd Fridays at the Ackland
Friday, January 12
5 - 9 PM

Open Drawing Session
Saturday, January 13
10 AM - 12 NOON

Ackland Book Discussion Series
Wednesday, January 17
7 - 8:30 PM

For more information on Ackland Programs visit www.ackland.org

These and other public programs are made possible by generous support from the Ackland Art Museum Guild, members, and friends like you!

Pass it on
Forward this message to friends. There's always something new to see at the Ackland.

Support the Museum
Become a member of the Ackland Art Museum. For more information on the benefits of membership and how your membership dollars support our mission call 919.843.3676 or visit www.ackland.org/join.

Comments on Ackland e-news?
Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!
If you no longer wish to receive the Ackland's e-news, send an email to lyris@listserv.unc.edu. Type "remove ackland-e-news" in the body of the message.

Illustration:

Berenice Abbott, American, 1898-1991
Waterfront, South Street, New York City, October 25, 1935, photograph. Commissioned by Federal Art Project, Works Progress Administration. Lent by U.S. General Services Administration, Public Buildings Service, Fine Arts Collection, WPA Collection, Transfer from UNC-Chapel Hill Department of Art

From: nobody@notify.unc.edu on behalf of juliana@email.unc.edu
Sent: Tuesday, January 2, 2007 9:12 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: New Course Offering: Sustainable Development Through Microfinance

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BUSI 515: Sustainable Development Through Microfinance

The Carolina Microfinance Initiative (CMI) is seeking applications for its three-credit hour Spring 2007 course, Sustainable Development through Microfinance, listed as BUSI 515. In this course, students will create, organize, and facilitate a sustainable microfinance organization here at UNC. The class will culminate in summer 2007 travel to Peru to translate classroom knowledge of microfinance into on-the-ground change. However, participants are not required to travel and enrollment does not guarantee travel. All applicants must be available for class from 6-9pm on Thursdays.

Please email juliana@email.unc.edu or witmer@email.unc.edu for more information and a course application.

Applications for the Spring 2007 semester must be submitted by 11:30 p.m. on Friday, January 5, 2007.

If you are interested in being involved in the Carolina Microfinance Initiative but do not have the time to dedicate to a three-hour course, please let us know at microfinance_initiative@unc.edu.

This email is sponsored by: Kenan-Flagler School of Business

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From: nobody@notify.unc.edu on behalf of becky_coble@med.unc.edu
Sent: Tuesday, January 2, 2007 10:22 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UNC's Mindfulness Program for Stress/Pain Management

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Mindfulness programs offer training in meditation, mind-body awareness exercises and other awareness techniques that will teach you how to slow down, set priorities and stay calm, focused and relaxed in the midst of a busy life in ways that will enhance your body's natural adaptive and healing ability.

The UNC Program on Integrative Medicine has upcoming opportunities to learn about mindfulness and how to apply it to daily life. For more information, please visit http://pim.med.unc.edu/mindfulness.html and/or contact Becky Coble at email:
rcoble@med.unc.edu
or at (919) 966-8586

Registration is open through Thursday, January 18, 2007.

This email is sponsored by: Dept of Physical Medicine & Rehabilitation

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From: nobody@notify.unc.edu on behalf of mduclos@med.unc.edu
Sent: Wednesday, January 3, 2007 8:10 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Join our Type 2 Diabetes Study!

Do You Have Type 2 Diabetes?

The UNC Diabetes Care Center is currently seeking volunteers to participate in a research study of an investigational form of Byetta (exenatide) medication for the treatment of diabetes. As a study participant you will be randomized to either to receive Byetta BID treatment, which is FDA approved or an investigational form of Byetta. The length of the study is approximately 1 year and visits will take place at the UNC Diabetes Care Center and the Carolina Center for Clinical Trials.

Study related benefits at no cost to you include, study medication, related lab testing, ECGs, physical exams, glucose monitoring and compensation for your time.

You may qualify if you are:

* 18 years of age or older
* Have type 2 diabetes
* Treated by diet modification and exercise alone, and/or
* Taking an oral anti-diabetic medication (for example, metformin, glipizide, glimepiride, Avandia, Actos, singly or in combination)

For more information please call:

Michelle Duclos at 919-484-0931 ext 272

This study and advertisment has been approved by the UNC Biomedical IRB. Study number 05-2411

This email is sponsored by: UNC Diabetes Care Center

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From: nobody@notify.unc.edu on behalf of erin_douglas@med.unc.edu
Sent: Wednesday, January 3, 2007 9:21 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research Opportunity for Individuals aged 9-18!

HEALTHY VOLUNTEERS NEEDED!!

Are you interested in participating
in a research study to help investigators
at UNC Chapel Hill understand more
about mental illness?

Investigators are looking for medically healthy males and females, who have no acute or chronic illness, between the ages of 9 - 18 to participate in a variety of research studies. Participants will receive monetary compensation for their time and effort.

In order to find out whether you or your child may be eligible for one or more of our studies, we would appreciate you taking 5 minutes to fill out the On-line Screening Questionnaire at the following website (you will need to cut and paste into your browser). People under 18 years of age will need permission from a parent or guardian prior to completing the questionnaire.

http://www.psychiatry.unc.edu/research/cr_healthyvolunteer.htm
(underscore between cr _ healthy volunteer)

Funded by the National Institute of Health
IRB:06-PSYCH-631

This email is sponsored by: Psychiatry

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From: nobody@notify.unc.edu on behalf of dustinvs@email.unc.edu
Sent: Wednesday, January 3, 2007 9:59 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Employee Basketball League

Campus Recreation is now taking entries for employee basketball. If you are interested in participating on an employee basketball league, please contact Dustin Van Sloten, dustinvs@email.unc.edu before the entry deadline.

EMPLOYEE BASKETBALL
Registration: 1/8-1/16
Play day(s): Monday-Thursday (evenings)
Location: Woollen Gym

For additional recreational opportunities, please go to campusrec.unc.edu.

This email is sponsored by: Campus Recreation

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From: nobody@notify.unc.edu on behalf of vanessa_miller@dentistry.unc.edu
Sent: Wednesday, January 3, 2007 10:40 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do you have fibromyalgia or TMJD?

The Center for Neurosensory Disorders is currently recruiting for several studies for women with Fibromyalgia or Temporomandibular Muscle and Jaw Disorder (TMJD), TMJ, or TMJD as well as healthy women.

Please contact us if you are interested in learning more about our studies and would like to participate in a screening session (Biomedical IRB #04-1811).

You should not participate if you have had facial trauma or orofacial surgery within the past six months, you are pregnant or nursing or are planning to become pregnant in the next 6 months, or if you are currently in orthodontic treatment.

You should not participate if you have any of the following conditions: diabetes, seizures, heart trouble or disease, drug or alcohol abuse, hyperthyroidism, hypertension, major psychiatric disorder, pulmonary disease, major clinical depression, renal failure or dialysis, or if you are currently receiving chemotherapy or radiation therapy.

$15 compensation will be provided for participating in a one visit screening session lasting one hour.

For more information, please call the study coordinator at 966-9760.

This email is sponsored by: The Center for Neurosensory Disorders, Dental Research Center

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From:	nobody@notify.unc.edu on behalf of hsinliu@med.unc.edu
Sent:	Thursday, January 4, 2007 8:04 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Did / will you have ACL Reconstruction

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Subject: INFORMATIONAL: Have you had Anterior Cruciate Ligament (ACL) Reconstruction utilizing a patellar tendon autograft or will be having such surgery in the near future?

Have you had Anterior Cruciate Ligament (ACL) Reconstruction utilizing a patellar tendon autograft or will be having such surgery in the near future?

Researchers in the Orthopaedics Laboratory are conducting a study at UNC-Chapel Hill to trace the recovery in their patellar tendon stiffness over time after their surgery.

To enroll in this study as a participant in this study, you must have had ACL reconstruction with patellar tendon autograft within the past 2 months or will be having such surgery in the near future, no history of other knee surgeries, no other lower extremity injuries in the past 6 months, and be between the ages of 18-40.

You will be asked to perform knee muscle contractions tasks while an ultrasound images will be taken of your patellar tendon (tendon that attaches kneecap to lower leg). Participation in this study will last approximately 1.5 hours.

You would be paid $30 per visit for your participation.

If you are interested in participating in this study or would like more information, please call,
Hsin-yi (shin-ee) Liu, at (919) 966-1211 or email hsinliu@med.unc.edu

This study is approved by IRB (#05-ORTHO-1005)

This email is sponsored by: Orthopaedics

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, January 5, 2007 10:36 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Dean of the Summer School - Revised

MEMORANDUM

DATE: January 5, 2007

TO: Members of the UNC Chapel Hill
Faculty, Staff, Students

FROM: Bernadette Gray-Little
Executive Vice Chancellor and Provost

RE: Dean of the Summer School.

The University of North Carolina at Chapel Hill invites nominations and applications for the position of Dean of the Summer School. The Dean reports to the Executive Vice Chancellor and Provost and is a senior level administrator. This is a half-time position open only to tenured faculty members of The University of North Carolina at Chapel Hill.

The Dean is responsible for leading the Summer School and supervising its staff. Successful applicants will have (1) a collaborative management style; (2) an interest in meeting the needs of students and the goals of faculty across disciplines: (3) a strong aptitude for developing and analyzing financial information, enrollment records, and other reports; (4) an ability to develop both short term and long range goals. The Dean serves on the Dean's Council and has the opportunity to help shape the broader University agenda.

The Summer School offers a broad list of classes designed to meet the needs of both undergraduate and graduate students from UNC Chapel Hill and elsewhere. About 45 departments or curriculums in the College of Arts and Sciences and all the professional schools offer summer courses. Many graduate level laboratories, field courses, and research courses are offered. Over 1000 undergraduate class sections include hundreds of courses that meet General Education Perspective or other requirements.

Nominations may be addressed to Dr. Karen Gil, c/o Debbie Stevenson, 104 South Building, CB #3000, UNC-Chapel Hill, Chapel Hill, NC 27599 or debbie_stevenson@unc.edu. Inquiries should be directed to Dr. Karen Gil by calling (919) 962-3088, or by email to kgil@email.unc.edu.

To ensure full consideration, nominations and applications should be submitted by February 15, 2007. Review of applications will continue until the position is filled. The anticipated starting date for the new dean is on or before January 2008. The dean serves at the pleasure of the Chancellor with a five year review.

Candidates should submit a cover letter describing their interest in and qualifications for the position, a curriculum vita, and a list of five references including their names, titles, addresses, phone numbers, and email addresses. All inquiries will be kept confidential in the early stages of the search process. Applicants will be directly solicited for permission before references are contacted.

All applications must be submitted electronically.

To apply, go to http://www.unc.edu/provost/searches.html

The University of North Carolina at Chapel Hill is an equal opportunity employer and is strongly and actively committed to diversity

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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From:	nobody@notify.unc.edu on behalf of marrt@med.unc.edu
Sent:	Monday, January 8, 2007 8:20 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Smoker's Research Study

The Center for Environmental Medicine, Asthma and Lung Biology is recruiting current smokers who are otherwise healthy for Biomedical IRB study number 05-2970 (formerly GCRC 2475): Range of Neutrophil Response to 10,000 EU of Clinical Center Reference Endotoxin in Otherwise Healthy Smokers. You must be between the ages of 18 and 40, currently smoke at least a half a pack of cigarettes a day, and not have other health problems. You should not participate if you are pregnant, nursing a baby or planning to become pregnant in the near future. Compensation will be provided your time in this study.

For a complete copy of the consent form and more information refer to the CEMALB website at http://www.med.unc.edu/envlung/research1

If interested or for further information please contact:

Martha
Research Coordinator
Center for Environmental Medicine, Asthma and Lung Biology
(919) 962-4247
Email: marrt@med.unc.edu

This email is sponsored by:
The Center for Environmental Medicine, Asthma and Lung Biology

This email is sponsored by: CEMALB

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From:	nobody@notify.unc.edu on behalf of clinic@unc.edu
Sent:	Monday, January 8, 2007 10:50 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Psychological Treatment Offered by UNC Department of Psychology Community Clinic

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Psychological Treatment Offered by the UNC Department of Psychology Community Clinic!

The UNC Department of Psychology Community Clinic offers psychological treatment to children, adolescents, adults and couples in the community. The Clinic, which is affiliated with the UNC-CH clinical psychology Ph.D. program, provides a sliding fee scale based on income. Treatment is provided by doctoral students under the supervision of licensed clinical psychologists.
Adults and couples are seen in our on-campus location that is conveniently located in Davie Hall; we have limited openings for adults with substance abuse concerns. Children and adolescents are seen in our near-campus location on Finley Golf Course Road with afternoon and evening appointments and adjacent parking. Please visit our website at psychologyclinic.unc.edu or contact the clinic at 962-6906 or clinic@unc.edu for more information.

This email is sponsored by: UNC Department of Psychology Community Clinic

Please be aware that if the information you provide indicates that there may be abuse of a child or disabled adult, or that you or another person is in danger, we will need to respond as required by state law.

This email is sponsored by: UNC Department of Psychology Community Clinic

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From: nobody@notify.unc.edu on behalf of kilic@email.unc.edu
Sent: Monday, January 8, 2007 11:56 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Latino and African American females needed for Bupropion study

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Healthy volunteers are needed for a UNC research study using a FDA-approved drug. The study consists of three 20 minute outpatient visits over 24-36 hours to the UNC general clinical research center (GCRC). You will donate blood during these visits. Volunteers will earn $100 for completing the study.

In order to participate you must:
* Be a non-pregnant African American or Latino female.
* Be 18-50 years of age
* NOT have a history or diagnosis of any significant medical condition.
* NOT have taken any prescription drug within 30 days of the study, or over-the-counter medications or herbal products (excluding vitamin supplements) within two weeks of the study.
* NOT have a history of alcohol abuse or use of illicit drugs.
* NOT have a history of tobacco use within the last year.

How to participate:
* Contact Katarina or Larry at (919)-962-5005 or e-mail pkstudy@gmail.com
* If you decide to participate, you will be asked to spend approximately 15 minutes to answer a few questions over the phone.
* If you meet the pre-screening criteria we will schedule a one hour screening visit at the GCRC.

IRB Approval Number: 05-2932
Approved by UNC IRB on Nov 14 2006

This email is sponsored by: Div. Pharmacotherapy and Exp. Therapeutics

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From:	nobody@notify.unc.edu on behalf of rfts@unc.edu
Sent:	Tuesday, January 9, 2007 8:14 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Is someone you know planning a pregnancy or currently pregnant?

This is a bilingual message. Please see below for Spanish.
Este es un mensaje biling|e. Por favor, vea abajo para el espaqol.

Are you or is someone you know trying to get pregnant OR less than 9 weeks pregnant?

Right from the Start is a research study of early pregnancy health at the University of North Carolina at Chapel Hill. To learn more about the study, call us toll free at (866) 346-2684 or send an email to rfts@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study. Visit our website at www.mom2be.org for more info.

Participants receive:
- Free early ultrasound
- $10 for completing a telephone interview at the end of the first trimester
- Free pregnancy tests for women who are trying to get pregnant

We need your help! Women who participate in our study can advance knowledge by simply sharing information about themselves and their pregnancies. Please share this message with friends or family.

The principal investigator for this study is Katherine Hartmann, MD, PhD, UNC School of Public Health, Department of Epidemiology & School of Medicine, Department of Obstetrics and Gynecology.

The Right from the Start study and this message have received approval from the UNC Institutional Review Board on research involving human subjects, study #03-0689.

?Estas intentando quedar embarazada o tienes menos de 9 meses de embarazo? O, ?conoce alguien que este intentando quedar embarazada? Bien desde el comienzo es un estudio de investigacisn sobre las primeras semanas del embarazo realizado por la Universidad de Carolina del Norte en Chapel Hill. Si deseas averiguar mas sobre este estudio, llama gratis al 1 (866) 346-2684 o envma un correo electrsnico a rfts@unc.edu con tu nombre, nzmero de telifono y horarios en los que podamos contactarte. No compartiremos tu direccisn de correo electrsnico con personas ajenas a esta investigacisn. Para obtener mayor informacisn, visita nuestro sitio en internet www.mom2be.org.

Las participantes reciben:
-Examen de ultrasonido gratis
-$10 por contestar una entrevista telefsnica al finalizar el primer trimestre.
- Pruebas de embarazo gratuitas para aquellas mujeres que estin intentando quedar embarazadas

!Te necesitamos! Las mujeres que participen nos pueden ayudar a obtener mas conocimientos simplemente compartiendo informacisn sobre si mismas y sus embarazos. Por favor comparte este mensaje con tus amigos y familiares.

La investigadora principal de este estudio es Katherine Hartmann, MD, PhD, Departamento de Epidemiologma de la Escuela de Salud Publica y Departamento de Obstetricia y Ginecologma de la Escuela de Medicina, ambos pertenecientes a la Universidad de Carolina del Norte.

El estudio Bien desde el comienzo y este mensaje fueron aprobados por la Junta de Revisisn Institucional de la Universidad de Carolina del Norte en Chapel Hill (UNC), estudio # 03-0689.

This email is sponsored by: Epidemiology

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From: nobody@notify.unc.edu on behalf of carolyn_atkins@unc.edu
Sent: Tuesday, January 9, 2007 9:04 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Twenty-Eighth Annual C. Knox Massey Distinguished Service Awards

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MEMORANDUM

TO: All University Employees

FROM: Carolyn Atkins, Director of Stewardship

SUBJECT: Twenty-Eighth Annual C. Knox Massey Distinguished Service Awards

DATE: January 10, 2007

On behalf of Chancellor James Moeser and the members of the Awards Committee, I encourage you to nominate a colleague for this year's C. Knox Massey Distinguished Service Award. The criterion is "unusual, meritorious or superior contribution made by an employee, past or present, to The University of North Carolina at Chapel Hill." Under the terms of the gift, the Massey Distinguished Service Award may be conferred by the Chancellor upon any living full-time or part-time employee, whether faculty or staff and whether or not subject to the Personnel Act, except members of the Awards Committee while they are members. Chancellor James Moeser will present each of the six recipients with an award of $6,000 during the annual spring luncheon.

The Awards Committee has retained nominations made in 2005 and 2006 and will again consider them, together with additional nominations received this year. Persons first nominated before 2005 will be considered again only if new nominations are submitted this year. New nominations, or supplemental information relating to persons nominated in 2005 or 2006, must be submitted in writing. Nominations may be submitted by completing an online nomination form at www.unc.edu/masseyawards/nominate. Each nomination or supplemental information should contain:

a. The name of the proposed recipient.
b. Whether a present or past University employee (if past, an indication of the dates when the nominee was employed).
c. A brief description of the service rendered and why it is thought to be a contribution sufficiently "unusual, meritorious or superior" to deserve an award. (It is expected that the service to be recognized would not be of a sort that is already the subject of existing awards, such as, for example, the various teaching awards or the Thomas Jefferson Award).
d. Nominations made by letter require the signature of the nominator or seconder. Nominations made online require a valid Onyen ID and password. Because of the signature and password requirements, nominations and seconds will not be accepted by FAX or e-mail.

Letters of nomination should be addressed to Carolyn Atkins, Chair, C. Knox Massey Distinguished Service Awards Committee, CB # 6100, 208 West Franklin Street. Online nomination forms and letters of nomination must be received before the close of business, 5 p.m., Friday, February 9, 2007.

Information about the Massey Awards and the nomination process is available at www.unc.edu/masseyawards. Winners will be announced in

April.

C. Knox Massey Distinguished Service Awards Committee
Richard A. Baddour
Margaret A. Jablonski
Matthew G. Kupec
Richard Mann
Joseph L. Templeton
Carolyn A. Atkins, Chair

This email is sponsored by: Office of University Development

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email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of dbickford@unc.edu
Sent:	Tuesday, January 9, 2007 9:32 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: University Awards for the Advancement of Women

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Call for Nominations
2007 University Awards for the Advancement of Women

On behalf of the Offices of the Chancellor and the Executive Vice Chancellor and Provost, the Carolina Women's Center is pleased to announce the call for nominations for the 2007 University Awards for the Advancement of Women. This award recognizes contributions to the advancement of women at the University of North Carolina at Chapel Hill. Each year, three individuals--one faculty member, one staff person, and one undergraduate/graduate student/postdoctoral scholar--may be selected to receive the award. The faculty and staff recipients each receive $5000 and the undergraduate/
graduate student/ postdoctoral scholar recipient receives $2500. Awardees are honored in an award celebration during the Carolina Women's Center's annual Women's Week Celebration.

Please submit nominations for women and men who have contributed in one or more of the following ways:

* Mentored and supported women students, staff, faculty, and/or administrators;
* Elevated the status of women on campus;
* Helped to improve campus policies affecting women;
* Promoted and advanced the recruitment, retention, and upward mobility of women;
* Participated in and assisted in the establishment of professional development opportunities for women; or
* Participated in and assisted in the establishment of academic mentoring for women.

To submit a nomination, please use the online form at:
http://ir.unc.edu/women/women_nomination.html

All faculty and staff nominees must be permanent employees.

The deadline for nominations is February 26, 2007 at 5:00 p.m.

Please contact Donna M. Bickford, Director of the Carolina Women's Center at dbickford@unc.edu or (919) 962-8305 if you have questions about the awards or nomination process.

This email is sponsored by: Office of the Chancellor

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From:	nobody@notify.unc.edu on behalf of Susan_Andrews@unc.edu
Sent:	Wednesday, January 10, 2007 12:30 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: 2007 Summer Programs for Youth

In order for the Office of the Executive Vice Chancellor and Provost to respond to an annual request from 12th District Congressman Melvin Watt, I write to ask that you submit information regarding any program for youth (Kid's Camp through grade 12) that is being sponsored by your unit/department for Summer 2007. Please send this information to Susan Andrews, CB 3000 or email to Susan_Andrews@unc.edu no later than Monday, February 26. Please include the name of the program, targeted age group, any eligibility requirements, dates the program will be offered, a brief program description, and the name, address, phone number and email for the primary contact person. This information should also be available on your department's website. If you have questions, please feel free to contact me directly at 962-2198. Thank you.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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From:	nobody@notify.unc.edu on behalf of sdmoody@email.unc.edu
Sent:	Wednesday, January 10, 2007 1:43 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: UNC's Biggest Loser Challenge: lose weight the healthy way

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Interested in modifying your lifestyle and adopting healthy new patterns? If you need to lose weight, and want to learn how to do it the healthy way, while meeting new people and having fun, UNC's BIGGEST LOSER CHALLENGE is for you....

The UNC Biggest Loser Challenge is a 12-week healthy lifestyle/weight loss/physical activity challenge sponsored by Campus Recreation and Counseling & Wellness Services. Participants will be divided into teams and will attend workshops and weekly fitness challenges. Participants will also have weekly weigh-ins and group sessions with the Campus Health nutrition consultant to support a healthy weight loss and lifestyle modification.

APPLICATIONS can be found at: http://www.campusrec.unc.edu/events.html

Applications are due by January 19th, so check it out today.

The UNC Biggest Loser Challenge is open to all students, faculty, and staff at Carolina.

This email is sponsored by: Carolina Fitness

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From: nobody@notify.unc.edu on behalf of lkjuhl@med.unc.edu
Sent: Wednesday, January 10, 2007 2:53 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Are you drinking too much?

IRB Approval #GCRC 2321

Are you drinking too much?

* Have you tried to cut down your alcohol use but can't?
* Have you increased the amount of alcohol you drink?
* Is your alcohol use creating problems in your life?

The UNC School of Medicine is seeking volunteers for a research study of an investigational medication for the treatment of problem drinking. The study will involve a free evaluation and, if you qualify, free counseling sessions. Unlike Antabuse, this medication will not make you sick if you drink alcohol. If you're between the ages of 18 and 60 and are having problems with alcohol, you may be able to participate in this new clinical trial. Your traveling expenses will be compensated with $10 per study visit.

You are assured of strict confidentiality.

If interested, please call Linda at 919-966-5770 or email at lkjuhl@med.unc.edu

This email is sponsored by: Psychiatry

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From:	nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent:	Wednesday, January 10, 2007 3:33 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Employee Forum Newsletter InTouch Now On-Line

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The January edition of the Employee Forum newsletter,
InTouch, is now on-line at
http://forum.unc.edu/InTouch/InTouch8-1.htm

Articles in this edition include:

Chair's Address to Board of Trustees, November 15, 2006
UNC Eyes Using Time Clocks for Staff Employees
"Fear of Frying?" Survey Results
Commmittee to Study Workplace Wellness Needs, Opportunities
Call for Nominations: 2007 University Awards
for the Advancement of Women

On-line publication of InTouch saves approximately
6,000 sheets of paper a month.

This email is sponsored by: Employee Forum

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that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, January 10, 2007 4:17 AM
To: smutima@email.unc.edu
Subject: URGENT: Assault on campus

SAFETY ALERT - ASSAULT REPORTED NEAR FOREST THEATER; SAFETY TIPS SUGGESTED

University Police are warning the campus community to stay alert and take extra safety precautions following a reported assault near UNC's Forest Theater around 3 p.m. today, Tuesday, Jan 9.

The suspect is described as a white male, in his early- to mid-20s, at least 6 feet tall, with a pale complexion and short, dark hair. He was reportedly unarmed and last seen wearing a white shirt, white pants and tan Timberland boots. He was wearing gold-rimmed sunglasses.

The victim was walking from Forest Theater toward Country Club Road when she was grabbed from behind. The suspect attempted to choke her. The victim screamed and was released without serious injury. The suspect was last seen on foot in the Forest Theater area.

Public safety officials urged the community to follow the following safety tips.

* Don't walk alone at night. Use the buddy system. Walk in well-lit areas of campus.

* Immediately report any and all suspicious activity to law enforcement by calling 9-1-1. Remember that 9-1-1 is not only for emergencies. If you do not have a cell phone, use the call boxes located across campus.

* Use UNC's Point-to-Point express service, free to students, operating between 7 p.m. and 3 a.m. nightly.

* After 3 a.m. use UNC's free Point-to-Point demand service by calling 962-7867 (962-P-TO-P) and providing your UNC personal identification number. The service is available at night to UNC students, faculty and staff at locations not served by the P2P Express Route or after normal P2P Express service hours.

* Use Chapel Hill Transit, free to all passengers. Web site: www.chtransit.org

* Use the free Safe Ride Program, serving parts of campus, Chapel Hill, and Carrboro from 11:15 p.m. to 2:30 a.m. on Fridays and Saturdays. Web site: www.unc.edu/saferide.

For more information, click to www.dps.unc.edu

University police ask anyone with information in connection with the case to call the department at 962-8100 or Chapel Hill-Carrboro-UNC Crimestoppers at 942-7515. All conversations are confidential; no one must identify themselves or appear in court.

This email is sponsored by: Emergency Warning Committee

From: Roberta Ann Dunbar <radunbar@email.unc.edu>

Sent: Wednesday, January 10, 2007 3:25 PM

To: Alphonse Mutima <smutima@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; Bereket Selassie <bselassi@email.unc.edu>; Debby Crowder <dacrowde@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; Kevin Brennan <kevinbrennan@unc.edu>; Margaret C. Lee <LeeMC@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Roberta Ann Dunbar <radunbar@email.unc.edu>

Subject: Final Versions of Afri Concentration Revisions and Syllabus for AFRI 600 The Africa Colloquium

Attach: Revised African Concentration 20070109.doc; AFRI 600 African Studies Colloquium 20060110.doc

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Dear Colleagues,
You will find attached the final versions of the AFRI Concentration Revisions and a Syllabus for AFRI 600 (formerly 590) The Africa Colloquium. They will be submitted for consideration by the College of Arts and Sciences review board. Many, many thanks to each of you who has contributed so much to the conceptualization of the revisions and to the development of the AFRI 600 syllabus. Salut!

Best,
Ann

--
Roberta Ann Dunbar
Department of African and Afro-American Studies
CB#3395, 109 Battle Hall
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3395
Tel. 919.966.2942
FAX 919.962.2694

Revised African Concentration for Department of African and Afro-American Studies

January 5, 2007

Rationale: The purpose of the African studies concentration within the Department of African and Afro-American Studies is to develop an analytical approach to contemporary Africa. Courses stress the importance of pre-colonial values and institutions to the definition of modern African society, and stress the historic range of commercial and political relationships with Europe and the New World.

In the more than fifteen years since the African concentration was revised, additional faculty have enabled the strengthening of the social science disciplines and area-focused research within the continent. Best practices have evolved to encourage students to study abroad at some point during their college career, and often gain on-the-ground experience through internships in agencies that now provide many of the services previously offered by governments here and abroad. For many years, individual faculty members have further facilitated undergraduate research experiences through collaboration with the Office of Undergraduate Research, the Burch Program as well as in our Honors thesis seminars. The study of African language is now more feasible than ever; recent and planned for expansion of language instruction will facilitate cross-school collaboration, especially with the School of Public Health. The design of the new curriculum encourages a focus on and deepening of perspective through the African Studies courses as well as insuring the awareness of connectedness with the African American experience. The African Studies Colloquium being proposed as a new course for advanced undergraduate students (see syllabus attached) will culminate majors' study by honing their critical thinking skills about the most recent scholarship on the continent.

Core Courses: The major requires the completion of ten courses (thirty hours) including the core courses and five courses from the list of African Studies courses. Students should also choose an African Language for their modern foreign language (see below) or in addition take three semesters of an African Language.

AFRI 101—Introduction to African Civilization

At least one Regional Seminar: AFRI 520 (Southern Africa), AFRI 521 (East Africa), AFRI 522 (West Africa), AFRI 524 (North-East Africa)

AFAM 101—Black Experience

AFRI/AFAM 474—Key Issues in African Afro-American Linkages

AFRI 600 African Studies Colloquium

Five courses from the current list of African Studies courses as found in the catalog.

Three semesters of one African Language (either as the Modern Foreign Language or in addition to the Modern Foreign Language)

ARAB 101—Elementary Arabic I ARAB 102—Elementary Arabic II ARAB 203—Intermediate Arabic ARAB 204—Intermediate Arabic ARAB 305—Advanced Arabic	SWAH 112—Kiswahili 1-2 SWAH 234—Kiswahili3-4 SWAH 401—Kiswahili 1 SWAH 402—Kiswahili 2 SWAH 403—Kiswahili 3 SWAH 404—Kiswahili 4
LGLA 101—Lingala 1 LGLA 102—Lingala II LGLA 203—Lingala III	WOLO 101—Wolof I WOLO 102—Wolof II WOLO 103—Wolof III
[2007-2008] CHWA 401—Chichewa I CHWA 402—Chichewa II CHWA 403—Chichewa III	

AFRI 600. Title: African Studies Colloquium.

Short Course Description. This course will equip students to critically analyze the cutting edge issues concerning Africa today through readings, lectures and research. For majors in their junior or senior year and other students with area interest in Africa. Prerequisite: two courses on Africa. Fall.

Justification: The African Studies Colloquium is a new course designed to serve as a culminating course for African Studies majors, and for other undergraduate and graduate students with course and/or experiential background in Africa. Key issues of recent research in eight prominent areas in the field of African Studies will be explored by African Studies faculty, students, and guest speakers. The seminar will meet once a week. Students will write six, three to five page papers that critically engage the readings that are the focus of the seminar. The course will be coordinated and students supervised by one African Studies faculty member each fall. However, the design of the course intends the participation of all resident African specialists in the Department during the course of the semester. The designers intend to promote throughout each thematic area two over-arching modes of analysis: attention to the different ways men and women experience the issue under consideration, and the contrast between approaches that are macro- and micro- level in their orientation.

Evaluation and percent of grade

Course Participation (weekly and as discussion leader)

Five papers, 3-5 pages in length that focus on analysis of the readings (see Guidelines for Analytical Papers. These will be due Week 3, 5, 7, 9, 12 20% each

Week 1. Africa and the Future?

What is Africa? In the age of neo-liberalism and globalization, what is the position of the continent, and how do Africans themselves understand and imagine their futures and the future of the continent? In this section, we will explore the possibility of the continent in the context of the ways Africans have been articulating (through thought, word, and action) with current global realities. How are the youth of Africa (Africa's future) understanding and acting on the social, political, and economic conditions in which they are situated? What African futures are they imagining?

Assigned Readings:

Ferguson, James. Global Shadows: Africa in the Neoliberal World Order. Duke University Press, 2006.

"Globalizing Africa: Observations from an Inconvenient Continent"

"*Chrysalis*: The Life and Death of the African Renaissance in a Zambian Internet Magazine"

"Of Mimicry and Membership: Africans and 'New World Society'"

Diouf, Mamadou. "Engaging Postcolonial Cultures: African Youth and Public Space." *African Studies Review* 46(2):1-12. (2003)

Ferguson, James. Global Shadows. Africa in the Neo-liberal World Order (2006).

Rodney, Walter. How Europe Underdeveloped Africa. Revised edition. Washington: Howard University Press, 1981 [1972].

Weeks 2 and 3. Africa and the Global Economy.

Description

This section of the course is designed to provide students with an understanding of Africa's status within the global economy. The major question raised is whether the strategies being pursued by African leaders and various international actors will enhance Africa's integration within the global economy. During the first week (1) Africa's economic history will be placed in perspective; (2) students will study Africa and the World Trade Organization; and (3) an overview of the various regional economic integration organizations in Africa will be analyzed. The latter will provide the background for the first part of the second week, which is designed to critically assess whether the current negotiations for a new trade regime between the European Union and African regions (the Cotonou Agreement) will serve as a conduit for or a hindrance to enhanced regional economic integration in Africa. A similar assessment will be made regarding the US trade regime with Africa – The African Growth and Opportunity Act (AGOA). The final part of this section will examine the implications for the continent of the 21st century scramble for access to Africa's markets and natural resources by the US, EU, and China.

Assigned Readings:

Week 2

Virginia De Lancey, "The Economies of Africa," in April A. Gordon & Donald L. Gordon (eds.), Understanding Contemporary Africa, 4th Edition (Boulder and London: Lynne Rienner, 2007), pp. 109-154.

Rashid C. Kaubab, Benchmarking development for Hong Kong and beyond: strengthening Africa in World Trade. Harare, Zimbabwe: SEATINI, December 2005.

Mahamat Abdoulahi, Progress Report on Regional Integration Efforts in Africa towards the Promotion of Intra-African Trade, ATPC Work in Progress, No. 30, Economic Commission for Africa, December 2005.

Week 3

Christopher Stevens, "The EU, Africa and Economic Partnership Agreements: unintended consequences of policy leverage," Journal of Modern African Studies, Vol. 44, No. 3, September 2006, pp. 441-458.

Margaret C. Lee, "The US and EU – Undermining regional economic integration in Africa," News from the Nordic Africa Institute, No. 3, October 2004, pp. 5-8.

Margaret C. Lee, "The 21st Century Scramble for Africa," Journal of Contemporary African Studies, Vol. 24, No. 3, September 2006, pp. 303- 330.

Margaret C. Lee, "Uganda and China: Unleashing the Power of the Dragon," in Margaret C. Lee, Henning Melber, and Ian Taylor, China and Africa, Nordic Africa Institute Discussion Paper, Uppsala, Sweden: Nordic Africa Institute (forthcoming 2007).

Weeks 4 and 5. Democratization

This section of the course is designed to provide students with an understanding of the debate on the current status of the democratization effort in Africa. The major questions to be addressed include the initial impulse of democratization in Africa in the early years of independence, the emergence of authoritarianism in the first three decades of independence, and the significant changes in the political sphere in the 1990s and beyond. The first part of the section will devote itself to the basic understanding of politics in Africa in general with a broad examination of *theoretical* approaches to the study of politics on the continent. The second part of the section will put emphasis on recent attempts to measure the "quality" of democratic change on the continent, and how democratization in Africa is

connected to political changes in other parts of the world. The section concludes with an examination of the meaning of elections in contemporary Africa.

Assigned Readings:

Week 4. Theoretical Approaches to Study of African Politics

Goran Hyden, African Politics in Comparative Perspective (New York: Cambridge University Press, 2006)

Week 5. Measuring Democratic Change

E. Gyimah-Boadi (ed) Democratic Reform in Africa: the Quality of Progress (Boulder:Lynne Reinner, 2004)

Staffan I Lindberg, Democracy and Elections in Africa (Baltimore: The Johns Hopkins University Press, 2006)

Weeks 6 and 7. Security and Conflict

There are approximately 30 million internally displaced people (IDPs) around the world and the number keeps rising. Recent studies indicate that the African continent has more IDPs than any other region. Sierra Leone alone accounts for an estimated 1 million IDPs. The dramatic rise in IDPs has occurred in the last two decades making this an urgent social justice and human rights issue. The same period has seen a dramatic increase in refugees who are official recognized by the United nations High Commissioner for Refugees. In contrast with refugees, internally displaced persons do not have an institutional framework that addresses their myriad needs.

This section of the course will be devoted to examining issues pertaining to sources of conflict, displacement, and the complex roots and consequences of war economies in Africa. The section will also engage with debates concerning the redefinition of the concept of security in efforts to expand it beyond its tradition state-centric lens. Currently, the concept embodies a range of themes that will be of central concern to our class: war, genocide, responsibility to protect, and displacement. During the first week we will examine the political economy of war in Angola in efforts to provide a historically grounded understanding of the core themes of this section. We will also critically examine the link between development and forced migration and displacement. In week two we will examine debates concerning displacement in various parts of Africa and the concept of security.

Assigned Readings:

Week 6: War economies, development and displacement

Muggah, R. "A Tale of Two Solitudes: Comparing Conflict and Development Induced Internal Displacement and Involuntary Settlement" in *International Migration* Vol. 41(5) 2003.

Hodges, T., *Angola: the Anatomy of an Oil State*, (Oxford: James Currey, 2001), Chapters 2 and 7.

Week 7: Politics of displacement and rethinking security

McGoldrick. C., "Sierra Leone: resettlement doesn't always end displacement", in *Forced Migration Review*, #17. May 2003

Lomo, Z., "The Struggle for Protection of the Rights of Refugees and IDPs in Africa: Making the Existing International Legal Regime Work", in *Berkeley Journal of International Law*, 18(268) 2000.

Tickner, J. Ann, "Re-visioning Security", in Ken Booth and Steve Smith (eds), *International Relations Theory Today* (Oxford; Oxford Press, 1995)

Thakur, R., "The UN and Human Security", *Canadian Foreign Policy*, 7 (1999).

Weeks 8 and 9. Gender

While the consideration of gender will be on-going, these two weeks will focus on two issues occupying current thinking on the continent and beyond about women and more broadly about gender. The first week will examine recent writings of African feminists about useful categories of analysis, ongoing debates about the role of non-African scholars in the production of knowledge, and some of the implications of these core ideas for gender relationships on the ground. In the second week, students will examine recent case studies concerning women and electoral politics. How critical is women's representation to the shaping of policies that enhance greater equity among men and women's access to resources; what mechanisms favor stronger female representation in the continents' parliaments? What impact does increased parliamentary representation have for grassroots and other civil society organizations in African countries.

Week 8. African Feminist Thought

Readings:

Oyewumi, Oyeronke, ecitor. *African Gender Studies. A Reader.*New York: Palgrave/Macmillan, 2005.

Chapter 1. Oyewumi, Oyeronke. Visualizing the Body: Western Theories and African Subjects, 3-22;

Chapter 3: Nnaemeka, Obioma. Bringing African Women into the Classroom: Rethinking Pedagogy and Epistemology, 51-66;

Chapter 4: Lazreg, Marnia. Decolonizing Feminism, 67-80

Chapter 21: Lewis, Desiree. AfricanGender Research and Postcoloniality: Legacies and Challenges, 381-395.

Week 9. Women and Electoral Politics

Readings:

Hassim, Shireen. Introduction, Chapters 1 Contesting Ideologies and 8 Autonomy, Engagement and Democratic Consolidation in *Women's Organizations and Democracy in South Africa. Contesting Authority.* Madison: University of Wisconsin Press, 2006, 3-46; 246-265.

Bauer, Gretchen and Hannah E. Britton, editors. *Women in African Parliaments* Boulder and London: Lynn Rienner, 200.

Chapter 1, Bauer and Britton. Women in African Parliaments: A Continental Shift?, 1-30;

Chapter 8, Hassim, Shireen. The Virtuous Circle of Representation: Women in African Parliaments, 171-185.

Week 10. Environment

This section of the course is designed to provide students with an understanding of the consequences on the environment as a result of human activity. Thus the section will consider the issue of the environment in Africa in relation to economic development, humanity's struggle with the physical environment itself, and how the environment has been affected by this interaction. Further, the section will examine the fundamental issue of how to reconcile human needs and activity, with sound protection of the environment to allow for future sustainability and development.

Assigned Readings:

Julius E Nyang'oro, "Africa's Environmental Problems," In April A Gordon & Donald L Gordon (eds) *Understanding Contemporary Africa,* 4th Edition (Boulder: Lyenne Reinner, 2007), pp 235-264

Special Issue of *Review of African Political Economy* "Mainstreaming the African Environment in Development?" No. 109, 2006

Week 11 Health

Maternal morbidity, HIV/AIDS, TB, and Malaria are among the most compelling health issues in contemporary Africa. In *Infections and Inequalities,* Dr. Paul Farmer argues that one cannot understand the (re)emerging diseases around the world, like those just mentioned, without focusing on the social inequalities that often determine the "careers" of these diseases, in individuals and in populations. Therefore, when we explore a topic such as "Health in Africa," we find ourselves working closely with issues of gender, economics, political systems, and other previous course topics. This week we will consider contemporary African political economy and culture in the context of the HIV/AIDS pandemic. Sub-Saharan Africa has one of the world's highest rates of HIV infection. Three-quarters of all of the AIDS deaths, world-wide, have been African. While the containment of HIV infection is often discussed in terms of educational programs geared toward changing individual behaviors, this limited focus often prevents discussions of *why* HIV/AIDS has had this deadly and dramatic career in sub-Saharan Africa. Most of this week's readings discuss direct connections between neoliberal economic restructuring policies, HIV/AIDS in Africa, and broader health issues associated with poverty and environmental degradation.

Assigned Readings:

Comaroff, Jean (1992) "The diseased heart of Africa: Medicine, colonialism, and the black body," in *Body Politics—Past and Present*, 305-329.

Craddock, S. (2004) "Beyond epidemiology: Locating AIDS in Africa." In Kalipeni, E, Craddock, S., Oppong, J.R., & Gosh, J. (eds) *HIV and AIDS in Africa: Beyond epidemiology*, 1-10.

Dunavan, Claire P. (2005) Tackling Malaria, *Scientific American*, 293 (6) 76-82.

Marks, Shula (2006) The Silent Scourge? Silicosis, Respiratory Disease and Gold-Mining in South Africa, *Journal of Ethnic and Migration Studies* 32 (4) 569-589.

Grossmann-Kendall, Fran, Filippi, Veronique, De Koninck, Maria, & Kanhonou, Lydie (2001) Giving Birth in Maternity Hospitals in Benin: Testimonies of Women, *Reproductive Health Matters*, 9 (18) 90-98.

Week 12 Art, Culture, and Philosophy

This section of the course will explore the connections between African philosophy, art, and culture. The readings and class discussions will explore the following themes: the intellectual and political and economic developments that resulted in the subordination of African philosophy; debates concerning the meaning of African philosophy; themes in African philosophy; Art and culture in African philosophy. The objective of this section is broaden our understanding of social thought beyond the European enlightenment philosophical architecture which in the main frames how most of us approach political, moral, cultural, legal, and economic questions.

Assigned Readings:

Tesenay Serequeberhan, "African Philosophy: The Point in question", in Tesenay Serequeberhan (ed), *African Philosophy: The Essential Readings* (St. Paul, Paragon House, 1991).

Kwasi Wiredu, "A Comparative Analysis of Some African and Western Conceptions of Morals," in Albert G. Mosley, *African Philosophy: Selected Readings* (Prentice Hall, 1991).

H. G. Blocker, "On the Distinction between modern and traditional African Aesthetics", in Albert G. Mosley, *African Philosophy: Selected Readings* (Prentice Hall, 1991).

Ngugi wa Thiong'o and Eunice Njeri Sahle, "Hegel in African Literature: Achebe's Answer", *Diogenes*, June 2004.

Kwasi Wiredu, "On Defining African Philosophy", in Tesenay Serequeberhan (ed), *African Philosophy: The Essential Readings* (St. Paul, Paragon House, 1991).

John Mbiti, "African Religions and Philosophy", in *Albert G. Mosley, African Philosophy: Selected Readings* (Prentice Hall, 1991).

Marcien Towa, "Conditions for the Affirmation of a Modern African Philosophical Thought", in Tesenay Serequeberhan (ed), *African Philosophy: The Essential Readings* (St. Paul, Paragon House, 1991).

From:	nobody@notify.unc.edu on behalf of LearnIT@unc.edu
Sent:	Wednesday, January 10, 2007 8:01 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Supplement Students' Learning with Computer-Based Training

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Computer-Based Training (CBT) is a free service provided by Information Technology Services (ITS) Teaching and Learning to all faculty, staff, and students at UNC-Chapel Hill.

Some faculty have expressed a desire for students to have additional skills and expertise in technology that will help them plan, develop, and implement class projects such as in-class presentations, Web sites, and multimedia pieces.

We would like to remind you that CBT courses may help your students gain relevant skills. Our CBT service includes courses on PowerPoint, Web authoring, Photoshop, project management, and over 2800 more! As of last August (in collaboration with Human Resources Training and Development), non-computer courses became available. Your students may also access those 37 courses including titles like Applying Leadership Basics, Basics of Effective Communication, Developing a Strategic Plan, and others.

You should, of course, review any CBT course before recommending it to your students to be sure it meets your learning objectives. If you have questions or comments about the service, please let us know.

--
LearnIT@unc.edu
Division of Teaching and Learning
Information Technology Services

This email is sponsored by: ITS Teaching and Learning

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From: nobody@notify.unc.edu on behalf of dbickford@unc.edu
Sent: Wednesday, January 10, 2007 8:11 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Call for Proposals Fall 2007 Faculty Scholar

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The Carolina Women's Center is accepting applications for its Fall 2007 Faculty Scholar. This program offers UNC-Chapel Hill faculty the opportunity to serve as Faculty Scholar at the CWC for one semester and provides the Scholar's home department with course replacement funding for one course during the award semester.

The mission of the Carolina Women's Center is to empower women and promote their equality in all spheres of life and to celebrate the work of women that betters humankind. For the Fall 2007 semester, the CWC is especially interested in projects that relate to sex trafficking or women in the sciences, but encourages submission of projects in all areas that respond to its mission. The Faculty Scholar will work on projects for publication, presentation, exhibition, composition or performance that are related to this mission. Scholars will have the opportunity to participate in regularly scheduled lunch discussions with CWC staff, former CWC Faculty Scholars, and invited scholars from other centers/departments. One Faculty Scholar position will be awarded for the Fall 2007 semester. The deadline for applications is Friday, February 16, 2007, by 5:00 p.m.

All full-time faculty with three or more years of service are encouraged to apply. Projects are welcome from faculty at all ranks in any department, center or school of the University. To download the application form, visit the Carolina Women's Center's website at: http://womenscenter.unc.edu.

This email is sponsored by: Carolina Women's Center

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From:	nobody@notify.unc.edu on behalf of birken@email.unc.edu
Sent:	Thursday, January 11, 2007 8:05 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: UNC Worksite Wellness: Focus Group Participants Needed

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Contact information: If interested, please email Ben Birken, Steering Committee Coordinator, at birken@email.unc.edu or call 919-966-6085.

The University Steering Committee for Worker Health, Safety and Wellness is conducting an assessment of health promotion needs, assets, interests and expectations about worksite wellness on campus. As part of this assessment effort, the committee is interested in hearing from campus employees (both staff and faculty) regarding their thoughts and opinions on worksite wellness at UNC-Chapel Hill in a series of focus group discussions about health and wellness programs on campus. Do you have thoughts or opinions to share?

We will be holding 8 focus groups in January and February. Each focus group will last approximately 90 minutes. Meals will be provided for all focus group participants.

The focus groups are scheduled to take place in Lenoir Hall [dining all located in the Pit area on the main campus, directly across from the Student Store].

All full-time employees are eligible to see if they qualify. Interested employees are invited to contact Ben Birken, Steering Committee Coordinator, at birken@email.unc.edu or 966-6085.

This email is sponsored by: University Steering Committee for Worker Health, Safety and Wellness

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From: nobody@notify.unc.edu on behalf of research_support@unc.edu
Sent: Thursday, January 11, 2007 9:12 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: RESEARCH SUPPORT January 2007 Issue Now Available

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The January 2007 issue of RESEARCH SUPPORT online newsletter is now available for viewing at http://research.unc.edu/rs/

In this issue:

FUNDING OPPORTUNITIES
*Major funding opportunities from state, public, and private agencies, as well as from UNC-Chapel Hill.
*Carolina Internal
*National Science Foundation
*National Institutes of Health Grants and Contracts
*Multidisciplinary
*Social and Behavioral Sciences
*Health and Medical Sciences
*Life and Physical Sciences
*Arts and Humanities

CAMPUS NEWS
* Important New Procedures for Grants.gov Submission of NIH R01s
* OSR Releases University-Specific NIH Forms
* New NIH Budget Template from OSR
* OTD Innovations Seminar: UNC Start-Ups: How Are Things Going After 3-5 Years
* OSR Annual Report of Carolina's Sponsored Research Activity
* NC Society of Research Administrators Annual Meeting
* NC 2007 Entrepreneurship Policy Summit
* New Location for Office of Research Development
* Useful Copyright Resource
* New Book at the GrantSource Library

FUNDING TIPS
* Customized Presentations on Identifying Funding Sources
* New Faculty--Update Your COS Profile to Carolina
* Researching Awards Made
* Relations between Foundations and Institutions of Higher Education
* Robert Wood Johnson Foundation Calls for Proposals
* Grants for Innovative Use of Mobile Technology in Teaching
* GrantSource Library Foundation Page Updated

FEDERAL NEWS
* Federal Research Funding Update from AAAS
* NIH Fiscal Policy for Grant Awards - FY 2007
* NSF Implementation of Grants.gov in FY 2007
* NEH and IMLS Join in Digital Partnership
* ACLS Report on Cyberinfrastructure for the Humanities and Social Sciences
* New NIH Salary Cap
* Humanities Advocacy Day 2007

View the issue at http://research.unc.edu/rs/

RESEARCH SUPPORT provides Carolina faculty and research staff with funding opportunities, sponsored research news, funding tips, and timely information from all of the offices supporting research at Carolina. It is published by the Office of the Vice Chancellor for Research and Economic Development, GrantSource Library. Email research_support@unc.edu

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, January 11, 2007 11:11 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Serving Students with Disabilities

TO: All Faculty, EPA Non-Faculty and Staff Employees

FROM: Bernadette Gray-Little, Executive Vice Chancellor and Provost

DATE: January 12, 2007

RE: Serving Students with Disabilities

I am writing to ask for your assistance. Federal and State laws require The University of North Carolina at Chapel Hill to make its programs and facilities accessible to students with disabilities. Students who seek reasonable accommodation for disabilities are required to identify themselves either to the Department of Disability Services (DDS) in the Division of Student Affairs or Learning Disabilities Services (LDS) in the College of Arts and Sciences, depending on the nature of their disability. These offices will inform the students of the documentation needed to meet legal requirements, and their staffs have the professional training to determine reasonable and appropriate accommodations for each student.

In an effort to assist their students, individual faculty members and departments or professional schools may want to provide accommodations to students who have not identified themselves to DDS or LDS. When approached by a student who seeks an accommodation based on a disability, please refer the student to DDS or LDS as appropriate. Thereafter, one of those offices will work with you and the student to determine what accommodations would be reasonable, and assist with implementation.

To make it easier for University faculty and staff to direct students to the proper office, the functions of each office are described below. The services and accommodations provided by both offices are designed to meet the individual needs of the student and are provided at no charge.

Learning Disabilities Services (LDS) provides services and reasonable accommodations to currently enrolled undergraduate and graduate/professional students with documented learning disabilities (LD) and/or attention deficit hyperactivity disorder (ADHD). The mission of LDS is to assist students in achieving their academic potential within the regular, academically competitive University curriculum. In addition to providing reasonable accommodations, LDS provides strategies instruction and ADD coaching to students. LDS also provides training and consultation to instructors and administrators. The office, located at 137 East Franklin Street, Suite 602, can be reached by telephone at (919) 962-7227 or through the web at http://www.unc.edu/depts/lds. Dr. Theresa Maitland is the Acting Director.

The Department of Disability Services (DDS) provides services and reasonable accommodations to currently enrolled undergraduate and graduate/professional students with disabilities other than LD and ADHD. The mission of DDS is to provide students with disabilities equal access to University services, programs, and activities. Because these

disabilities have an impact on the varying demands of University life in and out of the classroom, DDS works with faculty, departments, programs and offices throughout the University. It also provides training and consultation to instructors and administrators. DDS offices in the basement of Steele Building can be reached by telephone at (919) 962-8300 (V/T), by email at disabilityservices@unc.edu, or through the web at http://disabilityservices.unc.edu. Jim Kessler is the Director.

Thank you for your cooperation and assistance in addressing this important issue. Your support enables the University to provide reasonable and appropriate accommodations more efficiently to students with disabilities.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, January 11, 2007 11:54 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: College of Arts and Sciences Open Forum Canceled

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The College of Arts and Sciences Search Committee would like to announce that the following open forum has been canceled.

Dr. Ramon Gutierrez, University of California, San Diego

Wednesday, January 17
2:00 - 2:45 p.m.
Wilson Library - Pleasants Family Room

Dr. Gutierrez has withdrawn his candidacy for the deanship.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Friday, January 12, 2007 12:35 PM
To: Mutima@email.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] At the Ackland: Art after Dark; Open Drawing; Lunch with1

ART AFTER DARK
2nd Fridays at the Ackland

Friday, January 12, 2007
5 to 9 PM

Join us for Art after Dark with live music and refreshments. While you are here explore African masks in ***Making Connections: African Masks and Rituals, and Museums***, and contemporary Indian prints in *Atul Dodiya: Selections from the Wet Sleeves of My Paper Robe*.

OPEN DRAWING SESSION

Saturday, January 13, 2007
10 AM to NOON

Community members are invited to draw in the galleries on the second Saturday of every month. Participants provide the dry media (pencil, crayon, conté crayon, charcoal, and paper). Camp stools and drop cloths are available. Free.

LUNCH WITH ONE

Thursday, January 18, 2007
1 to 2 PM

One expert, one work of art, one hour. Bring a bag lunch and join us for a lunch time lecture.

Join Timothy Carter, distinguished professor and chair of UNC's Department of Music for a lunch time lecture entitled: *Oklahoma!, Thomas Hart Benton, and the American Dream.*

Sign up on our website.

UPCOMING EVENTS

ART AFTER DARK
2nd Fridays at the Ackland
Friday, January 12
5 - 9 PM

OPEN DRAWING SESSION
Saturday, January 13
10 AM - 12 NOON

ACKLAND BOOK CLUB
Wednesday, January 17
7 - 8:30 PM

LUNCH WITH ONE
Thursday, January 18
1 to 2 PM

EXHIBITION OPENING CELEBRATING FASHIONING THE DIVINE

Guild Preview
Saturday, January 20
5 to 7 PM

Member Reception
Sunday, January 21
12 to 1 PM

Public Reception & Book Signing
Sunday, January 21
1 to 3 PM

MUSIC IN THE GALLERIES
Sunday, January 21
2 to 4 PM

YOGA IN THE GALLERIES
Tuesday, January 23
12 to 1 PM

TEACHER WORKSHOP
South Asian Art in the Classroom
Thursday, January 25
4 to 7 PM

For more information on Ackland Programs visit: www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum Guild, members, and friends like you!

Pass it on
Forward this message to friends. There's always something new to see at the Ackland.

Support the Museum
Become a member of the Ackland Art Museum. For more information on the benefits of membership and how your membership dollars support our mission, call 919.843.3676 or visit www.ackland.org/join.

Comments on Ackland e-news?
Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

If you're hungry enough to consider the Archetypes crowns, sorrel are quick to brown/blacken and dry. Dyes leached archetype-a-rounds" at the back of the drawings.

Illustrious logo for business

Atul Chalya, India, born 1951. Robert only for area council, 2004, device Wiesbaden and Chen. Dark paper vellum on Canaveralle STPI cotton accordion paper. Courtesy of Rowe Art, Inc.

Egon Schiele, Austrian, 1890–1918. Gouache, watercolor, 1918. Black colored pencil. Burton Dunham Collection.

- National Art Museum
- The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of alerts@unc.edu
Sent:	Friday, January 12, 2007 4:24 PM
To:	smutima@email.unc.edu
Subject:	URGENT: Safety Alert

SAFETY ALERT

The Chapel Hill Police Department issued a press release this afternoon, Friday, January 12, 2007, stating that warrants have been obtained in connection with a sexual assault that occurred on Tuesday, January 9, 2007, in the 500 block of Hillsborough Street.

The town's press release, which contains a description of that assault and a photo of the suspect, is linked here: http://townhall.townofchapelhill.org/police/Press2007/prsexualassault.htm.

UNC Public Safety continues to investigate the reported assault that occurred near Forest Theatre on January 9. For background information on that assault and a list of safety tips, visit: http://www.unc.edu/news/archives/jan07/assault010907.htm.

This email is sponsored by: Emergency Warning Committee

From: nobody@notify.unc.edu on behalf of linmarie_sikich@med.unc.edu
Sent: Friday, January 12, 2007 9:24 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Seeking Young Autism Participants

Do you know a child who has recently been diagnosed with autism? Does your child have difficulty with changes in routine, interacting with others or intense interest in unusual things?

The ASPIRE Research program at the UNC-Chapel Hill's Department of Psychiatry is recruiting children ages thirty to fifty-eight months (2.5-5 years) for an autism treatment study. The study is a 12 month study designed to assess whether or not overall functioning can be improved with fluoxetine (Prozac) treatment.

Benefits for subjects include a comprehensive diagnostic assessment at the beginning of the study. If the child meets criteria for autism and has no medical contraindications to treatment in the study, they will have a comprehensive cognitive and language assessment at baseline and then again at three months, seven months, and twelve months of study participation. Appointments with child psychiatrists who specialize in autism spectrum disorders are provided free of charge to research participants.

Enrollment for this particular study closes at the end of January 2007. We are actively seeking participants for this important study until then.

If you think this study may be appropriate for your child, please contact us. We are happy to tell you more about our program and answer any questions. Please call the ASPIRE Research Hotline (1-800-708-0048) or email us at Lsikich@med.unc.edu.

This message has been reviewed by the UNC Biomedical IRB and was approved as
of 11/20/2006 for IRB protocol # 05-1694 entitled: "Early Pharmacologic Intervention in Autism: A Randomized, Placebo-controlled Trial of Fluoxetine
in Preschool Children".

This email is sponsored by: Psychiatry

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From:	nobody@notify.unc.edu on behalf of rrolfe@email.unc.edu
Sent:	Friday, January 12, 2007 11:24 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Fun Service Opportunity

Hosting an event for kids but you're low on funds? Or are you looking for a chance to have fun when you volunteer?

Nonprofit, campus and community organizations should not have to worry about finding a means to finance entertainment at their events for children or underprivileged groups. UNC-CH student group "Jest" for Fun recruits professional entertainers to train University students to provide services at these events at a low cost - no more than $5 to $10/hr.

Everyone benefits: trainers can share their craft with students, organizations have one less thing to worry about, students gain useful skills that they will retain after graduation and - most importantly - the kids have a ball.

All of that from a balloon animal and some face paint.

Visit our Web site, http://studentorgs.unc.edu/jff/, to learn more or email rrolfe@email.unc.edu with questions.

This email is sponsored by: Jest for Fun

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of eharris@unch.unc.edu
Sent: Tuesday, January 16, 2007 8:21 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Outpatient study for nondiabetic subjects with normal and obese BMI

Recruiting:
1. Nondiabetic subjects
2. Between the ages of 18 and 55yo
3.Of either normal or obese body mass index (BMI <25 or >30)

The study is an outpatient study being conducted at the University of North Carolina at Chapel Hill to investigate the effects of the insulin sensitizing agent metformin on peripheral blood monocytes after 2 and 4 days of therapy. If you meet the three qualifications above, you may be eligible to participate in this study. The study will involve a screening visit and 3 outpatient visits. To learn how you can be in the study, page the co-investigator at 919-216-1351 or reply to this message at eharris@unch.unc.edu with your name, phone number and times that you can be reached. Your contact information, including name, phone number and email address, will not be shared with anyone other than the primary and co-investigator.

Participants will receive up to $50 for complete participation as well as blood work including chemistries, liver function, complete blood count, thyroid, lipid panel, pregnancy test, fasting glucose and insulin.

Please share this message with friends or family.

The principal investigator for this study is David Clemmons, MD.
The co-investigator is Elizabeth Harris, MD
UNC School of Medicine, Department of Endocrinology.

This study and this message received approval on 11/30/2006 from the UNC Biomedical Institutional Review Board on Research Involving Human Subjects. IRB# 06-0741(GCRC-2558): The Effect of Metformin on Changes in AMPKinase Activity in Peripheral Blood Monocytes of Lean Insulin Sensitive, Obese Insulin Sensitive, and Obese Insulin Resistant Subjects.

This email is sponsored by: UNC Department of Medicine

This email is sponsored by: UNC Department of Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, January 16, 2007 10:22 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: CALL FOR NOMINATIONS: Chancellor's Awards

---

CALL FOR NOMINATIONS: Chancellor James Moeser requests your nominations of our most outstanding students for the Chancellor's Awards for Excellence in Student Activities and Leadership. Nominations are due Friday, February 9, 2007.

A full letter of request detailing the intent of these awards, and the online nomination form, can be found at www.unc.edu/chancellorsawards/nom.html. For further information, see the website or contact Tammy Lambert, 966-3128, lambert2@email.unc.edu.

This email is sponsored by: Vice Chancellor for Student Affairs

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of sjkemp@email.unc.edu
Sent:	Tuesday, January 16, 2007 11:38 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Focus the Nation on climate change solutions!

Do you want to be part of the solution to climate change?

Focus the Nation is a nation-wide, campus-based initiative to find solutions to the problem of climate change. It aims for a day of interdisciplinary symposia, political forums, and student presentations and performances on January 31st, 2008. The goal is to spark awareness about and responsibility for our future climate, and to get students thinking about how to reduce our global carbon emissions.

We need your help to achieve these goals so we can minimize the catastrophic climate changes for the not-so-distant future!

Get involved in the planning process at:

http://studentorgs.unc.edu/studgov/index.php?option=com_events&task=view_detail&agid=206&year=2007&month=01&day=17&Itemid=1

Learn more at the national Focus the Nation website:

http://www.focusthenation.org/theproject.html

This email is sponsored by: Student Government Environmental Affairs Committee

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of its_communications@unc.edu
Sent:	Wednesday, January 17, 2007 3:09 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Protect your personal computer data

The ITS backup and recovery solution, Iron Mountain, is now available to UNC-Chapel Hill staff and faculty for personal Windows-based computers.

Iron Mountain offers users on-demand data retrieval 24 hours a day, seven days a week, over any Internet connection from anywhere in the world. Even with a complete hard drive failure, Iron Mountain users can retrieve a virtual clone of their machine with personal settings intact.

For more information on Iron Mountain and how to purchase it for your personal computer, visit http://software.unc.edu/IM or call 962-HELP.

This email is sponsored by: ITS

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@med.unc.edu
Sent: Wednesday, January 17, 2007 3:52 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Something Not Quite Right?

Something Not Quite Right?

The Prime Research Clinic is conducting a study to better understand the causes and course of basic symptoms. If you have had any of the following symptoms in the past few months, are between 14-35 years old, and have not been diagnosed with bipolar illness or psychosis, you may be eligible to participate in a study in the Prime Research Clinic. You may be eligible to receive free study related medical evaluations and monetary compensation.

* Have you noticed frequent and confusing coincidences?
* Are you worried that others are talking about you or laughing at you?
* Do you think that others are trying to hurt you?
* Do you have trouble thinking or concentrating?
* Would you rather be alone than with friends?
* Sometimes when you hear something do you mistake it for something it's not? How about something you smell or see?

Go to the 'Simple Survey' by clicking on the link or paste into your browser:
http://www.med.unc.edu/cgi-bin/prime/page1.pl

Or
visit us at our website www.PRIME.unc.edu and click on 'Simple Survey'

03-Psych-53
August 23, 2006
Committee on the Protection of the Rights of Human Subjects The BioMedical IRB University of North Carolina

This email is sponsored by: Psychiatry

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only he sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of lac@unc.edu
Sent: Wednesday, January 17, 2007 6:10 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Fall 2007 LAC TAs Needed

UNC's Languages Across the Curriculum Program is currently seeking experienced bilingual TAs to lead LAC discussion sections for the following Fall 2007 courses:

POLI 238 [56]: Contemporary Latin American Politics - LAC discussion section in Spanish

HIST 159 [17]: 20th-Century Europe - LAC discussion section in French

HIST 159 [17]: 20th-Century Europe - LAC discussion section in German

Eligibility for Application:

Eligible applicants must be currently enrolled as graduate students at UNC, and be employed as teaching assistants in their home (or other) department.

Applicants should possess native or near-native fluency in the target language. Advanced graduate students with interdisciplinary interests are especially encouraged to apply.

Preference will given to TAs who have attended a LAC workshop (for details on the upcoming LAC Information Session in January, see www.unc.edu/lac).

Application Procedure:

To apply for one of the above positions, please submit the following materials by Friday, March 9:

1) An application form (available at www.unc.edu/lac);
2) A cover letter summarizing your qualifications, including your experience in webpage design/maintenance using Dreamweaver;
3) A curriculum vitae that includes any relevant degrees and your past teaching experience;
4) One letter of recommendation that attests to your academic strengths and your ability to lead undergraduate-level discussions on topics that may lie outside your area of study.
5) One foreign language evaluation form (available at www.unc.edu/lac), completed by a UNC faculty member.

Please send paper copies of all materials via campus mail to:
Tanya Kinsella; Center for European Studies; CB # 3449

Applications will be reviewed by the LAC Program Committee and the relevant faculty members. We expect to inform applicants of their selection status before the end of March.

Stipend:

LAC TAs are paid a one-semester stipend of $4,500 per discussion section ($3,500 paid biweekly + $1,000 one-time payment upon submission of course website materials).

This stipend is calculated at a rate of $20/hour for a total of 175 hours (55 hrs of preparation prior to the semester + 45 class hrs attending core lectures and teaching the LAC section + 75 hrs [5 hrs/wk] preparing, grading, and advising students).

Tuition Support:

The LAC program is funded by federal grants and is unable to cover any tuition charges of LAC TAs. Tuition, fees, and benefits must be paid by the home department or covered by the graduate student.

Please direct any questions about the application procedure to lac@unc.edu. For more information on UNC's Languages Across the Curriculum Program, see: www.unc.edu/lac.

This email is sponsored by: Center for European Studies

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of gabriele@email.unc.edu
Sent: Wednesday, January 17, 2007 6:23 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Weight Loss by E-mail Counseling

OVERWEIGHT volunteers between the ages of 30 and 60 are needed for a study of weight loss programs delivered over e-mail.

If you:

* are 30-60 years old
* have a Body Mass Index (BMI) between 25 and 40 kg/m2
(If you are unsure of you BMI you can calculate it at the following website http://www.nhlbisupport.com/bmi/)
* have e-mail access
* have no medical conditions or disabilities that would prevent physical activity or weight loss
* have not taken medication for weight loss in the past 6 months

you may qualify for a 12-week study to evaluate different approaches to delivering weight loss programs via e-mail. This study will involve 2 in person assessments and completion of 2 short internet surveys.

Qualified Participants Will Receive:
1. 12 weekly lessons on weight loss delivered via e-mail
2. Worksheets for self-monitoring physical activity and caloric intake
3. $10.00 on completion of study

If interested, call 919-966-8650 or e-mail gabriele@email.unc.edu.

Study and message approved by UNC Public Health Institutional Review Board - Study # 06-0119.

This email is sponsored by: Department of Health Behavior and Health Education

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Wednesday, January 17, 2007 4:18 PM
To: Mutima@email.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] At the Ackland: Fashioning the Divine; An Artist's Perspective; Lunch with One

FASHIONING THE DIVINE EXHIBITION OPENING

Guild Preview

Saturday, January 20, 2007
5 to 7 PM

Member Reception

Sunday, January 21, 2007
12 to 1 PM

Public Reception & Book Signing

Sunday, January 21, 2007
1 to 3 PM

Please attend the Opening Reception for *Fashioning the Divine*.

This exhibition celebrates twenty-four sculptures and architectural fragments from the Ackland's permanent collection of works of art. The objects demonstrate the extraordinary craftsmanship of artisans in the second to eleventh centuries within the Indian sub-continent. From exquisite forms to intricate details, each object offers a rare glimpse into the artistry of this region and the broader cultural context in which these objects were fashioned.

The exhibition is accompanied by a full-color catalogue of the same name edited by UNC-Chapel Hill scholar Pika Ghosh. With color photographs, contextual images, and scholarship by Ghosh and three other nationally recognized scholars - Janice Leoshko, Padma Kaimal, Darielle Mason - the catalogue offers additional insight into the significance of each object and the relevant scholarship in this emerging area of research.

AN ARTIST'S PERSPECTIVE

Wednesday, January 17, 2007
6:30 to 8 PM

In this series of programs, teens meet local artists, see examples of their work, and hear ideas about works of art. This session features potter Gillian Parke. Please encourage your students to take advantage of this opportunity.

For more information, contact Beth Shaw McGuire at 919-962-

UPCOMING EVENTS

LUNCH WITH ONE
Thursday, January 18
1 to 2 PM

EXHIBITION OPENING CELEBRATING FASHIONING THE DIVINE

Guild Preview
Saturday, January 20
5 to 7 PM

Member Reception
Sunday, January 21
12 to 1 PM

Public Reception & Book Signing
Sunday, January 21
1 to 3 PM

MUSIC IN THE GALLERIES
Sunday, January 21
2 to 4 PM

YOGA IN THE GALLERIES
Tuesday, January 23
12 to 1 PM

TEACHER WORKSHOP
South Asian Art in the Classroom
Thursday, January 25
4 to 7 PM

For more information on Ackland Programs visit: www.ackland.org

These and other public programs are made possible by generous support from the Ackland Art Museum Guild, members, and friends like you!

Pass it on
Forward this message to friends. There's always something new to see at the Ackland.

Support the Museum
Become a member of the Ackland Art Museum. For more information on the benefits of membership and how your membership dollars support our mission, call 919.843.3678 or visit www.ackland.org/join.

Comments on Ackland e-news?
Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!
If you no longer wish to receive the Ackland's e-news, send an email to lyris@listserv.unc.edu. Type "remove ackland-e-news" in the body of the message.

Illustrations top to bottom:

Probably Karnataka, Halebid region: *Vishnu*, ca. twelfth to thirteenth century CE, chloritic schist, Gift of Harry Lenart, Los Angeles

0479 or email bas5705@email.unc.edu.

LUNCH WITH ONE

Thursday, January 18, 2007
1 to 2 PM

One expert, one work of art, one hour. Bring a bag lunch and join us for a lunch time lecture.

Join Timothy Carter, distinguished professor and chair of UNC's Department of Music for a lunch time lecture entitled: *Oklahoma!, Thomas Hart Benton, and the American Dream.*

Sign up on our website.

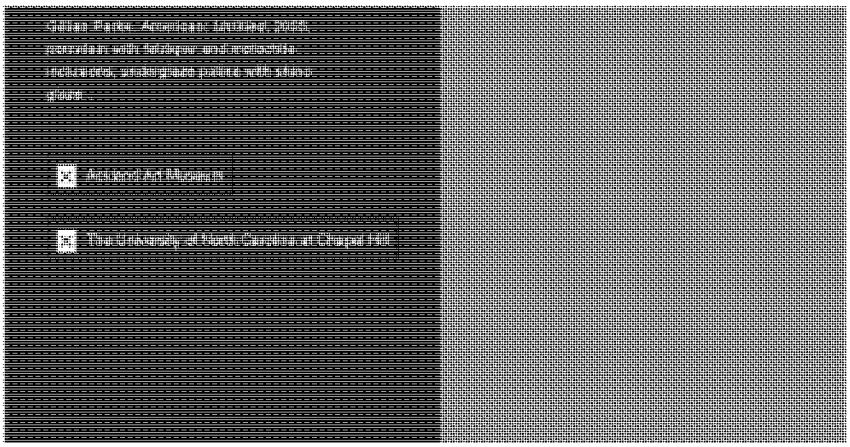

From: nobody@notify.unc.edu on behalf of hazel_shepherd@med.unc.edu
Sent: Thursday, January 18, 2007 8:12 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research study investigating smoke exposure and flu virus

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The purpose of this research study is to learn about how influenza virus affects nasal inflammation in people who smoke and in nonsmokers passively exposed daily to cigarette smoke or those not exposed at all. Currently, we are looking for healthy young adults aged 18-35 years with no underlying medical problems, who are either (1) active smokers, or who (2) live or work regularly with others who smoke.

Specific exclusion criteria will include history of asthma, chronic lung or heart disease; any type of immunodeficiency; influenza or flu like symptoms in the past three weeks; current pregnancy; egg allergy; or subjects who have already have had a flu shot this season. Your participation will last 6-9 weeks, and will require 9 study visits.

For a complete copy of the consent form and more information refer to the Center for Environmental Medicine, Asthma and Lung Biology (CEMALB) website at http:// http://www.med.unc.edu/envlung/gcrc2343.html

Interested individuals may also call the CEMALB recruitment line 919-962-4247 for additional information.

Approved Jan 11 2007 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board. IRB# 05-2547 (formerly 05-PED-1094).

This e-mail is sponsored by the UNC Center for Environmental Medicine and Lung Biology. This study is funded by The Flight Attendants Medical Research Institute (FAMRI).

This email is sponsored by: The UNC Center for Environmental Medicine and Lung Biology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of endeavors@unc.edu
Sent:	Thursday, January 18, 2007 9:22 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: new Endeavors magazine online

The winter 2007 issue of Endeavors magazine features new stories about research and creative activity at Carolina, including:

--Phonograph Effects: how records changed music.
--Life Down Deep: hard-core critters at the bottom of the sea.
--Freeing a History: the hard fact of slavery at UNC.
--An Evil Disease: after 25 years, HIV is still one step ahead of us.

There are also stories featuring Gary Pielak, Valerie Ashby, Steve Walsh,
and more.

Read the winter 2007 Endeavors online at
http://research.unc.edu/endeavors/win2007/index.php

This email is sponsored by: Vice Chancellor for Research and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, January 18, 2007 11:44 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Extension of Carolina Challenge Intent to Compete Deadline

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Still interested in competing in the Carolina Challenge? Well, you're not out of luck yet!

The deadline to submit your intent to compete has been extended to Jan.22nd at 12:00 a.m. The link is still open on our website at http://www.carolinachallenge.org.

Be sure to check the rest of our website out as well. It holds a plethora of information including upcoming events and resources for you to use as you continue throughout the competition.

This email is sponsored by: Carolina Challenge

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, January 19, 2007 9:45 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Phillip and Ruth Hettleman Prizes for Artistic and Scholarly Achievement

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TO: Members of the Faculty
The University of North Carolina at Chapel Hill

FROM: James Moeser, Chancellor

DATE: January 22, 2007

RE: Phillip and Ruth Hettleman Prizes for Artistic and Scholarly Achievement by Young Faculty

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With this memo, I am soliciting nominations for the 2007 Hettleman Prizes for Scholarly and Artistic Achievement by Young Faculty. These prizes, made possible by the generosity of Phillip and Ruth Hettleman, will recognize scholarly and artistic achievement by junior tenure-track, or recently tenured, members of the faculty. Four recipients will be selected and each award will be worth $5,000. The awardees in 2006 were Dr. Anne MacNeil (Music), Dr. Jeffrey Johnson (Chemistry), Dr. Jonathan Oberlander (Social Medicine), and Dr. David Siderovski (Pharmacology).

The Vice Chancellor for Research and Economic Development, Tony Waldrop, will convene the committee to advise me on the bestowal of these prizes. The committee consists of six professors, three from the Division of Academic Affairs and three from the Division of Health Affairs

Those eligible to be nominated for these prizes are assistant professors in their third or fourth years who have been recommended for reappointment for a second term, any second term assistant professor, and any associate professor who will not have been in rank as an associate professor for longer than three years at the end of this academic year.

Nominations should include seven copies of the following:

* Nominating Letter
  Nominations may be made by appointing units or by members of the University community from within or outside the nominee's department. The nominating letter should explain why the nominee's work is "groundbreaking".

* Nominee's Curriculum Vitae

* Documentation
  Seven copies of articles that the nominee has written, papers that the nominee has given, and/or photographs of art that the nominee has produced.

* Letters of Evaluation
  These letters can be both within and outside the nominees department, as well as this University. Letters from the outside do not have to be written explicitly for the Hettleman Award, rather these letters can be ones collected for tenure and promotion decision,

reappointment considerations or letters written for other awards. Letters shall emphasize and critically evaluate the distinctive contribution of the nominee's scholarship to his or her discipline. They must make clear to an audience of intelligent laypersons the scholarly or artistic significance of the nominee's work. It is hoped that each scholarly project will already be in the public domain, but manuscripts accepted for publication or in galley form will be considered.

I wish to determine the winners of these prizes before the summer. I ask faculty members to submit nominations by letter to the Office of the Vice Chancellor for Research and Economic Development, 312 South Building, no later than Friday, March 9, 2007. Tony Waldrop and the committee will then be asked to provide me with a list of recommendations from the committee for the prizes. The announcements of the prizes will be made at the first Faculty Council meeting of the fall term of 2007.

Let me close by expressing again my appreciation, which I know you share, to Phillip and Ruth Hettleman for this very generous and creative effort to recognize the scholarly achievements by junior members of our faculty.

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of knpeters@email.unc.edu
Sent: Monday, January 22, 2007 8:07 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UNC Dance Marathon Seeking Moralers and Volunteers!!!

The UNC Dance Marathon wants YOU to register to become a moraler or volunteer at the 2007 Marathon! For more information on the 2007 Marathon or to register online, visit www.uncmarathon.org.

Moralers and Volunteers encourage student dancers at the Marathon, who will stand on their feet and "dance" for 24 hours in a symbolic show of support for the patients and families of the North Carolina Children's Hospital. Register to support them today, and don't miss out on your chance to view the many student group performances, guest speakers, bands and surprise appearances at the 2007 Marathon!

Moraler shifts are 6 hours and volunteer shifts are 4 hours.

There is one night a year when the entire University STOPS...and stands up for the kids. Where will you be? Register online TODAY! It's For the Kids!

This email is sponsored by: UNC Dance Marathon

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of bmwillia@email.unc.edu
Sent:	Monday, January 22, 2007 9:03 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: University Career Services - Spring 2007 Faculty Newsletter

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The University Career Services Spring 2007 Faculty Newsletter may be read at http://careers.unc.edu/faculty/faculty_newsletter_spring07.pdf. I hope that you will find the information in the newsletter useful to you and your students.

Jacquelyn Gist

Jacquelyn Gist
Assistant Director
Non-Profits, Social Work
University Career Services

This email is sponsored by: University Career Services

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of ccps@unc.edu
Sent:	Monday, January 22, 2007 9:16 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Public Service Awards - Call for nominations

---

To all UNC students, faculty, and staff,

Do you know of an individual or University unit making a difference in the community through public service and engaged scholarship? If so, please consider honoring them by nominating them for a 2007 Public Service Award?

The Carolina Center for Public Service (CCPS) announces its call for nominations for the Ned Brooks Award for Public Service, the Robert E. Bryan Public Service Award, and the Office of the Provost Engaged Scholarship Award. These prestigious awards recognize individual students, faculty, staff, and University units for extraordinary public service and engaged scholarship.

Nominations may be submitted by students, staff, faculty, and/or community members and are due by 5:00 PM on Friday, March 2, 2007. Nominators are cautioned to review the criteria for each award to ensure any nominations are in line with the selection requirements for the particular award.

Go to the Carolina Center for Public Service website at www.unc.edu/cps to obtain a nomination form. You can also get detailed information on each award and tips on writing effective nominations at this site.

Questions may be directed to ccps@unc.edu or 843-7568.

This email is sponsored by: Carolina Center for Public Service

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of fsmuehls@email.unc.edu
Sent: Monday, January 22, 2007 9:50 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Burch Seminars: Call for faculty proposals

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CALL FOR PROPOSALS
BURCH FIELD RESEARCH SEMINARS
"Education in the Classroom and Out in the World"
http://www.honorsstudyabroad.unc.edu/

Overview of Burch Field Research Seminars

Burch Field Research Seminars showcase the relationship between faculty research and undergraduate education. Burch Seminars offer undergraduate students the opportunity to participate in UNC faculty-led off-campus programs that combine traditional course work with active, experiential learning. A changing roster of seminars is offered each year in destinations foreign and domestic.

The Office of Burch Programs invites faculty members from all UNC departments to submit proposals for the development of Burch Seminars (abroad and domestic) following the guidelines outlined below.

Guidelines for Burch Faculty Proposals

Faculty interested in leading a Burch Field Research Seminar are invited to submit proposals outlining the program, including the courses that students will take and the "hands-on" experience in which they will be engaged. Since these seminars typically require extensive planning, proposals must be submitted a minimum of 18 months in advance of the scheduled launch date. Proposals are reviewed by the Burch Field Research Seminars Faculty Advisory Board, which recommends four to five seminars each year to the Director of Burch Programs and Honors Study Abroad and the Associate Dean for Honors.
Burch Field Research Seminars ordinarily provide 12 hours of academic credit in a mix of independent study and formal course work. In addition to the course(s) offered by the faculty director, additional courses can be arranged through partner institutions or adjunct faculty at the program site. While the majority of Burch Seminars are semester programs, proposals for summer programs (minimum of six weeks, six credit hours) are also welcomed.

Proposals should include the following:

- Detailed description of the program and academic goals
- Choice of program location and affiliations
- Program dates
- Outline of program itinerary
- Course description(s) and suggestions for additional course work (semester programs)
- Description of cultural immersion activities and additional excursions
- Outline of program budget
- Curriculum vitae

A number of successful models have been used to deliver the "hands-on" experience of the Burch Field Research Seminars, and new models are always welcomed. Proven models include:

- Internships. Students work with businesses, non-governmental organizations, or govern-mental agencies.

- Unique Observation and Experience. Students are invited to observe and experience first-hand unfolding world events.

- Documentary Projects. Students investigate and document the history or culture of the field site.

- Performance. Students are provided a special opportunity to engage in an artistic en-deavor.

The faculty director should be familiar with the intended program site. Previous experience in developing a study abroad program is not required. Faculty directors will receive training and logistical support from Friederike Muehls, Director of Burch Programs and Honors Study Abroad and the UNC Study Abroad Office. Burch Seminars that enroll at least 12 students can generally support a position for a teaching assistant. The Honors Program will pay the department $15,000 plus benefits (the standard two-course buy-out rate in the College of Arts and Sciences) for faculty leading semester programs.
For additional information, or to discuss ideas for a seminar proposal, please contact Ms. Friederike Muehls, Director of Burch Programs and Honors Study Abroad: 962-9680 or fsmuehls@email.unc.edu.

This email is sponsored by: Burch Programs / Honors Office

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, January 22, 2007 10:01 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Volunteers needed for Pharmacokinetics Study

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Healthy volunteers are needed to participate in a clinical research study. During the study, you will be asked to commit approximately 24 hours (1 day), including a screening visit and an overnight stay at the UNC General Clinical Research Center (meals are provided). Compensation is $250 upon completion of the study.

Subjects are needed who are/have:
* Healthy males and females
* Age 18 - 45 years of age
* Non-smokers
* Not taking illicit drugs, including marijuana
* Of normal body weight (not obese or underweight)
* Not been exposed to X-ray (except dental) in the past year

During the screening you will be asked to:
Commit approximately 2 hours to complete pre-study screening including:
* Clinical laboratory tests
* Physical exam
* EKG

During the study, you will be asked to undergo the following procedures:
* Approximately 15 blood samples (about 1 teaspoonful each)
* Placement of a tube that runs through the mouth into the intestine for no more than 4 hours
* Oral and IV doses of FDA-approved medications
* Imaging of liver, gallbladder and intestines

If interested, please email Clinical2397@yahoo.com

Study Title: Modulation of Technetium-99m Mebrodenin Hepatic Transport by Ritonavir in Healthy Human Volunteers
IRB Study #05-2903
Approval date: Jan 16, 2007

This email is sponsored by: Div. Pharmacotherapy and Exp. Therapeutics, School of Pharmacy

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of alerts@unc.edu
Sent:	Tuesday, January 23, 2007 6:06 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Carolina Summer Reading Program selection announced for 2007

Carolina students, faculty and staff:

I write you on behalf of the 2007 Summer Reading Program Book Selection Committee, which I have had the pleasure of chairing since early autumn. It has been our challenge and our honor to select a book that we believe will be well read and provide much to discuss as new students prepare for their first year at Carolina.

With input from a wide array of Carolina students, faculty and staff, our nine-member committee of students, faculty and staff has chosen "The Death of Innocents: An Eyewitness Account of Wrongful Executions," by Sister Helen Prejean, for incoming students to read and discuss.

This was the committee's clear choice from the list of 218 books, types of books or general topics with which we began.

Of the five books that made it to the final round of our selection process, only "The Death of Innocents" was in the top three on every member's list. Other finalists were "Honky" by Dalton Conley, "The Omnivore's Dilemma: A Natural History of Four Meals" by Michael Pollan, "The Wal-Mart Effect" by Charles Fishman, and "With These Hands: The Hidden World of Migrant Farmworkers Today" by Daniel Rothenberg.

Committee members praised "The Death of Innocents" as a narrative that, while compelling and moving, is told calmly and with tolerance for all sides of the contentious issue of the death penalty in the United States.

As a staff member serving on the committee said: "(`The Death of Innocents') raises critical issues that everyone should think about, including choice, trust, responsibility, justice, belief. It will take readers beyond their current selves."

A student committee member wrote: "Prejean takes a strong stance against the death penalty but handles the opposing viewpoint with sensitivity and professionalism. Students on both sides of the argument will be forced to reevaluate and defend their ideology and will be empowered by Prejean's characters."

Published in 2005, "The Death of Innocents" is Prejean's nonfiction account of her relationships with two death-row convicts, their families and individuals on either side of the death-penalty debate during the time leading to the convicts' executions. She maintains that both were wrongfully given the death penalty.

We believe the reading and discussion of this book by incoming students and other members of the Carolina community will help advance a climate in which students can come to their own conclusions and articulate their views effectively. We found this book to be an engaging read and hope that others will as well.

Many thanks to all of those who submitted suggestions this year and have otherwise made this process possible. We have enjoyed the challenge and we hope that everyone finds the book and the topics it addresses engaging, challenging and thought-provoking. Additional information

about this year's program will be added over the coming months at http://www.unc.edu/srp/.

-- Douglas G. Kelly, committee chairman and professor of statistics and operations research, College of Arts & Sciences

This email is sponsored by: Office of New Student & Carolina Parents Programs

From:	nobody@notify.unc.edu on behalf of jjraynor@email.unc.edu
Sent:	Tuesday, January 23, 2007 10:31 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: New Debate Team Formed!

Attention all past, present, and future debaters!!!

A new debate team is currently forming on campus. The Carolina Forensics Association is a competitive team focused on intercollegiate debate. Everyone is encouraged to join and no experience is necessary. Please let us know if you are interested in joining, competing, or holding a leadership position in our organization.

Email CFA@unc.edu for more information about joining, meetings, and upcoming competitions.

Faculty interested in providing coaching assistance or in judging debates are welcome. We would love to have you involved!

Thank you!
The Carolina Forensics Association

Debate Forms Offered:
Lincoln-Douglas Debate
Extemporaneous Speaking
Dramatic Interpretation
Oratory
Impromptu Speaking
Storytelling
And many more!!!

This email is sponsored by: The Carolina Forensics Association

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From:	nobody@notify.unc.edu on behalf of lmalone@email.unc.edu
Sent:	Wednesday, January 24, 2007 3:16 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Play Basketball for Duke-Carolina Student Basketball Marathon

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Students, Faculty, Staff and Alumni:

Imagine having the once in a lifetime opportunity to shoot the game winning shot in a Duke-Carolina basketball game... This could be your opportunity...

Now accepting player applications for the 2007 Duke-Carolina Student Basketball Marathon.

Calling all student organizations, Greek organizations, groups of friends, academic departments and individuals to form a team of 6-8 players to match up and play against a rival organization, academic department or group of students/faculty/alumni at Duke.

The marathon will last 36 continuous hours; however, a new team will sub every hour. Take a shot at beating Duke and help us raise awareness and money to support local children with life threatening illnesses.

To sign up please visit:

http://www.basketballmarathon.com/involved/players.htm

This email is sponsored by: Basketball Marathon

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From: nobody@notify.unc.edu on behalf of rob_kramer@unc.edu
Sent: Wednesday, January 24, 2007 4:26 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Outstanding Encouragement of Learning and Development Award

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The Training & Development Department is now accepting nominations for the 2007 Outstanding Encouragement of Learning and Development Award. Nominations will be accepted through Wednesday, February 28.

In support of creating a campus environment in which all members of the University community are encouraged to pursue opportunities for learning and professional growth, the Chancellor's Task Force for a Better Workplace created this award to recognize supervisors who facilitate the participation of staff members in learning activities as fully as possible within the framework of an effective workplace.

The OELD Award is open to both SPA and EPA managers with at least one year of continuous University service. The award is presented annually and includes a plaque, 24 hours of paid time off and automatic nomination for a Chancellor's Award in the category of Human Relations. Each nominator must complete an Outstanding Encouragement of Learning and Development Award Nomination Form (available at http://hr.unc.edu/formfinder/forms-training/OELDapp.doc).

For questions or comments, contact Tammy Sopp in Training & Development at 962-9686 or tammy_sopp@unc.edu.

This email is sponsored by: Office of Human Resources

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"INFORMATIONAL:" email will only he sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of dthorpe@med.unc.edu
Sent: Wednesday, January 24, 2007 10:38 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Project GRASP: Grip Reactions and Anticipatory Control in Special Populations

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UNC Mass Email

Participants for Study

Title of Project: Grip Reactions and Anticipatory Control in Special Populations(Project GRASP)

Sponsored By: The University of North Carolina at Chapel Hill and The Cure Autism Now Foundation

Investigator: Deborah E. Thorpe, PT, PhD, PCS
The University of North Carolina at Chapel Hill,
Center for Human Movement Science
Division of Physical Therapy, Medical School Wing E
Chapel Hill, NC 27599-7135

We are conducting a study to examine the development of grasp in typically developing children, children with autism and children with developmental delay between the ages of 2 and 6 years 11months. This study will provide information about how children anticipate changes that they need to make to be successful in grasping small objects or different weights.

During the session, several developmental assessments will be administered and your child will perform a grasping task with an object of varying weight. Your child's participation in this study would last from approximately 1.5 -3.0 hours depending on the number of assessments required.

All programs are free of charge to the subjects and each subject will receive monetary compensation at ~ 12.50/hour up to $50. Parents will be interviewed for approximately one hour. Results from this study may help us to develop interventions for young children experiencing difficulty with grasping tasks

This study was approved March 16, 2006 by the Committee on the Protection of Rights of Human Subjects at the University of North Carolina.
UNC-CH IRB#04-1179.

If you would like to participate in this study, please contact Debbie Thorpe, PT, PhD, PCS at (919) 843-8679 or dthorpe@med.unc.edu

This email is sponsored by: Department of Physical Therapy

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, January 25, 2007 1:46 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: INFORMATIONAL: Administrative Review of Mark Crowell

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January 24, 2007

TO: UNC-Chapel Hill Faculty and Staff

FROM: Tony Waldrop, Vice Chancellor for Research and Economic Development

RE: Administrative Review of Mark Crowell, Associate Vice Chancellor for Economic Development and Technology Transfer

On behalf of the committee appointed to review the performance of Mark Crowell, Associate Vice Chancellor for Economic Development and Technology Transfer, I am pleased to invite your participation in the review process.

The committee is being chaired by Maurice Brookhart, Dept. of Chemistry. Other members include: Trude Amick, Office of Technology Development; David Gerber, Dept. of Surgery; Steve Nelson, Managing Director and Partner, Wakefield Group; Tim Quigg, Associate Chair, Dept. of Computer Science, Lola Reid, Dept. of Cell and Molecular Physiology; and Dhiren Thakker, Associate Dean, School of Pharmacy.

As required by University regulations, the Provost has requested a review of Mark Crowell's performance as Associate Vice Chancellor for Economic Development and Technology Transfer.
Areas for review include vision, long-range planning, management, and leadership with respect to advancing the mission of the Office of Economic Development and Technology Transfer. The committee invites your comments on these and related issues. It is important for the committee to learn how Mr.
Crowell's performance as Associate Vice Chancellor is viewed by staff and faculty at UNC-Chapel Hill.

We encourage you to contribute to this review in any of the following ways:

1. You may provide written comments to the chair or other committee members. The review committee will treat your comments as strictly confidential. By law, all written communication - whether on paper or by email - becomes a confidential part of Mark Crowell's personnel file. As such, comments are open to examination by him. University regulations prohibit considerations of anonymous letters in the review process.

2. You may telephone or meet privately in person with committee members. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Mark Crowell's personnel file but may be reflected in the committee's report without identifiers.

3. You may meet privately with the committee. To arrange a meeting please contact Judy Christman in the Office of Research and Economic Development (judy_christman@unc.edu tel. 962-7757.) Note that while

all comments during these sessions will be kept strictly confidential, a master list of attendees will be kept as part of Mark Crowell's personnel file.

The deadline for submitting comments regarding Mr. Crowell's Performance is Feb. 19. Thank you very much for your help in this important task.

Review Committee for Mark Crowell, Associate Vice Chancellor for Economic Development and Technology Transfer:

Maurice Brookhart, Chair of the committee
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mbrookhart@unc.edu
962-0362

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This email is sponsored by: Office of the Vice Chancellor for Research
and Economic Development

This email is sponsored by: Office of the Vice Chancellor for Research

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https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, January 25, 2007 8:52 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Summer Science Camps at Morehead

Morehead Planetarium and Science Center offers a series of fun, exciting and educational Summer Science Camps for children pre-K through Grade 8.

MPSC is pleased to offer the University community the opportunity to register for these camps before the general public. Faculty and staff members (as well as UNC students who are parents) may register their children beginning Feb. 5. The general public registration period opens Feb. 12.

To ensure the best selection of camp offerings, you may want to consider becoming a MPSC member. MPSC members may register beginning Jan. 29 and also receive special camp discounts. If you are not a member, you may select the membership option during the registration process beginning Jan. 29.

To be recognized as a member of the University community when registering online during the period from Feb. 5 to Feb. 11, you must:

* Use your UNC Personal Identification Number (PID) when prompted for a membership number.
* Use the following zip code in association with the UNC PID: 27599 (You should enter your actual zip code when filling out your payment information later in the process.)
* Enter a "unc.edu" e-mail address when prompted for an e-mail address.

The special University community registration will only be functional from Feb. 5 to Feb. 11. After that date, you may register as part of the general public.

To learn more about MPSC Summer Science Camps, please review the online information pages at <www.moreheadplanetarium.org/go/camp>.

This email is sponsored by: Morehead Planetarium and Science Center

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From: nobody@notify.unc.edu on behalf of connect@schsr.unc.edu
Sent: Friday, January 26, 2007 9:01 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Project CONNECT Addresses Minority Participation in Research

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APPROVED by UNC BIOMEDICAL IRB-Study # 02-SHEPS-587

Project CONNECT Addresses Minority Participation in Research

Black Americans have disproportionately high rates of disease and disproportionately poor health outcomes. Recent emphasis on increased representation of minority populations in all research has challenged investigators to find ways to diversify the populations that are recruited to participate in prevention and treatment trials.

Project CONNECT is recruiting volunteers who want to learn more about opportunities to participate in health research.

While we are focusing on African Americans, 18 years or older, any adult is welcome to participate.

If you participate your name will be placed on a confidential listing. If volunteers are eligible for a future research study they will be contacted and offered the opportunity to participate. The confidential registry will collect basic participant data including contact information, age, education level and basic health status.

To join the Project CONNECT listing, please reply with your name, and a phone number or mailing address so that we may get in touch with you. Or, you may choose to contact us directly by calling toll free at 1-866-849-1579.

If you know someone else who is eligible, and may be interested, please feel free to forward this information to them also.

Joining the registry does NOT mean one is volunteering for any particular study.

For additional information, please contact us at 919-966-7107 or via email at connect@schsr.unc.edu.

This email is sponsored by: Project CONNECT: the Bridge to Healthy Communities Through Research, UNC Sheps Center for Health Services Research

If you have concerns about taking part in research please contact the Committee on the Protection of the Rights of Human Subjects (Medical IRB) at UNC at (919) 966-1344.

This email is sponsored by: Sheps Center for Health Services Research

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From:	nobody@notify.unc.edu on behalf of glmurphy@email.unc.edu
Sent:	Sunday, January 28, 2007 8:04 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Apply today!!! APPLES Social Entrepreneur Fellowships

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Do you see a need in your community? Do you need funding to help address it?

APPLES Service Learning offers Social Entrepreneur Fellowships of up to $1,500 and 3 hours of graded course credit to undergraduates developing sustainable community-based service projects. Up to five Fellowships are awarded each year.

Applications are due by 5 p.m. on Friday, February 9, 2007 in the APPLES office, which is located in the Carolina Student Union, Suite 2416.

For more information email rrolfe@email.unc.edu or visit www.unc.edu/apples/students/fellowships/index.html

This email is sponsored by: APPLES

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent:	Monday, January 29, 2007 8:46 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Employee Forum Newsletter Now On-Line

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The February edition of the Employee Forum newsletter,
InTouch, is now on-line at
http://forum.unc.edu/InTouch/InTouch8-2.htm

Articles in this edition include:

Address to Board of Trustees, January 24, 2007
Are You EPA or SPA---And Why Should You Care?
Career Banding Update
Time and Attendance Method for SPA Non-Exempt Employees Announced
Sight Unseen: New PPO Plan Sign-up a Shot in the Dark for Employees
Rumor Has It: Yearly Benefits Statements
Legislative Action: Where Do We Begin?
Laurie Charest Interview
Generations at Work
Forum Planning New Website for Staff Employees
New Hoops to Jump Through: Basic Employment Eligibility
Critical Blood Drive Needs!
Opinion: Thoughts on the Tuition Increase for Students

On-line publication of InTouch saves approximately
6,000 sheets of paper a month.

This email is sponsored by: Employee Forum

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that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of clinic@unc.edu
Sent:	Monday, January 29, 2007 9:25 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Couples Therapy at UNC!

We have limited therapy openings this spring for dating and married couples!

The UNC Department of Psychology Community Clinic offers effective psychological interventions for members of the community. The Clinic, which is affiliated with the UNC-CH clinical psychology Ph.D. program, provides a sliding fee scale based on income. Treatment is provided by doctoral students under the supervision of licensed clinical psychologists. The Clinic is located right on the UNC campus!

Our couples clinic provides services for a wide range of relationship issues, including premarital counseling, marital therapy, and relationship enhancement.

Please visit our website at psychologyclinic.unc.edu or contact the clinic at 962-6906 or clinic@unc.edu for more information.

This email is sponsored by: UNC Department of Psychology Community Clinic

Please be aware that if the information you provide indicates that there may be abuse of a child or disabled adult, or that you or another person is in danger, we will need to respond as required by state law.

This email is sponsored by: UNC Department of Psychology Community Clinic

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From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, January 30, 2007 3:55 PM
To: Mutima@email.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] At the Ackland: Symposium & Dance Performance; Drawing for Kids

FASHIONING THE DIVINE
SYMPOSIUM AND DANCE PERFORMANCE

Friday, February 2, 2007
11 AM to 4:30 PM - Symposium
4:30 to 5:30 PM - Reception
5:30 to 6:30 PM - Dance Performance

Join us for a discussion with four guest scholars of South Asian art, architecture, and religion, moderated by exhibition co-curator, Pika Ghosh, Department of Art, UNC-Chapel Hill.

Michael W. Meister, University of Pennsylvania
A Web of Imagery: Masrur Temple's Mountainous Surround

John Cort, Denison College
Temples and Museums, Icons and Statues: Frameworks for Seeing Indian Images

Leslie Orr, Concordia University in Montreal
Iconography, Epigraphy, and Identity: South Indian Images in and out of Context

Leela Prasad, Duke University
Divining the Diaspora: Museums, Temples, and the Ownership of Hindu Sacred Images

Pallabi Chakravorty, Swarthmore College
Sculpted Rhythms

Register online.

The symposium is sponsored in part by the Art Department at the University of North Carolina at Chapel Hill through the McLeod and Mildred Riggins Lectureship in Art; the Asian Studies Department at UNC-Chapel Hill, a grant from the National Endowment for the Arts; and the William Hayes Ackland Trust, Ackland Art Museum.

UPCOMING EVENTS

DRAWING FOR KIDS
February 1 from 3:30-5PM
February 3 from 10-11:30AM
February 8 from 3:30-5PM

SYMPOSIUM & DANCE PERFORMANCE
February 2
11AM-4:30PM - Symposium
4:30-5:30PM - Reception
5:30-6:30PM - Dance Performance

OF WORDS AND WISDOM: POETRY READING
February 8 from 6-9PM

ART AFTER DARK
February 9 from 5-9PM

DRAWING IN THE GALLERIES
February 10 from 10AM-NOON

YOGA IN THE GALLERIES
February 12 from 12-1PM
February 27 from 12-1PM

LUNCH WITH ONE
February 15 from 1-2PM

MUSIC IN THE GALLERIES
February 18 from 2-4PM

EXPERIENCE INDIA: A COMMUNITY DAY
February 24 from 10AM-4PM

AN ARTIST'S PERSPECTIVE
February 28 from 6:30-8PM

ACKLAND BOOK GROUP
February 28 from 7-8:30PM

For more information on Ackland Programs visit: www.ackland.org

These and other public programs are made possible by generous support from the Ackland Art Museum Guild, members, and friends like you!

Pass it on

DRAWING FOR KIDS

Thursdays in February: 3:30 - 5 PM
1, 8, 15, and 22
Saturdays in February: 10 - 11:30 AM
3, 10, 17, and 24

Explore the many choices that artists make through drawing activities inspired by original works in the Ackland's collection. Learn some new techniques and ways to look at art that make drawing even more fun!

Free. Registration is required. To register, contact Beth Shaw McGuire at 919-962-0479 or bas5705@email.unc.edu.

Forward this message to friends. There's always something new to see at the Ackland.

Support the Museum
Become a member of the Ackland Art Museum. For more information on the benefits of membership and how your membership dollars support our mission: call 919.843.3676 or visit www.ackland.org/join

Comments on Ackland e-news?
Send an email to the editor: ackland-e-news@unc.edu

Thank you for subscribing to Ackland e-news!
If you no longer wish to receive the Ackland's e-news, send an email to lyris@listserv.unc.edu. Type "remove ackland-e-news" in the body of the message.

Illustrations top to bottom:

Tamil Nadu, Kaveri delta region: *Krishna/Saint Sambander*, ca. late twelfth or early thirteenth century CE, bronze. Gift of Clara T. and Gilbert J. Yager in honor of Charles Millard.

Minnie Evans, American, North Carolina, Pender County, 1892-1987: *Untitled*, drawing. Ackland Fund.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of sclassit@email.unc.edu
Sent: Tuesday, January 30, 2007 10:03 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UNC HONORARY SOCIETIES NOW ACCEPTING NOMINATIONS

Dear students, faculty and staff:

Nominations are now being accepted for the following UNC honorary societies:

-The Order of the Golden Fleece
-The Order of the Grail-Valkyries
-The Order of the Old Well
-The Frank Porter Graham Graduate and Professional Student Honor Society

Each of these societies has a long history of recognizing outstanding members of the UNC community.

Nomination forms and selection criteria for each society are available at www.unc.edu/honoraries. Students, faculty and staff are enthusiastically encouraged to nominate deserving individuals; please take a moment to help recognize their accomplishments.

The deadline for nominations is 5 p.m. on Feb. 16.

www.unc.edu/honoraries

This email is sponsored by: The Order of the Grail-Valkyries

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of vanessa_miller@dentistry.unc.edu
Sent: Tuesday, January 30, 2007 11:09 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do you have Chronic Pain?

The Center for Neurosensory Disorders is currently recruiting for several studies for people with Fibromyalgia.

Please contact us if you are interested in learning more about our study (Biomedical IRB# 02-1559 previously DENT-2013). Study Title: Physiological and Psychosocial Factors that Contribute to the Onset and Maintenance of TMD and Fibromyalgia--Propranolol Study.

Participation involves treatment with an FDA approved medication--propranolol--for 1 week, 1 week of placebo during 4 weeks of enrollment. 4 two hour visits to the dental school for clinical exams and sensory testing. Payment upon completion is $220.

You must be between the ages of 18 and 55, and not have: diabetes, seizures, heart trouble or disease, drug or alcohol abuse, hyperthyroidism, hypertension, major psychiatric disorder, pulmonary disease, major clinical depression, renal failure or dialysis.
You should not participate if you have had facial trauma or orofacial surgery within the past six months, you are pregnant or nursing or are planning to become pregnant in the next 6 months, or if you are currently in orthodontic treatment or currently receiving chemotherapy or radiation therapy.

Compensation will be provided for this study.

If interested or for further information please contact:

Dr. Muhammad Siddiqi
Study Coordinator
Center for Neurosensory Disorders
(919) 966-9760
Email: muhammad_siddiqi@DENTISTRY.UNC.EDU

This email is sponsored by: UNC Center for Neurosensory Disorders

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, January 31, 2007 12:11 AM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: Policies and Procedures Concerning Non-Discrimination and Harassment

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MEMORANDUM

TO: All Students, Faculty, and Staff

FROM: James Moeser, Chancellor

RE: 1) Policies and Procedures Concerning Non-Discrimination, Sexual and Racial Harassment

2) Online training program on Preventing Sexual Harassment and Preventing Employment Discrimination

As we begin another semester, I write to emphasize the responsibility of each member of the University community to contribute to learning and work environments free from discrimination and harassment. In particular, I want to highlight the protections the University has in place to address concerns about discrimination and harassment and the campus resources available to help resolve those concerns.

The University has adopted a Policy Statement on Non-Discrimination, a Sexual Harassment Policy and Procedures, and a Racial Harassment Policy and Procedures that apply to all members of the University community. Copies of the Policies are available on the web at http://www.unc.edu/campus/policies.html . These policies affirm the University's commitment not to discriminate in offering access to its educational programs and activities or with respect to employment terms and conditions on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status or sexual orientation. I ask each of you to take time to read these policies, and I encourage anyone with questions or concerns to contact any of several offices on campus - wherever you feel most comfortable. These offices include that of the Equal Opportunity Officer (966-3576), The Dean of Students (966-4042), Human Resources Employee Services (962-1483), the Associate Vice Chancellor for Human Resources (962-1554); or your dean, director, or department chair.

Individuals in these offices are prepared to help you understand the policies and can explain the options for resolving concerns related to discrimination or harassment in connection with your study or work at the University. If you share concerns that appear to indicate unlawful discrimination or harassment, these offices are required to investigate.

Any student who wishes to keep his or her concerns confidential should go to the University's Counseling and Wellness Services (966-3658). Any employee who wishes to keep his or her concerns confidential should go to the University's Ombuds Office (843-8204)

The most effective way to fight harassment and discrimination is awareness:

To help achieve this, I am pleased to announce that we are implementing two on-line training programs to help raise our awareness and increase our understanding:

* Preventing Sexual Harassment
* Preventing Employment Discrimination

The programs can be accessed at http://www.unc.edu/depts/eooada/.

Your participation in the program is vital; I strongly endorse this program and, because of its significance for the university community, I urge you all to take advantage of it. The program is mandatory for managers and supervisors and should be completed within 60 days. New managers and supervisors should complete the training within thirty days of their start date.

If you have any questions, please contact the Equal Opportunity/ADA Office at 966-3576.

Neither the problems of discrimination and harassment nor the negative consequences for failing to deal with them appropriately will be eliminated from our community unless our commitment to preventing discrimination and harassment is vigorous and unrelenting. I appreciate your efforts to sustain and strengthen such a commitment on our campus.

This email is sponsored by: Office of the Chancellor

This email is sponsored by: Office of the Chancellor

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, January 31, 2007 1:02 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Faculty/Staff Green Games

Please join us in participating in our first ever Faculty/Staff Green Games! Anyone who works for UNC can participate - this includes any temporary employees, undergraduates, graduate students, etc. who work for your department.

Please visit the Faculty/Staff Green Games web page at http://www.fac.unc.edu/WasteReduction/greengames/facstaff/index.asp for information about our upcoming informational Open House.

There are eight award categories in which to be nominated.

* Recycler of the Year
* Green Department of the Year
* Alternative Commuter of the Year
* Environmental Motivator of the Year
* Energy Saver of the Year
* Waste Reducer of the Year
* Water Conservationist of the Year
* Enviro-Maniac of the Year

Please feel free to be as creative as you wish when writing the nominations. These are very open categories, with no parameters as to what makes someone or a department the "best."

All nominations are due by March 16th, 2007. They can be sent in via email through ggfacstaff@unc.edu or through campus mail to the Office of Waste Reduction and Recycling at CB #1800. An awards ceremony will be held in April, the exact date to be determined.

More than one person can contribute to a nomination letter, and you can nominate yourself or your department. If you have any questions or comments regarding the categories or the games, please email ggfacstaff@unc.edu, or contact Amy Preble at 2-5169.

Representatives from the Office of Waste Reduction and Recycling will are willing to come to staff meetings to answer any questions you may have about the program. Please contact us if you are interested in scheduling one.

We look forward to reading your nomination letters!

This email is sponsored by: Office of Waste Reduction and Recycling

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of causey@unc.edu
Sent: Thursday, February 1, 2007 8:13 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: IBS Research Study

RESEARCH SUBJECTS NEEDED for
Irritable Bowel Syndrome (IBS) Study

Have you been diagnosed by a doctor with IBS? If yes, then you maybe eligible to participate in a Genetics Study looking at the genetic make-up of people who have been diagnosed with Irritable Bowel Syndrome (IBS). Participation involves a one time study visit to UNC Hospital for two hours to complete some questionnaires and a blood draw. Participants are paid $50 for completing this study.

If you are interested in participation or to learn more about this study then please go to the web link below to provide your contact information. All information you provide is optional. A research coordinator will be in contact with you soon to explain the study in more detail.

Userid: ibsstudy Password: subject

https://bigfoot.med.unc.edu/ibs/index.htm

This message has been approved by the IRB medical review board on 1-22-07.

This email is sponsored by: Program of Digestive Health

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, February 1, 2007 11:51 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: change to employee reg. for Morehead camps

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Morehead Planetarium and Science Center's online summer camp registration system experienced unexpected difficulties when member registration opened this week. As a result of these difficulties, summer camp registration procedures and dates have changed.

Please visit the MPSC Web site at <http://www.moreheadplanetarium.org/index.cfm?fuseaction=page&filename=summer_camp_overview.html> for new registration procedures.

The special registration period for the UNC-Chapel Hill community will now run from Feb. 19 through Feb. 25, 2007.

This email is sponsored by: Morehead Planetarium and Science Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, February 2, 2007 12:34 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Navigating the Global American South Conference

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Navigating the Global American South Conference: Global Health and Regional Solutions

April 19-20, 2007

The University of North Carolina at Chapel Hill is pleased to announce the 2007 Navigating the Global American South conference with a focus on public health. Over the day and a half conference, we will explore regional approaches to public health and ask what experiences translate between the American South and other world regions.

Featured Plenary Speakers include:
*John Briscoe, Country Director for Brazil, The World Bank
*Pierre Buekens, Dean of Tulane School of Public Health and Tropical Medicine
*Leah Devlin, Director of the North Carolina Division of Public Health
*Judith Rodin, President of the Rockefeller Foundation
*William L. Roper, Dean of UNC School of Medicine and CEO of UNC Health Care System
*Jaime Sepulveda Amor, Visiting Professor, UC San Francisco Global Health Sciences and former Director of the National Institutes of Health of Mexico
*Louis W. Sullivan, founding Dean and first President of the Morehouse School of Medicine and former Secretary of Health and Human Services

Early Registration: $80 professional rate, before March 16th
Late Registration: $95 professional rate, available until April 13th
Student Registration: $25, available until April 13th

The conference is sponsored by UNC's Center for Global Initiatives, Center for the Study of the American South, and Office of Global Health, and by Quintiles Transnational Corp.

For more information and to register, please visit
http://globalsouth.unc.edu

This email is sponsored by: Center for Global Initiatives

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of chris_chiron@unc.edu
Sent:	Friday, February 2, 2007 9:01 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Revisions to Dispute Resolution and Staff Grievance Policy

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To: All Permanent and Temporary SPA Employees

From: Chris Chiron, Policy Administrator, Office of Human Resources

The State Personnel Commission has adopted a policy that allows employees (SPA permanent and temporary) and applicants for SPA positions to file a grievance if they are dissatisfied with a decision on a request for reasonable accommodation due to a disability. This provision has been added to the Dispute Resolution and Staff Grievance Policy, effective February 1, 2007.

Within 30 calendar days from the date of alleged denial of reasonable accommodation of a disability, any SPA employee (including permanent, probationary, and temporary) may file a grievance directly with the Office of Administrative Hearings or choose to use the procedure defined in the Dispute Resolution and Staff Grievance Policy. This is the only issue for which temporary employees may use this procedure.

Applicants for SPA employment who allege denial of reasonable accommodation for a disability during the hiring process may file a grievance directly with the Office of Administrative Hearings within 30 calendar days of the alleged denial of accommodation.

Appropriate forms are available in the FormFinder on the OHR website.

If you have questions regarding this policy, contact Martha Fowler, Grievance Coordinator, at 843-8676.

This email is sponsored by: Office of Human Resources

From: nobody@notify.unc.edu on behalf of vanessa_miller@dentistry.unc.edu
Sent: Friday, February 2, 2007 10:36 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Healthy Participants 18-44 Needed for study of Muscle and Jaw Function

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The UNC Center for Neurosensory Disorders is conducting a research study investigating the biological, psychological, and genetic factors that may cause Temporomandibular Muscle and Joint Disorder (TMJD). We are looking for healthy volunteers and people with TMJD to participate.

Participation will include 1 clinic appointment lasting 3 hours. During that time participants fill out various questionnaires and receive a clinical exam and sensory testing. Individuals who meet the study criteria will be complete brief health updates for the next 4-5 years.

You must be between the ages of 18 and 44, and not have diabetes, epilepsy, hyperthyroidism, drug or alcohol abuse, chronic respiratory diseases, high blood pressure, heart disease, kidney failure and have not required hospitalization for a psychiatric disorder within the last 6 months.

You should not participate if you are pregnant, nursing a baby, currently involved in orthodontic treatment, chemotherapy or radiation therapy.

People who complete all data collection aspects will be paid $260 (this includes $90 for the clinic appointment mentioned above).

For more information about the study, visit the website at http://www.oppera.org

Please contact us if you are interested in learning more about our study (Biomedical IRB number 05-DENT-777).
If interested or for further information please contact:
(919) 966-1060
Email: sensory_study@dentistry.unc.edu

Approved by the Biomedical IRB

This email is sponsored by: The Center for Neurosensory Disorders

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of kate.luttrell@ourclub.com
Sent: Sunday, February 4, 2007 8:04 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Invitation to The Carolina Club

Dear UNC Faculty or Staff Member,

On behalf of The Carolina Club Board of Directors, you are invited to join The Carolina Club with a reduced initiation fee. Through this special offer, the initiation fee will be reduced through April 15, 2007. The monthly dues of just $27 per month, are billed semi-annually. Food and usage charges are billed monthly.

The Carolina Club is centrally located in the George Watts Hill Alumni Center, and with the wonderful Rams Head Center and Parking Deck, parking is more convenient than ever before. Whether it is for lunch or dinner, a business
or social event, there is no better place than The Carolina Club to meet colleagues
and friends, entertain guests and dine in the friendliest of surroundings! We also have seven private dining rooms available for use with your membership.
Planning an intimate evening or large gala has never been easier!

If you are already familiar with the many benefits of Carolina Club membership and wish to complete your Club application, please download here http://www.carolina-club.com/Membership/CC_application.pdf and fax it
to the membership department at 962-1635. To learn more about The Carolina
Clubs' membership benefits and costs, please visit
http://www.carolina-club.com.

You may also contact the Club's Membership Director, Kate Luttrell, at Kate.Luttrell@ourclub.com or 919-962-0021 with any questions. Please note
that membership in The Carolina Club is an exclusive benefit of membership
in the UNC General Alumni Association. If you are not a current member of
the GAA ($40 annual fee), the Club will help facilitate GAA membership for
you.

Did you know that UNC faculty and staff comprise almost one-third of our Members? This is your club! Your staff here at The Carolina Club is dedicated to supporting the University and bettering our community through
our value-based offerings, personalized services and culinary excellence.
We look forward to welcoming YOU to The Carolina Club!

THE CAROLINA CLUB
GEORGE WATTS HILL ALUMNI CENTER
STADIUM DRIVE AT RIDGE ROAD, CB# 9180
CHAPEL HILL, NORTH CAROLINA 27514-0111
919-962-1101

This email is sponsored by: The Carolina Club

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of hsinliu@med.unc.edu
Sent:	Monday, February 5, 2007 8:20 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: subjects needed for patellar tendon study

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Subject: INFORMATIONAL: Have you had Anterior Cruciate Ligament (ACL) Reconstruction utilizing a patellar tendon autograft or will be having such surgery in the near future?

Have you had Anterior Cruciate Ligament (ACL) Reconstruction utilizing a patellar tendon autograft or will be having such surgery in the near future?

Researchers in the Orthopaedics Laboratory are conducting a study at UNC-Chapel Hill to trace the recovery in their patellar tendon stiffness over time after their surgery.

To enroll in this study as a participant in this study, you must have had ACL reconstruction with patellar tendon autograft within the past 2 months or will be having such surgery in the near future, no history of other knee surgeries, no other lower extremity injuries in the past 6 months, and be between the ages of 18-40.

You will be asked to perform knee muscle contractions tasks while an ultrasound images will be taken of your patellar tendon (tendon that attaches kneecap to lower leg). Participation in this study will last approximately 1.5 hours.

You would be paid $30 per visit for your participation.

If you are interested in participating in this study or would like more information, please call,
Hsin-yi (shin-ee) Liu, at (919) 966-1211 or email hsinliu@med.unc.edu

This study is approved by IRB (#05-ORTHO-1005)

This email is sponsored by: orthopaedics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of sandelli@EMAIL.UNC.EDU
Sent:	Monday, February 5, 2007 10:35 PM
To:	smutima@EMAIL.UNC.EDU
Subject:	INFORMATIONAL: Blue & White magazine seeks submissions for Person of the Year

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Each year, Blue & White magazine profiles a student, faculty member or another individual in the campus community who has made a significant mark on Carolina.
Whether through volunteer service, teaching or finding creative solutions to problems, the Tar Heels chosen for this honor have enhanced UNC-Chapel Hill--and often the world outside its borders--with their presence.

The magazine is now accepting nominations for its 2007 Person of the Year, who will be featured in the April issue of Blue & White.
Nominations should include as much information as possible about why the person being nominated deserves this honor. Contact information for others who could talk to a Blue & White writer about this potential Person of the Year is also appreciated.

Submissions are due by Sunday, Feb. 25, 2007 to Anna Sandelli (sandelli@email.unc.edu). Questions may be directed to tbe same e-mail address.

This email is sponsored by: Blue & White

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, February 6, 2007 12:07 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Time Information Management Notification

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From: Time Information Management Implementation Team
To: All EPA Faculty and Non-Faculty
Date: February 2007

Re: UNC Timekeeping Implementation Project SPA Employee Communication

For your information the following memo was distributed to all SPA Employees to communicate some of the changes for the new paperless timekeeping system.

The University of North Carolina at Chapel Hill has begun preparations to move to an automated timekeeping and leave tracking system called TIM (Time Information Management). Since 2003 university leaders recognized the need to carefully consider moving from a paper time sheet to an electronic time sheet in an effort to streamline payroll operations and move toward a more efficient means to store and report hours worked.

TIM is a Web-based system designed to automate the recording and processing of worked time and the calculation of leave balances with up to date information at all times. The use of TIM will change the way worked time is currently reported to payroll and will eliminate the manual paper process used today. With this new system, rather than completing timesheets on paper, worked time and use of leave will be recorded and processed online.

Employees will have one electronic timesheet where all information is entered and stored, rather than having to complete several timesheets for various departments or payment types. TIM will keep totals up to date and automatically process time worked for you. Once time is processed and approved, it will be transmitted to payroll electronically, thus eliminating the need to submit a paper time sheet.

What will TIM mean for me?
-Real-time processing that will provide up-to-date timesheet totals
-Eliminating potential errors by automating the calculation of payroll hours
-Eliminating lost or missing time sheets by using electronically handled forms
-Eliminating time sheet rejections by electronic validation
-Electronic manager approvals, no need to track people down for signatures
-One time sheet per pay period for all payments and multiple jobs
-Online data storage, ensuring safe and secure time records and history
-Online up-to-date totals for all leave balance including comp time
-Employee Accrual Balance Report
-Employee access to time history and leave history
-No more missing paychecks due to lost timesheets

When will I begin using TIM? TIM is in the beginning stages of development now. We estimate employee participation to begin in the later part of 2007 and be rolled out by departments through 2008.

Will there be Training? Yes, in many cases employee training will be online. There will be designated staff to help with any questions or

issues that arise.

How can I find out more about Tim? A website is being developed and should be ready by March. It will show you some of the system features and give you updates on the progress of the project. See the February 7th Gazette for more information.

This email is sponsored by: Finance Division

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, February 6, 2007 12:33 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Faculty/Staff Discount Available at PlayMakers!

PlayMakers will be offering a $10 discount to UNC Faculty and Staff to select performances of STONES IN HIS POCKETS. For more information please visit the website below.

http://www.playmakersrep.org/genPage/index.pl?pgid=164

This email is sponsored by: PlayMakers Repertory Company

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of erin_douglas@med.unc.edu
Sent:	Tuesday, February 6, 2007 1:16 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Research Opportunity for Individuals aged 9-18!

A UNC Research Clinic is currently conducting a study to better understand the risk-factors of psychotic illnesses. We are looking for people between 9-18 years old who have a brother, sister, or parent with schizophrenia or schizoaffective disorder. If you or someone you know meets these criteria, please call us at 1(877) PRIME-19 or (919) 843-3419. Participants will receive monetary compensation for their time and efforts.

IRB# 07-PSYCH-631

This email is sponsored by: UNC Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, February 6, 2007 3:10 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: COLLABORATION GRANTS AVAILABLE

Dear Students, Faculty and Staff:

The Robertson Scholars Collaboration Fund has been instituted to fund projects that have the potential to initiate or enhance collaborative projects between Duke and UNC -Chapel Hill. It is our goal to enhance meaningful social and professional networks between the campuses that are sustainable over the long term.

Faculty, staff and students on both campuses are eligible to apply. One-year grants of up to $5,000 will be awarded, and a total of up to $50,000 is available for this year's competition.

For more information on the fund, an application and a list of past winners, please see: http://www.robertsonscholars.org/collaboration/ or contact Eric Mlyn at mlyn@robertsonscholars.org or 919-843-7506.

This email is sponsored by: ROBERTSON SCHOLARS PROGRAM

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of rfts@unc.edu
Sent:	Tuesday, February 6, 2007 8:10 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Is someone you know planning a pregnancy or currently pregnant?

This is a bilingual message. Please see below for Spanish.
Este es un mensaje bilingüe. Por favor, vea abajo para el español.

Are you or is someone you know trying to get pregnant OR less than 9 weeks pregnant?

Right from the Start is a research study of early pregnancy health at the University of North Carolina at Chapel Hill. To learn more about the study, call us toll free at (866) 346-2684 or send an email to rfts@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study. Visit our website at www.mom2be.org for more info.

Participants receive:
- Free early ultrasound
- $10 for completing a telephone interview at the end of the first trimester
- Free pregnancy tests for women who are trying to get pregnant

We need your help! Women who participate in our study can advance knowledge by simply sharing information about themselves and their pregnancies. Please share this message with friends or family.

The principal investigator for this study is Katherine Hartmann, MD, PhD, UNC School of Public Health, Department of Epidemiology & School of Medicine, Department of Obstetrics and Gynecology.

The Right from the Start study and this message have received approval from the UNC Institutional Review Board on research involving human subjects, study #03-0689.

¿Estás intentando quedar embarazada o tienes menos de 9 meses de embarazo? O, ¿conoce alguien que este intentando quedar embarazada? Bien desde el comienzo es un estudio de investigación sobre las primeras semanas del embarazo realizado por la Universidad de Carolina del Norte en Chapel Hill. Si deseas averiguar más sobre este estudio, llama gratis al 1 (866) 346-2684 o envía un correo electrónico a rfts@unc.edu con tu nombre, número de teléfono y horarios en los que podamos contactarte. No compartiremos tu dirección de correo electrónico con personas ajenas a esta investigación. Para obtener mayor información, visita nuestro sitio en internet www.mom2be.org.

Las participantes reciben:
-Examen de ultrasonido gratis
-$10 por contestar una entrevista telefónica al finalizar el primer trimestre.
- Pruebas de embarazo gratuitas para aquellas mujeres que estén intentando quedar embarazadas

¡Te necesitamos! Las mujeres que participen nos pueden ayudar a obtener más conocimientos simplemente compartiendo información sobre si mismas y sus embarazos. Por favor comparte este mensaje con tus amigos y familiares.

La investigadora principal de este estudio es Katherine Hartmann, MD, PhD, Departamento de Epidemiología de la Escuela de Salud Publica y Departamento de Obstetricia y Ginecología de la Escuela de Medicina, ambos pertenecientes a la Universidad de Carolina del Norte.

El estudio Bien desde el comienzo y este mensaje fueron aprobados por la Junta de Revisión Institucional de la Universidad de Carolina del Norte en Chapel Hill (UNC), estudio # 03-0689.

This email is sponsored by: Epidemiology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of jshapiro@med.unc.edu
Sent: Tuesday, February 6, 2007 9:49 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Treatment for Bulimia Nervosa

Research Study for Women With Bulimia Nervosa

The UNC Eating Disorders Program is seeking women with Bulimia Nervosa for a study that uses mobile phone text messaging to enhance our standard outpatient group cognitive-behavioral treatment program.

All treatment will focus on developing healthy eating behaviors and enhancing mental health.

If you are a woman:

-over the age of 18

-who is concerned about your eating behavior

-who speaks fluent English

We offer a FREE evaluation to determine study criteria and FREE outpatient group treatment for Bulimia Nervosa.

Please call Dr. Jennifer Shapiro
Clinical Assistant Professor

(919) 966-5262
jshapiro@med.unc.edu

This study (05-PSYCH-1150) was approved by the Biomedical IRB.

This email is sponsored by: Psychiatry - UNC Eating Disorders Program

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of clinic@unc.edu
Sent: Tuesday, February 6, 2007 10:29 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do you need help with your child or adolescent?

We have limited therapy openings this spring for children and adolescents!

The UNC Department of Psychology Community Clinic offers effective psychological interventions for members of the community. The Clinic, which is affiliated with the UNC-CH clinical psychology Ph.D. program, provides a sliding fee scale based on income. Treatment is provided by doctoral students under the supervision of licensed clinical psychologists. Children and adolescents are seen in our near-campus location on Finley Golf Course Road with afternoon and evening appointments and adjacent parking.

Our child and family clinic provides child and adolescent therapy and parent
education and training for a wide range of child and family issues including attention deficit hyperactivity disorder, mood and anxiety disorders, family conflict, divorce, parenting, school refusal, learning difficulties, and relationship problems. We specialize in effective treatments for children and adolescents who are getting in trouble at home and/or school and acting up with oppositional and conduct problems. Additionally, we offer psychological testing services. Our assessments may include testing for ADHD, giftedness, learning disorders and diagnostic clarity and treatment recommendations.

Please visit our website at psychologyclinic.unc.edu or contact the clinic at 962-6906 or clinic@unc.edu for more information.

Please be aware that if the information you provide indicates that there may be abuse of a child or disabled adult, or that you or another person is in danger, we will need to respond as required by state law.

This email is sponsored by: UNC Department of Psychology Community Clinic

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of agranna@email.unc.edu
Sent:	Tuesday, February 6, 2007 11:14 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Cross-Cultural Research in Psychology - Call for volunteers!

Have you ever noticed that different people treat time differently?
What does being on time mean to each of us? How late is really late?
Have you ever wondered if time standards are different around the globe?

If you have a few minutes to help advance cross-cultural psychological research about people's attitudes towards time, please consider participating in our study!

The goals of the research are -
* To learn more about people's attitudes towards time and experience with time-limited tests.
* To explore if these beliefs and attitudes differ across cultures.

You qualify to participate if you:
1. Are a native English speaker, who grew up in North America
2. Are between 18 and 45 years of age
3. Have access to computer with internet connection

To participate, please click on the link below to complete a short survey!

http://uncodum.qualtrics.com/SE?SID=SV_cIVkDU4LUkJtRY0&SVID=Prod

Contact us by email at agranna@email.unc.edu or hartman@email.unc.edu with any questions about the study.

The Behavioral Affairs Institutional Review Board of the University of North Carolina at Chapel Hill has approved this study(IRB # 06-0544); approval date 12/06/2006.

This email is sponsored by: Psychology Department, UNC-CH

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of alle@email.unc.edu
Sent:	Wednesday, February 7, 2007 8:10 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: CLICK DRIVE 2007--UNC FIGHTS POVERTY WORLDWIDE

CLICK DRIVE 2007

The Click Drive is an annual competition among schools all across the country to raise funds for microcrediting programs worldwide. Last year UNC, finished 3rd among all schools in the country and raise over $2000, but this year we want to do more. By clicking on UNC's link at www.povertfighters.com, you can generate 25¢ towards the competition.

The donation is made by the site's sponsors and each click you make brings UNC one step closer to victory. The competition runs from February 12th-March 30th, 2007.

For more information, visit www.povertyfighters.com. Join the CLICK DRIVE 2007 listserv NOW by sending a blank email to alle@email.unc.edu.

This email is sponsored by: Campus Y

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of noreen_montgomery@unc.edu
Sent: Wednesday, February 7, 2007 10:02 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Health Insurance Open Enrollment

Open enrollment for employee health insurance for the 2007-08 plan year will begin March 1 and run through March 31, 2007. Changes made during the open enrollment period will be effective July 1, 2007, and continue through June 30, 2008.

This enrollment period covers both the Comprehensive Major Medical plan and the Preferred Provider Organization (PPO) options. During this enrollment period, you can change plans, or choose to add or change your current spouse and/or dependent coverage.

If you are currently enrolled in one of the State Health Plan's insurance options, you will receive an enrollment package at your home address in late February. Employees who are not currently enrolled in health insurance, but are interested in signing up, can get enrollment information at the State Health Plan's website, statehealthplan.state.nc.us/.

The enrollment period was moved earlier in the year to accommodate the plan's July 1 benefit start date.

To date, we do not have any information on any potential changes in premium costs or plan benefits for 2007-08. Both premium and benefit changes must be approved by the legislature, and the General Assembly has not taken any action on these items at this time.

We hope to receive additional information from the State Health Plan in the next two weeks. As soon as we receive this, we will let you know.

If you have questions, contact your HR Facilitator or HR Generalist.

This email is sponsored by: Office of Human Resources

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Thursday, February 8, 2007 8:09 AM
To: Mutima@email.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] At the Ackland: Of Words and Wisdom; Art After Dark; Lunch with 1

OF WORDS AND WISDOM - BIRTHING THE NATIONS: FOUR CORNERS / FOUR WOMEN

Thursday, February 8, 2007
6PM pre-event reception
6:30PM event begins

In celebration of its 10th Anniversary, The Carolina Women's Center, and co-sponsors the Ackland Art Museum, the Curriculum in Women's Studies, and the Creative Writing Program in the Department of English present the *Of Words & Wisdom* program series event: *Birthing the Nations: Four Corners / Four Women* — a poetic tribute to women of all nations and the collective spirit of womanhood. Four women representing the four corners of the world will share the stage to pay homage to their foremothers and celebrate a new generation of voices— voices that nurture and transform humanity throughout the ages. Funded, in part, by the Performing Arts & Special Activities Fund.

ART AFTER DARK

Friday, February 9, 2007
5 - 9PM

Join us for Art after Dark and celebrate *Fashioning the Divine: South Asian Sculpture at the Ackland Art Museum* with live music by sarod and tabla musicians Nikhil Tikekar and Sam Glaize. From exquisite forms to intricate details, the 24 sculptures in *Fashioning the Divine* offer a rare glimpse into the artistry of South Asia between the 2nd- and 13th-century. Come see for yourself what the News & Observer says "gives shape to awe."

LUNCH WITH ONE

Crystallizing the World's Imagination: Louis-Maurice Boutet de Monvel's *Jeanne d'Arc*

Thursday, February 15, 2007
1PM

Molly Balikov will discuss the career of French illustrator Louis-Maurice Boutet de Monvel through an examination of his Joan of Arc images and their relationship to objects in the Ackland and UNC libraries collections.

Register on the web.

UPCOMING EVENTS

OF WORDS AND WISDOM: POETRY READING
February 8 from 6-9PM

ART AFTER DARK
February 9 from 5-9PM

DRAWING IN THE GALLERIES
February 10 from 10AM-NOON

YOGA IN THE GALLERIES
February 12 from 12-1PM
February 27 from 12-1PM

LUNCH WITH ONE
February 15 from 1-2PM

MUSIC IN THE GALLERIES
February 18 from 2-4PM

EXPERIENCE INDIA: A COMMUNITY DAY
February 24 from 10AM-4PM

AN ARTIST'S PERSPECTIVE
February 28 from 6:30-8PM

ACKLAND BOOK GROUP
February 28 from 7-8:30PM

For more information on Ackland Programs visit www.ackland.org

These and other public programs are made possible by generous support from the Ackland Art Museum Guild, members, and friends like you!

Pass it on
Forward this message to friends. There's always something new to see at the Ackland.

Support the Museum
Become a member of the Ackland Art Museum. For more information on the benefits of membership and how your membership dollars support our mission, call 919.843.3676 or visit www.ackland.org/join.

Comments on Ackland e-news?
Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!
If you no longer wish to receive the Ackland's e-news, send an email to lyris@listserv.unc.edu. Type "remove ackland-e-news" in the body of the message.

Unauthorized use prohibited.

Kang-Lu Achievement Award in Science, 1961. Phaseolus 3002, an early maturing Achievement Award in 2001 Kang-Lu.

Phaseolus acutifolius is a wild relative of the common bean, a Mesoamerican crop, and is used to develop U.S. production Achievement Award.

Karpova Olenkov, Sonia, 1941-1977. Always, color wheel assignments.

- Accessed Jan Wiseman.
- The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of alle@email.unc.edu
Sent:	Thursday, February 8, 2007 8:11 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: CORRECTION TO UNC'S 2007 CLICK DRIVE MESSAGE

NOTE: The original version of this email contained an erroneous link.
Here is the corrected version.

CLICK DRIVE 2007

The Click Drive is an annual competition among schools all across the country to raise funds for microcrediting programs worldwide. Last year UNC, finished 3rd among all schools in the country and raise over $2000, but this year we want to do more. By clicking on UNC's link at http://www.povertyfighters.com, you can generate 25¢ towards the competition. If we reach our goal of 3000 UNC students, faculty, and staff, we can raise $70,500.

The donation is made by the site's sponsors and each click you make brings UNC one step closer to victory. The competition runs from February 12th-March 30th, 2007.

For more information, visit http://www.povertyfighters.com. Join the CLICK DRIVE 2007 listserv NOW by sending a blank email to alle@email.unc.edu.

This email is sponsored by: Campus Y

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, February 8, 2007 9:17 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Administrative Review of Barbara Entwistle

February 8, 2007

TO: UNC-Chapel Hill Faculty and Staff

FROM: Tony Waldrop, Vice Chancellor for Research and Economic Development

RE: Administrative Review of Barbara Entwistle, Director of the Carolina Population Center

On behalf of the committee appointed to review the performance of Barbara Entwistle, Director of the Carolina Population Center, I am pleased to invite your participation in the review process.

The committee is being chaired by Tim Carey of the Dept of Medicine. Other members include: Jay Kaufman, Dept of Epidemiology; Krista Perriera, Dept of Public Policy; Linda Adair, Nutrition; Bert Peterson, Maternal and Child Health; Guong Guo, Sociology; Tom Health, Carolina Population Center; and Bill Schlesinger, Dean, Duke School of the Environment

As required by University regulations, the Provost has requested a review of Barbara Entwistle's performance as Director of the Carolina Population Center.

Areas for review include vision, long-range planning, management, and leadership with respect to advancing the mission of the Population Center. The committee invites your comments on these and related issues. It is important for the committee to learn how Dr Entwistle's leadership of the Carolina Population Center is viewed by staff and faculty at UNC-Chapel Hill.

We encourage you to contribute to this review in any of the following ways:

1. You may provide written comments to the chair or other committee members. The review committee will treat your comments as strictly confidential. By law, all written communication - whether on paper or by email - becomes a confidential part of Barbara Entwistle's personnel file. As such, comments are open to examination by her. University regulations prohibit considerations of anonymous letters in the review process.

2. You may telephone or meet privately in person with committee members. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Barbara Entwistle's personnel file but may be reflected in the committee's
report without identifiers.

3. You may meet privately with the committee. To arrange a meeting please contact Judy Christman in the Office of Research and Economic Development (judy_christman@unc.edu tel. 962-7757.) Note that while all comments during these sessions will be kept strictly confidential, a master list of attendees will be kept as part of Barbara Entwistle's

personnel file.

The deadline for submitting comments regarding Dr Entwistle's Performance
is March 16th. Thank you very much for your help in this important task.

Review Committee for Barbara Entwistle, Director, Carolina Population Center:

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

Timothy Carey
Sheps Center
timothy_carey@med.unc.edu
966-7100

Linda Adair
Dept. of Nutrition
linda_adair@unc.edu

Guang Guo
Dept. of Sociology
guang_guo@unc.edu
962-1246

Tom Heath
Carolina Population Center
tom_heath@unc.edu
966-1718

Jay Kaufman
Dept. of Epidemiology
jay_kaufman@unc.edu
966-7435

Krista Perreira
Dept. of Public Policy
perreira@email.unc.edu
843-5009

Bert Peterson
Dept. Maternal and Child Health
herbert_peterson@unc.edu
966-5981

Bill Schlesinger
Duke School of Environment
schlesin@duke.edu
613-8004

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, February 8, 2007 10:22 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: CHANCELLOR'S AWARDS DEADLINE EXTENDED

CALL FOR NOMINATIONS: Chancellor James Moeser requests your nominations of our most outstanding students for the Chancellor's Awards for Excellence in Student Activities and Leadership. The deadline for nominations has been extended until 5:00 p.m. Friday, February 16, 2007. Nominations for The Ernest L. Mackie Award and the The Class of 1938 Joseph F. Patterson, Jr. and Alice M. Patterson International Leadership Award are especially encouraged.

A full letter of request detailing the intent of these awards, and the online nomination form, can be found at www.unc.edu/chancellorsawards/nom.html. For further information, see the website or contact Tammy Lambert, 966-3128, lambert2@email.unc.edu.

This email is sponsored by: Vice Chancellor for Student Affairs

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From: nobody@notify.unc.edu on behalf of research_support@unc.edu
Sent: Friday, February 9, 2007 8:46 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: RESEARCH SUPPORT February 2007 Issue Now Available

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The February 2007 issue of RESEARCH SUPPORT online newsletter is now available for viewing at http://research.unc.edu/rs/

In this issue:

FUNDING OPPORTUNITIES
<http://cfx3.research.unc.edu/fundingopp/index.cfm>
*Major funding opportunities from state, public, and private agencies, as well as from UNC-Chapel Hill.
*Carolina Internal <http://cfx3.research.unc.edu/fundingopp/index.cfm#1>
*National Science Foundation
<http://cfx3.research.unc.edu/fundingopp/index.cfm#2>
*National Institutes of Health Grants and Contracts
<http://cfx3.research.unc.edu/fundingopp/index.cfm#3>
*Multidisciplinary <http://cfx3.research.unc.edu/fundingopp/index.cfm#4>
*Social and Behavioral Sciences
<http://cfx3.research.unc.edu/fundingopp/index.cfm#5>
*Health and Medical Sciences
<http://cfx3.research.unc.edu/fundingopp/index.cfm#6>
*Life and Physical Sciences
<http://cfx3.research.unc.edu/fundingopp/index.cfm#7>
*Arts and Humanities
<http://cfx3.research.unc.edu/fundingopp/index.cfm#8>

CAMPUS NEWS <http://research.unc.edu/rs/campus_news.html>
* SBIR/STTR National Conference Coming to RTP
* RAMSeS Development Workspace Tool
* Major Challenges in Clinical Medicine: An Overview for Basic Scientists
* Center for Global Initiatives Funding Opportunities
* What Investors Look For and How to Position Yourself for Private Investment
* Scientific Research Equipment and Supplies Vendor Forum
* IACUC Training and Compliance Update
* HSL/SPH Office of Research Seminar
* OPS Workshop: Writing from the Reader's Perspective
* New Staff at OTD
* Public Health Research Expertise Database

FUNDING TIPS <http://research.unc.edu/rs/funding_tips.html>
* Learn about New Features and Resources for Improving Your Funding Search Results
* Foundation Directory Platinum Online
* From NIH Extramural Nexus: Who Is a New Investigator?
* Tips on Writing a Letter of Inquiry
* NCURA Training Opportunities

FEDERAL NEWS <http://research.unc.edu/rs/federal_news.html>
* AAAS Research and Development Federal Funding Updates
* NIH Reform Act of 2006 and Next Steps
* Extension of NIH Pilot Study to Shorten the Review Cycle for New Investigator R01 Applications
* NSF 2007 Proposer Survey
* NIH Launches New Online Resource for Institutional Awards Made Data
* NIH and AHRQ Announce Electronic Submission Plans for More Mechanisms
* NIH eSubmission News, Updates, and Help

View the issue at http://research.unc.edu/rs/

RESEARCH SUPPORT provides Carolina faculty and research staff with funding opportunities, sponsored research news, funding tips, and timely information from all of the offices supporting research at Carolina. It is published by the Office of the Vice Chancellor for Research and Economic Development, GrantSource Library <http://research.unc.edu/grantsource/>. Email research_support@unc.edu for more information or to be added to the list.

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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From:	nobody@notify.unc.edu on behalf of kgreen@renci.org
Sent:	Friday, February 9, 2007 10:26 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: RENCI Faculty Fellows Program

RENCI Seeks Faculty Fellows for Innovative, Collaborative Research Projects

Full-time faculty at the University of North Carolina at Chapel Hill are invited to collaborate with the Renaissance Computing Institute (RENCI) through the RENCI Faculty Fellows Program.

The RENCI Faculty Fellows program gives UNC-Chapel Hill faculty the opportunity to partner with RENCI in order to explore new research opportunities and directions; translate new ideas into technology prototypes; develop new community service or educational programs; or develop interdisciplinary projects that integrate the arts or humanities with science.

Fellowships of one academic year or one semester will begin either in the summer or fall 2007 semester. Proposals must he submitted by April 1. A full Call for Proposals with guidelines and submission information is available at http://www.renci.org/about/fellows.php.

Fellows will receive up to $50,000 in support and will have access to RENCI high-performance computing, storage, visualization and data management/analysis capabilities as well as sensor and hardware prototyping resources. They will work with RENCI staff and research scientists to realize the goals outlined in their proposals and will have resources to explore and develop new opportunities and multidisciplinary projects. Fellows will be expected to spend a portion of their time in residence at RENCI and to be actively involved with RENCI during their appointment.

Please read the RENCI Faculty Fellows Call for Proposals and submit completed proposals by April 1 to Margaret Buedel (buedel@renci.org). All those who submit will be notified of acceptance by May 15. For question or clarifications, please contact RENCI Deputy Director Alan Blatecky at alan@renci.org or 919-445-9643.

RENCI...Catalyst for Innovation
The Renaissance Computing Institute brings together computer and discipline scientists, artists, humanists, industry leaders, entrepreneurs, state leaders and educators for collaborations designed to reshape science, the economy, the state of North Carolina and the world. RENCI leverages its expertise and resources in leading edge computing, networking and data technologies to ignite innovation and find solutions to previously intractable problems. Founded in 2004 as a major collaborative venture of Duke University, North Carolina State University, the University of North Carolina at Chapel Hill and the state of North Carolina, RENCI is a statewide virtual organization. For more, see www.renci.org.

This email is sponsored by: Renaissance Computing Institute

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, February 12, 2007 12:01 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Message from the Chancellor -- College of Arts and Sciences Dean Search

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Dear Carolina Community:

One of our own, Dr. Holden Thorp, Kenan Professor of Chemistry and Chair of the Department of Chemistry, is the administration's selection to become the next dean of the College of Arts and Sciences. The appointment is pending approval by the University's Board of Trustees later this week.

Provost Bernadette Gray-Little, who is traveling abroad on University business, and I are elated to have the opportunity to make such an important appointment to a colleague who has spent his entire academic career at Carolina. Dr. Thorp is someone we know well and admire, and he emerged from a thorough national search that produced a field of excellent, highly qualified finalists. We are confident that, under his leadership, the College will continue to thrive and help keep the entire University appropriately focused on the vital role of undergraduate education and interdisciplinary collaboration.

Dr. Thorp's accomplishments are well known across campus. He is a highly regarded chemist, a wonderful classroom teacher, and a North Carolina native with many diverse interests. He has served the University well in several leadership roles, including as director of the Morehead Planetarium and Science Center, faculty director of fund raising for the Carolina Physical Science Complex, and as a member of the Leadership Advisory Committee that just completed its work in developing guiding principles for the development of Carolina North. He earned his bachelor's degree in chemistry here in 1986 and joined the faculty in 1993.

The University once again has been well served by an open search process that provided opportunities for involvement by those in the College community. The provost and I are particularly grateful for Search Committee Chair Linda Dykstra and her colleagues for their work in bringing this search to a close so efficiently.

I also wish to note the outstanding job that Dr. Madeline Levine has done as the interim dean. She has stepped in and contributed thoughtfully while helping guide the College during this transition period. We are grateful for her service, too.

Please join me in congratulating Dr. Thorp. We look forward to the leadership he will provide as dean and the contributions of the College of Arts and Sciences to the University's future success.

James Moeser
Chancellor

This email is sponsored by: Office of the Chancellor

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From:	nobody@notify.unc.edu on behalf of joyce_lanier@med.unc.edu
Sent:	Monday, February 12, 2007 8:13 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Do you have breathing problems?

Have you been diagnosed with Chronic Obstructive Pulmonary Disease, (COPD)? Have you wondered about whether or not your shortness of breath is actually related to a pulmonary disease? Are you a current or past smoker?

UNC Hospitals Pulmonary Research Division is conducting a research study for subjects who have been diagnosed with COPD. COPD is a lung disease in which the lung is damaged, making it hard to breathe. In COPD, the airways that carry air in and out of the lungs are partly obstructed, making average breathing more difficult. COPD is often linked to people with a history of smoking.

This study will research a new COPD medication. Participants in this research study will be asked to make 13 vists to UNC Hospitals over a 56 week period. If you qualify for the study, you will receive study related physical exams, pulmonary evaluations and education about your disease. Participants will receive $810.00 for complete participation.

This research study has received approval from the UNC Biomedical Institutional Review Board. The IRB approval number is 05-2731.

If you are interested in finding out more about this study, please contact Joyce M. Lanier, RRT at 919-966-2531 or email at joyce_lanier@med.unc.edu.

This email is sponsored by: Pulmonary Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of pbwatkins@med.unc.edu
Sent: Monday, February 12, 2007 9:29 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Provide a Blood Sample to Help Medical Research

---

UNC Hospitals and the National Institute of Environmental Health Sciences (NIEHS), National Institutes of Health (NIH), Department of Health and Human Services (DHHS) are establishing a registry of DNA samples (Environmental Polymorphisms Registry or EPR) that will help researchers study how variations in our genes (known as polymorphisms) influence our risk for disease.

The EPR will be recruiting participants at the UNC General Clinical Research Center (GCRC) beginning Wednesday, February 14. For more information call (919) 281-1110 x747 or visit our website at http://dir.niehs.nih.gov/direpr/.

To participate, you must:
* Be 18 Years of age or older;
* Provide a blood sample (up to 1 Tablespoon);
* Read and sign a consent form;
* Provide age, gender, and ethnicity;

Participants will receive $20 for their participation.

If you have a UNC Healthcare Medical Record Card, please bring it witb you. If you don't have one, please stop by the patient registration desk in the Hospital's main lobby to get one before coming up to the GCRC (3rd floor of main hospital).

We need your help! Our goal is to collect 20,000 samples, please share this message with friends and family. We appreciate your help getting the word out.

The principal investigators for this study are:

- Perry J. Blackshear, M.D., D.Phil., Office of Clinical Research, NIEHS, NIH, DHHS;
- Paul Watkins, M.D., General Clinical Researcb Center, UNC Medical Center;
- Patricia C. Chulada, Ph.D., M.H.S., Office of Clinical Research, NIEHS, NIH, DHHS;
- Susan Pusek, M.P.H., M.S. General Clinical Research Center, UNC Medical Center.

The Environmental Polymorphisms Registry and this message have received approval from both the NIEHS and UNC Biomedical Institutional Review Boards on Research Involving Human Subjects.

This email is sponsored by: General Clinical Research Center

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From:	nobody@notify.unc.edu on behalf of z@unc.edu
Sent:	Tuesday, February 13, 2007 1:02 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: UNC HONORARY SOCIETY NOMINATIONS DUE FRIDAY

Nominations for the following UNC honorary societies are due at 5 p.m.
THIS FRIDAY Feb. 16:

-The Order of the Golden Fleece
-The Order of the Grail-Valkyries
-The Order of the Old Well
-The Frank Porter Graham Graduate and
Professional Student Honor Society

Nomination forms and selection criteria are available at
www.unc.edu/honoraries. Please take a moment to help recognize the
accomplishments of UNC students, faculty and staff. If you have
questions, please contact z@unc.edu

www.unc.edu/honoraries

This email is sponsored by: Order of the Golden Fleece

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that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of autismresearch@med.unc.edu
Sent: Tuesday, February 13, 2007 9:44 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: STUDY FOR 2 & 3 YEAR-OLD BOYS

The Autism Research Program is recruiting typically developing boys between the ages of 18-42 months for an MRI (brain scan) study to compare with MRIs of children with autism and Fragile X syndrome. MRI scans use radio waves only (no x-rays) and are considered to be safe and painless.

These longitudinal studies will also contribute to the development of an MRI-based brain atlas of normal pre-schooler brain development.

Participants may earn up to $300 at completion of study

Participation includes developmental assessments and two MRI brain scans.

For more information e-mail autismresearch@med.unc.edu or call 1.800.793.5715 or 3-1535

http://www.psychiatry.unc.edu/autismresearch

Title of Studies: Longitudinal MRI Studies of Brain Development
(UNC# 02-1194, DUMC#4124-02-9R4)
Principal Investigator: Joseph Piven, M.D.
UNC-CH Department: Psychiatry

This email is sponsored by: Autism Research Program

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, February 13, 2007 11:14 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: LGBTQ Funding Announcement

The Provost's Committee on LGBTQ Life at The University of North Carolina at Chapel Hill provides advice and counsel to the Executive Vice Chancellor and Provost on all matters related to LGBTQ concerns. As part of our mission to help foster and sustain the quality of LGBTQ life in the University community, we are able to offer financial support for speakers, colloquia, performances, and other professional activities and innovative programs.

If you are interested in applying for funds, please visit the Office of the Provost webpage http://provost.unc.edu/announcements/lgbtq2007 and complete the funding application. Your application must be submitted at least 30 days before the funding is needed. Proposals for funding up to $1,000 will be considered. Applications are accepted throughout the year and will be reviewed during the academic year by the entire committee.

This email is sponsored by: Office of the Executive Vice Cbancellor and Provost

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Wednesday, February 14, 2007 12:41 PM
To: Mutima@email.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] At the Ackland: Lunch with 1, Drawing for Kids, Music in the Galleries

LUNCH WITH ONE

Crystallizing the World's Imagination: Louis-Maurice Boutet de Monvel's *Jeanne d'Arc*

Thursday, February 15, 2007
1PM

Visiting lecturer Molly Balikov will discuss the career of French illustrator Louis-Maurice Boutet de Monvel through an examination of his *Joan of Arc* images and their relationship to objects in the Ackland and UNC libraries collections.

Register on the web.

DRAWING FOR KIDS

Thursdays, February, 15 and 22
3:30 - 5PM
Saturdays, February, 17 and 24
10 - 11:30AM

Explore the many choices that artists make through drawing activities inspired by original works in the Ackland's collection. Learn some new techniques and ways to look at art that make drawing even more fun!

Free. Registration is required. To register, contact Beth Shaw McGuire at 919-962-0479 or bas5705@email.unc.edu.

MUSIC IN THE GALLERIES

Sunday, February 18, 2007
2 - 4PM

Once a month, the Ackland welcomes area musicians to play in the galleries. This Sunday, enjoy Netherlandish and European art of the seventeenth and eighteenth centuries accompanied by live cello music.

UPCOMING EVENTS

LUNCH WITH ONE
February 15 from 1-2PM

DRAWING FOR KIDS
February 15 from 3:30-5PM
February 17 from 10-11AM
February 22 from 3:30-5PM

MUSIC IN THE GALLERIES
February 18 from 2-4PM

EXPERIENCE INDIA: A COMMUNITY DAY
February 24 from 10AM-4PM

YOGA IN THE GALLERIES
February 27 from 12-1PM

AN ARTIST'S PERSPECTIVE
February 28 from 6:30-8PM

ACKLAND BOOK GROUP
February 28 from 7-8:30PM

ART AFTER DARK
March 9 from 5-9PM

For more information on Ackland Programs visit: www.ackland.org

These and other public programs are made possible by generous support from the Ackland Art Museum Guild, members, and friends like you!

Pass it on
Forward this message to friends. There's always something new to see at the Ackland.

Support the Museum
Become a member of the Ackland Art Museum. For more information on the benefits of membership and how your membership dollars support our mission, call 919.843.3676 or visit www.ackland.org/join.

Comments on Ackland e-news?
Send an email to the editor, ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!
If you no longer wish to receive the Ackland's e-news, send an email to lyris@listserv.unc.edu. Type "remove ackland-e-news" in the body of the message.

Illustrations top to bottom:

Eugene Grasset, French, 1841-1917, *March*

From: nobody@notify.unc.edu on behalf of hartman@email.unc.edu
Sent: Wednesday, February 14, 2007 8:13 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: INFORMATIONAL: Ever helped someone facing serious illness or physical limitation

---

Have you ever volunteered to help someone (other than a family member) facing serious illness or physical limitations? Have you volunteered in the past three years either informally or through an organization? If so, would you be interested in helping researchers learn more about your experiences?

The goals of the research -
- To find out what types of caregiving support are provided by non-family members
- To learn about the range of volunteer experiences
- To use what we learn to help people in all communities support individuals with serious illness and physical limitations

How to participate -
- Contact us: call (919) 962-2124 or email research@project-compassion.org to find out if you are eligible.
- If you decide to participate, you will be asked to spend about 45 minutes to complete a questionnaire - at home and at your convenience.
- You may choose to receive the questionnaire either by mail or e-mail. In either case, just send us the forms once you have completed them. If you choose to mail them, we will provide postage, etc.
- You will receive a small gift as a token of appreciation.

The Behavioral Affairs Institutional Review Board of the University of North Carolina at Chapel Hill has approved this study (05-0076). Approval Date: 5/23/06

This email is sponsored by: Psychology Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, February 14, 2007 9:30 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: BEAT HUNGER BEAT DUKE CAMPAIGN 2007

The Beat Hunger Beat Duke campaign is an annual competition that expands the rivalry between UNC and Duke to the benefit of thousands of needy North Carolinians. The competition runs the entire month of February and includes all four major North Carolina universities--Duke, UNC, Wake Forest, and NC Sate. The goal is to see which university can raise the most pounds of food to benefit the Food Bank of Central and Eastern North Carolina.

To make this competition a success, we need YOUR help. Donations can be made online at http://www.beathungerbeatduke.com using your UNC One Card or a credit card. Because the Food Bank is able to buy in bulk (at a rate of about 5 cans of food for every $1), monetary donations are very much appreciated, but you can also visit http://www.beathungerbeatduke.com for information about possible drop-off locations for physical donations on campus.

If you're interested in helping out with the campaign, there is also and involvement form on the website.

LET'S SHOW 'EM WHY WE CAN'T BE BEAT!!!

Go to http://www.beathungerbeatduke.com and support the campaign!

This email is sponsored by: Campus Y

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of hinderli@med.unc.edu
Sent: Thursday, February 15, 2007 8:07 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research Opportunity to Lower Blood Pressure Without Medication

---

LOWER YOUR BLOOD PRESSURE AND IMPROVE YOUR CARDIOVASCULAR HEALTH!

Researchers at the UNC School of Medicine and Duke University Medical Center are currently recruiting patients for ENCORE (Exercise and Nutrition Interventions for Cardiovascular Health).

ENCORE is a randomized clinical trial of diet and exercise. Participants are randomly assigned to one of three 4-month programs: (1) Weight management (including the DASH diet, exercise, and behavior modification); (2) DASH diet (without weight loss or exercise); and (3) Usual diet control (usual diet without exercise or weight loss).

Please contact us if you:
* Have blood pressure between 130-159/ 85-99
* Are at least 15 pounds overweight
* Are at least 35 years old
* Are not currently taking anti-hypertensive medication

Procedures include:
* Cardiovascular screening and monitoring at no cost
* Weight management or DASH diet or usual diet for 4 months
* Participants will be compensated up to $355 for food and travel

For more information, contact our recruitment leader, Katie Earnhardt at 919-684-3975 or either Dr. Alan Hinderliter at UNC (843-5206) or Dr. James Blumenthal at Duke (684-3828).

Thank you!

DUKE University IRB #4842, Approved 2/2/07

This email is sponsored by: Duke University Medical Center and UNC Hospitals

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"INFORMATIONAL:" email will only he sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, February 15, 2007 8:48 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: CHANCELLOR'S AWARDS DEADLINE

CALL FOR NOMINATIONS: Chancellor James Moeser requests your nominations of our most outstanding students for the Chancellor's Awards for Excellence in Student Activities and Leadership. Nominations are due by 5:00 p.m. Friday, February 16, 2007.

A full letter of request detailing the intent of these awards, and the online nomination form, can be found at www.unc.edu/chancellorsawards/nom.html. For further information, see the website or contact Tammy Lambert, 966-3128, lambert2@email.unc.edu.

This email is sponsored by: Vice Chancellor for Student Affairs

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, February 15, 2007 9:31 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Something Not Quite Right

Something Not Quite Right?

The Prime Research Clinic is conducting a study to better understand the causes and course of basic symptoms. If you have had any of the following symptoms in the past few months, are between 14-35 years old, and have not been diagnosed with bipolar illness or psychosis, you may be eligible to participate in a study in the Prime Research Clinic. You may be eligible to receive free study related medical evaluations and monetary compensation.

* Have you noticed frequent and confusing coincidences?
* Are you worried that others are talking about you or laughing at you?
* Do you think that others are trying to hurt you?
* Do you have trouble thinking or concentrating?
* Would you rather be alone than with friends?
* Sometimes when you hear something do you mistake it for something it's not? How about something you smell or see?

Go to the 'Simple Survey' by clicking on the link or paste into your browser:
http://www.med.unc.edu/cgi-bin/prime/page1.pl

Or
visit us at our website www.PRIME.unc.edu and click on 'Simple Survey'

03-Psych-53
August 23, 2006
Committee on the Protection of the Rights of Human Subjects The BioMedical IRB University of North Carolina

This email is sponsored by: Psychiatry

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, February 16, 2007 10:07 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Director, American Indian Center Open Forums

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To: UNC-Chapel Hill Community
From: Search Committee for Director, American Indian Center
Re: Director, American Indian Center Open Forums

The Search Committee invites you to attend upcoming forums with candidates for the position of Director, American Indian Center and share your feedback. These forums are designed to help introduce students, faculty, staff, and friends of the American Indian Center to future plans for the Center and to give the wider community a chance to hear the candidates' ideas for ways to enhance this fine institution.

The Director will be responsible for strategic planning, policy development, program development and implementation, program evaluation, and fiscal and administrative oversight. The Director will be the Center's official representative to internal and external constituencies, and will be responsible for academic outreach to Native communities, within the state, and beyond. He or she will collaborate extensively with faculty, staff, administrators, and students from all areas of the campus as well as with alumni and community partners, and will serve as the link between the American Indian Center and the academic programs of the University at large. The Center's internal and external advisory boards will support the Director in achievement of the goals of the new American Indian Center. The Director will supervise the staff of the Center and oversee fiscal and administrative activities.

Candidate forums have been scheduled for the following dates:

February 26 - 4:00 - 4:45 - Square Gallery in the Ackland Art Museum

Dr. Clara Sue Kidwell
Director, Native American Studies and Professor of History, University of Oklahoma

Dr. Kidwell is enrolled in the White Earth Band of Chippewa. She is also of Choctaw Nation of Oklahoma ancestry. She received a Ph.D. in 1970 from the University of Oklahoma in the History of Science. Her current scholarship is focused on Choctaws and her book Choctaws in Oklahoma 1855-1970: From Tribe to Nation, will be published by the University of Oklahoma Press in the fall of 2007. She is currently the Director of Native American Studies and Professor of History at the University of Oklahoma.

March 1 - 4:00 - 4:45 - Square Gallery in the Ackland Art Museum

Dr. Susan Faircloth
Assistant Professor of Education (Educational Leadership), Pennsylvania State University

Dr. Susan Faircloth is a native of North Carolina and a member of the Coharie Tribe. She received a Ph.D. from The Pennsylvania State University in 2000 in Educational Administration concentrating in Special Education and the education of American Indian and Alaska Native students with disabilities. She is an Assistant Professor of Education

and co-Director of the American Indian Leadership Program at The Pennsylvania State University.

March 8 - 4:00 - 4:45 - Square Gallery in the Ackland Art Museum

Dr. Ronny Bell
Associate Professor, Division of Public Health Sciences, Wake Forest University School of Medicine

Dr. Ronny Bell is Lumbee and a native of Robeson County in North Carolina. He received a PhD in 1993 from The University of North Carolina at Greensboro in Food and Nutrition and a M.S. in Epidemiology from Wake Forest University in 1996. Professor Bell has been on the faculty at Wake Forest University since 1996. Dr. Bell's research interests include chronic disease prevalence and risk factors, with particular interest in American Indian populations. He is Interim Associate Director of the Maya Angelou Research Center on Minority Health at Wake Forest University Health Sciences

Each candidate will discuss the special challenges and opportunities of the new American
Indian Center and address the relation of the Center to its different audiences and constituencies.

A reception will be held from 4:45-5:30 following each forum.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, February 16, 2007 11:15 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Dental study seeking participants

Do your gums bleed?

Would you like to volunteer for a gum disease study?

You may be eligible to participate in this study if you are:
- Between the ages of 18 and 65
- In good general health
- Not pregnant
- Non-smokers
- Willing to commit to a 9 week study with one visit per week (8 visits total)

If you qualify, study participants may receive up to $260 upon successful study completion.

To learn more about this study, please contact the GO Health Center staff at 919-966-5271.

Please do not respond to this email, we are unable to exchange personal information due to HIPAA Compliance Issues.

Approved by UNC IRB 10/27/2006

This email is sponsored by: Dental Research Center

This email is sponsored by: Dental Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Saturday, February 17, 2007 12:15 AM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Bell Tower Lot Access Shifts Tues., Feb. 20

Attention UNC Students, Faculty, and Staff:

Bell Tower Drive will temporarily close beginning at 9:00 a.m. on Tuesday, February 20th. The closure, tentatively scheduled to last for approximately four (4) weeks, is due to underground utility construction in that area. Interim access from South Road to and from the Bell Tower Lot (BG Zone), the Sonja Hanes Stone Center, the Kenan Football Center, and other adjacent facilities will shift to the service road just to the east of Coker Woods.

For more information, or to see a map of this area, visit the following website:

"http://www.dps.unc.edu/dps/breakingnews/BGWeb/BG.htm"

Concurrent with the closing, the traffic signal at the intersection of Bell Tower Drive and South Road will he deactivated, and a traffic signal at the new access road will become operational. Similarly, the pedestrian accessway across South Road at Bell Tower Drive will be relocated to the east at the new traffic signal. East / West traffic and pedestrian flow along South Road will not be interrupted.

We appreciate your cooperation during this construction project. If you have further questions, call the UNC Department of Public Safety at 962 - 3951.

Thank You,
The UNC Department of Public Safety

This email is sponsored by: UNC Public Safety

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Monday, February 19, 2007 2:19 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Peace Corps class presentations]
Attach: Peace Corps class presentations (3.98 KB).msg

From: Brian Pedersen <peacecorps@unc.edu>
Sent: Monday, February 19, 2007 12:19 PM
To: jen321@email.unc.edu
Subject: Peace Corps class presentations

Professor Nyang'oro--

I contacted you last semester as I am the Peace Corps Campus Recruiter based at UNC-CH. I was wondering if you would be so kind as to send this email out to your faculty!

Again this semester, I am hoping to find classes in your department where I could give a brief presentation (5 minutes max.) to students about opportunities with the Peace Corps. Peace Corps offers exciting opportunities throughout the world for students to apply their skills while developing professional skills that last a lifetime.

Any interested professors can contact me directly and we will set something up.

Thank you in advance for your assistance!

Best,
Brian Pedersen

Peace Corps Campus Recruiter
RPCV Guinea (1999-2002)
University of North Carolina at Chapel Hill
Peace Corps Campus Office
401 Hanes Hall, CB 5140
Chapel Hill, NC 27599
(919) 962-0185
peacecorps@unc.edu

From:	nobody@notify.unc.edu on behalf of mjkutche@email.unc.edu
Sent:	Monday, February 19, 2007 8:20 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Smoking - Oral Cancer Study

Oral Cancer?
If you are over the age of 45 and smoke and/or drink you are a high risk for getting oral cancer.

We are examining persons who meet the above requirements for age and smoking and/or drinking history in a research study evaluating a new test to better see the early lesions of oral cancer.
The test uses a liquid, blue stain which is rinsed for less than a minute.
Only one or two short visits are necessary.

This research study pays an honorarium for your time and participation.

For more information, please contact,
Dr. Mark Kutcher at (919) 843-4658
University of North Carolina School of Dentistry

This research study and advertisement have been approved by the Institutional Review Board, University of North Carolina-Chapel Hill

This email is sponsored by: School of Dentistry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of dbickford@unc.edu
Sent:	Monday, February 19, 2007 10:12 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Orange County Rape Crisis and Carolina Women's Center

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Rape Crisis Center Partners with Carolina Women's Center for Crisis Coverage

The Orange County Rape Crisis Center and the Carolina Women's Center have partnered to enable the Rape Crisis Center, a community-based nonprofit agency, to offer crisis line coverage and walk in services for sexual assault survivors on the UNC-Chapel Hill campus. This collaboration helps the Rape Crisis Center to have more of its trained volunteer companions who are based on campus as students, faculty or staff to volunteer for daytime crisis line shifts without taking the additional time to travel from campus to the Rape Crisis Center's office on Estes Drive.

"We are grateful to Donna Bickford and Chimi Boyd, staff at the Carolina Women's Center, for recognizing that relationships between community and campus are vital to combat major problems such as sexual violence response," said Margaret Barrett, Executive Director of the Rape Crisis Center. Michelle Johnson, Client Services Director at the Rape Crisis Center, added "Increasing the visibility of community-based sexual violence services on campus helps survivors to know that they are not alone, and helps everyone to know that there are ways to get involved in the movement to stop sexual violence and its impact.

The Carolina Women's Center staff is excited about this partnership and increasing the ways the Center works with survivors of sexual violence to find support and advocacy. Donna Bickford, Director of the CWC, stated that "Having OCRCC companions at the CWC makes even more visible the sustained commitment of both organizations to assisting survivors on the UNC campus." The collaboration will begin by providing companion services twice a week at the CWC, with the intent of increasing Orange County Rape Crisis Center crisis line shifts at the Carolina Women's Center in the future.

The Orange County Rape Crisis Center, a Triangle United Way Member Agency of Excellence, has offices in Chapel Hill and Hillsborough. For more information, call (919) 968-4647, visit the website at www.ocrcc.org, or access the 24-hour crisis line by calling 1-866-WE LISTEN.

To learn more about the Carolina Women's Center, visit the website at http://womenscenter.unc.edu or call (919) 962-8305.

This email is sponsored by: Carolina Women's Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of salzman@med.unc.edu
Sent: Monday, February 19, 2007 11:27 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Free Heart Screening During Pregnancy (Examen gratis durante el embarazo)

This is a bilingual message. Please see below for Spanish.
Este es un mensaje biling|e. Por favor, vea abajo para el espaqol.

Are you or someone you know pregnant?
Interested in FREE heart screening?

The PAVED study at UNC is a research study of heart function during pregnancy.

We are now enrolling pregnant women, age 18 and older, who do not have any known heart problems. Participants will receive free heart screening during the last trimester of pregnancy and 5 months after giving birth. This free heart screening will be done at UNC Hospitals for approximately 1 hour and will include:

* A special electrocardiogram (ECG) that records heart rhythm and also heart sounds
* An echocardiogram (ultrasound of heart)
* A physical exam by a cardiologist
* Blood and urine samples

Participants will also be visited by study personnel during their delivery hospitalization and receive a follow-up phone call 18 months later.

If you are interested in participating in this study or would like more information, please call 919-966-0859 or e-mail Cary Salzmann at salzman@med.unc.edu.

The Principal Investigator for this study is Patricia Chang, MD, UNC Division of Cardiology.

The PAVED Study(GCRC#2389)and this message have received approval from the UNC Biomedical Institutional Review Board (9/28/2006).

?Esta embarazada o conoce a alguien que lo esti?
?Le interesa hacerse un examen del corazsn gratis?

El estudio PAVED en la Universidad de Carolina del Norte es un estudio de la funcisn del corazsn durante el embarazo.

Estamos ahora inscribiendo a mujeres embarazadas de 18 aqos o mas de edad, en quienes se desconocen problemas del corazsn. Participantes recibiran un examen del corazsn gratis durante el zltimo trimestre del embarazo y 5 meses despuis de dar a luz. Este examen del corazsn gratis se efectuara en los Hospitales de UNC por aproximadamente 1 hora e incluira:

* Un electrocardiograma especial (ECG) para rastrear los ritmos y sonidos del corazsn
* Un ecocardiograma (sonograma del corazsn)
* Un examen fmsico por un cardislogo
* Analisis de sangre y orina

Los participantes tambiin seran visitados por personal del estudio

durante su hospitalizacisn del parto y recibiran una llamada telefsnica
de seguimiento 18 meses despuis.

Si esta interesada en participar o desea mas informacisn, por favor
comunmquese con Cary Salzmann por telifono (919-966-0859) o por correo
electrsnico (salzman@med.unc.edu).

La Investigadora Principal de este estudio es Patricia Chang, MD, UNC
Divisisn de Cardiologma.

El estudio PAVED(GCRC#2389)y este mensaje han recibido aprobacisn de la
Junta Midica de Revisisn Institucional (IRB - por sus siglas en inglis)
de la Universidad de Carolina del Norte (9/28/2006).

This email is sponsored by: Cardiology

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"INFORMATIONAL:" email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of kyang@email.unc.edu
Sent:	Tuesday, February 20, 2007 12:37 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Discover Southeast Asia!

The Southeast Asia Interest Association (SEAIA) strives to enhance the understanding of social, cultural, and economic issues relating the Southeast Asian region within the local community and raises funds for humanitarian and educational efforts that affect Southeast Asian nations.

In the past, SEAIA has hosted cultural events like cooking demonstrations, an Iron Chef competition, a distinguished speakers series, and more. In addition, SEAIA has also accomplished providing a year-long lunch program for Burmese migrant children in a camp located in Thailand.

For more information about upcoming events and getting involved, please visit our web site at http://www.unc.edu/seaia

This email is sponsored by: Southeast Asia Interest Association

This email is sponsored by: Southeast Asia Interest Association

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of fpghs@unc.edu
Sent:	Tuesday, February 20, 2007 1:48 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Frank Porter Graham Honor Society nominations deadline extended

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The Frank Porter Graham Graduate and Professional Honor Society (FPGHS) has extended its deadline for nominations until Friday, February 23 at 5:00 PM.

FPGHS recognizes outstanding service provided to the University and community by graduate and professional students enrolled at UNC. It also recognizes the contributions of faculty, staff, and friends of UNC who have made significant contributions to the development of graduate and professional education at the University.

Faculty, staff, and students are encouraged to nominate deserving individuals for membership in FPGHS. Nomination forms and selection criteria can be found at www.unc.edu/honoraries.

The deadline for nominations is 5 p.m. on Feb. 23, 2007.

This email is sponsored by: Frank Porter Graham Graduate and Professional Student Honor Society

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of kilic@email.unc.edu
Sent:	Tuesday, February 20, 2007 4:32 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Healthy Latino females needed for the study

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Healthy Latino female volunteers are needed for a UNC research study using a FDA-approved drug. The study consists of three 20 minute outpatient visits over 24-36 hours to the UNC general clinical research center (GCRC). You will donate blood during these visits. Volunteers will earn $100 for completing the study.

In order to participate you must:
* Be a non-pregnant Latino female.
* Be 18-50 years of age.
* NOT have a history or diagnosis of any significant medical condition.
* NOT have taken any prescription drug within 30 days of the study, or over-the-counter medications or herbal products (excluding vitamin supplements) within two weeks of the study.
* NOT have a history of alcohol abuse or use of illicit drugs.
* NOT have a history of tobacco use within the last year.

How to participate:
* Contact Katarina or Larry at (919)-962-5005 or e-mail pkstudy@gmail.com
* If you decide to participate, you will be asked to spend approximately 15 minutes to answer a few questions over the phone.
* If you meet the pre-screening criteria we will schedule a one hour screening visit at the GCRC.

IRB Approval Number: 05-2932
Approved by UNC IRB on Feb 16 2007

This email is sponsored by: DPET

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of knpeters@email.unc.edu
Sent:	Tuesday, February 20, 2007 9:00 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Online Auction to benefit the UNC Dance Marathon!

Visit UNC Dance Marathon's Online Auction, and bid on items to help support the North Carolina Children's Hospital.

Auction items featured online include: Two roundtrip American Airline tickets; Memorial Hall tickets; Family museum package; $50 Planet Beach gift certificates; Five yoga classes; Signed script and DVD collection from One Tree Hill; Four tickets to the Carolina Theater; $50 Top of the Hill gift certificate; $60 Dillards gift certificate; One month gym membership at The Wellness Center; American Dance Festival tickets; Family trip to Grandfather Mountain; Two professional tennis lessons; First class Eurorail pass; 4 UNC versus Duke Women's Basketball Game tickets to Cameron Indoor Stadium; Foster's Market gift basket; One night stay and brunch at The Carolina Inn; Complete camping package; accessories, jewelry, and much more!!!

Visit the Dance Marathon Online Auction today at www.uncmarathon.org for your chance to bid on these items! Also, please visit our Web site to find out how you can become part of the 2007 UNC Dance Marathon. It's For the Kids!

The UNC Dance Marathon is a yearlong student fundraising effort for the patients and families of the N.C. Children's Hospital. In its first eight years at the University of North Carolina at Chapel Hill, the Marathon has raised more than $1 million dollars and created lasting relationships between the families and patients of the hospital and the campus community.

All proceeds raised by the UNC Dance Marathon go to the For the Kids Fund, a unique fund set up to allow patients and families of the hospital to benefit directly from fundraising. The For the Kids Fund helps families cover costs not associated with insurance or Medicaid. For many of the families at the N.C. Children's Hospital, these costs present an extra burden. Such costs should not be a concern for parents when the real focus is the health of their children.

The UNC Dance Marathon culminates with a 24-hour celebration during which hundreds of student volunteers stand on their feet in a symbolic show of support to bring hope to the families and children of the N.C. Children's Hospital.

Visit the UNC Dance Marathon website for more information, or to find out how you can become part of a lasting Carolina tradition. Visit www.uncmarathon.org.

This email is sponsored by: UNC Dance Marathon

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, February 20, 2007 10:06 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Phillip and Ruth Hettleman Prizes for Artistic and Scholarly Achievement

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TO: Members of the Faculty
The University of North Carolina at Chapel Hill

FROM: James Moeser, Chancellor

DATE: January 22, 2007

RE: Phillip and Ruth Hettleman Prizes for Artistic and Scholarly Achievement by Young Faculty

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With this memo, I am soliciting nominations for the 2007 Hettleman Prizes for Scholarly and Artistic Achievement by Young Faculty. These prizes, made possible by the generosity of Phillip and Ruth Hettleman, will recognize scholarly and artistic achievement by junior tenure-track, or recently tenured, members of the faculty. Four recipients will be selected and each award will be worth $5,000. The awardees in 2006 were Dr. Anne MacNeil (Music), Dr. Jeffrey Johnson (Chemistry), Dr. Jonathan Oberlander (Social Medicine), and Dr. David Siderovski (Pharmacology).

The Vice Chancellor for Research and Economic Development, Tony Waldrop, will convene the committee to advise me on the bestowal of these prizes. The committee consists of six professors, three from the Division of Academic Affairs and three from the Division of Health Affairs

Those eligible to be nominated for these prizes are assistant professors in their third or fourth years who have been recommended for reappointment for a second term, any second term assistant professor, and any associate professor who will not have been in rank as an associate professor for longer than three years at the end of this academic year.

Nominations should include seven copies of the following:

* Nominating Letter
  Nominations may be made by appointing units or by members of the University community from within or outside the nominee's department. The nominating letter should explain why the nominee's work is "groundbreaking".

* Nominee's Curriculum Vitae

* Documentation
  Seven copies of articles that the nominee has written, papers that the nominee has given, and/or photographs of art that the nominee has produced.

* Letters of Evaluation
  These letters can be both within and outside the nominees department, as well as this University. Letters from the outside do not have to be written explicitly for the Hettleman Award, rather these letters can be ones collected for tenure and promotion decision,

reappointment considerations or letters written for other awards. Letters shall emphasize and critically evaluate the distinctive contribution of the nominee's scholarship to his or her discipline. They must make clear to an audience of intelligent laypersons the scholarly or artistic significance of the nominee's work. It is hoped that each scholarly project will already be in the public domain, but manuscripts accepted for publication or in galley form will be considered.

I wish to determine the winners of these prizes before the summer. I ask faculty members to submit nominations by letter to the Office of the Vice Chancellor for Research and Economic Development, 312 South Building, no later than Friday, March 9, 2007. Tony Waldrop and the committee will then be asked to provide me with a list of recommendations from the committee for the prizes. The announcements of the prizes will be made at the first Faculty Council meeting of the fall term of 2007.

Let me close by expressing again my appreciation, which I know you share, to Phillip and Ruth Hettleman for this very generous and creative effort to recognize the scholarly achievements by junior members of our faculty.

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of ncbg@unc.edu
Sent:	Tuesday, February 20, 2007 10:20 PM
To:	smutima@EMAIL.UNC.EDU
Subject:	INFORMATIONAL: Nature Explorers Summer Camp for Kids

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Spaces Still Available in the Nature Explorers Summer Day Camp

This summer, the North Carolina Botanical Garden is again offering exciting opportunities for young nature explorers. The great outdoors will be a place for investigation and discovery, as we celebrate Life Forces -- Earth, Air, Fire, Water, and Spirit. Guest scientists and naturalists will help us take a closer look at the many wonders of our natural world. Two one-week-long sessions, with a new extended-day option.

Session I: 6-8 year olds, June 18-22
Session II: 9-11 year olds, June 25-29
8:30 am to 3:00 pm Optional extended hours are 3:00-4:30 pm

Fee: $165/week Botanical Garden members, $180/week others (for extended-day option: add $35). Call soon to register: 962-0522.

This email is sponsored by: North Carolina Botanical Garden

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From:	nobody@notify.unc.edu on behalf of itawards07@unc.edu
Sent:	Tuesday, February 20, 2007 11:05 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: 2007 IT Awards Call for Nominations

Have you benefited from the expertise of a caring technology professional, or team of professionals, here at UNC in the past year? Has someone who provides technical support to you or your organization demonstrated an exemplary level of service, dedication, or tenacity in solving a problem for you? If so, please consider submitting a nomination for the prestigious UNC IT Awards, given annually to individuals and teams who shine in their respective roles and often go above and beyond the call of duty.

The selection committee may not know the person(s) you are nominating or know what his/her job entails, so it is important that you be as specific as you can about why you feel the person exemplifies excellence in information technology support. Providing a detailed nomination that illuminates all aspects of the nominee's excellence will help us to make a more informed decision.

Please submit your nomination by Friday, March 9, 2007, via the IT Awards website at http://itawards.unc.edu/nomination/. If you have questions, please feel free to contact the committee at itawards07@unc.edu.

Thank you, in advance, for your participation.

2007 IT Awards Committee

This email is sponsored by: 2007 UNC IT Awards Committee

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Wednesday, February 21, 2007 10:24 AM
To: Mutima@email.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] At the Ackland: Experience India, The Great Game, Yoga

EXPERIENCE INDIA
A Community Day at the Ackland

Saturday, February 24, 2007
10 AM to 4 PM

Celebrate the history and culture of India in a full day of activities at the Ackland Art Museum. Traditional musicians, dancers, story tellers, together with other members of the local Buddhist and Hindu communities will fill the day with activities for all ages. Hands on activities will take place in the Hanes Art Center next door to the Ackland. Come and spend the day.

All activities are free.
All ages welcome.

THE GREAT GAME

Now through March 4th

In honor of the current Ackland exhibition, "Fashioning the Divine, South Asian Sculpture," Theatre Previews at Duke is offering 20% off tickets to the world premiere of "The Great Game," a play that takes place in India and England.

"The Great Game" is playing now through March 4th at Reynolds Theater in the Bryan Center at Duke University. Tickets are regularly $18-$30.

Learn more about the play at http://www.duke.edu/web/theaterstudies.

YOGA IN THE GALLERIES

Tuesday, February 27, 2007
12:10 PM to 1 PM

Namasté! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland! Yoga has many benefits from calming and focusing the mind to increasing strength and flexibility. This session will provide an opportunity to practice some gentle yoga poses asanas that can be done on a mat or in a chair. In yoga, the breath is used to link the body and mind. We will integrate simple breathing techniques called pranayama into the session and end with a final resting pose and meditation. The 50-minute session will be held in the Asian art gallery of the Museum. References to one or two pieces in the collection will be made during the practice.

Registration is limited so only those who reserve in advance are guaranteed a place. Please bring a yoga mat if possible and wear comfortable clothing that allows you to stretch. Beginners are welcome.

UPCOMING EVENTS

DRAWING FOR KIDS
February 22 from 3:30-5PM

EXPERIENCE INDIA
A COMMUNITY DAY
February 24 from 10AM-4PM

YOGA IN THE GALLERIES
February 27 from 12-1PM
March 12 from 12-1PM
March 27 from 12-1PM

AN ARTIST'S PERSPECTIVE
February 28 from 6:30-8PM

ACKLAND BOOK GROUP
February 28 from 7-8:30PM

ART AFTER DARK
March 9 from 5-9PM

INTIMATE VIEWS
EXHIBITION OPENING
March 9 from 6-8PM

LUNCH WITH ONE
March 15 from 1-2PM

MUSIC IN THE GALLERIES
March 18 from 2-4PM

For more information on Ackland Programs visit: www.ackland.org

These and other public programs are made possible by generous support from the Ackland Art Museum Guild, members, and friends like you!

Pass it on
Forward this message to friends. There's always something new to see at the Ackland.

Support the Museum
Become a member of the Ackland Art Museum. For more information on the benefits of membership and how your membership dollars support our mission, call 919.843.3676 or visit www.ackland.org/join.

Comments on Ackland e-news?
Send an email to the editor, ackland-e-news@unc.edu

Thank you for subscribing to Ackland e-news!
If you no longer wish to receive the Ackland's e-news, send an email to lyris@listserv.unc.edu. Type "remove ackland-e-news" in the body of the message.

Reserve a Seat.

Illustrations (pp. 30-100)

Frederick Kernaghan, Painted vapor: Women, sin, health in nineteenth-century CE: excerpts, school, Gift of Harry Lorenzi, Los Angeles.

Lionel Pinks, Lionel Pinks papers: Photographs, correspondence, and sketches of early twentieth-century CE lesbians, Gift of Clara T. and Gilbert J. Vogel in honor of Charles Wilkes.

Brandon Mashyo Prashant, Changing Darwinian, sin, mishmash in nineteenth-century CE: summons, Gift of Dr. and Mrs. Vogel.

- Ashland Art Museum.
- The University of North Carolina at Chapel Hill.

From: nobody@notify.unc.edu on behalf of ccps@unc.edu
Sent: Wednesday, February 21, 2007 8:55 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Deadline approaches - Public Service Awards Call for Nominations

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To all UNC students, faculty, and staff,

The deadline for submitting nominations for these prestigious awards is next Friday, March 2 at 5:00pm. Read about these awards below and nominate a student, staff, faculty member or UNC Unit for an award today!

Do you know of an individual or University unit making a difference in the community through public service and engaged scholarship? If so, please consider honoring them by nominating them for a 2007 Public Service Award.

The Carolina Center for Public Service (CCPS) announces its call for nominations for the Ned Brooks Award for Public Service, the Robert E. Bryan Public Service Award, and the Office of the Provost Engaged Scholarship Award. These prestigious awards recognize individual students, faculty, staff, and University units for extraordinary public service and engaged scholarship.

Nominations may be submitted by students, staff, faculty, and/or community members and are due by 5:00 PM on Friday, March 2, 2007. Nominators are cautioned to review the criteria for each award to ensure any nominations are in line with the selection requirements for the particular award.

Go to the Carolina Center for Public Service website at
http://www.unc.edu/cps
to obtain a nomination form. You can also get detailed information on each award and tips on writing effective nominations at this site.

Questions may be directed to ccps@unc.edu or 843-7568.

This email is sponsored by: Carolina Center for Public Service

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of frankmaynard@uncaa.unc.edu
Sent:	Wednesday, February 21, 2007 10:52 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: UNC Finley Golf Course Faculty/Staff League

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ATTENTION ALL UNC FACULTY/STAFF

UNC Finley Golf Course is offering a FACULTY/STAFF GOLF LEAGUE

Limited space!!! First come, first serve

Email Frank Maynard III Senior Assistant Golf Professional, for more information at frankmaynard@uncaa.unc.edu

This email is sponsored by: Finley Golf Course

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Thursday, February 22, 2007 9:36 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Message from the Chancellor, Provost: Faculty Support Critical for Future

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We are writing to share some exciting updates about the Carolina First Campaign, our plans to use campus-based tuition revenue for faculty salary increases, and new initiatives to improve faculty support in the North Carolina General Assembly's biennial budget process.

Yesterday the University celebrated an extraordinary achievement. The Carolina First Campaign has officially broken its $2 billion goal over 10 months ahead of schedule. We reached that pinnacle with a $50 million pledge from Dennis and Joan Gillings to the School of Public Health. As a former faculty member in the school, Dennis keenly appreciates the importance of academic quality, and his latest gift will make a tremendous difference in the years ahead.

Faculty support has always been a major focus of the campaign. Now we are rapidly closing in on reaching our goal for creating 200 new endowed professorships and extending by $100 million our total goal for faculty support.

We have established 193 endowed professorships to honor senior faculty members' achievements. We only lack gifts for seven of these professorships to reach 200. Faculty already hold 61 of these chairs in the College of Arts and Sciences, as well as the schools of dentistry, medicine, pharmacy and public health. When all 200 professorships are filled the impact across campus will be significant. Through the campaign, we are also raising expendable and endowed funds to support important faculty retention and recruitment initiatives - research stipends, summer programs, materials, graduate support and course development. Each school and unit has its own push under way to bolster faculty support.

Yesterday, we also launched a special $100 million fund-raising drive for faculty support. That raises the total campaign goal for faculty to $500 million, with an emphasis on helping early- and mid-career faculty. Our alumni and friends have already committed more than $335 million for this purpose. Donors are responding because they understand the importance of this faculty and its role in transforming the North Carolina economy and providing new knowledge to our nation and world.

It is vital for faculty to know that our Board of Trustees, the Carolina First Campaign volunteer leaders and this administration are united in our steadfast commitment to addressing this University's highest priority: finding the resources to retain and recruit the most outstanding faculty. There is no more important challenge facing the University today. We are committed to retaining and supporting our great faculty. Our aim is to build and protect quality. You drive the University's academic accomplishments and help us to attract the very best students. You teach our students to become the leaders of tomorrow. Your research improves the lives of citizens in North Carolina and beyond. And your leadership is the cornerstone of a rich legacy of public service and engagement in Chapel Hill.

Concern about the welfare of the faculty has long driven the annual deliberations about campus-based tuition increases at Carolina. These revenues targeting faculty salaries and compensation, including

benefits, have made a real difference -- more than $24.6 million since we were authorized to use these funds in 2000-2001 to address pressing campus priorities.

Earlier this month, the UNC Board of Governors approved a series of campus-based tuition increases for our campus, effective next fall, ranging from $250 for North Carolina undergraduates to $500 for graduate students to $1,250 for out-of-state undergraduates. More than 60 percent of the resulting revenue, approximately $5.5 million, will supplement any additional appropriations from the General Assembly for faculty pay increases in the 2007-08 fiscal year. Those tuition funds will be distributed to departments and schools for faculty as part of our normal process. (The remaining revenue will be used for other key needs: raising minimum graduate teaching assistant stipends by $400 annually and holding students who qualify for need-based financial aid harmless from the impact of the increases.)

The context for these tuition increases is quality and excellence. This is one important source of revenue to help us meet some of our many needs and preserve the quality of education we provide to students. These revenues have been invaluable in past years in which the General Assembly was unable to appropriate significant funding for faculty support.

We are pleased to share our optimism about this year's prospects of the General Assembly taking a major step forward in recognizing the value of this faculty to the state. UNC President Erskine Bowles has taken an excellent 2007-2009 budget proposal to our legislators. Need-based financial aid is the top UNC system priority, in recognition of a traditional emphasis on access and affordability.

Next is direct support for outstanding faculty through two major proposals. The president is seeking merit-based 4 percent salary increases in both years of the biennium with a request for all 16 campuses of nearly $143 million. Last year's pay raises, averaging about 6 percent, were a great start. Now this funding would help each campus compete with other states in recruitment and retention. That goal also requires bringing the average faculty salary at each UNC campus to the 80th percentile of its public peers. The president asked the General Assembly for another $87.6 million to meet that objective. For our University, this would mean $20.7 million over the next two years.

In addition, the president's budget seeks $2 million across the UNC system for more distinguished professorships created by matching state funds. We have been enormously successful in leveraging the generous gifts of private donors with state funds for this purpose. This has proven to be a great way to strengthen the faculty, and we will need more of these funds as we conclude the Carolina First Campaign.

President Bowles' proposals put some real muscle behind our collective push to improve faculty salaries strategically by combining the emphasis on merit-based increases and the 80th percentile goal. By far, this is the best set of proposals we have had to work with before a legislative session in recent history. Carolina is extremely well represented in the president's proposal - especially in articulating the true needs and aspirations of this University when it comes to faculty support. We will strongly support President Bowles and General Administration in building understanding of these proposals in Raleigh.

Through Carolina First we are doing all we can on our own to expand the level of financial support available to faculty through the generosity of private donors. Modest campus-based tuition increases are generating dollars crucial to maintaining the quality of the faculty. Working with President Bowles, we are seeking the level of state support for faculty required to propel a great university to even greater heights. Tapping

all three of these revenue fronts is the best approach we have to address the needs of our faculty.

Please know that all of your efforts on behalf of our students and this University are deeply appreciated. We look forward to sharing updates about the progress of these efforts to support faculty even more strongly in the months ahead.

Sincerely,

James Moeser, Chancellor

and

Bernadette Gray-Little, Executive Vice Chancellor and Provost

This email is sponsored by: Office of the Chancellor

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, February 22, 2007 9:41 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Alternate Access to ATM Drive begins Feb. 26

Attention UNC Students, Faculty, and Staff:

Beginning on Monday, February 26, access to ATM Drive from Raleigh Street will be blocked due to a Gilsulate Steam Line installation project. Access to this area will be maintained through a temporary gravel drive between Davis Library and the ATM machines parallel to Raleigh Street. This drive provides a one-way, counter-clockwise traffic direction to ATM Drive via Lenoir Drive. Access to and from the loading docks at the rear of Davis Library also will be maintained. This traffic circulation plan will be in effect for several months.

To see a map of the affected area and traffic detours, visit the following website:

http://www.dps.unc.edu/dps/breakingnews/ATMDriveWeb/ATMDrive.htm

We appreciate your cooperation during this construction project. If you have further questions, call the UNC Department of Public Safety at 962 - 3951.

Thank You,
The UNC Department of Public Safety

This email is sponsored by: UNC Public Safety

From:	nobody@notify.unc.edu on behalf of StemGroup@unc.edu
Sent:	Friday, February 23, 2007 12:24 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Stem Cells: There's a place for those who find them interesting.

StemGroup is a student-run interest group at UNC-Chapel Hill founded to provide a forum for discussion of past and current events of stem cell research, dialectic of ethics of embryonic stem cell use, and to increase overall community interest in the subject. The group visits local high schools to talk with students about the facts of stem cell research, and their most recent project is an ethical panel discussion open to the public.

Feel free to participate or simply watch the ongoing debate!

To join the listserv, send a blank email to StemGroup@unc.edu.

This email is sponsored by: StemGroup

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From:	nobody@notify.unc.edu on behalf of pomerant@email.unc.edu
Sent:	Friday, February 23, 2007 8:09 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Campus Recreation: Kids ROCK! (Recreational Opportunities for Carolina Kids)

Campus Recreation is excited to announce a brand new program - Kids ROCK! (Recreational Opportunities for Carolina Kids).

This program is open to children of UNC faculty, staff, & students.

The program objectives are as follows:

* For Carolina students, faculty and staff to have an opportunity to play/exercise with their kids;
* To expose Carolina kids to a variety of fun, healthy activities;
* To combat a national rise in the incidence of juvenile obesity and diabetes; and
* To just have fun.

This is a free program for children of all ages. Please RSVP to Marty Pomerantz, pomerant@email.unc.edu, at least 2 days prior to the program you want to attend so we can plan the number of treats appropriately.

Activities have been selected to encourage fun interaction between parent and kid - this is NOT day care - parents/guardians are required to stay and participate.

A complete list of programs is available at http://www.campusrec.unc.edu/heels.html.

For additional information, please contact Marty Pomerantz, pomerant@email.unc.edu.

This email is sponsored by: Carolina Campus Recreation

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of shape@unc.edu
Sent:	Sunday, February 25, 2007 8:08 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Eating Disorders: Important Facts

Did you know...?

* Eating disorders are serious illnesses that can lead to many negative psychological and physical consequences - including death.

* Eating disorders do not discriminate based on sex, race, ethnicity, age, or socioeconomic status.

* Eating disorders are as common as schizophrenia, autism, and Alzheimer's disease.

* Eating disorders are caused by both environmental and genetic factors.

* A person's chances of fully recovering from an eating disorder are greatly improved if she or he seeks professional help.

If you are concerned about yourself or a friend, talk about it with your Campus Health provider or contact CHS's Counseling and Wellness Services (http://cws.unc.edu/ or 919-966-3658).

You may also contact the UNC Hospitals Eating Disorders Program (www.unceatingdisorders.org or 919-966-7012).

This email is sponsored by: Students Helping to Achieve Positive Esteem (SHAPE)

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Sunday, February 25, 2007 9:14 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Bridge Funding

February 26, 2007

TO: All Faculty

FROM: Bernadette Gray-Little
Executive Vice Chancellor and Provost

RE: Bridge Funding

The University of North Carolina at Chapel Hill is a leading public research university whose faculty brought in $593 million in external funding in FY 2006. However, federal trends for research funding are on a downward trend and unlikely to improve in the near future. As a consequence, success rates for applications to Federal agencies are declining.

Many departments and schools on campus have provided temporary support to cover research activities affected by lapsed external funding. In the current climate, it is likely that these individual efforts will not be able to provide the necessary support to bridge investigators whose grants are not renewed but will be resubmitted.

In order to enhance the amount of bridge funding available, the Office of the Executive Vice Chancellor and Provost and the Office of the Vice Chancellor for Research and Economic Development have created a central funding pool for temporary support of lapsed grants. This program will support, not replace, the bridge funding provided by individual units on campus.

Funding for this program will be taken from the central funds used for faculty startup packages. The School of Medicine receives its startup funds in a separate process and has already developed a bridge funding program; faculty from Medicine will not be eligible for this central bridge funding program.

A description of this program follows this announcement below. Please note that the requests should be routed through the faculty member's department to the Dean's Office before submission to the Office of Vice Chancellor for Research and Economic Development. Applications for bridge funding will be accepted four times per year. The deadlines for submission are: July 1, October 1, January 1 and April 1.

Bridge Funding Program for Faculty Retention and Recruitment

The University of North Carolina at Chapel Hill is a leading public research university whose faculty brought in $593 million in external funding in FY 2006. However, federal trends for research funding are on a downward trend and unlikely to improve in the near future. As a consequence, success rates for applications to Federal agencies are declining. Since more than 70% of UNC's research funding derives from Federal sources, the creation of a program to bridge investigators whose grants are not renewed but will be resubmitted is critical to maintaining the expertise of research teams in place. This program is intended to provide funding only until the next peer review evaluation

of the grant. Bridge funding can be requested for temporary support for lapsed grants regardless of funding agency (Federal and non-Federal).

Criteria

* Faculty appointment (Assistant Professor, Associate Professor or Professor)
* Principal investigator has history of competitive funding
* Strong evidence that resubmission is likely to be successful
* Endorsement from Department Chair and Dean's Office

Process

* Principal investigator submits request for funding to Department Chair
* Request for funding includes:
  - Funding history
  - Agency critique of grant that was not renewed
  - Response of principal investigator to agency critique
  - Proposed budget for use of bridge funding
  - Proposed duration of bridge funding should not exceed time until next peer review evaluation
* Chair evaluation, if positive, submitted to Dean's Office
* If more than one request submitted from an individual department, requests should be prioritized by Chair
* Dean's evaluation, if positive, submitted to Office of Vice Chancellor for Research and Economic Development (OVCRED)
* If more than one request submitted from School or the College, requests should be prioritized by Dean
* Evaluation by Bridge Funding Committee

Bridge Funding Committee

* Chaired by Vice Chancellor for Research and Economic Development
* Meets quarterly
* Final decisions made by Provost and Vice Chancellor for Research and Economic Development
  - Central funds will provide up to 1/3 of the requested bridge funds with the expectation that both the Department and School/College will provide similar amounts

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of erin_douglas@med.unc.edu
Sent: Monday, February 26, 2007 9:09 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Healthy Volunteers Needed!!!

HEALTHY VOLUNTEERS NEEDED!!

Are you interested in participating
in a research study to help investigators
at UNC Chapel Hill understand more
about mental illness?

Investigators are looking for medically healthy males and females, who have no acute or chronic illness, between the ages of 9 - 18 to participate in a variety of research studies. Participants will receive monetary compensation for their time and effort.

In order to find out whether you or your child may be eligible for one or more of our studies, we would appreciate you taking 5 minutes to fill out the On-line Screening Questionnaire at the following website (you will need to cut and paste into your browser). People under 18 years of age will need permission from a parent or guardian prior to completing the questionnaire.

http://www.psychiatry.unc.edu/research/cr_healthyvolunteer.htm
(underscore between cr _ healthy volunteer)

UNC IRB# 05-2119

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of couce@email.unc.edu
Sent:	Monday, February 26, 2007 10:43 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Triangle Dance Festival for AIDS

Interested in performing arts? Interested in HIV/AIDS prevention and services?

The Triangle Dance Festival for AIDS is a group on campus created to organize an annual dance festival to benefit AIDS charities both local (NC) and international (Bangalore, India and Nairobi, Kenya), while engaging the audience in HIV/AIDS issues. If you are interested in getting involved and gaining valuable experience organizing a major benefit show, or simply interested in learning more about volunteer and service opportunities related to HIV/AIDS issues, be sure to check out this exciting opportunity!

For more information about how to get involved, please see tdfa.unchost.org, or contact Couce@email.unc.edu.

This email is sponsored by: Triangle Dance Festival for AIDS

This email is sponsored by: Triangle Dance Festival for AIDS

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of Adult_Choline_Study@unc.edu
Sent: Tuesday, February 27, 2007 10:03 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Female Volunteers Wanted for Nutrition Research Study

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The Nutrition Department at UNC-Chapel Hill is enrolling participants for a study to examine the effects of estrogen and certain gene variations on human choline requirements.

Choline is an essential nutrient and is found in many foods. We recently found that the human choline requirement differs from person to person and is influenced by estrogen and common gene variations. The purpose of this study is to improve our understanding of how these factors change a person's need for choline.

We are looking for healthy women, 18-70 years of age, with no liver problems, no history of heart disease or blood clots, no history of breast or endometrial cancer, and no history of bipolar disorder.

Post-menopausal women will be asked to take either Premarin (a form of estrogen replacement therapy) or a placebo. Pre-menopausal women may be asked to take the dietary supplement SAM-e, a placebo, or nothing.

Participants who are eligible must only eat food provided by the General Clinical Research Center (GCRC). They must also live and stay at the GCRC in UNC Hospital for up to 52 days and will receive their meals there during this time. The entire study will last up to 9 weeks. Participants will NOT be able to attend school or go to work during the in-patient part of the study.

Participants will receive up to $2500 for completing the study.

For more information, please call (919) 408-3320 x32 or send an email to: Adult_Choline_Study@unc.edu.

IRB study name: Human requirements for the nutrient choline
IRB# 05-2930
Date aproved: July 20 2006

This email is sponsored by: Nutrition

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Wednesday, February 28, 2007 4:05 PM
To: Mutima@email.unc.edu; Smutima A <smutima@email.unc.edu>
Subject: [ackland-e-news] At the Ackland: Cracking India; An Artist's Perspective; The Great Game

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-14751242-5774386F@listserv.unc.edu

ACKLAND BOOK GROUP
Cracking India

Wednesday, February 28, 2007
7-9PM

Join friends of the Ackland for a discussion of *Cracking India* by Bapsi Sidhwa, facilitated by Leslie Balkany, Museum Educator at the Ackland, with Afroz Taj, Associate Professor in Asian Studies and John Caldwell, Outreach Manager at NC Center for South Asia Studies.

"Bapsi Sidhwa has given us in *Cracking India* a memorable book, one that confirms her reputation as Pakistan's finest English-language novelist" - New York Times Book Review

AN ARTIST'S PERSPECTIVE
Interactive Gallery Talk for Teens

Wednesday, February 28, 2007
6:30-8PM

This program is part of *FYI: The Family and Youth Initiative at the Ackland Art Museum* and is made possible by the Ackland Trust and a generous grant from the U.S. Institute of Museum and Library Services.

UPCOMING EVENTS

AN ARTIST'S PERSPECTIVE
February 28 from 6:30-8PM

ACKLAND BOOK GROUP
February 28 from 7-8:30PM
March 21 from 7-8:30PM

ART AFTER DARK
March 9 from 5-9PM

INTIMATE VIEWS EXHIBITION OPENING
March 9 from 6-8PM

OPEN DRAWING SESSION
March 10 from 10-NOON

YOGA IN THE GALLERIES
March 12 from 12-1PM
March 27 from 12-1PM

LUNCH WITH ONE
March 15 from 1-2PM

MUSIC IN THE GALLERIES
March 18 from 2-4PM

For more information on Ackland Programs visit: www.ackland.org

These and other public programs are made possible by generous support from the Ackland Art Museum Guild, members, and friends like you!

Pass it on
Forward this message to friends. There's always something new to see at the Ackland.

Support the Museum
Become a member of the Ackland Art Museum. For more information on the benefits of membership and how your membership dollars support our mission, call 919.843.3676 or visit www.ackland.org/join.

THE GREAT GAME
Arts Patron Special from Theater Previews

Through March 4, 2007

In honor of the current Ackland exhibition, ***Fashioning the Divine, South Asian Sculpture***, Theatre Previews at Duke is offering 20% off tickets to the world premiere of "The Great Game," a play that takes place in India and England.

"The Great Game" is playing now through March 4th at Reynolds Theater in the Bryan Center at Duke University. Tickets are regularly $18-$30.

An outstanding, highly acclaimed Broadway cast is featured in this world premiere play set in the 1870 drawing rooms of London and the snow-capped peaks of Central Asia. Espionage, hidden identities, imperialism, and romance are at the heart of this play that is being developed at Duke for a future life in New York.

To take advantage of this special offer, follow these step-by-step instructions: go to http://www.tickets.duke.edu, browse to The Great Game, add to your basket, choose your erformance, choose and order your seats, then enter SPECIAL in the promotion code space, and your discount will be reflected.*

Or go to the Box Office in the Bryan Center (10AM - 5PM, M-F) and order in person or purchase tickets by phone* (919-684-4444), using the same promo code.
*Please note: Internet and phone charges apply.

Comments on Ackland e-news?
Send an email to the editor: ackland-e-news@unc.edu

Thank you for subscribing to Ackland e-news!
You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**

If you no longer wish to receive this newsletter, send a blank email to **leave-14751242-5774386F@listserv.unc.edu**

Illustrations top to bottom:

Mathura region: *Yakshi*, ca. second century CE, sandstone. The William A. Whitaker Foundation Art Fund.

Susan Harbage Page: *Postcards from Home, No.2*.

Tamil Nadu, Kaveri delta region: *Krishna/Saint Sambandar*, ca. late twelfth or early thirteenth century CE, bronze. Gift of Clara T. and Gilbert J. Yager in honor of Charles Millard.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of wbwebber@ehs.unc.edu
Sent:	Wednesday, February 28, 2007 9:46 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Temporary Change in Campus Drinking Water

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The Orange Water and Sewer Authority (OWASA) supplies drinking and other tap water to campus. As described in the notice below, OWASA will temporarily change their disinfection process from March 1 to April 1, 2007. This may change the taste and smell of campus tap water. If you use tap water for a special purpose in which residuals or other water characteristics are important, please carefully read the following information to understand how this change might affect you.

Most distilled water systems will not be affected by this temporary change because they use steam condensate rather than OWASA drinking water as their water source.

The full text of OWASA's notification is reprinted below. Please contact OWASA Public Affairs at 968-4421 or by e-mail to webmaster@owasa.org if you have a question or comment.

NOTICE FROM ORANGE WATER AND SEWER AUTHORITY

Thursday, February 22, 2007

OWASA WILL CHANGE ITS DRINKING WATER DISINFECTION PROCESS BY USING CHLORINE INSTEAD OF CHLORAMINES IN THE MONTH OF MARCH

In January, 2002, OWASA began using a compound of chlorine and ammonia called "chloramines" to disinfect public drinking water. Disinfection with chloramines has improved the taste, odor and overall quality of drinking water. Before then, OWASA used chlorine in the form of sodium hypochlorite (bleach) for disinfection.

In March, 2007 as in the same month of past years, OWASA will again use chlorine instead of chloramines for disinfection. The purpose of this annual change is to help ensure a high level of disinfection in the community's network of water mains.

North Carolina regulations require OWASA, and other utilities that normally use chloramines for disinfection, to instead use chlorine for one month each year. Several public water systems in the Triangle region that normally use chloramines will instead use chlorine for disinfection in March.

Some customers may notice that OWASA water will have a chlorine taste or odor in March. However, OWASA's drinking water will be safe to drink as at other times of year.

Customers may also see OWASA crews releasing water from some fire hydrants in March. The purpose of this "flushing" of water mains is to ensure that water with chlorine goes through the entire water system.

The flushing of water mains may cause some discoloration of OWASA drinking water because iron and manganese particles that settle in water mains over time may be stirred up. Air bubbles, which can make water look milky, may also get into the water system. Customers who notice discoloration or air bubbles are encouraged to run cold water through a bathtub faucet, etc. for about 5 minutes to clear up the water.

OWASA will use special equipment and a chemical to neutralize the chlorine and ammonia in the water that is released during "flushing" so that it will not harm fish in streams and creeks.

Customers who use OWASA water for special purposes or processes involving careful control of water characteristics, such as kidney dialysis units, are encouraged to get advice from an appropriate technical source such as a filter vendor or service company about whether and how to make adjustments to their use of OWASA water during the one-month period when chlorine is used for disinfection.

Customers are invited to contact OWASA with any questions or comments about the use of chlorine in March and about the characteristics of OWASA drinking water.

For more information:

Rachel Monschein, Water Treatment Plant Laboratory Supervisor, 537-4227; rmonschein@owasa.org

Ken Loflin, Water Supply and Treatment Manager, 537-4232;

kloflin@owasa.org

OWASA is the community-owned, non-profit public water and sewer agency serving the Carrboro-Chapel Hill community.

Orange Water and Sewer Authority
400 Jones Ferry Road, Carrboro, NC 27510
phone: (919) 968-4421; fax: (919) 968-4464
e-mail: webmaster@owasa.org; web site: www.owasa.org

This email is sponsored by: Environment, Health & Safety

From:	nobody@notify.unc.edu on behalf of saratu@email.unc.edu
Sent:	Thursday, March 1, 2007 8:10 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Want to join a magazine on campus?

Always wanted to work with a magazine
but never had the chance?

Tenesa Magazine is a Socio-cultural
magazine with Africa in mind, dealing
with a wide range of subjects from
Arts and Culture to Social Observation
and thought. We are currently seeking
writers and layout people, so if
you're at all interested in joining
the team, send an email to
tenesa_mag@email.unc.edu.

Thanks,

Saratu Abiola
tenesa_mag@email.unc.edu

This email is sponsored by: Organization of African Student's Interests
and Solidarity

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"INFORMATIONAL:" email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of agranna@email.unc.edu
Sent:	Thursday, March 1, 2007 9:40 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Online cross-cultural survey: Call for males age 18-45

Have you ever noticed that different people treat time differently?
What does being on time mean to each of us? How late is really late?
Have you ever wondered if time standards are different around the globe?

If you have a few minutes to help advance cross-cultural psychological research about people's attitudes towards time, please consider participating in our study!

The goals of the research are -
* To learn more about people's attitudes towards time and experience with time-limited tests.
* To explore if these beliefs and attitudes differ across cultures.

You qualify to participate if you:
1. Are a native English speaker, who grew up in North America
2. Are a MALE between 18 and 45 years of age (at this point, we are only interested in recruting males for this study).
3. Have access to computer with internet connection

To participate, please click on the link below to complete a short survey!

http://uncodum.qualtrics.com/SE?SID=SV_cIVkDU4LUkJtRY0&SVID=Prod

Contact us by email at agranna@email.unc.edu or hartman@email.unc.edu with any questions about the study.

The Behavioral Affairs Institutional Review Board of the University of North Carolina at Chapel Hill has approved this study(IRB # 06-0544); approval date 12/06/2006.

This email is sponsored by: Psychology Department, UNC-CH

This email is sponsored by: Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of rfts@unc.edu
Sent:	Monday, March 5, 2007 8:08 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Is someone you know planning a pregnancy or currently pregnant?

This is a bilingual message. Please see below for Spanish.
Este es un mensaje bilingle. Por favor, vea abajo para el espaqol.

Are you or is someone you know trying to get pregnant OR less than 9 weeks pregnant?

Right from the Start is a research study of early pregnancy health at the University of North Carolina at Chapel Hill. To learn more about the study, call us toll free at (866) 346-2684 or send an email to rfts@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study. Visit our website at www.mom2be.org for more info.

Participants receive:
- Free early ultrasound
- $10 for completing a telephone interview at the end of the first trimester
- Free pregnancy tests for women who are trying to get pregnant

We need your help! Women who participate in our study can advance knowledge by simply sharing information about themselves and their pregnancies. Please share this message with friends or family.

The principal investigator for this study is Andy Olshan, PhD, UNC School of Public Health, Department of Epidemiology.

The Right from the Start study and this message have received approval from the UNC Institutional Review Board on research involving human subjects, study #03-0689.

?Estas intentando quedar embarazada o tienes menos de 9 semanas de embarazo? O, ?conoce alguien que este intentando quedar embarazada? Bien desde el comienzo es un estudio de investigacisn sobre las primeras semanas del embarazo realizado por la Universidad de Carolina del Norte en Chapel Hill. Si deseas averiguar mas sobre este estudio, llama gratis al 1 (866) 346-2684 o envma un correo electrsnico a rfts@unc.edu con tu nombre, nzmero de telifono y horarios en los que podamos contactarte. No compartiremos tu direccisn de correo electrsnico con personas ajenas a esta investigacisn. Para obtener mayor informacisn, visita nuestro sitio en internet www.mom2be.org.

Las participantes reciben:
-Examen de ultrasonido gratis
-$10 por contestar una entrevista telefsnica al finalizar el primer trimestre.
- Pruebas de embarazo gratuitas para aquellas mujeres que estin intentando quedar embarazadas

!Te necesitamos! Las mujeres que participen nos pueden ayudar a obtener mas conocimientos simplemente compartiendo informacisn sobre si mismas y sus embarazos. Por favor comparte este mensaje con tus amigos y familiares.

El investigador principal de este estudio es Andy Olshan, PhD, Departamento de Epidemiologma de la Escuela de Salud Publica de la Universidad de Carolina del Norte.

El estudio Bien desde el comienzo y este mensaje fueron aprobados por la Junta de Revisisn Institucional de la Universidad de Carolina del Norte en Chapel Hill (UNC), estudio # 03-0689.

This email is sponsored by: Epidemiology

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From:	nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent:	Monday, March 5, 2007 9:52 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Employee Forum Newsletter InTouch Now On-Line

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The March edition of InTouch, the Employee Forum newsletter,
is now on-line at

http://forum.unc.edu/InTouch/InTouch8-3.htm

This month's articles include:

Personnel Flexibility: What Does it Mean?
UNC General Administration Defining Personnel Flexibility: Employee Input Sought
Concerns about the PACE Report
State Personnel Administration to Get Review
Keeping PACE: UNC-Chapel Hill Employees Offer Savings Ideas
Resolutions Update
Printing Services Layoffs, Outsourcing Announced
Kronos: Time (and Attendance) Marches On
David Perry Named Interim Associate Vice Chancellor for Human Resources
Update: Associate Vice Chancellor for Human Resources Search Committee
Free Generic Medication Through March 31, 2007
Free Smoking Cessation Support
New Grievance Protection for Disabled SPA Applicants
Doubly Divided: The Racial Wealth Gap

This email is sponsored by: Employee Forum

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of instructional_scanning@unc.edu
Sent:	Tuesday, March 6, 2007 10:33 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: New General Purpose Answer Sheet

All,
Please be aware that a new General Purpose Answer Sheet is about to arrive. This is in response to the survey we performed at the beginning of the fall semester. The new answer sheet will have letters, A-E above the numbered circles.

The most important thing to know about the new answer sheet is that is does not matter if you use the old sheets, the new sheets or a combination of the two. The new sheets will scan exactly the same as the old sheets.

Note: this does not apply to the medical school answer sheet.

If you have any questions, please reply to this email.
Thanks
ITS Scanning Services

This email is sponsored by: ITS

From:	nobody@notify.unc.edu on behalf of asthmastudies@med.unc.edu
Sent:	Tuesday, March 6, 2007 10:54 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Dust Mite Allergy Research Study Participation

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Subject: Informational: Dust Mite Allergy Research Study Participation
From: asthmastudies@unc.edu
Date: 10/18/2006

The UNC Center for Environmental Medicine, Asthma and Lung Biology is looking for volunteers for a research study, #06-00768 "Effect of house dust mite allergen challenge in persons using 1200 mg gamma tocopherol supplements". The purpose of the study is to see if using a supplement of gamma-tocopherol, a form of Vitamin E, will help decrease the response of a nasal challenge with house dust mites.

Subjects needed are ages 18-50, are non-smoking individuals who are allergic to house dust mites and in otherwise good health. Subjects with mild asthma may participate. Commitment is 7 visits over 10 weeks, with 2 of those visits requiring 8 hours in the research lab. Monetary compensation for each visit will be provided.

For a complete copy of the consent form and more information refer to the CEMALB website at http://www.med.unc.edu/envlung/

If interested or for further information please contact:

Martha
Research Coordinator
Center for Environmental Medicine, Asthma and Lung Biology
(919) 962-4247
Email: asthmastudies@med.unc.edu

This email is sponsored by:
The Center for Environmental Medicine, Asthma and Lung Biology

This email is sponsored by: CEMALB

This email is sponsored by: UNC Center for Environmental Medicine, Asthma and Lung Biology

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, March 7, 2007 12:12 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Administrative Review of Dr. Harry L. Watson

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March 7, 2007

TO: UNC-Chapel Hill Faculty, Staff and Students

FROM: Carol Tresolini, Associate Provost for Academic Initiatives

RE: Administrative Review of Dr. Harry L. Watson, Director of the Center for the Study of the American South

On behalf of the committee appointed to review the performance of Dr. Harry Watson, Director of the Center for the Study of the American South, I am pleased to invite your participation in the review process.

The committee is being chaired by Dr. James Peacock, Distinguished Professor in the Department of Anthropology. Other members include: Professor William Ferris, Senior Associate Director for the Center for the Study of the American South; Dr. Niklaus Steiner, Executive Director for the Office of International Affairs; Professor Joseph Flora in the Department of English & Comparative Literature; and Professor Minrose Gwin in the Department of English & Comparative Literature.

As required by University regulations, the Provost has requested a review of Dr. Watson's performance as Director of the Center for the Study of the American South over the last five years. Areas for review include vision, long-range planning, day-to-day management of the Center, and leadership in actualizing the ideals and goals of the Center. The committee invites your comments on these and related issues. It is important for the committee to learn how Dr. Watson's performance as Director is viewed by students, staff, and faculty at UNC-Chapel Hill.

We encourage you to contribute to this review in the following different ways:

1. You may provide written comments to the chair or other committee members. The review committee will treat your comments as strictly confidential. By law, all written communication - whether on paper or by email - becomes a confidential part of Dr. Watson's personnel file. As such, comments are open to examination by him. University regulations prohibit considerations of anonymous letters in the review process. All written comments should be sent to: Dr. James Peacock, c/o Nel Resendes, 104 South Building, CB # 3000, or by emailing resendes@email.unc.edu.

2. The committee has scheduled one open session to receive comments on:

Monday, April 2, 2007 (2:00 - 4:00 pm) - 218 South Building

If you wish to meet with the committee, please contact Nel Resendes in the Office of the Executive Vice Chancellor and Provost (resendes@email.unc.edu or 962-2037), and she will schedule a specific time (usually about 10-15 minutes) within that time period. Note that while all comments during these sessions will be kept strictly confidential, a master list of attendees will be kept as part of Dr. Watson's personnel file.

3. You may telephone or meet privately in person with committee members. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Dr. Watson's personnel file but may be reflected in the committee's report without identifiers.

The deadline for submitting comments regarding Dr. Watson's performance to the committee is April 2, 2007. Thank you very much for your help in this important task.

Review Committee for Dr. Harry Watson, Director of the Center for the Study of the American South:

Dr. James Peacock, Review Committee Chair
Department of Anthropology
306A Alumni Building
CB# 3115
Carolina Campus
(919) 966-4106
peacock@unc.edu

Professor William Ferris
Center for the Study of the American South

412 Hamilton Hall
CB# 9127
Carolina Campus
(919) 962-5538
wferris@unc.edu

Dr. Niklaus Steiner
Office of International Affairs
223 East Franklin St.
CB# 5145
Carolina Campus
(919) 962-6855
nsteiner@email.unc.edu

Professor Joseph Flora
English & Comparative Literature
436 Greenlaw Hall
CB# 3520
Carolina Campus
(919) 962-2503
jflora@email.unc.edu

Professor Minrose Gwin
English & Comparative Literature
444 Greenlaw Hall
CB # 3520
Carolina Campus
(919) 962-4042
mgwin@email.unc.edu

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Wednesday, March 7, 2007 2:41 PM
To: Mutima@email.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] At the Ackland: Intimate Views; Art After Dark; Drawing in the Galleries

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-14836070-5774386F@listserv.unc.edu.

ART AFTER DARK

Friday, March 9, 2007
5-9 PM

This Friday during ART AFTER DARK: Join friends of the Ackland for a celebration of ***Intimate Views: Drawings and Paintings by the Irascibles from the Carroll and Jeanne Berry Collection*** from 6 to 8PM.

The "Irascibles" belonged to the first generation of abstract expressionists, who came into prominence in New York in the 1940's and 50's. See non-representational and non-narrative works that focus on paint and color exclusively. With works by **Adolph Gottlieb**, **Jackson Pollock**, **Willem de Kooning**, **Barnett Newman**, **Theodore Stamos**, **William Baziotes**, **Weldon Kees**, and **Fritz Bultman**. The Irascibles also included one female artist, **Hedda Sterne**, the only artist among the group still living.

DRAWING IN THE GALLERIES

Saturday, March 10
10 AM-12 NOON

Join Ackland staff member Amanda Hughes for two hours of drawing in the galleries. The session begins with a brief discussion of one work of art on display in the Ackland followed by time to draw.

Participants supply paper and dry media.

All levels of experience are welcome.

UPCOMING EVENTS

ART AFTER DARK
March 9 from 5-9PM

INTIMATE VIEWS EXHIBITION OPENING
March 9 from 6-8PM

OPEN DRAWING SESSION
March 10 from 10-NOON

YOGA IN THE GALLERIES
March 13 from 12-1PM
March 27 from 12-1PM

LUNCH WITH ONE
March 15 from 1-2PM

MUSIC IN THE GALLERIES
March 15 from 2-4PM

LITERATURE AND ART
March 21 from 7-8:30PM

For more information on Ackland Programs visit www.ackland.org

These and other public programs are made possible by generous support from the Ackland Art Museum Guild, members, and friends like you!

Pass it on
Forward this message to friends. There's always something new to see at the Ackland.

Support the Museum
Become a member of the Ackland Art Museum. For more information on the benefits of membership and how your membership dollars support our mission, call 919.843.3678 or visit www.ackland.org/join

Comments on Ackland e-news?
Send an email to the editor: ackland-e-news@unc.edu

Thank you for subscribing to Ackland e-news!
You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**.

If you no longer wish to receive this newsletter, send a blank email to **leave-14836070-5774386F@listserv.unc.edu**.

Illustrations top to bottom:

From: nobody@notify.unc.edu on behalf of rcoble@med.unc.edu
Sent: Thursday, March 8, 2007 8:12 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: IBS Treatment for Women: Mindfulness/Support Groups

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If you are a woman (or know a woman)age 16 or older who suffers from irritable bowel syndrome (IBS), you/she may qualify to participate in a research study of two treatment programs to help improve the symptoms of IBS.

In both programs, women of all ages will meet in a group once per week for 8 weeks. In the support group, women will share successful strategies for coping with and reducing symptoms of IBS. The mindfulness group combines gentle yoga with a meditation technique. Both programs have shown promise for helping people with illnesses.

Each group requires coming to a meeting in Chapel Hill for 2 hours each Tuesday, April 3-May 22, 5:00-7:00 p.m., and for 4 hours one Saturday during those 8 weeks. Groups will be designated randomly by a computer program. Both groups will be led by an experienced healtb coach and group facilitator. Participants will be asked to fill out questionnaires before the first group meeting, two weeks after the program, and 3 months, 6 months, and 12 months after the program.

Women will be paid $250 for filling out the five groups of questionnaires; and parking vouchers will be provided as needed. Participation in the mindfulness training or support group is free.

To participate in the study, women must have a diagnosis of IBS from a physician and current symptoms (abdominal pain or bloating at least once per week over the past month).

Women cannot be in this study if:
* unable to attend a meeting in Chapel Hill each Tuesday, April 3-May 22;
* are pregnant; or
* have one of the following disorders:
 - severe mental illness;
 - inflammatory bowel disease (ulcerative colitis or Crohn's disease);
 - cancer;
 - liver or pancreas disease;
 - uncontrolled lactose (milk) intolerance; or
 - celiac disease (wbeat intolerance); or
 - a history of major abdominal surgery.

If you would like to learn more about this study and/or to see if you qualify, please call 966-8586, or send an e-mail to Kim Faurot at faurot@med.unc.edu or Becky Coble with "IBS study" in the subject line. This message has been approved by the Biomedical IRB 9/6/2006.

This email is sponsored by: Physical Medicine & Rehabilitation

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of twaldrop@unc.edu
Sent: Thursday, March 8, 2007 9:31 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Humanities and Fine Arts Awards Available

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Support for Scholarship, Creative Activity or Research
in the Humanities and Fine Arts: 2007

Office of the Vice Chancellor for Research and Economic Development
The University of North Carolina at Chapel Hill

Applications are invited for a limited number of awards to support scholarship, creative activity or research in the humanities and fine arts. Funds can be used for summer salary support, payment of research assistants, travel, art supplies, research materials, equipment or any other properly justified expense of scholarly or artistic endeavor. Most awards will be for $10,000 or less. However, applicants may request up to $25,000. One or two especially meritorious projects may be funded at that higher level. If you request more than $10,000, indicate whether you would like to be considered for funding at the lower level in the event your application is not selected for one of the major awards.

Any fulltime EPA faculty member whose primary appointment is in the humanities or fine arts, and who holds any professorial rank in the College of Arts and Sciences, is eligible for these awards. Fulltime EPA faculty members holding professorial rank and employed in other disciplines or in a professional school are eligible if they demonstrate conclusively that their work employs the methods of the humanities or fine arts and deals with subject matter relevant to one or more of those disciplines.

Applicants may simultaneously hold extramurally funded awards or fellowships. They may simultaneously be the recipients of small grants from the University Research Council or Faculty Development Awards from the Office of the Provost, as long as they submit budgets that justify the need for additional, unduplicated funding.

To apply, submit a letter of no more than three pages, including a simple budget up to $10,000 ($25,000 if you wish to be considered for one of the major awards). If you ask for $25,000 but also wish to be considered for $10,000 if not selected for the larger award, please provide budgets for both cases. In your letter, describe the scholarship or creative activity for which you are seeking support. Emphasize the importance of the work to your discipline, to a set of disciplines or, if relevant, to the public. Explain what makes your work novel, original or creative. Describe the work product you intend to produce, whether a book, a sculpture, a series of paintings, journal articles, musical compositions, or the like. If your work will be curatorial, provide documentation that you have access to exhibit space in a recognized venue. If your work is an artistic performance, provide documentation that you have access to performance space in a recognized venue. If your work depends on access to rare source documents or a special collection, provide documentation that you have permission to access and study the materials. Documentation of access does not count as part of the three-page limit on letters of application. In addition, please have your department chair provide a statement of support of the proposed work.

Submit five copies of letters of application and any required documentation of access to:

Jo Ann Gustafson
Office of the Vice Chancellor
Research and Economic Development
CB #4000, 312 South Building

Letters of application are due no later than April 10, 2007.

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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From:	nobody@notify.unc.edu on behalf of no-reply@unc.edu
Sent:	Thursday, March 8, 2007 9:49 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: IT services to be impacted by move to new campus IT facility

---

Beginning this weekend and extending through next week, Information Technology Services will begin moving a large portion of the campus' computing infrastructure from Phillips Hall to ITS Manning, the University's first facility dedicated to information technology. The major equipment move activities are scheduled for March 10, 12, 14 and 17.

Although the move was planned for spring break to minimize the inconvenience to our campus customers, the transition to ITS Manning represents the largest movement of computing equipment at Carolina to date and will result in some IT services being unavailable. For the most current list of scheduled service outages, please visit http://its.unc.edu/news/manning/. The page will be updated as new information becomes available, however unexpected outages may occur. If you encounter a problem witb a service not listed, please contact 962-HELP.

This email is sponsored by: Information Technology Services

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, March 9, 2007 8:03 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Employee Undergraduate Degree-Completion Program

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Are you a UNC employee who began work on an undergraduate degree, but haven't been able to finish? The University is pleased to announce that the Employee Part-time Undergraduate Degree-Completion Program is again accepting applications from employees who would like to complete their degrees while continuing employment.

The Undergraduate Degree-Completion Program, a three-year initiative, was launched two years ago as a result of the Chancellor's Task Force on a Better Workplace. Now entering its third year, the Program will again admit up to ten full-time employees as part-time, degree-seeking students.

UNC-Chapel Hill employees who work at least 30 hours a week and have completed more than 50 hours of transferable college credit may apply to the program. Applicants will be admitted on the same basis as other UNC transfer students and will be held to the same standards of performance.

As a benefit to admitted employees, fees will be waived, and participants may take advantage of other employee educational benefits, such as the Tuition Waiver program and the Employee and Dependent Scholarship Program. Employees may also apply for other need-based grants that are available to undergraduates.

The Undergraduate Degree-Completion Program has significant advantages over other academic opportunities for staff, including the Part-time Classroom Studies program. Participants of the Undergraduate Degree-Completion Program are classified as degree candidates from the time they are admitted and do not need to transfer later to a degree-granting unit. They may complete all of the work towards their degree on a part-time basis without having to become full-time students in the last semester as is normally required. And employees are given additional support as participants of the program. Up to three hours per week of the employee's participation may be considered as work time, and supervisors are asked to be as flexible and supportive as possible while the employee seeks an undergraduate degree.

For additional information and to download an application, visit the Office of Undergraduate Admissions at www.admissions.unc.edu/applying/employees.htm or the Friday Center at www.fridaycenter.unc.edu/degree.htm. Applications for Fall 2007 admission are being accepted now and through the deadline of May 1, 2007. Applicants will be notified by June 1, 2007.

This email is sponsored by: Office of Undergraduate Admissions and the Friday Center

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From: nobody@notify.unc.edu on behalf of research_support@unc.edu
Sent: Friday, March 9, 2007 8:26 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: RESEARCH SUPPORT March 2007 Issue Now Available

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The March 2007 issue of RESEARCH SUPPORT online newsletter is now available for viewing at http://research.unc.edu/rs/

In this issue:

FUNDING OPPORTUNITIES
*Major funding opportunities from state, public, and private agencies, as well as from UNC-Chapel Hill.
*Carolina Internal
*National Science Foundation
*National Institutes of Health Grants and Contracts
*Multidisciplinary
*Social and Behavioral Sciences
*Health and Medical Sciences
*Life and Physical Sciences
*Arts and Humanities

CAMPUS NEWS
* Bridge Funding Program
* RENCI Seeks Faculty Fellows for Innovative Collaborative Research
* Identifying Funding Sources Workshops for Faculty and Staff
* Core Facilities Training Program
* RAMSeS IPF Attachment Feature
* OTD Innovations Seminar
* OSR Policy Updates
* Call for Abstracts for the Aging Exchange
* SBIR/STTR National Conference Coming to RTP

FUNDING TIPS
* Time for a COS Funding Alert Tune-up?
* Funding Tips for International Faculty Members
* Tips on Grantsmanship and Different Sponsor Types
* Clean Water Act RFP
* RWJF Announces New Funding Commitment

FEDERAL NEWS
* Guide from OSR for NIH eSubmissions
* NIH Alert on Delay in Grants.gov Processing
* SBIR/STTR Omnibus Solicitation from the NIH, CDC and FDA
* NSF and Department of Energy Partner in Education and Human Resources
* AHRQ Interested in Research Implementation
* NOAA Invites Applications Outside of Program Areas
* OMB Requests Comments on Federal Awards Made Database
* Change in Unsolicited NSF Chemistry Proposal Dates

View the issue at http://research.unc.edu/rs/

RESEARCH SUPPORT provides Carolina faculty and research staff with funding opportunities, sponsored research news, funding tips, and timely information from all of the offices supporting research at Carolina. It is published by the Office of the Vice Chancellor for Research and Economic Development, GrantSource Library. Email research_support@unc.edu

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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From:	nobody@notify.unc.edu on behalf of puglia@med.unc.edu
Sent:	Monday, March 12, 2007 9:35 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Weight Gain and Antipsychotic Medication-Seeking Participants

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Do you know a child who has gained weight after being prescribed an antipsychotic medication?
Has your child been taking a second-generation antipsychotic medication for 2 months?

The ASPIRE Research program at the UNC-Chapel Hill's Department of Psychiatry is recruiting children age 10-17 for a weight gain prevention study. This is a 6 month study designed to assess 3 approaches to reduce excessive weight gain that can occur with the use of second-generation antipsychotic medications.

Benefits for subjects include a comprehensive diagnostic assessment at the beginning of the study and medication management for the duration of the study. Appointments with child psychiatrists are provided free of charge to research participants.

If you think this study may be appropriate for your child, please contact us. We are happy to tell you more about our program and answer any questions. Please call the ASPIRE Research Hotline (1-800-708-0048) or email us at puglia@med.unc.edu.

This message was approved by the UNC Biomedical IRB and the GCRC on March 2, 2007 for IRB #05-3110 (GCRC 2529) IMPACT: Improving Metabolic Parameters of Antipsychotic Child Treatment (Principal Investigator: Lin Sikich, MD)

This email is sponsored by: Department of Psychiatry

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From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, March 13, 2007 6:04 PM
To: Mutima@email.unc.edu; Smamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] At the Ackland: Lunch with 1, New Exhibition

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-14903061-5774386F@listserv.unc.edu.

LUNCH WITH ONE
One Expert, One Work of Art, One Hour

Thursday, March 15, 2007
1PM at the Ackland

Join Professor Julie Fishell (UNC-Chapel Hill Dramatic Art) as she explores ways that a theater artist might use the visual arts to realize a flesh and blood moment onstage.

Bring a bag lunch. Please register to reserve a place.

NEW EXHIBITION AT THE ACKLAND
Making the Ephemeral Concrete Directing for the Stage

March 14 - June 3, 2007

Making the Ephemeral Concrete focuses on fourteen twentieth-century American prints and photographs that suggest connections between the performing and visual arts. Professor Julie Fishell of UNC-Chapel Hill's Department of Dramatic Art and the students in her course, *Directing for the Stage*, collaborated with the Ackland to curate this exhibition. In the course, students learn principles of directing - how directors research a script or story line, develop a concept or approach, organize rehearsals, and work with designers and actors.

The exhibition includes prints by Romare Bearden, Martin Lewis, Raphael Soyer, George Bellows, Isabel Bishop, Douglas Gorsline and Carrie Mae Weems, and photographs by Danny Lyon, David Spear, Arthur Rothstein, Alfred Stieglitz, Karl Struss, and Edward Weston. The Ackland invites you to explore the environments captured or created by these artists and consider how they might influence young actors and directors.

UPCOMING EVENTS

ART AFTER DARK
March 15 from 5-9PM
April 19 from 5-9PM
May 17 from 5-9PM

OPEN DRAWING SESSION
March 18 from 10-NOON

LUNCH WITH ONE
March 15 from 1-2PM

MUSIC IN THE GALLERIES
March 18 from 2-4PM
April 8 from 2-4PM
May 13 from 2-4PM

LITERATURE AND ART
March 21 from 7:8:30PM

YOGA IN THE GALLERIES
March 22 from 12-1PM
April 19 from 12-1PM
May 3 from 12-1PM
May 17 from 12-1PM

MFA EXHIBITION RECEPTION
April 13 from 6-8PM

DRAWING IN THE GALLERIES
April 14 from 10AM-NOON
May 12 from 10AM-NOON

THIRD ANNUAL GARDEN PARTY
May 12 from 12-2PM

For more information on Ackland Programs visit www.ackland.org

These and other public programs are made possible by generous support from the Ackland Art Museum Guild members, and friends like you!

Pass it on
Forward this message to friends. There's always something new to see at the Ackland.

Support the Museum
Become a member of the Ackland Art Museum. For more information on the benefits of membership and how your membership dollars support our mission, call 919.843.3678 or visit www.ackland.org/join

Comments on Ackland e-news?
Send an email to the editor, ackland-publications@unc.edu

Thank you for subscribing to Ashland e-news!

You are subscribed to the weekly email newsletter as:

smithm@mail.com.edu

If you no longer want to receive the newsletter, simply click on the link below.

Stop subscribe

Unsubscribe from this newsletter

Manage your preferences

Sincerely, Mary Smith, Ashland Chamber of Commerce

Ashland is a place where people come to live, work, and play. We are a community of people who are passionate about our town and our future. We are a community of people who are committed to our economic vitality, our environmental health, our arts and culture, our education, our quality of life, our diversity, our uniqueness, our heritage, our tourism, our ability to attract and retain the best and brightest, our ability to attract and retain the best business, and our ability to attract and retain the best people.

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Ashland e-news

Ashland Chamber of Commerce

P.O. Box 1148 Ashland, OR 97520 (541) 482-3486

From:	nobody@notify.unc.edu on behalf of PROMIS@med.unc.edu
Sent:	Tuesday, March 13, 2007 10:03 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: PROMIS Pediatric Quality of Life Research Study

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The School of Medicine is recruiting children 8-17 years of age for a computer administered survey. The UNC Department of Medicine is participating in a research study to learn more about the health-related quality of life during childhood. To do this, UNC will be conducting surveys in children.

This survey involves parents completing a brief questionnaire about their child's background and general health. Children recruited for this study must be:

1. between 8 and 17 years of age;

2. able to speak and read English and

3. able to see and interact with a computer screen, keyboard, and mouse.

The child participant will complete a computer administered survey that will last about 45 minutes.

Each child will receive a $10 gift card.

If you would like to discuss your child's participation in this study, you may call Hazel Shepberd, RN, directly at 919-843-2354, or email PROMIS@med.unc.edu.

Study approved by the UNC IRB #06-0296

This email is sponsored by: School of Medicine

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From: nobody@notify.unc.edu on behalf of noreen_montgomery@unc.edu
Sent: Tuesday, March 13, 2007 11:29 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Health Insurance Enrollment Web Site

The enrollment period for the State Health Plan's health insurance options continues through Friday, March 30, 2007. This enrollment period includes both the Preferred Provider Organization (PPO) and Comprehensive Major Medical (CMM), or indemnity, plans.

Human Resources has developed a page of information about the available options and the enrollment period. This information is located on our web site, at http://hr.unc.edu/hottopics/healthenroll. This page includes the schedule for employee information sessions, a frequently asked questions document from the State Health Plan, and links to plan information and enrollment materials.

If you do not want to make any changes in your current health insurance coverage, you do not have to submit a form. Changes made during this enrollment period will become effective July 1, 2007. The benefit year is currently July 1, 2007, through June 30, 2008.

For questions on the PPO, call State Health Plan customer service at 888-234-2416 or email ppo.inquiries@shpnc.org. For questions on the CMM, call State Health Plan customer service at 800-422-4658 or email indemnity.inquiries@shpnc.org. For questions on the enrollment period, contact your HR Generalist.

This email is sponsored by: Office of Human Resources

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, March 14, 2007 11:02 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: PlayMakers Discount for UNC Faculty/Staff

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PlayMakers is offering a UNC Faculty/Staff discount to select performances of Toni Morrison's THE BLUEST EYE. Please visit the link below for more information.

http://www.playmakersrep.org/genPage/index.pl?pgid=173

This email is sponsored by: PlayMakers

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From: nobody@notify.unc.edu on behalf of mduclos@med.unc.edu
Sent: Wednesday, March 14, 2007 9:19 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Important Information for people with Type 2 Diabetes

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If you have Type 2 Diabetes, you may be eligible for a National Institute of Health research study seeking new ways to treat Type 2 Diabetes.

The study is called TINSAL-T2D, Targeting INflammation using Salsalate in Type 2 Diabetes. This study looks at the safety and effectiveness of an investigational medication (similar to aspirin) in the treatment of Type 2 Diabetes. The study medication has been approved by the U.S. Food and Drug Administration (FDA) to treat arthritis but it has not been approved for diabetes.

To be considered for this important diabetes study you must meet the following criteria:
* Have Type 2 Diabetes
* Be between 18-75 years of age
* Be on a stable dose of oral anti-diabetic medication and your diabetes is still not well controlled

Participation includes:
* 8 visits over 21 weeks
* Physical exam at no cost
* Laboratory testing at no cost
* Participation in cutting edge research for new treatments for TYPE 2 DIABETES
* Compensation for time, effort, and inconvenience of participating

For more information on the TINSAL-T2D study or to schedule an initial screening visit, call the Diabetes Care Center of the University of North Carolina-Chapel Hill, Susan S, Braithwaite, M.D. or the Study Coordinator, at 919-966-1253

This study and advertisment was approved by the UNC IRB, study #06-0456 and GCRC #2530 on 1/8/2007

This email is sponsored by: Diabetes

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, March 15, 2007 12:28 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Carolina North Public Meeting

Members of the campus community:

The University will host a new series of meetings about Carolina North for the campus and local communities on the last Tuesday of each month through May, beginning Tuesday, March 27.

You are invited to attend one of two sessions on March 27. The first session will be at 3:30 p.m., Room 2603, School of Government, Knapp-Sanders Building. The presentation will be repeated at 5:30 p.m. in the same location. Parking is available in the Highway 54 lot and Rams Head deck. The School of Government parking deck is available only for the 5:30 p.m. meeting.

University representatives will present potential uses of Carolina North and three conceptual approaches to its development. Attendees will have opportunities to ask questions and share comments. The feedback will help the university as it develops a concept plan for the UNC-owned property.

The conceptual plans that will be presented draw on the guiding principles developed by the Leadership Advisory Committee for Carolina North, an ecological assessment of the property and sustainability strategies.

At the same time the university is working on its plans, several supporting studies are under way or planned involving the campus and various government and community entities. Topics include transit, transportation and fiscal impact.

University officials believe Carolina North, the 900-plus-acre tract located about two miles north of the main campus in Chapel Hill, represents an unprecedented opportunity to develop a mixed-use academic community that will benefit the campus and the community.

The university's Board of Trustees has directed the administration to submit a development plan for Carolina North to local governments by next October.

For more information about Carolina North, go to the website, http://carolinanorth.unc.edu.

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, March 15, 2007 8:09 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Special Invitation to Campus Community

---

On behalf of the chancellor, the executive vice chancellor and provost, and the Carolina Women's Center, you are cordially invited to attend a reception to honor this year's recipients of the University Awards for the Advancement of Women. This prestigious award was created in 2006 as an opportunity for our academic community to recognize and reward individuals for their contributions on behalf of women on this campus. The reception is scheduled on Tuesday, March 27, 2007, from 3:00-5:00 p.m. in Old Well Room of the Carolina Inn. Please join other members of the campus community in celebrating the achievements of these outstanding individuals:

*Barbara Harris, Professor and Chair, Curriculum in Women's Studies, and Professor, Department of History
*Annette Madden, Associate Director for Professional Development and Enrichment, The William and Ida Friday Center for Continuing Education
*Emily Anne Dunn, Undergraduate student and founder of Project Dinah, empowerment and safety organization for students

Please RSVP to the Office of University Events at uncevents@unc.edu by Thursday, March 22.

This email is sponsored by: Office of the Chancellor

From: nobody@notify.unc.edu on behalf of msteffen@email.unc.edu
Sent: Friday, March 16, 2007 11:17 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Memorial Hall Reservations for Fall Semester

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Requests for reservations for the fall semester 2007 for University departments and officially-recognized student organizations will be accepted beginning at 8:00am on Monday, April 2, 2007. Requests will be filled on a first-come, first-served basis. Due to high demand, groups will only be allowed one weekend (Friday or Saturday) reservation per semester. Rehearsals in Memorial Hall must take place the same day as the performance or else be scheduled no more that thirty days prior, subject to very limited availability. More information and an electronic request form can be found at www.memorialhall.unc.edu. For more information, please call 843-7776.

This email is sponsored by: Office of the Executive Director for the Arts

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of margaret_herbst@med.unc.edu
Sent: Monday, March 19, 2007 10:12 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Study for individuals with mild asthma and an allergy to dust mites.

The purpose of this research study is to learn more about the effect of inhaled dust mite allergen extract on airway responses in allergic individuals with mild asthma. Information learned from this study will be used to identify a safe range of dust mite allergen extract for use in inhalation challenge studies. This study will also help determine how inhalation of the allergen affects mucociliary clearance (MCC) which is a measure of how quickly mucus clears from the airway.

Subjects must be otherwise healthy, have mild asthma and be allergic to dust mites. Pregnant or nursing females are excluded as well as individuals with a recent respiratory infection or an average of more that 2 asthma exacerbations per week. Study participation will include 6 visits over a 2-3 week period and will include an overnight stay at the General Clinical Research Center at UNC Hospitals.

For additional information, please contact the recruitment line for the Center for Environmental Medicine, Asthma and Lung Biology at (919) 962-4247

Approved December 15, 2006 by the Biomedical Institutional Review Board. IRB# GCRC #2537

This e-mail is sponsored by the UNC Center for Environmental Medicine, Asthma and Lung Biology and is funded by the National Institutes of Health

This email is sponsored by: Center for Environmental Medicine, Asthma and Lung Biology

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From: nobody@notify.unc.edu on behalf of noreen_montgomery@unc.edu
Sent: Tuesday, March 20, 2007 9:13 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Reminder: Flexible Spending Account Reimbursement Deadline

---

Saturday, March 31, is the deadline for filing reimbursement claims on the NCFlex Health Care Flexible Spending Account and the NCFlex Dependent Care Flexible Spending Account for expenses that were incurred on or before December 31, 2006.

Claims must be RECEIVED by Aon Consulting no later than March 31.

After March 31, employees will not be able to claim any of the remaining monies in their year 2006 flex account(s). The spending accounts are flexible, but the deadline is not!

Download the claim form from http://www.osp.state.nc.us/ncflex/Forms/ClaimForm_2a.pdf, or request a copy from Benefit Program Administration. Mail or fax claims forms directly to Aon Consulting.

Mailing address:

Aon Consulting
Flex Administration - #00001
P.O. Box 3002
Arlington Heights, IL 60006-3002

IMPORTANT NOTE: The mailing address for claims forms has changed. Previously, claim forms could be mailed to Winston-Salem, NC. All claim forms must now be mailed to the Arlington Heights, IL, address above to avoid processing delays.

Fax claim forms to Aon at 866-887-3212. If you fax a claim form, be sure to save the fax confirmation statements and follow up with Aon to ensure your fax was received by calling 877-371-2926 the next day. Also, be sure to keep a copy of all submitted claims for your records.

Contact your HR Facilitator or HR Generalist if you have questions.

This email is sponsored by: Office of Human Resources

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of LearnIT@unc.edu
Sent:	Tuesday, March 20, 2007 12:39 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Engaging with Technology

ITS Teaching and Learning (TL) invites you to take advantage of opportunities to learn about technology. Lists, discussion sessions, face-to-face training, and online training are available. Please join us as we continue to identify, learn about, and implement effective uses of technology.

***** Learn List

The LEARN list was created to keep UNC-Chapel Hill instructors informed about technology-related professional development and support options and as a forum for sharing ideas and resources related to the instructional use of technologies. (Average number of messages per week: about 4.) You can subscribe to the list on the Web:

http://mail.unc.edu/lists/read/subscribe?name=learn

***** ConsiderIT Series

ConsiderIT is a series highlighting the ways UNC-Chapel Hill instructors are using technology for education inside and outside the classroom and presenting new technologies that offer promise for teaching and learning on our campus. Registration is free, but required.

http://its.unc.edu/ConsiderIT

Upcoming ConsiderIT topics:
* Immersive Learning Environments
* Instructional Uses for Facebook

***** Games4Learning Google Group

This group is for UNC-Chapel Hill faculty, staff, students, and friends who are interested in using games for learning in our curriculum. Google registration (free) is required to join the group. Point your Web browser to http://groups.google.com and search for Games4Learning.

***** Instructional Applications Interest Group

The IAIG provides a professional networking venue for staff who work with
instructional technologies. Membership in the group is open to all interested University staff.

http://its.unc.edu/tl/aoe/iaig/

***** CITations

CITations is a report featuring information technology-related news of interest to UNC-Chapel Hill faculty members, graduate instructors and the staff who support them. CITations is published twice a month.

http://its.unc.edu/tl/citations/

***** TL Infobits

Each month the TL Infobits newsletter provides educators with brief notes on new and useful instructional technology resources. Issues are available at no cost by email subscription or on the Web.

http://its.unc.edu/tl/infobits/

***** LearnIT Activities

ITS Teaching and Learning offers opportunities for faculty, staff, and students to learn about the use of information technology (IT) to increase productivity and to engage in discussions about technology's role and impacts on the University mission and on today's society. Activities include discussions, presentations, face-to-workshops, and computer-based training.

http://LearnIT.unc.edu

We welcome questions and comments about any of these opportunities.

-- Libby
==========
Elizabeth A. Evans
Information Technology Services
University of North Carolina at Chapel Hill
Home Page: http://www.unc.edu/~uevans/homepage.html
UNC-CH Home Page: http://www.unc.edu

This email is sponsored by: ITS Teaching and Learning

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of hsinliu@med.unc.edu
Sent: Tuesday, March 20, 2007 3:27 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Did you have ACL Reconstruction with patellar tendon autograft?

This study is approved by IRB# 05-ORTHO-1005

Have you had Anterior Cruciate Ligament (ACL) Reconstruction utilizing a patellar tendon autograft or will be having such surgery in the near future?

Researchers in the Orthopaedics Laboratory are conducting a study at UNC-Chapel Hill to trace the recovery in their patellar tendon stiffness over time after their surgery.

To enroll in this study as a participant in this study, you must have had ACL reconstruction with patellar tendon autograft within the past 2 months or will be having such surgery in the near future, no history of other knee surgeries, no other lower extremity injuries in the past 6 months, and be between the ages of 18-40.

You will be asked to perform knee muscle contractions tasks while an ultrasound images will be taken of your patellar tendon (tendon that attaches kneecap to lower leg). Participation in this study will last approximately 1.5 hours.

You would be paid $30 per visit for your participation.

If you are interested in participating in this study or would like more information, please call, Hsin-yi (shin-ee) Liu, at (919) 966-1211 or email hsinliu@med.unc.edu

This email is sponsored by: orthopaedics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of joyce_lanier@med.unc.edu
Sent:	Tuesday, March 20, 2007 6:35 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Pulmonary Hypertension

Dr. Ashley Henderson and the Department of Pulmonary Medicine is currently conducting a research study of patients who have been diagnosed with Pulmonary Arterial Hypertension (PAH). PAH is a rare blood vessel problem in the lung in which the blood pressure in the pulmonary artery (the blood vessel that leads from the heart to the lungs) goes above normal levels.

Participants who qualify for this study will receive study related physical exams, pulmonary evaluations and education about their disease. Participants will be asked to make 11 visits to UNC Hospitals over a 67 week period. Participants will receive compensation for their time, effort and travel to UNC.

If you are interested in finding more information about this study please contact:

Joyce M. Lanier, RRT
Clinical Laboratory Research Specialist
Division of Pulmonary & Critical Care Medicine
919-966-2531 office
joyce_lanier@med.unc.edu

This research study has been approved by UNC's Independnet Review Board: (IRB# 06-0695)

This email is sponsored by: Pulmonary Medicine

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From: nobody@notify.unc.edu on behalf of vanessa_miller@dentistry.unc.edu
Sent: Tuesday, March 20, 2007 10:11 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Healthy Participants 18-44 Needed for study of Muscle and Jaw Function

---

The UNC Center for Neurosensory Disorders is conducting a research study investigating the biological, psychological, and genetic factors that may cause Temporomandibular Muscle and Joint Disorder (TMJD). We are looking for healthy volunteers and people with TMJD to participate.

Participation will include 1 clinic appointment lasting 3 hours. During that time participants fill out various questionnaires and receive a clinical exam and sensory testing. Individuals who meet the study criteria will complete brief health updates for the next 4-5 years.

You must be between the ages of 18 and 44, and not have diabetes, epilepsy, hyperthyroidism, drug or alcohol abuse, chronic respiratory diseases, high blood pressure, heart disease, kidney failure and have not required hospitalization for a psychiatric disorder within the last 6 months.

You should not participate if you are pregnant, nursing a baby, currently involved in orthodontic treatment, chemotherapy or radiation therapy.

People who complete all data collection aspects will be paid $260 (this includes $90 for the clinic appointment mentioned above).

For more information about the study, visit the website at
http://www.oppera.org

Please contact us if you are interested in learning more about our study (Biomedical IRB number 05-DENT-777).
If interested or for further information please contact:
(919) 966-1060

Approved by the Biomedical IRB

This email is sponsored by: The Center for Neurosensory Disorders

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From: nobody@notify.unc.edu on behalf of rcoble@med.unc.edu
Sent: Wednesday, March 21, 2007 1:38 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UNC's Mindfulness Program for Stress/PainManagement

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Mindfulness programs offer training in meditation, mind-body awareness exercises and other awareness techniques that will teach you how to slow down, set priorities and stay calm, focused and relaxed in the midst of a busy life in ways that will enhance your body's natural adaptive and healing ability.

The UNC Program on Integrative Medicine has upcoming opportunities to learn about mindfulness and how to apply it to daily life. Detailed information is available at our website at http://pim.med.unc.edu/mindfulness.html

To register for the Spring sessions to be held April 10-June 5, contact Becky Coble at email: rcoble@med.unc.edu
or at (919) 966-8586

Registration for the Spring session is open through April 6, 2007.

This email is sponsored by: Physical Medicine & Rehabilitation

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Wednesday, March 21, 2007 5:43 PM
To: Mutima, Simeneye A <smutima@email.unc.edu>
Subject: [ackland-e-news] At the Ackland: Last Chance; Current Exhibitions

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-15001490-5774386F@listserv.unc.edu.

FINAL WEEKEND FOR FASHIONING THE DIVINE

This weekend is your last chance to enjoy *Fashioning the Divine: South Asian Sculpture at the Ackland Art Museum*.

More than seven years in the planning, this exhibition celebrates the research of UNC-Chapel Hill faculty member Pika Ghosh and graduate students.

This primary research, combined with additional texts by nationally recognized scholars of Asian art and religion, is published in a catalogue of the same name. Fashioning the Divine can be purchased in the Ackland for $30 (non-members) and $25 (members). A poster suitable for framing is also available for $10.

Take an hour this weekend to explore this wonderful exhibition and take home a lovely reminder of *Fashioning the Divine*.

PUBLICATION OF *FASHIONING THE DIVINE: SOUTH ASIAN SCULPTURE AT THE ACKLAND ART MUSEUM* WAS SCHEDULED IN CONJUNCTION WITH AN EXHIBITION OF THESE OBJECTS FROM THE COLLECTION OF THE ACKLAND ART MUSEUM. THE EXHIBITION AND PUBLIC PROGRAMMING WERE MADE POSSIBLE BY A GENEROUS GRANT FROM THE NATIONAL ENDOWMENT FOR THE ARTS, A GOVERNMENT AGENCY. THE CATALOGUE WAS MADE POSSIBLE, IN PART, BY AN AWARD FROM PALM BEACH/AMERICA'S INTERNATIONAL FINE ART & ANTIQUE FAIR'S MUSEUM PUBLICATION GRANT PROGRAM (WWW.PALMBEACHFAIR.COM), THE J. CHARLES MORROW III ACKLAND ENDOWMENT FUND, AND THE WILLIAM HAYES ACKLAND TRUST.

MAKING THE EPHEMERAL CONCRETE
Directing for the Stage
On view through June 3, 2007

Making the Ephemeral Concrete focuses on fourteen twentieth-century American prints and photographs that suggest connections between the performing and visual arts. The exhibition includes prints by **Romare Bearden**, **Martin Lewis**, **Raphael Soyer**, **George Bellows**, **Isabel Bishop**, **Douglas Gorsline**, and **Carrie Mae Weems**, and photographs by **Danny Lyon**, **David Spear**, **Arthur Rothstein**, **Alfred Stieglitz**, **Karl Struss**, and **Edward Weston**. The Ackland invites you to explore the environments captured or created by these artists and consider how they might influence young actors and directors.

UPCOMING EVENTS

LITERATURE AND ART
Tonight from 7-8:30PM

YOGA IN THE GALLERIES
March 22 from 12-1PM
April 5 from 12-1PM
April 26 from 12-1PM
May 3 from 12-1PM
May 10 from 12-1PM

MFA EXHIBITION RECEPTION
April 13 from 6-8PM

ART AFTER DARK
April 13 from 5-9PM
May 11 from 5-9PM

DRAWING IN THE GALLERIES
April 14 from 10AM-NOON
May 12 from 10AM-NOON

MUSIC IN THE GALLERIES
April 8 from 2-4PM
May 20 from 2-4PM

THIRD ANNUAL GARDEN PARTY
May 12 from 12-2PM

LUNCH WITH ONE
April 3 from 1-2PM
May 01 from 1-2PM

For more information on Ackland Programs visit: www.ackland.org

These and other public programs are made possible by generous support from the Ackland Art Museum Guild, members, and friends like you!

Pass it on
Forward this message to friends. There's always something new to see at the Ackland.

Support the Museum
Become a member of the Ackland Art Museum. For more information on the benefits of membership and how your membership dollars support our mission, call 919.843.3676 or visit www.ackland.org/join

Comments on Ackland e-news?
Send an email to the editor: ackland_e_news@unc.edu

Thank you for subscribing to Ackland e-news!
You are subscribed to the Ackland's email newsletter as

INTIMATE VIEWS
Drawings and Paintings by the Irascibles from the Carroll and Jeanne Berry Collection

On view through May 27, 2007

The so-called Irascibles belonged to the first generation of abstract expressionists, who came into prominence in New York in the 1940's and 50's. These artists distinguished themselves from traditional painting, by practicing what they called "advanced art:" art that was non-representational and non-narrative, that focused on paint and color exclusively. Among the Irascibles were artists still recognized today: **Adolph Gottlieb**, **Jackson Pollock**, **Willem de Kooning**, **Barnett Newman**, and others, but the group also included those whose names are less familiar: **Theodore Stamos**, **William Baziotes**, **Weldon Kees**, and **Fritz Bultman**. The Irascibles also included one female artist, **Hedda Sterne**, the only artist among the group still living.

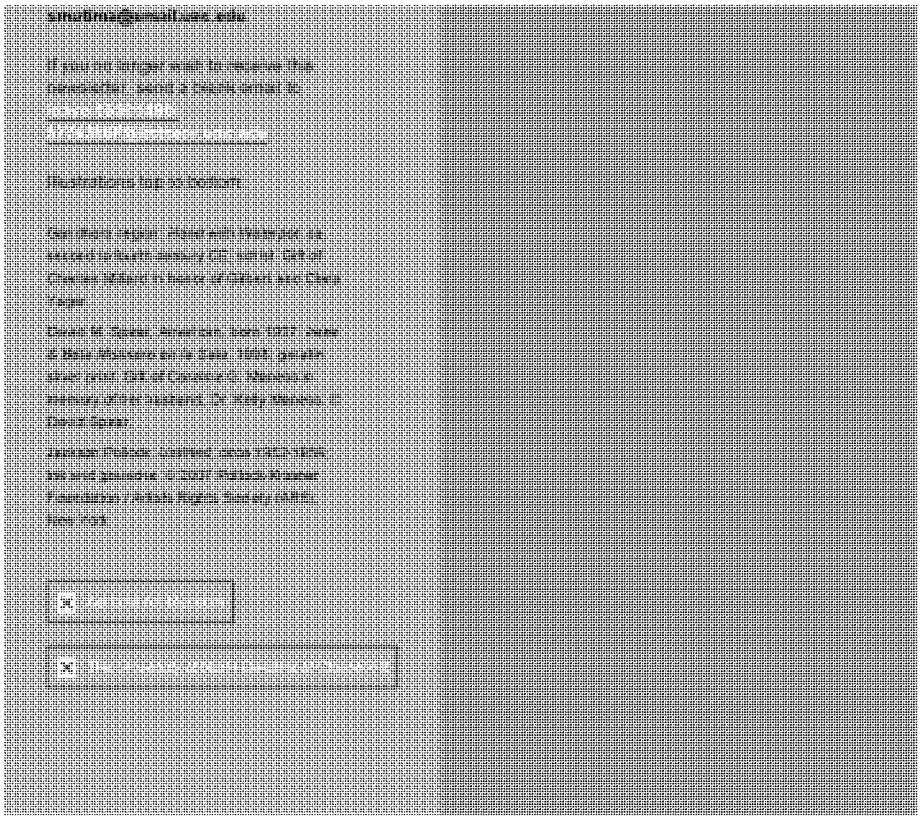

From:	nobody@notify.unc.edu on behalf of housing@UNC.EDU
Sent:	Wednesday, March 21, 2007 7:03 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Housing Resources for Visiting Scholars and Summer Conferences

---

The Department of Housing and Residential Education offers furnished apartments for official use by the University Community on a short term basis, ranging from one week to a month or more throughout the calendar year.

These apartments are non-smoking fully furnished one bedroom / one bathroom and two bedroom / two bathroom apartments with private bathroom facilities. We are also disability accessible.

Guests must be sponsored by a University department, which is responsible for the guest and the payment of fees.

We would enjoy working with you to fulfill your visiting scholar and university guest needs. Don't hesitate to contact us for availability and reservations.

Please inquire about our ability to host your summer conference needs as well! We can accommodate groups of any size.

Thank you

Dei Allard, Director of Summer Operations
Housing and Residential Education
UNC-Chapel Hill

1.800.UNC.STAY
summeroperations@unc.edu

This email is sponsored by: Department of Housing and Residential Education

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From:	nobody@notify.unc.edu on behalf of MikeTarrant@unc.edu
Sent:	Wednesday, March 21, 2007 7:58 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Join the Fight to End Poverty

Interested in Fighting Poverty? Looking for a way to TAKE ACTION?

In coordination with the Community Initiative to End Homelessness and Homeless Outreach and Poverty Eradication, a committee of the Campus-Y, Opportunity Rocks is currently working to raise awareness both on campus and in the community about the poverty that exists, literally and metaphorically, in our own backyard. By raising awareness we hope to motivate local and state officials to implement policies that address the needs of those impoverished in our communities.

If you would like to learn more information about our efforts to end poverty or would like to get involved please visit http://campus-y.unc.edu/index.php?option=com_content&task=view&id=139&Itemid=2

Ending Poverty...Begins at Home.

This email is sponsored by: Opportunity Rocks

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From: nobody@notify.unc.edu on behalf of rcoble@med.unc.edu
Sent: Wednesday, March 21, 2007 10:03 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: IBS Treatment for Women: Mindfulness/Support Groups

---

If you are a woman (or know a woman)age 18 or older who suffers from irritable bowel syndrome (IBS), you/she may qualify to participate in a research study of two treatment programs to help improve the symptoms of IBS.

In both programs, women of all ages will meet in a group once per week for 8 weeks. In the support group, women will share successful strategies for coping with and reducing symptoms of IBS. The mindfulness group combines gentle yoga with a meditation technique. Both programs have shown promise for helping people with illnesses.

Each group requires coming to a meeting in Chapel Hill for 2 hours each Tuesday, April 3-May 22, 5:00-7:00 p.m., and for 4 hours one Saturday during those 8 weeks. Groups will be designated randomly by a computer program. Both groups will be led by an experienced healtb coach and group facilitator. Participants will be asked to fill out questionnaires before the first group meeting, two weeks after the program, and 3 months, 6 months, and 12 months after the program.

Women will be paid $250 for filling out the five groups of questionnaires; and parking vouchers will be provided as needed. Participation in the mindfulness training or support group is free.

To participate in the study, women must have a diagnosis of IBS from a physician and current symptoms (abdominal pain or bloating at least once per week over the past month).

Women cannot be in this study if:
* unable to attend a meeting in Chapel Hill each Tuesday, April 3-May 22;
* are pregnant; or
* have one of the following disorders:
  - severe mental illness;
  - inflammatory bowel disease (ulcerative colitis or Crohn's disease);
  - cancer;
  - liver or pancreas disease;
  - uncontrolled lactose (milk) intolerance; or
  - celiac disease (wbeat intolerance); or
  - a history of major abdominal surgery.

If you would like to learn more about this study and/or to see if you qualify, please call 966-8586, or send an e-mail to Becky Coble (rcoble@med.unc.edu) or Kim Faurot (faurot@med.unc.edu) with "IBS study" in the subject line. This message has been approved by the Biomedical IRB 9/6/2006.

This email is sponsored by: Physical Medicine & Rehabilitation

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From:	nobody@notify.unc.edu on behalf of clinicalcore@med.unc.edu
Sent:	Thursday, March 22, 2007 6:31 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Study Seeking Volunteers

TO: Staff and Students,

We invite you to participate as a volunteer in a research study involving learning, language and personality styles. We are looking for people who are parents, between the ages of 31-60. To be in the study you cannot have autism or first degree relatives (children, parents, brothers or sisters) with autism. Compensation for participating in this study is up to $50. Participation takes from 3-4 hours over 1-2 sessions.

The aim of the study is to identify the learning language and personality styles of autistic individuals and their parents. You are invited to be part of a comparison group to parents of individuals with autism. Those interested in the study may contact us by replying to this email so that we may provide further details about our project. You will not be expected to travel or pay for expenses incurred due to participation in this study.

We thank you in advance for your collaboration with this important project.

Please contact: Family Study
Margaret Deramus
clinicalcore@med.unc.edu
1-888-718-7859

IRB #: 02-1103
Version Date: January 31, 2007

This email is sponsored by: Department of Psychiatry

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, March 22, 2007 8:01 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Carolina North Public Meeting

Members of the campus community:

The University will host a new series of meetings about Carolina North for the campus and local communities on the last Tuesday of each month through May, beginning Tuesday, March 27.

You are invited to attend one of two sessions on March 27. The first session will be at 3:30 p.m., Room 2603, School of Government, Knapp-Sanders Building. The presentation will be repeated at 5:30 p.m. in the same location. Parking is available in the Highway 54 lot and Rams Head deck. The School of Government parking deck is available only for the 5:30 p.m. meeting.

University representatives will present potential uses of Carolina North and three conceptual approaches to its development. Attendees will have opportunities to ask questions and share comments. The feedback will help the university as it develops a concept plan for the UNC-owned property.

The conceptual plans that will be presented draw on the guiding principles developed by the Leadership Advisory Committee for Carolina North, an ecological assessment of the property and sustainability strategies.

At the same time the university is working on its plans, several supporting studies are under way or planned involving the campus and various government and community entities. Topics include transit, transportation and fiscal impact.

University officials believe Carolina North, the 900-plus-acre tract located about two miles north of the main campus in Chapel Hill, represents an unprecedented opportunity to develop a mixed-use academic community that will benefit the campus and the community.

The university's Board of Trustees has directed the administration to submit a development plan for Carolina North to local governments by next October.

For more information about Carolina North, go to the website, http://carolinanorth.unc.edu.

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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From: nobody@notify.unc.edu on behalf of sbright@med.unc.edu
Sent: Thursday, March 22, 2007 8:54 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do you cough frequently?

Do you cough frequently?
Do you wonder why?

If you are a *non-smoking* male or female between the ages of 18 and 70 who has had a cough for more than 8 weeks, and are *not* taking any acid reflux medication- you may be eligible for a research study investigating GERD (Gastroesophageal Reflux Disease) as a potential cause of cough.

If you are interested in learning more about this study, please call, 966-4591.
04-MED-533. Approved by UNC Biomedical IRB 7/28/06.

This email is sponsored by: UNC Esophageal Research Group

This email is sponsored by: Program in Digestive Health

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of hankins@med.unc.edu
Sent: Thursday, March 22, 2007 10:42 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: The effects of a very low carbohydrate diet on symptoms of irritable bowel syndr

---

GCRC 2392 Approved by the Biomedical IRB on 1/22/07

ARE YOU OVERWEIGHT?

DO YOU SUFFER FROM
IRRITABLE BOWEL SYNDROME?

HAVE YOU CONSIDERED STARTING
THE ATKINS DIET?

* We are currently enrolling for a study that examines the impact of a low-carbohydrate (the Atkins diet!) on Irritable Bowel Syndrome.
* Participants will receive $150 for completing the study
* And all meals FREE for 6 weeks.
* If you meet these requirements:

 Are age 18-70 years old, male or female
 Have diarrhea-predominant Irritable Bowel Syndrome
 Are overweight
 Desire to use the Atkins diet for possible weight loss
 Are in stable health

And are interested in participating!
Please contact:
Jane Hankins at hankins@med.unc.edu
to learn more about the study and whether you might qualify!

This email is sponsored by: UNC Center for Functional GI & Motility Disorders

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From: nobody@notify.unc.edu on behalf of mechlin@email.unc.edu
Sent: Friday, March 23, 2007 12:27 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Healthy Volunteers Needed for Study on Ethnicity and Pain

---

Men and women ages 18-40 are invited to participate in a study examining blood pressure responses to mental stress, and sensitivity to experimental pain tests. Individuals with any current psychiatric illness (e.g. depression, anxiety, etc.), medical illness (e.g. chronic pain conditions), or taking any medications, including oral contraceptives, are not eligible. The testing will last approximately 4 hours and eligible subjects will be compensated $75 for completion of the study. The study is directed by Beth Mechlin, M.A. and Susan Girlder, Ph.D., UNC Department of Psychiatry. Email Beth at Mechlin@email.unc.edu or call at 919-966-8029 if you are interested in participating. This study ("Ethnicity and Pain: Psychosocial Stress and Stress Responses" IRB # 05-311) was approved by the UNC Biomedical IRB on January 10, 2007.

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, March 23, 2007 1:22 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Seeking Adults with Depression for Brain Imaging Studies

---

Seeking Adults with Depression for Brain Imaging Studies:

If you are interested in helping us to learn more about the brain and about major depressive disorder, please consider participating in Dr. Gabriel Dichter's study, "Brain Imaging of Psychotherapy for Depression", IRB # 05-PSYCH-1168. Study participation includes weekly "talk" therapy sessions (no drugs) for 9-15 weeks.

If you meet the following criteria, please reply to this email message or contact Moria Smoski, PhD, at 919-684-6717 or ProjectActivate@gmail.com for a screening interview.

Our criteria include:
1) Ages 18-55 (men and women)
2) Current feelings of depression.
3) Not currently taking antidepressant medications
4) Willing and able to participate in the following appointments:
* 20-minute telephone interview
* 30-minute "practice" MRI session.
* Three in-person interviews (one now, one in approximately 6 weeks, and one in approximately 12 weeks). The first interview will last approximately 2.5 hours, and the others will last approximately 1 hour.
* Four 90-minute MRI brain scans (two now and two in approximately 12 weeks).

This study provides compensation for these appointments as well as weekly talk therapy sessions. All appointments take place at Duke University Medical Center.

Thank you,
Gabriel S. Dichter, PhD
Principal Investigator
Department of Psychiatry

Study Coordinator contact information:
919-684-6717 or ProjectActivate@gmail.com
dichter@med.unc.edu
919-681-3169

This email is sponsored by: Dpeartment of Psychiatry

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From: nobody@notify.unc.edu on behalf of jfinkle@unc.edu
Sent: Friday, March 23, 2007 2:12 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Fifteen minutes of Fame-Child Actor (or actor want a be) needed for video

---

Physician in the UNC Dept of Pediatrics is filming a series of videos on the topic of pediatrician communication about child growth. If you have a child between the ages of 3 and 8 who would enjoy being a part of the filming process, please see details below.

We are specifically looking for:

* Two children between the ages of 3 and 8 who are either African American or Caucasian.

* We need one child who would be considered an average size for his/her age and one child who would be considered larger than average size for his/her age.

* Children do not need to have any prior acting experience. Your child will not be asked to memorize lines.

* Child will play the role of a child visiting the pediatrician's office with his/her mother.

* Expected time commitment is half a day (4-5 hours). We will work to meet your schedule as much as possible and avoid school days if necessary.

* Family will receive $75 for time commitment.

If you and your child might be interested, please send email to jfinkle@unc.edu or call 966-3849 for more information.

This email is sponsored by: Department of Pediatrics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent:	Friday, March 23, 2007 7:46 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Request for Feedback on Free Tuition for Staff Children, Childcare Proposals

---

In my March 21 speech to the Board of Trustees
http://forum.unc.edu/documents/BOT_Speech_March_2007.pdf , I asked that
the University dedicate $100 million from its Carolina First campaign to
two employee-friendly initiatives:

First, providing $40 million to grant free tuition at UNC System
institutions to children of faculty and staff, an idea originated by
Provost Emeritus Dick Richardson and the Ad Hoc Committee of the
Institute for the Arts and Humanities
http://forum.unc.edu/documents/FreeTuitionforChildrenofUNCFacultyandStaff.pdf ;

and

Second, providing $60 million for affordable, on-campus childcare and
affordable dependent health care.

These proposals need grassroots support. The best way to show support
is to write Chancellor Moeser, UNC Board of Trustees Chair Nelson
Schwab, and other members of the Board. Please find their addresses
below.

Thanks. Please write, show your support, and share with others.

Ernie Patterson
Chair
UNC Employee Forum
efpatterson@bio.unc.edu

Addresses:

Chancellor James Moeser
103 South Building
Campus Box 9100
Chapel Hill, NC 27599-9100

Mr. Nelson Schwab, III,
Chair UNC Board of Trustees
Carousel Capital
201 N. Tryon Street - Suite 2450
Charlotte, NC 28202
Email: nschwab@carouselcap.com

Other Trustees' addresses are available at:
http://www.unc.edu/depts/trustees/member.html

Members of the Carolina First Steering Committee:
http://carolinafirst.unc.edu/leadership/

Also:
Matthew Kupec
Vice Chancellor-University Advancement
103G South Building
Campus Box 9100
Chapel Hill, NC 27599-9100
Email: Matt_Kupec@unc.edu

This email is sponsored by: Employee Forum

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"INFORMATIONAL:" email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of puglia@med.unc.edu
Sent:	Monday, March 26, 2007 8:17 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Antipsychotic Medication & Weight Gain Prevention-Seeking Participants

---

Do you know a child who has recently been prescribed an antipsychotic medication?
Has your child been recommended to begin taking a second-generation antipsychotic medication?

The ASPIRE Research program at the UNC-Chapel Hill's Department of Psychiatry is recruiting children ages 10-17 for a weight gain prevention study involving individuals recently prescribed a second generation antipsychotic (SGA) medication. This is a 6 month study designed to assess whether or not metformin (Glucophage) can prevent excessive weight gain that typically occurs with the use of SGAs.

Benefits for subjects include a comprehensive diagnostic assessment at the beginning of the study and medication management for the duration of the study. Appointments with child psychiatrists are provided free of charge to research participants.

If you think this study may be appropriate for your child, please contact us. We are happy to tell you more about our program and answer any questions. Please call the ASPIRE Research Hotline (1-800-708-0048) or email us at puglia@med.unc.edu.

This message was approved by the UNC Biomedical IRB and the GCRC on March 13, 2007 for IRB #05-2992 (GCRC 2501) "PREVENT" - Metformin Mitigation of Atypical Antipsychotic-Induced Metabolic Dysregulation (Principal Investigator: Lin Sikich, MD)

This email is sponsored by: Department of Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of dmo@med.unc.edu
Sent:	Monday, March 26, 2007 9:10 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Departmental/Group Photography

As Spring approaches, the dogwoods and azaleas on campus come into beautiful bloom. This is the time Medical Illustration and Photography is asked to photograph groups and departments on campus. If you're planning on getting a beautiful outdoor photograph of your department or group, we ask that you call to schedule your appointment now to beat the rush and possible conflicts with other groups.

Please call Medical Illustration and Photography at 966-4232 to reserve your place on our schedule.

Thank you.

This email is sponsored by: Medical Illustration & Photography

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of CST_migraine_study@med.unc.edu
Sent: Monday, March 26, 2007 10:31 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Migraine headache research study

Bilingual study:
If you know someone that might be eligible and prefers to communicate in Spanish, please forward him/her the following link:

http://pim.med.unc.edu/CST.study.Spanish.message.html

Do you experience 5 or more migraine headaches a month?

Researchers at the UNC Departments of Neurology and Physical Medicine are seeking volunteers for a study to determine if craniosacral therapy or magnet therapy will help reduce the number of headaches in people with migraines.
* Craniosacral therapy is a gentle massage technique designed to release
areas of restriction in the soft tissues of the head and spine
* Magnet therapy may help migraines by increasing blood flow.

If you are interested in participating and would like to learn more about this study and/or to see if you qualify, please call 966-8586, or send an e-mail to CST_migraine_study@med.unc.edu.

If you are chosen to participate in this study, you may do the following:

* Come for an initial visit and a free medical examination at the General
Clinical Research Center at UNC Hospitals.
* Complete and return daily headache diaries for 8 weeks.
* If you are still qualify to participate, you will receive free craniosacral
or magnet therapy once a week for 8 weeks from a nurse trained in craniosacral therapy and massage; the sessions will take place at Integrative Health Center of Chapel Hill near Timberlyne Shopping Center off
Weaver Dairy Road.
* Complete a set of questions four times during this study.
* You will be paid up to $170 for your time in completing the diaries and
questionnaires.

This message has been approved by the Biomedical IRB 03/09/2007.
Study Title: Craniosacral Therapy in Migraine: Feasibility Study
Funded by: National Center for Complementary and Alternative Medicine at the NIH

This email is sponsored by: Neurology and the Program on Integrative Medicine

This email is sponsored by: Neurology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of ibsresearch@med.unc.edu
Sent: Monday, March 26, 2007 11:26 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research subjects needed for IBS study

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The UNC Center for Functional GI & Motility Disorders is conducting a research study investigating a broad range of factors that may cause IBS.

Participation will include filling out various health questionnaires and physiological testing. Individuals who meet the study criteria will be required to spend one overnight visit in the General Clinical Research Center at UNC Hospital.

Benefits include free medical screenings for disorders such as bacterial overgrowth, lactose malabsorption and celiac disease, and up to $250 compensation.

To be eligible, you must be
* 18 years or older
* diagnosed with irritable bowel syndrome by a physician

If you are interested in the study, please reply to ibsresearch@med.unc.edu or contact Lenore at 919-966-8329. You can also log on to the Center website at www.med.unc.edu/ibs for more details.

GCRC-1846
Approved by the Biomedical IRB 10/6/06

This email is sponsored by: Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of noreen_montgomery@unc.edu
Sent: Tuesday, March 27, 2007 12:18 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Reminder: Important Benefits Deadlines

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This is a reminder of the two important benefits deadlines this week: health insurance enrollment and flexible spending account reimbursement.

HEALTH INSURANCE ENROLLMENT

The enrollment period for the State Health Plan's health insurance options ends at 5 p.m. on Friday, March 30. This enrollment period includes both the Preferred Provider Organization (PPO) and Comprehensive Major Medical (CMM), or indemnity, plans.

If you do nothing, you will remain in your current plan.

If you want to make any changes in your coverage or update your personal information (for example, your address) complete the Annual Enrollment Change form located in your enrollment kit (also available at http://statehealthplan.state.nc.us/annual_enrollment.html).

Return the completed change form to Benefit Program Administration, CB# 1045 or Suite 1700 in the Administrative Office Building, by 5 p.m. on March 30. Lines 1, 2, and 14 on the change form are required in order to process your changes. Any changes you make during annual enrollment will become effective on July 1, 2007.

For questions on the PPO, call State Health Plan customer service at 888-234-2416. For questions on the CMM, call State Health Plan customer service at 800-422-4658. For questions on the enrollment period, contact your HR Facilitator or your HR Generalist.

FLEXIBLE SPENDING ACCOUNT REIMBURSEMENTS

Saturday, March 31, is the deadline for filing reimbursement claims on the NCFlex Health Care Flexible Spending Account and the NCFlex Dependent Care Flexible Spending Account for expenses that were incurred on or before December 31, 2006. Claims must be RECEIVED by Aon Consulting no later than March 31.

After March 31, employees will not be able to claim any of the remaining monies in their year 2006 flex account(s).

Download the claim form from http://www.osp.state.nc.us/ncflex/Forms/ClaimForm_2a.pdf, or request a copy from Benefit Program Administration.

To ensure receipt by the deadline, you should fax any remaining claims forms to Aon at 866-887-3212. If you fax a claim form, be sure to save the fax confirmation statements and follow up with Aon to ensure your fax was received by calling 877-371-2926 the next day. Also, be sure to keep a copy of all submitted claims for your records.

Contact your HR Generalist if you have questions.

This email is sponsored by: Office of Human Resources

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, March 27, 2007 6:35 PM
To: Mutima@email.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] At the Ackland: Original Music; Share Your Wisdom

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-15081206-5774386F@listserv.unc.edu

Original Music in the Museum

Friday, March 30
3:00 - 5:00 PM
No registration is required; Free.

Join us for a special program of original music performed in the galleries.

Students in Professor Allen Anderson's Music Composition course, together with other UNC student musicians, will perform pieces they composed in response to works of art in the Ackland's collection. Performances will take place in several galleries, so that audience members can see the art as they listen to the music.

Share Your Wisdom

This winter and spring, the Ackland Art Museum invites members of Asian American, Latino, and Native American communities to come to the Museum to express their opinions about the gallery teacher program, and to recommend ways to improve it. We would like to know what would make the program more accessible and interesting to potential participants. Each session will focus on the concerns of a particular community. The session for African Americans met in February. The meeting for Latinos is **March 28**; for Native Americans, **April 11**; and for Asian Americans, **April 13**.

Each session meets at the Ackland Art Museum from **6:30 - 8:00 PM** with light refreshments. Participants will receive a recent Ackland catalog, parking tokens for Chapel Hill town lots, and $25 or a free Museum membership. The Chapel Hill website contains more information about parking in downtown.

An overview of the gallery teacher program and a copy of the flyer used to recruit participants for the program last year may be found on the website.

If you are interested in participating, please contact Raina Leon at rleon@email.unc.edu or Beth Shaw McGuire at 919.962.0479 or bas5705@email.unc.edu

UPCOMING EVENTS

SHARE YOUR WISDOM
March 28 from 6:30-8PM
April 11 from 6:30-8PM
April 13 from 6:30-8PM

ORIGINAL MUSIC IN THE MUSEUM
March 30 from 3-5PM

YOGA IN THE GALLERIES
April 9 from 12-1PM
April 24 from 12-1PM
May 1 from 12-1PM
May 14 from 12-1PM

MFA EXHIBITION RECEPTION
April 13 from 6-8PM

ART AFTER DARK
April 13 from 5-9PM
May 11 from 5-9PM

DRAWING IN THE GALLERIES
April 14 from 10AM-NOON
May 12 from 10AM-NOON

MUSIC IN THE GALLERIES
April 15 from 2-4PM
May 20 from 2-4PM

LUNCH WITH ONE
April 19 from 1-2PM
May 17 from 1-2PM

THIRD ANNUAL GARDEN PARTY
May 5 from 12-2PM

For more information on Ackland Programs visit www.ackland.org

These and other public programs are

made possible by generous support from the Ackland Art Museum Guild, members, and friends like you!

Pass it on
Forward this message to friends. There's always something new to see at the Ackland.

Support the Museum
Become a member of the Ackland Art Museum. For more information on the benefits of membership and how your membership dollars support our mission, call 919.843.3676 or visit www.ackland.org/join.

Comments on Ackland e-news?
Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!
You are subscribed to the Ackland's email newsletter as
smutima@email.unc.edu.

If you no longer wish to receive this newsletter, send a blank email to **leave-15081206-5774386F@listserv.unc.edu**.

Illustrations top to bottom:

Jan Weenix, Dutch, 1642-1719, *Still Life with Hunting Trophies*, 1680s-1690s, oil on canvas. Ackland Fund.

Jose Bedia, Cuban, born 1959, *Piango Piango Llega Lejos (Step by Step, We Arrive Very Far)*, 2000, acrylic stain and oil pastel on canvas. Ackland Fund.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, March 27, 2007 7:53 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Pedestrian Safety Tips for Tar Heels on the Go!

As spring brings beautiful weather to the campus, the University would like to encourage its students, faculty, staff and visitors to stay safe when commuting on campus.

To encourage pedestrian safety, the UNC Highway Safety Research Center and the UNC Department of Public Safety offer a few pedestrian safety tips to the University community:

Safety Tips for Pedestrians

Be Aware: Look across all lanes you must cross. Even though one vehicle has stopped, another may pass in another lane.

Be Safe: Do not assume vehicles can stop. Gauge the flow of traffic before you step out onto the road and wait if necessary.

Be Considerate: Establish eye contact with drivers before crossing.

Safety Tips for Drivers

Be Aware: When entering a crosswalk area, be prepared to stop.

Be Safe: Do not overtake and pass other vehicles stopped for pedestrians on your side of the roadway.

Be Considerate: Establish eye contact with pedestrians.

To report a problem area or to notify the Department of Public Safety of potential problem areas, please call the Pedestrian Hotline at 919-843-PEDS (7337).

For more information on pedestrian safety, please visit http://www.hsrc.unc.edu/y2h

This email is sponsored by: UNC Department of Public Safety and UNC Highway Safety Research Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of zulfikar@email.unc.edu
Sent:	Tuesday, March 27, 2007 8:49 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Research on Work Values

Hello,

We are conducting a study focused on work values of people and are trying to see the differences and similarities among various traditions. To participate in the study you would complete a web survey-link provided at the end of this email. This voluntary survey may take about 5-8 minutes. Your responses will be kept confidential. You may withdraw at any time and may choose not to answer any questions.

To show our appreciation, we will do a drawing among the participants who completed the survey for three $10.00 Target gift cards. If you would like to participate in the drawing, please provide your email address at the end of the survey. To protect your privacy, we will separate the email addresses from the rest of the data and delete them once the drawing has been done.

Research is designed to benefit society by gaining new knowledge. You may not benefit personally from being in this research study. If you need additional information on this research, please contact Y. Fahir Zulfikar at zulfikar@email.unc.edu. I am a graduate student at Hacettepe University, Turkey and an employee at University of North Carolina at Chapel Hill.

All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have questions or concerns about your rights as a research subject you may contact, anonymously if you wish, the Institutional Review Board at 919-966-3113 or by email to IRB_subjects@unc.edu.

Clicking on this link connotes your consent to be a participant in this study.

http://uncodum.qualtrics.com/SE?SID=SV_1S2FEaQMtvzLbRW&SVID=Prod

Thank you very much for your participation.

IRB#: 07-0162
Approved on February 20, 2007 by the UNC-CH, Behavioral Institutional Review Board.

This email is sponsored by UNC-CH, The Parr Center for Ethics

This email is sponsored by: The Parr Center for Ethics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of marianne_livingston@med.unc.edu
Sent: Tuesday, March 27, 2007 9:57 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Taking Zyprexa, Risperdal, or Seroquel?

CAMP: Comparison of Antipsychotics for Metabolic Problems

Is someone you know taking Zyprexa, Risperdal, or Seroquel?

Do they have a diagnosis of schizophrenia or schizoaffective disorder?

Have they experienced weight gain, high cholesterol, or other health problems?

Persons who answered YES to all of these questions might be eligible for participation in the CAMP clinical trial that will provide all of the following:

* Clinical care from a psychiatrist and treatment team specializing in schizophrenia and schizoaffective disorders.
* An individual behavioral intervention designed to help with weight loss.
* Free study medications and free study-related care.
* Compensation for time.

If you have any questions or to discuss if you or someone you know might be eligible for the CAMP study, please contact:

Marianne Livingston, LCSW in Chapel Hill (919) 966-9587
or
Victoria DeVeaugh-Geiss, MS in Raleigh (919) 733-5227.

This project (CAMP: Comparison of Antipsychotics for Metabolic Problems, IRB #05-2791/ GCRC 2539) has been approved by the Biomedical Institutional Review Board and the General Clinical Research Center on October 24, 2006.

This email is sponsored by: UNC Psychiatry Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of kathy_bryant@unc.edu
Sent:	Tuesday, March 27, 2007 11:21 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: HR Facilitator of the Year Award Nominations Open

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Nominate your department's Human Resources Facilitator for the HR Facilitator of the Year award!

HR Facilitators are employees in University departments who process permanent, temporary and student employee personnel actions; handle leave, benefits or payroll matters for their department; serve as the primary liaison between the Office of Human Resources and employees; and/or supervise a work group that performs these functions. They are integral in ensuring that HR policies and procedures are followed in departments and that HR services are known and available to department employees.

The Office of Human Resources gratefully relies upon these individuals and has established an award program to recognize their service. Please complete the nomination form (links below) and let us know how your HR Facilitator helps you and your department. Multiple or group nominations for a Facilitator are welcome. All nominees, as well as the award recipient, will be honored at a reception in June.

Please note: The more specific the information you share, the better we can assess each nominee's contribution.

The nomination deadline is Friday, April 20. Some criteria to consider:

* Ambassadorship - diplomatic; positive attitude; excellent communication skills

* Customer Service - available; flexible; helpful; responsive to needs

* Knowledge - accurate, dependable responses; resourceful

* Teamwork - support within the department; dependable; honest; trustworthy

Return nominations to:
Kathy Bryant
CB# 1045
Fax: 962-8677
Email: kathy_bryant@unc.edu

Download nomination form in Word format:
http://hr.unc.edu/formfinder/forms-recognition/hrf-nom.doc

Download nomination form in pdf format:
http://hr.unc.edu/formfinder/forms-recognition/hrf-nom.pdf

This email is sponsored by: Office of Human Resources

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of rsegal@med.unc.edu
Sent:	Wednesday, March 28, 2007 12:26 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Research on how leg muscles work

IRB Study #06-0982

We are looking for research subjects for a leg muscle study!!!

* We are conducting a new research study at the University of North Carolina at Chapel Hill designed to investigate whether groups of leg muscles can compensate for the temporary loss of one muscle. We will cause voluntary and involuntary leg muscle fatigue. We will then determine whether your other leg muscles compensate for the fatigued muscle.

Who is eligible?
* Able to use legs to exercise with no history of leg problems
* Able to follow verbal directions.
* Able to see icons on computer monitor (with or without corrective lenses) from at least 4 feet away.
* Able to hear a computer generated auditory beep from at least 4 feet away.
* At least 18 years of age.

There will be one session with participants receiving $50
Please contact Richard L. Segal, PT, PhD at 919-843-8660
or email Richard_Segal@med.unc.edu for more information.

This email is sponsored by: Allied Health Sciences

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of shelly_green@unc.edu
Sent: Wednesday, March 28, 2007 1:16 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Chancellor's Award Nominations Open

In 1991, the University established the Chancellor's Award program, based on the same criteria as the State Employees' Award for Excellence, which recognizes contributions from State employees. Each year a selection committee comprised of staff and faculty receives nominations and recommends five employees for recognition.

The five selected nominees are honored by the University as recipients of the Chancellor's Award. Award recipients will be honored at a recognition luncheon and each will receive a monetary award of $1,000 and a special leave award of 24 hours. The University also forwards those nominations to the State Employees' Award for Excellence Committee, as nominations for that award.

The awards are based on meritorious or distinguished accomplishments that are "clearly above and beyond that which would be expected from dedicated employees who are fully and competently discharging all of the duties and satisfying all of the requirements of their jobs" while a University employee. The awards categories are:

1. Outstanding State Government Service
2. Innovation(s)
3. Public Service
4. Safety/Heroism
5. Human Relations
6. Other Achievements

Any permanent employee may recommend a University employee (including retired and deceased employees) for the State Employees' Award for Excellence and the Chancellor's Award.

Nomination deadline is Friday, April 20. Return nominations to Employee Services, CB# 1045.

For more information on the Chancellor's Award program, click on the following link:
http://hr.unc.edu/employees/spa-employees/recognition/chancellorsaward.
Nomination forms in Word and PDF versions are available at the above link.

This email is sponsored by: Office of Human Resources

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of craft@mail.schsr.unc.edu
Sent:	Wednesday, March 28, 2007 7:46 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Funding Available: Research Stimulus Grants

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Is your research related to aging or to issues relevant to older adults?

If you said "no," are you sure?

The UNC Institute on Aging announces a new competition in its Stimulus Grant program. The aim of this program, which funded its first cohort of investigators last year, is to build greater strength in multidisciplinary and interdisciplinary aging research on the UNC Chapel Hill campus.

In order to stimulate the participation of more faculty in interdisciplinary aging research, The Institute on Aging will award up to four grants (the typical grant will be between $7,500 and $10,000). The grantee will be expected to use these funds to build an interdisciplinary team and to develop a research proposal in aging. The Institute provides individual and group mentoring to assist the awardees.

There is considerable strength in aging research at UNC in medicine and public health, but less so in the arts and sciences and in many other professional schools. The Institute would like to foster a broader approach to aging research that crosses interdisciplinary boundaries. The Institute would particularly like to involve, as principal investigators or as research team members, (a) relatively new investigators and (b) investigators who may be doing research on topics related to aging but who do not define themselves in that way.

For more information about the program and application instructions please visit our website:
http://www.aging.unc.edu/funding/stimulus/index.html

This email is sponsored by: UNC Institute on Aging

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of kcleary@email.unc.edu
Sent: Wednesday, March 28, 2007 8:19 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: IM for the Kids!

Want an easy way to donate to UNC Dance Marathon while helping one of nine social causes at the same time? 25 cents will be donated to the UNC Dance Marathon's "For the Kids Fund" for every person from the University of North Carolina at Chapel Hill who downloads the new Windows Instant Messenger (IM) program at:
http://im.live.com/messenger/im/home/?source=unc

i'm is a new instant messaging initiative where every time you start a new IM conversation, Microsoft will share a portion of the advertising revenue with some of the world's most effective organizations dedicated to social causes. There is NO set cap on the amount they will donate to each organization! The organizations you can choose from are:

American Red Cross
Boys and Girls Club
National AIDS Fund
National Multiple Sclerosis Society
ninemillion.org
Sierra Club
StopGlobalWarming.org
Susan G. Komen for the Cure
UNICEF

It costs nothing at all to you, and it makes SUCH a difference. Think about how much we all use IM, and imagine if all those times could be converted to a donation!

You can download the program at:
http://im.live.com/messenger/im/home/?source=unc

Remember, not only will you be benefiting one of nine social causes listed above, but for every UNC student who downloads the program, 25 cents will be donated to UNC Dance Marathon to help patients and families of the North Carolina Children's Hospital. As an additional incentive, once you download the new program, send a message using Windows Live to kscleary07@hotmail.com with your name and you will be entered to win a $100 gift certificate to The Streets at Southpoint.

This email is sponsored by: UNC Dance Marathon

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of jshapiro@med.unc.edu
Sent: Wednesday, March 28, 2007 8:53 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UNC Behavioral Weight Control Program

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Behavioral Weight Control Program Offered by The UNC Department of Psychiatry

Using evidence-based weight control approaches developed by Cynthia Bulik, Ph.D., Distinguished Professor and Director of the UNC Eating Disorders Program, the BEHAVIORAL WEIGHT CONTROL PROGRAM will be facilitated by a licensed clinical psychologist.

This five-month program will focus on BEHAVIORAL STRATEGIES FOR weight control.

You will learn HEALTHY NUTRITION and the program will include two sessions with a registered dietician.

Our goal is to equip you with the knowledge and skills necessary to produce a PERMANENT LIFESTYLE CHANGE.

Enrollment includes:
* 20 1-Hour Weekly Group Sessions with a licensed clinical psychologist
* Text: Runaway Eating, by Cynthia M. Bulik, Ph.D. and Nadine Taylor, MS, RD.
* CD-ROM: "The Empowerment Solution for Permanent Weight Control"

Cost:
* $440 - covers the entire 5-month Weight Control Program and all materials (equates to $22 per week)
* Payment must be received in full. A $50 deposit is required to hold your spot. Full payment is due at the first meeting.

Sessions Available: WEDNESDAYS Beginning in JUNE!
* 5:15 - 6:15 pm
* 12:00 - 1:00 pm

Check with your personal physician prior to beginning this or any weight loss program.

For questions or to enroll, contact Jennifer Shapiro, PhD. 919-966-5262; jshapiro@med.unc.edu
This program is available to UNC employees as well as individuals in the general community

This email is sponsored by: Eating Disorders Program/Dept Psychiatry

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>

Sent: Thursday, March 29, 2007 2:33 PM

To: Julius Nyangoro <jen321@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Margaret Carol Lee <leemc@email.unc.edu>; charlene regester <regester@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Kenneth Janken <krjanken@email.unc.edu>; Reginald Hildebrand <hildebra@email.unc.edu>; Kia Caldwell <klcaldwe@email.unc.edu>; radunbar@email.unc.edu; karla <kslocum@unc.edu>

Subject: Look out for your electronic Faculty Elections Ballots

---

Hi folks. Sometime in April you should receive an electronic Faculty Elections ballet. Two of your colleagues in the dept are on the ballot: Bereket Selassie on the Faculty Executive Committee and Tim McMillan on the Chancellor's Advisory committee. Please remember to vote! DC

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, March 29, 2007 8:39 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Administrative Review of Dr. Harry L. Watson

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March 29, 2007

TO: UNC-Chapel Hill Faculty, Staff and Students

FROM: Carol Tresolini, Associate Provost for Academic Initiatives

RE: Administrative Review of Dr. Harry L. Watson, Director of the Center for the Study of the American South

NOTE: This is a REMINDER email from the previous message sent on March 7, 2007. The deadline for comments, or to meet with the review committee is April 2, 2007.

On behalf of the committee appointed to review the performance of Dr. Harry Watson, Director of the Center for the Study of the American South, I am pleased to invite your participation in the review process.

The committee is being chaired by Dr. James Peacock, Distinguished Professor in the Department of Anthropology. Other members include: Professor William Ferris, Senior Associate Director for the Center for the Study of the American South; Dr. Niklaus Steiner, Executive Director for the Office of International Affairs; Professor Joseph Flora in the Department of English & Comparative Literature; and Professor Minrose Gwin in the Department of English & Comparative Literature.

As required by University regulations, the Provost has requested a review of Dr. Watson's performance as Director of the Center for the Study of the American South over the last five years. Areas for review include vision, long-range planning, day-to-day management of the Center, and leadership in actualizing the ideals and goals of the Center. The committee invites your comments on these and related issues. It is important for the committee to learn how Dr. Watson's performance as Director is viewed by students, staff, and faculty at UNC-Chapel Hill.

We encourage you to contribute to this review in the following different ways:

1. You may provide written comments to the chair or other committee members. The review committee will treat your comments as strictly confidential. By law, all written communication - whether on paper or by email - becomes a confidential part of Dr. Watson's personnel file. As such, comments are open to examination by him. University regulations prohibit considerations of anonymous letters in the review process. All written comments should be sent to: Dr. James Peacock, c/o Nel Resendes, 104 South Building, CB # 3000, or by emailing resendes@email.unc.edu.

2. The committee has scheduled one open session to receive comments on:

Monday, April 2, 2007 (2:00 - 4:00 pm) - 218 South Building

If you wish to meet with the committee, please contact Nel Resendes in the Office of the Executive Vice Chancellor and Provost (resendes@email.unc.edu or 962-2037), and she will schedule a specific

time (usually about 10-15 minutes) within that time period. Note that while all comments during these sessions will be kept strictly confidential, a master list of attendees will be kept as part of Dr. Watson's personnel file.

3. You may telephone or meet privately in person with committee members. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Dr. Watson's personnel file but may be reflected in the committee's report without identifiers.

The deadline for submitting comments regarding Dr. Watson's performance to the committee is April 2, 2007. Thank you very much for your help in this important task.

Review Committee for Dr. Harry Watson, Director of the Center for the Study of the American South:

Dr. James Peacock, Review Committee Chair
Department of Anthropology
306A Alumni Building
CB# 3115
Carolina Campus
(919) 966-4106
peacock@unc.edu

Professor William Ferris
Center for the Study of the American South
412 Hamilton Hall
CB# 9127
Carolina Campus
(919) 962-5538
wferris@unc.edu

Dr. Niklaus Steiner
Office of International Affairs
223 East Franklin St.
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Carolina Campus
(919) 962-6855
nsteiner@email.unc.edu

Professor Joseph Flora
English & Comparative Literature
436 Greenlaw Hall
CB# 3520
Carolina Campus
(919) 962-2503
jflora@email.unc.edu

Professor Minrose Gwin
English & Comparative Literature
444 Greenlaw Hall
CB # 3520
Carolina Campus
(919) 962-4042
mgwin@email.unc.edu

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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From:	nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent:	Thursday, March 29, 2007 9:16 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: InTouch, Employee Forum Newsletter, Now On-Line

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The April edition of InTouch, the Employee Forum newsletter,
is now on-line at

http://forum.unc.edu/InTouch/InTouch8-4.htm

This month's articles include:

From the Chair: Address to the Board of Trustees

President Bowles Tables Personnel Flexibility

Part-Time Undergraduate Degree Program for UNC Employees

Sexual Violence Day of Truthtelling

2007 Carolina Kids' Camp

2007 Summer Blood Drive

Annual Enrollment for Health Plan Update

Clerical Interns Need Placement Opportunities

Campus Y Snack Bar Now Open

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that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: turnerjd@email.unc.edu
Sent: Thursday, March 29, 2007 4:44 PM
To: Human Resources Facilitators <hrfac@listserv.unc.edu>
Subject: [hrfac] Final Reminder: Important Benefits Deadlines

---

TO: HR Facilitators

FROM: Noreen Montgomery, Acting Director, Benefit Program Administration

This is your final reminder of the two important benefits deadlines this week: health insurance enrollment and flexible spending account reimbursement.

HEALTH INSURANCE ENROLLMENT

The enrollment period for the State Health Plan's health insurance options ends at 5 p.m. on Friday, March 30. This enrollment period includes both the Preferred Provider Organization (PPO) and Comprehensive Major Medical (CMM), or indemnity, plans.

If you do nothing, you will remain in your current plan.

If you want to make any changes in your coverage or update your personal information (for example, your address) complete the Annual Enrollment Change form located in your enrollment kit (also available at http://statehealthplan.state.nc.us/annual_enrollment.html).

Return the completed change form to Benefit Program Administration, CB# 1045 or Suite 1700 in the Administrative Office Building, by 5 p.m. on March 30. Lines 1, 2, and 14 on the change form are required in order to process your changes. Any changes you make during annual enrollment will become effective on July 1, 2007.

For questions on the PPO, call State Health Plan customer service at 888-234-2416. For questions on the CMM, call State Health Plan customer service at 800-422-4658. For questions on the enrollment period, contact your HR Facilitator or your HR Generalist.

FLEXIBLE SPENDING ACCOUNT REIMBURSEMENTS

Saturday, March 31, is the deadline for filing reimbursement claims on the NCFlex Health Care Flexible Spending Account and the NCFlex Dependent Care Flexible Spending Account for expenses that were incurred on or before December 31, 2006. Claims must be RECEIVED by Aon Consulting no later than March 31.

After March 31, employees will not be able to claim any of the remaining monies in their year 2006 flex account (s).

Download the claim form from http://www.osp.state.nc.us/ncflex/Forms/ClaimForm_2a.pdf, or request a copy from Benefit Program Administration.

To ensure receipt by the deadline, you should fax any remaining claims forms to Aon at 866-887-3212. If you fax a claim form, be sure to save the fax confirmation statements and follow up with Aon to ensure your fax was received by calling 877-371-2926 the next day. Also, be sure to keep a copy of all submitted claims for your records.

Contact your HR Generalist if you have questions.

From:	nobody@notify.unc.edu on behalf of read@unc.edu
Sent:	Friday, March 30, 2007 8:11 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Lead a Carolina Summer Reading Discussion Group

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Dear Faculty and Staff:

Please consider joining us as a discussion leader for the Carolina Summer Reading Program as it embarks upon its ninth year. The program invites students to read a book and participate in small group discussions facilitated by faculty and staff volunteers with college teaching or group facilitation experience. Discussions take place during Week of Welcome before classes begin. Please see http://www.unc.edu/srp/ for detailed information, date, and time.

This year's selection, The Death of Innocents by Sister Helen Prejean, explores the experiences of two death-row inmates, the legal and physical machinery of capital punishment, and the possibility that innocent people have been and will be put to deatb. The compelling story is told calmly and with tolerance for differing sides of the contentious issue of the death penalty in the United States.

If you are interested in serving as a discussion leader, please complete the online sign-up form at http://www.unc.edu/srp/. You are welcome to facilitate a group on your own or collaborate with a faculty member, staff member, or student of your choosing.

If selected to serve as a discussion leader, you will receive a confirmation email by May 15th with instructions on how to obtain your free copy of the book. In early August, you will receive a packet of inter-disciplinary materials to assist you in planning and conducting your session. These materials should also be available on the web by June 1st at www.unc.edu/srp/. An optional discussion leader training session will be held in mid-August.

Thank you for your continued support of this exciting intellectual endeavor!

Regards,

Belinda L. Locke
New Student & Carolina Parent Programs
blocke@email.unc.edu
919-962-8521

This email is sponsored by: New Student and Carolinal Parent Programs

From: nobody@notify.unc.edu on behalf of rfts@unc.edu
Sent: Monday, April 2, 2007 7:48 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Is someone you know planning a pregnancy or currently pregnant?

This is a bilingual message. Please see below for Spanish.
Este es un mensaje bilingüe. Por favor, vea abajo para el español.

Are you or is someone you know trying to get pregnant OR less than 9 weeks pregnant?

Right from the Start is a research study of early pregnancy health at the University of North Carolina at Chapel Hill. To learn more about the study, call us toll free at (866) 346-2684 or send an email to rfts@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study. Visit our website at www.mom2be.org for more info.

Participants receive:
- Free early ultrasound
- $10 for completing a telephone interview at the end of the first trimester
- Free pregnancy tests for women who are trying to get pregnant

We need your help! Women who participate in our study can advance knowledge by simply sharing information about themselves and their pregnancies. Please share this message with friends or family.

The principal investigator for this study is Andy Olshan, PhD, UNC School of Public Health, Department of Epidemiology.

The Right from the Start study and this message have received approval from the UNC Institutional Review Board on research involving human subjects, study #03-0689.

¿Estás intentando quedar embarazada o tienes menos de 9 semanas de embarazo? O, ¿conoce alguien que este intentando quedar embarazada? Bien desde el comienzo es un estudio de investigación sobre las primeras semanas del embarazo realizado por la Universidad de Carolina del Norte en Chapel Hill. Si deseas averiguar más sobre este estudio, llama gratis al 1 (866) 346-2684 o envía un correo electrónico a rfts@unc.edu con tu nombre, número de teléfono y horarios en los que podamos contactarte. No compartiremos tu dirección de correo electrónico con personas ajenas a esta investigación. Para obtener mayor información, visita nuestro sitio en internet www.mom2be.org.

Las participantes reciben:
-Examen de ultrasonido gratis
-$10 por contestar una entrevista telefónica al finalizar el primer trimestre.
- Pruebas de embarazo gratuitas para aquellas mujeres que estén intentando quedar embarazadas

¡Te necesitamos! Las mujeres que participen nos pueden ayudar a obtener más conocimientos simplemente compartiendo información sobre si mismas y sus embarazos. Por favor comparte este mensaje con tus amigos y familiares.

El investigador principal de este estudio es Andy Olshan, PhD, Departamento de Epidemiología de la Escuela de Salud Publica de la Universidad de Carolina del Norte.

El estudio Bien desde el comienzo y este mensaje fueron aprobados por la Junta de Revisión Institucional de la Universidad de Carolina del Norte en Chapel Hill (UNC), estudio # 03-0689.

This email is sponsored by: Epidemiology

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From: nobody@notify.unc.edu on behalf of sharikia_burt@med.unc.edu
Sent: Monday, April 2, 2007 8:32 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Are you a smoker with COPD?

ARE YOU A SMOKER WITH COPD?

If you are, you may qualify for a research study of an investigational drug to stop smoking.

If you qualify for the study, you will receive FREE smoking cessation counseling, routine medical examinations, pulmonary evaluations and education about your lung disease.

You will be compensated for your time, effort and travel to UNC.

If you are interested in finding out more about this study please call 1-866-860-1659,(919)843-6101, or email Sharikia_burt@med.unc.edu

IRB Approved: 05-PULM-1022

This email is sponsored by: Pulmonary Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of peers@unc.edu
Sent:	Monday, April 2, 2007 9:51 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Recruiting African American children ages 12-17

The PEERS Project is currently recruiting African American teenagers between 12- 17 years old to help us learn more about the types of conversations that they have with their friends.

We would like to invite your child to participate in a focus group discussion to help us understand how African American teenagers are influenced by their peers, what types of messages they provide to each other, and the types of situations that have resulted in conversations about race with their friends.

Participating children will receive their choice of 2 movie passes or a $10 giftcard to McDonalds. Pizza and refreshments will also be provided during the focus group.

If you are interested please call (919) 843-4303 or email peers@unc.edu and leave your first name, and a number by which I can reach you (indicating the best times to call).

The principal investigator for this study is April Harris-Britt, PhD, Department of Psychology.

This study has been approved by the University of North Carolina at Chapel Hill's Institutional Review Board: Study# 07-0282.

This email is sponsored by: Psychology

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, April 2, 2007 10:44 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: AIR/NCES Fellowships for Graduate Study

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What: New AIR/NCES Fellowships for Graduate Study Deadline: April 15, 2007

The Association for Institutional Research (AIR), as part of its contract to improve the quality of institutional research in U.S. postsecondary education systems and hence, the Integrated Postsecondary Education Data System (IPEDS), announces a new national graduate fellowship program funded by the National Center for Education Statistics (NCES).

The Fellowships for Graduate Study are for graduate study advancing or leading to careers in institutional research, thereby increasing the national level of expertise of institutional research officers and the data that they produce.
Fellowships will be awarded for credit-bearing graduate study at various degree levels, with different levels of funding. The annual mix of proposals will determine how many of each will be awarded.

Full-time doctoral students: maximum $30,000 over a three-year period ($10,000 per year). No full-time awards will be made to first-time graduate students with no IR work experience.
Part-time graduate students: maximum $9,000 over a three-year period ($3,000 per year). Part-time students could move to full-time and apply for an increased award. Part-time awardees may re-compete at the end of the three-year period.
The submission deadline is April 15, 2007. Proposals must be submitted electronically as an MS Word or PDF e-mail attachment to air@airweb2.org.
Please forward this announcement to your faculty e-mail list and to any colleagues or peers who may be interested in applying for the new AIR/NCES Fellowship for Graduate Study.

Visit http://www.airweb.org for proposal information and guidelines.
Apply today!

Sincerely,
AIR Staff

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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From:	nobody@notify.unc.edu on behalf of amcollin@email.unc.edu
Sent:	Tuesday, April 3, 2007 7:50 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Do you have healthy knees?

Researchers in the Orthopaedics and Sports Medicine Research Laboratories are conducting a study at UNC-Chapel Hill to determine whether proprioception is improved with the application of low level (below threshold of detection) electrical stimulation on the normal knee. We are looking for healthy volunteers between the ages of 18-35 years to participate as subjects in a research study investigating proprioception in the normal knee.

To enroll in this study, you must not have a history of knee injury or any neurological conditions, and you must not have previously had knee surgery. You must not be pregnant and you must be physically active.

You will be asked to perform knee flexion and extension exercises while electrical stimulation is applied to your knee at levels below your threshold of detection of them. Participation in this study will last approximately 2 hours.

You will not he paid for your participation in this study.

If you are interested in participating in this study or would like more information, please call:
Amber Collins (919) 966-1212 or email amcollin@email.unc.edu

This study has heen approved hy the IRB (Study # 07-0300)

This email is sponsored by: Department of Orthopaedics

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From:	nobody@notify.unc.edu on behalf of msteffen@email.unc.edu
Sent:	Tuesday, April 3, 2007 9:51 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Gerrard Hall reservation process for fall semester

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After a much needed renovation, Gerrard Hall will re-open in fall 2007. University groups wishing to reserve Gerrard Hall for arts and cultural events for the fall semester may begin submitting requests at 8:00 AM on Monday, April 9, 2007. Requests for all other University events will be accepted beginning at 8:00 AM on Monday, April 23, 2007. Due to high demand, weekend uses, rehearsals and non-performance events may be limited. More information and an electronic request form can be found at www.carolinaperformingarts.org/aboutus/gerrard.aspx. For more information, please call 843-7776.

This email is sponsored by: Office of the Executive Director for the Arts

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From:	nobody@notify.unc.edu on behalf of marks@email.unc.edu
Sent:	Tuesday, April 3, 2007 10:43 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Aging, Memory, and Exercise

Do you wonder if exercise impacts your memory? Some research suggests that simply `being active' may be related to better memory as one ages.

The Brain and Exercise Assessment Trial (BEAT) in the Department of Exercise and Sport Science at UNC is currently looking for healthy older adults (60-75 years of age) who have not participated in regular aerobic exercise for several years.

Research volunteers can earn up to $60 for participating in the following free evaluations: physical exam, walking fitness test and body fat, memory tests and a brain MRI scan. All parking is free.

Participants must be able to walk on a treadmill without assistance, not be claustrophobic, nor have cardiac implant devices or be on medications that alter heart rate.

For more information about the study, please contact the principal investigator, Dr. Bonita Marks, Associate Professor at 962-2260 or email the study office: BEAT@UNC.EDU

This study has been approved by the UNC's Biomedical Institutional Review Board: IRB Study# 05-3151, Approval Date 1/26/07.

This email is sponsored by: Exercise and Sport Science and Biomedical Research Imaging Center

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From:	nobody@notify.unc.edu on behalf of Beth_Braxton@unc.edu
Sent:	Wednesday, April 4, 2007 7:49 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Thank You, Faculty and Staff!

Thanks to all Faculty and Staff for supporting Carolina through your hard work and dedication!

The Carolina Annual Fund would also like to give a special thanks to the Faculty and Staff who supported Carolina last fiscal year through gifts to the areas of the University they love. Over 1,600 employees gave $1.44 million to everything from building projects to scholarship funds to academic programs to medical research. Each gift, large or small, adds up to make a difference that truly impacts the lives of our students and colleagues every day.

The 2007 University Campaign for Faculty and Staff will begin next week. Please keep an eye out in Campus Mail for information and a special thank you from a recipient of the Carolina Family Scholarship - a scholarship created by faculty and staff for employees' children.

We can all take pride in the parts we play to make this institution great. Thank you for the many ways you support Carolina.

For more information please visit: http://carolinafirst.unc.edu/universitycampaign, or contact Beth Braxton, director of annual giving, at 962-4388 or Beth_Braxton@unc.edu.

This email is sponsored by: Annual Fund, Office of University Development

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From:	nobody@notify.unc.edu on behalf of smithjg@email.unc.edu
Sent:	Wednesday, April 4, 2007 8:34 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Teaching -- is it for you?

Have you ever dreamed of being a teacher? Have you ever been told that you are a "natural" teacher? Can you see yourself teaching and making a difference in the lives of our next generation? The School of Education can help make these dreams, your dreams, become a reality.

Options include:

* Licensure programs that can be taken part-time while still employed by the university, enabling individuals to take advantage of the OHR: Tuition Waiver.

* Bachelor's degrees and master's degrees in teaching or school support positions such as school counselors, psychologists, and administrators.

* Post-baccalaureate programs for lateral entry teachers. New funding through the North Carolina Model Teacher Education Consortium and NC TEACH II grants provide financial subsidies for individuals who are interested in the lateral entry options.

Recent revisions to North Carolina State Board of Education Policy allow for expanded licensure options upon completion of one teacher education program.

Let us help you turn daydreams into a new professional career that will change lives, including yours.

Our Student Affairs advisors will work with you to match a program to your needs.
Please contact us for more information or an appointment.
http://soe.unc.edu/services/student_affairs/request_info.htm
(919) 966-1346

This email is sponsored by: School of Education

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From:	nobody@notify.unc.edu on behalf of lea.holt@fac.unc.edu
Sent:	Thursday, June 25, 2009 8:17 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Proposed University Mail Services Delivery Schedule

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The proposed changes to mail delivery schedules can now be accessed through the Facilities Services homepage - http://www.fac.unc.edu/. The new delivery schedules are slated to begin on Monday, July 6th, 2009. The proposal has been sorted by building in alphabetical order and is in .pdf format.

These changes will affect the delivery and pickup of mail to campus departments. All 1st class USPS mail will be delivered during the morning between the hours of 9:30am and 11:30am. Campus mail, commercial mail and parcels will also be delivered during the morning hours. The afternoon delivery will consist mostly of campus mail or commercial mail (based on the volume received daily).

Pick ups of outbound mail to be processed for submittal to the USPS will occur during both delivery schedules. University Mail Services (UMS) continues to encourage departments to submit outbound mail for processing as early in the day as possible, in order to facilitate same day processing.

Changes in delivery schedules WILL NOT effect any special pickups or deliveries that are currently being made by UMS. Customers who currently receive special pickups of banking deposits or delivery of production reporting will not see a change UNLESS notified by UMS on a case by case basis.

University Mail Services is dedicated to supporting the core mission of the University and has taken the current economic situation as an opportunity to effect positive change to the working environment. Please feel free to provide input or communicate concerns to UMS@fac.unc.edu.

This email is sponsored by: University Mail Services

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: lcccnews@med.unc.edu
Sent: Friday, June 26, 2009 11:42 AM
To: LCCC E-News Release <lcccnews@listserv.unc.edu>
Subject: [lcccnews] UNC Lineberger E-News Release
Attach: 20090626.html

UNC Lineberger Comprehensive Cancer Center e-News

University of North Carolina at Chapel Hill

Trouble viewing UNC Lineberger's E-News Release? View it online at:
http://www.unclineberger.org/lcccnewsletter/20090626.html

You are currently subscribed to UNC Lineberger Cancer Center's E-News Release with email address as: stgore@email.unc.edu.
To unsubscribe send a blank email to leave-24901043-9279841.8d48b917898b1b5e9fb144cf6209b79c@listserv.unc.edu

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, June 29, 2009 5:30 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: Re:]
Attach: Re_ .eml (2.08 KB).msg

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, June 29, 2009 6:48 PM
To: stgore@email.unc.edu
Subject: FORMAL NOTICE: Campus Update About H1N1 Influenza

Dear Campus Community,

As the H1N1 influenza A (swine flu) continues to circulate widely throughout the world, health officials expect case counts to rise in the United States, including in our area. That increases the likelihood that people in the campus community could be exposed to someone with H1N1 flu, perhaps even a family member who has contracted the virus.

The University does not have a way to track the total number of cases of H1N1 affecting the entire campus community beyond those reported on campus or locally. University officials will continue to post important updates on the Alert Carolina Web site, http://alertcarolina.unc.edu.

On June 25, 2009, the Centers for Disease Control and Prevention issued guidance for workers who have been exposed to someone with H1N1 flu. Based on that information, the University has developed new recommendations for when University employees or students should stay home from work or school. These recommendations supersede the guidance provided by the University on June 18, 2009.

In general, University employees who are well but have a family member at home with H1N1 flu can go to work as usual. These employees should monitor their health every day. If they become ill they should notify their supervisors and stay home using available leave (sick leave, vacation, bonus leave or flexible furlough program). Employees who have an underlying medical condition or who are pregnant should call their health-care providers for advice, including whether they should receive influenza antiviral drugs to prevent illness, and should seek care before reporting to work.

Employees who are experiencing an acute respiratory illness with a fever greater than 100.4 degrees along with cough, nasal congestion or sore throat should not come to work and should seek care from their personal health-care providers before reporting to work. They should stay home from work, school and any community gatherings for seven days after the illness begins or until at least 24 hours after the fever has disappeared - whichever is longer - using available leave (sick leave, vacation, bonus leave or flexible furlough program).

Students who are well but have a family member or roommate at home with H1N1 flu can go to school as usual. They should monitor their health every day, and if they become ill they should stay home.

Students should use the resources posted on the Campus Health Services Web site, http://studenthealth.unc.edu, to find information about symptoms and what to do to prevent contracting the virus. Campus Health Services officials urge students who are ill with fever and respiratory symptoms to call the health services main appointment number at 966-2281 for advice, instruction and to schedule an appointment. General recommendations include staying home from work, school and any community gatherings for seven days after the illness begins or until at least 24 hours after the fever has disappeared - whichever is longer.

University employees who work in health-care settings will receive additional guidelines specific to their work environment from their

human resources facilitators.

Although the disease has proven to be relatively mild and responsive to anti-viral drugs, the CDC recommends that everyone take the following actions to stay healthy:

* Cover your nose and mouth with a tissue when you cough or sneeze. Throw the tissue in the trash after you use it.

* Wash your hands often with soap and water, especially after you cough or sneeze. Alcohol-based hand sanitizers can be used if soap and water are not available.

* Avoid touching your eyes, nose, or mouth. Germs spread this way.

* Avoid close contact with sick people.

The University's Department of Environment, Health and Safety, http://www.ehs.unc.edu/healthy/h1n1.shtml, is leading Carolina's response to the H1N1 flu in collaboration with the UNC Health Care System, UNC General Administration, the N.C. Department of Health and Human Services and the Orange County Department of Public Health. Information about H1N1 is included on Alert Carolina, http://alertcarolina.unc.edu, and on the Centers for Disease Control and Prevention Web site, http://www.cdc.gov/h1n1flu/.

Sincerely,

University Emergency Warning Committee

This email is sponsored by: Emergency Warning Committee

From: nobody@notify.unc.edu on behalf of henry_bell@med.unc.edu
Sent: Monday, June 29, 2009 8:21 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Se Necesitan Adultos Hispanohablantes, de 18 aqos de edad o mayores, para evalu

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Se Necesitan Adultos Hispanohablantes, de 18 aqos de edad o mayores, para evaluar un video

Objetivo: Los hospitales de Carolina del Norte estan elaborando un video para ayudar a las personas a entender la funcisn que cumplirman si participan en un registro de salud y en un banco de muestras biolsgicas o biobanco, asm como sus riesgos y beneficios. El video explicara el proceso de consentimiento que se requieren para participar en el registro.
Sujeto: Adultos Hispanohablantes de 18 aqos de edad o mayores (e.j.: Espaqol es su idioma primaria)

Actividades del Estudio: En este estudio de evaluacisn habra dos grupos de participantes. Si usted participa, lo(a) asignaran O a ver el video O a leer los formularios de consentimiento informado y de HIPAA, que deberma tomar 30 minutos. Si le piden que mire el video, le pediran que comente qui le parecis, en tirminos generales, su claridad, facilidad de uso, atractivo y valor por entrevista. La entrevista durara como maximo 60 minutos para completar.

Compensacisn: Una tarjeta de regalo por valor de $35.

Si esta interesado, por favor psngase en contacto con Henry Bell, enfermero investigador a henry_bell@med.unc.edu o (919) 843-9425.

Spanish Speaking Adults 18+ years of age needed to evaluate a video for NC Hospitals

Objective: NC Hospitals are developing a video to help people understand their role as well as the risks and benefits of participating in a health registry. The video will explain the informed consent process required for participation in the registry.

Subjects: Spanish speaking (i.e. Spanish is your primary language) Adults 18+
Study Activities: There will be two groups of participants in this evaluation study. By participating in this evaluation study you will either be assigned to view the video or read the Informed Consent and HIPPA forms, which should take 30 minutes. If asked to view the video you will be asked to provide feedback on general clarity, usability, appeal and value of the video in an interview. If asked to read the consent forms, you will be asked to provide feedback on content of the consent forms in an interview. The interviews will take no longer than 60 minutes to complete.

Compensation: $35 gift card

If interested, please contact Henry Bell, Research Nurse at henry_bell@med.unc.edu or (919) 843-9425.

HS IRB #: 09-0606
Approved: 4/03/2009
Study Title: Evaluation of a Video Program to Obtain Informed Consent for Individuals in the Carolina Well: Carolina Health Registry

Evaluation Study
PI: Shelton Earp, PhD
This email is sponsored by: Lineberger Cancer Center

This email is sponsored by: Lineberger Cancer Center

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"INFORMATIONAL:" email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of webstudy@unc.edu
Sent:	Monday, June 29, 2009 8:52 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Recruiting for a study about Web Search

---

Do you conduct searches that span across multiple days or weeks?

If so, we want to talk to you!

We are conducting a research study to learn about how people conduct searches for information on the Web that take place across multiple days or weeks and that involve collaborating with other people.

We are looking for people in these groups:

* UNC academic researchers (faculty, post-doc, Ph.D. candidate - post proposal, research scientist)

* Corporate workers who have a business role that involves searching for and sharing information

In order to qualify for the study, you must meet the following criteria:

* Be at least 18 years old
* Speak English fluently
* Be in one of the three groups listed above
* Have conducted on-going searches for information on a topic across multiple days or weeks and shared the results of these searches with collaborators.

The study consists of a questionnaire and an interview that will take about one hour.

For participating in the study, you will receive a $20 Visa gift card.

If you qualify and are interested in being in this study, please email:

uncwebstudy@gmail.com

This study (#09-0960) has been approved by the UNC Behavioral Institutional Review Board on May 28, 2009.

This email is sponsored by: School of Information and Library Science

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of mbartis@email.unc.edu
Sent: Monday, June 29, 2009 9:34 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Are you expecting or know someone who is?

Are you expecting or know someone who is? Do you have a newborn younger than one month old?

As part of the Early Brain Development Studies at UNC-Chapel Hill's Department of Radiology, Psychiatry, and Psychology, we are recruiting newborns to participate in the The MAP* Brain Imaging Study [*The Multi-visit Advanced Pediatric Brain Imaging Study.

What is the purpose of this study?
The purpose of this research is to document the rapid and critical growth of normal brain development in the first three years of life. The information gathered is essential to shed light on our understanding of brain development. This information not only offers profound scientific implications regarding our understanding of how the brain functions but also provides great insights into developmental disorders.

What does this study involve?
Your child will have magnetic resonance imaging (MRI) of his/her brain eight times between the ages of 2 - 4 weeks and 3 years at the MRI research center located at 106 Mason Farm Road.

Scans will be performed while your child sleeps. No medicines or sedation will be used.

You will also be asked medical history questions by a study coordinator or nurse.

Will I be paid for participating?
You will receive $75 for each study MRI (for a potential total of $600). You will also be reimbursed for reasonable travel/gas and parking expenses as well.

Are there any risks?
MRI has no known risks and does not use radiation or x-ray.

Why participate in this study?
You and your child's participation in this study may benefit society by gaining new insights into our understanding of infant/early child brain development. It may also increase our knowledge into the possible causes of neurodevelopmental disorders.

Remember,
* This is a voluntary study
* You will be compensated
* No medicines or sedation are involved
* All information regarding you and your child's participation in this study will be kept strictly confidential.

How can I learn more about joining this study?
Please contact Megan Artis at mbartis@email.unc.edu or call 919-843-9245 for more information.

Weili Lin, PhD
Principal Investigator
Telephone: (919) 843-8120

The MAP* Brain Imaging Study [*The Multi-visit Advanced Pediatric Brain Imaging Study] is being conducted by the Departments of Radiology, Psychiatry, and Psychology in the UNC-Chapel Hill School of Medicine.

Weili Lin, PhD
Principal Investigator

John Gilmore, MD
J. Keith Smith, MD
Guido Gerig, PhD
Hongyu An, PhD
Yasheng Chem, PhD
Robert Hamer, PhD
Research Team Members

Dianne Evans, MA
Program Director

IRB Approval #: 08-1885
Approval Body: Biomedical IRB
Date of Approval 6/23/2009

This email is sponsored by: Departments of Radiology, Psychiatry, and Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Eunice Sahle <eunice@email.unc.edu>
Sent: Tuesday, June 30, 2009 8:34 AM
To: Travis Gore <stgore@email.unc.edu>
Cc: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Exam - See attached
Attach: Exam 1 AFRI101 Summer 1 2009(sent to TG).doc

Hi T-B,

Many thanks! Sorry for not sending it yesterday. It was a crazy day as I tried to make urgent travel plans for this weekend.

With best wishes, E.

From:	nobody@notify.unc.edu on behalf of hr@unc.edu
Sent:	Tuesday, June 30, 2009 8:17 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: University Management Development Program

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TO: All Employees

FROM: Brenda Richardson Malone, Associate Vice Chancellor for Human Resources

This message is to inform you that the Office of Human Resources will not be accepting 2010 applications for the University Management Development Program (UMDP). After careful consideration, we have decided to place the 2010 program on a temporary pause for this next year to allow an opportunity for program alignment and redesign. UMDP has been an important part of the Carolina community for many years, and has served us well. To ensure that UMDP continues to serve its important goal of developing the leadership skills of Carolina's managers, it is advisable that we take a fresh look at the program, to align it with current needs and challenges and therefore be certain that it continues to deliver the best possible learning opportunities for our managers.

In addition, the financial challenges we currently face make it a good time to do this review and make some quality improvements that will ensure that the program remains relevant to the needs of both UNC-Chapel Hill and today's higher education environment in general.

Next year, we will issue an announcement when the 2011 program is ready to accept new applications. In the meantime, University employees are encouraged to take full advantage of the broad range of managerial and leadership classes offered through the Office of Human Resources. Our new course catalog, with offerings through December, is available at http://hr.unc.edu/employees/ppd/catalog/prog_guide.pdf.

Thank you for your continued support. Please direct any questions or concerns to Training & Development in the Office of Human Resources by calling 962-2550 or emailing training_development@unc.edu.

This email is sponsored by: Office of Human Resources

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: bounce-24922716-19014769@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent: Wednesday, July 1, 2009 8:59 AM
To: african-and-afro-american-studies-staff <african-and-afro-american-studies-staff@listserv.unc.edu>
Subject: [african-and-afro-american-studies-staff] [all-college-staff] MESSAGE FROM THE DEAN

The enclosed message from Dean Karen Gil is being sent to all faculty and staff in the College of Arts and Sciences.

* * *

Dear Faculty and Staff Colleagues,

I am honored and thrilled to be the new dean of the College of Arts and Sciences. With a total of five years as a senior associate dean, I know that we have outstanding colleagues, students, alumni and friends. Yet, as I transition to my new role, I am learning more every day about the world-class people and programs across the College that distinguish Carolina as an exceptional place to learn, innovate and tackle global and local problems.

I am also impressed by the extraordinary team we have in the Dean's Office. I am grateful that such colleagues are willing to give their time and expertise to College administration.

I am pleased to announce that Mike Crimmins, chair of the department of chemistry, and Jonathan Hartlyn, former chair of the department of political science and former director of the Institute for the Study of the Americas, have joined our senior leadership team. Mike is the new senior associate dean for the natural sciences. He replaces Tom Clegg who served as interim senior associate dean for the past year. Jonathan is taking over my former post as senior associate dean for the social sciences and international programs. I am delighted that they have agreed to join the team, and I am thankful to Tom for his outstanding service during the past year.

I am also pleased that the rest of the dean's senior leadership team will continue in the Dean's Office, including senior associate deans Bill Andrews (fine arts and humanities), Bobbi Owen (undergraduate education), Tammy McHale (finance and operations) and Jamie May (Arts and Sciences Foundation), and communications director Dee Reid. Their experience will continue to serve us well.

Of course we still face significant economic challenges for the coming year. With additional state budget cuts on the horizon, all of us in the College, like everyone else across our nation, will have to tighten our belts again. Though we will not know what our final state budget allocation will be until later this summer, we know that we will have to find additional cuts in our operating budget.

Our senior management team will continue to work closely with our department and program chairs throughout the budget process and we will share information with you as soon as we can.

Fortunately we are facing this recession, from a position of strength, thanks to the N.C. bond revenues that gave us several new state-of-the-art facilities over the past decade, and to generous colleagues, alumni and friends who pledged $387 million to the College during the Carolina First campaign to support faculty, students,

facilities and programs. Private funds will be more important to the College than ever before as we are asked to do more with less state funding.

All of us also owe a debt of gratitude to Bruce Carney, for his extraordinary leadership as interim dean during a most challenging year. Though Bruce deserves a long-deferred research leave, he has agreed to serve as interim executive vice chancellor and provost, as the university searches for a replacement for provost Bernadette Gray-Little, who is becoming chancellor of the University of Kansas. Please join me in thanking Bruce for his exceptional contributions to Carolina and the College.

Finally, I want to thank you for all that you do every day for the College of Arts and Sciences, especially in these hard times. Your continued dedication to our academic mission will help the College overcome difficult challenges and continue to be the vital heart of the campus.

I look forward to working with you.

With my best regards,

Karen M. Gil
Dean

--- You are currently subscribed to all-college-staff as: african-and-afro-american-studies-staff@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-staff as: stgore@email.unc.edu.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, July 6, 2009 3:53 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: [asmgrs] ARP Memo]
Attach: [asmgrs] ARP Memo.eml (45.6 KB).msg

From:	Wendy Riley <Wendy_Riley@unc.edu>
Sent:	Sunday, June 28, 2009 9:34 PM
To:	All Administrative Managers in the College of Arts & Sciences <asmgrs@listserv.unc.edu>
Subject:	[asmgrs] ARP Memo
Attach:	ARP Memo - June, 2009.doc

This message is being sent to all administrative managers in the College of Arts and Sciences.

Please see the attached memo regarding the Annual Raise Process (ARP) for the upcoming FY 09/10.

The schedule for Annual Raise Process (ARP) training is listed below, both classes will cover the same information. Attendance is required if you will be responsible for using the ARP to implement EPA employee salary increases for the first time and highly recommended for other users since this process is completed only once per year. As a reminder, it is recommended that at least two people per unit be trained and involved in working with the ARP.

- Class 1 July 16, 9:00 – 11:00 (Saunders, Room 322)
- Class 2 July 17, 9:00 – 11:00 (Saunders, Room 322)

To register for a class you will need to sign in with your onyen and onyen password using one of the following links:

July 16 class registration

http://www.abcsignup.com/reg/event_page.aspx?ek=0052-0006-8EA7A5B75DB142AFB06C628B6E5B85AF

July 17 class registration

http://www.abcsignup.com/reg/event_page.aspx?ek=0052-0006-b653ebfd4e1345ac90fed3b5cebf4634

Thanks,
Wendy

--
Wendy Riley
Director of Finance and Operations
College of Arts & Sciences
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3100
Office: 919-962-9269
Fax: 919-962-2408

MEMORANDUM

To: Annual Raise Process (ARP) Participants

From: Wendy Riley, Director of Finance and Operations

Re: ARP Training Class Schedule & Other ARP Related Information

Date: June 26, 2009

ARP, which is a component of EPA Web, is used to implement EPA employee annual salary increases. Even though we do not expect to receive any legislative or university wide raise funds for next fiscal year, we still need to implement an ARP to allocate budget and FTE. Some units will also have promotion and retention allocations to be distributed. Please make sure that all employees in your organization that will work with the ARP receive this information. To ensure we are all ready for ARP there is some EPA Web preparatory work that is necessary on your part right now.

July 1 actions must be processed and approved by July 15th

- Any action that increases or decreases the base salary or supplement of a permanent EPA employee, effective July 1, must be input and approved in EPA Web no later than July 15th to be sure that the ARP worksheets are accurate. This includes adding and removing secondary appointments, job changes or salary/FTE changes.
- Actions effective July 1 that increase or decrease the base salary or supplement of a permanent EPA employee received after July 15th will not be approved. They will be returned and you will be asked to process the action without changing the salary. The salary changes will need to be processed during ARP. (Even though the salary will be processed in ARP, you will still need to process any necessary rank changes in advance of ARP).

Training

The schedule for Annual Raise Process (ARP) training classes is now set. All ARP users are encouraged to attend one of the following classes, both will cover the same information:

- Class 1 July 16, 9:00 – 11:00 (Saunders, Room 322)
- Class 2 July 17, 9:00 – 11:00 (Saunders, Room 322)

Attendance is required if you will be responsible for using the ARP to implement EPA employee salary increases for the first time and highly recommended for other users since this process is completed only once per year. As a reminder, it is recommended that at least two people per unit be trained and involved in working with the ARP. To register for a class you will need to sign in with your onyen and onyen password using one of the following links:

July 16 class registration
http://www.abcsignup.com/reg/event_page.aspx?ek=0052-0006-8EA7A5B75DB142AFB06C628B6E5B85AF

July 17 class registration
http://www.abcsignup.com/reg/event_page.aspx?ek=0052-0006-b653ebfd4e1345ac90fed3b5cebf4634

You do not need to bring anything to the class but you should ensure that you have access to the Annual Raise dropdown menu in EPA Web. If you have access to EPA Web and are setup to originate salary and FTE changes or have department/dean budget access, you should have the access needed for the ARP.

To add, modify or delete access go to http://hrisguide.unc.edu/epaweb/roles-routing.htm#setroudep and choose the option "If you need to add, modify, or delete access for a specific individual user to EPA Web, click here" This will bring up an EPA Web user setup template in Word. If departments need assistance in completing the access form, they can contact the HRIS Help Desk at 962-HELP (indicate you need assistance with the EPA Web System) or submit an on-line help request to https://www.unc.edu/ar-bin/websub/index.pl.

The College ARP Committee members will be available during training and throughout the ARP process to answer questions and provide guidance. The members are Wendy Riley, Gordon Joyner, Debbie Edwards, Valerie Bernhardt, Marie Fholer and Beverly Loftin.

From:	nobody@notify.unc.edu on behalf of mturn@med.unc.edu
Sent:	Monday, July 6, 2009 8:18 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: ONLINE Diarrhea Prevention Study

The Center for Functional GI and Motility Disorders invites you to participate in an online research study on the symptoms of diarrhea. The purpose of the study is to learn whether a person can predict when they are going to have an episode of diarrhea.

The study will involve filling out several questionnaires online about your bowel symptoms.

To participate, you must be 18 years of age or older and have daily access to the internet. You must also have experienced diarrhea for at least the last 6 months, and you must have had at least one mushy or watery stool per month for the past 3 months.

If you are eligible, you may also be invited to participate in an online diary study which involves keeping track of your diarrhea symptoms by logging into a secure website each day. You will have a unique study ID and password to ensure your responses are anonymous and confidential. There are no visits to UNC required. The study lasts for 60 days (2 months). You will receive $60 each month for completing the study. In addition, if you complete your diaries without skipping any days, you will receive an additional $60/month. Therefore, you may receive up to $240 for participating in this study.

To determine if you are eligible, please click on the following link and respond to the screening questions:
https://uncfunctionalgi.net/dipstudy.html

If you have any questions, please contact Marsha Turner 919-962-9787.

Thank you for your interest in our study.

Study #09-0506 was approved by the Biomedical IRB 3/30/09

This email is sponsored by: Dept of Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of fertility@unc.edu
Sent: Tuesday, July 7, 2009 8:40 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Trying to get pregnant or about to start trying?

Are you or is someone you know trying to get pregnant or about to start trying?

Time-to-Conceive is a research study at the University of North Carolina at Chapel Hill focusing on fertility in women between 30 and 44 years of age. To learn how you can be in the study, call us at (919) 843-8246 or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Monetary compensation for study activities

No medicines or pills to take and no changes to daily lifestyle or existing health care routine.

Please visit our new website at www.med.unc.edu/timetoconceive for more information.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: Obstetrics and Gynecology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, July 8, 2009 3:42 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: [asmgrs] Important change in budget processes for trust accounts]
Attach: [asmgrs] Important change in budget processes for trust accounts.eml (16.6 KB).msg

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You will need to have this information for the ARP if you end up doing it. dc

From: Gordon Joyner <Gordon_Joyner@unc.edu>
Sent: Tuesday, July 7, 2009 4:26 PM
To: All Administrative Managers in the College of Arts & Sciences <asmgrs@listserv.unc.edu>
Subject: [asmgrs] Important change in budget processes for trust accounts
Attach: trust acct changes (revised).docx

The attached message is being sent to all department managers in the College of Arts & Sciences.

Gordon

--
Gordon Joyner
Financial Officer

Dean's Office
College of Arts & Sciences
CB #3100, 205 South Building
Chapel Hill, NC 27599-3100
(919) 962-6731 Phone
(919) 843-3531 Fax
Gordon_Joyner@unc.edu

You are currently subscribed to asmgrs axsd: dacrowde@email.unc.edu.
To unsubscribe send a blank email to leave-24950754-19011858.ab1646172cdd1e9fcb3153b16dc697ee@listserv.unc.edu

This email is being sent to all department managers in the College of Arts & Sciences. Please pass it on to anyone in your unit who handles trust or auxiliary funds.

Effective July 1, 2009, in order to simplify the process for maintaining budgets at an account and object code level, the Dean's Office has made two important changes in the methods used to budget many of the trust and auxiliary accounts in the College. The first change modifies the budget methodology and the second related change applies this methodology to professorship accounts.

Budget Methodology

All subsidiary ledger accounts funded from general ledger accounts which are "controlled" by the Dean's Office, or by your department, will now be budgeted only at the 1000 object code level (ABR Method 4), and the budget will be ***automatically*** realigned to the appropriate object code as expenditures are made. This means you will no longer need to submit budget entry forms for those accounts to move funds between object codes. Note that this does not apply to subsidiary ledgers funded by general ledger accounts maintained outside of the College (for example, the Provost's Office or Chancellor's Office).

Professorship Budgets

Effective with the new fiscal year, the Dean's Office will provide each distinguished professor who receives his/her professorship from the Dean's Office with ***two*** subsidiary ledger trust accounts, one to pay the faculty member's salary and benefits, and another to pay all research expenses, including salary and benefits of research assistants. Both of these accounts will be budgeted at the 1000 object code (ABR Method 4), and budgets will be drawn ***automatically*** from the 1000 line during the year as expenses are charged. Note that this does not apply to professorships "controlled" by the Provost's Office or your department.

Even though this means you will have to keep up with two SL accounts for each professorship instead of one, we hope this new arrangement will make your jobs easier by eliminating the need to manually "realign" the budgets during the year before paying expenses, and by making it simpler to track how much of the professor's research fund is still available.

The original account numbers you have for these professorships will continue to be used for the research allocation. A new account number will be provided to you at the time of the Annual Raise Process (ARP) and you will be asked to change the salary allocations to the new account at that time.

Please give Wendy or me a call if you have any questions.

Gordon

From: lcccnews@med.unc.edu
Sent: Thursday, July 9, 2009 1:45 PM
To: LCCC E-News Release <lcccnews@listserv.unc.edu>
Subject: [lcccnews] UNC Lineberger E-News Release
Attach: enews20090709.html

UNC Lineberger Comprehensive Cancer Center e-News

University of North Carolina at Chapel Hill

Trouble viewing UNC Lineberger's E-News Release? View it online at:
http://cancer.unc.edu/lcccnewsletter/20090709.html

You are currently subscribed to UNC Lineberger Cancer Center's E-News Release with email address as: stgore@email.unc.edu.
To unsubscribe send a blank email to leave-24961322-9279841.8d48b917898b1b5e9fb144cf6209b79c@listserv.unc.edu

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Thursday, July 9, 2009 3:09 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: [asmgrs] DDD - Travel Subsistence Rate Revision]
Attach: [asmgrs] DDD - Travel Subsistence Rate Revision.eml (104 KB).msg

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From: Gordon Joyner <Gordon_Joyner@unc.edu>
Sent: Thursday, July 9, 2009 12:06 PM
To: All Administrative Managers in the College of Arts & Sciences <asmgrs@listserv.unc.edu>
Subject: [asmgrs] DDD - Travel Subsistence Rate Revision
Attach: DDD - Travel Subsistence Rate Revision Effective July 1, 2009-1.pdf

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The following email and attachment from Martha Pendergrass are being forwarded to all department managers in the College of Arts & Sciences.

Gordon

-------- Original Message --------
Subject: [business_managers] DDD - Travel Subsistence Rate Revision
Date: Thu, 09 Jul 2009 11:58:58 -0400
From: Janet Kelly-Scholle <janet_kelly-scholle@unc.edu>
Reply-To: Janet Kelly-Scholle <janet_kelly-scholle@unc.edu>
To: UNC Dept. Business Managers <business_managers@listserv.unc.edu>

To: University Business Managers

From: Martha J. Pendergrass, Director, Material & Disbursement Services

Please see attached memo in PDF format regarding travel subsistence rate revisions effective July 1, 2009.

This memo will be distributed to Deans, Directors and Department Chairs.

--- You are currently subscribed to business_managers as: Gordon_Joyner@unc.edu. To unsubscribe send a blank email to leave-24960639-3237292.eba77eb9d51c7b075ee0a25e32748379@listserv.unc.edu

--
Gordon Joyner
Financial Officer

Dean's Office
College of Arts & Sciences
CB #3100, 205 South Building
Chapel Hill, NC 27599-3100
(919) 962-6731 Phone
(919) 843-3531 Fax
Gordon_Joyner@unc.edu

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

DIRECTOR, MATERIAL &
DISBURSEMENT SERVICES

104 AIRPORT DRIVE
CB #1100
CHAPEL HILL, NC 27599-1100

T 919.843.5048
F 919.962.0636
mjpender@email.unc.edu

MEMORANDUM

DATE: July 8, 2009

TO: Deans, Directors, and Department Chairs

FROM: Martha J. Pendergrass
Director, Material & Disbursement Services

SUBJECT: Travel Subsistence Rate Revision

Effective July 1, 2009, the Office of State Budget and Management increased the allowable subsistence per day payments for state employees' in-state and out-of-state travel.

In processing travel reimbursement forms for trips that begin on or after July 1, 2009, the rates listed below will be used. For trips that began before July 1, 2009, the old rates will apply.

The following list details the new rates of subsistence per day for travel related expenses.

	In-State	Out-of-State
Breakfast	$ 7.75	$ 7.75
Lunch	$ 10.10	$ 10.10
Dinner	$ 17.30	$ 19.65
Lodging (actual, up to)	$ 65.90	$ 78.05
Total	$101.05	$115.55

If you have any specific questions regarding the new rates, please contact Phil Easler at 962-0210 or peasler@email.unc.edu.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, July 9, 2009 4:50 PM
To: stgore@email.unc.edu
Subject: FORMAL NOTICE: Adoption of New Energy Use Policy

To: Carolina Faculty, Staff and Students

From: Richard Mann, Vice Chancellor for Finance and Administration

Date: July 8, 2009

Subject: Adoption of New Energy Use Policy

In response to the grave global economic situation, the University's commitment to climate neutrality by 2050 and state legislation that mandates reductions in energy consumption, the University has adopted a new Energy Use Policy. As a result, the University is implementing campus-wide Energy Conservation Measures (ECMs) that will achieve significant and relatively immediate reductions in energy consumption and reduce the University's utility costs.

Space temperatures in campus buildings will be optimized for energy conservation during the times the buildings are occupied, and will not exceed 78 degrees during summer months or drop below 69 degrees during cooler weather. Further, most buildings will be programmed to relax these set temperatures during times of low occupancy when buildings are unoccupied.

Certain campus facilities such as labs, animal facilities, museums, libraries and computer server spaces that require strict, consistent temperatures may be exempt from many of the planned ECMs. The Facilities Services Division is working to accommodate the needs of facilities in these buildings while identifying other energy-saving measures that can be implemented.

Although building occupants could notice some change in their comfort levels because of the temperature adjustment, the University is committed to keeping facilities within safe and reasonably comfortable temperature ranges at all times. The temperature and humidity standards to be implemented are in accordance with the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) recommendations for occupied spaces.

The technical work involved in reprogramming and adjusting building control systems is complex and can be time-consuming. Facilities Services is making implementation of this policy a priority, and the division has committed Energy Management engineers and maintenance staff to this effort. Most of their work will be done "behind the scenes" and with as little disruption as possible to building occupants, the work environment and building operations. During the process to implement these energy-saving measures, several maintenance technicians will be temporarily taken away from their regular duties, potentially resulting in delayed response times for trouble calls.

University-wide support of the energy policy will save both energy and money, and there are many ways individuals across campus can make a difference. People should always dress appropriately for the weather and for temperatures inside buildings. Because lighting consumes a considerable amount of energy in most buildings, simply turning off

unnecessary lights when there is adequate daylight and turning off lights whenever people step out of their offices will help conserve energy. It is critical to turn off all lights and nonessential computers and equipment at the end of the day.

The University community is asked to be tolerant of any discomfort as a result of adjusted room temperatures or other ECMs and to recognize the importance of taking such steps. Beyond reducing the University's utility bills, careful energy management benefits the environment and preserves natural resources.

Energy conservation is an ongoing commitment. Facilities Services will update the University community about the latest developments in implementing these measures. Information will be posted on a new Web site, www.save-energy.unc.edu, and people can send energy-saving ideas to a specially designated e-mail address, save-energy@unc.edu.

This email is sponsored by: Division of Finance and Administration

From: nobody@notify.unc.edu on behalf of fred.stutzman@unc.edu
Sent: Thursday, July 9, 2009 8:22 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Research on Social Networking Sites

UNC-Chapel Hill researchers are conducting a study of privacy behaviors in social networking sites (Facebook, Myspace). We seek individuals who maintain multiple profiles, and purposefully keep their profiles separate on social networking sites. For example, people who maintain a "work profile" and a "personal profile" on a social networking site. If you meet this criteria, we are interested in your opinions about privacy, as well as the social implications of maintaining multiple profiles.

To qualify for this research, you must be age 24 or older, have started using social networking sites within the last two years, and maintain multiple profiles (e.g. a "work profile" and a "personal profile") on social networking sites. Participation is entirely voluntary. Individuals who wish to participate will be interviewed for one hour, and will be compensated $10.00 for their time. Interviews can be in person, or remote (over the phone, via Skype, etc.). To volunteer for participation, or ask any questions about the project, please email Principal Investigator Fred Stutzman at fred.stutzman@unc.edu. If you prefer, you may call 919-260-8508.

This research has been approved by the University of North Carolina Institutional Review Board, IRB-09-1078. Gary Marchionini, Ph.D., Cary C. Boshamer Distinguished Professor in the School of Information and Library Science, is faculty supervisor of this study.

This email is sponsored by: INLS

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of Emotion@unc.edu
Sent:	Monday, July 13, 2009 8:18 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Emotion Study

Are you a healthy individual interested in participating in research on the differences in emotional regulation between age groups?

We are looking for participants for a study where your heart rate, blood pressure, and other physiological changes are measured while you view different images and discuss some of your happiest memories and recent events that have upset you. If you are interested in helping us to learn more about emotion regulation, please consider participating in Dr. Sy-Miin Chow's study, Feeling Stressed But Happy (IRB Study # 08-1093, Approved 6/12/09 by the IRB, UNC-Chapel Hill).

If you meet the following criteria, please reply to this message by calling 919-843-3611 or emailing emotion@unc.edu and Steve Newell, Project Manager will contact you for a screening interview. Please see the Emotions and Dynamics Systems Lab website at: http://www.unc.edu/~symiin for more information.

Our criteria include:

* Ages 60-90

* Men and women

* Willing and able to participate in a short ten minute phone screening session, a two hour laboratory session, and a thirty day follow-up study consisting of short daily surveys. You must agree to participate in the follow-up study to participate in the laboratory session.

* No substance abuse disorders

* No learning disabilities or neurological disorders

* No open-heart surgery or significant head trauma within the past two years

* No implanted neurostimulators, defibrillators, or insulin pumps

This study provides compensation for both portions of the study at a rate of $20 for the laboratory session, and up to $120 for the follow-up study.

Thank you,
Sy-Miin Chow

This email is sponsored by: Quantitative Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, July 13, 2009 8:51 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Carolina Center for Public Service and APPLES Service-Learning Reorganization

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The University of North Carolina at Chapel Hill has a long tradition of service to the State of North Carolina and beyond which distinguishes us from many other public research institutions. Both the APPLES Service-Learning Program and the Carolina Center for Public Service manifest Carolina's commitment to making a difference in the lives of people throughout the state and around the world.

We are pleased to announce that on July 1st, the APPLES Service-Learning Program officially became a program of the Carolina Center for Public Service. This brings together two organizations with rich histories rooted in service-learning and engagement to become more integrated in addressing Carolina's mission of public service. The result will be enhanced engagement with communities and better support of the students, faculty and staff with whom we work.

The student leadership and professional staff of APPLES and CCPS are in the midst of a planning process to align our efforts, build on the strengths of our existing programs and identify new opportunities for engagement.

Pending final approval of the personnel action, Jenny Huq will become the associate director of the Center. She will continue to serve as director of APPLES as well, and APPLES will continue to be housed in the Student Union.

We are excited about this reorganization and look forward to strengthening and advancing Carolina's mission of public service through engaged teaching, research and service in continued partnership with all those who make our work possible

With best regards,

Lynn Blanchard	Jenny Huq	Ryan Lei
Director, CCPS	Director, APPLES	President, APPLES

This email is sponsored by: Carolina Center for Public Service

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, July 13, 2009 9:28 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: ConnectCarolina Go Live July 2009

DT: July 13, 2009

TO: UNC-Chapel Hill Community

FR: Bruce Carney, Interim Provost; Richard L. Mann, Vice Chancellor, Finance and Administration; Larry Conrad, Vice Chancellor, Information Technology, and CIO

As Sponsors of the ConnectCarolina (ERP) project, we wanted to update you on this week's first go-live of the University's new integrated administrative system.

On July 20, 2009, the initial components of ConnectCarolina begin to become available for users. This is the first phase of the project to replace our aging student systems. Further phases of the student project take place over the next 15 months with HR, payroll and finance to follow in the next few years.

A great deal of work has been done over the last two years to bring us to this point. Hundreds of people from all across the University have been involved to make sure the needs of the community have been met, including rigorous testing of the system.

The first phase is a new portal where the online campus directory will be accessed beginning July 20. This phase also centralizes management of person information (students, faculty and employees) in one system. Many people have been working diligently behind-the-scenes to create the system and clean up data.

This transition will require some service outages in the days leading up to July 20 which are detailed in this PDF:
http://connectcarolina.unc.edu/images/stories/R1cutover/connectcarolina%20cutover%20information%20fact%20sheet%20v3.pdf

ITS and the ConnectCarolina team are prepared to handle any challenges arising from bringing up a major system like this; we ask for your patience and understanding as we begin this transformation.

For user support, please contact the Help Desk at (919) 962-HELP (962-4357).

You will find a great deal of information on the ConnectCarolina Web site: http://connectcarolina.unc.edu/

If you have questions or concerns, please email connectcarolina_info@unc.edu.

Thank you for your patience and understanding during this transition.

This email is sponsored by: Information Technology Services

From: nobody@notify.unc.edu on behalf of neurosensory@unc.edu
Sent: Tuesday, July 14, 2009 8:40 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: INFORMATIONAL: Participants needed: Tactile Information Processing Study

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PARTICIPANTS NEEDED: The Tactile Information Processing Study is a research study designed to conduct assessments to measure how individuals recognize touch.

DO YOU QUALIFY?
We are looking for healthy males and females between the ages of 18 and 70 who:
* Are Caucasian or African American
* Are fluent English speakers
* Have normal vision and hearing or vision/hearing impairments that are corrected to within normal limits.

Participants will undergo a series of tests to measure how they recognize tactile input. Participants may be asked to complete self-evaluation questionnaires and a cognitive assessment.

These tests can take from 30 minutes to 2 hours to participate. Participants may be called back for an additional two hours of testing. Testing will
be completed on UNC Chapel Hill Campus in MacNider or Bondurant Hall. Participants will receive $25.00 per hour for participating in this study (up to $100).

If you are interested in participating please reply to this email and indicate the days and times you may be available. In addition, please include your name, age, race, occupation, education level, and contact information in your response.

Medical IRB study #'s 07-0170 and 06-0882

This email is sponsored by: Biomedical Engineering

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	A	B	C	D	E	F
1	**The University of North Carolina at Chapel Hill**					
2				**Department or Unit:**		
3	**FY 2009-10**					
4	**Itemized Recurring Reduction**					
5						
6	**Note: Budget entries will be processed by the Dean's Office in early July.**					
7						
8	**Description of Service, Activity, or Program Reduced**	**6 Digit Account**	**Object Code**	**Position(s) Title EPA/SPA (be as specific as possible)**	**Amount**	**Impact**
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20	**Total Reduction**				$ -	

From: UNC General Alumni Association <alumni@unc.edu>
Sent: Wednesday, July 15, 2009 11:01 AM
To: Carolina Alumni and Friends <stgore@email.unc.edu>
Subject: Discover Costa Rica with UNC Young Alumni

UNC GENERAL ALUMNI ASSOCIATION

Costa Rica Eco Explorer

Dec. 27, 2009 - Jan. 3, 2010

From $1,650 (Air additional from selected gateways)

Do something different this December and ring in the New Year in style. Take advantage of your extended holiday vacation, grab a few Tar Heel young alumni friends and discover Costa Rica at a great price.

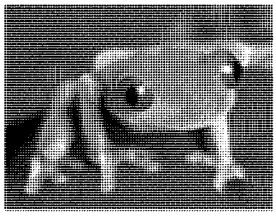

This **eight-day journey** offers a leisurely and exciting tour of Costa Rica, the hottest (**and one of the most affordable**) destinations in Latin America. You'll experience active volcanoes, pink shell beaches, exotic birds and jungle-canopy walks. Explore unspoiled beaches that stretch for miles, rivers for whitewater rafting and kayaking and spectacular cloud forests and rainforests with ample opportunities for hiking.

For less than $2,000, this trip includes:

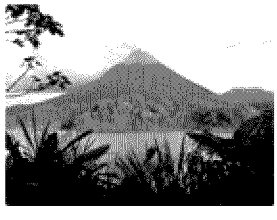

- (7) nights at first-class hotels with private bath/shower, double occupancy
- Various meals (daily breakfasts as per itinerary, one dinner and two lunches)
- Private tour escort for the duration of the tour
- All scheduled sightseeing
- Visits to Poas Volcano National Park, La Paz Waterfall Gardens, Tabacon Hot Springs and Cano Negro Wildlife Refuge

So pack your bags, grab a few friends and experience an adventure that you'll never forget.

View complete trip details and the trip brochure (PDF). For more information about this trip or any alumni trips, please contact Steffi Kinton '05, coordinator of alumni education and travel, at steffi_kinton@unc.edu or (877) 962-3980.

Additional Opportunities for Young Alumni

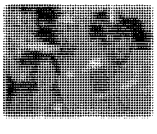

The Tar Heel Travel program isn't the only opportunity for Carolina's young alumni. Your General Alumni Association sponsors annual Homecoming/ RAMpage festivities in Chapel Hill, Welcome to the City events and nearly 100 local Carolina Clubs. Visit alumni.unc.edu/youngalumni to learn more about how you can get involved and stay connected.

We appreciate your membership in the GAA. The Alumni Travel Program is a GAA member-exclusive benefit. Members also have exclusive access to the digital version of the award-winning Carolina Alumni Review. Read the magazine online as it appears in print.

PRIVACY POLICY: You received this e-mail from the General Alumni Association-George Watts Hill Alumni Center, CB # 9180, Stadium Drive, PO Box 660, Chapel Hill, NC 27514-0660. You have not been subscribed to an e-mail list. If you do not wish to receive future e-mail of this type from the GAA, please reply to alumni@unc.edu and include your full name, address and class year, call us toll-free at (877) 377-7125, or unsubscribe via this link: unsubscribe here.

Please note that UNC and the General Alumni Association do not sell your information, including your e-mail address, to anyone for any purpose.

702472576

From:	nobody@notify.unc.edu on behalf of unc.onlinestudy@unc.edu
Sent:	Wednesday, July 15, 2009 8:46 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: What makes romantic relationships work? Help us find out!

You are invited to participate in a new scientific research study designed to understand what makes relationships work. Whether you are in a blissful relationship, think your relationship could use a boost, or if you think you have a perfectly "normal" relationship, we are interested in what you have to say.

People who have been involved in a heterosexual romantic relationship for at least one year (no upper limit), and have been living with their partner for at least 6 months are eligible to participate in the study with their romantic partner. Each couple will be compensated with up to $120 for their participation, with chances to receive gift certificates ($50 to $100) to a local restaurant.

After an initial online questionnaire (20-30 minutes), the study involves two 75-90 minute visits to our laboratory on the UNC campus, four weeks apart. In the lab, at the beginning and end of the study, we will record your physiology and interactions with your romantic partner, and will collect samples of your saliva to measure your naturally-occurring hormone levels. During the intervening four week period, we'll ask you to provide a snapshot of your everyday life by responding to a brief (3-5 minute) questionnaire online each night. Finally, on 4 to 6 occasions during this four week period, we will ask you to supplement your normal, everyday interactions with your partner by setting aside 20-30 minutes to talk alone together. The second lab session will allow us to assess the role that these different factors play in your relationship, and to answer any additional questions you have. We anticipate that time spent in this study with your partner and in answering private questionnaires will average less than 6.5 hours over the course of the month.

We would love to hear from you, and we would be more than happy to give you further information about the study. Please do not hesitate to contact us if you would like more information, or would like to sign up for the study: UNC.Relationships.Study@gmail.com, or 919-843-0092.

For measurement purposes, in addition to the above, you are NOT eligible for this study if you:
- Are under 24 years old.
- Are currently taking antidepressants or have been recently diagnosed with depression or an anxiety disorder.
- Are a woman who is: over 40, postmenopausal, pregnant (or plan to become pregnant during the course of the study), within 6 months postpartum, nursing (lactating), or have had an oophorectomy (i.e., ovaries must be intact).
- Are a man on steroid medication.

We look forward to hearing from you, and will return your email or phone call as soon as possible. Sessions will begin immediately.

Sincerely,

Sara Algoe, Ph.D. and Barbara Fredrickson, Ph.D.
Department of Psychology
Principal Investigators, UNC Understanding Romantic Relationships Study

p.s. This study is being conducted through the University of North Carolina-Chapel Hill Psychology Department, and has been approved by the UNC-CH Behavioral Institutional Review Board

IRB Study # 09-0409
Approving Body: Social Behavioral
Date of Approval: 4/6/2009

This email is sponsored by: Department of Psychology

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From: nobody@notify.unc.edu on behalf of bpearson@med.unc.edu
Sent: Wednesday, July 15, 2009 9:52 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Women needed for PMS Study

Do you or someone you know have severe PMS mood symptoms?

Some women experience PMS mood symptoms that interfere with work, activities and relationships.

The UNC Department of Psychiatry research team is conducting a clinical research study for women with severe PMS and Premenstrual Dysphoric Disorder (PMDD) to see whether combining an anti-depressant with an additional study-related medication aids in the relief of this reproductive mood disorder.

Volunteers must be:
* At least 18 years old
* In good health
* Currently treated with an anti-depressant

All office visits, medical evaluations, and investigational medications related to this study will be provided at no cost to patients.

For more information, please call Brenda at 843-8084 (bpearson@med.unc.edu).

Approved 10/30/2006 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board.
IRB # 05-PSYCH-1418/ 05-3106

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Thursday, July 16, 2009 11:37 AM
To: afam faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc: Travis Gore <stgore@email.unc.edu>
Subject: gently used file folders

Hi to all. We have an abundance of file folders that have been used but are in pretty good shape. If you need any, please contact us. We may end up purging them for space purposes. Thanks. Debby

From: nobody@notify.unc.edu on behalf of darsh@email.unc.edu
Sent: Thursday, July 16, 2009 8:17 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: ACERIP EMT Class

ACERIP, the Association for Carolina Emergency Response and Injury Prevention, is a student group on campus that works to provide volunteer opportunities and classes for students interested in emergency services.

In the past the group has provided volunteer opportunities with the UNC Hospitals Trauma Program and has sponsored Emergency Medical Technician (EMT) classes on campus for interested students.

Next semester the group plans to offer two EMT classes on campus. The EMT-B certification classes will begin during the first week of UNC classes in August. There will be a Monday/Wednesday class and a Tuesday/Thursday night class, both of which start at 6pm and go until about 10pm. The cost is $145 plus the price of the book. To apply for the Fall 2009 class and for more information, please go to http://studentorgs.unc.edu/acerip/.

ACERIP is always looking for new people interested in taking leadership roles. If you are interested in heading up a project, please send an email expressing your interest. Thanks for your time.

Darshan Patel

This email is sponsored by: ACERIP

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: bounce-25001837-19454729@listserv.unc.edu on behalf of Ryan Greenway <greenway@unc.edu>

Sent: Friday, July 17, 2009 4:37 PM

To: african-and-afro-american-studies-staff <african-and-afro-american-studies-staff@listserv.unc.edu>

Subject: [african-and-afro-american-studies-staff] [all-college-staff] Update: Dean's Office Pilot of Online Help Request System for Finance and Human Resource Questions

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This message is being sent to all faculty and staff in the College of Arts & Sciences.

Since June 1st, the Dean's Office has been piloting the UNC Online Help Request and Remedy Systems to answer your finance and human resource issues. At this time, we will no longer address finance or human resource issues sent through email or by phone call and will instead require that you submit a help request online at http://college.unc.edu/remedy.

Thanks to your participation, we have answered nearly 300 requests to date with over 55% of requests resolved within one day and 71% handled within three days. Also, the system has allowed more collaboration for our solutions and answers, and has helped ensure that no issues fall through the cracks.

Please continue to be patient as we all adjust to the changes.

FYI - We have created a category for your ARP question or issues named "AS DO ARP".

Ryan Greenway
Director of Systems Integration // (919) 962.9275 (Office number)
Dean's Office - College of Arts & Sciences --- http://www.artsandsci.unc.edu
University of North Carolina at Chapel Hill
205 South Building, CB 3100
919.962.1165 (Main Line) 919.962.2408 (Fax)

- -- You are currently subscribed to

all-college-staff as: african-and-afro-american-studies-staff@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-staff as: <a
href="mailto:stgore@email.unc.edu">stgore@email.unc.edu.

From:	nobody@notify.unc.edu on behalf of hr@unc.edu
Sent:	Friday, July 17, 2009 8:16 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: University Enhances Employee Assistance Program

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University employees now have access to an additional, confidential Employee Assistance Program resource -- the State's employee assistance program, provided by a behavioral health organization called Deer Oaks. The Deer Oaks service is available in addition to the University's current on-site EAP counselor. Employees can call Deer Oaks 24 hours a day, seven days a week, for free confidential employee assistance. The University's on-site EAP resource is available during regular work hours.

These additional services were made available through the Employee Assistance Fund established earlier this year by Chancellor Thorp. The fund was designed to serve two purposes: provide enhanced career transition services for employees who are laid off or whose appointments are ending (provided through Lee Hecht Harrison), and expand the support already offered by the University's on-site EAP.

The University's expanded Employee Assistance Program can help employees with a variety of issues including stress, depression, anxiety, anger, legal, financial, workplace problems, substance abuse, relationships, marital/family issues, elder care resource and referral and more.

The benefit extends to permanent employees and their dependents and is available for up to six months after leaving the University. Active employees will not be charged leave time for the initial EAP appointment.

To contact the University's onsite employee assistance counselor, call 919-929-2362 during regular business hours. To contact Deer Oaks, call 877-327-7658 -- and remember, this service is available 24 hours a day, seven days a week. Deer Oaks also has an interactive website with helpful resources, self-assessments, and tips and tools designed to enhance your daily life. You can access the website at http://www.eapnc.com. The log-in name and password are EAPNC.

Employees will receive a brochure detailing their EAP options, along with a wallet card with contact information, in the near future.

This email is sponsored by: Office of Human Resources

From:	nobody@notify.unc.edu on behalf of Kmachlus@email.unc.edu
Sent:	Sunday, July 19, 2009 8:18 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Venous Thrombosis Research Study

Researchers in the Department of Pathology and Laboratory Medicine at UNC-Chapel Hill are looking for subjects to participate in a study examining risk factors that lead to blood clots in the deep veins of the arms and legs or clots in the lungs (venous thromboembolism). To be considered for this study you must meet the following criteria:

1. Have been diagnosed with a blood clot in your arms, legs, or lungs (deep vein thrombosis or pulmonary embolism)
2. Not be on anti-coagulation therapy such as Coumadin/Warfarin or Heparin (Aspirin is OK)

Participation includes:
- A visit to our research lab in Brinkhous Bullitt Building
- A brief (2 page) oral questionnaire to acquire relevant medical information
- One blood draw of approximately 20 mLs (4 teaspoons) from a vein in your arm
- Compensation of $10 for time and effort of participating

For more information on this study or to schedule an appointment call Kellie Machlus (study coordinator) at 919-966-8430 or email Kmachlus@email.unc.edu.

Approved by Biomedical IRB 12/14/2008
IRB # 05-2968
Sponsoring Department: Pathology and Laboratory Medicine

This email is sponsored by: Pathology and Laboratory Medicine

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From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Tuesday, July 21, 2009 12:26 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Message from the Chancellor: Video Highlights of Final Bain Study

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Dear Carolina community:

We've just posted the final report from Bain & Company, the global business consulting firm that's been working with us over the past several months. It's on the Carolina Budget Information Web page off www.unc.edu. The posting includes a follow-up video presentation to our interim report in April with the major highlights and a printable summary. We've also included a link to the complete 100-plus page report, which is the focus of a presentation by the consultants this week to our Board of Trustees.

Bain has provided us with a series of potential strategies to streamline operations and become more effective. Now it's up to us to study these proposals and determine our plans for implementation.

The Bain study is an important tool for us now as we continue to deal with the economic crisis. If we take this report seriously and follow up on its advice, I think we'll be better positioned for the future.

The video presentation and Web page provide details about how we plan to move forward in assessing these recommendations, take action and track the results. I hope you'll take the time to watch the presentation and scan the full report. Please let us know what you think by sending your feedback via e-mail to budgetideas@unc.edu.

Thanks for all you do for Carolina.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, July 21, 2009 8:24 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Healthy Volunteer Research Opportunity

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HEALTHY VOLUNTEERS NEEDED!!

Are you interested in participating
in a research study to help investigators
at UNC Chapel Hill understand more
about mental illness?

Investigators are looking for medically healthy males and females, who have no acute or chronic illness, between the ages of 12 and 35 to participate in a two year study. Your participation will help us learn more about normal changes in brain function over time and will be used to make comparisons in a study investigating risk factors for a serious mental disorder, schizophrenia. Study participation will require about 38 hours of time over the next two years, divided over 6 study evaluations, and study evaluations can occur over multiple days. Study visit can be arranged around your schedule. Study participation will involve answering questions about your physical and mental health, computerized tests of memory, attention, social skills and problem solving ability. Study participation will also included having a magnetic resonance image (MRI) of your brain, measurement of brain activity (ERP) and blood drawn at 3 study visits. If you complete all study evaluations, you will be compensated $1230.

In order to find out whether you are eligible, please visit our website to fill out the 5 minute On-line Screening Questionnaire at the following website (you will need to cut and paste into your browser). People under 18 years of age will need permission from a parent or guardian prior to completing the questionnaire.

http://www.psychiatry.unc.edu/research/cr_healthyvolunteer.htm
(underscore between cr _ healthy volunteer)

Or contact Andrea Pelletier at 919-843-3421

The Project is funded by the National Institute of Mental Health

IRB #08-01448
10/17/2008
UNC Biomedical IRB

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, July 22, 2009 2:48 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: FW: AFAM paper]
Attach: FW_ AFAM paper.eml (6.98 MB).msg

From: nobody@notify.unc.edu on behalf of lauren_cohen@unc.edu
Sent: Wednesday, July 22, 2009 8:18 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: UNC Study of Home Lighting and Aging

UNC Study of Home Lighting and Aging

Research has shown that lighting can improve mood and sleep for adults. In order to learn more about the effects of home lighting for older adults with Alzheimer's disease and other memory problems, researchers at the University of North Carolina at Chapel Hill are conducting a four month study of home lighting.

To participate in this study, you must be the live-in caregiver for someone with Alzheimer's disease or a related memory disorder. Participants will receive reimbursement for all study-related costs, and also will receive $300 for their time.

To learn more about this study, please call Lauren Cohen toll-free at (866) 687-9342 or locally at (919) 843-8874.

The study `Home Lighting and Aging' (IRB # 08-1249) was reviewed and approved by the Office of Human Research Ethics at the University of North Carolina at Chapel Hill on February 3, 2009.

This email is sponsored by: The Cecil G. Sheps Center for Health Services Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, July 22, 2009 8:50 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Interested in how your childs brain works and grows?

Interested in how your child's brain works and grows?

Participate in a research study! We need healthy volunteers to help us figure out how the brain grows in children and teenagers. If your child
is between the ages of 9 and 18, please fill out our 5 minute online questionnaire.

The total compensation for the study is up to $250.

To add your child to our list, visit our website:

http://clipper.med.unc.edu/phv/healthyvolunteers_form1.cfm

UNC IRB # 5-2119

This email is sponsored by: Psychiatry

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From: UNC General Alumni Association <alumni@unc.edu>
Sent: Thursday, July 23, 2009 2:52 PM
To: Carolina Alumni and Friends <stgore@email.unc.edu>
Subject: Orange/Durham Carolina Club: Help Wanted

Help Wanted

Orange/Durham Carolina Club Seeks New Leaders

Are you looking for a way to give back to your alma mater? Interested in planning events for Tar Heels living in the Triangle area? Want to gain valuable leadership experience that will enhance your life and career?

The **Orange/Durham Carolina Club** (ODCC) seeks local alumni who are willing to serve as co-leaders of our alumni group. Volunteering for our club is a great way to gain valuable leadership experience while serving our great University.

Hone valuable skills such as:

- Management
- Public speaking
- Event planning
- Marketing

Send an e-mail to Joey Powell '01 or Casey Privette '01 if you are interested in participating with your **Orange/Durham Carolina Club** in any way. If you would like to take an active role in club leadership or you have any ideas for future club activities, please let Joey or Casey know.

Stay Tuned

ODCC is Headed to the Old Ball Yard

We're working on a potential outing to a Durham Bulls game. Stay tuned for details.

Thank You

The Orange/Durham Carolina Club appreciates your membership in the GAA. Your membership provides important support to the GAA and our club. Members have exclusive access to the digital version of the award-winning *Carolina Alumni Review*. Read the magazine online as it appears in print.

Stay connected to the GAA and Carolina. Follow us on Twitter, become a fan of our Facebook page, join our LinkedIn group and more.

Orange/Durham Carolina Club:

Orange/Durham Carolina Club Web Site

Subscribe to our e-mail list

Clubs-Related Questions:

clubs@unc.edu

Carolina Alumni Review

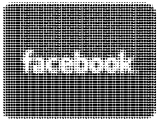

Find the GAA on Facebook

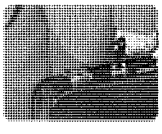
Alumni Career Services

GAA contacts

PRIVACY POLICY: You received this e-mail from the General Alumni Association-George Watts Hill Alumni Center, CB # 9180, Stadium Drive, PO Box 660, Chapel Hill, NC 27514-0660. You have not been subscribed to an e-mail list. If you do not wish to receive future e-mail of this type from the GAA, please reply to alumni@unc.edu and include your full name, address and class year, call us toll-free at (877) 377-7125, or unsubscribe via this link: unsubscribe here.

Please note that UNC and the General Alumni Association do not sell your information, including your e-mail address, to anyone for any purpose.

702472576

From:	nobody@notify.unc.edu on behalf of childhear@med.unc.edu
Sent:	Thursday, July 23, 2009 8:19 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Child Participants Needed for Hearing Research Study

---

The Human Auditory Development Laboratory is currently recruiting children between 5-14 years old to help us learn more about how children hear in noisy environments.

During the testing, your child will sit in a sound-treated room and will listen to sounds presented over earphones. Your child will be asked to indicate when they hear sounds by either touching a picture on a touch-screen monitor or telling an assistant who sits inside the booth with your child during testing. The sounds we use are not loud.

One to three visits to the laboratory are required. Each visit lasts about one hour. You will receive $15/hour and give you a parking pass for parking if you drive to the lab.

If you are interested please call (919) 843-3672 or email childhear@med.unc.edu and leave your first name, and a number by which we can reach you (indicating the best times to call).

The principal investigator for this study is Lori Leibold, PhD, Department of Allied Health Sciences.

This study has been approved by the University of North Carolina at Chapel Hill's Institutional Review Board: Study# 06-0840.

This email is sponsored by: Allied Health Sciences

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From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Thursday, July 23, 2009 8:42 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Message from the Chancellor: Vice Chancellor for Human Resources Announcement

---

Dear Faculty and Staff,

During my first year in office, I have seen time after time the critical role that the University's employees play in Carolina's success. They are the University's most important asset and resource. That is why I have decided to elevate the position currently held by Brenda Richardson Malone to vice chancellor. I want the senior administrator with principal responsibility for our staff (the head of the Office of Human Resources) to report directly to me and to serve in my Cabinet, along with the senior administrator with the comparable responsibility for our faculty (the Executive Vice Chancellor and Provost). This move increases Brenda's access and involvement in the administration's daily activities while at the same time reducing layers of management devoted to our human resources function. Our Board of Trustees approved the change this morning, effective August 1.

Brenda has been associate vice chancellor for human resources for the past two years. She came to Carolina with 30 years of experience in human resources, including 14 years as vice chancellor for faculty and staff relations at The City University of New York.

During her time here, Brenda has shown great judgment in applying her knowledge of the best human resources practices to the complex issues that we face in North Carolina and within the University. In these difficult economic times, she has recognized the challenges posed by budget cuts across the University and has reinforced the Office of Human Resources' commitment to providing a broad range of quality workplace benefits and services for managers and our more than 12,000 faculty and staff.

Because of our budget situation, Brenda's salary will remain the same.

Please join me in supporting Brenda in this new role.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Friday, July 24, 2009 8:17 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Message from the Chancellor

Colleagues,

I am pleased to let you know that Joe Templeton, immediate past Chair of the Faculty and former chair of the Department of Chemistry, has agreed to a part-time role as special assistant to the chancellor for planning and initiatives.

Joe's primary charge is to manage our response to the Bain & Company report. I think it's imperative that we move quickly to analyze the options presented in the report and to act on those that will help us be a more efficient, effective institution. You know as well as I do that the economic situation isn't getting any better. The Bain report has given us insight into ways to save and possibly redirect those savings into our academic mission.

Joe's knowledge of the University is extensive, and I can't think of a better colleague to have working next to me. His deep understanding of Carolina's operations and culture is especially important as we examine the Bain report.

Joe will continue to teach and direct graduate students. While his nine-month salary will not change, he will be paid a stipend for this work.

As we develop our response to the Bain report, I pledge to keep you informed. And please keep e-mailing us your ideas about the budget and the Bain report to budgetideas@unc.edu.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, July 27, 2009 10:58 AM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: FW: AFAM paper]
Attach: FW_ AFAM paper.eml (31.4 KB).msg

From: gchorne@email.unc.edu
Sent: Monday, July 27, 2009 1:27 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Cc: Travis Gore <stgore@email.unc.edu>
Subject: Re: Request

Thanks!
------Original Message------
From: Deborah Crowder
To: Gerald Horne
Cc: Travis Gore
Sent: Jul 27, 2009 10:25 PM
Subject: Re: Request

Hello Professor Horne. Of course, that will be fine. I am copying Travis Gore so that he will know it is ok. We are having a lot of crazy issues these days so sometimes we close the office so you may want to call to double check that we are here before you come. 919-966-5496. I hope to see you. Debby

Gerald Horne wrote:
>
> As he is now out of town, Julius suggested that I contact you about
> the feasibility of dropping by this week to print out some notes for a
> book I'm working on: please advise, thank you.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, July 27, 2009 3:17 PM
To: Felecia Garrett <fgarrett@ucr.edu>
Cc: Travis Gore <stgore@email.unc.edu>
Subject: Re: Dr. Moses' Reimbursement

Hi Ms. Garrett. I will only be here another 15 minutes today but my
office assistant can take the info. His name is Travis Gore and our
main office no is 919-966-5496. Debby Crowder

Felecia Garrett wrote:
> Ms. Caldwell:
>
> Thanks so much for your quick response. I'm uncomfortable sending SS#s
> over the e-mail. If you give me a phone number to call or a fax number,
> I will forward Dr. Moses' private information. Also, is it necessary
> for her to complete a W9? I am copying Ms. Crowde on this e-mail
> exchange. Again, thank you.
>
> -----Original Message-----
> From: Kia Lilly Caldwell [mailto:klcaldwe@email.unc.edu]
> Sent: Monday, July 27, 2009 11:27 AM
> To: Felecia Garrett; Deborah Crowder
> Subject: Dr. Moses' Reimbursement
>
> Ms. Garrett,
> Thank you for sending this information regarding Dr. Moses' travel
> reimbursement. I thought she already received her reimbursement, however
>
> I was not involved with all of the final accounting for the conference.
> As indicated by Lucinda Thompson, Dr. Moses will receive $300 from the
> Carolina Women's Center and the remaining amount should come from my
> department. Debby Crowder is my department's budget manager. I have
> forwarded emails from you and Lucinda to Debby. Please send her Dr.
> Moses' SS# and home address to set her up as a vendor in our system. She
>
> can be reached at dacrowde@email.unc.edu.
> I will be overseas for the next couple of weeks and will have limited
> email access during that time.
>
> Best regards,
> Kia Caldwell
>
>
> Felecia Garrett wrote:
>
>> Dear Ms. Caldwell:
>>
>> I submitted receipts for Dr. Moses' travel to Ms. Lucinda Thompson per
>>
>
>
>> the instructions in this e-mail string. Ms. Thompson is willing to pay
>>
>
>
>> a portion of the reimbursement, however, she suggested that I request
>> the balance from you. I will forward our e-mail exchange to you
>> shortly. Many thanks for your assistance in helping me obtain the
>> balance of Dr. Moses' reimbursement.
>>

>> Sincerely,
>>
>> Felecia Garrett
>>
>> * From: * Yolanda Moses [mailto:yolandam@ucr.edu]
>> *Sent:* Friday, February 06, 2009 6:09 PM
>> *To:* Kia Lilly Caldwell; cathy.chi@ucr.edu
>> *Cc:* felecia.garrett@ucr.edu
>> *Subject:* RE: Thank You!
>>
>> Kia:
>>
>> it was my pleasure to have been able to make a contribution. i hope
>> your university appreciates the kind of time and energy that you and
>> your colleagues put into making the event a reality. I will get my
>> receipts to you as soon as possible, and I will be on the look-out for
>>
>
>
>> the honorarium check too.
>>
>> Hope you can get a little down time to reflect and think about how you
>>
>
>
>> want to use the positive energy from this project for your own agenda
>> as well.
>>
>> All the best,
>>
>> Yolanda
>>
>> * From: * Kia Lilly Caldwell [mailto:klcaldwe@email.unc.edu]
>> *Sent:* Thu 2/5/2009 8:43 AM
>> *To:* Yolanda Moses ; cathy.chi@ucr.edu
>> *Subject:* Thank You!
>>
>> Dear Yolanda,
>> I hope you had a safe trip back to California on Saturday. Thank you
>> for speaking during the Black Women in the Academy Symposium. Both of
>> your presentations were wonderful! We have received a lot of positive
>> feedback about the symposium and people seem to have been particularly
>> appreciative of the fact that you and the other speakers were so
>> accessible during the weekend.
>> If you have any receipts for food, parking, taxis etc. from your
>> trip, please send them to Lucinda Thompson. Her address is listed
>> below. You should receive your honorarium check within a few weeks.
>> UNC typically takes a few weeks to process these payments. You should
>> contact Lucinda if you have any questions about this,
>> thomps17@email.unc.edu .
>> Lucinda Thompson, Carolina Women's Center, UNC-Chapel Hill, 215 W.
>> Cameron Avenue , CB# 3302, Chapel Hill , NC 27599-3302
>> Phone: 919-843-0632.
>>
>> Thanks again!
>> Kia
>>
>>
>
>

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, July 27, 2009 6:26 PM
To: Gerald Horne <gchorne@email.unc.edu>
Cc: Travis Gore <stgore@email.unc.edu>
Subject: Re: Request

Hello Professor Horne. Of course, that will be fine. I am copying Travis Gore so that he will know it is ok. We are having a lot of crazy issues these days so sometimes we close the office so you may want to call to double check that we are here before you come. 919-966-5496. I hope to see you. Debby

Gerald Horne wrote:
>
> As he is now out of town, Julius suggested that I contact you about
> the feasibility of dropping by this week to print out some notes for a
> book I'm working on: please advise, thank you.

From:	nobody@notify.unc.edu on behalf of hr@unc.edu
Sent:	Monday, July 27, 2009 8:24 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Excess Liability Insurance Coverage

TO: All Employees

FROM: Brian Usischon, Senior Director, Benefits Services
Office of Human Resources

The University provides excess liability insurance coverage to all employees at no cost to the employee. The coverage amounts are $10,000,000 per employee, $10,000,000 per occurrence and $25,000,000 per annual aggregate.

This coverage is in addition to the statutory coverage pertaining to state employees, pursuant to which the University and the State of North Carolina pay the first $1,000,000 of any judgment awarded against an employee arising out of claims on account of actions or omissions made in the scope and course of employment. The excess liability coverage covers similar claims and is intended to seamlessly fit with this underlying statutory coverage. This insurance covers all employees, including those who are temporary, permanent, full-time and part-time, for their job-related actions.

Excluded from the policy are criminal acts, claims arising out of the operation of motor vehicles, claims arising out of consulting activities, medical malpractice, sexual abuse claims, and claims relating to certain intentional acts (fraud, dishonesty, assault and battery). As with any insurance policy, other terms and conditions may limit or exclude coverage.

If you have any specific questions about the coverage of this University policy, you may contact Treasury & Risk Management Services at 962-7360.

This email is sponsored by: Office of Human Resources / Treasury & Risk Management Services

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, July 28, 2009 2:47 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: Independent Study Paper]
Attach: Independent Study Paper.eml (78.6 KB).msg

From: nobody@notify.unc.edu on behalf of patrick_vernon@kenan-flagler.unc.edu
Sent: Tuesday, July 28, 2009 8:33 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: New Intro Course added for Launchihng the Venture Series

---

Have a good idea? Thinking of starting something new? Consider taking the new introductory class for the popular Launching the Venture (LTV) series offered by UNC's Kenan-Flagler Business School, UNC's Office of Technology Development and the Carolina Entrepreneurial Initiative. The class is open to everyone in the UNC community: students, staff, faculty and alumni, with any type of entrepreneurial idea: social, technological, scientific, artistic or traditional. Come learn whether your idea may be a true opportunity.

The course title is MBA848A Launching the Venture I: Opportunity Recognition and Team Building, and meets Monday evenings for the first half of the fall semester. The purpose of this new course is to help participants build their teams and prepare their applications to get into LTV II. Students who have already taken an introductory entrepreneurship course and have a team may skip the intro class and apply directly for LTV II, which begins in October. The LTV series (www.unc.edu/cei/launch) includes:

LTV 1: Opportunity Recognition and Team Building
LTV 2: Feasibility
LTV 3: Business Planning
LTV 4: Financing

Participants are not required to complete the entire series. You may take LTV I for credit (1.5 credit hours) or you may attend any of the five lectures or six events (not for credit). The sessions are as follows:

8/24 5:00pm Lecture: Ideas vs. Opportunities
6:30pm Panel Discussion: Former LTV Participants discuss the course

8/31 5:00pm Lecture: Business Literacy for Entrepreneurs
6:30pm Panel Discussion: The RTP Entrepreneurial Community

9/14 5:00pm Lecture: Building Entrepreneurial Teams
6:30pm Networking/Team-Building Event

9/21 5:00pm Lecture: Entrepreneurial Finance 101
6:30pm Panel Discussion: Investors, bankers and others discuss startup financing

9/28 5:00pm Lecture: Entrepreneurial Marketing 101
6:30pm Panel Discussion: marketing professionals discuss issues for new ventures

10/5 5:00pm Launch the Venture II Pitch-a-Thon

For more information and to register, go to: www.unc.edu/cei/launch

Launch Facebook Group: http://bit.ly/ATrtN
UNCLaunch On Twitter: http://twitter.com/unclaunch

Patrick Vernon
Associate Director and Adjunct Assistant Professor
Center for Entrepreneurial Studies
UNC's Kenan-Flagler Business School
The Kenan Institute of Private Enterprise
Kenan Center 402
Campus Box 3440
Chapel Hill, NC 27599
pvernon@unc.edu
office (919) 962-9257
fax (919) 843-9178

This email is sponsored by: Center for Entrepreneurial Studies

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From:	nobody@notify.unc.edu on behalf of project.arch@unc.edu
Sent:	Tuesday, July 28, 2009 9:04 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Seeking Adolescent Participants (ages 12-16) for UNC Friendship Study (Earn $80)

Parents and Mental Healthcare Providers:
Researchers are currently seeking participants (ages 12-16) for an important study of adolescent friendship and development called Project ARCH (Adolescents, Relationships, Coping, and Health). Specifically, we are seeking
adolescents who have ever been assessed or received treatment for depressed mood, anxiety, or other mental health concerns.

Participants would complete questionnaires and discuss several adolescent-oriented topics with a close friend. We can schedule visits to our near-campus location on Finley Golf Course Road any afternoon or evening during the week and anytime on the weekend. Participants earn up to $80 for participating and we offer driving reimbursement for long-distance participants.

For more information, please contact Amanda van Scoyoc at 919-843-2352 or by
email at project.arch@unc.edu.

This research study (IRB#07-0929) was approved by the UNC-CH Behavioral IRB.

This email is sponsored by: Department of Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: UNC General Alumni Association <alumni@unc.edu>
Sent: Thursday, July 30, 2009 5:31 PM
To: Carolina Alumni and Friends <stgore@email.unc.edu>
Subject: Tar Heel Travel Opportunities for Young Alumni

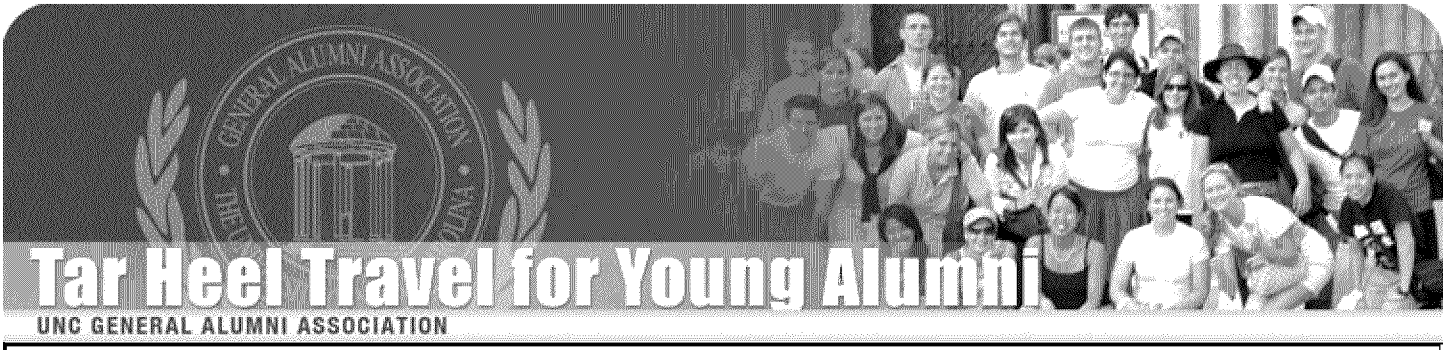

Tar Heel Travel Opportunities for Carolina's Young Alumni

Several trips now available, at prices you can afford.

The GAA's Tar Heel Travel program offers a number of trips each year, including several opportunities for Carolina's young alumni. Whether you prefer to raft down a river of white water, walk the unspoiled beaches of Costa Rica or explore the Great Wall of China, you have options. So pack your bags and experience a trip you'll never forget. And remember, **traveling with us may sometimes require a passport, but not a UNC degree.** Bring a friend or two on your chosen adventure – regardless of their school affiliation.

Wild Whitewater Weekend | Oct. 17-18, 2009

GAA members pay just $215 (nonmembers $245)
Register or request more information.

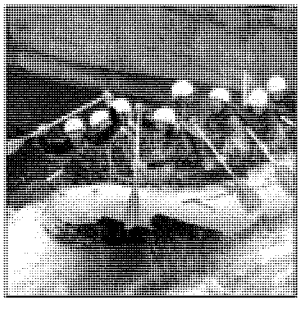

Southern West Virginia's New and Gauley rivers are waiting. Experience some of the most challenging and thrilling whitewater in America and enjoy the annual Bridge Day festivities in the New River Gorge, where you'll watch parachutists leap from an 876-foot bridge from the best seats in the house. More.

Trip includes:

- Two days of rafting
- Professional guides
- River transportation
- Basic equipment
- One dinner, one breakfast and two lunches
- Amazing seats to watch Bridge Day festivities

Prefer the white powder over the white water? Let us know if you're interested in a ski trip to Wintergreen, Va., this winter.

Costa Rica Eco Explorer | Dec. 27, 2009 – Jan. 3, 2010

From $1,650 (air additional from selected gateways)
Register or request more information.

Six Carolina alumni and friends have already registered for this adventure. Join

them to ring in the New Year in style. Take advantage of your extended holiday vacation and discover Costa Rica at a great price. This eight-day journey offers a leisurely and exciting tour of Costa Rica, the hottest destination in Latin America. More.

For less than $2,000, this trip includes:

- (7) nights at first-class hotels with private bath/shower, double occupancy
- Various meals (daily breakfasts as per itinerary, one dinner and two lunches)
- Private tour escort for the duration of the tour
- All scheduled sightseeing
- Visits to Poas Volcano National Park, La Paz Waterfall Gardens, Tabacon Hot Springs and Cano Negro Wildlife Refuge

---

China Passage | May 24 - June 2, 2010

From $2,500 (air additional from selected gateways)
Register or request more information.

China - land of legends, architectural wonders and diverse landscapes, is a country with one of the world's longest histories. Today's China is definitely not the country of your grandparents or your parents. More.

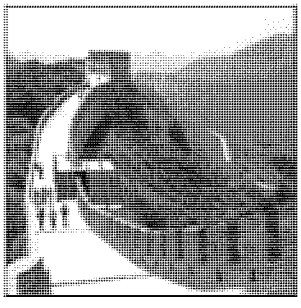

For $2,500, this trip includes:

- Round-trip flights from the U.S. to China and all domestic flights within China (taxes and fees included)
- All accommodations (three-star or similar class)
- Ground transportation within China
- Tours of Beijing, Xian and Shanghai -- including visits to the Forbidden City, Tian-An-Men Square, the Great Wall and Olympics venues
- English speaking guide in each city

For more information and to register for any of these trips,
contact Steffi Kinton '05, coordinator of alumni education and travel:
steffi_kinton@unc.edu | (877) 962-3980.

Thank You

We appreciate your membership in the GAA. The Tar Heel Travel Program is a benefit for GAA members. Members also have exclusive access to the digital version of the award-winning *Carolina Alumni Review*. Read the magazine online as it appears in print.

PRIVACY POLICY: You received this e-mail from the General Alumni Association-George Watts Hill Alumni Center, CB # 9180, Stadium Drive, PO Box 660, Chapel Hill, NC 27514-0660. You have not been subscribed to an e-mail list. If you do not wish to receive future e-mail of this type from the GAA, please reply to alumni@unc.edu and include your full name, address and class year, call us toll-free at (877) 377-7125, or unsubscribe via this link: Unsubscribe Link

Please note that UNC and the General Alumni Association do not sell your information, including your e-mail address, to anyone for any purpose.

702472576

From: lcccnews@med.unc.edu
Sent: Friday, July 31, 2009 8:44 AM
To: LCCC E-News Release <lcccnews@listserv.unc.edu>
Subject: [lcccnews] UNC Lineberger E-News Release
Attach: enews20090730.html

UNC Lineberger Comprehensive Cancer Center e-News

University of North Carolina at Chapel Hill

Trouble viewing UNC Lineberger's E-News Release? View it online at:
http://unclineberger.org/lcccnewsletter/enews20090730.html

You are currently subscribed to UNC Lineberger Cancer Center's E-News Release with email address as: stgore@email.unc.edu.
To unsubscribe send a blank email to leave-25067490-9279841.8d48b917898b1b5e9fb144cf6209b79c@listserv.unc.edu

From: Gideon Young <gwyoung@email.unc.edu>
Sent: Friday, July 31, 2009 11:59 AM
To: dacrowde@email.unc.edu; stgore@email.unc.edu
Subject: CMPL 132 listserv advertisment
Attach: CMPL 132 Fall 2009.doc

Hello Debby and Travis,

I was hoping you could pass this information about this course on to your undergraduates?

Many Thanks!!!

-Gideon

--
--

Gideon Young
Program Assistant for Comparative Literature

Department of English & Comparative Literature
UNC Chapel Hill
CB # 3520, 203 Greenlaw Hall
Chapel Hill, NC 27599-3520

919)962-1055

CMPL 132

Performance and Cultural Identity in the African Diaspora

FALL 2009 Tues/Thurs 9:30 – 10:20 -GL 431-

R.R. FISHER

An interdisciplinary examination of the history and representation of the self in the African Diaspora. We will examine how certain authors make use of the structure of text and the composition of image and sound in their efforts to convey the effect and sense of subjectivity. Authors will include Olaudah Equiano, Mary Prince, W.E.B. Du Bois, Aimé Césaire, Richard Wright, James Baldwin, Maryse Condé, Simone Schwartz-Bart, Miriama Bâ, Jamaica Kincaid, Édouard Glissant, and Edwidge Danticat. Music, film, and art from African America, the Caribbean, and West Africa will also be featured.

This course satisfies IA & GL requirements.

From: nobody@notify.unc.edu on behalf of mindfulness@email.unc.edu
Sent: Friday, July 31, 2009 8:30 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Fall Mindfulness Classes--Register Now

---

Do you want to learn to slow down and enjoy your life?

Are you looking for a new way to deal with stress, anxiety, pain, difficult interactions with others?

Mindfulness can make a difference.

The UNC Mindfulness-based Program for Stress and Pain Management offers training in meditation and mind-body awareness that will teach you how to slow down, set priorities and stay calm, focused and relaxed in the midst of a busy life. These practices will enhance your body's natural adaptive healing ability and will cultivate the mind's clarity and insight.

This program follows Jon Kabat-Zinn's model and is offered by the Program on Integrative Medicine at UNC (Department of Physical Medicine & Rehabilitation).

FALL MINDFULNESS CLASSES FOR 2009:
-Tuesday mornings and evenings beginning September 15 (required orientation)through November 10, taught by Mary Love May.
-Monday Evenings beginning October 12 through November 30, taught by Susan Head

For additional information about classes, tuition, and tuition reductions for research participation visit the Program on Integrative Medicine website at http://pim.med.unc.edu/mindfulness.html

Two graduate courses will be offered this fall for those who have taken the basic foundation course:
1) "Deepening Your Mindfulness Practice in the Pressure-Cooker of Daily Life"
Tuesday evenings, November 17 through December 8, 2009
2)*Our newest graduate course*, "Mindful Parenting" will be held on Tuesday
mornings, November 17 through December 8, 2009.

Both classes are taught by Mary Love May.

To register for these mindfulness courses, complete the registration form on the Program on Integrative Medicine website, http://pim.med.unc.edu/mindfulness.html. Contact the Program by phone at 919-966-8586 or by email at mindfulness@med.unc.edu

This email is sponsored by: Physical Medicine & Rehabilitation

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, July 31, 2009 9:23 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Administrative Review of Joseph DeSimone, Director, Inst. for Advanced Materials

---

July 31, 2009

Invitation to Provide Input to the Administrative Review of Joseph DeSimone,
Director, Institute for Advanced Materials,Nanoscience and Technology

A committee has been appointed to conduct the five-year administrative review of Joseph DeSimone, Director, Institute for Advanced Materials, Nanoscience and Technology (IAM). With this email, the members of the committee are inviting your comments about Dr. DeSimone's leadership of IAM.

You may communicate with the committee in the following ways:

*You may write or email any member(s) of the committee. Please note that any written communication, including email or any other kind of electronic text message, becomes a part of the official record and can be accessed by Dr. DeSimone if he so chooses. University guidelines prevent us from accepting unsigned or anonymous letters or messages.

*You may contact any committee member(s) by phone. Any notes that members take during phone contacts are not part of the permanent record and cannot be seen by the subject of the review. However, the committee will keep a list of everyone who provides comments or information during the course of the review, and that list of names will become part of the official record accessible by Dr. DeSimone.

*You may request to meet with the committee. Please contact the committee chair by August 21 to schedule a time to meet with the committee. As with phone contacts, oral comments are not part of the permanent record. Know that the guidelines say that persons may declare at the beginning of their appearance their wish to remain anonymous, insofar as attribution in the committee minutes of specific comments. However a list of all persons appearing before the committee becomes part of the official record.

You may also relay this invitation to anyone you think has an interest in IAM. The deadline for receiving comments is August 21.

The committee members are:

Terry Magnuson, Chair
Professor and Chair of Genetics
Email: terry_magnuson@med.unc.edu
Address: 5016 Genetic Medicine
CB: 7264
Telephone:(919) 843-6475

Nancy Allbritton
Professor of Chemistry
Email: nlallbri@unc.edu
Address: Chapman Hall, Rm 241
CB: 3216

Telephone:(919) 966-2291

Patrick Eberlein
Professor and Chair of Mathematics
Email: pbe@email.unc.edu
Address: 392 Phillips Hall
CB: 3250
Telephone:(919) 962-9624

Timothy Elston
Professor of Pharmacology
Email: telston@med.unc.edu
Address: 4092 Genetic Medicine
CB: 7365
Telephone:(919) 843-7670

Gary Johnson
Professor and Chair of Pharmacology
Email: glj@med.unc.edu
Address: 4016 Genetic Medicine Bldg
CB: 7365
Telephone:(919) 843-3107

Russ Mumper
Professor of Pharmacy
Email: mumper@email.unc.edu
Address:1044 Genetic Medicine Building
CB: 7362
Telephone:(919) 966-1271

Richard Superfine
Professor of Physics and Astronomy
Email: rsuper@physics.unc.edu
Address: 168 Phillips Hall
CB: 3255
Telephone: (919) 962-1185

This email is sponsored by: Office of the Vice Chancellor for Research
and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of liseanne_hammonds@med.unc.edu
Sent: Friday, July 31, 2009 9:53 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Probiotic Yogurt Study

RESEARCH SUBJECTS NEEDED for Yogurt Study

Do you suffer from the following symptoms?
- Constipation
- Bloating
- Distension
- Swelling
- Gas
- Abdominal Discomfort
- Pain

If yes, then you may be eligible to participate in a research study looking to see if yogurt with added Probiotic bacteria (BB12) helps people who suffer from these symptoms. Probiotics are a dietary supplement containing active bacteria found in food like yogurt and cheese.

This is a 5 week research study with 5 clinic visits to UNC hospital.
Subjects will be compensated $500 for their participation in this study.

If you are interested in participating or to learn more about this study and other studies please call the program coordinator, Liseanne Fedor-Hammonds @ 919-843-1003. Thank You for your interest in our study.

From: Biomedical IRB

Approval Date: 6/09/2009
Expiration Date of Approval: 4/05/2010

Notice of IRB Approval by Expedited Review (under 45 CFR 46.110)
Study #: 09-0480

Study Title: CTRC: Physiological Effects of Yogurt Containing Bifidobacterium Lactis (Bb12) in Subjects with Non-Diarrhea Functional Gastrointestinal Symptoms

This email is sponsored by: Program of Digestive Health

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of wehmeyem@dentistry.unc.edu
Sent: Saturday, August 1, 2009 8:17 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Patients on DIALYSIS needed for study of GUM DISEASE

The UNC Dental Research Center is currently seeking volunteers to participate in a research study about how GUM DISEASE(periodontal disease) and KIDNEY DISEASE are related.

Participants will receive free dental x-rays, dental exam, periodontal therapy (deep teeth cleaning) and parking and may receive up to $150 for successful study completion.

You may be eligible to participate in this research study if you:
-Are between 18 and 80 years old
-Are on peritoneal dialysis or hemodialysis
-Have at least 12 of your own teeth
-Have gum disease (periodontal disease)

To learn how you can be in this study, please call (919) 966-5271 or send an email to wehmeyem@dentistry.unc.edu with your name, phone number, and times you can be reached. Your email will not be shared.

Please share this message with friends or family who may be interested!

Principle Investigators: Meggan Wehmeyer, DDS; Steven Offenbacher, DDS, PhD
Approved by UNC IRB# 08-0464: 4/3/2009

This email is sponsored by: The Dental Research Center

This email is sponsored by: Dental Research Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of bryant_tran@unc.edu
Sent: Tuesday, August 4, 2009 8:17 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Blood Vessel Function Study at UNC

Hello,

Are You a Healthy Adult Over the Age of 35?

Investigators at UNC are looking for men and women to participate in a study evaluating blood vessel function.

Participants must also:
Be non-smokers
Have no history of cardiovascular disease (including high blood pressure, high cholesterol, or diabetes) and not be taking any daily medications

The study involves:
*A one-time outpatient clinic visit lasting about 1.5 hours
*Non-invasive blood vessel function assessment
*Blood sample collection
*Must be willing to fast over night and avoid certain over-the-counter medications and dietary supplements for one week
*$50 compensation for completing the study

For more information, contact Bryant Tran at UNCclinicalstudy@gmail.com or (919)843-8723

UNC Chapel Hill IRB
IRB Study #07-0836
Approval Date: 07/13/09

This email is sponsored by: UNC Eshelman School of Pharmacy

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of fred.stutzman@unc.edu
Sent:	Tuesday, August 4, 2009 8:26 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Research on Older Users of Social Networking Sites

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UNC-Chapel Hill researchers are conducting a study of recent adopters of social networking sites (Facebook, Myspace). We seek individuals, age 40 or older, who first joined a social networking site within the last two years. If you meet these criteria, we are interested in talking to you about why you joined the social networking site and what you do on the site.

To qualify for this research, you must be age 40 or older and have started using social networking sites within the last two years. Your participation is entirely voluntary. Individuals who wish to participate will be interviewed for one hour, and they will fill out a simple questionnaire. Participants will be compensated $10.00 for their time. Interviews can be in person, or remotely (over the phone, via Skype, etc.). To volunteer for participation, or ask any questions about the project, please email Principal Investigator Fred Stutzman at fred.stutzman@unc.edu. If you prefer, you may call 919-260-8508.

This research has been approved by the University of North Carolina Institutional Review Board, IRB-09-1303. Gary Marchionini, Ph.D., Cary C. Boshamer Distinguished Professor in the School of Information and Library Science, is faculty supervisor of this study.

This email is sponsored by: INLS

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, August 5, 2009 1:25 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: Re: Scheduling a final exam...]
Attach: Re_ Scheduling a final exam....eml (2.32 KB).msg

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, August 5, 2009 1:32 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: Paper]
Attach: Paper.eml (68.0 KB).msg

From: scanner@unc.edu
Sent: Wednesday, August 5, 2009 4:56 PM
To: travis <stgore@email.unc.edu>; debby <dacrowde@email.unc.edu>
Subject:
Attach: 20090805165542559.pdf

This E-mail was sent from "R10442" (Aficio MP 2510).

Scan Date: 08.05.2009 16:55:42 (-0400)
Queries to: scanner@unc.edu

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, August 5, 2009 8:18 PM
To: stgore@email.unc.edu
Subject: FORMAL NOTICE: TIM Upgrade August 2009

To: All University Employees

From: Payroll Services and the TIM Project Team

The TIM system will be upgraded beginning on Friday, August 7. The system will be down from Friday, August 7 at 5:30 pm until Monday, August 10 at 5:30 am. During the downtime, users will not be able to log in. *Teletime* will remain down until Wednesday, August 12 at 5:30 am.

Employees using Badge Terminals will be able to swipe in and out for worked hours during the downtime. Functions such as View Timecard Totals, View Accrual Balances, and Time Off Notifications will not be available at the Badge Terminals during the downtime period.

Employees using Web Time Stamp will not be able to login to TIM to record their times worked during the downtime. All time worked for this downtime period should be submitted to the Manager or TIM Administrator for manual entry on Monday, August 10.

Employees using Teletime will not be able to call in to the phone system to record times worked during the extended Teletime downtime period. All time worked during the downtime should be submitted to the Manager or TIM Administrator for manual entry on Wednesday, August 12.

Employees using Manual Time Entry will not be able to login to TIM during the downtime. On Monday, August 10, they will enter any shifts worked during the downtime.

While the functionality has remained the same, the look and location of menus in the TIM system have changed. The TIM online tutorials and manuals have been updated with changes to help users navigate the upgraded system.
Please take the 10-15 minute online tutorials for your position type as soon as possible and download the appropriate manual at http://www.unc.edu/finance/payroll/tim/tim_training.html.

PLEASE NOTE: On *Monday, August 10,* the new TIM Thinstall will be available for download. It is recommended that all users on *Monday, August 10* delete the current version of the Thinstall application and install the new TIM Thinstall from the UNC Shareware page at https://shareware.unc.edu/software.html. If the user has not installed Thinstall previously, they should install the new TIM Thinstall.

On Monday, August 10, if you need assistance with installing the new TIM Thinstall, please contact your Technical Support Group or 962-HELP for assistance. Instructions to download the Thinstall TIM Icon to your desktop are on pages 1-3 of the new TIM Manuals located online at http://www.unc.edu/finance/payroll/tim/tim_training.html.

Thank you for your patience during this time of transition.

This email is sponsored by: Payroll Services and TIM Project Team

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Thursday, August 6, 2009 11:03 AM
To: afam faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc: Travis Gore <stgore@email.unc.edu>
Subject: heads up about meeting with students with disabilities

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Hi to all. Just fyi. Someone made a formal complaint, I believe over the summer, about difficulty meeting with their professor in this department. The university counsel's office and EEO office are involved and there will be some official communication coming to you, sooner or later. When you are doing your syllabi for the fall, you may want to include a sentence about making arrangements to meet with students who are unable to come to your offices. We have told the powers that be that we will make the conference room (104) available for such meetings. Of course you will have to schedule these meetings since I believe we will still use that room for tests and other conferences.
Thanks much. Debby

From:	nobody@notify.unc.edu on behalf of john_gorsuch@unc.edu
Sent:	Thursday, August 6, 2009 8:19 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Sales Tax Holiday at Student Stores

UNC Student Stores is participating in the North Carolina Sales Tax Holiday Weekend.

Items that are eligible for exemption are:
Clothing, footwear, and school supplies of $100 or less per item;
Sports and recreation equipment of $50 or less per item,
Computers of $3,500 or less per item;
Computer supplies of $250 or less per item

For more information, please go to www.store.unc.edu and www.dornc.com/taxes/sales/salestax_holiday.html

This email is sponsored by: UNC Student Stores

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of lely@med.unc.edu
Sent: Thursday, August 6, 2009 8:42 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Type 2 Diabetes Study

Do You Have Type 2 Diabetes?

The UNC Diabetes Care Center is currently seeking volunteers to participate in a research study to test the safety and effectiveness of sitagliptin (Januvia.) which is approved by the FDA for the treatment of Type 2 diabetes. This study will also compare the effect of sitagliptin (Januvia.) as part of usual diabetes care vs. usual diabetes care without sitagliptin (Januvia.) on cardiovascular events. Enrolled subjects will either take sitagliptin (Januvia.) or placebo (inactive substance). The length of the study will be approximately 3-6 years and will consist of a combination of study visits and phone calls. All visits will take place at the UNC Diabetes Care Center.

You may qualify if you are:

* 50 years of age or older
* Have type 2 diabetes and a history of vascular disease
* Not currently taking insulin

For more information please call:

Laura Ely Clinical Trials Coordinator
UNC Diabetes Care Center
484 0931 ext 273
lely@med.unc.edu

Or you may register on our Registry for Potential Research Study Patients at the following link:
http://domis.med.unc.edu/dccregistry

Study Protocol TECOS IRB Approval Study No 09-0043 Approval Date 20 February 2009 UNC Biomedical IRB Approval by Full Board Review

This email is sponsored by: Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: lcccnews@med.unc.edu
Sent: Friday, August 7, 2009 9:42 AM
To: LCCC E-News Release <lcccnews@listserv.unc.edu>
Subject: [lcccnews] UNC Lineberger E-News Release

UNC Lineberger Comprehensive Cancer Center e-News

University of North Carolina at Chapel Hill

Trouble viewing UNC Lineberger's E-News Release?

View it online at: http://unclineberger.org/lcccnewsletter/enews20090807.html

Lineberger Banner: Today's Best Care, Tomorrow's Best Hope

Cancer News Update From UNC Lineberger **08/07/2009**

Forward to a Friend

Cancer Care at UNC – Then and Now

With the N.C. Cancer Hospital scheduled to open within days, UNC faculty and staff talk about the course of cancer care at UNC over the years. Watch video.

Groundbreaking Study Shows Exercise Benefits Leukemia Patients

A new study from the University of North Carolina at Chapel Hill indicates that exercise may combat the debilitating fatigue that leukemia patients experience. The team of researchers included UNC Lineberger members Claudio Battaglini, PhD, Diane Groff, EdD, Tom Shea, MD, and Anthony Hackney, MD. Read more.

UNC Researchers Decode Structure of an Entire HIV Genome

The structure of an entire HIV genome has been decoded for the first time by researchers at the University of North Carolina at Chapel Hill. UNC Lineberger members Kevin Weeks, PhD, and Ron Swanstrom, PhD, and Joseph M. Watts, a chemistry postdoctoral fellow supported by UNC Lineberger, were among those involved in the research. Read more.

Free Cancer Symposium for the General Public on August 15

Mark your calendar for Saturday, August 15! The V Foundation is hosting a cancer symposium that will feature a panel of distinguished physicians and scientists from Duke, NC State and UNC who have been funded by The V Foundation. The event will also include talks by members of The V Foundation's Scientific Advisory Board and a "hands-on" exhibit by area hospitals that serve the needs of those touched by cancer. Read more about the symposium and about the speakers from UNC.

UNC Women's Basketball Coach Sylvia Hatchell Featured in *USA Today*, *Asheville Citizen-Times* for her support of UNC Lineberger

Read article in *USA Today*. Read article in *Asheville Citizen-Times*.

UNC Lineberger Member Joe DeSimone, PhD, Featured in *The Herald-Sun* for a Prototype he and his Team of Researchers Have Created

To read the full article, click here.

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UNC Lineberger Comprehensive Cancer Center, Campus Box 7295, Chapel Hill, NC 27599-7295

You are currently subscribed to UNC Lineberger Cancer Center's E-News Release with email address as: stgore@email.unc.edu.
To unsubscribe send a blank email to leave-25103741-9279841.8d48b917898b1b5e9fb144cf6209b79c@listserv.unc.edu

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Friday, August 7, 2009 8:17 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Fall 2009 Parking / Transportation / Safety Information

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ATTENTION STUDENTS, STAFF, AND FACULTY:

The UNC Department of Public Safety wishes to make sure your experience this academic year is a positive one. As such, please take a moment to review important information related to transportation, parking, and personal security through the Fall 2009 Transportation, Parking, and Safety Update link from the Public Safety homepage:

http://www.dps.unc.edu

Please educate yourself on changes in policy or topics of interest prior, and partner with us in the interest of protecting North Carolina's future.

Thank You,
UNC Public Safety

This email is sponsored by: UNC Public Safety

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, August 10, 2009 9:05 AM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: New Webmail launches Aug. 17

Memorandum

To: The Carolina community
From: Larry D. Conrad, Vice Chancellor for Information Technology and CIO
Date: August 10, 2009
Re: Launch of new Webmail

On Monday, Aug. 17, Information Technology Services (ITS) will launch a new version of Webmail for all Carolina students, faculty and staff.

For some time now, ITS has heard from our customers that the old Webmail system needed to be replaced. Last year's budget cuts prevented ITS from addressing this issue. This year, fortunately, ITS has found a way to pursue an upgrade despite the ongoing budget challenges for the University.

Because the new software is open-source and because it is running on existing equipment, the Webmail upgrade will be implemented without incurring any capital cost to the University.

The new version of Webmail has the look and feel of a desktop client - like Thunderbird or Outlook - and is more intuitive than the previous version. It will provide a much better overall user experience.

Evaluated and tested by members of student government, ITS and other groups, the new Webmail has received positive reviews. Features include: easy navigation; spell check; an improved interface; new message pop-up; find-as-you-type address book; and faster performance.

The old version of Webmail will continue to be available to users through a link on the login page, http://webmail.unc.edu, for the next few months to give people time to transition to the new version.

If you have any questions or concerns, please contact 962-HELP.

This email is sponsored by: Information Technology Services

From: scanner@unc.edu
Sent: Monday, August 10, 2009 10:55 AM
To: debby <dacrowde@email.unc.edu>; travis <stgore@email.unc.edu>
Subject:
Attach: 20090810105502327.pdf

This E-mail was sent from "R10442" (Aficio MP 2510).

Scan Date: 08.10.2009 10:55:02 (-0400)
Queries to: scanner@unc.edu

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, August 10, 2009 11:07 AM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: FW: Vance Pettigrew and Battle]
Attach: FW_ Vance Pettigrew and Battle.eml (9.61 KB).msg

From:	nobody@notify.unc.edu on behalf of lea.holt@fac.unc.edu
Sent:	Monday, August 10, 2009 8:16 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: AT&T Telephone Books

In order to facilitate the distribution of AT&T telephone books to all campus departments, University Mail Services (UMS) is requesting that you provide the number of phonebooks your department will need and the correct Campus Box number
for delivery (if your Campus Box number has changed since 2008).

Please respond to MailServices@fac.unc.edu no later than Friday, August 14.

An informational flyer can be viewed or printed at the Facilities Services homepage at: http://www.fac.unc.edu/

This email is sponsored by: University Mail Services

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of annadele@email.unc.edu
Sent: Wednesday, August 12, 2009 8:18 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Fall CEES Airport Taxi

Fall CEES Airport Taxi

Save some cash and donate money to a good cause by hitching a ride from RDU with one of our drivers! All proceeds benefit the Carolina Experience Enrichment scholarship which will subsidize a summer travel or unpaid internship experience of an exceptional non-traditional, transfer, Carolina Covenant or parent student.

A ride to the airport: $25
Cheesy 80s music on the way: Free
Warm fuzzy feeling from helping a good cause: ...priceless.

To reserve our services:
http://www.surveymonkey.com/s.aspx?sm=FeQeGGt4VC2KsXBnk_2fWpNQ_3d_3d

To get involved, please email CEES@unc.edu.

This email is sponsored by: Carolina Experience Enrichment Scholarship

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, August 12, 2009 8:43 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: H1N1 Flu Update: University Issues New Guidelines for Fall 2009

Dear Faculty and Staff:

As the H1N1 influenza A continues circulating widely worldwide, health officials expect cases to keep increasing in the United States in the next few months since influenza transmission typically spreads more rapidly during the fall and winter. Those patterns suggest that University students, faculty and staff could be exposed to someone with H1N1 flu -- either on or off campus - and contract the illness.

On Aug. 5, 2009, the Centers for Disease Control and Prevention (CDC) issued new guidelines about the best ways to prevent spreading the H1N1 flu. Based on that information, the University has developed new recommendations for when University students, faculty or staff should stay home from work or school. These recommendations supersede the guidance provided by the University on June 30, 2009. (The University will communicate separately with students and parents.).

Guidelines for Faculty, Staff and Health-Care Workers

* University faculty and staff who are well but have a family member at home with H1N1 flu: Can go to work as usual. These employees should monitor their health every day. If they become ill, they should notify their supervisors and stay home using available leave (sick leave, vacation, bonus leave or flexible furlough program). Employees who have an underlying medical condition or who are pregnant should call their health-care providers for advice or care - including whether they should receive influenza antiviral drugs to prevent illness - before reporting to work.

People who are at high risk of complications from H1N1 infection - for example, persons with certain chronic medical conditions, children less than 5 years or adults 65 years or older and pregnant women - should consider their risk of exposure if they attend public gatherings in communities where influenza A virus is circulating.

* Employees who are experiencing an acute respiratory illness with a fever greater than 100.4 degrees along with cough, nasal congestion or sore throat: Should not come to work and should stay away from others (self isolate). Those who wish to seek medical care should contact their health-care provider to report illness by telephone or other means before seeking care. If persons with these symptoms must leave their home (for example, to seek medical care or other necessities), they should cover their nose and mouth when coughing or sneezing. A surgical loose-fitting mask can be helpful, but a tissue or other covering is appropriate, too. They should stay home from work, school and any community gatherings for 24 hours after their fever resolves. Their fever should be gone without the use of a fever-reducing medicine (antipyretic). Employees should use available leave (sick leave, vacation, bonus leave or flexible furlough program) if they need to stay home from work.

University health-care workers

* University health-care workers who have exposures at home to known or suspected novel H1N1: Should take their temperature each day and NOT

come to work if they develop a fever with sore throat or cough.

* Health-care workers who develop a fever at work with a sore throat or cough: Should immediately go home.

* Health-care workers with a fever and cough or sore throat: Should remain home for 24 hours after their fever resolves. Their fever should be gone without the use of a fever-reducing medicine (antipyretic) before they may return to work. If they still have respiratory symptoms they should wear a mask while providing patient care until asymptomatic.

* Health-care workers may work with a cough or other upper respiratory symptoms in all units except the Neonatal Critical Care, Pediatric Critical Care and Bone Marrow Transplant Units: Employees in these units who develop respiratory symptoms even if without a fever should be evaluated by the University's Occupational Health Clinic. In other units, health-care workers with respiratory symptoms without a fever may work if they wear a mask at all times while providing patient care and practicing appropriate hand hygiene.

* If a UNC Health Care employee is exposed to a patient with novel H1N1 (for example, within three feet without wearing a mask): The UNC Health Care System will offer post-exposure prophylaxis only if the employee's immune system is compromised, the employee is at high risk for complications if they develop influenza or the employee is pregnant (after consultation with the employee's obstetrician). Such employees should take their temperature before coming to work and should not come to work if they develop a fever as well as any respiratory symptoms.

CDC Tips to Fight H1N1 Flu

Although H1N1 flu has proven to be relatively mild and responsive to anti-viral drugs, the CDC recommends that everyone take the following actions to stay healthy:

* Cover your nose and mouth with a tissue when you cough or sneeze.
* Throw the tissue in the trash after you use it.
* Wash your hands often with soap and water, especially after you cough or sneeze. Alcohol-based hand sanitizers can be used if soap and water are not available.
* Avoid touching your eyes, nose or mouth. Germs spread this way.
* Avoid close contact with sick people.

The University's Department of Environment, Health and Safety, http://www.ehs.unc.edu/healthy/h1n1.shtml, is leading Carolina's response to the H1N1 flu in collaboration with the UNC Health Care System, UNC General Administration, the N.C. Department of Health and Human Services, and the Orange County Department of Public Health.

Information about H1N1 is updated as conditions warrant on Alert Carolina, http://alertcarolina.unc.edu, and on the Centers for Disease Control and Prevention Web site, http://www.cdc.gov/h1n1flu/.

Sincerely,

University Emergency Warning Committee

This email is sponsored by: Emergency Warning Committee

From: nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent: Wednesday, August 12, 2009 9:24 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Tuition Waiver Policy Change

FROM: Brian Usischon, Benefits Services
Office of Human Resources

The Governor has signed into law Senate Bill 202, the Appropriations Act of 2009. The Act changes the University's tuition waiver policy by reducing the number of free courses a full-time faculty or staff member may enroll in per academic year, from three to two. This change is retroactive to July 1, 2009, and impacts the 2009-2010 academic year.

Employees who completed a Tuition Waiver form for the fall 2009 semester that included three courses should contact the Cashiers' Office at 962-1368 to make arrangements to either pay for a class or to follow the necessary drop/add procedures.

The Tuition Waiver form has been updated and is posted to the Office of Human Resource Web site. Please begin using the new version of this form. The Tuition Waiver deadline for the Fall 2009 semester is Monday, Aug. 31.

Questions concerning the tuition waiver program can be directed to Benefits Services at 962-3071 or benefits@unc.edu.

This email is sponsored by: Office of Human Resources

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, August 17, 2009 10:55 AM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: Fwd:]
Attach: Fwd_.eml (28.5 KB).msg

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Monday, August 17, 2009 12:07 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Message from the Chancellor: Campus Budget Update

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Dear Faculty and Staff:

Many of you know that the General Assembly has finalized the North Carolina budget for 2009-2011 after making tough decisions about new tax increases, spending cuts and reduced services. Earlier this month, Governor Perdue signed the new budget into law. Carolina is taking about a 7 percent cut following the Board of Governors action last week on the system budget.

Considering the state's still uncertain revenue picture and this budget's impact on other state agencies, legislators treated the UNC system very fairly overall. Governor Perdue has also understandably signaled her intention to conservatively manage the state's resources in the coming months. She has rescinded the emergency budget restrictions for state funds that have been in place since last month. But she also instructed the Office of State Budget and Management to withhold 5 percent of each state agency's monthly allotment starting next month. While this is another reduction for us to manage, we understand that the governor needs to proceed with caution in this environment.

Because of the steps we have taken since March, we won't seek any additional cuts from campus units to handle the 5 percent holdback. If revenues continue to decline, the governor may take additional steps that would require additional cuts in campus units. Nevertheless, we are hopeful that our current measures may, in fact, hold us for the fiscal year.

Keep in mind that we already enacted a total 10 percent permanent cut for state appropriations effective in July. We didn't want to wait for a final state budget to activate those plans, and this enabled us to accommodate what is effectively a 12 percent cut by getting started when we did. Our focus has remained on protecting core academic and teaching programs. By keeping cuts away from the classroom, we limited campus reductions to instructional
units to just over 5 percent.

Overall, we have much to be grateful for in the new state budget.

* We expect to receive about $5 million from the UNC system's share allocated for enrollment growth, and another $2 million for need-based financial aid.

* General Administration will receive $2 million in permanent funding for faculty recruitment and retention. Historically, we have fared well when President Bowles distributes those funds.

* The University Cancer Research Fund, which supports basic interdisciplinary research across campus through the Lineberger Comprehensive Cancer Center and the School of Medicine, will receive the full $50 million installment originally committed to in 2007.

* A related longtime capital priority, the Biomedical Research Imaging Center, has been approved for construction. This is great news as UNC Health Care prepares to formally dedicate the North Carolina Cancer Hospital next month.

Our research centers and institutes, which have played such a vital role in fueling the success of the entire campus in attracting federal research grants, are being cut between 17 percent and 23 percent. That's still not as severe as we had feared earlier in the legislative session, and it's coming with some management flexibility. While I know this is a hardship for our faculty and staff engaged in the hard work of conducting research to help people, please understand how difficult a job our legislators had in balancing competing interests. We've made every effort to minimize the impact, as much as possible, on the campus-wide research enterprise. Moving forward, our focus should be on continuing to inspire the confidence of legislators in this important work so that it results in more, rather than less flexibility in making our own decisions about spending reductions.

Uncertainty about final tuition rates for the academic year has been a concern for our students. The General Assembly authorized the tuition increases for this year already approved by the UNC Board of Governors. However, legislators also signaled that campus-based tuition increases in 2010-2011 will be off the table. Our campus typically uses this revenue to support faculty compensation, graduate teaching assistant stipends, need-based financial aid to offset any tuition hikes, and other academic priorities.

The state budget and support of North Carolina taxpayers is very important to our overall operations, but it's roughly a quarter of the total budget. We've seen some recent bright spots. The faculty just set a new record for external research funding in 2009 (more than $716 million), and we are well positioned for continued success in attracting federal research dollars available through the American Recovery and Reinvestment Act. Our development office just recorded the second highest total of cash gifts ($271 million) in University history. Our alumni and friends are providing a remarkable level of private support for Carolina despite the economy. This is not to suggest that we still won't have difficult financial decisions to make and issues to grapple with in the coming months. We will. But we can't let the state's financial condition paralyze us from advancing the work of the University.

I want to thank those of you who have taken the time to watch and read about the final report from Bain & Company, the global consulting firm that has been helping the University look for ways to streamline operations and be more effective. [If you haven't seen it yet, check www.unc.edu for a link to the University's Budget Information Web page.] I appreciate the feedback many of you have shared about that report and encourage you to share comments about the Bain report or other budget issues at budgetideas@email.unc.edu.

Thank you for all that you do to make Carolina such a great place. I continue to be so appreciative of the commitment of our employees and faculty to Carolina and the spirit with which we have faced these challenges. With our students about to return for another academic year, I'm excited about what a new semester will bring for our campus community.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: lcccnews@med.unc.edu
Sent: Monday, August 17, 2009 4:38 PM
To: LCCC E-News Release <lcccnews@listserv.unc.edu>
Subject: [lcccnews] UNC Lineberger E-News Release

UNC Lineberger Comprehensive Cancer Center e-News

University of North Carolina at Chapel Hill

Trouble viewing UNC Lineberger's E-News Release? View it online at:
http://unclineberger.org/lcccnewsletter/enews20090817.html

Lineberger Banner: Today's Best Care, Tomorrow's Best Hope

Cancer News Update From UNC Lineberger 08/17/2009

Forward to a Friend

N.C. Cancer Hospital Officially Opens

Employees moved from the Gravely Building to the N.C. Cancer Hospital on Friday, August 14, 2009, and the N.C. Cancer Hospital officially opened to patients today.

Watch video interviews with experts highlighting areas within the new N.C. Cancer Hospital (check this page often as new videos will be added until the Dedication Ceremony on September 15, 2009). Watch videos.

UNC-Led Team Selected for National Cancer Drug Discovery Initiative

A team of scientists at the University of North Carolina at Chapel Hill, North Carolina Central University, and the Hamner Institutes for Health Sciences will be working with the National Cancer Institute as part of a national effort to bring more targeted cancer therapies to patients as quickly as possible.

The UNC-led team will participate in a national consortium to create an NCI cancer drug "pipeline" all the way from identifying potential drug targets through clinical trials in cancer patients. The team is called the North Carolina Chemical Biology Center (NC CBC) and is led by UNC Lineberger member Stephen Frye, PhD. Read more.

Julie Blatt, MD, Awarded One of Four National Cancer Coalition Angel Grants

UNC Lineberger member Julie Blatt, MD, professor in the division of pediatric hematology/oncology and fellowship program director, received one of four Angel Grants awarded by The National Cancer Coalition (NCC). The NCC implemented its Angel Grant program to provide seed funding to innovative projects that benefit and further cancer research, education, and programs. Read more.

UNC Radiation Oncology Faculty Member Receives National Award

Robert D. Adams, EdD, CMD, RT, MPH, assistant professor of radiation oncology in the UNC School of Medicine, received the 2009 Award of Excellence from the American Association of Medical Dosimetrists. The award recognizes distinguished accomplishments and contributions in the field of medical dosimetry. Read more.

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UNC Lineberger Comprehensive Cancer Center, Campus Box 7295, Chapel Hill, NC 27599-7295

You are currently subscribed to UNC Lineberger Cancer Center's E-News Release with email address as: stgore@email.unc.edu.
To unsubscribe send a blank email to leave-25156918-9279841.8d48b917898b1b5e9fb144cf6209b79c@listserv.unc.edu

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, August 17, 2009 4:39 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: Independent Study]
Attach: Independent Study.eml (171 KB).msg

From: nobody@notify.unc.edu on behalf of erika_hanami@med.unc.edu
Sent: Monday, August 17, 2009 8:19 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Subjects needed for Chronic Hand Eczema Research Study

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If you have severe chronic hand eczema not responding to strong topical steroids, you may be eligible to participate in a research study evaluating the safety and efficacy of an oral eczema medication. You must be between 18-75 years old to participate.

Study participation will last up to 72 weeks and require up to 23 study visits. You will not be allowed to use other hand eczema medications while participating in this study. All study related visits, study medication and evaluations will be provided to eligible participants at no cost. Subjects will receive compensation for time and travel.

For more information, please contact:

Erika Hanami, CRC
1042 Burnett-Womack, CB 7209
Chapel Hill, NC 27599-7209
Phone: 919-843-5126
Email: erika_hanami@med.unc.edu

This study has been approved by the Institutional Review Board at UNC-CH.
IRB#:08-2134

This email is sponsored by: Clinical Translational Research Center

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From: nobody@notify.unc.edu on behalf of maclay@med.unc.edu
Sent: Monday, August 17, 2009 8:45 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: NC TraCS Community Academic Partnership RFA

The North Carolina TraCS Institute has released a Request For Applications (RFA) for the 2009 Community-Academic Partnership Grant. This grant seeks to build the capacity of new community-academic partnerships to work together to solve problems in translating health knowledge into meaningful community health improvements. This funding will support the development, evaluation, and dissemination of innovative approaches and cross-organization collaborations that lead to improvements in access to care, health services delivery, and evidence-based interventions.

Details about this funding opportunity and key deadlines and dates can be found at:
http://tracs.unc.edu/index.php?option=com_content&view=article&id=213&Itemid=271

This email is sponsored by: NC TraCS Institute Community Engagement Core

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent:	Monday, August 17, 2009 9:26 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Victory Garden for University Employees

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Less than 5 minutes of your time to complete this survey will help a group of dedicated Tarheels take the next steps toward creating a campus community garden. Don't delay or you might forget. Deadline is Thursday, August 20th. Click link below for the survey:

http://www.surveymonkey.com/s.aspx?sm=C9OyKhzpld9qiBjFYq29mA_3d_3d

This email is sponsored by: Employee Forum

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of CarolinaBlueToCarolinaGreen@unc.edu
Sent: Monday, August 17, 2009 9:54 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Carolina Blue to Carolina Green Every accomplishment begins with a great idea

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From Carolina Blue to Carolina Green

Every worthy accomplishment begins with a great idea - what's yours?

Have you recognized ways to cut costs, increase environmental sustainability, or reduce resource consumption within your department or somewhere else on campus? If so, your idea might earn you a great prize like dinner and an overnight stay at the Carolina Inn or lunch with the Chancellor!
The University Management Development Program (UMDP)'s "From Carolina Blue to Carolina Green Team" is sponsoring a contest for permanent UNC Faculty and Staff to come up with the most innovative, practical, and creative solutions to help make UNC a little more green. All ideas, regardless of scale, are welcome; however, preference will be given to those ideas that are achievable in a short period of time, and reasonably inexpensive to implement. Winners will be selected and announced in late fall, and the best ideas will be presented to top decision-makers at the University.

Submissions should be emailed to: CarolinaBlueToCarolinaGreen@unc.edu
Include the following:

Your Name
Email
Phone Number
Department
Job Title
A brief, typed summary of your idea.

Submission Deadline is October 15, 2009.

Don't delay, UNC needs your ideas! Good luck, and think green!

This email is sponsored by: UNC UMDP

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of elac@unc.edu
Sent:	Monday, August 17, 2009 10:08 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Is English your second language?

All non-native speakers of English at UNC can find academic, cultural, and language support at the Writing Center. The following English Language & American Culture services are free for undergraduates, graduate students, exchange students, postdoctoral scholars, visiting scholars, faculty, and staff this semester:

* Workshops: grammar, presentation skills, pronunciation, proposal writing, culture shock, and more.

* Writing Groups: small groups of students/postdocs share and improve their academic writing.

* The Everyday Writers' Group: for general, non-academic writing practice.

* Speaking Groups: practice presentations, discussions, and conversations while improving your language and pronunciation.

* ELAC Online videos: proofreading, paraphrasing, writing email, and more.

* ELAC Essentials orientation workshops (Aug 25-Sep 4): learn the essential skills for success at Carolina. For new and continuing students and scholars.

For more information, please visit www.unc.edu/writingcenter/elac or contact Nigel Caplan, ESL Specialist, at nacaplan@unc.edu (telephone: 962-7710).

In addition, full-time UNC students have access to on-campus Writing Center tutoring: www.unc.edu/writingcenter

This email is sponsored by: Writing Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Kia Lilly Caldwell <klcaldwe@email.unc.edu>
Sent: Monday, August 17, 2009 10:51 PM
To: Travis Gore <stgore@email.unc.edu>; Deborah Crowder <dacrowde@email.unc.edu>
Subject: Syllabi
Attach: BlackWomen_syllabusFall09doc.doc; BlacksLA_syllabus_fall09.doc

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Dear Travis and Debby,
I'm sending my syllabi with this message. Please make 35 copies of
the one for AFAM 266
and 45 copies of the one for AFAM 254.

Thanks,
Kia

AFAM 266/WMST 266: Black Women in America
Fall 2009
Tuesday, Thursday 2:00-3:15 pm
Gardner 07

Dr. Kia Caldwell
Office: Battle Hall 208
Office Hours: Thursday 3:30-4:30 pm and by appointment
Telephone: 962-0539
Email: klcaldwe@email.unc.edu (for weekdays only)

COURSE DESCRIPTION: This course examines the experiences of black women in the United States from historical and contemporary perspectives. The experiences of black women in other areas of the African diaspora, particularly Brazil, will also be explored through course readings and films. Students will gain knowledge of the experiences and challenges faced by black women and develop the skills necessary to analyze black women's struggles for equality and social justice. This course will provide students with the conceptual and theoretical tools needed to analyze contemporary gender relations in African-American communities and pressing social issues which have a disproportionate impact on African American women, such as HIV/AIDS, poverty, reproductive rights, and media images.

COURSE FORMAT: In-class time will consist of student-led discussions, lectures, small group work, and video screenings. The videos screened in class are important course materials and every effort should be made to view any that are missed. Most videos will be available in the Media Resources Center of the Undergraduate Library.

REQUIREMENTS:
Readings – It is essential to complete all of the assigned readings in order to ensure your success in this course. You should complete all readings prior to the class meeting for which they are assigned and be prepared to discuss and critique them during our class sessions.
Attendance – Your attendance at all class sessions is required for successful completion of this course. Absence from more than 3 classes will result in a severe grade penalty.

- **Excused Absences -** In the event of illness or a personal emergency, a request for an excused absence may be made. Requests **should not** be made by email. Requests must be made by submitting the excused absence form found on blackboard during class.

Class Participation – You will be expected to participate in class on a regular basis. During our class meetings, we will engage in discussions which will require active participation from as many students as possible. Your participation in class discussions in the form of comments and informed questions will be encouraged throughout the semester. Ultimately, you will maximize your learning experience by participating in class and helping to create a dynamic classroom environment.
Online Assignments – There are several online assignments during the semester. You will be expected to scan the required websites prior to class and discuss these sites in your reading response papers.
Group Presentations – You will do a group presentation on an assigned reading during the second half of the semester. As part of your presentation, you should present a list of sources relevant to your topic. Your final paper will be done on the same topic as your group presentation.
Writing Assignments – You will complete a variety of writing assignments in this course. Your written work will include critical essays, response papers based on the course readings, and a final paper which will require you to use course readings and outside sources.
Deadlines – Late work will not be accepted without prior permission. Please contact me if an emergency situation arises during the semester.
Honor Code – You should familiarize yourself with and follow the standards of academic integrity and academic conduct outlined in the UNC Honor Code (http://honor.unc.edu). Possible Honor Code violations include plagiarism, and giving/receiving unauthorized assistance during exams and when completing course assignments.

Disability Services - If you will require special accommodations for this course, please inform me early in the semester. You may consult the Disability Services website at: http://disabilityservices.unc.edu/eligibility/document-guidelines.html.

COURSE TEXTS AND MATERIALS:

Required Texts - available at Student Stores

- Beverly Guy-Sheftall, *Words of Fire: An Anthology of African-American Feminist Thought* (*WOF* in syllabus).
- Johnetta Betsch Cole and Beverly Guy-Sheftall, *Gender Talk: The Struggle for Women's Equality in African American Communities* (also available as an ebook through the online library catalog)

Electronic journals (ejournal) and Electronic books (Ebook) – Several readings are found in electronic journals and electronic books that may be accessed via the online library catalog.

Reserves (eres) - A number of readings will be placed on electronic and hardcopy reserve. You may access electronic reserve items through the UNC libraries website (http://eres.lib.unc.edu).

Blackboard (bbd) - Course materials will also be posted on Blackboard (http://blackboard.unc.edu).

Research Guides

- A Course Page for AFAM/WMST 266 is available through the UNC Library Catalog: http://www.lib.unc.edu/coursepages/afam/F08_afam266.html.
- A Bibliography on Black American Feminisms is available through the University of California Santa Barbara Library Catalog: http://www.library.ucsb.edu/subjects/blackfeminism

ASSESSMENT:

Preparation, Attendance, and Participation	10%
Group presentation and bibliography	15%
Writing Assignments	
1 Website Review	5%
Campus/Community Event Essay (3 pages)	10%
3 Response Papers	30%
Final Paper	20%
Final Exam	10%

ASSESSMENT SCALE:

90-100 points = Exemplary = A (90-93 A-; 94-100 A)
80-89 points = Very Good = B (80-83 B-; 84-86 B; 87-89 B+)
74-49 points = Satisfactory = C (74-76 C; 77-79 C+)
69-73 points = Needs Improvement = C-
60-68 points = Needs Considerable Improvement = D
59 and below = F

DEADLINES:

Response Papers will be due on the following dates:	September 10, October 1, November 12
Website Review	October 20 or 29
Final paper	December 8
Campus/Community Event Essay	Rolling deadline until December 1

Course Topics and Required Readings

(Reading responses are due on dates marked with *)

Week 1

Course Introduction

August 25 Course introduction and overview

August 27

- Guy-Sheftall, Introduction to *Words of Fire*

- Collins, "The Social Construction of Black Feminist Thought" in *WOF*

Week 2
Black Women and U.S. Slavery: Revisionist Perspectives

September 1
- Jones, "My Mother Was Much of a Woman: Slavery" (bbd)
- Jacobs, "The Trials of Girlhood" and "The Jealous Mistress" in *Incidents in the Life of a Slave Girl* (Read Harvard University Press 2000 edition as Ebook via online catalog)

September 3
- Davis, "Reflections on the Black Woman's Role in the Community of Slaves" in *WOF*
- Read all selections by Maria Miller Stewart and Sojourner Truth in *WOF*

Week 3
19th century Black Women Leaders

September 8
- Frances Ellen Watkins Harper, and Anna Julia Cooper in *WOF*
- Tate, "Political Consciousness and Resistance Among Black Antebellum Women," *Women & Politics* vol 13, no 1, 1993 (ejournal)

September 10*
- Wells-Barnett, "Lynch Law in America" by Ida Wells-Barnett in *WOF*
- Giddings, "To Sell My Life as Dearly as Possible": Ida B. Wells and the First Antilynching Campaign (bbd)
  Film: *A Passion for Justice* (1989)

Week 4
The Black Women's Club Movement and Woman Suffrage

September 15
- Terrell, "The Progress of Colored Women" in *WOF*
- Giddings, "To Be a Woman, Sublime": The Ideas of the National Black Women's Club Movement (to 1917) (bbd)

September 17
- Giddings, "The Quest for Woman Suffrage" (bbd)
- Dunbar-Nelson, "The Negro Woman and the Ballot" in *WOF*

Week 5
Conceptualizing the Intersection of Gender, Race, and Class

September 22, 24
- Jones, "An End to the Neglect of the Problems of the Negro Woman!" in *WOF*
- Beale, "Double Jeopardy: To Be Black and Female" in *WOF*
- King, "Multiple Jeopardy, Multiple Consciousness: The Context of a Black Feminist Ideology" in *WOF*

Week 6
Black Feminism and Womanism in the United States: 1960s-1980s

September 29
- The Combahee River Collective, "A Black Feminist Statement" in *WOF*
- Smith, "Some Home Truths on the Contemporary Black Feminist Movement" in *WOF*
- Selection(s) from *The Womanist Reader* (eres)

October 1*
- Wallace, "Anger in Isolation: A Black Feminist's Search for Sisterhood" in *WOF*
- Lorde, "Age, Race, Class, and Sex: Women Redefining Difference" in *WOF*
- Lorde, "The Master's Tools Will Never Dismantle the Master's House" (eres)
- Recommended: hooks, "Black Women Shaping Feminist Theory" in *WOF*

Week 7
Black Women and Politics: U.S. and Brazil

October 6

- McClain et al., "Gender and Black Presidential Politics: From Chisolm to Moseley Braun," *Journal of Women, Politics & Policy,* v. 27, n. 1-2, 2005 (ejournal)
- Gay and Tate, "Doubly Bound: The Impact of Gender and Race on the Politics of Black Women," *Political Psychology* vol. 19, no.1, 199 (ejournal)
- Selections on Michelle Obama (bbd)

October 8

- da Silva, "No one Said Politics Would be Easy"(eres)
- Lovell, "Gender, Race, and the Struggle for Social Justice in Brazil" (eres)

  Film: *Benedita da Silva: I Was Born a Black Woman* (1999)

Week 8
Stereotypes, the Body, and Self-Image

October 13

- Mullings, "Images, Ideology, and Women of Color" (bbd)
- Moynihan, "The Negro Family: A Case for National Action" (eres)

October 15

- Hunter, "The Beauty Queue: Advantages of Light Skin" (bbd)
- bell hooks, "Straightening Our Hair" (eres)
- Alice Walker, "Oppressed Hair Puts a Ceiling on the Brain" (eres)

  Film: *Black Women On: The Light, Dark Thang* (1999)

Week 9
Sexuality and Reproductive Rights

October 20

- Omolade, "Hearts of Darkness" in *WOF*
- Roberts, "The Dark Side of Birth Control" (eres)

Online: Look at 2 websites and write a 2 page analysis/critique; Recommended Websites - The Black Women's Health Initiative, Sistersong, Planned Parenthood and the International Women's Health Coalition

October 22 **FALL BREAK**

Week 10
Abortion and HIV/AIDS

October 27

- Ross, "African-American Women and Abortion" (eres)
- Chisholm, "Facing the Abortion Question" in *WOF*

  Film: *Silent Choices* (2007)

October 29

- Collins, "Why We Can't Wait: Black Sexual Politics and the Challenge of HIV/AIDS" (bbd)
- Black AIDS Institute, "Left Behind" (2008 Report), (www.blackaids.org)
- Recommended: Hammonds, "Missing Persons: African American Women, AIDS and the History of Disease" in *WOF*

Online: Scan 2 Websites for Information on Black Women and HIV/AIDS; write 2 page analysis/critique. Recommended Websites: The Black AIDS Institute, Sistersong, Sisterlove.

Week 11

Black Families and Welfare Policy

November 3

- Jarret, "Living Poor: Family Life Among Single Parent, African American Women" (eres)
- Mullings, "Households Headed by Women: The Politics of Race, Class, and Gender" (bbd)
  Video: *Babyland* (20/20)

November 5

- Burnham, "Racism in U.S. Welfare Policy – A Human Rights Issue" (eres)
- Roberts, "Welfare's Ban on Poor Motherhood" (bbd)

Week 12
Violence against Women and the Prison Industrial Complex

November 10

- Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color" (bbd)
- Simmons, "The War Against Black Women and the Making of No!" (eres)

And one of the following:

- Richie, "The Story of Gender Entrapment" (eres)
- White, "Talking Black, Talking Feminist" (eres)

Online: Scan website for Incite: Women of Color against Violence
Film: Simmons, *No!* (2006)

November 12*

- Ritchie, "Law Enforcement Violence Against Women of Color" (eres)
- Sudbury, "Celling Black Bodies: Black Women in the Global Prison Industrial Complex" (bbd)

Week 13
Gender in African American Communities

November 17 *Gender Talk* - Introduction and Chapter 2

November 19

- Painter, "Hill, Thomas and the Use of Racial Stereotype" (bbd)
- *Gender Talk* - Chapter 3
- Recommended: Mitchell, "Anita Hill's Afterlife" (eres)

Video: *Frontline - Clarence Thomas and Anita Hill*

Week 14
Sexuality and Hip-Hop Culture

November 24

- Clarke, "The Failure to Transform: Homophobia in the Black Community" (eres)
- *Gender Talk* – Chapter 6
- West, "Black Sexuality: The Taboo Subject" (eres)

November 26 **THANKSGIVING HOLIDAY**

Week 15
Hip-Hop Culture

December 1 - **Final Deadline for Event Essay**

- Ransby and Matthews, "Black Popular Culture and the Transcendence of Patriarchal Illusions" in *WOF*
- Bailey, "Students at Spelman College Protest Nelly's Video 'Tip Drill'" (bbd)
- *Gender Talk* - Chapter 7
- Film: *Beyond Beats and Rhymes* (2006)

December 3

- Collins, "Get Your Freak On" (bbd)
- Bring lyrics to 2 rap/hip-hop songs to class

December 8 - <u>Final Paper is Due</u>

- *Gender Talk* – Chapter 8
- Final Discussion and Course Evaluations

Thursday, December 17 Final Exam 12-3 pm

AFAM 254: Blacks in Latin America
Fall 2009
Tuesday, Thursday 11:00 am – 12:15 pm
Global Education Center 1005

Dr. Kia Caldwell
Office: Battle Hall 208
Office Hours: Thurs. 3:30-4:30 pm and by appointment
Telephone: 962-0539
Email: klcaldwe@email.unc.edu (for weekdays only)

COURSE DESCRIPTION: This course examines the development of African descendant communities in Latin America and the Caribbean. We will focus on the cultural, social, and political dimensions of slavery and race relations in countries such as Brazil, Mexico, and Cuba. We will also explore the impact of nationalist ideologies on contemporary racial dynamics and the ways in which members of Afro-Latin and Afro-Caribbean communities have struggled for full citizenship and social justice.

COURSE FORMAT: In-class time will consist of discussions, lectures, small group work, and video screenings. The videos screened in class are important course materials and every effort should be made to view any that are missed. Most videos will be available in the Non-Print collection of the Undergraduate Library.

REQUIREMENTS:
Attendance – Your attendance at all class sessions is required for successful completion of this course. Absence from more than 3 classes will result in a severe grade penalty for the attendance portion of your grade. A pattern of late arrivals to class will also result in a grade penalty.

- **Excused Absences -** In the event of illness or a personal emergency, a request for an excused absence may be made. Requests **should not** be made by email. Requests must be made by submitting the excused absence form found on blackboard during class.

Readings – It is essential to complete all of the assigned readings in order to ensure your success in this course. You should complete all readings prior to the class meeting for which they are assigned and be prepared to discuss and critique them during our class sessions.
Class Participation – You will be expected to participate in class on a regular basis. During our class meetings, we will engage in discussions which will require active participation from as many students as possible. Your participation in class discussions in the form of comments and informed questions will be encouraged throughout the semester. Ultimately, you will maximize your learning experience by participating in class and helping to create a dynamic classroom environment.
Writing Assignments – You will complete a variety of writing assignments in this course. Your written work will include critical essays based on the course readings and films and an essay based at attendance at a campus/community event that is relevant to the course.
Deadlines – Late work will not be accepted without prior permission. Work that is not received by the deadline will receive a grade of "0."
Honor Code – You should familiarize yourself with and follow the standards of academic integrity and academic conduct outlined in the UNC Honor Code (http://honor.unc.edu). Possible Honor Code violations include plagiarism, and giving/receiving unauthorized assistance during exams and in completing course assignments.
Disability Services - If you will require special accommodations for this course, please inform me early in the semester. You may consult the Disability Services website at: http://disabilityservices.unc.edu/eligibility/document-guidelines.html.

COURSE TEXTS AND MATERIALS:
The following books are required for this course and are available at Student Stores:

- George Reid Andrews. *Afro-Latin America*. Oxford University Press, 2004. (Also available as an electronic book via the UNC libraries online catalog).
- Darién J. Davis, ed. *Beyond Slavery: The Multilayered Legacy of Africans in Latin America and the Caribbean*. Rowman & Littlefield Publishers, 2007.

Reserves (eres) - The book *Beyond Slavery* and several required readings will be placed on reserve at the Undergraduate Library. You may access the electronic reserve items through the UNC libraries website (http://eres.lib.unc.edu).
Blackboard (Bbd) - Important course materials will also be posted on Blackboard (http://blackboard.unc.edu).
A Library Research Guide is available on the Stone Center Library Website:
http://www.lib.unc.edu/stone/afam_latin_guide.html.

ASSESSMENT:

Preparation, Attendance, and Participation	10%
Map Exercise	15%
Essay on Campus/Community Event (2-3 pages)	20%
Response Papers (three 3-page papers)	45%
Final Exam	10%

ASSESSMENT SCALE:
90-100 points = Exemplary = A (90-93 A-; 94-100 A)
80-89 points = Very Good = B (80-83 B-; 84-86 B; 87-89 B+)
74-49 points = Satisfactory = C (74-76 C; 77-79 C+)
69-73 points = Needs Improvement = C-
60-68 points = Needs Considerable Improvement = D
59 and below = F

DEADLINES:

Map Exercise	October 1
Response Papers	September 17, October 15, November 10
Essay on Campus/Community Event	Rolling deadline until November 24

Course Topics and Required Readings

(Response Papers are due on days marked with *)

Week 1

August 25	Course Introduction and Overview
August 27	Read "Introduction" in *Afro-Latin America* Look at material on Dominican Republic, on Miami Herald Site on Afro-Latin Americans (link on Bbd) Film: Lourdes Portillo, *Mirrors of the Heart* (1993)

Week 2: Slave Societies in the Americas

September 1	Mattoso, "To Be Sold into Slavery in Africa" (eres) Video: Tour of El Mina Slave Castle
September 3	Thompson, Chapter 1 "Slave Societies in the Americas" (eres) View map on Miami Herald Site on Afro-Latin Americans (link on Bbd)

Week 3: Slave Societies and Enslaved Women

September 8	Thompson, Chapter 2 "Wealth and Power"(eres) Chapter 1, *Afro-Latin America*
September 10	Socolow "Women and Slavery" (eres)

Week 4: Slave Resistance

September 15	Thornton, "Resistance, runaways, and rebels" (eres) Silva, "Black Abolitionists in the *Quilombo* of Leblon, Rio de Janeiro" (chapter 5 in *Beyond Slavery*) Film: Carlos Diegues, *Quilombo* (1984) - Part I
September 17*	Barnet, "Life in the Woods" (eres) Film: Carlos Diegues, *Quilombo* (1984) - Part II

Week 5: The Haitian Revolution and Latin American Wars for Independence

September 22, 24	Geggus, "The Haitian Revolution" (eres) Geggus, "The Sounds and Echoes of Freedom" (chapter 1 in *Beyond Slavery)* Bring copy of "The Declaration of the Rights of Man" (Bbd) to class

Week 6: Abolition and Comparative Slavery

September 29	Chapters 2 & 3, *Afro-Latin America* Townsend, "In Search of Liberty" (chapter 2 in *Beyond Slavery*)
October 1	Smedley "Comparing Slave Systems" (eres) **Map Exercise is Due**

Week 7: Race and Nation in Latin America

October 6	Chapter 4, *Afro-Latin America*
October 8	Helg, "To Be Black and To Be Cuban" (Chapter 6 in *Beyond Slavery*) Moore, "Comparsas and Carnival in the New Republic" (eres) Film: Rolando, *The Scorpion-Comparsa El Alacran*

Week 8: Mestizaje and Its Critics

October 13	Vasconcelos, "Prologue" and "Mestizaje" in *The Cosmic Race* (eres) Freyre, "Man Situated in the Tropics," "On Brazilians as Luso-Tropical Men," "Toward a Mestizo Type," "Morenidade" (eres)
October 15*	Nascimento, "Genocide: The Social Lynching of Africans" (eres)

Week 9: Afro-Latin Religions and Cultures

October 20	Walker, "Everyday and Esoteric Reality in the Afro-Brazilian Candomble" (Bbd) Chirimini, "Candombe, African Nations, and the Africanity of Uruguay" (Bbd) Film: *Bahia: Africa in the Americas*
October 22	**FALL BREAK**

Week 10: Racial Democracy and Its Critics

October 27	Chapter 5, *Afro-Latin America*
October 29	Dulitzky, "A Region in Denial: Racial Discrimination and Racism in Latin America" (eres) Burdick, "The Myth of Racial Democracy" (bbd) Film: *Quando O Crioulo Dança*

Week 11: Racial Identity and Anti-racist mobilization

November 3	Davis, "The Nation's Rule" (eres) Guimarães, "Racism and Anti-Racism in Brazil" (bbd)

	Download list of Brazilian Color Terms (bbd) *Bring definitions for "black" and "white" in English, Spanish or Portuguese to class (choose 2 languages)
November 5	Andrews, "Black Political Mobilization in Brazil" (eres) Read material on Afro-Nicaraguans on *Miami Herald* Site (link on Bbd)

Week 12: Afro-Brazilian Women

November 10*	Caldwell, "Women in and out of Place: Engendering Brazil's Racial Democracy" (eres) Carneiro, "Black Women's Identity in Brazil" (bbd) Online: Scan two websites for Afro-Brazilian women's organizations (links on Bbd); bring 1 page response to sites.
November 12	da Silva, Benjamin and Mendonça, "A Walk through the Favela" and "No One Said Politics Would be Easy" in *Benedita da Silva: An Afro-Brazilian Woman's Story of Politics and Love* (eres) Perry, "Politics is *Uma Cosinha de Mulher* (a Woman's Thing): Black Women's in Neighborhood Movements in Brazil" Film: *Benedita da Silva: I Was Born a Black Woman* (1999)

Week 13: Social Inequality and Social Policy

November 17	Chapter 6, *Afro-Latin America* Martins, Medeiros, and Nascimento,"Paving Paradise: The Road from 'Racial Democracy' to Affirmative Action in Brazil" (Bbd) Film: *Brazil in Black and White*
November 19	Chomsky, "The Logic of Displacement" (chapter 8 in *Beyond Slavery)* Dixon, "Transnational Black Social Movements in Latin America: Afro-Colombians and the Struggle for Human Rights" (eres) Film: Botero, *Uprooted*

Week 14: Transnational Cultural Linkages

November 24	Fernandes and Stanyek, "Hip-hop and black public spheres in Cuba, Venezuela and Brazil" (chapter 9 in *Beyond Slavery*) Armstead, "Las Krudas, Spatial Practice, and the Performance of Diaspora" (bbd) Film: Jeff Zimbalist, *Favela Rising* (2006) *** Final Deadline for Event Essay**
November 26	**THANKSGIVING HOLIDAY**

Week 15: Afro-Latins in the U.S.

December 1	Johnson, "African American and Latina/o Cooperation in Challenging Racial Profiling" (eres) Hernandez, "Latino, African-American Violence on Rise Since Riots" (Bbd)
December 3	Vaughn and Vinson, "Unfinished Migrations" (chapter 10 in *Beyond Slavery*)
December 8	Final Discussion and Course Evaluations

Saturday, December 12 **Final Exam 11-2**

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, August 18, 2009 11:38 AM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: [tim_administrators] TIM Upgrade Starts Today at 5:30pm]
Attach: [tim_administrators] TIM Upgrade Starts Today at 5_30pm.eml (90.0 KB).msg

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From: timsupport@unc.edu
Sent: Friday, August 7, 2009 10:36 AM
To: TIM@mxp2.isis.unc.edu; Administrators@mxp2.isis.unc.edu
Subject: [tim_administrators] TIM Upgrade Starts Today at 5:30pm
Attach: Thinstall Download and Upgrade Support.pdf; TIM Upgrade.pdf

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Reminder- The TIM System will be down today, Friday, August 7 at 5:30 pm until Monday, August 10 at 5:30 am. During the downtime, users will not be able to log in or call into Teletime. Time worked during the downtime should be submitted to the Manager or TIM Administrator for entry on Monday, August 10. Badge Terminals will continue to capture swipes in and out during the downtime. Teletime will remain down until Wednesday, August 12 at 5:30 am.

Please review the attached documents, 'Thinstall Download and Upgrade Support' and 'TIM Upgrade', as soon as possible for important information about the upgrade.

Thank you

Thinstall Download

On Monday, August 10, the new TIM Thinstall will be available for download. It is recommended that all users on Monday, August 10 delete the current version of the Thinstall application and install the new TIM Thinstall from the UNC Shareware Page, https://shareware.unc.edu/software.html#t . If the user has not installed Thinstall previously, they should install the new TIM Thinstall. On Monday, August 10, if you need assistance with installing the new TIM Thinstall, please contact your Technical Support Group or 962-HELP for assistance.

Upgrade Support

Please contact **962-HELP** for assistance with all technical issues, such as:

* Thinstall installation
* TIM desktop access
* New employee cannot login
* Employee cannot transfer to new secondary position

TIM Administrators can email timsupport@unc.edu for functional assistance with TIM. We will try to respond to your email promptly, but priority will be given to assisting TIM Administrators with the next pay period close. If you have a pay period close question or issue to report, write 'Pay Period Close' in the subject line of your email. TIM Administrators will be asked to call 962-HELP for assistance with all technical issues.

The updated TIM Administrator Manuals are posted on the TIM Training Website and should be consulted *before* contacting TIM Support.

TIM Administrator Leave Processing Part 1
http://www.unc.edu/finance/payroll/tim/docs/tim_manual_part1.pdf

TIM Administrators and Managers Timekeeping Part 2
http://www.unc.edu/finance/payroll/tim/docs/tim_manual_part2.pdf

To: All UNC Employees

From: Payroll Services Department and the TIM Project Team

The TIM System will be upgraded beginning on Friday, August 7. The system will be down from Friday, August 7 at 5:30 pm until Monday, August 10 at 5:30 am. During the downtime window, users will not be able to log in. **Teletime** will remain down until Wednesday, August 12 at 5:30 am.

Employees using Badge Terminals will be able to swipe in and out for worked hours during the downtime. Functions such as View Timecard Totals, View Accrual Balances, and Time Off Notifications will not be available at the Badge Terminals during the downtime period.

Employees using Web Time Stamp will not be able to login to TIM to record their times worked during the downtime. All time worked for this downtime period should be submitted to the Manager or TIM Administrator for manual entry on Monday, August 10.

Employees using Teletime will not be able to call in to the phone system to record times worked during the extended Teletime downtime period. All time worked during the downtime should be submitted to the Manager or TIM Administrator for manual entry on Wednesday, August 12.

Employees using Manual Time Entry will not be able to login to TIM during the downtime. They will enter any shifts worked during the downtime on Monday, August 10.

While the functionality has remained the same, the look and locations of menus in the TIM system have changed. The TIM online tutorials and manuals have been updated with changes to help users navigate the upgraded system.

Please take the 10-15 minute online tutorials for your position type as soon as possible and download the appropriate manual at http://www.unc.edu/finance/payroll/tim/tim_training.html

PLEASE NOTE: **On Monday, August 10**, the new TIM Thinstall will be available for download. It is recommended that all users on Monday, August 10 delete the current version of the Thinstall application and install the new TIM Thinstall from the UNC Shareware Page. If the user has not installed Thinstall previously, they should install the new TIM Thinstall. **On Monday, August 10**, if you need assistance with installing the new TIM Thinstall, please contact your Technical Support Group or 962-HELP for assistance. Instructions to download the Thinstall TIM Icon to your desktop are on pages 1-3 of the new TIM Manuals located online at http://www.unc.edu/finance/payroll/tim/tim_training.html

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, August 18, 2009 5:21 PM
To: bse >> bselassi >> Bereket Selassie <bselassi@email.unc.edu>
Cc: Travis Gore <stgore@email.unc.edu>
Subject: desk copies

Hello Prof. Travis tells me you are asking about getting a desk copy of a textbook. You can request one yourself directly from the publisher but the bookstore does not provide one. Alternatively, since you have research monies and since time is short, you could charge one to your professorship account. I hope this clarifies the situation. Debby

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, August 18, 2009 5:32 PM
To: George F Morgan <gfmorgan@store.unc.edu>
Cc: bse >> bselassi >> Bereket Selassie <bselassi@email.unc.edu>; stgore@email.unc.edu
Subject: AFRI 370 text

Hi George. I hope all is well. Professor Selassie talked to someone in your operation who told him there are 17 copies of the fourth edition of the Tordoff book that he ordered for his AFRI 370,1 class. There are currently 31 students enrolled and Prof. Selassie is also wanting to purchase a copy since he only has the previous edition so he is concerned that there are not enough books. Would it be possible to get some more in? Please advise. Thanks in advance for your assistance.
Debby Crowder

From: nobody@notify.unc.edu on behalf of meghannm@email.unc.edu
Sent: Wednesday, August 19, 2009 8:16 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Employee Campus Recreation Opportunities

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UNC-Chapel Hill Employees,

Welcome back to another exciting school year at Carolina! Campus Recreation has some great programs and events to help keep you healthy and active while meeting other faculty and staff. Listed below are a couple of programs offered throughout the fall semester.

Employee Intramural Sports Leagues

If you are looking for camaraderie, athletic activity and friendly competition, then get involved in the Employee Intramural League. The program offers a variety of team and individual sports, including tennis, volleyball and more!

Kids ROCK! (Recreational Opportunities for Carolina Kids)

This program offers Carolina students, faculty and staff the chance to play and exercise with their children and uncover a variety of fun, healthy activities for Carolina kids to enjoy. Kids ROCK! is also a FREE program thanks to the generosity of our staff and sponsors, that aids in the fight against a national rise in juvenile obesity and diabetes. We do ask that you please RSVP at least two days before an event, so we can be sure to have enough treats! Please RSVP to the program coordinator, Meghann Martinez, meghannm@email.unc.edu.

For a complete list of Employee Recreation opportunities, please go to http://campusrec.unc.edu/employee_rec.

This email is sponsored by: Campus Recreation

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Michael Lambert <mlambert@email.unc.edu>
Sent: Wednesday, August 19, 2009 9:17 PM
To: 'Deborah Crowder' <dacrowde@email.unc.edu>; stgore@email.unc.edu
Subject: Afri 101 Syllabus
Attach: Afri 101 Syllabus.pdf

This should work.. . . hopefully.

Mike

Prof. Michael Lambert
Office:, 3026 GEC
Phone: 962-1585
Email: mlambert@unc.edu

Fall Semester 2009
10:00-10:50 MWF
1005 GEC
Office Hours: Mon. 11-12 and by appt.

African Studies 101: Introduction to Africa

This course is designed to provide you with a working knowledge of Africa. You will be able to apply this knowledge in interpreting current events in Africa as they are reported in the national media. This course will also prepare you for more advanced courses in African Studies, anthropology, and international studies, among others. Some of the topics we will study during this semester are the geography of Africa, pre-colonial societies and kingdoms, colonialism, African Nationalism, contemporary politics and economics, and African religious beliefs.

Course Requirements: All students are expected to attend all classes and to complete all assigned readings. Attendance and participation will be considered in assigning final grades. Your final grade will be based on the assignments listed below. Please take note of the dates on which the assignments are due. Late assignments will be penalized.

Map Quiz (Sept. 11)	10%	Final Exam (Dec. 16)	25%
First Quiz (Oct. 7)	30%	Attendance	5%
Second Quiz (Nov 11)	30%		

Map Quiz: This is a short evaluation of your ability to identify the nations and capitals of the African continent. You can find a map and a list of countries and their capitals in the text *Understanding Contemporary Africa,* edited by Gordon and Gordon (page 22 of the 2nd edition). Use this map to study for the map quiz. In order to receive full credit your spelling must be correct. **Note that you must learn both the countries and their capitals.**

First and Second Quizzes: These are tests designed to evaluate your knowledge of the materials covered since the last quiz.

Final Exam: The final exam will be cumulative.

Attendance: Class sessions are an important component of the course and attendance will be kept for each class. It is the responsibility of each student to sign the attendance sheet. In order to receive credit for attendance you must sign the attendance sheet in class. Falsification of the attendance sheet will be treated as a violation of the honor code.

It is your responsibility to make sure that I receive all of your assignments. Please note that UNC policy does not allow faculty to communicate with students concerning confidential issues via email as email is an insecure form of communication. All questions concerning grades must be address in private during office hours or through printed communication. This syllabus may be revised during the semester at the discretion of the instructor.

The Honor Code is, as always, in effect for this course.

Texts: The following texts are available at Student Store and/or on reserve at the undergraduate library.

Required: *Africa*, Phyllis Martin and Patrick O'Meara (Indiana, 1995); *How Europe Underdeveloped Africa*, Walter Rodney (Howard University Press, 1981); *Things Fall Apart,* Chinua Achebe (Heinemann, 1962); *Weep Not, Child*, Ngugi Wa Thiongo (Heinemann, 1964); *The Challenge for Africa*, Wangari Maathai (Pantheon, 2009)

Course Schedule: Topics and Readings:
Introduction (Aug 26)

1) **Looking at Africa** (Aug. 28 - Sept. 4)
This section is designed to introduce you to the continent of Africa. We will examine some features of the physical and human geography of the African continent. We will also discuss some preconceptions and stereotypes that we have concerning Africa so that we may overcome these stereotypes and view Africa more objectively.
Readings: **Martin and O'Meara**: chs. 1, 2

Sept. 11: Map Quiz

2) **Pre-Colonial Societies and Ancient Kingdoms** (Sept. 9 – 18)
During this section you will learn about pre-colonial Africa. We will begin by addressing the different types of societies that have flourished on the African continent. We will examine the economic activities undertaken by these societies and their social organization. From there we will consider some of Africa's pre-colonial kingdoms. You will learn what these kingdoms were, how they were governed, and why they rose to prominence. We will touch on the issue of how these ancient kingdoms are currently relevant to the African diaspora.
Readings: **Martin and O'Meara**: chs. 4, 5, 6, 9, 10; **Rodney**: 33-70

3) **The Triple Heritage of Religion** (Sept. 21 – 28)
Religion has been an important institution in defining African societies. Although most Africans are now Muslim or Christian, the continent has its own rich religious traditions. In this section we will examine some of Africa's religious traditions. We will look also at the impact that Islam and Christianity have had on the continent. You will gain an appreciation for these different religious traditions and the unique expressions they have found in African societies.
Readings: **Martin and O'Meara:** ch. 5; **Achebe**, *Things Fall Apart* (first half)

4) **European Explorations** (Sept 30 – Oct 5)
This section will examine the European 'discovery' of Africa in the 1400s up to the partition of Africa and the era of colonialism that began in the late 1800s. We will examine the nature of interactions between Europeans and Africans during this period with a special focus on the era of the trans-Atlantic slave trade.
Readings: **Rodney** 73-90

October 7: Quiz

5) **The Colonial Experience** (Oct 9 – Oct. 28)
This section explores one of the most important eras in the history of the continent. At the end of this section you should understand which of the European powers engaged in colonialism, which territories these nations claimed, why they embarked on imperial projects in Africa, the different ways in which European countries administered their colonies, the impact that colonialism has had on the people of Africa, and why colonialism came to an end.
Readings: **Martin and O'Meara**: chs. 7, 21; **Achebe**, *Things Fall Apart* (second half); **Rodney**: 95 – 145; 149-201; 205 - 281

6) **African Nationalism** (Oct. 30 – Nov. 9)
African Nationalism was one unforeseen outcome of the colonial era. In this section we will examine how African Nationalism developed and the ways by which it was a response to the European domination of the continent. We will develop an appreciation for different expression of African Nationalism, its connections with Pan-Africanism, and the role that African Nationalism played in the achievement of African Independence.
Readings: **Ngugi wa Thiongo**: *Weep Not Child*

Nov. 11: Quiz

7) **Post-Colonial Africa** (Nov 13 – Dec. 9)
Independence did not prove to be the solution to Africa's problems that many hoped it would be. In this section we will examine some of the political problems that African nations have confronted since independence. You will develop and understanding of the characteristics of post-colonial political regimes in Africa and the challenges that African nations have faced in attempting to forge and maintain democratic forms of government.
Readings: **Martin and O'Meara:** chs. 16, 18,19, 20; **Maathai**: Chs. TBA

Final Exam (Dec. 16, 8am)

From: lcccnews@med.unc.edu
Sent: Thursday, August 20, 2009 4:29 PM
To: LCCC E-News Release <lcccnews@listserv.unc.edu>
Subject: [lcccnews] UNC Lineberger E-News Release

UNC Lineberger Comprehensive Cancer Center e-News

University of North Carolina at Chapel Hill

Trouble viewing UNC Lineberger's E-News Release? View it online at:
http://unclineberger.org/lcccnewsletter/enews20090820.html

Lineberger Banner: Today's Best Care, Tomorrow's Best Hope

Cancer News Update From UNC Lineberger

08/20/2009

Forward to a Friend

Breakthrough Uses Light to Manipulate Cell Movement

A new technique developed by UNC Linberger Klaus Hahn, PhD, and his colleagues uses light to manipulate the activity of a protein at precise times and places within a living cell, providing a new tool for scientists who study the fundamentals of protein function. Read more.

Research Points to New Target for Stopping Colon Cancer

New research led by scientists at the University of North Carolina at Chapel Hill School of Medicine have found a drug target that suggests a potent way to kill colon cancers that resist current drugs aimed at blocking a molecule found on the surface of cells.

The study was published online August 17 in the Journal of Clinical Investigation. UNC Lineberger member David Threadgill is lead author. Read more.

UNC Faculty Lead Research Review of Quality of Life for Breast Cancer Patients after Mastectomy

UNC Lineberger members Clara Lee, MD, and Michael Pignone, MD, reported on their research review of "Patient-Reported Outcomes of Breast Reconstruction after Mastectomy." The review was published in the Journal of the American College of Surgery. Read more. Watch video interview with Dr. Lee.

Mission Hospital and UNC Health Care Forge Agreement for Cancer Care and Research

Mission Hospital and UNC Health Care announced today that they have signed an affiliation agreement for cancer care and research, with the overall goal of enhancing the quality of care for cancer patients in western North Carolina, including providing access to new therapies and innovative research programs under development at UNC Lineberger Comprehensive Cancer Center and the N.C. Cancer Hospital. Read more.

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For additional coverage about news and events at UNC Lineberger, visit www.unclineberger.org.

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UNC Lineberger Comprehensive Cancer Center, Campus Box 7295, Chapel Hill, NC 27599-7295

You are currently subscribed to UNC Lineberger Cancer Center's E-News Release with email address as: stgore@email.unc.edu.
To unsubscribe send a blank email to leave-25176871-9279841.8d48b917898b1b5e9fb144cf6209b79c@listserv.unc.edu

From:	nobody@notify.unc.edu on behalf of ncbg@unc.edu
Sent:	Thursday, August 20, 2009 8:18 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Nature Education for young children

This fall, the North Carolina Botanical Garden is growing educational enrichment opportunities for young children. From an after-school nature club for Kindergarten and 1st Graders, to weekly exploration times for pre-schoolers, the Botanical Garden is welcoming young ones to join our environmental educators for fun and learning in our gardens and along our nature trails. Classrooms in the spacious, brand new Education Center on site will welcome children and their parents on rainy days. Following is a partial list of opportunities to foster your child's sense of wonder. Visit our website for registration and other information: http://ncbg.unc.edu/pages/24/ or call 962-0522.

"BLUETS--PRESCHOOLERS EXPLORING NATURE" For ages 4 to 5. Two 6-week sessions, Wednesdays or Thursday afternoons (fee for 6-week session). Preschoolers will discover the marvels of changing colors, flying seeds, and migrating animals through hands-on activities, nature walks, stories, crafts, and group play. Two instructors guide activities for a group of 10 children. Snack provided.

"BOTANICAL SWEET PEAS" For ages 2 to 3 with a parent. Tuesday mornings (fee per Tuesday). Share a morning of discovery with your growing "sweet pea" and nurture his/her natural curiosity for the world around us. Little ones will use sight, smell, hearing, and touch to explore the garden and trails, enjoy stories, and make simple crafts. Each Tuesday focuses on a different theme in nature.

"BLAZING STARS AFTER-SCHOOL NATURE CLUB" For Kindergarten through 1st Grade. (Fee for 6-week session). Calling all young nature enthusiasts! Join us for a new after-school series on Tuesday afternoons designed for children interested in learning about nature first-hand. We'll explore habitats, trek the trails, discover native plants and animals, play games, conduct experiments, and create nature-inspired art projects. This program offers an exciting complement to your child's education and an opportunity to experience and enjoy the outdoors.

This email is sponsored by: N.C. Botanical Garden

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, August 20, 2009 8:40 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: UNC Employees: Register now for fall classes

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If you're thinking about taking a class this fall, please don't delay!
Classes start on August 25.

*Taking classes on campus: Unless you are already enrolled in a degree program or are already taking classes through Part-time Classroom Studies, you will need to apply for admission so that you can register for classes offered on campus. Check with the Friday Center for Continuing Education if you have questions, or apply online at http://www.fridaycenter.unc.edu/cp/cs/index.htm

*Taking an online course: To take a course this fall through Carolina Courses Online, you do not need to apply for admission, but you do need to register now through the Friday Center's Web site, http://www.fridaycenter.unc.edu/cp/cco/index.htm

*Remember: In order to take advantage of the employee tuition waiver program, you will need to file the Tuition Waiver application that is available from the Human Resources Web site, http://hr.unc.edu/Data/SPA/training/tuitionprograms/tuitionwaiver

This email is sponsored by: Friday Center for Continuing Education

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of hr@unc.edu
Sent:	Thursday, August 20, 2009 9:02 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Change in Employee Work Day Hours on Oct. 22

TO: All University Employees

FROM: Brenda Richardson Malone, Vice Chancellor for Human Resources

On Thursday, Oct. 22, the North Carolina Tar Heels will host the Florida State Seminoles for a nationally televised football game at Kenan Stadium, starting at 8 p.m. This Thursday night game, which will occur during our students' Fall Break, is expected to attract a large crowd of fans on campus, beginning as early as 4 p.m. As a result, the University will alter the time at which the work day ends to allow all University employees ample time to leave campus and avoid the expected traffic congestion. A separate communication from the Department of Public Safety will address specific parking plans and arrangements for this date.

On Oct. 22, the regular work day hours will be changed from 8-5 p.m. to 8-3 p.m. By moving the end of the work day to 3 p.m. on this day, we anticipate that those leaving campus at that hour should encounter significantly less inconvenience.

Employees who cannot work their regularly scheduled hours on Oct. 22 because of the workday schedule change must make up or code leave for those hours. Several options will allow employees to be paid for these hours without undue hardship. We advise managers to be as flexible as possible in allowing employees to use the following:

-- Employees can work the additional hours during that week, with management's approval, by either coming in early, staying late, working a reduced lunch break or some combination of the above on the other four days in that same workweek (Oct. 19, 20, 21 and 23).

-- Employees can use available flexible furlough hours to cover the leave.

-- Employees can use any accrued compensatory time, or available vacation or bonus leave, to cover the hours if they prefer.

Please be advised that the University will not provide any additional compensation or equal time off for employees who are required to work after 3 p.m. on Oct. 22 for a specific business reason as directed by management.

Second-shift employees should not be affected by this change in the work day end time unless otherwise notified by management. The football game will not require any changes to the schedules of third-shift employees.

Facilities Services employees will receive separate notification regarding work arrangements for this day.

For additional information, employees should contact their assigned Employee & Management Relations Specialist in the Office of Human Resources; you can find your assigned specialist by visiting HR Connect at hrconnect.unc.edu.

This email is sponsored by: Office of Human Resources

From: nobody@notify.unc.edu on behalf of hr@unc.edu
Sent: Thursday, August 20, 2009 9:42 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: A Message to State Employees from Governor Perdue

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Dear fellow state employees:

Families and businesses across North Carolina continue to feel the effects of this national recession, and our state government is not immune. This video is a direct message to you, North Carolina's state employees, to thank you for your dedication to our state.

But it is also a call for all of us to pitch in with ideas for how to do more with the resources we have. As state employees, you know what works and what doesn't, and I want to learn from you as we help North Carolina get through these tough times.

Click here to watch my video message:
http://www.youtube.com/watch?v=M9h7mebW0X0

Sincerely,

Bev Perdue

This email is sponsored by: Office of Human Resources

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: UNC General Alumni Association <alumni@unc.edu>
Sent: Friday, August 21, 2009 10:02 AM
To: Carolina Alumni and Friends <stgore@email.unc.edu>
Subject: Orange/Durham Carolina Club: Welcoming to the Triangle and other Events

Welcome to the Triangle

Wednesday, Sept. 23 | 7-9 p.m.
Chatham Hill Winery | 3800 Gateway Centre Blvd., Suite 310, Cary, N.C. 27560

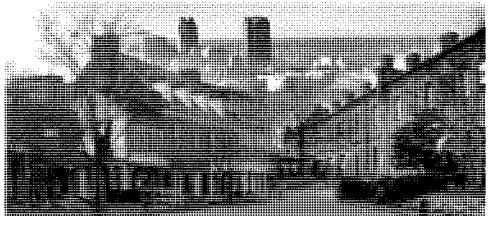

Join your UNC General Alumni Association, your **Orange/Durham Carolina Club** and your **Wake County Carolina Club** as we welcome our newest alumni from the class of 2009 to Carolina alumni life in the Triangle. Meet fellow Tar Heels living in the area and learn about the best the Triangle has to offer.

Advance registration: Cost for GAA members and '09 graduates is $5; nonmembers are $15. Pre-register by **Sunday, Sept. 20**. All walk-ups pay $20.

Class of '09 GAA members who attend will be automatically registered to win a Butch Davis autographed football (courtesy of ODCC), one ticket to the WCCC Old Well Celebration or one ticket to the WCCC admissions breakfast.

Contact Kat Butler '07 at (919) 962-7053 or kat_butler@unc.edu with any questions.

Upcoming ODCC Events

September 1, 2009:	**UNC Night at the Durham Bulls**
December 8, 2009:	***Phantom of the Opera* at the Durham Performing Arts Center**
May 6, 2010:	***Wicked* at the Durham Performing Arts Center**

Thank You

The Orange/Durham Carolina Club appreciates your membership in the GAA. Your membership provides important support to the GAA and our club. Members have exclusive access to the digital version of the award-winning *Carolina Alumni Review*. Read the magazine online as it appears in print.

Orange/Durham Carolina Club:

Register for Welcome to the Triangle

Orange/Durham Carolina Club Web Site

Subscribe to our e-mail list

Clubs-Related Questions:

clubs@unc.edu

Carolina Alumni Review

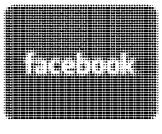

Find the GAA on Facebook

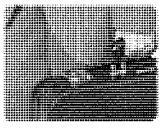

Alumni Career Services

Stay connected to the GAA and Carolina. Follow us on **Twitter**, become a fan of our **Facebook** page, join our **LinkedIn** group and **more**.

GAA contacts

PRIVACY POLICY: You received this e-mail from the General Alumni Association-George Watts Hill Alumni Center, CB # 9180, Stadium Drive, PO Box 660, Chapel Hill, NC 27514-0660. You have not been subscribed to an e-mail list. If you do not wish to receive future e-mail of this type from the GAA, please reply to **alumni@unc.edu** and include your full name, address and class year, call us toll-free at (877) 377-7125, or unsubscribe via this link: **unsubscribe here**.

Please note that UNC and the General Alumni Association do not sell your information, including your e-mail address, to anyone for any purpose.

702472576

GENERAL ALUMNI ASSOCIATION

From: Perry Hall <hallpa@email.unc.edu>
Sent: Monday, August 24, 2009 8:33 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Cc: stgore@email.unc.edu
Subject: Syllabus
Attach: Af259f09.doc

Hip Hop syllabus is being tweaked; no conference, at least not one that requires money and logistics, but maybe a public campus forum.

See you soon
ph

AFRO-AMERICAN STUDIES 259
BLACK INFLUENCES ON AMERICAN POPULAR CULTURE
FALL TERM 2009

Dr. Perry A. Hall
202 Battle Hall

Office Hours: by appointment
hallpa@email.unc.edu
966-5496

COURSE OBJECTIVES:

To examine the role of African-American expressive culture in the evolution of "mainstream" cultural sensibilities, in terms of historical roots, aesthetic importance and social power. The significance of "popular" culture as an expressive medium for cultural activity and transformation will be highlighted.

To challenge students to engage directly in research activity focused on either past or contemporary aspects of black-influenced expressive popular culture. Through this activity students will seek for themselves answers and resolutions to questions and issues raised in the course.

REQUIRED TEXTS:

George, Nelson. **The Death of Rhythm and Blues.** New York: E.P. Dutton, 1988
George, Nelson. **Hip Hop America.** New York: Viking, 1998.

READINGS ON RESERVE (ELECTRONIC OR PAPER):

3 chaps. From Barlow, Willam. **"Looking Up at Down": The Emergence of Blues Culture**. Philadelphia: Temple University Press, 1989.
1 Section from Palmer, Robert. **Deep Blues.** New York: Viking Press, 1981
1 Essay from Ziff, Bruce and Pratima V. Rao, Eds. **Borrowed Power: Essays on Cultural Appropriation**. Rutgers University Press, 1997.
1 Section from Nixon, Howard L. and James H. Frey, eds. **A Sociology of Sport**. Belmont, Calif.: Wadsworth Publishing Co., 1996.
2 Chaps. from Sidran, Ben. **Black Talk**. New York: Da Capo Press, 1971.
2 Excerpts from Werner, Craig. **A Change Is Gonna Come: Race, Music & The Soul Of America**. New York: Penguin Books, 1999.
1 chap. from Smitherman, Geneva. **Black Talk: Words and Phrases from the hood to the Amen Corner** Boston, Houghton-Mifflin, 2000.
"Working-Class and Lower-Class Origins of Black Culture: Class Formation and the Division of Cultural Labor." Thomas, Richard W. Minority Voices. (September, 1977) p81-103.
"The White Negro Revisited," Josh Ozersky, Tikkun; Sep/Oct2000, Vol. 15 Issue 5, p61-62

OTHER READING ARTICLES LABELED "WEBSITE" ARE AVAILABLE ON THE COURSE WEBSITE

"Systematic and Thematic Principles," chap 5 in Hall, Perry A. **In the Vineyard: Working in African American Studies.** University of Tennessee Press, 1999.
"(Structural) Integration vs. (Cultural) Assimilation: A Distinction with a Difference." Hall, Perry A.)
"Rhythm Nation: The Political Economy of Black Music." Kelley, Norman. Black Renaissance/Renaissance Noire 07-31-1999 V.2; N.2 p8.
"The White Reception of Jazz in America."Anderson, Maureen,African American Rvw; Sp04 V38 I1 p135-145.
"From Minstrelsy to Gangsta Rap: The "Nigger" as Commodity for Popular American Entertainment," LaGrone, Kheven Lee, Journal of African American Men, Fall 2000 v5 i2 p117
" Place and Innovation in Popular Music: The Bebop Revolution in Jazz," Stump, Roger W. Journal of Cultural Geography, Fall-Winter 1998.
"Soul for sale: Berry Gordy sells half of Motown catalog for $132 Million," Black Enterprise, Oct 1997 v28 n3 p22(1)
"Remixing American Pop," Chap. 1 Hip Hop Matters, Craig S. Watkins, pp. 33-53.
"Hip-Hop Women Shredding the Veil: Race and Class in Popular Feminist Identity," Marcyliena Morgan, South Atlantic Quarterly, V104 I3, p425-444.
"The Rap on Rap," Samuels, David, New Republic, 11/11/91, Vol. 205, Issue 20
"Debating Hip-Hop: Does Gangsta Rap Harm Black Americans?" Peter Katel. QQ Researcher, June 15, 2007 Volume 17, Issue 23.
"The Politics of Hip Hop," George Martinez, Socialism and Democracy, 18:2, (2004) 195 – 205;

COURSE REQUIREMENTS

1st Essay (5-6 pgs)	**DUE ON SEP. 24**	**25% OF FINAL GRADE**
2nd Essay (5-6 pgs)	**DUE ON OCT. 29**	**25% OF FINAL GRADE**
Final (Essay) Exam (5-6 pgs)	**DUE ON DEC. 17**	**25% OF FINAL GRADE**
Attendance	**(See website for attendance policy)**	**10% OF FINAL GRADE**
Posted Discussion questions	**(See website for details)**	**10% OF FINAL GRADE**

Classroom Participation **5% OF FINAL GRADE**

READING ASSIGNMENTS

WEEK 1 (AUG. 25 &27)

Course Introduction
WEBSITE: **"Systematic and Thematic Principles,"** Hall, Perry A.

WEEK 2 (SEP. 1 & 3)

RESERVE: **"Working-Class and Lower-Class Origins of Black Culture: Class Formation and the Division of Cultural Labor."** Thomas, Richard W. Minority Voices. (September 1977) p81-103.
WEBSITE: **"(Structural) Integration vs. (Cultural) Assimilation: A Distinction with a Difference."** Hall, Perry A. (Unpublished Paper)

WEEK 3 (SEP. 8 & 10)

RESERVE: **"Introduction,"** (SMITHERMAN) p1-44.

WEEK 4 (SEP. 15 & 17)

RESERVE: **"Beginnings,"** (in Deep Blues, p24-47)
RESERVE: **"I Been 'Buked and I Been Scorned": The Folk Roots of the Blues** (Ch. 1 in BARLOW, p7-24).
RESERVE: **"Everyday Seems Like Murder Here": Mississippi Delta Blues,** (Ch. 2 in BARLOW, p25-55).

WEEK 5 (SEP. 22 & 24)

WEBSITE: **"Introduction,"** (BARLOW, p113-118); **"Laughin' to Keep from Cryin': Vaudeville Blues,** (Ch. 5 in BARLOW: p119-181).
GEORGE: Ch. 1: **"Philosophy, Money, and Music (1900-30),"** p3-14.

WEEK 6 (SEP. 29 & OCT. 1)

SIDRAN: Ch. 3:**"The Jazz Age: The 1920s,"** p.53-77.
WEBSITE: **"The White Reception of Jazz in America."** Anderson, Maureen, African American Review; Spring2004, Vol. 38 Issue 1, p135-145.
RESERVE:**"African-American Music: Dynamics of Appropriation and Innovation."** Hall, Perry A., in Ziff, Bruce and Pratima V. Rao, eds. Borrowed Power: Essays on Cultural Appropriation, p31-51.

WEEK 7 (OCT. 6 & 8)

SIDRAN: Ch. 4: **"The Evolution of the Black Underground: 1930-1947,"** p78-115.
WEBSITE: **" Place and Innovation in Popular Music: The Bebop Revolution in Jazz,"** Stump, Roger W. Journal of Cultural Geography, Fall-Winter 1998.

WEEK 8 (OCT. 13 & 15)

RESERVE: **Historical Patterns of Blacks in Sport in the United States."**
HIP HOP: Ch. 11: **"The Sound of Philadelphia -- Dunking,"** p144-153.
GEORGE: Chap 3: **"The New Negro (1950-65)"** p59-94.

WEEK 9 (OCT. 20)

GEORGE: Ch. 4: **"Black Beauty, Black Confusion, (1965-70)"** p95-120.

WEEK 10 (OCT. 27 & 29)

VIDEO: **"Standing In The Shadows of Motown,"**
WEBSITE: **"Soul for sale: Berry Gordy sells half of Motown catalog for $132 Million,"** Black Enterprise, Oct 1997 v28 n3 p22(1)
GEORGE: Ch. 5: **"Redemption Songs in the Age of Corporations (1971-1975)"** p121-146.

WEEK 11 (NOV. 3 & 5)

GEORGE: Ch. 6: **"Crossover: The Death of Rhythm & Blues"** p147-170.
GEORGE: Chap. 7: **"Assimilation Triumphs, Retronuevo Rises (1980-87)"** pp. 171-198.
RESERVE: **"God Love Sex: Disco and the Gospel Impulse"**& **"Disco Sucks,"** in WERNER p203-211.
RESERVE: **"Redemption Songs: Bob Marley in Babylon"** and **"The Message: Hip-Hop and The South Bronx,"** in WERNER , p230-242.

WEEK 12 (NOV. 10 & 12)

HIP HOP: Ch. **"Introduction,"** pvii-xiv.
HIP HOP: Ch. 1: **"Post-Soul,"** p1-21."
HIP HOP: Ch. 2: **"Hip Hop Wasn't Just Another Date,"** p22-33.
HIP HOP: Ch. 3: **"Gangsters Real & Unreal,"** p34-49.
HIP HOP: Ch. 4: **"The 'I' of Me,"** p50-55.

WEEK 13 (NOV. 17 & 19)

HIP HOP: Ch. 5: **"Black Owned?"** p56-75."
HIP HOP: Ch. 6: **"The Permanent Business,"** p76-88.
WEBSITE: **"Rhythm Nation: The Political Economy of Black Music."** Kelley, Norman. Black Renaissance/ Renaissance Noire V.2; N.2 p8.
WEBSITE: **"Remixing American Pop,"** Chap. 1 Hip Hop Matters, Craig S. Watkins, pp. 33-53.

WEEK 14 (NOV. 24)

HIP HOP: Ch. 7: **"Sample This,"** p89-96.
HIP HOP: Ch. 8: **"Where My Eyes Can See,"** p97-113.

WEEK 15 (DEC 1 & 3)

WEBSITE: **"From Minstrelsy to Gangsta Rap: The "Nigger" as Commodity for Popular American Entertainment,"** LaGrone, Kheven Lee, Journal of African American Men, Fall 2000 v5 i2 p117
HIP HOP: Ch. 13: **"Too Live,"** p176-192.
WEBSITE: **"Hip-Hop Women Shredding the Veil: Race and Class in Popular Feminist Identity,"** Marcyliena Morgan, South Atlantic Quarterly, V104 I3, p425-444.

WEEK 16 (DEC. 8)

RESERVE: **"The White Negro Revisited,"** Josh Ozersky, Tikkun; Sep/Oct2000, Vol. 15 Issue 5, p61-62
WEBSITE: **"The Rap on Rap,"** Samuels, David, New Republic, 11/11/91, Vol. 205, Issue 20

WEBSITE: **"Debating Hip-Hop: Does Gangsta Rap Harm Black Americans?"** Peter Katel. QQ Researcher, June 15, 2007 Volume 17, Issue 23.

WEBSITE: **"The Politics of Hip Hop,"** George Martinez, Socialism and Democracy, 18:2, (2004) 195 – 205;

FINAL EXAM DUE DEC 17

AFAM 356 **THE HISTORY OF HIP HOP** **FALL TERM 2009**
Prof. Perry A. Hall **Office Hours: by appointment**
202 Battle Hall **hallpa@email.unc.edu**

966-5496

COURSE OBJECTIVES:

To examine the emergence and impact of Hip Hop music and culture in historical, aesthetic, as well as social terms. The examination will consider Hip Hop as an extension of the processes through which African American musical forms emerge historically. Its influence as a broad force in mainstream culture and its development as a global phenomenon will also be considered. In addition the course will focus on the social force of Hip Hop culture in terms of its ability to carry the formative ideas and sentiments of the local and global communities which it informs.

TEXTS

Chang, Jeff. **Can't Stop Won't Stop: A History of the Hip Hop Generation.** St. Martin's Press, 2005.
Perry, Imani. **Prophets of the Hood: Politics and Poetics in Hip Hop.** Duke University Press, 2004.
Ridenhour, Carlton ("Chuck D") and Yusuf Jah. **Fight The Power: Rap, Race, and Reality.** Dell Publishing, 1997.

REQUIREMENTS

Classes will be driven by discussion, based on issues presented in the assigned readings and other relevant inputs. Students will be required to post questions to the website in advance (10 over the course the term; see website for details) that frame issues for discussion in class. In this way students help determine how discussions are structured. In addition there are two required essays (**Due on Oct. 1 & Nov.5)** based on themes to be specified that emerge from readings and discussion. Finally, the class will participate in a public campus forum, to be organized for the end of the term, which will focus on Hip Hop's current status, role, and potential. Students (selected from proposals) who organize and make presentations for this forum will be exempt from the final.

First Essay (5-6 pages)	**Due on Oct. 1**	**25% OF FINAL GRADE**
Second Essay (5-6 pages)	**Due on Nov. 5**	**25% OF FINAL GRADE**
Final Paper	**Due on Dec. 18**	**25% OF FINAL GRADE**
Posted Discussion questions		**10% OF FINAL GRADE**
Attendance (Including campus forum)		**10% OF FINAL GRADE**
Class Participation		**5% OF FINAL GRADE**

NARRATIVE SUMMARY

The course materials are organized to reflect, and to alternate between historical/chronological presentation on the one hand, and focusing on thematic and analytical issues on the other. Readings in weeks 1-4 go back as far as the late 1960s (and further for broad historical context) to frame and examine the historical period and structural spaces out of which hip hop emerged, highlighting the pre-conditions and early emergence of sensibilities and activities constitutive of hip hop culture among displaced youth, vying to create meaning amidst the post-industrial decay of New York City's upper boroughs. The evolution of hip hop from a strictly local phenomenon to something greater begins at the end of this period, when journalists, avant-garde artists, cultural critics, entrepreneurs, and other agents and institutions outside of hip hop's originating spaces began to take note of its presence, its spunk, its attitude, its creativity. A signal event in this process was the 1979 recording and release of "Rappers' Delight," the subsequent popularity of which gave the first indication of hip hop's potential impact, culturally and commercially.

From that point many of the issues and tensions which have since shaped hip hop began to emerge. Accordingly, in weeks 5 and 6 the readings begin to focus on how "authenticity" is constructed and experienced in various ways, in relation to race, ethnicity, culture, location, or socioeconomic condition. In weeks 7- 10 the historical narrative is re-established, focusing on the 1980s, when hip hop rapidly developed national and international bases for both its constituencies and its vision, in the process raising issues for both its disruption of and its popularity among mainstream agents, activities, and sensibilities. Evolving through this period were several self-consciously political voices (emblematized by the Long Island-based group Public Enemy, whose popularity and influence peaked through the late 1980s and early 1990s) that used hip hop mediums and methodologies to speak to various visions of political oppression, opposition, and change. Also evolving through this period, (not coincidentally alongside the growth of crack cocaine as enterprise and social plague) were the chronicles of urban terror and glee that emerged from the West Coast – the port-of-entry for the crack trade – as "gangsta rap," eventually superseding self-consciously political rap as both a vision and a symbol of hip hop culture.

Framed against increasing mainstream crossover interest as well as alarm, the subsequent "East Coast-West Coast rivalry" (in addition to contextualizing the murder of two of the hip hop nation's biggest talents) brought other issues of ethical, social, and aesthetic value to the forefront, a sampling of which are examined in weeks 11 and 12. Although hip hop soundings were always decidedly masculinist in tone, it was gansta rap that most blatantly opened the discourses of hip hop to perceptions (and expressions) of misogyny and sexual degradation. The readings of week 11 address gender, feminism, misogyny, and sexuality in relation to hip hop from various perspectives. Week 12 extends the historical narrative to the 21st Century using the 1992 Los Angeles riots (seen as vindication by both advocates and critics of hip hop) as a signpost and focusing on connections between hostile constructions of hip hop and the emergence of social and criminal justice policies that marginalize and criminalize aspects of youth culture.

Weeks 13-16 focus on issues pertaining to hip hop's current state and status, and its future as a potential vehicle for artistic and political expression.

READING ASSIGNMENTS

WEEK 1 (AUG. 25 &27)

WEBSITE: **"The Songs of Black Folks,"** In the Vineyard, Perry A. Hall, 142-168
CHANG: **"Prelude,"** xi-xiii; **"Introduction,"** 1-6
CHANG: Ch 1: **"Necroplis: The Bronx and the Politics of Abandonment,"** 7-19.

WEEK 2 (SEP. 1 & 3)

CHANG: Ch 2: **"Sipple Out Deh: Jamaica's Roots Generation and the Cultural Turn,"** 21-39.
CHANG: Ch 3: **"Blood and Fire, with Occasional Music: The Gangs of the South Bronx,"** 41-65.
CHANG: Ch 4: **"Making a Name: How DJ Kool Herc Lost His Acent and Started Hip Hop,"** 67-86

WEEK 3 (SEP. 8 & 10)

CHANG: Ch 5: **"Soul Salvation: The Mystery and Faith of Afrika Bambaataa,"** 89-107.
CHANG: Ch 6: **"Furious Styles: The Evolution of Style in the Seven-Mile World,"** 109-125.

WEEK 4 (SEP. 15 & 17)

CHANG: Ch 7: **"The World is Ours: The Survival and Transformation of Bronx Style,"** 127-139.
CHANG: Ch 8: **"Zulus on a Time Bomb: Hip-hop Meets the Rockers Downtown,"** 141-165.
CHANG: Ch 9: **"1982: Rapture in Reagan's America,"** 167-187.
Wild Style (Film)

WEEK 5 (SEP. 22 & 24)

CHANG: Ch 10: **"End of Innocence: The Fall of the Old School,"** 189-211.
WEBSITE: **"Hip-Hop: From live Performance to Mediated Narrative,"** Greg Dimitriadis, 421-435.
WEBSITE: **"Puerto Rocks: Rap, Roots, and Amnesia,"** John Flores, 69-86.
WEBSITE: **"Hip-Hop Chicano: A Separate but Parallel Story,"** Raegan Kelly, 95-104
WEBSITE: **"'Represent': Race, Space, and Place in Rap Music,"** Murray Forman, 201-222.

WEEK 6 (SEP. 29 & OCT. 1)

PERRY: **"Introduction,"** 1-8.
PERRY: Ch 1: **"Hip Hop's Mama; Origination and Identity in the Music,"** 9-37.
WEBSITE: **"Real Niggas": Race, Ethnicity, and the Construction of Authenticity in Hip-Hop,"** Ch 2, Hip Hop Revolution, Jeffrey O.G. Ogbar, 37-71.

WEEK 7 (OCT. 6 & 8)

CHANG: Ch 11: **"Things Fall Apart: The Rise of the Post-Civil Rights Era,"** 215-229.
CHANG: Ch 12: **"What We Got to Say: Black Suburbia, Segregation and Utopia in the Late 1980s,"** 231-261.
CHUCK D: Ch 3: **"Prelude to Public Enemy,"** 57-94

WEEK 8 (OCT. 13 & 15)

CHANG: Ch 13: **"Follow for Now: The Question of Post-Civil Rights Leadership,"** 263-297.
CHUCK D: Ch 8: **"Black and Jewish Relationships,"** 205-239.

WEEK 9 (OCT. 20)

WEBSITE: **"Remixing American Pop,"** Ch 1 Hip Hop Matters, Craig S. Watkins, 33-53.
CHANG: Ch 14: **"The Culture Assassins: Geography, Generation and Gangsta Rap,"** 293-329.

WEEK 10 (OCT. 27 & 29)

CHANG: Ch 15: **"The Real Enemy: The Cultural Riot of Ice Cube's *Death Certificate,*"** 331-355.
CHUCK D: Ch 9: **"Gangs,"** 241-275.

WEEK 11 (NOV. 3 & 5)

WEBSITE: **"Empowering Self, making Choices, Creating Spaces: Black Female Identity via Rap Music Performance,"** Cheryl L. Keyes, 285-276.
PERRY: Ch 5: **"B-Boys, Players, and Preachers: Reading Masculinity,"** 117-154.
PERRY: Ch 6: **"The Venus Hip Hop and the Pink Ghetto: Negotiating Spaces for Women,"** 155-190.
WEBSITE: **"Hip-Hop Feminist,"** Joan Morgan, 277-281.

WEEK 12 (NOV. 10 & 12)

CHANG: Ch 16: **"Gonna Work It Out: Peace and Rebellion in Los Angeles,"** 357-379.
CHANG: Ch 17: **"All in the Same Gang: The War on Youth and the Quest for Unity,"** 381-405.
PERRY: Ch 4: **"The Glorious Outlaw: Hip Hop Narratives, American Law, and the Court of Public Opinion,"** 102-116.
WEBSITE: **"Locked Up: Police, the Prison Industrial Complex, Black Youth, and Social Control,"** Ch 5, Hip Hop Revolution, Jeffrey O.G. Ogbar, 139-174.

WEEK 13 (NOV. 17 & 19)

PERRY: Ch 7: **"Bling Bling…and Going Pop: Consumerism and co-optation in Hip Hop,"** 191-203.
WEBSITE: **"Mutual Denials in the Hip Hop Wars"** Ch **11** The Hip Hop Wars, Tricia Rose, 217-240
CHUCK D: Ch 4: **"Athletes and Entertainers,"** 95-126.

WEEK 14 (NOV. 24)

CHANG: Ch 18: **"Becoming the Hip-Hop Generation: *The Source,* the Industry and the Big Crossover,"** 407-435.
CHUCK D: Ch 7:**"Apocalypse Now: The Enemy Strikes Back,"** 183-204.

WEEK 15 (DEC 1 & 3)

CHANG: Ch 19: **"New World Order: Globalization, Containment and Counterculture at the End of the Century,"** 437-465.
WEBSITE: **"Progressive Voices, Energies, and Visions** Ch **12** "The Hip Hop Wars, Tricia Rose, 241 260
CHUCK D: Ch 6: **"Africa,"** 153-181.

WEEK 16 (DEC. 8)

WEBSITE: **"Six Guiding Principles for Progressive Creativity, Consumption, and Community in Hip Hop and Beyond,"** Ch **13** The Hip Hop Wars, Tricia Rose, 261-278.

FINAL ESSAY DUE ON DEC 18

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, August 24, 2009 3:07 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: credentials check
Attach: Credentials check.doc

OFFICE OF THE PROVOST

Hiring Credentials Check for EPA Employees

Departmental/divisional administrative staff processing EPA personnel actions should complete this form for initial appointments and obtain department head's (or his/her designee's) signature. When completed and signed, departmental managers should maintain original in the employee's departmental personnel file.

TO BE COMPLETED BY HIRING UNIT

Date Prepared _____

I confirm that the department for the purpose of verifying the employee's hiring credentials has received the appropriate approvals.

_____ Date _____

Department Head (or designee) Signature

Return to: Name _____

Dept/Sch _____

Address **CB#** _____

Univ. of North Carolina at Chapel Hill

Chapel Hill, NC 27599-

Date of Birth _____ Name of Employee _____ ☐ Tenure/Tenure Track

Social Security Number _____ Title of Position _____ ☐ Fixed Term

Department _____ Effective Date _____ ☐ EPA Non-Faculty

Dept Address ☐ Non-Salaried

TO BE COMPLETED BY UNIT VERIFYING CREDENTIALS or TELEPHONE CONTACT

False or Misleading Information

North Carolina law (General Status 126-30) requires the University to verify the education credentials of the subject employee. The employee understands this legal requirement (after completing the employment AP-2a) for you to release the requested information.. The University may also verify when the employee's qualifications are under review for any employment action. North Carolina law requires notice to every applicant for state employment that willfully providing false or misleading information or failure to disclose relevant information shall be grounds for rejection of an applicant, or later disciplinary action up to and including dismissal, or criminal prosecution. Dismissal from employment shall be mandatory in any case, in which a false or misleading representation is made in order to meet position qualifications.

To: Registrar/Employer: Employee's Name _____

Dept _____ Rank/Title of Position _____ Effective Date _____

Address _____ Name When Degree/Diploma/Certification Awarded _____

City _____ Place of Last Employment _____

State _____ Zipcode _____ Date of Birth _____ Social Security Number _____

To Be Completed by the Office of the Registrar/Personnel Department/Board Representative

Note: Please Use Official Stamp or Raised Seal to Authenticate (if mailed to Registrar/Employer).

1. Attendance/Employment Dates From _____ To _____
2. Degree(s) Awarded? ☐ Yes ☐ No If Yes, what degree(s) and major? _____
3. Diploma(s) Awarded? ☐ Yes ☐ No If Yes, what subject? _____
4. Certificate Awarded? ☐ Yes ☐ No If Yes, what subject? _____
5. License Awarded? ☐ Yes ☐ No If Yes, what subject? _____

This is to certify that the subject employee:

☐ Successfully fulfilled all requirements and holds the following professional:

	Field of Work	ID Number
License		
Registration		
Certification		

☐ Has not been licensed/registered/certified.

☐ Has a pending application; board action is scheduled for: _____ *(date)*

☐ Previously held a license/registration/certification, but it was:

☐ revoked

☐ not renewed.

Signature of Registrar/Authorized Board Official/Employer or Name of Telephone Contact _____ **Date** _____ **Title** _____ **Telephone Number** _____

TO BE COMPLETED BY PERSON MAKING TELEPHONE VERIFICATION

☐ This department has conducted the required credentials check for employee indicated.

☐ The check shows that the credentials requiring verification are held as claimed on this employee.

☐ The check shows that the credentials requiring verification are not held as claimed on this employee; appropriate disciplinary action has or will be taken.

☐ Credentials could not be checked according to the Policy on Credentials Verification because _____

Signature & Title of Person Making Verification _____ **Date** _____

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, August 24, 2009 8:17 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Dean of Students Office Hours in Steele Building

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Starting August 26th, the Office of the Dean of Students will be holding open
office hours in 1006 Steele Buidling on Wednesdays from 10 am-1 pm. All faculty, staff, and students are welcome. For more information about the functions of the Office of the Dean of Students, please see http://deanofstudents.unc.edu.

This email is sponsored by: Office of the Dean of Students

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of peersproject@unc.edu
Sent:	Monday, August 24, 2009 9:08 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Peer Perceptions Project

CHILD PARTICIPANTS NEEDED: The Peer Perceptions Project is a research study at UNC designed to better understand children's beliefs about group differences in ability (e.g., are boys better than girls in sports).

WHO WILL PARTICIPATE:
We are looking for 10- to 13-year-old children who will perform a computer task and complete some paper-and-pencil measures. All children in that age range who are fluent in English may participate.

Children will complete a computerized task and paper survey. The session will last about 20 minutes. Each child will receive a $5 incentive (e.g., gift card to Target) at the end of the session. Testing will occur in the UNC Psychology Department or at a public location (e.g., public library) that is convenient for the parents.

If you have a 10- to 13-year-old child who might be interested in participating in the study, please send an email to peersproject@unc.edu or call 962-3884 and leave your name and telephone number.

Behavioral IRB Study # 09-1368, approved 8/19/2009

This email is sponsored by: Dept. of Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of marron@email.unc.edu
Sent:	Monday, August 24, 2009 9:38 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: FREE STATISTICAL CONSULTING

The UNC Department of Statistics and Operations Research announces the availability of free statistical consulting. Our goal is to teach this important skill to graduate students, but you can get some free statistical assistance in the process.

The course format involves clients giving a presentation about the problem at hand. This generates a question and answer dialog, which by itself has proven to be useful in helping clients formulate their ideas.
Then typically one student is assigned to work on the actual data, with a final written report expected.

In the past we have worked with a very wide range of clients, from Masters students needing help with the statistical end of their dissertation, all the way up to distinguished professors. While there are limits to what can be done in the context of this course, some contacts initially made through this course have led to ongoing joint research, grant proposals and published papers in very diverse fields.

To sign up for this type of consulting, or to discuss this further, please contact Steve Marron, Department of Statistics and Operations Research, UNC, CB 3260, Email: marron@email.unc.edu. Additional information is available at the web address:

http://www.stat-or.unc.edu/consulting/statistical_consulting

This email is sponsored by: Statistics and Operations Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Dibbert, Doug <alumni@unc.edu>
Sent: Tuesday, August 25, 2009 1:02 AM
To: Carolina Alumni and Friends <stgore@email.unc.edu>
Subject: Happenings on the Hill

August 25, 2009

Dear alumni and friends,

At 8 a.m. today, August 25, first-year students in the class of 2013 began classes. We invite you to return to "class" in Chapel Hill as well – *perhaps without the stress of mid-terms and finals!*

At the beginning of each semester, we will share highlights of enrichment opportunities that await you. Many of the events and activities are free and open to the public unless otherwise noted.

You are forever an integral part of our Carolina family, and we hope you will consider a visit to rediscover what was once your home. As you navigate through the various links (below and in the right-hand column), you may be interested in the following:

A **GAA fall public forum** will feature Barry Popkin, Carla Smith Chamblee Distinguished Professor and author of "The World is Fat."
Dinner with Faculty is a new series that will allow 11 participants to enjoy free-ranging discussions with prominent and popular UNC faculty.
Known for her performance on the NBC hit series "The West Wing," actress, playwright and author Anna Deavere Smith will deliver the **Frank Porter Graham Lecture** as part of the **North Carolina Literary Festival**.
PlayMakers Repertory Company will bring to their main stage "The Life and Adventures of Nicholas Nickleby" marking the largest production in PlayMakers' history, with 25 actors portraying more than 150 characters.
Two-time Grammy Award-winning tenor and High Point native Anthony Dean Griffey will be an artist-in-residence, and his two master classes will be open to the public. In addition, the **Department of Music** sponsors several concerts, recitals and events during the fall semester.

To avoid e-mail congestion, we'll only send you **Happenings on the Hill** at the beginning of each semester. **Keep these links handy** since events are added and revised throughout the semester.

We hope this note finds you well and that you will take advantage of your close proximity to Chapel Hill and return often to your Carolina.

Campus Enrichment Links

Upcoming Events @ Carolina

Ackland Art Museum

Adventures in Ideas Weekend Seminars

Carolina College for Lifelong Learning

Carolina Performing Arts

James A. Hutchins Lectures

Sonja Haynes Stone Center for Black Culture and History

William and Ida Friday Center for Continuing Education

Additional Fall Enrichment Highlights

FedEx Global Education Center Open House
Wednesday, Sept. 2
11 a.m. – 1 p.m.

Carolina Summer Reading Book: "A Home on the Field"
Thursday, Sept. 17
2:30 – 4 p.m.

Thomas B. Lambeth Lecture: Remaking America: Higher Education and Civic Engagement
Ambassador James A. Joseph
Thursday, Sept. 17
5:30 – 7 p.m.

Guided Tours of Coker Arboretum
Saturday, Sept. 19
Saturday, Oct. 17
11 a.m. – 12 p.m.

Pandemic Influenza: Focus on Local Preparedness

Yours at Carolina,

Doug Dibbert '70
President
doug_dibbert@unc.edu

P.S. The GAA serves to inform and involve former students with each other and with Carolina thanks to dues paid by you and nearly 70,000 other GAA members. We do so through our award-winning *Carolina Alumni Review* magazine, alumni.unc.edu and a host of programs and services (reference our Web site for a complete listing).

Thursday, Oct. 1
2:30 – 4 p.m.

Making Sense of Social Networking Sites
Tuesday, Oct. 27
2:30 – 4 p.m.

Dean's Speaker Series:
Steve Howe, Ernst & Young
Thursday, Oct. 29
5:30 p.m.

One Year Reflection:
The Historic Election of Barack Obama
Wednesday, Nov. 4
2:30 – 4 p.m.

PRIVACY POLICY: You received this e-mail from the General Alumni Association-George Watts Hill Alumni Center, CB # 9180, Stadium Drive, PO Box 660, Chapel Hill, NC 27514-0660. You have not been subscribed to an e-mail list. If you do not wish to receive future e-mail of this type from the GAA, please reply to alumni@unc.edu and include your full name, address and class year, call us toll-free at (877) 377-7125, or unsubscribe via this link: unsubscribe here.

Please note that UNC and the General Alumni Association do not sell your information, including your e-mail address, to anyone for any purpose.

702472576

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, August 25, 2009 8:26 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: William S. Newman Artists Series Discounted Tickets

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The UNC Music Department announces the William S. Newman Artists Series, 2009-10 Edition. Half-price family subscriptions are available to all UNC faculty and staff!

Please join us for a six-concert series of exotic and eclectic musical events. This season's offerings include the Choir of Kings College London; a September Prelude festival concert of Baroque music performed by world class original instrument musicians from the faculties of Yale, Juilliard, Bard and UNC; our own Carolina Wind Quintet with Wonmin Kim, pianist; enhake (the Seminole word for call), an emerging artist chamber ensemble of Korean and American musicians for clarinet, violin, cello and piano; P'ansori: Korean story-telling and music performed on traditional Korean instruments; and UNC faculty pianist Stefan Litwin presenting and performing one of the great works of the Romantic era, Schumann's Piano Sonata, Op. 11.

Information and tickets are available from the WSN website http://music.unc.edu/calendars/newman, or by calling 962-1039.

Family subscriptions for all six concerts (two adults and their children) regularly priced at $100 are now offered at $50 for UNC faculty and staff for this intellectually and artistically unique series of experiences.

This email is sponsored by: Music Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, August 25, 2009 8:58 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: 2009-2010 Olympic Sports Admission

In an effort to support the University's recent cost containment measures, the Department of Athletics will no longer distribute Faculty and Staff sports passes. For the 2009-2010 season each employee's UNC One Card or UNC Hospitals ID will be used to gain admission to qualifying sporting events. No admission policies will change under this new system. You will simply present your UNC One Card or UNC Hospitals ID to gain admission to Olympic Sporting events.

You must present your UNC One Card or UNC Hospitals ID to gain admission to these events for you and your immediate family . Complimentary admissions are not permitted for ACC and NCAA Championships.

We do anticipate a strong turnout for select Olympic sporting events (i.e. a women's basketball game vs. Duke or a home baseball series vs. NC State). For these events you will use your UNC One Card or UNC Hospitals ID to obtain a hard ticket through a faculty and staff distribution. The ticket office will notify you via an INFORMATIONAL email concerning the dates and procedures for any necessary distributions. Also visit www.tarheelblue.com/faculty for complete information.

Your UNC One Card or UNC Hospitals ID does not include admission to football or men's basketball, and we ask that your card be used for your personal use and not transferred.

We hope that you will be able to attend many intercollegiate events on campus during the 2009-2010 year. For all of your ticketing needs, please visit www.tarheelblue.com/faculty.

This email is sponsored by: Athletics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of fertility@unc.edu
Sent: Tuesday, August 25, 2009 9:09 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Trying to get pregnant or about to start trying?

Are you or is someone you know trying to get pregnant or about to start trying?

Time-to-Conceive is a research study at the University of North Carolina at Chapel Hill focusing on fertility in women between 30 and 44 years of age. To learn how you can be in the study, call us at (919) 843-8246 or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Monetary compensation for study activities

No medicines or pills to take and no changes to daily lifestyle or existing health care routine.

Please visit our new website at www.med.unc.edu/timetoconceive for more information.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: Obstetrics and Gynecology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of cbt4bn@unc.edu
Sent: Tuesday, August 25, 2009 9:35 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Bulimia Treatment Study: Group Therapy at No Cost

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The University of North Carolina's Eating Disorders Program announces a new clinical psychotherapy trial for bulimia nervosa. This study compares two different ways to deliver cognitive-behavioral therapy (CBT) which is the treatment of choice for bulimia. Patients will be randomized (like a flip of a coin) to either face to face group CBT or internet-delivered CBT with a therapist-moderated chat group. There is no cost for participating in this trial.

Eligibility Requirements:
Male or Female
At least 18 years old
Have a home computer with Internet access.

Please contact the Research Coordinator at (919) 966-2882 or cbt4bn@unc.edu for more information.

IRB #: 07-2002
UNC Biomedical Institutional Review Board
Date Approved: 9/10/2008

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Amy Cooke <acooke@email.unc.edu>
Sent: Wednesday, August 26, 2009 11:04 AM
To: dacrowde@email.unc.edu; stgore@email.unc.edu
Subject: 266 syllabus
Attach: 266 syllabus_Fall09.doc

Debby,

Here is the syllabus. I'm thinking about only taking a few copies with me--10 or so. Those in the class can access it on blackboard. that will save a lot of paper.

if Travis doesn't have the time to make the copies, I can do it, no problem.

Amy

AFRI 266.1/ENST 490.1
Contemporary Africa:
Issues in Health, Population and Environment
Wed 3-5:50 pm / Peabody 220
Dr. Amy Cooke

Office: 203 Coates Building (on Franklin St.) Telephone: 962-0622 (office)
Office Hours: TBA Email: acooke@email.unc.edu

Course Description:

The intertwined issues of health, population and the environment have enormous impacts on the development of contemporary African nations. These issues are of such importance that many international development organizations have devoted entire branches of their organization to these issues, both singly (the CDC, UNEP, CARE, etc) and together (the Population Reference Bureau). Additionally, the Millennium Development Goals as drafted by the United Nations are nearly entirely related to these three meta-topics. In this course we focus on these issues and their relation to current events and development goals, African lives and international development directives.

To accomplish this, we will examine a variety of materials in several mediums: academic articles, novels, film, policy papers produced by development organizations and current events as portrayed in the media. Specific topics to be addressed include maternal and child health, HIV/AIDS, population planning and growth, agricultural intensification, food security, the scramble for Africa's oil and water resources and resource conservation. I am particularly interested in the issue of food security, an issue intertwined with the population growth, the health of people and ecosystems and the state of the environment. We will return to the topic of food security repeatedly as we learn greater detail about the African situation.

Objectives:
By the end of this semester you should be able to do the following:
1. Identify the major political and environmental regions of modern Africa,
2. Discuss how health, population parameters and environmental issues intersect to influence development and the livelihoods of African people,
3. Compare how different regions in Africa are impacted by various issues (i.e. HIV/AIDS),
4. Write a research project grant using standard grant writing format,
5. Integrate research and policy in a policy paper which both informs and advises development actions.

Reading Materials:
Required Texts:
Ghazvinian, John. 2007. Untapped: the scramble for Africa's oil. Harcourt, Inc.
Holloway, Kris. 2006. Monique and the Mango Rains. Waveland Press.
Epstein, Helen. 2007. The Invisible Cure. Farrar, Straus and Giroux.

These are all available for purchase at UNC Student Stores and online.

Other materials will be available online via Blackboard or through the UNC library Reserve system.

Expectations and Assignments:

Expectations

Because discussion and participation is a large component of this course, regular attendance is required. **All students should come prepared with 2 discussion questions** from that day's readings. The schedule at the end of this syllabus is probable but some readings are subject to change: be sure to check on Blackboard for the most up to date information on readings.

Additionally, students will be required to lead class discussion at least one time during the semester, in groups of around 4 students. After we have distributed the days / topics, we will talk about how to extend the readings/topics into a group activity or discussion.

The **writing assignments** in this course revolve around a project/development area which is of interest to you. They are designed to prepare you both for future research (how do we ask *and answer* questions?) and future employment (grant writing and policy proposals).

First, you will prepare an annotated bibliography on the topic you are interested. An annotated bibliography is a short description and evaluation of a reading. Here is the UNC Writing Center's description of an annotated bibliography: http://www.unc.edu/depts/wcweb/handouts/annotated_bibliographies.html and here is a good example online: http://owl.english.purdue.edu/owl/resource/614/02/. The purpose of this assignment is to jump start your research into the study area you intend to write your policy memo and grand proposal addressing. You should have at least **10 articles/sources** summarized and evaluated, **at least 5 of which should be scholarly**. The others might be a combination of newspaper articles, reports from development agencies, etc.

The **policy memo** is a paper written for a specific committee or group leader (boss) outlining the major points of interest on a topic and providing a recommendation of action for the organization or committee. In the working world these can be variable in length—for the purposes of this class 3 pages (single spaced) is sufficient. The form makes full use of bullets, headings and outline to briefly summarize the issues and provide recommendations. Examples and more in-depth instructions can be found on the course Blackboard site.

Grant proposals have a slightly different goal as the writer must be focused on obtaining funding from a grant-disbursing organization. For this assignment, you will write your grant addressing a research question, not project money for a development project. While the policy memo is focused on what is going on and what the group should do about it, the grant proposal must convince the donor organization that the question being asked is relevant, the solution to it is reasonable, feasible and most importantly will solve or answer the intended question. A more detailed description of this assignment is available on the course website. For the purpose of this assignment, the grant proposal should be limited to 3 pages single spaced.

There are 2 exams/quizes in this course: a map quiz, covering nations and regions of Africa; and a final exam of short answer and essays, based on lectures and discussions.

Point distribution:

10% Participation includes developing and leading discussion/group activity as well as weekly discussion questions
10% Map / Geography Quiz: September 9.
15% Annotated Bibliography: Due October 2
20% Policy Memo: Due October 21
5% Research Proposal outline: Due November 11
20% Research Proposal: Due December 4
20% Final Exam: December 17 @ 4pm.

Papers are **due by 5pm on the dates** listed in this syllabus. **In order to make the deadline you can mail it in electronically, but they will not be graded until a hard copy of the paper has been submitted.**

Grading Scale:
The grades will be determined as followed:

A: 93 and above	B-: 80-82	D+: 67-69
A-: 90-92	C+: 77-79	D: 63-56
B+: 87-89	C: 73-76	D-: 60-62
B: 83-86	C-: 70-72	F: below 60

Course listserv—there is a listserv for this course, 266fall09@listserv.unc.edu If you have not been added to it by early next week, please let me know.

Tentative Schedule

Week 1. (August 26) Overview and Geography of Africa

1. Chapter from Prunier book (Blackboard)
2. Review Millennium Development Goals (http://www.un.org/millenniumgoals/)

Week 2. (September 2) Geographic overview of Africa continued.

1. Stock, chpts 3-6 (Blackboard)

Week 3. (September 9) Population Studies MAP QUIZ

1. Gordon, April. 2005. Population, urbanization and AIDS. Pp 203-222 (Blackboard)
2. Mazzucato and Niemeijer. 2002. Population growth and the environment in Africa: local informal institutions, the missing link. *Economic Geography* (Blackboard)

Week 4. (September 16) Health: Food production

1. Rukini, Mandivamba. 2002. Africa: Addressing growing threats to food security. *The Journal of Nutrition.* (Blackboard)
2. Wambugu, Florence. 1999. Why Africa needs agricultural biotechnology. *Nature* (Blackboard)
3. Mittal, A. and M. Moore, eds. 2009. *Voices from Africa: African farmers and environmentalists speak out against a new green revolution in Africa.*
4. Something TBA about the ongoing global land grab. It's a hot topic and I'd like to assign the latest news.

Week 5. (September 23) Health: Food insecurity and food aid

1. Haile, Mengestab. 2005. Weather patterns, food security and humanitarian response in Sub-Saharan Africa. *Philos Trans R Soc Lond B Biol Sci.* http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1569582
2. Christopher B. Barrett and Daniel G. Maxwell, "So Who Benefits?" in Food Aid After Fifty Years (London: Routledge, 2005), pp. 87-106 (Blackboard)
3. Zerbe, Noah. 2004. Feeding the famine? American food aid and the GMO debate in Southern Africa. *Food Policy.* (Blackboard)

Week 6. (September 30) Health: Maternal and Child Health

1. Thaddeus and Main. 1994. "Too far to walk: maternal mortality in context" (Blackboard)
2. *Monique and the Mango Rains*

Annotated Bibliography due by end of week 6 (October 2)

Week 7. (October 7) Health: HIV/AIDS

1. Epstein, Helen. 2007. *The Invisible Cure,* selected chpts
2. Gordon, Alice. 2005. Pp 223-230 (Blackboard)
3. Whiteside. 2003. New Variant Famine: AIDS and food crisis in Southern Africa. *Lancet* (Blackboard)

Week 8. (October 14) Health: Malaria, Health subsection wrap up.

1. Packard, Randall. 2008. Pp 177-251 from *The Making of a Tropical Disease* (Library Reserve)

Week 9. (October 21) (Fall Break starts at 5pm)

1. **Policy Memo Due before Break.**

Week 10. (October 28) Environment: Oil

1. Ghazvinian, 2007. *Untapped.* (Whole book)

Week 11. (November 4) Environment: Mineral wealth

1. South Africa: paying the price for mining. http://allafrica.com/stories/200802150815.html
2. Kimani, Mary. 2009. Mining to profit Africa's people. http://www.un.org/ecosocdev/geninfo/afrec//vol23no1/231-mining.html
3. TBA, probably about the DRC.

Week 12: (November 11) Environment: Water resources

1. Mbonile, 2007. Population, Migration, and Water Conflicts in the Pangani River Basin, Tanzania. Pp20-29 http://www.wilsoncenter.org/topics/pubs/ECSP_report_12.pdf
2. Showers, Kate. 2002. Water Scarcity and Urban Africa: An Overview of Urban–Rural Water Linkages (Blackboard)
3. http://www.unesco.org/water/wwap/facts_figures/basic_needs.shtml
4. TBA

Research Proposal Outline Due In CLASS

Week 13: (November 18) Environment: Conservation

1. Garland, Elizabeth. 2008. The Elephant in the Room: confronting the colonial character of wildlife conservation in Africa. *African Studies Review*
2. Fa, J. et al 2003. Bushmeat and food security in the Congo Basin: linkages between wildlife and people's future. *Environmental Conservation* (Blackboard)
3. Carius, 2007. Environmental Peacebuilding: Conditions for Success, pp 59-75 http://www.wilsoncenter.org/topics/pubs/ECSP_report_12.pdf
4. Wolmer, 2003. Transboundary conservation: the politics of ecological integrity in the Great Limpopo Transfrontier Park (Blackboard)

Thanksgiving break November 25—No classes

Week 14: (December 2) Impact of climate change on all of the above!

1. Regional Impacts of Climate Change on Africa. Executive summary. http://www.grida.no/publications/other/ipcc_sr/?src=/climate/ipcc/regional/006.htm
2. JotoAfrika, 2009. Adapting to Change in Africa.
3. TBA

Research Proposal Due by End of Week 14 (December 4)

Week 15: (December 9) Wrap-up: where do we go from here?

1. Wisner et al., Chapter 13: Agenda for Action

From: nobody@notify.unc.edu on behalf of anne_whisnant@unc.edu
Sent: Wednesday, August 26, 2009 8:21 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Distinguished Alumna/us Awards Nominations Sought

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Dear Colleagues:

The Faculty Committee on Honorary Degrees and Special Awards invites nominations for Distinguished Alumna and Alumnus Awards to be presented at the October 12, 2010, University Day ceremony. A maximum of five awards is authorized by the enabling faculty legislation. Those so honored are nominated by the committee, recommended by the Faculty Council, and approved by the Board of Trustees.

Awards are not conferred in absentia or posthumously.

Please include appropriate biographical information and a statement in support of the nomination. Your statement should demonstrate that the nominee has made an outstanding contribution to humanity in any walk of life. Nominators often seek supporting letters from others, but the content of such letters, not their number, is what counts. Go to http://www.unc.edu/faculty/faccoun/honorary/DAA/DAAroster.shtml for the roster of previous recipients.

Nominations must be received in the Office of Faculty Governance no later than Wednesday, October 14, 2009. Please send materials to:

Office of Faculty Governance
CB# 9170
Fax: 919-962-5479
Email: anne_whisnant@unc.edu

Nominees must be alumni of the University of North Carolina at Chapel Hill. This is defined as including all persons who were registered for at least one full academic year as a student in residence in any college or school of the University. In general, anyone listed in the General Alumni Association's Alumni Directory is eligible except members of the University faculty, staff, and administration. They become eligible two years after separation from the University.

Members of the Committee on Honorary Degrees and Special Awards are Professors Jan Yopp, Chair; Bland Simpson, Etta Pisano, Robert Anthony, Gene Nichol, Werner Reiss, and Joseph Ferrell (ex officio). Please contact me or any other member of the committee if you have questions about eligibility or process.

Sincerely yours,

Joseph S. Ferrell
Secretary of the Faculty

This email is sponsored by: Office of Faculty Governance

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, August 26, 2009 9:01 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: PlayMakers Offers 10% off 0910 Season

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PlayMakers is offering UNC faculty and staff 10% off the cost of single tickets for our 0910 season. For more information visit the link below.

http://www.playmakersrep.org/tickets/facstaffdisc.aspx

Join us for our most exciting season yet with Mike Daisey's THE LAST CARGO CULT, OPUS, THE LIFE AND ADVENTURES OF NICHOLAS NICKLEBY, THE IMPORTANCE OF BEING EARNEST, and much, much more!

This email is sponsored by: PlayMakers Repertory Company

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From:	nobody@notify.unc.edu on behalf of chanee_lynch@med.unc.edu
Sent:	Wednesday, August 26, 2009 9:23 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Mindfulness Survey-Enter to Win $30!

Do you have experience with MINDFULNESS MEDITATION?

Cheryl L. Woods-Giscombi, PhD, RN and her research team are seeking AFRICAN AMERICAN ADULTS who have past or current training in mindfulness meditation to participate in a brief survey and interview. We would like to know what you think about meditation and how it might help people manage stress and improve health.

Research participants will be entered into a drawing for $30. If you would like to share your views with us, please contact us by phone at 919.966.8586 or by email at faurot@med.unc.edu.

IRB #: 09-0364
UNC Biomedical Institutional Review Board
Date Approved: 5/14/2009

This email is sponsored by: School of Nursing

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, August 26, 2009 10:56 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: CPR Classes Offered Now

The American Red Cross Club at UNC-Chapel Hill will be offering CPR certification classes this semester. Classes will be offered at on-campus locations for both students and faculty.

The class will certify you in American Red Cross Adult CPR. The class will last approximately 3 to 3.5 hours. To enroll in a class, for more information, or to get involved, email unchealthandsafety@gmail.com.

This email is sponsored by: American Red Cross Club

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of algoe@unc.edu
Sent:	Wednesday, August 26, 2009 11:33 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: In a romantic relationship?Participate in a UNC research study with your partner

---

What makes romantic relationships work? Help us find out!

You are invited to participate in a new scientific research study designed to understand what makes relationships work. Whether you are in a blissful relationship, think your relationship could use a boost, or if you think you have a perfectly "normal" relationship, we are interested in what you have to say.

People who have been involved in a heterosexual romantic relationship for at least one year (no upper limit), and have been living with their partner for at least 6 months are eligible to participate in the study with their romantic partner. Each couple will be compensated with up to $120 for their participation, with chances to receive gift certificates ($50 to $100) to a local restaurant.

After an initial online questionnaire (20-30 minutes), the study involves two 75-90 minute visits to our laboratory on the UNC campus, four weeks apart. In the lab, at the beginning and end of the study, we will record your physiology and interactions with your romantic partner, and will collect samples of your saliva to measure your naturally-occurring hormone levels. During the intervening four week period, we'll ask you to provide a snapshot of your everyday life by responding to a brief (3-5 minute) questionnaire online each night. Finally, on 4 to 6 occasions during this four week period, we will ask you to supplement your normal, everyday interactions with your partner by setting aside 20-30 minutes to talk alone together. The second lab session will allow us to assess the role that these different factors play in your relationship, and to answer any additional questions you have. We anticipate that time spent in this study with your partner and in answering private questionnaires will average less than 6.5 hours over the course of the month.

We would love to hear from you, and we would be more than happy to give you further information about the study. Please do not hesitate to contact us if you would like more information, or would like to sign up for the study: UNC.Relationships.Study@gmail.com, or 919-843-0092.

For measurement purposes, in addition to the above, you are NOT eligible for this study if you:
- Are under 24 years old.
- Are currently taking antidepressants or have been recently diagnosed with depression or an anxiety disorder.
- Are a woman who is: over 40, postmenopausal, pregnant (or plan to become pregnant during the course of the study), within 6 months postpartum, nursing (lactating), or have had an oophorectomy (i.e., ovaries must be intact).
- Are a man on steroid medication.

We look forward to hearing from you, and will return your email or phone call as soon as possible. Sessions will begin immediately.

Sincerely,
Sara Algoe, Ph.D. and Barbara Fredrickson, Ph.D.
Department of Psychology

Principal Investigators, Understanding Romantic Relationships Study

p.s. This study is being conducted through the University of North Carolina-Chapel Hill Psychology Department, and has been approved by the UNC-CH Behavioral Institutional Review Board (09-0409, on 4/6/09).

This email is sponsored by: Department of Psychology

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, August 27, 2009 8:16 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: 2009-2010 Men's Basketball Season Tickets

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Dear Carolina Basketball Fan:

As fall approaches, it's time for another exciting year of Carolina Men's Basketball. In addition to eight ACC opponents, the Tar Heels will host ten non-conference opponents.

As a member of the Carolina family, we would like to extend to you the opportunity to purchase season tickets or an attractive half-season package. Season tickets (18 home games) for the 2009-2010 season are $610.00 and the nine game package (4 conference/5 non-conference games) costs $425.00. No more than two tickets may be purchased per family, even if both husband and wife are employees of the University or UNC Hospitals.

If you ordered season or half-season basketball tickets in 2008-2009, a renewal application has been mailed to the address to which last year's season tickets were sent. If you are new to UNC or did not order season or half-season basketball tickets in 2008-2009, you may pick up an application at the Smith Center Ticket Office by presenting your UNC OneCard or UNC Hospitals ID. Please note that the UNC Athletic Ticket Office is now located in the ground floor of the new Ernie Williamson Athletic Center, adjacent to Koury Natatorium. You may also use the renewal application to purchase tickets to the exhibition game versus Belmont Abbey, which is not a part of the season ticket package. You may also purchase tickets for the Coaches vs. Cancer tournament to be played at Madison Square Garden in New York City on November 19 and 20. Tickets are $100 a piece and will include a ticket for both semifinal games, the consolation game and the championship game. The Tar Heels will be joined by Ohio State, Syracuse and California-Berkeley in the tournament.
Faculty and staff season tickets are not guaranteed. The Ticket Office will make every attempt to fulfill each order. Orders may be reduced from a full-season to a half-season or may not be fulfilled at all, based on faculty/staff priority points. You will be refunded the difference if your order is unable to be completely fulfilled. The Ticket Office will contact you after the September 11th deadline if your order is adjusted or cancelled. Faculty and staff tickets are assigned based on a points system that takes into account years of service at the University and years of ordering tickets.

Please do not use campus mail to send your application and payment. In order to receive your faculty/staff ticket priority, the UNC Athletic Ticket Office must receive your ticket order form no later than September 11, 2009. For after hours delivery, please use the secure drop-box to the right of the ticket windows.

We look forward to seeing you at the Smith Center this season as we tip-off a new season of CAROLINA BASKETBALL!

This email is sponsored by: Athletics

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that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Friday, August 28, 2009 12:19 PM
To: Lori Autumn Rezzouk <lori_rezzouk@unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Travis Gore <stgore@email.unc.edu>; Adam Kent <akent@unc.edu>; Patrick J Mortell <mortell@email.unc.edu>
Subject: Sahle as instructor for AFRI 416S

Hi to all. This is now taken care of. Sorry everyone had to get involved. She should have access to Blackboard after midnight (our time). dc

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Friday, August 28, 2009 2:29 PM
To: Steven Dobbins <sdobbins@email.unc.edu>
Subject: Re: Thanks again.

Hey Steve. I am the one who should be thanking you. You have always been a huge help to me and to my department. I hope they don't harass you too much in the future. I will miss everyone. If there is ever anything that needs to be clarified, Travis will know how to contact me. Take good care. Debby

Steven Dobbins wrote:
> Debby-
> August is almost over!
> Thanks again for all you've done and best wishes to you!
> Regards,
> Steve D.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Friday, August 28, 2009 7:00 PM
To: afam faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc: adam kent <akent@unc.edu>; Travis Gore <stgore@email.unc.edu>
Subject: Spring textbooks

Hi all. The deadline for spring textbook orders is September 25 and will be coming up before you know it. If you have any difficulty with the online ordering procedure, Travis should be able to assist you. Debby

From: nobody@notify.unc.edu on behalf of troyb@email.unc.edu
Sent: Friday, August 28, 2009 8:24 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: ACL injury research

The UNC-CH Neuromuscular Research Laboratory is conducting a study on how the hamstring muscles protect the knee joint. Specifically, we're interested in how hamstring muscle stiffness potentially protects the anterior cruciate ligament. We are recruiting volunteer subjects for participation in this study. Subjects will receive $25 for participation which will involve three different tests lasting approximately one hour. These tests include 1) maximal contraction of the hamstrings muscles, 2) hamstring muscle stiffness, and 3) knee joint stability. There are some risks associated with participating in this study, but they are not greater than those associated with normal physical activity such as running or playing basketball.

If you choose to participate, you will have small sensors attached to your right leg while you perform the three different tests. These devices will be used to measure muscle activity and joint motions during each activity.

To be eligible to participate in this study, you must meet the following criteria:
1. Age 18 - 30
2. No history of lower extremity surgery
3. No history of ACL injury
4. No history of neurological disorder
5. No history of injury to either leg within 6 months prior to data collection
6. Physically active, participating in at least 20 minutes of physical activity a minimum of 3 times weekly

If you have any questions regarding this study, or if you meet the aforementioned inclusion criteria and are interested in participating please contact us at troyb@email.unc.edu.

This study was approved by the UNC-CH Biomedical Institutional Review Board on August 5, 2009 (IRB# 09-1275).

J. Troy Blackburn, PhD, ATC
Assistant Professor, Department of Exercise & Sport Science
Adjunct Assistant Research Professor, Department of Orthopaedics
Director, Neuromuscular Research Laboratory
University of North Carolina at Chapel Hill

This email is sponsored by: Neuromuscular Research Laboratory

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From: tjm1 <tjm1@email.unc.edu>
Sent: Sunday, August 30, 2009 6:55 PM
To: Geraldine Taylor <GTAYLOR@email.unc.edu>
Cc: Julius E Nyang Oro <JEN321@email.unc.edu>; Travis Gore <stgore@email.unc.edu>; Danna M Richards <danna_richards@unc.edu>; Adam S Kent <akent@unc.edu>
Subject: Debby Crowder delaying retirement for one more month

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Dear Ms. Taylor,

Due to the unavoidable delay of the return of our chair, Julius Nyang'oro, from Africa this semester we have decided that it is prudent and necessary to the department to delay Debby Crowder's retirement as department manager until the end of September. There are a number of personnel, budget, and student services issues that we have yet to resolve. The attention of both Ms. Crowder and our chair will be required to address these important issues and to allow for a smooth transition to a new department manager. Debby has graciously and generously agreed to delay her retirement for one more month.

Please do not remove Debby from the payroll at this time.

If you have any questions please contact me or Ms. Crowder.

Thank you in advance for your attention to this matter.

Tim McMillan
Associate Chair and Adjunct Assistant Professor
Department of African and Afro-American Studies

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Sunday, August 30, 2009 8:17 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Serving Students with Disabilities

TO: All Faculty, EPA Non-Faculty and Staff Employees

FROM: Bruce Carney, Interim Executive Vice Chancellor and Provost

DATE: August 31, 2009

RE: Serving Students with Disabilities

The University of North Carolina at Chapel Hill is committed to make its programs and facilities accessible to students with disabilities. Students who seek reasonable accommodation for disabilities are required to identify themselves to the Department of Disability Services whose staff will inform and work with the students about the process to become eligible to receive assistance.

In an effort to assist their students, individual faculty members and departments or professional schools may want to provide accommodations to students who have not identified themselves to Disability Services. When approached by a student who seeks an accommodation based on a disability or temporary medical condition, please refer the student to Disability Services who will work with you and the student to determine what, if any, accommodations would be reasonable, and assist with implementation.

Proctoring Examinations - In addition to proctoring examinations as an accommodation for students with disabilities, the Department is prepared to assist faculty in proctoring make-up examinations for students who miss a scheduled examinations due to unforeseen medical reasons or observance of religious holidays (based on individual faculty examination make-up policy).

The mission of the Department is to work with faculty and staff to provide students with disabilities equal access to University services, programs, and activities. In identifying and addressing academic issues and needs, the Department of Disability Services partners with the Academic Success Program for Students with LD/ADHD (see: http://www.unc.edu/depts/lds/) Dr. Theresa Maitland, Coordinator, which is part of the Learning Center (see: http://www.unc.edu/depts/acadserv/learn.html) Dr. Martha Keever, Director.

The Department of Disability Services is located in Suite 2126 in the Student Academic Services Building (SASB), between the Rams Center and Morrison Residence Hall. The staff can be contacted at 919.962.8300 (V/T), email at disabilityservices@unc.edu, or through the web at http://disabilityservices.unc.edu. Jim Kessler is the Director.

Thank you for your cooperation and assistance in this matter.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, August 31, 2009 6:21 PM
To: Timothy J. McMillan <tjm1@email.unc.edu>; Julius Nyangoro <jen321@email.unc.edu>; Travis Gore <stgore@email.unc.edu>; Adam Kent <akent@unc.edu>
Subject: disabled access "inspection"

Folks will be here at some point tomorrow to check on the accessibility of the building. Everything should be in place but if you see folks wandering, that is the deal. dc

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, August 31, 2009 8:47 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Vice Chancellor for Student Affairs

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Vice Chancellor for Student Affairs

This is an internal search and open only to current employees of The University of North Carolina at Chapel Hill.

The University of North Carolina at Chapel Hill invites nominations and expressions of interest in the position of Vice Chancellor for Student Affairs. The University seeks a highly respected, dynamic and experienced leader who can articulate a clear vision for student affairs and who will work jointly with students, faculty, and staff throughout the University. The Division of Student Affairs is responsible for assisting in creating and maintaining an institutional climate that fosters student learning and development while enhancing a strong sense of community for a student body of over 28,000.

As the principal administrative leader for Student Affairs, the Vice Chancellor oversees the development of policy, programs, and services that promote learning both inside and outside the classroom. The Division serves undergraduate, graduate and professional school populations.

Responsibilities include supervision of 12 major departments: Campus Health Services, Campus Recreation, Campus Y, Carolina Union, University Career Services, Counseling and Wellness Services, Dean of Students, Disability Services, Housing and Residential Education, Information Technology, LGBTQ Center, and New Student and Carolina Parent Programs.

The Division of Student Affairs includes approximately 360 permanent employees, over 1200 student staff, and has an annual operating budget of over $80 million. Budget is primarily supported through student fees and housing rentals. The Division manages approximately one-third of the buildings on the campus.

As a senior administrative leader, the Vice Chancellor for Student Affairs reports to the Executive Vice Chancellor and Provost and serves on the Chancellor's Cabinet.

Qualifications of the successful candidate should include:
* A strong vision for and commitment to student development and a quality student experience in a large, public, research university.
* Excellent administrative skills including strategic planning and evaluation, budgeting, personnel management, facilities management, fundraising and public relations.
* An ability to work collaboratively and effectively with student government, academic affairs, and multiple administrative units throughout the campus.
* A distinguished record of progressive leadership in an academic setting.
* Excellent communication skills.
* Knowledge of major issues facing today's college students and their education.
* An earned doctorate or terminal degree.

Inquiries may be addressed to Ms. Sarah Michalak, CB # 3900, UNC Chapel

Hill, Chapel Hill, NC 27599-3900, by calling (919) 962-1301, or by email to smichala@email.unc.edu. Nominations may be sent to Ms. Sarah Michalak c/o Debbie Stevenson, 104 South Building, CB # 3000, or by emailing debbie_stevenson@unc.edu

The University encourages nominations of and applications from women, minorities, and persons with disabilities

Candidates should submit a cover letter describing their interest in and qualifications for the position and a curriculum vitae that includes the names, titles, addresses, phone numbers, and email addresses of five references. All inquiries will be kept confidential in the early stages of the search process. Applicants will be directly solicited for permission before references are contacted.

All applications must be submitted electronically. To apply, go to

http://www.unc.edu/provost/searches.html

Review of applications will begin September 15, 2009 and will continue until the position is filled. The anticipated starting date is June, 2010.

The University of North Carolina is an Equal Opportunity Employer.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, August 31, 2009 10:26 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Be an ally for survivors of sexual assault and relationship violence

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The Office of the Dean of Students, the Interpersonal Violence Prevention Coordinator, and the Carolina Women's Center offer HAVEN (Helping to Advocate Violence Ending Now) training opportunities throughout the semester. HAVEN helps UNC Faculty, Staff, and Students learn how to respond in a meaningful way to sexual and relationship violence in our campus community and to become informed allies. By attending HAVEN training, you help to create multiple safe spaces around the campus for Carolina students to obtain information, engage in discussion, and receive referrals.

You will leave the training with basic information about sexual and relationship violence, how to respond in a helpful way, what resources are available on campus, and what you can do about sexual violence in the Carolina community. You will receive a sign for your door which identifies you as a HAVEN member.

Training schedules and registration information are available at http://womenscenter.unc.edu/index.php?p=haven.

For more information, please contact Ashley Fogle at fogle@unc.edu.

This email is sponsored by: Carolina Women's Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of dbickford@unc.edu
Sent: Monday, August 31, 2009 11:34 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Campus Lactation Space

Here are the lactation spaces that are currently available on campus:

School of Public Health
2 hospital-grade breast pumps available
422A Rosenau Hall
Sue Cotcamp
966-5978

Carolina Women's Center
1 hospital-grade breast pump available
215 W. Cameron Avenue
Carriage House
962-8305

Carolina Union, Room 3200
Keys available at main information desk
962-2286
No pump available

Murphy Hall, Room 004
Keys available in Room 212 (must have UNC OneCard)
962-7191
No pump available

Wilson Hall
Room G 32
Code available from Jason in room B 31
No pump available

School of Education, Peabody Hall
Room 212 C
The room should always be open but, if for any reason the room is locked, the Business Office or the Dean's office, will open the room.

Center for Women's Health Research
104B Market Street
(Southern Village)
919-843-7720
No pump available

Lineberger Comprehensive Cancer Center
Wendy Sarratt
966-8643
wendy_sarratt@unc.edu
No pump available
Note: Curtained space in shower room in first floor restroom
Push door to open.

If you have any questions, please contact Aimee Krans, Work/Life Manager, at 962-6008.

This email is sponsored by: Carolina Women's Center

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From: nobody@notify.unc.edu on behalf of esswein@email.unc.edu
Sent: Tuesday, September 1, 2009 12:06 AM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: UNC Men's Crew RentaRower

Dear UNC Faculty and Staff,

The UNC Men's Crew Team is a student run athletic team with over 60 student athletes. Due to significant costs of our sport, the team participates in various fund raising events throughout the year including the Rent-a-Rower Program. The Rent-A-Rower program was designed to provide our team the opportunity to become involved with our community while simultaneously working towards achieving our fundraising goals.

For anyone who is unfamiliar with our program, crew members provide you with extra labor in exchange for your donation to help support our club. We are happy to offer assistance to anyone who needs help moving, has extra yard work, or has odd jobs around the house. We charge $15 / hour per rower. To schedule your rower (or for more information), email rentarower@gmail.com and please provide the following:

* Your Name
* Phone Number
* Address
* Desired Jobs
* Number of crew members
* Approximate number of hours
* Date(s) you'd be available

If you choose to support our program, please make out checks to "UNC Men's Crew." Also, unless you ask otherwise, we only supply labor and assume that you can provide the necessary tools.

We always appreciate your support. Thank you.

Chuck Esswein

University of North Carolina 2012

UNC Men's Crew Rent-a-Rower Coordinator

This email is sponsored by: UNC Men's Crew

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, September 1, 2009 12:55 PM
To: Travis Gore <stgore@email.unc.edu>; Timothy J. McMillan <tjm1@email.unc.edu>
Subject: [Fwd: ConnectCarolina Schedule of Classes Training]
Attach: ConnectCarolina Schedule of Classes Training.eml (2.19 KB).msg

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From: Joseph Jordan <jfjordan@email.unc.edu>
Sent: Tuesday, September 1, 2009 2:12 PM
To: Joseph Jordan <jfjordan@email.unc.edu>
Cc: Julius E Nyang Oro <jen321@email.unc.edu>; Bereket Selassie <bselassi@email.unc.edu>; Reginald Hildebrand <hildebra@email.unc.edu>; Kia Lilly Caldwell <klcaldwe@email.unc.edu>; karla <kslocum@unc.edu>; Kenneth Janken <krjanken@email.unc.edu>; Donato Fhunsu <dfhunsu21@unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Perry Hall <hallpa@email.unc.edu>; Barbara Anderson <b_anderson@unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Margaret Carol Lee <leemc@email.unc.edu>; drdalet@email.unc.edu; Tim McMillan <tjm1@email.unc.edu>; nzongola@email.unc.edu; rporter@email.unc.edu; charlene regester <regester@email.unc.edu>; mseck@email.unc.edu; stgore@email.unc.edu
Subject: Afro-Venezuelan Visitors

Hello to All:

Bereket has mentioned that a group of AFAM faculty might be interested in sitting down with Geronimo Sanchez and Alejandro Correa from the Instituto Universitario de Barlovento (IUB) of Venezuela, a historically Black institution that will be hosting a study abroad program through the Stone Center in the Fall. Both Geronimo and Alejandro are members of the executive committee of the Afro-Venezuelan Network, a coalition of organizations that has been in the forefront of the fight for inclusion of Afro-Venezuelans in the socio-cultural and political life of the nation. IUB is located in the Barlovento region on the Caribbean coast, an area that, historically, been home to a large number of the 14% of Venezuelans identified as African descendants.

Geronimo, director of IUB, is a member of the government commission tasked with ensuring that Afro-Venezuelans are included and benefit from all levels of higher education. He is the co-founder of the Africa (endowed) Chair in the Bolivarian University System which is intended to integrate the teaching of African Studies and Afro-Venezuelan Studies into university curriculums. He and Alejandro were Venezuelan reps to the World Social Forum in Kenya in 2007.

Alejandro, assistant director of IUB, is a graduate of Hamline University in Minnesota and has also finished training at the Pedro Gual Institute for Higher Diplomatic Studies. Alejandro will be acting as co-director of the study abroad program with us.

They both can talk with us about plans for IUB as well as their work to push the government to work more closely with African nations. Venezuela has opened 12 new embassies/consular offices in Africa over the past 5 years, because of, in part, their efforts to encourage these closer relationships. Alejandro also helped to organize the city of Caracas' placing a statue of Martin Luther King, Jr., on the City's Walk of Heroes.

If you are interested in meeting and talking with them and the proposed student and faculty exchanges we would be willing to host a luncheon or earlier coffee meeting on Friday, Sept. 4 at 9 am, 10 am, 11 am or noon.
Alternatively we could hold a later session on Tuesday, Sept. 8 after 5 pm.

The final possible date would be Monday September 14 at any time during the day. We would be willing to hold 2 sessions for those interested, if one time is not feasible.

Thanks!

Joseph

Joseph Jordan
Assoc. Prof., Director
Sonja Haynes Stone Center
University of North Carolina at Chapel Hill
(919) 962-9001
jfjordan@email.unc.edu

From: bselassi <bselassi@email.unc.edu>
Sent: Tuesday, September 1, 2009 5:17 PM
To: Joseph Jordan <jfjordan@email.unc.edu>
Cc: Julius E Nyang Oro <jen321@email.unc.edu>; Reginald Hildebrand <hildebra@email.unc.edu>; Kia Lilly Caldwell <klcaldwe@email.unc.edu>; karla <kslocum@unc.edu>; Kenneth Janken <krjanken@email.unc.edu>; Donato Fhunsu <dfhunsu21@unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Perry Hall <hallpa@email.unc.edu>; Barbara Anderson <b_anderson@unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Margaret Carol Lee <leemc@email.unc.edu>; drdalet@email.unc.edu; Tim McMillan <tjm1@email.unc.edu>; nzongola@email.unc.edu; rporter@email.unc.edu; charlene regester <regester@email.unc.edu>; mseck@email.unc.edu; stgore@email.unc.edu
Subject: Re: Afro-Venezuelan Visitors

Joseph,

Thank you for this. It would indeed be a great pity if we did not take advantage of the presence among us of these brothers/colleagues to learn more about some of the exciting things going on in Venezuela. And I thank you for the initiative, and hope that our other colleagues agree with hosting such a meeting as you have suggested and generosuly offered to convene.

Warm regards,

Bereket

On Tue, 1 Sep 2009 14:11:47 -0400, Joseph Jordan <jfjordan@email.unc.edu> wrote:
> Hello to All:
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> interested in sitting down with Geronimo Sanchez and Alejandro Correa
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> Joseph Jordan
> Assoc. Prof., Director
> Sonja Haynes Stone Center
> University of North Carolina at Chapel Hill
> (919) 962-9001
> jfjordan@email.unc.edu

From: Kia Lilly Caldwell <klcaldwe@email.unc.edu>
Sent: Tuesday, September 1, 2009 6:17 PM
To: Joseph Jordan <jfjordan@email.unc.edu>
Cc: Julius E Nyang Oro <jen321@email.unc.edu>; Bereket Selassie <bselassi@email.unc.edu>; Reginald Hildebrand <hildebra@email.unc.edu>; karla <kslocum@unc.edu>; Kenneth Janken <krjanken@email.unc.edu>; Donato Fhunsu <dfhunsu21@unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Perry Hall <hallpa@email.unc.edu>; Barbara Anderson <b_anderson@unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Margaret Carol Lee <leemc@email.unc.edu>; drdalet@email.unc.edu; Tim McMillan <tjm1@email.unc.edu>; nzongola@email.unc.edu; rporter@email.unc.edu; charlene regester <regester@email.unc.edu>; mseck@email.unc.edu; stgore@email.unc.edu
Subject: Re: Afro-Venezuelan Visitors

Joseph,
Thank you for this invitation. I think a meeting with Geronimo Sanchez and Alejandro Correa is a wonderful idea. My best days to meet are Tuesday, Sept. 8 or Monday, Sept. 14.

Best,
Kia

Joseph Jordan wrote:
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>
>
>

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, September 1, 2009 6:34 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: thanks

Thanks for the biscuit and for the help. dc

From:	nobody@notify.unc.edu on behalf of hr@unc.edu
Sent:	Tuesday, September 1, 2009 8:25 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Workplace Violence Policy Updated

The Office of Human Resources has updated the University's Workplace Violence Policy to include revisions to the State's policy.

The revised policy, effective Sept. 1, 2009, is available on the Office of Human Resources Web site at http://hr.unc.edu/Data/SPA/employeerelations/harassment/violence.

The major changes to the policy include:

- The addition of definitions and coverage for domestic violence, stalking and bullying.

- Language regarding coverage of off-duty violent conduct that may have an adverse impact on the University and its employees, students, vendors and guests.

- Information on which University administrative divisions to contact to report a possible incident of violence.

- Revisions to the Workplace Violence Reporting Form to match the revised policy, and clarification that Reporting Forms should be completed and sent to the Employee & Management Relations Division of the Office of Human Resources as soon as practicable, generally within two business days of the incident.

In addition, this revised policy includes language regarding reasonable support the University will offer to victims of workplace violence to ensure their needs, along with the University's needs, are appropriately addressed.

If you have questions regarding this policy, contact Employee & Management Relations in the Office of Human Resources at 843-3444.

This email is sponsored by: Office of Human Resources

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, September 1, 2009 9:14 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Priority Registration for Spring 2010

In December 2007 the Faculty Council of the University of North Carolina at Chapel Hill adopted a Policy for Priority Registration. The University Registrar announces the membership of the Priority Registration Advisory Committee and the process and timeline for submitting requests for priority registration on behalf of student groups FOR SPRING EARLY REGISTRATION.

The official responsible for students who are potentially eligible for priority registration will send the Registrar an application form along with a list of students who are recommended for priority registration NOT LATER THAN MONDAY, SEPTEMBER 21, 2009. Complete details are available on the Registrar's website. (http://regweb.unc.edu/resources/prac.php)

This email is sponsored by: Office of the University Registrar

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, September 1, 2009 9:58 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Opportunity to participate in a NEW online research study!

ONLINE Diarrhea Prevention (DIP) Study

The Center for Functional GI and Motility Disorders invites you to participate in an online research study on the symptoms of diarrhea. The purpose of the study is to learn whether a person can predict when they are going to have an episode of diarrhea.

The study will involve filling out several questionnaires online about your bowel symptoms.

To participate, you must be 18 years of age or older and have daily access to the internet. You must also have experienced diarrhea for at least the last 6 months, and you must have had at least one mushy or watery stool per month for the past 3 months.

If you are eligible, you may also be invited to participate in an online diary study which involves keeping track of your diarrhea symptoms by logging into a secure website each day. You will have a unique study ID and password to ensure your responses are anonymous and confidential. There are no visits to UNC required. The study lasts for 60 days (2 months). You will receive $60 each month for completing the study. In addition, if you complete your diaries without skipping any days, you will receive an additional $60/month. Therefore, you may receive up to $240 for participating in this study.

To determine if you are eligible, please click on the following link and respond to the screening questions:
https://uncfunctionalgi.net/dipstudy.html.

If you have any questions, please contact Marsha Turner at mturn@med.unc.edu

Biomedical IRB # 09-0506
Approved 3/30/09

This email is sponsored by: Department of Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of clinic@unc.edu
Sent: Wednesday, September 2, 2009 12:02 AM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Concerned about your child or adolescent?

We offer psychological assessment and treatment for children and adolescents who experience difficulties at home, in school, or with their peers.

Reduced fees are available based on income.

We can help with:

*Sadness or irritability
*Disruptive behavior and aggression
*Inattentiveness/hyperactivity
*Mood swings and anxiety
*Conflicts with parents or peers
*Assessments for learning disorders, giftedness, and early admission to kindergarten

We are affiliated with the UNC-CH clinical psychology Ph.D. program and provide reduced fees based on income. Treatment is provided by doctoral students under the supervision of licensed psychologists who are faculty members in the Department of Psychology.

Children and adolescents are seen in our nearby off-campus location on Finley Golf Course Road with afternoon and evening appointments and readily available adjacent parking.

For more information please contact us at 919-962-6906 or clinic@unc.edu <mailto:clinic@unc.edu> or visit http://psychologyclinic.unc.edu/.

Please be aware that if the information you provide indicates that there may be abuse of a child or disabled adult, or that you or another person is in danger, we will need to respond as required by state law.

This email is sponsored by: UNC Department of Psychology Community Clinic.

This email is sponsored by: Psychology

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From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Wednesday, September 2, 2009 12:54 PM
To: Joseph Jordan <jfjordan@email.unc.edu>
Cc: Bereket Selassie <bselassi@email.unc.edu>; Reginald Hildebrand <hildebra@email.unc.edu>; Kia Lilly Caldwell <klcaldwe@email.unc.edu>; karla <kslocum@unc.edu>; Kenneth Janken <krjanken@email.unc.edu>; Donato Fhunsu <dfhunsu21@unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Perry Hall <hallpa@email.unc.edu>; Barbara Anderson <b_anderson@unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Margaret Carol Lee <leemc@email.unc.edu>; drdalet@email.unc.edu; Tim McMillan <tjm1@email.unc.edu>; nzongola@email.unc.edu; rporter@email.unc.edu; charlene regester <regester@email.unc.edu>; mseck@email.unc.edu; stgore@email.unc.edu
Subject: Re: Afro-Venezuelan Visitors

Hi Joseph:
This sounds like a very good idea. May I suggest Friday (but not at 9.)?
Best,
Julius

Joseph Jordan wrote:
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From: Joseph Jordan <jfjordan@email.unc.edu>
Sent: Wednesday, September 2, 2009 1:23 PM
To: Joseph Jordan <jfjordan@email.unc.edu>
Cc: Julius E Nyang Oro <jen321@email.unc.edu>; Bereket Selassie <bselassi@email.unc.edu>; Reginald Hildebrand <hildebra@email.unc.edu>; Kia Lilly Caldwell <klcaldwe@email.unc.edu>; karla <kslocum@unc.edu>; Kenneth Janken <krjanken@email.unc.edu>; Donato Fhunsu <dfhunsu21@unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Perry Hall <hallpa@email.unc.edu>; Barbara Anderson <b_anderson@unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Margaret Carol Lee <leemc@email.unc.edu>; drdalet@email.unc.edu; Tim McMillan <tjm1@email.unc.edu>; nzongola@email.unc.edu; rporter@email.unc.edu; charlene regester <regester@email.unc.edu>; mseck@email.unc.edu; stgore@email.unc.edu
Subject: Re: Afro-Venezuelan Visitors

Thanks to all that responded --
As it stands Bereket, Kia, Perry and Reginald are open for Monday the 14th so we will do a lunch on that day. If others are interested and want to come on that day at noon let me know and I'll get your lunch order as well.

We will meet in the conference room of the Campus Y so you'll only have to walk half the distance.

On Sep 1, 2009, at 2:11 PM, Joseph Jordan wrote:

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From: Kia Lilly Caldwell <klcaldwe@email.unc.edu>
Sent: Wednesday, September 2, 2009 5:13 PM
To: Deborah Crowder <dacrowde@email.unc.edu>; Travis Gore <stgore@email.unc.edu>
Subject: Space in AFAM 266

Hi Debby and Travis,
I'm trying to find out what the room capacity is in Gardner 07. AFAM 266 meets there and I have a student who is interested in adding the course. I currently have 40 students registered and have a feeling that there are only 40 chairs in the class. Would you please let me know what the room capacity is?

Thanks,
Kia

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, September 2, 2009 8:24 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: RESEARCH PARTICIPANTS NEEDED FOR STUDY ON KNOWLEDGE ABOUT TOBACCO PRODUCTS

If you:

1) are between the ages of 18-24;
2) are a smoker

then you may be eligible to participate in a new study examining tobacco-related health issues.

In this study, you will be asked about your attitudes toward various smoking-related issues and your understanding of them. For your time and participation, you will be paid $70.00. The study is being conducted by Dr. Sri Kalyanaraman at the School of Journalism and Mass Communication.

To find out more details about the study including eligibility criteria, lab location, and time of participation, please call: (919) 956-5644 or send an email to: clark086@mc.duke.edu.

* The Behavioral Institutional Review Board (Behavioral IRB) of the University of North Carolina at Chapel Hill has approved this study on 3/31/2009 (IRB Study # 09-0561).

This email is sponsored by: Journalism and Mass Communication

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, September 2, 2009 8:54 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: UNC Home Football Game Parking and Transportation

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ATTENTION UNC STUDENTS, STAFF, AND FACULTY:

Certain lots are RESERVED for University of North Carolina home football games beginning this Saturday (September 5) and according to the following home game schedule:

- Sept. 5 vs. The Citadel at 6 p.m.
- Sept. 19 vs. East Carolina at 12 Noon
- Oct. 3 vs. Virginia
- Oct. 10 vs. Georgia Southern
- Oct. 22 vs. Florida State
- Nov. 7 vs. Duke (Homecoming)
- Nov. 14 vs. Miami

On home football Saturdays, vehicles must be removed from designated reserved lots or risk being ticketed ($20 fine) and towed ($90 - $100 fee). On these days, PLEASE DO NOT park your vehicle in the reserved game lots. If your vehicle is parked in a reserved football lot (see the link referenced below) on a home football Saturday, it will automatically be ticketed and / or towed beginning at 8 a.m. Alternate parking is available for employees, students, and hospital patients / visitors.

To see the list of lots reserved on football home game days or for list of alternate parking areas, visit the UNC Home Football Game Parking and Transportation link from the main Public Safety homepage:

http://www.dps.unc.edu

Student resident lots are reserved for students, and the Dogwood Deck is available for patients and visitors on home game days.

South Road will be restricted during ingress and egress, running one-way from Columbia Street eastward toward Country Club Road. Only valid permits, buses, and emergency vehicles will be allowed onto South Road from Columbia Street.

Ridge Road will be restricted beginning four (4) hours prior to game time and continuing through the end of egress.

UNC Public Safety strongly encourages football fans to park and ride to Kenan Stadium for home games. Park and ride bus service is offered from the NC 54 Friday Center Lot; from the Dillard's end of University Mall, from the AOB / R1 / R2 Lots off Airport Drive, or from the 725 Martin Luther King Jr. Lot beginning three (3) hours prior to a scheduled home game kick-off. Park and ride service is also available from the Jones Ferry Road and Southern Village lots beginning 90 minutes prior to game time. Parking in these areas is free, and round-trip service is $5 on these routes.

Additionally, Touch DownTown shuttles will service the AOB / R1 / R2 Lot off Airport Drive and the 725 Martin Luther King Jr. Lot beginning three (3) hours prior to game time and continuing for 90 minutes after the end of each home game. Touch DownTown shuttles will make stops along Franklin Street, Cameron Avenue, and South Road.

If you have questions concerning event parking, please call UNC Public Safety at (919) 962-3951. For further information on scheduled special events on campus, log onto the Public Safety Web site at:

http://www.dps.unc.edu

...and visit the Special Events link. Further game day information is broadcast on the Traveler's Information System station at 1610 AM in the immediate campus area.

Thank You,
UNC Public Safety

This email is sponsored by: UNC Public Safety

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of cts2014@email.unc.edu
Sent:	Wednesday, September 2, 2009 9:25 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Participants needed for alcohol consumption and decision making study

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Do you drink alcohol heavily, or moderately?
Are you interested in making $10 for completing a 1 hour task?

Study requires participants to view images and make simple decisions about their contents.

You are eligible if:
1. You are between the ages of 18-40 years old
2. You are NOT taking illicit drugs
3. You are NOT taking psychoactive medications
4. You have NEVER sought treatment for a substance use disorder
5. You are a native English speaker
6. You have graduated high school or earned a GED
7. You have no known psychiatric or neurological problems

If interested, please contact Chris at 919-962-8340 or cts2014@email.unc.edu to schedule a time for participation.

(This study, entitled "Decision Making and Drinking Habits of Young Adults" has been approved by the UNC Institutional Review Board, Study #: 09-0001, and is sponsored by the UNC Department of Psychology.)

This email is sponsored by: Dept. of Psychology

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, September 2, 2009 10:22 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Academic Planning Relative to H1N1 Flu

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To: UNC-Chapel Hill Students and Faculty Members:

From: Bruce Carney, Interim Executive Vice Chancellor and Provost

Date: September 1, 2009

Re: Academic Planning Relative to H1N1 Flu

As we launch into the Fall 2009 semester, we know that the campus may face high levels of H1N1 flu (Swine flu) this year. In fact, the number of cases on campus is rising. Characteristically, this flu lasts 3-5 days but people usually recover from it completely. The H1N1 flu virus spreads easily when people live in close quarters or share spaces like libraries, residence halls, and classrooms. Although you can get H1N1 only once, because symptoms overlap with seasonal influenza students are being asked to self-isolate on the basis of symptoms and not to wait for a diagnosis.

Both faculty members and students have asked for principles about how the campus can best prepare for H1N1 flu and the associated possible disruption of instruction. This note contains some general guidance points which will allow you to act in caring and consistent ways when, and if, large-scale illness emerges on campus.

1. It is important that the campus stay calm and carry on with all classes unless otherwise notified. Maintaining continuity is always helpful in times of stress.

2. The University will communicate widely as changes occur in H1N1 incidence on campus.

3. All members of the University community who become ill with possible or proven H1N1 flu should voluntarily self-isolate themselves by staying home and away from others for a period of at least 24 hours after the time their fever abates (without the use of fever reducing medications like acetaminophen or ibuprofen).

4. The Honor Code which guides academic conduct, applies to students who because of illness, may need to make up absences, exams, or assignments.

5. Faculty members are asked to be flexible regarding attendance policies for students sick with flu in classes that require attendance as part of the student grade.

6. Faculty members are also asked to be flexible about helping students make up missed classes, exams, or assignments. Placing as much course content as possible on a class website, including assignments and lecture outlines, will help students who have to miss class keep up with their assignments.

7. Students should get notes from missed classes from class buddies or via the class website.

8. Faculty members who are out with the flu should communicate by e-mail with their department leadership. To assure that courses continue to

meet, department chairs should seek instructional coverage from peer faculty or qualified graduate students.

9. Students who are out with the flu are asked to communicate by e-mail with their instructors. Communication to the faculty through Academic Advisors, the Dean of Students, or parents, is of equal value and acceptable.

10. Faculty members can respectfully ask an obviously sick student to leave class. Encourage the student to go home, self-isolate, take care of himself/herself and wait 24 hours after fever is gone (without the use of fever reducing medications like acetaminophen or ibuprofen) before returning to class. Because the self-isolation period should be 3-5 days for H1N1 flu, most students will be able to make up the work missed.

11. Schools and colleges should follow established guidelines for issuing official excuses for final exams. However, they should urge their faculty members to be as flexible as possible in scheduling a make-up date if the flu should prevent students from attending a regularly scheduled exam. Schools and colleges should also consider how the flu might impact a student's eligibility to continue in school the following semester. Additional information about final exams will be provided if H1N1 flu is at high rates later in the Fall semester.

12. UNC-Chapel Hill is unable to provide flu-related refunds of tuition and fees beyond the customary and published prorated schedule, either for individual course drops or for withdrawal from the entire term.

13. All members of the University community may stay up-to-date on H1N1 flu on campus by checking "Alert Carolina" on the UNC-Chapel Hill homepage. Also, please check the University's homepage, www.unc.edu, for H1N1 flu campus updates.

Carolina has a heritage of pulling together when faced with challenges. Should H1N1 prove to be a virulent presence here, I ask that you frame your response with integrity, optimism and kindness.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, September 3, 2009 12:31 AM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Something Not Quite Right? Research Opportunity

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The UNC Department of Psychiatry is conducting a research study to find out more about mental illness. If you have had any of the following symptoms in the past few months, are between 12-35 years old, and have not been diagnosed with bipolar illness or psychosis, you may be eligible to participate in a study in the Prime Research Program. You may be eligible to receive free study related medical evaluations and monetary compensation.

* Have you noticed frequent and confusing coincidences?
* Are you worried that others are talking about you or laughing at you?
* Do you think that others are trying to hurt you?
* Do you have trouble thinking or concentrating?
* Would you rather be alone than with friends?
* Sometimes when you hear something do you mistake it for something it's not? How about something you smell or see?

Visit us at our website www.PRIME.unc.edu and click on 'Simple Survey'

The Project is funded by the National Institute of Mental Health

08-1448
January 26, 2009
Committee on the Protection of the Rights of Human Subjects
The BioMedical IRB
University of North Carolina

This email is sponsored by: Psychiatry

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From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Thursday, September 3, 2009 9:28 AM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Campus Budget Update

Dear Faculty and Staff:

Recent news reports have created confusion about the status of budget cuts on this and other UNC campuses. The reports led some to believe that we are planning a new round of cuts. Please know that we have not submitted any new cuts to UNC General Administration beyond those that we've already told you about. This campus has been planning for a total 10 percent cut in state funds for this fiscal year. In some units, the cuts have already been administered. In other units, the cuts will be implemented over the course of the fiscal year. Your best source of information about how the cuts will affect you and your unit will come from your supervisor or department chair.

We hope that no further budget reductions will be required, but we'll continue to watch state revenue projections and work with UNC General Administration to determine if additional cuts are necessary this year. These are tough times, and we really appreciate your patience. We're committed to sharing information about the budget as we have it. So, as soon as we know more, we'll let you know.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: lcccnews@med.unc.edu
Sent: Thursday, September 3, 2009 2:21 PM
To: LCCC E-News Release <lcccnews@listserv.unc.edu>
Subject: [lcccnews] UNC Lineberger E-News Release
Attach: unclineberger.org_lcccnewsletter_enews20090903.html

UNC Lineberger Comprehensive Cancer Center e-News

University of North Carolina at Chapel Hill

Trouble viewing UNC Lineberger's E-News Release? View it online at:
http://unclineberger.org/lcccnewsletter/enews20090903.html

You are currently subscribed to UNC Lineberger Cancer Center's E-News Release with email address as: stgore@email.unc.edu.
To unsubscribe send a blank email to leave-25277995-9279841.8d48b917898b1b5e9fb144cf6209b79c@listserv.unc.edu

From:	nobody@notify.unc.edu on behalf of hr@unc.edu
Sent:	Thursday, September 3, 2009 8:23 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Weight Watchers at Work Program

Are you looking to make some changes to your health? The Office of Human Resources is sponsoring at Weight Watchers at Work series on Friday afternoons at the Administrative Office Building (AOB) on Airport Drive. Current "At Work" members have lost more than 900 pounds in the past 19 months.

Weight Watchers meetings include practical strategies to help you reach your goals, comprehensive plan materials that help you follow the program step by step, and guidance and information from trained leaders who have lost weight with Weight Watchers and have kept it off.

An open house for renewing and new members will be held on Friday, Sept. 4, from 11:30 a.m. to 12:15 p.m. in Training Room C on the first floor of AOB. Lisa Kelly, the local Weight Watchers representative, will be available to answer questions about the program. This group will meet weekly on Friday on the first floor of AOB.

A 12-week series costs $156; 15 members are needed to start a 12-week series. If there is sufficient interest, the group will meet for 17 weeks at a cost of $175 per person. Either series can be paid via cash, check or credit card.

This email is sponsored by: Office of Human Resources

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, September 3, 2009 8:45 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Recruiting individuals on pancreatic enzyme supplements for UNC Clinical Researc

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Are you or is someone you know taking pancreatic enzymes for a condition such as cystic fibrosis or chronic pancreatitis? You may qualify to participate in a clinical study taking place at UNC.

Subjects are needed to participate in a clinical research study who are:

- Currently taking pancreatic enzymes (Pancrecarb., Viokase., Creon., Ultrase MT., Pancrease MT., Ultrase.)

- greater than or atleast 18 years of age

- Currently medically stable

During a screening visit you will be asked to:
- Be evaluated over 1-2 hours to complete screening/confirm eligibility, including:
    Clinical laboratory tests
    History and Physical exam

During the study you will be asked to:
- Spend about 20 hours, including overnight stay at the UNC General Clinical Research Center (meals will be provided)
- Swallow a thin tube and have it advanced to small intestine under the supervision of a doctor
- Take study pills plus a liquid meal on 2 separate occasions with tube in place

$1025 compensation upon full completion of study.

For more information, please contact:
Noelia Nebot at 919-962-0089, noelia_nebot@unc.edu Or Mikki Sandridge at 919-843-3873, mikki_sandridge@med.unc.edu

This study, GCRC -2712: Intraduodenal Aspiration Study to Assess the Bioavailability of Oral Pancrecarb. Compared to Placebo Control in Patients with Pancreatic Insufficiency, and this message have received approval from the UNC Biomedical Institutional Review Board on 07/16/2009, study # 08-0819.

This email is sponsored by: UNC Division of Pharacotherapy and Experimental Therapeutics

This email is sponsored by: UNC School of Pharmacy

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From:	nobody@notify.unc.edu on behalf of ceinfo@email.unc.edu
Sent:	Thursday, September 3, 2009 9:15 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: UNC Continuing Education Opportunities

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University employees have access to a wide variety of continuing education programs, many of which are available at no cost within the terms of the tuition waiver program. UNC's Friday Center for Continuing Education has historically served as a channel for information about these programs through various publications and events, and has recently increased efforts to offer comprehensive adult learning program information to the public and to the University community.

Employees who are interested in exploring the range of UNC's continuing academic, professional, and enrichment education offerings are invited to browse the links on the Friday Center's Continuing Education Showcase Web page (http://www.fridaycenter.unc.edu/showcase). As University units continue to expand their continuing and distance learning programs, the Center will work towards developing additional resources to assist adult learners in identifying programs of interest.

This email is sponsored by: Friday Center for Continuing Education

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of endomac@med.unc.edu
Sent: Thursday, September 3, 2009 9:50 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Research study for individuals with mild asthma and allergies.

The purpose of this research study is to learn more about the effect of inhalation of a component of air pollution on airway responses in allergic individuals with mild asthma. The component being studied is called endotoxin and can be found in a number of different workplaces. It is even found in homes. The purpose of this research study is to identify a dose of inhaled endotoxin that is safe (does not cause prolonged cough, shortness of breath or other problems), but which causes changes in sputum cell samples. Information from this study will be used to identify a safe range of endotoxin for use in inhalation challenge studies. This study will also help determine how endotoxin affects mucociliary clearance (MCC) which is a measure of how quickly mucus clears from the airway.

Subjects must be otherwise healthy, have mild asthma and allergies. Pregnant or nursing females are excluded as well as individuals with a recent respiratory infection or an average of more that 2 asthma exacerbations per week. Study participation will include 6 visits over a 3 week to 3 month period based on participants available.

Interested individuals may call 919-966-2879 for additional information.

Approved 11-20-08 by the Biomedical Institutional Review Board. IRB# 08-1750

This e-mail is sponsored by the UNC Center for Environmental Medicine, Asthma and Lung Biology and is funded by the National Institutes of Health

This email is sponsored by: UNC Center for Environmental Medicine, Asthma and Lung Biology

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, September 3, 2009 10:22 PM
To: stgore@email.unc.edu
Subject: FORMAL NOTICE: 2010 University Teaching Awards

September 3, 2009

TO: Faculty, Staff and Students

FROM: Dr. Joe Lowman, Chair
University Committee on Teaching Awards

SUBJECT: Teaching Award Nominations

Each year, we acknowledge the central role of teaching at UNC-Chapel Hill by recognizing faculty, staff and students for outstanding teaching and mentoring. The University Committee on Teaching Awards values your nominations of deserving faculty members and graduate teaching assistants for distinguished teaching awards. Please take a moment to think of those who are deserving of these awards and nominate them via the website

http://provost.unc.edu/teaching-awards

The committee will review the nominees, collect additional information about their teaching and recommend winners to the Chancellor. This year,
we will select recipients for six types of awards:

Board of Governors' Award for Excellence in Teaching: This award is given by the Board of Governors to a tenured faculty member on each UNC campus for excellent and exceptional teaching at the undergraduate level over a sustained period of time.

Distinguished Teaching Awards for Post-Baccalaureate Instruction Four awards are given to faculty members for exceptional teaching of post-baccalaureate students.

Awards to Faculty for Excellence in Undergraduate Teaching: Five Tanner Awards, one Friday Award and one Sitterson Award are given to full-time faculty members.

Tanner Awards to Graduate Teaching Assistants: Five Tanner Awards are given to graduate teaching assistants for excellence in undergraduate teaching.

Mentor Award for Lifetime Achievement: This award acknowledges lifetime contributions to teaching, learning and mentoring beyond the classroom and is not limited to traditional faculty. If you nominate someone for this award, please focus on his or her long-term impact on students.

University Professor of Distinguished Teaching: Two three-year term professorships established to recognize career-long excellence in teaching. One will be for tenured faculty in Academic Affairs (including professional schools) and one for tenured faculty in Health Affairs.

Please submit all nominations online.

http://provost.unc.edu/teaching-awards

No individual may receive more than one award.

NOTE: YOUR NOMINATION MUST INCLUDE A LETTER TELLING US WHY THIS TEACHER DERSERVES THE AWARD. IF ONLY A NAME IS SUBMITTED IT IS INVALID AND CANNOT BE CONSIDERED.

Your comments will become part of the nominee's departmental personnel file. You may address questions me (962-3993/ jclowman@email.unc.edu or Ms. Debbie Stevenson in the Office of the Provost: (962-7882 / debbie_stevenson@unc.edu).

The deadline for submitting nominations is October 1.

Thank you for your help in rewarding excellent teaching at Carolina!

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From:	nobody@notify.unc.edu on behalf of FAC@unc.edu
Sent:	Friday, September 4, 2009 12:06 AM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Faculty-Staff Family Days

To: UNC faculty and staff who are interested in Carolina Athletics

From: Dick Baddour, Director of Athletics
Steve Reznick, Chair, Faculty Athletics Committee

UNC Athletics is pleased to announce that our Faculty/Staff Family Day events, which include free game tickets, conversations with coaches, and "meet and greet" sessions with student athletes, will resume later this month. Our goal is to increase UNC faculty and staff knowledge, involvement, and interest in Carolina Athletics, and to do so in the context of enjoyable family-oriented events. Our schedule of upcoming events includes women's soccer, field hockey, and volleyball; men's and women's swimming and diving; and we hope that more events will be added.

Information about Faculty/Staff Family Days events will be posted on our website: http://www.tarheelblue.com/facultystaffevents. This webpage can also be reached via the "Inside Athletics" tab on TarheelBlue.com. E-mail any questions about Faculty/Staff Family Days to Assistant Marketing Director Bonnie Clarke at bclarke@uncaa.unc.edu.

To keep yourself "in the loop" on upcoming Faculty/Staff Family Day events, please join our Faculty/Staff Athletics News (FAN) listserv by sending an e-mail to listmanager@listserv.unc.edu with the subject field blank and the message: subscribe FAN.

This email is sponsored by the Athletics Department and the Faculty Athletics
Committee.

This email is sponsored by: Faculty Athletics Committee; Athletics Department

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, September 4, 2009 12:31 AM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Child Care Financial Assistance

The University of North Carolina at Chapel Hill provides a limited amount of financial assistance to UNC-Chapel Hill employees and students for quality child care. UNC-Chapel Hill contracts with Child Care Services Association (CCSA) to administer the program, with Benefits Services serving as the University's liaison to CCSA.

Details about this program are available at:
http://hr.unc.edu/Data/SPA/benefits/workfamily/childcare/subsidy

Because funding for the program is limited, eligibility cannot guarantee assistance.

Students and employees who have questions or need information about the child care financial assistance program may contact contact Child Care Services Association at 403-6950 or Aimee Krans, Work/Life Manager, at 962-6008.

This email is sponsored by: Chancellor's Child Care Advisory Committee

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From: nobody@notify.unc.edu on behalf of meghan_vanasek@med.unc.edu
Sent: Friday, September 4, 2009 1:15 AM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Parents of typically developing children needed

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TO: Faculty, Staff and Students

The Autism Research Program invites you to participate as a volunteer in a research study involving parents of children with autism and parents of typically developing children to see how areas of their brain react when they are doing tasks related to processing social information. We are interested in looking at the brain function of these parents as they perform tasks involving perception of faces and scenes with emotional content. We will be looking at areas of the brain that are thought to be involved with the processing of social cognition. We will be using a scanning device called a Magnetic Resonance Imaging Scanner, or an MRI scanner, to look at brain functioning.

We are looking for parents of people with autism and parents of typically developing children who are less than 56 years old to help us with this study. Compensation for this study is $10 an hour up to $100 for participating in the initial screening and assessment portion of the study and then $25 an hour for participating in the MRI scans. Participation takes between 10-12 hours over 2-3 sessions.

If you are interested in participating in this study you may contact us by either emailing one of the contacts listed below, or calling us toll-free at 1-800-793-5715 and ask about the "Social Cognition and MRI study". We will then provide further details about the project. No one is expected to pay for travel or other expenses incurred during participation in this study.

We thank you in advance for your interest in this important project. If you want to pass this information along to others who may qualify for this research study, please do so.

Please contact: Meghan Vanasek
meghan_vanasek@med.unc.edu
1-800-793-5715
-or-
Scott Wallace

scott_wallace@med.unc.edu
1-800-793-5715

IRB Study Number: 05-2576
Study Approval Date: 08/11/09
expires 1/21/10

This email is sponsored by: UNC Autism Research Project

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From: Kia Lilly Caldwell <klcaldwe@email.unc.edu>
Sent: Friday, September 4, 2009 9:24 AM
To: Travis Gore <stgore@email.unc.edu>; Deborah Crowder <dacrowde@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>
Subject: New Classroom Needed

Hi Travis,
I'm writing to request a new classroom for AFAM 266. We meet at 2 pm on T, Th in Gardner 07. I know we've talked about the heat levels in that room a few times and it's become unbearable for my students. I spoke to another instructor in the building and it seems that some people have been moving around on campus, so maybe another room is available now. The classroom is extremely hot and the A/C units don't work. It's hotter than any other classroom on that floor.
Yesterday, I had to squeeze my class into a room that only seats 25 people (we have an enrollment of 40), just to get some relief.
Thanks for checking into this again.

Kia

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Friday, September 4, 2009 8:29 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: The Psychophysiology of IBS: Earn up to $550 to participate in a research study

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The UNC Center for Functional GI & Motility Disorders is recruiting subjects with irritable bowel syndrome to participate in a health research study that examines the effect of an FDA approved drug for IBS on clinical abdominal pain. The purpose of the study is to learn how to treat patients with IBS more effectively.

Subjects will receive $550.00 upon completion of the study. Participation will last 8-9 weeks.

This study requires 7 visits to UNC and each visit will take place at the Clinical and Translational Research Center.

Subjects will be required to complete a health questionnaire, a 1 ? hour physiological test, and 2 abdominal x-rays. Participants will also be required to take a study drug for 2 separate two week intervals.

For more information and to determine if you are eligible, contact:
Kelly Moulton, M.Ed, at
kmoulton@med.unc.edu
(919) 966-0289

Study # 07-0540 / CTRC-2603 approved 2/5/2009-2/1/2010

This email is sponsored by: Department of Medicine

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From: nobody@notify.unc.edu on behalf of mindfulness@med.unc.edu
Sent: Friday, September 4, 2009 9:02 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: MINDFULNESS-BASED CLASSES FOR STRESS & PAIN MANAGEMENT-REGISTER NOW!

Do you want to learn to slow down and enjoy your life?
Are you looking for a new way to deal with stress, anxiety, pain, difficult interactions with others?

Mindfulness can make a difference.

The UNC Mindfulness-based Program for Stress and Pain Management offers training in meditation and mind-body awareness that will teach you how to slow down, set priorities and stay calm, focused and relaxed in the midst of a busy life. These practices will enhance your body's natural adaptive healing ability and will cultivate the mind's clarity and insight.

This program follows Jon Kabat-Zinn's model and is offered by the Program on Integrative Medicine at UNC (Department of Physical Medicine & Rehabilitation).

FALL MINDFULNESS CLASSES FOR 2009:
1) Tuesday mornings and evenings beginning September 15 (required orientation)through November 10, taught by Mary Love May.
2) Monday evenings beginning October 12 (required orientation) through December 7, taught by Susan Head, PhD
3) Either Wednesday mornings or Thursdays evenings, beginning either September
23 or September 24, 2009 (required orientation) through November 18
or
November 19, taught by Paula Huffman & Susan Gaylord at Hillsborough Yoga &
Healing Arts

For additional information about classes, tuition, and tuition reductions for research participation visit the Program on Integrative Medicine website at http://pim.med.unc.edu/mindfulness.html

Two graduate courses will be offered this fall for those who have taken the basic foundation course:
1) "Deepening Your Mindfulness Practice in the Pressure-Cooker of Daily Life"
Tuesday evenings, November 17 through December 8, 2009
2) *Our newest graduate course*, "Mindful Parenting" will be held on Tuesday
mornings, November 17 through December 8, 2009.

Both classes are taught by Mary Love May.

To register for these mindfulness courses, complete the registration form on the Program on Integrative Medicine website, http://pim.med.unc.edu/mindfulness.html. Contact the Program by phone at 919-966-8586 or by email at mindfulness@med.unc.edu

This email is sponsored by: Physical Medicine and Rehabilitation

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Friday, September 4, 2009 9:38 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Vice Chancellor for Student Affairs - Town Hall Meetings

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To: Faculty, Staff, Students, Parents and Alumni

From: Sarah Michalak, Vice Chancellor for Student Affairs Search Committee Chair

The search committee for the Vice Chancellor for Student Affairs is sponsoring three town hall meetings to receive your comments about important skills and attributes for the new Vice Chancellor for Student Affairs. As you know, Dr. Margaret Jablonski has announced that she will step down from the Vice Chancellorship as of July 1, 2010. The committee is conducting an internal search, open only to current employees of The University of North Carolina at Chapel Hill.

Please attend a town meeting at one of the following times and locations:

September 9, 2009 - 8:00am - 9:00am - Pleasants Assembly Room in Wilson Library

September 10, 2009 - 11am - noon - UPENDO Room 1118- Student and Academic Services Building

September 11, 2009 - 9:00am - 10:00am - UPENDO Room 1118- Student and Academic Services Building

For location and parking for the UPENDO meetings please visit:

http://sasb.unc.edu/

or the Pleasants Assembly Room in Wilson Library please visit:

http://www.lib.unc.edu/wilson/directions.html

The position description is below.

This is an internal search and open only to current employees of The University of North Carolina at Chapel Hill.

The University of North Carolina at Chapel Hill invites nominations and expressions of interest in the position of Vice Chancellor for Student Affairs. The University seeks a highly respected, dynamic and experienced leader who can articulate a clear vision for student affairs and who will work jointly with students, faculty, and staff throughout the University. The Division of Student Affairs is responsible for assisting in creating and maintaining an institutional climate that fosters student learning and development while enhancing a strong sense of community for a student body of over 28,000.

As the principal administrative leader for Student Affairs, the Vice Chancellor oversees the development of policy, programs, and services that promote learning both inside and outside the classroom. The Division serves undergraduate, graduate and professional school populations.

Responsibilities include supervision of 12 major departments: Campus Health Services, Campus Recreation, Campus Y, Carolina Union, University Career Services, Counseling and Wellness Services, Dean of Students, Disability Services, Housing and Residential Education, Information Technology, LGBTQ Center, and New Student and Carolina Parent Programs.

The Division of Student Affairs includes approximately 360 permanent employees, over 1200 student staff, and has an annual operating budget of over $80 million. Budget is primarily supported through student fees and housing rentals. The Division manages approximately one-third of the buildings on the campus.

As a senior administrative leader, the Vice Chancellor for Student Affairs reports to the Executive Vice Chancellor and Provost and serves on the Chancellor's Cabinet.

Qualifications of the successful candidate should include:

* A strong vision for and commitment to student development and a quality student experience in a large, public, research university.
* Excellent administrative skills including strategic planning and evaluation, budgeting, personnel management, facilities management, fundraising and public relations.
* An ability to work collaboratively and effectively with student government, academic affairs, and multiple administrative units throughout the campus.
* A distinguished record of progressive leadership in an academic setting.
* Excellent communication skills.
* Knowledge of major issues facing today's college students and their education.
* An earned doctorate or terminal degree.

Inquiries may be addressed to Ms. Sarah Michalak, CB # 3900, UNC Chapel Hill, Chapel Hill, NC 27599-3900, by calling (919) 962-1301, or by email to smichala@email.unc.edu. Nominations may be sent to Ms. Sarah Michalak c/o Debbie Stevenson, 104 South Building, CB # 3000, or by emailing debbie_stevenson@unc.edu

The University encourages nominations of and applications from women, minorities, and persons with disabilities

Candidates should submit a cover letter describing their interest in and qualifications for the position and a curriculum vitae that includes the names, titles, addresses, phone numbers, and email addresses of five references. All inquiries will be kept confidential in the early stages of the search process. Applicants will be directly solicited for permission before references are contacted.

All applications must be submitted electronically. To apply, go to

http://www.unc.edu/provost/searches.html

Review of applications will begin September 15, 2009 and will continue until the position is filled. The anticipated starting date is June, 2010.

The University of North Carolina is an Equal Opportunity Employer.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From: bounce-25305859-21202740@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent: Tuesday, September 8, 2009 12:30 PM
To: african-and-afro-american-studies-staff <african-and-afro-american-studies-staff@listserv.unc.edu>
Subject: [african-and-afro-american-studies-staff] [all-college-staff] UNC College Calendar: Lit, Music and Drama Stars, Hot Topics, and more

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UNC College Calendar is sent periodically to all faculty and staff in the College of Arts and Sciences, university administrators, communication specialists and others by request.

* * *

Here's a quick guide to special events involving UNC's College of Arts and Sciences. Most events are free and on campus, except where noted.

Now through Sept. 30: Bulk, an exhibition of 26 artists with the Vox Populi collective of Philadelphia. John and June Allcott Gallery, Hanes Art Center.
rpm@email.unc.edu

Sept. 9: King's College Choir, music from the Spanish and English Renaissance. Tickets $15, $10, call 843-3333, at 7:30 pm Memorial Hall.
http://music.unc.edu/calendars/newman

Sept. 10: Author Tobias Wolff reads from his work. 5:30 pm, University Room/Hyde Hall
http://snipurl.com/rlse9

Sept. 10: Undocumented Immigrants in America: Access to Education, a panel discussion by UNC experts Paul Cuadros, Hannah Gill, Niklaus Steiner and Deborah Weissman (moderator), with Robert Luebke from the Civitas Institute, Noah Pickus from Duke, and Ron Woodard from NC Listen. 6:30 pm, Nelson Mandela Auditorium 1015, FedEx Global Education Center.
http://snipurl.com/rlsf0

Sept. 10-13: N.C. Literary Festival featuring John Grisham, Lee Smith, Clyde Edgerton, Anna Deavere Smith (see below), plenty of UNC College writers and more. All over campus between Franklin Street and Wilson Library.
http://www.ncliteraryfestival.org/

Sept. 11: Anna Deavere Smith, the actress, playwright and author, discusses Finding Grace and Kindness in a Winner-Takes-All Society, Frank Porter Graham Lecture at the NC Literary Festival. 7:30 pm Memorial Hall
http://snipurl.com/qj6m5

Sept. 12: Tony Award-winning string band Red Clay Ramblers with UNC creative writing professor Bland Simpson, in concert with N.C. Symphony. 7:30 pm, Moore Square, Raleigh.
http://budurl.com/vh66

Sept. 14: Oxford University Jewish studies scholar Geza Vermes discusses the Dead Sea Scrolls for the Eli N. Evans Distinguished Lecture in Jewish Studies. 7:30 pm, Friday Center.
http://snipurl.com/rlsfp

Sept. 16-20: PlayMakers presents The Last Cargo Cult, a one-man show

featuring Mike Daisey on his visit to a remote South Pacific island.
Tickets $24-$32.
http://www.playmakersrep.org

Sept. 16: Women, Families and Incarceration: Breaking the Silence through Performance, discussion/performance by Ashley Lucas (Dramatic Art). 12 noon bag lunch, Toy Lounge, Dey Hall.
wmst@unc.edu

Sept. 17: Hon. James A. Joseph, US ambassador to South Africa 1996-99, discusses Remaking America: Higher Education and Civic Engagement, Lambeth Lecture in Public Policy. 5:30 pm, Gerrard Hall.
http://snipurl.com/rlsg4

Sept 18: Carolina Lectures in Critical Thought Reading Group on Bruno Latour (who will be in residence at UNC and Duke in March). Meets monthly. First reading: Why Has Critique Run Out of Steam? 4 pm, Hyde Hall. For details and registration:
http://www.unc.edu/clct/

Sept. 20: Carolina Wind Quintet with guest pianist Wonmin Kim. Tickets $15/$10 at door, 3 pm, Hill Hall.
http://music.unc.edu/calendars/newman

Sept. 21: Celebrated tenor Anthony Dean Griffey, UNC Artist-in-Residence, will lead a master voice class, open to the public, 4 pm, Person Hall.
http://music.unc.edu

Sept. 22: Poet Gibbons Ruark, Armfield Poetry Reading. 3:30 pm, Donovan Lounge/223 Greenlaw.
http://english.unc.edu/speakerseries.html

Sept. 23-Oct. 11: PlayMakers presents Opus by Michael Hollinger. Tickets $10-$40.
http://snipurl.com/rlsgk

Sept. 25: The Vega Quartet, with UNC faculty musicians Richard Luby and Mayron Tsong. $15/$10. Tickets: 843.3333. 8 pm Gerrard Hall.
http://music.unc.edu/calendars/thecalendar

Sept. 29: Writer Cary Holladay reads from her work, 5:30 pm, University Room, Hyde Hall.
http://snipurl.com/rlse9

Oct. 6: Roy Blount Jr., humorist, writer and panelist on Wait, Wait…Don't Tell Me! Thomas Wolfe Prize and Lecture, 7:30 pm, Carroll Hall
http://snipurl.com/rlsok

Oct. 8: Irish musician/folklorist Mick Moloney discusses Irish-Jewish Collaboration in Tin Pan Alley. 5 pm, Pleasants Family Assembly/ Wilson Library.
ddimaio@email.unc.edu

Oct. 15: Writer Stuart Dybeck reads from his work, 5:30 pm, Dialectic Hall/ Old West.
http://snipurl.com/rlse9

Oct. 29: Andrew Delbanco, distinguished professor of humanities and director of American studies at Columbia University, discusses How Could Anyone Defend Slavery? Moral Crisis in Antebellum America for the John W. Pope Lecture on Renewing the Western Tradition. 7 pm, Gerrard Hall
http://college.unc.edu

Oct. 29: Nobel Laureate F. Sherwood Rowland discusses Greenhouse Gases

and Climate Change, 7:30 pm, Carroll Hall Auditorium. 966-4516.
http://www.geosci.unc.edu/

Oct. 30: Nobel Laureate F. Sherwood Rowland presents a technical talk on
The CFC-Ozone Story, 11 am, Tate-Turner-Kuralt Auditorium. 966-4516.
http://www.geosci.unc.edu/

More events
http://events.unc.edu/cal/main/showMain.rdo

UNC College in the Media
http://college.unc.edu/inthemedia

UNC College News
http://college.unc.edu

UNC College Talk (blog)
http://unccollege.wordpress.com

Carolina Arts & Sciences Magazine
http://college.unc.edu/magazine

UNC College on Twitter:
http://twitter.com/unccollege

UNC College of Arts and Sciences on Facebook
http://facebook.com

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Dee Reid (919) 843-6339
Director of Communications
College of Arts and Sciences
The University of North Carolina at Chapel Hill
205 South Building, CB #3100
Chapel Hill NC 27599-3100
Web: http://college.unc.edu
Blog: http://unccollege.wordpress.com
Twitter: http://twitter.com/unccollege
Facebook: UNC College of Arts and Sciences

--- You are currently subscribed to all-college-staff as: african-and-afro-american-studies-staff@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-staff as: stgore@email.unc.edu.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, September 8, 2009 3:21 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: TIM

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do last week please. dc

From: bounce-25307778-21202740@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent: Tuesday, September 8, 2009 3:29 PM
To: african-and-afro-american-studies-staff <african-and-afro-american-studies-staff@listserv.unc.edu>
Cc: Kimberly T Abels <kabels@email.unc.edu>
Subject: [african-and-afro-american-studies-staff] [all-college-staff] FROM THE DEAN: Kim Abels returns to direct the Writing Center

---

The enclosed message from Dean Karen Gil is being sent to all faculty and staff in the College of Arts and Sciences.

* * *

Dear Colleagues,

I am delighted to announce that Kim Abels has returned to Carolina as Director of the Writing Center effective September 1, a post that she held for 13 years before going to Duke in 2008. For the past year she has served as Assistant Director for Education, Outreach and Administration at Duke's Kenan Institute for Ethics, an experience that will be valuable in her leadership role in the College.

Kim will develop and oversee all of the Writing Center's programs including tutoring, ESL instruction and workshops. She also will collaborate with other units across campus that support undergraduates, graduate students, faculty and staff.

She has M.A. and Ph.D. degrees in English from Ohio State University and undergraduate degrees in English and Education from Miami University in Oxford, Ohio.

We are pleased to have her back in the College.

With best regards,

Karen

Karen M. Gil
Dean

--- You are currently subscribed to all-college-staff as: african-and-afro-american-studies-staff@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-staff as: stgore@email.unc.edu.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, September 8, 2009 8:26 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Johnston Center Home to Frank Porter Graham Lecture Series

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The James M. Johnston Center for Undergraduate Excellence is home to the Frank Porter Graham Lecture series. This series honors Frank Porter Graham, President of the University of North Carolina, 1930-1949, and United States Senator, 1949-1950. "Dr Frank," perhaps more than any other person, defined education, culture, and politics in North Carolina in the twentieth century.

Three of the enduring themes throughout Graham's life were:
* a universal concern for those living in desperate conditions - the disadvantaged, the dispossessed, or the oppressed in body and spirit;
* an unflinching commitment to freedom of speech as the essence of a free University in a free society, a commitment grounded in the knowledge that when the despised speaker is denied a forum, democracy is threatened; and
* an abiding confidence and trust in the ability of students to play a responsible role in the affairs of the University.

This lecture series seeks to enshrine these parts of the legacy of Frank Porter Graham.

The Frank Porter Graham Lecture Series is made possible by a generous gift to the University by Taylor McMillan '60.

For more information about the Frank Porter Graham Lecture series, please visit www.johnstoncenter.unc.edu.

This email is sponsored by: James M. Johnston Center for Undergraduate education

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, September 8, 2009 8:53 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Performing Arts and Special Activities Fund

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Performing Arts and Special Activities Fund
Application Information
September 2009

What is the Performing Arts and Special Activities Fund (PASAF)?

The PASAF supports projects and activities that provide quality performing arts and cultural programming that enhances the creative and cultural environment of our University community.

Projects are supported in all areas of the performing arts. Projects that involve multiple units (departments, centers, curricula, programs, etc.) and that are inter-disciplinary are encouraged. We also encourage faculty and staff from all areas of the University to submit applications for projects that include a component of the performing arts in any area of teaching, research, or service.

Although the PASAF has no official maximum grant, awards are seldom made for amounts over $5,000. The PASAF may award partial grants. Previous PASAF funding does not guarantee support in any succeeding year. Funds must be expended in the 2009-2010 academic year.

Who may apply?

Students, faculty and staff from recognized academic or administrative units may apply for funding. If a unit proposes multiple projects, the dean or director of the unit must prioritize the proposed projects.

Funding criteria:

* Artistic and programmatic quality
* Relationship of proposed activities to departmental priorities, area of study or research
* Nature and extent of programmatic interpretation, education, or orientation efforts for the benefit of the proposed audience
* Extent of impact, including the number of people served and efforts to broaden and/or diversify your audience
* Extent to which the project serves campus audiences while also reaching out to the broader local community
* Scarcity or availability of comparable services within the given area, i.e., extent to which the project fills a gap
* Managerial and fiscal competence, including the capability of the applicant to carry out the proposed activities

Projects eligible for funding:

The PASAF committee aims to support projects that demonstrate the highest level of artistic integrity. The list below provides examples

of the types of projects that are eligible for funding. These are examples only, and funding is not limited to those listed.

* Visiting artist and artist-in-residence activities
* Public presentations and performances
* Commissions, premieres, and subsequent performances of new works
* Professional artistic development and training programs for performing artists, such as mentorship and career development activities
* Workshops, conferences, publications, professional development, technical assistance, networks, or on-line resources
* Outreach projects that involve diverse campus and local communities or that reach new audiences
* Education for adults and children where the focus is exposure to or appreciation for the performing arts

The following are not eligible for funding:

* Major expenditures for the establishment of new student organizations
* Expenditures that should reasonably be covered by department overhead
* Reserve funds
* Debt reductions
* Activities restricted to an organization's membership (funded activities must be open to the university and the broader community and promoted as such)
* Hospitality or entertainment costs for receptions, performances, or fundraising benefits
* Faculty or staff salaries
* Static exhibitions

To apply for support from the Performing Arts and Special Activities Fund:

Submit a written application of no more than 4 pages that includes the following:

* Goals and objectives of the project
* Project description
* Audience to be served, including number and demographic characteristics
* Overall impact to the arts at UNC-Chapel Hill
* Itemized budget, including personnel and non-personnel expenses,total project costs, costs for which PASAF support is requested, and other sources of support
* Department/Unit head's signature of approval. (Multiple requests from a single department must be prioritized by the chair or director.)

Submit applications to the following address by 5 PM September 30, 2009:

Carol Tresolini, Associate Provost for Academic Initiatives
Office of the Executive Vice Chancellor and Provost
104 South Building, CB 3000
UNC Campus

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of lcccnews@med.unc.edu
Sent:	Tuesday, September 8, 2009 9:14 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Please join us in celebrating the New Face of Cancer Care

---

The N.C. Cancer Hospital is now open and is serving the people of North Carolina!

The building is a beautiful, state-of-the-art health care facility, designed to create a healing environment. But we recognize that a building is just a small part of what we are doing to build on three decades of clinical excellence and groundbreaking research.

For us, the face of cancer is the human face--full of grace, dignity and relentless will. That's why we are proud to present a special online feature - The New Face of Cancer Care.

Please join us in marking this milestone by celebrating the strength and courage of those who fight cancer every day. Visit http://unclineberger.org and click on "SHARE YOUR STORY."

We are proud to present the New Face of Cancer Care. See their faces, read their stories and share your own.

This email is sponsored by: UNC Lineberger/N.C. Cancer Hospital

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From:	nobody@notify.unc.edu on behalf of lungs@unc.edu
Sent:	Tuesday, September 8, 2009 9:38 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Biracial ("mixed") children & teens needed for lung function study

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Biracial ("Mixed") Children & Teens Needed for Lung Function Study

Objective: Look at measures of lung function in biracial (African-American and Caucasian) children and teens

Subjects: healthy biracial or "mixed" (African-American and Caucasian) children aged 8 to 19

Study Activities: participants will undergo a brief physical exam, answer questions on race and ethnicity, then perform spirometry (lung function testing), which consists of deep breathing maneuvers using equipment that measures airflow. Spirometry takes 10-15 minutes; the entire visit should take no more than 1 hour.

Compensation: $25 Target gift card, parking costs

If interested, contact Jessica Pittman, MD at lungs@unc.edu

Biomedical IRB # 08-0780
Title: Spirometry in Biracial Children- Assessing the Adequacy of Current NHANES - III Race-Based Reference Equations
Approved: 4/23/2009

This email is sponsored by: Pediatric Pulmonology

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From:	nobody@notify.unc.edu on behalf of willbondurant@unc.edu
Sent:	Tuesday, September 8, 2009 10:01 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Speakers at Carolina Website: Online Calendar of Speakers and Lectures at UNC

Hello,

We are writing on behalf of the Speakers Committee, a special project of the Executive Branch of the Student Government.

This semester, we continue to offer our exciting new website, Speakers at Carolina, that provides a calendar showing speakers and lectures on Carolina's campus. It also provides a description of the event, directions to the venue, and tracks past speakers. In exciting news, the address is now easier to remember: unc.edu/speakers.

We encourage you to visit the site, http://unc.edu/speakers, to view upcoming events and post any speakers that your organization or department is presenting.

We look forward to seeing you at an event soon!

Will Bondurant
Co-Chair, Speakers Committee
willbondurant@unc.edu

Carlie Blake
Co-Chair, Speakers Committee
carlie@email.unc.edu

This email is sponsored by: Speakers Committee of the Executive Branch of Student Government

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From:	nobody@notify.unc.edu on behalf of gang@email.unc.edu
Sent:	Wednesday, September 9, 2009 8:21 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Participants needed for Prenatal Stretching Exercise Research Study

---

If you are a healthy pregnant woman and do not exercise regularly, you may be eligible to participate in a research study evaluating the effect of prenatal stretching exercise on the autonomic nervous system.

Study participation will require just one 90-minute-lab visit.
You will be asked to sit quietly while we record your heart rate before and after a 30-minute prenatal stretching exercise.

Participants will receive $50 for completing the study.

For more information, please contact:

Jeongok Logan, MSN, RN

The University of North Carolina at Chapel Hill
School of Nursing
Carrington Hall, CB #7460
Chapel Hill, NC 27599-7460
Phone: (919)621-3799
Email: pregnancylog@gamil.com

This study has been approved by the Institutional Review Board at UNC-CH.
IRB#:09-1331

This email is sponsored by: School of Nursing

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of yack@unc.edu
Sent:	Wednesday, September 9, 2009 10:21 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Yackety Yack Application Deadline Extended!

Hey there, Carolina!

Due to the craziness of the holiday weekend, I have decided to extend the Yack application deadline until this Friday at 11:59 PM. Email yack@unc.edu for an application.

Please note that these opportunities are open to both students and UNC employees!

Webmaster (Paid position)
The webmaster will be in charge of updating the Yackety Yack's website with dates of upcoming events, staff lists and contact information, pictures, etc. This person will make sure that the website is functioning properly and look into new ways to make communicating with alumni, staff members and students much easier. An example of this would be linking the Yackety Yack to social networking sites such as Twitter and Facebook. The person applying for this position must be skillful with using Adobe Dreamweaver.

Photography Staff
Photographers with Yackety Yack are responsible for documenting UNC history in an artistic and innovative way. While representing the high standards of the Yackety Yack, photographers shoot all events on campus, including sports, cultural events, political events, arts and performances. Our photographers are expected to maintain a professional demeanor in their dress, interaction with others, and their body of work. All photographers will have something published in the Yackety Yack, so we encourage creativity and experimentation. Because all equipment is provided to the photographer, it is expected that each photographer is to maintain the upkeep of the equipment in his or her possession. Also, photographers are encouraged to contribute any innovative ideas or suggestions to other staff members and editors.

Design Staff
As a member of the Yackety Yack team the design staff works to create a book that captures this year at Carolina. The responsibilities include working in the office, and creating pages. As a member of the design team you will closely work with the Associate editors to create a book that flows and reflects the theme while also putting your own personal touch on the page. The ideal individual for the position is someone who wants to create a memorable book, while also collaborating with the photo staff to create a unique angle for a page. This position requires no previous experience in yearbook; however experience with Adobe InDesign is helpful.

Copy Editor
This individual will be responsible for correcting the grammar, punctuation, spelling, and overseeing all copy that is to be in the Yack. This position will require good grammar skills, and the ability to edit under pressure, due to deadlines. This member of the Yack will work closely with the Associate editors and with the Editor in Chief to ensure that the book is upstanding in all written copy.

Sales/ Advertising
The Sales and Advertising department of the Yackety Yack will work

closely with the business manager, webmaster, the associate editors, and the editor in chief to advertise and sell yearbooks. There is a need to raise awareness of what the Yack is and these individuals will work to create events and marketing techniques that will help acquaint Carolina with its yearbook once again.

Business Staff
A position on the Yackety Yack business staff includes but is not limited to selling the 2009-2010 yearbook as well as yearbooks from previous years. Staff members will also be contacting local businesses to sell advertisements in this year's book. Additionally, there will be various tasks focused on publicizing the Yackety Yack organization around campus. Becoming a Yackety Yack Business staff member will provide great experience for business and journalism school applicants and is open to all undergraduates.

Thanks!
Sophia

Sophia Nicholson, Editor-in-chief
Yackety Yack Publishing, Inc.
yack@unc.edu

This email is sponsored by: Yackety Yack Publishing, Inc.

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Wednesday, September 9, 2009 11:34 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Message from the Chancellor: Mike Patil Joins Bain Study Response Team

---

Colleagues,

In July, I let you know that Professor Joe Templeton, past Chair of the Faculty and former chemistry chair, would lead our response to the Bain & Company report. Joe took on that role part time as special assistant to the chancellor for planning and initiatives.

Joe has recruited a great colleague, Mike Patil, associate dean for integrated business management in the Eshelman School of Pharmacy, to join this effort as full-time program director. Mike's expertise in business processes complements Joe's extensive knowledge of Carolina and our culture. Mike will help prioritize projects, develop a methodology to evaluate the options identified in the Bain report, and monitor progress. His work will aim to encourage broad participation on campus and to identify related policy issues.

Mike has more than 25 years of experience as a senior executive who has led and managed business process, information technology, and organizational and strategic consulting for corporations including Ericsson, IBM and AMS American Express. His passion for simplifying and streamlining business processes while providing information to front-line employees already has benefitted our pharmacy school.

You can expect to hear more from Joe and Mike as they engage with the people in schools, units and departments on campus who can best delve into the options identified in the Bain report and what it could mean for future University operations. Please join me in offering the campus community's support for their vital work. We will keep you informed about the progress. Keep sending any suggestions you have to budgetideas@unc.edu.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

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From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Thursday, September 10, 2009 12:47 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: [course_scheduling_officers] data for PeopleSoft training]
Attach: [course_scheduling_officers] data for PeopleSoft training.eml (1.43 MB).msg

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From: Renee Sherman <rsherman@email.unc.edu>
Sent: Thursday, September 10, 2009 9:16 AM
To: departmental course scheduling officers <course_scheduling_officers@listserv.unc.edu>
Subject: [course_scheduling_officers] data for PeopleSoft training
Attach: 099 Report for Sched Officers 2.xlsx

Good Morning,

You will find attached an excel document with many, many tabs! Each tab is named by subject code. When you are attending the Connect Carolina (PeopleSoft) course schedule maintenance training, you may use the information for the subject codes you are responsible for entering for the Fall 2010. These are courses that were in the term in Fall 2009. In other words, it's an electronic semester section book (instead of the grey and white striped sheets we generally send you at the beginning of course schedule maintenance)!

If you have any questions, please give me a call.

Renee

--
Renee Sherman
Office of the University Registrar
Suite 3100, CB#2100
Student Academic Services Building-North
University of NC at Chapel Hill
Chapel Hill, NC 27599-2100
(919)962-6093 * (919)843-8709 fax
rsherman@email.unc.edu

--- You are currently subscribed to course_scheduling_officers as: dacrowde@email.unc.edu. To unsubscribe send a blank
email to leave-25322230-2279054.69ac3339305dd05e441c25f7aa3a497e@listserv.unc.edu

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	AERO	101	001	T	1100AM	1150AM	NA	0006	24	35	KING, LARRY	O
3	099	GU	AERO	101	002	T	0200PM	0250PM	NA	0006	0	35	KING, LARRY	X
4	099	GU	AERO	190	002	T	0200PM	0250PM	NA	0006	0	20	KING, LARRY	X
5	099	GU	AERO	201	001	T	0200PM	0250PM	NA	0006	17	35	KING, LARRY	O
6	099	GU	AERO	301	001	TR	0930AM	1045AM	NA	0006	7	13	HOLST, PAUL	O
7	099	GU	AERO	399	001	TBA	TBA	TBA			6	20	KING, LARRY	O
8	099	GU	AERO	401	001	TR	0800AM	0915AM	NA	0006	7	20	KLUKOVICH, STEP	O
9	099	GU	AERO	500	401	T	0330PM	0530PM	NA	0101	40	90	KLUKOVICH, STEP	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	AFAM	050	001	TR	0930AM	1045AM	GM	0035	24	24	MCMILLAN, T	C
3	099	GU	AFAM	101	001	TR	1230PM	0145PM	GA	0105	63	60	MCMILLAN, T	C
4	099	GU	AFAM	101	002	TR	0930AM	1045AM	GA	0105	65	60	REGESTER, C B	C
5	099	GU	AFAM	101	003	TR	0200PM	0315PM	MA	0209	67	60	PORTER, R	C
6	099	GU	AFAM	101	004	MWF	0800AM	0850AM	GA	0105	61	60	HILDEBRAND, RF	C
7	099	GU	AFAM	101	005	TR	0800AM	0915AM	GA	0105	0	60		X
8	099	GU	AFAM	101	006	MWF	0300PM	0350PM	GA	0105	0	60		X
9	099	GU	AFAM	102	001	MWF	1000AM	1050AM	GA	0105	59	60	JANKEN, K R	O
10	099	GU	AFAM	102	002	TR	1100AM	1215PM	GA	0105	0	60		X
11	099	GU	AFAM	190	001	TR	0330PM	0445PM	PH	0212	0	25	KAPUR, GEETA	X
12	099	GU	AFAM	254	001	TR	1100AM	1215PM	GC	1005	40	40	CALDWELL, KIA L	C
13	099	GU	AFAM	258	001	MWF	1100AM	1150AM	GA	0105	40	40	JANKEN, K R	C
14	099	GU	AFAM	259	001	TR	0200PM	0315PM	GA	0105	48	40	HALL, P	C
15	099	GU	AFAM	266	001	TR	0200PM	0315PM	GA	0007	30	30	CALDWELL, KIA L	C
16	099	GU	AFAM	269	001	MWF	0300PM	0350PM	XX	XX	0	1		X
17	099	GU	AFAM	276	001	T	0330PM	0620PM	GA	0105	44	40	REGESTER, C B	C
18	099	GU	AFAM	278	001	TR	0200PM	0315PM	GL	0101	40	40	SLOCUM, CK	C
19	099	GU	AFAM	293	001	TR	0330PM	0445PM	SC	0210	39	40	JORDAN, JOSEPH	O
20	099	GU	AFAM	304	951	T	0600PM	0850PM	GA	0308	47	50	PORTER, R	O
21	099	GU	AFAM	356	001	TR	1230PM	0145PM	AR	0218	40	40	HALL, P	C
22	099	GU	AFAM	387	001	MWF	1200PM	1250PM	AR	0218	10	10	BOWLES, JOHN	C
23	099	GU	AFAM	395	001	W	0300PM	0550PM	BI	0309	7	25	MCMILLAN, T	O
24	099	GU	AFAM	396	001	MWF	0300PM	0350PM	XX	XX	10	10		C
25	099	GU	AFAM	396	002	MWF	0800AM	0850AM	XX	XX	4	10	REGESTER, C B	O
26	099	GU	AFAM	398	001	W	0300PM	0550PM	PE	0217	13	25	HILDEBRAND, RF	O
27	099	GU	AFAM	428	001	MWF	0300PM	0350PM	XX	XX	0	1		X
28	099	GU	AFAM	474	001	TR	0330PM	0445PM	SC	0209	29	30	PORTER, R	O
29	099	GU	AFAM	554	001	TR	1230PM	0145PM	GC	3024	11	10	WILLIAMS, LYNEI	C
30	099	GU	AFAM	697	001	MWF	0300PM	0350PM	XX	XX	0	1		X
31	099	GU	AFAM	691H	001	F	0200PM	0450PM	XX	XX	0	3	JANKEN, K R	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	AFRI	050	001	TR	1100AM	1215PM	GC	3024	24	24	SELASSIE, BEREK	C
3	099	GU	AFRI	101	001	MWF	1100AM	1150AM	GC	1005	57	50	KARIM-SESAY, W	C
4	099	GU	AFRI	101	002	MWF	0100PM	0150PM	GC	1005	0	50		X
5	099	GU	AFRI	101	003	MWF	1000AM	1050AM	GC	1005	63	50	LAMBERT, MICHAE	C
6	099	GU	AFRI	101	851	TBA	TBA	TBA			0	999		O
7	099	GU	AFRI	101	951	R	0600PM	0850PM	GA	0308	49	50	PORTER, R	O
8	099	GU	AFRI	101	990	TBA	TBA	TBA			14	10	SAHLE, EUNICE	C
9	099	GU	AFRI	101	991	TBA	TBA	TBA			11	15	SAHLE, EUNICE	O
10	099	GU	AFRI	101	992	TBA	TBA	TBA			0	1	SAHLE, EUNICE	O
11	099	GU	AFRI	190	003	TBA	TBA	TBA			0	10		X
12	099	GU	AFRI	261	001	TR	0800AM	0915AM	GC	1005	0	30		X
13	099	GU	AFRI	262	001	MWF	0200PM	0250PM	GC	1005	35	35	FHUNSU, D	C
14	099	GU	AFRI	263	001	MWF	0200PM	0250PM	SC	0210	0	40		X
15	099	GU	AFRI	265	990	TBA	TBA	TBA			2	10	MCKINLEY, D	O
16	099	GU	AFRI	265	991	TBA	TBA	TBA			4	15	MCKINLEY, D	O
17	099	GU	AFRI	265	992	TBA	TBA	TBA			1	1	MCKINLEY, D	C
18	099	GU	AFRI	266	001	W	0300PM	0550PM	PE	0220	23	20	COOKE, AE	C
19	099	GU	AFRI	266	002	TR	0330PM	0445PM	XX	XX	0	1	NYANG'ORO, J	X
20	099	GU	AFRI	370	001	TR	0200PM	0315PM	DE	0209	29	30	SELASSIE, BEREK	O
21	099	GU	AFRI	396	001	W	0200PM	0450PM	XX	XX	0	1	NYANG'ORO, J	O
22	099	GU	AFRI	396	002	MWF	0200PM	0250PM	FG	0105	0	10		O
23	099	GU	AFRI	416	001	TBA	TBA	TBA			0	16		X
24	099	GU	AFRI	416	01S	TBA	TBA	TBA			16	16	SAHLE, EUNICE	C
25	099	GU	AFRI	453	001	TR	0200PM	0315PM	AR	0218	4	5	MAGEE, CAROL	O
26	099	GU	AFRI	474	001	TR	0330PM	0445PM	SC	0209	10	10	PORTER, R	C
27	099	GU	AFRI	521	001	MWF	0300PM	0350PM	XX	XX	11	30	NYANG'ORO, J	O
28	099	GU	AFRI	523	001	MWF	0300PM	0350PM	XX	XX	0	30		X
29	099	GU	AFRI	691H	001	F	0200PM	0450PM	XX	XX	1	3		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	AHSC	613I	960	TBA	TBA	TBA			0	20	BAILLIARD, ANTO	O
3	099	GU	AHSC	613I	974	TBA	TBA	TBA			0	25	BAILLIARD, ANTO	O
4	099	GU	AHSC	613I	01W	TBA	TBA	TBA			0	25	BAILLIARD, ANTO	O
5	099	GU	AHSC	615I	960	TBA	TBA	TBA			0	20	BAILLIARD, ANTO	O
6	099	GU	AHSC	615I	974	TBA	TBA	TBA			0	25	BAILLIARD, ANTO	O
7	099	GU	AHSC	615I	01W	TBA	TBA	TBA			0	25	BAILLIARD, ANTO	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	AMST	051	001	MW	0330PM	0450PM	GM	0212	18	18	WILLIS, RACHEL	C
3	099	GU	AMST	058	001	TR	1230PM	0145PM	MU	0204	21	24	FOSTER, TOL	O
4	099	GU	AMST	110	006	MWF	1200PM	1250PM	SC	0103	45	47	DUVAL, KATHLEEN	O
5	099	GU	AMST	110	600	F	0900AM	0950AM	HM	0517	5	3	KUTZ, KIMBERLY	C
6	099	GU	AMST	110	601	F	1000AM	1050AM	BI	0108	4	3	BERLER, ANNE K.	C
7	099	GU	AMST	110	602	F	1000AM	1050AM	GA	0103	4	5	KUTZ, KIMBERLY	O
8	099	GU	AMST	110	603	F	1100AM	1150AM	BI	0101	4	4	BERLER, ANNE K.	C
9	099	GU	AMST	110	604	F	1100AM	1150AM	BI	0217	5	5	BAUER, BROOKE M	C
10	099	GU	AMST	110	605	F	1200PM	1250PM	BI	0217	6	5	BAUER, BROOKE M	C
11	099	GU	AMST	110	606	R	0400PM	0450PM	NE	0102	5	5	KUTZ, KIMBERLY	C
12	099	GU	AMST	110	607	R	0330PM	0420PM	GA	0210	4	5	BAUER, BROOKE M	O
13	099	GU	AMST	110	608	R	0500PM	0550PM	BI	0317	5	5	BERLER, ANNE K.	C
14	099	GU	AMST	201	001	TR	1100AM	1215PM	MU	0204	31	25	CANTWELL, R S	C
15	099	GU	AMST	231	001	TR	1100AM	1215PM	GL	0431	37	35	MAYNOR, MALINDA	C
16	099	GU	AMST	231	601	R	0330PM	0420PM	BI	0108	11	12		O
17	099	GU	AMST	231	602	F	1000AM	1050AM	HO	0106	12	12		C
18	099	GU	AMST	231	603	F	1200PM	1250PM	DE	0304	11	11		C
19	099	GU	AMST	246	001	TR	0330PM	0445PM	PE	0218	33	37	FOSTER, TOL	O
20	099	GU	AMST	253	001	MWF	0200PM	0250PM	SA	0104	16	20	FERRIS, MARCIE	O
21	099	GU	AMST	277	001	TR	0930AM	1045AM	GM	0038	27	23	ALLEN, R	C
22	099	GU	AMST	290	001	TR	0200PM	0315PM	MU	0204	24	25	KASSON, J S	O
23	099	GU	AMST	292	001	MWF	0100PM	0150PM	MU	0204	0	25		O
24	099	GU	AMST	378	001	M	0600PM	0850PM	GM	0038	22	20	ALLEN, R	C
25	099	GU	AMST	387	001	TR	0330PM	0445PM	MU	0204	21	23	GARCIA, JAY	O
26	099	GU	AMST	394	001	M	1100AM	1215PM	GM	0039	61	60	WILLIS, RACHEL	C
27	099	GU	AMST	394	601	W	1100AM	1215PM	HM	0517	21	20	HOWES, J B	C
28	099	GU	AMST	394	602	W	1100AM	1215PM	HM	0570	21	20	BLANCHARD, LYNN	C
29	099	GU	AMST	394	603	W	1100AM	1215PM	HM	0420	19	20	THORNTON, COURT	O
30	099	GU	AMST	396	010	TBA	TBA	TBA			0	1	HERMAN, BERNARD	O
31	099	GU	AMST	396	012	TBA	TBA	TBA			0	1	FOSTER, TOL	O
32	099	GU	AMST	396	014	TBA	TBA	TBA			0	1	GARCIA, JAY	O
33	099	GU	AMST	396	026	TBA	TBA	TBA			1	1	CANTWELL, R S	C
34	099	GU	AMST	396	030	TBA	TBA	TBA			0	3	MARR, TIMOTHY W	O
35	099	GU	AMST	396	040	TBA	TBA	TBA			0	1	FERRIS, MARCIE	O
36	099	GU	AMST	396	051	TBA	TBA	TBA			0	1	ALLEN, R	O
37	099	GU	AMST	396	070	TBA	TBA	TBA			0	1	FERRIS, WILLIAM	O
38	099	GU	AMST	396	075	TBA	TBA	TBA			3	5	WILLIS, RACHEL	O
39	099	GU	AMST	396	090	TBA	TBA	TBA			0	1	KASSON, J S	O
40	099	GU	AMST	397	001	TBA	TBA	TBA			24	25	WILLIS, RACHEL	O
41	099	GU	AMST	397	051	TBA	TBA	TBA			1	2	ALLEN, R	O
42	099	GU	AMST	482	001	R	0100PM	0330PM	PE	0306	21	30	ROBERTS, KATHER	O
43	099	GU	AMST	483	001	TR	0330PM	0445PM	BI	0103	111	116	HERMAN, BERNARD	O
44	099	GU	AMST	486	001	MWF	1100AM	1150AM	SA	0204	19	18	FERRIS, MARCIE	C
45	099	GU	AMST	499	001	W	0330PM	0550PM	MU	0204	10	10	HENDRICKSON, PA	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	AMST	499	002	TR	0930AM	1045AM	MU	0204	15	25	HERMAN, BERNARD	O
47	099	GU	AMST	890	001	TR	0930AM	1045AM			0	15	HERMAN, BERNARD	X
48	099	GU	AMST	899	001	W	0400PM	0630PM	GL	0321	6	11	GARCIA, JAY	O
49	099	GU	AMST	394L	001	F	1100AM	0300PM			17	40	WILLIS, RACHEL	O
50	099	GU	AMST	394L	401	F	1100AM	0250PM	PE	0311	0	40	WILLIS, RACHEL	O
51	099	GU	AMST	691H	010	TBA	TBA	TBA			0	1	HERMAN, BERNARD	O
52	099	GU	AMST	691H	012	TBA	TBA	TBA			0	1	FOSTER, TOL	O
53	099	GU	AMST	691H	014	TBA	TBA	TBA			0	1	GARCIA, JAY	O
54	099	GU	AMST	691H	015	TBA	TBA	TBA			1	1	ROBERTS, KATHER	C
55	099	GU	AMST	691H	025	TBA	TBA	TBA			0	1	CANTWELL, R S	X
56	099	GU	AMST	691H	026	TBA	TBA	TBA			0	1	CANTWELL, R S	O
57	099	GU	AMST	691H	030	TBA	TBA	TBA			0	3	MARR, TIMOTHY W	O
58	099	GU	AMST	691H	033	TBA	TBA	TBA			0	1	FERRIS, WILLIAM	X
59	099	GU	AMST	691H	040	TBA	TBA	TBA			1	1	FERRIS, MARCIE	C
60	099	GU	AMST	691H	051	TBA	TBA	TBA			0	1	ALLEN, R	O
61	099	GU	AMST	691H	060	TBA	TBA	TBA			0	1	ROBERTS, KATHER	X
62	099	GU	AMST	691H	070	TBA	TBA	TBA			0	1	FERRIS, WILLIAM	O
63	099	GU	AMST	691H	075	TBA	TBA	TBA			1	1	WILLIS, RACHEL	C
64	099	GU	AMST	691H	090	TBA	TBA	TBA			0	1	KASSON, J S	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	ANTH	092	001	TR	0500PM	0615PM	GL	0222	20	35	ROUSSEAU, MALEN		O
3	099	GU	ANTH	101	001	TR	0930AM	1045AM	KL	B121	34	35	KING, MARTHA E.		O
4	099	GU	ANTH	101	002	MWF	1000AM	1050AM	AL	0207	34	35	ESAREY, DUANE E		O
5	099	GU	ANTH	101	003	MWF	1200PM	1250PM	AL	0207	34	35	MCBRIDE, LAWREN		O
6	099	GU	ANTH	101	006	MWF	1200PM	1250PM	CA	0111	179	180	TICKNER, AMANDA		O
7	099	GU	ANTH	101	007	TR	0330PM	0445PM	CA	0111	177	180	PRICE, CHARLES		O
8	099	GU	ANTH	101	602	T	0330PM	0420PM	GL	0106	20	20	SURRIDGE, PAUL		C
9	099	GU	ANTH	101	603	M	0200PM	0250PM	DE	0304	20	20	SCHAEFER, KIMBE		C
10	099	GU	ANTH	101	604	W	0800AM	0850AM	BI	0217	20	20	SCHAEFER, KIMBE		C
11	099	GU	ANTH	101	605	W	0400PM	0450PM	MU	0002	17	20	SURRIDGE, PAUL		O
12	099	GU	ANTH	101	606	W	0300PM	0350PM	DE	0401	20	20	SCHAEFER, KIMBE		C
13	099	GU	ANTH	101	607	W	0100PM	0150PM	PE	0215	20	20	BENNETT, EDWARD		C
14	099	GU	ANTH	101	608	W	0200PM	0250PM	TT	0113	20	20	BENNETT, EDWARD		C
15	099	GU	ANTH	101	609	T	0200PM	0250PM	DE	0410	20	20	SURRIDGE, PAUL		C
16	099	GU	ANTH	101	610	W	0300PM	0350PM	MU	0202	20	20	BENNETT, EDWARD		C
17	099	GU	ANTH	101	701	M	0200PM	0250PM	HM	0452	20	20	O'CONNELL, CAEL		C
18	099	GU	ANTH	101	702	M	0300PM	0350PM	MU	0202	23	23	O'CONNELL, CAEL		C
19	099	GU	ANTH	101	703	T	0200PM	0250PM	BI	0301	19	20	SEMON, ANNA M		O
20	099	GU	ANTH	101	704	M	0100PM	0150PM	DA	0101	20	20	GUTIERREZ ESCOB		C
21	099	GU	ANTH	101	705	T	0200PM	0250PM	SA	0322	21	20	GUTIERREZ ESCOB		C
22	099	GU	ANTH	101	706	T	1230PM	0120PM	GA	0007	20	20	O'CONNELL, CAEL		C
23	099	GU	ANTH	101	707	T	0800AM	0850AM	BI	0217	14	20	SEMON, ANNA M		O
24	099	GU	ANTH	101	708	M	0400PM	0450PM	MU	0002	18	20	GUTIERREZ ESCOB		O
25	099	GU	ANTH	101	709	M	0200PM	0250PM	HM	0570	20	20	SEMON, ANNA M		C
26	099	GU	ANTH	101	990	TBA	TBA	TBA			2	10	BURNET, JENNIE		O
27	099	GU	ANTH	102	990	TBA	TBA	TBA			6	10	REICHART, KARA		O
28	099	GU	ANTH	102	991	TBA	TBA	TBA			5	15	REICHART, KARA		O
29	099	GU	ANTH	102	992	TBA	TBA	TBA			0	1	REICHART, KARA		O
30	099	GU	ANTH	121	001	TR	0930AM	1045AM	HN	0125	45	45	SCARRY, JOHN F.		C
31	099	GU	ANTH	142	990	TBA	TBA	TBA			3	10	MORTENSEN, AMY		O
32	099	GU	ANTH	145	006	TR	0330PM	0445PM	SC	0103	178	180	BILLMAN, BRIAN		O
33	099	GU	ANTH	145	603	W	0800AM	0850AM	BI	0208	16	20	CUBBON, EMILY		O
34	099	GU	ANTH	145	604	W	0300PM	0350PM	BI	0101	21	20	CAFFREY, KAREN		C
35	099	GU	ANTH	145	605	W	0100PM	0150PM	GC	3024	19	20	CAFFREY, KAREN		O
36	099	GU	ANTH	145	606	W	0200PM	0250PM	DE	0304	22	20	CAFFREY, KAREN		C
37	099	GU	ANTH	145	607	T	1230PM	0120PM	AR	0118	20	20	JUENGST, SARA L		C
38	099	GU	ANTH	145	608	T	0200PM	0250PM	PH	0220	19	20	JUENGST, SARA L		O
39	099	GU	ANTH	145	609	F	0300PM	0350PM	GL	0103	18	20	JUENGST, SARA L		O
40	099	GU	ANTH	145	610	F	0200PM	0250PM	GA	0307	20	20	CUBBON, EMILY		C
41	099	GU	ANTH	145	611	W	0400PM	0450PM	GL	0104	20	20	CUBBON, EMILY		C
42	099	GU	ANTH	146	006	TR	0200PM	0250PM	HM	0100	395	400	EVENS, T M		O
43	099	GU	ANTH	146	601	W	0900AM	0950AM	GL	0301	21	20	SCHISSEL, PAUL		C
44	099	GU	ANTH	146	602	W	0800AM	0850AM	BI	0101	17	20	SCHISSEL, PAUL		O
45	099	GU	ANTH	146	603	W	0200PM	0250PM	HM	0452	20	20	MO, HYUN JOO		C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
46	099	GU	ANTH	146	604	W	0300PM	0350PM	BI	0217	20	20	KAMAL, SAYDIA G		C
47	099	GU	ANTH	146	605	W	0200PM	0250PM	MU	0002	20	20	HUFFMAN, EDWARD		C
48	099	GU	ANTH	146	606	F	0800AM	0850AM	BI	0208	7	20	JOUTY, LORI L		O
49	099	GU	ANTH	146	607	F	0100PM	0150PM	HM	0517	20	20	WEST, LINDSAY M		C
50	099	GU	ANTH	146	608	W	0300PM	0350PM	BI	0208	22	20	HUFFMAN, EDWARD		C
51	099	GU	ANTH	146	609	F	0100PM	0150PM	MA	0307	20	20	LASSITER, DRAGA		C
52	099	GU	ANTH	146	610	W	0400PM	0450PM	GL	0106	19	20	WEST, LINDSAY M		O
53	099	GU	ANTH	146	611	W	0300PM	0350PM	BI	0306	20	20	SCHISSEL, PAUL		C
54	099	GU	ANTH	146	613	R	1230PM	0120PM	CW	0208	20	20	JOUTY, LORI L		C
55	099	GU	ANTH	146	614	W	0100PM	0150PM	MU	0112	20	20	HUFFMAN, EDWARD		C
56	099	GU	ANTH	146	615	F	0100PM	0150PM	PE	0215	21	20	JOUTY, LORI L		C
57	099	GU	ANTH	146	616	F	0200PM	0250PM	DE	0412	19	20	LASSITER, DRAGA		O
58	099	GU	ANTH	146	617	R	0400PM	0450PM	GL	0305	18	20	MO, HYUN JOO		O
59	099	GU	ANTH	146	618	W	0200PM	0250PM	DE	0404	21	20	WEST, LINDSAY M		C
60	099	GU	ANTH	146	619	W	0300PM	0350PM	HM	0517	19	20	MO, HYUN JOO		O
61	099	GU	ANTH	146	620	W	0400PM	0450PM	AL	0207	20	20	KAMAL, SAYDIA G		C
62	099	GU	ANTH	146	621	F	0300PM	0350PM	GL	0107	15	20	LASSITER, DRAGA		O
63	099	GU	ANTH	147	006	TR	1230PM	0145PM	GL	0101	120	120	RIVKIN-FISH, MI		C
64	099	GU	ANTH	147	601	R	0200PM	0250PM	GA	0104	19	20	LIVINGSTON, TAY		O
65	099	GU	ANTH	147	602	R	0300PM	0350PM	PE	0204	20	20	LIVINGSTON, TAY		C
66	099	GU	ANTH	147	603	R	0400PM	0450PM	HM	0517	19	20	LIVINGSTON, TAY		O
67	099	GU	ANTH	147	604	F	0100PM	0150PM	SA	0322	21	20	FISKE, AMELIA M		C
68	099	GU	ANTH	147	605	F	0200PM	0250PM	AR	0116	20	20	FISKE, AMELIA M		C
69	099	GU	ANTH	147	606	F	0300PM	0350PM	AL	0205	17	20	FISKE, AMELIA M		O
70	099	GU	ANTH	148	006	MWF	1000AM	1050AM	PE	0104	116	120	HUTCHINSON, DAL		O
71	099	GU	ANTH	148	601	R	0200PM	0250PM	AL	0404	20	20	BLOCH, LINDSAY		C
72	099	GU	ANTH	148	602	R	1230PM	0120PM	AL	0404	20	20	BLOCH, LINDSAY		C
73	099	GU	ANTH	148	603	F	0900AM	0950AM	AL	0404	18	20	MORGAN, MARY M		O
74	099	GU	ANTH	148	604	F	1100AM	1150AM	AL	0404	19	20	MORGAN, MARY M		O
75	099	GU	ANTH	148	605	F	1200PM	1250PM	AL	0404	19	20	MORGAN, MARY M		O
76	099	GU	ANTH	148	606	R	0330PM	0420PM	AL	0404	19	20	BLOCH, LINDSAY		O
77	099	GU	ANTH	151	006	MWF	0200PM	0250PM	PE	0104	119	120	SCARRY, C. MARG		O
78	099	GU	ANTH	151	601	W	0300PM	0350PM	TT	0113	19	20	NOVOTNY, CLAIRE		O
79	099	GU	ANTH	151	602	W	0400PM	0450PM	TT	0114	17	20	CRANFORD, DAVID		O
80	099	GU	ANTH	151	603	W	0500PM	0550PM	TT	0114	22	20	CRANFORD, DAVID		C
81	099	GU	ANTH	151	604	R	0200PM	0250PM	SC	0210	20	20	NOVOTNY, CLAIRE		C
82	099	GU	ANTH	151	605	R	0330PM	0420PM	PE	0217	18	20	NOVOTNY, CLAIRE		O
83	099	GU	ANTH	151	606	W	0300PM	0350PM	TT	0114	21	20	CRANFORD, DAVID		C
84	099	GU	ANTH	210	001	MW	1100AM	1150AM	GC	1015	10	10	WEILER, J		C
85	099	GU	ANTH	210	601	F	1100AM	1150AM	GA	0209	2	2	FOX, LISA		C
86	099	GU	ANTH	210	602	R	0500PM	0550PM	GL	0103	2	2	FOX, LISA		C
87	099	GU	ANTH	210	603	F	1100AM	1150AM	GA	0307	1	1	HENNESSEY, ELIZ		C
88	099	GU	ANTH	210	604	R	0330PM	0420PM	PE	0215	1	1	HENNESSEY, ELIZ		C
89	099	GU	ANTH	210	605	F	1100AM	1150AM	HM	0452	1	1	BRADLEY, LAUREL		C
90	099	GU	ANTH	210	606	R	0330PM	0420PM	PH	0328	1	1	BRADLEY, LAUREL		C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
91	099	GU	ANTH	210	609	R	0500PM	0550PM	BI	0217	1	2	SHAIR-ROSENFIEL		O
92	099	GU	ANTH	210	610	F	1100AM	1150AM	HN	0130	1	1	SHAIR-ROSENFIEL		C
93	099	GU	ANTH	226	006	MWF	0100PM	0150PM	PE	0104	123	120	DANIELS, R E		C
94	099	GU	ANTH	226	601	R	0330PM	0420PM	HN	0112	17	20	PIZER, TIMOTHY		O
95	099	GU	ANTH	226	602	W	0300PM	0350PM	PH	0222	26	25	WESTERMEYER, WI		C
96	099	GU	ANTH	226	603	R	1230PM	0120PM	PH	0222	26	25	WESTERMEYER, WI		C
97	099	GU	ANTH	226	604	R	0300PM	0350PM	GC	1009	13	25	WESTERMEYER, WI		O
98	099	GU	ANTH	226	605	W	0400PM	0450PM	DE	0301	14	25	PIZER, TIMOTHY		O
99	099	GU	ANTH	226	606	F	1000AM	1050AM	AR	0117	26	25	PIZER, TIMOTHY		C
100	099	GU	ANTH	230	001	TR	0930AM	1045AM	AL	0203	27	27	LAMBERT, VALERI		C
101	099	GU	ANTH	248	001	TR	1100AM	1215PM	AL	0203	27	32	SLOCUM, CK		O
102	099	GU	ANTH	285	001	TR	1230PM	0145PM	AL	0203	32	30	ARAGON, LORRAIN		C
103	099	GU	ANTH	296	052	M	0400PM	0450PM	DE	0405	14	15	LACHICOTTE, WIL		O
104	099	GU	ANTH	297	001	TR	1100AM	1215PM	AL	0205	25	25	ARAGON, LORRAIN		C
105	099	GU	ANTH	297	002	TR	0330PM	0445PM	AL	0205	15	25	SCARRY, JOHN F.		O
106	099	GU	ANTH	299	053	MW	0500PM	0615PM	AL	0205	0	30			X
107	099	GU	ANTH	312	001	TR	0200PM	0315PM	MU	0104	28	35	SORENSEN, MARK		O
108	099	GU	ANTH	318	001	TR	0200PM	0315PM	KL	B125	35	35	THOMPSON, AMAND		C
109	099	GU	ANTH	319	001	TR	0930AM	1045AM	DE	0201	30	30	THOMPSON, AMAND		C
110	099	GU	ANTH	393	040	TBA	TBA	TBA			0	5	DAVIS, R P STEP		O
111	099	GU	ANTH	393	074	TBA	TBA	TBA			3	5	SMITH-NONINI, S		O
112	099	GU	ANTH	393	075	TBA	TBA	TBA			1	5	MCANANY, PATRIC		O
113	099	GU	ANTH	393	078	TBA	TBA	TBA			2	5	THOMPSON, AMAND		O
114	099	GU	ANTH	395	004	TBA	TBA	TBA			1	2	DANIELS, R E		O
115	099	GU	ANTH	395	062	TBA	TBA	TBA			0	5	PRICE, CHARLES		O
116	099	GU	ANTH	396	011	TBA	TBA	TBA			0	5	PEACOCK, J L		O
117	099	GU	ANTH	396	016	TBA	TBA	TBA			0	5	HOLLAND, DOROTH		O
118	099	GU	ANTH	396	022	TBA	TBA	TBA			0	5	CRUMLEY, C L		O
119	099	GU	ANTH	396	025	TBA	TBA	TBA			0	5	JOHNSON, NORRIS		O
120	099	GU	ANTH	396	040	TBA	TBA	TBA			0	5	DAVIS, R P STEP		O
121	099	GU	ANTH	396	063	TBA	TBA	TBA			0	5	HUTCHINSON, DAL		O
122	099	GU	ANTH	396	067	TBA	TBA	TBA			1	5	SORENSEN, MARK		O
123	099	GU	ANTH	396	076	TBA	TBA	TBA			2	5	COLLOREDO-MANSF		O
124	099	GU	ANTH	396	077	TBA	TBA	TBA			1	5	DENNISON, JEAN		O
125	099	GU	ANTH	411	006	TR	0930AM	1045AM	AL	0404	22	20	STEPONAITIS, L		C
126	099	GU	ANTH	411	606	T	1100AM	1215PM	AL	0404	22	20	STEPONAITIS, L		C
127	099	GU	ANTH	414	006	MWF	0100PM	0150PM	AL	0404	18	16	SIMON, SARA KAT		C
128	099	GU	ANTH	422	001	TR	1100AM	1215PM	AL	0207	32	35	REDFIELD, PETER		O
129	099	GU	ANTH	428	001	W	1200PM	0250PM	YC	0207	0	2	TYSON, R W		X
130	099	GU	ANTH	435	006	MWF	1100AM	1150AM	PH	0265	53	55	PEACOCK, J L		O
131	099	GU	ANTH	435	601	M	0200PM	0250PM	PE	0218	18	20	SUIT, NATALIA K		O
132	099	GU	ANTH	435	602	W	0300PM	0350PM	DE	0207	15	10	SUIT, NATALIA K		C
133	099	GU	ANTH	435	603	R	0200PM	0250PM	HO	0106	17	20	SUIT, NATALIA K		O
134	099	GU	ANTH	435	604	R	0330PM	0420PM	DE	303A	0	25			X
135	099	GU	ANTH	440	990	TBA	TBA	TBA			5	10	REICHART, KARA		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
136	099	GU	ANTH	455	001	TR	0200PM	0315PM	AL	0203	13	32	JONES, E		O
137	099	GU	ANTH	458	001	MWF	1000AM	1050AM	AL	0203	30	27	TOMASKOVA, SILV		C
138	099	GU	ANTH	466	001	TR	1230PM	0145PM	LG	0304	0	35	NONINI, D M		X
139	099	GU	ANTH	470	001	TR	0930AM	1045AM	PE	0217	31	31	RIVKIN-FISH, MI		C
140	099	GU	ANTH	473	001	MW	0500PM	0615PM	AL	0207	24	25	LACHICOTTE, WIL		O
141	099	GU	ANTH	499	047	MWF	0900AM	0950AM	AL	0203	12	30	WIENER, MARGARE		O
142	099	GU	ANTH	499	073	TBA	TBA	TBA			0	5	MCANANY, PATRIC		O
143	099	GU	ANTH	499	074	TR	0200PM	0315PM			0	30	SMITH-NONINI, S		X
144	099	GU	ANTH	499	075	TR	0930AM	1045AM	AL	0205	12	30	MCANANY, PATRIC		O
145	099	GU	ANTH	499	076	MWF	1200PM	1250PM	AL	0205	24	30	COLLOREDO-MANSF		O
146	099	GU	ANTH	499	077	T	0500PM	0745PM	SA	0204	9	20	DENNISON, JEAN		O
147	099	GU	ANTH	585	001	TR	0200PM	0315PM	AL	0205	30	30	REDFIELD, PETER		C
148	099	GU	ANTH	586	001	TR	0500PM	0615PM	GA	0009	0	27	JOHNSON, NORRIS		X
149	099	GU	ANTH	599	074	M	1200PM	0245PM	PE	0010	21	22	SMITH-NONINI, S		O
150	099	GU	ANTH	675	001	TR	0330PM	0445PM	NW	0219	0	20	ARAGON, LORRAIN		X
151	099	GU	ANTH	699	001	T	0300PM	0350PM	XX	XX	7	7	EVENS, T M		C
152	099	GU	ANTH	701	001	T	0930AM	1215PM	AL	0308	10	15	NELSON, CHRISTO		O
153	099	GU	ANTH	703	001	R	0930AM	1215PM	AL	0308	8	15	SORENSEN, MARK		O
154	099	GU	ANTH	728	001	T	1045AM	0130PM	XX	XX	5	20	AGBE-DAVIES, AN		O
155	099	GU	ANTH	750	001	F	0930AM	1215PM	AL	0308	6	15	LACHICOTTE, WIL		O
156	099	GU	ANTH	817	001	F	0300PM	0545PM	AL	0308	11	15	TOMASKOVA, SILV		O
157	099	GU	ANTH	897	032	R	0330PM	0615PM	AL	0308	0	10	NONINI, D M		X
158	099	GU	ANTH	897	034	M	0900AM	1145AM	AL	0308	0	10			X
159	099	GU	ANTH	897	044	M	1230PM	0315PM	AL	0308	14	15	SAWIN, PATRICIA		O
160	099	GU	ANTH	897	047	W	1200PM	0245PM	AL	0308	10	15	WIENER, MARGARE		O
161	099	GU	ANTH	897	048	W	0900AM	1145AM	XX	XX	11	15	SCARRY, C. MARG		O
162	099	GU	ANTH	897	053	T	0500PM	0750PM	AL	0308	8	15	ESCOBAR, ARTURO		O
163	099	GU	ANTH	897	058	M	0930AM	1215PM	HM	0517	6	15	LAMBERT, VALERI		O
164	099	GU	ANTH	901	002	TBA	TBA	TBA			3	5	STEPONAITIS, V		O
165	099	GU	ANTH	901	016	TBA	TBA	TBA			2	5	HOLLAND, DOROTH		O
166	099	GU	ANTH	901	034	TBA	TBA	TBA			1	5	NONINI, D M		O
167	099	GU	ANTH	901	042	TBA	TBA	TBA			2	5	BILLMAN, BRIAN		O
168	099	GU	ANTH	901	044	TBA	TBA	TBA			1	5			O
169	099	GU	ANTH	901	047	TBA	TBA	TBA			0	5	WIENER, MARGARE		O
170	099	GU	ANTH	901	048	TBA	TBA	TBA			1	5	SCARRY, C. MARG		O
171	099	GU	ANTH	901	052	TBA	TBA	TBA			1	5	LACHICOTTE, WIL		O
172	099	GU	ANTH	901	054	TBA	TBA	TBA			0	5	REDFIELD, PETER		O
173	099	GU	ANTH	901	056	TBA	TBA	TBA			0	5	SLOCUM, CK		O
174	099	GU	ANTH	901	058	TBA	TBA	TBA			0	5	LAMBERT, VALERI		O
175	099	GU	ANTH	901	059	TBA	TBA	TBA			1	5	TOMASKOVA, SILV		O
176	099	GU	ANTH	901	062	TBA	TBA	TBA			0	5	PRICE, CHARLES		O
177	099	GU	ANTH	901	063	TBA	TBA	TBA			0	5	HUTCHINSON, DAL		O
178	099	GU	ANTH	901	064	TBA	TBA	TBA			0	5	NELSON, CHRISTO		O
179	099	GU	ANTH	901	065	TBA	TBA	TBA			1	5	MADRY, S L		O
180	099	GU	ANTH	901	067	TBA	TBA	TBA			1	5	SORENSEN, MARK		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
181	099	GU	ANTH	901	073	TBA	TBA	TBA			3	5	RIVKIN-FISH, MI		O
182	099	GU	ANTH	901	075	TBA	TBA	TBA			0	5	MCANANY, PATRIC		O
183	099	GU	ANTH	901	077	TBA	TBA	TBA			0	5	DENNISON, JEAN		O
184	099	GU	ANTH	915	042	TBA	TBA	TBA			0	5	BILLMAN, BRIAN		O
185	099	GU	ANTH	993	002	TBA	TBA	TBA			0	5	STEPONAITIS, V		O
186	099	GU	ANTH	993	047	TBA	TBA	TBA			1	5	WIENER, MARGARE		O
187	099	GU	ANTH	993	073	TBA	TBA	TBA			2	5	RIVKIN-FISH, MI		O
188	099	GU	ANTH	994	002	TBA	TBA	TBA			4	10	STEPONAITIS, V		O
189	099	GU	ANTH	994	016	TBA	TBA	TBA			7	10	HOLLAND, DOROTH		O
190	099	GU	ANTH	994	022	TBA	TBA	TBA			5	5	CRUMLEY, C L		C
191	099	GU	ANTH	994	031	TBA	TBA	TBA			1	5	ESTROFF, S E		O
192	099	GU	ANTH	994	036	TBA	TBA	TBA			1	5	HINSON, G D		O
193	099	GU	ANTH	994	040	TBA	TBA	TBA			1	5	DAVIS, R P STEP		O
194	099	GU	ANTH	994	042	TBA	TBA	TBA			2	5	BILLMAN, BRIAN		O
195	099	GU	ANTH	994	047	TBA	TBA	TBA			1	5	WIENER, MARGARE		O
196	099	GU	ANTH	994	048	TBA	TBA	TBA			3	5	SCARRY, C. MARG		O
197	099	GU	ANTH	994	052	TBA	TBA	TBA			0	5	LACHICOTTE, WIL		O
198	099	GU	ANTH	994	053	TBA	TBA	TBA			4	5	ESCOBAR, ARTURO		O
199	099	GU	ANTH	994	054	TBA	TBA	TBA			1	5			O
200	099	GU	ANTH	994	058	TBA	TBA	TBA			2	5	LAMBERT, VALERI		O
201	099	GU	ANTH	994	063	TBA	TBA	TBA			4	5	HUTCHINSON, DAL		O
202	099	GU	ANTH	994	064	TBA	TBA	TBA			2	5	NELSON, CHRISTO		O
203	099	GU	ANTH	994	073	TBA	TBA	TBA			1	5	RIVKIN-FISH, MI		O
204	099	GU	ANTH	060H	001	TR	1230PM	0145PM	GM	0038	24	24	MCANANY, PATRIC		C
205	099	GU	ANTH	414L	406	MWF	0200PM	0250PM	AL	0404	18	16	SIMON, SARA KAT		C
206	099	GU	ANTH	438H	264	TR	0200PM	0315PM	XX	XX	2	13	JOHNSON, NORRIS		X
207	099	GU	ANTH	499H	011	T	0900AM	1145AM	DE	0405	7	15	PEACOCK, J L		O
208	099	GU	ANTH	691H	001	W	0500PM	0650PM	AL	0304	8	15	AGBE-DAVIES, AN		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	APPL	160	001	TR	1100AM	1215PM	PE	0218	30	45	OLDENBURG, AMY	O
3	099	GU	APPL	210	001	TBA	TBA	TBA			15	40	DENNIS, ROBERT	O
4	099	GU	APPL	341	001	MWF	0300PM	0350PM	PH	0265	24	28	TSUI, FRANK	O
5	099	GU	APPL	392	001	TBA	TBA	TBA			0	10		O
6	099	GU	APPL	395	001	TBA	TBA	TBA			3	5	GOLDBERG, RICHA	O
7	099	GU	APPL	395	002	TBA	TBA	TBA			1	5	GOMEZ, SHAWN M	O
8	099	GU	APPL	395	003	TBA	TBA	TBA			0	5		O
9	099	GU	APPL	396	001	TBA	TBA	TBA			0	10		O
10	099	GU	APPL	396	002	TBA	TBA	TBA			1	10		O
11	099	GU	APPL	396	003	W	0400PM	0450PM	MU	0117	0	10		O
12	099	GU	APPL	421	001	MWF	0900AM	0950AM	CP	0125	2	5	YOU, WEI	O
13	099	GU	APPL	422	001	TR	0930AM	1045AM	DE	0209	0	3	RUBINSTEIN, MIC	O
14	099	GU	APPL	450	001	MWF	1200PM	1250PM	GA	0009	33	32	FINLEY, CHARLES	C
15	099	GU	APPL	460	400	R	0400PM	0450PM	HO	0107	24	38	FINLEY, CHARLES	O
16	099	GU	APPL	470	001	TR	0800AM	0915AM	KL	B121	6	10	SAMULSKI, EDWAR	O
17	099	GU	APPL	480	001	TR	1100AM	1215PM	XX	XX	24	24	GOLDBERG, RICHA	C
18	099	GU	APPL	510	001	MWF	1000AM	1050AM	XX	XX	15	15	BANES, ALBERT	C
19	099	GU	APPL	697	001	W	0400PM	0550PM	XX	XX	34	35	DENNIS, ROBERT	O
20	099	GU	APPL	491L	427	TR	0200PM	0450PM	PH	0200	0	1	QIN, LU-CHANG	O
21	099	GU	APPL	492L	400	TBA	TBA	TBA			0	10		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	ARAB	101	001	MTWR	0800AM	0850AM	MU	0111	0	0		X
3	099	GU	ARAB	101	002	MTWR	1100AM	1150AM	NW	0103	21	15	JOUKHADAR, CHAR	C
4	099	GU	ARAB	101	003	MTWR	0900AM	0950AM	MU	0118	23	15	RULON, M	C
5	099	GU	ARAB	101	004	TR	1230PM	0145PM	NW	0103	21	15	ISLEEM, NASSER	C
6	099	GU	ARAB	101	004	M	0100PM	0150PM	AR	0215	21	15	ISLEEM, NASSER	C
7	099	GU	ARAB	101	005	TR	0330PM	0445PM	NW	0103	20	15	ISLEEM, NASSER	C
8	099	GU	ARAB	101	005	M	0300PM	0350PM	AR	0215	20	15	ISLEEM, NASSER	C
9	099	GU	ARAB	101	006	M	1200PM	1250PM	PH	0212	22	15	ISLEEM, NASSER	C
10	099	GU	ARAB	101	006	TR	0500PM	0615PM	AR	0215	22	15	ISLEEM, NASSER	C
11	099	GU	ARAB	101	007	MTWR	0900AM	0950AM	MU	0111	0	0		X
12	099	GU	ARAB	150	001	TR	0200PM	0315PM	WI	0217	25	26	AMER, S	O
13	099	GU	ARAB	203	001	MTWR	1000AM	1050AM	MU	0111	19	20	EL KERDANY, DOR	O
14	099	GU	ARAB	203	002	MTWR	0100PM	0150PM	SA	0321	19	20	EL KERDANY, DOR	O
15	099	GU	ARAB	203	003	MTWR	0300PM	0350PM	MU	0111	18	20	JOUKHADAR, CHAR	O
16	099	GU	ARAB	203	004	MTWR	0400PM	0450PM	MU	0111	16	20	JOUKHADAR, CHAR	O
17	099	GU	ARAB	203	998	TBA	TBA	TBA			0	999		O
18	099	GU	ARAB	204	998	TBA	TBA	TBA			0	999		O
19	099	GU	ARAB	305	001	MWR	0800AM	0850AM	AR	0215	14	16	EL KERDANY, DOR	O
20	099	GU	ARAB	305	002	MWR	0900AM	0950AM	MU	0111	15	15	EL KERDANY, DOR	C
21	099	GU	ARAB	407	001	TR	0930AM	1045AM	NW	0103	0	15	YAQUB, NADIA	X
22	099	GU	ARAB	453	001	T	0500PM	0700PM	DE	0208	0	35		X
23	099	GU	ARAB	453	001	TR	0330PM	0445PM	DE	0208	0	35		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	ARMY	100	401	W	0400PM	0600PM	NA	0101	59	80	YODER, MONTE	O
3	099	GU	ARMY	101	001	W	0300PM	0350PM	NA	0006	34	34	YODER, MONTE	C
4	099	GU	ARMY	101	002	W	0100PM	0150PM	NA	0006	17	35	YODER, MONTE	O
5	099	GU	ARMY	101	998	TBA	TBA	TBA			0	999		O
6	099	GU	ARMY	101	999	TBA	TBA	TBA			0	999		O
7	099	GU	ARMY	102	998	TBA	TBA	TBA			0	999		O
8	099	GU	ARMY	190	001	TBA	TBA	TBA			0	20		O
9	099	GU	ARMY	196	001	TBA	TBA	TBA			2	10	YODER, MONTE	O
10	099	GU	ARMY	196	002	TBA	TBA	TBA			0	10	FERNANDEZ, DAVI	O
11	099	GU	ARMY	196	003	TBA	TBA	TBA			6	10	CAROLLO, ADAM	O
12	099	GU	ARMY	201	001	M	1000AM	1150AM	NA	0006	11	35	FERNANDEZ, DAVI	O
13	099	GU	ARMY	201	002	M	0200PM	0350PM	NA	0012	25	24	FERNANDEZ, DAVI	C
14	099	GU	ARMY	201	998	TBA	TBA	TBA			0	999		O
15	099	GU	ARMY	201	999	TBA	TBA	TBA			0	999		O
16	099	GU	ARMY	202	999	TBA	TBA	TBA			0	999		O
17	099	GU	ARMY	301	001	TR	0800AM	0915AM	NA	0012	20	29	CAROLLO, ADAM	O
18	099	GU	ARMY	301	999	TBA	TBA	TBA			0	999		O
19	099	GU	ARMY	302	998	TBA	TBA	TBA			0	999		O
20	099	GU	ARMY	302	999	TBA	TBA	TBA			0	999		O
21	099	GU	ARMY	401	001	M	0200PM	0350PM	NA	0006	10	15	YODER, MONTE	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	ART	054	001	TR	0500PM	0615PM	HM	0150	18	21	SHERMAN, DANIEL	O
3	099	GU	ART	059	001	MW	1100AM	0150PM	AR	0226	18	21	HIRSCHFIELD, J	O
4	099	GU	ART	079	001	TR	1230PM	0145PM	AR	0117	22	24	PARDO, M	O
5	099	GU	ART	079	002	TR	0330PM	0445PM	AR	0218	22	24	PARDO, M	O
6	099	GU	ART	089	001	TR	0500PM	0615PM	HM	0150	0	21	SHERMAN, DANIEL	X
7	099	GU	ART	101	998	TBA	TBA	TBA			0	999		O
8	099	GU	ART	102	001	MW	0800AM	1050AM	AR	0301	19	15	GRABOWSKI, S E	C
9	099	GU	ART	102	990	TBA	TBA	TBA			2	10	WINDT, TESSA	O
10	099	GU	ART	102	992	TBA	TBA	TBA			2	1	WINDT, TESSA	C
11	099	GU	ART	102	998	TBA	TBA	TBA			0	999		O
12	099	GU	ART	103	001	MW	0800AM	1050AM	LA	0120	17	15	DUPUIS, JESSICA	C
13	099	GU	ART	103	002	TR	0800AM	1050AM	LA	0120	17	15	CARSCALLEN, KIA	C
14	099	GU	ART	103	003	MW	0200PM	0450PM	LA	0120	18	20	HIRSCHFIELD, J	O
15	099	GU	ART	103	998	TBA	TBA	TBA			0	999		O
16	099	GU	ART	104	001	MW	0800AM	1050AM	AR	0227	25	22	BECK, EMILY	C
17	099	GU	ART	104	002	MW	1100AM	0150PM	AR	0227	0	22		X
18	099	GU	ART	104	003	TR	1100AM	0150PM	AR	0226	28	22	MCLAIN, KIMOWAN	C
19	099	GU	ART	104	004	TR	0200PM	0450PM	AR	0227	27	22	MCLAIN, KIMOWAN	C
20	099	GU	ART	104	998	TBA	TBA	TBA			0	999		O
21	099	GU	ART	104	999	TBA	TBA	TBA			0	999		O
22	099	GU	ART	105	001	MW	1100AM	0150PM	AR	0316	18	15	PAGE, SUSAN	C
23	099	GU	ART	105	002	MW	0200PM	0450PM	AR	0316	0	15	PAGE, SUSAN	X
24	099	GU	ART	105	003	TR	0200PM	0450PM	AR	0316	18	15	WHETSTONE, JEFF	C
25	099	GU	ART	105	004	MW	0800AM	1050AM	AR	0316	15	15	SEWELL, ROBERT	C
26	099	GU	ART	106	001	TR	0200PM	0450PM	AR	0214	9	10	COLAGIOVANNI, D	O
27	099	GU	ART	151	001	MW	1100AM	1150AM	AR	0121	280	279	VERKERK, DOROTH	C
28	099	GU	ART	151	601	W	0100PM	0150PM	AR	0118	21	20	SHAREEF, SHAHRA	C
29	099	GU	ART	151	602	W	0300PM	0350PM	AR	0117	19	20	RICE, KATHERINE	O
30	099	GU	ART	151	603	R	0930AM	1020AM	AR	0118	19	20	CARLISLE, JENNI	O
31	099	GU	ART	151	604	R	0800AM	0850AM	AR	0218	19	20	CARLISLE, JENNI	O
32	099	GU	ART	151	605	W	0400PM	0450PM	AR	0117	20	20	RICE, KATHERINE	C
33	099	GU	ART	151	606	F	1000AM	1050AM	AR	0118	19	20	YOU, JI	O
34	099	GU	ART	151	607	F	1100AM	1150AM	AR	0118	22	20	SMITH, ALLISON	C
35	099	GU	ART	151	608	F	0100PM	0150PM	AR	0118	18	20	SMITH, ALLISON	O
36	099	GU	ART	151	609	R	0100PM	0150PM	AR	0118	22	20	GOHMANN, JOANNA	C
37	099	GU	ART	151	610	F	0900AM	0950AM	AR	0118	20	20	SHAREEF, SHAHRA	C
38	099	GU	ART	151	611	F	0200PM	0250PM	AR	0118	19	20	OLSON, EMILY	O
39	099	GU	ART	151	612	F	0300PM	0350PM	AR	0118	16	20	OLSON, EMILY	O
40	099	GU	ART	151	613	W	0200PM	0250PM	PH	0220	19	20	GOHMANN, JOANNA	O
41	099	GU	ART	151	614	F	0900AM	0950AM	AR	0218	19	20	YOU, JI	O
42	099	GU	ART	151	851	TBA	TBA	TBA			0	999		O
43	099	GU	ART	151	998	TBA	TBA	TBA			0	999		O
44	099	GU	ART	151	999	TBA	TBA	TBA			0	999		O
45	099	GU	ART	152	951	MW	0600PM	0715PM	AR	0117	25	25	HAFERA, ALISON	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	ART	152	988	TBA	TBA	TBA			0	999		O
47	099	GU	ART	152	990	TBA	TBA	TBA			1	10	CURRIE, CHRISTO	O
48	099	GU	ART	152	998	TBA	TBA	TBA			0	999		O
49	099	GU	ART	153	001	MWF	0100PM	0150PM	AR	0117	19	19	OWENS, TAMMI	C
50	099	GU	ART	157	001	TR	0930AM	1045AM	WI	0107	81	80	WILLIAMS, LYNEI	C
51	099	GU	ART	157	601	F	0100PM	0150PM	AR	0116	20	20	FOX, ELIZABETH	C
52	099	GU	ART	157	602	F	1200PM	1250PM	AR	0118	21	20	FOX, ELIZABETH	C
53	099	GU	ART	157	603	F	0200PM	0250PM	PE	0010	20	20	ERICSON, KLINTO	C
54	099	GU	ART	157	604	F	0300PM	0350PM	AR	0117	12	20	ERICSON, KLINTO	O
55	099	GU	ART	158	001	MW	1200PM	1250PM	AR	0121	99	100	LIN, WEI-CHENG	O
56	099	GU	ART	158	601	F	0800AM	0850AM	AR	0215	23	25	WOODIN, DIANE	O
57	099	GU	ART	158	602	F	0300PM	0350PM	AR	0215	23	25	WOODIN, DIANE	O
58	099	GU	ART	158	603	F	0200PM	0250PM	AR	0215	26	25	LEE, ANNAH	C
59	099	GU	ART	158	604	F	0400PM	0450PM	AR	0215	24	25	LEE, ANNAH	O
60	099	GU	ART	159	001	MWF	1100AM	1150AM	AR	0117	30	29	BAUER, JENNIFER	C
61	099	GU	ART	202	001	MW	1100AM	0150PM	AR	0219	23	25	LOGAN, JUAN	O
62	099	GU	ART	202	002	TR	0200PM	0450PM	AR	0219	24	25	ZABOROWSKI, D J	O
63	099	GU	ART	202	998	TBA	TBA	TBA			0	0		C
64	099	GU	ART	203	001	TR	0200PM	0450PM	LA	0120	13	15	PEREZ-MENDEZ, R	O
65	099	GU	ART	208	001	TR	1100AM	0150PM	AR	0301	16	15	SONNICHSEN, MIC	C
66	099	GU	ART	213	001	TR	0500PM	0750PM	LA	0121	11	10	NAM, YUN-DONG	C
67	099	GU	ART	213	002	TR	0200PM	0450PM	LA	0121	15	15	NAM, YUN-DONG	C
68	099	GU	ART	214	001	TR	1100AM	0150PM	AR	0227	19	20	ZABOROWSKI, D J	O
69	099	GU	ART	254	001	TR	0600PM	0715PM	AR	0117	19	20	DUNN, LINDSAY	O
70	099	GU	ART	255	001	TR	1100AM	1215PM	AR	0218	40	30	MAGEE, CAROL	C
71	099	GU	ART	262	001	MWF	0200PM	0250PM	AR	0218	0	30		X
72	099	GU	ART	267	001	TR	0930AM	1045AM	AR	0117	32	29	DOUGLAS, EDUARD	C
73	099	GU	ART	271	001	TR	0530PM	0645PM	AR	0218	40	40	PARDO, M	C
74	099	GU	ART	275	001	MWF	0200PM	0250PM	AR	0218	39	40	ARPEN, KATE	O
75	099	GU	ART	282	990	TBA	TBA	TBA			9	10	WEST, MARA C	O
76	099	GU	ART	286	001	MWF	0900AM	0950AM	AR	0117	31	29	BARRETT, ROSS	C
77	099	GU	ART	290	002	MW	1200PM	1250PM	AR	0121	0	80	LIN, WEI-CHENG	X
78	099	GU	ART	290	003	TR	0930AM	1045AM	AR	0117	0	29	DOUGLAS, EDUARD	X
79	099	GU	ART	290	601	F	0800AM	0850AM	AR	0118	0	20		X
80	099	GU	ART	290	602	F	0300PM	0350PM	AR	0215	0	20		X
81	099	GU	ART	290	603	F	0200PM	0250PM	DE	0210	0	20		X
82	099	GU	ART	290	604	F	0400PM	0450PM	AR	0118	0	20		X
83	099	GU	ART	302	001	MW	0200PM	0450PM	AR	0219	15	18	LOGAN, JUAN	O
84	099	GU	ART	305	001	TR	1100AM	0150PM	AR	0316	15	15	WHETSTONE, JEFF	C
85	099	GU	ART	307	001	MW	0200PM	0450PM	AR	0226	17	20	PAGE, SUSAN	O
86	099	GU	ART	313	001	TR	0500PM	0750PM	LA	0121	4	3	NAM, YUN-DONG	C
87	099	GU	ART	314	001	TR	1100AM	0150PM	AR	0227	8	8	ZABOROWSKI, D J	C
88	099	GU	ART	324	001	MW	0200PM	0450PM	AR	0227	0	20		X
89	099	GU	ART	328	001	MW	1100AM	0150PM	AR	0301	15	14	GRABOWSKI, S E	C
90	099	GU	ART	356	001	TR	0800AM	1050AM	AR	0214	12	10	WHITWORTH, THOM	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	ART	386	001	MWF	1000AM	1050AM	AR	0218	39	35	LEVINE, CARY	C
92	099	GU	ART	387	001	MWF	1200PM	1250PM	AR	0218	31	30	BOWLES, JOHN	C
93	099	GU	ART	390	990	TBA	TBA	TBA			11	10	FORER, TAJ	C
94	099	GU	ART	394	001	W	0530PM	0730PM	AR	0218	21	20	PAGE, SUSAN	C
95	099	GU	ART	396	015	TBA	TBA	TBA			1	5	ZABOROWSKI, D J	O
96	099	GU	ART	396	031	TBA	TBA	TBA			0	5	STURGEON, M C	O
97	099	GU	ART	396	067	TBA	TBA	TBA			0	2	PARDO, M	O
98	099	GU	ART	396	068	TBA	TBA	TBA			1	5	GRABOWSKI, S E	O
99	099	GU	ART	396	114	TBA	TBA	TBA			0	5	WOOD, C	O
100	099	GU	ART	396	123	TBA	TBA	TBA			0	1	VERKERK, DOROTH	O
101	099	GU	ART	396	128	TBA	TBA	TBA			1	5	NAM, YUN-DONG	O
102	099	GU	ART	396	165	TBA	TBA	TBA			0	5	PAGE, SUSAN	O
103	099	GU	ART	396	168	TBA	TBA	TBA			0	5	MAGEE, CAROL	O
104	099	GU	ART	396	169	TBA	TBA	TBA			0	5	WILLIAMS, LYNEI	O
105	099	GU	ART	397	106	TBA	TBA	TBA			0	1	KOEHNLINE, M E	O
106	099	GU	ART	397	184	TBA	TBA	TBA			1	3	BAUER, JENNIFER	O
107	099	GU	ART	402	001	MW	0200PM	0450PM	AR	0219	2	2	LOGAN, JUAN	C
108	099	GU	ART	407	001	TR	0200PM	0450PM	AR	0226	0	15	SLAVICK, E	X
109	099	GU	ART	410	001	MW	0200PM	0450PM	LA	0120	0	15	HIRSCHFIELD, J	X
110	099	GU	ART	413	001	TR	0500PM	0750PM	LA	0121	1	2	NAM, YUN-DONG	O
111	099	GU	ART	416	001	TR	0600PM	0850PM	AR	0214	7	8	COLAGIOVANNI, D	O
112	099	GU	ART	453	001	TR	0200PM	0315PM	AR	0218	11	15	MAGEE, CAROL	O
113	099	GU	ART	464	001	TR	0930AM	1045AM	MU	0104	7	6	SAMS, G K	C
114	099	GU	ART	465	001	TR	0200PM	0315PM	MU	0304	9	10	TRUEMPER, MONIK	O
115	099	GU	ART	468	001	MWF	0200PM	0250PM	AR	0117	28	29	LIN, WEI-CHENG	O
116	099	GU	ART	480	998	TBA	TBA	TBA			0	0		C
117	099	GU	ART	490	001	TR	1230PM	0145PM	GC	1009	8	35	CHATTERJEE, PAR	O
118	099	GU	ART	490	002	MWF	1100AM	1150AM	AR	0117	0	29		X
119	099	GU	ART	490	003	MWF	0200PM	0250PM	AR	0117	0	29	LIN, WEI-CHENG	X
120	099	GU	ART	490	005	TR	0200PM	0315PM			0	15	DOUGLAS, EDUARD	X
121	099	GU	ART	514	001	TR	1100AM	1215PM	AR	0117	16	19	SHERMAN, DANIEL	O
122	099	GU	ART	554	001	TR	1230PM	0145PM	GC	3024	22	20	WILLIAMS, LYNEI	C
123	099	GU	ART	586	001	MWF	0100PM	0150PM	AR	0218	35	30	LEVINE, CARY	C
124	099	GU	ART	590	015	TBA	TBA	TBA			3	5	ZABOROWSKI, D J	O
125	099	GU	ART	590	068	TBA	TBA	TBA			0	5	GRABOWSKI, S E	O
126	099	GU	ART	590	082	TBA	TBA	TBA			0	5	HIRSCHFIELD, J	O
127	099	GU	ART	590	128	TBA	TBA	TBA			0	5	NAM, YUN-DONG	O
128	099	GU	ART	590	150	TBA	TBA	TBA			0	5	LOGAN, JUAN	X
129	099	GU	ART	590	155	TBA	TBA	TBA			1	5	LOGAN, JUAN	O
130	099	GU	ART	590	169	TBA	TBA	TBA			1	2	WILLIAMS, LYNEI	O
131	099	GU	ART	700	001	R	0600PM	0850PM	AR	0118	12	20	PEREZ-MENDEZ, R	O
132	099	GU	ART	710	015	TBA	TBA	TBA			0	5	ZABOROWSKI, D J	O
133	099	GU	ART	710	068	TBA	TBA	TBA			1	5	GRABOWSKI, S E	O
134	099	GU	ART	710	082	TBA	TBA	TBA			2	5	HIRSCHFIELD, J	O
135	099	GU	ART	710	118	TBA	TBA	TBA			0	5	SLAVICK, E	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
136	099	GU	ART	710	128	TBA	TBA	TBA			2	5	NAM, YUN-DONG	O
137	099	GU	ART	710	152	TBA	TBA	TBA			1	5	MCLAIN, KIMOWAN	O
138	099	GU	ART	710	154	TBA	TBA	TBA			2	5	WHETSTONE, JEFF	O
139	099	GU	ART	710	155	TBA	TBA	TBA			2	3	LOGAN, JUAN	O
140	099	GU	ART	710	172	TBA	TBA	TBA			0	5	MARZAN, MARIO	O
141	099	GU	ART	710	177	TBA	TBA	TBA			2	5	PEREZ-MENDEZ, R	O
142	099	GU	ART	750	010	TBA	TBA	TBA			0	5	FOLDA, J T	O
143	099	GU	ART	750	031	TBA	TBA	TBA			0	5	STURGEON, M C	O
144	099	GU	ART	750	056	TBA	TBA	TBA			1	5	SHERIFF, M D	O
145	099	GU	ART	750	114	TBA	TBA	TBA			0	5	WOOD, C	O
146	099	GU	ART	750	123	TBA	TBA	TBA			1	5	VERKERK, DOROTH	O
147	099	GU	ART	750	169	TBA	TBA	TBA			0	5	WILLIAMS, LYNEI	O
148	099	GU	ART	750	171	TBA	TBA	TBA			0	3	ALLMENDINGER, C	O
149	099	GU	ART	750	182	TBA	TBA	TBA			1	3	CHATTERJEE, PAR	O
150	099	GU	ART	750	185	TBA	TBA	TBA			1	1	HERMAN, BERNARD	C
151	099	GU	ART	850	001	R	0200PM	0450PM	AR	0118	6	15	DOUGLAS, EDUARD	O
152	099	GU	ART	950	001	T	0900AM	1150AM	AR	0118	0	15		X
153	099	GU	ART	960	001	T	0200PM	0450PM	AR	0118	5	10	STURGEON, M C	O
154	099	GU	ART	980	001	W	0800AM	1050AM	AR	0118	14	15	SHERIFF, M D	O
155	099	GU	ART	987	001	M	0200PM	0450PM	AR	0118	11	15	BOWLES, JOHN	O
156	099	GU	ART	992	001	W	0200PM	0450PM	AR	0118	0	15	GHOSH, PIKA	X
157	099	GU	ART	993	015	TBA	TBA	TBA			0	5	ZABOROWSKI, D J	O
158	099	GU	ART	993	031	TBA	TBA	TBA			0	5	STURGEON, M C	O
159	099	GU	ART	993	123	TBA	TBA	TBA			0	2	VERKERK, DOROTH	O
160	099	GU	ART	993	155	TBA	TBA	TBA			0	3	LOGAN, JUAN	O
161	099	GU	ART	994	010	TBA	TBA	TBA			0	5	FOLDA, J T	O
162	099	GU	ART	994	021	TBA	TBA	TBA			1	1	MARKS, A S	C
163	099	GU	ART	994	031	TBA	TBA	TBA			1	3	STURGEON, M C	O
164	099	GU	ART	994	056	TBA	TBA	TBA			5	20	SHERIFF, M D	O
165	099	GU	ART	994	123	TBA	TBA	TBA			2	5	VERKERK, DOROTH	O
166	099	GU	ART	994	144	TBA	TBA	TBA			1	5	GHOSH, PIKA	O
167	099	GU	ART	994	169	TBA	TBA	TBA			1	5	WILLIAMS, LYNEI	O
168	099	GU	ART	691H	001	TBA	TBA	TBA			11	10	PARDO, M	C
169	099	GU	ART	692H	001	TBA	TBA	TBA			0	5	PARDO, M	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	ASIA	060	001	TR	1100AM	1215PM	GL	0318	21	24	SHEMER, YARON	O
3	099	GU	ASIA	133	001	TR	0330PM	0445PM	GL	0431	4	4	TSIN, MICHAEL	C
4	099	GU	ASIA	135	001	TR	1100AM	1215PM	BI	0103	4	5	FREITAG, SANDRI	O
5	099	GU	ASIA	135	600	F	1200PM	1250PM	BI	0108	3	5		O
6	099	GU	ASIA	135	601	F	0100PM	0150PM	BI	0309	1	5		O
7	099	GU	ASIA	135	602	R	0500PM	0550PM	BI	0108	0	5		O
8	099	GU	ASIA	138	001	MWF	1200PM	1250PM	GA	0008	5	5	EL SHAMSY, AHME	C
9	099	GU	ASIA	138	600	F	0900AM	0950AM	AL	0205	0	2	SIMS, LAURA	O
10	099	GU	ASIA	138	601	F	1000AM	1050AM	AL	0205	0	2	SIMS, LAURA	O
11	099	GU	ASIA	138	602	F	1200PM	1250PM	GA	0001	3	2	SIMS, LAURA	C
12	099	GU	ASIA	147	001	TR	0330PM	0445PM	DE	0201	33	30	GOLD, DANIEL K.	C
13	099	GU	ASIA	150	001	TR	0930AM	1045AM	GA	0008	75	75	HEWISON, KEVIN	C
14	099	GU	ASIA	150	601	W	0100PM	0150PM	AR	0215	24	25	JOHANNESSON, ER	O
15	099	GU	ASIA	150	602	W	0300PM	0350PM	AR	0215	26	25	JOHANNESSON, ER	C
16	099	GU	ASIA	150	603	F	0100PM	0150PM	AR	0215	25	25	JOHANNESSON, ER	C
17	099	GU	ASIA	152	001	TR	1230PM	0145PM	AR	0215	32	30	LOTHSPEICH, PAM	C
18	099	GU	ASIA	153	001	MWF	0100PM	0150PM	AR	0117	10	10	OWENS, TAMMI	C
19	099	GU	ASIA	154	001	TR	1230PM	0145PM			0	20	ANDERSON, GLAIR	X
20	099	GU	ASIA	162	001	TR	1100AM	1215PM	AR	0215	31	30	LOTHSPEICH, PAM	C
21	099	GU	ASIA	165	001	MW	0430PM	0545PM	NW	0219	32	30	TAJ, AFROZ N.	C
22	099	GU	ASIA	165	001	W	0630PM	0930PM	WI	0217	32	30	TAJ, AFROZ N.	C
23	099	GU	ASIA	180	001	TR	1100AM	1150AM	GC	1015	20	20	ERNST, C	C
24	099	GU	ASIA	180	601	F	0900AM	0950AM	PE	0218	3	3	FOODY, KATHLEEN	C
25	099	GU	ASIA	180	602	F	0900AM	0950AM	SA	0104	2	2	MORGENSTEIN-FUE	C
26	099	GU	ASIA	180	603	F	1000AM	1050AM	PE	0218	2	2	FOODY, KATHLEEN	C
27	099	GU	ASIA	180	604	F	1000AM	1050AM	SA	0104	2	2	MORGENSTEIN-FUE	C
28	099	GU	ASIA	180	605	F	1100AM	1150AM	SA	0104	2	2	MORGENSTEIN-FUE	C
29	099	GU	ASIA	180	606	F	1100AM	1150AM	MU	0105	1	2	THAVER, TEHSEEN	O
30	099	GU	ASIA	180	607	F	0300PM	0350PM	GC	3024	3	3	TORNQUIST, LEIF	C
31	099	GU	ASIA	180	608	F	0200PM	0250PM	MU	0105	1	2	THAVER, TEHSEEN	O
32	099	GU	ASIA	180	609	F	0300PM	0350PM	MU	0105	0	2	THAVER, TEHSEEN	O
33	099	GU	ASIA	180	610	F	1100AM	1150AM	DE	0412	1	2	TORNQUIST, LEIF	O
34	099	GU	ASIA	180	611	F	0200PM	0250PM	GC	3024	1	2	TORNQUIST, LEIF	O
35	099	GU	ASIA	180	612	F	0200PM	0250PM	MU	0302	2	2	FOODY, KATHLEEN	C
36	099	GU	ASIA	243	01S	TBA	TBA	TBA			17	25	YUE, G	O
37	099	GU	ASIA	265	001	MWF	0200PM	0250PM			0	5		X
38	099	GU	ASIA	267	001	MWF	0200PM	0250PM	SA	0204	4	5	PALIS, JOSEPH	O
39	099	GU	ASIA	281	001	TR	0330PM	0445PM	GA	0307	0	2	FLETCHER, W M	X
40	099	GU	ASIA	286	001	MWF	1000AM	1050AM	NE	0102	0	5	BOTSMAN, DANIEL	X
41	099	GU	ASIA	302	001	TR	0930AM	1045AM	SA	0104	4	5	AMBROS, BARBARA	O
42	099	GU	ASIA	483	001	TR	1230PM	0145PM			0	5		X
43	099	GU	ASIA	490	001	MWF	0900AM	0950AM	PE	0217	17	20	ZULFIKAR, CANGU	O
44	099	GU	ASIA	490	007	TR	0330PM	0445PM	SC	0201	0	15		X
45	099	GU	ASIA	496	001	TBA	TBA	TBA			1	1	LOTHSPEICH, PAM	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	ASIA	586	001	TR	0500PM	0615PM	GA	0009	0	5	JOHNSON, NORRIS	X
47	099	GU	ASIA	691H	001	TR	0500PM	0615PM	NW	0103	4	10	BARDSLEY, JANIC	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	ASTR	101	001	MWF	0100PM	0150PM	CA	0111	255	400	REICHART, DAN	O
3	099	GU	ASTR	101	002	TR	0800AM	0915AM	PH	0215	136	148	CLEMENS, JC	O
4	099	GU	ASTR	101	003	MWF	0200PM	0250PM	PH	0215	0	0	KANNAPPAN, SHEI	C
5	099	GU	ASTR	101	990	TBA	TBA	TBA			4	10	REICHART, DAN	O
6	099	GU	ASTR	102	001	TR	0200PM	0315PM	PH	0215	10	20	KANNAPPAN, SHEI	O
7	099	GU	ASTR	291	001	TR	0200PM	0315PM	PH	0215	4	20	KANNAPPAN, SHEI	O
8	099	GU	ASTR	391	001	TBA	TBA	TBA			2	20		O
9	099	GU	ASTR	702	001	TR	0200PM	0315PM	XX	XX	0	0	KANNAPPAN, SHEI	X
10	099	GU	ASTR	704	001	MWF	0900AM	0950AM	PH	0212	0	15		X
11	099	GU	ASTR	705	001	TR	0930AM	1045AM	XX	XX	8	20	HEITSCH, FABIAN	O
12	099	GU	ASTR	891	001	TBA	TBA	TBA			0	0	KANNAPPAN, SHEI	C
13	099	GU	ASTR	101L	411	M	0900PM	1030PM	CP	0235	27	30	ECKERT, KATHLEE	O
14	099	GU	ASTR	101L	412	T	0700PM	0830PM	CP	0235	32	30	ECKERT, KATHLEE	C
15	099	GU	ASTR	101L	413	W	0900PM	1030PM	CP	0235	28	30	MCBRIDE, JOELLE	O
16	099	GU	ASTR	101L	414	M	0700PM	0830PM	CP	0235	31	30	ECKERT, KATHLEE	C
17	099	GU	ASTR	101L	415	T	0900PM	1030PM	CP	0235	28	30	MCBRIDE, JOELLE	O
18	099	GU	ASTR	101L	416	W	0700PM	0830PM	CP	0235	32	30	MCBRIDE, JOELLE	C
19	099	GU	ASTR	101L	421	R	0900PM	1030PM	CP	0235	28	30	MOORE, JUSTIN	O
20	099	GU	ASTR	101L	422	R	0700PM	0830PM	CP	0235	31	30	MOORE, JUSTIN	C
21	099	GU	ASTR	101L	990	TBA	TBA	TBA			0	10	REICHART, DAN	X
22	099	GU	ASTR	101L	991	TBA	TBA	TBA			2	15	REICHART, DAN	X
23	099	GU	ASTR	101L	992	TBA	TBA	TBA			0	1	REICHART, DAN	X
24	099	GU	ASTR	111L	400	TBA	TBA	TBA			3	25	REICHART, DAN	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	BBSP	902	001	TBA	TBA	TBA			12	20	CARON, KATHLEEN	O
3	099	GU	BBSP	902	002	TBA	TBA	TBA			16	20	CYR, DOUGLAS	O
4	099	GU	BBSP	902	003	TBA	TBA	TBA			14	20	NICHOLAS, R A	O
5	099	GU	BBSP	902	004	TBA	TBA	TBA			13	20	RATHMELL, WENDY	O
6	099	GU	BBSP	902	005	TBA	TBA	TBA			16	20	TAYLOR, JOAN M	O
7	099	GU	BBSP	902	006	TBA	TBA	TBA			13	20	VILEN, BARBARA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	BCB	701	001	TBA	TBA	TBA			10	25	ELSTON, TIMOTHY	O
3	099	GU	BCB	710	001	M	0430PM	0530PM	XX	XX	20	30	ELSTON, TIMOTHY	O
4	099	GU	BCB	711	001	TR	1100AM	1215PM	XX	XX	6	25	GIDDINGS, MORGA	O
5	099	GU	BCB	712	001	TR	1100AM	1215PM	MU	0117	7	25	HEMMINGER, BRAD	O
6	099	GU	BCB	714	001	TR	1100AM	1215PM	XX	XX	0	25	WRIGHT, FRED	X
7	099	GU	BCB	716	001	TR	0930AM	1045AM	PH	0222	7	25	VISION, TODD J.	O
8	099	GU	BCB	850	001	TBA	TBA	TBA			3	25	ELSTON, TIMOTHY	O
9	099	GU	BCB	905	001	TBA	TBA	TBA			10	25	ELSTON, TIMOTHY	O
10	099	GU	BCB	993	001	TBA	TBA	TBA			0	5	ELSTON, TIMOTHY	O
11	099	GU	BCB	994	001	TBA	TBA	TBA			9	30	ELSTON, TIMOTHY	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	BIOC	107	001	MWF	0900AM	0950AM			85	120	TOEWS, A D	O
3	099	GU	BIOC	107	401	R	0100PM	0250PM			44	49	TOEWS, A D	O
4	099	GU	BIOC	107	402	R	0300PM	0450PM			40	60	TOEWS, A D	O
5	099	GU	BIOC	442	001	TR	0330PM	0445PM	HC	0003	1	6	RUSYN, IVAN I	O
6	099	GU	BIOC	505	001	MWF	1200PM	1250PM			10	45	FRIED, H M	O
7	099	GU	BIOC	601	001	MWF	1000AM	1050AM			13	20	TRAUT, T W	O
8	099	GU	BIOC	631	001	MWF	0900AM	0950AM	XX	XX	3	15	SANCAR, A	O
9	099	GU	BIOC	650	001	MWF	1100AM	1150AM			13	20	LENTZ, B R	O
10	099	GU	BIOC	651	001	MWF	1100AM	1150AM			11	15	LENTZ, B R	O
11	099	GU	BIOC	652	001	MWF	1100AM	1150AM			11	20	HERMANS, J	O
12	099	GU	BIOC	655	001	TBA	TBA	TBA			7	25		O
13	099	GU	BIOC	705	001	TBA	TBA	TBA			1	20		O
14	099	GU	BIOC	715	001	TBA	TBA	TBA			9	25	STRAHL, BRIAN	O
15	099	GU	BIOC	805	001	TBA	TBA	TBA			3	10	TROPSHA, A .	O
16	099	GU	BIOC	901	001	TBA	TBA	TBA			0	20		O
17	099	GU	BIOC	994	001	TBA	TBA	TBA			71	80	TRAUT, T W	O
18	099	GU	BIOC	722A	001	MWF	1000AM	1150AM			0	3	STUART, A E	O
19	099	GU	BIOC	722B	001	MWF	1000AM	1150AM			0	3	STUART, A E	O
20	099	GU	BIOC	722C	001	MWF	1000AM	1150AM			0	3	STUART, A E	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	BIOL	057	001	TR	0200PM	0315PM	WI	0202	0	20	LILJEGREN, SARA	X
3	099	GU	BIOL	101	001	MWF	0900AM	0950AM	HM	0100	401	433	HOGAN, KELLY AN	O
4	099	GU	BIOL	101	002	TR	0930AM	1045AM	HM	0100	407	400	DESAIX, J S	C
5	099	GU	BIOL	101	951	MW	0600PM	0715PM	CO	0201	26	25	STEGENGA, BARBA	C
6	099	GU	BIOL	113	001	MWF	1100AM	1150AM	WI	0217	28	30	HOGAN, KELLY AN	O
7	099	GU	BIOL	128	001	MWF	0300PM	0350PM	PE	0306	28	29	REISNER, H M	O
8	099	GU	BIOL	159	001	TR	0200PM	0315PM	MT	0005	24	25	CARTER, J G	O
9	099	GU	BIOL	201	006	MWF	0900AM	0950AM	CO	0201	200	198	BURCH, CHRISTIN	C
10	099	GU	BIOL	201	007	TR	0930AM	1045AM	CO	0201	204	198	UMBANHOWAR, JAM	C
11	099	GU	BIOL	201	601	M	0100PM	0150PM	WI	0132	24	24	BURCH, CHRISTIN	C
12	099	GU	BIOL	201	602	M	0300PM	0350PM	WI	0132	22	24	BURCH, CHRISTIN	O
13	099	GU	BIOL	201	603	T	0100PM	0150PM	WI	0132	24	24	BURCH, CHRISTIN	C
14	099	GU	BIOL	201	604	T	0300PM	0350PM	WI	0132	23	24	BURCH, CHRISTIN	O
15	099	GU	BIOL	201	605	W	0100PM	0150PM	WI	0132	23	24	BURCH, CHRISTIN	O
16	099	GU	BIOL	201	606	W	0300PM	0350PM	WI	0132	24	24	BURCH, CHRISTIN	C
17	099	GU	BIOL	201	607	M	0500PM	0550PM	WI	0132	19	24	BURCH, CHRISTIN	O
18	099	GU	BIOL	201	608	T	0500PM	0550PM	WI	0132	23	24	BURCH, CHRISTIN	O
19	099	GU	BIOL	201	609	W	0500PM	0550PM	WI	0132	16	24	BURCH, CHRISTIN	O
20	099	GU	BIOL	201	701	M	0200PM	0250PM	WI	0132	23	22	UMBANHOWAR, JAM	C
21	099	GU	BIOL	201	702	M	0400PM	0450PM	WI	0132	22	22	UMBANHOWAR, JAM	C
22	099	GU	BIOL	201	703	T	0200PM	0250PM	WI	0132	22	22	UMBANHOWAR, JAM	C
23	099	GU	BIOL	201	704	T	0400PM	0450PM	WI	0132	21	22	UMBANHOWAR, JAM	O
24	099	GU	BIOL	201	705	W	0200PM	0250PM	WI	0132	22	22	UMBANHOWAR, JAM	C
25	099	GU	BIOL	201	706	W	0400PM	0450PM	WI	0132	22	22	UMBANHOWAR, JAM	C
26	099	GU	BIOL	201	707	T	0600PM	0650PM	WI	0132	20	22	UMBANHOWAR, JAM	O
27	099	GU	BIOL	201	708	R	0200PM	0250PM	WI	0132	21	22	UMBANHOWAR, JAM	O
28	099	GU	BIOL	201	709	R	0400PM	0450PM	WI	0132	21	22	UMBANHOWAR, JAM	O
29	099	GU	BIOL	201	998	TBA	TBA	TBA			0	999		O
30	099	GU	BIOL	202	006	MWF	1100AM	1150AM	CO	0201	197	200	PUKKILA, P J	O
31	099	GU	BIOL	202	007	TR	1100AM	1215PM	CO	0201	208	198	BLOOM, KERRY S	C
32	099	GU	BIOL	202	601	M	0100PM	0150PM	XX	XX	25	25	PUKKILA, P J	C
33	099	GU	BIOL	202	602	M	0200PM	0250PM	XX	XX	24	25	PUKKILA, P J	O
34	099	GU	BIOL	202	603	M	0300PM	0350PM	XX	XX	23	25	PUKKILA, P J	O
35	099	GU	BIOL	202	604	M	0400PM	0450PM	XX	XX	24	25	PUKKILA, P J	O
36	099	GU	BIOL	202	605	T	0100PM	0150PM	XX	XX	25	25	PUKKILA, P J	C
37	099	GU	BIOL	202	606	T	0200PM	0250PM	XX	XX	25	25	PUKKILA, P J	C
38	099	GU	BIOL	202	607	T	0300PM	0350PM	XX	XX	23	25	PUKKILA, P J	O
39	099	GU	BIOL	202	608	T	0400PM	0450PM	XX	XX	25	25	PUKKILA, P J	C
40	099	GU	BIOL	202	701	W	0100PM	0150PM	XX	XX	25	25	BLOOM, K S	C
41	099	GU	BIOL	202	702	W	0200PM	0250PM	XX	XX	24	25	BLOOM, K S	O
42	099	GU	BIOL	202	703	W	0300PM	0350PM	XX	XX	24	25	BLOOM, K S	O
43	099	GU	BIOL	202	704	W	0400PM	0450PM	XX	XX	22	25	BLOOM, K S	O
44	099	GU	BIOL	202	705	R	0100PM	0150PM	XX	XX	26	25	BLOOM, K S	C
45	099	GU	BIOL	202	706	R	0200PM	0250PM	XX	XX	24	25	BLOOM, K S	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	BIOL	202	707	R	0300PM	0350PM	XX	XX	23	24	BLOOM, KERRY S	O
47	099	GU	BIOL	202	708	R	0400PM	0450PM	XX	XX	16	24	BLOOM, KERRY S	O
48	099	GU	BIOL	202	998	TBA	TBA	TBA			0	999		O
49	099	GU	BIOL	202	999	TBA	TBA	TBA			0	999		O
50	099	GU	BIOL	205	006	MWF	1000AM	1050AM	CO	0201	184	198	SALMON, E D	O
51	099	GU	BIOL	205	007	TR	0930AM	1045AM	AR	0121	87	100	JONES, A M	O
52	099	GU	BIOL	205	601	W	0100PM	0150PM	WI	0134	25	25	SALMON, E D	C
53	099	GU	BIOL	205	602	W	0200PM	0250PM	WI	0134	26	25	SALMON, E D	C
54	099	GU	BIOL	205	603	R	0100PM	0150PM	WI	0134	25	25	SALMON, E D	C
55	099	GU	BIOL	205	604	R	0200PM	0250PM	WI	0134	25	25	SALMON, E D	C
56	099	GU	BIOL	205	605	W	0300PM	0350PM	WI	0134	25	25	SALMON, E D	C
57	099	GU	BIOL	205	606	W	0400PM	0450PM	WI	0134	25	25	SALMON, E D	C
58	099	GU	BIOL	205	607	R	0300PM	0350PM	WI	0134	16	24	SALMON, E D	O
59	099	GU	BIOL	205	608	R	0400PM	0450PM	WI	0134	10	24	SALMON, E D	O
60	099	GU	BIOL	205	701	M	0300PM	0350PM	WI	0134	24	25	JONES, A M	O
61	099	GU	BIOL	205	702	M	0400PM	0450PM	WI	0134	1	1	JONES, A M	X
62	099	GU	BIOL	205	703	T	0100PM	0150PM	WI	0134	23	25	JONES, A M	O
63	099	GU	BIOL	205	704	T	0200PM	0250PM	WI	0134	22	25	JONES, A M	O
64	099	GU	BIOL	205	705	M	0500PM	0550PM	WI	0134	1	1	JONES, A M	X
65	099	GU	BIOL	205	706	T	0500PM	0550PM	WI	0134	0	1	JONES, A M	X
66	099	GU	BIOL	205	707	T	0300PM	0350PM	DE	0410	2	1	JONES, A M	X
67	099	GU	BIOL	205	708	T	0400PM	0450PM	WI	0134	13	24	JONES, A M	O
68	099	GU	BIOL	205	998	TBA	TBA	TBA			0	999		O
69	099	GU	BIOL	213	001	TR	0930AM	1045AM	HN	0112	23	30	KINGSOLVER, JOE	O
70	099	GU	BIOL	251	851	TBA	TBA	TBA			0	999		O
71	099	GU	BIOL	251	988	TBA	TBA	TBA			0	999		O
72	099	GU	BIOL	252	001	TR	1230PM	0145PM	CN	0009	190	185	JOHNSON, COREY	C
73	099	GU	BIOL	252	002	TR	1230PM	0145PM	CN	0009	47	45	JOHNSON, COREY	C
74	099	GU	BIOL	252	003	TR	1230PM	0145PM	CN	0009	12	10	JOHNSON, COREY	C
75	099	GU	BIOL	252	004	MWF	1200PM	1250PM	CN	0009	183	185	SHEMER, GIDEON	O
76	099	GU	BIOL	252	005	MWF	1200PM	1250PM	CN	0009	46	45	SHEMER, GIDEON	C
77	099	GU	BIOL	252	006	MWF	1200PM	1250PM	CN	0009	11	10	SHEMER, GIDEON	C
78	099	GU	BIOL	252	101	M	0900AM	1150AM	WI	0111	25	24	JOHNSON, COREY	C
79	099	GU	BIOL	252	102	M	0200PM	0445PM	WI	0111	25	24	JOHNSON, COREY	C
80	099	GU	BIOL	252	103	M	0500PM	0750PM	WI	0111	25	24	JOHNSON, COREY	C
81	099	GU	BIOL	252	104	T	0900AM	1150AM	WI	0111	23	24	JOHNSON, COREY	O
82	099	GU	BIOL	252	105	T	0200PM	0445PM	WI	0111	25	24	JOHNSON, COREY	C
83	099	GU	BIOL	252	106	T	0500PM	0750PM	WI	0111	25	24	JOHNSON, COREY	C
84	099	GU	BIOL	252	107	W	0200PM	0445PM	WI	0111	25	24	JOHNSON, COREY	C
85	099	GU	BIOL	252	108	W	0500PM	0750PM	WI	0111	25	24	JOHNSON, COREY	C
86	099	GU	BIOL	252	109	R	0200PM	0445PM	WI	0111	25	24	JOHNSON, COREY	C
87	099	GU	BIOL	252	110	R	0500PM	0750PM	WI	0111	25	24	JOHNSON, COREY	C
88	099	GU	BIOL	252	111	F	0200PM	0445PM	WI	0111	24	24	JOHNSON, COREY	C
89	099	GU	BIOL	252	201	M	0900AM	1150AM	WI	0212	0	24	JOHNSON, COREY	X
90	099	GU	BIOL	252	202	M	0200PM	0445PM	WI	0212	25	24	JOHNSON, COREY	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	BIOL	252	203	M	0500PM	0750PM	WI	0212	22	24	JOHNSON, COREY	O
92	099	GU	BIOL	252	204	T	0900AM	1150AM	WI	0212	0	24	JOHNSON, COREY	X
93	099	GU	BIOL	252	205	T	0200PM	0445PM	WI	0212	24	24	JOHNSON, COREY	C
94	099	GU	BIOL	252	206	T	0500PM	0750PM	WI	0212	25	24	JOHNSON, COREY	C
95	099	GU	BIOL	252	207	W	0200PM	0445PM	WI	0212	25	24	JOHNSON, COREY	C
96	099	GU	BIOL	252	208	W	0500PM	0750PM	WI	0212	25	24	JOHNSON, COREY	C
97	099	GU	BIOL	252	209	R	0200PM	0445PM	WI	0212	24	24	JOHNSON, COREY	C
98	099	GU	BIOL	252	210	R	0500PM	0750PM	WI	0212	25	24	JOHNSON, COREY	C
99	099	GU	BIOL	252	211	F	0200PM	0445PM	WI	0212	22	24	JOHNSON, COREY	O
100	099	GU	BIOL	252	999	TBA	TBA	TBA			0	999		O
101	099	GU	BIOL	262	001	TR	1100AM	1215PM	KL	B121	28	40	REICE, S R	O
102	099	GU	BIOL	272	001	M	0200PM	0450PM	CO	0214	25	25	WEAKLEY, ALAN	C
103	099	GU	BIOL	272	001	MWF	1000AM	1050AM	CP	0201	25	25	WEAKLEY, ALAN	C
104	099	GU	BIOL	272	002	W	0200PM	0450PM	CO	0214	24	25	WEAKLEY, ALAN	O
105	099	GU	BIOL	272	002	MWF	1000AM	1050AM	CP	0201	24	25	WEAKLEY, ALAN	O
106	099	GU	BIOL	274	001	TR	0930AM	1045AM	WI	0217	9	12	GENSEL, P G	O
107	099	GU	BIOL	274	001	T	0130PM	0420PM	WI	0140	9	12	GENSEL, P G	O
108	099	GU	BIOL	274	002	R	0130PM	0420PM	WI	0140	17	23	GENSEL, P G	O
109	099	GU	BIOL	274	002	TR	0930AM	1045AM	WI	0217	17	23	GENSEL, P G	O
110	099	GU	BIOL	276	001	TR	0200PM	0315PM	BI	0103	106	97	JOHNSON, COREY	C
111	099	GU	BIOL	277	001	TR	0800AM	0915AM	WI	0128	54	60	WILEY, R H	O
112	099	GU	BIOL	278	001	TR	1100AM	1215PM	MA	0209	149	150	LOHMANN, C M	O
113	099	GU	BIOL	279	998	TBA	TBA	TBA			0	999		O
114	099	GU	BIOL	290	998	TBA	TBA	TBA			0	0		C
115	099	GU	BIOL	291	002	TBA	TBA	TBA			0	10	DESAIX, J S	O
116	099	GU	BIOL	291	003	TBA	TBA	TBA			16	10	JOHNSON, COREY	C
117	099	GU	BIOL	292	002	TBA	TBA	TBA			1	10	DESAIX, J S	O
118	099	GU	BIOL	292	003	TBA	TBA	TBA			1	5	GENSEL, P G	O
119	099	GU	BIOL	350	001	TR	1100AM	1215PM	CW	0105	21	21	TESKE, ANDREAS	C
120	099	GU	BIOL	395	001	TBA	TBA	TBA			5	5	ROGERS, STEVE	C
121	099	GU	BIOL	395	002	TBA	TBA	TBA			1	5	MITCHELL, CHARL	O
122	099	GU	BIOL	395	003	TBA	TBA	TBA			2	10	HURLBERT, ALLEN	O
123	099	GU	BIOL	395	004	TBA	TBA	TBA			3	5	BURMEISTER, SAB	O
124	099	GU	BIOL	395	005	TBA	TBA	TBA			2	2	HARRIS, A K	C
125	099	GU	BIOL	395	008	TBA	TBA	TBA			4	5	HOGAN, KELLY AN	O
126	099	GU	BIOL	395	009	TBA	TBA	TBA			1	5	BRUNO, JOHN F	O
127	099	GU	BIOL	395	010	TBA	TBA	TBA			8	5	JOHNSON, COREY	C
128	099	GU	BIOL	395	011	TBA	TBA	TBA			7	10	MATERA, GREGORY	O
129	099	GU	BIOL	395	015	TBA	TBA	TBA			2	5	SLEP, KEVIN	O
130	099	GU	BIOL	395	020	TBA	TBA	TBA			1	10	WILEY, R H	O
131	099	GU	BIOL	395	021	TBA	TBA	TBA			1	5	JONES, CORBIN	O
132	099	GU	BIOL	395	022	TBA	TBA	TBA			4	5	PFENNIG, KARIN	O
133	099	GU	BIOL	395	023	TBA	TBA	TBA			1	5	SOCKMAN, KEITH	O
134	099	GU	BIOL	395	034	TBA	TBA	TBA			1	10	SALMON, E D	O
135	099	GU	BIOL	395	039	TBA	TBA	TBA			3	2	BLOOM, K S	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
136	099	GU	BIOL	395	045	TBA	TBA	TBA			0	2	GENSEL, P G	O
137	099	GU	BIOL	395	052	TBA	TBA	TBA			1	5	MATTHYSSE, A G	O
138	099	GU	BIOL	395	063	TBA	TBA	TBA			2	2	MATSON, S W	C
139	099	GU	BIOL	395	068	TBA	TBA	TBA			1	2	SEARLES, L L	O
140	099	GU	BIOL	395	071	TBA	TBA	TBA			1	2	JONES, A M	O
141	099	GU	BIOL	395	072	TBA	TBA	TBA			2	10	WHITE, P S	O
142	099	GU	BIOL	395	079	TBA	TBA	TBA			2	2	BAUTCH, V L	C
143	099	GU	BIOL	395	081	TBA	TBA	TBA			1	2	BALDWIN, A S	O
144	099	GU	BIOL	395	083	TBA	TBA	TBA			1	2	LOHMANN, K J	O
145	099	GU	BIOL	395	085	TBA	TBA	TBA			3	2	PEIFER, M A	C
146	099	GU	BIOL	395	086	TBA	TBA	TBA			0	2	MARZLUFF, W F	O
147	099	GU	BIOL	395	087	TBA	TBA	TBA			2	2	DANGL, JL	C
148	099	GU	BIOL	395	088	TBA	TBA	TBA			0	2	REED, JW	O
149	099	GU	BIOL	395	089	TBA	TBA	TBA			2	5	YEH, E.	O
150	099	GU	BIOL	395	091	TBA	TBA	TBA			3	2	PFENNIG, DW	C
151	099	GU	BIOL	395	092	TBA	TBA	TBA			3	10	DURONIO, RJ	O
152	099	GU	BIOL	395	093	TBA	TBA	TBA			0	2	GRANT, SR	O
153	099	GU	BIOL	395	095	TBA	TBA	TBA			3	2	SEKELSKY, JEFF	C
154	099	GU	BIOL	395	096	TBA	TBA	TBA			1	2	GOLDSTEIN, ROBE	O
155	099	GU	BIOL	395	099	TBA	TBA	TBA			0	3	LOHMANN, C M	O
156	099	GU	BIOL	395	100	TBA	TBA	TBA			0	3	CONLON, FRANK L	O
157	099	GU	BIOL	395	102	TBA	TBA	TBA			1	3	AHMED, SHAWN	O
158	099	GU	BIOL	395	103	TBA	TBA	TBA			0	5	VISION, TODD J.	O
159	099	GU	BIOL	395	106	TBA	TBA	TBA			1	5	LIEB, JASON	O
160	099	GU	BIOL	395	107	TBA	TBA	TBA			0	5	BURCH, CHRISTIN	O
161	099	GU	BIOL	395	108	TBA	TBA	TBA			0	5	LILJEGREN, SARA	O
162	099	GU	BIOL	395	110	TBA	TBA	TBA			2	5	COPENHAVER, GRE	O
163	099	GU	BIOL	396	001	TBA	TBA	TBA			0	10	ROGERS, STEVE	O
164	099	GU	BIOL	396	071	TBA	TBA	TBA			1	10	JONES, A M	O
165	099	GU	BIOL	396	079	TBA	TBA	TBA			2	10	BAUTCH, V L	O
166	099	GU	BIOL	396	085	TBA	TBA	TBA			1	5	PEIFER, M A	O
167	099	GU	BIOL	396	086	TBA	TBA	TBA			1	5	MARZLUFF, W F	O
168	099	GU	BIOL	396	096	TBA	TBA	TBA			0	10	GOLDSTEIN, ROBE	O
169	099	GU	BIOL	396	107	TBA	TBA	TBA			1	10	BURCH, CHRISTIN	O
170	099	GU	BIOL	410	001	TR	1230PM	0145PM	CO	0214	16	20	COBLE, JENNIFER	O
171	099	GU	BIOL	422	001	MWF	1000AM	1050AM	WI	0128	72	70	MATTHYSSE, A G	C
172	099	GU	BIOL	425	001	TR	0930AM	1045AM	WI	0128	34	32	SEKELSKY, JEFF	C
173	099	GU	BIOL	426	001	MWF	1000AM	1050AM	BI	0103	74	60	CHURCH, F C	C
174	099	GU	BIOL	427	001	TR	0930AM	1045AM	MU	0314	25	25	JONES, CORBIN	C
175	099	GU	BIOL	430	001	TR	1230PM	0145PM	CP	0211	5	5	SPREMULLI, LIND	C
176	099	GU	BIOL	446	001	MWF	1000AM	1050AM	GM	0035	26	30	HARRIS, A K	O
177	099	GU	BIOL	448	001	MW	0200PM	0315PM	WI	0128	36	40	KIEBER, JOSEPH	O
178	099	GU	BIOL	450	001	MWF	1100AM	1150AM	WI	0107	71	70	LOHMANN, K J	C
179	099	GU	BIOL	452	001	TR	1100AM	1215PM	WI	0202	19	20	SERVEDIO, MARIA	O
180	099	GU	BIOL	452	001	M	0300PM	0500PM	WI	0202	19	20	SERVEDIO, MARIA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
181	099	GU	BIOL	453	001	TR	0930AM	1045AM	WI	0218	30	30	WILEY, R H	C
182	099	GU	BIOL	454	001	TR	1230PM	0145PM	NW	0219	24	30	VISION, TODD J.	O
183	099	GU	BIOL	471	998	TBA	TBA	TBA			0	999		O
184	099	GU	BIOL	475	998	TBA	TBA	TBA			0	999		O
185	099	GU	BIOL	514	001	TR	1100AM	1215PM	WI	0107	14	30	GOLDSTEIN, ROBE	O
186	099	GU	BIOL	535	001	R	0100PM	0450PM	WI	0130	13	15	STAFFORD, D W	O
187	099	GU	BIOL	552	001	TR	1000AM	1115AM	HO	0201	0	30	BURMEISTER, SAB	X
188	099	GU	BIOL	563	001	W	0200PM	0350PM	GM	0210	0	10	WEISS, JACK M.	X
189	099	GU	BIOL	602	001	TBA	TBA	TBA			10	20	PFENNIG, KARIN	O
190	099	GU	BIOL	621	001	F	0200PM	0250PM	WI	0128	5	25	SEKELSKY, JEFF	O
191	099	GU	BIOL	621	001	TR	1100AM	1215PM	WI	0128	5	25	SEKELSKY, JEFF	O
192	099	GU	BIOL	624	001	TR	0200PM	0315PM	SC	0201	9	10	BAUTCH, V L	O
193	099	GU	BIOL	625	001	TBA	TBA	TBA			5	20	BAUTCH, V L	O
194	099	GU	BIOL	631	001	MWF	0900AM	0950AM	XX	XX	2	10	SANCAR, A	O
195	099	GU	BIOL	639	001	TBA	TBA	TBA			3	20	REED, JW	O
196	099	GU	BIOL	643	001	TBA	TBA	TBA			6	20	SLEP, KEVIN	O
197	099	GU	BIOL	801	001	TBA	TBA	TBA			11	15	GOLDSTEIN, ROBE	O
198	099	GU	BIOL	890	001	TBA	TBA	TBA			6	10	KINGSOLVER, JOE	O
199	099	GU	BIOL	891	001	M	1200PM	1250PM	SC	0210	20	40	REED, JW	O
200	099	GU	BIOL	901	001	TBA	TBA	TBA			1	13	ROGERS, STEVE	O
201	099	GU	BIOL	901	023	TBA	TBA	TBA			2	10	SOCKMAN, KEITH	O
202	099	GU	BIOL	901	024	TBA	TBA	TBA			1	10	SERVEDIO, MARIA	O
203	099	GU	BIOL	921	001	TBA	TBA	TBA			0	999		O
204	099	GU	BIOL	931	086	TBA	TBA	TBA			1	2	MARZLUFF, W F	O
205	099	GU	BIOL	941	096	TBA	TBA	TBA			0	3	GOLDSTEIN, ROBE	O
206	099	GU	BIOL	941	100	TBA	TBA	TBA			0	2	CONLON, FRANK L	O
207	099	GU	BIOL	993	022	TBA	TBA	TBA			0	5	PFENNIG, KARIN	O
208	099	GU	BIOL	994	001	TBA	TBA	TBA			4	5	ROGERS, STEVE	O
209	099	GU	BIOL	994	002	TBA	TBA	TBA			1	5	MITCHELL, CHARL	O
210	099	GU	BIOL	994	004	TBA	TBA	TBA			3	10	BURMEISTER, SAB	O
211	099	GU	BIOL	994	007	TBA	TBA	TBA			0	5	PEROU, CHARLES	O
212	099	GU	BIOL	994	009	TBA	TBA	TBA			0	10	BRUNO, JOHN F	O
213	099	GU	BIOL	994	014	TBA	TBA	TBA			1	2	REICE, S R	O
214	099	GU	BIOL	994	021	TBA	TBA	TBA			4	5	JONES, CORBIN	O
215	099	GU	BIOL	994	022	TBA	TBA	TBA			2	5	PFENNIG, KARIN	O
216	099	GU	BIOL	994	024	TBA	TBA	TBA			1	5	SERVEDIO, MARIA	O
217	099	GU	BIOL	994	033	TBA	TBA	TBA			1	5	HEDRICK, TY	O
218	099	GU	BIOL	994	034	TBA	TBA	TBA			0	3	SALMON, E D	O
219	099	GU	BIOL	994	039	TBA	TBA	TBA			3	10	BLOOM, K S	O
220	099	GU	BIOL	994	045	TBA	TBA	TBA			0	2	GENSEL, P G	O
221	099	GU	BIOL	994	047	TBA	TBA	TBA			0	3	HOMMERSAND, M H	O
222	099	GU	BIOL	994	057	TBA	TBA	TBA			1	10	PEET, R K	O
223	099	GU	BIOL	994	063	TBA	TBA	TBA			1	3	MATSON, S W	O
224	099	GU	BIOL	994	068	TBA	TBA	TBA			1	3	SEARLES, L L	O
225	099	GU	BIOL	994	071	TBA	TBA	TBA			1	2	JONES, A M	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
226	099	GU	BIOL	994	079	TBA	TBA	TBA			3	9	BAUTCH, V L	O
227	099	GU	BIOL	994	081	TBA	TBA	TBA			1	2	BALDWIN, A S	O
228	099	GU	BIOL	994	083	TBA	TBA	TBA			1	5	LOHMANN, K J	O
229	099	GU	BIOL	994	085	TBA	TBA	TBA			4	10	PEIFER, M A	O
230	099	GU	BIOL	994	086	TBA	TBA	TBA			2	3	MARZLUFF, W F	O
231	099	GU	BIOL	994	087	TBA	TBA	TBA			4	5	DANGL, JL	O
232	099	GU	BIOL	994	091	TBA	TBA	TBA			5	10	PFENNIG, DW	O
233	099	GU	BIOL	994	092	TBA	TBA	TBA			1	10	DURONIO, RJ	O
234	099	GU	BIOL	994	096	TBA	TBA	TBA			3	4	GOLDSTEIN, ROBE	O
235	099	GU	BIOL	994	097	TBA	TBA	TBA			2	3	KIEBER, JOSEPH	O
236	099	GU	BIOL	994	098	TBA	TBA	TBA			0	3	CREWS, STEVE	O
237	099	GU	BIOL	994	099	TBA	TBA	TBA			3	3		C
238	099	GU	BIOL	994	100	TBA	TBA	TBA			3	10	CONLON, FRANK L	O
239	099	GU	BIOL	994	101	TBA	TBA	TBA			3	3	KINGSOLVER, JOE	C
240	099	GU	BIOL	994	106	TBA	TBA	TBA			2	5	LIEB, JASON	O
241	099	GU	BIOL	994	108	TBA	TBA	TBA			1	5	LILJEGREN, SARA	O
242	099	GU	BIOL	994	110	TBA	TBA	TBA			1	5	COPENHAVER, GRE	O
243	099	GU	BIOL	994	120	TBA	TBA	TBA			1	5	BUCKLEY, LAUREN	O
244	099	GU	BIOL	101H	232	TR	1230PM	0145PM	XX	XX	18	20	DESAIX, J S	O
245	099	GU	BIOL	101L	401	M	1000AM	1250PM	CO	0208	27	25	STEGENGA, BARBA	C
246	099	GU	BIOL	101L	402	M	0200PM	0450PM	CO	0207	28	25	STEGENGA, BARBA	C
247	099	GU	BIOL	101L	403	M	0200PM	0450PM	CO	0208	26	25	STEGENGA, BARBA	C
248	099	GU	BIOL	101L	404	M	0200PM	0450PM	CO	0209	27	25	STEGENGA, BARBA	C
249	099	GU	BIOL	101L	405	M	1000AM	1250PM	CO	0209	25	25	STEGENGA, BARBA	C
250	099	GU	BIOL	101L	406	M	0630PM	0930PM	CO	0208	26	25	STEGENGA, BARBA	C
251	099	GU	BIOL	101L	407	M	0630PM	0930PM	CO	0207	25	25	STEGENGA, BARBA	C
252	099	GU	BIOL	101L	408	M	0630PM	0930PM	CO	0209	23	25	STEGENGA, BARBA	O
253	099	GU	BIOL	101L	409	R	0930AM	1215PM	CO	0209	24	25	STEGENGA, BARBA	O
254	099	GU	BIOL	101L	410	T	0930AM	1215PM	CO	0207	23	25	STEGENGA, BARBA	O
255	099	GU	BIOL	101L	411	T	0930AM	1215PM	CO	0208	26	25	STEGENGA, BARBA	C
256	099	GU	BIOL	101L	412	T	0200PM	0450PM	CO	0207	26	25	STEGENGA, BARBA	C
257	099	GU	BIOL	101L	413	T	0200PM	0450PM	CO	0208	26	25	STEGENGA, BARBA	C
258	099	GU	BIOL	101L	414	T	0200PM	0450PM	CO	0209	24	25	STEGENGA, BARBA	O
259	099	GU	BIOL	101L	415	R	0930AM	1215PM	CO	0208	24	25	STEGENGA, BARBA	O
260	099	GU	BIOL	101L	416	T	0630PM	0930PM	CO	0207	26	25	STEGENGA, BARBA	C
261	099	GU	BIOL	101L	417	T	0630PM	0930PM	CO	0208	26	25	STEGENGA, BARBA	C
262	099	GU	BIOL	101L	418	T	0630PM	0930PM	CO	0209	25	25	STEGENGA, BARBA	C
263	099	GU	BIOL	101L	419	W	0630PM	0930PM	CO	0207	25	25	STEGENGA, BARBA	C
264	099	GU	BIOL	101L	420	W	0630PM	0930PM	CO	0209	25	25	STEGENGA, BARBA	C
265	099	GU	BIOL	101L	421	W	0200PM	0450PM	CO	0207	22	25	STEGENGA, BARBA	O
266	099	GU	BIOL	101L	422	W	0200PM	0450PM	CO	0208	26	25	STEGENGA, BARBA	C
267	099	GU	BIOL	101L	423	W	0200PM	0450PM	CO	0209	26	25	STEGENGA, BARBA	C
268	099	GU	BIOL	101L	424	F	0200PM	0450PM	CO	0209	23	25	STEGENGA, BARBA	O
269	099	GU	BIOL	101L	425	R	0200PM	0450PM	CO	0207	27	25	STEGENGA, BARBA	C
270	099	GU	BIOL	101L	426	R	0200PM	0450PM	CO	0208	26	25	STEGENGA, BARBA	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
271	099	GU	BIOL	101L	427	R	0200PM	0450PM	CO	0209	26	25	STEGENGA, BARBA	C
272	099	GU	BIOL	101L	428	R	0630PM	0930PM	CO	0207	22	25	STEGENGA, BARBA	O
273	099	GU	BIOL	101L	429	T	0930AM	1215PM	CO	0209	0	25	STEGENGA, BARBA	X
274	099	GU	BIOL	101L	430	W	0630PM	0930PM	CO	0208	0	25	STEGENGA, BARBA	X
275	099	GU	BIOL	101L	998	TBA	TBA	TBA			0	999		O
276	099	GU	BIOL	101L	999	TBA	TBA	TBA			0	999		O
277	099	GU	BIOL	276L	401	T	0900AM	1150AM	WI	0112	22	24	JOHNSON, COREY	O
278	099	GU	BIOL	276L	402	T	0630PM	0930PM	WI	0112	22	24	JOHNSON, COREY	O
279	099	GU	BIOL	276L	403	W	0900AM	1150AM	WI	0112	22	24	JOHNSON, COREY	O
280	099	GU	BIOL	276L	404	W	0630PM	0930PM	WI	0112	22	24	JOHNSON, COREY	O
281	099	GU	BIOL	277L	401	F	0100PM	0350PM	WI	0218	14	12	WILEY, R H	C
282	099	GU	BIOL	277L	402	F	0100PM	0350PM	WI	0218	15	12	WILEY, R H	C
283	099	GU	BIOL	278L	401	M	0100PM	0350PM	WI	0G20	18	15	LOHMANN, C M	C
284	099	GU	BIOL	278L	402	T	0100PM	0350PM	WI	0G20	20	15	LOHMANN, C M	C
285	099	GU	BIOL	278L	403	W	0800AM	1050AM	WI	0G20	18	15	LOHMANN, C M	C
286	099	GU	BIOL	278L	404	W	0100PM	0350PM	WI	0G20	19	15	LOHMANN, C M	C
287	099	GU	BIOL	278L	405	R	0100PM	0350PM	WI	0G20	18	15	LOHMANN, C M	C
288	099	GU	BIOL	278L	406	F	0100PM	0350PM	WI	0G20	15	15	LOHMANN, C M	C
289	099	GU	BIOL	278L	407	M	0800AM	1050AM	WI	0G20	3	0	LOHMANN, C M	C
290	099	GU	BIOL	278L	408	F	0800AM	1050AM	WI	0G20	1	0	LOHMANN, C M	C
291	099	GU	BIOL	279L	998	TBA	TBA	TBA			0	999		O
292	099	GU	BIOL	290L	998	TBA	TBA	TBA			0	999		O
293	099	GU	BIOL	422L	401	T	0100PM	0350PM	WI	0138	16	1	MATTHYSSE, A G	C
294	099	GU	BIOL	422L	402	W	0100PM	0350PM	WI	0138	16	1	MATTHYSSE, A G	C
295	099	GU	BIOL	423L	001	M	1100AM	1150AM	WI	0128	19	20	GRANT, SR	O
296	099	GU	BIOL	423L	001	T	0200PM	0450PM	WI	0242	19	20	GRANT, SR	O
297	099	GU	BIOL	423L	002	W	0200PM	0450PM	WI	0242	17	20	GRANT, SR	O
298	099	GU	BIOL	423L	002	M	1100AM	1150AM	WI	0128	17	20	GRANT, SR	O
299	099	GU	BIOL	691H	001	M	0400PM	0650PM	XX	XX	0	20	SEARLES, L L	O
300	099	GU	BIOL	692H	001	M	0400PM	0650PM	XX	XX	3	10	SEARLES, L L	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	BIOS	399	001	TBA	TBA	TBA			0	1		X
3	099	GU	BIOS	511	001	TR	0200PM	0315PM	MC	1301	54	50	ROGGENKAMP, KAT	C
4	099	GU	BIOS	511	601	W	0100PM	0240PM	XX	XX	28	25	ROGGENKAMP, KAT	C
5	099	GU	BIOS	511	602	W	0300PM	0440PM	XX	XX	26	25	ROGGENKAMP, KAT	C
6	099	GU	BIOS	540	001	TBA	TBA	TBA			0	5		O
7	099	GU	BIOS	540	002	TBA	TBA	TBA			1	5		O
8	099	GU	BIOS	540	013	TBA	TBA	TBA			1	5	SCHWARTZ, TODD	O
9	099	GU	BIOS	541	001	TR	1200PM	0155PM	BN	G100	56	54	GARRETT, JOANNE	C
10	099	GU	BIOS	543	001	M	1200PM	0150PM	BN	2020	4	20	DOMINIK, ROSALI	O
11	099	GU	BIOS	550	001	MW	0830AM	0945AM	MC	2301	24	38	TRUONG, K N	O
12	099	GU	BIOS	550	001	M	0100PM	0150PM	MC	1305	24	38	TRUONG, K N	O
13	099	GU	BIOS	550	601	M	0100PM	0150PM	MC	1305	0	38		X
14	099	GU	BIOS	600	001	TR	0930AM	1045AM	RO	0133	91	95	LONG, DUSTIN	O
15	099	GU	BIOS	600	002	TR	0800AM	0915AM	RO	0133	57	180	HAMER, ROBERT M	O
16	099	GU	BIOS	600	004	TR	0930AM	1045AM	HC	0001	53	55	BOWLING, JAMES	O
17	099	GU	BIOS	600	601	M	1100AM	1250PM	MC	2302	63	84	LONG, DUSTIN	O
18	099	GU	BIOS	600	602	T	0330PM	0450PM	MC	2304	43	180	HAMER, ROBERT M	O
19	099	GU	BIOS	660	001	TR	1230PM	0145PM	MC	1305	25	35	KUPPER, LAWRENC	O
20	099	GU	BIOS	662	001	M	0300PM	0400PM	MC	1305	22	35	COUPER, DAVID	O
21	099	GU	BIOS	662	001	TR	0900AM	1015AM	RO	0235	22	35	COUPER, DAVID	O
22	099	GU	BIOS	665	001	TR	1100AM	1215PM	MC	2301	58	69	KOCH, G	O
23	099	GU	BIOS	665	601	W	0400PM	0500PM	XX	XX	8	20	KOCH, G	O
24	099	GU	BIOS	665	602	T	0400PM	0500PM	XX	XX	16	29	KOCH, G	O
25	099	GU	BIOS	665	603	R	0400PM	0500PM	XX	XX	18	20	KOCH, G	O
26	099	GU	BIOS	667	001	MW	0100PM	0215PM	MC	2306	23	20	EDWARDS, L	C
27	099	GU	BIOS	670	001	MW	1100AM	1215PM	MC	2304	8	15	SUCHINDRAN, C	O
28	099	GU	BIOS	691	001	M	0300PM	0500PM	XX	XX	8	50	MONACO, JANE HO	O
29	099	GU	BIOS	700	001	F	1100AM	1200PM	MC	2302	13	30	HERRING, AMY H.	O
30	099	GU	BIOS	740	029	TBA	TBA	TBA			1	3		O
31	099	GU	BIOS	752	001	TR	1230PM	0145PM	RO	0235	25	30	IVANOVA, ANASTA	O
32	099	GU	BIOS	758	001	TR	0830AM	1015AM	RO	0101	2	20	SEN, P K	O
33	099	GU	BIOS	760	001	MW	1100AM	1245PM	MC	2306	15	20	ZENG, DONGLIN	O
34	099	GU	BIOS	762	001	MW	0900AM	1050AM	MC	2304	16	15	CAI, J	C
35	099	GU	BIOS	764	001	MW	1100AM	1215PM	MC	1304	10	25	KALSBEEK, W D	O
36	099	GU	BIOS	779	001	TR	0900AM	1045AM	MC	1305	24	25	IBRAHIM, JOSEPH	O
37	099	GU	BIOS	785	001	TR	0200PM	0315PM	MC	2304	20	25	WRIGHT, FRED	O
38	099	GU	BIOS	842	001	TBA	TBA	TBA			0	20	FINE, JASON P	O
39	099	GU	BIOS	842	014	TBA	TBA	TBA			1	10	KOCH, G	O
40	099	GU	BIOS	842	025	TBA	TBA	TBA			2	5		O
41	099	GU	BIOS	842	029	TBA	TBA	TBA			0	5	SUCHINDRAN, C	O
42	099	GU	BIOS	842	039	TBA	TBA	TBA			1	2		O
43	099	GU	BIOS	842	054	TBA	TBA	TBA			0	5	FINE, JASON P	O
44	099	GU	BIOS	842	078	TBA	TBA	TBA			0	4	CATELLIER, DIAN	O
45	099	GU	BIOS	842	080	TBA	TBA	TBA			0	3		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	BIOS	842	083	TBA	TBA	TBA			0	4	IVANOVA, ANASTA	O
47	099	GU	BIOS	842	084	TBA	TBA	TBA			0	3	STEWART, P W	O
48	099	GU	BIOS	842	090	TBA	TBA	TBA			2	5	TRUONG, K N	O
49	099	GU	BIOS	842	093	TBA	TBA	TBA			0	5	CAI, J	O
50	099	GU	BIOS	842	094	TBA	TBA	TBA			1	5	QAQISH, B	O
51	099	GU	BIOS	843	001	W	0330PM	0430PM	MC	1301	32	30		C
52	099	GU	BIOS	850	001	TBA	TBA	TBA			1	5	LONG, D	O
53	099	GU	BIOS	850	014	TR	1100AM	1215PM	XX	XX	1	1	KOCH, G	C
54	099	GU	BIOS	850	026	M	1100AM	0100PM	XX	XX	0	5		O
55	099	GU	BIOS	850	026	TR	0930AM	1045AM			0	5		O
56	099	GU	BIOS	850	028	T	0330PM	0530PM	XX	XX	1	1	HAMER, ROBERT M	C
57	099	GU	BIOS	850	028	TR	0800AM	0915AM	XX	XX	1	1	HAMER, ROBERT M	C
58	099	GU	BIOS	850	090	TR	0800AM	0915AM	XX	XX	1	10	TRUONG, K N	O
59	099	GU	BIOS	990	001	TBA	TBA	TBA			0	1		O
60	099	GU	BIOS	990	025	TBA	TBA	TBA			0	5	HERRING, AMY H.	O
61	099	GU	BIOS	990	040	TBA	TBA	TBA			0	1	ZHOU, HAIBO	O
62	099	GU	BIOS	992	001	TBA	TBA	TBA			0	5		O
63	099	GU	BIOS	992	003	TBA	TBA	TBA			0	5		O
64	099	GU	BIOS	992	004	TBA	TBA	TBA			1	2	ZOU, FEI	O
65	099	GU	BIOS	992	014	TBA	TBA	TBA			1	5	KOCH, G	O
66	099	GU	BIOS	992	025	TBA	TBA	TBA			1	5	HERRING, AMY H	O
67	099	GU	BIOS	992	029	TBA	TBA	TBA			0	10	SUCHINDRAN, C	O
68	099	GU	BIOS	992	042	TBA	TBA	TBA			1	1	HUDGENS,MICHAEL	C
69	099	GU	BIOS	992	082	TBA	TBA	TBA			0	3	CHAMBLESS, L	O
70	099	GU	BIOS	992	090	TBA	TBA	TBA			0	5	TRUONG, K N	O
71	099	GU	BIOS	992	093	TBA	TBA	TBA			0	5	CAI, J	O
72	099	GU	BIOS	992	095	TBA	TBA	TBA			1	5		O
73	099	GU	BIOS	993	001	TBA	TBA	TBA			0	5		O
74	099	GU	BIOS	994	001	TBA	TBA	TBA			0	15		O
75	099	GU	BIOS	994	003	TBA	TBA	TBA			0	5		O
76	099	GU	BIOS	994	004	TBA	TBA	TBA			2	5	ZOU, FEI	O
77	099	GU	BIOS	994	005	TBA	TBA	TBA			1	5	ZENG, DONGLING	O
78	099	GU	BIOS	994	007	TBA	TBA	TBA			3	5	WRIGHT, FRED	O
79	099	GU	BIOS	994	010	TBA	TBA	TBA			0	5	SEN, P K	O
80	099	GU	BIOS	994	011	TBA	TBA	TBA			4	5	IBRAHIM, JOSEP	O
81	099	GU	BIOS	994	014	TBA	TBA	TBA			2	5	KOCH, G	O
82	099	GU	BIOS	994	025	TBA	TBA	TBA			5	5	HERRING, AMY H.	C
83	099	GU	BIOS	994	029	TBA	TBA	TBA			1	5	SUCHINDRAN, C	O
84	099	GU	BIOS	994	031	TBA	TBA	TBA			2	10	LIN, DANYU	O
85	099	GU	BIOS	994	040	TBA	TBA	TBA			0	10	ZHOU, HAIBO	O
86	099	GU	BIOS	994	042	TBA	TBA	TBA			2	5	HUDGENS, MICHAE	O
87	099	GU	BIOS	994	044	TBA	TBA	TBA			1	2	LANGE, ETHAN	O
88	099	GU	BIOS	994	048	TBA	TBA	TBA			3	5	ZHU, HONGTU	O
89	099	GU	BIOS	994	054	TBA	TBA	TBA			4	3	FINE, JASON P	C
90	099	GU	BIOS	994	055	TBA	TBA	TBA			1	5	KALSBEEK, W D	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	BIOS	994	077	TBA	TBA	TBA			0	5	COUPER, DAVID	O
92	099	GU	BIOS	994	080	TBA	TBA	TBA			1	2	BANGDIWALA, S I	O
93	099	GU	BIOS	994	083	TBA	TBA	TBA			3	5	IVANOVA, ANASTA	O
94	099	GU	BIOS	994	084	TBA	TBA	TBA			2	3	STEWART, P W	O
95	099	GU	BIOS	994	088	TBA	TBA	TBA			5	5	KOSOROK, MICHAE	C
96	099	GU	BIOS	994	089	TBA	TBA	TBA			0	5	PREISSER, JOHN	O
97	099	GU	BIOS	994	093	TBA	TBA	TBA			3	10	CAI, J	O
98	099	GU	BIOS	994	094	TBA	TBA	TBA			1	5	QAQISH, B	O
99	099	GU	BIOS	994	095	TBA	TBA	TBA			3	10	EDWARDS, L	O
100	099	GU	BIOS	994	096	TBA	TBA	TBA			2	1	CHU, HAITAO	C
101	099	GU	BIOS	692H	001	TBA	TBA	TBA			0	5		O
102	099	GU	BIOS	692H	042	TBA	TBA	TBA			1	3		O
103	099	GU	BIOS	692H	055	TBA	TBA	TBA			1	5	KALSBEEK, W D	O
104	099	GU	BIOS	692H	090	TBA	TBA	TBA			1	3		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	BMME	400	001	M	0300PM	0350PM	XX	XX	57	50	QUINT, S R	C
3	099	GU	BMME	510	001	MWF	1000AM	1050AM	XX	XX	6	5	BANES, ALBERT	C
4	099	GU	BMME	515	001	TR	0300PM	0415PM	XX	XX	6	15	GOMEZ, SHAWN M	O
5	099	GU	BMME	550	001	TR	0930AM	1045AM	XX	XX	11	999	GALLIPPI, CATER	O
6	099	GU	BMME	551	001	MW	0500PM	0600PM	XX	XX	2	10	FINLEY, CHARLES	O
7	099	GU	BMME	552	001	TR	0500PM	0600PM	XX	XX	0	0	FINLEY, CHARLES	C
8	099	GU	BMME	570	001	MWF	0100PM	0230PM	XX	XX	16	15	BANES, ALBERT	C
9	099	GU	BMME	580	001	TR	1100AM	1215PM	XX	XX	4	5	GOLDBERG, RICHA	O
10	099	GU	BMME	589	001	MWF	1100AM	1200PM	XX	XX	12	18	TOMMERDAHL, MAR	O
11	099	GU	BMME	589	001	F	0230PM	0430PM	XX	XX	12	18	TOMMERDAHL, MAR	O
12	099	GU	BMME	730	001	MW	0100PM	0215PM			6	15	FAVOROV, O V	O
13	099	GU	BMME	765	001	TR	0200PM	0315PM	XX	XX	3	5	HSIAO, H S	O
14	099	GU	BMME	775	001	MW	0200PM	0315PM	SN	0115	3	10	PIZER, S M	O
15	099	GU	BMME	890	001	TBA	TBA	TBA			0	10	KNISLEY, STEPHE	O
16	099	GU	BMME	890	005	TBA	TBA	TBA			0	5	GOLDBERG, RICHA	O
17	099	GU	BMME	890	019	TBA	TBA	TBA			1	5	GAMCSIK, MICHAE	O
18	099	GU	BMME	890	030	TBA	TBA	TBA			0	5	MACDONALD, JEFF	O
19	099	GU	BMME	890	031	TBA	TBA	TBA			0	5	FAVOROV, O V	O
20	099	GU	BMME	890	048	TBA	TBA	TBA			0	5	TOMMERDAHL, MAR	O
21	099	GU	BMME	900	001	TBA	TBA	TBA			0	5	KNISLEY, STEPHE	O
22	099	GU	BMME	900	004	TBA	TBA	TBA			2	5	LALUSH, DAVID S	O
23	099	GU	BMME	900	005	TBA	TBA	TBA			0	3	GOLDBERG, RICHA	O
24	099	GU	BMME	900	029	TBA	TBA	TBA			0	1	QUINT, S R	O
25	099	GU	BMME	900	030	TBA	TBA	TBA			3	3	MACDONALD, JEFF	C
26	099	GU	BMME	900	031	TBA	TBA	TBA			1	3	FAVOROV, O V	O
27	099	GU	BMME	993	001	TBA	TBA	TBA			1	5	KNISLEY, STEPHE	O
28	099	GU	BMME	993	004	TBA	TBA	TBA			1	5		O
29	099	GU	BMME	993	005	TBA	TBA	TBA			1	5	GOLDBERG, RICHA	O
30	099	GU	BMME	993	012	TBA	TBA	TBA			0	5	GOMEZ, SHAWN M	O
31	099	GU	BMME	993	016	TBA	TBA	TBA			0	5	GALLIPPI, CATER	O
32	099	GU	BMME	993	049	TBA	TBA	TBA			0	5	BANES, ALBERT	O
33	099	GU	BMME	994	001	TBA	TBA	TBA			1	5	KNISLEY, STEPHE	O
34	099	GU	BMME	994	004	TBA	TBA	TBA			4	5	LALUSH, DAVID S	O
35	099	GU	BMME	994	005	TBA	TBA	TBA			0	5	GOLDBERG, RICHA	O
36	099	GU	BMME	994	012	TBA	TBA	TBA			4	5	GOMEZ, SHAWN M	O
37	099	GU	BMME	994	016	TBA	TBA	TBA			1	5	GALLIPPI, CATER	O
38	099	GU	BMME	994	027	TBA	TBA	TBA			0	5		O
39	099	GU	BMME	994	030	TBA	TBA	TBA			5	5	MACDONALD, JEFF	C
40	099	GU	BMME	994	032	TBA	TBA	TBA			1	5	GIDDINGS, MORGA	O
41	099	GU	BMME	994	037	TBA	TBA	TBA			3	2	REID, LOLA M.	C
42	099	GU	BMME	994	039	TBA	TBA	TBA			1	5	WEINHOLD, PAUL	O
43	099	GU	BMME	994	048	TBA	TBA	TBA			6	5	TOMMERDAHL, MAR	C
44	099	GU	BMME	994	053	TBA	TBA	TBA			1	5	PISANO, ETTA D	O
45	099	GU	BMME	994	056	TBA	TBA	TBA			4	5	LIN, WEILI	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	BUSG	101	001	TBA	TBA	TBA			27	99		O
3	099	GU	BUSI	100	001	MW	0800AM	0915AM	MB	2700	387	388	SKENDER, CHARLE	O
4	099	GU	BUSI	100	601	M	0500PM	0615PM	MB	3350	23	23		C
5	099	GU	BUSI	100	602	M	0530PM	0645PM	MB	3050	20	23		O
6	099	GU	BUSI	100	603	M	0600PM	0715PM	MB	3575	21	22		O
7	099	GU	BUSI	100	604	M	0630PM	0745PM	MB	3350	13	22		O
8	099	GU	BUSI	100	605	M	0700PM	0815PM	MB	3050	8	15		O
9	099	GU	BUSI	100	606	T	0500PM	0615PM	MB	3250	23	23		C
10	099	GU	BUSI	100	607	T	0530PM	0645PM	MB	3050	23	23		C
11	099	GU	BUSI	100	608	T	0600PM	0715PM	MB	3500	23	23		C
12	099	GU	BUSI	100	609	T	0630PM	0745PM	MB	3350	21	22		O
13	099	GU	BUSI	100	610	T	0700PM	0815PM	MB	3050	12	12		C
14	099	GU	BUSI	100	611	W	0500PM	0615PM	MB	3350	21	23		O
15	099	GU	BUSI	100	612	W	0530PM	0645PM	MB	3050	22	23		O
16	099	GU	BUSI	100	613	W	0600PM	0715PM	MB	3500	19	20		O
17	099	GU	BUSI	100	614	W	0630PM	0745PM	MB	3350	22	23		O
18	099	GU	BUSI	100	615	W	0700PM	0815PM	MB	3050	17	23		O
19	099	GU	BUSI	100	616	R	0500PM	0615PM	MB	3350	21	23		O
20	099	GU	BUSI	100	617	R	0530PM	0645PM	MB	3050	23	23		C
21	099	GU	BUSI	100	618	R	0600PM	0715PM	MB	4731	14	14		C
22	099	GU	BUSI	100	619	R	0630PM	0745PM	MB	3350	9	23		O
23	099	GU	BUSI	100	620	R	0700PM	0815PM	MB	3050	17	23		O
24	099	GU	BUSI	101	001	MW	0930AM	1045AM	MB	2700	318	347	SKENDER, CHARLE	O
25	099	GU	BUSI	101	601	M	0530PM	0645PM	MB	3650	19	19		C
26	099	GU	BUSI	101	602	M	0600PM	0715PM	MB	3600	18	19		O
27	099	GU	BUSI	101	603	M	0700PM	0815PM	MB	3650	19	20		O
28	099	GU	BUSI	101	604	M	0730PM	0845PM	MB	3600	14	20		O
29	099	GU	BUSI	101	605	T	0530PM	0645PM	MB	3650	20	20		C
30	099	GU	BUSI	101	606	T	0600PM	0715PM	MB	3600	20	20		C
31	099	GU	BUSI	101	607	T	0700PM	0815PM	MB	3650	17	17		C
32	099	GU	BUSI	101	608	T	0730PM	0845PM	MB	3600	19	20		O
33	099	GU	BUSI	101	609	W	0530PM	0645PM	MB	3650	19	20		O
34	099	GU	BUSI	101	610	W	0600PM	0715PM	MB	3600	18	18		C
35	099	GU	BUSI	101	611	W	0700PM	0815PM	MB	3650	20	20		C
36	099	GU	BUSI	101	612	W	0730PM	0845PM	MB	3600	12	20		O
37	099	GU	BUSI	101	613	R	0530PM	0645PM	MB	3650	20	20		C
38	099	GU	BUSI	101	614	R	0600PM	0715PM	MB	3600	20	20		C
39	099	GU	BUSI	101	615	R	0700PM	0815PM	MB	3650	18	20		O
40	099	GU	BUSI	101	616	R	0730PM	0845PM	MB	3600	14	20		O
41	099	GU	BUSI	106	851	TBA	TBA	TBA			0	999		O
42	099	GU	BUSI	106	990	TBA	TBA	TBA			3	10	BLOCHER, E J	O
43	099	GU	BUSI	401	001	MW	0800AM	0915AM	MB	3550	20	20	SETZER, LYNN	C
44	099	GU	BUSI	401	002	MW	0930AM	1045AM	MB	3550	20	20	SETZER, LYNN	C
45	099	GU	BUSI	401	003	MW	1100AM	1215PM	MB	3550	21	20	BOOKER, SUSAN	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	BUSI	401	004	MW	1230PM	0145PM	MB	3550	20	20	SETZER, LYNN	C
47	099	GU	BUSI	401	005	MW	0200PM	0315PM	MB	3550	19	20	BOOKER, SUSAN	O
48	099	GU	BUSI	401	006	TR	0800AM	0915AM	MB	3550	20	20	HARMS, PATRICIA	C
49	099	GU	BUSI	401	007	TR	0930AM	1045AM	MB	3550	20	20	HARMS, PATRICIA	C
50	099	GU	BUSI	401	008	TR	0200PM	0315PM	MB	3550	20	20	FLOOD, TIMOTHY	C
51	099	GU	BUSI	401	009	MW	0330PM	0445PM	MB	3550	20	20	BOOKER, SUSAN	C
52	099	GU	BUSI	402	001	F	0200PM	0400PM	MB	2700	297	250	DAY, TRAVIS S.	C
53	099	GU	BUSI	403	001	TR	0930AM	1045AM	MB	3650	48	50	PARLAKTURK, A.	O
54	099	GU	BUSI	403	002	TR	1100AM	1215PM	MB	3650	50	50	PARLAKTURK, A.	C
55	099	GU	BUSI	403	003	TR	1230PM	0145PM	MB	3650	49	50	ELVERS, D A	O
56	099	GU	BUSI	403	004	TR	0200PM	0315PM	MB	3650	51	50	MARUCHECK, A E	C
57	099	GU	BUSI	404	001	TR	1230PM	0145PM	MB	3250	52	55	MANN, R A	O
58	099	GU	BUSI	404	002	TR	0330PM	0445PM	MB	3250	54	54	PEIRCE, E R	C
59	099	GU	BUSI	404	003	TR	1100AM	1215PM	MB	3250	55	54	MANN, R A	C
60	099	GU	BUSI	404	004	TR	0200PM	0315PM	MB	3250	49	54	PEIRCE, E R	O
61	099	GU	BUSI	405	001	MW	0930AM	1045AM	MB	3050	47	45	BLACKBURN, R S	C
62	099	GU	BUSI	405	002	MW	1100AM	1215PM	MB	3050	44	45	BLACKBURN, R S	O
63	099	GU	BUSI	405	003	TR	0930AM	1045AM	MB	3350	44	45	ROSEN, B	O
64	099	GU	BUSI	405	004	TR	1100AM	1215PM	MB	3350	45	45	JUILLERAT, TINA	C
65	099	GU	BUSI	406	001	MW	0930AM	1045AM	MB	3650	52	50	KUBOWICZ, C C	C
66	099	GU	BUSI	406	002	MW	1100AM	1215PM	MB	3650	52	50	KUBOWICZ, C C	C
67	099	GU	BUSI	406	003	MW	1230PM	0145PM	MB	3650	52	50	KUBOWICZ, C C	C
68	099	GU	BUSI	406	004	MW	0200PM	0315PM	MB	3650	53	50	PETERSEN, ANDRE	C
69	099	GU	BUSI	407	001	MW	0930AM	1045AM	MB	3600	46	45	BLOCHER, E J	C
70	099	GU	BUSI	407	002	MW	1100AM	1215PM	MB	3600	45	45	BLOCHER, E J	C
71	099	GU	BUSI	407	003	MW	0200PM	0315PM	MB	3000	50	50	BOWEN, L C	C
72	099	GU	BUSI	407	004	MW	0330PM	0445PM	MB	3000	50	50	BOWEN, L C	C
73	099	GU	BUSI	408	001	MW	0930AM	1045AM	MB	3000	53	50	OZOGUZ, ARZU	C
74	099	GU	BUSI	408	002	MW	1100AM	1215PM	MB	3000	53	50	OZOGUZ, ARZU	C
75	099	GU	BUSI	408	003	MW	0200PM	0315PM	MB	3250	55	50	OZOGUZ, ARZU	C
76	099	GU	BUSI	408	004	MW	0330PM	0445PM	MB	3250	59	50	OZOGUZ, ARZU	C
77	099	GU	BUSI	409	001	MW	0930AM	1045AM	MB	3600	45	45	OUIMET, PAIGE	C
78	099	GU	BUSI	409	002	MW	1100AM	1215PM	MB	3600	46	45	OUIMET, PAIGE	C
79	099	GU	BUSI	409	003	MW	0200PM	0315PM	MB	3000	50	53	OUIMET, PAIGE	O
80	099	GU	BUSI	409	004	MW	0330PM	0445PM	MB	3000	49	53	OUIMET, PAIGE	O
81	099	GU	BUSI	410	001	TR	0930AM	1045AM	MB	3000	51	53	KOSTAMIS, DIMIT	O
82	099	GU	BUSI	410	002	TR	1100AM	1215PM	MB	3000	55	54	KOSTAMIS, DIMIT	C
83	099	GU	BUSI	410	003	TR	1230PM	0145PM	MB	3000	53	54	JONES, J M	O
84	099	GU	BUSI	410	004	TR	0200PM	0315PM	MB	3000	49	54	JONES, J M	O
85	099	GU	BUSI	453	001	TBA	TBA	TBA			1	10	MUR'RAY, LAWREN	O
86	099	GU	BUSI	454	001	TBA	TBA	TBA			0	10	MUR'RAY, LAWREN	O
87	099	GU	BUSI	459	001	TBA	TBA	TBA			1	32	MUR'RAY, LAWREN	O
88	099	GU	BUSI	499	001	TBA	TBA	TBA			2	10		O
89	099	GU	BUSI	500	001	MW	0930AM	1045AM	MB	3350	44	45	ZOLLER, TED	O
90	099	GU	BUSI	506	001	TR	1230PM	0145PM	MB	3350	50	44	VERNON, PATRICK	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	BUSI	514	001	MW	0800AM	0915AM			3	20	DIDOW, N M	O
92	099	GU	BUSI	514	002	TR	0800AM	0915AM			5	20	FRIGA, PAUL N	O
93	099	GU	BUSI	514	003	TR	0800AM	0915AM			4	20	GERBER, LYNN	O
94	099	GU	BUSI	516	001	MW	0200PM	0445PM	MB	3050	44	45	HAMNER, CLAY	O
95	099	GU	BUSI	517	001	MW	1100AM	1215PM	MB	2700	40	75	HAMNER, CLAY	O
96	099	GU	BUSI	526	001	M	0330PM	0445PM	MB	3600	9	15	PEARMAN, STUART	O
97	099	GU	BUSI	533	001	MW	1230PM	0145PM	MB	3050	33	45	KOSTAMIS, DIMIT	O
98	099	GU	BUSI	543	001	TR	1100AM	1215PM	MB	3550	0	32	PEIRCE, E R	X
99	099	GU	BUSI	550	001	MW	0200PM	0315PM	MB	3600	19	45	BLACKBURN, R S	O
100	099	GU	BUSI	561	001	TR	0930AM	1045AM	MB	3600	31	40	PETERSEN, ANDRE	O
101	099	GU	BUSI	561	002	TR	1100AM	1215PM	MB	3600	39	40	PETERSEN, ANDRE	O
102	099	GU	BUSI	563	001	MW	1100AM	1215PM	MB	3350	27	45	GIELENS, KATRIJ	O
103	099	GU	BUSI	564	001	MW	0200PM	0315PM	MB	3350	39	40	BAYUS, B A	O
104	099	GU	BUSI	566	001	TR	0200PM	0315PM	MB	3600	29	40	ROSSI, FEDERICO	O
105	099	GU	BUSI	566	002	TR	0330PM	0445PM	MB	3600	0	40	ROSSI, FEDERICO	X
106	099	GU	BUSI	566	003	TR	1230PM	0145PM	MB	3600	21	45	ROSSI, FEDERICO	O
107	099	GU	BUSI	584	001	MW	0200PM	0315PM	MB	2550	42	42	GULTEKIN, M N	C
108	099	GU	BUSI	586	001	MW	1230PM	0145PM	MB	3000	0	45	BOUDRY, WALTER	X
109	099	GU	BUSI	588	001	MW	1230PM	0145PM	MB	2550	42	45	GARCIA, DIEGO	O
110	099	GU	BUSI	588	002	MW	0200PM	0315PM	MB	2550	35	37	GARCIA, DIEGO	O
111	099	GU	BUSI	589	001	MW	0800AM	0915AM	MB	2550	10	45	LE, AHN	O
112	099	GU	BUSI	589	002	MW	1100AM	1215PM	MB	2550	37	45	LE, AHN	O
113	099	GU	BUSI	595	001	MW	1230PM	0145PM	MB	2550	31	39	BROWN, GREGORY	O
114	099	GU	BUSI	597	001	MW	0630PM	0745PM	MB	2550	42	45	GULTEKIN, M N	O
115	099	GU	BUSI	603	001	MW	1230PM	0145PM	MB	3350	20	32	FISHER, LYNN	O
116	099	GU	BUSI	603	002	MW	0330PM	0445PM	MB	3350	12	32	FISHER, LYNN	O
117	099	GU	BUSI	610	001	TR	1100AM	1215PM	MB	3050	41	40	ELVERS, D A	C
118	099	GU	BUSI	617	001	MW	1230PM	0145PM	MB	3600	44	45	DIDOW, N M	O
119	099	GU	BUSI	618	001	TR	0930AM	1045AM	MB	3050	22	32	JOTIKASTHIRA, C	O
120	099	GU	BUSI	618	002	TR	0200PM	0315PM	MB	3050	31	32	JOTIKASTHIRA, C	O
121	099	GU	BUSI	618	003	TR	0330PM	0445PM	MB	3050	12	32	JOTIKASTHIRA, C	O
122	099	GU	BUSI	623	001	MW	0200PM	0445PM	MB	3050	44	45	ZOLLER, TED	O
123	099	GU	BUSI	650	001	M	0330PM	0445PM	XX	XX	11	15	BABAIAN, LEIGH	O
124	099	GU	BUSI	651	001	TBA	TBA	TBA			86	15	MUR'RAY, LAWREN	C
125	099	GU	BUSI	651	009	TBA	TBA	TBA			4	20	MUR'RAY, LAWREN	O
126	099	GU	BUSI	652	009	TBA	TBA	TBA			0	20		O
127	099	GU	BUSI	698	001	MW	0930AM	1045AM	MB	3250	51	55	OZMEL, UMIT	O
128	099	GU	BUSI	698	002	MW	1100AM	1215PM	MB	3250	56	55	GALLO, PETER	C
129	099	GU	BUSI	698	003	MW	1230PM	0145PM	MB	3250	63	65	OZMEL, UMIT	O
130	099	GU	BUSI	801	007	TBA	TBA	TBA			2	10	BETTIS, R A	O
131	099	GU	BUSI	801	008	TBA	TBA	TBA			1	10	OUIMET, PAIGE	O
132	099	GU	BUSI	801	009	TBA	TBA	TBA			1	10	GIELENS, KATRIJ	O
133	099	GU	BUSI	801	010	TBA	TBA	TBA			1	2	ROSEN, B	O
134	099	GU	BUSI	801	011	TBA	TBA	TBA			1	10	GINO, FRANCESCA	O
135	099	GU	BUSI	801	012	TBA	TBA	TBA			1	10	ROACH, MICHAEL	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
136	099	GU	BUSI	809	001	TBA	TBA	TBA			7	25	EDWARDS, JEFFRE	O
137	099	GU	BUSI	830	001	TBA	TBA	TBA			3	10	MARUCHECK, A E	O
138	099	GU	BUSI	832	001	TBA	TBA	TBA			3	10	SWAMINATHAN, JA	O
139	099	GU	BUSI	851	001	TBA	TBA	TBA			3	10	EDWARDS, JEFFRE	O
140	099	GU	BUSI	852	001	TBA	TBA	TBA			0	10	ROSEN, B	X
141	099	GU	BUSI	880	001	TBA	TBA	TBA			9	10	LUNDBLAD, CHRIS	O
142	099	GU	BUSI	881	003	R	0200PM	0500PM	XX	XX	2	10	DICKS, DAVID	O
143	099	GU	BUSI	885	001	TBA	TBA	TBA			0	10	ROCHOLL, JORG	X
144	099	GU	BUSI	885	002	TBA	TBA	TBA			6	10	OUIMET, PAIGE	O
145	099	GU	BUSI	887	001	M	0500PM	0745PM			0	20	GHYSELS, ERIC	O
146	099	GU	BUSI	890	001	TBA	TBA	TBA			1	10		O
147	099	GU	BUSI	899	001	TBA	TBA	TBA			3	10	BUSHMAN, ROBERT	O
148	099	GU	BUSI	899	002	TBA	TBA	TBA			0	10	FULGHIERI, PAOL	O
149	099	GU	BUSI	899	007	TBA	TBA	TBA			1	10	SWAMINATHAN, JA	O
150	099	GU	BUSI	899	008	TBA	TBA	TBA			0	10	BETTIS, R A	O
151	099	GU	BUSI	899	009	TBA	TBA	TBA			7	10	LANDSMAN	O
152	099	GU	BUSI	899	010	TBA	TBA	TBA			7	10	BAYUS, B A	O
153	099	GU	BUSI	899	013	TBA	TBA	TBA			2	10	GIELENS, KATRIJ	O
154	099	GU	BUSI	899	014	TBA	TBA	TBA			2	10	ABARBANELL, JEF	O
155	099	GU	BUSI	899	023	TBA	TBA	TBA			1	10	DICKS, DAVID	O
156	099	GU	BUSI	899	024	TBA	TBA	TBA			0	10	SHACKELFORD, D	O
157	099	GU	BUSI	899	025	TBA	TBA	TBA			2	10	PUTSIS, WILLIAM	O
158	099	GU	BUSI	994	002	TBA	TBA	TBA			3	5	HOFMANN, DAVID	O
159	099	GU	BUSI	994	003	TBA	TBA	TBA			7	10	FULGHIERI, PAOL	O
160	099	GU	BUSI	994	004	TBA	TBA	TBA			2	10	ABARBANELL, JEF	O
161	099	GU	BUSI	994	007	TBA	TBA	TBA			2	10	SWAMINATHAN, JA	O
162	099	GU	BUSI	994	009	TBA	TBA	TBA			1	10	SEGARS, ALBERT	O
163	099	GU	BUSI	994	012	TBA	TBA	TBA			1	10	MARUCHECK, A E	O
164	099	GU	BUSI	994	013	TBA	TBA	TBA			1	10	SHACKELFORD, D	O
165	099	GU	BUSI	994	022	TBA	TBA	TBA			0	10	TOMLIN, BRIAN	X
166	099	GU	BUSI	994	023	TBA	TBA	TBA			1	10	GINO, FRANCESCA	O
167	099	GU	BUSI	994	024	TBA	TBA	TBA			1	10	NERKAR, ATUL	O
168	099	GU	BUSI	994	025	TBA	TBA	TBA			1	10	MERSEREAU, ADAM	O
169	099	GU	BUSI	994	026	TBA	TBA	TBA			1	10	STEENKAMP, JB	O
170	099	GU	BUSI	994	027	TBA	TBA	TBA			1	10	O'NEILL, H M	O
171	099	GU	BUSI	994	058	TBA	TBA	TBA			5	5	LANDSMAN, W R	C
172	099	GU	BUSI	994	163	TBA	TBA	TBA			1	5	BETTIS, R A	O
173	099	GU	BUSI	693H	001	M	0500PM	0800PM	MB	3550	23	24	HARMS, PATRICIA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	CATA401 001	CATA	401	001	MWF	1200PM	1250PM	MU	0204	16	22	SAULEDA BROSSA,		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	CBIO	643	039	MWF	0200PM	0250PM			8	40	ERICKSON, A	O
3	099	GU	CBIO	741	011	TR	1000AM	1150AM			36	45	LEVITCH, LINDA	O
4	099	GU	CBIO	791	001	TBA	TBA	TBA			29	45	KERNICK, EDWARD	O
5	099	GU	CBIO	893	001	TBA	TBA	TBA			11	20	BRENNWALD, PATR	O
6	099	GU	CBIO	910	002	TBA	TBA	TBA			0	5	SCHALLER, MICHA	O
7	099	GU	CBIO	910	003	TBA	TBA	TBA			1	5	DESHMUKAH, MOHA	O
8	099	GU	CBIO	910	005	TBA	TBA	TBA			0	5	BRENNWALD, PATR	O
9	099	GU	CBIO	910	006	TBA	TBA	TBA			0	5	CYR, DOUGLAS	O
10	099	GU	CBIO	910	039	TBA	TBA	TBA			0	5	JACOBSON, K A	O
11	099	GU	CBIO	994	001	TBA	TBA	TBA			5	12		O
12	099	GU	CBIO	994	003	TBA	TBA	TBA			1	5	DESHMUKAH, MOHA	O
13	099	GU	CBIO	994	004	TBA	TBA	TBA			2	10	BANKAITIS, VYTA	O
14	099	GU	CBIO	994	005	TBA	TBA	TBA			2	5	BRENNWALD, PATR	O
15	099	GU	CBIO	994	006	TBA	TBA	TBA			2	5	CYR, DOUGLAS	O
16	099	GU	CBIO	994	008	TBA	TBA	TBA			2	5	HAMMOND, SCOTT	O
17	099	GU	CBIO	994	012	TBA	TBA	TBA			1	7	WANG, DA-ZHI	O
18	099	GU	CBIO	994	028	TBA	TBA	TBA			1	5	BECKERS, CORNEL	O
19	099	GU	CBIO	994	039	TBA	TBA	TBA			4	5	JACOBSON, K A	O
20	099	GU	CBIO	994	041	TBA	TBA	TBA			1	8	BURRIDGE, K W	O
21	099	GU	CBIO	994	046	TBA	TBA	TBA			2	5	BEAR, JAMES	O
22	099	GU	CBIO	607A	001	TBA	TBA	TBA			2	2		C
23	099	GU	CBIO	891A	001	TBA	TBA	TBA			11	30	BANKAITIS, VYTA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	CHEM	070	001	TR	0930AM	1045AM	KL	B125	17	21	BAER, TOMAS	O
3	099	GU	CHEM	072	001	TR	0930AM	1045AM	KL	B125	0	24	BAER, TOMAS	X
4	099	GU	CHEM	101	001	MWF	0800AM	0850AM	CA	0111	419	425	PIELAK, GARY J.	O
5	099	GU	CHEM	101	002	TR	0800AM	0915AM	CA	0111	437	425	HOGAN, BRIAN PA	C
6	099	GU	CHEM	101	003	TR	0200PM	0315PM	CP	0201	183	175	AUSTELL, TODD L	C
7	099	GU	CHEM	101	004	MWF	0800AM	0850AM	AR	0121	0	190		X
8	099	GU	CHEM	101	851	TBA	TBA	TBA			0	999		O
9	099	GU	CHEM	101	951	MW	0730PM	0845PM	KL	B125	26	26	VOLARIC, LISA J	C
10	099	GU	CHEM	101	998	TBA	TBA	TBA			0	999		O
11	099	GU	CHEM	101	999	TBA	TBA	TBA			0	999		O
12	099	GU	CHEM	102	001	MWF	1000AM	1050AM	CP	0211	224	225	YOUSAF, MUHAMMA	O
13	099	GU	CHEM	102	002	TR	0930AM	1045AM	CP	0211	223	225	BLIEM, CARRIBET	O
14	099	GU	CHEM	102	851	TBA	TBA	TBA			0	999		O
15	099	GU	CHEM	102	998	TBA	TBA	TBA			0	999		O
16	099	GU	CHEM	102	999	TBA	TBA	TBA			0	999		O
17	099	GU	CHEM	241	001	TR	1100AM	1215PM	CP	0211	210	210	AUSTELL, TODD L	C
18	099	GU	CHEM	241	002	MW	0500PM	0615PM	CP	0201	182	185	WIGHTMAN, R. MA	O
19	099	GU	CHEM	241	003	MWF	0800AM	0850AM	CP	0211	190	225	TIANI, DOMENIC	O
20	099	GU	CHEM	261	001	MWF	1100AM	1150AM	CP	0211	207	200	FORBES, MALCOLM	C
21	099	GU	CHEM	261	002	TR	0800AM	0915AM	CP	0211	173	175	ALEXANIAN, ERIK	O
22	099	GU	CHEM	261	003	MWF	0900AM	0950AM	CP	0211	208	200	KROPP, PAUL J.	C
23	099	GU	CHEM	261	004	MWF	0800AM	0850AM	CP	0201	73	190	JOHNSON, JEFFRE	O
24	099	GU	CHEM	261	998	TBA	TBA	TBA			0	999		O
25	099	GU	CHEM	261	999	TBA	TBA	TBA			0	999		O
26	099	GU	CHEM	262	001	MWF	1100AM	1150AM	CP	0201	0	135		X
27	099	GU	CHEM	262	998	TBA	TBA	TBA			0	999		O
28	099	GU	CHEM	395	001	TBA	TBA	TBA			0	5	BAER, TOMAS	O
29	099	GU	CHEM	395	002	TBA	TBA	TBA			2	5	BROOKHART, MAUR	O
30	099	GU	CHEM	395	005	TBA	TBA	TBA			1	5	FECKO, CHRISTOP	O
31	099	GU	CHEM	395	006	TBA	TBA	TBA			0	5	MORAN, ANDREW M	O
32	099	GU	CHEM	395	011	TBA	TBA	TBA			1	5	ERIE, DOROTHY A	O
33	099	GU	CHEM	395	014	TBA	TBA	TBA			2	5	LORD, S T	O
34	099	GU	CHEM	395	023	TBA	TBA	TBA			2	5	MEYER, THOMAS J	O
35	099	GU	CHEM	395	025	TBA	TBA	TBA			4	5	MURRAY, ROYCE W	O
36	099	GU	CHEM	395	028	TBA	TBA	TBA			1	5	SPREMULLI, LIND	O
37	099	GU	CHEM	395	040	TBA	TBA	TBA			5	5	GLISH, GARY L.	C
38	099	GU	CHEM	395	041	TBA	TBA	TBA			1	5	THOMPSON, NANCY	O
39	099	GU	CHEM	395	042	TBA	TBA	TBA			3	5	YOU, WEI	O
40	099	GU	CHEM	395	043	TBA	TBA	TBA			2	5	RUBINSTEIN, MIC	O
41	099	GU	CHEM	395	045	TBA	TBA	TBA			1	5	SCHAUER, CYNTHI	O
42	099	GU	CHEM	395	046	TBA	TBA	TBA			0	5	PIELAK, GARY J.	O
43	099	GU	CHEM	395	047	TBA	TBA	TBA			0	5	WIGHTMAN, R. MA	O
44	099	GU	CHEM	395	048	TBA	TBA	TBA			2	5	FORBES, MALCOLM	O
45	099	GU	CHEM	395	049	TBA	TBA	TBA			3	5	DESIMONE, JOSEP	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	CHEM	395	050	TBA	TBA	TBA			1	5	ALLBRITTON, NAN	O
47	099	GU	CHEM	395	052	TBA	TBA	TBA			2	5	PAPANIKOLAS, JO	O
48	099	GU	CHEM	395	053	TBA	TBA	TBA			1	5	WEEKS, KEVIN M.	O
49	099	GU	CHEM	395	055	TBA	TBA	TBA			2	5	REDINBO, MATTHE	O
50	099	GU	CHEM	395	056	TBA	TBA	TBA			23	35	WATERS, MARCEY	O
51	099	GU	CHEM	395	057	TBA	TBA	TBA			3	5	SCHOENFISCH, MA	O
52	099	GU	CHEM	395	058	TBA	TBA	TBA			3	5	JOHNSON, JEFFRE	O
53	099	GU	CHEM	395	060	TBA	TBA	TBA			1	5	LIN, WENBIN	O
54	099	GU	CHEM	395	061	TBA	TBA	TBA			1	5	ASHBY, VALERIE	O
55	099	GU	CHEM	395	062	TBA	TBA	TBA			3	5	RAMSEY, J. MICH	O
56	099	GU	CHEM	395	064	TBA	TBA	TBA			0	5	YOUSAF, MUHAMMA	O
57	099	GU	CHEM	395	065	TBA	TBA	TBA			1	5	WOLFENDEN, RICH	O
58	099	GU	CHEM	395	077	TBA	TBA	TBA			2	5	ALEXANIAN, ERIK	O
59	099	GU	CHEM	396	001	TBA	TBA	TBA			0	5	BAER, TOMAS	O
60	099	GU	CHEM	396	002	TBA	TBA	TBA			0	5	BROOKHART, MAUR	O
61	099	GU	CHEM	396	011	TBA	TBA	TBA			0	5	ERIE, DOROTHY A	O
62	099	GU	CHEM	396	036	TBA	TBA	TBA			0	5	JORGENSON, JAME	O
63	099	GU	CHEM	396	046	TBA	TBA	TBA			1	5	PIELAK, GARY J.	O
64	099	GU	CHEM	396	060	TBA	TBA	TBA			0	5	LIN, WENBIN	O
65	099	GU	CHEM	396	072	TBA	TBA	TBA			2	5	HOGAN, BRIAN PA	O
66	099	GU	CHEM	421	001	MWF	0900AM	0950AM	CP	0125	32	65	YOU, WEI	O
67	099	GU	CHEM	422	001	TR	0930AM	1045AM	DE	0209	16	26	RUBINSTEIN, MIC	O
68	099	GU	CHEM	430	001	TR	1230PM	0145PM	CP	0211	188	185	SPREMULLI, LIND	C
69	099	GU	CHEM	431	001	TR	0800AM	0915AM	CP	0125	70	80	ERIE, DOROTHY A	O
70	099	GU	CHEM	438	001	MWF	1100AM	1150AM	XX	XX	4	10	REDINBO, MATTHE	O
71	099	GU	CHEM	442	001	MTWR	0500PM	0550PM	KL	B125	19	20	GLISH, GARY L.	O
72	099	GU	CHEM	444	001	MWF	0800AM	0850AM	KL	B121	36	36	JORGENSON, JAME	C
73	099	GU	CHEM	447	001	TR	1100AM	1215PM	KL	B125	27	36	SCHOENFISCH, MA	O
74	099	GU	CHEM	450	001	MWF	0900AM	0950AM	GA	0210	39	49	GAGNE, MICHEL R	O
75	099	GU	CHEM	451	001	TR	0930AM	1045AM	MT	0305	10	19	SCHAUER, CYNTHI	O
76	099	GU	CHEM	465	001	MWF	1100AM	1150AM	KL	B125	27	29	TEMPLETON, JOSE	O
77	099	GU	CHEM	465	001	F	0100PM	0150PM	KL	B125	27	29	TEMPLETON, JOSE	O
78	099	GU	CHEM	466	001	MWF	0800AM	0850AM	CP	0125	43	45	NICEWICZ, DAVID	O
79	099	GU	CHEM	470	001	TR	0800AM	0915AM	KL	B121	10	14	SAMULSKI, EDWAR	O
80	099	GU	CHEM	480	001	MWF	1100AM	1150AM	CP	0125	51	51	THOMPSON, NANCY	C
81	099	GU	CHEM	481	001	MWF	1000AM	1050AM	CP	0125	75	90	BAER, TOMAS	O
82	099	GU	CHEM	482	001	MWF	1000AM	1050AM	KL	B125	34	36	FECKO, CHRISTOP	O
83	099	GU	CHEM	484	001	MWF	1100AM	1150AM	WI	0139	13	19	PAPOIAN, GAREGI	O
84	099	GU	CHEM	486	001	TR	0930AM	1045AM	DE	0403	7	11	MORAN, ANDREW M	O
85	099	GU	CHEM	721	001	M	0400PM	0530PM	CP	0125	12	36	SHEIKO, SERGEY	O
86	099	GU	CHEM	731	001	W	1200PM	0150PM	CP	0125	9	30	THOMPSON, NANCY	O
87	099	GU	CHEM	732	001	TR	1100AM	1215PM	XX	XX	8	20	ERIE, DOROTHY A	O
88	099	GU	CHEM	733	001	TR	1100AM	1215PM	KL	B125	0	36	ERIE, DOROTHY A	X
89	099	GU	CHEM	741	001	M	1200PM	0150PM	CP	0125	29	36	WIGHTMAN, R. MA	O
90	099	GU	CHEM	752	001	W	0400PM	0500PM	CP	0125	0	60	PAPANIKOLAS, JO	X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	CHEM	754	001	T	1100AM	1215PM	CP	0125	16	50	SCHAUER, CYNTHI	O
92	099	GU	CHEM	761	001	F	1200PM	0150PM	CP	0125	24	40	JOHNSON, JEFFRE	O
93	099	GU	CHEM	761	001	R	1230PM	0145PM	CP	0125	24	40	JOHNSON, JEFFRE	O
94	099	GU	CHEM	781	001	M	0400PM	0530PM	CP	0125	6	20	BERKOWITZ, MAX	O
95	099	GU	CHEM	921	042	TBA	TBA	TBA			0	10	YOU, WEI	O
96	099	GU	CHEM	921	043	TBA	TBA	TBA			1	10	RUBINSTEIN, MIC	O
97	099	GU	CHEM	921	044	TBA	TBA	TBA			1	10	SAMULSKI, EDWAR	O
98	099	GU	CHEM	921	049	TBA	TBA	TBA			4	10	DESIMONE, JOSEP	O
99	099	GU	CHEM	921	050	TBA	TBA	TBA			0	10	ALLBRITTON, NAN	O
100	099	GU	CHEM	921	059	TBA	TBA	TBA			2	10	SHEIKO, SERGEY	O
101	099	GU	CHEM	921	061	TBA	TBA	TBA			2	10	ASHBY, VALERIE	O
102	099	GU	CHEM	931	011	TBA	TBA	TBA			0	10	ERIE, DOROTHY A	O
103	099	GU	CHEM	931	046	TBA	TBA	TBA			3	10	PIELAK, G J	O
104	099	GU	CHEM	931	053	TBA	TBA	TBA			2	10	WEEKS, KEVIN M.	O
105	099	GU	CHEM	931	055	TBA	TBA	TBA			1	10	REDINBO, MATTHE	O
106	099	GU	CHEM	931	064	TBA	TBA	TBA			0	10	YOUSAF, MUHAMMA	O
107	099	GU	CHEM	931	078	TBA	TBA	TBA			0	10	NICEWICZ, DAVID	O
108	099	GU	CHEM	941	001	TBA	TBA	TBA			0	10	BAER, T	O
109	099	GU	CHEM	941	011	TBA	TBA	TBA			0	10	ERIE, DOROTHY A	O
110	099	GU	CHEM	941	025	TBA	TBA	TBA			1	10	MURRAY, ROYCE W	O
111	099	GU	CHEM	941	036	TBA	TBA	TBA			0	10	JORGENSON, J W	O
112	099	GU	CHEM	941	040	TBA	TBA	TBA			0	10	GLISH, G L	O
113	099	GU	CHEM	941	047	TBA	TBA	TBA			1	10	WIGHTMAN, R M	O
114	099	GU	CHEM	941	050	TBA	TBA	TBA			0	10	ALLBRITTON, NAN	O
115	099	GU	CHEM	941	057	TBA	TBA	TBA			3	10	SCHOENFISCH, MA	O
116	099	GU	CHEM	941	062	TBA	TBA	TBA			3	10	RAMSEY, J. MICH	O
117	099	GU	CHEM	951	022	TBA	TBA	TBA			1	10	GAGNE, MICHEL R	O
118	099	GU	CHEM	951	031	TBA	TBA	TBA			3	10	TEMPLETON, J L	O
119	099	GU	CHEM	951	045	TBA	TBA	TBA			1	10	SCHAUER, CYNTHI	O
120	099	GU	CHEM	951	051	TBA	TBA	TBA			0	10	THORP, H. HOLDE	O
121	099	GU	CHEM	951	060	TBA	TBA	TBA			2	10	LIN, WENBIN	O
122	099	GU	CHEM	951	076	TBA	TBA	TBA			0	10	LAWRENCE, DAVID	O
123	099	GU	CHEM	961	002	TBA	TBA	TBA			0	10	BROOKHART, MAUR	O
124	099	GU	CHEM	961	022	TBA	TBA	TBA			4	10	GAGNE, MICHEL R	O
125	099	GU	CHEM	961	042	TBA	TBA	TBA			1	10	YOU, WEI	O
126	099	GU	CHEM	961	055	TBA	TBA	TBA			0	10	REDINBO, MATTHE	O
127	099	GU	CHEM	961	056	TBA	TBA	TBA			1	10	WATERS, MARCEY	O
128	099	GU	CHEM	961	058	TBA	TBA	TBA			1	10	JOHNSON, JEFFRE	O
129	099	GU	CHEM	961	077	TBA	TBA	TBA			4	10	ALEXANIAN, ERIK	O
130	099	GU	CHEM	981	005	TBA	TBA	TBA			2	10	FECKO, CHRISTOP	O
131	099	GU	CHEM	981	006	TBA	TBA	TBA			0	10	MORAN, ANDREW M	O
132	099	GU	CHEM	981	052	TBA	TBA	TBA			1	10	PAPANIKOLAS, JO	O
133	099	GU	CHEM	981	059	TBA	TBA	TBA			1	10	SHEIKO, SERGEY	O
134	099	GU	CHEM	981	063	TBA	TBA	TBA			4	10	PAPOIAN, GAREGI	O
135	099	GU	CHEM	992	001	TBA	TBA	TBA			0	5	BAER, TOMAS	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
136	099	GU	CHEM	992	023	TBA	TBA	TBA			0	5		X
137	099	GU	CHEM	992	040	TBA	TBA	TBA			0	5	GLISH, GARY L.	O
138	099	GU	CHEM	992	050	TBA	TBA	TBA			1	5	ALLBRITTON, NAN	O
139	099	GU	CHEM	992	056	TBA	TBA	TBA			1	5	WATERS, MARCEY	O
140	099	GU	CHEM	992	077	TBA	TBA	TBA			0	5	ALEXANIAN, ERIK	O
141	099	GU	CHEM	993	001	TBA	TBA	TBA			0	10		O
142	099	GU	CHEM	993	025	TBA	TBA	TBA			0	10	MURRAY, R W	O
143	099	GU	CHEM	993	052	TBA	TBA	TBA			0	5	PAPANIKOLAS, JO	O
144	099	GU	CHEM	994	001	TBA	TBA	TBA			1	10	BAER, T	O
145	099	GU	CHEM	994	002	TBA	TBA	TBA			0	10	BROOKHART, M S	O
146	099	GU	CHEM	994	005	TBA	TBA	TBA			0	10	FECKO, CHRISTOP	O
147	099	GU	CHEM	994	006	TBA	TBA	TBA			2	10	MORAN, ANDREW M	O
148	099	GU	CHEM	994	011	TBA	TBA	TBA			2	15	ERIE, DOROTHY A	O
149	099	GU	CHEM	994	014	TBA	TBA	TBA			0	5	LORD, S T	O
150	099	GU	CHEM	994	022	TBA	TBA	TBA			1	15	GAGNE, MICHEL R	O
151	099	GU	CHEM	994	025	TBA	TBA	TBA			4	15	MURRAY, R W	O
152	099	GU	CHEM	994	028	TBA	TBA	TBA			1	10	SPREMULLI, LIND	O
153	099	GU	CHEM	994	030	TBA	TBA	TBA			1	10	BERKOWITZ, M L	O
154	099	GU	CHEM	994	031	TBA	TBA	TBA			4	15	TEMPLETON, J L	O
155	099	GU	CHEM	994	036	TBA	TBA	TBA			8	20	JORGENSON, J W	O
156	099	GU	CHEM	994	039	TBA	TBA	TBA			8	15	CRIMMINS, M T	O
157	099	GU	CHEM	994	040	TBA	TBA	TBA			5	15	GLISH, G L	O
158	099	GU	CHEM	994	041	TBA	TBA	TBA			1	15	THOMPSON, N L	O
159	099	GU	CHEM	994	042	TBA	TBA	TBA			4	15	YOU, WEI	O
160	099	GU	CHEM	994	044	TBA	TBA	TBA			2	15	SAMULSKI, E T	O
161	099	GU	CHEM	994	045	TBA	TBA	TBA			0	15	SCHAUER, CYNTHI	O
162	099	GU	CHEM	994	046	TBA	TBA	TBA			3	15	PIELAK, G J	O
163	099	GU	CHEM	994	047	TBA	TBA	TBA			4	15	WIGHTMAN, R M	O
164	099	GU	CHEM	994	049	TBA	TBA	TBA			9	25	DESIMONE, J M	O
165	099	GU	CHEM	994	050	TBA	TBA	TBA			2	15	ALLBRITTON, NAN	O
166	099	GU	CHEM	994	051	TBA	TBA	TBA			1	15	THORP, H. HOLDE	O
167	099	GU	CHEM	994	052	TBA	TBA	TBA			3	15	PAPANIKOLAS, JO	O
168	099	GU	CHEM	994	053	TBA	TBA	TBA			5	15	WEEKS, KEVIN M.	O
169	099	GU	CHEM	994	055	TBA	TBA	TBA			2	15	REDINBO, MATTHE	O
170	099	GU	CHEM	994	056	TBA	TBA	TBA			6	15	WATERS, MARCEY	O
171	099	GU	CHEM	994	057	TBA	TBA	TBA			5	15	SCHOENFISCH, MA	O
172	099	GU	CHEM	994	058	TBA	TBA	TBA			8	15	JOHNSON, JEFFRE	O
173	099	GU	CHEM	994	059	TBA	TBA	TBA			1	15	SHEYKO, SERGEY	O
174	099	GU	CHEM	994	060	TBA	TBA	TBA			3	15	LIN, WENBIN	O
175	099	GU	CHEM	994	061	TBA	TBA	TBA			3	15	ASHBY, VALERIE	O
176	099	GU	CHEM	994	062	TBA	TBA	TBA			7	15	RAMSEY, J. MICH	O
177	099	GU	CHEM	994	063	TBA	TBA	TBA			4	15	PAPOIAN, GAREGI	O
178	099	GU	CHEM	994	064	TBA	TBA	TBA			7	15	YOUSAF, MUHAMMA	O
179	099	GU	CHEM	994	076	TBA	TBA	TBA			1	10	LAWRENCE, DAVID	O
180	099	GU	CHEM	994	077	TBA	TBA	TBA			0	15	ALEXANIAN, ERIK	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
181	099	GU	CHEM	994	078	TBA	TBA	TBA			0	10	NICEWICZ, DAVID	O
182	099	GU	CHEM	101L	401	M	0100PM	0450PM	CP	0211	23	20	VOLARIC, LISA J	C
183	099	GU	CHEM	101L	402	M	0100PM	0450PM	CP	0211	24	20	VOLARIC, LISA J	C
184	099	GU	CHEM	101L	403	M	0100PM	0450PM	CP	0211	24	20	VOLARIC, LISA J	C
185	099	GU	CHEM	101L	404	M	0100PM	0450PM	CP	0211	24	20	VOLARIC, LISA J	C
186	099	GU	CHEM	101L	405	M	0100PM	0450PM	CP	0211	23	20	VOLARIC, LISA J	C
187	099	GU	CHEM	101L	406	M	0100PM	0450PM	CP	0211	23	20	VOLARIC, LISA J	C
188	099	GU	CHEM	101L	407	M	0100PM	0450PM	CP	0211	23	20	VOLARIC, LISA J	C
189	099	GU	CHEM	101L	408	T	0800AM	1150AM	CP	0201	22	20	VOLARIC, LISA J	C
190	099	GU	CHEM	101L	409	T	0800AM	1150AM	CP	0201	23	20	VOLARIC, LISA J	C
191	099	GU	CHEM	101L	410	T	0800AM	1150AM	CP	0201	23	20	VOLARIC, LISA J	C
192	099	GU	CHEM	101L	411	T	0800AM	1150AM	CP	0201	22	20	VOLARIC, LISA J	C
193	099	GU	CHEM	101L	412	T	0800AM	1150AM	CP	0201	23	20	VOLARIC, LISA J	C
194	099	GU	CHEM	101L	413	T	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
195	099	GU	CHEM	101L	414	T	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
196	099	GU	CHEM	101L	415	T	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
197	099	GU	CHEM	101L	416	T	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
198	099	GU	CHEM	101L	417	T	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
199	099	GU	CHEM	101L	418	T	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
200	099	GU	CHEM	101L	419	T	0200PM	0550PM	CP	0211	23	20	VOLARIC, LISA J	C
201	099	GU	CHEM	101L	420	W	0100PM	0450PM	CP	0211	24	20	VOLARIC, LISA J	C
202	099	GU	CHEM	101L	421	W	0100PM	0450PM	CP	0211	24	20	VOLARIC, LISA J	C
203	099	GU	CHEM	101L	422	W	0100PM	0450PM	CP	0211	24	20	VOLARIC, LISA J	C
204	099	GU	CHEM	101L	423	W	0100PM	0450PM	CP	0211	24	20	VOLARIC, LISA J	C
205	099	GU	CHEM	101L	424	W	0100PM	0450PM	CP	0211	24	20	VOLARIC, LISA J	C
206	099	GU	CHEM	101L	425	W	0100PM	0450PM	CP	0211	24	20	VOLARIC, LISA J	C
207	099	GU	CHEM	101L	426	W	0100PM	0450PM	CP	0211	24	20	VOLARIC, LISA J	C
208	099	GU	CHEM	101L	427	R	0800AM	1150AM	CP	0201	21	20	VOLARIC, LISA J	C
209	099	GU	CHEM	101L	428	R	0800AM	1150AM	CP	0201	22	20	VOLARIC, LISA J	C
210	099	GU	CHEM	101L	429	R	0800AM	1150AM	CP	0201	21	20	VOLARIC, LISA J	C
211	099	GU	CHEM	101L	430	R	0800AM	1150AM	CP	0201	21	20	VOLARIC, LISA J	C
212	099	GU	CHEM	101L	431	R	0800AM	1150AM	CP	0201	21	24	VOLARIC, LISA J	O
213	099	GU	CHEM	101L	432	R	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
214	099	GU	CHEM	101L	433	R	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
215	099	GU	CHEM	101L	434	R	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
216	099	GU	CHEM	101L	435	R	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
217	099	GU	CHEM	101L	436	R	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
218	099	GU	CHEM	101L	437	R	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
219	099	GU	CHEM	101L	438	R	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
220	099	GU	CHEM	101L	998	TBA	TBA	TBA			0	999		O
221	099	GU	CHEM	101L	999	TBA	TBA	TBA			0	0		C
222	099	GU	CHEM	102H	001	TR	1230PM	0145PM	CP	0201	73	0	MORSE, CAROLYN	C
223	099	GU	CHEM	102L	401	M	0100PM	0450PM	CP	0211	16	10	VOLARIC, LISA J	C
224	099	GU	CHEM	102L	402	M	0100PM	0450PM	CP	0211	16	10	VOLARIC, LISA J	C
225	099	GU	CHEM	102L	403	M	0100PM	0450PM	CP	0211	16	10	VOLARIC, LISA J	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
226	099	GU	CHEM	102L	404	T	0800AM	1150AM	CP	0201	23	24	VOLARIC, LISA J	O
227	099	GU	CHEM	102L	405	T	0800AM	1150AM	CP	0201	23	24	VOLARIC, LISA J	O
228	099	GU	CHEM	102L	406	T	0800AM	1150AM	CP	0201	23	24	VOLARIC, LISA J	O
229	099	GU	CHEM	102L	407	T	0200PM	0550PM	CP	0211	19	10	VOLARIC, LISA J	C
230	099	GU	CHEM	102L	408	T	0200PM	0550PM	CP	0211	20	10	VOLARIC, LISA J	C
231	099	GU	CHEM	102L	409	T	0200PM	0550PM	CP	0211	20	10	VOLARIC, LISA J	C
232	099	GU	CHEM	102L	410	W	0100PM	0450PM	CP	0211	17	10	VOLARIC, LISA J	C
233	099	GU	CHEM	102L	411	W	0100PM	0450PM	CP	0211	16	10	VOLARIC, LISA J	C
234	099	GU	CHEM	102L	412	W	0100PM	0450PM	CP	0211	17	10	VOLARIC, LISA J	C
235	099	GU	CHEM	102L	413	R	0800AM	1150AM	CP	0201	18	24	VOLARIC, LISA J	O
236	099	GU	CHEM	102L	414	R	0800AM	1150AM	CP	0201	17	24	VOLARIC, LISA J	O
237	099	GU	CHEM	102L	415	R	0800AM	1150AM	CP	0201	18	24	VOLARIC, LISA J	O
238	099	GU	CHEM	102L	416	R	0200PM	0550PM	CP	0211	21	10	VOLARIC, LISA J	C
239	099	GU	CHEM	102L	417	R	0200PM	0550PM	CP	0211	19	10	VOLARIC, LISA J	C
240	099	GU	CHEM	102L	418	R	0200PM	0550PM	CP	0211	20	10	VOLARIC, LISA J	C
241	099	GU	CHEM	102L	998	TBA	TBA	TBA			0	0		C
242	099	GU	CHEM	102L	999	TBA	TBA	TBA			0	0		C
243	099	GU	CHEM	241H	208	MWF	1000AM	1050AM	KL	B121	28	20	MURRAY, ROYCE W	C
244	099	GU	CHEM	241L	401	M	0100PM	0350PM	CP	0201	22	22	TIANI, DOMENIC	C
245	099	GU	CHEM	241L	402	M	0100PM	0350PM	CP	0201	22	22	TIANI, DOMENIC	C
246	099	GU	CHEM	241L	403	M	0100PM	0350PM	CP	0201	22	22	TIANI, DOMENIC	C
247	099	GU	CHEM	241L	404	M	0100PM	0350PM	CP	0201	22	22	TIANI, DOMENIC	C
248	099	GU	CHEM	241L	405	T	0800AM	1050AM	XX	XX	19	22	TIANI, DOMENIC	O
249	099	GU	CHEM	241L	406	T	0800AM	1050AM	XX	XX	17	22	TIANI, DOMENIC	O
250	099	GU	CHEM	241L	407	T	0800AM	1050AM	XX	XX	22	22	TIANI, DOMENIC	C
251	099	GU	CHEM	241L	408	T	0800AM	1050AM	XX	XX	22	22	TIANI, DOMENIC	C
252	099	GU	CHEM	241L	409	T	0200PM	0450PM	CP	0125	22	22	TIANI, DOMENIC	C
253	099	GU	CHEM	241L	410	T	0200PM	0450PM	CP	0125	22	22	TIANI, DOMENIC	C
254	099	GU	CHEM	241L	411	T	0200PM	0450PM	CP	0125	22	22	TIANI, DOMENIC	C
255	099	GU	CHEM	241L	412	W	0100PM	0350PM	CP	0125	22	22	TIANI, DOMENIC	C
256	099	GU	CHEM	241L	413	W	0100PM	0350PM	CP	0125	22	22	TIANI, DOMENIC	C
257	099	GU	CHEM	241L	414	W	0100PM	0350PM	CP	0125	22	22	TIANI, DOMENIC	C
258	099	GU	CHEM	241L	415	R	0800AM	1050AM	XX	XX	21	22	TIANI, DOMENIC	O
259	099	GU	CHEM	241L	416	R	0800AM	1050AM	XX	XX	21	22	TIANI, DOMENIC	O
260	099	GU	CHEM	241L	417	R	0800AM	1050AM	XX	XX	21	22	TIANI, DOMENIC	O
261	099	GU	CHEM	241L	418	R	0800AM	1050AM	XX	XX	22	22	TIANI, DOMENIC	C
262	099	GU	CHEM	241L	419	R	0200PM	0450PM	CP	0125	22	22	TIANI, DOMENIC	C
263	099	GU	CHEM	241L	420	R	0200PM	0450PM	CP	0125	22	22	TIANI, DOMENIC	C
264	099	GU	CHEM	241L	421	R	0200PM	0450PM	CP	0125	22	22	TIANI, DOMENIC	C
265	099	GU	CHEM	241L	422	R	0200PM	0450PM	CP	0125	22	22	TIANI, DOMENIC	C
266	099	GU	CHEM	245L	523	T	0200PM	0450PM	XX	XX	15	18	TIANI, DOMENIC	O
267	099	GU	CHEM	245L	556	W	0100PM	0350PM	XX	XX	9	18	TIANI, DOMENIC	O
268	099	GU	CHEM	261H	194	TR	0930AM	1045AM	CP	0125	41	40	WATERS, MARCEY	C
269	099	GU	CHEM	262L	401	M	0100PM	0350PM	CP	0125	0	21		X
270	099	GU	CHEM	262L	402	M	0100PM	0350PM	CP	0125	0	22		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
271	099	GU	CHEM	262L	403	M	0100PM	0350PM	CP	0125	0	22		X
272	099	GU	CHEM	262L	404	T	0200PM	0450PM	XX	XX	0	22		X
273	099	GU	CHEM	262L	405	T	0200PM	0450PM	XX	XX	0	21		X
274	099	GU	CHEM	262L	406	T	0200PM	0450PM	XX	XX	0	22		X
275	099	GU	CHEM	262L	407	W	0100PM	0350PM	CP	0201	0	22		X
276	099	GU	CHEM	262L	408	W	0100PM	0350PM	CP	0201	0	22		X
277	099	GU	CHEM	262L	409	W	0100PM	0350PM	CP	0201	0	24		X
278	099	GU	CHEM	262L	410	R	0200PM	0450PM	XX	XX	0	24		X
279	099	GU	CHEM	262L	411	R	0200PM	0450PM	XX	XX	0	22		X
280	099	GU	CHEM	262L	412	R	0200PM	0450PM	XX	XX	0	24		X
281	099	GU	CHEM	262L	998	TBA	TBA	TBA			0	999		O
282	099	GU	CHEM	442L	401	M	0100PM	0450PM	ML	0209	5	5	GLISH, GARY L.	C
283	099	GU	CHEM	442L	402	T	0100PM	0450PM	ML	0209	4	5	GLISH, GARY L.	O
284	099	GU	CHEM	442L	403	W	0100PM	0450PM	ML	0209	4	5	GLISH, GARY L.	O
285	099	GU	CHEM	442L	404	R	0100PM	0450PM	ML	0209	4	5	GLISH, GARY L.	O
286	099	GU	CHEM	442L	405	F	0100PM	0450PM	ML	0209	2	5	GLISH, GARY L.	O
287	099	GU	CHEM	481L	401	T	1230PM	0145PM	CP	0125	21	21	BLIEM, CARRIBET	C
288	099	GU	CHEM	481L	401	W	0200PM	0450PM	KL	B121	21	21	BLIEM, CARRIBET	C
289	099	GU	CHEM	481L	402	T	1230PM	0145PM	CP	0125	18	20	BLIEM, CARRIBET	O
290	099	GU	CHEM	481L	402	R	0200PM	0450PM	KL	B121	18	20	BLIEM, CARRIBET	O
291	099	GU	CHEM	481L	403	T	1230PM	0145PM	CP	0125	19	20	BLIEM, CARRIBET	O
292	099	GU	CHEM	481L	403	F	0200PM	0450PM	KL	B121	19	20	BLIEM, CARRIBET	O
293	099	GU	CHEM	481L	404	T	1230PM	0145PM	CP	0125	0	20		X
294	099	GU	CHEM	481L	404	F	0200PM	0450PM	KL	B121	0	20		X
295	099	GU	CHEM	530L	401	TR	0100PM	0450PM	ML	0203	27	16	HOGAN, BRIAN PA	C
296	099	GU	CHEM	530L	401	TBA	TBA	TBA			27	16	HOGAN, BRIAN PA	C
297	099	GU	CHEM	530L	402	WF	0100PM	0450PM	ML	0203	15	16	HOGAN, BRIAN PA	O
298	099	GU	CHEM	530L	402	TBA	TBA	TBA			15	16	HOGAN, BRIAN PA	O
299	099	GU	CHEM	550L	401	W	1200PM	1250PM	CP	0211	11	11	LIN, WENBIN	C
300	099	GU	CHEM	550L	401	M	0100PM	0450PM	ML	0304	11	11	LIN, WENBIN	C
301	099	GU	CHEM	550L	402	W	1200PM	1250PM	CP	0211	11	11	LIN, WENBIN	C
302	099	GU	CHEM	550L	402	M	0100PM	0450PM	ML	0304	11	11	LIN, WENBIN	C
303	099	GU	CHEM	550L	403	T	0100PM	0450PM	ML	0304	10	11	LIN, WENBIN	O
304	099	GU	CHEM	550L	403	W	1200PM	1250PM	CP	0211	10	11	LIN, WENBIN	O
305	099	GU	CHEM	550L	404	T	0100PM	0450PM	ML	0304	7	11	LIN, WENBIN	O
306	099	GU	CHEM	550L	404	W	1200PM	1250PM	CP	0211	7	11	LIN, WENBIN	O
307	099	GU	CHEM	550L	405	W	0100PM	0450PM	ML	0304	11	11	LIN, WENBIN	C
308	099	GU	CHEM	550L	405	W	1200PM	1250PM	CP	0211	11	11	LIN, WENBIN	C
309	099	GU	CHEM	550L	406	W	1200PM	1250PM	CP	0211	11	11	LIN, WENBIN	C
310	099	GU	CHEM	550L	406	W	0100PM	0450PM	ML	0301	11	11	LIN, WENBIN	C
311	099	GU	CHEM	550L	407	R	0100PM	0450PM	ML	0304	10	11	LIN, WENBIN	O
312	099	GU	CHEM	550L	407	W	1200PM	1250PM	CP	0211	10	11	LIN, WENBIN	O
313	099	GU	CHEM	550L	408	W	1200PM	1250PM	CP	0211	10	11	LIN, WENBIN	O
314	099	GU	CHEM	550L	408	R	0100PM	0450PM	ML	0304	10	11	LIN, WENBIN	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	CHER101 001	CHER	101	001	MW	0415PM	0530PM	PE	0008	15	20	REED, JULIE		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	CHIN	101	001	MTWR	1000AM	1050AM	SA	0213	20	20	ZHOU, YI	C
3	099	GU	CHIN	101	002	MTWR	0800AM	0850AM	AR	0116	13	20	MA, XIAOQING	O
4	099	GU	CHIN	101	003	MTWR	1100AM	1150AM	SA	0213	19	20	PARK, YOUNG MAE	O
5	099	GU	CHIN	101	004	MTWR	1200PM	1250PM	SA	0213	20	20	PARK, YOUNG MAE	C
6	099	GU	CHIN	101	005	MTWR	1000AM	1050AM	AR	0116	20	20	FAN, LILI	C
7	099	GU	CHIN	101	006	MTWR	0300PM	0350PM	AR	0116	19	20	FAN, LILI	O
8	099	GU	CHIN	101	007	MTWR	0400PM	0450PM	AR	0116	13	20	FAN, LILI	O
9	099	GU	CHIN	101	998	TBA	TBA	TBA			0	999		O
10	099	GU	CHIN	102	998	TBA	TBA	TBA			0	999		O
11	099	GU	CHIN	111	001	MW	0300PM	0415PM	DE	0208	30	30	ZHANG, LEI	C
12	099	GU	CHIN	203	001	MTWR	0900AM	0950AM	AR	0116	15	14	ZHANG, HANG	C
13	099	GU	CHIN	203	002	MTWR	1200PM	1250PM	AR	0116	20	20	ZHANG, HANG	C
14	099	GU	CHIN	203	004	MTWR	0900AM	0950AM	SA	0321	12	19	PARK, YOUNG MAE	O
15	099	GU	CHIN	203	005	MTWR	0100PM	0150PM	AR	0116	21	19	ZHANG, HANG	C
16	099	GU	CHIN	203	006	MTWR	0900AM	0950AM	AR	0116	0	0		X
17	099	GU	CHIN	203	998	TBA	TBA	TBA			0	999		O
18	099	GU	CHIN	203	999	TBA	TBA	TBA			0	999		O
19	099	GU	CHIN	203	01S	TBA	TBA	TBA			9	999	YUE, G	O
20	099	GU	CHIN	204	998	TBA	TBA	TBA			0	999		O
21	099	GU	CHIN	204	01S	TBA	TBA	TBA			9	999	YUE, G	O
22	099	GU	CHIN	252	001	MWF	0100PM	0150PM	GA	0008	81	82	HENRY, E	O
23	099	GU	CHIN	252	002	MWF	0200PM	0250PM	CW	0105	69	72	HENRY, E	O
24	099	GU	CHIN	252	601	R	0825AM	0915AM	FB	F009	41	50	HENRY, E	O
25	099	GU	CHIN	252	602	R	0930AM	1020AM	FB	F009	58	50	HENRY, E	C
26	099	GU	CHIN	252	603	R	1100AM	1150AM	NW	0219	51	50	HENRY, E	C
27	099	GU	CHIN	253	001	TR	0200PM	0315PM	AR	0215	22	30	LI, WENDAN	O
28	099	GU	CHIN	305	001	TR	1100AM	1215PM	GM	0213	15	16	ZHOU, YI	O
29	099	GU	CHIN	305	002	TR	0330PM	0445PM	MT	0106	13	16	ZHOU, YI	O
30	099	GU	CHIN	305	01S	TBA	TBA	TBA			14	999	YUE, G	O
31	099	GU	CHIN	306	01S	TBA	TBA	TBA			5	999	YUE, G	O
32	099	GU	CHIN	313	001	MWF	1100AM	1150AM	GM	0035	22	25	HENRY, E	O
33	099	GU	CHIN	407	001	MWF	1100AM	1150AM	AR	0215	14	20	VISSER, ROBIN L	O
34	099	GU	CHIN	407	01S	TBA	TBA	TBA			6	999	YUE, G	O
35	099	GU	CHIN	408	01S	TBA	TBA	TBA			1	999	YUE, G	O
36	099	GU	CHIN	462	001	TR	0330PM	0445PM	AR	0215	17	25	LI, WENDAN	O
37	099	GU	CHIN	462	01S	TBA	TBA	TBA			2	999	YUE, G	O
38	099	GU	CHIN	463	001	MWF	0100PM	0150PM	PH	0381	18	30	VISSER, ROBIN L	O
39	099	GU	CHIN	464	001	W	0430PM	0630PM	AR	0215	0	32	VISSER, ROBIN L	X
40	099	GU	CHIN	464	001	MWF	1100AM	1150AM	AR	0215	0	32	VISSER, ROBIN L	X
41	099	GU	CHIN	490	001	TR	1100AM	1215PM	GM	0210	20	20	HSIAO, LI-LING	C
42	099	GU	CHIN	490	01S	TBA	TBA	TBA			3	999	YUE, G	O
43	099	GU	CHIN	496	001	TBA	TBA	TBA			0	1		O
44	099	GU	CHIN	510	01S	TBA	TBA	TBA			2	999	YUE, G	O
45	099	GU	CHIN	590	01S	TBA	TBA	TBA			0	5		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	CLAR	120	001	TR	1100AM	1215PM	HM	0100	147	150	DE JONG, LIDEWI	O
3	099	GU	CLAR	120	951	MW	0730PM	0845PM	MU	0111	19	20	LE BLANC, ROBYN	O
4	099	GU	CLAR	242	001	TR	0200PM	0315PM	MU	0116	171	171	HAGGIS, D C	C
5	099	GU	CLAR	244	001	TR	1230PM	0145PM	MU	0104	45	45	SAMS, G K	C
6	099	GU	CLAR	245	990	TBA	TBA	TBA			3	10	MOORE, DAN W	O
7	099	GU	CLAR	262	001	MWF	0200PM	0250PM	AR	0218	0	10		X
8	099	GU	CLAR	464	001	TR	0930AM	1045AM	MU	0104	7	9	SAMS, G K	O
9	099	GU	CLAR	465	001	TR	0200PM	0315PM	MU	0304	19	20	TRUEMPER, MONIK	O
10	099	GU	CLAR	781	001	TR	0930AM	1045AM	MU	0220	1	10	HAGGIS, D C	O
11	099	GU	CLAR	782	001	M	0300PM	0550PM	MU	0220	0	12	DE JONG, LIDEWI	X
12	099	GU	CLAR	796	001	M	0300PM	0550PM	MU	0220	4	12	DE JONG, LIDEWI	O
13	099	GU	CLAR	812	001	M	0500PM	0750PM	XX	XX	0	5	MAGNESS, JODI	O
14	099	GU	CLAR	841	040	TBA	TBA	TBA			0	5	HAGGIS, D C	O
15	099	GU	CLAR	960	001	T	0200PM	0450PM	AR	0118	0	5	STURGEON, M C	O
16	099	GU	CLAR	993	013	TBA	TBA	TBA			0	5	SAMS, G K	O
17	099	GU	CLAR	994	006	TBA	TBA	TBA			1	5	TERRENATO, NICO	O
18	099	GU	CLAR	994	007	TBA	TBA	TBA			1	5	TRUEMPER, MONIK	O
19	099	GU	CLAR	994	008	TBA	TBA	TBA			0	5	RIESS, WERNER	O
20	099	GU	CLAR	994	013	TBA	TBA	TBA			1	5	SAMS, G K	O
21	099	GU	CLAR	994	040	TBA	TBA	TBA			1	5	HAGGIS, D C	O
22	099	GU	CLAS	055	001	MWF	0100PM	0150PM	MU	0104	23	24	O'HARA, JAMES J	O
23	099	GU	CLAS	071	001	TR	0930AM	1045AM	MU	0104	0	24	TRUEMPER, MONIK	X
24	099	GU	CLAS	073	001	TR	0930AM	1045AM	MU	0304	24	24	TRUEMPER, MONIK	C
25	099	GU	CLAS	125	988	TBA	TBA	TBA			0	999		O
26	099	GU	CLAS	126	851	TBA	TBA	TBA			0	999		O
27	099	GU	CLAS	131	001	MWF	0100PM	0150PM	MA	0209	115	150	BOYLE, BRENDAN	O
28	099	GU	CLAS	240	001	TR	0330PM	0445PM	GA	0008	43	55	JAMES, SHARON L	O
29	099	GU	CLAS	240	601	W	1100AM	1150AM	MU	0118	0	20		X
30	099	GU	CLAS	240	602	W	0100PM	0150PM	MU	0118	19	20	WITZKE, SERENA	O
31	099	GU	CLAS	240	603	W	0200PM	0250PM	MU	0111	15	20	GALLIGAN, ERIN	O
32	099	GU	CLAS	240	604	W	0200PM	0250PM	MU	0118	4	20	WITZKE, SERENA	O
33	099	GU	CLAS	258	001	TR	1100AM	1215PM	MU	0104	38	40	RIESS, WERNER	O
34	099	GU	CLAS	263	001	MWF	0200PM	0250PM	HN	0120	98	100	GOSLIN, OWEN	O
35	099	GU	CLAS	396	003	TBA	TBA	TBA			0	5	BARAGWANATH, EM	O
36	099	GU	CLAS	409	001	MWF	0300PM	0350PM	MU	0304	0	20	RIVES, JAMES	X
37	099	GU	CLAS	240H	001	TR	0330PM	0445PM	GA	0008	17	20	JAMES, SHARON L	O
38	099	GU	CLAS	240H	601	W	0300PM	0350PM	MU	0118	21	20	JAMES, SHARON L	C
39	099	GU	CLAS	691H	007	TBA	TBA	TBA			0	5	JAMES, SHARON L	O
40	099	GU	CLAS	691H	011	TBA	TBA	TBA			0	5	RIVES, JAMES	O
41	099	GU	CLAS	691H	042	TBA	TBA	TBA			1	5	RACE, WILLIAM H	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	CLSC	150	001	T	0500PM	0550PM	XX	XX	85	100	BECK, S J	O
3	099	GU	CLSC	410	001	TBA	TBA	TBA			22	30	LEGRYS, V A	O
4	099	GU	CLSC	420	001	TBA	TBA	TBA			22	30	BECK, S J	O
5	099	GU	CLSC	430	001	TBA	TBA	TBA			22	30	LEGRYS, V A	O
6	099	GU	CLSC	440	001	TBA	TBA	TBA			22	30	LAUDICINA, R J	O
7	099	GU	CLSC	450	001	TBA	TBA	TBA			23	30	HILGER, A E	O
8	099	GU	CLSC	460	001	TBA	TBA	TBA			22	30	HILGER, A E	O
9	099	GU	CLSC	510	001	TBA	TBA	TBA			6	24	LEGRYS, V A	O
10	099	GU	CLSC	520	001	TBA	TBA	TBA			4	12	MOON, TARA C	O
11	099	GU	CLSC	530	001	TBA	TBA	TBA			9	24	ORTON, SUSAN M.	O
12	099	GU	CLSC	540	001	TBA	TBA	TBA			9	24	LAUDICINA, R J	O
13	099	GU	CLSC	542	001	TBA	TBA	TBA			9	24	LAUDICINA, R J	O
14	099	GU	CLSC	544	001	TBA	TBA	TBA			11	24	LAUDICINA, R J	O
15	099	GU	CLSC	550	001	TBA	TBA	TBA			11	24	HILGER, A E	O
16	099	GU	CLSC	560	001	TBA	TBA	TBA			10	24	HILGER, A E	O
17	099	GU	CLSC	562	001	TBA	TBA	TBA			12	24	HILGER, A E	O
18	099	GU	CLSC	570	001	TBA	TBA	TBA			9	24	LEGRYS, V A	O
19	099	GU	CLSC	580	001	TBA	TBA	TBA			9	24	BECK, S J	O
20	099	GU	CLSC	582	001	TBA	TBA	TBA			7	24	BECK, S J	O
21	099	GU	CLSC	620	001	TBA	TBA	TBA			19	24	MOON, TARA C	O
22	099	GU	CLSC	630	001	TBA	TBA	TBA			4	6	BECK, S J	O
23	099	GU	CLSC	720	956	TBA	TBA	TBA			4	25	ORTON, SUSAN M.	O
24	099	GU	CLSC	720	01W	TBA	TBA	TBA			0	5	ORTON, SUSAN M.	O
25	099	GU	CLSC	420L	401	TBA	TBA	TBA			22	24	MOON, TARA C	O
26	099	GU	CLSC	440L	401	TBA	TBA	TBA			22	24	STEWART, LAINE	O
27	099	GU	CLSC	450L	401	TBA	TBA	TBA			23	24	MOON, TARA C	O
28	099	GU	CLSC	460L	401	TBA	TBA	TBA			23	24	STEWART, LAINE	O
29	099	GU	CLSC	720L	956	TBA	TBA	TBA			4	12	ORTON, SUSAN M.	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	CMPL	120	001	MW	0900AM	0950AM	GL	0101	0	120		X
3	099	GU	CMPL	120	601	R	0200PM	0250PM	HM	0150	0	20		X
4	099	GU	CMPL	120	602	R	0330PM	0420PM	GL	0318	0	20		X
5	099	GU	CMPL	120	603	F	0800AM	0850AM	HM	0420	0	20		X
6	099	GU	CMPL	120	604	F	0900AM	0950AM	BI	0309	0	20		X
7	099	GU	CMPL	120	605	F	0900AM	0950AM	MU	0002	0	20		X
8	099	GU	CMPL	120	606	F	1000AM	1050AM	BI	0306	0	20		X
9	099	GU	CMPL	121	001	TR	0930AM	1045AM	DE	0313	30	30	COLLINS, M S	C
10	099	GU	CMPL	122	990	TBA	TBA	TBA			0	10	CLARK, CATHERIN	X
11	099	GU	CMPL	122	991	TBA	TBA	TBA			0	15	CLARK, CATHERIN	X
12	099	GU	CMPL	122	992	TBA	TBA	TBA			0	1	CLARK, CATHERIN	X
13	099	GU	CMPL	132	001	TR	0930AM	1045AM	GL	0431	30	35	FISHER, REBECKA	O
14	099	GU	CMPL	132	601	R	0200PM	0250PM	DE	0405	4	15		X
15	099	GU	CMPL	132	602	R	0330PM	0420PM	GL	0107	1	15		X
16	099	GU	CMPL	132	603	F	0800AM	0850AM	SC	0201	0	15		X
17	099	GU	CMPL	132	604	F	0900AM	0950AM	DE	0313	0	15		X
18	099	GU	CMPL	133	001	TR	0330PM	0445PM	DE	0313	0	1	BRODEY, INGER S	X
19	099	GU	CMPL	250	001	TR	1100AM	1215PM	HN	0112	30	30	BRODEY, INGER S	C
20	099	GU	CMPL	255	001	TR	0330PM	0445PM	DE	0313	28	30	BRODEY, INGER S	O
21	099	GU	CMPL	270	001	MW	0100PM	0150PM	GA	0105	0	12	HESS, JONATHAN	X
22	099	GU	CMPL	270	601	F	0100PM	0150PM	HN	0107	0	3	HESS, JONATHAN	X
23	099	GU	CMPL	270	602	F	0200PM	0250PM	BI	0208	0	3	HESS, JONATHAN	X
24	099	GU	CMPL	270	603	R	1100AM	1150AM	DE	0302	0	3	HESS, JONATHAN	X
25	099	GU	CMPL	270	604	R	0100PM	0150PM	BI	0101	0	3	HESS, JONATHAN	X
26	099	GU	CMPL	279	001	MW	0100PM	0150PM	GA	0105	58	59	DOWNING, ERIC S	O
27	099	GU	CMPL	279	601	F	0100PM	0150PM	BI	0208	12	11	OSTRAU, NICOLAY	C
28	099	GU	CMPL	279	602	F	0200PM	0250PM	BI	0208	18	18	OSTRAU, NICOLAY	C
29	099	GU	CMPL	279	603	R	1100AM	1150AM	DE	0302	13	14	HUMPHREY, CHRIS	O
30	099	GU	CMPL	279	604	R	0100PM	0150PM	BI	0101	15	15	HUMPHREY, CHRIS	C
31	099	GU	CMPL	374	001	MWF	1200PM	1250PM	DE	0313	23	25	LEONARD, D R	O
32	099	GU	CMPL	390	001	TR	0200PM	0315PM	DE	0313	13	30	COLLINS, M S	O
33	099	GU	CMPL	452	001	MWF	0200PM	0250PM	DE	0313	22	30	LEGASSIE, SHAYN	O
34	099	GU	CMPL	466	001	MWF	0100PM	0150PM	DE	0313	29	30	LEONARD, D R	O
35	099	GU	CMPL	471	001	TR	1230PM	0145PM	DE	0313	10	30	KOELB, JAN	O
36	099	GU	CMPL	490	001	TR	0200PM	0315PM	GL	0301	7	15	JAWAD, ABDULSAT	O
37	099	GU	CMPL	700	001	TR	1100AM	1215PM	DE	0313	9	20	DOWNING, ERIC S	O
38	099	GU	CMPL	796	001	TBA	TBA	TBA			0	5	DOWNING, ERIC S	O
39	099	GU	CMPL	890	001	TR	0200PM	0315PM	GL	0301	7	10	JAWAD, ABDULSAT	O
40	099	GU	CMPL	993	001	TBA	TBA	TBA			1	1	GONZALEZ-ESPITI	C
41	099	GU	CMPL	994	002	TBA	TBA	TBA			1	5	LEONARD, D R	O
42	099	GU	CMPL	994	003	TBA	TBA	TBA			1	5	KENNEDY, E D	O
43	099	GU	CMPL	994	004	TBA	TBA	TBA			5	7	DOWNING, ERIC,	O
44	099	GU	CMPL	994	005	TBA	TBA	TBA			0	5	BRODEY, INGER S	O
45	099	GU	CMPL	994	006	TBA	TBA	TBA			1	5	ANTLE, M C	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	CMPL	994	008	TBA	TBA	TBA			3	5	DEGUZMAN, MARIA	O
47	099	GU	CMPL	994	011	TBA	TBA	TBA			4	5	WOLFE, JESSICA	O
48	099	GU	CMPL	994	012	TBA	TBA	TBA			0	5	KOELB, CLAYTON	O
49	099	GU	CMPL	994	014	TBA	TBA	TBA			0	5	PERELMUTER, R	O
50	099	GU	CMPL	994	015	TBA	TBA	TBA			0	5	HARRIS, TRUDIER	O
51	099	GU	CMPL	994	016	TBA	TBA	TBA			1	5	FISHER, REBECKA	O
52	099	GU	CMPL	994	018	TBA	TBA	TBA			0	5	GONZALEZ-ESPITI	O
53	099	GU	CMPL	994	019	TBA	TBA	TBA			1	5	CARLSTON, ERIN	O
54	099	GU	CMPL	691H	001	TBA	TBA	TBA			4	15	BRODEY, INGER S	O
55	099	GU	CMPL	692H	001	TBA	TBA	TBA			0	5	BRODEY, INGER S	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	COMM	051	001	TR	1100AM	1215PM	GM	0038	23	24	MAY, STEVEN K	O
3	099	GU	COMM	060	001	TR	1100AM	1215PM	GM	0038	0	22	MAY, STEVEN K	X
4	099	GU	COMM	063	001	TR	0930AM	1045AM	SW	0104	0	20	GRUMET, MADELIN	X
5	099	GU	COMM	085	001	TR	1100AM	1215PM	GC	3033	16	16	LUNDBERG, CHRIS	C
6	099	GU	COMM	085	002	TR	0200PM	0315PM	NE	0301	15	16	LUNDBERG, CHRIS	O
7	099	GU	COMM	089	001	TR	1230PM	0145PM	DE	0204	25	24	WOOD, JULIA T	C
8	099	GU	COMM	089	002	TR	0200PM	0315PM	AR	0117	22	24	WOOD, JULIA T	O
9	099	GU	COMM	100	990	TBA	TBA	TBA			9	10	NELSON, ELIZABE	O
10	099	GU	COMM	109	998	TBA	TBA	TBA			0	0		C
11	099	GU	COMM	113	001	TR	0800AM	0915AM	DE	0202	26	25	LYSZAK, BRETT	C
12	099	GU	COMM	113	002	TR	0200PM	0315PM	FB	F009	26	25	BOLLMER, GRANT	C
13	099	GU	COMM	113	003	TR	0330PM	0445PM	DE	0204	25	25	RYSAVY, WAYNE	C
14	099	GU	COMM	113	004	MWF	0800AM	0850AM	PH	0222	23	25	STOJAKOVIC, JEL	O
15	099	GU	COMM	113	005	MWF	1200PM	1250PM	GL	0319	28	25	POWELL, KASHIF	C
16	099	GU	COMM	120	001	TR	0930AM	1045AM	PE	0104	110	110	WOOD, JULIA T	C
17	099	GU	COMM	130	001	MW	0900AM	0950AM	GL	0431	72	70	SHI, WENHUA	C
18	099	GU	COMM	130	401	F	0900AM	0950AM	SW	108A	22	22	INGERSOLL, ALEX	C
19	099	GU	COMM	130	402	F	1000AM	1050AM	SW	108A	25	25	SCHEER, GEORGE	C
20	099	GU	COMM	130	403	F	1100AM	1150AM	SW	108A	25	25	ROTTINGHAUS, AD	C
21	099	GU	COMM	131	001	W	0200PM	0450PM	MU	0222	1	5	COEN, DANA	O
22	099	GU	COMM	140	001	T	0500PM	0750PM	GL	0101	135	132	PALM, MICHAEL	C
23	099	GU	COMM	140	001	MW	1100AM	1150AM	PE	0104	135	132	PALM, MICHAEL	C
24	099	GU	COMM	140	601	M	0100PM	0150PM	CW	0103	22	22	ROTTINGHAUS, AD	C
25	099	GU	COMM	140	602	M	0300PM	0350PM	MU	0304	23	22	ARIZZI, ERIN	C
26	099	GU	COMM	140	603	W	0200PM	0250PM	PH	0222	23	22	DAWISHA, NADIA	C
27	099	GU	COMM	140	604	W	0300PM	0350PM	MU	0304	22	22	BECKHAM, JANEL	C
28	099	GU	COMM	140	605	F	0200PM	0250PM	SA	0321	22	22	INGERSOLL, ALEX	C
29	099	GU	COMM	140	606	F	0300PM	0350PM	DE	0202	19	22	RICHTER, CAROLY	O
30	099	GU	COMM	140	990	TBA	TBA	TBA			8	10	JAYARAM, SRINAT	O
31	099	GU	COMM	140	998	TBA	TBA	TBA			0	20		O
32	099	GU	COMM	142	001	MWF	0300PM	0350PM	AL	0203	26	25	SMICKER, JOSHUA	C
33	099	GU	COMM	160	001	TR	1100AM	1215PM	BI	0203	18	20	SPEED, JESICA	O
34	099	GU	COMM	160	002	MW	0800AM	0915AM	BI	0203	19	20	FIFIELD, JESSIC	O
35	099	GU	COMM	160	003	MW	0930AM	1045AM	BI	0203	12	20	LERNER, SHANNON	O
36	099	GU	COMM	160	004	TR	0800AM	0915AM	BI	0203	22	20	ROYALS, DEBORAH	C
37	099	GU	COMM	160	005	MW	1230PM	0145PM	SW	0104	20	20	HAZELTINE, MARJ	C
38	099	GU	COMM	160	601	MW	0800AM	0915AM	BI	0203	0	20		X
39	099	GU	COMM	160	602	MW	0930AM	1045AM	BI	0203	0	20		X
40	099	GU	COMM	160	603	TR	0800AM	0915AM	BI	0203	0	20		X
41	099	GU	COMM	160	604	TR	1100AM	1215PM	SW	0104	0	20		X
42	099	GU	COMM	160	605	MF	1230PM	0145PM	BI	0203	0	20		X
43	099	GU	COMM	160	606	MF	1230PM	0145PM	SW	0104	0	20		X
44	099	GU	COMM	171	001	MWF	0200PM	0250PM	MU	0204	0	25		X
45	099	GU	COMM	223	001	TR	1230PM	0145PM	WI	0202	25	25	BROWN, ELAINE	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	COMM	223	003	MWF	1000AM	1050AM	SA	0204	25	25	VAN LIDTH, MELO	C
47	099	GU	COMM	224	001	TR	0800AM	0915AM	AR	0117	0	20	BODEY, KATRINA	X
48	099	GU	COMM	224	002	MWF	0100PM	0150PM	PH	0220	19	20	SZCZUR, SAMANTH	O
49	099	GU	COMM	226	001	TR	0930AM	1045AM	DE	0208	34	30	ROSENFELD, LAWR	C
50	099	GU	COMM	230	001	MW	0800AM	0950AM	SW	108A	14	14	RANKUS, EDWARD	C
51	099	GU	COMM	230	002	MW	1200PM	0150PM	SW	108A	12	12	GRAVES, BRIAN A	C
52	099	GU	COMM	230	003	MW	0400PM	0550PM	SW	108A	12	12	AYRES, CAMERON	C
53	099	GU	COMM	260	001	TR	1230PM	0145PM	BI	0203	0	40	FERGUSON, PAUL	X
54	099	GU	COMM	260	002	M	0500PM	0730PM	DC	0101	0	20	SAYPOL, BEN	X
55	099	GU	COMM	263	001	W	0200PM	0450PM	SW	0104	9	15	MEGEL, JOSEPH	O
56	099	GU	COMM	263	002	TR	1230PM	0145PM	BI	0203	38	40	FERGUSON, PAUL	O
57	099	GU	COMM	270	001	TR	0800AM	0915AM	SA	0204	24	25	DESOTO, DANA	O
58	099	GU	COMM	270	002	MWF	0200PM	0250PM	MT	0009	25	25	SCHLOBOHM, ALLI	C
59	099	GU	COMM	270	003	MWF	1000AM	1050AM	MU	0204	26	25	O'GRADY, JULIA	C
60	099	GU	COMM	270	004	TR	0200PM	0315PM	BI	0317	25	25	MURRAY, BILLIE	C
61	099	GU	COMM	312	001	TR	1100AM	1215PM	PE	0104	78	80	WALTMAN, MICHAE	O
62	099	GU	COMM	318	001	MWF	1200PM	1250PM	GL	0318	24	25	GINSBERG, RAPHA	O
63	099	GU	COMM	325	001	TR	0930AM	1045AM	DE	0305	43	44	MUMBY, DENNIS	O
64	099	GU	COMM	330	001	TR	1100AM	1215PM	HM	0570	10	12	NEIGHER, STEPHE	O
65	099	GU	COMM	330	002	TR	0500PM	0615PM	MU	0117	11	12	NEIGHER, STEPHE	O
66	099	GU	COMM	364	001	MW	1030AM	1145AM	SW	0110	9	10	HAMILTON, ROBER	O
67	099	GU	COMM	372	001	TR	0330PM	0445PM	SA	0204	19	25	ZAGOREN, SINDHU	O
68	099	GU	COMM	374	001	MWF	0100PM	0150PM	DE	0305	25	25	TREAT, STACEY D	C
69	099	GU	COMM	376	001	TR	1230PM	0145PM	MU	0304	30	30	BALTHROP, V WIL	C
70	099	GU	COMM	390	001	TR	0330PM	0445PM	GM	0210	21	20	FIXMER, NATALIE	C
71	099	GU	COMM	396	011	TBA	TBA	TBA			1	5	ROSENFELD, LAWR	O
72	099	GU	COMM	396	057	TBA	TBA	TBA			0	3	ROBINSON, MARK	O
73	099	GU	COMM	396	060	TBA	TBA	TBA			1	3	DEMPSEY, SARAH	O
74	099	GU	COMM	397	001	TBA	TBA	TBA			12	25	KINDEM, G A	O
75	099	GU	COMM	398	001	TBA	TBA	TBA			0	10		O
76	099	GU	COMM	435	001	TR	1100AM	1215PM	BI	0309	0	20	POLLOCK, DELLA	X
77	099	GU	COMM	437	001	T	1100AM	0150PM	SW	0104	0	15	ALEXANDER, RENE	X
78	099	GU	COMM	450	001	TR	0800AM	0915AM	MU	0204	25	25	BOLLMER, GRANT	C
79	099	GU	COMM	450	002	MWF	0800AM	0850AM	MU	0204	26	25	NEFF, ALISON	C
80	099	GU	COMM	450	003	TR	0200PM	0315PM	PE	0217	24	25	HOYNG, ROLIEN	O
81	099	GU	COMM	451	001	MWF	0200PM	0250PM	GA	0209	23	20	PALM, MICHAEL	C
82	099	GU	COMM	451	002	TR	0800AM	0915AM	DE	0402	8	25	CHAE, YOUNG EUN	O
83	099	GU	COMM	451	002	T	0500PM	0750PM	DE	0402	8	25	CHAE, YOUNG EUN	O
84	099	GU	COMM	470	001	MWF	0200PM	0250PM	GM	0038	24	25	MONTGOMERIE, DA	O
85	099	GU	COMM	471	001	TR	1230PM	0145PM	DE	0206	27	30	BLAIR, CAROLE	O
86	099	GU	COMM	521	001	TR	0200PM	0315PM	MU	0105	40	40	WALTMAN, MICHAE	C
87	099	GU	COMM	523	001	TR	1230PM	0145PM	MU	0105	33	30	PARKER, PATRICI	C
88	099	GU	COMM	527	001	TR	1230PM	0145PM	GM	0035	28	30	MAY, STEVEN K	O
89	099	GU	COMM	534	001	TR	0330PM	0445PM	SW	200A	12	12	TALENTI, FRANCE	C
90	099	GU	COMM	548	001	M	0500PM	0750PM	GL	0101	84	75	CANTE, RICHARD	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	COMM	561	001	R	0200PM	0450PM	SW	0104	0	10	ALEXANDER, RENE	X
92	099	GU	COMM	563	001	TR	0330PM	0445PM	BI	0203	14	20	FERGUSON, PAUL	O
93	099	GU	COMM	571	001	TR	1100AM	1215PM	PH	0222	23	25	WATTS, ERIC	O
94	099	GU	COMM	596	005	TBA	TBA	TBA			4	4	FERGUSON, PAUL	C
95	099	GU	COMM	596	013	TBA	TBA	TBA			2	3	MAY, STEVEN K	O
96	099	GU	COMM	596	057	TBA	TBA	TBA			1	5	ROBINSON, MARK	O
97	099	GU	COMM	596	061	TBA	TBA	TBA			1	1	RANKUS, EDWARD	C
98	099	GU	COMM	635	001	MW	0200PM	0350PM	SW	108A	13	12	KINDEM, GORHAM	C
99	099	GU	COMM	636	001	TR	0200PM	0315PM	SW	200A	0	12		X
100	099	GU	COMM	639	001	TR	0200PM	0315PM	GL	0104	12	11	NEIGHER, STEPHE	C
101	099	GU	COMM	639	003	TR	0500PM	0615PM	MU	0117	0	12	NEIGHER, STEPHE	X
102	099	GU	COMM	639	004	W	0900AM	1150AM	GM	0210	10	10	SONTAG, DAVID	C
103	099	GU	COMM	639	005	TR	1100AM	1215PM	SW	200A	14	10	ROBINSON, MARK	C
104	099	GU	COMM	639	006	W	0200PM	0450PM	HM	0351	15	15	MYERS, SCOTT	C
105	099	GU	COMM	639	007	W	0900AM	1150AM	SC	0201	11	12	COEN, DANA	O
106	099	GU	COMM	639	008	TR	1100AM	1215PM	MU	0221	12	12	COEN, DANA	C
107	099	GU	COMM	639	009	TR	1230PM	0145PM	SW	001A	11	12	TALENTI, FRANCE	O
108	099	GU	COMM	645	001	MW	0900AM	1050AM	SW	101A	17	25	KINDEM, GORHAM	O
109	099	GU	COMM	646	001	TR	0930AM	1045AM	SW	101A	12	12	SHI, WENHUA	C
110	099	GU	COMM	654	001	MW	1000AM	1150AM	SW	001A	14	14	RANKUS, EDWARD	C
111	099	GU	COMM	655	001	W	0500PM	0750PM	MU	0314	26	25	SHARMA, SARAH	C
112	099	GU	COMM	656	001	TR	0200PM	0315PM	PH	0212	5	5	HERSHFIELD, JOA	C
113	099	GU	COMM	656	601	T	0500PM	0650PM	MU	0204	5	5	HERSHFIELD, JOA	C
114	099	GU	COMM	659	001	W	0500PM	0750PM	GL	0317	0	25	SHARMA, SARAH	X
115	099	GU	COMM	663	001	F	0200PM	0450PM	SW	0104	3	8	MEGEL, JOSEPH	O
116	099	GU	COMM	675	001	TR	0200PM	0315PM	GA	0008	30	30	COX, J ROBERT	C
117	099	GU	COMM	700	001	M	0200PM	0450PM	BI	0208	27	35	GROSSBERG, LAWR	O
118	099	GU	COMM	725	001	R	0600PM	0850PM	SC	0200	9	15	PARKER, PATRICI	O
119	099	GU	COMM	750	001	M	0600PM	0850PM	BI	0108	33	40	GROSSBERG, LAWR	O
120	099	GU	COMM	761	001	F	0200PM	0450PM	SW	0104	0	8	MEGEL, JOSEPH	X
121	099	GU	COMM	812	001	T	0500PM	0750PM	HM	0517	11	12	BLAIR, CAROLE	O
122	099	GU	COMM	842	001	T	0200PM	0450PM	DE	0405	0	15	PERUCCI, TONY	X
123	099	GU	COMM	852	001	R	0600PM	0850PM	MU	0204	16	15	HILLIS, KENNETH	C
124	099	GU	COMM	859	001	T	0500PM	0750PM	HM	0423	13	21	CANTE, RICHARD	O
125	099	GU	COMM	879	001	T	0100PM	0350PM	GL	0321	7	10	WATTS, ERIC	O
126	099	GU	COMM	901	003	TBA	TBA	TBA			0	5	COX, J R	O
127	099	GU	COMM	901	009	TBA	TBA	TBA			2	5	POLLOCK, DELLA	O
128	099	GU	COMM	901	010	TBA	TBA	TBA			0	5	KINDEM, G A	O
129	099	GU	COMM	901	012	TBA	TBA	TBA			0	5	WOOD, J T	O
130	099	GU	COMM	901	015	TBA	TBA	TBA			0	5	ALEXANDER, RENE	O
131	099	GU	COMM	901	019	TBA	TBA	TBA			1	5	GROSSBERG, LAWR	O
132	099	GU	COMM	901	031	TBA	TBA	TBA			0	5	PARKER, PATRICI	O
133	099	GU	COMM	901	033	TBA	TBA	TBA			0	5	CANTE, RICHARD	O
134	099	GU	COMM	901	034	TBA	TBA	TBA			0	5	WATTS, ERIC	O
135	099	GU	COMM	901	036	TBA	TBA	TBA			0	5	MUMBY, DENNIS	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
136	099	GU	COMM	901	063	TBA	TBA	TBA			0	3	DEMPSEY, SARAH	O
137	099	GU	COMM	901	064	TBA	TBA	TBA			2	5	LUNDBERG, CHRIS	O
138	099	GU	COMM	906	019	TBA	TBA	TBA			0	15	GROSSBERG, LAWR	O
139	099	GU	COMM	993	012	TBA	TBA	TBA			0	5	WOOD, J T	O
140	099	GU	COMM	993	019	TBA	TBA	TBA			0	5	GROSSBERG, LAWR	O
141	099	GU	COMM	994	001	TBA	TBA	TBA			1	5	BALTHROP, V W	O
142	099	GU	COMM	994	003	TBA	TBA	TBA			2	5	COX, J R	O
143	099	GU	COMM	994	009	TBA	TBA	TBA			5	5	POLLOCK, D	C
144	099	GU	COMM	994	012	TBA	TBA	TBA			0	5	WOOD, J T	O
145	099	GU	COMM	994	013	TBA	TBA	TBA			3	5	MAY, S K	O
146	099	GU	COMM	994	015	TBA	TBA	TBA			1	5	SHARMA, SARAH	O
147	099	GU	COMM	994	019	TBA	TBA	TBA			4	5	GROSSBERG, LAWR	O
148	099	GU	COMM	994	020	TBA	TBA	TBA			2	5	HERSHFIELD, JOA	O
149	099	GU	COMM	994	021	TBA	TBA	TBA			1	1	GRUMET, MADELIN	C
150	099	GU	COMM	994	028	TBA	TBA	TBA			1	5	HILLIS, KENNETH	O
151	099	GU	COMM	994	031	TBA	TBA	TBA			2	5	PARKER, PATRICI	O
152	099	GU	COMM	994	032	TBA	TBA	TBA			1	5	LUNDBERG, CHRIS	O
153	099	GU	COMM	994	036	TBA	TBA	TBA			0	5	MUMBY, DENNIS	O
154	099	GU	COMM	994	040	TBA	TBA	TBA			2	5	BLAIR, CAROLE	O
155	099	GU	COMM	435H	001	TR	1100AM	1215PM	BI	0309	11	20	POLLOCK, DELLA	O
156	099	GU	COMM	562H	186	TR	1100AM	1215PM			0	20	POLLOCK, DELLA	X
157	099	GU	COMM	693H	001	TBA	TBA	TBA			4	10	KINDEM, GORHAM	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	COMP	060	001	TR	1100AM	1215PM	FB	F008	18	20	FUCHS, H	O
3	099	GU	COMP	101	001	TR	1230PM	0145PM	SN	0014	57	60	POZEFSKY, DIANE	O
4	099	GU	COMP	110	001	MWF	1100AM	1215PM	SN	0014	82	80	WEISS, S F	C
5	099	GU	COMP	110	002	MWF	1230PM	0145PM	SN	0014	77	80	STOTTS, P D	O
6	099	GU	COMP	110	003	MWF	0200PM	0315PM	SN	0014	77	80	HEDLUND, K S	O
7	099	GU	COMP	110	004	MWF	0930AM	1045AM	SN	0014	37	40	XU, HAO	O
8	099	GU	COMP	110	998	TBA	TBA	TBA			0	999		O
9	099	GU	COMP	116	001	MWF	0930AM	1045AM	FB	F009	69	80	BISHOP, G	O
10	099	GU	COMP	116	002	MWF	1230PM	0145PM	FB	F009	38	40	BROWN, SHAWN	O
11	099	GU	COMP	116	003	MWF	0200PM	0315PM	FB	F009	38	40	NIETHAMMER, MAR	O
12	099	GU	COMP	380	001	TR	1100AM	1215PM	SN	0014	45	40	NICHOLAS, TESSA	C
13	099	GU	COMP	380	002	TR	0200PM	0315PM	SN	0014	45	40	NICHOLAS, TESSA	C
14	099	GU	COMP	380	003	TR	0930AM	1045AM	SN	0014	46	40	NICHOLAS, TESSA	C
15	099	GU	COMP	380	600	M	0530PM	0640PM	SN	0014	129	125	NICHOLAS, TESSA	C
16	099	GU	COMP	381	001	TR	0930AM	1045AM	SN	0014	0	3	POZEFSKY, DIANE	X
17	099	GU	COMP	392	093	TBA	TBA	TBA			0	5	POZEFSKY, DIANE	O
18	099	GU	COMP	396	006	TBA	TBA	TBA			0	10	PIZER, S M	O
19	099	GU	COMP	396	010	TBA	TBA	TBA			0	10	WEISS, S F	O
20	099	GU	COMP	396	039	TBA	TBA	TBA			2	10	BISHOP, G	O
21	099	GU	COMP	396	040	TBA	TBA	TBA			1	10	JEFFAY, K	O
22	099	GU	COMP	396	063	TBA	TBA	TBA			1	1	DEWAN, P	C
23	099	GU	COMP	396	069	TBA	TBA	TBA			1	10	TAYLOR, R	O
24	099	GU	COMP	396	072	TBA	TBA	TBA			1	5	LIN, MING	O
25	099	GU	COMP	396	087	TBA	TBA	TBA			0	10	MCMILLAN, LEONA	O
26	099	GU	COMP	396	093	TBA	TBA	TBA			2	10	POZEFSKY, DIANE	O
27	099	GU	COMP	396	094	TBA	TBA	TBA			0	10	STYNER, MARTIN	O
28	099	GU	COMP	401	001	MWF	1100AM	1215PM	FB	F009	73	80	HEDLUND, K S	O
29	099	GU	COMP	410	001	MW	0200PM	0315PM	SN	0011	45	60	BARUAH, SANJOY	O
30	099	GU	COMP	411	001	MW	0930AM	1045AM	SN	0011	39	45	SINGH, MONTEK	O
31	099	GU	COMP	416	001	MW	1230PM	0145PM	FB	F141	24	50	MAYER-PATEL, KE	O
32	099	GU	COMP	426	001	MW	1230PM	0145PM	SN	0011	38	40	SMITH, J B	O
33	099	GU	COMP	455	001	TR	0930AM	1045AM	SN	0011	18	60	PLAISTED, D A	O
34	099	GU	COMP	521	001	TR	0200PM	0315PM	SN	0011	0	45		X
35	099	GU	COMP	523	001	MW	0330PM	0445PM	FB	F007	25	30	POZEFSKY, DIANE	O
36	099	GU	COMP	530	001	MW	0200PM	0315PM	FB	F007	25	35	JEFFAY, K	O
37	099	GU	COMP	550	001	TR	1100AM	1215PM	FB	F007	26	25	LIN, MING	C
38	099	GU	COMP	575	001	MW	1100AM	1215PM	FB	F007	17	30	MANOCHA, D	O
39	099	GU	COMP	590	040	TBA	TBA	TBA			19	20	JEFFAY, K	O
40	099	GU	COMP	590	063	TR	1100AM	1215PM	SN	0115	4	10	DEWAN, P	O
41	099	GU	COMP	590	080	TBA	TBA	TBA			1	20	MAYER-PATEL, KE	O
42	099	GU	COMP	590	090	TR	0200PM	0315PM	FB	F007	4	25	WANG, WEI	O
43	099	GU	COMP	590	095	MWF	1100AM	1215PM	FB	F007	0	40	REITER, MIKE	X
44	099	GU	COMP	590	099	TR	0200PM	0315PM	SN	0115	0	5	ALTERVOTIZ, RON	X
45	099	GU	COMP	590	530	F	0200PM	0315PM	FB	F007	25	35	JEFFAY, K	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	COMP	631	001	TR	0930AM	1045AM	FB	F007	0	15	KAUR, JASLEEN	X
47	099	GU	COMP	633	001	TR	0330PM	0445PM	FB	F007	27	30	PRINS, J F	O
48	099	GU	COMP	651	001	TR	1100AM	1215PM	SN	0011	22	35	SNOEYINK, JACK	O
49	099	GU	COMP	665	001	TR	1230PM	0145PM	SN	0115	0	20	MCMILLAN, LEONA	X
50	099	GU	COMP	734	001	TR	1100AM	1215PM	SN	0115	0	20	SMITH, F D	X
51	099	GU	COMP	750	001	MW	1100AM	1215PM	SN	0011	22	50	ANDERSON, J	O
52	099	GU	COMP	770	001	MW	1100AM	1215PM	FB	F007	16	25	MANOCHA, D	O
53	099	GU	COMP	775	001	MW	0200PM	0315PM	SN	0115	12	20	PIZER, S M	O
54	099	GU	COMP	790	063	TR	1100AM	1215PM	SN	0115	15	15	DEWAN, P	C
55	099	GU	COMP	790	083	TR	1230PM	0145PM	SN	0011	0	10	QUIGG, TIM	X
56	099	GU	COMP	790	088	MW	0930AM	1045AM	FB	F007	11	50	KAUR, JASLEEN	O
57	099	GU	COMP	790	090	TR	0200PM	0315PM	FB	F007	13	25	WANG, WEI	O
58	099	GU	COMP	790	091	TR	1230PM	0145PM	FB	F008	11	15	MONROSE, FABIAN	O
59	099	GU	COMP	790	095	MWF	1100AM	1215PM	XX	XX	0	20	REITER, MIKE	X
60	099	GU	COMP	790	099	TR	0200PM	0315PM	SN	0115	12	20	ALTEROVITZ, RON	O
61	099	GU	COMP	875	001	TR	0330PM	0445PM	FB	F009	21	40	LAZEBNIK, SVETL	O
62	099	GU	COMP	892	001	TBA	TBA	TBA			2	20	STOTTS, P D	O
63	099	GU	COMP	915	001	F	1000AM	1115AM	SN	0115	27	24	BROOKS, F P	C
64	099	GU	COMP	918	001	TR	1230PM	0145PM	SN	0011	0	50	QUIGG, TIM	X
65	099	GU	COMP	990	010	TBA	TBA	TBA			0	20		O
66	099	GU	COMP	991	006	TBA	TBA	TBA			2	20	PIZER, S M	O
67	099	GU	COMP	991	009	TBA	TBA	TBA			0	20	BROOKS, F P	O
68	099	GU	COMP	991	010	TBA	TBA	TBA			0	20	WEISS, S F	O
69	099	GU	COMP	991	011	TBA	TBA	TBA			5	20	FUCHS, H	O
70	099	GU	COMP	991	022	TBA	TBA	TBA			0	20	HEDLUND, K S	O
71	099	GU	COMP	991	025	TBA	TBA	TBA			0	20	SMITH, J B	O
72	099	GU	COMP	991	028	TBA	TBA	TBA			0	20	PLAISTED, D A	O
73	099	GU	COMP	991	033	TBA	TBA	TBA			4	20	PRINS, J F	O
74	099	GU	COMP	991	039	TBA	TBA	TBA			1	20	BISHOP, G	O
75	099	GU	COMP	991	040	TBA	TBA	TBA			2	20	JEFFAY, K	O
76	099	GU	COMP	991	042	TBA	TBA	TBA			0	20	SMITH, F D	O
77	099	GU	COMP	991	052	TBA	TBA	TBA			1	20	LASTRA, A	O
78	099	GU	COMP	991	058	TBA	TBA	TBA			5	20	MANOCHA, D	O
79	099	GU	COMP	991	059	TBA	TBA	TBA			0	20	STOTTS, P D	O
80	099	GU	COMP	991	062	TBA	TBA	TBA			4	20	ANDERSON, J	O
81	099	GU	COMP	991	063	TBA	TBA	TBA			3	20	DEWAN, P	O
82	099	GU	COMP	991	069	TBA	TBA	TBA			1	20	TAYLOR, R	O
83	099	GU	COMP	991	071	TBA	TBA	TBA			3	20	WELCH, J	O
84	099	GU	COMP	991	072	TBA	TBA	TBA			3	20	LIN, MING	O
85	099	GU	COMP	991	078	TBA	TBA	TBA			2	20	BARUAH, SANJOY	O
86	099	GU	COMP	991	079	TBA	TBA	TBA			1	20	SNOEYINK, JACK	O
87	099	GU	COMP	991	080	TBA	TBA	TBA			0	20	MAYER-PATEL, KE	O
88	099	GU	COMP	991	081	TBA	TBA	TBA			0	20	WHITTON, MARY C	O
89	099	GU	COMP	991	084	TBA	TBA	TBA			0	20	SINGH, MONTEK	O
90	099	GU	COMP	991	087	TBA	TBA	TBA			3	20	MCMILLAN, LEONA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	COMP	991	088	TBA	TBA	TBA			3	20	SAHNI, JASLEEN	O
92	099	GU	COMP	991	089	TBA	TBA	TBA			0	20	POLLEFEYS, MARC	O
93	099	GU	COMP	991	090	TBA	TBA	TBA			10	20	WANG, WEI	O
94	099	GU	COMP	991	091	TBA	TBA	TBA			3	10	MONROSE, FABIAN	O
95	099	GU	COMP	991	093	TBA	TBA	TBA			0	20	POZEFSKY, DIANE	O
96	099	GU	COMP	991	095	TBA	TBA	TBA			6	20	REITER, MIKE	O
97	099	GU	COMP	991	096	TBA	TBA	TBA			4	20	LAZEBNIK, SVETL	O
98	099	GU	COMP	991	097	TBA	TBA	TBA			5	15	FRAHM, JAN-MICH	O
99	099	GU	COMP	991	098	TBA	TBA	TBA			4	10	NIETHAMMER, MAR	O
100	099	GU	COMP	991	099	TBA	TBA	TBA			1	20	ALTEROVITZ, RON	O
101	099	GU	COMP	991	103	TBA	TBA	TBA			1	20	KUM, MONICA	O
102	099	GU	COMP	991	104	TBA	TBA	TBA			1	1	SHEN, DINGGANG	C
103	099	GU	COMP	991	110	TBA	TBA	TBA			1	10	FOWLER, ROB	O
104	099	GU	COMP	991	112	TBA	TBA	TBA			1	20	ROSENMAN, JULIA	O
105	099	GU	COMP	993	006	TBA	TBA	TBA			0	20	PIZER, S M	O
106	099	GU	COMP	993	009	TBA	TBA	TBA			0	20	BROOKS, F P	O
107	099	GU	COMP	993	010	TBA	TBA	TBA			0	20	WEISS, S F	O
108	099	GU	COMP	993	011	TBA	TBA	TBA			0	20	FUCHS, H	O
109	099	GU	COMP	993	022	TBA	TBA	TBA			0	20	HEDLUND, K S	O
110	099	GU	COMP	993	025	TBA	TBA	TBA			0	20	SMITH, J B	O
111	099	GU	COMP	993	028	TBA	TBA	TBA			0	20	PLAISTED, D A	O
112	099	GU	COMP	993	033	TBA	TBA	TBA			0	20	PRINS, J F	O
113	099	GU	COMP	993	039	TBA	TBA	TBA			0	20	BISHOP, G	O
114	099	GU	COMP	993	040	TBA	TBA	TBA			0	20	JEFFAY, K	O
115	099	GU	COMP	993	052	TBA	TBA	TBA			0	20	LASTRA, A	O
116	099	GU	COMP	993	058	TBA	TBA	TBA			0	20	MANOCHA, D	O
117	099	GU	COMP	993	062	TBA	TBA	TBA			0	20	ANDERSON, J	O
118	099	GU	COMP	993	069	TBA	TBA	TBA			0	10	TAYLOR, R	O
119	099	GU	COMP	993	071	TBA	TBA	TBA			0	20	WELCH, J	O
120	099	GU	COMP	993	072	TBA	TBA	TBA			1	20	LIN, MING	O
121	099	GU	COMP	993	078	TBA	TBA	TBA			0	20	BARUAH, SANJOY	O
122	099	GU	COMP	993	079	TBA	TBA	TBA			1	20	SNOEYINK, JACK	O
123	099	GU	COMP	993	080	TBA	TBA	TBA			0	20	MAYER-PATEL, KE	O
124	099	GU	COMP	993	081	TBA	TBA	TBA			0	20	WHITTON, MARY C	O
125	099	GU	COMP	993	084	TBA	TBA	TBA			0	20	SINGH, MONTEK	O
126	099	GU	COMP	993	087	TBA	TBA	TBA			0	20	MCMILLAN, LEONA	O
127	099	GU	COMP	993	088	TBA	TBA	TBA			0	20	KAUR, JASLEEN	O
128	099	GU	COMP	993	089	TBA	TBA	TBA			0	20	POLLEFEYS, MARC	O
129	099	GU	COMP	993	090	TBA	TBA	TBA			1	20	WANG, WEI	O
130	099	GU	COMP	993	091	TBA	TBA	TBA			0	20	MONROSE, FABIAN	O
131	099	GU	COMP	993	092	TBA	TBA	TBA			0	20		O
132	099	GU	COMP	993	093	TBA	TBA	TBA			0	20	POZEFSKY, DIANE	O
133	099	GU	COMP	993	094	TBA	TBA	TBA			0	20	STYNER, MARTIN	O
134	099	GU	COMP	993	095	TBA	TBA	TBA			0	20	REITER, MIKE	O
135	099	GU	COMP	993	096	TBA	TBA	TBA			0	20	LAZEBNIK, SVETL	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
136	099	GU	COMP	993	097	TBA	TBA	TBA			0	20	FRAHM, JAN-MICH	O
137	099	GU	COMP	993	098	TBA	TBA	TBA			0	20	NIETHAMMER, MAR	O
138	099	GU	COMP	993	099	TBA	TBA	TBA			0	20	ALTEROVITZ, RON	O
139	099	GU	COMP	994	006	TBA	TBA	TBA			3	20	PIZER, S M	O
140	099	GU	COMP	994	009	TBA	TBA	TBA			3	20	BROOKS, F P	O
141	099	GU	COMP	994	010	TBA	TBA	TBA			0	20	WEISS, S F	O
142	099	GU	COMP	994	011	TBA	TBA	TBA			3	20	FUCHS, H	O
143	099	GU	COMP	994	022	TBA	TBA	TBA			0	20	HEDLUND, K S	O
144	099	GU	COMP	994	025	TBA	TBA	TBA			0	20	SMITH, J B	O
145	099	GU	COMP	994	028	TBA	TBA	TBA			1	20	PLAISTED, D A	O
146	099	GU	COMP	994	033	TBA	TBA	TBA			1	20	PRINS, J F	O
147	099	GU	COMP	994	039	TBA	TBA	TBA			0	20	BISHOP, G	O
148	099	GU	COMP	994	040	TBA	TBA	TBA			3	20	JEFFAY, K	O
149	099	GU	COMP	994	042	TBA	TBA	TBA			0	20	SMITH, F D	O
150	099	GU	COMP	994	052	TBA	TBA	TBA			1	20	LASTRA, A	O
151	099	GU	COMP	994	058	TBA	TBA	TBA			8	20	MANOCHA, D	O
152	099	GU	COMP	994	059	TBA	TBA	TBA			3	20	STOTTS, P D	O
153	099	GU	COMP	994	062	TBA	TBA	TBA			3	20	ANDERSON, J	O
154	099	GU	COMP	994	063	TBA	TBA	TBA			1	20	DEWAN, P	O
155	099	GU	COMP	994	069	TBA	TBA	TBA			2	20	TAYLOR, R	O
156	099	GU	COMP	994	071	TBA	TBA	TBA			2	20	WELCH, GREGORY	O
157	099	GU	COMP	994	072	TBA	TBA	TBA			8	20	MING, LIN	O
158	099	GU	COMP	994	078	TBA	TBA	TBA			0	20	BARUAH, SANJOY	O
159	099	GU	COMP	994	079	TBA	TBA	TBA			3	20	SNOEYINK, JACK	O
160	099	GU	COMP	994	080	TBA	TBA	TBA			0	20	MAYER-PATEL, KE	O
161	099	GU	COMP	994	081	TBA	TBA	TBA			3	20	WHITTON, MARY C	O
162	099	GU	COMP	994	084	TBA	TBA	TBA			2	20	SINGH, MONTEK	O
163	099	GU	COMP	994	087	TBA	TBA	TBA			1	20	MCMILLAN, LEONA	O
164	099	GU	COMP	994	088	TBA	TBA	TBA			0	20	KAUR, JASLEEN	O
165	099	GU	COMP	994	089	TBA	TBA	TBA			3	10	POLLEFEYS, MARC	O
166	099	GU	COMP	994	090	TBA	TBA	TBA			1	20	WANG, WEI	O
167	099	GU	COMP	994	091	TBA	TBA	TBA			0	20	MONROSE, FABIAN	O
168	099	GU	COMP	994	092	TBA	TBA	TBA			0	20	REED, DANIEL A	O
169	099	GU	COMP	994	093	TBA	TBA	TBA			0	20	POZEFSKY, DIANE	O
170	099	GU	COMP	994	095	TBA	TBA	TBA			3	20	REITER, MIKE	O
171	099	GU	COMP	994	096	TBA	TBA	TBA			0	20	LAZEBNIK, SVETL	O
172	099	GU	COMP	994	097	TBA	TBA	TBA			2	20	FRAHM, JAN-MICH	O
173	099	GU	COMP	994	098	TBA	TBA	TBA			0	10	NIETHAMMER, MAR	O
174	099	GU	COMP	994	099	TBA	TBA	TBA			1	20	ALTEROVITZ, RON	O
175	099	GU	COMP	994	104	TBA	TBA	TBA			0	5	SHEN, DINGGANG	O
176	099	GU	COMP	994	108	TBA	TBA	TBA			0	20		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	CYTO730 001	CYTO	730	001	TBA	TBA	TBA			0	6	RINAS, A C		X
3	099	GU	CYTO750 001	CYTO	750	001	TBA	TBA	TBA			0	6	RINAS, A C		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	CZCH	401	001	MWF	1100AM	1150AM	MU	0117	9	12	PICHOVA, HANA	O
3	099	GU	CZCH	403	998	TBA	TBA	TBA			0	999		O
4	099	GU	CZCH	404	998	TBA	TBA	TBA			0	999		O
5	099	GU	CZCH	405	001	TBA	TBA	TBA			1	15	PICHOVA, HANA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	DENG	701	001	TBA	TBA	TBA			27	99	WRIGHT, JOHN TI	O
3	099	GU	DENG	703	001	TBA	TBA	TBA			27	50	BECK, J D	O
4	099	GU	DENG	701A	001	TBA	TBA	TBA			16	25	COOPER, L	O
5	099	GU	DENG	702A	001	TBA	TBA	TBA			11	21	HEYMANN, HARALD	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	DN	DENT	100	001	TBA	TBA				81	1280	STRAUSS, R P	O
3	099	DN	DENT	101	001	TBA	TBA				81	85	PIMENTA, LUIS A	O
4	099	DN	DENT	102	001	TBA	TBA				83	90	LEVITCH, LINDA	O
5	099	DN	DENT	103	001	TBA	TBA				82	85	TRAUT, T W	O
6	099	DN	DENT	104	001	TBA	TBA				84	115	KOWLOWITZ, VICK	O
7	099	DN	DENT	105	001	TBA	TBA				82	84	STURDEVANT, J R	O
8	099	DN	DENT	106	001	TBA	TBA				82	85	DONOVAN, TERREN	O
9	099	DN	DENT	200	001	TBA	TBA				0	85	KOWLOWITZ, VICK	O
10	099	DN	DENT	201	001	TBA	TBA				80	85	QUINONEZ, ROCIO	O
11	099	DN	DENT	203	001	TBA	TBA				80	85	MORETTI, ANTONI	O
12	099	DN	DENT	204	001	TBA	TBA				81	85	FELTON, D A	O
13	099	DN	DENT	205	001	TBA	TBA				80	85	RESIDE, GLENN J	O
14	099	DN	DENT	206	001	TBA	TBA				80	85	KOWLOWITZ, VICK	O
15	099	DN	DENT	208	001	TBA	TBA				80	85	RIVERA, ERIC M	O
16	099	DN	DENT	209	001	TBA	TBA				80	85	NESBIT, S P	O
17	099	DN	DENT	214	001	TBA	TBA				81	85	REISNER, H M	O
18	099	DN	DENT	302	001	TBA	TBA				81	85	RITTER, ANDRE	O
19	099	DN	DENT	303	001	TBA	TBA				81	85	BRODALA, NADINE	O
20	099	DN	DENT	304	001	TBA	TBA				81	85	KUTCHER, M J	O
21	099	DN	DENT	305	001	TBA	TBA				81	85	KOWLOWITZ, VICK	O
22	099	DN	DENT	306	001	TBA	TBA				81	85	FAULK-EGGLESTON	O
23	099	DN	DENT	308	001	TBA	TBA				83	85	TYNDALL, D A	O
24	099	DN	DENT	309	001	TBA	TBA				81	85	KUTCHER, M J	O
25	099	DN	DENT	320	001	TBA	TBA				81	85	HOPFENSPERGER,	O
26	099	DN	DENT	323	001	TBA	TBA				0	85	KOWLOWITZ, VICK	O
27	099	DN	DENT	401	001	TBA	TBA				75	85	SANDLER, E S	O
28	099	DN	DENT	613	01W	TBA	TBA				0	80	LORCH, S CLAIRE	O
29	099	DN	DENT	330F	001	TBA	TBA				81	85	TROPE, M	O
30	099	DN	DENT	331F	001	TBA	TBA				81	85	FELTON, D A	O
31	099	DN	DENT	332F	001	TBA	TBA				81	85	HEYMANN, H O	O
32	099	DN	DENT	333F	001	TBA	TBA				81	85	TYNDALL, D A	O
33	099	DN	DENT	334F	001	TBA	TBA				81	85	PROFFIT, W R	O
34	099	DN	DENT	335F	001	TBA	TBA				81	85	ROBERTS, M W	O
35	099	DN	DENT	336F	001	TBA	TBA				81	85	WILLIAMS, RAY C	O
36	099	DN	DENT	337F	001	TBA	TBA				81	85	FELTON, D A	O
37	099	DN	DENT	338F	001	TBA	TBA				81	85	TURVEY, T A	O
38	099	DN	DENT	341F	001	TBA	TBA				81	85	NESBIT, S P	O
39	099	DN	DENT	399F	001	TBA	TBA				81	85	SOLOW, DOUGLAS	O
40	099	DN	DENT	430F	001	TBA	TBA				75	85	TROPE, M	O
41	099	DN	DENT	433F	001	TBA	TBA				75	85	TYNDALL, D A	O
42	099	DN	DENT	434F	001	TBA	TBA				75	85	PROFFIT, W R	O
43	099	DN	DENT	435F	001	TBA	TBA				75	85	ROBERTS, M W	O
44	099	DN	DENT	438F	001	TBA	TBA				75	85	TURVEY, T A	O
45	099	DN	DENT	442F	001	TBA	TBA				75	85		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	DN	DENT	458E	001	TBA	TBA				0	75	EAGLE, J C	O
47	099	DN	DENT	461E	001	TBA	TBA				6	10	ROBERTS, M W	O
48	099	DN	DENT	487E	001	TBA	TBA				11	14	VANN, W F	O
49	099	DN	DENT	493E	001	TBA	TBA				0	32	HILLENBRAND, D	O
50	099	DN	DENT	499F	001	TBA	TBA				75	85	SOLOW, DOUGLAS	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	DHED	715	001	TBA	TBA	TBA			4	20	MITCHELL, S H	O
3	099	GU	DHED	720	001	TBA	TBA	TBA			4	20	GEORGE, MARY C	O
4	099	GU	DHED	736	001	TBA	TBA	TBA			4	20	MITCHELL, S H	O
5	099	GU	DHED	753	001	TBA	TBA	TBA			1	20	PETERSON, C A	O
6	099	GU	DHED	754	001	TBA	TBA	TBA			1	20	WILDER, R S	O
7	099	GU	DHED	760	001	TBA	TBA	TBA			4	20	WILDER, R S	O
8	099	GU	DHED	860	001	TBA	TBA	TBA			4	20	WILDER, R S	O
9	099	GU	DHED	899	001	TBA	TBA	TBA			0	10	WILDER, R S	O
10	099	GU	DHED	993	001	TBA	TBA	TBA			4	10	WILDER, R S	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	DHYG	241	001	TBA	TBA	TBA			36	50	GEORGE, MARY C	O
3	099	GU	DHYG	251	001	TBA	TBA	TBA			0	0	ESSICK, G K	C
4	099	GU	DHYG	252	001	TBA	TBA	TBA			36	45	MAURIELLO, SALL	O
5	099	GU	DHYG	253	001	TBA	TBA	TBA			36	45	LEDFORD, JENNIF	O
6	099	GU	DHYG	257	001	TBA	TBA	TBA			36	45	PETERSON, C A	O
7	099	GU	DHYG	351	001	TBA	TBA	TBA			31	45	PADILLA, RICARD	O
8	099	GU	DHYG	352	002	TBA	TBA	TBA			31	45	OVERMAN, V P	O
9	099	GU	DHYG	357	001	TBA	TBA	TBA			31	45	TAVOC, TABITHA	O
10	099	GU	DHYG	401	001	TBA	TBA	TBA			39	45	JENZANO, J W	O
11	099	GU	DHYG	401	998	TBA	TBA	TBA			0	999		O
12	099	GU	DHYG	402	001	TBA	TBA	TBA			42	45	GEORGE, MARY C	O
13	099	GU	DHYG	402	998	TBA	TBA	TBA			0	999		O
14	099	GU	DHYG	403	001	TBA	TBA	TBA			41	45	TAVOC, TABITHA	O
15	099	GU	DHYG	403	998	TBA	TBA	TBA			0	999		O
16	099	GU	DHYG	413	001	TBA	TBA	TBA			6	10	MAURIELLO, SALL	O
17	099	GU	DHYG	415	001	TBA	TBA	TBA			2	45	MAURIELLO, SALL	O
18	099	GU	DHYG	419	001	TBA	TBA	TBA			3	10	MAURIELLO, SALL	O
19	099	GU	DHYG	423	001	TBA	TBA	TBA			2	10	MAURIELLO, SALL	O
20	099	GU	DHYG	257L	401	TBA	TBA	TBA			36	45	PETERSON, C A	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	DPET	802	001	M	0100PM	0400PM			32	37	RODGERS, JO ELL	O
3	099	GU	DPET	806	001	TBA	TBA	TBA			0	5	RAASCH, R H	O
4	099	GU	DPET	809	001	TBA	TBA	TBA			1	1	IVEY, J L	C
5	099	GU	DPET	813	001	T	0100PM	0400PM	BE	0116	30	35	LEE, CRAIG R	O
6	099	GU	DPET	813	965	T	0100PM	0400PM	BE	0116	0	5	LEE, CRAIG R	O
7	099	GU	DPET	814	001	W	0530PM	0830PM			0	40	FERRERI, STEFAN	O
8	099	GU	DPET	830	001	R	0530PM	0730PM			38	60	RAASCH, R H	O
9	099	GU	DPET	832	001	T	0830AM	1030AM	BE	0102	28	28	HAWKE, ROY LEE	C
10	099	GU	DPET	833	001	W	0130PM	0320PM	BE	0116	4	20	HULL, J H	O
11	099	GU	DPET	855	001	MW	0930AM	1100AM	BE	0116	26	30	PAINE, MARY F	O
12	099	GU	DPET	899	001	T	1100AM	1150AM	BE	0116	22	30	DUPIUS, ROBERT	O
13	099	GU	DPET	991	047	TBA	TBA	TBA			1	10	PATTERSON, J H	O
14	099	GU	DPET	991	118	TBA	TBA	TBA			4	5	HAWKE, ROY LEE	O
15	099	GU	DPET	991	129	TBA	TBA	TBA			1	5	PAINE, MARY F	O
16	099	GU	DPET	994	047	TBA	TBA	TBA			1	5	PATTERSON, J H	O
17	099	GU	DPET	994	053	TBA	TBA	TBA			1	5	POLLACK, G M	O
18	099	GU	DPET	994	062	TBA	TBA	TBA			3	5	BROUWER, K R	O
19	099	GU	DPET	994	127	TBA	TBA	TBA			2	5	MCLEOD, HOWARD	O
20	099	GU	DPET	994	128	TBA	TBA	TBA			1	5	LEE, CRAIG R	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	DPOP	804	001	M	0900AM	1200PM		307	12	15	HANSEN, RICHARD	O
3	099	GU	DPOP	899	001	W	1200PM	1250PM	BE	0116	8	25	ROTH, MARY	O
4	099	GU	DPOP	994	091	TBA	TBA	TBA			1	5	SLEATH, BETSY L	O
5	099	GU	DPOP	994	119	TBA	TBA	TBA			0	3	MURRAY, MICHAEL	O
6	099	GU	DPOP	994	123	TBA	TBA	TBA			0	5	MACIEJEWSKI, MA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	DPPE801 001	DPPE	801	001	R	0900AM	1150AM			11	15	COKER, HUYLA G	O
3	099	GU	DPPE803 001	DPPE	803	001	R	0200PM	0500PM	BE	0116	30	32	COX, WENDY CARO	O
4	099	GU	DPPE803 965	DPPE	803	965	R	0200PM	0500PM	BE	0116	0	3		O
5	099	GU	DPPE814 001	DPPE	814	001	W	0530PM	0830PM	BE	0116	22	35	FERRERI, STEFAN	O
6	099	GU	DPPE814 965	DPPE	814	965	W	0530PM	0830PM	BE	0116	2	5	FERRERI, STEFAN	O
7	099	GU	DPPE820 001	DPPE	820	001	W	0200PM	0500PM	BE	0102	45	45	ECKEL, F M	C
8	099	GU	DPPE820 965	DPPE	820	965	W	0200PM	0500PM	BE	0102	5	5	ECKEL, F M	C
9	099	GU	DPPE860 001	DPPE	860	001	M	0200PM	0500PM	BE	0116	0	10	ECKEL, STEPHEN	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	DRAM	085	001	TR	1100AM	1215PM	XX	XX	24	24	LUCAS, ASHLEY E	C
3	099	GU	DRAM	089	002	TR	1100AM	1215PM	XX	XX	0	24	COBLE, A	X
4	099	GU	DRAM	115	001	TR	0800AM	0915AM	MA	0209	153	155	ADAMSON, DAVID	O
5	099	GU	DRAM	115	002	TR	0930AM	1045AM	SC	0103	152	155	WILLIAMS, KATHR	O
6	099	GU	DRAM	115	003	MWF	0100PM	0150PM	HM	0100	400	403	KABLE, GREGORY	O
7	099	GU	DRAM	115	990	TBA	TBA	TBA			2	10	PERRY, MARK	O
8	099	GU	DRAM	115	998	TBA	TBA	TBA			0	999		O
9	099	GU	DRAM	115	999	TBA	TBA	TBA			0	999		O
10	099	GU	DRAM	116	001	MWF	1000AM	1050AM	SC	0103	303	290	STRONG, K	C
11	099	GU	DRAM	116	002	MWF	1100AM	1150AM	SC	0103	304	300	STRONG, K	C
12	099	GU	DRAM	116	988	TBA	TBA	TBA			0	1		O
13	099	GU	DRAM	116	998	TBA	TBA	TBA			0	999		O
14	099	GU	DRAM	116	999	TBA	TBA	TBA			0	999		O
15	099	GU	DRAM	120	001	TR	0200PM	0315PM	DC	0105	46	48	PERRY, MARK	O
16	099	GU	DRAM	120	002	MWF	0900AM	0950AM	DC	0105	47	48	KABLE, GREGORY	O
17	099	GU	DRAM	120	003	TR	1100AM	1215PM	DC	0105	48	48	PERRY, MARK	C
18	099	GU	DRAM	120	005	MWF	0200PM	0250PM	DC	0105	40	48	BETTIN, JADE RY	O
19	099	GU	DRAM	120	998	TBA	TBA	TBA			0	0		C
20	099	GU	DRAM	120	999	TBA	TBA	TBA			0	999		O
21	099	GU	DRAM	131	001	W	0200PM	0450PM	MU	0222	11	10	COEN, DANA	C
22	099	GU	DRAM	135	001	TR	0800AM	0915AM	DC	0103	17	18	JONES, JOY A	O
23	099	GU	DRAM	135	002	TR	0800AM	0915AM	DC	0104	18	18	PEREZ, FLOR DE	C
24	099	GU	DRAM	140	001	TR	0800AM	0915AM	DC	0102	16	18	MURPHY, MATTHEW	O
25	099	GU	DRAM	150	001	TR	0930AM	1045AM	XX	XX	16	14	FISHELL, JULIE	C
26	099	GU	DRAM	150	002	WF	1100AM	1215PM	DC	0104	14	14	FISHELL, JULIE	C
27	099	GU	DRAM	160	001	TR	1100AM	1215PM	DC	0125	184	183	LAWRENCE, TODD	C
28	099	GU	DRAM	165	001	W	0900AM	1050AM	XX	XX	12	12	HANDLEY, RANDY	C
29	099	GU	DRAM	165	001	F	0900AM	1050AM	XX	XX	12	12	HANDLEY, RANDY	C
30	099	GU	DRAM	191	001	MWF	0100PM	0250PM	PG	0229	12	12	HEBRON, SARAH E	C
31	099	GU	DRAM	192	001	MWF	0100PM	0250PM	DC	0247	12	6	PAGE, AMY ALLIS	C
32	099	GU	DRAM	193	001	MWF	0400PM	0450PM	PG	0229	32	31	ROLLERI, M	C
33	099	GU	DRAM	195	001	TBA	TBA	TBA			0	8	CORNELL, JEFFRE	O
34	099	GU	DRAM	195	002	TBA	TBA	TBA			0	5	ROLLERI, M	O
35	099	GU	DRAM	245	001	TR	0930AM	1045AM	DC	0104	14	14	DOOLEY, R	C
36	099	GU	DRAM	250	001	TR	1100AM	1215PM	DC	0103	13	14	FISHELL, JULIE	O
37	099	GU	DRAM	281	001	TR	0930AM	1045AM	AL	0207	36	35	KABLE, GREGORY	C
38	099	GU	DRAM	282	001	TR	1230PM	0145PM	DC	0105	45	35	KABLE, GREGORY	C
39	099	GU	DRAM	283	001	MWF	1000AM	1050AM	DC	0105	34	35	O'BRIEN, KAREN	O
40	099	GU	DRAM	284	001	MWF	1200PM	1250PM	DC	0105	32	35	O'BRIEN, KAREN	O
41	099	GU	DRAM	284	990	TBA	TBA	TBA			17	10	KING, J K	C
42	099	GU	DRAM	284	991	TBA	TBA	TBA			8	15	KING, J K	O
43	099	GU	DRAM	284	992	TBA	TBA	TBA			0	1	KING, J K	O
44	099	GU	DRAM	288	001	TR	0200PM	0315PM	DC	0102	26	25	LUCAS, ASHLEY E	C
45	099	GU	DRAM	290	001	TR	0400PM	0515PM	XX	XX	1	6	CORNELL, JEFFRE	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	DRAM	290	002	TBA	TBA	TBA	PG	0117	0	5	ROLLERI, M	O
47	099	GU	DRAM	290	003	MWF	1100AM	1150AM	DC	0105	23	24	WILLIAMS, KATHR	O
48	099	GU	DRAM	300	001	TR	0930AM	1045AM	DC	0103	15	15	RIPLEY, SCOTT D	C
49	099	GU	DRAM	300	998	TBA	TBA	TBA			0	999		O
50	099	GU	DRAM	350	001	TR	1100AM	1215PM	DC	0104	15	14	CORNELL, JEFFRE	C
51	099	GU	DRAM	395	001	MW	0300PM	0415PM	DC	0103	0	5	CORNELL, JEFFRE	O
52	099	GU	DRAM	465	001	TR	0930AM	1045AM	PG	0229	12	12	KETCHUM, ERIC R	C
53	099	GU	DRAM	467	001	MW	1100AM	1215PM	PG	0229	12	12	CHAMBERS, JANET	C
54	099	GU	DRAM	468	001	MWF	1000AM	1050AM	DC	0125	15	12	KETCHUM, ERIC R	C
55	099	GU	DRAM	468	998	MWF	1000AM	1050AM	XX	XX	0	999		O
56	099	GU	DRAM	470	001	TR	0930AM	1045AM	DC	0105	42	40	BETTIN, JADE RY	C
57	099	GU	DRAM	473	001	W	1100AM	1250PM	DC	0247	6	6	ADAMSON, J	C
58	099	GU	DRAM	490	001	TR	0330PM	0445PM	DC	0105	24	25	FOX, ROBERT FRA	O
59	099	GU	DRAM	495	001	TBA	TBA	TBA			1	3	ROLLERI, M	O
60	099	GU	DRAM	567	001	TR	0930AM	1045AM	XX	XX	8	12	CHAMBERS, JANET	O
61	099	GU	DRAM	599	001	TR	1100AM	1250PM	DC	0247	6	6	OWEN, R	C
62	099	GU	DRAM	650	001	MWF	0900AM	1050AM	DC	0247	4	4	ADAMSON, J	C
63	099	GU	DRAM	721	001	TBA	TBA	TBA			6	6	DOOLEY, R	C
64	099	GU	DRAM	723	001	TBA	TBA	TBA			6	6	RAPHAEL, BONNIE	C
65	099	GU	DRAM	725	001	TBA	TBA	TBA			6	6	TURNER, C	C
66	099	GU	DRAM	727	001	TBA	TBA	TBA			6	6	DOOLEY, R	C
67	099	GU	DRAM	750	001	TBA	TBA	TBA			2	2	ADAMSON, J	C
68	099	GU	DRAM	760	001	TBA	TBA	TBA			4	3	ADAMSON, J	C
69	099	GU	DRAM	772	001	TBA	TBA	TBA			3	4	ADAMSON, J	O
70	099	GU	DRAM	790	001	TBA	TBA	TBA			3	3	ADAMSON, J	C
71	099	GU	DRAM	792	001	TBA	TBA	TBA			2	4	ADAMSON, J	O
72	099	GU	DRAM	799	001	TBA	TBA	TBA			1	2	ADAMSON, J	O
73	099	GU	DRAM	800	001	TR	0900AM	1015AM	XX	XX	3	8	ROLLERI, M	O
74	099	GU	DRAM	802	001	TBA	TBA	TBA			2	5	ROLLERI, M	O
75	099	GU	DRAM	805	001	MWF	0900AM	1015AM	PG	0229	3	5	ROLLERI, M	O
76	099	GU	DRAM	805	002	MW	1030AM	1150AM	PG	0117	0	6	ROLLERI, M	X
77	099	GU	DRAM	806	001	TBA	TBA	TBA			4	5	ROLLERI, M	O
78	099	GU	DRAM	813	001	TBA	TBA	TBA			2	5	ROLLERI, M	O
79	099	GU	DRAM	830	001	TBA	TBA	TBA			4	5	ROLLERI, M	O
80	099	GU	DRAM	830	002	TBA	TBA	TBA			0	5	ROLLERI, M	O
81	099	GU	DRAM	841	001	TBA	TBA	TBA			3	5	ROLLERI, M	O
82	099	GU	DRAM	843	001	TBA	TBA	TBA			2	5	ROLLERI, M	O
83	099	GU	DRAM	845	001	TBA	TBA	TBA			2	5	ROLLERI, M	O
84	099	GU	DRAM	992	001	TBA	TBA	TBA			2	2	ADAMSON, J	C
85	099	GU	DRAM	470H	001	T	0800AM	0915AM	DC	0105	5	8	BETTIN, JADE RY	O
86	099	GU	DRAM	691H	001	TBA	TBA	TBA			4	5	OWEN, R	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	DTCH402 001	DTCH	402	001	MWF	0300PM	0350PM	DE	0313	20	24	THORNTON, DAN	O
3	099	GU	DTCH402 998	DTCH	402	998	TBA	TBA	TBA			0	999		O
4	099	GU	DTCH402 999	DTCH	402	999	TBA	TBA	TBA			0	999		O
5	099	GU	DTCH403 998	DTCH	403	998	TBA	TBA	TBA			0	999		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	ECOL	563	001	W	0200PM	0350PM	GM	0210	0	10	WEISS, JACK M.	X
3	099	GU	ECOL	567	001	T	0700PM	0930PM	GA	0001	6	12	WEST, COLIN T	O
4	099	GU	ECOL	669	001	TBA	TBA	TBA			5	15	MITCHELL, CHARL	O
5	099	GU	ECOL	891	001	TBA	TBA	TBA			0	25	MITCHELL, CHARL	O
6	099	GU	ECOL	891	002	TR	0930AM	1045AM	MU	0222	2	6	BELL, GEOFFREY	O
7	099	GU	ECOL	891	003	TBA	TBA	TBA			1	10	WEAKLEY, ALAN	O
8	099	GU	ECOL	961	012	TBA	TBA	TBA			0	5	MOODY, A	O
9	099	GU	ECOL	961	026	TBA	TBA	TBA			1	5	PEET, R K	O
10	099	GU	ECOL	961	029	TBA	TBA	TBA			0	5	PETERSON, C H	O
11	099	GU	ECOL	961	040	TBA	TBA	TBA			2	5		O
12	099	GU	ECOL	961	045	TBA	TBA	TBA			1	5	DOYLE, MARTIN W	O
13	099	GU	ECOL	961	051	TBA	TBA	TBA			4	5	WEAKLEY, ALAN	O
14	099	GU	ECOL	961	056	TBA	TBA				1	5	MITCHELL, CHARL	O
15	099	GU	ECOL	992	045	TBA	TBA	TBA			0	5	DOYLE, MARTIN W	O
16	099	GU	ECOL	992	054	TBA	TBA	TBA			0	5	KONRAD, C E	O
17	099	GU	ECOL	993	006	TBA	TBA	TBA			1	5	BAND, LAWRENCE	O
18	099	GU	ECOL	993	010	TBA	TBA	TBA			1	5	PIEHLER, MICHAE	O
19	099	GU	ECOL	993	012	TBA	TBA	TBA			0	5	MOODY, A	O
20	099	GU	ECOL	993	026	TBA	TBA	TBA			1	4	PEET, R K	O
21	099	GU	ECOL	993	029	TBA	TBA	TBA			1	5	PETERSON, C H	O
22	099	GU	ECOL	993	051	TBA	TBA	TBA			1	5	WEAKLEY, ALAN	O
23	099	GU	ECOL	993	056	TBA	TBA				0	5	MITCHELL, CHARL	O
24	099	GU	ECOL	994	001	TBA	TBA	TBA			1	4	COX, J R	O
25	099	GU	ECOL	994	008	TBA	TBA	TBA			1	4	BRUNO, JOHN F	O
26	099	GU	ECOL	994	010	TBA	TBA	TBA			1	5	PIEHLER, MICHAE	O
27	099	GU	ECOL	994	015	TBA	TBA	TBA			1	5	WHITE, P S	O
28	099	GU	ECOL	994	016	TBA	TBA	TBA			1	4	REICE, S R	O
29	099	GU	ECOL	994	026	TBA	TBA	TBA			2	4	PEET, R K	O
30	099	GU	ECOL	994	029	TBA	TBA	TBA			0	5	PETERSON, C H	O
31	099	GU	ECOL	994	046	TBA	TBA	TBA			0	5	HOLT, FLORA LU	O
32	099	GU	ECOL	994	051	TBA	TBA	TBA			0	5	WEAKLEY, ALAN	O
33	099	GU	ECOL	994	056	TBA	TBA				1	5	MITCHELL, CHARL	O
34	099	GU	ECOL	994	057	TBA	TBA	TBA			1	5	WOLFORD, WENDY	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Session	Status
2	099	GU	ECON	051	001	TR	1100AM	1215PM	GA	0007	21	24	CONWAY, P J		O
3	099	GU	ECON	056	001	TR	0930AM	1045AM	GA	0001	0	24	ROSEFIELDE, STE		X
4	099	GU	ECON	100	998	TBA	TBA	TBA			0	999			O
5	099	GU	ECON	100	999	TBA	TBA	TBA			0	999			O
6	099	GU	ECON	101	005	TR	1100AM	1215PM	GA	0309	51	48	MCCALLIE, JOHN		C
7	099	GU	ECON	101	006	MWF	1100AM	1150AM	CA	0111	421	423	AGUILAR, MICHAE		O
8	099	GU	ECON	101	007	MWF	0900AM	0950AM	CA	0111	422	423	BYRNS, RALPH		O
9	099	GU	ECON	101	008	TR	1230PM	0145PM	CA	0111	414	423	SALEMI, M K		O
10	099	GU	ECON	101	601	W	0800AM	0850AM	GA	0103	13	32	MCATEE, GREGORY		O
11	099	GU	ECON	101	602	W	0900AM	0950AM	GA	0103	20	32	MCATEE, GREGORY		O
12	099	GU	ECON	101	603	W	1000AM	1050AM	GA	0103	32	32	MCATEE, GREGORY		C
13	099	GU	ECON	101	604	M	1200PM	1250PM	GA	0103	32	32	FRAGOSO GONZALE		C
14	099	GU	ECON	101	605	W	0900AM	0950AM	GA	0009	9	30	REDDIX, KENNETH		O
15	099	GU	ECON	101	606	W	0300PM	0350PM	GA	0103	30	32	FRAGOSO GONZALE		O
16	099	GU	ECON	101	607	W	0400PM	0450PM	GA	0103	21	32	YAO, JIANFENG		O
17	099	GU	ECON	101	608	T	1100AM	1150AM	GA	0103	33	32	AKAPAIBOON, NAT		C
18	099	GU	ECON	101	609	W	1000AM	1050AM	GA	0009	26	30	REDDIX, KENNETH		O
19	099	GU	ECON	101	610	M	0300PM	0350PM	GA	0001	23	25	AKAPAIBOON, NAT		O
20	099	GU	ECON	101	611	W	0300PM	0350PM	GA	0001	23	27	YAO, JIANFENG		O
21	099	GU	ECON	101	612	T	0330PM	0420PM	GA	0103	32	32	REDDIX, KENNETH		C
22	099	GU	ECON	101	613	T	1230PM	0120PM	GA	0001	25	25	AKAPAIBOON, NAT		C
23	099	GU	ECON	101	614	T	0330PM	0420PM	GA	0104	25	25	FRAGOSO GONZALE		C
24	099	GU	ECON	101	615	T	1230PM	0120PM	GA	0103	31	32	FRAGOSO GONZALE		O
25	099	GU	ECON	101	616	W	0200PM	0250PM	GA	0103	31	32	YAO, JIANFENG		O
26	099	GU	ECON	101	617	T	0430PM	0520PM	GA	0104	9	30	FRAGOSO GONZALE		O
27	099	GU	ECON	101	701	M	0800AM	0850AM	GA	0103	10	30	CRONIN, CHRISTO		O
28	099	GU	ECON	101	702	M	0300PM	0350PM	GA	0103	31	32	CRONIN, CHRISTO		O
29	099	GU	ECON	101	704	M	0100PM	0150PM	GA	0210	32	32	CRONIN, CHRISTO		C
30	099	GU	ECON	101	705	R	1230PM	0120PM	GA	0001	26	25	CRONIN, CHRISTO		C
31	099	GU	ECON	101	706	M	0400PM	0450PM	GA	0001	21	25	CRONIN, CHRISTO		O
32	099	GU	ECON	101	708	T	0930AM	1020AM	GA	0001	25	27	CRONIN, CHRISTO		O
33	099	GU	ECON	101	709	T	0800AM	0850AM	GA	0103	11	32	CRONIN, CHRISTO		O
34	099	GU	ECON	101	710	T	0430PM	0520PM	GA	0103	21	32	CRONIN, CHRISTO		O
35	099	GU	ECON	101	711	T	0930AM	1020AM	GA	0103	31	32	CRONIN, CHRISTO		O
36	099	GU	ECON	101	712	T	1100AM	1150AM	GA	0001	25	25	CRONIN, CHRISTO		C
37	099	GU	ECON	101	713	T	1230PM	0120PM	GA	0009	30	30	CRONIN, CHRISTO		C
38	099	GU	ECON	101	714	M	0200PM	0250PM	GA	0210	27	32	CRONIN, CHRISTO		O
39	099	GU	ECON	101	715	T	0200PM	0250PM	GA	0104	31	32	CRONIN, CHRISTO		O
40	099	GU	ECON	101	716	M	0200PM	0250PM	GA	0103	12	30	CRONIN, CHRISTO		O
41	099	GU	ECON	101	718	R	1100AM	1150AM	GA	0001	25	25	CRONIN, CHRISTO		C
42	099	GU	ECON	101	719	M	1000AM	1050AM	GA	0103	32	32	CRONIN, CHRISTO		C
43	099	GU	ECON	101	721	F	0200PM	0250PM	GA	0103	16	32	CRONIN, CHRISTO		O
44	099	GU	ECON	101	723	F	0900AM	0950AM	GA	0009	0	30	CRONIN, CHRISTO		X
45	099	GU	ECON	101	724	F	0800AM	0850AM	GA	0009	0	30	CRONIN, CHRISTO		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
46	099	GU	ECON	101	725	F	0300PM	0350PM	GA	0009	0	30	CRONIN, CHRISTO		X
47	099	GU	ECON	101	726	F	0800AM	0850AM	GA	0001	0	25	CRONIN, CHRISTO		X
48	099	GU	ECON	101	727	W	1100AM	1150AM	GA	0103	10	32	CRONIN, CHRISTO		O
49	099	GU	ECON	101	728	F	0100PM	0150PM	GA	0210	0	32	CRONIN, CHRISTO		X
50	099	GU	ECON	101	729	F	0200PM	0250PM	GA	0210	0	30	CRONIN, CHRISTO		X
51	099	GU	ECON	101	801	W	1200PM	1250PM	GA	0103	32	32	YUKSEL, SERKAN		C
52	099	GU	ECON	101	802	W	0100PM	0150PM	GA	0210	38	35	YUKSEL, SERKAN		C
53	099	GU	ECON	101	803	W	0200PM	0250PM	GA	0210	34	32	TUYSUZOGLU, UMU		C
54	099	GU	ECON	101	804	W	0300PM	0350PM	GA	0009	29	30	YUKSEL, SERKAN		O
55	099	GU	ECON	101	805	W	0400PM	0450PM	GA	0009	31	30	CABEZON, EZEQUI		C
56	099	GU	ECON	101	806	R	0800AM	0850AM	GA	0103	31	32	HARRIS, MATTHEW		O
57	099	GU	ECON	101	807	R	0930AM	1020AM	GA	0001	28	27	KATSORIDAS, DIM		C
58	099	GU	ECON	101	808	R	0930AM	1020AM	GA	0103	0	32	SALEMI, M K		X
59	099	GU	ECON	101	809	R	1100AM	1150AM	GA	0103	34	32	KATSORIDAS, DIM		C
60	099	GU	ECON	101	810	R	0330PM	0420PM	GA	0103	35	32	KATSORIDAS, DIM		C
61	099	GU	ECON	101	811	R	0430PM	0520PM	GA	0210	0	31	SALEMI, M K		X
62	099	GU	ECON	101	812	W	0400PM	0450PM	GA	0001	25	25	TUYSUZOGLU, UMU		C
63	099	GU	ECON	101	813	R	0330PM	0420PM	GA	0009	30	30	CABEZON, EZEQUI		C
64	099	GU	ECON	101	814	W	0800AM	0850AM	GA	0001	24	25	HARRIS, MATTHEW		O
65	099	GU	ECON	101	815	W	0800AM	0850AM	GA	0009	9	30	CABEZON, EZEQUI		O
66	099	GU	ECON	101	816	R	0430PM	0520PM	HN	0112	0	28	SALEMI, M K		X
67	099	GU	ECON	101	817	W	1100AM	1150AM	GA	0009	30	30	TUYSUZOGLU, UMU		C
68	099	GU	ECON	101	951	TR	0730PM	0845PM	GA	0104	28	25	JENKINS, BRIAN		C
69	099	GU	ECON	101	998	TBA	TBA	TBA			0	999			O
70	099	GU	ECON	267	001	TR	0800AM	0915AM	GA	0007	0	0	ROSEFIELDE, STE		X
71	099	GU	ECON	285	001	TR	1230PM	0145PM			0	20			X
72	099	GU	ECON	310	001	MWF	0200PM	0250PM	GA	0008	97	86	RABON, JOHN		C
73	099	GU	ECON	310	002	TR	0800AM	0915AM	GA	0307	36	35	WANG, BENJAMIN		C
74	099	GU	ECON	310	003	TR	0330PM	0445PM	GA	0007	36	35	KANCHANACHITRA,		C
75	099	GU	ECON	310	998	TBA	TBA	TBA			0	999			O
76	099	GU	ECON	320	001	MWF	0300PM	0350PM	CA	0111	86	250	AGUILAR, MICHAE		O
77	099	GU	ECON	320	002	MWF	0100PM	0150PM	GA	0309	40	38	MOUSSA, RACHA		C
78	099	GU	ECON	320	998	TBA	TBA	TBA			0	999			O
79	099	GU	ECON	325	001	TR	1230PM	0145PM	GA	0008	79	80	GOLDSTEIN, BUCK		O
80	099	GU	ECON	325	601	R	1230PM	0145PM	GA	0307	18	25	GOLDSTEIN, BUCK		O
81	099	GU	ECON	325	602	R	1230PM	0145PM	GA	0009	20	30	FELDMAN, MARYAN		O
82	099	GU	ECON	325	603	R	1230PM	0145PM	GA	0007	20	30	GRUMBLES, JULIA		O
83	099	GU	ECON	325	604	R	1230PM	0145PM	GA	0103	20	30	CAUDILL, LOWRY		O
84	099	GU	ECON	328	001	R	0330PM	0550PM	GA	0105	52	68	STEWART, J F		O
85	099	GU	ECON	328	002	T	0330PM	0550PM	GA	0309	0	42	GOLDSTEIN, BUCK		X
86	099	GU	ECON	345	001	MWF	0100PM	0150PM	GA	0106	31	35	CAMPO, SANDRA		O
87	099	GU	ECON	380	001	MWF	0800AM	0850AM	GA	0308	16	33	COOK, JA		O
88	099	GU	ECON	384	001	MW	0435PM	0550PM	CW	0105	2	2	RICK, JON		C
89	099	GU	ECON	385	998	TBA	TBA	TBA			0	30			O
90	099	GU	ECON	396	001	TBA	TBA	TBA			0	5	STEWART, J F		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
91	099	GU	ECON	400	001	MWF	0200PM	0250PM	GC	1015	236	240	LICH-TYLER, STE		O
92	099	GU	ECON	400	002	MWF	1000AM	1050AM			0	0			X
93	099	GU	ECON	400	003	TR	1100AM	1215PM	GA	0308	0	0	STAFF		X
94	099	GU	ECON	410	001	MWF	1000AM	1050AM	GA	0308	52	44	MALASPINA, PETE		C
95	099	GU	ECON	410	002	MWF	0800AM	0850AM	GA	0307	35	38	MISZTAL, MACIEJ		O
96	099	GU	ECON	410	003	MWF	1200PM	1250PM	GA	0308	48	48	BURK, RYAN		C
97	099	GU	ECON	410	004	TR	0800AM	0915AM	GA	0308	38	38	ALTAN, BASAK		C
98	099	GU	ECON	410	005	TR	0800AM	0915AM	GA	0309	38	38	SAVASCIN, OZGE		C
99	099	GU	ECON	410	006	MWF	0100PM	0150PM	GA	0307	0	0	STAFF		X
100	099	GU	ECON	410	007	MWF	0800AM	0850AM	GA	0106	36	38	GUNAY, FATMA		O
101	099	GU	ECON	410	008	TR	1230PM	0145PM	GA	0210	49	45	FINAN, REBECCA		C
102	099	GU	ECON	410	998	TBA	TBA	TBA			0	999			O
103	099	GU	ECON	420	001	MWF	1100AM	1150AM	GA	0309	51	49	VAIDYANATHAN, G		C
104	099	GU	ECON	420	002	MWF	1000AM	1050AM	GA	0309	50	49	VAIDYANATHAN, G		C
105	099	GU	ECON	420	003	TR	0930AM	1045AM	GA	0309	51	49	FROYEN, RICHARD		C
106	099	GU	ECON	420	004	MW	0400PM	0515PM	GA	0007	39	38	PEREZ, TERESA		C
107	099	GU	ECON	420	005	TR	1230PM	0145PM	GA	0106	42	40	HENDRICKS, LUTZ		C
108	099	GU	ECON	420	006	TR	0200PM	0315PM	GA	0106	0	0	STAFF		X
109	099	GU	ECON	423	001	TR	1230PM	0145PM	GA	0309	50	46	FRANCIS, NEVILL		C
110	099	GU	ECON	423	002	MWF	0200PM	0250PM	GA	0308	44	48	AGUILAR, MICHAE		O
111	099	GU	ECON	423	003	MWF	0900AM	0950AM	GA	0308	0	0	STAFF		X
112	099	GU	ECON	434	001	MWF	0100PM	0150PM	DA	0112	68	48	BYRNS, RALPH		C
113	099	GU	ECON	440	001	MWF	1100AM	1150AM	GA	0308	43	40	WILDE, JAMES A		C
114	099	GU	ECON	445	001	MWF	0200PM	0250PM	GA	0106	34	40	CAMPO, SANDRA		O
115	099	GU	ECON	445	002	TR	0800AM	0915AM	GA	0106	40	40	CONTAT, JUSTIN		C
116	099	GU	ECON	454	001	TR	0930AM	1045AM	GA	0308	46	48	TURCHI, BOONE A		O
117	099	GU	ECON	460	001	MWF	0800AM	0850AM	GA	0309	36	43	BALABAN, RITA		O
118	099	GU	ECON	460	002	MWF	0900AM	0950AM	GA	0309	43	44	BALABAN, RITA		O
119	099	GU	ECON	465	001	MWF	0200PM	0250PM	GA	0309	51	48	VAIDYANATHAN, G		C
120	099	GU	ECON	480	001	MWF	1000AM	1050AM	GA	0008	95	100	LICH-TYLER, STE		O
121	099	GU	ECON	480	002	MWF	1200PM	1250PM	GA	0307	0	0	STAFF		X
122	099	GU	ECON	495	001	TBA	TBA	TBA			1	5	BYRNS, RALPH		O
123	099	GU	ECON	496	001	MTWR	0600PM	0750PM	GA	0309	19	20	BYRNS, RALPH		O
124	099	GU	ECON	496	002	TBA	TBA	TBA			3	20	AGUILAR, MICHAE		O
125	099	GU	ECON	496	003	TBA	TBA	TBA			2	20	STEWART, J F		O
126	099	GU	ECON	496	004	TBA	TBA	TBA			0	20	BYRNS, RALPH		O
127	099	GU	ECON	520	001	TR	1100AM	1215PM	GA	0106	30	25	PARKE, W R		C
128	099	GU	ECON	520	002	TR	0930AM	1045AM	GA	0106	29	25	PARKE, W R		C
129	099	GU	ECON	560	001	MW	0300PM	0415PM	GA	0209	23	25	CHARI, ANUSHA		O
130	099	GU	ECON	570	001	TR	1230PM	0145PM	GA	0308	24	25	PARK, SANG SOO		O
131	099	GU	ECON	570	002	TR	0200PM	0315PM	GA	0308	25	25	PARK, SANG SOO		C
132	099	GU	ECON	570	003	TR	1100AM	1215PM	GA	0308	24	25	STEWART, J F		O
133	099	GU	ECON	586	001	TR	0200PM	0315PM	GA	0209	25	22	TURCHI, BOONE A		C
134	099	GU	ECON	586	002	TR	0330PM	0445PM	GA	0209	22	22	TURCHI, BOONE A		C
135	099	GU	ECON	700	001	MTWRF	0830AM	0100PM	GA	0309	18	45	TAUCHEN, H V	D	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
136	099	GU	ECON	700	601	MTWRF	0100PM	0200PM	GA	0309	18	45	MOORE, TIMOTHY	D	O
137	099	GU	ECON	710	001	MW	1200PM	0115PM	GA	0007	24	30	KRISHNA, VIJAY		O
138	099	GU	ECON	710	601	F	1000AM	1050AM	GA	0007	24	30	KARA, GAZI		O
139	099	GU	ECON	720	001	TR	0330PM	0445PM	GA	0308	19	44	HENDRICKS, LUTZ		O
140	099	GU	ECON	720	601	F	0200PM	0250PM	GA	0007	19	38	CHENG, CHAK		O
141	099	GU	ECON	770	001	TR	1100AM	1215PM	GA	0307	21	30	RENAULT, ERIC M		O
142	099	GU	ECON	770	601	F	1100AM	1150AM	GA	0007	19	30	GUANSONG, WANG		O
143	099	GU	ECON	810	001	TR	0930AM	1045AM	GA	0209	0	36	PARREIRAS, SERG		X
144	099	GU	ECON	820	001	TR	0200PM	0315PM	GA	0309	0	25	FROYEN, RICHARD		X
145	099	GU	ECON	846	001	TR	1230PM	0145PM	GA	0209	5	25	BIGLAISER, G		O
146	099	GU	ECON	851	001	TR	0930AM	1045AM	GA	0307	15	44	AKIN, JOHN S		O
147	099	GU	ECON	860	001	TR	1100AM	1215PM			0	25	CONWAY, P J		X
148	099	GU	ECON	861	001	MW	1030AM	1145AM	GA	0007	4	35	CHARI, ANUSHA		O
149	099	GU	ECON	870	001	TR	1100AM	1215PM	GA	0009	20	30	CHAUDHURI,S		O
150	099	GU	ECON	870	601	F	0900AM	0950AM	GA	0007	18	30	CHAGUE, FERNAND		O
151	099	GU	ECON	890	001	MW	0900AM	1015AM	GA	0007	16	30	KRISHNA, VIJAY		O
152	099	GU	ECON	890	002	MW	0130PM	0245PM	GA	0007	1	5	TAUCHEN, H V		O
153	099	GU	ECON	890	003	MW	0200PM	0315PM	GA	0307	0	30	STAFF		O
154	099	GU	ECON	890	004	MWF	0100PM	0150PM	GA	0209	0	25	STAFF		O
155	099	GU	ECON	890	005	MWF	1200PM	1250PM	GA	0309	0	26	STAFF		O
156	099	GU	ECON	890	006	TR	1230PM	0145PM	GA	0209	0	15	STAFF		X
157	099	GU	ECON	890	007	TR	0200PM	0315PM	GA	0309	0	15	STAFF		O
158	099	GU	ECON	890	008	TR	0930AM	1045AM	GA	0209	0	25	STAFF		O
159	099	GU	ECON	890	601	F	1230PM	0140PM	GA	0007	16	30	GOLDBERGER, STE		O
160	099	GU	ECON	911	001	T	1100AM	1215PM	GA	0209	11	25	PARREIRAS, SERG		O
161	099	GU	ECON	921	001	W	0300PM	0530PM	GA	0106	11	20	FRANCIS, NEVILL		O
162	099	GU	ECON	956	001	T	1230PM	0145PM	GA	0307	5	44	GILLESKIE, D		O
163	099	GU	ECON	971	001	TBA	TBA	TBA			0	6	CHAUDHURI, S		X
164	099	GU	ECON	990	001	TBA	TBA	TBA			6	6	CHAUDHURI, S		C
165	099	GU	ECON	992	001	TBA	TBA	TBA			1	5	AKIN, JOHN S		O
166	099	GU	ECON	992	016	TBA	TBA	TBA			1	2	CHARI, ANUSHA		O
167	099	GU	ECON	992	089	TBA	TBA	TBA			1	2	PARREIRAS, SERG		O
168	099	GU	ECON	992	090	TBA	TBA	TBA			0	2	RENAULT, ERIC M		O
169	099	GU	ECON	992	100	TBA	TBA	TBA			0	5	STAFF		O
170	099	GU	ECON	994	001	TBA	TBA	TBA			1	5	AKIN, J S		O
171	099	GU	ECON	994	006	TBA	TBA	TBA			2	5	FIELD, A J		O
172	099	GU	ECON	994	007	TBA	TBA	TBA			4	5	FROYEN, R T		O
173	099	GU	ECON	994	031	TBA	TBA	TBA			0	5	TURCHI, B A		O
174	099	GU	ECON	994	038	TBA	TBA	TBA			4	5	SALEMI, M K		O
175	099	GU	ECON	994	039	TBA	TBA	TBA			2	5	GUILKEY, D K		O
176	099	GU	ECON	994	053	TBA	TBA	TBA			1	5	BLACK, S W		O
177	099	GU	ECON	994	056	TBA	TBA	TBA			4	7	CONWAY, P J		O
178	099	GU	ECON	994	063	TBA	TBA	TBA			3	6	BIGLAISER, G		O
179	099	GU	ECON	994	068	TBA	TBA	TBA			0	5	MROZ, THOMAS		X
180	099	GU	ECON	994	081	TBA	TBA	TBA			5	6	GILLESKIE, D		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
181	099	GU	ECON	994	086	TBA	TBA	TBA			0	5	GHYSELS, ERIC		O
182	099	GU	ECON	994	089	TBA	TBA	TBA			0	5	PARREIRAS, SERG		O
183	099	GU	ECON	994	092	TBA	TBA	TBA			1	5	FRANCIS, NEVILL		O
184	099	GU	ECON	994	095	TBA	TBA	TBA			3	5	NORMAN, PETER		O
185	099	GU	ECON	101H	010	TR	0930AM	1045AM	GA	0007	23	25	SALEMI, M K		O
186	099	GU	ECON	691H	001	MW	0100PM	0215PM	GA	0001	22	25	BALABAN, RITA		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	EDUC	121	001	T	0400PM	0550PM	PE	0104	47	50	GILLENWATER, CA	O
3	099	GU	EDUC	131	001	T	1230PM	0145PM	PE	0215	29	30	TAYLOR, V	O
4	099	GU	EDUC	131	002	T	1230PM	0145PM	HN	0112	30	30	HARBOUR, SUE	C
5	099	GU	EDUC	221	001	T	0400PM	0550PM	PE	0206	45	50	SENTA, AMY H.	O
6	099	GU	EDUC	309	001	R	0400PM	0700PM	XX	XX	24	25	BRODEUR, JOHN D	O
7	099	GU	EDUC	317	001	T	0200PM	0330PM	XX	XX	20	20	HALSEY, JAMES J	C
8	099	GU	EDUC	317	002	W	0100PM	0230PM	XX	XX	11	20	BROWN, DEMITRIU	O
9	099	GU	EDUC	318	001	M	0300PM	0450PM	XX	XX	20	20	FISHER, ANNICE	C
10	099	GU	EDUC	318	002	T	0930AM	1120AM	XX	XX	15	20	FISHER, ANNICE	O
11	099	GU	EDUC	318	003	T	0200PM	0350PM	XX	XX	19	20	FISHER, ANNICE	O
12	099	GU	EDUC	318	004	W	0300PM	0450PM	XX	XX	17	20	FISHER, ANNICE	O
13	099	GU	EDUC	318	005	R	0800AM	0950AM	XX	XX	16	20	FISHER, ANNICE	O
14	099	GU	EDUC	318	006	R	1230PM	0220PM	XX	XX	13	20	FISHER, ANNICE	O
15	099	GU	EDUC	318	007	R	0330PM	0520PM	XX	XX	20	20	FISHER, ANNICE	C
16	099	GU	EDUC	318	008	M	0300PM	0450PM	XX	XX	20	20	FISHER, ANNICE	C
17	099	GU	EDUC	399	001	T	0600PM	0900PM	DE	0206	44	70	PERRY, CHRISTIN	O
18	099	GU	EDUC	399	002	W	0600PM	0900PM	DE	0206	31	70	KESSLER, F	O
19	099	GU	EDUC	401	001	W	0400PM	0650PM	PE	0306	23	25	KINGSLEY, SUSAN	O
20	099	GU	EDUC	401	956	W	0400PM	0650PM	XX	XX	8	10	KINGSLEY, SUSAN	O
21	099	GU	EDUC	402	001	R	0400PM	0650PM	PE	0306	22	25	PALSHA, SHARON	O
22	099	GU	EDUC	402	956	R	0400PM	0650PM	XX	XX	3	10	PALSHA, SHARON	O
23	099	GU	EDUC	403	001	T	0400PM	0650PM	PE	0220	21	30	SANCHEZ, MARTA	O
24	099	GU	EDUC	403	956	T	0400PM	0650PM	XX	XX	3	10	SANCHEZ, MARTA	O
25	099	GU	EDUC	412	001	TR	0730AM	1110AM	XX	XX	17	25	RANDS, KATHLEEN	O
26	099	GU	EDUC	412	002	TR	0730AM	1110AM	XX	XX	13	25	JOHNSON, TRACY	O
27	099	GU	EDUC	412	003	TR	0730AM	1110AM	XX	XX	24	25	WILKERSON, R	O
28	099	GU	EDUC	413	001	W	1100AM	1250PM	PE	0220	34	36	GALLOWAY, NICOL	O
29	099	GU	EDUC	413	002	W	0100PM	0250PM	PE	0220	20	36	GALLOWAY, NICOL	O
30	099	GU	EDUC	413	003	W	0300PM	0450PM	PE	0220	0	28		X
31	099	GU	EDUC	421	001	T	0600PM	0650PM	PE	0215	15	35	HORTON, CHERYL	O
32	099	GU	EDUC	421	002	T	0700PM	0750PM	PE	0215	3	10	HORTON, CHERYL	O
33	099	GU	EDUC	441	001	M	0600PM	0850PM	PE	0104	140	141	UNKS, G	O
34	099	GU	EDUC	441	002	T	0600PM	0850PM	PE	0104	132	141	UNKS, G	O
35	099	GU	EDUC	465	001	W	1100AM	1250PM	PE	0206	22	25	GULLEDGE, S	O
36	099	GU	EDUC	465	956	W	1100AM	1250PM	XX	XX	4	10	GULLEDGE, S	O
37	099	GU	EDUC	466	001	W	0500PM	0750PM	PE	0206	22	25	GULLEDGE, S	O
38	099	GU	EDUC	466	956	W	0500PM	0750PM	XX	XX	5	15	GULLEDGE, S	O
39	099	GU	EDUC	467	001	TBA	TBA	TBA			10	10	GULLEDGE, S	C
40	099	GU	EDUC	467	002	TBA	TBA	TBA			7	10	BARRETT, ELISE	O
41	099	GU	EDUC	467	003	TBA	TBA	TBA			2	10	HORTON, CHERYL	O
42	099	GU	EDUC	467	004	TBA	TBA	TBA			3	10	MORRISON, SCOTT	O
43	099	GU	EDUC	467	956	TBA	TBA	TBA			2	10	GULLEDGE, S	O
44	099	GU	EDUC	467	957	TBA	TBA	TBA			1	10	BARRETT, ELISE	O
45	099	GU	EDUC	467	958	TBA	TBA	TBA			2	10	HORTON, CHERYL	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	EDUC	467	959	TBA	TBA	TBA			0	10	MORRISON, SCOTT	O
47	099	GU	EDUC	496	001	TBA	TBA	TBA			0	5	BOLICK, CHERYL	O
48	099	GU	EDUC	496	002	TBA	TBA	TBA			0	5		O
49	099	GU	EDUC	496	003	TBA	TBA	TBA			0	5	UNKS, G	O
50	099	GU	EDUC	496	007	TBA	TBA	TBA			0	2		O
51	099	GU	EDUC	496	052	TBA	TBA	TBA			0	5	HAMM, JILL V	O
52	099	GU	EDUC	501	001	M	0400PM	0650PM	PE	0306	17	25	PALSHA, SHARON	O
53	099	GU	EDUC	501	956	M	0400PM	0650PM	XX	XX	4	20	PALSHA, SHARON	O
54	099	GU	EDUC	512	001	T	0800AM	1150AM	PE	0010	35	36	STEINTHORSDOTTI	O
55	099	GU	EDUC	512	001	R	0800AM	0950AM	PE	0010	35	36	STEINTHORSDOTTI	O
56	099	GU	EDUC	512	002	MR	0800AM	1150AM	PE	0206	33	36	FRIEL, SUSAN N.	O
57	099	GU	EDUC	512	003	R	0800AM	1000AM	PE	0310	0	38	STEINTHORSDOTTI	X
58	099	GU	EDUC	513	001	M	0800AM	1150AM	PE	0215	35	36	JUSTICE, JULIE	O
59	099	GU	EDUC	513	002	T	0800AM	1150AM	PE	0310	34	36	JUSTICE, JULIE	O
60	099	GU	EDUC	513	003	T	0800AM	1150AM	PE	0306	0	28	JUSTICE, JULIE	X
61	099	GU	EDUC	514	001	M	0100PM	0450PM	PE	0310	35	36	ANDERSON, JANIC	O
62	099	GU	EDUC	514	002	T	0100PM	0450PM	PE	0310	33	36	ANDERSON, JANIC	O
63	099	GU	EDUC	514	003	R	0100PM	0350PM	PE	0310	0	28		X
64	099	GU	EDUC	516	001	R	1100AM	1250PM	PE	0220	36	36	NICHOLS, KATHLE	C
65	099	GU	EDUC	516	002	R	0200PM	0350PM	PE	0206	33	36	POWELL, JESSICA	O
66	099	GU	EDUC	516	003	M	1100AM	1250PM	PE	0204	0	28		X
67	099	GU	EDUC	520	001	R	0400PM	0550PM	XX	XX	18	25	PIERCE, P	O
68	099	GU	EDUC	520	956	R	0400PM	0550PM	XX	XX	4	10	PIERCE, P	O
69	099	GU	EDUC	521	001	T	0330PM	0520PM	PE	0215	30	36	LATHAN, JAMIE L	O
70	099	GU	EDUC	532	961	T	0500PM	0750PM	XX	XX	0	25		X
71	099	GU	EDUC	533	961	R	0500PM	0750PM	XX	XX	13	15	EWELL, SARA	O
72	099	GU	EDUC	535	961	T	0500PM	0750PM	XX	XX	25	25	EWELL, SARA	C
73	099	GU	EDUC	540	962	R	0600PM	0750PM	XX	XX	0	25		X
74	099	GU	EDUC	541	962	R	0600PM	0750PM	XX	XX	4	25	PERSSON, JENNIF	O
75	099	GU	EDUC	550	963	R	0600PM	0750PM	XX	XX	0	25	CABOT JR., LLOY	X
76	099	GU	EDUC	551	963	R	0600PM	0750PM	XX	XX	3	25	CABOT JR., LLOY	O
77	099	GU	EDUC	555	961	R	0500PM	0550PM	XX	XX	4	15	PERSSON, JENNIF	O
78	099	GU	EDUC	555	962	R	0500PM	0550PM	XX	XX	3	25	CABOT JR., LLOY	O
79	099	GU	EDUC	555	963	R	0500PM	0550PM	XX	XX	0	15		X
80	099	GU	EDUC	555	964	R	0500PM	0550PM	XX	XX	0	15		X
81	099	GU	EDUC	560	964	R	0600PM	0750PM	XX	XX	0	15		X
82	099	GU	EDUC	563	001	M	0500PM	0650PM	PE	0206	12	25	BARRETT, ELISE	O
83	099	GU	EDUC	563	956	M	0500PM	0650PM	XX	XX	1	10	BARRETT, ELISE	O
84	099	GU	EDUC	564	001	T	0800AM	1050AM	PE	0206	9	25	GULLEDGE, S	O
85	099	GU	EDUC	564	956	T	0800AM	1050AM	XX	XX	1	10	GULLEDGE, S	O
86	099	GU	EDUC	565	001	R	0500PM	0650PM	PE	0310	6	25	HORTON, CHERYL	O
87	099	GU	EDUC	565	956	R	0500PM	0650PM	XX	XX	0	10	HORTON, CHERYL	O
88	099	GU	EDUC	566	001	W	0500PM	0650PM	PE	0310	9	25	MARKWORTH, KIMB	O
89	099	GU	EDUC	566	956	W	0500PM	0650PM	XX	XX	2	10	MARKWORTH, KIMB	O
90	099	GU	EDUC	568	001	TBA	TBA	TBA			1	1	GULLEDGE, S	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	EDUC	569	001	TBA	TBA	TBA			1	1	GULLEDGE, S	C
92	099	GU	EDUC	569	002	TBA	TBA	TBA			1	25	COBLE, JENNIFER	O
93	099	GU	EDUC	596	001	TBA	TBA	TBA			0	5	NEW, REBECCA S.	O
94	099	GU	EDUC	596	002	TBA	TBA	TBA			0	5	CABOT JR., LLOY	O
95	099	GU	EDUC	596	003	TBA	TBA	TBA			2	5	AKOS, PATRICK	O
96	099	GU	EDUC	596	004	TBA	TBA	TBA			0	5		O
97	099	GU	EDUC	596	005	TBA	TBA	TBA			1	5	STONE, L	O
98	099	GU	EDUC	596	006	TBA	TBA	TBA			2	5	STEINTHORSDOTTI	O
99	099	GU	EDUC	596	050	TBA	TBA	TBA			0	5	CIZEK, GREGORY	O
100	099	GU	EDUC	596	055	TBA	TBA	TBA			1	5	MEECE, J L	O
101	099	GU	EDUC	601	001	T	0400PM	0550PM	PE	0311	20	36	LIU, YANJUN	O
102	099	GU	EDUC	601	002	W	0500PM	0750PM	PE	0203	19	25	COBLE, JENNIFER	O
103	099	GU	EDUC	609	001	T	0100PM	0350PM	PE	0010	23	25	CIZEK, GREGORY	O
104	099	GU	EDUC	611	001	R	1230PM	0150PM	XX	XX	6	7	GALASSI, J P	O
105	099	GU	EDUC	611	002	R	1230PM	0150PM	XX	XX	6	7	COKER, JENNIFER	O
106	099	GU	EDUC	611	003	R	1230PM	0150PM	XX	XX	6	7	AKOS, PATRICK	O
107	099	GU	EDUC	611	005	TBA	TBA	TBA			6	7	AKOS, PATRICK	O
108	099	GU	EDUC	621	956	T	0500PM	0750PM	XX	XX	41	45	HALL, LEIGH A	O
109	099	GU	EDUC	621	963	R	0615PM	0815PM	XX	XX	6	25	DAVIDSON, ADINA	O
110	099	GU	EDUC	629	001	R	0200PM	0450PM	PE	0310	35	40	CROMPTON, HELEN	O
111	099	GU	EDUC	629	002	M	0100PM	0350PM	PE	0215	34	40	CROMPTON, HELEN	O
112	099	GU	EDUC	629	003	T	0100PM	0350PM	PE	0220	0	25		X
113	099	GU	EDUC	631	001	M	0400PM	0650PM	PE	0010	12	25	WYNN, SUSAN	O
114	099	GU	EDUC	631	957	M	0400PM	0650PM	XX	XX	5	15	WYNN, SUSAN	O
115	099	GU	EDUC	632	001	M	0700PM	0950PM	PE	0010	11	25	VEITCH, JAMES E	O
116	099	GU	EDUC	632	957	M	0700PM	0950PM	XX	XX	4	10	VEITCH, JAMES E	O
117	099	GU	EDUC	633	001	T	0100PM	0350PM	PE	0204	12	25	BROWN, KATHLEEN	O
118	099	GU	EDUC	633	957	T	0100PM	0350PM	XX	XX	0	15	BROWN, KATHLEEN	O
119	099	GU	EDUC	635	001	R	0400PM	0650PM	PE	0010	11	25	SCHAINKER, STAN	O
120	099	GU	EDUC	635	957	R	0400PM	0650PM	XX	XX	6	10	SCHAINKER, STAN	O
121	099	GU	EDUC	636	001	R	0700PM	0950PM	PE	0311	16	25	GRAHAM, FRANK P	O
122	099	GU	EDUC	636	957	R	0700PM	0950PM	XX	XX	8	10	GRAHAM, FRANK P	O
123	099	GU	EDUC	636	961	TBA	TBA	TBA			22	30	BRUCE, LORI MIC	O
124	099	GU	EDUC	637	961	W	0400PM	0800PM	XX	XX	19	30	VEITCH, JAMES E	O
125	099	GU	EDUC	638	956	TBA	TBA	TBA			22	30	SCHAINKER, STAN	O
126	099	GU	EDUC	644	001	M	0100PM	0350PM	XX	XX	20	35	DADISMAN, KIMBE	O
127	099	GU	EDUC	644	002	T	0130PM	0420PM	PE	0306	17	35	LOCKE, BELINDA	O
128	099	GU	EDUC	645	001	R	0900AM	1150AM	PE	0215	0	15		X
129	099	GU	EDUC	645	002	T	0900AM	1150AM	PE	0204	35	35	NOBLIT, G W	C
130	099	GU	EDUC	645	003	R	0100PM	0350PM	PE	0311	19	35	GRUMET, MADELIN	O
131	099	GU	EDUC	646	001	TBA	TBA	TBA			16	25	TRIER, JAMES	O
132	099	GU	EDUC	646	002	TBA	TBA	TBA			6	25	MOUNT-CORS, MAR	O
133	099	GU	EDUC	646	003	TBA	TBA	TBA			4	25	WRIGHT, STEPHAN	O
134	099	GU	EDUC	646	004	TBA	TBA	TBA			11	25	HUFF, D M	O
135	099	GU	EDUC	646	005	M	0400PM	0650PM	XX	XX	5	25	PARSONS, EILEEN	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
136	099	GU	EDUC	646	006	TBA	TBA	TBA			12	25	HILBURN, JEREMY	O
137	099	GU	EDUC	647	001	W	0400PM	0650PM	PE	0204	16	25	TRIER, JAMES	O
138	099	GU	EDUC	647	002	M	0400PM	0650PM	PE	0220	6	25	MOUNT-CORS, MAR	O
139	099	GU	EDUC	647	003	W	0400PM	0650PM	PE	0215	4	25	WRIGHT, STEPHAN	O
140	099	GU	EDUC	647	004	T	0400PM	0650PM	XX	XX	11	25	HUFF, D M	O
141	099	GU	EDUC	647	005	T	0400PM	0650PM	XX	XX	5	25	PARSONS, EILEEN	O
142	099	GU	EDUC	647	006	W	0400PM	0650PM	PE	0311	12	25	RONG, X L	O
143	099	GU	EDUC	648	001	M	0400PM	0650PM	XX	XX	11	25	HUFF, D M	O
144	099	GU	EDUC	664	001	R	0500PM	0750PM	XX	XX	26	25	BOONE, H	C
145	099	GU	EDUC	664	956	R	0500PM	0750PM	XX	XX	17	17	BOONE, H	C
146	099	GU	EDUC	664	957	R	0500PM	0750PM	XX	XX	17	17	BOONE, H	C
147	099	GU	EDUC	669	956	TBA	TBA	TBA			16	20	GALLAGHER, KATH	O
148	099	GU	EDUC	678	001	R	0100PM	0350PM	PE	0010	7	25	TRIER, JAMES	O
149	099	GU	EDUC	678	002	T	0900AM	1150AM	XX	XX	6	25	STONE, L	O
150	099	GU	EDUC	678	003	R	0900AM	1150AM	PE	0310	0	25	NEW, REBECCA S.	X
151	099	GU	EDUC	681	001	R	0500PM	0750PM	PE	0220	42	40	WEISS, MARGARET	C
152	099	GU	EDUC	684	001	MW	1000AM	1150AM	PE	0218	50	45	WARE, W B	C
153	099	GU	EDUC	690	956	W	0500PM	0800PM	XX	XX	0	20	MILLER, MELISSA	X
154	099	GU	EDUC	690	957	W	0500PM	0800PM	XX	XX	0	15	MILLER, MELISSA	X
155	099	GU	EDUC	695	956	T	0500PM	0750PM	XX	XX	0	15	FRIEL, SUSAN N.	X
156	099	GU	EDUC	695	957	T	0500PM	0750PM	XX	XX	0	10	CRAWFORD, ANN	X
157	099	GU	EDUC	696	001	TBA	TBA	TBA			1	5	DAY, B D	O
158	099	GU	EDUC	696	002	TBA	TBA	TBA			1	5	CASTRO-BURGOS,	O
159	099	GU	EDUC	696	003	TBA	TBA	TBA			1	5	O'SULLIVAN, RIT	O
160	099	GU	EDUC	696	004	TBA	TBA	TBA			1	5	GLAZIER, JOCELY	O
161	099	GU	EDUC	696	005	TBA	TBA	TBA			2	5	TRIER, JAMES	O
162	099	GU	EDUC	696	006	TBA	TBA	TBA			1	1	JUSTICE, JULIE	C
163	099	GU	EDUC	696	007	TBA	TBA	TBA			1	5	NEW, REBECCA S.	O
164	099	GU	EDUC	696	008	TBA	TBA	TBA			1	5	BOONE, H	O
165	099	GU	EDUC	696	009	TBA	TBA	TBA			1	5	FRIEL, SUSAN N.	O
166	099	GU	EDUC	696	010	TBA	TBA	TBA			4	5	VERNON-FEAGANS,	O
167	099	GU	EDUC	696	011	TBA	TBA	TBA			2	5	MEECE, J L	O
168	099	GU	EDUC	696	012	TBA	TBA	TBA			2	5	STONE, L	O
169	099	GU	EDUC	696	013	TBA	TBA	TBA			1	5	ENGLISH, FENWIC	O
170	099	GU	EDUC	696	014	TBA	TBA	TBA			1	5	MILLER, MELISSA	O
171	099	GU	EDUC	696	015	TBA	TBA	TBA			7	7	NOBLIT, G W	C
172	099	GU	EDUC	696	017	TBA	TBA	TBA			0	5	ANDERSON, JANIC	O
173	099	GU	EDUC	696	033	TBA	TBA	TBA			1	5	BOLICK, CHERYL	O
174	099	GU	EDUC	696	039	TBA	TBA	TBA			1	5	STEINTHORSDOTTI	O
175	099	GU	EDUC	696	040	TBA	TBA	TBA			1	5	KNOTEK, STEVEN	O
176	099	GU	EDUC	696	041	TBA	TBA	TBA			1	5	GRUMET, MADELIN	O
177	099	GU	EDUC	696	051	TBA	TBA	TBA			2	5	GREENE, JEFFREY	O
178	099	GU	EDUC	696	052	TBA	TBA	TBA			0	5	HAMM, JILL V	O
179	099	GU	EDUC	696	155	TBA	TBA	TBA			1	5	BROWN, KATHLEEN	O
180	099	GU	EDUC	701	956	T	0430PM	0750PM	XX	XX	21	30	LLOYD, (MOLLIE)	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
181	099	GU	EDUC	701	957	M	0430PM	0720PM	XX	XX	25	25	LLOYD, (MOLLIE)	C
182	099	GU	EDUC	701	963	R	0615PM	0815PM	XX	XX	5	15	LLOYD, (MOLLIE)	O
183	099	GU	EDUC	708	001	W	0630PM	0930PM	PE	0220	20	25	KNOTEK, STEVEN	O
184	099	GU	EDUC	708	956	W	0630PM	0930PM	XX	XX	17	15	KNOTEK, STEVEN	C
185	099	GU	EDUC	709	001	T	0900AM	1150AM	PE	0215	10	30	SIMEONSSON, R	O
186	099	GU	EDUC	711	001	T	0900AM	1150AM	PH	0212	24	25	GALASSI, J P	O
187	099	GU	EDUC	718	001	T	0900AM	1150AM	PE	0220	14	25	EVARRS, SANDRA	O
188	099	GU	EDUC	718	002	M	0900AM	1150AM	PE	0311	12	25	SIMEONSSON, R	O
189	099	GU	EDUC	718	003	M	0100PM	0350PM	XX	XX	13	25	WHEELER, ANNE	O
190	099	GU	EDUC	720	001	T	0100PM	0350PM	HM	0425	13	21	HIEMENZ, JENNIF	O
191	099	GU	EDUC	721	001	TBA	TBA	TBA			8	8	EVARRS, SANDRA	C
192	099	GU	EDUC	721	002	TBA	TBA	TBA			9	8	WASIK, B H	C
193	099	GU	EDUC	721	003	TBA	TBA	TBA			8	8	KNOTEK, STEVEN	C
194	099	GU	EDUC	721	004	TBA	TBA	TBA			12	8	WHEELER, ANNE	C
195	099	GU	EDUC	722	001	TBA	TBA	TBA			9	10	EVARRS, SANDRA	O
196	099	GU	EDUC	731	961	TBA	TBA	TBA			22	30	VEITCH, JAMES E	O
197	099	GU	EDUC	735	001	M	0400PM	0650PM	XX	XX	10	25	VEITCH, JAMES E	O
198	099	GU	EDUC	735	961	TBA	TBA	TBA			19	25	SCHAINKER, STAN	O
199	099	GU	EDUC	736	001	TBA	TBA	TBA			3	6	BROWN, KATHLEEN	O
200	099	GU	EDUC	736	002	TBA	TBA	TBA			5	6	SHIPMAN, NEIL	O
201	099	GU	EDUC	736	956	TBA	TBA	TBA			6	6	MANZO, DEBORAH	C
202	099	GU	EDUC	736	957	TBA	TBA	TBA			3	6	WYNN, SUSAN	O
203	099	GU	EDUC	736	958	TBA	TBA	TBA			3	6	REED-YEBOA, LAT	O
204	099	GU	EDUC	736	959	TBA	TBA	TBA			6	6	WYNN, SUSAN	C
205	099	GU	EDUC	736	970	TBA	TBA	TBA			9	9	VANDIVER, JULIA	C
206	099	GU	EDUC	752	001	R	0400PM	0650PM	PE	0206	7	25	IRVIN, MATTHEW	O
207	099	GU	EDUC	763	001	T	0400PM	0650PM	XX	XX	23	25	HOOPER, S R	O
208	099	GU	EDUC	763	956	T	0400PM	0650PM	XX	XX	6	10	HOOPER, S R	O
209	099	GU	EDUC	782	001	W	0400PM	0650PM	PE	0216	19	25	MEECE, J L	O
210	099	GU	EDUC	785	001	M	0400PM	0650PM	PE	0216	13	25	CIZEK, GREGORY	O
211	099	GU	EDUC	802	001	M	0100PM	0350PM	PE	0311	24	25	STONE, L	O
212	099	GU	EDUC	803	001	T	0900AM	1150AM	XX	XX	35	30	NEW, REBECCA S.	C
213	099	GU	EDUC	804	001	T	0100PM	0350PM	XX	XX	19	15	GRUMET, MADELIN	C
214	099	GU	EDUC	805	001	T	0100PM	0350PM	PE	0311	13	25	VERNON-FEAGANS,	O
215	099	GU	EDUC	806	001	T	0100PM	0350PM	PE	0206	0	25	MEECE, J L	X
216	099	GU	EDUC	811	001	T	0900AM	1150AM	PH	0212	0	25	GALASSI, J P	X
217	099	GU	EDUC	820	001	M	0100PM	0350PM	PE	0204	3	25	WASIK, B H	O
218	099	GU	EDUC	821	001	TBA	TBA	TBA			7	15	EVARRS, SANDRA	O
219	099	GU	EDUC	821	002	TBA	TBA	TBA			4	15	EVARRS, SANDRA	O
220	099	GU	EDUC	822	001	TBA	TBA	TBA			8	10	WASIK, B H	O
221	099	GU	EDUC	831	001	W	0400PM	0650PM	PE	0010	11	25	BROWN, F	O
222	099	GU	EDUC	831	957	W	0400PM	0650PM	XX	XX	1	10	BROWN, F	O
223	099	GU	EDUC	833	001	T	0400PM	0650PM	PE	0010	11	25	ENGLISH, FENWIC	O
224	099	GU	EDUC	833	957	T	0400PM	0650PM	XX	XX	5	10	ENGLISH, FENWIC	O
225	099	GU	EDUC	834	001	T	0700PM	0950PM	PE	0204	22	25	BROWN, F	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
226	099	GU	EDUC	834	957	T	0700PM	0950PM	XX	XX	3	10	BROWN, F	O
227	099	GU	EDUC	835	001	W	0700PM	0950PM	PE	0204	0	25	TILLMAN, LINDA	X
228	099	GU	EDUC	835	957	W	0700PM	0950PM	XX	XX	0	10	TILLMAN, LINDA	X
229	099	GU	EDUC	840	001	T	0700PM	0950PM	PE	0010	5	25	ENGLISH, FENWIC	O
230	099	GU	EDUC	844	001	M	0700PM	0950PM	XX	XX	6	10	MARSHALL, C	O
231	099	GU	EDUC	854	001	TBA	TBA	TBA			6	25	DAY, B D	O
232	099	GU	EDUC	855	001	W	0500PM	0750PM	XX	XX	1	25	DAY, B D	O
233	099	GU	EDUC	856	001	TBA	TBA	TBA			1	25	DAY, B D	O
234	099	GU	EDUC	861	001	W	0100PM	0350PM	PE	0311	0	25	GALLAGHER, KATH	X
235	099	GU	EDUC	871	001	M	0400PM	0650PM	PE	0215	7	25	O'SULLIVAN, RIT	O
236	099	GU	EDUC	871	002	W	0400PM	0650PM	GA	0001	0	25	GLAZIER, JOCELY	X
237	099	GU	EDUC	871	956	M	0400PM	0650PM	XX	XX	16	15	O'SULLIVAN, RIT	C
238	099	GU	EDUC	877	001	T	0400PM	0650PM	PE	0204	14	25	RONG, X L	O
239	099	GU	EDUC	884	001	MW	0400PM	0515PM	PE	0104	25	60	WARE, W B	O
240	099	GU	EDUC	885	001	T	0400PM	0650PM	PE	0217	3	25	O'SULLIVAN, RIT	O
241	099	GU	EDUC	981	001	M	0400PM	0650PM	PE	0218	15	25	MARSHALL, C	O
242	099	GU	EDUC	982	001	R	0400PM	0650PM	PE	0204	20	25	NOBLIT, G W	O
243	099	GU	EDUC	990	001	M	1200PM	1250PM	PE	0311	35	25	STONE, L	C
244	099	GU	EDUC	990	002	TBA	TBA	TBA			0	5	GRUMET, MADELIN	O
245	099	GU	EDUC	990	003	TBA	TBA	TBA			0	1	WARE, W B	O
246	099	GU	EDUC	990	004	TBA	TBA	TBA			0	1	JUSTICE, JULIE	O
247	099	GU	EDUC	990	005	TBA	TBA	TBA			2	5	TRIER, JAMES	O
248	099	GU	EDUC	990	006	TBA	TBA	TBA			0	5	O'SULLIVAN, RIT	O
249	099	GU	EDUC	990	007	TBA	TBA	TBA			2	5	NEW, REBECCA S.	O
250	099	GU	EDUC	990	008	R	0500PM	0750PM	PE	0216	2	10	MILLER, MELISSA	O
251	099	GU	EDUC	990	011	TBA	TBA	TBA			4	5	STEINTHORSDOTTI	O
252	099	GU	EDUC	990	012	TBA	TBA	TBA			2	5	ODOM, SAMUEL L	O
253	099	GU	EDUC	990	013	TBA	TBA	TBA			0	5	GRIFFIN, DANA	O
254	099	GU	EDUC	990	025	TBA	TBA	TBA			1	5	BOLICK, CHERYL	O
255	099	GU	EDUC	990	026	TBA	TBA	TBA			2	5	VERNON-FEAGONS,	O
256	099	GU	EDUC	990	030	TBA	TBA	TBA			4	5	NOBLIT, G W	O
257	099	GU	EDUC	990	050	TBA	TBA	TBA			0	5	CIZEK, GREGORY	O
258	099	GU	EDUC	990	051	TBA	TBA	TBA			3	5	GREENE, JEFFREY	O
259	099	GU	EDUC	990	052	TBA	TBA	TBA			0	5	HAMM, JILL V	O
260	099	GU	EDUC	990	055	TBA	TBA	TBA			1	5	MEECE, J L	O
261	099	GU	EDUC	992	001	TBA	TBA	TBA			0	10	MEECE, J L	O
262	099	GU	EDUC	992	002	TBA	TBA	TBA			2	10	EVARRS, SANDRA	O
263	099	GU	EDUC	992	003	TBA	TBA	TBA			1	10	SIMEONSSON, R	O
264	099	GU	EDUC	992	004	TBA	TBA	TBA			0	10	KNOTEK, STEVEN	O
265	099	GU	EDUC	992	005	TBA	TBA	TBA			0	10	WASIK, B H	O
266	099	GU	EDUC	992	006	TBA	TBA	TBA			0	10		O
267	099	GU	EDUC	992	007	TBA	TBA	TBA			0	10		O
268	099	GU	EDUC	992	008	TBA	TBA	TBA			0	10		O
269	099	GU	EDUC	993	001	TBA	TBA	TBA			3	5	STONE, L	O
270	099	GU	EDUC	993	051	TBA	TBA	TBA			1	5	GREENE, JEFFREY	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
271	099	GU	EDUC	993	054	TBA	TBA	TBA			0	5	MILLER, MELISSA	O
272	099	GU	EDUC	993	055	TBA	TBA	TBA			0	5	MEECE, J L	O
273	099	GU	EDUC	993	056	TBA	TBA	TBA			0	5	WARE, W B	O
274	099	GU	EDUC	993	149	TBA	TBA	TBA			0	5	BOONE, H	O
275	099	GU	EDUC	993	171	TBA	TBA	TBA			1	5	GALLAGHER, KATH	O
276	099	GU	EDUC	994	002	TBA	TBA	TBA			2	5	ENGLISH, FENWIC	O
277	099	GU	EDUC	994	013	TBA	TBA	TBA			4	5	BROWN, F	O
278	099	GU	EDUC	994	019	TBA	TBA	TBA			6	5	DAY, B D	C
279	099	GU	EDUC	994	026	TBA	TBA	TBA			2	5	GLAZIER, JOCELY	O
280	099	GU	EDUC	994	028	TBA	TBA	TBA			2	5	GALASSI, J P	O
281	099	GU	EDUC	994	029	TBA	TBA	TBA			0	5	GREENE, JEFFREY	O
282	099	GU	EDUC	994	034	TBA	TBA	TBA			1	5	PARSONS, EILEEN	O
283	099	GU	EDUC	994	047	TBA	TBA	TBA			1	5	HALL, LEIGH A	O
284	099	GU	EDUC	994	050	TBA	TBA	TBA			1	5	CIZEK, GREGORY	O
285	099	GU	EDUC	994	052	TBA	TBA	TBA			5	5	HAMM, JILL V	C
286	099	GU	EDUC	994	053	TBA	TBA	TBA			0	5	ODOM, SAMUEL L	O
287	099	GU	EDUC	994	054	TBA	TBA	TBA			1	5	MILLER, MELISSA	O
288	099	GU	EDUC	994	055	TBA	TBA	TBA			4	5	MEECE, J L	O
289	099	GU	EDUC	994	056	TBA	TBA	TBA			2	5	WARE, W B	O
290	099	GU	EDUC	994	057	TBA	TBA	TBA			3	5	NOBLIT, G W	O
291	099	GU	EDUC	994	064	TBA	TBA	TBA			2	5	GALLAGHER, KATH	O
292	099	GU	EDUC	994	073	TBA	TBA	TBA			5	5	SIMEONSSON, R	C
293	099	GU	EDUC	994	075	TBA	TBA	TBA			1	5	STEINTHORSDOTTI	O
294	099	GU	EDUC	994	086	TBA	TBA	TBA			7	7	WASIK, B H	C
295	099	GU	EDUC	994	087	TBA	TBA	TBA			0	5	TILLMAN, LINDA	O
296	099	GU	EDUC	994	105	TBA	TBA	TBA			5	5	MARSHALL, C	C
297	099	GU	EDUC	994	115	TBA	TBA	TBA			3	5	FRIEL, SUSAN H.	O
298	099	GU	EDUC	994	136	TBA	TBA	TBA			1	5	TRIER, JAMES	O
299	099	GU	EDUC	994	146	TBA	TBA	TBA			1	5	RONG, X L	O
300	099	GU	EDUC	994	147	TBA	TBA	TBA			2	5	STONE, L	O
301	099	GU	EDUC	994	149	TBA	TBA	TBA			5	5	BOONE, H	C
302	099	GU	EDUC	994	154	TBA	TBA	TBA			1	5	HANNUM, W	O
303	099	GU	EDUC	994	155	TBA	TBA	TBA			3	5	BROWN, KATHLEEN	O
304	099	GU	EDUC	994	169	TBA	TBA	TBA			2	5	O'SULLIVAN, RIT	O
305	099	GU	EDUC	994	181	TBA	TBA	TBA			5	5	KNOTEK, STEVEN	C
306	099	GU	EDUC	994	185	TBA	TBA	TBA			3	5	GRUMET, MADELIN	O
307	099	GU	EDUC	994	187	TBA	TBA	TBA			4	5	VERNON-FEAGONS,	O
308	099	GU	EDUC	994	188	TBA	TBA	TBA			1	5	BOLICK, CHERYL	O
309	099	GU	EDUC	694H	001	TBA	TBA	TBA			4	5	UNKS, G	O
310	099	GU	EDUX	616	956	R	0500PM	0750PM	XX	XX	32	35	BARRETT, ELISE	O
311	099	GU	EDUX	616	957	M	0500PM	0750PM	XX	XX	0	10	BARRETT, ELISE	X
312	099	GU	EDUX	677	956	W	0500PM	0750PM	XX	XX	10	25	ANDERSON, JANIC	O
313	099	GU	EDUX	695	956	M	0500PM	0750PM	XX	XX	35	35	FRIEL, SUSAN N.	C
314	099	GU	EDUX	699	956	TBA	TBA	TBA			28	28	GLAZIER, JOCELY	C
315	099	GU	EDUX	699	957	TBA	TBA	TBA			26	28	GLAZIER, JOCELY	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
316	099	GU	EDUX	699	958	M	0500PM	0750PM	XX	XX	34	35	HALL, LEIGH A	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	ENDO	710	001	TBA	TBA	TBA			2	5	RIVERA, ERIC M	O
3	099	GU	ENDO	740	001	TBA	TBA	TBA			2	5	RIVERA, ERIC M	O
4	099	GU	ENDO	811	001	TBA	TBA	TBA			2	5	RIVERA, ERIC M	O
5	099	GU	ENDO	812	001	TBA	TBA	TBA			2	5	RIVERA, ERIC M	O
6	099	GU	ENDO	831	001	TBA	TBA	TBA			2	5	RIVERA, ERIC M	O
7	099	GU	ENDO	832	001	TBA	TBA	TBA			2	5	RIVERA, ERIC M	O
8	099	GU	ENDO	920	001	TBA	TBA	TBA			2	5	RIVERA, ERIC M	O
9	099	GU	ENDO	923	001	TBA	TBA	TBA			2	5	RIVERA, ERIC M	O
10	099	GU	ENDO	993	001	TBA	TBA	TBA			3	5	RIVERA, ERIC M	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	ENGL	057	001	TR	0200PM	0315PM	BI	0217	24	24	CURTAIN, TYLER	C
3	099	GU	ENGL	063	001	TR	0200PM	0315PM	HN	0112	21	24	HALPERIN, LAURA	O
4	099	GU	ENGL	070	001	TR	0330PM	0445PM	GL	0305	0	0		X
5	099	GU	ENGL	075	001	TR	1100AM	1215PM	LG	0304	18	24	EBLE, C C	O
6	099	GU	ENGL	089	001	MWF	1100AM	1150AM	GL	0301	23	24	HO, JENNIFER	O
7	099	GU	ENGL	089	002	TR	0200PM	0315PM	HN	0112	0	0		X
8	099	GU	ENGL	100	001	TR	0930AM	1045AM	MU	0202	18	19	HAMMER, BRADLEY	O
9	099	GU	ENGL	100	002	TR	1100AM	1215PM	CW	0103	19	19	HAMMER, BRADLEY	C
10	099	GU	ENGL	100	003	TR	0800AM	0915AM	MU	0202	17	19	CRANSHAW, JOY	O
11	099	GU	ENGL	101	001	MWF	0800AM	0850AM	GL	0304	0	0		X
12	099	GU	ENGL	101	002	MWF	0800AM	0850AM	GL	0305	19	19	TAYLOR, LUTHER	C
13	099	GU	ENGL	101	003	MWF	0800AM	0850AM	GL	0318	19	19	COHEN, MARC	C
14	099	GU	ENGL	101	004	MWF	0800AM	0850AM	BI	0317	0	0		X
15	099	GU	ENGL	101	005	MWF	0800AM	0850AM	MU	0202	0	0		X
16	099	GU	ENGL	101	006	MWF	0800AM	0850AM	WI	0139	0	0		X
17	099	GU	ENGL	101	007	MWF	1000AM	1050AM	GA	0307	19	19	POJASEK, MELISS	C
18	099	GU	ENGL	101	008	MWF	1000AM	1050AM	PE	0010	19	19	FOSTER, MEAGAN	C
19	099	GU	ENGL	101	009	MWF	0900AM	0950AM	GL	0103	19	19	O'SHAUGHNESSEY,	C
20	099	GU	ENGL	101	010	MWF	0900AM	0950AM	GM	0038	19	19	SHACKELFORD, AA	C
21	099	GU	ENGL	101	011	MWF	0900AM	0950AM	GL	0106	19	19	ELROD, THOMAS B	C
22	099	GU	ENGL	101	012	MWF	1000AM	1050AM	GL	0319	19	19	LAPRADE, C A	C
23	099	GU	ENGL	101	013	MWF	1000AM	1050AM	GL	0316	19	19	KAISER, WILSON	C
24	099	GU	ENGL	101	014	MWF	1000AM	1050AM	GM	0038	19	19	SHACKELFORD, AA	C
25	099	GU	ENGL	101	015	MWF	1100AM	1150AM	GL	0103	19	19	FAULK, SHALANDA	C
26	099	GU	ENGL	101	016	MWF	0100PM	0150PM	CW	0105	19	19	BLYTHE, SARAH	C
27	099	GU	ENGL	101	017	MWF	1100AM	1150AM	GL	0107	19	19	DALLIS, JAMEELA	C
28	099	GU	ENGL	101	018	MWF	1100AM	1150AM	MU	0202	19	19	VEGGIAN, HENRY	C
29	099	GU	ENGL	101	019	MWF	1100AM	1150AM	BI	0317	19	19	STAPLETON, PAUL	C
30	099	GU	ENGL	101	020	MWF	1100AM	1150AM	GL	0431	0	0		C
31	099	GU	ENGL	101	021	MWF	1200PM	1250PM	GL	0302	18	19	FLANAGAN, KATHL	O
32	099	GU	ENGL	101	022	MWF	1200PM	1250PM	GL	0301	19	19	O'SHAUGHNESSEY,	C
33	099	GU	ENGL	101	023	MWF	1200PM	1250PM	GL	0103	19	19	CURTIN, KATHLEE	C
34	099	GU	ENGL	101	024	MWF	1200PM	1250PM	GL	0104	0	0		X
35	099	GU	ENGL	101	025	MWF	0100PM	0150PM	GL	0318	19	19	LAPRADE, C A	C
36	099	GU	ENGL	101	026	MWF	1000AM	1050AM	PH	0328	19	19	KLAPPER-LEHMAN,	C
37	099	GU	ENGL	101	027	MWF	1000AM	1050AM	PE	0203	18	19	WEBB, CHRISTY A	O
38	099	GU	ENGL	101	028	MWF	0100PM	0150PM	MU	0202	19	19	VEGGIAN, HENRY	C
39	099	GU	ENGL	101	029	MWF	0900AM	0950AM	GA	0106	19	19	POJASEK, MELISS	C
40	099	GU	ENGL	101	030	MWF	0100PM	0150PM	DE	0204	19	19	PARSONS, JAMIE	C
41	099	GU	ENGL	101	031	MWF	0100PM	0150PM	GL	0103	19	19	GREENLEE, ELIZA	C
42	099	GU	ENGL	101	032	MWF	0100PM	0150PM	GL	0104	0	0		X
43	099	GU	ENGL	101	033	MWF	0100PM	0150PM	GL	0106	19	19	MUNROE, APRIL A	C
44	099	GU	ENGL	101	034	MWF	0100PM	0150PM	HM	0150	19	19	SMITH, ROBIN RU	C
45	099	GU	ENGL	101	035	MWF	0100PM	0150PM	GL	0107	0	0		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	ENGL	101	036	MWF	0200PM	0250PM	GL	0319	19	19	FLANAGAN, KATHL	C
47	099	GU	ENGL	101	037	MWF	1200PM	1250PM	BI	0317	19	19	STAPLETON, PAUL	C
48	099	GU	ENGL	101	038	MWF	1200PM	1250PM	DA	0101	19	19	LACEFIELD, KRIS	C
49	099	GU	ENGL	101	039	MWF	0200PM	0250PM	MU	0202	19	19	VEGGIAN, HENRY	C
50	099	GU	ENGL	101	040	MWF	0900AM	0950AM	GA	0209	19	19	STEWART, VAUGHN	C
51	099	GU	ENGL	101	041	MWF	0200PM	0250PM	GL	0103	0	0		X
52	099	GU	ENGL	101	042	MWF	0200PM	0250PM	GL	0104	19	19	HALL, ELIZABETH	C
53	099	GU	ENGL	101	043	MWF	0200PM	0250PM	GL	0106	0	0		X
54	099	GU	ENGL	101	044	MWF	0200PM	0250PM	GL	0107	0	0		X
55	099	GU	ENGL	101	045	MWF	0200PM	0250PM	WI	0217	0	0		X
56	099	GU	ENGL	101	046	TR	0800AM	0915AM	GL	0103	19	19	ABELES, OREN	C
57	099	GU	ENGL	101	047	TR	0800AM	0915AM	GL	0106	19	19	WEBER, WENDY	C
58	099	GU	ENGL	101	048	TR	0930AM	1045AM	GA	0009	19	19	SMITH, DEREK H	C
59	099	GU	ENGL	101	049	TR	0800AM	0915AM	DE	0204	19	19	EUBANKS, KEVIN	C
60	099	GU	ENGL	101	050	TR	0800AM	0915AM	BI	0309	0	0		X
61	099	GU	ENGL	101	051	TR	0800AM	0915AM	BI	0317	19	19	RILEY, SAMANTHA	C
62	099	GU	ENGL	101	052	TR	0800AM	0915AM	GL	0304	19	19	BURNETT, JACOB	C
63	099	GU	ENGL	101	053	TR	0800AM	0915AM	DE	0307	19	19	BADIA, LYNN A	C
64	099	GU	ENGL	101	054	TR	0930AM	1045AM	GL	0319	19	19	CRYSTALL, ELYSE	C
65	099	GU	ENGL	101	055	MWF	0100PM	0150PM	HO	0203	0	0		C
66	099	GU	ENGL	101	056	TR	0930AM	1045AM	HM	0517	19	19	BOLLING, JAMES	C
67	099	GU	ENGL	101	057	TR	0930AM	1045AM	BI	0317	19	19	PASSALACQUA, CA	C
68	099	GU	ENGL	101	058	TR	0930AM	1045AM	GL	0107	19	19	WEBER, WENDY	C
69	099	GU	ENGL	101	059	TR	0930AM	1045AM	GL	0106	19	19	CREWS, ASHLEE	C
70	099	GU	ENGL	101	060	TR	0930AM	1045AM	GL	0104	19	19	HARPER, ELIZABE	C
71	099	GU	ENGL	101	061	TR	1100AM	1215PM	GL	0103	19	19	CRYSTALL, ELYSE	C
72	099	GU	ENGL	101	062	TR	1100AM	1215PM	WI	0139	19	19	EUBANKS, KEVIN	C
73	099	GU	ENGL	101	063	TR	1100AM	1215PM	GL	0106	19	19	CREWS, ASHLEE	C
74	099	GU	ENGL	101	064	TR	1100AM	1215PM			0	0		X
75	099	GU	ENGL	101	065	TR	1100AM	1215PM	HM	0150	19	19	SICKELS, AMY	C
76	099	GU	ENGL	101	066	TR	1100AM	1215PM	BI	0101	19	19	GREENE, ADRIAN	C
77	099	GU	ENGL	101	067	TR	1100AM	1215PM	HM	0420	19	19	FROST, LESLIE	C
78	099	GU	ENGL	101	068	TR	1230PM	0145PM	PE	0218	19	19	HARPER, ELIZABE	C
79	099	GU	ENGL	101	069	TR	1230PM	0145PM	HN	0130	0	0		X
80	099	GU	ENGL	101	070	TR	1230PM	0145PM	GL	0103	19	19	LUTER, MATTHEW	C
81	099	GU	ENGL	101	071	TR	1230PM	0145PM	GL	0106	19	19	TOLF, SARAH J	C
82	099	GU	ENGL	101	072	TR	1230PM	0145PM	GL	0107	19	19	JONES, SARAH E.	C
83	099	GU	ENGL	101	073	TR	1230PM	0145PM	GL	0316	19	19	TAYLOR, LUTHER	C
84	099	GU	ENGL	101	074	TR	1230PM	0145PM	GL	0317	19	19	PASSALACQUA, CA	C
85	099	GU	ENGL	101	075	TR	1230PM	0145PM	GL	0318	19	19	MCKENNA, CHRIST	C
86	099	GU	ENGL	101	076	TR	0200PM	0315PM	MU	0202	19	19	FROST, LESLIE	C
87	099	GU	ENGL	101	077	TR	0200PM	0315PM	GL	0106	19	19	CREWS, ASHLEE	C
88	099	GU	ENGL	101	078	TR	0200PM	0315PM	GL	0103	19	19	CARLSON, MATTHE	C
89	099	GU	ENGL	101	079	TR	0200PM	0315PM	WI	0139	0	0		X
90	099	GU	ENGL	101	080	TR	0200PM	0315PM	GL	0316	19	19	ROGERSON, BENJA	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	ENGL	101	081	TR	0200PM	0315PM			0	0		X
92	099	GU	ENGL	101	082	TR	0200PM	0315PM	PH	0265	19	19	MILLS, LUKE WIL	C
93	099	GU	ENGL	101	083	TR	0200PM	0315PM	DE	0302	18	19	GRAF, LAUREN DU	O
94	099	GU	ENGL	101	084	TR	0200PM	0315PM	HO	0203	19	19	BROWN, LENA	C
95	099	GU	ENGL	101	085	TR	0200PM	0315PM	BI	0108	19	19	MCKENNA, CHRIST	C
96	099	GU	ENGL	101	086	TR	0200PM	0315PM	HM	0452	0	0		X
97	099	GU	ENGL	101	087	TR	0200PM	0315PM	HO	0107	0	0		X
98	099	GU	ENGL	101	088	TR	0200PM	0315PM	DE	303A	19	19	THANANOPAVARN,	C
99	099	GU	ENGL	101	089	TR	0200PM	0315PM	PH	0222	19	19	BRADFORD, ILOUI	C
100	099	GU	ENGL	101	090	TR	0200PM	0315PM	HO	0207	0	0		X
101	099	GU	ENGL	101	091	MWF	0800AM	0850AM	BI	0301	0	0		X
102	099	GU	ENGL	101	092	MWF	0800AM	0850AM	BI	0306	0	0		X
103	099	GU	ENGL	101	093	MWF	0800AM	0850AM	BI	0309	0	0		X
104	099	GU	ENGL	101	094	MWF	0800AM	0850AM	HM	0517	0	0		X
105	099	GU	ENGL	101	095	MWF	0800AM	0850AM	HM	0523	0	0		X
106	099	GU	ENGL	101	096	MWF	0800AM	0850AM	HM	0570	0	0		X
107	099	GU	ENGL	101	097	MWF	0800AM	0850AM	SA	0322	0	0		X
108	099	GU	ENGL	101	098	MWF	0800AM	0850AM	MT	0305	0	0		X
109	099	GU	ENGL	101	099	MWF	0100PM	0150PM	PH	0328	0	0		X
110	099	GU	ENGL	101	100	MWF	0100PM	0150PM	PE	0010	0	0		X
111	099	GU	ENGL	101	101	MWF	0100PM	0150PM	BI	0101	0	0		X
112	099	GU	ENGL	101	102	MWF	0100PM	0150PM	PH	0381	0	0		X
113	099	GU	ENGL	101	103	MWF	0100PM	0150PM	HO	0107	0	0		X
114	099	GU	ENGL	101	104	MWF	0100PM	0150PM	PE	0218	0	0		X
115	099	GU	ENGL	101	105	MWF	0200PM	0250PM	SC	0209	0	0		X
116	099	GU	ENGL	101	106	MWF	0200PM	0250PM	AL	0207	0	0		X
117	099	GU	ENGL	101	107	MWF	0200PM	0250PM	KL	B125	0	0		X
118	099	GU	ENGL	101	108	MWF	0200PM	0250PM	PE	0010	0	0		X
119	099	GU	ENGL	101	109	MWF	0200PM	0250PM	BI	0217	0	0		X
120	099	GU	ENGL	101	110	MWF	0200PM	0250PM	HO	0106	0	0		X
121	099	GU	ENGL	101	111	TR	0800AM	0915AM	GL	0319	19	19	DILL, SCOTT	C
122	099	GU	ENGL	101	112	TR	0800AM	0915AM	MU	0002	0	0		X
123	099	GU	ENGL	101	113	TR	0800AM	0915AM	DE	0210	0	0		X
124	099	GU	ENGL	101	114	TR	0930AM	1045AM	HM	0351	19	19	CARR, SARAH J	C
125	099	GU	ENGL	101	115	TR	0800AM	0915AM	NW	0103	0	0		X
126	099	GU	ENGL	101	116	TR	0330PM	0445PM	WI	0139	0	0		X
127	099	GU	ENGL	101	117	TR	0330PM	0445PM	MT	0305	0	0		X
128	099	GU	ENGL	101	118	TR	0330PM	0445PM	GM	0210	0	0		X
129	099	GU	ENGL	101	119	TR	0330PM	0445PM	HM	0150	0	0		X
130	099	GU	ENGL	101	120	TR	0330PM	0445PM	MT	0106	0	0		X
131	099	GU	ENGL	101	851	TBA	TBA	TBA			0	999		O
132	099	GU	ENGL	101	951	TR	0600PM	0715PM	GL	0318	22	22	FLETCHER, JOSEP	C
133	099	GU	ENGL	101	998	TBA	TBA	TBA			0	999		O
134	099	GU	ENGL	101	999	TBA	TBA	TBA			0	999		O
135	099	GU	ENGL	102	001	TR	1230PM	0145PM	HN	0130	19	19	MARTELL, JESSIC	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
136	099	GU	ENGL	102	002	MWF	1100AM	1150AM	SC	0210	19	19	KAISER, WILSON	C
137	099	GU	ENGL	102	003	MWF	1000AM	1050AM	PE	0306	19	19	LAM, BETHANY	C
138	099	GU	ENGL	102	004	MWF	0800AM	0850AM	HM	0425	0	0		X
139	099	GU	ENGL	102	005	MWF	1200PM	1250PM	GA	0209	16	19	RISPOLI, STEPHA	O
140	099	GU	ENGL	102	006	MWF	0900AM	0950AM	GL	0304	19	19	KENNEDY, P	C
141	099	GU	ENGL	102	007	MWF	0900AM	0950AM	GL	0317	18	19	ROSS, DAVID	O
142	099	GU	ENGL	102	008	MWF	1000AM	1050AM	GL	0317	19	19	ROSS, DAVID	C
143	099	GU	ENGL	102	009	MWF	1000AM	1050AM	BI	0317	19	19	GRIFFITHS, E	C
144	099	GU	ENGL	102	010	MWF	1100AM	1150AM	GL	0304	19	19	KENNEDY, P	C
145	099	GU	ENGL	102	011	MWF	1200PM	1250PM	GL	0106	19	19	PARK, JENNIFER	C
146	099	GU	ENGL	102	012	MWF	1200PM	1250PM	GL	0107	19	19	GRIFFITHS, E	C
147	099	GU	ENGL	102	013	MWF	0100PM	0150PM	SC	0209	19	19	TURNER, KRISTA	C
148	099	GU	ENGL	102	014	MWF	0100PM	0150PM	SC	0210	19	19	CANTRELL, SARAH	C
149	099	GU	ENGL	102	015	MWF	0200PM	0250PM	GL	0317	19	19	MULLIGAN, CHRIS	C
150	099	GU	ENGL	102	016	MWF	0200PM	0250PM	GL	0318	19	19	MENGELKOCH, DUS	C
151	099	GU	ENGL	102	017	TR	0930AM	1045AM	GL	0103	19	19	LARSON, JENNIFE	C
152	099	GU	ENGL	102	018	TR	0200PM	0315PM	PE	0218	19	19	LARSON, JENNIFE	C
153	099	GU	ENGL	102	019	TR	0800AM	0915AM	GL	0222	19	19	HUTCHINS, ZACHA	C
154	099	GU	ENGL	102	020	TR	0930AM	1045AM	DE	0402	19	19	CORLEW, DERIC J	C
155	099	GU	ENGL	102	021	TR	0930AM	1045AM	HM	0423	19	19	ROMEO, GENEVIEV	C
156	099	GU	ENGL	102	022	TR	0930AM	1045AM	DE	0203	19	19	CROSBY, KATHLEE	C
157	099	GU	ENGL	102	023	TR	1100AM	1215PM	HM	0517	19	19	ROMEO, GENEVIEV	C
158	099	GU	ENGL	102	024	TR	1230PM	0145PM	PH	0328	19	19	ZELLINGER, ELIS	C
159	099	GU	ENGL	102	025	TR	1230PM	0145PM	MU	0002	19	19	MCDANELD, JENNI	C
160	099	GU	ENGL	102	851	TBA	TBA	TBA			0	999		O
161	099	GU	ENGL	102	998	TBA	TBA	TBA			0	999		O
162	099	GU	ENGL	102	999	TBA	TBA	TBA			0	999		O
163	099	GU	ENGL	120	001	MW	1000AM	1050AM	GL	0101	72	79	BARBOUR, A R	O
164	099	GU	ENGL	120	002	MWF	0100PM	0150PM	GL	0301	0	0		X
165	099	GU	ENGL	120	003	MW	0400PM	0515PM	GL	0301	35	35	O'NEILL, PATRIC	C
166	099	GU	ENGL	120	004	TR	1230PM	0145PM	GL	0301	38	35	GLESS, D J	C
167	099	GU	ENGL	120	005	TR	0330PM	0445PM	NW	0219	36	35	LEINBAUGH, T H	C
168	099	GU	ENGL	120	601	R	1230PM	0120PM	MU	0302	19	20	BIGELOW, ALLISO	O
169	099	GU	ENGL	120	602	R	0200PM	0250PM	HO	0107	17	20	BIGELOW, ALLISO	O
170	099	GU	ENGL	120	603	F	0900AM	0950AM	GL	0107	15	20	ERNST, WINIFRED	O
171	099	GU	ENGL	120	604	F	1100AM	1150AM	GL	0318	19	20	ERNST, WINIFRED	O
172	099	GU	ENGL	120	851	TBA	TBA	TBA			0	999		O
173	099	GU	ENGL	120	998	TBA	TBA	TBA			0	999		O
174	099	GU	ENGL	120	999	TBA	TBA	TBA			0	999		O
175	099	GU	ENGL	121	001	MWF	0100PM	0150PM	GL	0301	34	35	CARLSON, KATHER	O
176	099	GU	ENGL	121	002	MW	0200PM	0250PM	HO	0104	114	120	TAYLOR, B W	O
177	099	GU	ENGL	121	003	TR	1100AM	1215PM	PE	0306	35	35	NASH, SARAH	C
178	099	GU	ENGL	121	601	R	1100AM	1150AM	GA	0209	20	20	ROSS, KELLY	C
179	099	GU	ENGL	121	602	R	1230PM	0120PM	DE	0412	20	20	ROSS, KELLY	C
180	099	GU	ENGL	121	603	R	0330PM	0420PM	MU	0314	20	20	THAYER, CHERYL	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
181	099	GU	ENGL	121	604	F	0900AM	0950AM	HM	0150	14	20	ATTKISSON, KATH	O
182	099	GU	ENGL	121	605	F	1000AM	1050AM	GA	0106	20	20	THAYER, CHERYL	C
183	099	GU	ENGL	121	606	F	1100AM	1150AM	PE	0306	20	20	ATTKISSON, KATH	C
184	099	GU	ENGL	121	990	TBA	TBA	TBA			4	10	GUALTIERI-REED,	O
185	099	GU	ENGL	121	998	TBA	TBA	TBA			0	0		C
186	099	GU	ENGL	121	999	TBA	TBA	TBA			0	0		C
187	099	GU	ENGL	122	001	MWF	0100PM	0150PM	BI	0301	27	35	BEZIO, KELLY	O
188	099	GU	ENGL	122	002	TR	0200PM	0315PM	DA	0301	35	35	CADWALLADER, MI	C
189	099	GU	ENGL	123	001	MWF	1000AM	1050AM	SC	0209	33	35	TIDWELL, JOANNE	O
190	099	GU	ENGL	123	002	MWF	1200PM	1250PM	GL	0222	32	35	SAMMONS, BENJAM	O
191	099	GU	ENGL	123	003	MWF	0100PM	0150PM	BI	0317	32	35	KENNEDY, P	O
192	099	GU	ENGL	123	004	MWF	0200PM	0250PM	DE	0402	29	30	TIDWELL, JOANNE	O
193	099	GU	ENGL	123	005	TR	0800AM	0915AM	GL	0301	35	35	LACEFIELD, KRIS	C
194	099	GU	ENGL	123	006	TR	1230PM	0145PM	PH	0224	35	35	CURRENT, CYNTHI	C
195	099	GU	ENGL	123	007	TR	0200PM	0315PM	FG	0104	35	35	REED, ASHLEY	C
196	099	GU	ENGL	123	008	TR	0330PM	0445PM	DE	0306	31	35	HARPER, ELIZABE	O
197	099	GU	ENGL	123	009	MWF	0200PM	0250PM	GL	0304	11	35	ELLIOTT, DANIEL	O
198	099	GU	ENGL	123	010	TR	0800AM	0915AM	GL	0305	0	0		X
199	099	GU	ENGL	123	011	MWF	1100AM	1150AM	GL	0305	35	35	BREWER, EMILY	C
200	099	GU	ENGL	123	990	TBA	TBA	TBA			3	10	GUALTIERI-REED,	O
201	099	GU	ENGL	123	998	TBA	TBA	TBA			0	0		C
202	099	GU	ENGL	123	999	TBA	TBA	TBA			0	999		O
203	099	GU	ENGL	124	001	MWF	0100PM	0150PM	GL	0305	35	35	ROSE, YOSHI	C
204	099	GU	ENGL	124	002	TR	1100AM	1215PM	DE	0306	34	35	ROGERSON, BENJA	O
205	099	GU	ENGL	124	003	TR	1230PM	0145PM	HN	0125	35	35	LARSON, JENNIFE	C
206	099	GU	ENGL	124	004	TR	0200PM	0315PM	GA	0009	29	29	CRYSTALL, ELYSE	C
207	099	GU	ENGL	124	851	TBA	TBA	TBA			0	999		O
208	099	GU	ENGL	124	988	TBA	TBA	TBA			0	999		O
209	099	GU	ENGL	124	990	TBA	TBA	TBA			0	10	MIDDLESWORTH, J	X
210	099	GU	ENGL	124	999	TBA	TBA	TBA			0	999		O
211	099	GU	ENGL	125	001	MWF	0200PM	0250PM	GL	0305	34	35	WALLACE, JOSEPH	O
212	099	GU	ENGL	125	002	TR	0330PM	0445PM	BI	0208	34	35	SHAW, WILLIAM S	O
213	099	GU	ENGL	125	990	TBA	TBA	TBA			1	10	KEES, LARA N	O
214	099	GU	ENGL	126	001	MWF	1000AM	1050AM	WI	0217	34	35	NAPOLITANO, MAR	O
215	099	GU	ENGL	126	002	MWF	1200PM	1250PM	DE	0404	0	1		X
216	099	GU	ENGL	126	998	TBA	TBA	TBA			0	999		O
217	099	GU	ENGL	127	001	TR	0200PM	0315PM	PH	0228	22	22	SLEDGE, ROSA HE	C
218	099	GU	ENGL	127	002	MWF	0100PM	0150PM	TT	0113	0	1		X
219	099	GU	ENGL	128	001	MWF	1200PM	1250PM	GL	0304	36	35	LAPRADE, C A	C
220	099	GU	ENGL	128	002	MWF	0200PM	0250PM	BI	0301	30	35	BARTELS, ERIN D	O
221	099	GU	ENGL	128	003	TR	0200PM	0315PM	GL	0305	35	35	HENDERSON, MAE	C
222	099	GU	ENGL	128	004	TR	0330PM	0445PM	BI	0317	32	35	FROST, LESLIE	O
223	099	GU	ENGL	128	005	TR	0200PM	0315PM	BI	0101	0	0		X
224	099	GU	ENGL	128	006	TR	0330PM	0445PM	BI	0217	0	0		X
225	099	GU	ENGL	128	990	TBA	TBA	TBA			0	10	ROSS, HEATHER	X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
226	099	GU	ENGL	129	001	MWF	1000AM	1050AM	GL	0302	35	35	FLANAGAN, KATHL	C
227	099	GU	ENGL	129	002	TR	0200PM	0315PM	AL	0207	34	35	MALBURNE, MERED	O
228	099	GU	ENGL	130	001	TR	1100AM	1215PM	BI	0217	21	18	GINGHER, M	C
229	099	GU	ENGL	130	002	TR	1230PM	0145PM	BI	0306	20	18	KENAN, RANDALL	C
230	099	GU	ENGL	130	003	TR	0200PM	0315PM	BI	0309	20	18	DURBAN, PAM	C
231	099	GU	ENGL	130	004	TR	0330PM	0445PM	SA	0322	18	18	NAUMOFF, L	C
232	099	GU	ENGL	130	851	TBA	TBA	TBA			0	999		O
233	099	GU	ENGL	130	990	TBA	TBA	TBA			3	10	KRAWIEC, RICHAR	O
234	099	GU	ENGL	130	998	TBA	TBA	TBA			0	999		O
235	099	GU	ENGL	131	001	MW	0300PM	0415PM	GL	0317	18	18	GURNEY, EVAN	C
236	099	GU	ENGL	131	002	MW	0430PM	0545PM	GL	526B	18	18	MILLS, WILMER	C
237	099	GU	ENGL	131	003	TR	1230PM	0145PM	BI	0309	18	18	CHITWOOD, MICHA	C
238	099	GU	ENGL	131	004	TR	0330PM	0445PM	GL	526B	16	18	SEAY, J	O
239	099	GU	ENGL	131	990	TBA	TBA	TBA			3	10	JOSEPH, TESSA	O
240	099	GU	ENGL	140	001	TR	1100AM	1215PM	GL	0222	30	25	WEBER, WENDY	C
241	099	GU	ENGL	141	001	TR	0330PM	0445PM	GL	0222	34	35	PASSALACQUA, CA	O
242	099	GU	ENGL	142	001	MW	0200PM	0450PM	GL	0101	107	148	FLAXMAN, GREGG	O
243	099	GU	ENGL	142	601	TR	1000AM	1050AM	GL	0305	22	25	LUTER, MATTHEW	O
244	099	GU	ENGL	142	603	TR	1100AM	1150AM	MU	0111	21	23	OXMAN, ELENA	O
245	099	GU	ENGL	142	604	TR	1230PM	0120PM	HN	0107	16	25	VERNON, ZACHARY	O
246	099	GU	ENGL	142	605	TR	1230PM	0120PM	WI	0217	14	25	CANTRELL, SARAH	O
247	099	GU	ENGL	142	606	TR	0200PM	0250PM	GL	0317	19	25	RISNER, JONATHA	O
248	099	GU	ENGL	142	607	TR	0200PM	0250PM	SA	0104	13	25	SHEPHERD, ARAM	O
249	099	GU	ENGL	143	001	MWF	0100PM	0150PM	GL	0302	31	35	NOLAN, WILLIAM	O
250	099	GU	ENGL	143	002	MWF	0800AM	0850AM	GL	0302	33	35	MILLER, AL	O
251	099	GU	ENGL	144	001	MWF	0800AM	0850AM	GL	0222	34	35	KRITSCH, KEVIN	O
252	099	GU	ENGL	144	002	TR	0330PM	0445PM	GL	0302	35	35	CRANSHAW, JOY	C
253	099	GU	ENGL	147	001	MWF	1100AM	1150AM	GL	0319	0	0		X
254	099	GU	ENGL	147	002	TR	0200PM	0315PM	BI	0301	0	0		X
255	099	GU	ENGL	148	001	MWF	1100AM	1150AM	PE	0010	38	35	LEGASSIE, SHAYN	C
256	099	GU	ENGL	150	001	MWF	1100AM	1150AM	GL	0319	16	22	WITTIG, J S	O
257	099	GU	ENGL	150	002	TR	1100AM	1215PM	MU	0314	22	22	REINERT, TJ	C
258	099	GU	ENGL	150	003	TR	0200PM	0315PM	PE	0203	22	22	SALVAGGIO, RUTH	C
259	099	GU	ENGL	190	998	TBA	TBA	TBA			0	999		O
260	099	GU	ENGL	190	999	TBA	TBA	TBA			0	999		O
261	099	GU	ENGL	206	239	TR	0330PM	0445PM	GL	0103	18	18	MULHAUSER, TRAV	C
262	099	GU	ENGL	206	255	TR	1100AM	1215PM	BI	0306	18	18	NAUMOFF, L	C
263	099	GU	ENGL	206	269	TR	0200PM	0315PM	SC	0200	14	14	NAUMOFF, L	C
264	099	GU	ENGL	206	851	TBA	TBA	TBA			0	999		O
265	099	GU	ENGL	206	988	TBA	TBA	TBA			0	999		O
266	099	GU	ENGL	206	990	TBA	TBA	TBA			4	10	KRAWIEC, RICHAR	O
267	099	GU	ENGL	207	157	TR	0200PM	0315PM	BI	0306	11	15	SEAY, J	O
268	099	GU	ENGL	207	168	TR	0330PM	0445PM	BI	0309	14	15	CHITWOOD, MICHA	O
269	099	GU	ENGL	207	998	TBA	TBA	TBA			0	999		O
270	099	GU	ENGL	208	144	TR	1100AM	1215PM	GL	0104	15	15	WALLACE, DANIEL	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
271	099	GU	ENGL	209	235	MW	0330PM	0445PM	GL	0107	15	15	MOOSE, RUTH	C
272	099	GU	ENGL	210	265	MW	0500PM	0615PM	GL	0107	15	15	MOOSE, RUTH	C
273	099	GU	ENGL	225	001	TR	1100AM	1150AM	GL	0101	118	120	BAKER, DAVID JO	O
274	099	GU	ENGL	225	002	TR	0930AM	1045AM	GL	0301	38	35	GLESS, D J	C
275	099	GU	ENGL	225	003	MWF	1100AM	1150AM	GL	0302	0	0		X
276	099	GU	ENGL	225	601	R	0800AM	0850AM	HM	0425	21	20	BOGUCKI, MICHAE	C
277	099	GU	ENGL	225	602	R	0930AM	1020AM	GL	0222	21	20	BARHAM, ROBERT	C
278	099	GU	ENGL	225	603	R	0200PM	0250PM	HM	0150	20	20	FLAHERTY, JENNI	C
279	099	GU	ENGL	225	604	R	0330PM	0420PM	GL	0106	20	20	FLAHERTY, JENNI	C
280	099	GU	ENGL	225	605	F	0800AM	0850AM	HM	0150	13	20	BOGUCKI, MICHAE	O
281	099	GU	ENGL	225	606	F	0900AM	0950AM	BI	0317	20	20	BARHAM, ROBERT	C
282	099	GU	ENGL	226	001	TR	1100AM	1215PM	GL	0304	34	35	KENDALL, R D	O
283	099	GU	ENGL	227	001	TR	1230PM	0145PM	GL	0222	44	48	WOLFE, JESSICA	O
284	099	GU	ENGL	230	001	MWF	0200PM	0250PM	GL	0301	34	35	MATCHINSKE, MEG	O
285	099	GU	ENGL	246	001	TR	0330PM	0445PM	PE	0218	12	13	FOSTER, TOL	O
286	099	GU	ENGL	266	001	MWF	1000AM	1050AM	GL	0301	23	25	O'SHAUGHNESSEY,	O
287	099	GU	ENGL	284	001	MW	1100AM	1150AM	GL	0101	118	118	LANGBAUER, LAUR	C
288	099	GU	ENGL	284	601	R	0800AM	0850AM	HM	0420	21	20	PAGE, AMANDA	C
289	099	GU	ENGL	284	602	R	0930AM	1020AM	HM	0425	20	20	PAGE, AMANDA	C
290	099	GU	ENGL	284	603	R	1230PM	0120PM	HM	0150	20	20	FICKE, SARAH	C
291	099	GU	ENGL	284	604	R	0330PM	0420PM	MU	0202	21	20	FICKE, SARAH	C
292	099	GU	ENGL	284	605	F	0800AM	0850AM	GL	0301	14	20	MARSH, SARAH	O
293	099	GU	ENGL	284	606	F	0900AM	0950AM	GL	0301	20	20	MARSH, SARAH	C
294	099	GU	ENGL	287	001	TR	0200PM	0315PM	GL	0302	28	35	CARLSTON, ERIN	O
295	099	GU	ENGL	288	001	TR	1100AM	1215PM	GL	0302	32	35	CARLSTON, ERIN	O
296	099	GU	ENGL	300	001	MWF	0100PM	0150PM	DE	0305	0	0		X
297	099	GU	ENGL	303	001	TR	1230PM	0145PM	TT	0113	0	0		X
298	099	GU	ENGL	304	001	MWF	1100AM	1150AM	GL	0104	0	0		X
299	099	GU	ENGL	304	851	TBA	TBA	TBA			0	999		O
300	099	GU	ENGL	304	988	TBA	TBA	TBA			0	999		O
301	099	GU	ENGL	305	001	TR	0930AM	1045AM	MT	0305	0	0		X
302	099	GU	ENGL	306	134	TR	0200PM	0315PM	GL	526B	13	15	SIMPSON, B	O
303	099	GU	ENGL	307	104	TR	1100AM	1215PM	GL	526B	15	15	DURBAN, PAM	C
304	099	GU	ENGL	307	132	TR	1230PM	0145PM	GL	0104	10	15	RICHARDSON, RAC	O
305	099	GU	ENGL	307	247	T	0330PM	0445PM	GL	0319	14	15	GINGHER, M	O
306	099	GU	ENGL	307	247	R	0330PM	0550PM	GL	0319	14	15	GINGHER, M	O
307	099	GU	ENGL	313	001	MWF	0200PM	0250PM	GL	0302	39	35	EBLE, C C	C
308	099	GU	ENGL	313	851	TBA	TBA	TBA			0	999		O
309	099	GU	ENGL	313	988	TBA	TBA	TBA			0	999		O
310	099	GU	ENGL	313	990	TBA	TBA	TBA			5	10	CANADA, MARK	O
311	099	GU	ENGL	320	001	TR	1100AM	1150AM	HO	0104	78	80	LEINBAUGH, T H	O
312	099	GU	ENGL	320	601	R	0200PM	0250PM	MU	0115	21	20	LUPTON, R. DANI	C
313	099	GU	ENGL	320	602	R	0330PM	0420PM	SA	0220	20	20	LUPTON, R. DANI	C
314	099	GU	ENGL	320	603	F	0900AM	0950AM	GL	0318	15	20	CROSBY, KATHLEE	O
315	099	GU	ENGL	320	604	F	1100AM	1150AM	PE	0216	20	20	CROSBY, KATHLEE	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
316	099	GU	ENGL	326	001	TR	0330PM	0445PM	GL	0304	23	35	WOLFE, JESSICA	O
317	099	GU	ENGL	331	001	TR	1230PM	0145PM	BI	0301	38	35	REINERT, TJ	C
318	099	GU	ENGL	338	001	MW	0100PM	0150PM	GL	0101	98	120	LANGBAUER, LAUR	O
319	099	GU	ENGL	338	601	R	0800AM	0850AM	CW	0208	17	20	ALLINGHAM, ERIN	O
320	099	GU	ENGL	338	602	R	0930AM	1020AM	CW	0208	20	20	ALLINGHAM, ERIN	C
321	099	GU	ENGL	338	603	R	0200PM	0250PM	GL	0318	20	20	RIGBY, HANNAH B	C
322	099	GU	ENGL	338	604	R	0330PM	0420PM	GL	0317	20	20	RIGBY, HANNAH B	C
323	099	GU	ENGL	338	605	F	0900AM	0950AM	MU	0118	4	20	CLARK, CATHERIN	O
324	099	GU	ENGL	338	606	F	1000AM	1050AM	GL	0107	16	20	CLARK, CATHERIN	O
325	099	GU	ENGL	343	001	TR	0930AM	1045AM	GL	0302	27	35	GURA, P F	O
326	099	GU	ENGL	344	001	TR	1230PM	0145PM	DE	0304	35	35	IRONS, S H	C
327	099	GU	ENGL	345	001	MWF	0100PM	0150PM	GL	0222	34	48	HO, JENNIFER	O
328	099	GU	ENGL	345	002	MWF	0200PM	0250PM	GL	0222	31	48	HO, JENNIFER	O
329	099	GU	ENGL	345	003	TR	0930AM	1045AM	GL	0304	33	35	COLEMAN, J W	O
330	099	GU	ENGL	347	001	MW	1100AM	1150AM	HO	0104	110	120	RICHARDS, ELIZA	O
331	099	GU	ENGL	347	002	MWF	0100PM	0150PM	GL	0304	34	35	TAYLOR, MATTHEW	O
332	099	GU	ENGL	347	601	R	1100AM	1150AM	DE	0403	19	20	WERNER, ERICH A	O
333	099	GU	ENGL	347	602	R	1230PM	0120PM	PE	0204	19	20	WERNER, ERICH A	O
334	099	GU	ENGL	347	603	R	1230PM	0120PM	HM	0420	14	20	FARMER, MEREDIT	O
335	099	GU	ENGL	347	604	R	0330PM	0420PM	MT	0205	19	20	FARMER, MEREDIT	O
336	099	GU	ENGL	347	605	F	1000AM	1050AM	GL	0304	18	20	HORN, PATRICK	O
337	099	GU	ENGL	347	606	F	1100AM	1150AM	PE	0215	20	20	HORN, PATRICK	C
338	099	GU	ENGL	348	001	MWF	1200PM	1250PM	GL	0305	0	1		X
339	099	GU	ENGL	350	001	TR	0930AM	1045AM	GL	0317	22	27	LENSING, G S	O
340	099	GU	ENGL	355	001	TR	1230PM	0145PM	GL	0305	30	35	COOPER, PAMELA	O
341	099	GU	ENGL	356	001	TR	1100AM	1215PM	BI	0317	35	35	COOPER, PAMELA	C
342	099	GU	ENGL	360	001	MWF	1100AM	1150AM	GL	0301	0	0		X
343	099	GU	ENGL	364	001	TR	1100AM	1215PM	GL	0301	25	25	HALPERIN, LAURA	C
344	099	GU	ENGL	366	001	MWF	0200PM	0250PM	GL	0316	18	23	ANDERSON, DANIE	O
345	099	GU	ENGL	366	951	MW	0600PM	0715PM	GL	0318	21	22	ANDERSON, DANIE	O
346	099	GU	ENGL	367	001	TR	1100AM	1215PM	BI	0301	26	35	HENDERSON, MAE	O
347	099	GU	ENGL	367	002	TR	1230PM	0145PM	BI	0317	33	35	FISHER, REBECKA	O
348	099	GU	ENGL	368	001	TR	1230PM	0145PM	GL	0304	33	35	COLEMAN, J W	O
349	099	GU	ENGL	368	002	MWF	1200PM	1250PM	GL	0305	33	35	ELLIOTT, DANIEL	O
350	099	GU	ENGL	369	001	TR	0930AM	1045AM	BI	0301	0	0		X
351	099	GU	ENGL	373	001	TR	0200PM	0315PM	GL	0304	34	35	HOBSON, F	O
352	099	GU	ENGL	374	001	TR	1100AM	1215PM	MU	0314	0	0		X
353	099	GU	ENGL	396	001	TBA	TBA	TBA			0	5	LENSING, G S	O
354	099	GU	ENGL	396	002	TBA	TBA	TBA			0	5	MCFEE, M	O
355	099	GU	ENGL	396	003	TBA	TBA	TBA			0	5	CURTAIN, TYLER	O
356	099	GU	ENGL	396	004	TBA	TBA	TBA			3	3	MCGOWAN, JOHN P	C
357	099	GU	ENGL	396	005	TBA	TBA	TBA			0	1	LEINBAUGH, T H	O
358	099	GU	ENGL	396	006	TBA	TBA	TBA			0	1	TAYLOR, LUTHER	O
359	099	GU	ENGL	396	007	TBA	TBA	TBA			1	1	HAMMER, BRADLEY	C
360	099	GU	ENGL	396	008	TBA	TBA	TBA			1	1	DANIELEWICZ, JA	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
361	099	GU	ENGL	400	001	TR	0200PM	0315PM	GL	0107	19	19	TAYLOR, LUTHER	C
362	099	GU	ENGL	401	001	TR	0200PM	0315PM			0	0		X
363	099	GU	ENGL	406	283	TR	0330PM	0445PM	GL	0104	13	15	KENAN, RANDALL	O
364	099	GU	ENGL	406	851	TBA	TBA	TBA			0	999		O
365	099	GU	ENGL	407	851	TBA	TBA	TBA			0	999		O
366	099	GU	ENGL	407	998	TBA	TBA	TBA			0	999		O
367	099	GU	ENGL	412	214	MW	0300PM	0415PM	GL	526B	12	15	MILLS, WILMER	O
368	099	GU	ENGL	436	001	TR	1100AM	1215PM	GL	0305	22	35	SALVAGGIO, RUTH	O
369	099	GU	ENGL	437	001	MWF	0100PM	0150PM	GL	0319	27	35	MOSKAL, J	O
370	099	GU	ENGL	439	001	TR	1100AM	1215PM	GL	0319	20	35	LIFE, A R	O
371	099	GU	ENGL	440	001	TR	0200PM	0315PM	GL	0222	26	35	LIFE, A R	O
372	099	GU	ENGL	440	998	TBA	TBA	TBA			0	999		O
373	099	GU	ENGL	446	001	MWF	0900AM	0950AM	GL	0319	0	0		X
374	099	GU	ENGL	463	001	MWF	1100AM	1150AM	GL	0222	20	35	AHUJA, NEEL KUM	O
375	099	GU	ENGL	472	001	MWF	0200PM	0250PM	GL	0304	0	1		X
376	099	GU	ENGL	485	001	MW	1200PM	1250PM	GL	0101	24	25	ROBERTS, KATHER	O
377	099	GU	ENGL	485	601	R	1230PM	0120PM	DE	0203	6	6	KRUGER, STEVEN	C
378	099	GU	ENGL	485	602	R	1100AM	1150AM	PE	0215	4	6	WALLACE, EMILY	O
379	099	GU	ENGL	485	603	F	1000AM	1050AM	PE	0311	6	6	KRUGER, STEVEN	C
380	099	GU	ENGL	485	604	F	1000AM	1050AM	BI	0301	5	7	WALLACE, EMILY	O
381	099	GU	ENGL	601	001	WF	0300PM	0415PM	GL	0318	15	15	LEE, YUNA	C
382	099	GU	ENGL	601	002	WF	0430PM	0545PM	GL	0318	12	15	LEE, YUNA	O
383	099	GU	ENGL	606	001	MW	1100AM	1215PM	GL	0316	16	19	JACK, JORDYNN	O
384	099	GU	ENGL	666	001	TR	0200PM	0315PM	GA	0307	16	25	DEGUZMAN, MARIA	O
385	099	GU	ENGL	680	001	M	0600PM	0850PM	GL	0319	22	20	FLAXMAN, GREGG	C
386	099	GU	ENGL	719	001	MW	1200PM	0115PM	GL	0317	9	15	O'NEILL, PATRIC	O
387	099	GU	ENGL	762	001	R	0330PM	0620PM	MU	0222	13	15	AHUJA, NEEL KUM	O
388	099	GU	ENGL	781	001	TR	0330PM	0445PM	BI	0306	8	15	THOMPSON, J P	O
389	099	GU	ENGL	821	001	M	0300PM	0550PM	GL	0305	6	15	WITTIG, J S	O
390	099	GU	ENGL	828	001	M	0330PM	0620PM	GL	0302	7	15	BARBOUR, A R	O
391	099	GU	ENGL	843	001	W	0630PM	0920PM	XX	XX	14	18	GURA, P F	O
392	099	GU	ENGL	850	001	TR	0930AM	1045AM	GL	0317	0	1		X
393	099	GU	ENGL	861	001	M	0300PM	0530PM	GL	0222	2	15	MCGOWAN, JOHN P	O
394	099	GU	ENGL	862	001	M	0330PM	0620PM	GL	0304	0	0		X
395	099	GU	ENGL	871	001	T	0300PM	0530PM	GL	0317	0	1		X
396	099	GU	ENGL	876	001	T	0200PM	0430PM	GL	0318	2	15	O'NEILL, PATRIC	O
397	099	GU	ENGL	990	009	TBA	TBA	TBA			0	10	EBLE, C C	O
398	099	GU	ENGL	990	051	TBA	TBA	TBA			0	10	WITTIG, J S	O
399	099	GU	ENGL	990	077	TBA	TBA	TBA			2	10	MOSKAL, J	O
400	099	GU	ENGL	990	080	TBA	TBA	TBA			0	10	WAGNERMARTIN, L	O
401	099	GU	ENGL	990	083	TBA	TBA	TBA			0	10	BARBOUR, A R	O
402	099	GU	ENGL	990	110	TBA	TBA	TBA			1	10	DEGUZMAN, MARIA	O
403	099	GU	ENGL	990	119	TBA	TBA	TBA			0	10	KENAN, RANDALL	O
404	099	GU	ENGL	990	120	TBA	TBA	TBA			2	10	RICHARDS, ELIZA	O
405	099	GU	ENGL	990	122	TBA	TBA	TBA			2	10	JACK, JORDYNN	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
406	099	GU	ENGL	990	125	TBA	TBA	TBA			1	10	FISHER, REBECKA	O
407	099	GU	ENGL	992	022	TBA	TBA	TBA			1	10	KENNEDY, E D	O
408	099	GU	ENGL	992	070	TBA	TBA	TBA			1	10	TAYLOR, B W	O
409	099	GU	ENGL	992	072	TBA	TBA	TBA			0	10	THOMPSON, J P	O
410	099	GU	ENGL	992	076	TBA	TBA	TBA			0	10	VISCOMI, J S	O
411	099	GU	ENGL	992	084	TBA	TBA	TBA			0	10	HOBSON, F	O
412	099	GU	ENGL	992	092	TBA	TBA	TBA			0	10	MCGOWAN, JOHN P	O
413	099	GU	ENGL	992	094	TBA	TBA	TBA			1	10	MATCHINSKE, M M	O
414	099	GU	ENGL	992	103	TBA	TBA	TBA			1	10	REINERT, TJ	O
415	099	GU	ENGL	992	106	TBA	TBA	TBA			0	10	WOLFE, JESSICA	O
416	099	GU	ENGL	992	108	TBA	TBA	TBA			1	10	CARLSTON, ERIN	O
417	099	GU	ENGL	992	110	TBA	TBA	TBA			1	10	DEGUZMAN, MARIA	O
418	099	GU	ENGL	992	116	TBA	TBA	TBA			0	10	FLOYD-WILSON, M	O
419	099	GU	ENGL	992	118	TBA	TBA	TBA			2	10	FLAXMAN, GREGG	O
420	099	GU	ENGL	992	120	TBA	TBA	TBA			1	10	RICHARDS, ELIZA	O
421	099	GU	ENGL	992	123	TBA	TBA	TBA			1	10	GWIN, MINROSE	O
422	099	GU	ENGL	992	124	TBA	TBA	TBA			1	10	SALVAGGIO, RUTH	O
423	099	GU	ENGL	994	001	TBA	TBA	TBA			1	10	ARMITAGE, C M	O
424	099	GU	ENGL	994	009	TBA	TBA	TBA			0	10	EBLE, C C	O
425	099	GU	ENGL	994	013	TBA	TBA	TBA			2	10	FLORA, J M	O
426	099	GU	ENGL	994	022	TBA	TBA	TBA			2	10	KENNEDY, E D	O
427	099	GU	ENGL	994	026	TBA	TBA	TBA			2	10	LENSING, G S	O
428	099	GU	ENGL	994	045	TBA	TBA	TBA			1	1	STUMPF, T A	C
429	099	GU	ENGL	994	051	TBA	TBA	TBA			1	10	WITTIG, J S	O
430	099	GU	ENGL	994	055	TBA	TBA	TBA			0	10	LIFE, A R	O
431	099	GU	ENGL	994	060	TBA	TBA	TBA			3	10	HARRIS, T	O
432	099	GU	ENGL	994	062	TBA	TBA	TBA			0	10	GLESS, D J	O
433	099	GU	ENGL	994	063	TBA	TBA	TBA			0	10	LINDEMANN, E	O
434	099	GU	ENGL	994	064	TBA	TBA	TBA			0	10	KENDALL, R D	O
435	099	GU	ENGL	994	065	TBA	TBA	TBA			0	10	LEINBAUGH, T H	O
436	099	GU	ENGL	994	066	TBA	TBA	TBA			1	10	O'NEILL, PATRIC	O
437	099	GU	ENGL	994	070	TBA	TBA	TBA			0	10	TAYLOR, B W	O
438	099	GU	ENGL	994	072	TBA	TBA	TBA			1	10	THOMPSON, J P	O
439	099	GU	ENGL	994	076	TBA	TBA	TBA			3	10	VISCOMI, J S	O
440	099	GU	ENGL	994	077	TBA	TBA	TBA			3	10	MOSKAL, J	O
441	099	GU	ENGL	994	078	TBA	TBA	TBA			3	10	GURA, P F	O
442	099	GU	ENGL	994	080	TBA	TBA	TBA			8	10	WAGNERMARTIN, L	O
443	099	GU	ENGL	994	083	TBA	TBA	TBA			6	10	BARBOUR, A R	O
444	099	GU	ENGL	994	084	TBA	TBA	TBA			1	10	HOBSON, F	O
445	099	GU	ENGL	994	087	TBA	TBA	TBA			0	10	SEAY, J	O
446	099	GU	ENGL	994	088	TBA	TBA	TBA			1	10	COOPER, P	O
447	099	GU	ENGL	994	089	TBA	TBA	TBA			1	10	COLEMAN, J W	O
448	099	GU	ENGL	994	090	TBA	TBA	TBA			0	10	KASSON, J S	O
449	099	GU	ENGL	994	092	TBA	TBA	TBA			5	10	MCGOWAN, JOHN P	O
450	099	GU	ENGL	994	094	TBA	TBA	TBA			2	10	MATCHINSKE, M M	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
451	099	GU	ENGL	994	096	TBA	TBA	TBA			0	10	SHAPIRO, ALAN	O
452	099	GU	ENGL	994	097	TBA	TBA	TBA			6	10	LANGBAUER, LAUR	O
453	099	GU	ENGL	994	098	TBA	TBA	TBA			1	10	DANIELEWICZ, J	O
454	099	GU	ENGL	994	099	TBA	TBA	TBA			0	10	MCFEE, M	O
455	099	GU	ENGL	994	100	TBA	TBA	TBA			0	10	SIMPSON, B	O
456	099	GU	ENGL	994	101	TBA	TBA	TBA			0	10	ANDREWS, WILLIA	O
457	099	GU	ENGL	994	102	TBA	TBA	TBA			0	10	HENDERSON, MAE	O
458	099	GU	ENGL	994	103	TBA	TBA	TBA			1	10	REINERT, TJ	O
459	099	GU	ENGL	994	104	TBA	TBA	TBA			1	10	ANDERSON, DANIE	O
460	099	GU	ENGL	994	105	TBA	TBA	TBA			0	10	TAYLOR, TODD	O
461	099	GU	ENGL	994	106	TBA	TBA	TBA			2	10	WOLFE, JESSICA	O
462	099	GU	ENGL	994	108	TBA	TBA	TBA			1	10	CARLSTON, ERIN	O
463	099	GU	ENGL	994	109	TBA	TBA	TBA			1	10	CURTAIN, TYLER	O
464	099	GU	ENGL	994	110	TBA	TBA	TBA			3	10	DEGUZMAN, MARIA	O
465	099	GU	ENGL	994	111	TBA	TBA	TBA			0	10	GINGHER, M	O
466	099	GU	ENGL	994	112	TBA	TBA	TBA			6	10	THRAILKILL, JAN	O
467	099	GU	ENGL	994	114	TBA	TBA	TBA			0	10	DURBAN, PAM	O
468	099	GU	ENGL	994	116	TBA	TBA	TBA			2	10	FLOYD-WILSON, M	O
469	099	GU	ENGL	994	118	TBA	TBA	TBA			6	10	FLAXMAN, GREGG	O
470	099	GU	ENGL	994	119	TBA	TBA	TBA			0	10	KENAN, RANDALL	O
471	099	GU	ENGL	994	120	TBA	TBA	TBA			4	10	RICHARDS, ELIZA	O
472	099	GU	ENGL	994	121	TBA	TBA	TBA			1	10	HO, JENNIFER	O
473	099	GU	ENGL	994	122	TBA	TBA	TBA			1	10	JACK, JORDYNN	O
474	099	GU	ENGL	994	123	TBA	TBA	TBA			3	10	GWIN, MINROSE	O
475	099	GU	ENGL	994	124	TBA	TBA	TBA			1	10	SALVAGGIO, RUTH	O
476	099	GU	ENGL	994	125	TBA	TBA	TBA			1	10	FISHER, REBECKA	O
477	099	GU	ENGL	994	126	TBA	TBA	TBA			2	10	MARR, TIMOTHY W	O
478	099	GU	ENGL	994	128	TBA	TBA	TBA			0	10	BAKER, DAVID JO	O
479	099	GU	ENGL	994	129	TBA	TBA	TBA			1	10	TAYLOR, MATTHEW	O
480	099	GU	ENGL	994	130	TBA	TBA	TBA			0	10	ELLIOTT, DANIEL	O
481	099	GU	ENGL	994	131	TBA	TBA	TBA			0	10	AHUJA, NEEL KUM	O
482	099	GU	ENGL	994	132	TBA	TBA	TBA			0	10	LEGASSIE, SHAYN	O
483	099	GU	ENGL	999	077	TBA	TBA	TBA			0	10		O
484	099	GU	ENGL	102I	001	MWF	0900AM	0950AM	GL	0302	19	19	NOLAN, WILLIAM	C
485	099	GU	ENGL	102I	002	TR	0800AM	0915AM	GL	0104	19	19	NAPOLITANO, MAR	C
486	099	GU	ENGL	102I	003	MWF	1000AM	1050AM	NE	0102	19	19	LEE, HELEN EUN	C
487	099	GU	ENGL	102I	004	TR	0930AM	1045AM	GL	0318	19	19	IRONS, S H	C
488	099	GU	ENGL	102I	005	MWF	1100AM	1150AM	GL	0106	19	19	NOLAN, WILLIAM	C
489	099	GU	ENGL	102I	006	MWF	1200PM	1250PM	GA	0210	18	19	BUNNER, EMILY D	O
490	099	GU	ENGL	102I	007	MWF	0900AM	0950AM	GL	0319	19	19	FANN, JULIE	C
491	099	GU	ENGL	102I	008	MWF	1000AM	1050AM	MU	0304	19	19	BRANCH, ERIN	C
492	099	GU	ENGL	102I	009	TR	0800AM	0915AM	GL	0316	19	19	BRANSTETTER, HE	C
493	099	GU	ENGL	102I	010	TR	0930AM	1045AM	DE	0210	19	19	WILLIAMSON, JEN	C
494	099	GU	ENGL	102I	011	TR	0930AM	1045AM	GL	0316	19	19	NAPOLITANO, MAR	C
495	099	GU	ENGL	102I	012	TR	1100AM	1215PM	HM	0523	19	19	LINDSAY, SARAH	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
496	099	GU	ENGL	102I	013	TR	1100AM	1215PM	AR	0118	18	19	MARGITIC, TATIA	O
497	099	GU	ENGL	102I	014	TR	1100AM	1215PM	MT	0305	19	19	THOMAS, HARRY	C
498	099	GU	ENGL	102I	015	TR	1230PM	0145PM	MT	0305	19	19	REDEKER, CHELSE	C
499	099	GU	ENGL	102I	016	MWF	0100PM	0150PM	GL	0316	19	19	BREWER, EMILY	C
500	099	GU	ENGL	132H	001	TR	0800AM	0915AM	GL	526B	19	18	SIMPSON, B	C
501	099	GU	ENGL	133H	001	MW	0400PM	0515PM	GL	0319	17	17	WHITE, ROSS	C
502	099	GU	ENGL	134H	001	TR	1100AM	1215PM	MU	0202	20	20	DANIELEWICZ, JA	C
503	099	GU	ENGL	261H	001	MWF	1100AM	1150AM	GL	0317	11	15	TAYLOR, MATTHEW	O
504	099	GU	ENGL	350H	001	TR	1100AM	1215PM	GL	0317	13	15	LENSING, G S	O
505	099	GU	ENGL	691H	001	TBA	TBA	TBA			26	26	LENSING, G S	C
506	099	GU	ENGL	693H	246	TR	0200PM	0315PM	DE	0205	9	12	WALLACE, DANIEL	O
507	099	GU	ENGL	693H	293	TR	0330PM	0445PM	NE	0305	10	12	MCFEE, M	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	ENST	111	998	TBA	TBA	TBA			0	999		O
3	099	GU	ENST	201	001	MWF	1100AM	1150AM	CP	0201	163	150	GANGI, G J	C
4	099	GU	ENST	201	002	MWF	0100PM	0150PM	DA	0301	28	25	COOKE, AE	C
5	099	GU	ENST	201	601	M	0100PM	0150PM	SC	0201	17	16	ALTMAN, JULIA	C
6	099	GU	ENST	201	602	M	0100PM	0150PM	GL	526A	17	16	MUEHLBAUER, JEF	C
7	099	GU	ENST	201	603	T	0300PM	0350PM	GL	526A	16	16	SEITER, SARAH	C
8	099	GU	ENST	201	604	W	0300PM	0350PM	MU	0117	16	16	ALTMAN, JULIA	C
9	099	GU	ENST	201	605	W	0100PM	0150PM	GL	0104	17	16	MUEHLBAUER, JEF	C
10	099	GU	ENST	201	607	M	0300PM	0350PM	MU	0117	17	16	SEITER, SARAH	C
11	099	GU	ENST	201	608	T	0500PM	0550PM	NE	0305	16	16	BIDGOOD, EMILY	C
12	099	GU	ENST	201	609	T	0400PM	0450PM	GL	526A	17	16	BIDGOOD, EMILY	C
13	099	GU	ENST	201	610	T	0200PM	0250PM	MU	0221	20	16	MUEHLBAUER, JEF	C
14	099	GU	ENST	201	611	W	0200PM	0250PM	GL	526A	17	16	ALTMAN, JULIA	C
15	099	GU	ENST	201	612	M	0200PM	0250PM	GL	0321	16	16	SEITER, SARAH	C
16	099	GU	ENST	202	001	MWF	0900AM	0950AM	CP	0201	102	100	BELL, GEOFFREY	C
17	099	GU	ENST	202	002	MWF	0900AM	0950AM	CP	0201	0	25	BELL, GEOFFREY	X
18	099	GU	ENST	202	401	M	0300PM	0350PM	BI	0217	19	17		C
19	099	GU	ENST	202	402	M	0400PM	0450PM	BI	0217	14	21		O
20	099	GU	ENST	202	403	T	0330PM	0420PM	BI	0217	20	21		O
21	099	GU	ENST	202	404	W	0300PM	0350PM	BI	0317	20	21		O
22	099	GU	ENST	202	405	W	0400PM	0450PM	DE	0405	11	17		O
23	099	GU	ENST	202	406	W	0500PM	0550PM	SC	0201	15	17		O
24	099	GU	ENST	202	998	TBA	TBA	TBA			0	10		O
25	099	GU	ENST	204	001	M	0300PM	0500PM	GL	0103	20	15	COOKE, AE	C
26	099	GU	ENST	204	002	TR	0930AM	1045AM	MU	0222	2	6	BELL, GEOFFREY	O
27	099	GU	ENST	204	01S	TBA	TBA	TBA			6	20	HINKLE, ANYA	O
28	099	GU	ENST	204	02S	TBA	TBA	TBA			11	20	PERRY, ROBERT	O
29	099	GU	ENST	204	03S	TBA	TBA	TBA			8	20	NOBLE, RACHEL	O
30	099	GU	ENST	205	001	T	0930AM	1050AM	GL	0222	19	18	GRAY, KATHLEEN	C
31	099	GU	ENST	205	002	TBA	TBA	TBA			1	1	GEORGE, ANDREW	C
32	099	GU	ENST	206	001	TBA	TBA	TBA			3	10	GANGI, G J	O
33	099	GU	ENST	207	001	TBA	TBA	TBA			2	10	SHAY, ELIZABETH	O
34	099	GU	ENST	207	002	TBA	TBA	TBA			1	1	HOLLAND, DOROTH	C
35	099	GU	ENST	207	003	TBA	TBA	TBA			1	1		C
36	099	GU	ENST	213	998	TBA	TBA	TBA			0	999		O
37	099	GU	ENST	222	001	TR	1230PM	0145PM	SC	0210	30	35	ALPERIN, M J	O
38	099	GU	ENST	222	001	T	0200PM	0300PM	SC	0210	30	35	ALPERIN, M J	O
39	099	GU	ENST	253	998	TBA	TBA	TBA			0	999		O
40	099	GU	ENST	254	001	TR	1230PM	0145PM	MU	0112	5	5	MCKEOWN, T J	C
41	099	GU	ENST	261	01S	TBA	TBA	TBA			6	12	HINKLE, ANYA	O
42	099	GU	ENST	286	001	TR	0930AM	1045AM	DE	303A	0	30		X
43	099	GU	ENST	308	998	TBA	TBA	TBA			0	999		O
44	099	GU	ENST	330	001	MWF	0200PM	0250PM	DA	0301	41	40	SHAY, ELIZABETH	C
45	099	GU	ENST	351	01S	TBA	TBA	TBA			11	12	LEIDY, LEE	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	ENST	368	001	MWF	1000AM	1050AM	CW	0105	7	10	MACLEAN, DOUGLA	O
47	099	GU	ENST	368	601	F	1000AM	1050AM	GL	0318	0	10		X
48	099	GU	ENST	368	602	F	0900AM	0950AM	BI	0101	0	10		X
49	099	GU	ENST	395	001	TBA	TBA	TBA			0	5	SOBSEY, M D	O
50	099	GU	ENST	395	002	TBA	TBA	TBA			0	10	MITCHELL, CHARL	O
51	099	GU	ENST	395	01S	TBA	TBA	TBA			6	15	COSTA, JAMES	O
52	099	GU	ENST	395	02S	TBA	TBA	TBA			11	15	PERRY, ROBERT	O
53	099	GU	ENST	395	03S	TBA	TBA	TBA			8	15	NOBLE, RACHEL	O
54	099	GU	ENST	395	04S	TBA	TBA	TBA			7	10	KAMENS, R	O
55	099	GU	ENST	396	001	M	0500PM	0550PM	MU	0112	11	10	GANGI, G J	C
56	099	GU	ENST	396	002	TBA	TBA	TBA			1	1		C
57	099	GU	ENST	403	01S	TBA	TBA	TBA			5	8	KAMENS, R	O
58	099	GU	ENST	404	01S	TBA	TBA	TBA			6	12	COSTA, JAMES	O
59	099	GU	ENST	411	001	TR	0330PM	0445PM	CP	0235	13	24	SHAY, T J	O
60	099	GU	ENST	420	001	TR	0330PM	0445PM	MU	0105	0	30	MCNELIS, DAVID	X
61	099	GU	ENST	471	01S	TBA	TBA	TBA			8	10	NOBLE, RACHEL	O
62	099	GU	ENST	472	01S	TBA	TBA	TBA			8	10	NOBLE, RACHEL	O
63	099	GU	ENST	474	01S	TBA	TBA	TBA			11	12	PERRY, ROBERT	O
64	099	GU	ENST	479	01S	TBA	TBA	TBA			6	15	COSTA, JAMES	O
65	099	GU	ENST	489	01S	TBA	TBA	TBA			11	12	DUBBS, LINDSAY	O
66	099	GU	ENST	490	001	W	0300PM	0550PM			12	14	COOKE, AE	O
67	099	GU	ENST	490	002	TR	0200PM	0315PM	CW	0105	14	20	MOREAU, D H	O
68	099	GU	ENST	490	003	MWF	1100AM	1150AM	GM	0212	5	15	BELL, GEOFFREY	O
69	099	GU	ENST	490	011	W	0300PM	0500PM	MU	0115	32	30	MCNELIS, DAVID	C
70	099	GU	ENST	490	03S	TBA	TBA	TBA			0	15		O
71	099	GU	ENST	490	04S	TBA	TBA	TBA			5	15	KAMENS, R	O
72	099	GU	ENST	490	05S	TBA	TBA	TBA			1	15	KAMENS, R	O
73	099	GU	ENST	490	06S	TBA	TBA	TBA			4	15	KAMENS, R	O
74	099	GU	ENST	490	07S	TBA	TBA	TBA			2	15	KAMENS, R	O
75	099	GU	ENST	490	08S	TBA	TBA	TBA			1	15	KAMENS, R	O
76	099	GU	ENST	490	09S	TBA	TBA	TBA			2	15	KAMENS, R	O
77	099	GU	ENST	490	10S	TBA	TBA	TBA			0	15	KAMENS, R	O
78	099	GU	ENST	567	001	T	0700PM	0930PM	GA	0001	1	7	WEST, COLIN T	O
79	099	GU	ENST	585	001	MW	0200PM	0315PM	WI	0107	9	10	ANDREWS, R N	O
80	099	GU	ENST	675	001	TR	0200PM	0315PM	GA	0008	13	10	COX, J ROBERT	C
81	099	GU	ENST	698	001	TR	0800AM	0850AM			7	8	SHAY, ELIZABETH	O
82	099	GU	ENST	698	002	MW	1200PM	1250PM			8	8	SHAY, ELIZABETH	C
83	099	GU	ENST	698	003	TR	0400PM	0450PM			7	8	SHAY, ELIZABETH	O
84	099	GU	ENST	698	01S	TBA	TBA	TBA			7	15	COSTA, JAMES	O
85	099	GU	ENST	698	02S	TBA	TBA	TBA			11	12	PERRY, ROBERT	O
86	099	GU	ENST	698	03S	TBA	TBA	TBA			7	15	NOBLE, RACHEL	O
87	099	GU	ENST	698	04S	TBA	TBA	TBA			7	10	KAMENS, R	O
88	099	GU	ENST	201H	143	MWF	0200PM	0250PM	GM	0035	23	19	GANGI, G J	C
89	099	GU	ENST	201H	735	M	0300PM	0350PM	GM	0038	20	19	BIDGOOD, EMILY	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	ENVR	230	001	TR	0930AM	1045AM	MC	2306	19	18	BALL, L M	C
3	099	GU	ENVR	296	001	TBA	TBA	TBA			0	25		O
4	099	GU	ENVR	296	004	TBA	TBA	TBA			0	2		O
5	099	GU	ENVR	296	062	TBA	TBA	TBA			0	999	BALL, L M	O
6	099	GU	ENVR	400	001	W	1200PM	1250PM	RO	0133	36	64	WEINBERG, HOWAR	O
7	099	GU	ENVR	411	001	T	1230PM	0130PM	HC	0015	10	10	WEINBERG, HOWAR	C
8	099	GU	ENVR	411	001	W	0200PM	0600PM	HC	0015	10	10	WEINBERG, HOWAR	C
9	099	GU	ENVR	413	001	TR	0800AM	0915AM	HC	0003	26	25	WHALEN, STEPHEN	C
10	099	GU	ENVR	416	001	MWF	1000AM	1050AM	MC	2306	7	20	LEITH, D H	O
11	099	GU	ENVR	417	001	TR	1100AM	1215PM	CW	0105	8	9	TESKE, ANDREAS	O
12	099	GU	ENVR	419	001	TR	1100AM	1215PM	MC	2306	22	25	SINGER, P C	O
13	099	GU	ENVR	430	001	MWF	0100PM	0150PM	MC	1304	40	45	BALL, L M	O
14	099	GU	ENVR	431	001	W	0200PM	0450PM	XX	XX	6	12	BALL, L M	O
15	099	GU	ENVR	432	001	M	0100PM	0350PM			0	0	OSTENDORF, J.	X
16	099	GU	ENVR	442	001	TR	0330PM	0445PM	HC	0003	12	17	RUSYN, IVAN I	O
17	099	GU	ENVR	451	001	TR	0930AM	1045AM	MC	2302	15	15	VIZUETE, WILLIA	C
18	099	GU	ENVR	452	001	TR	0930AM	1045AM	MU	0302	1	4	SCOTTI, ALBERTO	O
19	099	GU	ENVR	453	001	TR	0800AM	0915AM	MC	2306	7	20	MILLER, C T	O
20	099	GU	ENVR	468	001	MW	0330PM	0445PM	MC	2305	20	20	SERRE, MARC L	C
21	099	GU	ENVR	585	001	MW	0200PM	0315PM	WI	0107	10	11	ANDREWS, R N	O
22	099	GU	ENVR	600	960	TBA	TBA	TBA			36	45	PFAENDER, F K	O
23	099	GU	ENVR	600	961	TBA	TBA	TBA			26	28	PFAENDER, F K	O
24	099	GU	ENVR	600	964	TBA	TBA	TBA			4	13	PFAENDER, F K	O
25	099	GU	ENVR	600	966	TBA	TBA	TBA			2	6	PFAENDER, F K	O
26	099	GU	ENVR	600	01W	TBA	TBA	TBA			160	160	PFAENDER, F K	C
27	099	GU	ENVR	600	02W	TBA	TBA	TBA			30	31	PFAENDER, F K	O
28	099	GU	ENVR	661	001	TR	0200PM	0315PM	PH	0367	4	5	HUANG, JINGFANG	O
29	099	GU	ENVR	668	001	TR	0930AM	1045AM	PH	0301	0	5	CAMASSA, ROBERT	O
30	099	GU	ENVR	691	026	TBA	TBA	TBA			0	5	STEWART, JILL R	O
31	099	GU	ENVR	691	038	TBA	TBA	TBA			3	10	SOBSEY, M D	O
32	099	GU	ENVR	691	059	TBA	TBA	TBA			1	10	MILLER, C T	O
33	099	GU	ENVR	691	062	TBA	TBA	TBA			0	10	BALL, L M	O
34	099	GU	ENVR	691	103	TBA	TBA	TBA			0	5	RUSYN, IVAN I	O
35	099	GU	ENVR	698	001	TBA	TBA	TBA			2	2	SHAY, ELIZABETH	C
36	099	GU	ENVR	698	002	TBA	TBA	TBA			0	2	SHAY, ELIZABETH	O
37	099	GU	ENVR	698	003	TBA	TBA	TBA			0	2	SHAY, ELIZABETH	O
38	099	GU	ENVR	698	004	TBA	TBA	TBA			0	2	SHAY, ELIZABETH	O
39	099	GU	ENVR	707	001	MWF	0900AM	0950AM			0	10	SWENBERG, J A	X
40	099	GU	ENVR	722	001	M	0400PM	0500PM	XX	XX	1	20	RUSYN, IVAN I	O
41	099	GU	ENVR	732	001	TR	0930AM	1045AM	MC	2304	11	15	HAZUCHA, M J	O
42	099	GU	ENVR	761	001	TR	1230PM	0145PM	PH	0301	0	4	MINION, MICHAEL	O
43	099	GU	ENVR	763	001	TR	1100AM	1215PM	PH	0301	0	2	MCLAUGHLIN, RIC	O
44	099	GU	ENVR	781	001	TR	0200PM	0315PM	CW	0105	7	7	MOREAU, D H	C
45	099	GU	ENVR	784	001	TR	0330PM	0445PM	MC	1304	12	15	HEATH, M S	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	ENVR	890	001	R	1100AM	1215PM	XX	XX	0	15		O
47	099	GU	ENVR	890	001	T	1100AM	1215PM			0	15		O
48	099	GU	ENVR	890	002	M	0100PM	0350PM	MC	2304	4	16	JEFFRIES, H E	O
49	099	GU	ENVR	890	003	TR	0200PM	0315PM	MC	2306	6	15	FLYNN, M R	O
50	099	GU	ENVR	890	004	TR	1230PM	0145PM	MC	2306	6	20	CHARACKLIS, GRE	O
51	099	GU	ENVR	890	006	TR	0200PM	0315PM	RO	0101	17	15	FRY, REBECCA CA	C
52	099	GU	ENVR	890	007	MW	1000AM	1115AM	MC	2301	6	25	MACDONALD, JACQ	O
53	099	GU	ENVR	890	009	MW	0100PM	0215PM	RO	0228	8	15	WEST, JAMES JAS	O
54	099	GU	ENVR	890	011	TR	0200PM	0315PM	XX	XX	0	1	MILLER, C T	O
55	099	GU	ENVR	981	006	TBA	TBA	TBA			0	5	VIZUETE, WILLIA	O
56	099	GU	ENVR	981	007	TBA	TBA	TBA			1	5	FRY, REBECCA CA	O
57	099	GU	ENVR	981	009	TBA	TBA	TBA			0	5	GRAY, KATHLEEN	O
58	099	GU	ENVR	981	011	TBA	TBA	TBA			0	5	CORY, ROSE M.	O
59	099	GU	ENVR	981	012	TBA	TBA	TBA			0	5	BARTRAM, JAMES	O
60	099	GU	ENVR	981	015	TBA	TBA	TBA			0	5	MACDONALD, JACQ	O
61	099	GU	ENVR	981	016	TBA	TBA	TBA			0	5	WEST, JAMES JAS	O
62	099	GU	ENVR	981	026	TBA	TBA	TBA			0	5	STEWART, JILL R	O
63	099	GU	ENVR	981	029	TBA	TBA	TBA			0	5	ROSATI, JACKY A	O
64	099	GU	ENVR	981	030	TBA	TBA	TBA			0	5		O
65	099	GU	ENVR	981	038	TBA	TBA	TBA			3	5	SOBSEY, M D	O
66	099	GU	ENVR	981	056	TBA	TBA	TBA			0	5	LEITH, D H	O
67	099	GU	ENVR	981	061	TBA	TBA	TBA			0	5	FLYNN, M R	O
68	099	GU	ENVR	981	062	TBA	TBA	TBA			0	5	BALL, L M	O
69	099	GU	ENVR	981	065	TBA	TBA	TBA			0	5	PAERL, H W	O
70	099	GU	ENVR	981	066	TBA	TBA	TBA			0	5	AITKEN, M D	O
71	099	GU	ENVR	981	070	TBA	TBA	TBA			0	5	WHITTINGTON, D	O
72	099	GU	ENVR	981	077	TBA	TBA	TBA			0	5	SWENBERG, J A	O
73	099	GU	ENVR	981	093	TBA	TBA	TBA			0	5	WHALEN, STEPHEN	O
74	099	GU	ENVR	981	095	TBA	TBA	TBA			0	5	NYLANDER-FRENCH	O
75	099	GU	ENVR	981	096	TBA	TBA	TBA			0	5	WEINBERG, HOWAR	O
76	099	GU	ENVR	981	100	TBA	TBA	TBA			0	5	SERRE, MARC L	O
77	099	GU	ENVR	981	103	TBA	TBA	TBA			0	5	RUSYN, IVAN I	O
78	099	GU	ENVR	991	005	TBA	TBA	TBA			1	20		O
79	099	GU	ENVR	991	006	TBA	TBA	TBA			6	10	VIZUETE, WILLIA	O
80	099	GU	ENVR	991	007	TBA	TBA	TBA			5	5	FRY, REBECCA CA	C
81	099	GU	ENVR	991	009	TBA	TBA	TBA			0	20	GRAY, KATHLEEN	O
82	099	GU	ENVR	991	010	TBA	TBA	TBA			0	10	DE MICHELE, CAR	O
83	099	GU	ENVR	991	011	TBA	TBA	TBA			2	10	CORY, ROSE M.	O
84	099	GU	ENVR	991	012	TBA	TBA	TBA			1	10	BARTRAM, JAMES	O
85	099	GU	ENVR	991	014	TBA	TBA	TBA			4	20	JEFFRIES, H E	O
86	099	GU	ENVR	991	015	TBA	TBA	TBA			7	10	MACDONALD, JACQ	O
87	099	GU	ENVR	991	016	TBA	TBA	TBA			6	10	WEST, JAMES JAS	O
88	099	GU	ENVR	991	026	TBA	TBA	TBA			4	20	STEWART, JILL R	O
89	099	GU	ENVR	991	031	TBA	TBA	TBA			4	20	SINGER, P C	O
90	099	GU	ENVR	991	033	TBA	TBA	TBA			1	5	PIEHLER, MICHAE	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	ENVR	991	038	TBA	TBA	TBA			10	20	SOBSEY, M D	O
92	099	GU	ENVR	991	039	TBA	TBA	TBA			0	20	HEATH, M S	O
93	099	GU	ENVR	991	043	TBA	TBA	TBA			0	2	GOLD, A	O
94	099	GU	ENVR	991	048	TBA	TBA	TBA			1	20	MOREAU, D H	O
95	099	GU	ENVR	991	050	TBA	TBA	TBA			0	2	ANDREWS, R N	O
96	099	GU	ENVR	991	055	TBA	TBA	TBA			2	20	KAMENS, R	O
97	099	GU	ENVR	991	056	TBA	TBA	TBA			2	20	LEITH, D H	O
98	099	GU	ENVR	991	059	TBA	TBA	TBA			2	20	MILLER, C T	O
99	099	GU	ENVR	991	061	TBA	TBA	TBA			0	20	FLYNN, M R	O
100	099	GU	ENVR	991	062	TBA	TBA	TBA			2	20	BALL, L M	O
101	099	GU	ENVR	991	065	TBA	TBA	TBA			2	20	PAERL, H W	O
102	099	GU	ENVR	991	066	TBA	TBA	TBA			4	20	AITKEN, M D	O
103	099	GU	ENVR	991	070	TBA	TBA	TBA			2	20	WHITTINGTON, D	O
104	099	GU	ENVR	991	077	TBA	TBA	TBA			3	20	SWENBERG, J A	O
105	099	GU	ENVR	991	093	TBA	TBA	TBA			1	20	WHALEN, STEPHEN	O
106	099	GU	ENVR	991	095	TBA	TBA	TBA			4	20	NYLANDER-FRENCH	O
107	099	GU	ENVR	991	096	TBA	TBA	TBA			4	20	WEINBERG, HOWAR	O
108	099	GU	ENVR	991	097	TBA	TBA	TBA			1	20	COSTA, DANIEL	O
109	099	GU	ENVR	991	098	TBA	TBA	TBA			2	20	CHARACKLIS, GRE	O
110	099	GU	ENVR	991	100	TBA	TBA	TBA			5	10	SERRE, MARC L	O
111	099	GU	ENVR	991	102	TBA	TBA	TBA			1	5	MCNELIS, DAVID	O
112	099	GU	ENVR	991	103	TBA	TBA	TBA			7	10	RUSYN, IVAN I	O
113	099	GU	ENVR	991	104	TBA	TBA	TBA			0	5	GRAY, WILLIAM G	O
114	099	GU	ENVR	991	108	TBA	TBA	TBA			1	5	NAKAMURA, JUN	O
115	099	GU	ENVR	991	110	TBA	TBA	TBA			2	5	NOBLE, RACHEL	O
116	099	GU	ENVR	991	111	TBA	TBA	TBA			0	5	SIMMONS, O	O
117	099	GU	ENVR	992	005	TBA	TBA	TBA			0	15		O
118	099	GU	ENVR	992	006	TBA	TBA	TBA			0	1	VIZUETE, WILLIA	O
119	099	GU	ENVR	992	007	TBA	TBA	TBA			0	5	FRY, REBECCA CA	O
120	099	GU	ENVR	992	010	TBA	TBA	TBA			0	10	DE MICHELE, CAR	O
121	099	GU	ENVR	992	011	TBA	TBA	TBA			0	10	CORY, ROSE M.	O
122	099	GU	ENVR	992	012	TBA	TBA	TBA			0	10	BARTRAM, JAMES	O
123	099	GU	ENVR	992	014	TBA	TBA	TBA			0	15	JEFFRIES, H E	O
124	099	GU	ENVR	992	015	TBA	TBA	TBA			0	5	MACDONALD, JACQ	O
125	099	GU	ENVR	992	016	TBA	TBA	TBA			1	5	WEST, JAMES JAS	O
126	099	GU	ENVR	992	018	TBA	TBA	TBA			0	15	LAURIA, D T	O
127	099	GU	ENVR	992	025	TBA	TBA	TBA			0	15	PFAENDER, F K	O
128	099	GU	ENVR	992	026	TBA	TBA	TBA			0	5	STEWART, JILL R	O
129	099	GU	ENVR	992	031	TBA	TBA	TBA			1	15	SINGER, P C	O
130	099	GU	ENVR	992	033	TBA	TBA	TBA			0	5	PIEHLER, MICHAE	O
131	099	GU	ENVR	992	038	TBA	TBA	TBA			2	15	SOBSEY, M D	O
132	099	GU	ENVR	992	056	TBA	TBA	TBA			1	5	LEITH, D H	O
133	099	GU	ENVR	992	059	TBA	TBA	TBA			0	5	MILLER, C T	O
134	099	GU	ENVR	992	061	TBA	TBA	TBA			0	5	FLYNN, M R	O
135	099	GU	ENVR	992	062	TBA	TBA	TBA			0	15	BALL, L M	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
136	099	GU	ENVR	992	065	TBA	TBA	TBA			0	5	PAERL, H W	O
137	099	GU	ENVR	992	066	TBA	TBA	TBA			0	5	AITKEN, M D	O
138	099	GU	ENVR	992	093	TBA	TBA	TBA			0	5	WHALEN, STEPHEN	O
139	099	GU	ENVR	992	095	TBA	TBA	TBA			0	5	NYLANDER-FRENCH	O
140	099	GU	ENVR	992	096	TBA	TBA	TBA			0	5	WEINBERG, HOWAR	O
141	099	GU	ENVR	992	098	TBA	TBA	TBA			0	5	CHARACKLIS, GRE	O
142	099	GU	ENVR	992	100	TBA	TBA	TBA			0	5	SERRE, MARC L	O
143	099	GU	ENVR	992	103	TBA	TBA	TBA			0	5	RUSYN, IVAN I	O
144	099	GU	ENVR	993	005	TBA	TBA	TBA			0	15		O
145	099	GU	ENVR	993	006	TBA	TBA	TBA			0	5	VIZUETE, WILLIA	O
146	099	GU	ENVR	993	007	TBA	TBA	TBA			0	5	FRY, REBECCA CA	O
147	099	GU	ENVR	993	010	TBA	TBA	TBA			0	10	DE MICHELE, CAR	O
148	099	GU	ENVR	993	011	TBA	TBA	TBA			0	10	CORY, ROSE M.	O
149	099	GU	ENVR	993	012	TBA	TBA	TBA			0	10	BARTRAM, JAMES	O
150	099	GU	ENVR	993	015	TBA	TBA	TBA			0	5	MACDONALD, JACQ	O
151	099	GU	ENVR	993	016	TBA	TBA	TBA			0	5	WEST, JAMES JAS	O
152	099	GU	ENVR	993	025	TBA	TBA	TBA			0	15	PFAENDER, F K	O
153	099	GU	ENVR	993	031	TBA	TBA	TBA			0	5	SINGER, P C	O
154	099	GU	ENVR	993	033	TBA	TBA	TBA			0	5	PIEHLER, MICHAE	O
155	099	GU	ENVR	993	038	TBA	TBA	TBA			0	5	SOBSEY, M D	O
156	099	GU	ENVR	993	055	TBA	TBA	TBA			1	15	KAMENS, R	O
157	099	GU	ENVR	993	056	TBA	TBA	TBA			0	5	LEITH, D H	O
158	099	GU	ENVR	993	059	TBA	TBA	TBA			0	5	MILLER, C T	O
159	099	GU	ENVR	993	061	TBA	TBA	TBA			0	5	FLYNN, M R	O
160	099	GU	ENVR	993	062	TBA	TBA	TBA			0	5	BALL, L M	O
161	099	GU	ENVR	993	065	TBA	TBA	TBA			0	5	PAERL, H W	O
162	099	GU	ENVR	993	066	TBA	TBA	TBA			0	5	AITKEN, M D	O
163	099	GU	ENVR	993	093	TBA	TBA	TBA			0	5	WHALEN, STEPHEN	O
164	099	GU	ENVR	993	095	TBA	TBA	TBA			0	5	NYLANDER-FRENCH	O
165	099	GU	ENVR	993	096	TBA	TBA	TBA			0	10	WEINBERG, HOWAR	O
166	099	GU	ENVR	993	098	TBA	TBA	TBA			0	5	CHARACKLIS, GRE	O
167	099	GU	ENVR	993	100	TBA	TBA	TBA			0	5	SERRE, MARC L	O
168	099	GU	ENVR	993	103	TBA	TBA	TBA			0	5	RUSYN, IVAN I	O
169	099	GU	ENVR	994	005	TBA	TBA	TBA			0	15		O
170	099	GU	ENVR	994	006	TBA	TBA	TBA			1	10	VIZUETE, WILLIA	O
171	099	GU	ENVR	994	007	TBA	TBA	TBA			0	5	FRY, REBECCA CA	O
172	099	GU	ENVR	994	010	TBA	TBA	TBA			0	10	DE MICHELE, CAR	O
173	099	GU	ENVR	994	011	TBA	TBA	TBA			0	10	CORY, ROSE M.	O
174	099	GU	ENVR	994	012	TBA	TBA	TBA			0	10	BARTRAM, JAMES	O
175	099	GU	ENVR	994	014	TBA	TBA	TBA			0	5	JEFFRIES, H E	O
176	099	GU	ENVR	994	015	TBA	TBA	TBA			0	5	MACDONALD, JACQ	O
177	099	GU	ENVR	994	016	TBA	TBA	TBA			0	5	WEST, JAMES JAS	O
178	099	GU	ENVR	994	026	TBA	TBA	TBA			0	10	STEWART, JILL R	O
179	099	GU	ENVR	994	031	TBA	TBA	TBA			0	15	SINGER, P C	O
180	099	GU	ENVR	994	033	TBA	TBA	TBA			0	5	PIEHLER, MICHAE	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
181	099	GU	ENVR	994	038	TBA	TBA	TBA			1	15	SOBSEY, M D	O
182	099	GU	ENVR	994	048	TBA	TBA	TBA			0	2	MOREAU, D H	O
183	099	GU	ENVR	994	051	TBA	TBA	TBA			1	15	DIGIANO, F A	O
184	099	GU	ENVR	994	055	TBA	TBA	TBA			0	4	KAMENS, R	O
185	099	GU	ENVR	994	056	TBA	TBA	TBA			0	5	LEITH, D H	O
186	099	GU	ENVR	994	059	TBA	TBA	TBA			4	15	MILLER, C T	O
187	099	GU	ENVR	994	061	TBA	TBA	TBA			0	5	FLYNN, M R	O
188	099	GU	ENVR	994	062	TBA	TBA	TBA			0	15	BALL, L M	O
189	099	GU	ENVR	994	065	TBA	TBA	TBA			0	5	PAERL, H W	O
190	099	GU	ENVR	994	066	TBA	TBA	TBA			2	5	AITKEN, M D	O
191	099	GU	ENVR	994	070	TBA	TBA	TBA			3	15	WHITTINGTON, D	O
192	099	GU	ENVR	994	076	TBA	TBA	TBA			0	10	RAPPAPORT, S M	O
193	099	GU	ENVR	994	077	TBA	TBA	TBA			0	5	SWENBERG, J A	O
194	099	GU	ENVR	994	093	TBA	TBA	TBA			2	15	WHALEN	O
195	099	GU	ENVR	994	095	TBA	TBA	TBA			4	10	NYLANDER-FRENCH	O
196	099	GU	ENVR	994	096	TBA	TBA	TBA			1	5	WEINBERG, HOWAR	O
197	099	GU	ENVR	994	098	TBA	TBA	TBA			2	20	CHARACKLIS, GRE	O
198	099	GU	ENVR	994	100	TBA	TBA	TBA			0	10	SERRE, MARC L	O
199	099	GU	ENVR	994	102	TBA	TBA	TBA			0	5	MCNELIS, DAVID	O
200	099	GU	ENVR	994	103	TBA	TBA	TBA			0	5	RUSYN, IVAN I	O
201	099	GU	ENVR	994	107	TBA	TBA	TBA			0	10		O
202	099	GU	ENVR	994	108	TBA	TBA	TBA			1	5	NAKAMURA, JUN	O
203	099	GU	ENVR	691H	005	TBA	TBA	TBA			0	10		O
204	099	GU	ENVR	691H	008	TBA	TBA	TBA			0	10	FOX, D L	O
205	099	GU	ENVR	691H	025	TBA	TBA	TBA			0	10	PFAENDER, F K	O
206	099	GU	ENVR	691H	026	TBA	TBA	TBA			0	2	STEWART, JILL R	O
207	099	GU	ENVR	691H	029	TBA	TBA	TBA			1	1	ROSATI, JACKY A	C
208	099	GU	ENVR	691H	038	TBA	TBA	TBA			1	5	SOBSEY, M D	O
209	099	GU	ENVR	691H	059	TBA	TBA	TBA			0	2	MILLER, C T	O
210	099	GU	ENVR	691H	062	TBA	TBA	TBA			2	5	BALL, L M	O
211	099	GU	ENVR	691H	103	TBA	TBA	TBA			1	5	RUSYN, IVAN I	O
212	099	GU	ENVR	692H	001	TBA	TBA	TBA			0	5		O
213	099	GU	ENVR	692H	025	TBA	TBA	TBA			0	10	PFAENDER, F K	O
214	099	GU	ENVR	692H	038	TBA	TBA	TBA			0	5	SOBSEY, M D	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	EPID	600	001	T	0330PM	0445PM	RO	0133	82	88	SCHOENBACH, V J	O
3	099	GU	EPID	600	601	T	0500PM	0650PM			45	44	SCHOENBACH, V J	C
4	099	GU	EPID	600	602	W	0400PM	0550PM			37	44	SCHOENBACH, V J	O
5	099	GU	EPID	689	001	F	0100PM	0250PM	MC	2306	6	16	COLVIN, NANCY L	O
6	099	GU	EPID	690	001	TBA	TBA	TBA			0	20		O
7	099	GU	EPID	690	002	MW	0300PM	0350PM	RO	0228	6	18	MARSHALL, STEPH	O
8	099	GU	EPID	690	003	F	1000AM	1050AM	MC	1305	14	20	SAUNDERS, WILLI	O
9	099	GU	EPID	690	004	R	1230PM	0210PM	MC	2101G	13	20	OLSHAN, ANDREW	O
10	099	GU	EPID	690	005	R	0800AM	1050AM	MC	2101G	9	18	BENSEN, JEANNET	O
11	099	GU	EPID	700	001	W	0100PM	0250PM	XX		19	35	RADKE, SARAH M	O
12	099	GU	EPID	700	001	F	1100AM	1250PM	XX		19	35	RADKE, SARAH M	O
13	099	GU	EPID	705	001	TR	0930AM	1045AM	MC	2301	55	60	POOLE, CHARLES	O
14	099	GU	EPID	710	001	TR	1100AM	1215PM	HC	0001	35	39	THOMAS, J C	O
15	099	GU	EPID	710	002	TR	1100AM	1215PM	HC	0001	25	21	THOMAS, J C	C
16	099	GU	EPID	710	601	M	0900AM	1050AM			8	10	SCHINASI, LEAH	O
17	099	GU	EPID	710	602	M	1100AM	1250PM	RO	0101	11	10	EDWARDS, JESSIE	C
18	099	GU	EPID	710	603	M	0100PM	0250PM	RO	0101	10	10	BAHAM, JENNIFER	C
19	099	GU	EPID	710	604	M	0200PM	0350PM			10	10	EDWARDS, JESSIE	C
20	099	GU	EPID	710	605	M	0300PM	0450PM	RO	0101	11	10	SCHINASI, LEAH	C
21	099	GU	EPID	710	606	M	0300PM	0450PM	MC	2306	10	10	BAHAM, JENNIFER	C
22	099	GU	EPID	711	001	TR	0200PM	0315PM	XX		31	70	MILLER, WILLIAM	O
23	099	GU	EPID	718	001	W	1100AM	1150AM	HC	0001	36	40	RICHARDSON, DAV	O
24	099	GU	EPID	718	001	F	1100AM	1250PM	HC	0001	36	40	RICHARDSON, DAV	O
25	099	GU	EPID	719	001	W	1200PM	1250PM	HC	0001	24	40	MARSHALL, STEPH	O
26	099	GU	EPID	725	001	T	0330PM	0500PM	RO	0228	32	35	GAMMON, MARILIE	O
27	099	GU	EPID	730	001	TR	1230PM	0145PM	MC	2301	24	40	POOLE, CHARLES	O
28	099	GU	EPID	735	001	M	0900AM	1150AM	RO	0228	14	30	HEISS, G	O
29	099	GU	EPID	745	001	MW	0100PM	0150PM	RO	0228	0	20	STAMM, L V	X
30	099	GU	EPID	753	001	M	1000AM	1150AM	MC	2305	23	25	LEONE, PETER A	O
31	099	GU	EPID	753	001	W	1000AM	1050AM	MC	2305	23	25	LEONE, PETER A	O
32	099	GU	EPID	757	001	F	0100PM	0350PM	RO	0228	24	24	WEIR, SHARON S	C
33	099	GU	EPID	770	001	TR	1230PM	0145PM	MC	1304	14	25	TROESTER, MELIS	O
34	099	GU	EPID	772	001	TR	0330PM	0445PM	RO	0235	4	8	O'MALLEY, MICHA	O
35	099	GU	EPID	805	001	MF	0200PM	0350PM	HC	0003	4	20	HANSON, LAURA C	O
36	099	GU	EPID	818	001	M	0900AM	1020AM	XX	XX	2	7	ADAIR, LINDA	O
37	099	GU	EPID	818	001	T	0500PM	0620PM	XX	XX	2	7	ADAIR, LINDA	O
38	099	GU	EPID	851	001	TR	0200PM	0315PM	HC	0003	18	20	DANIELS, JULIE	O
39	099	GU	EPID	883	001	TBA	TBA	TBA			0	20		O
40	099	GU	EPID	891	001	M	1200PM	0150PM	RO	0235	14	16	WING, S B	O
41	099	GU	EPID	892	001	W	0100PM	0150PM	MC	2304	0	5	VINES, ANISSA I	X
42	099	GU	EPID	896	001	F	1200PM	0150PM	MC	1305	15	24	RANSOHOFF, D F	O
43	099	GU	EPID	897	001	T	1230PM	0145PM	HC	0001	0	20	HEISS, G	O
44	099	GU	EPID	900	001	TBA	TBA	TBA			3	20		O
45	099	GU	EPID	900	041	TBA	TBA	TBA			0	5	HEISS, GERARDO	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	EPID	900	064	TBA	TBA	TBA			1	999		O
47	099	GU	EPID	900	073	TBA	TBA	TBA			0	999		O
48	099	GU	EPID	900	127	TBA	TBA	TBA			1	5	THOMAS, J C	O
49	099	GU	EPID	900	162	TBA	TBA	TBA			0	999	ROSAMOND, W D	O
50	099	GU	EPID	900	191	TBA	TBA	TBA			1	999	MILLER, WILLIAM	O
51	099	GU	EPID	900	193	TBA	TBA	TBA			1	5	POOLE, CHARLES	O
52	099	GU	EPID	900	194	TBA	TBA	TBA			0	999	KAUFMAN, JAY S	X
53	099	GU	EPID	900	195	TBA	TBA	TBA			0	999	GAMMON, MARILIE	O
54	099	GU	EPID	900	202	TBA	TBA	TBA			2	999	VAN RIE, ANNELI	O
55	099	GU	EPID	900	203	TBA	TBA	TBA			0	999	SCHROEDER, JANE	X
56	099	GU	EPID	900	210	TBA	TBA	TBA			1	5		O
57	099	GU	EPID	900	212	TBA	TBA	TBA			0	999	SMITH, JENNIFER	O
58	099	GU	EPID	900	215	TBA	TBA	TBA			0	999	PETTIFOR, AUDRE	O
59	099	GU	EPID	900	222	TBA	TBA	TBA			0	999	HE, KA	O
60	099	GU	EPID	910	001	TBA	TBA	TBA			0	10		O
61	099	GU	EPID	910	041	TBA	TBA	TBA			0	10	HEISS, GERARDO	O
62	099	GU	EPID	910	064	TBA	TBA	TBA			2	5		O
63	099	GU	EPID	910	073	TBA	TBA	TBA			0	5		O
64	099	GU	EPID	910	096	TBA	TBA	TBA			0	5		O
65	099	GU	EPID	910	099	TBA	TBA	TBA			0	10	WING, S B	O
66	099	GU	EPID	910	127	TBA	TBA	TBA			0	5		O
67	099	GU	EPID	910	138	TBA	TBA	TBA			0	5		O
68	099	GU	EPID	910	147	TBA	TBA	TBA			0	5		O
69	099	GU	EPID	910	162	TBA	TBA	TBA			0	5		O
70	099	GU	EPID	910	166	TBA	TBA	TBA			1	5		O
71	099	GU	EPID	910	191	TBA	TBA	TBA			0	5		O
72	099	GU	EPID	910	193	TBA	TBA	TBA			1	5	POOLE, CHARLES	O
73	099	GU	EPID	910	195	TBA	TBA	TBA			0	5		O
74	099	GU	EPID	910	199	TBA	TBA	TBA			1	10	MARSHALL, STEPH	O
75	099	GU	EPID	910	200	TBA	TBA	TBA			0	5		O
76	099	GU	EPID	910	202	TBA	TBA	TBA			0	5		O
77	099	GU	EPID	910	205	TBA	TBA	TBA			0	5		O
78	099	GU	EPID	910	206	TBA	TBA	TBA			0	5		O
79	099	GU	EPID	910	209	TBA	TBA	TBA			0	5		O
80	099	GU	EPID	910	210	TBA	TBA	TBA			0	5		O
81	099	GU	EPID	910	212	TBA	TBA	TBA			0	5		O
82	099	GU	EPID	910	213	TBA	TBA	TBA			0	5		O
83	099	GU	EPID	910	215	TBA	TBA	TBA			0	5		O
84	099	GU	EPID	910	218	TBA	TBA	TBA			0	5		O
85	099	GU	EPID	910	221	TBA	TBA	TBA			0	5		O
86	099	GU	EPID	910	222	TBA	TBA	TBA			0	5		O
87	099	GU	EPID	910	223	TBA	TBA	TBA			0	5		O
88	099	GU	EPID	910	224	TBA	TBA	TBA			0	5		O
89	099	GU	EPID	910	225	TBA	TBA	TBA			0	5		O
90	099	GU	EPID	910	226	TBA	TBA	TBA			1	5		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	EPID	992	001	TBA	TBA	TBA			1	15		O
92	099	GU	EPID	992	041	TBA	TBA	TBA			2	15	HEISS, G	O
93	099	GU	EPID	992	064	TBA	TBA	TBA			0	15	SCHOENBACH, V J	O
94	099	GU	EPID	992	073	TBA	TBA	TBA			1	15	SANDLER, R S	O
95	099	GU	EPID	992	096	TBA	TBA	TBA			1	15	WEBER, D J	O
96	099	GU	EPID	992	099	TBA	TBA	TBA			0	15	WING, S B	O
97	099	GU	EPID	992	127	TBA	TBA	TBA			1	15	THOMAS, J C	O
98	099	GU	EPID	992	147	TBA	TBA	TBA			0	10		O
99	099	GU	EPID	992	160	TBA	TBA	TBA			0	10		O
100	099	GU	EPID	992	162	TBA	TBA	TBA			1	10	ROSAMOND, W D	O
101	099	GU	EPID	992	166	TBA	TBA	TBA			1	10		O
102	099	GU	EPID	992	191	TBA	TBA	TBA			2	10	MILLER, WILLIAM	O
103	099	GU	EPID	992	193	TBA	TBA	TBA			0	10		O
104	099	GU	EPID	992	194	TBA	TBA	TBA			0	10	KAUFMAN, JAY S	X
105	099	GU	EPID	992	195	TBA	TBA	TBA			0	10		O
106	099	GU	EPID	992	199	TBA	TBA	TBA			0	10		O
107	099	GU	EPID	992	200	TBA	TBA	TBA			0	10	MESHNICK, STEVE	O
108	099	GU	EPID	992	202	TBA	TBA	TBA			1	10	VAN RIE, ANNELI	O
109	099	GU	EPID	992	205	TBA	TBA	TBA			0	10		O
110	099	GU	EPID	992	206	TBA	TBA	TBA			1	10		O
111	099	GU	EPID	992	209	TBA	TBA	TBA			0	10		O
112	099	GU	EPID	992	210	TBA	TBA	TBA			1	10	BEHETS, WILFRID	O
113	099	GU	EPID	992	212	TBA	TBA	TBA			1	10	SMITH, JENNIFER	O
114	099	GU	EPID	992	213	TBA	TBA	TBA			0	10		O
115	099	GU	EPID	992	214	TBA	TBA	TBA			0	10	CHEN, JIU-CHIUA	X
116	099	GU	EPID	992	215	TBA	TBA	TBA			1	10		O
117	099	GU	EPID	992	216	TBA	TBA	TBA			0	10		O
118	099	GU	EPID	992	218	TBA	TBA	TBA			0	10		O
119	099	GU	EPID	992	221	TBA	TBA	TBA			0	10		O
120	099	GU	EPID	992	222	TBA	TBA	TBA			1	10	HE, KA	O
121	099	GU	EPID	992	223	TBA	TBA	TBA			1	10	NAPRAVNIK, SONI	O
122	099	GU	EPID	992	224	TBA	TBA	TBA			1	10		O
123	099	GU	EPID	992	225	TBA	TBA	TBA			0	10		O
124	099	GU	EPID	992	226	TBA	TBA	TBA			0	10		O
125	099	GU	EPID	994	001	TBA	TBA	TBA			1	15		O
126	099	GU	EPID	994	041	TBA	TBA	TBA			6	15	HEISS, G	O
127	099	GU	EPID	994	064	TBA	TBA	TBA			1	15	SCHOENBACH, V J	O
128	099	GU	EPID	994	073	TBA	TBA	TBA			0	15	SANDLER, R S	O
129	099	GU	EPID	994	096	TBA	TBA	TBA			1	15	WEBER, D J	O
130	099	GU	EPID	994	099	TBA	TBA	TBA			3	15	WING, S B	O
131	099	GU	EPID	994	127	TBA	TBA	TBA			1	15	THOMAS, J C	O
132	099	GU	EPID	994	147	TBA	TBA	TBA			4	10	OLSHAN, A F	O
133	099	GU	EPID	994	162	TBA	TBA	TBA			3	10	ROSAMOND, W D	O
134	099	GU	EPID	994	166	TBA	TBA	TBA			3	10	MILLIKAN, R C	O
135	099	GU	EPID	994	172	TBA	TBA	TBA			1	10	STEVENS, J	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
136	099	GU	EPID	994	191	TBA	TBA	TBA			2	10	MILLER, WILLIAM	O
137	099	GU	EPID	994	193	TBA	TBA	TBA			7	10	POOLE, CHARLES	O
138	099	GU	EPID	994	194	TBA	TBA	TBA			3	10	KAUFMAN, JAY S	O
139	099	GU	EPID	994	195	TBA	TBA	TBA			3	10	GAMMON, MARILIE	O
140	099	GU	EPID	994	199	TBA	TBA	TBA			5	10	MARSHALL, STEPH	O
141	099	GU	EPID	994	200	TBA	TBA	TBA			7	10	MESHNICK, STEVE	O
142	099	GU	EPID	994	202	TBA	TBA	TBA			1	10	VAN RIE, ANNELI	O
143	099	GU	EPID	994	203	TBA	TBA	TBA			0	10	SCHROEDER, JANE	X
144	099	GU	EPID	994	205	TBA	TBA	TBA			1	10	NORTH, KARI	O
145	099	GU	EPID	994	206	TBA	TBA	TBA			4	10	DANIELS, JULIE	O
146	099	GU	EPID	994	207	TBA	TBA	TBA			0	10	WEST, SUZANNE L	O
147	099	GU	EPID	994	209	TBA	TBA	TBA			0	10	EVENSON, KELLY	O
148	099	GU	EPID	994	210	TBA	TBA	TBA			2	10	BEHETS, WILFRID	O
149	099	GU	EPID	994	212	TBA	TBA	TBA			2	10	SMITH, JENNIFER	O
150	099	GU	EPID	994	213	TBA	TBA	TBA			4	10	RICHARDSON, DAV	O
151	099	GU	EPID	994	214	TBA	TBA	TBA			0	10	CHEN, JIU-CHIUA	X
152	099	GU	EPID	994	215	TBA	TBA	TBA			0	10	PETTIFOR, AUDRE	O
153	099	GU	EPID	994	216	TBA	TBA	TBA			1	10	JONSSON FUNK, M	O
154	099	GU	EPID	994	218	TBA	TBA	TBA			3	10	SIEGA-RIZ, ANNA	O
155	099	GU	EPID	994	221	TBA	TBA	TBA			0	5	WHITSEL, ERIC A	O
156	099	GU	EPID	994	222	TBA	TBA	TBA			0	5	HE, KA	O
157	099	GU	EPID	994	223	TBA	TBA	TBA			2	10	NAPRAVNIK, SONI	O
158	099	GU	EPID	994	224	TBA	TBA	TBA			3	5	STURMER, TIL	O
159	099	GU	EPID	994	225	TBA	TBA	TBA			1	5	COLE, STEPHEN R	O
160	099	GU	EPID	994	226	TBA	TBA	TBA			0	5	TROESTER, MELIS	O
161	099	GU	EPID	620I	001	T	0500PM	0800PM	BE	0116	5	5	ZIMMERMAN, SHER	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	ERMD408 002	ERMD	408	002	TBA	TBA	TBA			0	10			O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	EURO	159	006	MWF	0200PM	0250PM	HM	0100	1	1	JARAUSCH, K H	C
3	099	GU	EURO	159	600	F	0200PM	0250PM	HM	0425	0	1	SAPP, ROBERT	O
4	099	GU	EURO	159	601	F	0200PM	0250PM	HM	0517	0	1	STELZEL, PHILIP	O
5	099	GU	EURO	159	603	F	1000AM	1050AM	DE	0313	1	1	BEORN, WAITMAN	C
6	099	GU	EURO	159	604	F	1200PM	1250PM	SA	0104	0	1	BEORN, WAITMAN	O
7	099	GU	EURO	159	605	F	1200PM	1250PM	BI	0309	0	1	STELZEL, PHILIP	O
8	099	GU	EURO	159	607	F	0100PM	0150PM	HM	0425	0	1	BEORN, WAITMAN	O
9	099	GU	EURO	159	608	R	0500PM	0550PM	BI	0306	0	1	BRYAN, JOSEPH	O
10	099	GU	EURO	159	609	F	0200PM	0250PM	HM	0570	0	1		X
11	099	GU	EURO	159	610	F	0200PM	0250PM	HM	0523	0	1		X
12	099	GU	EURO	239	001	MW	0200PM	0250PM	AR	0121	1	5	MARKS, G	O
13	099	GU	EURO	239	730	F	1200PM	1250PM	MU	0115	0	1		O
14	099	GU	EURO	239	732	W	0100PM	0150PM	HM	0420	0	1	COMAN, EMANUEL	O
15	099	GU	EURO	239	733	M	0800AM	0850AM	HM	0351	0	1		X
16	099	GU	EURO	239	734	F	1100AM	1150AM	HM	0351	0	1	CEKA, BESIR	O
17	099	GU	EURO	239	735	R	0800AM	0850AM	GA	0104	0	1	COMAN, EMANUEL	O
18	099	GU	EURO	239	736	M	0100PM	0150PM	HM	0452	0	1	DERDERYAN, SVET	O
19	099	GU	EURO	239	737	F	0300PM	0350PM	GA	0104	0	1	CEKA, BESIR	O
20	099	GU	EURO	239	739	F	0300PM	0350PM	MU	0115	0	1	DERDERYAN, SVET	O
21	099	GU	EURO	239	740	M	1000AM	1050AM	HM	0351	1	1	CEKA, BESIR	C
22	099	GU	EURO	442	001	MW	0400PM	0515PM			0	3		X
23	099	GU	EURO	460	001	MWF	0800AM	0850AM	GA	0309	0	1	BALABAN, RITA	O
24	099	GU	EURO	460	002	MWF	0900AM	0950AM	GA	0309	0	1	BALABAN, RITA	O
25	099	GU	EURO	239H	124	M	0200PM	0450PM	GC	3024	4	4	STEINER, J	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	EXSS	050	001	TR	1100AM	1215PM	SC	0209	24	24	OSBORNE, BARBAR	C
3	099	GU	EXSS	101	001	TR	0800AM	0915AM	FG	0106	53	50	SALYER, S L	C
4	099	GU	EXSS	101	002	TR	0930AM	1045AM	FG	0106	55	50	SALYER, S L	C
5	099	GU	EXSS	141	001	TR	0930AM	1045AM	FG	0109	91	70	MURRAY, D C	C
6	099	GU	EXSS	141	002	TR	1100AM	1215PM	FG	0106	68	55	MURRAY, D C	C
7	099	GU	EXSS	141	003	TR	0200PM	0315PM	FG	0109	79	70	MURRAY, D C	C
8	099	GU	EXSS	159	001	TR	0800AM	0915AM	FG	0104	34	35	SCHIMMELFING, L	O
9	099	GU	EXSS	175	001	TR	1100AM	1215PM	FG	0109	105	80	ZINDER, STEVEN	C
10	099	GU	EXSS	175	002	MWF	1100AM	1150AM	FG	0109	94	80	MYERS, JOSEPH B	C
11	099	GU	EXSS	181	001	MWF	0800AM	0850AM	FG	0106	61	60	HEDGPETH, ELIZA	C
12	099	GU	EXSS	181	002	MWF	0100PM	0150PM	FG	0109	73	70	HEDGPETH, ELIZA	C
13	099	GU	EXSS	181	003	MWF	1200PM	1250PM	FG	0106	59	60	CREMADES, J. GU	O
14	099	GU	EXSS	188	001	MWF	0100PM	0150PM	FG	0104	32	20	TOLER, JULIANNE	C
15	099	GU	EXSS	188	002	TR	0800AM	0915AM	SC	0209	39	30	AGUILAR, ALAIN	C
16	099	GU	EXSS	188	003	TR	0930AM	1045AM	SC	0209	31	20	NORCROSS, MARC	C
17	099	GU	EXSS	193	001	MWF	1000AM	1150AM	XX	XX	12	15	HOPKINS, MARIAN	O
18	099	GU	EXSS	205	001	MWF	1100AM	1250PM	XX	XX	20	20	SALYER, S L	C
19	099	GU	EXSS	207	001	MWF	1100AM	1250PM	SC	0209	27	20	SALYER, S L	C
20	099	GU	EXSS	211	001	TR	0930AM	1045AM	FG	0104	31	30	APONTE, ROBERTO	C
21	099	GU	EXSS	221	001	MWF	0900AM	0950AM	FG	0106	52	50	JOHNSON, SHELLE	C
22	099	GU	EXSS	221	002	MWF	1000AM	1050AM	FG	0109	55	50	SOUTHALL, DEBOR	C
23	099	GU	EXSS	271	001	TBA	TBA	TBA			17	30	PETSCHAUER, MER	O
24	099	GU	EXSS	273	001	TR	1230PM	0145PM	FG	0106	49	44	GUSKIEWICZ, KEV	C
25	099	GU	EXSS	273	002	TR	0200PM	0315PM	FG	0106	49	50	BLACKBURN, J TR	O
26	099	GU	EXSS	276	001	MWF	0900AM	0950AM	FG	0109	66	60	ONDRAK, KRISTIN	C
27	099	GU	EXSS	276	002	MWF	1200PM	1250PM	FG	0109	66	60	ONDRAK, KRISTIN	C
28	099	GU	EXSS	290	001	TR	1230PM	0145PM	FG	0109	0	80	SOUTHALL, DEBOR	X
29	099	GU	EXSS	290	003	TR	1100AM	1215PM	SC	0209	0	20	OSBORNE, BARBAR	X
30	099	GU	EXSS	322	001	TR	1230PM	0145PM	GC	1005	62	60	COOPER, COYTE G	C
31	099	GU	EXSS	323	001	TR	1230PM	0145PM	FG	0109	82	80	SOUTHALL, DEBOR	C
32	099	GU	EXSS	324	001	MWF	1100AM	1150AM	FG	0106	56	45	STROMAN, DEBORA	C
33	099	GU	EXSS	360	001	TR	0800AM	0915AM	XX	XX	18	20	MCMURRAY, R G	O
34	099	GU	EXSS	366	001	TR	0930AM	1045AM	XX	XX	9	20	PADUA, DARIN A	O
35	099	GU	EXSS	368	001	TR	1100AM	1215PM	XX	XX	8	20	PETSCHAUER, MER	O
36	099	GU	EXSS	376	001	MW	0800AM	0850AM	FG	0104	32	40	BATTAGLINI, CLA	O
37	099	GU	EXSS	376	002	MW	1100AM	1150AM	FG	0104	41	40	ONDRAK, KRISTIN	C
38	099	GU	EXSS	376	401	M	0100PM	0250PM	XX	XX	10	10	BATTAGLINI, CLA	C
39	099	GU	EXSS	376	402	M	0100PM	0250PM	XX	XX	10	10	BATTAGLINI, CLA	C
40	099	GU	EXSS	376	403	M	0300PM	0450PM	XX	XX	9	10	BATTAGLINI, CLA	O
41	099	GU	EXSS	376	404	M	0300PM	0450PM	XX	XX	8	10	BATTAGLINI, CLA	O
42	099	GU	EXSS	376	405	T	0100PM	0250PM	XX	XX	10	10	ONDRAK, KRISTIN	C
43	099	GU	EXSS	376	406	T	0100PM	0250PM	XX	XX	9	10	ONDRAK, KRISTIN	O
44	099	GU	EXSS	376	407	T	0300PM	0450PM	XX	XX	10	10	ONDRAK, KRISTIN	C
45	099	GU	EXSS	376	408	T	0300PM	0450PM	XX	XX	4	10	ONDRAK, KRISTIN	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	EXSS	379	001	TBA	TBA	TBA			0	10	MARKS, BONITA L	O
47	099	GU	EXSS	380	001	TR	0930AM	1045AM	XX	XX	51	50	BLACKBURN, J TR	C
48	099	GU	EXSS	385	001	TR	0800AM	0915AM	FG	0109	28	50	ZINDER, STEVEN	O
49	099	GU	EXSS	385	002	MWF	1000AM	1050AM	FG	0106	49	50	PETSCHAUER, MER	O
50	099	GU	EXSS	396	001	TBA	TBA	TBA			27	10	SALYER, S L	C
51	099	GU	EXSS	410	001	R	0530PM	0830PM	FG	0104	14	12	BATTAGLINI, CLA	C
52	099	GU	EXSS	410	401	TBA	TBA	TBA			14	12	BATTAGLINI, CLA	C
53	099	GU	EXSS	476	001	TR	1100AM	1215PM	FG	0104	20	20	AGUILAR, ALAIN	C
54	099	GU	EXSS	476	002	TR	1230PM	0145PM	FG	0104	10	10	AGUILAR, ALAIN	C
55	099	GU	EXSS	700	001	TR	1100AM	1215PM	XX	XX	9	15	SHIELDS, E W	O
56	099	GU	EXSS	730	001	TR	0800AM	0915AM	XX	XX	9	15	PRENTICE, W E	O
57	099	GU	EXSS	732	001	MWF	1000AM	1150AM	XX	XX	9	12	GUSKIEWICZ, KEV	O
58	099	GU	EXSS	733	001	T	0900AM	1050AM	FG	0105	10	10	HEDGPETH, ELIZA	C
59	099	GU	EXSS	736	001	TR	0930AM	1045AM	XX	XX	9	15	PRENTICE, W E	O
60	099	GU	EXSS	737	001	R	0900AM	1150AM	FG	0105	10	10	MYERS, JOSEPH B	C
61	099	GU	EXSS	740	001	TR	0800AM	0915AM	SC	0200	9	15	SOUTHALL, RICHA	O
62	099	GU	EXSS	744	001	MWF	0900AM	0950AM	FG	0104	10	10	SOUTHALL, RICHA	C
63	099	GU	EXSS	746	001	MW	1230PM	0145PM	FG	0105	11	10	COOPER, COYTE G	C
64	099	GU	EXSS	748	001	MW	1100AM	1215PM	SC	0200	12	15	OSBORNE, BARBAR	O
65	099	GU	EXSS	750	001	W	0800AM	0850AM	SC	0200	10	12	JOHNSON, SHELLE	O
66	099	GU	EXSS	780	001	TR	0930AM	1045AM	XX	XX	9	10	MCMURRAY, R G	O
67	099	GU	EXSS	780	401	F	0200PM	0350PM	XX	XX	9	10	MCMURRAY, R G	O
68	099	GU	EXSS	781	001	MW	0800AM	0915AM	FG	0105	3	5	MARKS, BL	O
69	099	GU	EXSS	782	001	MWF	0800AM	0850AM	XX	XX	11	15	HACKNEY, A C	O
70	099	GU	EXSS	785	001	MWF	1000AM	1050AM	XX	XX	8	15	HACKNEY, A C	O
71	099	GU	EXSS	789	001	TBA	TBA	TBA			7	10	MARKS, BONITA L	O
72	099	GU	EXSS	990	013	TBA	TBA	TBA			0	5	MCMURRAY, R G	O
73	099	GU	EXSS	990	032	TBA	TBA	TBA			1	5	BATTAGLINI, CLA	O
74	099	GU	EXSS	993	010	TBA	TBA	TBA			0	5	SHIELDS, E W	O
75	099	GU	EXSS	993	013	TBA	TBA	TBA			3	5	MCMURRAY, R G	O
76	099	GU	EXSS	993	015	TBA	TBA	TBA			2	5	PRENTICE, W E	O
77	099	GU	EXSS	993	021	TBA	TBA	TBA			2	5	HACKNEY, A C	O
78	099	GU	EXSS	993	022	TBA	TBA	TBA			3	5	PADUA DARIN	O
79	099	GU	EXSS	993	024	TBA	TBA	TBA			2	5	GUSKIEWICZ, KEV	O
80	099	GU	EXSS	993	026	TBA	TBA	TBA			1	5	MARKS, BONITA L	O
81	099	GU	EXSS	993	029	TBA	TBA	TBA			7	5	OSBORNE, BARBAR	C
82	099	GU	EXSS	993	032	TBA	TBA	TBA			2	5	BATTAGLINI, CLA	O
83	099	GU	EXSS	993	033	TBA	TBA	TBA			1	5	BLACKBURN, J TR	O
84	099	GU	EXSS	993	034	TBA	TBA	TBA			1	5	PETSCHAUER, MER	O
85	099	GU	EXSS	993	035	TBA	TBA	TBA			2	5	MYERS, JOSEPH B	O
86	099	GU	EXSS	993	036	TBA	TBA	TBA			1	5	ZINDER, STEVEN	O
87	099	GU	EXSS	993	037	TBA	TBA	TBA			6	5	SOUTHALL, RICHA	C
88	099	GU	EXSS	993	038	TBA	TBA	TBA			0	5	LEWEK, MICHAEL	O
89	099	GU	EXSS	275L	401	W	0800AM	0950AM	XX	XX	14	15	BELL, DAVID R	O
90	099	GU	EXSS	275L	402	F	0800AM	0950AM	XX	XX	10	15	GOERGER, BENJAM	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	EXSS	693H	001	TBA	TBA	TBA			2	20	PETSCHAUER, MER	O
92	099	GU	EXSS	694H	001	TBA	TBA	TBA			1	10	PETSCHAUER, MER	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	FOLK	230	001	TR	0930AM	1045AM	AL	0203	5	5	LAMBERT, VALERI	C
3	099	GU	FOLK	428	001	W	1200PM	0250PM	YC	0207	0	2	TYSON, R W	X
4	099	GU	FOLK	435	006	MWF	1100AM	1150AM	PH	0265	5	5	PEACOCK, J L	C
5	099	GU	FOLK	435	601	M	0200PM	0250PM	PE	0218	3	4	SUIT, NATALIA K	O
6	099	GU	FOLK	435	603	R	0200PM	0250PM	HO	0106	1	4	SUIT, NATALIA K	O
7	099	GU	FOLK	435	604	R	0330PM	0420PM	DE	303A	1	2		X
8	099	GU	FOLK	473	001	MW	0500PM	0615PM	AL	0207	4	5	LACHICOTTE, WIL	O
9	099	GU	FOLK	485	001	MW	1200PM	1250PM	GL	0101	69	75	ROBERTS, KATHER	O
10	099	GU	FOLK	485	601	R	1230PM	0120PM	DE	0203	19	19	KRUGER, STEVEN	C
11	099	GU	FOLK	485	602	R	1100AM	1150AM	PE	0215	18	19	WALLACE, EMILY	O
12	099	GU	FOLK	485	603	F	1000AM	1050AM	PE	0311	16	19	KRUGER, STEVEN	O
13	099	GU	FOLK	485	604	F	1000AM	1050AM	BI	0301	13	18	WALLACE, EMILY	O
14	099	GU	FOLK	571	001	TR	0800AM	0915AM	XX	XX	6	3	FERRIS, WILLIAM	C
15	099	GU	FOLK	610	001	MW	0400PM	0515PM	BI	0317	25	35	HINSON, G D	O
16	099	GU	FOLK	675	001	TR	0330PM	0445PM	NW	0219	0	5	ARAGON, LORRAIN	X
17	099	GU	FOLK	690	001	W	0330PM	0550PM	MU	0204	6	6	HENDRICKSON, PA	C
18	099	GU	FOLK	850	001	T	0200PM	0315PM	AL	0304	8	10	SAWIN, PATRICIA	O
19	099	GU	FOLK	850	001	R	0200PM	0315PM	XX	XX	8	10	SAWIN, PATRICIA	O
20	099	GU	FOLK	895	001	TR	0930AM	1045AM	XX	XX	5	10	SAWIN, PATRICIA	O
21	099	GU	FOLK	993	001	TBA	TBA	TBA			0	3	SAWIN, PATRICIA	X
22	099	GU	FOLK	993	005	TBA	TBA	TBA			0	5	NEAL, JOCELYN R	O
23	099	GU	FOLK	993	015	TBA	TBA	TBA			0	5	ROBERTS, KATHER	O
24	099	GU	FOLK	993	026	TBA	TBA	TBA			0	5	CANTWELL, R S	O
25	099	GU	FOLK	993	036	TBA	TBA	TBA			3	5	HINSON, G D	O
26	099	GU	FOLK	993	040	TBA	TBA	TBA			0	5	FERRIS, MARCIE	O
27	099	GU	FOLK	993	052	TBA	TBA	TBA			7	5	SAWIN, PATRICIA	C
28	099	GU	FOLK	993	060	TBA	TBA	TBA			0	5	HARRIS, TRUDIER	O
29	099	GU	FOLK	993	070	TBA	TBA	TBA			0	5	FERRIS, WILLIAM	O
30	099	GU	FOLK	691H	036	TBA	TBA	TBA			0	1	HINSON, G D	O
31	099	GU	FOLK	691H	052	TBA	TBA	TBA			0	1	SAWIN, PATRICIA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	FREN	101	001	MWF	0800AM	0850AM	DE	0301	23	22	NICOLAS, DEBORA	C
3	099	GU	FREN	101	002	MWF	1000AM	1050AM	DE	303A	22	22	KILLEY, JULIAN	C
4	099	GU	FREN	101	003	MWF	1200PM	1250PM	DE	303A	21	22	WILKINSON, PAUL	O
5	099	GU	FREN	101	004	MWF	0100PM	0150PM	DE	303A	20	22	WATT, CAITLIN	O
6	099	GU	FREN	101	005	MWF	0200PM	0250PM	DE	0208	22	22	LOUP, GUILLAUME	C
7	099	GU	FREN	101	006	MWF	1000AM	1050AM	DE	0102	22	22	CRANFORD, E	C
8	099	GU	FREN	101	998	TBA	TBA	TBA			0	0		C
9	099	GU	FREN	101	999	TBA	TBA	TBA			0	999		O
10	099	GU	FREN	102	001	MWF	1100AM	1150AM	DE	0302	22	22	MAYO, JAMES	C
11	099	GU	FREN	102	002	MWF	0100PM	0150PM	DE	0302	19	22	WILKINSON, PAUL	O
12	099	GU	FREN	102	003	MWF	0200PM	0250PM	DE	303A	17	22	BRIGGS, CARINA	O
13	099	GU	FREN	102	998	TBA	TBA	TBA			0	0		C
14	099	GU	FREN	102	999	TBA	TBA	TBA			0	999		O
15	099	GU	FREN	105	001	MWF	0900AM	0950AM	DE	303A	23	23	PRUVOST, VC	C
16	099	GU	FREN	105	002	MWF	1000AM	1050AM	DE	0209	24	23	PRUVOST, VC	C
17	099	GU	FREN	105	003	MWF	1100AM	1150AM	DE	0301	23	23	GREENWOOD, MARY	C
18	099	GU	FREN	105	004	MWF	0200PM	0250PM	DE	0302	24	23	HARRIS, ELISE	C
19	099	GU	FREN	105	005	MWF	0300PM	0350PM	DE	303A	24	23	HARRIS, ELISE	C
20	099	GU	FREN	105	006	MWF	0900AM	0950AM	DE	0401	23	23	BEAMAN, ADRIANN	C
21	099	GU	FREN	105	007	MWF	0900AM	0950AM	PH	0212	21	23	GREENWOOD, MARY	O
22	099	GU	FREN	203	001	MWF	0800AM	0850AM	DE	0303	19	20	HUGHES, E	O
23	099	GU	FREN	203	002	MWF	0900AM	0950AM	MU	0302	21	22	DOUGHERTY, J	O
24	099	GU	FREN	203	003	MWF	1000AM	1050AM	DE	0210	21	20	HEITSCH, DOROTH	C
25	099	GU	FREN	203	004	MWF	1100AM	1150AM	DE	0210	21	20	HEITSCH, DOROTH	C
26	099	GU	FREN	203	005	MWF	1200PM	1250PM	SA	0322	20	21	STEINBERG, ANNE	O
27	099	GU	FREN	203	006	MWF	0100PM	0150PM	BI	0217	21	22	STEINBERG, ANNE	O
28	099	GU	FREN	203	007	MWF	0100PM	0150PM	HO	0106	19	22	JOHNSON, BRIAN	O
29	099	GU	FREN	203	008	MWF	0200PM	0250PM	PE	0217	22	22	PUTMAN, EMILY K	C
30	099	GU	FREN	203	009	MWF	0200PM	0250PM	AL	0203	21	22	JOHNSON, BRIAN	O
31	099	GU	FREN	203	010	MWF	0300PM	0350PM	DE	0307	20	22	GARCIA, DIANA	O
32	099	GU	FREN	203	011	MWF	1100AM	1150AM	HO	0107	22	22	PADDEN, SUSAN A	C
33	099	GU	FREN	203	998	TBA	TBA	TBA			0	0		C
34	099	GU	FREN	203	999	TBA	TBA	TBA			0	0		C
35	099	GU	FREN	204	001	MWF	0900AM	0950AM	MU	0314	17	21	MCKEWEN, J	O
36	099	GU	FREN	204	002	MWF	1000AM	1050AM	GL	0104	16	20	MCKEWEN, J	O
37	099	GU	FREN	204	003	MWF	1100AM	1150AM	MU	0204	21	21	PETERSON, SARAH	C
38	099	GU	FREN	204	004	MWF	1200PM	1250PM	MU	0002	19	20	SAPP, ROBERT	O
39	099	GU	FREN	204	005	MWF	0100PM	0150PM	PH	0224	18	21	PETERSON, SARAH	O
40	099	GU	FREN	204	006	MWF	0200PM	0250PM	GA	0009	20	21	MATTHEWS, HELEN	O
41	099	GU	FREN	204	007	MWF	0300PM	0350PM	DE	0206	18	21	MATTHEWS, HELEN	O
42	099	GU	FREN	204	008	MWF	1200PM	1250PM	DE	0303	21	21	MACCOTTA, CAROL	C
43	099	GU	FREN	204	009	MWF	0900AM	0950AM	MU	0304	0	22		X
44	099	GU	FREN	204	998	TBA	TBA	TBA			0	0		C
45	099	GU	FREN	204	999	TBA	TBA	TBA			0	0		C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	FREN	255	001	MWF	1200PM	1250PM	WI	0139	19	20	LOUP, GUILLAUME	O
47	099	GU	FREN	255	002	MWF	0100PM	0150PM	TT	226A	19	20	NICOLAS, DEBORA	O
48	099	GU	FREN	255	998	TBA	TBA	TBA			0	999		O
49	099	GU	FREN	260	001	MWF	1100AM	1150AM	PH	0222	22	23	HUGHES, E	O
50	099	GU	FREN	260	002	MWF	0100PM	0150PM	AL	0205	17	23	BROOM, MARTHA J	O
51	099	GU	FREN	260	998	TBA	TBA	TBA			0	0		C
52	099	GU	FREN	260	999	TBA	TBA	TBA			0	0		C
53	099	GU	FREN	275	001	MWF	0200PM	0250PM	AL	0205	21	30	RULON, M	O
54	099	GU	FREN	300	001	TR	1230PM	0145PM	DE	0303	16	18	NOBLITT, J	O
55	099	GU	FREN	300	002	MWF	0900AM	0950AM	DE	0303	21	20	JARAUSCH, H L	C
56	099	GU	FREN	300	003	MWF	0200PM	0250PM	DE	0303	18	20	FURRY, N M	O
57	099	GU	FREN	300	004	TR	1230PM	0145PM	WI	0139	13	18	MACCOTTA, CAROL	O
58	099	GU	FREN	300	998	TBA	TBA	TBA			0	999		O
59	099	GU	FREN	308	001	TBA	TBA	TBA			3	20	SAPP, ROBERT	O
60	099	GU	FREN	308	002	TBA	TBA	TBA			12	20	CLARK, CATHERIN	O
61	099	GU	FREN	310	001	MWF	1000AM	1050AM	DE	0303	20	20	WILKINSON, PAUL	C
62	099	GU	FREN	310	998	TBA	TBA	TBA			0	0		C
63	099	GU	FREN	330	001	TR	0200PM	0315PM	DE	0301	25	25	BARR, PHILIPPE	C
64	099	GU	FREN	350	001	MWF	1200PM	1250PM	DE	0202	15	22	PRUVOST, VC	O
65	099	GU	FREN	370	001	TR	1100AM	1215PM	GM	0035	23	25	AMER, S	O
66	099	GU	FREN	371	001	MWF	0100PM	0150PM	DE	0202	21	25	HEITSCH, DOROTH	O
67	099	GU	FREN	373	001	TR	0330PM	0445PM	DE	0202	21	25	MELEHY, H	O
68	099	GU	FREN	373	601	T	0600PM	0900PM	DE	0202	21	25	MELEHY, H	O
69	099	GU	FREN	383	001	TR	0200PM	0315PM	DE	0202	17	22	ANTLE, M C	O
70	099	GU	FREN	396	032	TBA	TBA	TBA			0	2		X
71	099	GU	FREN	396	064	TBA	TBA	TBA			1	1	MELEHY, H	C
72	099	GU	FREN	396	067	TBA	TBA	TBA			1	1	JARAUSCH, H L	C
73	099	GU	FREN	398	001	MW	0200PM	0315PM	DE	0210	16	20	WELCH, ELLEN	O
74	099	GU	FREN	401	001	MWF	1200PM	1250PM	PH	0222	21	25	DOUGHERTY, J	O
75	099	GU	FREN	601	001	MW	0400PM	0515PM	DE	0302	0	25		X
76	099	GU	FREN	601	01W	W	0400PM	0515PM	DE	0303	26	35	FURRY, N M	O
77	099	GU	FREN	734	001	M	0400PM	0630PM	DE	0210	8	15	WELCH, ELLEN	O
78	099	GU	FREN	735	001	TR	1230PM	0145PM	DE	0205	9	15	BARR, PHILIPPE	O
79	099	GU	FREN	830	001	TR	0330PM	0445PM	DE	0210	10	15	ANTLE, M C	O
80	099	GU	FREN	840	032	TBA	TBA	TBA			0	1	FURRY, N M	O
81	099	GU	FREN	840	070	TBA	TBA	TBA			0	1	PRUVOST, VC	O
82	099	GU	FREN	840	099	TBA	TBA	TBA			0	50		O
83	099	GU	FREN	993	045	TBA	TBA	TBA			0	20	ANTLE, M C	O
84	099	GU	FREN	993	064	TBA	TBA	TBA			1	5	MELEHY, H	O
85	099	GU	FREN	994	010	TBA	TBA	TBA			2	5	BARR, PHILIPPE	O
86	099	GU	FREN	994	045	TBA	TBA	TBA			3	20	ANTLE, M C	O
87	099	GU	FREN	994	046	TBA	TBA	TBA			3	20	FISHER, D	O
88	099	GU	FREN	994	064	TBA	TBA	TBA			3	20	MELEHY, H	O
89	099	GU	FREN	203H	098	MWF	1000AM	1050AM	GM	0212	0	15		X
90	099	GU	FREN	204H	294	MWF	1100AM	1150AM	GM	0212	0	15		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	FREN	255H	288	MWF	0100PM	0150PM	DE	0210	18	18	FURRY, N M	C
92	099	GU	FREN	260H	279	MWF	0900AM	0950AM	GM	0212	0	0		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	GEOG	062	001	MW	0200PM	0315PM	AL	0207	24	24	KIRSCH, SCOTT L	C
3	099	GU	GEOG	110	001	MWF	0100PM	0150PM	MU	0116	125	149	SONG, CONGHE	O
4	099	GU	GEOG	110	998	TBA	TBA	TBA			0	999		O
5	099	GU	GEOG	111	001	MWF	0100PM	0150PM	HO	0104	153	153	FUHRMANN, CHRIS	C
6	099	GU	GEOG	112	001	TR	1100AM	1215PM	SA	0220	49	50	MOODY, A	O
7	099	GU	GEOG	112	951	TR	0730PM	0845PM	SA	0220	14	25	BAIRD, TIMOTHY	O
8	099	GU	GEOG	120	001	TR	0930AM	1045AM	HO	0104	143	135	BIRDSALL, S S	C
9	099	GU	GEOG	120	002	MWF	1100AM	1150AM	SA	0220	46	45	SMITH, SARA H	C
10	099	GU	GEOG	120	990	TBA	TBA	TBA			5	10	MITCHELL, T SHA	O
11	099	GU	GEOG	120	998	TBA	TBA	TBA			0	999		O
12	099	GU	GEOG	121	001	TR	0930AM	1045AM	GC	1015	149	155	GOKARIKSEL, PB	O
13	099	GU	GEOG	125	001	TR	0200PM	0315PM	SA	0220	46	45	BIRDSALL, S S	C
14	099	GU	GEOG	130	001	TR	1100AM	1215PM	PH	0247	46	30	MEADE, M S	C
15	099	GU	GEOG	130	01S	TBA	TBA	TBA			16	16	CRAVEY, ALTHA J	C
16	099	GU	GEOG	210	001	MW	1100AM	1150AM	GC	1015	10	10	WEILER, J	C
17	099	GU	GEOG	210	601	F	1100AM	1150AM	GA	0209	1	1	FOX, LISA	C
18	099	GU	GEOG	210	602	R	0500PM	0550PM	GL	0103	0	1	FOX, LISA	O
19	099	GU	GEOG	210	603	F	1100AM	1150AM	GA	0307	2	2	HENNESSEY, ELIZ	C
20	099	GU	GEOG	210	604	R	0330PM	0420PM	PE	0215	2	2	HENNESSEY, ELIZ	C
21	099	GU	GEOG	210	605	F	1100AM	1150AM	HM	0452	1	1	BRADLEY, LAUREL	C
22	099	GU	GEOG	210	606	R	0330PM	0420PM	PH	0328	1	1	BRADLEY, LAUREL	C
23	099	GU	GEOG	210	609	R	0500PM	0550PM	BI	0217	1	1	SHAIR-ROSENFIEL	C
24	099	GU	GEOG	210	610	F	1100AM	1150AM	HN	0130	1	1	SHAIR-ROSENFIEL	C
25	099	GU	GEOG	225	001	MWF	1000AM	1050AM	SA	0220	45	45	REILLY, MATTHEW	C
26	099	GU	GEOG	228	001	MWF	0200PM	0250PM	SA	0220	53	50	REILLY, MATTHEW	C
27	099	GU	GEOG	237	001	MW	0330PM	0445PM	SA	0204	22	25	DOBBS, BECKY	O
28	099	GU	GEOG	259	001	TR	1230PM	0145PM	SA	0220	54	50	VALDIVIA, GABRI	C
29	099	GU	GEOG	259	990	TBA	TBA	TBA			11	10	MITCHELL, T SHA	C
30	099	GU	GEOG	267	001	MWF	0200PM	0250PM	SA	0204	21	20	PALIS, JOSEPH	C
31	099	GU	GEOG	269	001	T	0330PM	0550PM	SA	0220	48	50	WALSH, S J	O
32	099	GU	GEOG	293	001	MWF	0800AM	0850AM	SA	0204	1	5	EMCH, MICHAEL E	O
33	099	GU	GEOG	295	001	F	0300PM	0530PM	SA	0204	1	25	EMCH, MICHAEL E	O
34	099	GU	GEOG	296	001	F	0300PM	0550PM	SA	0220	4	25	EMCH, MICHAEL E	O
35	099	GU	GEOG	370	006	TR	0930AM	1045AM	SA	0220	55	50	LIANG, JUN	C
36	099	GU	GEOG	370	601	W	0100PM	0150PM	SA	0322	19	21	LIANG, JUN	O
37	099	GU	GEOG	370	602	W	0200PM	0250PM	SA	0322	15	21	LIANG, JUN	O
38	099	GU	GEOG	370	603	R	0200PM	0250PM	SA	0322	20	21	LIANG, JUN	O
39	099	GU	GEOG	399	001	T	0330PM	0550PM	SA	0220	0	50	WALSH, S J	X
40	099	GU	GEOG	410	001	MWF	1000AM	1050AM	SA	0322	17	17	SONG, CONGHE	C
41	099	GU	GEOG	414	001	TR	1230PM	0145PM	SA	0204	26	25	KONRAD, C E	C
42	099	GU	GEOG	419	001	W	0300PM	0350PM	SA	0322	0	12		X
43	099	GU	GEOG	419	001	M	0200PM	0400PM	XX	XX	0	12		X
44	099	GU	GEOG	428	001	MWF	0900AM	0950AM	SA	0204	23	25	MARTIN, NINA	O
45	099	GU	GEOG	445	001	TR	0200PM	0315PM	SA	0204	27	25	MEADE, M S	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	GEOG	452	01S	TBA	TBA	TBA			16	16	CRAVEY, ALTHA J	C
47	099	GU	GEOG	453	001	MWF	0100PM	0150PM	SA	0220	48	50	KIRSCH, SCOTT L	O
48	099	GU	GEOG	454	001	MWF	0100PM	0150PM	SA	0204	23	25	FLORIN, J W	O
49	099	GU	GEOG	458	01S	TBA	TBA	TBA			0	20	CRAVEY, ALTHA J	X
50	099	GU	GEOG	477	001	TR	0200PM	0315PM	MT	0009	28	26	MOODY, A	C
51	099	GU	GEOG	491	001	M	0330PM	0550PM	SA	0220	47	50	WALSH, S J	O
52	099	GU	GEOG	703	001	R	0400PM	0630PM	GL	526A	9	12	EMCH, MICHAEL E	O
53	099	GU	GEOG	704	001	R	0500PM	0730PM	SA	0204	10	25	PICKLES, JOHN	O
54	099	GU	GEOG	804	001	W	0500PM	0750PM	SA	0204	11	12	PICKLES, JOHN	O
55	099	GU	GEOG	900	001	TBA	TBA	TBA			8	15	WALSH, S J	O
56	099	GU	GEOG	900	002	TBA	TBA	TBA			3	10	PICKLES, JOHN	O
57	099	GU	GEOG	900	003	TBA	TBA	TBA			3	15	KIRSCH, SCOTT L	O
58	099	GU	GEOG	993	005	TBA	TBA	TBA			0	5	BIRDSALL, S S	O
59	099	GU	GEOG	993	009	TBA	TBA	TBA			0	5	ROBINSON, P J	O
60	099	GU	GEOG	993	012	TBA	TBA	TBA			0	5	WALSH, S J	O
61	099	GU	GEOG	993	016	TBA	TBA	TBA			0	5	KONRAD, C E	O
62	099	GU	GEOG	993	017	TBA	TBA	TBA			0	5	CRAVEY, ALTHA J	O
63	099	GU	GEOG	993	018	TBA	TBA	TBA			0	5	MOODY, A	O
64	099	GU	GEOG	993	021	TBA	TBA	TBA			0	5	BAND, LAWRENCE	O
65	099	GU	GEOG	993	023	TBA	TBA	TBA			0	5	KIRSCH, SCOTT L	O
66	099	GU	GEOG	993	024	TBA	TBA	TBA			0	5	SONG, CONGHE	O
67	099	GU	GEOG	993	025	TBA	TBA	TBA			1	5	WOLFORD, WENDY	O
68	099	GU	GEOG	993	026	TBA	TBA	TBA			0	5	PICKLES, JOHN	O
69	099	GU	GEOG	993	027	TBA	TBA	TBA			0	5	DOYLE, MARTIN W	O
70	099	GU	GEOG	993	028	TBA	TBA	TBA			0	5	GOKARIKSEL, PB	O
71	099	GU	GEOG	993	029	TBA	TBA	TBA			1	5	EMCH, MICHAEL E	O
72	099	GU	GEOG	993	030	TBA	TBA	TBA			0	5	MOORE, JASON W	O
73	099	GU	GEOG	993	031	TBA	TBA	TBA			0	5	MARTIN, NINA	O
74	099	GU	GEOG	994	005	TBA	TBA	TBA			2	5	BIRDSALL, S S	O
75	099	GU	GEOG	994	010	TBA	TBA	TBA			0	5	MEADE, M S	O
76	099	GU	GEOG	994	012	TBA	TBA	TBA			3	10	WALSH, S J	O
77	099	GU	GEOG	994	016	TBA	TBA	TBA			1	5	KONRAD, C E	O
78	099	GU	GEOG	994	017	TBA	TBA	TBA			1	5	CRAVEY, ALTHA J	O
79	099	GU	GEOG	994	018	TBA	TBA	TBA			1	5	MOODY, A	O
80	099	GU	GEOG	994	021	TBA	TBA	TBA			3	5	BAND, LAWRENCE	O
81	099	GU	GEOG	994	023	TBA	TBA	TBA			1	5	KIRSCH, SCOTT L	O
82	099	GU	GEOG	994	024	TBA	TBA	TBA			1	5	SONG, CONGHE	O
83	099	GU	GEOG	994	025	TBA	TBA	TBA			4	5	WOLFORD, WENDY	O
84	099	GU	GEOG	994	026	TBA	TBA	TBA			1	10	PICKLES, JOHN	O
85	099	GU	GEOG	994	027	TBA	TBA	TBA			3	5	DOYLE, MARTIN W	O
86	099	GU	GEOG	994	028	TBA	TBA	TBA			0	5	GOKARIKSEL, PB	O
87	099	GU	GEOG	994	029	TBA	TBA	TBA			3	5	EMCH, MICHAEL E	O
88	099	GU	GEOG	994	030	TBA	TBA	TBA			0	5	MOORE, JASON W	O
89	099	GU	GEOG	994	031	TBA	TBA	TBA			0	5	MARTIN, NINA	O
90	099	GU	GEOG	691H	001	MWF	0800AM	0850AM	SA	0220	4	25	EMCH, MICHAEL E	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	GEOG	692H	001	TR	0800AM	0915AM	SA	0220	0	15	EMCH, MICHAEL E	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	GEOL	101	001	MWF	1000AM	1050AM	MT	0005	146	146	HUDLEY, MELISSA	C
3	099	GU	GEOL	101	003	MWF	0300PM	0350PM	MT	0005	147	140	STEWART, K G	C
4	099	GU	GEOL	101	951	TR	0600PM	0715PM	MT	0009	24	25	MALYNN, DYLAN	O
5	099	GU	GEOL	101	990	TBA	TBA	TBA			4	10	BARTEK, CE	O
6	099	GU	GEOL	101	998	TBA	TBA	TBA			0	999		O
7	099	GU	GEOL	103	001	MWF	0200PM	0250PM	MT	0005	42	50	ALBERT, DAN	O
8	099	GU	GEOL	105	001	TR	1230PM	0145PM	MT	0005	148	149	LEES, J M	O
9	099	GU	GEOL	105	990	TBA	TBA	TBA			3	10	BARTEK, CE	O
10	099	GU	GEOL	109	001	TR	1100AM	1215PM	MT	0005	143	146	PAVELSKY, TAMLI	O
11	099	GU	GEOL	110	001	TR	1100AM	1215PM	MT	0205	20	25	SURGE, D M	O
12	099	GU	GEOL	159	001	TR	0200PM	0315PM	MT	0005	109	113	CARTER, J G	O
13	099	GU	GEOL	159	990	TBA	TBA	TBA			2	10	MCDOWELL, T A	O
14	099	GU	GEOL	301	001	TR	0930AM	1045AM	MT	0205	21	25	MILLS, RYAN	O
15	099	GU	GEOL	301	401	M	0200PM	0450PM	MT	0108	21	25		O
16	099	GU	GEOL	390	001	TBA	TBA	TBA			7	10		O
17	099	GU	GEOL	401	001	MWF	0100PM	0150PM	MT	0205	20	25	STEWART, K G	O
18	099	GU	GEOL	401	401	T	0200PM	0450PM	MT	0108	20	20		C
19	099	GU	GEOL	403	001	TR	1100AM	1215PM	CW	0105	7	9	TESKE, ANDREAS	O
20	099	GU	GEOL	440	001	MWF	0200PM	0250PM	MT	0205	8	25	WAGNER, LARA S	O
21	099	GU	GEOL	506	001	TR	1100AM	1215PM	CP	0235	4	5	SEIM, HARVEY	O
22	099	GU	GEOL	507	001	TR	1230PM	0145PM	MT	0205	0	20	MEYERS, STEPHEN	X
23	099	GU	GEOL	512	001	MWF	0900AM	0950AM	MT	0205	16	20	BENNINGER, L K	O
24	099	GU	GEOL	515	001	TR	0930AM	1045AM	MT	0106	12	19	RIAL, J	O
25	099	GU	GEOL	517	001	MWF	1100AM	1150AM	MT	0106	3	15	BARTEK, LR	O
26	099	GU	GEOL	520	001	TR	0800AM	0915AM	MT	0106	8	15	LEES, J M	O
27	099	GU	GEOL	560	001	TR	0930AM	1045AM	MU	0302	2	4	SCOTTI, ALBERTO	O
28	099	GU	GEOL	700	001	M	0400PM	0455PM	MT	0205	3	20	SURGE, D M	O
29	099	GU	GEOL	852	001	TBA	TBA	TBA			2	5	SURGE, D M	O
30	099	GU	GEOL	861	001	R	0130PM	0315PM	MT	0106	7	19	WAGNER, LARA S	O
31	099	GU	GEOL	900	020	TBA	TBA	TBA			0	5	GLAZNER, A F	X
32	099	GU	GEOL	900	041	TBA	TBA	TBA			0	5	SURGE, D M	X
33	099	GU	GEOL	992	020	TBA	TBA	TBA			0	5	GLAZNER, A F	X
34	099	GU	GEOL	992	027	TBA	TBA	TBA			0	5	STEWART, K G	X
35	099	GU	GEOL	992	036	TBA	TBA	TBA			0	7	BARTEK, LR	X
36	099	GU	GEOL	992	038	TBA	TBA	TBA			0	5	COLEMAN, D	X
37	099	GU	GEOL	992	040	TBA	TBA	TBA			0	5	OSKIN, M E	X
38	099	GU	GEOL	992	042	TBA	TBA	TBA			0	5	MEYERS, STEPHEN	X
39	099	GU	GEOL	993	020	TBA	TBA	TBA			3	5	GLAZNER, A F	O
40	099	GU	GEOL	993	027	TBA	TBA	TBA			3	5	STEWART, K G	O
41	099	GU	GEOL	993	036	TBA	TBA	TBA			1	5	BARTEK, LR	O
42	099	GU	GEOL	993	037	TBA	TBA	TBA			0	5	LEES, J M	O
43	099	GU	GEOL	993	038	TBA	TBA	TBA			0	5	COLEMAN, D	O
44	099	GU	GEOL	993	040	TBA	TBA	TBA			0	5		O
45	099	GU	GEOL	993	041	TBA	TBA	TBA			1	5		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	GEOL	993	042	TBA	TBA	TBA			1	5		O
47	099	GU	GEOL	993	043	TBA	TBA	TBA			0	5	WAGNER, LARA S	O
48	099	GU	GEOL	994	020	TBA	TBA	TBA			1	5	GLAZNER, A F	O
49	099	GU	GEOL	994	026	TBA	TBA	TBA			0	5	RIAL, J	O
50	099	GU	GEOL	994	027	TBA	TBA	TBA			0	5		O
51	099	GU	GEOL	994	036	TBA	TBA	TBA			0	5		O
52	099	GU	GEOL	994	037	TBA	TBA	TBA			0	5	LEES, J M	O
53	099	GU	GEOL	994	038	TBA	TBA	TBA			1	5	COLEMAN, D	O
54	099	GU	GEOL	994	041	TBA	TBA	TBA			2	5	SURGE, D M	O
55	099	GU	GEOL	994	042	TBA	TBA	TBA			0	5	MEYERS, STEPHEN	O
56	099	GU	GEOL	994	043	TBA	TBA	TBA			1	5	WAGNER, LARA S	O
57	099	GU	GEOL	072H	001	TR	0200PM	0315PM	MT	0205	20	20	GLAZNER, A F	C
58	099	GU	GEOL	101L	401	M	0900AM	1050AM	MT	0007	17	20	HUDLEY, JOEL	O
59	099	GU	GEOL	101L	402	M	1100AM	1250PM	MT	0007	17	20	HUDLEY, JOEL	O
60	099	GU	GEOL	101L	403	M	0100PM	0250PM	MT	0007	21	21	HUDLEY, JOEL	C
61	099	GU	GEOL	101L	404	M	0300PM	0450PM	MT	0007	18	20	HUDLEY, JOEL	O
62	099	GU	GEOL	101L	405	T	0900AM	1050AM	MT	0007	20	20	HUDLEY, JOEL	C
63	099	GU	GEOL	101L	406	T	1100AM	1250PM	MT	0007	20	20	HUDLEY, JOEL	C
64	099	GU	GEOL	101L	407	W	0500PM	0650PM	MT	0007	19	20	HUDLEY, JOEL	O
65	099	GU	GEOL	101L	408	T	0900AM	1050AM	MT	0108	22	22	HUDLEY, JOEL	C
66	099	GU	GEOL	101L	409	T	0500PM	0650PM	MT	0007	20	20	HUDLEY, JOEL	C
67	099	GU	GEOL	101L	410	W	0900AM	1050AM	MT	0007	0	20	HUDLEY, JOEL	X
68	099	GU	GEOL	101L	411	W	1100AM	1250PM	MT	0007	20	21	HUDLEY, JOEL	O
69	099	GU	GEOL	101L	412	W	0100PM	0250PM	MT	0007	18	21	HUDLEY, JOEL	O
70	099	GU	GEOL	101L	414	R	0900AM	1050AM	MT	0007	13	20	HUDLEY, JOEL	O
71	099	GU	GEOL	101L	415	R	1100AM	1250PM	MT	0007	20	20	HUDLEY, JOEL	C
72	099	GU	GEOL	101L	416	R	0100PM	0250PM	MT	0007	20	20	HUDLEY, JOEL	C
73	099	GU	GEOL	101L	417	F	0900AM	1050AM	MT	0007	0	20	HUDLEY, JOEL	X
74	099	GU	GEOL	101L	418	W	1100AM	1250PM	MT	0108	19	20	HUDLEY, JOEL	O
75	099	GU	GEOL	101L	419	M	0500PM	0650PM	MT	0007	16	20	HUDLEY, JOEL	O
76	099	GU	GEOL	101L	420	T	0100PM	0250PM	MT	0007	20	20	HUDLEY, JOEL	C
77	099	GU	GEOL	101L	421	T	0300PM	0450PM	MT	0007	19	20	HUDLEY, JOEL	O
78	099	GU	GEOL	101L	422	W	0300PM	0450PM	MT	0007	20	20	HUDLEY, JOEL	C
79	099	GU	GEOL	101L	426	R	0100PM	0250PM	MT	0108	0	20	HUDLEY, JOEL	X
80	099	GU	GEOL	101L	428	F	0900AM	1050AM	MT	0108	0	20	HUDLEY, JOEL	X
81	099	GU	GEOL	101L	998	TBA	TBA	TBA			0	999		O
82	099	GU	GEOL	159L	402	W	0900AM	1050AM	MT	0009	19	20	CARTER, J G	O
83	099	GU	GEOL	159L	403	W	0400PM	0550PM	MT	0009	19	20	CARTER, J G	O
84	099	GU	GEOL	159L	404	R	0900AM	1050AM			0	20	CARTER, J G	X
85	099	GU	GEOL	691H	001	TBA	TBA	TBA			4	5		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	GERM	051	001	TR	0200PM	0315PM	DE	0412	22	24	PIKE, DAVID	O
3	099	GU	GERM	059	001	TR	1230PM	0145PM	DE	0209	21	22	PIKE, DAVID	O
4	099	GU	GERM	060	001	TR	0200PM	0315PM	DE	0404	24	24	LANGSTON, RICHA	C
5	099	GU	GERM	060	001	R	0630PM	0830PM	DE	0402	24	24	LANGSTON, RICHA	C
6	099	GU	GERM	089	001	TR	0330PM	0445PM	DE	0402	21	24	VON BERNUTH, R	O
7	099	GU	GERM	101	001	MTWF	0800AM	0850AM	DE	0410	0	0	LANGSTON, RICHA	X
8	099	GU	GERM	101	002	T	0830AM	0920AM	DE	0403	24	24	FULK, KIRKLAND	C
9	099	GU	GERM	101	002	MWF	0900AM	0950AM	DE	0403	24	24	FULK, KIRKLAND	C
10	099	GU	GERM	101	003	MTWF	1000AM	1050AM	DE	0410	24	24	DAWSON, REBECCA	C
11	099	GU	GERM	101	004	MTWF	1000AM	1050AM	DE	0403	0	0	LANGSTON, RICHA	X
12	099	GU	GERM	101	005	MTWF	1100AM	1150AM	DE	0410	0	0	LANGSTON, RICHA	X
13	099	GU	GERM	101	006	MTWF	1100AM	1150AM	DE	0403	24	24	MCDANIEL, JOCEL	C
14	099	GU	GERM	101	007	T	1230PM	0120PM	DE	0403	24	24	BAREITHER, CHRI	C
15	099	GU	GERM	101	007	MWF	1200PM	1250PM	DE	0403	24	24	BAREITHER, CHRI	C
16	099	GU	GERM	101	008	MTWF	0100PM	0150PM	DE	0410	22	24	MAG, TOBIAS	O
17	099	GU	GERM	101	998	TBA	TBA	TBA			0	999		O
18	099	GU	GERM	102	001	T	0830AM	0920AM	DE	0401	0	0	LANGSTON, RICHA	X
19	099	GU	GERM	102	001	MWF	0900AM	0950AM	DE	0401	0	0	LANGSTON, RICHA	X
20	099	GU	GERM	102	002	MTWF	1000AM	1050AM	DE	0401	11	19	WERBECK, KAI-UW	O
21	099	GU	GERM	102	003	MTWF	1100AM	1150AM	DE	0401	12	19	FEMINELLA, MATT	O
22	099	GU	GERM	102	004	MWF	1200PM	1250PM	DE	0401	17	19	TAYLOR, WILLIAM	O
23	099	GU	GERM	102	004	T	1230PM	0120PM	DE	0401	17	19	TAYLOR, WILLIAM	O
24	099	GU	GERM	102	005	MTWF	0100PM	0150PM	DE	0412	0	0	LANGSTON, RICHA	X
25	099	GU	GERM	102	998	TBA	TBA	TBA			0	999		O
26	099	GU	GERM	203	001	MWF	0800AM	0850AM	DE	0404	0	0	WEGEL, CHRISTIN	X
27	099	GU	GERM	203	002	MWF	0900AM	0950AM	DE	0404	0	0	WEGEL, CHRISTIN	X
28	099	GU	GERM	203	003	MWF	1200PM	1250PM	DE	0307	21	22	GOMOLUCH, SUSAN	O
29	099	GU	GERM	203	004	MWF	1000AM	1050AM	DE	0404	23	24	BIENERT, JENNIF	O
30	099	GU	GERM	203	005	MWF	1000AM	1050AM	DE	0412	21	24	FARNER BUDARZ,	O
31	099	GU	GERM	203	006	MWF	1200PM	1250PM	DE	0412	22	24	KENT, TAYLER	O
32	099	GU	GERM	203	007	MWF	0100PM	0150PM	DE	0412	22	24	KENT, TAYLER	O
33	099	GU	GERM	203	998	TBA	TBA	TBA			0	0		C
34	099	GU	GERM	203	999	TBA	TBA	TBA			0	0		C
35	099	GU	GERM	204	001	MWF	0900AM	0950AM	DE	0402	17	24	WIEDEN, ANJA	O
36	099	GU	GERM	204	002	MWF	1200PM	1250PM	LG	0304	18	24	BLANKENSHIP, RO	O
37	099	GU	GERM	204	003	MWF	0100PM	0150PM	DE	0403	0	0	WEGEL, CHRISTIN	X
38	099	GU	GERM	204	998	TBA	TBA	TBA			0	0		C
39	099	GU	GERM	204	999	TBA	TBA	TBA			0	0		C
40	099	GU	GERM	252	001	MWF	1100AM	1150AM	DE	0404	19	19	ROBERGE, PAUL	C
41	099	GU	GERM	270	001	MW	0100PM	0150PM	GA	0105	0	84	HESS, JONATHAN	X
42	099	GU	GERM	270	601	F	0100PM	0150PM	HN	0107	0	21	HESS, JONATHAN	X
43	099	GU	GERM	270	602	F	0200PM	0250PM	BI	0208	0	21	HESS, JONATHAN	X
44	099	GU	GERM	270	603	R	1100AM	1150AM	DE	0302	0	21	HESS, JONATHAN	X
45	099	GU	GERM	270	604	R	0100PM	0150PM	BI	0101	0	21	HESS, JONATHAN	X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	GERM	279	001	MW	0100PM	0150PM	GA	0105	61	61	DOWNING, ERIC S	C
47	099	GU	GERM	279	601	F	0100PM	0150PM	BI	0208	21	19	OSTRAU, NICOLAY	C
48	099	GU	GERM	279	602	F	0200PM	0250PM	BI	0208	10	12	OSTRAU, NICOLAY	O
49	099	GU	GERM	279	603	R	1100AM	1150AM	DE	0302	15	16	HUMPHREY, CHRIS	O
50	099	GU	GERM	279	604	R	0100PM	0150PM	BI	0101	15	15	HUMPHREY, CHRIS	C
51	099	GU	GERM	290	001	MW	0100PM	0150PM	GA	0105	0	120	DOWNING, ERIC S	X
52	099	GU	GERM	290	601	F	0100PM	0150PM	BI	0208	0	30	DOWNING, ERIC S	X
53	099	GU	GERM	290	602	F	0200PM	0250PM	BI	0208	0	30	DOWNING, ERIC S	X
54	099	GU	GERM	290	603	R	1100AM	1150AM	DE	0302	0	30	DOWNING, ERIC S	X
55	099	GU	GERM	290	604	R	0100PM	0150PM	BI	0101	0	30	DOWNING, ERIC S	X
56	099	GU	GERM	301	001	MWF	0200PM	0250PM	DE	0402	0	0		X
57	099	GU	GERM	301	002	MWF	1000AM	1050AM	LG	0304	19	24	FREYTAG, SUSANN	O
58	099	GU	GERM	301	003	MWF	1200PM	1250PM	DE	0404	23	24	FREYTAG, SUSANN	O
59	099	GU	GERM	301	998	TBA	TBA	TBA			0	999		O
60	099	GU	GERM	302	001	MWF	1100AM	1150AM	DE	0313	15	18	HAY, SHELLEY L	O
61	099	GU	GERM	302	002	TR	0930AM	1045AM	DE	0404	14	18	WEGEL, CHRISTIN	O
62	099	GU	GERM	302	998	TBA	TBA	TBA			0	999		O
63	099	GU	GERM	303	001	MWF	1000AM	1050AM	GL	0106	11	18	RIESS, CLAUDIA	O
64	099	GU	GERM	303	002	TR	1230PM	0145PM	DE	0404	21	21	VON BERNUTH, R	C
65	099	GU	GERM	303	998	TBA	TBA	TBA			0	999		O
66	099	GU	GERM	303	999	TBA	TBA	TBA			0	999		O
67	099	GU	GERM	304	001	MW	0330PM	0445PM	DE	0404	19	21	SUMMERS, SANDRA	O
68	099	GU	GERM	330	001	MWF	1200PM	1250PM	DE	0404	0	20		X
69	099	GU	GERM	374	001	M	0530PM	0800PM	DE	0404	10	20	WEGEL, CHRISTIN	O
70	099	GU	GERM	374	001	TR	1230PM	0145PM	LG	0304	10	20	WEGEL, CHRISTIN	O
71	099	GU	GERM	382	001	TR	1100AM	1215PM	DE	0404	18	24	LANGSTON, RICHA	O
72	099	GU	GERM	388	001	R	0330PM	0420PM	DE	0410	8	18	HUMPHREY, CHRIS	O
73	099	GU	GERM	390	001	TR	1100AM	1215PM	DE	0404	0	20		X
74	099	GU	GERM	396	001	TBA	TBA	TBA			0	5		O
75	099	GU	GERM	396	002	TBA	TBA	TBA			0	5	DOWNING, ERIC S	O
76	099	GU	GERM	396	011	TBA	TBA	TBA			1	5	WEGEL, CHRISTIN	O
77	099	GU	GERM	400	999	TBA	TBA	TBA			0	999		O
78	099	GU	GERM	616	001	R	0400PM	0650PM	DE	403A	10	20		O
79	099	GU	GERM	700	001	W	0400PM	0650PM	DE	0403	0	10	WEGEL, CHRISTIN	X
80	099	GU	GERM	799	001	R	0930AM	1220PM	DE	0401	0	20		X
81	099	GU	GERM	799	002	M	0400PM	0650PM	XX	XX	0	20		X
82	099	GU	GERM	799	003	TR	0200PM	0315PM	XX	XX	0	20		X
83	099	GU	GERM	799	004	T	0400PM	0650PM	XX	XX	0	20		X
84	099	GU	GERM	799	005	R	0400PM	0650PM	DE	0404	0	20		X
85	099	GU	GERM	799	006	W	0400PM	0650PM	XX	XX	0	20		X
86	099	GU	GERM	820	001	R	0930AM	1220PM	PH	0212	10	15	STARKEY, KATHRY	O
87	099	GU	GERM	840	001	TBA	TBA	TBA			0	15	DOWNING, ERIC S	X
88	099	GU	GERM	875	001	WF	0200PM	0315PM	DE	403A	12	15	HESS, JONATHAN	O
89	099	GU	GERM	896	002	TBA	TBA	TBA			0	5	DOWNING, ERIC S	O
90	099	GU	GERM	896	003	TBA	TBA	TBA			0	5	HESS, JONATHAN	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	GERM	993	001	TBA	TBA	TBA			0	5		O
92	099	GU	GERM	993	002	TBA	TBA	TBA			0	5	DOWNING, ERIC S	O
93	099	GU	GERM	993	003	TBA	TBA	TBA			1	5	HESS, JONATHAN	O
94	099	GU	GERM	994	001	TBA	TBA	TBA			0	5		O
95	099	GU	GERM	994	002	TBA	TBA	TBA			1	5	DOWNING, ERIC S	O
96	099	GU	GERM	994	003	TBA	TBA	TBA			2	5	HESS, JONATHAN	O
97	099	GU	GERM	994	004	TBA	TBA	TBA			1	5	KOELB, CLAYTON	O
98	099	GU	GERM	994	006	TBA	TBA	TBA			6	8	LANGSTON, RICHA	O
99	099	GU	GERM	994	008	TBA	TBA	TBA			0	5	PIKE, DAVID	O
100	099	GU	GERM	994	009	TBA	TBA	TBA			0	5	ROBERGE, PAUL	O
101	099	GU	GERM	994	010	TBA	TBA	TBA			1	5	STARKEY, KATHRY	O
102	099	GU	GERM	994	018	TBA	TBA	TBA			0	5	PARKINSON, ANNA	X
103	099	GU	GERM	691H	001	TBA	TBA	TBA			0	5		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	GNET	505	001	MWF	1200PM	1250PM			1	5	FRIED, H M	O
3	099	GU	GNET	621	001	F	0200PM	0250PM	WI	0128	17	20	SEKELSKY, JEFF	O
4	099	GU	GNET	621	001	TR	1100AM	1215PM	WI	0128	17	20	SEKELSKY, JEFF	O
5	099	GU	GNET	623	001	R	0400PM	0500PM	XX	XX	11	15	BAUTCH, V L	O
6	099	GU	GNET	624	001	TR	0200PM	0315PM	SC	0201	5	5	BAUTCH, V L	C
7	099	GU	GNET	631	001	MWF	0900AM	0950AM	XX	XX	17	35	SANCAR, A	O
8	099	GU	GNET	701	001	F	1200PM	1250PM			18	45	DURONIO, RJ	O
9	099	GU	GNET	703	001	T	0900AM	1000AM	XX	XX	18	45	DURONIO, RJ	O
10	099	GU	GNET	710	001	TBA	TBA	TBA			0	25	ELSTON, TIMOTHY	X
11	099	GU	GNET	711	001	TR	1100AM	1230PM	XX	XX	0	25	GIDDINGS, MICHA	X
12	099	GU	GNET	712	001	TR	1100AM	1215PM			0	20	HEMMINGER, BRAD	X
13	099	GU	GNET	714	001	TBA	TBA	TBA			0	18	WRIGHT, FRED	X
14	099	GU	GNET	850	001	TBA	TBA	TBA			13	30	DURONIO, RJ	O
15	099	GU	GNET	905	001	TBA	TBA	TBA			18	50	DURONIO, RJ	O
16	099	GU	GNET	994	001	TBA	TBA	TBA			82	100	DURONIO, RJ	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	GOVT	664	975	TBA	TBA	TBA			0	20	SCHELIN, SHANNO	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	GRAD	704	001	T	0500PM	0630PM	MB	2000	18	20	TISDALE, JUDY J	O
3	099	GU	GRAD	721	001	R	0400PM	0600PM	XX	XX	9	50	PITT, JAMAAL ER	O
4	099	GU	GRAD	721	002	M	0400PM	0600PM	XX		14	50	CURETON, ADAM S	O
5	099	GU	GRAD	722	001	T	0530PM	0730PM	XX	XX	6	25	WILKERSON, JESS	O
6	099	GU	GRAD	810	001	MW	0300PM	0350PM	GL	526A	0	9	RYBARCZYK, BRIA	O
7	099	GU	GRAD	810	002	TR	1100AM	1150AM	GL	526A	2	9	RYBARCZYK, BRIA	O
8	099	GU	GRAD	810	004	TR	0200PM	0250PM	GL	526A	7	10	RYBARCZYK, BRIA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	GREK	101	001	MTRF	0100PM	0150PM	MU	0118	28	24	SMITH, P	C
3	099	GU	GREK	121	001	MTWR	1100AM	1150AM	MU	0220	12	12	KAPLANIS, E	C
4	099	GU	GREK	203	001	MWF	0100PM	0150PM	MU	0304	8	25	SMITH, REBEKAH	O
5	099	GU	GREK	203	002	MWF	1000AM	1050AM	MU	0304	0	15		X
6	099	GU	GREK	221	001	MWF	0100PM	0150PM	MU	0221	10	14	RACE, WILLIAM H	O
7	099	GU	GREK	351	001	TR	0930AM	1045AM	MU	0221	6	14	GOSLIN, OWEN	O
8	099	GU	GREK	396	001	TBA	TBA	TBA			0	5	KAPLANIS, E	O
9	099	GU	GREK	396	026	TBA	TBA	TBA			0	1		O
10	099	GU	GREK	509	001	TR	0200PM	0315PM	MU	0317	6	10	GOSLIN, OWEN	O
11	099	GU	GREK	750	001	MWF	0300PM	0350PM	MU	0221	10	10	SMITH, P	C
12	099	GU	GREK	761	001	M	0700PM	1000PM	MU	0317	3	10	BOYLE, BRENDAN	O
13	099	GU	GREK	891	006	TBA	TBA	TBA			0	5	BARAGWANATH, EM	O
14	099	GU	GREK	891	026	TBA	TBA	TBA			1	5	SMITH, P	O
15	099	GU	GREK	901	001	TR	0330PM	0445PM	MU	0317	4	10	RACE, WILLIAM H	O
16	099	GU	GREK	993	003	TBA	TBA	TBA			0	5	BARAGWANATH, EM	O
17	099	GU	GREK	993	005	TBA	TBA	TBA			0	5	JAMES, SHARON L	O
18	099	GU	GREK	993	026	TBA	TBA	TBA			0	5	SMITH, P	O
19	099	GU	GREK	993	042	TBA	TBA	TBA			0	5	RACE, WILLIAM H	O
20	099	GU	GREK	994	008	TBA	TBA	TBA			0	5	RIESS, WERNER	O
21	099	GU	GREK	994	026	TBA	TBA	TBA			1	5	SMITH, P	O
22	099	GU	GREK	994	042	TBA	TBA	TBA			1	5	RACE, WILLIAM H	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	HBHE	296	001	TBA	TBA	TBA			0	10		O
3	099	GU	HBHE	396	001	TBA	TBA	TBA			0	5		O
4	099	GU	HBHE	562	001	R	0900AM	1145AM	CA	0340	3	3	LINDEN, THOMAS	C
5	099	GU	HBHE	660	001	MW	1000AM	1115AM	CA	0340	3	3	LINDEN, THOMAS	C
6	099	GU	HBHE	699	001	TBA	TBA	TBA			0	5		O
7	099	GU	HBHE	700	001	W	0100PM	0250PM	RO	0235	37	45	SIDDIQI, ARJUMA	O
8	099	GU	HBHE	701	001	F	0900AM	1000AM	RO	0228	0	45		O
9	099	GU	HBHE	702	001	F	0900AM	1000AM			0	45		X
10	099	GU	HBHE	703	001	F	0900AM	1000AM	MC	1304	43	45	CRUMP, CAROLYN	O
11	099	GU	HBHE	727	001	R	0200PM	0450PM	XX		13	20	EARP, J L	O
12	099	GU	HBHE	730	001	MW	0900AM	1020AM	MC	1304	41	46	RIBISL, KURT	O
13	099	GU	HBHE	740	001	W	0900AM	1230PM	RO	0228	43	45	LINNAN, LAURA	O
14	099	GU	HBHE	742	001	TBA	TBA	TBA			7	35	LINNAN, LAURA	O
15	099	GU	HBHE	743	001	TBA	TBA	TBA			14	20	LINNAN, LAURA	O
16	099	GU	HBHE	744	001	TBA	TBA	TBA			0	10	FOSHEE, V	O
17	099	GU	HBHE	745	001	TBA	TBA	TBA			1	5	FOSHEE, V	O
18	099	GU	HBHE	750	001	TR	0200PM	0315PM	RO	0228	36	55	BREWER, NOEL T	O
19	099	GU	HBHE	750	601	T	0330PM	0420PM	XX		36	55		O
20	099	GU	HBHE	755	001	M	0200PM	0450PM	XX		0	20		X
21	099	GU	HBHE	760	001	TR	1100AM	1215PM	XX	XX	12	15	ENNETT, SUSAN T	O
22	099	GU	HBHE	765	001	TR	0330PM	0445PM	RO	0235	3	5	O'MALLEY, MICHA	O
23	099	GU	HBHE	799	001	TR	0930AM	1045AM	RO	0324	6	15	BARRINGTON, CLA	O
24	099	GU	HBHE	811	001	W	0900AM	1150AM	XX	XX	5	10	TATE, DEBORAH	O
25	099	GU	HBHE	812	001	F	1000AM	1230PM	MC	2305	12	13	ENNETT, SUSAN T	O
26	099	GU	HBHE	815	001	T	0200PM	0450PM	MC	2305	13	13	SIDDIQI, ARJUMA	C
27	099	GU	HBHE	825	001	W	0200PM	0445PM	CA	0268	9	9	BROWN, J D	C
28	099	GU	HBHE	826	001	TBA	TBA	TBA			1	5	BROWN, J D	O
29	099	GU	HBHE	840	001	TBA	TBA	TBA			12	13	ENNETT, SUSAN T	O
30	099	GU	HBHE	842	001	TBA	TBA	TBA			4	5		O
31	099	GU	HBHE	842	006	TBA	TBA	TBA			1	5	MAMAN, SUZANNE	O
32	099	GU	HBHE	842	015	TBA	TBA	TBA			2	5	BARRINGTON, CLA	O
33	099	GU	HBHE	843	001	TBA	TBA	TBA			4	5		O
34	099	GU	HBHE	891	001	TBA	TBA	TBA			1	5	FOSHEE, V	O
35	099	GU	HBHE	891	002	TBA	TBA	TBA			1	10	RIBISL, KURT	O
36	099	GU	HBHE	891	003	TBA	TBA	TBA			1	10	ENG, E	O
37	099	GU	HBHE	892	001	TBA	TBA	TBA			0	5	DEVELLIS, B M	O
38	099	GU	HBHE	892	002	TBA	TBA	TBA			1	5	LINNAN, LAURA	O
39	099	GU	HBHE	897	001	TBA	TBA	TBA			0	5		O
40	099	GU	HBHE	897	003	TBA	TBA	TBA			0	10		O
41	099	GU	HBHE	960	001	M	0600PM	0850PM	XX	XX	17	16	GAYLORD, SUSAN	C
42	099	GU	HBHE	992	010	TBA	TBA	TBA			0	5		O
43	099	GU	HBHE	994	010	TBA	TBA	TBA			1	5	EARP, J L	O
44	099	GU	HBHE	994	012	TBA	TBA	TBA			2	5		O
45	099	GU	HBHE	994	013	TBA	TBA	TBA			2	5	DEVELLIS, B M	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	HBHE	994	017	TBA	TBA	TBA			2	5	ENG, E	O
47	099	GU	HBHE	994	023	TBA	TBA	TBA			0	5	DEVELLIS, R F	O
48	099	GU	HBHE	994	031	TBA	TBA	TBA			1	5	RUNYAN, C	O
49	099	GU	HBHE	994	043	TBA	TBA	TBA			2	5	FOSHEE, V	O
50	099	GU	HBHE	994	045	TBA	TBA	TBA			2	5	ENNETT, SUSAN T	O
51	099	GU	HBHE	994	047	TBA	TBA	TBA			1	5	BOWLING, JAMES	O
52	099	GU	HBHE	994	066	TBA	TBA	TBA			0	5	LINNAN, LAURA	O
53	099	GU	HBHE	994	070	TBA	TBA	TBA			3	5	GOLIN, CAROL	O
54	099	GU	HBHE	994	077	TBA	TBA	TBA			0	5	RIMER, BARBARA	O
55	099	GU	HBHE	994	085	TBA	TBA	TBA			1	5	BREWER, NOEL T	O
56	099	GU	HBHE	994	087	TBA	TBA	TBA			2	5	TATE, DEBORAH	O
57	099	GU	HBHE	994	088	TBA	TBA	TBA			4	5	MAMAN, SUZANNE	O
58	099	GU	HBHE	994	092	TBA	TBA	TBA			0	5		O
59	099	GU	HBHE	994	093	TBA	TBA	TBA			0	5	SIDDIQI, ARJUMA	O
60	099	GU	HBHE	994	094	TBA	TBA	TBA			0	5	BARRINGTON, CLA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	HEBR	101	001	MWF	1200PM	1250PM	NW	0219	23	20	FRIEDMAN, LUCEI	C
3	099	GU	HEBR	101	002	MWF	0100PM	0150PM	NW	0219	17	20	FRIEDMAN, LUCEI	O
4	099	GU	HEBR	203	001	MWF	0200PM	0250PM	NW	0219	21	20	FRIEDMAN, LUCEI	C
5	099	GU	HEBR	203	002	MWF	0300PM	0350PM	NW	0103	0	15		X
6	099	GU	HEBR	305	001	TR	1230PM	0145PM	SM	0107	7	15	SHEMER, YARON	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	HIST	062	001	TR	1100AM	1215PM	HM	0423	20	20	SHIELDS, S D	C
3	099	GU	HIST	064	001	TR	0200PM	0315PM	GC	3024	23	21	RALEIGH, D J	C
4	099	GU	HIST	067	001	TR	1230PM	0145PM	MT	0205	20	21	LEE, CHRISTOPHE	O
5	099	GU	HIST	076	001	TR	0200PM	0315PM	MU	0222	17	17	BURNS, KJ	C
6	099	GU	HIST	089	001	MW	0500PM	0615PM	HM	0523	19	21	HAGEMANN, KAREN	O
7	099	GU	HIST	089	002	TR	0200PM	0315PM	MU	0222	0	15	BURNS, KJ	X
8	099	GU	HIST	106	851	TBA	TBA	TBA			0	999		O
9	099	GU	HIST	107	001	MWF	1000AM	1050AM	MA	0209	164	150	WHALEN, BRETT	C
10	099	GU	HIST	107	600	F	0900AM	0950AM	HM	0423	19	19	BOND, SARAH	C
11	099	GU	HIST	107	601	F	1000AM	1050AM	HM	0523	19	19	BOND, SARAH	C
12	099	GU	HIST	107	602	F	1200PM	1250PM	PE	0217	19	19	LAGROUE, LANCE	C
13	099	GU	HIST	107	603	F	1100AM	1150AM	HM	0523	18	18	BAZEMORE, MICHA	C
14	099	GU	HIST	107	604	F	0200PM	0250PM	HM	0423	18	18	LAGROUE, LANCE	C
15	099	GU	HIST	107	605	R	0330PM	0445PM	HM	0523	18	18	BAZEMORE, MICHA	C
16	099	GU	HIST	107	606	R	0500PM	0550PM	HM	0420	17	18	BOND, SARAH	O
17	099	GU	HIST	107	607	F	0100PM	0150PM	HM	0420	18	18	LAGROUE, LANCE	C
18	099	GU	HIST	107	608	F	1200PM	1250PM	HM	0570	18	18	BAZEMORE, MICHA	C
19	099	GU	HIST	110	006	MWF	1200PM	1250PM	SC	0103	152	148	DUVAL, KATHLEEN	C
20	099	GU	HIST	110	600	F	0900AM	0950AM	HM	0517	12	14	KUTZ, KIMBERLY	O
21	099	GU	HIST	110	601	F	1000AM	1050AM	BI	0108	14	14	BERLER, ANNE K.	C
22	099	GU	HIST	110	602	F	1000AM	1050AM	GA	0103	12	12	KUTZ, KIMBERLY	C
23	099	GU	HIST	110	603	F	1100AM	1150AM	BI	0101	13	13	BERLER, ANNE K.	C
24	099	GU	HIST	110	604	F	1100AM	1150AM	BI	0217	12	12	BAUER, BROOKE M	C
25	099	GU	HIST	110	605	F	1200PM	1250PM	BI	0217	10	12	BAUER, BROOKE M	O
26	099	GU	HIST	110	606	R	0400PM	0450PM	NE	0102	11	12	KUTZ, KIMBERLY	O
27	099	GU	HIST	110	607	R	0330PM	0420PM	GA	0210	11	12	BAUER, BROOKE M	O
28	099	GU	HIST	110	608	R	0500PM	0550PM	BI	0317	11	12	BERLER, ANNE K.	O
29	099	GU	HIST	110	609	F	0100PM	0150PM	GL	0104	17	17	SMITH, KATHERIN	C
30	099	GU	HIST	110	610	F	1200PM	1250PM	GL	0104	15	17	SMITH, KATHERIN	O
31	099	GU	HIST	110	611	F	1100AM	1150AM	HM	0420	16	17	SMITH, KATHERIN	O
32	099	GU	HIST	125	001	TR	1100AM	1215PM	AR	0121	155	155	BRUNDAGE, FITZ	C
33	099	GU	HIST	125	600	F	0900AM	0950AM	NE	0301	11	18	PROCTOR, BRADLE	O
34	099	GU	HIST	125	601	F	1000AM	1050AM	NE	0301	17	18	PROCTOR, BRADLE	O
35	099	GU	HIST	125	602	F	1100AM	1150AM	HM	0570	18	18	MARTIN, RACHEL	C
36	099	GU	HIST	125	603	F	1200PM	1250PM	HM	0517	18	18	MARTIN, RACHEL	C
37	099	GU	HIST	125	604	F	1200PM	1250PM	MU	0111	18	18	PALMER, DAVID C	C
38	099	GU	HIST	125	605	R	1230PM	0120PM	NE	0301	16	18	MARTIN, RACHEL	O
39	099	GU	HIST	125	606	R	0330PM	0420PM	AR	0117	19	19	PALMER, DAVID C	C
40	099	GU	HIST	125	607	R	0500PM	0550PM	HM	0423	18	19	PALMER, DAVID C	O
41	099	GU	HIST	125	608	R	0500PM	0550PM	HM	0517	17	19	PROCTOR, BRADLE	O
42	099	GU	HIST	125	990	TBA	TBA	TBA			0	10	WOLF, MARY M.	X
43	099	GU	HIST	125	991	TBA	TBA	TBA			0	15	WOLF, MARY M.	X
44	099	GU	HIST	125	992	TBA	TBA	TBA			0	1	WOLF, MARY M.	X
45	099	GU	HIST	127	001	MWF	1200PM	1250PM	PH	0265	50	50	ANDREWS, MATTHE	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	HIST	127	006	MWF	1100AM	1150AM	HM	0100	165	165	GLATTHAAR, JOSE	C
47	099	GU	HIST	127	007	MWF	0900AM	0950AM	MU	0116	113	110	ANDREWS, MATTHE	C
48	099	GU	HIST	127	600	F	0900AM	0950AM	MU	0111	17	18	O'SULLIVAN, BRY	O
49	099	GU	HIST	127	601	F	1000AM	1050AM	MU	0111	18	18	O'SULLIVAN, BRY	C
50	099	GU	HIST	127	602	F	1000AM	1050AM	HO	0100	16	16	LYNN, JOSHUA AA	C
51	099	GU	HIST	127	603	F	1100AM	1150AM	GA	0103	20	19	LYNN, JOSHUA AA	C
52	099	GU	HIST	127	604	F	1200PM	1250PM	AR	0116	19	19	O'SULLIVAN, BRY	C
53	099	GU	HIST	127	605	F	0100PM	0150PM	CW	0208	20	19	LYNN, JOSHUA AA	C
54	099	GU	HIST	127	606	R	0330PM	0420PM	DE	0401	18	19	SHAPARD, ROB	O
55	099	GU	HIST	127	607	R	0200PM	0250PM	CW	0208	19	19	SHAPARD, ROB	C
56	099	GU	HIST	127	608	R	0500PM	0550PM	SA	0321	14	18	SHAPARD, ROB	O
57	099	GU	HIST	127	700	F	0900AM	0950AM	HM	0570	21	20	WILLIAMS, TIMOT	C
58	099	GU	HIST	127	701	F	1000AM	1050AM	HM	0423	20	20	WILLIAMS, TIMOT	C
59	099	GU	HIST	127	702	F	1000AM	1050AM	HM	0420	15	20	HANCOCK, JONATH	O
60	099	GU	HIST	127	703	F	1100AM	1150AM	HM	0423	18	20	WILLIAMS, TIMOT	O
61	099	GU	HIST	127	704	F	1200PM	1250PM	HM	0420	20	20	HANCOCK, JONATH	C
62	099	GU	HIST	127	705	F	1200PM	1250PM	HM	0423	0	0		X
63	099	GU	HIST	127	706	F	1000AM	1050AM	HM	0517	0	0		X
64	099	GU	HIST	127	707	F	1100AM	1150AM	HM	0425	19	20	HANCOCK, JONATH	O
65	099	GU	HIST	127	708	F	1100AM	1150AM	HM	0420	0	0		X
66	099	GU	HIST	127	851	TBA	TBA	TBA			0	999		O
67	099	GU	HIST	127	998	TBA	TBA	TBA			0	999		O
68	099	GU	HIST	127	999	TBA	TBA	TBA			0	999		O
69	099	GU	HIST	128	001	TR	0800AM	0915AM	NW	0219	47	47	MCNEIL, G R	C
70	099	GU	HIST	128	002	MW	0300PM	0415PM	NW	0219	51	50	MERCOGLIANO, SA	C
71	099	GU	HIST	128	003	TR	0330PM	0445PM	CW	0105	55	55	OTIS, KATHERINE	C
72	099	GU	HIST	128	006	MWF	1000AM	1050AM	HO	0104	151	153	BARNEY, W L	O
73	099	GU	HIST	128	007	TR	1230PM	0145PM	MU	0116	167	168	HAMPTON, MONTE	O
74	099	GU	HIST	128	600	F	1000AM	1050AM	HM	0425	18	20	EAVES, SHANNON	O
75	099	GU	HIST	128	601	F	1000AM	1050AM	HM	0570	16	20	DOYLE, NORA	O
76	099	GU	HIST	128	602	F	1100AM	1150AM	HM	0517	16	18	EAVES, SHANNON	O
77	099	GU	HIST	128	603	F	1100AM	1150AM	AL	0203	17	18	DOYLE, NORA	O
78	099	GU	HIST	128	604	F	1200PM	1250PM	HM	0523	19	20	EAVES, SHANNON	O
79	099	GU	HIST	128	605	F	1200PM	1250PM	HM	0425	20	20	FINK, JOEY ANN	C
80	099	GU	HIST	128	606	F	0100PM	0150PM	HM	0423	17	18	FINK, JOEY ANN	O
81	099	GU	HIST	128	607	F	0900AM	0950AM	HM	0425	13	18	DOYLE, NORA	O
82	099	GU	HIST	128	608	F	0200PM	0250PM	HM	0420	14	18	FINK, JOEY ANN	O
83	099	GU	HIST	128	700	F	0900AM	0950AM	HM	0420	16	18	DONNALLY, JENNI	O
84	099	GU	HIST	128	701	F	0900AM	0950AM	HM	0523	13	18	CUFFMAN, LYDIA	O
85	099	GU	HIST	128	702	F	1000AM	1050AM	BI	0208	15	18	CUFFMAN, LYDIA	O
86	099	GU	HIST	128	703	F	1000AM	1050AM	MT	0009	18	18	DONNALLY, JENNI	C
87	099	GU	HIST	128	704	F	1200PM	1250PM	AR	0117	18	18	CUFFMAN, LYDIA	C
88	099	GU	HIST	128	705	F	1100AM	1150AM	PH	0212	20	20	LEVANDOSKI, RAC	C
89	099	GU	HIST	128	706	F	1200PM	1250PM	CW	0208	20	20	DONNALLY, JENNI	C
90	099	GU	HIST	128	707	F	1200PM	1250PM	AL	0203	20	20	LEVANDOSKI, RAC	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	HIST	128	708	R	0330PM	0420PM	TT	0113	20	20	LEVANDOSKI, RAC	C
92	099	GU	HIST	128	851	TBA	TBA	TBA			0	999		O
93	099	GU	HIST	128	988	TBA	TBA	TBA			0	999		O
94	099	GU	HIST	128	990	TBA	TBA	TBA			6	10	PAYNE, ROBIN K	O
95	099	GU	HIST	128	998	TBA	TBA	TBA			0	999		O
96	099	GU	HIST	128	999	TBA	TBA	TBA			0	999		O
97	099	GU	HIST	133	001	TR	0330PM	0445PM	GL	0431	61	60	TSIN, MICHAEL	C
98	099	GU	HIST	135	001	TR	1100AM	1215PM	BI	0103	61	60	FREITAG, SANDRI	C
99	099	GU	HIST	135	600	F	1200PM	1250PM	BI	0108	19	19		C
100	099	GU	HIST	135	601	F	0100PM	0150PM	BI	0309	19	19		C
101	099	GU	HIST	135	602	R	0500PM	0550PM	BI	0108	17	19		O
102	099	GU	HIST	135	603	W	0100PM	0150PM	BI	0309	0	18		X
103	099	GU	HIST	138	001	MWF	1200PM	1250PM	GA	0008	50	50	EL SHAMSY, AHME	C
104	099	GU	HIST	138	600	F	0900AM	0950AM	AL	0205	14	18	SIMS, LAURA	O
105	099	GU	HIST	138	601	F	1000AM	1050AM	AL	0205	12	18	SIMS, LAURA	O
106	099	GU	HIST	138	602	F	1200PM	1250PM	GA	0001	22	18	SIMS, LAURA	C
107	099	GU	HIST	140	001	MW	0300PM	0415PM	CW	0105	50	50	OWRE, MAXIMILIA	C
108	099	GU	HIST	140	002	TR	0330PM	0445PM	GL	0431	0	55		X
109	099	GU	HIST	140	006	MWF	1000AM	1050AM	PH	0215	145	148	HUNZIKER, SB	O
110	099	GU	HIST	140	007	MWF	1100AM	1150AM	MU	0116	170	171	FLETCHER, W M	O
111	099	GU	HIST	140	600	R	0330PM	0420PM	TT	226A	18	18	GRITTER, ELIZAB	C
112	099	GU	HIST	140	601	R	0500PM	0550PM	HM	0523	13	16	PAULAUSKAS, MIC	O
113	099	GU	HIST	140	602	F	0900AM	0950AM	GL	0104	12	20	BARKSDALE, SARA	O
114	099	GU	HIST	140	603	F	1000AM	1050AM	GA	0009	11	18	GRITTER, ELIZAB	O
115	099	GU	HIST	140	604	F	1100AM	1150AM	HO	0201	15	18	GRITTER, ELIZAB	O
116	099	GU	HIST	140	605	F	1200PM	1250PM	NE	0301	17	18	PAULAUSKAS, MIC	O
117	099	GU	HIST	140	606	F	1200PM	1250PM	MU	0118	16	18	BARKSDALE, SARA	O
118	099	GU	HIST	140	607	F	1000AM	1050AM	AR	0116	12	18	PAULAUSKAS, MIC	O
119	099	GU	HIST	140	608	F	1100AM	1150AM	NE	0301	15	18	BARKSDALE, SARA	O
120	099	GU	HIST	140	609	F	1000AM	1050AM	HM	0517	14	15	HUNZIKER, SB	O
121	099	GU	HIST	140	700	W	1100AM	1150AM	HM	0523	18	18	HAEBERLIN, ANDR	C
122	099	GU	HIST	140	701	W	1100AM	1150AM	HM	0423	18	18	RICHARDSON LITT	C
123	099	GU	HIST	140	702	W	1100AM	1150AM	HM	0425	17	18	TOBIN, PATICK	O
124	099	GU	HIST	140	703	W	1200PM	1250PM	HM	0425	18	18	FLETCHER, W M	C
125	099	GU	HIST	140	704	W	1200PM	1250PM	HM	0423	18	18	HAEBERLIN, ANDR	C
126	099	GU	HIST	140	705	W	0100PM	0150PM	HM	0423	16	18	RICHARDSON LITT	O
127	099	GU	HIST	140	706	W	0100PM	0150PM	HM	0517	18	18	TOBIN, PATICK	C
128	099	GU	HIST	140	707	W	0200PM	0250PM	HM	0423	16	16	RICHARDSON LITT	C
129	099	GU	HIST	140	708	W	0200PM	0250PM	HM	0517	18	18	TOBIN, PATICK	C
130	099	GU	HIST	140	709	W	0300PM	0350PM	HM	0423	0	18		X
131	099	GU	HIST	140	710	W	0400PM	0450PM	HM	0452	11	18	HAEBERLIN, ANDR	O
132	099	GU	HIST	140	851	TBA	TBA	TBA			0	999		O
133	099	GU	HIST	140	951	TR	0600PM	0715PM	SA	0220	34	35	OWRE, MAXIMILIA	O
134	099	GU	HIST	140	988	TBA	TBA	TBA			0	999		O
135	099	GU	HIST	140	990	TBA	TBA	TBA			10	10	OWRE, MAXIMILIA	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
136	099	GU	HIST	140	998	TBA	TBA	TBA			0	999		O
137	099	GU	HIST	142	001	TR	1100AM	1215PM	MU	0116	162	150	BURNS, KJ	C
138	099	GU	HIST	142	600	R	0200PM	0250PM	DE	0403	22	18	REED, BENJAMIN	C
139	099	GU	HIST	142	601	R	0300PM	0350PM	WI	0139	11	18	REED, BENJAMIN	O
140	099	GU	HIST	142	602	F	1100AM	1150AM	BI	0208	19	18	CASIMIR, ENVER	C
141	099	GU	HIST	142	603	F	1100AM	1150AM	HO	0106	18	18	MONDEJAR, CLARI	C
142	099	GU	HIST	142	604	F	1200PM	1250PM	BI	0101	17	18	CASIMIR, ENVER	O
143	099	GU	HIST	142	605	F	0200PM	0250PM	BI	0217	18	18	MONDEJAR, CLARI	C
144	099	GU	HIST	142	606	R	0400PM	0450PM	WI	0139	20	18	REED, BENJAMIN	C
145	099	GU	HIST	142	607	F	1000AM	1050AM	BI	0309	18	18	CASIMIR, ENVER	C
146	099	GU	HIST	142	608	F	1000AM	1050AM	DA	0101	18	18	MONDEJAR, CLARI	C
147	099	GU	HIST	142	998	TBA	TBA	TBA			0	999		O
148	099	GU	HIST	143	990	TBA	TBA	TBA			4	10	HUNER, MICHAEL	O
149	099	GU	HIST	143	991	TBA	TBA	TBA			13	15	HUNER, MICHAEL	O
150	099	GU	HIST	143	992	TBA	TBA	TBA			0	1	HUNER, MICHAEL	O
151	099	GU	HIST	143	998	TBA	TBA	TBA			0	999		O
152	099	GU	HIST	151	001	MWF	0100PM	0150PM	GL	0431	51	50	TURNER, BRIAN D	C
153	099	GU	HIST	151	002	TR	0330PM	0445PM	DE	0305	0	55		X
154	099	GU	HIST	151	006	MW	1100AM	1150AM	MA	0209	109	110	MCINTOSH, T M	O
155	099	GU	HIST	151	007	MWF	1200PM	1250PM	CP	0201	62	62	HUNZIKER, SB	C
156	099	GU	HIST	151	600	F	0900AM	0950AM	BI	0306	16	20	KOSMIN, JENNIFE	O
157	099	GU	HIST	151	601	R	0330PM	0420PM	AL	0203	1	19		X
158	099	GU	HIST	151	602	R	0330PM	0420PM	AL	0207	0	18		X
159	099	GU	HIST	151	603	F	1000AM	1050AM	HM	0150	17	20	TWELE, ROSS M	O
160	099	GU	HIST	151	604	F	1000AM	1050AM	TT	0113	0	19		X
161	099	GU	HIST	151	605	F	1100AM	1150AM	CW	0208	20	20	TWELE, ROSS M	C
162	099	GU	HIST	151	606	F	1100AM	1150AM	NW	0103	0	18		X
163	099	GU	HIST	151	607	F	1100AM	1150AM	GA	0009	18	19	KOSMIN, JENNIFE	O
164	099	GU	HIST	151	608	F	1200PM	1250PM	GL	0317	18	19	KOSMIN, JENNIFE	O
165	099	GU	HIST	151	609	R	0500PM	0550PM	HM	0425	0	18		X
166	099	GU	HIST	151	610	R	0500PM	0550PM	MU	0111	0	18		X
167	099	GU	HIST	151	611	R	1100AM	1150AM	HM	0425	18	18	TWELE, ROSS M	C
168	099	GU	HIST	151	700	F	0100PM	0150PM	GL	0104	0	18		X
169	099	GU	HIST	151	701	F	0100PM	0150PM	HM	0523	21	18	KENT, PATRICK	C
170	099	GU	HIST	151	702	F	1100AM	1150AM	PE	0218	0	19		X
171	099	GU	HIST	151	703	R	0200PM	0250PM	TT	226A	0	18		X
172	099	GU	HIST	151	704	R	0200PM	0250PM	HM	0425	0	18		O
173	099	GU	HIST	151	705	R	0300PM	0350PM	PH	0220	0	18		X
174	099	GU	HIST	151	706	F	1100AM	1150AM	SA	0213	20	19	KENT, PATRICK	C
175	099	GU	HIST	151	707	F	1200PM	1250PM	SA	0213	21	19	KENT, PATRICK	C
176	099	GU	HIST	151	708	F	1200PM	1250PM	GA	0103	0	18		X
177	099	GU	HIST	151	851	TBA	TBA	TBA			0	999		O
178	099	GU	HIST	151	990	TBA	TBA	TBA			3	10	NAUJOKS, NATASH	O
179	099	GU	HIST	151	998	TBA	TBA	TBA			0	999		O
180	099	GU	HIST	151	999	TBA	TBA	TBA			0	999		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
181	099	GU	HIST	152	998	TBA	TBA	TBA			0	999		O
182	099	GU	HIST	152	999	TBA	TBA	TBA			0	999		O
183	099	GU	HIST	156	001	MW	0300PM	0415PM	PE	0203	48	48	LUDINGTON, CHAR	C
184	099	GU	HIST	156	998	TBA	TBA	TBA			0	999		O
185	099	GU	HIST	157	001	MWF	1000AM	1050AM	GL	0431	0	60		X
186	099	GU	HIST	157	851	TBA	TBA	TBA			0	999		O
187	099	GU	HIST	157	990	TBA	TBA	TBA			0	10	STRONG, MICHELL	O
188	099	GU	HIST	157	998	TBA	TBA	TBA			0	999		O
189	099	GU	HIST	158	001	MWF	1200PM	1250PM	FG	0106	0	55		X
190	099	GU	HIST	158	851	TBA	TBA	TBA			0	999		O
191	099	GU	HIST	158	998	TBA	TBA	TBA			0	999		O
192	099	GU	HIST	158	999	TBA	TBA	TBA			0	999		O
193	099	GU	HIST	159	006	MWF	0200PM	0250PM	HM	0100	170	174	JARAUSCH, K H	O
194	099	GU	HIST	159	600	F	0200PM	0250PM	HM	0425	6	20	SAPP, ROBERT	O
195	099	GU	HIST	159	601	F	0200PM	0250PM	HM	0517	4	20	STELZEL, PHILIP	O
196	099	GU	HIST	159	602	F	1100AM	1150AM	AR	0116	15	18	BRYAN, JOSEPH	O
197	099	GU	HIST	159	603	F	1000AM	1050AM	DE	0313	20	20	BEORN, WAITMAN	C
198	099	GU	HIST	159	604	F	1200PM	1250PM	SA	0104	23	23	BEORN, WAITMAN	C
199	099	GU	HIST	159	605	F	1200PM	1250PM	BI	0309	16	20	STELZEL, PHILIP	O
200	099	GU	HIST	159	606	F	1100AM	1150AM	SM	0107	17	18	STELZEL, PHILIP	O
201	099	GU	HIST	159	607	F	0100PM	0150PM	HM	0425	19	20	BEORN, WAITMAN	O
202	099	GU	HIST	159	608	R	0500PM	0550PM	BI	0306	14	20	BRYAN, JOSEPH	O
203	099	GU	HIST	159	609	F	0200PM	0250PM	HM	0570	0	20		X
204	099	GU	HIST	159	610	F	0200PM	0250PM	HM	0523	0	20		X
205	099	GU	HIST	159	611	F	1000AM	1050AM	BI	0217	14	18	STELZEL, PHILIP	O
206	099	GU	HIST	159	612	R	0400PM	0450PM	GA	0104	17	18	BRYAN, JOSEPH	O
207	099	GU	HIST	159	613	F	1100AM	1150AM	BI	0208	0	18		X
208	099	GU	HIST	159	851	TBA	TBA	TBA			0	999		O
209	099	GU	HIST	159	998	TBA	TBA	TBA			0	999		O
210	099	GU	HIST	159	999	TBA	TBA	TBA			0	999		O
211	099	GU	HIST	161	001	TR	0200PM	0315PM	CO	0201	46	50	TSIPURSKY, GLEB	O
212	099	GU	HIST	162	851	TBA	TBA	TBA			0	999		O
213	099	GU	HIST	162	990	TBA	TBA	TBA			0	10	DUMANCIC, MARKO	X
214	099	GU	HIST	210	001	MW	1100AM	1150AM	GC	1015	9	10	WEILER, J	O
215	099	GU	HIST	210	601	F	1100AM	1150AM	GA	0209	1	1	FOX, LISA	C
216	099	GU	HIST	210	602	R	0500PM	0550PM	GL	0103	1	1	FOX, LISA	C
217	099	GU	HIST	210	603	F	1100AM	1150AM	GA	0307	1	1	HENNESSEY, ELIZ	C
218	099	GU	HIST	210	604	R	0330PM	0420PM	PE	0215	1	1	HENNESSEY, ELIZ	C
219	099	GU	HIST	210	605	F	1100AM	1150AM	HM	0452	2	2	BRADLEY, LAUREL	C
220	099	GU	HIST	210	606	R	0330PM	0420PM	PH	0328	0	2	BRADLEY, LAUREL	O
221	099	GU	HIST	210	609	R	0500PM	0550PM	BI	0217	1	2	SHAIR-ROSENFIEL	O
222	099	GU	HIST	210	610	F	1100AM	1150AM	HN	0130	2	1	SHAIR-ROSENFIEL	C
223	099	GU	HIST	213	001	MWF	0300PM	0350PM	HM	0100	190	190	CADDELL, J	C
224	099	GU	HIST	225	001	MWF	0900AM	0950AM	PH	0215	0	120	NAIDEN, FRED	X
225	099	GU	HIST	225	600	F	0900AM	0950AM	WI	0139	0	18		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
226	099	GU	HIST	225	601	F	1000AM	1050AM	SA	0213	0	18		X
227	099	GU	HIST	225	602	F	1100AM	1150AM	AL	0207	0	19		X
228	099	GU	HIST	225	603	F	1200PM	1250PM	SA	0321	0	17		X
229	099	GU	HIST	225	604	R	0500PM	0550PM	WI	0139	0	19		X
230	099	GU	HIST	225	605	R	0330PM	0420PM	HM	0425	0	19		X
231	099	GU	HIST	225	606	F	1100AM	1150AM			0	18		X
232	099	GU	HIST	227	001	TR	1100AM	1215PM	GL	0431	0	55		X
233	099	GU	HIST	231	001	TR	1100AM	1215PM	GL	0431	25	25	MAYNOR, MALINDA	C
234	099	GU	HIST	231	601	R	0330PM	0420PM	BI	0108	8	8		C
235	099	GU	HIST	231	602	F	1000AM	1050AM	HO	0106	9	9		C
236	099	GU	HIST	231	603	F	1200PM	1250PM	DE	0304	8	8		C
237	099	GU	HIST	260	001	MWF	1100AM	1150AM	GL	0431	0	55		X
238	099	GU	HIST	260	600	R	0300PM	0350PM	HO	0106	0	18		X
239	099	GU	HIST	260	601	F	1100AM	1150AM			0	18		X
240	099	GU	HIST	260	602	F	1200PM	1250PM	HO	0201	0	18		X
241	099	GU	HIST	262	001	TR	0930AM	1045AM	MU	0116	147	125	BROWNING, CR	C
242	099	GU	HIST	262	600	R	0100PM	0150PM	HM	0425	0	12		X
243	099	GU	HIST	262	601	R	0100PM	0150PM	HM	0423	16	16	GEROLIMATOS, GE	C
244	099	GU	HIST	262	602	R	0500PM	0550PM	BI	0208	15	15	PLAVNIEKS, RICH	C
245	099	GU	HIST	262	603	R	0400PM	0450PM	BI	0217	15	15	GUMBLETON, SHAW	C
246	099	GU	HIST	262	604	R	0500PM	0550PM	BI	0101	15	15	GUMBLETON, SHAW	C
247	099	GU	HIST	262	605	R	0300PM	0350PM	HO	0207	17	17	GUMBLETON, SHAW	C
248	099	GU	HIST	262	606	R	0330PM	0420PM	DE	0209	15	16	PLAVNIEKS, RICH	O
249	099	GU	HIST	262	607	F	1000AM	1050AM	PE	0217	14	15	GEROLIMATOS, GE	O
250	099	GU	HIST	262	608	F	1100AM	1150AM	HN	0107	17	17	PLAVNIEKS, RICH	C
251	099	GU	HIST	262	609	F	1200PM	1250PM	HO	0201	18	18	GEROLIMATOS, GE	C
252	099	GU	HIST	262	990	TBA	TBA	TBA			4	10	GOLDSTEIN, THOM	O
253	099	GU	HIST	268	001	MWF	0100PM	0150PM	BI	0103	101	104	HAGEMANN, KAREN	O
254	099	GU	HIST	268	600	F	1100AM	1150AM	GA	0210	17	17	SUMMERS, SARAH	C
255	099	GU	HIST	268	601	F	1200PM	1250PM	GA	0106	17	17	SUMMERS, SARAH	C
256	099	GU	HIST	268	602	F	1000AM	1050AM	PE	0215	17	17	CARROLL, CHRIST	C
257	099	GU	HIST	268	603	F	1000AM	1050AM	HO	0107	14	18	SUMMERS, SARAH	O
258	099	GU	HIST	268	604	F	1100AM	1150AM	HO	0203	15	18	CARROLL, CHRIST	O
259	099	GU	HIST	268	605	F	1200PM	1250PM	BI	0301	17	18	CARROLL, CHRIST	O
260	099	GU	HIST	281	001	TR	0330PM	0445PM	GA	0307	0	30	FLETCHER, W M	X
261	099	GU	HIST	286	001	MWF	1000AM	1050AM	NE	0102	0	35	BOTSMAN, DANIEL	X
262	099	GU	HIST	292	001	R	0200PM	0450PM	GC	1005	0	30	BRUNDAGE, FITZ	X
263	099	GU	HIST	292	002	M	0200PM	0450PM	SA	0322	0	20		X
264	099	GU	HIST	296	001	TBA	TBA	TBA			0	10	FLETCHER, W M	O
265	099	GU	HIST	297	001	TBA	TBA	TBA			1	5	FLETCHER, W M	O
266	099	GU	HIST	355	990	TBA	TBA	TBA			2	10	SMITH, ELIZABET	O
267	099	GU	HIST	355	991	TBA	TBA	TBA			6	15	SMITH, ELIZABET	O
268	099	GU	HIST	355	992	TBA	TBA	TBA			1	1	SMITH, ELIZABET	C
269	099	GU	HIST	356	001	TR	0930AM	1045AM	FB	F009	0	60	FEIMSTER, CRYST	X
270	099	GU	HIST	356	600	F	1000AM	1050AM	SA	0321	0	20		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
271	099	GU	HIST	356	601	F	1100AM	1150AM	SA	0321	0	20		O
272	099	GU	HIST	356	602	F	1200PM	1250PM	PH	0220	0	20		O
273	099	GU	HIST	362	851	TBA	TBA	TBA			0	999		O
274	099	GU	HIST	364	001	MW	1000AM	1050AM	GL	0431	58	55	WATERHOUSE, BEN	C
275	099	GU	HIST	364	600	F	1000AM	1050AM	DE	0403	17	20	GENOVA, ROSALIE	O
276	099	GU	HIST	364	601	F	1100AM	1150AM	BI	0309	19	20	GENOVA, ROSALIE	O
277	099	GU	HIST	364	602	F	1200PM	1250PM	DE	0307	20	20	GENOVA, ROSALIE	C
278	099	GU	HIST	365	001	MWF	1100AM	1150AM	CW	0105	60	57	VARGAS, ZARAGOS	C
279	099	GU	HIST	365	600	F	1000AM	1050AM	GL	0318	17	20	GAJEWSKI, GEORG	O
280	099	GU	HIST	365	601	F	1200PM	1250PM	CW	0103	20	20	GAJEWSKI, GEORG	C
281	099	GU	HIST	365	602	R	0500PM	0550PM	BI	0309	19	20	GAJEWSKI, GEORG	O
282	099	GU	HIST	365	990	TBA	TBA	TBA			0	10	ANDERSON, DM	X
283	099	GU	HIST	366	001	MWF	0900AM	0950AM	PH	0215	115	120	HARPER, MATT J	O
284	099	GU	HIST	366	600	F	0900AM	0950AM	WI	0139	16	18	HARPER, MATT J	O
285	099	GU	HIST	366	601	F	1000AM	1050AM	SA	0213	17	18	WILL, TYLER L	O
286	099	GU	HIST	366	602	F	1100AM	1150AM	AL	0207	18	18	DEISS, KRISTIN	C
287	099	GU	HIST	366	603	F	1200PM	1250PM	SA	0321	15	18	DEISS, KRISTIN	O
288	099	GU	HIST	366	604	R	0500PM	0550PM	WI	0139	17	18	WILL, TYLER L	O
289	099	GU	HIST	366	605	F	0900AM	0950AM	HM	0452	18	18	DEISS, KRISTIN	C
290	099	GU	HIST	366	606	F	1100AM	1150AM	PE	0220	12	18	WILL, TYLER L	O
291	099	GU	HIST	368	001	MW	0100PM	0150PM	MT	0005	107	110	GLATTHAAR, JOSE	O
292	099	GU	HIST	368	600	R	0200PM	0250PM	NW	0103	15	13		C
293	099	GU	HIST	368	601	R	0300PM	0350PM	HO	0201	17	18		O
294	099	GU	HIST	368	602	R	0400PM	0450PM	MU	0302	18	18		C
295	099	GU	HIST	368	603	F	0900AM	0950AM	WI	0202	15	18	MAYS, ASHLEY	O
296	099	GU	HIST	368	604	F	1000AM	1050AM	SC	0210	17	18	MAYS, ASHLEY	O
297	099	GU	HIST	368	605	F	1100AM	1150AM	AR	0218	17	18	MAYS, ASHLEY	O
298	099	GU	HIST	374	990	TBA	TBA	TBA			0	10	LONG, D R	X
299	099	GU	HIST	376	001	TR	1100AM	1215PM	SC	0210	34	35	WILLIAMS, HEATH	O
300	099	GU	HIST	391	001	T	0200PM	0450PM	HM	0570	0	15		X
301	099	GU	HIST	391	002	M	0200PM	0450PM	GC	3033	0	15		X
302	099	GU	HIST	391	003	M	0200PM	0450PM	HM	0423	0	15		X
303	099	GU	HIST	392	004	M	0200PM	0450PM	MU	0222	18	15	TALBERT, R	C
304	099	GU	HIST	392	005	TR	0200PM	0315PM	SC	0201	0	15		X
305	099	GU	HIST	393	006	M	0200PM	0450PM	HM	0517	16	15	CHASTEEN, J	C
306	099	GU	HIST	393	007	T	0330PM	0620PM	SC	0200	14	15	LEE, CHRISTOPHE	O
307	099	GU	HIST	395	008	T	0100PM	0350PM	AL	0308	16	15	BARNEY, W L	C
308	099	GU	HIST	395	009	R	0200PM	0450PM	GM	0212	17	15	LELOUDIS, J L	C
309	099	GU	HIST	395	010	W	0200PM	0450PM	HM	0570	20	15	LOTCHIN, R W	C
310	099	GU	HIST	395	011	T	0200PM	0450PM	HM	0420	15	15	MCNEIL, G R	C
311	099	GU	HIST	395	012	M	0200PM	0450PM	SC	0201	16	15	VARGAS, ZARAGOS	C
312	099	GU	HIST	395	013	T	0200PM	0450PM	HM	0570	15	18	LOWRY, MALINDA	O
313	099	GU	HIST	422	001	M	0300PM	0550PM	HM	0570	0	18	NAIDEN, FRED	X
314	099	GU	HIST	431	001	TR	1230PM	0145PM	DE	0402	30	20	WHALEN, BRETT	C
315	099	GU	HIST	478	001	TR	1100AM	1215PM	MT	0009	27	22	RALEIGH, D J	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
316	099	GU	HIST	490	001	M	0200PM	0450PM	HM	0425	0	20	BOTSMAN, DANIEL	X
317	099	GU	HIST	490	002	TR	0200PM	0315PM	AL	0203	0	20	SAIKIA, Y	X
318	099	GU	HIST	490	003	M	0300PM	0550PM	HM	0570	19	20	SHAMSY, AHMED E	O
319	099	GU	HIST	490	004	M	0200PM	0450PM	LG	0304	0	0	DUFFY, E M	X
320	099	GU	HIST	514	001	TR	1100AM	1215PM	AR	0117	5	5	SHERMAN, DANIEL	C
321	099	GU	HIST	530	001	TR	0930AM	1045AM	CW	0105	32	35	RADDING, CYNTHI	O
322	099	GU	HIST	530	600	R	0400PM	0450PM	HO	0207	0	18		X
323	099	GU	HIST	530	601	F	1100AM	1150AM	HO	0107	0	18		X
324	099	GU	HIST	530	602	F	1200PM	1250PM	BI	0108	3	18		X
325	099	GU	HIST	532	001	TR	0200PM	0315PM	GL	0431	53	55	PEREZ, LOUIS A.	O
326	099	GU	HIST	533	001	TR	0800AM	0915AM	DE	0208	24	25	CHASTEEN, J	O
327	099	GU	HIST	566	001	TR	1230PM	0145PM	SC	0209	32	30	SWEET, JOHN W	C
328	099	GU	HIST	566	975	TR	1230PM	0145PM	XX	XX	0	5	SWEET, JOHN W	O
329	099	GU	HIST	569	001	TR	0200PM	0315PM	DE	0206	31	35	JACKSON, JERMA	O
330	099	GU	HIST	571	001	TR	0800AM	0915AM	XX	XX	22	20	FERRIS, WILLIAM	C
331	099	GU	HIST	580	001	TR	0330PM	0445PM	MU	0105	0	35		X
332	099	GU	HIST	584	001	MWF	1100AM	1150AM	LG	0304	35	35	LOTCHIN, R W	C
333	099	GU	HIST	671	001	TR	0200PM	0315PM	MU	0314	19	25	WHISNANT, A	O
334	099	GU	HIST	700	001	M	0500PM	0750PM	HM	0517	12	20	MCREYNOLDS, LIN	O
335	099	GU	HIST	711	001	T	0530PM	0820PM	HM	0523	14	20	MCINTOSH, T M	O
336	099	GU	HIST	715	001	T	0500PM	0750PM	HM	0570	8	16	SWEET, JOHN W	O
337	099	GU	HIST	717	001	W	0530PM	0820PM	XX	XX	8	20	LEE, WAYNE E	O
338	099	GU	HIST	721	001	F	0100PM	0350PM	DA	0101	16	25	LINDSAY, LA	O
339	099	GU	HIST	771	001	T	0200PM	0450PM	HM	0517	11	15	JARAUSCH, K H	O
340	099	GU	HIST	781	001	R	0530PM	0820PM	CW	0208	7	15	MCREYNOLDS, LIN	O
341	099	GU	HIST	783	001	R	0100PM	0350PM	AL	0308	6	15	OLICH, J M	O
342	099	GU	HIST	820	001	T	0500PM	0750PM	HM	0425	6	15	RADDING, CYNTHI	O
343	099	GU	HIST	835	001	M	0100PM	0350PM	XX	XX	14	15	WATSON, H L	O
344	099	GU	HIST	890	002	R	0200PM	0450PM	HM	0420	4	20	SHIELDS, S D	O
345	099	GU	HIST	890	052	W	0100PM	0350PM	HM	0523	4	2	FLETCHER, W M	C
346	099	GU	HIST	899	015	TBA	TBA	TBA			0	5	MCVAUGH, M R	O
347	099	GU	HIST	899	016	TBA	TBA	TBA			0	5	PFAFF, R W	O
348	099	GU	HIST	899	017	TBA	TBA	TBA			0	5	MCCOY, W J	O
349	099	GU	HIST	899	018	TBA	TBA	TBA			1	5	TALBERT, R	O
350	099	GU	HIST	899	019	TBA	TBA	TBA			0	5	NAIDEN, FRED	O
351	099	GU	HIST	899	023	TBA	TBA	TBA			0	5	SOLOWAY, R A	O
352	099	GU	HIST	899	030	TBA	TBA	TBA			0	5	BROWNING, CR	O
353	099	GU	HIST	899	032	TBA	TBA	TBA			1	5	JARAUSCH, K H	O
354	099	GU	HIST	899	033	TBA	TBA	TBA			0	5	MCINTOSH, T M	O
355	099	GU	HIST	899	034	TBA	TBA	TBA			1	5	SMITH, J M	O
356	099	GU	HIST	899	038	TBA	TBA	TBA			0	5	BULLARD, M M	O
357	099	GU	HIST	899	045	TBA	TBA	TBA			2	5	CHASTEEN, J	O
358	099	GU	HIST	899	046	TBA	TBA	TBA			2	5	PEREZ, LOUIS A.	O
359	099	GU	HIST	899	047	TBA	TBA	TBA			1	5	BURNS, KJ	O
360	099	GU	HIST	899	048	TBA	TBA	TBA			1	5	RADDING, CYNTHI	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
361	099	GU	HIST	899	050	TBA	TBA	TBA			2	5	SAIKIA, Y	O
362	099	GU	HIST	899	054	TBA	TBA	TBA			2	5	TSIN, MICHAEL	O
363	099	GU	HIST	899	055	TBA	TBA	TBA			0	5	SHIELDS, S D	O
364	099	GU	HIST	899	059	TBA	TBA	TBA			0	5	KING, MICHELLE	O
365	099	GU	HIST	899	064	TBA	TBA	TBA			0	5	RALEIGH, D J	O
366	099	GU	HIST	899	066	TBA	TBA	TBA			0	5	BRYANT, CHAD	O
367	099	GU	HIST	899	067	T	0315PM	0445PM	HM	0523	10	15	DUVAL, KATHLEEN	O
368	099	GU	HIST	899	071	TBA	TBA	TBA			3	5	LEE, WAYNE E	O
369	099	GU	HIST	899	072	TBA	TBA	TBA			2	5	VARGAS, ZARAGOS	O
370	099	GU	HIST	899	082	TBA	TBA	TBA			1	5	KOHN, R H	O
371	099	GU	HIST	899	090	TBA	TBA	TBA			0	5	HALL, J D	O
372	099	GU	HIST	899	091	TBA	TBA	TBA			0	5	LELOUDIS, J L	O
373	099	GU	HIST	899	092	TBA	TBA	TBA			0	5	BARNEY, W L	O
374	099	GU	HIST	899	096	TBA	TBA	TBA			1	5	BRUNDAGE, FITZ	O
375	099	GU	HIST	899	098	TBA	TBA	TBA			0	5	JACKSON, JERMA	O
376	099	GU	HIST	899	100	TBA	TBA	TBA			0	5	FEIMSTER, CRYST	O
377	099	GU	HIST	901	054	TBA	TBA	TBA			1	5	TSIN, MICHAEL	O
378	099	GU	HIST	901	068	TBA	TBA	TBA			1	5	SWEET, JOHN W	O
379	099	GU	HIST	901	094	R	0200PM	0450PM	HM	0423	10	15	WILLIAMS, HEATH	O
380	099	GU	HIST	905	036	W	0100PM	0350PM	HM	0425	19	15	REID, D M	C
381	099	GU	HIST	910	001	R	0330PM	0625PM	WI	0202	7	20	TALBERT, R	O
382	099	GU	HIST	924	001	W	0700PM	0950PM	HM	0517	8	15	BROWNING, CR	O
383	099	GU	HIST	942	001	R	0500PM	0750PM	HM	0570	8	20	JACKSON, JERMA	O
384	099	GU	HIST	952	001	M	0530PM	0820PM	HM	0423	4	15	LEE, WAYNE E	O
385	099	GU	HIST	975	001	T	0100PM	0350PM	YC	0207	0	12	FEIMSTER, CRYST	X
386	099	GU	HIST	990	095	TBA	TBA	TBA			1	5	PERDUE, THEDA	O
387	099	GU	HIST	993	015	TBA	TBA	TBA			0	5	MCVAUGH, M R	O
388	099	GU	HIST	993	016	TBA	TBA	TBA			0	5	PFAFF, R W	O
389	099	GU	HIST	993	017	TBA	TBA	TBA			0	5	MCCOY, W J	O
390	099	GU	HIST	993	018	TBA	TBA	TBA			0	5	TALBERT, R	O
391	099	GU	HIST	993	069	TBA	TBA	TBA			1	5	GLATTHAAR, JOSE	O
392	099	GU	HIST	993	082	TBA	TBA	TBA			1	5	KOHN, R H	O
393	099	GU	HIST	993	095	TBA	TBA	TBA			0	5	PERDUE, THEDA	O
394	099	GU	HIST	994	015	TBA	TBA	TBA			0	5	MCVAUGH, M R	O
395	099	GU	HIST	994	016	TBA	TBA	TBA			0	5	PFAFF, R W	O
396	099	GU	HIST	994	017	TBA	TBA	TBA			0	5	MCCOY, W J	O
397	099	GU	HIST	994	018	TBA	TBA	TBA			4	5	TALBERT, R	O
398	099	GU	HIST	994	023	TBA	TBA	TBA			0	5	SOLOWAY, R A	O
399	099	GU	HIST	994	030	TBA	TBA	TBA			3	5	BROWNING, CR	O
400	099	GU	HIST	994	032	TBA	TBA	TBA			5	5	JARAUSCH, K H	C
401	099	GU	HIST	994	034	TBA	TBA	TBA			2	5	SMITH, J M	O
402	099	GU	HIST	994	036	TBA	TBA	TBA			1	5	REID, D M	O
403	099	GU	HIST	994	037	TBA	TBA	TBA			1	5	BENNETT, J M	O
404	099	GU	HIST	994	038	TBA	TBA	TBA			2	5	BULLARD, M M	O
405	099	GU	HIST	994	039	TBA	TBA	TBA			0	5	KRAMER, L S	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
406	099	GU	HIST	994	045	TBA	TBA	TBA			2	5	CHASTEEN, J	O
407	099	GU	HIST	994	046	TBA	TBA	TBA			3	5	PEREZ, LOUIS A.	O
408	099	GU	HIST	994	052	TBA	TBA	TBA			1	5	FLETCHER, W M	O
409	099	GU	HIST	994	062	TBA	TBA	TBA			0	5	GRIFFITHS, D	O
410	099	GU	HIST	994	064	TBA	TBA	TBA			2	5	RALEIGH, D J	O
411	099	GU	HIST	994	067	TBA	TBA	TBA			1	5	DUVAL, KATHLEEN	O
412	099	GU	HIST	994	068	TBA	TBA	TBA			1	10	SWEET, JOHN W	O
413	099	GU	HIST	994	082	TBA	TBA	TBA			0	5	KOHN, R H	O
414	099	GU	HIST	994	083	TBA	TBA	TBA			2	5	FILENE, P G	O
415	099	GU	HIST	994	085	TBA	TBA	TBA			1	5	COCLANIS, P A	O
416	099	GU	HIST	994	087	TBA	TBA	TBA			1	5	MATHEWS, D G	O
417	099	GU	HIST	994	088	TBA	TBA	TBA			2	5	KASSON, J F	O
418	099	GU	HIST	994	090	TBA	TBA	TBA			8	10	HALL, J D	O
419	099	GU	HIST	994	091	TBA	TBA	TBA			3	5	LELOUDIS, J L	O
420	099	GU	HIST	994	092	TBA	TBA	TBA			1	5	BARNEY, W L	O
421	099	GU	HIST	994	093	TBA	TBA	TBA			1	5	WATSON, H L	O
422	099	GU	HIST	994	094	TBA	TBA	TBA			2	5	WILLIAMS, HEATH	O
423	099	GU	HIST	994	095	TBA	TBA	TBA			1	5	PERDUE, THEDA	O
424	099	GU	HIST	994	096	TBA	TBA	TBA			1	5	BRUNDAGE, FITZ	O
425	099	GU	HIST	994	097	TBA	TBA	TBA			1	5	HUNT, M H	O
426	099	GU	HIST	994	098	TBA	TBA	TBA			1	5	JACKSON, JERMA	O
427	099	GU	HIST	----	998	TBA	TBA	TBA			0	999		O
428	099	GU	HIST	178H	001	T	0200PM	0450PM	HM	0423	16	18	BULLARD, M M	O
429	099	GU	HIST	292H	001	TR	0200PM	0315PM	HM	0523	20	20	LINDSAY, LA	C
430	099	GU	HIST	292H	002	M	0100PM	0350PM	HM	0420	19	20	REID, D M	O
431	099	GU	HIST	580H	001	M	0200PM	0450PM	DE	0412	22	19	WATERHOUSE, BEN	C
432	099	GU	HIST	691H	001	M	0200PM	0450PM	HM	0523	11	15	DUVAL, KATHLEEN	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	HMSC	700	001	TBA	TBA	TBA			8	30	GROSS, M T	O
3	099	GU	HMSC	701	001	TBA	TBA	TBA			6	30	MERCER, VICKI S	O
4	099	GU	HMSC	702	001	TR	0930AM	1045AM	XX	XX	6	10	MCMURRAY, R G	O
5	099	GU	HMSC	710	028	TBA	TBA	TBA			0	10	SEGAL, RICHARD	O
6	099	GU	HMSC	795	043	TBA	TBA	TBA			0	20	YU, BING	O
7	099	GU	HMSC	803	035	TBA	TBA	TBA			0	5	REILLY, M	O
8	099	GU	HMSC	803	036	TBA	TBA	TBA			0	5	WHITE, J A	O
9	099	GU	HMSC	803	038	TBA	TBA	TBA			0	5		O
10	099	GU	HMSC	803	039	TBA	TBA	TBA			0	5	MCCULLOCH, K L	O
11	099	GU	HMSC	877	003	TBA	TBA	TBA			0	5	PADUA, DARIN A	O
12	099	GU	HMSC	877	013	TBA	TBA	TBA			1	5	MCMURRAY, R G	O
13	099	GU	HMSC	877	028	TBA	TBA	TBA			1	5	GIULIANI, C	O
14	099	GU	HMSC	879	028	TBA	TBA	TBA			1	4	GIULIANI, C	O
15	099	GU	HMSC	885	001	TBA	TBA	TBA			0	5		O
16	099	GU	HMSC	993	022	TBA	TBA	TBA			0	3	WITT, P L	O
17	099	GU	HMSC	993	040	TBA	TBA	TBA			1	3		O
18	099	GU	HMSC	904I	001	T	0500PM	0800PM	BE	0116	3	5	ZIMMERMAN, SHER	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	HNRS	296	01S	TBA	TBA	TBA			15	20	LEE, MARGARET	O
3	099	GU	HNRS	325	001	W	0630PM	0900PM	GM	0039	51	75	KENDALL, R D	O
4	099	GU	HNRS	352	001	T	0330PM	0550PM	GM	0212	13	12	FERGUSON, JG	C
5	099	GU	HNRS	352	002	T	1100AM	0145PM	GM	0212	18	18	DANIELS, R E	C
6	099	GU	HNRS	352	003	R	0330PM	0600PM	GC	3033	16	15	STEINER, NIKLAU	C
7	099	GU	HNRS	352	01S	TBA	TBA	TBA			9	20	TAYLOR, TODD	O
8	099	GU	HNRS	352	02S	TBA	TBA	TBA			5	20	TAYLOR, TODD	O
9	099	GU	HNRS	353	01S	TBA	TBA	TBA			15	20	LEE, MARGARET	O
10	099	GU	HNRS	353	02S	TBA	TBA	TBA			15	20	LEE, MARGARET	O
11	099	GU	HNRS	353	03S	TBA	TBA	TBA			0	20		X
12	099	GU	HNRS	353	04S	TBA	TBA	TBA			0	20	TAYLOR, TODD	X
13	099	GU	HNRS	354	001	MW	0300PM	0415PM	GL	0304	25	18	GOLDBERG, L	C
14	099	GU	HNRS	354	002	MW	0430PM	0545PM	GL	0304	25	18	GOLDBERG, L	C
15	099	GU	HNRS	355	02S	TBA	TBA	TBA			9	20	TAYLOR, TODD	O
16	099	GU	HNRS	356	01S	TBA	TBA	TBA			7	20	TAYLOR, TODD	O
17	099	GU	HNRS	357	01S	TBA	TBA	TBA			15	20	LEE, MARGARET	O
18	099	GU	HNRS	378	01S	TBA	TBA	TBA			9	20	TAYLOR, TODD	O
19	099	GU	HNRS	390	001	TBA	TBA	TBA			0	1		O
20	099	GU	HNRS	390	002	TBA	TBA	TBA			0	1		O
21	099	GU	HNRS	390	003	TBA	TBA	TBA			0	1		O
22	099	GU	HNRS	390	004	TBA	TBA	TBA			0	1		O
23	099	GU	HNRS	390	005	TBA	TBA	TBA			0	1		O
24	099	GU	HNRS	390	007	TBA	TBA	TBA			0	1		O
25	099	GU	HNRS	390	008	TBA	TBA	TBA			0	1		O
26	099	GU	HNRS	396	001	TBA	TBA	TBA			1	10	LELOUDIS, J L	O
27	099	GU	HNRS	396	002	TBA	TBA	TBA			10	10	LELOUDIS, J L	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	HNUR	101	001	MW	0300PM	0415PM	GC	1009	33	30	TAJ, AFROZ N.	C
3	099	GU	HNUR	101	002	MWF	1100AM	1150AM	WI	0202	31	30	CALDWELL, JOHN	C
4	099	GU	HNUR	101	601	T	0955AM	1045AM	MU	0118	24	19		C
5	099	GU	HNUR	101	602	T	1255PM	0145PM	HM	0523	19	19		C
6	099	GU	HNUR	101	603	T	0330PM	0420PM	GA	0106	21	19		C
7	099	GU	HNUR	203	001	MWF	1200PM	1250PM	AR	0215	21	25	CALDWELL, JOHN	O
8	099	GU	HNUR	203	601	T	1230PM	0120PM	PE	0217	21	24	CALDWELL, JOHN	O
9	099	GU	HNUR	203	602	T	0200PM	0250PM	NW	0103	0	12		X
10	099	GU	HNUR	203	998	TBA	TBA	TBA			0	999		O
11	099	GU	HNUR	204	998	TBA	TBA	TBA			0	999		O
12	099	GU	HNUR	220	001	W	0300PM	0350PM	NW	0103	5	19	CALDWELL, JOHN	O
13	099	GU	HNUR	305	001	MWF	0100PM	0150PM	NW	0103	7	15	CALDWELL, JOHN	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	HPM	301	001	TBA	TBA	TBA			0	5	SHEA, CHRISTOPH		X
3	099	GU	HPM	310	001	MW	0930AM	1045AM	MC	1301	37	40	HARRIS, D		O
4	099	GU	HPM	330	001	MW	1100AM	1215PM	HC	0003	36	36	SHEA, CHRISTOPH		C
5	099	GU	HPM	340	001	TR	0200PM	0315PM	RO	0235	38	45	REITER, K		O
6	099	GU	HPM	341	001	W	0430PM	0710PM	RO	0228	0	40	FARMER, FRANKLI		X
7	099	GU	HPM	350	001	TR	0930AM	1045AM	MC	1304	36	36	STUDER, MELANIE		C
8	099	GU	HPM	351	001	R	0200PM	0450PM	MC	1305	33	35	BENDER, D E		O
9	099	GU	HPM	423	960	TBA	TBA	TBA			11	40	PORTO, J		O
10	099	GU	HPM	465	001	R	0500PM	0800PM	MC	1305	22	38	SILBERMAN, PAME		O
11	099	GU	HPM	470	001	MW	0200PM	0315PM	MC	2301	45	51	PORTO, J		O
12	099	GU	HPM	470	002	MW	0200PM	0315PM	MC	1304	29	50	VERNON, JOHN		O
13	099	GU	HPM	470	956	TBA	TBA	TBA			28	45	PORTO, J		O
14	099	GU	HPM	496	023	M	0530PM	0700PM	RO	0235	4	25	MEBANE, FELICIA		O
15	099	GU	HPM	496	041	TBA	TBA	TBA			0	100	SIMMS, JEFFREY		O
16	099	GU	HPM	496	042	TBA	TBA	TBA			0	100	SIMMS, JEFFREY		O
17	099	GU	HPM	496	043	TBA	TBA	TBA			0	100	SIMMS, JEFFREY		O
18	099	GU	HPM	496	046	TBA	TBA	TBA			0	10	MORRISSEY, J		O
19	099	GU	HPM	496	048	TBA	TBA	TBA			2	10	SHEA, CHRISTOPH		O
20	099	GU	HPM	496	049	TBA	TBA	TBA			0	100	SIMMS, JEFFREY		O
21	099	GU	HPM	496	956	TBA					0	5	PORTO, J		O
22	099	GU	HPM	496	960	TBA	TBA	TBA			5	50	PORTO, J		O
23	099	GU	HPM	550	001	MW	1000AM	1115AM	CA	0340	2	3	LINDEN, THOMAS		O
24	099	GU	HPM	552	001	R	0900AM	1145AM	CA	0340	1	3	LINDEN, THOMAS		O
25	099	GU	HPM	564	001	MW	1100AM	1215PM	MC	1301	0	85	BROOKS, E S		X
26	099	GU	HPM	600	960	TBA	TBA	TBA			43	45	BENDER, D E		O
27	099	GU	HPM	600	964	TBA	TBA	TBA			10	13	BENDER, D E		O
28	099	GU	HPM	600	01W	TBA	TBA	TBA			59	61	BENDER, D E		O
29	099	GU	HPM	601	001	T	0330PM	0500PM	HC	0001	66	67	FRIED, B		O
30	099	GU	HPM	660	001	M	0300PM	0550PM	HC	0001	51	54	FRIED, B		O
31	099	GU	HPM	704	001	TBA	TBA	TBA			0	1			O
32	099	GU	HPM	710	001	TR	0930AM	1045AM	MC	1301	48	60	HARRIS, D		O
33	099	GU	HPM	720	001	TR	1100AM	1215PM	MC	1304	34	45	FRIED, B		O
34	099	GU	HPM	730	001	T	0200PM	0315PM	HC	0001	68	75	PAUL, JOHN		O
35	099	GU	HPM	730	601	R	0930AM	1045AM	XX		0	26	PAUL, JOHN		X
36	099	GU	HPM	730	602	R	1230PM	0145PM	XX		25	25	PAUL, JOHN		C
37	099	GU	HPM	730	603	R	0200PM	0315PM	XX		20	26	PAUL, JOHN		O
38	099	GU	HPM	730	604	R	0330PM	0445PM	XX	XX	23	25	PAUL, JOHN		O
39	099	GU	HPM	734	001	T	0530PM	0645PM	MC	1304	37	40	PAUL, JOHN		O
40	099	GU	HPM	735	956	TBA	TBA	TBA			29	45	SLOATE, STEVE		O
41	099	GU	HPM	740	001	W	0800AM	1045AM	HC	0001	69	76	ZELMAN, W		O
42	099	GU	HPM	740	956	TBA					33	50	ZELMAN, W		O
43	099	GU	HPM	742	001	W	0200PM	0450PM	HC	0003	31	50	PINK, GEORGE		O
44	099	GU	HPM	750	001	M	0500PM	0750PM	XX	XX	7	10	ROZIER, G		O
45	099	GU	HPM	750	956	TBA					2	5	ROZIER, G		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
46	099	GU	HPM	754	001	MW	1130AM	0145PM	MC	2301	73	80	BROOKS, E S		O
47	099	GU	HPM	755	001	MW	1230PM	0145PM	MC	2301	0	66	HAVALA HOBBS, S		X
48	099	GU	HPM	762	001	W	0500PM	0750PM	XX		23	29	WEINBERGER, MOR		O
49	099	GU	HPM	765	001	TR	0330PM	0445PM	RO	0235	4	13	O'MALLEY, MICHA		O
50	099	GU	HPM	766	001	R	0330PM	0530PM	XX	XX	5	10	CARPENTER, WILL		O
51	099	GU	HPM	772	001	TR	0200PM	0315PM	MC	2301	28	28	BIDDLE, A		C
52	099	GU	HPM	789	001	M	0900AM	1015AM	MC	1305	28	30	FRIED, B		O
53	099	GU	HPM	815	001	F	1200PM	0100PM	XX	XX	0	15	DOMINO, MARISA		O
54	099	GU	HPM	870	001	TR	0330PM	0445PM	XX		11	15	BIDDLE, A		O
55	099	GU	HPM	871	001	W	1100AM	1230PM	XX	XX	6	12	ZELMAN, W		O
56	099	GU	HPM	873	001	T	1230PM	0145PM	XX		10	15	STEARNS, S		O
57	099	GU	HPM	874	001	R	1230PM	0145PM	XX		8	12	WEINBERGER, MOR		O
58	099	GU	HPM	882	001	TR	1100AM	1215PM	RO	0228	26	27	STEARNS, S		O
59	099	GU	HPM	886	001	W	0100PM	0350PM	MC	2302	9	17	DILWORTH-ANDERS		O
60	099	GU	HPM	992	141	TBA	TBA	TBA			0	5	MORRISSEY, J		O
61	099	GU	HPM	994	020	TBA	TBA	TBA			2	5	STEARNS, S		O
62	099	GU	HPM	994	040	TBA	TBA	TBA			2	10	PAUL, JOHN		O
63	099	GU	HPM	691H	001	W	0100PM	0350PM	XX		14	15	SHEA, CHRISTOPH		O
64	099	GU	HPM	715L	401	R	1230PM	0130PM	RO	0228	21	26	STEARNS, S		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	HUNG	401	001	TR	0200PM	0315PM	DE	0401	6	15	SHERWOOD, PETER	O
3	099	GU	HUNG	401	998	TBA	TBA	TBA			0	999		O
4	099	GU	HUNG	402	998	TBA	TBA	TBA			0	999		O
5	099	GU	HUNG	403	001	TR	0330PM	0445PM	DE	0412	1	15	SHERWOOD, PETER	O
6	099	GU	HUNG	403	998	TBA	TBA	TBA			0	999		O
7	099	GU	HUNG	411	001	TR	1230PM	0145PM	DE	0210	3	20	SHERWOOD, PETER	O
8	099	GU	HUNG	425	001	TR	1230PM	0145PM	DE	0402	0	0		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	IDST	195	001	T	1230PM	0145PM	HO	0203	38	41	PUKKILA, P J	O
3	099	GU	IDST	195	002	T	1230PM	0145PM	HO	0107	36	36	PUKKILA, P J	C
4	099	GU	IDST	196	001	TBA	TBA	TBA			0	100	PUKKILA, P J	O
5	099	GU	IDST	693H	001	TBA	TBA	TBA			1	10	KIRSCH, SCOTT L	O
6	099	GU	IDST	694H	001	TBA	TBA	TBA			1	10		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	IHMS	870	001	TBA	TBA	TBA			9	20	GUSKIEWICZ, KEV	O
3	099	GU	IHMS	994	001	TBA	TBA	TBA			1	5	GUSKIEWICZ, KEV	O
4	099	GU	IHMS	994	004	TBA	TBA	TBA			2	5	PADUA, DARIN A	O
5	099	GU	IHMS	994	010	TBA	TBA	TBA			1	10	SEGAL, RICHARD	O
6	099	GU	IHMS	994	028	TBA	TBA	TBA			0	5	GIULIANI, C	O
7	099	GU	IHMS	994	040	TBA	TBA	TBA			1	5	MERCER, VICKI S	O
8	099	GU	IHMS	994	043	TBA	TBA	TBA			1	5	YU, BING	O
9	099	GU	IHMS	994	050	TBA	TBA	TBA			1	5	BLACKBURN, J TR	O
10	099	GU	IHMS	994	052	TBA	TBA	TBA			1	5	MYERS, JOSEPH B	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	INLS	200	001	TR	0200PM	0315PM	MA	0208	31	30	POMERANTZ, JEFF	C
3	099	GU	INLS	200	002	TR	0330PM	0445PM	MA	0307	29	30	SUGIMOTO, CASSI	O
4	099	GU	INLS	261	001	TR	1100AM	1215PM	MA	0117	16	15	BERGQUIST, R	C
5	099	GU	INLS	285	001	TR	0200PM	0315PM	MA	0214	10	15	BARREAU, DK	O
6	099	GU	INLS	382	001	TR	1230PM	0145PM	MA	0304	18	24	CHRISTOPHERSON,	O
7	099	GU	INLS	396	001	TBA	TBA	TBA			1	10	STAFF	O
8	099	GU	INLS	397	001	TBA	TBA	TBA			3	10	POMERANTZ, JEFF	O
9	099	GU	INLS	461	001	MW	0930AM	1045AM	MA	0117	29	30	KE, WEIMAO	O
10	099	GU	INLS	461	002	TR	1230PM	0145PM	MA	0117	26	30	OH, SANGHEE	O
11	099	GU	INLS	461	003	TR	1100AM	1215PM	MA	0117	14	15	BERGQUIST, R	O
12	099	GU	INLS	461	004	TR	0800AM	0915AM	MA	0208	23	30	BERGQUIST, R	O
13	099	GU	INLS	461	990	TBA	TBA	TBA			0	10		X
14	099	GU	INLS	490	123	MWF	1100AM	1150AM	MA	0307	0	30	KELLY, DIANE	X
15	099	GU	INLS	490	151	W	0600PM	0830PM	MA	0304	23	24	STUTZMAN, FREDE	O
16	099	GU	INLS	490	154	MW	0200PM	0315PM	MA	0117	0	20	MOSTAFA, JAVED	X
17	099	GU	INLS	490	156	MW	0330PM	0445PM	MA	0307	13	20	BOONE, JOAN P	O
18	099	GU	INLS	490	01W	TBA	TBA	TBA			14	15	SHAH, CHIRAG	O
19	099	GU	INLS	500	001	TR	1100AM	1215PM	MA	0208	31	30	BARREAU, DK	C
20	099	GU	INLS	500	03W	TBA	TBA	TBA			16	20	PALMQUIST, R	O
21	099	GU	INLS	501	001	TR	1100AM	1215PM	MA	0307	29	30	POMERANTZ, JEFF	O
22	099	GU	INLS	501	002	W	1100AM	0145PM	MA	0208	28	30	GOLLOP, C	O
23	099	GU	INLS	509	001	MW	0800AM	0915AM	MA	0307	28	33	LOSEE, R M	O
24	099	GU	INLS	513	001	MW	0930AM	1045AM	MA	0307	34	34	EDWARDS, PHILLI	C
25	099	GU	INLS	513	002	T	0600PM	0830PM	MA	0307	24	25	HANSON-BALDAUF,	O
26	099	GU	INLS	520	001	M	0600PM	0830PM	MA	0307	28	30	WHITE, HOLLIE	O
27	099	GU	INLS	520	002	MW	0930AM	1045AM	MA	0304	25	24	RATHBUN-GRUBB,	C
28	099	GU	INLS	521	001	W	0600PM	0830PM	MA	0307	31	32	RATHBUN-GRUBB,	O
29	099	GU	INLS	521	002	TR	1230PM	0145PM	MA	0307	29	30	SPURGIN, KRISTI	O
30	099	GU	INLS	523	001	MW	0200PM	0315PM	MA	0117	24	24	MOSTAFA, JAVED	C
31	099	GU	INLS	523	002	MW	0330PM	0445PM	MA	0117	22	30	ETIM, ALICE S	O
32	099	GU	INLS	530	001	MW	1100AM	1215PM	MA	0304	26	24	HUGHES, S M	C
33	099	GU	INLS	556	001	M	1100AM	0145PM	MA	0208	31	30	LEE, CHRISTOPHE	C
34	099	GU	INLS	558	001	R	0600PM	0830PM	MA	0304	15	15	STURM, BW	C
35	099	GU	INLS	566	001	TR	1230PM	0145PM	MA	0208	14	30	MEYERS, WILLIAM	O
36	099	GU	INLS	572	001	TR	0930AM	1045AM	MA	0307	28	31	HASSELL, LEWIS	O
37	099	GU	INLS	582	001	TR	0200PM	0315PM	MA	0307	28	30	HAAS, S W	O
38	099	GU	INLS	582	002	TR	1100AM	1215PM	MA	0304	17	24	SHEARER, TIM J	O
39	099	GU	INLS	584	001	TR	0930AM	1045AM	MA	0208	18	24	WILDEMUTH, B M	O
40	099	GU	INLS	585	001	TR	0930AM	1045AM	MA	0209	73	80	MORAN, B B	O
41	099	GU	INLS	585	02W	TBA	TBA	TBA			16	20	GRIFFITHS, J M	O
42	099	GU	INLS	623	001	MW	1230PM	0145PM	MA	0304	15	24	HEMMINGER, BRAD	O
43	099	GU	INLS	696	030	TBA	TBA	TBA			0	5	MORAN, B B	O
44	099	GU	INLS	696	036	TBA	TBA	TBA			0	10	DANIEL, E H	O
45	099	GU	INLS	696	046	TBA	TBA	TBA			1	10	TIBBO, H R	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	INLS	696	069	TBA	TBA	TBA			0	10	GOLLOP, C	O
47	099	GU	INLS	696	074	TBA	TBA	TBA			2	5	JONES, PAUL M	O
48	099	GU	INLS	696	078	TBA	TBA	TBA			3	5	BARREAU, DK	O
49	099	GU	INLS	696	087	TBA	TBA	TBA			3	10	STURM, BW	O
50	099	GU	INLS	696	089	TBA	TBA	TBA			3	10	MARCHIONINI, GJ	O
51	099	GU	INLS	696	090	TBA	TBA	TBA			0	10	CARR, DW	O
52	099	GU	INLS	696	092	TBA	TBA	TBA			1	10	GREENBERG, J	O
53	099	GU	INLS	696	121	TBA	TBA	TBA			2	2	POMERANTZ, JEFF	C
54	099	GU	INLS	696	122	TBA	TBA	TBA			0	10	BLAKE, CATHERIN	O
55	099	GU	INLS	696	123	TBA	TBA	TBA			0	5		O
56	099	GU	INLS	696	131	TBA	TBA	TBA			0	5	WISSER, KM	O
57	099	GU	INLS	696	147	TBA	TBA	TBA			1	10	HUGHES, S M	O
58	099	GU	INLS	696	154	TBA	TBA	TBA			2	10	MOSTAFA, JAVED	O
59	099	GU	INLS	696	162	TBA	TBA	TBA			1	5	MARCIANO, RICHA	O
60	099	GU	INLS	706	001	T	1230PM	0145PM	MA	0214	5	10	HEMMINGER, BRAD	O
61	099	GU	INLS	707	001	W	0600PM	0830PM	MA	0214	12	12	VAN FOSSEN, M	C
62	099	GU	INLS	720	001	M	1230PM	0315PM	MA	0307	24	24	GREENBERG, J	C
63	099	GU	INLS	721	001	S	0930AM	1200PM	MA	0208	10	30	SAMPLES, JACQUE	O
64	099	GU	INLS	723	001	T	0600PM	0830PM	MA	0304	9	24	CAPRA, ROBERT	O
65	099	GU	INLS	732	001	W	1230PM	0315PM	MA	0307	16	30	STURM, BW	O
66	099	GU	INLS	744	001	T	0600PM	0830PM	MA	0208	18	24	HUGHES, S M	O
67	099	GU	INLS	748	001	MW	0200PM	0315PM	MA	0214	0	12		X
68	099	GU	INLS	752	001	TR	0330PM	0445PM	MA	0208	26	30	HANK, CAROLYN F	O
69	099	GU	INLS	753	001	M	0530PM	0800PM	MA	0304	20	24	DOYLE, ELIZABET	O
70	099	GU	INLS	780	001	MW	0200PM	0315PM	MA	0208	26	30	KELLY, DIANE	O
71	099	GU	INLS	780	002	MW	0930AM	1045AM	MA	0208	27	30	LOSEE, R M	O
72	099	GU	INLS	780	003	M	0500PM	0730PM	MU	0115	29	30	KELLY, DIANE	O
73	099	GU	INLS	780	03W	TBA	TBA	TBA			0	25	PALMQUIST, R	X
74	099	GU	INLS	788	001	R	0600PM	0830PM	SA	0104	20	30	CARR, DW	O
75	099	GU	INLS	795	001	TBA	TBA	TBA			38	30	POMERANTZ, JEFF	C
76	099	GU	INLS	795	002	TBA	TBA	TBA			5	20	POMERANTZ, JEFF	O
77	099	GU	INLS	818	001	R	0200PM	0445PM	MA	0304	14	20	MARCHIONINI, GJ	O
78	099	GU	INLS	859	001	T	0600PM	0830PM	SA	0104	24	30	CARR, DW	O
79	099	GU	INLS	881	001	T	0200PM	0445PM	MA	0304	6	15	WILDEMUTH, B M	O
80	099	GU	INLS	883	001	W	0330PM	0445PM	MA	0208	2	15	STAFF	O
81	099	GU	INLS	889	001	W	0330PM	0445PM	XX	XX	8	15	DANIEL, E H	O
82	099	GU	INLS	890	087	W	1230PM	0315PM	MA	0307	0	30	STURM, BW	X
83	099	GU	INLS	890	096	M	0500PM	0730PM	XX	XX	0	20		O
84	099	GU	INLS	890	164	W	0600PM	0830PM	MA	0208	9	30	EDWARDS, PHILLI	O
85	099	GU	INLS	890	174	MW	0330PM	0445PM	MA	0304	0	24	EAKIN, LORRAINE	X
86	099	GU	INLS	890	01W	TBA	TBA	TBA			2	20	GRIFFITHS, J M	O
87	099	GU	INLS	890	02W	TBA	TBA	TBA			1	3		O
88	099	GU	INLS	890	03W	TBA	TBA	TBA			3	5	SCHARDT, CONNIE	O
89	099	GU	INLS	890	04W	TBA	TBA	TBA			1	3		O
90	099	GU	INLS	890	05W	TBA	TBA	TBA			0	3		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	INLS	890	06W	TBA	TBA	TBA			0	3		O
92	099	GU	INLS	890	07W	TBA	TBA	TBA			2	3		O
93	099	GU	INLS	890	08W	TBA	TBA	TBA			1	3		O
94	099	GU	INLS	890	09W	TBA	TBA	TBA			1	2	TURI, MATTHEW T	O
95	099	GU	INLS	988	045	TBA	TBA	TBA			1	10	WILDEMUTH, B M	O
96	099	GU	INLS	988	046	TBA	TBA	TBA			0	3	TIBBO, H R	O
97	099	GU	INLS	988	047	TBA	TBA	TBA			0	10	HAAS, S W	O
98	099	GU	INLS	988	089	TBA	TBA	TBA			0	10	MARCHIONINI, GJ	O
99	099	GU	INLS	988	092	TBA	TBA	TBA			1	10	GREENBERG, J	O
100	099	GU	INLS	988	096	TBA	TBA	TBA			1	10	MARSHALL, JOANN	O
101	099	GU	INLS	988	109	TBA	TBA	TBA			1	3	HEMMINGER, BRAD	O
102	099	GU	INLS	988	141	TBA	TBA	TBA			1	1	LEE, CHRISTOPHE	C
103	099	GU	INLS	988	147	TBA	TBA	TBA			1	5	HUGHES, S M	O
104	099	GU	INLS	988	154	TBA	TBA	TBA			0	10		O
105	099	GU	INLS	992	021	TBA	TBA	TBA			1	1		C
106	099	GU	INLS	992	030	TBA	TBA	TBA			0	10	MORAN, B B	O
107	099	GU	INLS	992	036	TBA	TBA	TBA			1	5	DANIEL, E H	O
108	099	GU	INLS	992	040	TBA	TBA	TBA			0	10	LOSEE, R M	O
109	099	GU	INLS	992	042	TBA	TBA	TBA			1	2	MCNAMARA, C B	O
110	099	GU	INLS	992	046	TBA	TBA	TBA			0	10	TIBBO, H R	O
111	099	GU	INLS	992	047	TBA	TBA	TBA			1	10	HAAS, S W	O
112	099	GU	INLS	992	052	TBA	TBA	TBA			0	10	SOLOMON, P	O
113	099	GU	INLS	992	069	TBA	TBA	TBA			1	1	GOLLOP, C	C
114	099	GU	INLS	992	074	TBA	TBA	TBA			1	10	JONES, PAUL M	O
115	099	GU	INLS	992	078	TBA	TBA	TBA			3	5	BARREAU, DK	O
116	099	GU	INLS	992	087	TBA	TBA	TBA			3	10	STURM, BW	O
117	099	GU	INLS	992	089	TBA	TBA	TBA			2	10	MARCHIONINI, GJ	O
118	099	GU	INLS	992	092	TBA	TBA	TBA			2	10	GREENBERG, J	O
119	099	GU	INLS	992	096	TBA	TBA	TBA			0	10	MARSHALL, JOANN	O
120	099	GU	INLS	992	109	TBA	TBA	TBA			1	5	HEMMINGER, BRAD	O
121	099	GU	INLS	992	121	TBA	TBA	TBA			2	10	POMERANTZ, JEFF	O
122	099	GU	INLS	992	122	TBA	TBA	TBA			0	10	BLAKE, CATHERIN	O
123	099	GU	INLS	992	131	TBA	TBA	TBA			1	5	WISSER, KM	O
124	099	GU	INLS	992	132	TBA	TBA	TBA			1	1	STEINHAUS, DIAN	C
125	099	GU	INLS	992	141	TBA	TBA	TBA			0	1	LEE, CHRISTOPHE	O
126	099	GU	INLS	992	147	TBA	TBA	TBA			5	10	HUGHES, S M	O
127	099	GU	INLS	992	152	TBA	TBA	TBA			1	3	TURI, MATTHEW T	O
128	099	GU	INLS	992	157	TBA	TBA	TBA			2	5	BERGQUIST, R	O
129	099	GU	INLS	992	164	TBA	TBA	TBA			1	5	EDWARDS, PHILLI	O
130	099	GU	INLS	992	171	TBA	TBA	TBA			1	1	HAYES, BARRIE	C
131	099	GU	INLS	992	175	TBA	TBA	TBA			1	1	RATHBUN-GRUBB,	C
132	099	GU	INLS	994	001	TBA	TBA	TBA			41	35		C
133	099	GU	INLS	501L	401	R	0930AM	1045AM	MA	0117	29	30	POMERANTZ, JEFF	O
134	099	GU	INLS	501L	402	T	0930AM	1045AM	MA	0117	28	30	GOLLOP, C	O
135	099	GU	INLS	691H	001	TR	1100AM	1215PM	MA	0304	0	15	PATILLO, ERIKA	X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	INTS	196	001	TBA	TBA	TBA			0	25	WEILER, J	O
3	099	GU	INTS	196	002	TBA	TBA	TBA			1	5	REYNOLDS, ANDRE	O
4	099	GU	INTS	210	001	MW	1100AM	1150AM	GC	1015	163	160	WEILER, J	C
5	099	GU	INTS	210	002	MW	1200PM	0115PM	WI	0107	51	50	MARTIN, NINA	C
6	099	GU	INTS	210	601	F	1100AM	1150AM	GA	0209	17	15	FOX, LISA	C
7	099	GU	INTS	210	602	R	0500PM	0550PM	GL	0103	16	15	FOX, LISA	C
8	099	GU	INTS	210	603	F	1100AM	1150AM	GA	0307	19	15	HENNESSEY, ELIZ	C
9	099	GU	INTS	210	604	R	0330PM	0420PM	PE	0215	15	15	HENNESSEY, ELIZ	C
10	099	GU	INTS	210	605	F	1100AM	1150AM	HM	0452	16	15	BRADLEY, LAUREL	C
11	099	GU	INTS	210	606	R	0330PM	0420PM	PH	0328	15	15	BRADLEY, LAUREL	C
12	099	GU	INTS	210	607	F	1100AM	1150AM	GL	0104	14	20		O
13	099	GU	INTS	210	608	F	1100AM	1150AM	CW	0103	13	20	CLARK, CATHERIN	O
14	099	GU	INTS	210	609	R	0500PM	0550PM	BI	0217	18	20	SHAIR-ROSENFIEL	O
15	099	GU	INTS	210	610	F	1100AM	1150AM	HN	0130	16	15	SHAIR-ROSENFIEL	C
16	099	GU	INTS	210	990	TBA	TBA	TBA			0	10	WEILER, J	X
17	099	GU	INTS	290	001	TBA	TBA	TBA			22	25	BOTSMAN, DANIEL	O
18	099	GU	INTS	319	001	TR	0930AM	1045AM	DE	0201	5	5		C
19	099	GU	INTS	364	001	TR	1100AM	1215PM	GL	0301	10	10	HALPERIN, LAURA	C
20	099	GU	INTS	380	001	MWF	0100PM	0150PM	WI	0202	0	30	OSTERWEIL, MICH	X
21	099	GU	INTS	388	001	TR	0200PM	0315PM	LG	0304	1	5	BOOTH, KAREN	O
22	099	GU	INTS	390	001	TR	1100AM	1215PM	SA	0204	26	25	DRISCOLL, MARK	C
23	099	GU	INTS	390	002	W	0500PM	0750PM	HM	0150	16	20	TSIN, MICHAEL	O
24	099	GU	INTS	390	007	TR	0200PM	0315PM	PE	0104	0	40		X
25	099	GU	INTS	405	001	TBA	TBA	TBA			0	20	SAHLE, EUNICE	X
26	099	GU	INTS	405	015	TBA	TBA	TBA			16	20	SAHLE, EUNICE	O
27	099	GU	INTS	410	001	TR	0330PM	0445PM	LG	0304	2	5	BOOTH, KAREN	O
28	099	GU	INTS	490	001	R	0200PM	0450PM	HM	0420	9	10	SHIELDS, S D	O
29	099	GU	INTS	514	001	TR	1100AM	1215PM	AR	0117	3	5	SHERMAN, DANIEL	O
30	099	GU	INTS	691H	001	T	0330PM	0605PM	MU	0105	18	35	NELSON, CHRISTO	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	ISP 235 001	ISP	235	001	TBA	TBA	TBA			3	99			O
3	099	GU	ISP 239 001	ISP	239	001	TBA	TBA	TBA			2	99			O
4	099	GU	ISP 528 001	ISP	528	001	TBA	TBA	TBA			4	99			O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	ITAL	101	001	MWF	0800AM	0850AM	DE	0204	20	20	DELACLOS, Y	C
3	099	GU	ITAL	101	002	MWF	0900AM	0950AM	DE	0201	19	20	CHAMBLESS, A	O
4	099	GU	ITAL	101	003	MWF	1000AM	1050AM	DE	0201	19	20	CHAMBLESS, A	O
5	099	GU	ITAL	101	004	MWF	1100AM	1150AM	MU	0302	20	20	DEBS, JENNA MIC	C
6	099	GU	ITAL	101	005	MWF	1200PM	1250PM	DE	0209	22	20	MAHER, MICHAEL	C
7	099	GU	ITAL	101	006	MWF	0100PM	0150PM	DE	0301	21	20	MAHER, MICHAEL	C
8	099	GU	ITAL	101	007	MWF	0100PM	0150PM	DE	0303	22	20	LITT, BEATRICE	C
9	099	GU	ITAL	101	008	MWF	0200PM	0250PM	DE	0307	19	20	GURNEY, TESSA	O
10	099	GU	ITAL	101	009	MWF	0200PM	0250PM	DE	0206	20	20	LASALATA, C	C
11	099	GU	ITAL	101	010	MWF	0300PM	0350PM	DE	0204	20	20	RINGEL, MEREDIT	C
12	099	GU	ITAL	101	851	TBA	TBA	TBA			0	999		O
13	099	GU	ITAL	101	998	TBA	TBA	TBA			0	999		O
14	099	GU	ITAL	102	001	MWF	0900AM	0950AM	DE	0203	21	21	GREENBURG, KATH	C
15	099	GU	ITAL	102	002	MWF	1100AM	1150AM	MU	0314	20	21	CONRAD, SYDNEY	O
16	099	GU	ITAL	102	003	MWF	1200PM	1250PM	DE	0306	21	21	LASALATA, C	C
17	099	GU	ITAL	102	004	MWF	0200PM	0250PM	BI	0101	21	21	NELSON, S	C
18	099	GU	ITAL	102	005	MWF	1200PM	1250PM	PE	0216	22	21	CANE, D	C
19	099	GU	ITAL	102	851	TBA	TBA	TBA			0	999		O
20	099	GU	ITAL	102	998	TBA	TBA	TBA			0	999		O
21	099	GU	ITAL	203	001	MWF	0900AM	0950AM	HN	0112	21	21	BOYLE, K	C
22	099	GU	ITAL	203	002	MWF	1000AM	1050AM	CW	0208	20	20	CANE, D	C
23	099	GU	ITAL	203	003	MWF	1200PM	1250PM	MT	0205	21	21	NELSON, S	C
24	099	GU	ITAL	203	004	MWF	0100PM	0150PM	BI	0108	21	21	ESSARY, BRANDON	C
25	099	GU	ITAL	203	005	MWF	0100PM	0150PM	HN	0130	25	21	SGUERRI, MICHAE	C
26	099	GU	ITAL	203	006	MWF	0200PM	0250PM	HO	0107	20	21	CASTAGNINO, ANG	O
27	099	GU	ITAL	203	007	MWF	0200PM	0250PM	HO	0201	19	21	SALVAGNI, L	O
28	099	GU	ITAL	203	851	TBA	TBA	TBA			0	999		O
29	099	GU	ITAL	203	998	TBA	TBA	TBA			0	999		O
30	099	GU	ITAL	203	999	TBA	TBA	TBA			0	999		O
31	099	GU	ITAL	204	001	MWF	1200PM	1250PM	GA	0307	23	23	ESSARY, BRANDON	C
32	099	GU	ITAL	204	002	MWF	0100PM	0150PM	GC	1009	0	0		C
33	099	GU	ITAL	204	998	TBA	TBA	TBA			0	0		C
34	099	GU	ITAL	204	999	TBA	TBA	TBA			0	0		C
35	099	GU	ITAL	240	001	TR	0330PM	0445PM	DE	0305	30	30	CERVIGNI, D S	C
36	099	GU	ITAL	241	001	TR	0930AM	1045AM	DE	0202	29	30	RAO, E	O
37	099	GU	ITAL	300	001	MWF	1200PM	1250PM	DE	0201	16	18	CHAMBLESS, A	O
38	099	GU	ITAL	300	002	MWF	1200PM	1250PM	HM	0150	14	18	BOYLE, K	O
39	099	GU	ITAL	333	001	T	0200PM	0315PM	DE	0303	35	35	LUISETTI, FEDER	C
40	099	GU	ITAL	333	001	R	0200PM	0315PM	DE	0203	35	35	LUISETTI, FEDER	C
41	099	GU	ITAL	333	601	T	0330PM	0430PM	DE	0303	34	35	LUISETTI, FEDER	O
42	099	GU	ITAL	390	015	TBA	TBA	TBA			8	2	RAO, E	C
43	099	GU	ITAL	390	044	TBA	TBA	TBA			8	1	CERVIGNI, D S	C
44	099	GU	ITAL	398	001	MWF	1100AM	1150AM	DE	0303	6	22	GIOSI, ELVIRA	O
45	099	GU	ITAL	401	001	TR	1100AM	1215PM	DE	0202	21	22	RAO, E	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	ITAL	401	002	MWF	1200PM	1250PM	SA	0204	20	22	CERAMI, ADRIANA	O
47	099	GU	ITAL	401	999	TBA	TBA	TBA			0	0		C
48	099	GU	ITAL	706	001	TR	0930AM	1045AM	NW	0103	16	15	LUISETTI, FEDER	C
49	099	GU	ITAL	731	001	M	0330PM	0550PM	DE	0205	12	15	CERVIGNI, D S	O
50	099	GU	ITAL	840	015	TBA	TBA	TBA			0	5	RAO, E	O
51	099	GU	ITAL	840	069	TBA	TBA	TBA			1	1	LUISETTI, FEDER	C
52	099	GU	ITAL	840	099	TBA	TBA	TBA			0	50		O
53	099	GU	ITAL	993	069	TBA	TBA	TBA			0	5	LUISETTI, FEDER	O
54	099	GU	ITAL	994	014	TBA	TBA	TBA			0	20	ILLIANO, A	O
55	099	GU	ITAL	994	015	TBA	TBA	TBA			1	20	RAO, E	O
56	099	GU	ITAL	994	044	TBA	TBA	TBA			1	20	CERVIGNI, D S	O
57	099	GU	ITAL	994	069	TBA	TBA	TBA			0	5	LUISETTI, FEDER	O
58	099	GU	ITAL	691H	015	TBA	TBA	TBA			0	1		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	JAPN	101	001	MTWR	1200PM	1250PM	MU	0111	19	20	IWASHITA, FUMI	O
3	099	GU	JAPN	101	002	MTWR	0900AM	0950AM	SA	0213	20	20	IWASHITA, FUMI	C
4	099	GU	JAPN	101	003	MTWR	0100PM	0150PM	MU	0111	20	20	IWASHITA, FUMI	C
5	099	GU	JAPN	101	004	MTWR	0300PM	0350PM	SA	0213	17	20	KATO, Y	O
6	099	GU	JAPN	101	005	MTWR	0400PM	0450PM	SA	0213	16	20	KATO, Y	O
7	099	GU	JAPN	101	006	MTWR	0500PM	0550PM	SA	0213	17	20	KATO, Y	O
8	099	GU	JAPN	160	001	TR	0330PM	0445PM	DE	0209	0	35	BARDSLEY, JANIC	X
9	099	GU	JAPN	203	001	MTWR	1000AM	1050AM	SA	0321	14	18	ARATAKE, YUKI	O
10	099	GU	JAPN	203	002	MTWR	1100AM	1150AM	SA	0321	17	18	ARATAKE, YUKI	O
11	099	GU	JAPN	203	003	MTWR	1200PM	1250PM	SA	0321	0	0	ARATAKE, YUKI	X
12	099	GU	JAPN	203	004	MTWR	0200PM	0250PM	SA	0321	16	18	SAWAMURA, KATSU	O
13	099	GU	JAPN	203	005	MTWR	0300PM	0350PM	SA	0321	17	18	SAWAMURA, KATSU	O
14	099	GU	JAPN	203	006	MTWR	0400PM	0450PM	SA	0321	17	18	SAWAMURA, KATSU	O
15	099	GU	JAPN	203	999	TBA	TBA	TBA			0	999		O
16	099	GU	JAPN	204	999	TBA	TBA	TBA			0	999		O
17	099	GU	JAPN	305	001	TR	0200PM	0315PM	GM	0038	20	20	IWASHITA, FUMI	C
18	099	GU	JAPN	305	002	TR	1230PM	0145PM	GM	0213	15	20	KATO, Y	O
19	099	GU	JAPN	375	001	M	0600PM	0830PM	AR	0215	30	30	DRISCOLL, MARK	C
20	099	GU	JAPN	409	001	TR	0930AM	1045AM	AR	0215	23	10	BARDSLEY, JANIC	C
21	099	GU	JAPN	411	001	W	0600PM	0830PM	NW	0103	13	10	ARATAKE, YUKI	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Term	AU	Section	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	JOMC101 001	JOMC	101	001	TR	0930AM	1045AM	CA	0033	49	45	MOLDOFF, JASON	C
3	099	GU	JOMC102 001	JOMC	102	001	TR	1100AM	1215PM	CA	0011	20	20	HOLMAN, LYNETTE	C
4	099	GU	JOMC121 001	JOMC	121	001	TR	0200PM	0315PM	CA	0132	20	16	CUPP, DAVID	C
5	099	GU	JOMC121 002	JOMC	121	002	TR	0930AM	1045AM	CA	0132	17	16	HEFNER, JIM	C
6	099	GU	JOMC137 001	JOMC	137	001	MWF	0900AM	0950AM	CA	0033	90	70	BYARS, NAPOLEON	C
7	099	GU	JOMC137 002	JOMC	137	002	MWF	0900AM	0950AM	CA	0011	54	50	SINCLAIR, JANAS	C
8	099	GU	JOMC141 001	JOMC	141	001	TR	1230PM	0145PM	CA	0033	96	80	BOYNTON, LOIS A	C
9	099	GU	JOMC141 002	JOMC	141	002	MWF	1000AM	1050AM	CA	0033	45	45	NORTHUP, CHRIST	C
10	099	GU	JOMC141 003	JOMC	141	003	MW	0600PM	0715PM	CA	0143	47	40	GIBSON, RHONDA	C
11	099	GU	JOMC153 001	JOMC	153	001	W	0400PM	0450PM	CA	0111	21	16	KING, KEITH	C
12	099	GU	JOMC153 001	JOMC	153	001	MW	0100PM	0350PM	CA	0141	21	16	KING, KEITH	C
13	099	GU	JOMC153 002	JOMC	153	002	W	0400PM	0450PM	CA	0111	18	16	ROUSH, CHRISTOP	C
14	099	GU	JOMC153 002	JOMC	153	002	TR	0800AM	1045AM	CA	0141	18	16	ROUSH, CHRISTOP	C
15	099	GU	JOMC153 003	JOMC	153	003	W	0400PM	0450PM	CA	0111	20	16	ROUSH, CHRISTOP	C
16	099	GU	JOMC153 003	JOMC	153	003	TR	1100AM	0145PM	CA	0141	20	16	ROUSH, CHRISTOP	C
17	099	GU	JOMC153 004	JOMC	153	004	TR	1100AM	0145PM	CA	0142	21	16	CAVIN, WINSTON	C
18	099	GU	JOMC153 004	JOMC	153	004	W	0400PM	0450PM	CA	0111	21	16	CAVIN, WINSTON	C
19	099	GU	JOMC153 005	JOMC	153	005	TR	0530PM	0815PM	CA	0142	20	16	O'CONNOR, P	C
20	099	GU	JOMC153 005	JOMC	153	005	W	0400PM	0450PM	CA	0111	20	16	O'CONNOR, P	C
21	099	GU	JOMC153 006	JOMC	153	006	W	0400PM	0450PM	CA	0111	19	16	FRIEDMAN, BARBA	C
22	099	GU	JOMC153 006	JOMC	153	006	MW	0800AM	1050AM	CA	0142	19	16	FRIEDMAN, BARBA	C
23	099	GU	JOMC153 007	JOMC	153	007	W	0400PM	0450PM	CA	0111	18	16	THORNBURG, RYAN	C
24	099	GU	JOMC153 007	JOMC	153	007	TR	0800AM	1050AM	CA	0142	18	16	THORNBURG, RYAN	C
25	099	GU	JOMC153 008	JOMC	153	008	TR	0200PM	0445PM	CA	0141	22	16	SHAW, D L	C
26	099	GU	JOMC153 008	JOMC	153	008	W	0400PM	0450PM	CA	0111	22	16	SHAW, D L	C
27	099	GU	JOMC153 009	JOMC	153	009	TR	0530PM	0815PM	CA	0141	19	16	BONNER, PAUL	C
28	099	GU	JOMC153 009	JOMC	153	009	W	0400PM	0450PM	CA	0111	19	16	BONNER, PAUL	C
29	099	GU	JOMC153 010	JOMC	153	010	MW	1100AM	0150PM	CA	0142	20	16	YOPP, MIKE	C
30	099	GU	JOMC153 010	JOMC	153	010	W	0400PM	0450PM	CA	0111	20	16	YOPP, MIKE	C
31	099	GU	JOMC153 011	JOMC	153	011	W	0400PM	0450PM	CA	0111	18	16	RIFFE, DAN	C
32	099	GU	JOMC153 011	JOMC	153	011	MW	0800AM	1050AM	CA	0141	18	16	RIFFE, DAN	C
33	099	GU	JOMC153 012	JOMC	153	012	MW	0630PM	0915PM	CA	0141	18	16	DAVIS, KELLY	C
34	099	GU	JOMC153 012	JOMC	153	012	W	0400PM	0450PM	CA	0111	18	16	DAVIS, KELLY	C
35	099	GU	JOMC153 013	JOMC	153	013	MW	0530PM	0815PM	CA	0142	17	16	CAVIN, WINSTON	C
36	099	GU	JOMC153 013	JOMC	153	013	W	0400PM	0450PM	CA	0111	17	16	CAVIN, WINSTON	C
37	099	GU	JOMC157 001	JOMC	157	001	TR	1100AM	0145PM	CA	0058	16	16	FUHLHAGE, MICHA	C
38	099	GU	JOMC157 002	JOMC	157	002	TR	0200PM	0445PM	CA	0058	15	16	CLOUD, G W	O
39	099	GU	JOMC157 003	JOMC	157	003	TR	0800AM	1050AM	CA	0058	15	16	CLOUD, G W	O
40	099	GU	JOMC157 004	JOMC	157	004	MW	1200PM	0250PM	CA	0058	17	16	BECHTEL, ANDREW	C
41	099	GU	JOMC157 005	JOMC	157	005	MW	0800AM	1050AM	CA	0058	16	16	BECHTEL, ANDREW	C
42	099	GU	JOMC180 001	JOMC	180	001	MW	1100AM	1250PM	CA	0060	19	18	LAUTERER, JOCK	C
43	099	GU	JOMC180 002	JOMC	180	002	TR	0900AM	1050AM	CA	0060	20	18	STEVENS, CHAD	C
44	099	GU	JOMC182 001	JOMC	182	001	TR	0300PM	0450PM	CA	0059	22	18	FLOYD, CHARLES	C
45	099	GU	JOMC182 002	JOMC	182	002	MW	0100PM	0250PM	CA	0059	21	18	CAIRO, ALBERTO	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
46	099	GU	JOMC187 001	JOMC	187	001	TR	0100PM	0250PM	CA	0059	19	18	RUEL, LAURA	C
47	099	GU	JOMC187 002	JOMC	187	002	MW	0900AM	1050AM	CA	0059	20	18	WITTEKIND, DONA	C
48	099	GU	JOMC221 001	JOMC	221	001	TR	1100AM	1215PM	CA	0132	18	17	HEFNER, JIM	C
49	099	GU	JOMC221 002	JOMC	221	002	MW	1100AM	1215PM	CA	0132	18	18	CARPENTIER, FRA	C
50	099	GU	JOMC221 003	JOMC	221	003	MW	0300PM	0415PM	CA	0060	16	17	STEVENS, CHAD	O
51	099	GU	JOMC221 004	JOMC	221	004	TR	0330PM	0445PM	CA	0132	18	12	CARPENTIER, FRA	C
52	099	GU	JOMC232 001	JOMC	232	001	MW	1100AM	1215PM	CA	0141	16	16	MUNDY, DEAN EDW	C
53	099	GU	JOMC232 002	JOMC	232	002	MW	0400PM	0515PM	CA	0141	13	15	FIELDS, VALERIE	O
54	099	GU	JOMC232 003	JOMC	232	003	TR	0200PM	0315PM	CA	0142	20	19	BYARS, QUEENIE	C
55	099	GU	JOMC232 004	JOMC	232	004	TR	0330PM	0445PM	CA	0142	15	14	STRAUGHAN, D	C
56	099	GU	JOMC240 001	JOMC	240	001	MW	0200PM	0315PM	CA	0143	28	25	AIKAT, DEBASHIS	C
57	099	GU	JOMC244 001	JOMC	244	001	TR	0930AM	1045AM	CA	340A	16	15	TOWNS, LEROY	C
58	099	GU	JOMC245 001	JOMC	245	001	M	0430PM	0545PM	CA	0033	38	40	CROTHERS, TIM	O
59	099	GU	JOMC253 001	JOMC	253	001	W	0100PM	0215PM	CA	0011	15	15	CUADROS, PAUL	C
60	099	GU	JOMC253 001	JOMC	253	001	T	0800AM	0915AM	CA	0033	15	15	CUADROS, PAUL	C
61	099	GU	JOMC253 002	JOMC	253	002	W	0800AM	0915AM	CA	0253	14	15	CUADROS, PAUL	O
62	099	GU	JOMC253 002	JOMC	253	002	T	0800AM	0915AM	CA	0033	14	15	CUADROS, PAUL	O
63	099	GU	JOMC253 003	JOMC	253	003	T	0800AM	0915AM	CA	0033	15	15	O'CONNOR, P	C
64	099	GU	JOMC253 003	JOMC	253	003	R	0330PM	0445PM	CA	340A	15	15	O'CONNOR, P	C
65	099	GU	JOMC253 004	JOMC	253	004	T	0800AM	0915AM	CA	0033	13	15	O'CONNOR, P	O
66	099	GU	JOMC253 004	JOMC	253	004	R	0200PM	0315PM	CA	0253	13	15	O'CONNOR, P	O
67	099	GU	JOMC256 001	JOMC	256	001	MWF	0100PM	0150PM	CA	0283	18	18	LAUDER, V	C
68	099	GU	JOMC256 002	JOMC	256	002	TR	0800AM	0915AM	CA	0268	18	18	COLE, R R	C
69	099	GU	JOMC258 001	JOMC	258	001	TR	0500PM	0615PM	CA	0283	0	20	O'CONNOR, P	X
70	099	GU	JOMC271 001	JOMC	271	001	MW	1100AM	1215PM	CA	0283	24	20	MCMAHAN, DANA	C
71	099	GU	JOMC271 002	JOMC	271	002	MW	1200PM	0115PM	CA	0253	18	15	HESTER, JOE BOB	C
72	099	GU	JOMC271 003	JOMC	271	003	TR	0800AM	0915AM	CA	0283	20	20	SMITH, BRETT	C
73	099	GU	JOMC272 001	JOMC	272	001	MW	1200PM	0115PM	CA	0143	25	25	SINCLAIR, JANAS	C
74	099	GU	JOMC272 002	JOMC	272	002	TR	0330PM	0445PM	CA	0283	25	25	PATEL, SHEETAL	C
75	099	GU	JOMC279 001	JOMC	279	001	MW	0300PM	0415PM	CA	0033	49	50	HESTER, JOE BOB	O
76	099	GU	JOMC296 036	JOMC	296	036	TBA	TBA	TBA			0	5	STRAUGHAN, D	O
77	099	GU	JOMC296 041	JOMC	296	041	TBA	TBA	TBA			1	5	CLOUD, G W	O
78	099	GU	JOMC296 042	JOMC	296	042	TBA	TBA	TBA			1	5	YOPP, J	O
79	099	GU	JOMC296 046	JOMC	296	046	TBA	TBA	TBA			0	5	SWEENEY, J	O
80	099	GU	JOMC296 052	JOMC	296	052	TBA	TBA	TBA			0	5	SIMPSON, R	O
81	099	GU	JOMC296 055	JOMC	296	055	TBA	TBA	TBA			1	5	AIKAT, DEBASHIS	O
82	099	GU	JOMC296 059	JOMC	296	059	TBA	TBA	TBA			1	5	TUGGLE, C.A.	O
83	099	GU	JOMC296 063	JOMC	296	063	TBA	TBA	TBA			0	5	GIBSON, RHONDA	O
84	099	GU	JOMC296 069	JOMC	296	069	TBA	TBA	TBA			1	5	DOUGALL, ELIZAB	O
85	099	GU	JOMC296 074	JOMC	296	074	TBA	TBA	TBA			0	5	SINCLAIR, JANAS	O
86	099	GU	JOMC296 075	JOMC	296	075	TBA	TBA	TBA			1	5	LAUTERER, JOCK	O
87	099	GU	JOMC296 078	JOMC	296	078	TBA	TBA	TBA			1	5	BYARS, NAPOLEON	O
88	099	GU	JOMC296 079	JOMC	296	079	TBA	TBA	TBA			1	5	CAIRO, ALBERTO	O
89	099	GU	JOMC296 081	JOMC	296	081	TBA	TBA	TBA			1	5	CUPP, DAVID	O
90	099	GU	JOMC296 082	JOMC	296	082	TBA	TBA	TBA			0	5	HENNINK-KAMINSK	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
91	099	GU	JOMC296 084	JOMC	296	084	TBA	TBA	TBA			3	5	BYARS, QUEENIE	O
92	099	GU	JOMC296 085	JOMC	296	085	TBA	TBA	TBA			5	5	CARROLL, CRAIG	C
93	099	GU	JOMC296 089	JOMC	296	089	TBA	TBA	TBA			0	5	HEFNER, JIM	O
94	099	GU	JOMC296 090	JOMC	296	090	TBA	TBA	TBA			5	5	MCMAHAN, DANA	C
95	099	GU	JOMC296 091	JOMC	296	091	TBA	TBA	TBA			0	5	RIFFE, DAN	O
96	099	GU	JOMC296 092	JOMC	296	092	TBA	TBA	TBA			0	5	ABERNATHY, PENE	O
97	099	GU	JOMC333 001	JOMC	333	001	R	0600PM	0845PM	CA	0132	0	16	CURRAN, B	X
98	099	GU	JOMC340 001	JOMC	340	001	MWF	1100AM	1150AM	CA	0143	53	50	PACKER, C	C
99	099	GU	JOMC340 002	JOMC	340	002	TR	1100AM	1215PM	CA	0033	44	40	SMITH, DEAN CHR	C
100	099	GU	JOMC340 003	JOMC	340	003	TR	0200PM	0315PM	CA	0033	40	40	SMITH, DEAN CHR	C
101	099	GU	JOMC340 004	JOMC	340	004	MW	0600PM	0715PM	CA	0033	35	35	SPAINHOUR, ELIZ	C
102	099	GU	JOMC349 001	JOMC	349	001	TBA	TBA	TBA			0	12	AIKAT, DEBASHIS	X
103	099	GU	JOMC376 001	JOMC	376	001	TR	0200PM	0315PM	CA	0143	51	32	SWEENEY, J	C
104	099	GU	JOMC394 001	JOMC	394	001	TBA	TBA	TBA			18	50	EUBANK, JAY	O
105	099	GU	JOMC421 001	JOMC	421	001	MW	0900AM	1015AM	CA	0132	20	17	TUGGLE, C.A.	C
106	099	GU	JOMC422 001	JOMC	422	001	MW	0100PM	0550PM	CA	0132	22	18	TUGGLE, C.A.	C
107	099	GU	JOMC423 001	JOMC	423	001	MW	0100PM	0600PM	CA	0135	2	18	TUGGLE, C.A.	O
108	099	GU	JOMC424 001	JOMC	424	001	TR	0330PM	0445PM	CA	0033	40	40	HEFNER, JIM	C
109	099	GU	JOMC425 001	JOMC	425	001	TR	0930AM	1045AM	CA	0011	20	17	CUPP, DAVID	C
110	099	GU	JOMC426 001	JOMC	426	001	W	0300PM	0600PM	XX	XX	10	17	HOCHBERG, ADAM	O
111	099	GU	JOMC426 001	JOMC	426	001	F	0100PM	0500PM	CA	0132	10	17	HOCHBERG, ADAM	O
112	099	GU	JOMC427 001	JOMC	427	001	TR	1230PM	0145PM	CA	0135	0	18	CARPENTIER, FRA	X
113	099	GU	JOMC431 001	JOMC	431	001	TR	0930AM	1045AM	CA	0283	22	19	BYARS, QUEENIE	C
114	099	GU	JOMC431 002	JOMC	431	002	MW	0200PM	0315PM	CA	0283	20	20	CARROLL, CRAIG	C
115	099	GU	JOMC431 003	JOMC	431	003	MWF	1000AM	1050AM	CA	0283	20	20	WEBERLING, BROO	C
116	099	GU	JOMC431 004	JOMC	431	004	MW	0930AM	1045AM	CA	0268	6	15	CARROLL, CRAIG	O
117	099	GU	JOMC431 990	JOMC	431	990	TBA	TBA	TBA			0	10	DOUGALL, ELIZAB	X
118	099	GU	JOMC431 991	JOMC	431	991	TBA	TBA	TBA			0	15	DOUGALL, ELIZAB	X
119	099	GU	JOMC431 992	JOMC	431	992	TBA	TBA	TBA			0	1	DOUGALL, ELIZAB	X
120	099	GU	JOMC433 001	JOMC	433	001	TR	0930AM	1045AM	CA	0253	18	20	DOUGALL, ELIZAB	O
121	099	GU	JOMC434 001	JOMC	434	001	MW	0930AM	1045AM	CA	0253	20	20	REMUND, DAVID	C
122	099	GU	JOMC434 002	JOMC	434	002	TR	0800AM	0915AM	CA	0143	20	20	SHAFER, AUTUMN	C
123	099	GU	JOMC434 003	JOMC	434	003	TR	0500PM	0615PM	CA	0143	19	20	MISNER, SCOTT A	O
124	099	GU	JOMC441 001	JOMC	441	001	MW	1000AM	1115AM	CA	0011	33	25	MCDONALD, TREVY	C
125	099	GU	JOMC443 001	JOMC	443	001	TR	1230PM	0145PM	CA	0143	25	25	VARGAS, LUCILA	C
126	099	GU	JOMC445 001	JOMC	445	001	TR	1100AM	1215PM	CA	0143	20	20	KALYANARAMAN, S	C
127	099	GU	JOMC446 001	JOMC	446	001	TR	0330PM	0445PM	CA	0143	27	30	VARGAS, LUCILA	O
128	099	GU	JOMC446 002	JOMC	446	002	TR	0200PM	0315PM	CA	0283	22	20	EL-TOUKHY, SHER	C
129	099	GU	JOMC449 001	JOMC	449	001	MW	0330PM	0445PM	CA	0283	16	12	JONES, PAUL M	C
130	099	GU	JOMC451 001	JOMC	451	001	MW	0200PM	0315PM	CA	0253	8	18	ROUSH, CHRISTOP	O
131	099	GU	JOMC453 001	JOMC	453	001	TR	0200PM	0315PM	XX	XX	2	12	TOWNS, LEROY	O
132	099	GU	JOMC454 001	JOMC	454	001	TR	1100AM	1215PM	CA	0268	7	15	COLE, R R	O
133	099	GU	JOMC456 001	JOMC	456	001	MW	0300PM	0445PM	CA	0058	15	17	CLOUD, G W	O
134	099	GU	JOMC458 001	JOMC	458	001	TR	0200PM	0315PM			13	10	GUILLORY, J. FE	C
135	099	GU	JOMC458 975	JOMC	458	975	TR	0200PM	0315PM	XX	XX	0	5	GUILLORY, J. FE	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
136	099	GU	JOMC459 001	JOMC	459	001	MW	0400PM	0515PM	CA	0143	15	15	LAUTERER, JOCK	C
137	099	GU	JOMC463 001	JOMC	463	001	TR	1230PM	0145PM	CA	0132	14	18	THORNBURG, RYAN	O
138	099	GU	JOMC473 001	JOMC	473	001	MW	0800AM	0915AM	CA	0283	14	20	MCMAHAN, DANA	O
139	099	GU	JOMC473 002	JOMC	473	002	TR	1230PM	0145PM	CA	0011	13	20	KAMINSKI, HEIDI	O
140	099	GU	JOMC475 001	JOMC	475	001	TR	0930AM	1045AM	CA	0143	48	44	HENNINK-KAMINSK	C
141	099	GU	JOMC476 001	JOMC	476	001	TR	1100AM	1215PM	CA	0283	22	12	SWEENEY, J	C
142	099	GU	JOMC480 001	JOMC	480	001	TR	0100PM	0250PM	CA	0060	16	20	DAVISON, PAT	O
143	099	GU	JOMC480 002	JOMC	480	002	TR	1100AM	1250PM	CA	0060	11	20	DAVISON, PAT	O
144	099	GU	JOMC481 001	JOMC	481	001	TR	1100AM	1250PM	CA	0060	0	20	DAVISON, PAT	X
145	099	GU	JOMC482 001	JOMC	482	001	TR	0500PM	0650PM	CA	0059	14	20	HOWARD, JOYCE	O
146	099	GU	JOMC483 001	JOMC	483	001	MW	0300PM	0450PM	CA	0059	12	20	WITTEKIND, DONA	O
147	099	GU	JOMC484 001	JOMC	484	001	TR	0900AM	1050AM	CA	0059	20	20	CAIRO, ALBERTO	C
148	099	GU	JOMC490 001	JOMC	490	001	TR	1230PM	0145PM	CA	0283	13	15	ABERNATHY, PENE	O
149	099	GU	JOMC490 002	JOMC	490	002	R	0200PM	0445PM	XX	XX	3	15	ABERNATHY, PENE	O
150	099	GU	JOMC490 003	JOMC	490	003	T	0200PM	0445PM	CA	0253	12	12	KALYANARAMAN, S	C
151	099	GU	JOMC490 004	JOMC	490	004	MW	1000AM	1115AM	CA	0268	0	15	CARROLL, CRAIG	X
152	099	GU	JOMC490 005	JOMC	490	005	M	0330PM	0545PM	CA	0283	0	10		X
153	099	GU	JOMC490 990	JOMC	490	990	TBA	TBA	TBA			0	10		X
154	099	GU	JOMC490 991	JOMC	490	991	TBA	TBA	TBA			0	15		X
155	099	GU	JOMC490 992	JOMC	490	992	TBA	TBA	TBA			0	1		X
156	099	GU	JOMC491 001	JOMC	491	001	MW	1200PM	0115PM	CA	340A	18	13	BYARS, NAPOLEON	C
157	099	GU	JOMC491 002	JOMC	491	002	TR	0200PM	0315PM	XX	XX	0	12	THORNBURG, RYAN	X
158	099	GU	JOMC560 001	JOMC	560	001	MW	1000AM	1115AM	CA	0340	8	6	LINDEN, THOMAS	C
159	099	GU	JOMC562 001	JOMC	562	001	R	0900AM	1145AM	CA	0340	5	8	LINDEN, THOMAS	O
160	099	GU	JOMC581 001	JOMC	581	001	TR	1100AM	1250PM	CA	0059	13	20	RUEL, LAURA	O
161	099	GU	JOMC582 001	JOMC	582	001	TR	0300PM	0450PM	CA	0060	16	20	DAVISON, PAT	O
162	099	GU	JOMC583 001	JOMC	583	001	MW	0100PM	0250PM	CA	0060	13	20	LOFLAND, DONALD	O
163	099	GU	JOMC585 001	JOMC	585	001	MW	0900AM	1050AM	CA	0060	8	20	CAIRO, ALBERTO	O
164	099	GU	JOMC701 001	JOMC	701	001	MW	1130AM	1245PM	CA	0033	33	40	JOHNSTON, A	O
165	099	GU	JOMC705 001	JOMC	705	001	MW	0200PM	0315PM	CA	0340	13	15	GIBSON, RHONDA	O
166	099	GU	JOMC711 956	JOMC	711	956	TBA	TBA	TBA			20	20	CARROLL, BRIAN	C
167	099	GU	JOMC713 956	JOMC	713	956	TBA	TBA	TBA			8	15	AIKAT, DEBASHIS	O
168	099	GU	JOMC714 956	JOMC	714	956	TBA	TBA	TBA			17	20	TYBURSKI, GENIE	O
169	099	GU	JOMC730 001	JOMC	730	001	TR	1230PM	0145PM	CA	340A	9	15	DOUGALL, ELIZAB	O
170	099	GU	JOMC740 001	JOMC	740	001	TR	0330PM	0445PM	CA	0011	30	20	WALDEN, R	C
171	099	GU	JOMC740 002	JOMC	740	002	MW	0900AM	1015AM	XX	XX	0	9	PACKER, C	X
172	099	GU	JOMC753 001	JOMC	753	001	MW	0300PM	0445PM	CA	0142	9	20	YOPP, J	O
173	099	GU	JOMC754 001	JOMC	754	001	MW	0200PM	0315PM	CA	0338	7	9	FRIEDMAN, BARBA	O
174	099	GU	JOMC825 001	JOMC	825	001	W	0200PM	0445PM	CA	0268	8	9	BROWN, J D	O
175	099	GU	JOMC826 001	JOMC	826	001	R	0200PM	0315PM	CA	0340	4	12	CATES, JOAN ROB	O
176	099	GU	JOMC830 001	JOMC	830	001	W	0200PM	0450PM	CA	340A	8	15	BOYNTON, LOIS A	O
177	099	GU	JOMC840 001	JOMC	840	001	M	0200PM	0450PM	CA	340A	3	9	PACKER, C	O
178	099	GU	JOMC842 001	JOMC	842	001	F	0900AM	1145AM	XX	XX	4	9	SHAW, D L	O
179	099	GU	JOMC890 001	JOMC	890	001	R	0500PM	0745PM	CA	0340	7	9	KALYANARAMAN, S	O
180	099	GU	JOMC890 002	JOMC	890	002	W	0300PM	0550PM	CA	0060	0	9	RUEL, LAURA	X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
181	099	GU	JOMC890 003	JOMC	890	003	M	0100PM	0345PM	CA	0268	8	15	RIFFE, DAN	O
182	099	GU	JOMC900 028	JOMC	900	028	TBA	TBA	TBA			0	5	BROWN, J D	O
183	099	GU	JOMC900 061	JOMC	900	061	TBA	TBA	TBA			3	5	BOYNTON, LOIS A	O
184	099	GU	JOMC900 063	JOMC	900	063	TBA	TBA	TBA			0	5	GIBSON, RHONDA	O
185	099	GU	JOMC900 066	JOMC	900	066	TBA	TBA	TBA			0	5	KALYANARAMAN, S	O
186	099	GU	JOMC900 067	JOMC	900	067	TBA	TBA	TBA			2	5	ROUSH, CHRISTOP	O
187	099	GU	JOMC900 073	JOMC	900	073	TBA	TBA	TBA			2	5	RUEL, LAURA	O
188	099	GU	JOMC900 080	JOMC	900	080	TBA	TBA	TBA			2	5	CARPENTIER, FRA	O
189	099	GU	JOMC900 085	JOMC	900	085	TBA	TBA	TBA			1	5	CARROLL, CRAIG	O
190	099	GU	JOMC900 092	JOMC	900	092	TBA	TBA	TBA			2	5	ABERNATHY, PENE	O
191	099	GU	JOMC992 042	JOMC	992	042	TBA	TBA	TBA			0	5	YOPP, J	O
192	099	GU	JOMC992 060	JOMC	992	060	TBA	TBA	TBA			0	5	FEE, FRANK	O
193	099	GU	JOMC992 061	JOMC	992	061	TBA	TBA	TBA			1	5	BOYNTON, LOIS A	O
194	099	GU	JOMC992 064	JOMC	992	064	TBA	TBA	TBA			0	5	HESTER, JOE BOB	O
195	099	GU	JOMC992 070	JOMC	992	070	TBA	TBA	TBA			0	5	HOEFGES, MICHAE	O
196	099	GU	JOMC992 071	JOMC	992	071	TBA	TBA	TBA			0	5	FRIEDMAN, BARBA	O
197	099	GU	JOMC992 073	JOMC	992	073	TBA	TBA	TBA			3	5	RUEL, LAURA	O
198	099	GU	JOMC992 085	JOMC	992	085	TBA	TBA	TBA			0	5	CARROLL, CRAIG	O
199	099	GU	JOMC993 023	JOMC	993	023	TBA	TBA	TBA			0	5	SHAW, D L	O
200	099	GU	JOMC993 060	JOMC	993	060	TBA	TBA	TBA			0	5	FEE, FRANK	O
201	099	GU	JOMC993 061	JOMC	993	061	TBA	TBA	TBA			0	5	BOYNTON, LOIS A	O
202	099	GU	JOMC993 066	JOMC	993	066	TBA	TBA	TBA			0	5	KALYANARAMAN, S	O
203	099	GU	JOMC993 070	JOMC	993	070	TBA	TBA	TBA			0	5	HOEFGES, MICHAE	O
204	099	GU	JOMC993 085	JOMC	993	085	TBA	TBA	TBA			0	5	CARROLL, CRAIG	O
205	099	GU	JOMC994 023	JOMC	994	023	TBA	TBA	TBA			0	5	SHAW, D L	O
206	099	GU	JOMC994 028	JOMC	994	028	TBA	TBA	TBA			4	5	BROWN, J D	O
207	099	GU	JOMC994 033	JOMC	994	033	TBA	TBA	TBA			0	5	WALDEN, R	O
208	099	GU	JOMC994 037	JOMC	994	037	TBA	TBA	TBA			2	5	PACKER, C	O
209	099	GU	JOMC994 047	JOMC	994	047	TBA	TBA	TBA			2	5	ZHAO, X	O
210	099	GU	JOMC994 050	JOMC	994	050	TBA	TBA	TBA			2	5	JOHNSTON, A	O
211	099	GU	JOMC994 053	JOMC	994	053	TBA	TBA	TBA			1	5	VARGAS, LUCILA	O
212	099	GU	JOMC994 060	JOMC	994	060	TBA	TBA	TBA			1	5	FEE, FRANK	O
213	099	GU	JOMC994 061	JOMC	994	061	TBA	TBA	TBA			3	5	BOYNTON, LOIS A	O
214	099	GU	JOMC994 063	JOMC	994	063	TBA	TBA	TBA			2	5	GIBSON, RHONDA	O
215	099	GU	JOMC994 066	JOMC	994	066	TBA	TBA	TBA			1	5	KALYANARAMAN, S	O
216	099	GU	JOMC994 070	JOMC	994	070	TBA	TBA	TBA			0	5	HOEFGES, MICHAE	O
217	099	GU	JOMC994 071	JOMC	994	071	TBA	TBA	TBA			1	5	FRIEDMAN, BARBA	O
218	099	GU	JOMC994 080	JOMC	994	080	TBA	TBA	TBA			0	5	CARPENTIER, FRA	O
219	099	GU	JOMC994 085	JOMC	994	085	TBA	TBA	TBA			1	5	CARROLL, CRAIG	O
220	099	GU	JOMC691H001	JOMC	691H	001	T	0200PM	0445PM	CA	0340	12	9	BROWN, J D	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	JWST	100	001	MW	1200PM	1250PM	GC	1015	9	18	BOYARIN, JONATH	O
3	099	GU	JWST	100	601	F	0900AM	0950AM	MU	0204	2	3	GINDI, JOSEPH B	O
4	099	GU	JWST	100	602	F	1000AM	1050AM	GL	0305	1	3	GONZALEZ, VINCE	O
5	099	GU	JWST	100	603	F	1000AM	1050AM	MU	0118	1	3	GINDI, JOSEPH B	O
6	099	GU	JWST	100	604	F	1100AM	1150AM	GA	0104	2	3	GINDI, JOSEPH B	O
7	099	GU	JWST	100	605	F	1200PM	1250PM	HN	0107	2	3	GONZALEZ, VINCE	O
8	099	GU	JWST	100	606	F	0100PM	0150PM	MU	0111	0	3	GONZALEZ, VINCE	O
9	099	GU	JWST	103	001	MW	0200PM	0250PM	SC	0103	17	19	REYNOLDS, BENNI	O
10	099	GU	JWST	103	601	F	0900AM	0950AM	SA	0321	0	2		X
11	099	GU	JWST	103	602	F	1000AM	1050AM	MU	0112	2	1	COMBS, JASON R.	C
12	099	GU	JWST	103	603	F	1100AM	1150AM	MU	0115	3	3	GOODWIN, MEGAN	C
13	099	GU	JWST	103	604	F	1200PM	1250PM	MU	0112	2	2	GOODWIN, MEGAN	C
14	099	GU	JWST	103	605	F	0100PM	0150PM	SA	0213	2	2	GOODWIN, MEGAN	C
15	099	GU	JWST	103	606	F	0200PM	0250PM	GA	0001	2	2	COMBS, JASON R.	C
16	099	GU	JWST	103	607	F	0900AM	0950AM	SA	0213	1	1	TIITSMAN, JENNI	C
17	099	GU	JWST	103	608	F	1000AM	1050AM	DE	0306	3	2	TIITSMAN, JENNI	C
18	099	GU	JWST	103	609	F	1100AM	1150AM	MU	0104	2	3	TIITSMAN, JENNI	O
19	099	GU	JWST	103	610	F	1200PM	1250PM	BI	0208	0	2		X
20	099	GU	JWST	103	611	F	0100PM	0150PM	SA	0321	0	1	COMBS, JASON R.	O
21	099	GU	JWST	103	612	F	0100PM	0150PM	GL	0317	0	2		X
22	099	GU	JWST	106	001	MW	0100PM	0150PM	AR	0121	18	19	MAGNESS, JODI	O
23	099	GU	JWST	106	601	F	0900AM	0950AM	SA	0322	1	2	AYUBI, ZAHRA	O
24	099	GU	JWST	106	602	F	0900AM	0950AM	AR	0215	2	2	GREY, MATTHEW	C
25	099	GU	JWST	106	603	F	1000AM	1050AM	HN	0107	2	2	AYUBI, ZAHRA	C
26	099	GU	JWST	106	604	F	1000AM	1050AM	HO	0201	2	2	AGHAPOUR, ANDRE	C
27	099	GU	JWST	106	605	F	0300PM	0350PM	BI	0306	2	2	NIEUWSMA, SHANA	C
28	099	GU	JWST	106	606	F	0200PM	0250PM	PH	0222	2	2	NIEUWSMA, SHANA	C
29	099	GU	JWST	106	607	F	1200PM	1250PM	PH	0224	1	2	AYUBI, ZAHRA	O
30	099	GU	JWST	106	608	F	1200PM	1250PM	SM	0107	2	2	NIEUWSMA, SHANA	C
31	099	GU	JWST	106	609	F	0900AM	0950AM	GA	0001	2	2	THAYNE, STANLEY	C
32	099	GU	JWST	106	610	F	1000AM	1050AM	AR	0215	1	1	GREY, MATTHEW	C
33	099	GU	JWST	106	611	F	1200PM	1250PM	WI	0217	0	0		C
34	099	GU	JWST	106	612	F	0200PM	0250PM	PH	0220	0	0		C
35	099	GU	JWST	106	613	F	0200PM	0250PM	BI	0108	0	0		C
36	099	GU	JWST	106	614	F	0300PM	0350PM	BI	0101	0	0		C
37	099	GU	JWST	106	615	F	0300PM	0350PM	BI	0217	0	0		C
38	099	GU	JWST	203	002	MWF	0300PM	0350PM	NW	0103	0	4		X
39	099	GU	JWST	206	001	MW	1100AM	1215PM			0	5		X
40	099	GU	JWST	239	001	MW	0100PM	0150PM	GA	0105	0	8	HESS, JONATHAN	X
41	099	GU	JWST	239	601	F	0100PM	0150PM	HN	0107	0	2	HESS, JONATHAN	X
42	099	GU	JWST	239	602	F	0200PM	0250PM	BI	0208	0	2	HESS, JONATHAN	X
43	099	GU	JWST	239	603	R	1100AM	1150AM	DE	0302	0	2	HESS, JONATHAN	X
44	099	GU	JWST	239	604	R	0100PM	0150PM	BI	0101	0	2	HESS, JONATHAN	X
45	099	GU	JWST	253	001	MWF	0200PM	0250PM	SA	0104	5	5	FERRIS, MARCIE	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	JWST	262	001	TR	0930AM	1045AM	MU	0116	3	5	BROWNING, CR	O
47	099	GU	JWST	262	600	R	0100PM	0150PM	HM	0425	0	1		X
48	099	GU	JWST	262	602	R	0500PM	0550PM	BI	0208	0	1	PLAVNIEKS, RICH	O
49	099	GU	JWST	262	603	R	0400PM	0450PM	BI	0217	1	1	GUMBLETON, SHAW	C
50	099	GU	JWST	262	604	R	0500PM	0550PM	BI	0101	1	1	GUMBLETON, SHAW	C
51	099	GU	JWST	262	606	R	0330PM	0420PM	DE	0209	1	1	PLAVNIEKS, RICH	C
52	099	GU	JWST	305	001	TR	0330PM	0445PM	GM	0213	0	5	SHEMER, YARON	X
53	099	GU	JWST	486	001	MWF	1100AM	1150AM	SA	0204	7	7	FERRIS, MARCIE	C
54	099	GU	JWST	512	001	T	0500PM	0750PM			0	2		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	KOR	101	001	MTWR	1100AM	1150AM	AR	0116	20	20	CHON, JOO YEON	C
3	099	GU	KOR	101	002	MTWR	1200PM	1250PM	MU	0118	16	20	KIM, HAEYOUNG	O
4	099	GU	KOR	203	001	MTWR	0100PM	0150PM	SA	0213	18	20	JO, JI-YEON	O
5	099	GU	KOR	203	002	MTWR	0200PM	0250PM	SA	0213	16	20	JO, JI-YEON	O
6	099	GU	KOR	203	998	TBA	TBA	TBA			0	999		O
7	099	GU	KOR	305	001	TR	0330PM	0445PM	GM	0213	17	15	JO, JI-YEON	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	LATN	101	001	MTRF	0800AM	0850AM	MU	0118	0	20		X
3	099	GU	LATN	101	002	MTRF	1100AM	1150AM	MU	0118	30	31	ESPOSITO, JOHN	O
4	099	GU	LATN	101	003	MTRF	0200PM	0250PM	MU	0111	21	23	WOOTEN, C	O
5	099	GU	LATN	101	004	MTRF	0200PM	0250PM	MU	0002	16	20	HANSEN, HANS	O
6	099	GU	LATN	101	851	TBA	TBA	TBA			0	999		O
7	099	GU	LATN	102	001	MTRF	1100AM	1150AM	MU	0002	17	20	SPENCER, ANDREW	O
8	099	GU	LATN	102	002	MTRF	0200PM	0250PM	MU	0118	19	31	LANDIS, SARAH	O
9	099	GU	LATN	111	001	MWRF	0200PM	0250PM	MU	0220	3	3	PATERSON, JAMES	C
10	099	GU	LATN	203	001	MWF	0800AM	0850AM	MU	0304	0	20		X
11	099	GU	LATN	203	002	MWF	1100AM	1150AM	HN	0125	25	30	ALEXANDRE, DERI	O
12	099	GU	LATN	203	003	MWF	0200PM	0250PM	MU	0304	26	33	MILLER, SARAH	O
13	099	GU	LATN	203	998	TBA	TBA	TBA			0	999		O
14	099	GU	LATN	204	001	MWF	0200PM	0250PM	MU	0204	12	14	WILTSHIRE, ANDE	O
15	099	GU	LATN	204	998	TBA	TBA	TBA			0	999		O
16	099	GU	LATN	221	001	MWF	1000AM	1050AM	PE	0204	18	14	O'HARA, JAMES J	C
17	099	GU	LATN	332	001	TR	1100AM	1215PM	MU	0304	16	20	BABCOCK, ROBERT	O
18	099	GU	LATN	352	001	TR	0800AM	0915AM	MU	0304	8	14	RIESS, WERNER	O
19	099	GU	LATN	510	001	MWF	1200PM	1250PM	MU	0304	14	20	WOOTEN, C	O
20	099	GU	LATN	514	001	TR	0500PM	0615PM	MU	0111	11	14	BABCOCK, ROBERT	O
21	099	GU	LATN	601	001	MWF	0200PM	0250PM	MU	0220	8	11	PATERSON, JAMES	O
22	099	GU	LATN	764	001	TR	1230PM	0145PM	MU	0317	7	8	JAMES, SHARON L	O
23	099	GU	LATN	784	001	MWF	1000AM	1050AM	MU	0220	0	12	RIVES, JAMES	X
24	099	GU	LATN	993	001	TBA	TBA	TBA			1	5	BABCOCK, ROBERT	O
25	099	GU	LATN	993	008	TBA	TBA	TBA			1	5	RIESS, WERNER	O
26	099	GU	LATN	993	035	TBA	TBA	TBA			0	5	WOOTEN, C	O
27	099	GU	LATN	994	002	TBA	TBA	TBA			2	5	O'HARA, JAMES J	O
28	099	GU	LATN	994	005	TBA	TBA	TBA			1	5	JAMES, SHARON L	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	LW	LAW	150	001	TBA	TBA				0	260		O
3	099	LW	LAW	201	001	TWRF	0845AM	0955AM	VW	5048	88	92	GEORGE, B GLENN	O
4	099	LW	LAW	201	002	MTWR	0230PM	0340PM	VW	5048	89	92	WEISBURD, A M	O
5	099	LW	LAW	201	003	MTWR	0230PM	0340PM	VW	4085	29	30	CONLEY, J M	O
6	099	LW	LAW	201	004	MTWR	1020AM	1130AM	VW	3049	28	30	GIBSON, S E	O
7	099	LW	LAW	201	005	MTWR	0230PM	0340PM	VW	3049	29	30	PUCILLO, PHILLI	O
8	099	LW	LAW	206	001	WRF	1055AM	1150AM	VW	5052	64	116	MYERS, RICHARD	O
9	099	LW	LAW	207	001	MTWR	0230PM	0340PM	VW	5046	89	92	BROPHY, ALFRED	O
10	099	LW	LAW	207	002	MTWR	0845AM	0955AM	VW	3049	30	30	BROWN, CAROL N.	C
11	099	LW	LAW	207	003	MTWR	1020AM	1130AM	VW	4082	30	30	KALO, J D	C
12	099	LW	LAW	207	004	MTWR	0845AM	0955AM	VW	4082	29	30	WEGNER, J W	O
13	099	LW	LAW	207	005	TWRF	0100PM	0210PM	VW	5048	86	92	ORTH, J V	O
14	099	LW	LAW	209	001	MTWR	1020AM	1130AM	VW	5048	30	30	TAYLOR, JOHN ED	C
15	099	LW	LAW	209	002	MTWR	0100PM	0210PM	VW	3049	29	30	EICHNER, MAXINE	O
16	099	LW	LAW	209	003	TWRF	1020AM	1130AM	VW	5046	28	30	SAVER, RICHARD	O
17	099	LW	LAW	209	004	TWRF	0100PM	0210PM	VW	5046	90	92	CORRADO, M L	O
18	099	LW	LAW	209	005	MTWR	0845AM	0955AM	VW	5046	87	92	DAYE, C E	O
19	099	LW	LAW	210	001	TWR	0100PM	0155PM	VW	4085	57	92	GERHARDT, DEBOR	O
20	099	LW	LAW	213	001	M	0530PM	0830PM	VW	4085	73	92	KELLEY, THOMAS	O
21	099	LW	LAW	214	001	M	0310PM	0610PM	VW	4082	28	30	GLOVER, ALICE	O
22	099	LW	LAW	219	001	TWR	0950AM	1045AM	VW	4085	29	92	BLAKEY, W J	O
23	099	LW	LAW	220	001	WRF	0100PM	0155PM	VW	5042	113	118	HORNSTEIN, D T	O
24	099	LW	LAW	222	001	W	0530PM	0730PM	VW	4004	24	25	BALLANCE, MICHA	O
25	099	LW	LAW	224	001	TWR	0950AM	1045AM	VW	3025	9	10	MELAMUT, STEVEN	O
26	099	LW	LAW	226	001	TWR	0205PM	0300PM	VW	4004	36	60	CHIN, ANDREW	O
27	099	LW	LAW	228	001	TWR	0310PM	0405PM	VW	5052	88	70	HAZEN, T L	C
28	099	LW	LAW	228	001	F	0845AM	0940AM	VW	5052	88	70	HAZEN, T L	C
29	099	LW	LAW	228	002	MTW	0415PM	0530PM	VW	5052	55	85	HAYNES, KEVIN V	O
30	099	LW	LAW	231	001	M	0415PM	0615PM	VW		24	24	BIRCKHEAD, TAMA	C
31	099	LW	LAW	233	001	T	0415PM	0615PM	VW	5054	14	14	SABBETH, KATHRY	C
32	099	LW	LAW	237	001	TWR	0100PM	0155PM	VW	4004	36	60	BROOME, L L	O
33	099	LW	LAW	238	001	MWR	0950AM	1045AM	VW	4004	29	60	FEIBELMAN, ADAM	O
34	099	LW	LAW	241	001	TWR	1055AM	1150AM	VW	4004	44	60	FLATT, VICTOR	O
35	099	LW	LAW	242	001	MTWR	0100PM	0155PM	VW	5052	77	80	MOSTELLER, ROBE	O
36	099	LW	LAW	242	002	MTWR	0205PM	0300PM	VW	5052	34	80	BLAKEY, W J	O
37	099	LW	LAW	244	001	MTW	0205PM	0300PM	VW	5042	116	127	LAU, HOLNING	O
38	099	LW	LAW	245	001	TR	0815AM	0940AM	VW	4004	53	59	BOGER, J C	O
39	099	LW	LAW	246	001	TWR	0310PM	0405PM	VW	5042	51	128	NICHOL, GENE R	O
40	099	LW	LAW	248	001	TWR	1055AM	1150AM	VW	3025	12	24	SAUNDERS, M	O
41	099	LW	LAW	265	001	TWR	0950AM	1045AM	VW	5042	45	128	CHIN, ANDREW	O
42	099	LW	LAW	266	001	MT	0100PM	0155PM	VW	4082	25	25	RATLIFF, A A	C
43	099	LW	LAW	266	002	MT	0415PM	0510PM	VW	4004	22	40	RATLIFF, A A	O
44	099	LW	LAW	266	003	R	0415PM	0615PM	VW	4004	39	39	WRIGHT, MELVIN	C
45	099	LW	LAW	268	001	MTWR	1055AM	1150AM	VW	5042	68	128	BROPHY, ALFRED	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	LW	LAW	272	001	W	0415PM	0715PM	VW	4082	25	25	MUMMA, CHRISTIN	C
47	099	LW	LAW	275	001	TWR	1055AM	1150AM	VW	4085	52	92	BROWN, C N	O
48	099	LW	LAW	280	001	TWRF	0950AM	1045AM	VW	5052	86	116	BRYAN, P L	O
49	099	LW	LAW	282	001	MTW	0310PM	0405PM	VW	4004	15	60	TURNIER, W J	O
50	099	LW	LAW	286	001	TWR	1055AM	1150AM	VW	3080	0	16	CHIN, ANDREW	X
51	099	LW	LAW	288	001	M	0415PM	0645PM	VW	4081	15	15	FULLER, J C	C
52	099	LW	LAW	288	001	R	0415PM	0545PM	VW	5052	15	15	FULLER, J C	C
53	099	LW	LAW	288	002	T	0415PM	0645PM	VW	4081	15	15	JOHNSON, VALERI	C
54	099	LW	LAW	288	002	R	0415PM	0545PM	VW	5052	15	15	JOHNSON, VALERI	C
55	099	LW	LAW	288	003	T	0715PM	0945PM	VW	4081	15	15	JONES, ABRAHAM	C
56	099	LW	LAW	288	003	R	0415PM	0545PM	VW	5052	15	15	JONES, ABRAHAM	C
57	099	LW	LAW	288	004	W	0415PM	0645PM	VW	4081	15	15	MILLS, W S	C
58	099	LW	LAW	288	004	R	0415PM	0545PM	VW	5052	15	15	MILLS, W S	C
59	099	LW	LAW	288	005	W	0715PM	0945PM	VW	4081	13	15	BROUN, JONATHAN	O
60	099	LW	LAW	288	005	R	0415PM	0545PM	VW	5052	13	15	BROUN, JONATHAN	O
61	099	LW	LAW	288	006	F	0845AM	1115AM	VW	4081	13	15	STERN, THOMAS	O
62	099	LW	LAW	288	006	R	0415PM	0545PM	VW	5052	13	15	STERN, THOMAS	O
63	099	LW	LAW	295	001	M	0845AM	0955AM	VW	5048	44	45	MOYE, JOHN MICH	O
64	099	LW	LAW	295	002	M	0845AM	0955AM	VW	5052	43	45	KIFNER, DREW KY	O
65	099	LW	LAW	295	003	M	0100PM	0210PM	VW	4004	45	45	MCCLANAHAN, JON	C
66	099	LW	LAW	295	004	F	0845AM	0955AM	VW	5046	44	45	BROOK, CHRISTOP	O
67	099	LW	LAW	295	005	F	0845AM	0955AM	VW	4085	43	45	KAY, JASON BRAD	O
68	099	LW	LAW	295	006	F	0845AM	0955AM	VW	5042	43	45	RAMEE, NEAL AND	O
69	099	LW	LAW	301	001	T	0530PM	0730PM	VW	3049	33	30	MILLS, NORMA W	C
70	099	LW	LAW	306	001	R	0100PM	0300PM	VW	5054	14	15	OLIVE, MARK	O
71	099	LW	LAW	310	001	M	0310PM	0610PM	VW	4051	10	10	MULLER, E	C
72	099	LW	LAW	313	001	TWR	0100PM	0155PM	VW	3025	0	24	BAKER, SCOTT A.	X
73	099	LW	LAW	329	001	M	0950AM	1150AM	VW	5054	14	15	GERHARDT, MICHA	O
74	099	LW	LAW	334	001	T	0205PM	0405PM	VW	5054	12	15	KLINEFELTER, A	O
75	099	LW	LAW	336	001	T	0630PM	0830PM	VW	5054	15	16	ERTESCHIK, ANDR	O
76	099	LW	LAW	338	001	R	0205PM	0405PM	VW	3080	13	15	BROWN, C N	O
77	099	LW	LAW	345	001	T	0630PM	0830PM	VW	4004	25	25	HECKMAN, HARPER	C
78	099	LW	LAW	361	001	F	0100PM	0300PM	VW	5054	14	15	MARTIN, H C	O
79	099	LW	LAW	368	001	R	0530PM	0730PM	VW	3049	15	16	JENKINS, ROBERT	O
80	099	LW	LAW	374	001	T	0415PM	0615PM	VW	4082	27	30	SILLIMAN, SCOTT	O
81	099	LW	LAW	383	001	W	0205PM	0405PM	VW	3080	13	15	MYERS, RICHARD	O
82	099	LW	LAW	390	001	TBA	TBA	TBA			8	8	BIRCKHEAD, TAMA	C
83	099	LW	LAW	391	001	TBA	TBA	TBA			14	14	SABBETH, KATHRY	C
84	099	LW	LAW	395	001	TBA	TBA	TBA			8	8	BIRCKHEAD, TAMA	C
85	099	LW	LAW	397	001	TBA	TBA	TBA			10	10	KELLEY, THOMAS	C
86	099	LW	LAW	399	049	TBA	TBA				1	1	GEORGE, B GLENN	C
87	099	LW	LAW	399	052	TBA	TBA				2	1	KRAUSE, JOAN	C
88	099	LW	LAW	399	057	TBA	TBA				1	1	NICHOL, GENE R	C
89	099	LW	LAW	399	075	TBA	TBA	TBA			1	2	BROWN, CAROL N.	O
90	099	LW	LAW	400	001	T	1200PM	1255PM	VW	3049	15	15	MCKINNEY, R	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	LW	LAW	401	001	T	1200PM	1250PM			51	50	SAVASTA-KENNEDY	C
92	099	LW	LAW	403	001	TBA	TBA	TBA			3	3	SAVASTA-KENNEDY	C
93	099	LW	LAW	408	001	TWR	0310PM	0405PM	VW	3025	17	24	OMAROVA, SAULE	O
94	099	LW	LAW	409	001	TBA	TBA	TBA			0	1	MULLER, E	O
95	099	LW	LAW	436	001	T	0415PM	0615PM	VW	3080	13	15	FEIBELMAN, ADAM	O
96	099	LW	LAW	438	001	R	0415PM	0615PM	VW	4082	19	20	KADENS, MICHAEL	O
97	099	LW	LAW	442	001	M	0950AM	1150AM	VW	3080	8	15	FLATT, VICTOR	O
98	099	LW	LAW	444	001	W	0950AM	1150AM	VW	5054	16	15	JOHNSON, SALLY	C
99	099	LW	LAW	446	001	T	0950AM	1150AM	VW	5054	0	15	HAYNES, KEVIN V	X
100	099	LW	LAW	451	001	TR	0205PM	0330PM	VW	4082	23	24	KRAUSE, JOAN	O
101	099	LW	LAW	220W	001	WRF	0100PM	0155PM	VW	5042	10	10	HORNSTEIN, D T	C
102	099	LW	LAW	228M	001	WF	0815AM	0940AM	VW	4004	20	25	GAETA JR., ANTH	O
103	099	LW	LAW	234F	001	TWR	0845AM	0940AM	VW	5042	45	128	GERHARDT, MICHA	O
104	099	LW	LAW	252E	001	TR	0415PM	0615PM	VW	5046	24	92	ADAIR, ERIN JO	O
105	099	LW	LAW	267S	001	TW	0415PM	0540PM	VW	3025	15	15	SHERWOOD, JIM	C
106	099	LW	LAW	267T	001	MTW	0205PM	0300PM	VW	3025	22	24	HALL, MARGARET	O
107	099	LW	LAW	398A	001	W	0415PM	0615PM	VW	4051	6	6	WEISSMAN, DEBOR	C
108	099	LW	LAW	429W	001	TWR	0310PM	0405PM	VW	5052	12	15	HAZEN, T L	O
109	099	LW	LAW	429W	001	F	0845AM	0940AM	VW	5052	12	15	HAZEN, T L	O
110	099	LW	LAW	451W	001	TR	0205PM	0330PM	VW	4082	6	9	KRAUSE, JOAN	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	LFIT	102	001	MW	0900AM	0950AM	XX	XX	5	10	MURRAY, D C	O
3	099	GU	LFIT	103	001	MW	0800AM	0850AM	XX	XX	28	28	HANCOCK, KENDRA	C
4	099	GU	LFIT	103	002	MW	0900AM	0950AM	XX	XX	27	28	GORDON, BRANDI	O
5	099	GU	LFIT	103	003	MW	1000AM	1050AM	XX	XX	27	28	MCNICHOLS, HILA	O
6	099	GU	LFIT	103	004	MW	0100PM	0150PM	XX	XX	28	28	O'BRIEN, MEGHAN	C
7	099	GU	LFIT	103	005	MW	0200PM	0250PM	XX	XX	29	28	TERRACINA, KATH	C
8	099	GU	LFIT	103	006	MW	0300PM	0350PM	XX	XX	25	28	MCNICHOLS, HILA	O
9	099	GU	LFIT	103	007	TR	0930AM	1020AM	XX	XX	28	28	HANCOCK, KENDRA	C
10	099	GU	LFIT	103	008	TR	1100AM	1150AM	XX	XX	30	28	SCHWANE, BRANDI	C
11	099	GU	LFIT	104	001	MW	0800AM	0850AM	XX	XX	28	28	CRAM, TYLER R.	C
12	099	GU	LFIT	104	002	MW	0900AM	0950AM	XX	XX	28	28	POMORSKI, MEGAN	C
13	099	GU	LFIT	104	003	MW	0100PM	0150PM	XX	XX	26	28	BRADLEY, JAMIE	O
14	099	GU	LFIT	104	004	MW	0200PM	0250PM	XX	XX	26	28	BRADLEY, JAMIE	O
15	099	GU	LFIT	104	005	MW	0300PM	0350PM	XX	XX	28	28	WRIGHT, BRADY J	C
16	099	GU	LFIT	104	006	TR	0930AM	1020AM	XX	XX	28	28	SKOLNICK, JORDA	C
17	099	GU	LFIT	104	007	TR	1100AM	1150AM	XX	XX	27	28	OCWIEJA, KAREN	O
18	099	GU	LFIT	104	008	TR	0200PM	0250PM	XX	XX	28	28	GIFFUNI, JAMIE	C
19	099	GU	LFIT	104	009	MW	1000AM	1050AM	XX	XX	28	28	VANHOY, RYAN A.	C
20	099	GU	LFIT	104	951	MW	0600PM	0715PM	FG	0104	20	20	MARTIN, ERIC A.	C
21	099	GU	LFIT	105	001	MW	0900AM	0950AM	XX	XX	28	28	HOMAN, KATIE J.	C
22	099	GU	LFIT	105	002	MW	1000AM	1050AM	XX	XX	28	28	YOUNG, STEWART	C
23	099	GU	LFIT	105	003	MW	0100PM	0150PM	XX	XX	28	28	TYSINGER, DANIE	C
24	099	GU	LFIT	105	004	MW	0200PM	0250PM	XX	XX	27	28	GAYNOR, DANIELL	O
25	099	GU	LFIT	105	005	MW	0300PM	0350PM	XX	XX	29	28	SKOLNICK, JORDA	C
26	099	GU	LFIT	105	006	TR	1100AM	1150AM	XX	XX	29	28	FRALEY, AMY L.	C
27	099	GU	LFIT	105	007	TR	0200PM	0250PM	XX	XX	28	28	HAIRSTON, ELBER	C
28	099	GU	LFIT	105	008	MW	0800AM	0850AM	XX	XX	27	28	LISOWSKI, JAMES	O
29	099	GU	LFIT	105	009	TR	0930AM	1020AM	XX	XX	0	28		X
30	099	GU	LFIT	106	001	MW	0800AM	0850AM	XX	XX	27	28	HOMAN, KATIE J.	O
31	099	GU	LFIT	106	002	MW	1000AM	1050AM	XX	XX	27	28	ARAGON, VERONIC	O
32	099	GU	LFIT	106	003	MW	0100PM	0150PM	XX	XX	26	28	YOUNG, STEWART	O
33	099	GU	LFIT	106	004	MW	0200PM	0250PM	XX	XX	24	28	LITTLETON, ASHL	O
34	099	GU	LFIT	106	005	MW	0300PM	0350PM	XX	XX	28	28	HANCOCK, KENDRA	C
35	099	GU	LFIT	106	006	TR	1100AM	1150AM	XX	XX	27	28	HUFFMAN, LANDON	O
36	099	GU	LFIT	106	007	TR	0200PM	0250PM	XX	XX	28	28	GAYNOR, DANIELL	C
37	099	GU	LFIT	106	008	MW	0900AM	0950AM	XX	XX	29	28	VANHOY, RYAN A.	C
38	099	GU	LFIT	106	009	TR	0930AM	1020AM	XX	XX	26	28	MOCK, CHE B.	O
39	099	GU	LFIT	107	001	MW	0800AM	0850AM	XX	XX	20	28	PECK, MARGARET	O
40	099	GU	LFIT	107	002	MW	0900AM	0950AM	XX	XX	23	28	VANBRUGGEN, MIT	O
41	099	GU	LFIT	107	003	MW	0100PM	0150PM	XX	XX	26	28	PEARSON, CHAD L	O
42	099	GU	LFIT	107	004	TR	0930AM	1020AM	XX	XX	19	28	TOSTI, KAREN P.	O
43	099	GU	LFIT	107	005	TR	1100AM	1150AM	XX	XX	25	28	TOSTI, KAREN P.	O
44	099	GU	LFIT	107	006	TR	0200PM	0250PM	XX	XX	27	28	TOSTI, KAREN P.	O
45	099	GU	LFIT	107	007	MW	0300PM	0350PM	XX	XX	23	28	PEARSON, CHAD L	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	LFIT	108	001	MW	0800AM	0850AM	XX	XX	24	28	FRALEY, AMY L.	O
47	099	GU	LFIT	108	002	MW	0900AM	0950AM	XX	XX	26	28	SPRANSY, LENORE	O
48	099	GU	LFIT	108	003	MW	1000AM	1050AM	XX	XX	27	28	KALLMAN, ASHLEY	O
49	099	GU	LFIT	108	004	MW	0100PM	0150PM	XX	XX	28	28	WRIGHT, BRADY J	C
50	099	GU	LFIT	108	005	MW	0200PM	0250PM	XX	XX	28	28	MARTIN, ERIC A.	C
51	099	GU	LFIT	108	006	MW	0300PM	0350PM	XX	XX	27	28	HAIRSTON, ELBER	O
52	099	GU	LFIT	108	007	TR	0930AM	1020AM	XX	XX	27	28	LANCASTER, ELIZ	O
53	099	GU	LFIT	108	008	TR	0200PM	0250PM	XX	XX	27	28	SKOLNICK, JORDA	O
54	099	GU	LFIT	108	009	TR	1100AM	1150AM	XX	XX	27	28	GAYNOR, DANIELL	O
55	099	GU	LFIT	109	001	MW	0800AM	0850AM	XX	XX	22	24	SCHWARZBER, ROS	O
56	099	GU	LFIT	109	002	MW	0900AM	0950AM	XX	XX	21	24	CRAM, TYLER R.	O
57	099	GU	LFIT	109	003	MW	1000AM	1050AM	XX	XX	24	24	SPRANSY, LENORE	C
58	099	GU	LFIT	109	004	MW	0100PM	0150PM	XX	XX	20	24	SPRANSY, LENORE	O
59	099	GU	LFIT	109	005	MW	0200PM	0250PM	XX	XX	24	24	SCHWARZBER, ROS	C
60	099	GU	LFIT	109	006	MW	0300PM	0350PM	XX	XX	23	24	YOUNG, STEWART	O
61	099	GU	LFIT	109	007	TR	0930AM	1020AM	XX	XX	22	24	DALY, JOHN R.	O
62	099	GU	LFIT	109	008	TR	1100AM	1150AM	XX	XX	25	24	LANCASTER, ELIZ	C
63	099	GU	LFIT	109	009	TR	0200PM	0250PM	XX	XX	24	24	SCHWARZBER, ROS	C
64	099	GU	LFIT	110	001	MW	0800AM	0850AM	XX	XX	0	28		X
65	099	GU	LFIT	110	002	MW	0900AM	0950AM	XX	XX	0	28		X
66	099	GU	LFIT	110	003	MW	1000AM	1050AM	XX	XX	0	28		X
67	099	GU	LFIT	110	004	MW	0200PM	0250PM	XX	XX	0	28		X
68	099	GU	LFIT	110	005	MW	0300PM	0350PM	XX	XX	0	28		X
69	099	GU	LFIT	110	006	TR	0930AM	1020AM	XX	XX	0	28		X
70	099	GU	LFIT	110	007	TR	1100AM	1150AM	XX	XX	0	28		X
71	099	GU	LFIT	110	008	TR	0200PM	0250PM	XX	XX	0	28		X
72	099	GU	LFIT	111	001	MW	0800AM	0850AM	XX	XX	0	28		X
73	099	GU	LFIT	111	002	MW	0900AM	0950AM	XX	XX	0	28		X
74	099	GU	LFIT	111	003	MW	0200PM	0250PM	XX	XX	0	28		X
75	099	GU	LFIT	111	004	MW	0300PM	0350PM	XX	XX	0	28		X
76	099	GU	LFIT	111	005	TR	0930AM	1020AM	XX	XX	0	28		X
77	099	GU	LFIT	111	006	TR	1100AM	1150AM	XX	XX	0	28		X
78	099	GU	LFIT	112	001	MW	0800AM	0850AM	XX	XX	28	28	HIBBERD, ELIZAB	C
79	099	GU	LFIT	112	002	MW	0900AM	0950AM	XX	XX	28	28	LISOWSKI, JAMES	C
80	099	GU	LFIT	112	003	MW	0100PM	0150PM	XX	XX	29	28	TERRACINA, KATH	C
81	099	GU	LFIT	112	004	MW	0200PM	0250PM	XX	XX	28	28	MCNICHOLS, HILA	C
82	099	GU	LFIT	112	005	MW	0300PM	0350PM	XX	XX	27	28	O'BRIEN, MEGHAN	O
83	099	GU	LFIT	112	006	TR	0930AM	1020AM	XX	XX	29	28	HAIRSTON, ELBER	C
84	099	GU	LFIT	112	007	TR	1100AM	1150AM	XX	XX	31	28	MAUNTEL, TIMOTH	C
85	099	GU	LFIT	112	008	TR	0200PM	0250PM	XX	XX	27	28	HANCOCK, KENDRA	O
86	099	GU	LFIT	113	001	MW	0800AM	0850AM	XX	XX	25	26	MAUNTEL, TIMOTH	O
87	099	GU	LFIT	113	002	MW	0900AM	0950AM	XX	XX	26	26	BRADLEY, JAMIE	C
88	099	GU	LFIT	113	003	MW	1000AM	1050AM	XX	XX	27	26	ASKEY, LAUREN M	C
89	099	GU	LFIT	113	004	MW	0100PM	0150PM	XX	XX	26	26	BRANSON, SHERI	C
90	099	GU	LFIT	113	005	MW	0200PM	0250PM	XX	XX	26	26	HUFFMAN, LANDON	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	LFIT	113	006	MW	0300PM	0350PM	XX	XX	26	26	AHN, BUMSOO	C
92	099	GU	LFIT	113	007	TR	0930AM	1020AM	XX	XX	27	26	HUFFMAN, LANDON	C
93	099	GU	LFIT	113	008	TR	1100AM	1150AM	XX	XX	26	26	POMORSKI, MEGAN	C
94	099	GU	LFIT	113	009	TR	0200PM	0250PM	XX	XX	25	26	LINDSEY, ERIN K	O
95	099	GU	LFIT	190	001	MW	0800AM	0850AM	XX	XX	27	28	OCWIEJA, KAREN	O
96	099	GU	LFIT	190	002	MW	0900AM	0950AM	XX	XX	29	28	O'BRIEN, MEGHAN	C
97	099	GU	LFIT	190	003	MW	0200PM	0250PM	XX	XX	25	28	DALY, JOHN R.	O
98	099	GU	LFIT	190	004	TR	1100AM	1150AM	XX	XX	25	28	O'BRIEN, MEGHAN	O
99	099	GU	LFIT	190	005	MW	0300PM	0350PM	XX	XX	22	28	LINDSEY, ERIN K	O
100	099	GU	LFIT	190	006	TR	0930AM	1020AM	XX	XX	28	28	TYSINGER, DANIE	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	LGLA	101	001	MWF	1000AM	1050AM	GC	3033	0	15		X
3	099	GU	LGLA	203	001	MWF	1200PM	1250PM	GC	3033	0	8		X
4	099	GU	LGLA	401	001	MWF	1000AM	1050AM	GC	3033	7	15	FHUNSU, D	O
5	099	GU	LGLA	402	001	MWF	1200PM	1250PM	GC	3033	0	8		X
6	099	GU	LGLA	403	001	MWF	1200PM	1250PM	GC	3033	3	8	FHUNSU, D	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	LING	101	001	MW	0200PM	0250PM	MU	0116	116	120	HENDRICK, R	O
3	099	GU	LING	101	002	MWF	0100PM	0150PM	SM	0107	35	35	KOHN, MARY	C
4	099	GU	LING	101	003	TR	0930AM	1045AM	SM	0107	32	35	RENN, JENNIFER	O
5	099	GU	LING	101	004	TR	0200PM	0315PM	SM	0107	34	35	CLAYTON, IAN D	O
6	099	GU	LING	101	005	TR	0330PM	0445PM	SM	0107	32	35	MCCORMICK, PATR	O
7	099	GU	LING	101	601	F	0200PM	0250PM	DE	0404	29	30	BAKKEN, ANNE	O
8	099	GU	LING	101	602	F	0200PM	0250PM	DE	0202	29	30	HICKS, CRANDALL	O
9	099	GU	LING	101	603	F	0200PM	0250PM	DE	0403	30	30	EARLEY, ALICE	C
10	099	GU	LING	101	604	F	0200PM	0250PM	DE	0304	28	30	WILSON, HALLEY	O
11	099	GU	LING	101	990	TBA	TBA	TBA			3	5	CONN, JEFF	O
12	099	GU	LING	200	001	MW	0330PM	0445PM			0	30	MORETON, ELLIOT	X
13	099	GU	LING	202	001	MWF	1000AM	1050AM	DE	0304	35	30	MORA-MARIN, DAV	C
14	099	GU	LING	203	001	TR	0930AM	1045AM	DE	0304	36	30	BECKER, MISHA,	C
15	099	GU	LING	415	005	TBA	TBA	TBA			1	5	HENDRICK, R	O
16	099	GU	LING	415	007	TBA	TBA	TBA			0	5	SMITH, JENNIFER	O
17	099	GU	LING	415	009	TBA	TBA	TBA			0	5	TERRY, JULES, M	O
18	099	GU	LING	415	010	TBA	TBA	TBA			0	5	PERTSOVA, KATYA	O
19	099	GU	LING	415	012	TBA	TBA	TBA			1	5	BECKER, MISHA,	O
20	099	GU	LING	415	014	MWF	0200PM	0250PM	SM	0107	21	20	MORA-MARIN, DAV	C
21	099	GU	LING	520	001	MWF	1100AM	1150AM	DE	0304	20	30	MORETON, ELLIOT	O
22	099	GU	LING	524	001	MWF	0300PM	0350PM	DE	0304	0	20	MORETON, ELLIOT	X
23	099	GU	LING	527	001	TR	0330PM	0445PM	DE	0304	23	30	PERTSOVA, KATYA	O
24	099	GU	LING	529	001	TR	0200PM	0315PM	DE	0304	6	15	BECKER, MISHA,	O
25	099	GU	LING	537	001	MWF	1000AM	1050AM	SM	0107	12	15	TERRY, JULES, M	O
26	099	GU	LING	540	001	TR	1100AM	1215PM	DE	0304	17	30	PERTSOVA, KATYA	O
27	099	GU	LING	541	001	MWF	0900AM	0950AM	DE	0304	28	30	ROBERGE, PAUL	O
28	099	GU	LING	547	001	MWF	0100PM	0150PM	DE	0304	29	30	TERRY, JULES, M	O
29	099	GU	LING	897	005	TBA	TBA	TBA			0	5	HENDRICK, R	O
30	099	GU	LING	897	007	TBA	TBA	TBA			0	5	SMITH, JENNIFER	O
31	099	GU	LING	897	008	TBA	TBA	TBA			0	5	MORETON, ELLIOT	O
32	099	GU	LING	897	009	TBA	TBA	TBA			0	5	TERRY, JULES, M	O
33	099	GU	LING	897	010	TBA	TBA	TBA			0	5	PERTSOVA, KATYA	O
34	099	GU	LING	897	012	TBA	TBA	TBA			0	5	BECKER, MISHA,	O
35	099	GU	LING	897	014	TBA	TBA	TBA			0	5	MORA-MARIN, DAV	O
36	099	GU	LING	992	012	TBA	TBA	TBA			0	5	BECKER, MISHA,	O
37	099	GU	LING	994	007	TBA	TBA	TBA			0	5	SMITH, JENNIFER	O
38	099	GU	LING	994	008	TBA	TBA	TBA			1	5	MORETON, ELLIOT	O
39	099	GU	LING	994	009	TBA	TBA	TBA			1	5	TERRY, JULES, M	O
40	099	GU	LING	994	012	TBA	TBA	TBA			0	5	BECKER, MISHA,	O
41	099	GU	LING	101H	001	MWF	0100PM	0150PM	WI	0217	22	24	MORETON, ELLIOT	O
42	099	GU	LING	101H	186	MWF	0100PM	0150PM			0	20	SMITH, JENNIFER	X
43	099	GU	LING	691H	001	TBA	TBA	TBA			1	5	BECKER, MISHA,	O
44	099	GU	LING	692H	001	TBA	TBA	TBA			1	5	BECKER, MISHA,	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	LTAM	101	001	TR	0400PM	0515PM	GC	3024	31	30	HYNSON, RACHEL		C
3	099	GU	LTAM	396	001	TBA	TBA	TBA			0	13			O
4	099	GU	LTAM	396	002	TBA	TBA	TBA			0	1			O
5	099	GU	LTAM	396	003	TBA	TBA	TBA			0	1			O
6	099	GU	LTAM	691H	001	TBA	TBA	TBA			1	1	DEL VALLE, EMIL		C
7	099	GU	LTAM	691H	003	TBA	TBA	TBA			1	1	MARTIN, NINA		C
8	099	GU	LTAM	691H	004	TBA	TBA	TBA			1	1			C
9	099	GU	LTAM	692H	001	TBA	TBA	TBA			0	5			O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	MAC	711	001	MWF	1130AM	0130PM	MB	3575	65	62	WANG, SEAN	E	C
3	099	GU	MAC	711	002	MWF	0200PM	0400PM	MB	3575	61	62	WANG, SEAN	E	O
4	099	GU	MAC	713	001	MW	1100AM	1220PM	MB	3500	62	62	SKENDER, CHARLE	G	C
5	099	GU	MAC	713	002	MW	1230PM	0150PM	MB	3500	52	62	SKENDER, CHARLE	G	O
6	099	GU	MAC	730	001	TR	0930AM	1050AM	MB	3575	59	62	DIKOLLI, LYNN	F	O
7	099	GU	MAC	730	002	TR	1100AM	1220PM	MB	3575	64	62	DIKOLLI, LYNN	F	C
8	099	GU	MAC	740	001	MWF	1130AM	0130PM	MB	3500	59	62	POHLMAN, SHELBY	E	O
9	099	GU	MAC	740	002	MWF	0200PM	0400PM	MB	3500	65	62	POHLMAN, SHELBY	E	C
10	099	GU	MAC	742	001	MW	0800AM	0920AM	MB	3575	51	62	SHACKELFORD, D	G	O
11	099	GU	MAC	742	002	MW	0930AM	1050AM	MB	3575	62	62	SHACKELFORD, D	G	C
12	099	GU	MAC	840	001	MW	0230PM	0530PM	MB	3575	38	35	SAWYERS, ROBY	G	C
13	099	GU	MAC	856	001	TBA	TBA	TBA			30	50	DIKOLLI, LYNN	G	O
14	099	GU	MAC	866	001	MW	0930AM	1050AM	MB	3575	58	50	GARCIA, DIEGO	E	C
15	099	GU	MAC	867	001	TR	1230PM	0150PM	MB	3575	58	65	OUIMET, PAIGE	E	O
16	099	GU	MAC	875	001	TR	0930AM	1050AM	MB	3500	48	55	BARRINGER, TAMA	G	O
17	099	GU	MAC	875	002	TR	1100AM	1220PM	MB	3500	49	55	BARRINGER, TAMA	G	O
18	099	GU	MAC	880	001	TBA	TBA	TBA			0	42	ADLER, R S	G	O
19	099	GU	MAC	881	001	TBA	TBA	TBA			40	50	ADLER, R S	E	O
20	099	GU	MAC	881	002	TBA	TBA	TBA			75	80	ADLER, R S	E	O
21	099	GU	MAC	889	001	MW	0800AM	0920AM	MB	3500	50	55	HOLLAND, GEORGE	G	O
22	099	GU	MAC	889	002	MW	0930AM	1050AM	MB	3500	50	55	HOLLAND, GEORGE	G	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	MASC052 001	MASC	052	001	TR	0200PM	0315PM	CP	0235	22	22	BANE, J M		C
3	099	GU	MASC053 001	MASC	053	001	TR	1230PM	0145PM			0	20	ARNOSTI, CAROL		X
4	099	GU	MASC055 001	MASC	055	001	TR	0930AM	1045AM	SC	0210	24	24	MARTENS, C S		C
5	099	GU	MASC057 001	MASC	057	001	TR	0200PM	0315PM	CP	0235	0	0	SCOTTI, ALBERTO		X
6	099	GU	MASC059 001	MASC	059	001	TR	0200PM	0315PM	HO	0201	0	21	TESKE, ANDREAS		X
7	099	GU	MASC101 001	MASC	101	001	MWF	0200PM	0250PM	MT	0005	40	55	ALBERT, DAN		O
8	099	GU	MASC101 002	MASC	101	002	TR	1230PM	0145PM	PH	0215	114	115	RIES, JUSTIN B		O
9	099	GU	MASC310 001	MASC	310	001	TR	0930AM	1045AM	AR	0218	12	40	ALPERIN, M J		O
10	099	GU	MASC314 001	MASC	314	001	MWF	1100AM	1150AM	DE	0201	19	20	MCKEE, BRENT		O
11	099	GU	MASC395 002	MASC	395	002	TBA	TBA	TBA			1	5	RIES, JUSTIN B		O
12	099	GU	MASC395 004	MASC	395	004	TBA	TBA	TBA			0	4			O
13	099	GU	MASC401 001	MASC	401	001	TR	1100AM	1215PM	CW	0105	30	31	TESKE, ANDREAS		O
14	099	GU	MASC411 001	MASC	411	001	TR	0330PM	0445PM	CP	0235	9	9	SHAY, T J		C
15	099	GU	MASC460 001	MASC	460	001	MWF	0200PM	0250PM	GL	0103	11	20	WHITE, BRIAN L.		O
16	099	GU	MASC470 001	MASC	470	001	T	0200PM	0300PM	SC	0210	2	5	ALPERIN, M J		O
17	099	GU	MASC470 001	MASC	470	001	TR	1230PM	0145PM	SC	0210	2	5	ALPERIN, M J		O
18	099	GU	MASC490 002	MASC	490	002	TBA	TBA	TBA			0	5	SEIM, HARVEY		O
19	099	GU	MASC490 003	MASC	490	003	TBA	TBA	TBA			1	2	TESKE, ANDREAS		O
20	099	GU	MASC490 004	MASC	490	004	TBA	TBA	TBA			0	5	ARNOSTI, CAROL		O
21	099	GU	MASC505 001	MASC	505	001	TR	1230PM	0145PM	CP	0235	15	20	ARNOSTI, CAROL		O
22	099	GU	MASC506 001	MASC	506	001	TR	1100AM	1215PM	CP	0235	17	17	SEIM, HARVEY		C
23	099	GU	MASC560 001	MASC	560	001	TR	0930AM	1045AM	MU	0302	1	8	SCOTTI, ALBERTO		O
24	099	GU	MASC705 001	MASC	705	001	TBA	TBA	TBA			9	11	MACGREGOR, BARB		O
25	099	GU	MASC706 001	MASC	706	001	W	0330PM	0530PM	PH	0328	3	40	ALBERT, DAN		O
26	099	GU	MASC741 001	MASC	741	001	TBA	TBA	TBA			12	15	BRUNO, JOHN F		O
27	099	GU	MASC781 001	MASC	781	001	TR	1230PM	0145PM	PH	0301	0	2	MINION, MICHAEL		O
28	099	GU	MASC783 001	MASC	783	001	TR	1100AM	1215PM	PH	0301	0	4	MCLAUGHLIN, RIC		O
29	099	GU	MASC940 010	MASC	940	010	TBA	TBA	TBA			1	5	MARTENS, C S		O
30	099	GU	MASC992 005	MASC	992	005	TBA	TBA	TBA			1	1	RODRIGUEZ, ANTO		C
31	099	GU	MASC992 007	MASC	992	007	TBA	TBA	TBA			1	5	SCOTTI, ALBERTO		O
32	099	GU	MASC992 009	MASC	992	009	TBA	TBA	TBA			1	2	TESKE, ANDREAS		O
33	099	GU	MASC992 011	MASC	992	011	TBA	TBA	TBA			1	5	RIES, JUSTIN B		O
34	099	GU	MASC992 018	MASC	992	018	TBA	TBA	TBA			0	3	NOBLE, RACHEL		O
35	099	GU	MASC992 027	MASC	992	027	TBA	TBA	TBA			0	5	BANE, J M		O
36	099	GU	MASC992 039	MASC	992	039	TBA	TBA	TBA			0	4	PAERL, H W		O
37	099	GU	MASC992 053	MASC	992	053	TBA	TBA	TBA			0	3	LINDQUIST, N		O
38	099	GU	MASC992 055	MASC	992	055	TBA	TBA	TBA			1	2	PIEHLER, MICHAE		O
39	099	GU	MASC994 003	MASC	994	003	TBA	TBA	TBA			0	2	BRUNO, JOHN F		O
40	099	GU	MASC994 006	MASC	994	006	TBA	TBA	TBA			1	1	SEIM, HARVEY		C
41	099	GU	MASC994 007	MASC	994	007	TBA	TBA	TBA			0	5	SCOTTI, ALBERTO		O
42	099	GU	MASC994 009	MASC	994	009	TBA	TBA	TBA			0	2	TESKE, ANDREAS		O
43	099	GU	MASC994 010	MASC	994	010	TBA	TBA	TBA			1	5	MARTENS, C S		O
44	099	GU	MASC994 011	MASC	994	011	TBA	TBA	TBA			1	5	RIES, JUSTIN B		O
45	099	GU	MASC994 018	MASC	994	018	TBA	TBA	TBA			1	3	RODRIGUEZ, ANTO		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
46	099	GU	MASC994 031	MASC	994	031	TBA	TBA	TBA			2	3	PETERSON, C H		O
47	099	GU	MASC994 039	MASC	994	039	TBA	TBA	TBA			0	3	PAERL, H W		O
48	099	GU	MASC994 046	MASC	994	046	TBA	TBA	TBA			0	5	ARNOSTI		O
49	099	GU	MASC994 054	MASC	994	054	TBA	TBA	TBA			2	3	NOBLE, RACHEL		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	MATH	051	001	MWF	1200PM	1250PM	GM	0038	24	24	MILLER, LAURA	C
3	099	GU	MATH	058	001	TR	0200PM	0315PM	GA	0106	23	24	MCCOMBS, M A	O
4	099	GU	MATH	110	001	MWF	0800AM	0850AM	PH	0328	24	36	FU, ERIC	O
5	099	GU	MATH	110	002	MWF	0900AM	0950AM	PH	0328	41	40	AGYEMAN-PREMPEH	C
6	099	GU	MATH	110	003	MWF	0200PM	0250PM	PH	0328	39	40	MCCOMBS, M A	O
7	099	GU	MATH	110	851	TBA	TBA	TBA			0	999		O
8	099	GU	MATH	110	951	MW	0600PM	0715PM	PH	0367	5	25	FRENCH, AMANDA	O
9	099	GU	MATH	116	001	MWF	0200PM	0250PM	PH	0224	27	30	PLANTE, J F	O
10	099	GU	MATH	116	002	MWF	0100PM	0150PM	PH	0328	31	34	ORR, DANIEL	O
11	099	GU	MATH	118	001	TR	0200PM	0315PM	DE	0306	35	35	GEYER, ANNA	C
12	099	GU	MATH	118	002	TR	0800AM	0915AM	PH	0367	35	35	FURNO, JOANNA	C
13	099	GU	MATH	118	003	MWF	0800AM	0850AM	PH	0367	35	35	GLOVER, REBECCA	C
14	099	GU	MATH	118	004	MWF	0100PM	0150PM	PH	0367	35	35	OVERBAY, ANDREA	C
15	099	GU	MATH	118	005	MWF	0200PM	0250PM	PH	0367	35	35	WILLIAMS, SARAH	C
16	099	GU	MATH	118	006	MWF	1100AM	1150AM	PH	0367	37	35	BAYLESS, RACHEL	C
17	099	GU	MATH	118	007	MWF	0200PM	0250PM	PH	0385	34	35	PIKE, BRIAN	O
18	099	GU	MATH	119	001	TR	0200PM	0315PM	DE	0307	35	35	COOPER, LAUREN	C
19	099	GU	MATH	119	002	MWF	1200PM	1250PM	PH	0381	35	35	SHENOY, ANIL	C
20	099	GU	MATH	130	001	M	0900AM	0925AM	PH	0332	50	50	BONUEDIE, EMMAN	C
21	099	GU	MATH	130	001	W	0900AM	0950AM	PH	0332	50	50	BONUEDIE, EMMAN	C
22	099	GU	MATH	130	002	F	0900AM	0950AM	PH	0332	49	50	MUKHOPADHYAY, S	O
23	099	GU	MATH	130	002	M	0925AM	0950AM	PH	0332	49	50	MUKHOPADHYAY, S	O
24	099	GU	MATH	130	003	W	1000AM	1050AM	PH	0332	49	50	SHRYOCK, BRENDA	O
25	099	GU	MATH	130	003	M	1000AM	1025AM	PH	0332	49	50	SHRYOCK, BRENDA	O
26	099	GU	MATH	130	004	M	1025AM	1050AM	PH	0332	48	50	WEHNER, JESSICA	O
27	099	GU	MATH	130	004	F	1000AM	1050AM	PH	0332	48	50	WEHNER, JESSICA	O
28	099	GU	MATH	130	005	M	1100AM	1125AM	PH	0332	49	50	SHRYOCK, BRENDA	O
29	099	GU	MATH	130	005	W	1100AM	1150AM	PH	0332	49	50	SHRYOCK, BRENDA	O
30	099	GU	MATH	130	006	F	1100AM	1150AM	PH	0332	45	50	BONUEDIE, EMMAN	O
31	099	GU	MATH	130	006	M	1125AM	1150AM	PH	0332	45	50	BONUEDIE, EMMAN	O
32	099	GU	MATH	130	007	W	0800AM	0850AM	PH	0332	43	50	MUKHOPADHYAY, S	O
33	099	GU	MATH	130	007	M	0800AM	0825AM	PH	0332	43	50	MUKHOPADHYAY, S	O
34	099	GU	MATH	130	008	F	0800AM	0850AM	PH	0332	48	50	WEHNER, JESSICA	O
35	099	GU	MATH	130	008	M	0825AM	0850AM	PH	0332	48	50	WEHNER, JESSICA	O
36	099	GU	MATH	130	998	TBA	TBA	TBA			0	999		O
37	099	GU	MATH	152	001	MWF	1000AM	1050AM	PH	0228	31	35	ETHERIDGE, DEBR	O
38	099	GU	MATH	152	002	TR	0800AM	0915AM	PH	0224	0	33		X
39	099	GU	MATH	152	003	MWF	1100AM	1150AM	PH	0224	33	35	ETHERIDGE, DEBR	O
40	099	GU	MATH	152	998	TBA	TBA	TBA			0	999		O
41	099	GU	MATH	231	001	MWF	0100PM	0150PM	PH	0332	33	35	SHRYOCK, BRENDA	O
42	099	GU	MATH	231	002	MWF	0200PM	0250PM	PH	0381	33	35	HELMS, JOHN	O
43	099	GU	MATH	231	003	MWF	0300PM	0350PM	PH	0367	22	35	BU, SUNYOUNG	O
44	099	GU	MATH	231	004	TR	0800AM	0915AM	PH	0332	29	35	CLEMONS, JOSHUA	O
45	099	GU	MATH	231	005	TR	1100AM	1215PM	PH	0367	38	35	MCLAUGHLIN, ELI	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	MATH	231	006	TR	0330PM	0445PM	PH	0367	34	35	FOWLER, JACOB	O
47	099	GU	MATH	231	007	TR	0930AM	1045AM	PH	0367	36	35	MCLAUGHLIN, ELI	C
48	099	GU	MATH	231	008	TR	1230PM	0145PM	PH	0383	35	35	YOUNG, JENNIFER	C
49	099	GU	MATH	231	009	MWF	0100PM	0150PM	PH	0383	29	35	ZHANG, BO	O
50	099	GU	MATH	231	010	MWF	0900AM	0950AM	PH	0224	32	35	CIMA, J A	O
51	099	GU	MATH	231	011	MWF	1200PM	1250PM	PH	0332	34	35	SHRYOCK, BRENDA	O
52	099	GU	MATH	231	012	MWF	1000AM	1050AM	PH	0385	31	35	MILLER, LAURA	O
53	099	GU	MATH	231	013	TR	1230PM	0145PM	PH	0228	28	34	HERSCHLAG, GREG	O
54	099	GU	MATH	231	998	TBA	TBA	TBA			0	0		C
55	099	GU	MATH	231	999	TBA	TBA	TBA			0	0		C
56	099	GU	MATH	232	001	MWF	0800AM	0850AM	PH	0381	0	3		X
57	099	GU	MATH	232	002	MWF	1200PM	1250PM	PH	0385	34	35	KALISZEWSKI, RY	O
58	099	GU	MATH	232	003	MWF	0300PM	0350PM	PH	0381	34	35	CHRISTIAN, MATT	O
59	099	GU	MATH	232	004	MWF	0200PM	0250PM	PH	0383	32	35	WILLIS, MATTHEW	O
60	099	GU	MATH	232	005	TR	0800AM	0915AM	PH	0383	34	35	METCALFE, JASON	O
61	099	GU	MATH	232	006	TR	0200PM	0315PM	PH	0332	32	35	GRAHAM-SQUIRE,	O
62	099	GU	MATH	232	007	TR	1230PM	0145PM	PH	0332	33	35	LAUL, PARUL	O
63	099	GU	MATH	232	008	TR	0930AM	1045AM	DE	0306	35	35	BRALEY, EMILY	C
64	099	GU	MATH	232	009	TR	0330PM	0445PM	PH	0381	32	35	GRAHAM-SQUIRE,	O
65	099	GU	MATH	232	010	MWF	0200PM	0250PM	PH	0247	31	35	SCHNEIDER, KEIT	O
66	099	GU	MATH	232	011	MWF	0900AM	0950AM	PH	0383	34	35	DANIEL, ERIC	O
67	099	GU	MATH	232	012	MWF	1000AM	1050AM	PH	0383	34	35	GASPAROVIC, ELL	O
68	099	GU	MATH	232	998	TBA	TBA	TBA			0	999		O
69	099	GU	MATH	233	001	TR	1100AM	1215PM	PH	0328	46	44	ROZANSKY, LEV	C
70	099	GU	MATH	233	002	TR	0800AM	0915AM	PH	0381	38	42	MUCHA, PETER	O
71	099	GU	MATH	233	003	MWF	1100AM	1150AM	PH	0383	35	35	JENSEN, ERIK J	C
72	099	GU	MATH	233	004	MWF	0100PM	0150PM	PH	0385	39	42	ETHERIDGE, DEBR	O
73	099	GU	MATH	233	005	MWF	0200PM	0250PM	PH	0385	0	3		X
74	099	GU	MATH	233	006	MWF	1000AM	1050AM	PH	0381	43	42	WOGEN, W	C
75	099	GU	MATH	233	007	TR	0200PM	0315PM	PH	0385	34	42	TAYLOR, M E	O
76	099	GU	MATH	233	008	TR	1230PM	0145PM	PH	0367	39	40	WILLIAMS, M	O
77	099	GU	MATH	233	009	TR	0330PM	0445PM	PH	0385	39	40	MELA, XAVIER	O
78	099	GU	MATH	233	010	TR	0930AM	1045AM	PH	0381	41	42	VARCHENKO, A	O
79	099	GU	MATH	233	011	MWF	0200PM	0250PM	PH	0332	24	35	ETHERIDGE, DEBR	O
80	099	GU	MATH	233	998	TBA	TBA	TBA			0	999		O
81	099	GU	MATH	233	999	TBA	TBA	TBA			0	999		O
82	099	GU	MATH	290	001	TBA	TBA	TBA			1	5	ADALSTEINSSON,	O
83	099	GU	MATH	290	016	TBA	TBA	TBA			1	5	CAMASSA, ROBERT	O
84	099	GU	MATH	290	061	TBA	TBA	TBA			1	5	METCALFE, JASON	O
85	099	GU	MATH	295	001	TBA	TBA	TBA			0	5	ADALSTEINSSON,	O
86	099	GU	MATH	296	001	TBA	TBA	TBA			0	5	ADALSTEINSSON,	O
87	099	GU	MATH	296	002	TBA	TBA	TBA			0	1		O
88	099	GU	MATH	296	005	TBA	TBA	TBA			0	1		O
89	099	GU	MATH	296	016	TBA	TBA	TBA			0	5		O
90	099	GU	MATH	296	045	TBA	TBA	TBA			1	5	ASSANI, IDRIS	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	MATH	307	001	M	0400PM	0650PM	PE	0311	25	24	STEINTHORSDOTTI	C
92	099	GU	MATH	307	002	T	0400PM	0650PM	PE	0216	25	24	STEINTHORSDOTTI	C
93	099	GU	MATH	381	001	TR	1230PM	0145PM	PH	0381	35	38	PROCTOR, R A	O
94	099	GU	MATH	381	002	MWF	1200PM	1250PM	PH	0383	39	38	MCCOMBS, M A	C
95	099	GU	MATH	381	003	MWF	1100AM	1150AM	PH	0328	37	38	ADALSTEINSSON,	O
96	099	GU	MATH	381	004	TR	1100AM	1215PM	PH	0381	35	35	PENNINGTON, NAT	C
97	099	GU	MATH	381	990	TBA	TBA	TBA			0	10	ROWLETT, R	O
98	099	GU	MATH	383	001	MWF	1000AM	1050AM	PH	0367	34	35	MERTENS, KEITH	O
99	099	GU	MATH	383	002	TR	1230PM	0145PM	PH	0385	40	35	HAWKINS, J M	C
100	099	GU	MATH	383	003	MWF	1100AM	1150AM	PH	0381	35	35	WOGEN, W	C
101	099	GU	MATH	383	004	TR	0200PM	0315PM	PH	0381	25	35	WILLIAMS, M	O
102	099	GU	MATH	383	005	MWF	0900AM	0950AM	PH	0381	22	35	MERTENS, KEITH	O
103	099	GU	MATH	383	006	MWF	1200PM	1250PM	PH	0367	31	35	SANTHANAKRISHNA	O
104	099	GU	MATH	418	001	TR	0200PM	0315PM	PE	0215	8	30	ROWLETT, R	O
105	099	GU	MATH	521	001	TR	0930AM	1045AM	PH	0385	38	35	ASSANI, IDRIS	C
106	099	GU	MATH	521	002	MWF	1100AM	1150AM	PH	0385	32	35	CIMA, J A	O
107	099	GU	MATH	524	001	TR	1100AM	1215PM	PH	0385	38	35	TAYLOR, M E	C
108	099	GU	MATH	528	001	TR	1100AM	1215PM	PH	0332	44	40	HUANG, JINGFANG	C
109	099	GU	MATH	528	002	TR	0930AM	1045AM	PH	0332	39	40	HUANG, JINGFANG	O
110	099	GU	MATH	533	001	MWF	0900AM	0950AM	PH	0385	34	35	BELKALE, PRAKAS	O
111	099	GU	MATH	547	001	TR	0200PM	0315PM	PH	0328	43	41	ROZANSKY, LEV	C
112	099	GU	MATH	547	002	MWF	0900AM	0950AM	PH	0367	38	40	ADALSTEINSSON,	O
113	099	GU	MATH	548	001	TR	0200PM	0315PM	PH	0383	36	35	PROCTOR, R A	C
114	099	GU	MATH	551	001	MWF	1000AM	1050AM	PH	0224	30	30	PLANTE, J F	C
115	099	GU	MATH	566	001	TR	0200PM	0315PM	PE	0220	30	30	MITRAN, SORIN M	C
116	099	GU	MATH	577	001	MWF	1100AM	1150AM	PH	0228	30	34	KUMAR, S	O
117	099	GU	MATH	653	001	TR	0200PM	0315PM	PH	0224	18	20	METCALFE, JASON	O
118	099	GU	MATH	661	001	TR	0200PM	0315PM	PH	0367	20	20	HUANG, JINGFANG	C
119	099	GU	MATH	668	001	TR	0930AM	1045AM	PH	0301	12	11	CAMASSA, ROBERT	C
120	099	GU	MATH	676	001	TR	1100AM	1215PM	PH	0224	18	20	VARCHENKO, A	O
121	099	GU	MATH	680	001	MWF	1000AM	1050AM	PH	0301	15	16	EBERLEIN, P	O
122	099	GU	MATH	753	001	TR	0930AM	1045AM	PH	0383	17	20	HAWKINS, J M	O
123	099	GU	MATH	761	001	TR	1230PM	0145PM	PH	0301	10	10	MINION, MICHAEL	C
124	099	GU	MATH	768	001	TR	1100AM	1215PM	PH	0301	7	10	MCLAUGHLIN, RIC	O
125	099	GU	MATH	771	001	TR	1100AM	1215PM	PH	0383	12	20	DAMON, J N	O
126	099	GU	MATH	774	001	TR	0200PM	0315PM	PH	0301	7	16	CHEREDNIK, I	O
127	099	GU	MATH	781	001	MWF	1000AM	1050AM	PH	0324	12	12	KUMAR, S	C
128	099	GU	MATH	891	001	W	0430PM	0700PM	XX	XX	2	20	MINION, MICHAEL	O
129	099	GU	MATH	891	002	T	0430PM	0700PM	XX	XX	0	10	SMITH, R	O
130	099	GU	MATH	891	003	R	0430PM	0700PM	XX	XX	0	10	SMITH, R	O
131	099	GU	MATH	893	001	TR	1100AM	1215PM	PE	0217	6	20	WAHL, J	O
132	099	GU	MATH	920	001	TBA	TBA	TBA			0	5	ADALSTEINSSON,	O
133	099	GU	MATH	920	002	MWF	0100PM	0150PM	PH	0301	0	16		X
134	099	GU	MATH	920	006	TBA	TBA	TBA			0	5	EBERLEIN, P	O
135	099	GU	MATH	920	007	TBA	TBA	TBA			1	10	FOREST, GREGORY	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
136	099	GU	MATH	920	011	TBA	TBA	TBA			0	5	MINION, MICHAEL	O
137	099	GU	MATH	920	014	TBA	TBA	TBA			1	5	DAMON, J N	O
138	099	GU	MATH	920	016	TBA	TBA	TBA			2	10	CAMASSA, ROBERT	O
139	099	GU	MATH	920	020	TBA	TBA	TBA			1	5	PETERSEN, K E	O
140	099	GU	MATH	920	022	TBA	TBA	TBA			1	5	MILLER, LAURA	O
141	099	GU	MATH	920	028	TBA	TBA	TBA			1	5	WAHL, J	O
142	099	GU	MATH	920	036	TBA	TBA	TBA			0	5	WILLIAMS, M	O
143	099	GU	MATH	920	038	TBA	TBA	TBA			0	5	HAWKINS, J M	O
144	099	GU	MATH	920	040	TBA	TBA	TBA			2	5	TAYLOR, M E	O
145	099	GU	MATH	920	043	TBA	TBA	TBA			0	5	PROCTOR, R A	O
146	099	GU	MATH	920	046	TBA	TBA	TBA			1	5	KUMAR, S	O
147	099	GU	MATH	920	047	TBA	TBA	TBA			0	5	VARCHENKO, A	O
148	099	GU	MATH	920	048	TBA	TBA	TBA			0	5	CHEREDNIK, I	O
149	099	GU	MATH	920	050	TBA	TBA	TBA			2	5	MCLAUGHLIN, RIC	O
150	099	GU	MATH	920	057	TBA	TBA	TBA			1	5	BELKALE, PRAKAS	O
151	099	GU	MATH	920	058	TBA	TBA	TBA			2	5	MITRAN, SORIN M	O
152	099	GU	MATH	920	059	TBA	TBA	TBA			0	5	RIMANYI, RICHAR	O
153	099	GU	MATH	920	060	TBA	TBA	TBA			2	5	MUCHA, PETER	O
154	099	GU	MATH	920	061	TBA	TBA	TBA			1	5	METCALFE, JASON	O
155	099	GU	MATH	920	062	TBA	TBA	TBA			0	6	ARINKIN, DMYTRO	O
156	099	GU	MATH	920	097	MWF	0300PM	0350PM	PH	0332	0	16	THOMAS, MIRANDA	O
157	099	GU	MATH	920	098	MWF	0100PM	0150PM	PH	0301	17	16	THOMAS, MIRANDA	C
158	099	GU	MATH	920	099	MWF	1100AM	1150AM	PH	0301	0	16	THOMAS, MIRANDA	O
159	099	GU	MATH	992	006	TBA	TBA	TBA			0	5	EBERLEIN, P	O
160	099	GU	MATH	992	007	TBA	TBA	TBA			0	5	FOREST, GREGORY	O
161	099	GU	MATH	992	011	TBA	TBA	TBA			1	5	MINION, MICHAEL	O
162	099	GU	MATH	992	014	TBA	TBA	TBA			0	5	DAMON, J N	O
163	099	GU	MATH	992	020	TBA	TBA	TBA			1	5	PETERSEN, K E	O
164	099	GU	MATH	992	036	TBA	TBA	TBA			0	5	WILLIAMS, M	O
165	099	GU	MATH	992	038	TBA	TBA	TBA			0	5	HAWKINS, J M	O
166	099	GU	MATH	992	040	TBA	TBA	TBA			0	5	TAYLOR, M E	O
167	099	GU	MATH	992	043	TBA	TBA	TBA			0	5	PROCTOR, R A	O
168	099	GU	MATH	992	046	TBA	TBA	TBA			1	5	KUMAR, S	O
169	099	GU	MATH	992	047	TBA	TBA	TBA			0	5	VARCHENKO, A	O
170	099	GU	MATH	992	048	TBA	TBA	TBA			0	5	CHEREDNIK, I	O
171	099	GU	MATH	992	057	TBA	TBA	TBA			0	5	BELKALE, PRAKAS	O
172	099	GU	MATH	992	058	TBA	TBA	TBA			0	5	MITRAN, SORIN M	O
173	099	GU	MATH	992	059	TBA	TBA	TBA			0	5	RIMANYI, RICHAR	O
174	099	GU	MATH	992	061	TBA	TBA	TBA			0	5	METCALFE, JASON	O
175	099	GU	MATH	992	062	TBA	TBA	TBA			1	5	ARINKIN, DMYTRO	O
176	099	GU	MATH	993	006	TBA	TBA	TBA			0	5	EBERLEIN, P	O
177	099	GU	MATH	993	007	TBA	TBA	TBA			0	5	FOREST, GREGORY	O
178	099	GU	MATH	993	011	TBA	TBA	TBA			0	5	MINION, MICHAEL	O
179	099	GU	MATH	993	014	TBA	TBA	TBA			0	5	DAMON, J N	O
180	099	GU	MATH	993	020	TBA	TBA	TBA			0	5	PETERSEN, K E	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
181	099	GU	MATH	993	036	TBA	TBA	TBA			0	5	WILLIAMS, M	O
182	099	GU	MATH	993	038	TBA	TBA	TBA			0	5	HAWKINS, J M	O
183	099	GU	MATH	993	040	TBA	TBA	TBA			0	5	TAYLOR, M E	O
184	099	GU	MATH	993	043	TBA	TBA	TBA			0	5	PROCTOR, R A	O
185	099	GU	MATH	993	046	TBA	TBA	TBA			0	5	KUMAR, S	O
186	099	GU	MATH	993	047	TBA	TBA	TBA			0	5	VARCHENKO, A	O
187	099	GU	MATH	993	048	TBA	TBA	TBA			0	5	CHEREDNIK, I	O
188	099	GU	MATH	993	055	TBA	TBA	TBA			0	5	JONES, CHRIS	O
189	099	GU	MATH	993	056	TBA	TBA	TBA			0	5	ELSTON, TIMOTHY	O
190	099	GU	MATH	993	057	TBA	TBA	TBA			0	5	BELKALE, PRAKAS	O
191	099	GU	MATH	993	061	TBA	TBA	TBA			0	5	METCALFE, JASON	O
192	099	GU	MATH	993	062	TBA	TBA	TBA			0	5	ARINKIN, DMYTRO	O
193	099	GU	MATH	994	001	TBA	TBA	TBA			0	5	ADALSTEINSSON,	O
194	099	GU	MATH	994	006	TBA	TBA	TBA			0	5	EBERLEIN, P	O
195	099	GU	MATH	994	007	TBA	TBA	TBA			0	10	FOREST, GREGORY	O
196	099	GU	MATH	994	011	TBA	TBA	TBA			1	5	MINION, MICHAEL	O
197	099	GU	MATH	994	014	TBA	TBA	TBA			3	5	DAMON, J N	O
198	099	GU	MATH	994	016	TBA	TBA	TBA			2	10	CAMASSA, ROBERT	O
199	099	GU	MATH	994	020	TBA	TBA	TBA			0	5	PETERSEN, K E	O
200	099	GU	MATH	994	036	TBA	TBA	TBA			1	5	WILLIAMS, M	O
201	099	GU	MATH	994	038	TBA	TBA	TBA			1	5	HAWKINS, J M	O
202	099	GU	MATH	994	040	TBA	TBA	TBA			1	5	TAYLOR, M E	O
203	099	GU	MATH	994	043	TBA	TBA	TBA			1	5	PROCTOR, R A	O
204	099	GU	MATH	994	046	TBA	TBA	TBA			1	5	KUMAR, S	O
205	099	GU	MATH	994	047	TBA	TBA	TBA			1	5	VARCHENKO, A	O
206	099	GU	MATH	994	048	TBA	TBA	TBA			1	5	CHEREDNIK, I	O
207	099	GU	MATH	994	050	TBA	TBA	TBA			2	5	MCLAUGHLIN, RIC	O
208	099	GU	MATH	994	057	TBA	TBA	TBA			0	5	BELKALE, PRAKAS	O
209	099	GU	MATH	994	061	TBA	TBA	TBA			1	5	METCALFE, JASON	O
210	099	GU	MATH	994	062	TBA	TBA	TBA			0	5	ARINKIN, DMYTRO	O
211	099	GU	MATH	056H	001	TR	0930AM	1045AM	PH	0328	22	24	PETERSEN, K E	O
212	099	GU	MATH	062H	001	TR	1100AM	1215PM	PH	0228	20	24	CHEREDNIK, I	O
213	099	GU	MATH	233H	001	TR	0930AM	1045AM	PH	0228	26	25	DAMON, J N	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	MBA	700	001	MWF	0800AM	0920AM	MB	2575	75	75	NEEBE, A W	K	C
3	099	GU	MBA	700	002	MWF	0930AM	1050AM	MB	2575	75	75	MERSEREAU, ADAM	K	C
4	099	GU	MBA	700	003	MWF	1100AM	1220PM	MB	2575	75	75	NEEBE, A W	K	C
5	099	GU	MBA	700	004	MWF	0200PM	0320PM	MB	2575	73	75	MESEREAU, ADAM	K	O
6	099	GU	MBA	700	956	TBA	TBA	TBA			70	75	NEEBE, A W	W	O
7	099	GU	MBA	703	001	MWF	0800AM	0920AM	MB	2500	74	75	GILLAND, WENDEL	M	O
8	099	GU	MBA	703	002	MWF	0930AM	1050AM	MB	2500	74	75	KEMAHLIOUGLU-ZI	M	O
9	099	GU	MBA	703	003	MWF	1100AM	1220PM	MB	2500	76	75	GILLAND, WENDEL	M	C
10	099	GU	MBA	703	004	MWF	0200PM	0320PM	MB	2500	74	75	KEMAHLIOUGLU-ZI	M	O
11	099	GU	MBA	708	001	MW	1100AM	1220PM	MB	2600	35	45	PARLAKTURK, A.	M	O
12	099	GU	MBA	708	002	MW	0200PM	0320PM	MB	2600	31	45	PARLAKTURK, A.	M	O
13	099	GU	MBA	711	001	MW	0930AM	1050AM	MB	2600	40	45	KEMAHLIOUGLU-ZI	L	O
14	099	GU	MBA	711	002	MW	1100AM	1220PM	MB	2600	40	45	KEMAHLIOUGLU-ZI	L	O
15	099	GU	MBA	730	001	MWF	0800AM	0920AM	MB	2250	73	75	LANG, MARK H.	K	O
16	099	GU	MBA	730	002	MWF	0930AM	1050AM	MB	2250	75	75	LANG, MARK H.	K	C
17	099	GU	MBA	730	003	MWF	1100AM	1220PM	MB	2250	73	75	LANG, MARK H.	K	O
18	099	GU	MBA	730	004	MWF	0200PM	0320PM	MB	2250	70	75	LANG, MARK H.	K	O
19	099	GU	MBA	730	956	TBA	TBA	TBA			70	75	BYLINSKI, J H	V	O
20	099	GU	MBA	731	957	TBA	TBA				56	70	JAFFER, ASHRAF		O
21	099	GU	MBA	732	001	MW	0200PM	0320PM	MB	2650	36	54	SHACKELFORD, D	M	O
22	099	GU	MBA	732	002	MW	0330PM	0450PM	MB	2650	49	54	SHACKELFORD, D	M	O
23	099	GU	MBA	739	001	TR	0930AM	1050AM	MB	2575	64	65	BUSHMAN, ROBERT	L	O
24	099	GU	MBA	739	002	TR	1100AM	1220PM	MB	2575	65	65	BUSHMAN, ROBERT	L	C
25	099	GU	MBA	739	003	TR	0200PM	0320PM	MB	2575	63	65	BUSHMAN, ROBERT	K	O
26	099	GU	MBA	740	956	TBA	TBA	TBA			68	70	PUTSIS, WILLIAM	R	O
27	099	GU	MBA	741	001	MWF	0800AM	0920AM	MB	2575	75	75	BALASUBRAMANIAN	M	C
28	099	GU	MBA	741	002	MWF	0930AM	1050AM	MB	2575	74	75	BALASUBRAMANIAN	M	O
29	099	GU	MBA	741	003	MWF	1100AM	1220PM	MB	2575	75	75	BALASUBRAMANIAN	M	C
30	099	GU	MBA	741	004	MWF	0200PM	0320PM	MB	2575	74	75	BALASUBRAMANIAN	M	O
31	099	GU	MBA	743	001	MW	0930AM	1050AM	MB	2000	45	54	ZEITHAML, VALAR	M	O
32	099	GU	MBA	743	002	MW	1100AM	1220PM	MB	2000	34	54	ZEITHAML, VALAR	M	O
33	099	GU	MBA	747	001	TR	0930AM	1050AM	MB	2250	53	54	ROSSI, FEDERICO	M	O
34	099	GU	MBA	747	002	TR	1100AM	1220PM	MB	2250	30	54	ROSSI, FEDERICO	M	O
35	099	GU	MBA	751	001	TR	0930AM	1050AM	MB	2000	50	54	ZEITHAML, VALAR	L	O
36	099	GU	MBA	751	002	TR	1100AM	1220PM	MB	2000	52	54	ZEITHAML, VALAR	L	O
37	099	GU	MBA	771	001	TR	0800AM	0920AM	MB	2250	74	75	CONRAD, J S	K	O
38	099	GU	MBA	771	002	TR	0930AM	1050AM	MB	2250	75	75	CONRAD, J S	K	C
39	099	GU	MBA	771	003	TR	1100AM	1220PM	MB	2250	74	75	CONRAD, J S	K	O
40	099	GU	MBA	771	004	TR	0200PM	0320PM	MB	2250	75	75	CONRAD, J S	K	C
41	099	GU	MBA	772	001	TR	0800AM	0920AM	MB	2575	75	75	REED, ADAM	M	C
42	099	GU	MBA	772	002	TR	0930AM	1050AM	MB	2575	73	75	REED, ADAM	M	O
43	099	GU	MBA	772	003	TR	1100AM	1220PM	MB	2575	75	75	REED, ADAM	M	C
44	099	GU	MBA	772	004	TR	0200PM	0320PM	MB	2575	75	75	REED, ADAM	M	C
45	099	GU	MBA	773	001	MW	0800AM	0920AM	MB	2500	75	75	VAN WESEP, EDWA	K	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
46	099	GU	MBA	773	002	MW	0930AM	1050AM	MB	2500	73	75	VAN WESEP, EDWA	K	O
47	099	GU	MBA	773	003	MW	1100AM	1220PM	MB	2500	76	75	VAN WESEP, EDWA	K	C
48	099	GU	MBA	773	004	MW	0200PM	0320PM	MB	2500	74	75	VAN WESEP, EDWA	K	O
49	099	GU	MBA	774	001	TR	0800AM	0920AM	MB	2500	74	75	CROCE, MARIANO	M	O
50	099	GU	MBA	774	002	TR	0930AM	1050AM	MB	2500	76	75	CROCE, MARIANO	M	C
51	099	GU	MBA	774	003	TR	1100AM	1220PM	MB	2500	75	75	CROCE, MARIANO	M	C
52	099	GU	MBA	774	004	TR	0200PM	0320PM	MB	2500	73	75	CROCE, MARIANO	M	O
53	099	GU	MBA	780	001	MW	0800AM	0920AM	MB	2650	33	45	SEVILIR, MERIH	L	O
54	099	GU	MBA	780	002	MW	0930AM	1050AM	MB	2650	45	45	SEVILIR, MERIH	L	C
55	099	GU	MBA	780	003	MW	1100AM	1220PM	MB	2650	44	45	SEVILIR, MERIH	L	O
56	099	GU	MBA	780	004	MW	0200PM	0320PM	MB	2650	40	45	SEVILIR, MERIH	L	O
57	099	GU	MBA	783	001	TR	0800AM	0920AM	MB	2550	13	49	GARCIA, DIEGO	L	O
58	099	GU	MBA	783	002	TR	0930AM	1050AM	MB	2550	35	49	GARCIA, DIEGO	L	O
59	099	GU	MBA	783	003	TR	1100AM	1220PM	MB	2550	44	49	GARCIA, DIEGO	L	O
60	099	GU	MBA	784	001	MW	0930AM	1050AM	MB	2550	29	49	BROWN, GREGORY	M	O
61	099	GU	MBA	784	002	MW	1100AM	1220PM	MB	2550	17	49	BROWN, GREGORY	M	O
62	099	GU	MBA	791	001	TR	1230PM	0150PM	MB	2550	43	49	LE, AHN	L	O
63	099	GU	MBA	791	002	TR	0200PM	0320PM	MB	2550	23	49	LE, AHN	L	O
64	099	GU	MBA	791	003	TR	0330PM	0450PM	MB	2550	11	49	LE, AHN	L	O
65	099	GU	MBA	791	004	TR	0500PM	0620PM	MB	2550	7	49	LE, AHN	L	O
66	099	GU	MBA	796	001	MW	0200PM	0320PM	MB	2000	43	54	JOTIKASTHIRA, C	L	O
67	099	GU	MBA	796	002	MW	0330PM	0450PM	MB	2000	31	54	JOTIKASTHIRA, C	L	O
68	099	GU	MBA	799	001	F	0900AM	0500PM	MB	2000	28	45	JACOBS, MICHAEL	L	O
69	099	GU	MBA	799	002	MW	1100AM	1220PM	MB	2350	40	45	JACOBS, MICHAEL	M	O
70	099	GU	MBA	800	001	MW	0800AM	0920AM	MB	2250	75	75	BINGHAM, CHRIS	M	C
71	099	GU	MBA	800	002	MW	0930AM	1050AM	MB	2250	74	75	BINGHAM, CHRIS	M	O
72	099	GU	MBA	800	003	MW	1100AM	1220PM	MB	2250	73	75	BINGHAM, CHRIS	M	O
73	099	GU	MBA	800	004	MW	0200PM	0320PM	MB	2250	76	75	BINGHAM, CHRIS	M	C
74	099	GU	MBA	800	956	TBA	TBA	TBA			67	70	O'NEILL, H M	S	O
75	099	GU	MBA	801	001	TR	0800AM	0920AM	MB	2500	75	75	FRAGALE, ALISON	K	C
76	099	GU	MBA	801	002	TR	0930AM	1050AM	MB	2500	75	75	FRAGALE, ALISON	K	C
77	099	GU	MBA	801	003	TR	1100AM	1220PM	MB	2500	73	75	FRAGALE, ALISON	K	O
78	099	GU	MBA	801	004	TR	0200PM	0320PM	MB	2500	75	75	FRAGALE, ALISON	K	C
79	099	GU	MBA	801	956	TBA	TBA	TBA			70	75	MIGUEL, M M	X	O
80	099	GU	MBA	802	956	TBA	TBA	TBA			32	70	MANN, R A	T	O
81	099	GU	MBA	803	956	TBA	TBA	TBA			70	75	FLOOD, TIMOTHY	Y	O
82	099	GU	MBA	805	956	TBA	TBA	TBA			70	75	O'NEILL, H M	Z	O
83	099	GU	MBA	806	956	TBA	TBA	TBA			67	70	BREWS, PETER	U	O
84	099	GU	MBA	811	001	MW	0200PM	0320PM	MB	2000	39	50	BETTIS, R A	M	O
85	099	GU	MBA	813	001	T	0200PM	0450PM	MB	2250	60	70	KASARDA, J	M	O
86	099	GU	MBA	816	001	MW	0930AM	1050AM	MB	2050	26	45	MARPLE, DON	L	O
87	099	GU	MBA	816	002	MW	0200PM	0320PM	MB	2350	29	45	MARPLE, DON	M	O
88	099	GU	MBA	822	001	T	0200PM	0450PM	MB	2000	42	42	HILL, KEVIN	L	C
89	099	GU	MBA	822	002	R	0200PM	0450PM	MB	2000	38	42	HILL, KEVIN	L	O
90	099	GU	MBA	822	003	T	0200PM	0450PM	MB	2000	36	42	HILL, KEVIN	M	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
91	099	GU	MBA	822	004	R	0200PM	0450PM	MB	2000	35	42	HILL, KEVIN	M	O
92	099	GU	MBA	825	001	M	0330PM	0620PM	MB	4731	25	25	HOHN, GREGORY	L	C
93	099	GU	MBA	825	002	W	0330PM	0620PM	MB	4731	25	25	HOHN, GREGORY	L	C
94	099	GU	MBA	825	003	M	0330PM	0620PM	MB	4731	8	25	HOHN, GREGORY	M	O
95	099	GU	MBA	825	004	W	0330PM	0620PM	MB	4731	14	25	HOHN, GREGORY	M	O
96	099	GU	MBA	836	001	M	0600PM	0900PM	MB	2000	21	45	JOHNSON, J H	M	O
97	099	GU	MBA	847	001	TR	1100AM	1220PM	MB	2000	25	30	ROBERTS, DAVID	M	O
98	099	GU	MBA	854	001	TR	1100AM	0150PM	MB	2650	34	54	FISHER, LYNN	M	O
99	099	GU	MBA	856	001	S	0900AM	0500PM	MB	2000	36	54	SLATER, ROBERT	M	O
100	099	GU	MBA	857	001	TR	1100AM	1220PM	MB	2050	0	45		L	O
101	099	GU	MBA	859	001	TBA	TBA	TBA			0	50	GRUMBLES, WILLI	M	O
102	099	GU	MBA	864	001	TR	0200PM	0320PM	MB	2650	29	45	ROACH, MICHAEL	M	O
103	099	GU	MBA	864	002	TR	0330PM	0450PM	MB	2650	9	45	ROACH, MICHAEL	M	O
104	099	GU	MBA	869	001	TR	0930AM	1050AM	MB	2050	28	45	SEAGLE, CAROL	M	O
105	099	GU	MBA	872	001	M	0600PM	0715PM	MB	2050	2	20	RODRIGUEZ, MARI	O	O
106	099	GU	MBA	873	001	T	0600PM	0715PM	MB	2050	1	20	RODRIGUEZ, MARI	O	O
107	099	GU	MBA	880	001	TBA	TBA	TBA			0	30			O
108	099	GU	MBA	880	002	TBA	TBA	TBA			0	30			O
109	099	GU	MBA	880	003	TBA	TBA	TBA			0	30			O
110	099	GU	MBA	881	001	TBA	TBA	TBA			14	20			O
111	099	GU	MBA	881	002	TBA	TBA	TBA			1	20			O
112	099	GU	MBA	881	003	TBA	TBA	TBA			0	20			O
113	099	GU	MBA	882	001	TBA	TBA	TBA			303	700		N	O
114	099	GU	MBA	885	002	TBA	TBA	TBA			0	70	MIGUEL, M M	L	O
115	099	GU	MBA	886	001	TBA	TBA	TBA			3	35		L	O
116	099	GU	MBA	886	002	TBA	TBA	TBA			5	35		M	O
117	099	GU	MBA	886	003	TBA	TBA	TBA			3	35		O	O
118	099	GU	MBA	721A	001	TR	0930AM	1050AM	MB	2600	32	45	MALHOTRA, ARVIN	M	O
119	099	GU	MBA	721A	002	TR	1100AM	1220PM	MB	2600	25	45	MALHOTRA, ARVIN	M	O
120	099	GU	MBA	738C	001	MW	0930AM	1050AM	MB	2650	41	54	LANDSMAN, W R	M	O
121	099	GU	MBA	738C	002	MW	1100AM	1220PM	MB	2650	20	54	LANDSMAN, W R	M	O
122	099	GU	MBA	738C	003	MW	0200PM	0320PM	MB	2050	30	45	LANDSMAN, W R	M	O
123	099	GU	MBA	753B	001	MW	0200PM	0320PM	MB	2350	44	45	GIELENS, KATRIJ	L	O
124	099	GU	MBA	753B	002	MW	0330PM	0450PM	MB	2350	21	45	GIELENS, KATRIJ	L	O
125	099	GU	MBA	754A	001	MW	0930AM	1050AM	MB	2000	29	45	BAYUS, B A	L	O
126	099	GU	MBA	754A	002	MW	1100AM	1220PM	MB	2000	42	45	BAYUS, B A	L	O
127	099	GU	MBA	791B	001	M	1230PM	0320PM	MB	2550	44	49	GHYSELS, ERIC	M	O
128	099	GU	MBA	803A	001	MW	0930AM	1050AM	MB	2050	18	20	SCHULTZ, H M	M	O
129	099	GU	MBA	803A	002	MW	1100AM	1220PM	MB	2050	18	20	SCHULTZ, H M	M	O
130	099	GU	MBA	804F	001	TR	1100AM	1220PM	MB	2600	26	24	FLOOD, TIMOTHY	L	C
131	099	GU	MBA	804F	002	TR	1100AM	1220PM	MB	2350	20	24	FLOOD, TIMOTHY	M	O
132	099	GU	MBA	804J	001	MW	0930AM	1050AM	MB	4731	19	20	TISDALE, JUDY J	L	O
133	099	GU	MBA	804J	002	MW	0930AM	1050AM	MB	4731	18	20	TISDALE, JUDY J	M	O
134	099	GU	MBA	804K	001	MW	0800AM	0920AM	MB	4731	18	20	TISDALE, JUDY J	M	O
135	099	GU	MBA	815B	001	F	0800AM	0500PM	MB	2650	0	40	SEGARS, ALBERT	M	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
136	099	GU	MBA	826B	001	TR	0200PM	0320PM	MB	2050	19	24	FRIGA, PAUL N	L	O
137	099	GU	MBA	831C	001	FS	0800AM	0400PM	MB	2650	54	54	MCELHANEY, KELL	K	C
138	099	GU	MBA	833B	001	TR	0200PM	0320PM			0	45	LOTT, JOHN		O
139	099	GU	MBA	846A	001	MW	1100AM	1220PM	MB	2700	77	80	HAMNER, CLAY	M	O
140	099	GU	MBA	846K	001	MW	0200PM	0320PM	MB	2050	30	45	GRUBBS, ANDREW	L	O
141	099	GU	MBA	846R	001	TF	1230PM	0150PM	MB	2350	5	20	HAMNER, CLAY	O	O
142	099	GU	MBA	846R	002	TBA	TBA	TBA			3	10	HARTZELL, D J	O	O
143	099	GU	MBA	848A	001	M	0500PM	0750PM	MB	2500	0	70	VERNON, PATRICK	L	O
144	099	GU	MBA	848B	001	M	0500PM	0830PM	MB	2500	0	70	MYER, RANDY	M	O
145	099	GU	MBA	853B	001	T	0200PM	0450PM	MB	2650	32	54	PRICHARD, ALLEN	L	O
146	099	GU	MBA	853C	001	MTWR	0330PM	0730PM	MB	2250	37	50	BAUM, ANDREW	M	O
147	099	GU	MBA	879B	001	M	0500PM	0615PM	MB	2350	8	45	ZHOU, YI	O	O
148	099	GU	MBA	880P	001	MW	0800AM	0915AM	MB	2000	6	30	DIDOW, N M	O	O
149	099	GU	MBA	880P	002	TR	0800AM	0915AM	MB	2000	4	30	FRIGA, PAUL N	O	O
150	099	GU	MBA	880P	003	TR	0800AM	0915AM	MB	2050	5	30	GERBER, LYNN	O	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Session	Status
2	099	GU	MCRO	251	001	TR	1230PM	0145PM	CO	0201	200	200	CRAMER, LORRAIN		C
3	099	GU	MCRO	251	401	M	0900AM	1050AM	BE	0202	60	60	CRAMER, LORRAIN		C
4	099	GU	MCRO	251	402	T	0500PM	0650PM	BE	0202	68	72	CRAMER, LORRAIN		O
5	099	GU	MCRO	251	403	R	0500PM	0650PM	BE	0202	69	72	CRAMER, LORRAIN		O
6	099	GU	MCRO	614	001	MWF	1100AM	1150AM	CN	0009	22	30	COLLINS, E J		O
7	099	GU	MCRO	615	001	F	0300PM	0400PM			9	10	COLLINS, E J		O
8	099	GU	MCRO	615	002	TBA	TBA	TBA			1	3			O
9	099	GU	MCRO	630	001	MWF	1000AM	1050AM	MJ	0802	18	25	PICKLES, RAYMON		O
10	099	GU	MCRO	631	001	MWF	0900AM	0950AM	XX	XX	0	15	SANCAR, A		O
11	099	GU	MCRO	635	001	TR	1045AM	1200PM	MJ	0802	16	25	BRAUNSTEIN, MIR		O
12	099	GU	MCRO	643	001	MWF	0200PM	0250PM			0	10	ERICKSON, A		O
13	099	GU	MCRO	701	001	R	1200PM	0200PM	XX	XX	70	75	MATSUSHIMA, G K		O
14	099	GU	MCRO	711	001	T	0200PM	0400PM	MJ	0802	5	10	DITTMER, DIRK		O
15	099	GU	MCRO	712	001	TBA	TBA	TBA			11	10	MARKOVIC-PLESE,		C
16	099	GU	MCRO	795	001	M	0330PM	0500PM			23	20	EDGELL, M H		C
17	099	GU	MCRO	901	001	TBA	TBA	TBA			1	30	MATSUSHIMA, G K		O
18	099	GU	MCRO	901	047	TBA	TBA	TBA			1	5	FRELINGER, J A		O
19	099	GU	MCRO	901	050	TBA	TBA	TBA			2	5	TING, JENNY		O
20	099	GU	MCRO	901	052	TBA	TBA	TBA			0	5	RAAB-TRAUB, N		O
21	099	GU	MCRO	901	053	TBA	TBA	TBA			1	5	CLARKE, S H		O
22	099	GU	MCRO	901	062	TBA	TBA	TBA			0	5	JOHNSTON, R E		O
23	099	GU	MCRO	901	063	TBA	TBA	TBA			1	5	KAWULA, THOMAS		O
24	099	GU	MCRO	901	070	TBA	TBA	TBA			2	3	TISCH, R M		O
25	099	GU	MCRO	901	073	TBA	TBA	TBA			1	3	DESILVA, ARAVIN		O
26	099	GU	MCRO	901	074	TBA	TBA	TBA			3	5	SWANSTROM, R I		O
27	099	GU	MCRO	901	076	TBA	TBA	TBA			2	5	BARIC, R S		O
28	099	GU	MCRO	901	078	TBA	TBA	TBA			2	5	VILEN, BARBARA		O
29	099	GU	MCRO	901	079	TBA	TBA	TBA			0	5	DAMANIA, BLOSSO		O
30	099	GU	MCRO	901	080	TBA	TBA	TBA			1	5	BRAUNSTEIN, MIR		O
31	099	GU	MCRO	901	081	TBA	TBA	TBA			0	3	MESHNICK, STEVE		O
32	099	GU	MCRO	901	082	TBA	TBA	TBA			1	3	SERODY, JONATHA		O
33	099	GU	MCRO	901	083	TBA	TBA	TBA			1	5	HEISE, MARK		O
34	099	GU	MCRO	901	086	TBA	TBA	TBA			0	3	PICKLES, RAYMON		O
35	099	GU	MCRO	901	087	TBA	TBA	TBA			0	5	DANGL, JL		O
36	099	GU	MCRO	901	089	TBA	TBA	TBA			0	5	WOLFGANG, MATTH		O
37	099	GU	MCRO	901	090	TBA	TBA	TBA			1	5	MARGOLIS, DAVID		O
38	099	GU	MCRO	901	091	TBA	TBA	TBA			0	3	LIU, ZHI		O
39	099	GU	MCRO	901	092	TBA	TBA	TBA			0	5	PLEVY, SCOTT		O
40	099	GU	MCRO	901	093	TBA	TBA	TBA			0	3	CAIRNS, BRUCE		O
41	099	GU	MCRO	901	095	TBA	TBA	TBA			1	5	GOLDMAN, WILLIA		O
42	099	GU	MCRO	901	096	TBA	TBA	TBA			1	3	MILLER, VIRGINI		O
43	099	GU	MCRO	901	097	TBA	TBA	TBA			4	5	COTTER, PEGGY		O
44	099	GU	MCRO	901	098	TBA	TBA	TBA			2	3	ABEL, KRISTINA		O
45	099	GU	MCRO	993	001	TBA	TBA	TBA			1	5	MATSUSHIMA, G K		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
46	099	GU	MCRO	994	001	TBA	TBA	TBA			1	5	MATSUSHIMA, G K		O
47	099	GU	MCRO	994	050	TBA	TBA	TBA			5	5	TING, J		C
48	099	GU	MCRO	994	052	TBA	TBA	TBA			0	5	RAAB-TRAUB, N		O
49	099	GU	MCRO	994	062	TBA	TBA	TBA			2	5	JOHNSTON, R E		O
50	099	GU	MCRO	994	063	TBA	TBA	TBA			2	5	KAWULA		O
51	099	GU	MCRO	994	070	TBA	TBA	TBA			3	5	TISCH, R M		O
52	099	GU	MCRO	994	071	TBA	TBA	TBA			1	5	SU, LISHAN		O
53	099	GU	MCRO	994	073	TBA	TBA	TBA			1	5	DESILVA, ARAVIN		O
54	099	GU	MCRO	994	074	TBA	TBA	TBA			1	5	SWANSTROM, R I		O
55	099	GU	MCRO	994	076	TBA	TBA	TBA			1	5	BARIC, R S		O
56	099	GU	MCRO	994	079	TBA	TBA	TBA			3	5	DAMANIA, BLOSSO		O
57	099	GU	MCRO	994	080	TBA	TBA	TBA			2	5	BRAUNSTEIN, MIR		O
58	099	GU	MCRO	994	081	TBA	TBA	TBA			1	2	MESHNICK, STEVE		O
59	099	GU	MCRO	994	082	TBA	TBA	TBA			2	3	SERODY, JONATHA		O
60	099	GU	MCRO	994	083	TBA	TBA	TBA			5	5	HEISE, MARK		C
61	099	GU	MCRO	994	084	TBA	TBA	TBA			1	5	WEBSTER-CYRIAQU		O
62	099	GU	MCRO	994	085	TBA	TBA	TBA			1	5	GIDDINGS, MICHA		O
63	099	GU	MCRO	994	086	TBA	TBA	TBA			1	5	PICKLES, RAYMON		O
64	099	GU	MCRO	994	087	TBA	TBA	TBA			1	5	DANGL, JL		O
65	099	GU	MCRO	994	089	TBA	TBA	TBA			1	5	WOLFGANG, MATTH		O
66	099	GU	MCRO	994	090	TBA	TBA	TBA			1	5	MARGOLIS, DAVID		O
67	099	GU	MCRO	994	091	TBA	TBA	TBA			2	3	LIU, ZHI		O
68	099	GU	MCRO	994	092	TBA	TBA	TBA			1	3	PLEVY, SCOTT		O
69	099	GU	MCRO	994	093	TBA	TBA	TBA			1	5	CAIRNS, BRUCE		O
70	099	GU	MCRO	994	094	TBA	TBA	TBA			1	5	NICHOLAS, R A		O
71	099	GU	MCRO	994	095	TBA	TBA	TBA			3	5	GOLDMAN, WILLIA		O
72	099	GU	MCRO	994	096	TBA	TBA	TBA			0	3	MILLER, VIRGINI		O
73	099	GU	MCRO	994	097	TBA	TBA	TBA			2	5	COTTER, PEGGY		O
74	099	GU	MCRO	994	098	TBA	TBA	TBA			0	3	ABEL, KRISTINA		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	MEDC	805	001	TBA	TBA	TBA			9	30	TROPSHA, A .		O
3	099	GU	MEDC	833	001	MW	0930AM	1045AM	BE	0102	7	18	LIU, RIHE		O
4	099	GU	MEDC	842	001	TR	0900AM	1015AM	BE	0106	6	12	BASTOW, K		O
5	099	GU	MEDC	842	965	TR	0900AM	1015AM	BE	0106	0	3	BASTOW, K		O
6	099	GU	MEDC	899	001	W	0300PM	0400PM			41	45	ZHANG, QISHENG		O
7	099	GU	MEDC	991	081	TBA	TBA	TBA			3	5	TROPSHA, A .		O
8	099	GU	MEDC	991	116	TBA	TBA	TBA			1	20	SINGLETON, SCOT		O
9	099	GU	MEDC	994	013	TBA	TBA	TBA			2	5	LEE, K H		O
10	099	GU	MEDC	994	081	TBA	TBA	TBA			6	10	TROPSHA, A .		O
11	099	GU	MEDC	994	106	TBA	TBA	TBA			2	3	KOHN, HAROLD L		O
12	099	GU	MEDC	994	108	TBA	TBA	TBA			5	6	LIU, JIAN		O
13	099	GU	MEDC	994	111	TBA	TBA	TBA			1	5	LEE, ANDREW		O
14	099	GU	MEDC	994	112	TBA	TBA	TBA			4	5	JARSTFER, MICHA		O
15	099	GU	MEDC	994	113	TBA	TBA	TBA			1	5	LIU, RIHE		O
16	099	GU	MEDC	994	116	TBA	TBA	TBA			0	5	SINGLETON, SCOT		O
17	099	GU	MEDC	994	130	TBA	TBA	TBA			2	5	ZHANG, QISHENG		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	MD	MEDI136A001	MEDI	136A	001	MWF	0100PM	0550PM	XX	XX	160	199			O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Session	Status
2	099	GU	MHCH	611	001	TR	0200PM	0315PM	MC	1304	3	6	GORDON-LARSEN,		O
3	099	GU	MHCH	700	001	M	1230PM	0150PM	HC	0003	23	20	ROTH, MARCIA S		C
4	099	GU	MHCH	701	001	MW	0830AM	1015AM	HC	0003	37	40	MARGOLIS, L		O
5	099	GU	MHCH	713	001	TR	0900AM	1015AM	RO	0228	21	20	HUSSEY, J.		C
6	099	GU	MHCH	718	001	TBA	TBA	TBA			30	20	PETERSON, HERBE		C
7	099	GU	MHCH	722	001	W	1030AM	1250PM	RO	0235	32	25	SINGH, KAVITA		C
8	099	GU	MHCH	723	001	T	0200PM	0450PM	MC	2302	22	19	SPEIZER, ILENE		C
9	099	GU	MHCH	730	001	F	1000AM	1250PM	MC	2304	13	12	BENNETT, T		C
10	099	GU	MHCH	740	001	TBA	TBA	TBA			0	5			O
11	099	GU	MHCH	740	002	TBA	TBA	TBA			0	5	STAFF		O
12	099	GU	MHCH	740	003	F	0900AM	0500PM	XX	XX	5	10	LABBOK, MIRIAM		O
13	099	GU	MHCH	740	007	T	0330PM	0600PM	RO	0101	0	16	FOSTER, E MICHA		O
14	099	GU	MHCH	740	013	TBA	TBA	TBA			0	3	LABBOK, MIRIAM		O
15	099	GU	MHCH	740	031	TBA	TBA	TBA			0	5	FERNANDEZ, CLAU		O
16	099	GU	MHCH	740	032	TBA	TBA	TBA			0	5	HALPERN, CAROLY		O
17	099	GU	MHCH	740	033	TBA	TBA	TBA			2	5	FAREL, A		O
18	099	GU	MHCH	740	040	TBA	TBA	TBA			3	5	MARTIN, S		O
19	099	GU	MHCH	740	073	TBA	TBA	TBA			0	5	BLOOM, SHELAH		O
20	099	GU	MHCH	740	076	TBA	TBA	TBA			1	5	HOGAN, VIJAYA		O
21	099	GU	MHCH	780	001	T	0330PM	0600PM	MC	1303	7	10	FOSTER, E MICHA		O
22	099	GU	MHCH	795	962	TBA	TBA	TBA			0	5	KOTCH, J		O
23	099	GU	MHCH	795	01W	TBA	TBA	TBA			0	5	KOTCH, J		O
24	099	GU	MHCH	801	001	M	0330PM	0630PM	MC	2302	4	10	MARTIN, S		O
25	099	GU	MHCH	840	001	TBA	TBA	TBA			3	7	PETERSON, HERBE		O
26	099	GU	MHCH	840	002	TBA	TBA	TBA			0	5			O
27	099	GU	MHCH	840	003	TBA	TBA	TBA			1	5	PETERSON, HERBE		O
28	099	GU	MHCH	851	001	TR	0200PM	0315PM	HC	0003	3	20	DANIELS, JULIE		O
29	099	GU	MHCH	859	001	R	0200PM	0450PM	MC	2302	6	12	HALPERN, CAROLY		O
30	099	GU	MHCH	892	001	W	0100PM	0150PM	MC	2304	0	5	VINES, ANISSA I		X
31	099	GU	MHCH	992	001	TBA	TBA	TBA			0	5	PETERSON, HERBE		O
32	099	GU	MHCH	992	007	TBA	TBA	TBA			1	5	FOSTER, E MICHA		O
33	099	GU	MHCH	992	009	TBA	TBA	TBA			0	5			O
34	099	GU	MHCH	992	010	TBA	TBA	TBA			1	5	SINGH, KAVITA		O
35	099	GU	MHCH	992	013	TBA	TBA	TBA			0	5	LABBOK, MIRIAM		O
36	099	GU	MHCH	992	015	TBA					1	5	SPEIZER, ILENE		O
37	099	GU	MHCH	992	017	TBA	TBA	TBA			0	4	KOTCH, J		O
38	099	GU	MHCH	992	032	TBA	TBA	TBA			0	5	HALPERN, CAROLY		O
39	099	GU	MHCH	992	033	TBA					2	5	FAREL, A		O
40	099	GU	MHCH	992	040	TBA					1	5	MARTIN, S		O
41	099	GU	MHCH	992	041	TBA	TBA	TBA			1	5	RINGEL-KULKA, T		O
42	099	GU	MHCH	992	043	TBA	TBA	TBA			0	5	MARGOLIS, L		O
43	099	GU	MHCH	992	049	TBA	TBA	TBA			0	5			O
44	099	GU	MHCH	992	073	TBA	TBA	TBA			0	5	BLOOM, SHELAH		O
45	099	GU	MHCH	992	075	TBA	TBA	TBA			1	5	ANGELES, G		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
46	099	GU	MHCH	992	076	TBA	TBA	TBA			0	5	HOGAN, V		O
47	099	GU	MHCH	994	001	TBA	TBA	TBA			1	6	PETERSON, HERBE		O
48	099	GU	MHCH	994	007	TBA	TBA	TBA			2	5	FOSTER, E MICHA		O
49	099	GU	MHCH	994	009	TBA	TBA	TBA			1	4			O
50	099	GU	MHCH	994	010	TBA	TBA	TBA			0	5			O
51	099	GU	MHCH	994	011	TBA	TBA	TBA			0	5			O
52	099	GU	MHCH	994	015	TBA	TBA	TBA			1	5	SPEIZER, ILENE		O
53	099	GU	MHCH	994	017	TBA	TBA	TBA			1	4	KOTCH, J		O
54	099	GU	MHCH	994	032	TBA	TBA	TBA			3	5	HALPERN, CAROLY		O
55	099	GU	MHCH	994	033	TBA	TBA	TBA			1	5	FAREL, A		O
56	099	GU	MHCH	994	040	TBA	TBA	TBA			1	5	MARTIN, S		O
57	099	GU	MHCH	994	048	TBA	TBA	TBA			0	5	BENNETT, T		O
58	099	GU	MHCH	994	049	TBA	TBA	TBA			3	5	CURTIS, S		O
59	099	GU	MHCH	994	073	TBA	TBA	TBA			0	5	BLOOM, SHELAH		O
60	099	GU	MHCH	994	075	TBA	TBA	TBA			1	5	ANGELES, G		O
61	099	GU	MHCH	994	076	TBA	TBA	TBA			1	5	HOGAN, V		O
62	099	GU	MHCH	713L	401	M	0830AM	0950AM	XX		20	20	HUSSEY, J.		C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	MNGT	120	001	TR	0930AM	1045AM	PE	0104	25	25	WOOD, JULIA T		C
3	099	GU	MNGT	131	001	MWF	1000AM	1050AM	NW	0219	9	9	KING, LINDSEY M		C
4	099	GU	MNGT	223	001	TR	1230PM	0145PM	WI	0202	4	5	BROWN, ELAINE		O
5	099	GU	MNGT	310	001	MWF	0200PM	0250PM	GA	0008	5	5	RABON, JOHN		C
6	099	GU	MNGT	310	002	TR	0800AM	0915AM	GA	0307	4	5	WANG, BENJAMIN		O
7	099	GU	MNGT	310	003	TR	0330PM	0445PM	GA	0007	5	5	KANCHANACHITRA,		C
8	099	GU	MNGT	325	001	TR	0930AM	1045AM	DE	0305	6	6	MUMBY, DENNIS		C
9	099	GU	MNGT	345	001	MWF	0100PM	0150PM	GA	0106	5	5	CAMPO, SANDRA		C
10	099	GU	MNGT	380	001	MWF	0800AM	0850AM	GA	0308	5	5	COOK, JA		C
11	099	GU	MNGT	410	001	TR	0330PM	0445PM	HN	0130	10	10	SHIMAZOE, JUNKO		C
12	099	GU	MNGT	412	001	TR	0930AM	1045AM	NW	0219	10	10	CAREN, NEAL		C
13	099	GU	MNGT	412	002	MWF	1000AM	1050AM	PE	0204	0	10			X
14	099	GU	MNGT	415	001	MWF	1000AM	1050AM	GL	0222	0	10	OWEN, CRAIG W		O
15	099	GU	MNGT	427	001	TR	0930AM	1045AM	HO	0107	10	10	KALLEBERG, A		C
16	099	GU	MNGT	427	002	MWF	0100PM	0150PM			0	10			X
17	099	GU	MNGT	691H	001	TBA	TBA	TBA			0	5	ANDREWS, KENNET		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	MOPH801 001	MOPH	801	001	TR	1030AM	1145AM	BE	0106	1	10	KOWALSKY, R J		O
3	099	GU	MOPH810 001	MOPH	810	001	TR	1030AM	1200PM	BE	0102	25	30	THAKKER, DHIREN		O
4	099	GU	MOPH864 001	MOPH	864	001	TR	0200PM	0350PM	BE	0102	9	30	CHO, M		O
5	099	GU	MOPH899 001	MOPH	899	001	W	0330PM	0530PM	BE	0116	33	40	MUMPER, RUSSELL		O
6	099	GU	MOPH991 079	MOPH	991	079	TBA	TBA	TBA			3	5	CHO, M		O
7	099	GU	MOPH991 086	MOPH	991	086	TBA	TBA	TBA			0	5	HICKEY, A J		O
8	099	GU	MOPH991 087	MOPH	991	087	TBA	TBA	TBA			0	5	THAKKER, DHIREN		O
9	099	GU	MOPH991 121	MOPH	991	121	TBA	TBA	TBA			4	5	HUANG, LEAF		O
10	099	GU	MOPH991 132	MOPH	991	132	TBA	TBA	TBA			2	5	MUMPER, RUSSELL		O
11	099	GU	MOPH994 079	MOPH	994	079	TBA	TBA	TBA			1	5	CHO, M		O
12	099	GU	MOPH994 085	MOPH	994	085	TBA	TBA	TBA			1	5	SMITH, P C		O
13	099	GU	MOPH994 086	MOPH	994	086	TBA	TBA	TBA			4	5	HICKEY, A J		O
14	099	GU	MOPH994 087	MOPH	994	087	TBA	TBA	TBA			4	5	THAKKER, DHIREN		O
15	099	GU	MOPH994 109	MOPH	994	109	TBA	TBA	TBA			0	5	HALL, J E		O
16	099	GU	MOPH994 121	MOPH	994	121	TBA	TBA	TBA			2	5	HUANG, LEAF		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	MTSC	421	001	MWF	0900AM	0950AM	CP	0125	0	5	YOU, WEI		O
3	099	GU	MTSC	422	001	TR	0930AM	1045AM	DE	0209	0	3	RUBINSTEIN, MIC		O
4	099	GU	MTSC	615	001	TR	0200PM	0315PM	XX	XX	5	10	ZHOU, OTTO		O
5	099	GU	MTSC	730	001	MWF	1000AM	1050AM	FG	0105	0	10	WASHBURN, S		O
6	099	GU	MTSC	993	001	TBA	TBA	TBA			0	10			O
7	099	GU	MTSC	993	002	TBA	TBA	TBA			0	10			O
8	099	GU	MTSC	993	003	TBA	TBA	TBA			0	10			O
9	099	GU	MTSC	993	004	TBA	TBA	TBA			0	10			O
10	099	GU	MTSC	993	005	TBA	TBA	TBA			1	10	ZHOU O		O
11	099	GU	MTSC	993	006	TBA	TBA	TBA			0	10			O
12	099	GU	MTSC	993	015	TBA	TBA	TBA			0	10	RUBINSTEIN, M		O
13	099	GU	MTSC	993	020	TBA	TBA	TBA			1	10	WU, Y		O
14	099	GU	MTSC	993	025	TBA	TBA	TBA			1	5	KO, CHING CHANG		O
15	099	GU	MTSC	994	001	TBA	TBA	TBA			1	10			O
16	099	GU	MTSC	994	002	TBA	TBA	TBA			1	10	RUBINSTEIN, MIC		O
17	099	GU	MTSC	994	003	TBA	TBA	TBA			0	10			O
18	099	GU	MTSC	994	004	TBA	TBA	TBA			0	10			O
19	099	GU	MTSC	994	005	TBA	TBA	TBA			3	10	ZHOU O		O
20	099	GU	MTSC	994	006	TBA	TBA	TBA			1	10			O
21	099	GU	MTSC	994	007	TBA	TBA	TBA			2	10	QIN, LU-CHANG		O
22	099	GU	MTSC	994	009	TBA	TBA	TBA			1	10	SWENBERG, J A		O
23	099	GU	MTSC	994	017	TBA	TBA	TBA			3	10	SUPERFINE, R		O
24	099	GU	MTSC	994	018	TBA	TBA	TBA			0	10	SHEIKO, SERGEY		O
25	099	GU	MTSC	994	020	TBA	TBA	TBA			2	10	WU, Y		O
26	099	GU	MTSC	994	024	TBA	TBA	TBA			1	10	QUINT, S R		O
27	099	GU	MTSC	994	025	TBA	TBA	TBA			0	10	KO, CHING CHANG		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	MUSC	057	001	TR	0200PM	0315PM	KM	2030	24	24	NADAS, J L	C
3	099	GU	MUSC	059	001	MWF	0200PM	0250PM	HI	0207	15	15	COHEN, BRIGID	C
4	099	GU	MUSC	064	001	TR	1100AM	1215PM	KM	2030	24	24	KANG, EMIL	C
5	099	GU	MUSC	089	001	TR	1100AM	1215PM	KM	2131	22	24	MACNEIL, ANNE E	O
6	099	GU	MUSC	100	002	TBA	TBA	TBA			4	15	BUSH, PHILLIP	O
7	099	GU	MUSC	100	003	TBA	TBA	TBA			16	15	KIM, WONMIM	C
8	099	GU	MUSC	100	004	TBA	TBA	TBA			7	15	PAOLANTONIO, ED	O
9	099	GU	MUSC	100	005	TBA	TBA	TBA			11	15	LEVIN, ALICIA	O
10	099	GU	MUSC	100	007	TBA	TBA	TBA			3	15	MOESER, SUSAN	O
11	099	GU	MUSC	100	008	TBA	TBA	TBA			1	15	EAGAN, MEGAN	O
12	099	GU	MUSC	102	001	M	0400PM	0450PM	XX	XX	12	20	MARTIN, MELISSA	O
13	099	GU	MUSC	102	003	TBA	TBA	TBA			8	20	SPARKS, T	O
14	099	GU	MUSC	102	006	TBA	TBA	TBA			0	20		O
15	099	GU	MUSC	103	001	TBA	TBA	TBA			4	30	WISSICK, B S	O
16	099	GU	MUSC	103	002	TBA	TBA	TBA			8	12	FRIEDLI, DANA	O
17	099	GU	MUSC	103	003	TBA	TBA	TBA			2	15	LUBY, R E	O
18	099	GU	MUSC	103	005	TBA	TBA	TBA			5	10	PARTRIDGE, HUGH	O
19	099	GU	MUSC	103	006	TBA	TBA	TBA			0	10	ANDERSON, ROBER	O
20	099	GU	MUSC	103	007	TBA	TBA	TBA			3	10	BYRNE, LAURA	O
21	099	GU	MUSC	103	008	TBA	TBA	TBA			10	15	STEWART, W J	O
22	099	GU	MUSC	103	009	TBA	TBA	TBA			0	10	FOUREMAN, JASON	O
23	099	GU	MUSC	103	010	TBA	TBA	TBA			7	10	YOUNGERMAN, YOR	O
24	099	GU	MUSC	104	001	TBA	TBA	TBA			2	10	SMITH, B D	O
25	099	GU	MUSC	104	002	TBA	TBA	TBA			5	15	ZALMAN, NATHAN	O
26	099	GU	MUSC	104	004	TBA	TBA	TBA			1	5	NEGRETE, M	O
27	099	GU	MUSC	104	005	TBA	TBA	TBA			0	10	MCCLURE, MATTHE	O
28	099	GU	MUSC	104	006	TBA	TBA	TBA			0	5	PEDERSON, J E	O
29	099	GU	MUSC	104	007	TBA	TBA	TBA			0	10	SCHULTZ, MICHAE	O
30	099	GU	MUSC	105	002	TBA	TBA	TBA			4	10	MCCHESNEY, DAVI	O
31	099	GU	MUSC	105	003	TBA	TBA	TBA			1	10	KETCH, JAMES	O
32	099	GU	MUSC	105	004	TBA	TBA	TBA			1	10	KRIS, MICHAEL	O
33	099	GU	MUSC	105	005	TBA	TBA	TBA			0	10	KRIS, MICHAEL	O
34	099	GU	MUSC	106	001	TBA	TBA	TBA			1	15	GLASSOCK, LYNN	O
35	099	GU	MUSC	106	003	TBA	TBA	TBA			1	10	TAYLOR, THOMAS	O
36	099	GU	MUSC	111	001	TBA	TBA	TBA			5	20	SPARKS, T	O
37	099	GU	MUSC	111	002	TBA	TBA	TBA			6	20	MARTIN, MELISSA	O
38	099	GU	MUSC	112	003	TBA	TBA	TBA			23	60	STEWART, W J	O
39	099	GU	MUSC	121	001	MWF	0900AM	0950AM	KM	2131	101	100	GLASSOCK, L D	C
40	099	GU	MUSC	121	990	TBA	TBA	TBA			4	10	SHADLE, DOUGLAS	O
41	099	GU	MUSC	121	991	TBA	TBA	TBA			11	15	SHADLE, DOUGLAS	O
42	099	GU	MUSC	121	992	TBA	TBA	TBA			2	1	SHADLE, DOUGLAS	C
43	099	GU	MUSC	121	998	TBA	TBA	TBA			0	999		O
44	099	GU	MUSC	124	001	MW	1100AM	1150AM	KM	3029	14	20	LANZREIN, VALEN	O
45	099	GU	MUSC	131	001	MF	0900AM	0950AM	HI	0107	103	120	WOERNER, FELIX	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	MUSC	131	601	W	0100PM	0150PM	HI	0206	18	20	HUGHES, CATHERI	O
47	099	GU	MUSC	131	602	W	0100PM	0150PM	HI	0202	13	20	HAAS, BENJAMIN	O
48	099	GU	MUSC	131	603	W	1100AM	1150AM	HI	0206	20	20	HAAS, BENJAMIN	C
49	099	GU	MUSC	131	604	R	1100AM	1150AM	HI	0202	20	20	HUGHES, CATHERI	C
50	099	GU	MUSC	131	605	R	0930AM	1020AM	HI	0202	19	20	HUGHES, CATHERI	O
51	099	GU	MUSC	131	606	R	0930AM	1020AM	HI	0207	10	20	HAAS, BENJAMIN	O
52	099	GU	MUSC	131	998	TBA	TBA	TBA			0	999		O
53	099	GU	MUSC	132	998	TBA	TBA	TBA			0	999		O
54	099	GU	MUSC	141	998	TBA	TBA	TBA			0	999		O
55	099	GU	MUSC	142	001	TR	0930AM	1045AM	HI	0107	120	120	NADAS, J L	C
56	099	GU	MUSC	142	601	M	1200PM	1250PM	HI	0202	20	20	EAGAN, MEGAN	C
57	099	GU	MUSC	142	602	M	0100PM	0150PM	HI	0202	20	20	EAGAN, MEGAN	C
58	099	GU	MUSC	142	603	M	1000AM	1050AM	HI	0202	21	20	WELLS, CHRIS	C
59	099	GU	MUSC	142	604	W	1000AM	1050AM	HI	0202	20	20	WELLS, CHRIS	C
60	099	GU	MUSC	142	605	W	0900AM	0950AM	HI	0202	16	20	WELLS, CHRIS	O
61	099	GU	MUSC	142	606	R	0100PM	0150PM	HI	0202	22	20	EAGAN, MEGAN	C
62	099	GU	MUSC	142	998	TBA	TBA	TBA			0	999		O
63	099	GU	MUSC	143	001	TR	0330PM	0445PM	AR	0121	296	296	KATZ, MARK	C
64	099	GU	MUSC	144	990	TBA	TBA	TBA			12	10	BRECKLING, MOLL	C
65	099	GU	MUSC	145	001	TR	1230PM	0145PM	AR	0121	286	296	SMITH, B D	O
66	099	GU	MUSC	147	001	MWF	1000AM	1050AM	KM	2131	98	100	GARCIA, DAVID	O
67	099	GU	MUSC	167	001	TR	1100AM	1215PM	KM	3029	20	35	FELDMAN, EVAN	O
68	099	GU	MUSC	188	001	TR	0200PM	0315PM	KM	2131	0	75	VLHOVA, HANA	X
69	099	GU	MUSC	200	001	W	0200PM	0250PM	HI	0100	8	15	OTTEN, THOMAS	O
70	099	GU	MUSC	200	002	R	0400PM	0450PM	HI	0100	9	15	BUSH, PHILLIP	O
71	099	GU	MUSC	200	004	TBA	TBA	TBA			1	7	PAOLANTONIO, ED	O
72	099	GU	MUSC	200	006	TBA	TBA	TBA			0	5		O
73	099	GU	MUSC	202	001	M	0400PM	0450PM	HI	0100	8	21	MARTIN, MELISSA	O
74	099	GU	MUSC	202	002	F	1200PM	1250PM	XX	XX	18	20	MOORE, ANDREA	O
75	099	GU	MUSC	202	003	M	0400PM	0450PM	XX	XX	10	15	SPARKS, T	O
76	099	GU	MUSC	202	005	M	0400PM	0450PM	PS	0100	12	15	FISCHER, JEANNE	O
77	099	GU	MUSC	202	006	M	0400PM	0450PM	PS	0110	12	20	LANZREIN, VALEN	O
78	099	GU	MUSC	203	001	T	0700PM	0750PM	PS	0100	8	15	WISSICK, B S	O
79	099	GU	MUSC	203	003	T	0500PM	0550PM	PS	0100	10	15	LUBY, R E	O
80	099	GU	MUSC	203	005	W	0600PM	0650PM	PS	0100	8	15	PARTRIDGE, HUGH	O
81	099	GU	MUSC	203	006	M	0500PM	0550PM	HI	0206	1	15	ANDERSON, ROBER	O
82	099	GU	MUSC	203	007	TBA	TBA	TBA			1	15	BYRNE, LAURA	O
83	099	GU	MUSC	203	008	M	0700PM	0750PM	XX	XX	5	20	STEWART, W J	O
84	099	GU	MUSC	203	009	TBA	TBA	TBA			1	10	FOUREMAN, JASON	O
85	099	GU	MUSC	203	010	TBA	TBA	TBA			1	10	YOUNGERMAN, YOR	O
86	099	GU	MUSC	204	001	T	0230PM	0320PM	PS	0100	8	18	SMITH, B D	O
87	099	GU	MUSC	204	003	R	0300PM	0350PM	PS	0100	15	17	OEHLER, D L	O
88	099	GU	MUSC	204	005	M	0300PM	0350PM	XX	XX	9	17	MCCLURE, MATTHE	O
89	099	GU	MUSC	204	006	M	0300PM	0350PM	KM	3029	6	11	PEDERSON, J E	O
90	099	GU	MUSC	204	007	M	1100AM	1150AM	XX	XX	5	10	SCHULTZ, MICHAE	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	MUSC	205	001	M	0200PM	0300PM	KM	2002	10	15	MCAFEE, ANDREW	O
92	099	GU	MUSC	205	002	TBA	TBA	TBA			0	10	MCCHESNEY, DAVI	O
93	099	GU	MUSC	205	003	M	0600PM	0650PM	HI	0202	9	15	KETCH, JAMES	O
94	099	GU	MUSC	205	004	M	0600PM	0650PM	PS	0100	9	15	KRIS, MICHAEL	O
95	099	GU	MUSC	205	005	M	0600PM	0650PM	PS	0100	3	15	KRIS, MICHAEL	O
96	099	GU	MUSC	205	006	M	0600PM	0650PM	PS	0100	3	15	KRIS, MICHAEL	O
97	099	GU	MUSC	206	001	R	0300PM	0350PM	XX	XX	11	18	GLASSOCK, L D	O
98	099	GU	MUSC	206	003	TBA	TBA	TBA			1	10	TAYLOR, THOMAS	O
99	099	GU	MUSC	211	001	MW	0700PM	0930PM	KM	1201	90	100	KALAM, T	O
100	099	GU	MUSC	211	002	TR	0400PM	0550PM	KM	1201	12	65	FELDMAN, EVAN	O
101	099	GU	MUSC	211	003	MW	0400PM	0550PM	KM	1201	10	70	FUCHS, JEFF	O
102	099	GU	MUSC	211	004	MW	0100PM	0150PM	PS	0110	73	80	KLEBANOW, S	O
103	099	GU	MUSC	211	004	TR	1230PM	0145PM	PS	0110	73	80	KLEBANOW, S	O
104	099	GU	MUSC	211	005	MW	0200PM	0350PM	PS	0110	22	30	KLEBANOW, S	O
105	099	GU	MUSC	211	006	MW	0515PM	0645PM	HI	0103	34	75	HUFF, D M	O
106	099	GU	MUSC	211	007	MW	0515PM	0645PM	PS	0110	49	75	KLAUSMEYER, SUE	O
107	099	GU	MUSC	212	001	MWF	0100PM	0150PM	KM	1201	21	30	KETCH, JAMES	O
108	099	GU	MUSC	212	002	M	0700PM	1000PM	KM	3029	5	15	STEWART, W J	O
109	099	GU	MUSC	212	003	M	0200PM	0350PM	XX	XX	10	12	OTTEN, THOMAS	O
110	099	GU	MUSC	212	005	TBA	TBA	TBA			2	10	TSONG, MAYRON	O
111	099	GU	MUSC	212	006	TR	0200PM	0400PM	HI	0100	26	55	RHODES, T E	O
112	099	GU	MUSC	213	001	TR	0600PM	0800PM	KM	1201	266	300	FUCHS, JEFF	O
113	099	GU	MUSC	213	001	F	0400PM	0600PM	KM	1201	266	300	FUCHS, JEFF	O
114	099	GU	MUSC	213	002	TR	1230PM	0145PM	KM	1201	0	16	GLASSOCK, L D	X
115	099	GU	MUSC	213	003	T	0600PM	0800PM	KM	1206	14	15	POPLAWSKA, MARZ	O
116	099	GU	MUSC	213	004	F	0200PM	0400PM	KM	1201	17	30	PAOLANTONIO, ED	O
117	099	GU	MUSC	213	008	T	0800PM	1000PM	KM	1206	12	30	GARCIA, DAVID	O
118	099	GU	MUSC	214	001	TBA	TBA	TBA			3	40	OEHLER, D L	O
119	099	GU	MUSC	214	002	F	1200PM	1250PM	PS	0100	4	15	WISSICK, B S	O
120	099	GU	MUSC	226	001	M	0800AM	0850AM	HI	0107	16	15	NEGRETE, M	C
121	099	GU	MUSC	226	001	WF	0900AM	0950AM	KM	1201	16	15	NEGRETE, M	C
122	099	GU	MUSC	227	001	MWF	1000AM	1050AM	PS	0110	15	15	HUFF, D M	C
123	099	GU	MUSC	232	001	MWF	1000AM	1050AM	HI	0103	38	45	ANDERSON, ALLEN	O
124	099	GU	MUSC	233	001	TR	1100AM	1215PM	PS	0100	23	35	FISCHER, JEANNE	O
125	099	GU	MUSC	234	001	MWF	0100PM	0150PM	KM	3029	19	35	POPLAWSKA, MARZ	O
126	099	GU	MUSC	248	001	TR	0200PM	0315PM	KM	2131	100	100	VLHOVA, HANA	C
127	099	GU	MUSC	252	001	TR	0930AM	1045AM	PS	0100	45	75	FINSON, JON W.	O
128	099	GU	MUSC	266	001	MWF	1100AM	1150AM	HI	0203	9	15	ANDERSON, ALLEN	O
129	099	GU	MUSC	284	001	MWF	0900AM	0950AM	PS	0100	0	35	WOERNER, FELIX	X
130	099	GU	MUSC	285	001	MWF	0300PM	0350PM	KM	2131	104	100	COHEN, BRIGID	C
131	099	GU	MUSC	296	001	TBA	TBA	TBA			0	5		O
132	099	GU	MUSC	296	004	TBA	TBA	TBA			0	5	ANDERSON, ALLEN	O
133	099	GU	MUSC	296	011	TBA	TBA	TBA			0	5	KATZ, MARK	O
134	099	GU	MUSC	296	012	TBA	TBA	TBA			2	5	NEFF, SEVERINE	O
135	099	GU	MUSC	296	013	TBA	TBA	TBA			0	5	FUCHS, JEFF	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
136	099	GU	MUSC	296	014	TBA	TBA	TBA			0	5	WOERNER, FELIX	O
137	099	GU	MUSC	296	018	TBA	TBA	TBA			1	5	COHEN, BRIGID	O
138	099	GU	MUSC	296	019	TBA	TBA	TBA			1	5	FELDMAN, EVAN	O
139	099	GU	MUSC	296	022	TBA	TBA	TBA			1	5	KANG, EMIL	O
140	099	GU	MUSC	296	023	TBA	TBA	TBA			0	10	WISSICK, B S	X
141	099	GU	MUSC	300	001	TBA	TBA	TBA			0	15	OTTEN, THOMAS	O
142	099	GU	MUSC	300	002	TBA	TBA	TBA			0	15	BUSH, PHILLIP	O
143	099	GU	MUSC	302	001	TBA	TBA	TBA			0	10		O
144	099	GU	MUSC	302	002	TBA	TBA	TBA			0	6	MOORE, ANDREA	O
145	099	GU	MUSC	302	003	TBA	TBA	TBA			0	10	SPARKS, T	O
146	099	GU	MUSC	302	005	TBA	TBA	TBA			3	15	FISCHER, JEANNE	O
147	099	GU	MUSC	302	006	TBA	TBA	TBA			2	10	LANZREIN, VALEN	O
148	099	GU	MUSC	303	001	TBA	TBA	TBA			0	10		O
149	099	GU	MUSC	303	003	TBA	TBA	TBA			1	10	LUBY, R E	O
150	099	GU	MUSC	303	008	TBA	TBA	TBA			1	10	STEWART, W J	O
151	099	GU	MUSC	303	010	TBA	TBA	TBA			0	10	YOUNGERMAN, YOR	O
152	099	GU	MUSC	304	001	TBA	TBA	TBA			1	10	SMITH, B D	O
153	099	GU	MUSC	304	003	TBA	TBA	TBA			0	10	OEHLER, D L	O
154	099	GU	MUSC	304	004	TBA	TBA	TBA			0	10		O
155	099	GU	MUSC	304	005	TBA	TBA	TBA			1	10	MCCLURE, MATTHE	O
156	099	GU	MUSC	305	001	TBA	TBA	TBA			0	10	MCAFEE, ANDREW	O
157	099	GU	MUSC	305	006	TBA	TBA	TBA			0	15	KRIS, MICHAEL	O
158	099	GU	MUSC	306	001	TBA	TBA	TBA			0	7	GLASSOCK, L D	O
159	099	GU	MUSC	308	002	TR	1100AM	1215PM	HI	0207	3	15	HUFF, D M	O
160	099	GU	MUSC	308	003	TR	1230PM	0145PM	KM	3029	8	15	KALAM, TONU	O
161	099	GU	MUSC	309	001	TBA	TBA	TBA			0	15	FELDMAN, EVAN	O
162	099	GU	MUSC	332	001	MWF	0900AM	0950AM	KM	2030	19	35	NEFF, SEVERINE	O
163	099	GU	MUSC	355	001	MWF	0900AM	0950AM	HI	0207	10	15	POPLAWSKA, MARZ	O
164	099	GU	MUSC	355	002	TR	0930AM	1045AM	HI	0206	18	15	KATZ, MARK	C
165	099	GU	MUSC	471	001	TBA	TBA	TBA			1	5	KALAM, TONU	O
166	099	GU	MUSC	750	001	MF	1100AM	1215PM	XX	XX	8	8	WOERNER, FELIX	C
167	099	GU	MUSC	850	001	W	0200PM	0450PM	XX	XX	8	8	VLHOVA, HANA	C
168	099	GU	MUSC	850	002	R	0200PM	0450PM	XX	XX	8	8	MACNEIL, ANNE E	C
169	099	GU	MUSC	890	001	TBA	TBA	TBA			0	5		O
170	099	GU	MUSC	890	002	TBA	TBA	TBA			0	5		X
171	099	GU	MUSC	890	003	TBA	TBA	TBA			0	5	CARTER, TIMOTHY	O
172	099	GU	MUSC	890	004	TBA	TBA	TBA			0	5		X
173	099	GU	MUSC	890	005	TBA	TBA	TBA			0	5	NEAL, JOCELYN R	O
174	099	GU	MUSC	890	006	TBA	TBA	TBA			0	5	BONDS, M	O
175	099	GU	MUSC	890	007	TBA	TBA	TBA			0	5	FAUSER, ANNEGRE	O
176	099	GU	MUSC	890	008	TBA	TBA	TBA			0	5	NEAL, JOCELYN R	O
177	099	GU	MUSC	890	009	TBA	TBA	TBA			0	5		X
178	099	GU	MUSC	890	010	TBA	TBA	TBA			0	5	GARCIA, DAVID	O
179	099	GU	MUSC	890	011	TBA	TBA	TBA			1	5	KATZ, MARK	O
180	099	GU	MUSC	890	012	TBA	TBA	TBA			0	5	NEFF, SEVERINE	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
181	099	GU	MUSC	890	014	TBA	TBA	TBA			1	5	WOERNER, FELIX	O
182	099	GU	MUSC	890	015	TBA	TBA	TBA			1	5	VANDERMEER, PHI	O
183	099	GU	MUSC	890	018	TBA	TBA	TBA			1	5	COHEN, BRIGID	O
184	099	GU	MUSC	890	019	TBA	TBA	TBA			0	5		X
185	099	GU	MUSC	890	020	TBA	TBA	TBA			0	5	POPLAWSKA, MARZ	O
186	099	GU	MUSC	890	021	TBA	TBA	TBA			0	5	VLHOVA, HANA	O
187	099	GU	MUSC	890	036	TBA	TBA	TBA			0	5	FINSON, JON W.	O
188	099	GU	MUSC	890	057	TBA	TBA	TBA			1	5	NADAS, J L	O
189	099	GU	MUSC	950	001	T	0200PM	0450PM	XX	XX	8	8	FINSON, JON W.	C
190	099	GU	MUSC	970	001	M	0200PM	0450PM	XX	XX	9	8	GARCIA, DAVID	C
191	099	GU	MUSC	992	001	TBA	TBA	TBA			0	5		O
192	099	GU	MUSC	992	002	TBA	TBA	TBA			0	5		O
193	099	GU	MUSC	992	003	TBA	TBA	TBA			0	5	CARTER, TIMOTHY	O
194	099	GU	MUSC	992	004	TBA	TBA	TBA			0	5		O
195	099	GU	MUSC	992	005	TBA	TBA	TBA			0	5	NEAL, JOCELYN R	O
196	099	GU	MUSC	992	006	TBA	TBA	TBA			0	5	BONDS, M	O
197	099	GU	MUSC	992	007	TBA	TBA	TBA			0	5	FAUSER, ANNEGRE	O
198	099	GU	MUSC	992	008	TBA	TBA	TBA			0	5	MACNEIL, ANNE E	O
199	099	GU	MUSC	992	009	TBA	TBA	TBA			0	5		O
200	099	GU	MUSC	992	010	TBA	TBA	TBA			0	5	GARCIA, DAVID	O
201	099	GU	MUSC	992	011	TBA	TBA	TBA			0	5	KATZ, MARK	O
202	099	GU	MUSC	992	012	TBA	TBA	TBA			0	5	NEFF, SEVERINE	O
203	099	GU	MUSC	992	014	TBA	TBA	TBA			0	5	WOERNER, FELIX	O
204	099	GU	MUSC	992	015	TBA	TBA	TBA			0	5	VANDERMEER, PHI	O
205	099	GU	MUSC	992	018	TBA	TBA	TBA			0	5	COHEN, BRIGID	O
206	099	GU	MUSC	992	019	TBA	TBA	TBA			0	5		O
207	099	GU	MUSC	992	020	TBA	TBA	TBA			0	5	POPLAWSKA, MARZ	O
208	099	GU	MUSC	992	021	TBA	TBA	TBA			0	5	VLHOVA, HANA	O
209	099	GU	MUSC	992	036	TBA	TBA	TBA			0	5	FINSON, JON W.	O
210	099	GU	MUSC	992	057	TBA	TBA	TBA			0	5	NADAS, J L	O
211	099	GU	MUSC	994	001	TBA	TBA	TBA			0	6		O
212	099	GU	MUSC	994	002	TBA	TBA	TBA			0	6		X
213	099	GU	MUSC	994	003	TBA	TBA	TBA			1	6	CARTER, TIMOTHY	O
214	099	GU	MUSC	994	004	TBA	TBA	TBA			0	5		X
215	099	GU	MUSC	994	005	TBA	TBA	TBA			2	6	NEAL, JOCELYN R	O
216	099	GU	MUSC	994	006	TBA	TBA	TBA			1	6	BONDS, M	O
217	099	GU	MUSC	994	007	TBA	TBA	TBA			3	6	FAUSER, ANNEGRE	O
218	099	GU	MUSC	994	008	TBA	TBA	TBA			0	5	MACNEIL, ANNE E	O
219	099	GU	MUSC	994	009	TBA	TBA	TBA			0	5		X
220	099	GU	MUSC	994	010	TBA	TBA	TBA			2	6	GARCIA, DAVID	O
221	099	GU	MUSC	994	011	TBA	TBA	TBA			0	5	KATZ, MARK	O
222	099	GU	MUSC	994	012	TBA	TBA	TBA			0	5	NEFF, SEVERINE	O
223	099	GU	MUSC	994	014	TBA	TBA	TBA			0	5	WOERNER, FELIX	O
224	099	GU	MUSC	994	015	TBA	TBA	TBA			1	6	VANDERMEER, PHI	O
225	099	GU	MUSC	994	018	TBA	TBA	TBA			1	5	COHEN, BRIGID	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
226	099	GU	MUSC	994	019	TBA	TBA	TBA			0	5		X
227	099	GU	MUSC	994	020	TBA	TBA	TBA			0	5	POPLAWSKA, MARZ	O
228	099	GU	MUSC	994	021	TBA	TBA	TBA			0	5	VLHOVA, HANA	O
229	099	GU	MUSC	994	036	TBA	TBA	TBA			2	6	FINSON, J W	O
230	099	GU	MUSC	994	057	TBA	TBA	TBA			2	5	NADAS, J L	O
231	099	GU	MUSC	061H	001	TR	0930AM	1045AM	HI	0207	0	15	KATZ, MARK	X
232	099	GU	MUSC	131L	403	W	0900AM	0950AM	HI	0107	10	10	LEVIN, ALICIA	C
233	099	GU	MUSC	131L	403	M	1200PM	1250PM	KM	3030	10	10	LEVIN, ALICIA	C
234	099	GU	MUSC	131L	404	W	0900AM	0950AM	HI	0107	0	10	LEVIN, ALICIA	X
235	099	GU	MUSC	131L	404	M	0100PM	0150PM	KM	3030	0	10	LEVIN, ALICIA	X
236	099	GU	MUSC	131L	405	W	0900AM	0950AM	HI	0107	9	10	LEVIN, ALICIA	O
237	099	GU	MUSC	131L	405	M	0200PM	0250PM	KM	3030	9	10	LEVIN, ALICIA	O
238	099	GU	MUSC	131L	406	F	1000AM	1050AM	KM	3030	10	10	LEVIN, ALICIA	C
239	099	GU	MUSC	131L	406	W	0900AM	0950AM	HI	0107	10	10	LEVIN, ALICIA	C
240	099	GU	MUSC	131L	407	F	1100AM	1150AM	KM	3030	9	10	LEVIN, ALICIA	O
241	099	GU	MUSC	131L	407	W	0900AM	0950AM	HI	0107	9	10	LEVIN, ALICIA	O
242	099	GU	MUSC	131L	408	W	0900AM	0950AM	HI	0107	9	10	LEVIN, ALICIA	O
243	099	GU	MUSC	131L	408	R	1230PM	0120PM	KM	3030	9	10	LEVIN, ALICIA	O
244	099	GU	MUSC	131L	409	R	0130PM	0220PM	KM	3030	10	10	LEVIN, ALICIA	C
245	099	GU	MUSC	131L	409	W	0900AM	0950AM	HI	0107	10	10	LEVIN, ALICIA	C
246	099	GU	MUSC	131L	410	M	1000AM	1050AM	KM	3030	10	10	LEVIN, ALICIA	C
247	099	GU	MUSC	131L	410	W	0900AM	0950AM	HI	0107	10	10	LEVIN, ALICIA	C
248	099	GU	MUSC	131L	411	W	0900AM	0950AM	HI	0107	10	10	LEVIN, ALICIA	C
249	099	GU	MUSC	131L	411	M	1100AM	1150AM	KM	3030	10	10	LEVIN, ALICIA	C
250	099	GU	MUSC	131L	412	W	0900AM	0950AM	HI	0107	7	10	LEVIN, ALICIA	O
251	099	GU	MUSC	131L	412	F	1200PM	1250PM	KM	3030	7	10	LEVIN, ALICIA	O
252	099	GU	MUSC	131L	413	W	0900AM	0950AM	HI	0107	8	10	LEVIN, ALICIA	O
253	099	GU	MUSC	131L	413	F	0100PM	0150PM	XX	XX	8	10	LEVIN, ALICIA	O
254	099	GU	MUSC	131L	414	F	0200PM	0250PM	KM	3030	7	10	LEVIN, ALICIA	O
255	099	GU	MUSC	131L	414	W	0900AM	0950AM	HI	0107	7	10	LEVIN, ALICIA	O
256	099	GU	MUSC	131L	998	TBA	TBA	TBA			0	999		O
257	099	GU	MUSC	232H	001	MWF	1000AM	1050AM	HI	0206	13	15	NEFF, SEVERINE	O
258	099	GU	MUSC	232L	401	M	0900AM	0950AM	HI	0103	9	10	NEGRETE, M	O
259	099	GU	MUSC	232L	401	T	1100AM	1150AM	KM	3030	9	10	NEGRETE, M	O
260	099	GU	MUSC	232L	402	R	0830AM	0920AM	KM	3030	6	15	NEGRETE, M	O
261	099	GU	MUSC	232L	402	M	0900AM	0950AM	HI	0103	6	15	NEGRETE, M	O
262	099	GU	MUSC	232L	403	M	0900AM	0950AM	HI	0103	7	10	NEGRETE, M	O
263	099	GU	MUSC	232L	403	R	1100AM	1150AM	KM	3030	7	10	NEGRETE, M	O
264	099	GU	MUSC	232L	404	M	0900AM	0950AM	HI	0103	9	10	NEGRETE, M	O
265	099	GU	MUSC	232L	404	W	0100PM	0150PM	KM	3030	9	10	NEGRETE, M	O
266	099	GU	MUSC	232L	405	T	0930AM	1020AM	KM	3030	5	10	NEGRETE, M	O
267	099	GU	MUSC	232L	405	M	0900AM	0950AM	HI	0103	5	10	NEGRETE, M	O
268	099	GU	MUSC	232L	406	F	0900AM	0950AM	XX	XX	10	10	NEGRETE, M	C
269	099	GU	MUSC	232L	406	M	0900AM	0950AM	HI	0103	10	10	NEGRETE, M	C
270	099	GU	MUSC	390H	175	TR	1230PM	0315PM	HI	0207	16	18	LITWIN, STEFAN	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
271	099	GU	MUSC	691H	001	TBA	TBA	TBA			1	5		O
272	099	GU	MUSC	691H	004	TBA	TBA	TBA			1	5	ANDERSON, ALLEN	O
273	099	GU	MUSC	691H	005	TBA	TBA	TBA			1	5	NEAL, JOCELYN R	O
274	099	GU	MUSC	691H	006	TBA	TBA	TBA			0	5	BONDS, M	O
275	099	GU	MUSC	692H	001	TBA	TBA	TBA			0	5		O
276	099	GU	MUSC	692H	002	TBA	TBA	TBA			0	5	ANDERSON, STEPH	O
277	099	GU	MUSC	692H	007	TBA	TBA	TBA			0	5	FAUSER, ANNEGRE	O
278	099	GU	MUSC	692H	010	TBA	TBA	TBA			0	5	GARCIA, DAVID	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	NAVS	101	001	MWF	0900AM	0950AM	NA	0012	17	20	GRAMLISCH, RON		O
3	099	GU	NAVS	101	998	TBA	TBA	TBA			0	0			C
4	099	GU	NAVS	190	001	TBA	TBA	TBA			0	24			O
5	099	GU	NAVS	196	001	TBA	TBA	TBA			0	1			O
6	099	GU	NAVS	196	002	TBA	TBA	TBA			0	5			O
7	099	GU	NAVS	202	001	MWF	1100AM	1150AM	NA	0012	12	24	FORSYTH, ALEXA		O
8	099	GU	NAVS	301	998	TBA	TBA	TBA			0	0			C
9	099	GU	NAVS	302	001	MWF	1000AM	1050AM	NA	0012	25	26	MEEKS, DARYL		O
10	099	GU	NAVS	302	002	TBA	TBA	TBA			0	2	MEEKS, DARYL		X
11	099	GU	NAVS	402	001	T	0200PM	0430PM	NA	0012	6	24	MATTS, STEPHEN		O
12	099	GU	NAVS	500	401	R	0200PM	0445PM	NA	0101	35	50	RAUEN, KRAIG M		O
13	099	GU	NAVS	202L	401	M	1200PM	0150PM	NA	0012	12	24	FORSYTH, ALEXA		O
14	099	GU	NAVS	500L	401	R	0200PM	0445PM	XX	XX	0	50	RAUEN, KRAIG M		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Term	AU	Section	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Session	Status
2	099	GU	NBIO411 001	NBIO	411	001	TBA	TBA	TBA			0	13			O
3	099	GU	NBIO705 001	NBIO	705	001	TBA	TBA	TBA			4	5	DYKSTRA, L		O
4	099	GU	NBIO724 001	NBIO	724	001	TR	1030AM	1230PM			6	25	POLLEUX, FRANCK		O
5	099	GU	NBIO728 001	NBIO	728	001	TBA	TBA	TBA			3	25	MANIS, PAUL B.		O
6	099	GU	NBIO891 001	NBIO	891	001	TBA	TBA	TBA			0	3			X
7	099	GU	NBIO994 001	NBIO	994	001	TBA	TBA	TBA			0	2	TING, JENNY		O
8	099	GU	NBIO994 002	NBIO	994	002	TBA	TBA	TBA			3	5	POLLEUX, FRANCK		O
9	099	GU	NBIO994 003	NBIO	994	003	TBA	TBA	TBA			3	5	PEVNY, LARYSA H		O
10	099	GU	NBIO994 004	NBIO	994	004	TBA	TBA	TBA			1	5	BREESE, G R		O
11	099	GU	NBIO994 005	NBIO	994	005	TBA	TBA	TBA			2	5	MANIS, PAUL B.		O
12	099	GU	NBIO994 006	NBIO	994	006	TBA	TBA	TBA			3	5	HODGE, CLYDE W.		O
13	099	GU	NBIO994 007	NBIO	994	007	TBA	TBA	TBA			2	5	DESHMUKAH, MOHA		O
14	099	GU	NBIO994 008	NBIO	994	008	TBA	TBA	TBA			1	5	CREWS, STEVE		O
15	099	GU	NBIO994 009	NBIO	994	009	TBA	TBA	TBA			1	5	DYKSTRA, L		O
16	099	GU	NBIO994 010	NBIO	994	010	TBA	TBA	TBA			3	5	WIGHTMAN, R. MA		O
17	099	GU	NBIO994 011	NBIO	994	011	TBA	TBA	TBA			4	5	PHILPOT, BENJAM		O
18	099	GU	NBIO994 012	NBIO	994	012	TBA	TBA	TBA			1	5	ZYLKA, MARK		O
19	099	GU	NBIO994 013	NBIO	994	013	TBA	TBA	TBA			2	5	BHAT, MANZOOR A		O
20	099	GU	NBIO994 014	NBIO	994	014	TBA	TBA	TBA			3	5	JOHNS, JOSEPHIN		O
21	099	GU	NBIO994 015	NBIO	994	015	TBA	TBA	TBA			1	5	WEINBERG, M R		O
22	099	GU	NBIO994 016	NBIO	994	016	TBA	TBA	TBA			1	5	CHENEY, RICHARD		O
23	099	GU	NBIO994 018	NBIO	994	018	TBA	TBA	TBA			2	5	MCCARTHY, K D		O
24	099	GU	NBIO994 019	NBIO	994	019	TBA	TBA	TBA			1	5	ROSENBERG, R L		O
25	099	GU	NBIO994 020	NBIO	994	020	TBA	TBA	TBA			1	5	CREWS, FULTON T		O
26	099	GU	NBIO994 021	NBIO	994	021	TBA	TBA	TBA			0	5	LYSLE, D T		O
27	099	GU	NBIO994 022	NBIO	994	022	TBA	TBA	TBA			2	5			O
28	099	GU	NBIO701A001	NBIO	701A	001	W	0100PM	0330PM	DA	0101	2	2	COONEY, CHARLOT		C
29	099	GU	NBIO722A001	NBIO	722A	001	MWF	1000AM	1150AM			24	30	STUART, A E		O
30	099	GU	NBIO722B001	NBIO	722B	001	MWF	1000AM	1150AM			24	30	STUART, A E		O
31	099	GU	NBIO722C001	NBIO	722C	001	MWF	1000AM	1150AM			25	30	STUART, A E		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Term	AU	Section	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Session	Status
2	099	GU	NURS253 001	NURS	253	001	TBA	TBA	TBA			86	105	HODGES, ERIC A		O
3	099	GU	NURS253 998	NURS	253	998	TBA	TBA	TBA			0	999			O
4	099	GU	NURS253 999	NURS	253	999	TBA	TBA	TBA			0	999			O
5	099	GU	NURS261 999	NURS	261	999	TBA	TBA	TBA			0	999			O
6	099	GU	NURS354 001	NURS	354	001	TBA	TBA	TBA			111	111	WILLIAMS, MEGAN		C
7	099	GU	NURS360 001	NURS	360	001	TBA	TBA	TBA			71	72	RODGERS, SHIELD		O
8	099	GU	NURS360 421	NURS	360	421	TBA	TBA	TBA			8	8	RODGERS, SHIELD		C
9	099	GU	NURS360 422	NURS	360	422	TBA	TBA	TBA			8	8	RODGERS, SHIELD		C
10	099	GU	NURS360 423	NURS	360	423	TBA	TBA	TBA			8	8	RODGERS, SHIELD		C
11	099	GU	NURS360 424	NURS	360	424	TBA	TBA	TBA			8	8	RODGERS, SHIELD		C
12	099	GU	NURS360 425	NURS	360	425	TBA	TBA	TBA			7	8	RODGERS, SHIELD		O
13	099	GU	NURS360 426	NURS	360	426	TBA	TBA	TBA			8	8	RODGERS, SHIELD		C
14	099	GU	NURS360 427	NURS	360	427	TBA	TBA	TBA			8	8	RODGERS, SHIELD		C
15	099	GU	NURS360 428	NURS	360	428	TBA	TBA	TBA			8	8	RODGERS, SHIELD		C
16	099	GU	NURS360 429	NURS	360	429	TBA	TBA	TBA			8	8	RODGERS, SHIELD		C
17	099	GU	NURS362 001	NURS	362	001	TBA	TBA	TBA			75	75	LEWIS, JULIE MA		C
18	099	GU	NURS364 001	NURS	364	001	TBA	TBA	TBA			105	107	PAGE, JULIE		O
19	099	GU	NURS364 601	NURS	364	601	TBA	TBA	TBA			7	7	CLARK, ANGELA K		C
20	099	GU	NURS364 602	NURS	364	602	TBA	TBA	TBA			7	7	CLARK, ANGELA K		C
21	099	GU	NURS364 603	NURS	364	603	TBA	TBA	TBA			7	8	BEST, NAKIA		O
22	099	GU	NURS364 604	NURS	364	604	TBA	TBA	TBA			8	8	DAVIS, SUJA		C
23	099	GU	NURS364 605	NURS	364	605	TBA	TBA	TBA			8	8	FLEMING, LOUISE		C
24	099	GU	NURS364 606	NURS	364	606	TBA	TBA	TBA			7	8	FLEMING, LOUISE		O
25	099	GU	NURS364 607	NURS	364	607	TBA	TBA	TBA			8	8	LESTER, VICKIE		C
26	099	GU	NURS364 608	NURS	364	608	TBA	TBA	TBA			7	7	IRABOR, RAMONA		C
27	099	GU	NURS364 609	NURS	364	609	TBA	TBA	TBA			8	8	WILLIAMS, JOAN		C
28	099	GU	NURS364 610	NURS	364	610	TBA	TBA	TBA			8	8	MCCRORY, JOELLY		C
29	099	GU	NURS364 611	NURS	364	611	TBA	TBA	TBA			8	8	NANCE, BETTY		C
30	099	GU	NURS364 612	NURS	364	612	TBA	TBA	TBA			7	7	MCGETTRICK, KAT		C
31	099	GU	NURS364 613	NURS	364	613	TBA	TBA	TBA			8	8	HEISER, TED		C
32	099	GU	NURS364 614	NURS	364	614	TBA	TBA	TBA			7	7	LEONARD, CHRIST		C
33	099	GU	NURS369 998	NURS	369	998	TBA	TBA	TBA			0	999			O
34	099	GU	NURS371 001	NURS	371	001	TBA	TBA	TBA			55	65	ROWSEY, PAMELA		O
35	099	GU	NURS371 002	NURS	371	002	TBA	TBA	TBA			57	65	WELCH, DINAH		O
36	099	GU	NURS371 998	NURS	371	998	TBA	TBA	TBA			0	999			O
37	099	GU	NURS371 999	NURS	371	999	TBA	TBA	TBA			0	999			O
38	099	GU	NURS377 960	NURS	377	960	TBA	TBA	TBA			38	50	YORKE, DIANE		O
39	099	GU	NURS377 999	NURS	377	999	TBA	TBA	TBA			0	999			O
40	099	GU	NURS379 960	NURS	379	960	TBA	TBA	TBA			34	50	HIRST, DENISE		O
41	099	GU	NURS379 998	NURS	379	998	TBA	TBA	TBA			0	999			O
42	099	GU	NURS382 001	NURS	382	001	TBA	TBA	TBA			94	97	VAN RIPER, MARC		O
43	099	GU	NURS454 001	NURS	454	001	TBA	TBA	TBA			75	75	MCCARTY, DIANA		C
44	099	GU	NURS470 001	NURS	470	001	TBA	TBA	TBA			71	71	DIECKMANN, JANN		C
45	099	GU	NURS470 601	NURS	470	601	TBA	TBA	TBA			9	9	WHITE, MICHELLE		C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
46	099	GU	NURS470 602	NURS	470	602	TBA	TBA	TBA			0	0	MCKENZIE, CAROL		C
47	099	GU	NURS470 603	NURS	470	603	TBA	TBA	TBA			9	9	COCKROFT, MARIA		C
48	099	GU	NURS470 604	NURS	470	604	TBA	TBA	TBA			9	9	COCKROFT, MARIA		C
49	099	GU	NURS470 605	NURS	470	605	TBA	TBA	TBA			8	8	WELCH, DINAH		C
50	099	GU	NURS470 606	NURS	470	606	TBA	TBA	TBA			9	9	HARLAN, CHRISTI		C
51	099	GU	NURS470 607	NURS	470	607	TBA	TBA	TBA			9	9	HARLAN, CHRISTI		C
52	099	GU	NURS470 608	NURS	470	608	TBA	TBA	TBA			9	9	DOMINO, CONNIE		C
53	099	GU	NURS470 609	NURS	470	609	TBA	TBA	TBA			9	9	DOMINO, CONNIE		C
54	099	GU	NURS470 610	NURS	470	610	TBA	TBA	TBA			0	0	DIECKMANN, JANN		X
55	099	GU	NURS472 001	NURS	472	001	TBA	TBA	TBA			99	103	WOODLEY, LISA		O
56	099	GU	NURS472 701	NURS	472	701	TBA	TBA	TBA			9	9	OWENS, SARA		C
57	099	GU	NURS472 702	NURS	472	702	TBA	TBA	TBA			8	8	OWENS, SARA		C
58	099	GU	NURS472 703	NURS	472	703	TBA	TBA	TBA			9	9	O'HALE, ANN		C
59	099	GU	NURS472 704	NURS	472	704	TBA	TBA	TBA			8	9	FORD, MARQUITA		O
60	099	GU	NURS472 705	NURS	472	705	TBA	TBA	TBA			8	9	GOLEY, MICHAEL		O
61	099	GU	NURS472 706	NURS	472	706	TBA	TBA	TBA			8	8	WILLIAMS, MEGAN		C
62	099	GU	NURS472 707	NURS	472	707	TBA	TBA	TBA			0	0	WOODLEY, LISA		X
63	099	GU	NURS472 711	NURS	472	711	TBA	TBA	TBA			0	0			X
64	099	GU	NURS472 712	NURS	472	712	TBA	TBA	TBA			0	0			X
65	099	GU	NURS472 713	NURS	472	713	TBA	TBA	TBA			0	0			X
66	099	GU	NURS472 714	NURS	472	714	TBA	TBA	TBA			0	0			X
67	099	GU	NURS472 715	NURS	472	715	TBA	TBA	TBA			0	0			X
68	099	GU	NURS472 716	NURS	472	716	TBA	TBA	TBA			0	0			X
69	099	GU	NURS472 801	NURS	472	801	TBA	TBA	TBA			7	7	YORKE, DIANE		C
70	099	GU	NURS472 802	NURS	472	802	TBA	TBA	TBA			9	9	YORKE, DIANE		C
71	099	GU	NURS472 803	NURS	472	803	TBA	TBA	TBA			9	9	O'HALE, ANN		C
72	099	GU	NURS472 804	NURS	472	804	TBA	TBA	TBA			8	9	WOODLEY, LISA		O
73	099	GU	NURS472 805	NURS	472	805	TBA	TBA	TBA			8	9	BIONDI, ANDREA		O
74	099	GU	NURS472 806	NURS	472	806	TBA	TBA	TBA			0	0	WOODLEY, LISA		C
75	099	GU	NURS472 807	NURS	472	807	TBA	TBA	TBA			8	8	GOLEY, MICHAEL		C
76	099	GU	NURS472 811	NURS	472	811	TBA	TBA	TBA			0	0			X
77	099	GU	NURS472 812	NURS	472	812	TBA	TBA	TBA			0	0			X
78	099	GU	NURS472 813	NURS	472	813	TBA	TBA	TBA			0	0			X
79	099	GU	NURS472 814	NURS	472	814	TBA	TBA	TBA			0	0			X
80	099	GU	NURS472 815	NURS	472	815	TBA	TBA	TBA			0	0			X
81	099	GU	NURS472 816	NURS	472	816	TBA	TBA	TBA			0	0			X
82	099	GU	NURS472 817	NURS	472	817	TBA	TBA	TBA			0	0			X
83	099	GU	NURS477 001	NURS	477	001	TBA	TBA	TBA			93	96	RAPHAEL-GRIMM,		O
84	099	GU	NURS477 601	NURS	477	601	TBA	TBA	TBA			9	9	COFFIN, ABIGAIL		C
85	099	GU	NURS477 602	NURS	477	602	TBA	TBA	TBA			7	8	CRISP, DONNA HE		O
86	099	GU	NURS477 603	NURS	477	603	TBA	TBA	TBA			9	9	PELLICCIO, SUSA		C
87	099	GU	NURS477 604	NURS	477	604	TBA	TBA	TBA			7	8	MCQUEEN, LAURA		O
88	099	GU	NURS477 701	NURS	477	701	TBA	TBA	TBA			7	8	WITTIG, VIRGINI		O
89	099	GU	NURS477 702	NURS	477	702	TBA	TBA	TBA			9	9	CRISP, DONNA HE		C
90	099	GU	NURS477 703	NURS	477	703	TBA	TBA	TBA			8	8	WELLS, ELIZABET		C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
91	099	GU	NURS477 704	NURS	477	704	TBA	TBA	TBA			7	8	MCQUEEN, LAURA		O
92	099	GU	NURS477 705	NURS	477	705	TBA	TBA	TBA			0	0	RAPHAEL-GRIMM,		X
93	099	GU	NURS477 801	NURS	477	801	TBA	TBA	TBA			8	8	WITTIG, VIRGINI		C
94	099	GU	NURS477 802	NURS	477	802	TBA	TBA	TBA			7	8	CRISP, DONNA HE		O
95	099	GU	NURS477 803	NURS	477	803	TBA	TBA	TBA			8	8	WELLS, ELIZABET		C
96	099	GU	NURS477 804	NURS	477	804	TBA	TBA	TBA			7	8	MCQUEEN, LAURA		O
97	099	GU	NURS477 805	NURS	477	805	TBA	TBA	TBA			0	0	RAPHAEL-GRIMM,		X
98	099	GU	NURS479 001	NURS	479	001	TBA	TBA	TBA			108	108	ALDEN, KATHY		C
99	099	GU	NURS479 601	NURS	479	601	TBA	TBA	TBA			8	8	GINGRICH, PATRI		C
100	099	GU	NURS479 602	NURS	479	602	TBA	TBA	TBA			9	9	GINGRICH, PATRI		C
101	099	GU	NURS479 603	NURS	479	603	TBA	TBA	TBA			9	9	LOWDERMILK, D		C
102	099	GU	NURS479 604	NURS	479	604	TBA	TBA	TBA			8	9	WAGNER, JENNIE		O
103	099	GU	NURS479 605	NURS	479	605	TBA	TBA	TBA			8	8	WAGNER, JENNIE		C
104	099	GU	NURS479 606	NURS	479	606	TBA	TBA	TBA			0	0			X
105	099	GU	NURS479 607	NURS	479	607	TBA	TBA	TBA			0	0			X
106	099	GU	NURS479 608	NURS	479	608	TBA	TBA	TBA			0	0			X
107	099	GU	NURS479 609	NURS	479	609	TBA	TBA	TBA			0	0			X
108	099	GU	NURS479 610	NURS	479	610	TBA	TBA	TBA			0	0			X
109	099	GU	NURS479 701	NURS	479	701	TBA	TBA	TBA			8	8	MCCARTY, DIANA		C
110	099	GU	NURS479 702	NURS	479	702	TBA	TBA	TBA			9	9	DIX, DUSTINE		C
111	099	GU	NURS479 703	NURS	479	703	TBA	TBA	TBA			8	8	LANNING, RHONDA		C
112	099	GU	NURS479 704	NURS	479	704	TBA	TBA	TBA			8	8	SUTPHIN, MARY C		C
113	099	GU	NURS479 711	NURS	479	711	TBA	TBA	TBA			0	0			X
114	099	GU	NURS479 712	NURS	479	712	TBA	TBA	TBA			0	0			X
115	099	GU	NURS479 713	NURS	479	713	TBA	TBA	TBA			0	0			X
116	099	GU	NURS479 714	NURS	479	714	TBA	TBA	TBA			0	0			X
117	099	GU	NURS479 715	NURS	479	715	TBA	TBA	TBA			0	0			X
118	099	GU	NURS479 801	NURS	479	801	TBA	TBA	TBA			8	8	MCCARTY, DIANA		C
119	099	GU	NURS479 802	NURS	479	802	TBA	TBA	TBA			7	9	DIX, DUSTINE		O
120	099	GU	NURS479 803	NURS	479	803	TBA	TBA	TBA			9	9	LANNING, RHONDA		C
121	099	GU	NURS479 804	NURS	479	804	TBA	TBA	TBA			9	9	SUTPHIN, MARY C		C
122	099	GU	NURS479 805	NURS	479	805	TBA	TBA	TBA			0	999			C
123	099	GU	NURS479 811	NURS	479	811	TBA	TBA	TBA			0	0			X
124	099	GU	NURS479 812	NURS	479	812	TBA	TBA	TBA			0	0			X
125	099	GU	NURS479 813	NURS	479	813	TBA	TBA	TBA			0	0			X
126	099	GU	NURS479 814	NURS	479	814	TBA	TBA	TBA			0	0			X
127	099	GU	NURS479 815	NURS	479	815	TBA	TBA	TBA			0	0			X
128	099	GU	NURS488 001	NURS	488	001	TBA	TBA	TBA			40	40	BEST, NAKIA		C
129	099	GU	NURS488 601	NURS	488	601	TBA	TBA	TBA			22	22	BEST, NAKIA		C
130	099	GU	NURS488 602	NURS	488	602	TBA	TBA	TBA			12	12	BEST, NAKIA		C
131	099	GU	NURS488 603	NURS	488	603	TBA	TBA	TBA			6	8	BEST, NAKIA		O
132	099	GU	NURS490 960	NURS	490	960	TBA	TBA	TBA			37	45	THOMPSON, D		O
133	099	GU	NURS490 998	NURS	490	998	TBA	TBA	TBA			0	999			O
134	099	GU	NURS490 999	NURS	490	999	TBA	TBA	TBA			0	999			O
135	099	GU	NURS490 01W	NURS	490	01W	TBA	TBA	TBA			35	36	THOMPSON, D		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
136	099	GU	NURS491 960	NURS	491	960	TBA	TBA	TBA			37	45	NANCE, BETTY		O
137	099	GU	NURS491 01W	NURS	491	01W	TBA	TBA	TBA			35	36	NANCE, BETTY		O
138	099	GU	NURS494 999	NURS	494	999	TBA	TBA	TBA			0	999			O
139	099	GU	NURS496 001	NURS	496	001	TBA	TBA	TBA			2	2	NASIR, LAURA C		C
140	099	GU	NURS496 002	NURS	496	002	TBA	TBA	TBA			1	1			C
141	099	GU	NURS496 003	NURS	496	003	TBA	TBA	TBA			0	1			O
142	099	GU	NURS588 001	NURS	588	001	TBA	TBA	TBA			77	78	RODGERS, SHIELD		O
143	099	GU	NURS590 001	NURS	590	001	TBA	TBA	TBA			77	78	BROWN, PAULINE		O
144	099	GU	NURS590 601	NURS	590	601	TBA	TBA	TBA			11	11	HOFFMAN, SANDRA		C
145	099	GU	NURS590 602	NURS	590	602	TBA	TBA	TBA			11	11	PACK, BETH		C
146	099	GU	NURS590 603	NURS	590	603	TBA	TBA	TBA			13	14	GALLIA, KATHERI		O
147	099	GU	NURS590 604	NURS	590	604	TBA	TBA	TBA			6	6	STOLLDORF, DEON		C
148	099	GU	NURS590 605	NURS	590	605	TBA	TBA	TBA			6	6	YUREK, LEO A		C
149	099	GU	NURS590 606	NURS	590	606	TBA	TBA	TBA			11	11	CROWELL, NANCY		C
150	099	GU	NURS590 608	NURS	590	608	TBA	TBA	TBA			6	6	CRYER, VICTORIA		C
151	099	GU	NURS590 609	NURS	590	609	TBA	TBA	TBA			2	2	JENERETTE, CORE		C
152	099	GU	NURS642 001	NURS	642	001	TBA	TBA	TBA			58	63	NASIR, LAURA C		O
153	099	GU	NURS642 999	NURS	642	999	TBA	TBA	TBA			0	999			O
154	099	GU	NURS646 001	NURS	646	001	TBA	TBA	TBA			46	70	WALDROP, JULEE		O
155	099	GU	NURS646 999	NURS	646	999	TBA	TBA	TBA			0	999			O
156	099	GU	NURS699 002	NURS	699	002	TBA	TBA	TBA			0	2	DIECKMANN, JANN		O
157	099	GU	NURS704 001	NURS	704	001	TBA	TBA	TBA			15	20	LEEMAN, JENNIFE		O
158	099	GU	NURS710 001	NURS	710	001	TBA	TBA	TBA			14	20	BRUNSSEN, SUSAN		O
159	099	GU	NURS715 001	NURS	715	001	TBA	TBA	TBA			69	71	NEELON, VIRGINI		O
160	099	GU	NURS715 999	NURS	715	999	TBA	TBA	TBA			0	999			O
161	099	GU	NURS721 001	NURS	721	001	TBA	TBA	TBA			31	40	WALDROP, JULEE		O
162	099	GU	NURS725 001	NURS	725	001	TBA	TBA	TBA			9	10	WALDROP, JULEE		O
163	099	GU	NURS725 601	NURS	725	601	TBA	TBA	TBA			5	6	FORD, MARQUITA		O
164	099	GU	NURS725 602	NURS	725	602	TBA	TBA	TBA			4	6	WALDROP, JULEE		O
165	099	GU	NURS725 603	NURS	725	603	TBA	TBA	TBA			0	999			O
166	099	GU	NURS726 001	NURS	726	001	TBA	TBA	TBA			55	60	BUSH, CHARLES T		O
167	099	GU	NURS726 601	NURS	726	601	TBA	TBA	TBA			6	6	LACKEY, LISKA L		C
168	099	GU	NURS726 602	NURS	726	602	TBA	TBA	TBA			6	6	WAZENEGGER, WAN		C
169	099	GU	NURS726 603	NURS	726	603	TBA	TBA	TBA			5	6	WAZENEGGER, WAN		O
170	099	GU	NURS726 604	NURS	726	604	TBA	TBA	TBA			6	6	CRYER, VICTORIA		C
171	099	GU	NURS726 605	NURS	726	605	TBA	TBA	TBA			6	6	DAVISON, JEAN		C
172	099	GU	NURS726 606	NURS	726	606	TBA	TBA	TBA			6	6	DAVISON, JEAN		C
173	099	GU	NURS726 607	NURS	726	607	TBA	TBA	TBA			6	6	ESPOSITO, NOREE		C
174	099	GU	NURS726 608	NURS	726	608	TBA	TBA	TBA			3	3	DAVISON, JEAN		C
175	099	GU	NURS726 609	NURS	726	609	TBA	TBA	TBA			6	6	CRYER, VICTORIA		C
176	099	GU	NURS726 610	NURS	726	610	TBA	TBA	TBA			2	3	LACKEY, LISKA L		O
177	099	GU	NURS726 611	NURS	726	611	TBA	TBA	TBA			3	3	ESPOSITO, NOREE		C
178	099	GU	NURS726 612	NURS	726	612	TBA	TBA	TBA			0	0			C
179	099	GU	NURS727 001	NURS	727	001	TBA	TBA	TBA			13	20	SOLTIS-JARRETT,		O
180	099	GU	NURS727 601	NURS	727	601	TBA	TBA	TBA			5	6	HUBBARD, GRACE		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
181	099	GU	NURS727 602	NURS	727	602	TBA	TBA	TBA			3	3	PIVEN, MARY LYN		C
182	099	GU	NURS727 603	NURS	727	603	TBA	TBA	TBA			5	6	WITTIG, VIRGINI		O
183	099	GU	NURS727 604	NURS	727	604	TBA	TBA	TBA			0	999			O
184	099	GU	NURS777 001	NURS	777	001	TBA	TBA	TBA			47	48	YEO, SEONAE		O
185	099	GU	NURS799 002	NURS	799	002	TBA	TBA	TBA			0	1	HUBBARD, GRACE		O
186	099	GU	NURS799 003	NURS	799	003	TBA	TBA	TBA			0	2	DAVISON, JEAN		O
187	099	GU	NURS811 001	NURS	811	001	TBA	TBA	TBA			6	6	HARWOOD, ELAINE		C
188	099	GU	NURS811 601	NURS	811	601	TBA	TBA	TBA			6	6	WAZENEGGER, WAN		C
189	099	GU	NURS820 001	NURS	820	001	TBA	TBA	TBA			1	20	MAYER, DEBORAH		O
190	099	GU	NURS821 001	NURS	821	001	TBA	TBA	TBA			1	20	MAYER, DEBORAH		O
191	099	GU	NURS827 001	NURS	827	001	TBA	TBA	TBA			33	33	JESSUP, ANN		C
192	099	GU	NURS827 601	NURS	827	601	TBA	TBA	TBA			6	6	FORD, MARQUITA		C
193	099	GU	NURS827 602	NURS	827	602	TBA	TBA	TBA			6	6	HODGES, ERIC A		C
194	099	GU	NURS827 603	NURS	827	603	TBA	TBA	TBA			6	6	GOLEY, MICHAEL		C
195	099	GU	NURS827 604	NURS	827	604	TBA	TBA	TBA			6	6	GOLEY, MICHAEL		C
196	099	GU	NURS827 605	NURS	827	605	TBA	TBA	TBA			6	6	HODGES, ERIC A		C
197	099	GU	NURS827 606	NURS	827	606	TBA	TBA	TBA			3	3	JESSUP, ANN		C
198	099	GU	NURS827 607	NURS	827	607	TBA	TBA	TBA			0	0			C
199	099	GU	NURS828 001	NURS	828	001	TBA	TBA	TBA			3	5	JESSUP, ANN		O
200	099	GU	NURS828 601	NURS	828	601	TBA	TBA	TBA			0	3	JESSUP, ANN		O
201	099	GU	NURS833 001	NURS	833	001	TBA	TBA	TBA			11	12	MCCARTHY, REGIN		O
202	099	GU	NURS833 601	NURS	833	601	TBA	TBA	TBA			6	6	MCCARTHY, REGIN		C
203	099	GU	NURS833 602	NURS	833	602	TBA	TBA	TBA			4	6	MCCARTHY, REGIN		O
204	099	GU	NURS841 001	NURS	841	001	TBA	TBA	TBA			7	8	KELLY, MAUREEN		O
205	099	GU	NURS841 601	NURS	841	601	TBA	TBA	TBA			5	5	KELLY, MAUREEN		C
206	099	GU	NURS841 602	NURS	841	602	TBA	TBA	TBA			2	3	MCCARTHY, REGIN		O
207	099	GU	NURS849 001	NURS	849	001	TBA	TBA	TBA			0	2	KELLY, MAUREEN		X
208	099	GU	NURS849 601	NURS	849	601	TBA	TBA	TBA			0	2			X
209	099	GU	NURS864 001	NURS	864	001	TBA	TBA	TBA			13	14	PIVEN, MARY LYN		O
210	099	GU	NURS864 601	NURS	864	601	TBA	TBA	TBA			4	4	HUBBARD, GRACE		C
211	099	GU	NURS864 602	NURS	864	602	TBA	TBA	TBA			4	5	WITTIG, VIRGINI		O
212	099	GU	NURS864 603	NURS	864	603	TBA	TBA	TBA			5	5	ROBINETTE, ANN		C
213	099	GU	NURS869 001	NURS	869	001	TBA	TBA	TBA			1	1	SOLTIS-JARRETT,		C
214	099	GU	NURS870 01W	NURS	870	01W	TBA	TBA	TBA			12	15	KEARNS, LAUREN		O
215	099	GU	NURS871 001	NURS	871	001	TBA	TBA	TBA			0	50	JONES, CHERYL		X
216	099	GU	NURS874 001	NURS	874	001	TBA	TBA	TBA			14	25	JONES, CHERYL		O
217	099	GU	NURS874 601	NURS	874	601	TBA	TBA	TBA			7	7	WARSHAWSKY, NOR		C
218	099	GU	NURS874 602	NURS	874	602	TBA	TBA	TBA			7	7	WARSHAWSKY, NOR		C
219	099	GU	NURS876 001	NURS	876	001	TBA	TBA	TBA			7	13	BLACK, BETH		O
220	099	GU	NURS881 001	NURS	881	001	TBA	TBA	TBA			1	1	ZOMORODI, MARGA		C
221	099	GU	NURS899 001	NURS	899	001	TBA	TBA	TBA			0	5	MOORE, KATHERIN		O
222	099	GU	NURS899 002	NURS	899	002	TBA	TBA	TBA			2	3	MARK, BARBARA		O
223	099	GU	NURS899 003	NURS	899	003	TBA	TBA	TBA			1	2	TRAVERS, DEBBIE		O
224	099	GU	NURS899 004	NURS	899	004	TBA	TBA	TBA			1	2	FOGEL, C		O
225	099	GU	NURS899 006	NURS	899	006	TBA	TBA	TBA			1	2	LYNN, MARY		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
226	099	GU	NURS899 007	NURS	899	007	TBA	TBA	TBA			1	1	KJERVIK, DIANE		C
227	099	GU	NURS899 008	NURS	899	008	TBA	TBA	TBA			0	1			O
228	099	GU	NURS899 009	NURS	899	009	TBA	TBA	TBA			0	1			O
229	099	GU	NURS899 010	NURS	899	010	TBA	TBA	TBA			0	1			O
230	099	GU	NURS910 001	NURS	910	001	TBA	TBA	TBA			9	15	YEO, SEONAE		O
231	099	GU	NURS915 001	NURS	915	001	TBA	TBA	TBA			0	16	KJERVIK, DIANE		X
232	099	GU	NURS928 001	NURS	928	001	TBA	TBA	TBA			0	20	MARK, BARBARA		X
233	099	GU	NURS932 001	NURS	932	001	TBA	TBA	TBA			6	7	KNAFL, KATHLEEN		O
234	099	GU	NURS933 001	NURS	933	001	TBA	TBA	TBA			7	15	MARK, BARBARA		O
235	099	GU	NURS950 001	NURS	950	001	TBA	TBA	TBA			0	20	OERMANN, MARILY		X
236	099	GU	NURS957 001	NURS	957	001	TBA	TBA	TBA			6	12	MISHEL, M		O
237	099	GU	NURS961 001	NURS	961	001	TBA	TBA	TBA			0	15	LEEMAN, JENNIFE		X
238	099	GU	NURS976 001	NURS	976	001	TBA	TBA	TBA			11	15	HAVENS, DONNA		O
239	099	GU	NURS977 001	NURS	977	001	TBA	TBA	TBA			15	25	ESPOSITO, NOREE		O
240	099	GU	NURS981 001	NURS	981	001	TBA	TBA	TBA			3	12	KNAFL, GEORGE		O
241	099	GU	NURS985 001	NURS	985	001	TBA	TBA	TBA			1	1	BERRY, DIANE		C
242	099	GU	NURS985 002	NURS	985	002	TBA	TBA	TBA			1	5	MISHEL, MERLE		O
243	099	GU	NURS985 003	NURS	985	003	TBA	TBA	TBA			1	2	BEEBER, LINDA		O
244	099	GU	NURS985 004	NURS	985	004	TBA	TBA	TBA			0	2	PALMER, MARY		O
245	099	GU	NURS985 005	NURS	985	005	TBA	TBA	TBA			1	2	SONG, MI-KYUNG		O
246	099	GU	NURS985 006	NURS	985	006	TBA	TBA	TBA			1	2	NEELON, VIRGINI		O
247	099	GU	NURS985 007	NURS	985	007	TBA	TBA	TBA			0	2	CARLSON, BARBAR		O
248	099	GU	NURS985 008	NURS	985	008	TBA	TBA	TBA			1	5	THOYRE, SUZANNE		O
249	099	GU	NURS985 009	NURS	985	009	TBA	TBA	TBA			0	2	ESPOSITO, NOREE		O
250	099	GU	NURS992 004	NURS	992	004	TBA	TBA	TBA			1	5	FOGEL, C		O
251	099	GU	NURS992 006	NURS	992	006	TBA	TBA	TBA			0	1	PALMER, MARY		O
252	099	GU	NURS992 013	NURS	992	013	TBA	TBA	TBA			1	1	NEELON, VIRGINI		C
253	099	GU	NURS992 014	NURS	992	014	TBA	TBA	TBA			0	1	BEEBER, ANNA		O
254	099	GU	NURS992 015	NURS	992	015	TBA	TBA	TBA			0	1	HAMILTON, JILL		O
255	099	GU	NURS992 016	NURS	992	016	TBA	TBA	TBA			0	1	HODGES, ERIC A		O
256	099	GU	NURS992 022	NURS	992	022	TBA	TBA	TBA			0	1	SONG, MI-KYUNG		O
257	099	GU	NURS992 028	NURS	992	028	TBA	TBA	TBA			0	1	MAYER, DEBORAH		O
258	099	GU	NURS992 030	NURS	992	030	TBA	TBA	TBA			0	1	SWIFT-SCANLAN,		O
259	099	GU	NURS992 033	NURS	992	033	TBA	TBA	TBA			0	5	SHERWOOD, GWEN		O
260	099	GU	NURS992 036	NURS	992	036	TBA	TBA	TBA			0	1	OERMANN, MARILY		O
261	099	GU	NURS992 038	NURS	992	038	TBA	TBA	TBA			0	1	TRAVERS, DEBBIE		O
262	099	GU	NURS992 040	NURS	992	040	TBA	TBA	TBA			0	1	KELLY, MAUREEN		O
263	099	GU	NURS992 042	NURS	992	042	TBA	TBA	TBA			0	1	BLACK, BETH		O
264	099	GU	NURS992 044	NURS	992	044	TBA	TBA	TBA			0	1	ROWSEY, PAMELA		O
265	099	GU	NURS992 045	NURS	992	045	TBA	TBA	TBA			0	1	THOYRE, SUZANNE		O
266	099	GU	NURS992 049	NURS	992	049	TBA	TBA	TBA			0	5	GERMINO, B		O
267	099	GU	NURS992 052	NURS	992	052	TBA	TBA	TBA			0	5	MILES, M		O
268	099	GU	NURS992 059	NURS	992	059	TBA	TBA	TBA			0	1	THOMPSON, D		O
269	099	GU	NURS992 064	NURS	992	064	TBA	TBA	TBA			0	1	SANDELOWSKI, M		O
270	099	GU	NURS992 079	NURS	992	079	TBA	TBA	TBA			3	5	HALLORAN, E		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
271	099	GU	NURS992 082	NURS	992	082	TBA	TBA	TBA			0	1	MISHEL, MERLE		O
272	099	GU	NURS992 084	NURS	992	084	TBA	TBA	TBA			0	1	LYNN, MARY		O
273	099	GU	NURS992 085	NURS	992	085	TBA	TBA	TBA			0	1	D'AURIA, JENNIF		O
274	099	GU	NURS992 089	NURS	992	089	TBA	TBA	TBA			0	1	GOEPPINGER, JEA		O
275	099	GU	NURS992 099	NURS	992	099	TBA	TBA	TBA			0	2	SKELLY, ANNE		O
276	099	GU	NURS992 103	NURS	992	103	TBA	TBA	TBA			0	1	KJERVIK, DIANE		O
277	099	GU	NURS992 107	NURS	992	107	TBA	TBA	TBA			0	1	JESSUP, ANN		O
278	099	GU	NURS992 109	NURS	992	109	TBA	TBA	TBA			0	3	BEEBER, LINDA		O
279	099	GU	NURS992 110	NURS	992	110	TBA	TBA	TBA			1	1	PIVEN, MARY LYN		C
280	099	GU	NURS992 111	NURS	992	111	TBA	TBA	TBA			0	5	DURHAM, CAROL		O
281	099	GU	NURS992 112	NURS	992	112	TBA	TBA	TBA			0	5	JONES, CHERYL		O
282	099	GU	NURS992 113	NURS	992	113	TBA	TBA	TBA			0	1	CARLSON, BARBAR		O
283	099	GU	NURS992 115	NURS	992	115	TBA	TBA	TBA			0	2	DIECKMANN, JANN		O
284	099	GU	NURS992 117	NURS	992	117	TBA	TBA	TBA			0	1	MCCARTHY, REGIN		O
285	099	GU	NURS992 118	NURS	992	118	TBA	TBA	TBA			1	1	ESPOSITO, NOREE		C
286	099	GU	NURS992 120	NURS	992	120	TBA	TBA	TBA			0	1	VAN RIPER, MARC		O
287	099	GU	NURS992 121	NURS	992	121	TBA	TBA	TBA			0	3	RAPHAEL-GRIMM,		O
288	099	GU	NURS992 122	NURS	992	122	TBA	TBA	TBA			0	3	BARKSDALE, DEBR		O
289	099	GU	NURS992 124	NURS	992	124	TBA	TBA	TBA			0	1	MARK, BARBARA		O
290	099	GU	NURS992 125	NURS	992	125	TBA	TBA	TBA			0	1	BRUNSSEN, SUSAN		O
291	099	GU	NURS992 126	NURS	992	126	TBA	TBA	TBA			1	3	SOLTIS-JARRETT,		O
292	099	GU	NURS992 127	NURS	992	127	TBA	TBA	TBA			0	4	HARWOOD, ELAINE		O
293	099	GU	NURS992 128	NURS	992	128	TBA	TBA	TBA			0	4	NASIR, LAURA C		O
294	099	GU	NURS992 130	NURS	992	130	TBA	TBA	TBA			0	3	BERRY, DIANE		O
295	099	GU	NURS992 131	NURS	992	131	TBA	TBA	TBA			2	3	JACOBSON VANN,		O
296	099	GU	NURS992 132	NURS	992	132	TBA	TBA	TBA			0	1	HAVENS, DONNA		O
297	099	GU	NURS994 004	NURS	994	004	TBA	TBA	TBA			2	5	FOGEL, C		O
298	099	GU	NURS994 006	NURS	994	006	TBA	TBA	TBA			2	3	PALMER, MARY		O
299	099	GU	NURS994 013	NURS	994	013	TBA	TBA	TBA			0	1	NEELON, VIRGINI		O
300	099	GU	NURS994 023	NURS	994	023	TBA	TBA	TBA			0	5	DALTON, J A		O
301	099	GU	NURS994 045	NURS	994	045	TBA	TBA	TBA			1	1	THOYRE, SUZANNE		C
302	099	GU	NURS994 049	NURS	994	049	TBA	TBA	TBA			0	5	GERMINO, B		O
303	099	GU	NURS994 052	NURS	994	052	TBA	TBA	TBA			0	5	MILES, M		O
304	099	GU	NURS994 060	NURS	994	060	TBA	TBA	TBA			0	5	HOLDITCH-DAV, D		O
305	099	GU	NURS994 064	NURS	994	064	TBA	TBA	TBA			3	3	SANDELOWSKI, M		C
306	099	GU	NURS994 079	NURS	994	079	TBA	TBA	TBA			0	1	HALLORAN, E		O
307	099	GU	NURS994 082	NURS	994	082	TBA	TBA	TBA			2	5	MISHEL, M		O
308	099	GU	NURS994 084	NURS	994	084	TBA	TBA	TBA			1	1	LYNN, MARY		C
309	099	GU	NURS994 099	NURS	994	099	TBA	TBA	TBA			0	1	SKELLY, ANNE		O
310	099	GU	NURS994 103	NURS	994	103	TBA	TBA	TBA			3	5	KJERVIK, DIANE		O
311	099	GU	NURS994 108	NURS	994	108	TBA	TBA	TBA			0	1	YEO, SEONAE		O
312	099	GU	NURS994 109	NURS	994	109	TBA	TBA	TBA			2	3	BEEBER, LINDA		O
313	099	GU	NURS994 112	NURS	994	112	TBA	TBA	TBA			2	3	JONES, CHERYL		O
314	099	GU	NURS994 113	NURS	994	113	TBA	TBA	TBA			2	3	CARLSON, BARBAR		O
315	099	GU	NURS994 118	NURS	994	118	TBA	TBA	TBA			1	3	ESPOSITO, NOREE		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
316	099	GU	NURS994 120	NURS	994	120	TBA	TBA	TBA			2	3	VAN RIPER, MARC		O
317	099	GU	NURS994 122	NURS	994	122	TBA	TBA	TBA			1	3	BARKSDALE, DEBR		O
318	099	GU	NURS994 124	NURS	994	124	TBA	TBA	TBA			0	3	MARK, BARBARA		O
319	099	GU	NURS994 130	NURS	994	130	TBA	TBA	TBA			1	1	BERRY, DIANE		C
320	099	GU	NURS994 131	NURS	994	131	TBA	TBA	TBA			1	1	JACOBSON VANN,		C
321	099	GU	NURS994 132	NURS	994	132	TBA	TBA	TBA			4	5	HAVENS, DONNA		O
322	099	GU	NURS613I960	NURS	613I	960	TBA	TBA	TBA			0	20	BAILLIARD, ANTO		O
323	099	GU	NURS613I974	NURS	613I	974	TBA	TBA	TBA			0	25	BAILLIARD, ANTO		O
324	099	GU	NURS613I01W	NURS	613I	01W	TBA	TBA	TBA			6	25	BAILLIARD, ANTO		O
325	099	GU	NURS615I960	NURS	615I	960	TBA	TBA	TBA			0	20	BAILLIARD, ANTO		O
326	099	GU	NURS615I974	NURS	615I	974	TBA	TBA	TBA			0	25	BAILLIARD, ANTO		O
327	099	GU	NURS615I01W	NURS	615I	01W	TBA	TBA	TBA			0	25	BAILLIARD, ANTO		O
328	099	GU	NURS691H001	NURS	691H	001	TBA	TBA	TBA			5	20	FOSTER, B		O
329	099	GU	NURS692H001	NURS	692H	001	TBA	TBA	TBA			4	20	FOSTER, B		O
330	099	GU	NURS782I001	NURS	782I	001	T	0500PM	0800PM	BE	0116	0	4	ZIMMERMAN, SHER		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Term	AU	Section	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Session	Status
2	099	GU	NUTR240 001	NUTR	240	001	MWF	1100AM	1150AM	RO	0133	112	115	STYBLO, MIROSLA		O
3	099	GU	NUTR295 001	NUTR	295	001	TBA	TBA	TBA			1	5			O
4	099	GU	NUTR295 017	NUTR	295	017	TBA	TBA	TBA			1	5	POPKIN, B M		O
5	099	GU	NUTR295 033	NUTR	295	033	TBA	TBA	TBA			2	5	MAYER-DAVIS, BE		O
6	099	GU	NUTR295 034	NUTR	295	034	TBA	TBA	TBA			2	5	ADAIR, LINDA		O
7	099	GU	NUTR295 038	NUTR	295	038	TBA	TBA	TBA			1	5	ZEISEL, S H		O
8	099	GU	NUTR295 039	NUTR	295	039	TBA	TBA	TBA			1	5	COLEMAN, R		O
9	099	GU	NUTR295 041	NUTR	295	041	TBA	TBA	TBA			1	5	AMMERMAN, A		O
10	099	GU	NUTR295 055	NUTR	295	055	TBA	TBA	TBA			1	5	SWENBERG, J A		O
11	099	GU	NUTR295 057	NUTR	295	057	TBA	TBA	TBA			1	5	CAMPBELL, MARCI		O
12	099	GU	NUTR295 058	NUTR	295	058	TBA	TBA	TBA			1	5	DACOSTA, KERRY-		O
13	099	GU	NUTR295 062	NUTR	295	062	TBA	TBA	TBA			1	5	SIEGA-RIZ, ANNA		O
14	099	GU	NUTR295 067	NUTR	295	067	TBA	TBA	TBA			0	5	BENTLEY, MARGAR		O
15	099	GU	NUTR295 069	NUTR	295	069	TBA	TBA	TBA			0	5	LUND, P K		O
16	099	GU	NUTR295 070	NUTR	295	070	TBA	TBA	TBA			5	5	BECK, MELINDA		C
17	099	GU	NUTR295 072	NUTR	295	072	TBA	TBA	TBA			0	5	STYBLO, MIROSLA		O
18	099	GU	NUTR295 077	NUTR	295	077	TBA	TBA	TBA			1	5	MAEDA, N		O
19	099	GU	NUTR295 078	NUTR	295	078	TBA	TBA	TBA			0	5	GORDON-LARSEN,		O
20	099	GU	NUTR295 079	NUTR	295	079	TBA	TBA	TBA			2	5	WARD, DIANNE S.		O
21	099	GU	NUTR295 081	NUTR	295	081	TBA	TBA	TBA			0	5	SATIA, JESSIE		O
22	099	GU	NUTR295 086	NUTR	295	086	TBA	TBA	TBA			1	5	SAMUEL-HODGE, C		O
23	099	GU	NUTR295 087	NUTR	295	087	TBA	TBA	TBA			0	5	FISCHER, LESLIE		O
24	099	GU	NUTR295 088	NUTR	295	088	TBA	TBA	TBA			1	5	COMBS, TERRY		O
25	099	GU	NUTR295 090	NUTR	295	090	TBA	TBA	TBA			1	5	POMP, DANIEL		O
26	099	GU	NUTR295 095	NUTR	295	095	TBA	TBA	TBA			1	5	TATE, DEBORAH		O
27	099	GU	NUTR295 096	NUTR	295	096	TBA	TBA	TBA			0	5	HE, KA		O
28	099	GU	NUTR295 098	NUTR	295	098	TBA	TBA	TBA			2	5	BULIK, CINDY		O
29	099	GU	NUTR600 001	NUTR	600	001	MTR	0800AM	0850AM	RO	0235	35	55	COMBS, TERRY		O
30	099	GU	NUTR611 001	NUTR	611	001	TR	0200PM	0315PM	MC	1304	38	44	GORDON-LARSEN,		O
31	099	GU	NUTR630 001	NUTR	630	001	MWF	0900AM	0950AM	RO	0235	20	35	HOLLIDAY, AMAND		O
32	099	GU	NUTR650 001	NUTR	650	001	M	0330PM	0515PM	RO	0235	18	30	HOLLIDAY, AMAND		O
33	099	GU	NUTR680 001	NUTR	680	001	M	0200PM	0350PM	RO	0235	0	40	HAVALA, SUZANNE		X
34	099	GU	NUTR695 005	NUTR	695	005	TBA	TBA	TBA			0	5			O
35	099	GU	NUTR695 033	NUTR	695	033	TBA	TBA	TBA			1	5	MAYER-DAVIS, BE		O
36	099	GU	NUTR695 041	NUTR	695	041	TBA	TBA	TBA			3	5	AMMERMAN, ALICE		O
37	099	GU	NUTR695 056	NUTR	695	056	TBA	TBA	TBA			1	5	STEVENS, J		O
38	099	GU	NUTR695 062	NUTR	695	062	TBA	TBA	TBA			0	5	SIEGA-RIZ		O
39	099	GU	NUTR695 070	NUTR	695	070	TBA	TBA	TBA			0	5	BECK, MELINDA		O
40	099	GU	NUTR695 072	NUTR	695	072	TBA	TBA	TBA			1	5	STYBLO, MIROSLA		O
41	099	GU	NUTR695 087	NUTR	695	087	TBA	TBA	TBA			1	5	FISCHER, LESLIE		O
42	099	GU	NUTR695 098	NUTR	695	098	TBA	TBA	TBA			0	5	BULIK, CYNTHIA		O
43	099	GU	NUTR695 099	NUTR	695	099	TBA	TBA	TBA			2	5	HOLLIDAY, AMAND		O
44	099	GU	NUTR696 001	NUTR	696	001	TBA	TBA	TBA			0	5			O
45	099	GU	NUTR696 041	NUTR	696	041	TBA	TBA	TBA			1	5	AMMERMAN, ALICE		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
46	099	GU	NUTR696 056	NUTR	696	056	TBA	TBA	TBA			1	5	STEVENS, J		O
47	099	GU	NUTR696 079	NUTR	696	079	TBA	TBA	TBA			1	5	WARD, DIANNE S.		O
48	099	GU	NUTR700 001	NUTR	700	001	TBA	TBA	TBA			6	10	KOHLMEIER, MART		O
49	099	GU	NUTR710 001	NUTR	710	001	TBA	TBA	TBA			0	5	HOLLIDAY, AMAND		O
50	099	GU	NUTR720 001	NUTR	720	001	F	1100AM	0150PM	RO	0235	18	25	SAMUEL-HODGE, C		O
51	099	GU	NUTR730 005	NUTR	730	005	TBA	TBA	TBA			3	10	SWITZER, B R		O
52	099	GU	NUTR735 001	NUTR	735	001	TBA	TBA	TBA			0	5	KELSEY, KRISTIN		O
53	099	GU	NUTR745 001	NUTR	745	001	M	0900AM	1150AM	MC	1305	0	25	ADAIR, LINDA		X
54	099	GU	NUTR785 001	NUTR	785	001	TBA	TBA	TBA			4	10			O
55	099	GU	NUTR811 001	NUTR	811	001	W	0900AM	1150AM	XX	XX	1	5	TATE, DEBORAH		O
56	099	GU	NUTR818 001	NUTR	818	001	T	0500PM	0620PM	XX	XX	4	8	ADAIR, LINDA		O
57	099	GU	NUTR818 001	NUTR	818	001	M	0900AM	1020AM	XX	XX	4	8	ADAIR, LINDA		O
58	099	GU	NUTR862 001	NUTR	862	001	R	1100AM	1250PM	RO	0241	8	15	NICULESCU, MIHA		O
59	099	GU	NUTR875 001	NUTR	875	001	W	0200PM	0350PM	RO	0241	17	20	AMMERMAN, ALICE		O
60	099	GU	NUTR880 001	NUTR	880	001	M	0200PM	0450PM	MC	2213	9	16	WARD, DIANNE S.		O
61	099	GU	NUTR885 001	NUTR	885	001	M	0100PM	0150PM	MC	2213	15	30	ADAIR, L		O
62	099	GU	NUTR910 005	NUTR	910	005	TBA	TBA	TBA			0	5			O
63	099	GU	NUTR910 017	NUTR	910	017	TBA	TBA	TBA			3	7	POPKIN, B M		O
64	099	GU	NUTR910 033	NUTR	910	033	TBA	TBA	TBA			1	5	MAYER-DAVIS, BE		O
65	099	GU	NUTR910 034	NUTR	910	034	TBA	TBA	TBA			0	5	ADAIR, L		O
66	099	GU	NUTR910 038	NUTR	910	038	TBA	TBA	TBA			1	5	ZEISEL, S H		O
67	099	GU	NUTR910 039	NUTR	910	039	TBA	TBA	TBA			2	5	COLEMAN, R		O
68	099	GU	NUTR910 041	NUTR	910	041	TBA	TBA	TBA			5	5	AMMERMAN, A		C
69	099	GU	NUTR910 056	NUTR	910	056	TBA	TBA	TBA			0	5	STEVENS, J		O
70	099	GU	NUTR910 057	NUTR	910	057	TBA	TBA	TBA			2	5	CAMPBELL, M		O
71	099	GU	NUTR910 062	NUTR	910	062	TBA	TBA	TBA			1	5	SIEGA-RIZ, ANNA		O
72	099	GU	NUTR910 067	NUTR	910	067	TBA	TBA	TBA			1	5	BENTLEY, MARGAR		O
73	099	GU	NUTR910 069	NUTR	910	069	TBA	TBA	TBA			0	5	LUND, P K		O
74	099	GU	NUTR910 070	NUTR	910	070	TBA	TBA	TBA			1	5	BECK, MELINDA		O
75	099	GU	NUTR910 072	NUTR	910	072	TBA	TBA	TBA			1	5	STYBLO, MIROSLA		O
76	099	GU	NUTR910 077	NUTR	910	077	TBA	TBA	TBA			0	5	MAEDA, N		O
77	099	GU	NUTR910 078	NUTR	910	078	TBA	TBA	TBA			0	5	GORDON-LARSEN,		O
78	099	GU	NUTR910 079	NUTR	910	079	TBA	TBA	TBA			1	5	WARD, DIANNE S.		O
79	099	GU	NUTR910 088	NUTR	910	088	TBA	TBA	TBA			0	5	COMBS, TERRY		O
80	099	GU	NUTR910 090	NUTR	910	090	TBA	TBA	TBA			0	5	POMP, DANIEL		O
81	099	GU	NUTR910 095	NUTR	910	095	TBA	TBA	TBA			2	5	TATE, DEBORAH		O
82	099	GU	NUTR910 098	NUTR	910	098	TBA	TBA	TBA			1	5	BULIK, CYNTHIA		O
83	099	GU	NUTR920 001	NUTR	920	001	TBA	TBA	TBA			0	5			O
84	099	GU	NUTR920 038	NUTR	920	038	TBA	TBA	TBA			1	5	ZEISEL, S H		O
85	099	GU	NUTR920 039	NUTR	920	039	TBA	TBA	TBA			3	5	COLEMAN, R		O
86	099	GU	NUTR920 058	NUTR	920	058	TBA	TBA	TBA			1	5	DACOSTA, KERRY-		O
87	099	GU	NUTR920 070	NUTR	920	070	TBA	TBA	TBA			2	5	BECK, MELINDA		O
88	099	GU	NUTR920 077	NUTR	920	077	TBA	TBA	TBA			1	5	MAEDA, N		O
89	099	GU	NUTR992 032	NUTR	992	032	TBA	TBA	TBA			1	5	HAINES, PAMELA		O
90	099	GU	NUTR992 033	NUTR	992	033	TBA	TBA	TBA			0	5	MAYER-DAVIS, BE		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
91	099	GU	NUTR992 062	NUTR	992	062	TBA	TBA	TBA			0	5	SIEGA-RIZ, ANNA		O
92	099	GU	NUTR992 086	NUTR	992	086	TBA	TBA	TBA			1	5	SAMUEL-HODGE, C		O
93	099	GU	NUTR992 096	NUTR	992	096	TBA	TBA	TBA			1	5	HE, KA		O
94	099	GU	NUTR993 039	NUTR	993	039	TBA	TBA	TBA			0	5	COLEMAN, ROSALI		X
95	099	GU	NUTR993 072	NUTR	993	072	TBA	TBA	TBA			0	5	STYBLO, MIROSLA		O
96	099	GU	NUTR994 001	NUTR	994	001	TBA	TBA	TBA			0	5			O
97	099	GU	NUTR994 017	NUTR	994	017	TBA	TBA	TBA			3	5	POPKIN, B M		O
98	099	GU	NUTR994 033	NUTR	994	033	TBA	TBA	TBA			0	5	MAYER-DAVIS, BE		O
99	099	GU	NUTR994 034	NUTR	994	034	TBA	TBA	TBA			1	5	ADAIR, L		O
100	099	GU	NUTR994 038	NUTR	994	038	TBA	TBA	TBA			2	5	ZEISEL, S H		O
101	099	GU	NUTR994 039	NUTR	994	039	TBA	TBA	TBA			1	5	COLEMAN, R		O
102	099	GU	NUTR994 041	NUTR	994	041	TBA	TBA	TBA			4	5	AMMERMAN, A		O
103	099	GU	NUTR994 051	NUTR	994	051	TBA	TBA	TBA			0	5	HACKNEY, A C		O
104	099	GU	NUTR994 056	NUTR	994	056	TBA	TBA	TBA			2	5	STEVENS, J		O
105	099	GU	NUTR994 057	NUTR	994	057	TBA	TBA	TBA			1	5	CAMPBELL, M		O
106	099	GU	NUTR994 062	NUTR	994	062	TBA	TBA	TBA			2	5	SIEGA-RIZ, ANNA		O
107	099	GU	NUTR994 067	NUTR	994	067	TBA	TBA	TBA			1	5	BENTLEY, MARGAR		O
108	099	GU	NUTR994 069	NUTR	994	069	TBA	TBA	TBA			0	5	LUND, P K		O
109	099	GU	NUTR994 070	NUTR	994	070	TBA	TBA	TBA			1	5	BECK, MELINDA		O
110	099	GU	NUTR994 071	NUTR	994	071	TBA	TBA	TBA			0	5	KELSEY, KRISTIN		O
111	099	GU	NUTR994 072	NUTR	994	072	TBA	TBA	TBA			0	5	STYBLO, MIROSLA		O
112	099	GU	NUTR994 077	NUTR	994	077	TBA	TBA	TBA			0	5	MAEDA, N		O
113	099	GU	NUTR994 078	NUTR	994	078	TBA	TBA	TBA			1	5	GORDON-LARSEN,		O
114	099	GU	NUTR994 079	NUTR	994	079	TBA	TBA	TBA			1	5	WARD, DIANNE S.		O
115	099	GU	NUTR994 081	NUTR	994	081	TBA	TBA	TBA			0	5	SATIA, JESSIE		O
116	099	GU	NUTR994 086	NUTR	994	086	TBA	TBA	TBA			0	5	SAMUEL-HODGE, C		O
117	099	GU	NUTR994 087	NUTR	994	087	TBA	TBA	TBA			0	5	FISCHER, LESLIE		O
118	099	GU	NUTR994 088	NUTR	994	088	TBA	TBA	TBA			0	5	COMBS, TERRY		O
119	099	GU	NUTR994 090	NUTR	994	090	TBA	TBA	TBA			1	5	POMP, DANIEL		O
120	099	GU	NUTR994 095	NUTR	994	095	TBA	TBA	TBA			0	5	TATE, DEBORAH		O
121	099	GU	NUTR994 096	NUTR	994	096	TBA	TBA	TBA			0	5	HE, KA		O
122	099	GU	NUTR994 098	NUTR	994	098	TBA	TBA	TBA			0	5	BULIK, CYNTHIA		O
123	099	GU	NUTR650L001	NUTR	650L	001	M	0530PM	0830PM	RO	0241	8	15	MOJICA, ANGELO		O
124	099	GU	NUTR650L002	NUTR	650L	002	T	0430PM	0730PM	RO	0241	10	15	MOJICA, ANGELO		O
125	099	GU	NUTR692H001	NUTR	692H	001	TBA	TBA	TBA			0	5			O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	OBIO701 001	OBIO	701	001	TBA	TBA	TBA			2	15	FLOOD, P M		O
3	099	GU	OBIO703 001	OBIO	703	001	TBA	TBA	TBA			2	15	FLOOD, P M		O
4	099	GU	OBIO710 001	OBIO	710	001	TBA	TBA	TBA			2	15	FLOOD, P M		O
5	099	GU	OBIO711 001	OBIO	711	001	TBA	TBA	TBA			1	5	ARNOLD, R		O
6	099	GU	OBIO712 001	OBIO	712	001	TBA	TBA	TBA			2	25	FLOOD, P M		O
7	099	GU	OBIO720 001	OBIO	720	001	TBA	TBA	TBA			8	25	COOPER, L		O
8	099	GU	OBIO721 001	OBIO	721	001	TBA	TBA	TBA			9	20	YAUMAUCHI, M		O
9	099	GU	OBIO722 001	OBIO	722	001	TBA	TBA	TBA			9	20	ARNOLD, R		O
10	099	GU	OBIO730 001	OBIO	730	001	TBA	TBA	TBA			2	20	YAUMAUCHI, M		O
11	099	GU	OBIO731 001	OBIO	731	001	TBA	TBA	TBA			2	20	ARNOLD, R		O
12	099	GU	OBIO761 001	OBIO	761	001	TBA	TBA	TBA			0	15	FLOOD, P M		O
13	099	GU	OBIO770 001	OBIO	770	001	TBA	TBA	TBA			2	10			O
14	099	GU	OBIO772 001	OBIO	772	001	TBA	TBA	TBA			0	15			O
15	099	GU	OBIO993 001	OBIO	993	001	TBA	TBA	TBA			1	15	ARNOLD, R		O
16	099	GU	OBIO994 001	OBIO	994	001	TBA	TBA	TBA			12	25	FLOOD, P M		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	OCCT704 001	OCCT	704	001	TBA	TBA	TBA			23	26	CUTCHIN, MALCOL		O
3	099	GU	OCCT718 001	OCCT	718	001	TBA	TBA	TBA			21	26	WOMACK, J		O
4	099	GU	OCCT736 009	OCCT	736	009	TBA	TBA	TBA			21	26	COPPOLA, SUSAN		O
5	099	GU	OCCT738 003	OCCT	738	003	TBA	TBA	TBA			23	26	DICKIE, VIRGINI		O
6	099	GU	OCCT748 001	OCCT	748	001	TBA	TBA	TBA			21	26	WAKEFORD, LINN		O
7	099	GU	OCCT826 001	OCCT	826	001	TBA	TBA	TBA			21	26	DICKIE, VIRGINI		O
8	099	GU	OCCT828 001	OCCT	828	001	TBA	TBA	TBA			22	26	HUMPHRY, R		O
9	099	GU	OCCT890 001	OCCT	890	001	TBA	TBA	TBA			4	22	BOYD, BRIAN		O
10	099	GU	OCCT890 003	OCCT	890	003	TBA	TBA	TBA			10	26	BARANEK, GRACE		O
11	099	GU	OCCT890 004	OCCT	890	004	TBA	TBA	TBA			3	26	HUMPHRY, R		O
12	099	GU	OCCT890 008	OCCT	890	008	TBA	TBA	TBA			3	26	CUTCHIN, MALCOL		O
13	099	GU	OCCT890 009	OCCT	890	009	TBA	TBA	TBA			3	2	COPPOLA, SUSAN		C
14	099	GU	OCCT890 011	OCCT	890	011	TBA	TBA	TBA			1	26	DICKIE, VIRGINI		O
15	099	GU	OCCT993 001	OCCT	993	001	TBA	TBA	TBA			0	26			O
16	099	GU	OCCT720A001	OCCT	720A	001	TBA	TBA	TBA			0	25	COPPOLA, SUSAN		O
17	099	GU	OCCT720B002	OCCT	720B	002	TBA	TBA	TBA			1	25	COPPOLA, SUSAN		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	OCSC844 001	OCSC	844	001	R	0200PM	0500PM			3	8	HUMPHRY, R		O
3	099	GU	OCSC850 001	OCSC	850	001	TBA	TBA	TBA			1	25	BARANEK, GRACE		O
4	099	GU	OCSC890 002	OCSC	890	002	TBA	TBA	TBA			13	20	BARANEK, GRACE		O
5	099	GU	OCSC890 011	OCSC	890	011	T	0300PM	0600PM	XX	XX	3	8	DICKIE, VIRGINI		O
6	099	GU	OCSC994 001	OCSC	994	001	TBA	TBA	TBA			0	2			O
7	099	GU	OCSC994 003	OCSC	994	003	TBA	TBA	TBA			0	15	BARANEK, GRACE		O
8	099	GU	OCSC994 004	OCSC	994	004	TBA	TBA	TBA			0	15	HUMPHRY, R		O
9	099	GU	OCSC994 005	OCSC	994	005	TBA	TBA	TBA			0	15	CUTCHIN, MALCOL		O
10	099	GU	OCSC994 011	OCSC	994	011	TBA	TBA	TBA			2	15	DICKIE, VIRGINI		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	OMSU707 001	OMSU	707	001	M	0100PM	0450PM			0	26	KERNICK, EDWARD		O
3	099	GU	OMSU720 001	OMSU	720	001	TBA	TBA	TBA			6	30	ECKEL, STEPHEN		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Term	AU	Section	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Session	Status
2	099	GU	OPER993 001	OPER	993	001	TBA	TBA	TBA			2	5	HEYMANN, H O		O
3	099	GU	OPER701A001	OPER	701A	001	TBA	TBA	TBA			2	15	RITTER, ANDRE		O
4	099	GU	OPER701C001	OPER	701C	001	TBA	TBA	TBA			2	15	PEREIRA, PATRIC		O
5	099	GU	OPER702A001	OPER	702A	001	TBA	TBA	TBA			2	15	PEREIRA, PATRIC		O
6	099	GU	OPER702C001	OPER	702C	001	TBA	TBA	TBA			2	15	PEREIRA, PATRIC		O
7	099	GU	OPER703A001	OPER	703A	001	TBA	TBA	TBA			0	20			O
8	099	GU	OPER703B001	OPER	703B	001	TBA	TBA	TBA			0	20			O
9	099	GU	OPER705A001	OPER	705A	001	TBA	TBA	TBA			0	20			O
10	099	GU	OPER705B001	OPER	705B	001	TBA	TBA	TBA			2	20			O
11	099	GU	OPER736A001	OPER	736A	001	TBA	TBA	TBA			5	15	BAYNE, S C		O
12	099	GU	OPER790A001	OPER	790A	001	TBA	TBA	TBA			2	15	HEYMANN, H O		O
13	099	GU	OPER790C001	OPER	790C	001	TBA	TBA	TBA			0	15	HEYMANN, H O		O
14	099	GU	OPER790D001	OPER	790D	001	TBA	TBA	TBA			2	15	HEYMANN, H O		O
15	099	GU	OPER903A001	OPER	903A	001	TBA	TBA	TBA			2	15	HEYMANN, H O		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	ORAD704 001	ORAD	704	001	TBA	TBA	TBA			2	15	LUDLOW, J		O
3	099	GU	ORAD707 001	ORAD	707	001	TBA	TBA	TBA			4	15	TYNDALL, D A		O
4	099	GU	ORAD802 001	ORAD	802	001	TBA	TBA	TBA			4	10	TYNDALL, D A		O
5	099	GU	ORAD960 001	ORAD	960	001	TBA	TBA	TBA			0	15	TYNDALL, D A		O
6	099	GU	ORAD993 001	ORAD	993	001	TBA	TBA	TBA			3	15			O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	ORPA762 001	ORPA	762	001	TBA	TBA	TBA			12	20	CURRAN, ALICE		O
3	099	GU	ORPA811 001	ORPA	811	001	TBA	TBA	TBA			0	15	PADILLA, RICARD		O
4	099	GU	ORPA812 001	ORPA	812	001	TBA	TBA	TBA			0	15	PADILLA, RICARD		O
5	099	GU	ORPA813 001	ORPA	813	001	TBA	TBA	TBA			0	999	PADILLA, RICARD		O
6	099	GU	ORPA821 001	ORPA	821	001	TBA	TBA	TBA			0	15	PADILLA, RICARD		O
7	099	GU	ORPA822 001	ORPA	822	001	TBA	TBA	TBA			0	15	PADILLA, RICARD		O
8	099	GU	ORPA823 001	ORPA	823	001	TBA	TBA	TBA			0	999	PADILLA, RICARD		O
9	099	GU	ORPA901 001	ORPA	901	001	TBA	TBA	TBA			0	15	PADILLA, RICARD		O
10	099	GU	ORPA993 001	ORPA	993	001	TBA	TBA	TBA			1	15	PADILLA, RICARD		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	ORTH801 001	ORTH	801	001	TBA	TBA	TBA			10	15	HERSHEY, H G		O
3	099	GU	ORTH806 001	ORTH	806	001	TBA	TBA	TBA			10	15	HERSHEY, H G		O
4	099	GU	ORTH815 001	ORTH	815	001	TBA	TBA	TBA			10	20	TROTMAN, CARROL		O
5	099	GU	ORTH820 001	ORTH	820	001	TBA	TBA	TBA			6	20	BEANE, R A		O
6	099	GU	ORTH993 001	ORTH	993	001	TBA	TBA	TBA			6	10	BAILEY, L		O
7	099	GU	ORTH802A001	ORTH	802A	001	TBA	TBA	TBA			6	10	PROFFIT, W R		O
8	099	GU	ORTH803A001	ORTH	803A	001	TBA	TBA	TBA			10	15	TULLOCH, CAMILL		O
9	099	GU	ORTH805A001	ORTH	805A	001	TBA	TBA	TBA			6	15	BAILEY, L		O
10	099	GU	ORTH805C001	ORTH	805C	001	TBA	TBA	TBA			6	6	BAILEY, L		C
11	099	GU	ORTH809A001	ORTH	809A	001	TBA	TBA	TBA			4	5	KOROLUK, LORNE		O
12	099	GU	ORTH809C001	ORTH	809C	001	TBA	TBA	TBA			4	25	KOROLUK, LORNE		O
13	099	GU	ORTH901B001	ORTH	901B	001	TBA	TBA	TBA			6	15	BAILEY, L		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	ORTS400X002	ORTS	400X	002	TBA	TBA	TBA			0	10			X
3	099	MD	ORTS400X002	ORTS	400X	002	TBA	TBA	TBA			2	10			O
4	099	MD	ORTS400X003	ORTS	400X	003	TBA	TBA	TBA			0	10			O
5	099	GU	ORTS400X003	ORTS	400X	003	TBA	TBA	TBA			0	10			X
6	099	GU	ORTS400X004	ORTS	400X	004	TBA	TBA	TBA			0	10			X
7	099	MD	ORTS400X004	ORTS	400X	004	TBA	TBA	TBA			0	10			O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	MD	OTOL400X002	OTOL	400X	002	TBA	TBA	TBA			0	10			O
3	099	GU	OTOL400X002	OTOL	400X	002	TBA	TBA	TBA			0	10			X
4	099	MD	OTOL400X003	OTOL	400X	003	TBA	TBA	TBA			0	10			O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	PATH128 001	PATH	128	001	MWF	0300PM	0350PM	PE	0306	15	16	REISNER, H M		O
3	099	GU	PATH426 001	PATH	426	001	MWF	1000AM	1050AM	BI	0103	6	10	CHURCH, F C		O
4	099	GU	PATH713 001	PATH	713	001	MF	1100AM	1150AM	BN	2035	25	25	WOLBERG, A S		C
5	099	GU	PATH713 001	PATH	713	001	W	1100AM	1150AM	BN	2020	25	25	WOLBERG, A S		C
6	099	GU	PATH750 001	PATH	750	001	TBA	TBA	TBA			1	10	GRAVES, LEE M		O
7	099	GU	PATH801 001	PATH	801	001	T	0200PM	0500PM	MD	0238	6	25	VAZIRI, CYRUS		O
8	099	GU	PATH900 001	PATH	900	001	TBA	TBA	TBA			5	25	COLEMAN, W B		O
9	099	GU	PATH993 001	PATH	993	001	TBA	TBA	TBA			1	5			O
10	099	GU	PATH994 001	PATH	994	001	TBA	TBA	TBA			18	20	COLEMAN, W B		O
11	099	GU	PATH714L400	PATH	714L	400	W	0100PM	0330PM	WB	0B1A	22	15	GODFREY, VIRGIN		C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Term	AU	Section	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Session	Status
2	099	GU	PEDO800A001	PEDO	800A	001	TBA	TBA	TBA			4	5	ROBERTS, M W		O
3	099	GU	PEDO800C001	PEDO	800C	001	TBA	TBA	TBA			4	5	ROBERTS, M W		O
4	099	GU	PEDO801A001	PEDO	801A	001	TBA	TBA	TBA			4	25	VANN, W F		O
5	099	GU	PEDO801C001	PEDO	801C	001	TBA	TBA	TBA			4	25	VANN, W F		O
6	099	GU	PEDO803A001	PEDO	803A	001	TBA	TBA	TBA			4	5	LEE, JESSICA		O
7	099	GU	PEDO803C001	PEDO	803C	001	TBA	TBA	TBA			4	5	VANN, W F		O
8	099	GU	PEDO804A001	PEDO	804A	001	TBA	TBA	TBA			4	5	VANN, W F		O
9	099	GU	PEDO804C001	PEDO	804C	001	TBA	TBA	TBA			4	25			O
10	099	GU	PEDO806A001	PEDO	806A	001	TBA	TBA	TBA			4	15			O
11	099	GU	PEDO806C001	PEDO	806C	001	TBA	TBA	TBA			4	15			O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	PERI710 001	PERI	710	001	TBA	TBA	TBA			3	10	PAQUETTE, DAVID		O
3	099	GU	PERI711 001	PERI	711	001	TBA	TBA	TBA			3	30	PAQUETTE, DAVID		O
4	099	GU	PERI721 001	PERI	721	001	TBA	TBA	TBA			3	15	WILLIAMS, RAY C		O
5	099	GU	PERI723 001	PERI	723	001	TBA	TBA	TBA			3	15			O
6	099	GU	PERI731 001	PERI	731	001	TBA	TBA	TBA			3	15	WILLIAMS, RAY C		O
7	099	GU	PERI761 001	PERI	761	001	TBA	TBA	TBA			3	15			O
8	099	GU	PERI820 001	PERI	820	001	TBA	TBA	TBA			8	30	MORIARTY, J D		O
9	099	GU	PERI890 001	PERI	890	001	TBA	TBA	TBA			3	10	PAQUETTE, DAVID		O
10	099	GU	PERI891 001	PERI	891	001	TBA	TBA	TBA			3	15	WILLIAMS, RAY C		O
11	099	GU	PERI892 001	PERI	892	001	TBA	TBA	TBA			3	10	PAQUETTE, DAVID		O
12	099	GU	PERI993 001	PERI	993	001	TBA	TBA	TBA			4	5			O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Term	AU	Section	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Session	Status
2	099	GU	PHCO701 001	PHCO	701	001	MW	0900AM	0950AM			20	20	WANG, ZEFENG		C
3	099	GU	PHCO707 001	PHCO	707	001	MWF	0900AM	0950AM			0	2	SWENBERG, J A		X
4	099	GU	PHCO725 001	PHCO	725	001	TBA	TBA	TBA			0	10	HARDEN, T K		O
5	099	GU	PHCO730 001	PHCO	730	001	R	1000AM	1150AM			15	11	COX, A		C
6	099	GU	PHCO750 001	PHCO	750	001	TBA	TBA	TBA			0	35	GRAVES, LEE M		O
7	099	GU	PHCO901 001	PHCO	901	001	TBA	TBA	TBA			13	20	HARDEN, T K		O
8	099	GU	PHCO993 001	PHCO	993	001	TBA	TBA	TBA			1	6	NICHOLAS, R A		O
9	099	GU	PHCO994 001	PHCO	994	001	TBA	TBA	TBA			3	3	NICHOLAS, R A		C
10	099	GU	PHCO994 037	PHCO	994	037	TBA	TBA	TBA			3	2	HARDEN, T K		C
11	099	GU	PHCO994 042	PHCO	994	042	TBA	TBA	TBA			2	2	MCCARTHY, K D		C
12	099	GU	PHCO994 052	PHCO	994	052	TBA	TBA	TBA			0	2	MAILMAN, R B		O
13	099	GU	PHCO994 057	PHCO	994	057	TBA	TBA	TBA			1	1	KOLE, R		C
14	099	GU	PHCO994 074	PHCO	994	074	TBA	TBA	TBA			3	5	DER, C		O
15	099	GU	PHCO994 077	PHCO	994	077	TBA	TBA	TBA			1	3	SAMULSKI, RICHA		O
16	099	GU	PHCO994 089	PHCO	994	089	TBA	TBA	TBA			1	5	GRAVES, LEE M		O
17	099	GU	PHCO994 090	PHCO	994	090	TBA	TBA	TBA			2	5	COX, A		O
18	099	GU	PHCO994 100	PHCO	994	100	TBA	TBA	TBA			1	5	SONDEK, JOHN		O
19	099	GU	PHCO994 111	PHCO	994	111	TBA	TBA	TBA			1	5	SIDEROVSKI, DAV		O
20	099	GU	PHCO994 124	PHCO	994	124	TBA	TBA	TBA			2	5	JOHNSON, GARY L		O
21	099	GU	PHCO994 125	PHCO	994	125	TBA	TBA	TBA			1	5	POLLEUX, FRANCK		O
22	099	GU	PHCO994 126	PHCO	994	126	TBA	TBA	TBA			2	5	HAHN, KLAUS		O
23	099	GU	PHCO994 127	PHCO	994	127	TBA	TBA	TBA			2	5	DOHLMAN, HENRI		O
24	099	GU	PHCO994 128	PHCO	994	128	TBA	TBA	TBA			2	5	BLANCAFORT, P		O
25	099	GU	PHCO994 130	PHCO	994	130	TBA	TBA	TBA			3	5	ROTH, B.		O
26	099	GU	PHCO994 131	PHCO	994	131	TBA	TBA	TBA			0	5	WANG, ZEFENG		O
27	099	GU	PHCO994 132	PHCO	994	132	TBA	TBA	TBA			1	5	WHITEHURST, ANG		O
28	099	GU	PHCO994 133	PHCO	994	133	TBA	TBA	TBA			0	5	ELSTON, TIMOTHY		O
29	099	GU	PHCO722A001	PHCO	722A	001	MWF	1000AM	1150AM			0	2	STUART, A E		O
30	099	GU	PHCO722B001	PHCO	722B	001	MWF	1000AM	1150AM			0	2	STUART, A E		O
31	099	GU	PHCO722C001	PHCO	722C	001	MWF	1000AM	1150AM			0	2	STUART, A E		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	PHCY203 001	PHCY	203	001	MW	1100AM	1150AM	KE	1001	142	150	PERSKY, ADAM M		O
3	099	GU	PHCY203 001	PHCY	203	001	F	1000AM	1150AM	KE	1001	142	150	PERSKY, ADAM M		O
4	099	GU	PHCY203 965	PHCY	203	965	MW	1100AM	1150AM	KE	1001	11	16	PERSKY, ADAM M		O
5	099	GU	PHCY203 965	PHCY	203	965	F	1000AM	1150AM	KE	1001	11	16	PERSKY, ADAM M		O
6	099	GU	PHCY410 001	PHCY	410	001	MW	0800AM	0915AM	KE	1001	142	160	CHO, M		O
7	099	GU	PHCY410 965	PHCY	410	965	MW	0800AM	0915AM	KE	1001	11	16	CHO, M		O
8	099	GU	PHCY413 001	PHCY	413	001	R	0300PM	0430PM	KE	1001	138	140	PERSKY, ADAM M		O
9	099	GU	PHCY413 001	PHCY	413	001	W	0100PM	0415PM	KE	1001	138	140	PERSKY, ADAM M		O
10	099	GU	PHCY413 965	PHCY	413	965	R	0300PM	0430PM	KE	1001	12	15	PERSKY, ADAM M		O
11	099	GU	PHCY413 965	PHCY	413	965	W	0100PM	0415PM	KE	1001	12	15	PERSKY, ADAM M		O
12	099	GU	PHCY421 001	PHCY	421	001	MW	0930AM	1045AM	KE	1001	137	150	LEE, ANDREW		O
13	099	GU	PHCY421 965	PHCY	421	965	MW	0930AM	1045AM	KE	1001	11	16	LEE, ANDREW		O
14	099	GU	PHCY423 001	PHCY	423	001	TR	1100AM	1150AM	KE	1001	138	145	SINGLETON, SCOT		O
15	099	GU	PHCY423 965	PHCY	423	965	TR	1100AM	1150AM	KE	1001	9	13	SINGLETON, SCOT		O
16	099	GU	PHCY425 001	PHCY	425	001	MW	0900AM	0950AM	KE	2001	134	140	LIU, JIAN		O
17	099	GU	PHCY425 965	PHCY	425	965	MW	0900AM	0950AM	KE	2001	10	15	LIU, JIAN		O
18	099	GU	PHCY426 001	PHCY	426	001	W	0100PM	0350PM			0	12	GOLBRAIKH, ALEX		O
19	099	GU	PHCY431 001	PHCY	431	001	W	0100PM	0250PM	KE	2001	142	150	SLEATH, BETSY L		O
20	099	GU	PHCY431 965	PHCY	431	965	W	0100PM	0250PM	KE	2001	11	15	SLEATH, BETSY L		O
21	099	GU	PHCY433 001	PHCY	433	001	TR	0900AM	1050AM	KE	1001	138	139	BLALOCK, S		O
22	099	GU	PHCY433 965	PHCY	433	965	TR	0900AM	1050AM	KE	1001	10	16	BLALOCK, S		O
23	099	GU	PHCY441 001	PHCY	441	001	F	0100PM	0250PM			134	150	FERRERI, STEFAN		O
24	099	GU	PHCY441 965	PHCY	441	965	F	0100PM	0250PM			10	15	FERRERI, STEFAN		O
25	099	GU	PHCY443 001	PHCY	443	001	M	0100PM	0150PM			138	140	IVES, T J		O
26	099	GU	PHCY443 001	PHCY	443	001	TR	0100PM	0250PM			138	140	IVES, T J		O
27	099	GU	PHCY443 965	PHCY	443	965	M	0100PM	0150PM			9	13	IVES, T J		O
28	099	GU	PHCY443 965	PHCY	443	965	TR	0100PM	0250PM			9	13	IVES, T J		O
29	099	GU	PHCY445 001	PHCY	445	001	TR	0100PM	0250PM	KE	1001	138	140	WILLIAMS, D M		O
30	099	GU	PHCY445 001	PHCY	445	001	M	0200PM	0250PM	KE	1001	138	140	WILLIAMS, D M		O
31	099	GU	PHCY445 965	PHCY	445	965	TR	0100PM	0250PM	KE	1001	9	13	WILLIAMS, D M		O
32	099	GU	PHCY445 965	PHCY	445	965	M	0200PM	0250PM	KE	1001	9	13	WILLIAMS, D M		O
33	099	GU	PHCY447 001	PHCY	447	001	MWF	1000AM	1150AM	KE	2001	135	147	WALKO, CHRISTIN		O
34	099	GU	PHCY447 965	PHCY	447	965	MWF	1000AM	1150AM	KE	2001	10	13	WALKO, CHRISTIN		O
35	099	GU	PHCY449 001	PHCY	449	001	MWF	1000AM	1150AM	KE	2001	134	145	RAASCH, R H		O
36	099	GU	PHCY449 965	PHCY	449	965	MWF	1000AM	1150AM	KE	2001	10	15	RAASCH, R H		O
37	099	GU	PHCY461 001	PHCY	461	001	F	0900AM	0950AM	KE	1001	142	160	LEADON, KIM		O
38	099	GU	PHCY461 965	PHCY	461	965	F	0900AM	0950AM	KE	1001	11	16	LEADON, KIM		O
39	099	GU	PHCY463 001	PHCY	463	001	T	0300PM	0350PM	KE	2001	138	145	LEADON, KIM		O
40	099	GU	PHCY463 965	PHCY	463	965	T	0300PM	0350PM	KE	2001	9	13	LEADON, KIM		O
41	099	GU	PHCY465 001	PHCY	465	001	W	0800AM	0850AM	KE	2001	134	145	LEADON, KIM		O
42	099	GU	PHCY465 965	PHCY	465	965	W	0800AM	0850AM	KE	2001	10	15	LEADON, KIM		O
43	099	GU	PHCY472 001	PHCY	472	001	TBA	TBA	TBA			0	120	LEADON, KIM		O
44	099	GU	PHCY473 001	PHCY	473	001	TBA	TBA	TBA			3	120	LEADON, KIM		O
45	099	GU	PHCY474 001	PHCY	474	001	TBA	TBA	TBA			0	150	LEADON, KIM		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
46	099	GU	PHCY475 001	PHCY	475	001	TBA	TBA	TBA			130	150	LEADON, KIM		O
47	099	GU	PHCY477 001	PHCY	477	001	TBA	TBA	TBA			139	145	LEADON, KIM		O
48	099	GU	PHCY479 001	PHCY	479	001	TBA	TBA	TBA			3	150	LEADON, KIM		O
49	099	GU	PHCY480 001	PHCY	480	001	T	1200PM	1255PM	BE	0116	9	40	HANSEN, RICHARD		O
50	099	GU	PHCY481 001	PHCY	481	001	TBA	TBA	TBA			3	140	LEADON, KIM		O
51	099	GU	PHCY801 001	PHCY	801	001	T	0100PM	0150PM			20	35	DRESSLER, LYNN		O
52	099	GU	PHCY806 001	PHCY	806	001	F	0900AM	0950AM	KE	2001	129	152	PERSKY, ADAM M		O
53	099	GU	PHCY806 965	PHCY	806	965	F	0900AM	0950AM	KE	2001	10	13	PERSKY, ADAM M		O
54	099	GU	PHCY401L401	PHCY	401L	401	T	0800AM	1200PM			48	48	DINKINS, MELISS		C
55	099	GU	PHCY401L401	PHCY	401L	401	M	0100PM	0250PM	KE	2001	48	48	DINKINS, MELISS		C
56	099	GU	PHCY401L402	PHCY	401L	402	R	0800AM	1200PM			48	48	DINKINS, MELISS		C
57	099	GU	PHCY401L402	PHCY	401L	402	M	0100PM	0250PM	KE	2001	48	48	DINKINS, MELISS		C
58	099	GU	PHCY401L403	PHCY	401L	403	R	0100PM	0500PM			46	50	DINKINS, MELISS		O
59	099	GU	PHCY401L403	PHCY	401L	403	M	0100PM	0250PM	KE	2001	46	50	DINKINS, MELISS		O
60	099	GU	PHCY401L961	PHCY	401L	961	T	0800AM	1200PM			11	15	DINKINS, MELISS		O
61	099	GU	PHCY401L961	PHCY	401L	961	M	0100PM	0250PM	KE	2001	11	15	DINKINS, MELISS		O
62	099	GU	PHCY403L401	PHCY	403L	401	W	0800AM	1200PM			50	50	DAVIS, T		C
63	099	GU	PHCY403L401	PHCY	403L	401	M	0300PM	0350PM	KE	1001	50	50	DAVIS, T		C
64	099	GU	PHCY403L402	PHCY	403L	402	F	0800AM	1200PM			50	50	DAVIS, T		C
65	099	GU	PHCY403L402	PHCY	403L	402	M	0300PM	0350PM	KE	1001	50	50	DAVIS, T		C
66	099	GU	PHCY403L403	PHCY	403L	403	F	0100PM	0500PM			38	46	DAVIS, T		O
67	099	GU	PHCY403L403	PHCY	403L	403	M	0300PM	0350PM	KE	1001	38	46	DAVIS, T		O
68	099	GU	PHCY403L961	PHCY	403L	961	W	0800AM	1200PM			9	10	DAVIS, T		O
69	099	GU	PHCY403L961	PHCY	403L	961	M	0300PM	0350PM			9	10	DAVIS, T		O
70	099	GU	PHCY405L401	PHCY	405L	401	M	0100PM	0500PM			48	49	STEGALL, JENNIF		O
71	099	GU	PHCY405L401	PHCY	405L	401	F	0800AM	0850AM	KE	2001	48	49	STEGALL, JENNIF		O
72	099	GU	PHCY405L402	PHCY	405L	402	T	0100PM	0500PM			38	40	STEGALL, JENNIF		O
73	099	GU	PHCY405L402	PHCY	405L	402	F	0800AM	0850AM	KE	2001	38	40	STEGALL, JENNIF		O
74	099	GU	PHCY405L403	PHCY	405L	403	W	0100PM	0500PM			48	49	STEGALL, JENNIF		O
75	099	GU	PHCY405L403	PHCY	405L	403	F	0800AM	0850AM	KE	2001	48	49	STEGALL, JENNIF		O
76	099	GU	PHCY405L961	PHCY	405L	961	F	0800AM	0850AM			10	15	STEGALL, JENNIF		O
77	099	GU	PHCY405L961	PHCY	405L	961	M	0100PM	0500PM			10	15	STEGALL, JENNIF		O
78	099	GU	PHCY604I001	PHCY	604I	001	T	0500PM	0800PM	BE	0116	10	10	ZIMMERMAN, SHER		C
79	099	GU	PHCY613I974	PHCY	613I	974	TBA	TBA	TBA			0	25	BAILLIARD, ANTO		O
80	099	GU	PHCY613I01W	PHCY	613I	01W	TBA	TBA	TBA			9	26	BAILLIARD, ANTO		O
81	099	GU	PHCY615I974	PHCY	615I	974	TBA	TBA	TBA			0	25	BAILLIARD, ANTO		O
82	099	GU	PHCY615I01W	PHCY	615I	01W	TBA	TBA	TBA			0	25	BAILLIARD, ANTO		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	PHIL	055	001	R	0930AM	1215PM	HO	0207	20	20	SIMMONS, K E	C
3	099	GU	PHIL	078	001	T	0930AM	1150AM	HO	0106	24	24	PRESTON, RYAN C	C
4	099	GU	PHIL	089	001	TR	1230PM	0145PM	MU	0314	24	24	LESHER, JAMES	C
5	099	GU	PHIL	101	001	MWF	0800AM	0850AM	CW	0103	0	36	PRISELAC, MATTH	X
6	099	GU	PHIL	101	002	TR	0800AM	0915AM	CW	0103	0	36	PARRA, JOHN MAT	X
7	099	GU	PHIL	101	003	TR	1230PM	0145PM	CW	0103	36	36	SMITH, MODIE C	C
8	099	GU	PHIL	101	004	TR	1230PM	0145PM	GL	0319	39	38	SALMIERI, GREGO	C
9	099	GU	PHIL	101	998	TBA	TBA	TBA			0	999		O
10	099	GU	PHIL	101	999	TBA	TBA	TBA			0	999		O
11	099	GU	PHIL	110	001	TR	1100AM	1215PM	BI	0208	34	35	FALKENBERG, DAN	O
12	099	GU	PHIL	112	001	TR	0930AM	1045AM	BI	0301	43	40	LOEW, CHRISTIAN	C
13	099	GU	PHIL	112	002	MWF	1000AM	1050AM	MU	0105	40	40	SONG, YUJIA	C
14	099	GU	PHIL	112	601	F	1200PM	1250PM	CW	0103	0	25		X
15	099	GU	PHIL	112	602	F	0100PM	0150PM	CW	0103	0	25		X
16	099	GU	PHIL	112	603	F	1200PM	1250PM	PE	0216	0	25		X
17	099	GU	PHIL	112	604	F	0100PM	0150PM	PE	0216	0	25		X
18	099	GU	PHIL	112	605	F	1200PM	1250PM	DA	0101	0	25		X
19	099	GU	PHIL	112	606	F	0100PM	0150PM	GL	0317	0	25		X
20	099	GU	PHIL	112	607	F	1200PM	1250PM	PH	0212	0	25		X
21	099	GU	PHIL	112	608	F	1100AM	1150AM	PE	0216	0	25		X
22	099	GU	PHIL	134	001	TR	0930AM	1045AM	BI	0101	40	40	BORDNER, SETH	C
23	099	GU	PHIL	134	951	MW	0600PM	0715PM	GL	0222	43	40	CONNOLLY, PATRI	C
24	099	GU	PHIL	145	001	TR	1230PM	0145PM	PE	0216	0	30		X
25	099	GU	PHIL	154	001	TR	0330PM	0445PM	HO	0203	37	40	FROST, DAVID JA	O
26	099	GU	PHIL	155	001	MWF	0800AM	0850AM	PE	0218	47	50	LIU, CATHAY	O
27	099	GU	PHIL	155	002	TR	1100AM	1215PM	PE	0311	52	45	PETTIT, DEAN	C
28	099	GU	PHIL	155	003	TR	0200PM	0315PM	HN	0125	28	25	SIMMONS, K E	C
29	099	GU	PHIL	155	990	TBA	TBA	TBA			6	10	HOFWEBER, T	O
30	099	GU	PHIL	160	001	MW	1000AM	1050AM	GC	1015	213	216	SAYRE MCCORD, G	O
31	099	GU	PHIL	160	002	MWF	0800AM	0850AM	DE	0304	38	40	SIAS, JAMES MON	O
32	099	GU	PHIL	160	003	MW	0100PM	0215PM	PE	0216	36	36	CROOKSTON, EMIL	C
33	099	GU	PHIL	160	004	MWF	0100PM	0150PM	CW	0103	0	0		X
34	099	GU	PHIL	160	601	F	1000AM	1050AM	PE	0216	27	27	NOLFI, KATHERIN	C
35	099	GU	PHIL	160	602	F	1100AM	1150AM	AL	0205	27	27	SHARADIN, NATHA	C
36	099	GU	PHIL	160	603	F	1000AM	1050AM	CW	0103	25	27	LAYMAN, DANIEL	O
37	099	GU	PHIL	160	604	F	1100AM	1150AM	MT	0009	26	27	FARENNIKOVA, AN	O
38	099	GU	PHIL	160	605	F	1000AM	1050AM	PH	0212	27	27	FARENNIKOVA, AN	C
39	099	GU	PHIL	160	606	F	0900AM	0950AM	PE	0216	27	27	LAYMAN, DANIEL	C
40	099	GU	PHIL	160	607	F	1000AM	1050AM	GA	0001	25	27	SHARADIN, NATHA	O
41	099	GU	PHIL	160	608	F	0900AM	0950AM	CW	0103	25	27	NOLFI, KATHERIN	O
42	099	GU	PHIL	163	001	MWF	0300PM	0350PM	PE	0216	0	0		X
43	099	GU	PHIL	163	002	MWF	0800AM	0850AM	CW	0105	0	40		X
44	099	GU	PHIL	165	001	MW	1000AM	1050AM	WI	0107	97	97	PRESTON, RYAN C	C
45	099	GU	PHIL	165	601	F	1000AM	1050AM	MT	0205	25	25	TIBERIO, ANTHON	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	PHIL	165	602	F	1000AM	1050AM	PH	0222	25	25	SAURET, WESLEY	C
47	099	GU	PHIL	165	603	F	1100AM	1150AM	GA	0001	25	25	SAURET, WESLEY	C
48	099	GU	PHIL	165	604	F	0900AM	0950AM	PH	0222	20	25	TIBERIO, ANTHON	O
49	099	GU	PHIL	165	851	TBA	TBA	TBA			0	999		O
50	099	GU	PHIL	165	990	TBA	TBA	TBA			10	10	ROSS, AMBER M	C
51	099	GU	PHIL	170	001	MWF	1000AM	1050AM	MU	0104	37	40	GOSWICK, DANA	O
52	099	GU	PHIL	170	002	MWF	0300PM	0350PM	DE	0304	40	40	CROOKSTON, EMIL	C
53	099	GU	PHIL	210	001	TR	1100AM	1215PM	DE	0209	28	25	LESHER, JAMES	C
54	099	GU	PHIL	210	002	TR	0330PM	0445PM	GA	0307	41	40	SALMIERI, GREGO	C
55	099	GU	PHIL	215	001	TR	0200PM	0315PM	CW	0103	35	36	ADAMS, MARILYN	O
56	099	GU	PHIL	220	001	TR	0200PM	0315PM	CW	0103	0	25		X
57	099	GU	PHIL	230	001	TR	0800AM	0915AM	CW	0105	40	40	BOWERS, JASON	C
58	099	GU	PHIL	272	001	MW	1100AM	1150AM	BI	0103	83	81	BOXILL, B R	C
59	099	GU	PHIL	272	601	F	1200PM	1250PM	WI	0202	19	20	PITT, JAMAAL ER	O
60	099	GU	PHIL	272	602	F	1200PM	1250PM	MT	0009	21	20	MITCHELL, MEGAN	C
61	099	GU	PHIL	272	603	F	1100AM	1150AM	MU	0304	19	20	MITCHELL, MEGAN	O
62	099	GU	PHIL	272	604	F	1100AM	1150AM	PE	0217	20	20	PITT, JAMAAL ER	C
63	099	GU	PHIL	273	001	MWF	0200PM	0250PM	MU	0104	39	38	RICK, JON	C
64	099	GU	PHIL	275	001	MW	0100PM	0215PM	PE	0216	0	0		X
65	099	GU	PHIL	280	001	TR	1230PM	0145PM	BI	0108	24	20	CURETON, ADAM S	C
66	099	GU	PHIL	353	001	MW	0100PM	0215PM	CW	0103	0	25		X
67	099	GU	PHIL	360	001	TR	1100AM	1215PM	CW	0213	29	25	HILL, T E	C
68	099	GU	PHIL	368	001	MWF	1000AM	1050AM	CW	0105	22	10	MACLEAN, DOUGLA	C
69	099	GU	PHIL	368	601	F	1000AM	1050AM	GL	0318	0	15		X
70	099	GU	PHIL	368	602	F	0900AM	0950AM	BI	0101	0	15		X
71	099	GU	PHIL	370	001	MWF	0100PM	0150PM	GA	0307	34	40	MORRISSEY, CLAI	O
72	099	GU	PHIL	384	001	MW	0435PM	0550PM	CW	0105	16	15	RICK, JON	C
73	099	GU	PHIL	396	001	TBA	TBA	TBA			1	5	ROBERTS, JOHN T	O
74	099	GU	PHIL	396	002	TBA	TBA	TBA			4	5	BOXILL, J M	O
75	099	GU	PHIL	396	003	TBA	TBA	TBA			3	5	LESHER, JAMES	O
76	099	GU	PHIL	411	001	T	0100PM	0320PM	CW	0208	0	20	REEVE, C D	X
77	099	GU	PHIL	445	001	R	0400PM	0630PM	CW	0213	0	20		X
78	099	GU	PHIL	450	001	W	0100PM	0330PM	CW	0213	22	15	ROBERTS, JOHN T	C
79	099	GU	PHIL	455	001	TR	1000AM	1115AM	PE	0216	15	20	HOFWEBER, T	O
80	099	GU	PHIL	473	001	MW	0330PM	0445PM	CW	0213	17	19	BOXILL, B R	O
81	099	GU	PHIL	560	001	TR	0330PM	0445PM	CW	0208	24	14	BOXILL, J M	C
82	099	GU	PHIL	720	001	W	0400PM	0630PM	CW	0208	9	15	NELSON, ALAN	O
83	099	GU	PHIL	730	001	T	0100PM	0320PM	CW	0208	5	20	ADAMS, ROBERT M	O
84	099	GU	PHIL	735	001	R	0100PM	0330PM	CW	0213	10	20	KOTZEN, MATTHEW	O
85	099	GU	PHIL	790	001	T	0100PM	0250PM	CW	0213	18	15	KOTZEN, MATTHEW	C
86	099	GU	PHIL	800	001	TBA	TBA	TBA			6	15	SAYRE MCCORD, G	O
87	099	GU	PHIL	840	001	M	0400PM	0630PM	CW	0208	6	15	LYCAN, W G	O
88	099	GU	PHIL	855	001	R	0400PM	0630PM	CW	0213	0	20	SIMMONS, K E	X
89	099	GU	PHIL	865	001	T	0400PM	0630PM	CW	0213	9	20	HILL, T E	O
90	099	GU	PHIL	901	033	TBA	TBA	TBA			0	5	BOXILL, J M	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	PHIL	990	001	R	0400PM	0600PM	CW	0213	6	15	HOFWEBER, T	O
92	099	GU	PHIL	993	026	TBA	TBA	TBA			0	5	BOXILL, B R	O
93	099	GU	PHIL	994	020	TBA	TBA	TBA			2	5	POSTEMA, G J	O
94	099	GU	PHIL	994	022	TBA	TBA	TBA			3	5	LYCAN, W G	O
95	099	GU	PHIL	994	024	TBA	TBA	TBA			1	5	HILL, T E	O
96	099	GU	PHIL	994	025	TBA	TBA	TBA			0	5	SAYRE MCCORD, G	O
97	099	GU	PHIL	994	026	TBA	TBA	TBA			1	5	BOXILL, B R	O
98	099	GU	PHIL	994	027	TBA	TBA	TBA			2	5	SIMMONS, K E	O
99	099	GU	PHIL	994	040	TBA	TBA	TBA			0	5	WOLF, SUSAN R.	O
100	099	GU	PHIL	994	042	TBA	TBA	TBA			2	5	PRINZ, JESSE J.	O
101	099	GU	PHIL	994	043	TBA	TBA	TBA			1	5	NETA, RAM	O
102	099	GU	PHIL	994	044	TBA	TBA	TBA			2	5	LANGE, MARC	O
103	099	GU	PHIL	994	045	TBA	TBA	TBA			1	5	HOFWEBER, T	O
104	099	GU	PHIL	994	046	TBA	TBA	TBA			5	5	NELSON, ALAN	C
105	099	GU	PHIL	110H	001	MWF	0900AM	0950AM	CW	0208	21	20	ROBERTS, JOHN T	C
106	099	GU	PHIL	160H	001	TR	0930AM	1045AM	CW	0213	24	24	LYCAN, W G	C
107	099	GU	PHIL	230H	001	MW	1100AM	1215PM	CW	0213	17	20	PAUL, LAURIE	O
108	099	GU	PHIL	275H	001	TR	0200PM	0315PM	CW	0213	0	20		X
109	099	GU	PHIL	351H	001	TR	0930AM	1045AM	CW	0103	15	24	LANGE, MARC	O
110	099	GU	PHIL	691H	001	F	0300PM	0450PM	CW	0213	6	5	ROBERTS, JOHN T	C
111	099	GU	PHIL	692H	001	F	0300PM	0450PM	CW	0213	1	5	ROBERTS, JOHN T	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Term	AU	Section	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Session	Status
2	099	GU	PHNU690 001	PHNU	690	001	TBA	TBA	TBA			0	15			O
3	099	GU	PHNU690 002	PHNU	690	002	TBA	TBA	TBA			0	15			O
4	099	GU	PHNU781 001	PHNU	781	001	TBA	TBA	TBA			0	10			O
5	099	GU	PHNU781 956	PHNU	781	956	TBA	TBA	TBA			5	10			O
6	099	GU	PHNU781 01W	PHNU	781	01W	TBA	TBA	TBA			3	3	ROGERS, B		C
7	099	GU	PHNU782 001	PHNU	782	001	TBA	TBA	TBA			0	10			O
8	099	GU	PHNU782 970	PHNU	782	970	TBA	TBA	TBA			0	10	ROGERS, B		O
9	099	GU	PHNU783 001	PHNU	783	001	TBA	TBA	TBA			0	10			O
10	099	GU	PHNU784 001	PHNU	784	001	TBA	TBA	TBA			1	10			O
11	099	GU	PHNU786 001	PHNU	786	001	M	0100PM	0350PM			0	0	OSTENDORF, J.		X
12	099	GU	PHNU787 970	PHNU	787	970	TBA	TBA	TBA			5	5	RANDOLPH, SUSAN		C
13	099	GU	PHNU787 01W	PHNU	787	01W	TBA	TBA	TBA			1	5	RANDOLPH, SUSAN		O
14	099	GU	PHNU886 001	PHNU	886	001	TBA	TBA	TBA			0	15			O
15	099	GU	PHNU886 002	PHNU	886	002	TBA	TBA	TBA			0	5			O
16	099	GU	PHNU886 971	PHNU	886	971	TBA	TBA	TBA			0	5	OSTENDORF, J.		O
17	099	GU	PHNU993 001	PHNU	993	001	TBA	TBA	TBA			0	5			O
18	099	GU	PHNU993 002	PHNU	993	002	TBA	TBA	TBA			0	5			O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Term	AU	Section	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Session	Status
2	099	GU	PHYA201 001	PHYA	201	001	MW	0900AM	0950AM	XX	XX	1	10	MURRAY, D C		O
3	099	GU	PHYA202 001	PHYA	202	001	MW	1100AM	1150AM	FG	0007	26	35	BRANSON, SHERI		O
4	099	GU	PHYA202 002	PHYA	202	002	MW	1200PM	1250PM	FG	0007	31	35	BRANSON, SHERI		O
5	099	GU	PHYA202 003	PHYA	202	003	TR	0800AM	0850AM	FG	0007	8	35	NICOLETTA, TARY		O
6	099	GU	PHYA206 001	PHYA	206	001	TR	1230PM	0120PM	FG	0121	23	24	ALLEN, EVAN B.		O
7	099	GU	PHYA209 001	PHYA	209	001	TR	0800AM	0850AM	FG	0110	9	30	COOPER, JEFFREY		O
8	099	GU	PHYA212 001	PHYA	212	001	TR	0210PM	0310PM	XX	XX	20	20	HOPKINS, MARIAN		C
9	099	GU	PHYA213 001	PHYA	213	001	MW	1200PM	1250PM	XX	XX	16	30	VANBRUGGEN, MIT		O
10	099	GU	PHYA213 002	PHYA	213	002	MW	1100AM	1150AM	XX	XX	12	30	FRIEDLINE, AMAN		O
11	099	GU	PHYA214 001	PHYA	214	001	TR	1230PM	0120PM	FG	0007	38	40	MILLER, R C		O
12	099	GU	PHYA214 002	PHYA	214	002	TR	0200PM	0250PM	FG	0007	43	40	MILLER, R C		C
13	099	GU	PHYA216 001	PHYA	216	001	MW	1100AM	1150AM	XX	XX	29	30	ARAGON, VERONIC		O
14	099	GU	PHYA216 002	PHYA	216	002	MW	1200PM	1250PM	XX	XX	27	30	FRANK, BARNETT		O
15	099	GU	PHYA216 003	PHYA	216	003	TR	1245PM	0135PM	XX	XX	30	30	DALY, JOHN R.		C
16	099	GU	PHYA219 001	PHYA	219	001	MW	0100PM	0350PM	XX	XX	2	15	BATTAGLINI, REB		O
17	099	GU	PHYA219 002	PHYA	219	002	TR	1000AM	1250PM	XX	XX	0	15	BATTAGLINI, REB		O
18	099	GU	PHYA219 003	PHYA	219	003	TR	0100PM	0350PM	XX	XX	1	15	BATTAGLINI, REB		O
19	099	GU	PHYA219 004	PHYA	219	004	F	1100AM	0250PM	XX	XX	5	15	BATTAGLINI, REB		O
20	099	GU	PHYA219 005	PHYA	219	005	F	0100PM	0450PM	XX	XX	4	15	BATTAGLINI, REB		O
21	099	GU	PHYA220 001	PHYA	220	001	MW	1200PM	0100PM	XX	XX	16	25	HOPKINS, MT		O
22	099	GU	PHYA221 001	PHYA	221	001	MW	1100AM	1150AM	XX	XX	4	35	VANBRUGGEN, MIT		O
23	099	GU	PHYA221 002	PHYA	221	002	TR	0800AM	0850AM	XX	XX	0	35			X
24	099	GU	PHYA221 003	PHYA	221	003	TR	0330PM	0420PM	XX	XX	25	35	LANCASTER, ELIZ		O
25	099	GU	PHYA221 004	PHYA	221	004	TR	0500PM	0550PM	XX	XX	15	35	PEARSON, CHAD L		O
26	099	GU	PHYA223 001	PHYA	223	001	TR	0200PM	0250PM	SC	0209	0	15			X
27	099	GU	PHYA224 001	PHYA	224	001	TR	0930AM	1045AM	XX	XX	24	25	HOPKINS, MT		O
28	099	GU	PHYA225 001	PHYA	225	001	MW	1100AM	1150AM	FG	0016	21	24	TYSINGER, DANIE		O
29	099	GU	PHYA225 002	PHYA	225	002	MW	1200PM	1250PM	FG	0016	18	24	BENGTSON, ERIC		O
30	099	GU	PHYA227 001	PHYA	227	001	TR	0330PM	0450PM	FG	0106	22	30	MOORE, GREG B.		O
31	099	GU	PHYA227 002	PHYA	227	002	TR	0500PM	0630PM	FG	0106	22	30	MOORE, GREG B.		O
32	099	GU	PHYA227 003	PHYA	227	003	TR	0630PM	0750PM	FG	0106	24	30	MOORE, GREG B.		O
33	099	GU	PHYA228 001	PHYA	228	001	MW	1000AM	1050AM	FG	0001	32	35	AHN, BUMSOO		O
34	099	GU	PHYA228 002	PHYA	228	002	MW	1100AM	1150AM	FG	0001	29	35	AHN, BUMSOO		O
35	099	GU	PHYA229 001	PHYA	229	001	MW	0400PM	0450PM	FG	0109	47	130	SHIELDS, E W		O
36	099	GU	PHYA231 001	PHYA	231	001	MW	0900AM	0950AM	XX	XX	24	26	BATTAGLINI, REB		O
37	099	GU	PHYA231 002	PHYA	231	002	MW	1000AM	1050AM	XX	XX	24	26	BATTAGLINI, REB		O
38	099	GU	PHYA231 003	PHYA	231	003	MW	1100AM	1150AM	XX	XX	31	26	BATTAGLINI, REB		C
39	099	GU	PHYA233 001	PHYA	233	001	TR	0300PM	0415PM	XX	XX	12	14	GENEROUS, TOM		O
40	099	GU	PHYA235 001	PHYA	235	001	MW	1100AM	1150AM	XX	XX	0	25			X
41	099	GU	PHYA236 001	PHYA	236	001	MW	1100AM	1150AM	XX	XX	0	25			X
42	099	GU	PHYA238 001	PHYA	238	001	MW	1200PM	1250PM	XX	XX	26	30	LITTLETON, ASHL		O
43	099	GU	PHYA239 001	PHYA	239	001	MW	1000AM	1050AM	XX	XX	0	20			X
44	099	GU	PHYA240 001	PHYA	240	001	MW	1100AM	1150AM	XX	XX	25	30	COOPER, JEFFREY		O
45	099	GU	PHYA240 002	PHYA	240	002	TR	0200PM	0250PM	XX	XX	28	30	COOPER, JEFFREY		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
46	099	GU	PHYA241 001	PHYA	241	001	TR	1230PM	0120PM	FG	0110	32	36	LINDSEY, ERIN K		O
47	099	GU	PHYA243 001	PHYA	243	001	MW	1100AM	1150AM	FG	0112	26	26	VANHOY, RYAN A.		C
48	099	GU	PHYA243 002	PHYA	243	002	MW	1200PM	1250PM	FG	0112	21	26	MOCK, CHE B.		O
49	099	GU	PHYA243 003	PHYA	243	003	MW	0600PM	0650PM	FG	0112	19	26	WRIGHT, BRADY J		O
50	099	GU	PHYA243 004	PHYA	243	004	TR	0800AM	0850AM	FG	0112	14	26	FULTON, GRANT		O
51	099	GU	PHYA243 005	PHYA	243	005	TR	0500PM	0550PM	FG	0112	23	26	COOPER, JEFFREY		O
52	099	GU	PHYA290 001	PHYA	290	001	MW	1100AM	1150AM	XX	XX	28	30	MARTIN, ERIC A.		O
53	099	GU	PHYA308 001	PHYA	308	001	MW	1200PM	0200PM	XX	XX	14	15	YEAMES, LAURIE		O
54	099	GU	PHYA319 001	PHYA	319	001	MW	1100AM	0150PM	XX	XX	4	15	BATTAGLINI, REB		O
55	099	GU	PHYA319 002	PHYA	319	002	MW	0200PM	0450PM	XX	XX	4	15	BATTAGLINI, REB		O
56	099	GU	PHYA319 003	PHYA	319	003	TR	1100AM	0150PM	XX	XX	0	15	BATTAGLINI, REB		O
57	099	GU	PHYA320 001	PHYA	320	001	TR	1100AM	1215PM	XX	XX	22	25	HOPKINS, MT		O
58	099	GU	PHYA324 001	PHYA	324	001	TR	1230PM	0145PM	XX	XX	20	20	HOPKINS, MT		C
59	099	GU	PHYA335 001	PHYA	335	001	TR	0800AM	0850AM	XX	XX	0	25			X
60	099	GU	PHYA343 001	PHYA	343	001	TR	1230PM	0120PM	FG	0112	10	26	MARTIN, ERIC A.		O
61	099	GU	PHYA408 001	PHYA	408	001	TR	0930AM	1130AM	XX	XX	13	15	YEAMES, LAURIE		O
62	099	GU	PHYA419 001	PHYA	419	001	MW	1200PM	0250PM	XX	XX	1	15	BATTAGLINI, REB		O
63	099	GU	PHYA419 002	PHYA	419	002	TR	1200PM	0250PM	XX	XX	2	15	BATTAGLINI, REB		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	PHYI050 001	PHYI	050	001	TR	0200PM	0315PM			20	20	FALVO, RICHARD		C
3	099	GU	PHYI702 001	PHYI	702	001	MWF	0900AM	1000AM	XX	XX	14	25	ANDERSON, JAMES		O
4	099	GU	PHYI703 001	PHYI	703	001	TR	0930AM	1045AM	XX	XX	1	25	SEALOCK, R W		O
5	099	GU	PHYI705 001	PHYI	705	001	F	0200PM	0330PM	XX	XX	13	20	STUART, A E		O
6	099	GU	PHYI751 001	PHYI	751	001	TBA	TBA	TBA			25	25	SEALOCK, R W		C
7	099	GU	PHYI840 001	PHYI	840	001	TR	0330PM	0500PM	XX	XX	0	15			X
8	099	GU	PHYI891 001	PHYI	891	001	TBA	TBA	TBA			0	17			X
9	099	GU	PHYI891 002	PHYI	891	002	TBA	TBA	TBA			0	20			X
10	099	GU	PHYI901 050	PHYI	901	050	TBA	TBA	TBA			3	3	LUND, P K		C
11	099	GU	PHYI901 079	PHYI	901	079	TBA	TBA	TBA			1	2	BHAT, MANZOOR A		O
12	099	GU	PHYI901 080	PHYI	901	080	TBA	TBA	TBA			2	2	CARON, KATHLEEN		C
13	099	GU	PHYI901 087	PHYI	901	087	TBA	TBA	TBA			1	1	TARRAN, ROBERT		C
14	099	GU	PHYI901 088	PHYI	901	088	TBA	TBA	TBA			1	1	TZIMA, ELENI		C
15	099	GU	PHYI993 001	PHYI	993	001	TBA	TBA	TBA			0	999			O
16	099	GU	PHYI994 025	PHYI	994	025	TBA	TBA	TBA			0	1	ARENDSHORST, W		O
17	099	GU	PHYI994 049	PHYI	994	049	TBA	TBA	TBA			1	1	FABER, J E		C
18	099	GU	PHYI994 050	PHYI	994	050	TBA	TBA	TBA			2	3	LUND, P K		O
19	099	GU	PHYI994 051	PHYI	994	051	TBA	TBA	TBA			1	2	DAVIS, C. WILLI		O
20	099	GU	PHYI994 060	PHYI	994	060	TBA	TBA	TBA			1	1	GOY, M F		C
21	099	GU	PHYI994 067	PHYI	994	067	TBA	TBA	TBA			0	1	REID, LOLA M.		O
22	099	GU	PHYI994 069	PHYI	994	069	TBA	TBA	TBA			3	3	CHENEY, RICHARD		C
23	099	GU	PHYI994 072	PHYI	994	072	TBA	TBA	TBA			0	1	OTEY, C A		O
24	099	GU	PHYI994 074	PHYI	994	074	TBA	TBA	TBA			1	1	SNIDER, WILLIAM		C
25	099	GU	PHYI994 080	PHYI	994	080	TBA	TBA	TBA			1	1	CARON, KATHLEEN		C
26	099	GU	PHYI994 081	PHYI	994	081	TBA	TBA	TBA			1	1	MANIS, PAUL B.		C
27	099	GU	PHYI994 082	PHYI	994	082	TBA	TBA	TBA			1	2	PHILPOT, BENJAM		O
28	099	GU	PHYI994 083	PHYI	994	083	TBA	TBA	TBA			0	1	SMYTH, SUSAN S		O
29	099	GU	PHYI994 087	PHYI	994	087	TBA	TBA	TBA			1	1	TARRAN, ROBERT		C
30	099	GU	PHYI994 088	PHYI	994	088	TBA	TBA	TBA			1	1	TZIMA, ELENI		C
31	099	GU	PHYI994 089	PHYI	994	089	TBA	TBA	TBA			0	1			O
32	099	GU	PHYI994 091	PHYI	994	091	TBA	TBA	TBA			1	1	RAWLS, JOHN F		C
33	099	GU	PHYI994 095	PHYI	994	095	TBA	TBA	TBA			1	1			C
34	099	GU	PHYI994 096	PHYI	994	096	TBA	TBA	TBA			1	1			C
35	099	GU	PHYI722A001	PHYI	722A	001	MWF	1000AM	1150AM			0	2	STUART, A E		O
36	099	GU	PHYI722B001	PHYI	722B	001	MWF	1000AM	1150AM			0	2	STUART, A E		O
37	099	GU	PHYI722C001	PHYI	722C	001	MWF	1000AM	1150AM			0	2	STUART, A E		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	PHYS	051	001	W	0200PM	0340PM			0	10		X
3	099	GU	PHYS	051	001	M	0200PM	0250PM			0	10		X
4	099	GU	PHYS	052	001	MWF	0900AM	0950AM	PH	0247	10	20	KARWOWSKI, H J	O
5	099	GU	PHYS	052	410	M	0100PM	0300PM	PH	0237	7	10		O
6	099	GU	PHYS	052	411	F	0200PM	0400PM	PH	0237	2	10		O
7	099	GU	PHYS	054	001	TR	0800AM	0915AM	PH	0247	22	24	ILIADIS, CHRIST	O
8	099	GU	PHYS	071	001	TR	0330PM	0445PM	GM	0035	20	24	CECIL, G N	O
9	099	GU	PHYS	100	001	MWF	1100AM	1150AM	PH	0215	151	153	CLEGG, T B	O
10	099	GU	PHYS	101	998	TBA	TBA	TBA			0	999		O
11	099	GU	PHYS	101	999	TBA	TBA	TBA			0	999		O
12	099	GU	PHYS	102	988	TBA	TBA	TBA			0	999		O
13	099	GU	PHYS	102	998	TBA	TBA	TBA			0	999		O
14	099	GU	PHYS	103	988	TBA	TBA	TBA			0	999		O
15	099	GU	PHYS	103	998	TBA	TBA	TBA			0	999		O
16	099	GU	PHYS	104	001	MWF	0100PM	0150PM	PH	0215	143	140	DOLAN, L A	C
17	099	GU	PHYS	104	002	TR	0930AM	1045AM	PH	0215	152	140	ROWAN, LAWRENCE	C
18	099	GU	PHYS	104	003	MWF	0800AM	0850AM	PH	0215	130	130	PIERCE, D M	C
19	099	GU	PHYS	104	413	W	1000AM	1150AM	PH	0206	16	16	REN, ZHONGQIAO	C
20	099	GU	PHYS	104	420	T	1200PM	0150PM	PH	0206	17	16	BROSNAN, DANIEL	C
21	099	GU	PHYS	104	422	T	0200PM	0350PM	PH	0206	16	16	ARMSTRONG, ANDR	C
22	099	GU	PHYS	104	424	T	0400PM	0550PM	PH	0206	17	16	WU, GONGTING	C
23	099	GU	PHYS	104	426	T	0600PM	0750PM	PH	0206	16	16	ARMSTRONG, ANDR	C
24	099	GU	PHYS	104	430	W	1200PM	0150PM	PH	0206	17	16	CHI, LU	C
25	099	GU	PHYS	104	432	W	0200PM	0350PM	PH	0206	17	16	BROSNAN, DANIEL	C
26	099	GU	PHYS	104	434	W	0400PM	0550PM	PH	0206	17	16	BROSNAN, DANIEL	C
27	099	GU	PHYS	104	436	W	0600PM	0750PM	PH	0206	16	16	CHI, LU	C
28	099	GU	PHYS	104	440	R	1200PM	0150PM	PH	0206	17	16	WU, GONGTING	C
29	099	GU	PHYS	104	442	R	0200PM	0350PM	PH	0206	17	16	WU, GONGTING	C
30	099	GU	PHYS	104	444	R	0400PM	0550PM	PH	0206	16	16	REN, ZHONGQIAO	C
31	099	GU	PHYS	104	446	R	0600PM	0750PM	PH	0206	16	16	ARMSTRONG, ANDR	C
32	099	GU	PHYS	104	450	F	1200PM	0150PM	PH	0206	16	16	RAJARAM, RAMYA	C
33	099	GU	PHYS	104	452	F	0200PM	0350PM	PH	0206	17	16	REN, ZHONGQIAO	C
34	099	GU	PHYS	104	520	T	1200PM	0150PM	PH	0206	17	16	LUO, ZHIXIANG	C
35	099	GU	PHYS	104	522	T	0200PM	0350PM	PH	0206	17	16	SHAN, JING	C
36	099	GU	PHYS	104	524	T	0400PM	0550PM	PH	0206	17	16	SHAN, JING	C
37	099	GU	PHYS	104	526	T	0600PM	0750PM	PH	0206	17	16	SIM, SOO YEON	C
38	099	GU	PHYS	104	530	W	1200PM	0150PM	PH	0206	17	16	LIU, YINGCHI	C
39	099	GU	PHYS	104	532	W	0200PM	0350PM	PH	0206	18	16	SHAN, JING	C
40	099	GU	PHYS	104	534	W	0400PM	0550PM	PH	0206	17	16	LUO, ZHIXIANG	C
41	099	GU	PHYS	104	536	W	0600PM	0750PM	PH	0206	16	16	LUO, ZHIXIANG	C
42	099	GU	PHYS	104	540	R	1200PM	0150PM	PH	0206	18	16	LIU, YINGCHI	C
43	099	GU	PHYS	104	542	R	0200PM	0350PM	PH	0206	16	16	LIU, YINGCHI	C
44	099	GU	PHYS	104	544	R	0400PM	0550PM	PH	0206	16	16	SIM, SOO YEON	C
45	099	GU	PHYS	104	546	R	0600PM	0750PM	PH	0206	17	16	TANNER, RYAN	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	PHYS	104	599	TBA	TBA	TBA			1	5		O
47	099	GU	PHYS	104	998	TBA	TBA	TBA			0	999		O
48	099	GU	PHYS	104	999	TBA	TBA	TBA			0	999		O
49	099	GU	PHYS	105	001	TR	1100AM	1215PM	PH	0215	121	125	CHURUKIAN, ALIC	O
50	099	GU	PHYS	105	002	TR	0400PM	0515PM	PH	0215	91	122	CHURUKIAN, ALIC	O
51	099	GU	PHYS	105	413	W	1000AM	1150AM	PH	0204	17	16	KONOLD, COREY	C
52	099	GU	PHYS	105	415	F	1000AM	1150AM	PH	0204	16	16	CUI, TAORAN	C
53	099	GU	PHYS	105	420	T	1200PM	0150PM	PH	0204	12	16	CUI, TAORAN	O
54	099	GU	PHYS	105	422	T	0200PM	0350PM	PH	0204	17	16	KONOLD, COREY	C
55	099	GU	PHYS	105	424	T	0400PM	0550PM	PH	0204	14	16	KONOLD, COREY	O
56	099	GU	PHYS	105	426	T	0600PM	0750PM	PH	0204	2	0		C
57	099	GU	PHYS	105	430	W	1200PM	0150PM	PH	0204	17	16	VERMEULEN, DERE	C
58	099	GU	PHYS	105	432	W	0200PM	0350PM	PH	0204	16	16	VORREN, KRISTOP	C
59	099	GU	PHYS	105	434	W	0400PM	0550PM	PH	0204	16	16	VERMEULEN, DERE	C
60	099	GU	PHYS	105	436	W	0600PM	0750PM	PH	0204	16	16	CUI, TAORAN	C
61	099	GU	PHYS	105	440	R	1200PM	0150PM	PH	0204	14	16	SHAFER, THOMAS	O
62	099	GU	PHYS	105	442	R	0200PM	0350PM	PH	0204	16	16	DOWNEN, LORI	C
63	099	GU	PHYS	105	444	R	0400PM	0550PM	PH	0204	12	16	VORREN, KRISTOP	O
64	099	GU	PHYS	105	446	R	0600PM	0750PM	PH	0204	16	16	VORREN, KRISTOP	C
65	099	GU	PHYS	105	450	F	1200PM	0150PM	PH	0204	15	16	VERMEULEN, DERE	O
66	099	GU	PHYS	105	452	F	0200PM	0350PM	PH	0204	13	16	DOWNEN, LORI	O
67	099	GU	PHYS	105	599	TBA	TBA	TBA			0	5		O
68	099	GU	PHYS	105	998	TBA	TBA	TBA			0	999		O
69	099	GU	PHYS	105	999	TBA	TBA	TBA			0	999		O
70	099	GU	PHYS	116	001	MWF	0800AM	0850AM	PH	0265	62	60	ROWAN, LAWRENCE	C
71	099	GU	PHYS	116	002	TR	0800AM	0915AM	PH	0265	58	60	PARIKH, NALIN R	O
72	099	GU	PHYS	116	003	TR	1100AM	1215PM	PH	0265	61	60	QIN, LU-CHANG	C
73	099	GU	PHYS	116	004	TR	0330PM	0445PM	PH	0247	41	40	CHURUKIAN, ALIC	C
74	099	GU	PHYS	116	413	W	1000AM	1150AM	PH	0273	13	12	RAY, EMILY	C
75	099	GU	PHYS	116	414	R	1000AM	1150AM	PH	0273	13	12	GIOVANETTI, GRA	C
76	099	GU	PHYS	116	415	F	1000AM	1150AM	PH	0273	12	12	BECKWITH, ZANE	C
77	099	GU	PHYS	116	420	T	1200PM	0150PM	PH	0273	13	12	OLANDER, JEFFRE	C
78	099	GU	PHYS	116	422	T	0200PM	0350PM	PH	0273	12	12	BECKWITH, ZANE	C
79	099	GU	PHYS	116	424	T	0400PM	0550PM	PH	0273	12	12	MCNAIRY, BILL	C
80	099	GU	PHYS	116	426	T	0600PM	0750PM	PH	0273	14	12	MCNAIRY, BILL	C
81	099	GU	PHYS	116	430	W	1200PM	0150PM	PH	0273	13	12	OLANDER, JEFFRE	C
82	099	GU	PHYS	116	432	W	0200PM	0350PM	PH	0273	14	12	HAMMOND, SAMANT	C
83	099	GU	PHYS	116	434	W	0400PM	0550PM	PH	0273	14	12	PIERCE, D M	C
84	099	GU	PHYS	116	436	W	0600PM	0750PM	PH	0273	13	12	EBY, DAVID	C
85	099	GU	PHYS	116	440	R	1200PM	0150PM	PH	0273	13	12	OLANDER, JEFFRE	C
86	099	GU	PHYS	116	442	R	0200PM	0350PM	PH	0273	13	12	WILSON, JOSHUA	C
87	099	GU	PHYS	116	444	R	0400PM	0550PM	PH	0273	13	12	CUI, YANG	C
88	099	GU	PHYS	116	446	R	0600PM	0750PM	PH	0273	13	12	CUI, YANG	C
89	099	GU	PHYS	116	450	F	1200PM	0150PM	PH	0273	13	12	BECKWITH, ZANE	C
90	099	GU	PHYS	116	452	F	0200PM	0350PM	PH	0273	13	12	CUI, YANG	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	PHYS	116	601	M	0200PM	0250PM	PH	0222	22	20		C
92	099	GU	PHYS	116	602	M	0200PM	0250PM	PH	0220	20	20		C
93	099	GU	PHYS	116	603	M	0200PM	0250PM	PH	0212	19	20		O
94	099	GU	PHYS	116	611	T	0100PM	0150PM	PH	0220	19	20		O
95	099	GU	PHYS	116	612	T	0100PM	0150PM	PH	0222	20	20		C
96	099	GU	PHYS	116	613	T	0100PM	0150PM	PH	0212	23	20		C
97	099	GU	PHYS	116	614	T	0100PM	0150PM	PH	0275	24	20		C
98	099	GU	PHYS	116	621	M	0300PM	0350PM	PH	0222	20	20		C
99	099	GU	PHYS	116	622	M	0300PM	0350PM	PH	0220	18	20		O
100	099	GU	PHYS	116	623	M	0300PM	0350PM	PH	0212	21	20		C
101	099	GU	PHYS	116	624	M	0300PM	0350PM	PH	0247	14	20		O
102	099	GU	PHYS	116	998	TBA	TBA	TBA			0	999		O
103	099	GU	PHYS	117	001	MWF	0900AM	0950AM	PH	0265	51	60	PARIKH, NALIN R	O
104	099	GU	PHYS	117	002	TR	0930AM	1045AM	PH	0265	61	60	LOPEZ, RENE	C
105	099	GU	PHYS	117	422	T	0200PM	0350PM	PH	0267	13	12	ASTRUA TESTORI,	C
106	099	GU	PHYS	117	424	T	0400PM	0550PM	PH	0267	12	12	ASTRUA TESTORI,	C
107	099	GU	PHYS	117	430	W	1200PM	0150PM	PH	0267	12	12	ASTRUA TESTORI,	C
108	099	GU	PHYS	117	432	W	0200PM	0350PM	PH	0267	13	12	PEREZ, MIGUEL	C
109	099	GU	PHYS	117	434	W	0400PM	0550PM	PH	0267	12	12	CROOKS, RICHARD	C
110	099	GU	PHYS	117	436	W	0600PM	0750PM	PH	0267	11	12	CROOKS, RICHARD	O
111	099	GU	PHYS	117	440	R	1200PM	0150PM	PH	0267	12	12	ASTRUA TESTORI,	C
112	099	GU	PHYS	117	442	R	0200PM	0350PM	PH	0267	13	12	ASTRUA TESTORI,	C
113	099	GU	PHYS	117	444	R	0400PM	0550PM	PH	0267	12	12	CROOKS, RICHARD	C
114	099	GU	PHYS	117	631	R	0200PM	0250PM	PH	0247	24	20		C
115	099	GU	PHYS	117	632	R	0200PM	0250PM	PH	0220	20	20		C
116	099	GU	PHYS	117	641	W	0300PM	0350PM	PH	0220	20	20		C
117	099	GU	PHYS	117	642	W	0300PM	0350PM	PH	0247	21	20		C
118	099	GU	PHYS	117	651	R	0100PM	0150PM	PH	0212	15	20		O
119	099	GU	PHYS	117	652	R	0100PM	0150PM	PH	0220	9	20		O
120	099	GU	PHYS	117	998	TBA	TBA	TBA			0	999		O
121	099	GU	PHYS	128	001	MWF	0200PM	0250PM	PH	0265	33	30	WILKERSON, JOHN	C
122	099	GU	PHYS	132	998	TBA	TBA	TBA			0	999		O
123	099	GU	PHYS	211	001	TR	1230PM	0145PM	PH	0247	9	5	NG, Y J	C
124	099	GU	PHYS	295	001	TBA	TBA	TBA			0	10	QIN, LU-CHANG	X
125	099	GU	PHYS	295	002	TR	1100AM	1150AM	PH	0220	0	5		X
126	099	GU	PHYS	311	001	TR	1230PM	0145PM	PH	0247	24	33	NG, Y J	O
127	099	GU	PHYS	341	001	MWF	0300PM	0350PM	PH	0265	29	27	TSUI, FRANK	C
128	099	GU	PHYS	351	001	MWF	1000AM	1050AM	PH	0265	45	52	WASHBURN, S	O
129	099	GU	PHYS	351	417	W	1200PM	0250PM	PH	0237	12	12	WASHBURN, S	C
130	099	GU	PHYS	351	427	T	0200PM	0450PM	PH	0237	12	12	WASHBURN, S	C
131	099	GU	PHYS	351	437	W	0300PM	0550PM	PH	0237	9	12	WASHBURN, S	O
132	099	GU	PHYS	351	447	R	0300PM	0550PM	PH	0237	12	12	WASHBURN, S	C
133	099	GU	PHYS	351	457	M	0500PM	0750PM	PH	0237	0	0	WASHBURN, S	C
134	099	GU	PHYS	405	001	TR	1230PM	0145PM	PH	0265	15	30	SUPERFINE, R	O
135	099	GU	PHYS	510	001	TBA	TBA	TBA			14	5	CHURUKIAN, ALIC	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
136	099	GU	PHYS	521	001	W	0400PM	0515PM	XX	XX	12	15	KHVESHENKO, DMI	O
137	099	GU	PHYS	521	001	F	0900AM	1015AM	XX	XX	12	15	KHVESHENKO, DMI	O
138	099	GU	PHYS	543	001	TBA	TBA	TBA			1	1		C
139	099	GU	PHYS	595	001	MWF	0100PM	0150PM	PH	0212	10	25	ENGEL, J H	O
140	099	GU	PHYS	660	001	TR	0930AM	1045AM	MU	0302	7	8	SCOTTI, ALBERTO	O
141	099	GU	PHYS	701	001	TR	0930AM	1045AM	PH	0247	13	20	EVANS, C R	O
142	099	GU	PHYS	711	001	MWF	1100AM	1150AM	PH	0247	12	20	LU, J	O
143	099	GU	PHYS	721	001	MWF	1000AM	1050AM	PH	0247	10	20	HENNING, REYCO	O
144	099	GU	PHYS	831	001	TBA	TBA	TBA			0	1		O
145	099	GU	PHYS	832	001	WF	0200PM	0330PM	PH	0212	0	0	EVANS, C R	C
146	099	GU	PHYS	871	001	TR	0930AM	1045AM	PH	0220	9	20	WU, Y	O
147	099	GU	PHYS	883	001	TBA	TBA	TBA			0	0	NG, Y J	C
148	099	GU	PHYS	899	001	TBA	TBA	TBA			0	10	EVANS, C R	O
149	099	GU	PHYS	899	002	TR	1100AM	1150AM	PH	0220	0	0	CHURUKIAN, ALIC	C
150	099	GU	PHYS	992	001	TBA	TBA				1	5	KHVESHENKO, DMI	O
151	099	GU	PHYS	992	004	TBA	TBA				0	5	CHRISTIANSEN, W	O
152	099	GU	PHYS	992	005	TBA	TBA	TBA			1	5	CLEGG, T B	O
153	099	GU	PHYS	992	011	TBA	TBA	TBA			1	5	HENNING, REYCO	O
154	099	GU	PHYS	992	012	TBA	TBA	TBA			2	5	WILKERSON, JOHN	O
155	099	GU	PHYS	992	013	TBA	TBA	TBA			1	5	REICHART, DAN	O
156	099	GU	PHYS	992	014	TBA	TBA	TBA			2	5	KANNAPPAN, SHEI	O
157	099	GU	PHYS	992	018	TBA	TBA	TBA			0	5	ROWAN, LAWRENCE	O
158	099	GU	PHYS	992	019	TBA	TBA	TBA			1	5	MERSINI, LAURA	O
159	099	GU	PHYS	992	025	TBA	TBA	TBA			1	5	LOPEZ, RENE	O
160	099	GU	PHYS	992	026	TBA	TBA	TBA			0	5	OLDENBURG, AMY	O
161	099	GU	PHYS	992	027	TBA	TBA	TBA			0	5	QIN, LU-CHANG	O
162	099	GU	PHYS	992	030	TBA	TBA	TBA			0	5	NG, Y J	O
163	099	GU	PHYS	992	032	TBA	TBA	TBA			0	5	CARNEY, BRUCE W	O
164	099	GU	PHYS	992	033	TBA	TBA	TBA			2	5	FRAMPTON, P H	O
165	099	GU	PHYS	992	036	TBA	TBA	TBA			2	5	MCNEIL, L E	O
166	099	GU	PHYS	992	037	TBA	TBA	TBA			0	5	KARWOWSKI, H J	O
167	099	GU	PHYS	992	041	TBA	TBA	TBA			0	5	ROSE, J A	O
168	099	GU	PHYS	992	047	TBA	TBA	TBA			1	5	CECIL, G N	O
169	099	GU	PHYS	992	048	TBA	TBA	TBA			4	5	EVANS, C R	O
170	099	GU	PHYS	992	049	TBA	TBA	TBA			0	5	DOLAN, L A	O
171	099	GU	PHYS	992	050	TBA	TBA	TBA			1	5	WASHBURN, S	O
172	099	GU	PHYS	992	051	TBA	TBA	TBA			0	5	CHAMPAGNE, A E	O
173	099	GU	PHYS	992	052	TBA	TBA	TBA			0	5		O
174	099	GU	PHYS	992	054	TBA	TBA	TBA			0	5	WU, Y	O
175	099	GU	PHYS	992	055	TBA	TBA	TBA			1	5	SUPERFINE, R	O
176	099	GU	PHYS	992	056	TBA	TBA	TBA			0	5	LU, J	O
177	099	GU	PHYS	992	057	TBA	TBA	TBA			0	5	ENGEL, J H	O
178	099	GU	PHYS	992	058	TBA	TBA	TBA			0	5	PARIKH, NALIN R	O
179	099	GU	PHYS	992	059	TBA	TBA	TBA			0	5	TSUI, FRANK	O
180	099	GU	PHYS	992	061	TBA	TBA	TBA			0	5	ILIADIS, CHRIST	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
181	099	GU	PHYS	992	062	TBA	TBA	TBA			1	5	ZHOU, OTTO	O
182	099	GU	PHYS	992	064	TBA	TBA	TBA			0	5	CLEMENS, JC	O
183	099	GU	PHYS	992	065	TBA	TBA	TBA			0	5		O
184	099	GU	PHYS	993	006	TBA	TBA	TBA			0	5	TIESINGA, PAUL	O
185	099	GU	PHYS	993	011	TBA	TBA	TBA			1	5	HENNING, REYCO	O
186	099	GU	PHYS	993	037	TBA	TBA	TBA			1	5	KARWOWSKI, H J	O
187	099	GU	PHYS	993	048	TBA	TBA	TBA			1	5	EVANS, C R	O
188	099	GU	PHYS	993	054	TBA	TBA	TBA			1	5	WU, Y	O
189	099	GU	PHYS	993	055	TBA	TBA	TBA			0	5	SUPERFINE, R	O
190	099	GU	PHYS	993	057	TBA	TBA	TBA			0	5		O
191	099	GU	PHYS	993	061	TBA	TBA	TBA			0	5	ILIADIS, CHRIST	O
192	099	GU	PHYS	993	064	TBA	TBA	TBA			1	5	CLEMENS, JC	O
193	099	GU	PHYS	994	001	TBA	TBA	TBA			1	5	KHVESHENKO, DMI	O
194	099	GU	PHYS	994	004	TBA	TBA	TBA			0	5		O
195	099	GU	PHYS	994	005	TBA	TBA	TBA			3	5	CLEGG, T B	O
196	099	GU	PHYS	994	006	TBA	TBA	TBA			2	5	TIESINGA, PAUL	O
197	099	GU	PHYS	994	010	TBA	TBA	TBA			0	5		O
198	099	GU	PHYS	994	011	TBA	TBA	TBA			1	5	HENNING, REYCO	O
199	099	GU	PHYS	994	012	TBA	TBA	TBA			0	5	WILKERSON, JOHN	O
200	099	GU	PHYS	994	013	TBA	TBA	TBA			1	5	REICHART, DAN	O
201	099	GU	PHYS	994	014	TBA	TBA	TBA			0	5	KANNAPPAN, SHEI	O
202	099	GU	PHYS	994	018	TBA	TBA	TBA			0	5	ROWAN, LAWRENCE	O
203	099	GU	PHYS	994	019	TBA	TBA	TBA			1	5	MERSINI, LAURA	O
204	099	GU	PHYS	994	025	TBA	TBA	TBA			4	5	LOPEZ, RENE	O
205	099	GU	PHYS	994	026	TBA	TBA	TBA			0	5	OLDENBURG, AMY	O
206	099	GU	PHYS	994	027	TBA	TBA	TBA			0	5	QIN, LU-CHANG	O
207	099	GU	PHYS	994	030	TBA	TBA	TBA			2	5	NG, Y J	O
208	099	GU	PHYS	994	032	TBA	TBA	TBA			3	5	CARNEY, B W	O
209	099	GU	PHYS	994	033	TBA	TBA	TBA			0	5	FRAMPTON, P H	O
210	099	GU	PHYS	994	036	TBA	TBA	TBA			1	5	MCNEIL, L E	O
211	099	GU	PHYS	994	037	TBA	TBA	TBA			2	5	KARWOWSKI, H J	O
212	099	GU	PHYS	994	041	TBA	TBA	TBA			2	5	ROSE, J A	O
213	099	GU	PHYS	994	047	TBA	TBA	TBA			0	5	CECIL, G N	O
214	099	GU	PHYS	994	048	TBA	TBA	TBA			6	5	EVANS, C R	C
215	099	GU	PHYS	994	049	TBA	TBA	TBA			0	5	DOLAN, L A	O
216	099	GU	PHYS	994	050	TBA	TBA	TBA			0	5	WASHBURN, S	O
217	099	GU	PHYS	994	051	TBA	TBA	TBA			2	5	CHAMPAGNE, A E	O
218	099	GU	PHYS	994	052	TBA	TBA	TBA			0	5		O
219	099	GU	PHYS	994	054	TBA	TBA	TBA			4	5	WU, Y	O
220	099	GU	PHYS	994	055	TBA	TBA	TBA			5	5	SUPERFINE, R	C
221	099	GU	PHYS	994	056	TBA	TBA	TBA			0	5	LU, J	O
222	099	GU	PHYS	994	057	TBA	TBA	TBA			0	5	ENGEL, J H	O
223	099	GU	PHYS	994	058	TBA	TBA	TBA			0	5	PARIKH, NALIN R	O
224	099	GU	PHYS	994	059	TBA	TBA	TBA			3	5	TSUI, FRANK	O
225	099	GU	PHYS	994	060	TBA	TBA	TBA			0	5		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
226	099	GU	PHYS	994	061	TBA	TBA	TBA			2	5	ILIADIS, CHRIST	O
227	099	GU	PHYS	994	062	TBA	TBA	TBA			1	5	ZHOU, OTTO	O
228	099	GU	PHYS	994	064	TBA	TBA	TBA			1	5	CLEMENS, JC	O
229	099	GU	PHYS	994	065	TBA	TBA	TBA			0	5		O
230	099	GU	PHYS	104L	400	TBA	TBA	TBA			25	6	DEARDORFF, DUAN	C
231	099	GU	PHYS	104L	401	TBA	TBA	TBA			2	5		O
232	099	GU	PHYS	104L	402	TBA	TBA	TBA			3	3		C
233	099	GU	PHYS	104L	998	TBA	TBA	TBA			0	999		O
234	099	GU	PHYS	105L	400	TBA	TBA	TBA			16	16	DEARDORFF, DUAN	C
235	099	GU	PHYS	105L	402	TBA	TBA	TBA			2	999		O
236	099	GU	PHYS	105L	998	TBA	TBA	TBA			0	999		O
237	099	GU	PHYS	128L	417	W	0300PM	0550PM	PH	0231	10	10	HOPPER, SETH	C
238	099	GU	PHYS	128L	427	T	0200PM	0450PM	PH	0231	10	10	CHENG, ROSEANNE	C
239	099	GU	PHYS	128L	447	R	0200PM	0450PM	PH	0231	8	10	CHENG, ROSEANNE	O
240	099	GU	PHYS	481L	427	TR	0200PM	0450PM	PH	0200	15	16	QIN, LU-CHANG	O
241	099	GU	PHYS	491L	427	TR	0200PM	0450PM	PH	0200	0	1	QIN, LU-CHANG	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Term	AU	Section	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Session	Status
2	099	GU	PHYT705 001	PHYT	705	001	TBA	TBA	TBA			26	40	SEKERAK, D K		O
3	099	GU	PHYT720 001	PHYT	720	001	TBA	TBA	TBA			29	40	JOHNSTON, LISA		O
4	099	GU	PHYT724 001	PHYT	724	001	TBA	TBA	TBA			26	40	MCCULLOCH, K L		O
5	099	GU	PHYT727 001	PHYT	727	001	TBA	TBA	TBA			26	40	GIULIANI, C		O
6	099	GU	PHYT730 001	PHYT	730	001	TBA	TBA	TBA			29	40	LEWEK, MICHAEL		O
7	099	GU	PHYT734 001	PHYT	734	001	TBA	TBA	TBA			26	40	HACKE, JONATHON		O
8	099	GU	PHYT742 001	PHYT	742	001	TBA	TBA	TBA			29	40	HADLER, SUSAN		O
9	099	GU	PHYT750 001	PHYT	750	001	TBA	TBA	TBA			29	40	SEGAL, RICHARD		O
10	099	GU	PHYT751 001	PHYT	751	001	TBA	TBA	TBA			29	40	GIULIANI, C		O
11	099	GU	PHYT752 956	PHYT	752	956	TBA	TBA	TBA			40	40	PHILLIPS, DAWN		C
12	099	GU	PHYT754 956	PHYT	754	956	TBA	TBA	TBA			3	50			O
13	099	GU	PHYT768 001	PHYT	768	001	TBA	TBA	TBA			0	10	JOHNSTON, LISA		O
14	099	GU	PHYT784 001	PHYT	784	001	TBA	TBA	TBA			26	40	MERCER, VICKI S		O
15	099	GU	PHYT862 956	PHYT	862	956	TBA	TBA	TBA			15	40	ROSENBERG, ANGE		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	AERO	101	001	T	1100AM	1150AM	NA	0006	24	35	KING, LARRY	O
3	099	GU	AERO	101	002	T	0200PM	0250PM	NA	0006	0	35	KING, LARRY	X
4	099	GU	AERO	190	002	T	0200PM	0250PM	NA	0006	0	20	KING, LARRY	X
5	099	GU	AERO	201	001	T	0200PM	0250PM	NA	0006	17	35	KING, LARRY	O
6	099	GU	AERO	301	001	TR	0930AM	1045AM	NA	0006	7	13	HOLST, PAUL	O
7	099	GU	AERO	399	001	TBA	TBA	TBA			6	20	KING, LARRY	O
8	099	GU	AERO	401	001	TR	0800AM	0915AM	NA	0006	7	20	KLUKOVICH, STEP	O
9	099	GU	AERO	500	401	T	0330PM	0530PM	NA	0101	40	90	KLUKOVICH, STEP	O
10	099	GU	AFAM	050	001	TR	0930AM	1045AM	GM	0035	24	24	MCMILLAN, T	C
11	099	GU	AFAM	101	001	TR	1230PM	0145PM	GA	0105	63	60	MCMILLAN, T	C
12	099	GU	AFAM	101	002	TR	0930AM	1045AM	GA	0105	65	60	REGESTER, C B	C
13	099	GU	AFAM	101	003	TR	0200PM	0315PM	MA	0209	67	60	PORTER, R	C
14	099	GU	AFAM	101	004	MWF	0800AM	0850AM	GA	0105	61	60	HILDEBRAND, RF	C
15	099	GU	AFAM	101	005	TR	0800AM	0915AM	GA	0105	0	60		X
16	099	GU	AFAM	101	006	MWF	0300PM	0350PM	GA	0105	0	60		X
17	099	GU	AFAM	102	001	MWF	1000AM	1050AM	GA	0105	59	60	JANKEN, K R	O
18	099	GU	AFAM	102	002	TR	1100AM	1215PM	GA	0105	0	60		X
19	099	GU	AFAM	190	001	TR	0330PM	0445PM	PH	0212	0	25	KAPUR, GEETA	X
20	099	GU	AFAM	254	001	TR	1100AM	1215PM	GC	1005	40	40	CALDWELL, KIA L	C
21	099	GU	AFAM	258	001	MWF	1100AM	1150AM	GA	0105	40	40	JANKEN, K R	C
22	099	GU	AFAM	259	001	TR	0200PM	0315PM	GA	0105	48	40	HALL, P	C
23	099	GU	AFAM	266	001	TR	0200PM	0315PM	GA	0007	30	30	CALDWELL, KIA L	C
24	099	GU	AFAM	269	001	MWF	0300PM	0350PM	XX	XX	0	1		X
25	099	GU	AFAM	276	001	T	0330PM	0620PM	GA	0105	44	40	REGESTER, C B	C
26	099	GU	AFAM	278	001	TR	0200PM	0315PM	GL	0101	40	40	SLOCUM, CK	C
27	099	GU	AFAM	293	001	TR	0330PM	0445PM	SC	0210	39	40	JORDAN, JOSEPH	O
28	099	GU	AFAM	304	951	T	0600PM	0850PM	GA	0308	47	50	PORTER, R	O
29	099	GU	AFAM	356	001	TR	1230PM	0145PM	AR	0218	40	40	HALL, P	C
30	099	GU	AFAM	387	001	MWF	1200PM	1250PM	AR	0218	10	10	BOWLES, JOHN	C
31	099	GU	AFAM	395	001	W	0300PM	0550PM	BI	0309	7	25	MCMILLAN, T	O
32	099	GU	AFAM	396	001	MWF	0300PM	0350PM	XX	XX	10	10		C
33	099	GU	AFAM	396	002	MWF	0800AM	0850AM	XX	XX	4	10	REGESTER, C B	O
34	099	GU	AFAM	398	001	W	0300PM	0550PM	PE	0217	13	25	HILDEBRAND, RF	O
35	099	GU	AFAM	428	001	MWF	0300PM	0350PM	XX	XX	0	1		X
36	099	GU	AFAM	474	001	TR	0330PM	0445PM	SC	0209	29	30	PORTER, R	O
37	099	GU	AFAM	554	001	TR	1230PM	0145PM	GC	3024	11	10	WILLIAMS, LYNEI	C
38	099	GU	AFAM	697	001	MWF	0300PM	0350PM	XX	XX	0	1		X
39	099	GU	AFAM	691H	001	F	0200PM	0450PM	XX	XX	0	3	JANKEN, K R	O
40	099	GU	AFRI	050	001	TR	1100AM	1215PM	GC	3024	24	24	SELASSIE, BEREK	C
41	099	GU	AFRI	101	001	MWF	1100AM	1150AM	GC	1005	57	50	KARIM-SESAY, W	C
42	099	GU	AFRI	101	002	MWF	0100PM	0150PM	GC	1005	0	50		X
43	099	GU	AFRI	101	003	MWF	1000AM	1050AM	GC	1005	63	50	LAMBERT, MICHAE	C
44	099	GU	AFRI	101	851	TBA	TBA	TBA			0	999		O
45	099	GU	AFRI	101	951	R	0600PM	0850PM	GA	0308	49	50	PORTER, R	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	AFRI	101	990	TBA	TBA	TBA			14	10	SAHLE, EUNICE	C
47	099	GU	AFRI	101	991	TBA	TBA	TBA			11	15	SAHLE, EUNICE	O
48	099	GU	AFRI	101	992	TBA	TBA	TBA			0	1	SAHLE, EUNICE	O
49	099	GU	AFRI	190	003	TBA	TBA	TBA			0	10		X
50	099	GU	AFRI	261	001	TR	0800AM	0915AM	GC	1005	0	30		X
51	099	GU	AFRI	262	001	MWF	0200PM	0250PM	GC	1005	35	35	FHUNSU, D	C
52	099	GU	AFRI	263	001	MWF	0200PM	0250PM	SC	0210	0	40		X
53	099	GU	AFRI	265	990	TBA	TBA	TBA			2	10	MCKINLEY, D	O
54	099	GU	AFRI	265	991	TBA	TBA	TBA			4	15	MCKINLEY, D	O
55	099	GU	AFRI	265	992	TBA	TBA	TBA			1	1	MCKINLEY, D	C
56	099	GU	AFRI	266	001	W	0300PM	0550PM	PE	0220	23	20	COOKE, AE	C
57	099	GU	AFRI	266	002	TR	0330PM	0445PM	XX	XX	0	1	NYANG'ORO, J	X
58	099	GU	AFRI	370	001	TR	0200PM	0315PM	DE	0209	29	30	SELASSIE, BEREK	O
59	099	GU	AFRI	396	001	W	0200PM	0450PM	XX	XX	0	1	NYANG'ORO, J	O
60	099	GU	AFRI	396	002	MWF	0200PM	0250PM	FG	0105	0	10		O
61	099	GU	AFRI	416	001	TBA	TBA	TBA			0	16		X
62	099	GU	AFRI	416	01S	TBA	TBA	TBA			16	16	SAHLE, EUNICE	C
63	099	GU	AFRI	453	001	TR	0200PM	0315PM	AR	0218	4	5	MAGEE, CAROL	O
64	099	GU	AFRI	474	001	TR	0330PM	0445PM	SC	0209	10	10	PORTER, R	C
65	099	GU	AFRI	521	001	MWF	0300PM	0350PM	XX	XX	11	30	NYANG'ORO, J	O
66	099	GU	AFRI	523	001	MWF	0300PM	0350PM	XX	XX	0	30		X
67	099	GU	AFRI	691H	001	F	0200PM	0450PM	XX	XX	1	3		O
68	099	GU	AHSC	613I	960	TBA	TBA	TBA			0	20	BAILLIARD, ANTO	O
69	099	GU	AHSC	613I	974	TBA	TBA	TBA			0	25	BAILLIARD, ANTO	O
70	099	GU	AHSC	613I	01W	TBA	TBA	TBA			0	25	BAILLIARD, ANTO	O
71	099	GU	AHSC	615I	960	TBA	TBA	TBA			0	20	BAILLIARD, ANTO	O
72	099	GU	AHSC	615I	974	TBA	TBA	TBA			0	25	BAILLIARD, ANTO	O
73	099	GU	AHSC	615I	01W	TBA	TBA	TBA			0	25	BAILLIARD, ANTO	O
74	099	GU	AMST	051	001	MW	0330PM	0450PM	GM	0212	18	18	WILLIS, RACHEL	C
75	099	GU	AMST	058	001	TR	1230PM	0145PM	MU	0204	21	24	FOSTER, TOL	O
76	099	GU	AMST	110	006	MWF	1200PM	1250PM	SC	0103	45	47	DUVAL, KATHLEEN	O
77	099	GU	AMST	110	600	F	0900AM	0950AM	HM	0517	5	3	KUTZ, KIMBERLY	C
78	099	GU	AMST	110	601	F	1000AM	1050AM	BI	0108	4	3	BERLER, ANNE K.	C
79	099	GU	AMST	110	602	F	1000AM	1050AM	GA	0103	4	5	KUTZ, KIMBERLY	O
80	099	GU	AMST	110	603	F	1100AM	1150AM	BI	0101	4	4	BERLER, ANNE K.	C
81	099	GU	AMST	110	604	F	1100AM	1150AM	BI	0217	5	5	BAUER, BROOKE M	C
82	099	GU	AMST	110	605	F	1200PM	1250PM	BI	0217	6	5	BAUER, BROOKE M	C
83	099	GU	AMST	110	606	R	0400PM	0450PM	NE	0102	5	5	KUTZ, KIMBERLY	C
84	099	GU	AMST	110	607	R	0330PM	0420PM	GA	0210	4	5	BAUER, BROOKE M	O
85	099	GU	AMST	110	608	R	0500PM	0550PM	BI	0317	5	5	BERLER, ANNE K.	C
86	099	GU	AMST	201	001	TR	1100AM	1215PM	MU	0204	31	25	CANTWELL, R S	C
87	099	GU	AMST	231	001	TR	1100AM	1215PM	GL	0431	37	35	MAYNOR, MALINDA	C
88	099	GU	AMST	231	601	R	0330PM	0420PM	BI	0108	11	12		O
89	099	GU	AMST	231	602	F	1000AM	1050AM	HO	0106	12	12		C
90	099	GU	AMST	231	603	F	1200PM	1250PM	DE	0304	11	11		C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	AMST	246	001	TR	0330PM	0445PM	PE	0218	33	37	FOSTER, TOL	O
92	099	GU	AMST	253	001	MWF	0200PM	0250PM	SA	0104	16	20	FERRIS, MARCIE	O
93	099	GU	AMST	277	001	TR	0930AM	1045AM	GM	0038	27	23	ALLEN, R	C
94	099	GU	AMST	290	001	TR	0200PM	0315PM	MU	0204	24	25	KASSON, J S	O
95	099	GU	AMST	292	001	MWF	0100PM	0150PM	MU	0204	0	25		O
96	099	GU	AMST	378	001	M	0600PM	0850PM	GM	0038	22	20	ALLEN, R	C
97	099	GU	AMST	387	001	TR	0330PM	0445PM	MU	0204	21	23	GARCIA, JAY	O
98	099	GU	AMST	394	001	M	1100AM	1215PM	GM	0039	61	60	WILLIS, RACHEL	C
99	099	GU	AMST	394	601	W	1100AM	1215PM	HM	0517	21	20	HOWES, J B	C
100	099	GU	AMST	394	602	W	1100AM	1215PM	HM	0570	21	20	BLANCHARD, LYNN	C
101	099	GU	AMST	394	603	W	1100AM	1215PM	HM	0420	19	20	THORNTON, COURT	O
102	099	GU	AMST	396	010	TBA	TBA	TBA			0	1	HERMAN, BERNARD	O
103	099	GU	AMST	396	012	TBA	TBA	TBA			0	1	FOSTER, TOL	O
104	099	GU	AMST	396	014	TBA	TBA	TBA			0	1	GARCIA, JAY	O
105	099	GU	AMST	396	026	TBA	TBA	TBA			1	1	CANTWELL, R S	C
106	099	GU	AMST	396	030	TBA	TBA	TBA			0	3	MARR, TIMOTHY W	O
107	099	GU	AMST	396	040	TBA	TBA	TBA			0	1	FERRIS, MARCIE	O
108	099	GU	AMST	396	051	TBA	TBA	TBA			0	1	ALLEN, R	O
109	099	GU	AMST	396	070	TBA	TBA	TBA			0	1	FERRIS, WILLIAM	O
110	099	GU	AMST	396	075	TBA	TBA	TBA			3	5	WILLIS, RACHEL	O
111	099	GU	AMST	396	090	TBA	TBA	TBA			0	1	KASSON, J S	O
112	099	GU	AMST	397	001	TBA	TBA	TBA			24	25	WILLIS, RACHEL	O
113	099	GU	AMST	397	051	TBA	TBA	TBA			1	2	ALLEN, R	O
114	099	GU	AMST	482	001	R	0100PM	0330PM	PE	0306	21	30	ROBERTS, KATHER	O
115	099	GU	AMST	483	001	TR	0330PM	0445PM	BI	0103	111	116	HERMAN, BERNARD	O
116	099	GU	AMST	486	001	MWF	1100AM	1150AM	SA	0204	19	18	FERRIS, MARCIE	C
117	099	GU	AMST	499	001	W	0330PM	0550PM	MU	0204	10	10	HENDRICKSON, PA	C
118	099	GU	AMST	499	002	TR	0930AM	1045AM	MU	0204	15	25	HERMAN, BERNARD	O
119	099	GU	AMST	890	001	TR	0930AM	1045AM			0	15	HERMAN, BERNARD	X
120	099	GU	AMST	899	001	W	0400PM	0630PM	GL	0321	6	11	GARCIA, JAY	O
121	099	GU	AMST	394L	001	F	1100AM	0300PM			17	40	WILLIS, RACHEL	O
122	099	GU	AMST	394L	401	F	1100AM	0250PM	PE	0311	0	40	WILLIS, RACHEL	O
123	099	GU	AMST	691H	010	TBA	TBA	TBA			0	1	HERMAN, BERNARD	O
124	099	GU	AMST	691H	012	TBA	TBA	TBA			0	1	FOSTER, TOL	O
125	099	GU	AMST	691H	014	TBA	TBA	TBA			0	1	GARCIA, JAY	O
126	099	GU	AMST	691H	015	TBA	TBA	TBA			1	1	ROBERTS, KATHER	C
127	099	GU	AMST	691H	025	TBA	TBA	TBA			0	1	CANTWELL, R S	X
128	099	GU	AMST	691H	026	TBA	TBA	TBA			0	1	CANTWELL, R S	O
129	099	GU	AMST	691H	030	TBA	TBA	TBA			0	3	MARR, TIMOTHY W	O
130	099	GU	AMST	691H	033	TBA	TBA	TBA			0	1	FERRIS, WILLIAM	X
131	099	GU	AMST	691H	040	TBA	TBA	TBA			1	1	FERRIS, MARCIE	C
132	099	GU	AMST	691H	051	TBA	TBA	TBA			0	1	ALLEN, R	O
133	099	GU	AMST	691H	060	TBA	TBA	TBA			0	1	ROBERTS, KATHER	X
134	099	GU	AMST	691H	070	TBA	TBA	TBA			0	1	FERRIS, WILLIAM	O
135	099	GU	AMST	691H	075	TBA	TBA	TBA			1	1	WILLIS, RACHEL	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
136	099	GU	AMST	691H	090	TBA	TBA	TBA			0	1	KASSON, J S	O
137	099	GU	ANTH	092	001	TR	0500PM	0615PM	GL	0222	20	35	ROUSSEAU, MALEN	O
138	099	GU	ANTH	101	001	TR	0930AM	1045AM	KL	B121	34	35	KING, MARTHA E.	O
139	099	GU	ANTH	101	002	MWF	1000AM	1050AM	AL	0207	34	35	ESAREY, DUANE E	O
140	099	GU	ANTH	101	003	MWF	1200PM	1250PM	AL	0207	34	35	MCBRIDE, LAWREN	O
141	099	GU	ANTH	101	006	MWF	1200PM	1250PM	CA	0111	179	180	TICKNER, AMANDA	O
142	099	GU	ANTH	101	007	TR	0330PM	0445PM	CA	0111	177	180	PRICE, CHARLES	O
143	099	GU	ANTH	101	602	T	0330PM	0420PM	GL	0106	20	20	SURRIDGE, PAUL	C
144	099	GU	ANTH	101	603	M	0200PM	0250PM	DE	0304	20	20	SCHAEFER, KIMBE	C
145	099	GU	ANTH	101	604	W	0800AM	0850AM	BI	0217	20	20	SCHAEFER, KIMBE	C
146	099	GU	ANTH	101	605	W	0400PM	0450PM	MU	0002	17	20	SURRIDGE, PAUL	O
147	099	GU	ANTH	101	606	W	0300PM	0350PM	DE	0401	20	20	SCHAEFER, KIMBE	C
148	099	GU	ANTH	101	607	W	0100PM	0150PM	PE	0215	20	20	BENNETT, EDWARD	C
149	099	GU	ANTH	101	608	W	0200PM	0250PM	TT	0113	20	20	BENNETT, EDWARD	C
150	099	GU	ANTH	101	609	T	0200PM	0250PM	DE	0410	20	20	SURRIDGE, PAUL	C
151	099	GU	ANTH	101	610	W	0300PM	0350PM	MU	0202	20	20	BENNETT, EDWARD	C
152	099	GU	ANTH	101	701	M	0200PM	0250PM	HM	0452	20	20	O'CONNELL, CAEL	C
153	099	GU	ANTH	101	702	M	0300PM	0350PM	MU	0202	23	23	O'CONNELL, CAEL	C
154	099	GU	ANTH	101	703	T	0200PM	0250PM	BI	0301	19	20	SEMON, ANNA M	O
155	099	GU	ANTH	101	704	M	0100PM	0150PM	DA	0101	20	20	GUTIERREZ ESCOB	C
156	099	GU	ANTH	101	705	T	0200PM	0250PM	SA	0322	21	20	GUTIERREZ ESCOB	C
157	099	GU	ANTH	101	706	T	1230PM	0120PM	GA	0007	20	20	O'CONNELL, CAEL	C
158	099	GU	ANTH	101	707	T	0800AM	0850AM	BI	0217	14	20	SEMON, ANNA M	O
159	099	GU	ANTH	101	708	M	0400PM	0450PM	MU	0002	18	20	GUTIERREZ ESCOB	O
160	099	GU	ANTH	101	709	M	0200PM	0250PM	HM	0570	20	20	SEMON, ANNA M	C
161	099	GU	ANTH	101	990	TBA	TBA	TBA			2	10	BURNET, JENNIE	O
162	099	GU	ANTH	102	990	TBA	TBA	TBA			6	10	REICHART, KARA	O
163	099	GU	ANTH	102	991	TBA	TBA	TBA			5	15	REICHART, KARA	O
164	099	GU	ANTH	102	992	TBA	TBA	TBA			0	1	REICHART, KARA	O
165	099	GU	ANTH	121	001	TR	0930AM	1045AM	HN	0125	45	45	SCARRY, JOHN F.	C
166	099	GU	ANTH	142	990	TBA	TBA	TBA			3	10	MORTENSEN, AMY	O
167	099	GU	ANTH	145	006	TR	0330PM	0445PM	SC	0103	178	180	BILLMAN, BRIAN	O
168	099	GU	ANTH	145	603	W	0800AM	0850AM	BI	0208	16	20	CUBBON, EMILY	O
169	099	GU	ANTH	145	604	W	0300PM	0350PM	BI	0101	21	20	CAFFREY, KAREN	C
170	099	GU	ANTH	145	605	W	0100PM	0150PM	GC	3024	19	20	CAFFREY, KAREN	O
171	099	GU	ANTH	145	606	W	0200PM	0250PM	DE	0304	22	20	CAFFREY, KAREN	C
172	099	GU	ANTH	145	607	T	1230PM	0120PM	AR	0118	20	20	JUENGST, SARA L	C
173	099	GU	ANTH	145	608	T	0200PM	0250PM	PH	0220	19	20	JUENGST, SARA L	O
174	099	GU	ANTH	145	609	F	0300PM	0350PM	GL	0103	18	20	JUENGST, SARA L	O
175	099	GU	ANTH	145	610	F	0200PM	0250PM	GA	0307	20	20	CUBBON, EMILY	C
176	099	GU	ANTH	145	611	W	0400PM	0450PM	GL	0104	20	20	CUBBON, EMILY	C
177	099	GU	ANTH	146	006	TR	0200PM	0250PM	HM	0100	395	400	EVENS, T M	O
178	099	GU	ANTH	146	601	W	0900AM	0950AM	GL	0301	21	20	SCHISSEL, PAUL	C
179	099	GU	ANTH	146	602	W	0800AM	0850AM	BI	0101	17	20	SCHISSEL, PAUL	O
180	099	GU	ANTH	146	603	W	0200PM	0250PM	HM	0452	20	20	MO, HYUN JOO	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
181	099	GU	ANTH	146	604	W	0300PM	0350PM	BI	0217	20	20	KAMAL, SAYDIA G	C
182	099	GU	ANTH	146	605	W	0200PM	0250PM	MU	0002	20	20	HUFFMAN, EDWARD	C
183	099	GU	ANTH	146	606	F	0800AM	0850AM	BI	0208	7	20	JOUTY, LORI L	O
184	099	GU	ANTH	146	607	F	0100PM	0150PM	HM	0517	20	20	WEST, LINDSAY M	C
185	099	GU	ANTH	146	608	W	0300PM	0350PM	BI	0208	22	20	HUFFMAN, EDWARD	C
186	099	GU	ANTH	146	609	F	0100PM	0150PM	MA	0307	20	20	LASSITER, DRAGA	C
187	099	GU	ANTH	146	610	W	0400PM	0450PM	GL	0106	19	20	WEST, LINDSAY M	O
188	099	GU	ANTH	146	611	W	0300PM	0350PM	BI	0306	20	20	SCHISSEL, PAUL	C
189	099	GU	ANTH	146	613	R	1230PM	0120PM	CW	0208	20	20	JOUTY, LORI L	C
190	099	GU	ANTH	146	614	W	0100PM	0150PM	MU	0112	20	20	HUFFMAN, EDWARD	C
191	099	GU	ANTH	146	615	F	0100PM	0150PM	PE	0215	21	20	JOUTY, LORI L	C
192	099	GU	ANTH	146	616	F	0200PM	0250PM	DE	0412	19	20	LASSITER, DRAGA	O
193	099	GU	ANTH	146	617	R	0400PM	0450PM	GL	0305	18	20	MO, HYUN JOO	O
194	099	GU	ANTH	146	618	W	0200PM	0250PM	DE	0404	21	20	WEST, LINDSAY M	C
195	099	GU	ANTH	146	619	W	0300PM	0350PM	HM	0517	19	20	MO, HYUN JOO	O
196	099	GU	ANTH	146	620	W	0400PM	0450PM	AL	0207	20	20	KAMAL, SAYDIA G	C
197	099	GU	ANTH	146	621	F	0300PM	0350PM	GL	0107	15	20	LASSITER, DRAGA	O
198	099	GU	ANTH	147	006	TR	1230PM	0145PM	GL	0101	120	120	RIVKIN-FISH, MI	C
199	099	GU	ANTH	147	601	R	0200PM	0250PM	GA	0104	19	20	LIVINGSTON, TAY	O
200	099	GU	ANTH	147	602	R	0300PM	0350PM	PE	0204	20	20	LIVINGSTON, TAY	C
201	099	GU	ANTH	147	603	R	0400PM	0450PM	HM	0517	19	20	LIVINGSTON, TAY	O
202	099	GU	ANTH	147	604	F	0100PM	0150PM	SA	0322	21	20	FISKE, AMELIA M	C
203	099	GU	ANTH	147	605	F	0200PM	0250PM	AR	0116	20	20	FISKE, AMELIA M	C
204	099	GU	ANTH	147	606	F	0300PM	0350PM	AL	0205	17	20	FISKE, AMELIA M	O
205	099	GU	ANTH	148	006	MWF	1000AM	1050AM	PE	0104	116	120	HUTCHINSON, DAL	O
206	099	GU	ANTH	148	601	R	0200PM	0250PM	AL	0404	20	20	BLOCH, LINDSAY	C
207	099	GU	ANTH	148	602	R	1230PM	0120PM	AL	0404	20	20	BLOCH, LINDSAY	C
208	099	GU	ANTH	148	603	F	0900AM	0950AM	AL	0404	18	20	MORGAN, MARY M	O
209	099	GU	ANTH	148	604	F	1100AM	1150AM	AL	0404	19	20	MORGAN, MARY M	O
210	099	GU	ANTH	148	605	F	1200PM	1250PM	AL	0404	19	20	MORGAN, MARY M	O
211	099	GU	ANTH	148	606	R	0330PM	0420PM	AL	0404	19	20	BLOCH, LINDSAY	O
212	099	GU	ANTH	151	006	MWF	0200PM	0250PM	PE	0104	119	120	SCARRY, C. MARG	O
213	099	GU	ANTH	151	601	W	0300PM	0350PM	TT	0113	19	20	NOVOTNY, CLAIRE	O
214	099	GU	ANTH	151	602	W	0400PM	0450PM	TT	0114	17	20	CRANFORD, DAVID	O
215	099	GU	ANTH	151	603	W	0500PM	0550PM	TT	0114	22	20	CRANFORD, DAVID	C
216	099	GU	ANTH	151	604	R	0200PM	0250PM	SC	0210	20	20	NOVOTNY, CLAIRE	C
217	099	GU	ANTH	151	605	R	0330PM	0420PM	PE	0217	18	20	NOVOTNY, CLAIRE	O
218	099	GU	ANTH	151	606	W	0300PM	0350PM	TT	0114	21	20	CRANFORD, DAVID	C
219	099	GU	ANTH	210	001	MW	1100AM	1150AM	GC	1015	10	10	WEILER, J	C
220	099	GU	ANTH	210	601	F	1100AM	1150AM	GA	0209	2	2	FOX, LISA	C
221	099	GU	ANTH	210	602	R	0500PM	0550PM	GL	0103	2	2	FOX, LISA	C
222	099	GU	ANTH	210	603	F	1100AM	1150AM	GA	0307	1	1	HENNESSEY, ELIZ	C
223	099	GU	ANTH	210	604	R	0330PM	0420PM	PE	0215	1	1	HENNESSEY, ELIZ	C
224	099	GU	ANTH	210	605	F	1100AM	1150AM	HM	0452	1	1	BRADLEY, LAUREL	C
225	099	GU	ANTH	210	606	R	0330PM	0420PM	PH	0328	1	1	BRADLEY, LAUREL	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
226	099	GU	ANTH	210	609	R	0500PM	0550PM	BI	0217	1	2	SHAIR-ROSENFIEL	O
227	099	GU	ANTH	210	610	F	1100AM	1150AM	HN	0130	1	1	SHAIR-ROSENFIEL	C
228	099	GU	ANTH	226	006	MWF	0100PM	0150PM	PE	0104	123	120	DANIELS, R E	C
229	099	GU	ANTH	226	601	R	0330PM	0420PM	HN	0112	17	20	PIZER, TIMOTHY	O
230	099	GU	ANTH	226	602	W	0300PM	0350PM	PH	0222	26	25	WESTERMEYER, WI	C
231	099	GU	ANTH	226	603	R	1230PM	0120PM	PH	0222	26	25	WESTERMEYER, WI	C
232	099	GU	ANTH	226	604	R	0300PM	0350PM	GC	1009	13	25	WESTERMEYER, WI	O
233	099	GU	ANTH	226	605	W	0400PM	0450PM	DE	0301	14	25	PIZER, TIMOTHY	O
234	099	GU	ANTH	226	606	F	1000AM	1050AM	AR	0117	26	25	PIZER, TIMOTHY	C
235	099	GU	ANTH	230	001	TR	0930AM	1045AM	AL	0203	27	27	LAMBERT, VALERI	C
236	099	GU	ANTH	248	001	TR	1100AM	1215PM	AL	0203	27	32	SLOCUM, CK	O
237	099	GU	ANTH	285	001	TR	1230PM	0145PM	AL	0203	32	30	ARAGON, LORRAIN	C
238	099	GU	ANTH	296	052	M	0400PM	0450PM	DE	0405	14	15	LACHICOTTE, WIL	O
239	099	GU	ANTH	297	001	TR	1100AM	1215PM	AL	0205	25	25	ARAGON, LORRAIN	C
240	099	GU	ANTH	297	002	TR	0330PM	0445PM	AL	0205	15	25	SCARRY, JOHN F.	O
241	099	GU	ANTH	299	053	MW	0500PM	0615PM	AL	0205	0	30		X
242	099	GU	ANTH	312	001	TR	0200PM	0315PM	MU	0104	28	35	SORENSEN, MARK	O
243	099	GU	ANTH	318	001	TR	0200PM	0315PM	KL	B125	35	35	THOMPSON, AMAND	C
244	099	GU	ANTH	319	001	TR	0930AM	1045AM	DE	0201	30	30	THOMPSON, AMAND	C
245	099	GU	ANTH	393	040	TBA	TBA	TBA			0	5	DAVIS, R P STEP	O
246	099	GU	ANTH	393	074	TBA	TBA	TBA			3	5	SMITH-NONINI, S	O
247	099	GU	ANTH	393	075	TBA	TBA	TBA			1	5	MCANANY, PATRIC	O
248	099	GU	ANTH	393	078	TBA	TBA	TBA			2	5	THOMPSON, AMAND	O
249	099	GU	ANTH	395	004	TBA	TBA	TBA			1	2	DANIELS, R E	O
250	099	GU	ANTH	395	062	TBA	TBA	TBA			0	5	PRICE, CHARLES	O
251	099	GU	ANTH	396	011	TBA	TBA	TBA			0	5	PEACOCK, J L	O
252	099	GU	ANTH	396	016	TBA	TBA	TBA			0	5	HOLLAND, DOROTH	O
253	099	GU	ANTH	396	022	TBA	TBA	TBA			0	5	CRUMLEY, C L	O
254	099	GU	ANTH	396	025	TBA	TBA	TBA			0	5	JOHNSON, NORRIS	O
255	099	GU	ANTH	396	040	TBA	TBA	TBA			0	5	DAVIS, R P STEP	O
256	099	GU	ANTH	396	063	TBA	TBA	TBA			0	5	HUTCHINSON, DAL	O
257	099	GU	ANTH	396	067	TBA	TBA	TBA			1	5	SORENSEN, MARK	O
258	099	GU	ANTH	396	076	TBA	TBA	TBA			2	5	COLLOREDO-MANSF	O
259	099	GU	ANTH	396	077	TBA	TBA	TBA			1	5	DENNISON, JEAN	O
260	099	GU	ANTH	411	006	TR	0930AM	1045AM	AL	0404	22	20	STEPONAITIS, L	C
261	099	GU	ANTH	411	606	T	1100AM	1215PM	AL	0404	22	20	STEPONAITIS, L	C
262	099	GU	ANTH	414	006	MWF	0100PM	0150PM	AL	0404	18	16	SIMON, SARA KAT	C
263	099	GU	ANTH	422	001	TR	1100AM	1215PM	AL	0207	32	35	REDFIELD, PETER	O
264	099	GU	ANTH	428	001	W	1200PM	0250PM	YC	0207	0	2	TYSON, R W	X
265	099	GU	ANTH	435	006	MWF	1100AM	1150AM	PH	0265	53	55	PEACOCK, J L	O
266	099	GU	ANTH	435	601	M	0200PM	0250PM	PE	0218	18	20	SUIT, NATALIA K	O
267	099	GU	ANTH	435	602	W	0300PM	0350PM	DE	0207	15	10	SUIT, NATALIA K	C
268	099	GU	ANTH	435	603	R	0200PM	0250PM	HO	0106	17	20	SUIT, NATALIA K	O
269	099	GU	ANTH	435	604	R	0330PM	0420PM	DE	303A	0	25		X
270	099	GU	ANTH	440	990	TBA	TBA	TBA			5	10	REICHART, KARA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
271	099	GU	ANTH	455	001	TR	0200PM	0315PM	AL	0203	13	32	JONES, E	O
272	099	GU	ANTH	458	001	MWF	1000AM	1050AM	AL	0203	30	27	TOMASKOVA, SILV	C
273	099	GU	ANTH	466	001	TR	1230PM	0145PM	LG	0304	0	35	NONINI, D M	X
274	099	GU	ANTH	470	001	TR	0930AM	1045AM	PE	0217	31	31	RIVKIN-FISH, MI	C
275	099	GU	ANTH	473	001	MW	0500PM	0615PM	AL	0207	24	25	LACHICOTTE, WIL	O
276	099	GU	ANTH	499	047	MWF	0900AM	0950AM	AL	0203	12	30	WIENER, MARGARE	O
277	099	GU	ANTH	499	073	TBA	TBA	TBA			0	5	MCANANY, PATRIC	O
278	099	GU	ANTH	499	074	TR	0200PM	0315PM			0	30	SMITH-NONINI, S	X
279	099	GU	ANTH	499	075	TR	0930AM	1045AM	AL	0205	12	30	MCANANY, PATRIC	O
280	099	GU	ANTH	499	076	MWF	1200PM	1250PM	AL	0205	24	30	COLLOREDO-MANSF	O
281	099	GU	ANTH	499	077	T	0500PM	0745PM	SA	0204	9	20	DENNISON, JEAN	O
282	099	GU	ANTH	585	001	TR	0200PM	0315PM	AL	0205	30	30	REDFIELD, PETER	C
283	099	GU	ANTH	586	001	TR	0500PM	0615PM	GA	0009	0	27	JOHNSON, NORRIS	X
284	099	GU	ANTH	599	074	M	1200PM	0245PM	PE	0010	21	22	SMITH-NONINI, S	O
285	099	GU	ANTH	675	001	TR	0330PM	0445PM	NW	0219	0	20	ARAGON, LORRAIN	X
286	099	GU	ANTH	699	001	T	0300PM	0350PM	XX	XX	7	7	EVENS, T M	C
287	099	GU	ANTH	701	001	T	0930AM	1215PM	AL	0308	10	15	NELSON, CHRISTO	O
288	099	GU	ANTH	703	001	R	0930AM	1215PM	AL	0308	8	15	SORENSEN, MARK	O
289	099	GU	ANTH	728	001	T	1045AM	0130PM	XX	XX	5	20	AGBE-DAVIES, AN	O
290	099	GU	ANTH	750	001	F	0930AM	1215PM	AL	0308	6	15	LACHICOTTE, WIL	O
291	099	GU	ANTH	817	001	F	0300PM	0545PM	AL	0308	11	15	TOMASKOVA, SILV	O
292	099	GU	ANTH	897	032	R	0330PM	0615PM	AL	0308	0	10	NONINI, D M	X
293	099	GU	ANTH	897	034	M	0900AM	1145AM	AL	0308	0	10		X
294	099	GU	ANTH	897	044	M	1230PM	0315PM	AL	0308	14	15	SAWIN, PATRICIA	O
295	099	GU	ANTH	897	047	W	1200PM	0245PM	AL	0308	10	15	WIENER, MARGARE	O
296	099	GU	ANTH	897	048	W	0900AM	1145AM	XX	XX	11	15	SCARRY, C. MARG	O
297	099	GU	ANTH	897	053	T	0500PM	0750PM	AL	0308	8	15	ESCOBAR, ARTURO	O
298	099	GU	ANTH	897	058	M	0930AM	1215PM	HM	0517	6	15	LAMBERT, VALERI	O
299	099	GU	ANTH	901	002	TBA	TBA	TBA			3	5	STEPONAITIS, V	O
300	099	GU	ANTH	901	016	TBA	TBA	TBA			2	5	HOLLAND, DOROTH	O
301	099	GU	ANTH	901	034	TBA	TBA	TBA			1	5	NONINI, D M	O
302	099	GU	ANTH	901	042	TBA	TBA	TBA			2	5	BILLMAN, BRIAN	O
303	099	GU	ANTH	901	044	TBA	TBA	TBA			1	5		O
304	099	GU	ANTH	901	047	TBA	TBA	TBA			0	5	WIENER, MARGARE	O
305	099	GU	ANTH	901	048	TBA	TBA	TBA			1	5	SCARRY, C. MARG	O
306	099	GU	ANTH	901	052	TBA	TBA	TBA			1	5	LACHICOTTE, WIL	O
307	099	GU	ANTH	901	054	TBA	TBA	TBA			0	5	REDFIELD, PETER	O
308	099	GU	ANTH	901	056	TBA	TBA	TBA			0	5	SLOCUM, CK	O
309	099	GU	ANTH	901	058	TBA	TBA	TBA			0	5	LAMBERT, VALERI	O
310	099	GU	ANTH	901	059	TBA	TBA	TBA			1	5	TOMASKOVA, SILV	O
311	099	GU	ANTH	901	062	TBA	TBA	TBA			0	5	PRICE, CHARLES	O
312	099	GU	ANTH	901	063	TBA	TBA	TBA			0	5	HUTCHINSON, DAL	O
313	099	GU	ANTH	901	064	TBA	TBA	TBA			0	5	NELSON, CHRISTO	O
314	099	GU	ANTH	901	065	TBA	TBA	TBA			1	5	MADRY, S L	O
315	099	GU	ANTH	901	067	TBA	TBA	TBA			1	5	SORENSEN, MARK	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
316	099	GU	ANTH	901	073	TBA	TBA	TBA			3	5	RIVKIN-FISH, MI	O
317	099	GU	ANTH	901	075	TBA	TBA	TBA			0	5	MCANANY, PATRIC	O
318	099	GU	ANTH	901	077	TBA	TBA	TBA			0	5	DENNISON, JEAN	O
319	099	GU	ANTH	915	042	TBA	TBA	TBA			0	5	BILLMAN, BRIAN	O
320	099	GU	ANTH	993	002	TBA	TBA	TBA			0	5	STEPONAITIS, V	O
321	099	GU	ANTH	993	047	TBA	TBA	TBA			1	5	WIENER, MARGARE	O
322	099	GU	ANTH	993	073	TBA	TBA	TBA			2	5	RIVKIN-FISH, MI	O
323	099	GU	ANTH	994	002	TBA	TBA	TBA			4	10	STEPONAITIS, V	O
324	099	GU	ANTH	994	016	TBA	TBA	TBA			7	10	HOLLAND, DOROTH	O
325	099	GU	ANTH	994	022	TBA	TBA	TBA			5	5	CRUMLEY, C L	C
326	099	GU	ANTH	994	031	TBA	TBA	TBA			1	5	ESTROFF, S E	O
327	099	GU	ANTH	994	036	TBA	TBA	TBA			1	5	HINSON, G D	O
328	099	GU	ANTH	994	040	TBA	TBA	TBA			1	5	DAVIS, R P STEP	O
329	099	GU	ANTH	994	042	TBA	TBA	TBA			2	5	BILLMAN, BRIAN	O
330	099	GU	ANTH	994	047	TBA	TBA	TBA			1	5	WIENER, MARGARE	O
331	099	GU	ANTH	994	048	TBA	TBA	TBA			3	5	SCARRY, C. MARG	O
332	099	GU	ANTH	994	052	TBA	TBA	TBA			0	5	LACHICOTTE, WIL	O
333	099	GU	ANTH	994	053	TBA	TBA	TBA			4	5	ESCOBAR, ARTURO	O
334	099	GU	ANTH	994	054	TBA	TBA	TBA			1	5		O
335	099	GU	ANTH	994	058	TBA	TBA	TBA			2	5	LAMBERT, VALERI	O
336	099	GU	ANTH	994	063	TBA	TBA	TBA			4	5	HUTCHINSON, DAL	O
337	099	GU	ANTH	994	064	TBA	TBA	TBA			2	5	NELSON, CHRISTO	O
338	099	GU	ANTH	994	073	TBA	TBA	TBA			1	5	RIVKIN-FISH, MI	O
339	099	GU	ANTH	060H	001	TR	1230PM	0145PM	GM	0038	24	24	MCANANY, PATRIC	C
340	099	GU	ANTH	414L	406	MWF	0200PM	0250PM	AL	0404	18	16	SIMON, SARA KAT	C
341	099	GU	ANTH	438H	264	TR	0200PM	0315PM	XX	XX	2	13	JOHNSON, NORRIS	X
342	099	GU	ANTH	499H	011	T	0900AM	1145AM	DE	0405	7	15	PEACOCK, J L	O
343	099	GU	ANTH	691H	001	W	0500PM	0650PM	AL	0304	8	15	AGBE-DAVIES, AN	O
344	099	GU	APPL	160	001	TR	1100AM	1215PM	PE	0218	30	45	OLDENBURG, AMY	O
345	099	GU	APPL	210	001	TBA	TBA	TBA			15	40	DENNIS, ROBERT	O
346	099	GU	APPL	341	001	MWF	0300PM	0350PM	PH	0265	24	28	TSUI, FRANK	O
347	099	GU	APPL	392	001	TBA	TBA	TBA			0	10		O
348	099	GU	APPL	395	001	TBA	TBA	TBA			3	5	GOLDBERG, RICHA	O
349	099	GU	APPL	395	002	TBA	TBA	TBA			1	5	GOMEZ, SHAWN M	O
350	099	GU	APPL	395	003	TBA	TBA	TBA			0	5		O
351	099	GU	APPL	396	001	TBA	TBA	TBA			0	10		O
352	099	GU	APPL	396	002	TBA	TBA	TBA			1	10		O
353	099	GU	APPL	396	003	W	0400PM	0450PM	MU	0117	0	10		O
354	099	GU	APPL	421	001	MWF	0900AM	0950AM	CP	0125	2	5	YOU, WEI	O
355	099	GU	APPL	422	001	TR	0930AM	1045AM	DE	0209	0	3	RUBINSTEIN, MIC	O
356	099	GU	APPL	450	001	MWF	1200PM	1250PM	GA	0009	33	32	FINLEY, CHARLES	C
357	099	GU	APPL	460	400	R	0400PM	0450PM	HO	0107	24	38	FINLEY, CHARLES	O
358	099	GU	APPL	470	001	TR	0800AM	0915AM	KL	B121	6	10	SAMULSKI, EDWAR	O
359	099	GU	APPL	480	001	TR	1100AM	1215PM	XX	XX	24	24	GOLDBERG, RICHA	C
360	099	GU	APPL	510	001	MWF	1000AM	1050AM	XX	XX	15	15	BANES, ALBERT	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
361	099	GU	APPL	697	001	W	0400PM	0550PM	XX	XX	34	35	DENNIS, ROBERT	O
362	099	GU	APPL	491L	427	TR	0200PM	0450PM	PH	0200	0	1	QIN, LU-CHANG	O
363	099	GU	APPL	492L	400	TBA	TBA	TBA			0	10		O
364	099	GU	ARAB	101	001	MTWR	0800AM	0850AM	MU	0111	0	0		X
365	099	GU	ARAB	101	002	MTWR	1100AM	1150AM	NW	0103	21	15	JOUKHADAR, CHAR	C
366	099	GU	ARAB	101	003	MTWR	0900AM	0950AM	MU	0118	23	15	RULON, M	C
367	099	GU	ARAB	101	004	TR	1230PM	0145PM	NW	0103	21	15	ISLEEM, NASSER	C
368	099	GU	ARAB	101	004	M	0100PM	0150PM	AR	0215	21	15	ISLEEM, NASSER	C
369	099	GU	ARAB	101	005	TR	0330PM	0445PM	NW	0103	20	15	ISLEEM, NASSER	C
370	099	GU	ARAB	101	005	M	0300PM	0350PM	AR	0215	20	15	ISLEEM, NASSER	C
371	099	GU	ARAB	101	006	M	1200PM	1250PM	PH	0212	22	15	ISLEEM, NASSER	C
372	099	GU	ARAB	101	006	TR	0500PM	0615PM	AR	0215	22	15	ISLEEM, NASSER	C
373	099	GU	ARAB	101	007	MTWR	0900AM	0950AM	MU	0111	0	0		X
374	099	GU	ARAB	150	001	TR	0200PM	0315PM	WI	0217	25	26	AMER, S	O
375	099	GU	ARAB	203	001	MTWR	1000AM	1050AM	MU	0111	19	20	EL KERDANY, DOR	O
376	099	GU	ARAB	203	002	MTWR	0100PM	0150PM	SA	0321	19	20	EL KERDANY, DOR	O
377	099	GU	ARAB	203	003	MTWR	0300PM	0350PM	MU	0111	18	20	JOUKHADAR, CHAR	O
378	099	GU	ARAB	203	004	MTWR	0400PM	0450PM	MU	0111	16	20	JOUKHADAR, CHAR	O
379	099	GU	ARAB	203	998	TBA	TBA	TBA			0	999		O
380	099	GU	ARAB	204	998	TBA	TBA	TBA			0	999		O
381	099	GU	ARAB	305	001	MWR	0800AM	0850AM	AR	0215	14	16	EL KERDANY, DOR	O
382	099	GU	ARAB	305	002	MWR	0900AM	0950AM	MU	0111	15	15	EL KERDANY, DOR	C
383	099	GU	ARAB	407	001	TR	0930AM	1045AM	NW	0103	0	15	YAQUB, NADIA	X
384	099	GU	ARAB	453	001	T	0500PM	0700PM	DE	0208	0	35		X
385	099	GU	ARAB	453	001	TR	0330PM	0445PM	DE	0208	0	35		X
386	099	GU	ARMY	100	401	W	0400PM	0600PM	NA	0101	59	80	YODER, MONTE	O
387	099	GU	ARMY	101	001	W	0300PM	0350PM	NA	0006	34	34	YODER, MONTE	C
388	099	GU	ARMY	101	002	W	0100PM	0150PM	NA	0006	17	35	YODER, MONTE	O
389	099	GU	ARMY	101	998	TBA	TBA	TBA			0	999		O
390	099	GU	ARMY	101	999	TBA	TBA	TBA			0	999		O
391	099	GU	ARMY	102	998	TBA	TBA	TBA			0	999		O
392	099	GU	ARMY	190	001	TBA	TBA	TBA			0	20		O
393	099	GU	ARMY	196	001	TBA	TBA	TBA			2	10	YODER, MONTE	O
394	099	GU	ARMY	196	002	TBA	TBA	TBA			0	10	FERNANDEZ, DAVI	O
395	099	GU	ARMY	196	003	TBA	TBA	TBA			6	10	CAROLLO, ADAM	O
396	099	GU	ARMY	201	001	M	1000AM	1150AM	NA	0006	11	35	FERNANDEZ, DAVI	O
397	099	GU	ARMY	201	002	M	0200PM	0350PM	NA	0012	25	24	FERNANDEZ, DAVI	C
398	099	GU	ARMY	201	998	TBA	TBA	TBA			0	999		O
399	099	GU	ARMY	201	999	TBA	TBA	TBA			0	999		O
400	099	GU	ARMY	202	999	TBA	TBA	TBA			0	999		O
401	099	GU	ARMY	301	001	TR	0800AM	0915AM	NA	0012	20	29	CAROLLO, ADAM	O
402	099	GU	ARMY	301	999	TBA	TBA	TBA			0	999		O
403	099	GU	ARMY	302	998	TBA	TBA	TBA			0	999		O
404	099	GU	ARMY	302	999	TBA	TBA	TBA			0	999		O
405	099	GU	ARMY	401	001	M	0200PM	0350PM	NA	0006	10	15	YODER, MONTE	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
406	099	GU	ART	054	001	TR	0500PM	0615PM	HM	0150	18	21	SHERMAN, DANIEL	O
407	099	GU	ART	059	001	MW	1100AM	0150PM	AR	0226	18	21	HIRSCHFIELD, J	O
408	099	GU	ART	079	001	TR	1230PM	0145PM	AR	0117	22	24	PARDO, M	O
409	099	GU	ART	079	002	TR	0330PM	0445PM	AR	0218	22	24	PARDO, M	O
410	099	GU	ART	089	001	TR	0500PM	0615PM	HM	0150	0	21	SHERMAN, DANIEL	X
411	099	GU	ART	101	998	TBA	TBA	TBA			0	999		O
412	099	GU	ART	102	001	MW	0800AM	1050AM	AR	0301	19	15	GRABOWSKI, S E	C
413	099	GU	ART	102	990	TBA	TBA	TBA			2	10	WINDT, TESSA	O
414	099	GU	ART	102	992	TBA	TBA	TBA			2	1	WINDT, TESSA	C
415	099	GU	ART	102	998	TBA	TBA	TBA			0	999		O
416	099	GU	ART	103	001	MW	0800AM	1050AM	LA	0120	17	15	DUPUIS, JESSICA	C
417	099	GU	ART	103	002	TR	0800AM	1050AM	LA	0120	17	15	CARSCALLEN, KIA	C
418	099	GU	ART	103	003	MW	0200PM	0450PM	LA	0120	18	20	HIRSCHFIELD, J	O
419	099	GU	ART	103	998	TBA	TBA	TBA			0	999		O
420	099	GU	ART	104	001	MW	0800AM	1050AM	AR	0227	25	22	BECK, EMILY	C
421	099	GU	ART	104	002	MW	1100AM	0150PM	AR	0227	0	22		X
422	099	GU	ART	104	003	TR	1100AM	0150PM	AR	0226	28	22	MCLAIN, KIMOWAN	C
423	099	GU	ART	104	004	TR	0200PM	0450PM	AR	0227	27	22	MCLAIN, KIMOWAN	C
424	099	GU	ART	104	998	TBA	TBA	TBA			0	999		O
425	099	GU	ART	104	999	TBA	TBA	TBA			0	999		O
426	099	GU	ART	105	001	MW	1100AM	0150PM	AR	0316	18	15	PAGE, SUSAN	C
427	099	GU	ART	105	002	MW	0200PM	0450PM	AR	0316	0	15	PAGE, SUSAN	X
428	099	GU	ART	105	003	TR	0200PM	0450PM	AR	0316	18	15	WHETSTONE, JEFF	C
429	099	GU	ART	105	004	MW	0800AM	1050AM	AR	0316	15	15	SEWELL, ROBERT	C
430	099	GU	ART	106	001	TR	0200PM	0450PM	AR	0214	9	10	COLAGIOVANNI, D	O
431	099	GU	ART	151	001	MW	1100AM	1150AM	AR	0121	280	279	VERKERK, DOROTH	C
432	099	GU	ART	151	601	W	0100PM	0150PM	AR	0118	21	20	SHAREEF, SHAHRA	C
433	099	GU	ART	151	602	W	0300PM	0350PM	AR	0117	19	20	RICE, KATHERINE	O
434	099	GU	ART	151	603	R	0930AM	1020AM	AR	0118	19	20	CARLISLE, JENNI	O
435	099	GU	ART	151	604	R	0800AM	0850AM	AR	0218	19	20	CARLISLE, JENNI	O
436	099	GU	ART	151	605	W	0400PM	0450PM	AR	0117	20	20	RICE, KATHERINE	C
437	099	GU	ART	151	606	F	1000AM	1050AM	AR	0118	19	20	YOU, JI	O
438	099	GU	ART	151	607	F	1100AM	1150AM	AR	0118	22	20	SMITH, ALLISON	C
439	099	GU	ART	151	608	F	0100PM	0150PM	AR	0118	18	20	SMITH, ALLISON	O
440	099	GU	ART	151	609	R	0100PM	0150PM	AR	0118	22	20	GOHMANN, JOANNA	C
441	099	GU	ART	151	610	F	0900AM	0950AM	AR	0118	20	20	SHAREEF, SHAHRA	C
442	099	GU	ART	151	611	F	0200PM	0250PM	AR	0118	19	20	OLSON, EMILY	O
443	099	GU	ART	151	612	F	0300PM	0350PM	AR	0118	16	20	OLSON, EMILY	O
444	099	GU	ART	151	613	W	0200PM	0250PM	PH	0220	19	20	GOHMANN, JOANNA	O
445	099	GU	ART	151	614	F	0900AM	0950AM	AR	0218	19	20	YOU, JI	O
446	099	GU	ART	151	851	TBA	TBA	TBA			0	999		O
447	099	GU	ART	151	998	TBA	TBA	TBA			0	999		O
448	099	GU	ART	151	999	TBA	TBA	TBA			0	999		O
449	099	GU	ART	152	951	MW	0600PM	0715PM	AR	0117	25	25	HAFERA, ALISON	C
450	099	GU	ART	152	988	TBA	TBA	TBA			0	999		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
451	099	GU	ART	152	990	TBA	TBA	TBA			1	10	CURRIE, CHRISTO	O
452	099	GU	ART	152	998	TBA	TBA	TBA			0	999		O
453	099	GU	ART	153	001	MWF	0100PM	0150PM	AR	0117	19	19	OWENS, TAMMI	C
454	099	GU	ART	157	001	TR	0930AM	1045AM	WI	0107	81	80	WILLIAMS, LYNEI	C
455	099	GU	ART	157	601	F	0100PM	0150PM	AR	0116	20	20	FOX, ELIZABETH	C
456	099	GU	ART	157	602	F	1200PM	1250PM	AR	0118	21	20	FOX, ELIZABETH	C
457	099	GU	ART	157	603	F	0200PM	0250PM	PE	0010	20	20	ERICSON, KLINTO	C
458	099	GU	ART	157	604	F	0300PM	0350PM	AR	0117	12	20	ERICSON, KLINTO	O
459	099	GU	ART	158	001	MW	1200PM	1250PM	AR	0121	99	100	LIN, WEI-CHENG	O
460	099	GU	ART	158	601	F	0800AM	0850AM	AR	0215	23	25	WOODIN, DIANE	O
461	099	GU	ART	158	602	F	0300PM	0350PM	AR	0215	23	25	WOODIN, DIANE	O
462	099	GU	ART	158	603	F	0200PM	0250PM	AR	0215	26	25	LEE, ANNAH	C
463	099	GU	ART	158	604	F	0400PM	0450PM	AR	0215	24	25	LEE, ANNAH	O
464	099	GU	ART	159	001	MWF	1100AM	1150AM	AR	0117	30	29	BAUER, JENNIFER	C
465	099	GU	ART	202	001	MW	1100AM	0150PM	AR	0219	23	25	LOGAN, JUAN	O
466	099	GU	ART	202	002	TR	0200PM	0450PM	AR	0219	24	25	ZABOROWSKI, D J	O
467	099	GU	ART	202	998	TBA	TBA	TBA			0	0		C
468	099	GU	ART	203	001	TR	0200PM	0450PM	LA	0120	13	15	PEREZ-MENDEZ, R	O
469	099	GU	ART	208	001	TR	1100AM	0150PM	AR	0301	16	15	SONNICHSEN, MIC	C
470	099	GU	ART	213	001	TR	0500PM	0750PM	LA	0121	11	10	NAM, YUN-DONG	C
471	099	GU	ART	213	002	TR	0200PM	0450PM	LA	0121	15	15	NAM, YUN-DONG	C
472	099	GU	ART	214	001	TR	1100AM	0150PM	AR	0227	19	20	ZABOROWSKI, D J	O
473	099	GU	ART	254	001	TR	0600PM	0715PM	AR	0117	19	20	DUNN, LINDSAY	O
474	099	GU	ART	255	001	TR	1100AM	1215PM	AR	0218	40	30	MAGEE, CAROL	C
475	099	GU	ART	262	001	MWF	0200PM	0250PM	AR	0218	0	30		X
476	099	GU	ART	267	001	TR	0930AM	1045AM	AR	0117	32	29	DOUGLAS, EDUARD	C
477	099	GU	ART	271	001	TR	0530PM	0645PM	AR	0218	40	40	PARDO, M	C
478	099	GU	ART	275	001	MWF	0200PM	0250PM	AR	0218	39	40	ARPEN, KATE	O
479	099	GU	ART	282	990	TBA	TBA	TBA			9	10	WEST, MARA C	O
480	099	GU	ART	286	001	MWF	0900AM	0950AM	AR	0117	31	29	BARRETT, ROSS	C
481	099	GU	ART	290	002	MW	1200PM	1250PM	AR	0121	0	80	LIN, WEI-CHENG	X
482	099	GU	ART	290	003	TR	0930AM	1045AM	AR	0117	0	29	DOUGLAS, EDUARD	X
483	099	GU	ART	290	601	F	0800AM	0850AM	AR	0118	0	20		X
484	099	GU	ART	290	602	F	0300PM	0350PM	AR	0215	0	20		X
485	099	GU	ART	290	603	F	0200PM	0250PM	DE	0210	0	20		X
486	099	GU	ART	290	604	F	0400PM	0450PM	AR	0118	0	20		X
487	099	GU	ART	302	001	MW	0200PM	0450PM	AR	0219	15	18	LOGAN, JUAN	O
488	099	GU	ART	305	001	TR	1100AM	0150PM	AR	0316	15	15	WHETSTONE, JEFF	C
489	099	GU	ART	307	001	MW	0200PM	0450PM	AR	0226	17	20	PAGE, SUSAN	O
490	099	GU	ART	313	001	TR	0500PM	0750PM	LA	0121	4	3	NAM, YUN-DONG	C
491	099	GU	ART	314	001	TR	1100AM	0150PM	AR	0227	8	8	ZABOROWSKI, D J	C
492	099	GU	ART	324	001	MW	0200PM	0450PM	AR	0227	0	20		X
493	099	GU	ART	328	001	MW	1100AM	0150PM	AR	0301	15	14	GRABOWSKI, S E	C
494	099	GU	ART	356	001	TR	0800AM	1050AM	AR	0214	12	10	WHITWORTH, THOM	C
495	099	GU	ART	386	001	MWF	1000AM	1050AM	AR	0218	39	35	LEVINE, CARY	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
496	099	GU	ART	387	001	MWF	1200PM	1250PM	AR	0218	31	30	BOWLES, JOHN	C
497	099	GU	ART	390	990	TBA	TBA	TBA			11	10	FORER, TAJ	C
498	099	GU	ART	394	001	W	0530PM	0730PM	AR	0218	21	20	PAGE, SUSAN	C
499	099	GU	ART	396	015	TBA	TBA	TBA			1	5	ZABOROWSKI, D J	O
500	099	GU	ART	396	031	TBA	TBA	TBA			0	5	STURGEON, M C	O
501	099	GU	ART	396	067	TBA	TBA	TBA			0	2	PARDO, M	O
502	099	GU	ART	396	068	TBA	TBA	TBA			1	5	GRABOWSKI, S E	O
503	099	GU	ART	396	114	TBA	TBA	TBA			0	5	WOOD, C	O
504	099	GU	ART	396	123	TBA	TBA	TBA			0	1	VERKERK, DOROTH	O
505	099	GU	ART	396	128	TBA	TBA	TBA			1	5	NAM, YUN-DONG	O
506	099	GU	ART	396	165	TBA	TBA	TBA			0	5	PAGE, SUSAN	O
507	099	GU	ART	396	168	TBA	TBA	TBA			0	5	MAGEE, CAROL	O
508	099	GU	ART	396	169	TBA	TBA	TBA			0	5	WILLIAMS, LYNEI	O
509	099	GU	ART	397	106	TBA	TBA	TBA			0	1	KOEHNLINE, M E	O
510	099	GU	ART	397	184	TBA	TBA	TBA			1	3	BAUER, JENNIFER	O
511	099	GU	ART	402	001	MW	0200PM	0450PM	AR	0219	2	2	LOGAN, JUAN	C
512	099	GU	ART	407	001	TR	0200PM	0450PM	AR	0226	0	15	SLAVICK, E	X
513	099	GU	ART	410	001	MW	0200PM	0450PM	LA	0120	0	15	HIRSCHFIELD, J	X
514	099	GU	ART	413	001	TR	0500PM	0750PM	LA	0121	1	2	NAM, YUN-DONG	O
515	099	GU	ART	416	001	TR	0600PM	0850PM	AR	0214	7	8	COLAGIOVANNI, D	O
516	099	GU	ART	453	001	TR	0200PM	0315PM	AR	0218	11	15	MAGEE, CAROL	O
517	099	GU	ART	464	001	TR	0930AM	1045AM	MU	0104	7	6	SAMS, G K	C
518	099	GU	ART	465	001	TR	0200PM	0315PM	MU	0304	9	10	TRUEMPER, MONIK	O
519	099	GU	ART	468	001	MWF	0200PM	0250PM	AR	0117	28	29	LIN, WEI-CHENG	O
520	099	GU	ART	480	998	TBA	TBA	TBA			0	0		C
521	099	GU	ART	490	001	TR	1230PM	0145PM	GC	1009	8	35	CHATTERJEE, PAR	O
522	099	GU	ART	490	002	MWF	1100AM	1150AM	AR	0117	0	29		X
523	099	GU	ART	490	003	MWF	0200PM	0250PM	AR	0117	0	29	LIN, WEI-CHENG	X
524	099	GU	ART	490	005	TR	0200PM	0315PM			0	15	DOUGLAS, EDUARD	X
525	099	GU	ART	514	001	TR	1100AM	1215PM	AR	0117	16	19	SHERMAN, DANIEL	O
526	099	GU	ART	554	001	TR	1230PM	0145PM	GC	3024	22	20	WILLIAMS, LYNEI	C
527	099	GU	ART	586	001	MWF	0100PM	0150PM	AR	0218	35	30	LEVINE, CARY	C
528	099	GU	ART	590	015	TBA	TBA	TBA			3	5	ZABOROWSKI, D J	O
529	099	GU	ART	590	068	TBA	TBA	TBA			0	5	GRABOWSKI, S E	O
530	099	GU	ART	590	082	TBA	TBA	TBA			0	5	HIRSCHFIELD, J	O
531	099	GU	ART	590	128	TBA	TBA	TBA			0	5	NAM, YUN-DONG	O
532	099	GU	ART	590	150	TBA	TBA	TBA			0	5	LOGAN, JUAN	X
533	099	GU	ART	590	155	TBA	TBA	TBA			1	5	LOGAN, JUAN	O
534	099	GU	ART	590	169	TBA	TBA	TBA			1	2	WILLIAMS, LYNEI	O
535	099	GU	ART	700	001	R	0600PM	0850PM	AR	0118	12	20	PEREZ-MENDEZ, R	O
536	099	GU	ART	710	015	TBA	TBA	TBA			0	5	ZABOROWSKI, D J	O
537	099	GU	ART	710	068	TBA	TBA	TBA			1	5	GRABOWSKI, S E	O
538	099	GU	ART	710	082	TBA	TBA	TBA			2	5	HIRSCHFIELD, J	O
539	099	GU	ART	710	118	TBA	TBA	TBA			0	5	SLAVICK, E	O
540	099	GU	ART	710	128	TBA	TBA	TBA			2	5	NAM, YUN-DONG	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
541	099	GU	ART	710	152	TBA	TBA	TBA			1	5	MCLAIN, KIMOWAN	O
542	099	GU	ART	710	154	TBA	TBA	TBA			2	5	WHETSTONE, JEFF	O
543	099	GU	ART	710	155	TBA	TBA	TBA			2	3	LOGAN, JUAN	O
544	099	GU	ART	710	172	TBA	TBA	TBA			0	5	MARZAN, MARIO	O
545	099	GU	ART	710	177	TBA	TBA	TBA			2	5	PEREZ-MENDEZ, R	O
546	099	GU	ART	750	010	TBA	TBA	TBA			0	5	FOLDA, J T	O
547	099	GU	ART	750	031	TBA	TBA	TBA			0	5	STURGEON, M C	O
548	099	GU	ART	750	056	TBA	TBA	TBA			1	5	SHERIFF, M D	O
549	099	GU	ART	750	114	TBA	TBA	TBA			0	5	WOOD, C	O
550	099	GU	ART	750	123	TBA	TBA	TBA			1	5	VERKERK, DOROTH	O
551	099	GU	ART	750	169	TBA	TBA	TBA			0	5	WILLIAMS, LYNEI	O
552	099	GU	ART	750	171	TBA	TBA	TBA			0	3	ALLMENDINGER, C	O
553	099	GU	ART	750	182	TBA	TBA	TBA			1	3	CHATTERJEE, PAR	O
554	099	GU	ART	750	185	TBA	TBA	TBA			1	1	HERMAN, BERNARD	C
555	099	GU	ART	850	001	R	0200PM	0450PM	AR	0118	6	15	DOUGLAS, EDUARD	O
556	099	GU	ART	950	001	T	0900AM	1150AM	AR	0118	0	15		X
557	099	GU	ART	960	001	T	0200PM	0450PM	AR	0118	5	10	STURGEON, M C	O
558	099	GU	ART	980	001	W	0800AM	1050AM	AR	0118	14	15	SHERIFF, M D	O
559	099	GU	ART	987	001	M	0200PM	0450PM	AR	0118	11	15	BOWLES, JOHN	O
560	099	GU	ART	992	001	W	0200PM	0450PM	AR	0118	0	15	GHOSH, PIKA	X
561	099	GU	ART	993	015	TBA	TBA	TBA			0	5	ZABOROWSKI, D J	O
562	099	GU	ART	993	031	TBA	TBA	TBA			0	5	STURGEON, M C	O
563	099	GU	ART	993	123	TBA	TBA	TBA			0	2	VERKERK, DOROTH	O
564	099	GU	ART	993	155	TBA	TBA	TBA			0	3	LOGAN, JUAN	O
565	099	GU	ART	994	010	TBA	TBA	TBA			0	5	FOLDA, J T	O
566	099	GU	ART	994	021	TBA	TBA	TBA			1	1	MARKS, A S	C
567	099	GU	ART	994	031	TBA	TBA	TBA			1	3	STURGEON, M C	O
568	099	GU	ART	994	056	TBA	TBA	TBA			5	20	SHERIFF, M D	O
569	099	GU	ART	994	123	TBA	TBA	TBA			2	5	VERKERK, DOROTH	O
570	099	GU	ART	994	144	TBA	TBA	TBA			1	5	GHOSH, PIKA	O
571	099	GU	ART	994	169	TBA	TBA	TBA			1	5	WILLIAMS, LYNEI	O
572	099	GU	ART	691H	001	TBA	TBA	TBA			11	10	PARDO, M	C
573	099	GU	ART	692H	001	TBA	TBA	TBA			0	5	PARDO, M	O
574	099	GU	ASIA	060	001	TR	1100AM	1215PM	GL	0318	21	24	SHEMER, YARON	O
575	099	GU	ASIA	133	001	TR	0330PM	0445PM	GL	0431	4	4	TSIN, MICHAEL	C
576	099	GU	ASIA	135	001	TR	1100AM	1215PM	BI	0103	4	5	FREITAG, SANDRI	O
577	099	GU	ASIA	135	600	F	1200PM	1250PM	BI	0108	3	5		O
578	099	GU	ASIA	135	601	F	0100PM	0150PM	BI	0309	1	5		O
579	099	GU	ASIA	135	602	R	0500PM	0550PM	BI	0108	0	5		O
580	099	GU	ASIA	138	001	MWF	1200PM	1250PM	GA	0008	5	5	EL SHAMSY, AHME	C
581	099	GU	ASIA	138	600	F	0900AM	0950AM	AL	0205	0	2	SIMS, LAURA	O
582	099	GU	ASIA	138	601	F	1000AM	1050AM	AL	0205	0	2	SIMS, LAURA	O
583	099	GU	ASIA	138	602	F	1200PM	1250PM	GA	0001	3	2	SIMS, LAURA	C
584	099	GU	ASIA	147	001	TR	0330PM	0445PM	DE	0201	33	30	GOLD, DANIEL K.	C
585	099	GU	ASIA	150	001	TR	0930AM	1045AM	GA	0008	75	75	HEWISON, KEVIN	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
586	099	GU	ASIA	150	601	W	0100PM	0150PM	AR	0215	24	25	JOHANNESSON, ER	O
587	099	GU	ASIA	150	602	W	0300PM	0350PM	AR	0215	26	25	JOHANNESSON, ER	C
588	099	GU	ASIA	150	603	F	0100PM	0150PM	AR	0215	25	25	JOHANNESSON, ER	C
589	099	GU	ASIA	152	001	TR	1230PM	0145PM	AR	0215	32	30	LOTHSPEICH, PAM	C
590	099	GU	ASIA	153	001	MWF	0100PM	0150PM	AR	0117	10	10	OWENS, TAMMI	C
591	099	GU	ASIA	154	001	TR	1230PM	0145PM			0	20	ANDERSON, GLAIR	X
592	099	GU	ASIA	162	001	TR	1100AM	1215PM	AR	0215	31	30	LOTHSPEICH, PAM	C
593	099	GU	ASIA	165	001	MW	0430PM	0545PM	NW	0219	32	30	TAJ, AFROZ N.	C
594	099	GU	ASIA	165	001	W	0630PM	0930PM	WI	0217	32	30	TAJ, AFROZ N.	C
595	099	GU	ASIA	180	001	TR	1100AM	1150AM	GC	1015	20	20	ERNST, C	C
596	099	GU	ASIA	180	601	F	0900AM	0950AM	PE	0218	3	3	FOODY, KATHLEEN	C
597	099	GU	ASIA	180	602	F	0900AM	0950AM	SA	0104	2	2	MORGENSTEIN-FUE	C
598	099	GU	ASIA	180	603	F	1000AM	1050AM	PE	0218	2	2	FOODY, KATHLEEN	C
599	099	GU	ASIA	180	604	F	1000AM	1050AM	SA	0104	2	2	MORGENSTEIN-FUE	C
600	099	GU	ASIA	180	605	F	1100AM	1150AM	SA	0104	2	2	MORGENSTEIN-FUE	C
601	099	GU	ASIA	180	606	F	1100AM	1150AM	MU	0105	1	2	THAVER, TEHSEEN	O
602	099	GU	ASIA	180	607	F	0300PM	0350PM	GC	3024	3	3	TORNQUIST, LEIF	C
603	099	GU	ASIA	180	608	F	0200PM	0250PM	MU	0105	1	2	THAVER, TEHSEEN	O
604	099	GU	ASIA	180	609	F	0300PM	0350PM	MU	0105	0	2	THAVER, TEHSEEN	O
605	099	GU	ASIA	180	610	F	1100AM	1150AM	DE	0412	1	2	TORNQUIST, LEIF	O
606	099	GU	ASIA	180	611	F	0200PM	0250PM	GC	3024	1	2	TORNQUIST, LEIF	O
607	099	GU	ASIA	180	612	F	0200PM	0250PM	MU	0302	2	2	FOODY, KATHLEEN	C
608	099	GU	ASIA	243	01S	TBA	TBA	TBA			17	25	YUE, G	O
609	099	GU	ASIA	265	001	MWF	0200PM	0250PM			0	5		X
610	099	GU	ASIA	267	001	MWF	0200PM	0250PM	SA	0204	4	5	PALIS, JOSEPH	O
611	099	GU	ASIA	281	001	TR	0330PM	0445PM	GA	0307	0	2	FLETCHER, W M	X
612	099	GU	ASIA	286	001	MWF	1000AM	1050AM	NE	0102	0	5	BOTSMAN, DANIEL	X
613	099	GU	ASIA	302	001	TR	0930AM	1045AM	SA	0104	4	5	AMBROS, BARBARA	O
614	099	GU	ASIA	483	001	TR	1230PM	0145PM			0	5		X
615	099	GU	ASIA	490	001	MWF	0900AM	0950AM	PE	0217	17	20	ZULFIKAR, CANGU	O
616	099	GU	ASIA	490	007	TR	0330PM	0445PM	SC	0201	0	15		X
617	099	GU	ASIA	496	001	TBA	TBA	TBA			1	1	LOTHSPEICH, PAM	C
618	099	GU	ASIA	586	001	TR	0500PM	0615PM	GA	0009	0	5	JOHNSON, NORRIS	X
619	099	GU	ASIA	691H	001	TR	0500PM	0615PM	NW	0103	4	10	BARDSLEY, JANIC	O
620	099	GU	ASTR	101	001	MWF	0100PM	0150PM	CA	0111	255	400	REICHART, DAN	O
621	099	GU	ASTR	101	002	TR	0800AM	0915AM	PH	0215	136	148	CLEMENS, JC	O
622	099	GU	ASTR	101	003	MWF	0200PM	0250PM	PH	0215	0	0	KANNAPPAN, SHEI	C
623	099	GU	ASTR	101	990	TBA	TBA	TBA			4	10	REICHART, DAN	O
624	099	GU	ASTR	102	001	TR	0200PM	0315PM	PH	0215	10	20	KANNAPPAN, SHEI	O
625	099	GU	ASTR	291	001	TR	0200PM	0315PM	PH	0215	4	20	KANNAPPAN, SHEI	O
626	099	GU	ASTR	391	001	TBA	TBA	TBA			2	20		O
627	099	GU	ASTR	702	001	TR	0200PM	0315PM	XX	XX	0	0	KANNAPPAN, SHEI	X
628	099	GU	ASTR	704	001	MWF	0900AM	0950AM	PH	0212	0	15		X
629	099	GU	ASTR	705	001	TR	0930AM	1045AM	XX	XX	8	20	HEITSCH, FABIAN	O
630	099	GU	ASTR	891	001	TBA	TBA	TBA			0	0	KANNAPPAN, SHEI	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
631	099	GU	ASTR	101L	411	M	0900PM	1030PM	CP	0235	27	30	ECKERT, KATHLEE	O
632	099	GU	ASTR	101L	412	T	0700PM	0830PM	CP	0235	32	30	ECKERT, KATHLEE	C
633	099	GU	ASTR	101L	413	W	0900PM	1030PM	CP	0235	28	30	MCBRIDE, JOELLE	O
634	099	GU	ASTR	101L	414	M	0700PM	0830PM	CP	0235	31	30	ECKERT, KATHLEE	C
635	099	GU	ASTR	101L	415	T	0900PM	1030PM	CP	0235	28	30	MCBRIDE, JOELLE	O
636	099	GU	ASTR	101L	416	W	0700PM	0830PM	CP	0235	32	30	MCBRIDE, JOELLE	C
637	099	GU	ASTR	101L	421	R	0900PM	1030PM	CP	0235	28	30	MOORE, JUSTIN	O
638	099	GU	ASTR	101L	422	R	0700PM	0830PM	CP	0235	31	30	MOORE, JUSTIN	C
639	099	GU	ASTR	101L	990	TBA	TBA	TBA			0	10	REICHART, DAN	X
640	099	GU	ASTR	101L	991	TBA	TBA	TBA			2	15	REICHART, DAN	X
641	099	GU	ASTR	101L	992	TBA	TBA	TBA			0	1	REICHART, DAN	X
642	099	GU	ASTR	111L	400	TBA	TBA	TBA			3	25	REICHART, DAN	O
643	099	GU	BBSP	902	001	TBA	TBA	TBA			12	20	CARON, KATHLEEN	O
644	099	GU	BBSP	902	002	TBA	TBA	TBA			16	20	CYR, DOUGLAS	O
645	099	GU	BBSP	902	003	TBA	TBA	TBA			14	20	NICHOLAS, R A	O
646	099	GU	BBSP	902	004	TBA	TBA	TBA			13	20	RATHMELL, WENDY	O
647	099	GU	BBSP	902	005	TBA	TBA	TBA			16	20	TAYLOR, JOAN M	O
648	099	GU	BBSP	902	006	TBA	TBA	TBA			13	20	VILEN, BARBARA	O
649	099	GU	BCB	701	001	TBA	TBA	TBA			10	25	ELSTON, TIMOTHY	O
650	099	GU	BCB	710	001	M	0430PM	0530PM	XX	XX	20	30	ELSTON, TIMOTHY	O
651	099	GU	BCB	711	001	TR	1100AM	1215PM	XX	XX	6	25	GIDDINGS, MORGA	O
652	099	GU	BCB	712	001	TR	1100AM	1215PM	MU	0117	7	25	HEMMINGER, BRAD	O
653	099	GU	BCB	714	001	TR	1100AM	1215PM	XX	XX	0	25	WRIGHT, FRED	X
654	099	GU	BCB	716	001	TR	0930AM	1045AM	PH	0222	7	25	VISION, TODD J.	O
655	099	GU	BCB	850	001	TBA	TBA	TBA			3	25	ELSTON, TIMOTHY	O
656	099	GU	BCB	905	001	TBA	TBA	TBA			10	25	ELSTON, TIMOTHY	O
657	099	GU	BCB	993	001	TBA	TBA	TBA			0	5	ELSTON, TIMOTHY	O
658	099	GU	BCB	994	001	TBA	TBA	TBA			9	30	ELSTON, TIMOTHY	O
659	099	GU	BIOC	107	001	MWF	0900AM	0950AM			85	120	TOEWS, A D	O
660	099	GU	BIOC	107	401	R	0100PM	0250PM			44	49	TOEWS, A D	O
661	099	GU	BIOC	107	402	R	0300PM	0450PM			40	60	TOEWS, A D	O
662	099	GU	BIOC	442	001	TR	0330PM	0445PM	HC	0003	1	6	RUSYN, IVAN I	O
663	099	GU	BIOC	505	001	MWF	1200PM	1250PM			10	45	FRIED, H M	O
664	099	GU	BIOC	601	001	MWF	1000AM	1050AM			13	20	TRAUT, T W	O
665	099	GU	BIOC	631	001	MWF	0900AM	0950AM	XX	XX	3	15	SANCAR, A	O
666	099	GU	BIOC	650	001	MWF	1100AM	1150AM			13	20	LENTZ, B R	O
667	099	GU	BIOC	651	001	MWF	1100AM	1150AM			11	15	LENTZ, B R	O
668	099	GU	BIOC	652	001	MWF	1100AM	1150AM			11	20	HERMANS, J	O
669	099	GU	BIOC	655	001	TBA	TBA	TBA			7	25		O
670	099	GU	BIOC	705	001	TBA	TBA	TBA			1	20		O
671	099	GU	BIOC	715	001	TBA	TBA	TBA			9	25	STRAHL, BRIAN	O
672	099	GU	BIOC	805	001	TBA	TBA	TBA			3	10	TROPSHA, A .	O
673	099	GU	BIOC	901	001	TBA	TBA	TBA			0	20		O
674	099	GU	BIOC	994	001	TBA	TBA	TBA			71	80	TRAUT, T W	O
675	099	GU	BIOC	722A	001	MWF	1000AM	1150AM			0	3	STUART, A E	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
676	099	GU	BIOC	722B	001	MWF	1000AM	1150AM			0	3	STUART, A E	O
677	099	GU	BIOC	722C	001	MWF	1000AM	1150AM			0	3	STUART, A E	O
678	099	GU	BIOL	057	001	TR	0200PM	0315PM	WI	0202	0	20	LILJEGREN, SARA	X
679	099	GU	BIOL	101	001	MWF	0900AM	0950AM	HM	0100	401	433	HOGAN, KELLY AN	O
680	099	GU	BIOL	101	002	TR	0930AM	1045AM	HM	0100	407	400	DESAIX, J S	C
681	099	GU	BIOL	101	951	MW	0600PM	0715PM	CO	0201	26	25	STEGENGA, BARBA	C
682	099	GU	BIOL	113	001	MWF	1100AM	1150AM	WI	0217	28	30	HOGAN, KELLY AN	O
683	099	GU	BIOL	128	001	MWF	0300PM	0350PM	PE	0306	28	29	REISNER, H M	O
684	099	GU	BIOL	159	001	TR	0200PM	0315PM	MT	0005	24	25	CARTER, J G	O
685	099	GU	BIOL	201	006	MWF	0900AM	0950AM	CO	0201	200	198	BURCH, CHRISTIN	C
686	099	GU	BIOL	201	007	TR	0930AM	1045AM	CO	0201	204	198	UMBANHOWAR, JAM	C
687	099	GU	BIOL	201	601	M	0100PM	0150PM	WI	0132	24	24	BURCH, CHRISTIN	C
688	099	GU	BIOL	201	602	M	0300PM	0350PM	WI	0132	22	24	BURCH, CHRISTIN	O
689	099	GU	BIOL	201	603	T	0100PM	0150PM	WI	0132	24	24	BURCH, CHRISTIN	C
690	099	GU	BIOL	201	604	T	0300PM	0350PM	WI	0132	23	24	BURCH, CHRISTIN	O
691	099	GU	BIOL	201	605	W	0100PM	0150PM	WI	0132	23	24	BURCH, CHRISTIN	O
692	099	GU	BIOL	201	606	W	0300PM	0350PM	WI	0132	24	24	BURCH, CHRISTIN	C
693	099	GU	BIOL	201	607	M	0500PM	0550PM	WI	0132	19	24	BURCH, CHRISTIN	O
694	099	GU	BIOL	201	608	T	0500PM	0550PM	WI	0132	23	24	BURCH, CHRISTIN	O
695	099	GU	BIOL	201	609	W	0500PM	0550PM	WI	0132	16	24	BURCH, CHRISTIN	O
696	099	GU	BIOL	201	701	M	0200PM	0250PM	WI	0132	23	22	UMBANHOWAR, JAM	C
697	099	GU	BIOL	201	702	M	0400PM	0450PM	WI	0132	22	22	UMBANHOWAR, JAM	C
698	099	GU	BIOL	201	703	T	0200PM	0250PM	WI	0132	22	22	UMBANHOWAR, JAM	C
699	099	GU	BIOL	201	704	T	0400PM	0450PM	WI	0132	21	22	UMBANHOWAR, JAM	O
700	099	GU	BIOL	201	705	W	0200PM	0250PM	WI	0132	22	22	UMBANHOWAR, JAM	C
701	099	GU	BIOL	201	706	W	0400PM	0450PM	WI	0132	22	22	UMBANHOWAR, JAM	C
702	099	GU	BIOL	201	707	T	0600PM	0650PM	WI	0132	20	22	UMBANHOWAR, JAM	O
703	099	GU	BIOL	201	708	R	0200PM	0250PM	WI	0132	21	22	UMBANHOWAR, JAM	O
704	099	GU	BIOL	201	709	R	0400PM	0450PM	WI	0132	21	22	UMBANHOWAR, JAM	O
705	099	GU	BIOL	201	998	TBA	TBA	TBA			0	999		O
706	099	GU	BIOL	202	006	MWF	1100AM	1150AM	CO	0201	197	200	PUKKILA, P J	O
707	099	GU	BIOL	202	007	TR	1100AM	1215PM	CO	0201	208	198	BLOOM, KERRY S	C
708	099	GU	BIOL	202	601	M	0100PM	0150PM	XX	XX	25	25	PUKKILA, P J	C
709	099	GU	BIOL	202	602	M	0200PM	0250PM	XX	XX	24	25	PUKKILA, P J	O
710	099	GU	BIOL	202	603	M	0300PM	0350PM	XX	XX	23	25	PUKKILA, P J	O
711	099	GU	BIOL	202	604	M	0400PM	0450PM	XX	XX	24	25	PUKKILA, P J	O
712	099	GU	BIOL	202	605	T	0100PM	0150PM	XX	XX	25	25	PUKKILA, P J	C
713	099	GU	BIOL	202	606	T	0200PM	0250PM	XX	XX	25	25	PUKKILA, P J	C
714	099	GU	BIOL	202	607	T	0300PM	0350PM	XX	XX	23	25	PUKKILA, P J	O
715	099	GU	BIOL	202	608	T	0400PM	0450PM	XX	XX	25	25	PUKKILA, P J	C
716	099	GU	BIOL	202	701	W	0100PM	0150PM	XX	XX	25	25	BLOOM, K S	C
717	099	GU	BIOL	202	702	W	0200PM	0250PM	XX	XX	24	25	BLOOM, K S	O
718	099	GU	BIOL	202	703	W	0300PM	0350PM	XX	XX	24	25	BLOOM, K S	O
719	099	GU	BIOL	202	704	W	0400PM	0450PM	XX	XX	22	25	BLOOM, K S	O
720	099	GU	BIOL	202	705	R	0100PM	0150PM	XX	XX	26	25	BLOOM, K S	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
721	099	GU	BIOL	202	706	R	0200PM	0250PM	XX	XX	24	25	BLOOM, K S	O
722	099	GU	BIOL	202	707	R	0300PM	0350PM	XX	XX	23	24	BLOOM, KERRY S	O
723	099	GU	BIOL	202	708	R	0400PM	0450PM	XX	XX	16	24	BLOOM, KERRY S	O
724	099	GU	BIOL	202	998	TBA	TBA	TBA			0	999		O
725	099	GU	BIOL	202	999	TBA	TBA	TBA			0	999		O
726	099	GU	BIOL	205	006	MWF	1000AM	1050AM	CO	0201	184	198	SALMON, E D	O
727	099	GU	BIOL	205	007	TR	0930AM	1045AM	AR	0121	87	100	JONES, A M	O
728	099	GU	BIOL	205	601	W	0100PM	0150PM	WI	0134	25	25	SALMON, E D	C
729	099	GU	BIOL	205	602	W	0200PM	0250PM	WI	0134	26	25	SALMON, E D	C
730	099	GU	BIOL	205	603	R	0100PM	0150PM	WI	0134	25	25	SALMON, E D	C
731	099	GU	BIOL	205	604	R	0200PM	0250PM	WI	0134	25	25	SALMON, E D	C
732	099	GU	BIOL	205	605	W	0300PM	0350PM	WI	0134	25	25	SALMON, E D	C
733	099	GU	BIOL	205	606	W	0400PM	0450PM	WI	0134	25	25	SALMON, E D	C
734	099	GU	BIOL	205	607	R	0300PM	0350PM	WI	0134	16	24	SALMON, E D	O
735	099	GU	BIOL	205	608	R	0400PM	0450PM	WI	0134	10	24	SALMON, E D	O
736	099	GU	BIOL	205	701	M	0300PM	0350PM	WI	0134	24	25	JONES, A M	O
737	099	GU	BIOL	205	702	M	0400PM	0450PM	WI	0134	1	1	JONES, A M	X
738	099	GU	BIOL	205	703	T	0100PM	0150PM	WI	0134	23	25	JONES, A M	O
739	099	GU	BIOL	205	704	T	0200PM	0250PM	WI	0134	22	25	JONES, A M	O
740	099	GU	BIOL	205	705	M	0500PM	0550PM	WI	0134	1	1	JONES, A M	X
741	099	GU	BIOL	205	706	T	0500PM	0550PM	WI	0134	0	1	JONES, A M	X
742	099	GU	BIOL	205	707	T	0300PM	0350PM	DE	0410	2	1	JONES, A M	X
743	099	GU	BIOL	205	708	T	0400PM	0450PM	WI	0134	13	24	JONES, A M	O
744	099	GU	BIOL	205	998	TBA	TBA	TBA			0	999		O
745	099	GU	BIOL	213	001	TR	0930AM	1045AM	HN	0112	23	30	KINGSOLVER, JOE	O
746	099	GU	BIOL	251	851	TBA	TBA	TBA			0	999		O
747	099	GU	BIOL	251	988	TBA	TBA	TBA			0	999		O
748	099	GU	BIOL	252	001	TR	1230PM	0145PM	CN	0009	190	185	JOHNSON, COREY	C
749	099	GU	BIOL	252	002	TR	1230PM	0145PM	CN	0009	47	45	JOHNSON, COREY	C
750	099	GU	BIOL	252	003	TR	1230PM	0145PM	CN	0009	12	10	JOHNSON, COREY	C
751	099	GU	BIOL	252	004	MWF	1200PM	1250PM	CN	0009	183	185	SHEMER, GIDEON	O
752	099	GU	BIOL	252	005	MWF	1200PM	1250PM	CN	0009	46	45	SHEMER, GIDEON	C
753	099	GU	BIOL	252	006	MWF	1200PM	1250PM	CN	0009	11	10	SHEMER, GIDEON	C
754	099	GU	BIOL	252	101	M	0900AM	1150AM	WI	0111	25	24	JOHNSON, COREY	C
755	099	GU	BIOL	252	102	M	0200PM	0445PM	WI	0111	25	24	JOHNSON, COREY	C
756	099	GU	BIOL	252	103	M	0500PM	0750PM	WI	0111	25	24	JOHNSON, COREY	C
757	099	GU	BIOL	252	104	T	0900AM	1150AM	WI	0111	23	24	JOHNSON, COREY	O
758	099	GU	BIOL	252	105	T	0200PM	0445PM	WI	0111	25	24	JOHNSON, COREY	C
759	099	GU	BIOL	252	106	T	0500PM	0750PM	WI	0111	25	24	JOHNSON, COREY	C
760	099	GU	BIOL	252	107	W	0200PM	0445PM	WI	0111	25	24	JOHNSON, COREY	C
761	099	GU	BIOL	252	108	W	0500PM	0750PM	WI	0111	25	24	JOHNSON, COREY	C
762	099	GU	BIOL	252	109	R	0200PM	0445PM	WI	0111	25	24	JOHNSON, COREY	C
763	099	GU	BIOL	252	110	R	0500PM	0750PM	WI	0111	25	24	JOHNSON, COREY	C
764	099	GU	BIOL	252	111	F	0200PM	0445PM	WI	0111	24	24	JOHNSON, COREY	C
765	099	GU	BIOL	252	201	M	0900AM	1150AM	WI	0212	0	24	JOHNSON, COREY	X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
766	099	GU	BIOL	252	202	M	0200PM	0445PM	WI	0212	25	24	JOHNSON, COREY	C
767	099	GU	BIOL	252	203	M	0500PM	0750PM	WI	0212	22	24	JOHNSON, COREY	O
768	099	GU	BIOL	252	204	T	0900AM	1150AM	WI	0212	0	24	JOHNSON, COREY	X
769	099	GU	BIOL	252	205	T	0200PM	0445PM	WI	0212	24	24	JOHNSON, COREY	C
770	099	GU	BIOL	252	206	T	0500PM	0750PM	WI	0212	25	24	JOHNSON, COREY	C
771	099	GU	BIOL	252	207	W	0200PM	0445PM	WI	0212	25	24	JOHNSON, COREY	C
772	099	GU	BIOL	252	208	W	0500PM	0750PM	WI	0212	25	24	JOHNSON, COREY	C
773	099	GU	BIOL	252	209	R	0200PM	0445PM	WI	0212	24	24	JOHNSON, COREY	C
774	099	GU	BIOL	252	210	R	0500PM	0750PM	WI	0212	25	24	JOHNSON, COREY	C
775	099	GU	BIOL	252	211	F	0200PM	0445PM	WI	0212	22	24	JOHNSON, COREY	O
776	099	GU	BIOL	252	999	TBA	TBA	TBA			0	999		O
777	099	GU	BIOL	262	001	TR	1100AM	1215PM	KL	B121	28	40	REICE, S R	O
778	099	GU	BIOL	272	001	M	0200PM	0450PM	CO	0214	25	25	WEAKLEY, ALAN	C
779	099	GU	BIOL	272	001	MWF	1000AM	1050AM	CP	0201	25	25	WEAKLEY, ALAN	C
780	099	GU	BIOL	272	002	W	0200PM	0450PM	CO	0214	24	25	WEAKLEY, ALAN	O
781	099	GU	BIOL	272	002	MWF	1000AM	1050AM	CP	0201	24	25	WEAKLEY, ALAN	O
782	099	GU	BIOL	274	001	TR	0930AM	1045AM	WI	0217	9	12	GENSEL, P G	O
783	099	GU	BIOL	274	001	T	0130PM	0420PM	WI	0140	9	12	GENSEL, P G	O
784	099	GU	BIOL	274	002	R	0130PM	0420PM	WI	0140	17	23	GENSEL, P G	O
785	099	GU	BIOL	274	002	TR	0930AM	1045AM	WI	0217	17	23	GENSEL, P G	O
786	099	GU	BIOL	276	001	TR	0200PM	0315PM	BI	0103	106	97	JOHNSON, COREY	C
787	099	GU	BIOL	277	001	TR	0800AM	0915AM	WI	0128	54	60	WILEY, R H	O
788	099	GU	BIOL	278	001	TR	1100AM	1215PM	MA	0209	149	150	LOHMANN, C M	O
789	099	GU	BIOL	279	998	TBA	TBA	TBA			0	999		O
790	099	GU	BIOL	290	998	TBA	TBA	TBA			0	0		C
791	099	GU	BIOL	291	002	TBA	TBA	TBA			0	10	DESAIX, J S	O
792	099	GU	BIOL	291	003	TBA	TBA	TBA			16	10	JOHNSON, COREY	C
793	099	GU	BIOL	292	002	TBA	TBA	TBA			1	10	DESAIX, J S	O
794	099	GU	BIOL	292	003	TBA	TBA	TBA			1	5	GENSEL, P G	O
795	099	GU	BIOL	350	001	TR	1100AM	1215PM	CW	0105	21	21	TESKE, ANDREAS	C
796	099	GU	BIOL	395	001	TBA	TBA	TBA			5	5	ROGERS, STEVE	C
797	099	GU	BIOL	395	002	TBA	TBA	TBA			1	5	MITCHELL, CHARL	O
798	099	GU	BIOL	395	003	TBA	TBA	TBA			2	10	HURLBERT, ALLEN	O
799	099	GU	BIOL	395	004	TBA	TBA	TBA			3	5	BURMEISTER, SAB	O
800	099	GU	BIOL	395	005	TBA	TBA	TBA			2	2	HARRIS, A K	C
801	099	GU	BIOL	395	008	TBA	TBA	TBA			4	5	HOGAN, KELLY AN	O
802	099	GU	BIOL	395	009	TBA	TBA	TBA			1	5	BRUNO, JOHN F	O
803	099	GU	BIOL	395	010	TBA	TBA	TBA			8	5	JOHNSON, COREY	C
804	099	GU	BIOL	395	011	TBA	TBA	TBA			7	10	MATERA, GREGORY	O
805	099	GU	BIOL	395	015	TBA	TBA	TBA			2	5	SLEP, KEVIN	O
806	099	GU	BIOL	395	020	TBA	TBA	TBA			1	10	WILEY, R H	O
807	099	GU	BIOL	395	021	TBA	TBA	TBA			1	5	JONES, CORBIN	O
808	099	GU	BIOL	395	022	TBA	TBA	TBA			4	5	PFENNIG, KARIN	O
809	099	GU	BIOL	395	023	TBA	TBA	TBA			1	5	SOCKMAN, KEITH	O
810	099	GU	BIOL	395	034	TBA	TBA	TBA			1	10	SALMON, E D	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
811	099	GU	BIOL	395	039	TBA	TBA	TBA			3	2	BLOOM, K S	C
812	099	GU	BIOL	395	045	TBA	TBA	TBA			0	2	GENSEL, P G	O
813	099	GU	BIOL	395	052	TBA	TBA	TBA			1	5	MATTHYSSE, A G	O
814	099	GU	BIOL	395	063	TBA	TBA	TBA			2	2	MATSON, S W	C
815	099	GU	BIOL	395	068	TBA	TBA	TBA			1	2	SEARLES, L L	O
816	099	GU	BIOL	395	071	TBA	TBA	TBA			1	2	JONES, A M	O
817	099	GU	BIOL	395	072	TBA	TBA	TBA			2	10	WHITE, P S	O
818	099	GU	BIOL	395	079	TBA	TBA	TBA			2	2	BAUTCH, V L	C
819	099	GU	BIOL	395	081	TBA	TBA	TBA			1	2	BALDWIN, A S	O
820	099	GU	BIOL	395	083	TBA	TBA	TBA			1	2	LOHMANN, K J	O
821	099	GU	BIOL	395	085	TBA	TBA	TBA			3	2	PEIFER, M A	C
822	099	GU	BIOL	395	086	TBA	TBA	TBA			0	2	MARZLUFF, W F	O
823	099	GU	BIOL	395	087	TBA	TBA	TBA			2	2	DANGL, JL	C
824	099	GU	BIOL	395	088	TBA	TBA	TBA			0	2	REED, JW	O
825	099	GU	BIOL	395	089	TBA	TBA	TBA			2	5	YEH, E.	O
826	099	GU	BIOL	395	091	TBA	TBA	TBA			3	2	PFENNIG, DW	C
827	099	GU	BIOL	395	092	TBA	TBA	TBA			3	10	DURONIO, RJ	O
828	099	GU	BIOL	395	093	TBA	TBA	TBA			0	2	GRANT, SR	O
829	099	GU	BIOL	395	095	TBA	TBA	TBA			3	2	SEKELSKY, JEFF	C
830	099	GU	BIOL	395	096	TBA	TBA	TBA			1	2	GOLDSTEIN, ROBE	O
831	099	GU	BIOL	395	099	TBA	TBA	TBA			0	3	LOHMANN, C M	O
832	099	GU	BIOL	395	100	TBA	TBA	TBA			0	3	CONLON, FRANK L	O
833	099	GU	BIOL	395	102	TBA	TBA	TBA			1	3	AHMED, SHAWN	O
834	099	GU	BIOL	395	103	TBA	TBA	TBA			0	5	VISION, TODD J.	O
835	099	GU	BIOL	395	106	TBA	TBA	TBA			1	5	LIEB, JASON	O
836	099	GU	BIOL	395	107	TBA	TBA	TBA			0	5	BURCH, CHRISTIN	O
837	099	GU	BIOL	395	108	TBA	TBA	TBA			0	5	LILJEGREN, SARA	O
838	099	GU	BIOL	395	110	TBA	TBA	TBA			2	5	COPENHAVER, GRE	O
839	099	GU	BIOL	396	001	TBA	TBA	TBA			0	10	ROGERS, STEVE	O
840	099	GU	BIOL	396	071	TBA	TBA	TBA			1	10	JONES, A M	O
841	099	GU	BIOL	396	079	TBA	TBA	TBA			2	10	BAUTCH, V L	O
842	099	GU	BIOL	396	085	TBA	TBA	TBA			1	5	PEIFER, M A	O
843	099	GU	BIOL	396	086	TBA	TBA	TBA			1	5	MARZLUFF, W F	O
844	099	GU	BIOL	396	096	TBA	TBA	TBA			0	10	GOLDSTEIN, ROBE	O
845	099	GU	BIOL	396	107	TBA	TBA	TBA			1	10	BURCH, CHRISTIN	O
846	099	GU	BIOL	410	001	TR	1230PM	0145PM	CO	0214	16	20	COBLE, JENNIFER	O
847	099	GU	BIOL	422	001	MWF	1000AM	1050AM	WI	0128	72	70	MATTHYSSE, A G	C
848	099	GU	BIOL	425	001	TR	0930AM	1045AM	WI	0128	34	32	SEKELSKY, JEFF	C
849	099	GU	BIOL	426	001	MWF	1000AM	1050AM	BI	0103	74	60	CHURCH, F C	C
850	099	GU	BIOL	427	001	TR	0930AM	1045AM	MU	0314	25	25	JONES, CORBIN	C
851	099	GU	BIOL	430	001	TR	1230PM	0145PM	CP	0211	5	5	SPREMULLI, LIND	C
852	099	GU	BIOL	446	001	MWF	1000AM	1050AM	GM	0035	26	30	HARRIS, A K	O
853	099	GU	BIOL	448	001	MW	0200PM	0315PM	WI	0128	36	40	KIEBER, JOSEPH	O
854	099	GU	BIOL	450	001	MWF	1100AM	1150AM	WI	0107	71	70	LOHMANN, K J	C
855	099	GU	BIOL	452	001	TR	1100AM	1215PM	WI	0202	19	20	SERVEDIO, MARIA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
856	099	GU	BIOL	452	001	M	0300PM	0500PM	WI	0202	19	20	SERVEDIO, MARIA	O
857	099	GU	BIOL	453	001	TR	0930AM	1045AM	WI	0218	30	30	WILEY, R H	C
858	099	GU	BIOL	454	001	TR	1230PM	0145PM	NW	0219	24	30	VISION, TODD J.	O
859	099	GU	BIOL	471	998	TBA	TBA	TBA			0	999		O
860	099	GU	BIOL	475	998	TBA	TBA	TBA			0	999		O
861	099	GU	BIOL	514	001	TR	1100AM	1215PM	WI	0107	14	30	GOLDSTEIN, ROBE	O
862	099	GU	BIOL	535	001	R	0100PM	0450PM	WI	0130	13	15	STAFFORD, D W	O
863	099	GU	BIOL	552	001	TR	1000AM	1115AM	HO	0201	0	30	BURMEISTER, SAB	X
864	099	GU	BIOL	563	001	W	0200PM	0350PM	GM	0210	0	10	WEISS, JACK M.	X
865	099	GU	BIOL	602	001	TBA	TBA	TBA			10	20	PFENNIG, KARIN	O
866	099	GU	BIOL	621	001	F	0200PM	0250PM	WI	0128	5	25	SEKELSKY, JEFF	O
867	099	GU	BIOL	621	001	TR	1100AM	1215PM	WI	0128	5	25	SEKELSKY, JEFF	O
868	099	GU	BIOL	624	001	TR	0200PM	0315PM	SC	0201	9	10	BAUTCH, V L	O
869	099	GU	BIOL	625	001	TBA	TBA	TBA			5	20	BAUTCH, V L	O
870	099	GU	BIOL	631	001	MWF	0900AM	0950AM	XX	XX	2	10	SANCAR, A	O
871	099	GU	BIOL	639	001	TBA	TBA	TBA			3	20	REED, JW	O
872	099	GU	BIOL	643	001	TBA	TBA	TBA			6	20	SLEP, KEVIN	O
873	099	GU	BIOL	801	001	TBA	TBA	TBA			11	15	GOLDSTEIN, ROBE	O
874	099	GU	BIOL	890	001	TBA	TBA	TBA			6	10	KINGSOLVER, JOE	O
875	099	GU	BIOL	891	001	M	1200PM	1250PM	SC	0210	20	40	REED, JW	O
876	099	GU	BIOL	901	001	TBA	TBA	TBA			1	13	ROGERS, STEVE	O
877	099	GU	BIOL	901	023	TBA	TBA	TBA			2	10	SOCKMAN, KEITH	O
878	099	GU	BIOL	901	024	TBA	TBA	TBA			1	10	SERVEDIO, MARIA	O
879	099	GU	BIOL	921	001	TBA	TBA	TBA			0	999		O
880	099	GU	BIOL	931	086	TBA	TBA	TBA			1	2	MARZLUFF, W F	O
881	099	GU	BIOL	941	096	TBA	TBA	TBA			0	3	GOLDSTEIN, ROBE	O
882	099	GU	BIOL	941	100	TBA	TBA	TBA			0	2	CONLON, FRANK L	O
883	099	GU	BIOL	993	022	TBA	TBA	TBA			0	5	PFENNIG, KARIN	O
884	099	GU	BIOL	994	001	TBA	TBA	TBA			4	5	ROGERS, STEVE	O
885	099	GU	BIOL	994	002	TBA	TBA	TBA			1	5	MITCHELL, CHARL	O
886	099	GU	BIOL	994	004	TBA	TBA	TBA			3	10	BURMEISTER, SAB	O
887	099	GU	BIOL	994	007	TBA	TBA	TBA			0	5	PEROU, CHARLES	O
888	099	GU	BIOL	994	009	TBA	TBA	TBA			0	10	BRUNO, JOHN F	O
889	099	GU	BIOL	994	014	TBA	TBA	TBA			1	2	REICE, S R	O
890	099	GU	BIOL	994	021	TBA	TBA	TBA			4	5	JONES, CORBIN	O
891	099	GU	BIOL	994	022	TBA	TBA	TBA			2	5	PFENNIG, KARIN	O
892	099	GU	BIOL	994	024	TBA	TBA	TBA			1	5	SERVEDIO, MARIA	O
893	099	GU	BIOL	994	033	TBA	TBA	TBA			1	5	HEDRICK, TY	O
894	099	GU	BIOL	994	034	TBA	TBA	TBA			0	3	SALMON, E D	O
895	099	GU	BIOL	994	039	TBA	TBA	TBA			3	10	BLOOM, K S	O
896	099	GU	BIOL	994	045	TBA	TBA	TBA			0	2	GENSEL, P G	O
897	099	GU	BIOL	994	047	TBA	TBA	TBA			0	3	HOMMERSAND, M H	O
898	099	GU	BIOL	994	057	TBA	TBA	TBA			1	10	PEET, R K	O
899	099	GU	BIOL	994	063	TBA	TBA	TBA			1	3	MATSON, S W	O
900	099	GU	BIOL	994	068	TBA	TBA	TBA			1	3	SEARLES, L L	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
901	099	GU	BIOL	994	071	TBA	TBA	TBA			1	2	JONES, A M	O
902	099	GU	BIOL	994	079	TBA	TBA	TBA			3	9	BAUTCH, V L	O
903	099	GU	BIOL	994	081	TBA	TBA	TBA			1	2	BALDWIN, A S	O
904	099	GU	BIOL	994	083	TBA	TBA	TBA			1	5	LOHMANN, K J	O
905	099	GU	BIOL	994	085	TBA	TBA	TBA			4	10	PEIFER, M A	O
906	099	GU	BIOL	994	086	TBA	TBA	TBA			2	3	MARZLUFF, W F	O
907	099	GU	BIOL	994	087	TBA	TBA	TBA			4	5	DANGL, JL	O
908	099	GU	BIOL	994	091	TBA	TBA	TBA			5	10	PFENNIG, DW	O
909	099	GU	BIOL	994	092	TBA	TBA	TBA			1	10	DURONIO, RJ	O
910	099	GU	BIOL	994	096	TBA	TBA	TBA			3	4	GOLDSTEIN, ROBE	O
911	099	GU	BIOL	994	097	TBA	TBA	TBA			2	3	KIEBER, JOSEPH	O
912	099	GU	BIOL	994	098	TBA	TBA	TBA			0	3	CREWS, STEVE	O
913	099	GU	BIOL	994	099	TBA	TBA	TBA			3	3		C
914	099	GU	BIOL	994	100	TBA	TBA	TBA			3	10	CONLON, FRANK L	O
915	099	GU	BIOL	994	101	TBA	TBA	TBA			3	3	KINGSOLVER, JOE	C
916	099	GU	BIOL	994	106	TBA	TBA	TBA			2	5	LIEB, JASON	O
917	099	GU	BIOL	994	108	TBA	TBA	TBA			1	5	LILJEGREN, SARA	O
918	099	GU	BIOL	994	110	TBA	TBA	TBA			1	5	COPENHAVER, GRE	O
919	099	GU	BIOL	994	120	TBA	TBA	TBA			1	5	BUCKLEY, LAUREN	O
920	099	GU	BIOL	101H	232	TR	1230PM	0145PM	XX	XX	18	20	DESAIX, J S	O
921	099	GU	BIOL	101L	401	M	1000AM	1250PM	CO	0208	27	25	STEGENGA, BARBA	C
922	099	GU	BIOL	101L	402	M	0200PM	0450PM	CO	0207	28	25	STEGENGA, BARBA	C
923	099	GU	BIOL	101L	403	M	0200PM	0450PM	CO	0208	26	25	STEGENGA, BARBA	C
924	099	GU	BIOL	101L	404	M	0200PM	0450PM	CO	0209	27	25	STEGENGA, BARBA	C
925	099	GU	BIOL	101L	405	M	1000AM	1250PM	CO	0209	25	25	STEGENGA, BARBA	C
926	099	GU	BIOL	101L	406	M	0630PM	0930PM	CO	0208	26	25	STEGENGA, BARBA	C
927	099	GU	BIOL	101L	407	M	0630PM	0930PM	CO	0207	25	25	STEGENGA, BARBA	C
928	099	GU	BIOL	101L	408	M	0630PM	0930PM	CO	0209	23	25	STEGENGA, BARBA	O
929	099	GU	BIOL	101L	409	R	0930AM	1215PM	CO	0209	24	25	STEGENGA, BARBA	O
930	099	GU	BIOL	101L	410	T	0930AM	1215PM	CO	0207	23	25	STEGENGA, BARBA	O
931	099	GU	BIOL	101L	411	T	0930AM	1215PM	CO	0208	26	25	STEGENGA, BARBA	C
932	099	GU	BIOL	101L	412	T	0200PM	0450PM	CO	0207	26	25	STEGENGA, BARBA	C
933	099	GU	BIOL	101L	413	T	0200PM	0450PM	CO	0208	26	25	STEGENGA, BARBA	C
934	099	GU	BIOL	101L	414	T	0200PM	0450PM	CO	0209	24	25	STEGENGA, BARBA	O
935	099	GU	BIOL	101L	415	R	0930AM	1215PM	CO	0208	24	25	STEGENGA, BARBA	O
936	099	GU	BIOL	101L	416	T	0630PM	0930PM	CO	0207	26	25	STEGENGA, BARBA	C
937	099	GU	BIOL	101L	417	T	0630PM	0930PM	CO	0208	26	25	STEGENGA, BARBA	C
938	099	GU	BIOL	101L	418	T	0630PM	0930PM	CO	0209	25	25	STEGENGA, BARBA	C
939	099	GU	BIOL	101L	419	W	0630PM	0930PM	CO	0207	25	25	STEGENGA, BARBA	C
940	099	GU	BIOL	101L	420	W	0630PM	0930PM	CO	0209	25	25	STEGENGA, BARBA	C
941	099	GU	BIOL	101L	421	W	0200PM	0450PM	CO	0207	22	25	STEGENGA, BARBA	O
942	099	GU	BIOL	101L	422	W	0200PM	0450PM	CO	0208	26	25	STEGENGA, BARBA	C
943	099	GU	BIOL	101L	423	W	0200PM	0450PM	CO	0209	26	25	STEGENGA, BARBA	C
944	099	GU	BIOL	101L	424	F	0200PM	0450PM	CO	0209	23	25	STEGENGA, BARBA	O
945	099	GU	BIOL	101L	425	R	0200PM	0450PM	CO	0207	27	25	STEGENGA, BARBA	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
946	099	GU	BIOL	101L	426	R	0200PM	0450PM	CO	0208	26	25	STEGENGA, BARBA	C
947	099	GU	BIOL	101L	427	R	0200PM	0450PM	CO	0209	26	25	STEGENGA, BARBA	C
948	099	GU	BIOL	101L	428	R	0630PM	0930PM	CO	0207	22	25	STEGENGA, BARBA	O
949	099	GU	BIOL	101L	429	T	0930AM	1215PM	CO	0209	0	25	STEGENGA, BARBA	X
950	099	GU	BIOL	101L	430	W	0630PM	0930PM	CO	0208	0	25	STEGENGA, BARBA	X
951	099	GU	BIOL	101L	998	TBA	TBA	TBA			0	999		O
952	099	GU	BIOL	101L	999	TBA	TBA	TBA			0	999		O
953	099	GU	BIOL	276L	401	T	0900AM	1150AM	WI	0112	22	24	JOHNSON, COREY	O
954	099	GU	BIOL	276L	402	T	0630PM	0930PM	WI	0112	22	24	JOHNSON, COREY	O
955	099	GU	BIOL	276L	403	W	0900AM	1150AM	WI	0112	22	24	JOHNSON, COREY	O
956	099	GU	BIOL	276L	404	W	0630PM	0930PM	WI	0112	22	24	JOHNSON, COREY	O
957	099	GU	BIOL	277L	401	F	0100PM	0350PM	WI	0218	14	12	WILEY, R H	C
958	099	GU	BIOL	277L	402	F	0100PM	0350PM	WI	0218	15	12	WILEY, R H	C
959	099	GU	BIOL	278L	401	M	0100PM	0350PM	WI	0G20	18	15	LOHMANN, C M	C
960	099	GU	BIOL	278L	402	T	0100PM	0350PM	WI	0G20	20	15	LOHMANN, C M	C
961	099	GU	BIOL	278L	403	W	0800AM	1050AM	WI	0G20	18	15	LOHMANN, C M	C
962	099	GU	BIOL	278L	404	W	0100PM	0350PM	WI	0G20	19	15	LOHMANN, C M	C
963	099	GU	BIOL	278L	405	R	0100PM	0350PM	WI	0G20	18	15	LOHMANN, C M	C
964	099	GU	BIOL	278L	406	F	0100PM	0350PM	WI	0G20	15	15	LOHMANN, C M	C
965	099	GU	BIOL	278L	407	M	0800AM	1050AM	WI	0G20	3	0	LOHMANN, C M	C
966	099	GU	BIOL	278L	408	F	0800AM	1050AM	WI	0G20	1	0	LOHMANN, C M	C
967	099	GU	BIOL	279L	998	TBA	TBA	TBA			0	999		O
968	099	GU	BIOL	290L	998	TBA	TBA	TBA			0	999		O
969	099	GU	BIOL	422L	401	T	0100PM	0350PM	WI	0138	16	1	MATTHYSSE, A G	C
970	099	GU	BIOL	422L	402	W	0100PM	0350PM	WI	0138	16	1	MATTHYSSE, A G	C
971	099	GU	BIOL	423L	001	M	1100AM	1150AM	WI	0128	19	20	GRANT, SR	O
972	099	GU	BIOL	423L	001	T	0200PM	0450PM	WI	0242	19	20	GRANT, SR	O
973	099	GU	BIOL	423L	002	W	0200PM	0450PM	WI	0242	17	20	GRANT, SR	O
974	099	GU	BIOL	423L	002	M	1100AM	1150AM	WI	0128	17	20	GRANT, SR	O
975	099	GU	BIOL	691H	001	M	0400PM	0650PM	XX	XX	0	20	SEARLES, L L	O
976	099	GU	BIOL	692H	001	M	0400PM	0650PM	XX	XX	3	10	SEARLES, L L	O
977	099	GU	BIOS	399	001	TBA	TBA	TBA			0	1		X
978	099	GU	BIOS	511	001	TR	0200PM	0315PM	MC	1301	54	50	ROGGENKAMP, KAT	C
979	099	GU	BIOS	511	601	W	0100PM	0240PM	XX	XX	28	25	ROGGENKAMP, KAT	C
980	099	GU	BIOS	511	602	W	0300PM	0440PM	XX	XX	26	25	ROGGENKAMP, KAT	C
981	099	GU	BIOS	540	001	TBA	TBA	TBA			0	5		O
982	099	GU	BIOS	540	002	TBA	TBA	TBA			1	5		O
983	099	GU	BIOS	540	013	TBA	TBA	TBA			1	5	SCHWARTZ, TODD	O
984	099	GU	BIOS	541	001	TR	1200PM	0155PM	BN	G100	56	54	GARRETT, JOANNE	C
985	099	GU	BIOS	543	001	M	1200PM	0150PM	BN	2020	4	20	DOMINIK, ROSALI	O
986	099	GU	BIOS	550	001	MW	0830AM	0945AM	MC	2301	24	38	TRUONG, K N	O
987	099	GU	BIOS	550	001	M	0100PM	0150PM	MC	1305	24	38	TRUONG, K N	O
988	099	GU	BIOS	550	601	M	0100PM	0150PM	MC	1305	0	38		X
989	099	GU	BIOS	600	001	TR	0930AM	1045AM	RO	0133	91	95	LONG, DUSTIN	O
990	099	GU	BIOS	600	002	TR	0800AM	0915AM	RO	0133	57	180	HAMER, ROBERT M	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
991	099	GU	BIOS	600	004	TR	0930AM	1045AM	HC	0001	53	55	BOWLING, JAMES	O
992	099	GU	BIOS	600	601	M	1100AM	1250PM	MC	2302	63	84	LONG, DUSTIN	O
993	099	GU	BIOS	600	602	T	0330PM	0450PM	MC	2304	43	180	HAMER, ROBERT M	O
994	099	GU	BIOS	660	001	TR	1230PM	0145PM	MC	1305	25	35	KUPPER, LAWRENC	O
995	099	GU	BIOS	662	001	M	0300PM	0400PM	MC	1305	22	35	COUPER, DAVID	O
996	099	GU	BIOS	662	001	TR	0900AM	1015AM	RO	0235	22	35	COUPER, DAVID	O
997	099	GU	BIOS	665	001	TR	1100AM	1215PM	MC	2301	58	69	KOCH, G	O
998	099	GU	BIOS	665	601	W	0400PM	0500PM	XX	XX	8	20	KOCH, G	O
999	099	GU	BIOS	665	602	T	0400PM	0500PM	XX	XX	16	29	KOCH, G	O
1000	099	GU	BIOS	665	603	R	0400PM	0500PM	XX	XX	18	20	KOCH, G	O
1001	099	GU	BIOS	667	001	MW	0100PM	0215PM	MC	2306	23	20	EDWARDS, L	C
1002	099	GU	BIOS	670	001	MW	1100AM	1215PM	MC	2304	8	15	SUCHINDRAN, C	O
1003	099	GU	BIOS	691	001	M	0300PM	0500PM	XX	XX	8	50	MONACO, JANE HO	O
1004	099	GU	BIOS	700	001	F	1100AM	1200PM	MC	2302	13	30	HERRING, AMY H.	O
1005	099	GU	BIOS	740	029	TBA	TBA	TBA			1	3		O
1006	099	GU	BIOS	752	001	TR	1230PM	0145PM	RO	0235	25	30	IVANOVA, ANASTA	O
1007	099	GU	BIOS	758	001	TR	0830AM	1015AM	RO	0101	2	20	SEN, P K	O
1008	099	GU	BIOS	760	001	MW	1100AM	1245PM	MC	2306	15	20	ZENG, DONGLIN	O
1009	099	GU	BIOS	762	001	MW	0900AM	1050AM	MC	2304	16	15	CAI, J	C
1010	099	GU	BIOS	764	001	MW	1100AM	1215PM	MC	1304	10	25	KALSBEEK, W D	O
1011	099	GU	BIOS	779	001	TR	0900AM	1045AM	MC	1305	24	25	IBRAHIM, JOSEPH	O
1012	099	GU	BIOS	785	001	TR	0200PM	0315PM	MC	2304	20	25	WRIGHT, FRED	O
1013	099	GU	BIOS	842	001	TBA	TBA	TBA			0	20	FINE, JASON P	O
1014	099	GU	BIOS	842	014	TBA	TBA	TBA			1	10	KOCH, G	O
1015	099	GU	BIOS	842	025	TBA	TBA	TBA			2	5		O
1016	099	GU	BIOS	842	029	TBA	TBA	TBA			0	5	SUCHINDRAN, C	O
1017	099	GU	BIOS	842	039	TBA	TBA	TBA			1	2		O
1018	099	GU	BIOS	842	054	TBA	TBA	TBA			0	5	FINE, JASON P	O
1019	099	GU	BIOS	842	078	TBA	TBA	TBA			0	4	CATELLIER, DIAN	O
1020	099	GU	BIOS	842	080	TBA	TBA	TBA			0	3		O
1021	099	GU	BIOS	842	083	TBA	TBA	TBA			0	4	IVANOVA, ANASTA	O
1022	099	GU	BIOS	842	084	TBA	TBA	TBA			0	3	STEWART, P W	O
1023	099	GU	BIOS	842	090	TBA	TBA	TBA			2	5	TRUONG, K N	O
1024	099	GU	BIOS	842	093	TBA	TBA	TBA			0	5	CAI, J	O
1025	099	GU	BIOS	842	094	TBA	TBA	TBA			1	5	QAQISH, B	O
1026	099	GU	BIOS	843	001	W	0330PM	0430PM	MC	1301	32	30		C
1027	099	GU	BIOS	850	001	TBA	TBA	TBA			1	5	LONG, D	O
1028	099	GU	BIOS	850	014	TR	1100AM	1215PM	XX	XX	1	1	KOCH, G	C
1029	099	GU	BIOS	850	026	M	1100AM	0100PM	XX	XX	0	5		O
1030	099	GU	BIOS	850	026	TR	0930AM	1045AM			0	5		O
1031	099	GU	BIOS	850	028	T	0330PM	0530PM	XX	XX	1	1	HAMER, ROBERT M	C
1032	099	GU	BIOS	850	028	TR	0800AM	0915AM	XX	XX	1	1	HAMER, ROBERT M	C
1033	099	GU	BIOS	850	090	TR	0800AM	0915AM	XX	XX	1	10	TRUONG, K N	O
1034	099	GU	BIOS	990	001	TBA	TBA	TBA			0	1		O
1035	099	GU	BIOS	990	025	TBA	TBA	TBA			0	5	HERRING, AMY H.	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1036	099	GU	BIOS	990	040	TBA	TBA	TBA			0	1	ZHOU, HAIBO	O
1037	099	GU	BIOS	992	001	TBA	TBA	TBA			0	5		O
1038	099	GU	BIOS	992	003	TBA	TBA	TBA			0	5		O
1039	099	GU	BIOS	992	004	TBA	TBA	TBA			1	2	ZOU, FEI	O
1040	099	GU	BIOS	992	014	TBA	TBA	TBA			1	5	KOCH, G	O
1041	099	GU	BIOS	992	025	TBA	TBA	TBA			1	5	HERRING, AMY H	O
1042	099	GU	BIOS	992	029	TBA	TBA	TBA			0	10	SUCHINDRAN, C	O
1043	099	GU	BIOS	992	042	TBA	TBA	TBA			1	1	HUDGENS,MICHAEL	C
1044	099	GU	BIOS	992	082	TBA	TBA	TBA			0	3	CHAMBLESS, L	O
1045	099	GU	BIOS	992	090	TBA	TBA	TBA			0	5	TRUONG, K N	O
1046	099	GU	BIOS	992	093	TBA	TBA	TBA			0	5	CAI, J	O
1047	099	GU	BIOS	992	095	TBA	TBA	TBA			1	5		O
1048	099	GU	BIOS	993	001	TBA	TBA	TBA			0	5		O
1049	099	GU	BIOS	994	001	TBA	TBA	TBA			0	15		O
1050	099	GU	BIOS	994	003	TBA	TBA	TBA			0	5		O
1051	099	GU	BIOS	994	004	TBA	TBA	TBA			2	5	ZOU, FEI	O
1052	099	GU	BIOS	994	005	TBA	TBA	TBA			1	5	ZENG, DONGLING	O
1053	099	GU	BIOS	994	007	TBA	TBA	TBA			3	5	WRIGHT, FRED	O
1054	099	GU	BIOS	994	010	TBA	TBA	TBA			0	5	SEN, P K	O
1055	099	GU	BIOS	994	011	TBA	TBA	TBA			4	5	IBRAHIM, JOSEP	O
1056	099	GU	BIOS	994	014	TBA	TBA	TBA			2	5	KOCH, G	O
1057	099	GU	BIOS	994	025	TBA	TBA	TBA			5	5	HERRING, AMY H.	C
1058	099	GU	BIOS	994	029	TBA	TBA	TBA			1	5	SUCHINDRAN, C	O
1059	099	GU	BIOS	994	031	TBA	TBA	TBA			2	10	LIN, DANYU	O
1060	099	GU	BIOS	994	040	TBA	TBA	TBA			0	10	ZHOU, HAIBO	O
1061	099	GU	BIOS	994	042	TBA	TBA	TBA			2	5	HUDGENS, MICHAE	O
1062	099	GU	BIOS	994	044	TBA	TBA	TBA			1	2	LANGE, ETHAN	O
1063	099	GU	BIOS	994	048	TBA	TBA	TBA			3	5	ZHU, HONGTU	O
1064	099	GU	BIOS	994	054	TBA	TBA	TBA			4	3	FINE, JASON P	C
1065	099	GU	BIOS	994	055	TBA	TBA	TBA			1	5	KALSBEEK, W D	O
1066	099	GU	BIOS	994	077	TBA	TBA	TBA			0	5	COUPER, DAVID	O
1067	099	GU	BIOS	994	080	TBA	TBA	TBA			1	2	BANGDIWALA, S I	O
1068	099	GU	BIOS	994	083	TBA	TBA	TBA			3	5	IVANOVA, ANASTA	O
1069	099	GU	BIOS	994	084	TBA	TBA	TBA			2	3	STEWART, P W	O
1070	099	GU	BIOS	994	088	TBA	TBA	TBA			5	5	KOSOROK, MICHAE	C
1071	099	GU	BIOS	994	089	TBA	TBA	TBA			0	5	PREISSER, JOHN	O
1072	099	GU	BIOS	994	093	TBA	TBA	TBA			3	10	CAI, J	O
1073	099	GU	BIOS	994	094	TBA	TBA	TBA			1	5	QAQISH, B	O
1074	099	GU	BIOS	994	095	TBA	TBA	TBA			3	10	EDWARDS, L	O
1075	099	GU	BIOS	994	096	TBA	TBA	TBA			2	1	CHU, HAITAO	C
1076	099	GU	BIOS	692H	001	TBA	TBA	TBA			0	5		O
1077	099	GU	BIOS	692H	042	TBA	TBA	TBA			1	3		O
1078	099	GU	BIOS	692H	055	TBA	TBA	TBA			1	5	KALSBEEK, W D	O
1079	099	GU	BIOS	692H	090	TBA	TBA	TBA			1	3		O
1080	099	GU	BMME	400	001	M	0300PM	0350PM	XX	XX	57	50	QUINT, S R	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1081	099	GU	BMME	510	001	MWF	1000AM	1050AM	XX	XX	6	5	BANES, ALBERT	C
1082	099	GU	BMME	515	001	TR	0300PM	0415PM	XX	XX	6	15	GOMEZ, SHAWN M	O
1083	099	GU	BMME	550	001	TR	0930AM	1045AM	XX	XX	11	999	GALLIPPI, CATER	O
1084	099	GU	BMME	551	001	MW	0500PM	0600PM	XX	XX	2	10	FINLEY, CHARLES	O
1085	099	GU	BMME	552	001	TR	0500PM	0600PM	XX	XX	0	0	FINLEY, CHARLES	C
1086	099	GU	BMME	570	001	MWF	0100PM	0230PM	XX	XX	16	15	BANES, ALBERT	C
1087	099	GU	BMME	580	001	TR	1100AM	1215PM	XX	XX	4	5	GOLDBERG, RICHA	O
1088	099	GU	BMME	589	001	MWF	1100AM	1200PM	XX	XX	12	18	TOMMERDAHL, MAR	O
1089	099	GU	BMME	589	001	F	0230PM	0430PM	XX	XX	12	18	TOMMERDAHL, MAR	O
1090	099	GU	BMME	730	001	MW	0100PM	0215PM			6	15	FAVOROV, O V	O
1091	099	GU	BMME	765	001	TR	0200PM	0315PM	XX	XX	3	5	HSIAO, H S	O
1092	099	GU	BMME	775	001	MW	0200PM	0315PM	SN	0115	3	10	PIZER, S M	O
1093	099	GU	BMME	890	001	TBA	TBA	TBA			0	10	KNISLEY, STEPHE	O
1094	099	GU	BMME	890	005	TBA	TBA	TBA			0	5	GOLDBERG, RICHA	O
1095	099	GU	BMME	890	019	TBA	TBA	TBA			1	5	GAMCSIK, MICHAE	O
1096	099	GU	BMME	890	030	TBA	TBA	TBA			0	5	MACDONALD, JEFF	O
1097	099	GU	BMME	890	031	TBA	TBA	TBA			0	5	FAVOROV, O V	O
1098	099	GU	BMME	890	048	TBA	TBA	TBA			0	5	TOMMERDAHL, MAR	O
1099	099	GU	BMME	900	001	TBA	TBA	TBA			0	5	KNISLEY, STEPHE	O
1100	099	GU	BMME	900	004	TBA	TBA	TBA			2	5	LALUSH, DAVID S	O
1101	099	GU	BMME	900	005	TBA	TBA	TBA			0	3	GOLDBERG, RICHA	O
1102	099	GU	BMME	900	029	TBA	TBA	TBA			0	1	QUINT, S R	O
1103	099	GU	BMME	900	030	TBA	TBA	TBA			3	3	MACDONALD, JEFF	C
1104	099	GU	BMME	900	031	TBA	TBA	TBA			1	3	FAVOROV, O V	O
1105	099	GU	BMME	993	001	TBA	TBA	TBA			1	5	KNISLEY, STEPHE	O
1106	099	GU	BMME	993	004	TBA	TBA	TBA			1	5		O
1107	099	GU	BMME	993	005	TBA	TBA	TBA			1	5	GOLDBERG, RICHA	O
1108	099	GU	BMME	993	012	TBA	TBA	TBA			0	5	GOMEZ, SHAWN M	O
1109	099	GU	BMME	993	016	TBA	TBA	TBA			0	5	GALLIPPI, CATER	O
1110	099	GU	BMME	993	049	TBA	TBA	TBA			0	5	BANES, ALBERT	O
1111	099	GU	BMME	994	001	TBA	TBA	TBA			1	5	KNISLEY, STEPHE	O
1112	099	GU	BMME	994	004	TBA	TBA	TBA			4	5	LALUSH, DAVID S	O
1113	099	GU	BMME	994	005	TBA	TBA	TBA			0	5	GOLDBERG, RICHA	O
1114	099	GU	BMME	994	012	TBA	TBA	TBA			4	5	GOMEZ, SHAWN M	O
1115	099	GU	BMME	994	016	TBA	TBA	TBA			1	5	GALLIPPI, CATER	O
1116	099	GU	BMME	994	027	TBA	TBA	TBA			0	5		O
1117	099	GU	BMME	994	030	TBA	TBA	TBA			5	5	MACDONALD, JEFF	C
1118	099	GU	BMME	994	032	TBA	TBA	TBA			1	5	GIDDINGS, MORGA	O
1119	099	GU	BMME	994	037	TBA	TBA	TBA			3	2	REID, LOLA M.	C
1120	099	GU	BMME	994	039	TBA	TBA	TBA			1	5	WEINHOLD, PAUL	O
1121	099	GU	BMME	994	048	TBA	TBA	TBA			6	5	TOMMERDAHL, MAR	C
1122	099	GU	BMME	994	053	TBA	TBA	TBA			1	5	PISANO, ETTA D	O
1123	099	GU	BMME	994	056	TBA	TBA	TBA			4	5	LIN, WEILI	O
1124	099	GU	BUSG	101	001	TBA	TBA	TBA			27	99		O
1125	099	GU	BUSI	100	001	MW	0800AM	0915AM	MB	2700	387	388	SKENDER, CHARLE	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1126	099	GU	BUSI	100	601	M	0500PM	0615PM	MB	3350	23	23		C
1127	099	GU	BUSI	100	602	M	0530PM	0645PM	MB	3050	20	23		O
1128	099	GU	BUSI	100	603	M	0600PM	0715PM	MB	3575	21	22		O
1129	099	GU	BUSI	100	604	M	0630PM	0745PM	MB	3350	13	22		O
1130	099	GU	BUSI	100	605	M	0700PM	0815PM	MB	3050	8	15		O
1131	099	GU	BUSI	100	606	T	0500PM	0615PM	MB	3250	23	23		C
1132	099	GU	BUSI	100	607	T	0530PM	0645PM	MB	3050	23	23		C
1133	099	GU	BUSI	100	608	T	0600PM	0715PM	MB	3500	23	23		C
1134	099	GU	BUSI	100	609	T	0630PM	0745PM	MB	3350	21	22		O
1135	099	GU	BUSI	100	610	T	0700PM	0815PM	MB	3050	12	12		C
1136	099	GU	BUSI	100	611	W	0500PM	0615PM	MB	3350	21	23		O
1137	099	GU	BUSI	100	612	W	0530PM	0645PM	MB	3050	22	23		O
1138	099	GU	BUSI	100	613	W	0600PM	0715PM	MB	3500	19	20		O
1139	099	GU	BUSI	100	614	W	0630PM	0745PM	MB	3350	22	23		O
1140	099	GU	BUSI	100	615	W	0700PM	0815PM	MB	3050	17	23		O
1141	099	GU	BUSI	100	616	R	0500PM	0615PM	MB	3350	21	23		O
1142	099	GU	BUSI	100	617	R	0530PM	0645PM	MB	3050	23	23		C
1143	099	GU	BUSI	100	618	R	0600PM	0715PM	MB	4731	14	14		C
1144	099	GU	BUSI	100	619	R	0630PM	0745PM	MB	3350	9	23		O
1145	099	GU	BUSI	100	620	R	0700PM	0815PM	MB	3050	17	23		O
1146	099	GU	BUSI	101	001	MW	0930AM	1045AM	MB	2700	318	347	SKENDER, CHARLE	O
1147	099	GU	BUSI	101	601	M	0530PM	0645PM	MB	3650	19	19		C
1148	099	GU	BUSI	101	602	M	0600PM	0715PM	MB	3600	18	19		O
1149	099	GU	BUSI	101	603	M	0700PM	0815PM	MB	3650	19	20		O
1150	099	GU	BUSI	101	604	M	0730PM	0845PM	MB	3600	14	20		O
1151	099	GU	BUSI	101	605	T	0530PM	0645PM	MB	3650	20	20		C
1152	099	GU	BUSI	101	606	T	0600PM	0715PM	MB	3600	20	20		C
1153	099	GU	BUSI	101	607	T	0700PM	0815PM	MB	3650	17	17		C
1154	099	GU	BUSI	101	608	T	0730PM	0845PM	MB	3600	19	20		O
1155	099	GU	BUSI	101	609	W	0530PM	0645PM	MB	3650	19	20		O
1156	099	GU	BUSI	101	610	W	0600PM	0715PM	MB	3600	18	18		C
1157	099	GU	BUSI	101	611	W	0700PM	0815PM	MB	3650	20	20		C
1158	099	GU	BUSI	101	612	W	0730PM	0845PM	MB	3600	12	20		O
1159	099	GU	BUSI	101	613	R	0530PM	0645PM	MB	3650	20	20		C
1160	099	GU	BUSI	101	614	R	0600PM	0715PM	MB	3600	20	20		C
1161	099	GU	BUSI	101	615	R	0700PM	0815PM	MB	3650	18	20		O
1162	099	GU	BUSI	101	616	R	0730PM	0845PM	MB	3600	14	20		O
1163	099	GU	BUSI	106	851	TBA	TBA	TBA			0	999		O
1164	099	GU	BUSI	106	990	TBA	TBA	TBA			3	10	BLOCHER, E J	O
1165	099	GU	BUSI	401	001	MW	0800AM	0915AM	MB	3550	20	20	SETZER, LYNN	C
1166	099	GU	BUSI	401	002	MW	0930AM	1045AM	MB	3550	20	20	SETZER, LYNN	C
1167	099	GU	BUSI	401	003	MW	1100AM	1215PM	MB	3550	21	20	BOOKER, SUSAN	C
1168	099	GU	BUSI	401	004	MW	1230PM	0145PM	MB	3550	20	20	SETZER, LYNN	C
1169	099	GU	BUSI	401	005	MW	0200PM	0315PM	MB	3550	19	20	BOOKER, SUSAN	O
1170	099	GU	BUSI	401	006	TR	0800AM	0915AM	MB	3550	20	20	HARMS, PATRICIA	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1171	099	GU	BUSI	401	007	TR	0930AM	1045AM	MB	3550	20	20	HARMS, PATRICIA	C
1172	099	GU	BUSI	401	008	TR	0200PM	0315PM	MB	3550	20	20	FLOOD, TIMOTHY	C
1173	099	GU	BUSI	401	009	MW	0330PM	0445PM	MB	3550	20	20	BOOKER, SUSAN	C
1174	099	GU	BUSI	402	001	F	0200PM	0400PM	MB	2700	297	250	DAY, TRAVIS S.	C
1175	099	GU	BUSI	403	001	TR	0930AM	1045AM	MB	3650	48	50	PARLAKTURK, A.	O
1176	099	GU	BUSI	403	002	TR	1100AM	1215PM	MB	3650	50	50	PARLAKTURK, A.	C
1177	099	GU	BUSI	403	003	TR	1230PM	0145PM	MB	3650	49	50	ELVERS, D A	O
1178	099	GU	BUSI	403	004	TR	0200PM	0315PM	MB	3650	51	50	MARUCHECK, A E	C
1179	099	GU	BUSI	404	001	TR	1230PM	0145PM	MB	3250	52	55	MANN, R A	O
1180	099	GU	BUSI	404	002	TR	0330PM	0445PM	MB	3250	54	54	PEIRCE, E R	C
1181	099	GU	BUSI	404	003	TR	1100AM	1215PM	MB	3250	55	54	MANN, R A	C
1182	099	GU	BUSI	404	004	TR	0200PM	0315PM	MB	3250	49	54	PEIRCE, E R	O
1183	099	GU	BUSI	405	001	MW	0930AM	1045AM	MB	3050	47	45	BLACKBURN, R S	C
1184	099	GU	BUSI	405	002	MW	1100AM	1215PM	MB	3050	44	45	BLACKBURN, R S	O
1185	099	GU	BUSI	405	003	TR	0930AM	1045AM	MB	3350	44	45	ROSEN, B	O
1186	099	GU	BUSI	405	004	TR	1100AM	1215PM	MB	3350	45	45	JUILLERAT, TINA	C
1187	099	GU	BUSI	406	001	MW	0930AM	1045AM	MB	3650	52	50	KUBOWICZ, C C	C
1188	099	GU	BUSI	406	002	MW	1100AM	1215PM	MB	3650	52	50	KUBOWICZ, C C	C
1189	099	GU	BUSI	406	003	MW	1230PM	0145PM	MB	3650	52	50	KUBOWICZ, C C	C
1190	099	GU	BUSI	406	004	MW	0200PM	0315PM	MB	3650	53	50	PETERSEN, ANDRE	C
1191	099	GU	BUSI	407	001	MW	0930AM	1045AM	MB	3600	46	45	BLOCHER, E J	C
1192	099	GU	BUSI	407	002	MW	1100AM	1215PM	MB	3600	45	45	BLOCHER, E J	C
1193	099	GU	BUSI	407	003	MW	0200PM	0315PM	MB	3000	50	50	BOWEN, L C	C
1194	099	GU	BUSI	407	004	MW	0330PM	0445PM	MB	3000	50	50	BOWEN, L C	C
1195	099	GU	BUSI	408	001	MW	0930AM	1045AM	MB	3000	53	50	OZOGUZ, ARZU	C
1196	099	GU	BUSI	408	002	MW	1100AM	1215PM	MB	3000	53	50	OZOGUZ, ARZU	C
1197	099	GU	BUSI	408	003	MW	0200PM	0315PM	MB	3250	55	50	OZOGUZ, ARZU	C
1198	099	GU	BUSI	408	004	MW	0330PM	0445PM	MB	3250	59	50	OZOGUZ, ARZU	C
1199	099	GU	BUSI	409	001	MW	0930AM	1045AM	MB	3600	45	45	OUIMET, PAIGE	C
1200	099	GU	BUSI	409	002	MW	1100AM	1215PM	MB	3600	46	45	OUIMET, PAIGE	C
1201	099	GU	BUSI	409	003	MW	0200PM	0315PM	MB	3000	50	53	OUIMET, PAIGE	O
1202	099	GU	BUSI	409	004	MW	0330PM	0445PM	MB	3000	49	53	OUIMET, PAIGE	O
1203	099	GU	BUSI	410	001	TR	0930AM	1045AM	MB	3000	51	53	KOSTAMIS, DIMIT	O
1204	099	GU	BUSI	410	002	TR	1100AM	1215PM	MB	3000	55	54	KOSTAMIS, DIMIT	C
1205	099	GU	BUSI	410	003	TR	1230PM	0145PM	MB	3000	53	54	JONES, J M	O
1206	099	GU	BUSI	410	004	TR	0200PM	0315PM	MB	3000	49	54	JONES, J M	O
1207	099	GU	BUSI	453	001	TBA	TBA	TBA			1	10	MUR'RAY, LAWREN	O
1208	099	GU	BUSI	454	001	TBA	TBA	TBA			0	10	MUR'RAY, LAWREN	O
1209	099	GU	BUSI	459	001	TBA	TBA	TBA			1	32	MUR'RAY, LAWREN	O
1210	099	GU	BUSI	499	001	TBA	TBA	TBA			2	10		O
1211	099	GU	BUSI	500	001	MW	0930AM	1045AM	MB	3350	44	45	ZOLLER, TED	O
1212	099	GU	BUSI	506	001	TR	1230PM	0145PM	MB	3350	50	44	VERNON, PATRICK	C
1213	099	GU	BUSI	514	001	MW	0800AM	0915AM			3	20	DIDOW, N M	O
1214	099	GU	BUSI	514	002	TR	0800AM	0915AM			5	20	FRIGA, PAUL N	O
1215	099	GU	BUSI	514	003	TR	0800AM	0915AM			4	20	GERBER, LYNN	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1216	099	GU	BUSI	516	001	MW	0200PM	0445PM	MB	3050	44	45	HAMNER, CLAY	O
1217	099	GU	BUSI	517	001	MW	1100AM	1215PM	MB	2700	40	75	HAMNER, CLAY	O
1218	099	GU	BUSI	526	001	M	0330PM	0445PM	MB	3600	9	15	PEARMAN, STUART	O
1219	099	GU	BUSI	533	001	MW	1230PM	0145PM	MB	3050	33	45	KOSTAMIS, DIMIT	O
1220	099	GU	BUSI	543	001	TR	1100AM	1215PM	MB	3550	0	32	PEIRCE, E R	X
1221	099	GU	BUSI	550	001	MW	0200PM	0315PM	MB	3600	19	45	BLACKBURN, R S	O
1222	099	GU	BUSI	561	001	TR	0930AM	1045AM	MB	3600	31	40	PETERSEN, ANDRE	O
1223	099	GU	BUSI	561	002	TR	1100AM	1215PM	MB	3600	39	40	PETERSEN, ANDRE	O
1224	099	GU	BUSI	563	001	MW	1100AM	1215PM	MB	3350	27	45	GIELENS, KATRIJ	O
1225	099	GU	BUSI	564	001	MW	0200PM	0315PM	MB	3350	39	40	BAYUS, B A	O
1226	099	GU	BUSI	566	001	TR	0200PM	0315PM	MB	3600	29	40	ROSSI, FEDERICO	O
1227	099	GU	BUSI	566	002	TR	0330PM	0445PM	MB	3600	0	40	ROSSI, FEDERICO	X
1228	099	GU	BUSI	566	003	TR	1230PM	0145PM	MB	3600	21	45	ROSSI, FEDERICO	O
1229	099	GU	BUSI	584	001	MW	0200PM	0315PM	MB	2550	42	42	GULTEKIN, M N	C
1230	099	GU	BUSI	586	001	MW	1230PM	0145PM	MB	3000	0	45	BOUDRY, WALTER	X
1231	099	GU	BUSI	588	001	MW	1230PM	0145PM	MB	2550	42	45	GARCIA, DIEGO	O
1232	099	GU	BUSI	588	002	MW	0200PM	0315PM	MB	2550	35	37	GARCIA, DIEGO	O
1233	099	GU	BUSI	589	001	MW	0800AM	0915AM	MB	2550	10	45	LE, AHN	O
1234	099	GU	BUSI	589	002	MW	1100AM	1215PM	MB	2550	37	45	LE, AHN	O
1235	099	GU	BUSI	595	001	MW	1230PM	0145PM	MB	2550	31	39	BROWN, GREGORY	O
1236	099	GU	BUSI	597	001	MW	0630PM	0745PM	MB	2550	42	45	GULTEKIN, M N	O
1237	099	GU	BUSI	603	001	MW	1230PM	0145PM	MB	3350	20	32	FISHER, LYNN	O
1238	099	GU	BUSI	603	002	MW	0330PM	0445PM	MB	3350	12	32	FISHER, LYNN	O
1239	099	GU	BUSI	610	001	TR	1100AM	1215PM	MB	3050	41	40	ELVERS, D A	C
1240	099	GU	BUSI	617	001	MW	1230PM	0145PM	MB	3600	44	45	DIDOW, N M	O
1241	099	GU	BUSI	618	001	TR	0930AM	1045AM	MB	3050	22	32	JOTIKASTHIRA, C	O
1242	099	GU	BUSI	618	002	TR	0200PM	0315PM	MB	3050	31	32	JOTIKASTHIRA, C	O
1243	099	GU	BUSI	618	003	TR	0330PM	0445PM	MB	3050	12	32	JOTIKASTHIRA, C	O
1244	099	GU	BUSI	623	001	MW	0200PM	0445PM	MB	3050	44	45	ZOLLER, TED	O
1245	099	GU	BUSI	650	001	M	0330PM	0445PM	XX	XX	11	15	BABAIAN, LEIGH	O
1246	099	GU	BUSI	651	001	TBA	TBA	TBA			86	15	MUR'RAY, LAWREN	C
1247	099	GU	BUSI	651	009	TBA	TBA	TBA			4	20	MUR'RAY, LAWREN	O
1248	099	GU	BUSI	652	009	TBA	TBA	TBA			0	20		O
1249	099	GU	BUSI	698	001	MW	0930AM	1045AM	MB	3250	51	55	OZMEL, UMIT	O
1250	099	GU	BUSI	698	002	MW	1100AM	1215PM	MB	3250	56	55	GALLO, PETER	C
1251	099	GU	BUSI	698	003	MW	1230PM	0145PM	MB	3250	63	65	OZMEL, UMIT	O
1252	099	GU	BUSI	801	007	TBA	TBA	TBA			2	10	BETTIS, R A	O
1253	099	GU	BUSI	801	008	TBA	TBA	TBA			1	10	OUIMET, PAIGE	O
1254	099	GU	BUSI	801	009	TBA	TBA	TBA			1	10	GIELENS, KATRIJ	O
1255	099	GU	BUSI	801	010	TBA	TBA	TBA			1	2	ROSEN, B	O
1256	099	GU	BUSI	801	011	TBA	TBA	TBA			1	10	GINO, FRANCESCA	O
1257	099	GU	BUSI	801	012	TBA	TBA	TBA			1	10	ROACH, MICHAEL	O
1258	099	GU	BUSI	809	001	TBA	TBA	TBA			7	25	EDWARDS, JEFFRE	O
1259	099	GU	BUSI	830	001	TBA	TBA	TBA			3	10	MARUCHECK, A E	O
1260	099	GU	BUSI	832	001	TBA	TBA	TBA			3	10	SWAMINATHAN, JA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1261	099	GU	BUSI	851	001	TBA	TBA	TBA			3	10	EDWARDS, JEFFRE	O
1262	099	GU	BUSI	852	001	TBA	TBA	TBA			0	10	ROSEN, B	X
1263	099	GU	BUSI	880	001	TBA	TBA	TBA			9	10	LUNDBLAD, CHRIS	O
1264	099	GU	BUSI	881	003	R	0200PM	0500PM	XX	XX	2	10	DICKS, DAVID	O
1265	099	GU	BUSI	885	001	TBA	TBA	TBA			0	10	ROCHOLL, JORG	X
1266	099	GU	BUSI	885	002	TBA	TBA	TBA			6	10	OUIMET, PAIGE	O
1267	099	GU	BUSI	887	001	M	0500PM	0745PM			0	20	GHYSELS, ERIC	O
1268	099	GU	BUSI	890	001	TBA	TBA	TBA			1	10		O
1269	099	GU	BUSI	899	001	TBA	TBA	TBA			3	10	BUSHMAN, ROBERT	O
1270	099	GU	BUSI	899	002	TBA	TBA	TBA			0	10	FULGHIERI, PAOL	O
1271	099	GU	BUSI	899	007	TBA	TBA	TBA			1	10	SWAMINATHAN, JA	O
1272	099	GU	BUSI	899	008	TBA	TBA	TBA			0	10	BETTIS, R A	O
1273	099	GU	BUSI	899	009	TBA	TBA	TBA			7	10	LANDSMAN	O
1274	099	GU	BUSI	899	010	TBA	TBA	TBA			7	10	BAYUS, B A	O
1275	099	GU	BUSI	899	013	TBA	TBA	TBA			2	10	GIELENS, KATRIJ	O
1276	099	GU	BUSI	899	014	TBA	TBA	TBA			2	10	ABARBANELL, JEF	O
1277	099	GU	BUSI	899	023	TBA	TBA	TBA			1	10	DICKS, DAVID	O
1278	099	GU	BUSI	899	024	TBA	TBA	TBA			0	10	SHACKELFORD, D	O
1279	099	GU	BUSI	899	025	TBA	TBA	TBA			2	10	PUTSIS, WILLIAM	O
1280	099	GU	BUSI	994	002	TBA	TBA	TBA			3	5	HOFMANN, DAVID	O
1281	099	GU	BUSI	994	003	TBA	TBA	TBA			7	10	FULGHIERI, PAOL	O
1282	099	GU	BUSI	994	004	TBA	TBA	TBA			2	10	ABARBANELL, JEF	O
1283	099	GU	BUSI	994	007	TBA	TBA	TBA			2	10	SWAMINATHAN, JA	O
1284	099	GU	BUSI	994	009	TBA	TBA	TBA			1	10	SEGARS, ALBERT	O
1285	099	GU	BUSI	994	012	TBA	TBA	TBA			1	10	MARUCHECK, A E	O
1286	099	GU	BUSI	994	013	TBA	TBA	TBA			1	10	SHACKELFORD, D	O
1287	099	GU	BUSI	994	022	TBA	TBA	TBA			0	10	TOMLIN, BRIAN	X
1288	099	GU	BUSI	994	023	TBA	TBA	TBA			1	10	GINO, FRANCESCA	O
1289	099	GU	BUSI	994	024	TBA	TBA	TBA			1	10	NERKAR, ATUL	O
1290	099	GU	BUSI	994	025	TBA	TBA	TBA			1	10	MERSEREAU, ADAM	O
1291	099	GU	BUSI	994	026	TBA	TBA	TBA			1	10	STEENKAMP, JB	O
1292	099	GU	BUSI	994	027	TBA	TBA	TBA			1	10	O'NEILL, H M	O
1293	099	GU	BUSI	994	058	TBA	TBA	TBA			5	5	LANDSMAN, W R	C
1294	099	GU	BUSI	994	163	TBA	TBA	TBA			1	5	BETTIS, R A	O
1295	099	GU	BUSI	693H	001	M	0500PM	0800PM	MB	3550	23	24	HARMS, PATRICIA	O
1296	099	GU	CATA	401	001	MWF	1200PM	1250PM	MU	0204	16	22	SAULEDA BROSSA,	O
1297	099	GU	CBIO	643	039	MWF	0200PM	0250PM			8	40	ERICKSON, A	O
1298	099	GU	CBIO	741	011	TR	1000AM	1150AM			36	45	LEVITCH, LINDA	O
1299	099	GU	CBIO	791	001	TBA	TBA	TBA			29	45	KERNICK, EDWARD	O
1300	099	GU	CBIO	893	001	TBA	TBA	TBA			11	20	BRENNWALD, PATR	O
1301	099	GU	CBIO	910	002	TBA	TBA	TBA			0	5	SCHALLER, MICHA	O
1302	099	GU	CBIO	910	003	TBA	TBA	TBA			1	5	DESHMUKAH, MOHA	O
1303	099	GU	CBIO	910	005	TBA	TBA	TBA			0	5	BRENNWALD, PATR	O
1304	099	GU	CBIO	910	006	TBA	TBA	TBA			0	5	CYR, DOUGLAS	O
1305	099	GU	CBIO	910	039	TBA	TBA	TBA			0	5	JACOBSON, K A	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1306	099	GU	CBIO	994	001	TBA	TBA	TBA			5	12		O
1307	099	GU	CBIO	994	003	TBA	TBA	TBA			1	5	DESHMUKAH, MOHA	O
1308	099	GU	CBIO	994	004	TBA	TBA	TBA			2	10	BANKAITIS, VYTA	O
1309	099	GU	CBIO	994	005	TBA	TBA	TBA			2	5	BRENNWALD, PATR	O
1310	099	GU	CBIO	994	006	TBA	TBA	TBA			2	5	CYR, DOUGLAS	O
1311	099	GU	CBIO	994	008	TBA	TBA	TBA			2	5	HAMMOND, SCOTT	O
1312	099	GU	CBIO	994	012	TBA	TBA	TBA			1	7	WANG, DA-ZHI	O
1313	099	GU	CBIO	994	028	TBA	TBA	TBA			1	5	BECKERS, CORNEL	O
1314	099	GU	CBIO	994	039	TBA	TBA	TBA			4	5	JACOBSON, K A	O
1315	099	GU	CBIO	994	041	TBA	TBA	TBA			1	8	BURRIDGE, K W	O
1316	099	GU	CBIO	994	046	TBA	TBA	TBA			2	5	BEAR, JAMES	O
1317	099	GU	CBIO	607A	001	TBA	TBA	TBA			2	2		C
1318	099	GU	CBIO	891A	001	TBA	TBA	TBA			11	30	BANKAITIS, VYTA	O
1319	099	GU	CHEM	070	001	TR	0930AM	1045AM	KL	B125	17	21	BAER, TOMAS	O
1320	099	GU	CHEM	072	001	TR	0930AM	1045AM	KL	B125	0	24	BAER, TOMAS	X
1321	099	GU	CHEM	101	001	MWF	0800AM	0850AM	CA	0111	419	425	PIELAK, GARY J.	O
1322	099	GU	CHEM	101	002	TR	0800AM	0915AM	CA	0111	437	425	HOGAN, BRIAN PA	C
1323	099	GU	CHEM	101	003	TR	0200PM	0315PM	CP	0201	183	175	AUSTELL, TODD L	C
1324	099	GU	CHEM	101	004	MWF	0800AM	0850AM	AR	0121	0	190		X
1325	099	GU	CHEM	101	851	TBA	TBA	TBA			0	999		O
1326	099	GU	CHEM	101	951	MW	0730PM	0845PM	KL	B125	26	26	VOLARIC, LISA J	C
1327	099	GU	CHEM	101	998	TBA	TBA	TBA			0	999		O
1328	099	GU	CHEM	101	999	TBA	TBA	TBA			0	999		O
1329	099	GU	CHEM	102	001	MWF	1000AM	1050AM	CP	0211	224	225	YOUSAF, MUHAMMA	O
1330	099	GU	CHEM	102	002	TR	0930AM	1045AM	CP	0211	223	225	BLIEM, CARRIBET	O
1331	099	GU	CHEM	102	851	TBA	TBA	TBA			0	999		O
1332	099	GU	CHEM	102	998	TBA	TBA	TBA			0	999		O
1333	099	GU	CHEM	102	999	TBA	TBA	TBA			0	999		O
1334	099	GU	CHEM	241	001	TR	1100AM	1215PM	CP	0211	210	210	AUSTELL, TODD L	C
1335	099	GU	CHEM	241	002	MW	0500PM	0615PM	CP	0201	182	185	WIGHTMAN, R. MA	O
1336	099	GU	CHEM	241	003	MWF	0800AM	0850AM	CP	0211	190	225	TIANI, DOMENIC	O
1337	099	GU	CHEM	261	001	MWF	1100AM	1150AM	CP	0211	207	200	FORBES, MALCOLM	C
1338	099	GU	CHEM	261	002	TR	0800AM	0915AM	CP	0211	173	175	ALEXANIAN, ERIK	O
1339	099	GU	CHEM	261	003	MWF	0900AM	0950AM	CP	0211	208	200	KROPP, PAUL J.	C
1340	099	GU	CHEM	261	004	MWF	0800AM	0850AM	CP	0201	73	190	JOHNSON, JEFFRE	O
1341	099	GU	CHEM	261	998	TBA	TBA	TBA			0	999		O
1342	099	GU	CHEM	261	999	TBA	TBA	TBA			0	999		O
1343	099	GU	CHEM	262	001	MWF	1100AM	1150AM	CP	0201	0	135		X
1344	099	GU	CHEM	262	998	TBA	TBA	TBA			0	999		O
1345	099	GU	CHEM	395	001	TBA	TBA	TBA			0	5	BAER, TOMAS	O
1346	099	GU	CHEM	395	002	TBA	TBA	TBA			2	5	BROOKHART, MAUR	O
1347	099	GU	CHEM	395	005	TBA	TBA	TBA			1	5	FECKO, CHRISTOP	O
1348	099	GU	CHEM	395	006	TBA	TBA	TBA			0	5	MORAN, ANDREW M	O
1349	099	GU	CHEM	395	011	TBA	TBA	TBA			1	5	ERIE, DOROTHY A	O
1350	099	GU	CHEM	395	014	TBA	TBA	TBA			2	5	LORD, S T	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1351	099	GU	CHEM	395	023	TBA	TBA	TBA			2	5	MEYER, THOMAS J	O
1352	099	GU	CHEM	395	025	TBA	TBA	TBA			4	5	MURRAY, ROYCE W	O
1353	099	GU	CHEM	395	028	TBA	TBA	TBA			1	5	SPREMULLI, LIND	O
1354	099	GU	CHEM	395	040	TBA	TBA	TBA			5	5	GLISH, GARY L.	C
1355	099	GU	CHEM	395	041	TBA	TBA	TBA			1	5	THOMPSON, NANCY	O
1356	099	GU	CHEM	395	042	TBA	TBA	TBA			3	5	YOU, WEI	O
1357	099	GU	CHEM	395	043	TBA	TBA	TBA			2	5	RUBINSTEIN, MIC	O
1358	099	GU	CHEM	395	045	TBA	TBA	TBA			1	5	SCHAUER, CYNTHI	O
1359	099	GU	CHEM	395	046	TBA	TBA	TBA			0	5	PIELAK, GARY J.	O
1360	099	GU	CHEM	395	047	TBA	TBA	TBA			0	5	WIGHTMAN, R. MA	O
1361	099	GU	CHEM	395	048	TBA	TBA	TBA			2	5	FORBES, MALCOLM	O
1362	099	GU	CHEM	395	049	TBA	TBA	TBA			3	5	DESIMONE, JOSEP	O
1363	099	GU	CHEM	395	050	TBA	TBA	TBA			1	5	ALLBRITTON, NAN	O
1364	099	GU	CHEM	395	052	TBA	TBA	TBA			2	5	PAPANIKOLAS, JO	O
1365	099	GU	CHEM	395	053	TBA	TBA	TBA			1	5	WEEKS, KEVIN M.	O
1366	099	GU	CHEM	395	055	TBA	TBA	TBA			2	5	REDINBO, MATTHE	O
1367	099	GU	CHEM	395	056	TBA	TBA	TBA			23	35	WATERS, MARCEY	O
1368	099	GU	CHEM	395	057	TBA	TBA	TBA			3	5	SCHOENFISCH, MA	O
1369	099	GU	CHEM	395	058	TBA	TBA	TBA			3	5	JOHNSON, JEFFRE	O
1370	099	GU	CHEM	395	060	TBA	TBA	TBA			1	5	LIN, WENBIN	O
1371	099	GU	CHEM	395	061	TBA	TBA	TBA			1	5	ASHBY, VALERIE	O
1372	099	GU	CHEM	395	062	TBA	TBA	TBA			3	5	RAMSEY, J. MICH	O
1373	099	GU	CHEM	395	064	TBA	TBA	TBA			0	5	YOUSAF, MUHAMMA	O
1374	099	GU	CHEM	395	065	TBA	TBA	TBA			1	5	WOLFENDEN, RICH	O
1375	099	GU	CHEM	395	077	TBA	TBA	TBA			2	5	ALEXANIAN, ERIK	O
1376	099	GU	CHEM	396	001	TBA	TBA	TBA			0	5	BAER, TOMAS	O
1377	099	GU	CHEM	396	002	TBA	TBA	TBA			0	5	BROOKHART, MAUR	O
1378	099	GU	CHEM	396	011	TBA	TBA	TBA			0	5	ERIE, DOROTHY A	O
1379	099	GU	CHEM	396	036	TBA	TBA	TBA			0	5	JORGENSON, JAME	O
1380	099	GU	CHEM	396	046	TBA	TBA	TBA			1	5	PIELAK, GARY J.	O
1381	099	GU	CHEM	396	060	TBA	TBA	TBA			0	5	LIN, WENBIN	O
1382	099	GU	CHEM	396	072	TBA	TBA	TBA			2	5	HOGAN, BRIAN PA	O
1383	099	GU	CHEM	421	001	MWF	0900AM	0950AM	CP	0125	32	65	YOU, WEI	O
1384	099	GU	CHEM	422	001	TR	0930AM	1045AM	DE	0209	16	26	RUBINSTEIN, MIC	O
1385	099	GU	CHEM	430	001	TR	1230PM	0145PM	CP	0211	188	185	SPREMULLI, LIND	C
1386	099	GU	CHEM	431	001	TR	0800AM	0915AM	CP	0125	70	80	ERIE, DOROTHY A	O
1387	099	GU	CHEM	438	001	MWF	1100AM	1150AM	XX	XX	4	10	REDINBO, MATTHE	O
1388	099	GU	CHEM	442	001	MTWR	0500PM	0550PM	KL	B125	19	20	GLISH, GARY L.	O
1389	099	GU	CHEM	444	001	MWF	0800AM	0850AM	KL	B121	36	36	JORGENSON, JAME	C
1390	099	GU	CHEM	447	001	TR	1100AM	1215PM	KL	B125	27	36	SCHOENFISCH, MA	O
1391	099	GU	CHEM	450	001	MWF	0900AM	0950AM	GA	0210	39	49	GAGNE, MICHEL R	O
1392	099	GU	CHEM	451	001	TR	0930AM	1045AM	MT	0305	10	19	SCHAUER, CYNTHI	O
1393	099	GU	CHEM	465	001	MWF	1100AM	1150AM	KL	B125	27	29	TEMPLETON, JOSE	O
1394	099	GU	CHEM	465	001	F	0100PM	0150PM	KL	B125	27	29	TEMPLETON, JOSE	O
1395	099	GU	CHEM	466	001	MWF	0800AM	0850AM	CP	0125	43	45	NICEWICZ, DAVID	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1396	099	GU	CHEM	470	001	TR	0800AM	0915AM	KL	B121	10	14	SAMULSKI, EDWAR	O
1397	099	GU	CHEM	480	001	MWF	1100AM	1150AM	CP	0125	51	51	THOMPSON, NANCY	C
1398	099	GU	CHEM	481	001	MWF	1000AM	1050AM	CP	0125	75	90	BAER, TOMAS	O
1399	099	GU	CHEM	482	001	MWF	1000AM	1050AM	KL	B125	34	36	FECKO, CHRISTOP	O
1400	099	GU	CHEM	484	001	MWF	1100AM	1150AM	WI	0139	13	19	PAPOIAN, GAREGI	O
1401	099	GU	CHEM	486	001	TR	0930AM	1045AM	DE	0403	7	11	MORAN, ANDREW M	O
1402	099	GU	CHEM	721	001	M	0400PM	0530PM	CP	0125	12	36	SHEIKO, SERGEY	O
1403	099	GU	CHEM	731	001	W	1200PM	0150PM	CP	0125	9	30	THOMPSON, NANCY	O
1404	099	GU	CHEM	732	001	TR	1100AM	1215PM	XX	XX	8	20	ERIE, DOROTHY A	O
1405	099	GU	CHEM	733	001	TR	1100AM	1215PM	KL	B125	0	36	ERIE, DOROTHY A	X
1406	099	GU	CHEM	741	001	M	1200PM	0150PM	CP	0125	29	36	WIGHTMAN, R. MA	O
1407	099	GU	CHEM	752	001	W	0400PM	0500PM	CP	0125	0	60	PAPANIKOLAS, JO	X
1408	099	GU	CHEM	754	001	T	1100AM	1215PM	CP	0125	16	50	SCHAUER, CYNTHI	O
1409	099	GU	CHEM	761	001	F	1200PM	0150PM	CP	0125	24	40	JOHNSON, JEFFRE	O
1410	099	GU	CHEM	761	001	R	1230PM	0145PM	CP	0125	24	40	JOHNSON, JEFFRE	O
1411	099	GU	CHEM	781	001	M	0400PM	0530PM	CP	0125	6	20	BERKOWITZ, MAX	O
1412	099	GU	CHEM	921	042	TBA	TBA	TBA			0	10	YOU, WEI	O
1413	099	GU	CHEM	921	043	TBA	TBA	TBA			1	10	RUBINSTEIN, MIC	O
1414	099	GU	CHEM	921	044	TBA	TBA	TBA			1	10	SAMULSKI, EDWAR	O
1415	099	GU	CHEM	921	049	TBA	TBA	TBA			4	10	DESIMONE, JOSEP	O
1416	099	GU	CHEM	921	050	TBA	TBA	TBA			0	10	ALLBRITTON, NAN	O
1417	099	GU	CHEM	921	059	TBA	TBA	TBA			2	10	SHEIKO, SERGEY	O
1418	099	GU	CHEM	921	061	TBA	TBA	TBA			2	10	ASHBY, VALERIE	O
1419	099	GU	CHEM	931	011	TBA	TBA	TBA			0	10	ERIE, DOROTHY A	O
1420	099	GU	CHEM	931	046	TBA	TBA	TBA			3	10	PIELAK, G J	O
1421	099	GU	CHEM	931	053	TBA	TBA	TBA			2	10	WEEKS, KEVIN M.	O
1422	099	GU	CHEM	931	055	TBA	TBA	TBA			1	10	REDINBO, MATTHE	O
1423	099	GU	CHEM	931	064	TBA	TBA	TBA			0	10	YOUSAF, MUHAMMA	O
1424	099	GU	CHEM	931	078	TBA	TBA	TBA			0	10	NICEWICZ, DAVID	O
1425	099	GU	CHEM	941	001	TBA	TBA	TBA			0	10	BAER, T	O
1426	099	GU	CHEM	941	011	TBA	TBA	TBA			0	10	ERIE, DOROTHY A	O
1427	099	GU	CHEM	941	025	TBA	TBA	TBA			1	10	MURRAY, ROYCE W	O
1428	099	GU	CHEM	941	036	TBA	TBA	TBA			0	10	JORGENSON, J W	O
1429	099	GU	CHEM	941	040	TBA	TBA	TBA			0	10	GLISH, G L	O
1430	099	GU	CHEM	941	047	TBA	TBA	TBA			1	10	WIGHTMAN, R M	O
1431	099	GU	CHEM	941	050	TBA	TBA	TBA			0	10	ALLBRITTON, NAN	O
1432	099	GU	CHEM	941	057	TBA	TBA	TBA			3	10	SCHOENFISCH, MA	O
1433	099	GU	CHEM	941	062	TBA	TBA	TBA			3	10	RAMSEY, J. MICH	O
1434	099	GU	CHEM	951	022	TBA	TBA	TBA			1	10	GAGNE, MICHEL R	O
1435	099	GU	CHEM	951	031	TBA	TBA	TBA			3	10	TEMPLETON, J L	O
1436	099	GU	CHEM	951	045	TBA	TBA	TBA			1	10	SCHAUER, CYNTHI	O
1437	099	GU	CHEM	951	051	TBA	TBA	TBA			0	10	THORP, H. HOLDE	O
1438	099	GU	CHEM	951	060	TBA	TBA	TBA			2	10	LIN, WENBIN	O
1439	099	GU	CHEM	951	076	TBA	TBA	TBA			0	10	LAWRENCE, DAVID	O
1440	099	GU	CHEM	961	002	TBA	TBA	TBA			0	10	BROOKHART, MAUR	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1441	099	GU	CHEM	961	022	TBA	TBA	TBA			4	10	GAGNE, MICHEL R	O
1442	099	GU	CHEM	961	042	TBA	TBA	TBA			1	10	YOU, WEI	O
1443	099	GU	CHEM	961	055	TBA	TBA	TBA			0	10	REDINBO, MATTHE	O
1444	099	GU	CHEM	961	056	TBA	TBA	TBA			1	10	WATERS, MARCEY	O
1445	099	GU	CHEM	961	058	TBA	TBA	TBA			1	10	JOHNSON, JEFFRE	O
1446	099	GU	CHEM	961	077	TBA	TBA	TBA			4	10	ALEXANIAN, ERIK	O
1447	099	GU	CHEM	981	005	TBA	TBA	TBA			2	10	FECKO, CHRISTOP	O
1448	099	GU	CHEM	981	006	TBA	TBA	TBA			0	10	MORAN, ANDREW M	O
1449	099	GU	CHEM	981	052	TBA	TBA	TBA			1	10	PAPANIKOLAS, JO	O
1450	099	GU	CHEM	981	059	TBA	TBA	TBA			1	10	SHEIKO, SERGEY	O
1451	099	GU	CHEM	981	063	TBA	TBA	TBA			4	10	PAPOIAN, GAREGI	O
1452	099	GU	CHEM	992	001	TBA	TBA	TBA			0	5	BAER, TOMAS	O
1453	099	GU	CHEM	992	023	TBA	TBA	TBA			0	5		X
1454	099	GU	CHEM	992	040	TBA	TBA	TBA			0	5	GLISH, GARY L.	O
1455	099	GU	CHEM	992	050	TBA	TBA	TBA			1	5	ALLBRITTON, NAN	O
1456	099	GU	CHEM	992	056	TBA	TBA	TBA			1	5	WATERS, MARCEY	O
1457	099	GU	CHEM	992	077	TBA	TBA	TBA			0	5	ALEXANIAN, ERIK	O
1458	099	GU	CHEM	993	001	TBA	TBA	TBA			0	10		O
1459	099	GU	CHEM	993	025	TBA	TBA	TBA			0	10	MURRAY, R W	O
1460	099	GU	CHEM	993	052	TBA	TBA	TBA			0	5	PAPANIKOLAS, JO	O
1461	099	GU	CHEM	994	001	TBA	TBA	TBA			1	10	BAER, T	O
1462	099	GU	CHEM	994	002	TBA	TBA	TBA			0	10	BROOKHART, M S	O
1463	099	GU	CHEM	994	005	TBA	TBA	TBA			0	10	FECKO, CHRISTOP	O
1464	099	GU	CHEM	994	006	TBA	TBA	TBA			2	10	MORAN, ANDREW M	O
1465	099	GU	CHEM	994	011	TBA	TBA	TBA			2	15	ERIE, DOROTHY A	O
1466	099	GU	CHEM	994	014	TBA	TBA	TBA			0	5	LORD, S T	O
1467	099	GU	CHEM	994	022	TBA	TBA	TBA			1	15	GAGNE, MICHEL R	O
1468	099	GU	CHEM	994	025	TBA	TBA	TBA			4	15	MURRAY, R W	O
1469	099	GU	CHEM	994	028	TBA	TBA	TBA			1	10	SPREMULLI, LIND	O
1470	099	GU	CHEM	994	030	TBA	TBA	TBA			1	10	BERKOWITZ, M L	O
1471	099	GU	CHEM	994	031	TBA	TBA	TBA			4	15	TEMPLETON, J L	O
1472	099	GU	CHEM	994	036	TBA	TBA	TBA			8	20	JORGENSON, J W	O
1473	099	GU	CHEM	994	039	TBA	TBA	TBA			8	15	CRIMMINS, M T	O
1474	099	GU	CHEM	994	040	TBA	TBA	TBA			5	15	GLISH, G L	O
1475	099	GU	CHEM	994	041	TBA	TBA	TBA			1	15	THOMPSON, N L	O
1476	099	GU	CHEM	994	042	TBA	TBA	TBA			4	15	YOU, WEI	O
1477	099	GU	CHEM	994	044	TBA	TBA	TBA			2	15	SAMULSKI, E T	O
1478	099	GU	CHEM	994	045	TBA	TBA	TBA			0	15	SCHAUER, CYNTHI	O
1479	099	GU	CHEM	994	046	TBA	TBA	TBA			3	15	PIELAK, G J	O
1480	099	GU	CHEM	994	047	TBA	TBA	TBA			4	15	WIGHTMAN, R M	O
1481	099	GU	CHEM	994	049	TBA	TBA	TBA			9	25	DESIMONE, J M	O
1482	099	GU	CHEM	994	050	TBA	TBA	TBA			2	15	ALLBRITTON, NAN	O
1483	099	GU	CHEM	994	051	TBA	TBA	TBA			1	15	THORP, H. HOLDE	O
1484	099	GU	CHEM	994	052	TBA	TBA	TBA			3	15	PAPANIKOLAS, JO	O
1485	099	GU	CHEM	994	053	TBA	TBA	TBA			5	15	WEEKS, KEVIN M.	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1486	099	GU	CHEM	994	055	TBA	TBA	TBA			2	15	REDINBO, MATTHE	O
1487	099	GU	CHEM	994	056	TBA	TBA	TBA			6	15	WATERS, MARCEY	O
1488	099	GU	CHEM	994	057	TBA	TBA	TBA			5	15	SCHOENFISCH, MA	O
1489	099	GU	CHEM	994	058	TBA	TBA	TBA			8	15	JOHNSON, JEFFRE	O
1490	099	GU	CHEM	994	059	TBA	TBA	TBA			1	15	SHEYKO, SERGEY	O
1491	099	GU	CHEM	994	060	TBA	TBA	TBA			3	15	LIN, WENBIN	O
1492	099	GU	CHEM	994	061	TBA	TBA	TBA			3	15	ASHBY, VALERIE	O
1493	099	GU	CHEM	994	062	TBA	TBA	TBA			7	15	RAMSEY, J. MICH	O
1494	099	GU	CHEM	994	063	TBA	TBA	TBA			4	15	PAPOIAN, GAREGI	O
1495	099	GU	CHEM	994	064	TBA	TBA	TBA			7	15	YOUSAF, MUHAMMA	O
1496	099	GU	CHEM	994	076	TBA	TBA	TBA			1	10	LAWRENCE, DAVID	O
1497	099	GU	CHEM	994	077	TBA	TBA	TBA			0	15	ALEXANIAN, ERIK	O
1498	099	GU	CHEM	994	078	TBA	TBA	TBA			0	10	NICEWICZ, DAVID	O
1499	099	GU	CHEM	101L	401	M	0100PM	0450PM	CP	0211	23	20	VOLARIC, LISA J	C
1500	099	GU	CHEM	101L	402	M	0100PM	0450PM	CP	0211	24	20	VOLARIC, LISA J	C
1501	099	GU	CHEM	101L	403	M	0100PM	0450PM	CP	0211	24	20	VOLARIC, LISA J	C
1502	099	GU	CHEM	101L	404	M	0100PM	0450PM	CP	0211	24	20	VOLARIC, LISA J	C
1503	099	GU	CHEM	101L	405	M	0100PM	0450PM	CP	0211	23	20	VOLARIC, LISA J	C
1504	099	GU	CHEM	101L	406	M	0100PM	0450PM	CP	0211	23	20	VOLARIC, LISA J	C
1505	099	GU	CHEM	101L	407	M	0100PM	0450PM	CP	0211	23	20	VOLARIC, LISA J	C
1506	099	GU	CHEM	101L	408	T	0800AM	1150AM	CP	0201	22	20	VOLARIC, LISA J	C
1507	099	GU	CHEM	101L	409	T	0800AM	1150AM	CP	0201	23	20	VOLARIC, LISA J	C
1508	099	GU	CHEM	101L	410	T	0800AM	1150AM	CP	0201	23	20	VOLARIC, LISA J	C
1509	099	GU	CHEM	101L	411	T	0800AM	1150AM	CP	0201	22	20	VOLARIC, LISA J	C
1510	099	GU	CHEM	101L	412	T	0800AM	1150AM	CP	0201	23	20	VOLARIC, LISA J	C
1511	099	GU	CHEM	101L	413	T	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
1512	099	GU	CHEM	101L	414	T	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
1513	099	GU	CHEM	101L	415	T	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
1514	099	GU	CHEM	101L	416	T	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
1515	099	GU	CHEM	101L	417	T	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
1516	099	GU	CHEM	101L	418	T	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
1517	099	GU	CHEM	101L	419	T	0200PM	0550PM	CP	0211	23	20	VOLARIC, LISA J	C
1518	099	GU	CHEM	101L	420	W	0100PM	0450PM	CP	0211	24	20	VOLARIC, LISA J	C
1519	099	GU	CHEM	101L	421	W	0100PM	0450PM	CP	0211	24	20	VOLARIC, LISA J	C
1520	099	GU	CHEM	101L	422	W	0100PM	0450PM	CP	0211	24	20	VOLARIC, LISA J	C
1521	099	GU	CHEM	101L	423	W	0100PM	0450PM	CP	0211	24	20	VOLARIC, LISA J	C
1522	099	GU	CHEM	101L	424	W	0100PM	0450PM	CP	0211	24	20	VOLARIC, LISA J	C
1523	099	GU	CHEM	101L	425	W	0100PM	0450PM	CP	0211	24	20	VOLARIC, LISA J	C
1524	099	GU	CHEM	101L	426	W	0100PM	0450PM	CP	0211	24	20	VOLARIC, LISA J	C
1525	099	GU	CHEM	101L	427	R	0800AM	1150AM	CP	0201	21	20	VOLARIC, LISA J	C
1526	099	GU	CHEM	101L	428	R	0800AM	1150AM	CP	0201	22	20	VOLARIC, LISA J	C
1527	099	GU	CHEM	101L	429	R	0800AM	1150AM	CP	0201	21	20	VOLARIC, LISA J	C
1528	099	GU	CHEM	101L	430	R	0800AM	1150AM	CP	0201	21	20	VOLARIC, LISA J	C
1529	099	GU	CHEM	101L	431	R	0800AM	1150AM	CP	0201	21	24	VOLARIC, LISA J	O
1530	099	GU	CHEM	101L	432	R	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1531	099	GU	CHEM	101L	433	R	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
1532	099	GU	CHEM	101L	434	R	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
1533	099	GU	CHEM	101L	435	R	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
1534	099	GU	CHEM	101L	436	R	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
1535	099	GU	CHEM	101L	437	R	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
1536	099	GU	CHEM	101L	438	R	0200PM	0550PM	CP	0211	24	20	VOLARIC, LISA J	C
1537	099	GU	CHEM	101L	998	TBA	TBA	TBA			0	999		O
1538	099	GU	CHEM	101L	999	TBA	TBA	TBA			0	0		C
1539	099	GU	CHEM	102H	001	TR	1230PM	0145PM	CP	0201	73	0	MORSE, CAROLYN	C
1540	099	GU	CHEM	102L	401	M	0100PM	0450PM	CP	0211	16	10	VOLARIC, LISA J	C
1541	099	GU	CHEM	102L	402	M	0100PM	0450PM	CP	0211	16	10	VOLARIC, LISA J	C
1542	099	GU	CHEM	102L	403	M	0100PM	0450PM	CP	0211	16	10	VOLARIC, LISA J	C
1543	099	GU	CHEM	102L	404	T	0800AM	1150AM	CP	0201	23	24	VOLARIC, LISA J	O
1544	099	GU	CHEM	102L	405	T	0800AM	1150AM	CP	0201	23	24	VOLARIC, LISA J	O
1545	099	GU	CHEM	102L	406	T	0800AM	1150AM	CP	0201	23	24	VOLARIC, LISA J	O
1546	099	GU	CHEM	102L	407	T	0200PM	0550PM	CP	0211	19	10	VOLARIC, LISA J	C
1547	099	GU	CHEM	102L	408	T	0200PM	0550PM	CP	0211	20	10	VOLARIC, LISA J	C
1548	099	GU	CHEM	102L	409	T	0200PM	0550PM	CP	0211	20	10	VOLARIC, LISA J	C
1549	099	GU	CHEM	102L	410	W	0100PM	0450PM	CP	0211	17	10	VOLARIC, LISA J	C
1550	099	GU	CHEM	102L	411	W	0100PM	0450PM	CP	0211	16	10	VOLARIC, LISA J	C
1551	099	GU	CHEM	102L	412	W	0100PM	0450PM	CP	0211	17	10	VOLARIC, LISA J	C
1552	099	GU	CHEM	102L	413	R	0800AM	1150AM	CP	0201	18	24	VOLARIC, LISA J	O
1553	099	GU	CHEM	102L	414	R	0800AM	1150AM	CP	0201	17	24	VOLARIC, LISA J	O
1554	099	GU	CHEM	102L	415	R	0800AM	1150AM	CP	0201	18	24	VOLARIC, LISA J	O
1555	099	GU	CHEM	102L	416	R	0200PM	0550PM	CP	0211	21	10	VOLARIC, LISA J	C
1556	099	GU	CHEM	102L	417	R	0200PM	0550PM	CP	0211	19	10	VOLARIC, LISA J	C
1557	099	GU	CHEM	102L	418	R	0200PM	0550PM	CP	0211	20	10	VOLARIC, LISA J	C
1558	099	GU	CHEM	102L	998	TBA	TBA	TBA			0	0		C
1559	099	GU	CHEM	102L	999	TBA	TBA	TBA			0	0		C
1560	099	GU	CHEM	241H	208	MWF	1000AM	1050AM	KL	B121	28	20	MURRAY, ROYCE W	C
1561	099	GU	CHEM	241L	401	M	0100PM	0350PM	CP	0201	22	22	TIANI, DOMENIC	C
1562	099	GU	CHEM	241L	402	M	0100PM	0350PM	CP	0201	22	22	TIANI, DOMENIC	C
1563	099	GU	CHEM	241L	403	M	0100PM	0350PM	CP	0201	22	22	TIANI, DOMENIC	C
1564	099	GU	CHEM	241L	404	M	0100PM	0350PM	CP	0201	22	22	TIANI, DOMENIC	C
1565	099	GU	CHEM	241L	405	T	0800AM	1050AM	XX	XX	19	22	TIANI, DOMENIC	O
1566	099	GU	CHEM	241L	406	T	0800AM	1050AM	XX	XX	17	22	TIANI, DOMENIC	O
1567	099	GU	CHEM	241L	407	T	0800AM	1050AM	XX	XX	22	22	TIANI, DOMENIC	C
1568	099	GU	CHEM	241L	408	T	0800AM	1050AM	XX	XX	22	22	TIANI, DOMENIC	C
1569	099	GU	CHEM	241L	409	T	0200PM	0450PM	CP	0125	22	22	TIANI, DOMENIC	C
1570	099	GU	CHEM	241L	410	T	0200PM	0450PM	CP	0125	22	22	TIANI, DOMENIC	C
1571	099	GU	CHEM	241L	411	T	0200PM	0450PM	CP	0125	22	22	TIANI, DOMENIC	C
1572	099	GU	CHEM	241L	412	W	0100PM	0350PM	CP	0125	22	22	TIANI, DOMENIC	C
1573	099	GU	CHEM	241L	413	W	0100PM	0350PM	CP	0125	22	22	TIANI, DOMENIC	C
1574	099	GU	CHEM	241L	414	W	0100PM	0350PM	CP	0125	22	22	TIANI, DOMENIC	C
1575	099	GU	CHEM	241L	415	R	0800AM	1050AM	XX	XX	21	22	TIANI, DOMENIC	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1576	099	GU	CHEM	241L	416	R	0800AM	1050AM	XX	XX	21	22	TIANI, DOMENIC	O
1577	099	GU	CHEM	241L	417	R	0800AM	1050AM	XX	XX	21	22	TIANI, DOMENIC	O
1578	099	GU	CHEM	241L	418	R	0800AM	1050AM	XX	XX	22	22	TIANI, DOMENIC	C
1579	099	GU	CHEM	241L	419	R	0200PM	0450PM	CP	0125	22	22	TIANI, DOMENIC	C
1580	099	GU	CHEM	241L	420	R	0200PM	0450PM	CP	0125	22	22	TIANI, DOMENIC	C
1581	099	GU	CHEM	241L	421	R	0200PM	0450PM	CP	0125	22	22	TIANI, DOMENIC	C
1582	099	GU	CHEM	241L	422	R	0200PM	0450PM	CP	0125	22	22	TIANI, DOMENIC	C
1583	099	GU	CHEM	245L	523	T	0200PM	0450PM	XX	XX	15	18	TIANI, DOMENIC	O
1584	099	GU	CHEM	245L	556	W	0100PM	0350PM	XX	XX	9	18	TIANI, DOMENIC	O
1585	099	GU	CHEM	261H	194	TR	0930AM	1045AM	CP	0125	41	40	WATERS, MARCEY	C
1586	099	GU	CHEM	262L	401	M	0100PM	0350PM	CP	0125	0	21		X
1587	099	GU	CHEM	262L	402	M	0100PM	0350PM	CP	0125	0	22		X
1588	099	GU	CHEM	262L	403	M	0100PM	0350PM	CP	0125	0	22		X
1589	099	GU	CHEM	262L	404	T	0200PM	0450PM	XX	XX	0	22		X
1590	099	GU	CHEM	262L	405	T	0200PM	0450PM	XX	XX	0	21		X
1591	099	GU	CHEM	262L	406	T	0200PM	0450PM	XX	XX	0	22		X
1592	099	GU	CHEM	262L	407	W	0100PM	0350PM	CP	0201	0	22		X
1593	099	GU	CHEM	262L	408	W	0100PM	0350PM	CP	0201	0	22		X
1594	099	GU	CHEM	262L	409	W	0100PM	0350PM	CP	0201	0	24		X
1595	099	GU	CHEM	262L	410	R	0200PM	0450PM	XX	XX	0	24		X
1596	099	GU	CHEM	262L	411	R	0200PM	0450PM	XX	XX	0	22		X
1597	099	GU	CHEM	262L	412	R	0200PM	0450PM	XX	XX	0	24		X
1598	099	GU	CHEM	262L	998	TBA	TBA	TBA			0	999		O
1599	099	GU	CHEM	442L	401	M	0100PM	0450PM	ML	0209	5	5	GLISH, GARY L.	C
1600	099	GU	CHEM	442L	402	T	0100PM	0450PM	ML	0209	4	5	GLISH, GARY L.	O
1601	099	GU	CHEM	442L	403	W	0100PM	0450PM	ML	0209	4	5	GLISH, GARY L.	O
1602	099	GU	CHEM	442L	404	R	0100PM	0450PM	ML	0209	4	5	GLISH, GARY L.	O
1603	099	GU	CHEM	442L	405	F	0100PM	0450PM	ML	0209	2	5	GLISH, GARY L.	O
1604	099	GU	CHEM	481L	401	T	1230PM	0145PM	CP	0125	21	21	BLIEM, CARRIBET	C
1605	099	GU	CHEM	481L	401	W	0200PM	0450PM	KL	B121	21	21	BLIEM, CARRIBET	C
1606	099	GU	CHEM	481L	402	T	1230PM	0145PM	CP	0125	18	20	BLIEM, CARRIBET	O
1607	099	GU	CHEM	481L	402	R	0200PM	0450PM	KL	B121	18	20	BLIEM, CARRIBET	O
1608	099	GU	CHEM	481L	403	T	1230PM	0145PM	CP	0125	19	20	BLIEM, CARRIBET	O
1609	099	GU	CHEM	481L	403	F	0200PM	0450PM	KL	B121	19	20	BLIEM, CARRIBET	O
1610	099	GU	CHEM	481L	404	T	1230PM	0145PM	CP	0125	0	20		X
1611	099	GU	CHEM	481L	404	F	0200PM	0450PM	KL	B121	0	20		X
1612	099	GU	CHEM	530L	401	TR	0100PM	0450PM	ML	0203	27	16	HOGAN, BRIAN PA	C
1613	099	GU	CHEM	530L	401	TBA	TBA	TBA			27	16	HOGAN, BRIAN PA	C
1614	099	GU	CHEM	530L	402	WF	0100PM	0450PM	ML	0203	15	16	HOGAN, BRIAN PA	O
1615	099	GU	CHEM	530L	402	TBA	TBA	TBA			15	16	HOGAN, BRIAN PA	O
1616	099	GU	CHEM	550L	401	W	1200PM	1250PM	CP	0211	11	11	LIN, WENBIN	C
1617	099	GU	CHEM	550L	401	M	0100PM	0450PM	ML	0304	11	11	LIN, WENBIN	C
1618	099	GU	CHEM	550L	402	W	1200PM	1250PM	CP	0211	11	11	LIN, WENBIN	C
1619	099	GU	CHEM	550L	402	M	0100PM	0450PM	ML	0304	11	11	LIN, WENBIN	C
1620	099	GU	CHEM	550L	403	T	0100PM	0450PM	ML	0304	10	11	LIN, WENBIN	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1621	099	GU	CHEM	550L	403	W	1200PM	1250PM	CP	0211	10	11	LIN, WENBIN	O
1622	099	GU	CHEM	550L	404	T	0100PM	0450PM	ML	0304	7	11	LIN, WENBIN	O
1623	099	GU	CHEM	550L	404	W	1200PM	1250PM	CP	0211	7	11	LIN, WENBIN	O
1624	099	GU	CHEM	550L	405	W	0100PM	0450PM	ML	0304	11	11	LIN, WENBIN	C
1625	099	GU	CHEM	550L	405	W	1200PM	1250PM	CP	0211	11	11	LIN, WENBIN	C
1626	099	GU	CHEM	550L	406	W	1200PM	1250PM	CP	0211	11	11	LIN, WENBIN	C
1627	099	GU	CHEM	550L	406	W	0100PM	0450PM	ML	0301	11	11	LIN, WENBIN	C
1628	099	GU	CHEM	550L	407	R	0100PM	0450PM	ML	0304	10	11	LIN, WENBIN	O
1629	099	GU	CHEM	550L	407	W	1200PM	1250PM	CP	0211	10	11	LIN, WENBIN	O
1630	099	GU	CHEM	550L	408	W	1200PM	1250PM	CP	0211	10	11	LIN, WENBIN	O
1631	099	GU	CHEM	550L	408	R	0100PM	0450PM	ML	0304	10	11	LIN, WENBIN	O
1632	099	GU	CHER	101	001	MW	0415PM	0530PM	PE	0008	15	20	REED, JULIE	O
1633	099	GU	CHIN	101	001	MTWR	1000AM	1050AM	SA	0213	20	20	ZHOU, YI	C
1634	099	GU	CHIN	101	002	MTWR	0800AM	0850AM	AR	0116	13	20	MA, XIAOQING	O
1635	099	GU	CHIN	101	003	MTWR	1100AM	1150AM	SA	0213	19	20	PARK, YOUNG MAE	O
1636	099	GU	CHIN	101	004	MTWR	1200PM	1250PM	SA	0213	20	20	PARK, YOUNG MAE	C
1637	099	GU	CHIN	101	005	MTWR	1000AM	1050AM	AR	0116	20	20	FAN, LILI	C
1638	099	GU	CHIN	101	006	MTWR	0300PM	0350PM	AR	0116	19	20	FAN, LILI	O
1639	099	GU	CHIN	101	007	MTWR	0400PM	0450PM	AR	0116	13	20	FAN, LILI	O
1640	099	GU	CHIN	101	998	TBA	TBA	TBA			0	999		O
1641	099	GU	CHIN	102	998	TBA	TBA	TBA			0	999		O
1642	099	GU	CHIN	111	001	MW	0300PM	0415PM	DE	0208	30	30	ZHANG, LEI	C
1643	099	GU	CHIN	203	001	MTWR	0900AM	0950AM	AR	0116	15	14	ZHANG, HANG	C
1644	099	GU	CHIN	203	002	MTWR	1200PM	1250PM	AR	0116	20	20	ZHANG, HANG	C
1645	099	GU	CHIN	203	004	MTWR	0900AM	0950AM	SA	0321	12	19	PARK, YOUNG MAE	O
1646	099	GU	CHIN	203	005	MTWR	0100PM	0150PM	AR	0116	21	19	ZHANG, HANG	C
1647	099	GU	CHIN	203	006	MTWR	0900AM	0950AM	AR	0116	0	0		X
1648	099	GU	CHIN	203	998	TBA	TBA	TBA			0	999		O
1649	099	GU	CHIN	203	999	TBA	TBA	TBA			0	999		O
1650	099	GU	CHIN	203	01S	TBA	TBA	TBA			9	999	YUE, G	O
1651	099	GU	CHIN	204	998	TBA	TBA	TBA			0	999		O
1652	099	GU	CHIN	204	01S	TBA	TBA	TBA			9	999	YUE, G	O
1653	099	GU	CHIN	252	001	MWF	0100PM	0150PM	GA	0008	81	82	HENRY, E	O
1654	099	GU	CHIN	252	002	MWF	0200PM	0250PM	CW	0105	69	72	HENRY, E	O
1655	099	GU	CHIN	252	601	R	0825AM	0915AM	FB	F009	41	50	HENRY, E	O
1656	099	GU	CHIN	252	602	R	0930AM	1020AM	FB	F009	58	50	HENRY, E	C
1657	099	GU	CHIN	252	603	R	1100AM	1150AM	NW	0219	51	50	HENRY, E	C
1658	099	GU	CHIN	253	001	TR	0200PM	0315PM	AR	0215	22	30	LI, WENDAN	O
1659	099	GU	CHIN	305	001	TR	1100AM	1215PM	GM	0213	15	16	ZHOU, YI	O
1660	099	GU	CHIN	305	002	TR	0330PM	0445PM	MT	0106	13	16	ZHOU, YI	O
1661	099	GU	CHIN	305	01S	TBA	TBA	TBA			14	999	YUE, G	O
1662	099	GU	CHIN	306	01S	TBA	TBA	TBA			5	999	YUE, G	O
1663	099	GU	CHIN	313	001	MWF	1100AM	1150AM	GM	0035	22	25	HENRY, E	O
1664	099	GU	CHIN	407	001	MWF	1100AM	1150AM	AR	0215	14	20	VISSER, ROBIN L	O
1665	099	GU	CHIN	407	01S	TBA	TBA	TBA			6	999	YUE, G	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1666	099	GU	CHIN	408	01S	TBA	TBA	TBA			1	999	YUE, G	O
1667	099	GU	CHIN	462	001	TR	0330PM	0445PM	AR	0215	17	25	LI, WENDAN	O
1668	099	GU	CHIN	462	01S	TBA	TBA	TBA			2	999	YUE, G	O
1669	099	GU	CHIN	463	001	MWF	0100PM	0150PM	PH	0381	18	30	VISSER, ROBIN L	O
1670	099	GU	CHIN	464	001	W	0430PM	0630PM	AR	0215	0	32	VISSER, ROBIN L	X
1671	099	GU	CHIN	464	001	MWF	1100AM	1150AM	AR	0215	0	32	VISSER, ROBIN L	X
1672	099	GU	CHIN	490	001	TR	1100AM	1215PM	GM	0210	20	20	HSIAO, LI-LING	C
1673	099	GU	CHIN	490	01S	TBA	TBA	TBA			3	999	YUE, G	O
1674	099	GU	CHIN	496	001	TBA	TBA	TBA			0	1		O
1675	099	GU	CHIN	510	01S	TBA	TBA	TBA			2	999	YUE, G	O
1676	099	GU	CHIN	590	01S	TBA	TBA	TBA			0	5		X
1677	099	GU	CLAR	120	001	TR	1100AM	1215PM	HM	0100	147	150	DE JONG, LIDEWI	O
1678	099	GU	CLAR	120	951	MW	0730PM	0845PM	MU	0111	19	20	LE BLANC, ROBYN	O
1679	099	GU	CLAR	242	001	TR	0200PM	0315PM	MU	0116	171	171	HAGGIS, D C	C
1680	099	GU	CLAR	244	001	TR	1230PM	0145PM	MU	0104	45	45	SAMS, G K	C
1681	099	GU	CLAR	245	990	TBA	TBA	TBA			3	10	MOORE, DAN W	O
1682	099	GU	CLAR	262	001	MWF	0200PM	0250PM	AR	0218	0	10		X
1683	099	GU	CLAR	464	001	TR	0930AM	1045AM	MU	0104	7	9	SAMS, G K	O
1684	099	GU	CLAR	465	001	TR	0200PM	0315PM	MU	0304	19	20	TRUEMPER, MONIK	O
1685	099	GU	CLAR	781	001	TR	0930AM	1045AM	MU	0220	1	10	HAGGIS, D C	O
1686	099	GU	CLAR	782	001	M	0300PM	0550PM	MU	0220	0	12	DE JONG, LIDEWI	X
1687	099	GU	CLAR	796	001	M	0300PM	0550PM	MU	0220	4	12	DE JONG, LIDEWI	O
1688	099	GU	CLAR	812	001	M	0500PM	0750PM	XX	XX	0	5	MAGNESS, JODI	O
1689	099	GU	CLAR	841	040	TBA	TBA	TBA			0	5	HAGGIS, D C	O
1690	099	GU	CLAR	960	001	T	0200PM	0450PM	AR	0118	0	5	STURGEON, M C	O
1691	099	GU	CLAR	993	013	TBA	TBA	TBA			0	5	SAMS, G K	O
1692	099	GU	CLAR	994	006	TBA	TBA	TBA			1	5	TERRENATO, NICO	O
1693	099	GU	CLAR	994	007	TBA	TBA	TBA			1	5	TRUEMPER, MONIK	O
1694	099	GU	CLAR	994	008	TBA	TBA	TBA			0	5	RIESS, WERNER	O
1695	099	GU	CLAR	994	013	TBA	TBA	TBA			1	5	SAMS, G K	O
1696	099	GU	CLAR	994	040	TBA	TBA	TBA			1	5	HAGGIS, D C	O
1697	099	GU	CLAS	055	001	MWF	0100PM	0150PM	MU	0104	23	24	O'HARA, JAMES J	O
1698	099	GU	CLAS	071	001	TR	0930AM	1045AM	MU	0104	0	24	TRUEMPER, MONIK	X
1699	099	GU	CLAS	073	001	TR	0930AM	1045AM	MU	0304	24	24	TRUEMPER, MONIK	C
1700	099	GU	CLAS	125	988	TBA	TBA	TBA			0	999		O
1701	099	GU	CLAS	126	851	TBA	TBA	TBA			0	999		O
1702	099	GU	CLAS	131	001	MWF	0100PM	0150PM	MA	0209	115	150	BOYLE, BRENDAN	O
1703	099	GU	CLAS	240	001	TR	0330PM	0445PM	GA	0008	43	55	JAMES, SHARON L	O
1704	099	GU	CLAS	240	601	W	1100AM	1150AM	MU	0118	0	20		X
1705	099	GU	CLAS	240	602	W	0100PM	0150PM	MU	0118	19	20	WITZKE, SERENA	O
1706	099	GU	CLAS	240	603	W	0200PM	0250PM	MU	0111	15	20	GALLIGAN, ERIN	O
1707	099	GU	CLAS	240	604	W	0200PM	0250PM	MU	0118	4	20	WITZKE, SERENA	O
1708	099	GU	CLAS	258	001	TR	1100AM	1215PM	MU	0104	38	40	RIESS, WERNER	O
1709	099	GU	CLAS	263	001	MWF	0200PM	0250PM	HN	0120	98	100	GOSLIN, OWEN	O
1710	099	GU	CLAS	396	003	TBA	TBA	TBA			0	5	BARAGWANATH, EM	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1711	099	GU	CLAS	409	001	MWF	0300PM	0350PM	MU	0304	0	20	RIVES, JAMES	X
1712	099	GU	CLAS	240H	001	TR	0330PM	0445PM	GA	0008	17	20	JAMES, SHARON L	O
1713	099	GU	CLAS	240H	601	W	0300PM	0350PM	MU	0118	21	20	JAMES, SHARON L	C
1714	099	GU	CLAS	691H	007	TBA	TBA	TBA			0	5	JAMES, SHARON L	O
1715	099	GU	CLAS	691H	011	TBA	TBA	TBA			0	5	RIVES, JAMES	O
1716	099	GU	CLAS	691H	042	TBA	TBA	TBA			1	5	RACE, WILLIAM H	O
1717	099	GU	CLSC	150	001	T	0500PM	0550PM	XX	XX	85	100	BECK, S J	O
1718	099	GU	CLSC	410	001	TBA	TBA	TBA			22	30	LEGRYS, V A	O
1719	099	GU	CLSC	420	001	TBA	TBA	TBA			22	30	BECK, S J	O
1720	099	GU	CLSC	430	001	TBA	TBA	TBA			22	30	LEGRYS, V A	O
1721	099	GU	CLSC	440	001	TBA	TBA	TBA			22	30	LAUDICINA, R J	O
1722	099	GU	CLSC	450	001	TBA	TBA	TBA			23	30	HILGER, A E	O
1723	099	GU	CLSC	460	001	TBA	TBA	TBA			22	30	HILGER, A E	O
1724	099	GU	CLSC	510	001	TBA	TBA	TBA			6	24	LEGRYS, V A	O
1725	099	GU	CLSC	520	001	TBA	TBA	TBA			4	12	MOON, TARA C	O
1726	099	GU	CLSC	530	001	TBA	TBA	TBA			9	24	ORTON, SUSAN M.	O
1727	099	GU	CLSC	540	001	TBA	TBA	TBA			9	24	LAUDICINA, R J	O
1728	099	GU	CLSC	542	001	TBA	TBA	TBA			9	24	LAUDICINA, R J	O
1729	099	GU	CLSC	544	001	TBA	TBA	TBA			11	24	LAUDICINA, R J	O
1730	099	GU	CLSC	550	001	TBA	TBA	TBA			11	24	HILGER, A E	O
1731	099	GU	CLSC	560	001	TBA	TBA	TBA			10	24	HILGER, A E	O
1732	099	GU	CLSC	562	001	TBA	TBA	TBA			12	24	HILGER, A E	O
1733	099	GU	CLSC	570	001	TBA	TBA	TBA			9	24	LEGRYS, V A	O
1734	099	GU	CLSC	580	001	TBA	TBA	TBA			9	24	BECK, S J	O
1735	099	GU	CLSC	582	001	TBA	TBA	TBA			7	24	BECK, S J	O
1736	099	GU	CLSC	620	001	TBA	TBA	TBA			19	24	MOON, TARA C	O
1737	099	GU	CLSC	630	001	TBA	TBA	TBA			4	6	BECK, S J	O
1738	099	GU	CLSC	720	956	TBA	TBA	TBA			4	25	ORTON, SUSAN M.	O
1739	099	GU	CLSC	720	01W	TBA	TBA	TBA			0	5	ORTON, SUSAN M.	O
1740	099	GU	CLSC	420L	401	TBA	TBA	TBA			22	24	MOON, TARA C	O
1741	099	GU	CLSC	440L	401	TBA	TBA	TBA			22	24	STEWART, LAINE	O
1742	099	GU	CLSC	450L	401	TBA	TBA	TBA			23	24	MOON, TARA C	O
1743	099	GU	CLSC	460L	401	TBA	TBA	TBA			23	24	STEWART, LAINE	O
1744	099	GU	CLSC	720L	956	TBA	TBA	TBA			4	12	ORTON, SUSAN M.	O
1745	099	GU	CMPL	120	001	MW	0900AM	0950AM	GL	0101	0	120		X
1746	099	GU	CMPL	120	601	R	0200PM	0250PM	HM	0150	0	20		X
1747	099	GU	CMPL	120	602	R	0330PM	0420PM	GL	0318	0	20		X
1748	099	GU	CMPL	120	603	F	0800AM	0850AM	HM	0420	0	20		X
1749	099	GU	CMPL	120	604	F	0900AM	0950AM	BI	0309	0	20		X
1750	099	GU	CMPL	120	605	F	0900AM	0950AM	MU	0002	0	20		X
1751	099	GU	CMPL	120	606	F	1000AM	1050AM	BI	0306	0	20		X
1752	099	GU	CMPL	121	001	TR	0930AM	1045AM	DE	0313	30	30	COLLINS, M S	C
1753	099	GU	CMPL	122	990	TBA	TBA	TBA			0	10	CLARK, CATHERIN	X
1754	099	GU	CMPL	122	991	TBA	TBA	TBA			0	15	CLARK, CATHERIN	X
1755	099	GU	CMPL	122	992	TBA	TBA	TBA			0	1	CLARK, CATHERIN	X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1756	099	GU	CMPL	132	001	TR	0930AM	1045AM	GL	0431	30	35	FISHER, REBECKA	O
1757	099	GU	CMPL	132	601	R	0200PM	0250PM	DE	0405	4	15		X
1758	099	GU	CMPL	132	602	R	0330PM	0420PM	GL	0107	1	15		X
1759	099	GU	CMPL	132	603	F	0800AM	0850AM	SC	0201	0	15		X
1760	099	GU	CMPL	132	604	F	0900AM	0950AM	DE	0313	0	15		X
1761	099	GU	CMPL	133	001	TR	0330PM	0445PM	DE	0313	0	1	BRODEY, INGER S	X
1762	099	GU	CMPL	250	001	TR	1100AM	1215PM	HN	0112	30	30	BRODEY, INGER S	C
1763	099	GU	CMPL	255	001	TR	0330PM	0445PM	DE	0313	28	30	BRODEY, INGER S	O
1764	099	GU	CMPL	270	001	MW	0100PM	0150PM	GA	0105	0	12	HESS, JONATHAN	X
1765	099	GU	CMPL	270	601	F	0100PM	0150PM	HN	0107	0	3	HESS, JONATHAN	X
1766	099	GU	CMPL	270	602	F	0200PM	0250PM	BI	0208	0	3	HESS, JONATHAN	X
1767	099	GU	CMPL	270	603	R	1100AM	1150AM	DE	0302	0	3	HESS, JONATHAN	X
1768	099	GU	CMPL	270	604	R	0100PM	0150PM	BI	0101	0	3	HESS, JONATHAN	X
1769	099	GU	CMPL	279	001	MW	0100PM	0150PM	GA	0105	58	59	DOWNING, ERIC S	O
1770	099	GU	CMPL	279	601	F	0100PM	0150PM	BI	0208	12	11	OSTRAU, NICOLAY	C
1771	099	GU	CMPL	279	602	F	0200PM	0250PM	BI	0208	18	18	OSTRAU, NICOLAY	C
1772	099	GU	CMPL	279	603	R	1100AM	1150AM	DE	0302	13	14	HUMPHREY, CHRIS	O
1773	099	GU	CMPL	279	604	R	0100PM	0150PM	BI	0101	15	15	HUMPHREY, CHRIS	C
1774	099	GU	CMPL	374	001	MWF	1200PM	1250PM	DE	0313	23	25	LEONARD, D R	O
1775	099	GU	CMPL	390	001	TR	0200PM	0315PM	DE	0313	13	30	COLLINS, M S	O
1776	099	GU	CMPL	452	001	MWF	0200PM	0250PM	DE	0313	22	30	LEGASSIE, SHAYN	O
1777	099	GU	CMPL	466	001	MWF	0100PM	0150PM	DE	0313	29	30	LEONARD, D R	O
1778	099	GU	CMPL	471	001	TR	1230PM	0145PM	DE	0313	10	30	KOELB, JAN	O
1779	099	GU	CMPL	490	001	TR	0200PM	0315PM	GL	0301	7	15	JAWAD, ABDULSAT	O
1780	099	GU	CMPL	700	001	TR	1100AM	1215PM	DE	0313	9	20	DOWNING, ERIC S	O
1781	099	GU	CMPL	796	001	TBA	TBA	TBA			0	5	DOWNING, ERIC S	O
1782	099	GU	CMPL	890	001	TR	0200PM	0315PM	GL	0301	7	10	JAWAD, ABDULSAT	O
1783	099	GU	CMPL	993	001	TBA	TBA	TBA			1	1	GONZALEZ-ESPITI	C
1784	099	GU	CMPL	994	002	TBA	TBA	TBA			1	5	LEONARD, D R	O
1785	099	GU	CMPL	994	003	TBA	TBA	TBA			1	5	KENNEDY, E D	O
1786	099	GU	CMPL	994	004	TBA	TBA	TBA			5	7	DOWNING, ERIC,	O
1787	099	GU	CMPL	994	005	TBA	TBA	TBA			0	5	BRODEY, INGER S	O
1788	099	GU	CMPL	994	006	TBA	TBA	TBA			1	5	ANTLE, M C	O
1789	099	GU	CMPL	994	008	TBA	TBA	TBA			3	5	DEGUZMAN, MARIA	O
1790	099	GU	CMPL	994	011	TBA	TBA	TBA			4	5	WOLFE, JESSICA	O
1791	099	GU	CMPL	994	012	TBA	TBA	TBA			0	5	KOELB, CLAYTON	O
1792	099	GU	CMPL	994	014	TBA	TBA	TBA			0	5	PERELMUTER, R	O
1793	099	GU	CMPL	994	015	TBA	TBA	TBA			0	5	HARRIS, TRUDIER	O
1794	099	GU	CMPL	994	016	TBA	TBA	TBA			1	5	FISHER, REBECKA	O
1795	099	GU	CMPL	994	018	TBA	TBA	TBA			0	5	GONZALEZ-ESPITI	O
1796	099	GU	CMPL	994	019	TBA	TBA	TBA			1	5	CARLSTON, ERIN	O
1797	099	GU	CMPL	691H	001	TBA	TBA	TBA			4	15	BRODEY, INGER S	O
1798	099	GU	CMPL	692H	001	TBA	TBA	TBA			0	5	BRODEY, INGER S	O
1799	099	GU	COMM	051	001	TR	1100AM	1215PM	GM	0038	23	24	MAY, STEVEN K	O
1800	099	GU	COMM	060	001	TR	1100AM	1215PM	GM	0038	0	22	MAY, STEVEN K	X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1801	099	GU	COMM	063	001	TR	0930AM	1045AM	SW	0104	0	20	GRUMET, MADELIN	X
1802	099	GU	COMM	085	001	TR	1100AM	1215PM	GC	3033	16	16	LUNDBERG, CHRIS	C
1803	099	GU	COMM	085	002	TR	0200PM	0315PM	NE	0301	15	16	LUNDBERG, CHRIS	O
1804	099	GU	COMM	089	001	TR	1230PM	0145PM	DE	0204	25	24	WOOD, JULIA T	C
1805	099	GU	COMM	089	002	TR	0200PM	0315PM	AR	0117	22	24	WOOD, JULIA T	O
1806	099	GU	COMM	100	990	TBA	TBA	TBA			9	10	NELSON, ELIZABE	O
1807	099	GU	COMM	109	998	TBA	TBA	TBA			0	0		C
1808	099	GU	COMM	113	001	TR	0800AM	0915AM	DE	0202	26	25	LYSZAK, BRETT	C
1809	099	GU	COMM	113	002	TR	0200PM	0315PM	FB	F009	26	25	BOLLMER, GRANT	C
1810	099	GU	COMM	113	003	TR	0330PM	0445PM	DE	0204	25	25	RYSAVY, WAYNE	C
1811	099	GU	COMM	113	004	MWF	0800AM	0850AM	PH	0222	23	25	STOJAKOVIC, JEL	O
1812	099	GU	COMM	113	005	MWF	1200PM	1250PM	GL	0319	28	25	POWELL, KASHIF	C
1813	099	GU	COMM	120	001	TR	0930AM	1045AM	PE	0104	110	110	WOOD, JULIA T	C
1814	099	GU	COMM	130	001	MW	0900AM	0950AM	GL	0431	72	70	SHI, WENHUA	C
1815	099	GU	COMM	130	401	F	0900AM	0950AM	SW	108A	22	22	INGERSOLL, ALEX	C
1816	099	GU	COMM	130	402	F	1000AM	1050AM	SW	108A	25	25	SCHEER, GEORGE	C
1817	099	GU	COMM	130	403	F	1100AM	1150AM	SW	108A	25	25	ROTTINGHAUS, AD	C
1818	099	GU	COMM	131	001	W	0200PM	0450PM	MU	0222	1	5	COEN, DANA	O
1819	099	GU	COMM	140	001	T	0500PM	0750PM	GL	0101	135	132	PALM, MICHAEL	C
1820	099	GU	COMM	140	001	MW	1100AM	1150AM	PE	0104	135	132	PALM, MICHAEL	C
1821	099	GU	COMM	140	601	M	0100PM	0150PM	CW	0103	22	22	ROTTINGHAUS, AD	C
1822	099	GU	COMM	140	602	M	0300PM	0350PM	MU	0304	23	22	ARIZZI, ERIN	C
1823	099	GU	COMM	140	603	W	0200PM	0250PM	PH	0222	23	22	DAWISHA, NADIA	C
1824	099	GU	COMM	140	604	W	0300PM	0350PM	MU	0304	22	22	BECKHAM, JANEL	C
1825	099	GU	COMM	140	605	F	0200PM	0250PM	SA	0321	22	22	INGERSOLL, ALEX	C
1826	099	GU	COMM	140	606	F	0300PM	0350PM	DE	0202	19	22	RICHTER, CAROLY	O
1827	099	GU	COMM	140	990	TBA	TBA	TBA			8	10	JAYARAM, SRINAT	O
1828	099	GU	COMM	140	998	TBA	TBA	TBA			0	20		O
1829	099	GU	COMM	142	001	MWF	0300PM	0350PM	AL	0203	26	25	SMICKER, JOSHUA	C
1830	099	GU	COMM	160	001	TR	1100AM	1215PM	BI	0203	18	20	SPEED, JESICA	O
1831	099	GU	COMM	160	002	MW	0800AM	0915AM	BI	0203	19	20	FIFIELD, JESSIC	O
1832	099	GU	COMM	160	003	MW	0930AM	1045AM	BI	0203	12	20	LERNER, SHANNON	O
1833	099	GU	COMM	160	004	TR	0800AM	0915AM	BI	0203	22	20	ROYALS, DEBORAH	C
1834	099	GU	COMM	160	005	MW	1230PM	0145PM	SW	0104	20	20	HAZELTINE, MARJ	C
1835	099	GU	COMM	160	601	MW	0800AM	0915AM	BI	0203	0	20		X
1836	099	GU	COMM	160	602	MW	0930AM	1045AM	BI	0203	0	20		X
1837	099	GU	COMM	160	603	TR	0800AM	0915AM	BI	0203	0	20		X
1838	099	GU	COMM	160	604	TR	1100AM	1215PM	SW	0104	0	20		X
1839	099	GU	COMM	160	605	MF	1230PM	0145PM	BI	0203	0	20		X
1840	099	GU	COMM	160	606	MF	1230PM	0145PM	SW	0104	0	20		X
1841	099	GU	COMM	171	001	MWF	0200PM	0250PM	MU	0204	0	25		X
1842	099	GU	COMM	223	001	TR	1230PM	0145PM	WI	0202	25	25	BROWN, ELAINE	C
1843	099	GU	COMM	223	003	MWF	1000AM	1050AM	SA	0204	25	25	VAN LIDTH, MELO	C
1844	099	GU	COMM	224	001	TR	0800AM	0915AM	AR	0117	0	20	BODEY, KATRINA	X
1845	099	GU	COMM	224	002	MWF	0100PM	0150PM	PH	0220	19	20	SZCZUR, SAMANTH	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1846	099	GU	COMM	226	001	TR	0930AM	1045AM	DE	0208	34	30	ROSENFELD, LAWR	C
1847	099	GU	COMM	230	001	MW	0800AM	0950AM	SW	108A	14	14	RANKUS, EDWARD	C
1848	099	GU	COMM	230	002	MW	1200PM	0150PM	SW	108A	12	12	GRAVES, BRIAN A	C
1849	099	GU	COMM	230	003	MW	0400PM	0550PM	SW	108A	12	12	AYRES, CAMERON	C
1850	099	GU	COMM	260	001	TR	1230PM	0145PM	BI	0203	0	40	FERGUSON, PAUL	X
1851	099	GU	COMM	260	002	M	0500PM	0730PM	DC	0101	0	20	SAYPOL, BEN	X
1852	099	GU	COMM	263	001	W	0200PM	0450PM	SW	0104	9	15	MEGEL, JOSEPH	O
1853	099	GU	COMM	263	002	TR	1230PM	0145PM	BI	0203	38	40	FERGUSON, PAUL	O
1854	099	GU	COMM	270	001	TR	0800AM	0915AM	SA	0204	24	25	DESOTO, DANA	O
1855	099	GU	COMM	270	002	MWF	0200PM	0250PM	MT	0009	25	25	SCHLOBOHM, ALLI	C
1856	099	GU	COMM	270	003	MWF	1000AM	1050AM	MU	0204	26	25	O'GRADY, JULIA	C
1857	099	GU	COMM	270	004	TR	0200PM	0315PM	BI	0317	25	25	MURRAY, BILLIE	C
1858	099	GU	COMM	312	001	TR	1100AM	1215PM	PE	0104	78	80	WALTMAN, MICHAE	O
1859	099	GU	COMM	318	001	MWF	1200PM	1250PM	GL	0318	24	25	GINSBERG, RAPHA	O
1860	099	GU	COMM	325	001	TR	0930AM	1045AM	DE	0305	43	44	MUMBY, DENNIS	O
1861	099	GU	COMM	330	001	TR	1100AM	1215PM	HM	0570	10	12	NEIGHER, STEPHE	O
1862	099	GU	COMM	330	002	TR	0500PM	0615PM	MU	0117	11	12	NEIGHER, STEPHE	O
1863	099	GU	COMM	364	001	MW	1030AM	1145AM	SW	0110	9	10	HAMILTON, ROBER	O
1864	099	GU	COMM	372	001	TR	0330PM	0445PM	SA	0204	19	25	ZAGOREN, SINDHU	O
1865	099	GU	COMM	374	001	MWF	0100PM	0150PM	DE	0305	25	25	TREAT, STACEY D	C
1866	099	GU	COMM	376	001	TR	1230PM	0145PM	MU	0304	30	30	BALTHROP, V WIL	C
1867	099	GU	COMM	390	001	TR	0330PM	0445PM	GM	0210	21	20	FIXMER, NATALIE	C
1868	099	GU	COMM	396	011	TBA	TBA	TBA			1	5	ROSENFELD, LAWR	O
1869	099	GU	COMM	396	057	TBA	TBA	TBA			0	3	ROBINSON, MARK	O
1870	099	GU	COMM	396	060	TBA	TBA	TBA			1	3	DEMPSEY, SARAH	O
1871	099	GU	COMM	397	001	TBA	TBA	TBA			12	25	KINDEM, G A	O
1872	099	GU	COMM	398	001	TBA	TBA	TBA			0	10		O
1873	099	GU	COMM	435	001	TR	1100AM	1215PM	BI	0309	0	20	POLLOCK, DELLA	X
1874	099	GU	COMM	437	001	T	1100AM	0150PM	SW	0104	0	15	ALEXANDER, RENE	X
1875	099	GU	COMM	450	001	TR	0800AM	0915AM	MU	0204	25	25	BOLLMER, GRANT	C
1876	099	GU	COMM	450	002	MWF	0800AM	0850AM	MU	0204	26	25	NEFF, ALISON	C
1877	099	GU	COMM	450	003	TR	0200PM	0315PM	PE	0217	24	25	HOYNG, ROLIEN	O
1878	099	GU	COMM	451	001	MWF	0200PM	0250PM	GA	0209	23	20	PALM, MICHAEL	C
1879	099	GU	COMM	451	002	TR	0800AM	0915AM	DE	0402	8	25	CHAE, YOUNG EUN	O
1880	099	GU	COMM	451	002	T	0500PM	0750PM	DE	0402	8	25	CHAE, YOUNG EUN	O
1881	099	GU	COMM	470	001	MWF	0200PM	0250PM	GM	0038	24	25	MONTGOMERIE, DA	O
1882	099	GU	COMM	471	001	TR	1230PM	0145PM	DE	0206	27	30	BLAIR, CAROLE	O
1883	099	GU	COMM	521	001	TR	0200PM	0315PM	MU	0105	40	40	WALTMAN, MICHAE	C
1884	099	GU	COMM	523	001	TR	1230PM	0145PM	MU	0105	33	30	PARKER, PATRICI	C
1885	099	GU	COMM	527	001	TR	1230PM	0145PM	GM	0035	28	30	MAY, STEVEN K	O
1886	099	GU	COMM	534	001	TR	0330PM	0445PM	SW	200A	12	12	TALENTI, FRANCE	C
1887	099	GU	COMM	548	001	M	0500PM	0750PM	GL	0101	84	75	CANTE, RICHARD	C
1888	099	GU	COMM	561	001	R	0200PM	0450PM	SW	0104	0	10	ALEXANDER, RENE	X
1889	099	GU	COMM	563	001	TR	0330PM	0445PM	BI	0203	14	20	FERGUSON, PAUL	O
1890	099	GU	COMM	571	001	TR	1100AM	1215PM	PH	0222	23	25	WATTS, ERIC	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1891	099	GU	COMM	596	005	TBA	TBA	TBA			4	4	FERGUSON, PAUL	C
1892	099	GU	COMM	596	013	TBA	TBA	TBA			2	3	MAY, STEVEN K	O
1893	099	GU	COMM	596	057	TBA	TBA	TBA			1	5	ROBINSON, MARK	O
1894	099	GU	COMM	596	061	TBA	TBA	TBA			1	1	RANKUS, EDWARD	C
1895	099	GU	COMM	635	001	MW	0200PM	0350PM	SW	108A	13	12	KINDEM, GORHAM	C
1896	099	GU	COMM	636	001	TR	0200PM	0315PM	SW	200A	0	12		X
1897	099	GU	COMM	639	001	TR	0200PM	0315PM	GL	0104	12	11	NEIGHER, STEPHE	C
1898	099	GU	COMM	639	003	TR	0500PM	0615PM	MU	0117	0	12	NEIGHER, STEPHE	X
1899	099	GU	COMM	639	004	W	0900AM	1150AM	GM	0210	10	10	SONTAG, DAVID	C
1900	099	GU	COMM	639	005	TR	1100AM	1215PM	SW	200A	14	10	ROBINSON, MARK	C
1901	099	GU	COMM	639	006	W	0200PM	0450PM	HM	0351	15	15	MYERS, SCOTT	C
1902	099	GU	COMM	639	007	W	0900AM	1150AM	SC	0201	11	12	COEN, DANA	O
1903	099	GU	COMM	639	008	TR	1100AM	1215PM	MU	0221	12	12	COEN, DANA	C
1904	099	GU	COMM	639	009	TR	1230PM	0145PM	SW	001A	11	12	TALENTI, FRANCE	O
1905	099	GU	COMM	645	001	MW	0900AM	1050AM	SW	101A	17	25	KINDEM, GORHAM	O
1906	099	GU	COMM	646	001	TR	0930AM	1045AM	SW	101A	12	12	SHI, WENHUA	C
1907	099	GU	COMM	654	001	MW	1000AM	1150AM	SW	001A	14	14	RANKUS, EDWARD	C
1908	099	GU	COMM	655	001	W	0500PM	0750PM	MU	0314	26	25	SHARMA, SARAH	C
1909	099	GU	COMM	656	001	TR	0200PM	0315PM	PH	0212	5	5	HERSHFIELD, JOA	C
1910	099	GU	COMM	656	601	T	0500PM	0650PM	MU	0204	5	5	HERSHFIELD, JOA	C
1911	099	GU	COMM	659	001	W	0500PM	0750PM	GL	0317	0	25	SHARMA, SARAH	X
1912	099	GU	COMM	663	001	F	0200PM	0450PM	SW	0104	3	8	MEGEL, JOSEPH	O
1913	099	GU	COMM	675	001	TR	0200PM	0315PM	GA	0008	30	30	COX, J ROBERT	C
1914	099	GU	COMM	700	001	M	0200PM	0450PM	BI	0208	27	35	GROSSBERG, LAWR	O
1915	099	GU	COMM	725	001	R	0600PM	0850PM	SC	0200	9	15	PARKER, PATRICI	O
1916	099	GU	COMM	750	001	M	0600PM	0850PM	BI	0108	33	40	GROSSBERG, LAWR	O
1917	099	GU	COMM	761	001	F	0200PM	0450PM	SW	0104	0	8	MEGEL, JOSEPH	X
1918	099	GU	COMM	812	001	T	0500PM	0750PM	HM	0517	11	12	BLAIR, CAROLE	O
1919	099	GU	COMM	842	001	T	0200PM	0450PM	DE	0405	0	15	PERUCCI, TONY	X
1920	099	GU	COMM	852	001	R	0600PM	0850PM	MU	0204	16	15	HILLIS, KENNETH	C
1921	099	GU	COMM	859	001	T	0500PM	0750PM	HM	0423	13	21	CANTE, RICHARD	O
1922	099	GU	COMM	879	001	T	0100PM	0350PM	GL	0321	7	10	WATTS, ERIC	O
1923	099	GU	COMM	901	003	TBA	TBA	TBA			0	5	COX, J R	O
1924	099	GU	COMM	901	009	TBA	TBA	TBA			2	5	POLLOCK, DELLA	O
1925	099	GU	COMM	901	010	TBA	TBA	TBA			0	5	KINDEM, G A	O
1926	099	GU	COMM	901	012	TBA	TBA	TBA			0	5	WOOD, J T	O
1927	099	GU	COMM	901	015	TBA	TBA	TBA			0	5	ALEXANDER, RENE	O
1928	099	GU	COMM	901	019	TBA	TBA	TBA			1	5	GROSSBERG, LAWR	O
1929	099	GU	COMM	901	031	TBA	TBA	TBA			0	5	PARKER, PATRICI	O
1930	099	GU	COMM	901	033	TBA	TBA	TBA			0	5	CANTE, RICHARD	O
1931	099	GU	COMM	901	034	TBA	TBA	TBA			0	5	WATTS, ERIC	O
1932	099	GU	COMM	901	036	TBA	TBA	TBA			0	5	MUMBY, DENNIS	O
1933	099	GU	COMM	901	063	TBA	TBA	TBA			0	3	DEMPSEY, SARAH	O
1934	099	GU	COMM	901	064	TBA	TBA	TBA			2	5	LUNDBERG, CHRIS	O
1935	099	GU	COMM	906	019	TBA	TBA	TBA			0	15	GROSSBERG, LAWR	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1936	099	GU	COMM	993	012	TBA	TBA	TBA			0	5	WOOD, J T	O
1937	099	GU	COMM	993	019	TBA	TBA	TBA			0	5	GROSSBERG, LAWR	O
1938	099	GU	COMM	994	001	TBA	TBA	TBA			1	5	BALTHROP, V W	O
1939	099	GU	COMM	994	003	TBA	TBA	TBA			2	5	COX, J R	O
1940	099	GU	COMM	994	009	TBA	TBA	TBA			5	5	POLLOCK, D	C
1941	099	GU	COMM	994	012	TBA	TBA	TBA			0	5	WOOD, J T	O
1942	099	GU	COMM	994	013	TBA	TBA	TBA			3	5	MAY, S K	O
1943	099	GU	COMM	994	015	TBA	TBA	TBA			1	5	SHARMA, SARAH	O
1944	099	GU	COMM	994	019	TBA	TBA	TBA			4	5	GROSSBERG, LAWR	O
1945	099	GU	COMM	994	020	TBA	TBA	TBA			2	5	HERSHFIELD, JOA	O
1946	099	GU	COMM	994	021	TBA	TBA	TBA			1	1	GRUMET, MADELIN	C
1947	099	GU	COMM	994	028	TBA	TBA	TBA			1	5	HILLIS, KENNETH	O
1948	099	GU	COMM	994	031	TBA	TBA	TBA			2	5	PARKER, PATRICI	O
1949	099	GU	COMM	994	032	TBA	TBA	TBA			1	5	LUNDBERG, CHRIS	O
1950	099	GU	COMM	994	036	TBA	TBA	TBA			0	5	MUMBY, DENNIS	O
1951	099	GU	COMM	994	040	TBA	TBA	TBA			2	5	BLAIR, CAROLE	O
1952	099	GU	COMM	435H	001	TR	1100AM	1215PM	BI	0309	11	20	POLLOCK, DELLA	O
1953	099	GU	COMM	562H	186	TR	1100AM	1215PM			0	20	POLLOCK, DELLA	X
1954	099	GU	COMM	693H	001	TBA	TBA	TBA			4	10	KINDEM, GORHAM	O
1955	099	GU	COMP	060	001	TR	1100AM	1215PM	FB	F008	18	20	FUCHS, H	O
1956	099	GU	COMP	101	001	TR	1230PM	0145PM	SN	0014	57	60	POZEFSKY, DIANE	O
1957	099	GU	COMP	110	001	MWF	1100AM	1215PM	SN	0014	82	80	WEISS, S F	C
1958	099	GU	COMP	110	002	MWF	1230PM	0145PM	SN	0014	77	80	STOTTS, P D	O
1959	099	GU	COMP	110	003	MWF	0200PM	0315PM	SN	0014	77	80	HEDLUND, K S	O
1960	099	GU	COMP	110	004	MWF	0930AM	1045AM	SN	0014	37	40	XU, HAO	O
1961	099	GU	COMP	110	998	TBA	TBA	TBA			0	999		O
1962	099	GU	COMP	116	001	MWF	0930AM	1045AM	FB	F009	69	80	BISHOP, G	O
1963	099	GU	COMP	116	002	MWF	1230PM	0145PM	FB	F009	38	40	BROWN, SHAWN	O
1964	099	GU	COMP	116	003	MWF	0200PM	0315PM	FB	F009	38	40	NIETHAMMER, MAR	O
1965	099	GU	COMP	380	001	TR	1100AM	1215PM	SN	0014	45	40	NICHOLAS, TESSA	C
1966	099	GU	COMP	380	002	TR	0200PM	0315PM	SN	0014	45	40	NICHOLAS, TESSA	C
1967	099	GU	COMP	380	003	TR	0930AM	1045AM	SN	0014	46	40	NICHOLAS, TESSA	C
1968	099	GU	COMP	380	600	M	0530PM	0640PM	SN	0014	129	125	NICHOLAS, TESSA	C
1969	099	GU	COMP	381	001	TR	0930AM	1045AM	SN	0014	0	3	POZEFSKY, DIANE	X
1970	099	GU	COMP	392	093	TBA	TBA	TBA			0	5	POZEFSKY, DIANE	O
1971	099	GU	COMP	396	006	TBA	TBA	TBA			0	10	PIZER, S M	O
1972	099	GU	COMP	396	010	TBA	TBA	TBA			0	10	WEISS, S F	O
1973	099	GU	COMP	396	039	TBA	TBA	TBA			2	10	BISHOP, G	O
1974	099	GU	COMP	396	040	TBA	TBA	TBA			1	10	JEFFAY, K	O
1975	099	GU	COMP	396	063	TBA	TBA	TBA			1	1	DEWAN, P	C
1976	099	GU	COMP	396	069	TBA	TBA	TBA			1	10	TAYLOR, R	O
1977	099	GU	COMP	396	072	TBA	TBA	TBA			1	5	LIN, MING	O
1978	099	GU	COMP	396	087	TBA	TBA	TBA			0	10	MCMILLAN, LEONA	O
1979	099	GU	COMP	396	093	TBA	TBA	TBA			2	10	POZEFSKY, DIANE	O
1980	099	GU	COMP	396	094	TBA	TBA	TBA			0	10	STYNER, MARTIN	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1981	099	GU	COMP	401	001	MWF	1100AM	1215PM	FB	F009	73	80	HEDLUND, K S	O
1982	099	GU	COMP	410	001	MW	0200PM	0315PM	SN	0011	45	60	BARUAH, SANJOY	O
1983	099	GU	COMP	411	001	MW	0930AM	1045AM	SN	0011	39	45	SINGH, MONTEK	O
1984	099	GU	COMP	416	001	MW	1230PM	0145PM	FB	F141	24	50	MAYER-PATEL, KE	O
1985	099	GU	COMP	426	001	MW	1230PM	0145PM	SN	0011	38	40	SMITH, J B	O
1986	099	GU	COMP	455	001	TR	0930AM	1045AM	SN	0011	18	60	PLAISTED, D A	O
1987	099	GU	COMP	521	001	TR	0200PM	0315PM	SN	0011	0	45		X
1988	099	GU	COMP	523	001	MW	0330PM	0445PM	FB	F007	25	30	POZEFSKY, DIANE	O
1989	099	GU	COMP	530	001	MW	0200PM	0315PM	FB	F007	25	35	JEFFAY, K	O
1990	099	GU	COMP	550	001	TR	1100AM	1215PM	FB	F007	26	25	LIN, MING	C
1991	099	GU	COMP	575	001	MW	1100AM	1215PM	FB	F007	17	30	MANOCHA, D	O
1992	099	GU	COMP	590	040	TBA	TBA	TBA			19	20	JEFFAY, K	O
1993	099	GU	COMP	590	063	TR	1100AM	1215PM	SN	0115	4	10	DEWAN, P	O
1994	099	GU	COMP	590	080	TBA	TBA	TBA			1	20	MAYER-PATEL, KE	O
1995	099	GU	COMP	590	090	TR	0200PM	0315PM	FB	F007	4	25	WANG, WEI	O
1996	099	GU	COMP	590	095	MWF	1100AM	1215PM	FB	F007	0	40	REITER, MIKE	X
1997	099	GU	COMP	590	099	TR	0200PM	0315PM	SN	0115	0	5	ALTERVOTIZ, RON	X
1998	099	GU	COMP	590	530	F	0200PM	0315PM	FB	F007	25	35	JEFFAY, K	O
1999	099	GU	COMP	631	001	TR	0930AM	1045AM	FB	F007	0	15	KAUR, JASLEEN	X
2000	099	GU	COMP	633	001	TR	0330PM	0445PM	FB	F007	27	30	PRINS, J F	O
2001	099	GU	COMP	651	001	TR	1100AM	1215PM	SN	0011	22	35	SNOEYINK, JACK	O
2002	099	GU	COMP	665	001	TR	1230PM	0145PM	SN	0115	0	20	MCMILLAN, LEONA	X
2003	099	GU	COMP	734	001	TR	1100AM	1215PM	SN	0115	0	20	SMITH, F D	X
2004	099	GU	COMP	750	001	MW	1100AM	1215PM	SN	0011	22	50	ANDERSON, J	O
2005	099	GU	COMP	770	001	MW	1100AM	1215PM	FB	F007	16	25	MANOCHA, D	O
2006	099	GU	COMP	775	001	MW	0200PM	0315PM	SN	0115	12	20	PIZER, S M	O
2007	099	GU	COMP	790	063	TR	1100AM	1215PM	SN	0115	15	15	DEWAN, P	C
2008	099	GU	COMP	790	083	TR	1230PM	0145PM	SN	0011	0	10	QUIGG, TIM	X
2009	099	GU	COMP	790	088	MW	0930AM	1045AM	FB	F007	11	50	KAUR, JASLEEN	O
2010	099	GU	COMP	790	090	TR	0200PM	0315PM	FB	F007	13	25	WANG, WEI	O
2011	099	GU	COMP	790	091	TR	1230PM	0145PM	FB	F008	11	15	MONROSE, FABIAN	O
2012	099	GU	COMP	790	095	MWF	1100AM	1215PM	XX	XX	0	20	REITER, MIKE	X
2013	099	GU	COMP	790	099	TR	0200PM	0315PM	SN	0115	12	20	ALTEROVITZ, RON	O
2014	099	GU	COMP	875	001	TR	0330PM	0445PM	FB	F009	21	40	LAZEBNIK, SVETL	O
2015	099	GU	COMP	892	001	TBA	TBA	TBA			2	20	STOTTS, P D	O
2016	099	GU	COMP	915	001	F	1000AM	1115AM	SN	0115	27	24	BROOKS, F P	C
2017	099	GU	COMP	918	001	TR	1230PM	0145PM	SN	0011	0	50	QUIGG, TIM	X
2018	099	GU	COMP	990	010	TBA	TBA	TBA			0	20		O
2019	099	GU	COMP	991	006	TBA	TBA	TBA			2	20	PIZER, S M	O
2020	099	GU	COMP	991	009	TBA	TBA	TBA			0	20	BROOKS, F P	O
2021	099	GU	COMP	991	010	TBA	TBA	TBA			0	20	WEISS, S F	O
2022	099	GU	COMP	991	011	TBA	TBA	TBA			5	20	FUCHS, H	O
2023	099	GU	COMP	991	022	TBA	TBA	TBA			0	20	HEDLUND, K S	O
2024	099	GU	COMP	991	025	TBA	TBA	TBA			0	20	SMITH, J B	O
2025	099	GU	COMP	991	028	TBA	TBA	TBA			0	20	PLAISTED, D A	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2026	099	GU	COMP	991	033	TBA	TBA	TBA			4	20	PRINS, J F	O
2027	099	GU	COMP	991	039	TBA	TBA	TBA			1	20	BISHOP, G	O
2028	099	GU	COMP	991	040	TBA	TBA	TBA			2	20	JEFFAY, K	O
2029	099	GU	COMP	991	042	TBA	TBA	TBA			0	20	SMITH, F D	O
2030	099	GU	COMP	991	052	TBA	TBA	TBA			1	20	LASTRA, A	O
2031	099	GU	COMP	991	058	TBA	TBA	TBA			5	20	MANOCHA, D	O
2032	099	GU	COMP	991	059	TBA	TBA	TBA			0	20	STOTTS, P D	O
2033	099	GU	COMP	991	062	TBA	TBA	TBA			4	20	ANDERSON, J	O
2034	099	GU	COMP	991	063	TBA	TBA	TBA			3	20	DEWAN, P	O
2035	099	GU	COMP	991	069	TBA	TBA	TBA			1	20	TAYLOR, R	O
2036	099	GU	COMP	991	071	TBA	TBA	TBA			3	20	WELCH, J	O
2037	099	GU	COMP	991	072	TBA	TBA	TBA			3	20	LIN, MING	O
2038	099	GU	COMP	991	078	TBA	TBA	TBA			2	20	BARUAH, SANJOY	O
2039	099	GU	COMP	991	079	TBA	TBA	TBA			1	20	SNOEYINK, JACK	O
2040	099	GU	COMP	991	080	TBA	TBA	TBA			0	20	MAYER-PATEL, KE	O
2041	099	GU	COMP	991	081	TBA	TBA	TBA			0	20	WHITTON, MARY C	O
2042	099	GU	COMP	991	084	TBA	TBA	TBA			0	20	SINGH, MONTEK	O
2043	099	GU	COMP	991	087	TBA	TBA	TBA			3	20	MCMILLAN, LEONA	O
2044	099	GU	COMP	991	088	TBA	TBA	TBA			3	20	SAHNI, JASLEEN	O
2045	099	GU	COMP	991	089	TBA	TBA	TBA			0	20	POLLEFEYS, MARC	O
2046	099	GU	COMP	991	090	TBA	TBA	TBA			10	20	WANG, WEI	O
2047	099	GU	COMP	991	091	TBA	TBA	TBA			3	10	MONROSE, FABIAN	O
2048	099	GU	COMP	991	093	TBA	TBA	TBA			0	20	POZEFSKY, DIANE	O
2049	099	GU	COMP	991	095	TBA	TBA	TBA			6	20	REITER, MIKE	O
2050	099	GU	COMP	991	096	TBA	TBA	TBA			4	20	LAZEBNIK, SVETL	O
2051	099	GU	COMP	991	097	TBA	TBA	TBA			5	15	FRAHM, JAN-MICH	O
2052	099	GU	COMP	991	098	TBA	TBA	TBA			4	10	NIETHAMMER, MAR	O
2053	099	GU	COMP	991	099	TBA	TBA	TBA			1	20	ALTEROVITZ, RON	O
2054	099	GU	COMP	991	103	TBA	TBA	TBA			1	20	KUM, MONICA	O
2055	099	GU	COMP	991	104	TBA	TBA	TBA			1	1	SHEN, DINGGANG	C
2056	099	GU	COMP	991	110	TBA	TBA	TBA			1	10	FOWLER, ROB	O
2057	099	GU	COMP	991	112	TBA	TBA	TBA			1	20	ROSENMAN, JULIA	O
2058	099	GU	COMP	993	006	TBA	TBA	TBA			0	20	PIZER, S M	O
2059	099	GU	COMP	993	009	TBA	TBA	TBA			0	20	BROOKS, F P	O
2060	099	GU	COMP	993	010	TBA	TBA	TBA			0	20	WEISS, S F	O
2061	099	GU	COMP	993	011	TBA	TBA	TBA			0	20	FUCHS, H	O
2062	099	GU	COMP	993	022	TBA	TBA	TBA			0	20	HEDLUND, K S	O
2063	099	GU	COMP	993	025	TBA	TBA	TBA			0	20	SMITH, J B	O
2064	099	GU	COMP	993	028	TBA	TBA	TBA			0	20	PLAISTED, D A	O
2065	099	GU	COMP	993	033	TBA	TBA	TBA			0	20	PRINS, J F	O
2066	099	GU	COMP	993	039	TBA	TBA	TBA			0	20	BISHOP, G	O
2067	099	GU	COMP	993	040	TBA	TBA	TBA			0	20	JEFFAY, K	O
2068	099	GU	COMP	993	052	TBA	TBA	TBA			0	20	LASTRA, A	O
2069	099	GU	COMP	993	058	TBA	TBA	TBA			0	20	MANOCHA, D	O
2070	099	GU	COMP	993	062	TBA	TBA	TBA			0	20	ANDERSON, J	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2071	099	GU	COMP	993	069	TBA	TBA	TBA			0	10	TAYLOR, R	O
2072	099	GU	COMP	993	071	TBA	TBA	TBA			0	20	WELCH, J	O
2073	099	GU	COMP	993	072	TBA	TBA	TBA			1	20	LIN, MING	O
2074	099	GU	COMP	993	078	TBA	TBA	TBA			0	20	BARUAH, SANJOY	O
2075	099	GU	COMP	993	079	TBA	TBA	TBA			1	20	SNOEYINK, JACK	O
2076	099	GU	COMP	993	080	TBA	TBA	TBA			0	20	MAYER-PATEL, KE	O
2077	099	GU	COMP	993	081	TBA	TBA	TBA			0	20	WHITTON, MARY C	O
2078	099	GU	COMP	993	084	TBA	TBA	TBA			0	20	SINGH, MONTEK	O
2079	099	GU	COMP	993	087	TBA	TBA	TBA			0	20	MCMILLAN, LEONA	O
2080	099	GU	COMP	993	088	TBA	TBA	TBA			0	20	KAUR, JASLEEN	O
2081	099	GU	COMP	993	089	TBA	TBA	TBA			0	20	POLLEFEYS, MARC	O
2082	099	GU	COMP	993	090	TBA	TBA	TBA			1	20	WANG, WEI	O
2083	099	GU	COMP	993	091	TBA	TBA	TBA			0	20	MONROSE, FABIAN	O
2084	099	GU	COMP	993	092	TBA	TBA	TBA			0	20		O
2085	099	GU	COMP	993	093	TBA	TBA	TBA			0	20	POZEFSKY, DIANE	O
2086	099	GU	COMP	993	094	TBA	TBA	TBA			0	20	STYNER, MARTIN	O
2087	099	GU	COMP	993	095	TBA	TBA	TBA			0	20	REITER, MIKE	O
2088	099	GU	COMP	993	096	TBA	TBA	TBA			0	20	LAZEBNIK, SVETL	O
2089	099	GU	COMP	993	097	TBA	TBA	TBA			0	20	FRAHM, JAN-MICH	O
2090	099	GU	COMP	993	098	TBA	TBA	TBA			0	20	NIETHAMMER, MAR	O
2091	099	GU	COMP	993	099	TBA	TBA	TBA			0	20	ALTEROVITZ, RON	O
2092	099	GU	COMP	994	006	TBA	TBA	TBA			3	20	PIZER, S M	O
2093	099	GU	COMP	994	009	TBA	TBA	TBA			3	20	BROOKS, F P	O
2094	099	GU	COMP	994	010	TBA	TBA	TBA			0	20	WEISS, S F	O
2095	099	GU	COMP	994	011	TBA	TBA	TBA			3	20	FUCHS, H	O
2096	099	GU	COMP	994	022	TBA	TBA	TBA			0	20	HEDLUND, K S	O
2097	099	GU	COMP	994	025	TBA	TBA	TBA			0	20	SMITH, J B	O
2098	099	GU	COMP	994	028	TBA	TBA	TBA			1	20	PLAISTED, D A	O
2099	099	GU	COMP	994	033	TBA	TBA	TBA			1	20	PRINS, J F	O
2100	099	GU	COMP	994	039	TBA	TBA	TBA			0	20	BISHOP, G	O
2101	099	GU	COMP	994	040	TBA	TBA	TBA			3	20	JEFFAY, K	O
2102	099	GU	COMP	994	042	TBA	TBA	TBA			0	20	SMITH, F D	O
2103	099	GU	COMP	994	052	TBA	TBA	TBA			1	20	LASTRA, A	O
2104	099	GU	COMP	994	058	TBA	TBA	TBA			8	20	MANOCHA, D	O
2105	099	GU	COMP	994	059	TBA	TBA	TBA			3	20	STOTTS, P D	O
2106	099	GU	COMP	994	062	TBA	TBA	TBA			3	20	ANDERSON, J	O
2107	099	GU	COMP	994	063	TBA	TBA	TBA			1	20	DEWAN, P	O
2108	099	GU	COMP	994	069	TBA	TBA	TBA			2	20	TAYLOR, R	O
2109	099	GU	COMP	994	071	TBA	TBA	TBA			2	20	WELCH, GREGORY	O
2110	099	GU	COMP	994	072	TBA	TBA	TBA			8	20	MING, LIN	O
2111	099	GU	COMP	994	078	TBA	TBA	TBA			0	20	BARUAH, SANJOY	O
2112	099	GU	COMP	994	079	TBA	TBA	TBA			3	20	SNOEYINK, JACK	O
2113	099	GU	COMP	994	080	TBA	TBA	TBA			0	20	MAYER-PATEL, KE	O
2114	099	GU	COMP	994	081	TBA	TBA	TBA			3	20	WHITTON, MARY C	O
2115	099	GU	COMP	994	084	TBA	TBA	TBA			2	20	SINGH, MONTEK	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2116	099	GU	COMP	994	087	TBA	TBA	TBA			1	20	MCMILLAN, LEONA	O
2117	099	GU	COMP	994	088	TBA	TBA	TBA			0	20	KAUR, JASLEEN	O
2118	099	GU	COMP	994	089	TBA	TBA	TBA			3	10	POLLEFEYS, MARC	O
2119	099	GU	COMP	994	090	TBA	TBA	TBA			1	20	WANG, WEI	O
2120	099	GU	COMP	994	091	TBA	TBA	TBA			0	20	MONROSE, FABIAN	O
2121	099	GU	COMP	994	092	TBA	TBA	TBA			0	20	REED, DANIEL A	O
2122	099	GU	COMP	994	093	TBA	TBA	TBA			0	20	POZEFSKY, DIANE	O
2123	099	GU	COMP	994	095	TBA	TBA	TBA			3	20	REITER, MIKE	O
2124	099	GU	COMP	994	096	TBA	TBA	TBA			0	20	LAZEBNIK, SVETL	O
2125	099	GU	COMP	994	097	TBA	TBA	TBA			2	20	FRAHM, JAN-MICH	O
2126	099	GU	COMP	994	098	TBA	TBA	TBA			0	10	NIETHAMMER, MAR	O
2127	099	GU	COMP	994	099	TBA	TBA	TBA			1	20	ALTEROVITZ, RON	O
2128	099	GU	COMP	994	104	TBA	TBA	TBA			0	5	SHEN, DINGGANG	O
2129	099	GU	COMP	994	108	TBA	TBA	TBA			0	20		O
2130	099	GU	CYTO	730	001	TBA	TBA	TBA			0	6	RINAS, A C	X
2131	099	GU	CYTO	750	001	TBA	TBA	TBA			0	6	RINAS, A C	X
2132	099	GU	CZCH	401	001	MWF	1100AM	1150AM	MU	0117	9	12	PICHOVA, HANA	O
2133	099	GU	CZCH	403	998	TBA	TBA	TBA			0	999		O
2134	099	GU	CZCH	404	998	TBA	TBA	TBA			0	999		O
2135	099	GU	CZCH	405	001	TBA	TBA	TBA			1	15	PICHOVA, HANA	O
2136	099	GU	DENG	701	001	TBA	TBA	TBA			27	99	WRIGHT, JOHN TI	O
2137	099	GU	DENG	703	001	TBA	TBA	TBA			27	50	BECK, J D	O
2138	099	GU	DENG	701A	001	TBA	TBA	TBA			16	25	COOPER, L	O
2139	099	GU	DENG	702A	001	TBA	TBA	TBA			11	21	HEYMANN, HARALD	O
2140	099	DN	DENT	100	001	TBA	TBA				81	1280	STRAUSS, R P	O
2141	099	DN	DENT	101	001	TBA	TBA				81	85	PIMENTA, LUIS A	O
2142	099	DN	DENT	102	001	TBA	TBA				83	90	LEVITCH, LINDA	O
2143	099	DN	DENT	103	001	TBA	TBA				82	85	TRAUT, T W	O
2144	099	DN	DENT	104	001	TBA	TBA				84	115	KOWLOWITZ, VICK	O
2145	099	DN	DENT	105	001	TBA	TBA				82	84	STURDEVANT, J R	O
2146	099	DN	DENT	106	001	TBA	TBA				82	85	DONOVAN, TERREN	O
2147	099	DN	DENT	200	001	TBA	TBA				0	85	KOWLOWITZ, VICK	O
2148	099	DN	DENT	201	001	TBA	TBA				80	85	QUINONEZ, ROCIO	O
2149	099	DN	DENT	203	001	TBA	TBA				80	85	MORETTI, ANTONI	O
2150	099	DN	DENT	204	001	TBA	TBA				81	85	FELTON, D A	O
2151	099	DN	DENT	205	001	TBA	TBA				80	85	RESIDE, GLENN J	O
2152	099	DN	DENT	206	001	TBA	TBA				80	85	KOWLOWITZ, VICK	O
2153	099	DN	DENT	208	001	TBA	TBA				80	85	RIVERA, ERIC M	O
2154	099	DN	DENT	209	001	TBA	TBA				80	85	NESBIT, S P	O
2155	099	DN	DENT	214	001	TBA	TBA				81	85	REISNER, H M	O
2156	099	DN	DENT	302	001	TBA	TBA				81	85	RITTER, ANDRE	O
2157	099	DN	DENT	303	001	TBA	TBA				81	85	BRODALA, NADINE	O
2158	099	DN	DENT	304	001	TBA	TBA				81	85	KUTCHER, M J	O
2159	099	DN	DENT	305	001	TBA	TBA				81	85	KOWLOWITZ, VICK	O
2160	099	DN	DENT	306	001	TBA	TBA				81	85	FAULK-EGGLESTON	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2161	099	DN	DENT	308	001	TBA	TBA				83	85	TYNDALL, D A	O
2162	099	DN	DENT	309	001	TBA	TBA				81	85	KUTCHER, M J	O
2163	099	DN	DENT	320	001	TBA	TBA				81	85	HOPFENSPERGER,	O
2164	099	DN	DENT	323	001	TBA	TBA				0	85	KOWLOWITZ, VICK	O
2165	099	DN	DENT	401	001	TBA	TBA				75	85	SANDLER, E S	O
2166	099	DN	DENT	613	01W	TBA	TBA				0	80	LORCH, S CLAIRE	O
2167	099	DN	DENT	330F	001	TBA	TBA				81	85	TROPE, M	O
2168	099	DN	DENT	331F	001	TBA	TBA				81	85	FELTON, D A	O
2169	099	DN	DENT	332F	001	TBA	TBA				81	85	HEYMANN, H O	O
2170	099	DN	DENT	333F	001	TBA	TBA				81	85	TYNDALL, D A	O
2171	099	DN	DENT	334F	001	TBA	TBA				81	85	PROFFIT, W R	O
2172	099	DN	DENT	335F	001	TBA	TBA				81	85	ROBERTS, M W	O
2173	099	DN	DENT	336F	001	TBA	TBA				81	85	WILLIAMS, RAY C	O
2174	099	DN	DENT	337F	001	TBA	TBA				81	85	FELTON, D A	O
2175	099	DN	DENT	338F	001	TBA	TBA				81	85	TURVEY, T A	O
2176	099	DN	DENT	341F	001	TBA	TBA				81	85	NESBIT, S P	O
2177	099	DN	DENT	399F	001	TBA	TBA				81	85	SOLOW, DOUGLAS	O
2178	099	DN	DENT	430F	001	TBA	TBA				75	85	TROPE, M	O
2179	099	DN	DENT	433F	001	TBA	TBA				75	85	TYNDALL, D A	O
2180	099	DN	DENT	434F	001	TBA	TBA				75	85	PROFFIT, W R	O
2181	099	DN	DENT	435F	001	TBA	TBA				75	85	ROBERTS, M W	O
2182	099	DN	DENT	438F	001	TBA	TBA				75	85	TURVEY, T A	O
2183	099	DN	DENT	442F	001	TBA	TBA				75	85		O
2184	099	DN	DENT	458E	001	TBA	TBA				0	75	EAGLE, J C	O
2185	099	DN	DENT	461E	001	TBA	TBA				6	10	ROBERTS, M W	O
2186	099	DN	DENT	487E	001	TBA	TBA				11	14	VANN, W F	O
2187	099	DN	DENT	493E	001	TBA	TBA				0	32	HILLENBRAND, D	O
2188	099	DN	DENT	499F	001	TBA	TBA				75	85	SOLOW, DOUGLAS	O
2189	099	GU	DHED	715	001	TBA	TBA	TBA			4	20	MITCHELL, S H	O
2190	099	GU	DHED	720	001	TBA	TBA	TBA			4	20	GEORGE, MARY C	O
2191	099	GU	DHED	736	001	TBA	TBA	TBA			4	20	MITCHELL, S H	O
2192	099	GU	DHED	753	001	TBA	TBA	TBA			1	20	PETERSON, C A	O
2193	099	GU	DHED	754	001	TBA	TBA	TBA			1	20	WILDER, R S	O
2194	099	GU	DHED	760	001	TBA	TBA	TBA			4	20	WILDER, R S	O
2195	099	GU	DHED	860	001	TBA	TBA	TBA			4	20	WILDER, R S	O
2196	099	GU	DHED	899	001	TBA	TBA	TBA			0	10	WILDER, R S	O
2197	099	GU	DHED	993	001	TBA	TBA	TBA			4	10	WILDER, R S	O
2198	099	GU	DHYG	241	001	TBA	TBA	TBA			36	50	GEORGE, MARY C	O
2199	099	GU	DHYG	251	001	TBA	TBA	TBA			0	0	ESSICK, G K	C
2200	099	GU	DHYG	252	001	TBA	TBA	TBA			36	45	MAURIELLO, SALL	O
2201	099	GU	DHYG	253	001	TBA	TBA	TBA			36	45	LEDFORD, JENNIF	O
2202	099	GU	DHYG	257	001	TBA	TBA	TBA			36	45	PETERSON, C A	O
2203	099	GU	DHYG	351	001	TBA	TBA	TBA			31	45	PADILLA, RICARD	O
2204	099	GU	DHYG	352	002	TBA	TBA	TBA			31	45	OVERMAN, V P	O
2205	099	GU	DHYG	357	001	TBA	TBA	TBA			31	45	TAVOC, TABITHA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2206	099	GU	DHYG	401	001	TBA	TBA	TBA			39	45	JENZANO, J W	O
2207	099	GU	DHYG	401	998	TBA	TBA	TBA			0	999		O
2208	099	GU	DHYG	402	001	TBA	TBA	TBA			42	45	GEORGE, MARY C	O
2209	099	GU	DHYG	402	998	TBA	TBA	TBA			0	999		O
2210	099	GU	DHYG	403	001	TBA	TBA	TBA			41	45	TAVOC, TABITHA	O
2211	099	GU	DHYG	403	998	TBA	TBA	TBA			0	999		O
2212	099	GU	DHYG	413	001	TBA	TBA	TBA			6	10	MAURIELLO, SALL	O
2213	099	GU	DHYG	415	001	TBA	TBA	TBA			2	45	MAURIELLO, SALL	O
2214	099	GU	DHYG	419	001	TBA	TBA	TBA			3	10	MAURIELLO, SALL	O
2215	099	GU	DHYG	423	001	TBA	TBA	TBA			2	10	MAURIELLO, SALL	O
2216	099	GU	DHYG	257L	401	TBA	TBA	TBA			36	45	PETERSON, C A	O
2217	099	DN	DNDG	410	001	TBA	TBA				64	200		O
2218	099	GU	DPET	802	001	M	0100PM	0400PM			32	37	RODGERS, JO ELL	O
2219	099	GU	DPET	806	001	TBA	TBA	TBA			0	5	RAASCH, R H	O
2220	099	GU	DPET	809	001	TBA	TBA	TBA			1	1	IVEY, J L	C
2221	099	GU	DPET	813	001	T	0100PM	0400PM	BE	0116	30	35	LEE, CRAIG R	O
2222	099	GU	DPET	813	965	T	0100PM	0400PM	BE	0116	0	5	LEE, CRAIG R	O
2223	099	GU	DPET	814	001	W	0530PM	0830PM			0	40	FERRERI, STEFAN	O
2224	099	GU	DPET	830	001	R	0530PM	0730PM			38	60	RAASCH, R H	O
2225	099	GU	DPET	832	001	T	0830AM	1030AM	BE	0102	28	28	HAWKE, ROY LEE	C
2226	099	GU	DPET	833	001	W	0130PM	0320PM	BE	0116	4	20	HULL, J H	O
2227	099	GU	DPET	855	001	MW	0930AM	1100AM	BE	0116	26	30	PAINE, MARY F	O
2228	099	GU	DPET	899	001	T	1100AM	1150AM	BE	0116	22	30	DUPIUS, ROBERT	O
2229	099	GU	DPET	991	047	TBA	TBA	TBA			1	10	PATTERSON, J H	O
2230	099	GU	DPET	991	118	TBA	TBA	TBA			4	5	HAWKE, ROY LEE	O
2231	099	GU	DPET	991	129	TBA	TBA	TBA			1	5	PAINE, MARY F	O
2232	099	GU	DPET	994	047	TBA	TBA	TBA			1	5	PATTERSON, J H	O
2233	099	GU	DPET	994	053	TBA	TBA	TBA			1	5	POLLACK, G M	O
2234	099	GU	DPET	994	062	TBA	TBA	TBA			3	5	BROUWER, K R	O
2235	099	GU	DPET	994	127	TBA	TBA	TBA			2	5	MCLEOD, HOWARD	O
2236	099	GU	DPET	994	128	TBA	TBA	TBA			1	5	LEE, CRAIG R	O
2237	099	GU	DPOP	804	001	M	0900AM	1200PM		307	12	15	HANSEN, RICHARD	O
2238	099	GU	DPOP	899	001	W	1200PM	1250PM	BE	0116	8	25	ROTH, MARY	O
2239	099	GU	DPOP	994	091	TBA	TBA	TBA			1	5	SLEATH, BETSY L	O
2240	099	GU	DPOP	994	119	TBA	TBA	TBA			0	3	MURRAY, MICHAEL	O
2241	099	GU	DPOP	994	123	TBA	TBA	TBA			0	5	MACIEJEWSKI, MA	O
2242	099	GU	DPPE	801	001	R	0900AM	1150AM			11	15	COKER, HUYLA G	O
2243	099	GU	DPPE	803	001	R	0200PM	0500PM	BE	0116	30	32	COX, WENDY CARO	O
2244	099	GU	DPPE	803	965	R	0200PM	0500PM	BE	0116	0	3		O
2245	099	GU	DPPE	814	001	W	0530PM	0830PM	BE	0116	22	35	FERRERI, STEFAN	O
2246	099	GU	DPPE	814	965	W	0530PM	0830PM	BE	0116	2	5	FERRERI, STEFAN	O
2247	099	GU	DPPE	820	001	W	0200PM	0500PM	BE	0102	45	45	ECKEL, F M	C
2248	099	GU	DPPE	820	965	W	0200PM	0500PM	BE	0102	5	5	ECKEL, F M	C
2249	099	GU	DPPE	860	001	M	0200PM	0500PM	BE	0116	0	10	ECKEL, STEPHEN	O
2250	099	GU	DRAM	085	001	TR	1100AM	1215PM	XX	XX	24	24	LUCAS, ASHLEY E	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2251	099	GU	DRAM	089	002	TR	1100AM	1215PM	XX	XX	0	24	COBLE, A	X
2252	099	GU	DRAM	115	001	TR	0800AM	0915AM	MA	0209	153	155	ADAMSON, DAVID	O
2253	099	GU	DRAM	115	002	TR	0930AM	1045AM	SC	0103	152	155	WILLIAMS, KATHR	O
2254	099	GU	DRAM	115	003	MWF	0100PM	0150PM	HM	0100	400	403	KABLE, GREGORY	O
2255	099	GU	DRAM	115	990	TBA	TBA	TBA			2	10	PERRY, MARK	O
2256	099	GU	DRAM	115	998	TBA	TBA	TBA			0	999		O
2257	099	GU	DRAM	115	999	TBA	TBA	TBA			0	999		O
2258	099	GU	DRAM	116	001	MWF	1000AM	1050AM	SC	0103	303	290	STRONG, K	C
2259	099	GU	DRAM	116	002	MWF	1100AM	1150AM	SC	0103	304	300	STRONG, K	C
2260	099	GU	DRAM	116	988	TBA	TBA	TBA			0	1		O
2261	099	GU	DRAM	116	998	TBA	TBA	TBA			0	999		O
2262	099	GU	DRAM	116	999	TBA	TBA	TBA			0	999		O
2263	099	GU	DRAM	120	001	TR	0200PM	0315PM	DC	0105	46	48	PERRY, MARK	O
2264	099	GU	DRAM	120	002	MWF	0900AM	0950AM	DC	0105	47	48	KABLE, GREGORY	O
2265	099	GU	DRAM	120	003	TR	1100AM	1215PM	DC	0105	48	48	PERRY, MARK	C
2266	099	GU	DRAM	120	005	MWF	0200PM	0250PM	DC	0105	40	48	BETTIN, JADE RY	O
2267	099	GU	DRAM	120	998	TBA	TBA	TBA			0	0		C
2268	099	GU	DRAM	120	999	TBA	TBA	TBA			0	999		O
2269	099	GU	DRAM	131	001	W	0200PM	0450PM	MU	0222	11	10	COEN, DANA	C
2270	099	GU	DRAM	135	001	TR	0800AM	0915AM	DC	0103	17	18	JONES, JOY A	O
2271	099	GU	DRAM	135	002	TR	0800AM	0915AM	DC	0104	18	18	PEREZ, FLOR DE	C
2272	099	GU	DRAM	140	001	TR	0800AM	0915AM	DC	0102	16	18	MURPHY, MATTHEW	O
2273	099	GU	DRAM	150	001	TR	0930AM	1045AM	XX	XX	16	14	FISHELL, JULIE	C
2274	099	GU	DRAM	150	002	WF	1100AM	1215PM	DC	0104	14	14	FISHELL, JULIE	C
2275	099	GU	DRAM	160	001	TR	1100AM	1215PM	DC	0125	184	183	LAWRENCE, TODD	C
2276	099	GU	DRAM	165	001	W	0900AM	1050AM	XX	XX	12	12	HANDLEY, RANDY	C
2277	099	GU	DRAM	165	001	F	0900AM	1050AM	XX	XX	12	12	HANDLEY, RANDY	C
2278	099	GU	DRAM	191	001	MWF	0100PM	0250PM	PG	0229	12	12	HEBRON, SARAH E	C
2279	099	GU	DRAM	192	001	MWF	0100PM	0250PM	DC	0247	12	6	PAGE, AMY ALLIS	C
2280	099	GU	DRAM	193	001	MWF	0400PM	0450PM	PG	0229	32	31	ROLLERI, M	C
2281	099	GU	DRAM	195	001	TBA	TBA	TBA			0	8	CORNELL, JEFFRE	O
2282	099	GU	DRAM	195	002	TBA	TBA	TBA			0	5	ROLLERI, M	O
2283	099	GU	DRAM	245	001	TR	0930AM	1045AM	DC	0104	14	14	DOOLEY, R	C
2284	099	GU	DRAM	250	001	TR	1100AM	1215PM	DC	0103	13	14	FISHELL, JULIE	O
2285	099	GU	DRAM	281	001	TR	0930AM	1045AM	AL	0207	36	35	KABLE, GREGORY	C
2286	099	GU	DRAM	282	001	TR	1230PM	0145PM	DC	0105	45	35	KABLE, GREGORY	C
2287	099	GU	DRAM	283	001	MWF	1000AM	1050AM	DC	0105	34	35	O'BRIEN, KAREN	O
2288	099	GU	DRAM	284	001	MWF	1200PM	1250PM	DC	0105	32	35	O'BRIEN, KAREN	O
2289	099	GU	DRAM	284	990	TBA	TBA	TBA			17	10	KING, J K	C
2290	099	GU	DRAM	284	991	TBA	TBA	TBA			8	15	KING, J K	O
2291	099	GU	DRAM	284	992	TBA	TBA	TBA			0	1	KING, J K	O
2292	099	GU	DRAM	288	001	TR	0200PM	0315PM	DC	0102	26	25	LUCAS, ASHLEY E	C
2293	099	GU	DRAM	290	001	TR	0400PM	0515PM	XX	XX	1	6	CORNELL, JEFFRE	O
2294	099	GU	DRAM	290	002	TBA	TBA	TBA	PG	0117	0	5	ROLLERI, M	O
2295	099	GU	DRAM	290	003	MWF	1100AM	1150AM	DC	0105	23	24	WILLIAMS, KATHR	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2296	099	GU	DRAM	300	001	TR	0930AM	1045AM	DC	0103	15	15	RIPLEY, SCOTT D	C
2297	099	GU	DRAM	300	998	TBA	TBA	TBA			0	999		O
2298	099	GU	DRAM	350	001	TR	1100AM	1215PM	DC	0104	15	14	CORNELL, JEFFRE	C
2299	099	GU	DRAM	395	001	MW	0300PM	0415PM	DC	0103	0	5	CORNELL, JEFFRE	O
2300	099	GU	DRAM	465	001	TR	0930AM	1045AM	PG	0229	12	12	KETCHUM, ERIC R	C
2301	099	GU	DRAM	467	001	MW	1100AM	1215PM	PG	0229	12	12	CHAMBERS, JANET	C
2302	099	GU	DRAM	468	001	MWF	1000AM	1050AM	DC	0125	15	12	KETCHUM, ERIC R	C
2303	099	GU	DRAM	468	998	MWF	1000AM	1050AM	XX	XX	0	999		O
2304	099	GU	DRAM	470	001	TR	0930AM	1045AM	DC	0105	42	40	BETTIN, JADE RY	C
2305	099	GU	DRAM	473	001	W	1100AM	1250PM	DC	0247	6	6	ADAMSON, J	C
2306	099	GU	DRAM	490	001	TR	0330PM	0445PM	DC	0105	24	25	FOX, ROBERT FRA	O
2307	099	GU	DRAM	495	001	TBA	TBA	TBA			1	3	ROLLERI, M	O
2308	099	GU	DRAM	567	001	TR	0930AM	1045AM	XX	XX	8	12	CHAMBERS, JANET	O
2309	099	GU	DRAM	599	001	TR	1100AM	1250PM	DC	0247	6	6	OWEN, R	C
2310	099	GU	DRAM	650	001	MWF	0900AM	1050AM	DC	0247	4	4	ADAMSON, J	C
2311	099	GU	DRAM	721	001	TBA	TBA	TBA			6	6	DOOLEY, R	C
2312	099	GU	DRAM	723	001	TBA	TBA	TBA			6	6	RAPHAEL, BONNIE	C
2313	099	GU	DRAM	725	001	TBA	TBA	TBA			6	6	TURNER, C	C
2314	099	GU	DRAM	727	001	TBA	TBA	TBA			6	6	DOOLEY, R	C
2315	099	GU	DRAM	750	001	TBA	TBA	TBA			2	2	ADAMSON, J	C
2316	099	GU	DRAM	760	001	TBA	TBA	TBA			4	3	ADAMSON, J	C
2317	099	GU	DRAM	772	001	TBA	TBA	TBA			3	4	ADAMSON, J	O
2318	099	GU	DRAM	790	001	TBA	TBA	TBA			3	3	ADAMSON, J	C
2319	099	GU	DRAM	792	001	TBA	TBA	TBA			2	4	ADAMSON, J	O
2320	099	GU	DRAM	799	001	TBA	TBA	TBA			1	2	ADAMSON, J	O
2321	099	GU	DRAM	800	001	TR	0900AM	1015AM	XX	XX	3	8	ROLLERI, M	O
2322	099	GU	DRAM	802	001	TBA	TBA	TBA			2	5	ROLLERI, M	O
2323	099	GU	DRAM	805	001	MWF	0900AM	1015AM	PG	0229	3	5	ROLLERI, M	O
2324	099	GU	DRAM	805	002	MW	1030AM	1150AM	PG	0117	0	6	ROLLERI, M	X
2325	099	GU	DRAM	806	001	TBA	TBA	TBA			4	5	ROLLERI, M	O
2326	099	GU	DRAM	813	001	TBA	TBA	TBA			2	5	ROLLERI, M	O
2327	099	GU	DRAM	830	001	TBA	TBA	TBA			4	5	ROLLERI, M	O
2328	099	GU	DRAM	830	002	TBA	TBA	TBA			0	5	ROLLERI, M	O
2329	099	GU	DRAM	841	001	TBA	TBA	TBA			3	5	ROLLERI, M	O
2330	099	GU	DRAM	843	001	TBA	TBA	TBA			2	5	ROLLERI, M	O
2331	099	GU	DRAM	845	001	TBA	TBA	TBA			2	5	ROLLERI, M	O
2332	099	GU	DRAM	992	001	TBA	TBA	TBA			2	2	ADAMSON, J	C
2333	099	GU	DRAM	470H	001	T	0800AM	0915AM	DC	0105	5	8	BETTIN, JADE RY	O
2334	099	GU	DRAM	691H	001	TBA	TBA	TBA			4	5	OWEN, R	O
2335	099	GU	DTCH	402	001	MWF	0300PM	0350PM	DE	0313	20	24	THORNTON, DAN	O
2336	099	GU	DTCH	402	998	TBA	TBA	TBA			0	999		O
2337	099	GU	DTCH	402	999	TBA	TBA	TBA			0	999		O
2338	099	GU	DTCH	403	998	TBA	TBA	TBA			0	999		O
2339	099	GU	ECOL	563	001	W	0200PM	0350PM	GM	0210	0	10	WEISS, JACK M.	X
2340	099	GU	ECOL	567	001	T	0700PM	0930PM	GA	0001	6	12	WEST, COLIN T	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2341	099	GU	ECOL	669	001	TBA	TBA	TBA			5	15	MITCHELL, CHARL	O
2342	099	GU	ECOL	891	001	TBA	TBA	TBA			0	25	MITCHELL, CHARL	O
2343	099	GU	ECOL	891	002	TR	0930AM	1045AM	MU	0222	2	6	BELL, GEOFFREY	O
2344	099	GU	ECOL	891	003	TBA	TBA	TBA			1	10	WEAKLEY, ALAN	O
2345	099	GU	ECOL	961	012	TBA	TBA	TBA			0	5	MOODY, A	O
2346	099	GU	ECOL	961	026	TBA	TBA	TBA			1	5	PEET, R K	O
2347	099	GU	ECOL	961	029	TBA	TBA	TBA			0	5	PETERSON, C H	O
2348	099	GU	ECOL	961	040	TBA	TBA	TBA			2	5		O
2349	099	GU	ECOL	961	045	TBA	TBA	TBA			1	5	DOYLE, MARTIN W	O
2350	099	GU	ECOL	961	051	TBA	TBA	TBA			4	5	WEAKLEY, ALAN	O
2351	099	GU	ECOL	961	056	TBA	TBA				1	5	MITCHELL, CHARL	O
2352	099	GU	ECOL	992	045	TBA	TBA	TBA			0	5	DOYLE, MARTIN W	O
2353	099	GU	ECOL	992	054	TBA	TBA	TBA			0	5	KONRAD, C E	O
2354	099	GU	ECOL	993	006	TBA	TBA	TBA			1	5	BAND, LAWRENCE	O
2355	099	GU	ECOL	993	010	TBA	TBA	TBA			1	5	PIEHLER, MICHAE	O
2356	099	GU	ECOL	993	012	TBA	TBA	TBA			0	5	MOODY, A	O
2357	099	GU	ECOL	993	026	TBA	TBA	TBA			1	4	PEET, R K	O
2358	099	GU	ECOL	993	029	TBA	TBA	TBA			1	5	PETERSON, C H	O
2359	099	GU	ECOL	993	051	TBA	TBA	TBA			1	5	WEAKLEY, ALAN	O
2360	099	GU	ECOL	993	056	TBA	TBA				0	5	MITCHELL, CHARL	O
2361	099	GU	ECOL	994	001	TBA	TBA	TBA			1	4	COX, J R	O
2362	099	GU	ECOL	994	008	TBA	TBA	TBA			1	4	BRUNO, JOHN F	O
2363	099	GU	ECOL	994	010	TBA	TBA	TBA			1	5	PIEHLER, MICHAE	O
2364	099	GU	ECOL	994	015	TBA	TBA	TBA			1	5	WHITE, P S	O
2365	099	GU	ECOL	994	016	TBA	TBA	TBA			1	4	REICE, S R	O
2366	099	GU	ECOL	994	026	TBA	TBA	TBA			2	4	PEET, R K	O
2367	099	GU	ECOL	994	029	TBA	TBA	TBA			0	5	PETERSON, C H	O
2368	099	GU	ECOL	994	046	TBA	TBA	TBA			0	5	HOLT, FLORA LU	O
2369	099	GU	ECOL	994	051	TBA	TBA	TBA			0	5	WEAKLEY, ALAN	O
2370	099	GU	ECOL	994	056	TBA	TBA				1	5	MITCHELL, CHARL	O
2371	099	GU	ECOL	994	057	TBA	TBA	TBA			1	5	WOLFORD, WENDY	O
2372	099	GU	ECON	051	001	TR	1100AM	1215PM	GA	0007	21	24	CONWAY, P J	O
2373	099	GU	ECON	056	001	TR	0930AM	1045AM	GA	0001	0	24	ROSEFIELDE, STE	X
2374	099	GU	ECON	100	998	TBA	TBA	TBA			0	999		O
2375	099	GU	ECON	100	999	TBA	TBA	TBA			0	999		O
2376	099	GU	ECON	101	005	TR	1100AM	1215PM	GA	0309	51	48	MCCALLIE, JOHN	C
2377	099	GU	ECON	101	006	MWF	1100AM	1150AM	CA	0111	421	423	AGUILAR, MICHAE	O
2378	099	GU	ECON	101	007	MWF	0900AM	0950AM	CA	0111	422	423	BYRNS, RALPH	O
2379	099	GU	ECON	101	008	TR	1230PM	0145PM	CA	0111	414	423	SALEMI, M K	O
2380	099	GU	ECON	101	601	W	0800AM	0850AM	GA	0103	13	32	MCATEE, GREGORY	O
2381	099	GU	ECON	101	602	W	0900AM	0950AM	GA	0103	20	32	MCATEE, GREGORY	O
2382	099	GU	ECON	101	603	W	1000AM	1050AM	GA	0103	32	32	MCATEE, GREGORY	C
2383	099	GU	ECON	101	604	M	1200PM	1250PM	GA	0103	32	32	FRAGOSO GONZALE	C
2384	099	GU	ECON	101	605	W	0900AM	0950AM	GA	0009	9	30	REDDIX, KENNETH	O
2385	099	GU	ECON	101	606	W	0300PM	0350PM	GA	0103	30	32	FRAGOSO GONZALE	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2386	099	GU	ECON	101	607	W	0400PM	0450PM	GA	0103	21	32	YAO, JIANFENG	O
2387	099	GU	ECON	101	608	T	1100AM	1150AM	GA	0103	33	32	AKAPAIBOON, NAT	C
2388	099	GU	ECON	101	609	W	1000AM	1050AM	GA	0009	26	30	REDDIX, KENNETH	O
2389	099	GU	ECON	101	610	M	0300PM	0350PM	GA	0001	23	25	AKAPAIBOON, NAT	O
2390	099	GU	ECON	101	611	W	0300PM	0350PM	GA	0001	23	27	YAO, JIANFENG	O
2391	099	GU	ECON	101	612	T	0330PM	0420PM	GA	0103	32	32	REDDIX, KENNETH	C
2392	099	GU	ECON	101	613	T	1230PM	0120PM	GA	0001	25	25	AKAPAIBOON, NAT	C
2393	099	GU	ECON	101	614	T	0330PM	0420PM	GA	0104	25	25	FRAGOSO GONZALE	C
2394	099	GU	ECON	101	615	T	1230PM	0120PM	GA	0103	31	32	FRAGOSO GONZALE	O
2395	099	GU	ECON	101	616	W	0200PM	0250PM	GA	0103	31	32	YAO, JIANFENG	O
2396	099	GU	ECON	101	617	T	0430PM	0520PM	GA	0104	9	30	FRAGOSO GONZALE	O
2397	099	GU	ECON	101	701	M	0800AM	0850AM	GA	0103	10	30	CRONIN, CHRISTO	O
2398	099	GU	ECON	101	702	M	0300PM	0350PM	GA	0103	31	32	CRONIN, CHRISTO	O
2399	099	GU	ECON	101	704	M	0100PM	0150PM	GA	0210	32	32	CRONIN, CHRISTO	C
2400	099	GU	ECON	101	705	R	1230PM	0120PM	GA	0001	26	25	CRONIN, CHRISTO	C
2401	099	GU	ECON	101	706	M	0400PM	0450PM	GA	0001	21	25	CRONIN, CHRISTO	O
2402	099	GU	ECON	101	708	T	0930AM	1020AM	GA	0001	25	27	CRONIN, CHRISTO	O
2403	099	GU	ECON	101	709	T	0800AM	0850AM	GA	0103	11	32	CRONIN, CHRISTO	O
2404	099	GU	ECON	101	710	T	0430PM	0520PM	GA	0103	21	32	CRONIN, CHRISTO	O
2405	099	GU	ECON	101	711	T	0930AM	1020AM	GA	0103	31	32	CRONIN, CHRISTO	O
2406	099	GU	ECON	101	712	T	1100AM	1150AM	GA	0001	25	25	CRONIN, CHRISTO	C
2407	099	GU	ECON	101	713	T	1230PM	0120PM	GA	0009	30	30	CRONIN, CHRISTO	C
2408	099	GU	ECON	101	714	M	0200PM	0250PM	GA	0210	27	32	CRONIN, CHRISTO	O
2409	099	GU	ECON	101	715	T	0200PM	0250PM	GA	0104	31	32	CRONIN, CHRISTO	O
2410	099	GU	ECON	101	716	M	0200PM	0250PM	GA	0103	12	30	CRONIN, CHRISTO	O
2411	099	GU	ECON	101	718	R	1100AM	1150AM	GA	0001	25	25	CRONIN, CHRISTO	C
2412	099	GU	ECON	101	719	M	1000AM	1050AM	GA	0103	32	32	CRONIN, CHRISTO	C
2413	099	GU	ECON	101	721	F	0200PM	0250PM	GA	0103	16	32	CRONIN, CHRISTO	O
2414	099	GU	ECON	101	723	F	0900AM	0950AM	GA	0009	0	30	CRONIN, CHRISTO	X
2415	099	GU	ECON	101	724	F	0800AM	0850AM	GA	0009	0	30	CRONIN, CHRISTO	X
2416	099	GU	ECON	101	725	F	0300PM	0350PM	GA	0009	0	30	CRONIN, CHRISTO	X
2417	099	GU	ECON	101	726	F	0800AM	0850AM	GA	0001	0	25	CRONIN, CHRISTO	X
2418	099	GU	ECON	101	727	W	1100AM	1150AM	GA	0103	10	32	CRONIN, CHRISTO	O
2419	099	GU	ECON	101	728	F	0100PM	0150PM	GA	0210	0	32	CRONIN, CHRISTO	X
2420	099	GU	ECON	101	729	F	0200PM	0250PM	GA	0210	0	30	CRONIN, CHRISTO	X
2421	099	GU	ECON	101	801	W	1200PM	1250PM	GA	0103	32	32	YUKSEL, SERKAN	C
2422	099	GU	ECON	101	802	W	0100PM	0150PM	GA	0210	38	35	YUKSEL, SERKAN	C
2423	099	GU	ECON	101	803	W	0200PM	0250PM	GA	0210	34	32	TUYSUZOGLU, UMU	C
2424	099	GU	ECON	101	804	W	0300PM	0350PM	GA	0009	29	30	YUKSEL, SERKAN	O
2425	099	GU	ECON	101	805	W	0400PM	0450PM	GA	0009	31	30	CABEZON, EZEQUI	C
2426	099	GU	ECON	101	806	R	0800AM	0850AM	GA	0103	31	32	HARRIS, MATTHEW	O
2427	099	GU	ECON	101	807	R	0930AM	1020AM	GA	0001	28	27	KATSORIDAS, DIM	C
2428	099	GU	ECON	101	808	R	0930AM	1020AM	GA	0103	0	32	SALEMI, M K	X
2429	099	GU	ECON	101	809	R	1100AM	1150AM	GA	0103	34	32	KATSORIDAS, DIM	C
2430	099	GU	ECON	101	810	R	0330PM	0420PM	GA	0103	35	32	KATSORIDAS, DIM	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2431	099	GU	ECON	101	811	R	0430PM	0520PM	GA	0210	0	31	SALEMI, M K	X
2432	099	GU	ECON	101	812	W	0400PM	0450PM	GA	0001	25	25	TUYSUZOGLU, UMU	C
2433	099	GU	ECON	101	813	R	0330PM	0420PM	GA	0009	30	30	CABEZON, EZEQUI	C
2434	099	GU	ECON	101	814	W	0800AM	0850AM	GA	0001	24	25	HARRIS, MATTHEW	O
2435	099	GU	ECON	101	815	W	0800AM	0850AM	GA	0009	9	30	CABEZON, EZEQUI	O
2436	099	GU	ECON	101	816	R	0430PM	0520PM	HN	0112	0	28	SALEMI, M K	X
2437	099	GU	ECON	101	817	W	1100AM	1150AM	GA	0009	30	30	TUYSUZOGLU, UMU	C
2438	099	GU	ECON	101	951	TR	0730PM	0845PM	GA	0104	28	25	JENKINS, BRIAN	C
2439	099	GU	ECON	101	998	TBA	TBA	TBA			0	999		O
2440	099	GU	ECON	267	001	TR	0800AM	0915AM	GA	0007	0	0	ROSEFIELDE, STE	X
2441	099	GU	ECON	285	001	TR	1230PM	0145PM			0	20		X
2442	099	GU	ECON	310	001	MWF	0200PM	0250PM	GA	0008	97	86	RABON, JOHN	C
2443	099	GU	ECON	310	002	TR	0800AM	0915AM	GA	0307	36	35	WANG, BENJAMIN	C
2444	099	GU	ECON	310	003	TR	0330PM	0445PM	GA	0007	36	35	KANCHANACHITRA,	C
2445	099	GU	ECON	310	998	TBA	TBA	TBA			0	999		O
2446	099	GU	ECON	320	001	MWF	0300PM	0350PM	CA	0111	86	250	AGUILAR, MICHAE	O
2447	099	GU	ECON	320	002	MWF	0100PM	0150PM	GA	0309	40	38	MOUSSA, RACHA	C
2448	099	GU	ECON	320	998	TBA	TBA	TBA			0	999		O
2449	099	GU	ECON	325	001	TR	1230PM	0145PM	GA	0008	79	80	GOLDSTEIN, BUCK	O
2450	099	GU	ECON	325	601	R	1230PM	0145PM	GA	0307	18	25	GOLDSTEIN, BUCK	O
2451	099	GU	ECON	325	602	R	1230PM	0145PM	GA	0009	20	30	FELDMAN, MARYAN	O
2452	099	GU	ECON	325	603	R	1230PM	0145PM	GA	0007	20	30	GRUMBLES, JULIA	O
2453	099	GU	ECON	325	604	R	1230PM	0145PM	GA	0103	20	30	CAUDILL, LOWRY	O
2454	099	GU	ECON	328	001	R	0330PM	0550PM	GA	0105	52	68	STEWART, J F	O
2455	099	GU	ECON	328	002	T	0330PM	0550PM	GA	0309	0	42	GOLDSTEIN, BUCK	X
2456	099	GU	ECON	345	001	MWF	0100PM	0150PM	GA	0106	31	35	CAMPO, SANDRA	O
2457	099	GU	ECON	380	001	MWF	0800AM	0850AM	GA	0308	16	33	COOK, JA	O
2458	099	GU	ECON	384	001	MW	0435PM	0550PM	CW	0105	2	2	RICK, JON	C
2459	099	GU	ECON	385	998	TBA	TBA	TBA			0	30		O
2460	099	GU	ECON	396	001	TBA	TBA	TBA			0	5	STEWART, J F	O
2461	099	GU	ECON	400	001	MWF	0200PM	0250PM	GC	1015	236	240	LICH-TYLER, STE	O
2462	099	GU	ECON	400	002	MWF	1000AM	1050AM			0	0		X
2463	099	GU	ECON	400	003	TR	1100AM	1215PM	GA	0308	0	0	STAFF	X
2464	099	GU	ECON	410	001	MWF	1000AM	1050AM	GA	0308	52	44	MALASPINA, PETE	C
2465	099	GU	ECON	410	002	MWF	0800AM	0850AM	GA	0307	35	38	MISZTAL, MACIEJ	O
2466	099	GU	ECON	410	003	MWF	1200PM	1250PM	GA	0308	48	48	BURK, RYAN	C
2467	099	GU	ECON	410	004	TR	0800AM	0915AM	GA	0308	38	38	ALTAN, BASAK	C
2468	099	GU	ECON	410	005	TR	0800AM	0915AM	GA	0309	38	38	SAVASCIN, OZGE	C
2469	099	GU	ECON	410	006	MWF	0100PM	0150PM	GA	0307	0	0	STAFF	X
2470	099	GU	ECON	410	007	MWF	0800AM	0850AM	GA	0106	36	38	GUNAY, FATMA	O
2471	099	GU	ECON	410	008	TR	1230PM	0145PM	GA	0210	49	45	FINAN, REBECCA	C
2472	099	GU	ECON	410	998	TBA	TBA	TBA			0	999		O
2473	099	GU	ECON	420	001	MWF	1100AM	1150AM	GA	0309	51	49	VAIDYANATHAN, G	C
2474	099	GU	ECON	420	002	MWF	1000AM	1050AM	GA	0309	50	49	VAIDYANATHAN, G	C
2475	099	GU	ECON	420	003	TR	0930AM	1045AM	GA	0309	51	49	FROYEN, RICHARD	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2476	099	GU	ECON	420	004	MW	0400PM	0515PM	GA	0007	39	38	PEREZ, TERESA	C
2477	099	GU	ECON	420	005	TR	1230PM	0145PM	GA	0106	42	40	HENDRICKS, LUTZ	C
2478	099	GU	ECON	420	006	TR	0200PM	0315PM	GA	0106	0	0	STAFF	X
2479	099	GU	ECON	423	001	TR	1230PM	0145PM	GA	0309	50	46	FRANCIS, NEVILL	C
2480	099	GU	ECON	423	002	MWF	0200PM	0250PM	GA	0308	44	48	AGUILAR, MICHAE	O
2481	099	GU	ECON	423	003	MWF	0900AM	0950AM	GA	0308	0	0	STAFF	X
2482	099	GU	ECON	434	001	MWF	0100PM	0150PM	DA	0112	68	48	BYRNS, RALPH	C
2483	099	GU	ECON	440	001	MWF	1100AM	1150AM	GA	0308	43	40	WILDE, JAMES A	C
2484	099	GU	ECON	445	001	MWF	0200PM	0250PM	GA	0106	34	40	CAMPO, SANDRA	O
2485	099	GU	ECON	445	002	TR	0800AM	0915AM	GA	0106	40	40	CONTAT, JUSTIN	C
2486	099	GU	ECON	454	001	TR	0930AM	1045AM	GA	0308	46	48	TURCHI, BOONE A	O
2487	099	GU	ECON	460	001	MWF	0800AM	0850AM	GA	0309	36	43	BALABAN, RITA	O
2488	099	GU	ECON	460	002	MWF	0900AM	0950AM	GA	0309	43	44	BALABAN, RITA	O
2489	099	GU	ECON	465	001	MWF	0200PM	0250PM	GA	0309	51	48	VAIDYANATHAN, G	C
2490	099	GU	ECON	480	001	MWF	1000AM	1050AM	GA	0008	95	100	LICH-TYLER, STE	O
2491	099	GU	ECON	480	002	MWF	1200PM	1250PM	GA	0307	0	0	STAFF	X
2492	099	GU	ECON	495	001	TBA	TBA	TBA			1	5	BYRNS, RALPH	O
2493	099	GU	ECON	496	001	MTWR	0600PM	0750PM	GA	0309	19	20	BYRNS, RALPH	O
2494	099	GU	ECON	496	002	TBA	TBA	TBA			3	20	AGUILAR, MICHAE	O
2495	099	GU	ECON	496	003	TBA	TBA	TBA			2	20	STEWART, J F	O
2496	099	GU	ECON	496	004	TBA	TBA	TBA			0	20	BYRNS, RALPH	O
2497	099	GU	ECON	520	001	TR	1100AM	1215PM	GA	0106	30	25	PARKE, W R	C
2498	099	GU	ECON	520	002	TR	0930AM	1045AM	GA	0106	29	25	PARKE, W R	C
2499	099	GU	ECON	560	001	MW	0300PM	0415PM	GA	0209	23	25	CHARI, ANUSHA	O
2500	099	GU	ECON	570	001	TR	1230PM	0145PM	GA	0308	24	25	PARK, SANG SOO	O
2501	099	GU	ECON	570	002	TR	0200PM	0315PM	GA	0308	25	25	PARK, SANG SOO	C
2502	099	GU	ECON	570	003	TR	1100AM	1215PM	GA	0308	24	25	STEWART, J F	O
2503	099	GU	ECON	586	001	TR	0200PM	0315PM	GA	0209	25	22	TURCHI, BOONE A	C
2504	099	GU	ECON	586	002	TR	0330PM	0445PM	GA	0209	22	22	TURCHI, BOONE A	C
2505	099	GU	ECON	700	001	MTWRF	0830AM	0100PM	GA	0309	18	45	TAUCHEN, H V	O
2506	099	GU	ECON	700	601	MTWRF	0100PM	0200PM	GA	0309	18	45	MOORE, TIMOTHY	O
2507	099	GU	ECON	710	001	MW	1200PM	0115PM	GA	0007	24	30	KRISHNA, VIJAY	O
2508	099	GU	ECON	710	601	F	1000AM	1050AM	GA	0007	24	30	KARA, GAZI	O
2509	099	GU	ECON	720	001	TR	0330PM	0445PM	GA	0308	19	44	HENDRICKS, LUTZ	O
2510	099	GU	ECON	720	601	F	0200PM	0250PM	GA	0007	19	38	CHENG, CHAK	O
2511	099	GU	ECON	770	001	TR	1100AM	1215PM	GA	0307	21	30	RENAULT, ERIC M	O
2512	099	GU	ECON	770	601	F	1100AM	1150AM	GA	0007	19	30	GUANSONG, WANG	O
2513	099	GU	ECON	810	001	TR	0930AM	1045AM	GA	0209	0	36	PARREIRAS, SERG	X
2514	099	GU	ECON	820	001	TR	0200PM	0315PM	GA	0309	0	25	FROYEN, RICHARD	X
2515	099	GU	ECON	846	001	TR	1230PM	0145PM	GA	0209	5	25	BIGLAISER, G	O
2516	099	GU	ECON	851	001	TR	0930AM	1045AM	GA	0307	15	44	AKIN, JOHN S	O
2517	099	GU	ECON	860	001	TR	1100AM	1215PM			0	25	CONWAY, P J	X
2518	099	GU	ECON	861	001	MW	1030AM	1145AM	GA	0007	4	35	CHARI, ANUSHA	O
2519	099	GU	ECON	870	001	TR	1100AM	1215PM	GA	0009	20	30	CHAUDHURI,S	O
2520	099	GU	ECON	870	601	F	0900AM	0950AM	GA	0007	18	30	CHAGUE, FERNAND	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2521	099	GU	ECON	890	001	MW	0900AM	1015AM	GA	0007	16	30	KRISHNA, VIJAY	O
2522	099	GU	ECON	890	002	MW	0130PM	0245PM	GA	0007	1	5	TAUCHEN, H V	O
2523	099	GU	ECON	890	003	MW	0200PM	0315PM	GA	0307	0	30	STAFF	O
2524	099	GU	ECON	890	004	MWF	0100PM	0150PM	GA	0209	0	25	STAFF	O
2525	099	GU	ECON	890	005	MWF	1200PM	1250PM	GA	0309	0	26	STAFF	O
2526	099	GU	ECON	890	006	TR	1230PM	0145PM	GA	0209	0	15	STAFF	X
2527	099	GU	ECON	890	007	TR	0200PM	0315PM	GA	0309	0	15	STAFF	O
2528	099	GU	ECON	890	008	TR	0930AM	1045AM	GA	0209	0	25	STAFF	O
2529	099	GU	ECON	890	601	F	1230PM	0140PM	GA	0007	16	30	GOLDBERGER, STE	O
2530	099	GU	ECON	911	001	T	1100AM	1215PM	GA	0209	11	25	PARREIRAS, SERG	O
2531	099	GU	ECON	921	001	W	0300PM	0530PM	GA	0106	11	20	FRANCIS, NEVILL	O
2532	099	GU	ECON	956	001	T	1230PM	0145PM	GA	0307	5	44	GILLESKIE, D	O
2533	099	GU	ECON	971	001	TBA	TBA	TBA			0	6	CHAUDHURI, S	X
2534	099	GU	ECON	990	001	TBA	TBA	TBA			6	6	CHAUDHURI, S	C
2535	099	GU	ECON	992	001	TBA	TBA	TBA			1	5	AKIN, JOHN S	O
2536	099	GU	ECON	992	016	TBA	TBA	TBA			1	2	CHARI, ANUSHA	O
2537	099	GU	ECON	992	089	TBA	TBA	TBA			1	2	PARREIRAS, SERG	O
2538	099	GU	ECON	992	090	TBA	TBA	TBA			0	2	RENAULT, ERIC M	O
2539	099	GU	ECON	992	100	TBA	TBA	TBA			0	5	STAFF	O
2540	099	GU	ECON	994	001	TBA	TBA	TBA			1	5	AKIN, J S	O
2541	099	GU	ECON	994	006	TBA	TBA	TBA			2	5	FIELD, A J	O
2542	099	GU	ECON	994	007	TBA	TBA	TBA			4	5	FROYEN, R T	O
2543	099	GU	ECON	994	031	TBA	TBA	TBA			0	5	TURCHI, B A	O
2544	099	GU	ECON	994	038	TBA	TBA	TBA			4	5	SALEMI, M K	O
2545	099	GU	ECON	994	039	TBA	TBA	TBA			2	5	GUILKEY, D K	O
2546	099	GU	ECON	994	053	TBA	TBA	TBA			1	5	BLACK, S W	O
2547	099	GU	ECON	994	056	TBA	TBA	TBA			4	7	CONWAY, P J	O
2548	099	GU	ECON	994	063	TBA	TBA	TBA			3	6	BIGLAISER, G	O
2549	099	GU	ECON	994	068	TBA	TBA	TBA			0	5	MROZ, THOMAS	X
2550	099	GU	ECON	994	081	TBA	TBA	TBA			5	6	GILLESKIE, D	O
2551	099	GU	ECON	994	086	TBA	TBA	TBA			0	5	GHYSELS, ERIC	O
2552	099	GU	ECON	994	089	TBA	TBA	TBA			0	5	PARREIRAS, SERG	O
2553	099	GU	ECON	994	092	TBA	TBA	TBA			1	5	FRANCIS, NEVILL	O
2554	099	GU	ECON	994	095	TBA	TBA	TBA			3	5	NORMAN, PETER	O
2555	099	GU	ECON	101H	010	TR	0930AM	1045AM	GA	0007	23	25	SALEMI, M K	O
2556	099	GU	ECON	691H	001	MW	0100PM	0215PM	GA	0001	22	25	BALABAN, RITA	O
2557	099	GU	EDUC	121	001	T	0400PM	0550PM	PE	0104	47	50	GILLENWATER, CA	O
2558	099	GU	EDUC	131	001	T	1230PM	0145PM	PE	0215	29	30	TAYLOR, V	O
2559	099	GU	EDUC	131	002	T	1230PM	0145PM	HN	0112	30	30	HARBOUR, SUE	C
2560	099	GU	EDUC	221	001	T	0400PM	0550PM	PE	0206	45	50	SENTA, AMY H.	O
2561	099	GU	EDUC	309	001	R	0400PM	0700PM	XX	XX	24	25	BRODEUR, JOHN D	O
2562	099	GU	EDUC	317	001	T	0200PM	0330PM	XX	XX	20	20	HALSEY, JAMES J	C
2563	099	GU	EDUC	317	002	W	0100PM	0230PM	XX	XX	11	20	BROWN, DEMITRIU	O
2564	099	GU	EDUC	318	001	M	0300PM	0450PM	XX	XX	20	20	FISHER, ANNICE	C
2565	099	GU	EDUC	318	002	T	0930AM	1120AM	XX	XX	15	20	FISHER, ANNICE	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2566	099	GU	EDUC	318	003	T	0200PM	0350PM	XX	XX	19	20	FISHER, ANNICE	O
2567	099	GU	EDUC	318	004	W	0300PM	0450PM	XX	XX	17	20	FISHER, ANNICE	O
2568	099	GU	EDUC	318	005	R	0800AM	0950AM	XX	XX	16	20	FISHER, ANNICE	O
2569	099	GU	EDUC	318	006	R	1230PM	0220PM	XX	XX	13	20	FISHER, ANNICE	O
2570	099	GU	EDUC	318	007	R	0330PM	0520PM	XX	XX	20	20	FISHER, ANNICE	C
2571	099	GU	EDUC	318	008	M	0300PM	0450PM	XX	XX	20	20	FISHER, ANNICE	C
2572	099	GU	EDUC	399	001	T	0600PM	0900PM	DE	0206	44	70	PERRY, CHRISTIN	O
2573	099	GU	EDUC	399	002	W	0600PM	0900PM	DE	0206	31	70	KESSLER, F	O
2574	099	GU	EDUC	401	001	W	0400PM	0650PM	PE	0306	23	25	KINGSLEY, SUSAN	O
2575	099	GU	EDUC	401	956	W	0400PM	0650PM	XX	XX	8	10	KINGSLEY, SUSAN	O
2576	099	GU	EDUC	402	001	R	0400PM	0650PM	PE	0306	22	25	PALSHA, SHARON	O
2577	099	GU	EDUC	402	956	R	0400PM	0650PM	XX	XX	3	10	PALSHA, SHARON	O
2578	099	GU	EDUC	403	001	T	0400PM	0650PM	PE	0220	21	30	SANCHEZ, MARTA	O
2579	099	GU	EDUC	403	956	T	0400PM	0650PM	XX	XX	3	10	SANCHEZ, MARTA	O
2580	099	GU	EDUC	412	001	TR	0730AM	1110AM	XX	XX	17	25	RANDS, KATHLEEN	O
2581	099	GU	EDUC	412	002	TR	0730AM	1110AM	XX	XX	13	25	JOHNSON, TRACY	O
2582	099	GU	EDUC	412	003	TR	0730AM	1110AM	XX	XX	24	25	WILKERSON, R	O
2583	099	GU	EDUC	413	001	W	1100AM	1250PM	PE	0220	34	36	GALLOWAY, NICOL	O
2584	099	GU	EDUC	413	002	W	0100PM	0250PM	PE	0220	20	36	GALLOWAY, NICOL	O
2585	099	GU	EDUC	413	003	W	0300PM	0450PM	PE	0220	0	28		X
2586	099	GU	EDUC	421	001	T	0600PM	0650PM	PE	0215	15	35	HORTON, CHERYL	O
2587	099	GU	EDUC	421	002	T	0700PM	0750PM	PE	0215	3	10	HORTON, CHERYL	O
2588	099	GU	EDUC	441	001	M	0600PM	0850PM	PE	0104	140	141	UNKS, G	O
2589	099	GU	EDUC	441	002	T	0600PM	0850PM	PE	0104	132	141	UNKS, G	O
2590	099	GU	EDUC	465	001	W	1100AM	1250PM	PE	0206	22	25	GULLEDGE, S	O
2591	099	GU	EDUC	465	956	W	1100AM	1250PM	XX	XX	4	10	GULLEDGE, S	O
2592	099	GU	EDUC	466	001	W	0500PM	0750PM	PE	0206	22	25	GULLEDGE, S	O
2593	099	GU	EDUC	466	956	W	0500PM	0750PM	XX	XX	5	15	GULLEDGE, S	O
2594	099	GU	EDUC	467	001	TBA	TBA	TBA			10	10	GULLEDGE, S	C
2595	099	GU	EDUC	467	002	TBA	TBA	TBA			7	10	BARRETT, ELISE	O
2596	099	GU	EDUC	467	003	TBA	TBA	TBA			2	10	HORTON, CHERYL	O
2597	099	GU	EDUC	467	004	TBA	TBA	TBA			3	10	MORRISON, SCOTT	O
2598	099	GU	EDUC	467	956	TBA	TBA	TBA			2	10	GULLEDGE, S	O
2599	099	GU	EDUC	467	957	TBA	TBA	TBA			1	10	BARRETT, ELISE	O
2600	099	GU	EDUC	467	958	TBA	TBA	TBA			2	10	HORTON, CHERYL	O
2601	099	GU	EDUC	467	959	TBA	TBA	TBA			0	10	MORRISON, SCOTT	O
2602	099	GU	EDUC	496	001	TBA	TBA	TBA			0	5	BOLICK, CHERYL	O
2603	099	GU	EDUC	496	002	TBA	TBA	TBA			0	5		O
2604	099	GU	EDUC	496	003	TBA	TBA	TBA			0	5	UNKS, G	O
2605	099	GU	EDUC	496	007	TBA	TBA	TBA			0	2		O
2606	099	GU	EDUC	496	052	TBA	TBA	TBA			0	5	HAMM, JILL V	O
2607	099	GU	EDUC	501	001	M	0400PM	0650PM	PE	0306	17	25	PALSHA, SHARON	O
2608	099	GU	EDUC	501	956	M	0400PM	0650PM	XX	XX	4	20	PALSHA, SHARON	O
2609	099	GU	EDUC	512	001	T	0800AM	1150AM	PE	0010	35	36	STEINTHORSDOTTI	O
2610	099	GU	EDUC	512	001	R	0800AM	0950AM	PE	0010	35	36	STEINTHORSDOTTI	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2611	099	GU	EDUC	512	002	MR	0800AM	1150AM	PE	0206	33	36	FRIEL, SUSAN N.	O
2612	099	GU	EDUC	512	003	R	0800AM	1000AM	PE	0310	0	38	STEINTHORSDOTTI	X
2613	099	GU	EDUC	513	001	M	0800AM	1150AM	PE	0215	35	36	JUSTICE, JULIE	O
2614	099	GU	EDUC	513	002	T	0800AM	1150AM	PE	0310	34	36	JUSTICE, JULIE	O
2615	099	GU	EDUC	513	003	T	0800AM	1150AM	PE	0306	0	28	JUSTICE, JULIE	X
2616	099	GU	EDUC	514	001	M	0100PM	0450PM	PE	0310	35	36	ANDERSON, JANIC	O
2617	099	GU	EDUC	514	002	T	0100PM	0450PM	PE	0310	33	36	ANDERSON, JANIC	O
2618	099	GU	EDUC	514	003	R	0100PM	0350PM	PE	0310	0	28		X
2619	099	GU	EDUC	516	001	R	1100AM	1250PM	PE	0220	36	36	NICHOLS, KATHLE	C
2620	099	GU	EDUC	516	002	R	0200PM	0350PM	PE	0206	33	36	POWELL, JESSICA	O
2621	099	GU	EDUC	516	003	M	1100AM	1250PM	PE	0204	0	28		X
2622	099	GU	EDUC	520	001	R	0400PM	0550PM	XX	XX	18	25	PIERCE, P	O
2623	099	GU	EDUC	520	956	R	0400PM	0550PM	XX	XX	4	10	PIERCE, P	O
2624	099	GU	EDUC	521	001	T	0330PM	0520PM	PE	0215	30	36	LATHAN, JAMIE L	O
2625	099	GU	EDUC	532	961	T	0500PM	0750PM	XX	XX	0	25		X
2626	099	GU	EDUC	533	961	R	0500PM	0750PM	XX	XX	13	15	EWELL, SARA	O
2627	099	GU	EDUC	535	961	T	0500PM	0750PM	XX	XX	25	25	EWELL, SARA	C
2628	099	GU	EDUC	540	962	R	0600PM	0750PM	XX	XX	0	25		X
2629	099	GU	EDUC	541	962	R	0600PM	0750PM	XX	XX	4	25	PERSSON, JENNIF	O
2630	099	GU	EDUC	550	963	R	0600PM	0750PM	XX	XX	0	25	CABOT JR., LLOY	X
2631	099	GU	EDUC	551	963	R	0600PM	0750PM	XX	XX	3	25	CABOT JR., LLOY	O
2632	099	GU	EDUC	555	961	R	0500PM	0550PM	XX	XX	4	15	PERSSON, JENNIF	O
2633	099	GU	EDUC	555	962	R	0500PM	0550PM	XX	XX	3	25	CABOT JR., LLOY	O
2634	099	GU	EDUC	555	963	R	0500PM	0550PM	XX	XX	0	15		X
2635	099	GU	EDUC	555	964	R	0500PM	0550PM	XX	XX	0	15		X
2636	099	GU	EDUC	560	964	R	0600PM	0750PM	XX	XX	0	15		X
2637	099	GU	EDUC	563	001	M	0500PM	0650PM	PE	0206	12	25	BARRETT, ELISE	O
2638	099	GU	EDUC	563	956	M	0500PM	0650PM	XX	XX	1	10	BARRETT, ELISE	O
2639	099	GU	EDUC	564	001	T	0800AM	1050AM	PE	0206	9	25	GULLEDGE, S	O
2640	099	GU	EDUC	564	956	T	0800AM	1050AM	XX	XX	1	10	GULLEDGE, S	O
2641	099	GU	EDUC	565	001	R	0500PM	0650PM	PE	0310	6	25	HORTON, CHERYL	O
2642	099	GU	EDUC	565	956	R	0500PM	0650PM	XX	XX	0	10	HORTON, CHERYL	O
2643	099	GU	EDUC	566	001	W	0500PM	0650PM	PE	0310	9	25	MARKWORTH, KIMB	O
2644	099	GU	EDUC	566	956	W	0500PM	0650PM	XX	XX	2	10	MARKWORTH, KIMB	O
2645	099	GU	EDUC	568	001	TBA	TBA	TBA			1	1	GULLEDGE, S	C
2646	099	GU	EDUC	569	001	TBA	TBA	TBA			1	1	GULLEDGE, S	C
2647	099	GU	EDUC	569	002	TBA	TBA	TBA			1	25	COBLE, JENNIFER	O
2648	099	GU	EDUC	596	001	TBA	TBA	TBA			0	5	NEW, REBECCA S.	O
2649	099	GU	EDUC	596	002	TBA	TBA	TBA			0	5	CABOT JR., LLOY	O
2650	099	GU	EDUC	596	003	TBA	TBA	TBA			2	5	AKOS, PATRICK	O
2651	099	GU	EDUC	596	004	TBA	TBA	TBA			0	5		O
2652	099	GU	EDUC	596	005	TBA	TBA	TBA			1	5	STONE, L	O
2653	099	GU	EDUC	596	006	TBA	TBA	TBA			2	5	STEINTHORSDOTTI	O
2654	099	GU	EDUC	596	050	TBA	TBA	TBA			0	5	CIZEK, GREGORY	O
2655	099	GU	EDUC	596	055	TBA	TBA	TBA			1	5	MEECE, J L	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2656	099	GU	EDUC	601	001	T	0400PM	0550PM	PE	0311	20	36	LIU, YANJUN	O
2657	099	GU	EDUC	601	002	W	0500PM	0750PM	PE	0203	19	25	COBLE, JENNIFER	O
2658	099	GU	EDUC	609	001	T	0100PM	0350PM	PE	0010	23	25	CIZEK, GREGORY	O
2659	099	GU	EDUC	611	001	R	1230PM	0150PM	XX	XX	6	7	GALASSI, J P	O
2660	099	GU	EDUC	611	002	R	1230PM	0150PM	XX	XX	6	7	COKER, JENNIFER	O
2661	099	GU	EDUC	611	003	R	1230PM	0150PM	XX	XX	6	7	AKOS, PATRICK	O
2662	099	GU	EDUC	611	005	TBA	TBA	TBA			6	7	AKOS, PATRICK	O
2663	099	GU	EDUC	621	956	T	0500PM	0750PM	XX	XX	41	45	HALL, LEIGH A	O
2664	099	GU	EDUC	621	963	R	0615PM	0815PM	XX	XX	6	25	DAVIDSON, ADINA	O
2665	099	GU	EDUC	629	001	R	0200PM	0450PM	PE	0310	35	40	CROMPTON, HELEN	O
2666	099	GU	EDUC	629	002	M	0100PM	0350PM	PE	0215	34	40	CROMPTON, HELEN	O
2667	099	GU	EDUC	629	003	T	0100PM	0350PM	PE	0220	0	25		X
2668	099	GU	EDUC	631	001	M	0400PM	0650PM	PE	0010	12	25	WYNN, SUSAN	O
2669	099	GU	EDUC	631	957	M	0400PM	0650PM	XX	XX	5	15	WYNN, SUSAN	O
2670	099	GU	EDUC	632	001	M	0700PM	0950PM	PE	0010	11	25	VEITCH, JAMES E	O
2671	099	GU	EDUC	632	957	M	0700PM	0950PM	XX	XX	4	10	VEITCH, JAMES E	O
2672	099	GU	EDUC	633	001	T	0100PM	0350PM	PE	0204	12	25	BROWN, KATHLEEN	O
2673	099	GU	EDUC	633	957	T	0100PM	0350PM	XX	XX	0	15	BROWN, KATHLEEN	O
2674	099	GU	EDUC	635	001	R	0400PM	0650PM	PE	0010	11	25	SCHAINKER, STAN	O
2675	099	GU	EDUC	635	957	R	0400PM	0650PM	XX	XX	6	10	SCHAINKER, STAN	O
2676	099	GU	EDUC	636	001	R	0700PM	0950PM	PE	0311	16	25	GRAHAM, FRANK P	O
2677	099	GU	EDUC	636	957	R	0700PM	0950PM	XX	XX	8	10	GRAHAM, FRANK P	O
2678	099	GU	EDUC	636	961	TBA	TBA	TBA			22	30	BRUCE, LORI MIC	O
2679	099	GU	EDUC	637	961	W	0400PM	0800PM	XX	XX	19	30	VEITCH, JAMES E	O
2680	099	GU	EDUC	638	956	TBA	TBA	TBA			22	30	SCHAINKER, STAN	O
2681	099	GU	EDUC	644	001	M	0100PM	0350PM	XX	XX	20	35	DADISMAN, KIMBE	O
2682	099	GU	EDUC	644	002	T	0130PM	0420PM	PE	0306	17	35	LOCKE, BELINDA	O
2683	099	GU	EDUC	645	001	R	0900AM	1150AM	PE	0215	0	15		X
2684	099	GU	EDUC	645	002	T	0900AM	1150AM	PE	0204	35	35	NOBLIT, G W	C
2685	099	GU	EDUC	645	003	R	0100PM	0350PM	PE	0311	19	35	GRUMET, MADELIN	O
2686	099	GU	EDUC	646	001	TBA	TBA	TBA			16	25	TRIER, JAMES	O
2687	099	GU	EDUC	646	002	TBA	TBA	TBA			6	25	MOUNT-CORS, MAR	O
2688	099	GU	EDUC	646	003	TBA	TBA	TBA			4	25	WRIGHT, STEPHAN	O
2689	099	GU	EDUC	646	004	TBA	TBA	TBA			11	25	HUFF, D M	O
2690	099	GU	EDUC	646	005	M	0400PM	0650PM	XX	XX	5	25	PARSONS, EILEEN	O
2691	099	GU	EDUC	646	006	TBA	TBA	TBA			12	25	HILBURN, JEREMY	O
2692	099	GU	EDUC	647	001	W	0400PM	0650PM	PE	0204	16	25	TRIER, JAMES	O
2693	099	GU	EDUC	647	002	M	0400PM	0650PM	PE	0220	6	25	MOUNT-CORS, MAR	O
2694	099	GU	EDUC	647	003	W	0400PM	0650PM	PE	0215	4	25	WRIGHT, STEPHAN	O
2695	099	GU	EDUC	647	004	T	0400PM	0650PM	XX	XX	11	25	HUFF, D M	O
2696	099	GU	EDUC	647	005	T	0400PM	0650PM	XX	XX	5	25	PARSONS, EILEEN	O
2697	099	GU	EDUC	647	006	W	0400PM	0650PM	PE	0311	12	25	RONG, X L	O
2698	099	GU	EDUC	648	001	M	0400PM	0650PM	XX	XX	11	25	HUFF, D M	O
2699	099	GU	EDUC	664	001	R	0500PM	0750PM	XX	XX	26	25	BOONE, H	C
2700	099	GU	EDUC	664	956	R	0500PM	0750PM	XX	XX	17	17	BOONE, H	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2701	099	GU	EDUC	664	957	R	0500PM	0750PM	XX	XX	17	17	BOONE, H	C
2702	099	GU	EDUC	669	956	TBA	TBA	TBA			16	20	GALLAGHER, KATH	O
2703	099	GU	EDUC	678	001	R	0100PM	0350PM	PE	0010	7	25	TRIER, JAMES	O
2704	099	GU	EDUC	678	002	T	0900AM	1150AM	XX	XX	6	25	STONE, L	O
2705	099	GU	EDUC	678	003	R	0900AM	1150AM	PE	0310	0	25	NEW, REBECCA S.	X
2706	099	GU	EDUC	681	001	R	0500PM	0750PM	PE	0220	42	40	WEISS, MARGARET	C
2707	099	GU	EDUC	684	001	MW	1000AM	1150AM	PE	0218	50	45	WARE, W B	C
2708	099	GU	EDUC	690	956	W	0500PM	0800PM	XX	XX	0	20	MILLER, MELISSA	X
2709	099	GU	EDUC	690	957	W	0500PM	0800PM	XX	XX	0	15	MILLER, MELISSA	X
2710	099	GU	EDUC	695	956	T	0500PM	0750PM	XX	XX	0	15	FRIEL, SUSAN N.	X
2711	099	GU	EDUC	695	957	T	0500PM	0750PM	XX	XX	0	10	CRAWFORD, ANN	X
2712	099	GU	EDUC	696	001	TBA	TBA	TBA			1	5	DAY, B D	O
2713	099	GU	EDUC	696	002	TBA	TBA	TBA			1	5	CASTRO-BURGOS,	O
2714	099	GU	EDUC	696	003	TBA	TBA	TBA			1	5	O'SULLIVAN, RIT	O
2715	099	GU	EDUC	696	004	TBA	TBA	TBA			1	5	GLAZIER, JOCELY	O
2716	099	GU	EDUC	696	005	TBA	TBA	TBA			2	5	TRIER, JAMES	O
2717	099	GU	EDUC	696	006	TBA	TBA	TBA			1	1	JUSTICE, JULIE	C
2718	099	GU	EDUC	696	007	TBA	TBA	TBA			1	5	NEW, REBECCA S.	O
2719	099	GU	EDUC	696	008	TBA	TBA	TBA			1	5	BOONE, H	O
2720	099	GU	EDUC	696	009	TBA	TBA	TBA			1	5	FRIEL, SUSAN N.	O
2721	099	GU	EDUC	696	010	TBA	TBA	TBA			4	5	VERNON-FEAGANS,	O
2722	099	GU	EDUC	696	011	TBA	TBA	TBA			2	5	MEECE, J L	O
2723	099	GU	EDUC	696	012	TBA	TBA	TBA			2	5	STONE, L	O
2724	099	GU	EDUC	696	013	TBA	TBA	TBA			1	5	ENGLISH, FENWIC	O
2725	099	GU	EDUC	696	014	TBA	TBA	TBA			1	5	MILLER, MELISSA	O
2726	099	GU	EDUC	696	015	TBA	TBA	TBA			7	7	NOBLIT, G W	C
2727	099	GU	EDUC	696	017	TBA	TBA	TBA			0	5	ANDERSON, JANIC	O
2728	099	GU	EDUC	696	033	TBA	TBA	TBA			1	5	BOLICK, CHERYL	O
2729	099	GU	EDUC	696	039	TBA	TBA	TBA			1	5	STEINTHORSDOTTI	O
2730	099	GU	EDUC	696	040	TBA	TBA	TBA			1	5	KNOTEK, STEVEN	O
2731	099	GU	EDUC	696	041	TBA	TBA	TBA			1	5	GRUMET, MADELIN	O
2732	099	GU	EDUC	696	051	TBA	TBA	TBA			2	5	GREENE, JEFFREY	O
2733	099	GU	EDUC	696	052	TBA	TBA	TBA			0	5	HAMM, JILL V	O
2734	099	GU	EDUC	696	155	TBA	TBA	TBA			1	5	BROWN, KATHLEEN	O
2735	099	GU	EDUC	701	956	T	0430PM	0750PM	XX	XX	21	30	LLOYD, (MOLLIE)	O
2736	099	GU	EDUC	701	957	M	0430PM	0720PM	XX	XX	25	25	LLOYD, (MOLLIE)	C
2737	099	GU	EDUC	701	963	R	0615PM	0815PM	XX	XX	5	15	LLOYD, (MOLLIE)	O
2738	099	GU	EDUC	708	001	W	0630PM	0930PM	PE	0220	20	25	KNOTEK, STEVEN	O
2739	099	GU	EDUC	708	956	W	0630PM	0930PM	XX	XX	17	15	KNOTEK, STEVEN	C
2740	099	GU	EDUC	709	001	T	0900AM	1150AM	PE	0215	10	30	SIMEONSSON, R	O
2741	099	GU	EDUC	711	001	T	0900AM	1150AM	PH	0212	24	25	GALASSI, J P	O
2742	099	GU	EDUC	718	001	T	0900AM	1150AM	PE	0220	14	25	EVARRS, SANDRA	O
2743	099	GU	EDUC	718	002	M	0900AM	1150AM	PE	0311	12	25	SIMEONSSON, R	O
2744	099	GU	EDUC	718	003	M	0100PM	0350PM	XX	XX	13	25	WHEELER, ANNE	O
2745	099	GU	EDUC	720	001	T	0100PM	0350PM	HM	0425	13	21	HIEMENZ, JENNIF	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2746	099	GU	EDUC	721	001	TBA	TBA	TBA			8	8	EVARRS, SANDRA	C
2747	099	GU	EDUC	721	002	TBA	TBA	TBA			9	8	WASIK, B H	C
2748	099	GU	EDUC	721	003	TBA	TBA	TBA			8	8	KNOTEK, STEVEN	C
2749	099	GU	EDUC	721	004	TBA	TBA	TBA			12	8	WHEELER, ANNE	C
2750	099	GU	EDUC	722	001	TBA	TBA	TBA			9	10	EVARRS, SANDRA	O
2751	099	GU	EDUC	731	961	TBA	TBA	TBA			22	30	VEITCH, JAMES E	O
2752	099	GU	EDUC	735	001	M	0400PM	0650PM	XX	XX	10	25	VEITCH, JAMES E	O
2753	099	GU	EDUC	735	961	TBA	TBA	TBA			19	25	SCHAINKER, STAN	O
2754	099	GU	EDUC	736	001	TBA	TBA	TBA			3	6	BROWN, KATHLEEN	O
2755	099	GU	EDUC	736	002	TBA	TBA	TBA			5	6	SHIPMAN, NEIL	O
2756	099	GU	EDUC	736	956	TBA	TBA	TBA			6	6	MANZO, DEBORAH	C
2757	099	GU	EDUC	736	957	TBA	TBA	TBA			3	6	WYNN, SUSAN	O
2758	099	GU	EDUC	736	958	TBA	TBA	TBA			3	6	REED-YEBOA, LAT	O
2759	099	GU	EDUC	736	959	TBA	TBA	TBA			6	6	WYNN, SUSAN	C
2760	099	GU	EDUC	736	970	TBA	TBA	TBA			9	9	VANDIVER, JULIA	C
2761	099	GU	EDUC	752	001	R	0400PM	0650PM	PE	0206	7	25	IRVIN, MATTHEW	O
2762	099	GU	EDUC	763	001	T	0400PM	0650PM	XX	XX	23	25	HOOPER, S R	O
2763	099	GU	EDUC	763	956	T	0400PM	0650PM	XX	XX	6	10	HOOPER, S R	O
2764	099	GU	EDUC	782	001	W	0400PM	0650PM	PE	0216	19	25	MEECE, J L	O
2765	099	GU	EDUC	785	001	M	0400PM	0650PM	PE	0216	13	25	CIZEK, GREGORY	O
2766	099	GU	EDUC	802	001	M	0100PM	0350PM	PE	0311	24	25	STONE, L	O
2767	099	GU	EDUC	803	001	T	0900AM	1150AM	XX	XX	35	30	NEW, REBECCA S.	C
2768	099	GU	EDUC	804	001	T	0100PM	0350PM	XX	XX	19	15	GRUMET, MADELIN	C
2769	099	GU	EDUC	805	001	T	0100PM	0350PM	PE	0311	13	25	VERNON-FEAGANS,	O
2770	099	GU	EDUC	806	001	T	0100PM	0350PM	PE	0206	0	25	MEECE, J L	X
2771	099	GU	EDUC	811	001	T	0900AM	1150AM	PH	0212	0	25	GALASSI, J P	X
2772	099	GU	EDUC	820	001	M	0100PM	0350PM	PE	0204	3	25	WASIK, B H	O
2773	099	GU	EDUC	821	001	TBA	TBA	TBA			7	15	EVARRS, SANDRA	O
2774	099	GU	EDUC	821	002	TBA	TBA	TBA			4	15	EVARRS, SANDRA	O
2775	099	GU	EDUC	822	001	TBA	TBA	TBA			8	10	WASIK, B H	O
2776	099	GU	EDUC	831	001	W	0400PM	0650PM	PE	0010	11	25	BROWN, F	O
2777	099	GU	EDUC	831	957	W	0400PM	0650PM	XX	XX	1	10	BROWN, F	O
2778	099	GU	EDUC	833	001	T	0400PM	0650PM	PE	0010	11	25	ENGLISH, FENWIC	O
2779	099	GU	EDUC	833	957	T	0400PM	0650PM	XX	XX	5	10	ENGLISH, FENWIC	O
2780	099	GU	EDUC	834	001	T	0700PM	0950PM	PE	0204	22	25	BROWN, F	O
2781	099	GU	EDUC	834	957	T	0700PM	0950PM	XX	XX	3	10	BROWN, F	O
2782	099	GU	EDUC	835	001	W	0700PM	0950PM	PE	0204	0	25	TILLMAN, LINDA	X
2783	099	GU	EDUC	835	957	W	0700PM	0950PM	XX	XX	0	10	TILLMAN, LINDA	X
2784	099	GU	EDUC	840	001	T	0700PM	0950PM	PE	0010	5	25	ENGLISH, FENWIC	O
2785	099	GU	EDUC	844	001	M	0700PM	0950PM	XX	XX	6	10	MARSHALL, C	O
2786	099	GU	EDUC	854	001	TBA	TBA	TBA			6	25	DAY, B D	O
2787	099	GU	EDUC	855	001	W	0500PM	0750PM	XX	XX	1	25	DAY, B D	O
2788	099	GU	EDUC	856	001	TBA	TBA	TBA			1	25	DAY, B D	O
2789	099	GU	EDUC	861	001	W	0100PM	0350PM	PE	0311	0	25	GALLAGHER, KATH	X
2790	099	GU	EDUC	871	001	M	0400PM	0650PM	PE	0215	7	25	O'SULLIVAN, RIT	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2791	099	GU	EDUC	871	002	W	0400PM	0650PM	GA	0001	0	25	GLAZIER, JOCELY	X
2792	099	GU	EDUC	871	956	M	0400PM	0650PM	XX	XX	16	15	O'SULLIVAN, RIT	C
2793	099	GU	EDUC	877	001	T	0400PM	0650PM	PE	0204	14	25	RONG, X L	O
2794	099	GU	EDUC	884	001	MW	0400PM	0515PM	PE	0104	25	60	WARE, W B	O
2795	099	GU	EDUC	885	001	T	0400PM	0650PM	PE	0217	3	25	O'SULLIVAN, RIT	O
2796	099	GU	EDUC	981	001	M	0400PM	0650PM	PE	0218	15	25	MARSHALL, C	O
2797	099	GU	EDUC	982	001	R	0400PM	0650PM	PE	0204	20	25	NOBLIT, G W	O
2798	099	GU	EDUC	990	001	M	1200PM	1250PM	PE	0311	35	25	STONE, L	C
2799	099	GU	EDUC	990	002	TBA	TBA	TBA			0	5	GRUMET, MADELIN	O
2800	099	GU	EDUC	990	003	TBA	TBA	TBA			0	1	WARE, W B	O
2801	099	GU	EDUC	990	004	TBA	TBA	TBA			0	1	JUSTICE, JULIE	O
2802	099	GU	EDUC	990	005	TBA	TBA	TBA			2	5	TRIER, JAMES	O
2803	099	GU	EDUC	990	006	TBA	TBA	TBA			0	5	O'SULLIVAN, RIT	O
2804	099	GU	EDUC	990	007	TBA	TBA	TBA			2	5	NEW, REBECCA S.	O
2805	099	GU	EDUC	990	008	R	0500PM	0750PM	PE	0216	2	10	MILLER, MELISSA	O
2806	099	GU	EDUC	990	011	TBA	TBA	TBA			4	5	STEINTHORSDOTTI	O
2807	099	GU	EDUC	990	012	TBA	TBA	TBA			2	5	ODOM, SAMUEL L	O
2808	099	GU	EDUC	990	013	TBA	TBA	TBA			0	5	GRIFFIN, DANA	O
2809	099	GU	EDUC	990	025	TBA	TBA	TBA			1	5	BOLICK, CHERYL	O
2810	099	GU	EDUC	990	026	TBA	TBA	TBA			2	5	VERNON-FEAGONS,	O
2811	099	GU	EDUC	990	030	TBA	TBA	TBA			4	5	NOBLIT, G W	O
2812	099	GU	EDUC	990	050	TBA	TBA	TBA			0	5	CIZEK, GREGORY	O
2813	099	GU	EDUC	990	051	TBA	TBA	TBA			3	5	GREENE, JEFFREY	O
2814	099	GU	EDUC	990	052	TBA	TBA	TBA			0	5	HAMM, JILL V	O
2815	099	GU	EDUC	990	055	TBA	TBA	TBA			1	5	MEECE, J L	O
2816	099	GU	EDUC	992	001	TBA	TBA	TBA			0	10	MEECE, J L	O
2817	099	GU	EDUC	992	002	TBA	TBA	TBA			2	10	EVARRS, SANDRA	O
2818	099	GU	EDUC	992	003	TBA	TBA	TBA			1	10	SIMEONSSON, R	O
2819	099	GU	EDUC	992	004	TBA	TBA	TBA			0	10	KNOTEK, STEVEN	O
2820	099	GU	EDUC	992	005	TBA	TBA	TBA			0	10	WASIK, B H	O
2821	099	GU	EDUC	992	006	TBA	TBA	TBA			0	10		O
2822	099	GU	EDUC	992	007	TBA	TBA	TBA			0	10		O
2823	099	GU	EDUC	992	008	TBA	TBA	TBA			0	10		O
2824	099	GU	EDUC	993	001	TBA	TBA	TBA			3	5	STONE, L	O
2825	099	GU	EDUC	993	051	TBA	TBA	TBA			1	5	GREENE, JEFFREY	O
2826	099	GU	EDUC	993	054	TBA	TBA	TBA			0	5	MILLER, MELISSA	O
2827	099	GU	EDUC	993	055	TBA	TBA	TBA			0	5	MEECE, J L	O
2828	099	GU	EDUC	993	056	TBA	TBA	TBA			0	5	WARE, W B	O
2829	099	GU	EDUC	993	149	TBA	TBA	TBA			0	5	BOONE, H	O
2830	099	GU	EDUC	993	171	TBA	TBA	TBA			1	5	GALLAGHER, KATH	O
2831	099	GU	EDUC	994	002	TBA	TBA	TBA			2	5	ENGLISH, FENWIC	O
2832	099	GU	EDUC	994	013	TBA	TBA	TBA			4	5	BROWN, F	O
2833	099	GU	EDUC	994	019	TBA	TBA	TBA			6	5	DAY, B D	C
2834	099	GU	EDUC	994	026	TBA	TBA	TBA			2	5	GLAZIER, JOCELY	O
2835	099	GU	EDUC	994	028	TBA	TBA	TBA			2	5	GALASSI, J P	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2836	099	GU	EDUC	994	029	TBA	TBA	TBA			0	5	GREENE, JEFFREY	O
2837	099	GU	EDUC	994	034	TBA	TBA	TBA			1	5	PARSONS, EILEEN	O
2838	099	GU	EDUC	994	047	TBA	TBA	TBA			1	5	HALL, LEIGH A	O
2839	099	GU	EDUC	994	050	TBA	TBA	TBA			1	5	CIZEK, GREGORY	O
2840	099	GU	EDUC	994	052	TBA	TBA	TBA			5	5	HAMM, JILL V	C
2841	099	GU	EDUC	994	053	TBA	TBA	TBA			0	5	ODOM, SAMUEL L	O
2842	099	GU	EDUC	994	054	TBA	TBA	TBA			1	5	MILLER, MELISSA	O
2843	099	GU	EDUC	994	055	TBA	TBA	TBA			4	5	MEECE, J L	O
2844	099	GU	EDUC	994	056	TBA	TBA	TBA			2	5	WARE, W B	O
2845	099	GU	EDUC	994	057	TBA	TBA	TBA			3	5	NOBLIT, G W	O
2846	099	GU	EDUC	994	064	TBA	TBA	TBA			2	5	GALLAGHER, KATH	O
2847	099	GU	EDUC	994	073	TBA	TBA	TBA			5	5	SIMEONSSON, R	C
2848	099	GU	EDUC	994	075	TBA	TBA	TBA			1	5	STEINTHORSDOTTI	O
2849	099	GU	EDUC	994	086	TBA	TBA	TBA			7	7	WASIK, B H	C
2850	099	GU	EDUC	994	087	TBA	TBA	TBA			0	5	TILLMAN, LINDA	O
2851	099	GU	EDUC	994	105	TBA	TBA	TBA			5	5	MARSHALL, C	C
2852	099	GU	EDUC	994	115	TBA	TBA	TBA			3	5	FRIEL, SUSAN H.	O
2853	099	GU	EDUC	994	136	TBA	TBA	TBA			1	5	TRIER, JAMES	O
2854	099	GU	EDUC	994	146	TBA	TBA	TBA			1	5	RONG, X L	O
2855	099	GU	EDUC	994	147	TBA	TBA	TBA			2	5	STONE, L	O
2856	099	GU	EDUC	994	149	TBA	TBA	TBA			5	5	BOONE, H	C
2857	099	GU	EDUC	994	154	TBA	TBA	TBA			1	5	HANNUM, W	O
2858	099	GU	EDUC	994	155	TBA	TBA	TBA			3	5	BROWN, KATHLEEN	O
2859	099	GU	EDUC	994	169	TBA	TBA	TBA			2	5	O'SULLIVAN, RIT	O
2860	099	GU	EDUC	994	181	TBA	TBA	TBA			5	5	KNOTEK, STEVEN	C
2861	099	GU	EDUC	994	185	TBA	TBA	TBA			3	5	GRUMET, MADELIN	O
2862	099	GU	EDUC	994	187	TBA	TBA	TBA			4	5	VERNON-FEAGONS,	O
2863	099	GU	EDUC	994	188	TBA	TBA	TBA			1	5	BOLICK, CHERYL	O
2864	099	GU	EDUC	694H	001	TBA	TBA	TBA			4	5	UNKS, G	O
2865	099	GU	EDUX	616	956	R	0500PM	0750PM	XX	XX	32	35	BARRETT, ELISE	O
2866	099	GU	EDUX	616	957	M	0500PM	0750PM	XX	XX	0	10	BARRETT, ELISE	X
2867	099	GU	EDUX	677	956	W	0500PM	0750PM	XX	XX	10	25	ANDERSON, JANIC	O
2868	099	GU	EDUX	695	956	M	0500PM	0750PM	XX	XX	35	35	FRIEL, SUSAN N.	C
2869	099	GU	EDUX	699	956	TBA	TBA	TBA			28	28	GLAZIER, JOCELY	C
2870	099	GU	EDUX	699	957	TBA	TBA	TBA			26	28	GLAZIER, JOCELY	O
2871	099	GU	EDUX	699	958	M	0500PM	0750PM	XX	XX	34	35	HALL, LEIGH A	O
2872	099	GU	ENDO	710	001	TBA	TBA	TBA			2	5	RIVERA, ERIC M	O
2873	099	GU	ENDO	740	001	TBA	TBA	TBA			2	5	RIVERA, ERIC M	O
2874	099	GU	ENDO	811	001	TBA	TBA	TBA			2	5	RIVERA, ERIC M	O
2875	099	GU	ENDO	812	001	TBA	TBA	TBA			2	5	RIVERA, ERIC M	O
2876	099	GU	ENDO	831	001	TBA	TBA	TBA			2	5	RIVERA, ERIC M	O
2877	099	GU	ENDO	832	001	TBA	TBA	TBA			2	5	RIVERA, ERIC M	O
2878	099	GU	ENDO	920	001	TBA	TBA	TBA			2	5	RIVERA, ERIC M	O
2879	099	GU	ENDO	923	001	TBA	TBA	TBA			2	5	RIVERA, ERIC M	O
2880	099	GU	ENDO	993	001	TBA	TBA	TBA			3	5	RIVERA, ERIC M	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2881	099	GU	ENGL	057	001	TR	0200PM	0315PM	BI	0217	24	24	CURTAIN, TYLER	C
2882	099	GU	ENGL	063	001	TR	0200PM	0315PM	HN	0112	21	24	HALPERIN, LAURA	O
2883	099	GU	ENGL	070	001	TR	0330PM	0445PM	GL	0305	0	0		X
2884	099	GU	ENGL	075	001	TR	1100AM	1215PM	LG	0304	18	24	EBLE, C C	O
2885	099	GU	ENGL	089	001	MWF	1100AM	1150AM	GL	0301	23	24	HO, JENNIFER	O
2886	099	GU	ENGL	089	002	TR	0200PM	0315PM	HN	0112	0	0		X
2887	099	GU	ENGL	100	001	TR	0930AM	1045AM	MU	0202	18	19	HAMMER, BRADLEY	O
2888	099	GU	ENGL	100	002	TR	1100AM	1215PM	CW	0103	19	19	HAMMER, BRADLEY	C
2889	099	GU	ENGL	100	003	TR	0800AM	0915AM	MU	0202	17	19	CRANSHAW, JOY	O
2890	099	GU	ENGL	101	001	MWF	0800AM	0850AM	GL	0304	0	0		X
2891	099	GU	ENGL	101	002	MWF	0800AM	0850AM	GL	0305	19	19	TAYLOR, LUTHER	C
2892	099	GU	ENGL	101	003	MWF	0800AM	0850AM	GL	0318	19	19	COHEN, MARC	C
2893	099	GU	ENGL	101	004	MWF	0800AM	0850AM	BI	0317	0	0		X
2894	099	GU	ENGL	101	005	MWF	0800AM	0850AM	MU	0202	0	0		X
2895	099	GU	ENGL	101	006	MWF	0800AM	0850AM	WI	0139	0	0		X
2896	099	GU	ENGL	101	007	MWF	1000AM	1050AM	GA	0307	19	19	POJASEK, MELISS	C
2897	099	GU	ENGL	101	008	MWF	1000AM	1050AM	PE	0010	19	19	FOSTER, MEAGAN	C
2898	099	GU	ENGL	101	009	MWF	0900AM	0950AM	GL	0103	19	19	O'SHAUGHNESSEY,	C
2899	099	GU	ENGL	101	010	MWF	0900AM	0950AM	GM	0038	19	19	SHACKELFORD, AA	C
2900	099	GU	ENGL	101	011	MWF	0900AM	0950AM	GL	0106	19	19	ELROD, THOMAS B	C
2901	099	GU	ENGL	101	012	MWF	1000AM	1050AM	GL	0319	19	19	LAPRADE, C A	C
2902	099	GU	ENGL	101	013	MWF	1000AM	1050AM	GL	0316	19	19	KAISER, WILSON	C
2903	099	GU	ENGL	101	014	MWF	1000AM	1050AM	GM	0038	19	19	SHACKELFORD, AA	C
2904	099	GU	ENGL	101	015	MWF	1100AM	1150AM	GL	0103	19	19	FAULK, SHALANDA	C
2905	099	GU	ENGL	101	016	MWF	0100PM	0150PM	CW	0105	19	19	BLYTHE, SARAH	C
2906	099	GU	ENGL	101	017	MWF	1100AM	1150AM	GL	0107	19	19	DALLIS, JAMEELA	C
2907	099	GU	ENGL	101	018	MWF	1100AM	1150AM	MU	0202	19	19	VEGGIAN, HENRY	C
2908	099	GU	ENGL	101	019	MWF	1100AM	1150AM	BI	0317	19	19	STAPLETON, PAUL	C
2909	099	GU	ENGL	101	020	MWF	1100AM	1150AM	GL	0431	0	0		C
2910	099	GU	ENGL	101	021	MWF	1200PM	1250PM	GL	0302	18	19	FLANAGAN, KATHL	O
2911	099	GU	ENGL	101	022	MWF	1200PM	1250PM	GL	0301	19	19	O'SHAUGHNESSEY,	C
2912	099	GU	ENGL	101	023	MWF	1200PM	1250PM	GL	0103	19	19	CURTIN, KATHLEE	C
2913	099	GU	ENGL	101	024	MWF	1200PM	1250PM	GL	0104	0	0		X
2914	099	GU	ENGL	101	025	MWF	0100PM	0150PM	GL	0318	19	19	LAPRADE, C A	C
2915	099	GU	ENGL	101	026	MWF	1000AM	1050AM	PH	0328	19	19	KLAPPER-LEHMAN,	C
2916	099	GU	ENGL	101	027	MWF	1000AM	1050AM	PE	0203	18	19	WEBB, CHRISTY A	O
2917	099	GU	ENGL	101	028	MWF	0100PM	0150PM	MU	0202	19	19	VEGGIAN, HENRY	C
2918	099	GU	ENGL	101	029	MWF	0900AM	0950AM	GA	0106	19	19	POJASEK, MELISS	C
2919	099	GU	ENGL	101	030	MWF	0100PM	0150PM	DE	0204	19	19	PARSONS, JAMIE	C
2920	099	GU	ENGL	101	031	MWF	0100PM	0150PM	GL	0103	19	19	GREENLEE, ELIZA	C
2921	099	GU	ENGL	101	032	MWF	0100PM	0150PM	GL	0104	0	0		X
2922	099	GU	ENGL	101	033	MWF	0100PM	0150PM	GL	0106	19	19	MUNROE, APRIL A	C
2923	099	GU	ENGL	101	034	MWF	0100PM	0150PM	HM	0150	19	19	SMITH, ROBIN RU	C
2924	099	GU	ENGL	101	035	MWF	0100PM	0150PM	GL	0107	0	0		X
2925	099	GU	ENGL	101	036	MWF	0200PM	0250PM	GL	0319	19	19	FLANAGAN, KATHL	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2926	099	GU	ENGL	101	037	MWF	1200PM	1250PM	BI	0317	19	19	STAPLETON, PAUL	C
2927	099	GU	ENGL	101	038	MWF	1200PM	1250PM	DA	0101	19	19	LACEFIELD, KRIS	C
2928	099	GU	ENGL	101	039	MWF	0200PM	0250PM	MU	0202	19	19	VEGGIAN, HENRY	C
2929	099	GU	ENGL	101	040	MWF	0900AM	0950AM	GA	0209	19	19	STEWART, VAUGHN	C
2930	099	GU	ENGL	101	041	MWF	0200PM	0250PM	GL	0103	0	0		X
2931	099	GU	ENGL	101	042	MWF	0200PM	0250PM	GL	0104	19	19	HALL, ELIZABETH	C
2932	099	GU	ENGL	101	043	MWF	0200PM	0250PM	GL	0106	0	0		X
2933	099	GU	ENGL	101	044	MWF	0200PM	0250PM	GL	0107	0	0		X
2934	099	GU	ENGL	101	045	MWF	0200PM	0250PM	WI	0217	0	0		X
2935	099	GU	ENGL	101	046	TR	0800AM	0915AM	GL	0103	19	19	ABELES, OREN	C
2936	099	GU	ENGL	101	047	TR	0800AM	0915AM	GL	0106	19	19	WEBER, WENDY	C
2937	099	GU	ENGL	101	048	TR	0930AM	1045AM	GA	0009	19	19	SMITH, DEREK H	C
2938	099	GU	ENGL	101	049	TR	0800AM	0915AM	DE	0204	19	19	EUBANKS, KEVIN	C
2939	099	GU	ENGL	101	050	TR	0800AM	0915AM	BI	0309	0	0		X
2940	099	GU	ENGL	101	051	TR	0800AM	0915AM	BI	0317	19	19	RILEY, SAMANTHA	C
2941	099	GU	ENGL	101	052	TR	0800AM	0915AM	GL	0304	19	19	BURNETT, JACOB	C
2942	099	GU	ENGL	101	053	TR	0800AM	0915AM	DE	0307	19	19	BADIA, LYNN A	C
2943	099	GU	ENGL	101	054	TR	0930AM	1045AM	GL	0319	19	19	CRYSTALL, ELYSE	C
2944	099	GU	ENGL	101	055	MWF	0100PM	0150PM	HO	0203	0	0		C
2945	099	GU	ENGL	101	056	TR	0930AM	1045AM	HM	0517	19	19	BOLLING, JAMES	C
2946	099	GU	ENGL	101	057	TR	0930AM	1045AM	BI	0317	19	19	PASSALACQUA, CA	C
2947	099	GU	ENGL	101	058	TR	0930AM	1045AM	GL	0107	19	19	WEBER, WENDY	C
2948	099	GU	ENGL	101	059	TR	0930AM	1045AM	GL	0106	19	19	CREWS, ASHLEE	C
2949	099	GU	ENGL	101	060	TR	0930AM	1045AM	GL	0104	19	19	HARPER, ELIZABE	C
2950	099	GU	ENGL	101	061	TR	1100AM	1215PM	GL	0103	19	19	CRYSTALL, ELYSE	C
2951	099	GU	ENGL	101	062	TR	1100AM	1215PM	WI	0139	19	19	EUBANKS, KEVIN	C
2952	099	GU	ENGL	101	063	TR	1100AM	1215PM	GL	0106	19	19	CREWS, ASHLEE	C
2953	099	GU	ENGL	101	064	TR	1100AM	1215PM			0	0		X
2954	099	GU	ENGL	101	065	TR	1100AM	1215PM	HM	0150	19	19	SICKELS, AMY	C
2955	099	GU	ENGL	101	066	TR	1100AM	1215PM	BI	0101	19	19	GREENE, ADRIAN	C
2956	099	GU	ENGL	101	067	TR	1100AM	1215PM	HM	0420	19	19	FROST, LESLIE	C
2957	099	GU	ENGL	101	068	TR	1230PM	0145PM	PE	0218	19	19	HARPER, ELIZABE	C
2958	099	GU	ENGL	101	069	TR	1230PM	0145PM	HN	0130	0	0		X
2959	099	GU	ENGL	101	070	TR	1230PM	0145PM	GL	0103	19	19	LUTER, MATTHEW	C
2960	099	GU	ENGL	101	071	TR	1230PM	0145PM	GL	0106	19	19	TOLF, SARAH J	C
2961	099	GU	ENGL	101	072	TR	1230PM	0145PM	GL	0107	19	19	JONES, SARAH E.	C
2962	099	GU	ENGL	101	073	TR	1230PM	0145PM	GL	0316	19	19	TAYLOR, LUTHER	C
2963	099	GU	ENGL	101	074	TR	1230PM	0145PM	GL	0317	19	19	PASSALACQUA, CA	C
2964	099	GU	ENGL	101	075	TR	1230PM	0145PM	GL	0318	19	19	MCKENNA, CHRIST	C
2965	099	GU	ENGL	101	076	TR	0200PM	0315PM	MU	0202	19	19	FROST, LESLIE	C
2966	099	GU	ENGL	101	077	TR	0200PM	0315PM	GL	0106	19	19	CREWS, ASHLEE	C
2967	099	GU	ENGL	101	078	TR	0200PM	0315PM	GL	0103	19	19	CARLSON, MATTHE	C
2968	099	GU	ENGL	101	079	TR	0200PM	0315PM	WI	0139	0	0		X
2969	099	GU	ENGL	101	080	TR	0200PM	0315PM	GL	0316	19	19	ROGERSON, BENJA	C
2970	099	GU	ENGL	101	081	TR	0200PM	0315PM			0	0		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
2971	099	GU	ENGL	101	082	TR	0200PM	0315PM	PH	0265	19	19	MILLS, LUKE WIL	C
2972	099	GU	ENGL	101	083	TR	0200PM	0315PM	DE	0302	18	19	GRAF, LAUREN DU	O
2973	099	GU	ENGL	101	084	TR	0200PM	0315PM	HO	0203	19	19	BROWN, LENA	C
2974	099	GU	ENGL	101	085	TR	0200PM	0315PM	BI	0108	19	19	MCKENNA, CHRIST	C
2975	099	GU	ENGL	101	086	TR	0200PM	0315PM	HM	0452	0	0		X
2976	099	GU	ENGL	101	087	TR	0200PM	0315PM	HO	0107	0	0		X
2977	099	GU	ENGL	101	088	TR	0200PM	0315PM	DE	303A	19	19	THANANOPAVARN,	C
2978	099	GU	ENGL	101	089	TR	0200PM	0315PM	PH	0222	19	19	BRADFORD, ILOUI	C
2979	099	GU	ENGL	101	090	TR	0200PM	0315PM	HO	0207	0	0		X
2980	099	GU	ENGL	101	091	MWF	0800AM	0850AM	BI	0301	0	0		X
2981	099	GU	ENGL	101	092	MWF	0800AM	0850AM	BI	0306	0	0		X
2982	099	GU	ENGL	101	093	MWF	0800AM	0850AM	BI	0309	0	0		X
2983	099	GU	ENGL	101	094	MWF	0800AM	0850AM	HM	0517	0	0		X
2984	099	GU	ENGL	101	095	MWF	0800AM	0850AM	HM	0523	0	0		X
2985	099	GU	ENGL	101	096	MWF	0800AM	0850AM	HM	0570	0	0		X
2986	099	GU	ENGL	101	097	MWF	0800AM	0850AM	SA	0322	0	0		X
2987	099	GU	ENGL	101	098	MWF	0800AM	0850AM	MT	0305	0	0		X
2988	099	GU	ENGL	101	099	MWF	0100PM	0150PM	PH	0328	0	0		X
2989	099	GU	ENGL	101	100	MWF	0100PM	0150PM	PE	0010	0	0		X
2990	099	GU	ENGL	101	101	MWF	0100PM	0150PM	BI	0101	0	0		X
2991	099	GU	ENGL	101	102	MWF	0100PM	0150PM	PH	0381	0	0		X
2992	099	GU	ENGL	101	103	MWF	0100PM	0150PM	HO	0107	0	0		X
2993	099	GU	ENGL	101	104	MWF	0100PM	0150PM	PE	0218	0	0		X
2994	099	GU	ENGL	101	105	MWF	0200PM	0250PM	SC	0209	0	0		X
2995	099	GU	ENGL	101	106	MWF	0200PM	0250PM	AL	0207	0	0		X
2996	099	GU	ENGL	101	107	MWF	0200PM	0250PM	KL	B125	0	0		X
2997	099	GU	ENGL	101	108	MWF	0200PM	0250PM	PE	0010	0	0		X
2998	099	GU	ENGL	101	109	MWF	0200PM	0250PM	BI	0217	0	0		X
2999	099	GU	ENGL	101	110	MWF	0200PM	0250PM	HO	0106	0	0		X
3000	099	GU	ENGL	101	111	TR	0800AM	0915AM	GL	0319	19	19	DILL, SCOTT	C
3001	099	GU	ENGL	101	112	TR	0800AM	0915AM	MU	0002	0	0		X
3002	099	GU	ENGL	101	113	TR	0800AM	0915AM	DE	0210	0	0		X
3003	099	GU	ENGL	101	114	TR	0930AM	1045AM	HM	0351	19	19	CARR, SARAH J	C
3004	099	GU	ENGL	101	115	TR	0800AM	0915AM	NW	0103	0	0		X
3005	099	GU	ENGL	101	116	TR	0330PM	0445PM	WI	0139	0	0		X
3006	099	GU	ENGL	101	117	TR	0330PM	0445PM	MT	0305	0	0		X
3007	099	GU	ENGL	101	118	TR	0330PM	0445PM	GM	0210	0	0		X
3008	099	GU	ENGL	101	119	TR	0330PM	0445PM	HM	0150	0	0		X
3009	099	GU	ENGL	101	120	TR	0330PM	0445PM	MT	0106	0	0		X
3010	099	GU	ENGL	101	851	TBA	TBA	TBA			0	999		O
3011	099	GU	ENGL	101	951	TR	0600PM	0715PM	GL	0318	22	22	FLETCHER, JOSEP	C
3012	099	GU	ENGL	101	998	TBA	TBA	TBA			0	999		O
3013	099	GU	ENGL	101	999	TBA	TBA	TBA			0	999		O
3014	099	GU	ENGL	102	001	TR	1230PM	0145PM	HN	0130	19	19	MARTELL, JESSIC	C
3015	099	GU	ENGL	102	002	MWF	1100AM	1150AM	SC	0210	19	19	KAISER, WILSON	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
3016	099	GU	ENGL	102	003	MWF	1000AM	1050AM	PE	0306	19	19	LAM, BETHANY	C
3017	099	GU	ENGL	102	004	MWF	0800AM	0850AM	HM	0425	0	0		X
3018	099	GU	ENGL	102	005	MWF	1200PM	1250PM	GA	0209	16	19	RISPOLI, STEPHA	O
3019	099	GU	ENGL	102	006	MWF	0900AM	0950AM	GL	0304	19	19	KENNEDY, P	C
3020	099	GU	ENGL	102	007	MWF	0900AM	0950AM	GL	0317	18	19	ROSS, DAVID	O
3021	099	GU	ENGL	102	008	MWF	1000AM	1050AM	GL	0317	19	19	ROSS, DAVID	C
3022	099	GU	ENGL	102	009	MWF	1000AM	1050AM	BI	0317	19	19	GRIFFITHS, E	C
3023	099	GU	ENGL	102	010	MWF	1100AM	1150AM	GL	0304	19	19	KENNEDY, P	C
3024	099	GU	ENGL	102	011	MWF	1200PM	1250PM	GL	0106	19	19	PARK, JENNIFER	C
3025	099	GU	ENGL	102	012	MWF	1200PM	1250PM	GL	0107	19	19	GRIFFITHS, E	C
3026	099	GU	ENGL	102	013	MWF	0100PM	0150PM	SC	0209	19	19	TURNER, KRISTA	C
3027	099	GU	ENGL	102	014	MWF	0100PM	0150PM	SC	0210	19	19	CANTRELL, SARAH	C
3028	099	GU	ENGL	102	015	MWF	0200PM	0250PM	GL	0317	19	19	MULLIGAN, CHRIS	C
3029	099	GU	ENGL	102	016	MWF	0200PM	0250PM	GL	0318	19	19	MENGELKOCH, DUS	C
3030	099	GU	ENGL	102	017	TR	0930AM	1045AM	GL	0103	19	19	LARSON, JENNIFE	C
3031	099	GU	ENGL	102	018	TR	0200PM	0315PM	PE	0218	19	19	LARSON, JENNIFE	C
3032	099	GU	ENGL	102	019	TR	0800AM	0915AM	GL	0222	19	19	HUTCHINS, ZACHA	C
3033	099	GU	ENGL	102	020	TR	0930AM	1045AM	DE	0402	19	19	CORLEW, DERIC J	C
3034	099	GU	ENGL	102	021	TR	0930AM	1045AM	HM	0423	19	19	ROMEO, GENEVIEV	C
3035	099	GU	ENGL	102	022	TR	0930AM	1045AM	DE	0203	19	19	CROSBY, KATHLEE	C
3036	099	GU	ENGL	102	023	TR	1100AM	1215PM	HM	0517	19	19	ROMEO, GENEVIEV	C
3037	099	GU	ENGL	102	024	TR	1230PM	0145PM	PH	0328	19	19	ZELLINGER, ELIS	C
3038	099	GU	ENGL	102	025	TR	1230PM	0145PM	MU	0002	19	19	MCDANELD, JENNI	C
3039	099	GU	ENGL	102	851	TBA	TBA	TBA			0	999		O
3040	099	GU	ENGL	102	998	TBA	TBA	TBA			0	999		O
3041	099	GU	ENGL	102	999	TBA	TBA	TBA			0	999		O
3042	099	GU	ENGL	120	001	MW	1000AM	1050AM	GL	0101	72	79	BARBOUR, A R	O
3043	099	GU	ENGL	120	002	MWF	0100PM	0150PM	GL	0301	0	0		X
3044	099	GU	ENGL	120	003	MW	0400PM	0515PM	GL	0301	35	35	O'NEILL, PATRIC	C
3045	099	GU	ENGL	120	004	TR	1230PM	0145PM	GL	0301	38	35	GLESS, D J	C
3046	099	GU	ENGL	120	005	TR	0330PM	0445PM	NW	0219	36	35	LEINBAUGH, T H	C
3047	099	GU	ENGL	120	601	R	1230PM	0120PM	MU	0302	19	20	BIGELOW, ALLISO	O
3048	099	GU	ENGL	120	602	R	0200PM	0250PM	HO	0107	17	20	BIGELOW, ALLISO	O
3049	099	GU	ENGL	120	603	F	0900AM	0950AM	GL	0107	15	20	ERNST, WINIFRED	O
3050	099	GU	ENGL	120	604	F	1100AM	1150AM	GL	0318	19	20	ERNST, WINIFRED	O
3051	099	GU	ENGL	120	851	TBA	TBA	TBA			0	999		O
3052	099	GU	ENGL	120	998	TBA	TBA	TBA			0	999		O
3053	099	GU	ENGL	120	999	TBA	TBA	TBA			0	999		O
3054	099	GU	ENGL	121	001	MWF	0100PM	0150PM	GL	0301	34	35	CARLSON, KATHER	O
3055	099	GU	ENGL	121	002	MW	0200PM	0250PM	HO	0104	114	120	TAYLOR, B W	O
3056	099	GU	ENGL	121	003	TR	1100AM	1215PM	PE	0306	35	35	NASH, SARAH	C
3057	099	GU	ENGL	121	601	R	1100AM	1150AM	GA	0209	20	20	ROSS, KELLY	C
3058	099	GU	ENGL	121	602	R	1230PM	0120PM	DE	0412	20	20	ROSS, KELLY	C
3059	099	GU	ENGL	121	603	R	0330PM	0420PM	MU	0314	20	20	THAYER, CHERYL	C
3060	099	GU	ENGL	121	604	F	0900AM	0950AM	HM	0150	14	20	ATTKISSON, KATH	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
3061	099	GU	ENGL	121	605	F	1000AM	1050AM	GA	0106	20	20	THAYER, CHERYL	C
3062	099	GU	ENGL	121	606	F	1100AM	1150AM	PE	0306	20	20	ATTKISSON, KATH	C
3063	099	GU	ENGL	121	990	TBA	TBA	TBA			4	10	GUALTIERI-REED,	O
3064	099	GU	ENGL	121	998	TBA	TBA	TBA			0	0		C
3065	099	GU	ENGL	121	999	TBA	TBA	TBA			0	0		C
3066	099	GU	ENGL	122	001	MWF	0100PM	0150PM	BI	0301	27	35	BEZIO, KELLY	O
3067	099	GU	ENGL	122	002	TR	0200PM	0315PM	DA	0301	35	35	CADWALLADER, MI	C
3068	099	GU	ENGL	123	001	MWF	1000AM	1050AM	SC	0209	33	35	TIDWELL, JOANNE	O
3069	099	GU	ENGL	123	002	MWF	1200PM	1250PM	GL	0222	32	35	SAMMONS, BENJAM	O
3070	099	GU	ENGL	123	003	MWF	0100PM	0150PM	BI	0317	32	35	KENNEDY, P	O
3071	099	GU	ENGL	123	004	MWF	0200PM	0250PM	DE	0402	29	30	TIDWELL, JOANNE	O
3072	099	GU	ENGL	123	005	TR	0800AM	0915AM	GL	0301	35	35	LACEFIELD, KRIS	C
3073	099	GU	ENGL	123	006	TR	1230PM	0145PM	PH	0224	35	35	CURRENT, CYNTHI	C
3074	099	GU	ENGL	123	007	TR	0200PM	0315PM	FG	0104	35	35	REED, ASHLEY	C
3075	099	GU	ENGL	123	008	TR	0330PM	0445PM	DE	0306	31	35	HARPER, ELIZABE	O
3076	099	GU	ENGL	123	009	MWF	0200PM	0250PM	GL	0304	11	35	ELLIOTT, DANIEL	O
3077	099	GU	ENGL	123	010	TR	0800AM	0915AM	GL	0305	0	0		X
3078	099	GU	ENGL	123	011	MWF	1100AM	1150AM	GL	0305	35	35	BREWER, EMILY	C
3079	099	GU	ENGL	123	990	TBA	TBA	TBA			3	10	GUALTIERI-REED,	O
3080	099	GU	ENGL	123	998	TBA	TBA	TBA			0	0		C
3081	099	GU	ENGL	123	999	TBA	TBA	TBA			0	999		O
3082	099	GU	ENGL	124	001	MWF	0100PM	0150PM	GL	0305	35	35	ROSE, YOSHI	C
3083	099	GU	ENGL	124	002	TR	1100AM	1215PM	DE	0306	34	35	ROGERSON, BENJA	O
3084	099	GU	ENGL	124	003	TR	1230PM	0145PM	HN	0125	35	35	LARSON, JENNIFE	C
3085	099	GU	ENGL	124	004	TR	0200PM	0315PM	GA	0009	29	29	CRYSTALL, ELYSE	C
3086	099	GU	ENGL	124	851	TBA	TBA	TBA			0	999		O
3087	099	GU	ENGL	124	988	TBA	TBA	TBA			0	999		O
3088	099	GU	ENGL	124	990	TBA	TBA	TBA			0	10	MIDDLESWORTH, J	X
3089	099	GU	ENGL	124	999	TBA	TBA	TBA			0	999		O
3090	099	GU	ENGL	125	001	MWF	0200PM	0250PM	GL	0305	34	35	WALLACE, JOSEPH	O
3091	099	GU	ENGL	125	002	TR	0330PM	0445PM	BI	0208	34	35	SHAW, WILLIAM S	O
3092	099	GU	ENGL	125	990	TBA	TBA	TBA			1	10	KEES, LARA N	O
3093	099	GU	ENGL	126	001	MWF	1000AM	1050AM	WI	0217	34	35	NAPOLITANO, MAR	O
3094	099	GU	ENGL	126	002	MWF	1200PM	1250PM	DE	0404	0	1		X
3095	099	GU	ENGL	126	998	TBA	TBA	TBA			0	999		O
3096	099	GU	ENGL	127	001	TR	0200PM	0315PM	PH	0228	22	22	SLEDGE, ROSA HE	C
3097	099	GU	ENGL	127	002	MWF	0100PM	0150PM	TT	0113	0	1		X
3098	099	GU	ENGL	128	001	MWF	1200PM	1250PM	GL	0304	36	35	LAPRADE, C A	C
3099	099	GU	ENGL	128	002	MWF	0200PM	0250PM	BI	0301	30	35	BARTELS, ERIN D	O
3100	099	GU	ENGL	128	003	TR	0200PM	0315PM	GL	0305	35	35	HENDERSON, MAE	C
3101	099	GU	ENGL	128	004	TR	0330PM	0445PM	BI	0317	32	35	FROST, LESLIE	O
3102	099	GU	ENGL	128	005	TR	0200PM	0315PM	BI	0101	0	0		X
3103	099	GU	ENGL	128	006	TR	0330PM	0445PM	BI	0217	0	0		X
3104	099	GU	ENGL	128	990	TBA	TBA	TBA			0	10	ROSS, HEATHER	X
3105	099	GU	ENGL	129	001	MWF	1000AM	1050AM	GL	0302	35	35	FLANAGAN, KATHL	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
3106	099	GU	ENGL	129	002	TR	0200PM	0315PM	AL	0207	34	35	MALBURNE, MERED	O
3107	099	GU	ENGL	130	001	TR	1100AM	1215PM	BI	0217	21	18	GINGHER, M	C
3108	099	GU	ENGL	130	002	TR	1230PM	0145PM	BI	0306	20	18	KENAN, RANDALL	C
3109	099	GU	ENGL	130	003	TR	0200PM	0315PM	BI	0309	20	18	DURBAN, PAM	C
3110	099	GU	ENGL	130	004	TR	0330PM	0445PM	SA	0322	18	18	NAUMOFF, L	C
3111	099	GU	ENGL	130	851	TBA	TBA	TBA			0	999		O
3112	099	GU	ENGL	130	990	TBA	TBA	TBA			3	10	KRAWIEC, RICHAR	O
3113	099	GU	ENGL	130	998	TBA	TBA	TBA			0	999		O
3114	099	GU	ENGL	131	001	MW	0300PM	0415PM	GL	0317	18	18	GURNEY, EVAN	C
3115	099	GU	ENGL	131	002	MW	0430PM	0545PM	GL	526B	18	18	MILLS, WILMER	C
3116	099	GU	ENGL	131	003	TR	1230PM	0145PM	BI	0309	18	18	CHITWOOD, MICHA	C
3117	099	GU	ENGL	131	004	TR	0330PM	0445PM	GL	526B	16	18	SEAY, J	O
3118	099	GU	ENGL	131	990	TBA	TBA	TBA			3	10	JOSEPH, TESSA	O
3119	099	GU	ENGL	140	001	TR	1100AM	1215PM	GL	0222	30	25	WEBER, WENDY	C
3120	099	GU	ENGL	141	001	TR	0330PM	0445PM	GL	0222	34	35	PASSALACQUA, CA	O
3121	099	GU	ENGL	142	001	MW	0200PM	0450PM	GL	0101	107	148	FLAXMAN, GREGG	O
3122	099	GU	ENGL	142	601	TR	1000AM	1050AM	GL	0305	22	25	LUTER, MATTHEW	O
3123	099	GU	ENGL	142	603	TR	1100AM	1150AM	MU	0111	21	23	OXMAN, ELENA	O
3124	099	GU	ENGL	142	604	TR	1230PM	0120PM	HN	0107	16	25	VERNON, ZACHARY	O
3125	099	GU	ENGL	142	605	TR	1230PM	0120PM	WI	0217	14	25	CANTRELL, SARAH	O
3126	099	GU	ENGL	142	606	TR	0200PM	0250PM	GL	0317	19	25	RISNER, JONATHA	O
3127	099	GU	ENGL	142	607	TR	0200PM	0250PM	SA	0104	13	25	SHEPHERD, ARAM	O
3128	099	GU	ENGL	143	001	MWF	0100PM	0150PM	GL	0302	31	35	NOLAN, WILLIAM	O
3129	099	GU	ENGL	143	002	MWF	0800AM	0850AM	GL	0302	33	35	MILLER, AL	O
3130	099	GU	ENGL	144	001	MWF	0800AM	0850AM	GL	0222	34	35	KRITSCH, KEVIN	O
3131	099	GU	ENGL	144	002	TR	0330PM	0445PM	GL	0302	35	35	CRANSHAW, JOY	C
3132	099	GU	ENGL	147	001	MWF	1100AM	1150AM	GL	0319	0	0		X
3133	099	GU	ENGL	147	002	TR	0200PM	0315PM	BI	0301	0	0		X
3134	099	GU	ENGL	148	001	MWF	1100AM	1150AM	PE	0010	38	35	LEGASSIE, SHAYN	C
3135	099	GU	ENGL	150	001	MWF	1100AM	1150AM	GL	0319	16	22	WITTIG, J S	O
3136	099	GU	ENGL	150	002	TR	1100AM	1215PM	MU	0314	22	22	REINERT, TJ	C
3137	099	GU	ENGL	150	003	TR	0200PM	0315PM	PE	0203	22	22	SALVAGGIO, RUTH	C
3138	099	GU	ENGL	190	998	TBA	TBA	TBA			0	999		O
3139	099	GU	ENGL	190	999	TBA	TBA	TBA			0	999		O
3140	099	GU	ENGL	206	239	TR	0330PM	0445PM	GL	0103	18	18	MULHAUSER, TRAV	C
3141	099	GU	ENGL	206	255	TR	1100AM	1215PM	BI	0306	18	18	NAUMOFF, L	C
3142	099	GU	ENGL	206	269	TR	0200PM	0315PM	SC	0200	14	14	NAUMOFF, L	C
3143	099	GU	ENGL	206	851	TBA	TBA	TBA			0	999		O
3144	099	GU	ENGL	206	988	TBA	TBA	TBA			0	999		O
3145	099	GU	ENGL	206	990	TBA	TBA	TBA			4	10	KRAWIEC, RICHAR	O
3146	099	GU	ENGL	207	157	TR	0200PM	0315PM	BI	0306	11	15	SEAY, J	O
3147	099	GU	ENGL	207	168	TR	0330PM	0445PM	BI	0309	14	15	CHITWOOD, MICHA	O
3148	099	GU	ENGL	207	998	TBA	TBA	TBA			0	999		O
3149	099	GU	ENGL	208	144	TR	1100AM	1215PM	GL	0104	15	15	WALLACE, DANIEL	C
3150	099	GU	ENGL	209	235	MW	0330PM	0445PM	GL	0107	15	15	MOOSE, RUTH	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
3151	099	GU	ENGL	210	265	MW	0500PM	0615PM	GL	0107	15	15	MOOSE, RUTH	C
3152	099	GU	ENGL	225	001	TR	1100AM	1150AM	GL	0101	118	120	BAKER, DAVID JO	O
3153	099	GU	ENGL	225	002	TR	0930AM	1045AM	GL	0301	38	35	GLESS, D J	C
3154	099	GU	ENGL	225	003	MWF	1100AM	1150AM	GL	0302	0	0		X
3155	099	GU	ENGL	225	601	R	0800AM	0850AM	HM	0425	21	20	BOGUCKI, MICHAE	C
3156	099	GU	ENGL	225	602	R	0930AM	1020AM	GL	0222	21	20	BARHAM, ROBERT	C
3157	099	GU	ENGL	225	603	R	0200PM	0250PM	HM	0150	20	20	FLAHERTY, JENNI	C
3158	099	GU	ENGL	225	604	R	0330PM	0420PM	GL	0106	20	20	FLAHERTY, JENNI	C
3159	099	GU	ENGL	225	605	F	0800AM	0850AM	HM	0150	13	20	BOGUCKI, MICHAE	O
3160	099	GU	ENGL	225	606	F	0900AM	0950AM	BI	0317	20	20	BARHAM, ROBERT	C
3161	099	GU	ENGL	226	001	TR	1100AM	1215PM	GL	0304	34	35	KENDALL, R D	O
3162	099	GU	ENGL	227	001	TR	1230PM	0145PM	GL	0222	44	48	WOLFE, JESSICA	O
3163	099	GU	ENGL	230	001	MWF	0200PM	0250PM	GL	0301	34	35	MATCHINSKE, MEG	O
3164	099	GU	ENGL	246	001	TR	0330PM	0445PM	PE	0218	12	13	FOSTER, TOL	O
3165	099	GU	ENGL	266	001	MWF	1000AM	1050AM	GL	0301	23	25	O'SHAUGHNESSEY,	O
3166	099	GU	ENGL	284	001	MW	1100AM	1150AM	GL	0101	118	118	LANGBAUER, LAUR	C
3167	099	GU	ENGL	284	601	R	0800AM	0850AM	HM	0420	21	20	PAGE, AMANDA	C
3168	099	GU	ENGL	284	602	R	0930AM	1020AM	HM	0425	20	20	PAGE, AMANDA	C
3169	099	GU	ENGL	284	603	R	1230PM	0120PM	HM	0150	20	20	FICKE, SARAH	C
3170	099	GU	ENGL	284	604	R	0330PM	0420PM	MU	0202	21	20	FICKE, SARAH	C
3171	099	GU	ENGL	284	605	F	0800AM	0850AM	GL	0301	14	20	MARSH, SARAH	O
3172	099	GU	ENGL	284	606	F	0900AM	0950AM	GL	0301	20	20	MARSH, SARAH	C
3173	099	GU	ENGL	287	001	TR	0200PM	0315PM	GL	0302	28	35	CARLSTON, ERIN	O
3174	099	GU	ENGL	288	001	TR	1100AM	1215PM	GL	0302	32	35	CARLSTON, ERIN	O
3175	099	GU	ENGL	300	001	MWF	0100PM	0150PM	DE	0305	0	0		X
3176	099	GU	ENGL	303	001	TR	1230PM	0145PM	TT	0113	0	0		X
3177	099	GU	ENGL	304	001	MWF	1100AM	1150AM	GL	0104	0	0		X
3178	099	GU	ENGL	304	851	TBA	TBA	TBA			0	999		O
3179	099	GU	ENGL	304	988	TBA	TBA	TBA			0	999		O
3180	099	GU	ENGL	305	001	TR	0930AM	1045AM	MT	0305	0	0		X
3181	099	GU	ENGL	306	134	TR	0200PM	0315PM	GL	526B	13	15	SIMPSON, B	O
3182	099	GU	ENGL	307	104	TR	1100AM	1215PM	GL	526B	15	15	DURBAN, PAM	C
3183	099	GU	ENGL	307	132	TR	1230PM	0145PM	GL	0104	10	15	RICHARDSON, RAC	O
3184	099	GU	ENGL	307	247	T	0330PM	0445PM	GL	0319	14	15	GINGHER, M	O
3185	099	GU	ENGL	307	247	R	0330PM	0550PM	GL	0319	14	15	GINGHER, M	O
3186	099	GU	ENGL	313	001	MWF	0200PM	0250PM	GL	0302	39	35	EBLE, C C	C
3187	099	GU	ENGL	313	851	TBA	TBA	TBA			0	999		O
3188	099	GU	ENGL	313	988	TBA	TBA	TBA			0	999		O
3189	099	GU	ENGL	313	990	TBA	TBA	TBA			5	10	CANADA, MARK	O
3190	099	GU	ENGL	320	001	TR	1100AM	1150AM	HO	0104	78	80	LEINBAUGH, T H	O
3191	099	GU	ENGL	320	601	R	0200PM	0250PM	MU	0115	21	20	LUPTON, R. DANI	C
3192	099	GU	ENGL	320	602	R	0330PM	0420PM	SA	0220	20	20	LUPTON, R. DANI	C
3193	099	GU	ENGL	320	603	F	0900AM	0950AM	GL	0318	15	20	CROSBY, KATHLEE	O
3194	099	GU	ENGL	320	604	F	1100AM	1150AM	PE	0216	20	20	CROSBY, KATHLEE	C
3195	099	GU	ENGL	326	001	TR	0330PM	0445PM	GL	0304	23	35	WOLFE, JESSICA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
3196	099	GU	ENGL	331	001	TR	1230PM	0145PM	BI	0301	38	35	REINERT, TJ	C
3197	099	GU	ENGL	338	001	MW	0100PM	0150PM	GL	0101	98	120	LANGBAUER, LAUR	O
3198	099	GU	ENGL	338	601	R	0800AM	0850AM	CW	0208	17	20	ALLINGHAM, ERIN	O
3199	099	GU	ENGL	338	602	R	0930AM	1020AM	CW	0208	20	20	ALLINGHAM, ERIN	C
3200	099	GU	ENGL	338	603	R	0200PM	0250PM	GL	0318	20	20	RIGBY, HANNAH B	C
3201	099	GU	ENGL	338	604	R	0330PM	0420PM	GL	0317	20	20	RIGBY, HANNAH B	C
3202	099	GU	ENGL	338	605	F	0900AM	0950AM	MU	0118	4	20	CLARK, CATHERIN	O
3203	099	GU	ENGL	338	606	F	1000AM	1050AM	GL	0107	16	20	CLARK, CATHERIN	O
3204	099	GU	ENGL	343	001	TR	0930AM	1045AM	GL	0302	27	35	GURA, P F	O
3205	099	GU	ENGL	344	001	TR	1230PM	0145PM	DE	0304	35	35	IRONS, S H	C
3206	099	GU	ENGL	345	001	MWF	0100PM	0150PM	GL	0222	34	48	HO, JENNIFER	O
3207	099	GU	ENGL	345	002	MWF	0200PM	0250PM	GL	0222	31	48	HO, JENNIFER	O
3208	099	GU	ENGL	345	003	TR	0930AM	1045AM	GL	0304	33	35	COLEMAN, J W	O
3209	099	GU	ENGL	347	001	MW	1100AM	1150AM	HO	0104	110	120	RICHARDS, ELIZA	O
3210	099	GU	ENGL	347	002	MWF	0100PM	0150PM	GL	0304	34	35	TAYLOR, MATTHEW	O
3211	099	GU	ENGL	347	601	R	1100AM	1150AM	DE	0403	19	20	WERNER, ERICH A	O
3212	099	GU	ENGL	347	602	R	1230PM	0120PM	PE	0204	19	20	WERNER, ERICH A	O
3213	099	GU	ENGL	347	603	R	1230PM	0120PM	HM	0420	14	20	FARMER, MEREDIT	O
3214	099	GU	ENGL	347	604	R	0330PM	0420PM	MT	0205	19	20	FARMER, MEREDIT	O
3215	099	GU	ENGL	347	605	F	1000AM	1050AM	GL	0304	18	20	HORN, PATRICK	O
3216	099	GU	ENGL	347	606	F	1100AM	1150AM	PE	0215	20	20	HORN, PATRICK	C
3217	099	GU	ENGL	348	001	MWF	1200PM	1250PM	GL	0305	0	1		X
3218	099	GU	ENGL	350	001	TR	0930AM	1045AM	GL	0317	22	27	LENSING, G S	O
3219	099	GU	ENGL	355	001	TR	1230PM	0145PM	GL	0305	30	35	COOPER, PAMELA	O
3220	099	GU	ENGL	356	001	TR	1100AM	1215PM	BI	0317	35	35	COOPER, PAMELA	C
3221	099	GU	ENGL	360	001	MWF	1100AM	1150AM	GL	0301	0	0		X
3222	099	GU	ENGL	364	001	TR	1100AM	1215PM	GL	0301	25	25	HALPERIN, LAURA	C
3223	099	GU	ENGL	366	001	MWF	0200PM	0250PM	GL	0316	18	23	ANDERSON, DANIE	O
3224	099	GU	ENGL	366	951	MW	0600PM	0715PM	GL	0318	21	22	ANDERSON, DANIE	O
3225	099	GU	ENGL	367	001	TR	1100AM	1215PM	BI	0301	26	35	HENDERSON, MAE	O
3226	099	GU	ENGL	367	002	TR	1230PM	0145PM	BI	0317	33	35	FISHER, REBECKA	O
3227	099	GU	ENGL	368	001	TR	1230PM	0145PM	GL	0304	33	35	COLEMAN, J W	O
3228	099	GU	ENGL	368	002	MWF	1200PM	1250PM	GL	0305	33	35	ELLIOTT, DANIEL	O
3229	099	GU	ENGL	369	001	TR	0930AM	1045AM	BI	0301	0	0		X
3230	099	GU	ENGL	373	001	TR	0200PM	0315PM	GL	0304	34	35	HOBSON, F	O
3231	099	GU	ENGL	374	001	TR	1100AM	1215PM	MU	0314	0	0		X
3232	099	GU	ENGL	396	001	TBA	TBA	TBA			0	5	LENSING, G S	O
3233	099	GU	ENGL	396	002	TBA	TBA	TBA			0	5	MCFEE, M	O
3234	099	GU	ENGL	396	003	TBA	TBA	TBA			0	5	CURTAIN, TYLER	O
3235	099	GU	ENGL	396	004	TBA	TBA	TBA			3	3	MCGOWAN, JOHN P	C
3236	099	GU	ENGL	396	005	TBA	TBA	TBA			0	1	LEINBAUGH, T H	O
3237	099	GU	ENGL	396	006	TBA	TBA	TBA			0	1	TAYLOR, LUTHER	O
3238	099	GU	ENGL	396	007	TBA	TBA	TBA			1	1	HAMMER, BRADLEY	C
3239	099	GU	ENGL	396	008	TBA	TBA	TBA			1	1	DANIELEWICZ, JA	C
3240	099	GU	ENGL	400	001	TR	0200PM	0315PM	GL	0107	19	19	TAYLOR, LUTHER	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
3241	099	GU	ENGL	401	001	TR	0200PM	0315PM			0	0		X
3242	099	GU	ENGL	406	283	TR	0330PM	0445PM	GL	0104	13	15	KENAN, RANDALL	O
3243	099	GU	ENGL	406	851	TBA	TBA	TBA			0	999		O
3244	099	GU	ENGL	407	851	TBA	TBA	TBA			0	999		O
3245	099	GU	ENGL	407	998	TBA	TBA	TBA			0	999		O
3246	099	GU	ENGL	412	214	MW	0300PM	0415PM	GL	526B	12	15	MILLS, WILMER	O
3247	099	GU	ENGL	436	001	TR	1100AM	1215PM	GL	0305	22	35	SALVAGGIO, RUTH	O
3248	099	GU	ENGL	437	001	MWF	0100PM	0150PM	GL	0319	27	35	MOSKAL, J	O
3249	099	GU	ENGL	439	001	TR	1100AM	1215PM	GL	0319	20	35	LIFE, A R	O
3250	099	GU	ENGL	440	001	TR	0200PM	0315PM	GL	0222	26	35	LIFE, A R	O
3251	099	GU	ENGL	440	998	TBA	TBA	TBA			0	999		O
3252	099	GU	ENGL	446	001	MWF	0900AM	0950AM	GL	0319	0	0		X
3253	099	GU	ENGL	463	001	MWF	1100AM	1150AM	GL	0222	20	35	AHUJA, NEEL KUM	O
3254	099	GU	ENGL	472	001	MWF	0200PM	0250PM	GL	0304	0	1		X
3255	099	GU	ENGL	485	001	MW	1200PM	1250PM	GL	0101	24	25	ROBERTS, KATHER	O
3256	099	GU	ENGL	485	601	R	1230PM	0120PM	DE	0203	6	6	KRUGER, STEVEN	C
3257	099	GU	ENGL	485	602	R	1100AM	1150AM	PE	0215	4	6	WALLACE, EMILY	O
3258	099	GU	ENGL	485	603	F	1000AM	1050AM	PE	0311	6	6	KRUGER, STEVEN	C
3259	099	GU	ENGL	485	604	F	1000AM	1050AM	BI	0301	5	7	WALLACE, EMILY	O
3260	099	GU	ENGL	601	001	WF	0300PM	0415PM	GL	0318	15	15	LEE, YUNA	C
3261	099	GU	ENGL	601	002	WF	0430PM	0545PM	GL	0318	12	15	LEE, YUNA	O
3262	099	GU	ENGL	606	001	MW	1100AM	1215PM	GL	0316	16	19	JACK, JORDYNN	O
3263	099	GU	ENGL	666	001	TR	0200PM	0315PM	GA	0307	16	25	DEGUZMAN, MARIA	O
3264	099	GU	ENGL	680	001	M	0600PM	0850PM	GL	0319	22	20	FLAXMAN, GREGG	C
3265	099	GU	ENGL	719	001	MW	1200PM	0115PM	GL	0317	9	15	O'NEILL, PATRIC	O
3266	099	GU	ENGL	762	001	R	0330PM	0620PM	MU	0222	13	15	AHUJA, NEEL KUM	O
3267	099	GU	ENGL	781	001	TR	0330PM	0445PM	BI	0306	8	15	THOMPSON, J P	O
3268	099	GU	ENGL	821	001	M	0300PM	0550PM	GL	0305	6	15	WITTIG, J S	O
3269	099	GU	ENGL	828	001	M	0330PM	0620PM	GL	0302	7	15	BARBOUR, A R	O
3270	099	GU	ENGL	843	001	W	0630PM	0920PM	XX	XX	14	18	GURA, P F	O
3271	099	GU	ENGL	850	001	TR	0930AM	1045AM	GL	0317	0	1		X
3272	099	GU	ENGL	861	001	M	0300PM	0530PM	GL	0222	2	15	MCGOWAN, JOHN P	O
3273	099	GU	ENGL	862	001	M	0330PM	0620PM	GL	0304	0	0		X
3274	099	GU	ENGL	871	001	T	0300PM	0530PM	GL	0317	0	1		X
3275	099	GU	ENGL	876	001	T	0200PM	0430PM	GL	0318	2	15	O'NEILL, PATRIC	O
3276	099	GU	ENGL	990	009	TBA	TBA	TBA			0	10	EBLE, C C	O
3277	099	GU	ENGL	990	051	TBA	TBA	TBA			0	10	WITTIG, J S	O
3278	099	GU	ENGL	990	077	TBA	TBA	TBA			2	10	MOSKAL, J	O
3279	099	GU	ENGL	990	080	TBA	TBA	TBA			0	10	WAGNERMARTIN, L	O
3280	099	GU	ENGL	990	083	TBA	TBA	TBA			0	10	BARBOUR, A R	O
3281	099	GU	ENGL	990	110	TBA	TBA	TBA			1	10	DEGUZMAN, MARIA	O
3282	099	GU	ENGL	990	119	TBA	TBA	TBA			0	10	KENAN, RANDALL	O
3283	099	GU	ENGL	990	120	TBA	TBA	TBA			2	10	RICHARDS, ELIZA	O
3284	099	GU	ENGL	990	122	TBA	TBA	TBA			2	10	JACK, JORDYNN	O
3285	099	GU	ENGL	990	125	TBA	TBA	TBA			1	10	FISHER, REBECKA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
3286	099	GU	ENGL	992	022	TBA	TBA	TBA			1	10	KENNEDY, E D	O
3287	099	GU	ENGL	992	070	TBA	TBA	TBA			1	10	TAYLOR, B W	O
3288	099	GU	ENGL	992	072	TBA	TBA	TBA			0	10	THOMPSON, J P	O
3289	099	GU	ENGL	992	076	TBA	TBA	TBA			0	10	VISCOMI, J S	O
3290	099	GU	ENGL	992	084	TBA	TBA	TBA			0	10	HOBSON, F	O
3291	099	GU	ENGL	992	092	TBA	TBA	TBA			0	10	MCGOWAN, JOHN P	O
3292	099	GU	ENGL	992	094	TBA	TBA	TBA			1	10	MATCHINSKE, M M	O
3293	099	GU	ENGL	992	103	TBA	TBA	TBA			1	10	REINERT, TJ	O
3294	099	GU	ENGL	992	106	TBA	TBA	TBA			0	10	WOLFE, JESSICA	O
3295	099	GU	ENGL	992	108	TBA	TBA	TBA			1	10	CARLSTON, ERIN	O
3296	099	GU	ENGL	992	110	TBA	TBA	TBA			1	10	DEGUZMAN, MARIA	O
3297	099	GU	ENGL	992	116	TBA	TBA	TBA			0	10	FLOYD-WILSON, M	O
3298	099	GU	ENGL	992	118	TBA	TBA	TBA			2	10	FLAXMAN, GREGG	O
3299	099	GU	ENGL	992	120	TBA	TBA	TBA			1	10	RICHARDS, ELIZA	O
3300	099	GU	ENGL	992	123	TBA	TBA	TBA			1	10	GWIN, MINROSE	O
3301	099	GU	ENGL	992	124	TBA	TBA	TBA			1	10	SALVAGGIO, RUTH	O
3302	099	GU	ENGL	994	001	TBA	TBA	TBA			1	10	ARMITAGE, C M	O
3303	099	GU	ENGL	994	009	TBA	TBA	TBA			0	10	EBLE, C C	O
3304	099	GU	ENGL	994	013	TBA	TBA	TBA			2	10	FLORA, J M	O
3305	099	GU	ENGL	994	022	TBA	TBA	TBA			2	10	KENNEDY, E D	O
3306	099	GU	ENGL	994	026	TBA	TBA	TBA			2	10	LENSING, G S	O
3307	099	GU	ENGL	994	045	TBA	TBA	TBA			1	1	STUMPF, T A	C
3308	099	GU	ENGL	994	051	TBA	TBA	TBA			1	10	WITTIG, J S	O
3309	099	GU	ENGL	994	055	TBA	TBA	TBA			0	10	LIFE, A R	O
3310	099	GU	ENGL	994	060	TBA	TBA	TBA			3	10	HARRIS, T	O
3311	099	GU	ENGL	994	062	TBA	TBA	TBA			0	10	GLESS, D J	O
3312	099	GU	ENGL	994	063	TBA	TBA	TBA			0	10	LINDEMANN, E	O
3313	099	GU	ENGL	994	064	TBA	TBA	TBA			0	10	KENDALL, R D	O
3314	099	GU	ENGL	994	065	TBA	TBA	TBA			0	10	LEINBAUGH, T H	O
3315	099	GU	ENGL	994	066	TBA	TBA	TBA			1	10	O'NEILL, PATRIC	O
3316	099	GU	ENGL	994	070	TBA	TBA	TBA			0	10	TAYLOR, B W	O
3317	099	GU	ENGL	994	072	TBA	TBA	TBA			1	10	THOMPSON, J P	O
3318	099	GU	ENGL	994	076	TBA	TBA	TBA			3	10	VISCOMI, J S	O
3319	099	GU	ENGL	994	077	TBA	TBA	TBA			3	10	MOSKAL, J	O
3320	099	GU	ENGL	994	078	TBA	TBA	TBA			3	10	GURA, P F	O
3321	099	GU	ENGL	994	080	TBA	TBA	TBA			8	10	WAGNERMARTIN, L	O
3322	099	GU	ENGL	994	083	TBA	TBA	TBA			6	10	BARBOUR, A R	O
3323	099	GU	ENGL	994	084	TBA	TBA	TBA			1	10	HOBSON, F	O
3324	099	GU	ENGL	994	087	TBA	TBA	TBA			0	10	SEAY, J	O
3325	099	GU	ENGL	994	088	TBA	TBA	TBA			1	10	COOPER, P	O
3326	099	GU	ENGL	994	089	TBA	TBA	TBA			1	10	COLEMAN, J W	O
3327	099	GU	ENGL	994	090	TBA	TBA	TBA			0	10	KASSON, J S	O
3328	099	GU	ENGL	994	092	TBA	TBA	TBA			5	10	MCGOWAN, JOHN P	O
3329	099	GU	ENGL	994	094	TBA	TBA	TBA			2	10	MATCHINSKE, M M	O
3330	099	GU	ENGL	994	096	TBA	TBA	TBA			0	10	SHAPIRO, ALAN	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
3331	099	GU	ENGL	994	097	TBA	TBA	TBA			6	10	LANGBAUER, LAUR	O
3332	099	GU	ENGL	994	098	TBA	TBA	TBA			1	10	DANIELEWICZ, J	O
3333	099	GU	ENGL	994	099	TBA	TBA	TBA			0	10	MCFEE, M	O
3334	099	GU	ENGL	994	100	TBA	TBA	TBA			0	10	SIMPSON, B	O
3335	099	GU	ENGL	994	101	TBA	TBA	TBA			0	10	ANDREWS, WILLIA	O
3336	099	GU	ENGL	994	102	TBA	TBA	TBA			0	10	HENDERSON, MAE	O
3337	099	GU	ENGL	994	103	TBA	TBA	TBA			1	10	REINERT, TJ	O
3338	099	GU	ENGL	994	104	TBA	TBA	TBA			1	10	ANDERSON, DANIE	O
3339	099	GU	ENGL	994	105	TBA	TBA	TBA			0	10	TAYLOR, TODD	O
3340	099	GU	ENGL	994	106	TBA	TBA	TBA			2	10	WOLFE, JESSICA	O
3341	099	GU	ENGL	994	108	TBA	TBA	TBA			1	10	CARLSTON, ERIN	O
3342	099	GU	ENGL	994	109	TBA	TBA	TBA			1	10	CURTAIN, TYLER	O
3343	099	GU	ENGL	994	110	TBA	TBA	TBA			3	10	DEGUZMAN, MARIA	O
3344	099	GU	ENGL	994	111	TBA	TBA	TBA			0	10	GINGHER, M	O
3345	099	GU	ENGL	994	112	TBA	TBA	TBA			6	10	THRAILKILL, JAN	O
3346	099	GU	ENGL	994	114	TBA	TBA	TBA			0	10	DURBAN, PAM	O
3347	099	GU	ENGL	994	116	TBA	TBA	TBA			2	10	FLOYD-WILSON, M	O
3348	099	GU	ENGL	994	118	TBA	TBA	TBA			6	10	FLAXMAN, GREGG	O
3349	099	GU	ENGL	994	119	TBA	TBA	TBA			0	10	KENAN, RANDALL	O
3350	099	GU	ENGL	994	120	TBA	TBA	TBA			4	10	RICHARDS, ELIZA	O
3351	099	GU	ENGL	994	121	TBA	TBA	TBA			1	10	HO, JENNIFER	O
3352	099	GU	ENGL	994	122	TBA	TBA	TBA			1	10	JACK, JORDYNN	O
3353	099	GU	ENGL	994	123	TBA	TBA	TBA			3	10	GWIN, MINROSE	O
3354	099	GU	ENGL	994	124	TBA	TBA	TBA			1	10	SALVAGGIO, RUTH	O
3355	099	GU	ENGL	994	125	TBA	TBA	TBA			1	10	FISHER, REBECKA	O
3356	099	GU	ENGL	994	126	TBA	TBA	TBA			2	10	MARR, TIMOTHY W	O
3357	099	GU	ENGL	994	128	TBA	TBA	TBA			0	10	BAKER, DAVID JO	O
3358	099	GU	ENGL	994	129	TBA	TBA	TBA			1	10	TAYLOR, MATTHEW	O
3359	099	GU	ENGL	994	130	TBA	TBA	TBA			0	10	ELLIOTT, DANIEL	O
3360	099	GU	ENGL	994	131	TBA	TBA	TBA			0	10	AHUJA, NEEL KUM	O
3361	099	GU	ENGL	994	132	TBA	TBA	TBA			0	10	LEGASSIE, SHAYN	O
3362	099	GU	ENGL	999	077	TBA	TBA	TBA			0	10		O
3363	099	GU	ENGL	102I	001	MWF	0900AM	0950AM	GL	0302	19	19	NOLAN, WILLIAM	C
3364	099	GU	ENGL	102I	002	TR	0800AM	0915AM	GL	0104	19	19	NAPOLITANO, MAR	C
3365	099	GU	ENGL	102I	003	MWF	1000AM	1050AM	NE	0102	19	19	LEE, HELEN EUN	C
3366	099	GU	ENGL	102I	004	TR	0930AM	1045AM	GL	0318	19	19	IRONS, S H	C
3367	099	GU	ENGL	102I	005	MWF	1100AM	1150AM	GL	0106	19	19	NOLAN, WILLIAM	C
3368	099	GU	ENGL	102I	006	MWF	1200PM	1250PM	GA	0210	18	19	BUNNER, EMILY D	O
3369	099	GU	ENGL	102I	007	MWF	0900AM	0950AM	GL	0319	19	19	FANN, JULIE	C
3370	099	GU	ENGL	102I	008	MWF	1000AM	1050AM	MU	0304	19	19	BRANCH, ERIN	C
3371	099	GU	ENGL	102I	009	TR	0800AM	0915AM	GL	0316	19	19	BRANSTETTER, HE	C
3372	099	GU	ENGL	102I	010	TR	0930AM	1045AM	DE	0210	19	19	WILLIAMSON, JEN	C
3373	099	GU	ENGL	102I	011	TR	0930AM	1045AM	GL	0316	19	19	NAPOLITANO, MAR	C
3374	099	GU	ENGL	102I	012	TR	1100AM	1215PM	HM	0523	19	19	LINDSAY, SARAH	C
3375	099	GU	ENGL	102I	013	TR	1100AM	1215PM	AR	0118	18	19	MARGITIC, TATIA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
3376	099	GU	ENGL	102I	014	TR	1100AM	1215PM	MT	0305	19	19	THOMAS, HARRY	C
3377	099	GU	ENGL	102I	015	TR	1230PM	0145PM	MT	0305	19	19	REDEKER, CHELSE	C
3378	099	GU	ENGL	102I	016	MWF	0100PM	0150PM	GL	0316	19	19	BREWER, EMILY	C
3379	099	GU	ENGL	132H	001	TR	0800AM	0915AM	GL	526B	19	18	SIMPSON, B	C
3380	099	GU	ENGL	133H	001	MW	0400PM	0515PM	GL	0319	17	17	WHITE, ROSS	C
3381	099	GU	ENGL	134H	001	TR	1100AM	1215PM	MU	0202	20	20	DANIELEWICZ, JA	C
3382	099	GU	ENGL	261H	001	MWF	1100AM	1150AM	GL	0317	11	15	TAYLOR, MATTHEW	O
3383	099	GU	ENGL	350H	001	TR	1100AM	1215PM	GL	0317	13	15	LENSING, G S	O
3384	099	GU	ENGL	691H	001	TBA	TBA	TBA			26	26	LENSING, G S	C
3385	099	GU	ENGL	693H	246	TR	0200PM	0315PM	DE	0205	9	12	WALLACE, DANIEL	O
3386	099	GU	ENGL	693H	293	TR	0330PM	0445PM	NE	0305	10	12	MCFEE, M	O
3387	099	GU	ENST	111	998	TBA	TBA	TBA			0	999		O
3388	099	GU	ENST	201	001	MWF	1100AM	1150AM	CP	0201	163	150	GANGI, G J	C
3389	099	GU	ENST	201	002	MWF	0100PM	0150PM	DA	0301	28	25	COOKE, AE	C
3390	099	GU	ENST	201	601	M	0100PM	0150PM	SC	0201	17	16	ALTMAN, JULIA	C
3391	099	GU	ENST	201	602	M	0100PM	0150PM	GL	526A	17	16	MUEHLBAUER, JEF	C
3392	099	GU	ENST	201	603	T	0300PM	0350PM	GL	526A	16	16	SEITER, SARAH	C
3393	099	GU	ENST	201	604	W	0300PM	0350PM	MU	0117	16	16	ALTMAN, JULIA	C
3394	099	GU	ENST	201	605	W	0100PM	0150PM	GL	0104	17	16	MUEHLBAUER, JEF	C
3395	099	GU	ENST	201	607	M	0300PM	0350PM	MU	0117	17	16	SEITER, SARAH	C
3396	099	GU	ENST	201	608	T	0500PM	0550PM	NE	0305	16	16	BIDGOOD, EMILY	C
3397	099	GU	ENST	201	609	T	0400PM	0450PM	GL	526A	17	16	BIDGOOD, EMILY	C
3398	099	GU	ENST	201	610	T	0200PM	0250PM	MU	0221	20	16	MUEHLBAUER, JEF	C
3399	099	GU	ENST	201	611	W	0200PM	0250PM	GL	526A	17	16	ALTMAN, JULIA	C
3400	099	GU	ENST	201	612	M	0200PM	0250PM	GL	0321	16	16	SEITER, SARAH	C
3401	099	GU	ENST	202	001	MWF	0900AM	0950AM	CP	0201	102	100	BELL, GEOFFREY	C
3402	099	GU	ENST	202	002	MWF	0900AM	0950AM	CP	0201	0	25	BELL, GEOFFREY	X
3403	099	GU	ENST	202	401	M	0300PM	0350PM	BI	0217	19	17		C
3404	099	GU	ENST	202	402	M	0400PM	0450PM	BI	0217	14	21		O
3405	099	GU	ENST	202	403	T	0330PM	0420PM	BI	0217	20	21		O
3406	099	GU	ENST	202	404	W	0300PM	0350PM	BI	0317	20	21		O
3407	099	GU	ENST	202	405	W	0400PM	0450PM	DE	0405	11	17		O
3408	099	GU	ENST	202	406	W	0500PM	0550PM	SC	0201	15	17		O
3409	099	GU	ENST	202	998	TBA	TBA	TBA			0	10		O
3410	099	GU	ENST	204	001	M	0300PM	0500PM	GL	0103	20	15	COOKE, AE	C
3411	099	GU	ENST	204	002	TR	0930AM	1045AM	MU	0222	2	6	BELL, GEOFFREY	O
3412	099	GU	ENST	204	01S	TBA	TBA	TBA			6	20	HINKLE, ANYA	O
3413	099	GU	ENST	204	02S	TBA	TBA	TBA			11	20	PERRY, ROBERT	O
3414	099	GU	ENST	204	03S	TBA	TBA	TBA			8	20	NOBLE, RACHEL	O
3415	099	GU	ENST	205	001	T	0930AM	1050AM	GL	0222	19	18	GRAY, KATHLEEN	C
3416	099	GU	ENST	205	002	TBA	TBA	TBA			1	1	GEORGE, ANDREW	C
3417	099	GU	ENST	206	001	TBA	TBA	TBA			3	10	GANGI, G J	O
3418	099	GU	ENST	207	001	TBA	TBA	TBA			2	10	SHAY, ELIZABETH	O
3419	099	GU	ENST	207	002	TBA	TBA	TBA			1	1	HOLLAND, DOROTH	C
3420	099	GU	ENST	207	003	TBA	TBA	TBA			1	1		C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
3421	099	GU	ENST	213	998	TBA	TBA	TBA			0	999		O
3422	099	GU	ENST	222	001	TR	1230PM	0145PM	SC	0210	30	35	ALPERIN, M J	O
3423	099	GU	ENST	222	001	T	0200PM	0300PM	SC	0210	30	35	ALPERIN, M J	O
3424	099	GU	ENST	253	998	TBA	TBA	TBA			0	999		O
3425	099	GU	ENST	254	001	TR	1230PM	0145PM	MU	0112	5	5	MCKEOWN, T J	C
3426	099	GU	ENST	261	01S	TBA	TBA	TBA			6	12	HINKLE, ANYA	O
3427	099	GU	ENST	286	001	TR	0930AM	1045AM	DE	303A	0	30		X
3428	099	GU	ENST	308	998	TBA	TBA	TBA			0	999		O
3429	099	GU	ENST	330	001	MWF	0200PM	0250PM	DA	0301	41	40	SHAY, ELIZABETH	C
3430	099	GU	ENST	351	01S	TBA	TBA	TBA			11	12	LEIDY, LEE	O
3431	099	GU	ENST	368	001	MWF	1000AM	1050AM	CW	0105	7	10	MACLEAN, DOUGLA	O
3432	099	GU	ENST	368	601	F	1000AM	1050AM	GL	0318	0	10		X
3433	099	GU	ENST	368	602	F	0900AM	0950AM	BI	0101	0	10		X
3434	099	GU	ENST	395	001	TBA	TBA	TBA			0	5	SOBSEY, M D	O
3435	099	GU	ENST	395	002	TBA	TBA	TBA			0	10	MITCHELL, CHARL	O
3436	099	GU	ENST	395	01S	TBA	TBA	TBA			6	15	COSTA, JAMES	O
3437	099	GU	ENST	395	02S	TBA	TBA	TBA			11	15	PERRY, ROBERT	O
3438	099	GU	ENST	395	03S	TBA	TBA	TBA			8	15	NOBLE, RACHEL	O
3439	099	GU	ENST	395	04S	TBA	TBA	TBA			7	10	KAMENS, R	O
3440	099	GU	ENST	396	001	M	0500PM	0550PM	MU	0112	11	10	GANGI, G J	C
3441	099	GU	ENST	396	002	TBA	TBA	TBA			1	1		C
3442	099	GU	ENST	403	01S	TBA	TBA	TBA			5	8	KAMENS, R	O
3443	099	GU	ENST	404	01S	TBA	TBA	TBA			6	12	COSTA, JAMES	O
3444	099	GU	ENST	411	001	TR	0330PM	0445PM	CP	0235	13	24	SHAY, T J	O
3445	099	GU	ENST	420	001	TR	0330PM	0445PM	MU	0105	0	30	MCNELIS, DAVID	X
3446	099	GU	ENST	471	01S	TBA	TBA	TBA			8	10	NOBLE, RACHEL	O
3447	099	GU	ENST	472	01S	TBA	TBA	TBA			8	10	NOBLE, RACHEL	O
3448	099	GU	ENST	474	01S	TBA	TBA	TBA			11	12	PERRY, ROBERT	O
3449	099	GU	ENST	479	01S	TBA	TBA	TBA			6	15	COSTA, JAMES	O
3450	099	GU	ENST	489	01S	TBA	TBA	TBA			11	12	DUBBS, LINDSAY	O
3451	099	GU	ENST	490	001	W	0300PM	0550PM			12	14	COOKE, AE	O
3452	099	GU	ENST	490	002	TR	0200PM	0315PM	CW	0105	14	20	MOREAU, D H	O
3453	099	GU	ENST	490	003	MWF	1100AM	1150AM	GM	0212	5	15	BELL, GEOFFREY	O
3454	099	GU	ENST	490	011	W	0300PM	0500PM	MU	0115	32	30	MCNELIS, DAVID	C
3455	099	GU	ENST	490	03S	TBA	TBA	TBA			0	15		O
3456	099	GU	ENST	490	04S	TBA	TBA	TBA			5	15	KAMENS, R	O
3457	099	GU	ENST	490	05S	TBA	TBA	TBA			1	15	KAMENS, R	O
3458	099	GU	ENST	490	06S	TBA	TBA	TBA			4	15	KAMENS, R	O
3459	099	GU	ENST	490	07S	TBA	TBA	TBA			2	15	KAMENS, R	O
3460	099	GU	ENST	490	08S	TBA	TBA	TBA			1	15	KAMENS, R	O
3461	099	GU	ENST	490	09S	TBA	TBA	TBA			2	15	KAMENS, R	O
3462	099	GU	ENST	490	10S	TBA	TBA	TBA			0	15	KAMENS, R	O
3463	099	GU	ENST	567	001	T	0700PM	0930PM	GA	0001	1	7	WEST, COLIN T	O
3464	099	GU	ENST	585	001	MW	0200PM	0315PM	WI	0107	9	10	ANDREWS, R N	O
3465	099	GU	ENST	675	001	TR	0200PM	0315PM	GA	0008	13	10	COX, J ROBERT	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
3466	099	GU	ENST	698	001	TR	0800AM	0850AM			7	8	SHAY, ELIZABETH	O
3467	099	GU	ENST	698	002	MW	1200PM	1250PM			8	8	SHAY, ELIZABETH	C
3468	099	GU	ENST	698	003	TR	0400PM	0450PM			7	8	SHAY, ELIZABETH	O
3469	099	GU	ENST	698	01S	TBA	TBA	TBA			7	15	COSTA, JAMES	O
3470	099	GU	ENST	698	02S	TBA	TBA	TBA			11	12	PERRY, ROBERT	O
3471	099	GU	ENST	698	03S	TBA	TBA	TBA			7	15	NOBLE, RACHEL	O
3472	099	GU	ENST	698	04S	TBA	TBA	TBA			7	10	KAMENS, R	O
3473	099	GU	ENST	201H	143	MWF	0200PM	0250PM	GM	0035	23	19	GANGI, G J	C
3474	099	GU	ENST	201H	735	M	0300PM	0350PM	GM	0038	20	19	BIDGOOD, EMILY	C
3475	099	GU	ENVR	230	001	TR	0930AM	1045AM	MC	2306	19	18	BALL, L M	C
3476	099	GU	ENVR	296	001	TBA	TBA	TBA			0	25		O
3477	099	GU	ENVR	296	004	TBA	TBA	TBA			0	2		O
3478	099	GU	ENVR	296	062	TBA	TBA	TBA			0	999	BALL, L M	O
3479	099	GU	ENVR	400	001	W	1200PM	1250PM	RO	0133	36	64	WEINBERG, HOWAR	O
3480	099	GU	ENVR	411	001	T	1230PM	0130PM	HC	0015	10	10	WEINBERG, HOWAR	C
3481	099	GU	ENVR	411	001	W	0200PM	0600PM	HC	0015	10	10	WEINBERG, HOWAR	C
3482	099	GU	ENVR	413	001	TR	0800AM	0915AM	HC	0003	26	25	WHALEN, STEPHEN	C
3483	099	GU	ENVR	416	001	MWF	1000AM	1050AM	MC	2306	7	20	LEITH, D H	O
3484	099	GU	ENVR	417	001	TR	1100AM	1215PM	CW	0105	8	9	TESKE, ANDREAS	O
3485	099	GU	ENVR	419	001	TR	1100AM	1215PM	MC	2306	22	25	SINGER, P C	O
3486	099	GU	ENVR	430	001	MWF	0100PM	0150PM	MC	1304	40	45	BALL, L M	O
3487	099	GU	ENVR	431	001	W	0200PM	0450PM	XX	XX	6	12	BALL, L M	O
3488	099	GU	ENVR	432	001	M	0100PM	0350PM			0	0	OSTENDORF, J.	X
3489	099	GU	ENVR	442	001	TR	0330PM	0445PM	HC	0003	12	17	RUSYN, IVAN I	O
3490	099	GU	ENVR	451	001	TR	0930AM	1045AM	MC	2302	15	15	VIZUETE, WILLIA	C
3491	099	GU	ENVR	452	001	TR	0930AM	1045AM	MU	0302	1	4	SCOTTI, ALBERTO	O
3492	099	GU	ENVR	453	001	TR	0800AM	0915AM	MC	2306	7	20	MILLER, C T	O
3493	099	GU	ENVR	468	001	MW	0330PM	0445PM	MC	2305	20	20	SERRE, MARC L	C
3494	099	GU	ENVR	585	001	MW	0200PM	0315PM	WI	0107	10	11	ANDREWS, R N	O
3495	099	GU	ENVR	600	960	TBA	TBA	TBA			36	45	PFAENDER, F K	O
3496	099	GU	ENVR	600	961	TBA	TBA	TBA			26	28	PFAENDER, F K	O
3497	099	GU	ENVR	600	964	TBA	TBA	TBA			4	13	PFAENDER, F K	O
3498	099	GU	ENVR	600	966	TBA	TBA	TBA			2	6	PFAENDER, F K	O
3499	099	GU	ENVR	600	01W	TBA	TBA	TBA			160	160	PFAENDER, F K	C
3500	099	GU	ENVR	600	02W	TBA	TBA	TBA			30	31	PFAENDER, F K	O
3501	099	GU	ENVR	661	001	TR	0200PM	0315PM	PH	0367	4	5	HUANG, JINGFANG	O
3502	099	GU	ENVR	668	001	TR	0930AM	1045AM	PH	0301	0	5	CAMASSA, ROBERT	O
3503	099	GU	ENVR	691	026	TBA	TBA	TBA			0	5	STEWART, JILL R	O
3504	099	GU	ENVR	691	038	TBA	TBA	TBA			3	10	SOBSEY, M D	O
3505	099	GU	ENVR	691	059	TBA	TBA	TBA			1	10	MILLER, C T	O
3506	099	GU	ENVR	691	062	TBA	TBA	TBA			0	10	BALL, L M	O
3507	099	GU	ENVR	691	103	TBA	TBA	TBA			0	5	RUSYN, IVAN I	O
3508	099	GU	ENVR	698	001	TBA	TBA	TBA			2	2	SHAY, ELIZABETH	C
3509	099	GU	ENVR	698	002	TBA	TBA	TBA			0	2	SHAY, ELIZABETH	O
3510	099	GU	ENVR	698	003	TBA	TBA	TBA			0	2	SHAY, ELIZABETH	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
3511	099	GU	ENVR	698	004	TBA	TBA	TBA			0	2	SHAY, ELIZABETH	O
3512	099	GU	ENVR	707	001	MWF	0900AM	0950AM			0	10	SWENBERG, J A	X
3513	099	GU	ENVR	722	001	M	0400PM	0500PM	XX	XX	1	20	RUSYN, IVAN I	O
3514	099	GU	ENVR	732	001	TR	0930AM	1045AM	MC	2304	11	15	HAZUCHA, M J	O
3515	099	GU	ENVR	761	001	TR	1230PM	0145PM	PH	0301	0	4	MINION, MICHAEL	O
3516	099	GU	ENVR	763	001	TR	1100AM	1215PM	PH	0301	0	2	MCLAUGHLIN, RIC	O
3517	099	GU	ENVR	781	001	TR	0200PM	0315PM	CW	0105	7	7	MOREAU, D H	C
3518	099	GU	ENVR	784	001	TR	0330PM	0445PM	MC	1304	12	15	HEATH, M S	O
3519	099	GU	ENVR	890	001	R	1100AM	1215PM	XX	XX	0	15		O
3520	099	GU	ENVR	890	001	T	1100AM	1215PM			0	15		O
3521	099	GU	ENVR	890	002	M	0100PM	0350PM	MC	2304	4	16	JEFFRIES, H E	O
3522	099	GU	ENVR	890	003	TR	0200PM	0315PM	MC	2306	6	15	FLYNN, M R	O
3523	099	GU	ENVR	890	004	TR	1230PM	0145PM	MC	2306	6	20	CHARACKLIS, GRE	O
3524	099	GU	ENVR	890	006	TR	0200PM	0315PM	RO	0101	17	15	FRY, REBECCA CA	C
3525	099	GU	ENVR	890	007	MW	1000AM	1115AM	MC	2301	6	25	MACDONALD, JACQ	O
3526	099	GU	ENVR	890	009	MW	0100PM	0215PM	RO	0228	8	15	WEST, JAMES JAS	O
3527	099	GU	ENVR	890	011	TR	0200PM	0315PM	XX	XX	0	1	MILLER, C T	O
3528	099	GU	ENVR	981	006	TBA	TBA	TBA			0	5	VIZUETE, WILLIA	O
3529	099	GU	ENVR	981	007	TBA	TBA	TBA			1	5	FRY, REBECCA CA	O
3530	099	GU	ENVR	981	009	TBA	TBA	TBA			0	5	GRAY, KATHLEEN	O
3531	099	GU	ENVR	981	011	TBA	TBA	TBA			0	5	CORY, ROSE M.	O
3532	099	GU	ENVR	981	012	TBA	TBA	TBA			0	5	BARTRAM, JAMES	O
3533	099	GU	ENVR	981	015	TBA	TBA	TBA			0	5	MACDONALD, JACQ	O
3534	099	GU	ENVR	981	016	TBA	TBA	TBA			0	5	WEST, JAMES JAS	O
3535	099	GU	ENVR	981	026	TBA	TBA	TBA			0	5	STEWART, JILL R	O
3536	099	GU	ENVR	981	029	TBA	TBA	TBA			0	5	ROSATI, JACKY A	O
3537	099	GU	ENVR	981	030	TBA	TBA	TBA			0	5		O
3538	099	GU	ENVR	981	038	TBA	TBA	TBA			3	5	SOBSEY, M D	O
3539	099	GU	ENVR	981	056	TBA	TBA	TBA			0	5	LEITH, D H	O
3540	099	GU	ENVR	981	061	TBA	TBA	TBA			0	5	FLYNN, M R	O
3541	099	GU	ENVR	981	062	TBA	TBA	TBA			0	5	BALL, L M	O
3542	099	GU	ENVR	981	065	TBA	TBA	TBA			0	5	PAERL, H W	O
3543	099	GU	ENVR	981	066	TBA	TBA	TBA			0	5	AITKEN, M D	O
3544	099	GU	ENVR	981	070	TBA	TBA	TBA			0	5	WHITTINGTON, D	O
3545	099	GU	ENVR	981	077	TBA	TBA	TBA			0	5	SWENBERG, J A	O
3546	099	GU	ENVR	981	093	TBA	TBA	TBA			0	5	WHALEN, STEPHEN	O
3547	099	GU	ENVR	981	095	TBA	TBA	TBA			0	5	NYLANDER-FRENCH	O
3548	099	GU	ENVR	981	096	TBA	TBA	TBA			0	5	WEINBERG, HOWAR	O
3549	099	GU	ENVR	981	100	TBA	TBA	TBA			0	5	SERRE, MARC L	O
3550	099	GU	ENVR	981	103	TBA	TBA	TBA			0	5	RUSYN, IVAN I	O
3551	099	GU	ENVR	991	005	TBA	TBA	TBA			1	20		O
3552	099	GU	ENVR	991	006	TBA	TBA	TBA			6	10	VIZUETE, WILLIA	O
3553	099	GU	ENVR	991	007	TBA	TBA	TBA			5	5	FRY, REBECCA CA	C
3554	099	GU	ENVR	991	009	TBA	TBA	TBA			0	20	GRAY, KATHLEEN	O
3555	099	GU	ENVR	991	010	TBA	TBA	TBA			0	10	DE MICHELE, CAR	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
3556	099	GU	ENVR	991	011	TBA	TBA	TBA			2	10	CORY, ROSE M.	O
3557	099	GU	ENVR	991	012	TBA	TBA	TBA			1	10	BARTRAM, JAMES	O
3558	099	GU	ENVR	991	014	TBA	TBA	TBA			4	20	JEFFRIES, H E	O
3559	099	GU	ENVR	991	015	TBA	TBA	TBA			7	10	MACDONALD, JACQ	O
3560	099	GU	ENVR	991	016	TBA	TBA	TBA			6	10	WEST, JAMES JAS	O
3561	099	GU	ENVR	991	026	TBA	TBA	TBA			4	20	STEWART, JILL R	O
3562	099	GU	ENVR	991	031	TBA	TBA	TBA			4	20	SINGER, P C	O
3563	099	GU	ENVR	991	033	TBA	TBA	TBA			1	5	PIEHLER, MICHAE	O
3564	099	GU	ENVR	991	038	TBA	TBA	TBA			10	20	SOBSEY, M D	O
3565	099	GU	ENVR	991	039	TBA	TBA	TBA			0	20	HEATH, M S	O
3566	099	GU	ENVR	991	043	TBA	TBA	TBA			0	2	GOLD, A	O
3567	099	GU	ENVR	991	048	TBA	TBA	TBA			1	20	MOREAU, D H	O
3568	099	GU	ENVR	991	050	TBA	TBA	TBA			0	2	ANDREWS, R N	O
3569	099	GU	ENVR	991	055	TBA	TBA	TBA			2	20	KAMENS, R	O
3570	099	GU	ENVR	991	056	TBA	TBA	TBA			2	20	LEITH, D H	O
3571	099	GU	ENVR	991	059	TBA	TBA	TBA			2	20	MILLER, C T	O
3572	099	GU	ENVR	991	061	TBA	TBA	TBA			0	20	FLYNN, M R	O
3573	099	GU	ENVR	991	062	TBA	TBA	TBA			2	20	BALL, L M	O
3574	099	GU	ENVR	991	065	TBA	TBA	TBA			2	20	PAERL, H W	O
3575	099	GU	ENVR	991	066	TBA	TBA	TBA			4	20	AITKEN, M D	O
3576	099	GU	ENVR	991	070	TBA	TBA	TBA			2	20	WHITTINGTON, D	O
3577	099	GU	ENVR	991	077	TBA	TBA	TBA			3	20	SWENBERG, J A	O
3578	099	GU	ENVR	991	093	TBA	TBA	TBA			1	20	WHALEN, STEPHEN	O
3579	099	GU	ENVR	991	095	TBA	TBA	TBA			4	20	NYLANDER-FRENCH	O
3580	099	GU	ENVR	991	096	TBA	TBA	TBA			4	20	WEINBERG, HOWAR	O
3581	099	GU	ENVR	991	097	TBA	TBA	TBA			1	20	COSTA, DANIEL	O
3582	099	GU	ENVR	991	098	TBA	TBA	TBA			2	20	CHARACKLIS, GRE	O
3583	099	GU	ENVR	991	100	TBA	TBA	TBA			5	10	SERRE, MARC L	O
3584	099	GU	ENVR	991	102	TBA	TBA	TBA			1	5	MCNELIS, DAVID	O
3585	099	GU	ENVR	991	103	TBA	TBA	TBA			7	10	RUSYN, IVAN I	O
3586	099	GU	ENVR	991	104	TBA	TBA	TBA			0	5	GRAY, WILLIAM G	O
3587	099	GU	ENVR	991	108	TBA	TBA	TBA			1	5	NAKAMURA, JUN	O
3588	099	GU	ENVR	991	110	TBA	TBA	TBA			2	5	NOBLE, RACHEL	O
3589	099	GU	ENVR	991	111	TBA	TBA	TBA			0	5	SIMMONS, O	O
3590	099	GU	ENVR	992	005	TBA	TBA	TBA			0	15		O
3591	099	GU	ENVR	992	006	TBA	TBA	TBA			0	1	VIZUETE, WILLIA	O
3592	099	GU	ENVR	992	007	TBA	TBA	TBA			0	5	FRY, REBECCA CA	O
3593	099	GU	ENVR	992	010	TBA	TBA	TBA			0	10	DE MICHELE, CAR	O
3594	099	GU	ENVR	992	011	TBA	TBA	TBA			0	10	CORY, ROSE M.	O
3595	099	GU	ENVR	992	012	TBA	TBA	TBA			0	10	BARTRAM, JAMES	O
3596	099	GU	ENVR	992	014	TBA	TBA	TBA			0	15	JEFFRIES, H E	O
3597	099	GU	ENVR	992	015	TBA	TBA	TBA			0	5	MACDONALD, JACQ	O
3598	099	GU	ENVR	992	016	TBA	TBA	TBA			1	5	WEST, JAMES JAS	O
3599	099	GU	ENVR	992	018	TBA	TBA	TBA			0	15	LAURIA, D T	O
3600	099	GU	ENVR	992	025	TBA	TBA	TBA			0	15	PFAENDER, F K	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
3601	099	GU	ENVR	992	026	TBA	TBA	TBA			0	5	STEWART, JILL R	O
3602	099	GU	ENVR	992	031	TBA	TBA	TBA			1	15	SINGER, P C	O
3603	099	GU	ENVR	992	033	TBA	TBA	TBA			0	5	PIEHLER, MICHAE	O
3604	099	GU	ENVR	992	038	TBA	TBA	TBA			2	15	SOBSEY, M D	O
3605	099	GU	ENVR	992	056	TBA	TBA	TBA			1	5	LEITH, D H	O
3606	099	GU	ENVR	992	059	TBA	TBA	TBA			0	5	MILLER, C T	O
3607	099	GU	ENVR	992	061	TBA	TBA	TBA			0	5	FLYNN, M R	O
3608	099	GU	ENVR	992	062	TBA	TBA	TBA			0	15	BALL, L M	O
3609	099	GU	ENVR	992	065	TBA	TBA	TBA			0	5	PAERL, H W	O
3610	099	GU	ENVR	992	066	TBA	TBA	TBA			0	5	AITKEN, M D	O
3611	099	GU	ENVR	992	093	TBA	TBA	TBA			0	5	WHALEN, STEPHEN	O
3612	099	GU	ENVR	992	095	TBA	TBA	TBA			0	5	NYLANDER-FRENCH	O
3613	099	GU	ENVR	992	096	TBA	TBA	TBA			0	5	WEINBERG, HOWAR	O
3614	099	GU	ENVR	992	098	TBA	TBA	TBA			0	5	CHARACKLIS, GRE	O
3615	099	GU	ENVR	992	100	TBA	TBA	TBA			0	5	SERRE, MARC L	O
3616	099	GU	ENVR	992	103	TBA	TBA	TBA			0	5	RUSYN, IVAN I	O
3617	099	GU	ENVR	993	005	TBA	TBA	TBA			0	15		O
3618	099	GU	ENVR	993	006	TBA	TBA	TBA			0	5	VIZUETE, WILLIA	O
3619	099	GU	ENVR	993	007	TBA	TBA	TBA			0	5	FRY, REBECCA CA	O
3620	099	GU	ENVR	993	010	TBA	TBA	TBA			0	10	DE MICHELE, CAR	O
3621	099	GU	ENVR	993	011	TBA	TBA	TBA			0	10	CORY, ROSE M.	O
3622	099	GU	ENVR	993	012	TBA	TBA	TBA			0	10	BARTRAM, JAMES	O
3623	099	GU	ENVR	993	015	TBA	TBA	TBA			0	5	MACDONALD, JACQ	O
3624	099	GU	ENVR	993	016	TBA	TBA	TBA			0	5	WEST, JAMES JAS	O
3625	099	GU	ENVR	993	025	TBA	TBA	TBA			0	15	PFAENDER, F K	O
3626	099	GU	ENVR	993	031	TBA	TBA	TBA			0	5	SINGER, P C	O
3627	099	GU	ENVR	993	033	TBA	TBA	TBA			0	5	PIEHLER, MICHAE	O
3628	099	GU	ENVR	993	038	TBA	TBA	TBA			0	5	SOBSEY, M D	O
3629	099	GU	ENVR	993	055	TBA	TBA	TBA			1	15	KAMENS, R	O
3630	099	GU	ENVR	993	056	TBA	TBA	TBA			0	5	LEITH, D H	O
3631	099	GU	ENVR	993	059	TBA	TBA	TBA			0	5	MILLER, C T	O
3632	099	GU	ENVR	993	061	TBA	TBA	TBA			0	5	FLYNN, M R	O
3633	099	GU	ENVR	993	062	TBA	TBA	TBA			0	5	BALL, L M	O
3634	099	GU	ENVR	993	065	TBA	TBA	TBA			0	5	PAERL, H W	O
3635	099	GU	ENVR	993	066	TBA	TBA	TBA			0	5	AITKEN, M D	O
3636	099	GU	ENVR	993	093	TBA	TBA	TBA			0	5	WHALEN, STEPHEN	O
3637	099	GU	ENVR	993	095	TBA	TBA	TBA			0	5	NYLANDER-FRENCH	O
3638	099	GU	ENVR	993	096	TBA	TBA	TBA			0	10	WEINBERG, HOWAR	O
3639	099	GU	ENVR	993	098	TBA	TBA	TBA			0	5	CHARACKLIS, GRE	O
3640	099	GU	ENVR	993	100	TBA	TBA	TBA			0	5	SERRE, MARC L	O
3641	099	GU	ENVR	993	103	TBA	TBA	TBA			0	5	RUSYN, IVAN I	O
3642	099	GU	ENVR	994	005	TBA	TBA	TBA			0	15		O
3643	099	GU	ENVR	994	006	TBA	TBA	TBA			1	10	VIZUETE, WILLIA	O
3644	099	GU	ENVR	994	007	TBA	TBA	TBA			0	5	FRY, REBECCA CA	O
3645	099	GU	ENVR	994	010	TBA	TBA	TBA			0	10	DE MICHELE, CAR	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
3646	099	GU	ENVR	994	011	TBA	TBA	TBA			0	10	CORY, ROSE M.	O
3647	099	GU	ENVR	994	012	TBA	TBA	TBA			0	10	BARTRAM, JAMES	O
3648	099	GU	ENVR	994	014	TBA	TBA	TBA			0	5	JEFFRIES, H E	O
3649	099	GU	ENVR	994	015	TBA	TBA	TBA			0	5	MACDONALD, JACQ	O
3650	099	GU	ENVR	994	016	TBA	TBA	TBA			0	5	WEST, JAMES JAS	O
3651	099	GU	ENVR	994	026	TBA	TBA	TBA			0	10	STEWART, JILL R	O
3652	099	GU	ENVR	994	031	TBA	TBA	TBA			0	15	SINGER, P C	O
3653	099	GU	ENVR	994	033	TBA	TBA	TBA			0	5	PIEHLER, MICHAE	O
3654	099	GU	ENVR	994	038	TBA	TBA	TBA			1	15	SOBSEY, M D	O
3655	099	GU	ENVR	994	048	TBA	TBA	TBA			0	2	MOREAU, D H	O
3656	099	GU	ENVR	994	051	TBA	TBA	TBA			1	15	DIGIANO, F A	O
3657	099	GU	ENVR	994	055	TBA	TBA	TBA			0	4	KAMENS, R	O
3658	099	GU	ENVR	994	056	TBA	TBA	TBA			0	5	LEITH, D H	O
3659	099	GU	ENVR	994	059	TBA	TBA	TBA			4	15	MILLER, C T	O
3660	099	GU	ENVR	994	061	TBA	TBA	TBA			0	5	FLYNN, M R	O
3661	099	GU	ENVR	994	062	TBA	TBA	TBA			0	15	BALL, L M	O
3662	099	GU	ENVR	994	065	TBA	TBA	TBA			0	5	PAERL, H W	O
3663	099	GU	ENVR	994	066	TBA	TBA	TBA			2	5	AITKEN, M D	O
3664	099	GU	ENVR	994	070	TBA	TBA	TBA			3	15	WHITTINGTON, D	O
3665	099	GU	ENVR	994	076	TBA	TBA	TBA			0	10	RAPPAPORT, S M	O
3666	099	GU	ENVR	994	077	TBA	TBA	TBA			0	5	SWENBERG, J A	O
3667	099	GU	ENVR	994	093	TBA	TBA	TBA			2	15	WHALEN	O
3668	099	GU	ENVR	994	095	TBA	TBA	TBA			4	10	NYLANDER-FRENCH	O
3669	099	GU	ENVR	994	096	TBA	TBA	TBA			1	5	WEINBERG, HOWAR	O
3670	099	GU	ENVR	994	098	TBA	TBA	TBA			2	20	CHARACKLIS, GRE	O
3671	099	GU	ENVR	994	100	TBA	TBA	TBA			0	10	SERRE, MARC L	O
3672	099	GU	ENVR	994	102	TBA	TBA	TBA			0	5	MCNELIS, DAVID	O
3673	099	GU	ENVR	994	103	TBA	TBA	TBA			0	5	RUSYN, IVAN I	O
3674	099	GU	ENVR	994	107	TBA	TBA	TBA			0	10		O
3675	099	GU	ENVR	994	108	TBA	TBA	TBA			1	5	NAKAMURA, JUN	O
3676	099	GU	ENVR	691H	005	TBA	TBA	TBA			0	10		O
3677	099	GU	ENVR	691H	008	TBA	TBA	TBA			0	10	FOX, D L	O
3678	099	GU	ENVR	691H	025	TBA	TBA	TBA			0	10	PFAENDER, F K	O
3679	099	GU	ENVR	691H	026	TBA	TBA	TBA			0	2	STEWART, JILL R	O
3680	099	GU	ENVR	691H	029	TBA	TBA	TBA			1	1	ROSATI, JACKY A	C
3681	099	GU	ENVR	691H	038	TBA	TBA	TBA			1	5	SOBSEY, M D	O
3682	099	GU	ENVR	691H	059	TBA	TBA	TBA			0	2	MILLER, C T	O
3683	099	GU	ENVR	691H	062	TBA	TBA	TBA			2	5	BALL, L M	O
3684	099	GU	ENVR	691H	103	TBA	TBA	TBA			1	5	RUSYN, IVAN I	O
3685	099	GU	ENVR	692H	001	TBA	TBA	TBA			0	5		O
3686	099	GU	ENVR	692H	025	TBA	TBA	TBA			0	10	PFAENDER, F K	O
3687	099	GU	ENVR	692H	038	TBA	TBA	TBA			0	5	SOBSEY, M D	O
3688	099	GU	EPID	600	001	T	0330PM	0445PM	RO	0133	82	88	SCHOENBACH, V J	O
3689	099	GU	EPID	600	601	T	0500PM	0650PM			45	44	SCHOENBACH, V J	C
3690	099	GU	EPID	600	602	W	0400PM	0550PM			37	44	SCHOENBACH, V J	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
3691	099	GU	EPID	689	001	F	0100PM	0250PM	MC	2306	6	16	COLVIN, NANCY L	O
3692	099	GU	EPID	690	001	TBA	TBA	TBA			0	20		O
3693	099	GU	EPID	690	002	MW	0300PM	0350PM	RO	0228	6	18	MARSHALL, STEPH	O
3694	099	GU	EPID	690	003	F	1000AM	1050AM	MC	1305	14	20	SAUNDERS, WILLI	O
3695	099	GU	EPID	690	004	R	1230PM	0210PM	MC	2101G	13	20	OLSHAN, ANDREW	O
3696	099	GU	EPID	690	005	R	0800AM	1050AM	MC	2101G	9	18	BENSEN, JEANNET	O
3697	099	GU	EPID	700	001	W	0100PM	0250PM	XX		19	35	RADKE, SARAH M	O
3698	099	GU	EPID	700	001	F	1100AM	1250PM	XX		19	35	RADKE, SARAH M	O
3699	099	GU	EPID	705	001	TR	0930AM	1045AM	MC	2301	55	60	POOLE, CHARLES	O
3700	099	GU	EPID	710	001	TR	1100AM	1215PM	HC	0001	35	39	THOMAS, J C	O
3701	099	GU	EPID	710	002	TR	1100AM	1215PM	HC	0001	25	21	THOMAS, J C	C
3702	099	GU	EPID	710	601	M	0900AM	1050AM			8	10	SCHINASI, LEAH	O
3703	099	GU	EPID	710	602	M	1100AM	1250PM	RO	0101	11	10	EDWARDS, JESSIE	C
3704	099	GU	EPID	710	603	M	0100PM	0250PM	RO	0101	10	10	BAHAM, JENNIFER	C
3705	099	GU	EPID	710	604	M	0200PM	0350PM			10	10	EDWARDS, JESSIE	C
3706	099	GU	EPID	710	605	M	0300PM	0450PM	RO	0101	11	10	SCHINASI, LEAH	C
3707	099	GU	EPID	710	606	M	0300PM	0450PM	MC	2306	10	10	BAHAM, JENNIFER	C
3708	099	GU	EPID	711	001	TR	0200PM	0315PM	XX		31	70	MILLER, WILLIAM	O
3709	099	GU	EPID	718	001	W	1100AM	1150AM	HC	0001	36	40	RICHARDSON, DAV	O
3710	099	GU	EPID	718	001	F	1100AM	1250PM	HC	0001	36	40	RICHARDSON, DAV	O
3711	099	GU	EPID	719	001	W	1200PM	1250PM	HC	0001	24	40	MARSHALL, STEPH	O
3712	099	GU	EPID	725	001	T	0330PM	0500PM	RO	0228	32	35	GAMMON, MARILIE	O
3713	099	GU	EPID	730	001	TR	1230PM	0145PM	MC	2301	24	40	POOLE, CHARLES	O
3714	099	GU	EPID	735	001	M	0900AM	1150AM	RO	0228	14	30	HEISS, G	O
3715	099	GU	EPID	745	001	MW	0100PM	0150PM	RO	0228	0	20	STAMM, L V	X
3716	099	GU	EPID	753	001	M	1000AM	1150AM	MC	2305	23	25	LEONE, PETER A	O
3717	099	GU	EPID	753	001	W	1000AM	1050AM	MC	2305	23	25	LEONE, PETER A	O
3718	099	GU	EPID	757	001	F	0100PM	0350PM	RO	0228	24	24	WEIR, SHARON S	C
3719	099	GU	EPID	770	001	TR	1230PM	0145PM	MC	1304	14	25	TROESTER, MELIS	O
3720	099	GU	EPID	772	001	TR	0330PM	0445PM	RO	0235	4	8	O'MALLEY, MICHA	O
3721	099	GU	EPID	805	001	MF	0200PM	0350PM	HC	0003	4	20	HANSON, LAURA C	O
3722	099	GU	EPID	818	001	M	0900AM	1020AM	XX	XX	2	7	ADAIR, LINDA	O
3723	099	GU	EPID	818	001	T	0500PM	0620PM	XX	XX	2	7	ADAIR, LINDA	O
3724	099	GU	EPID	851	001	TR	0200PM	0315PM	HC	0003	18	20	DANIELS, JULIE	O
3725	099	GU	EPID	883	001	TBA	TBA	TBA			0	20		O
3726	099	GU	EPID	891	001	M	1200PM	0150PM	RO	0235	14	16	WING, S B	O
3727	099	GU	EPID	892	001	W	0100PM	0150PM	MC	2304	0	5	VINES, ANISSA I	X
3728	099	GU	EPID	896	001	F	1200PM	0150PM	MC	1305	15	24	RANSOHOFF, D F	O
3729	099	GU	EPID	897	001	T	1230PM	0145PM	HC	0001	0	20	HEISS, G	O
3730	099	GU	EPID	900	001	TBA	TBA	TBA			3	20		O
3731	099	GU	EPID	900	041	TBA	TBA	TBA			0	5	HEISS, GERARDO	O
3732	099	GU	EPID	900	064	TBA	TBA	TBA			1	999		O
3733	099	GU	EPID	900	073	TBA	TBA	TBA			0	999		O
3734	099	GU	EPID	900	127	TBA	TBA	TBA			1	5	THOMAS, J C	O
3735	099	GU	EPID	900	162	TBA	TBA	TBA			0	999	ROSAMOND, W D	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
3736	099	GU	EPID	900	191	TBA	TBA	TBA			1	999	MILLER, WILLIAM	O
3737	099	GU	EPID	900	193	TBA	TBA	TBA			1	5	POOLE, CHARLES	O
3738	099	GU	EPID	900	194	TBA	TBA	TBA			0	999	KAUFMAN, JAY S	X
3739	099	GU	EPID	900	195	TBA	TBA	TBA			0	999	GAMMON, MARILIE	O
3740	099	GU	EPID	900	202	TBA	TBA	TBA			2	999	VAN RIE, ANNELI	O
3741	099	GU	EPID	900	203	TBA	TBA	TBA			0	999	SCHROEDER, JANE	X
3742	099	GU	EPID	900	210	TBA	TBA	TBA			1	5		O
3743	099	GU	EPID	900	212	TBA	TBA	TBA			0	999	SMITH, JENNIFER	O
3744	099	GU	EPID	900	215	TBA	TBA	TBA			0	999	PETTIFOR, AUDRE	O
3745	099	GU	EPID	900	222	TBA	TBA	TBA			0	999	HE, KA	O
3746	099	GU	EPID	910	001	TBA	TBA	TBA			0	10		O
3747	099	GU	EPID	910	041	TBA	TBA	TBA			0	10	HEISS, GERARDO	O
3748	099	GU	EPID	910	064	TBA	TBA	TBA			2	5		O
3749	099	GU	EPID	910	073	TBA	TBA	TBA			0	5		O
3750	099	GU	EPID	910	096	TBA	TBA	TBA			0	5		O
3751	099	GU	EPID	910	099	TBA	TBA	TBA			0	10	WING, S B	O
3752	099	GU	EPID	910	127	TBA	TBA	TBA			0	5		O
3753	099	GU	EPID	910	138	TBA	TBA	TBA			0	5		O
3754	099	GU	EPID	910	147	TBA	TBA	TBA			0	5		O
3755	099	GU	EPID	910	162	TBA	TBA	TBA			0	5		O
3756	099	GU	EPID	910	166	TBA	TBA	TBA			1	5		O
3757	099	GU	EPID	910	191	TBA	TBA	TBA			0	5		O
3758	099	GU	EPID	910	193	TBA	TBA	TBA			1	5	POOLE, CHARLES	O
3759	099	GU	EPID	910	195	TBA	TBA	TBA			0	5		O
3760	099	GU	EPID	910	199	TBA	TBA	TBA			1	10	MARSHALL, STEPH	O
3761	099	GU	EPID	910	200	TBA	TBA	TBA			0	5		O
3762	099	GU	EPID	910	202	TBA	TBA	TBA			0	5		O
3763	099	GU	EPID	910	205	TBA	TBA	TBA			0	5		O
3764	099	GU	EPID	910	206	TBA	TBA	TBA			0	5		O
3765	099	GU	EPID	910	209	TBA	TBA	TBA			0	5		O
3766	099	GU	EPID	910	210	TBA	TBA	TBA			0	5		O
3767	099	GU	EPID	910	212	TBA	TBA	TBA			0	5		O
3768	099	GU	EPID	910	213	TBA	TBA	TBA			0	5		O
3769	099	GU	EPID	910	215	TBA	TBA	TBA			0	5		O
3770	099	GU	EPID	910	218	TBA	TBA	TBA			0	5		O
3771	099	GU	EPID	910	221	TBA	TBA	TBA			0	5		O
3772	099	GU	EPID	910	222	TBA	TBA	TBA			0	5		O
3773	099	GU	EPID	910	223	TBA	TBA	TBA			0	5		O
3774	099	GU	EPID	910	224	TBA	TBA	TBA			0	5		O
3775	099	GU	EPID	910	225	TBA	TBA	TBA			0	5		O
3776	099	GU	EPID	910	226	TBA	TBA	TBA			1	5		O
3777	099	GU	EPID	992	001	TBA	TBA	TBA			1	15		O
3778	099	GU	EPID	992	041	TBA	TBA	TBA			2	15	HEISS, G	O
3779	099	GU	EPID	992	064	TBA	TBA	TBA			0	15	SCHOENBACH, V J	O
3780	099	GU	EPID	992	073	TBA	TBA	TBA			1	15	SANDLER, R S	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
3781	099	GU	EPID	992	096	TBA	TBA	TBA			1	15	WEBER, D J	O
3782	099	GU	EPID	992	099	TBA	TBA	TBA			0	15	WING, S B	O
3783	099	GU	EPID	992	127	TBA	TBA	TBA			1	15	THOMAS, J C	O
3784	099	GU	EPID	992	147	TBA	TBA	TBA			0	10		O
3785	099	GU	EPID	992	160	TBA	TBA	TBA			0	10		O
3786	099	GU	EPID	992	162	TBA	TBA	TBA			1	10	ROSAMOND, W D	O
3787	099	GU	EPID	992	166	TBA	TBA	TBA			1	10		O
3788	099	GU	EPID	992	191	TBA	TBA	TBA			2	10	MILLER, WILLIAM	O
3789	099	GU	EPID	992	193	TBA	TBA	TBA			0	10		O
3790	099	GU	EPID	992	194	TBA	TBA	TBA			0	10	KAUFMAN, JAY S	X
3791	099	GU	EPID	992	195	TBA	TBA	TBA			0	10		O
3792	099	GU	EPID	992	199	TBA	TBA	TBA			0	10		O
3793	099	GU	EPID	992	200	TBA	TBA	TBA			0	10	MESHNICK, STEVE	O
3794	099	GU	EPID	992	202	TBA	TBA	TBA			1	10	VAN RIE, ANNELI	O
3795	099	GU	EPID	992	205	TBA	TBA	TBA			0	10		O
3796	099	GU	EPID	992	206	TBA	TBA	TBA			1	10		O
3797	099	GU	EPID	992	209	TBA	TBA	TBA			0	10		O
3798	099	GU	EPID	992	210	TBA	TBA	TBA			1	10	BEHETS, WILFRID	O
3799	099	GU	EPID	992	212	TBA	TBA	TBA			1	10	SMITH, JENNIFER	O
3800	099	GU	EPID	992	213	TBA	TBA	TBA			0	10		O
3801	099	GU	EPID	992	214	TBA	TBA	TBA			0	10	CHEN, JIU-CHIUA	X
3802	099	GU	EPID	992	215	TBA	TBA	TBA			1	10		O
3803	099	GU	EPID	992	216	TBA	TBA	TBA			0	10		O
3804	099	GU	EPID	992	218	TBA	TBA	TBA			0	10		O
3805	099	GU	EPID	992	221	TBA	TBA	TBA			0	10		O
3806	099	GU	EPID	992	222	TBA	TBA	TBA			1	10	HE, KA	O
3807	099	GU	EPID	992	223	TBA	TBA	TBA			1	10	NAPRAVNIK, SONI	O
3808	099	GU	EPID	992	224	TBA	TBA	TBA			1	10		O
3809	099	GU	EPID	992	225	TBA	TBA	TBA			0	10		O
3810	099	GU	EPID	992	226	TBA	TBA	TBA			0	10		O
3811	099	GU	EPID	994	001	TBA	TBA	TBA			1	15		O
3812	099	GU	EPID	994	041	TBA	TBA	TBA			6	15	HEISS, G	O
3813	099	GU	EPID	994	064	TBA	TBA	TBA			1	15	SCHOENBACH, V J	O
3814	099	GU	EPID	994	073	TBA	TBA	TBA			0	15	SANDLER, R S	O
3815	099	GU	EPID	994	096	TBA	TBA	TBA			1	15	WEBER, D J	O
3816	099	GU	EPID	994	099	TBA	TBA	TBA			3	15	WING, S B	O
3817	099	GU	EPID	994	127	TBA	TBA	TBA			1	15	THOMAS, J C	O
3818	099	GU	EPID	994	147	TBA	TBA	TBA			4	10	OLSHAN, A F	O
3819	099	GU	EPID	994	162	TBA	TBA	TBA			3	10	ROSAMOND, W D	O
3820	099	GU	EPID	994	166	TBA	TBA	TBA			3	10	MILLIKAN, R C	O
3821	099	GU	EPID	994	172	TBA	TBA	TBA			1	10	STEVENS, J	O
3822	099	GU	EPID	994	191	TBA	TBA	TBA			2	10	MILLER, WILLIAM	O
3823	099	GU	EPID	994	193	TBA	TBA	TBA			7	10	POOLE, CHARLES	O
3824	099	GU	EPID	994	194	TBA	TBA	TBA			3	10	KAUFMAN, JAY S	O
3825	099	GU	EPID	994	195	TBA	TBA	TBA			3	10	GAMMON, MARILIE	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
3826	099	GU	EPID	994	199	TBA	TBA	TBA			5	10	MARSHALL, STEPH	O
3827	099	GU	EPID	994	200	TBA	TBA	TBA			7	10	MESHNICK, STEVE	O
3828	099	GU	EPID	994	202	TBA	TBA	TBA			1	10	VAN RIE, ANNELI	O
3829	099	GU	EPID	994	203	TBA	TBA	TBA			0	10	SCHROEDER, JANE	X
3830	099	GU	EPID	994	205	TBA	TBA	TBA			1	10	NORTH, KARI	O
3831	099	GU	EPID	994	206	TBA	TBA	TBA			4	10	DANIELS, JULIE	O
3832	099	GU	EPID	994	207	TBA	TBA	TBA			0	10	WEST, SUZANNE L	O
3833	099	GU	EPID	994	209	TBA	TBA	TBA			0	10	EVENSON, KELLY	O
3834	099	GU	EPID	994	210	TBA	TBA	TBA			2	10	BEHETS, WILFRID	O
3835	099	GU	EPID	994	212	TBA	TBA	TBA			2	10	SMITH, JENNIFER	O
3836	099	GU	EPID	994	213	TBA	TBA	TBA			4	10	RICHARDSON, DAV	O
3837	099	GU	EPID	994	214	TBA	TBA	TBA			0	10	CHEN, JIU-CHIUA	X
3838	099	GU	EPID	994	215	TBA	TBA	TBA			0	10	PETTIFOR, AUDRE	O
3839	099	GU	EPID	994	216	TBA	TBA	TBA			1	10	JONSSON FUNK, M	O
3840	099	GU	EPID	994	218	TBA	TBA	TBA			3	10	SIEGA-RIZ, ANNA	O
3841	099	GU	EPID	994	221	TBA	TBA	TBA			0	5	WHITSEL, ERIC A	O
3842	099	GU	EPID	994	222	TBA	TBA	TBA			0	5	HE, KA	O
3843	099	GU	EPID	994	223	TBA	TBA	TBA			2	10	NAPRAVNIK, SONI	O
3844	099	GU	EPID	994	224	TBA	TBA	TBA			3	5	STURMER, TIL	O
3845	099	GU	EPID	994	225	TBA	TBA	TBA			1	5	COLE, STEPHEN R	O
3846	099	GU	EPID	994	226	TBA	TBA	TBA			0	5	TROESTER, MELIS	O
3847	099	GU	EPID	620I	001	T	0500PM	0800PM	BE	0116	5	5	ZIMMERMAN, SHER	C
3848	099	GU	ERMD	408	002	TBA	TBA	TBA			0	10		O
3849	099	GU	EURO	159	006	MWF	0200PM	0250PM	HM	0100	1	1	JARAUSCH, K H	C
3850	099	GU	EURO	159	600	F	0200PM	0250PM	HM	0425	0	1	SAPP, ROBERT	O
3851	099	GU	EURO	159	601	F	0200PM	0250PM	HM	0517	0	1	STELZEL, PHILIP	O
3852	099	GU	EURO	159	603	F	1000AM	1050AM	DE	0313	1	1	BEORN, WAITMAN	C
3853	099	GU	EURO	159	604	F	1200PM	1250PM	SA	0104	0	1	BEORN, WAITMAN	O
3854	099	GU	EURO	159	605	F	1200PM	1250PM	BI	0309	0	1	STELZEL, PHILIP	O
3855	099	GU	EURO	159	607	F	0100PM	0150PM	HM	0425	0	1	BEORN, WAITMAN	O
3856	099	GU	EURO	159	608	R	0500PM	0550PM	BI	0306	0	1	BRYAN, JOSEPH	O
3857	099	GU	EURO	159	609	F	0200PM	0250PM	HM	0570	0	1		X
3858	099	GU	EURO	159	610	F	0200PM	0250PM	HM	0523	0	1		X
3859	099	GU	EURO	239	001	MW	0200PM	0250PM	AR	0121	1	5	MARKS, G	O
3860	099	GU	EURO	239	730	F	1200PM	1250PM	MU	0115	0	1		O
3861	099	GU	EURO	239	732	W	0100PM	0150PM	HM	0420	0	1	COMAN, EMANUEL	O
3862	099	GU	EURO	239	733	M	0800AM	0850AM	HM	0351	0	1		X
3863	099	GU	EURO	239	734	F	1100AM	1150AM	HM	0351	0	1	CEKA, BESIR	O
3864	099	GU	EURO	239	735	R	0800AM	0850AM	GA	0104	0	1	COMAN, EMANUEL	O
3865	099	GU	EURO	239	736	M	0100PM	0150PM	HM	0452	0	1	DERDERYAN, SVET	O
3866	099	GU	EURO	239	737	F	0300PM	0350PM	GA	0104	0	1	CEKA, BESIR	O
3867	099	GU	EURO	239	739	F	0300PM	0350PM	MU	0115	0	1	DERDERYAN, SVET	O
3868	099	GU	EURO	239	740	M	1000AM	1050AM	HM	0351	1	1	CEKA, BESIR	C
3869	099	GU	EURO	442	001	MW	0400PM	0515PM			0	3		X
3870	099	GU	EURO	460	001	MWF	0800AM	0850AM	GA	0309	0	1	BALABAN, RITA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
3871	099	GU	EURO	460	002	MWF	0900AM	0950AM	GA	0309	0	1	BALABAN, RITA	O
3872	099	GU	EURO	239H	124	M	0200PM	0450PM	GC	3024	4	4	STEINER, J	C
3873	099	GU	EXSS	050	001	TR	1100AM	1215PM	SC	0209	24	24	OSBORNE, BARBAR	C
3874	099	GU	EXSS	101	001	TR	0800AM	0915AM	FG	0106	53	50	SALYER, S L	C
3875	099	GU	EXSS	101	002	TR	0930AM	1045AM	FG	0106	55	50	SALYER, S L	C
3876	099	GU	EXSS	141	001	TR	0930AM	1045AM	FG	0109	91	70	MURRAY, D C	C
3877	099	GU	EXSS	141	002	TR	1100AM	1215PM	FG	0106	68	55	MURRAY, D C	C
3878	099	GU	EXSS	141	003	TR	0200PM	0315PM	FG	0109	79	70	MURRAY, D C	C
3879	099	GU	EXSS	159	001	TR	0800AM	0915AM	FG	0104	34	35	SCHIMMELFING, L	O
3880	099	GU	EXSS	175	001	TR	1100AM	1215PM	FG	0109	105	80	ZINDER, STEVEN	C
3881	099	GU	EXSS	175	002	MWF	1100AM	1150AM	FG	0109	94	80	MYERS, JOSEPH B	C
3882	099	GU	EXSS	181	001	MWF	0800AM	0850AM	FG	0106	61	60	HEDGPETH, ELIZA	C
3883	099	GU	EXSS	181	002	MWF	0100PM	0150PM	FG	0109	73	70	HEDGPETH, ELIZA	C
3884	099	GU	EXSS	181	003	MWF	1200PM	1250PM	FG	0106	59	60	CREMADES, J. GU	O
3885	099	GU	EXSS	188	001	MWF	0100PM	0150PM	FG	0104	32	20	TOLER, JULIANNE	C
3886	099	GU	EXSS	188	002	TR	0800AM	0915AM	SC	0209	39	30	AGUILAR, ALAIN	C
3887	099	GU	EXSS	188	003	TR	0930AM	1045AM	SC	0209	31	20	NORCROSS, MARC	C
3888	099	GU	EXSS	193	001	MWF	1000AM	1150AM	XX	XX	12	15	HOPKINS, MARIAN	O
3889	099	GU	EXSS	205	001	MWF	1100AM	1250PM	XX	XX	20	20	SALYER, S L	C
3890	099	GU	EXSS	207	001	MWF	1100AM	1250PM	SC	0209	27	20	SALYER, S L	C
3891	099	GU	EXSS	211	001	TR	0930AM	1045AM	FG	0104	31	30	APONTE, ROBERTO	C
3892	099	GU	EXSS	221	001	MWF	0900AM	0950AM	FG	0106	52	50	JOHNSON, SHELLE	C
3893	099	GU	EXSS	221	002	MWF	1000AM	1050AM	FG	0109	55	50	SOUTHALL, DEBOR	C
3894	099	GU	EXSS	271	001	TBA	TBA	TBA			17	30	PETSCHAUER, MER	O
3895	099	GU	EXSS	273	001	TR	1230PM	0145PM	FG	0106	49	44	GUSKIEWICZ, KEV	C
3896	099	GU	EXSS	273	002	TR	0200PM	0315PM	FG	0106	49	50	BLACKBURN, J TR	O
3897	099	GU	EXSS	276	001	MWF	0900AM	0950AM	FG	0109	66	60	ONDRAK, KRISTIN	C
3898	099	GU	EXSS	276	002	MWF	1200PM	1250PM	FG	0109	66	60	ONDRAK, KRISTIN	C
3899	099	GU	EXSS	290	001	TR	1230PM	0145PM	FG	0109	0	80	SOUTHALL, DEBOR	X
3900	099	GU	EXSS	290	003	TR	1100AM	1215PM	SC	0209	0	20	OSBORNE, BARBAR	X
3901	099	GU	EXSS	322	001	TR	1230PM	0145PM	GC	1005	62	60	COOPER, COYTE G	C
3902	099	GU	EXSS	323	001	TR	1230PM	0145PM	FG	0109	82	80	SOUTHALL, DEBOR	C
3903	099	GU	EXSS	324	001	MWF	1100AM	1150AM	FG	0106	56	45	STROMAN, DEBORA	C
3904	099	GU	EXSS	360	001	TR	0800AM	0915AM	XX	XX	18	20	MCMURRAY, R G	O
3905	099	GU	EXSS	366	001	TR	0930AM	1045AM	XX	XX	9	20	PADUA, DARIN A	O
3906	099	GU	EXSS	368	001	TR	1100AM	1215PM	XX	XX	8	20	PETSCHAUER, MER	O
3907	099	GU	EXSS	376	001	MW	0800AM	0850AM	FG	0104	32	40	BATTAGLINI, CLA	O
3908	099	GU	EXSS	376	002	MW	1100AM	1150AM	FG	0104	41	40	ONDRAK, KRISTIN	C
3909	099	GU	EXSS	376	401	M	0100PM	0250PM	XX	XX	10	10	BATTAGLINI, CLA	C
3910	099	GU	EXSS	376	402	M	0100PM	0250PM	XX	XX	10	10	BATTAGLINI, CLA	C
3911	099	GU	EXSS	376	403	M	0300PM	0450PM	XX	XX	9	10	BATTAGLINI, CLA	O
3912	099	GU	EXSS	376	404	M	0300PM	0450PM	XX	XX	8	10	BATTAGLINI, CLA	O
3913	099	GU	EXSS	376	405	T	0100PM	0250PM	XX	XX	10	10	ONDRAK, KRISTIN	C
3914	099	GU	EXSS	376	406	T	0100PM	0250PM	XX	XX	9	10	ONDRAK, KRISTIN	O
3915	099	GU	EXSS	376	407	T	0300PM	0450PM	XX	XX	10	10	ONDRAK, KRISTIN	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
3916	099	GU	EXSS	376	408	T	0300PM	0450PM	XX	XX	4	10	ONDRAK, KRISTIN	O
3917	099	GU	EXSS	379	001	TBA	TBA	TBA			0	10	MARKS, BONITA L	O
3918	099	GU	EXSS	380	001	TR	0930AM	1045AM	XX	XX	51	50	BLACKBURN, J TR	C
3919	099	GU	EXSS	385	001	TR	0800AM	0915AM	FG	0109	28	50	ZINDER, STEVEN	O
3920	099	GU	EXSS	385	002	MWF	1000AM	1050AM	FG	0106	49	50	PETSCHAUER, MER	O
3921	099	GU	EXSS	396	001	TBA	TBA	TBA			27	10	SALYER, S L	C
3922	099	GU	EXSS	410	001	R	0530PM	0830PM	FG	0104	14	12	BATTAGLINI, CLA	C
3923	099	GU	EXSS	410	401	TBA	TBA	TBA			14	12	BATTAGLINI, CLA	C
3924	099	GU	EXSS	476	001	TR	1100AM	1215PM	FG	0104	20	20	AGUILAR, ALAIN	C
3925	099	GU	EXSS	476	002	TR	1230PM	0145PM	FG	0104	10	10	AGUILAR, ALAIN	C
3926	099	GU	EXSS	700	001	TR	1100AM	1215PM	XX	XX	9	15	SHIELDS, E W	O
3927	099	GU	EXSS	730	001	TR	0800AM	0915AM	XX	XX	9	15	PRENTICE, W E	O
3928	099	GU	EXSS	732	001	MWF	1000AM	1150AM	XX	XX	9	12	GUSKIEWICZ, KEV	O
3929	099	GU	EXSS	733	001	T	0900AM	1050AM	FG	0105	10	10	HEDGPETH, ELIZA	C
3930	099	GU	EXSS	736	001	TR	0930AM	1045AM	XX	XX	9	15	PRENTICE, W E	O
3931	099	GU	EXSS	737	001	R	0900AM	1150AM	FG	0105	10	10	MYERS, JOSEPH B	C
3932	099	GU	EXSS	740	001	TR	0800AM	0915AM	SC	0200	9	15	SOUTHALL, RICHA	O
3933	099	GU	EXSS	744	001	MWF	0900AM	0950AM	FG	0104	10	10	SOUTHALL, RICHA	C
3934	099	GU	EXSS	746	001	MW	1230PM	0145PM	FG	0105	11	10	COOPER, COYTE G	C
3935	099	GU	EXSS	748	001	MW	1100AM	1215PM	SC	0200	12	15	OSBORNE, BARBAR	O
3936	099	GU	EXSS	750	001	W	0800AM	0850AM	SC	0200	10	12	JOHNSON, SHELLE	O
3937	099	GU	EXSS	780	001	TR	0930AM	1045AM	XX	XX	9	10	MCMURRAY, R G	O
3938	099	GU	EXSS	780	401	F	0200PM	0350PM	XX	XX	9	10	MCMURRAY, R G	O
3939	099	GU	EXSS	781	001	MW	0800AM	0915AM	FG	0105	3	5	MARKS, BL	O
3940	099	GU	EXSS	782	001	MWF	0800AM	0850AM	XX	XX	11	15	HACKNEY, A C	O
3941	099	GU	EXSS	785	001	MWF	1000AM	1050AM	XX	XX	8	15	HACKNEY, A C	O
3942	099	GU	EXSS	789	001	TBA	TBA	TBA			7	10	MARKS, BONITA L	O
3943	099	GU	EXSS	990	013	TBA	TBA	TBA			0	5	MCMURRAY, R G	O
3944	099	GU	EXSS	990	032	TBA	TBA	TBA			1	5	BATTAGLINI, CLA	O
3945	099	GU	EXSS	993	010	TBA	TBA	TBA			0	5	SHIELDS, E W	O
3946	099	GU	EXSS	993	013	TBA	TBA	TBA			3	5	MCMURRAY, R G	O
3947	099	GU	EXSS	993	015	TBA	TBA	TBA			2	5	PRENTICE, W E	O
3948	099	GU	EXSS	993	021	TBA	TBA	TBA			2	5	HACKNEY, A C	O
3949	099	GU	EXSS	993	022	TBA	TBA	TBA			3	5	PADUA DARIN	O
3950	099	GU	EXSS	993	024	TBA	TBA	TBA			2	5	GUSKIEWICZ, KEV	O
3951	099	GU	EXSS	993	026	TBA	TBA	TBA			1	5	MARKS, BONITA L	O
3952	099	GU	EXSS	993	029	TBA	TBA	TBA			7	5	OSBORNE, BARBAR	C
3953	099	GU	EXSS	993	032	TBA	TBA	TBA			2	5	BATTAGLINI, CLA	O
3954	099	GU	EXSS	993	033	TBA	TBA	TBA			1	5	BLACKBURN, J TR	O
3955	099	GU	EXSS	993	034	TBA	TBA	TBA			1	5	PETSCHAUER, MER	O
3956	099	GU	EXSS	993	035	TBA	TBA	TBA			2	5	MYERS, JOSEPH B	O
3957	099	GU	EXSS	993	036	TBA	TBA	TBA			1	5	ZINDER, STEVEN	O
3958	099	GU	EXSS	993	037	TBA	TBA	TBA			6	5	SOUTHALL, RICHA	C
3959	099	GU	EXSS	993	038	TBA	TBA	TBA			0	5	LEWEK, MICHAEL	O
3960	099	GU	EXSS	275L	401	W	0800AM	0950AM	XX	XX	14	15	BELL, DAVID R	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
3961	099	GU	EXSS	275L	402	F	0800AM	0950AM	XX	XX	10	15	GOERGER, BENJAM	O
3962	099	GU	EXSS	693H	001	TBA	TBA	TBA			2	20	PETSCHAUER, MER	O
3963	099	GU	EXSS	694H	001	TBA	TBA	TBA			1	10	PETSCHAUER, MER	O
3964	099	GU	FOLK	230	001	TR	0930AM	1045AM	AL	0203	5	5	LAMBERT, VALERI	C
3965	099	GU	FOLK	428	001	W	1200PM	0250PM	YC	0207	0	2	TYSON, R W	X
3966	099	GU	FOLK	435	006	MWF	1100AM	1150AM	PH	0265	5	5	PEACOCK, J L	C
3967	099	GU	FOLK	435	601	M	0200PM	0250PM	PE	0218	3	4	SUIT, NATALIA K	O
3968	099	GU	FOLK	435	603	R	0200PM	0250PM	HO	0106	1	4	SUIT, NATALIA K	O
3969	099	GU	FOLK	435	604	R	0330PM	0420PM	DE	303A	1	2		X
3970	099	GU	FOLK	473	001	MW	0500PM	0615PM	AL	0207	4	5	LACHICOTTE, WIL	O
3971	099	GU	FOLK	485	001	MW	1200PM	1250PM	GL	0101	69	75	ROBERTS, KATHER	O
3972	099	GU	FOLK	485	601	R	1230PM	0120PM	DE	0203	19	19	KRUGER, STEVEN	C
3973	099	GU	FOLK	485	602	R	1100AM	1150AM	PE	0215	18	19	WALLACE, EMILY	O
3974	099	GU	FOLK	485	603	F	1000AM	1050AM	PE	0311	16	19	KRUGER, STEVEN	O
3975	099	GU	FOLK	485	604	F	1000AM	1050AM	BI	0301	13	18	WALLACE, EMILY	O
3976	099	GU	FOLK	571	001	TR	0800AM	0915AM	XX	XX	6	3	FERRIS, WILLIAM	C
3977	099	GU	FOLK	610	001	MW	0400PM	0515PM	BI	0317	25	35	HINSON, G D	O
3978	099	GU	FOLK	675	001	TR	0330PM	0445PM	NW	0219	0	5	ARAGON, LORRAIN	X
3979	099	GU	FOLK	690	001	W	0330PM	0550PM	MU	0204	6	6	HENDRICKSON, PA	C
3980	099	GU	FOLK	850	001	T	0200PM	0315PM	AL	0304	8	10	SAWIN, PATRICIA	O
3981	099	GU	FOLK	850	001	R	0200PM	0315PM	XX	XX	8	10	SAWIN, PATRICIA	O
3982	099	GU	FOLK	895	001	TR	0930AM	1045AM	XX	XX	5	10	SAWIN, PATRICIA	O
3983	099	GU	FOLK	993	001	TBA	TBA	TBA			0	3	SAWIN, PATRICIA	X
3984	099	GU	FOLK	993	005	TBA	TBA	TBA			0	5	NEAL, JOCELYN R	O
3985	099	GU	FOLK	993	015	TBA	TBA	TBA			0	5	ROBERTS, KATHER	O
3986	099	GU	FOLK	993	026	TBA	TBA	TBA			0	5	CANTWELL, R S	O
3987	099	GU	FOLK	993	036	TBA	TBA	TBA			3	5	HINSON, G D	O
3988	099	GU	FOLK	993	040	TBA	TBA	TBA			0	5	FERRIS, MARCIE	O
3989	099	GU	FOLK	993	052	TBA	TBA	TBA			7	5	SAWIN, PATRICIA	C
3990	099	GU	FOLK	993	060	TBA	TBA	TBA			0	5	HARRIS, TRUDIER	O
3991	099	GU	FOLK	993	070	TBA	TBA	TBA			0	5	FERRIS, WILLIAM	O
3992	099	GU	FOLK	691H	036	TBA	TBA	TBA			0	1	HINSON, G D	O
3993	099	GU	FOLK	691H	052	TBA	TBA	TBA			0	1	SAWIN, PATRICIA	O
3994	099	GU	FREN	101	001	MWF	0800AM	0850AM	DE	0301	23	22	NICOLAS, DEBORA	C
3995	099	GU	FREN	101	002	MWF	1000AM	1050AM	DE	303A	22	22	KILLEY, JULIAN	C
3996	099	GU	FREN	101	003	MWF	1200PM	1250PM	DE	303A	21	22	WILKINSON, PAUL	O
3997	099	GU	FREN	101	004	MWF	0100PM	0150PM	DE	303A	20	22	WATT, CAITLIN	O
3998	099	GU	FREN	101	005	MWF	0200PM	0250PM	DE	0208	22	22	LOUP, GUILLAUME	C
3999	099	GU	FREN	101	006	MWF	1000AM	1050AM	DE	0102	22	22	CRANFORD, E	C
4000	099	GU	FREN	101	998	TBA	TBA	TBA			0	0		C
4001	099	GU	FREN	101	999	TBA	TBA	TBA			0	999		O
4002	099	GU	FREN	102	001	MWF	1100AM	1150AM	DE	0302	22	22	MAYO, JAMES	C
4003	099	GU	FREN	102	002	MWF	0100PM	0150PM	DE	0302	19	22	WILKINSON, PAUL	O
4004	099	GU	FREN	102	003	MWF	0200PM	0250PM	DE	303A	17	22	BRIGGS, CARINA	O
4005	099	GU	FREN	102	998	TBA	TBA	TBA			0	0		C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4006	099	GU	FREN	102	999	TBA	TBA	TBA			0	999		O
4007	099	GU	FREN	105	001	MWF	0900AM	0950AM	DE	303A	23	23	PRUVOST, VC	C
4008	099	GU	FREN	105	002	MWF	1000AM	1050AM	DE	0209	24	23	PRUVOST, VC	C
4009	099	GU	FREN	105	003	MWF	1100AM	1150AM	DE	0301	23	23	GREENWOOD, MARY	C
4010	099	GU	FREN	105	004	MWF	0200PM	0250PM	DE	0302	24	23	HARRIS, ELISE	C
4011	099	GU	FREN	105	005	MWF	0300PM	0350PM	DE	303A	24	23	HARRIS, ELISE	C
4012	099	GU	FREN	105	006	MWF	0900AM	0950AM	DE	0401	23	23	BEAMAN, ADRIANN	C
4013	099	GU	FREN	105	007	MWF	0900AM	0950AM	PH	0212	21	23	GREENWOOD, MARY	O
4014	099	GU	FREN	203	001	MWF	0800AM	0850AM	DE	0303	19	20	HUGHES, E	O
4015	099	GU	FREN	203	002	MWF	0900AM	0950AM	MU	0302	21	22	DOUGHERTY, J	O
4016	099	GU	FREN	203	003	MWF	1000AM	1050AM	DE	0210	21	20	HEITSCH, DOROTH	C
4017	099	GU	FREN	203	004	MWF	1100AM	1150AM	DE	0210	21	20	HEITSCH, DOROTH	C
4018	099	GU	FREN	203	005	MWF	1200PM	1250PM	SA	0322	20	21	STEINBERG, ANNE	O
4019	099	GU	FREN	203	006	MWF	0100PM	0150PM	BI	0217	21	22	STEINBERG, ANNE	O
4020	099	GU	FREN	203	007	MWF	0100PM	0150PM	HO	0106	19	22	JOHNSON, BRIAN	O
4021	099	GU	FREN	203	008	MWF	0200PM	0250PM	PE	0217	22	22	PUTMAN, EMILY K	C
4022	099	GU	FREN	203	009	MWF	0200PM	0250PM	AL	0203	21	22	JOHNSON, BRIAN	O
4023	099	GU	FREN	203	010	MWF	0300PM	0350PM	DE	0307	20	22	GARCIA, DIANA	O
4024	099	GU	FREN	203	011	MWF	1100AM	1150AM	HO	0107	22	22	PADDEN, SUSAN A	C
4025	099	GU	FREN	203	998	TBA	TBA	TBA			0	0		C
4026	099	GU	FREN	203	999	TBA	TBA	TBA			0	0		C
4027	099	GU	FREN	204	001	MWF	0900AM	0950AM	MU	0314	17	21	MCKEWEN, J	O
4028	099	GU	FREN	204	002	MWF	1000AM	1050AM	GL	0104	16	20	MCKEWEN, J	O
4029	099	GU	FREN	204	003	MWF	1100AM	1150AM	MU	0204	21	21	PETERSON, SARAH	C
4030	099	GU	FREN	204	004	MWF	1200PM	1250PM	MU	0002	19	20	SAPP, ROBERT	O
4031	099	GU	FREN	204	005	MWF	0100PM	0150PM	PH	0224	18	21	PETERSON, SARAH	O
4032	099	GU	FREN	204	006	MWF	0200PM	0250PM	GA	0009	20	21	MATTHEWS, HELEN	O
4033	099	GU	FREN	204	007	MWF	0300PM	0350PM	DE	0206	18	21	MATTHEWS, HELEN	O
4034	099	GU	FREN	204	008	MWF	1200PM	1250PM	DE	0303	21	21	MACCOTTA, CAROL	C
4035	099	GU	FREN	204	009	MWF	0900AM	0950AM	MU	0304	0	22		X
4036	099	GU	FREN	204	998	TBA	TBA	TBA			0	0		C
4037	099	GU	FREN	204	999	TBA	TBA	TBA			0	0		C
4038	099	GU	FREN	255	001	MWF	1200PM	1250PM	WI	0139	19	20	LOUP, GUILLAUME	O
4039	099	GU	FREN	255	002	MWF	0100PM	0150PM	TT	226A	19	20	NICOLAS, DEBORA	O
4040	099	GU	FREN	255	998	TBA	TBA	TBA			0	999		O
4041	099	GU	FREN	260	001	MWF	1100AM	1150AM	PH	0222	22	23	HUGHES, E	O
4042	099	GU	FREN	260	002	MWF	0100PM	0150PM	AL	0205	17	23	BROOM, MARTHA J	O
4043	099	GU	FREN	260	998	TBA	TBA	TBA			0	0		C
4044	099	GU	FREN	260	999	TBA	TBA	TBA			0	0		C
4045	099	GU	FREN	275	001	MWF	0200PM	0250PM	AL	0205	21	30	RULON, M	O
4046	099	GU	FREN	300	001	TR	1230PM	0145PM	DE	0303	16	18	NOBLITT, J	O
4047	099	GU	FREN	300	002	MWF	0900AM	0950AM	DE	0303	21	20	JARAUSCH, H L	C
4048	099	GU	FREN	300	003	MWF	0200PM	0250PM	DE	0303	18	20	FURRY, N M	O
4049	099	GU	FREN	300	004	TR	1230PM	0145PM	WI	0139	13	18	MACCOTTA, CAROL	O
4050	099	GU	FREN	300	998	TBA	TBA	TBA			0	999		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4051	099	GU	FREN	308	001	TBA	TBA	TBA			3	20	SAPP, ROBERT	O
4052	099	GU	FREN	308	002	TBA	TBA	TBA			12	20	CLARK, CATHERIN	O
4053	099	GU	FREN	310	001	MWF	1000AM	1050AM	DE	0303	20	20	WILKINSON, PAUL	C
4054	099	GU	FREN	310	998	TBA	TBA	TBA			0	0		C
4055	099	GU	FREN	330	001	TR	0200PM	0315PM	DE	0301	25	25	BARR, PHILIPPE	C
4056	099	GU	FREN	350	001	MWF	1200PM	1250PM	DE	0202	15	22	PRUVOST, VC	O
4057	099	GU	FREN	370	001	TR	1100AM	1215PM	GM	0035	23	25	AMER, S	O
4058	099	GU	FREN	371	001	MWF	0100PM	0150PM	DE	0202	21	25	HEITSCH, DOROTH	O
4059	099	GU	FREN	373	001	TR	0330PM	0445PM	DE	0202	21	25	MELEHY, H	O
4060	099	GU	FREN	373	601	T	0600PM	0900PM	DE	0202	21	25	MELEHY, H	O
4061	099	GU	FREN	383	001	TR	0200PM	0315PM	DE	0202	17	22	ANTLE, M C	O
4062	099	GU	FREN	396	032	TBA	TBA	TBA			0	2		X
4063	099	GU	FREN	396	064	TBA	TBA	TBA			1	1	MELEHY, H	C
4064	099	GU	FREN	396	067	TBA	TBA	TBA			1	1	JARAUSCH, H L	C
4065	099	GU	FREN	398	001	MW	0200PM	0315PM	DE	0210	16	20	WELCH, ELLEN	O
4066	099	GU	FREN	401	001	MWF	1200PM	1250PM	PH	0222	21	25	DOUGHERTY, J	O
4067	099	GU	FREN	601	001	MW	0400PM	0515PM	DE	0302	0	25		X
4068	099	GU	FREN	601	01W	W	0400PM	0515PM	DE	0303	26	35	FURRY, N M	O
4069	099	GU	FREN	734	001	M	0400PM	0630PM	DE	0210	8	15	WELCH, ELLEN	O
4070	099	GU	FREN	735	001	TR	1230PM	0145PM	DE	0205	9	15	BARR, PHILIPPE	O
4071	099	GU	FREN	830	001	TR	0330PM	0445PM	DE	0210	10	15	ANTLE, M C	O
4072	099	GU	FREN	840	032	TBA	TBA	TBA			0	1	FURRY, N M	O
4073	099	GU	FREN	840	070	TBA	TBA	TBA			0	1	PRUVOST, VC	O
4074	099	GU	FREN	840	099	TBA	TBA	TBA			0	50		O
4075	099	GU	FREN	993	045	TBA	TBA	TBA			0	20	ANTLE, M C	O
4076	099	GU	FREN	993	064	TBA	TBA	TBA			1	5	MELEHY, H	O
4077	099	GU	FREN	994	010	TBA	TBA	TBA			2	5	BARR, PHILIPPE	O
4078	099	GU	FREN	994	045	TBA	TBA	TBA			3	20	ANTLE, M C	O
4079	099	GU	FREN	994	046	TBA	TBA	TBA			3	20	FISHER, D	O
4080	099	GU	FREN	994	064	TBA	TBA	TBA			3	20	MELEHY, H	O
4081	099	GU	FREN	203H	098	MWF	1000AM	1050AM	GM	0212	0	15		X
4082	099	GU	FREN	204H	294	MWF	1100AM	1150AM	GM	0212	0	15		X
4083	099	GU	FREN	255H	288	MWF	0100PM	0150PM	DE	0210	18	18	FURRY, N M	C
4084	099	GU	FREN	260H	279	MWF	0900AM	0950AM	GM	0212	0	0		X
4085	099	GU	GEOG	062	001	MW	0200PM	0315PM	AL	0207	24	24	KIRSCH, SCOTT L	C
4086	099	GU	GEOG	110	001	MWF	0100PM	0150PM	MU	0116	125	149	SONG, CONGHE	O
4087	099	GU	GEOG	110	998	TBA	TBA	TBA			0	999		O
4088	099	GU	GEOG	111	001	MWF	0100PM	0150PM	HO	0104	153	153	FUHRMANN, CHRIS	C
4089	099	GU	GEOG	112	001	TR	1100AM	1215PM	SA	0220	49	50	MOODY, A	O
4090	099	GU	GEOG	112	951	TR	0730PM	0845PM	SA	0220	14	25	BAIRD, TIMOTHY	O
4091	099	GU	GEOG	120	001	TR	0930AM	1045AM	HO	0104	143	135	BIRDSALL, S S	C
4092	099	GU	GEOG	120	002	MWF	1100AM	1150AM	SA	0220	46	45	SMITH, SARA H	C
4093	099	GU	GEOG	120	990	TBA	TBA	TBA			5	10	MITCHELL, T SHA	O
4094	099	GU	GEOG	120	998	TBA	TBA	TBA			0	999		O
4095	099	GU	GEOG	121	001	TR	0930AM	1045AM	GC	1015	149	155	GOKARIKSEL, PB	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4096	099	GU	GEOG	125	001	TR	0200PM	0315PM	SA	0220	46	45	BIRDSALL, S S	C
4097	099	GU	GEOG	130	001	TR	1100AM	1215PM	PH	0247	46	30	MEADE, M S	C
4098	099	GU	GEOG	130	01S	TBA	TBA	TBA			16	16	CRAVEY, ALTHA J	C
4099	099	GU	GEOG	210	001	MW	1100AM	1150AM	GC	1015	10	10	WEILER, J	C
4100	099	GU	GEOG	210	601	F	1100AM	1150AM	GA	0209	1	1	FOX, LISA	C
4101	099	GU	GEOG	210	602	R	0500PM	0550PM	GL	0103	0	1	FOX, LISA	O
4102	099	GU	GEOG	210	603	F	1100AM	1150AM	GA	0307	2	2	HENNESSEY, ELIZ	C
4103	099	GU	GEOG	210	604	R	0330PM	0420PM	PE	0215	2	2	HENNESSEY, ELIZ	C
4104	099	GU	GEOG	210	605	F	1100AM	1150AM	HM	0452	1	1	BRADLEY, LAUREL	C
4105	099	GU	GEOG	210	606	R	0330PM	0420PM	PH	0328	1	1	BRADLEY, LAUREL	C
4106	099	GU	GEOG	210	609	R	0500PM	0550PM	BI	0217	1	1	SHAIR-ROSENFIEL	C
4107	099	GU	GEOG	210	610	F	1100AM	1150AM	HN	0130	1	1	SHAIR-ROSENFIEL	C
4108	099	GU	GEOG	225	001	MWF	1000AM	1050AM	SA	0220	45	45	REILLY, MATTHEW	C
4109	099	GU	GEOG	228	001	MWF	0200PM	0250PM	SA	0220	53	50	REILLY, MATTHEW	C
4110	099	GU	GEOG	237	001	MW	0330PM	0445PM	SA	0204	22	25	DOBBS, BECKY	O
4111	099	GU	GEOG	259	001	TR	1230PM	0145PM	SA	0220	54	50	VALDIVIA, GABRI	C
4112	099	GU	GEOG	259	990	TBA	TBA	TBA			11	10	MITCHELL, T SHA	C
4113	099	GU	GEOG	267	001	MWF	0200PM	0250PM	SA	0204	21	20	PALIS, JOSEPH	C
4114	099	GU	GEOG	269	001	T	0330PM	0550PM	SA	0220	48	50	WALSH, S J	O
4115	099	GU	GEOG	293	001	MWF	0800AM	0850AM	SA	0204	1	5	EMCH, MICHAEL E	O
4116	099	GU	GEOG	295	001	F	0300PM	0530PM	SA	0204	1	25	EMCH, MICHAEL E	O
4117	099	GU	GEOG	296	001	F	0300PM	0550PM	SA	0220	4	25	EMCH, MICHAEL E	O
4118	099	GU	GEOG	370	006	TR	0930AM	1045AM	SA	0220	55	50	LIANG, JUN	C
4119	099	GU	GEOG	370	601	W	0100PM	0150PM	SA	0322	19	21	LIANG, JUN	O
4120	099	GU	GEOG	370	602	W	0200PM	0250PM	SA	0322	15	21	LIANG, JUN	O
4121	099	GU	GEOG	370	603	R	0200PM	0250PM	SA	0322	20	21	LIANG, JUN	O
4122	099	GU	GEOG	399	001	T	0330PM	0550PM	SA	0220	0	50	WALSH, S J	X
4123	099	GU	GEOG	410	001	MWF	1000AM	1050AM	SA	0322	17	17	SONG, CONGHE	C
4124	099	GU	GEOG	414	001	TR	1230PM	0145PM	SA	0204	26	25	KONRAD, C E	C
4125	099	GU	GEOG	419	001	W	0300PM	0350PM	SA	0322	0	12		X
4126	099	GU	GEOG	419	001	M	0200PM	0400PM	XX	XX	0	12		X
4127	099	GU	GEOG	428	001	MWF	0900AM	0950AM	SA	0204	23	25	MARTIN, NINA	O
4128	099	GU	GEOG	445	001	TR	0200PM	0315PM	SA	0204	27	25	MEADE, M S	C
4129	099	GU	GEOG	452	01S	TBA	TBA	TBA			16	16	CRAVEY, ALTHA J	C
4130	099	GU	GEOG	453	001	MWF	0100PM	0150PM	SA	0220	48	50	KIRSCH, SCOTT L	O
4131	099	GU	GEOG	454	001	MWF	0100PM	0150PM	SA	0204	23	25	FLORIN, J W	O
4132	099	GU	GEOG	458	01S	TBA	TBA	TBA			0	20	CRAVEY, ALTHA J	X
4133	099	GU	GEOG	477	001	TR	0200PM	0315PM	MT	0009	28	26	MOODY, A	C
4134	099	GU	GEOG	491	001	M	0330PM	0550PM	SA	0220	47	50	WALSH, S J	O
4135	099	GU	GEOG	703	001	R	0400PM	0630PM	GL	526A	9	12	EMCH, MICHAEL E	O
4136	099	GU	GEOG	704	001	R	0500PM	0730PM	SA	0204	10	25	PICKLES, JOHN	O
4137	099	GU	GEOG	804	001	W	0500PM	0750PM	SA	0204	11	12	PICKLES, JOHN	O
4138	099	GU	GEOG	900	001	TBA	TBA	TBA			8	15	WALSH, S J	O
4139	099	GU	GEOG	900	002	TBA	TBA	TBA			3	10	PICKLES, JOHN	O
4140	099	GU	GEOG	900	003	TBA	TBA	TBA			3	15	KIRSCH, SCOTT L	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4141	099	GU	GEOG	993	005	TBA	TBA	TBA			0	5	BIRDSALL, S S	O
4142	099	GU	GEOG	993	009	TBA	TBA	TBA			0	5	ROBINSON, P J	O
4143	099	GU	GEOG	993	012	TBA	TBA	TBA			0	5	WALSH, S J	O
4144	099	GU	GEOG	993	016	TBA	TBA	TBA			0	5	KONRAD, C E	O
4145	099	GU	GEOG	993	017	TBA	TBA	TBA			0	5	CRAVEY, ALTHA J	O
4146	099	GU	GEOG	993	018	TBA	TBA	TBA			0	5	MOODY, A	O
4147	099	GU	GEOG	993	021	TBA	TBA	TBA			0	5	BAND, LAWRENCE	O
4148	099	GU	GEOG	993	023	TBA	TBA	TBA			0	5	KIRSCH, SCOTT L	O
4149	099	GU	GEOG	993	024	TBA	TBA	TBA			0	5	SONG, CONGHE	O
4150	099	GU	GEOG	993	025	TBA	TBA	TBA			1	5	WOLFORD, WENDY	O
4151	099	GU	GEOG	993	026	TBA	TBA	TBA			0	5	PICKLES, JOHN	O
4152	099	GU	GEOG	993	027	TBA	TBA	TBA			0	5	DOYLE, MARTIN W	O
4153	099	GU	GEOG	993	028	TBA	TBA	TBA			0	5	GOKARIKSEL, PB	O
4154	099	GU	GEOG	993	029	TBA	TBA	TBA			1	5	EMCH, MICHAEL E	O
4155	099	GU	GEOG	993	030	TBA	TBA	TBA			0	5	MOORE, JASON W	O
4156	099	GU	GEOG	993	031	TBA	TBA	TBA			0	5	MARTIN, NINA	O
4157	099	GU	GEOG	994	005	TBA	TBA	TBA			2	5	BIRDSALL, S S	O
4158	099	GU	GEOG	994	010	TBA	TBA	TBA			0	5	MEADE, M S	O
4159	099	GU	GEOG	994	012	TBA	TBA	TBA			3	10	WALSH, S J	O
4160	099	GU	GEOG	994	016	TBA	TBA	TBA			1	5	KONRAD, C E	O
4161	099	GU	GEOG	994	017	TBA	TBA	TBA			1	5	CRAVEY, ALTHA J	O
4162	099	GU	GEOG	994	018	TBA	TBA	TBA			1	5	MOODY, A	O
4163	099	GU	GEOG	994	021	TBA	TBA	TBA			3	5	BAND, LAWRENCE	O
4164	099	GU	GEOG	994	023	TBA	TBA	TBA			1	5	KIRSCH, SCOTT L	O
4165	099	GU	GEOG	994	024	TBA	TBA	TBA			1	5	SONG, CONGHE	O
4166	099	GU	GEOG	994	025	TBA	TBA	TBA			4	5	WOLFORD, WENDY	O
4167	099	GU	GEOG	994	026	TBA	TBA	TBA			1	10	PICKLES, JOHN	O
4168	099	GU	GEOG	994	027	TBA	TBA	TBA			3	5	DOYLE, MARTIN W	O
4169	099	GU	GEOG	994	028	TBA	TBA	TBA			0	5	GOKARIKSEL, PB	O
4170	099	GU	GEOG	994	029	TBA	TBA	TBA			3	5	EMCH, MICHAEL E	O
4171	099	GU	GEOG	994	030	TBA	TBA	TBA			0	5	MOORE, JASON W	O
4172	099	GU	GEOG	994	031	TBA	TBA	TBA			0	5	MARTIN, NINA	O
4173	099	GU	GEOG	691H	001	MWF	0800AM	0850AM	SA	0220	4	25	EMCH, MICHAEL E	O
4174	099	GU	GEOG	692H	001	TR	0800AM	0915AM	SA	0220	0	15	EMCH, MICHAEL E	O
4175	099	GU	GEOL	101	001	MWF	1000AM	1050AM	MT	0005	146	146	HUDLEY, MELISSA	C
4176	099	GU	GEOL	101	003	MWF	0300PM	0350PM	MT	0005	147	140	STEWART, K G	C
4177	099	GU	GEOL	101	951	TR	0600PM	0715PM	MT	0009	24	25	MALYNN, DYLAN	O
4178	099	GU	GEOL	101	990	TBA	TBA	TBA			4	10	BARTEK, CE	O
4179	099	GU	GEOL	101	998	TBA	TBA	TBA			0	999		O
4180	099	GU	GEOL	103	001	MWF	0200PM	0250PM	MT	0005	42	50	ALBERT, DAN	O
4181	099	GU	GEOL	105	001	TR	1230PM	0145PM	MT	0005	148	149	LEES, J M	O
4182	099	GU	GEOL	105	990	TBA	TBA	TBA			3	10	BARTEK, CE	O
4183	099	GU	GEOL	109	001	TR	1100AM	1215PM	MT	0005	143	146	PAVELSKY, TAMLI	O
4184	099	GU	GEOL	110	001	TR	1100AM	1215PM	MT	0205	20	25	SURGE, D M	O
4185	099	GU	GEOL	159	001	TR	0200PM	0315PM	MT	0005	109	113	CARTER, J G	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4186	099	GU	GEOL	159	990	TBA	TBA	TBA			2	10	MCDOWELL, T A	O
4187	099	GU	GEOL	301	001	TR	0930AM	1045AM	MT	0205	21	25	MILLS, RYAN	O
4188	099	GU	GEOL	301	401	M	0200PM	0450PM	MT	0108	21	25		O
4189	099	GU	GEOL	390	001	TBA	TBA	TBA			7	10		O
4190	099	GU	GEOL	401	001	MWF	0100PM	0150PM	MT	0205	20	25	STEWART, K G	O
4191	099	GU	GEOL	401	401	T	0200PM	0450PM	MT	0108	20	20		C
4192	099	GU	GEOL	403	001	TR	1100AM	1215PM	CW	0105	7	9	TESKE, ANDREAS	O
4193	099	GU	GEOL	440	001	MWF	0200PM	0250PM	MT	0205	8	25	WAGNER, LARA S	O
4194	099	GU	GEOL	506	001	TR	1100AM	1215PM	CP	0235	4	5	SEIM, HARVEY	O
4195	099	GU	GEOL	507	001	TR	1230PM	0145PM	MT	0205	0	20	MEYERS, STEPHEN	X
4196	099	GU	GEOL	512	001	MWF	0900AM	0950AM	MT	0205	16	20	BENNINGER, L K	O
4197	099	GU	GEOL	515	001	TR	0930AM	1045AM	MT	0106	12	19	RIAL, J	O
4198	099	GU	GEOL	517	001	MWF	1100AM	1150AM	MT	0106	3	15	BARTEK, LR	O
4199	099	GU	GEOL	520	001	TR	0800AM	0915AM	MT	0106	8	15	LEES, J M	O
4200	099	GU	GEOL	560	001	TR	0930AM	1045AM	MU	0302	2	4	SCOTTI, ALBERTO	O
4201	099	GU	GEOL	700	001	M	0400PM	0455PM	MT	0205	3	20	SURGE, D M	O
4202	099	GU	GEOL	852	001	TBA	TBA	TBA			2	5	SURGE, D M	O
4203	099	GU	GEOL	861	001	R	0130PM	0315PM	MT	0106	7	19	WAGNER, LARA S	O
4204	099	GU	GEOL	900	020	TBA	TBA	TBA			0	5	GLAZNER, A F	X
4205	099	GU	GEOL	900	041	TBA	TBA	TBA			0	5	SURGE, D M	X
4206	099	GU	GEOL	992	020	TBA	TBA	TBA			0	5	GLAZNER, A F	X
4207	099	GU	GEOL	992	027	TBA	TBA	TBA			0	5	STEWART, K G	X
4208	099	GU	GEOL	992	036	TBA	TBA	TBA			0	7	BARTEK, LR	X
4209	099	GU	GEOL	992	038	TBA	TBA	TBA			0	5	COLEMAN, D	X
4210	099	GU	GEOL	992	040	TBA	TBA	TBA			0	5	OSKIN, M E	X
4211	099	GU	GEOL	992	042	TBA	TBA	TBA			0	5	MEYERS, STEPHEN	X
4212	099	GU	GEOL	993	020	TBA	TBA	TBA			3	5	GLAZNER, A F	O
4213	099	GU	GEOL	993	027	TBA	TBA	TBA			3	5	STEWART, K G	O
4214	099	GU	GEOL	993	036	TBA	TBA	TBA			1	5	BARTEK, LR	O
4215	099	GU	GEOL	993	037	TBA	TBA	TBA			0	5	LEES, J M	O
4216	099	GU	GEOL	993	038	TBA	TBA	TBA			0	5	COLEMAN, D	O
4217	099	GU	GEOL	993	040	TBA	TBA	TBA			0	5		O
4218	099	GU	GEOL	993	041	TBA	TBA	TBA			1	5		O
4219	099	GU	GEOL	993	042	TBA	TBA	TBA			1	5		O
4220	099	GU	GEOL	993	043	TBA	TBA	TBA			0	5	WAGNER, LARA S	O
4221	099	GU	GEOL	994	020	TBA	TBA	TBA			1	5	GLAZNER, A F	O
4222	099	GU	GEOL	994	026	TBA	TBA	TBA			0	5	RIAL, J	O
4223	099	GU	GEOL	994	027	TBA	TBA	TBA			0	5		O
4224	099	GU	GEOL	994	036	TBA	TBA	TBA			0	5		O
4225	099	GU	GEOL	994	037	TBA	TBA	TBA			0	5	LEES, J M	O
4226	099	GU	GEOL	994	038	TBA	TBA	TBA			1	5	COLEMAN, D	O
4227	099	GU	GEOL	994	041	TBA	TBA	TBA			2	5	SURGE, D M	O
4228	099	GU	GEOL	994	042	TBA	TBA	TBA			0	5	MEYERS, STEPHEN	O
4229	099	GU	GEOL	994	043	TBA	TBA	TBA			1	5	WAGNER, LARA S	O
4230	099	GU	GEOL	072H	001	TR	0200PM	0315PM	MT	0205	20	20	GLAZNER, A F	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4231	099	GU	GEOL	101L	401	M	0900AM	1050AM	MT	0007	17	20	HUDLEY, JOEL	O
4232	099	GU	GEOL	101L	402	M	1100AM	1250PM	MT	0007	17	20	HUDLEY, JOEL	O
4233	099	GU	GEOL	101L	403	M	0100PM	0250PM	MT	0007	21	21	HUDLEY, JOEL	C
4234	099	GU	GEOL	101L	404	M	0300PM	0450PM	MT	0007	18	20	HUDLEY, JOEL	O
4235	099	GU	GEOL	101L	405	T	0900AM	1050AM	MT	0007	20	20	HUDLEY, JOEL	C
4236	099	GU	GEOL	101L	406	T	1100AM	1250PM	MT	0007	20	20	HUDLEY, JOEL	C
4237	099	GU	GEOL	101L	407	W	0500PM	0650PM	MT	0007	19	20	HUDLEY, JOEL	O
4238	099	GU	GEOL	101L	408	T	0900AM	1050AM	MT	0108	22	22	HUDLEY, JOEL	C
4239	099	GU	GEOL	101L	409	T	0500PM	0650PM	MT	0007	20	20	HUDLEY, JOEL	C
4240	099	GU	GEOL	101L	410	W	0900AM	1050AM	MT	0007	0	20	HUDLEY, JOEL	X
4241	099	GU	GEOL	101L	411	W	1100AM	1250PM	MT	0007	20	21	HUDLEY, JOEL	O
4242	099	GU	GEOL	101L	412	W	0100PM	0250PM	MT	0007	18	21	HUDLEY, JOEL	O
4243	099	GU	GEOL	101L	414	R	0900AM	1050AM	MT	0007	13	20	HUDLEY, JOEL	O
4244	099	GU	GEOL	101L	415	R	1100AM	1250PM	MT	0007	20	20	HUDLEY, JOEL	C
4245	099	GU	GEOL	101L	416	R	0100PM	0250PM	MT	0007	20	20	HUDLEY, JOEL	C
4246	099	GU	GEOL	101L	417	F	0900AM	1050AM	MT	0007	0	20	HUDLEY, JOEL	X
4247	099	GU	GEOL	101L	418	W	1100AM	1250PM	MT	0108	19	20	HUDLEY, JOEL	O
4248	099	GU	GEOL	101L	419	M	0500PM	0650PM	MT	0007	16	20	HUDLEY, JOEL	O
4249	099	GU	GEOL	101L	420	T	0100PM	0250PM	MT	0007	20	20	HUDLEY, JOEL	C
4250	099	GU	GEOL	101L	421	T	0300PM	0450PM	MT	0007	19	20	HUDLEY, JOEL	O
4251	099	GU	GEOL	101L	422	W	0300PM	0450PM	MT	0007	20	20	HUDLEY, JOEL	C
4252	099	GU	GEOL	101L	426	R	0100PM	0250PM	MT	0108	0	20	HUDLEY, JOEL	X
4253	099	GU	GEOL	101L	428	F	0900AM	1050AM	MT	0108	0	20	HUDLEY, JOEL	X
4254	099	GU	GEOL	101L	998	TBA	TBA	TBA			0	999		O
4255	099	GU	GEOL	159L	402	W	0900AM	1050AM	MT	0009	19	20	CARTER, J G	O
4256	099	GU	GEOL	159L	403	W	0400PM	0550PM	MT	0009	19	20	CARTER, J G	O
4257	099	GU	GEOL	159L	404	R	0900AM	1050AM			0	20	CARTER, J G	X
4258	099	GU	GEOL	691H	001	TBA	TBA	TBA			4	5		O
4259	099	GU	GERM	051	001	TR	0200PM	0315PM	DE	0412	22	24	PIKE, DAVID	O
4260	099	GU	GERM	059	001	TR	1230PM	0145PM	DE	0209	21	22	PIKE, DAVID	O
4261	099	GU	GERM	060	001	TR	0200PM	0315PM	DE	0404	24	24	LANGSTON, RICHA	C
4262	099	GU	GERM	060	001	R	0630PM	0830PM	DE	0402	24	24	LANGSTON, RICHA	C
4263	099	GU	GERM	089	001	TR	0330PM	0445PM	DE	0402	21	24	VON BERNUTH, R	O
4264	099	GU	GERM	101	001	MTWF	0800AM	0850AM	DE	0410	0	0	LANGSTON, RICHA	X
4265	099	GU	GERM	101	002	T	0830AM	0920AM	DE	0403	24	24	FULK, KIRKLAND	C
4266	099	GU	GERM	101	002	MWF	0900AM	0950AM	DE	0403	24	24	FULK, KIRKLAND	C
4267	099	GU	GERM	101	003	MTWF	1000AM	1050AM	DE	0410	24	24	DAWSON, REBECCA	C
4268	099	GU	GERM	101	004	MTWF	1000AM	1050AM	DE	0403	0	0	LANGSTON, RICHA	X
4269	099	GU	GERM	101	005	MTWF	1100AM	1150AM	DE	0410	0	0	LANGSTON, RICHA	X
4270	099	GU	GERM	101	006	MTWF	1100AM	1150AM	DE	0403	24	24	MCDANIEL, JOCEL	C
4271	099	GU	GERM	101	007	T	1230PM	0120PM	DE	0403	24	24	BAREITHER, CHRI	C
4272	099	GU	GERM	101	007	MWF	1200PM	1250PM	DE	0403	24	24	BAREITHER, CHRI	C
4273	099	GU	GERM	101	008	MTWF	0100PM	0150PM	DE	0410	22	24	MAG, TOBIAS	O
4274	099	GU	GERM	101	998	TBA	TBA	TBA			0	999		O
4275	099	GU	GERM	102	001	T	0830AM	0920AM	DE	0401	0	0	LANGSTON, RICHA	X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4276	099	GU	GERM	102	001	MWF	0900AM	0950AM	DE	0401	0	0	LANGSTON, RICHA	X
4277	099	GU	GERM	102	002	MTWF	1000AM	1050AM	DE	0401	11	19	WERBECK, KAI-UW	O
4278	099	GU	GERM	102	003	MTWF	1100AM	1150AM	DE	0401	12	19	FEMINELLA, MATT	O
4279	099	GU	GERM	102	004	MWF	1200PM	1250PM	DE	0401	17	19	TAYLOR, WILLIAM	O
4280	099	GU	GERM	102	004	T	1230PM	0120PM	DE	0401	17	19	TAYLOR, WILLIAM	O
4281	099	GU	GERM	102	005	MTWF	0100PM	0150PM	DE	0412	0	0	LANGSTON, RICHA	X
4282	099	GU	GERM	102	998	TBA	TBA	TBA			0	999		O
4283	099	GU	GERM	203	001	MWF	0800AM	0850AM	DE	0404	0	0	WEGEL, CHRISTIN	X
4284	099	GU	GERM	203	002	MWF	0900AM	0950AM	DE	0404	0	0	WEGEL, CHRISTIN	X
4285	099	GU	GERM	203	003	MWF	1200PM	1250PM	DE	0307	21	22	GOMOLUCH, SUSAN	O
4286	099	GU	GERM	203	004	MWF	1000AM	1050AM	DE	0404	23	24	BIENERT, JENNIF	O
4287	099	GU	GERM	203	005	MWF	1000AM	1050AM	DE	0412	21	24	FARNER BUDARZ,	O
4288	099	GU	GERM	203	006	MWF	1200PM	1250PM	DE	0412	22	24	KENT, TAYLER	O
4289	099	GU	GERM	203	007	MWF	0100PM	0150PM	DE	0412	22	24	KENT, TAYLER	O
4290	099	GU	GERM	203	998	TBA	TBA	TBA			0	0		C
4291	099	GU	GERM	203	999	TBA	TBA	TBA			0	0		C
4292	099	GU	GERM	204	001	MWF	0900AM	0950AM	DE	0402	17	24	WIEDEN, ANJA	O
4293	099	GU	GERM	204	002	MWF	1200PM	1250PM	LG	0304	18	24	BLANKENSHIP, RO	O
4294	099	GU	GERM	204	003	MWF	0100PM	0150PM	DE	0403	0	0	WEGEL, CHRISTIN	X
4295	099	GU	GERM	204	998	TBA	TBA	TBA			0	0		C
4296	099	GU	GERM	204	999	TBA	TBA	TBA			0	0		C
4297	099	GU	GERM	252	001	MWF	1100AM	1150AM	DE	0404	19	19	ROBERGE, PAUL	C
4298	099	GU	GERM	270	001	MW	0100PM	0150PM	GA	0105	0	84	HESS, JONATHAN	X
4299	099	GU	GERM	270	601	F	0100PM	0150PM	HN	0107	0	21	HESS, JONATHAN	X
4300	099	GU	GERM	270	602	F	0200PM	0250PM	BI	0208	0	21	HESS, JONATHAN	X
4301	099	GU	GERM	270	603	R	1100AM	1150AM	DE	0302	0	21	HESS, JONATHAN	X
4302	099	GU	GERM	270	604	R	0100PM	0150PM	BI	0101	0	21	HESS, JONATHAN	X
4303	099	GU	GERM	279	001	MW	0100PM	0150PM	GA	0105	61	61	DOWNING, ERIC S	C
4304	099	GU	GERM	279	601	F	0100PM	0150PM	BI	0208	21	19	OSTRAU, NICOLAY	C
4305	099	GU	GERM	279	602	F	0200PM	0250PM	BI	0208	10	12	OSTRAU, NICOLAY	O
4306	099	GU	GERM	279	603	R	1100AM	1150AM	DE	0302	15	16	HUMPHREY, CHRIS	O
4307	099	GU	GERM	279	604	R	0100PM	0150PM	BI	0101	15	15	HUMPHREY, CHRIS	C
4308	099	GU	GERM	290	001	MW	0100PM	0150PM	GA	0105	0	120	DOWNING, ERIC S	X
4309	099	GU	GERM	290	601	F	0100PM	0150PM	BI	0208	0	30	DOWNING, ERIC S	X
4310	099	GU	GERM	290	602	F	0200PM	0250PM	BI	0208	0	30	DOWNING, ERIC S	X
4311	099	GU	GERM	290	603	R	1100AM	1150AM	DE	0302	0	30	DOWNING, ERIC S	X
4312	099	GU	GERM	290	604	R	0100PM	0150PM	BI	0101	0	30	DOWNING, ERIC S	X
4313	099	GU	GERM	301	001	MWF	0200PM	0250PM	DE	0402	0	0		X
4314	099	GU	GERM	301	002	MWF	1000AM	1050AM	LG	0304	19	24	FREYTAG, SUSANN	O
4315	099	GU	GERM	301	003	MWF	1200PM	1250PM	DE	0404	23	24	FREYTAG, SUSANN	O
4316	099	GU	GERM	301	998	TBA	TBA	TBA			0	999		O
4317	099	GU	GERM	302	001	MWF	1100AM	1150AM	DE	0313	15	18	HAY, SHELLEY L	O
4318	099	GU	GERM	302	002	TR	0930AM	1045AM	DE	0404	14	18	WEGEL, CHRISTIN	O
4319	099	GU	GERM	302	998	TBA	TBA	TBA			0	999		O
4320	099	GU	GERM	303	001	MWF	1000AM	1050AM	GL	0106	11	18	RIESS, CLAUDIA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4321	099	GU	GERM	303	002	TR	1230PM	0145PM	DE	0404	21	21	VON BERNUTH, R	C
4322	099	GU	GERM	303	998	TBA	TBA	TBA			0	999		O
4323	099	GU	GERM	303	999	TBA	TBA	TBA			0	999		O
4324	099	GU	GERM	304	001	MW	0330PM	0445PM	DE	0404	19	21	SUMMERS, SANDRA	O
4325	099	GU	GERM	330	001	MWF	1200PM	1250PM	DE	0404	0	20		X
4326	099	GU	GERM	374	001	M	0530PM	0800PM	DE	0404	10	20	WEGEL, CHRISTIN	O
4327	099	GU	GERM	374	001	TR	1230PM	0145PM	LG	0304	10	20	WEGEL, CHRISTIN	O
4328	099	GU	GERM	382	001	TR	1100AM	1215PM	DE	0404	18	24	LANGSTON, RICHA	O
4329	099	GU	GERM	388	001	R	0330PM	0420PM	DE	0410	8	18	HUMPHREY, CHRIS	O
4330	099	GU	GERM	390	001	TR	1100AM	1215PM	DE	0404	0	20		X
4331	099	GU	GERM	396	001	TBA	TBA	TBA			0	5		O
4332	099	GU	GERM	396	002	TBA	TBA	TBA			0	5	DOWNING, ERIC S	O
4333	099	GU	GERM	396	011	TBA	TBA	TBA			1	5	WEGEL, CHRISTIN	O
4334	099	GU	GERM	400	999	TBA	TBA	TBA			0	999		O
4335	099	GU	GERM	616	001	R	0400PM	0650PM	DE	403A	10	20		O
4336	099	GU	GERM	700	001	W	0400PM	0650PM	DE	0403	0	10	WEGEL, CHRISTIN	X
4337	099	GU	GERM	799	001	R	0930AM	1220PM	DE	0401	0	20		X
4338	099	GU	GERM	799	002	M	0400PM	0650PM	XX	XX	0	20		X
4339	099	GU	GERM	799	003	TR	0200PM	0315PM	XX	XX	0	20		X
4340	099	GU	GERM	799	004	T	0400PM	0650PM	XX	XX	0	20		X
4341	099	GU	GERM	799	005	R	0400PM	0650PM	DE	0404	0	20		X
4342	099	GU	GERM	799	006	W	0400PM	0650PM	XX	XX	0	20		X
4343	099	GU	GERM	820	001	R	0930AM	1220PM	PH	0212	10	15	STARKEY, KATHRY	O
4344	099	GU	GERM	840	001	TBA	TBA	TBA			0	15	DOWNING, ERIC S	X
4345	099	GU	GERM	875	001	WF	0200PM	0315PM	DE	403A	12	15	HESS, JONATHAN	O
4346	099	GU	GERM	896	002	TBA	TBA	TBA			0	5	DOWNING, ERIC S	O
4347	099	GU	GERM	896	003	TBA	TBA	TBA			0	5	HESS, JONATHAN	O
4348	099	GU	GERM	993	001	TBA	TBA	TBA			0	5		O
4349	099	GU	GERM	993	002	TBA	TBA	TBA			0	5	DOWNING, ERIC S	O
4350	099	GU	GERM	993	003	TBA	TBA	TBA			1	5	HESS, JONATHAN	O
4351	099	GU	GERM	994	001	TBA	TBA	TBA			0	5		O
4352	099	GU	GERM	994	002	TBA	TBA	TBA			1	5	DOWNING, ERIC S	O
4353	099	GU	GERM	994	003	TBA	TBA	TBA			2	5	HESS, JONATHAN	O
4354	099	GU	GERM	994	004	TBA	TBA	TBA			1	5	KOELB, CLAYTON	O
4355	099	GU	GERM	994	006	TBA	TBA	TBA			6	8	LANGSTON, RICHA	O
4356	099	GU	GERM	994	008	TBA	TBA	TBA			0	5	PIKE, DAVID	O
4357	099	GU	GERM	994	009	TBA	TBA	TBA			0	5	ROBERGE, PAUL	O
4358	099	GU	GERM	994	010	TBA	TBA	TBA			1	5	STARKEY, KATHRY	O
4359	099	GU	GERM	994	018	TBA	TBA	TBA			0	5	PARKINSON, ANNA	X
4360	099	GU	GERM	691H	001	TBA	TBA	TBA			0	5		O
4361	099	GU	GNET	505	001	MWF	1200PM	1250PM			1	5	FRIED, H M	O
4362	099	GU	GNET	621	001	F	0200PM	0250PM	WI	0128	17	20	SEKELSKY, JEFF	O
4363	099	GU	GNET	621	001	TR	1100AM	1215PM	WI	0128	17	20	SEKELSKY, JEFF	O
4364	099	GU	GNET	623	001	R	0400PM	0500PM	XX	XX	11	15	BAUTCH, V L	O
4365	099	GU	GNET	624	001	TR	0200PM	0315PM	SC	0201	5	5	BAUTCH, V L	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4366	099	GU	GNET	631	001	MWF	0900AM	0950AM	XX	XX	17	35	SANCAR, A	O
4367	099	GU	GNET	701	001	F	1200PM	1250PM			18	45	DURONIO, RJ	O
4368	099	GU	GNET	703	001	T	0900AM	1000AM	XX	XX	18	45	DURONIO, RJ	O
4369	099	GU	GNET	710	001	TBA	TBA	TBA			0	25	ELSTON, TIMOTHY	X
4370	099	GU	GNET	711	001	TR	1100AM	1230PM	XX	XX	0	25	GIDDINGS, MICHA	X
4371	099	GU	GNET	712	001	TR	1100AM	1215PM			0	20	HEMMINGER, BRAD	X
4372	099	GU	GNET	714	001	TBA	TBA	TBA			0	18	WRIGHT, FRED	X
4373	099	GU	GNET	850	001	TBA	TBA	TBA			13	30	DURONIO, RJ	O
4374	099	GU	GNET	905	001	TBA	TBA	TBA			18	50	DURONIO, RJ	O
4375	099	GU	GNET	994	001	TBA	TBA	TBA			82	100	DURONIO, RJ	O
4376	099	GU	GOVT	664	975	TBA	TBA	TBA			0	20	SCHELIN, SHANNO	O
4377	099	GU	GRAD	704	001	T	0500PM	0630PM	MB	2000	18	20	TISDALE, JUDY J	O
4378	099	GU	GRAD	721	001	R	0400PM	0600PM	XX	XX	9	50	PITT, JAMAAL ER	O
4379	099	GU	GRAD	721	002	M	0400PM	0600PM	XX		14	50	CURETON, ADAM S	O
4380	099	GU	GRAD	722	001	T	0530PM	0730PM	XX	XX	6	25	WILKERSON, JESS	O
4381	099	GU	GRAD	810	001	MW	0300PM	0350PM	GL	526A	0	9	RYBARCZYK, BRIA	O
4382	099	GU	GRAD	810	002	TR	1100AM	1150AM	GL	526A	2	9	RYBARCZYK, BRIA	O
4383	099	GU	GRAD	810	004	TR	0200PM	0250PM	GL	526A	7	10	RYBARCZYK, BRIA	O
4384	099	GU	GREK	101	001	MTRF	0100PM	0150PM	MU	0118	28	24	SMITH, P	C
4385	099	GU	GREK	121	001	MTWR	1100AM	1150AM	MU	0220	12	12	KAPLANIS, E	C
4386	099	GU	GREK	203	001	MWF	0100PM	0150PM	MU	0304	8	25	SMITH, REBEKAH	O
4387	099	GU	GREK	203	002	MWF	1000AM	1050AM	MU	0304	0	15		X
4388	099	GU	GREK	221	001	MWF	0100PM	0150PM	MU	0221	10	14	RACE, WILLIAM H	O
4389	099	GU	GREK	351	001	TR	0930AM	1045AM	MU	0221	6	14	GOSLIN, OWEN	O
4390	099	GU	GREK	396	001	TBA	TBA	TBA			0	5	KAPLANIS, E	O
4391	099	GU	GREK	396	026	TBA	TBA	TBA			0	1		O
4392	099	GU	GREK	509	001	TR	0200PM	0315PM	MU	0317	6	10	GOSLIN, OWEN	O
4393	099	GU	GREK	750	001	MWF	0300PM	0350PM	MU	0221	10	10	SMITH, P	C
4394	099	GU	GREK	761	001	M	0700PM	1000PM	MU	0317	3	10	BOYLE, BRENDAN	O
4395	099	GU	GREK	891	006	TBA	TBA	TBA			0	5	BARAGWANATH, EM	O
4396	099	GU	GREK	891	026	TBA	TBA	TBA			1	5	SMITH, P	O
4397	099	GU	GREK	901	001	TR	0330PM	0445PM	MU	0317	4	10	RACE, WILLIAM H	O
4398	099	GU	GREK	993	003	TBA	TBA	TBA			0	5	BARAGWANATH, EM	O
4399	099	GU	GREK	993	005	TBA	TBA	TBA			0	5	JAMES, SHARON L	O
4400	099	GU	GREK	993	026	TBA	TBA	TBA			0	5	SMITH, P	O
4401	099	GU	GREK	993	042	TBA	TBA	TBA			0	5	RACE, WILLIAM H	O
4402	099	GU	GREK	994	008	TBA	TBA	TBA			0	5	RIESS, WERNER	O
4403	099	GU	GREK	994	026	TBA	TBA	TBA			1	5	SMITH, P	O
4404	099	GU	GREK	994	042	TBA	TBA	TBA			1	5	RACE, WILLIAM H	O
4405	099	GU	HBHE	296	001	TBA	TBA	TBA			0	10		O
4406	099	GU	HBHE	396	001	TBA	TBA	TBA			0	5		O
4407	099	GU	HBHE	562	001	R	0900AM	1145AM	CA	0340	3	3	LINDEN, THOMAS	C
4408	099	GU	HBHE	660	001	MW	1000AM	1115AM	CA	0340	3	3	LINDEN, THOMAS	C
4409	099	GU	HBHE	699	001	TBA	TBA	TBA			0	5		O
4410	099	GU	HBHE	700	001	W	0100PM	0250PM	RO	0235	37	45	SIDDIQI, ARJUMA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4411	099	GU	HBHE	701	001	F	0900AM	1000AM	RO	0228	0	45		O
4412	099	GU	HBHE	702	001	F	0900AM	1000AM			0	45		X
4413	099	GU	HBHE	703	001	F	0900AM	1000AM	MC	1304	43	45	CRUMP, CAROLYN	O
4414	099	GU	HBHE	727	001	R	0200PM	0450PM	XX		13	20	EARP, J L	O
4415	099	GU	HBHE	730	001	MW	0900AM	1020AM	MC	1304	41	46	RIBISL, KURT	O
4416	099	GU	HBHE	740	001	W	0900AM	1230PM	RO	0228	43	45	LINNAN, LAURA	O
4417	099	GU	HBHE	742	001	TBA	TBA	TBA			7	35	LINNAN, LAURA	O
4418	099	GU	HBHE	743	001	TBA	TBA	TBA			14	20	LINNAN, LAURA	O
4419	099	GU	HBHE	744	001	TBA	TBA	TBA			0	10	FOSHEE, V	O
4420	099	GU	HBHE	745	001	TBA	TBA	TBA			1	5	FOSHEE, V	O
4421	099	GU	HBHE	750	001	TR	0200PM	0315PM	RO	0228	36	55	BREWER, NOEL T	O
4422	099	GU	HBHE	750	601	T	0330PM	0420PM	XX		36	55		O
4423	099	GU	HBHE	755	001	M	0200PM	0450PM	XX		0	20		X
4424	099	GU	HBHE	760	001	TR	1100AM	1215PM	XX	XX	12	15	ENNETT, SUSAN T	O
4425	099	GU	HBHE	765	001	TR	0330PM	0445PM	RO	0235	3	5	O'MALLEY, MICHA	O
4426	099	GU	HBHE	799	001	TR	0930AM	1045AM	RO	0324	6	15	BARRINGTON, CLA	O
4427	099	GU	HBHE	811	001	W	0900AM	1150AM	XX	XX	5	10	TATE, DEBORAH	O
4428	099	GU	HBHE	812	001	F	1000AM	1230PM	MC	2305	12	13	ENNETT, SUSAN T	O
4429	099	GU	HBHE	815	001	T	0200PM	0450PM	MC	2305	13	13	SIDDIQI, ARJUMA	C
4430	099	GU	HBHE	825	001	W	0200PM	0445PM	CA	0268	9	9	BROWN, J D	C
4431	099	GU	HBHE	826	001	TBA	TBA	TBA			1	5	BROWN, J D	O
4432	099	GU	HBHE	840	001	TBA	TBA	TBA			12	13	ENNETT, SUSAN T	O
4433	099	GU	HBHE	842	001	TBA	TBA	TBA			4	5		O
4434	099	GU	HBHE	842	006	TBA	TBA	TBA			1	5	MAMAN, SUZANNE	O
4435	099	GU	HBHE	842	015	TBA	TBA	TBA			2	5	BARRINGTON, CLA	O
4436	099	GU	HBHE	843	001	TBA	TBA	TBA			4	5		O
4437	099	GU	HBHE	891	001	TBA	TBA	TBA			1	5	FOSHEE, V	O
4438	099	GU	HBHE	891	002	TBA	TBA	TBA			1	10	RIBISL, KURT	O
4439	099	GU	HBHE	891	003	TBA	TBA	TBA			1	10	ENG, E	O
4440	099	GU	HBHE	892	001	TBA	TBA	TBA			0	5	DEVELLIS, B M	O
4441	099	GU	HBHE	892	002	TBA	TBA	TBA			1	5	LINNAN, LAURA	O
4442	099	GU	HBHE	897	001	TBA	TBA	TBA			0	5		O
4443	099	GU	HBHE	897	003	TBA	TBA	TBA			0	10		O
4444	099	GU	HBHE	960	001	M	0600PM	0850PM	XX	XX	17	16	GAYLORD, SUSAN	C
4445	099	GU	HBHE	992	010	TBA	TBA	TBA			0	5		O
4446	099	GU	HBHE	994	010	TBA	TBA	TBA			1	5	EARP, J L	O
4447	099	GU	HBHE	994	012	TBA	TBA	TBA			2	5		O
4448	099	GU	HBHE	994	013	TBA	TBA	TBA			2	5	DEVELLIS, B M	O
4449	099	GU	HBHE	994	017	TBA	TBA	TBA			2	5	ENG, E	O
4450	099	GU	HBHE	994	023	TBA	TBA	TBA			0	5	DEVELLIS, R F	O
4451	099	GU	HBHE	994	031	TBA	TBA	TBA			1	5	RUNYAN, C	O
4452	099	GU	HBHE	994	043	TBA	TBA	TBA			2	5	FOSHEE, V	O
4453	099	GU	HBHE	994	045	TBA	TBA	TBA			2	5	ENNETT, SUSAN T	O
4454	099	GU	HBHE	994	047	TBA	TBA	TBA			1	5	BOWLING, JAMES	O
4455	099	GU	HBHE	994	066	TBA	TBA	TBA			0	5	LINNAN, LAURA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4456	099	GU	HBHE	994	070	TBA	TBA	TBA			3	5	GOLIN, CAROL	O
4457	099	GU	HBHE	994	077	TBA	TBA	TBA			0	5	RIMER, BARBARA	O
4458	099	GU	HBHE	994	085	TBA	TBA	TBA			1	5	BREWER, NOEL T	O
4459	099	GU	HBHE	994	087	TBA	TBA	TBA			2	5	TATE, DEBORAH	O
4460	099	GU	HBHE	994	088	TBA	TBA	TBA			4	5	MAMAN, SUZANNE	O
4461	099	GU	HBHE	994	092	TBA	TBA	TBA			0	5		O
4462	099	GU	HBHE	994	093	TBA	TBA	TBA			0	5	SIDDIQI, ARJUMA	O
4463	099	GU	HBHE	994	094	TBA	TBA	TBA			0	5	BARRINGTON, CLA	O
4464	099	GU	HEBR	101	001	MWF	1200PM	1250PM	NW	0219	23	20	FRIEDMAN, LUCEI	C
4465	099	GU	HEBR	101	002	MWF	0100PM	0150PM	NW	0219	17	20	FRIEDMAN, LUCEI	O
4466	099	GU	HEBR	203	001	MWF	0200PM	0250PM	NW	0219	21	20	FRIEDMAN, LUCEI	C
4467	099	GU	HEBR	203	002	MWF	0300PM	0350PM	NW	0103	0	15		X
4468	099	GU	HEBR	305	001	TR	1230PM	0145PM	SM	0107	7	15	SHEMER, YARON	O
4469	099	GU	HIST	062	001	TR	1100AM	1215PM	HM	0423	20	20	SHIELDS, S D	C
4470	099	GU	HIST	064	001	TR	0200PM	0315PM	GC	3024	23	21	RALEIGH, D J	C
4471	099	GU	HIST	067	001	TR	1230PM	0145PM	MT	0205	20	21	LEE, CHRISTOPHE	O
4472	099	GU	HIST	076	001	TR	0200PM	0315PM	MU	0222	17	17	BURNS, KJ	C
4473	099	GU	HIST	089	001	MW	0500PM	0615PM	HM	0523	19	21	HAGEMANN, KAREN	O
4474	099	GU	HIST	089	002	TR	0200PM	0315PM	MU	0222	0	15	BURNS, KJ	X
4475	099	GU	HIST	106	851	TBA	TBA	TBA			0	999		O
4476	099	GU	HIST	107	001	MWF	1000AM	1050AM	MA	0209	164	150	WHALEN, BRETT	C
4477	099	GU	HIST	107	600	F	0900AM	0950AM	HM	0423	19	19	BOND, SARAH	C
4478	099	GU	HIST	107	601	F	1000AM	1050AM	HM	0523	19	19	BOND, SARAH	C
4479	099	GU	HIST	107	602	F	1200PM	1250PM	PE	0217	19	19	LAGROUE, LANCE	C
4480	099	GU	HIST	107	603	F	1100AM	1150AM	HM	0523	18	18	BAZEMORE, MICHA	C
4481	099	GU	HIST	107	604	F	0200PM	0250PM	HM	0423	18	18	LAGROUE, LANCE	C
4482	099	GU	HIST	107	605	R	0330PM	0445PM	HM	0523	18	18	BAZEMORE, MICHA	C
4483	099	GU	HIST	107	606	R	0500PM	0550PM	HM	0420	17	18	BOND, SARAH	O
4484	099	GU	HIST	107	607	F	0100PM	0150PM	HM	0420	18	18	LAGROUE, LANCE	C
4485	099	GU	HIST	107	608	F	1200PM	1250PM	HM	0570	18	18	BAZEMORE, MICHA	C
4486	099	GU	HIST	110	006	MWF	1200PM	1250PM	SC	0103	152	148	DUVAL, KATHLEEN	C
4487	099	GU	HIST	110	600	F	0900AM	0950AM	HM	0517	12	14	KUTZ, KIMBERLY	O
4488	099	GU	HIST	110	601	F	1000AM	1050AM	BI	0108	14	14	BERLER, ANNE K.	C
4489	099	GU	HIST	110	602	F	1000AM	1050AM	GA	0103	12	12	KUTZ, KIMBERLY	C
4490	099	GU	HIST	110	603	F	1100AM	1150AM	BI	0101	13	13	BERLER, ANNE K.	C
4491	099	GU	HIST	110	604	F	1100AM	1150AM	BI	0217	12	12	BAUER, BROOKE M	C
4492	099	GU	HIST	110	605	F	1200PM	1250PM	BI	0217	10	12	BAUER, BROOKE M	O
4493	099	GU	HIST	110	606	R	0400PM	0450PM	NE	0102	11	12	KUTZ, KIMBERLY	O
4494	099	GU	HIST	110	607	R	0330PM	0420PM	GA	0210	11	12	BAUER, BROOKE M	O
4495	099	GU	HIST	110	608	R	0500PM	0550PM	BI	0317	11	12	BERLER, ANNE K.	O
4496	099	GU	HIST	110	609	F	0100PM	0150PM	GL	0104	17	17	SMITH, KATHERIN	C
4497	099	GU	HIST	110	610	F	1200PM	1250PM	GL	0104	15	17	SMITH, KATHERIN	O
4498	099	GU	HIST	110	611	F	1100AM	1150AM	HM	0420	16	17	SMITH, KATHERIN	O
4499	099	GU	HIST	125	001	TR	1100AM	1215PM	AR	0121	155	155	BRUNDAGE, FITZ	C
4500	099	GU	HIST	125	600	F	0900AM	0950AM	NE	0301	11	18	PROCTOR, BRADLE	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4501	099	GU	HIST	125	601	F	1000AM	1050AM	NE	0301	17	18	PROCTOR, BRADLE	O
4502	099	GU	HIST	125	602	F	1100AM	1150AM	HM	0570	18	18	MARTIN, RACHEL	C
4503	099	GU	HIST	125	603	F	1200PM	1250PM	HM	0517	18	18	MARTIN, RACHEL	C
4504	099	GU	HIST	125	604	F	1200PM	1250PM	MU	0111	18	18	PALMER, DAVID C	C
4505	099	GU	HIST	125	605	R	1230PM	0120PM	NE	0301	16	18	MARTIN, RACHEL	O
4506	099	GU	HIST	125	606	R	0330PM	0420PM	AR	0117	19	19	PALMER, DAVID C	C
4507	099	GU	HIST	125	607	R	0500PM	0550PM	HM	0423	18	19	PALMER, DAVID C	O
4508	099	GU	HIST	125	608	R	0500PM	0550PM	HM	0517	17	19	PROCTOR, BRADLE	O
4509	099	GU	HIST	125	990	TBA	TBA	TBA			0	10	WOLF, MARY M.	X
4510	099	GU	HIST	125	991	TBA	TBA	TBA			0	15	WOLF, MARY M.	X
4511	099	GU	HIST	125	992	TBA	TBA	TBA			0	1	WOLF, MARY M.	X
4512	099	GU	HIST	127	001	MWF	1200PM	1250PM	PH	0265	50	50	ANDREWS, MATTHE	C
4513	099	GU	HIST	127	006	MWF	1100AM	1150AM	HM	0100	165	165	GLATTHAAR, JOSE	C
4514	099	GU	HIST	127	007	MWF	0900AM	0950AM	MU	0116	113	110	ANDREWS, MATTHE	C
4515	099	GU	HIST	127	600	F	0900AM	0950AM	MU	0111	17	18	O'SULLIVAN, BRY	O
4516	099	GU	HIST	127	601	F	1000AM	1050AM	MU	0111	18	18	O'SULLIVAN, BRY	C
4517	099	GU	HIST	127	602	F	1000AM	1050AM	HO	0100	16	16	LYNN, JOSHUA AA	C
4518	099	GU	HIST	127	603	F	1100AM	1150AM	GA	0103	20	19	LYNN, JOSHUA AA	C
4519	099	GU	HIST	127	604	F	1200PM	1250PM	AR	0116	19	19	O'SULLIVAN, BRY	C
4520	099	GU	HIST	127	605	F	0100PM	0150PM	CW	0208	20	19	LYNN, JOSHUA AA	C
4521	099	GU	HIST	127	606	R	0330PM	0420PM	DE	0401	18	19	SHAPARD, ROB	O
4522	099	GU	HIST	127	607	R	0200PM	0250PM	CW	0208	19	19	SHAPARD, ROB	C
4523	099	GU	HIST	127	608	R	0500PM	0550PM	SA	0321	14	18	SHAPARD, ROB	O
4524	099	GU	HIST	127	700	F	0900AM	0950AM	HM	0570	21	20	WILLIAMS, TIMOT	C
4525	099	GU	HIST	127	701	F	1000AM	1050AM	HM	0423	20	20	WILLIAMS, TIMOT	C
4526	099	GU	HIST	127	702	F	1000AM	1050AM	HM	0420	15	20	HANCOCK, JONATH	O
4527	099	GU	HIST	127	703	F	1100AM	1150AM	HM	0423	18	20	WILLIAMS, TIMOT	O
4528	099	GU	HIST	127	704	F	1200PM	1250PM	HM	0420	20	20	HANCOCK, JONATH	C
4529	099	GU	HIST	127	705	F	1200PM	1250PM	HM	0423	0	0		X
4530	099	GU	HIST	127	706	F	1000AM	1050AM	HM	0517	0	0		X
4531	099	GU	HIST	127	707	F	1100AM	1150AM	HM	0425	19	20	HANCOCK, JONATH	O
4532	099	GU	HIST	127	708	F	1100AM	1150AM	HM	0420	0	0		X
4533	099	GU	HIST	127	851	TBA	TBA	TBA			0	999		O
4534	099	GU	HIST	127	998	TBA	TBA	TBA			0	999		O
4535	099	GU	HIST	127	999	TBA	TBA	TBA			0	999		O
4536	099	GU	HIST	128	001	TR	0800AM	0915AM	NW	0219	47	47	MCNEIL, G R	C
4537	099	GU	HIST	128	002	MW	0300PM	0415PM	NW	0219	51	50	MERCOGLIANO, SA	C
4538	099	GU	HIST	128	003	TR	0330PM	0445PM	CW	0105	55	55	OTIS, KATHERINE	C
4539	099	GU	HIST	128	006	MWF	1000AM	1050AM	HO	0104	151	153	BARNEY, W L	O
4540	099	GU	HIST	128	007	TR	1230PM	0145PM	MU	0116	167	168	HAMPTON, MONTE	O
4541	099	GU	HIST	128	600	F	1000AM	1050AM	HM	0425	18	20	EAVES, SHANNON	O
4542	099	GU	HIST	128	601	F	1000AM	1050AM	HM	0570	16	20	DOYLE, NORA	O
4543	099	GU	HIST	128	602	F	1100AM	1150AM	HM	0517	16	18	EAVES, SHANNON	O
4544	099	GU	HIST	128	603	F	1100AM	1150AM	AL	0203	17	18	DOYLE, NORA	O
4545	099	GU	HIST	128	604	F	1200PM	1250PM	HM	0523	19	20	EAVES, SHANNON	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4546	099	GU	HIST	128	605	F	1200PM	1250PM	HM	0425	20	20	FINK, JOEY ANN	C
4547	099	GU	HIST	128	606	F	0100PM	0150PM	HM	0423	17	18	FINK, JOEY ANN	O
4548	099	GU	HIST	128	607	F	0900AM	0950AM	HM	0425	13	18	DOYLE, NORA	O
4549	099	GU	HIST	128	608	F	0200PM	0250PM	HM	0420	14	18	FINK, JOEY ANN	O
4550	099	GU	HIST	128	700	F	0900AM	0950AM	HM	0420	16	18	DONNALLY, JENNI	O
4551	099	GU	HIST	128	701	F	0900AM	0950AM	HM	0523	13	18	CUFFMAN, LYDIA	O
4552	099	GU	HIST	128	702	F	1000AM	1050AM	BI	0208	15	18	CUFFMAN, LYDIA	O
4553	099	GU	HIST	128	703	F	1000AM	1050AM	MT	0009	18	18	DONNALLY, JENNI	C
4554	099	GU	HIST	128	704	F	1200PM	1250PM	AR	0117	18	18	CUFFMAN, LYDIA	C
4555	099	GU	HIST	128	705	F	1100AM	1150AM	PH	0212	20	20	LEVANDOSKI, RAC	C
4556	099	GU	HIST	128	706	F	1200PM	1250PM	CW	0208	20	20	DONNALLY, JENNI	C
4557	099	GU	HIST	128	707	F	1200PM	1250PM	AL	0203	20	20	LEVANDOSKI, RAC	C
4558	099	GU	HIST	128	708	R	0330PM	0420PM	TT	0113	20	20	LEVANDOSKI, RAC	C
4559	099	GU	HIST	128	851	TBA	TBA	TBA			0	999		O
4560	099	GU	HIST	128	988	TBA	TBA	TBA			0	999		O
4561	099	GU	HIST	128	990	TBA	TBA	TBA			6	10	PAYNE, ROBIN K	O
4562	099	GU	HIST	128	998	TBA	TBA	TBA			0	999		O
4563	099	GU	HIST	128	999	TBA	TBA	TBA			0	999		O
4564	099	GU	HIST	133	001	TR	0330PM	0445PM	GL	0431	61	60	TSIN, MICHAEL	C
4565	099	GU	HIST	135	001	TR	1100AM	1215PM	BI	0103	61	60	FREITAG, SANDRI	C
4566	099	GU	HIST	135	600	F	1200PM	1250PM	BI	0108	19	19		C
4567	099	GU	HIST	135	601	F	0100PM	0150PM	BI	0309	19	19		C
4568	099	GU	HIST	135	602	R	0500PM	0550PM	BI	0108	17	19		O
4569	099	GU	HIST	135	603	W	0100PM	0150PM	BI	0309	0	18		X
4570	099	GU	HIST	138	001	MWF	1200PM	1250PM	GA	0008	50	50	EL SHAMSY, AHME	C
4571	099	GU	HIST	138	600	F	0900AM	0950AM	AL	0205	14	18	SIMS, LAURA	O
4572	099	GU	HIST	138	601	F	1000AM	1050AM	AL	0205	12	18	SIMS, LAURA	O
4573	099	GU	HIST	138	602	F	1200PM	1250PM	GA	0001	22	18	SIMS, LAURA	C
4574	099	GU	HIST	140	001	MW	0300PM	0415PM	CW	0105	50	50	OWRE, MAXIMILIA	C
4575	099	GU	HIST	140	002	TR	0330PM	0445PM	GL	0431	0	55		X
4576	099	GU	HIST	140	006	MWF	1000AM	1050AM	PH	0215	145	148	HUNZIKER, SB	O
4577	099	GU	HIST	140	007	MWF	1100AM	1150AM	MU	0116	170	171	FLETCHER, W M	O
4578	099	GU	HIST	140	600	R	0330PM	0420PM	TT	226A	18	18	GRITTER, ELIZAB	C
4579	099	GU	HIST	140	601	R	0500PM	0550PM	HM	0523	13	16	PAULAUSKAS, MIC	O
4580	099	GU	HIST	140	602	F	0900AM	0950AM	GL	0104	12	20	BARKSDALE, SARA	O
4581	099	GU	HIST	140	603	F	1000AM	1050AM	GA	0009	11	18	GRITTER, ELIZAB	O
4582	099	GU	HIST	140	604	F	1100AM	1150AM	HO	0201	15	18	GRITTER, ELIZAB	O
4583	099	GU	HIST	140	605	F	1200PM	1250PM	NE	0301	17	18	PAULAUSKAS, MIC	O
4584	099	GU	HIST	140	606	F	1200PM	1250PM	MU	0118	16	18	BARKSDALE, SARA	O
4585	099	GU	HIST	140	607	F	1000AM	1050AM	AR	0116	12	18	PAULAUSKAS, MIC	O
4586	099	GU	HIST	140	608	F	1100AM	1150AM	NE	0301	15	18	BARKSDALE, SARA	O
4587	099	GU	HIST	140	609	F	1000AM	1050AM	HM	0517	14	15	HUNZIKER, SB	O
4588	099	GU	HIST	140	700	W	1100AM	1150AM	HM	0523	18	18	HAEBERLIN, ANDR	C
4589	099	GU	HIST	140	701	W	1100AM	1150AM	HM	0423	18	18	RICHARDSON LITT	C
4590	099	GU	HIST	140	702	W	1100AM	1150AM	HM	0425	17	18	TOBIN, PATICK	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4591	099	GU	HIST	140	703	W	1200PM	1250PM	HM	0425	18	18	FLETCHER, W M	C
4592	099	GU	HIST	140	704	W	1200PM	1250PM	HM	0423	18	18	HAEBERLIN, ANDR	C
4593	099	GU	HIST	140	705	W	0100PM	0150PM	HM	0423	16	18	RICHARDSON LITT	O
4594	099	GU	HIST	140	706	W	0100PM	0150PM	HM	0517	18	18	TOBIN, PATICK	C
4595	099	GU	HIST	140	707	W	0200PM	0250PM	HM	0423	16	16	RICHARDSON LITT	C
4596	099	GU	HIST	140	708	W	0200PM	0250PM	HM	0517	18	18	TOBIN, PATICK	C
4597	099	GU	HIST	140	709	W	0300PM	0350PM	HM	0423	0	18		X
4598	099	GU	HIST	140	710	W	0400PM	0450PM	HM	0452	11	18	HAEBERLIN, ANDR	O
4599	099	GU	HIST	140	851	TBA	TBA	TBA			0	999		O
4600	099	GU	HIST	140	951	TR	0600PM	0715PM	SA	0220	34	35	OWRE, MAXIMILIA	O
4601	099	GU	HIST	140	988	TBA	TBA	TBA			0	999		O
4602	099	GU	HIST	140	990	TBA	TBA	TBA			10	10	OWRE, MAXIMILIA	C
4603	099	GU	HIST	140	998	TBA	TBA	TBA			0	999		O
4604	099	GU	HIST	142	001	TR	1100AM	1215PM	MU	0116	162	150	BURNS, KJ	C
4605	099	GU	HIST	142	600	R	0200PM	0250PM	DE	0403	22	18	REED, BENJAMIN	C
4606	099	GU	HIST	142	601	R	0300PM	0350PM	WI	0139	11	18	REED, BENJAMIN	O
4607	099	GU	HIST	142	602	F	1100AM	1150AM	BI	0208	19	18	CASIMIR, ENVER	C
4608	099	GU	HIST	142	603	F	1100AM	1150AM	HO	0106	18	18	MONDEJAR, CLARI	C
4609	099	GU	HIST	142	604	F	1200PM	1250PM	BI	0101	17	18	CASIMIR, ENVER	O
4610	099	GU	HIST	142	605	F	0200PM	0250PM	BI	0217	18	18	MONDEJAR, CLARI	C
4611	099	GU	HIST	142	606	R	0400PM	0450PM	WI	0139	20	18	REED, BENJAMIN	C
4612	099	GU	HIST	142	607	F	1000AM	1050AM	BI	0309	18	18	CASIMIR, ENVER	C
4613	099	GU	HIST	142	608	F	1000AM	1050AM	DA	0101	18	18	MONDEJAR, CLARI	C
4614	099	GU	HIST	142	998	TBA	TBA	TBA			0	999		O
4615	099	GU	HIST	143	990	TBA	TBA	TBA			4	10	HUNER, MICHAEL	O
4616	099	GU	HIST	143	991	TBA	TBA	TBA			13	15	HUNER, MICHAEL	O
4617	099	GU	HIST	143	992	TBA	TBA	TBA			0	1	HUNER, MICHAEL	O
4618	099	GU	HIST	143	998	TBA	TBA	TBA			0	999		O
4619	099	GU	HIST	151	001	MWF	0100PM	0150PM	GL	0431	51	50	TURNER, BRIAN D	C
4620	099	GU	HIST	151	002	TR	0330PM	0445PM	DE	0305	0	55		X
4621	099	GU	HIST	151	006	MW	1100AM	1150AM	MA	0209	109	110	MCINTOSH, T M	O
4622	099	GU	HIST	151	007	MWF	1200PM	1250PM	CP	0201	62	62	HUNZIKER, SB	C
4623	099	GU	HIST	151	600	F	0900AM	0950AM	BI	0306	16	20	KOSMIN, JENNIFE	O
4624	099	GU	HIST	151	601	R	0330PM	0420PM	AL	0203	1	19		X
4625	099	GU	HIST	151	602	R	0330PM	0420PM	AL	0207	0	18		X
4626	099	GU	HIST	151	603	F	1000AM	1050AM	HM	0150	17	20	TWELE, ROSS M	O
4627	099	GU	HIST	151	604	F	1000AM	1050AM	TT	0113	0	19		X
4628	099	GU	HIST	151	605	F	1100AM	1150AM	CW	0208	20	20	TWELE, ROSS M	C
4629	099	GU	HIST	151	606	F	1100AM	1150AM	NW	0103	0	18		X
4630	099	GU	HIST	151	607	F	1100AM	1150AM	GA	0009	18	19	KOSMIN, JENNIFE	O
4631	099	GU	HIST	151	608	F	1200PM	1250PM	GL	0317	18	19	KOSMIN, JENNIFE	O
4632	099	GU	HIST	151	609	R	0500PM	0550PM	HM	0425	0	18		X
4633	099	GU	HIST	151	610	R	0500PM	0550PM	MU	0111	0	18		X
4634	099	GU	HIST	151	611	R	1100AM	1150AM	HM	0425	18	18	TWELE, ROSS M	C
4635	099	GU	HIST	151	700	F	0100PM	0150PM	GL	0104	0	18		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4636	099	GU	HIST	151	701	F	0100PM	0150PM	HM	0523	21	18	KENT, PATRICK	C
4637	099	GU	HIST	151	702	F	1100AM	1150AM	PE	0218	0	19		X
4638	099	GU	HIST	151	703	R	0200PM	0250PM	TT	226A	0	18		X
4639	099	GU	HIST	151	704	R	0200PM	0250PM	HM	0425	0	18		O
4640	099	GU	HIST	151	705	R	0300PM	0350PM	PH	0220	0	18		X
4641	099	GU	HIST	151	706	F	1100AM	1150AM	SA	0213	20	19	KENT, PATRICK	C
4642	099	GU	HIST	151	707	F	1200PM	1250PM	SA	0213	21	19	KENT, PATRICK	C
4643	099	GU	HIST	151	708	F	1200PM	1250PM	GA	0103	0	18		X
4644	099	GU	HIST	151	851	TBA	TBA	TBA			0	999		O
4645	099	GU	HIST	151	990	TBA	TBA	TBA			3	10	NAUJOKS, NATASH	O
4646	099	GU	HIST	151	998	TBA	TBA	TBA			0	999		O
4647	099	GU	HIST	151	999	TBA	TBA	TBA			0	999		O
4648	099	GU	HIST	152	998	TBA	TBA	TBA			0	999		O
4649	099	GU	HIST	152	999	TBA	TBA	TBA			0	999		O
4650	099	GU	HIST	156	001	MW	0300PM	0415PM	PE	0203	48	48	LUDINGTON, CHAR	C
4651	099	GU	HIST	156	998	TBA	TBA	TBA			0	999		O
4652	099	GU	HIST	157	001	MWF	1000AM	1050AM	GL	0431	0	60		X
4653	099	GU	HIST	157	851	TBA	TBA	TBA			0	999		O
4654	099	GU	HIST	157	990	TBA	TBA	TBA			0	10	STRONG, MICHELL	O
4655	099	GU	HIST	157	998	TBA	TBA	TBA			0	999		O
4656	099	GU	HIST	158	001	MWF	1200PM	1250PM	FG	0106	0	55		X
4657	099	GU	HIST	158	851	TBA	TBA	TBA			0	999		O
4658	099	GU	HIST	158	998	TBA	TBA	TBA			0	999		O
4659	099	GU	HIST	158	999	TBA	TBA	TBA			0	999		O
4660	099	GU	HIST	159	006	MWF	0200PM	0250PM	HM	0100	170	174	JARAUSCH, K H	O
4661	099	GU	HIST	159	600	F	0200PM	0250PM	HM	0425	6	20	SAPP, ROBERT	O
4662	099	GU	HIST	159	601	F	0200PM	0250PM	HM	0517	4	20	STELZEL, PHILIP	O
4663	099	GU	HIST	159	602	F	1100AM	1150AM	AR	0116	15	18	BRYAN, JOSEPH	O
4664	099	GU	HIST	159	603	F	1000AM	1050AM	DE	0313	20	20	BEORN, WAITMAN	C
4665	099	GU	HIST	159	604	F	1200PM	1250PM	SA	0104	23	23	BEORN, WAITMAN	C
4666	099	GU	HIST	159	605	F	1200PM	1250PM	BI	0309	16	20	STELZEL, PHILIP	O
4667	099	GU	HIST	159	606	F	1100AM	1150AM	SM	0107	17	18	STELZEL, PHILIP	O
4668	099	GU	HIST	159	607	F	0100PM	0150PM	HM	0425	19	20	BEORN, WAITMAN	O
4669	099	GU	HIST	159	608	R	0500PM	0550PM	BI	0306	14	20	BRYAN, JOSEPH	O
4670	099	GU	HIST	159	609	F	0200PM	0250PM	HM	0570	0	20		X
4671	099	GU	HIST	159	610	F	0200PM	0250PM	HM	0523	0	20		X
4672	099	GU	HIST	159	611	F	1000AM	1050AM	BI	0217	14	18	STELZEL, PHILIP	O
4673	099	GU	HIST	159	612	R	0400PM	0450PM	GA	0104	17	18	BRYAN, JOSEPH	O
4674	099	GU	HIST	159	613	F	1100AM	1150AM	BI	0208	0	18		X
4675	099	GU	HIST	159	851	TBA	TBA	TBA			0	999		O
4676	099	GU	HIST	159	998	TBA	TBA	TBA			0	999		O
4677	099	GU	HIST	159	999	TBA	TBA	TBA			0	999		O
4678	099	GU	HIST	161	001	TR	0200PM	0315PM	CO	0201	46	50	TSIPURSKY, GLEB	O
4679	099	GU	HIST	162	851	TBA	TBA	TBA			0	999		O
4680	099	GU	HIST	162	990	TBA	TBA	TBA			0	10	DUMANCIC, MARKO	X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4681	099	GU	HIST	210	001	MW	1100AM	1150AM	GC	1015	9	10	WEILER, J	O
4682	099	GU	HIST	210	601	F	1100AM	1150AM	GA	0209	1	1	FOX, LISA	C
4683	099	GU	HIST	210	602	R	0500PM	0550PM	GL	0103	1	1	FOX, LISA	C
4684	099	GU	HIST	210	603	F	1100AM	1150AM	GA	0307	1	1	HENNESSEY, ELIZ	C
4685	099	GU	HIST	210	604	R	0330PM	0420PM	PE	0215	1	1	HENNESSEY, ELIZ	C
4686	099	GU	HIST	210	605	F	1100AM	1150AM	HM	0452	2	2	BRADLEY, LAUREL	C
4687	099	GU	HIST	210	606	R	0330PM	0420PM	PH	0328	0	2	BRADLEY, LAUREL	O
4688	099	GU	HIST	210	609	R	0500PM	0550PM	BI	0217	1	2	SHAIR-ROSENFIEL	O
4689	099	GU	HIST	210	610	F	1100AM	1150AM	HN	0130	2	1	SHAIR-ROSENFIEL	C
4690	099	GU	HIST	213	001	MWF	0300PM	0350PM	HM	0100	190	190	CADDELL, J	C
4691	099	GU	HIST	225	001	MWF	0900AM	0950AM	PH	0215	0	120	NAIDEN, FRED	X
4692	099	GU	HIST	225	600	F	0900AM	0950AM	WI	0139	0	18		X
4693	099	GU	HIST	225	601	F	1000AM	1050AM	SA	0213	0	18		X
4694	099	GU	HIST	225	602	F	1100AM	1150AM	AL	0207	0	19		X
4695	099	GU	HIST	225	603	F	1200PM	1250PM	SA	0321	0	17		X
4696	099	GU	HIST	225	604	R	0500PM	0550PM	WI	0139	0	19		X
4697	099	GU	HIST	225	605	R	0330PM	0420PM	HM	0425	0	19		X
4698	099	GU	HIST	225	606	F	1100AM	1150AM			0	18		X
4699	099	GU	HIST	227	001	TR	1100AM	1215PM	GL	0431	0	55		X
4700	099	GU	HIST	231	001	TR	1100AM	1215PM	GL	0431	25	25	MAYNOR, MALINDA	C
4701	099	GU	HIST	231	601	R	0330PM	0420PM	BI	0108	8	8		C
4702	099	GU	HIST	231	602	F	1000AM	1050AM	HO	0106	9	9		C
4703	099	GU	HIST	231	603	F	1200PM	1250PM	DE	0304	8	8		C
4704	099	GU	HIST	260	001	MWF	1100AM	1150AM	GL	0431	0	55		X
4705	099	GU	HIST	260	600	R	0300PM	0350PM	HO	0106	0	18		X
4706	099	GU	HIST	260	601	F	1100AM	1150AM			0	18		X
4707	099	GU	HIST	260	602	F	1200PM	1250PM	HO	0201	0	18		X
4708	099	GU	HIST	262	001	TR	0930AM	1045AM	MU	0116	147	125	BROWNING, CR	C
4709	099	GU	HIST	262	600	R	0100PM	0150PM	HM	0425	0	12		X
4710	099	GU	HIST	262	601	R	0100PM	0150PM	HM	0423	16	16	GEROLIMATOS, GE	C
4711	099	GU	HIST	262	602	R	0500PM	0550PM	BI	0208	15	15	PLAVNIEKS, RICH	C
4712	099	GU	HIST	262	603	R	0400PM	0450PM	BI	0217	15	15	GUMBLETON, SHAW	C
4713	099	GU	HIST	262	604	R	0500PM	0550PM	BI	0101	15	15	GUMBLETON, SHAW	C
4714	099	GU	HIST	262	605	R	0300PM	0350PM	HO	0207	17	17	GUMBLETON, SHAW	C
4715	099	GU	HIST	262	606	R	0330PM	0420PM	DE	0209	15	16	PLAVNIEKS, RICH	O
4716	099	GU	HIST	262	607	F	1000AM	1050AM	PE	0217	14	15	GEROLIMATOS, GE	O
4717	099	GU	HIST	262	608	F	1100AM	1150AM	HN	0107	17	17	PLAVNIEKS, RICH	C
4718	099	GU	HIST	262	609	F	1200PM	1250PM	HO	0201	18	18	GEROLIMATOS, GE	C
4719	099	GU	HIST	262	990	TBA	TBA	TBA			4	10	GOLDSTEIN, THOM	O
4720	099	GU	HIST	268	001	MWF	0100PM	0150PM	BI	0103	101	104	HAGEMANN, KAREN	O
4721	099	GU	HIST	268	600	F	1100AM	1150AM	GA	0210	17	17	SUMMERS, SARAH	C
4722	099	GU	HIST	268	601	F	1200PM	1250PM	GA	0106	17	17	SUMMERS, SARAH	C
4723	099	GU	HIST	268	602	F	1000AM	1050AM	PE	0215	17	17	CARROLL, CHRIST	C
4724	099	GU	HIST	268	603	F	1000AM	1050AM	HO	0107	14	18	SUMMERS, SARAH	O
4725	099	GU	HIST	268	604	F	1100AM	1150AM	HO	0203	15	18	CARROLL, CHRIST	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4726	099	GU	HIST	268	605	F	1200PM	1250PM	BI	0301	17	18	CARROLL, CHRIST	O
4727	099	GU	HIST	281	001	TR	0330PM	0445PM	GA	0307	0	30	FLETCHER, W M	X
4728	099	GU	HIST	286	001	MWF	1000AM	1050AM	NE	0102	0	35	BOTSMAN, DANIEL	X
4729	099	GU	HIST	292	001	R	0200PM	0450PM	GC	1005	0	30	BRUNDAGE, FITZ	X
4730	099	GU	HIST	292	002	M	0200PM	0450PM	SA	0322	0	20		X
4731	099	GU	HIST	296	001	TBA	TBA	TBA			0	10	FLETCHER, W M	O
4732	099	GU	HIST	297	001	TBA	TBA	TBA			1	5	FLETCHER, W M	O
4733	099	GU	HIST	355	990	TBA	TBA	TBA			2	10	SMITH, ELIZABET	O
4734	099	GU	HIST	355	991	TBA	TBA	TBA			6	15	SMITH, ELIZABET	O
4735	099	GU	HIST	355	992	TBA	TBA	TBA			1	1	SMITH, ELIZABET	C
4736	099	GU	HIST	356	001	TR	0930AM	1045AM	FB	F009	0	60	FEIMSTER, CRYST	X
4737	099	GU	HIST	356	600	F	1000AM	1050AM	SA	0321	0	20		O
4738	099	GU	HIST	356	601	F	1100AM	1150AM	SA	0321	0	20		O
4739	099	GU	HIST	356	602	F	1200PM	1250PM	PH	0220	0	20		O
4740	099	GU	HIST	362	851	TBA	TBA	TBA			0	999		O
4741	099	GU	HIST	364	001	MW	1000AM	1050AM	GL	0431	58	55	WATERHOUSE, BEN	C
4742	099	GU	HIST	364	600	F	1000AM	1050AM	DE	0403	17	20	GENOVA, ROSALIE	O
4743	099	GU	HIST	364	601	F	1100AM	1150AM	BI	0309	19	20	GENOVA, ROSALIE	O
4744	099	GU	HIST	364	602	F	1200PM	1250PM	DE	0307	20	20	GENOVA, ROSALIE	C
4745	099	GU	HIST	365	001	MWF	1100AM	1150AM	CW	0105	60	57	VARGAS, ZARAGOS	C
4746	099	GU	HIST	365	600	F	1000AM	1050AM	GL	0318	17	20	GAJEWSKI, GEORG	O
4747	099	GU	HIST	365	601	F	1200PM	1250PM	CW	0103	20	20	GAJEWSKI, GEORG	C
4748	099	GU	HIST	365	602	R	0500PM	0550PM	BI	0309	19	20	GAJEWSKI, GEORG	O
4749	099	GU	HIST	365	990	TBA	TBA	TBA			0	10	ANDERSON, DM	X
4750	099	GU	HIST	366	001	MWF	0900AM	0950AM	PH	0215	115	120	HARPER, MATT J	O
4751	099	GU	HIST	366	600	F	0900AM	0950AM	WI	0139	16	18	HARPER, MATT J	O
4752	099	GU	HIST	366	601	F	1000AM	1050AM	SA	0213	17	18	WILL, TYLER L	O
4753	099	GU	HIST	366	602	F	1100AM	1150AM	AL	0207	18	18	DEISS, KRISTIN	C
4754	099	GU	HIST	366	603	F	1200PM	1250PM	SA	0321	15	18	DEISS, KRISTIN	O
4755	099	GU	HIST	366	604	R	0500PM	0550PM	WI	0139	17	18	WILL, TYLER L	O
4756	099	GU	HIST	366	605	F	0900AM	0950AM	HM	0452	18	18	DEISS, KRISTIN	C
4757	099	GU	HIST	366	606	F	1100AM	1150AM	PE	0220	12	18	WILL, TYLER L	O
4758	099	GU	HIST	368	001	MW	0100PM	0150PM	MT	0005	107	110	GLATTHAAR, JOSE	O
4759	099	GU	HIST	368	600	R	0200PM	0250PM	NW	0103	15	13		C
4760	099	GU	HIST	368	601	R	0300PM	0350PM	HO	0201	17	18		O
4761	099	GU	HIST	368	602	R	0400PM	0450PM	MU	0302	18	18		C
4762	099	GU	HIST	368	603	F	0900AM	0950AM	WI	0202	15	18	MAYS, ASHLEY	O
4763	099	GU	HIST	368	604	F	1000AM	1050AM	SC	0210	17	18	MAYS, ASHLEY	O
4764	099	GU	HIST	368	605	F	1100AM	1150AM	AR	0218	17	18	MAYS, ASHLEY	O
4765	099	GU	HIST	374	990	TBA	TBA	TBA			0	10	LONG, D R	X
4766	099	GU	HIST	376	001	TR	1100AM	1215PM	SC	0210	34	35	WILLIAMS, HEATH	O
4767	099	GU	HIST	391	001	T	0200PM	0450PM	HM	0570	0	15		X
4768	099	GU	HIST	391	002	M	0200PM	0450PM	GC	3033	0	15		X
4769	099	GU	HIST	391	003	M	0200PM	0450PM	HM	0423	0	15		X
4770	099	GU	HIST	392	004	M	0200PM	0450PM	MU	0222	18	15	TALBERT, R	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4771	099	GU	HIST	392	005	TR	0200PM	0315PM	SC	0201	0	15		X
4772	099	GU	HIST	393	006	M	0200PM	0450PM	HM	0517	16	15	CHASTEEN, J	C
4773	099	GU	HIST	393	007	T	0330PM	0620PM	SC	0200	14	15	LEE, CHRISTOPHE	O
4774	099	GU	HIST	395	008	T	0100PM	0350PM	AL	0308	16	15	BARNEY, W L	C
4775	099	GU	HIST	395	009	R	0200PM	0450PM	GM	0212	17	15	LELOUDIS, J L	C
4776	099	GU	HIST	395	010	W	0200PM	0450PM	HM	0570	20	15	LOTCHIN, R W	C
4777	099	GU	HIST	395	011	T	0200PM	0450PM	HM	0420	15	15	MCNEIL, G R	C
4778	099	GU	HIST	395	012	M	0200PM	0450PM	SC	0201	16	15	VARGAS, ZARAGOS	C
4779	099	GU	HIST	395	013	T	0200PM	0450PM	HM	0570	15	18	LOWRY, MALINDA	O
4780	099	GU	HIST	422	001	M	0300PM	0550PM	HM	0570	0	18	NAIDEN, FRED	X
4781	099	GU	HIST	431	001	TR	1230PM	0145PM	DE	0402	30	20	WHALEN, BRETT	C
4782	099	GU	HIST	478	001	TR	1100AM	1215PM	MT	0009	27	22	RALEIGH, D J	C
4783	099	GU	HIST	490	001	M	0200PM	0450PM	HM	0425	0	20	BOTSMAN, DANIEL	X
4784	099	GU	HIST	490	002	TR	0200PM	0315PM	AL	0203	0	20	SAIKIA, Y	X
4785	099	GU	HIST	490	003	M	0300PM	0550PM	HM	0570	19	20	SHAMSY, AHMED E	O
4786	099	GU	HIST	490	004	M	0200PM	0450PM	LG	0304	0	0	DUFFY, E M	X
4787	099	GU	HIST	514	001	TR	1100AM	1215PM	AR	0117	5	5	SHERMAN, DANIEL	C
4788	099	GU	HIST	530	001	TR	0930AM	1045AM	CW	0105	32	35	RADDING, CYNTHI	O
4789	099	GU	HIST	530	600	R	0400PM	0450PM	HO	0207	0	18		X
4790	099	GU	HIST	530	601	F	1100AM	1150AM	HO	0107	0	18		X
4791	099	GU	HIST	530	602	F	1200PM	1250PM	BI	0108	3	18		X
4792	099	GU	HIST	532	001	TR	0200PM	0315PM	GL	0431	53	55	PEREZ, LOUIS A.	O
4793	099	GU	HIST	533	001	TR	0800AM	0915AM	DE	0208	24	25	CHASTEEN, J	O
4794	099	GU	HIST	566	001	TR	1230PM	0145PM	SC	0209	32	30	SWEET, JOHN W	C
4795	099	GU	HIST	566	975	TR	1230PM	0145PM	XX	XX	0	5	SWEET, JOHN W	O
4796	099	GU	HIST	569	001	TR	0200PM	0315PM	DE	0206	31	35	JACKSON, JERMA	O
4797	099	GU	HIST	571	001	TR	0800AM	0915AM	XX	XX	22	20	FERRIS, WILLIAM	C
4798	099	GU	HIST	580	001	TR	0330PM	0445PM	MU	0105	0	35		X
4799	099	GU	HIST	584	001	MWF	1100AM	1150AM	LG	0304	35	35	LOTCHIN, R W	C
4800	099	GU	HIST	671	001	TR	0200PM	0315PM	MU	0314	19	25	WHISNANT, A	O
4801	099	GU	HIST	700	001	M	0500PM	0750PM	HM	0517	12	20	MCREYNOLDS, LIN	O
4802	099	GU	HIST	711	001	T	0530PM	0820PM	HM	0523	14	20	MCINTOSH, T M	O
4803	099	GU	HIST	715	001	T	0500PM	0750PM	HM	0570	8	16	SWEET, JOHN W	O
4804	099	GU	HIST	717	001	W	0530PM	0820PM	XX	XX	8	20	LEE, WAYNE E	O
4805	099	GU	HIST	721	001	F	0100PM	0350PM	DA	0101	16	25	LINDSAY, LA	O
4806	099	GU	HIST	771	001	T	0200PM	0450PM	HM	0517	11	15	JARAUSCH, K H	O
4807	099	GU	HIST	781	001	R	0530PM	0820PM	CW	0208	7	15	MCREYNOLDS, LIN	O
4808	099	GU	HIST	783	001	R	0100PM	0350PM	AL	0308	6	15	OLICH, J M	O
4809	099	GU	HIST	820	001	T	0500PM	0750PM	HM	0425	6	15	RADDING, CYNTHI	O
4810	099	GU	HIST	835	001	M	0100PM	0350PM	XX	XX	14	15	WATSON, H L	O
4811	099	GU	HIST	890	002	R	0200PM	0450PM	HM	0420	4	20	SHIELDS, S D	O
4812	099	GU	HIST	890	052	W	0100PM	0350PM	HM	0523	4	2	FLETCHER, W M	C
4813	099	GU	HIST	899	015	TBA	TBA	TBA			0	5	MCVAUGH, M R	O
4814	099	GU	HIST	899	016	TBA	TBA	TBA			0	5	PFAFF, R W	O
4815	099	GU	HIST	899	017	TBA	TBA	TBA			0	5	MCCOY, W J	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4816	099	GU	HIST	899	018	TBA	TBA	TBA			1	5	TALBERT, R	O
4817	099	GU	HIST	899	019	TBA	TBA	TBA			0	5	NAIDEN, FRED	O
4818	099	GU	HIST	899	023	TBA	TBA	TBA			0	5	SOLOWAY, R A	O
4819	099	GU	HIST	899	030	TBA	TBA	TBA			0	5	BROWNING, CR	O
4820	099	GU	HIST	899	032	TBA	TBA	TBA			1	5	JARAUSCH, K H	O
4821	099	GU	HIST	899	033	TBA	TBA	TBA			0	5	MCINTOSH, T M	O
4822	099	GU	HIST	899	034	TBA	TBA	TBA			1	5	SMITH, J M	O
4823	099	GU	HIST	899	038	TBA	TBA	TBA			0	5	BULLARD, M M	O
4824	099	GU	HIST	899	045	TBA	TBA	TBA			2	5	CHASTEEN, J	O
4825	099	GU	HIST	899	046	TBA	TBA	TBA			2	5	PEREZ, LOUIS A.	O
4826	099	GU	HIST	899	047	TBA	TBA	TBA			1	5	BURNS, KJ	O
4827	099	GU	HIST	899	048	TBA	TBA	TBA			1	5	RADDING, CYNTHI	O
4828	099	GU	HIST	899	050	TBA	TBA	TBA			2	5	SAIKIA, Y	O
4829	099	GU	HIST	899	054	TBA	TBA	TBA			2	5	TSIN, MICHAEL	O
4830	099	GU	HIST	899	055	TBA	TBA	TBA			0	5	SHIELDS, S D	O
4831	099	GU	HIST	899	059	TBA	TBA	TBA			0	5	KING, MICHELLE	O
4832	099	GU	HIST	899	064	TBA	TBA	TBA			0	5	RALEIGH, D J	O
4833	099	GU	HIST	899	066	TBA	TBA	TBA			0	5	BRYANT, CHAD	O
4834	099	GU	HIST	899	067	T	0315PM	0445PM	HM	0523	10	15	DUVAL, KATHLEEN	O
4835	099	GU	HIST	899	071	TBA	TBA	TBA			3	5	LEE, WAYNE E	O
4836	099	GU	HIST	899	072	TBA	TBA	TBA			2	5	VARGAS, ZARAGOS	O
4837	099	GU	HIST	899	082	TBA	TBA	TBA			1	5	KOHN, R H	O
4838	099	GU	HIST	899	090	TBA	TBA	TBA			0	5	HALL, J D	O
4839	099	GU	HIST	899	091	TBA	TBA	TBA			0	5	LELOUDIS, J L	O
4840	099	GU	HIST	899	092	TBA	TBA	TBA			0	5	BARNEY, W L	O
4841	099	GU	HIST	899	096	TBA	TBA	TBA			1	5	BRUNDAGE, FITZ	O
4842	099	GU	HIST	899	098	TBA	TBA	TBA			0	5	JACKSON, JERMA	O
4843	099	GU	HIST	899	100	TBA	TBA	TBA			0	5	FEIMSTER, CRYST	O
4844	099	GU	HIST	901	054	TBA	TBA	TBA			1	5	TSIN, MICHAEL	O
4845	099	GU	HIST	901	068	TBA	TBA	TBA			1	5	SWEET, JOHN W	O
4846	099	GU	HIST	901	094	R	0200PM	0450PM	HM	0423	10	15	WILLIAMS, HEATH	O
4847	099	GU	HIST	905	036	W	0100PM	0350PM	HM	0425	19	15	REID, D M	C
4848	099	GU	HIST	910	001	R	0330PM	0625PM	WI	0202	7	20	TALBERT, R	O
4849	099	GU	HIST	924	001	W	0700PM	0950PM	HM	0517	8	15	BROWNING, CR	O
4850	099	GU	HIST	942	001	R	0500PM	0750PM	HM	0570	8	20	JACKSON, JERMA	O
4851	099	GU	HIST	952	001	M	0530PM	0820PM	HM	0423	4	15	LEE, WAYNE E	O
4852	099	GU	HIST	975	001	T	0100PM	0350PM	YC	0207	0	12	FEIMSTER, CRYST	X
4853	099	GU	HIST	990	095	TBA	TBA	TBA			1	5	PERDUE, THEDA	O
4854	099	GU	HIST	993	015	TBA	TBA	TBA			0	5	MCVAUGH, M R	O
4855	099	GU	HIST	993	016	TBA	TBA	TBA			0	5	PFAFF, R W	O
4856	099	GU	HIST	993	017	TBA	TBA	TBA			0	5	MCCOY, W J	O
4857	099	GU	HIST	993	018	TBA	TBA	TBA			0	5	TALBERT, R	O
4858	099	GU	HIST	993	069	TBA	TBA	TBA			1	5	GLATTHAAR, JOSE	O
4859	099	GU	HIST	993	082	TBA	TBA	TBA			1	5	KOHN, R H	O
4860	099	GU	HIST	993	095	TBA	TBA	TBA			0	5	PERDUE, THEDA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4861	099	GU	HIST	994	015	TBA	TBA	TBA			0	5	MCVAUGH, M R	O
4862	099	GU	HIST	994	016	TBA	TBA	TBA			0	5	PFAFF, R W	O
4863	099	GU	HIST	994	017	TBA	TBA	TBA			0	5	MCCOY, W J	O
4864	099	GU	HIST	994	018	TBA	TBA	TBA			4	5	TALBERT, R	O
4865	099	GU	HIST	994	023	TBA	TBA	TBA			0	5	SOLOWAY, R A	O
4866	099	GU	HIST	994	030	TBA	TBA	TBA			3	5	BROWNING, CR	O
4867	099	GU	HIST	994	032	TBA	TBA	TBA			5	5	JARAUSCH, K H	C
4868	099	GU	HIST	994	034	TBA	TBA	TBA			2	5	SMITH, J M	O
4869	099	GU	HIST	994	036	TBA	TBA	TBA			1	5	REID, D M	O
4870	099	GU	HIST	994	037	TBA	TBA	TBA			1	5	BENNETT, J M	O
4871	099	GU	HIST	994	038	TBA	TBA	TBA			2	5	BULLARD, M M	O
4872	099	GU	HIST	994	039	TBA	TBA	TBA			0	5	KRAMER, L S	O
4873	099	GU	HIST	994	045	TBA	TBA	TBA			2	5	CHASTEEN, J	O
4874	099	GU	HIST	994	046	TBA	TBA	TBA			3	5	PEREZ, LOUIS A.	O
4875	099	GU	HIST	994	052	TBA	TBA	TBA			1	5	FLETCHER, W M	O
4876	099	GU	HIST	994	062	TBA	TBA	TBA			0	5	GRIFFITHS, D	O
4877	099	GU	HIST	994	064	TBA	TBA	TBA			2	5	RALEIGH, D J	O
4878	099	GU	HIST	994	067	TBA	TBA	TBA			1	5	DUVAL, KATHLEEN	O
4879	099	GU	HIST	994	068	TBA	TBA	TBA			1	10	SWEET, JOHN W	O
4880	099	GU	HIST	994	082	TBA	TBA	TBA			0	5	KOHN, R H	O
4881	099	GU	HIST	994	083	TBA	TBA	TBA			2	5	FILENE, P G	O
4882	099	GU	HIST	994	085	TBA	TBA	TBA			1	5	COCLANIS, P A	O
4883	099	GU	HIST	994	087	TBA	TBA	TBA			1	5	MATHEWS, D G	O
4884	099	GU	HIST	994	088	TBA	TBA	TBA			2	5	KASSON, J F	O
4885	099	GU	HIST	994	090	TBA	TBA	TBA			8	10	HALL, J D	O
4886	099	GU	HIST	994	091	TBA	TBA	TBA			3	5	LELOUDIS, J L	O
4887	099	GU	HIST	994	092	TBA	TBA	TBA			1	5	BARNEY, W L	O
4888	099	GU	HIST	994	093	TBA	TBA	TBA			1	5	WATSON, H L	O
4889	099	GU	HIST	994	094	TBA	TBA	TBA			2	5	WILLIAMS, HEATH	O
4890	099	GU	HIST	994	095	TBA	TBA	TBA			1	5	PERDUE, THEDA	O
4891	099	GU	HIST	994	096	TBA	TBA	TBA			1	5	BRUNDAGE, FITZ	O
4892	099	GU	HIST	994	097	TBA	TBA	TBA			1	5	HUNT, M H	O
4893	099	GU	HIST	994	098	TBA	TBA	TBA			1	5	JACKSON, JERMA	O
4894	099	GU	HIST	----	998	TBA	TBA	TBA			0	999		O
4895	099	GU	HIST	178H	001	T	0200PM	0450PM	HM	0423	16	18	BULLARD, M M	O
4896	099	GU	HIST	292H	001	TR	0200PM	0315PM	HM	0523	20	20	LINDSAY, LA	C
4897	099	GU	HIST	292H	002	M	0100PM	0350PM	HM	0420	19	20	REID, D M	O
4898	099	GU	HIST	580H	001	M	0200PM	0450PM	DE	0412	22	19	WATERHOUSE, BEN	C
4899	099	GU	HIST	691H	001	M	0200PM	0450PM	HM	0523	11	15	DUVAL, KATHLEEN	O
4900	099	GU	HMSC	700	001	TBA	TBA	TBA			8	30	GROSS, M T	O
4901	099	GU	HMSC	701	001	TBA	TBA	TBA			6	30	MERCER, VICKI S	O
4902	099	GU	HMSC	702	001	TR	0930AM	1045AM	XX	XX	6	10	MCMURRAY, R G	O
4903	099	GU	HMSC	710	028	TBA	TBA	TBA			0	10	SEGAL, RICHARD	O
4904	099	GU	HMSC	795	043	TBA	TBA	TBA			0	20	YU, BING	O
4905	099	GU	HMSC	803	035	TBA	TBA	TBA			0	5	REILLY, M	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4906	099	GU	HMSC	803	036	TBA	TBA	TBA			0	5	WHITE, J A	O
4907	099	GU	HMSC	803	038	TBA	TBA	TBA			0	5		O
4908	099	GU	HMSC	803	039	TBA	TBA	TBA			0	5	MCCULLOCH, K L	O
4909	099	GU	HMSC	877	003	TBA	TBA	TBA			0	5	PADUA, DARIN A	O
4910	099	GU	HMSC	877	013	TBA	TBA	TBA			1	5	MCMURRAY, R G	O
4911	099	GU	HMSC	877	028	TBA	TBA	TBA			1	5	GIULIANI, C	O
4912	099	GU	HMSC	879	028	TBA	TBA	TBA			1	4	GIULIANI, C	O
4913	099	GU	HMSC	885	001	TBA	TBA	TBA			0	5		O
4914	099	GU	HMSC	993	022	TBA	TBA	TBA			0	3	WITT, P L	O
4915	099	GU	HMSC	993	040	TBA	TBA	TBA			1	3		O
4916	099	GU	HMSC	904I	001	T	0500PM	0800PM	BE	0116	3	5	ZIMMERMAN, SHER	O
4917	099	GU	HNRS	296	01S	TBA	TBA	TBA			15	20	LEE, MARGARET	O
4918	099	GU	HNRS	325	001	W	0630PM	0900PM	GM	0039	51	75	KENDALL, R D	O
4919	099	GU	HNRS	352	001	T	0330PM	0550PM	GM	0212	13	12	FERGUSON, JG	C
4920	099	GU	HNRS	352	002	T	1100AM	0145PM	GM	0212	18	18	DANIELS, R E	C
4921	099	GU	HNRS	352	003	R	0330PM	0600PM	GC	3033	16	15	STEINER, NIKLAU	C
4922	099	GU	HNRS	352	01S	TBA	TBA	TBA			9	20	TAYLOR, TODD	O
4923	099	GU	HNRS	352	02S	TBA	TBA	TBA			5	20	TAYLOR, TODD	O
4924	099	GU	HNRS	353	01S	TBA	TBA	TBA			15	20	LEE, MARGARET	O
4925	099	GU	HNRS	353	02S	TBA	TBA	TBA			15	20	LEE, MARGARET	O
4926	099	GU	HNRS	353	03S	TBA	TBA	TBA			0	20		X
4927	099	GU	HNRS	353	04S	TBA	TBA	TBA			0	20	TAYLOR, TODD	X
4928	099	GU	HNRS	354	001	MW	0300PM	0415PM	GL	0304	25	18	GOLDBERG, L	C
4929	099	GU	HNRS	354	002	MW	0430PM	0545PM	GL	0304	25	18	GOLDBERG, L	C
4930	099	GU	HNRS	355	02S	TBA	TBA	TBA			9	20	TAYLOR, TODD	O
4931	099	GU	HNRS	356	01S	TBA	TBA	TBA			7	20	TAYLOR, TODD	O
4932	099	GU	HNRS	357	01S	TBA	TBA	TBA			15	20	LEE, MARGARET	O
4933	099	GU	HNRS	378	01S	TBA	TBA	TBA			9	20	TAYLOR, TODD	O
4934	099	GU	HNRS	390	001	TBA	TBA	TBA			0	1		O
4935	099	GU	HNRS	390	002	TBA	TBA	TBA			0	1		O
4936	099	GU	HNRS	390	003	TBA	TBA	TBA			0	1		O
4937	099	GU	HNRS	390	004	TBA	TBA	TBA			0	1		O
4938	099	GU	HNRS	390	005	TBA	TBA	TBA			0	1		O
4939	099	GU	HNRS	390	007	TBA	TBA	TBA			0	1		O
4940	099	GU	HNRS	390	008	TBA	TBA	TBA			0	1		O
4941	099	GU	HNRS	396	001	TBA	TBA	TBA			1	10	LELOUDIS, J L	O
4942	099	GU	HNRS	396	002	TBA	TBA	TBA			10	10	LELOUDIS, J L	C
4943	099	GU	HNUR	101	001	MW	0300PM	0415PM	GC	1009	33	30	TAJ, AFROZ N.	C
4944	099	GU	HNUR	101	002	MWF	1100AM	1150AM	WI	0202	31	30	CALDWELL, JOHN	C
4945	099	GU	HNUR	101	601	T	0955AM	1045AM	MU	0118	24	19		C
4946	099	GU	HNUR	101	602	T	1255PM	0145PM	HM	0523	19	19		C
4947	099	GU	HNUR	101	603	T	0330PM	0420PM	GA	0106	21	19		C
4948	099	GU	HNUR	203	001	MWF	1200PM	1250PM	AR	0215	21	25	CALDWELL, JOHN	O
4949	099	GU	HNUR	203	601	T	1230PM	0120PM	PE	0217	21	24	CALDWELL, JOHN	O
4950	099	GU	HNUR	203	602	T	0200PM	0250PM	NW	0103	0	12		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4951	099	GU	HNUR	203	998	TBA	TBA	TBA			0	999		O
4952	099	GU	HNUR	204	998	TBA	TBA	TBA			0	999		O
4953	099	GU	HNUR	220	001	W	0300PM	0350PM	NW	0103	5	19	CALDWELL, JOHN	O
4954	099	GU	HNUR	305	001	MWF	0100PM	0150PM	NW	0103	7	15	CALDWELL, JOHN	O
4955	099	GU	HPAA	301	001	TBA	TBA	TBA			0	5	STAFF	X
4956	099	GU	HPM	301	001	TBA	TBA	TBA			0	5	SHEA, CHRISTOPH	X
4957	099	GU	HPM	310	001	MW	0930AM	1045AM	MC	1301	37	40	HARRIS, D	O
4958	099	GU	HPM	330	001	MW	1100AM	1215PM	HC	0003	36	36	SHEA, CHRISTOPH	C
4959	099	GU	HPM	340	001	TR	0200PM	0315PM	RO	0235	38	45	REITER, K	O
4960	099	GU	HPM	341	001	W	0430PM	0710PM	RO	0228	0	40	FARMER, FRANKLI	X
4961	099	GU	HPM	350	001	TR	0930AM	1045AM	MC	1304	36	36	STUDER, MELANIE	C
4962	099	GU	HPM	351	001	R	0200PM	0450PM	MC	1305	33	35	BENDER, D E	O
4963	099	GU	HPM	423	960	TBA	TBA	TBA			11	40	PORTO, J	O
4964	099	GU	HPM	465	001	R	0500PM	0800PM	MC	1305	22	38	SILBERMAN, PAME	O
4965	099	GU	HPM	470	001	MW	0200PM	0315PM	MC	2301	45	51	PORTO, J	O
4966	099	GU	HPM	470	002	MW	0200PM	0315PM	MC	1304	29	50	VERNON, JOHN	O
4967	099	GU	HPM	470	956	TBA	TBA	TBA			28	45	PORTO, J	O
4968	099	GU	HPM	496	023	M	0530PM	0700PM	RO	0235	4	25	MEBANE, FELICIA	O
4969	099	GU	HPM	496	041	TBA	TBA	TBA			0	100	SIMMS, JEFFREY	O
4970	099	GU	HPM	496	042	TBA	TBA	TBA			0	100	SIMMS, JEFFREY	O
4971	099	GU	HPM	496	043	TBA	TBA	TBA			0	100	SIMMS, JEFFREY	O
4972	099	GU	HPM	496	046	TBA	TBA	TBA			0	10	MORRISSEY, J	O
4973	099	GU	HPM	496	048	TBA	TBA	TBA			2	10	SHEA, CHRISTOPH	O
4974	099	GU	HPM	496	049	TBA	TBA	TBA			0	100	SIMMS, JEFFREY	O
4975	099	GU	HPM	496	956	TBA					0	5	PORTO, J	O
4976	099	GU	HPM	496	960	TBA	TBA	TBA			5	50	PORTO, J	O
4977	099	GU	HPM	550	001	MW	1000AM	1115AM	CA	0340	2	3	LINDEN, THOMAS	O
4978	099	GU	HPM	552	001	R	0900AM	1145AM	CA	0340	1	3	LINDEN, THOMAS	O
4979	099	GU	HPM	564	001	MW	1100AM	1215PM	MC	1301	0	85	BROOKS, E S	X
4980	099	GU	HPM	600	960	TBA	TBA	TBA			43	45	BENDER, D E	O
4981	099	GU	HPM	600	964	TBA	TBA	TBA			10	13	BENDER, D E	O
4982	099	GU	HPM	600	01W	TBA	TBA	TBA			59	61	BENDER, D E	O
4983	099	GU	HPM	601	001	T	0330PM	0500PM	HC	0001	66	67	FRIED, B	O
4984	099	GU	HPM	660	001	M	0300PM	0550PM	HC	0001	51	54	FRIED, B	O
4985	099	GU	HPM	704	001	TBA	TBA	TBA			0	1		O
4986	099	GU	HPM	710	001	TR	0930AM	1045AM	MC	1301	48	60	HARRIS, D	O
4987	099	GU	HPM	720	001	TR	1100AM	1215PM	MC	1304	34	45	FRIED, B	O
4988	099	GU	HPM	730	001	T	0200PM	0315PM	HC	0001	68	75	PAUL, JOHN	O
4989	099	GU	HPM	730	601	R	0930AM	1045AM	XX		0	26	PAUL, JOHN	X
4990	099	GU	HPM	730	602	R	1230PM	0145PM	XX		25	25	PAUL, JOHN	C
4991	099	GU	HPM	730	603	R	0200PM	0315PM	XX		20	26	PAUL, JOHN	O
4992	099	GU	HPM	730	604	R	0330PM	0445PM	XX	XX	23	25	PAUL, JOHN	O
4993	099	GU	HPM	734	001	T	0530PM	0645PM	MC	1304	37	40	PAUL, JOHN	O
4994	099	GU	HPM	735	956	TBA	TBA	TBA			29	45	SLOATE, STEVE	O
4995	099	GU	HPM	740	001	W	0800AM	1045AM	HC	0001	69	76	ZELMAN, W	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
4996	099	GU	HPM	740	956	TBA					33	50	ZELMAN, W	O
4997	099	GU	HPM	742	001	W	0200PM	0450PM	HC	0003	31	50	PINK, GEORGE	O
4998	099	GU	HPM	750	001	M	0500PM	0750PM	XX	XX	7	10	ROZIER, G	O
4999	099	GU	HPM	750	956	TBA					2	5	ROZIER, G	O
5000	099	GU	HPM	754	001	MW	1130AM	0145PM	MC	2301	73	80	BROOKS, E S	O
5001	099	GU	HPM	755	001	MW	1230PM	0145PM	MC	2301	0	66	HAVALA HOBBS, S	X
5002	099	GU	HPM	762	001	W	0500PM	0750PM	XX		23	29	WEINBERGER, MOR	O
5003	099	GU	HPM	765	001	TR	0330PM	0445PM	RO	0235	4	13	O'MALLEY, MICHA	O
5004	099	GU	HPM	766	001	R	0330PM	0530PM	XX	XX	5	10	CARPENTER, WILL	O
5005	099	GU	HPM	772	001	TR	0200PM	0315PM	MC	2301	28	28	BIDDLE, A	C
5006	099	GU	HPM	789	001	M	0900AM	1015AM	MC	1305	28	30	FRIED, B	O
5007	099	GU	HPM	815	001	F	1200PM	0100PM	XX	XX	0	15	DOMINO, MARISA	O
5008	099	GU	HPM	870	001	TR	0330PM	0445PM	XX		11	15	BIDDLE, A	O
5009	099	GU	HPM	871	001	W	1100AM	1230PM	XX	XX	6	12	ZELMAN, W	O
5010	099	GU	HPM	873	001	T	1230PM	0145PM	XX		10	15	STEARNS, S	O
5011	099	GU	HPM	874	001	R	1230PM	0145PM	XX		8	12	WEINBERGER, MOR	O
5012	099	GU	HPM	882	001	TR	1100AM	1215PM	RO	0228	26	27	STEARNS, S	O
5013	099	GU	HPM	886	001	W	0100PM	0350PM	MC	2302	9	17	DILWORTH-ANDERS	O
5014	099	GU	HPM	992	141	TBA	TBA	TBA			0	5	MORRISSEY, J	O
5015	099	GU	HPM	994	020	TBA	TBA	TBA			2	5	STEARNS, S	O
5016	099	GU	HPM	994	040	TBA	TBA	TBA			2	10	PAUL, JOHN	O
5017	099	GU	HPM	691H	001	W	0100PM	0350PM	XX		14	15	SHEA, CHRISTOPH	O
5018	099	GU	HPM	715L	401	R	1230PM	0130PM	RO	0228	21	26	STEARNS, S	O
5019	099	GU	HUNG	401	001	TR	0200PM	0315PM	DE	0401	6	15	SHERWOOD, PETER	O
5020	099	GU	HUNG	401	998	TBA	TBA	TBA			0	999		O
5021	099	GU	HUNG	402	998	TBA	TBA	TBA			0	999		O
5022	099	GU	HUNG	403	001	TR	0330PM	0445PM	DE	0412	1	15	SHERWOOD, PETER	O
5023	099	GU	HUNG	403	998	TBA	TBA	TBA			0	999		O
5024	099	GU	HUNG	411	001	TR	1230PM	0145PM	DE	0210	3	20	SHERWOOD, PETER	O
5025	099	GU	HUNG	425	001	TR	1230PM	0145PM	DE	0402	0	0		X
5026	099	GU	IDST	195	001	T	1230PM	0145PM	HO	0203	38	41	PUKKILA, P J	O
5027	099	GU	IDST	195	002	T	1230PM	0145PM	HO	0107	36	36	PUKKILA, P J	C
5028	099	GU	IDST	196	001	TBA	TBA	TBA			0	100	PUKKILA, P J	O
5029	099	GU	IDST	693H	001	TBA	TBA	TBA			1	10	KIRSCH, SCOTT L	O
5030	099	GU	IDST	694H	001	TBA	TBA	TBA			1	10		O
5031	099	GU	IHMS	870	001	TBA	TBA	TBA			9	20	GUSKIEWICZ, KEV	O
5032	099	GU	IHMS	994	001	TBA	TBA	TBA			1	5	GUSKIEWICZ, KEV	O
5033	099	GU	IHMS	994	004	TBA	TBA	TBA			2	5	PADUA, DARIN A	O
5034	099	GU	IHMS	994	010	TBA	TBA	TBA			1	10	SEGAL, RICHARD	O
5035	099	GU	IHMS	994	028	TBA	TBA	TBA			0	5	GIULIANI, C	O
5036	099	GU	IHMS	994	040	TBA	TBA	TBA			1	5	MERCER, VICKI S	O
5037	099	GU	IHMS	994	043	TBA	TBA	TBA			1	5	YU, BING	O
5038	099	GU	IHMS	994	050	TBA	TBA	TBA			1	5	BLACKBURN, J TR	O
5039	099	GU	IHMS	994	052	TBA	TBA	TBA			1	5	MYERS, JOSEPH B	O
5040	099	GU	INLS	200	001	TR	0200PM	0315PM	MA	0208	31	30	POMERANTZ, JEFF	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
5041	099	GU	INLS	200	002	TR	0330PM	0445PM	MA	0307	29	30	SUGIMOTO, CASSI	O
5042	099	GU	INLS	261	001	TR	1100AM	1215PM	MA	0117	16	15	BERGQUIST, R	C
5043	099	GU	INLS	285	001	TR	0200PM	0315PM	MA	0214	10	15	BARREAU, DK	O
5044	099	GU	INLS	382	001	TR	1230PM	0145PM	MA	0304	18	24	CHRISTOPHERSON,	O
5045	099	GU	INLS	396	001	TBA	TBA	TBA			1	10	STAFF	O
5046	099	GU	INLS	397	001	TBA	TBA	TBA			3	10	POMERANTZ, JEFF	O
5047	099	GU	INLS	461	001	MW	0930AM	1045AM	MA	0117	29	30	KE, WEIMAO	O
5048	099	GU	INLS	461	002	TR	1230PM	0145PM	MA	0117	26	30	OH, SANGHEE	O
5049	099	GU	INLS	461	003	TR	1100AM	1215PM	MA	0117	14	15	BERGQUIST, R	O
5050	099	GU	INLS	461	004	TR	0800AM	0915AM	MA	0208	23	30	BERGQUIST, R	O
5051	099	GU	INLS	461	990	TBA	TBA	TBA			0	10		X
5052	099	GU	INLS	490	123	MWF	1100AM	1150AM	MA	0307	0	30	KELLY, DIANE	X
5053	099	GU	INLS	490	151	W	0600PM	0830PM	MA	0304	23	24	STUTZMAN, FREDE	O
5054	099	GU	INLS	490	154	MW	0200PM	0315PM	MA	0117	0	20	MOSTAFA, JAVED	X
5055	099	GU	INLS	490	156	MW	0330PM	0445PM	MA	0307	13	20	BOONE, JOAN P	O
5056	099	GU	INLS	490	01W	TBA	TBA	TBA			14	15	SHAH, CHIRAG	O
5057	099	GU	INLS	500	001	TR	1100AM	1215PM	MA	0208	31	30	BARREAU, DK	C
5058	099	GU	INLS	500	03W	TBA	TBA	TBA			16	20	PALMQUIST, R	O
5059	099	GU	INLS	501	001	TR	1100AM	1215PM	MA	0307	29	30	POMERANTZ, JEFF	O
5060	099	GU	INLS	501	002	W	1100AM	0145PM	MA	0208	28	30	GOLLOP, C	O
5061	099	GU	INLS	509	001	MW	0800AM	0915AM	MA	0307	28	33	LOSEE, R M	O
5062	099	GU	INLS	513	001	MW	0930AM	1045AM	MA	0307	34	34	EDWARDS, PHILLI	C
5063	099	GU	INLS	513	002	T	0600PM	0830PM	MA	0307	24	25	HANSON-BALDAUF,	O
5064	099	GU	INLS	520	001	M	0600PM	0830PM	MA	0307	28	30	WHITE, HOLLIE	O
5065	099	GU	INLS	520	002	MW	0930AM	1045AM	MA	0304	25	24	RATHBUN-GRUBB,	C
5066	099	GU	INLS	521	001	W	0600PM	0830PM	MA	0307	31	32	RATHBUN-GRUBB,	O
5067	099	GU	INLS	521	002	TR	1230PM	0145PM	MA	0307	29	30	SPURGIN, KRISTI	O
5068	099	GU	INLS	523	001	MW	0200PM	0315PM	MA	0117	24	24	MOSTAFA, JAVED	C
5069	099	GU	INLS	523	002	MW	0330PM	0445PM	MA	0117	22	30	ETIM, ALICE S	O
5070	099	GU	INLS	530	001	MW	1100AM	1215PM	MA	0304	26	24	HUGHES, S M	C
5071	099	GU	INLS	556	001	M	1100AM	0145PM	MA	0208	31	30	LEE, CHRISTOPHE	C
5072	099	GU	INLS	558	001	R	0600PM	0830PM	MA	0304	15	15	STURM, BW	C
5073	099	GU	INLS	566	001	TR	1230PM	0145PM	MA	0208	14	30	MEYERS, WILLIAM	O
5074	099	GU	INLS	572	001	TR	0930AM	1045AM	MA	0307	28	31	HASSELL, LEWIS	O
5075	099	GU	INLS	582	001	TR	0200PM	0315PM	MA	0307	28	30	HAAS, S W	O
5076	099	GU	INLS	582	002	TR	1100AM	1215PM	MA	0304	17	24	SHEARER, TIM J	O
5077	099	GU	INLS	584	001	TR	0930AM	1045AM	MA	0208	18	24	WILDEMUTH, B M	O
5078	099	GU	INLS	585	001	TR	0930AM	1045AM	MA	0209	73	80	MORAN, B B	O
5079	099	GU	INLS	585	02W	TBA	TBA	TBA			16	20	GRIFFITHS, J M	O
5080	099	GU	INLS	623	001	MW	1230PM	0145PM	MA	0304	15	24	HEMMINGER, BRAD	O
5081	099	GU	INLS	696	030	TBA	TBA	TBA			0	5	MORAN, B B	O
5082	099	GU	INLS	696	036	TBA	TBA	TBA			0	10	DANIEL, E H	O
5083	099	GU	INLS	696	046	TBA	TBA	TBA			1	10	TIBBO, H R	O
5084	099	GU	INLS	696	069	TBA	TBA	TBA			0	10	GOLLOP, C	O
5085	099	GU	INLS	696	074	TBA	TBA	TBA			2	5	JONES, PAUL M	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
5086	099	GU	INLS	696	078	TBA	TBA	TBA			3	5	BARREAU, DK	O
5087	099	GU	INLS	696	087	TBA	TBA	TBA			3	10	STURM, BW	O
5088	099	GU	INLS	696	089	TBA	TBA	TBA			3	10	MARCHIONINI, GJ	O
5089	099	GU	INLS	696	090	TBA	TBA	TBA			0	10	CARR, DW	O
5090	099	GU	INLS	696	092	TBA	TBA	TBA			1	10	GREENBERG, J	O
5091	099	GU	INLS	696	121	TBA	TBA	TBA			2	2	POMERANTZ, JEFF	C
5092	099	GU	INLS	696	122	TBA	TBA	TBA			0	10	BLAKE, CATHERIN	O
5093	099	GU	INLS	696	123	TBA	TBA	TBA			0	5		O
5094	099	GU	INLS	696	131	TBA	TBA	TBA			0	5	WISSER, KM	O
5095	099	GU	INLS	696	147	TBA	TBA	TBA			1	10	HUGHES, S M	O
5096	099	GU	INLS	696	154	TBA	TBA	TBA			2	10	MOSTAFA, JAVED	O
5097	099	GU	INLS	696	162	TBA	TBA	TBA			1	5	MARCIANO, RICHA	O
5098	099	GU	INLS	706	001	T	1230PM	0145PM	MA	0214	5	10	HEMMINGER, BRAD	O
5099	099	GU	INLS	707	001	W	0600PM	0830PM	MA	0214	12	12	VAN FOSSEN, M	C
5100	099	GU	INLS	720	001	M	1230PM	0315PM	MA	0307	24	24	GREENBERG, J	C
5101	099	GU	INLS	721	001	S	0930AM	1200PM	MA	0208	10	30	SAMPLES, JACQUE	O
5102	099	GU	INLS	723	001	T	0600PM	0830PM	MA	0304	9	24	CAPRA, ROBERT	O
5103	099	GU	INLS	732	001	W	1230PM	0315PM	MA	0307	16	30	STURM, BW	O
5104	099	GU	INLS	744	001	T	0600PM	0830PM	MA	0208	18	24	HUGHES, S M	O
5105	099	GU	INLS	748	001	MW	0200PM	0315PM	MA	0214	0	12		X
5106	099	GU	INLS	752	001	TR	0330PM	0445PM	MA	0208	26	30	HANK, CAROLYN F	O
5107	099	GU	INLS	753	001	M	0530PM	0800PM	MA	0304	20	24	DOYLE, ELIZABET	O
5108	099	GU	INLS	780	001	MW	0200PM	0315PM	MA	0208	26	30	KELLY, DIANE	O
5109	099	GU	INLS	780	002	MW	0930AM	1045AM	MA	0208	27	30	LOSEE, R M	O
5110	099	GU	INLS	780	003	M	0500PM	0730PM	MU	0115	29	30	KELLY, DIANE	O
5111	099	GU	INLS	780	03W	TBA	TBA	TBA			0	25	PALMQUIST, R	X
5112	099	GU	INLS	788	001	R	0600PM	0830PM	SA	0104	20	30	CARR, DW	O
5113	099	GU	INLS	795	001	TBA	TBA	TBA			38	30	POMERANTZ, JEFF	C
5114	099	GU	INLS	795	002	TBA	TBA	TBA			5	20	POMERANTZ, JEFF	O
5115	099	GU	INLS	818	001	R	0200PM	0445PM	MA	0304	14	20	MARCHIONINI, GJ	O
5116	099	GU	INLS	859	001	T	0600PM	0830PM	SA	0104	24	30	CARR, DW	O
5117	099	GU	INLS	881	001	T	0200PM	0445PM	MA	0304	6	15	WILDEMUTH, B M	O
5118	099	GU	INLS	883	001	W	0330PM	0445PM	MA	0208	2	15	STAFF	O
5119	099	GU	INLS	889	001	W	0330PM	0445PM	XX	XX	8	15	DANIEL, E H	O
5120	099	GU	INLS	890	087	W	1230PM	0315PM	MA	0307	0	30	STURM, BW	X
5121	099	GU	INLS	890	096	M	0500PM	0730PM	XX	XX	0	20		O
5122	099	GU	INLS	890	164	W	0600PM	0830PM	MA	0208	9	30	EDWARDS, PHILLI	O
5123	099	GU	INLS	890	174	MW	0330PM	0445PM	MA	0304	0	24	EAKIN, LORRAINE	X
5124	099	GU	INLS	890	01W	TBA	TBA	TBA			2	20	GRIFFITHS, J M	O
5125	099	GU	INLS	890	02W	TBA	TBA	TBA			1	3		O
5126	099	GU	INLS	890	03W	TBA	TBA	TBA			3	5	SCHARDT, CONNIE	O
5127	099	GU	INLS	890	04W	TBA	TBA	TBA			1	3		O
5128	099	GU	INLS	890	05W	TBA	TBA	TBA			0	3		O
5129	099	GU	INLS	890	06W	TBA	TBA	TBA			0	3		O
5130	099	GU	INLS	890	07W	TBA	TBA	TBA			2	3		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
5131	099	GU	INLS	890	08W	TBA	TBA	TBA			1	3		O
5132	099	GU	INLS	890	09W	TBA	TBA	TBA			1	2	TURI, MATTHEW T	O
5133	099	GU	INLS	988	045	TBA	TBA	TBA			1	10	WILDEMUTH, B M	O
5134	099	GU	INLS	988	046	TBA	TBA	TBA			0	3	TIBBO, H R	O
5135	099	GU	INLS	988	047	TBA	TBA	TBA			0	10	HAAS, S W	O
5136	099	GU	INLS	988	089	TBA	TBA	TBA			0	10	MARCHIONINI, GJ	O
5137	099	GU	INLS	988	092	TBA	TBA	TBA			1	10	GREENBERG, J	O
5138	099	GU	INLS	988	096	TBA	TBA	TBA			1	10	MARSHALL, JOANN	O
5139	099	GU	INLS	988	109	TBA	TBA	TBA			1	3	HEMMINGER, BRAD	O
5140	099	GU	INLS	988	141	TBA	TBA	TBA			1	1	LEE, CHRISTOPHE	C
5141	099	GU	INLS	988	147	TBA	TBA	TBA			1	5	HUGHES, S M	O
5142	099	GU	INLS	988	154	TBA	TBA	TBA			0	10		O
5143	099	GU	INLS	992	021	TBA	TBA	TBA			1	1		C
5144	099	GU	INLS	992	030	TBA	TBA	TBA			0	10	MORAN, B B	O
5145	099	GU	INLS	992	036	TBA	TBA	TBA			1	5	DANIEL, E H	O
5146	099	GU	INLS	992	040	TBA	TBA	TBA			0	10	LOSEE, R M	O
5147	099	GU	INLS	992	042	TBA	TBA	TBA			1	2	MCNAMARA, C B	O
5148	099	GU	INLS	992	046	TBA	TBA	TBA			0	10	TIBBO, H R	O
5149	099	GU	INLS	992	047	TBA	TBA	TBA			1	10	HAAS, S W	O
5150	099	GU	INLS	992	052	TBA	TBA	TBA			0	10	SOLOMON, P	O
5151	099	GU	INLS	992	069	TBA	TBA	TBA			1	1	GOLLOP, C	C
5152	099	GU	INLS	992	074	TBA	TBA	TBA			1	10	JONES, PAUL M	O
5153	099	GU	INLS	992	078	TBA	TBA	TBA			3	5	BARREAU, DK	O
5154	099	GU	INLS	992	087	TBA	TBA	TBA			3	10	STURM, BW	O
5155	099	GU	INLS	992	089	TBA	TBA	TBA			2	10	MARCHIONINI, GJ	O
5156	099	GU	INLS	992	092	TBA	TBA	TBA			2	10	GREENBERG, J	O
5157	099	GU	INLS	992	096	TBA	TBA	TBA			0	10	MARSHALL, JOANN	O
5158	099	GU	INLS	992	109	TBA	TBA	TBA			1	5	HEMMINGER, BRAD	O
5159	099	GU	INLS	992	121	TBA	TBA	TBA			2	10	POMERANTZ, JEFF	O
5160	099	GU	INLS	992	122	TBA	TBA	TBA			0	10	BLAKE, CATHERIN	O
5161	099	GU	INLS	992	131	TBA	TBA	TBA			1	5	WISSER, KM	O
5162	099	GU	INLS	992	132	TBA	TBA	TBA			1	1	STEINHAUS, DIAN	C
5163	099	GU	INLS	992	141	TBA	TBA	TBA			0	1	LEE, CHRISTOPHE	O
5164	099	GU	INLS	992	147	TBA	TBA	TBA			5	10	HUGHES, S M	O
5165	099	GU	INLS	992	152	TBA	TBA	TBA			1	3	TURI, MATTHEW T	O
5166	099	GU	INLS	992	157	TBA	TBA	TBA			2	5	BERGQUIST, R	O
5167	099	GU	INLS	992	164	TBA	TBA	TBA			1	5	EDWARDS, PHILLI	O
5168	099	GU	INLS	992	171	TBA	TBA	TBA			1	1	HAYES, BARRIE	C
5169	099	GU	INLS	992	175	TBA	TBA	TBA			1	1	RATHBUN-GRUBB,	C
5170	099	GU	INLS	994	001	TBA	TBA	TBA			41	35		C
5171	099	GU	INLS	501L	401	R	0930AM	1045AM	MA	0117	29	30	POMERANTZ, JEFF	O
5172	099	GU	INLS	501L	402	T	0930AM	1045AM	MA	0117	28	30	GOLLOP, C	O
5173	099	GU	INLS	691H	001	TR	1100AM	1215PM	MA	0304	0	15	PATILLO, ERIKA	X
5174	099	GU	INTS	196	001	TBA	TBA	TBA			0	25	WEILER, J	O
5175	099	GU	INTS	196	002	TBA	TBA	TBA			1	5	REYNOLDS, ANDRE	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
5176	099	GU	INTS	210	001	MW	1100AM	1150AM	GC	1015	163	160	WEILER, J	C
5177	099	GU	INTS	210	002	MW	1200PM	0115PM	WI	0107	51	50	MARTIN, NINA	C
5178	099	GU	INTS	210	601	F	1100AM	1150AM	GA	0209	17	15	FOX, LISA	C
5179	099	GU	INTS	210	602	R	0500PM	0550PM	GL	0103	16	15	FOX, LISA	C
5180	099	GU	INTS	210	603	F	1100AM	1150AM	GA	0307	19	15	HENNESSEY, ELIZ	C
5181	099	GU	INTS	210	604	R	0330PM	0420PM	PE	0215	15	15	HENNESSEY, ELIZ	C
5182	099	GU	INTS	210	605	F	1100AM	1150AM	HM	0452	16	15	BRADLEY, LAUREL	C
5183	099	GU	INTS	210	606	R	0330PM	0420PM	PH	0328	15	15	BRADLEY, LAUREL	C
5184	099	GU	INTS	210	607	F	1100AM	1150AM	GL	0104	14	20		O
5185	099	GU	INTS	210	608	F	1100AM	1150AM	CW	0103	13	20	CLARK, CATHERIN	O
5186	099	GU	INTS	210	609	R	0500PM	0550PM	BI	0217	18	20	SHAIR-ROSENFIEL	O
5187	099	GU	INTS	210	610	F	1100AM	1150AM	HN	0130	16	15	SHAIR-ROSENFIEL	C
5188	099	GU	INTS	210	990	TBA	TBA	TBA			0	10	WEILER, J	X
5189	099	GU	INTS	290	001	TBA	TBA	TBA			22	25	BOTSMAN, DANIEL	O
5190	099	GU	INTS	319	001	TR	0930AM	1045AM	DE	0201	5	5		C
5191	099	GU	INTS	364	001	TR	1100AM	1215PM	GL	0301	10	10	HALPERIN, LAURA	C
5192	099	GU	INTS	380	001	MWF	0100PM	0150PM	WI	0202	0	30	OSTERWEIL, MICH	X
5193	099	GU	INTS	388	001	TR	0200PM	0315PM	LG	0304	1	5	BOOTH, KAREN	O
5194	099	GU	INTS	390	001	TR	1100AM	1215PM	SA	0204	26	25	DRISCOLL, MARK	C
5195	099	GU	INTS	390	002	W	0500PM	0750PM	HM	0150	16	20	TSIN, MICHAEL	O
5196	099	GU	INTS	390	007	TR	0200PM	0315PM	PE	0104	0	40		X
5197	099	GU	INTS	405	001	TBA	TBA	TBA			0	20	SAHLE, EUNICE	X
5198	099	GU	INTS	405	015	TBA	TBA	TBA			16	20	SAHLE, EUNICE	O
5199	099	GU	INTS	410	001	TR	0330PM	0445PM	LG	0304	2	5	BOOTH, KAREN	O
5200	099	GU	INTS	490	001	R	0200PM	0450PM	HM	0420	9	10	SHIELDS, S D	O
5201	099	GU	INTS	514	001	TR	1100AM	1215PM	AR	0117	3	5	SHERMAN, DANIEL	O
5202	099	GU	INTS	691H	001	T	0330PM	0605PM	MU	0105	18	35	NELSON, CHRISTO	O
5203	099	GU	ISP	235	001	TBA	TBA	TBA			3	99		O
5204	099	GU	ISP	239	001	TBA	TBA	TBA			2	99		O
5205	099	GU	ISP	528	001	TBA	TBA	TBA			4	99		O
5206	099	GU	ITAL	101	001	MWF	0800AM	0850AM	DE	0204	20	20	DELACLOS, Y	C
5207	099	GU	ITAL	101	002	MWF	0900AM	0950AM	DE	0201	19	20	CHAMBLESS, A	O
5208	099	GU	ITAL	101	003	MWF	1000AM	1050AM	DE	0201	19	20	CHAMBLESS, A	O
5209	099	GU	ITAL	101	004	MWF	1100AM	1150AM	MU	0302	20	20	DEBS, JENNA MIC	C
5210	099	GU	ITAL	101	005	MWF	1200PM	1250PM	DE	0209	22	20	MAHER, MICHAEL	C
5211	099	GU	ITAL	101	006	MWF	0100PM	0150PM	DE	0301	21	20	MAHER, MICHAEL	C
5212	099	GU	ITAL	101	007	MWF	0100PM	0150PM	DE	0303	22	20	LITT, BEATRICE	C
5213	099	GU	ITAL	101	008	MWF	0200PM	0250PM	DE	0307	19	20	GURNEY, TESSA	O
5214	099	GU	ITAL	101	009	MWF	0200PM	0250PM	DE	0206	20	20	LASALATA, C	C
5215	099	GU	ITAL	101	010	MWF	0300PM	0350PM	DE	0204	20	20	RINGEL, MEREDIT	C
5216	099	GU	ITAL	101	851	TBA	TBA	TBA			0	999		O
5217	099	GU	ITAL	101	998	TBA	TBA	TBA			0	999		O
5218	099	GU	ITAL	102	001	MWF	0900AM	0950AM	DE	0203	21	21	GREENBURG, KATH	C
5219	099	GU	ITAL	102	002	MWF	1100AM	1150AM	MU	0314	20	21	CONRAD, SYDNEY	O
5220	099	GU	ITAL	102	003	MWF	1200PM	1250PM	DE	0306	21	21	LASALATA, C	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
5221	099	GU	ITAL	102	004	MWF	0200PM	0250PM	BI	0101	21	21	NELSON, S	C
5222	099	GU	ITAL	102	005	MWF	1200PM	1250PM	PE	0216	22	21	CANE, D	C
5223	099	GU	ITAL	102	851	TBA	TBA	TBA			0	999		O
5224	099	GU	ITAL	102	998	TBA	TBA	TBA			0	999		O
5225	099	GU	ITAL	203	001	MWF	0900AM	0950AM	HN	0112	21	21	BOYLE, K	C
5226	099	GU	ITAL	203	002	MWF	1000AM	1050AM	CW	0208	20	20	CANE, D	C
5227	099	GU	ITAL	203	003	MWF	1200PM	1250PM	MT	0205	21	21	NELSON, S	C
5228	099	GU	ITAL	203	004	MWF	0100PM	0150PM	BI	0108	21	21	ESSARY, BRANDON	C
5229	099	GU	ITAL	203	005	MWF	0100PM	0150PM	HN	0130	25	21	SGUERRI, MICHAE	C
5230	099	GU	ITAL	203	006	MWF	0200PM	0250PM	HO	0107	20	21	CASTAGNINO, ANG	O
5231	099	GU	ITAL	203	007	MWF	0200PM	0250PM	HO	0201	19	21	SALVAGNI, L	O
5232	099	GU	ITAL	203	851	TBA	TBA	TBA			0	999		O
5233	099	GU	ITAL	203	998	TBA	TBA	TBA			0	999		O
5234	099	GU	ITAL	203	999	TBA	TBA	TBA			0	999		O
5235	099	GU	ITAL	204	001	MWF	1200PM	1250PM	GA	0307	23	23	ESSARY, BRANDON	C
5236	099	GU	ITAL	204	002	MWF	0100PM	0150PM	GC	1009	0	0		C
5237	099	GU	ITAL	204	998	TBA	TBA	TBA			0	0		C
5238	099	GU	ITAL	204	999	TBA	TBA	TBA			0	0		C
5239	099	GU	ITAL	240	001	TR	0330PM	0445PM	DE	0305	30	30	CERVIGNI, D S	C
5240	099	GU	ITAL	241	001	TR	0930AM	1045AM	DE	0202	29	30	RAO, E	O
5241	099	GU	ITAL	300	001	MWF	1200PM	1250PM	DE	0201	16	18	CHAMBLESS, A	O
5242	099	GU	ITAL	300	002	MWF	1200PM	1250PM	HM	0150	14	18	BOYLE, K	O
5243	099	GU	ITAL	333	001	T	0200PM	0315PM	DE	0303	35	35	LUISETTI, FEDER	C
5244	099	GU	ITAL	333	001	R	0200PM	0315PM	DE	0203	35	35	LUISETTI, FEDER	C
5245	099	GU	ITAL	333	601	T	0330PM	0430PM	DE	0303	34	35	LUISETTI, FEDER	O
5246	099	GU	ITAL	390	015	TBA	TBA	TBA			8	2	RAO, E	C
5247	099	GU	ITAL	390	044	TBA	TBA	TBA			8	1	CERVIGNI, D S	C
5248	099	GU	ITAL	398	001	MWF	1100AM	1150AM	DE	0303	6	22	GIOSI, ELVIRA	O
5249	099	GU	ITAL	401	001	TR	1100AM	1215PM	DE	0202	21	22	RAO, E	O
5250	099	GU	ITAL	401	002	MWF	1200PM	1250PM	SA	0204	20	22	CERAMI, ADRIANA	O
5251	099	GU	ITAL	401	999	TBA	TBA	TBA			0	0		C
5252	099	GU	ITAL	706	001	TR	0930AM	1045AM	NW	0103	16	15	LUISETTI, FEDER	C
5253	099	GU	ITAL	731	001	M	0330PM	0550PM	DE	0205	12	15	CERVIGNI, D S	O
5254	099	GU	ITAL	840	015	TBA	TBA	TBA			0	5	RAO, E	O
5255	099	GU	ITAL	840	069	TBA	TBA	TBA			1	1	LUISETTI, FEDER	C
5256	099	GU	ITAL	840	099	TBA	TBA	TBA			0	50		O
5257	099	GU	ITAL	993	069	TBA	TBA	TBA			0	5	LUISETTI, FEDER	O
5258	099	GU	ITAL	994	014	TBA	TBA	TBA			0	20	ILLIANO, A	O
5259	099	GU	ITAL	994	015	TBA	TBA	TBA			1	20	RAO, E	O
5260	099	GU	ITAL	994	044	TBA	TBA	TBA			1	20	CERVIGNI, D S	O
5261	099	GU	ITAL	994	069	TBA	TBA	TBA			0	5	LUISETTI, FEDER	O
5262	099	GU	ITAL	691H	015	TBA	TBA	TBA			0	1		X
5263	099	GU	JAPN	101	001	MTWR	1200PM	1250PM	MU	0111	19	20	IWASHITA, FUMI	O
5264	099	GU	JAPN	101	002	MTWR	0900AM	0950AM	SA	0213	20	20	IWASHITA, FUMI	C
5265	099	GU	JAPN	101	003	MTWR	0100PM	0150PM	MU	0111	20	20	IWASHITA, FUMI	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
5266	099	GU	JAPN	101	004	MTWR	0300PM	0350PM	SA	0213	17	20	KATO, Y	O
5267	099	GU	JAPN	101	005	MTWR	0400PM	0450PM	SA	0213	16	20	KATO, Y	O
5268	099	GU	JAPN	101	006	MTWR	0500PM	0550PM	SA	0213	17	20	KATO, Y	O
5269	099	GU	JAPN	160	001	TR	0330PM	0445PM	DE	0209	0	35	BARDSLEY, JANIC	X
5270	099	GU	JAPN	203	001	MTWR	1000AM	1050AM	SA	0321	14	18	ARATAKE, YUKI	O
5271	099	GU	JAPN	203	002	MTWR	1100AM	1150AM	SA	0321	17	18	ARATAKE, YUKI	O
5272	099	GU	JAPN	203	003	MTWR	1200PM	1250PM	SA	0321	0	0	ARATAKE, YUKI	X
5273	099	GU	JAPN	203	004	MTWR	0200PM	0250PM	SA	0321	16	18	SAWAMURA, KATSU	O
5274	099	GU	JAPN	203	005	MTWR	0300PM	0350PM	SA	0321	17	18	SAWAMURA, KATSU	O
5275	099	GU	JAPN	203	006	MTWR	0400PM	0450PM	SA	0321	17	18	SAWAMURA, KATSU	O
5276	099	GU	JAPN	203	999	TBA	TBA	TBA			0	999		O
5277	099	GU	JAPN	204	999	TBA	TBA	TBA			0	999		O
5278	099	GU	JAPN	305	001	TR	0200PM	0315PM	GM	0038	20	20	IWASHITA, FUMI	C
5279	099	GU	JAPN	305	002	TR	1230PM	0145PM	GM	0213	15	20	KATO, Y	O
5280	099	GU	JAPN	375	001	M	0600PM	0830PM	AR	0215	30	30	DRISCOLL, MARK	C
5281	099	GU	JAPN	409	001	TR	0930AM	1045AM	AR	0215	23	10	BARDSLEY, JANIC	C
5282	099	GU	JAPN	411	001	W	0600PM	0830PM	NW	0103	13	10	ARATAKE, YUKI	C
5283	099	GU	JOMC	101	001	TR	0930AM	1045AM	CA	0033	49	45	MOLDOFF, JASON	C
5284	099	GU	JOMC	102	001	TR	1100AM	1215PM	CA	0011	20	20	HOLMAN, LYNETTE	C
5285	099	GU	JOMC	121	001	TR	0200PM	0315PM	CA	0132	20	16	CUPP, DAVID	C
5286	099	GU	JOMC	121	002	TR	0930AM	1045AM	CA	0132	17	16	HEFNER, JIM	C
5287	099	GU	JOMC	137	001	MWF	0900AM	0950AM	CA	0033	90	70	BYARS, NAPOLEON	C
5288	099	GU	JOMC	137	002	MWF	0900AM	0950AM	CA	0011	54	50	SINCLAIR, JANAS	C
5289	099	GU	JOMC	141	001	TR	1230PM	0145PM	CA	0033	96	80	BOYNTON, LOIS A	C
5290	099	GU	JOMC	141	002	MWF	1000AM	1050AM	CA	0033	45	45	NORTHUP, CHRIST	C
5291	099	GU	JOMC	141	003	MW	0600PM	0715PM	CA	0143	47	40	GIBSON, RHONDA	C
5292	099	GU	JOMC	153	001	W	0400PM	0450PM	CA	0111	21	16	KING, KEITH	C
5293	099	GU	JOMC	153	001	MW	0100PM	0350PM	CA	0141	21	16	KING, KEITH	C
5294	099	GU	JOMC	153	002	W	0400PM	0450PM	CA	0111	18	16	ROUSH, CHRISTOP	C
5295	099	GU	JOMC	153	002	TR	0800AM	1045AM	CA	0141	18	16	ROUSH, CHRISTOP	C
5296	099	GU	JOMC	153	003	W	0400PM	0450PM	CA	0111	20	16	ROUSH, CHRISTOP	C
5297	099	GU	JOMC	153	003	TR	1100AM	0145PM	CA	0141	20	16	ROUSH, CHRISTOP	C
5298	099	GU	JOMC	153	004	TR	1100AM	0145PM	CA	0142	21	16	CAVIN, WINSTON	C
5299	099	GU	JOMC	153	004	W	0400PM	0450PM	CA	0111	21	16	CAVIN, WINSTON	C
5300	099	GU	JOMC	153	005	TR	0530PM	0815PM	CA	0142	20	16	O'CONNOR, P	C
5301	099	GU	JOMC	153	005	W	0400PM	0450PM	CA	0111	20	16	O'CONNOR, P	C
5302	099	GU	JOMC	153	006	W	0400PM	0450PM	CA	0111	19	16	FRIEDMAN, BARBA	C
5303	099	GU	JOMC	153	006	MW	0800AM	1050AM	CA	0142	19	16	FRIEDMAN, BARBA	C
5304	099	GU	JOMC	153	007	W	0400PM	0450PM	CA	0111	18	16	THORNBURG, RYAN	C
5305	099	GU	JOMC	153	007	TR	0800AM	1050AM	CA	0142	18	16	THORNBURG, RYAN	C
5306	099	GU	JOMC	153	008	TR	0200PM	0445PM	CA	0141	22	16	SHAW, D L	C
5307	099	GU	JOMC	153	008	W	0400PM	0450PM	CA	0111	22	16	SHAW, D L	C
5308	099	GU	JOMC	153	009	TR	0530PM	0815PM	CA	0141	19	16	BONNER, PAUL	C
5309	099	GU	JOMC	153	009	W	0400PM	0450PM	CA	0111	19	16	BONNER, PAUL	C
5310	099	GU	JOMC	153	010	MW	1100AM	0150PM	CA	0142	20	16	YOPP, MIKE	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
5311	099	GU	JOMC	153	010	W	0400PM	0450PM	CA	0111	20	16	YOPP, MIKE	C
5312	099	GU	JOMC	153	011	W	0400PM	0450PM	CA	0111	18	16	RIFFE, DAN	C
5313	099	GU	JOMC	153	011	MW	0800AM	1050AM	CA	0141	18	16	RIFFE, DAN	C
5314	099	GU	JOMC	153	012	MW	0630PM	0915PM	CA	0141	18	16	DAVIS, KELLY	C
5315	099	GU	JOMC	153	012	W	0400PM	0450PM	CA	0111	18	16	DAVIS, KELLY	C
5316	099	GU	JOMC	153	013	MW	0530PM	0815PM	CA	0142	17	16	CAVIN, WINSTON	C
5317	099	GU	JOMC	153	013	W	0400PM	0450PM	CA	0111	17	16	CAVIN, WINSTON	C
5318	099	GU	JOMC	157	001	TR	1100AM	0145PM	CA	0058	16	16	FUHLHAGE, MICHA	C
5319	099	GU	JOMC	157	002	TR	0200PM	0445PM	CA	0058	15	16	CLOUD, G W	O
5320	099	GU	JOMC	157	003	TR	0800AM	1050AM	CA	0058	15	16	CLOUD, G W	O
5321	099	GU	JOMC	157	004	MW	1200PM	0250PM	CA	0058	17	16	BECHTEL, ANDREW	C
5322	099	GU	JOMC	157	005	MW	0800AM	1050AM	CA	0058	16	16	BECHTEL, ANDREW	C
5323	099	GU	JOMC	180	001	MW	1100AM	1250PM	CA	0060	19	18	LAUTERER, JOCK	C
5324	099	GU	JOMC	180	002	TR	0900AM	1050AM	CA	0060	20	18	STEVENS, CHAD	C
5325	099	GU	JOMC	182	001	TR	0300PM	0450PM	CA	0059	22	18	FLOYD, CHARLES	C
5326	099	GU	JOMC	182	002	MW	0100PM	0250PM	CA	0059	21	18	CAIRO, ALBERTO	C
5327	099	GU	JOMC	187	001	TR	0100PM	0250PM	CA	0059	19	18	RUEL, LAURA	C
5328	099	GU	JOMC	187	002	MW	0900AM	1050AM	CA	0059	20	18	WITTEKIND, DONA	C
5329	099	GU	JOMC	221	001	TR	1100AM	1215PM	CA	0132	18	17	HEFNER, JIM	C
5330	099	GU	JOMC	221	002	MW	1100AM	1215PM	CA	0132	18	18	CARPENTIER, FRA	C
5331	099	GU	JOMC	221	003	MW	0300PM	0415PM	CA	0060	16	17	STEVENS, CHAD	O
5332	099	GU	JOMC	221	004	TR	0330PM	0445PM	CA	0132	18	12	CARPENTIER, FRA	C
5333	099	GU	JOMC	232	001	MW	1100AM	1215PM	CA	0141	16	16	MUNDY, DEAN EDW	C
5334	099	GU	JOMC	232	002	MW	0400PM	0515PM	CA	0141	13	15	FIELDS, VALERIE	O
5335	099	GU	JOMC	232	003	TR	0200PM	0315PM	CA	0142	20	19	BYARS, QUEENIE	C
5336	099	GU	JOMC	232	004	TR	0330PM	0445PM	CA	0142	15	14	STRAUGHAN, D	C
5337	099	GU	JOMC	240	001	MW	0200PM	0315PM	CA	0143	28	25	AIKAT, DEBASHIS	C
5338	099	GU	JOMC	244	001	TR	0930AM	1045AM	CA	340A	16	15	TOWNS, LEROY	C
5339	099	GU	JOMC	245	001	M	0430PM	0545PM	CA	0033	38	40	CROTHERS, TIM	O
5340	099	GU	JOMC	253	001	W	0100PM	0215PM	CA	0011	15	15	CUADROS, PAUL	C
5341	099	GU	JOMC	253	001	T	0800AM	0915AM	CA	0033	15	15	CUADROS, PAUL	C
5342	099	GU	JOMC	253	002	W	0800AM	0915AM	CA	0253	14	15	CUADROS, PAUL	O
5343	099	GU	JOMC	253	002	T	0800AM	0915AM	CA	0033	14	15	CUADROS, PAUL	O
5344	099	GU	JOMC	253	003	T	0800AM	0915AM	CA	0033	15	15	O'CONNOR, P	C
5345	099	GU	JOMC	253	003	R	0330PM	0445PM	CA	340A	15	15	O'CONNOR, P	C
5346	099	GU	JOMC	253	004	T	0800AM	0915AM	CA	0033	13	15	O'CONNOR, P	O
5347	099	GU	JOMC	253	004	R	0200PM	0315PM	CA	0253	13	15	O'CONNOR, P	O
5348	099	GU	JOMC	256	001	MWF	0100PM	0150PM	CA	0283	18	18	LAUDER, V	C
5349	099	GU	JOMC	256	002	TR	0800AM	0915AM	CA	0268	18	18	COLE, R R	C
5350	099	GU	JOMC	258	001	TR	0500PM	0615PM	CA	0283	0	20	O'CONNOR, P	X
5351	099	GU	JOMC	271	001	MW	1100AM	1215PM	CA	0283	24	20	MCMAHAN, DANA	C
5352	099	GU	JOMC	271	002	MW	1200PM	0115PM	CA	0253	18	15	HESTER, JOE BOB	C
5353	099	GU	JOMC	271	003	TR	0800AM	0915AM	CA	0283	20	20	SMITH, BRETT	C
5354	099	GU	JOMC	272	001	MW	1200PM	0115PM	CA	0143	25	25	SINCLAIR, JANAS	C
5355	099	GU	JOMC	272	002	TR	0330PM	0445PM	CA	0283	25	25	PATEL, SHEETAL	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
5356	099	GU	JOMC	279	001	MW	0300PM	0415PM	CA	0033	49	50	HESTER, JOE BOB	O
5357	099	GU	JOMC	296	036	TBA	TBA	TBA			0	5	STRAUGHAN, D	O
5358	099	GU	JOMC	296	041	TBA	TBA	TBA			1	5	CLOUD, G W	O
5359	099	GU	JOMC	296	042	TBA	TBA	TBA			1	5	YOPP, J	O
5360	099	GU	JOMC	296	046	TBA	TBA	TBA			0	5	SWEENEY, J	O
5361	099	GU	JOMC	296	052	TBA	TBA	TBA			0	5	SIMPSON, R	O
5362	099	GU	JOMC	296	055	TBA	TBA	TBA			1	5	AIKAT, DEBASHIS	O
5363	099	GU	JOMC	296	059	TBA	TBA	TBA			1	5	TUGGLE, C.A.	O
5364	099	GU	JOMC	296	063	TBA	TBA	TBA			0	5	GIBSON, RHONDA	O
5365	099	GU	JOMC	296	069	TBA	TBA	TBA			1	5	DOUGALL, ELIZAB	O
5366	099	GU	JOMC	296	074	TBA	TBA	TBA			0	5	SINCLAIR, JANAS	O
5367	099	GU	JOMC	296	075	TBA	TBA	TBA			1	5	LAUTERER, JOCK	O
5368	099	GU	JOMC	296	078	TBA	TBA	TBA			1	5	BYARS, NAPOLEON	O
5369	099	GU	JOMC	296	079	TBA	TBA	TBA			1	5	CAIRO, ALBERTO	O
5370	099	GU	JOMC	296	081	TBA	TBA	TBA			1	5	CUPP, DAVID	O
5371	099	GU	JOMC	296	082	TBA	TBA	TBA			0	5	HENNINK-KAMINSK	O
5372	099	GU	JOMC	296	084	TBA	TBA	TBA			3	5	BYARS, QUEENIE	O
5373	099	GU	JOMC	296	085	TBA	TBA	TBA			5	5	CARROLL, CRAIG	C
5374	099	GU	JOMC	296	089	TBA	TBA	TBA			0	5	HEFNER, JIM	O
5375	099	GU	JOMC	296	090	TBA	TBA	TBA			5	5	MCMAHAN, DANA	C
5376	099	GU	JOMC	296	091	TBA	TBA	TBA			0	5	RIFFE, DAN	O
5377	099	GU	JOMC	296	092	TBA	TBA	TBA			0	5	ABERNATHY, PENE	O
5378	099	GU	JOMC	333	001	R	0600PM	0845PM	CA	0132	0	16	CURRAN, B	X
5379	099	GU	JOMC	340	001	MWF	1100AM	1150AM	CA	0143	53	50	PACKER, C	C
5380	099	GU	JOMC	340	002	TR	1100AM	1215PM	CA	0033	44	40	SMITH, DEAN CHR	C
5381	099	GU	JOMC	340	003	TR	0200PM	0315PM	CA	0033	40	40	SMITH, DEAN CHR	C
5382	099	GU	JOMC	340	004	MW	0600PM	0715PM	CA	0033	35	35	SPAINHOUR, ELIZ	C
5383	099	GU	JOMC	349	001	TBA	TBA	TBA			0	12	AIKAT, DEBASHIS	X
5384	099	GU	JOMC	376	001	TR	0200PM	0315PM	CA	0143	51	32	SWEENEY, J	C
5385	099	GU	JOMC	394	001	TBA	TBA	TBA			18	50	EUBANK, JAY	O
5386	099	GU	JOMC	421	001	MW	0900AM	1015AM	CA	0132	20	17	TUGGLE, C.A.	C
5387	099	GU	JOMC	422	001	MW	0100PM	0550PM	CA	0132	22	18	TUGGLE, C.A.	C
5388	099	GU	JOMC	423	001	MW	0100PM	0600PM	CA	0135	2	18	TUGGLE, C.A.	O
5389	099	GU	JOMC	424	001	TR	0330PM	0445PM	CA	0033	40	40	HEFNER, JIM	C
5390	099	GU	JOMC	425	001	TR	0930AM	1045AM	CA	0011	20	17	CUPP, DAVID	C
5391	099	GU	JOMC	426	001	W	0300PM	0600PM	XX	XX	10	17	HOCHBERG, ADAM	O
5392	099	GU	JOMC	426	001	F	0100PM	0500PM	CA	0132	10	17	HOCHBERG, ADAM	O
5393	099	GU	JOMC	427	001	TR	1230PM	0145PM	CA	0135	0	18	CARPENTIER, FRA	X
5394	099	GU	JOMC	431	001	TR	0930AM	1045AM	CA	0283	22	19	BYARS, QUEENIE	C
5395	099	GU	JOMC	431	002	MW	0200PM	0315PM	CA	0283	20	20	CARROLL, CRAIG	C
5396	099	GU	JOMC	431	003	MWF	1000AM	1050AM	CA	0283	20	20	WEBERLING, BROO	C
5397	099	GU	JOMC	431	004	MW	0930AM	1045AM	CA	0268	6	15	CARROLL, CRAIG	O
5398	099	GU	JOMC	431	990	TBA	TBA	TBA			0	10	DOUGALL, ELIZAB	X
5399	099	GU	JOMC	431	991	TBA	TBA	TBA			0	15	DOUGALL, ELIZAB	X
5400	099	GU	JOMC	431	992	TBA	TBA	TBA			0	1	DOUGALL, ELIZAB	X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
5401	099	GU	JOMC	433	001	TR	0930AM	1045AM	CA	0253	18	20	DOUGALL, ELIZAB	O
5402	099	GU	JOMC	434	001	MW	0930AM	1045AM	CA	0253	20	20	REMUND, DAVID	C
5403	099	GU	JOMC	434	002	TR	0800AM	0915AM	CA	0143	20	20	SHAFER, AUTUMN	C
5404	099	GU	JOMC	434	003	TR	0500PM	0615PM	CA	0143	19	20	MISNER, SCOTT A	O
5405	099	GU	JOMC	441	001	MW	1000AM	1115AM	CA	0011	33	25	MCDONALD, TREVY	C
5406	099	GU	JOMC	443	001	TR	1230PM	0145PM	CA	0143	25	25	VARGAS, LUCILA	C
5407	099	GU	JOMC	445	001	TR	1100AM	1215PM	CA	0143	20	20	KALYANARAMAN, S	C
5408	099	GU	JOMC	446	001	TR	0330PM	0445PM	CA	0143	27	30	VARGAS, LUCILA	O
5409	099	GU	JOMC	446	002	TR	0200PM	0315PM	CA	0283	22	20	EL-TOUKHY, SHER	C
5410	099	GU	JOMC	449	001	MW	0330PM	0445PM	CA	0283	16	12	JONES, PAUL M	C
5411	099	GU	JOMC	451	001	MW	0200PM	0315PM	CA	0253	8	18	ROUSH, CHRISTOP	O
5412	099	GU	JOMC	453	001	TR	0200PM	0315PM	XX	XX	2	12	TOWNS, LEROY	O
5413	099	GU	JOMC	454	001	TR	1100AM	1215PM	CA	0268	7	15	COLE, R R	O
5414	099	GU	JOMC	456	001	MW	0300PM	0445PM	CA	0058	15	17	CLOUD, G W	O
5415	099	GU	JOMC	458	001	TR	0200PM	0315PM			13	10	GUILLORY, J. FE	C
5416	099	GU	JOMC	458	975	TR	0200PM	0315PM	XX	XX	0	5	GUILLORY, J. FE	O
5417	099	GU	JOMC	459	001	MW	0400PM	0515PM	CA	0143	15	15	LAUTERER, JOCK	C
5418	099	GU	JOMC	463	001	TR	1230PM	0145PM	CA	0132	14	18	THORNBURG, RYAN	O
5419	099	GU	JOMC	473	001	MW	0800AM	0915AM	CA	0283	14	20	MCMAHAN, DANA	O
5420	099	GU	JOMC	473	002	TR	1230PM	0145PM	CA	0011	13	20	KAMINSKI, HEIDI	O
5421	099	GU	JOMC	475	001	TR	0930AM	1045AM	CA	0143	48	44	HENNINK-KAMINSK	C
5422	099	GU	JOMC	476	001	TR	1100AM	1215PM	CA	0283	22	12	SWEENEY, J	C
5423	099	GU	JOMC	480	001	TR	0100PM	0250PM	CA	0060	16	20	DAVISON, PAT	O
5424	099	GU	JOMC	480	002	TR	1100AM	1250PM	CA	0060	11	20	DAVISON, PAT	O
5425	099	GU	JOMC	481	001	TR	1100AM	1250PM	CA	0060	0	20	DAVISON, PAT	X
5426	099	GU	JOMC	482	001	TR	0500PM	0650PM	CA	0059	14	20	HOWARD, JOYCE	O
5427	099	GU	JOMC	483	001	MW	0300PM	0450PM	CA	0059	12	20	WITTEKIND, DONA	O
5428	099	GU	JOMC	484	001	TR	0900AM	1050AM	CA	0059	20	20	CAIRO, ALBERTO	C
5429	099	GU	JOMC	490	001	TR	1230PM	0145PM	CA	0283	13	15	ABERNATHY, PENE	O
5430	099	GU	JOMC	490	002	R	0200PM	0445PM	XX	XX	3	15	ABERNATHY, PENE	O
5431	099	GU	JOMC	490	003	T	0200PM	0445PM	CA	0253	12	12	KALYANARAMAN, S	C
5432	099	GU	JOMC	490	004	MW	1000AM	1115AM	CA	0268	0	15	CARROLL, CRAIG	X
5433	099	GU	JOMC	490	005	M	0330PM	0545PM	CA	0283	0	10		X
5434	099	GU	JOMC	490	990	TBA	TBA	TBA			0	10		X
5435	099	GU	JOMC	490	991	TBA	TBA	TBA			0	15		X
5436	099	GU	JOMC	490	992	TBA	TBA	TBA			0	1		X
5437	099	GU	JOMC	491	001	MW	1200PM	0115PM	CA	340A	18	13	BYARS, NAPOLEON	C
5438	099	GU	JOMC	491	002	TR	0200PM	0315PM	XX	XX	0	12	THORNBURG, RYAN	X
5439	099	GU	JOMC	560	001	MW	1000AM	1115AM	CA	0340	8	6	LINDEN, THOMAS	C
5440	099	GU	JOMC	562	001	R	0900AM	1145AM	CA	0340	5	8	LINDEN, THOMAS	O
5441	099	GU	JOMC	581	001	TR	1100AM	1250PM	CA	0059	13	20	RUEL, LAURA	O
5442	099	GU	JOMC	582	001	TR	0300PM	0450PM	CA	0060	16	20	DAVISON, PAT	O
5443	099	GU	JOMC	583	001	MW	0100PM	0250PM	CA	0060	13	20	LOFLAND, DONALD	O
5444	099	GU	JOMC	585	001	MW	0900AM	1050AM	CA	0060	8	20	CAIRO, ALBERTO	O
5445	099	GU	JOMC	701	001	MW	1130AM	1245PM	CA	0033	33	40	JOHNSTON, A	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
5446	099	GU	JOMC	705	001	MW	0200PM	0315PM	CA	0340	13	15	GIBSON, RHONDA	O
5447	099	GU	JOMC	711	956	TBA	TBA	TBA			20	20	CARROLL, BRIAN	C
5448	099	GU	JOMC	713	956	TBA	TBA	TBA			8	15	AIKAT, DEBASHIS	O
5449	099	GU	JOMC	714	956	TBA	TBA	TBA			17	20	TYBURSKI, GENIE	O
5450	099	GU	JOMC	730	001	TR	1230PM	0145PM	CA	340A	9	15	DOUGALL, ELIZAB	O
5451	099	GU	JOMC	740	001	TR	0330PM	0445PM	CA	0011	30	20	WALDEN, R	C
5452	099	GU	JOMC	740	002	MW	0900AM	1015AM	XX	XX	0	9	PACKER, C	X
5453	099	GU	JOMC	753	001	MW	0300PM	0445PM	CA	0142	9	20	YOPP, J	O
5454	099	GU	JOMC	754	001	MW	0200PM	0315PM	CA	0338	7	9	FRIEDMAN, BARBA	O
5455	099	GU	JOMC	825	001	W	0200PM	0445PM	CA	0268	8	9	BROWN, J D	O
5456	099	GU	JOMC	826	001	R	0200PM	0315PM	CA	0340	4	12	CATES, JOAN ROB	O
5457	099	GU	JOMC	830	001	W	0200PM	0450PM	CA	340A	8	15	BOYNTON, LOIS A	O
5458	099	GU	JOMC	840	001	M	0200PM	0450PM	CA	340A	3	9	PACKER, C	O
5459	099	GU	JOMC	842	001	F	0900AM	1145AM	XX	XX	4	9	SHAW, D L	O
5460	099	GU	JOMC	890	001	R	0500PM	0745PM	CA	0340	7	9	KALYANARAMAN, S	O
5461	099	GU	JOMC	890	002	W	0300PM	0550PM	CA	0060	0	9	RUEL, LAURA	X
5462	099	GU	JOMC	890	003	M	0100PM	0345PM	CA	0268	8	15	RIFFE, DAN	O
5463	099	GU	JOMC	900	028	TBA	TBA	TBA			0	5	BROWN, J D	O
5464	099	GU	JOMC	900	061	TBA	TBA	TBA			3	5	BOYNTON, LOIS A	O
5465	099	GU	JOMC	900	063	TBA	TBA	TBA			0	5	GIBSON, RHONDA	O
5466	099	GU	JOMC	900	066	TBA	TBA	TBA			0	5	KALYANARAMAN, S	O
5467	099	GU	JOMC	900	067	TBA	TBA	TBA			2	5	ROUSH, CHRISTOP	O
5468	099	GU	JOMC	900	073	TBA	TBA	TBA			2	5	RUEL, LAURA	O
5469	099	GU	JOMC	900	080	TBA	TBA	TBA			2	5	CARPENTIER, FRA	O
5470	099	GU	JOMC	900	085	TBA	TBA	TBA			1	5	CARROLL, CRAIG	O
5471	099	GU	JOMC	900	092	TBA	TBA	TBA			2	5	ABERNATHY, PENE	O
5472	099	GU	JOMC	992	042	TBA	TBA	TBA			0	5	YOPP, J	O
5473	099	GU	JOMC	992	060	TBA	TBA	TBA			0	5	FEE, FRANK	O
5474	099	GU	JOMC	992	061	TBA	TBA	TBA			1	5	BOYNTON, LOIS A	O
5475	099	GU	JOMC	992	064	TBA	TBA	TBA			0	5	HESTER, JOE BOB	O
5476	099	GU	JOMC	992	070	TBA	TBA	TBA			0	5	HOEFGES, MICHAE	O
5477	099	GU	JOMC	992	071	TBA	TBA	TBA			0	5	FRIEDMAN, BARBA	O
5478	099	GU	JOMC	992	073	TBA	TBA	TBA			3	5	RUEL, LAURA	O
5479	099	GU	JOMC	992	085	TBA	TBA	TBA			0	5	CARROLL, CRAIG	O
5480	099	GU	JOMC	993	023	TBA	TBA	TBA			0	5	SHAW, D L	O
5481	099	GU	JOMC	993	060	TBA	TBA	TBA			0	5	FEE, FRANK	O
5482	099	GU	JOMC	993	061	TBA	TBA	TBA			0	5	BOYNTON, LOIS A	O
5483	099	GU	JOMC	993	066	TBA	TBA	TBA			0	5	KALYANARAMAN, S	O
5484	099	GU	JOMC	993	070	TBA	TBA	TBA			0	5	HOEFGES, MICHAE	O
5485	099	GU	JOMC	993	085	TBA	TBA	TBA			0	5	CARROLL, CRAIG	O
5486	099	GU	JOMC	994	023	TBA	TBA	TBA			0	5	SHAW, D L	O
5487	099	GU	JOMC	994	028	TBA	TBA	TBA			4	5	BROWN, J D	O
5488	099	GU	JOMC	994	033	TBA	TBA	TBA			0	5	WALDEN, R	O
5489	099	GU	JOMC	994	037	TBA	TBA	TBA			2	5	PACKER, C	O
5490	099	GU	JOMC	994	047	TBA	TBA	TBA			2	5	ZHAO, X	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
5491	099	GU	JOMC	994	050	TBA	TBA	TBA			2	5	JOHNSTON, A	O
5492	099	GU	JOMC	994	053	TBA	TBA	TBA			1	5	VARGAS, LUCILA	O
5493	099	GU	JOMC	994	060	TBA	TBA	TBA			1	5	FEE, FRANK	O
5494	099	GU	JOMC	994	061	TBA	TBA	TBA			3	5	BOYNTON, LOIS A	O
5495	099	GU	JOMC	994	063	TBA	TBA	TBA			2	5	GIBSON, RHONDA	O
5496	099	GU	JOMC	994	066	TBA	TBA	TBA			1	5	KALYANARAMAN, S	O
5497	099	GU	JOMC	994	070	TBA	TBA	TBA			0	5	HOEFGES, MICHAE	O
5498	099	GU	JOMC	994	071	TBA	TBA	TBA			1	5	FRIEDMAN, BARBA	O
5499	099	GU	JOMC	994	080	TBA	TBA	TBA			0	5	CARPENTIER, FRA	O
5500	099	GU	JOMC	994	085	TBA	TBA	TBA			1	5	CARROLL, CRAIG	O
5501	099	GU	JOMC	691H	001	T	0200PM	0445PM	CA	0340	12	9	BROWN, J D	C
5502	099	GU	JWST	100	001	MW	1200PM	1250PM	GC	1015	9	18	BOYARIN, JONATH	O
5503	099	GU	JWST	100	601	F	0900AM	0950AM	MU	0204	2	3	GINDI, JOSEPH B	O
5504	099	GU	JWST	100	602	F	1000AM	1050AM	GL	0305	1	3	GONZALEZ, VINCE	O
5505	099	GU	JWST	100	603	F	1000AM	1050AM	MU	0118	1	3	GINDI, JOSEPH B	O
5506	099	GU	JWST	100	604	F	1100AM	1150AM	GA	0104	2	3	GINDI, JOSEPH B	O
5507	099	GU	JWST	100	605	F	1200PM	1250PM	HN	0107	2	3	GONZALEZ, VINCE	O
5508	099	GU	JWST	100	606	F	0100PM	0150PM	MU	0111	0	3	GONZALEZ, VINCE	O
5509	099	GU	JWST	103	001	MW	0200PM	0250PM	SC	0103	17	19	REYNOLDS, BENNI	O
5510	099	GU	JWST	103	601	F	0900AM	0950AM	SA	0321	0	2		X
5511	099	GU	JWST	103	602	F	1000AM	1050AM	MU	0112	2	1	COMBS, JASON R.	C
5512	099	GU	JWST	103	603	F	1100AM	1150AM	MU	0115	3	3	GOODWIN, MEGAN	C
5513	099	GU	JWST	103	604	F	1200PM	1250PM	MU	0112	2	2	GOODWIN, MEGAN	C
5514	099	GU	JWST	103	605	F	0100PM	0150PM	SA	0213	2	2	GOODWIN, MEGAN	C
5515	099	GU	JWST	103	606	F	0200PM	0250PM	GA	0001	2	2	COMBS, JASON R.	C
5516	099	GU	JWST	103	607	F	0900AM	0950AM	SA	0213	1	1	TIITSMAN, JENNI	C
5517	099	GU	JWST	103	608	F	1000AM	1050AM	DE	0306	3	2	TIITSMAN, JENNI	C
5518	099	GU	JWST	103	609	F	1100AM	1150AM	MU	0104	2	3	TIITSMAN, JENNI	O
5519	099	GU	JWST	103	610	F	1200PM	1250PM	BI	0208	0	2		X
5520	099	GU	JWST	103	611	F	0100PM	0150PM	SA	0321	0	1	COMBS, JASON R.	O
5521	099	GU	JWST	103	612	F	0100PM	0150PM	GL	0317	0	2		X
5522	099	GU	JWST	106	001	MW	0100PM	0150PM	AR	0121	18	19	MAGNESS, JODI	O
5523	099	GU	JWST	106	601	F	0900AM	0950AM	SA	0322	1	2	AYUBI, ZAHRA	O
5524	099	GU	JWST	106	602	F	0900AM	0950AM	AR	0215	2	2	GREY, MATTHEW	C
5525	099	GU	JWST	106	603	F	1000AM	1050AM	HN	0107	2	2	AYUBI, ZAHRA	C
5526	099	GU	JWST	106	604	F	1000AM	1050AM	HO	0201	2	2	AGHAPOUR, ANDRE	C
5527	099	GU	JWST	106	605	F	0300PM	0350PM	BI	0306	2	2	NIEUWSMA, SHANA	C
5528	099	GU	JWST	106	606	F	0200PM	0250PM	PH	0222	2	2	NIEUWSMA, SHANA	C
5529	099	GU	JWST	106	607	F	1200PM	1250PM	PH	0224	1	2	AYUBI, ZAHRA	O
5530	099	GU	JWST	106	608	F	1200PM	1250PM	SM	0107	2	2	NIEUWSMA, SHANA	C
5531	099	GU	JWST	106	609	F	0900AM	0950AM	GA	0001	2	2	THAYNE, STANLEY	C
5532	099	GU	JWST	106	610	F	1000AM	1050AM	AR	0215	1	1	GREY, MATTHEW	C
5533	099	GU	JWST	106	611	F	1200PM	1250PM	WI	0217	0	0		C
5534	099	GU	JWST	106	612	F	0200PM	0250PM	PH	0220	0	0		C
5535	099	GU	JWST	106	613	F	0200PM	0250PM	BI	0108	0	0		C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
5536	099	GU	JWST	106	614	F	0300PM	0350PM	BI	0101	0	0		C
5537	099	GU	JWST	106	615	F	0300PM	0350PM	BI	0217	0	0		C
5538	099	GU	JWST	203	002	MWF	0300PM	0350PM	NW	0103	0	4		X
5539	099	GU	JWST	206	001	MW	1100AM	1215PM			0	5		X
5540	099	GU	JWST	239	001	MW	0100PM	0150PM	GA	0105	0	8	HESS, JONATHAN	X
5541	099	GU	JWST	239	601	F	0100PM	0150PM	HN	0107	0	2	HESS, JONATHAN	X
5542	099	GU	JWST	239	602	F	0200PM	0250PM	BI	0208	0	2	HESS, JONATHAN	X
5543	099	GU	JWST	239	603	R	1100AM	1150AM	DE	0302	0	2	HESS, JONATHAN	X
5544	099	GU	JWST	239	604	R	0100PM	0150PM	BI	0101	0	2	HESS, JONATHAN	X
5545	099	GU	JWST	253	001	MWF	0200PM	0250PM	SA	0104	5	5	FERRIS, MARCIE	C
5546	099	GU	JWST	262	001	TR	0930AM	1045AM	MU	0116	3	5	BROWNING, CR	O
5547	099	GU	JWST	262	600	R	0100PM	0150PM	HM	0425	0	1		X
5548	099	GU	JWST	262	602	R	0500PM	0550PM	BI	0208	0	1	PLAVNIEKS, RICH	O
5549	099	GU	JWST	262	603	R	0400PM	0450PM	BI	0217	1	1	GUMBLETON, SHAW	C
5550	099	GU	JWST	262	604	R	0500PM	0550PM	BI	0101	1	1	GUMBLETON, SHAW	C
5551	099	GU	JWST	262	606	R	0330PM	0420PM	DE	0209	1	1	PLAVNIEKS, RICH	C
5552	099	GU	JWST	305	001	TR	0330PM	0445PM	GM	0213	0	5	SHEMER, YARON	X
5553	099	GU	JWST	486	001	MWF	1100AM	1150AM	SA	0204	7	7	FERRIS, MARCIE	C
5554	099	GU	JWST	512	001	T	0500PM	0750PM			0	2		X
5555	099	GU	KOR	101	001	MTWR	1100AM	1150AM	AR	0116	20	20	CHON, JOO YEON	C
5556	099	GU	KOR	101	002	MTWR	1200PM	1250PM	MU	0118	16	20	KIM, HAEYOUNG	O
5557	099	GU	KOR	203	001	MTWR	0100PM	0150PM	SA	0213	18	20	JO, JI-YEON	O
5558	099	GU	KOR	203	002	MTWR	0200PM	0250PM	SA	0213	16	20	JO, JI-YEON	O
5559	099	GU	KOR	203	998	TBA	TBA	TBA			0	999		O
5560	099	GU	KOR	305	001	TR	0330PM	0445PM	GM	0213	17	15	JO, JI-YEON	C
5561	099	GU	LATN	101	001	MTRF	0800AM	0850AM	MU	0118	0	20		X
5562	099	GU	LATN	101	002	MTRF	1100AM	1150AM	MU	0118	30	31	ESPOSITO, JOHN	O
5563	099	GU	LATN	101	003	MTRF	0200PM	0250PM	MU	0111	21	23	WOOTEN, C	O
5564	099	GU	LATN	101	004	MTRF	0200PM	0250PM	MU	0002	16	20	HANSEN, HANS	O
5565	099	GU	LATN	101	851	TBA	TBA	TBA			0	999		O
5566	099	GU	LATN	102	001	MTRF	1100AM	1150AM	MU	0002	17	20	SPENCER, ANDREW	O
5567	099	GU	LATN	102	002	MTRF	0200PM	0250PM	MU	0118	19	31	LANDIS, SARAH	O
5568	099	GU	LATN	111	001	MWRF	0200PM	0250PM	MU	0220	3	3	PATERSON, JAMES	C
5569	099	GU	LATN	203	001	MWF	0800AM	0850AM	MU	0304	0	20		X
5570	099	GU	LATN	203	002	MWF	1100AM	1150AM	HN	0125	25	30	ALEXANDRE, DERI	O
5571	099	GU	LATN	203	003	MWF	0200PM	0250PM	MU	0304	26	33	MILLER, SARAH	O
5572	099	GU	LATN	203	998	TBA	TBA	TBA			0	999		O
5573	099	GU	LATN	204	001	MWF	0200PM	0250PM	MU	0204	12	14	WILTSHIRE, ANDE	O
5574	099	GU	LATN	204	998	TBA	TBA	TBA			0	999		O
5575	099	GU	LATN	221	001	MWF	1000AM	1050AM	PE	0204	18	14	O'HARA, JAMES J	C
5576	099	GU	LATN	332	001	TR	1100AM	1215PM	MU	0304	16	20	BABCOCK, ROBERT	O
5577	099	GU	LATN	352	001	TR	0800AM	0915AM	MU	0304	8	14	RIESS, WERNER	O
5578	099	GU	LATN	510	001	MWF	1200PM	1250PM	MU	0304	14	20	WOOTEN, C	O
5579	099	GU	LATN	514	001	TR	0500PM	0615PM	MU	0111	11	14	BABCOCK, ROBERT	O
5580	099	GU	LATN	601	001	MWF	0200PM	0250PM	MU	0220	8	11	PATERSON, JAMES	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
5581	099	GU	LATN	764	001	TR	1230PM	0145PM	MU	0317	7	8	JAMES, SHARON L	O
5582	099	GU	LATN	784	001	MWF	1000AM	1050AM	MU	0220	0	12	RIVES, JAMES	X
5583	099	GU	LATN	993	001	TBA	TBA	TBA			1	5	BABCOCK, ROBERT	O
5584	099	GU	LATN	993	008	TBA	TBA	TBA			1	5	RIESS, WERNER	O
5585	099	GU	LATN	993	035	TBA	TBA	TBA			0	5	WOOTEN, C	O
5586	099	GU	LATN	994	002	TBA	TBA	TBA			2	5	O'HARA, JAMES J	O
5587	099	GU	LATN	994	005	TBA	TBA	TBA			1	5	JAMES, SHARON L	O
5588	099	LW	LAW	150	001	TBA	TBA				0	260		O
5589	099	LW	LAW	201	001	TWRF	0845AM	0955AM	VW	5048	88	92	GEORGE, B GLENN	O
5590	099	LW	LAW	201	002	MTWR	0230PM	0340PM	VW	5048	89	92	WEISBURD, A M	O
5591	099	LW	LAW	201	003	MTWR	0230PM	0340PM	VW	4085	29	30	CONLEY, J M	O
5592	099	LW	LAW	201	004	MTWR	1020AM	1130AM	VW	3049	28	30	GIBSON, S E	O
5593	099	LW	LAW	201	005	MTWR	0230PM	0340PM	VW	3049	29	30	PUCILLO, PHILLI	O
5594	099	LW	LAW	206	001	WRF	1055AM	1150AM	VW	5052	64	116	MYERS, RICHARD	O
5595	099	LW	LAW	207	001	MTWR	0230PM	0340PM	VW	5046	89	92	BROPHY, ALFRED	O
5596	099	LW	LAW	207	002	MTWR	0845AM	0955AM	VW	3049	30	30	BROWN, CAROL N.	C
5597	099	LW	LAW	207	003	MTWR	1020AM	1130AM	VW	4082	30	30	KALO, J D	C
5598	099	LW	LAW	207	004	MTWR	0845AM	0955AM	VW	4082	29	30	WEGNER, J W	O
5599	099	LW	LAW	207	005	TWRF	0100PM	0210PM	VW	5048	86	92	ORTH, J V	O
5600	099	LW	LAW	209	001	MTWR	1020AM	1130AM	VW	5048	30	30	TAYLOR, JOHN ED	C
5601	099	LW	LAW	209	002	MTWR	0100PM	0210PM	VW	3049	29	30	EICHNER, MAXINE	O
5602	099	LW	LAW	209	003	TWRF	1020AM	1130AM	VW	5046	28	30	SAVER, RICHARD	O
5603	099	LW	LAW	209	004	TWRF	0100PM	0210PM	VW	5046	90	92	CORRADO, M L	O
5604	099	LW	LAW	209	005	MTWR	0845AM	0955AM	VW	5046	87	92	DAYE, C E	O
5605	099	LW	LAW	210	001	TWR	0100PM	0155PM	VW	4085	57	92	GERHARDT, DEBOR	O
5606	099	LW	LAW	213	001	M	0530PM	0830PM	VW	4085	73	92	KELLEY, THOMAS	O
5607	099	LW	LAW	214	001	M	0310PM	0610PM	VW	4082	28	30	GLOVER, ALICE	O
5608	099	LW	LAW	219	001	TWR	0950AM	1045AM	VW	4085	29	92	BLAKEY, W J	O
5609	099	LW	LAW	220	001	WRF	0100PM	0155PM	VW	5042	113	118	HORNSTEIN, D T	O
5610	099	LW	LAW	222	001	W	0530PM	0730PM	VW	4004	24	25	BALLANCE, MICHA	O
5611	099	LW	LAW	224	001	TWR	0950AM	1045AM	VW	3025	9	10	MELAMUT, STEVEN	O
5612	099	LW	LAW	226	001	TWR	0205PM	0300PM	VW	4004	36	60	CHIN, ANDREW	O
5613	099	LW	LAW	228	001	TWR	0310PM	0405PM	VW	5052	88	70	HAZEN, T L	C
5614	099	LW	LAW	228	001	F	0845AM	0940AM	VW	5052	88	70	HAZEN, T L	C
5615	099	LW	LAW	228	002	MTW	0415PM	0530PM	VW	5052	55	85	HAYNES, KEVIN V	O
5616	099	LW	LAW	231	001	M	0415PM	0615PM	VW		24	24	BIRCKHEAD, TAMA	C
5617	099	LW	LAW	233	001	T	0415PM	0615PM	VW	5054	14	14	SABBETH, KATHRY	C
5618	099	LW	LAW	237	001	TWR	0100PM	0155PM	VW	4004	36	60	BROOME, L L	O
5619	099	LW	LAW	238	001	MWR	0950AM	1045AM	VW	4004	29	60	FEIBELMAN, ADAM	O
5620	099	LW	LAW	241	001	TWR	1055AM	1150AM	VW	4004	44	60	FLATT, VICTOR	O
5621	099	LW	LAW	242	001	MTWR	0100PM	0155PM	VW	5052	77	80	MOSTELLER, ROBE	O
5622	099	LW	LAW	242	002	MTWR	0205PM	0300PM	VW	5052	34	80	BLAKEY, W J	O
5623	099	LW	LAW	244	001	MTW	0205PM	0300PM	VW	5042	116	127	LAU, HOLNING	O
5624	099	LW	LAW	245	001	TR	0815AM	0940AM	VW	4004	53	59	BOGER, J C	O
5625	099	LW	LAW	246	001	TWR	0310PM	0405PM	VW	5042	51	128	NICHOL, GENE R	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
5626	099	LW	LAW	248	001	TWR	1055AM	1150AM	VW	3025	12	24	SAUNDERS, M	O
5627	099	LW	LAW	265	001	TWR	0950AM	1045AM	VW	5042	45	128	CHIN, ANDREW	O
5628	099	LW	LAW	266	001	MT	0100PM	0155PM	VW	4082	25	25	RATLIFF, A A	C
5629	099	LW	LAW	266	002	MT	0415PM	0510PM	VW	4004	22	40	RATLIFF, A A	O
5630	099	LW	LAW	266	003	R	0415PM	0615PM	VW	4004	39	39	WRIGHT, MELVIN	C
5631	099	LW	LAW	268	001	MTWR	1055AM	1150AM	VW	5042	68	128	BROPHY, ALFRED	O
5632	099	LW	LAW	272	001	W	0415PM	0715PM	VW	4082	25	25	MUMMA, CHRISTIN	C
5633	099	LW	LAW	275	001	TWR	1055AM	1150AM	VW	4085	52	92	BROWN, C N	O
5634	099	LW	LAW	280	001	TWRF	0950AM	1045AM	VW	5052	86	116	BRYAN, P L	O
5635	099	LW	LAW	282	001	MTW	0310PM	0405PM	VW	4004	15	60	TURNIER, W J	O
5636	099	LW	LAW	286	001	TWR	1055AM	1150AM	VW	3080	0	16	CHIN, ANDREW	X
5637	099	LW	LAW	288	001	M	0415PM	0645PM	VW	4081	15	15	FULLER, J C	C
5638	099	LW	LAW	288	001	R	0415PM	0545PM	VW	5052	15	15	FULLER, J C	C
5639	099	LW	LAW	288	002	T	0415PM	0645PM	VW	4081	15	15	JOHNSON, VALERI	C
5640	099	LW	LAW	288	002	R	0415PM	0545PM	VW	5052	15	15	JOHNSON, VALERI	C
5641	099	LW	LAW	288	003	T	0715PM	0945PM	VW	4081	15	15	JONES, ABRAHAM	C
5642	099	LW	LAW	288	003	R	0415PM	0545PM	VW	5052	15	15	JONES, ABRAHAM	C
5643	099	LW	LAW	288	004	W	0415PM	0645PM	VW	4081	15	15	MILLS, W S	C
5644	099	LW	LAW	288	004	R	0415PM	0545PM	VW	5052	15	15	MILLS, W S	C
5645	099	LW	LAW	288	005	W	0715PM	0945PM	VW	4081	13	15	BROUN, JONATHAN	O
5646	099	LW	LAW	288	005	R	0415PM	0545PM	VW	5052	13	15	BROUN, JONATHAN	O
5647	099	LW	LAW	288	006	F	0845AM	1115AM	VW	4081	13	15	STERN, THOMAS	O
5648	099	LW	LAW	288	006	R	0415PM	0545PM	VW	5052	13	15	STERN, THOMAS	O
5649	099	LW	LAW	295	001	M	0845AM	0955AM	VW	5048	44	45	MOYE, JOHN MICH	O
5650	099	LW	LAW	295	002	M	0845AM	0955AM	VW	5052	43	45	KIFNER, DREW KY	O
5651	099	LW	LAW	295	003	M	0100PM	0210PM	VW	4004	45	45	MCCLANAHAN, JON	C
5652	099	LW	LAW	295	004	F	0845AM	0955AM	VW	5046	44	45	BROOK, CHRISTOP	O
5653	099	LW	LAW	295	005	F	0845AM	0955AM	VW	4085	43	45	KAY, JASON BRAD	O
5654	099	LW	LAW	295	006	F	0845AM	0955AM	VW	5042	43	45	RAMEE, NEAL AND	O
5655	099	LW	LAW	301	001	T	0530PM	0730PM	VW	3049	33	30	MILLS, NORMA W	C
5656	099	LW	LAW	306	001	R	0100PM	0300PM	VW	5054	14	15	OLIVE, MARK	O
5657	099	LW	LAW	310	001	M	0310PM	0610PM	VW	4051	10	10	MULLER, E	C
5658	099	LW	LAW	313	001	TWR	0100PM	0155PM	VW	3025	0	24	BAKER, SCOTT A.	X
5659	099	LW	LAW	329	001	M	0950AM	1150AM	VW	5054	14	15	GERHARDT, MICHA	O
5660	099	LW	LAW	334	001	T	0205PM	0405PM	VW	5054	12	15	KLINEFELTER, A	O
5661	099	LW	LAW	336	001	T	0630PM	0830PM	VW	5054	15	16	ERTESCHIK, ANDR	O
5662	099	LW	LAW	338	001	R	0205PM	0405PM	VW	3080	13	15	BROWN, C N	O
5663	099	LW	LAW	345	001	T	0630PM	0830PM	VW	4004	25	25	HECKMAN, HARPER	C
5664	099	LW	LAW	361	001	F	0100PM	0300PM	VW	5054	14	15	MARTIN, H C	O
5665	099	LW	LAW	368	001	R	0530PM	0730PM	VW	3049	15	16	JENKINS, ROBERT	O
5666	099	LW	LAW	374	001	T	0415PM	0615PM	VW	4082	27	30	SILLIMAN, SCOTT	O
5667	099	LW	LAW	383	001	W	0205PM	0405PM	VW	3080	13	15	MYERS, RICHARD	O
5668	099	LW	LAW	390	001	TBA	TBA	TBA			8	8	BIRCKHEAD, TAMA	C
5669	099	LW	LAW	391	001	TBA	TBA	TBA			14	14	SABBETH, KATHRY	C
5670	099	LW	LAW	395	001	TBA	TBA	TBA			8	8	BIRCKHEAD, TAMA	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
5671	099	LW	LAW	397	001	TBA	TBA	TBA			10	10	KELLEY, THOMAS	C
5672	099	LW	LAW	399	049	TBA	TBA				1	1	GEORGE, B GLENN	C
5673	099	LW	LAW	399	052	TBA	TBA				2	1	KRAUSE, JOAN	C
5674	099	LW	LAW	399	057	TBA	TBA				1	1	NICHOL, GENE R	C
5675	099	LW	LAW	399	075	TBA	TBA	TBA			1	2	BROWN, CAROL N.	O
5676	099	LW	LAW	400	001	T	1200PM	1255PM	VW	3049	15	15	MCKINNEY, R	C
5677	099	LW	LAW	401	001	T	1200PM	1250PM			51	50	SAVASTA-KENNEDY	C
5678	099	LW	LAW	403	001	TBA	TBA	TBA			3	3	SAVASTA-KENNEDY	C
5679	099	LW	LAW	408	001	TWR	0310PM	0405PM	VW	3025	17	24	OMAROVA, SAULE	O
5680	099	LW	LAW	409	001	TBA	TBA	TBA			0	1	MULLER, E	O
5681	099	LW	LAW	436	001	T	0415PM	0615PM	VW	3080	13	15	FEIBELMAN, ADAM	O
5682	099	LW	LAW	438	001	R	0415PM	0615PM	VW	4082	19	20	KADENS, MICHAEL	O
5683	099	LW	LAW	442	001	M	0950AM	1150AM	VW	3080	8	15	FLATT, VICTOR	O
5684	099	LW	LAW	444	001	W	0950AM	1150AM	VW	5054	16	15	JOHNSON, SALLY	C
5685	099	LW	LAW	446	001	T	0950AM	1150AM	VW	5054	0	15	HAYNES, KEVIN V	X
5686	099	LW	LAW	451	001	TR	0205PM	0330PM	VW	4082	23	24	KRAUSE, JOAN	O
5687	099	LW	LAW	220W	001	WRF	0100PM	0155PM	VW	5042	10	10	HORNSTEIN, D T	C
5688	099	LW	LAW	228M	001	WF	0815AM	0940AM	VW	4004	20	25	GAETA JR., ANTH	O
5689	099	LW	LAW	234F	001	TWR	0845AM	0940AM	VW	5042	45	128	GERHARDT, MICHA	O
5690	099	LW	LAW	252E	001	TR	0415PM	0615PM	VW	5046	24	92	ADAIR, ERIN JO	O
5691	099	LW	LAW	267S	001	TW	0415PM	0540PM	VW	3025	15	15	SHERWOOD, JIM	C
5692	099	LW	LAW	267T	001	MTW	0205PM	0300PM	VW	3025	22	24	HALL, MARGARET	O
5693	099	LW	LAW	398A	001	W	0415PM	0615PM	VW	4051	6	6	WEISSMAN, DEBOR	C
5694	099	LW	LAW	429W	001	TWR	0310PM	0405PM	VW	5052	12	15	HAZEN, T L	O
5695	099	LW	LAW	429W	001	F	0845AM	0940AM	VW	5052	12	15	HAZEN, T L	O
5696	099	LW	LAW	451W	001	TR	0205PM	0330PM	VW	4082	6	9	KRAUSE, JOAN	O
5697	099	GU	LFIT	102	001	MW	0900AM	0950AM	XX	XX	5	10	MURRAY, D C	O
5698	099	GU	LFIT	103	001	MW	0800AM	0850AM	XX	XX	28	28	HANCOCK, KENDRA	C
5699	099	GU	LFIT	103	002	MW	0900AM	0950AM	XX	XX	27	28	GORDON, BRANDI	O
5700	099	GU	LFIT	103	003	MW	1000AM	1050AM	XX	XX	27	28	MCNICHOLS, HILA	O
5701	099	GU	LFIT	103	004	MW	0100PM	0150PM	XX	XX	28	28	O'BRIEN, MEGHAN	C
5702	099	GU	LFIT	103	005	MW	0200PM	0250PM	XX	XX	29	28	TERRACINA, KATH	C
5703	099	GU	LFIT	103	006	MW	0300PM	0350PM	XX	XX	25	28	MCNICHOLS, HILA	O
5704	099	GU	LFIT	103	007	TR	0930AM	1020AM	XX	XX	28	28	HANCOCK, KENDRA	C
5705	099	GU	LFIT	103	008	TR	1100AM	1150AM	XX	XX	30	28	SCHWANE, BRANDI	C
5706	099	GU	LFIT	104	001	MW	0800AM	0850AM	XX	XX	28	28	CRAM, TYLER R.	C
5707	099	GU	LFIT	104	002	MW	0900AM	0950AM	XX	XX	28	28	POMORSKI, MEGAN	C
5708	099	GU	LFIT	104	003	MW	0100PM	0150PM	XX	XX	26	28	BRADLEY, JAMIE	O
5709	099	GU	LFIT	104	004	MW	0200PM	0250PM	XX	XX	26	28	BRADLEY, JAMIE	O
5710	099	GU	LFIT	104	005	MW	0300PM	0350PM	XX	XX	28	28	WRIGHT, BRADY J	C
5711	099	GU	LFIT	104	006	TR	0930AM	1020AM	XX	XX	28	28	SKOLNICK, JORDA	C
5712	099	GU	LFIT	104	007	TR	1100AM	1150AM	XX	XX	27	28	OCWIEJA, KAREN	O
5713	099	GU	LFIT	104	008	TR	0200PM	0250PM	XX	XX	28	28	GIFFUNI, JAMIE	C
5714	099	GU	LFIT	104	009	MW	1000AM	1050AM	XX	XX	28	28	VANHOY, RYAN A.	C
5715	099	GU	LFIT	104	951	MW	0600PM	0715PM	FG	0104	20	20	MARTIN, ERIC A.	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
5716	099	GU	LFIT	105	001	MW	0900AM	0950AM	XX	XX	28	28	HOMAN, KATIE J.	C
5717	099	GU	LFIT	105	002	MW	1000AM	1050AM	XX	XX	28	28	YOUNG, STEWART	C
5718	099	GU	LFIT	105	003	MW	0100PM	0150PM	XX	XX	28	28	TYSINGER, DANIE	C
5719	099	GU	LFIT	105	004	MW	0200PM	0250PM	XX	XX	27	28	GAYNOR, DANIELL	O
5720	099	GU	LFIT	105	005	MW	0300PM	0350PM	XX	XX	29	28	SKOLNICK, JORDA	C
5721	099	GU	LFIT	105	006	TR	1100AM	1150AM	XX	XX	29	28	FRALEY, AMY L.	C
5722	099	GU	LFIT	105	007	TR	0200PM	0250PM	XX	XX	28	28	HAIRSTON, ELBER	C
5723	099	GU	LFIT	105	008	MW	0800AM	0850AM	XX	XX	27	28	LISOWSKI, JAMES	O
5724	099	GU	LFIT	105	009	TR	0930AM	1020AM	XX	XX	0	28		X
5725	099	GU	LFIT	106	001	MW	0800AM	0850AM	XX	XX	27	28	HOMAN, KATIE J.	O
5726	099	GU	LFIT	106	002	MW	1000AM	1050AM	XX	XX	27	28	ARAGON, VERONIC	O
5727	099	GU	LFIT	106	003	MW	0100PM	0150PM	XX	XX	26	28	YOUNG, STEWART	O
5728	099	GU	LFIT	106	004	MW	0200PM	0250PM	XX	XX	24	28	LITTLETON, ASHL	O
5729	099	GU	LFIT	106	005	MW	0300PM	0350PM	XX	XX	28	28	HANCOCK, KENDRA	C
5730	099	GU	LFIT	106	006	TR	1100AM	1150AM	XX	XX	27	28	HUFFMAN, LANDON	O
5731	099	GU	LFIT	106	007	TR	0200PM	0250PM	XX	XX	28	28	GAYNOR, DANIELL	C
5732	099	GU	LFIT	106	008	MW	0900AM	0950AM	XX	XX	29	28	VANHOY, RYAN A.	C
5733	099	GU	LFIT	106	009	TR	0930AM	1020AM	XX	XX	26	28	MOCK, CHE B.	O
5734	099	GU	LFIT	107	001	MW	0800AM	0850AM	XX	XX	20	28	PECK, MARGARET	O
5735	099	GU	LFIT	107	002	MW	0900AM	0950AM	XX	XX	23	28	VANBRUGGEN, MIT	O
5736	099	GU	LFIT	107	003	MW	0100PM	0150PM	XX	XX	26	28	PEARSON, CHAD L	O
5737	099	GU	LFIT	107	004	TR	0930AM	1020AM	XX	XX	19	28	TOSTI, KAREN P.	O
5738	099	GU	LFIT	107	005	TR	1100AM	1150AM	XX	XX	25	28	TOSTI, KAREN P.	O
5739	099	GU	LFIT	107	006	TR	0200PM	0250PM	XX	XX	27	28	TOSTI, KAREN P.	O
5740	099	GU	LFIT	107	007	MW	0300PM	0350PM	XX	XX	23	28	PEARSON, CHAD L	O
5741	099	GU	LFIT	108	001	MW	0800AM	0850AM	XX	XX	24	28	FRALEY, AMY L.	O
5742	099	GU	LFIT	108	002	MW	0900AM	0950AM	XX	XX	26	28	SPRANSY, LENORE	O
5743	099	GU	LFIT	108	003	MW	1000AM	1050AM	XX	XX	27	28	KALLMAN, ASHLEY	O
5744	099	GU	LFIT	108	004	MW	0100PM	0150PM	XX	XX	28	28	WRIGHT, BRADY J	C
5745	099	GU	LFIT	108	005	MW	0200PM	0250PM	XX	XX	28	28	MARTIN, ERIC A.	C
5746	099	GU	LFIT	108	006	MW	0300PM	0350PM	XX	XX	27	28	HAIRSTON, ELBER	O
5747	099	GU	LFIT	108	007	TR	0930AM	1020AM	XX	XX	27	28	LANCASTER, ELIZ	O
5748	099	GU	LFIT	108	008	TR	0200PM	0250PM	XX	XX	27	28	SKOLNICK, JORDA	O
5749	099	GU	LFIT	108	009	TR	1100AM	1150AM	XX	XX	27	28	GAYNOR, DANIELL	O
5750	099	GU	LFIT	109	001	MW	0800AM	0850AM	XX	XX	22	24	SCHWARZBER, ROS	O
5751	099	GU	LFIT	109	002	MW	0900AM	0950AM	XX	XX	21	24	CRAM, TYLER R.	O
5752	099	GU	LFIT	109	003	MW	1000AM	1050AM	XX	XX	24	24	SPRANSY, LENORE	C
5753	099	GU	LFIT	109	004	MW	0100PM	0150PM	XX	XX	20	24	SPRANSY, LENORE	O
5754	099	GU	LFIT	109	005	MW	0200PM	0250PM	XX	XX	24	24	SCHWARZBER, ROS	C
5755	099	GU	LFIT	109	006	MW	0300PM	0350PM	XX	XX	23	24	YOUNG, STEWART	O
5756	099	GU	LFIT	109	007	TR	0930AM	1020AM	XX	XX	22	24	DALY, JOHN R.	O
5757	099	GU	LFIT	109	008	TR	1100AM	1150AM	XX	XX	25	24	LANCASTER, ELIZ	C
5758	099	GU	LFIT	109	009	TR	0200PM	0250PM	XX	XX	24	24	SCHWARZBER, ROS	C
5759	099	GU	LFIT	110	001	MW	0800AM	0850AM	XX	XX	0	28		X
5760	099	GU	LFIT	110	002	MW	0900AM	0950AM	XX	XX	0	28		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
5761	099	GU	LFIT	110	003	MW	1000AM	1050AM	XX	XX	0	28		X
5762	099	GU	LFIT	110	004	MW	0200PM	0250PM	XX	XX	0	28		X
5763	099	GU	LFIT	110	005	MW	0300PM	0350PM	XX	XX	0	28		X
5764	099	GU	LFIT	110	006	TR	0930AM	1020AM	XX	XX	0	28		X
5765	099	GU	LFIT	110	007	TR	1100AM	1150AM	XX	XX	0	28		X
5766	099	GU	LFIT	110	008	TR	0200PM	0250PM	XX	XX	0	28		X
5767	099	GU	LFIT	111	001	MW	0800AM	0850AM	XX	XX	0	28		X
5768	099	GU	LFIT	111	002	MW	0900AM	0950AM	XX	XX	0	28		X
5769	099	GU	LFIT	111	003	MW	0200PM	0250PM	XX	XX	0	28		X
5770	099	GU	LFIT	111	004	MW	0300PM	0350PM	XX	XX	0	28		X
5771	099	GU	LFIT	111	005	TR	0930AM	1020AM	XX	XX	0	28		X
5772	099	GU	LFIT	111	006	TR	1100AM	1150AM	XX	XX	0	28		X
5773	099	GU	LFIT	112	001	MW	0800AM	0850AM	XX	XX	28	28	HIBBERD, ELIZAB	C
5774	099	GU	LFIT	112	002	MW	0900AM	0950AM	XX	XX	28	28	LISOWSKI, JAMES	C
5775	099	GU	LFIT	112	003	MW	0100PM	0150PM	XX	XX	29	28	TERRACINA, KATH	C
5776	099	GU	LFIT	112	004	MW	0200PM	0250PM	XX	XX	28	28	MCNICHOLS, HILA	C
5777	099	GU	LFIT	112	005	MW	0300PM	0350PM	XX	XX	27	28	O'BRIEN, MEGHAN	O
5778	099	GU	LFIT	112	006	TR	0930AM	1020AM	XX	XX	29	28	HAIRSTON, ELBER	C
5779	099	GU	LFIT	112	007	TR	1100AM	1150AM	XX	XX	31	28	MAUNTEL, TIMOTH	C
5780	099	GU	LFIT	112	008	TR	0200PM	0250PM	XX	XX	27	28	HANCOCK, KENDRA	O
5781	099	GU	LFIT	113	001	MW	0800AM	0850AM	XX	XX	25	26	MAUNTEL, TIMOTH	O
5782	099	GU	LFIT	113	002	MW	0900AM	0950AM	XX	XX	26	26	BRADLEY, JAMIE	C
5783	099	GU	LFIT	113	003	MW	1000AM	1050AM	XX	XX	27	26	ASKEY, LAUREN M	C
5784	099	GU	LFIT	113	004	MW	0100PM	0150PM	XX	XX	26	26	BRANSON, SHERI	C
5785	099	GU	LFIT	113	005	MW	0200PM	0250PM	XX	XX	26	26	HUFFMAN, LANDON	C
5786	099	GU	LFIT	113	006	MW	0300PM	0350PM	XX	XX	26	26	AHN, BUMSOO	C
5787	099	GU	LFIT	113	007	TR	0930AM	1020AM	XX	XX	27	26	HUFFMAN, LANDON	C
5788	099	GU	LFIT	113	008	TR	1100AM	1150AM	XX	XX	26	26	POMORSKI, MEGAN	C
5789	099	GU	LFIT	113	009	TR	0200PM	0250PM	XX	XX	25	26	LINDSEY, ERIN K	O
5790	099	GU	LFIT	190	001	MW	0800AM	0850AM	XX	XX	27	28	OCWIEJA, KAREN	O
5791	099	GU	LFIT	190	002	MW	0900AM	0950AM	XX	XX	29	28	O'BRIEN, MEGHAN	C
5792	099	GU	LFIT	190	003	MW	0200PM	0250PM	XX	XX	25	28	DALY, JOHN R.	O
5793	099	GU	LFIT	190	004	TR	1100AM	1150AM	XX	XX	25	28	O'BRIEN, MEGHAN	O
5794	099	GU	LFIT	190	005	MW	0300PM	0350PM	XX	XX	22	28	LINDSEY, ERIN K	O
5795	099	GU	LFIT	190	006	TR	0930AM	1020AM	XX	XX	28	28	TYSINGER, DANIE	C
5796	099	LW	LFXP	250	001	TBA	TBA				2	1		C
5797	099	GU	LGLA	101	001	MWF	1000AM	1050AM	GC	3033	0	15		X
5798	099	GU	LGLA	203	001	MWF	1200PM	1250PM	GC	3033	0	8		X
5799	099	GU	LGLA	401	001	MWF	1000AM	1050AM	GC	3033	7	15	FHUNSU, D	O
5800	099	GU	LGLA	402	001	MWF	1200PM	1250PM	GC	3033	0	8		X
5801	099	GU	LGLA	403	001	MWF	1200PM	1250PM	GC	3033	3	8	FHUNSU, D	O
5802	099	GU	LING	101	001	MW	0200PM	0250PM	MU	0116	116	120	HENDRICK, R	O
5803	099	GU	LING	101	002	MWF	0100PM	0150PM	SM	0107	35	35	KOHN, MARY	C
5804	099	GU	LING	101	003	TR	0930AM	1045AM	SM	0107	32	35	RENN, JENNIFER	O
5805	099	GU	LING	101	004	TR	0200PM	0315PM	SM	0107	34	35	CLAYTON, IAN D	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
5806	099	GU	LING	101	005	TR	0330PM	0445PM	SM	0107	32	35	MCCORMICK, PATR	O
5807	099	GU	LING	101	601	F	0200PM	0250PM	DE	0404	29	30	BAKKEN, ANNE	O
5808	099	GU	LING	101	602	F	0200PM	0250PM	DE	0202	29	30	HICKS, CRANDALL	O
5809	099	GU	LING	101	603	F	0200PM	0250PM	DE	0403	30	30	EARLEY, ALICE	C
5810	099	GU	LING	101	604	F	0200PM	0250PM	DE	0304	28	30	WILSON, HALLEY	O
5811	099	GU	LING	101	990	TBA	TBA	TBA			3	5	CONN, JEFF	O
5812	099	GU	LING	200	001	MW	0330PM	0445PM			0	30	MORETON, ELLIOT	X
5813	099	GU	LING	202	001	MWF	1000AM	1050AM	DE	0304	35	30	MORA-MARIN, DAV	C
5814	099	GU	LING	203	001	TR	0930AM	1045AM	DE	0304	36	30	BECKER, MISHA,	C
5815	099	GU	LING	415	005	TBA	TBA	TBA			1	5	HENDRICK, R	O
5816	099	GU	LING	415	007	TBA	TBA	TBA			0	5	SMITH, JENNIFER	O
5817	099	GU	LING	415	009	TBA	TBA	TBA			0	5	TERRY, JULES, M	O
5818	099	GU	LING	415	010	TBA	TBA	TBA			0	5	PERTSOVA, KATYA	O
5819	099	GU	LING	415	012	TBA	TBA	TBA			1	5	BECKER, MISHA,	O
5820	099	GU	LING	415	014	MWF	0200PM	0250PM	SM	0107	21	20	MORA-MARIN, DAV	C
5821	099	GU	LING	520	001	MWF	1100AM	1150AM	DE	0304	20	30	MORETON, ELLIOT	O
5822	099	GU	LING	524	001	MWF	0300PM	0350PM	DE	0304	0	20	MORETON, ELLIOT	X
5823	099	GU	LING	527	001	TR	0330PM	0445PM	DE	0304	23	30	PERTSOVA, KATYA	O
5824	099	GU	LING	529	001	TR	0200PM	0315PM	DE	0304	6	15	BECKER, MISHA,	O
5825	099	GU	LING	537	001	MWF	1000AM	1050AM	SM	0107	12	15	TERRY, JULES, M	O
5826	099	GU	LING	540	001	TR	1100AM	1215PM	DE	0304	17	30	PERTSOVA, KATYA	O
5827	099	GU	LING	541	001	MWF	0900AM	0950AM	DE	0304	28	30	ROBERGE, PAUL	O
5828	099	GU	LING	547	001	MWF	0100PM	0150PM	DE	0304	29	30	TERRY, JULES, M	O
5829	099	GU	LING	897	005	TBA	TBA	TBA			0	5	HENDRICK, R	O
5830	099	GU	LING	897	007	TBA	TBA	TBA			0	5	SMITH, JENNIFER	O
5831	099	GU	LING	897	008	TBA	TBA	TBA			0	5	MORETON, ELLIOT	O
5832	099	GU	LING	897	009	TBA	TBA	TBA			0	5	TERRY, JULES, M	O
5833	099	GU	LING	897	010	TBA	TBA	TBA			0	5	PERTSOVA, KATYA	O
5834	099	GU	LING	897	012	TBA	TBA	TBA			0	5	BECKER, MISHA,	O
5835	099	GU	LING	897	014	TBA	TBA	TBA			0	5	MORA-MARIN, DAV	O
5836	099	GU	LING	992	012	TBA	TBA	TBA			0	5	BECKER, MISHA,	O
5837	099	GU	LING	994	007	TBA	TBA	TBA			0	5	SMITH, JENNIFER	O
5838	099	GU	LING	994	008	TBA	TBA	TBA			1	5	MORETON, ELLIOT	O
5839	099	GU	LING	994	009	TBA	TBA	TBA			1	5	TERRY, JULES, M	O
5840	099	GU	LING	994	012	TBA	TBA	TBA			0	5	BECKER, MISHA,	O
5841	099	GU	LING	101H	001	MWF	0100PM	0150PM	WI	0217	22	24	MORETON, ELLIOT	O
5842	099	GU	LING	101H	186	MWF	0100PM	0150PM			0	20	SMITH, JENNIFER	X
5843	099	GU	LING	691H	001	TBA	TBA	TBA			1	5	BECKER, MISHA,	O
5844	099	GU	LING	692H	001	TBA	TBA	TBA			1	5	BECKER, MISHA,	O
5845	099	GU	LTAM	101	001	TR	0400PM	0515PM	GC	3024	31	30	HYNSON, RACHEL	C
5846	099	GU	LTAM	396	001	TBA	TBA	TBA			0	13		O
5847	099	GU	LTAM	396	002	TBA	TBA	TBA			0	1		O
5848	099	GU	LTAM	396	003	TBA	TBA	TBA			0	1		O
5849	099	GU	LTAM	691H	001	TBA	TBA	TBA			1	1	DEL VALLE, EMIL	C
5850	099	GU	LTAM	691H	003	TBA	TBA	TBA			1	1	MARTIN, NINA	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
5851	099	GU	LTAM	691H	004	TBA	TBA	TBA			1	1		C
5852	099	GU	LTAM	692H	001	TBA	TBA	TBA			0	5		O
5853	099	LW	LVE	247	001	TBA	TBA				1	1		C
5854	099	GU	MAC	711	001	MWF	1130AM	0130PM	MB	3575	65	62	WANG, SEAN	C
5855	099	GU	MAC	711	002	MWF	0200PM	0400PM	MB	3575	61	62	WANG, SEAN	O
5856	099	GU	MAC	713	001	MW	1100AM	1220PM	MB	3500	62	62	SKENDER, CHARLE	C
5857	099	GU	MAC	713	002	MW	1230PM	0150PM	MB	3500	52	62	SKENDER, CHARLE	O
5858	099	GU	MAC	730	001	TR	0930AM	1050AM	MB	3575	59	62	DIKOLLI, LYNN	O
5859	099	GU	MAC	730	002	TR	1100AM	1220PM	MB	3575	64	62	DIKOLLI, LYNN	C
5860	099	GU	MAC	740	001	MWF	1130AM	0130PM	MB	3500	59	62	POHLMAN, SHELBY	O
5861	099	GU	MAC	740	002	MWF	0200PM	0400PM	MB	3500	65	62	POHLMAN, SHELBY	C
5862	099	GU	MAC	742	001	MW	0800AM	0920AM	MB	3575	51	62	SHACKELFORD, D	O
5863	099	GU	MAC	742	002	MW	0930AM	1050AM	MB	3575	62	62	SHACKELFORD, D	C
5864	099	GU	MAC	840	001	MW	0230PM	0530PM	MB	3575	38	35	SAWYERS, ROBY	C
5865	099	GU	MAC	856	001	TBA	TBA	TBA			30	50	DIKOLLI, LYNN	O
5866	099	GU	MAC	866	001	MW	0930AM	1050AM	MB	3575	58	50	GARCIA, DIEGO	C
5867	099	GU	MAC	867	001	TR	1230PM	0150PM	MB	3575	58	65	OUIMET, PAIGE	O
5868	099	GU	MAC	875	001	TR	0930AM	1050AM	MB	3500	48	55	BARRINGER, TAMA	O
5869	099	GU	MAC	875	002	TR	1100AM	1220PM	MB	3500	49	55	BARRINGER, TAMA	O
5870	099	GU	MAC	880	001	TBA	TBA	TBA			0	42	ADLER, R S	O
5871	099	GU	MAC	881	001	TBA	TBA	TBA			40	50	ADLER, R S	O
5872	099	GU	MAC	881	002	TBA	TBA	TBA			75	80	ADLER, R S	O
5873	099	GU	MAC	889	001	MW	0800AM	0920AM	MB	3500	50	55	HOLLAND, GEORGE	O
5874	099	GU	MAC	889	002	MW	0930AM	1050AM	MB	3500	50	55	HOLLAND, GEORGE	O
5875	099	GU	MASC	052	001	TR	0200PM	0315PM	CP	0235	22	22	BANE, J M	C
5876	099	GU	MASC	053	001	TR	1230PM	0145PM			0	20	ARNOSTI, CAROL	X
5877	099	GU	MASC	055	001	TR	0930AM	1045AM	SC	0210	24	24	MARTENS, C S	C
5878	099	GU	MASC	057	001	TR	0200PM	0315PM	CP	0235	0	0	SCOTTI, ALBERTO	X
5879	099	GU	MASC	059	001	TR	0200PM	0315PM	HO	0201	0	21	TESKE, ANDREAS	X
5880	099	GU	MASC	101	001	MWF	0200PM	0250PM	MT	0005	40	55	ALBERT, DAN	O
5881	099	GU	MASC	101	002	TR	1230PM	0145PM	PH	0215	114	115	RIES, JUSTIN B	O
5882	099	GU	MASC	310	001	TR	0930AM	1045AM	AR	0218	12	40	ALPERIN, M J	O
5883	099	GU	MASC	314	001	MWF	1100AM	1150AM	DE	0201	19	20	MCKEE, BRENT	O
5884	099	GU	MASC	395	002	TBA	TBA	TBA			1	5	RIES, JUSTIN B	O
5885	099	GU	MASC	395	004	TBA	TBA	TBA			0	4		O
5886	099	GU	MASC	401	001	TR	1100AM	1215PM	CW	0105	30	31	TESKE, ANDREAS	O
5887	099	GU	MASC	411	001	TR	0330PM	0445PM	CP	0235	9	9	SHAY, T J	C
5888	099	GU	MASC	460	001	MWF	0200PM	0250PM	GL	0103	11	20	WHITE, BRIAN L.	O
5889	099	GU	MASC	470	001	T	0200PM	0300PM	SC	0210	2	5	ALPERIN, M J	O
5890	099	GU	MASC	470	001	TR	1230PM	0145PM	SC	0210	2	5	ALPERIN, M J	O
5891	099	GU	MASC	490	002	TBA	TBA	TBA			0	5	SEIM, HARVEY	O
5892	099	GU	MASC	490	003	TBA	TBA	TBA			1	2	TESKE, ANDREAS	O
5893	099	GU	MASC	490	004	TBA	TBA	TBA			0	5	ARNOSTI, CAROL	O
5894	099	GU	MASC	505	001	TR	1230PM	0145PM	CP	0235	15	20	ARNOSTI, CAROL	O
5895	099	GU	MASC	506	001	TR	1100AM	1215PM	CP	0235	17	17	SEIM, HARVEY	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
5896	099	GU	MASC	560	001	TR	0930AM	1045AM	MU	0302	1	8	SCOTTI, ALBERTO	O
5897	099	GU	MASC	705	001	TBA	TBA	TBA			9	11	MACGREGOR, BARB	O
5898	099	GU	MASC	706	001	W	0330PM	0530PM	PH	0328	3	40	ALBERT, DAN	O
5899	099	GU	MASC	741	001	TBA	TBA	TBA			12	15	BRUNO, JOHN F	O
5900	099	GU	MASC	781	001	TR	1230PM	0145PM	PH	0301	0	2	MINION, MICHAEL	O
5901	099	GU	MASC	783	001	TR	1100AM	1215PM	PH	0301	0	4	MCLAUGHLIN, RIC	O
5902	099	GU	MASC	940	010	TBA	TBA	TBA			1	5	MARTENS, C S	O
5903	099	GU	MASC	992	005	TBA	TBA	TBA			1	1	RODRIGUEZ, ANTO	C
5904	099	GU	MASC	992	007	TBA	TBA	TBA			1	5	SCOTTI, ALBERTO	O
5905	099	GU	MASC	992	009	TBA	TBA	TBA			1	2	TESKE, ANDREAS	O
5906	099	GU	MASC	992	011	TBA	TBA	TBA			1	5	RIES, JUSTIN B	O
5907	099	GU	MASC	992	018	TBA	TBA	TBA			0	3	NOBLE, RACHEL	O
5908	099	GU	MASC	992	027	TBA	TBA	TBA			0	5	BANE, J M	O
5909	099	GU	MASC	992	039	TBA	TBA	TBA			0	4	PAERL, H W	O
5910	099	GU	MASC	992	053	TBA	TBA	TBA			0	3	LINDQUIST, N	O
5911	099	GU	MASC	992	055	TBA	TBA	TBA			1	2	PIEHLER, MICHAE	O
5912	099	GU	MASC	994	003	TBA	TBA	TBA			0	2	BRUNO, JOHN F	O
5913	099	GU	MASC	994	006	TBA	TBA	TBA			1	1	SEIM, HARVEY	C
5914	099	GU	MASC	994	007	TBA	TBA	TBA			0	5	SCOTTI, ALBERTO	O
5915	099	GU	MASC	994	009	TBA	TBA	TBA			0	2	TESKE, ANDREAS	O
5916	099	GU	MASC	994	010	TBA	TBA	TBA			1	5	MARTENS, C S	O
5917	099	GU	MASC	994	011	TBA	TBA	TBA			1	5	RIES, JUSTIN B	O
5918	099	GU	MASC	994	018	TBA	TBA	TBA			1	3	RODRIGUEZ, ANTO	O
5919	099	GU	MASC	994	031	TBA	TBA	TBA			2	3	PETERSON, C H	O
5920	099	GU	MASC	994	039	TBA	TBA	TBA			0	3	PAERL, H W	O
5921	099	GU	MASC	994	046	TBA	TBA	TBA			0	5	ARNOSTI	O
5922	099	GU	MASC	994	054	TBA	TBA	TBA			2	3	NOBLE, RACHEL	O
5923	099	GU	MATH	051	001	MWF	1200PM	1250PM	GM	0038	24	24	MILLER, LAURA	C
5924	099	GU	MATH	058	001	TR	0200PM	0315PM	GA	0106	23	24	MCCOMBS, M A	O
5925	099	GU	MATH	110	001	MWF	0800AM	0850AM	PH	0328	24	36	FU, ERIC	O
5926	099	GU	MATH	110	002	MWF	0900AM	0950AM	PH	0328	41	40	AGYEMAN-PREMPEH	C
5927	099	GU	MATH	110	003	MWF	0200PM	0250PM	PH	0328	39	40	MCCOMBS, M A	O
5928	099	GU	MATH	110	851	TBA	TBA	TBA			0	999		O
5929	099	GU	MATH	110	951	MW	0600PM	0715PM	PH	0367	5	25	FRENCH, AMANDA	O
5930	099	GU	MATH	116	001	MWF	0200PM	0250PM	PH	0224	27	30	PLANTE, J F	O
5931	099	GU	MATH	116	002	MWF	0100PM	0150PM	PH	0328	31	34	ORR, DANIEL	O
5932	099	GU	MATH	118	001	TR	0200PM	0315PM	DE	0306	35	35	GEYER, ANNA	C
5933	099	GU	MATH	118	002	TR	0800AM	0915AM	PH	0367	35	35	FURNO, JOANNA	C
5934	099	GU	MATH	118	003	MWF	0800AM	0850AM	PH	0367	35	35	GLOVER, REBECCA	C
5935	099	GU	MATH	118	004	MWF	0100PM	0150PM	PH	0367	35	35	OVERBAY, ANDREA	C
5936	099	GU	MATH	118	005	MWF	0200PM	0250PM	PH	0367	35	35	WILLIAMS, SARAH	C
5937	099	GU	MATH	118	006	MWF	1100AM	1150AM	PH	0367	37	35	BAYLESS, RACHEL	C
5938	099	GU	MATH	118	007	MWF	0200PM	0250PM	PH	0385	34	35	PIKE, BRIAN	O
5939	099	GU	MATH	119	001	TR	0200PM	0315PM	DE	0307	35	35	COOPER, LAUREN	C
5940	099	GU	MATH	119	002	MWF	1200PM	1250PM	PH	0381	35	35	SHENOY, ANIL	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
5941	099	GU	MATH	130	001	M	0900AM	0925AM	PH	0332	50	50	BONUEDIE, EMMAN	C
5942	099	GU	MATH	130	001	W	0900AM	0950AM	PH	0332	50	50	BONUEDIE, EMMAN	C
5943	099	GU	MATH	130	002	F	0900AM	0950AM	PH	0332	49	50	MUKHOPADHYAY, S	O
5944	099	GU	MATH	130	002	M	0925AM	0950AM	PH	0332	49	50	MUKHOPADHYAY, S	O
5945	099	GU	MATH	130	003	W	1000AM	1050AM	PH	0332	49	50	SHRYOCK, BRENDA	O
5946	099	GU	MATH	130	003	M	1000AM	1025AM	PH	0332	49	50	SHRYOCK, BRENDA	O
5947	099	GU	MATH	130	004	M	1025AM	1050AM	PH	0332	48	50	WEHNER, JESSICA	O
5948	099	GU	MATH	130	004	F	1000AM	1050AM	PH	0332	48	50	WEHNER, JESSICA	O
5949	099	GU	MATH	130	005	M	1100AM	1125AM	PH	0332	49	50	SHRYOCK, BRENDA	O
5950	099	GU	MATH	130	005	W	1100AM	1150AM	PH	0332	49	50	SHRYOCK, BRENDA	O
5951	099	GU	MATH	130	006	F	1100AM	1150AM	PH	0332	45	50	BONUEDIE, EMMAN	O
5952	099	GU	MATH	130	006	M	1125AM	1150AM	PH	0332	45	50	BONUEDIE, EMMAN	O
5953	099	GU	MATH	130	007	W	0800AM	0850AM	PH	0332	43	50	MUKHOPADHYAY, S	O
5954	099	GU	MATH	130	007	M	0800AM	0825AM	PH	0332	43	50	MUKHOPADHYAY, S	O
5955	099	GU	MATH	130	008	F	0800AM	0850AM	PH	0332	48	50	WEHNER, JESSICA	O
5956	099	GU	MATH	130	008	M	0825AM	0850AM	PH	0332	48	50	WEHNER, JESSICA	O
5957	099	GU	MATH	130	998	TBA	TBA	TBA			0	999		O
5958	099	GU	MATH	152	001	MWF	1000AM	1050AM	PH	0228	31	35	ETHERIDGE, DEBR	O
5959	099	GU	MATH	152	002	TR	0800AM	0915AM	PH	0224	0	33		X
5960	099	GU	MATH	152	003	MWF	1100AM	1150AM	PH	0224	33	35	ETHERIDGE, DEBR	O
5961	099	GU	MATH	152	998	TBA	TBA	TBA			0	999		O
5962	099	GU	MATH	231	001	MWF	0100PM	0150PM	PH	0332	33	35	SHRYOCK, BRENDA	O
5963	099	GU	MATH	231	002	MWF	0200PM	0250PM	PH	0381	33	35	HELMS, JOHN	O
5964	099	GU	MATH	231	003	MWF	0300PM	0350PM	PH	0367	22	35	BU, SUNYOUNG	O
5965	099	GU	MATH	231	004	TR	0800AM	0915AM	PH	0332	29	35	CLEMONS, JOSHUA	O
5966	099	GU	MATH	231	005	TR	1100AM	1215PM	PH	0367	38	35	MCLAUGHLIN, ELI	C
5967	099	GU	MATH	231	006	TR	0330PM	0445PM	PH	0367	34	35	FOWLER, JACOB	O
5968	099	GU	MATH	231	007	TR	0930AM	1045AM	PH	0367	36	35	MCLAUGHLIN, ELI	C
5969	099	GU	MATH	231	008	TR	1230PM	0145PM	PH	0383	35	35	YOUNG, JENNIFER	C
5970	099	GU	MATH	231	009	MWF	0100PM	0150PM	PH	0383	29	35	ZHANG, BO	O
5971	099	GU	MATH	231	010	MWF	0900AM	0950AM	PH	0224	32	35	CIMA, J A	O
5972	099	GU	MATH	231	011	MWF	1200PM	1250PM	PH	0332	34	35	SHRYOCK, BRENDA	O
5973	099	GU	MATH	231	012	MWF	1000AM	1050AM	PH	0385	31	35	MILLER, LAURA	O
5974	099	GU	MATH	231	013	TR	1230PM	0145PM	PH	0228	28	34	HERSCHLAG, GREG	O
5975	099	GU	MATH	231	998	TBA	TBA	TBA			0	0		C
5976	099	GU	MATH	231	999	TBA	TBA	TBA			0	0		C
5977	099	GU	MATH	232	001	MWF	0800AM	0850AM	PH	0381	0	3		X
5978	099	GU	MATH	232	002	MWF	1200PM	1250PM	PH	0385	34	35	KALISZEWSKI, RY	O
5979	099	GU	MATH	232	003	MWF	0300PM	0350PM	PH	0381	34	35	CHRISTIAN, MATT	O
5980	099	GU	MATH	232	004	MWF	0200PM	0250PM	PH	0383	32	35	WILLIS, MATTHEW	O
5981	099	GU	MATH	232	005	TR	0800AM	0915AM	PH	0383	34	35	METCALFE, JASON	O
5982	099	GU	MATH	232	006	TR	0200PM	0315PM	PH	0332	32	35	GRAHAM-SQUIRE,	O
5983	099	GU	MATH	232	007	TR	1230PM	0145PM	PH	0332	33	35	LAUL, PARUL	O
5984	099	GU	MATH	232	008	TR	0930AM	1045AM	DE	0306	35	35	BRALEY, EMILY	C
5985	099	GU	MATH	232	009	TR	0330PM	0445PM	PH	0381	32	35	GRAHAM-SQUIRE,	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
5986	099	GU	MATH	232	010	MWF	0200PM	0250PM	PH	0247	31	35	SCHNEIDER, KEIT	O
5987	099	GU	MATH	232	011	MWF	0900AM	0950AM	PH	0383	34	35	DANIEL, ERIC	O
5988	099	GU	MATH	232	012	MWF	1000AM	1050AM	PH	0383	34	35	GASPAROVIC, ELL	O
5989	099	GU	MATH	232	998	TBA	TBA	TBA			0	999		O
5990	099	GU	MATH	233	001	TR	1100AM	1215PM	PH	0328	46	44	ROZANSKY, LEV	C
5991	099	GU	MATH	233	002	TR	0800AM	0915AM	PH	0381	38	42	MUCHA, PETER	O
5992	099	GU	MATH	233	003	MWF	1100AM	1150AM	PH	0383	35	35	JENSEN, ERIK J	C
5993	099	GU	MATH	233	004	MWF	0100PM	0150PM	PH	0385	39	42	ETHERIDGE, DEBR	O
5994	099	GU	MATH	233	005	MWF	0200PM	0250PM	PH	0385	0	3		X
5995	099	GU	MATH	233	006	MWF	1000AM	1050AM	PH	0381	43	42	WOGEN, W	C
5996	099	GU	MATH	233	007	TR	0200PM	0315PM	PH	0385	34	42	TAYLOR, M E	O
5997	099	GU	MATH	233	008	TR	1230PM	0145PM	PH	0367	39	40	WILLIAMS, M	O
5998	099	GU	MATH	233	009	TR	0330PM	0445PM	PH	0385	39	40	MELA, XAVIER	O
5999	099	GU	MATH	233	010	TR	0930AM	1045AM	PH	0381	41	42	VARCHENKO, A	O
6000	099	GU	MATH	233	011	MWF	0200PM	0250PM	PH	0332	24	35	ETHERIDGE, DEBR	O
6001	099	GU	MATH	233	998	TBA	TBA	TBA			0	999		O
6002	099	GU	MATH	233	999	TBA	TBA	TBA			0	999		O
6003	099	GU	MATH	290	001	TBA	TBA	TBA			1	5	ADALSTEINSSON,	O
6004	099	GU	MATH	290	016	TBA	TBA	TBA			1	5	CAMASSA, ROBERT	O
6005	099	GU	MATH	290	061	TBA	TBA	TBA			1	5	METCALFE, JASON	O
6006	099	GU	MATH	295	001	TBA	TBA	TBA			0	5	ADALSTEINSSON,	O
6007	099	GU	MATH	296	001	TBA	TBA	TBA			0	5	ADALSTEINSSON,	O
6008	099	GU	MATH	296	002	TBA	TBA	TBA			0	1		O
6009	099	GU	MATH	296	005	TBA	TBA	TBA			0	1		O
6010	099	GU	MATH	296	016	TBA	TBA	TBA			0	5		O
6011	099	GU	MATH	296	045	TBA	TBA	TBA			1	5	ASSANI, IDRIS	O
6012	099	GU	MATH	307	001	M	0400PM	0650PM	PE	0311	25	24	STEINTHORSDOTTI	C
6013	099	GU	MATH	307	002	T	0400PM	0650PM	PE	0216	25	24	STEINTHORSDOTTI	C
6014	099	GU	MATH	381	001	TR	1230PM	0145PM	PH	0381	35	38	PROCTOR, R A	O
6015	099	GU	MATH	381	002	MWF	1200PM	1250PM	PH	0383	39	38	MCCOMBS, M A	C
6016	099	GU	MATH	381	003	MWF	1100AM	1150AM	PH	0328	37	38	ADALSTEINSSON,	O
6017	099	GU	MATH	381	004	TR	1100AM	1215PM	PH	0381	35	35	PENNINGTON, NAT	C
6018	099	GU	MATH	381	990	TBA	TBA	TBA			0	10	ROWLETT, R	O
6019	099	GU	MATH	383	001	MWF	1000AM	1050AM	PH	0367	34	35	MERTENS, KEITH	O
6020	099	GU	MATH	383	002	TR	1230PM	0145PM	PH	0385	40	35	HAWKINS, J M	C
6021	099	GU	MATH	383	003	MWF	1100AM	1150AM	PH	0381	35	35	WOGEN, W	C
6022	099	GU	MATH	383	004	TR	0200PM	0315PM	PH	0381	25	35	WILLIAMS, M	O
6023	099	GU	MATH	383	005	MWF	0900AM	0950AM	PH	0381	22	35	MERTENS, KEITH	O
6024	099	GU	MATH	383	006	MWF	1200PM	1250PM	PH	0367	31	35	SANTHANAKRISHNA	O
6025	099	GU	MATH	418	001	TR	0200PM	0315PM	PE	0215	8	30	ROWLETT, R	O
6026	099	GU	MATH	521	001	TR	0930AM	1045AM	PH	0385	38	35	ASSANI, IDRIS	C
6027	099	GU	MATH	521	002	MWF	1100AM	1150AM	PH	0385	32	35	CIMA, J A	O
6028	099	GU	MATH	524	001	TR	1100AM	1215PM	PH	0385	38	35	TAYLOR, M E	C
6029	099	GU	MATH	528	001	TR	1100AM	1215PM	PH	0332	44	40	HUANG, JINGFANG	C
6030	099	GU	MATH	528	002	TR	0930AM	1045AM	PH	0332	39	40	HUANG, JINGFANG	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
6031	099	GU	MATH	533	001	MWF	0900AM	0950AM	PH	0385	34	35	BELKALE, PRAKAS	O
6032	099	GU	MATH	547	001	TR	0200PM	0315PM	PH	0328	43	41	ROZANSKY, LEV	C
6033	099	GU	MATH	547	002	MWF	0900AM	0950AM	PH	0367	38	40	ADALSTEINSSON,	O
6034	099	GU	MATH	548	001	TR	0200PM	0315PM	PH	0383	36	35	PROCTOR, R A	C
6035	099	GU	MATH	551	001	MWF	1000AM	1050AM	PH	0224	30	30	PLANTE, J F	C
6036	099	GU	MATH	566	001	TR	0200PM	0315PM	PE	0220	30	30	MITRAN, SORIN M	C
6037	099	GU	MATH	577	001	MWF	1100AM	1150AM	PH	0228	30	34	KUMAR, S	O
6038	099	GU	MATH	653	001	TR	0200PM	0315PM	PH	0224	18	20	METCALFE, JASON	O
6039	099	GU	MATH	661	001	TR	0200PM	0315PM	PH	0367	20	20	HUANG, JINGFANG	C
6040	099	GU	MATH	668	001	TR	0930AM	1045AM	PH	0301	12	11	CAMASSA, ROBERT	C
6041	099	GU	MATH	676	001	TR	1100AM	1215PM	PH	0224	18	20	VARCHENKO, A	O
6042	099	GU	MATH	680	001	MWF	1000AM	1050AM	PH	0301	15	16	EBERLEIN, P	O
6043	099	GU	MATH	753	001	TR	0930AM	1045AM	PH	0383	17	20	HAWKINS, J M	O
6044	099	GU	MATH	761	001	TR	1230PM	0145PM	PH	0301	10	10	MINION, MICHAEL	C
6045	099	GU	MATH	768	001	TR	1100AM	1215PM	PH	0301	7	10	MCLAUGHLIN, RIC	O
6046	099	GU	MATH	771	001	TR	1100AM	1215PM	PH	0383	12	20	DAMON, J N	O
6047	099	GU	MATH	774	001	TR	0200PM	0315PM	PH	0301	7	16	CHEREDNIK, I	O
6048	099	GU	MATH	781	001	MWF	1000AM	1050AM	PH	0324	12	12	KUMAR, S	C
6049	099	GU	MATH	891	001	W	0430PM	0700PM	XX	XX	2	20	MINION, MICHAEL	O
6050	099	GU	MATH	891	002	T	0430PM	0700PM	XX	XX	0	10	SMITH, R	O
6051	099	GU	MATH	891	003	R	0430PM	0700PM	XX	XX	0	10	SMITH, R	O
6052	099	GU	MATH	893	001	TR	1100AM	1215PM	PE	0217	6	20	WAHL, J	O
6053	099	GU	MATH	920	001	TBA	TBA	TBA			0	5	ADALSTEINSSON,	O
6054	099	GU	MATH	920	002	MWF	0100PM	0150PM	PH	0301	0	16		X
6055	099	GU	MATH	920	006	TBA	TBA	TBA			0	5	EBERLEIN, P	O
6056	099	GU	MATH	920	007	TBA	TBA	TBA			1	10	FOREST, GREGORY	O
6057	099	GU	MATH	920	011	TBA	TBA	TBA			0	5	MINION, MICHAEL	O
6058	099	GU	MATH	920	014	TBA	TBA	TBA			1	5	DAMON, J N	O
6059	099	GU	MATH	920	016	TBA	TBA	TBA			2	10	CAMASSA, ROBERT	O
6060	099	GU	MATH	920	020	TBA	TBA	TBA			1	5	PETERSEN, K E	O
6061	099	GU	MATH	920	022	TBA	TBA	TBA			1	5	MILLER, LAURA	O
6062	099	GU	MATH	920	028	TBA	TBA	TBA			1	5	WAHL, J	O
6063	099	GU	MATH	920	036	TBA	TBA	TBA			0	5	WILLIAMS, M	O
6064	099	GU	MATH	920	038	TBA	TBA	TBA			0	5	HAWKINS, J M	O
6065	099	GU	MATH	920	040	TBA	TBA	TBA			2	5	TAYLOR, M E	O
6066	099	GU	MATH	920	043	TBA	TBA	TBA			0	5	PROCTOR, R A	O
6067	099	GU	MATH	920	046	TBA	TBA	TBA			1	5	KUMAR, S	O
6068	099	GU	MATH	920	047	TBA	TBA	TBA			0	5	VARCHENKO, A	O
6069	099	GU	MATH	920	048	TBA	TBA	TBA			0	5	CHEREDNIK, I	O
6070	099	GU	MATH	920	050	TBA	TBA	TBA			2	5	MCLAUGHLIN, RIC	O
6071	099	GU	MATH	920	057	TBA	TBA	TBA			1	5	BELKALE, PRAKAS	O
6072	099	GU	MATH	920	058	TBA	TBA	TBA			2	5	MITRAN, SORIN M	O
6073	099	GU	MATH	920	059	TBA	TBA	TBA			0	5	RIMANYI, RICHAR	O
6074	099	GU	MATH	920	060	TBA	TBA	TBA			2	5	MUCHA, PETER	O
6075	099	GU	MATH	920	061	TBA	TBA	TBA			1	5	METCALFE, JASON	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
6076	099	GU	MATH	920	062	TBA	TBA	TBA			0	6	ARINKIN, DMYTRO	O
6077	099	GU	MATH	920	097	MWF	0300PM	0350PM	PH	0332	0	16	THOMAS, MIRANDA	O
6078	099	GU	MATH	920	098	MWF	0100PM	0150PM	PH	0301	17	16	THOMAS, MIRANDA	C
6079	099	GU	MATH	920	099	MWF	1100AM	1150AM	PH	0301	0	16	THOMAS, MIRANDA	O
6080	099	GU	MATH	992	006	TBA	TBA	TBA			0	5	EBERLEIN, P	O
6081	099	GU	MATH	992	007	TBA	TBA	TBA			0	5	FOREST, GREGORY	O
6082	099	GU	MATH	992	011	TBA	TBA	TBA			1	5	MINION, MICHAEL	O
6083	099	GU	MATH	992	014	TBA	TBA	TBA			0	5	DAMON, J N	O
6084	099	GU	MATH	992	020	TBA	TBA	TBA			1	5	PETERSEN, K E	O
6085	099	GU	MATH	992	036	TBA	TBA	TBA			0	5	WILLIAMS, M	O
6086	099	GU	MATH	992	038	TBA	TBA	TBA			0	5	HAWKINS, J M	O
6087	099	GU	MATH	992	040	TBA	TBA	TBA			0	5	TAYLOR, M E	O
6088	099	GU	MATH	992	043	TBA	TBA	TBA			0	5	PROCTOR, R A	O
6089	099	GU	MATH	992	046	TBA	TBA	TBA			1	5	KUMAR, S	O
6090	099	GU	MATH	992	047	TBA	TBA	TBA			0	5	VARCHENKO, A	O
6091	099	GU	MATH	992	048	TBA	TBA	TBA			0	5	CHEREDNIK, I	O
6092	099	GU	MATH	992	057	TBA	TBA	TBA			0	5	BELKALE, PRAKAS	O
6093	099	GU	MATH	992	058	TBA	TBA	TBA			0	5	MITRAN, SORIN M	O
6094	099	GU	MATH	992	059	TBA	TBA	TBA			0	5	RIMANYI, RICHAR	O
6095	099	GU	MATH	992	061	TBA	TBA	TBA			0	5	METCALFE, JASON	O
6096	099	GU	MATH	992	062	TBA	TBA	TBA			1	5	ARINKIN, DMYTRO	O
6097	099	GU	MATH	993	006	TBA	TBA	TBA			0	5	EBERLEIN, P	O
6098	099	GU	MATH	993	007	TBA	TBA	TBA			0	5	FOREST, GREGORY	O
6099	099	GU	MATH	993	011	TBA	TBA	TBA			0	5	MINION, MICHAEL	O
6100	099	GU	MATH	993	014	TBA	TBA	TBA			0	5	DAMON, J N	O
6101	099	GU	MATH	993	020	TBA	TBA	TBA			0	5	PETERSEN, K E	O
6102	099	GU	MATH	993	036	TBA	TBA	TBA			0	5	WILLIAMS, M	O
6103	099	GU	MATH	993	038	TBA	TBA	TBA			0	5	HAWKINS, J M	O
6104	099	GU	MATH	993	040	TBA	TBA	TBA			0	5	TAYLOR, M E	O
6105	099	GU	MATH	993	043	TBA	TBA	TBA			0	5	PROCTOR, R A	O
6106	099	GU	MATH	993	046	TBA	TBA	TBA			0	5	KUMAR, S	O
6107	099	GU	MATH	993	047	TBA	TBA	TBA			0	5	VARCHENKO, A	O
6108	099	GU	MATH	993	048	TBA	TBA	TBA			0	5	CHEREDNIK, I	O
6109	099	GU	MATH	993	055	TBA	TBA	TBA			0	5	JONES, CHRIS	O
6110	099	GU	MATH	993	056	TBA	TBA	TBA			0	5	ELSTON, TIMOTHY	O
6111	099	GU	MATH	993	057	TBA	TBA	TBA			0	5	BELKALE, PRAKAS	O
6112	099	GU	MATH	993	061	TBA	TBA	TBA			0	5	METCALFE, JASON	O
6113	099	GU	MATH	993	062	TBA	TBA	TBA			0	5	ARINKIN, DMYTRO	O
6114	099	GU	MATH	994	001	TBA	TBA	TBA			0	5	ADALSTEINSSON,	O
6115	099	GU	MATH	994	006	TBA	TBA	TBA			0	5	EBERLEIN, P	O
6116	099	GU	MATH	994	007	TBA	TBA	TBA			0	10	FOREST, GREGORY	O
6117	099	GU	MATH	994	011	TBA	TBA	TBA			1	5	MINION, MICHAEL	O
6118	099	GU	MATH	994	014	TBA	TBA	TBA			3	5	DAMON, J N	O
6119	099	GU	MATH	994	016	TBA	TBA	TBA			2	10	CAMASSA, ROBERT	O
6120	099	GU	MATH	994	020	TBA	TBA	TBA			0	5	PETERSEN, K E	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
6121	099	GU	MATH	994	036	TBA	TBA	TBA			1	5	WILLIAMS, M	O
6122	099	GU	MATH	994	038	TBA	TBA	TBA			1	5	HAWKINS, J M	O
6123	099	GU	MATH	994	040	TBA	TBA	TBA			1	5	TAYLOR, M E	O
6124	099	GU	MATH	994	043	TBA	TBA	TBA			1	5	PROCTOR, R A	O
6125	099	GU	MATH	994	046	TBA	TBA	TBA			1	5	KUMAR, S	O
6126	099	GU	MATH	994	047	TBA	TBA	TBA			1	5	VARCHENKO, A	O
6127	099	GU	MATH	994	048	TBA	TBA	TBA			1	5	CHEREDNIK, I	O
6128	099	GU	MATH	994	050	TBA	TBA	TBA			2	5	MCLAUGHLIN, RIC	O
6129	099	GU	MATH	994	057	TBA	TBA	TBA			0	5	BELKALE, PRAKAS	O
6130	099	GU	MATH	994	061	TBA	TBA	TBA			1	5	METCALFE, JASON	O
6131	099	GU	MATH	994	062	TBA	TBA	TBA			0	5	ARINKIN, DMYTRO	O
6132	099	GU	MATH	056H	001	TR	0930AM	1045AM	PH	0328	22	24	PETERSEN, K E	O
6133	099	GU	MATH	062H	001	TR	1100AM	1215PM	PH	0228	20	24	CHEREDNIK, I	O
6134	099	GU	MATH	233H	001	TR	0930AM	1045AM	PH	0228	26	25	DAMON, J N	C
6135	099	GU	MBA	700	001	MWF	0800AM	0920AM	MB	2575	75	75	NEEBE, A W	C
6136	099	GU	MBA	700	002	MWF	0930AM	1050AM	MB	2575	75	75	MERSEREAU, ADAM	C
6137	099	GU	MBA	700	003	MWF	1100AM	1220PM	MB	2575	75	75	NEEBE, A W	C
6138	099	GU	MBA	700	004	MWF	0200PM	0320PM	MB	2575	73	75	MESEREAU, ADAM	O
6139	099	GU	MBA	700	956	TBA	TBA	TBA			70	75	NEEBE, A W	O
6140	099	GU	MBA	703	001	MWF	0800AM	0920AM	MB	2500	74	75	GILLAND, WENDEL	O
6141	099	GU	MBA	703	002	MWF	0930AM	1050AM	MB	2500	74	75	KEMAHLIOUGLU-ZI	O
6142	099	GU	MBA	703	003	MWF	1100AM	1220PM	MB	2500	76	75	GILLAND, WENDEL	C
6143	099	GU	MBA	703	004	MWF	0200PM	0320PM	MB	2500	74	75	KEMAHLIOUGLU-ZI	O
6144	099	GU	MBA	708	001	MW	1100AM	1220PM	MB	2600	35	45	PARLAKTURK, A.	O
6145	099	GU	MBA	708	002	MW	0200PM	0320PM	MB	2600	31	45	PARLAKTURK, A.	O
6146	099	GU	MBA	711	001	MW	0930AM	1050AM	MB	2600	40	45	KEMAHLIOUGLU-ZI	O
6147	099	GU	MBA	711	002	MW	1100AM	1220PM	MB	2600	40	45	KEMAHLIOUGLU-ZI	O
6148	099	GU	MBA	730	001	MWF	0800AM	0920AM	MB	2250	73	75	LANG, MARK H.	O
6149	099	GU	MBA	730	002	MWF	0930AM	1050AM	MB	2250	75	75	LANG, MARK H.	C
6150	099	GU	MBA	730	003	MWF	1100AM	1220PM	MB	2250	73	75	LANG, MARK H.	O
6151	099	GU	MBA	730	004	MWF	0200PM	0320PM	MB	2250	70	75	LANG, MARK H.	O
6152	099	GU	MBA	730	956	TBA	TBA	TBA			70	75	BYLINSKI, J H	O
6153	099	GU	MBA	731	957	TBA	TBA				56	70	JAFFER, ASHRAF	O
6154	099	GU	MBA	732	001	MW	0200PM	0320PM	MB	2650	36	54	SHACKELFORD, D	O
6155	099	GU	MBA	732	002	MW	0330PM	0450PM	MB	2650	49	54	SHACKELFORD, D	O
6156	099	GU	MBA	739	001	TR	0930AM	1050AM	MB	2575	64	65	BUSHMAN, ROBERT	O
6157	099	GU	MBA	739	002	TR	1100AM	1220PM	MB	2575	65	65	BUSHMAN, ROBERT	C
6158	099	GU	MBA	739	003	TR	0200PM	0320PM	MB	2575	63	65	BUSHMAN, ROBERT	O
6159	099	GU	MBA	740	956	TBA	TBA	TBA			68	70	PUTSIS, WILLIAM	O
6160	099	GU	MBA	741	001	MWF	0800AM	0920AM	MB	2575	75	75	BALASUBRAMANIAN	C
6161	099	GU	MBA	741	002	MWF	0930AM	1050AM	MB	2575	74	75	BALASUBRAMANIAN	O
6162	099	GU	MBA	741	003	MWF	1100AM	1220PM	MB	2575	75	75	BALASUBRAMANIAN	C
6163	099	GU	MBA	741	004	MWF	0200PM	0320PM	MB	2575	74	75	BALASUBRAMANIAN	O
6164	099	GU	MBA	743	001	MW	0930AM	1050AM	MB	2000	45	54	ZEITHAML, VALAR	O
6165	099	GU	MBA	743	002	MW	1100AM	1220PM	MB	2000	34	54	ZEITHAML, VALAR	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
6166	099	GU	MBA	747	001	TR	0930AM	1050AM	MB	2250	53	54	ROSSI, FEDERICO	O
6167	099	GU	MBA	747	002	TR	1100AM	1220PM	MB	2250	30	54	ROSSI, FEDERICO	O
6168	099	GU	MBA	751	001	TR	0930AM	1050AM	MB	2000	50	54	ZEITHAML, VALAR	O
6169	099	GU	MBA	751	002	TR	1100AM	1220PM	MB	2000	52	54	ZEITHAML, VALAR	O
6170	099	GU	MBA	771	001	TR	0800AM	0920AM	MB	2250	74	75	CONRAD, J S	O
6171	099	GU	MBA	771	002	TR	0930AM	1050AM	MB	2250	75	75	CONRAD, J S	C
6172	099	GU	MBA	771	003	TR	1100AM	1220PM	MB	2250	74	75	CONRAD, J S	O
6173	099	GU	MBA	771	004	TR	0200PM	0320PM	MB	2250	75	75	CONRAD, J S	C
6174	099	GU	MBA	772	001	TR	0800AM	0920AM	MB	2575	75	75	REED, ADAM	C
6175	099	GU	MBA	772	002	TR	0930AM	1050AM	MB	2575	73	75	REED, ADAM	O
6176	099	GU	MBA	772	003	TR	1100AM	1220PM	MB	2575	75	75	REED, ADAM	C
6177	099	GU	MBA	772	004	TR	0200PM	0320PM	MB	2575	75	75	REED, ADAM	C
6178	099	GU	MBA	773	001	MW	0800AM	0920AM	MB	2500	75	75	VAN WESEP, EDWA	C
6179	099	GU	MBA	773	002	MW	0930AM	1050AM	MB	2500	73	75	VAN WESEP, EDWA	O
6180	099	GU	MBA	773	003	MW	1100AM	1220PM	MB	2500	76	75	VAN WESEP, EDWA	C
6181	099	GU	MBA	773	004	MW	0200PM	0320PM	MB	2500	74	75	VAN WESEP, EDWA	O
6182	099	GU	MBA	774	001	TR	0800AM	0920AM	MB	2500	74	75	CROCE, MARIANO	O
6183	099	GU	MBA	774	002	TR	0930AM	1050AM	MB	2500	76	75	CROCE, MARIANO	C
6184	099	GU	MBA	774	003	TR	1100AM	1220PM	MB	2500	75	75	CROCE, MARIANO	C
6185	099	GU	MBA	774	004	TR	0200PM	0320PM	MB	2500	73	75	CROCE, MARIANO	O
6186	099	GU	MBA	780	001	MW	0800AM	0920AM	MB	2650	33	45	SEVILIR, MERIH	O
6187	099	GU	MBA	780	002	MW	0930AM	1050AM	MB	2650	45	45	SEVILIR, MERIH	C
6188	099	GU	MBA	780	003	MW	1100AM	1220PM	MB	2650	44	45	SEVILIR, MERIH	O
6189	099	GU	MBA	780	004	MW	0200PM	0320PM	MB	2650	40	45	SEVILIR, MERIH	O
6190	099	GU	MBA	783	001	TR	0800AM	0920AM	MB	2550	13	49	GARCIA, DIEGO	O
6191	099	GU	MBA	783	002	TR	0930AM	1050AM	MB	2550	35	49	GARCIA, DIEGO	O
6192	099	GU	MBA	783	003	TR	1100AM	1220PM	MB	2550	44	49	GARCIA, DIEGO	O
6193	099	GU	MBA	784	001	MW	0930AM	1050AM	MB	2550	29	49	BROWN, GREGORY	O
6194	099	GU	MBA	784	002	MW	1100AM	1220PM	MB	2550	17	49	BROWN, GREGORY	O
6195	099	GU	MBA	791	001	TR	1230PM	0150PM	MB	2550	43	49	LE, AHN	O
6196	099	GU	MBA	791	002	TR	0200PM	0320PM	MB	2550	23	49	LE, AHN	O
6197	099	GU	MBA	791	003	TR	0330PM	0450PM	MB	2550	11	49	LE, AHN	O
6198	099	GU	MBA	791	004	TR	0500PM	0620PM	MB	2550	7	49	LE, AHN	O
6199	099	GU	MBA	796	001	MW	0200PM	0320PM	MB	2000	43	54	JOTIKASTHIRA, C	O
6200	099	GU	MBA	796	002	MW	0330PM	0450PM	MB	2000	31	54	JOTIKASTHIRA, C	O
6201	099	GU	MBA	799	001	F	0900AM	0500PM	MB	2000	28	45	JACOBS, MICHAEL	O
6202	099	GU	MBA	799	002	MW	1100AM	1220PM	MB	2350	40	45	JACOBS, MICHAEL	O
6203	099	GU	MBA	800	001	MW	0800AM	0920AM	MB	2250	75	75	BINGHAM, CHRIS	C
6204	099	GU	MBA	800	002	MW	0930AM	1050AM	MB	2250	74	75	BINGHAM, CHRIS	O
6205	099	GU	MBA	800	003	MW	1100AM	1220PM	MB	2250	73	75	BINGHAM, CHRIS	O
6206	099	GU	MBA	800	004	MW	0200PM	0320PM	MB	2250	76	75	BINGHAM, CHRIS	C
6207	099	GU	MBA	800	956	TBA	TBA	TBA			67	70	O'NEILL, H M	O
6208	099	GU	MBA	801	001	TR	0800AM	0920AM	MB	2500	75	75	FRAGALE, ALISON	C
6209	099	GU	MBA	801	002	TR	0930AM	1050AM	MB	2500	75	75	FRAGALE, ALISON	C
6210	099	GU	MBA	801	003	TR	1100AM	1220PM	MB	2500	73	75	FRAGALE, ALISON	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
6211	099	GU	MBA	801	004	TR	0200PM	0320PM	MB	2500	75	75	FRAGALE, ALISON	C
6212	099	GU	MBA	801	956	TBA	TBA	TBA			70	75	MIGUEL, M M	O
6213	099	GU	MBA	802	956	TBA	TBA	TBA			32	70	MANN, R A	O
6214	099	GU	MBA	803	956	TBA	TBA	TBA			70	75	FLOOD, TIMOTHY	O
6215	099	GU	MBA	805	956	TBA	TBA	TBA			70	75	O'NEILL, H M	O
6216	099	GU	MBA	806	956	TBA	TBA	TBA			67	70	BREWS, PETER	O
6217	099	GU	MBA	811	001	MW	0200PM	0320PM	MB	2000	39	50	BETTIS, R A	O
6218	099	GU	MBA	813	001	T	0200PM	0450PM	MB	2250	60	70	KASARDA, J	O
6219	099	GU	MBA	816	001	MW	0930AM	1050AM	MB	2050	26	45	MARPLE, DON	O
6220	099	GU	MBA	816	002	MW	0200PM	0320PM	MB	2350	29	45	MARPLE, DON	O
6221	099	GU	MBA	822	001	T	0200PM	0450PM	MB	2000	42	42	HILL, KEVIN	C
6222	099	GU	MBA	822	002	R	0200PM	0450PM	MB	2000	38	42	HILL, KEVIN	O
6223	099	GU	MBA	822	003	T	0200PM	0450PM	MB	2000	36	42	HILL, KEVIN	O
6224	099	GU	MBA	822	004	R	0200PM	0450PM	MB	2000	35	42	HILL, KEVIN	O
6225	099	GU	MBA	825	001	M	0330PM	0620PM	MB	4731	25	25	HOHN, GREGORY	C
6226	099	GU	MBA	825	002	W	0330PM	0620PM	MB	4731	25	25	HOHN, GREGORY	C
6227	099	GU	MBA	825	003	M	0330PM	0620PM	MB	4731	8	25	HOHN, GREGORY	O
6228	099	GU	MBA	825	004	W	0330PM	0620PM	MB	4731	14	25	HOHN, GREGORY	O
6229	099	GU	MBA	836	001	M	0600PM	0900PM	MB	2000	21	45	JOHNSON, J H	O
6230	099	GU	MBA	847	001	TR	1100AM	1220PM	MB	2000	25	30	ROBERTS, DAVID	O
6231	099	GU	MBA	854	001	TR	1100AM	0150PM	MB	2650	34	54	FISHER, LYNN	O
6232	099	GU	MBA	856	001	S	0900AM	0500PM	MB	2000	36	54	SLATER, ROBERT	O
6233	099	GU	MBA	857	001	TR	1100AM	1220PM	MB	2050	0	45		O
6234	099	GU	MBA	859	001	TBA	TBA	TBA			0	50	GRUMBLES, WILLI	O
6235	099	GU	MBA	864	001	TR	0200PM	0320PM	MB	2650	29	45	ROACH, MICHAEL	O
6236	099	GU	MBA	864	002	TR	0330PM	0450PM	MB	2650	9	45	ROACH, MICHAEL	O
6237	099	GU	MBA	869	001	TR	0930AM	1050AM	MB	2050	28	45	SEAGLE, CAROL	O
6238	099	GU	MBA	872	001	M	0600PM	0715PM	MB	2050	2	20	RODRIGUEZ, MARI	O
6239	099	GU	MBA	873	001	T	0600PM	0715PM	MB	2050	1	20	RODRIGUEZ, MARI	O
6240	099	GU	MBA	880	001	TBA	TBA	TBA			0	30		O
6241	099	GU	MBA	880	002	TBA	TBA	TBA			0	30		O
6242	099	GU	MBA	880	003	TBA	TBA	TBA			0	30		O
6243	099	GU	MBA	881	001	TBA	TBA	TBA			14	20		O
6244	099	GU	MBA	881	002	TBA	TBA	TBA			1	20		O
6245	099	GU	MBA	881	003	TBA	TBA	TBA			0	20		O
6246	099	GU	MBA	882	001	TBA	TBA	TBA			303	700		O
6247	099	GU	MBA	885	002	TBA	TBA	TBA			0	70	MIGUEL, M M	O
6248	099	GU	MBA	886	001	TBA	TBA	TBA			3	35		O
6249	099	GU	MBA	886	002	TBA	TBA	TBA			5	35		O
6250	099	GU	MBA	886	003	TBA	TBA	TBA			3	35		O
6251	099	GU	MBA	721A	001	TR	0930AM	1050AM	MB	2600	32	45	MALHOTRA, ARVIN	O
6252	099	GU	MBA	721A	002	TR	1100AM	1220PM	MB	2600	25	45	MALHOTRA, ARVIN	O
6253	099	GU	MBA	738C	001	MW	0930AM	1050AM	MB	2650	41	54	LANDSMAN, W R	O
6254	099	GU	MBA	738C	002	MW	1100AM	1220PM	MB	2650	20	54	LANDSMAN, W R	O
6255	099	GU	MBA	738C	003	MW	0200PM	0320PM	MB	2050	30	45	LANDSMAN, W R	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
6256	099	GU	MBA	753B	001	MW	0200PM	0320PM	MB	2350	44	45	GIELENS, KATRIJ	O
6257	099	GU	MBA	753B	002	MW	0330PM	0450PM	MB	2350	21	45	GIELENS, KATRIJ	O
6258	099	GU	MBA	754A	001	MW	0930AM	1050AM	MB	2000	29	45	BAYUS, B A	O
6259	099	GU	MBA	754A	002	MW	1100AM	1220PM	MB	2000	42	45	BAYUS, B A	O
6260	099	GU	MBA	791B	001	M	1230PM	0320PM	MB	2550	44	49	GHYSELS, ERIC	O
6261	099	GU	MBA	803A	001	MW	0930AM	1050AM	MB	2050	18	20	SCHULTZ, H M	O
6262	099	GU	MBA	803A	002	MW	1100AM	1220PM	MB	2050	18	20	SCHULTZ, H M	O
6263	099	GU	MBA	804F	001	TR	1100AM	1220PM	MB	2600	26	24	FLOOD, TIMOTHY	C
6264	099	GU	MBA	804F	002	TR	1100AM	1220PM	MB	2350	20	24	FLOOD, TIMOTHY	O
6265	099	GU	MBA	804J	001	MW	0930AM	1050AM	MB	4731	19	20	TISDALE, JUDY J	O
6266	099	GU	MBA	804J	002	MW	0930AM	1050AM	MB	4731	18	20	TISDALE, JUDY J	O
6267	099	GU	MBA	804K	001	MW	0800AM	0920AM	MB	4731	18	20	TISDALE, JUDY J	O
6268	099	GU	MBA	815B	001	F	0800AM	0500PM	MB	2650	0	40	SEGARS, ALBERT	O
6269	099	GU	MBA	826B	001	TR	0200PM	0320PM	MB	2050	19	24	FRIGA, PAUL N	O
6270	099	GU	MBA	831C	001	FS	0800AM	0400PM	MB	2650	54	54	MCELHANEY, KELL	C
6271	099	GU	MBA	833B	001	TR	0200PM	0320PM			0	45	LOTT, JOHN	O
6272	099	GU	MBA	846A	001	MW	1100AM	1220PM	MB	2700	77	80	HAMNER, CLAY	O
6273	099	GU	MBA	846K	001	MW	0200PM	0320PM	MB	2050	30	45	GRUBBS, ANDREW	O
6274	099	GU	MBA	846R	001	TF	1230PM	0150PM	MB	2350	5	20	HAMNER, CLAY	O
6275	099	GU	MBA	846R	002	TBA	TBA	TBA			3	10	HARTZELL, D J	O
6276	099	GU	MBA	848A	001	M	0500PM	0750PM	MB	2500	0	70	VERNON, PATRICK	O
6277	099	GU	MBA	848B	001	M	0500PM	0830PM	MB	2500	0	70	MYER, RANDY	O
6278	099	GU	MBA	853B	001	T	0200PM	0450PM	MB	2650	32	54	PRICHARD, ALLEN	O
6279	099	GU	MBA	853C	001	MTWR	0330PM	0730PM	MB	2250	37	50	BAUM, ANDREW	O
6280	099	GU	MBA	879B	001	M	0500PM	0615PM	MB	2350	8	45	ZHOU, YI	O
6281	099	GU	MBA	880P	001	MW	0800AM	0915AM	MB	2000	6	30	DIDOW, N M	O
6282	099	GU	MBA	880P	002	TR	0800AM	0915AM	MB	2000	4	30	FRIGA, PAUL N	O
6283	099	GU	MBA	880P	003	TR	0800AM	0915AM	MB	2050	5	30	GERBER, LYNN	O
6284	099	GU	MCRO	251	001	TR	1230PM	0145PM	CO	0201	200	200	CRAMER, LORRAIN	C
6285	099	GU	MCRO	251	401	M	0900AM	1050AM	BE	0202	60	60	CRAMER, LORRAIN	C
6286	099	GU	MCRO	251	402	T	0500PM	0650PM	BE	0202	68	72	CRAMER, LORRAIN	O
6287	099	GU	MCRO	251	403	R	0500PM	0650PM	BE	0202	69	72	CRAMER, LORRAIN	O
6288	099	GU	MCRO	614	001	MWF	1100AM	1150AM	CN	0009	22	30	COLLINS, E J	O
6289	099	GU	MCRO	615	001	F	0300PM	0400PM			9	10	COLLINS, E J	O
6290	099	GU	MCRO	615	002	TBA	TBA	TBA			1	3		O
6291	099	GU	MCRO	630	001	MWF	1000AM	1050AM	MJ	0802	18	25	PICKLES, RAYMON	O
6292	099	GU	MCRO	631	001	MWF	0900AM	0950AM	XX	XX	0	15	SANCAR, A	O
6293	099	GU	MCRO	635	001	TR	1045AM	1200PM	MJ	0802	16	25	BRAUNSTEIN, MIR	O
6294	099	GU	MCRO	643	001	MWF	0200PM	0250PM			0	10	ERICKSON, A	O
6295	099	GU	MCRO	701	001	R	1200PM	0200PM	XX	XX	70	75	MATSUSHIMA, G K	O
6296	099	GU	MCRO	711	001	T	0200PM	0400PM	MJ	0802	5	10	DITTMER, DIRK	O
6297	099	GU	MCRO	712	001	TBA	TBA	TBA			11	10	MARKOVIC-PLESE,	C
6298	099	GU	MCRO	795	001	M	0330PM	0500PM			23	20	EDGELL, M H	C
6299	099	GU	MCRO	901	001	TBA	TBA	TBA			1	30	MATSUSHIMA, G K	O
6300	099	GU	MCRO	901	047	TBA	TBA	TBA			1	5	FRELINGER, J A	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
6301	099	GU	MCRO	901	050	TBA	TBA	TBA			2	5	TING, JENNY	O
6302	099	GU	MCRO	901	052	TBA	TBA	TBA			0	5	RAAB-TRAUB, N	O
6303	099	GU	MCRO	901	053	TBA	TBA	TBA			1	5	CLARKE, S H	O
6304	099	GU	MCRO	901	062	TBA	TBA	TBA			0	5	JOHNSTON, R E	O
6305	099	GU	MCRO	901	063	TBA	TBA	TBA			1	5	KAWULA, THOMAS	O
6306	099	GU	MCRO	901	070	TBA	TBA	TBA			2	3	TISCH, R M	O
6307	099	GU	MCRO	901	073	TBA	TBA	TBA			1	3	DESILVA, ARAVIN	O
6308	099	GU	MCRO	901	074	TBA	TBA	TBA			3	5	SWANSTROM, R I	O
6309	099	GU	MCRO	901	076	TBA	TBA	TBA			2	5	BARIC, R S	O
6310	099	GU	MCRO	901	078	TBA	TBA	TBA			2	5	VILEN, BARBARA	O
6311	099	GU	MCRO	901	079	TBA	TBA	TBA			0	5	DAMANIA, BLOSSO	O
6312	099	GU	MCRO	901	080	TBA	TBA	TBA			1	5	BRAUNSTEIN, MIR	O
6313	099	GU	MCRO	901	081	TBA	TBA	TBA			0	3	MESHNICK, STEVE	O
6314	099	GU	MCRO	901	082	TBA	TBA	TBA			1	3	SERODY, JONATHA	O
6315	099	GU	MCRO	901	083	TBA	TBA	TBA			1	5	HEISE, MARK	O
6316	099	GU	MCRO	901	086	TBA	TBA	TBA			0	3	PICKLES, RAYMON	O
6317	099	GU	MCRO	901	087	TBA	TBA	TBA			0	5	DANGL, JL	O
6318	099	GU	MCRO	901	089	TBA	TBA	TBA			0	5	WOLFGANG, MATTH	O
6319	099	GU	MCRO	901	090	TBA	TBA	TBA			1	5	MARGOLIS, DAVID	O
6320	099	GU	MCRO	901	091	TBA	TBA	TBA			0	3	LIU, ZHI	O
6321	099	GU	MCRO	901	092	TBA	TBA	TBA			0	5	PLEVY, SCOTT	O
6322	099	GU	MCRO	901	093	TBA	TBA	TBA			0	3	CAIRNS, BRUCE	O
6323	099	GU	MCRO	901	095	TBA	TBA	TBA			1	5	GOLDMAN, WILLIA	O
6324	099	GU	MCRO	901	096	TBA	TBA	TBA			1	3	MILLER, VIRGINI	O
6325	099	GU	MCRO	901	097	TBA	TBA	TBA			4	5	COTTER, PEGGY	O
6326	099	GU	MCRO	901	098	TBA	TBA	TBA			2	3	ABEL, KRISTINA	O
6327	099	GU	MCRO	993	001	TBA	TBA	TBA			1	5	MATSUSHIMA, G K	O
6328	099	GU	MCRO	994	001	TBA	TBA	TBA			1	5	MATSUSHIMA, G K	O
6329	099	GU	MCRO	994	050	TBA	TBA	TBA			5	5	TING, J	C
6330	099	GU	MCRO	994	052	TBA	TBA	TBA			0	5	RAAB-TRAUB, N	O
6331	099	GU	MCRO	994	062	TBA	TBA	TBA			2	5	JOHNSTON, R E	O
6332	099	GU	MCRO	994	063	TBA	TBA	TBA			2	5	KAWULA	O
6333	099	GU	MCRO	994	070	TBA	TBA	TBA			3	5	TISCH, R M	O
6334	099	GU	MCRO	994	071	TBA	TBA	TBA			1	5	SU, LISHAN	O
6335	099	GU	MCRO	994	073	TBA	TBA	TBA			1	5	DESILVA, ARAVIN	O
6336	099	GU	MCRO	994	074	TBA	TBA	TBA			1	5	SWANSTROM, R I	O
6337	099	GU	MCRO	994	076	TBA	TBA	TBA			1	5	BARIC, R S	O
6338	099	GU	MCRO	994	079	TBA	TBA	TBA			3	5	DAMANIA, BLOSSO	O
6339	099	GU	MCRO	994	080	TBA	TBA	TBA			2	5	BRAUNSTEIN, MIR	O
6340	099	GU	MCRO	994	081	TBA	TBA	TBA			1	2	MESHNICK, STEVE	O
6341	099	GU	MCRO	994	082	TBA	TBA	TBA			2	3	SERODY, JONATHA	O
6342	099	GU	MCRO	994	083	TBA	TBA	TBA			5	5	HEISE, MARK	C
6343	099	GU	MCRO	994	084	TBA	TBA	TBA			1	5	WEBSTER-CYRIAQU	O
6344	099	GU	MCRO	994	085	TBA	TBA	TBA			1	5	GIDDINGS, MICHA	O
6345	099	GU	MCRO	994	086	TBA	TBA	TBA			1	5	PICKLES, RAYMON	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
6346	099	GU	MCRO	994	087	TBA	TBA	TBA			1	5	DANGL, JL	O
6347	099	GU	MCRO	994	089	TBA	TBA	TBA			1	5	WOLFGANG, MATTH	O
6348	099	GU	MCRO	994	090	TBA	TBA	TBA			1	5	MARGOLIS, DAVID	O
6349	099	GU	MCRO	994	091	TBA	TBA	TBA			2	3	LIU, ZHI	O
6350	099	GU	MCRO	994	092	TBA	TBA	TBA			1	3	PLEVY, SCOTT	O
6351	099	GU	MCRO	994	093	TBA	TBA	TBA			1	5	CAIRNS, BRUCE	O
6352	099	GU	MCRO	994	094	TBA	TBA	TBA			1	5	NICHOLAS, R A	O
6353	099	GU	MCRO	994	095	TBA	TBA	TBA			3	5	GOLDMAN, WILLIA	O
6354	099	GU	MCRO	994	096	TBA	TBA	TBA			0	3	MILLER, VIRGINI	O
6355	099	GU	MCRO	994	097	TBA	TBA	TBA			2	5	COTTER, PEGGY	O
6356	099	GU	MCRO	994	098	TBA	TBA	TBA			0	3	ABEL, KRISTINA	O
6357	099	GU	MEDC	805	001	TBA	TBA	TBA			9	30	TROPSHA, A .	O
6358	099	GU	MEDC	833	001	MW	0930AM	1045AM	BE	0102	7	18	LIU, RIHE	O
6359	099	GU	MEDC	842	001	TR	0900AM	1015AM	BE	0106	6	12	BASTOW, K	O
6360	099	GU	MEDC	842	965	TR	0900AM	1015AM	BE	0106	0	3	BASTOW, K	O
6361	099	GU	MEDC	899	001	W	0300PM	0400PM			41	45	ZHANG, QISHENG	O
6362	099	GU	MEDC	991	081	TBA	TBA	TBA			3	5	TROPSHA, A .	O
6363	099	GU	MEDC	991	116	TBA	TBA	TBA			1	20	SINGLETON, SCOT	O
6364	099	GU	MEDC	994	013	TBA	TBA	TBA			2	5	LEE, K H	O
6365	099	GU	MEDC	994	081	TBA	TBA	TBA			6	10	TROPSHA, A .	O
6366	099	GU	MEDC	994	106	TBA	TBA	TBA			2	3	KOHN, HAROLD L	O
6367	099	GU	MEDC	994	108	TBA	TBA	TBA			5	6	LIU, JIAN	O
6368	099	GU	MEDC	994	111	TBA	TBA	TBA			1	5	LEE, ANDREW	O
6369	099	GU	MEDC	994	112	TBA	TBA	TBA			4	5	JARSTFER, MICHA	O
6370	099	GU	MEDC	994	113	TBA	TBA	TBA			1	5	LIU, RIHE	O
6371	099	GU	MEDC	994	116	TBA	TBA	TBA			0	5	SINGLETON, SCOT	O
6372	099	GU	MEDC	994	130	TBA	TBA	TBA			2	5	ZHANG, QISHENG	O
6373	099	MD	MEDI	136A	001	MWF	0100PM	0550PM	XX	XX	160	199		O
6374	099	GU	MHCH	611	001	TR	0200PM	0315PM	MC	1304	3	6	GORDON-LARSEN,	O
6375	099	GU	MHCH	700	001	M	1230PM	0150PM	HC	0003	23	20	ROTH, MARCIA S	C
6376	099	GU	MHCH	701	001	MW	0830AM	1015AM	HC	0003	37	40	MARGOLIS, L	O
6377	099	GU	MHCH	713	001	TR	0900AM	1015AM	RO	0228	21	20	HUSSEY, J.	C
6378	099	GU	MHCH	718	001	TBA	TBA	TBA			30	20	PETERSON, HERBE	C
6379	099	GU	MHCH	722	001	W	1030AM	1250PM	RO	0235	32	25	SINGH, KAVITA	C
6380	099	GU	MHCH	723	001	T	0200PM	0450PM	MC	2302	22	19	SPEIZER, ILENE	C
6381	099	GU	MHCH	730	001	F	1000AM	1250PM	MC	2304	13	12	BENNETT, T	C
6382	099	GU	MHCH	740	001	TBA	TBA	TBA			0	5		O
6383	099	GU	MHCH	740	002	TBA	TBA	TBA			0	5	STAFF	O
6384	099	GU	MHCH	740	003	F	0900AM	0500PM	XX	XX	5	10	LABBOK, MIRIAM	O
6385	099	GU	MHCH	740	007	T	0330PM	0600PM	RO	0101	0	16	FOSTER, E MICHA	O
6386	099	GU	MHCH	740	013	TBA	TBA	TBA			0	3	LABBOK, MIRIAM	O
6387	099	GU	MHCH	740	031	TBA	TBA	TBA			0	5	FERNANDEZ, CLAU	O
6388	099	GU	MHCH	740	032	TBA	TBA	TBA			0	5	HALPERN, CAROLY	O
6389	099	GU	MHCH	740	033	TBA	TBA	TBA			2	5	FAREL, A	O
6390	099	GU	MHCH	740	040	TBA	TBA	TBA			3	5	MARTIN, S	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
6391	099	GU	MHCH	740	073	TBA	TBA	TBA			0	5	BLOOM, SHELAH	O
6392	099	GU	MHCH	740	076	TBA	TBA	TBA			1	5	HOGAN, VIJAYA	O
6393	099	GU	MHCH	780	001	T	0330PM	0600PM	MC	1303	7	10	FOSTER, E MICHA	O
6394	099	GU	MHCH	795	962	TBA	TBA	TBA			0	5	KOTCH, J	O
6395	099	GU	MHCH	795	01W	TBA	TBA	TBA			0	5	KOTCH, J	O
6396	099	GU	MHCH	801	001	M	0330PM	0630PM	MC	2302	4	10	MARTIN, S	O
6397	099	GU	MHCH	840	001	TBA	TBA	TBA			3	7	PETERSON, HERBE	O
6398	099	GU	MHCH	840	002	TBA	TBA	TBA			0	5		O
6399	099	GU	MHCH	840	003	TBA	TBA	TBA			1	5	PETERSON, HERBE	O
6400	099	GU	MHCH	851	001	TR	0200PM	0315PM	HC	0003	3	20	DANIELS, JULIE	O
6401	099	GU	MHCH	859	001	R	0200PM	0450PM	MC	2302	6	12	HALPERN, CAROLY	O
6402	099	GU	MHCH	892	001	W	0100PM	0150PM	MC	2304	0	5	VINES, ANISSA I	X
6403	099	GU	MHCH	992	001	TBA	TBA	TBA			0	5	PETERSON, HERBE	O
6404	099	GU	MHCH	992	007	TBA	TBA	TBA			1	5	FOSTER, E MICHA	O
6405	099	GU	MHCH	992	009	TBA	TBA	TBA			0	5		O
6406	099	GU	MHCH	992	010	TBA	TBA	TBA			1	5	SINGH, KAVITA	O
6407	099	GU	MHCH	992	013	TBA	TBA	TBA			0	5	LABBOK, MIRIAM	O
6408	099	GU	MHCH	992	015	TBA					1	5	SPEIZER, ILENE	O
6409	099	GU	MHCH	992	017	TBA	TBA	TBA			0	4	KOTCH, J	O
6410	099	GU	MHCH	992	032	TBA	TBA	TBA			0	5	HALPERN, CAROLY	O
6411	099	GU	MHCH	992	033	TBA					2	5	FAREL, A	O
6412	099	GU	MHCH	992	040	TBA					1	5	MARTIN, S	O
6413	099	GU	MHCH	992	041	TBA	TBA	TBA			1	5	RINGEL-KULKA, T	O
6414	099	GU	MHCH	992	043	TBA	TBA	TBA			0	5	MARGOLIS, L	O
6415	099	GU	MHCH	992	049	TBA	TBA	TBA			0	5		O
6416	099	GU	MHCH	992	073	TBA	TBA	TBA			0	5	BLOOM, SHELAH	O
6417	099	GU	MHCH	992	075	TBA	TBA	TBA			1	5	ANGELES, G	O
6418	099	GU	MHCH	992	076	TBA	TBA	TBA			0	5	HOGAN, V	O
6419	099	GU	MHCH	994	001	TBA	TBA	TBA			1	6	PETERSON, HERBE	O
6420	099	GU	MHCH	994	007	TBA	TBA	TBA			2	5	FOSTER, E MICHA	O
6421	099	GU	MHCH	994	009	TBA	TBA	TBA			1	4		O
6422	099	GU	MHCH	994	010	TBA	TBA	TBA			0	5		O
6423	099	GU	MHCH	994	011	TBA	TBA	TBA			0	5		O
6424	099	GU	MHCH	994	015	TBA	TBA	TBA			1	5	SPEIZER, ILENE	O
6425	099	GU	MHCH	994	017	TBA	TBA	TBA			1	4	KOTCH, J	O
6426	099	GU	MHCH	994	032	TBA	TBA	TBA			3	5	HALPERN, CAROLY	O
6427	099	GU	MHCH	994	033	TBA	TBA	TBA			1	5	FAREL, A	O
6428	099	GU	MHCH	994	040	TBA	TBA	TBA			1	5	MARTIN, S	O
6429	099	GU	MHCH	994	048	TBA	TBA	TBA			0	5	BENNETT, T	O
6430	099	GU	MHCH	994	049	TBA	TBA	TBA			3	5	CURTIS, S	O
6431	099	GU	MHCH	994	073	TBA	TBA	TBA			0	5	BLOOM, SHELAH	O
6432	099	GU	MHCH	994	075	TBA	TBA	TBA			1	5	ANGELES, G	O
6433	099	GU	MHCH	994	076	TBA	TBA	TBA			1	5	HOGAN, V	O
6434	099	GU	MHCH	713L	401	M	0830AM	0950AM	XX		20	20	HUSSEY, J.	C
6435	099	GU	MNGT	120	001	TR	0930AM	1045AM	PE	0104	25	25	WOOD, JULIA T	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
6436	099	GU	MNGT	131	001	MWF	1000AM	1050AM	NW	0219	9	9	KING, LINDSEY M	C
6437	099	GU	MNGT	223	001	TR	1230PM	0145PM	WI	0202	4	5	BROWN, ELAINE	O
6438	099	GU	MNGT	310	001	MWF	0200PM	0250PM	GA	0008	5	5	RABON, JOHN	C
6439	099	GU	MNGT	310	002	TR	0800AM	0915AM	GA	0307	4	5	WANG, BENJAMIN	O
6440	099	GU	MNGT	310	003	TR	0330PM	0445PM	GA	0007	5	5	KANCHANACHITRA,	C
6441	099	GU	MNGT	325	001	TR	0930AM	1045AM	DE	0305	6	6	MUMBY, DENNIS	C
6442	099	GU	MNGT	345	001	MWF	0100PM	0150PM	GA	0106	5	5	CAMPO, SANDRA	C
6443	099	GU	MNGT	380	001	MWF	0800AM	0850AM	GA	0308	5	5	COOK, JA	C
6444	099	GU	MNGT	410	001	TR	0330PM	0445PM	HN	0130	10	10	SHIMAZOE, JUNKO	C
6445	099	GU	MNGT	412	001	TR	0930AM	1045AM	NW	0219	10	10	CAREN, NEAL	C
6446	099	GU	MNGT	412	002	MWF	1000AM	1050AM	PE	0204	0	10		X
6447	099	GU	MNGT	415	001	MWF	1000AM	1050AM	GL	0222	0	10	OWEN, CRAIG W	O
6448	099	GU	MNGT	427	001	TR	0930AM	1045AM	HO	0107	10	10	KALLEBERG, A	C
6449	099	GU	MNGT	427	002	MWF	0100PM	0150PM			0	10		X
6450	099	GU	MNGT	691H	001	TBA	TBA	TBA			0	5	ANDREWS, KENNET	O
6451	099	GU	MOPH	801	001	TR	1030AM	1145AM	BE	0106	1	10	KOWALSKY, R J	O
6452	099	GU	MOPH	810	001	TR	1030AM	1200PM	BE	0102	25	30	THAKKER, DHIREN	O
6453	099	GU	MOPH	864	001	TR	0200PM	0350PM	BE	0102	9	30	CHO, M	O
6454	099	GU	MOPH	899	001	W	0330PM	0530PM	BE	0116	33	40	MUMPER, RUSSELL	O
6455	099	GU	MOPH	991	079	TBA	TBA	TBA			3	5	CHO, M	O
6456	099	GU	MOPH	991	086	TBA	TBA	TBA			0	5	HICKEY, A J	O
6457	099	GU	MOPH	991	087	TBA	TBA	TBA			0	5	THAKKER, DHIREN	O
6458	099	GU	MOPH	991	121	TBA	TBA	TBA			4	5	HUANG, LEAF	O
6459	099	GU	MOPH	991	132	TBA	TBA	TBA			2	5	MUMPER, RUSSELL	O
6460	099	GU	MOPH	994	079	TBA	TBA	TBA			1	5	CHO, M	O
6461	099	GU	MOPH	994	085	TBA	TBA	TBA			1	5	SMITH, P C	O
6462	099	GU	MOPH	994	086	TBA	TBA	TBA			4	5	HICKEY, A J	O
6463	099	GU	MOPH	994	087	TBA	TBA	TBA			4	5	THAKKER, DHIREN	O
6464	099	GU	MOPH	994	109	TBA	TBA	TBA			0	5	HALL, J E	O
6465	099	GU	MOPH	994	121	TBA	TBA	TBA			2	5	HUANG, LEAF	O
6466	099	GU	MTSC	421	001	MWF	0900AM	0950AM	CP	0125	0	5	YOU, WEI	O
6467	099	GU	MTSC	422	001	TR	0930AM	1045AM	DE	0209	0	3	RUBINSTEIN, MIC	O
6468	099	GU	MTSC	615	001	TR	0200PM	0315PM	XX	XX	5	10	ZHOU, OTTO	O
6469	099	GU	MTSC	730	001	MWF	1000AM	1050AM	FG	0105	0	10	WASHBURN, S	O
6470	099	GU	MTSC	993	001	TBA	TBA	TBA			0	10		O
6471	099	GU	MTSC	993	002	TBA	TBA	TBA			0	10		O
6472	099	GU	MTSC	993	003	TBA	TBA	TBA			0	10		O
6473	099	GU	MTSC	993	004	TBA	TBA	TBA			0	10		O
6474	099	GU	MTSC	993	005	TBA	TBA	TBA			1	10	ZHOU O	O
6475	099	GU	MTSC	993	006	TBA	TBA	TBA			0	10		O
6476	099	GU	MTSC	993	015	TBA	TBA	TBA			0	10	RUBINSTEIN, M	O
6477	099	GU	MTSC	993	020	TBA	TBA	TBA			1	10	WU, Y	O
6478	099	GU	MTSC	993	025	TBA	TBA	TBA			1	5	KO, CHING CHANG	O
6479	099	GU	MTSC	994	001	TBA	TBA	TBA			1	10		O
6480	099	GU	MTSC	994	002	TBA	TBA	TBA			1	10	RUBINSTEIN, MIC	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
6481	099	GU	MTSC	994	003	TBA	TBA	TBA			0	10		O
6482	099	GU	MTSC	994	004	TBA	TBA	TBA			0	10		O
6483	099	GU	MTSC	994	005	TBA	TBA	TBA			3	10	ZHOU O	O
6484	099	GU	MTSC	994	006	TBA	TBA	TBA			1	10		O
6485	099	GU	MTSC	994	007	TBA	TBA	TBA			2	10	QIN, LU-CHANG	O
6486	099	GU	MTSC	994	009	TBA	TBA	TBA			1	10	SWENBERG, J A	O
6487	099	GU	MTSC	994	017	TBA	TBA	TBA			3	10	SUPERFINE, R	O
6488	099	GU	MTSC	994	018	TBA	TBA	TBA			0	10	SHEIKO, SERGEY	O
6489	099	GU	MTSC	994	020	TBA	TBA	TBA			2	10	WU, Y	O
6490	099	GU	MTSC	994	024	TBA	TBA	TBA			1	10	QUINT, S R	O
6491	099	GU	MTSC	994	025	TBA	TBA	TBA			0	10	KO, CHING CHANG	O
6492	099	GU	MUSC	057	001	TR	0200PM	0315PM	KM	2030	24	24	NADAS, J L	C
6493	099	GU	MUSC	059	001	MWF	0200PM	0250PM	HI	0207	15	15	COHEN, BRIGID	C
6494	099	GU	MUSC	064	001	TR	1100AM	1215PM	KM	2030	24	24	KANG, EMIL	C
6495	099	GU	MUSC	089	001	TR	1100AM	1215PM	KM	2131	22	24	MACNEIL, ANNE E	O
6496	099	GU	MUSC	100	002	TBA	TBA	TBA			4	15	BUSH, PHILLIP	O
6497	099	GU	MUSC	100	003	TBA	TBA	TBA			16	15	KIM, WONMIM	C
6498	099	GU	MUSC	100	004	TBA	TBA	TBA			7	15	PAOLANTONIO, ED	O
6499	099	GU	MUSC	100	005	TBA	TBA	TBA			11	15	LEVIN, ALICIA	O
6500	099	GU	MUSC	100	007	TBA	TBA	TBA			3	15	MOESER, SUSAN	O
6501	099	GU	MUSC	100	008	TBA	TBA	TBA			1	15	EAGAN, MEGAN	O
6502	099	GU	MUSC	102	001	M	0400PM	0450PM	XX	XX	12	20	MARTIN, MELISSA	O
6503	099	GU	MUSC	102	003	TBA	TBA	TBA			8	20	SPARKS, T	O
6504	099	GU	MUSC	102	006	TBA	TBA	TBA			0	20		O
6505	099	GU	MUSC	103	001	TBA	TBA	TBA			4	30	WISSICK, B S	O
6506	099	GU	MUSC	103	002	TBA	TBA	TBA			8	12	FRIEDLI, DANA	O
6507	099	GU	MUSC	103	003	TBA	TBA	TBA			2	15	LUBY, R E	O
6508	099	GU	MUSC	103	005	TBA	TBA	TBA			5	10	PARTRIDGE, HUGH	O
6509	099	GU	MUSC	103	006	TBA	TBA	TBA			0	10	ANDERSON, ROBER	O
6510	099	GU	MUSC	103	007	TBA	TBA	TBA			3	10	BYRNE, LAURA	O
6511	099	GU	MUSC	103	008	TBA	TBA	TBA			10	15	STEWART, W J	O
6512	099	GU	MUSC	103	009	TBA	TBA	TBA			0	10	FOUREMAN, JASON	O
6513	099	GU	MUSC	103	010	TBA	TBA	TBA			7	10	YOUNGERMAN, YOR	O
6514	099	GU	MUSC	104	001	TBA	TBA	TBA			2	10	SMITH, B D	O
6515	099	GU	MUSC	104	002	TBA	TBA	TBA			5	15	ZALMAN, NATHAN	O
6516	099	GU	MUSC	104	004	TBA	TBA	TBA			1	5	NEGRETE, M	O
6517	099	GU	MUSC	104	005	TBA	TBA	TBA			0	10	MCCLURE, MATTHE	O
6518	099	GU	MUSC	104	006	TBA	TBA	TBA			0	5	PEDERSON, J E	O
6519	099	GU	MUSC	104	007	TBA	TBA	TBA			0	10	SCHULTZ, MICHAE	O
6520	099	GU	MUSC	105	002	TBA	TBA	TBA			4	10	MCCHESNEY, DAVI	O
6521	099	GU	MUSC	105	003	TBA	TBA	TBA			1	10	KETCH, JAMES	O
6522	099	GU	MUSC	105	004	TBA	TBA	TBA			1	10	KRIS, MICHAEL	O
6523	099	GU	MUSC	105	005	TBA	TBA	TBA			0	10	KRIS, MICHAEL	O
6524	099	GU	MUSC	106	001	TBA	TBA	TBA			1	15	GLASSOCK, LYNN	O
6525	099	GU	MUSC	106	003	TBA	TBA	TBA			1	10	TAYLOR, THOMAS	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
6526	099	GU	MUSC	111	001	TBA	TBA	TBA			5	20	SPARKS, T	O
6527	099	GU	MUSC	111	002	TBA	TBA	TBA			6	20	MARTIN, MELISSA	O
6528	099	GU	MUSC	112	003	TBA	TBA	TBA			23	60	STEWART, W J	O
6529	099	GU	MUSC	121	001	MWF	0900AM	0950AM	KM	2131	101	100	GLASSOCK, L D	C
6530	099	GU	MUSC	121	990	TBA	TBA	TBA			4	10	SHADLE, DOUGLAS	O
6531	099	GU	MUSC	121	991	TBA	TBA	TBA			11	15	SHADLE, DOUGLAS	O
6532	099	GU	MUSC	121	992	TBA	TBA	TBA			2	1	SHADLE, DOUGLAS	C
6533	099	GU	MUSC	121	998	TBA	TBA	TBA			0	999		O
6534	099	GU	MUSC	124	001	MW	1100AM	1150AM	KM	3029	14	20	LANZREIN, VALEN	O
6535	099	GU	MUSC	131	001	MF	0900AM	0950AM	HI	0107	103	120	WOERNER, FELIX	O
6536	099	GU	MUSC	131	601	W	0100PM	0150PM	HI	0206	18	20	HUGHES, CATHERI	O
6537	099	GU	MUSC	131	602	W	0100PM	0150PM	HI	0202	13	20	HAAS, BENJAMIN	O
6538	099	GU	MUSC	131	603	W	1100AM	1150AM	HI	0206	20	20	HAAS, BENJAMIN	C
6539	099	GU	MUSC	131	604	R	1100AM	1150AM	HI	0202	20	20	HUGHES, CATHERI	C
6540	099	GU	MUSC	131	605	R	0930AM	1020AM	HI	0202	19	20	HUGHES, CATHERI	O
6541	099	GU	MUSC	131	606	R	0930AM	1020AM	HI	0207	10	20	HAAS, BENJAMIN	O
6542	099	GU	MUSC	131	998	TBA	TBA	TBA			0	999		O
6543	099	GU	MUSC	132	998	TBA	TBA	TBA			0	999		O
6544	099	GU	MUSC	141	998	TBA	TBA	TBA			0	999		O
6545	099	GU	MUSC	142	001	TR	0930AM	1045AM	HI	0107	120	120	NADAS, J L	C
6546	099	GU	MUSC	142	601	M	1200PM	1250PM	HI	0202	20	20	EAGAN, MEGAN	C
6547	099	GU	MUSC	142	602	M	0100PM	0150PM	HI	0202	20	20	EAGAN, MEGAN	C
6548	099	GU	MUSC	142	603	M	1000AM	1050AM	HI	0202	21	20	WELLS, CHRIS	C
6549	099	GU	MUSC	142	604	W	1000AM	1050AM	HI	0202	20	20	WELLS, CHRIS	C
6550	099	GU	MUSC	142	605	W	0900AM	0950AM	HI	0202	16	20	WELLS, CHRIS	O
6551	099	GU	MUSC	142	606	R	0100PM	0150PM	HI	0202	22	20	EAGAN, MEGAN	C
6552	099	GU	MUSC	142	998	TBA	TBA	TBA			0	999		O
6553	099	GU	MUSC	143	001	TR	0330PM	0445PM	AR	0121	296	296	KATZ, MARK	C
6554	099	GU	MUSC	144	990	TBA	TBA	TBA			12	10	BRECKLING, MOLL	C
6555	099	GU	MUSC	145	001	TR	1230PM	0145PM	AR	0121	286	296	SMITH, B D	O
6556	099	GU	MUSC	147	001	MWF	1000AM	1050AM	KM	2131	98	100	GARCIA, DAVID	O
6557	099	GU	MUSC	167	001	TR	1100AM	1215PM	KM	3029	20	35	FELDMAN, EVAN	O
6558	099	GU	MUSC	188	001	TR	0200PM	0315PM	KM	2131	0	75	VLHOVA, HANA	X
6559	099	GU	MUSC	200	001	W	0200PM	0250PM	HI	0100	8	15	OTTEN, THOMAS	O
6560	099	GU	MUSC	200	002	R	0400PM	0450PM	HI	0100	9	15	BUSH, PHILLIP	O
6561	099	GU	MUSC	200	004	TBA	TBA	TBA			1	7	PAOLANTONIO, ED	O
6562	099	GU	MUSC	200	006	TBA	TBA	TBA			0	5		O
6563	099	GU	MUSC	202	001	M	0400PM	0450PM	HI	0100	8	21	MARTIN, MELISSA	O
6564	099	GU	MUSC	202	002	F	1200PM	1250PM	XX	XX	18	20	MOORE, ANDREA	O
6565	099	GU	MUSC	202	003	M	0400PM	0450PM	XX	XX	10	15	SPARKS, T	O
6566	099	GU	MUSC	202	005	M	0400PM	0450PM	PS	0100	12	15	FISCHER, JEANNE	O
6567	099	GU	MUSC	202	006	M	0400PM	0450PM	PS	0110	12	20	LANZREIN, VALEN	O
6568	099	GU	MUSC	203	001	T	0700PM	0750PM	PS	0100	8	15	WISSICK, B S	O
6569	099	GU	MUSC	203	003	T	0500PM	0550PM	PS	0100	10	15	LUBY, R E	O
6570	099	GU	MUSC	203	005	W	0600PM	0650PM	PS	0100	8	15	PARTRIDGE, HUGH	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
6571	099	GU	MUSC	203	006	M	0500PM	0550PM	HI	0206	1	15	ANDERSON, ROBER	O
6572	099	GU	MUSC	203	007	TBA	TBA	TBA			1	15	BYRNE, LAURA	O
6573	099	GU	MUSC	203	008	M	0700PM	0750PM	XX	XX	5	20	STEWART, W J	O
6574	099	GU	MUSC	203	009	TBA	TBA	TBA			1	10	FOUREMAN, JASON	O
6575	099	GU	MUSC	203	010	TBA	TBA	TBA			1	10	YOUNGERMAN, YOR	O
6576	099	GU	MUSC	204	001	T	0230PM	0320PM	PS	0100	8	18	SMITH, B D	O
6577	099	GU	MUSC	204	003	R	0300PM	0350PM	PS	0100	15	17	OEHLER, D L	O
6578	099	GU	MUSC	204	005	M	0300PM	0350PM	XX	XX	9	17	MCCLURE, MATTHE	O
6579	099	GU	MUSC	204	006	M	0300PM	0350PM	KM	3029	6	11	PEDERSON, J E	O
6580	099	GU	MUSC	204	007	M	1100AM	1150AM	XX	XX	5	10	SCHULTZ, MICHAE	O
6581	099	GU	MUSC	205	001	M	0200PM	0300PM	KM	2002	10	15	MCAFEE, ANDREW	O
6582	099	GU	MUSC	205	002	TBA	TBA	TBA			0	10	MCCHESNEY, DAVI	O
6583	099	GU	MUSC	205	003	M	0600PM	0650PM	HI	0202	9	15	KETCH, JAMES	O
6584	099	GU	MUSC	205	004	M	0600PM	0650PM	PS	0100	9	15	KRIS, MICHAEL	O
6585	099	GU	MUSC	205	005	M	0600PM	0650PM	PS	0100	3	15	KRIS, MICHAEL	O
6586	099	GU	MUSC	205	006	M	0600PM	0650PM	PS	0100	3	15	KRIS, MICHAEL	O
6587	099	GU	MUSC	206	001	R	0300PM	0350PM	XX	XX	11	18	GLASSOCK, L D	O
6588	099	GU	MUSC	206	003	TBA	TBA	TBA			1	10	TAYLOR, THOMAS	O
6589	099	GU	MUSC	211	001	MW	0700PM	0930PM	KM	1201	90	100	KALAM, T	O
6590	099	GU	MUSC	211	002	TR	0400PM	0550PM	KM	1201	12	65	FELDMAN, EVAN	O
6591	099	GU	MUSC	211	003	MW	0400PM	0550PM	KM	1201	10	70	FUCHS, JEFF	O
6592	099	GU	MUSC	211	004	MW	0100PM	0150PM	PS	0110	73	80	KLEBANOW, S	O
6593	099	GU	MUSC	211	004	TR	1230PM	0145PM	PS	0110	73	80	KLEBANOW, S	O
6594	099	GU	MUSC	211	005	MW	0200PM	0350PM	PS	0110	22	30	KLEBANOW, S	O
6595	099	GU	MUSC	211	006	MW	0515PM	0645PM	HI	0103	34	75	HUFF, D M	O
6596	099	GU	MUSC	211	007	MW	0515PM	0645PM	PS	0110	49	75	KLAUSMEYER, SUE	O
6597	099	GU	MUSC	212	001	MWF	0100PM	0150PM	KM	1201	21	30	KETCH, JAMES	O
6598	099	GU	MUSC	212	002	M	0700PM	1000PM	KM	3029	5	15	STEWART, W J	O
6599	099	GU	MUSC	212	003	M	0200PM	0350PM	XX	XX	10	12	OTTEN, THOMAS	O
6600	099	GU	MUSC	212	005	TBA	TBA	TBA			2	10	TSONG, MAYRON	O
6601	099	GU	MUSC	212	006	TR	0200PM	0400PM	HI	0100	26	55	RHODES, T E	O
6602	099	GU	MUSC	213	001	TR	0600PM	0800PM	KM	1201	266	300	FUCHS, JEFF	O
6603	099	GU	MUSC	213	001	F	0400PM	0600PM	KM	1201	266	300	FUCHS, JEFF	O
6604	099	GU	MUSC	213	002	TR	1230PM	0145PM	KM	1201	0	16	GLASSOCK, L D	X
6605	099	GU	MUSC	213	003	T	0600PM	0800PM	KM	1206	14	15	POPLAWSKA, MARZ	O
6606	099	GU	MUSC	213	004	F	0200PM	0400PM	KM	1201	17	30	PAOLANTONIO, ED	O
6607	099	GU	MUSC	213	008	T	0800PM	1000PM	KM	1206	12	30	GARCIA, DAVID	O
6608	099	GU	MUSC	214	001	TBA	TBA	TBA			3	40	OEHLER, D L	O
6609	099	GU	MUSC	214	002	F	1200PM	1250PM	PS	0100	4	15	WISSICK, B S	O
6610	099	GU	MUSC	226	001	M	0800AM	0850AM	HI	0107	16	15	NEGRETE, M	C
6611	099	GU	MUSC	226	001	WF	0900AM	0950AM	KM	1201	16	15	NEGRETE, M	C
6612	099	GU	MUSC	227	001	MWF	1000AM	1050AM	PS	0110	15	15	HUFF, D M	C
6613	099	GU	MUSC	232	001	MWF	1000AM	1050AM	HI	0103	38	45	ANDERSON, ALLEN	O
6614	099	GU	MUSC	233	001	TR	1100AM	1215PM	PS	0100	23	35	FISCHER, JEANNE	O
6615	099	GU	MUSC	234	001	MWF	0100PM	0150PM	KM	3029	19	35	POPLAWSKA, MARZ	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
6616	099	GU	MUSC	248	001	TR	0200PM	0315PM	KM	2131	100	100	VLHOVA, HANA	C
6617	099	GU	MUSC	252	001	TR	0930AM	1045AM	PS	0100	45	75	FINSON, JON W.	O
6618	099	GU	MUSC	266	001	MWF	1100AM	1150AM	HI	0203	9	15	ANDERSON, ALLEN	O
6619	099	GU	MUSC	284	001	MWF	0900AM	0950AM	PS	0100	0	35	WOERNER, FELIX	X
6620	099	GU	MUSC	285	001	MWF	0300PM	0350PM	KM	2131	104	100	COHEN, BRIGID	C
6621	099	GU	MUSC	296	001	TBA	TBA	TBA			0	5		O
6622	099	GU	MUSC	296	004	TBA	TBA	TBA			0	5	ANDERSON, ALLEN	O
6623	099	GU	MUSC	296	011	TBA	TBA	TBA			0	5	KATZ, MARK	O
6624	099	GU	MUSC	296	012	TBA	TBA	TBA			2	5	NEFF, SEVERINE	O
6625	099	GU	MUSC	296	013	TBA	TBA	TBA			0	5	FUCHS, JEFF	O
6626	099	GU	MUSC	296	014	TBA	TBA	TBA			0	5	WOERNER, FELIX	O
6627	099	GU	MUSC	296	018	TBA	TBA	TBA			1	5	COHEN, BRIGID	O
6628	099	GU	MUSC	296	019	TBA	TBA	TBA			1	5	FELDMAN, EVAN	O
6629	099	GU	MUSC	296	022	TBA	TBA	TBA			1	5	KANG, EMIL	O
6630	099	GU	MUSC	296	023	TBA	TBA	TBA			0	10	WISSICK, B S	X
6631	099	GU	MUSC	300	001	TBA	TBA	TBA			0	15	OTTEN, THOMAS	O
6632	099	GU	MUSC	300	002	TBA	TBA	TBA			0	15	BUSH, PHILLIP	O
6633	099	GU	MUSC	302	001	TBA	TBA	TBA			0	10		O
6634	099	GU	MUSC	302	002	TBA	TBA	TBA			0	6	MOORE, ANDREA	O
6635	099	GU	MUSC	302	003	TBA	TBA	TBA			0	10	SPARKS, T	O
6636	099	GU	MUSC	302	005	TBA	TBA	TBA			3	15	FISCHER, JEANNE	O
6637	099	GU	MUSC	302	006	TBA	TBA	TBA			2	10	LANZREIN, VALEN	O
6638	099	GU	MUSC	303	001	TBA	TBA	TBA			0	10		O
6639	099	GU	MUSC	303	003	TBA	TBA	TBA			1	10	LUBY, R E	O
6640	099	GU	MUSC	303	008	TBA	TBA	TBA			1	10	STEWART, W J	O
6641	099	GU	MUSC	303	010	TBA	TBA	TBA			0	10	YOUNGERMAN, YOR	O
6642	099	GU	MUSC	304	001	TBA	TBA	TBA			1	10	SMITH, B D	O
6643	099	GU	MUSC	304	003	TBA	TBA	TBA			0	10	OEHLER, D L	O
6644	099	GU	MUSC	304	004	TBA	TBA	TBA			0	10		O
6645	099	GU	MUSC	304	005	TBA	TBA	TBA			1	10	MCCLURE, MATTHE	O
6646	099	GU	MUSC	305	001	TBA	TBA	TBA			0	10	MCAFEE, ANDREW	O
6647	099	GU	MUSC	305	006	TBA	TBA	TBA			0	15	KRIS, MICHAEL	O
6648	099	GU	MUSC	306	001	TBA	TBA	TBA			0	7	GLASSOCK, L D	O
6649	099	GU	MUSC	308	002	TR	1100AM	1215PM	HI	0207	3	15	HUFF, D M	O
6650	099	GU	MUSC	308	003	TR	1230PM	0145PM	KM	3029	8	15	KALAM, TONU	O
6651	099	GU	MUSC	309	001	TBA	TBA	TBA			0	15	FELDMAN, EVAN	O
6652	099	GU	MUSC	332	001	MWF	0900AM	0950AM	KM	2030	19	35	NEFF, SEVERINE	O
6653	099	GU	MUSC	355	001	MWF	0900AM	0950AM	HI	0207	10	15	POPLAWSKA, MARZ	O
6654	099	GU	MUSC	355	002	TR	0930AM	1045AM	HI	0206	18	15	KATZ, MARK	C
6655	099	GU	MUSC	471	001	TBA	TBA	TBA			1	5	KALAM, TONU	O
6656	099	GU	MUSC	750	001	MF	1100AM	1215PM	XX	XX	8	8	WOERNER, FELIX	C
6657	099	GU	MUSC	850	001	W	0200PM	0450PM	XX	XX	8	8	VLHOVA, HANA	C
6658	099	GU	MUSC	850	002	R	0200PM	0450PM	XX	XX	8	8	MACNEIL, ANNE E	C
6659	099	GU	MUSC	890	001	TBA	TBA	TBA			0	5		O
6660	099	GU	MUSC	890	002	TBA	TBA	TBA			0	5		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
6661	099	GU	MUSC	890	003	TBA	TBA	TBA			0	5	CARTER, TIMOTHY	O
6662	099	GU	MUSC	890	004	TBA	TBA	TBA			0	5		X
6663	099	GU	MUSC	890	005	TBA	TBA	TBA			0	5	NEAL, JOCELYN R	O
6664	099	GU	MUSC	890	006	TBA	TBA	TBA			0	5	BONDS, M	O
6665	099	GU	MUSC	890	007	TBA	TBA	TBA			0	5	FAUSER, ANNEGRE	O
6666	099	GU	MUSC	890	008	TBA	TBA	TBA			0	5	NEAL, JOCELYN R	O
6667	099	GU	MUSC	890	009	TBA	TBA	TBA			0	5		X
6668	099	GU	MUSC	890	010	TBA	TBA	TBA			0	5	GARCIA, DAVID	O
6669	099	GU	MUSC	890	011	TBA	TBA	TBA			1	5	KATZ, MARK	O
6670	099	GU	MUSC	890	012	TBA	TBA	TBA			0	5	NEFF, SEVERINE	O
6671	099	GU	MUSC	890	014	TBA	TBA	TBA			1	5	WOERNER, FELIX	O
6672	099	GU	MUSC	890	015	TBA	TBA	TBA			1	5	VANDERMEER, PHI	O
6673	099	GU	MUSC	890	018	TBA	TBA	TBA			1	5	COHEN, BRIGID	O
6674	099	GU	MUSC	890	019	TBA	TBA	TBA			0	5		X
6675	099	GU	MUSC	890	020	TBA	TBA	TBA			0	5	POPLAWSKA, MARZ	O
6676	099	GU	MUSC	890	021	TBA	TBA	TBA			0	5	VLHOVA, HANA	O
6677	099	GU	MUSC	890	036	TBA	TBA	TBA			0	5	FINSON, JON W.	O
6678	099	GU	MUSC	890	057	TBA	TBA	TBA			1	5	NADAS, J L	O
6679	099	GU	MUSC	950	001	T	0200PM	0450PM	XX	XX	8	8	FINSON, JON W.	C
6680	099	GU	MUSC	970	001	M	0200PM	0450PM	XX	XX	9	8	GARCIA, DAVID	C
6681	099	GU	MUSC	992	001	TBA	TBA	TBA			0	5		O
6682	099	GU	MUSC	992	002	TBA	TBA	TBA			0	5		O
6683	099	GU	MUSC	992	003	TBA	TBA	TBA			0	5	CARTER, TIMOTHY	O
6684	099	GU	MUSC	992	004	TBA	TBA	TBA			0	5		O
6685	099	GU	MUSC	992	005	TBA	TBA	TBA			0	5	NEAL, JOCELYN R	O
6686	099	GU	MUSC	992	006	TBA	TBA	TBA			0	5	BONDS, M	O
6687	099	GU	MUSC	992	007	TBA	TBA	TBA			0	5	FAUSER, ANNEGRE	O
6688	099	GU	MUSC	992	008	TBA	TBA	TBA			0	5	MACNEIL, ANNE E	O
6689	099	GU	MUSC	992	009	TBA	TBA	TBA			0	5		O
6690	099	GU	MUSC	992	010	TBA	TBA	TBA			0	5	GARCIA, DAVID	O
6691	099	GU	MUSC	992	011	TBA	TBA	TBA			0	5	KATZ, MARK	O
6692	099	GU	MUSC	992	012	TBA	TBA	TBA			0	5	NEFF, SEVERINE	O
6693	099	GU	MUSC	992	014	TBA	TBA	TBA			0	5	WOERNER, FELIX	O
6694	099	GU	MUSC	992	015	TBA	TBA	TBA			0	5	VANDERMEER, PHI	O
6695	099	GU	MUSC	992	018	TBA	TBA	TBA			0	5	COHEN, BRIGID	O
6696	099	GU	MUSC	992	019	TBA	TBA	TBA			0	5		O
6697	099	GU	MUSC	992	020	TBA	TBA	TBA			0	5	POPLAWSKA, MARZ	O
6698	099	GU	MUSC	992	021	TBA	TBA	TBA			0	5	VLHOVA, HANA	O
6699	099	GU	MUSC	992	036	TBA	TBA	TBA			0	5	FINSON, JON W.	O
6700	099	GU	MUSC	992	057	TBA	TBA	TBA			0	5	NADAS, J L	O
6701	099	GU	MUSC	994	001	TBA	TBA	TBA			0	6		O
6702	099	GU	MUSC	994	002	TBA	TBA	TBA			0	6		X
6703	099	GU	MUSC	994	003	TBA	TBA	TBA			1	6	CARTER, TIMOTHY	O
6704	099	GU	MUSC	994	004	TBA	TBA	TBA			0	5		X
6705	099	GU	MUSC	994	005	TBA	TBA	TBA			2	6	NEAL, JOCELYN R	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
6706	099	GU	MUSC	994	006	TBA	TBA	TBA			1	6	BONDS, M	O
6707	099	GU	MUSC	994	007	TBA	TBA	TBA			3	6	FAUSER, ANNEGRE	O
6708	099	GU	MUSC	994	008	TBA	TBA	TBA			0	5	MACNEIL, ANNE E	O
6709	099	GU	MUSC	994	009	TBA	TBA	TBA			0	5		X
6710	099	GU	MUSC	994	010	TBA	TBA	TBA			2	6	GARCIA, DAVID	O
6711	099	GU	MUSC	994	011	TBA	TBA	TBA			0	5	KATZ, MARK	O
6712	099	GU	MUSC	994	012	TBA	TBA	TBA			0	5	NEFF, SEVERINE	O
6713	099	GU	MUSC	994	014	TBA	TBA	TBA			0	5	WOERNER, FELIX	O
6714	099	GU	MUSC	994	015	TBA	TBA	TBA			1	6	VANDERMEER, PHI	O
6715	099	GU	MUSC	994	018	TBA	TBA	TBA			1	5	COHEN, BRIGID	O
6716	099	GU	MUSC	994	019	TBA	TBA	TBA			0	5		X
6717	099	GU	MUSC	994	020	TBA	TBA	TBA			0	5	POPLAWSKA, MARZ	O
6718	099	GU	MUSC	994	021	TBA	TBA	TBA			0	5	VLHOVA, HANA	O
6719	099	GU	MUSC	994	036	TBA	TBA	TBA			2	6	FINSON, J W	O
6720	099	GU	MUSC	994	057	TBA	TBA	TBA			2	5	NADAS, J L	O
6721	099	GU	MUSC	061H	001	TR	0930AM	1045AM	HI	0207	0	15	KATZ, MARK	X
6722	099	GU	MUSC	131L	403	W	0900AM	0950AM	HI	0107	10	10	LEVIN, ALICIA	C
6723	099	GU	MUSC	131L	403	M	1200PM	1250PM	KM	3030	10	10	LEVIN, ALICIA	C
6724	099	GU	MUSC	131L	404	W	0900AM	0950AM	HI	0107	0	10	LEVIN, ALICIA	X
6725	099	GU	MUSC	131L	404	M	0100PM	0150PM	KM	3030	0	10	LEVIN, ALICIA	X
6726	099	GU	MUSC	131L	405	W	0900AM	0950AM	HI	0107	9	10	LEVIN, ALICIA	O
6727	099	GU	MUSC	131L	405	M	0200PM	0250PM	KM	3030	9	10	LEVIN, ALICIA	O
6728	099	GU	MUSC	131L	406	F	1000AM	1050AM	KM	3030	10	10	LEVIN, ALICIA	C
6729	099	GU	MUSC	131L	406	W	0900AM	0950AM	HI	0107	10	10	LEVIN, ALICIA	C
6730	099	GU	MUSC	131L	407	F	1100AM	1150AM	KM	3030	9	10	LEVIN, ALICIA	O
6731	099	GU	MUSC	131L	407	W	0900AM	0950AM	HI	0107	9	10	LEVIN, ALICIA	O
6732	099	GU	MUSC	131L	408	W	0900AM	0950AM	HI	0107	9	10	LEVIN, ALICIA	O
6733	099	GU	MUSC	131L	408	R	1230PM	0120PM	KM	3030	9	10	LEVIN, ALICIA	O
6734	099	GU	MUSC	131L	409	R	0130PM	0220PM	KM	3030	10	10	LEVIN, ALICIA	C
6735	099	GU	MUSC	131L	409	W	0900AM	0950AM	HI	0107	10	10	LEVIN, ALICIA	C
6736	099	GU	MUSC	131L	410	M	1000AM	1050AM	KM	3030	10	10	LEVIN, ALICIA	C
6737	099	GU	MUSC	131L	410	W	0900AM	0950AM	HI	0107	10	10	LEVIN, ALICIA	C
6738	099	GU	MUSC	131L	411	W	0900AM	0950AM	HI	0107	10	10	LEVIN, ALICIA	C
6739	099	GU	MUSC	131L	411	M	1100AM	1150AM	KM	3030	10	10	LEVIN, ALICIA	C
6740	099	GU	MUSC	131L	412	W	0900AM	0950AM	HI	0107	7	10	LEVIN, ALICIA	O
6741	099	GU	MUSC	131L	412	F	1200PM	1250PM	KM	3030	7	10	LEVIN, ALICIA	O
6742	099	GU	MUSC	131L	413	W	0900AM	0950AM	HI	0107	8	10	LEVIN, ALICIA	O
6743	099	GU	MUSC	131L	413	F	0100PM	0150PM	XX	XX	8	10	LEVIN, ALICIA	O
6744	099	GU	MUSC	131L	414	F	0200PM	0250PM	KM	3030	7	10	LEVIN, ALICIA	O
6745	099	GU	MUSC	131L	414	W	0900AM	0950AM	HI	0107	7	10	LEVIN, ALICIA	O
6746	099	GU	MUSC	131L	998	TBA	TBA	TBA			0	999		O
6747	099	GU	MUSC	232H	001	MWF	1000AM	1050AM	HI	0206	13	15	NEFF, SEVERINE	O
6748	099	GU	MUSC	232L	401	M	0900AM	0950AM	HI	0103	9	10	NEGRETE, M	O
6749	099	GU	MUSC	232L	401	T	1100AM	1150AM	KM	3030	9	10	NEGRETE, M	O
6750	099	GU	MUSC	232L	402	R	0830AM	0920AM	KM	3030	6	15	NEGRETE, M	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
6751	099	GU	MUSC	232L	402	M	0900AM	0950AM	HI	0103	6	15	NEGRETE, M	O
6752	099	GU	MUSC	232L	403	M	0900AM	0950AM	HI	0103	7	10	NEGRETE, M	O
6753	099	GU	MUSC	232L	403	R	1100AM	1150AM	KM	3030	7	10	NEGRETE, M	O
6754	099	GU	MUSC	232L	404	M	0900AM	0950AM	HI	0103	9	10	NEGRETE, M	O
6755	099	GU	MUSC	232L	404	W	0100PM	0150PM	KM	3030	9	10	NEGRETE, M	O
6756	099	GU	MUSC	232L	405	T	0930AM	1020AM	KM	3030	5	10	NEGRETE, M	O
6757	099	GU	MUSC	232L	405	M	0900AM	0950AM	HI	0103	5	10	NEGRETE, M	O
6758	099	GU	MUSC	232L	406	F	0900AM	0950AM	XX	XX	10	10	NEGRETE, M	C
6759	099	GU	MUSC	232L	406	M	0900AM	0950AM	HI	0103	10	10	NEGRETE, M	C
6760	099	GU	MUSC	390H	175	TR	1230PM	0315PM	HI	0207	16	18	LITWIN, STEFAN	O
6761	099	GU	MUSC	691H	001	TBA	TBA	TBA			1	5		O
6762	099	GU	MUSC	691H	004	TBA	TBA	TBA			1	5	ANDERSON, ALLEN	O
6763	099	GU	MUSC	691H	005	TBA	TBA	TBA			1	5	NEAL, JOCELYN R	O
6764	099	GU	MUSC	691H	006	TBA	TBA	TBA			0	5	BONDS, M	O
6765	099	GU	MUSC	692H	001	TBA	TBA	TBA			0	5		O
6766	099	GU	MUSC	692H	002	TBA	TBA	TBA			0	5	ANDERSON, STEPH	O
6767	099	GU	MUSC	692H	007	TBA	TBA	TBA			0	5	FAUSER, ANNEGRE	O
6768	099	GU	MUSC	692H	010	TBA	TBA	TBA			0	5	GARCIA, DAVID	O
6769	099	GU	NAVS	101	001	MWF	0900AM	0950AM	NA	0012	17	20	GRAMLISCH, RON	O
6770	099	GU	NAVS	101	998	TBA	TBA	TBA			0	0		C
6771	099	GU	NAVS	190	001	TBA	TBA	TBA			0	24		O
6772	099	GU	NAVS	196	001	TBA	TBA	TBA			0	1		O
6773	099	GU	NAVS	196	002	TBA	TBA	TBA			0	5		O
6774	099	GU	NAVS	202	001	MWF	1100AM	1150AM	NA	0012	12	24	FORSYTH, ALEXA	O
6775	099	GU	NAVS	301	998	TBA	TBA	TBA			0	0		C
6776	099	GU	NAVS	302	001	MWF	1000AM	1050AM	NA	0012	25	26	MEEKS, DARYL	O
6777	099	GU	NAVS	302	002	TBA	TBA	TBA			0	2	MEEKS, DARYL	X
6778	099	GU	NAVS	402	001	T	0200PM	0430PM	NA	0012	6	24	MATTS, STEPHEN	O
6779	099	GU	NAVS	500	401	R	0200PM	0445PM	NA	0101	35	50	RAUEN, KRAIG M	O
6780	099	GU	NAVS	202L	401	M	1200PM	0150PM	NA	0012	12	24	FORSYTH, ALEXA	O
6781	099	GU	NAVS	500L	401	R	0200PM	0445PM	XX	XX	0	50	RAUEN, KRAIG M	X
6782	099	GU	NBIO	411	001	TBA	TBA	TBA			0	13		O
6783	099	GU	NBIO	705	001	TBA	TBA	TBA			4	5	DYKSTRA, L	O
6784	099	GU	NBIO	724	001	TR	1030AM	1230PM			6	25	POLLEUX, FRANCK	O
6785	099	GU	NBIO	728	001	TBA	TBA	TBA			3	25	MANIS, PAUL B.	O
6786	099	GU	NBIO	891	001	TBA	TBA	TBA			0	3		X
6787	099	GU	NBIO	994	001	TBA	TBA	TBA			0	2	TING, JENNY	O
6788	099	GU	NBIO	994	002	TBA	TBA	TBA			3	5	POLLEUX, FRANCK	O
6789	099	GU	NBIO	994	003	TBA	TBA	TBA			3	5	PEVNY, LARYSA H	O
6790	099	GU	NBIO	994	004	TBA	TBA	TBA			1	5	BREESE, G R	O
6791	099	GU	NBIO	994	005	TBA	TBA	TBA			2	5	MANIS, PAUL B.	O
6792	099	GU	NBIO	994	006	TBA	TBA	TBA			3	5	HODGE, CLYDE W.	O
6793	099	GU	NBIO	994	007	TBA	TBA	TBA			2	5	DESHMUKAH, MOHA	O
6794	099	GU	NBIO	994	008	TBA	TBA	TBA			1	5	CREWS, STEVE	O
6795	099	GU	NBIO	994	009	TBA	TBA	TBA			1	5	DYKSTRA, L	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
6796	099	GU	NBIO	994	010	TBA	TBA	TBA			3	5	WIGHTMAN, R. MA	O
6797	099	GU	NBIO	994	011	TBA	TBA	TBA			4	5	PHILPOT, BENJAM	O
6798	099	GU	NBIO	994	012	TBA	TBA	TBA			1	5	ZYLKA, MARK	O
6799	099	GU	NBIO	994	013	TBA	TBA	TBA			2	5	BHAT, MANZOOR A	O
6800	099	GU	NBIO	994	014	TBA	TBA	TBA			3	5	JOHNS, JOSEPHIN	O
6801	099	GU	NBIO	994	015	TBA	TBA	TBA			1	5	WEINBERG, M R	O
6802	099	GU	NBIO	994	016	TBA	TBA	TBA			1	5	CHENEY, RICHARD	O
6803	099	GU	NBIO	994	018	TBA	TBA	TBA			2	5	MCCARTHY, K D	O
6804	099	GU	NBIO	994	019	TBA	TBA	TBA			1	5	ROSENBERG, R L	O
6805	099	GU	NBIO	994	020	TBA	TBA	TBA			1	5	CREWS, FULTON T	O
6806	099	GU	NBIO	994	021	TBA	TBA	TBA			0	5	LYSLE, D T	O
6807	099	GU	NBIO	994	022	TBA	TBA	TBA			2	5		O
6808	099	GU	NBIO	701A	001	W	0100PM	0330PM	DA	0101	2	2	COONEY, CHARLOT	C
6809	099	GU	NBIO	722A	001	MWF	1000AM	1150AM			24	30	STUART, A E	O
6810	099	GU	NBIO	722B	001	MWF	1000AM	1150AM			24	30	STUART, A E	O
6811	099	GU	NBIO	722C	001	MWF	1000AM	1150AM			25	30	STUART, A E	O
6812	099	GU	NURS	253	001	TBA	TBA	TBA			86	105	HODGES, ERIC A	O
6813	099	GU	NURS	253	998	TBA	TBA	TBA			0	999		O
6814	099	GU	NURS	253	999	TBA	TBA	TBA			0	999		O
6815	099	GU	NURS	261	999	TBA	TBA	TBA			0	999		O
6816	099	GU	NURS	354	001	TBA	TBA	TBA			111	111	WILLIAMS, MEGAN	C
6817	099	GU	NURS	360	001	TBA	TBA	TBA			71	72	RODGERS, SHIELD	O
6818	099	GU	NURS	360	421	TBA	TBA	TBA			8	8	RODGERS, SHIELD	C
6819	099	GU	NURS	360	422	TBA	TBA	TBA			8	8	RODGERS, SHIELD	C
6820	099	GU	NURS	360	423	TBA	TBA	TBA			8	8	RODGERS, SHIELD	C
6821	099	GU	NURS	360	424	TBA	TBA	TBA			8	8	RODGERS, SHIELD	C
6822	099	GU	NURS	360	425	TBA	TBA	TBA			7	8	RODGERS, SHIELD	O
6823	099	GU	NURS	360	426	TBA	TBA	TBA			8	8	RODGERS, SHIELD	C
6824	099	GU	NURS	360	427	TBA	TBA	TBA			8	8	RODGERS, SHIELD	C
6825	099	GU	NURS	360	428	TBA	TBA	TBA			8	8	RODGERS, SHIELD	C
6826	099	GU	NURS	360	429	TBA	TBA	TBA			8	8	RODGERS, SHIELD	C
6827	099	GU	NURS	362	001	TBA	TBA	TBA			75	75	LEWIS, JULIE MA	C
6828	099	GU	NURS	364	001	TBA	TBA	TBA			105	107	PAGE, JULIE	O
6829	099	GU	NURS	364	601	TBA	TBA	TBA			7	7	CLARK, ANGELA K	C
6830	099	GU	NURS	364	602	TBA	TBA	TBA			7	7	CLARK, ANGELA K	C
6831	099	GU	NURS	364	603	TBA	TBA	TBA			7	8	BEST, NAKIA	O
6832	099	GU	NURS	364	604	TBA	TBA	TBA			8	8	DAVIS, SUJA	C
6833	099	GU	NURS	364	605	TBA	TBA	TBA			8	8	FLEMING, LOUISE	C
6834	099	GU	NURS	364	606	TBA	TBA	TBA			7	8	FLEMING, LOUISE	O
6835	099	GU	NURS	364	607	TBA	TBA	TBA			8	8	LESTER, VICKIE	C
6836	099	GU	NURS	364	608	TBA	TBA	TBA			7	7	IRABOR, RAMONA	C
6837	099	GU	NURS	364	609	TBA	TBA	TBA			8	8	WILLIAMS, JOAN	C
6838	099	GU	NURS	364	610	TBA	TBA	TBA			8	8	MCCRORY, JOELLY	C
6839	099	GU	NURS	364	611	TBA	TBA	TBA			8	8	NANCE, BETTY	C
6840	099	GU	NURS	364	612	TBA	TBA	TBA			7	7	MCGETTRICK, KAT	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
6841	099	GU	NURS	364	613	TBA	TBA	TBA			8	8	HEISER, TED	C
6842	099	GU	NURS	364	614	TBA	TBA	TBA			7	7	LEONARD, CHRIST	C
6843	099	GU	NURS	369	998	TBA	TBA	TBA			0	999		O
6844	099	GU	NURS	371	001	TBA	TBA	TBA			55	65	ROWSEY, PAMELA	O
6845	099	GU	NURS	371	002	TBA	TBA	TBA			57	65	WELCH, DINAH	O
6846	099	GU	NURS	371	998	TBA	TBA	TBA			0	999		O
6847	099	GU	NURS	371	999	TBA	TBA	TBA			0	999		O
6848	099	GU	NURS	377	960	TBA	TBA	TBA			38	50	YORKE, DIANE	O
6849	099	GU	NURS	377	999	TBA	TBA	TBA			0	999		O
6850	099	GU	NURS	379	960	TBA	TBA	TBA			34	50	HIRST, DENISE	O
6851	099	GU	NURS	379	998	TBA	TBA	TBA			0	999		O
6852	099	GU	NURS	382	001	TBA	TBA	TBA			94	97	VAN RIPER, MARC	O
6853	099	GU	NURS	454	001	TBA	TBA	TBA			75	75	MCCARTY, DIANA	C
6854	099	GU	NURS	470	001	TBA	TBA	TBA			71	71	DIECKMANN, JANN	C
6855	099	GU	NURS	470	601	TBA	TBA	TBA			9	9	WHITE, MICHELLE	C
6856	099	GU	NURS	470	602	TBA	TBA	TBA			0	0	MCKENZIE, CAROL	C
6857	099	GU	NURS	470	603	TBA	TBA	TBA			9	9	COCKROFT, MARIA	C
6858	099	GU	NURS	470	604	TBA	TBA	TBA			9	9	COCKROFT, MARIA	C
6859	099	GU	NURS	470	605	TBA	TBA	TBA			8	8	WELCH, DINAH	C
6860	099	GU	NURS	470	606	TBA	TBA	TBA			9	9	HARLAN, CHRISTI	C
6861	099	GU	NURS	470	607	TBA	TBA	TBA			9	9	HARLAN, CHRISTI	C
6862	099	GU	NURS	470	608	TBA	TBA	TBA			9	9	DOMINO, CONNIE	C
6863	099	GU	NURS	470	609	TBA	TBA	TBA			9	9	DOMINO, CONNIE	C
6864	099	GU	NURS	470	610	TBA	TBA	TBA			0	0	DIECKMANN, JANN	X
6865	099	GU	NURS	472	001	TBA	TBA	TBA			99	103	WOODLEY, LISA	O
6866	099	GU	NURS	472	701	TBA	TBA	TBA			9	9	OWENS, SARA	C
6867	099	GU	NURS	472	702	TBA	TBA	TBA			8	8	OWENS, SARA	C
6868	099	GU	NURS	472	703	TBA	TBA	TBA			9	9	O'HALE, ANN	C
6869	099	GU	NURS	472	704	TBA	TBA	TBA			8	9	FORD, MARQUITA	O
6870	099	GU	NURS	472	705	TBA	TBA	TBA			8	9	GOLEY, MICHAEL	O
6871	099	GU	NURS	472	706	TBA	TBA	TBA			8	8	WILLIAMS, MEGAN	C
6872	099	GU	NURS	472	707	TBA	TBA	TBA			0	0	WOODLEY, LISA	X
6873	099	GU	NURS	472	711	TBA	TBA	TBA			0	0		X
6874	099	GU	NURS	472	712	TBA	TBA	TBA			0	0		X
6875	099	GU	NURS	472	713	TBA	TBA	TBA			0	0		X
6876	099	GU	NURS	472	714	TBA	TBA	TBA			0	0		X
6877	099	GU	NURS	472	715	TBA	TBA	TBA			0	0		X
6878	099	GU	NURS	472	716	TBA	TBA	TBA			0	0		X
6879	099	GU	NURS	472	801	TBA	TBA	TBA			7	7	YORKE, DIANE	C
6880	099	GU	NURS	472	802	TBA	TBA	TBA			9	9	YORKE, DIANE	C
6881	099	GU	NURS	472	803	TBA	TBA	TBA			9	9	O'HALE, ANN	C
6882	099	GU	NURS	472	804	TBA	TBA	TBA			8	9	WOODLEY, LISA	O
6883	099	GU	NURS	472	805	TBA	TBA	TBA			8	9	BIONDI, ANDREA	O
6884	099	GU	NURS	472	806	TBA	TBA	TBA			0	0	WOODLEY, LISA	C
6885	099	GU	NURS	472	807	TBA	TBA	TBA			8	8	GOLEY, MICHAEL	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
6886	099	GU	NURS	472	811	TBA	TBA	TBA			0	0		X
6887	099	GU	NURS	472	812	TBA	TBA	TBA			0	0		X
6888	099	GU	NURS	472	813	TBA	TBA	TBA			0	0		X
6889	099	GU	NURS	472	814	TBA	TBA	TBA			0	0		X
6890	099	GU	NURS	472	815	TBA	TBA	TBA			0	0		X
6891	099	GU	NURS	472	816	TBA	TBA	TBA			0	0		X
6892	099	GU	NURS	472	817	TBA	TBA	TBA			0	0		X
6893	099	GU	NURS	477	001	TBA	TBA	TBA			93	96	RAPHAEL-GRIMM,	O
6894	099	GU	NURS	477	601	TBA	TBA	TBA			9	9	COFFIN, ABIGAIL	C
6895	099	GU	NURS	477	602	TBA	TBA	TBA			7	8	CRISP, DONNA HE	O
6896	099	GU	NURS	477	603	TBA	TBA	TBA			9	9	PELLICCIO, SUSA	C
6897	099	GU	NURS	477	604	TBA	TBA	TBA			7	8	MCQUEEN, LAURA	O
6898	099	GU	NURS	477	701	TBA	TBA	TBA			7	8	WITTIG, VIRGINI	O
6899	099	GU	NURS	477	702	TBA	TBA	TBA			9	9	CRISP, DONNA HE	C
6900	099	GU	NURS	477	703	TBA	TBA	TBA			8	8	WELLS, ELIZABET	C
6901	099	GU	NURS	477	704	TBA	TBA	TBA			7	8	MCQUEEN, LAURA	O
6902	099	GU	NURS	477	705	TBA	TBA	TBA			0	0	RAPHAEL-GRIMM,	X
6903	099	GU	NURS	477	801	TBA	TBA	TBA			8	8	WITTIG, VIRGINI	C
6904	099	GU	NURS	477	802	TBA	TBA	TBA			7	8	CRISP, DONNA HE	O
6905	099	GU	NURS	477	803	TBA	TBA	TBA			8	8	WELLS, ELIZABET	C
6906	099	GU	NURS	477	804	TBA	TBA	TBA			7	8	MCQUEEN, LAURA	O
6907	099	GU	NURS	477	805	TBA	TBA	TBA			0	0	RAPHAEL-GRIMM,	X
6908	099	GU	NURS	479	001	TBA	TBA	TBA			108	108	ALDEN, KATHY	C
6909	099	GU	NURS	479	601	TBA	TBA	TBA			8	8	GINGRICH, PATRI	C
6910	099	GU	NURS	479	602	TBA	TBA	TBA			9	9	GINGRICH, PATRI	C
6911	099	GU	NURS	479	603	TBA	TBA	TBA			9	9	LOWDERMILK, D	C
6912	099	GU	NURS	479	604	TBA	TBA	TBA			8	9	WAGNER, JENNIE	O
6913	099	GU	NURS	479	605	TBA	TBA	TBA			8	8	WAGNER, JENNIE	C
6914	099	GU	NURS	479	606	TBA	TBA	TBA			0	0		X
6915	099	GU	NURS	479	607	TBA	TBA	TBA			0	0		X
6916	099	GU	NURS	479	608	TBA	TBA	TBA			0	0		X
6917	099	GU	NURS	479	609	TBA	TBA	TBA			0	0		X
6918	099	GU	NURS	479	610	TBA	TBA	TBA			0	0		X
6919	099	GU	NURS	479	701	TBA	TBA	TBA			8	8	MCCARTY, DIANA	C
6920	099	GU	NURS	479	702	TBA	TBA	TBA			9	9	DIX, DUSTINE	C
6921	099	GU	NURS	479	703	TBA	TBA	TBA			8	8	LANNING, RHONDA	C
6922	099	GU	NURS	479	704	TBA	TBA	TBA			8	8	SUTPHIN, MARY C	C
6923	099	GU	NURS	479	711	TBA	TBA	TBA			0	0		X
6924	099	GU	NURS	479	712	TBA	TBA	TBA			0	0		X
6925	099	GU	NURS	479	713	TBA	TBA	TBA			0	0		X
6926	099	GU	NURS	479	714	TBA	TBA	TBA			0	0		X
6927	099	GU	NURS	479	715	TBA	TBA	TBA			0	0		X
6928	099	GU	NURS	479	801	TBA	TBA	TBA			8	8	MCCARTY, DIANA	C
6929	099	GU	NURS	479	802	TBA	TBA	TBA			7	9	DIX, DUSTINE	O
6930	099	GU	NURS	479	803	TBA	TBA	TBA			9	9	LANNING, RHONDA	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
6931	099	GU	NURS	479	804	TBA	TBA	TBA			9	9	SUTPHIN, MARY C	C
6932	099	GU	NURS	479	805	TBA	TBA	TBA			0	999		C
6933	099	GU	NURS	479	811	TBA	TBA	TBA			0	0		X
6934	099	GU	NURS	479	812	TBA	TBA	TBA			0	0		X
6935	099	GU	NURS	479	813	TBA	TBA	TBA			0	0		X
6936	099	GU	NURS	479	814	TBA	TBA	TBA			0	0		X
6937	099	GU	NURS	479	815	TBA	TBA	TBA			0	0		X
6938	099	GU	NURS	488	001	TBA	TBA	TBA			40	40	BEST, NAKIA	C
6939	099	GU	NURS	488	601	TBA	TBA	TBA			22	22	BEST, NAKIA	C
6940	099	GU	NURS	488	602	TBA	TBA	TBA			12	12	BEST, NAKIA	C
6941	099	GU	NURS	488	603	TBA	TBA	TBA			6	8	BEST, NAKIA	O
6942	099	GU	NURS	490	960	TBA	TBA	TBA			37	45	THOMPSON, D	O
6943	099	GU	NURS	490	998	TBA	TBA	TBA			0	999		O
6944	099	GU	NURS	490	999	TBA	TBA	TBA			0	999		O
6945	099	GU	NURS	490	01W	TBA	TBA	TBA			35	36	THOMPSON, D	O
6946	099	GU	NURS	491	960	TBA	TBA	TBA			37	45	NANCE, BETTY	O
6947	099	GU	NURS	491	01W	TBA	TBA	TBA			35	36	NANCE, BETTY	O
6948	099	GU	NURS	494	999	TBA	TBA	TBA			0	999		O
6949	099	GU	NURS	496	001	TBA	TBA	TBA			2	2	NASIR, LAURA C	C
6950	099	GU	NURS	496	002	TBA	TBA	TBA			1	1		C
6951	099	GU	NURS	496	003	TBA	TBA	TBA			0	1		O
6952	099	GU	NURS	588	001	TBA	TBA	TBA			77	78	RODGERS, SHIELD	O
6953	099	GU	NURS	590	001	TBA	TBA	TBA			77	78	BROWN, PAULINE	O
6954	099	GU	NURS	590	601	TBA	TBA	TBA			11	11	HOFFMAN, SANDRA	C
6955	099	GU	NURS	590	602	TBA	TBA	TBA			11	11	PACK, BETH	C
6956	099	GU	NURS	590	603	TBA	TBA	TBA			13	14	GALLIA, KATHERI	O
6957	099	GU	NURS	590	604	TBA	TBA	TBA			6	6	STOLLDORF, DEON	C
6958	099	GU	NURS	590	605	TBA	TBA	TBA			6	6	YUREK, LEO A	C
6959	099	GU	NURS	590	606	TBA	TBA	TBA			11	11	CROWELL, NANCY	C
6960	099	GU	NURS	590	608	TBA	TBA	TBA			6	6	CRYER, VICTORIA	C
6961	099	GU	NURS	590	609	TBA	TBA	TBA			2	2	JENERETTE, CORE	C
6962	099	GU	NURS	642	001	TBA	TBA	TBA			58	63	NASIR, LAURA C	O
6963	099	GU	NURS	642	999	TBA	TBA	TBA			0	999		O
6964	099	GU	NURS	646	001	TBA	TBA	TBA			46	70	WALDROP, JULEE	O
6965	099	GU	NURS	646	999	TBA	TBA	TBA			0	999		O
6966	099	GU	NURS	699	002	TBA	TBA	TBA			0	2	DIECKMANN, JANN	O
6967	099	GU	NURS	704	001	TBA	TBA	TBA			15	20	LEEMAN, JENNIFE	O
6968	099	GU	NURS	710	001	TBA	TBA	TBA			14	20	BRUNSSEN, SUSAN	O
6969	099	GU	NURS	715	001	TBA	TBA	TBA			69	71	NEELON, VIRGINI	O
6970	099	GU	NURS	715	999	TBA	TBA	TBA			0	999		O
6971	099	GU	NURS	721	001	TBA	TBA	TBA			31	40	WALDROP, JULEE	O
6972	099	GU	NURS	725	001	TBA	TBA	TBA			9	10	WALDROP, JULEE	O
6973	099	GU	NURS	725	601	TBA	TBA	TBA			5	6	FORD, MARQUITA	O
6974	099	GU	NURS	725	602	TBA	TBA	TBA			4	6	WALDROP, JULEE	O
6975	099	GU	NURS	725	603	TBA	TBA	TBA			0	999		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
6976	099	GU	NURS	726	001	TBA	TBA	TBA			55	60	BUSH, CHARLES T	O
6977	099	GU	NURS	726	601	TBA	TBA	TBA			6	6	LACKEY, LISKA L	C
6978	099	GU	NURS	726	602	TBA	TBA	TBA			6	6	WAZENEGGER, WAN	C
6979	099	GU	NURS	726	603	TBA	TBA	TBA			5	6	WAZENEGGER, WAN	O
6980	099	GU	NURS	726	604	TBA	TBA	TBA			6	6	CRYER, VICTORIA	C
6981	099	GU	NURS	726	605	TBA	TBA	TBA			6	6	DAVISON, JEAN	C
6982	099	GU	NURS	726	606	TBA	TBA	TBA			6	6	DAVISON, JEAN	C
6983	099	GU	NURS	726	607	TBA	TBA	TBA			6	6	ESPOSITO, NOREE	C
6984	099	GU	NURS	726	608	TBA	TBA	TBA			3	3	DAVISON, JEAN	C
6985	099	GU	NURS	726	609	TBA	TBA	TBA			6	6	CRYER, VICTORIA	C
6986	099	GU	NURS	726	610	TBA	TBA	TBA			2	3	LACKEY, LISKA L	O
6987	099	GU	NURS	726	611	TBA	TBA	TBA			3	3	ESPOSITO, NOREE	C
6988	099	GU	NURS	726	612	TBA	TBA	TBA			0	0		C
6989	099	GU	NURS	727	001	TBA	TBA	TBA			13	20	SOLTIS-JARRETT,	O
6990	099	GU	NURS	727	601	TBA	TBA	TBA			5	6	HUBBARD, GRACE	O
6991	099	GU	NURS	727	602	TBA	TBA	TBA			3	3	PIVEN, MARY LYN	C
6992	099	GU	NURS	727	603	TBA	TBA	TBA			5	6	WITTIG, VIRGINI	O
6993	099	GU	NURS	727	604	TBA	TBA	TBA			0	999		O
6994	099	GU	NURS	777	001	TBA	TBA	TBA			47	48	YEO, SEONAE	O
6995	099	GU	NURS	799	002	TBA	TBA	TBA			0	1	HUBBARD, GRACE	O
6996	099	GU	NURS	799	003	TBA	TBA	TBA			0	2	DAVISON, JEAN	O
6997	099	GU	NURS	811	001	TBA	TBA	TBA			6	6	HARWOOD, ELAINE	C
6998	099	GU	NURS	811	601	TBA	TBA	TBA			6	6	WAZENEGGER, WAN	C
6999	099	GU	NURS	820	001	TBA	TBA	TBA			1	20	MAYER, DEBORAH	O
7000	099	GU	NURS	821	001	TBA	TBA	TBA			1	20	MAYER, DEBORAH	O
7001	099	GU	NURS	827	001	TBA	TBA	TBA			33	33	JESSUP, ANN	C
7002	099	GU	NURS	827	601	TBA	TBA	TBA			6	6	FORD, MARQUITA	C
7003	099	GU	NURS	827	602	TBA	TBA	TBA			6	6	HODGES, ERIC A	C
7004	099	GU	NURS	827	603	TBA	TBA	TBA			6	6	GOLEY, MICHAEL	C
7005	099	GU	NURS	827	604	TBA	TBA	TBA			6	6	GOLEY, MICHAEL	C
7006	099	GU	NURS	827	605	TBA	TBA	TBA			6	6	HODGES, ERIC A	C
7007	099	GU	NURS	827	606	TBA	TBA	TBA			3	3	JESSUP, ANN	C
7008	099	GU	NURS	827	607	TBA	TBA	TBA			0	0		C
7009	099	GU	NURS	828	001	TBA	TBA	TBA			3	5	JESSUP, ANN	O
7010	099	GU	NURS	828	601	TBA	TBA	TBA			0	3	JESSUP, ANN	O
7011	099	GU	NURS	833	001	TBA	TBA	TBA			11	12	MCCARTHY, REGIN	O
7012	099	GU	NURS	833	601	TBA	TBA	TBA			6	6	MCCARTHY, REGIN	C
7013	099	GU	NURS	833	602	TBA	TBA	TBA			4	6	MCCARTHY, REGIN	O
7014	099	GU	NURS	841	001	TBA	TBA	TBA			7	8	KELLY, MAUREEN	O
7015	099	GU	NURS	841	601	TBA	TBA	TBA			5	5	KELLY, MAUREEN	C
7016	099	GU	NURS	841	602	TBA	TBA	TBA			2	3	MCCARTHY, REGIN	O
7017	099	GU	NURS	849	001	TBA	TBA	TBA			0	2	KELLY, MAUREEN	X
7018	099	GU	NURS	849	601	TBA	TBA	TBA			0	2		X
7019	099	GU	NURS	864	001	TBA	TBA	TBA			13	14	PIVEN, MARY LYN	O
7020	099	GU	NURS	864	601	TBA	TBA	TBA			4	4	HUBBARD, GRACE	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
7021	099	GU	NURS	864	602	TBA	TBA	TBA			4	5	WITTIG, VIRGINI	O
7022	099	GU	NURS	864	603	TBA	TBA	TBA			5	5	ROBINETTE, ANN	C
7023	099	GU	NURS	869	001	TBA	TBA	TBA			1	1	SOLTIS-JARRETT,	C
7024	099	GU	NURS	870	01W	TBA	TBA	TBA			12	15	KEARNS, LAUREN	O
7025	099	GU	NURS	871	001	TBA	TBA	TBA			0	50	JONES, CHERYL	X
7026	099	GU	NURS	874	001	TBA	TBA	TBA			14	25	JONES, CHERYL	O
7027	099	GU	NURS	874	601	TBA	TBA	TBA			7	7	WARSHAWSKY, NOR	C
7028	099	GU	NURS	874	602	TBA	TBA	TBA			7	7	WARSHAWSKY, NOR	C
7029	099	GU	NURS	876	001	TBA	TBA	TBA			7	13	BLACK, BETH	O
7030	099	GU	NURS	881	001	TBA	TBA	TBA			1	1	ZOMORODI, MARGA	C
7031	099	GU	NURS	899	001	TBA	TBA	TBA			0	5	MOORE, KATHERIN	O
7032	099	GU	NURS	899	002	TBA	TBA	TBA			2	3	MARK, BARBARA	O
7033	099	GU	NURS	899	003	TBA	TBA	TBA			1	2	TRAVERS, DEBBIE	O
7034	099	GU	NURS	899	004	TBA	TBA	TBA			1	2	FOGEL, C	O
7035	099	GU	NURS	899	006	TBA	TBA	TBA			1	2	LYNN, MARY	O
7036	099	GU	NURS	899	007	TBA	TBA	TBA			1	1	KJERVIK, DIANE	C
7037	099	GU	NURS	899	008	TBA	TBA	TBA			0	1		O
7038	099	GU	NURS	899	009	TBA	TBA	TBA			0	1		O
7039	099	GU	NURS	899	010	TBA	TBA	TBA			0	1		O
7040	099	GU	NURS	910	001	TBA	TBA	TBA			9	15	YEO, SEONAE	O
7041	099	GU	NURS	915	001	TBA	TBA	TBA			0	16	KJERVIK, DIANE	X
7042	099	GU	NURS	928	001	TBA	TBA	TBA			0	20	MARK, BARBARA	X
7043	099	GU	NURS	932	001	TBA	TBA	TBA			6	7	KNAFL, KATHLEEN	O
7044	099	GU	NURS	933	001	TBA	TBA	TBA			7	15	MARK, BARBARA	O
7045	099	GU	NURS	950	001	TBA	TBA	TBA			0	20	OERMANN, MARILY	X
7046	099	GU	NURS	957	001	TBA	TBA	TBA			6	12	MISHEL, M	O
7047	099	GU	NURS	961	001	TBA	TBA	TBA			0	15	LEEMAN, JENNIFE	X
7048	099	GU	NURS	976	001	TBA	TBA	TBA			11	15	HAVENS, DONNA	O
7049	099	GU	NURS	977	001	TBA	TBA	TBA			15	25	ESPOSITO, NOREE	O
7050	099	GU	NURS	981	001	TBA	TBA	TBA			3	12	KNAFL, GEORGE	O
7051	099	GU	NURS	985	001	TBA	TBA	TBA			1	1	BERRY, DIANE	C
7052	099	GU	NURS	985	002	TBA	TBA	TBA			1	5	MISHEL, MERLE	O
7053	099	GU	NURS	985	003	TBA	TBA	TBA			1	2	BEEBER, LINDA	O
7054	099	GU	NURS	985	004	TBA	TBA	TBA			0	2	PALMER, MARY	O
7055	099	GU	NURS	985	005	TBA	TBA	TBA			1	2	SONG, MI-KYUNG	O
7056	099	GU	NURS	985	006	TBA	TBA	TBA			1	2	NEELON, VIRGINI	O
7057	099	GU	NURS	985	007	TBA	TBA	TBA			0	2	CARLSON, BARBAR	O
7058	099	GU	NURS	985	008	TBA	TBA	TBA			1	5	THOYRE, SUZANNE	O
7059	099	GU	NURS	985	009	TBA	TBA	TBA			0	2	ESPOSITO, NOREE	O
7060	099	GU	NURS	992	004	TBA	TBA	TBA			1	5	FOGEL, C	O
7061	099	GU	NURS	992	006	TBA	TBA	TBA			0	1	PALMER, MARY	O
7062	099	GU	NURS	992	013	TBA	TBA	TBA			1	1	NEELON, VIRGINI	C
7063	099	GU	NURS	992	014	TBA	TBA	TBA			0	1	BEEBER, ANNA	O
7064	099	GU	NURS	992	015	TBA	TBA	TBA			0	1	HAMILTON, JILL	O
7065	099	GU	NURS	992	016	TBA	TBA	TBA			0	1	HODGES, ERIC A	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
7066	099	GU	NURS	992	022	TBA	TBA	TBA			0	1	SONG, MI-KYUNG	O
7067	099	GU	NURS	992	028	TBA	TBA	TBA			0	1	MAYER, DEBORAH	O
7068	099	GU	NURS	992	030	TBA	TBA	TBA			0	1	SWIFT-SCANLAN,	O
7069	099	GU	NURS	992	033	TBA	TBA	TBA			0	5	SHERWOOD, GWEN	O
7070	099	GU	NURS	992	036	TBA	TBA	TBA			0	1	OERMANN, MARILY	O
7071	099	GU	NURS	992	038	TBA	TBA	TBA			0	1	TRAVERS, DEBBIE	O
7072	099	GU	NURS	992	040	TBA	TBA	TBA			0	1	KELLY, MAUREEN	O
7073	099	GU	NURS	992	042	TBA	TBA	TBA			0	1	BLACK, BETH	O
7074	099	GU	NURS	992	044	TBA	TBA	TBA			0	1	ROWSEY, PAMELA	O
7075	099	GU	NURS	992	045	TBA	TBA	TBA			0	1	THOYRE, SUZANNE	O
7076	099	GU	NURS	992	049	TBA	TBA	TBA			0	5	GERMINO, B	O
7077	099	GU	NURS	992	052	TBA	TBA	TBA			0	5	MILES, M	O
7078	099	GU	NURS	992	059	TBA	TBA	TBA			0	1	THOMPSON, D	O
7079	099	GU	NURS	992	064	TBA	TBA	TBA			0	1	SANDELOWSKI, M	O
7080	099	GU	NURS	992	079	TBA	TBA	TBA			3	5	HALLORAN, E	O
7081	099	GU	NURS	992	082	TBA	TBA	TBA			0	1	MISHEL, MERLE	O
7082	099	GU	NURS	992	084	TBA	TBA	TBA			0	1	LYNN, MARY	O
7083	099	GU	NURS	992	085	TBA	TBA	TBA			0	1	D'AURIA, JENNIF	O
7084	099	GU	NURS	992	089	TBA	TBA	TBA			0	1	GOEPPINGER, JEA	O
7085	099	GU	NURS	992	099	TBA	TBA	TBA			0	2	SKELLY, ANNE	O
7086	099	GU	NURS	992	103	TBA	TBA	TBA			0	1	KJERVIK, DIANE	O
7087	099	GU	NURS	992	107	TBA	TBA	TBA			0	1	JESSUP, ANN	O
7088	099	GU	NURS	992	109	TBA	TBA	TBA			0	3	BEEBER, LINDA	O
7089	099	GU	NURS	992	110	TBA	TBA	TBA			1	1	PIVEN, MARY LYN	C
7090	099	GU	NURS	992	111	TBA	TBA	TBA			0	5	DURHAM, CAROL	O
7091	099	GU	NURS	992	112	TBA	TBA	TBA			0	5	JONES, CHERYL	O
7092	099	GU	NURS	992	113	TBA	TBA	TBA			0	1	CARLSON, BARBAR	O
7093	099	GU	NURS	992	115	TBA	TBA	TBA			0	2	DIECKMANN, JANN	O
7094	099	GU	NURS	992	117	TBA	TBA	TBA			0	1	MCCARTHY, REGIN	O
7095	099	GU	NURS	992	118	TBA	TBA	TBA			1	1	ESPOSITO, NOREE	C
7096	099	GU	NURS	992	120	TBA	TBA	TBA			0	1	VAN RIPER, MARC	O
7097	099	GU	NURS	992	121	TBA	TBA	TBA			0	3	RAPHAEL-GRIMM,	O
7098	099	GU	NURS	992	122	TBA	TBA	TBA			0	3	BARKSDALE, DEBR	O
7099	099	GU	NURS	992	124	TBA	TBA	TBA			0	1	MARK, BARBARA	O
7100	099	GU	NURS	992	125	TBA	TBA	TBA			0	1	BRUNSSEN, SUSAN	O
7101	099	GU	NURS	992	126	TBA	TBA	TBA			1	3	SOLTIS-JARRETT,	O
7102	099	GU	NURS	992	127	TBA	TBA	TBA			0	4	HARWOOD, ELAINE	O
7103	099	GU	NURS	992	128	TBA	TBA	TBA			0	4	NASIR, LAURA C	O
7104	099	GU	NURS	992	130	TBA	TBA	TBA			0	3	BERRY, DIANE	O
7105	099	GU	NURS	992	131	TBA	TBA	TBA			2	3	JACOBSON VANN,	O
7106	099	GU	NURS	992	132	TBA	TBA	TBA			0	1	HAVENS, DONNA	O
7107	099	GU	NURS	994	004	TBA	TBA	TBA			2	5	FOGEL, C	O
7108	099	GU	NURS	994	006	TBA	TBA	TBA			2	3	PALMER, MARY	O
7109	099	GU	NURS	994	013	TBA	TBA	TBA			0	1	NEELON, VIRGINI	O
7110	099	GU	NURS	994	023	TBA	TBA	TBA			0	5	DALTON, J A	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
7111	099	GU	NURS	994	045	TBA	TBA	TBA			1	1	THOYRE, SUZANNE	C
7112	099	GU	NURS	994	049	TBA	TBA	TBA			0	5	GERMINO, B	O
7113	099	GU	NURS	994	052	TBA	TBA	TBA			0	5	MILES, M	O
7114	099	GU	NURS	994	060	TBA	TBA	TBA			0	5	HOLDITCH-DAV, D	O
7115	099	GU	NURS	994	064	TBA	TBA	TBA			3	3	SANDELOWSKI, M	C
7116	099	GU	NURS	994	079	TBA	TBA	TBA			0	1	HALLORAN, E	O
7117	099	GU	NURS	994	082	TBA	TBA	TBA			2	5	MISHEL, M	O
7118	099	GU	NURS	994	084	TBA	TBA	TBA			1	1	LYNN, MARY	C
7119	099	GU	NURS	994	099	TBA	TBA	TBA			0	1	SKELLY, ANNE	O
7120	099	GU	NURS	994	103	TBA	TBA	TBA			3	5	KJERVIK, DIANE	O
7121	099	GU	NURS	994	108	TBA	TBA	TBA			0	1	YEO, SEONAE	O
7122	099	GU	NURS	994	109	TBA	TBA	TBA			2	3	BEEBER, LINDA	O
7123	099	GU	NURS	994	112	TBA	TBA	TBA			2	3	JONES, CHERYL	O
7124	099	GU	NURS	994	113	TBA	TBA	TBA			2	3	CARLSON, BARBAR	O
7125	099	GU	NURS	994	118	TBA	TBA	TBA			1	3	ESPOSITO, NOREE	O
7126	099	GU	NURS	994	120	TBA	TBA	TBA			2	3	VAN RIPER, MARC	O
7127	099	GU	NURS	994	122	TBA	TBA	TBA			1	3	BARKSDALE, DEBR	O
7128	099	GU	NURS	994	124	TBA	TBA	TBA			0	3	MARK, BARBARA	O
7129	099	GU	NURS	994	130	TBA	TBA	TBA			1	1	BERRY, DIANE	C
7130	099	GU	NURS	994	131	TBA	TBA	TBA			1	1	JACOBSON VANN,	C
7131	099	GU	NURS	994	132	TBA	TBA	TBA			4	5	HAVENS, DONNA	O
7132	099	GU	NURS	613I	960	TBA	TBA	TBA			0	20	BAILLIARD, ANTO	O
7133	099	GU	NURS	613I	974	TBA	TBA	TBA			0	25	BAILLIARD, ANTO	O
7134	099	GU	NURS	613I	01W	TBA	TBA	TBA			6	25	BAILLIARD, ANTO	O
7135	099	GU	NURS	615I	960	TBA	TBA	TBA			0	20	BAILLIARD, ANTO	O
7136	099	GU	NURS	615I	974	TBA	TBA	TBA			0	25	BAILLIARD, ANTO	O
7137	099	GU	NURS	615I	01W	TBA	TBA	TBA			0	25	BAILLIARD, ANTO	O
7138	099	GU	NURS	691H	001	TBA	TBA	TBA			5	20	FOSTER, B	O
7139	099	GU	NURS	692H	001	TBA	TBA	TBA			4	20	FOSTER, B	O
7140	099	GU	NURS	782I	001	T	0500PM	0800PM	BE	0116	0	4	ZIMMERMAN, SHER	O
7141	099	GU	NUTR	240	001	MWF	1100AM	1150AM	RO	0133	112	115	STYBLO, MIROSLA	O
7142	099	GU	NUTR	295	001	TBA	TBA	TBA			1	5		O
7143	099	GU	NUTR	295	017	TBA	TBA	TBA			1	5	POPKIN, B M	O
7144	099	GU	NUTR	295	033	TBA	TBA	TBA			2	5	MAYER-DAVIS, BE	O
7145	099	GU	NUTR	295	034	TBA	TBA	TBA			2	5	ADAIR, LINDA	O
7146	099	GU	NUTR	295	038	TBA	TBA	TBA			1	5	ZEISEL, S H	O
7147	099	GU	NUTR	295	039	TBA	TBA	TBA			1	5	COLEMAN, R	O
7148	099	GU	NUTR	295	041	TBA	TBA	TBA			1	5	AMMERMAN, A	O
7149	099	GU	NUTR	295	055	TBA	TBA	TBA			1	5	SWENBERG, J A	O
7150	099	GU	NUTR	295	057	TBA	TBA	TBA			1	5	CAMPBELL, MARCI	O
7151	099	GU	NUTR	295	058	TBA	TBA	TBA			1	5	DACOSTA, KERRY-	O
7152	099	GU	NUTR	295	062	TBA	TBA	TBA			1	5	SIEGA-RIZ, ANNA	O
7153	099	GU	NUTR	295	067	TBA	TBA	TBA			0	5	BENTLEY, MARGAR	O
7154	099	GU	NUTR	295	069	TBA	TBA	TBA			0	5	LUND, P K	O
7155	099	GU	NUTR	295	070	TBA	TBA	TBA			5	5	BECK, MELINDA	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
7156	099	GU	NUTR	295	072	TBA	TBA	TBA			0	5	STYBLO, MIROSLA	O
7157	099	GU	NUTR	295	077	TBA	TBA	TBA			1	5	MAEDA, N	O
7158	099	GU	NUTR	295	078	TBA	TBA	TBA			0	5	GORDON-LARSEN,	O
7159	099	GU	NUTR	295	079	TBA	TBA	TBA			2	5	WARD, DIANNE S.	O
7160	099	GU	NUTR	295	081	TBA	TBA	TBA			0	5	SATIA, JESSIE	O
7161	099	GU	NUTR	295	086	TBA	TBA	TBA			1	5	SAMUEL-HODGE, C	O
7162	099	GU	NUTR	295	087	TBA	TBA	TBA			0	5	FISCHER, LESLIE	O
7163	099	GU	NUTR	295	088	TBA	TBA	TBA			1	5	COMBS, TERRY	O
7164	099	GU	NUTR	295	090	TBA	TBA	TBA			1	5	POMP, DANIEL	O
7165	099	GU	NUTR	295	095	TBA	TBA	TBA			1	5	TATE, DEBORAH	O
7166	099	GU	NUTR	295	096	TBA	TBA	TBA			0	5	HE, KA	O
7167	099	GU	NUTR	295	098	TBA	TBA	TBA			2	5	BULIK, CINDY	O
7168	099	GU	NUTR	600	001	MTR	0800AM	0850AM	RO	0235	35	55	COMBS, TERRY	O
7169	099	GU	NUTR	611	001	TR	0200PM	0315PM	MC	1304	38	44	GORDON-LARSEN,	O
7170	099	GU	NUTR	630	001	MWF	0900AM	0950AM	RO	0235	20	35	HOLLIDAY, AMAND	O
7171	099	GU	NUTR	650	001	M	0330PM	0515PM	RO	0235	18	30	HOLLIDAY, AMAND	O
7172	099	GU	NUTR	680	001	M	0200PM	0350PM	RO	0235	0	40	HAVALA, SUZANNE	X
7173	099	GU	NUTR	695	005	TBA	TBA	TBA			0	5		O
7174	099	GU	NUTR	695	033	TBA	TBA	TBA			1	5	MAYER-DAVIS, BE	O
7175	099	GU	NUTR	695	041	TBA	TBA	TBA			3	5	AMMERMAN, ALICE	O
7176	099	GU	NUTR	695	056	TBA	TBA	TBA			1	5	STEVENS, J	O
7177	099	GU	NUTR	695	062	TBA	TBA	TBA			0	5	SIEGA-RIZ	O
7178	099	GU	NUTR	695	070	TBA	TBA	TBA			0	5	BECK, MELINDA	O
7179	099	GU	NUTR	695	072	TBA	TBA	TBA			1	5	STYBLO, MIROSLA	O
7180	099	GU	NUTR	695	087	TBA	TBA	TBA			1	5	FISCHER, LESLIE	O
7181	099	GU	NUTR	695	098	TBA	TBA	TBA			0	5	BULIK, CYNTHIA	O
7182	099	GU	NUTR	695	099	TBA	TBA	TBA			2	5	HOLLIDAY, AMAND	O
7183	099	GU	NUTR	696	001	TBA	TBA	TBA			0	5		O
7184	099	GU	NUTR	696	041	TBA	TBA	TBA			1	5	AMMERMAN, ALICE	O
7185	099	GU	NUTR	696	056	TBA	TBA	TBA			1	5	STEVENS, J	O
7186	099	GU	NUTR	696	079	TBA	TBA	TBA			1	5	WARD, DIANNE S.	O
7187	099	GU	NUTR	700	001	TBA	TBA	TBA			6	10	KOHLMEIER, MART	O
7188	099	GU	NUTR	710	001	TBA	TBA	TBA			0	5	HOLLIDAY, AMAND	O
7189	099	GU	NUTR	720	001	F	1100AM	0150PM	RO	0235	18	25	SAMUEL-HODGE, C	O
7190	099	GU	NUTR	730	005	TBA	TBA	TBA			3	10	SWITZER, B R	O
7191	099	GU	NUTR	735	001	TBA	TBA	TBA			0	5	KELSEY, KRISTIN	O
7192	099	GU	NUTR	745	001	M	0900AM	1150AM	MC	1305	0	25	ADAIR, LINDA	X
7193	099	GU	NUTR	785	001	TBA	TBA	TBA			4	10		O
7194	099	GU	NUTR	811	001	W	0900AM	1150AM	XX	XX	1	5	TATE, DEBORAH	O
7195	099	GU	NUTR	818	001	T	0500PM	0620PM	XX	XX	4	8	ADAIR, LINDA	O
7196	099	GU	NUTR	818	001	M	0900AM	1020AM	XX	XX	4	8	ADAIR, LINDA	O
7197	099	GU	NUTR	862	001	R	1100AM	1250PM	RO	0241	8	15	NICULESCU, MIHA	O
7198	099	GU	NUTR	875	001	W	0200PM	0350PM	RO	0241	17	20	AMMERMAN, ALICE	O
7199	099	GU	NUTR	880	001	M	0200PM	0450PM	MC	2213	9	16	WARD, DIANNE S.	O
7200	099	GU	NUTR	885	001	M	0100PM	0150PM	MC	2213	15	30	ADAIR, L	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
7201	099	GU	NUTR	910	005	TBA	TBA	TBA			0	5		O
7202	099	GU	NUTR	910	017	TBA	TBA	TBA			3	7	POPKIN, B M	O
7203	099	GU	NUTR	910	033	TBA	TBA	TBA			1	5	MAYER-DAVIS, BE	O
7204	099	GU	NUTR	910	034	TBA	TBA	TBA			0	5	ADAIR, L	O
7205	099	GU	NUTR	910	038	TBA	TBA	TBA			1	5	ZEISEL, S H	O
7206	099	GU	NUTR	910	039	TBA	TBA	TBA			2	5	COLEMAN, R	O
7207	099	GU	NUTR	910	041	TBA	TBA	TBA			5	5	AMMERMAN, A	C
7208	099	GU	NUTR	910	056	TBA	TBA	TBA			0	5	STEVENS, J	O
7209	099	GU	NUTR	910	057	TBA	TBA	TBA			2	5	CAMPBELL, M	O
7210	099	GU	NUTR	910	062	TBA	TBA	TBA			1	5	SIEGA-RIZ, ANNA	O
7211	099	GU	NUTR	910	067	TBA	TBA	TBA			1	5	BENTLEY, MARGAR	O
7212	099	GU	NUTR	910	069	TBA	TBA	TBA			0	5	LUND, P K	O
7213	099	GU	NUTR	910	070	TBA	TBA	TBA			1	5	BECK, MELINDA	O
7214	099	GU	NUTR	910	072	TBA	TBA	TBA			1	5	STYBLO, MIROSLA	O
7215	099	GU	NUTR	910	077	TBA	TBA	TBA			0	5	MAEDA, N	O
7216	099	GU	NUTR	910	078	TBA	TBA	TBA			0	5	GORDON-LARSEN,	O
7217	099	GU	NUTR	910	079	TBA	TBA	TBA			1	5	WARD, DIANNE S.	O
7218	099	GU	NUTR	910	088	TBA	TBA	TBA			0	5	COMBS, TERRY	O
7219	099	GU	NUTR	910	090	TBA	TBA	TBA			0	5	POMP, DANIEL	O
7220	099	GU	NUTR	910	095	TBA	TBA	TBA			2	5	TATE, DEBORAH	O
7221	099	GU	NUTR	910	098	TBA	TBA	TBA			1	5	BULIK, CYNTHIA	O
7222	099	GU	NUTR	920	001	TBA	TBA	TBA			0	5		O
7223	099	GU	NUTR	920	038	TBA	TBA	TBA			1	5	ZEISEL, S H	O
7224	099	GU	NUTR	920	039	TBA	TBA	TBA			3	5	COLEMAN, R	O
7225	099	GU	NUTR	920	058	TBA	TBA	TBA			1	5	DACOSTA, KERRY-	O
7226	099	GU	NUTR	920	070	TBA	TBA	TBA			2	5	BECK, MELINDA	O
7227	099	GU	NUTR	920	077	TBA	TBA	TBA			1	5	MAEDA, N	O
7228	099	GU	NUTR	992	032	TBA	TBA	TBA			1	5	HAINES, PAMELA	O
7229	099	GU	NUTR	992	033	TBA	TBA	TBA			0	5	MAYER-DAVIS, BE	O
7230	099	GU	NUTR	992	062	TBA	TBA	TBA			0	5	SIEGA-RIZ, ANNA	O
7231	099	GU	NUTR	992	086	TBA	TBA	TBA			1	5	SAMUEL-HODGE, C	O
7232	099	GU	NUTR	992	096	TBA	TBA	TBA			1	5	HE, KA	O
7233	099	GU	NUTR	993	039	TBA	TBA	TBA			0	5	COLEMAN, ROSALI	X
7234	099	GU	NUTR	993	072	TBA	TBA	TBA			0	5	STYBLO, MIROSLA	O
7235	099	GU	NUTR	994	001	TBA	TBA	TBA			0	5		O
7236	099	GU	NUTR	994	017	TBA	TBA	TBA			3	5	POPKIN, B M	O
7237	099	GU	NUTR	994	033	TBA	TBA	TBA			0	5	MAYER-DAVIS, BE	O
7238	099	GU	NUTR	994	034	TBA	TBA	TBA			1	5	ADAIR, L	O
7239	099	GU	NUTR	994	038	TBA	TBA	TBA			2	5	ZEISEL, S H	O
7240	099	GU	NUTR	994	039	TBA	TBA	TBA			1	5	COLEMAN, R	O
7241	099	GU	NUTR	994	041	TBA	TBA	TBA			4	5	AMMERMAN, A	O
7242	099	GU	NUTR	994	051	TBA	TBA	TBA			0	5	HACKNEY, A C	O
7243	099	GU	NUTR	994	056	TBA	TBA	TBA			2	5	STEVENS, J	O
7244	099	GU	NUTR	994	057	TBA	TBA	TBA			1	5	CAMPBELL, M	O
7245	099	GU	NUTR	994	062	TBA	TBA	TBA			2	5	SIEGA-RIZ, ANNA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
7246	099	GU	NUTR	994	067	TBA	TBA	TBA			1	5	BENTLEY, MARGAR	O
7247	099	GU	NUTR	994	069	TBA	TBA	TBA			0	5	LUND, P K	O
7248	099	GU	NUTR	994	070	TBA	TBA	TBA			1	5	BECK, MELINDA	O
7249	099	GU	NUTR	994	071	TBA	TBA	TBA			0	5	KELSEY, KRISTIN	O
7250	099	GU	NUTR	994	072	TBA	TBA	TBA			0	5	STYBLO, MIROSLA	O
7251	099	GU	NUTR	994	077	TBA	TBA	TBA			0	5	MAEDA, N	O
7252	099	GU	NUTR	994	078	TBA	TBA	TBA			1	5	GORDON-LARSEN,	O
7253	099	GU	NUTR	994	079	TBA	TBA	TBA			1	5	WARD, DIANNE S.	O
7254	099	GU	NUTR	994	081	TBA	TBA	TBA			0	5	SATIA, JESSIE	O
7255	099	GU	NUTR	994	086	TBA	TBA	TBA			0	5	SAMUEL-HODGE, C	O
7256	099	GU	NUTR	994	087	TBA	TBA	TBA			0	5	FISCHER, LESLIE	O
7257	099	GU	NUTR	994	088	TBA	TBA	TBA			0	5	COMBS, TERRY	O
7258	099	GU	NUTR	994	090	TBA	TBA	TBA			1	5	POMP, DANIEL	O
7259	099	GU	NUTR	994	095	TBA	TBA	TBA			0	5	TATE, DEBORAH	O
7260	099	GU	NUTR	994	096	TBA	TBA	TBA			0	5	HE, KA	O
7261	099	GU	NUTR	994	098	TBA	TBA	TBA			0	5	BULIK, CYNTHIA	O
7262	099	GU	NUTR	650L	001	M	0530PM	0830PM	RO	0241	8	15	MOJICA, ANGELO	O
7263	099	GU	NUTR	650L	002	T	0430PM	0730PM	RO	0241	10	15	MOJICA, ANGELO	O
7264	099	GU	NUTR	692H	001	TBA	TBA	TBA			0	5		O
7265	099	GU	OBIO	701	001	TBA	TBA	TBA			2	15	FLOOD, P M	O
7266	099	GU	OBIO	703	001	TBA	TBA	TBA			2	15	FLOOD, P M	O
7267	099	GU	OBIO	710	001	TBA	TBA	TBA			2	15	FLOOD, P M	O
7268	099	GU	OBIO	711	001	TBA	TBA	TBA			1	5	ARNOLD, R	O
7269	099	GU	OBIO	712	001	TBA	TBA	TBA			2	25	FLOOD, P M	O
7270	099	GU	OBIO	720	001	TBA	TBA	TBA			8	25	COOPER, L	O
7271	099	GU	OBIO	721	001	TBA	TBA	TBA			9	20	YAUMAUCHI, M	O
7272	099	GU	OBIO	722	001	TBA	TBA	TBA			9	20	ARNOLD, R	O
7273	099	GU	OBIO	730	001	TBA	TBA	TBA			2	20	YAUMAUCHI, M	O
7274	099	GU	OBIO	731	001	TBA	TBA	TBA			2	20	ARNOLD, R	O
7275	099	GU	OBIO	761	001	TBA	TBA	TBA			0	15	FLOOD, P M	O
7276	099	GU	OBIO	770	001	TBA	TBA	TBA			2	10		O
7277	099	GU	OBIO	772	001	TBA	TBA	TBA			0	15		O
7278	099	GU	OBIO	993	001	TBA	TBA	TBA			1	15	ARNOLD, R	O
7279	099	GU	OBIO	994	001	TBA	TBA	TBA			12	25	FLOOD, P M	O
7280	099	GU	OCCT	704	001	TBA	TBA	TBA			23	26	CUTCHIN, MALCOL	O
7281	099	GU	OCCT	718	001	TBA	TBA	TBA			21	26	WOMACK, J	O
7282	099	GU	OCCT	736	009	TBA	TBA	TBA			21	26	COPPOLA, SUSAN	O
7283	099	GU	OCCT	738	003	TBA	TBA	TBA			23	26	DICKIE, VIRGINI	O
7284	099	GU	OCCT	748	001	TBA	TBA	TBA			21	26	WAKEFORD, LINN	O
7285	099	GU	OCCT	826	001	TBA	TBA	TBA			21	26	DICKIE, VIRGINI	O
7286	099	GU	OCCT	828	001	TBA	TBA	TBA			22	26	HUMPHRY, R	O
7287	099	GU	OCCT	890	001	TBA	TBA	TBA			4	22	BOYD, BRIAN	O
7288	099	GU	OCCT	890	003	TBA	TBA	TBA			10	26	BARANEK, GRACE	O
7289	099	GU	OCCT	890	004	TBA	TBA	TBA			3	26	HUMPHRY, R	O
7290	099	GU	OCCT	890	008	TBA	TBA	TBA			3	26	CUTCHIN, MALCOL	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
7291	099	GU	OCCT	890	009	TBA	TBA	TBA			3	2	COPPOLA, SUSAN	C
7292	099	GU	OCCT	890	011	TBA	TBA	TBA			1	26	DICKIE, VIRGINI	O
7293	099	GU	OCCT	993	001	TBA	TBA	TBA			0	26		O
7294	099	GU	OCCT	720A	001	TBA	TBA	TBA			0	25	COPPOLA, SUSAN	O
7295	099	GU	OCCT	720B	002	TBA	TBA	TBA			1	25	COPPOLA, SUSAN	O
7296	099	GU	OCSC	844	001	R	0200PM	0500PM			3	8	HUMPHRY, R	O
7297	099	GU	OCSC	850	001	TBA	TBA	TBA			1	25	BARANEK, GRACE	O
7298	099	GU	OCSC	890	002	TBA	TBA	TBA			13	20	BARANEK, GRACE	O
7299	099	GU	OCSC	890	011	T	0300PM	0600PM	XX	XX	3	8	DICKIE, VIRGINI	O
7300	099	GU	OCSC	994	001	TBA	TBA	TBA			0	2		O
7301	099	GU	OCSC	994	003	TBA	TBA	TBA			0	15	BARANEK, GRACE	O
7302	099	GU	OCSC	994	004	TBA	TBA	TBA			0	15	HUMPHRY, R	O
7303	099	GU	OCSC	994	005	TBA	TBA	TBA			0	15	CUTCHIN, MALCOL	O
7304	099	GU	OCSC	994	011	TBA	TBA	TBA			2	15	DICKIE, VIRGINI	O
7305	099	GU	OMSU	707	001	M	0100PM	0450PM			0	26	KERNICK, EDWARD	O
7306	099	GU	OMSU	720	001	TBA	TBA	TBA			6	30	ECKEL, STEPHEN	O
7307	099	GU	OPER	993	001	TBA	TBA	TBA			2	5	HEYMANN, H O	O
7308	099	GU	OPER	701A	001	TBA	TBA	TBA			2	15	RITTER, ANDRE	O
7309	099	GU	OPER	701C	001	TBA	TBA	TBA			2	15	PEREIRA, PATRIC	O
7310	099	GU	OPER	702A	001	TBA	TBA	TBA			2	15	PEREIRA, PATRIC	O
7311	099	GU	OPER	702C	001	TBA	TBA	TBA			2	15	PEREIRA, PATRIC	O
7312	099	GU	OPER	703A	001	TBA	TBA	TBA			0	20		O
7313	099	GU	OPER	703B	001	TBA	TBA	TBA			0	20		O
7314	099	GU	OPER	705A	001	TBA	TBA	TBA			0	20		O
7315	099	GU	OPER	705B	001	TBA	TBA	TBA			2	20		O
7316	099	GU	OPER	736A	001	TBA	TBA	TBA			5	15	BAYNE, S C	O
7317	099	GU	OPER	790A	001	TBA	TBA	TBA			2	15	HEYMANN, H O	O
7318	099	GU	OPER	790C	001	TBA	TBA	TBA			0	15	HEYMANN, H O	O
7319	099	GU	OPER	790D	001	TBA	TBA	TBA			2	15	HEYMANN, H O	O
7320	099	GU	OPER	903A	001	TBA	TBA	TBA			2	15	HEYMANN, H O	O
7321	099	GU	ORAD	704	001	TBA	TBA	TBA			2	15	LUDLOW, J	O
7322	099	GU	ORAD	707	001	TBA	TBA	TBA			4	15	TYNDALL, D A	O
7323	099	GU	ORAD	802	001	TBA	TBA	TBA			4	10	TYNDALL, D A	O
7324	099	GU	ORAD	960	001	TBA	TBA	TBA			0	15	TYNDALL, D A	O
7325	099	GU	ORAD	993	001	TBA	TBA	TBA			3	15		O
7326	099	GU	ORPA	762	001	TBA	TBA	TBA			12	20	CURRAN, ALICE	O
7327	099	GU	ORPA	811	001	TBA	TBA	TBA			0	15	PADILLA, RICARD	O
7328	099	GU	ORPA	812	001	TBA	TBA	TBA			0	15	PADILLA, RICARD	O
7329	099	GU	ORPA	813	001	TBA	TBA	TBA			0	999	PADILLA, RICARD	O
7330	099	GU	ORPA	821	001	TBA	TBA	TBA			0	15	PADILLA, RICARD	O
7331	099	GU	ORPA	822	001	TBA	TBA	TBA			0	15	PADILLA, RICARD	O
7332	099	GU	ORPA	823	001	TBA	TBA	TBA			0	999	PADILLA, RICARD	O
7333	099	GU	ORPA	901	001	TBA	TBA	TBA			0	15	PADILLA, RICARD	O
7334	099	GU	ORPA	993	001	TBA	TBA	TBA			1	15	PADILLA, RICARD	O
7335	099	GU	ORTH	801	001	TBA	TBA	TBA			10	15	HERSHEY, H G	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
7336	099	GU	ORTH	806	001	TBA	TBA	TBA			10	15	HERSHEY, H G	O
7337	099	GU	ORTH	815	001	TBA	TBA	TBA			10	20	TROTMAN, CARROL	O
7338	099	GU	ORTH	820	001	TBA	TBA	TBA			6	20	BEANE, R A	O
7339	099	GU	ORTH	993	001	TBA	TBA	TBA			6	10	BAILEY, L	O
7340	099	GU	ORTH	802A	001	TBA	TBA	TBA			6	10	PROFFIT, W R	O
7341	099	GU	ORTH	803A	001	TBA	TBA	TBA			10	15	TULLOCH, CAMILL	O
7342	099	GU	ORTH	805A	001	TBA	TBA	TBA			6	15	BAILEY, L	O
7343	099	GU	ORTH	805C	001	TBA	TBA	TBA			6	6	BAILEY, L	C
7344	099	GU	ORTH	809A	001	TBA	TBA	TBA			4	5	KOROLUK, LORNE	O
7345	099	GU	ORTH	809C	001	TBA	TBA	TBA			4	25	KOROLUK, LORNE	O
7346	099	GU	ORTH	901B	001	TBA	TBA	TBA			6	15	BAILEY, L	O
7347	099	GU	ORTS	400X	002	TBA	TBA	TBA			0	10		X
7348	099	MD	ORTS	400X	002	TBA	TBA	TBA			2	10		O
7349	099	MD	ORTS	400X	003	TBA	TBA	TBA			0	10		O
7350	099	GU	ORTS	400X	003	TBA	TBA	TBA			0	10		X
7351	099	GU	ORTS	400X	004	TBA	TBA	TBA			0	10		X
7352	099	MD	ORTS	400X	004	TBA	TBA	TBA			0	10		O
7353	099	MD	OTOL	400X	002	TBA	TBA	TBA			0	10		O
7354	099	GU	OTOL	400X	002	TBA	TBA	TBA			0	10		X
7355	099	MD	OTOL	400X	003	TBA	TBA	TBA			0	10		O
7356	099	GU	PATH	128	001	MWF	0300PM	0350PM	PE	0306	15	16	REISNER, H M	O
7357	099	GU	PATH	426	001	MWF	1000AM	1050AM	BI	0103	6	10	CHURCH, F C	O
7358	099	GU	PATH	713	001	MF	1100AM	1150AM	BN	2035	25	25	WOLBERG, A S	C
7359	099	GU	PATH	713	001	W	1100AM	1150AM	BN	2020	25	25	WOLBERG, A S	C
7360	099	GU	PATH	750	001	TBA	TBA	TBA			1	10	GRAVES, LEE M	O
7361	099	GU	PATH	801	001	T	0200PM	0500PM	MD	0238	6	25	VAZIRI, CYRUS	O
7362	099	GU	PATH	900	001	TBA	TBA	TBA			5	25	COLEMAN, W B	O
7363	099	GU	PATH	993	001	TBA	TBA	TBA			1	5		O
7364	099	GU	PATH	994	001	TBA	TBA	TBA			18	20	COLEMAN, W B	O
7365	099	GU	PATH	714L	400	W	0100PM	0330PM	WB	0B1A	22	15	GODFREY, VIRGIN	C
7366	099	GU	PEDO	800A	001	TBA	TBA	TBA			4	5	ROBERTS, M W	O
7367	099	GU	PEDO	800C	001	TBA	TBA	TBA			4	5	ROBERTS, M W	O
7368	099	GU	PEDO	801A	001	TBA	TBA	TBA			4	25	VANN, W F	O
7369	099	GU	PEDO	801C	001	TBA	TBA	TBA			4	25	VANN, W F	O
7370	099	GU	PEDO	803A	001	TBA	TBA	TBA			4	5	LEE, JESSICA	O
7371	099	GU	PEDO	803C	001	TBA	TBA	TBA			4	5	VANN, W F	O
7372	099	GU	PEDO	804A	001	TBA	TBA	TBA			4	5	VANN, W F	O
7373	099	GU	PEDO	804C	001	TBA	TBA	TBA			4	25		O
7374	099	GU	PEDO	806A	001	TBA	TBA	TBA			4	15		O
7375	099	GU	PEDO	806C	001	TBA	TBA	TBA			4	15		O
7376	099	GU	PERI	710	001	TBA	TBA	TBA			3	10	PAQUETTE, DAVID	O
7377	099	GU	PERI	711	001	TBA	TBA	TBA			3	30	PAQUETTE, DAVID	O
7378	099	GU	PERI	721	001	TBA	TBA	TBA			3	15	WILLIAMS, RAY C	O
7379	099	GU	PERI	723	001	TBA	TBA	TBA			3	15		O
7380	099	GU	PERI	731	001	TBA	TBA	TBA			3	15	WILLIAMS, RAY C	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
7381	099	GU	PERI	761	001	TBA	TBA	TBA			3	15		O
7382	099	GU	PERI	820	001	TBA	TBA	TBA			8	30	MORIARTY, J D	O
7383	099	GU	PERI	890	001	TBA	TBA	TBA			3	10	PAQUETTE, DAVID	O
7384	099	GU	PERI	891	001	TBA	TBA	TBA			3	15	WILLIAMS, RAY C	O
7385	099	GU	PERI	892	001	TBA	TBA	TBA			3	10	PAQUETTE, DAVID	O
7386	099	GU	PERI	993	001	TBA	TBA	TBA			4	5		O
7387	099	GU	PHCO	701	001	MW	0900AM	0950AM			20	20	WANG, ZEFENG	C
7388	099	GU	PHCO	707	001	MWF	0900AM	0950AM			0	2	SWENBERG, J A	X
7389	099	GU	PHCO	725	001	TBA	TBA	TBA			0	10	HARDEN, T K	O
7390	099	GU	PHCO	730	001	R	1000AM	1150AM			15	11	COX, A	C
7391	099	GU	PHCO	750	001	TBA	TBA	TBA			0	35	GRAVES, LEE M	O
7392	099	GU	PHCO	901	001	TBA	TBA	TBA			13	20	HARDEN, T K	O
7393	099	GU	PHCO	993	001	TBA	TBA	TBA			1	6	NICHOLAS, R A	O
7394	099	GU	PHCO	994	001	TBA	TBA	TBA			3	3	NICHOLAS, R A	C
7395	099	GU	PHCO	994	037	TBA	TBA	TBA			3	2	HARDEN, T K	C
7396	099	GU	PHCO	994	042	TBA	TBA	TBA			2	2	MCCARTHY, K D	C
7397	099	GU	PHCO	994	052	TBA	TBA	TBA			0	2	MAILMAN, R B	O
7398	099	GU	PHCO	994	057	TBA	TBA	TBA			1	1	KOLE, R	C
7399	099	GU	PHCO	994	074	TBA	TBA	TBA			3	5	DER, C	O
7400	099	GU	PHCO	994	077	TBA	TBA	TBA			1	3	SAMULSKI, RICHA	O
7401	099	GU	PHCO	994	089	TBA	TBA	TBA			1	5	GRAVES, LEE M	O
7402	099	GU	PHCO	994	090	TBA	TBA	TBA			2	5	COX, A	O
7403	099	GU	PHCO	994	100	TBA	TBA	TBA			1	5	SONDEK, JOHN	O
7404	099	GU	PHCO	994	111	TBA	TBA	TBA			1	5	SIDEROVSKI, DAV	O
7405	099	GU	PHCO	994	124	TBA	TBA	TBA			2	5	JOHNSON, GARY L	O
7406	099	GU	PHCO	994	125	TBA	TBA	TBA			1	5	POLLEUX, FRANCK	O
7407	099	GU	PHCO	994	126	TBA	TBA	TBA			2	5	HAHN, KLAUS	O
7408	099	GU	PHCO	994	127	TBA	TBA	TBA			2	5	DOHLMAN, HENRI	O
7409	099	GU	PHCO	994	128	TBA	TBA	TBA			2	5	BLANCAFORT, P	O
7410	099	GU	PHCO	994	130	TBA	TBA	TBA			3	5	ROTH, B.	O
7411	099	GU	PHCO	994	131	TBA	TBA	TBA			0	5	WANG, ZEFENG	O
7412	099	GU	PHCO	994	132	TBA	TBA	TBA			1	5	WHITEHURST, ANG	O
7413	099	GU	PHCO	994	133	TBA	TBA	TBA			0	5	ELSTON, TIMOTHY	O
7414	099	GU	PHCO	722A	001	MWF	1000AM	1150AM			0	2	STUART, A E	O
7415	099	GU	PHCO	722B	001	MWF	1000AM	1150AM			0	2	STUART, A E	O
7416	099	GU	PHCO	722C	001	MWF	1000AM	1150AM			0	2	STUART, A E	O
7417	099	GU	PHCY	203	001	MW	1100AM	1150AM	KE	1001	142	150	PERSKY, ADAM M	O
7418	099	GU	PHCY	203	001	F	1000AM	1150AM	KE	1001	142	150	PERSKY, ADAM M	O
7419	099	GU	PHCY	203	965	MW	1100AM	1150AM	KE	1001	11	16	PERSKY, ADAM M	O
7420	099	GU	PHCY	203	965	F	1000AM	1150AM	KE	1001	11	16	PERSKY, ADAM M	O
7421	099	GU	PHCY	410	001	MW	0800AM	0915AM	KE	1001	142	160	CHO, M	O
7422	099	GU	PHCY	410	965	MW	0800AM	0915AM	KE	1001	11	16	CHO, M	O
7423	099	GU	PHCY	413	001	R	0300PM	0430PM	KE	1001	138	140	PERSKY, ADAM M	O
7424	099	GU	PHCY	413	001	W	0100PM	0415PM	KE	1001	138	140	PERSKY, ADAM M	O
7425	099	GU	PHCY	413	965	R	0300PM	0430PM	KE	1001	12	15	PERSKY, ADAM M	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
7426	099	GU	PHCY	413	965	W	0100PM	0415PM	KE	1001	12	15	PERSKY, ADAM M	O
7427	099	GU	PHCY	421	001	MW	0930AM	1045AM	KE	1001	137	150	LEE, ANDREW	O
7428	099	GU	PHCY	421	965	MW	0930AM	1045AM	KE	1001	11	16	LEE, ANDREW	O
7429	099	GU	PHCY	423	001	TR	1100AM	1150AM	KE	1001	138	145	SINGLETON, SCOT	O
7430	099	GU	PHCY	423	965	TR	1100AM	1150AM	KE	1001	9	13	SINGLETON, SCOT	O
7431	099	GU	PHCY	425	001	MW	0900AM	0950AM	KE	2001	134	140	LIU, JIAN	O
7432	099	GU	PHCY	425	965	MW	0900AM	0950AM	KE	2001	10	15	LIU, JIAN	O
7433	099	GU	PHCY	426	001	W	0100PM	0350PM			0	12	GOLBRAIKH, ALEX	O
7434	099	GU	PHCY	431	001	W	0100PM	0250PM	KE	2001	142	150	SLEATH, BETSY L	O
7435	099	GU	PHCY	431	965	W	0100PM	0250PM	KE	2001	11	15	SLEATH, BETSY L	O
7436	099	GU	PHCY	433	001	TR	0900AM	1050AM	KE	1001	138	139	BLALOCK, S	O
7437	099	GU	PHCY	433	965	TR	0900AM	1050AM	KE	1001	10	16	BLALOCK, S	O
7438	099	GU	PHCY	441	001	F	0100PM	0250PM			134	150	FERRERI, STEFAN	O
7439	099	GU	PHCY	441	965	F	0100PM	0250PM			10	15	FERRERI, STEFAN	O
7440	099	GU	PHCY	443	001	M	0100PM	0150PM			138	140	IVES, T J	O
7441	099	GU	PHCY	443	001	TR	0100PM	0250PM			138	140	IVES, T J	O
7442	099	GU	PHCY	443	965	M	0100PM	0150PM			9	13	IVES, T J	O
7443	099	GU	PHCY	443	965	TR	0100PM	0250PM			9	13	IVES, T J	O
7444	099	GU	PHCY	445	001	TR	0100PM	0250PM	KE	1001	138	140	WILLIAMS, D M	O
7445	099	GU	PHCY	445	001	M	0200PM	0250PM	KE	1001	138	140	WILLIAMS, D M	O
7446	099	GU	PHCY	445	965	TR	0100PM	0250PM	KE	1001	9	13	WILLIAMS, D M	O
7447	099	GU	PHCY	445	965	M	0200PM	0250PM	KE	1001	9	13	WILLIAMS, D M	O
7448	099	GU	PHCY	447	001	MWF	1000AM	1150AM	KE	2001	135	147	WALKO, CHRISTIN	O
7449	099	GU	PHCY	447	965	MWF	1000AM	1150AM	KE	2001	10	13	WALKO, CHRISTIN	O
7450	099	GU	PHCY	449	001	MWF	1000AM	1150AM	KE	2001	134	145	RAASCH, R H	O
7451	099	GU	PHCY	449	965	MWF	1000AM	1150AM	KE	2001	10	15	RAASCH, R H	O
7452	099	GU	PHCY	461	001	F	0900AM	0950AM	KE	1001	142	160	LEADON, KIM	O
7453	099	GU	PHCY	461	965	F	0900AM	0950AM	KE	1001	11	16	LEADON, KIM	O
7454	099	GU	PHCY	463	001	T	0300PM	0350PM	KE	2001	138	145	LEADON, KIM	O
7455	099	GU	PHCY	463	965	T	0300PM	0350PM	KE	2001	9	13	LEADON, KIM	O
7456	099	GU	PHCY	465	001	W	0800AM	0850AM	KE	2001	134	145	LEADON, KIM	O
7457	099	GU	PHCY	465	965	W	0800AM	0850AM	KE	2001	10	15	LEADON, KIM	O
7458	099	GU	PHCY	472	001	TBA	TBA	TBA			0	120	LEADON, KIM	O
7459	099	GU	PHCY	473	001	TBA	TBA	TBA			3	120	LEADON, KIM	O
7460	099	GU	PHCY	474	001	TBA	TBA	TBA			0	150	LEADON, KIM	O
7461	099	GU	PHCY	475	001	TBA	TBA	TBA			130	150	LEADON, KIM	O
7462	099	GU	PHCY	477	001	TBA	TBA	TBA			139	145	LEADON, KIM	O
7463	099	GU	PHCY	479	001	TBA	TBA	TBA			3	150	LEADON, KIM	O
7464	099	GU	PHCY	480	001	T	1200PM	1255PM	BE	0116	9	40	HANSEN, RICHARD	O
7465	099	GU	PHCY	481	001	TBA	TBA	TBA			3	140	LEADON, KIM	O
7466	099	GU	PHCY	801	001	T	0100PM	0150PM			20	35	DRESSLER, LYNN	O
7467	099	GU	PHCY	806	001	F	0900AM	0950AM	KE	2001	129	152	PERSKY, ADAM M	O
7468	099	GU	PHCY	806	965	F	0900AM	0950AM	KE	2001	10	13	PERSKY, ADAM M	O
7469	099	GU	PHCY	401L	401	T	0800AM	1200PM			48	48	DINKINS, MELISS	C
7470	099	GU	PHCY	401L	401	M	0100PM	0250PM	KE	2001	48	48	DINKINS, MELISS	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
7471	099	GU	PHCY	401L	402	R	0800AM	1200PM			48	48	DINKINS, MELISS	C
7472	099	GU	PHCY	401L	402	M	0100PM	0250PM	KE	2001	48	48	DINKINS, MELISS	C
7473	099	GU	PHCY	401L	403	R	0100PM	0500PM			46	50	DINKINS, MELISS	O
7474	099	GU	PHCY	401L	403	M	0100PM	0250PM	KE	2001	46	50	DINKINS, MELISS	O
7475	099	GU	PHCY	401L	961	T	0800AM	1200PM			11	15	DINKINS, MELISS	O
7476	099	GU	PHCY	401L	961	M	0100PM	0250PM	KE	2001	11	15	DINKINS, MELISS	O
7477	099	GU	PHCY	403L	401	W	0800AM	1200PM			50	50	DAVIS, T	C
7478	099	GU	PHCY	403L	401	M	0300PM	0350PM	KE	1001	50	50	DAVIS, T	C
7479	099	GU	PHCY	403L	402	F	0800AM	1200PM			50	50	DAVIS, T	C
7480	099	GU	PHCY	403L	402	M	0300PM	0350PM	KE	1001	50	50	DAVIS, T	C
7481	099	GU	PHCY	403L	403	F	0100PM	0500PM			38	46	DAVIS, T	O
7482	099	GU	PHCY	403L	403	M	0300PM	0350PM	KE	1001	38	46	DAVIS, T	O
7483	099	GU	PHCY	403L	961	W	0800AM	1200PM			9	10	DAVIS, T	O
7484	099	GU	PHCY	403L	961	M	0300PM	0350PM			9	10	DAVIS, T	O
7485	099	GU	PHCY	405L	401	M	0100PM	0500PM			48	49	STEGALL, JENNIF	O
7486	099	GU	PHCY	405L	401	F	0800AM	0850AM	KE	2001	48	49	STEGALL, JENNIF	O
7487	099	GU	PHCY	405L	402	T	0100PM	0500PM			38	40	STEGALL, JENNIF	O
7488	099	GU	PHCY	405L	402	F	0800AM	0850AM	KE	2001	38	40	STEGALL, JENNIF	O
7489	099	GU	PHCY	405L	403	W	0100PM	0500PM			48	49	STEGALL, JENNIF	O
7490	099	GU	PHCY	405L	403	F	0800AM	0850AM	KE	2001	48	49	STEGALL, JENNIF	O
7491	099	GU	PHCY	405L	961	F	0800AM	0850AM			10	15	STEGALL, JENNIF	O
7492	099	GU	PHCY	405L	961	M	0100PM	0500PM			10	15	STEGALL, JENNIF	O
7493	099	GU	PHCY	604I	001	T	0500PM	0800PM	BE	0116	10	10	ZIMMERMAN, SHER	C
7494	099	GU	PHCY	613I	974	TBA	TBA	TBA			0	25	BAILLIARD, ANTO	O
7495	099	GU	PHCY	613I	01W	TBA	TBA	TBA			9	26	BAILLIARD, ANTO	O
7496	099	GU	PHCY	615I	974	TBA	TBA	TBA			0	25	BAILLIARD, ANTO	O
7497	099	GU	PHCY	615I	01W	TBA	TBA	TBA			0	25	BAILLIARD, ANTO	O
7498	099	GU	PHIL	055	001	R	0930AM	1215PM	HO	0207	20	20	SIMMONS, K E	C
7499	099	GU	PHIL	078	001	T	0930AM	1150AM	HO	0106	24	24	PRESTON, RYAN C	C
7500	099	GU	PHIL	089	001	TR	1230PM	0145PM	MU	0314	24	24	LESHER, JAMES	C
7501	099	GU	PHIL	101	001	MWF	0800AM	0850AM	CW	0103	0	36	PRISELAC, MATTH	X
7502	099	GU	PHIL	101	002	TR	0800AM	0915AM	CW	0103	0	36	PARRA, JOHN MAT	X
7503	099	GU	PHIL	101	003	TR	1230PM	0145PM	CW	0103	36	36	SMITH, MODIE C	C
7504	099	GU	PHIL	101	004	TR	1230PM	0145PM	GL	0319	39	38	SALMIERI, GREGO	C
7505	099	GU	PHIL	101	998	TBA	TBA	TBA			0	999		O
7506	099	GU	PHIL	101	999	TBA	TBA	TBA			0	999		O
7507	099	GU	PHIL	110	001	TR	1100AM	1215PM	BI	0208	34	35	FALKENBERG, DAN	O
7508	099	GU	PHIL	112	001	TR	0930AM	1045AM	BI	0301	43	40	LOEW, CHRISTIAN	C
7509	099	GU	PHIL	112	002	MWF	1000AM	1050AM	MU	0105	40	40	SONG, YUJIA	C
7510	099	GU	PHIL	112	601	F	1200PM	1250PM	CW	0103	0	25		X
7511	099	GU	PHIL	112	602	F	0100PM	0150PM	CW	0103	0	25		X
7512	099	GU	PHIL	112	603	F	1200PM	1250PM	PE	0216	0	25		X
7513	099	GU	PHIL	112	604	F	0100PM	0150PM	PE	0216	0	25		X
7514	099	GU	PHIL	112	605	F	1200PM	1250PM	DA	0101	0	25		X
7515	099	GU	PHIL	112	606	F	0100PM	0150PM	GL	0317	0	25		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
7516	099	GU	PHIL	112	607	F	1200PM	1250PM	PH	0212	0	25		X
7517	099	GU	PHIL	112	608	F	1100AM	1150AM	PE	0216	0	25		X
7518	099	GU	PHIL	134	001	TR	0930AM	1045AM	BI	0101	40	40	BORDNER, SETH	C
7519	099	GU	PHIL	134	951	MW	0600PM	0715PM	GL	0222	43	40	CONNOLLY, PATRI	C
7520	099	GU	PHIL	145	001	TR	1230PM	0145PM	PE	0216	0	30		X
7521	099	GU	PHIL	154	001	TR	0330PM	0445PM	HO	0203	37	40	FROST, DAVID JA	O
7522	099	GU	PHIL	155	001	MWF	0800AM	0850AM	PE	0218	47	50	LIU, CATHAY	O
7523	099	GU	PHIL	155	002	TR	1100AM	1215PM	PE	0311	52	45	PETTIT, DEAN	C
7524	099	GU	PHIL	155	003	TR	0200PM	0315PM	HN	0125	28	25	SIMMONS, K E	C
7525	099	GU	PHIL	155	990	TBA	TBA	TBA			6	10	HOFWEBER, T	O
7526	099	GU	PHIL	160	001	MW	1000AM	1050AM	GC	1015	213	216	SAYRE MCCORD, G	O
7527	099	GU	PHIL	160	002	MWF	0800AM	0850AM	DE	0304	38	40	SIAS, JAMES MON	O
7528	099	GU	PHIL	160	003	MW	0100PM	0215PM	PE	0216	36	36	CROOKSTON, EMIL	C
7529	099	GU	PHIL	160	004	MWF	0100PM	0150PM	CW	0103	0	0		X
7530	099	GU	PHIL	160	601	F	1000AM	1050AM	PE	0216	27	27	NOLFI, KATHERIN	C
7531	099	GU	PHIL	160	602	F	1100AM	1150AM	AL	0205	27	27	SHARADIN, NATHA	C
7532	099	GU	PHIL	160	603	F	1000AM	1050AM	CW	0103	25	27	LAYMAN, DANIEL	O
7533	099	GU	PHIL	160	604	F	1100AM	1150AM	MT	0009	26	27	FARENNIKOVA, AN	O
7534	099	GU	PHIL	160	605	F	1000AM	1050AM	PH	0212	27	27	FARENNIKOVA, AN	C
7535	099	GU	PHIL	160	606	F	0900AM	0950AM	PE	0216	27	27	LAYMAN, DANIEL	C
7536	099	GU	PHIL	160	607	F	1000AM	1050AM	GA	0001	25	27	SHARADIN, NATHA	O
7537	099	GU	PHIL	160	608	F	0900AM	0950AM	CW	0103	25	27	NOLFI, KATHERIN	O
7538	099	GU	PHIL	163	001	MWF	0300PM	0350PM	PE	0216	0	0		X
7539	099	GU	PHIL	163	002	MWF	0800AM	0850AM	CW	0105	0	40		X
7540	099	GU	PHIL	165	001	MW	1000AM	1050AM	WI	0107	97	97	PRESTON, RYAN C	C
7541	099	GU	PHIL	165	601	F	1000AM	1050AM	MT	0205	25	25	TIBERIO, ANTHON	C
7542	099	GU	PHIL	165	602	F	1000AM	1050AM	PH	0222	25	25	SAURET, WESLEY	C
7543	099	GU	PHIL	165	603	F	1100AM	1150AM	GA	0001	25	25	SAURET, WESLEY	C
7544	099	GU	PHIL	165	604	F	0900AM	0950AM	PH	0222	20	25	TIBERIO, ANTHON	O
7545	099	GU	PHIL	165	851	TBA	TBA	TBA			0	999		O
7546	099	GU	PHIL	165	990	TBA	TBA	TBA			10	10	ROSS, AMBER M	C
7547	099	GU	PHIL	170	001	MWF	1000AM	1050AM	MU	0104	37	40	GOSWICK, DANA	O
7548	099	GU	PHIL	170	002	MWF	0300PM	0350PM	DE	0304	40	40	CROOKSTON, EMIL	C
7549	099	GU	PHIL	210	001	TR	1100AM	1215PM	DE	0209	28	25	LESHER, JAMES	C
7550	099	GU	PHIL	210	002	TR	0330PM	0445PM	GA	0307	41	40	SALMIERI, GREGO	C
7551	099	GU	PHIL	215	001	TR	0200PM	0315PM	CW	0103	35	36	ADAMS, MARILYN	O
7552	099	GU	PHIL	220	001	TR	0200PM	0315PM	CW	0103	0	25		X
7553	099	GU	PHIL	230	001	TR	0800AM	0915AM	CW	0105	40	40	BOWERS, JASON	C
7554	099	GU	PHIL	272	001	MW	1100AM	1150AM	BI	0103	83	81	BOXILL, B R	C
7555	099	GU	PHIL	272	601	F	1200PM	1250PM	WI	0202	19	20	PITT, JAMAAL ER	O
7556	099	GU	PHIL	272	602	F	1200PM	1250PM	MT	0009	21	20	MITCHELL, MEGAN	C
7557	099	GU	PHIL	272	603	F	1100AM	1150AM	MU	0304	19	20	MITCHELL, MEGAN	O
7558	099	GU	PHIL	272	604	F	1100AM	1150AM	PE	0217	20	20	PITT, JAMAAL ER	C
7559	099	GU	PHIL	273	001	MWF	0200PM	0250PM	MU	0104	39	38	RICK, JON	C
7560	099	GU	PHIL	275	001	MW	0100PM	0215PM	PE	0216	0	0		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
7561	099	GU	PHIL	280	001	TR	1230PM	0145PM	BI	0108	24	20	CURETON, ADAM S	C
7562	099	GU	PHIL	353	001	MW	0100PM	0215PM	CW	0103	0	25		X
7563	099	GU	PHIL	360	001	TR	1100AM	1215PM	CW	0213	29	25	HILL, T E	C
7564	099	GU	PHIL	368	001	MWF	1000AM	1050AM	CW	0105	22	10	MACLEAN, DOUGLA	C
7565	099	GU	PHIL	368	601	F	1000AM	1050AM	GL	0318	0	15		X
7566	099	GU	PHIL	368	602	F	0900AM	0950AM	BI	0101	0	15		X
7567	099	GU	PHIL	370	001	MWF	0100PM	0150PM	GA	0307	34	40	MORRISSEY, CLAI	O
7568	099	GU	PHIL	384	001	MW	0435PM	0550PM	CW	0105	16	15	RICK, JON	C
7569	099	GU	PHIL	396	001	TBA	TBA	TBA			1	5	ROBERTS, JOHN T	O
7570	099	GU	PHIL	396	002	TBA	TBA	TBA			4	5	BOXILL, J M	O
7571	099	GU	PHIL	396	003	TBA	TBA	TBA			3	5	LESHER, JAMES	O
7572	099	GU	PHIL	411	001	T	0100PM	0320PM	CW	0208	0	20	REEVE, C D	X
7573	099	GU	PHIL	445	001	R	0400PM	0630PM	CW	0213	0	20		X
7574	099	GU	PHIL	450	001	W	0100PM	0330PM	CW	0213	22	15	ROBERTS, JOHN T	C
7575	099	GU	PHIL	455	001	TR	1000AM	1115AM	PE	0216	15	20	HOFWEBER, T	O
7576	099	GU	PHIL	473	001	MW	0330PM	0445PM	CW	0213	17	19	BOXILL, B R	O
7577	099	GU	PHIL	560	001	TR	0330PM	0445PM	CW	0208	24	14	BOXILL, J M	C
7578	099	GU	PHIL	720	001	W	0400PM	0630PM	CW	0208	9	15	NELSON, ALAN	O
7579	099	GU	PHIL	730	001	T	0100PM	0320PM	CW	0208	5	20	ADAMS, ROBERT M	O
7580	099	GU	PHIL	735	001	R	0100PM	0330PM	CW	0213	10	20	KOTZEN, MATTHEW	O
7581	099	GU	PHIL	790	001	T	0100PM	0250PM	CW	0213	18	15	KOTZEN, MATTHEW	C
7582	099	GU	PHIL	800	001	TBA	TBA	TBA			6	15	SAYRE MCCORD, G	O
7583	099	GU	PHIL	840	001	M	0400PM	0630PM	CW	0208	6	15	LYCAN, W G	O
7584	099	GU	PHIL	855	001	R	0400PM	0630PM	CW	0213	0	20	SIMMONS, K E	X
7585	099	GU	PHIL	865	001	T	0400PM	0630PM	CW	0213	9	20	HILL, T E	O
7586	099	GU	PHIL	901	033	TBA	TBA	TBA			0	5	BOXILL, J M	O
7587	099	GU	PHIL	990	001	R	0400PM	0600PM	CW	0213	6	15	HOFWEBER, T	O
7588	099	GU	PHIL	993	026	TBA	TBA	TBA			0	5	BOXILL, B R	O
7589	099	GU	PHIL	994	020	TBA	TBA	TBA			2	5	POSTEMA, G J	O
7590	099	GU	PHIL	994	022	TBA	TBA	TBA			3	5	LYCAN, W G	O
7591	099	GU	PHIL	994	024	TBA	TBA	TBA			1	5	HILL, T E	O
7592	099	GU	PHIL	994	025	TBA	TBA	TBA			0	5	SAYRE MCCORD, G	O
7593	099	GU	PHIL	994	026	TBA	TBA	TBA			1	5	BOXILL, B R	O
7594	099	GU	PHIL	994	027	TBA	TBA	TBA			2	5	SIMMONS, K E	O
7595	099	GU	PHIL	994	040	TBA	TBA	TBA			0	5	WOLF, SUSAN R.	O
7596	099	GU	PHIL	994	042	TBA	TBA	TBA			2	5	PRINZ, JESSE J.	O
7597	099	GU	PHIL	994	043	TBA	TBA	TBA			1	5	NETA, RAM	O
7598	099	GU	PHIL	994	044	TBA	TBA	TBA			2	5	LANGE, MARC	O
7599	099	GU	PHIL	994	045	TBA	TBA	TBA			1	5	HOFWEBER, T	O
7600	099	GU	PHIL	994	046	TBA	TBA	TBA			5	5	NELSON, ALAN	C
7601	099	GU	PHIL	110H	001	MWF	0900AM	0950AM	CW	0208	21	20	ROBERTS, JOHN T	C
7602	099	GU	PHIL	160H	001	TR	0930AM	1045AM	CW	0213	24	24	LYCAN, W G	C
7603	099	GU	PHIL	230H	001	MW	1100AM	1215PM	CW	0213	17	20	PAUL, LAURIE	O
7604	099	GU	PHIL	275H	001	TR	0200PM	0315PM	CW	0213	0	20		X
7605	099	GU	PHIL	351H	001	TR	0930AM	1045AM	CW	0103	15	24	LANGE, MARC	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
7606	099	GU	PHIL	691H	001	F	0300PM	0450PM	CW	0213	6	5	ROBERTS, JOHN T	C
7607	099	GU	PHIL	692H	001	F	0300PM	0450PM	CW	0213	1	5	ROBERTS, JOHN T	O
7608	099	GU	PHNU	690	001	TBA	TBA	TBA			0	15		O
7609	099	GU	PHNU	690	002	TBA	TBA	TBA			0	15		O
7610	099	GU	PHNU	781	001	TBA	TBA	TBA			0	10		O
7611	099	GU	PHNU	781	956	TBA	TBA	TBA			5	10		O
7612	099	GU	PHNU	781	01W	TBA	TBA	TBA			3	3	ROGERS, B	C
7613	099	GU	PHNU	782	001	TBA	TBA	TBA			0	10		O
7614	099	GU	PHNU	782	970	TBA	TBA	TBA			0	10	ROGERS, B	O
7615	099	GU	PHNU	783	001	TBA	TBA	TBA			0	10		O
7616	099	GU	PHNU	784	001	TBA	TBA	TBA			1	10		O
7617	099	GU	PHNU	786	001	M	0100PM	0350PM			0	0	OSTENDORF, J.	X
7618	099	GU	PHNU	787	970	TBA	TBA	TBA			5	5	RANDOLPH, SUSAN	C
7619	099	GU	PHNU	787	01W	TBA	TBA	TBA			1	5	RANDOLPH, SUSAN	O
7620	099	GU	PHNU	886	001	TBA	TBA	TBA			0	15		O
7621	099	GU	PHNU	886	002	TBA	TBA	TBA			0	5		O
7622	099	GU	PHNU	886	971	TBA	TBA	TBA			0	5	OSTENDORF, J.	O
7623	099	GU	PHNU	993	001	TBA	TBA	TBA			0	5		O
7624	099	GU	PHNU	993	002	TBA	TBA	TBA			0	5		O
7625	099	GU	PHYA	201	001	MW	0900AM	0950AM	XX	XX	1	10	MURRAY, D C	O
7626	099	GU	PHYA	202	001	MW	1100AM	1150AM	FG	0007	26	35	BRANSON, SHERI	O
7627	099	GU	PHYA	202	002	MW	1200PM	1250PM	FG	0007	31	35	BRANSON, SHERI	O
7628	099	GU	PHYA	202	003	TR	0800AM	0850AM	FG	0007	8	35	NICOLETTA, TARY	O
7629	099	GU	PHYA	206	001	TR	1230PM	0120PM	FG	0121	23	24	ALLEN, EVAN B.	O
7630	099	GU	PHYA	209	001	TR	0800AM	0850AM	FG	0110	9	30	COOPER, JEFFREY	O
7631	099	GU	PHYA	212	001	TR	0210PM	0310PM	XX	XX	20	20	HOPKINS, MARIAN	C
7632	099	GU	PHYA	213	001	MW	1200PM	1250PM	XX	XX	16	30	VANBRUGGEN, MIT	O
7633	099	GU	PHYA	213	002	MW	1100AM	1150AM	XX	XX	12	30	FRIEDLINE, AMAN	O
7634	099	GU	PHYA	214	001	TR	1230PM	0120PM	FG	0007	38	40	MILLER, R C	O
7635	099	GU	PHYA	214	002	TR	0200PM	0250PM	FG	0007	43	40	MILLER, R C	C
7636	099	GU	PHYA	216	001	MW	1100AM	1150AM	XX	XX	29	30	ARAGON, VERONIC	O
7637	099	GU	PHYA	216	002	MW	1200PM	1250PM	XX	XX	27	30	FRANK, BARNETT	O
7638	099	GU	PHYA	216	003	TR	1245PM	0135PM	XX	XX	30	30	DALY, JOHN R.	C
7639	099	GU	PHYA	219	001	MW	0100PM	0350PM	XX	XX	2	15	BATTAGLINI, REB	O
7640	099	GU	PHYA	219	002	TR	1000AM	1250PM	XX	XX	0	15	BATTAGLINI, REB	O
7641	099	GU	PHYA	219	003	TR	0100PM	0350PM	XX	XX	1	15	BATTAGLINI, REB	O
7642	099	GU	PHYA	219	004	F	1100AM	0250PM	XX	XX	5	15	BATTAGLINI, REB	O
7643	099	GU	PHYA	219	005	F	0100PM	0450PM	XX	XX	4	15	BATTAGLINI, REB	O
7644	099	GU	PHYA	220	001	MW	1200PM	0100PM	XX	XX	16	25	HOPKINS, MT	O
7645	099	GU	PHYA	221	001	MW	1100AM	1150AM	XX	XX	4	35	VANBRUGGEN, MIT	O
7646	099	GU	PHYA	221	002	TR	0800AM	0850AM	XX	XX	0	35		X
7647	099	GU	PHYA	221	003	TR	0330PM	0420PM	XX	XX	25	35	LANCASTER, ELIZ	O
7648	099	GU	PHYA	221	004	TR	0500PM	0550PM	XX	XX	15	35	PEARSON, CHAD L	O
7649	099	GU	PHYA	223	001	TR	0200PM	0250PM	SC	0209	0	15		X
7650	099	GU	PHYA	224	001	TR	0930AM	1045AM	XX	XX	24	25	HOPKINS, MT	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
7651	099	GU	PHYA	225	001	MW	1100AM	1150AM	FG	0016	21	24	TYSINGER, DANIE	O
7652	099	GU	PHYA	225	002	MW	1200PM	1250PM	FG	0016	18	24	BENGTSON, ERIC	O
7653	099	GU	PHYA	227	001	TR	0330PM	0450PM	FG	0106	22	30	MOORE, GREG B.	O
7654	099	GU	PHYA	227	002	TR	0500PM	0630PM	FG	0106	22	30	MOORE, GREG B.	O
7655	099	GU	PHYA	227	003	TR	0630PM	0750PM	FG	0106	24	30	MOORE, GREG B.	O
7656	099	GU	PHYA	228	001	MW	1000AM	1050AM	FG	0001	32	35	AHN, BUMSOO	O
7657	099	GU	PHYA	228	002	MW	1100AM	1150AM	FG	0001	29	35	AHN, BUMSOO	O
7658	099	GU	PHYA	229	001	MW	0400PM	0450PM	FG	0109	47	130	SHIELDS, E W	O
7659	099	GU	PHYA	231	001	MW	0900AM	0950AM	XX	XX	24	26	BATTAGLINI, REB	O
7660	099	GU	PHYA	231	002	MW	1000AM	1050AM	XX	XX	24	26	BATTAGLINI, REB	O
7661	099	GU	PHYA	231	003	MW	1100AM	1150AM	XX	XX	31	26	BATTAGLINI, REB	C
7662	099	GU	PHYA	233	001	TR	0300PM	0415PM	XX	XX	12	14	GENEROUS, TOM	O
7663	099	GU	PHYA	235	001	MW	1100AM	1150AM	XX	XX	0	25		X
7664	099	GU	PHYA	236	001	MW	1100AM	1150AM	XX	XX	0	25		X
7665	099	GU	PHYA	238	001	MW	1200PM	1250PM	XX	XX	26	30	LITTLETON, ASHL	O
7666	099	GU	PHYA	239	001	MW	1000AM	1050AM	XX	XX	0	20		X
7667	099	GU	PHYA	240	001	MW	1100AM	1150AM	XX	XX	25	30	COOPER, JEFFREY	O
7668	099	GU	PHYA	240	002	TR	0200PM	0250PM	XX	XX	28	30	COOPER, JEFFREY	O
7669	099	GU	PHYA	241	001	TR	1230PM	0120PM	FG	0110	32	36	LINDSEY, ERIN K	O
7670	099	GU	PHYA	243	001	MW	1100AM	1150AM	FG	0112	26	26	VANHOY, RYAN A.	C
7671	099	GU	PHYA	243	002	MW	1200PM	1250PM	FG	0112	21	26	MOCK, CHE B.	O
7672	099	GU	PHYA	243	003	MW	0600PM	0650PM	FG	0112	19	26	WRIGHT, BRADY J	O
7673	099	GU	PHYA	243	004	TR	0800AM	0850AM	FG	0112	14	26	FULTON, GRANT	O
7674	099	GU	PHYA	243	005	TR	0500PM	0550PM	FG	0112	23	26	COOPER, JEFFREY	O
7675	099	GU	PHYA	290	001	MW	1100AM	1150AM	XX	XX	28	30	MARTIN, ERIC A.	O
7676	099	GU	PHYA	308	001	MW	1200PM	0200PM	XX	XX	14	15	YEAMES, LAURIE	O
7677	099	GU	PHYA	319	001	MW	1100AM	0150PM	XX	XX	4	15	BATTAGLINI, REB	O
7678	099	GU	PHYA	319	002	MW	0200PM	0450PM	XX	XX	4	15	BATTAGLINI, REB	O
7679	099	GU	PHYA	319	003	TR	1100AM	0150PM	XX	XX	0	15	BATTAGLINI, REB	O
7680	099	GU	PHYA	320	001	TR	1100AM	1215PM	XX	XX	22	25	HOPKINS, MT	O
7681	099	GU	PHYA	324	001	TR	1230PM	0145PM	XX	XX	20	20	HOPKINS, MT	C
7682	099	GU	PHYA	335	001	TR	0800AM	0850AM	XX	XX	0	25		X
7683	099	GU	PHYA	343	001	TR	1230PM	0120PM	FG	0112	10	26	MARTIN, ERIC A.	O
7684	099	GU	PHYA	408	001	TR	0930AM	1130AM	XX	XX	13	15	YEAMES, LAURIE	O
7685	099	GU	PHYA	419	001	MW	1200PM	0250PM	XX	XX	1	15	BATTAGLINI, REB	O
7686	099	GU	PHYA	419	002	TR	1200PM	0250PM	XX	XX	2	15	BATTAGLINI, REB	O
7687	099	GU	PHYI	050	001	TR	0200PM	0315PM			20	20	FALVO, RICHARD	C
7688	099	GU	PHYI	702	001	MWF	0900AM	1000AM	XX	XX	14	25	ANDERSON, JAMES	O
7689	099	GU	PHYI	703	001	TR	0930AM	1045AM	XX	XX	1	25	SEALOCK, R W	O
7690	099	GU	PHYI	705	001	F	0200PM	0330PM	XX	XX	13	20	STUART, A E	O
7691	099	GU	PHYI	751	001	TBA	TBA	TBA			25	25	SEALOCK, R W	C
7692	099	GU	PHYI	840	001	TR	0330PM	0500PM	XX	XX	0	15		X
7693	099	GU	PHYI	891	001	TBA	TBA	TBA			0	17		X
7694	099	GU	PHYI	891	002	TBA	TBA	TBA			0	20		X
7695	099	GU	PHYI	901	050	TBA	TBA	TBA			3	3	LUND, P K	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
7696	099	GU	PHYI	901	079	TBA	TBA	TBA			1	2	BHAT, MANZOOR A	O
7697	099	GU	PHYI	901	080	TBA	TBA	TBA			2	2	CARON, KATHLEEN	C
7698	099	GU	PHYI	901	087	TBA	TBA	TBA			1	1	TARRAN, ROBERT	C
7699	099	GU	PHYI	901	088	TBA	TBA	TBA			1	1	TZIMA, ELENI	C
7700	099	GU	PHYI	993	001	TBA	TBA	TBA			0	999		O
7701	099	GU	PHYI	994	025	TBA	TBA	TBA			0	1	ARENDSHORST, W	O
7702	099	GU	PHYI	994	049	TBA	TBA	TBA			1	1	FABER, J E	C
7703	099	GU	PHYI	994	050	TBA	TBA	TBA			2	3	LUND, P K	O
7704	099	GU	PHYI	994	051	TBA	TBA	TBA			1	2	DAVIS, C. WILLI	O
7705	099	GU	PHYI	994	060	TBA	TBA	TBA			1	1	GOY, M F	C
7706	099	GU	PHYI	994	067	TBA	TBA	TBA			0	1	REID, LOLA M.	O
7707	099	GU	PHYI	994	069	TBA	TBA	TBA			3	3	CHENEY, RICHARD	C
7708	099	GU	PHYI	994	072	TBA	TBA	TBA			0	1	OTEY, C A	O
7709	099	GU	PHYI	994	074	TBA	TBA	TBA			1	1	SNIDER, WILLIAM	C
7710	099	GU	PHYI	994	080	TBA	TBA	TBA			1	1	CARON, KATHLEEN	C
7711	099	GU	PHYI	994	081	TBA	TBA	TBA			1	1	MANIS, PAUL B.	C
7712	099	GU	PHYI	994	082	TBA	TBA	TBA			1	2	PHILPOT, BENJAM	O
7713	099	GU	PHYI	994	083	TBA	TBA	TBA			0	1	SMYTH, SUSAN S	O
7714	099	GU	PHYI	994	087	TBA	TBA	TBA			1	1	TARRAN, ROBERT	C
7715	099	GU	PHYI	994	088	TBA	TBA	TBA			1	1	TZIMA, ELENI	C
7716	099	GU	PHYI	994	089	TBA	TBA	TBA			0	1		O
7717	099	GU	PHYI	994	091	TBA	TBA	TBA			1	1	RAWLS, JOHN F	C
7718	099	GU	PHYI	994	095	TBA	TBA	TBA			1	1		C
7719	099	GU	PHYI	994	096	TBA	TBA	TBA			1	1		C
7720	099	GU	PHYI	722A	001	MWF	1000AM	1150AM			0	2	STUART, A E	O
7721	099	GU	PHYI	722B	001	MWF	1000AM	1150AM			0	2	STUART, A E	O
7722	099	GU	PHYI	722C	001	MWF	1000AM	1150AM			0	2	STUART, A E	O
7723	099	GU	PHYS	051	001	W	0200PM	0340PM			0	10		X
7724	099	GU	PHYS	051	001	M	0200PM	0250PM			0	10		X
7725	099	GU	PHYS	052	001	MWF	0900AM	0950AM	PH	0247	10	20	KARWOWSKI, H J	O
7726	099	GU	PHYS	052	410	M	0100PM	0300PM	PH	0237	7	10		O
7727	099	GU	PHYS	052	411	F	0200PM	0400PM	PH	0237	2	10		O
7728	099	GU	PHYS	054	001	TR	0800AM	0915AM	PH	0247	22	24	ILIADIS, CHRIST	O
7729	099	GU	PHYS	071	001	TR	0330PM	0445PM	GM	0035	20	24	CECIL, G N	O
7730	099	GU	PHYS	100	001	MWF	1100AM	1150AM	PH	0215	151	153	CLEGG, T B	O
7731	099	GU	PHYS	101	998	TBA	TBA	TBA			0	999		O
7732	099	GU	PHYS	101	999	TBA	TBA	TBA			0	999		O
7733	099	GU	PHYS	102	988	TBA	TBA	TBA			0	999		O
7734	099	GU	PHYS	102	998	TBA	TBA	TBA			0	999		O
7735	099	GU	PHYS	103	988	TBA	TBA	TBA			0	999		O
7736	099	GU	PHYS	103	998	TBA	TBA	TBA			0	999		O
7737	099	GU	PHYS	104	001	MWF	0100PM	0150PM	PH	0215	143	140	DOLAN, L A	C
7738	099	GU	PHYS	104	002	TR	0930AM	1045AM	PH	0215	152	140	ROWAN, LAWRENCE	C
7739	099	GU	PHYS	104	003	MWF	0800AM	0850AM	PH	0215	130	130	PIERCE, D M	C
7740	099	GU	PHYS	104	413	W	1000AM	1150AM	PH	0206	16	16	REN, ZHONGQIAO	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
7741	099	GU	PHYS	104	420	T	1200PM	0150PM	PH	0206	17	16	BROSNAN, DANIEL	C
7742	099	GU	PHYS	104	422	T	0200PM	0350PM	PH	0206	16	16	ARMSTRONG, ANDR	C
7743	099	GU	PHYS	104	424	T	0400PM	0550PM	PH	0206	17	16	WU, GONGTING	C
7744	099	GU	PHYS	104	426	T	0600PM	0750PM	PH	0206	16	16	ARMSTRONG, ANDR	C
7745	099	GU	PHYS	104	430	W	1200PM	0150PM	PH	0206	17	16	CHI, LU	C
7746	099	GU	PHYS	104	432	W	0200PM	0350PM	PH	0206	17	16	BROSNAN, DANIEL	C
7747	099	GU	PHYS	104	434	W	0400PM	0550PM	PH	0206	17	16	BROSNAN, DANIEL	C
7748	099	GU	PHYS	104	436	W	0600PM	0750PM	PH	0206	16	16	CHI, LU	C
7749	099	GU	PHYS	104	440	R	1200PM	0150PM	PH	0206	17	16	WU, GONGTING	C
7750	099	GU	PHYS	104	442	R	0200PM	0350PM	PH	0206	17	16	WU, GONGTING	C
7751	099	GU	PHYS	104	444	R	0400PM	0550PM	PH	0206	16	16	REN, ZHONGQIAO	C
7752	099	GU	PHYS	104	446	R	0600PM	0750PM	PH	0206	16	16	ARMSTRONG, ANDR	C
7753	099	GU	PHYS	104	450	F	1200PM	0150PM	PH	0206	16	16	RAJARAM, RAMYA	C
7754	099	GU	PHYS	104	452	F	0200PM	0350PM	PH	0206	17	16	REN, ZHONGQIAO	C
7755	099	GU	PHYS	104	520	T	1200PM	0150PM	PH	0206	17	16	LUO, ZHIXIANG	C
7756	099	GU	PHYS	104	522	T	0200PM	0350PM	PH	0206	17	16	SHAN, JING	C
7757	099	GU	PHYS	104	524	T	0400PM	0550PM	PH	0206	17	16	SHAN, JING	C
7758	099	GU	PHYS	104	526	T	0600PM	0750PM	PH	0206	17	16	SIM, SOO YEON	C
7759	099	GU	PHYS	104	530	W	1200PM	0150PM	PH	0206	17	16	LIU, YINGCHI	C
7760	099	GU	PHYS	104	532	W	0200PM	0350PM	PH	0206	18	16	SHAN, JING	C
7761	099	GU	PHYS	104	534	W	0400PM	0550PM	PH	0206	17	16	LUO, ZHIXIANG	C
7762	099	GU	PHYS	104	536	W	0600PM	0750PM	PH	0206	16	16	LUO, ZHIXIANG	C
7763	099	GU	PHYS	104	540	R	1200PM	0150PM	PH	0206	18	16	LIU, YINGCHI	C
7764	099	GU	PHYS	104	542	R	0200PM	0350PM	PH	0206	16	16	LIU, YINGCHI	C
7765	099	GU	PHYS	104	544	R	0400PM	0550PM	PH	0206	16	16	SIM, SOO YEON	C
7766	099	GU	PHYS	104	546	R	0600PM	0750PM	PH	0206	17	16	TANNER, RYAN	C
7767	099	GU	PHYS	104	599	TBA	TBA	TBA			1	5		O
7768	099	GU	PHYS	104	998	TBA	TBA	TBA			0	999		O
7769	099	GU	PHYS	104	999	TBA	TBA	TBA			0	999		O
7770	099	GU	PHYS	105	001	TR	1100AM	1215PM	PH	0215	121	125	CHURUKIAN, ALIC	O
7771	099	GU	PHYS	105	002	TR	0400PM	0515PM	PH	0215	91	122	CHURUKIAN, ALIC	O
7772	099	GU	PHYS	105	413	W	1000AM	1150AM	PH	0204	17	16	KONOLD, COREY	C
7773	099	GU	PHYS	105	415	F	1000AM	1150AM	PH	0204	16	16	CUI, TAORAN	C
7774	099	GU	PHYS	105	420	T	1200PM	0150PM	PH	0204	12	16	CUI, TAORAN	O
7775	099	GU	PHYS	105	422	T	0200PM	0350PM	PH	0204	17	16	KONOLD, COREY	C
7776	099	GU	PHYS	105	424	T	0400PM	0550PM	PH	0204	14	16	KONOLD, COREY	O
7777	099	GU	PHYS	105	426	T	0600PM	0750PM	PH	0204	2	0		C
7778	099	GU	PHYS	105	430	W	1200PM	0150PM	PH	0204	17	16	VERMEULEN, DERE	C
7779	099	GU	PHYS	105	432	W	0200PM	0350PM	PH	0204	16	16	VORREN, KRISTOP	C
7780	099	GU	PHYS	105	434	W	0400PM	0550PM	PH	0204	16	16	VERMEULEN, DERE	C
7781	099	GU	PHYS	105	436	W	0600PM	0750PM	PH	0204	16	16	CUI, TAORAN	C
7782	099	GU	PHYS	105	440	R	1200PM	0150PM	PH	0204	14	16	SHAFER, THOMAS	O
7783	099	GU	PHYS	105	442	R	0200PM	0350PM	PH	0204	16	16	DOWNEN, LORI	C
7784	099	GU	PHYS	105	444	R	0400PM	0550PM	PH	0204	12	16	VORREN, KRISTOP	O
7785	099	GU	PHYS	105	446	R	0600PM	0750PM	PH	0204	16	16	VORREN, KRISTOP	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
7786	099	GU	PHYS	105	450	F	1200PM	0150PM	PH	0204	15	16	VERMEULEN, DERE	O
7787	099	GU	PHYS	105	452	F	0200PM	0350PM	PH	0204	13	16	DOWNEN, LORI	O
7788	099	GU	PHYS	105	599	TBA	TBA	TBA			0	5		O
7789	099	GU	PHYS	105	998	TBA	TBA	TBA			0	999		O
7790	099	GU	PHYS	105	999	TBA	TBA	TBA			0	999		O
7791	099	GU	PHYS	116	001	MWF	0800AM	0850AM	PH	0265	62	60	ROWAN, LAWRENCE	C
7792	099	GU	PHYS	116	002	TR	0800AM	0915AM	PH	0265	58	60	PARIKH, NALIN R	O
7793	099	GU	PHYS	116	003	TR	1100AM	1215PM	PH	0265	61	60	QIN, LU-CHANG	C
7794	099	GU	PHYS	116	004	TR	0330PM	0445PM	PH	0247	41	40	CHURUKIAN, ALIC	C
7795	099	GU	PHYS	116	413	W	1000AM	1150AM	PH	0273	13	12	RAY, EMILY	C
7796	099	GU	PHYS	116	414	R	1000AM	1150AM	PH	0273	13	12	GIOVANETTI, GRA	C
7797	099	GU	PHYS	116	415	F	1000AM	1150AM	PH	0273	12	12	BECKWITH, ZANE	C
7798	099	GU	PHYS	116	420	T	1200PM	0150PM	PH	0273	13	12	OLANDER, JEFFRE	C
7799	099	GU	PHYS	116	422	T	0200PM	0350PM	PH	0273	12	12	BECKWITH, ZANE	C
7800	099	GU	PHYS	116	424	T	0400PM	0550PM	PH	0273	12	12	MCNAIRY, BILL	C
7801	099	GU	PHYS	116	426	T	0600PM	0750PM	PH	0273	14	12	MCNAIRY, BILL	C
7802	099	GU	PHYS	116	430	W	1200PM	0150PM	PH	0273	13	12	OLANDER, JEFFRE	C
7803	099	GU	PHYS	116	432	W	0200PM	0350PM	PH	0273	14	12	HAMMOND, SAMANT	C
7804	099	GU	PHYS	116	434	W	0400PM	0550PM	PH	0273	14	12	PIERCE, D M	C
7805	099	GU	PHYS	116	436	W	0600PM	0750PM	PH	0273	13	12	EBY, DAVID	C
7806	099	GU	PHYS	116	440	R	1200PM	0150PM	PH	0273	13	12	OLANDER, JEFFRE	C
7807	099	GU	PHYS	116	442	R	0200PM	0350PM	PH	0273	13	12	WILSON, JOSHUA	C
7808	099	GU	PHYS	116	444	R	0400PM	0550PM	PH	0273	13	12	CUI, YANG	C
7809	099	GU	PHYS	116	446	R	0600PM	0750PM	PH	0273	13	12	CUI, YANG	C
7810	099	GU	PHYS	116	450	F	1200PM	0150PM	PH	0273	13	12	BECKWITH, ZANE	C
7811	099	GU	PHYS	116	452	F	0200PM	0350PM	PH	0273	13	12	CUI, YANG	C
7812	099	GU	PHYS	116	601	M	0200PM	0250PM	PH	0222	22	20		C
7813	099	GU	PHYS	116	602	M	0200PM	0250PM	PH	0220	20	20		C
7814	099	GU	PHYS	116	603	M	0200PM	0250PM	PH	0212	19	20		O
7815	099	GU	PHYS	116	611	T	0100PM	0150PM	PH	0220	19	20		O
7816	099	GU	PHYS	116	612	T	0100PM	0150PM	PH	0222	20	20		C
7817	099	GU	PHYS	116	613	T	0100PM	0150PM	PH	0212	23	20		C
7818	099	GU	PHYS	116	614	T	0100PM	0150PM	PH	0275	24	20		C
7819	099	GU	PHYS	116	621	M	0300PM	0350PM	PH	0222	20	20		C
7820	099	GU	PHYS	116	622	M	0300PM	0350PM	PH	0220	18	20		O
7821	099	GU	PHYS	116	623	M	0300PM	0350PM	PH	0212	21	20		C
7822	099	GU	PHYS	116	624	M	0300PM	0350PM	PH	0247	14	20		O
7823	099	GU	PHYS	116	998	TBA	TBA	TBA			0	999		O
7824	099	GU	PHYS	117	001	MWF	0900AM	0950AM	PH	0265	51	60	PARIKH, NALIN R	O
7825	099	GU	PHYS	117	002	TR	0930AM	1045AM	PH	0265	61	60	LOPEZ, RENE	C
7826	099	GU	PHYS	117	422	T	0200PM	0350PM	PH	0267	13	12	ASTRUA TESTORI,	C
7827	099	GU	PHYS	117	424	T	0400PM	0550PM	PH	0267	12	12	ASTRUA TESTORI,	C
7828	099	GU	PHYS	117	430	W	1200PM	0150PM	PH	0267	12	12	ASTRUA TESTORI,	C
7829	099	GU	PHYS	117	432	W	0200PM	0350PM	PH	0267	13	12	PEREZ, MIGUEL	C
7830	099	GU	PHYS	117	434	W	0400PM	0550PM	PH	0267	12	12	CROOKS, RICHARD	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
7831	099	GU	PHYS	117	436	W	0600PM	0750PM	PH	0267	11	12	CROOKS, RICHARD	O
7832	099	GU	PHYS	117	440	R	1200PM	0150PM	PH	0267	12	12	ASTRUA TESTORI,	C
7833	099	GU	PHYS	117	442	R	0200PM	0350PM	PH	0267	13	12	ASTRUA TESTORI,	C
7834	099	GU	PHYS	117	444	R	0400PM	0550PM	PH	0267	12	12	CROOKS, RICHARD	C
7835	099	GU	PHYS	117	631	R	0200PM	0250PM	PH	0247	24	20		C
7836	099	GU	PHYS	117	632	R	0200PM	0250PM	PH	0220	20	20		C
7837	099	GU	PHYS	117	641	W	0300PM	0350PM	PH	0220	20	20		C
7838	099	GU	PHYS	117	642	W	0300PM	0350PM	PH	0247	21	20		C
7839	099	GU	PHYS	117	651	R	0100PM	0150PM	PH	0212	15	20		O
7840	099	GU	PHYS	117	652	R	0100PM	0150PM	PH	0220	9	20		O
7841	099	GU	PHYS	117	998	TBA	TBA	TBA			0	999		O
7842	099	GU	PHYS	128	001	MWF	0200PM	0250PM	PH	0265	33	30	WILKERSON, JOHN	C
7843	099	GU	PHYS	132	998	TBA	TBA	TBA			0	999		O
7844	099	GU	PHYS	211	001	TR	1230PM	0145PM	PH	0247	9	5	NG, Y J	C
7845	099	GU	PHYS	295	001	TBA	TBA	TBA			0	10	QIN, LU-CHANG	X
7846	099	GU	PHYS	295	002	TR	1100AM	1150AM	PH	0220	0	5		X
7847	099	GU	PHYS	311	001	TR	1230PM	0145PM	PH	0247	24	33	NG, Y J	O
7848	099	GU	PHYS	341	001	MWF	0300PM	0350PM	PH	0265	29	27	TSUI, FRANK	C
7849	099	GU	PHYS	351	001	MWF	1000AM	1050AM	PH	0265	45	52	WASHBURN, S	O
7850	099	GU	PHYS	351	417	W	1200PM	0250PM	PH	0237	12	12	WASHBURN, S	C
7851	099	GU	PHYS	351	427	T	0200PM	0450PM	PH	0237	12	12	WASHBURN, S	C
7852	099	GU	PHYS	351	437	W	0300PM	0550PM	PH	0237	9	12	WASHBURN, S	O
7853	099	GU	PHYS	351	447	R	0300PM	0550PM	PH	0237	12	12	WASHBURN, S	C
7854	099	GU	PHYS	351	457	M	0500PM	0750PM	PH	0237	0	0	WASHBURN, S	C
7855	099	GU	PHYS	405	001	TR	1230PM	0145PM	PH	0265	15	30	SUPERFINE, R	O
7856	099	GU	PHYS	510	001	TBA	TBA	TBA			14	5	CHURUKIAN, ALIC	C
7857	099	GU	PHYS	521	001	W	0400PM	0515PM	XX	XX	12	15	KHVESHENKO, DMI	O
7858	099	GU	PHYS	521	001	F	0900AM	1015AM	XX	XX	12	15	KHVESHENKO, DMI	O
7859	099	GU	PHYS	543	001	TBA	TBA	TBA			1	1		C
7860	099	GU	PHYS	595	001	MWF	0100PM	0150PM	PH	0212	10	25	ENGEL, J H	O
7861	099	GU	PHYS	660	001	TR	0930AM	1045AM	MU	0302	7	8	SCOTTI, ALBERTO	O
7862	099	GU	PHYS	701	001	TR	0930AM	1045AM	PH	0247	13	20	EVANS, C R	O
7863	099	GU	PHYS	711	001	MWF	1100AM	1150AM	PH	0247	12	20	LU, J	O
7864	099	GU	PHYS	721	001	MWF	1000AM	1050AM	PH	0247	10	20	HENNING, REYCO	O
7865	099	GU	PHYS	831	001	TBA	TBA	TBA			0	1		O
7866	099	GU	PHYS	832	001	WF	0200PM	0330PM	PH	0212	0	0	EVANS, C R	C
7867	099	GU	PHYS	871	001	TR	0930AM	1045AM	PH	0220	9	20	WU, Y	O
7868	099	GU	PHYS	883	001	TBA	TBA	TBA			0	0	NG, Y J	C
7869	099	GU	PHYS	899	001	TBA	TBA	TBA			0	10	EVANS, C R	O
7870	099	GU	PHYS	899	002	TR	1100AM	1150AM	PH	0220	0	0	CHURUKIAN, ALIC	C
7871	099	GU	PHYS	992	001	TBA	TBA				1	5	KHVESHENKO, DMI	O
7872	099	GU	PHYS	992	004	TBA	TBA				0	5	CHRISTIANSEN, W	O
7873	099	GU	PHYS	992	005	TBA	TBA	TBA			1	5	CLEGG, T B	O
7874	099	GU	PHYS	992	011	TBA	TBA	TBA			1	5	HENNING, REYCO	O
7875	099	GU	PHYS	992	012	TBA	TBA	TBA			2	5	WILKERSON, JOHN	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
7876	099	GU	PHYS	992	013	TBA	TBA	TBA			1	5	REICHART, DAN	O
7877	099	GU	PHYS	992	014	TBA	TBA	TBA			2	5	KANNAPPAN, SHEI	O
7878	099	GU	PHYS	992	018	TBA	TBA	TBA			0	5	ROWAN, LAWRENCE	O
7879	099	GU	PHYS	992	019	TBA	TBA	TBA			1	5	MERSINI, LAURA	O
7880	099	GU	PHYS	992	025	TBA	TBA	TBA			1	5	LOPEZ, RENE	O
7881	099	GU	PHYS	992	026	TBA	TBA	TBA			0	5	OLDENBURG, AMY	O
7882	099	GU	PHYS	992	027	TBA	TBA	TBA			0	5	QIN, LU-CHANG	O
7883	099	GU	PHYS	992	030	TBA	TBA	TBA			0	5	NG, Y J	O
7884	099	GU	PHYS	992	032	TBA	TBA	TBA			0	5	CARNEY, BRUCE W	O
7885	099	GU	PHYS	992	033	TBA	TBA	TBA			2	5	FRAMPTON, P H	O
7886	099	GU	PHYS	992	036	TBA	TBA	TBA			2	5	MCNEIL, L E	O
7887	099	GU	PHYS	992	037	TBA	TBA	TBA			0	5	KARWOWSKI, H J	O
7888	099	GU	PHYS	992	041	TBA	TBA	TBA			0	5	ROSE, J A	O
7889	099	GU	PHYS	992	047	TBA	TBA	TBA			1	5	CECIL, G N	O
7890	099	GU	PHYS	992	048	TBA	TBA	TBA			4	5	EVANS, C R	O
7891	099	GU	PHYS	992	049	TBA	TBA	TBA			0	5	DOLAN, L A	O
7892	099	GU	PHYS	992	050	TBA	TBA	TBA			1	5	WASHBURN, S	O
7893	099	GU	PHYS	992	051	TBA	TBA	TBA			0	5	CHAMPAGNE, A E	O
7894	099	GU	PHYS	992	052	TBA	TBA	TBA			0	5		O
7895	099	GU	PHYS	992	054	TBA	TBA	TBA			0	5	WU, Y	O
7896	099	GU	PHYS	992	055	TBA	TBA	TBA			1	5	SUPERFINE, R	O
7897	099	GU	PHYS	992	056	TBA	TBA	TBA			0	5	LU, J	O
7898	099	GU	PHYS	992	057	TBA	TBA	TBA			0	5	ENGEL, J H	O
7899	099	GU	PHYS	992	058	TBA	TBA	TBA			0	5	PARIKH, NALIN R	O
7900	099	GU	PHYS	992	059	TBA	TBA	TBA			0	5	TSUI, FRANK	O
7901	099	GU	PHYS	992	061	TBA	TBA	TBA			0	5	ILIADIS, CHRIST	O
7902	099	GU	PHYS	992	062	TBA	TBA	TBA			1	5	ZHOU, OTTO	O
7903	099	GU	PHYS	992	064	TBA	TBA	TBA			0	5	CLEMENS, JC	O
7904	099	GU	PHYS	992	065	TBA	TBA	TBA			0	5		O
7905	099	GU	PHYS	993	006	TBA	TBA	TBA			0	5	TIESINGA, PAUL	O
7906	099	GU	PHYS	993	011	TBA	TBA	TBA			1	5	HENNING, REYCO	O
7907	099	GU	PHYS	993	037	TBA	TBA	TBA			1	5	KARWOWSKI, H J	O
7908	099	GU	PHYS	993	048	TBA	TBA	TBA			1	5	EVANS, C R	O
7909	099	GU	PHYS	993	054	TBA	TBA	TBA			1	5	WU, Y	O
7910	099	GU	PHYS	993	055	TBA	TBA	TBA			0	5	SUPERFINE, R	O
7911	099	GU	PHYS	993	057	TBA	TBA	TBA			0	5		O
7912	099	GU	PHYS	993	061	TBA	TBA	TBA			0	5	ILIADIS, CHRIST	O
7913	099	GU	PHYS	993	064	TBA	TBA	TBA			1	5	CLEMENS, JC	O
7914	099	GU	PHYS	994	001	TBA	TBA	TBA			1	5	KHVESHENKO, DMI	O
7915	099	GU	PHYS	994	004	TBA	TBA	TBA			0	5		O
7916	099	GU	PHYS	994	005	TBA	TBA	TBA			3	5	CLEGG, T B	O
7917	099	GU	PHYS	994	006	TBA	TBA	TBA			2	5	TIESINGA, PAUL	O
7918	099	GU	PHYS	994	010	TBA	TBA	TBA			0	5		O
7919	099	GU	PHYS	994	011	TBA	TBA	TBA			1	5	HENNING, REYCO	O
7920	099	GU	PHYS	994	012	TBA	TBA	TBA			0	5	WILKERSON, JOHN	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
7921	099	GU	PHYS	994	013	TBA	TBA	TBA			1	5	REICHART, DAN	O
7922	099	GU	PHYS	994	014	TBA	TBA	TBA			0	5	KANNAPPAN, SHEI	O
7923	099	GU	PHYS	994	018	TBA	TBA	TBA			0	5	ROWAN, LAWRENCE	O
7924	099	GU	PHYS	994	019	TBA	TBA	TBA			1	5	MERSINI, LAURA	O
7925	099	GU	PHYS	994	025	TBA	TBA	TBA			4	5	LOPEZ, RENE	O
7926	099	GU	PHYS	994	026	TBA	TBA	TBA			0	5	OLDENBURG, AMY	O
7927	099	GU	PHYS	994	027	TBA	TBA	TBA			0	5	QIN, LU-CHANG	O
7928	099	GU	PHYS	994	030	TBA	TBA	TBA			2	5	NG, Y J	O
7929	099	GU	PHYS	994	032	TBA	TBA	TBA			3	5	CARNEY, B W	O
7930	099	GU	PHYS	994	033	TBA	TBA	TBA			0	5	FRAMPTON, P H	O
7931	099	GU	PHYS	994	036	TBA	TBA	TBA			1	5	MCNEIL, L E	O
7932	099	GU	PHYS	994	037	TBA	TBA	TBA			2	5	KARWOWSKI, H J	O
7933	099	GU	PHYS	994	041	TBA	TBA	TBA			2	5	ROSE, J A	O
7934	099	GU	PHYS	994	047	TBA	TBA	TBA			0	5	CECIL, G N	O
7935	099	GU	PHYS	994	048	TBA	TBA	TBA			6	5	EVANS, C R	C
7936	099	GU	PHYS	994	049	TBA	TBA	TBA			0	5	DOLAN, L A	O
7937	099	GU	PHYS	994	050	TBA	TBA	TBA			0	5	WASHBURN, S	O
7938	099	GU	PHYS	994	051	TBA	TBA	TBA			2	5	CHAMPAGNE, A E	O
7939	099	GU	PHYS	994	052	TBA	TBA	TBA			0	5		O
7940	099	GU	PHYS	994	054	TBA	TBA	TBA			4	5	WU, Y	O
7941	099	GU	PHYS	994	055	TBA	TBA	TBA			5	5	SUPERFINE, R	C
7942	099	GU	PHYS	994	056	TBA	TBA	TBA			0	5	LU, J	O
7943	099	GU	PHYS	994	057	TBA	TBA	TBA			0	5	ENGEL, J H	O
7944	099	GU	PHYS	994	058	TBA	TBA	TBA			0	5	PARIKH, NALIN R	O
7945	099	GU	PHYS	994	059	TBA	TBA	TBA			3	5	TSUI, FRANK	O
7946	099	GU	PHYS	994	060	TBA	TBA	TBA			0	5		O
7947	099	GU	PHYS	994	061	TBA	TBA	TBA			2	5	ILIADIS, CHRIST	O
7948	099	GU	PHYS	994	062	TBA	TBA	TBA			1	5	ZHOU, OTTO	O
7949	099	GU	PHYS	994	064	TBA	TBA	TBA			1	5	CLEMENS, JC	O
7950	099	GU	PHYS	994	065	TBA	TBA	TBA			0	5		O
7951	099	GU	PHYS	104L	400	TBA	TBA	TBA			25	6	DEARDORFF, DUAN	C
7952	099	GU	PHYS	104L	401	TBA	TBA	TBA			2	5		O
7953	099	GU	PHYS	104L	402	TBA	TBA	TBA			3	3		C
7954	099	GU	PHYS	104L	998	TBA	TBA	TBA			0	999		O
7955	099	GU	PHYS	105L	400	TBA	TBA	TBA			16	16	DEARDORFF, DUAN	C
7956	099	GU	PHYS	105L	402	TBA	TBA	TBA			2	999		O
7957	099	GU	PHYS	105L	998	TBA	TBA	TBA			0	999		O
7958	099	GU	PHYS	128L	417	W	0300PM	0550PM	PH	0231	10	10	HOPPER, SETH	C
7959	099	GU	PHYS	128L	427	T	0200PM	0450PM	PH	0231	10	10	CHENG, ROSEANNE	C
7960	099	GU	PHYS	128L	447	R	0200PM	0450PM	PH	0231	8	10	CHENG, ROSEANNE	O
7961	099	GU	PHYS	481L	427	TR	0200PM	0450PM	PH	0200	15	16	QIN, LU-CHANG	O
7962	099	GU	PHYS	491L	427	TR	0200PM	0450PM	PH	0200	0	1	QIN, LU-CHANG	O
7963	099	GU	PHYT	705	001	TBA	TBA	TBA			26	40	SEKERAK, D K	O
7964	099	GU	PHYT	720	001	TBA	TBA	TBA			29	40	JOHNSTON, LISA	O
7965	099	GU	PHYT	724	001	TBA	TBA	TBA			26	40	MCCULLOCH, K L	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
7966	099	GU	PHYT	727	001	TBA	TBA	TBA			26	40	GIULIANI, C	O
7967	099	GU	PHYT	730	001	TBA	TBA	TBA			29	40	LEWEK, MICHAEL	O
7968	099	GU	PHYT	734	001	TBA	TBA	TBA			26	40	HACKE, JONATHON	O
7969	099	GU	PHYT	742	001	TBA	TBA	TBA			29	40	HADLER, SUSAN	O
7970	099	GU	PHYT	750	001	TBA	TBA	TBA			29	40	SEGAL, RICHARD	O
7971	099	GU	PHYT	751	001	TBA	TBA	TBA			29	40	GIULIANI, C	O
7972	099	GU	PHYT	752	956	TBA	TBA	TBA			40	40	PHILLIPS, DAWN	C
7973	099	GU	PHYT	754	956	TBA	TBA	TBA			3	50		O
7974	099	GU	PHYT	768	001	TBA	TBA	TBA			0	10	JOHNSTON, LISA	O
7975	099	GU	PHYT	784	001	TBA	TBA	TBA			26	40	MERCER, VICKI S	O
7976	099	GU	PHYT	862	956	TBA	TBA	TBA			15	40	ROSENBERG, ANGE	O
7977	099	GU	PLAN	053	001	TR	1100AM	1215PM	SA	0322	21	21	LOWE, NICHOLA	C
7978	099	GU	PLAN	055	001	TR	0930AM	1045AM	SA	0322	0	21	BENDOR, TODD	X
7979	099	GU	PLAN	246	001	TR	0930AM	1045AM	HO	0203	43	45	SPURLOCK, DANIE	O
7980	099	GU	PLAN	585	001	MW	0200PM	0315PM	WI	0107	6	9	ANDREWS, R N	O
7981	099	GU	PLAN	637	001	TR	1230PM	0145PM	NE	0102	41	44	RODRIGUEZ, DANI	O
7982	099	GU	PLAN	651	001	TR	0200PM	0315PM	NE	0102	31	35	SEASE, ANTHONY	O
7983	099	GU	PLAN	704	001	MW	1100AM	1215PM	MU	0222	13	25	KAZA, NIKHIL	O
7984	099	GU	PLAN	704	002	MWF	1100AM	1215PM	XX	XX	0	10		O
7985	099	GU	PLAN	710	001	TR	0930AM	1045AM	NE	0102	24	26	TEWARI, MEENU	O
7986	099	GU	PLAN	710	002	TR	0930AM	1045AM	XX	XX	7	18	TEWARI, MEENU	O
7987	099	GU	PLAN	710	601	F	1230PM	0145PM	NE	0102	25	44		O
7988	099	GU	PLAN	714	001	MW	0200PM	0315PM	NE	0102	21	22	SONG, YAN	O
7989	099	GU	PLAN	714	002	MW	0200PM	0315PM	XX	XX	20	22	SONG, YAN	O
7990	099	GU	PLAN	714	601	MW	0800AM	0915AM	NE	0102	39	44		O
7991	099	GU	PLAN	720	001	TR	1100AM	1215PM	XX	XX	18	22	MCDONALD, NOREE	O
7992	099	GU	PLAN	720	002	TR	1100AM	1215PM	NE	0102	11	22	MCDONALD, NOREE	O
7993	099	GU	PLAN	720	401	T	1230PM	0145PM	SA	0322	25	30		O
7994	099	GU	PLAN	720	401	T	0500PM	0550PM	SA	0322	25	30		O
7995	099	GU	PLAN	720	601	F	1100AM	1150AM	NE	0102	21	44		O
7996	099	GU	PLAN	724	001	TR	0930AM	1045AM	NE	0301	21	18	BROWER, D	C
7997	099	GU	PLAN	740	001	MW	0330PM	0445PM	MU	0112	17	40	BERKE, PHILIP	O
7998	099	GU	PLAN	744	001	TR	0800AM	0915AM	NE	0102	24	25	BURBY, R J	O
7999	099	GU	PLAN	752	001	T	0330PM	0630PM	NE	0102	30	25	GODSCHALK, D R	C
8000	099	GU	PLAN	761	001	MW	0200PM	0315PM	NE	0301	13	18	QUERCIA, R	O
8001	099	GU	PLAN	763	001	MW	0330PM	0445PM	NE	0102	25	20	ROHE, WILLIAM	C
8002	099	GU	PLAN	765	001	MW	0930AM	1045AM	NE	0301	17	18	MALIZIA, E E	O
8003	099	GU	PLAN	770	001	TR	0200PM	0315PM	GA	0103	13	14	LOWE, NICHOLA	O
8004	099	GU	PLAN	773	001	R	0330PM	0545PM	NE	0301	18	18	TEWARI, MEENU	C
8005	099	GU	PLAN	773	601	T	0330PM	0445PM	NE	0301	13	18		O
8006	099	GU	PLAN	776	001	TR	1100AM	1215PM	NE	0301	21	18	HOWARTH, R	C
8007	099	GU	PLAN	781	001	TR	0200PM	0315PM	CW	0105	7	12	MOREAU, D H	O
8008	099	GU	PLAN	784	001	TR	0330PM	0445PM	MC	1304	2	10	HEATH, M S	O
8009	099	GU	PLAN	788	001	TR	0930AM	1045AM	MU	0117	4	4	HANDA, SUDHANSH	C
8010	099	GU	PLAN	799	029	F	0200PM	0445PM	NE	0102	0	15	WHITTINGTON, D	X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
8011	099	GU	PLAN	799	060	M	1100AM	1215PM	NE	0301	15	12	RODRIGUEZ, DANI	C
8012	099	GU	PLAN	799	975	F	0200PM	0445PM	HM	0519	0	5	WHITTINGTON, D	X
8013	099	GU	PLAN	801	001	M	0200PM	0450PM	GL	0106	3	8	HENRY, GARY	O
8014	099	GU	PLAN	823	001	TRF	0830AM	0920AM	NE	0305	18	12	HOWARTH, R	C
8015	099	GU	PLAN	896	001	TBA	TBA	TBA			1	5	HOWARD, M	O
8016	099	GU	PLAN	896	010	TBA	TBA	TBA			0	5		O
8017	099	GU	PLAN	896	011	TBA	TBA	TBA			0	5		O
8018	099	GU	PLAN	896	012	TBA	TBA	TBA			0	5		O
8019	099	GU	PLAN	896	022	TBA	TBA	TBA			1	5	ROHE, W	O
8020	099	GU	PLAN	896	052	TBA	TBA	TBA			0	5	BERKE, P	O
8021	099	GU	PLAN	896	059	TBA	TBA	TBA			2	5	TEWARI, MEENU	O
8022	099	GU	PLAN	896	060	TBA	TBA	TBA			0	5	RODRIGUEZ, DANI	O
8023	099	GU	PLAN	896	062	TBA	TBA	TBA			1	5	SONG, YAN	O
8024	099	GU	PLAN	896	063	TBA	TBA	TBA			0	5	LOWE, NICHOLA	O
8025	099	GU	PLAN	896	065	TBA	TBA	TBA			0	5	BENDOR, TODD	O
8026	099	GU	PLAN	911	001	TBA	TBA	TBA			1	10	WHITTINGTON, D	O
8027	099	GU	PLAN	992	001	T	1230PM	0150PM	NE	0301	0	12		O
8028	099	GU	PLAN	992	005	TBA	TBA	TBA			1	5		O
8029	099	GU	PLAN	992	010	TBA	TBA	TBA			0	5		O
8030	099	GU	PLAN	992	011	TBA	TBA	TBA			0	5		O
8031	099	GU	PLAN	992	022	TBA	TBA	TBA			1	5	ROHE, W	O
8032	099	GU	PLAN	992	059	TBA	TBA	TBA			0	5	TEWARI, M	O
8033	099	GU	PLAN	994	001	MW	1230PM	0150PM	NE	0102	0	25		O
8034	099	GU	PLAN	994	005	TBA	TBA	TBA			0	5		O
8035	099	GU	PLAN	994	010	TBA	TBA	TBA			1	5	MOREAU, D H	O
8036	099	GU	PLAN	994	011	TBA	TBA	TBA			0	5		O
8037	099	GU	PLAN	994	012	TBA	TBA	TBA			1	5	MALIZIA, E E	O
8038	099	GU	PLAN	994	022	TBA	TBA	TBA			3	5	ROHE, W	O
8039	099	GU	PLAN	994	046	TBA	TBA	TBA			0	5	BILSBORROW, R	O
8040	099	GU	PLAN	994	052	TBA	TBA	TBA			1	5	BERKE, P	O
8041	099	GU	PLAN	994	060	TBA	TBA	TBA			3	5	RODRIGUEZ, DANI	O
8042	099	GU	PLAN	994	062	TBA	TBA	TBA			2	5	SONG, YAN	O
8043	099	GU	PLAN	994	063	TBA	TBA	TBA			0	5	LOWE, NICHOLA	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	PLCY	050	001	TR	1230PM	0145PM	PE	0216	16	18	ANDREWS, R N	O
3	099	GU	PLCY	070	001	TR	0200PM	0315PM	GM	0213	21	24	CARTER, W. HODD	O
4	099	GU	PLCY	089	001	TR	0930AM	1045AM	WI	0202	23	24	FELDMAN, MARYAN	O
5	099	GU	PLCY	089	002	W	0200PM	0450PM	HM	0420	0	21	HENRY, GARY	X
6	099	GU	PLCY	101	001	TR	1230PM	0145PM	GC	1015	209	206	GITTERMAN, DANI	C
7	099	GU	PLCY	201	001	MW	0200PM	0315PM	GL	0431	64	55	CORRADO, GAIL A	C
8	099	GU	PLCY	201	002	TR	0330PM	0445PM	DE	0206	42	43	HARDIN, J	O
9	099	GU	PLCY	201	003	TR	1230PM	0145PM	DE	0208	32	30	SHARMA, ANAND	C
10	099	GU	PLCY	220	001	MW	0330PM	0445PM	GA	0309	47	45	SCOTT, JOHN CAL	C
11	099	GU	PLCY	240	001	TR	0330PM	0445PM	WI	0217	35	35	MEIER, BEN	C
12	099	GU	PLCY	320	001	TBA	TBA	TBA			5	15	CORRADO, GAIL A	O
13	099	GU	PLCY	361	001	MWF	0100PM	0150PM	LG	0304	0	35		X
14	099	GU	PLCY	390	001	TR	1230PM	0145PM	DE	0306	22	25	FELDMAN, MARYAN	O
15	099	GU	PLCY	396	001	TBA	TBA	TBA			1	1	MEIER, BENJAMIN	C
16	099	GU	PLCY	460	001	MW	1200PM	1250PM	GL	0431	57	59	HANDA, SUDHANSH	O
17	099	GU	PLCY	460	002	MW	1200PM	1250PM	CW	0105	13	12	LAUEN, DOUGLAS	C
18	099	GU	PLCY	460	601	F	1200PM	1250PM	CW	0105	24	24	HANDA, SUDHANSH	C
19	099	GU	PLCY	460	602	F	1200PM	1250PM	HM	0452	25	24	HANDA, SUDHANSH	C
20	099	GU	PLCY	460	603	F	1200PM	1250PM	PH	0212	0	24		X
21	099	GU	PLCY	460	604	F	1100AM	1150AM	GL	0302	21	20	HANDA, SUDHANSH	C
22	099	GU	PLCY	490	001	MW	0330PM	0445PM	GM	0213	9	10	SCHANZER, DAVID	O
23	099	GU	PLCY	530	001	TR	0200PM	0315PM	BI	0217	0	35		X
24	099	GU	PLCY	585	001	MW	0200PM	0315PM	WI	0107	13	10	ANDREWS, R N	C
25	099	GU	PLCY	590	002	W	0400PM	0630PM	MU	0118	31	25	GILMER, MICAH	C
26	099	GU	PLCY	596	001	TBA	TBA	TBA			1	5	CORRADO, GAIL A	O
27	099	GU	PLCY	596	002	TBA	TBA	TBA			1	10	GITTERMAN, DANI	O
28	099	GU	PLCY	696	001	TBA	TBA	TBA			0	10		O
29	099	GU	PLCY	698	001	MWF	1100AM	1150AM	GA	0106	25	42	CORRADO, GAIL A	O
30	099	GU	PLCY	698	601	W	1200PM	1250PM	PH	0220	20	21	CORRADO, GAIL A	O
31	099	GU	PLCY	698	602	M	1200PM	1250PM	HM	0570	0	21		X
32	099	GU	PLCY	700	001	MTWRF	0900AM	0130PM	PE	0203	10	10	HANDA, SUDHANSH	C
33	099	GU	PLCY	710	001	W	0415PM	0650PM	NE	0301	8	15	PERREIRA, KRIST	O
34	099	GU	PLCY	788	001	TR	0930AM	1045AM	MU	0117	8	8	HANDA, SUDHANSH	C
35	099	GU	PLCY	799	001	W	0200PM	0450PM	HM	0420	11	16	LAUEN, DOUGLAS	O
36	099	GU	PLCY	801	001	M	0200PM	0450PM	GL	0106	7	8	HENRY, GARY	O
37	099	GU	PLCY	901	001	TBA	TBA	TBA			2	5	FELDMAN, MARYAN	O
38	099	GU	PLCY	901	002	TBA	TBA	TBA			1	5	HANDA, SUDHANSH	O
39	099	GU	PLCY	994	001	TBA	TBA	TBA			2	5	ANDREWS, R N	O
40	099	GU	PLCY	994	002	TBA	TBA	TBA			0	5	CRAWFORD-BRO, D	O
41	099	GU	PLCY	994	003	TBA	TBA	TBA			0	5	DILL, D D	O
42	099	GU	PLCY	994	004	TBA	TBA	TBA			3	5	GITTERMAN, DANI	O
43	099	GU	PLCY	994	005	TBA	TBA	TBA			1	5	HANDA, SUDHANSH	O
44	099	GU	PLCY	994	006	TBA	TBA	TBA			1	5	DURRANCE, CHRIS	O
45	099	GU	PLCY	994	007	TBA	TBA	TBA			1	5	PERREIRA, KRIST	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	PLCY	994	008	TBA	TBA	TBA			2	5	FELDMAN, MARYAN	O
47	099	GU	PLCY	994	009	TBA	TBA	TBA			0	5	STEGMAN, MICHAE	O
48	099	GU	PLCY	994	010	TBA	TBA	TBA			1	5	WEBSTER, MORT	O
49	099	GU	PLCY	994	011	TBA	TBA	TBA			0	5	WHITTINGTON, D	O
50	099	GU	PLCY	994	012	TBA	TBA	TBA			0	5	ORTHNER, D	O
51	099	GU	PLCY	994	013	TBA	TBA	TBA			0	5	HENRY, GARY	O
52	099	GU	PLCY	994	014	TBA	TBA	TBA			2	5	SCOTT, JOHN CAL	O
53	099	GU	PLCY	994	015	TBA	TBA	TBA			0	5	STAFF	O
54	099	GU	PLCY	101H	001	TR	1230PM	0145PM	GC	1015	23	20	GITTERMAN, DANI	C
55	099	GU	PLCY	101H	601	F	1100AM	1150AM	XX	XX	23	25		O
56	099	GU	PLCY	101H	603	F	1200PM	1250PM	MA	0307	0	25		O
57	099	GU	PLCY	691H	001	F	0300PM	0530PM	PE	0220	15	20	SCOTT, JOHN CAL	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	PLSH	401	001	MWF	0100PM	0150PM	DE	0405	14	15	GROL, REGINA		O
3	099	GU	PLSH	403	001	MWF	0200PM	0250PM	DE	0405	12	15	GROL, REGINA		O
4	099	GU	PLSH	405	001	TBA	TBA	TBA			0	2	GROL, REGINA		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	POLI	050	001	MW	0900AM	1120AM	GL	0318	24	24	CONOVER, P	C
3	099	GU	POLI	055	001	TR	0200PM	0315PM	GM	0035	24	24	LEONARD, S	C
4	099	GU	POLI	056	001	TR	1100AM	1215PM	MU	0115	24	24	LIENESCH, M	C
5	099	GU	POLI	062	001	TR	0500PM	0615PM	HM	0351	0	18	SULLIVAN, T	X
6	099	GU	POLI	065	001	TR	0930AM	1045AM	HM	0420	12	16	GRAY, V	O
7	099	GU	POLI	065	002	MW	0330PM	0445PM	HN	0112	22	24	BAUMGARTNER, FR	O
8	099	GU	POLI	100	001	MWF	0900AM	0950AM	GA	0210	0	0	YANUS, ALIXANDR	X
9	099	GU	POLI	100	006	MW	1000AM	1050AM	HM	0100	350	353	RABINOWITZ, G	O
10	099	GU	POLI	100	007	MW	1200PM	1250PM	HM	0100	321	352	CONOVER, P	O
11	099	GU	POLI	100	601	F	1000AM	1050AM	MA	0307	24	24	BANDA, KEVIN	C
12	099	GU	POLI	100	602	F	1000AM	1050AM	WI	0202	25	24	HARDEN, JEFFREY	C
13	099	GU	POLI	100	603	F	0800AM	0850AM	GA	0104	0	20		X
14	099	GU	POLI	100	604	W	0200PM	0250PM	GA	0104	23	24	WOLF, GREGORY	O
15	099	GU	POLI	100	605	W	0900AM	0950AM	DE	0313	24	25	KROPKO, JONATHA	O
16	099	GU	POLI	100	606	W	0600PM	0650PM	HM	0351	19	21	NIX, NACONA J	O
17	099	GU	POLI	100	607	W	0900AM	0950AM	GA	0104	24	24	BANDA, KEVIN	C
18	099	GU	POLI	100	608	M	1100AM	1150AM	GA	0104	23	24	KROPKO, JONATHA	O
19	099	GU	POLI	100	609	M	0100PM	0150PM	GA	0104	24	24	NIX, NACONA J	C
20	099	GU	POLI	100	610	T	0800AM	0850AM	HM	0351	0	20		X
21	099	GU	POLI	100	612	M	0600PM	0650PM	HM	0351	0	20		X
22	099	GU	POLI	100	613	T	0600PM	0650PM	GA	0104	23	24	KROPKO, JONATHA	O
23	099	GU	POLI	100	614	M	1200PM	1250PM	GA	0104	23	24	WOLF, GREGORY	O
24	099	GU	POLI	100	615	F	0100PM	0150PM	PH	0222	21	21	HARDEN, JEFFREY	C
25	099	GU	POLI	100	617	W	0100PM	0150PM	GA	0104	24	24	NIX, NACONA J	C
26	099	GU	POLI	100	618	W	1100AM	1150AM	GA	0209	24	24	HARDEN, JEFFREY	C
27	099	GU	POLI	100	619	W	0800AM	0850AM	HM	0351	18	21	BANDA, KEVIN	O
28	099	GU	POLI	100	620	M	0300PM	0350PM	GA	0104	24	24	NIX, NACONA J	C
29	099	GU	POLI	100	701	F	1200PM	1250PM	PH	0212	24	24	CARLSON, SABRIN	C
30	099	GU	POLI	100	702	F	0100PM	0150PM	GA	0104	19	24	PHILLIPS, CHELS	O
31	099	GU	POLI	100	703	F	0100PM	0150PM	MU	0115	0	20		X
32	099	GU	POLI	100	704	F	0900AM	0950AM	BI	0208	24	24	COGGINS, KATHRY	C
33	099	GU	POLI	100	705	W	0600PM	0650PM	GA	0104	23	24	COGGINS, KATHRY	O
34	099	GU	POLI	100	707	R	0630PM	0720PM	HM	0351	17	21	GUTMAN, ELLEN E	O
35	099	GU	POLI	100	708	F	0800AM	0850AM	HM	0351	0	20		X
36	099	GU	POLI	100	709	W	0800AM	0850AM	GA	0104	1	20		X
37	099	GU	POLI	100	711	R	0800AM	0850AM	HM	0351	17	21	GUTMAN, ELLEN E	O
38	099	GU	POLI	100	712	F	0200PM	0250PM	HM	0351	21	21	CARLSON, SABRIN	C
39	099	GU	POLI	100	713	F	0100PM	0150PM	HM	0452	22	24	EPP, DEREK	O
40	099	GU	POLI	100	714	R	0500PM	0550PM	GA	0104	23	24	GRIGG, AMANDA	O
41	099	GU	POLI	100	715	F	0200PM	0250PM	GA	0104	21	24	COGGINS, KATHRY	O
42	099	GU	POLI	100	717	F	1200PM	1250PM	GA	0104	23	24	PHILLIPS, CHELS	O
43	099	GU	POLI	100	718	R	0500PM	0550PM	MU	0115	23	24	GUTMAN, ELLEN E	O
44	099	GU	POLI	100	719	W	1000AM	1050AM	PH	0222	21	21	CARLSON, SABRIN	C
45	099	GU	POLI	100	720	W	0300PM	0350PM	GA	0104	24	24	COGGINS, KATHRY	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	POLI	100	721	F	0200PM	0250PM	MU	0115	14	24	GUTMAN, ELLEN E	O
47	099	GU	POLI	100	851	TBA	TBA	TBA			0	999		O
48	099	GU	POLI	100	990	TBA	TBA	TBA			3	10	YANUS, ALIXANDR	O
49	099	GU	POLI	100	998	TBA	TBA	TBA			0	999		O
50	099	GU	POLI	100	999	TBA	TBA	TBA			0	999		O
51	099	GU	POLI	101	001	MW	1000AM	1050AM	MU	0116	169	165	GRAY, V	C
52	099	GU	POLI	101	002	MWF	1100AM	1150AM	GA	0210	0	0	WINDETT, JASON	X
53	099	GU	POLI	101	601	F	1000AM	1050AM	MU	0115	19	19	SYKES, JENNIFER	C
54	099	GU	POLI	101	602	F	0800AM	0850AM	HM	0452	15	19	SYKES, JENNIFER	O
55	099	GU	POLI	101	603	W	0100PM	0150PM	MU	0115	19	19	SYKES, JENNIFER	C
56	099	GU	POLI	101	604	M	0200PM	0250PM	HM	0351	20	19	WINDETT, JASON	C
57	099	GU	POLI	101	605	M	0100PM	0150PM	MU	0115	19	19	SYKES, JENNIFER	C
58	099	GU	POLI	101	606	T	0800AM	0850AM	GA	0104	16	19	WINDETT, JASON	O
59	099	GU	POLI	101	607	W	0200PM	0250PM	MU	0115	19	19	WINDETT, JASON	C
60	099	GU	POLI	101	608	M	1100AM	1150AM	HM	0351	19	19	KIRKLAND, JUSTI	C
61	099	GU	POLI	101	609	W	1100AM	1150AM	GA	0104	21	19	WINDETT, JASON	C
62	099	GU	POLI	101	990	TBA	TBA	TBA			20	20	CHAMBERLAIN, AD	C
63	099	GU	POLI	130	001	MW	0900AM	0950AM	GC	1015	197	198	REYNOLDS, ANDRE	O
64	099	GU	POLI	130	601	F	0900AM	0950AM	SA	0321	24	22	STOYAN, ALISSAN	C
65	099	GU	POLI	130	602	M	0800AM	0850AM	GA	0104	22	22	PARETS, ALEX	C
66	099	GU	POLI	130	603	W	0800AM	0850AM	MU	0112	21	22	PARETS, ALEX	O
67	099	GU	POLI	130	604	M	1100AM	1150AM	HM	0452	22	22	PARETS, ALEX	C
68	099	GU	POLI	130	605	W	1100AM	1150AM	HM	0452	20	22	DITTMEIER, CHRI	O
69	099	GU	POLI	130	606	M	0100PM	0150PM	MU	0112	22	22	DITTMEIER, CHRI	C
70	099	GU	POLI	130	607	W	0100PM	0150PM	HM	0452	22	22	STOYAN, ALISSAN	C
71	099	GU	POLI	130	608	T	0800AM	0850AM	MU	0112	21	22	DITTMEIER, CHRI	O
72	099	GU	POLI	130	609	R	0500PM	0550PM	HM	0452	21	22	STOYAN, ALISSAN	O
73	099	GU	POLI	130	951	TR	0730PM	0845PM	CW	0103	20	25	SULLIVAN, HEATH	O
74	099	GU	POLI	131	002	TR	0500PM	0750PM	MU	0112	0	0	HILL, BARRINGTO	X
75	099	GU	POLI	150	001	MW	1000AM	1050AM	AR	0121	216	220	MOSLEY, LAYNA	O
76	099	GU	POLI	150	002	MWF	0900AM	0950AM	MU	0115	0	0	KWON, BO RAM	X
77	099	GU	POLI	150	003	MWF	0800AM	0850AM	MU	0105	35	45	PENNOCK, ANDREW	O
78	099	GU	POLI	150	832	W	0900AM	0950AM	MU	0112	19	20	KLEIDER, HANNA	O
79	099	GU	POLI	150	833	F	1100AM	1150AM	MU	0112	18	20	WANG, JIMIN	O
80	099	GU	POLI	150	834	M	0400PM	0450PM	GA	0104	19	20	WINECOFF, WILL	O
81	099	GU	POLI	150	835	M	0600PM	0650PM	GA	0104	13	18	WINECOFF, WILL	O
82	099	GU	POLI	150	836	M	0500PM	0550PM	GA	0104	19	20	WINECOFF, WILL	O
83	099	GU	POLI	150	837	W	1200PM	1250PM	GA	0104	19	20	BAUERLE, SARAH	O
84	099	GU	POLI	150	838	W	0600PM	0650PM	MU	0112	11	20	WINECOFF, WILL	O
85	099	GU	POLI	150	841	M	0200PM	0250PM	GA	0104	19	20	BAUERLE, SARAH	O
86	099	GU	POLI	150	842	W	0900AM	0950AM	HN	0130	19	20	WANG, JIMIN	O
87	099	GU	POLI	150	843	F	1000AM	1050AM	HM	0452	20	20	WANG, JIMIN	C
88	099	GU	POLI	150	844	M	0300PM	0350PM	MU	0115	19	20	BAUERLE, SARAH	O
89	099	GU	POLI	150	845	M	0900AM	0950AM	GA	0104	19	20	BAUERLE, SARAH	O
90	099	GU	POLI	181	001	TR	0930AM	1045AM	GC	1005	46	45	CRANMER, SKYLER	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	POLI	195	001	TR	0200PM	0315PM	GA	0210	46	45	ROBERTSON, GRAE	C
92	099	GU	POLI	195	003	TR	0930AM	1045AM	PE	0306	45	45	CHEN, XI	C
93	099	GU	POLI	195	004	TR	0930AM	1045AM	PE	0218	27	45	BASSI, ANNA	O
94	099	GU	POLI	195	005	MW	0500PM	0615PM	GA	0307	39	45	BAUMGARTNER, FR	O
95	099	GU	POLI	195	124	TBA	TBA	TBA			0	5	MCGUIRE, KEVIN	X
96	099	GU	POLI	196	101	TBA	TBA	TBA			0	5	MACDONALD, S	O
97	099	GU	POLI	196	103	TBA	TBA	TBA			1	5	BEYLE, T	O
98	099	GU	POLI	196	109	TBA	TBA	TBA			0	5	REYNOLDS, ANDRE	O
99	099	GU	POLI	196	110	TBA	TBA	TBA			0	5	CONOVER, P	O
100	099	GU	POLI	196	118	TBA	TBA	TBA			0	5	MARKS, G	O
101	099	GU	POLI	196	120	TBA	TBA	TBA			1	5	MOROFF, HOLGER	O
102	099	GU	POLI	196	124	TBA	TBA	TBA			1	5	MCGUIRE, KEVIN	O
103	099	GU	POLI	196	125	TBA	TBA	TBA			1	5	SCHOULTZ, L G	O
104	099	GU	POLI	197	001	TBA	TBA	TBA			8	5	LEFEBVRE, D	C
105	099	GU	POLI	197	103	TBA	TBA	TBA			2	5	BEYLE, T	O
106	099	GU	POLI	197	105	TBA	TBA	TBA			2	5	CRESCENZI, MARK	O
107	099	GU	POLI	197	108	TBA	TBA	TBA			0	5	UNAH, ISAAC	O
108	099	GU	POLI	197	110	TBA	TBA	TBA			0	5	CONOVER, P	O
109	099	GU	POLI	197	112	TBA	TBA	TBA			0	10	VACHUDOVA, MILA	X
110	099	GU	POLI	197	120	TBA	TBA	TBA			2	5	SCHOULTZ, L G	O
111	099	GU	POLI	197	121	TBA	TBA	TBA			1	5	LIENESCH, M	O
112	099	GU	POLI	197	122	TBA	TBA	TBA			1	5	HARTLYN, J	O
113	099	GU	POLI	209	001	TR	1100AM	1215PM	HM	0452	38	39	MACDONALD, S	O
114	099	GU	POLI	210	001	MW	1100AM	1150AM	GC	1015	9	10	WEILER, J	O
115	099	GU	POLI	210	601	F	1100AM	1150AM	GA	0209	1	1	FOX, LISA	C
116	099	GU	POLI	210	602	R	0500PM	0550PM	GL	0103	1	1	FOX, LISA	C
117	099	GU	POLI	210	603	F	1100AM	1150AM	GA	0307	0	1	HENNESSEY, ELIZ	O
118	099	GU	POLI	210	604	R	0330PM	0420PM	PE	0215	1	1	HENNESSEY, ELIZ	C
119	099	GU	POLI	210	605	F	1100AM	1150AM	HM	0452	1	1	BRADLEY, LAUREL	C
120	099	GU	POLI	210	606	R	0330PM	0420PM	PH	0328	1	1	BRADLEY, LAUREL	C
121	099	GU	POLI	210	609	R	0500PM	0550PM	BI	0217	2	2	SHAIR-ROSENFIEL	C
122	099	GU	POLI	210	610	F	1100AM	1150AM	HN	0130	2	2	SHAIR-ROSENFIEL	C
123	099	GU	POLI	219	998	TBA	TBA	TBA			0	999		O
124	099	GU	POLI	230	998	TBA	TBA	TBA			0	999		O
125	099	GU	POLI	231	001	TR	0930AM	1045AM	MU	0112	42	41	SCHOULTZ, L G	C
126	099	GU	POLI	231	002	MWF	1000AM	1050AM	GA	0210	34	35	BITHER-TERRY, R	O
127	099	GU	POLI	232	998	TBA	TBA	TBA			0	999		O
128	099	GU	POLI	238	001	MW	0100PM	0150PM	SC	0103	167	180	HUBER, E	O
129	099	GU	POLI	238	002	MWF	0200PM	0250PM	MU	0112	0	30	HUBER, E	X
130	099	GU	POLI	238	003	TR	0930AM	1045AM	GA	0210	44	45	MARTINEZ, GALLA	O
131	099	GU	POLI	238	004	MWF	1000AM	1050AM	GA	0210	0	45	BITHER-TERRY, R	X
132	099	GU	POLI	238	600	F	0200PM	0250PM	HM	0452	7	20	CHAPMAN, SANDRA	O
133	099	GU	POLI	238	601	W	1000AM	1050AM	HM	0523	18	20	BOGLIACCINI, JU	O
134	099	GU	POLI	238	602	W	0800AM	0850AM	HM	0452	16	20	NIEDZWIECKI, SA	O
135	099	GU	POLI	238	603	F	0200PM	0250PM	GL	0107	19	20	ANRIA, SANTIAGO	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
136	099	GU	POLI	238	604	R	0800AM	0850AM	MU	0115	19	20	BOGLIACCINI, JU	O
137	099	GU	POLI	238	606	W	0300PM	0350PM	HM	0452	20	20	CHAPMAN, SANDRA	C
138	099	GU	POLI	238	607	R	0300PM	0350PM	GA	0104	19	20	CHAPMAN, SANDRA	O
139	099	GU	POLI	238	608	F	0100PM	0150PM	MU	0112	19	20	ANRIA, SANTIAGO	O
140	099	GU	POLI	238	609	W	0900AM	0950AM	HM	0452	19	20	BOGLIACCINI, JU	O
141	099	GU	POLI	238	610	R	0100PM	0150PM	BI	0217	5	20	CHAPMAN, SANDRA	O
142	099	GU	POLI	239	001	MW	0200PM	0250PM	AR	0121	232	235	MARKS, G	O
143	099	GU	POLI	239	730	F	1200PM	1250PM	MU	0115	19	20	COMAN, EMANUEL	O
144	099	GU	POLI	239	731	F	0300PM	0350PM	HM	0351	19	20	COMAN, EMANUEL	O
145	099	GU	POLI	239	732	W	0100PM	0150PM	HM	0420	20	20	COMAN, EMANUEL	C
146	099	GU	POLI	239	733	M	0800AM	0850AM	HM	0351	0	20		X
147	099	GU	POLI	239	734	F	1100AM	1150AM	HM	0351	20	20	CEKA, BESIR	C
148	099	GU	POLI	239	735	R	0800AM	0850AM	GA	0104	19	19	COMAN, EMANUEL	C
149	099	GU	POLI	239	736	M	0100PM	0150PM	HM	0452	19	19	DERDERYAN, SVET	C
150	099	GU	POLI	239	737	F	0300PM	0350PM	GA	0104	19	19	CEKA, BESIR	C
151	099	GU	POLI	239	739	F	0300PM	0350PM	MU	0115	17	19	DERDERYAN, SVET	O
152	099	GU	POLI	239	740	M	1000AM	1050AM	HM	0351	19	19	CEKA, BESIR	C
153	099	GU	POLI	239	741	M	0400PM	0450PM	HM	0452	20	20	DERDERYAN, SVET	C
154	099	GU	POLI	239	742	T	0800AM	0850AM	MU	0115	19	20	CEKA, BESIR	O
155	099	GU	POLI	239	743	F	0200PM	0250PM	SA	0322	22	20	DERDERYAN, SVET	C
156	099	GU	POLI	239	744	R	0800AM	0850AM	TT	0113	0	20		X
157	099	GU	POLI	239	990	TBA	TBA	TBA			4	10	BRIGEVICH, ANNA	O
158	099	GU	POLI	253	001	MWF	0200PM	0250PM	GA	0210	0	0	WOOD, REED	X
159	099	GU	POLI	254	001	TR	1230PM	0145PM	MU	0112	36	38	MCKEOWN, T J	O
160	099	GU	POLI	255	998	TBA	TBA	TBA			0	999		O
161	099	GU	POLI	270	001	TR	0930AM	1045AM	MU	0105	42	45	BICKFORD, SUSAN	O
162	099	GU	POLI	271	001	MW	0900AM	0950AM	AR	0121	232	240	SPINNER-HALEV,	O
163	099	GU	POLI	271	601	F	0900AM	0950AM	BI	0101	19	20	MILLER, JOSHUA	O
164	099	GU	POLI	271	602	M	1100AM	1150AM	BI	0101	18	20	NAJDEK, CARL M	O
165	099	GU	POLI	271	603	W	1100AM	1150AM	BI	0101	19	20	KNIGHT, AMBER R	O
166	099	GU	POLI	271	604	F	1100AM	1150AM	DA	0101	19	20	COOK, AMANDA BA	O
167	099	GU	POLI	271	605	M	0100PM	0150PM	BI	0101	20	20	NAJDEK, CARL M	C
168	099	GU	POLI	271	606	W	0100PM	0150PM	BI	0101	19	20	MILLER, JOSHUA	O
169	099	GU	POLI	271	607	F	0100PM	0150PM	BI	0101	20	20	COOK, AMANDA BA	C
170	099	GU	POLI	271	608	T	1100AM	1150AM	DE	0302	18	20	KNIGHT, AMBER R	O
171	099	GU	POLI	271	609	R	1100AM	1150AM	CW	0208	20	20	KNIGHT, AMBER R	C
172	099	GU	POLI	271	610	F	0900AM	0950AM	BI	0217	20	20	COOK, AMANDA BA	C
173	099	GU	POLI	271	611	W	1200PM	1250PM	BI	0309	19	20	MILLER, JOSHUA	O
174	099	GU	POLI	271	612	M	1200PM	1250PM	BI	0208	16	20	NAJDEK, CARL M	O
175	099	GU	POLI	271	990	TBA	TBA	TBA			6	10	WINKELMAN, JOEL	O
176	099	GU	POLI	271	991	TBA	TBA	TBA			5	15	WINKELMAN, JOEL	O
177	099	GU	POLI	271	992	TBA	TBA	TBA			0	1	WINKELMAN, JOEL	O
178	099	GU	POLI	276	001	MWF	0100PM	0150PM	GA	0210	0	0	NIX, NACONA J	X
179	099	GU	POLI	276	002	TR	0800AM	0915AM	HM	0452	34	35	DEAN, NATHAN	O
180	099	GU	POLI	276	990	TBA	TBA	TBA			4	10	LEONARD, S	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
181	099	GU	POLI	280	001	TR	0930AM	1045AM	HM	0452	42	40	LIENESCH, M	C
182	099	GU	POLI	384	001	MW	0435PM	0550PM	CW	0105	3	3	RICK, JON	C
183	099	GU	POLI	400	001	TR	0330PM	0445PM	HM	0452	0	30	SULLIVAN, T	X
184	099	GU	POLI	401	001	TR	0200PM	0315PM	HM	0452	31	30	STIMSON, JAMES	C
185	099	GU	POLI	410	001	TR	0930AM	1045AM	GC	1009	32	30	MCGUIRE, KEVIN	C
186	099	GU	POLI	411	001	TR	0330PM	0445PM	MU	0112	30	30	UNAH, ISAAC	C
187	099	GU	POLI	412	001	W	0300PM	0550PM	GL	0305	29	32	RABINOWITZ, G	O
188	099	GU	POLI	414	990	TBA	TBA	TBA			5	10	LEFEBVRE, D	O
189	099	GU	POLI	415	001	TR	1100AM	1215PM	MU	0112	37	20	LEFEBVRE, D	C
190	099	GU	POLI	416	001	TR	0930AM	1045AM	GA	0104	25	25	UNAH, ISAAC	C
191	099	GU	POLI	416	002	TR	1100AM	1215PM	GA	0104	25	25	UNAH, ISAAC	C
192	099	GU	POLI	416	975	TBA	TBA	TBA			0	5	URA, JOSEPH D	X
193	099	GU	POLI	417	998	TBA	TBA	TBA			0	999		O
194	099	GU	POLI	418	001	TR	0330PM	0445PM	AL	0207	29	30	MACKUEN, MICHAE	O
195	099	GU	POLI	420	001	TR	1230PM	0145PM	DE	0305	29	30	TREUL, SARAH	O
196	099	GU	POLI	420	002	TR	0330PM	0445PM	HM	0452	31	30	TREUL, SARAH	C
197	099	GU	POLI	430	975	TBA	TBA	TBA			5	5	STEPHENS, J	C
198	099	GU	POLI	431	001	MW	1100AM	1215PM	AL	0203	0	30	REYNOLDS, ANDRE	X
199	099	GU	POLI	433	001	T	0500PM	0750PM	MU	0115	20	20	HOOGHE, LIESBET	C
200	099	GU	POLI	433	002	T	0400PM	0650PM	GA	0210	31	30	MOROFF, HOLGER	C
201	099	GU	POLI	434	001	TR	1230PM	0145PM	AL	0205	29	30	MARTINEZ, GALLA	O
202	099	GU	POLI	435	001	MW	0500PM	0615PM	MU	0105	23	30	SULLIVAN, HEATH	O
203	099	GU	POLI	438	975	TR	1100AM	1215PM	XX	XX	0	5	VACHUDOVA, MILA	X
204	099	GU	POLI	439	975	TBA	TBA	TBA			5	5	STEPHENS, J	C
205	099	GU	POLI	442	001	MW	0400PM	0515PM			0	30		X
206	099	GU	POLI	443	001	TR	0200PM	0315PM	MU	0112	25	25	MCKEOWN, T J	C
207	099	GU	POLI	444	001	TR	1100AM	1215PM	GA	0210	25	25	BAPAT, NAVIN	C
208	099	GU	POLI	450	001	TR	1230PM	0145PM	HM	0452	28	25	SCHOULTZ, L G	C
209	099	GU	POLI	457	001	TR	0930AM	1045AM	MU	0115	26	25	CRESCENZI, MARK	C
210	099	GU	POLI	700	001	T	0700PM	0945PM	HM	0351	5	20	MACKUEN, MICHAE	O
211	099	GU	POLI	705	001	R	0200PM	0450PM	GC	1005	5	20	MCGUIRE, KEVIN	O
212	099	GU	POLI	713	001	T	0200PM	0450PM	HM	0351	6	20	CARSEY, THOMAS	O
213	099	GU	POLI	714	975	TBA	TBA	TBA			5	5	STEPHENS, J	C
214	099	GU	POLI	722	001	M	0500PM	0750PM	KN	3104	3	20	HOYMAN, MICHELE	O
215	099	GU	POLI	723	001	T	0500PM	0730PM	GC	3033	13	16	WALLACE, KATHLE	O
216	099	GU	POLI	731	001	R	0400PM	0650PM	MU	0105	12	20	ROBERTSON, GRAE	O
217	099	GU	POLI	733	001	W	0700PM	0950PM	HM	0351	3	20	HOOGHE, LIESBET	O
218	099	GU	POLI	733	975	MWF	0900AM	1130AM	PH	0220	16	25	LEMKE, C	O
219	099	GU	POLI	733	976	W	0700PM	0950PM			3	15	HOOGHE, LIESBET	O
220	099	GU	POLI	736	001	T	0400PM	0650PM	DE	0404	8	20	ROBERTSON, GRAE	O
221	099	GU	POLI	745	975	TR	0530PM	0645PM	GC	3024	19	25	STEPHENS, J	O
222	099	GU	POLI	750	001	T	1140AM	0210PM	HO	0207	4	20	CRESCENZI, MARK	O
223	099	GU	POLI	770	001	T	0500PM	0750PM	HM	0452	0	20	HOYMAN, MICHELE	O
224	099	GU	POLI	774	001	R	0200PM	0450PM	HM	0351	3	20	BICKFORD, SUSAN	O
225	099	GU	POLI	777	001	M	0300PM	0550PM	HM	0351	5	10	SPINNER-HALEV,	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
226	099	GU	POLI	780	001	M	0700PM	0950PM	HM	0351	10	20	MARKS, G	O
227	099	GU	POLI	780	975	R	0630PM	0920PM	MU	0115	0	5	SEARING, D	X
228	099	GU	POLI	783	001	TR	0930AM	1045AM	HM	0523	13	15	GENT, STEPHEN	O
229	099	GU	POLI	783	975	TR	1100AM	1215PM	HM	0351	0	5	GENT, STEPHEN	X
230	099	GU	POLI	786	001	TR	1100AM	1215PM	HM	0351	8	20	STIMSON, JAMES	O
231	099	GU	POLI	787	001	TR	1230PM	0145PM	MU	0115	13	20	CRANMER, SKYLER	O
232	099	GU	POLI	813	975	W	0530PM	0815PM	GC	3033	0	10	STEPHENS, J	X
233	099	GU	POLI	890	038	TBA	TBA	TBA			1	5	LIENESCH, M	O
234	099	GU	POLI	890	054	TBA	TBA	TBA			2	5	CRESCENZI, MARK	O
235	099	GU	POLI	890	055	TBA	TBA	TBA			0	10	STEPHENS, J	O
236	099	GU	POLI	890	068	TBA	TBA	TBA			0	5	BAPAT, NAVIN	O
237	099	GU	POLI	890	975	TBA	TBA	TBA			22	25	STEPHENS, J	O
238	099	GU	POLI	890	976	TBA	TBA	TBA			0	25	MARKS, G	O
239	099	GU	POLI	890	977	TBA	TBA	TBA			0	20	HOOGHE, LIESBET	O
240	099	GU	POLI	890	978	TBA	TBA	TBA			0	4	SEARING, D	O
241	099	GU	POLI	890	979	TBA	TBA	TBA			0	5	VACHUDOVA, MILA	X
242	099	GU	POLI	890	980	TBA	TBA	TBA			0	2	ROBERTSON, GRAE	O
243	099	GU	POLI	891	001	M	1100AM	1150AM	AL	0308	9	16	GENT, STEPHEN	O
244	099	GU	POLI	891	002	MW	1230PM	0145PM	HM	0351	0	20	CARSEY, THOMAS	O
245	099	GU	POLI	891	004	M	0200PM	0450PM	GM	0210	0	20	STEINER, J	O
246	099	GU	POLI	891	065	TBA	TBA	TBA			1	5	STIMSON, JAMES	O
247	099	GU	POLI	891	975	F	1100AM	0200PM	GC	3024	18	25	STEPHENS, J	O
248	099	GU	POLI	891	976	W	0400PM	0700PM	GC	3033	11	12	SEARING, D	O
249	099	GU	POLI	891	978	T	1000AM	1230PM	CW	0208	7	13	MOROFF, HOLGER	O
250	099	GU	POLI	891	979	MW	1230PM	0145PM	XX	XX	10	10	CARSEY, THOMAS	C
251	099	GU	POLI	993	004	TBA	TBA	TBA			0	5	HOOGHE, LIESBET	O
252	099	GU	POLI	993	005	TBA	TBA	TBA			0	10	CRESCENZI, MARK	O
253	099	GU	POLI	993	006	TBA	TBA	TBA			0	5	HOYMAN, MICHELE	O
254	099	GU	POLI	993	009	TBA	TBA	TBA			0	5	MOSLEY, LAYNA	O
255	099	GU	POLI	993	010	TBA	TBA	TBA			0	5	CONOVER, P	O
256	099	GU	POLI	993	011	TBA	TBA	TBA			0	5	SPINNER-HALEV,	O
257	099	GU	POLI	993	018	TBA	TBA	TBA			0	5	MARKS, G	O
258	099	GU	POLI	993	022	TBA	TBA	TBA			1	5	MCKEOWN, T J	O
259	099	GU	POLI	993	025	TBA	TBA	TBA			0	5	RABINOWITZ, G	O
260	099	GU	POLI	993	038	TBA	TBA	TBA			0	5	LIENESCH, M	O
261	099	GU	POLI	993	040	TBA	TBA	TBA			0	5	GRAY, V	O
262	099	GU	POLI	993	046	TBA	TBA	TBA			0	5	HARTLYN, J	O
263	099	GU	POLI	993	047	TBA	TBA	TBA			1	5	SULLIVAN, T	O
264	099	GU	POLI	993	054	TBA	TBA	TBA			0	5	HUBER, E	O
265	099	GU	POLI	993	055	TBA	TBA	TBA			0	5	STEPHENS, J	O
266	099	GU	POLI	993	057	TBA	TBA	TBA			1	5	OATLEY, T	O
267	099	GU	POLI	993	058	TBA	TBA	TBA			0	5	BICKFORD, SUSAN	O
268	099	GU	POLI	993	065	TBA	TBA	TBA			0	5	STIMSON, JAMES	O
269	099	GU	POLI	993	975	TBA	TBA	TBA			22	25	STEPHENS, J	O
270	099	GU	POLI	993	976	TBA	TBA	TBA			0	20	MARKS, G	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
271	099	GU	POLI	993	977	TBA	TBA	TBA			0	20	HOOGHE, LIESBET	O
272	099	GU	POLI	993	978	TBA	TBA	TBA			0	4	SEARING, D	O
273	099	GU	POLI	993	979	TBA	TBA	TBA			0	5	VACHUDOVA, MILA	O
274	099	GU	POLI	993	980	TBA	TBA	TBA			0	2	ROBERTSON, GRAE	O
275	099	GU	POLI	994	004	TBA	TBA	TBA			2	5	HOOGHE, LIESBET	O
276	099	GU	POLI	994	005	TBA	TBA	TBA			4	10	CRESCENZI, MARK	O
277	099	GU	POLI	994	006	TBA	TBA	TBA			1	10	HOYMAN, MICHELE	O
278	099	GU	POLI	994	009	TBA	TBA	TBA			0	5	MOSLEY, LAYNA	O
279	099	GU	POLI	994	010	TBA	TBA	TBA			0	10	CONOVER, P	O
280	099	GU	POLI	994	011	TBA	TBA	TBA			1	5	SPINNER-HALEV,	O
281	099	GU	POLI	994	012	TBA	TBA	TBA			0	5	VACHUDOVA, MILA	O
282	099	GU	POLI	994	018	TBA	TBA	TBA			1	10	MARKS, G	O
283	099	GU	POLI	994	020	TBA	TBA	TBA			0	5	SCHOULTZ, L G	O
284	099	GU	POLI	994	022	TBA	TBA	TBA			1	5	MCKEOWN, T J	O
285	099	GU	POLI	994	025	TBA	TBA	TBA			3	10	RABINOWITZ, G	O
286	099	GU	POLI	994	038	TBA	TBA	TBA			4	10	LIENESCH, M	O
287	099	GU	POLI	994	040	TBA	TBA	TBA			3	10	GRAY, V	O
288	099	GU	POLI	994	046	TBA	TBA	TBA			3	10	HARTLYN, J	O
289	099	GU	POLI	994	047	TBA	TBA	TBA			0	10	SULLIVAN, T	O
290	099	GU	POLI	994	054	TBA	TBA	TBA			5	10	HUBER, E	O
291	099	GU	POLI	994	055	TBA	TBA	TBA			4	10	STEPHENS, J	O
292	099	GU	POLI	994	057	TBA	TBA	TBA			2	5	OATLEY, T	O
293	099	GU	POLI	994	058	TBA	TBA	TBA			1	5	BICKFORD, SUSAN	O
294	099	GU	POLI	994	060	TBA	TBA	TBA			1	5	MCGUIRE, KEVIN	O
295	099	GU	POLI	994	065	TBA	TBA	TBA			1	5	STIMSON, JAMES	O
296	099	GU	POLI	994	066	TBA	TBA	TBA			0	10	MACKUEN, MICHAE	O
297	099	GU	POLI	994	067	TBA	TBA	TBA			6	5	CARSEY, THOMAS	C
298	099	GU	POLI	206H	142	TR	1230PM	0145PM	GM	0210	25	21	LEFEBVRE, D	C
299	099	GU	POLI	230H	001	R	0330PM	0630PM	DE	0404	16	20	SEARING, D	O
300	099	GU	POLI	238H	001	MWF	0200PM	0250PM	MU	0112	0	24		X
301	099	GU	POLI	239H	124	M	0200PM	0450PM	GC	3024	20	20	STEINER, J	C
302	099	GU	POLI	470H	001	TR	0330PM	0445PM	FG	0104	24	30	LEONARD, S	O
303	099	GU	POLI	692H	001	TBA	TBA	TBA			12	20	VANBERG, GEORG	O
304	099	GU	POLI	999M	002	TR	0200PM	0315PM			0	999		O
305	099	GU	POLI	999M	003	MWF	0100PM	0150PM	XX		0	999		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	PORT	101	001	MWF	0800AM	0850AM	DE	0208	0	0		X
3	099	GU	PORT	101	002	MWF	0900AM	0950AM	DE	0204	20	20	FUENTES, PATRIC	C
4	099	GU	PORT	101	003	MWF	1000AM	1050AM	DE	0204	22	20	CASTELLOES, FRE	C
5	099	GU	PORT	101	004	MWF	1100AM	1150AM	DE	0204	22	20	CASTELLOES, FRE	C
6	099	GU	PORT	101	005	MWF	1200PM	1250PM	DE	0206	20	20	RISNER, JONATHA	C
7	099	GU	PORT	101	006	MWF	0100PM	0150PM	MU	0302	20	20	FUENTES, PATRIC	C
8	099	GU	PORT	101	007	MWF	0200PM	0250PM	DE	0305	21	20	TAYLOR, KRISTIE	C
9	099	GU	PORT	101	008	MWF	0200PM	0250PM	MU	0302	0	19		X
10	099	GU	PORT	102	001	MWF	1200PM	1250PM	DE	0305	21	21	TAYLOR, KRISTIE	C
11	099	GU	PORT	102	002	MWF	0100PM	0150PM	DE	0306	19	21	TAYLOR, KRISTIE	O
12	099	GU	PORT	102	003	MWF	1200PM	1250PM	PH	0228	19	21	FUENTES, PATRIC	O
13	099	GU	PORT	203	001	MWF	0900AM	0950AM	DE	0208	20	21	CASTELLOES, FRE	O
14	099	GU	PORT	203	002	MWF	1000AM	1050AM	GL	0103	20	21	MELO, ANITA	O
15	099	GU	PORT	203	003	MWF	1100AM	1150AM	MT	0205	21	21	VERNON, RICHARD	C
16	099	GU	PORT	203	004	MWF	1200PM	1250PM	GM	0210	21	21	VERNON, RICHARD	C
17	099	GU	PORT	203	005	MWF	0100PM	0150PM	AL	0207	18	21	MELO, ANITA	O
18	099	GU	PORT	203	998	TBA	TBA	TBA			0	999		O
19	099	GU	PORT	204	001	MWF	1200PM	1250PM	GM	0213	8	19	MELO, ANITA	O
20	099	GU	PORT	204	998	TBA	TBA	TBA			0	0		C
21	099	GU	PORT	270	001	TR	0930AM	1045AM	MT	0005	81	70	CLARK, F M	C
22	099	GU	PORT	275	002	TR	1100AM	1215PM	DE	0201	40	35	RECTOR, M P	C
23	099	GU	PORT	310	001	MWF	1100AM	1150AM	MU	0111	10	17	FUENTES, PATRIC	O
24	099	GU	PORT	388	001	TR	0930AM	1045AM	DE	0307	40	35	RECTOR, M P	C
25	099	GU	PORT	390	029	TBA	TBA	TBA			2	1	CLARK, F M	C
26	099	GU	PORT	390	043	TBA	TBA	TBA			3	1	RECTOR, M P	C
27	099	GU	PORT	398	001	TR	0930AM	1045AM	DE	0210	0	20		X
28	099	GU	PORT	401	001	MWF	0100PM	0150PM	DE	0307	24	22	VERNON, RICHARD	C
29	099	GU	PORT	840	043	TBA	TBA	TBA			0	5	RECTOR, M P	O
30	099	GU	PORT	840	099	TBA	TBA	TBA			0	18		O
31	099	GU	PORT	994	043	TBA	TBA	TBA			0	20	RECTOR, M P	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Session	Status
2	099	GU	PROS	703	001	TBA	TBA	TBA			4	15			O
3	099	GU	PROS	704	001	TBA	TBA	TBA			0	5	GUCKES, ALBERT		O
4	099	GU	PROS	721	001	TBA	TBA	TBA			3	10	COOPER, L		O
5	099	GU	PROS	723	001	TBA	TBA	TBA			4	30	COOPER, L		O
6	099	GU	PROS	731	001	TBA	TBA	TBA			3	15			O
7	099	GU	PROS	733	001	TBA	TBA	TBA			4	15			O
8	099	GU	PROS	751	001	TBA	TBA	TBA			4	5	MINSLEY, G E		O
9	099	GU	PROS	801	001	TBA	TBA	TBA			3	10	COOPER, L		O
10	099	GU	PROS	804	001	TBA	TBA	TBA			4	30	COOPER, L		O
11	099	GU	PROS	851	001	TBA	TBA	TBA			4	5	MINSLEY, G E		O
12	099	GU	PROS	901	001	TBA	TBA	TBA			0	5	GUCKES, ALBERT		O
13	099	GU	PROS	903	001	TBA	TBA	TBA			4	6	COOPER, L		O
14	099	GU	PROS	993	001	TBA	TBA	TBA			4	5	COOPER, L		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	PRSN	203	001	MWF	1200PM	1250PM	NW	0103	13	19	KAMAREI, ZAHRA		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	PSYC	058	001	TR	0200PM	0315PM	DA	0310	21	21	ARNOLD, JENNIFE	C
3	099	GU	PSYC	065	001	TR	1230PM	0145PM	DA	0310	24	24	SANNA, LAWRENCE	C
4	099	GU	PSYC	089	001	MWF	0200PM	0250PM	MU	0112	23	24	ESTIGARRIBIA, B	O
5	099	GU	PSYC	101	001	MW	0200PM	0250PM	CA	0111	299	300	JORDAN, BETH	O
6	099	GU	PSYC	101	002	MWF	1000AM	1050AM	CA	0111	300	300	LOEB, J.	C
7	099	GU	PSYC	101	003	MWF	0800AM	0850AM	DA	0301	34	35	RANCOURT, DIANA	O
8	099	GU	PSYC	101	004	TR	1100AM	1215PM	CA	0111	316	300	KING, R A	C
9	099	GU	PSYC	101	005	MWF	1100AM	1150AM	DA	0301	34	35	PETERSON, DANIE	O
10	099	GU	PSYC	101	601	F	0800AM	0850AM	DA	0101	25	25		C
11	099	GU	PSYC	101	602	W	0500PM	0550PM	DA	0101	25	25		C
12	099	GU	PSYC	101	603	W	0600PM	0650PM	DA	0101	24	25		O
13	099	GU	PSYC	101	604	W	0700PM	0750PM	DA	0101	25	25		C
14	099	GU	PSYC	101	605	R	0500PM	0550PM	DA	0101	25	25		C
15	099	GU	PSYC	101	606	R	0600PM	0650PM	DA	0101	23	25		O
16	099	GU	PSYC	101	607	R	0700PM	0750PM	DA	0101	23	25		O
17	099	GU	PSYC	101	608	R	0800AM	0850AM	DA	0101	25	25		C
18	099	GU	PSYC	101	609	M	0500PM	0550PM	DA	0101	25	25		C
19	099	GU	PSYC	101	610	M	0600PM	0650PM	DA	0101	25	25		C
20	099	GU	PSYC	101	611	M	0700PM	0750PM	DA	0101	25	25		C
21	099	GU	PSYC	101	612	T	0800AM	0850AM	DA	0101	25	25		C
22	099	GU	PSYC	101	851	TBA	TBA	TBA			0	999		O
23	099	GU	PSYC	101	990	TBA	TBA	TBA			4	5	WISS, F C	O
24	099	GU	PSYC	101	998	TBA	TBA	TBA			0	0		C
25	099	GU	PSYC	101	999	TBA	TBA	TBA			0	0		C
26	099	GU	PSYC	210	001	MWF	0900AM	0950AM	DA	0112	44	44	INSKO, C A	C
27	099	GU	PSYC	210	002	TR	0930AM	1045AM	DA	0112	88	88	MORGAN-LOPEZ, A	C
28	099	GU	PSYC	210	003	TR	1100AM	1215PM	DA	0112	44	44	SATHY, VIJI	C
29	099	GU	PSYC	210	004	TR	0330PM	0445PM	DA	0112	90	88	SIDERIS, JOHN	C
30	099	GU	PSYC	210	005	TR	1230PM	0145PM	DA	0301	46	44	PRINSTEIN, M.	C
31	099	GU	PSYC	210	601	M	0330PM	0420PM	HN	0125	22	22	JOSEPH, MEGAN	C
32	099	GU	PSYC	210	602	M	0430PM	0520PM	HN	0125	22	22	JOSEPH, MEGAN	C
33	099	GU	PSYC	210	603	T	0300PM	0350PM	DA	0101	22	22	OKEKE, NDIDI	C
34	099	GU	PSYC	210	604	T	0400PM	0450PM	DA	0101	22	22	OKEKE, NDIDI	C
35	099	GU	PSYC	210	701	T	0330PM	0420PM	MU	0202	23	22	KIM, SO-YEON	C
36	099	GU	PSYC	210	702	T	0430PM	0520PM	MU	0202	20	22	KIM, SO-YEON	O
37	099	GU	PSYC	210	801	W	0330PM	0420PM	HN	0125	23	22	BESKEN, MIRI	C
38	099	GU	PSYC	210	802	W	0430PM	0520PM	HN	0125	22	22	BESKEN, MIRI	C
39	099	GU	PSYC	210	803	M	0300PM	0350PM	DA	0101	23	22	STONEROCK, GREG	C
40	099	GU	PSYC	210	804	M	0400PM	0450PM	DA	0101	21	22	STONEROCK, GREG	O
41	099	GU	PSYC	210	805	W	0300PM	0350PM	DA	0301	23	22	FREEMAN, ANDREW	C
42	099	GU	PSYC	210	806	W	0400PM	0450PM	DA	0301	22	22	FREEMAN, ANDREW	C
43	099	GU	PSYC	210	901	W	0300PM	0350PM	DA	0301	0	22		X
44	099	GU	PSYC	210	902	W	0400PM	0450PM	DA	0301	0	22		X
45	099	GU	PSYC	210	998	TBA	TBA	TBA			0	999		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	PSYC	215	001	TR	1100AM	1215PM	DE	0208	32	30	CHOW, SY-MIIN	C
47	099	GU	PSYC	215	601	R	0330PM	0420PM	PE	0220	32	30		C
48	099	GU	PSYC	220	001	TR	0930AM	1045AM	GL	0101	120	120	LOEB, J.	C
49	099	GU	PSYC	220	002	TR	0330PM	0445PM	DE	0203	35	35	SPARROW, ANGELA	C
50	099	GU	PSYC	220	003	TR	0800AM	0915AM	MU	0104	45	45	WAGNER, ALISON	C
51	099	GU	PSYC	220	004	MWF	1200PM	1250PM	DA	0112	49	45	THOMSON, JENNIF	C
52	099	GU	PSYC	222	001	TR	0800AM	0915AM	MU	0105	45	45	MILLER, LAURENC	C
53	099	GU	PSYC	222	002	MWF	0200PM	0250PM	MU	0104	0	45		X
54	099	GU	PSYC	225	001	MWF	1000AM	1050AM	DA	0112	70	60	SCHWARTZ, DAVID	C
55	099	GU	PSYC	230	001	TR	0200PM	0315PM	HO	0104	124	120	MULLIGAN, NEIL	C
56	099	GU	PSYC	230	002	MWF	1000AM	1050AM	HN	0130	35	35	HENNESSEY, JACL	C
57	099	GU	PSYC	240	001	MWF	1100AM	1150AM	DA	0112	45	45	WISS, F C	C
58	099	GU	PSYC	245	001	MW	0500PM	0615PM	GA	0210	45	45	VOGLER, JASON	C
59	099	GU	PSYC	245	002	MW	0500PM	0615PM	GA	0308	47	45	AKPAKA, ERNEST	C
60	099	GU	PSYC	245	003	TR	1230PM	0145PM	GL	0431	68	60	NEBLETT, ENRIQU	C
61	099	GU	PSYC	245	004	MWF	1200PM	1250PM	DA	0112	0	45	LOEB, J.	X
62	099	GU	PSYC	245	005	TR	0200PM	0315PM	DA	0112	45	45	BAUCOM, D H	C
63	099	GU	PSYC	245	006	MWF	0800AM	0850AM	DA	0112	60	60	WISS, F C	C
64	099	GU	PSYC	245	007	TR	0800AM	0915AM	DA	0112	34	34	MAHAFFEY, BRITT	C
65	099	GU	PSYC	245	008	MWF	0900AM	0950AM	GA	0307	35	35	MARKS, CLARE	C
66	099	GU	PSYC	245	009	TR	0930AM	1045AM	DE	0208	0	35	MCKEOWN, MELIS	X
67	099	GU	PSYC	250	001	TR	1230PM	0145PM	HO	0104	126	120	TAYLOR, LORRAIN	C
68	099	GU	PSYC	250	002	MWF	0300PM	0350PM	GA	0210	45	45	SWINTON, AKILAH	C
69	099	GU	PSYC	250	003	MWF	0900AM	0950AM	MU	0104	0	1		X
70	099	GU	PSYC	250	004	TR	0500PM	0615PM	DA	0112	45	45	BAGLEY, ERIKA	C
71	099	GU	PSYC	250	951	TR	0730PM	0845PM	HO	0104	26	25	BRITT, APRIL	C
72	099	GU	PSYC	250	988	TBA	TBA	TBA			0	999		O
73	099	GU	PSYC	250	990	TBA	TBA	TBA			10	10	BRITT, APRIL	C
74	099	GU	PSYC	250	H	TR	1100AM	1215PM			0	20	SEATON, ELEANOR	X
75	099	GU	PSYC	260	001	MWF	0200PM	0250PM	DA	0112	45	45	CATALINO, LAHNN	C
76	099	GU	PSYC	260	002	TR	0330PM	0445PM	PH	0265	0	60		X
77	099	GU	PSYC	260	003	MWF	0800AM	0850AM	MU	0104	45	45	MICELI, PAUL M.	C
78	099	GU	PSYC	260	004	MWF	0100PM	0150PM	MU	0105	45	45	KENNEDY, LINDSA	C
79	099	GU	PSYC	260	005	TR	0500PM	0615PM	DA	0301	45	45	CARPENTER, JORD	C
80	099	GU	PSYC	260	006	MWF	0900AM	0950AM	DA	0301	44	45	KOK, BETHANY EL	O
81	099	GU	PSYC	270	001	MW	0800AM	0930AM	DA	0110	13	20	SATHY, VIJI	O
82	099	GU	PSYC	270	001	R	0330PM	0445PM	PE	0104	13	20	SATHY, VIJI	O
83	099	GU	PSYC	270	002	MW	0945AM	1115AM	DA	0110	19	21	SATHY, VIJI	O
84	099	GU	PSYC	270	002	R	0330PM	0445PM	PE	0104	19	21	SATHY, VIJI	O
85	099	GU	PSYC	270	003	R	0330PM	0445PM	PE	0104	19	20	SATHY, VIJI	O
86	099	GU	PSYC	270	003	MW	1130AM	0100PM	DA	0110	19	20	SATHY, VIJI	O
87	099	GU	PSYC	270	004	MW	0130PM	0300PM	DA	0110	20	20	SATHY, VIJI	C
88	099	GU	PSYC	270	004	R	0330PM	0445PM	PE	0104	20	20	SATHY, VIJI	C
89	099	GU	PSYC	270	005	R	0330PM	0445PM	PE	0104	18	20	SATHY, VIJI	O
90	099	GU	PSYC	270	005	MW	0315PM	0445PM	DA	0110	18	20	SATHY, VIJI	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
91	099	GU	PSYC	270	006	TR	0500PM	0630PM	DA	0110	13	20	SATHY, VIJI	O
92	099	GU	PSYC	270	006	R	0330PM	0445PM	PE	0104	13	20	SATHY, VIJI	O
93	099	GU	PSYC	270	007	TR	0800AM	0930AM	DA	0110	6	20	SATHY, VIJI	O
94	099	GU	PSYC	270	007	R	0500PM	0615PM	PE	0104	6	20	SATHY, VIJI	O
95	099	GU	PSYC	270	008	R	0500PM	0615PM	PE	0104	17	20	SATHY, VIJI	O
96	099	GU	PSYC	270	008	TR	0945AM	1115AM	DA	0110	17	20	SATHY, VIJI	O
97	099	GU	PSYC	270	009	R	0500PM	0615PM	PE	0104	18	20	SATHY, VIJI	O
98	099	GU	PSYC	270	009	TR	1130AM	0110PM	DA	0110	18	20	SATHY, VIJI	O
99	099	GU	PSYC	270	010	TR	0130PM	0300PM	DA	0110	16	20	SATHY, VIJI	O
100	099	GU	PSYC	270	010	R	0500PM	0615PM	PE	0104	16	20	SATHY, VIJI	O
101	099	GU	PSYC	270	011	R	0500PM	0615PM	PE	0104	18	20	SATHY, VIJI	O
102	099	GU	PSYC	270	011	TR	0315PM	0445PM	DA	0110	18	20	SATHY, VIJI	O
103	099	GU	PSYC	270	012	R	0500PM	0615PM	PE	0104	16	20	SATHY, VIJI	O
104	099	GU	PSYC	270	012	MW	0500PM	0630PM	DA	0110	16	20	SATHY, VIJI	O
105	099	GU	PSYC	294	001	TBA	TBA	TBA			0	25	KURTZ-COSTES, B	O
106	099	GU	PSYC	294	002	TBA	TBA	TBA			0	25		O
107	099	GU	PSYC	294	003	TBA	TBA	TBA			41	25	TAYLOR, LORRAIN	C
108	099	GU	PSYC	294	004	TBA	TBA	TBA			16	25	BAGLEY, ERIKA	O
109	099	GU	PSYC	320	001	TR	0930AM	1045AM	DA	0301	45	45	PICKER, M J	C
110	099	GU	PSYC	395	001	TBA	TBA	TBA			0	35	LOEB, J.	O
111	099	GU	PSYC	395	009	TBA	TBA	TBA			1	5	DYKSTRA, L	O
112	099	GU	PSYC	395	017	TBA	TBA	TBA			1	5	HOLLINS, M	O
113	099	GU	PSYC	395	018	TBA	TBA	TBA			0	7	INSKO, C A	O
114	099	GU	PSYC	395	028	TBA	TBA	TBA			10	7	ORNSTEIN, P A	C
115	099	GU	PSYC	395	104	TBA	TBA	TBA			7	7	BAUCOM, D H	C
116	099	GU	PSYC	395	142	TBA	TBA	TBA			3	7	KURTZ-COSTES, B	O
117	099	GU	PSYC	395	153	TBA	TBA	TBA			1	5	GARIEPY, L	O
118	099	GU	PSYC	395	155	TBA	TBA	TBA			1	5	LYSLE, D T	O
119	099	GU	PSYC	395	157	TBA	TBA	TBA			0	5	THISSEN, D	O
120	099	GU	PSYC	395	170	TBA	TBA	TBA			1	5	GORDON, P C	O
121	099	GU	PSYC	395	181	TBA	TBA	TBA			4	5	GIL, K.	O
122	099	GU	PSYC	395	187	TBA	TBA	TBA			0	5	CARELLI, REGINA	O
123	099	GU	PSYC	395	188	TBA	TBA	TBA			2	5	HUSSONG, ANDREA	O
124	099	GU	PSYC	395	190	TBA	TBA	TBA			3	5	JOHNS, JOSEPHIN	O
125	099	GU	PSYC	395	191	TBA	TBA	TBA			1	5		O
126	099	GU	PSYC	395	192	TBA	TBA	TBA			5	5	REZNICK, STEVEN	C
127	099	GU	PSYC	395	196	TBA	TBA	TBA			0	5	PENN, DAVID	O
128	099	GU	PSYC	395	198	TBA	TBA	TBA			0	5	HOPFINGER, JOSE	O
129	099	GU	PSYC	395	199	TBA	TBA	TBA			1	5	SANNA, LAWRENCE	O
130	099	GU	PSYC	395	206	TBA	TBA	TBA			13	10	COX, MARTHA	C
131	099	GU	PSYC	395	211	TBA	TBA	TBA			1	5	MULLIGAN, NEIL	O
132	099	GU	PSYC	395	219	TBA	TBA	TBA			0	5	BELGER, AYSENIL	O
133	099	GU	PSYC	395	220	TBA	TBA	TBA			1	5	PITZ, GORDON	O
134	099	GU	PSYC	395	221	TBA	TBA	TBA			2	5	ARNOLD, JENNIFE	O
135	099	GU	PSYC	395	222	TBA	TBA	TBA			11	10	PRINSTEIN, M.	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
136	099	GU	PSYC	395	223	TBA	TBA	TBA			0	5	JONES, DEBORAH	O
137	099	GU	PSYC	395	225	TBA	TBA	TBA			4	5	GREEN, MELANIE	O
138	099	GU	PSYC	395	226	TBA	TBA	TBA			4	10	PAYNE, B. KEITH	O
139	099	GU	PSYC	395	227	TBA	TBA	TBA			3	10	FUCHS, RITA	O
140	099	GU	PSYC	395	228	TBA	TBA	TBA			1	10	BULIK, CINDY	O
141	099	GU	PSYC	395	229	TBA	TBA	TBA			10	10	FREDRICKSON, BA	C
142	099	GU	PSYC	395	230	TBA	TBA	TBA			2	5	YOUNGSTROM, ERI	O
143	099	GU	PSYC	395	231	TBA	TBA	TBA			2	5	ABRAMOWITZ, JON	O
144	099	GU	PSYC	395	234	TBA	TBA	TBA			0	5	COONEY, CHARLOT	O
145	099	GU	PSYC	395	235	TBA	TBA	TBA			0	5	CHOW, SY-MIIN	O
146	099	GU	PSYC	395	236	TBA	TBA	TBA			5	5	SEATON, ELEANOR	C
147	099	GU	PSYC	395	237	TBA	TBA	TBA			1	5	NEBLETT, ENRIQU	O
148	099	GU	PSYC	395	238	TBA	TBA	TBA			0	5	CRAFT, STACIE A	X
149	099	GU	PSYC	395	239	TBA	TBA	TBA			1	5	BREWER, NOEL T	O
150	099	GU	PSYC	401	001	TR	0800AM	0915AM	DA	0301	0	35	GARIEPY, L	X
151	099	GU	PSYC	402	001	TR	0200PM	0315PM	PE	0216	35	35	LOEB, J.	C
152	099	GU	PSYC	425	001	MW	0300PM	0415PM	SM	0107	32	35	SCHWARTZ, DAVID	O
153	099	GU	PSYC	430	001	TR	1100AM	1215PM	DA	0301	41	35	MULLIGAN, NEIL	C
154	099	GU	PSYC	432	001	TR	0330PM	0445PM	DA	0301	29	35	ARNOLD, JENNIFE	O
155	099	GU	PSYC	434	001	MWF	1000AM	1050AM	DA	0301	28	35	HOPFINGER, JOSE	O
156	099	GU	PSYC	434	002	MWF	1200PM	1250PM	DA	0301	0	0	HOPFINGER, JOSE	X
157	099	GU	PSYC	465	001	TR	0930AM	1045AM	LG	0304	35	35	TAYLOR, LORRAIN	C
158	099	GU	PSYC	467	001	TR	1100AM	1215PM	WI	0217	35	35	MCLOYD, VONNIE	C
159	099	GU	PSYC	469	001	TR	0800AM	0915AM	DA	0301	26	35	GARIEPY, L	O
160	099	GU	PSYC	499	001	TR	1230PM	0145PM	SA	0104	30	30	CURRAN, PATRICK	C
161	099	GU	PSYC	499	002	W	0400PM	0450PM	DA	0101	6	10	JORDAN, BETH	O
162	099	GU	PSYC	499	003	WF	0200PM	0315PM	PE	0215	34	35	SCHWARTZ, S.	O
163	099	GU	PSYC	499	004	TR	1230PM	0145PM	WI	0217	0	35	YOUNGSTROM, ERI	X
164	099	GU	PSYC	499	005	TR	0330PM	0445PM	GL	0301	27	35	PITZ, GORDON	O
165	099	GU	PSYC	500	001	TR	0930AM	1045AM	DE	0208	0	35	YOUNGSTROM, JEN	X
166	099	GU	PSYC	500	002	TR	0930AM	1045AM	DE	0204	34	34	HUSSONG, ANDREA	C
167	099	GU	PSYC	501	001	TR	0200PM	0315PM	DE	0208	35	35	WISS, F C	C
168	099	GU	PSYC	502	001	MWF	0900AM	0950AM	SC	0209	35	35	JORDAN, BETH	C
169	099	GU	PSYC	506	001	W	0500PM	0730PM	DA	0301	34	35	BARRICK, A L	O
170	099	GU	PSYC	531	001	TR	0930AM	1045AM	DA	0301	0	35	THISSEN, D	X
171	099	GU	PSYC	565	001	TR	1230PM	0145PM	GL	0302	35	35	PAYNE, B. KEITH	C
172	099	GU	PSYC	600	001	MWF	0100PM	0150PM	DA	0301	0	0	KING, R A	X
173	099	GU	PSYC	602	001	TR	1230PM	0145PM	DA	0112	47	35	LOWMAN, J C	C
174	099	GU	PSYC	701	001	W	0100PM	0330PM	DA	0101	15	15	COONEY, CHARLOT	C
175	099	GU	PSYC	705	001	TBA	TBA	TBA			6	10	DYKSTRA, L	O
176	099	GU	PSYC	708	001	TBA	TBA	TBA			5	10	CARELLI, REGINA	O
177	099	GU	PSYC	720	001	TR	1230PM	0145PM	DA	0101	7	20	DYKSTRA, L	O
178	099	GU	PSYC	741	001	R	0230PM	0450PM	DA	0101	9	10	GORDON, P C	O
179	099	GU	PSYC	743	001	M	0100PM	0330PM	DA	0347	11	10	GIOVANELLO, KEL	C
180	099	GU	PSYC	768	001	W	0200PM	0430PM	DA	0347	10	20	MCLOYD, VONNIE	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
181	099	GU	PSYC	768	002	T	0930AM	1215PM	DA	0347	9	20	KURTZ-COSTES, B	O
182	099	GU	PSYC	781	001	M	0500PM	0650PM	XX	XX	7	15	COX, MARTHA	O
183	099	GU	PSYC	781	001	M	0300PM	0430PM	XX	XX	7	15	COX, MARTHA	O
184	099	GU	PSYC	790	001	W	0900AM	1145AM	DA	0101	19	20	GARIEPY, L	O
185	099	GU	PSYC	791	001	TBA	TBA	TBA			2	5	REZNICK, STEVEN	O
186	099	GU	PSYC	791	008	TBA	TBA	TBA			0	5		O
187	099	GU	PSYC	791	203	TBA	TBA	TBA			0	5	THIELE, TODD	O
188	099	GU	PSYC	807	001	F	1200PM	1250PM	DA	0261	38	30	PRINSTEIN, M.	C
189	099	GU	PSYC	809	001	M	0100PM	0350PM	XX	XX	0	15	PENN, DAVID	X
190	099	GU	PSYC	810	001	W	0100PM	0330PM	XX	XX	0	15	NEBLETT, ENRIQU	X
191	099	GU	PSYC	811	001	M	0900AM	1130AM	XX	XX	3	20	WISE, ERICA	O
192	099	GU	PSYC	812	001	M	0900AM	1130AM	XX	XX	6	20	YOUNGSTROM, JEN	O
193	099	GU	PSYC	815	001	F	0900AM	1130AM	DA	0261	7	20	MARGOLIS, A	O
194	099	GU	PSYC	817	001	TBA	TBA	TBA			8	20	ABRAMOWITZ, JON	O
195	099	GU	PSYC	817	002	TBA	TBA	TBA			4	20	KIRBY, JENNIFER	O
196	099	GU	PSYC	818	001	W	0430PM	0730PM	DA	0261	6	20	YOUNGSTROM, ERI	O
197	099	GU	PSYC	822	001	R	0100PM	0330PM	XX	XX	11	10	KIRBY, JENNIFER	C
198	099	GU	PSYC	825	001	TBA	TBA	TBA			14	20	PRINSTEIN, M.	O
199	099	GU	PSYC	827	001	W	0100PM	0330PM	XX	XX	0	20		X
200	099	GU	PSYC	828	001	M	1200PM	0100PM	XX	XX	9	10	YOUNGSTROM, JEN	O
201	099	GU	PSYC	830	001	TR	0200PM	0315PM	DE	0305	25	45	CHOW, SY-MIIN	O
202	099	GU	PSYC	830	601	F	0300PM	0350PM	DA	0301	25	45	MCGINLEY, JAMES	O
203	099	GU	PSYC	842	001	W	0930AM	1200PM	DA	0347	24	25	PANTER, A	O
204	099	GU	PSYC	846	001	M	0130PM	0350PM	PE	0220	33	35	BAUER, DANIEL	O
205	099	GU	PSYC	850	001	M	1200PM	1250PM	DA	0347	14	20	CHOW, SY-MIIN	O
206	099	GU	PSYC	859	001	F	0900AM	1130AM	XX	XX	8	15	MACCALLUM, ROBE	O
207	099	GU	PSYC	860	001	M	0330PM	0620PM	DA	0310	10	20	PAYNE, B. KEITH	O
208	099	GU	PSYC	863	001	R	0730PM	0945PM	DA	0301	10	15	INSKO, C A	O
209	099	GU	PSYC	864	001	T	0400PM	0630PM	DA	0310	0	20	GREEN, MELANIE	X
210	099	GU	PSYC	869	001	T	0100PM	0330PM	XX	XX	0	17	PAYNE, B. KEITH	X
211	099	GU	PSYC	991	028	TBA	TBA	TBA			0	5	ORNSTEIN, P A	O
212	099	GU	PSYC	991	144	TBA	TBA	TBA			0	5	PANTER, A	O
213	099	GU	PSYC	991	155	TBA	TBA	TBA			1	10	LYSLE, D T	O
214	099	GU	PSYC	991	157	TBA	TBA	TBA			1	5	THISSEN, D	O
215	099	GU	PSYC	991	170	TBA	TBA	TBA			1	5	GORDON, P C	O
216	099	GU	PSYC	991	187	TBA	TBA	TBA			1	5	CARELLI, REGINA	O
217	099	GU	PSYC	991	192	TBA	TBA	TBA			5	6	REZNICK, STEVEN	O
218	099	GU	PSYC	991	195	TBA	TBA	TBA			1	5	CURRAN, PATRICK	O
219	099	GU	PSYC	991	198	TBA	TBA	TBA			1	5	HOPFINGER, JOSE	O
220	099	GU	PSYC	991	199	TBA	TBA	TBA			3	5	SANNA, LAWRENCE	O
221	099	GU	PSYC	991	203	TBA	TBA	TBA			0	5	THIELE, TODD	O
222	099	GU	PSYC	991	204	TBA	TBA	TBA			1	5	TAYLOR, LORRAIN	O
223	099	GU	PSYC	991	211	TBA	TBA	TBA			1	5	MULLIGAN, NEIL	O
224	099	GU	PSYC	991	213	TBA	TBA	TBA			0	15	MACCALLUM, ROBE	O
225	099	GU	PSYC	991	222	TBA	TBA	TBA			7	9	PRINSTEIN, M.	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
226	099	GU	PSYC	991	225	TBA	TBA	TBA			1	10	GREEN, MELANIE	O
227	099	GU	PSYC	991	227	TBA	TBA	TBA			1	10	FUCHS, RITA	O
228	099	GU	PSYC	991	230	TBA	TBA	TBA			0	10	YOUNGSTROM, ERI	O
229	099	GU	PSYC	991	235	TBA	TBA	TBA			1	5	CHOW, SY-MIIN	O
230	099	GU	PSYC	991	240	TBA	TBA	TBA			1	5	MORGAN-LOPEZ, A	O
231	099	GU	PSYC	993	017	TBA	TBA	TBA			1	5	HOLLINS, M	O
232	099	GU	PSYC	993	094	TBA	TBA	TBA			1	15	MESIBOV, G	O
233	099	GU	PSYC	993	104	TBA	TBA	TBA			1	5	BAUCOM, D H	O
234	099	GU	PSYC	993	153	TBA	TBA	TBA			0	5	GARIEPY, L	O
235	099	GU	PSYC	993	155	TBA	TBA	TBA			0	5	LYSLE, D T	O
236	099	GU	PSYC	993	157	TBA	TBA	TBA			0	5	THISSEN, D	O
237	099	GU	PSYC	993	170	TBA	TBA	TBA			1	5	GORDON, P C	O
238	099	GU	PSYC	993	181	TBA	TBA	TBA			1	7	GIL, K.	O
239	099	GU	PSYC	993	187	TBA	TBA	TBA			2	5	CARELLI, REGINA	O
240	099	GU	PSYC	993	188	TBA	TBA	TBA			2	5	HUSSONG, ANDREA	O
241	099	GU	PSYC	993	192	TBA	TBA	TBA			0	5	REZNICK, STEVEN	O
242	099	GU	PSYC	993	195	TBA	TBA	TBA			1	5	CURRAN, PATRICK	O
243	099	GU	PSYC	993	196	TBA	TBA	TBA			1	5	PENN, DAVID	O
244	099	GU	PSYC	993	198	TBA	TBA	TBA			0	15	HOPFINGER, JOSE	O
245	099	GU	PSYC	993	199	TBA	TBA	TBA			0	15	SANNA, LAWRENCE	O
246	099	GU	PSYC	993	203	TBA	TBA	TBA			1	5	THIELE, TODD	O
247	099	GU	PSYC	993	204	TBA	TBA	TBA			0	5	TAYLOR, LORRAIN	O
248	099	GU	PSYC	993	211	TBA	TBA	TBA			0	5	MULLIGAN, NEIL	O
249	099	GU	PSYC	993	212	TBA	TBA	TBA			1	5	HOPFINGER, JOSE	O
250	099	GU	PSYC	993	221	TBA	TBA	TBA			1	5	ARNOLD, JENNIFE	O
251	099	GU	PSYC	993	222	TBA	TBA	TBA			0	5	PRINSTEIN, M.	O
252	099	GU	PSYC	993	223	TBA	TBA	TBA			1	5	JONES, DEBORAH	O
253	099	GU	PSYC	993	224	TBA	TBA	TBA			1	5	BAUER, DANIEL	O
254	099	GU	PSYC	993	225	TBA	TBA	TBA			0	10	GREEN, MELANIE	O
255	099	GU	PSYC	993	226	TBA	TBA	TBA			1	10	PAYNE, B. KEITH	O
256	099	GU	PSYC	993	228	TBA	TBA	TBA			1	5	BULIK, CYNTHIA	O
257	099	GU	PSYC	993	229	TBA	TBA	TBA			0	10	FREDRICKSON, BA	O
258	099	GU	PSYC	993	230	TBA	TBA	TBA			3	10	YOUNGSTROM, ERI	O
259	099	GU	PSYC	993	231	TBA	TBA	TBA			3	10	ABRAMOWITZ, JON	O
260	099	GU	PSYC	993	232	TBA	TBA	TBA			1	10	GIOVANELLO, KEL	O
261	099	GU	PSYC	993	239	TBA	TBA	TBA			1	5	BARDONE-CONE, A	O
262	099	GU	PSYC	994	009	TBA	TBA	TBA			1	5	DYKSTRA, L	O
263	099	GU	PSYC	994	018	TBA	TBA	TBA			0	5	INSKO, C A	O
264	099	GU	PSYC	994	024	TBA	TBA	TBA			1	5	LOWMAN, J C	O
265	099	GU	PSYC	994	028	TBA	TBA	TBA			3	5	ORNSTEIN, P A	O
266	099	GU	PSYC	994	094	TBA	TBA	TBA			1	15	MESIBOV, G	O
267	099	GU	PSYC	994	104	TBA	TBA	TBA			1	5	BAUCOM, D H	O
268	099	GU	PSYC	994	142	TBA	TBA	TBA			3	5	KURTZ-COSTES, B	O
269	099	GU	PSYC	994	144	TBA	TBA	TBA			0	5	PANTER, A	O
270	099	GU	PSYC	994	155	TBA	TBA	TBA			1	5	LYSLE, D T	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
271	099	GU	PSYC	994	157	TBA	TBA	TBA			1	5	THISSEN, D	O
272	099	GU	PSYC	994	170	TBA	TBA	TBA			0	5	GORDON, P C	O
273	099	GU	PSYC	994	181	TBA	TBA	TBA			3	7	GIL, K.	O
274	099	GU	PSYC	994	187	TBA	TBA	TBA			1	5	CARELLI, REGINA	O
275	099	GU	PSYC	994	188	TBA	TBA	TBA			1	5	HUSSONG, ANDREA	O
276	099	GU	PSYC	994	190	TBA	TBA	TBA			1	10	JOHNS, JOSEPHIN	O
277	099	GU	PSYC	994	192	TBA	TBA	TBA			2	5	REZNICK, STEVEN	O
278	099	GU	PSYC	994	195	TBA	TBA	TBA			1	5	CURRAN, PATRICK	O
279	099	GU	PSYC	994	196	TBA	TBA	TBA			2	5	PENN, DAVID	O
280	099	GU	PSYC	994	198	TBA	TBA	TBA			1	15	HOPFINGER, JOSE	O
281	099	GU	PSYC	994	199	TBA	TBA	TBA			2	5	SANNA, LAWRENCE	O
282	099	GU	PSYC	994	203	TBA	TBA	TBA			2	5	THIELE, TODD	O
283	099	GU	PSYC	994	206	TBA	TBA	TBA			1	5	COX, MARTHA	O
284	099	GU	PSYC	994	208	TBA	TBA	TBA			2	5	MCLOYD, VONNIE	O
285	099	GU	PSYC	994	211	TBA	TBA	TBA			2	5	MULLIGAN, NEIL	O
286	099	GU	PSYC	994	213	TBA	TBA	TBA			0	5	MACCALLUM, ROBE	O
287	099	GU	PSYC	994	221	TBA	TBA	TBA			1	5	ARNOLD, JENNIFE	O
288	099	GU	PSYC	994	222	TBA	TBA	TBA			4	5	PRINSTEIN, M.	O
289	099	GU	PSYC	994	223	TBA	TBA	TBA			2	5	JONES, DEBORAH	O
290	099	GU	PSYC	994	224	TBA	TBA	TBA			2	5	BAUER, DANIEL	O
291	099	GU	PSYC	994	225	TBA	TBA	TBA			1	10	GREEN, MELANIE	O
292	099	GU	PSYC	994	227	TBA	TBA	TBA			1	10	FUCHS, RITA	O
293	099	GU	PSYC	994	228	TBA	TBA	TBA			0	5	BULIK, CYNTHIA	O
294	099	GU	PSYC	994	229	TBA	TBA	TBA			2	10	FREDRICKSON, BA	O
295	099	GU	PSYC	994	230	TBA	TBA	TBA			1	10	YOUNGSTROM, ERI	O
296	099	GU	PSYC	994	232	TBA	TBA	TBA			2	10	GIOVANELLO, KEL	O
297	099	GU	PSYC	994	239	TBA	TBA	TBA			1	5	BARDONE-CONE, A	O
298	099	GU	PSYC	220H	254	TR	0200PM	0315PM			0	20	COONEY, CHARLOT	X
299	099	GU	PSYC	245H	274	TR	0930AM	1045AM	DA	0101	24	24	LOWMAN, J C	C
300	099	GU	PSYC	250H	001	TR	1100AM	1215PM	DA	0101	18	18	SEATON, ELEANOR	C
301	099	GU	PSYC	693H	001	M	0300PM	0450PM	DA	0301	30	30	HOLLINS, M	C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Status**
2	099	GU	PUBA	396	001	M	0300PM	0450PM	KN	3301	13	15	HANNON, EILEEN	O
3	099	GU	PUBA	710	001	TR	0930AM	1045AM	KN	3301	34	36	WHITAKER, G	O
4	099	GU	PUBA	719	001	TR	1100AM	1215PM	KN	3301	14	18	BERNER, MAUREEN	O
5	099	GU	PUBA	719	002	TR	1230PM	0145PM	MU	0202	10	18	BERNER, MAUREEN	O
6	099	GU	PUBA	721	001	TR	0800AM	0915AM	KN	3301	35	36	SETZER, LYNN	O
7	099	GU	PUBA	722	001	M	0500PM	0750PM	KN	3104	4	15	HOYMAN, MICHELE	O
8	099	GU	PUBA	725	001	W	0900AM	1150AM	KN	3301	35	36	MORSE, RICARDO	O
9	099	GU	PUBA	732	001	W	1000AM	1250PM	KN	3104	19	30	SMITH, KARL W	O
10	099	GU	PUBA	733	001	T	0800AM	1045AM	KN	3104	26	30	SCHELIN, SHANNO	O
11	099	GU	PUBA	745	001	TBA	TBA	TBA			64	65	STENBERG, CARL	O
12	099	GU	PUBA	749	001	T	0200PM	0450PM			15	25	STENBERG, CARL	O
13	099	GU	PUBA	751	001	W	0100PM	0350PM	KN	3104	24	30	STENBERG, CARL	O
14	099	GU	PUBA	752	001	TR	1100AM	1215PM	KN	3104	15	14	AMMONS, DAVID N	C
15	099	GU	PUBA	756	001	W	0100PM	0350PM	KN	3301	17	18	HENDERSON, MARG	O
16	099	GU	PUBA	760	001	R	0100PM	0350PM	KN	3301	15	30	SZYPSZAK, CHARL	O
17	099	GU	PUBA	768	001	TBA	TBA	TBA			19	20	STEPHENS, JOHN	O
18	099	GU	PUBA	768	002	TBA	TBA	TBA			0	15	STEPHENS, JOHN	X
19	099	GU	PUBA	769	001	TBA	TBA	TBA			20	20	STEPHENS, JOHN	C
20	099	GU	PUBA	770	001	T	0500PM	0750PM	KN	3104	10	15	HOYMAN, MICHELE	O
21	099	GU	PUBA	771	001	TBA	TBA	TBA			0	20	MORGAN, JONATHA	X
22	099	GU	PUBA	780	001	TBA	TBA	TBA			0	5	STENBERG, CARL	O
23	099	GU	PUBA	780	002	W	1000AM	1250PM	KN	3104	9	18	SMITH, KARL W	O
24	099	GU	PUBA	780	003	TR	1230PM	0145PM	XX	XX	0	7		O
25	099	GU	PUBA	780	004	T	0500PM	0750PM	XX	XX	0	12	HOYMAN, MICHELE	X
26	099	GU	PUBA	780	005	M	0200PM	0450PM	KN	3104	8	15	CREEL, MARGUERI	O
27	099	GU	PUBA	780	006	W	0400PM	0650PM	KN	3104	11	15	HOUSTON, NORMA	O
28	099	GU	PUBA	780	007	TR	1230PM	0145PM	XX	XX	0	7		O
29	099	GU	PUBA	900	001	TBA	TBA	TBA			3	5	STENBERG, CARL	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Status
2	099	GU	PUBH	450	01W	TBA	TBA	TBA			3	10	WILLIAMSON, WIL	O
3	099	GU	PUBH	500	001	TBA	TBA	TBA			69	70	FRIED, B	O
4	099	GU	PUBH	500	956	TBA	TBA	TBA			0	55	FRIED, B	O
5	099	GU	PUBH	510	001	W	1230PM	0300PM	MC	1301	39	50	BENTLEY, MARGAR	O
6	099	GU	PUBH	510	002	W	1230PM	0300PM	MC	1301	22	35	BENTLEY, MARGAR	O
7	099	GU	PUBH	510	975	W	1230PM	0300PM			4	4	BENTLEY, MARGAR	C
8	099	GU	PUBH	511	956	TBA	TBA	TBA			0	10	BENTLEY, MARGAR	X
9	099	GU	PUBH	511	960	TBA	TBA	TBA			0	40	BENTLEY, MARGAR	X
10	099	GU	PUBH	511	01W	TBA	TBA	TBA			0	10	BENTLEY, MARGAR	X
11	099	GU	PUBH	600	001	W	0300PM	0550PM	MC	1305	21	25	TOLLESON-RIN, S	O
12	099	GU	PUBH	610	01W	T	0530PM	0700PM	HC	0003	20	28	TOLMAN, ELIZABE	O
13	099	GU	PUBH	610	02W	W	0530PM	0700PM	HC	0003	22	28	TOLMAN, ELIZABE	O
14	099	GU	PUBH	680	960	TBA	TBA	TBA			39	50	LESNESKI, CHERY	O
15	099	GU	PUBH	690	001	TBA	TBA	TBA			0	10	REID, ALFRED O.	O
16	099	GU	PUBH	690	002	TBA	TBA	TBA			0	10	RANDOLPH, SUSAN	O
17	099	GU	PUBH	690	003	TBA	TBA	TBA			3	10	VIERA, ANTHONY	O
18	099	GU	PUBH	690	006	TBA	TBA	TBA			3	5	HARRIS, R P	O
19	099	GU	PUBH	690	013	TBA	TBA	TBA			1	10		O
20	099	GU	PUBH	690	014	TBA	TBA	TBA			2	10	TOLLESON-RIN, S	O
21	099	GU	PUBH	690	021	TBA	TBA	TBA			0	8	WILLIAMSON, WIL	O
22	099	GU	PUBH	690	022	TBA	TBA	TBA			0	5	CALLESON, DIANE	O
23	099	GU	PUBH	690	023	TBA	TBA	TBA			5	5	LESNESKI, CHERY	C
24	099	GU	PUBH	690	960	TBA	TBA	TBA			2	10	STEFFEN, DAVID	O
25	099	GU	PUBH	690	963	TBA	TBA	TBA			4	10	PAVLICA, HOLLIE	O
26	099	GU	PUBH	690	965	TBA	TBA	TBA			3	5	EVARTS, LORI	O
27	099	GU	PUBH	712	956	TBA	TBA	TBA			0	0	RAMASWAMY, ROHI	C
28	099	GU	PUBH	712	960	TBA	TBA	TBA			0	40	RAMASWAMY, ROHI	O
29	099	GU	PUBH	712	01W	TBA	TBA	TBA			0	0	RAMASWAMY, ROHI	C
30	099	GU	PUBH	713	956	TBA	TBA	TBA			1	5	NELSON, AMY L	O
31	099	GU	PUBH	713	960	TBA	TBA	TBA			10	15	NELSON, AMY L	O
32	099	GU	PUBH	713	01W	TBA	TBA	TBA			1	5	NELSON, AMY L	O
33	099	GU	PUBH	715	001	R	1000AM	1150AM	XX		0	10		O
34	099	GU	PUBH	730	956	TBA	TBA	TBA			1	10	KELLY, DIANE	O
35	099	GU	PUBH	730	960	TBA	TBA	TBA			17	15	KELLY, DIANE	C
36	099	GU	PUBH	730	01W	TBA	TBA	TBA			1	10	KELLY, DIANE	O
37	099	GU	PUBH	746	960	TBA	TBA	TBA			29	22	CALLESON, DIANE	C
38	099	GU	PUBH	746	01W	TBA	TBA	TBA			0	2	CALLESON, DIANE	O
39	099	GU	PUBH	748	970	TBA	TBA	TBA			0	5	RANDOLPH, SUSAN	O
40	099	GU	PUBH	748	01W	TBA	TBA				2	5	RANDOLPH, SUSAN	O
41	099	GU	PUBH	750	001	TR	0330PM	0455PM	XX		47	50	HARRIS, R P	O
42	099	GU	PUBH	751	001	M	0200PM	0350PM	MC	1301	42	45	HARRIS, R P	O
43	099	GU	PUBH	760	001	TR	0200PM	0315PM	XX		40	44	MILLER, WILLIAM	O
44	099	GU	PUBH	786	001	M	0100PM	0350PM			0	0	OSTENDORF, J.	X
45	099	GU	PUBH	791	960	TBA	TBA	TBA			44	50	STEFFEN, DAVID	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
46	099	GU	PUBH	791	01W	TBA	TBA	TBA			6	6	STEFFEN, DAVID	C
47	099	GU	PUBH	886	001	TBA	TBA	TBA			1	10		O
48	099	GU	PUBH	886	002	TBA	TBA	TBA			0	10		O
49	099	GU	PUBH	886	003	TBA	TBA	TBA			0	10	VIERA, ANTHONY	O
50	099	GU	PUBH	886	004	TBA	TBA	TBA			0	10		O
51	099	GU	PUBH	886	007	TBA	TBA	TBA			0	10	CALLESON, DIANE	O
52	099	GU	PUBH	886	008	TBA	TBA	TBA			0	10	PORTERFIELD, DE	O
53	099	GU	PUBH	886	009	TBA	TBA	TBA			0	10	SHERIDAN, STACE	O
54	099	GU	PUBH	886	013	TBA	TBA	TBA			3	10	SOLLECITO, WILL	O
55	099	GU	PUBH	886	014	TBA	TBA				1	5	TOLLESON-RIN, S	O
56	099	GU	PUBH	886	015	TBA	TBA	TBA			1	10	STEFFEN, DAVID	O
57	099	GU	PUBH	886	960	TBA	TBA	TBA			5	25	STEFFEN, DAVID	O
58	099	GU	PUBH	886	961	TBA	TBA	TBA			4	5	WILLIAMSON, WIL	O
59	099	GU	PUBH	886	962	TBA	TBA	TBA			2	5	LESNESKI, CHERY	O
60	099	GU	PUBH	886	963	TBA	TBA	TBA			3	5	PAVLICA, HOLLIE	O
61	099	GU	PUBH	886	964	TBA	TBA	TBA			2	5	HARLAN, CHRISTI	O
62	099	GU	PUBH	886	965	TBA	TBA	TBA			4	5	EVARTS, LORI	O
63	099	GU	PUBH	886	966	TBA	TBA	TBA			1	10	SOLLECITO, WILL	O
64	099	GU	PUBH	992	001	TBA	TBA	TBA			0	10		O
65	099	GU	PUBH	992	002	TBA	TBA	TBA			0	5		O
66	099	GU	PUBH	992	003	TBA	TBA	TBA			0	5	VIERA, ANTHONY	O
67	099	GU	PUBH	992	004	TBA	TBA	TBA			0	5		O
68	099	GU	PUBH	992	006	TBA	TBA	TBA			1	5	HARRIS, R P	O
69	099	GU	PUBH	992	008	TBA	TBA	TBA			1	5	PORTERFIELD, DE	O
70	099	GU	PUBH	992	009	TBA	TBA	TBA			0	5	SHERIDAN, STACE	O
71	099	GU	PUBH	992	012	TBA	TBA	TBA			0	10	ROGERS, B	O
72	099	GU	PUBH	992	013	TBA	TBA	TBA			1	10	SOLLECITO, WILL	O
73	099	GU	PUBH	992	014	TBA	TBA	TBA			3	5	TOLLESON-RIN, S	O
74	099	GU	PUBH	992	015	TBA	TBA	TBA			0	10	CALLESON, DIANE	O
75	099	GU	PUBH	992	024	TBA	TBA	TBA			0	5	GOURLAY, MARGAR	O
76	099	GU	PUBH	992	960	TBA	TBA	TBA			7	10	STEFFEN, DAVID	O
77	099	GU	PUBH	992	961	TBA	TBA	TBA			3	5	WILLIAMSON, WIL	O
78	099	GU	PUBH	992	962	TBA	TBA	TBA			2	5	LESNESKI, CHERY	O
79	099	GU	PUBH	992	963	TBA	TBA	TBA			1	5	PAVLICA, HOLLIE	O
80	099	GU	PUBH	992	965	TBA	TBA	TBA			2	5	EVARTS, LORI	O
81	099	GU	PUBH	992	970	TBA	TBA	TBA			2	5	ROGERS, B	O
82	099	GU	PUBH	613I	960	TBA	TBA	TBA			0	20	BAILLIARD, ANTO	O
83	099	GU	PUBH	613I	974	TBA	TBA	TBA			0	25	BAILLIARD, ANTO	O
84	099	GU	PUBH	613I	01W	TBA	TBA	TBA			7	25	BAILLIARD, ANTO	O
85	099	GU	PUBH	615I	960	TBA	TBA	TBA			0	20	BAILLIARD, ANTO	O
86	099	GU	PUBH	615I	974	TBA	TBA	TBA			0	25	BAILLIARD, ANTO	O
87	099	GU	PUBH	615I	01W	TBA	TBA	TBA			0	25	BAILLIARD, ANTO	O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	PWAD	101	001	TR	1230PM	0145PM	GC	1015	20	20	GITTERMAN, DANI		C
3	099	GU	PWAD	120	001	TR	0930AM	1045AM	HO	0104	9	10	BIRDSALL, S S		O
4	099	GU	PWAD	120	002	MWF	1100AM	1150AM	SA	0220	6	5	SMITH, SARA H		C
5	099	GU	PWAD	150	001	MW	1000AM	1050AM	AR	0121	20	20	MOSLEY, LAYNA		C
6	099	GU	PWAD	150	832	W	0900AM	0950AM	MU	0112	2	2	KLEIDER, HANNA		C
7	099	GU	PWAD	150	833	F	1100AM	1150AM	MU	0112	4	4	WANG, JIMIN		C
8	099	GU	PWAD	150	834	M	0400PM	0450PM	GA	0104	2	2	WINECOFF, WILL		C
9	099	GU	PWAD	150	835	M	0600PM	0650PM	GA	0104	1	2	WINECOFF, WILL		O
10	099	GU	PWAD	150	836	M	0500PM	0550PM	GA	0104	2	2	WINECOFF, WILL		C
11	099	GU	PWAD	150	837	W	1200PM	1250PM	GA	0104	2	2	BAUERLE, SARAH		C
12	099	GU	PWAD	150	838	W	0600PM	0650PM	MU	0112	2	2	WINECOFF, WILL		C
13	099	GU	PWAD	150	843	F	1000AM	1050AM	HM	0452	2	2	WANG, JIMIN		C
14	099	GU	PWAD	150	844	M	0300PM	0350PM	MU	0115	2	2	BAUERLE, SARAH		C
15	099	GU	PWAD	150	845	M	0900AM	0950AM	GA	0104	1	2	BAUERLE, SARAH		O
16	099	GU	PWAD	201	001	MW	0200PM	0315PM	GL	0431	5	5	CORRADO, GAIL A		C
17	099	GU	PWAD	201	002	TR	0330PM	0445PM	DE	0206	2	2	HARDIN, J		C
18	099	GU	PWAD	201	003	TR	1230PM	0145PM	DE	0208	4	5	SHARMA, ANAND		O
19	099	GU	PWAD	213	001	MWF	0300PM	0350PM	HM	0100	35	32	CADDELL, J		C
20	099	GU	PWAD	220	001	MW	0330PM	0445PM	GA	0309	5	5	SCOTT, JOHN CAL		C
21	099	GU	PWAD	231	001	TR	0930AM	1045AM	MU	0112	2	2	SCHOULTZ, L G		C
22	099	GU	PWAD	253	001	MWF	0200PM	0250PM	GA	0210	0	5	WOOD, REED		X
23	099	GU	PWAD	262	001	TR	0930AM	1045AM	MU	0116	13	15	BROWNING, CR		O
24	099	GU	PWAD	262	600	R	0100PM	0150PM	HM	0425	0	1			X
25	099	GU	PWAD	262	601	R	0100PM	0150PM	HM	0423	3	2	GEROLIMATOS, GE		C
26	099	GU	PWAD	262	602	R	0500PM	0550PM	BI	0208	2	2	PLAVNIEKS, RICH		C
27	099	GU	PWAD	262	603	R	0400PM	0450PM	BI	0217	0	2	GUMBLETON, SHAW		O
28	099	GU	PWAD	262	604	R	0500PM	0550PM	BI	0101	2	2	GUMBLETON, SHAW		C
29	099	GU	PWAD	262	605	R	0300PM	0350PM	HO	0207	2	2	GUMBLETON, SHAW		C
30	099	GU	PWAD	262	606	R	0330PM	0420PM	DE	0209	2	2	PLAVNIEKS, RICH		C
31	099	GU	PWAD	262	607	F	1000AM	1050AM	PE	0217	1	3	GEROLIMATOS, GE		O
32	099	GU	PWAD	262	608	F	1100AM	1150AM	HN	0107	1	1	PLAVNIEKS, RICH		C
33	099	GU	PWAD	268	001	MWF	0100PM	0150PM	BI	0103	5	6	HAGEMANN, KAREN		O
34	099	GU	PWAD	268	600	F	1100AM	1150AM	GA	0210	2	3			O
35	099	GU	PWAD	268	601	F	1200PM	1250PM	GA	0106	1	3			O
36	099	GU	PWAD	268	602	F	1000AM	1050AM	PE	0215	0	3			O
37	099	GU	PWAD	268	603	F	1000AM	1050AM	HO	0107	1	5			O
38	099	GU	PWAD	268	604	F	1100AM	1150AM	HO	0203	0	5			O
39	099	GU	PWAD	268	605	F	1200PM	1250PM	BI	0301	1	5			O
40	099	GU	PWAD	272	001	MW	1100AM	1150AM	BI	0103	20	20	BOXILL, B R		C
41	099	GU	PWAD	272	601	F	1200PM	1250PM	WI	0202	5	5	PITT, JAMAAL ER		C
42	099	GU	PWAD	272	602	F	1200PM	1250PM	MT	0009	4	5	MITCHELL, MEGAN		O
43	099	GU	PWAD	272	603	F	1100AM	1150AM	MU	0304	5	5	MITCHELL, MEGAN		C
44	099	GU	PWAD	272	604	F	1100AM	1150AM	PE	0217	6	5	PITT, JAMAAL ER		C
45	099	GU	PWAD	281	001	TR	0330PM	0445PM	GA	0307	0	3	FLETCHER, W M		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
46	099	GU	PWAD	350	001	TR	1100AM	1215PM	GA	0008	102	102	CADDELL, J		C
47	099	GU	PWAD	368	001	MW	0100PM	0150PM	MT	0005	9	10	GLATTHAAR, JOSE		O
48	099	GU	PWAD	368	600	R	0200PM	0250PM	NW	0103	4	5			O
49	099	GU	PWAD	368	601	R	0300PM	0350PM	HO	0201	1	5			O
50	099	GU	PWAD	368	602	R	0400PM	0450PM	MU	0302	0	5			O
51	099	GU	PWAD	368	603	F	0900AM	0950AM	WI	0202	2	5			O
52	099	GU	PWAD	368	604	F	1000AM	1050AM	SC	0210	2	5			O
53	099	GU	PWAD	368	605	F	1100AM	1150AM	AR	0218	0	5			O
54	099	GU	PWAD	395	001	TBA	TBA	TBA			0	3	BAPAT, NAVIN		O
55	099	GU	PWAD	396	001	TBA	TBA	TBA			4	5	LEE, WAYNE E		O
56	099	GU	PWAD	416	001	TR	0930AM	1045AM	GA	0104	5	5	UNAH, ISAAC		C
57	099	GU	PWAD	416	002	TR	1100AM	1215PM	GA	0104	5	5	UNAH, ISAAC		C
58	099	GU	PWAD	422	001	M	0300PM	0550PM	HM	0570	0	3	NAIDEN, FRED		X
59	099	GU	PWAD	443	001	TR	0200PM	0315PM	MU	0112	4	5	MCKEOWN, T J		O
60	099	GU	PWAD	444	001	TR	1100AM	1215PM	GA	0210	24	24	BAPAT, NAVIN		C
61	099	GU	PWAD	446	001	TR	0930AM	1045AM			0	5			X
62	099	GU	PWAD	450	001	TR	1230PM	0145PM	HM	0452	2	5	SCHOULTZ, L G		O
63	099	GU	PWAD	457	001	TR	0930AM	1045AM	MU	0115	5	5	CRESCENZI, MARK		C
64	099	GU	PWAD	460	001	MWF	0800AM	0850AM	GA	0309	1	5	BALABAN, RITA		O
65	099	GU	PWAD	460	002	MWF	0900AM	0950AM	GA	0309	5	5	BALABAN, RITA		C
66	099	GU	PWAD	469	001	TR	0930AM	1045AM	GC	3024	5	5	JENKINS, ROBERT		C
67	099	GU	PWAD	490	001	MW	0330PM	0445PM	GM	0213	9	10	SCHANZER, DAVID		O
68	099	GU	PWAD	690	001	T	0200PM	0450PM	KL	B121	13	16	CADDELL, J		O
69	099	GU	PWAD	691H	001	TBA	TBA	TBA			5	12	LEE, WAYNE E		O
70	099	GU	PWAD	692H	001	TBA	TBA	TBA			1	1	LEE, WAYNE E		C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	RADG210 001	RADG	210	001	TBA	TBA	TBA			13	20	BARBA, JAMES R.		O
3	099	GU	RADG211 001	RADG	211	001	TBA	TBA	TBA			13	20	BARBA, JAMES R.		O
4	099	GU	RADG212 001	RADG	212	001	TBA	TBA	TBA			13	20	BARBA, JAMES R.		O
5	099	GU	RADG213 001	RADG	213	001	TBA	TBA	TBA			0	20	BARBA, JAMES R.		O
6	099	GU	RADG323 001	RADG	323	001	TBA	TBA	TBA			2	25	RENNER, J		O
7	099	GU	RADG325 001	RADG	325	001	TBA	TBA	TBA			2	25	RENNER, J		O
8	099	GU	RADG326 001	RADG	326	001	TBA	TBA	TBA			2	25	WOODWARD, ANDRE		O
9	099	GU	RADG329 001	RADG	329	001	TBA	TBA	TBA			2	20	NOBLE, LAUREN		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Term	AU	Section	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Session	Status
2	099	GU	RADI461 001	RADI	461	001	T	0900AM	1150AM			12	20	BOWMAN, CAROLIN		O
3	099	GU	RADI461 401	RADI	461	401	R	1030AM	1145AM			9	10	BOWMAN, CAROLIN		O
4	099	GU	RADI461 402	RADI	461	402	F	0100PM	0250PM			3	10	BOWMAN, CAROLIN		O
5	099	GU	RADI462 001	RADI	462	001	TR	0100PM	0230PM			12	20	NOBLE, LAUREN		O
6	099	GU	RADI462 401	RADI	462	401	T	0300PM	0500PM			9	10	BURNS, C B		O
7	099	GU	RADI462 402	RADI	462	402	R	0300PM	0500PM			3	10	BURNS, C B		O
8	099	GU	RADI463 001	RADI	463	001	F	0800AM	1150AM			12	20	RENNER, J		O
9	099	GU	RADI463 001	RADI	463	001	MW	0100PM	0450PM			12	20	RENNER, J		O
10	099	GU	RADI463 001	RADI	463	001	MW	0800AM	1250PM			12	20	RENNER, J		O
11	099	GU	RADI583 001	RADI	583	001	TR	0100PM	0350PM			15	20	WOODWARD, ANDRE		O
12	099	GU	RADI583 001	RADI	583	001	F	0100PM	0250PM			15	20	WOODWARD, ANDRE		O
13	099	GU	RADI583 001	RADI	583	001	TWRF	0800AM	1250PM			15	20	WOODWARD, ANDRE		O
14	099	GU	RADI585 001	RADI	585	001	TBA	TBA	TBA			17	20	COUCH, NELSON W		O
15	099	GU	RADI586 001	RADI	586	001	TBA	TBA	TBA			16	20	JACKOWSKI, MELI		O
16	099	GU	RADI593 001	RADI	593	001	TBA	TBA	TBA			1	1			C
17	099	GU	RADI596 001	RADI	596	001	T	1200PM	0250PM	XX	XX	15	20	JACKOWSKI, MELI		O
18	099	GU	RADI660 001	RADI	660	001	R	0800AM	0950AM			14	20			O
19	099	GU	RADI660 001	RADI	660	001	T	0800AM	0850AM			14	20			O
20	099	GU	RADI662 001	RADI	662	001	TBA	TBA	TBA			2	15	NOBLE, LAUREN		O
21	099	GU	RADI694 001	RADI	694	001	TBA	TBA	TBA			16	20	JACKOWSKI, MELI		O
22	099	GU	RADI714 956	RADI	714	956	TBA	TBA	TBA			3	10	RENNER, J		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	RECR311 001	RECR	311	001	MWF	1000AM	1050AM	FG	0104	43	40	GROFF, DIANE G.		C
3	099	GU	RECR420 001	RECR	420	001	MWF	0100PM	0150PM	FG	0106	39	40	GROFF, DIANE G.		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	RELI	073	001	TR	0330PM	0444PM	SA	0104	23	24	AMBROS, BARBARA		O
3	099	GU	RELI	101	001	MW	1200PM	1250PM	GC	1015	0	120			X
4	099	GU	RELI	101	601	R	0900AM	0950AM			0	20			X
5	099	GU	RELI	101	602	R	1100AM	1150AM			0	20			X
6	099	GU	RELI	101	603	F	1000AM	1050AM			0	20			X
7	099	GU	RELI	101	604	F	1100AM	1150AM			0	20			X
8	099	GU	RELI	101	605	F	1200PM	1250PM			0	20			X
9	099	GU	RELI	101	606	F	0100PM	0150PM			0	20			X
10	099	GU	RELI	103	001	MW	0200PM	0250PM	SC	0103	185	156	REYNOLDS, BENNI		C
11	099	GU	RELI	103	601	F	0900AM	0950AM	SA	0321	0	18			X
12	099	GU	RELI	103	602	F	1000AM	1050AM	MU	0112	17	18	COMBS, JASON R.		O
13	099	GU	RELI	103	603	F	1100AM	1150AM	MU	0115	17	17	GOODWIN, MEGAN		C
14	099	GU	RELI	103	604	F	1200PM	1250PM	MU	0112	20	18	GOODWIN, MEGAN		C
15	099	GU	RELI	103	605	F	0100PM	0150PM	SA	0213	18	18	GOODWIN, MEGAN		C
16	099	GU	RELI	103	606	F	0200PM	0250PM	GA	0001	19	18	COMBS, JASON R.		C
17	099	GU	RELI	103	607	F	0900AM	0950AM	SA	0213	18	18	TIITSMAN, JENNI		C
18	099	GU	RELI	103	608	F	1000AM	1050AM	DE	0306	17	18	TIITSMAN, JENNI		O
19	099	GU	RELI	103	609	F	1100AM	1150AM	MU	0104	16	16	TIITSMAN, JENNI		C
20	099	GU	RELI	103	610	F	1200PM	1250PM	BI	0208	0	18			X
21	099	GU	RELI	103	611	F	0100PM	0150PM	SA	0321	17	18	COMBS, JASON R.		O
22	099	GU	RELI	103	612	F	0100PM	0150PM	GL	0317	0	18			X
23	099	GU	RELI	103	613	F	0200PM	0250PM	SA	0213	19	20	GOODWIN, MEGAN		O
24	099	GU	RELI	106	001	MW	0100PM	0150PM	AR	0121	276	277	MAGNESS, JODI		O
25	099	GU	RELI	106	601	F	0900AM	0950AM	SA	0322	18	18	AYUBI, ZAHRA		C
26	099	GU	RELI	106	602	F	0900AM	0950AM	AR	0215	18	18	GREY, MATTHEW		C
27	099	GU	RELI	106	603	F	1000AM	1050AM	HN	0107	18	18	AYUBI, ZAHRA		C
28	099	GU	RELI	106	604	F	1000AM	1050AM	HO	0201	18	18	AGHAPOUR, ANDRE		C
29	099	GU	RELI	106	605	F	0300PM	0350PM	BI	0306	16	18	NIEUWSMA, SHANA		O
30	099	GU	RELI	106	606	F	0200PM	0250PM	PH	0222	17	18	NIEUWSMA, SHANA		O
31	099	GU	RELI	106	607	F	1200PM	1250PM	PH	0224	18	18	AYUBI, ZAHRA		C
32	099	GU	RELI	106	608	F	1200PM	1250PM	SM	0107	17	18	NIEUWSMA, SHANA		O
33	099	GU	RELI	106	609	F	0900AM	0950AM	GA	0001	18	18	THAYNE, STANLEY		C
34	099	GU	RELI	106	610	F	1000AM	1050AM	AR	0215	21	19	GREY, MATTHEW		C
35	099	GU	RELI	106	611	F	1200PM	1250PM	MU	0105	22	20	GREY, MATTHEW		C
36	099	GU	RELI	106	612	F	0200PM	0250PM	PH	0220	18	20	THAYNE, STANLEY		O
37	099	GU	RELI	106	613	F	0200PM	0250PM	BI	0108	20	20	AGHAPOUR, ANDRE		C
38	099	GU	RELI	106	614	F	0300PM	0350PM	BI	0101	19	20	AGHAPOUR, ANDRE		O
39	099	GU	RELI	106	615	F	0300PM	0350PM	BI	0217	18	20	THAYNE, STANLEY		O
40	099	GU	RELI	106	998	TBA	TBA	TBA			0	999			O
41	099	GU	RELI	121	001	TR	1100AM	1215PM	MU	0105	0	30	LEVE, LAUREN		X
42	099	GU	RELI	122	990	TBA	TBA	TBA			0	10			X
43	099	GU	RELI	123	001	MW	1200PM	1250PM	GC	1015	84	102	BOYARIN, JONATH		O
44	099	GU	RELI	123	601	F	0900AM	0950AM	MU	0204	13	17	GINDI, JOSEPH B		O
45	099	GU	RELI	123	602	F	1000AM	1050AM	GL	0305	10	17	GONZALEZ, VINCE		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
46	099	GU	RELI	123	603	F	1000AM	1050AM	MU	0118	9	17	GINDI, JOSEPH B		O
47	099	GU	RELI	123	604	F	1100AM	1150AM	GA	0104	16	17	GINDI, JOSEPH B		O
48	099	GU	RELI	123	605	F	1200PM	1250PM	HN	0107	17	17	GONZALEZ, VINCE		C
49	099	GU	RELI	123	606	F	0100PM	0150PM	MU	0111	14	17	GONZALEZ, VINCE		O
50	099	GU	RELI	134	998	TBA	TBA	TBA			0	999			O
51	099	GU	RELI	134	999	TBA	TBA	TBA			0	999			O
52	099	GU	RELI	140	001	TR	0330PM	0445PM	MT	0009	29	30	BLANKENSHIP, AN		O
53	099	GU	RELI	141	990	TBA	TBA	TBA			0	10	YUSKAEV, TIMUR		O
54	099	GU	RELI	141	991	TBA	TBA	TBA			3	15	YUSKAEV, TIMUR		O
55	099	GU	RELI	141	992	TBA	TBA	TBA			1	1	YUSKAEV, TIMUR		C
56	099	GU	RELI	161	001	TR	1230PM	0145PM	KL	B125	29	30	DUNCAN, CARRIE		O
57	099	GU	RELI	161	998	TBA	TBA	TBA			0	999			O
58	099	GU	RELI	161	999	TBA	TBA	TBA			0	999			O
59	099	GU	RELI	180	001	TR	1100AM	1150AM	GC	1015	218	220	ERNST, C		O
60	099	GU	RELI	180	601	F	0900AM	0950AM	PE	0218	17	17	FOODY, KATHLEEN		C
61	099	GU	RELI	180	602	F	0900AM	0950AM	SA	0104	18	18	MORGENSTEIN-FUE		C
62	099	GU	RELI	180	603	F	1000AM	1050AM	PE	0218	18	18	FOODY, KATHLEEN		C
63	099	GU	RELI	180	604	F	1000AM	1050AM	SA	0104	18	18	MORGENSTEIN-FUE		C
64	099	GU	RELI	180	605	F	1100AM	1150AM	SA	0104	18	18	MORGENSTEIN-FUE		C
65	099	GU	RELI	180	606	F	1100AM	1150AM	MU	0105	18	18	THAVER, TEHSEEN		C
66	099	GU	RELI	180	607	F	0300PM	0350PM	GC	3024	13	17	TORNQUIST, LEIF		O
67	099	GU	RELI	180	608	F	0200PM	0250PM	MU	0105	18	18	THAVER, TEHSEEN		C
68	099	GU	RELI	180	609	F	0300PM	0350PM	MU	0105	18	18	THAVER, TEHSEEN		C
69	099	GU	RELI	180	610	F	1100AM	1150AM	DE	0412	19	18	TORNQUIST, LEIF		C
70	099	GU	RELI	180	611	F	0200PM	0250PM	GC	3024	19	18	TORNQUIST, LEIF		C
71	099	GU	RELI	180	612	F	0200PM	0250PM	MU	0302	16	18	FOODY, KATHLEEN		O
72	099	GU	RELI	199	001	TR	1230PM	0145PM	AL	0207	24	25	MARIENBERG, EVY		O
73	099	GU	RELI	199	013	TBA	TBA	TBA			0	1	TYSON, R W		O
74	099	GU	RELI	199	049	TBA	TBA	TBA			0	1			O
75	099	GU	RELI	206	001	MW	1100AM	1215PM			0	25			X
76	099	GU	RELI	209	001	MW	1200PM	1250PM	CO	0201	98	100	PLESE, ZLATKO		O
77	099	GU	RELI	209	601	F	0900AM	0950AM	DE	0410	19	20	DOPKO, CYNTHIA		O
78	099	GU	RELI	209	602	F	0100PM	0150PM	GA	0001	20	21	DOPKO, CYNTHIA		O
79	099	GU	RELI	209	603	F	0300PM	0350PM	SA	0213	20	20	DOPKO, CYNTHIA		C
80	099	GU	RELI	209	604	F	0300PM	0350PM	SA	0321	16	18	MCDUFFIE, DAVID		O
81	099	GU	RELI	209	605	F	0900AM	0950AM	MT	0009	21	20	MCDUFFIE, DAVID		C
82	099	GU	RELI	239	001	MW	0100PM	0150PM	GA	0105	0	16	HESS, JONATHAN		X
83	099	GU	RELI	239	601	F	0100PM	0150PM	HN	0107	0	4	HESS, JONATHAN		X
84	099	GU	RELI	239	602	F	0200PM	0250PM	BI	0208	0	4	HESS, JONATHAN		X
85	099	GU	RELI	239	603	R	1100AM	1150AM	DE	0302	0	4	HESS, JONATHAN		X
86	099	GU	RELI	239	604	R	0100PM	0150PM	BI	0101	0	4	HESS, JONATHAN		X
87	099	GU	RELI	287	001	TR	0930AM	1045AM	SA	0104	24	25	AMBROS, BARBARA		O
88	099	GU	RELI	328	001	TR	1230PM	0145PM	KL	B121	29	30	OCHOA, TODD		O
89	099	GU	RELI	401	001	TR	1100AM	1215PM	SA	0104	31	30	REYNOLDS, BENNI		C
90	099	GU	RELI	403	001	TR	0100PM	0215PM	DE	0207	3	10	REYNOLDS, BENNI		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
91	099	GU	RELI	413	001	TR	0200PM	0315PM	GC	3033	0	5	PLESE, ZLATKO		X
92	099	GU	RELI	423	001	TR	0200PM	0315PM	GL	0319	24	30	DENISON, BRANDI		O
93	099	GU	RELI	428	001	W	1200PM	0250PM	YC	0207	0	10	TYSON, R W		X
94	099	GU	RELI	440	001	TR	1100AM	1215PM	MU	0105	30	30	PETERFESO, JILL		C
95	099	GU	RELI	525	001	TR	0330PM	0445PM	DE	0208	16	20	MARIENBERG, EVY		O
96	099	GU	RELI	583	999	TBA	TBA	TBA			0	999			O
97	099	GU	RELI	584	001	TR	0930AM	1045AM	PE	0311	23	30	YUSKAEV, TIMUR		O
98	099	GU	RELI	607	001	MW	1100AM	1215PM	SA	0104	22	30	WHITE, BENJAMIN		O
99	099	GU	RELI	617	001	TR	1230PM	0145PM	KL	B125	0	30	DUNCAN, CARRIE		X
100	099	GU	RELI	696	048	TBA	TBA	TBA			0	1			O
101	099	GU	RELI	696	049	TBA	TBA	TBA			2	2	PLESE, ZLATKO		C
102	099	GU	RELI	696	052	TBA	TBA	TBA			0	2	STYERS, RANDALL		O
103	099	GU	RELI	696	056	TBA	TBA	TBA			0	1	LEVE, LAUREN		O
104	099	GU	RELI	696	060	TBA	TBA	TBA			1	1	SAFI, OMID		C
105	099	GU	RELI	696	063	TBA	TBA	TBA			0	5	BOYARIN, JONATH		O
106	099	GU	RELI	697	001	W	1200PM	0250PM	PE	0306	15	30	LEVE, LAUREN		O
107	099	GU	RELI	700	001	T	0200PM	0450PM	HM	0519	5	8	LEVE, LAUREN		O
108	099	GU	RELI	720	001	R	0330PM	0620PM	GL	0107	9	12	OCHOA, TODD		O
109	099	GU	RELI	723	001	T	0300PM	0550PM	DE	0207	0	15	OCHOA, TODD		X
110	099	GU	RELI	812	001	M	0500PM	0750PM	XX	XX	4	10	MAGNESS, JODI		O
111	099	GU	RELI	840	001	W	0900AM	1150AM	HN	0107	8	12	MAFFLY-KIPP, L		O
112	099	GU	RELI	881	001	W	1000AM	1250PM	GC	3024	4	10	ERNST, C		O
113	099	GU	RELI	890	017	TBA	TBA	TBA			0	1	MARIENBERG, EVY		O
114	099	GU	RELI	890	049	TBA	TBA	TBA			1	5	PLESE, ZLATKO		O
115	099	GU	RELI	890	056	TBA	TBA	TBA			0	5	LEVE, LAUREN		O
116	099	GU	RELI	890	057	TBA	TBA	TBA			3	3	AMBROS, BARBARA		C
117	099	GU	RELI	890	060	TBA	TBA	TBA			1	1	SAFI, OMID		C
118	099	GU	RELI	900	027	TBA	TBA	TBA			0	1			O
119	099	GU	RELI	900	049	TBA	TBA	TBA			0	1	PLESE, ZLATKO		O
120	099	GU	RELI	900	060	TBA	TBA	TBA			0	2	SAFI, OMID		O
121	099	GU	RELI	990	019	TBA	TBA	TBA			0	1			O
122	099	GU	RELI	990	052	TBA	TBA	TBA			1	1	STYERS, RANDALL		C
123	099	GU	RELI	993	013	TBA	TBA	TBA			0	1			O
124	099	GU	RELI	993	019	TBA	TBA	TBA			0	1			O
125	099	GU	RELI	993	052	TBA	TBA	TBA			1	1	STYERS, RANDALL		C
126	099	GU	RELI	993	054	TBA	TBA	TBA			0	1	MAGNESS, JODI		O
127	099	GU	RELI	994	013	TBA	TBA	TBA			0	3	TYSON, R W		O
128	099	GU	RELI	994	019	TBA	TBA	TBA			5	5	EHRMAN, B D		C
129	099	GU	RELI	994	029	TBA	TBA	TBA			4	3	MAFFLY-KIPP, L		C
130	099	GU	RELI	994	042	TBA	TBA	TBA			4	1	ERNST, C		C
131	099	GU	RELI	994	048	TBA	TBA	TBA			0	2	ARIEL, YAAKOV S		O
132	099	GU	RELI	994	049	TBA	TBA	TBA			0	1	PLESE, ZLATKO		O
133	099	GU	RELI	994	052	TBA	TBA	TBA			3	1	STYERS, RANDALL		C
134	099	GU	RELI	994	054	TBA	TBA	TBA			2	3	MAGNESS, JODI		O
135	099	GU	RELI	994	060	TBA	TBA	TBA			1	1	SAFI, OMID		C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
136	099	GU	RELI	068H	001	TR	1100AM	1215PM	GM	0035	0	21	TYSON, R W		X
137	099	GU	RELI	074H	001	MW	0930AM	1045AM	SA	0104	21	24	BOYARIN, JONATH		O
138	099	GU	RELI	691H	013	TBA	TBA	TBA			0	1	TYSON, R W		O
139	099	GU	RELI	691H	019	TBA	TBA	TBA			0	1	EHRMAN, B D		O
140	099	GU	RELI	691H	029	TBA	TBA	TBA			0	1			O
141	099	GU	RELI	691H	042	TBA	TBA	TBA			0	1			O
142	099	GU	RELI	691H	048	TBA	TBA	TBA			0	1	ARIEL, YAAKOV S		O
143	099	GU	RELI	691H	049	TBA	TBA	TBA			1	1			C
144	099	GU	RELI	691H	056	TBA	TBA	TBA			0	1	LEVE, LAUREN		O
145	099	GU	RELI	691H	059	TBA	TBA	TBA			0	1	STYERS, RANDALL		O
146	099	GU	RELI	691H	060	TBA	TBA	TBA			1	1	SAFI, OMID		C
147	099	GU	RELI	691H	064	TBA	TBA	TBA			0	1	REYNOLDS, BENNI		O
148	099	GU	RELI	691H	065	TBA	TBA	TBA			2	1	OCHOA, TODD		C
149	099	GU	RELI	692H	042	TBA	TBA	TBA			1	1	ERNST, C		C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	RLGE802 001	RLGE	802	001	TBA	TBA	TBA			0	999	KING, L		O
3	099	GU	RLGE803 001	RLGE	803	001	TBA	TBA	TBA			0	999	KING, L		O
4	099	GU	RLGE804 001	RLGE	804	001	TBA	TBA	TBA			1	999	KING, L		O
5	099	GU	RLGE805 001	RLGE	805	001	TBA	TBA	TBA			2	999	KING, L		O
6	099	GU	RLGE806 001	RLGE	806	001	TBA	TBA	TBA			1	1	KING, L		C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	ROML	050	001	TR	0930AM	1045AM	DE	0303	23	24	NOBLITT, J		O
3	099	GU	ROML	060	001	TR	0200PM	0315PM	BI	0101	19	24	LEAR, DARCY		O
4	099	GU	ROML	700	001	MWF	1000AM	1050AM	DE	0202	14	21	COWELL, G S		O
5	099	GU	ROML	700	002	MWF	1000AM	1050AM	DE	0206	12	21	JARAUSCH, H L		O
6	099	GU	ROML	994	009	TBA	TBA	TBA			1	20	MONTGOMERY, E D		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	RPSY700 001	RPSY	700	001	W	0900AM	1200PM	XX	XX	20	20	BERNACCHIO, CHA		C
3	099	GU	RPSY702 001	RPSY	702	001	R	0100PM	0400PM	XX	XX	20	20	KAZUKAUSKAS, KE		C
4	099	GU	RPSY706 001	RPSY	706	001	W	0900AM	1200PM	XX	XX	13	15	KAZUKAUSKAS, KE		O
5	099	GU	RPSY708 001	RPSY	708	001	T	0900AM	1200PM	XX		13	15	BERNACCHIO, CHA		O
6	099	GU	RPSY712 001	RPSY	712	001	T	0900AM	1200PM	XX	XX	18	20	BURKER, E		O
7	099	GU	RPSY714 001	RPSY	714	001	R	0900AM	1200PM	XX	XX	13	15	BURKER, E		O
8	099	GU	RPSY800 001	RPSY	800	001	T	0900AM	1200PM	XX	XX	0	15	BURKER, E		X
9	099	GU	RPSY802 001	RPSY	802	001	R	0100PM	0400PM	XX	XX	6	15	FALVO, DONNA		O
10	099	GU	RPSY802 002	RPSY	802	002	T	0100PM	0400PM	XX	XX	7	15	FALVO, DONNA		O
11	099	GU	RPSY808 001	RPSY	808	001	T	0900AM	1200PM	XX	XX	0	15	FALVO, DONNA		X
12	099	GU	RPSY814 001	RPSY	814	001	T	0100PM	0400PM	XX	XX	20	20	BERNACCHIO, CHA		C
13	099	GU	RPSY992 001	RPSY	992	001	TBA	TBA	TBA			0	15			O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	RUES	396	001	TBA	TBA	TBA			1	1	JENKINS, ROBERT		C
3	099	GU	RUES	469	001	TR	0930AM	1045AM	GC	3024	18	20	JENKINS, ROBERT		O
4	099	GU	RUES	469	975	TR	0930AM	1045AM	GC	3024	4	3	JENKINS, ROBERT		C
5	099	GU	RUES	699	001	TBA	TBA	TBA			0	5	JENKINS, ROBERT		X
6	099	GU	RUES	710	001	W	0200PM	0350PM	GC	3033	5	10	JENKINS, ROBERT		O
7	099	GU	RUES	991	001	TBA	TBA	TBA			0	5	JENKINS, ROBERT		O
8	099	GU	RUES	993	001	TBA	TBA	TBA			4	10	JENKINS, ROBERT		O
9	099	GU	RUES	993	002	TBA	TBA	TBA			0	10	OLICH, J M		O
10	099	GU	RUES	693H	001	TBA	TBA	TBA			0	5	JENKINS, ROBERT		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Term	AU	Section	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Session	Status
2	099	GU	RUSS101 001	RUSS	101	001	R	0200PM	0250PM	DE	0410	26	24	MAGOMEDOVA, E		C
3	099	GU	RUSS101 001	RUSS	101	001	MWF	1000AM	1050AM	DE	0402	26	24	MAGOMEDOVA, E		C
4	099	GU	RUSS101 002	RUSS	101	002	MWF	1100AM	1150AM	DE	0402	0	20			X
5	099	GU	RUSS101 002	RUSS	101	002	R	1100AM	1150AM	DE	0410	0	20			X
6	099	GU	RUSS101 003	RUSS	101	003	R	0100PM	0150PM	DE	0410	21	24	MORRISON, SCOTT		O
7	099	GU	RUSS101 003	RUSS	101	003	MWF	0100PM	0150PM	DE	0402	21	24	MORRISON, SCOTT		O
8	099	GU	RUSS101 851	RUSS	101	851	TBA	TBA	TBA			0	999			O
9	099	GU	RUSS101 998	RUSS	101	998	TBA	TBA	TBA			0	999			O
10	099	GU	RUSS101 999	RUSS	101	999	TBA	TBA	TBA			0	999			O
11	099	GU	RUSS102 998	RUSS	102	998	TBA	TBA	TBA			0	999			O
12	099	GU	RUSS102 999	RUSS	102	999	TBA	TBA	TBA			0	999			O
13	099	GU	RUSS203 001	RUSS	203	001	MWF	1200PM	1250PM	DE	0402	18	20	BARRIER, JENNY		O
14	099	GU	RUSS203 002	RUSS	203	002	MWF	0200PM	0250PM	DE	0401	10	20	REESE, KEVIN MI		O
15	099	GU	RUSS203 998	RUSS	203	998	TBA	TBA	TBA			0	0			C
16	099	GU	RUSS203 999	RUSS	203	999	TBA	TBA	TBA			0	999			O
17	099	GU	RUSS204 998	RUSS	204	998	TBA	TBA	TBA			0	0			C
18	099	GU	RUSS204 999	RUSS	204	999	TBA	TBA	TBA			0	999			O
19	099	GU	RUSS213 001	RUSS	213	001	TR	0330PM	0420PM	MU	0117	9	12	CLARK, ELENA C		O
20	099	GU	RUSS244 001	RUSS	244	001	TBA	TBA	TBA			0	5			O
21	099	GU	RUSS270 001	RUSS	270	001	TR	0200PM	0315PM	DE	0402	29	30	LAPUSHIN, RADIS		O
22	099	GU	RUSS321 001	RUSS	321	001	MWF	0200PM	0250PM	MU	0117	6	12	CLARK, ELENA C		O
23	099	GU	RUSS321 998	RUSS	321	998	TBA	TBA	TBA			0	0			C
24	099	GU	RUSS322 998	RUSS	322	998	TBA	TBA	TBA			0	0			C
25	099	GU	RUSS406 001	RUSS	406	001	TR	0930AM	1045AM	DE	0412	16	15	FEINBERG, L E		C
26	099	GU	RUSS411 001	RUSS	411	001	MWF	0100PM	0150PM	DE	0403	5	12	MAGOMEDOVA, E		O
27	099	GU	RUSS411 998	RUSS	411	998	TBA	TBA	TBA			0	999			O
28	099	GU	RUSS425 001	RUSS	425	001	MWF	1100AM	1150AM	DE	0410	0	30			X
29	099	GU	RUSS441 001	RUSS	441	001	TR	1100AM	1215PM	DE	0402	26	30	LAPUSHIN, RADIS		O
30	099	GU	RUSS464 001	RUSS	464	001	MW	0300PM	0415PM	MU	0105	30	40	PUTNEY, CHRISTO		O
31	099	GU	RUSS513 001	RUSS	513	001	MWF	1100AM	1150AM	DE	0402	11	15	MAGOMEDOVA, E		O
32	099	GU	RUSS790 001	RUSS	790	001	TBA	TBA	TBA			0	5	MAGOMEDOVA, E		O
33	099	GU	RUSS691H001	RUSS	691H	001	TBA	TBA	TBA			1	5			O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	SECR	401	001	TR	1100AM	1215PM	DE	0412	0	12			X
3	099	GU	SECR	401	002	MWF	1000AM	1050AM	MU	0117	0	12			X
4	099	GU	SECR	401	998	TBA	TBA	TBA			0	999			O
5	099	GU	SECR	402	998	TBA	TBA	TBA			0	999			O
6	099	GU	SECR	403	001	TR	0200PM	0315PM	GC	3033	7	16	GRLIC, OLGA		O
7	099	GU	SECR	403	998	TBA	TBA	TBA			0	999			O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	SLAV	490	001	TR	0330PM	0445PM	DE	0402	0	30	VULETIC, IVANA		X
3	099	GU	SLAV	740	001	TBA	TBA	TBA			0	5			O
4	099	GU	SLAV	740	003	TBA	TBA	TBA			0	5	FEINBERG, L E		O
5	099	GU	SLAV	740	013	TBA	TBA	TBA			0	5	VULETIC, IVANA		O
6	099	GU	SLAV	960	001	TBA	TBA	TBA			1	5			O
7	099	GU	SLAV	960	003	TBA	TBA	TBA			0	5	FEINBERG, L E		O
8	099	GU	SLAV	960	004	TBA	TBA	TBA			0	5	LEVINE, M G		O
9	099	GU	SLAV	993	001	TBA	TBA	TBA			0	5			O
10	099	GU	SLAV	993	003	TBA	TBA	TBA			0	5	FEINBERG, L E		O
11	099	GU	SLAV	993	004	TBA	TBA	TBA			0	5	LEVINE, M G		O
12	099	GU	SLAV	993	013	TBA	TBA	TBA			0	5	VULETIC, IVANA		O
13	099	GU	SLAV	993	015	TBA	TBA	TBA			0	5	SHERWOOD, PETER		O
14	099	GU	SLAV	994	001	TBA	TBA	TBA			0	5			O
15	099	GU	SLAV	994	003	TBA	TBA	TBA			1	5	FEINBERG, L E		O
16	099	GU	SLAV	994	004	TBA	TBA	TBA			2	5	LEVINE, M G		O
17	099	GU	SLAV	994	013	TBA	TBA	TBA			1	5	VULETIC, IVANA		O
18	099	GU	SLAV	198H	001	MWF	0100PM	0150PM	DE	0404	16	24	PICHOVA, HANA		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	SOCI	067	001	W	0200PM	0430PM	HM	0420	0	21	GRIFFIN, L		X
3	099	GU	SOCI	101	001	TR	0200PM	0315PM	BI	0103	0	115			X
4	099	GU	SOCI	101	002	MWF	1100AM	1150AM	BI	0108	48	48	CONLON, IAN J		C
5	099	GU	SOCI	101	003	TR	1100AM	1215PM	BI	0108	46	48	MCFARLAND, KATH		O
6	099	GU	SOCI	101	004	MWF	0900AM	0950AM	GL	0222	46	48	MCFARLAND KATE		O
7	099	GU	SOCI	101	005	TR	1100AM	1215PM	GA	0105	49	48	JI, YINGCHUN		C
8	099	GU	SOCI	101	006	TR	0330PM	0445PM	HM	0150	18	21	SIMPSON, IDA		O
9	099	GU	SOCI	101	851	TBA	TBA	TBA			0	999			O
10	099	GU	SOCI	101	951	TR	0600PM	0715PM	CW	0103	26	25	LUCAS, AMY ELIZ		C
11	099	GU	SOCI	101	998	TBA	TBA	TBA			0	999			O
12	099	GU	SOCI	111	001	TR	0930AM	1045AM	PE	0203	45	45	SUZUKI, KAYO		C
13	099	GU	SOCI	112	001	MWF	1100AM	1150AM	PE	0204	46	48	KNAUER, STEFANI		O
14	099	GU	SOCI	112	851	TBA	TBA	TBA			0	999			O
15	099	GU	SOCI	112	990	TBA	TBA	TBA			9	10	KANE, HEATHER L		O
16	099	GU	SOCI	115	001	TR	1100AM	1215PM	NW	0219	0	48	GRIFFIN, L		X
17	099	GU	SOCI	121	001	MWF	0100PM	0150PM	PE	0203	45	48	LAZAR, ANDREA L		O
18	099	GU	SOCI	122	001	TR	0930AM	1045AM	BI	0103	118	115	HASTINGS, A		C
19	099	GU	SOCI	122	002	MWF	1200PM	1250PM	PE	0203	0	48			X
20	099	GU	SOCI	122	851	TBA	TBA	TBA			0	999			O
21	099	GU	SOCI	122	990	TBA	TBA	TBA			12	10	HASTINGS, A		C
22	099	GU	SOCI	123	851	TBA	TBA	TBA			0	999			O
23	099	GU	SOCI	123	988	TBA	TBA	TBA			0	999			O
24	099	GU	SOCI	123	990	TBA	TBA	TBA			10	10	MANTURUK, KIM		C
25	099	GU	SOCI	124	001	TR	1230PM	0145PM	PE	0203	16	17	KLEINMAN, S		O
26	099	GU	SOCI	124	002	TR	0200PM	0315PM	CW	0105	0	38	LATSHAW, BETH A		X
27	099	GU	SOCI	130	001	TR	1100AM	1215PM	SC	0103	296	298	HAGAN, JACQUELI		O
28	099	GU	SOCI	130	002	TR	1230PM	0145PM	BI	0103	120	115	HASTINGS, A		C
29	099	GU	SOCI	130	003	MWF	0900AM	0950AM	PE	0203	41	40	UHLENBERG, P R		C
30	099	GU	SOCI	130	004	MWF	1100AM	1150AM	PE	0203	0	40	UHLENBERG, P R		X
31	099	GU	SOCI	130	851	TBA	TBA	TBA			0	999			O
32	099	GU	SOCI	130	988	TBA	TBA	TBA			0	999			O
33	099	GU	SOCI	130	990	TBA	TBA	TBA			1	10	HASTINGS, A		O
34	099	GU	SOCI	130	998	TBA	TBA	TBA			0	999			O
35	099	GU	SOCI	131	001	MWF	1000AM	1050AM	NW	0219	38	39	KING, LINDSEY M		O
36	099	GU	SOCI	165	001	M	0300PM	0350PM	PE	0203	0	48			X
37	099	GU	SOCI	250	001	MWF	1100AM	1150AM	PE	0203	45	48	KURZMAN, CHARLE		O
38	099	GU	SOCI	250	002	TR	0800AM	0915AM	MA	0307	0	48	VAN RYN, MARIA		X
39	099	GU	SOCI	250	003	TR	1100AM	1215PM	FB	F009	48	48	PERRIN, ANDREW		C
40	099	GU	SOCI	250	990	TBA	TBA	TBA			6	10	VAN RYN, MARIA		O
41	099	GU	SOCI	251	001	TR	0330PM	0445PM	BI	0108	0	48			X
42	099	GU	SOCI	251	002	MWF	0800AM	0850AM	PE	0203	30	48	GADDIS, S MICHA		O
43	099	GU	SOCI	251	003	TR	1230PM	0145PM	CW	0105	50	48	LOYD, MATTHEW E		C
44	099	GU	SOCI	252	001	TR	0330PM	0445PM	PE	0203	20	48	CAI, YONG		O
45	099	GU	SOCI	252	002	MWF	0300PM	0350PM	HM	0150	20	21	LEWIS, JAMIE MI		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
46	099	GU	SOCI	252	003	MWF	0300PM	0350PM	GA	0308	7	48	PEREZ, ANTHONY		O
47	099	GU	SOCI	273	001	M	0530PM	0800PM	GA	0008	80	48	BLAU, J		C
48	099	GU	SOCI	273	002	TR	0800AM	0915AM	PE	0203	46	48	SILVER, ALEXIS		O
49	099	GU	SOCI	290	001	T	0530PM	0800PM	PE	0203	46	48	BLAU, J		O
50	099	GU	SOCI	390	001	MW	0300PM	0415PM	SC	0210	24	40	GUO, G		O
51	099	GU	SOCI	396	002	TBA	TBA	TBA			4	10	KLEINMAN, S		O
52	099	GU	SOCI	396	003	TBA	TBA	TBA			4	3	BLAU, J		C
53	099	GU	SOCI	396	009	TBA	TBA	TBA			0	3	CAREN, NEAL		O
54	099	GU	SOCI	396	012	TBA	TBA	TBA			4	1	HASTINGS, A		C
55	099	GU	SOCI	396	014	TBA	TBA	TBA			1	2	ANDREWS, KENNET		O
56	099	GU	SOCI	396	015	TBA	TBA	TBA			1	2	PEARCE, LISA		O
57	099	GU	SOCI	396	016	TBA	TBA	TBA			0	3	TYSON, KAROLYN		O
58	099	GU	SOCI	396	051	TBA	TBA	TBA			3	10	GUO, G		O
59	099	GU	SOCI	410	001	TR	0330PM	0445PM	HN	0130	31	35	SHIMAZOE, JUNKO		O
60	099	GU	SOCI	410	990	TBA	TBA	TBA			0	10	NAQVI, IJLAL		X
61	099	GU	SOCI	411	001	TR	0200PM	0315PM	NW	0219	47	48	CAREN, NEAL		O
62	099	GU	SOCI	411	002	TR	0930AM	1045AM	BI	0108	40	48	ANDREWS, KENNET		O
63	099	GU	SOCI	412	001	TR	0930AM	1045AM	NW	0219	40	38	CAREN, NEAL		C
64	099	GU	SOCI	412	002	MWF	1000AM	1050AM	PE	0204	0	38			X
65	099	GU	SOCI	412	990	TBA	TBA	TBA			3	10	MOLLER, APRIL S		O
66	099	GU	SOCI	415	001	MWF	1000AM	1050AM	GL	0222	41	38	OWEN, CRAIG W		C
67	099	GU	SOCI	415	990	TBA	TBA	TBA			5	10	HAVILAND, SARA		O
68	099	GU	SOCI	420	001	MWF	1200PM	1250PM	PE	0204	0	48			X
69	099	GU	SOCI	422	990	TBA	TBA	TBA			7	10	KANE, HEATHER L		O
70	099	GU	SOCI	422	991	TBA	TBA	TBA			12	15	KANE, HEATHER L		O
71	099	GU	SOCI	422	992	TBA	TBA	TBA			4	1	KANE, HEATHER L		C
72	099	GU	SOCI	423	001	TR	1100AM	1215PM	PE	0203	36	48	TYSON, KAROLYN		O
73	099	GU	SOCI	427	001	TR	0930AM	1045AM	HO	0107	31	30	KALLEBERG, A		C
74	099	GU	SOCI	429	001	TR	0800AM	0915AM	PE	0218	47	48	VAN RYN, MARIA		O
75	099	GU	SOCI	431	001	MWF	0200PM	0250PM	PE	0203	49	48	UHLENBERG, P R		C
76	099	GU	SOCI	444	001	TR	0330PM	0445PM	NW	0219	0	38			X
77	099	GU	SOCI	468	001	MWF	0900AM	0950AM	PE	0218	0	48	GIBSON, KRISTIN		X
78	099	GU	SOCI	469	001	MWF	1100AM	1150AM	NW	0219	48	48	DILL, JANETTE S		C
79	099	GU	SOCI	469	990	TBA	TBA	TBA			4	10	MATTEO, REBECCA		O
80	099	GU	SOCI	700	001	TR	0930AM	1045AM	HM	0151	13	20	PERRIN, ANDREW		O
81	099	GU	SOCI	708	001	TR	1100AM	1215PM	HM	0151	12	20	NIELSEN, F		O
82	099	GU	SOCI	711	001	TR	0930AM	1045AM	HM	0150	22	20	GUO, G		C
83	099	GU	SOCI	720	001	R	0200PM	0430PM	HM	0151	17	20	TYSON, KAROLYN		O
84	099	GU	SOCI	760	001	T	0330PM	0615PM	XX	XX	12	28	CURRIVAN, DOUGL		O
85	099	GU	SOCI	761	001	F	0100PM	0330PM	XX	XX	12	28	PEYTCHEVA, EMIL		O
86	099	GU	SOCI	811	001	F	0830AM	1100AM	DE	0205	12	15	KURZMAN, CHARLE		O
87	099	GU	SOCI	824	001	T	0500PM	0800PM	BE	0116	3	5	ZIMMERMAN, SHER		O
88	099	GU	SOCI	830	001	R	0200PM	0430PM	HM	0570	8	20	UHLENBERG, P R		O
89	099	GU	SOCI	832	001	T	0200PM	0430PM	HM	0151	9	20	HAGAN, JACQUELI		O
90	099	GU	SOCI	854	001	TR	1230PM	0145PM	HM	0151	11	20	CROWDER, KYLE D		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
91	099	GU	SOCI	861	001	M	1100AM	0130PM	HM	0151	8	20	KALLEBERG, A		O
92	099	GU	SOCI	905	001	TBA	TBA	TBA			2	10	EDWARDS, TERESA		O
93	099	GU	SOCI	950	001	M	0200PM	0450PM	HM	0151	6	11	KLEINMAN, S		O
94	099	GU	SOCI	950	002	M	0900AM	1050AM	HM	0151	7	11	ZIMMER, CATHERI		O
95	099	GU	SOCI	950	003	W	0900AM	1130AM	HM	0151	0	20	GRIFFIN, L		X
96	099	GU	SOCI	950	004	W	0200PM	0315PM	HM	0151	0	10			X
97	099	GU	SOCI	950	005	F	1100AM	1150AM	HM	0151	11	20	COHEN, PHILIP		O
98	099	GU	SOCI	950	006	F	1200PM	0200PM	HM	0151	10	20	KURZMAN, CHARLE		O
99	099	GU	SOCI	950	007	TBA	TBA	TBA			0	15	KURZMAN, CHARLE		X
100	099	GU	SOCI	961	020	TBA	TBA	TBA			1	5	UHLENBERG, P R		O
101	099	GU	SOCI	961	064	TBA	TBA	TBA			0	5	PERRIN, ANDREW		O
102	099	GU	SOCI	961	073	TBA	TBA	TBA			0	3	CAREN, NEAL		O
103	099	GU	SOCI	961	075	TBA	TBA	TBA			0	10	CROWDER, KYLE D		O
104	099	GU	SOCI	961	076	TBA	TBA	TBA			0	10	PEREZ, ANTHONY		O
105	099	GU	SOCI	961	077	TBA	TBA	TBA			0	10	CAI, YONG		O
106	099	GU	SOCI	993	006	TBA	TBA	TBA			0	10	HARRIS, K		O
107	099	GU	SOCI	993	046	TBA	TBA	TBA			0	10	ELDER, G		O
108	099	GU	SOCI	993	048	TBA	TBA	TBA			1	3	ENTWISLE, B		O
109	099	GU	SOCI	993	049	TBA	TBA	TBA			1	10	KALLEBERG, A		O
110	099	GU	SOCI	993	051	TBA	TBA	TBA			2	10	GUO, G		O
111	099	GU	SOCI	993	058	TBA	TBA	TBA			1	5	MOUW, TED		O
112	099	GU	SOCI	993	062	TBA	TBA	TBA			0	1	TYSON, KAROLYN		O
113	099	GU	SOCI	993	071	TBA	TBA	TBA			1	5	COHEN, PHILLIP		O
114	099	GU	SOCI	993	073	TBA	TBA	TBA			1	3	CAREN, NEAL		O
115	099	GU	SOCI	993	075	TBA	TBA	TBA			1	10	CROWDER, KYLE D		O
116	099	GU	SOCI	993	076	TBA	TBA	TBA			0	10	PEREZ, ANTHONY		O
117	099	GU	SOCI	993	077	TBA	TBA	TBA			0	10	CAI, YONG		O
118	099	GU	SOCI	994	006	TBA	TBA	TBA			4	10	HARRIS, K		O
119	099	GU	SOCI	994	020	TBA	TBA	TBA			0	10	UHLENBERG, P R		O
120	099	GU	SOCI	994	038	TBA	TBA	TBA			0	10	KLEINMAN, S		O
121	099	GU	SOCI	994	042	TBA	TBA	TBA			1	10	ALDRICH, H		O
122	099	GU	SOCI	994	043	TBA	TBA	TBA			1	10	NIELSEN, F		O
123	099	GU	SOCI	994	046	TBA	TBA	TBA			2	10	ELDER, G		O
124	099	GU	SOCI	994	047	TBA	TBA	TBA			1	10	BOLLEN, K		O
125	099	GU	SOCI	994	048	TBA	TBA	TBA			2	10	ENTWISLE, B		O
126	099	GU	SOCI	994	049	TBA	TBA	TBA			2	10	KALLEBERG, A		O
127	099	GU	SOCI	994	051	TBA	TBA	TBA			2	10	GUO, G		O
128	099	GU	SOCI	994	054	TBA	TBA	TBA			1	10	SMITH, CHRISTIA		O
129	099	GU	SOCI	994	057	TBA	TBA	TBA			1	10	KURZMAN, CHARLE		O
130	099	GU	SOCI	994	058	TBA	TBA	TBA			2	5	MOUW, TED		O
131	099	GU	SOCI	994	060	TBA	TBA	TBA			2	10	MARSHALL, V		O
132	099	GU	SOCI	994	062	TBA	TBA	TBA			1	5	TYSON, KAROLYN		O
133	099	GU	SOCI	994	064	TBA	TBA	TBA			7	5	PERRIN, ANDREW		C
134	099	GU	SOCI	994	065	TBA	TBA	TBA			4	8	PEARCE, LISA		O
135	099	GU	SOCI	994	066	TBA	TBA	TBA			0	10	SHANAHAN, MIKE		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
136	099	GU	SOCI	994	068	TBA	TBA	TBA			2	5	ANDREWS, KENNET		O
137	099	GU	SOCI	994	070	TBA	TBA	TBA			0	10	THOITS, PEGGY		O
138	099	GU	SOCI	994	071	TBA	TBA	TBA			4	5	COHEN, PHILLIP		O
139	099	GU	SOCI	994	073	TBA	TBA	TBA			0	3	CAREN, NEAL		O
140	099	GU	SOCI	994	075	TBA	TBA	TBA			0	10	CROWDER, KYLE D		O
141	099	GU	SOCI	994	076	TBA	TBA	TBA			0	10	PEREZ, ANTHONY		O
142	099	GU	SOCI	994	077	TBA	TBA	TBA			0	10	CAI, YONG		O
143	099	GU	SOCI	691H	001	T	0200PM	0315PM	HM	0150	10	8	ANDREWS, KENNET		C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	SOWO	490	001	R	0200PM	0450PM	TT	0135	0	0	FISHER-BORNE, M		X
3	099	GU	SOWO	500	001	T	0200PM	0450PM	TT	0101	26	30	COMER, SALLY D		O
4	099	GU	SOWO	500	002	F	0900AM	1150AM	TT	0135	24	23	BARRETT, DEBORA		C
5	099	GU	SOWO	500	003	F	0900AM	1150AM	TT	0300	23	23	ROUNDS, K A		C
6	099	GU	SOWO	500	956	F	0900AM	1150AM	XX	XX	15	20	GUIDO, DAYNA L		O
7	099	GU	SOWO	500	959	F	0900AM	1150AM	TT	0500	22	20	ALBRITTON, TRAV		C
8	099	GU	SOWO	510	001	T	0900AM	1150AM	TT	0135	22	20	CUDDEBACK, GARY		C
9	099	GU	SOWO	510	957	F	0900AM	1150AM	XX	XX	16	15	SELZ-CAMPBELL,		C
10	099	GU	SOWO	517	001	M	0200PM	0450PM	TT	0101	22	20	HODGES, VANESSA		C
11	099	GU	SOWO	517	002	T	0530PM	0830PM	TT	0102	5	20	CAULEY, LISA T		O
12	099	GU	SOWO	520	001	TBA	TBA	TBA			0	100			O
13	099	GU	SOWO	520	005	TBA	TBA	TBA			13	20	DEWS, DENISE'		O
14	099	GU	SOWO	520	012	TBA	TBA	TBA			8	20	REIVES, WANDA F		O
15	099	GU	SOWO	520	088	TBA	TBA	TBA			0	0			C
16	099	GU	SOWO	520	102	TBA	TBA	TBA			12	20	SHAFFER, G		O
17	099	GU	SOWO	520	227	TBA	TBA	TBA			15	15	CAULEY, LISA T		C
18	099	GU	SOWO	520	243	TBA	TBA	TBA			14	15	GHEZZI, MARILYN		O
19	099	GU	SOWO	520	291	TBA	TBA	TBA			13	20	LIVERMORE-BYASS		O
20	099	GU	SOWO	520	956	TBA	TBA	TBA			0	20	REATH, K		O
21	099	GU	SOWO	520	957	TBA	TBA	TBA			8	15	SOUDERS, TINA M		O
22	099	GU	SOWO	520	959	TBA	TBA	TBA			10	25	ZUCKERMAN, RONN		O
23	099	GU	SOWO	520	960	TBA	TBA	TBA			6	10	ALBRITTON, TRAV		O
24	099	GU	SOWO	521	102	TBA	TBA	TBA			1	1			C
25	099	GU	SOWO	523	001	TBA	TBA	TBA			0	35			O
26	099	GU	SOWO	523	002	TBA	TBA	TBA			0	75			O
27	099	GU	SOWO	523	005	M	0900AM	1100AM	TT	0107	13	15	DEWS, DENISE'		O
28	099	GU	SOWO	523	012	T	0200PM	0400PM	TT	0107	6	15	REIVES, WANDA F		O
29	099	GU	SOWO	523	088	M	0900AM	1100AM	TT	0107	0	0			X
30	099	GU	SOWO	523	102	T	0200PM	0350PM	TT	226A	12	15	SHAFFER, G		O
31	099	GU	SOWO	523	227	T	0200PM	0400PM	TT	0113	14	15	CAULEY, LISA T		O
32	099	GU	SOWO	523	243	T	0200PM	0350PM	TT	0114	15	15	GHEZZI, MARILYN		C
33	099	GU	SOWO	523	291	M	0900AM	1050AM	TT	0113	13	15	LIVERMORE-BYASS		O
34	099	GU	SOWO	523	956	TBA	TBA	TBA			0	0	REATH, K		C
35	099	GU	SOWO	523	957	TBA	TBA	TBA			9	15	SOUDERS, TINA M		O
36	099	GU	SOWO	523	959	TBA	TBA	TBA			9	25	ZUCKERMAN, RONN		O
37	099	GU	SOWO	523	960	TBA	TBA	TBA			10	10	ALBRITTON, TRAV		C
38	099	GU	SOWO	524	102	TBA	TBA	TBA			1	1			C
39	099	GU	SOWO	530	001	M	0900AM	1150AM	TT	0300	24	25	DESPARD, MATHIE		O
40	099	GU	SOWO	530	002	M	0900AM	1150AM	TT	0135	23	25	SELZ-CAMPBELL,		O
41	099	GU	SOWO	530	003	F	0900AM	1150AM	TT	0101	26	25	CARLTONLANEY, I		C
42	099	GU	SOWO	530	956	F	0200PM	0450PM	XX	XX	15	20	REATH, K		O
43	099	GU	SOWO	530	959	F	0200PM	0450PM	TT	0500	22	20	CARLTONLANEY, I		C
44	099	GU	SOWO	540	001	T	0900AM	1150AM	TT	0102	17	19	POWERS, JOELLE		O
45	099	GU	SOWO	540	002	T	0900AM	1150AM	TT	0300	19	19	STROM-GOTTFRIED		C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
46	099	GU	SOWO	540	003	M	0200PM	0450PM	TT	0135	19	19	WEEMS, MARTY A		C
47	099	GU	SOWO	540	004	M	0200PM	0450PM	TT	0300	19	19	STROM-GOTTFRIED		C
48	099	GU	SOWO	540	957	F	0900AM	1150AM	XX	XX	9	15	URZI, MARY F		O
49	099	GU	SOWO	540	959	F	0900AM	1150AM	TT	0102	19	20	GHEZZI, MARILYN		O
50	099	GU	SOWO	570	001	M	0200PM	0450PM	TT	0500	16	19	CHOWA, GINA		O
51	099	GU	SOWO	570	002	M	0200PM	0450PM	TT	0114	19	19	DESPARD, MATHIE		C
52	099	GU	SOWO	570	003	T	0900AM	1150AM	TT	0500	19	19	CAYE, JOANNE		C
53	099	GU	SOWO	570	004	T	0900AM	1150AM	TT	0114	19	19	DESPARD, MATHIE		C
54	099	GU	SOWO	570	957	F	0200PM	0450PM	XX	XX	9	20	CAYE, JOANNE		O
55	099	GU	SOWO	570	959	F	0200PM	0450PM	TT	0102	19	20	CHOWA, GINA		O
56	099	GU	SOWO	700	001	M	0530PM	0830PM	TT	0135	17	17	WEEMS, MARTY A		C
57	099	GU	SOWO	719	001	F	0900AM	1150AM	TT	0107	8	10	BOWEN, NATASHA		O
58	099	GU	SOWO	719	295	TBA	TBA	TBA			1	1	ZIMMERMAN, SHER		C
59	099	GU	SOWO	719	448	TBA	TBA	TBA			3	3	POWERS, JOELLE		C
60	099	GU	SOWO	720	091	TBA	TBA	TBA			0	1			X
61	099	GU	SOWO	720	243	TBA	TBA	TBA			1	1			C
62	099	GU	SOWO	720	957	TBA	TBA	TBA			22	30	SOUDERS, TINA M		O
63	099	GU	SOWO	720	960	TBA	TBA	TBA			7	10	REIVES, WANDA F		O
64	099	GU	SOWO	760	001	T	0530PM	0830PM	TT	0135	22	15	BOLTON, WORTH		C
65	099	GU	SOWO	769	311	TBA	TBA	TBA			1	1	TOLMAN, ELIZABE		C
66	099	GU	SOWO	769	337	TBA	TBA	TBA			2	2	GRADY, MELISSA		C
67	099	GU	SOWO	820	001	TBA	TBA	TBA			3	125	SCHEYETT, A		O
68	099	GU	SOWO	820	005	TBA	TBA	TBA			21	20	DEWS, DENISE'		C
69	099	GU	SOWO	820	007	TBA	TBA	TBA			0	0	SOUDERS, TINA M		X
70	099	GU	SOWO	820	012	WR	0900AM	1150AM	XX	XX	9	20	REIVES, WANDA F		O
71	099	GU	SOWO	820	038	TBA	TBA	TBA			12	15	HUDGINS, D L		O
72	099	GU	SOWO	820	052	WR	0900AM	1150AM	XX	XX	0	20	ZUCKERMAN, RONN		O
73	099	GU	SOWO	820	088	TBA	TBA	TBA			0	0	WHITE, MARCIA L		C
74	099	GU	SOWO	820	091	TBA	TBA	TBA			12	20	BRIGHAM, REBECC		O
75	099	GU	SOWO	820	102	TBA	TBA	TBA			1	5			O
76	099	GU	SOWO	820	107	TBA	TBA	TBA			6	5			C
77	099	GU	SOWO	820	227	TBA	TBA	TBA			11	10	CAULEY, LISA T		C
78	099	GU	SOWO	820	243	WR	0900AM	1150AM	XX	XX	19	20	GHEZZI, MARILYN		O
79	099	GU	SOWO	820	281	WR	0100PM	0350PM	XX	XX	2	18	BROYLES, BEVERL		O
80	099	GU	SOWO	820	291	WR	0100PM	0350PM	XX	XX	18	18	LIVERMORE-BYASS		C
81	099	GU	SOWO	821	038	TBA	TBA	TBA			0	5	HUDGINS, D L		O
82	099	GU	SOWO	821	091	TBA	TBA	TBA			0	5	BRIGHAM, REBECC		O
83	099	GU	SOWO	821	241	TBA	TBA	TBA			0	0	WALLIS-HILL, CY		X
84	099	GU	SOWO	821	291	TBA	TBA	TBA			0	5	LIVERMORE-BYASS		O
85	099	GU	SOWO	840	001	M	0900AM	1150AM	TT	0102	18	14	GRADY, MELISSA		C
86	099	GU	SOWO	840	002	M	0900AM	1150AM	TT	226A	9	14	ROBERTS-LEWIS,		O
87	099	GU	SOWO	841	001	M	0900AM	1150AM	TT	0500	12	15	POWERS, JOELLE		O
88	099	GU	SOWO	842	001	T	0200PM	0450PM	TT	0135	19	13	BOWEN, G L		C
89	099	GU	SOWO	843	001	M	0530PM	0830PM	TT	0107	9	15	CAGLE, JOHN G		O
90	099	GU	SOWO	844	001	M	0200PM	0450PM	TT	0113	11	20	CHAPMAN, MIMI V		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
91	099	GU	SOWO	845	001	M	0900AM	1150AM	TT	0114	5	20	CHAPMAN, MIMI V		O
92	099	GU	SOWO	850	001	M	0530PM	0830PM	TT	0101	5	15	STEWART, WENDY		O
93	099	GU	SOWO	850	988	TBA	TBA	TBA			5	25	STEWART, WENDY		O
94	099	GU	SOWO	851	001	T	0200PM	0450PM	TT	0101	0	15	GALINSKY, M		X
95	099	GU	SOWO	852	001	T	0900AM	1150AM	TT	226A	6	18	JONES, ANNE		O
96	099	GU	SOWO	853	001	M	0200PM	0450PM	TT	226A	15	18	GRADY, MELISSA		O
97	099	GU	SOWO	854	001	T	0200PM	0450PM	TT	0500	16	15	POWERS, JOELLE		C
98	099	GU	SOWO	855	001	T	0900AM	1150AM	TT	0101	18	15	GRADY, MELISSA		C
99	099	GU	SOWO	855	002	T	0900AM	1150AM	TT	0107	10	15	MCCARTHY, GAEL		O
100	099	GU	SOWO	856	001	T	0530PM	0830PM	TT	0114	0	20			X
101	099	GU	SOWO	857	001	M	0900AM	1100AM	TT	0101	8	20	SMOKOWSKI, PAUL		O
102	099	GU	SOWO	860	001	M	0530PM	0830PM	TT	0102	17	20	CAULEY, LISA T		O
103	099	GU	SOWO	874	001	T	0900AM	1150AM	TT	0113	14	15	FARRELL, WALTER		O
104	099	GU	SOWO	874	957	F	0100PM	0350PM	XX	XX	17	15	NORRIS, TAMARA		C
105	099	GU	SOWO	875	001	M	0200PM	0450PM	TT	0102	11	20	WEIL, M		O
106	099	GU	SOWO	875	002	M	0200PM	0450PM	TT	0107	13	15	HINSON, QUENTIN		O
107	099	GU	SOWO	881	001	T	0200PM	0450PM	TT	0102	16	15	WEIL, M		C
108	099	GU	SOWO	882	001	T	0200PM	0450PM	TT	0300	0	15			X
109	099	GU	SOWO	883	001	T	0530PM	0830PM	TT	0300	26	20	FARRELL, WALTER		C
110	099	GU	SOWO	886	001	M	0900AM	1150AM	TT	0114	0	20	STROM-GOTTFRIED		X
111	099	GU	SOWO	900	001	T	0900AM	1150AM	TT	0439	4	15	BOWEN, G L		O
112	099	GU	SOWO	910	001	F	0900AM	1150AM	TT	226A	3	15	SMOKOWSKI, PAUL		O
113	099	GU	SOWO	911	001	R	0900AM	1150AM	TT	0102	9	15	MACY, REBECCA		O
114	099	GU	SOWO	912	292	TBA	TBA	TBA			0	5	ROBERTS, AMELIA		O
115	099	GU	SOWO	913	001	M	0200PM	0450PM	XX	XX	4	10	ORTHNER, D		O
116	099	GU	SOWO	914	001	R	0200PM	0450PM	TT	0107	0	10			O
117	099	GU	SOWO	919	001	W	0900AM	1150AM	TT	0102	7	15	GUO, SHENYANG		O
118	099	GU	SOWO	919	034	TBA	TBA	TBA			0	1	ROUNDS, K A		O
119	099	GU	SOWO	919	307	TBA	TBA	TBA			1	1	MACY, REBECCA		C
120	099	GU	SOWO	919	310	TBA	TBA	TBA			1	1			C
121	099	GU	SOWO	941	001	M	1230PM	0130PM	TT	0107	5	10	STROM-GOTTFRIED		O
122	099	GU	SOWO	994	031	TBA	TBA	TBA			1	5	HOWARD, MATTHEW		O
123	099	GU	SOWO	994	033	TBA	TBA	TBA			1	5	STROM-GOTTFRIED		O
124	099	GU	SOWO	994	034	TBA	TBA	TBA			5	5	ROUNDS, K A		C
125	099	GU	SOWO	994	082	TBA	TBA	TBA			0	5	ORTHNER, D		O
126	099	GU	SOWO	994	095	TBA	TBA	TBA			1	1	WEIL, M		C
127	099	GU	SOWO	994	098	TBA	TBA	TBA			1	5	BOWEN, G L		O
128	099	GU	SOWO	994	218	TBA	TBA	TBA			1	5	DUNCAN, DEAN		O
129	099	GU	SOWO	994	227	TBA	TBA	TBA			0	5	USHER, L		O
130	099	GU	SOWO	994	229	TBA	TBA	TBA			3	5	FRASER, MARK		O
131	099	GU	SOWO	994	239	TBA	TBA	TBA			1	5	CARLTONLANEY, I		O
132	099	GU	SOWO	994	292	TBA	TBA	TBA			1	5	ROBERTS-LEWIS,		O
133	099	GU	SOWO	994	293	TBA	TBA	TBA			0	5	CHAPMAN, MIMI V		O
134	099	GU	SOWO	994	295	TBA	TBA	TBA			3	5	ZIMMERMAN, SHER		O
135	099	GU	SOWO	994	311	TBA	TBA	TBA			1	5	FOGEL, C		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
136	099	GU	SOWO	604I	001	T	0500PM	0800PM	BE	0116	12	15	ZIMMERMAN, SHER		O
137	099	GU	SOWO	613I	960	TBA	TBA	TBA			0	20	BAILLIARD, ANTO		O
138	099	GU	SOWO	613I	974	TBA	TBA	TBA			0	25	BAILLIARD, ANTO		O
139	099	GU	SOWO	613I	01W	TBA	TBA	TBA			1	25	BAILLIARD, ANTO		O
140	099	GU	SOWO	615I	960	TBA	TBA	TBA			0	20	BAILLIARD, ANTO		O
141	099	GU	SOWO	615I	974	TBA	TBA	TBA			0	25	BAILLIARD, ANTO		O
142	099	GU	SOWO	615I	01W	TBA	TBA	TBA			0	25	BAILLIARD, ANTO		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Session	Status
2	099	GU	SPAN	101	851	TBA	TBA	TBA			0	999			O
3	099	GU	SPAN	101	951	MW	0730PM	0930PM	DE	0307	23	22	DELANEY, L		C
4	099	GU	SPAN	101	952	TR	0600PM	0800PM	DE	0307	21	22	LEE, M		O
5	099	GU	SPAN	101	998	TBA	TBA	TBA			0	0			C
6	099	GU	SPAN	101	01W	T	0800AM	0850AM	DE	0101	20	20	SCHAEFER, K		C
7	099	GU	SPAN	101	02W	T	0900AM	0950AM	DE	0101	20	20	DE FAYS, H		C
8	099	GU	SPAN	101	03W	T	1000AM	1050AM	DE	0101	22	20	DE FAYS, H		C
9	099	GU	SPAN	101	04W	T	1100AM	1150AM	DE	0101	20	20	CHANDLER, KERI		C
10	099	GU	SPAN	101	05W	T	1200PM	1250PM	DE	0101	21	20	CHANDLER, KERI		C
11	099	GU	SPAN	101	06W	T	0100PM	0150PM	DE	0101	20	20	KIM, H		C
12	099	GU	SPAN	101	07W	T	0200PM	0250PM	DE	0101	21	20	KIM, H		C
13	099	GU	SPAN	101	08W	T	0300PM	0350PM	DE	0101	20	20	LEE, M		C
14	099	GU	SPAN	101	09W	T	1230PM	0120PM	DE	0102	20	20	SCHAEFER, K		C
15	099	GU	SPAN	101	10W	T	0200PM	0250PM	DE	0102	20	20	LEE, M		C
16	099	GU	SPAN	102	851	TBA	TBA	TBA			0	999			O
17	099	GU	SPAN	102	998	TBA	TBA	TBA			0	999			O
18	099	GU	SPAN	102	01W	W	0900AM	0950AM	DE	0101	20	20	MUNOZ-HERMOSO,		C
19	099	GU	SPAN	102	02W	W	1000AM	1050AM	DE	0101	22	20	MUNOZ-HERMOSO,		C
20	099	GU	SPAN	102	03W	W	1100AM	1150AM	DE	0101	20	20	COWELL, G S		C
21	099	GU	SPAN	102	04W	W	1200PM	1250PM	DE	0101	21	20	KOHL, AR		C
22	099	GU	SPAN	102	05W	W	0100PM	0150PM	DE	0101	22	20	GEARHART, GRANT		C
23	099	GU	SPAN	102	06W	W	0200PM	0250PM	DE	0101	21	20	HUESA, PEDRO PE		C
24	099	GU	SPAN	102	07W	W	0300PM	0350PM	DE	0101	20	20	HUESA, PEDRO PE		C
25	099	GU	SPAN	102	08W	W	0300PM	0350PM	DE	0102	18	20	GEARHART, GRANT		O
26	099	GU	SPAN	105	001	MWF	0800AM	0850AM	DE	0302	22	22	WINTERS, WHITNE		C
27	099	GU	SPAN	105	002	MWF	0800AM	0850AM	DE	303A	22	22	NIX, STEPHANIE		C
28	099	GU	SPAN	105	003	MWF	0800AM	0850AM	DE	0202	22	22	PHILLIPS, THOMA		C
29	099	GU	SPAN	105	004	MWF	0800AM	0850AM	DE	0201	22	22	PEREZ, CARMEN		C
30	099	GU	SPAN	105	005	MWF	0800AM	0850AM	DE	0203	22	22	SEVERYN, GREG		C
31	099	GU	SPAN	105	006	MWF	0900AM	0950AM	DE	0301	21	21	NITTOLI, H		C
32	099	GU	SPAN	105	007	MWF	0900AM	0950AM	DE	0302	21	21	HUER, KYUNG		C
33	099	GU	SPAN	105	008	MWF	1000AM	1050AM	DE	0302	0	0			X
34	099	GU	SPAN	105	009	MWF	1000AM	1050AM	DE	0301	22	21	HUER, KYUNG		C
35	099	GU	SPAN	105	010	MWF	1000AM	1050AM	DE	0203	22	21	LINDQUIST, J		C
36	099	GU	SPAN	105	011	MWF	1100AM	1150AM	DE	303A	22	21	JOHNSON, K		C
37	099	GU	SPAN	105	012	MWF	1100AM	1150AM	DE	0209	22	21	KIM, STELLA		C
38	099	GU	SPAN	105	013	MWF	1100AM	1150AM	DE	0306	21	21	LINDQUIST, J		C
39	099	GU	SPAN	105	014	MWF	1200PM	1250PM	DE	0210	20	20	NITTOLI, H		C
40	099	GU	SPAN	105	015	MWF	1200PM	1250PM	DE	0301	23	21	KIM, STELLA		C
41	099	GU	SPAN	105	016	MWF	1200PM	1250PM	DE	0302	0	0			X
42	099	GU	SPAN	105	017	MWF	0100PM	0150PM	DE	0206	22	21	JOHNSON, K		C
43	099	GU	SPAN	105	018	MWF	0100PM	0150PM	MU	0314	21	21	HUAMAN, RICARDO		C
44	099	GU	SPAN	105	019	MWF	0100PM	0150PM	HN	0112	21	21	TRIVETT, ANN MA		C
45	099	GU	SPAN	105	020	MWF	0100PM	0150PM	MT	0305	19	19	HOLLINGSWORTH,		C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
46	099	GU	SPAN	105	021	MWF	0100PM	0150PM	GM	0210	21	21	MCGREGOR, MANDY		C
47	099	GU	SPAN	105	022	MWF	0100PM	0150PM	MT	0106	19	19	BARNABY, JENNIF		C
48	099	GU	SPAN	105	023	MWF	0100PM	0150PM	PH	0247	0	0			X
49	099	GU	SPAN	105	024	MWF	0200PM	0250PM	MU	0314	21	21	HUAMAN, RICARDO		C
50	099	GU	SPAN	105	025	MWF	0200PM	0250PM	HN	0112	21	21	WASSON, JOSHUA		C
51	099	GU	SPAN	105	026	MWF	0200PM	0250PM	MT	0305	19	19	LOOR, DANILO		C
52	099	GU	SPAN	105	027	MWF	0200PM	0250PM	DE	0410	21	21	HUER, KYUNG		C
53	099	GU	SPAN	105	028	MWF	0200PM	0250PM	GM	0213	21	21	MCGREGOR, MANDY		C
54	099	GU	SPAN	105	029	MWF	0300PM	0350PM	DE	0209	22	22	MARTINEZ VIDAL,		C
55	099	GU	SPAN	105	030	MWF	0300PM	0350PM	DE	0306	0	0			X
56	099	GU	SPAN	105	031	MWF	0900AM	0950AM	DE	0102	21	21	LINDQUIST, J		C
57	099	GU	SPAN	105	032	MWF	1200PM	1250PM	DE	0102	21	21	PEREZ, CARMEN		C
58	099	GU	SPAN	105	033	MWF	0200PM	0250PM	DE	0102	21	21	MARTINEZ VIDAL,		C
59	099	GU	SPAN	203	001	MWF	0800AM	0850AM	DE	0209	22	22	BUTTLER, MATTHE		C
60	099	GU	SPAN	203	002	MWF	0800AM	0850AM	DE	0306	22	22	CANA JIMENEZ, M		C
61	099	GU	SPAN	203	003	MWF	0800AM	0850AM	DE	0307	19	22	CRUZ-CONCEPCION		O
62	099	GU	SPAN	203	004	MWF	0800AM	0850AM	DE	0206	21	22	CRUZ JIMENEZ, E		O
63	099	GU	SPAN	203	005	MWF	0800AM	0850AM	DE	0305	21	22	ANDERSON, N		O
64	099	GU	SPAN	203	006	MWF	0800AM	0850AM	MU	0302	21	22	VENKATESH, VINO		O
65	099	GU	SPAN	203	007	MWF	0800AM	0850AM	MU	0314	0	0			X
66	099	GU	SPAN	203	008	MWF	0900AM	0950AM	DE	0209	21	21	CANA JIMENEZ, M		C
67	099	GU	SPAN	203	009	MWF	0900AM	0950AM	DE	0306	21	21	CRUZ JIMENEZ, E		C
68	099	GU	SPAN	203	010	MWF	0900AM	0950AM	DE	0307	20	21	ANDERSON, N		O
69	099	GU	SPAN	203	011	MWF	1000AM	1050AM	DE	0305	21	21	EIDSON, MEGAN I		C
70	099	GU	SPAN	203	012	MWF	1000AM	1050AM	MU	0302	21	21	NEWMAN, BRITTON		C
71	099	GU	SPAN	203	013	MWF	1000AM	1050AM	MU	0314	22	21	VENKATESH, VINO		C
72	099	GU	SPAN	203	014	MWF	1000AM	1050AM	HN	0112	21	21	TREXLER, ELIZAB		C
73	099	GU	SPAN	203	015	MWF	1000AM	1050AM	MT	0305	19	19	VENERE, SHERRY		C
74	099	GU	SPAN	203	016	MWF	1100AM	1150AM	HN	0112	21	21	TREXLER, ELIZAB		C
75	099	GU	SPAN	203	017	MWF	1100AM	1150AM	MT	0305	19	19	VENERE, SHERRY		C
76	099	GU	SPAN	203	018	MWF	1100AM	1150AM	HM	0150	20	21	SECCOMBE, ALEXI		O
77	099	GU	SPAN	203	019	MWF	1100AM	1150AM	SA	0322	16	21	MUNOZ-HERMOSO,		O
78	099	GU	SPAN	203	020	MWF	1200PM	1250PM	MU	0302	19	21	MUNOZ-HERMOSO,		O
79	099	GU	SPAN	203	021	MWF	1200PM	1250PM	TT	0113	20	21	GARONZIK, REBEC		O
80	099	GU	SPAN	203	022	MWF	1200PM	1250PM	HN	0112	21	21	REDICK, ALAN		C
81	099	GU	SPAN	203	023	MWF	1200PM	1250PM	MT	0305	19	19	NEWMAN, BRITTON		C
82	099	GU	SPAN	203	024	MWF	0100PM	0150PM	GA	0103	20	21	TORRES NOGALES,		O
83	099	GU	SPAN	203	025	MWF	0100PM	0150PM	PH	0228	22	21	MCGEE, VICTORIA		C
84	099	GU	SPAN	203	026	MWF	0100PM	0150PM	HO	0201	20	21	SECCOMBE, ALEXI		O
85	099	GU	SPAN	203	027	MWF	0100PM	0150PM	PE	0217	21	21	SCOTT, MICHAEL		C
86	099	GU	SPAN	203	028	MWF	0100PM	0150PM	AL	0203	21	21	ABREU MENDOZA,		C
87	099	GU	SPAN	203	029	MWF	0100PM	0150PM	GA	0009	20	21	NUNEZ, MARTA		O
88	099	GU	SPAN	203	030	MWF	0200PM	0250PM	DE	0306	17	21	NUNEZ, MARTA		O
89	099	GU	SPAN	203	031	MWF	0200PM	0250PM	DE	0209	21	21	COLCHERO DORADO		C
90	099	GU	SPAN	203	032	MWF	0200PM	0250PM	DE	0204	20	21	BANKHEAD, JOHN		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
91	099	GU	SPAN	203	033	MWF	0200PM	0250PM	DE	0203	21	21	OCONNER, JONATH		C
92	099	GU	SPAN	203	034	MWF	0200PM	0250PM	DE	0201	20	21	AMAT, ILUMINADA		O
93	099	GU	SPAN	203	035	MWF	0300PM	0350PM	DE	0203	22	22	REDICK, ALAN		C
94	099	GU	SPAN	203	036	MWF	0300PM	0350PM	DE	0201	21	22	AMAT, ILUMINADA		O
95	099	GU	SPAN	203	037	MWF	0300PM	0350PM	DE	0302	17	22	BANKHEAD, JOHN		O
96	099	GU	SPAN	203	038	MWF	0300PM	0350PM	DE	0301	21	22	HOLLAND, CARRIE		O
97	099	GU	SPAN	203	039	MWF	0100PM	0150PM	GM	0213	19	21	OAKLEY, TYLER R		O
98	099	GU	SPAN	203	040	MWF	1100AM	1150AM	GM	0213	21	21	GOMEZ SOLER, IN		C
99	099	GU	SPAN	203	041	MWF	0100PM	0150PM	PH	0247	21	21	WIDMAYER, JEFFR		C
100	099	GU	SPAN	203	042	MWF	1100AM	1150AM	KL	B121	21	21	KOHL, AR		C
101	099	GU	SPAN	203	043	MWF	0100PM	0150PM	HM	0570	19	20	BRUNO, ELIZABET		O
102	099	GU	SPAN	203	044	MWF	0900AM	0950AM	MU	0304	21	21	GARBER, ALEXAND		C
103	099	GU	SPAN	203	851	TBA	TBA	TBA			0	999			O
104	099	GU	SPAN	203	951	MW	0600PM	0715PM	DE	0307	15	22	AMAT, ILUMINADA		O
105	099	GU	SPAN	203	998	TBA	TBA	TBA			0	999			O
106	099	GU	SPAN	203	999	TBA	TBA	TBA			0	999			O
107	099	GU	SPAN	204	001	MWF	0800AM	0850AM	HN	0112	21	22	SAULEDA BROSSA,		O
108	099	GU	SPAN	204	002	MWF	0800AM	0850AM	CW	0208	17	20	ROMERO, MARIA		O
109	099	GU	SPAN	204	003	MWF	0800AM	0850AM	MU	0002	17	20	SANCHEZ-COUTO,		O
110	099	GU	SPAN	204	004	MWF	0800AM	0850AM	MU	0314	21	22	JIMENEZ DURAN,		O
111	099	GU	SPAN	204	005	MWF	0800AM	0850AM	TT	0114	14	20	LOMAS-LOZANO, B		O
112	099	GU	SPAN	204	006	MWF	0800AM	0850AM	NW	0103	17	19	MAURETTE, PABLO		O
113	099	GU	SPAN	204	007	MWF	0800AM	0850AM	NW	0103	0	0			X
114	099	GU	SPAN	204	008	MWF	0900AM	0950AM	DE	0206	21	21	MAURETTE, PABLO		C
115	099	GU	SPAN	204	009	MWF	0900AM	0950AM	DE	0305	20	21	SANCHEZ-COUTO,		O
116	099	GU	SPAN	204	010	MWF	0900AM	0950AM	DE	0202	20	21	MAISCH, W C		O
117	099	GU	SPAN	204	011	MWF	1000AM	1050AM	MT	0106	18	19	AARON, G		O
118	099	GU	SPAN	204	012	MWF	1000AM	1050AM	DE	0307	21	21	INGRAM, CATHERI		C
119	099	GU	SPAN	204	013	MWF	1000AM	1050AM	NW	0103	18	19	KIM, SANGSUK		O
120	099	GU	SPAN	204	014	MWF	1100AM	1150AM	GM	0038	21	21	DIEZ, JULIAN		C
121	099	GU	SPAN	204	015	MWF	1100AM	1150AM	DE	0206	21	21	KIM, SANGSUK		C
122	099	GU	SPAN	204	016	MWF	1100AM	1150AM	DE	0305	21	21	INGRAM, CATHERI		C
123	099	GU	SPAN	204	017	MWF	1200PM	1250PM	MU	0314	21	21	RUIZ GARCIA, MA		C
124	099	GU	SPAN	204	018	MWF	1200PM	1250PM	DE	0204	21	21	AARON, G		C
125	099	GU	SPAN	204	019	TR	1100AM	1215PM	DE	0307	21	21	LEE, M		C
126	099	GU	SPAN	204	020	TR	1230PM	0145PM	DE	0307	21	21	LEE, M		C
127	099	GU	SPAN	204	021	MWF	0100PM	0150PM	DE	0102	21	21	GOMEZ, LUIS		C
128	099	GU	SPAN	204	022	MWF	0100PM	0150PM	GA	0308	18	20	DUENAS, CORINA		O
129	099	GU	SPAN	204	023	MWF	0100PM	0150PM	TT	0114	20	20	RISSO, MARCELA		C
130	099	GU	SPAN	204	024	MWF	0200PM	0250PM	MT	0106	14	19	CARIM, PHILIP A		O
131	099	GU	SPAN	204	025	MWF	0200PM	0250PM	NW	0103	17	19	MARTIN, V D		O
132	099	GU	SPAN	204	026	TR	0200PM	0315PM	HN	0130	19	21	BROWN, RAUL		O
133	099	GU	SPAN	204	027	TR	0330PM	0445PM	DE	0307	22	22	BROWN, RAUL		C
134	099	GU	SPAN	204	028	MWF	0300PM	0350PM	DE	0305	18	21	RODRIGUEZ MANSI		O
135	099	GU	SPAN	204	029	MWF	0300PM	0350PM	MU	0302	22	22	MARTIN, V D		C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
136	099	GU	SPAN	204	030	MWF	0300PM	0350PM	MU	0314	22	22	DIEZ, JULIAN		C
137	099	GU	SPAN	204	031	TR	1100AM	1215PM	DE	0410	21	21	RIBO, J		C
138	099	GU	SPAN	204	032	MWF	1000AM	1050AM	DE	0302	21	21	RUIZ GARCIA, MA		C
139	099	GU	SPAN	204	033	MWF	1200PM	1250PM	DE	0302	19	21	ROMERO, MARIA		O
140	099	GU	SPAN	204	034	MWF	1200PM	1250PM	PE	0215	19	21	JIMENEZ DURAN,		O
141	099	GU	SPAN	204	851	TBA	TBA	TBA			0	999			O
142	099	GU	SPAN	204	998	TBA	TBA	TBA			0	999			O
143	099	GU	SPAN	204	999	TBA	TBA	TBA			0	999			O
144	099	GU	SPAN	250	001	MWF	0100PM	0150PM	HO	0207	23	22	COLCHERO DORADO		C
145	099	GU	SPAN	255	001	MWF	1000AM	1050AM	HO	0207	23	22	GOMEZ SOLER, IN		C
146	099	GU	SPAN	255	002	MWF	1100AM	1150AM	DE	0202	23	22	MAISCH, W C		C
147	099	GU	SPAN	255	003	MWF	1200PM	1250PM	HO	0207	22	22	HUER, KYUNG		C
148	099	GU	SPAN	255	004	MWF	0100PM	0150PM	SA	0104	22	22	LOMAS-LOZANO, B		C
149	099	GU	SPAN	255	005	MWF	0200PM	0250PM	HO	0207	22	22	ABREU MENDOZA,		C
150	099	GU	SPAN	255	998	TBA	TBA	TBA			0	999			O
151	099	GU	SPAN	255	999	TBA	TBA	TBA			0	999			O
152	099	GU	SPAN	260	001	MWF	0900AM	0950AM	DE	0207	0	0			X
153	099	GU	SPAN	260	002	MWF	1000AM	1050AM	MU	0202	21	23	JOHNSON, K		O
154	099	GU	SPAN	260	003	MWF	1100AM	1150AM	HO	0207	25	23	NITTOLI, H		C
155	099	GU	SPAN	260	004	MWF	1200PM	1250PM	BI	0306	23	23	KIM, H		C
156	099	GU	SPAN	260	005	MWF	0100PM	0150PM	MT	0009	23	23	KIM, SANGSUK		C
157	099	GU	SPAN	260	006	MWF	0100PM	0150PM	GM	0038	22	23	MARTIN, V D		O
158	099	GU	SPAN	260	007	TR	1230PM	0145PM	DE	0201	20	23	BROWN, RAUL		O
159	099	GU	SPAN	260	008	MWF	1100AM	1150AM	DE	0307	23	23	GOMEZ, LUIS		C
160	099	GU	SPAN	260	998	TBA	TBA	TBA			0	0			C
161	099	GU	SPAN	260	999	TBA	TBA	TBA			0	0			C
162	099	GU	SPAN	265	001	MWF	1100AM	1150AM	BI	0306	22	22	GRAVATT, M		C
163	099	GU	SPAN	265	002	MWF	1200PM	1250PM	DE	0410	22	22	GRAVATT, M		C
164	099	GU	SPAN	265	003	MWF	0100PM	0150PM	GM	0035	22	22	INGRAM, CATHERI		C
165	099	GU	SPAN	266	001	MWF	1000AM	1050AM	DE	0208	25	22	GOMEZ, LUIS		C
166	099	GU	SPAN	293	001	TBA	TBA	TBA			0	15	MACK, JM		O
167	099	GU	SPAN	293	002	TBA	TBA	TBA			24	24	BRUNO, ELIZABET		C
168	099	GU	SPAN	293	003	TBA	TBA	TBA			9	15			O
169	099	GU	SPAN	293	004	TBA	TBA	TBA			19	24	LEAR, DARCY		O
170	099	GU	SPAN	293	005	TBA	TBA	TBA			23	23	LEAR, DARCY		C
171	099	GU	SPAN	293	006	TBA	TBA	TBA			1	5	BRUNO, ELIZABET		O
172	099	GU	SPAN	293	007	TBA	TBA	TBA			43	44	MAISCH, W C		O
173	099	GU	SPAN	293	009	TBA	TBA	TBA			0	10	LEE, M		O
174	099	GU	SPAN	300	001	MWF	0900AM	0950AM	MT	0305	19	20	AARON, G		O
175	099	GU	SPAN	300	002	MWF	1000AM	1050AM	WI	0139	19	20	LOMAS-LOZANO, B		O
176	099	GU	SPAN	300	003	MWF	1000AM	1050AM	PE	0220	20	21	BRUNO, ELIZABET		O
177	099	GU	SPAN	300	004	MWF	1100AM	1150AM	DE	0410	20	21	BRUNO, ELIZABET		O
178	099	GU	SPAN	300	005	MWF	1200PM	1250PM	MU	0104	20	21	RODRIGUEZ MANSI		O
179	099	GU	SPAN	300	006	MWF	1200PM	1250PM	HN	0130	19	21	LOMAS-LOZANO, B		O
180	099	GU	SPAN	300	007	TR	1230PM	0145PM	MT	0009	18	21	BURGOS-LOVECE,		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
181	099	GU	SPAN	300	008	TR	0200PM	0315PM	WI	0202	20	21	BURGOS-LOVECE,		O
182	099	GU	SPAN	308	001	TBA	TBA	TBA			15	40	CHAPMAN, SANDRA		O
183	099	GU	SPAN	308	003	TBA	TBA	TBA			0	20			O
184	099	GU	SPAN	310	001	MWF	0100PM	0150PM	GL	0107	16	17	OCONNER, JONATH		O
185	099	GU	SPAN	310	002	MWF	0800AM	0850AM	DE	0210	0	17			X
186	099	GU	SPAN	320	001	MWF	1200PM	1250PM	MU	0202	23	22	DUENAS, CORINA		C
187	099	GU	SPAN	321	001	MWF	0900AM	0950AM	GA	0308	23	22	BRUNO, ELIZABET		C
188	099	GU	SPAN	322	001	TR	0930AM	1045AM	DE	0302	17	22	LEAR, DARCY		O
189	099	GU	SPAN	330	001	R	1230PM	0145PM	PE	0104	66	72	DE FAYS, H		O
190	099	GU	SPAN	330	601	T	1100AM	1215PM	MU	0302	19	24	DE FAYS, H		O
191	099	GU	SPAN	330	602	T	1230PM	0145PM	DE	0203	22	24	KING, L		O
192	099	GU	SPAN	330	603	T	1230PM	0145PM	MU	0302	24	24	DE FAYS, H		C
193	099	GU	SPAN	330	604	T	0200PM	0315PM	PH	0247	0	0			C
194	099	GU	SPAN	330	990	TBA	TBA	TBA			1	10	DE FAYS, H		O
195	099	GU	SPAN	335	001	MWF	1100AM	1150AM	DE	0208	20	25	MACK, JM		O
196	099	GU	SPAN	335	002	MWF	1200PM	1250PM	DE	0208	19	25	MACK, JM		O
197	099	GU	SPAN	340	001	MWF	1100AM	1150AM			0	25			X
198	099	GU	SPAN	340	002	MWF	0100PM	0150PM	DE	0201	24	25	GOMEZ-CASTELLAN		O
199	099	GU	SPAN	344	001	MW	0200PM	0315PM	DE	0202	27	25	ESTRADA, OSWALD		C
200	099	GU	SPAN	344	002	MWF	0100PM	0150PM	DE	0208	28	25	RODRIGUEZ MANSI		C
201	099	GU	SPAN	345	001	TR	1100AM	1215PM	GC	1009	24	25	GONZALEZ-ESPITI		O
202	099	GU	SPAN	345	002	TR	0200PM	0315PM	DE	0201	27	25	RIVERO, ALICIA		C
203	099	GU	SPAN	350	001	TR	1100AM	1215PM	DE	0305	23	22	SCHAEFER, K		C
204	099	GU	SPAN	350	002	MWF	1200PM	1250PM	TT	0114	21	21	HUESA, PEDRO PE		C
205	099	GU	SPAN	350	003	MWF	0100PM	0150PM	WI	0128	20	22	HUESA, PEDRO PE		O
206	099	GU	SPAN	350	004	MWF	0200PM	0250PM	HM	0150	18	21	REDICK, ALAN		O
207	099	GU	SPAN	369	001	T	0930AM	1045AM	DE	0206	30	32	AARON, G		O
208	099	GU	SPAN	369	601	R	0930AM	1045AM	DE	0206	16	16	BURGOS-LOVECE,		C
209	099	GU	SPAN	369	602	R	1100AM	1215PM	DE	0206	14	16	BURGOS-LOVECE,		O
210	099	GU	SPAN	371	001	MWF	1200PM	1250PM	DE	0204	0	0			X
211	099	GU	SPAN	371	002	TR	1230PM	0145PM	DE	0202	25	25	DOMINGUEZ, F A		C
212	099	GU	SPAN	372	001	TR	1100AM	1215PM	DE	0204	24	25	SOSA-VELASCO, A		O
213	099	GU	SPAN	372	002	MWF	1200PM	1250PM	DE	0203	30	25	GOMEZ-CASTELLAN		C
214	099	GU	SPAN	373	001	TR	1230PM	0145PM	DE	0302	27	25	PERELMUTER, R		C
215	099	GU	SPAN	373	002	TR	0200PM	0315PM	DE	0204	26	25	GONZALEZ-ESPITI		C
216	099	GU	SPAN	373	003	TR	1100AM	1215PM	DE	0203	24	25	RIVERO, ALICIA		O
217	099	GU	SPAN	376	001	MWF	0100PM	0150PM	DE	0203	23	22	RUIZ GARCIA, MA		C
218	099	GU	SPAN	377	001	MWF	1100AM	1150AM	DE	0203	26	25	RUIZ GARCIA, MA		C
219	099	GU	SPAN	382	001	TR	0930AM	1045AM	DE	0301	21	22	HSU, C		O
220	099	GU	SPAN	383	001	TR	0200PM	0315PM	DE	0210	21	22	BINOTTI, L		O
221	099	GU	SPAN	389	001	TR	0330PM	0445PM	DE	0302	22	22	PERELMUTER, R		C
222	099	GU	SPAN	396	002	TBA	TBA	TBA			3	2	HSU, C		C
223	099	GU	SPAN	396	036	TBA	TBA	TBA			1	1	KING, L		C
224	099	GU	SPAN	396	047	TBA	TBA	TBA			1	1	BINOTTI, L		C
225	099	GU	SPAN	396	053	TBA	TBA	TBA			1	1	MAISCH, W C		C

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
226	099	GU	SPAN	396	059	TBA	TBA	TBA			4	4	NITTOLI, H		C
227	099	GU	SPAN	396	061	TBA	TBA	TBA			1	1	GOMEZ, LUIS		C
228	099	GU	SPAN	401	001	MWF	0900AM	0950AM	MU	0202	21	22	GEARHART, GRANT		O
229	099	GU	SPAN	405	990	TBA	TBA	TBA			1	10	KIM, H		O
230	099	GU	SPAN	601	001	MW	0400PM	0515PM	DE	0202	0	25	DUENAS, CORINA		X
231	099	GU	SPAN	601	01W	M	0400PM	0515PM	DE	0202	11	25	DUENAS, CORINA		O
232	099	GU	SPAN	617	001	TR	1230PM	0145PM	DE	0301	18	15	HSU, C		C
233	099	GU	SPAN	650	001	MWF	0200PM	0250PM	DE	0301	0	0			C
234	099	GU	SPAN	701	001	TR	1100AM	1215PM	DE	0210	15	15	DOMINGUEZ, F A		C
235	099	GU	SPAN	712	001	TR	0200PM	0315PM	SC	0209	15	15	SOSA-VELASCO, A		C
236	099	GU	SPAN	738	001	T	0400PM	0630PM	DE	0102	11	15	BINOTTI, L		O
237	099	GU	SPAN	835	001	M	0400PM	0630PM	DE	0209	16	15	ESTRADA, OSWALD		C
238	099	GU	SPAN	840	004	TBA	TBA	TBA			2	2	ESTRADA, OSWALD		C
239	099	GU	SPAN	840	047	TBA	TBA	TBA			0	1	BINOTTI, L		O
240	099	GU	SPAN	840	054	TBA	TBA	TBA			1	1	MACK, JM		C
241	099	GU	SPAN	840	062	TBA	TBA	TBA			0	1	GONZALEZ-ESPITI		O
242	099	GU	SPAN	840	097	TBA	TBA	TBA			0	1	BINOTTI, L		O
243	099	GU	SPAN	840	098	TBA	TBA	TBA			0	118	GONZALEZ-ESPITI		O
244	099	GU	SPAN	840	099	TBA	TBA	TBA			0	50			O
245	099	GU	SPAN	993	002	TBA	TBA	TBA			1	5	HSU, C		O
246	099	GU	SPAN	993	025	TBA	TBA	TBA			1	2	DOMINGUEZ, F A		O
247	099	GU	SPAN	993	038	TBA	TBA	TBA			1	20	RIVERO, ALICIA		O
248	099	GU	SPAN	994	002	TBA	TBA	TBA			1	10	HSU, C		O
249	099	GU	SPAN	994	013	TBA	TBA	TBA			1	10	GOMEZ-CASTELLAN		O
250	099	GU	SPAN	994	020	TBA	TBA	TBA			0	0			C
251	099	GU	SPAN	994	025	TBA	TBA	TBA			1	10	DOMINGUEZ, F A		O
252	099	GU	SPAN	994	034	TBA	TBA	TBA			2	20	POLO DE BERNABE		O
253	099	GU	SPAN	994	036	TBA	TBA	TBA			2	1	KING, L		C
254	099	GU	SPAN	994	037	TBA	TBA	TBA			1	20	PERELMUTER, R		O
255	099	GU	SPAN	994	038	TBA	TBA	TBA			1	1	RIVERO, ALICIA		C
256	099	GU	SPAN	994	047	TBA	TBA	TBA			1	5	BINOTTI, L		O
257	099	GU	SPAN	994	062	TBA	TBA	TBA			1	10	GONZALEZ-ESPITI		O
258	099	GU	SPAN	203H	268	MWF	0100PM	0150PM	GM	0213	0	15			X
259	099	GU	SPAN	204H	253	MWF	1100AM	1150AM	GM	0213	0	15			X
260	099	GU	SPAN	255H	221	MWF	1200PM	1250PM	GM	0212	19	18	AMAT, ILUMINADA		C
261	099	GU	SPAN	260H	263	MWF	1100AM	1150AM	DE	0307	0	18			X
262	099	GU	SPAN	300H	249	MWF	1000AM	1050AM	GM	0213	15	18	MACK, JM		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	**Term**	**AU**	**Section**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	SPCL390 003	SPCL	390	003	TBA	TBA	TBA			0	50	LINDEMANN, E		O
3	099	GU	SPCL390 005	SPCL	390	005	TBA	TBA	TBA			0	1	LINDEMANN, E		O
4	099	GU	SPCL390 006	SPCL	390	006	T	0600PM	0900PM	GA	0008	0	1	LINDEMANN, E		X
5	099	GU	SPCL390 010	SPCL	390	010	T	1230PM	0145PM	HO	0107	0	36			X
6	099	GU	SPCL391 005	SPCL	391	005	TBA	TBA	TBA			0	150	LINDEMANN, E		O
7	099	GU	SPCL392 004	SPCL	392	004	TBA	TBA	TBA			21	18	JANKEN, K R		C
8	099	GU	SPCL396 003	SPCL	396	003	W	0300PM	0450PM	SC	0201	0	15	LINDEMANN, E		X
9	099	GU	SPCL396 998	SPCL	396	998	TBA	TBA	TBA			0	999			O
10	099	GU	SPCL397 002	SPCL	397	002	TBA	TBA	TBA			0	30	LINDEMANN, E		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Session	Status
2	099	GU	SPHS	196	009	TBA	TBA	TBA			0	1	LEIBOLD, L		O
3	099	GU	SPHS	196	050	TBA	TBA	TBA			0	35	ROBERTS, J E		X
4	099	GU	SPHS	196	055	TBA	TBA	TBA			2	5	PIERCE, P		O
5	099	GU	SPHS	196	063	TBA	TBA	TBA			1	5	ZAJAC, DAVID J		O
6	099	GU	SPHS	196	064	TBA	TBA	TBA			1	5	WATSON, L R		O
7	099	GU	SPHS	196	072	TBA	TBA	TBA			3	5	HALEY, KATARINA		O
8	099	GU	SPHS	196	077	TBA	TBA	TBA			2	10	LOSH, MOLLY		O
9	099	GU	SPHS	196	078	TBA	TBA	TBA			1	10	ESTIGARRIBIA, B		O
10	099	GU	SPHS	196	079	TBA	TBA	TBA			0	10	MARTIN, GARY		O
11	099	GU	SPHS	196	081	TBA	TBA	TBA			5	10	ZEISEL, SUSAN		O
12	099	GU	SPHS	196	082	TBA	TBA	TBA			1	10	WILSON, KATHRYN		O
13	099	GU	SPHS	530	001	W	0200PM	0500PM	CN	0217	46	49	DOMBY, LISA MAR		O
14	099	GU	SPHS	570	001	R	1230PM	0145PM	WI	0128	52	52	HARRISON, M P		C
15	099	GU	SPHS	570	001	T	1230PM	0145PM	WI	0128	52	52	HARRISON, M P		C
16	099	GU	SPHS	704	001	TBA	TBA	TBA			47	75	DOMBY, LISA MAR		O
17	099	GU	SPHS	706	001	TBA	TBA	TBA			30	45	WINSLOW, BARBAR	MM	O
18	099	GU	SPHS	708	001	R	0500PM	0800PM	BN	3076	8	15	TEAGLE, HOLLY		O
19	099	GU	SPHS	710	001	W	0200PM	0400PM	BN	1076	8	10	MUNDY, M		O
20	099	GU	SPHS	715	001	W	0500PM	0800PM	BN	3076	8	15	FITZPATRICK, D		O
21	099	GU	SPHS	722	001	R	0500PM	0730PM	BN	4076	9	15	GROSE, JOHN		O
22	099	GU	SPHS	726	01W	TBA	TBA	TBA			8	12	WINSLOW, BARBAR		O
23	099	GU	SPHS	737	956	TBA	TBA	TBA			0	20	WILSON, KATHRYN		O
24	099	GU	SPHS	740	001	M	0900AM	1200PM	BN	G030	26	30	PIERCE, P		O
25	099	GU	SPHS	741	001	TR	0930AM	1050AM	MT	0009	24	29	HARRISON, M P		O
26	099	GU	SPHS	744	001	T	1230PM	0315PM	MD	0132	22	40	HALEY, KATARINA		O
27	099	GU	SPHS	745	001	M	1200PM	0300PM			27	40	DOMBY, LISA MAR		O
28	099	GU	SPHS	748	001	W	0600PM	0800PM	BN	G030	36	40	VESS, GINA		O
29	099	GU	SPHS	760	001	R	1100AM	0150PM	CN	0207	29	30	HALEY, KATARINA		O
30	099	GU	SPHS	761	001	T	0200PM	0500PM	XX	XX	0	40	DOMBY, LISA MAR		X
31	099	GU	SPHS	765	001	T	0400PM	0700PM	BN	2025	24	35	ERICKSON, KAREN		O
32	099	GU	SPHS	804	001	R	0500PM	0730PM	BN	1076	9	30	SJOBLAD, STEPHA		O
33	099	GU	SPHS	811	001	W	1000AM	1200PM	BN	4076	8	10	LEIBOLD, L		O
34	099	GU	SPHS	813	001	R	1100AM	1230PM	BN	2116	8	15	WINSLOW, BARBAR		O
35	099	GU	SPHS	813	001	W	0900AM	1030AM	XX	XX	8	15	WINSLOW, BARBAR		O
36	099	GU	SPHS	815	001	W	0300PM	0500PM	BN	3076	9	20	FINLEY, CHARLES		O
37	099	GU	SPHS	816	001	W	0530PM	0730PM	BN	2020	16	20	MCKENNA, NANCY		O
38	099	GU	SPHS	818	001	R	0100PM	0400PM	BN	3076	8	14	CLENDANIEL, R		O
39	099	GU	SPHS	824	001	M	0400PM	0600PM	XX	XX	0	5			O
40	099	GU	SPHS	830	001	TBA	TBA	TBA			0	3			O
41	099	GU	SPHS	830	009	TBA	TBA	TBA			0	5	LEIBOLD, L		O
42	099	GU	SPHS	830	025	TBA	TBA	TBA			0	9	DOMBY, LISA MAR		O
43	099	GU	SPHS	830	048	TBA	TBA	TBA			1	3	CRAIS, E R		O
44	099	GU	SPHS	830	050	TBA	TBA	TBA			2	3	GROSE, JOHN		O
45	099	GU	SPHS	830	055	TBA	TBA	TBA			4	6	PIERCE, P		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
46	099	GU	SPHS	830	058	TBA	TBA	TBA			2	5	ROUSH, J		O
47	099	GU	SPHS	830	063	TBA	TBA	TBA			0	5	ZAJAC, DAVID J		O
48	099	GU	SPHS	830	064	TBA	TBA	TBA			1	6	ERICKSON, KAREN		O
49	099	GU	SPHS	830	072	TBA	TBA	TBA			4	5	HALEY, KATARINA		O
50	099	GU	SPHS	830	074	TBA	TBA	TBA			0	5	WILLIAMS, SHARO		O
51	099	GU	SPHS	830	077	TBA	TBA	TBA			1	5	LOSH, MOLLY		O
52	099	GU	SPHS	831	001	R	0930AM	1030AM	BN	3076	8	15	FINLEY, CHARLES		O
53	099	GU	SPHS	833	956	TBA	TBA	TBA			18	20	WILSON, KATHRYN		O
54	099	GU	SPHS	840	001	T	0930AM	1230PM	BN	G076	1	18	WILLIAMS, SHARO		O
55	099	GU	SPHS	849	001	M	0330PM	0530PM	BN	G100	39	40	FOX, LYNN		O
56	099	GU	SPHS	864	001	W	0245PM	0515PM	MD	0132	15	40	CRAIS, E R		O
57	099	GU	SPHS	865	001	R	1000AM	0100PM	BN	1074	14	15	ERICKSON, KAREN		O
58	099	GU	SPHS	870	055	TBA	TBA	TBA			0	5	PIERCE, P		O
59	099	GU	SPHS	870	067	TBA	TBA	TBA			5	5	WATSON, L R		C
60	099	GU	SPHS	870	072	TBA	TBA	TBA			3	5	HALEY, KATARINA		O
61	099	GU	SPHS	950	001	R	0200PM	0400PM	XX	XX	33	40	ROUSH, J		O
62	099	GU	SPHS	993	063	TBA	TBA	TBA			2	5	ZAJAC, DAVID J		O
63	099	GU	SPHS	993	064	TBA	TBA	TBA			0	5	ERICKSON, KAREN		O
64	099	GU	SPHS	993	067	TBA	TBA	TBA			0	5	WATSON, L R		O
65	099	GU	SPHS	994	009	TBA	TBA	TBA			1	5	LEIBOLD, L		O
66	099	GU	SPHS	994	040	TBA	TBA	TBA			1	5	HARRISON, MP		O
67	099	GU	SPHS	994	048	TBA	TBA	TBA			1	5	CRAIS, E R		O
68	099	GU	SPHS	994	064	TBA	TBA	TBA			3	5	ERICKSON, KAREN		O
69	099	GU	SPHS	994	067	TBA	TBA	TBA			2	10	WATSON, L R		O
70	099	GU	SPHS	994	072	TBA	TBA	TBA			1	5	HALEY, KATARINA		O
71	099	GU	SPHS	710L	001	R	1000AM	0100PM	XX	XX	8	10	MUNDY, M		O
72	099	GU	SPHS	813L	401	W	1100AM	0230PM			8	8	WINSLOW, BARBAR		C
73	099	GU	SPHS	871L	001	M	0730AM	0830AM	XX	XX	8	10	MUNDY, M		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	STOR	062	001	TR	1100AM	1215PM	HN	0107	24	24	KELLY, D G		C
3	099	GU	STOR	072	001	MWF	0200PM	0250PM	HN	0107	24	24	PROVAN, J S		C
4	099	GU	STOR	112	001	MWF	1000AM	1050AM	HN	0120	101	102	LU, SHU		O
5	099	GU	STOR	112	002	MWF	0800AM	0850AM	HN	0120	45	46	RIZZO VARELA, S		O
6	099	GU	STOR	112	003	MWF	0100PM	0150PM	HN	0125	47	47	UZUN, EVIN		C
7	099	GU	STOR	112	004	MWF	0900AM	0950AM	HN	0125	47	47	MILLS, ALEX		C
8	099	GU	STOR	113	001	TR	1230PM	0145PM	HN	0120	105	105	ARGON, NILAY		C
9	099	GU	STOR	151	001	TR	0800AM	0915AM	HN	0120	100	102	LEADBETTER, M R		O
10	099	GU	STOR	151	002	TR	0500PM	0615PM	HN	0120	94	100	ZIYA, SERHAN		O
11	099	GU	STOR	151	003	MWF	0900AM	0950AM	HN	0120	47	47	GRATTON, MELANI		C
12	099	GU	STOR	151	004	MWF	1000AM	1050AM	HN	0125	47	47	LI, XUAN		C
13	099	GU	STOR	151	951	MW	0730PM	0845PM	HN	0125	13	25	BAEK, CHANGRYON		O
14	099	GU	STOR	155	001	MWF	0100PM	0150PM	HN	0120	103	105	BHAMIDI, S		O
15	099	GU	STOR	155	002	TR	1100AM	1215PM	HN	0120	105	107	JI, C		O
16	099	GU	STOR	155	003	TR	0200PM	0315PM	HN	0120	101	102	SHEN, HAIPENG		O
17	099	GU	STOR	155	004	TR	0330PM	0445PM	HN	0120	104	105	HANNIG, JAN		O
18	099	GU	STOR	155	005	MWF	0800AM	0850AM	HN	0130	46	46	LEE, SEONJOO		C
19	099	GU	STOR	155	006	TR	0500PM	0615PM	HN	0125	45	47	SHABALIN, ANDRE		O
20	099	GU	STOR	155	007	MWF	1100AM	1150AM	HN	0120	50	50	REINHOLD, DOMIN		C
21	099	GU	STOR	155	008	TR	0800AM	0915AM	HN	0130	46	46	CISEWSKI, JESSI		C
22	099	GU	STOR	215	001	TR	0200PM	0315PM	PE	0104	82	100	KULKARNI, V G		O
23	099	GU	STOR	305	001	MW	1230PM	0145PM	MB	2600	41	41	WAGNER, H M		C
24	099	GU	STOR	372	001	MW	0500PM	0615PM	HN	0130	37	46	DUNN, CHARLES		O
25	099	GU	STOR	435	001	TR	0930AM	1045AM	HN	0120	68	70	JI, C		O
26	099	GU	STOR	445	001	TR	0330PM	0445PM	HN	0125	36	40	KELLY, D G		O
27	099	GU	STOR	455	001	TR	0200PM	0315PM	WI	0128	55	56	SEN, P K		O
28	099	GU	STOR	497	005	TBA	TBA	TBA			1	5	KELLY, D G		O
29	099	GU	STOR	555	001	TR	1100AM	1215PM	HN	0125	41	47	CARLSTEIN, E		O
30	099	GU	STOR	612	001	MW	1200PM	0115PM	HN	0107	12	30	PROVAN, J S		O
31	099	GU	STOR	634	001	MW	0500PM	0800PM	HN	0107	24	34	BUDHIRAJA, A		O
32	099	GU	STOR	641	001	TR	0930AM	1045AM	HN	0107	23	30	ARGON, NILAY		O
33	099	GU	STOR	654	001	TR	0200PM	0315PM	HN	0107	28	34	HANNIG, JAN		O
34	099	GU	STOR	664	001	MW	0200PM	0315PM	HN	0130	40	40	SMITH, R		C
35	099	GU	STOR	705	001	TR	0330PM	0445PM	XX	XX	8	9	KULKARNI, V G		O
36	099	GU	STOR	743	001	TR	0930AM	1045AM	HN	0130	14	30	ZIYA, SERHAN		O
37	099	GU	STOR	765	001	TR	0330PM	0445PM	HN	0107	8	30	MARRON, J S		O
38	099	GU	STOR	831	001	MW	0200PM	0315PM	HN	0125	13	30	NOBEL, ANDREW		O
39	099	GU	STOR	890	001	TR	1100AM	1215PM	HN	0130	32	40	SHEN, HAIPENG		O
40	099	GU	STOR	891	001	W	0430PM	0700PM	XX	XX	2	20	MINION, MICHAEL		O
41	099	GU	STOR	910	009	TBA	TBA	TBA			0	5	LU, SHU		O
42	099	GU	STOR	910	020	TBA	TBA	TBA			1	5	ZIYA, SERHAN		O
43	099	GU	STOR	940	001	T	0430PM	0700PM	XX	XX	4	20	SMITH, R		O
44	099	GU	STOR	960	001	R	0430PM	0700PM	XX	XX	5	20	SMITH, R		O
45	099	GU	STOR	970	001	TBA	TBA	TBA			2	10	KULKARNI, V G		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
46	099	GU	STOR	992	001	TBA	TBA	TBA			1	1	ARGON, NILAY		C
47	099	GU	STOR	992	002	TBA	TBA	TBA			2	5	BUDHIRAJA, A		O
48	099	GU	STOR	992	014	TBA	TBA	TBA			1	5	PROVAN, J S		O
49	099	GU	STOR	992	016	TBA	TBA	TBA			0	5	SHEN, HAIPENG		O
50	099	GU	STOR	994	001	TBA	TBA	TBA			2	5	ARGON, NILAY		O
51	099	GU	STOR	994	002	TBA	TBA	TBA			1	5	BUDHIRAJA, A		O
52	099	GU	STOR	994	004	TBA	TBA	TBA			4	5	JI, C		O
53	099	GU	STOR	994	006	TBA	TBA	TBA			2	5	KULKARNI, V G		O
54	099	GU	STOR	994	008	TBA	TBA	TBA			2	5	LIU, YUFENG		O
55	099	GU	STOR	994	009	TBA	TBA	TBA			1	5	LU, SHU		O
56	099	GU	STOR	994	010	TBA	TBA	TBA			4	5	MARRON, J S		O
57	099	GU	STOR	994	011	TBA	TBA	TBA			2	5	NOBEL, ANDREW		O
58	099	GU	STOR	994	012	TBA	TBA	TBA			0	5	PATAKI, GABOR		O
59	099	GU	STOR	994	013	TBA	TBA	TBA			1	5	PIPIRAS, VLADAS		O
60	099	GU	STOR	994	015	TBA	TBA	TBA			0	5	SEN, P K		O
61	099	GU	STOR	994	016	TBA	TBA	TBA			3	5	SHEN, HAIPENG		O
62	099	GU	STOR	994	017	TBA	TBA	TBA			3	5	SMITH, R		O
63	099	GU	STOR	994	018	TBA	TBA	TBA			1	5	TOLLE, J W		O
64	099	GU	STOR	994	019	TBA	TBA	TBA			0	5	ZHU, ZHENGYUAN		O
65	099	GU	STOR	994	020	TBA	TBA	TBA			0	5	ZIYA, SERHAN		O
66	099	GU	STOR	994	021	TBA	TBA	TBA			1	5	PARLAKTURK, A.		O
67	099	GU	STOR	994	023	TBA	TBA	TBA			1	5	HANNIG, JAN		O
68	099	GU	STOR	994	024	TBA	TBA	TBA			0	5	BHAMIDI, S		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	SWAH	401	001	MWF	0900AM	0950AM	DE	0404	25	25	MUTIMA, ALPHONS		C
3	099	GU	SWAH	401	002	MWF	1200PM	1250PM	GC	1009	21	20	MUTIMA, ALPHONS		C
4	099	GU	SWAH	403	001	MWF	1100AM	1150AM	GC	3033	17	15	MUTIMA, ALPHONS		C
5	099	GU	SWAH	403	002	MWF	0200PM	0250PM	GC	1009	10	25	KARIM-SESAY, W		O
6	099	GU	SWAH	405	001	TBA	TBA	TBA			2	5			O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	TOXC	442	001	TR	0330PM	0445PM	HC	0003	9	17	RUSYN, IVAN I		O
3	099	GU	TOXC	707	001	MWF	0900AM	0950AM			0	15	SWENBERG, J A		X
4	099	GU	TOXC	721	001	W	0345PM	0445PM	XX	XX	7	99	C.-STONE, M		O
5	099	GU	TOXC	722	001	M	0400PM	0500PM	XX	XX	29	40	RUSYN, IVAN I		O
6	099	GU	TOXC	750	001	TBA	TBA	TBA			0	10	GRAVES, LEE M		X
7	099	GU	TOXC	821	001	M	0230PM	0345PM	XX	XX	4	10			O
8	099	GU	TOXC	901	001	TBA	TBA	TBA			7	99	C.-STONE, M		O
9	099	GU	TOXC	993	001	TBA	TBA	TBA			2	99	C.-STONE, M		O
10	099	GU	TOXC	994	001	TBA	TBA	TBA			19	99	C.-STONE, M		O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	VIET	203	998	TBA	TBA	TBA			0	999			O
3	099	GU	VIET	203	999	TBA	TBA	TBA			0	999			O
4	099	GU	VIET	204	998	TBA	TBA	TBA			0	999			O
5	099	GU	VIET	204	999	TBA	TBA	TBA			0	999			O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	WMST	101	001	TR	0200PM	0315PM	CA	0111	299	300	SHIELDS, TANYA		O
3	099	GU	WMST	101	601	R	0500PM	0615PM	MU	0112	31	30	LEWALD, CAROL A		C
4	099	GU	WMST	101	602	R	0500PM	0615PM	PE	0217	30	30	HUNTER, ANNE K		C
5	099	GU	WMST	101	603	R	0330PM	0445PM	GA	0106	30	30	GHOSHAL, RAJESH		C
6	099	GU	WMST	101	604	R	0330PM	0445PM	CW	0103	30	30	LEWALD, CAROL A		C
7	099	GU	WMST	101	605	R	0500PM	0615PM	GA	0103	30	30	GHOSHAL, RAJESH		C
8	099	GU	WMST	101	606	R	0330PM	0445PM	BI	0101	30	30	PARKER, SARAH		C
9	099	GU	WMST	101	607	R	0330PM	0445PM	KL	B125	30	30	RILEY, SAMANTHA		C
10	099	GU	WMST	101	608	R	0500PM	0615PM	MU	0118	30	30	PARKER, SARAH		C
11	099	GU	WMST	101	609	R	0330PM	0445PM	PE	0216	30	30	HUNTER, ANNE K		C
12	099	GU	WMST	101	610	R	0500PM	0615PM	DE	0402	18	30	RILEY, SAMANTHA		O
13	099	GU	WMST	124	001	TR	1230PM	0145PM	PE	0203	21	26	KLEINMAN, S		O
14	099	GU	WMST	124	002	TR	0200PM	0315PM	CW	0105	0	10	LATSHAW, BETH A		X
15	099	GU	WMST	140	001	TR	1100AM	1215PM	GL	0222	10	10	WEBER, WENDY		C
16	099	GU	WMST	188	001	TR	0200PM	0315PM	KM	2131	0	75	VLHOVA, HANA		X
17	099	GU	WMST	217	001	MW	0300PM	0415PM			0	10			X
18	099	GU	WMST	224	001	TR	0800AM	0915AM	AR	0117	0	5	BODEY, KATRINA		X
19	099	GU	WMST	224	002	MWF	0100PM	0150PM	PH	0220	5	5	SZCZUR, SAMANTH		C
20	099	GU	WMST	225	001	MWF	1000AM	1050AM	SA	0220	5	5	REILLY, MATTHEW		C
21	099	GU	WMST	240	001	TR	0330PM	0445PM	GA	0008	23	25	JAMES, SHARON L		O
22	099	GU	WMST	240	601	W	1100AM	1150AM	MU	0118	21	25	GALLIGAN, ERIN		O
23	099	GU	WMST	253	001	MWF	0200PM	0250PM	SA	0104	5	5	FERRIS, MARCIE		C
24	099	GU	WMST	254	001	TR	0600PM	0715PM	AR	0117	5	5	DUNN, LINDSAY		C
25	099	GU	WMST	261	001	TR	0800AM	0915AM	GC	1005	0	10			X
26	099	GU	WMST	266	001	TR	0200PM	0315PM	GA	0007	10	10	CALDWELL, KIA L		C
27	099	GU	WMST	275	001	MW	0100PM	0215PM	PE	0216	0	0			X
28	099	GU	WMST	290	001	TR	0330PM	0445PM	MU	0115	23	25	BURRILL, EMILY		O
29	099	GU	WMST	290	002	TR	0330PM	0445PM	MT	0205	0	25	SHIELDS, TANYA		X
30	099	GU	WMST	290	003	MWF	1000AM	1050AM	GA	0209	24	27	PLEASANTS, ROBE		O
31	099	GU	WMST	293	001	TR	1100AM	1215PM	DE	0301	27	25	BURRILL, EMILY		C
32	099	GU	WMST	294	001	TR	0930AM	1045AM	SA	0204	29	25	BURNS, E J		C
33	099	GU	WMST	297	001	TR	0800AM	0915AM	PH	0222	24	25	BURNS, E J		O
34	099	GU	WMST	350	001	TR	0330PM	0445PM	PH	0212	20	25	SHIELDS, TANYA		O
35	099	GU	WMST	373	001	MWF	1200PM	1250PM	DE	0313	5	5	LEONARD, D R		C
36	099	GU	WMST	374	001	TR	1100AM	1215PM	MU	0314	0	1			X
37	099	GU	WMST	381	001	MW	0300PM	0415PM			0	10			X
38	099	GU	WMST	388	001	TR	0200PM	0315PM	LG	0304	21	20	BOOTH, KAREN		C
39	099	GU	WMST	391	001	TBA	TBA	TBA			2	25			O
40	099	GU	WMST	396	001	TBA	TBA	TBA			0	10			O
41	099	GU	WMST	410	001	TR	0330PM	0445PM	LG	0304	21	20	BOOTH, KAREN		C
42	099	GU	WMST	444	001	TR	0330PM	0445PM	NW	0219	0	10			X
43	099	GU	WMST	446	001	MWF	0900AM	0950AM	GL	0319	0	1			X
44	099	GU	WMST	458	001	MWF	1000AM	1050AM	AL	0203	4	5	TOMASKOVA, SILV		O
45	099	GU	WMST	561	001	R	0200PM	0450PM	SW	0104	0	5	ALEXANDER, RENE		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
46	099	GU	WMST	569	001	TR	0200PM	0315PM	DE	0206	5	5	JACKSON, JERMA		C
47	099	GU	WMST	656	001	TR	0200PM	0315PM	PH	0212	20	20	HERSHFIELD, JOA		C
48	099	GU	WMST	656	601	T	0500PM	0650PM	MU	0204	19	20	HERSHFIELD, JOA		O
49	099	GU	WMST	666	001	TR	0200PM	0315PM	GA	0307	8	10	DEGUZMAN, MARIA		O
50	099	GU	WMST	695	001	TR	1100AM	1215PM	SM	0107	15	25	BERGER, MICHELE		O
51	099	GU	WMST	890	001	R	0200PM	0450PM	TT	0114	7	20	BERGER, MICHELE		O
52	099	GU	WMST	975	001	T	0100PM	0350PM	YC	0207	0	2	FEIMSTER, CRYST		X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Term**	**AU**	**Subj**	**Course**	**Sect**	**Days**	**Start**	**Stop**	**Bldg**	**Rm**	**Actual Enrl**	**Max Enrl**	**Instructor**	**Session**	**Status**
2	099	GU	WOLO	101	001	MWF	1100AM	1150AM	GC	1009	13	20	SECK, MAMARAME		O
3	099	GU	WOLO	203	001	MWF	0100PM	0150PM	GC	3033	0	15			X
4	099	GU	WOLO	403	001	MWF	0100PM	0150PM	GC	3033	2	15			O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Term	AU	Subj	Course	Sect	Days	Start	Stop	Bldg	Rm	Actual Enrl	Max Enrl	Instructor	Session	Status
2	099	GU	YAP	105	001	TBA	TBA	TBA			0	99			O
3	099	GU	YAP	111	001	TBA	TBA	TBA			17	999			O
4	099	GU	YAP	114	001	TBA	TBA	TBA			0	999			O
5	099	GU	YAP	126	001	TBA	TBA	TBA			0	99			O
6	099	GU	YAP	130	001	TBA	TBA	TBA			0	99			O
7	099	GU	YAP	150	001	TBA	TBA	TBA			1	99			O
8	099	GU	YAP	160	001	TBA	TBA	TBA			6	99			O
9	099	GU	YAP	168	001	TBA	TBA	TBA			2	99			O
10	099	GU	YAP	170	001	TBA	TBA	TBA			13	99			O
11	099	GU	YAP	185	001	TBA	TBA	TBA			2	99			O
12	099	GU	YAP	189	001	TBA	TBA	TBA			2	99			O
13	099	GU	YAP	202	001	TBA	TBA	TBA			12	99			O
14	099	GU	YAP	203	001	TBA	TBA	TBA			0	99			O
15	099	GU	YAP	204	001	TBA	TBA	TBA			1	99			O
16	099	GU	YAP	206	001	TBA	TBA	TBA			1	15			O
17	099	GU	YAP	207	001	TBA	TBA	TBA			3	99			O
18	099	GU	YAP	209	001	TBA	TBA	TBA			1	99			O
19	099	GU	YAP	211	001	TBA	TBA	TBA			0	99			O
20	099	GU	YAP	213	001	TBA	TBA	TBA			9	99			O
21	099	GU	YAP	217	001	TBA	TBA	TBA			2	99			O
22	099	GU	YAP	218	001	TBA	TBA	TBA			0	99			O
23	099	GU	YAP	221	001	TBA	TBA	TBA			18	99			O
24	099	GU	YAP	229	001	TBA	TBA	TBA			5	99			O
25	099	GU	YAP	231	001	TBA	TBA	TBA			0	99			O
26	099	GU	YAP	233	001	TBA	TBA	TBA			3	99			O
27	099	GU	YAP	240	001	TBA	TBA	TBA			1	999			O
28	099	GU	YAP	241	001	TBA	TBA	TBA			31	999			O
29	099	GU	YAP	242	001	TBA	TBA	TBA			10	999			O
30	099	GU	YAP	243	001	TBA	TBA	TBA			0	999			O
31	099	GU	YAP	250	001	TBA	TBA	TBA			2	99			O
32	099	GU	YAP	252	001	TBA	TBA	TBA			0	99			O
33	099	GU	YAP	253	001	TBA	TBA	TBA			0	99			O
34	099	GU	YAP	259	001	TBA	TBA	TBA			1	999			O
35	099	GU	YAP	260	001	TBA	TBA	TBA			2	999			O
36	099	GU	YAP	267	001	TBA	TBA	TBA			1	99			O
37	099	GU	YAP	355	001	TBA	TBA	TBA			2	99			O
38	099	GU	YAP	360	001	TBA	TBA	TBA			3	99			O
39	099	GU	YAP	361	001	TBA	TBA	TBA			0	99			O
40	099	GU	YAP	363	001	TBA	TBA	TBA			2	99			O
41	099	GU	YAP	377	001	TBA	TBA	TBA			1	99			O
42	099	GU	YAP	389	001	TBA	TBA	TBA			10	99			O
43	099	GU	YAP	391	001	TBA	TBA	TBA			15	99			O
44	099	GU	YAP	400	001	TBA	TBA	TBA			34	99			O
45	099	GU	YAP	402	001	TBA	TBA	TBA			32	99			O

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
46	099	GU	YAP	403	001	TBA	TBA	TBA			19	99			O
47	099	GU	YAP	405	001	TBA	TBA	TBA			13	99			O
48	099	GU	YAP	407	001	TBA	TBA	TBA			1	99			O
49	099	GU	YAP	408	001	TBA	TBA	TBA			0	99			O
50	099	GU	YAP	409	001	TBA	TBA	TBA			10	99			O

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Thursday, September 10, 2009 4:41 PM
To: Adam Kent <akent@unc.edu>
Subject: [Fwd: [asmgrs] ARP Certification reports]
Attach: [asmgrs] ARP Certification reports.eml (3.30 KB).msg

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fyi--Julius has signed and Travis will deliver to South tomorrow. dc

From: Wendy Riley <Wendy_Riley@unc.edu>
Sent: Thursday, September 10, 2009 2:31 PM
To: All Administrative Managers in the College of Arts & Sciences <asmgrs@listserv.unc.edu>
Subject: [asmgrs] ARP Certification reports

This message is being sent to all administrative managers in the College of Arts and Sciences with a copy to the Chairs, Directors and Deans.

Due to audit requirements we will have to collect and maintain signed ARP certification reports even though no raises were given during the ARP process. Please print the 'Annual Raise Summary and Certification Report' and have the Chair, Director or Department head sign the report (no alternative signature allowed) and return it to me by September 16, 2009.

From:	bounce-25331802-21297899@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent:	Friday, September 11, 2009 10:53 AM
To:	african-and-afro-american-studies-staff <african-and-afro-american-studies-staff@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-staff] [all-college-staff] FROM THE DEAN: Thank You and Budget Update

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The enclosed message from Dean Karen Gil is being sent to all faculty and staff in the College of Arts and Sciences.

* * *

Dear Faculty and Staff Colleagues,

Welcome to the start of another academic year. As classes get underway, I want to thank you for making it possible for our students to fulfill their academic goals this term, despite state budget cuts. All of us in the Dean's Office are aware that you are working harder than ever as the College teaches more students with fewer resources.

Let me bring you up to date on the budget. As a result of our share of the permanent state budget cuts, the College had to eliminate about 25 staff positions (including 15 filled positions) and reduce state funding to several important centers. We also had to decrease our instructional budget, resulting in less funding for graduate teaching assistants across the College. Most of these difficult cuts have already been made or are underway.

Last year, we suspended 30 faculty searches. Thanks to a combination of grants, private funds and collaborations with campus partners, we were able to hire outstanding teachers and scholars in a few strategic areas this year and we authorized some searches for new faculty for the coming year.

You may have read that the Governor has asked all state agencies, including the University, to withhold an additional 5% of their state funds. At least for now, that request will not affect the College because the University planned in advance for a larger budget cut.

However, because the cost of higher education has soared nationwide, the University is being asked to examine its administrative procedures and costs. Carolina has been recognized for years as a national leader in providing a first-rate education at a reasonable price. It makes sense that the University should continue to lead in finding solutions to the increased cost of higher education. The College will do its part by seeking more cost-efficient ways to administer our programs.

For a fuller picture of the economic realities we face, please see the Chancellor's budget page online (the link is enclosed below).

We're proud of all that the College contributes to Carolina's academic stature. Most of all we are thankful for all that you do every day to

make this possible.

With best regards,

Karen M. Gil
Dean

Chancellor's budget page:
http://universityrelations.unc.edu/budget/

--- You are currently subscribed to all-college-staff as: african-and-afro-american-studies-staff@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-staff as: stgore@email.unc.edu.

From:	nobody@notify.unc.edu on behalf of mbkoza@ehs.unc.edu
Sent:	Friday, September 11, 2009 8:22 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: UNC's Seasonal Flu Shot Clinics

09/11/2009

The University, in partnership with the State Health Plan will be offering seasonal influenza vaccinations again this year to employees, beginning Tuesday, September 22nd. To make an appointment, click here: http://ehs.unc.edu/ueohc/flushot.shtml, or log on to http://ehs.unc.edu and click on the orange poster at the top of the page. If you have difficulty accessing the EHS website, ask your supervisor or administrative staff to assist you.

The shots are free to employees covered under the State Health Plan. At your appointment, you will need to present your State Health Plan card along with a photo ID for coverage under the plan. If you are not a member of the State Health Plan, you can still receive a shot, but you will be required to pay $30 by cash or check at the time of vaccination.

These shots are for seasonal influenza only. They will not provide protection against H1N1. For more information about the H1N1 vaccine, go to the Centers for Disease Control H1N1 site at http://www.cdc.gov/h1n1flu/vaccination/public/vaccination_qa_pub.htm

We regret that we are not able to provide flu shots to employee's family members because of parking and staff limitations. However, we encourage everyone to get a flu shot, so log on to http://flucliniclocator.org, enter your zip code, and you will see a list of clinics in your area.

Health experts advise against taking a chance on getting the flu because it can lead to serious complications, and, in some cases, even death.

For further information, call 962-6975.

Mary Beth Koza
Director, Department of Environment, Health and Safety

This email is sponsored by: Environment, Health & Safety

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Friday, September 11, 2009 9:25 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Executive Vice Chancellor and Provost Search Committee Town Hall Meetings

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To: Faculty, Staff, Students, Parents and Alumni

From: Shelley Earp, Executive Vice Chancellor and Provost Committee Chair

The search committee for the Executive Vice Chancellor and Provost is sponsoring two town hall meetings to receive your comments about important skills and attributes for the new Executive Vice Chancellor and Provost. As you know, Dr. Bernadette Gray-Little left the position to become the Chancellor of the University of Kansas on August 15, 2009. The committee is conducting a national search. Please attend a town meeting at one of the following times and locations:

September 29, 2009 - 2:00pm - 4:00pm - Toy Lounge, Dey Hall

October 5, 2009 - 2:00pm - 4:00 pm - Pleasants Assembly Room in Wilson Library

For location and parking for the Toy Lounge or the Pleasants Assembly Room in Wilson Library please visit:

http://www.lib.unc.edu/wilson/directions.html

The Search Committee description of the position:

Reporting directly to the Chancellor, the Executive Vice Chancellor and Provost is the chief academic officer of the University and is responsible for leading the academic mission and administration of the institution.

The Search Committee seeks candidates with a keen understanding of higher education, the ability to mentor, lead and manage academic constituencies, a passion for educating students, a documented record of scholarly achievement, and a demonstrated respect and appreciation for a world-class faculty. The best candidates will have impeccable integrity, strategic vision, a high energy level, exemplary interpersonal and communication skills, and everyday common sense.

Applications and nominations will be accepted until a new Executive Vice Chancellor and Provost is selected, interested parties are encouraged to submit their materials to the address below by September 30 to receive optimal consideration.

R. William (Bill) Funk
Consultant to the Executive Vice Chancellor and Provost Search Committee
100 Highland Park Village, Suite 200
Dallas, Texas 75205

Email: bill.funk@rwilliamfunk.com
Fax: (214) 295-3313

The University of North Carolina is an Equal Opportunity Employer.

This email is sponsored by: Office of the Executive Vice Chancellor and

Provost

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Friday, September 11, 2009 9:57 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Are you in a relationship that makes you feel hurt or disrespected?

Are you in a relationship that makes you feel hurt or disrespected?
It doesn't have to be that way.
Come to Student Union Room 3506 on Thursdays between 11:00am and 3:00pm to get confidential information, for yourself or someone you know, as well as support from Family Violence Prevention Center staff and volunteers

For more information, please see: http://www.fvpcoc.org/

Sponsored by Family Violence Prevention Center & the Office of the Dean of Students

This email is sponsored by: Office of the Dean of Students

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, September 11, 2009 10:26 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: University Managers Association

The University Managers Association (UMA), established in 1983, seeks to provide a forum for the exchange of information relevant to management in the university setting. Among our goals, we aim to increase university support for training, expand recognition of university employees, and encourage productive interaction among our members.

If you currently hold a management or supervisory position, you are invited to join the UMA this year. We offer monthly campus conversations with university leaders on relevant and timely topics. We also offer several programs throughout the year, as well as the opportunity to meet with other university managers monthly for lunch.

To learn more about the University Managers Association, please visit the UMA website: http://uma.unc.edu/about.php. You can also join us on Facebook (group name: UNC Chapel Hill University Managers Association) and follow us on Twitter (UNC_UMA) where we'll post information about upcoming programs and speakers. The membership form can also be found online at http://uma.unc.edu/documents/membership_application.pdf.

We're looking forward to another great year. Please join us!

This email is sponsored by: University Managers Association

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Friday, September 11, 2009 10:55 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Administrative Review of Richard Luettich, Director, Institute of Marine Science

---

September 11, 2009

Invitation to Provide Input to the Administrative Review of Richard Luettich,
Director, Institute of Marine Sciences

A committee has been appointed to conduct a regular administrative review of Richard Luettich, Director, Institute of Marine Sciences. With this email, the members of the committee are inviting your comments about Dr. Luettich's leadership and about the institute itself.

You may communicate with the committee in the following ways:

*You may write or email any member(s) of the committee. Please note that any written communication, including email, becomes a part of the permanent record and can be accessed by Dr. Luettich if he so chooses. University guidelines prevent us from accepting unsigned or anonymous letters.

*You may contact any committee member(s) by phone. Any notes members take during phone contacts are not part of the permanent record and cannot
be seen by the subject of the review.

*You may meet with the committee in person on one of the following dates:

Tuesday, September 15th, 1-2:30 pm, Campus YMCA, 2nd Floor, Room 207
Friday, September 25th, 12-2 pm, Institute for Marine Sciences, Morehead City, NC

If you wish to meet with the committee in person and the above dates/times
aren't convenient, please contact Michael Aitken by September 25, 2009 to schedule a time to meet with the committee.

As with phone contacts, oral comments are not part of the permanent record.
Know that the guidelines say that persons "may declare at the beginning of their appearance their wish to remain anonymous, insofar as attribution in the committee minutes of specific comments." However a list of all persons appearing before the committee becomes part of the official records.

You may also relay this invitation to anyone you think has an interest in the Institute of Marine Sciences and its services. The deadline for receiving comments is October 2, 2009.

The committee members are:

Michael Aitken (chair)
Professor and Chair, Environment Sciences & Engineering
CB# 7431
Phone: (919) 966-1024

Email: mike_aitken@unc.edu

Lawrence Band
Chair, Geography
CB# 3220
Phone: (919) 962-3921
Email: lband@email.unc.edu

John Bruno
Associate Professor, Marine Sciences
CB# 3300
Phone: (919) 962-0263
Email: jbruno@unc.edu

David Knowles
Director of Economic Development, RENCI
100 Europa Drive, Ste 540
Chapel Hill, NC 27517
Phone: (919) 445-9677
Email: davidknowles@unc.edu

Michael Piehler
Assistant Professor, Marine Sciences
CB# 3301
Phone: (252) 726-6841
Email: mpiehler@email.unc.edu

Jean Stack
Accounting Technician
Institute of Marine Sciences
CB# 3301
Phone: (252) 726-6841
Email: cstack@email.unc.edu

Carol Tresolini
Associate Provost, Academic Initiatives
CB# 3000
Phone: (919) 962-3907
Email: carol_tresolini@med.unc.edu

Nancy White
Director, UNC Coastal Studies Institute
Associate Professor, Biology
East Carolina University
Box 699
Manteo, NC 27954
Phone: (252) 475-3663
Email: nmwhite@csi.northcarolina.edu

This email is sponsored by: Office of the Vice Chancellor for Research
and Economic Development

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that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, September 14, 2009 5:10 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: TIM

I went ahead and did your time and signed off on it. I left a copy in your chair. dc

From:	nobody@notify.unc.edu on behalf of patrick_vernon@unc.edu
Sent:	Monday, September 14, 2009 8:54 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Launching the Venture application due October 1

Launching the Venture (MBA 848B) is a seven-week entrepreneurship workshop open to all students, faculty and staff at UNC who are serious about starting a new venture. The class meets Monday nights from October 19 through early December. Students who complete the seven-week workshop may continue to the next in a series of LTV courses.

* For a complete description of Launch Program: www.unc.edu/cei/launch
* Short link to LTV application: http://bit.ly/rwWLS

If you have any questions, please contact Patrick Vernon at launch@unc.edu or 919-962-9257.

Patrick Vernon
Adjunct Assistant Professor
Center for Entrepreneurial Studies
UNC Kenan-Flagler Business School

This email is sponsored by: Center for Entrepreneurial Studies

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of zorg@unc.edu
Sent:	Monday, September 14, 2009 9:30 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: [zorg] New organization at UNC-CH

Are you interested in learning about one of the oldest world religions?

Zoroastrianism may have been the first monotheistic religion, originating in Persia (now known as Iran) and is argued to be the basis of most monotheistic religions. The Zoroastrian Organization of UNC-CH provides its members with knowledge currently not offered in classrooms and is open to anyone interested.

If you would like to join, simply email:
zorg@unc.edu

You can also visit:
http://studentorgs.unc.edu/zoroastrian_org

Yours truly,

Zara Wittirani
President, Zoroastrian Organization of UNC-CH
Email: zorg@unc.edu

This email is sponsored by: Zoroastrian Organization of UNC-CH

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From:	nobody@notify.unc.edu on behalf of gozzop@kenan-flagler.unc.edu
Sent:	Monday, September 14, 2009 10:05 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Volunteering Group: Building Opportunities through Language Development

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Ever wanted a way to volunteer that didn't involve can drives, soup kitchens, or cleaning highways? Be a part of BOLD--Building Opportunities through Language Development. BOLD is a group of all men who work one-on-one with immigrants in the community who want to learn English, meet Americans, and gain a better understanding of American life. Volunteers of BOLD also get the same chance to learn from people of other cultures, step outside of the UNC-CH bubble, and to see a broader picture of the people who make up the Triangle.

Volunteers of BOLD can gain hours towards volunteer credit, as our group is an officially recognized UNC orgnaization.

Flexible hours, one-on-one commitment, and a chance to give and receive. Take a chance and be BOLD at UNC.

For more information, contact Paul Gozzo at gozzop@kenan-flagler.unc.edu

This email is sponsored by: Building Opportunities through Language Development (BOLD)

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of endeavors@unc.edu
Sent:	Monday, September 14, 2009 10:16 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: new issue of endeavors magazine online

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The fall 2009 issue of Endeavors magazine features new stories about research and creative activity at Carolina, including:

--Something New Under the Sun: Can solar finally give coal a run for its money?
--Born to Run: What makes these mice marathoners instead of couch potatoes?
--The Air Over There: An Arab nation tries to clear the air.
--More than Biltmore: A historian sets the story straight about blacks in a mountain town.

There are also stories featuring Carolina researchers William Ferris, Lars Schoultz, Louis Perez, William Goldman, Ty Hedrick, and others.

Read the fall 2009 Endeavors at:
http://research.unc.edu/endeavors/fall2009/index.php

This email is sponsored by: Vice Chancellor for Research and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of inspire@unc.edu
Sent:	Friday, September 11, 2009 2:19 PM
To:	kasey_gore@med.unc.edu
Subject:	INFORMATIONAL: INSPIRE Fall 2009

Hello,

Would you like to INSPIRE young students about science in our community?

If your answer is YES, consider volunteering for INSPIRE, a student-led service-oriented club, for this semester!

We are a volunteer organization dedicated to improving science education in North Carolina. Currently We place UNC students into elementary, middle, and high schools in the Chapel Hill-Carrboro area.

You will be partnered with an area science teacher and will go at least once a week to teach a science mini-lesson, help with field trips, or assist the teacher in teaching science to children.

This program will provide some great experience for you and will also be a great resume booster!

To learn more about how to apply to be a volunteer,
PLEASE VISIT http://www.unc.edu/inspire/orientation.html and read the orientation documents.
The application will be due this Sunday, September 13th, 2009.
For information regarding the dates of the upcoming interviews, please read the orientation documents.

Thank you!
INSPIRE Team (reply to inspire@unc.edu)
(http://www.unc.edu/inspire)

We look forward to working with you!

This email is sponsored by: INSPIRE

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From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, September 15, 2009 11:15 AM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: Connect Carolina Course Schedulers Training]
Attach: Connect Carolina Course Schedulers Training.eml (2.30 KB).msg

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From: Anne Cavitt Schwarz <cavitt@email.unc.edu>
Sent: Tuesday, September 15, 2009 11:11 AM
To: Summer Montgomery <sundance@email.unc.edu>; Deborah A Crowder <dacrowde@email.unc.edu>; Carrie K Stolle <stolle@email.unc.edu>; Brenda A Moore <bmoore@email.unc.edu>; Barbara K Taylor-Davis <barb@unc.edu>
Subject: Connect Carolina Course Schedulers Training

Hello Ladies,

It's finally here - course scheduling in PeopleSoft! The training invitations for the Schedule of Classes have been distributed to the "schedulers" in each department and these training classes are now underway. Please make sure that the course scheduler in your department attends training. You can this at the Connect Carolina Current Schedule of Workshops website:

http://www.abcsignup.com/view/view_month.aspx?as=52&aid=UNC-ITS&wp=614

Here are some important dates to keep in mind moving forward:

* October 1 - Course Catalog is available for use (converted on September 21)
* October 26 - Program/Plan goes live
* November 16 - Schedule of classes and Enrollment goes live

Please let me know if you have any questions or issues.

Thanks and have a great day,
Anne

--
Anne C. Schwarz
Administrative Manager
Department of Public Policy
University of North Carolina at Chapel Hill
217 Abernethy Hall, CB #3435
Chapel Hill, NC 27599-3435
Tel: 919-962-2788
Fax: 919-962-5824

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, September 15, 2009 4:07 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: RealGM Charlotte Bobcats Front Office]
Attach: RealGM Charlotte Bobcats Front Office.eml (35.2 KB).msg

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, September 15, 2009 8:20 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Have an IT business idea? Carolina Launch Pad can get you off the ground.

UNC's pre-commercial business accelerator program now taking applications at www.carolinalaunchpad.org

What is Carolina Launch Pad?

Carolina Launch Pad is UNC's business accelerator aimed at aspiring IT entrepreneurs who are part of the UNC community and who have not yet developed their business ideas into funded startups. The program is a partnership between the Renaissance Computing Institute (RENCI), the UNC Chapel Hill Office of Technology Development (OTD) and UNC Chapel Hill's Kenan-Flagler Business School (KFBS).

Who is Eligible?

Carolina faculty, staff, and students who want to turn their technological inventions and ideas into viable businesses. We are aiming at business ideas in the pre-funding stage, not new businesses already selling or providing services.

Launch Pad has space for up to five entrepreneurs each year beginning in January.

What does Launch Pad offer?

Participants will be housed in professional office space at RENCI headquarters in the Europa Center office building in Chapel Hill, where they will have the chance to interact with RENCI's technology experts. Professionals with OTD, KFBS, and from the Triangle IT and business community will be available to coach and mentor the entrepreneurs.

Each Launch Pad participant will receive a small office equipped with a desk, laptop computer, phone, and storage space. The common work area offers a printer, fax machine, and conference table. Parking for a limited number of team members will be available at no charge. Participants will have access to Web server space for hosting a basic website during their one-year stay. Access to RENCI's technological resources, such as high-performance computing, data capabilities, visualization, networking, and hardware engineering will be considered on a case-by-case basis.

How do I apply?

Complete the application form at www.carolinalaunchpad.org by October 15. A limited number of applicants will be selected to interview with the Selection Advisory Committee in November.

For more information, see the Carolina Launch Pad website at www.carolinalaunchpad.org.

This email is sponsored by: RENCI

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, September 15, 2009 9:26 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Toothbrush study

Do you want to participate in a Toothbrush study?

You may be eligible to participate in a research study if you:

*Are between 18 and 75 years old
*Are in good general health
*Have not taken any new medication in the last three months
*Do not require antibiotics prior to dental treatment
*Have at least 20 teeth
*Are not pregnant or nursing
*Have not been diagnosed with kidney disease, bleeding disorders,hepatitis, HIV, or Tuberculosis

Participants may receive up to $240 for successful study completion.

Part of the study will consist of not brushing one half of your mouth for a 3 week period and not flossing your entire mouth for 5 weeks.

To learn how you can be in this study, please call (919) 966-5271.

Approved by UNC IRB: 06/12/2008; IRB #09-0627
This email is sponsored by: The Dental Research Center

This email is sponsored by: Dental Research Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, September 15, 2009 10:08 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Alert Carolina Siren Test on Tuesday, September 22

Dear Students, Faculty and Staff:

The University will TEST the emergency sirens and text messages on Tuesday, September 22, between noon and 1 p. m. You don't need to do anything for the test, part of our ongoing Alert Carolina safety awareness campaign. We test the sirens each semester so everyone knows what happens in a real emergency and to make sure the equipment works.

Anyone outside on or near campus is likely to hear the sirens during the test. The sirens will sound an alert tone along with a brief pre-recorded voice message. When testing is complete, a different siren tone and voice message will signal "All clear. Resume normal activities." To hear samples of the alert and "all clear" tones, go to alertcarolina.unc.edu.

The sirens sound only for a life-threatening emergency: 1) an armed and dangerous person is on or near campus; 2) a major chemical spill or hazard has been reported; or 3) a tornado has been sighted.

Then the University also sends a text message to cell phone users who registered their numbers in the online campus directory. In addition, the University communicates in an emergency using means including campus e-mail and voice mail (campus phones only with land lines), the Adverse Weather and Emergency Phone Line, 843-1234 (recorded information), and cable television (on campus and Chapel Hill Time Warner Cable, Channel 4). For details, see alertcarolina.unc.edu, the go-to source for information in an immediate?life-threatening or serious situation involving campus safety.

This email is sponsored by: Emergency Warning Committee

From:	nobody@notify.unc.edu on behalf of newstudents@unc.edu
Sent:	Tuesday, September 15, 2009 11:33 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Call for 2010 Carolina Summer Reading Program Book Nominations

---

Dear Member of the Carolina Community:

With days still warm and the enthusiasm of a new fall semester still fresh, it seems as if it is far too early to begin thinking about next summer and next fall. Yet, the 2010 Summer Reading Program Book Selection Committee--comprised of faculty, staff, and students--will soon begin the process of selecting next year's book.

We invite all members of the UNC-Chapel Hill community to recommend books for our consideration. Criteria for book selection include the following desirable qualities:

* Intellectually stimulating: stretching students' minds, causing students to think about things they might not have thought about previously.
* Enjoyable, engaging, relatively short, easy to read, and of current interest.
* Able to provoke interesting discussion.
* Appropriate for the level of maturity of incoming students.
* Having a theme or topic applicable to students' lives (for example, societal, political, or ethical issues).

Do you have a favorite book that meets these criteria? What book do you think will stimulate critical discussion among incoming students next summer? To make your suggestion, visit the Carolina Summer Reading Program website: http://www.unc.edu/srp/. Full consideration will be given to all book recommendations received by October 7, 2009.

Thanks for your consideration of this matter.

Bill Balthrop
Chair, 2010 Summer Reading Program Book Selection Committee
Professor, Communication Studies

This email is sponsored by: New Student & Carolina Parent Programs

From: Shanti Singham <Shanti.M.Singham@williams.edu>
Sent: Wednesday, September 16, 2009 11:19 AM
To: jen321@email.unc.edu; Shanti Singham <ssingham@williams.edu>; stgore@email.unc.edu
Subject: Africana Job Search at Williams College

Dear Prof. Nyang'oro:

I'm hoping you've heard about our search from our advertising efforts (H-Afro Am, Chronicle, etc.); if not, I wanted to bring to your attention that we are doing a tenure-track Assistant Professor hire this fall in Africana Studies in the Social Sciences (History excepted). Please spread the word to your colleagues and send your promising recent graduate students
our way.

I'm enclosing the official job notice below. We are hoping to receive applications by the end of September. We are a small program in a small liberal arts college, but we've got two dynamic new faculty members (Devyn Spence Benson and Neil Roberts), and a total of four Junior positions (Stephane Robolin is on leave; we are hiring for the fourth now). Please call and/or email with questions, and please send this along to your faculty, graduate students, and listservs.
Thank you very much,

Shanti Singham

Assistant Professor of Africana Studies, Williams College

Williams College invites applications for a tenure-track position in Africana Studies at the Assistant Professor level to begin in the fall of 2010. The successful candidate will have a Ph.D. in a field in the Social Sciences, with the exception of History. The candidate should have a strong interest in teaching on the undergraduate level, a record of research and scholarship, and familiarity with the various developments and contours of Africana Studies.

The candidate will join a number of colleagues in teaching and researching about the black experience in the context of an established liberal arts curriculum. The program is augmented by endowed special lectures and visiting professorships, including the annual Allison Davis Lecture, Gaius Bolin post-graduate appointments, the Sterling Brown Visiting Professorship,
and active dance and music ensembles. See
http://www.williams.edu/africana-studies/. The normal teaching load at Williams consists of four semester courses per year and a four-week Winter Study term every other year. The candidate will normally teach an introductory course and a senior-level capstone course. Other courses offered will draw on the specialty of the candidate.
Candidates should submit cover letter, C.V., and dossier, including at least
three letters of reference. Review of applications will begin on September 30, 2009, and continue until the search is completed. Send application materials to:

Lucy Gardner Carson, Administrative Assistant

Africana Studies Williams College

85 Mission Park Drive
Williamstown, MA 01267
Phone: (413) 597-2242
Fax: (413) 597-4222
Email: Lucy.G.Carson@williams.edu

--

Shanti Marie Singham
Professor of History
Chair of Africana Studies
Williams College
Williamstown, Massachusetts 01267
ssingham@williams.edu
(c)773-343-2103

From: ConnectCarolina_Training@unc.edu <ConnectCarolina_Training@abcsignup.com>
Sent: Wednesday, September 16, 2009 11:30 AM
To: stgore@email.unc.edu
Subject: Introduction to ConnectCarolina: registration confirmed

---

Dear Sam Gore:

Thank you for registering for Introduction to ConnectCarolina. Click here to view a copy of your registration form.

Date: Wednesday, September 23, 2009
Time: 9:00 AM - 11:00 AM
Location: Porthole Building, 100 Porthole Alley

Registration cancellations should be made at least 24 hours in advance: Click here to cancel your registration.

Your training team,

ConnectCarolina Training
Information Technology Services
The University of North Carolina at Chapel Hill

Powered by www.ABCSignup.com

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, September 16, 2009 1:27 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: door templates]
Attach: door templates.eml (26.3 KB).msg

From: Tim McMillan <tjm1@email.unc.edu>
Sent: Thursday, October 9, 2003 2:36 PM
To: dacrowde@email.unc.edu
Subject: door templates
Attach: door-plates.doc; tjm1.vcf

Here they are.

-TM

Tim McMillan

Office Hours:2-3 TTh/W 1-2

Arturo Velasquez

Office Hours:

Robin Vander

Office Hours:

Charlene Regester

Office Hours:

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, September 16, 2009 8:17 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Special Faculty/Staff Discount

PlayMakers is offering a discount to UNC Faculty and Staff members on tickets to a special Sunday evening performance of THE LAST CARGO CULT. Please visit the link below for more information.

http://www.playmakersrep.org/performances/TLCCFacDisc.aspx

This email is sponsored by: PlayMakers Repertory Company

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: lcccnews@med.unc.edu
Sent: Thursday, September 17, 2009 3:04 PM
To: LCCC E-News Release <lcccnews@listserv.unc.edu>
Subject: [lcccnews] UNC Lineberger E-News Release
Attach: banner.gif; rss.gif

UNC Lineberger Comprehensive Cancer Center e-News

University of North Carolina at Chapel Hill

Trouble viewing UNC Lineberger's E-News Release? View it online at
http://unclineberger.org/lcccnewsletter/enews20090917.html

Lineberger Banner: Today's Best Care, Tomorrow's Best Hope

Cancer News Update From UNC Lineberger **09/17/2009**

Forward to a Friend

N.C. Cancer Hospital Dedicated This Week

The new N.C. Cancer Hospital was officially dedicated yesterday and it was a proud moment for our university and our state. Governor Purdue and legislative leaders joined 600 guests in celebrating the occasion.

- Watch the dedication ceremony.
- Watch WTVD coverage.
- Watch WRAL coverage.
- View Dedication Ceremony Photo Gallery.

Mark Your Calendar for UNC Lineberger's October Events

Join Coach Roy Williams for the 5th Annual Fast Break Against Cancer on October 16 and then get Tickled Pink on October 27 and 28.

This year's Fast Break event will celebrate the 2009 NCAA National Championship and the opening of the N.C. Cancer Hospital. Former UNC basketball player, member of the 1993 NCAA National Championship team and former NBA star Eric Montross will serve as the guest speaker. For more details and to purchase tickets, visit: http://unclineberger.org/gift/fastbreak/2009/

This year's Tickled Pink events will feature the BlueCross BlueShield traveling Button Chair and guest speaker Angela Bendorf Jamison, one of the friends featured in the *New York Times* Best Seller "The Girls from Ames." For more details and to purchase tickets, visit http://cancer.unc.edu/tickledpink/2009/

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For additional coverage about news and events at UNC Lineberger, visit www.unclineberger.org.

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UNC Lineberger Comprehensive Cancer Center, Campus Box 7295, Chapel Hill, NC 27599-7295

You are currently subscribed to UNC Lineberger Cancer Center's E-News Release with email address as: stgore@email.unc.edu.
To unsubscribe send a blank email to leave-25379323-9279841.8d48b917898b1b5e9fb144cf6209b79c@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of pkuo@email.unc.edu
Sent: Thursday, September 17, 2009 8:25 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Fathers and newborn infants needed for research study

---

Are you a father or an expecting father? Or do you know someone who is?

Researchers at UNC need fathers who have a baby between 8-18 weeks old, and who are willing to have saliva samples and blood pressure readings taken on fathers only.

We will pay up to $50.00 for completion of a 1-hour lab visit for father and baby, with vouchers for free parking during your visit.

Help us learn more about mood, natural hormones and family relationships between father and baby!

For more information, please call Patty Kuo at the UNC Stress and Health Research program (919) 966-2549 or email at pkuo@email.unc.edu.

To take the online screening questionnaire, click
http://www.surveymonkey.com/s.aspx?sm=Omhq0DzijDmpVKYkMxEAug_3d_3d

IRB Study # 08-0763

This email is sponsored by: Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, September 17, 2009 8:51 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Sept. 26 Seasonal Flu Vaccination Clinic for Employees and Immediate Family

---

Dear Faculty and Staff:

The University is holding a special seasonal influenza vaccination clinic for employees and their immediate family members on Saturday, September 26, from 10 a.m. to 5 p.m. at the William and Ida Friday Conference Center.

Employees must register for the clinic through http://ehs.unc.edu/ueohc/flushot.shtml, or log on to http://ehs.unc.edu and click on the orange poster at the top of the page.

You do not have to indicate how many family members you will bring to the clinic. We do request, however, that if you do not need to use this clinic for family members, please use the existing on-campus clinics to receive your own vaccination (see http://ehs.unc.edu/ueohc/flushot.shtml for the list of clinics).

The shots are free to employees and their immediate family members covered under the following insurance company plans: Blue Cross Blue Shield; Partners; Aetna; Humana Gold; SummaCare; Advantra Freedom and Medicare Part B.

At your appointment, you will need to present an insurance card for every member of your family who will be vaccinated, along with a photo ID for all family members over age 16. If you are not covered under a plan by any of the insurance companies listed above, you can still receive a shot, but you will be required to pay $30 by cash or check at the time of the vaccination.

These shots are for seasonal influenza only. They will not provide protection against H1N1. Information about the H1N1 vaccine is available on the Centers for Disease Control and Prevention's H1N1 site at http://www.cdc.gov/h1n1flu/vaccination/public/vaccination_qa_pub.htm.

Health experts advise against taking a chance on getting the flu because it can lead to serious complications, and in some cases, even death.

If you have additional questions, please e-mail jacovely@ehs.unc.edu.

Sincerely,

Mary Beth Koza
Director, Department of Environment, Health and Safety

This email is sponsored by: Department of Environment, Health & Safety

From: nobody@notify.unc.edu on behalf of couplesOCD@unc.edu
Sent: Thursday, September 17, 2009 9:34 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Treatment for Obsessive-Compulsive Disorder (OCD)

TREATMENT FOR OBSESSIVE-COMPULSIVE DISORDER (OCD)

Are you anxious about germs, mistakes, harm, numbers, or unpleasant obsessive thoughts? Do you have problems with compulsive checking, washing, asking for reassurance, or repeating rituals?

If you or your partner experiences any of these problems and are between 18 and 75 years of age, you and your partner might be eligible to participate in a research study on couples therapy for OCD. We are trying to improve upon existing treatments for OCD by including the sufferer's partner. This treatment that we are testing is offered at no cost through a research study being conducted by the UNC-Chapel Hill Anxiety Disorders Clinic. The study will include cognitive-behavior therapy and will not require you to go on any medication, or change any existing medication.

For more information, please contact the study coordinator, Laura Fabricant:

e-mail: couplesOCD@unc.edu
Phone: 919-843-3951

UNC Anxiety and Stress Disorders Clinic
Davie Hall (UNC Campus location)
212 Finley Golf Course Rd. (off campus location) Chapel Hill, NC
919-843-3951
All calls are confidential

Study Information
Study Name: Enhancing Cognitive Behavioral Treatment of Obsessive-Compulsive Disorder Study number: 07-1283 Approved on 11/02/2007 by the Behavioral IRB, Office of Human Research Ethics

This email is sponsored by: UNC Anxiety and Stress Disorders Clinic

This email is sponsored by: Anxiety and Stress Disorders Clinic

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From: nobody@notify.unc.edu on behalf of bwc@unc.edu
Sent: Thursday, September 17, 2009 10:04 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: UNC Behavioral Weight Control Program

---

On the Weight Rollercoaster and Want to Get Off?
"The Empowerment Solution for Permanent Weight Control"

NOW ENROLLING FOR FALL

LOCATION: UNC Hospitals.

Weight loss is a gradual process. Speedy diets may work in the short-run but typically do not result in long-term weight maintenance. Long-term behavioral weight control programs usually result in a weight loss of 1-2 pounds per week, depending on several factors (e.g., initial body weight, adhering to the lifestyle change).

Based on the evidence, the UNC Eating Disorders Program offers a 5-month(20-week) Behavioral Weight Control Program which incorporates the
important behaviors associated with long-term weight control. This program focuses on BEHAVIORAL strategies for weight control and HEALTHY NUTRITION.

Groups contain 8-12 participants who meet for one-hour per week to learn several skills and strategies to produce a permanent lifestyle change. Groups are facilitated by Dr. Millie Maxwell, licensed professional counselor and clinical instructor at UNC School of Medicine.

Topics include:

* Balanced diet
* Exercise
* Learning the relationship between mood and eating
* Restaurant eating
* Meal planning
* Managing cravings
* Mindful eating
* Identifying triggers and cues
* Handling obstacles
* Goal setting
* Time management
* Weight maintenance.

Enrollment includes:

* 20 one-hour weekly group sessions
* Two sessions facilitated by a registered dietitian
* Book: Runaway Eating by Cynthia M. Bulik, PhD and Nadine Taylor, MS, RD
* CD-ROM: "The Empowerment Solution for Permanent Weight Control"
* Program materials.

Fee:
* $440 includes the 20-week course and all enrollment materials (equates to $22 per group session).
* $50 deposit (included in the $440 fee) to hold your place and

Full payment due at first meeting.
* The UNC Health Care Flexible Spending account may be used with a letter from your physician. Check with your insurance company to determine if you could receive reimbursement for this course.

Contact Information:

To receive more information, please contact Dr. Millie Maxwell, millie_maxwell@med.unc.edu or 966-7662.

Check with your physician before starting any weight control program.

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Kia Lilly Caldwell <klcaldwe@email.unc.edu>
Sent: Friday, September 18, 2009 9:23 AM
To: Deborah Crowder <dacrowde@email.unc.edu>; Travis Gore <stgore@email.unc.edu>
Subject: Possible Independent Study

Hi Debby and Travis,
I'm writing to see if it is still possible for students to sign up for independent studies for this semester. A student contacted me about doing one today.

Thanks,
Kia

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, September 18, 2009 8:25 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Administrative Review of Dr. Jesse White, Director, Office of Econ. & Bus. Devlp

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To: Members of the UNC Chapel Hill Faculty, Staff and Students

From: Mike Smith, Chair, Administrative Review Committee

Re: Administrative Review of Dr. Jesse White, Director for Office of Economic and Business Development

---

September 18, 2009

Invitation to Provide Input to the Administrative Review of Dr. Jesse White, Director, Office of Economic and Business Development

As required by University regulations, a committee has been appointed to conduct a regular administrative review of Dr. Jesse White, Director for the UNC Office of Economic and Business Development (OEBD). Under Dr. White's leadership, the Office seeks to connect North Carolina communities and businesses to the unique economic development resources of UNC-Chapel Hill. With this email, the members of the Committee are inviting comments about Dr. White's leadership as Director, and about the work of the Office itself. For more information about the OEBD, please see the following link: http://research.unc.edu/oebd/.

The Committee invites your participation in this review process by offering comments on these and related issues. It is important for the Committee to learn how Dr. White's performance as Director is viewed by students, staff, and faculty at UNC-Chapel Hill. We especially welcome your suggestions for improving the overall functioning of the OEBD.

We encourage you to contribute in the following ways:

1) The Committee has scheduled two open public hearing sessions to receive comments. These times are:

Monday, October 5, 4:00-5:00pm

and

Thursday, October 8, 2:00-3:00pm

Location for both Sessions: City & Regional Planning
New East, Room 101

If you wish to meet with the Committee on one of these dates, please contact Nan Sanseverino in the Office of Federal Affairs (nan_sanseverino@unc.edu or 919.843.0050), and she will schedule a specific time (approximately 10-15 minutes time slots). Request for a meeting time must be made no later than Thursday, October 1, 2009.

2) You may provide written statements to the Chair or other members of the Committee. All written comments should be emailed to nan_sanseverino@unc.edu or mailed to: The Review Committee, Dr. Jesse White Administrative Review, Office of Federal Affairs, University of

North Carolina at Chapel Hill, 300 Bynum Hall, Campus Box 7006, Chapel Hill, NC 27599-7006.

3) You may telephone or meet privately in person with individual committee members. Please feel free to contact committee members directly or Nan Sanseverino for scheduling.

Anonymity and Confidentiality

Written comments: University regulations prohibit anonymous written comments in the review process. Written comments will be kept confidential by the committee members and will not be shared with anyone else. There is one exception to that confidentiality, however. North Carolina law requires that all written comments--whether on paper or by email--become a part of Dr. White's personnel file and available to him for review.

Oral comments: Oral comments in this process, whether in a public hearing or individual conversations with committee members, will be kept confidential. The comments or any notes about oral comments do not become a part of Dr. White's personnel file. If you request anonymity for oral comments, your identity will be known only by the committee and it will be kept confidential by them. A master list of everyone making oral comments will be included in the final report, but the report will not attribute comments to anyone who has requested anonymity.

Please share this invitation with anyone else you think has an interest in the UNC Office of Economic and Business Development and its services.

The deadline for submitting comments regarding Dr. White's performance to the Committee is Friday, October 16, 2009, by 5:00pm. We appreciate everyone's assistance with this very important process.

The committee membership:

Committee Chair:

Mike Smith
Dean, School of Government
2118 Knapp-Sanders Bldg., Campus Box 3330
Chapel Hill, NC 27599-3330
Tel.: 919.966.4107
Email: msmith@sog.unc.edu
Assistant: Beth Graves, graves@sog.unc.edu

Committee Members:

Dr. Alice Ammerman
Director, UNC Center for Health Promotion and Disease Prevention
Department of Nutrition
1700 Martin Luther King Blvd., Campus Box 7426
Chapel Hill, NC 27599-7426
Tel.: 919.966.6082
Email: alice_ammerman@email.unc.edu
Assistant: Joan Kavanagh, joan_kavanagh@unc.edu

Leslie Boney, III
Associate Vice President for Economic Development Research, Policy & Planning
910 Raleigh Rd., Campus Box 2688
Chapel Hill, NC 27599-7505
Tel.: 919.843.7338
Email: lboney@northcarolina.edu

Jean Elia

Associate Dean, Kenan-Flagler Business School
McColl Bldg., Campus Box 3490
Chapel Hill, NC 27599-2624
Tel.: 919.962.2624
Email: jean_elia@unc.edu

David Knowles
Director of Economic Development, Renaissance Computing Institute
100 Europa Dr., Suite 540 (Campus Box 3127)
Chapel Hill, NC 27517-7683
Tel.: 919.445.9677
Email: dknowles@renci.org

Dr. Emil Malizia
Department Chair, City & Regional Planning
109 New East, Campus Box 3140
Chapel Hill, NC 27599-3140
Tel.: 919.962.4759
Email: Malizia@email.unc.edu

Contact person for setting up times to meet in person with Committee:

Nan Sanseverino
Office of Federal Affairs
300 Bynum Hall, Campus Box 7006
Chapel Hill, NC 27599-7006
Tel.: 919.843.0050
Email: nan_sanseverino@unc.edu

This email is sponsored by: Office of the Vice Chancellor for Research
and Economic Development

This email is sponsored by: Office of the Vice Chancellor for Research
and Economic Development

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email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of fmckeith@email.unc.edu
Sent:	Friday, September 18, 2009 8:53 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Evaluation Workshop: Keys to Designing Evaluation Proposals

---

The Office of Research Development, The School of Education, and Evaluation,
Assessment, & Policy Connections are partnering to host workshops on program
evaluation and proposal writing.

The workshop highlights the "What, Why and Where of Evaluations" and helps
applicants prepare their proposals with insight on what they should expect from
an external evaluator. There is no cost for attendance, but space is limited to
a maximum of 25 participants. The first 25 to respond by email to
(fmckeith@email.unc.edu) will be accepted.

Please visit the Office's website for more details regarding date, time,
and location of the workshop. http://research.unc.edu/ord/

This email is sponsored by: Office of Research Development; The School
of Education; EVAP

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that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, September 21, 2009 3:07 PM
To: Julius Nyangoro <jen321@email.unc.edu>; Timothy J. McMillan <tjm1@email.unc.edu>; Travis Gore <stgore@email.unc.edu>; Adam Kent <akent@unc.edu>
Subject: [Fwd: UNC-CH Remedy Ticket 1565989]
Attach: UNC-CH Remedy Ticket 1565989.eml (1.78 KB).msg

FYI--This is Margaret Lee's phone that I requested be disconnected.
Very interesting. dc

From: UNC-CH PTR <amy_miskow@unc.edu>
Sent: Friday, September 18, 2009 1:47 PM
To: dacrowde@email.unc.edu
Subject: UNC-CH Remedy Ticket 1565989

Client Information
deborah @ crowder, Location :
Affiliation: , Department:
Phone: (919) 966-1295 and Email: dacrowde@email.unc.edu
Short Description: Svc Req - Demand

Email Text : Debby,

Telephone number 966-5763 serves as the secondary number for the building fire alarm dialer. The ticket is being forwarded to ITS Business Office to change the billing on 966-5763 to ITS.

If you have any questions, please feel free to contact me.

Thank you,
Amy Miskow
962-6212

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, September 21, 2009 6:53 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: Re: P-108 form]
Attach: Re_ P-108 form.eml (1.70 KB).msg

From: K Slocum <kaslo@email.unc.edu>
Sent: Thursday, September 17, 2009 3:55 PM
To: Karla Slocum <kslocum@unc.edu>
Cc: dacrowde@email.unc.edu
Subject: Re: P-108 form

Hi debby,

I have a correction for my request below. O would like to show these dims on sept 29 instead of oct 01.

Thanks,

Karla

On Sep 16, 2009, at 9:40 PM, Karla Slocum <kslocum@unc.edu> wrote:

> Hi Debby,
>
> Would you be able to complete a P-108 form for me for two films at
> Duke that I want to show in ANTH 278? The films are:
> 1) My American Girls, October 01
> 2) Poto Mitan, October 01
>
> Thanks,
>
> Karla
> <kslocum.vcf>

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, September 21, 2009 8:22 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Reminder: University Testing Sirens Tuesday

---

Dear Students, Faculty and Staff:

You may hear the University's emergency sirens tomorrow, Tuesday, September 22, between noon and 1 p.m. during a TEST that is part of Alert Carolina, our ongoing safety awareness campaign. No action is needed.

The sirens only sound during a life-threatening emergency - an armed and dangerous person on or near campus, a major chemical spill or hazard, or a tornado sighting. Be prepared to go inside or take cover immediately in a real emergency.

The University also sends test text messages to anyone who has registered their cell phone number in the online campus directory. For more information, including audio samples of the siren tones, see http://alertcarolina.unc.edu.

This email is sponsored by: Emergency Warning Committee

From: nobody@notify.unc.edu on behalf of clinic@unc.edu
Sent: Monday, September 21, 2009 9:54 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Psychological Services at UNC Clinic

We provide state-of-the-art comprehensive assessment and psychotherapy for adults, couples and families for a wide range of personal concerns. In addition, we offer specialized treatment for adults with anxiety disorders.

We are affiliated with the UNC-CH clinical psychology Ph.D. program and provide reduced fees based on income. Treatment is provided by doctoral students under the supervision of licensed psychologists who are faculty members in the Department of Psychology.

Adults are seen in our conveniently located on-campus location in Davie Hall.

Please visit our website at http://psychologyclinic.unc.edu/ or contact the clinic at 962-6906 or jasmineh@email.unc.edu for more information, screening or to make a referral.

This email is sponsored by: UNC Department of Psychology Community Clinic

Please be aware that if the information you provide indicates that there may be abuse of a child or disabled adult, or that you or another person is in danger, we will need to respond as required by state law.

This email is sponsored by: Psychology

==========
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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, September 21, 2009 10:15 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Policies Prohibiting Harassment and Discrimination

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MEMORANDUM

To: All Students, Faculty and Staff

From: Holden Thorp, Chancellor

Subject: Policies Prohibiting Harassment and Discrimination

Date: September 14, 2009

As another semester begins, I want to emphasize Carolina's commitment to provide a welcoming, inclusive environment. The University supports the right of every member of the Carolina community to learn and work in an atmosphere free from discrimination and harassment. Our educational and employment decisions are based on an individual's abilities and qualifications, not on a person's background, beliefs or circumstances.

The University has adopted a Policy Statement on Non-Discrimination and a Policy on Prohibited Harassment and Discrimination.

The Policy on Prohibited Harassment and Discrimination specifies the procedures for reporting and addressing concerns of students, SPA employees, and EPA faculty and non-faculty employees. The University's policies apply to all members of the Carolina community and affirm that the University does not discriminate on the basis of an individual's race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression.

Copies of the policies are available at http://www.unc.edu/campus/policies.html. I ask that you take time to read them and become aware of the resources available to help resolve any concerns about discrimination or harassment. Everyone who works or studies at Carolina should understand the expectations for respectful, appropriate interactions among students, faculty and staff.

The Equal Opportunity Office has primary oversight of the University's harassment and discrimination policies and procedures. You can find information about the policies, including a question-and-answer section, on the Equal Opportunity Office Web site, http://www.unc.edu/depts/eooada/. This site also provides two online training programs concerning the issues involved in harassment and discrimination: Preventing Sexual Harassment and Preventing Employment Discrimination. In addition, the Equal Opportunity Office staff is available to discuss on-site training for groups or departments.

If you have any questions or concerns, I encourage you to contact the Equal Opportunity Office (966-3576) or any of the following offices on campus: Dean of Students' Office (966-4042), Office of Human Resources' Employee and Management Relations (843-3444), Ombuds Office (843-8204), Academic Personnel Office (962-1091), Office of the Associate Provost for Diversity and Multicultural Affairs (962-6962), Department of Disability Services (962-8300), the Lesbian, Gay, Bisexual, Transgender and Queer Center (843-5376) or the respective chairs of the student, faculty and EPA non-faculty grievance committees. Campus Health

Services' Counseling and Wellness Services (966-3658) is also available to assist students.

The people in these offices can help you understand the policies and the options for resolving any discrimination or harassment concerns connected with your study or work at the University. With the exception of Counseling and Wellness Services and the Ombuds Office, these offices are required to investigate any concerns you share.

The University can guarantee complete confidentiality only when a student shares a concern with Counseling and Wellness Services and when an employee shares a concern with the Ombuds Office that does not involve an imminent risk of serious harm.

We can eliminate discrimination and harassment and the consequences for failing to deal with these issues only through our commitment to avert these problems. I appreciate your efforts to sustain and strengthen this commitment at Carolina.

This email is sponsored by: Office of the Chancellor

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: ConnectCarolina_Training@unc.edu <ConnectCarolina_Training@abcsignup.com>
Sent: Tuesday, September 22, 2009 9:00 AM
To: stgore@email.unc.edu
Subject: REMINDER: Introduction to ConnectCarolina - Wednesday, September 23, 2009 at 9:00 AM

Dear Sam Gore:

The Introduction to ConnectCarolina workshop that you registered for is scheduled for Wednesday, September 23, 2009 starting at 9:00 AM in Porthole Building, 100 Porthole Alley. Prerequisites include a score of 100% on the FERPA quiz online training and the Introduction to PeopleSoft online training.

If you cannot attend this workshop or have not met the prerequisite skills, please cancel your reservation so that your spot may be given to someone else. Click here to cancel your registration.

Your training team,

ConnectCarolina Training
Information Technology Services
The University of North Carolina at Chapel Hill

Powered by www.ABCSignup.com

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, September 22, 2009 11:55 AM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: Fwd: Re: Thursday Exam]
Attach: Fwd_ Re_ Thursday Exam.eml (2.43 KB).msg

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, September 22, 2009 1:02 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: Kia's Letter]
Attach: Kia's Letter.eml (19.0 KB).msg

From: Perry Hall <hallpa@email.unc.edu>
Sent: Tuesday, September 22, 2009 9:48 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Kia's Letter
Attach: KiaTenureLetter2.docx

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is attached

ph

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, September 22, 2009 1:17 PM
To:	stgore@email.unc.edu
Subject:	URGENT: Alert Carolina System Test

9/22/09 12:15pm

Dear Students, Faculty and Staff:

You received this e-mail as part of a TEST of the University's emergency sirens. The message coincided with the beginning of the siren test. It typically takes at least two hours for a campus-wide e-mail to be delivered to everyone. In an emergency, we plan to use all available communication methods including e-mail as part of a multi-layered strategy to reach as many people, including those who may not be on campus when a real siren occurs, as quickly as possible. For more information, see alertcarolina.unc.edu.

This email is sponsored by: Emergency Warning Committee

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, September 22, 2009 2:42 PM
To:	stgore@email.unc.edu
Subject:	URGENT: Siren TEST Over - All Clear

9/22/09 12:50pm

Dear Students, Faculty and Staff:

You received this e-mail as part of a TEST of the University's sirens. The message coincided with the end of the siren test. The sirens have sounded the "all clear" tone. That means resume normal activities. It typically takes at least two hours for a campus-wide e-mail to be delivered to everyone. In an emergency, we plan to use all available communication methods including e-mail as part of a multi-layered strategy to reach as many people, including those who may not be on campus when a real siren activation occurs, as quickly as possible. For more information, see alertcarolina.unc.edu.

This email is sponsored by: Emergency Warning Committee

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, September 22, 2009 8:28 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: 2009 State Employees Combined Campaign

---

To: All University Employees

From: Bill Roper, Dean, School of Medicine

Date: September 22, 2009

RE: 2009 State Employees Combined Campaign Kickoff and Charity Fair

****

The University will kick off the 2009 State Employees Combined Campaign (SECC) on Monday, September 28. UNC has many proud traditions, but one of the most important is the commitment we make each year to the local community through the SECC. We are continuing last year's campaign theme, "Carolina Cares-Carolina Shares," which reflects Carolina's strong tradition of working for positive change and seeking to improve the well-being of all North Carolinians. As the campaign chair, I view the SECC as a meaningful way to affirm our commitment to the local community and to support nearly 1,000 non-profit organizations that share our vision of helping others.

I would like to invite you to join Chancellor Thorp and me at the 2009 SECC Kickoff and Charity Fair in the Great Hall of the Frank Porter Graham Student Union. Mark your calendar to attend this event on Monday, September 28, 2009, from 12pm to 2pm.

The Kickoff and Charity Fair gives all UNC employees an opportunity to learn more about the campaign and the work of more than 40 local non-profit organizations. In addition to free box lunches to the first 250 attendees, provided by Carolina Catering, everyone will be eligible for door prizes donated by local organizations such as the Carolina Inn, PlayMakers Repertory Company and the North Carolina State Fair.

I hope you will come and bring a co-worker to the SECC Charity Fair and celebrate the launch of what I am confident will be a very successful campaign. For more information, visit the 2009 UNC SECC website: www.unc.edu/secc

If you have any questions about the SECC or the Charity Fair, please e-mail secc@unc.edu.

Thank you!

This email is sponsored by: UNC School of Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of jcoxbell@admissions.unc.edu
Sent:	Tuesday, September 22, 2009 9:31 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Carolina College Advising Corps Seeks New Advisers

---

Are you interested in working full-time to help kids get to college? Do you know someone who would make a great mentor and adviser for high school students? If so, apply or nominate a UNC senior to be a Carolina College Adviser.

UNC-Chapel Hill's Carolina College Advising Corps, under the auspices of the Office of Undergraduate Admissions, seeks new graduates to serve as college advisers in low-income high schools across North Carolina.

This full-time, paid service position requires tact, diplomacy, and a strong commitment to service. The position requires a bachelor degree from Carolina, preferably earned in December 2009 or May 2010.

College advisers tailor programs and activities to meet the specific needs of their assigned schools and perform the following duties, among others:
1) Provide one-on-one admissions and financial-aid advice to any student or family seeking assistance. 2) Organize group events that encourage students and their families to consider, plan for, and apply to colleges and universities. 3) Establish productive working relationships with principals, counselors, and teachers in each assigned high school. 4) Assist in the efforts of other CCAC advisers within the service area. 5) Assist in the assessment and long-term sustainability of the program. 6) Maintain expertise in admissions and financial-aid advising

Application deadline: October 30, 2009 for November interview or January 29, 2010 for February interview

See job listing at careers.unc.edu

For more information, please contact:

Jennie Cox Bell, Program Coordinator, jcoxbell@admissions.unc.edu
Ni-Eric Perkins, Admissions Counselor, nperkins@admissions.unc.edu,

www.advisingcorps.org

"The Carolina College Advising Corps has afforded me the unparalleled opportunity to return the favor by providing support to hundreds of students who otherwise may have gone without it--an opportunity that has truly been worthwhile."
-- Nick Neptune, Carolina College Adviser serving Monroe and Anson High Schools in Union and Anson

This email is sponsored by: Office of Undergraduate Admissions

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of fertility@unc.edu
Sent: Tuesday, September 22, 2009 10:11 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: INFORMATIONAL: Trying to Get Pregnant? Join Our Study!

Are you or is someone you know trying to get pregnant or about to start trying?

Time-to-Conceive is a research study at the University of North Carolina at Chapel Hill focusing on fertility in women between 30 and 44 years of age. To learn how you can be in the study, call us at (919) 843-8246 or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Monetary compensation for study activities

No medicines or pills to take and no changes to daily lifestyle or existing health care routine.

Please visit our new website at www.med.unc.edu/timetoconceive for more information.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: OB/GYN

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, September 23, 2009 10:42 AM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Important Request to Check Directory Listings

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To: UNC-Chapel Hill Faculty and Staff
From: Jerri Bland, ConnectCarolina Project Director

This summer, the first phase of ConnectCarolina, the University's new integrated administrative system, became available for users. This includes the new MyUNC portal (http://my.unc.edu/dt) where the online campus directory is accessed.

You are requested to log-in to MyUNC using your Onyen and password to review and update your directory information, particularly addresses and phone numbers.

It is very important that your information be correct in the online campus directory. Because ConnectCarolina centralizes management of person information in one integrated system, any information in the directory is duplicated in all of the University's administrative systems (payroll, benefits, etc.).

Every effort was made to ensure that the online campus directory information is correct. However, in a few cases there may be out-of-date or incorrect information that could result, for example, in the generation of a change of address letter from a benefits vendor. This is easily correctable by simply logging in to MyUNC and updating any incorrect information. No further action on the part of the employee is required.

There may also be a few cases in which a change of address letter from a benefits vendor is generated if a correct address is altered via a secondary software program that formats addresses to meet postal regulations (for example, an address containing "Lane" being formatted to "LN"). In these cases, no action is required on the part of employees.

If you need help using the online campus directory, please visit the Help Desk's online help documentation: http://help.unc.edu/5834 or contact the Help Desk at (919) 962-HELP (962-4357). In the future, employees will be reminded to review and update their directory information quarterly.

If you would like further information on ConnectCarolina, MyUNC, the online campus directory or the work that was done to create the integrated administrative system, please click here:
http://connectcarolina.unc.edu/news/erp-news/review-and-update-your-directory-listing.html

Thank you for your patience and understanding during this transition.

This email is sponsored by: Information Technology Services

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, September 23, 2009 12:16 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: [asmgrs] Application for Arts and Sciences Travel Funds form]
Attach: [asmgrs] Application for Arts and Sciences Travel Funds form.eml (5.21 KB).msg

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From: edpayne <edpayne@email.unc.edu>
Sent: Wednesday, September 23, 2009 11:42 AM
To: All Administrative Managers in the College of Arts & Sciences <asmgrs@listserv.unc.edu>
Subject: [asmgrs] Application for Arts and Sciences Travel Funds form

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There have been changes in the Application for Arts and Sciences Travel Funds form in the past few months.
This is just a reminder to replace old forms with the form on the College Intranet:
https://college.unc.edu/intranet/Travel%20Appl
It can be found under Administrative Information in the Travel section.
We have added a "Prepared by:" section at the top and updated the dollar amounts available.
Thank you for using the new form.

Ed Payne
Accounting Assistant

Office of the Dean
College of Arts and Sciences
Campus Box 3100
UNC Chapel Hill
919.843.3941

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, September 23, 2009 3:53 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: [Fwd: [Fwd: [campus_contacts] Training for Schedule of Classes - List of Invitees]]]
Attach: [Fwd_ [Fwd_ [campus_contacts] Training for Schedule of Classes - List....eml (225 KB).msg

---

Do this now! dc

From: Anne Cavitt Schwarz <cavitt@email.unc.edu>
Sent: Wednesday, September 23, 2009 3:36 PM
To: Summer Montgomery <sundance@email.unc.edu>; Deborah A Crowder <dacrowde@email.unc.edu>; Brenda A Moore <bmoore@email.unc.edu>; Carrie K Stolle <stolle@email.unc.edu>; Barbara K Taylor-Davis <barb@unc.edu>
Subject: [Fwd: [Fwd: [campus_contacts] Training for Schedule of Classes - List of Invitees]]
Attach: SOC Training Invites.xls; SOC Email to Scheduling Officers.docx; SOC Email Invite Text.docx

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All,

Please make sure that someone from your department, plus a back up, have registered to attend "Schedule of Classes" training for PeopleSoft. See attachments.

To view all the current training classes for ConnectCarolina, go here:
http://www.abcsignup.com/view/view_month.aspx?as=52&aid=UNC-ITS&wp=614 (it's best viewed in Mozillo Firefox)

Let me know if you have any questions!

Thanks,
Anne

-------- Original Message --------
Subject:[Fwd: [campus_contacts] Training for Schedule of Classes - List of Invitees]
Date: Wed, 23 Sep 2009 15:30:59 -0400
From: Scott Jackson <scott_jackson@unc.edu>
To: Anne Cavitt <cavitt@email.unc.edu>, Katrina B Coble <COBLE@CS.UNC.EDU>, Robert S. Kintz <rkintz@email.unc.edu>, Thomas A Smither <tomnc@unc.edu>, Violet Anderson <vmanders@email.unc.edu>, Bobbi Owen <owenbob@unc.edu>, Tammy J Mchale <tmchale@email.unc.edu>, Amy Dye <atdye@email.unc.edu>, Ryan Greenway <rgreenwa@email.unc.edu>, Jeanette Jennings <jenningj@email.unc.edu>

Per our discussion this morning, can you all send this out to your groups and make sure we have everyone covered that needs training?

Thanks,
Scott

--
****
Scott Jackson
Project Manager
UNC at Chapel Hill
Room 230 McNider Hall
Chapel Hill, NC 27599-7135
Voice: (919) 843-5838
Email: scott_jackson@med.unc.edu
****

--
Anne C. Schwarz
Administrative Manager
Department of Public Policy
University of North Carolina at Chapel Hill
217 Abernethy Hall, CB #3435
Chapel Hill, NC 27599-3435
Tel: 919-962-2788
Fax: 919-962-5824

	A
1	
2	
3	FullName
4	AliceLambertPope*
5	AngelineWarren*
6	ArleneRainey*
7	AshleyMcCullen*
8	AshleyMcKinney*
9	BethSauer*
10	BettyFutrell*
11	BrendaBrock*
12	CLeanneShook*
13	CaraMarlow*
14	CarolMcDonnell*
15	CarolynTurner*
16	CarrieStolle
17	CharlotteRogers*
18	ChristianaHilkey*
19	CindyReilly*
20	ClassroomScheduling
21	DamaKeck*
22	DannyCollins
23	DeannieHolt*
24	DebbieCrowder*
25	DebbieSimmons-Cahan*
26	DeniseKenney*
27	DerekNeverosky
28	DianaJones*
29	DixieFlannery*
30	DonyellBatts*
31	DorothyPoteat*
32	EmilyMontgomery*
33	ErinMoseley
34	GideonYoung
35	GinnyMaisch
36	InaDiana*
37	JDeniseHargis*
38	JackWhaley
39	JackieGorman*
40	JackieO'Neal*
41	JamesKessler
42	JamieSnow*
43	JanMcCormick*
44	JaniceWarfford*
45	JanisCarter*
46	JasonClemmons*
47	JeanHensley*
48	Jennifer0'Neill*
49	JessicaRussell*
50	JessicaSmith*
51	JoanneLee
52	JohnStephenson*
53	JulieCannefax
54	KarenOThompson
55	KarlaNagy
56	KathyCJustice

	B
1	Emailsent9/1/09totheseschedulingofficers&invitationtoworkshopssent9/16/09
2	
3	Subjects
4	CLSC
5	MUSC
6	OSSECTIONS975-989
7	EXSS,PHYA,RECR,LFIT
8	POLI
9	SOWO
10	DRAM
11	BIOC
12	MEDI,MESE,ACSM,AHEC,AHED,ANES,BCHM,BIOM,CBAM,CHPM,CLSK,DERM,ERMD,FMED,FMME,LSSM,MDPH,MDSP,MSBS,NEUR,NEUS,OBGN,OMED,OPHT,ORTS,OTOL,PATY,PEDS,PERU,PHYY,PMED,PSYY,RADY,SADM,SOCM,SURS,SURY
13	GNET
14	CS/COSECTIONS951-955,990-994
15	PLAN
16	ANTH
17	STOR
18	INTS
19	BBSP
20	DNDG,MNDG,RFIX,TREQ,BE=998,C=EXTN100,851-899,PL=999
21	DDDD,MEDC,PHCY,PHTH,PPES,MOPH,DPEP,DPOP,DPET
22	DUKE,NCCU,NCSU,UNC-G,ROBT,BMEJ
23	NURS
24	AFAM,AFRI,SWAH,LGLA,WOLO
25	FOLK,AMST
26	NBIO
27	EDUC,EDUX,CDFS
28	RPSY
29	MCRO
30	CHEM
31	PATH
32	MBA
33	SSAP,SSSECTION997
34	
35	PSYC
36	SPHS
37	BIOL
38	ENVR
39	PWAD
40	RADI,RADG
41	GENR
42	GRAD
43	PHYI
44	CBIO
45	NAVS
46	HNRS,BFRS
47	BUSI,BUSG,BUSA
48	PLCY
49	MAC
50	COMM
51	NUTR
52	OCCT,OCSC
53	TOXC
54	WMST
55	RUES
56	PHCO

	C	D	E	F	G
1					
2					
3	CB#	AcademicUnit	CollegeorSchool	AstraUser	EmailAddress
4	7145	GU	MS	N	alice_Lambert@med.unc.edu
5	3320	GU	A&S	Y	awarren@email.unc.edu
6	1020			Y	arlene_rainey@unc.edu
7	8700	GU	A&S	Y	amcculle@email.unc.edu
8	3265	GU	A&S	Y	ashmac@email.unc.edu
9	3550	GU	SW	Y	bhsauer@email.unc.edu
10	3230	GU	A&S	Y	bfutrell@email.unc.edu
11	7260	GU	MS	N	brenda_brock@med.unc.edu
12	9535	MD	MD	N	leanne_shook@med.unc.edu
13	7265	GU	MS	Y	cara_marlow@med.unc.edu
14	1020			N	cbmcdonn@email.unc.edu
15	3140	GU	A&S	Y	turnerc@email.unc.edu
16	3115	GU	A&S	Y	stolle@email.unc.edu
17	3260	GU	A&S	Y	crogers@email.unc.edu
18	3263	GU	A&S	Y	chilkey@email.unc.edu
19	7108	GU	MS	N	cindy_reilly@unc.edu
20	2100	OUR		N	
21	7360	GU	PY	N	dama_keck@unc.edu
22	2100	OUR		N	daniel.collins@unc.edu
23	7460	GU	NU	N	dholt@email.unc.edu
24	3395	GU	A&S	Y	dacrowde@email.unc.edu
25	3520	GU	A&S	Y	dscahan@email.unc.edu
26	7320	GU	MS	N	denise_kenney@med.unc.edu
27	3500	GU	ED	Y	dnevero@email.unc.edu
28	7205	GU	MS	N	jonesdl@med.unc.edu
29	7290	GU	MS	Y	dixie_flannery@med.unc.edu
30	3290	GU	A&S	Y	dlbatts@unc.edu
31	7525	GU	MS	N	dorothy_poteat@med.unc.edu
32	3490	GU	BA	N	Emily_Montgomery@unc.edu
33	3340	GU	A&S	N	Erin_Moseley@unc.edu
34			A&S		gwyoung@email.unc.edu
35	3270	GU	A&S	Y	gmaisch@email.unc.edu
36	7190	GU	MS	Y	idiana@med.unc.edu
37	3280	GU	A&S	Y	hargis@bio.unc.edu
38	7400	GU	PH	N	jack_whaley@unc.edu
39	3200	GU	A&S	Y	jackie@unc.edu
40	7130	GU	MS	N	jackie_oneal@med.unc.edu
41	5100	GU	A&S	N	jim_kessler@unc.edu
42	4010	GU	A&S	Y	jbsnow@email.unc.edu
43	7545	GU	MS	N	jan_mccormick@med.unc.edu
44	7090	GU	MS	N	janice_warfford@med.unc.edu
45	3325	GU	A&S	Y	carter1@email.unc.edu
46	3510	GU	A&S	Y	jclem@email.unc.edu
47	3490	GU	BA	N	Jean_Hensley@unc.edu
48	3435	GU	A&S	Y	oneillj@email.unc.edu
49	3490	GU	BA	N	Jessica_Russell@kenan-flagler.unc.edu
50	3285	GU	A&S	Y	jesmit@email.unc.edu
51	7400	GU	PH	N	Joanne_Lee@unc.edu
52	7122	GU	MS	N	john@unc.edu
53	7270	GU	MS	N	julie_cannefax@med.unc.edu
54	3135	GU	A&S	Y	kthomps1@email.unc.edu
55	5125	GU	A&S	Y	knagy@email.unc.edu
56	7365	GU	MS	N	kcj@med.unc.edu

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57	KayHill
58	LaraBailey
59	LaurieHolst
60	LindaCook
61	LindsayFulenwider
62	LindsayLeonard*
63	LoriHarris
64	LynnetteJones
65	MarieFholer
66	MarkRichardson
67	MaryBethRobbins*
68	MaryHinrichs
69	MelissaHobgood
70	MyraQuick
71	NaderaMalika-Salaam
72	NancyColvin
73	NancyMcKinney
74	NellPhillips
75	PatriciaBigelow
76	RhondaMerrill*
77	SallieAnderson
78	SameliaMcIver
79	SausytyHermreck
80	SharonJones
81	SharonPickard
82	SharonSessoms
83	ShauniLowrance
84	SheenaMelton
85	ShelleyClark
86	SherryRhodes
87	SueModlin
88	SueRobeson
89	SummerMontgomery
90	SuphroniaCheek
91	SusanMeyer
92	SusanSoltis
93	TamiRice
94	TanyaKinsella
95	TeritaMSutton-Williams
96	TerryBarker
97	TheresaStone
98	TriciaRobinson
99	ValerieBernhardt
100	VictoriaWalker
101	WandaWallace
102	YvetteThompson
103	ZachLazar*

	B
57	PSYC
58	INLS
59	SPCL
60	HBHE
61	ART
62	ENST
63	ASIA,ARAB,BENG,CHIN,HEBR,HNUR,INDO,JAPN,KOR,PRSN,VIET
64	HPM
65	SOCI,MNGT
66	ENGL,CMPL
67	ECOL
68	DHED,DHYG
69	BIOS
70	RELI,JWST
71	MASC
72	EPID
73	BMME,BMEJ
74	GEOG
75	GEOL
76	CLAS,CLAR,GREK,ICSR,LATN
77	PHYS,ASTR,APPL,MTSC
78	LING,SANS,TAML
79	BCB
80	JOMC
81	GOVT,PUBA
82	LAW,LFXP,LSA,GSA,LVE,SSAP
83	PHYT,HMSC,IHMS
84	ROML,CATA,FREN,ITAL,PORT,ROMA,SPAN,RLGE
85	LTAM
86	PUBH,BIOS,ENVR,EPID,HBHE,HPM,HUSA,MHCH,NUTR,PALP,PHNU
87	IBMS
88	PHNU
89	ARMY,AERO
90	ANTH
91	MATH
92	IDST
93	GRADDENT:DECO,DENG,DNEC,DNED,ENDO,OBIO,OMSU,OPER,ORAD,ORDI,ORPA,ORTH,PEDO,PERI,PREV,PROS
94	EURO
95	AHSC,CYTO
96	DENT
97	PHIL
98	COMP
99	GERM,DTCH,NORW,BULG,CZCH,HUNG,MACD,PLSH,REST,RUSS,SECR,SERB,SLAV
100	ECON
101	HIST
102	MHCH
103	YAP,ISP

	C	D	E	F	G
57	3270	GU	A&S	Y	k_hill@unc.edu
58	3360	GU	LS	Y	ljbailey@email.unc.edu
59	3504	GU	A&S	N	holst@email.unc.edu
60	7400	GU	PH	N	linda_cook@unc.edu
61	3405	GU	A&S	Y	LINDSAY@EMAIL.UNC.EDU
62	1105	GU	A&S	Y	lindsle@email.unc.edu
63	3267	GU	A&S	Y	leharris@email.unc.edu
64	7400	GU	PH	N	ljones3@email.unc.edu
65	3210	GU	A&S	Y	fholer@email.unc.edu
66	3520	GU	A&S	Y	richardm@email.unc.edu
67	3275	GU	A&S	Y	
68	7450	GU	DS	N	mhinrich@email.unc.edu
69	7400	GU	PH	N	hobgood@unc.edu
70	3225	GU	A&S	Y	quick@unc.edu
71	3300	GU	A&S	Y	nadera@med.unc.edu
72	7400	GU	PH	N	ncolvin@unc.edu
73	7575	GU	MS	Y	ndmckinn@bme.unc.edu
74	3220	GU	A&S	Y	nphillip@email.unc.edu
75	3315	GU	A&S	Y	pcbigelo@email.unc.edu
76	3145	GU	A&S	Y	rjmerril@email.unc.edu
77	3255	GU	A&S	Y	sallie@physics.unc.edu
78	3155	GU	A&S	Y	mciver@email.unc.edu
79	7265	GU	MS	Y	sausytyh@med.unc.edu
80	3365	GU	JO	Y	SHJONES@EMAIL.UNC.EDU
81	3330	GU	A&S	Y	pickard@sog.unc.edu
82	3380	LW	LW	N	srsessom@email.unc.edu
83	7135	GU	MS	N	shauni_lowrance@unc.edu
84	3170	GU	A&S	Y	smelton@email.unc.edu
85	3205	GU	A&S	Y	sclarke@email.unc.edu
86	7400	GU	PH	N	srhodes@email.unc.edu
87	7108	GU	MS	N	smodlin@email.unc.edu
88	7400	GU	PH	N	robeson@email.unc.edu
89	7485	GU	A&S	Y	sundance@email.unc.edu
90	3115	GU	A&S	Y	sjcheek@email.unc.edu
91	3250	GU	A&S	Y	sjm@unc.edu
92	3285	GU	A&S	Y	soltis@email.unc.edu
93	7450	GU	DS	N	tami_rice@dentistry.unc.edu
94	3449	GU	A&S	Y	tekinsel@email.unc.edu
95	7120	GU	MS	Y	terita_williams@med.unc.edu
96	7450	DN	DN	N	terry_barker@dentistry.unc.edu
97	3125	GU	A&S	Y	tstonephillips@unc.edu
98	3175	GU	A&S	Y	tmrobins@email.unc.edu
99	3160	GU	A&S	Y	valerieb@email.unc.edu
100	3305	GU	A&S	Y	vwwalker@email.unc.edu
101	3195	GU	A&S	Y	allace@email.unc.edu
102	7400	GU	PH	N	yvette_thompson@unc.edu
103	3130	GU	A&S	N	lazaza@email.unc.edu

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64	didn'thaveemailaddressatfirst-didnotreceivefirstemail
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67	NOEMAILADDRESS&NOTINCAMPUSDIRECTORY
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92	didn'thaveemailaddressatfirst-didnotreceivefirstemail
93	
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103	didn'thaveemailaddressatfirst-didnotreceivefirstemail

	A	B	C	D
1				
2				
3	**Name**	**Onyen**	**Email**	**School**
4	NancyMcKinney	ndmckinn	ndmckinn@bme.unc.edu	SchoolofMedicine
5	InaDiana	idiana	idiana@med.unc.edu	SchoolofMedicine
6	CindyReilly	reillycl	cindy_reilly@unc.edu	SchoolofMedicine
7	TheresaStone-Phillips	tstone	tstonephillips@unc.edu	CollegeofArtsandSciences
8	JulieCannefax	cannefax	julie_cannefax@med.unc.edu	SchoolofMedicine
9	JackieGorman	jwgorman	jackie@unc.edu	CollegeofArtsandSciences
10	DorothyPoteat	dpoteat	dpoteat@med.unc.edu	SchoolofMedicine
11	JasonClemmons	jclem	jclem@email.unc.edu	CollegeofArtsandSciences
12	SausytyHermreck	sausyty	sausytyh@med.unc.edu	SchoolofMedicine
13	JackieO'Neal	jwoneal	jkoneal@med.unc.edu	SchoolofMedicine
14	BettyFutrell	bfutrell	bfutrell@email.unc.edu	CollegeofArtsandSciences
15	JamieStrickland	jlinens	linens@email.unc.edu	CollegeofArtsandSciences
16	DavidAdamson	dadamson	adamsond@email.unc.edu	CollegeofArtsandSciences
17	MyraQuick	quick	quick@unc.edu	CollegeofArtsandSciences
18	KathyJustice	chemadm	kcj@med.unc.edu	SchoolofMedicine
19	ChristianaHilkey	chilkey	chilkey@email.unc.edu	StudyAbroadOffice
20	KarlaNagy	knagy	knagy@unc.edu	CollegeofArtsandSciences
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22	LoriHarris	leharris	leharris@email.unc.edu	CollegeofArtsandSciences
23	AshBarnes	elphaba	elphaba@email.unc.edu	CollegeofArtsandSciences
24	DebbieSimmons-Cahan	dscahan	dscahan@email.unc.edu	CollegeofArtsandSciences
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28	LaraBailey	ljbailey	ljbailey@email.unc.edu	SchoolofInformationandLibraryScience
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35	YvetteThompson	vette4	yvette_thompson@unc.edu	GillingsSchoolofGlobalPublicHealth
36	LindsayFulenwider	lindsay	lindsay@email.unc.edu	CollegeofArtsandSciences
37	RobertKintz	rkintz	rkintz@email.unc.edu	CollegeofArtsandSciences
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40	LeslieMavengere	lmaven	lmaven@physics.unc.edu	CollegeofArtsandSciences
41	JuliaCarvalho	juliacar	juliacar@physics.unc.edu	CollegeofArtsandSciences
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47	SheenaMelton	smelton	smelton@email.unc.edu	CollegeofArtsandSciences
48	ArleneRainey	arainey	arlene_rainey@unc.edu	FridayCenter
49	ShauniLowrance	lowranc	lowrance@med.unc.edu	SchoolofMedicine
50	LillyTopal	ltopal	ltopal@med.unc.edu	SchoolofMedicine
51	AliceLambertPope	agreene	alice_lambert@med.unc.edu	SchoolofMedicine
52	TeritaWilliams	nick2692	twill@med.unc.edu	SchoolofMedicine
53	JonathanStephenson		jonathan_stephenson@med.unc.edu	SchoolofMedicine

	E	F
1	Emailedthesepeopleon9/3/09basedonnamesreceivedfromschedulingofficers'emails	
2		
3	**Dept**	**PersonNotes**
4	BiomedicalEngineering	
5	SpeechandHearingSciences,AlliedHealth	
6	BiologicalandBiomedicalSciencesProgram	
7	Philosophy	
8	CurriculuminToxicology	
9	CurriculuminPeace,War,andDefense	
10	PathologyandLaboratoryMedicine	
11	HonorsProgram	
12	CurriculuminGeneticsandMolecularBiology(GNET)andCurriculuminBioinformaticsandComputationalBiology(BCB)	
13	RadiologicSciences,AlliedHealth	
14	DramaticArt	
15	DramaticArt	
16	DramaticArt	
17	ReligiousStudies	
18	Pharmacology	
19	CurriculuminInternationalandAreaStudies	
20	CenterforSlavic,Eurasian,andEastEuropeanStudies(CSEEES)&CurriculuminRussianandEastEuropeanStudies(RUES)	
21	PharmaceuticalSciences	
22	AsianStudies	
23	AsianStudies	
24	AmericanStudies,FolkloreProgram	
25	Biochemistry&Biophysics	
26	AerospaceStudies&MilitaryScience	
27	NavalScience	
28		
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30	Biostatistics	
31	CityandRegionalPlanning	
32	Epidemiology	
33	Epidemiology	
34	ComputerScience	
35	MaternalandChildHealth	
36	Art	
37	Art	
38	EuropeanStudies	
39	Physics&Astronomy	
40	Physics&Astronomy	
41	Physics&Astronomy	
42	Physics&Astronomy	
43	MicrobiologyandImmunology	
44	Chemistry	
45		
46	Sociology	
47	RomanceLanguages	
48	Part-timeClassroomStudies	
49	PhysicalTherapy,AlliedHealth	
50	PhysicalTherapy,AlliedHealth	
51	ClinicalLaboratoryScience,AlliedHealth	
52	AdminandCytotechnology,AlliedHealth	
53	OccupationalScience,AlliedHealth	

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	A	B	C	D
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70	JoanneLee	jolee	Joanne_Lee@unc.edu	GillingsSchoolofGlobalPublicHealth
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72	BarbaraDavis	bktaylor	barb@unc.edu	CollegeofArtsandSciences
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75	DeborahHarris	djharris	djharris@email.unc.edu	CollegeofArtsandSciences
76	ShelleyClarke	sclarke	sclarke@email.unc.edu	CollegeofArtsandSciences
77	RhondaMerrill	rjmerril	rjmerril@email.unc.edu	CollegeofArtsandSciences
78	CinnamonWeaver	csweaver	csweaver@email.unc.edu	CollegeofArtsandSciences

	E	F
54	RehabilitationCounseling&Psychology,AlliedHealth	
55	ExerciseandSportScience	
56	OfficesofMedicalEducation	
57	OfficesofMedicalEducation	
58	Statistics&OperationsResearch	
59	Statistics&OperationsResearch	
60	Statistics&OperationsResearch	
61	EnglishandComparativeLiterature	
62	EnglishandComparativeLiterature	responsibilitywillsoonbetransferredtoanotheremployeewhohasyettobehired
63	Psychology	
64	Psychology	
65	MusicDepartment	
66	MusicDepartment	
67	MusicDepartment	
68	Anthropology	
69	Anthropology	
70	Nutrition	
71	Geography	
72	Geography	
73	Cell&DevelopmentalBiology	
74	GeologicalSciences	
75	GeologicalSciences	
76	InstitutefortheStudyoftheAmericas	
77	Classics	
78	Classics	

	A	B	C	D
1	Owner	Department/Program	Department	FullName
2	KarlaMcClure	OUR	AlliedHealthSciences	AliceLambertPope*
3	KarlaMcClure	OUR	Music	AngelineWarren*
4	KarlaMcClure	OUR	Wm&IdaFridayCtr-ContEduc	ArleneRainey*
5	KarlaMcClure	OUR	Exercise&SportScience	AshleyMcCullen*
6	KarlaMcClure	OUR	PoliticalScience	AshleyMcKinney*
7	KarlaMcClure	OUR	SchoolofSocialWork	BethSauer*
8	KarlaMcClure	OUR	DramaticArt	BettyFutrell*
9	KarlaMcClure	OUR	BiochemistryandBiophysics	BrendaBrock*
10	KarlaMcClure	OUR	MedicineAdministration	CLeanneShook*
11	KarlaMcClure	OUR	CarolinaCtrforGenomeSci	CaraMarlow*
12	KarlaMcClure	OUR	Wm&IdaFridayCtr-ContEduc	CarolMcDonnell*
13	KarlaMcClure	OUR	City&RegionalPlanning	CarolynTurner*
14	KarlaMcClure	OUR	StatisticsandOperationsRes	CharlotteRogers*
15	KarlaMcClure	OUR	InternationalStudies	ChristianaHilkey*
16	KarlaMcClure	OUR	Biological&BiomedicalSciencesProgram	CindyReilly*
17	KarlaMcClure	OUR	SchoolofPharmacy	DamaKeck*
18	KarlaMcClure	OUR	UniversityRegistrar	DannyCollins
19	KarlaMcClure	OUR	SchoolofNursing	DeannieHolt*
20	KarlaMcClure	OUR	AmericanStudies/Folk	DebbieSimmons-Cahan*
21	KarlaMcClure	OUR	AfricanAmericanStudies	DebbieCrowder*
22	KarlaMcClure	OUR	NeuroscienceCenter	DeniseKenney*
23	KarlaMcClure	OUR	SchoolofEducation	DerekNeverosky
24	KarlaMcClure	OUR	AlliedHealthSciences	DianaJones*
25	KarlaMcClure	OUR	Microbiology&Immunology	DixieFlannery*
26	KarlaMcClure	OUR	Chemistry	DonyellBatts*
27	KarlaMcClure	OUR	Pathology&LabMedicine	DorothyPoteat*
28	KarlaMcClure	OUR	Kenan-FlaglerBusinessSchool	EmilyMontgomery*
29	KarlaMcClure	OUR	SummerSchoolAdministration	ErinMoseley
30	KarlaMcClure	OUR	Psychology	KayHill
31	KarlaMcClure	OUR	AlliedHealthSciences	InaDiana*
32	KarlaMcClure	OUR	AlliedHealthSciences	JackieO'Neal*
33	KarlaMcClure	OUR	PeaceWar&Defense	JackieGorman*
34	KarlaMcClure	OUR	Biology	JDeniseHargis*
35	KarlaMcClure	OUR	DeanofStudentsOffice	JamesKessler
36	KarlaMcClure	OUR	GraduateSchool	JamieSnow*
37	KarlaMcClure	OUR	Cell&MolecularPhysiology	JanMcCormick*
38	KarlaMcClure	OUR	Cell&DevelopmentBiology	JaniceWarfford*
39	KarlaMcClure	OUR	NavalScience	JanisCarter*
40	KarlaMcClure	OUR	Honors,BurchfieldResearchSeminar	JasonClemmons*

	E	F	G	H	I	J	K	L	M
1	Subjects	CB#	AcademicUnit	CollegeorSchool	Onyen	FirstName	LastName	Name(FORMULA)	Status
2	CLSC	7145	GU	MS	agreene	Alice	Pope	AlicePope	
3	MUSC	3320	GU	A&S	awarren	Angeline	Warren	AngelineWarren	
4	OSSECTIONS975-989	1020			arainey	Arlene	Rainey	ArleneRainey	
5	EXSS,PHYA,RECR,LFIT	8700	GU	A&S	amcculle	Ashley	McCullen	AshleyMcCullen	
6	POLI	3265	GU	A&S	ashmac	Ashley	McKinney	AshleyMcKinney	
7	SOWO	3550	GU	SW	bhsauer	Beth	Sauer	BethSauer	
8	DRAM	3230	GU	A&S	bfutrell	Betty	Futrell	BettyFutrell	
9	BIOC	7260	GU	MS	bbrock	Brenda	Brock	BrendaBrock	
10	MEDI,MESE,ACSM,AHEC,AHED,ANES,BCHM,BIOM,CBAM,CHPM,CLSK,DERM,ERMD,FMED,FMME,LSSM,MDPH,MDSP,MSBS,NEUR,NEUS,OBGN,OMED,OPHT,ORTS,OTOL,PATY,PEDS,PERU,PHYY,PMED,PSYY,RADY,SADM,SOCM,SURS,SURY	9535	MD	MD	clmcswai	CLeanne	Shook	CLeanneShook	
11	GNET	7265	GU	MS	cmarlow	Cara	Marlow	CaraMarlow	
12	CS/COSECTIONS951-955,990-994	1020			cbmcdonn	Carol	McDonnell	CarolMcDonnell	
13	PLAN	3140	GU	A&S	turnerc	Carolyn	Turner	CarolynTurner	
14	STOR	3260	GU	A&S	crogers	Charlotte	Rogers	CharlotteRogers	
15	INTS	3263	GU	A&S	chilkey	Christiana	Hilkey	ChristianaHilkey	
16	BBSP	7108	GU	MS	reillycl	Cindy	Reilly	CindyReilly	
17	DDDD,MEDC,PHCY,PHTH,PPES,MOPH,DPEP,DPOP,DPET	7360	GU	PY	dlpike	Dama	Keck	DamaKeck	
18	DUKE,NCCU,NCSU,UNC-G,ROBT,BMEJ	2100			dannycol	Danny	Collins	DannyCollins	
19	NURS	7460	GU	NU	dholt	Deannie	Holt	DeannieHolt	
20	FOLK,AMST	3520	GU	A&S	dscahan	Debbie	Simmons-Cahan	DebbieSimmons-Cahan	
21	AFAM,AFRI,SWAH,LGLA,WOLO	3395	GU	A&S	dacrowde	Deborah	Crowder	DeborahCrowder	
22	NBIO	7320	GU	MS	dkent	Denise	Kenney	DeniseKenney	
23	EDUC,EDUX,CDFS	3500	GU	ED	dnevero	Derek	Neverosky	DerekNeverosky	
24	RPSY	7205	GU	MS	jonesdl	Diana	Jones	DianaJones	
25	MCRO	7290	GU	MS	dflann	Dixie	Flannery	DixieFlannery	
26	CHEM	3290	GU	A&S	dlbatts	Donyell	Batts	DonyellBatts	
27	PATH	7525	GU	MS	dpoteat	Dorothy	Poteat	DorothyPoteat	
28	MBA	3490	GU	BA	ehjohnst	Emily	Montgomery	EmilyMontgomery	
29	SSAP,SSSECTION997	3340	GU	AS	ekstephe	Erin	Moseley	ErinMoseley	
30	PSYC	3270	GU	A&S	ikhill	I(K)	Hill	I(K)Hill	
31	SPHS	7190	GU	MS	idiana	Ina	Diana	InaDiana	
32	RADI,RADG	7130	GU	MS	jwoneal	Jackie	O'Neal	JackieO'Neal	
33	PWAD	3200	GU	A&S	jwgorman	Jackie	Gorman	JackieGorman	
34	BIOL	3280	GU	A&S	burgner	Jacqueline	Hargis	JacquelineHargis	
35	GENR	5100	GU	A&S	jrkessle	James	Kessler	JamesKessler	
36	GRAD	4010	GU	A&S	jbsnow	Jamie	Snow	JamieSnow	
37	PHYI	7545	GU	MS	mccormj	Jan	McCormick	JanMcCormick	
38	CBIO	7090	GU	MS	janclark	Janice	Warfford	JaniceWarfford	
39	NAVS	3325	GU	A&S	carter1	Janis	Carter	JanisCarter	
40	HNRS,BFRS	3510	GU	A&S	jclem	Jason	Clemmons	JasonClemmons	

	N	O	P	Q	R	S	T	U	V	W
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4				704244456	arlene_rainey@unc.edu				UNCCH	PROV-L1
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6				711489385	ashmac@email.unc.edu				UNCCH	POLI
7				704253348	bhsauer@email.unc.edu				UNCCH	SOWO
8				704254215	bfutrell@email.unc.edu				UNCCH	DRAM
9				704263501	brenda_brock@med.unc.edu				UNCCH	BIOC
10				704244762	leanne_shook@med.unc.edu				UNCCH	MED,MESE,RGSM,ANES,PATHED,ANES,BCHM,BIOM,CBAM,CHPM,CLSK,DERM,ERMD,FMED,FMME,LSSM,MDPH,MDSP,MSBS,NEUR,NEUS,OBGN,OMED,OPHT,ORTS,OTOL,PATY,PEDS,PERU,PHYY,PMED,PSYY,RADY,SADM,SOCM,SURS,SURY
11				703195027	cara_marlow@med.unc.edu				UNCCH	GNET
12				700250844	cbmcdonn@email.unc.edu				UNCCH	PROV-L1
13				704253117	turnerc@email.unc.edu				UNCCH	PLAN
14				704246681	crogers@email.unc.edu				UNCCH	STOR
15				714745956	chilkey@email.unc.edu				UNCCH	INTS
16				714964449	cindy_reilly@unc.edu				UNCCH	IBMS
17				704254648	dama_keck@unc.edu				UNCCH	DDDD,MEDC,PHCY,PHTH,PPES,MOPH,DPOP,DPET
18				714338367	daniel.collins@unc.edu				UNCCH	II
19				705618342	dholt@email.unc.edu				UNCCH	NURS
20				704258806	dscahan@email.unc.edu				UNCCH	FOLK,AMST
21				700415298	dacrowde@email.unc.edu				UNCCH	AFAM
22				711758340	denise_kenney@med.unc.edu				UNCCH	NBIO
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	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH
1	AcademicProgram	AcademicPlan	AccesstotheShareSpace/LandingZoneviaCitrix	SR-AssociateRegistrar-Records	SR-AssociateRegistrar-Scheduling	SR-AssociateRegistrar-IT	SR-GeneralPurposeClassroomSchedulingManager	SR-CurriculumSpecialist	SR-DepartmentalScheduler	SR-SchedulingReadOnly	StudentRecordsValidation
2									x		
3									x		
4									x		
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39									x		
40									x		

	AI	AJ
1	UNC_CS_SR_MOD305A-CourseScheduleAdAstra	UNC_CS_SR_MOD305B-NonAdAstraRole
2		x
3	x	
4	x	
5	x	
6	x	
7	x	
8	x	
9		x
10		x
11	x	
12		x
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32		x
33	x	
34	x	
35		x
36	x	
37		x
38		x
39	x	
40	x	

	A	B	C	D
41	KarlaMcClure	OUR	Kenan-FlaglerBusinessSchool	JeanHensley*
42	KarlaMcClure	OUR	PublicPolicy	Jennifer0'Neill*
43	KarlaMcClure	OUR	CommunicationStudies	JessicaSmith*
44	KarlaMcClure	OUR	Kenan-FlaglerBusinessSchool	JessicaRussell*
45	KarlaMcClure	OUR	AlliedHealthSciences	JohnStephenson*
46	KarlaMcClure	OUR	Toxicology	JulieCannefax
47	KarlaMcClure	OUR	Women'sStudies	KarenOThompson
48	KarlaMcClure	OUR	Slavic,Euras&EEurCtr	KarlaNagy
49	KarlaMcClure	OUR	Pharmacology	KathyCJustice
50	KarlaMcClure	OUR	SchoolofInfo&LibrScience	LaraBailey
51	KarlaMcClure	OUR	OfficeofUndergraduateCurricula	LaurieHolst
52	KarlaMcClure	OUR	Art	LindsayFulenwider
53	KarlaMcClure	OUR	UNCInstfortheEnvironment	LindsayLeonard*
54	KarlaMcClure	OUR	AsianStudies	LoriHarris
55	KarlaMcClure	OUR	Sociology	MarieFholer
56	KarlaMcClure	OUR	English&ComparativeLiterature	MarkRichardson
57	KarlaMcClure	OUR	DentalEcologyDept	MaryHinrichs
58	KarlaMcClure	OUR	Ecology	MaryBethRobbins*
59	KarlaMcClure	OUR	ReligiousStudies	MyraQuick
60	KarlaMcClure	OUR	MarineSciences	NaderaMalika-Salaam
61	KarlaMcClure	OUR	BiomedicalEngineering	NancyMcKinney
62	KarlaMcClure	OUR	Geography	NellPhillips
63	KarlaMcClure	OUR	GeologicalSciences	PatriciaBigelow
64	KarlaMcClure	OUR	Classics	RhondaMerrill*
65	KarlaMcClure	OUR	Physics-Astronomy	SallieAnderson
66	KarlaMcClure	OUR	Linguistics	SameliaMcIver
67	KarlaMcClure	OUR	CarolinaCenterforGenomicScience	SausytyHermreck
68	KarlaMcClure	OUR	Journalism/MassCommunication	SharonJones
69	KarlaMcClure	OUR	SchoolofLaw	SharonSessoms
70	KarlaMcClure	OUR	SchoolofGovernment	SharonPickard
71	KarlaMcClure	OUR	AlliedHealthSciences	ShauniLowrance
72	KarlaMcClure	OUR	RomanceLanguages	SheenaMelton
73	KarlaMcClure	OUR	LatinAmericanStudies	ShelleyClark
74	KarlaMcClure	OUR	SchoolofPublicHealth	SherryRhodes
75	KarlaMcClure	OUR	Biological&BiomedicalSciencesProgram	SueModlin
76	KarlaMcClure	OUR	NavalScience	SummerMontgomery
77	KarlaMcClure	OUR	Anthropology	SuphroniaCheek
78	KarlaMcClure	OUR	CulturalStudies	SusanSoltis
79	KarlaMcClure	OUR	Mathematics	SusanMeyer
80	KarlaMcClure	OUR	SchoolofDentistry	TamiRice
81	KarlaMcClure	OUR	EuropeanStudies	TanyaKinsella
82	KarlaMcClure	OUR	AlliedHealthSciences	TeritaMSutton-Williams
83	KarlaMcClure	OUR	SchoolofDentistry	TerryBarker
84	KarlaMcClure	OUR	Philosophy	TheresaStone

	E	F	G	H	I	J	K	L	M
41	BUSI,BUSG,BUSA	3490	GU	BA	jrhensle	Jean	Hensley	JeanHensley	
42	PLCY	3435	GU	A&S	oneillj	Jennifer	O'Neill	JenniferO'Neill	
43	COMM	3285	GU	A&S	jesmit	Jessica	Smith	JessicaSmith	
44	MAC	3490	GU	BA	jessruss	Jessica	Russell	JessicaRussell	
45	OCCT,OCSC	7122	GU	MS	maceo	John	Stephenson	JohnStephenson	
46	TOXC	7270	GU	MS	cannefax	Julie	Cannefax	JulieCannefax	
47	WMST	3135	GU	A&S	kthomps1	Karen	Thompson	KarenThompson	
48	RUES	5125	GU	A&S	knagy	Karla	Nagy	KarlaNagy	
49	PHCO	7365	GU	MS	chemadm	Kathy	Justice	KathyJustice	
50	INLS	3360	GU	LS	ljbailey	Lara	Bailey	LaraBailey	
51	SPCL	3504	GU	A&S	holst	Laurie	Holst	LaurieHolst	
52	ART	3405	GU	A&S	lindsay	Lindsay	Fulenwider	LindsayFulenwider	
53	ENST	1105	GU	A&S	lindsle	Lindsay	Leonard	LindsayLeonard	
54	ASIA,ARAB,BENG,CHIN,HEBR,HNUR,INDO,JAPN,KOR,PRSN,VIET	3267	GU	A&S	leharris	Lori	Harris	LoriHarris	
55	SOCI,MNGT	3210	GU	A&S	fholer	Marie	Fholer	MarieFholer	
56	ENGL,CMPL	3520	GU	A&S	richardm	Mark	Richardson	MarkRichardson	
57	DHED,DHYG	7450	GU	DS	mhinrich	Mary	Hinrichs	MaryHinrichs	
58	ECOL	3275	GU	A&S		MaryBeth	Robbins	MaryBethRobbins	
59	RELI,JWST	3225	GU	A&S	quick	Myra	Quick	MyraQuick	
60	MASC	3300	GU	A&S	nadera	Nadera	Malika-Salaam	NaderaMalika-Salaam	
61	BMME,BMEJ	7575	GU	MS	ndmckinn	Nancy	McKinney	NancyMcKinney	
62	GEOG	3220	GU	A&S	nphillip	Nell	Phillips	NellPhillips	
63	GEOL	3315	GU	A&S	pcbigelo	Patricia	Bigelow	PatriciaBigelow	
64	CLAS,CLAR,GREK,ICSR,LATN	3145	GU	A&S	rjmerril	Rhonda	Merrill	RhondaMerrill	
65	PHYS,ASTR,APPL,MTSC	3255	GU	A&S	sallie	Sallie	Anderson	SallieAnderson	
66	LING,SANS,TAML	3155	GU	A&S	mciver	Samelia	McIver	SameliaMcIver	
67	BCB	7265		MS	sausyty	Sausyty	Hermreck	SausytyHermreck	
68	JOMC	3365	GU	JO	shjones	Sharon	Jones	SharonJones	
69	LAW,LFXP,LSA,GSA,LVE,SSAP	3380	LW	LW	srsessom	Sharon	Sessoms	SharonSessoms	
70	GOVT,PUBA	3330	GU	A&S	sharonp	Sharon	Pickard	SharonPickard	
71	PHYT,HMSC,IHMS	7135	GU	MS	lowranc	Shauni	Lowrance	ShauniLowrance	
72	ROML,CATA,FREN,ITAL,PORT,ROMA,SPAN,RLGE	3170	GU	A&S	smelton	Sheena	Melton	SheenaMelton	
73	LTAM	3205	GU	A&S	sclarke	Shelley	Clark	ShelleyClark	
74	PUBH,BIOS,ENVR,EPID,HBHE,HPM,HUSA,MHCH,NUTR,PALP,PHNU	7400	GU	PH	srhodes	Sherry	Rhodes	SherryRhodes	
75	IBMS	7108	GU	MS	smodlin	Sue	Modlin	SueModlin	
76	ARMY,AERO	7485	GU	A&S	sundance	Summer	Montgomery	SummerMontgomery	
77	ANTH	3115	GU	A&S	sjcheek	Suphronia	Cheek	SuphroniaCheek	
78	IDST	3285	GU	A&S	soltis	Susan	Soltis	SusanSoltis	
79	MATH	3250	GU	A&S	sjmeyer	Susan	Meyer	SusanMeyer	
80	GRADDENT:DECO,DENG,DNEC,DNED,ENDO,OBIO,OMSU,OPER,ORAD,ORDI,ORPA,ORTH,PEDO,PERI,PREV,PROS	7450	GU	DS	tdrice	Tami	Rice	TamiRice	
81	EURO	3449	GU	A&S	tekinsel	Tanya	Kinsella	TanyaKinsella	
82	AHSC,CYTO	7120	GU	MS	nick2692	Terita	Sutton-Williams	TeritaSutton-Williams	
83	DENT	7450	DN	DN	tbarker	Terry	Barker	TerryBarker	
84	PHIL	3125	GU	A&S	tstone	Theresa	Stone	TheresaStone	

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41				704267219	Jean_Hensley@unc.edu				UNCCH	BUSI
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44				702272561	Jessica_Russell@kenan-flagler.unc.edu				UNCCH	MAC
45				710917825	john@unc.edu				UNCCH	AHSC
46				704253973	julie_cannefax@med.unc.edu				UNCCH	TOXC
47				704244573	kthomps1@email.unc.edu				UNCCH	WMST
48				714715696	knagy@email.unc.edu				UNCCH	RUES
49				704243837	kcj@med.unc.edu				UNCCH	PHCO
50				704669796	ljbailey@email.unc.edu				UNCCH	INLS
51				710287542	holst@email.unc.edu				UNCCH	SPCL
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53				709030852	lindsle@email.unc.edu				UNCCH	ENST
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55				709389097	fholer@email.unc.edu				UNCCH	SOCI
56				707481131	richardm@email.unc.edu				UNCCH	ECL
57				702777154	mhinrich@email.unc.edu				UNCCH	DENT
58									UNCCH	ECOL
59				704239751	quick@unc.edu				UNCCH	RELI
60				701676276	nadera@email.unc.edu				UNCCH	MASC
61				711429475	ndmckinn@bme.unc.edu				UNCCH	BMME,II
62				704263400	nphillip@email.unc.edu				UNCCH	GEOG
63				704232244	pcbigelo@email.unc.edu				UNCCH	GEOL
64				714346744	rjmerril@email.unc.edu				UNCCH	CLAS
65				700748389	sallie@physics.unc.edu				UNCCH	PHYS,APPL,MTSC
66				704244469	mciver@email.unc.edu				UNCCH	LING
67				710771917	sausytyh@med.unc.edu				UNCCH	GNET
68				704263514	SJHONES@EMAIL.UNC.EDU				UNCCH	JOMC
69				702600209	srsessom@email.unc.edu				UNCCH	LAW,GRAD,SSAP
70				701487434	pickard@sog.unc.edu				UNCCH	PUBA
71				702484863	shauni_lowrance@unc.edu				UNCCH	AHSC
72				708230857	smelton@email.unc.edu				UNCCH	ROML
73				708368521	sclarke@email.unc.edu				UNCCH	LTAM
74				704287794	srhodes@email.unc.edu				UNCCH	PUBH,BIOS,ENVR,EPID,HBHE,HPAA,HADM,MHCH,NUTR,PALP,PHNU
75				704668210	smodlin@email.unc.edu				UNCCH	IBMS
76				703241432	sundance@email.unc.edu				UNCCH	MILS,AERO
77				704250321	sjcheek@email.unc.edu				UNCCH	ANTH
78				711646977	soltis@email.unc.edu				UNCCH	IDST
79				705422383	sjm@unc.edu				UNCCH	MATH
80				709623944	tami_rice@dentistry.unc.edu				UNCCH	GRAD,DENT,DECO,ENDO,OBIO,OMSU,ORDI,ORPA,ORTH,PEDO,PERI,PREV,PROS
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82				709453938	terita_williams@med.unc.edu				UNCCH	AHSC
83				704234437	terry_barker@dentistry.unc.edu				UNCCH	DENT
84				710141404	tstone@email.unc.edu				UNCCH	PHIL

	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH
41									x		
42									x		
43									x		
44									x		
45									x		
46									x		
47									x		
48									x		
49									x		
50									x		
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83									x		
84									x		

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41		x
42	x	
43	x	
44		x
45		x
46		x
47	x	
48	x	
49		x
50	x	
51		x
52	x	
53	x	
54	x	
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56	x	
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67	x	
68	x	
69		x
70	x	
71		x
72	x	
73	x	
74		x
75		x
76	x	
77	x	
78	x	
79	x	
80		x
81	x	
82	x	
83		x
84	x	

	A	B	C	D
85	KarlaMcClure	OUR	ComputerScience	TriciaRobinson
86	KarlaMcClure	OUR	GermanicLanguages	ValerieBernhardt
87	KarlaMcClure	OUR	Economics	VictoriaWalker
88	KarlaMcClure	OUR	History	WandaWallace
89	KarlaMcClure	OUR	StudyAbroad	ZachLazar*
90	KarlaMcClure	OUR		
91	KarlaMcClure	OUR		
92	KarlaMcClure	OUR	notincludedin1stor2ndinvitationbutemailed9/16/09whenemailedschedulingofficersinvitingtoworkshop&addedtoDBtab	
93	KarlaMcClure	OUR	notincludedin1stor2ndinvitationbutemailed9/16/09whenemailedschedulingofficersinvitingtoworkshop&addedtoDBtab	
94	KarlaMcClure	OUR	notincludedin1stor2ndinvitationbutemailed9/16/09whenemailedschedulingofficersinvitingtoworkshop&addedtoDBtab	
95	KarlaMcClure	OUR	notincludedin1stor2ndinvitationbutemailed9/16/09whenemailedschedulingofficersinvitingtoworkshop&addedtoDBtab	
96	KarlaMcClure	OUR	notincludedin1stor2ndinvitationbutemailed9/16/09whenemailedschedulingofficersinvitingtoworkshop&addedtoDBtab	
97	KarlaMcClure	OUR	notincludedin1stor2ndinvitationbutemailed9/16/09whenemailedschedulingofficersinvitingtoworkshop&addedtoDBtab	
98	KarlaMcClure	OUR	notincludedin1stor2ndinvitationbutemailed9/16/09whenemailedschedulingofficersinvitingtoworkshop&addedtoDBtab	
99	KarlaMcClure	OUR	notincludedin1stor2ndinvitationbutemailed9/16/09whenemailedschedulingofficersinvitingtoworkshop&addedtoDBtab	
100	KarlaMcClure	OUR	notincludedin1stor2ndinvitationbutemailed9/16/09whenemailedschedulingofficersinvitingtoworkshop&addedtoDBtab	
101	ChrisDerickson	Cybermation		
102	ChrisDerickson	OUR		
103	ChrisDerickson	OUR		
104	ChrisDerickson	OUR		
105	ChrisDerickson	OUR		
106	ChrisDerickson	OUR		
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118	ChrisDerickson	OUR		
119	ChrisDerickson	OUR		
120	ChrisDerickson	OUR		

	E	F	G	H	I	J	K	L	M
85	COMP	3175	GU	A&S	tmrobins	Tricia	Robinson	TriciaRobinson	
86	GERM,DTCH,NORW,BULG,CZCH,HUNG,MACD,PLSH,REST,RUSS,SECR,SERB,SLAV	3160	GU	A&S	valerieb	Valerie	Bernhardt	ValerieBernhardt	
87	ECON	3305	GU	A&S	vwwalker	Victoria	Walker	VictoriaWalker	
88	HIST	3195	GU	A&S	allace	Wanda	Wallace	WandaWallace	
89	YAP,ISP	3130	GU	A&S	lazaza	Zach	Lazar	ZachLazar	
90	includedw/schedulingofficersemails				stolle	Carrie	Stolle	CarrieStolle	
91	includedw/schedulingofficersemails				gmaisch	Virginia	Maisch	VirginiaMaisch	
92					derickso	Chris	Derickson	ChrisDerickson	
93					grl1974	Gary	Lloyd	GaryLloyd	
94					rizzardi	Joe	Rizzardi	JoeRizzardi	
95					mcclurek	Karla	McClure	KarlaMcClure	
96					lessa	Megan	Lessa	MeganLessa	
97					siedento	Nick	Siedentop	NickSiedentop	
98					rsherman	Renee	Sherman	ReneeSherman	
99					rakelly	Roberta	Kelly	RobertaKelly	
100					syounger	Sherry	Younger	SherryYounger	
101					UNC_CS_SR_CYBERMATION	CYBERMATION	CYBERMATION	CYBERMATION	
102					charless	Charles	Smith	CharlesSmith	
103					clineber	Crystal	Lineberry	CrystalLineberry	
104					dannycol	Daniel	Collins	DanielCollins	
105					dstanek	David	Stanek	DavidStanek	
106					btanner	Elizabeth	Tanner	ElizabethTanner	
107					fshi	Fang	Shi	FangShi	
108					georgina	Georgina	Coleman	GeorginaColeman	
109					hmduncan	Heather	Duncan	HeatherDuncan	
110					iknight	Ira	Knight	IraKnight	
111					jerkins	Jabari	Jerkins	JabariJerkins	
112					jbirkett	James	Birkett	JamesBirkett	
113					samples	Jamie	Samples	JamieSamples	
114					joanrc	Joan	Roberts-Coleman	JoanRoberts-Coleman	
115					lhamlett	Leon	Hamlett	LeonHamlett	
116					mbowling	Martha	Bowling	MarthaBowling	
117					agren	Peter	Agren	PeterAgren	
118					rockyh	Rocky	Horton	RockyHorton	
119					senora	Senora	DeCosta	SenoraDeCosta	
120					katsaoun	Stephen	Katsaounis	StephenKatsaounis	

	N	O	P	Q	R	S	T	U	V	W
85				701467829	tmrobins@email.unc.edu				UNCCH	COMP
86				702894121	valerieb@email.unc.edu				UNCCH	GERM,SLAV
87				710892692	vwwalker@email.unc.edu				UNCCH	ECON
88				704251432	allace@email.unc.edu				UNCCH	HIST
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90				704267310	stolle@email.unc.edu				UNCCH	ANTH
91				710941109	gmaisch@email.unc.edu				UNCCH	PSYC
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93				700882481	gary_lloyd@unc.edu		AssociateRegistrar		UNCCH	PROV-L1
94				714795922	rizzardi@email.unc.edu				UNCCH	PROV-L1
95				713415159	karla@unc.edu				UNCCH	PROV-L1
96				714801306	lessa@email.unc.edu				UNCCH	PROV-L1
97				714729916	nick_siedentop@unc.edu		CurriculumSpecialist		UNCCH	PROV-L1
98				711761184	renees@unc.edu				UNCCH	PROV-L1
99				714667388	rakelly@email.unc.edu		AssociateRegistrar		UNCCH	PROV-L1
100				704229585	syounger@email.unc.edu				UNCCH	PROV-L1
101				N/A	N/A		Cybermation		UNCCH	PROV-L1
102				713337347	charless@email.unc.edu				UNCCH	PROV-L1
103				710073653	clineberry@unc.edu				UNCCH	PROV-L1
104				714338367	daniel.collins@unc.edu				UNCCH	PROV-L1
105				704063222	dstanek@email.unc.edu				UNCCH	PROV-L1
106				703664781	btanner@email.unc.edu				UNCCH	PROV-L1
107				713404579	fshi@email.unc.edu				UNCCH	PROV-L1
108				711830004	ginacoleman@unc.edu				UNCCH	PROV-L1
109				715276736	hmduncan@email.unc.edu				UNCCH	PROV-L1
110				714058591	iknight@email.unc.edu				UNCCH	PROV-L1
111				705634991	jerkins@email.unc.edu				UNCCH	PROV-L1
112				714743822	jbirkett@email.unc.edu				UNCCH	PROV-L1
113				714393012	samples@email.unc.edu				UNCCH	PROV-L1
114				713798838	joanrc@email.unc.edu				UNCCH	PROV-L1
115				704243097	lhamlett@email.unc.edu				UNCCH	PROV-L1
116				704243156	mbowling@email.unc.edu				UNCCH	PROV-L1
117				713411180	agren@email.unc.edu				UNCCH	PROV-L1
118				708204755	rockyh@email.unc.edu				UNCCH	PROV-L1
119				704224199	senora@unc.edu				UNCCH	PROV-L1
120				710002596	katsaoun@email.unc.edu				UNCCH	PROV-L1

	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH
85									x		
86									x		
87									x		
88									x		
89									x		
90									x		
91									x		
92	All	All		X							x
93	All	All				X					x
94								X			
95	All	All					X				x
96								X			
97	All	All						X			x
98								X			
99	All	All			X						x
100								X			
101	All	All	X	X	X	X	X	X	X		x
102	All	All									x
103	All	All									x
104	All	All									x
105	All	All									x
106	All	All									x
107	All	All									x
108	All	All								x	x
109	All	All									x
110	All	All									x
111	All	All									x
112	All	All									x
113	All	All									x
114	All	All									x
115	All	All									x
116	All	All									x
117	All	All									x
118	All	All									x
119	All	All									x
120	All	All									x

	AI	AJ
85	x	
86	x	
87	x	
88	x	
89		x
90	x	
91	x	
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120		

	A	B	C	D	E	F
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18	Marie	Fholer	fholer	fholer@email.unc.edu	College of Arts and Sciences	
19	Elsabet	Fisseha	efisseha	efisseha@email.unc.edu.	College of Arts and Sciences	MusicDepartment
20	Lindsay	Fulenwider	lindsay	lindsay@email.unc.edu	College of Arts and Sciences	Art
21	Betty	Futrell	bfutrell	bfutrell@email.unc.edu	College of Arts and Sciences	DramaticArt
22	Jackie	Gorman	jwgorman	jackie@unc.edu	College of Arts and Sciences	CurriculuminPeace,War,andDefense
23	Jacqueline	Hargis	burgner	hargis@bio.unc.edu	College of Arts and Sciences	
24	Deborah	Harris	djharris	djharris@email.unc.edu	College of Arts and Sciences	GeologicalSciences
25	Lori	Harris	leharris	leharris@email.unc.edu	College of Arts and Sciences	AsianStudies
26	Dianne	Hill	dhill	dhill@email.unc.edu	College of Arts and Sciences	Psychology
27	Kay	Hill	ikhill	k_hill@unc.edu	College of Arts and Sciences	
28	James	Kessler	jrkessle	jim_kessler@unc.edu	College of Arts and Sciences	
29	Alison	Kieber	kieber	kieber@email.unc.edu	College of Arts and Sciences	Statistics&OperationsResearch
30	Tanya	Kinsella	tekinsel	tekinsel@email.unc.edu	College of Arts and Sciences	EuropeanStudies
31	Robert	Kintz	rkintz	rkintz@email.unc.edu	College of Arts and Sciences	Art
32	Zach	Lazar		lazaza@email.unc.edu	College of Arts and Sciences	
33	Lindsay	Leonard	lindsle	lindsle@email.unc.edu	College of Arts and Sciences	
34	Beverly	Loftin	bev1963	Bev1963@physics.unc.edu	College of Arts and Sciences	Physics&Astronomy
35	Susan	Lynch	lynchs	lynch@sog.unc.edu	College of Arts and Sciences	
36	Ginny	Maisch	gmaisch	gmaisch@email.unc.edu	College of Arts and Sciences	Psychology
37	Nadera	Malika-Salaam	nadera	nadera@email.unc.edu	College of Arts and Sciences	
38	Leslie	Mavengere	lmaven	lmaven@physics.unc.edu	College of Arts and Sciences	Physics&Astronomy
39	Ashley	McCullen	amcculle	amcculle@email.unc.edu	College of Arts and Sciences	ExerciseandSportScience
40	Dennise	McDaniel	dmcdanie	dmcdanie@email.unc.edu	College of Arts and Sciences	Statistics&OperationsResearch
41	Samelia	McIver	mciver	mciver@email.unc.edu	College of Arts and Sciences	
42	Ashley	McKinney	ashmac	ashmac@email.unc.edu	College of Arts and Sciences	
43	Sheena	Melton	smelton	smelton@email.unc.edu	College of Arts and Sciences	RomanceLanguages
44	Rhonda	Merrill	rjmerril	rjmerril@email.unc.edu	College of Arts and Sciences	Classics
45	Susan	Meyer	sjmeyer	sjm@unc.edu	College of Arts and Sciences	Math
46	Summer	Montgomery	sundance	sundance@email.unc.edu	College of Arts and Sciences	AerospaceStudies&MilitaryScience
47	Erin	Moseley	ekstephe	Erin_Moseley@unc.edu	College of Arts and Sciences	
48	Karla	Nagy	knagy	knagy@unc.edu	College of Arts and Sciences	CSEEES & RUES
49	Jennifer	O'Neill	oneillj	oneillj@email.unc.edu	College of Arts and Sciences	
50	Nell	Phillips	nphillip	nphillip@email.unc.edu	College of Arts and Sciences	Geography
51	Sharon	Pickard	sharonp	pickard@sog.unc.edu	College of Arts and Sciences	
52	Myra	Quick	quick	quick@unc.edu	College of Arts and Sciences	ReligiousStudies
53	Mark	Richardson	richardm	richardm@email.unc.edu	College of Arts and Sciences	EnglishandComparativeLiterature
54	Tricia	Robinson	tmrobins	tmrobins@cs.unc.edu	College of Arts and Sciences	ComputerScience
55	Charlotte	Rogers	crogers	crogers@email.unc.edu	College of Arts and Sciences	Statistics&OperationsResearch
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59	Theresa	Stone-Phillips	tstone	tstonephillips@unc.edu	College of Arts and Sciences	Philosophy
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65	Wanda	Wallace	allace	allace@email.unc.edu	College of Arts and Sciences	Hist
66	Angeline	Warren	awarren	awarren@email.unc.edu	College of Arts and Sciences	MusicDepartment
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68	Sandy	Wilcox	swilcox	swilcox@email.unc.edu	College of Arts and Sciences	Sociology
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72	Andrew	Clapper	cjandrew	andrew_clapper@unc.edu	Eshelman School of Pharmacy	
73	Dama	Keck	dlpike	dama_keck@unc.edu	Eshelman School of Pharmacy	OfficeofStudentServices
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75	Arlene	Rainey	arainey	arlene_rainey@unc.edu	Friday Center	Part-timeClassroomStudies
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	A	B	C	D	E	F	G	H
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4	Kenan Flagler Business School	MACProgram	
5	Kenan Flagler Business School	MBAProgram	
6	Kenan Flagler Business School	MBAProgram	
7	School of Social Work		
8	Undergraduate Admissions	OfficeofUndergraduateCurricula	
9	Friday Center	CarolinaCoursesOnline	
10	Office of the University Registrar		
11	Office of the University Registrar		
12	Office of the University Registrar		
13	Office of the University Registrar		
14	Office of the University Registrar		
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16	Office of the University Registrar		
17	Office of the University Registrar		
18	Office of the University Registrar		
19	Office of the University Registrar		
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21	Office of the University Registrar		
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23	Office of the University Registrar		
24	Office of the University Registrar		
25	Office of the University Registrar		
26	Office of the University Registrar		
27	Office of the University Registrar		
28	Office of the University Registrar		
29	CollegeofArts&Sciences	Chemistry	
30	School of Dentistry	AcademicAffairs,GraduateRegistrar	
31	School of Dentistry		
32	Kenan Flagler Business School	MBAProgram	
33	School of Medicine		
34	School of Nursing		
35	School of Journalism and Mass Communications		
36	School of Law		
37	Graduate School		
38	Graduate School		
39	College of Arts and Sciences		
40	College of Arts and Sciences		
41	College of Arts and Sciences		
42	College of Arts and Sciences		
43	Eshelman School of Pharmacy		
44	College of Arts and Sciences		
45	College of Arts and Sciences		

	L
1	
2	**OtherNotes**
3	returnedemailsenttoCC_Trainingw/invitation9/4
4	returnedemailforwardedtomefromMCw/invitation9/5
5	returnedemailsenttoCC_Trainingw/invitation9/
6	returnedemailsenttoCC_Training(fromEmily-above)w/invitation9/5
7	returnedemailsenttoCC_Trainingw/invitation9/5
8	returnedemailsenttoCC_Trainingw/invitation9/8
9	returnedemailsenttoCC_Trainingw/invitation9/8
10	fromSOCinvitationsEmailFromTB9-8-09&emailed9/9/09@12:15AM
11	fromSOCinvitationsEmailFromTB9-8-09
12	fromSOCinvitationsEmailFromTB9-8-09
13	fromSOCinvitationsEmailFromTB9-8-09
14	fromSOCinvitationsEmailFromTB9-8-09
15	fromSOCinvitationsEmailFromTB9-8-09
16	fromSOCinvitationsEmailFromTB9-8-09
17	fromSOCinvitationsEmailFromTB9-8-09
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19	fromSOCinvitationsEmailFromTB9-8-09
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21	fromSOCinvitationsEmailFromTB9-8-09
22	fromSOCinvitationsEmailFromTB9-8-09
23	fromSOCinvitationsEmailFromTB9-8-09
24	fromSOCinvitationsEmailFromTB9-8-09&Dougsentinvitation9/14/09
25	fromSOCinvitationsEmailFromTB9-8-09
26	fromSOCinvitationsEmailFromTB9-8-09
27	fromSOCinvitationsEmailFromTB9-8-09
28	fromSOCinvitationsEmailFromTB9-8-09
29	returnedemailsenttoCC_Trainingw/invitation9/10
30	returnedemailsenttoCC_Trainingw/invitation9/10
31	returnedemailsenttoCC_Trainingw/invitation9/10
32	returnedemailforwardedtomefromMCw/invitation9/10thenremovedhernamefromlistedaddedtoDBafterreceiving9/14/09emailfromPatriciaCollinsstatingshedidnotneedthistraining
33	fromMoreSOCinvitesemailfromMC9-15-09
34	fromMoreSOCinvitesemailfromMC9-15-09
35	fromMoreSOCinvitesemailfromMC9-15-09
36	fromMoreSOCinvitesemailfromMC9-15-09
37	fromMoreSOCinvitesemailfromMC9-15-09
38	fromMoreSOCinvitesemailfromMC9-15-09
39	fromMoreSOCinvitesemailfromMC9-15-09
40	fromMoreSOCinvitesemailfromMC9-15-09
41	MCreturnedemailsenttoCC_Trainingw/invitation9/11
42	MCreturnedemailsenttoCC_Trainingw/invitation9/11
43	returnedemailsenttoCC_Trainingw/invitation9/16/09
44	fromMC's9/16/09email-emailedinvitation9/16/09
45	fromMC's9/16/09email-emailedinvitation9/16/09

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53	AnyaddedfromthispointneedstobeaddedtoDB							
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	I	J	K
46	Gillings School of Global Public Health		fromSherryRhodesemailtome-emailedinvitation9/18/09
47	Gillings School of Global Public Health		fromSherryRhodesemailtome-emailedinvitation9/18/09
48	Gillings School of Global Public Health		fromSherryRhodesemailtome-emailedinvitation9/18/09
49	Gillings School of Global Public Health		fromSherryRhodesemailtome-emailedinvitation9/18/09
50	Gillings School of Global Public Health		fromSherryRhodesemailtome-emailedinvitation9/18/09
51	Gillings School of Global Public Health		fromSherryRhodesemailtome-emailedinvitation9/18/09
52			
53			
54	**School**	**Dept**	**PersonNotes**

	A	B
1	Affil_ID	AffiliationName
2	1	AdvancementServices
3	2	Athletics
4	3	CampusHealthServices
5	4	College of Arts and Sciences
6	5	DisabilitiesServices
7	6	DiversityandMulticulturalAffairs
8	7	EducationOffCampus&TeacherCertificationPgms
9	8	Eshelman School of Pharmacy
10	9	Finance
11	10	FinancialAid
12	11	Friday Center
13	12	Gillings School of Global Public Health
14	13	Graduate School
15	14	HumanResources
16	15	InstitutionalResearch
17	16	InternationalStudentsandScholarsServices
18	17	ITS
19	18	Kenan Flagler Business School
20	19	MoreheadFoundation
21	20	OfficeoftheProvost
22	21	Office of the University Registrar
23	22	PostdoctoralAffairs
24	23	RobertsonScholarshipProgram
25	24	School of Dentistry
26	25	School of Education
27	26	SchoolofGovernment
28	27	School of Information and Library Science
29	28	School of Journalism and Mass Communications
30	29	School of Law
31	30	School of Medicine
32	31	School of Nursing
33	32	School of Social Work
34	33	StudentAccounts
35	34	Student Affairs
36	35	StudentGovernment
37	36	StudentRecords
38	37	Study Abroad Office
39	38	SummerSchool
40	39	UNCHospitals
41	40	UNCOneCardOffice
42	41	Undergraduate Admissions

Dear Scheduling Officer,

Schedule of Classes training in PeopleSoft will begin on September 15. Registration for training will be handled through an initial invitation. Invitees will be able to select the session that is most convenient for them. Sessions will be offered twice a week with one offered in the morning (9:00 to noon) and one in the afternoon (1:30 to 4:30). All sessions will be scheduled in the Porthole Training Facility.

The content for each session will include: Introduction to ConnectCarolina, PeopleSoft Basics, Course Catalog, Single Section Classes, Multi-Section Classes, Multi-Component Classes, Combined Sections.

To ensure that we have a complete and accurate list of those in your department who need to be trained, please respond to this email with the following information:

- Name, email, and Onyen of person(s) to be trained
- ALso please specify the school and department

We will begin sending out invitations as soon as we receive this information.

Thank you for your assistance,

ConnectCarolina Training
http://connectcarolina.unc.edu/training/
Information Technology Services
The University of North Carolina at Chapel Hill

We are continuing the transition to the ConnectCarolina environment -- the go-live dates for the Campus Community and Undergraduate Admissions phases were in July and August, and the Schedule of Classes functionality goes live in October. Training to help staff prepare for the latest implementation is underway.

You are invited to register for the following workshop (identified as required for your current role):

- Student Records: Schedule of Classes

Please visit the ConnectCarolina Current Schedule of Workshops (http://connectcarolina.unc.edu/workshops) and click on the workshop title to:

- View its description and any prerequisites
- Register online

Note that both FERPA and Introduction to PeopleSoft online training sessions are required prior to attending the workshop listed above. Information for how to access these online sessions is available in the workshop description. These sessions take approximately 30 minutes each. The Office of the University Registrar is requiring FERPA training prior to receiving access to the ConnectCarolina environment.

Additionally, we will offer Schedule of Classes Help Sessions. These sessions will not be listed on the ConnectCarolina Current Schedule of Workshops, but will be offered 9:00-12:00 or 1:30-4:30 at the same location and on the same day as the workshop listed above, with the exception of workshops that are scheduled on Fridays. Drop-in anytime during the day for assisted time to enter schedules of classes in PeopleSoft.

Please email us at ConnectCarolina Training@unc.edu with any questions or concerns you may have.

Your training team,

ConnectCarolina Training
http://connectcarolina.unc.edu/training/
Information Technology Services
The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, September 23, 2009 8:19 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Free DMV Specialty License Plate & Coffee

---

You can help support N.C. Children's Hospital while receiving a free license plate and a free coffee FreedomPass for use at the Corner Cafe, Terrace Caf? or Beach Cafe', located within the UNC Hospitals. Just go to www.ncchildrenspromise.org and click on the picture of the license plate and complete the online form and you will receive a free DMV license plate for the first year and a FreedomPass (for a medium coffee) will be sent to you just for completing the application. In subsequent years, a portion of the proceeds for your vehicle registration renewal fee will go to N.C. Children's Hospital supporting patients and families. N.C. Children's Hospital is located right here at the University of North Carolina at Chapel Hill and provides advanced comprehensive care to children from all 100 counties in our state. The hospital maintains a family-focused, child-friendly environment, while providing state-of-the-art care for children with complex life-threatening health problems. In addition, the hospital continues to conduct cutting edge research that assures new and improved discoveries for treating childhood diseases. For more information, go to www.ncchildrenspromise.org.

This email is sponsored by: N. C. Children's Promise

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of billiards@unc.edu
Sent:	Wednesday, September 23, 2009 8:47 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Carolina Billiards Club

Dear Fellow Tarheels,

A group of passionate billiards players have united to form the Carolina Billiards Club. Interested faculty, staff, students, and community members are invited to share their passion for this sport and join us for gaming, techniques, and strategies. The club is open to all skill levels and is currently not requiring any dues. For more information, please contact Joshua Walker or Tyler Byrd at billiards@unc.edu. Thank you and we look forward to hearing from you!

Sincerely,

Joshua Walker
Tyler Byrd

This email is sponsored by: Carolina Billiards Club

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, September 23, 2009 9:15 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Gallery of Promises Art Show & Auction

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The Carolina Club Proudly Presents the Gallery of Promises Art Show & Sale benefiting N.C. Children's Hospital and the Kids Cards Program. Please go to www.kidscards.org and click on GALLERY OF PROMISES TICKETS to purchase tickets. Bring the children, they are admitted free and there will be a Kids Korner to entertain them. Your ticket price, which includes a free raffle ticket, also includes the Art Show & Sale, Silent Auction, Hors D'oeuvres and there will be a Cash Bar.

N.C. Children's Hospital is located right here at the University of North Carolina at Chapel Hill and provides advanced comprehensive care to children from all 100 counties in our state. The hospital maintains a family-focused, child-friendly environment, while providing state-of-the-art care for children with complex life-threatening health problems. In addition, the hospital continues to conduct cutting edge research that assures new and improved discoveries for treating childhood diseases. For more information, go to www.ncchildrenspromise.org.

The Kids Cards Project, a program of the N.C. Children's Promise raises funds for the benefit of pediatric patients and their families at North Carolina Children's Hospital. Through the sale of cards and other items featuring the artwork of patients of the hospital, Kids Cards aims to heighten public awareness about the special care, attention and needs of seriously ill children. Proceeds from the sale of all Kids Cards merchandise are used to fund novel and unique programs whose goals are to enrich the lives of our pediatric patients. For more information, go to www.kidscards.org.

This email is sponsored by: N.C. Children's Promise

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of asthmastudies@med.unc.edu
Sent: Wednesday, September 23, 2009 9:36 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Allergic Rhinitis

FLAIR E-mail Announcement
SUBJECT: INFORMATIONAL: Research Study About People with Allergic Rhinitis (Hay Fever), Flu Vaccine and Diesel Exhaust.

People with allergic rhinitis often have symptoms of sneezing, runny or stuffy nose, post nasal drip, scratchy or itchy throat or itchy nose or ears. The purpose of this study is determine if individuals with these kinds of symptoms have increased inflammatory responses to flu virus following exposure to diesel exhaust as compared to individuals who are exposed to plain air. Volunteers will be exposed for 2 hours to either diesel exhaust or plain air inside a chamber for two hours. Three hours after exposure an FDA approved influenza vaccine called FluMist^{TM} will be administered as a nasal spray. Volunteers must be healthy people with allergies, ages 18 to 45. There are a total of 8 visits, about 10-12 hours, over 5 to 7 weeks. If all visits are kept and procedures completed the study pays $435.

Please see www.epastudies.org.

Approved [9/22/09] by the Office of Human Research Ethics Biomedical Institutional Review Board.

IRB # 07-1064: Effects of diesel exhaust particles on influenza-induced nasal inflammation in allergic rhinitics and non-allergic individuals.
This email is sponsored by: U.S. Environmental Protection Agency Human Studies Division, and the UNC Center for Environmental Medicine, Asthma, and Lung Biology, located on the UNC-Chapel Hill campus.

This email is sponsored by: EPA and CEMALB

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of dorwart@email.unc.edu
Sent: Wednesday, September 23, 2009 10:02 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Stay Active: Employee Rec Incentive Programs

---

Are you in need of an extra incentive to stay active?
Campus Recreation has a variety of programs designed to keep employees healthy.

Boot Camp
Give us 60 minutes, one day a week for 8 weeks and we will give you varied, innovative workouts with a certified personal trainer. Program will run Sept 27-Nov 22. For registration information please go to the Campus Rec Office, 101 Student Rec Center, or contact Jordan Albertson, albertso@email.unc.edu.

Fall into Fitness: A six week, physical activity incentive program designed to get you up and moving!
This program will encourage you to exercise aerobically for at least 30 minutes on three days of the week, log your activity minutes, and maintain your pre-program measurements. You will also be entered to win great prizes! Registration information is available at http://campusrec.unc.edu/fitness/fitness_services.html.

Walk for Wellness: Taking STEPS to a healthier lifestyle!
All walking paces and levels are welcome. For more information about this program and other employee recreation opportunities, please go to http://campusrec.unc.edu/employee_rec or contact Ashley Kallman, kallman1@email.unc.edu.

This email is sponsored by: Carolina Campus Recreation

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, September 24, 2009 2:01 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Chapel Hill Police Report Sexual Assault

---

ATTENTION UNC STUDENTS, STAFF, AND FACULTY:

The Town of Chapel Hill Police are investigating a sexual assault that occurred Monday evening, Sept. 21, a Wednesday report stated.

Chapel Hill Police reported that a female was walking northbound along Martin Luther King Boulevard when she was approached by a male near Municipal Drive. The suspect allegedly forced her into a vehicle and sexually assaulted her. No description of the suspect or vehicle was available.

UNC Public Safety asks that anyone with information that could help the investigation to call 962-8100 or Carrboro-Chapel Hill-UNC Crime Stoppers at 942-7515. All conversations with Crime Stoppers are confidential; no one must identify themselves or appear in court.

Public Safety also reminds the campus community to be vigilant about personal safety and to report any suspicious activity. For a list of safety tips, see alertcarolina.unc.edu.

Thank You,
UNC Public Safety

This email is sponsored by: UNC Public Safety

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: lcccnews@med.unc.edu
Sent: Thursday, September 24, 2009 4:54 PM
To: LCCC E-News Release <lcccnews@listserv.unc.edu>
Subject: [lcccnews] UNC Lineberger E-News Release
Attach: ATT51482.txt

Lineberger Banner: Today's Best Care, Tomorrow's Best Hope

Cancer News Update From UNC Lineberger 09/24/2009

Forward to a Friend

You are Cordially Invited to the N.C. Cancer Hospital Public Open House

The N.C. Cancer Hospital Public Open House will be held on Saturday, September 26, from 1 - 3 p.m. Join us to see areas of this beautiful new facility that are not generally open to the public. A special art exhibit commemorating the opening of the new hospital will also be on display. View parking information for the open house and read more about the art exhibit.

UNC scientists Garner New NIH Awards for High Risk, Transformative Research

UNC Lineberger members have received prestigious awards from the National Institutes of Health (NIH) aimed at encouraging "high risk" and innovative research. Read more.

Turn the Town Pink with UNC Lineberger and its Community Partners

Get ready for a month-long celebration of pink promotions this October! In conjunction with UNC Lineberger's Tickled Pink events, over forty local businesses have partnered with UNC Lineberger to turn the town pink. Businesses will decorate their storefronts in pink and will donate a percentage of profits earned on a particular day or throughout the month of October to UNC Lineberger's Tickled Pink events. See where pink will soon be popping up -- check out the Community Partners calendar. For additional information, visit the Tickled Pink web page.

September is Gynecologic Cancer Awareness Month

Watch related video interviews with Ashley Osment, civil rights attorney and UNC Lineberger patient, Dr. Linda Van Le, Interim Co-Director of the Gynecologic Oncology program, and Dr. Jennifer Smith, UNC Lineberger member whose research focuses on HPV vaccinations. Watch videos.

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For additional coverage about news and events at UNC Lineberger, visit www.unclineberger.org.

To unsubscribe, reply to this email with "unsubscribe" as your subject. UNC Lineberger's E-News subscriber list is not open to the public and will not be shared with third parties. If you have questions about UNC Lineberger's privacy policy or if you think your information has been misused, please email us at lcccnews@med.unc.edu.

UNC Lineberger Comprehensive Cancer Center, Campus Box 7295, Chapel Hill, NC 27599-7295

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, September 24, 2009 8:48 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Special Ticket Offer to UNC Community

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PlayMakers is offering the UNC community tickets to a special performance of OPUS. For more information visit the link below.

http://www.playmakersrep.org/tickets/opussmat.aspx

This email is sponsored by: PlayMakers Repertory Company

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From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Saturday, September 26, 2009 10:24 AM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: AFAM 101 Exam]
Attach: AFAM 101 Exam.eml (29.8 KB).msg

From: regester@email.unc.edu
Sent: Thursday, September 24, 2009 1:04 PM
To: dacrowde@email.unc.edu
Subject: AFAM 101 Exam
Attach: Exam1AFAM101Fall09.DOC

Dear Debby & Travis: Attached is a copy of my AFAM 101 exam. A few students will be contacting the department in order to take a make-up.
Sincerely, Charlene Regester

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, September 28, 2009 3:01 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: FORMAL NOTICE: Change in Employee Work Day Hours on Oct. 22]
Attach: FORMAL NOTICE_ Change in Employee Work Day Hours on Oct. 22.eml (3.12 KB).msg

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Put this on your calendar. dc

From:	nobody@notify.unc.edu on behalf of hr@unc.edu
Sent:	Thursday, August 20, 2009 9:02 PM
To:	dacrowde@email.unc.edu
Subject:	FORMAL NOTICE: Change in Employee Work Day Hours on Oct. 22

TO: All University Employees

FROM: Brenda Richardson Malone, Vice Chancellor for Human Resources

On Thursday, Oct. 22, the North Carolina Tar Heels will host the Florida State Seminoles for a nationally televised football game at Kenan Stadium, starting at 8 p.m. This Thursday night game, which will occur during our students' Fall Break, is expected to attract a large crowd of fans on campus, beginning as early as 4 p.m. As a result, the University will alter the time at which the work day ends to allow all University employees ample time to leave campus and avoid the expected traffic congestion. A separate communication from the Department of Public Safety will address specific parking plans and arrangements for this date.

On Oct. 22, the regular work day hours will be changed from 8-5 p.m. to 8-3 p.m. By moving the end of the work day to 3 p.m. on this day, we anticipate that those leaving campus at that hour should encounter significantly less inconvenience.

Employees who cannot work their regularly scheduled hours on Oct. 22 because of the workday schedule change must make up or code leave for those hours. Several options will allow employees to be paid for these hours without undue hardship. We advise managers to be as flexible as possible in allowing employees to use the following:

-- Employees can work the additional hours during that week, with management's approval, by either coming in early, staying late, working a reduced lunch break or some combination of the above on the other four days in that same workweek (Oct. 19, 20, 21 and 23).

-- Employees can use available flexible furlough hours to cover the leave.

-- Employees can use any accrued compensatory time, or available vacation or bonus leave, to cover the hours if they prefer.

Please be advised that the University will not provide any additional compensation or equal time off for employees who are required to work after 3 p.m. on Oct. 22 for a specific business reason as directed by management.

Second-shift employees should not be affected by this change in the work day end time unless otherwise notified by management. The football game will not require any changes to the schedules of third-shift employees.

Facilities Services employees will receive separate notification regarding work arrangements for this day.

For additional information, employees should contact their assigned Employee & Management Relations Specialist in the Office of Human Resources; you can find your assigned specialist by visiting HR Connect at hrconnect.unc.edu.

This email is sponsored by: Office of Human Resources

From:	nobody@notify.unc.edu on behalf of project.arch@unc.edu
Sent:	Monday, September 28, 2009 8:18 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Seeking Adolescent Participants (ages 12-16) for UNC Friendship Study (Earn $80

Parents and Mental Healthcare Providers: Researchers are currently seeking participants (ages 12-16) for an important study of adolescent friendship and development called Project ARCH (Adolescents, Relationships, Coping, and Health). Specifically, we are seeking adolescents who have ever been assessed or received treatment for depressed mood, anxiety, or other mental health concerns.

Participants would complete questionnaires and discuss several adolescent-oriented topics with a close friend. We can schedule visits to our near-campus location on Finley Golf Course Road any afternoon or evening during the week and anytime on the weekend. Participants earn up to $80 for participating and we offer driving reimbursement for long-distance participants.

For more information, please contact Amanda van Scoyoc at 919-843-2352 or by email at project.arch@unc.edu.

This research study (IRB#07-0929) was approved by the UNC-CH Behavioral IRB.

This email is sponsored by: Department of Psychology

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, September 28, 2009 8:44 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: University Teaching Awards Deadline

September 28, 2009

TO: Faculty, Staff and Students

FROM: Dr. Joe Lowman, Chair
University Teaching Awards Committee

SUBJECT: Teaching Award Nominations Deadline is October 1

Each year, we acknowledge the central role of teaching at UNC-Chapel Hill by recognizing faculty, staff and students for outstanding teaching and mentoring. The University Committee on Teaching Awards values your nominations of deserving faculty members and graduate teaching assistants for distinguished teaching awards. Please take a moment to think of those who are deserving of these awards and nominate them via the website

http://provost.unc.edu/teaching-awards

The committee will review the nominees, collect additional information about their teaching and recommend winners to the Chancellor. This year,
we will select recipients for five types of awards:

Board of Governors' Award for Excellence in Teaching: This award is given by the Board of Governors to a tenured faculty member on each UNC campus for excellent and exceptional teaching at the undergraduate level over a sustained period of time.

Distinguished Teaching Awards for Post-Baccalaureate Instruction Four awards are given to faculty members for exceptional teaching of post-baccalaureate students.

Awards to Faculty for Excellence in Undergraduate Teaching: Five Tanner Awards, one Friday Award, one Sanders Award and one Sitterson Award are given to full-time faculty members.

Tanner Awards to Graduate Teaching Assistants: Five Tanner Awards are given to graduate teaching assistants for excellence in undergraduate teaching.

Mentor Award for Lifetime Achievement: This award acknowledges lifetime contributions to teaching, learning and mentoring beyond the classroom and is not limited to traditional faculty. If you nominate someone for this award, please focus on his or her long-term impact on students.
University Professor of Distinguished Teaching: Two three-year term

professorships established to recognize career-long excellence in teaching. One will be for tenured faculty in Academic Affairs (including professional schools) and one for tenured faculty in Health Affairs.

Please submit all nominations online.

http://provost.unc.edu/teaching-awards

No individual may receive more than one award.

NOTE: YOUR NOMINATION MUST INCLUDE A LETTER TELLING US WHY THIS TEACHER DERSERVES THE AWARD. IF ONLY A NAME IS SUBMITTED IT IS INVALID AND CANNOT BE CONSIDERED.

Your comments will become part of the nominee's departmental personnel file. You may address questions me (962-3993/ jclowman@email.unc.edu or Ms. Debbie Stevenson in the Office of the Provost: (962-7882 / debbie_stevenson@unc.edu).

The deadline for submitting nominations is October 1.

Thank you for your help in rewarding excellent teaching at Carolina!

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, September 28, 2009 9:32 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Energy metabolism in IBS: Earn $25, no visits to UNC required

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We would like to invite you to participate in a study on energy metabolism in Irritable Bowel Syndrome.

The study will involve 1 phone interview, completion of 1 questionnaire and providing a saliva sample for analysis.

You will receive a check for
$25 for participation. No visits to UNC required.

To participate you must be 18 years or older, diagnosed with Irritable Bowel Syndrome by a physician, and Caucasian.

To determine if you are eligible or to find out more information please go to:
https://uncfunctionalgi.net/mtdna/mtdna.php

Miranda van Tilburg, PhD
Assistant Professor of Medicine
919 843 0688
tilburg@med.unc.edu

Approved by Biomedical IRB #08-1502 1/15/09

This email is sponsored by: Department of Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, September 29, 2009 9:51 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Pedestrian Safety Tips for Tar Heels on the Move!

Pedestrian Safety Tips for Tar Heels on the Move!

With shorter daylight hours as fall and winter approach, campus community members -- including pedestrians, bicyclists and motorists -- need to take extra precautions in the campus environment. The University would like to encourage its students, faculty, staff and visitors to stay safe when commuting on campus.

The UNC Highway Safety Research Center and the UNC Department of Public Safety offer the following safety tips to the University community. For more safety tips for pedestrians, bicyclists and drivers, please visit http://www.hsrc.unc.edu/y2h.

Safety Tips for Drivers

When approaching a crosswalk area, be prepared to stop for pedestrians. Failure to yield to a pedestrian in a marked crosswalk is a violation of North Carolina law.

Drive the speed limit, avoid aggressive maneuvers and use turn signals. Check both directions before pulling out from driveways and stop signs.

Watch for bicyclists and pedestrians at all times, especially when turning. Bicycles are vehicles and bicyclists may take the entire lane. Scan for bicyclists in traffic and give them the appropriate right-of-way.

Do not overtake and pass other vehicles stopped for pedestrians on your side of the roadway.

Watch for bicyclists before opening car doors or backing out of a parking space.

Pass bicyclists with care. Treat bicyclists as you would a slow-moving car - don't tailgate, and do wait until traffic conditions allow you to safely pass the bicyclist. Reduce speed when passing bicyclists and allow at least 3 ft of passing space. Check over your shoulder after passing a bicyclist before moving back. Never pass a bicyclist and immediately make a right turn.

Do not text or talk on your cell phone while driving.

Safety Tips for Pedestrians

Look across all lanes you must cross. Even though one vehicle has stopped, another may pass in another lane.

Do not assume vehicles can stop. Gauge the flow of traffic before you step out onto the road and wait if necessary. Establish eye contact with drivers before crossing.

Always look before you cross the road. Do not rely solely on pedestrian signals.

Avoid wearing headphones or talking on a cell phone while crossing the street.

Dress in light clothing and wear retro-reflective clothing/materials and/or carry a flashlight when walking at night.

Safety Tips for Bicyclists

Always wear a helmet. Properly wearing a helmet when cycling is your best means of protection against serious injury.

Be predictable and visible. Ride in a straight line, don't weave in and out of lanes or between cars, and use hand signals when turning and stopping.

Always ride with traffic and follow the rules of the road.

Obey traffic signs, signals, and lane markings and yield to traffic when appropriate, including pedestrians.

If riding in the dark, use headlights, taillights and reflectors. Also retro-reflective materials and brightly colored clothing can help others see you better, even during the day.

Avoid wearing headphones or talking on a cell phone while bicycling.

To report a problem area or to notify the Department of Public Safety of potential problem areas, please call the Pedestrian Hotline at 919-843-PEDS (7337).

This email is sponsored by: UNC Highway Safety Research Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of strokegait@med.unc.edu
Sent: Tuesday, September 29, 2009 11:08 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Individuals following Stroke Needed for Rehabilitation Study

---

People who are post-stroke are encouraged to participate in an ongoing research study investigating changing treadmill speed during walking training. This study is being conducted in the Interdisciplinary Human Movement Laboratory in the Division of Physical Therapy.

The purpose of the Interdisciplinary Human Movement Laboratory is to improve rehabilitation strategies in people who are post-stroke.

You or someone you know may be eligible if:
*have experienced an ischemic or hemorrhagic unilateral brain lesion at least six months ago
*able to walk without physical assistance
*no history of falls or balanced deficits unrelated to the stroke
*no cardiorespiratory or metabolic diseases
*no total joint replacements

Participation in the study includes:
*a brief clinical exam conducted by a physical therapist to determine functional performance
*walking across an instrumented mat at two self-selected walking speeds
*one session of walking training for 20 minutes on a treadmill at a constant walking speed
*one session of walking training for 20 minutes on a treadmill at varying walking speeds that change every minute in random fashion.

All participants will wear a harness that attaches to an overhead support system to prevent injury should a trip occur while walking on the treadmill. Rest breaks are permitted as necessary during training.

Compensation will be provided up to a maximum of $50.00 to those who complete both training sessions.

This study, Biomechanical Influences on Motor Learning During Locomotor Training Post-Stroke (IRB #08-1161), has been approved by the UNC Biomedical Institutional Review Board (approved 07/22/2008).

For more information or to schedule an appointment, please contact Mike Lewek, PT, PhD at (919)966-9732 or strokegait@med.unc.edu.

This email is sponsored by: Division of Physical Therapy

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, September 30, 2009 12:08 AM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Provost Search Committee Town Hall Meeting

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To: Faculty, Staff and Students

From: Shelley Earp, Executive Vice Chancellor and Provost Search Committee Chair

The search committee for the Executive Vice Chancellor and Provost is sponsoring a second town hall meeting to receive your comments about important skills and attributes for the new Executive Vice Chancellor and Provost. The meeting is scheduled for October 5, 2009 from 2:00-4:00 pm in the Pleasants Assembly Room in Wilson Library.

For location and parking for the Pleasants Assembly Room in Wilson Library please visit:

http://www.lib.unc.edu/wilson/directins.html

The Search Committee description of the position:

Reporting directly to the Chancellor, the Executive Vice Chancellor and Provost is the chief academic officer of the University and is responsible for leading the academic mission and administration of the institution.

The Search Committee seeks candidates with a keen understanding of higher education, the ability to mentor, lead and manage academic constituencies, a passion for educating students, a documented record of scholarly achievement, and a demonstrated respect and appreciation for a world-class faculty. The best candidates will have impeccable integrity, strategic vision, a high energy level, exemplary interpersonal and communication skills, and everyday common sense.

Applications and nominations will be accepted until a new Executive Vice Chancellor and Provost is selected. Interested parties are encouraged to submit their materials to the address below by September 30, 2009 to receive optimal consideration.

R. William (Bill) Funk
Consultant to the Executive Vice Chancellor and Provost Search Committee
100 Highland Park Village, Suite 200
Dallas, Texas 75205

Email: bill.funk@rwilliamfunk.com
Fax: (214) 295-3313

The University of North Carolina is an Equal Opportunity Employer.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of alan_pinkelton@unc.edu
Sent: Wednesday, September 30, 2009 12:43 AM
To: stgore@email.unc.edu
Subject: FORMAL NOTICE: Annual Campus Security Report

Re: Availability of Annual Security Report

The Annual Security Report for The University of North Carolina at Chapel Hill will be available online to students and employees on October 1, 2009. This report includes statistics for the previous three years concerning reported crimes that occurred on-campus; in certain off-campus buildings or property owned or controlled by the University; and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, and other matters.

In the report you will also find information about the University's drug and alcohol policies, and associated disciplinary sanctions; criminal sanctions for violation of drug and alcohol laws; information about the health risks of certain drugs and alcohol; and available substance abuse treatment options.

You can obtain a copy of this report by accessing the following web site, on or after October 1, http://www.dps.unc.edu/securityreport/ . You can obtain a copy of this report (printed from the website) by contacting the Office of University Counsel at 962-3031.

This email is sponsored by: Chancellor

From: UNC General Alumni Association <alumni@unc.edu>
Sent: Wednesday, September 30, 2009 12:12 PM
To: GAA Members <stgore@email.unc.edu>
Subject: Your GAA Membership Matters

Dear valued GAA member,

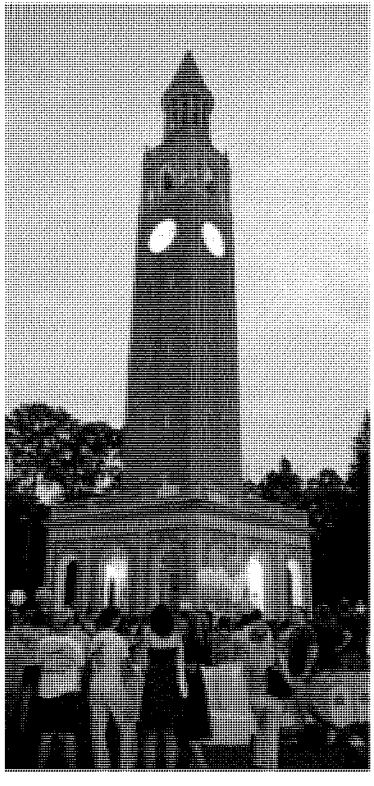

Carolina remains one of our nation's leading public institutions – a place that attracts some of **the best and brightest students** and a place committed to providing an affordable education that is accessible to all.

As GAA members, you should continue to be proud that your Association plays a specific and much-needed role in the life of our University. GAA-sponsored student activities provide additional support in Carolina's efforts to ensure the highest quality student experience possible.

More than **4,160** **GAA staff hours** are devoted to student programs each year. The Association's role in these endeavors is funded primarily by our member dues. As a GAA member, **you make these initiatives possible**.

- **41** **new student send-offs** supported by local Carolina Clubs
- **1,221** served during the **New Student and Family Dinner**
- **200** sodas, **360** bottles of water and **700** servings of ice cream served during the **GAA's Open House** event on move-in day
- **2,700** ***True Blue*** traditions books distributed during Convocation
- **250** attended a reception for the **lighting of the Bell Tower** which officially marks the beginning of the school year
- **400** students served during the **Breezeway Breakfast** on the first day of class
- **4,000** attended **Sunset Serenade** on Polk Place

In addition, GAA-established endowments and GAA-sponsored programs contribute funds to support:

- **43** **Carolina Club scholars** from **23** club areas
- **4** **Light on the Hill Scholars** and **1** **Peppers Scholar**

19 GAA Scholars and **4 Dibbert Scholars** **1 J. Maryon Saunders Scholar**

It's critical to the University's success that **alumni remain involved and informed**. It strengthens Carolina and its position as one of the nation's leading public institutions. Thanks for **your continued support** of Carolina and your General Alumni Association.

Yours at Carolina,

Douglas S. Dibbert '70
President
doug_dibbert@unc.edu

PRIVACY POLICY: You received this e-mail from the General Alumni Association-George Watts Hill Alumni Center, CB # 9180, Stadium Drive, PO Box 660, Chapel Hill, NC 27514-0660. You have not been subscribed to an e-mail list. If you do not wish to receive future e-mail of this type from the GAA, please reply to alumni@unc.edu and include your full name, address and class year, call us toll-free at (877) 377-7125, or unsubscribe via this link: unsubscribe here.

Please note that UNC and the General Alumni Association do not sell your information, including your e-mail address, to anyone for any purpose.

702472576

General Alumni Association

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, September 30, 2009 8:12 PM
To: afam faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc: Travis Gore <stgore@email.unc.edu>
Subject: wrapping up

Hi to all. I hoped to find time to write something eloquent about what you have meant to me but it is late and I need to go home. While I may not see many of you in the office I will be around. I have some weekend work to do to sort out the thirty years worth of accumulated paper in my office and hope to finish that up in the next couple of weeks. I will, however, be available to any and all of you for consultation about any matters. Travis will know how to find me. Thank you all for everything and know you will be in my thoughts. Debby

From: Janet Farrell <jcfarrel@email.unc.edu>
Sent: Wednesday, September 30, 2009 4:27 PM
To: Debby Crowder <dacrowde@email.unc.edu>
Cc: Janet C Farrell <jcfarrel@email.unc.edu>; Geraldine Taylor <gtaylor@email.unc.edu>
Subject: outstanding signed contract letter

Hi Debby,

We have not received a signed contract letter from the following African and Afro American Studies employees:

Robert Porter (letter dated 8/14/09 for appt. period 7/1/09-6/30/10)

The signed letter needs to be sent to the attention of Geraldine Taylor, College of Arts & Sciences, CB #3100, as soon as possible.

Thank you for your assistance in obtaining this letter.

Regards,
Janet Farrell
Arts & Sciences

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, September 30, 2009 8:15 PM
To: Travis Gore <stgore@email.unc.edu>; Timothy J. McMillan <tjm1@email.unc.edu>; Julius Nyangoro <jen321@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>
Subject: [Fwd: [Fwd: [Fwd: [LHH] Good results with a minor setback]]]
Attach: [Fwd_ [Fwd_ [LHH] Good results with a minor setback]].eml (8.08 KB).msg

---

From: Barbara Anderson <b_anderson@unc.edu>
Sent: Wednesday, September 30, 2009 8:01 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: [Fwd: [LHH] Good results with a minor setback]]
Attach: [Fwd_ [LHH] Good results with a minor setback].eml (6.09 KB).msg

---

fyi. and i have very good news to report tomorrow at some point. love you, b

--

Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 FedEx Global Education Center
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu
www.global.unc.edu/africa

From:	nobody@notify.unc.edu on behalf of ruchita@email.unc.edu
Sent:	Wednesday, September 30, 2009 8:25 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: New Orleans Relief Fall Break Trip looking for 25 years and above drivers!

Extended Disaster Relief, a committee of Campus Y, is planning its first trip for the year over Fall break! We'll be going down to New Orleans, Louisiana for the Fall break as a response to the repeated large scale natural disasters in the past several years. During the holidays more than any other time, small gestures and acts reach even farther. EDR is now looking for people who would like to play an integral role in helping make this trip a success! We need 25 years and older participants to be drivers for the trip who are motivated for the cause. We're offering NO TRIP FEES to FOUR 25 year old and above individuals who sign up to be drivers.

Please contact: ruchita@email.unc.edu if you're interested in becoming a driver and have a wonderful experience for FREE with a hint of shared responsibility!

This email is sponsored by: Extended Disaster Relief

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of cts2014@email.unc.edu
Sent: Wednesday, September 30, 2009 9:18 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Participants needed for alcohol consumption and decision making study

---

Do you drink alcohol heavily, or moderately?

Are you interested in making $10 for completing a 1 hour task?

Study requires participants to view images and make simple decisions about their contents.

You are eligible if:
1. You are between the ages of 18-40 years old
2. You are NOT taking illicit drugs
3. You are NOT taking psychoactive medications
4. You have NEVER sought treatment for a substance use disorder
5. You are a native English speaker
6. You have graduated high school or earned a GED
7. You have no known psychiatric or neurological problems

If interested, please contact Chris at 919-962-8340 or cts2014@email.unc.edu to schedule a time for participation.

(This study, entitled "Decision Making and Drinking Habits of Young Adults" has been approved by the UNC Institutional Review Board, Study #: 09-0001, and is sponsored by the UNC Department of Psychology.)

This email is sponsored by: Dept. of Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of Mary_Mackenzie@dentistry.unc.edu
Sent: Wednesday, September 30, 2009 10:09 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Dental Cleanings

The UNC School of Dentistry is now offering full-mouth cleanings to qualified applicants* for $30.00!

* Are you an adult 35 or over?
* Has it been more than 2 years since you've had a dental cleaning?
* Have you ever been told you have periodontal (gum) disease?
* Do your gums bleed easily?
* Do you have loose teeth?

If you answered "yes" to most of these questions, you may qualify.

For more information, please call Mary Mackenzie at (919) 843-6799.

*Does not apply to all individuals. Severe cases may cost more.

This email is sponsored by: UNC School of Dentistry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: ConnectCarolina_Training@unc.edu <ConnectCarolina_Training@abcsignup.com>
Sent: Thursday, October 1, 2009 1:50 PM
To: stgore@email.unc.edu
Subject: Student Records: Schedule of Classes: registration confirmed

---

Dear Sam Gore:

Thank you for registering for Student Records: Schedule of Classes. Click here to view a copy of your registration form.

Date: Tuesday, October 6, 2009
Time: 1:30 PM - 4:30 PM
Location: Porthole Building, 100 Porthole Alley

Registration cancellations should be made at least 24 hours in advance: Click here to cancel your registration.

Your training team,

ConnectCarolina Training
Information Technology Services
The University of North Carolina at Chapel Hill

Powered by www.ABCSignup.com

From: lcccnews@med.unc.edu
Sent: Thursday, October 1, 2009 2:16 PM
To: LCCC E-News Release <lcccnews@listserv.unc.edu>
Subject: [lcccnews] UNC Lineberger E-News Release
Attach: ATT51801.txt

Lineberger Banner: Today's Best Care, Tomorrow's Best Hope

Cancer News Update From UNC Lineberger 10/01/2009

Forward to a Friend

White House Announces the Cancer Genome Atlas Grant Awards, Team Led by Perou, PhD, Hayes, MD, Among Recipients

UNC-Chapel Hill is one of twelve centers announced yesterday by President Obama as part of an unprecedented large-scale, collaborative effort by the National Cancer Institute (NCI) and the National Human Genome Research Institute (NHGRI) to systematically characterize the genomic changes that occur in cancer.

The UNC project team is headed by Drs. Charles Perou and Neil Hayes, both UNC Lineberger members, and includes a broad multi-disciplinary team. Read More.

Michael Pignone, MD, MPH, Authored Editorial in Archives of Internal Medicine

UNC Lineberger member Michael Pignone, MD, MPH, discussed the need for better decision support tools for prostate cancer screening choices in his editorial published in the September 28 Archives of Internal Medicine. Read more.

Clara Lee, MD, and Etta Pisano, MD, Participate in the National Institutes of Health's Consensus Conference on Breast Cancer

Clara Lee, MD, assistant professor of surgery in the division of plastic and reconstructive surgery, served as one of 14 panelists, and Etta Pisano, MD, Kenan Professor of Radiology and Biomedical Engineering and vice dean for academic affairs of the UNC School of Medicine, was one of the experts speaking to the panel. Pisano is a member of UNC Lineberger Comprehensive Cancer Center. Read More.

UNC Lineberger Program Series to Help Cancer Survivors

"Cancer Transitions: Moving Beyond Treatment," a program developed to help cancer survivors make the transition from active treatment to post-treatment care, will begin on October 13. Read More.

UNC Lineberger's Fast Break Against Cancer To Take Center Court for Its Fifth Year

Join Coach Williams for a celebration of the 2009 NCAA National Championship and the opening of the N.C. Cancer Hospital at UNC Lineberger's Fifth Annual Fast Break Against Cancer on October 16.

Former UNC basketball player, member of the 1993 NCAA National Championship team and former NBA star Eric Montross will be the guest speaker. Also attending will be the UNC Men's Basketball assistant coaches, coaching great Bill Guthridge and voice of the Tar Heels Woody Durham. Read More and buy tickets online.

Watch a video featuring moments from past Fast Break events that have led us to year five!

Turn Chapel Hill Pink this weekend at The Carolina Inn and Noodles & Company

Join us on October 2 for Fridays on the Front Porch at the Carolina Inn from 5-8 pm to kick off the Community Partners Program. The Carolina Inn will donate 25% from the evening's sales to Tickled Pink.

On October 4, Noodles & Company on West Franklin Street will donate 25% of its sales that day to Tickled Pink. Be sure to mention you are there to support Tickled Pink.

On October 9, Ye Olde Waffle Shop will donate 20% of its sales that day to Tickled Pink.

View first week of promotions. View calendar of all promotions. Read more about Tickled Pink.

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UNC Lineberger Comprehensive Cancer Center, Campus Box 7295, Chapel Hill, NC 27599-7295

From:	nobody@notify.unc.edu on behalf of nic_brown@unc.edu
Sent:	Thursday, October 1, 2009 8:18 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Ackland Art Museum Fall Preview

Ackland Art Museum - Fall Preview

The Ackland Art Museum presents two special exhibitions this fall, in addition to a dozen other galleries filled with art and ideas. The Guardian and the Avant-Garde: Seymour Lipton's Sentinel II in Context celebrates the recent acquisition of Seymour Lipton's sculpture Sentinel II by considering the place of this single work within the timeline of art history as well as the provocative connections it suggests with other works of art across time and culture. Also on view this fall is Almost Now: Cuban Art, Cinema, and Politics in the 1960s and 1970s, featuring sixteen Cuban cinema posters (and a signed and numbered print of Alberto Korda's iconic photograph of Che Guevara), which examines the central role that artists, filmmakers, and film audiences have played in Cuban cultural and political discourse since the Cuban Revolution in 1959.

Visit www.ackland.org for more about these exhibitions and related programs.

This email is sponsored by: Ackland Art Museum

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, October 1, 2009 8:38 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Discounted Carolina Football Tickets

Due to the return of a large number of tickets usually allocated to the visiting team, Faculty and Staff Members may purchase tickets to the UNC vs. Georgia Southern football game on October 10, 2009 for $10 each. The regular price of these tickets is $50 each.

To take advantage of this offer, while supplies last, copy and paste the following link into your browser:

http://ev10.evenue.net/cgi-bin/ncommerce3/SEGetEventInfo?ticketCode=PR%3AUNC%3AFB09%3AF04%3AFB09F-S&linkID=unc&shopperContext=&caller=PR&appCode=&prc=FB09F-S&ppc=FB09F-S

You may also visit www.tarheelblue.com, then click on "Ticket Center" in the upper right corner. Once the new page opens, click "Promotions" on the left and enter FB09F-S.

You may also purchase tickets in person at the Smith Center Ticket Office as long as supplies last. The Ticket Office is open from 8:00 AM to 5:00 PM. You must present your UNC One Card or Hospital ID at the time of purchase.

We look forward to seeing you in Kenan Stadium and thank you for your continued support of Carolina athletics!

This email is sponsored by: Athletics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, October 1, 2009 9:00 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Unsung Heels Nominations

Recognize Carolina faculty or staff members whose volunteer efforts make our communities better places in which to live by nominating them for an Unsung Heel award.

The Employee Forum Awards and Recognition Committee will be looking for UNC employees who go the extra mile in their communities through volunteer efforts. Do you know folks who give without thought of anything in return? If so, we want to know about them. Nominations will be accepted through October 15. We look forward to honoring our fellow Unsung Heels!

Nomination forms can be found at the following link:
http://forum.unc.edu/documents/UnsungHeelsNominationForm.doc

This email is sponsored by: Employee Forum

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent:	Thursday, October 1, 2009 9:13 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: 2010 Annual Benefit Enrollment Information

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FROM: Brian Usischon, Benefits Services
Office of Human Resources

It's time to take a look at your benefits. During this year's enrollment period, Oct. 5-30, 2009, you have the opportunity to enroll or change your existing benefit elections for 2010 in the NCFlex and University benefit programs.

You must re-enroll in the health care and dependent day care flexible spending accounts each year. Other benefits, including dental, vision, life insurance, cancer and accidental death and voluntary dismemberment insurance, do not require annual re-enrollment.

In addition, NCFlex is introducing a new $10,000 "core" accidental death & dismemberment (AD&D) benefit, but you must log onto the NCFlex system and select this benefit during the enrollment period.

You will receive a detailed University enrollment guide via campus mail, along with a copy of the NCFlex enrollment booklet. You can also find these resources, as well as other information, tools and links, at the University annual enrollment Web site, http://hr.unc.edu/Data/benefits/enroll.

Assistance from the Office of Human Resources

Benefits specialists in the Office of Human Resources will be available to provide enrollment assistance and to answer questions about any of these benefit plans during the enrollment period. Call the Benefits Office main line at 919-962-3071.

Enrollment Options

-- NCFlex Benefit Program

For NCFlex benefits and coverage, including the new "core" AD&D benefit, select the link to the NCFlex Online Enrollment site (www.ncflexonline.org). The online enrollment tool is available from any computer with Internet access.

In addition to the online enrollment tool, telephone enrollment is also available. Call 888-860-6118 (Monday through Friday, 8 a.m. - 8 p.m.). Interpreters are also available via phone for more than 30 languages, including Spanish and Burmese.

Paper enrollments will NOT be accepted for the NCFlex benefit program for 2010.

-- University Benefit Program

For University benefits, select the link to the University's enrollment Web site at http://hr.unc.edu/Data/benefits/enroll, print the appropriate enrollment/change form(s) and send to Benefit Services by Oct. 30. Forms can be sent via interoffice mail to Campus Box 1045 or by US mail to Office of Human Resources, Benefits Services, 104 Airport

Drive, Chapel Hill NC 27599-1045.

For your convenience a green drop box marked "Benefit Programs" is located at the front doors of the Administrative Office Building so forms can be dropped off after business hours.

This email is sponsored by: Office of Human Resources

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Friday, October 2, 2009 8:20 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Message from the Chancellor: Your Invitation to University Day Oct. 12th

---

Dear Students, Faculty and Staff:

You're invited to help celebrate the University's history and Carolina's future. Every October 12th, we commemorate the laying of the cornerstone of Old East and the beginning of American public higher education.

This year's University Day convocation will be held on Monday, October 12, at 11 a.m. in Memorial Hall. Classes will be canceled from 10 a.m. until 1 p.m. so the campus community may attend. (Attendance is considered work time for staff employees, who are encouraged to seek advance approval from their supervisors.)

We're honored to have Governor Beverly Perdue give this year's featured remarks. She holds a Ph.D. in education administration and has worked tirelessly on behalf of public education in North Carolina. Her agenda for our state includes creating world-class public schools and improving the health of North Carolinians - two goals the University shares.

During the convocation, we'll also present Distinguished Alumna and Alumnus Awards to Janie Fouke, Santiago Gangotena, Mia Hamm, Walter Hussman and the late William Little. In fact, Dr. Gangotena will bring with him a group of visitors from the Universidad San Francisco de Quito. Recently, Carolina and USFQ have begun joint research endeavors in the Galapagos Islands, an international partnership that has great potential to help preserve one of the world's most treasured living laboratories.

Finally, University Day is a time when we traditionally celebrate new milestones in campus life. This year, the spotlight will shine on the new Education Center at the North Carolina Botanical Garden. The building is expected to be the first public building in North Carolina to receive the highest level of certification for green architecture. It's a great example of the University's commitment to sustainability.

You will find more information about University Day, including our partnership in the Galapagos with USFQ, at http://www.unc.edu/universityday.

I look forward to seeing you in Memorial Hall.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Saturday, October 3, 2009 9:32 AM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: [course_scheduling_officers] Help me! or info on Astra for 2109]
Attach: [course_scheduling_officers] Help me! or info on Astra for 2109.eml (66.9 KB).msg

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Looks as though you need to download a new ASTRA. dc

From: Renee Sherman <rsherman@email.unc.edu>
Sent: Thursday, October 1, 2009 11:54 AM
To: departmental course scheduling officers <course_scheduling_officers@listserv.unc.edu>
Subject: [course_scheduling_officers] Help me! or info on Astra for 2109

Hi,
Sorry to bombard you with emails but just a reminder about when you download the new Astra. You will open up to the events tab so you need to go to the sections tab. Then when you are in sections, you will have every column available to be seen. You probably adjusted that when you first opened the old Astra. You'll have to use the following instructions to change how you view your database. Call if you have questions.

The Database Layout Tool

The way the data in the active tab appears on your screen can be customized to look more like data as it would appear in SIS.

<!--[if !supportLists]-->1. <!--[endif]--> <!--[if !vml]--><!--[endif]-->Click the *Database Layout* icon <!--[if !vml]--> <!--[endif]--> in the upper toolbar (you may also select *Database/Database Layout*). The **Database Layout** window will appear. Clicking on a field in either panel highlights the field you want to move.

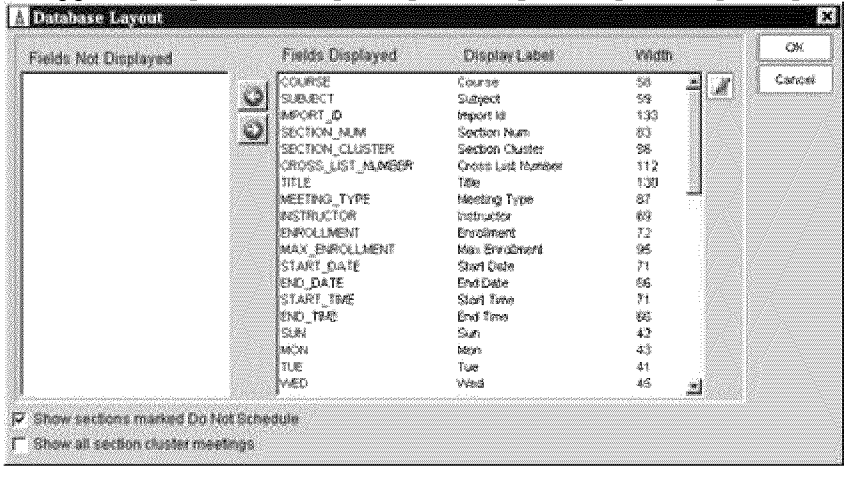

<!--[if !supportLists]-->2. <!--[endif]-->Click the right directional arrow to move fields from the "Fields Not Displayed" panel to the "Fields Displayed" panel. Click the left arrow to move fields from the "Fields Displayed" panel to the "Fields Not Displayed" panel. To view your fields in a certain order, click and drag any field (up or down) to the desired position.

<!--[if !supportLists]-->3. <!--[endif]-->The two check boxes at the bottom should both be checked to make sure you can see all of your sections and their meeting patterns.

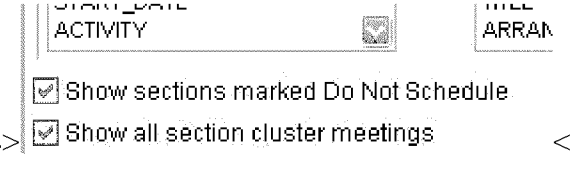

<!--[if !vml]--><!--[endif]--> <!--[if !vml]--> <!--[endif]-->

Recommended Layout for a UNC-CH database

<!--[if !vml]--><!--[endif]-->There are a number of fields that may be displayed in the database layout, most of which you do not need to view. The more fields that you have displayed, the longer it will take for your database to load. Following is a *recommended* layout to use, although you may set up your layout any way you wish.

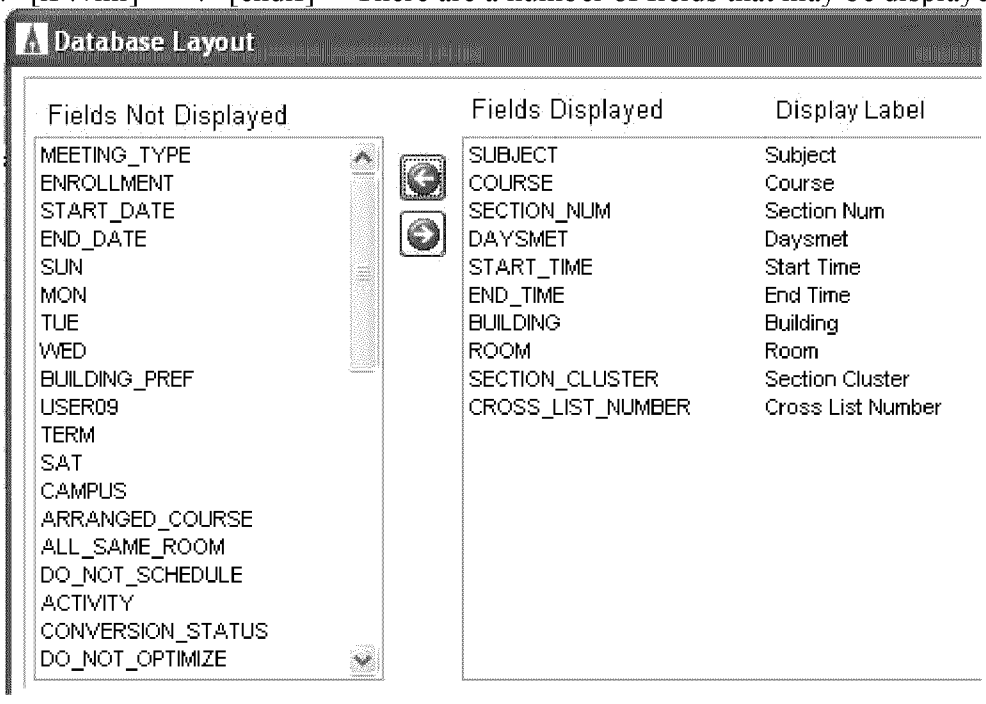

Note: Choosing "Days Met" instead of each individual day will result in one column that will show TR or MWF instead of five columns that will show the letter under the day that the class meets.

--
Renee Sherman
Office of the University Registrar
Suite 3100, CB#2100
Student Academic Services Building-North
University of NC at Chapel Hill
Chapel Hill, NC 27599-2100
(919)962-6093 * (919)843-8709 fax
rsherman@email.unc.edu

 -- You are currently subscribed to

course_scheduling_officers as: dacrowde@email.unc.edu. To unsubscribe send a blank
email to leave-25481936-2279054.69ac3339305dd05e441c25f7aa3a497e@listserv.unc.edu

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Saturday, October 3, 2009 9:58 AM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: [course_scheduling_officers] PeopleSoft Ad Astra Download]
Attach: [course_scheduling_officers] PeopleSoft Ad Astra Download.eml (309 KB).msg

---

This is the link you need. dc

From: Karla McClure <karla@unc.edu>
Sent: Thursday, October 1, 2009 8:14 AM
To: departmental course scheduling officers <course_scheduling_officers@listserv.unc.edu>
Cc: Chris Derickson <cderickson@unc.edu>; Roberta Anne Kelly <rakelly@email.unc.edu>
Subject: [course_scheduling_officers] PeopleSoft Ad Astra Download
Attach: ATT51917.doc

Good Morning!
Attached to this email are the instructions from downloading the new Ad Astra, **the one connected to PeopleSoft.**

This version of Ad Astra is a copy of the one you are using now so the look and functionality will be the same. The biggest difference between the two systems is that the new Astra only contains terms Fall 2010 an beyond, the old Astra will have up to Summer 2010 term.

Please do not be alarmed if you dont see any classes in Ad Astra, remember you are building your entire term from scratch for Fall 2010. So until you build classes in PeopleSoft and assign them a meeting pattern, you will not see them in Ad Astra.

Once you have taken the PeopleSoft training you will be given access to the Scheduling tools in PeopleSoft.

Please do not hesitate to contact us should you have any questions.

Thank you!
~Karla

--
Karla A. McClure
General Purpose Classroom Scheduling Manager

Office of the University Registrar
UNC Chapel Hill
Suite 3100, SASB North, Campus Box 2100
450 Ridge Road
Chapel Hill, NC 27599-2100
Phone - 919-962-9837
Fax - 919-843-8709

 -- You are currently subscribed to

course_scheduling_officers as: dacrowde@email.unc.edu. To unsubscribe send a blank
email to leave-25479850-2279054.69ac3339305dd05e441c25f7aa3a497e@listserv.unc.edu

Ad Astra Integrated to Peoplesoft

Ad Astra Client version 6.0.12 Installation

Office of University Registrar

Classroom Scheduling

(919)962-6093 or scheduling_office@listserv.unc.edu

1. Download AstraClientSetup60.EXE by clicking this link
   http://regweb.unc.edu/classrooms/AdAstra/AstraClientSetup60.EXE

2. Save the file in a location you know. It is important to know the location where you saved because you will have to run this application on the next step.

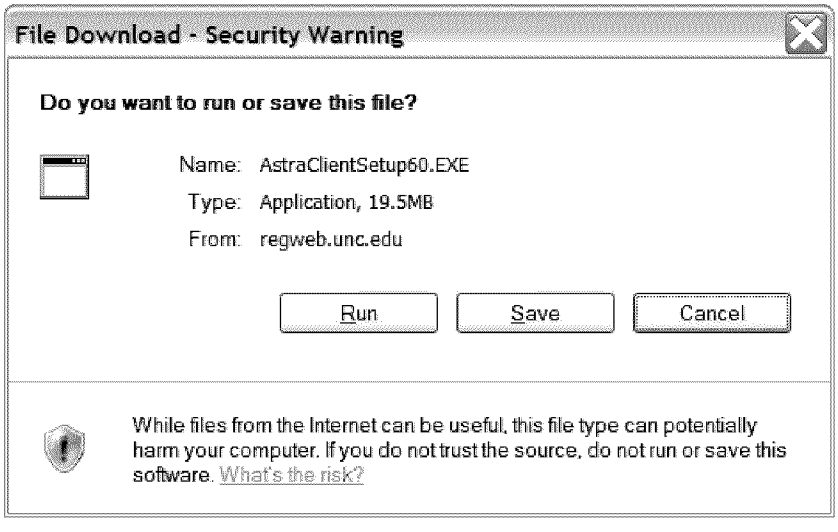

3. Double click on AstraClientSetup60.EXE to run the application.

4. Click Next

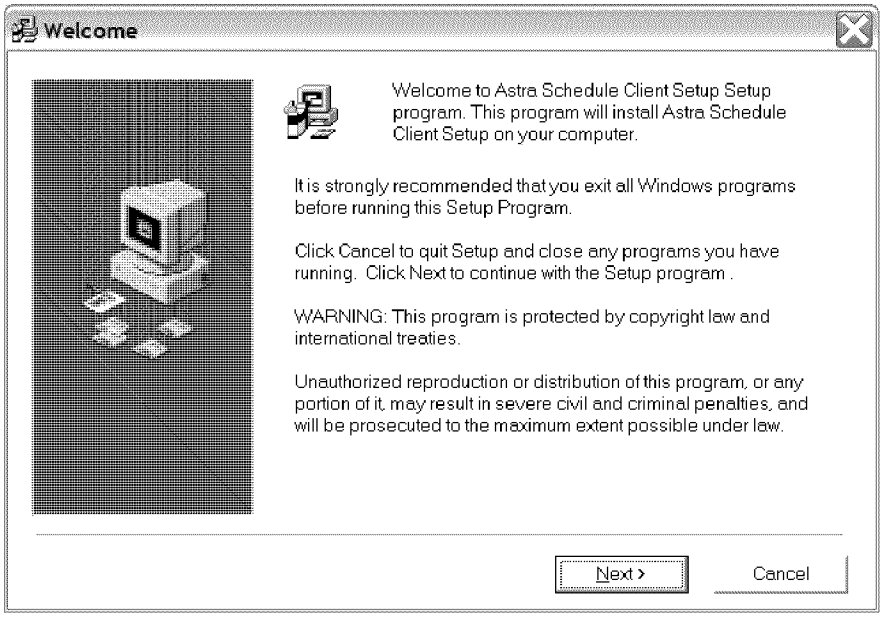

5. Click Browse and select the folder for the installation, we advise for you to type AstraSchedulePeoplesoftClient as the designated folder. Then click Next.

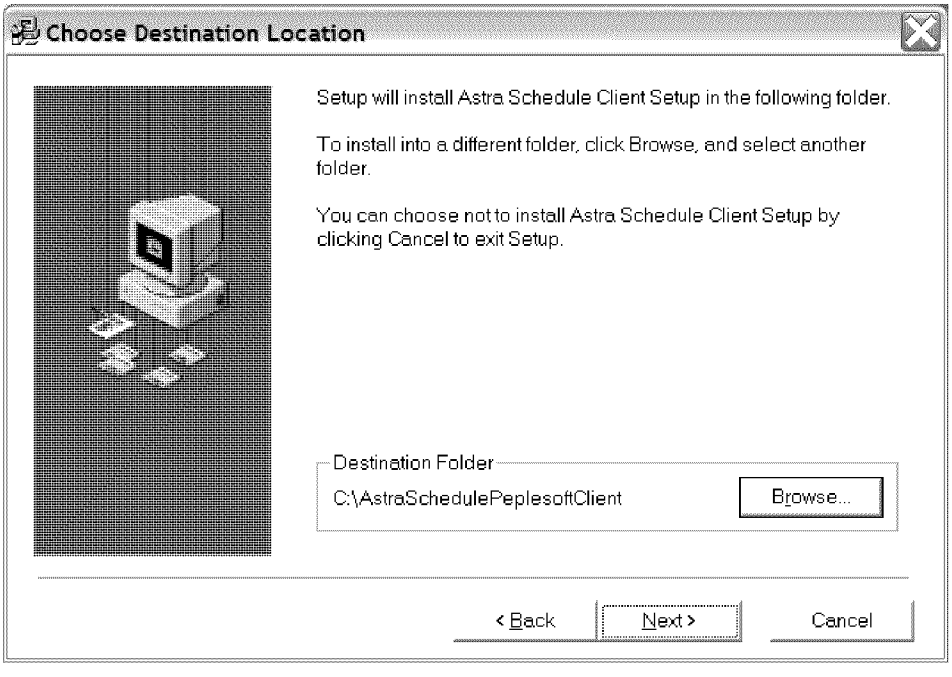

2

6. Select only Astra Schedule then click Next

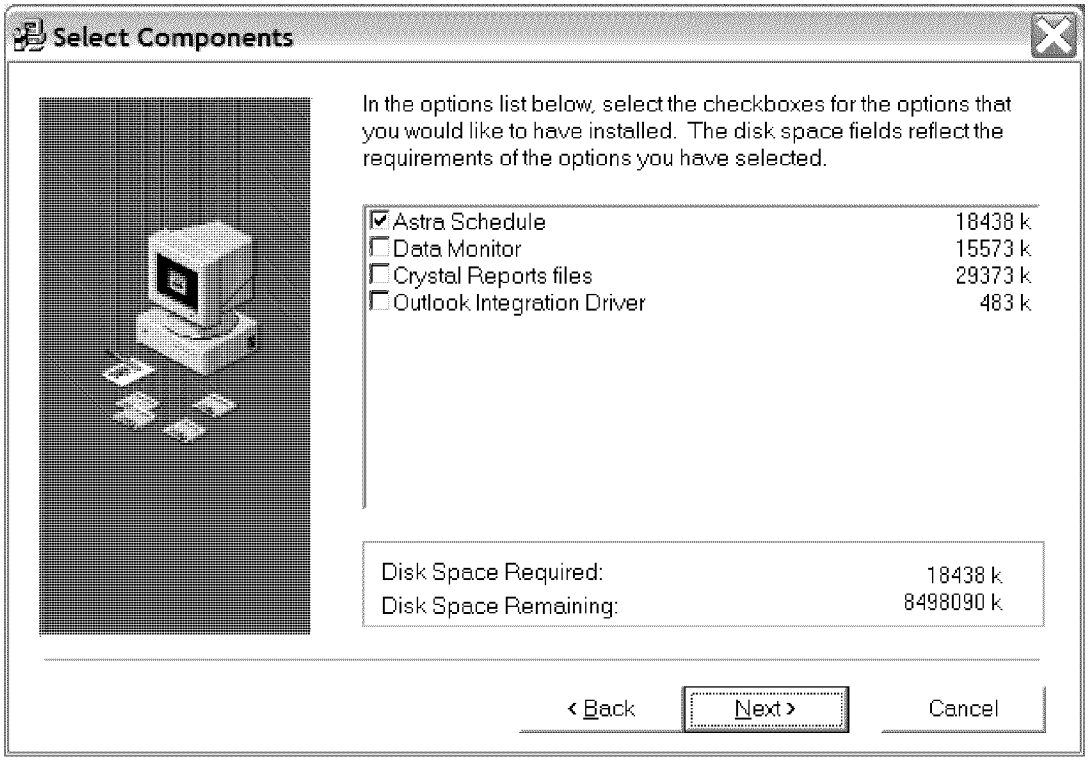

7. Type "Astra Schedule Peoplesoft" as the name it will appear under your programs.

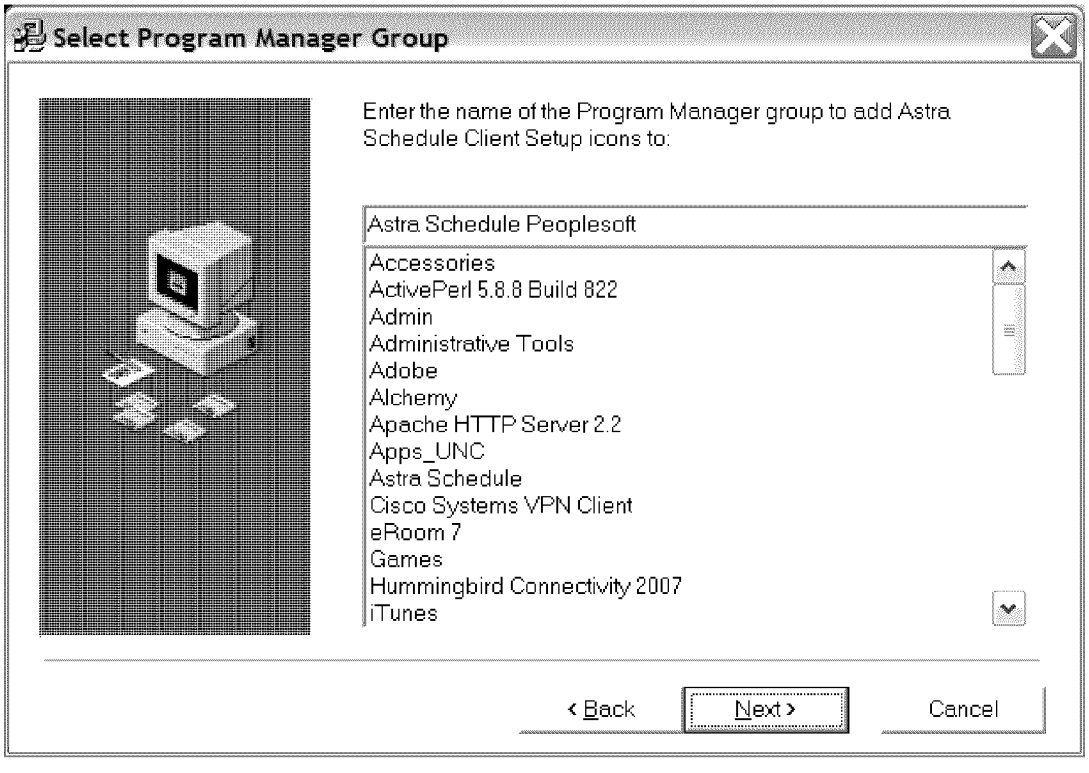

8. Click Next

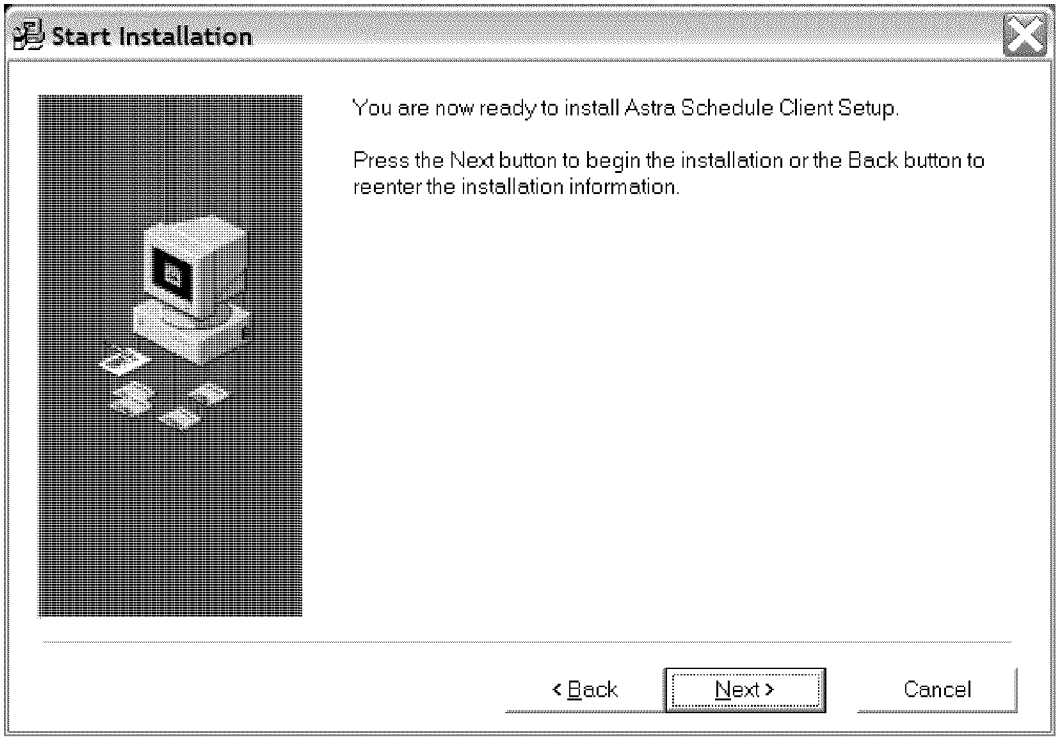

9. As installs the software and the last screen is displayed, click Finish

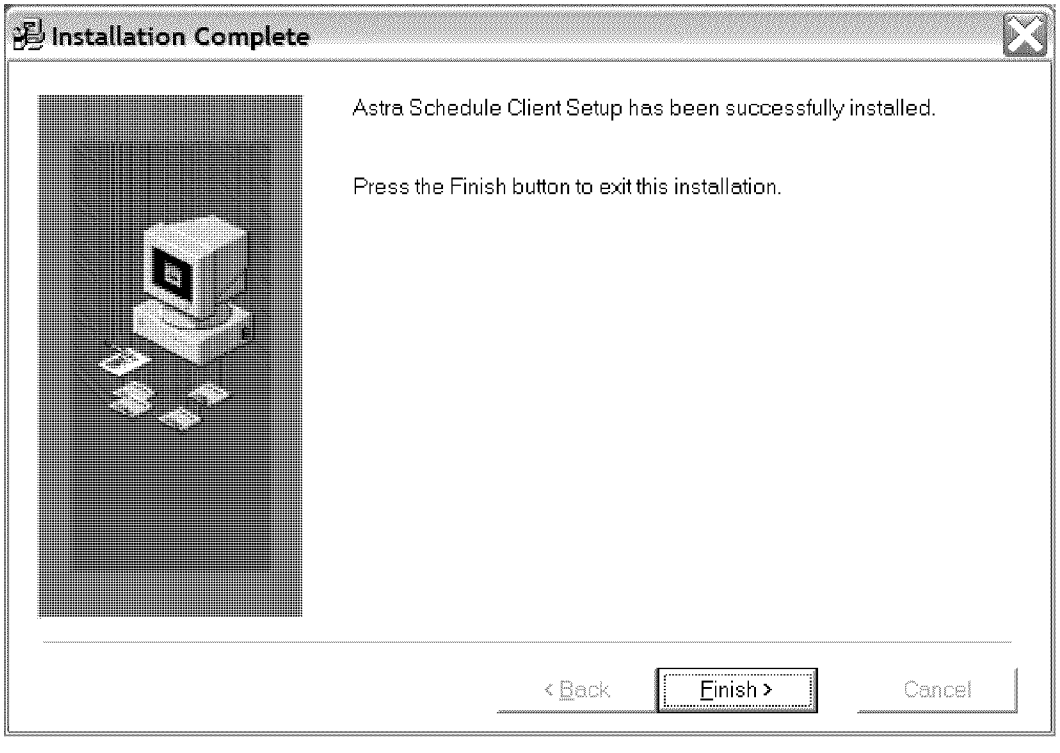

10. Now you are ready to run the Ad Schedule client software. From the Windows Start Menu click on the Programs and locate the software, if you follow our instructions correct on step #6 you should find “Astra Schedule” under “Astra Schedule Peoplesoft”.

11. Enter the Server Information below. Pay attention to editing the port numbers as is displayed below. Check your “Server Login Information” settings and then click OK.

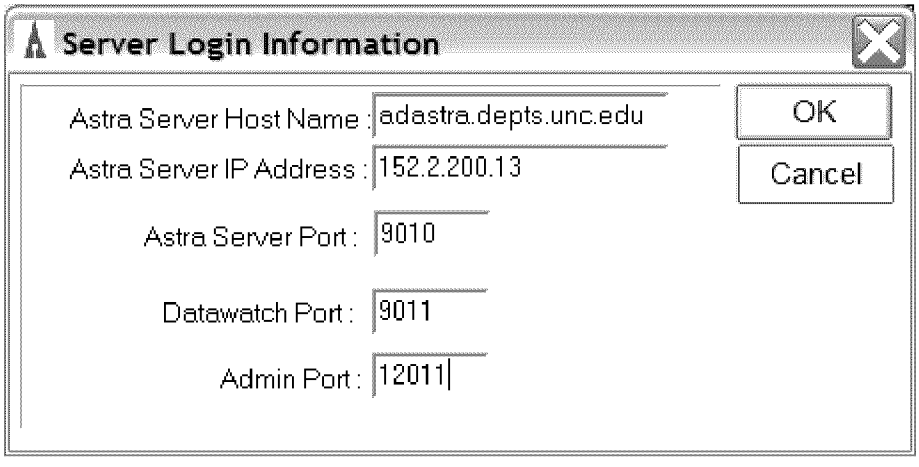

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13. Login to Astra Schedule using your onyen username and password.

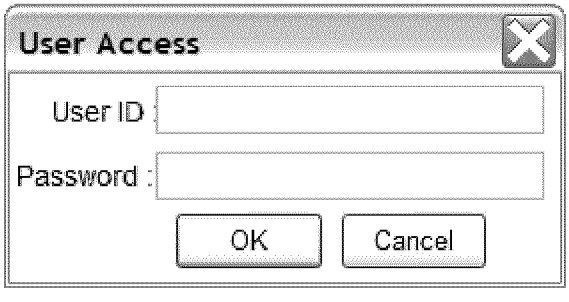

14. You should see the Astra Schedule application as shown below.

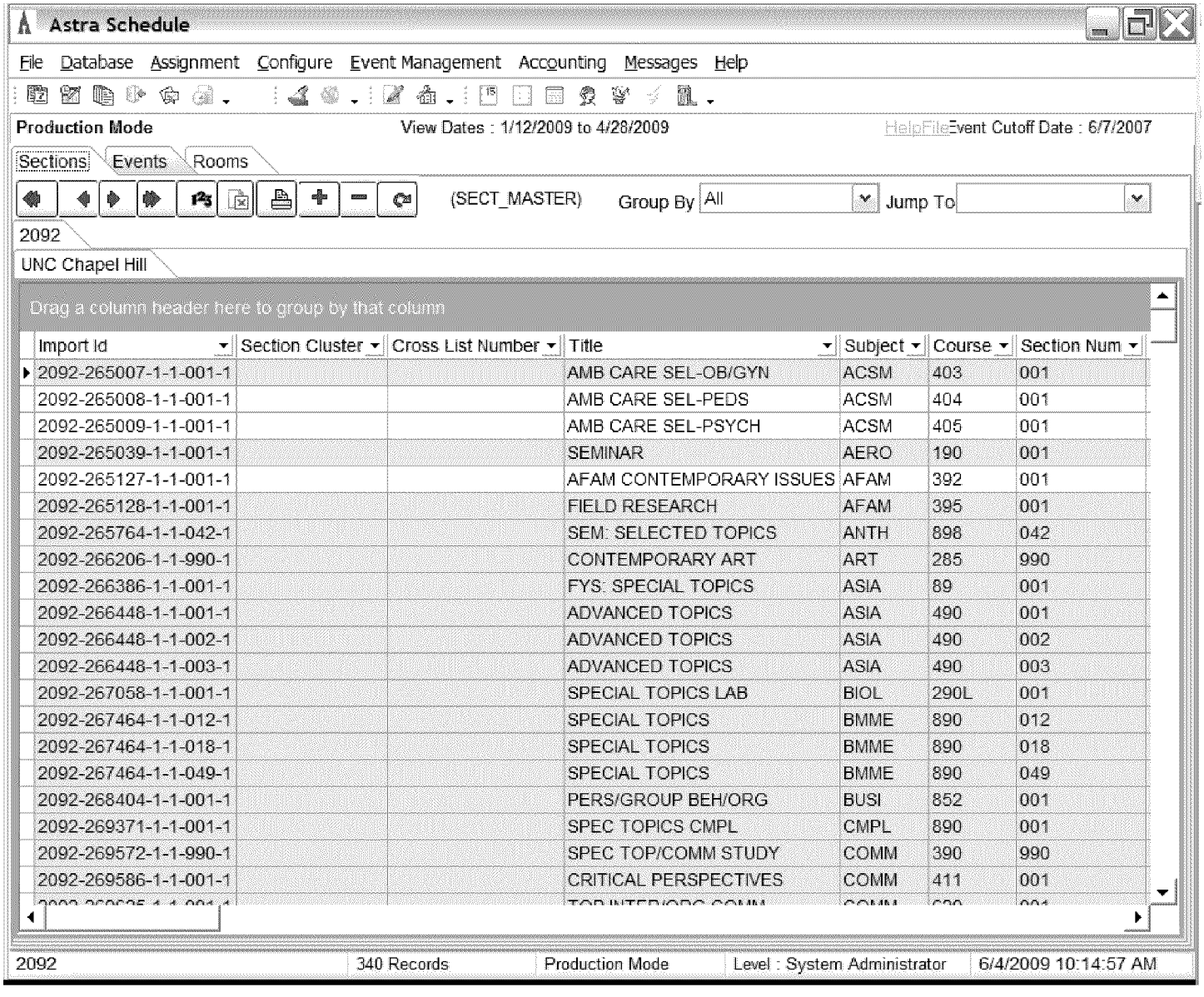

Import Id	Section Cluster	Cross List Number	Title	Subject	Course	Section Num
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2092-265008-1-1-001-1			AMB CARE SEL-PEDS	ACSM	404	001
2092-265009-1-1-001-1			AMB CARE SEL-PSYCH	ACSM	405	001
2092-265039-1-1-001-1			SEMINAR	AERO	190	001
2092-265127-1-1-001-1			AFAM CONTEMPORARY ISSUES	AFAM	392	001
2092-265128-1-1-001-1			FIELD RESEARCH	AFAM	395	001
2092-265764-1-1-042-1			SEM: SELECTED TOPICS	ANTH	898	042
2092-266206-1-1-990-1			CONTEMPORARY ART	ART	285	990
2092-266386-1-1-001-1			FYS: SPECIAL TOPICS	ASIA	89	001
2092-266448-1-1-001-1			ADVANCED TOPICS	ASIA	490	001
2092-266448-1-1-002-1			ADVANCED TOPICS	ASIA	490	002
2092-266448-1-1-003-1			ADVANCED TOPICS	ASIA	490	003
2092-267058-1-1-001-1			SPECIAL TOPICS LAB	BIOL	290L	001
2092-267464-1-1-012-1			SPECIAL TOPICS	BMME	890	012
2092-267464-1-1-018-1			SPECIAL TOPICS	BMME	890	018
2092-267464-1-1-049-1			SPECIAL TOPICS	BMME	890	049
2092-268404-1-1-001-1			PERS/GROUP BEH/ORG	BUSI	852	001
2092-269371-1-1-001-1			SPEC TOPICS CMPL	CMPL	890	001
2092-269572-1-1-990-1			SPEC TOP/COMM STUDY	COMM	390	990
2092-269586-1-1-001-1			CRITICAL PERSPECTIVES	COMM	411	001

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Saturday, October 3, 2009 9:59 AM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: Re: [course_scheduling_officers] PeopleSoft Ad Astra Download]
Attach: Re_ [course_scheduling_officers] PeopleSoft Ad Astra Download.eml (311 KB).msg

---

Screaming..... dc

From: Karla McClure <karla@unc.edu>
Sent: Thursday, October 1, 2009 10:06 AM
To: departmental course scheduling officers <course_scheduling_officers@listserv.unc.edu>
Cc: Chris Derickson <cderickson@unc.edu>; Roberta Anne Kelly <rakelly@email.unc.edu>
Subject: Re: [course_scheduling_officers] PeopleSoft Ad Astra Download
Attach: ATT51910.doc

Good Morning Again!

I apologize for the inconvenience, attached is the correct download to the PeopleSoft Ad Astra. Please disregard my first email attachment.

To sign up for PeopleSoft Training or Workshops please visit the ConnectCarolina Training website, http://connectcarolina.unc.edu/training/home/erp-training.html

Training will continue well into December and the Workshops will begin next week. Please make sure you sign up for the Workshops to ensure that our staff is there to help.

Thanks!
Karla

Karla McClure wrote:

> Good Morning!
> Attached to this email are the instructions from downloading the new Ad Astra, **the one connected to PeopleSoft.**
>
> This version of Ad Astra is a copy of the one you are using now so the look and functionality will be the same. The biggest difference between the two systems is that the new Astra only contains terms Fall 2010 an beyond, the old Astra will have up to Summer 2010 term.
>
> Please do not be alarmed if you dont see any classes in Ad Astra, remember you are building your entire term from scratch for Fall 2010. So until you build classes in PeopleSoft and assign them a meeting pattern, you will not see them in Ad Astra.
>
> Once you have taken the PeopleSoft training you will be given access to the Scheduling tools in PeopleSoft.
>
> Please do not hesitate to contact us should you have any questions.
>
> Thank you!
> ~Karla
>
> --
> Karla A. McClure
> General Purpose Classroom Scheduling Manager
>
> Office of the University Registrar
> UNC Chapel Hill
> Suite 3100, SASB North, Campus Box 2100
> 450 Ridge Road
> Chapel Hill, NC 27599-2100
> Phone - 919-962-9837

Fax - 919-843-8709

 -- You are currently subscribed to

course_scheduling_officers as: karla@unc.edu. To unsubscribe send a blank
email to leave-25479850-9193474.d3ef7f2d63ca832badb571383d6345ab@listserv.unc.edu

--
Karla A. McClure
General Purpose Classroom Scheduling Manager

Office of the University Registrar
UNC Chapel Hill
Suite 3100, SASB North, Campus Box 2100
450 Ridge Road
Chapel Hill, NC 27599-2100
Phone - 919-962-9837
Fax - 919-843-8709

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email to leave-25480771-2279054.69ac3339305dd05e441c25f7aa3a497e@listserv.unc.edu

Ad Astra Integrated to Peoplesoft

Ad Astra Client version 6.0.12 Installation

Office of University Registrar

Classroom Scheduling

(919)962-6093 or scheduling_office@listserv.unc.edu

1. Download AstraClientSetup60.EXE by clicking this link
   http://regweb.unc.edu/classrooms/AdAstra/AstraClientSetup60.exe

2. Save the file in a location you know. It is important to know the location where you saved because you will have to run this application on the next step.

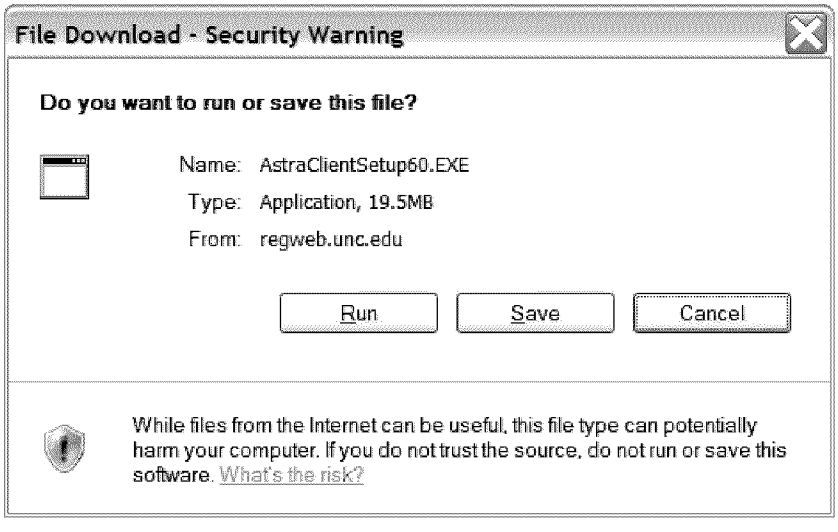

3. Double click on AstraClientSetup60.EXE to run the application.

4. Click Next

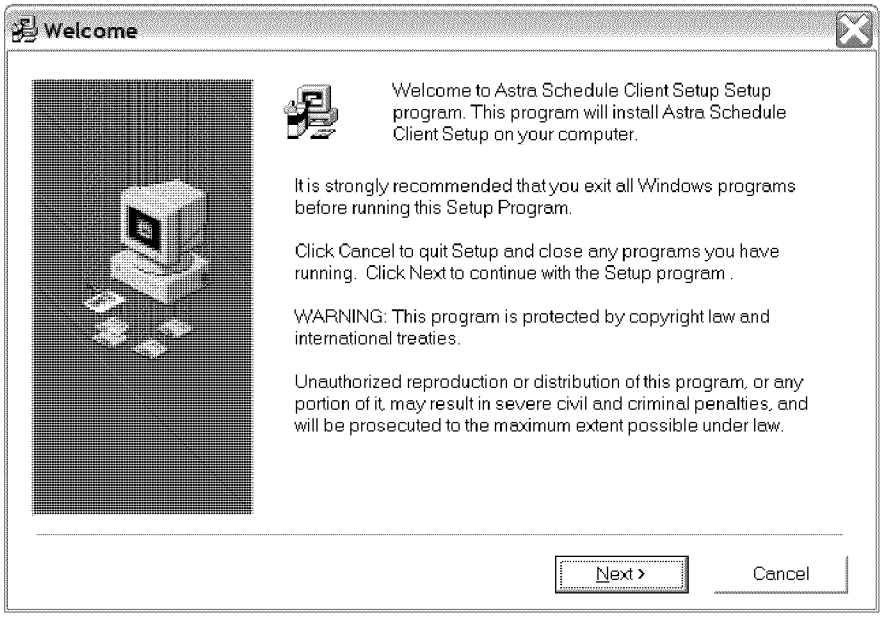

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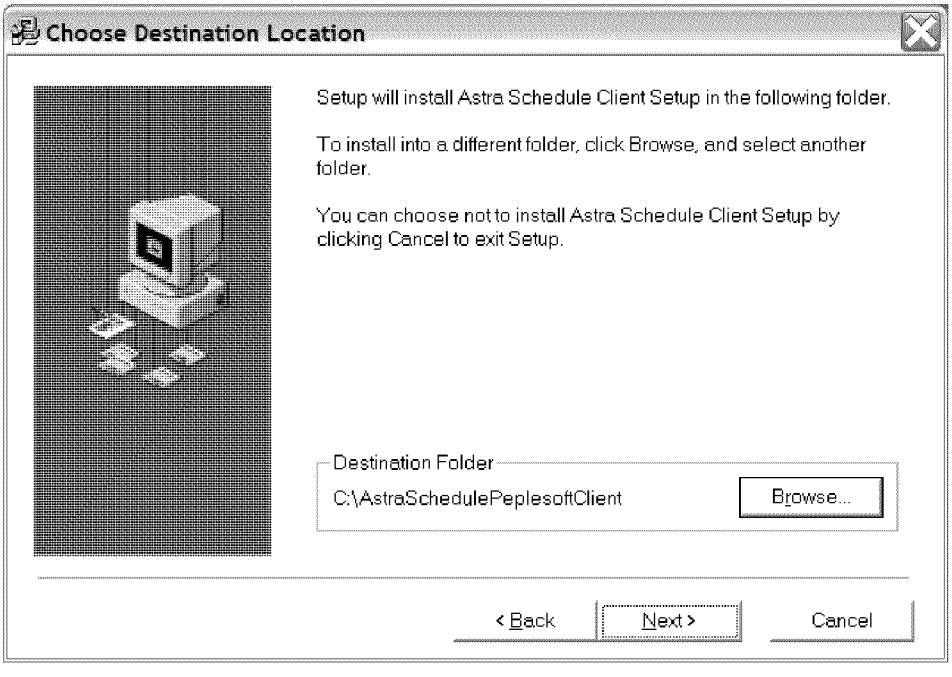

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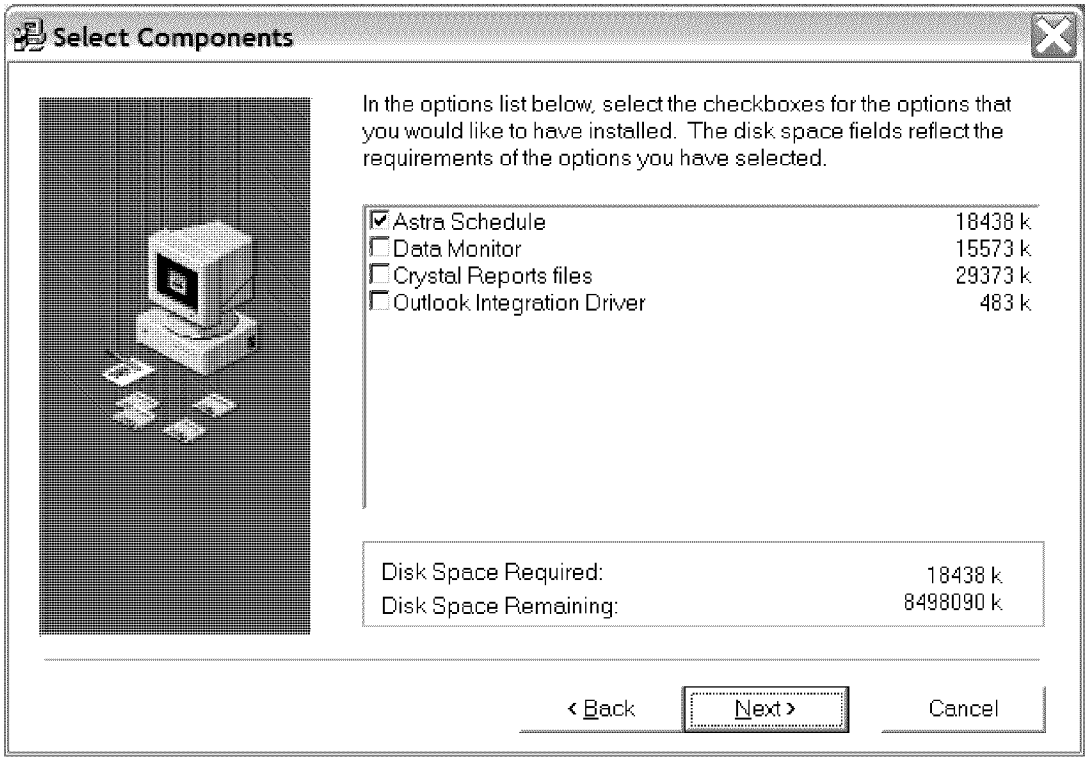

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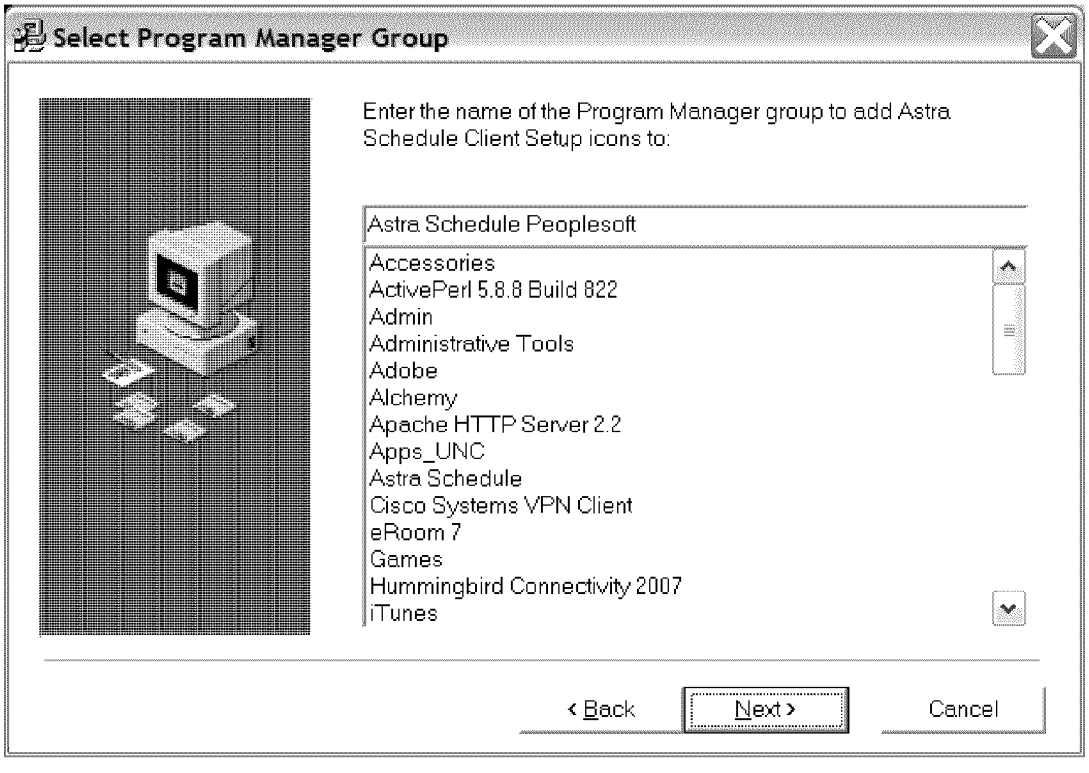

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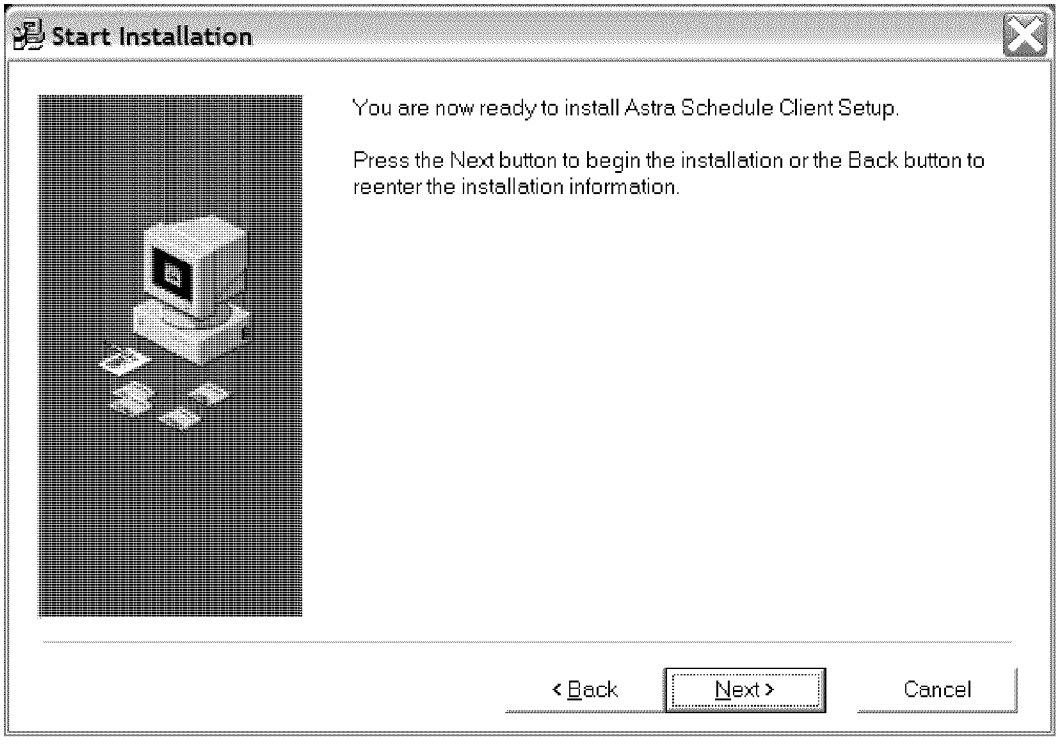

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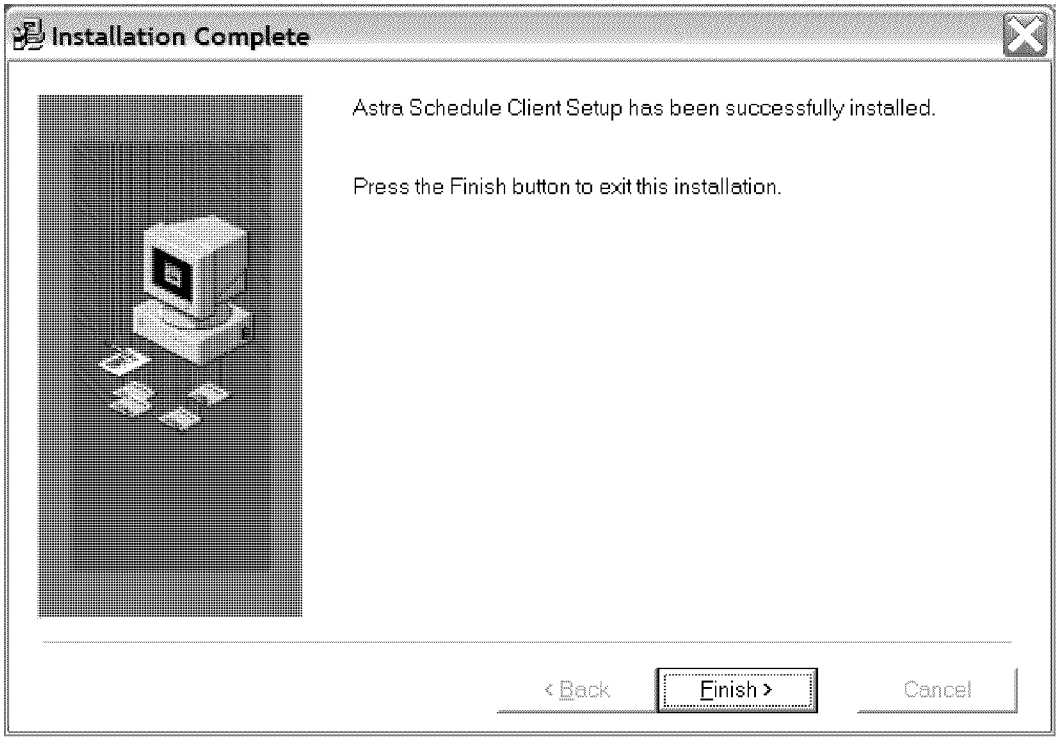

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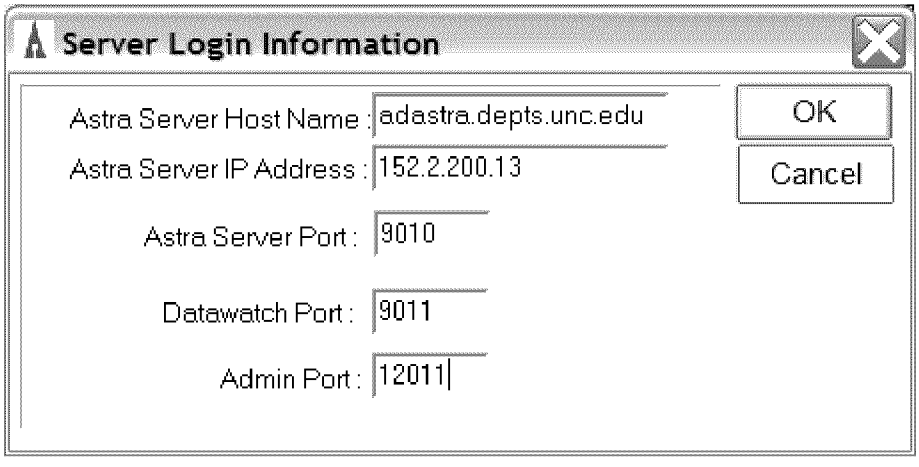

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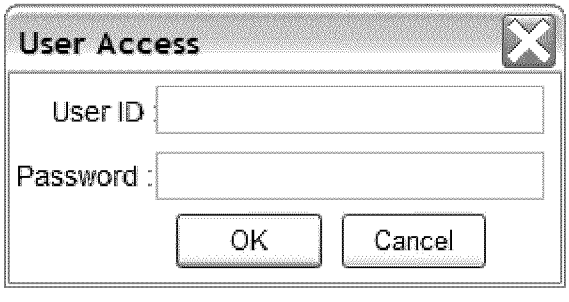

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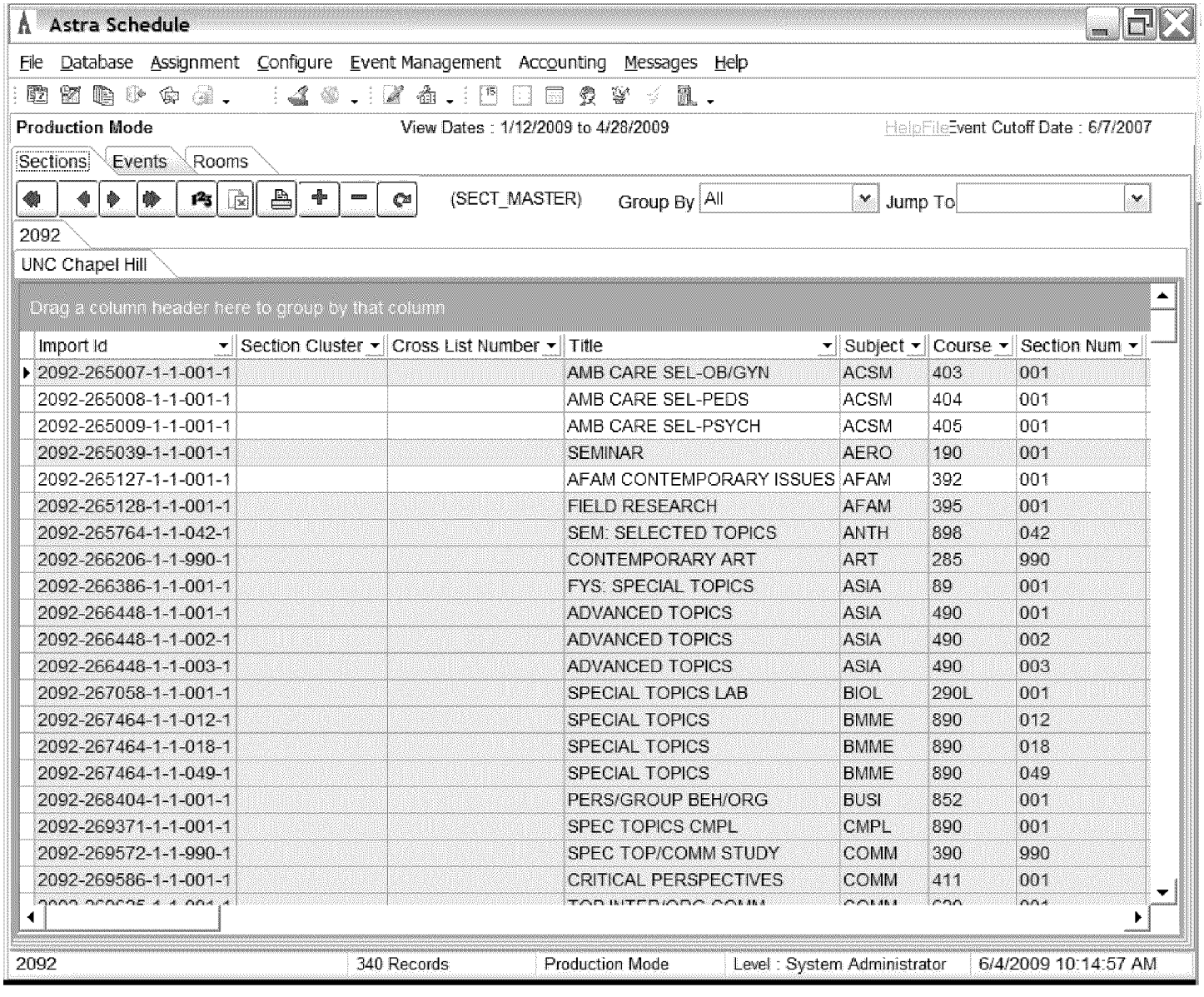

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2092-265128-1-1-001-1			FIELD RESEARCH	AFAM	395	001
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2092-266448-1-1-002-1			ADVANCED TOPICS	ASIA	490	002
2092-266448-1-1-003-1			ADVANCED TOPICS	ASIA	490	003
2092-267058-1-1-001-1			SPECIAL TOPICS LAB	BIOL	290L	001
2092-267464-1-1-012-1			SPECIAL TOPICS	BMME	890	012
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2092-267464-1-1-049-1			SPECIAL TOPICS	BMME	890	049
2092-268404-1-1-001-1			PERS/GROUP BEH/ORG	BUSI	852	001
2092-269371-1-1-001-1			SPEC TOPICS CMPL	CMPL	890	001
2092-269572-1-1-990-1			SPEC TOP/COMM STUDY	COMM	390	990
2092-269586-1-1-001-1			CRITICAL PERSPECTIVES	COMM	411	001

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Monday, October 5, 2009 12:20 PM
To: Deborah Crowder <dacrowde@email.unc.edu>; Travis Gore <stgore@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Tim Mcmillan <tjm1@email.unc.edu>
Subject: Afri-Afam website

Hi Debby and everyone,

I was wondering about the Afri-Afam website... I know at one point Debby mentioned that OASIS might be taking over the support for the Afri-Afam website while the department has a temp in place. I said I thought it would be easiest if I just kept doing it, because it can be difficult to hand code back and forth. Do you all know if someone else has been editing the site? At any rate, I noticed just now when I went to load the site, that it is down and gives a 403 error. I was about to put in a ticket for it, when I thought maybe someone else was working on it and it's down while they work on it. Please let me know.

Talk to you soon,
Stacey

--

Stacey Sewall
African Studies Center
UNC-Chapel Hill
(919) 962-1522

From: ConnectCarolina_Training@unc.edu <ConnectCarolina_Training@abcsignup.com>
Sent: Monday, October 5, 2009 1:00 PM
To: stgore@email.unc.edu
Subject: REMINDER: Student Records: Schedule of Classes - Tuesday, October 6, 2009 at 1:30 PM

Dear Sam Gore:

The Student Records: Schedule of Classes workshop that you registered for is scheduled for Tuesday, October 6, 2009 starting at 1:30 PM in Porthole Building, 100 Porthole Alley. Prerequisites include a score of 100% on the FERPA quiz online training and the Introduction to PeopleSoft online training.

If you cannot attend this workshop or have not met the prerequisite skills, please cancel your reservation so that your spot may be given to someone else. Click here to cancel your registration.

Your training team,

ConnectCarolina Training
Information Technology Services
The University of North Carolina at Chapel Hill

Powered by www.ABCSignup.com

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Monday, October 5, 2009 1:34 PM
To: Deborah Crowder <dacrowde@email.unc.edu>; Travis Gore <stgore@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Tim Mcmillan <tjm1@email.unc.edu>; Tanya Kinsella <tekinsel@email.unc.edu>; Barbara Anderson <b_anderson@unc.edu>
Subject: Re: Afri-Afam website - ok I feel better!

Hi All,

As it turns out, Afri-Afam's website being down is part of a system wide problem that has resulted in a number of departmental websites giving 403 errors. ITS administrators are working on the issue. So, luckily, we don't have to do anything!

Talk to you all soon,
Stacey

>

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, October 5, 2009 8:24 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: School of Information and Library Science Open Forums

---

The School of Information and Library Sciences Search Committee is pleased to announce that the following three candidates for the deanship have accepted our invitation to visit campus for public interviews.

We invite you to attend the upcoming open forums with the candidates. These forums are designed to give the campus community an opportunity to hear from candidates about their experience and their ideas for enhancing UNC Chapel Hill, and specifically it's School of Information and Library Science, and an opportunity for you to provide feedback.

The candidate's complete CVs are presently available on line at:

http://sils.unc.edu/news/releases/2009/09_deansearch.htm

Dr. Helen Tibbo
Professor, School of Information and Library Science, University of North Carolina at Chapel Hill
October 12
"To Be, Rather Than To Seem"
4:00 - 4:45 p.m.
Pleasants Assembly Room, Wilson Library

Dr. Gary Marchionini
Cary C. Boshamer Distinguished Professor, School of Information and Library Science, University of North Carolina at Chapel Hill
October 15
"The many faces of Information: Implications for Leadership in I-Schools"
4:00 - 4:45 p.m.
Pleasants Assembly Room, Wilson Library

Dr. Hal Berghel
Associate Dean, Howard R. Hughes College of Engineering; Founding Director, School of Informatics; Professor and Past Director, School of Computer Science
University of Nevada, Las Vegas
October 19
"Life Bytes"
4:00 - 4:45 p.m.
Pleasants Assembly Room, Wilson Library

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From:	nobody@notify.unc.edu on behalf of newstudents@unc.edu
Sent:	Monday, October 5, 2009 9:52 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Summer Reading Book Nomination Priority Deadline

---

Dear Member of the Carolina Community:

As a reminder, the 2010 Summer Reading Program Book Selection Committee--comprised of faculty, staff, and students--will soon begin the process of selecting next year's book.

We invite all members of the UNC-Chapel Hill community to recommend books for our consideration. Criteria for book selection include the following desirable qualities:

* Intellectually stimulating: stretching students' minds, causing students to think about things they might not have thought about previously.
* Enjoyable, engaging, relatively short, easy to read, and of current interest.
* Able to provoke interesting discussion.
* Appropriate for the level of maturity of incoming students.
* Having a theme or topic applicable to students' lives (for example, societal, political, or ethical issues).

Do you have a favorite book that meets these criteria? What book do you think will stimulate critical discussion among incoming students next summer? To make your suggestion, visit the Carolina Summer Reading Program website: http://www.unc.edu/srp/. Full consideration will be given to all book recommendations received by October 7, 2009.

Thanks for your consideration of this matter.

Bill Balthrop
Chair, 2010 Summer Reading Program Book Selection Committee
Professor, Communication Studies

This email is sponsored by: Office of New Student & Carolina Parent Programs

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, October 5, 2009 11:36 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Thursday, Oct. 22 Football Transportation and Parking

ATTENTION UNC STUDENTS, STAFF, AND FACULTY:

On Thursday, Oct. 22, 2009, the North Carolina Tar Heels will host the Florida State Seminoles at 8 p.m. for a nationally televised football game at Kenan Stadium. Although this Thursday night game falls during UNC students' Fall Break, large crowds are expected to begin arriving on campus late that afternoon and throughout the evening.

IN HOPES THAT CAMPUS EMPLOYEES WILL EXPERIENCE LESS INCONVENIENCE LEAVING CAMPUS, THE UNIVERSITY HAS ALREADY ANNOUNCED THAT EMPLOYEES' REGULAR WORKDAY HOURS WILL BE CHANGED FROM 8-5 P.M. TO 8-3 P.M. ON OCTOBER 22.

Consequently, transportation and parking for this weeknight game will be slightly different than normal weekdays/weeknights and different from typical Saturday football games.

* Campus employees working regular day hours should plan on exiting parking lots by 3:30 p.m. Towing will commence in designated lots beginning 3:30 p.m., 4:30 p.m. and 5:30 p.m. Game operations WILL BEGIN at 3:30 p.m.

* Off-campus lots will open to game night patrons at 4:30 p.m.

* On-campus lots will open to game night patrons at 5:30 p.m.

* Chapel Hill Transit plans to adjust schedules accordingly (see website listed below for details)

* Parking permit regulations will be enforced as normal in resident student lots. For example, most student lots require a campus weekday / weeknight permit, Monday-Thursday, 7:30 a.m. until 9 p.m. and Friday, 7:30 p.m. - 5 p.m. These regulations will remain in effect during fall break, unless otherwise noted on our website or via special lot signs.

For a complete listing of IMPACTED PARKING LOTS, TRAFFIC PATTERNS, AND TRANSIT INFORMATION, please familiarize yourself with the information posted through a special Thursday, October 22 Football Transportation and Parking link located on the main Department of Public Safety homepage:

http://www.dps.unc.edu

Employees may contact their department Parking Coordinators for questions regarding the Thursday Night Football Website or to make special parking arrangements if they are considered critical employees. Questions regarding information on DPS Thursday Night Football parking and transportation operations may also be directed to UNC Public Safety at (919) 962-3951 during normal business hours.

For information on other scheduled special events on campus, including remaining football games, log onto the Public Safety website and visit the special events link.

Thank You,

UNC Public Safety

This email is sponsored by: UNC Public Safety

==========
"INFORMATIONAL:" email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of lauren_cohen@unc.edu
Sent:	Tuesday, October 6, 2009 12:05 AM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: UNC Study of Home Lighting and Aging

UNC Study of Home Lighting and Aging

Research has shown that lighting can improve mood and sleep for adults. In order to learn more about the effects of home lighting for older adults with Alzheimer's disease and other memory problems, researchers at the University of North Carolina at Chapel Hill are conducting a four month study of home lighting.

To participate in this study, you must be the live-in caregiver for someone with Alzheimer's disease or a related memory disorder. Participants will receive reimbursement for all study-related costs, and also will receive $300 for their time.

To learn more about this study, please call Lauren Cohen toll-free at (866) 687-9342 or locally at (919) 843-8874.

The study `Home Lighting and Aging' (IRB # 08-1249) was reviewed and approved by the Office of Human Research Ethics at the University of North Carolina at Chapel Hill on February 3, 2009.

This email is sponsored by: The Cecil G. Sheps Center for Health Services Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of lbull@email.unc.edu
Sent: Tuesday, October 6, 2009 8:39 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Applications & Nominations for 2010 MLK, Jr. Scholarships Now Being Accepted

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Nominations and applications for the 2010 Martin Luther King, Jr. Scholarships are now being accepted. Student organizations, faculty and staff are encouraged to help identify qualified candidates. Students may apply for a scholarship directly by filling out an application form and soliciting recommendations.

The three scholarships are open to all undergraduate juniors at the UNC-Chapel Hill. The awards are given annually to students who, as judged by the MLK, Jr. Scholarship Committee, best exemplify Dr. King's commitment to our society. One $1,500 first-place and two $1,000 second-place scholarships are awarded.

Nomination forms, applications and guidelines can be accessed at http://www.unc.edu/diversity/community/mlkscholarship.html

Please feel free to nominate more than one candidate.

All nominations must be received by Monday, November 2, 2009 at 5:00 pm.

Nominations can be mailed to the address below or dropped off at the Office of Diversity and Multicultural Affairs.

Lisle Bull
Liaison, MLK, Jr. Scholarship Committee
CB# 9125, 07 South Building
UNC Campus

For further information, contact Lisle Bull at lbull@email.unc.edu or call 962-0916.

This email is sponsored by: Diversity and Multicultural Affairs

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of mindfulness@med.unc.edu
Sent: Tuesday, October 6, 2009 9:16 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: MINDFULNESS-BASED CLASSES FOR STRESS & PAIN MANAGEMENT-REGISTER NOW!

Do you want to learn to slow down and enjoy your life?

Are you looking for a new way to deal with stress, anxiety, pain, difficult interactions with others?

Mindfulness can make a difference.

The UNC Mindfulness-based Program for Stress and Pain Management offers training in meditation and mind-body awareness that will teach you how to
slow down, set priorities and stay calm, focused and relaxed in the midst of a busy life. These practices will enhance your body's natural adaptive healing ability and will cultivate the mind's clarity and insight. This program follows Jon Kabat-Zinn's model and is offered by the Program on Integrative Medicine at UNC (Department of Physical Medicine & Rehabilitation).

FALL 2009 MINDFULNESS CLASSES ON CAMPUS:
1) Monday evenings beginning October 12 (required orientation) through December 7, taught by Susan Head, PhD

FALL 2009 MINDFULNESS CLASSES AT HILLSBOROUGH YOGA & HEALING ARTS:
1) Thursdays evenings, beginning October 15(required orientation) through December 10, taught by Paula Huffman & Susan Gaylord

Two graduate courses will be offered this fall for those who have taken the basic foundation course:
1) "Deepening Your Mindfulness Practice in the Pressure-Cooker of Daily Life"
Held on campus Tuesday evenings, November 17 through December 8, 2009
2) *Our newest graduate course*, "Mindful Parenting" will be held at UNC Wellness Center at Meadowmont on Tuesday mornings, beginning November 17
through December 8, 2009.
Both classes are taught by Mary Love May.

SPRING MINDFULNESS CLASSES FOR 2010:
1) Tuesday mornings and evenings beginning January 5 (required orientation)
through March 2, 2010, taught by Mary Love May.

For additional information about classes, tuition, and tuition reductions for research participation, visit the Program on Integrative Medicine website at http://pim.med.unc.edu/mindfulness.html

To register for these mindfulness courses, complete the registration form on the Program on Integrative Medicine website, http://pim.med.unc.edu/mindfulness.html. Contact the Program by phone at 919-966-8586 or by email at mindfulness@med.unc.edu

This email is sponsored by: Physical Medicine and Rehabilitation

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From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Tuesday, October 6, 2009 9:49 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Message from the Chancellor: Stay Tuned for an Annual University Address

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Dear Students, Faculty and Staff:

In conjunction with University Day on October 12, I'll share my thoughts about how we're doing at Carolina and what lies ahead. We're instituting a new tradition - an online video address. We didn't want to interrupt your busy schedules to ask you to attend an event. And we didn't want to incur any expenses in doing so at a time when we're focused on operational efficiency.

But it's important that we celebrate our accomplishments from this past year and think about how the University can be successful in the future. That's the reason for the speech, which you can watch or read by going to www.unc.edu early on the morning of October 12.

I'd appreciate your feedback afterward at chancellor@unc.edu.

Thanks to all of you for your commitment to Carolina.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of performingarts@unc.edu
Sent:	Tuesday, October 6, 2009 10:21 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: MP3 Experiment Comes to UNC!

The UNC Office of the Executive Director for the Arts (EDA) will be conducting a community-wide MP3 Experiment at 12:30 PM, October 15. The Office of the EDA is partnering with UNC alumnus Charlie Todd, founder of New York-based improv comedy group Improv Everywhere, to carry out the first of these experiments in North Carolina. Similar experiments have taken place in New York, Toronto, San Francisco, Chicago, Germany, and Australia.

The experiment will take place in Polk Place, and will last approximately 45 minutes. The Office of the EDA encourages all members of the University community to participate in the experiment, which is free and open to the public. For more information, and to find out what you need to do to prepare, please visit http://eda.unc.edu/mp3.

This email is sponsored by: Office of the Executive Director for the Arts

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, October 6, 2009 10:44 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Your Feedback on Commuting Alternatives

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I'd use a bike to commute to work/school except there is that one big hill ...I get too hot to commute by bike in the summer ...I'd have to get in shape first ...

We're doing formative research to help develop a commuting vehicle that meets the needs of Chapel Hill area commuters. The project is sponsored by the Centers for Disease Control. Please tell us what your commuting needs, preferences and interests are by following this link or copying it into your browser:

http://qtrial.qualtrics.com/SE?SID=SV_0llknWR1TsXxlEU&SVID=Prod

and completing an anonymous survey.

There are no personal risks, costs or benefits to you associated with responding to this survey. By clicking on the survey link, you are giving your consent to participate. Your participation is voluntary. Your responses will be treated confidentially and securely.

If you have questions about the project, please call Phyllis Fleming at 919-966-7075 or email Phyllis_fleming@unc.edu. The procedures for this survey have been reviewed and approved by the Institutional Review Board of the University of North Carolina. You may contact the Institutional Review Board, anonymously if you wish, at 919-966-3113 or by email to IRB_subjects@unc.edu if you have questions or concerns about your rights as a participant in this formative research project.

If, after completing the survey, you are interested in talking more about commuting, you are invited to participate in a one-hour focus group discussion for which you'll receive a $25 thank you gift. At the end of the survey, there is a link to a site where you can give your name and information on how to contact you. We have a separate site rather than asking for this information on the survey so that we can keep your responses anonymous.

University of North Carolina at Chapel Hill Institutional Review Board
IRB Approval Date: 10/1/2009
IRB Approval #: 09-1655

This email is sponsored by: UNC Center for Health Promotion and Disease Prevention

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: ConnectCarolina_Training@unc.edu <ConnectCarolina_Training@abcsignup.com>
Sent: Wednesday, October 7, 2009 8:50 AM
To: stgore@email.unc.edu
Subject: Student Records: Schedule of Classes: evaluation

Dear Sam Gore:

Thank you for attending Student Records: Schedule of Classes. Your feedback is important to us. Please take a moment to complete this short evaluation: [Click here to complete evaluation]

Thank you for your time.

Your training team,

ConnectCarolina Training
Information Technology Services
The University of North Carolina at Chapel Hill

Powered by www.ABCSignup.com

From:	nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent:	Wednesday, October 7, 2009 8:47 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Employee Forum Newsletter InTouch Now On-Line

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The most current edition of InTouch, the Employee Forum newsletter, is now on-line at http://forum.unc.edu/documents/InTouchAugSept2009.pdf

This email is sponsored by: Employee Forum

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: ConnectCarolina_Training@unc.edu <ConnectCarolina_Training@abcsignup.com>
Sent: Thursday, October 8, 2009 8:40 AM
To: stgore@email.unc.edu
Subject: Student Records: Schedule of Classes: evaluation

Dear Sam Gore:

Thank you for attending Student Records: Schedule of Classes. Your feedback is important to us. Please take a moment to complete this short evaluation: [Click here to complete evaluation]

Thank you for your time.

Your training team,

ConnectCarolina Training
Information Technology Services
The University of North Carolina at Chapel Hill

Powered by www.ABCSignup.com

From: lcccnews@med.unc.edu
Sent: Thursday, October 8, 2009 4:31 PM
To: LCCC E-News Release <lcccnews@listserv.unc.edu>
Subject: [lcccnews] UNC Lineberger E-News Release
Attach: LCCC Newsletter.htm

UNC Lineberger Comprehensive Cancer Center e-News

University of North Carolina at Chapel Hill

Trouble viewing UNC Lineberger's E-News Release? View it online at:
http://cancer.unc.edu/lcccnewsletter/enews20091008.html

You are currently subscribed to UNC Lineberger Cancer Center's E-News Release with email address as: stgore@email.unc.edu.
To unsubscribe send a blank email to leave-25533262-9279841.8d48b917898b1b5e9fb144cf6209b79c@listserv.unc.edu

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, October 8, 2009 8:17 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: University Square redevelopment

Dear Students, Faculty and Staff:

Most of you are familiar with the 12-acre site downtown that is now the site of University Square shopping center and Granville Towers student housing. This summer, the property and existing buildings were purchased by Chapel Hill Foundation Real Estate Holdings, a not-for-profit corporation founded by the University of North Carolina at Chapel Hill Foundation to assist with real estate projects for the University and its affiliated organizations.

Because of the property's prime location on Franklin Street and its proximity to the UNC campus, representatives of both the University and the Town of Chapel Hill are very excited about its redevelopment. Among the goals for the redevelopment are moving retail businesses closer to Franklin Street and creating a seamless connection from West Franklin Street to campus.

To find out more about the project and how you can contribute your ideas about it, please visit http://uncnews.unc.edu/content/view/2952/68/.

We look forward to hearing what you have to say.

Sincerely,

Gordon Merklein, executive director of real estate development for the University
John Goff, senior vice president of development at Cousins Properties Incorporated

This email is sponsored by: Finance & Administration

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From: nobody@notify.unc.edu on behalf of anthonyj@med.unc.edu
Sent: Thursday, October 8, 2009 8:48 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: UNC Autism Study Seeking Typically Developing Children 6 Months Of Age And Young

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About This National Study
UNC Chapel Hill along with the Autism Research Program is carrying out a MRI Study of Early Brain Development. This study, funded by the National Institutes of Health, is being conducted by some of the world's leading researchers in the field of autism, with 4 different sites across the US. Currently, they are searching for children with no family history of autism to participate in the South Eastern US who meet the following criteria:

* Are between the ages of 0-12 months of age (parents who are expecting may also be eligible)
* Have an older sibling
* Have no known genetic syndrome

If You Participate:

* Your child may receive up to $100 in compensation for participation
* Your child will receive a comprehensive series of developmental assessments
* Your child will receive an MRI scan which is completed during natural sleep, you have the option to be near your child for the length of the scan* (all travel costs are reimbursed, and any services we provide are at no charge to you)
* You will receive images of your child's brain from the MRI scan

Why You Should Participate
You and your child will be a part of this important study that will help provide valuable information by comparing the brain growth and development of children who have a family history of autism to those with no family history of autism. This study may provide important information about early brain development in all children, and may lead to improved outcomes for children diagnosed with autism. You will also receive reports on the assessments completed with your child and have access to some of the leading researchers in autism and child development.
How You Can Help
You and your child can contribute to the success of research! Participating in this study is not the only way to get involved. Please consider sharing this information with your friends and family.
If you would like more information about this study, please reply to this email or call 1-800-793-5715. You can also visit www.ibis-network.org or send an email to IBISNetwork@gmail.com.
*No radiation occurs with an MRI scan

Brain Development in Infants at High Risk for Autism, Biomedical IRB, Approved 10/02/2009, Study # 05-2293 (Former IRB N# 05-PSYCH-817)

This email is sponsored by: Carolina Institute for Developmental Disabilities

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From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Thursday, October 8, 2009 9:13 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Message from the Chancellor: Attend University Day; Watch the Video Address

---

Dear Students, Faculty and Staff:

Monday, October 12, is University Day and a time when we celebrate our accomplishments and consider Carolina's future. Everyone is invited to participate.

I hope to see you at 11 a.m. in Memorial Hall for the annual University Day convocation. Gov. Bev Perdue is our featured speaker. We'll also present Distinguished Alumna and Alumnus Awards and enjoy performances by student musical groups. For details, see http://www.unc.edu/universityday/. Classes will be canceled from 10 a.m. until 1 p.m. Attendance is considered work time for staff employees, who are encouraged to seek advance approval from their supervisors.

Also on Monday, we'll post my video address to the campus community on the University's Web site, www.unc.edu. The speech will reflect on Carolina's accomplishments and challenges over the past year, and will outline what will be important to remain successful as one of America's great universities in the future.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, October 9, 2009 3:34 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Chapel Hill Police Report Assault on UNC Female

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ATTENTION UNC STUDENTS, STAFF, AND FACULTY:

The Town of Chapel Hill Police are investigating a reported assault on a female UNC Student on Pritchard Avenue. The victim was walking home when she was grabbed from behind and forced to the ground. The suspect fled as the victim fought back. The victim was unharmed in the incident and did not report seeing any weapons.

The suspect is described as a young black male (early 20's), approximately 5-9 in height, with a slim build. His hair was close-cut (short), and he was wearing a black t-shirt and blue jeans.

If anyone has information about this crime, please call either Investigator D. Hunter at the Chapel Hill Police Department at 968-2760 or CrimeStoppers at 942-7515. Calls to CrimeStoppers are confidential and anonymous, and the caller may be eligible for a cash reward up to $2,000 for information that leads to an arrest.

UNC Public Safety urges the campus community to exercise personal responsibility, be constantly aware of their surroundings, and report any and all suspicious activity by calling 911. For a list of safety tips, see alertcarolina.unc.edu.

Thank You,
UNC Public Safety

This email is sponsored by: UNC Public Safety

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Saturday, October 10, 2009 11:32 AM
To: Stacey Sewall <sewall@email.unc.edu>
Cc: Travis Gore <stgore@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Tim Mcmillan <tjm1@email.unc.edu>
Subject: Re: Afri-Afam website

Hi to all. I'm not sure what has been decided but it might be a good idea to let Stacey continue until they get a permanent replacement for me. I realize I can't have an opinion at this point but it might make for a smoother transition. Let me know if I can be of help. dc

Stacey Sewall wrote:
> Hi Debby and everyone,
>
>
> I was wondering about the Afri-Afam website... I know at one point
> Debby mentioned that OASIS might be taking over the support for the
> Afri-Afam website while the department has a temp in place. I said I
> thought it would be easiest if I just kept doing it, because it can be
> difficult to hand code back and forth. Do you all know if someone
> else has been editing the site? At any rate, I noticed just now when
> I went to load the site, that it is down and gives a 403 error. I was
> about to put in a ticket for it, when I thought maybe someone else was
> working on it and it's down while they work on it. Please let me know.
>
> Talk to you soon,
> Stacey
>

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Sunday, October 11, 2009 6:15 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: tried to call

Hey Travis. I tried to call. I can't get in your finance central. I may have tried too many times and locked you up. I'll call tomorrow and we'll try one more time. Made a "little" dent but still have a ways to go. dc

From: UNC General Alumni Association <alumni@unc.edu>
Sent: Monday, October 12, 2009 10:50 AM
To: GAA Members <stgore@email.unc.edu>
Subject: Celebrating University Day

— UNIVERSITY DAY 2009 —

The University of North Carolina

October 12, 2009, serves as an important day for our Carolina family. Today we celebrate our University's 216th birthday and the many recent achievements which make Carolina a **priceless gem**.

View our special University Day presentation.

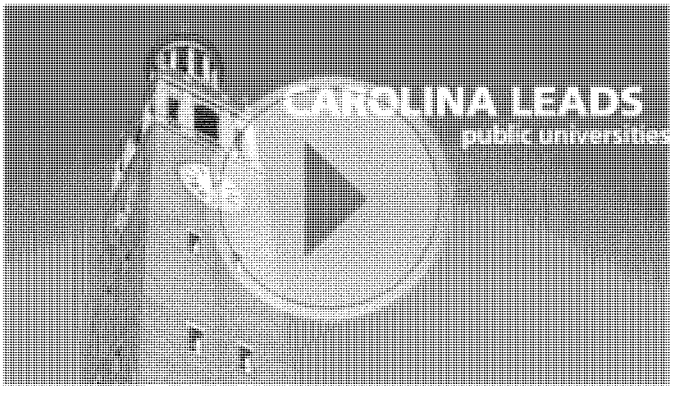

Stay connected to the GAA and Carolina. GAA members receive the award-winning *Carolina Alumni Review* six times each year. In addition, you're invited to follow us on Twitter, become a fan of our Facebook page, join our LinkedIn group and more.

Thank you for your GAA membership.
Your dues help us keep Carolina alumni informed and involved, contribute to the continued improvement of the University, preserve and enhance the value of our Carolina diplomas and help Carolina students become the leaders of tomorrow.

PRIVACY POLICY: You received this e-mail from the General Alumni Association-George Watts Hill Alumni Center, CB # 9180, Stadium Drive, PO Box 660, Chapel Hill, NC 27514-0660. You have not been subscribed to an e-mail list. If you do not wish to receive future e-mail of this type from the GAA, please reply to alumni@unc.edu and include your full name, address and class year, call us toll-free at (877) 377-7125, or unsubscribe via this link: unsubscribe here.

Please note that UNC and the General Alumni Association do not sell your information, including your e-mail address, to anyone for any purpose.

702472576

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, October 12, 2009 3:03 PM
To: Gore@mxp2.isis.unc.edu; Sam T <stgore@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

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at the ackland

Tuesday, October 13
12:00 - 1:00 PM

Namaste! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland. Yoga mats and museum cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended.

Sessions led by Joanne Marshall. Beginners are welcome.

Registration recommended | Free to members, $5 non-members

Tuesday, October 13

ALLAN DESOUZA
BODIES IN TRANSIT

Hanes Visiting Artist Lecture
5:30 PM
Hanes Art Center Auditorium

As part of the Hanes Visiting Artist Lecture Series, the UNC-Chapel Hill Department of Art presents a free lecture by artist Allan deSouza. DeSouza's photographs, installations, performances, and sculptures examine residual aspects of the transitional body, whether it is literally moving from one place to another, masquerading or passing, morphing into other forms, or as the site of physical and psychic contamination. In his *Divine* series (as seen above), for example, photographs taken from airplane windows depict the landscape below as haunted by phantom bodies.

Allan deSouza was born in Kenya and raised in England. He has exhibited photographic and sculptural works addressing the racialized or sexualized body extensively at museums and

IN THE GALLERIES:

The Guardian and the Avant-Garde

Almost Now:
Cuban Art, Cinema, and Politics in the 1960s and 1970s

And ten more galleries filled with art and ideas!

NEXT WEEK:

Wednesday, October 21
Art & Literature in the Galleries
7:00 - 8:30PM

Sunday, October 25
Family Fun Tour
1:15 PM

Please visit our calendar for a full listing of special programming and events.

galleries in Britain, the US, and elsewhere, including the Photographers Gallery, London; the Whitney Museum, NY; Queens Museum, NY; Museum of Fine Arts, Miami; Galeria Mitra, Lisbon; Vancouver Art Gallery; and the Third Havana Biennale, Cuba. His fiction and critical writings have appeared in various journals and anthologies.

Free

Sunday, October 18
2:00 - 4:00 PM

Visit the Ackland this Sunday and enjoy an afternoon of music in the galleries. In connection with the Ackland's exhibition *Craft, Training, and Production in the Early Modern Artist's Studio*, members of the UNC-Chapel Hill Opera and the UNC-Chapel Hill Baroque Ensemble will perform scenes from Cavalli's seventeenth-century opera *L'Egisto*. Brent Wissick, professor of music at UNC-Chapel Hill and co-director of the opera, will narrate the lecture/recital, sharing the UNC-Chapel Hill opera studio's working methods for studying and staging this Early Modern work.

Free

Wednesday, October 14

LOCATING RACE IN ARCHITECTURAL ORGANICISM

A Lecture by Postdoctoral Research Fellow Charles Davis
5:30 PM
Peabody Hall, Room 008

The UNC-Chapel Hill Department of Art and the Institute of African American Research, a part of the UNC African American Studies Consortium, presents Postdoctoral Research Fellow Charles Davis' lecture **Locating Race in the Epistemology of Architectural Organicism: Viollet-le-Duc, Race Science, and the Scientific claims of Structural Rationalism.** Davis received his PhD in Architecture from the University of Pennsylvania in 2009. He has previously taught seminar courses on the history/theory of architecture at the University of Pennsylvania, Parsons the New School for Design, and the State University of New York at Buffalo. He is currently a Postdoctoral Research Fellow in Art History at

UNC-Chapel Hill.

Free

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **stgore@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-25555335-6848482.2f8974e37df524cbb81bf19addaaf4be@listserv.unc.edu.

Illustrations

Indian, Central, 11th to 12th century: *Ganesha* (detail); sandstone sculpture. Gift of Clara T. and Gilbert J. Yager in honor of Dr. Charles Morrow and his wife, Mary Morrow, for their many contributions to the University and to the Ackland Art Museum during his term as Provost.

Allan deSouza: *Divine 3815*, 2008; C-print. 16x 24 inches. Courtesy of the artist and Talwar Gallery, NY.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, October 12, 2009 8:26 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Participants needed for a toothbrush study

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Do you want to participate in a toothbrush study?

You may be eligible to participate in this research study if you:

*Are between 18 and 75 years old
*Have not used tobacco products in the past 6 months
*Are in good general health
*Have not taken any new medication in the last three months
*Do not require antibiotics prior to dental treatment
*Have at least 20 teeth
*Are not pregnant or nursing
*Have not been diagnosed with kidney disease, bleeding disorders, Hepatitis, HIV, or Tuberculosis

Participants may receive up to $240 for successful study completion.

Part of the study will consist of not brushing one half of your mouth for a 3 week period and not flossing your entire mouth for 5 weeks.

To learn how you can be in this study, please call (919) 966-5271.

Approved by UNC IRB: 06/12/2009
IRB study #09--0627
This email is sponsored by: The Dental Research Center

This email is sponsored by: Dental Research Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of EBDS@unc.edu
Sent:	Monday, October 12, 2009 9:28 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: A RESEARCH Study for Babies of Mothers with Depression

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From: EBDS@unc.edu
Reply-To: EBDS@unc.edu
Date: October 12, 2009, 1:00 PM
To: brittany_lindsay@med.unc.edu
Subject: A RESEARCH Study for Babies of Mothers with Depression

Are you or is someone you know currently pregnant and has been diagnosed with depression?

We are conducting a prospective, longitudinal research study to better understand early brain development in the children of women who have been diagnosed with depression and who were treated with a common type of antidepressant, called a selective serotonin reuptake inhibitor (SSRI), during their pregnancy.

Participants receive:
- $50 per child for each postnatal visit (potential total of $200)
- Reimbursement for mileage and parking

What the study involves
- An MRI scan and developmental assessment of the baby at 1-4 weeks after birth (unsedated)
- Follow-up MRI scans and developmental assessments at 1 and 2 years

Who is eligible?
- Women who have been diagnosed with depression
- Are currently pregnant or have recently given birth
- Treated with an SSRI starting in the 1st trimester or prior to pregnancy through birth

We need your help! By participating, you may be helping mothers with depression in the future by improving our understanding of how factors such as severity of depression and treatment with antidepressants relate to early brain development. (The current literature indicates that SSRI antidepressants do not have long-term negative affects on brain development.)

Remember
- This is a voluntary study
- No medicines or sedation are involved
- You will be compensated
- All information gathered is confidential.

To learn more about this study please call Brittany Lindsay (919) 843-3608 or (866) 849-0541 (Toll Free), or send an email to brittany_lindsay@med.unc.edu with your name, phone number and times that you can be reached.

The principal investigator for this study is Rebecca Knickmeyer, PhD, UNC School of Medicine, Department of Psychiatry. Co-investigators are Samantha Meltzer-Brody, MD, and John Gilmore, MD, also of the UNC Department of Psychiatry.

This study and this message have received approval from the UNC Bio Medical IRB on August 5, 2009, Study 07-0617.

This email is sponsored by: Department of Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, October 12, 2009 9:59 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Recruiting Research Participants with Constipation Predominate IBS.

The UNC Center for Functional GI & Motility Disorders is recruiting subjects with constipation predominate IBS to participate in a health research study that examines the effect of an FDA approved drug for IBS on clinical abdominal pain. The purpose of the study is to learn how to treat patients with IBS more effectively.

Subjects will receive $550 upon completion of the study. Participation will last 8 weeks.

This study requires 7 visits to UNC and each visit will take place at the Clinical and Translational Research Center.

Subjects will be required to complete a health questionnaire, a 1 1/2 hour
physiological test, and 2 abdominal x-rays. Participants will also be required to take a study drug for 2 separate two week intervals.

For more information and to determine if you are eligible, contact:
Kelly Moulton, M.Ed, at
kmoulton@med.unc.edu
(919) 966-0289

Study # 07-0540 / CTRC-2603 approved 2/5/2009-2/1/2010

This email is sponsored by: Department of Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of chanee_lynch@med.unc.edu
Sent: Wednesday, October 14, 2009 8:18 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Research Study for Patients with Chronic Headaches

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-Do you have chronic headaches at least 15 days per month?
-Have you suffered from headaches for at least 2 years?
-Are you at least 18 years of age?
-Have you been diagnosed with Chronic Daily Headache (CDH)?
-Are you receiving care from a neurologist or other headache specialist?
-Would you be willing to meet 6 times with a registered dietitian over a 12 week period?

If you answered yes to all the above questions, you may qualify for the Nutrition and Chronic Daily Headache (CDH) study. Your next step is to call Chanee Lynch or Becky Coble at the UNC Program on Integrative Medicine in the Department of Physical Medicine and Rehabilitation to determine your eligibility for the study.

You will be compensated $145 for completing all sessions and filling out questionnaires and a daily headache diary throughout the study. You will also receive 2 prepared meals per day over a three month period and up to $13 per visit for transportation and parking.

If you would like to learn more about this study and/or see if you qualify, please call 966-8586, or send an e-mail to Chanee Lynch (chanee_lynch@med.unc.edu) or Becky Coble (rcoble@med.unc.edu) with CDH STUDY in the subject line.

This message was approved by the Biomedical IRB 7/23/2009 (IRB#09-0600), and is funded by the Mayday Fund.

This email is sponsored by: Physical Medicine and Rehabilitation

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of chanee_lynch@med.unc.edu
Sent: Wednesday, October 14, 2009 8:45 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: IBS Treatment for Women: Mindfulness/Support Group

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If you are a woman (or know a woman)age 18 or older who suffers from irritable bowel syndrome (IBS), you/she may qualify to participate in a research study of two treatment programs to help improve the symptoms of IBS.

In both programs, women of all ages will meet in a group once per week for 8 weeks. In the support group, women will share successful strategies for coping with and reducing symptoms of IBS. The mindfulness group combines gentle yoga with a meditation technique. Both programs have shown promise for helping people with illnesses.

Each group requires coming to a meeting in Chapel Hill for 2 hours each Monday, October 26-December 14, 2009, 6-8 p.m., and for 4 hours on Saturday, December 5. Groups will be designated randomly by a computer program. Both groups will be led by an experienced health coach and group facilitator. Participants will be asked to fill out questionnaires before the first group meeting, two weeks after the program, and 3 months, 6 months, and 12 months after the program.

Women will be paid $250 for filling out the five groups of questionnaires; and parking vouchers will be provided as needed. Participation in the mindfulness training or support group is free.

To participate in the study, women must have a diagnosis of IBS from a physician and current symptoms (abdominal pain or bloating at least once per week over the past month).

Women cannot be in this study if:
- unable to attend a meeting in Chapel Hill each Monday, Feb 25-Apr 14;
- are pregnant; or
- have one of the following disorders:
  - severe mental illness;
  - inflammatory bowel disease (ulcerative colitis or Crohn's disease);
  - cancer;
  - liver or pancreas disease;
  - uncontrolled lactose (milk) intolerance; or
  - celiac disease (wheat intolerance); or
  - a history of major abdominal surgery.

If you would like to learn more about this study and/or see if you qualify, please call 966-8586, or send an e-mail to Chanee Lynch chanee_lynch@med.unc.edu) or Kim Faurot (faurot@med.unc.edu) with IBS STUDY in the subject line.

This message was approved by the Biomedical IRB 3/20/2007 (#05-2994/GCRC 2504), and is funded by NIH R21-AT003619.

This email is sponsored by: Physical Medicine and Rehabilitation

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of kristin.cooley@unc.edu
Sent: Wednesday, October 14, 2009 9:27 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Recruiting Children for Study of Language in Autism, Fragile X, & Down syndrome

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Recruiting Children with Autism, Fragile X Syndrome, Down Syndrome and Typical Development for Language Study

A language study at FPG Child Development Institute (FPG) at UNC is recruiting children with autism, fragile X syndrome, Down syndrome, or typical development.
This study looks at how children use language in conversation and narration and will provide important information for language intervention.

We are recruiting children who are speaking in phrases of 3 or more words from the following groups:

*6-14 year old boys with autism
*6-14 year old girls and boys with Down syndrome
*6-14 year old boys with fragile X syndrome
*3-14 year old girls with fragile X syndrome
*3 to 6 year old boys with typical development
*3 to 14 year old girls with typical development

As a participant in the study, the child will receive language and developmental assessments once a year for three years. The visits can take place at the child's home, school, or at FPG. The family will receive $40.00 and a short summary of our findings after each visit.

The study is funded by NIH, March of Dimes, and National Fragile X Foundation and has been approved by the Committee on the Protection of the Rights of Human Subjects at UNC.

If you want more information about this exciting project or have any questions, please contact Anne Harris (Project Coordinator) by email at anne.harris@unc.edu or call the study toll-free number:
1-877-696-5797 (local: 919-843-4618). Please share this message with any friends or family who may be interested in this study.

Carolina Neurodevelopmental Disabilities Project
Approval # 07-0044, Behavioral IRB, 8/28/2009

This email is sponsored by: UNC-FPG

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of FAMRI-2@med.unc.edu
Sent: Thursday, October 15, 2009 8:19 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Research study investigating smoke exposure and flu virus

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The purpose of this research study is to learn about how influenza virus affects nasal inflammation in people who smoke and in nonsmokers who are very rarely, if at all, exposed to secondhand smoke. Currently, we are looking for healthy young adults aged 18-35 years with no underlying medical problems, who are active smokers.

Specific exclusion criteria will include history of asthma, chronic lung or heart disease; any type of immunodeficiency; influenza or flu like symptoms in the past three weeks; current pregnancy; egg allergy; or subjects who have already have had a flu shot or flu nasal spray vaccine anytime since August of 2008. Your participation will last 6-9 weeks, and will require 8 study visits.

For a complete copy of the consent form and more information refer to the Center for Environmental Medicine, Asthma and Lung Biology (CEMALB) website: http://www.med.unc.edu/cemalb/studies/IRB05-2547

Interested individuals may also call the CEMALB recruitment line 919-962-4247 for additional information.

Approved September 30, 2009 by the Biomedical Institutional Review Board. IRB# 05-2547 (formerly 05-PED-1094).

This e-mail is sponsored by the UNC Center for Environmental Medicine and Lung Biology. This study is funded by the National Institutes of Health and the Hammner Institutes for Health Sciences.

This email is sponsored by: Center for Environmental Medicine, Asthma and Lung Biology

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, October 15, 2009 9:00 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Assistant Provost and University Registrar Open Forums

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The search committee for the position of Assistant Provost and University Registrar is pleased to announce that three candidates have accepted our invitation to visit campus for public interviews.

We invite you to attend the upcoming open forums with the candidates. These forums are designed to give the campus community opportunities to hear from candidates about their experiences and ideas for enhancing the registrar function at UNC-Chapel Hill and to provide feedback. Each candidate will make a brief presentation on "The Future Role of the Registrar in a Public, Research-Intensive University" and then respond to questions on this and other topics from the audience.

The candidates and open forum schedules are as follows:

Christopher Derickson
Associate University Registrar
University of North Carolina at Chapel Hill
Wednesday, October 21, 2009, 10:00am to 11:00am
3020 Steele Building

Jonathan Helm
Associate University Registrar
University of Virginia
Tuesday, October 27, 2009, 10:00am to 11:00am
3020 Steele Building

Dr. Samuel Conte
University Registrar
University of Pittsburgh
Thursday, October 29, 2009, 10:00am to 11:00am
3020 Steele Building

Their complete CVs can be viewed at:

http://provost.unc.edu/announcements/open-positions

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, October 15, 2009 9:44 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: University Awards for the Advancement of Women

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On behalf of the Offices of the Chancellor and the Executive Vice Chancellor and Provost, the Carolina Women's Center is pleased to announce the call for nominations for the 2010 University Awards for the Advancement of Women. This award recognizes contributions to the advancement of women at the University of North Carolina at Chapel Hill. Each year, three individuals--one faculty member, one staff member, and one undergraduate/graduate student/postdoctoral scholar--may be selected to receive the award. The faculty and staff recipients each receive $5000 and the undergraduate/graduate student/ postdoctoral scholar recipient receives $2500. Awardees are honored in a ceremony during the Carolina Women's Center's annual Women's Week Celebration in February 2010.

Please submit nominations for women and men who have contributed in one or more of the following ways:

* Elevated the status of women on campus in sustainable ways;
* Helped to improve campus policies affecting women;
* Promoted and advanced the recruitment, retention, and upward mobility of women;
* Participated in and assisted in the establishment of professional development opportunities for women; and/or
* Participated in and assisted in the establishment of academic mentoring for women.

**To submit a nomination, please use the online form at:
http://www.unc.edu/oira/public/women_nomination.html

All faculty and staff nominees must be permanent employees. No self-nominations will be accepted. Carolina Women's Center administrators and staff are not eligible for nomination. The deadline for nominations is Monday, November 30, 2009, at 5:00 p.m.

Previous award winners are:
(2009) Etta Pisano, Aimee Krans, Annie Clark
(2008) Kay Lund, Cookie Newsom, Emily Joy Rothchild
(2007) Barbara Harris, Annette Madden, Emily Dunn,
(2006) Jan Boxill, Terri Houston, Matt Ezzell

Please contact Dr. Donna M. Bickford, Director of the Carolina Women's Center at dbickford@unc.edu or (919) 843-5620 if you have questions about the awards or nomination process.

This email is sponsored by: Carolina Women's Center on behalf of the Office of the Chancellor

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Saturday, October 17, 2009 12:07 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: October 22 Football Game

Dear Carolina staff,

As you know, on Thursday, Oct. 22 the Tar Heels will play the Florida State Seminoles in a nationally televised football game. This is an extraordinary opportunity to showcase our campus.

The topic of Thursday night football has vexed our campus for years. We have resisted scheduling a Thursday night game in Chapel Hill during classes, a stance that I support. This year, however, we proposed the idea of holding the game during fall break. I am grateful that this idea was met with enthusiasm.

Even during fall break, the game creates some logistical challenges. As you know, we have adjusted the workday to end at 3 p.m. on Oct. 22 to allow employees plenty of time to get off campus before folks attending the game arrive later in the evening. Nevertheless, because state personnel policies require us to ask you to make up the hours, I realize that this creates an inconvenience for many of you. I am writing to express my heartfelt thanks to you for accommodating this adjustment.

Thank you for all you do for Carolina.

Holden Thorp

This email is sponsored by: Office of the Chancellor

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of kathleen_lezama@med.unc.edu
Sent: Wednesday, October 21, 2009 8:49 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Research Study: Dietary Supplement Study for Binge Eaters

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Do you struggle with binge eating? Do you sometimes eat an unusually large amount of food in a short period of time and feel out of control? Do you sometimes feel compelled to eat?

If so, you may be eligible to participate in a research study designed to investigate the effects of a dietary supplement on eating behavior, mood, and appetite.

Here is further information about the study:
* Free study-related dietary supplement taken daily for 6 months
* 10 visits to UNC Hospitals over a period of 10 months
* Visits last 1 to 3 hours
* Interviews and questionnaires to assess eating behavior, mood, etc.
* Blood draws to assess appetite-related hormones
* Confidential
* $385 for study completion plus parking during study visits

Eligibility Requirements:
* 18 to 55 years old
* If female, not pregnant or planning to become pregnant
* Overweight
* Current binge eating symptoms

If you are interested, please contact:

BEACh Study Coordinator
BEACH_STUDY@unc.edu
(919) 843-2483

The principal investigator for this study is:

Kim Brownley, PhD, Department of Psychiatry, UNC-CH

Approved by the Biomedical IRB 5/11/2009 (IRB#08-0953),

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of rhallred@email.unc.edu
Sent: Wednesday, October 21, 2009 9:10 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Participants Needed

PARTICIPANTS NEEDED: The Multisensory Processing in Autism study is a research study designed to conduct careful assessments of different aspects of sensory perception in individuals with and without autism and compare these two groups to determine if and how they differ.

DO YOU QUALIFY?
We are looking for healthy males between the ages of 18 and 45 who:
* Are Caucasian or African American
* Are fluent English speakers
* Do not have any family members with autism or other developmental disabilities
* have high school or community college as their highest level of education

The men who participate will undergo a series of tests to measure different aspects of sensory perception. Aspects of touch that will be evaluated include vibration, texture, warmth and heat. Some tests also involve auditory and visual stimuli. During some of the procedures participants will be in a magnetic resonance imaging (MRI) scanner. The men who participate will also be asked to complete a cognitive assessment.

These tests will take a total of approximately 10 hours spread out over 3 visits. Testing will be completed at the North Carolina Research MRI facility located on Mason Farm Rd. in Chapel Hill, NC and/or the nearby UNC Dental School.

Participants will receive $20.00 per hour for participating in this study.

If you are interested in participating please reply to this email and include your name, age, race, occupation, education level, and contact information.

Medical IRB study # 04-1309: Multisensory Processing in Autism.
Most recent date of revisions approval: 8/31/09

This email is sponsored by: Dental Research Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of lungs@unc.edu
Sent:	Wednesday, October 21, 2009 9:18 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Healthy Children & Teens Needed for Reserach Study on Lung Function

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Healthy Children & Teens Needed for Research Study on Lung Function

Objective: Look at measures of lung function compared to thorax (chest) dimensions in children and teens

Subjects: healthy children and teens aged 5 to 21 with no history of asthma or lung disease

Study Activities: participants will undergo a brief physical exam, answer questions on race and ethnicity, then perform spirometry (lung function testing), which consists of deep breathing maneuvers using equipment that measures airflow. Spirometry takes 10-15 minutes; the entire visit should take no more than 1 hour.

Compensation: $20 Target gift card, parking costs

If interested, contact Jessica Pittman, MD MPH at lungs@unc.edu or (919)966-1055

HS IRB # 09-0861
Approved: 7/16/2009
PI: Jessica Pittman, MD, MPH
Title: Spirometry in Children of All Races: A pilot study towards the design of new spirometric reference equations

This email is sponsored by: Pediatrics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Thursday, October 22, 2009 11:39 AM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: Marianne Gingher: RESCHEDULED for 10/28]
Attach: Marianne Gingher_ RESCHEDULED for 10_28.eml (3.30 KB).msg

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From:	nobody@notify.unc.edu on behalf of fertility@unc.edu
Sent:	Thursday, October 22, 2009 8:18 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Trying to Get Pregnant?

Are you or is someone you know trying to get pregnant or about to start trying?

Time-to-Conceive is a research study at the University of North Carolina at Chapel Hill focusing on fertility in women between 30 and 44 years of age. To learn how you can be in the study, call us at (919) 843-8246 or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Monetary compensation for study activities

No medicines or pills to take and no changes to daily lifestyle or existing health care routine.

Please visit our new website at www.med.unc.edu/timetoconceive for more information.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: Center for Women's Health Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, October 22, 2009 8:45 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Interested in how your child's brain works and grows?

We need healthy volunteers to help us figure out how the brain grows in children and teenagers. If your child is between the ages of 9 and 18, contact us to see if they can participate!

You and your child will be paid $50 each for a screening visit, and if your child qualifies for the study, they will be paid another $150.

To add your child to our list, visit our website:
http://clipper.med.unc.edu/phv/healthyvolunteers_form1.cfm

UNC Biomedical IRB # 05-2119
Mapping Cortical Circuit Maturation in High Risk Adolescents
Approved on 10-12-09 Expires 10-11-10

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of ccorrihe@email.unc.edu
Sent: Thursday, October 22, 2009 9:12 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: HOPE's Business Clothing Drive

Dear students, faculty and staff,

HOPE's Help the Homeless Dress the Part: Business Clothing Drive is accepting gently-used business clothes (anything from a polo shirt to dress shoes to a suit and tie). Donate gently-used causal and professional business attire that you no longer wear to someone in need. Business clothing donated will be given to Community Empowerment Fund micro-loan borrowers and homeless or at risk of homelessness community members who participate in skill building workshops to actively engage in taking steps to improve their current situation.
For more information regarding how to donate, please contact visit www.unc.edu/campusyhope or email Claire_Corriher@kenan-flagler.unc.edu

This email is sponsored by: HOPE, Campus Y

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Saturday, October 24, 2009 12:19 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: [mds_list] Surplus Property Warehouse closed for inventory, Oct 28-30]
Attach: [mds_list] Surplus Property Warehouse closed for inventory, Oct 28-30.eml (20.6 KB).msg

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fyi

From: Janet Rupert <jrupert@email.unc.edu>
Sent: Wednesday, October 21, 2009 4:47 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [mds_list] Surplus Property Warehouse closed for inventory, Oct 28-30

The Surplus Property Warehouse will be closed October 28-30 to conduct inventory.

No campus pickups or retail sales will be made during that time. If you have items that require delivery to Surplus in the near future, please keep these dates in mind. If your department is in process of a move and is using a moving company needing to deliver items to the Surplus Property Warehouse during that time, please call Al Jeter at 962-2134 to make special arrangements.

Effective Monday November 2, the computerized Surplus Property Management System (SPMS) will be used to submit and schedule campus pickup requests, instead of using form P110. If your department has not signed up already, please register at the following site:

http://www.unc.edu/finance/fd/md/am_spmsreg.pdf

Thank you,

Janet Rupert
Director, Logistics
Procurement Services/Surplus Property Warehouse
962-6267
jrupert@email.unc.edu

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Saturday, October 24, 2009 12:27 PM
To: Travis Gore <stgore@email.unc.edu>; Timothy J. McMillan <tjm1@email.unc.edu>; Julius Nyangoro <jen321@email.unc.edu>
Subject: AFRI 265 001

I was looking at the spring schedule. AFRI 265 001--should that be cancelled? It is not JN, not ML, not Dale. Anything I am missing? dc

From: bounce-25651990-22721708@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>

Sent: Monday, October 26, 2009 2:55 PM

To: african-and-afro-american-studies-staff <african-and-afro-american-studies-staff@listserv.unc.edu>

Subject: [african-and-afro-american-studies-staff] [all-college-staff] UNC College Calendar: Andrew Delbanco on Slavery, Bill Ferris on the Blues, A Nobel Laureate on Climate Change, PlayMakers Nickleby Epic and More

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UNC College Calendar is sent periodically to all faculty and staff in the College of Arts and Sciences, university administrators, communication specialists and others by request.

* * *

Here's a quick guide to special events involving UNC's College of Arts and Sciences. Most events are free and on campus, except where noted.

Through Nov. 30: Photo exhibit from historian William Ferris' new book, Give My Poor Heart Ease: Voices of the Mississippi Blues. Thursdays, 1:30-4:30 pm at the Love House, 410 E. Franklin St. reidjohn@email.unc.edu

Oct. 27: Digital Storytelling and Collaboration Skills, with Will Bosley of the Beasley Multimedia Center. 2 pm, Toy Lounge/Dey Hall. http://LearnIT.unc.edu/workshops

Oct. 27: Ram Loevy, leading Israeli filmmaker, will screen and discuss Bread (Lehem), about a laid-off bakery worker and his family. 6:30 pm, FedEx Global Education Center. kgajewski@email.unc.edu

Oct. 28: Creative Writing Professor and author Marianne Gingher reads from Long Story Short: Flash Fiction by Sixty-Five of North Carolina's Finest Writers. 3:30 pm, Bull's Head Bookshop bullshead@store.unc.edu

Oct. 28: Looking into the Nuclear Age: On Life, Art and the Bomb, a visual lecture by atomic photographer Robert Del Tredici. 5:30 pm, FedEx Global Education Center. Steve_wing@unc.edu

Oct. 29: Andrew Delbanco, award-winning social critic and director of American studies at Columbia University, discusses How Could Anyone Defend Slavery? Moral Crisis in Antebellum America. Lecture, book sale, signing and reception. 7 pm, Gerrard Hall http://college.unc.edu

Oct. 29: Nobel Laureate F. Sherwood Rowland discusses Greenhouse Gases and Climate Change, 7:30 pm, Carroll Hall Auditorium. 966-4516. http://www.geosci.unc.edu/

Oct. 30: Nobel Laureate F. Sherwood Rowland presents a technical talk on The CFC-Ozone Story, 11 am, Tate-Turner-Kuralt Auditorium. 966-4516. http://www.geosci.unc.edu/

Nov. 2: Art Historian and UNC alum David Craven (University of New Mexico) discusses A Trans-Atlantic Interchange Involving Fri(e)da Kahlo, Tina Modotti and Hannah Hoch. 5:30 pm, Hanes Art Center Auditorium. jpbowles@unc.edu

Nov. 2-13: Performance artist and photographer Clifford Owens, Hanes

Visiting Artist, will exhibit, discuss and perform his work. Lecture and opening reception, Nov. 3 at 5:30 in Hanes Art Center, exhibit through Dec. 2; performances Nov. 6-7 at 8 p.m. in Gerrard Hall.
http://bit.ly/47bWEy

Nov. 5: National Book Award-winning author Andrea Barret (The Air We Breathe and Ship Fever), reads from her work. 5:30 pm, Hyde Hall/ University Room.
http://snipurl.com/sjy8h

Nov. 11: Blues historian William Ferris reads from his new book Give My Poor Heart Ease: Voices of the Mississippi Blues. 3:30 pm, Bull's Head Bookshop.
bullshead@store.unc.edu

Nov. 11-Dec. 20: PlayMakers presents The Life and Adventures of Nicholas Nickleby, in two parts in rotating repertory, the largest production in PRC history. Tickets and information: http://www.playmakersrep.org
Related events: http://bit.ly/2AAYr8

Nov. 13-22: Solo Takes on Divas, Detentions and Diaspora, featuring UNC faculty and professional actors/writers from across the U.S. in a series of solo dramatic performances about AIDS, prisons, race, identity and more. Tickets $5-$15.
http://bit.ly/4vTmk8

Nov. 15: Carolina Wind Quintet with pianist Stefan Litwin performing Mozart, Mendelssohn and Brahms. $10-$15. 843-3333.
http://music.unc.edu/

Nov. 16: Former State Department diplomat Thomas Farr (UNC History Ph.D.) will discuss The Widow's Torment: How Religious Liberty Can Increase Stability in the Middle East," 4:30 pm, Pleasants Family Assembly/ Wilson Library.
Margarita7@unc.edu

Nov. 16: Medieval historian Miri Rubin (University of London) will explore the origins of ritual murder accusations against Jews in the Middle Ages. 7:30 pm, Friday Center.
http://www.unc.edu/ccjs/events.html

Nov. 17: Barry Popkin, UNC expert on nutrition and economics, discusses his book, The World is Fat: The fads, trends, policies and products that are fattening the human race.
7-9 p.m. George Watts Hill Alumni Center. Free, pre-register at:
http://alumni.unc.edu/article.aspx?sid=6980

Nov. 17: Artist Oliver Herring discusses his work including sculptures, videos, performances and "tasks" involving the public. (He will be UNC Artist in Residence during the spring term.) 5:30 pm, Hanes Art Center Auditorium.
jpbowles@unc.edu

Nov. 20-21: StreetSigns Center for Literature and Performing Arts presents Downriver, about bluesman Lemonhead Harris. Screenplay by Dana Coen (Writing for Screen and Stage). 8 pm, Gerrard Hall.
http://eda.unc.edu/node/252

Nov. 20-21: UNC Opera performs Cavalli's L'Egisto with UNC Baroque Ensemble. 8 pm Hill Hall. Tickets: 843-3333.
http://music.unc.edu

Dec. 3: Islam expert Omid Safi (Religious Studies) will read from his book, Memories of Muhammad: Why the Prophet Matters. 3:30 pm, Bull's Head Bookshop.

bullshead@store.unc.edu

Dec. 10: N.C. Jazz Repertory Orchestra: My Favorite Things: Holiday Jazz Concert. 7:30 Memorial. Tickets: 843-3333.
http://music.unc.edu

More events
http://events.unc.edu/cal/main/showMain.rdo

UNC College in the Media
http://college.unc.edu/inthemedia

UNC College News
http://college.unc.edu

UNC College Talk (blog)
http://unccollege.wordpress.com

Carolina Arts & Sciences Magazine
http://college.unc.edu/magazine

UNC College on Twitter:
http://twitter.com/unccollege

UNC College of Arts and Sciences on Facebook
http://facebook.com

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Dee Reid (919) 843-6339
Director of Communications
College of Arts and Sciences
The University of North Carolina at Chapel Hill
205 South Building, CB #3100
Chapel Hill NC 27599-3100
Web: http://college.unc.edu
Blog: http://unccollege.wordpress.com
Twitter: http://twitter.com/unccollege
Facebook: UNC College of Arts and Sciences

--- You are currently subscribed to all-college-staff as: african-and-afro-american-studies-staff@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-staff as: stgore@email.unc.edu.

From: nobody@notify.unc.edu on behalf of Brain_Imaging_Hearing@unc.edu
Sent: Monday, October 26, 2009 8:19 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Earn $320 in fMRI Research Study ages 22-45

Participate in a Research Study on Neuroimaging!

Participants volunteer for approximately eight total hours divided into four visits, and are paid $60/hr for the MRI sessions and $20/hr for the listening sessions (a total of $320 prorated at 15 minute intervals).

Healthy volunteers, ages 22-45, with normal hearing needed for a study involving auditory fMRIs.

If you are interested, contact Dr. Peter Gordon's psycholinguistics lab at brain_imaging_hearing@unc.edu to see if you are eligible to participate.

Cortical Responses to Sound in Hearing Impaired Listeners
IRB Study # 03-0815
Biomedical IRB
Approval Date - 09/17/09

This email is sponsored by: Psychology Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of clinic@unc.edu
Sent: Monday, October 26, 2009 9:00 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Couples Therapy at UNC!

The UNC Department of Psychology has current therapy openings for committed couples!

Our Couples Clinic provides services for a wide range of relationship issues including:

* Relationship Distress
* Relationship Enhancement
* Premarital Counseling
* Couples Experiencing individual physical or mental health problems
* Couples experiencing societal discrimination

We welcome same gender couples, members of ethnic minority groups, interracial couples, and couples in which the ages of the two partners are quite different. The Couples Clinic offers effective psychological interventions with reduced fees based on income. Treatment is provided by doctoral students under the supervision of licensed clinical psychologists.

Couples therapy is available right on the UNC campus and at our off-site clinic on Finley Golf Course Road (with ample adjacent parking). We offer day time and evening appointments. Please visit the Couples Clinic website at:

http://psychologyclinic.unc.edu/Couples

or contact the clinic at 962-6906 or clinic@unc.edu for more information.

Please be aware that if the information you provide indicates that there may be abuse of a child or disabled adult, or that you or another person is in danger, we will need to respond as required by state law.

This email is sponsored by: UNC Department of Psychology Community Clinic

This email is sponsored by: Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of mary_norton@med.unc.edu
Sent: Monday, October 26, 2009 9:26 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Recruiting for Twin Study

This is a bilingual message. Please see below for Spanish.
Este es un mensaje biling|e. Por favor, vea abajo para el espaqol.

Are you or is someone you know expecting Twins?

The Early Brain Development in Twins Study is a research study at the University of North Carolina at Chapel Hill. We are currently recruiting women expecting twins for this study.

Participants receive:
- 2 free prenatal ultrasounds (once during the second and once during the third trimester)
- $50 for each prenatal ultrasound
- $50 per child for each postnatal visit (potential total of $600)
- Reimbursement for mileage and parking
- Free testing to determine/confirm your twins are identical or fraternal

We need your help! By participating in this study you will be helping improve our understanding about normal brain and cognitive development in twins. Please share this message with friends or family.

To learn more about this study please call Mary Norton (919) 966-9290 or (866) 849-0541 (Toll Free), or send an email to mary_norton@med.unc.edu with your name, phone number and times that you can be reached. This is a confidential study: we will not share your email address with anyone outside of the study. Visit our website at www.earlybrainresearch.org and click on "Twins" for more information.

The principal investigator for this study is John Gilmore, MD, UNC School of Medicine, Department of Psychiatry & co investigator, Honor Wolfe, MD, School of Medicine, Department of Obstetrics and Gynecology.

The Early Brain Development in Twins Study and this message have received approval from the UNC Bio Medical IRB on 3/14/08, Study #03-PSYCH-198.

Esta esperando gemelos? Conoce alguien que este esperando gemelos?

El Estudio del Desarrollo Temprano del Cerebro en Gemelos es un estudio de investigacisn realizado por la Universidad de Carolina del Norte en Chapel Hill. En la actualidad buscamos mujeres esperando gemelos para este estudio.

Las participantes reciben:
-2 ultrasonidos prenatales gratis (uno durante el segundo trimestre y uno durante el tercero trimestre)
-$50 para cada ultrasonido prenatal
-$50 para cada nino para cada visita postnatal (suma posible de $600).
-Reembolsamos lo gastos de viaje y estacionamiento
-Prueba gratis para determinar/confirmar si sus gemelos son identicos o fraternales

!Le necesitamos! Al participar en este estudio usted ayudara a mejorar nuestro entendimiento sobre el desarrollo normal y cognicisn del cerebro en gemelos. Por favor, comparte este mensaje con sus amigas y familia.

Si desea averiguar mas sobre el estudio, por favor llama Mary Norton (919) 966-9290 or llama gratis al (866) 849-0541 o envma un correo electrsnico a mary_norton@med.unc.edu con su nombre, nzmero de telifono y horarios en los que podemos contactarle. No compartiremos su direccisn de correo electrsnico con personas ajenas a esta investigacisn. Para obtener mayor informacisn, visita nuestro sitio en Internet www.earlybrainresearch.org y hace clic en "Twins."

El investigador principal de este estudio es John Gilmore, MD, Departamento de Psiquiatrma y Departamento de Obstetricia Ginecologma de la Escuela de Medicina, ambos pertenecientes a la Universidad de Carolina del Norte.

El estudio del Desarrollo Temprano del Cerebro en Gemelos y este mensaje fueron aprobados por la Junta de Revisisn Institucional de la Universidad de Carolina del Norte en Chapel Hill (UNC), estudio #03-PSYCH-198.

This email is sponsored by: Department of Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of mbecker@email.unc.edu
Sent:	Monday, October 26, 2009 9:52 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: English speakers wanted for language research study

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You are invited to participate in a research study about language. The purpose of this research study is to learn about how people interpret novel words as they learn them in a linguistic context.

The study should take no more than 30 minutes, and you would need to come in for only a single session.

Eligibility: You must be 18 years of age or older and be a native speaker of English. Exposure to a second language is fine, but you should not be completely fluent in another language besides English. Also, you must not have any significant language deficits (such as dyslexia or Specific Language Impairment).

Participants will receive $5 for completing the study.

If you have questions about the study, please call 962-5009 or send an e-mail to mbecker@email.unc.edu or to estigarr@email.unc.edu.

If you would like to enroll in the study, please contact Taylor Shirley at tshirley@email.unc.edu.

Approved by UNC IRB: 9/15/2009
IRB Study #09-1646

This email is sponsored by: Linguistics Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of bryant_tran@unc.edu
Sent: Tuesday, October 27, 2009 8:22 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Blood Vessel Function Study at UNC

~CLINICAL RESEARCH STUDY~

Are You a Healthy Adult Over the Age of 35?

Investigators at UNC are looking for men and women to participate in a study
evaluating blood vessel function.

Participants must also:
be non-smokers
have no history of cardiovascular disease (including high blood pressure, high cholesterol, or diabetes)
not be taking any daily medications
The study involves:
*A one-time outpatient clinic visit lasting about 1.5 hours
*Non-invasive blood vessel function assessment
*Blood sample collection
*Must be willing to fast over night and avoid certain over-the-counter medications and dietary supplements for one week
*$50 compensation for completing the study

For more information, contact Dr. Bryant Tran at
UNCclinicalstudy@gmail.com or (919)843-8723

UNC IRB Study #07-0836
Approved: 7/13/09

This email is sponsored by: UNC Eshelman School of Pharmacy

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of lbull@email.unc.edu
Sent:	Tuesday, October 27, 2009 8:44 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Reminder: 2010 Martin Luther King, Jr. Scholarship Deadline

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Reminder for 2010 Martin Luther King, Jr. Scholarship Deadline:
All nominations of undergraduate juniors for 2010 Martin Luther King, Jr. Scholarship must be received by Monday, November 2, 2009 at 5:00 pm.

Faculty and staff are encouraged to help identify qualified candidates. Students may apply for a scholarship directly by filling out an application form and soliciting recommendations.

The three scholarships are open to all undergraduate juniors at the UNC-Chapel Hill. The awards are given annually to students who, as judged by the MLK, Jr. Scholarship Committee, best exemplify Dr. King's commitment to our society. One $1,500 first-place and two $1,000 second-place scholarships are awarded.

Nomination forms, applications and guidelines can be accessed at http://www.unc.edu/diversity/community/mlkscholarship.html

Please feel free to nominate more than one candidate.

Nominations must be received by Monday, November 2, 2009 at 5:00 pm. and can be mailed to the address below or dropped off at the Office of Diversity and Multicultural Affairs.

Lisle Bull
Liaison, MLK, Jr. Scholarship Committee
CB# 9125, 07 South Building
UNC Campus

For further information, contact Lisle Bull at lbull@email.unc.edu or call 962-0916.

This email is sponsored by: Office of Diversity and Multicultural Affairs

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, October 27, 2009 9:10 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Halloween Transportation and Parking at UNC

ATTENTION UNC STUDENTS, STAFF, AND FACULTY:

On the evening of Friday, October 30 and the day and evening of Saturday, October 31, 2009, numerous campus parking lots and services will be affected by Halloween operations. Streets adjacent to campus will also be affected on October 31. Consequently, it is highly recommended that students, staff, and faculty take a few moments to familiarize themselves with the overall parking and transportation plan. Advance planning and preparation on the part of everyone will go a long way toward making the operations plan work better and toward making the evening as enjoyable as possible.

CAMPUS PARKING:
To support the regular academic function of the University, the medical mission of UNC hospitals, and in hopes of supporting Chapel Hill's plan of a "Home Town" Halloween as was the case in 2008, ALL parking regulations as well as several temporary parking restrictions will be in effect from 7:30 a.m. on Friday, October 30 through 8 a.m. on Sunday, November 1.

For example, Stadium Drive parking normally requires an S4 permit Monday - Friday, 7:30 a.m. - 5 p.m. For Halloween, it will require a valid S4 permit from Friday, October 30 at 7:30 a.m. until Sunday, November 1 at 8 a.m. Any vehicle without a valid S4 permit between Friday at 7:30 a.m. and Sunday at 8 a.m. will be ticketed and possibly towed. The restriction illustrated by this example will apply to all permitted lots and all normal reserved spaces that are not already 24-hour spaces. Additionally, vehicles parked outside of marked spaces will be automatically ticketed and towed at the owner's expense.

UNC student and staff should NOT come to campus for Halloween festivities prior to 5 p.m. on Saturday, October 31. Unless a vehicle has a valid weekday permit, there will be no place for student or employee Halloween guests to park until 5 p.m. Saturday when a limited number of designated lots will open for $10 Halloween student and employee parking (see Public Safety website below for details). In addition to the campus-wide parking permit restrictions, several campus parking lots and roadways will be closed at various times throughout the weekend and especially on Halloween night. Vehicles parked in or along closed areas will be ticketed and towed at the expense of the owner.

Vehicles parked in or along closed areas will be ticketed and towed at the expense of the owner.

Parking Control Officers and tow trucks will be on duty on campus throughout the day and evening on Friday, October 30 and Saturday, October 31, including the early morning hours of Sunday, November 1. Parking and road restrictions will be strictly enforced.

Illegally-parked vehicles on the UNC campus on Halloween evening will be cited and towed at the expense of the owner, including vehicles parked on the sidewalks, landscape, in fire lanes, in reserved spaces, and in restricted areas, etc. Payment for the citation, the tow, and any outstanding balances owed to UNC Public Safety WILL BE REQUIRED BEFORE the vehicle will be released (towing fees range from $90 to $110 and

citations range from $20 to $250.) Cash and credit card payments will be accepted until midnight on Halloween night. Only debit and credit cards will be accepted after midnight. Personal checks will not be accepted at any time.

For complete campus parking information, look for a link labeled "Halloween Transportation and Parking at UNC" located on the main UNC Public Safety website homepage:

http://www.dps.unc.edu

UNC POINT-TO-POINT SHUTTLE SERVICES:
The Point-to-Point Express campus shuttles will run during their normal hours on Halloween night. Due to the closing of portions of Raleigh Street, Franklin Street, and Columbia Street, on Halloween only, the P2P Express will run in the opposite direction (clockwise) than all other nights.
-- P2P Express will NOT serve Swain Hall, Granville Towers, Rosemary or Franklin Street stop, or stops along Raleigh Street north of Cameron Avenue.
-- P2P Express WILL stop at Bowles Drive just below Hinton James Residence Hall and on Cameron Avenue across from the Old Well.

To see a map of the altered service, visit the following link:

http://www.dps.unc.edu/NewsLinks/HalloweenWeb/HalloweenP2P.pdf

THE TOWN OF CHAPEL HILL:
Chapel Hill will restrict many streets as early as 5 p.m. on Saturday evening, October 31, and, additionally, the following streets will be completely closed to vehicular traffic at 9:00 p.m.:
-- Franklin Street, from Raleigh Street to Roberson Street
-- Columbia Street, from Rosemary Street to Cameron Avenue
-- Raleigh Street, from East Franklin to Cameron Avenue
-- Henderson Street, from East Rosemary Street to East Franklin Street
-- Residential streets near downtown will be closed except to residents of those streets and their guests.

For a list of all rules, restrictions, and street closings, visit the link through the Town of Chapel Hill website at:

http://www.townofchapelhill.org/index.aspx?recordid=915&page=22

Note: Residential streets near downtown will be closed except to residents of those streets and their guests.

CHAPEL HILL TRANSIT:
During the evening of Saturday, October 31, 2009, Chapel Hill Transit (CHT) will operate a modified service on the NU, Safe T, Safe J and Safe G routes to accommodate the Halloween celebration on Franklin Street. All other routes and services will operate normal published schedules as crowds and street closures allow. Modifications in effect are detailed through the following link:

http://www.townofchapelhill.org/index.aspx?page=1005

Thank You for Your Cooperation and Understanding,
UNC Public Safety

This email is sponsored by: UNC Public Safety

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"INFORMATIONAL:" email will only be sent to those who have indicated

that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of bpearson@med.unc.edu
Sent: Tuesday, October 27, 2009 9:37 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Seeking women 1-2 yrs postpartum

Are you, or is someone you know 1 year postpartum...?

Postpartum Depression Research study seeking healthy women, 12-24 months postpartum, who are NOT currently depressed, not currently breastfeeding, have regular menstrual cycles, and fall into one of the following categories:

1. Have experienced Postpartum Depression
2. Have experienced Depression in the past, but not after childbirth
3. Have never experienced depression

All office visits, medical evaluations, and investigational medications related to this study will be provided at no cost to patients. This study requires 4 visits to UNC.$150 compensation upon completion.

For more information, please call Brenda at 843-8084.

Approved 4/16/2008 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board. IRB# 07-1353
CTRC# 2649

This email is sponsored by: Psychiatry

This email is sponsored by: Department of Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of ahujaa@email.unc.edu
Sent:	Tuesday, October 27, 2009 10:12 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Carolina Challenge is Back!!!

Do you have a great business idea?

Do you already have a business plan?

Carolina Challenge, UNC's premier entrepreneurship competition is looking for competitors for our yearly event. To learn more about the competition, go to our website www.carolinachallenge.org.

This email is sponsored by: Carolina Challenge

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Wednesday, October 28, 2009 3:33 PM
To: Gore@mxp0.isis.unc.edu; Sam T <stgore@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

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at the ackland

Sunday, November 1
4:00 PM
Hanes Art Center Auditorium

Eminent art historian, Carolina alumnus, and collector David Craven, Distinguished Professor of Art History at the University of New Mexico, discusses the political and artistic implications of the Cuban cinema posters on display in the current exhibition *Almost Now: Cuban Art, Cinema, and Politics in the 1960s and 1970s*.

A reception will follow at the Ackland.

Free

IN THE GALLERIES:

The Guardian and the Avant-Garde

Almost Now:
Cuban Art, Cinema, and Politics in the 1960s and 1970s

And ten more galleries filled with art and ideas!

NEXT WEEK:

Wednesday, November 4
Lunch with One
Conservator Lyn Koehnline
1:00 PM

Thursday, November 5
Gallery Talk
Curator Timothy Riggs
6:30 PM

Friday, November 6
Carolina Homecoming
Cocktail Reception
6:00 PM

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **stgore@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-25671223-6848482.2f8974e37df524cbb81bf19addaaf4be@listserv.unc.edu.

Illustrations

Antonio Fernández Reboiro, Cuban, born 1935: *Che: Comandante Amigo* (detail), 1978; color screenprint. Gift of Dr. David L. Craven. 2008.43.5

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, October 28, 2009 8:22 PM
To: stgore@email.unc.edu
Subject: FORMAL NOTICE: H1N1 Flu Vaccination Clinics for Health-Care Workers and Pregnant Women

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Dear Campus Community,

The University has just received an allocation of the H1N1 vaccine for faculty, staff and students who are health-care workers with direct patient contact, or who are pregnant. The University is following recommendations from the Centers for Disease Control and Prevention (CDC) to vaccinate people in these groups as soon as possible.

University health officials have ordered a sufficient quantity of the H1N1 vaccine for all students, faculty and staff who want to be vaccinated. As additional doses of the vaccine arrive, the University will send the campus community details about how and when people can be vaccinated. Be sure to check Alert Carolina, http://alertcarolina.unc.edu/go/site/1395, for updates about distribution of the H1N1 vaccine and for general information about the H1N1 flu.

Health-care workers with direct patient contact are defined as:
*UNC students rotating/precepting in health-care settings within the five Health Affairs schools who have direct patient contact; and
*UNC employees who are physicians, nurses or nurse's aides, or other people who work in a clinic setting and have direct patient contact, including staff in the front office.

These health-care workers and pregnant students, faculty and staff can make an appointment for any of the five clinic dates below by going to the Department of Environment, Health and Safety Web site, http://ehs.unc.edu/ueohc/flu/h1n1flushot.shtml.

The following clinics will be held from 8 a.m. to 5 p.m.:
Friday, Oct. 30: MBRB - 2nd floor lobby;
Monday, Nov. 2: Brinkhous-Bullitt - Room 219;
Tuesday, Nov. 3: Hooker - Lower Level Atrium;
Wednesday, Nov. 4: Hooker - Lower Level Atrium; and
Thursday, Nov. 5: Brinkhous-Bullitt - Room 219.

The vaccine comes in two forms: nasal spray and shot. Because the University has received significantly more nasal spray than shots, we ask that all those who qualify for the spray be willing to get that form of the vaccine so that more of our students and employees can be vaccinated. You will find information about the two different forms of the vaccine and the one that is right for you on the CDC Web site, http://www.cdc.gov/h1n1flu/vaccination/public/vaccination_qa_pub.htm.

There will be no out-of-pocket expense for students or employees who have the following insurance coverage: the State Health Plan, Blue Cross Blue Shield; Partners; Aetna; Humana Gold; SummaCare; Advantra Freedom; or Medicare Part B. However, you must bring your insurance card and a photo ID to the clinic. If you are not insured with any of these companies, you can still get a flu shot, but you will have to pay an administrative fee of $12 (cash or check). The fee is paid to an outside health-care agency for the nurses and other staff providing the vaccination service, not to the University.

Sincerely,

Mary Beth Koza
Director of the Department of Environment, Health and Safety

This email is sponsored by: Department of Environment, Health and Safety

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, October 28, 2009 9:59 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Do you suffer from traumatic stress and pain?

Listserve Posting:

Non-Hispanic White men and women ages 30-50 are invited to participate in a research study examining blood pressure responses to mental stress, and sensitivity to experimental pain tests. Individuals with any current psychiatric illness (e.g. depression, anxiety, etc.), medical illness (e.g. chronic pain conditions), or taking any medications, including oral contraceptives, and smokers are not eligible. The testing session will start at either 3:30 pm or 6:00 pm and will last approximately 2.5 hours. Eligible subjects will be compensated up to $170 for completion of the study. The study is directed by Susan Girdler, Ph.D., UNC Department of Psychiatry. Email Paula at paula_umstead@med.unc.edu or call at 919-843-2484 if you are interested in participating.

09-0797 Approved- IRB UNC-CH Biomedical on Sep 29 2009

This email is sponsored by: Department of Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, October 29, 2009 8:38 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Research Opportunity: Something Not Quite Right?

The UNC Department of Psychiatry is conducting a research study to find out more about mental illness. If you have had any of the following symptoms in the past few months, are between 12-35 years old, and have not been diagnosed with bipolar illness or psychosis, you may be eligible to participate in a study in the Prime Research Program. You may be eligible to receive free study related medical evaluations and monetary compensation.

* Have you noticed frequent and confusing coincidences?
* Are you worried that others are talking about you or laughing at you?
* Do you think that others are trying to hurt you?
* Do you have trouble thinking or concentrating?
* Would you rather be alone than with friends?
* Sometimes when you hear something do you mistake it for something it's not? How about something you smell or see?

Visit us at our website www.PRIME.unc.edu and click on 'Simple Survey'

The Project is funded by the National Institute of Mental Health

08-1448
January 26, 2009
Committee on the Protection of the Rights of Human Subjects
The Biomedical IRB
University of North Carolina

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: lcccnews@med.unc.edu
Sent: Friday, October 30, 2009 2:50 PM
To: LCCC E-News Release <lcccnews@listserv.unc.edu>
Subject: [lcccnews] UNC Lineberger E-News Release
Attach: LCCC Newsletter.htm

UNC Lineberger Comprehensive Cancer Center e-News

University of North Carolina at Chapel Hill

Trouble viewing UNC Lineberger's E-News Release? View it online at:
http://unclineberger.org/lcccnewsletter/enews20091030.html

You are currently subscribed to UNC Lineberger Cancer Center's E-News Release with email address as: stgore@email.unc.edu.
To unsubscribe send a blank email to leave-25687508-9279841.8d48b917898b1b5e9fb144cf6209b79c@listserv.unc.edu

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Friday, October 30, 2009 3:10 PM
To: Gore@mxp0.isis.unc.edu; Sam T <stgore@email.unc.edu>
Subject: [ackland-e-news] Join Conservator Lyn Koehnline for Lunch with One

---

Lunch with One

Wednesday, November 4 | 1:00 - 2:00 PM

Have you ever wondered what an art conservator does? Now's your chance to find out. Join Ackland Conservator Lyn Koehnline for a special lunch hour lecture on Wednesday, November 4. Koehnline will speak about the Ackland's ongoing conservation of several of our celebrated Asian scroll paintings, focusing on the early fourteenth-century Japanese painting *Jizo Bosatsu*, one of sixteen Asian works that will be conserved and re-mounted in the coming two years thanks in part to a generous grant from the Institute for Museum and Library Sciences.

Free to members | $5 non-members

If you are not already a member but would like to be, please join online.

Above right: Japanese, Kamakura Period (1185-1333): *Jizō Bosatsu*, late 13th to early 14th century; hanging scroll; ink, color, and gold on silk painting. Ackland Fund. 82.9.1.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, October 30, 2009 8:27 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Does your child/teen soil or poop in their pants?

Does your child soil or poop in his or her pants?

Soiling in children is a common condition that is difficult for the child and the family. We are conducting a research study to find out what parents think are the causes of soiling in their children and what kind of therapies and strategies they use to help their children with the soiling.

We are looking for parents of children 4-18 years old who regularly soil or poop in their underwear. You will be asked to complete the same online questionnaire twice, 2 weeks apart. You will be paid $10 for participation.

For more information please visit https://uncfunctionalgi.net/fi/

Miranda van Tilburg, PhD
Assistant Professor of Medicine
The University of North Carolina at Chapel Hill
Center for Functional GI and Motility Disorders
4105 Bioinformatics Building
T:919.843.0688
CAMPUS BOX 7080
F:919.966.6842
Chapel Hill, NC 27599-7080
Tilburg@med.unc.edu

Biomedical IRB #: 08-1927
Approved 10/20/2009

This email is sponsored by: Department of Medicine

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From: nobody@notify.unc.edu on behalf of residency@unc.edu
Sent: Sunday, November 1, 2009 8:24 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: NC Residency for Tuition Filing Periods

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****IMPORTANT****

New Residence Application Filing Periods

If you are currently not classified as a resident for tuition purposes and want to apply for the in-state tuition benefit, please file by the listed dates below. If you have been classified as a resident by your admission office, you do not need to reapply unless you have a change in status to report.

Spring Term 2010 - please file your application with the appropriate admissions office by 5 p.m. Friday, January 15, 2010.

Summer I Session 2010 - please file your application with the appropriate admissions office by 5 p.m. June 15, 2010 (last day of exams).

Summer Session II 2010 - please file your application with the appropriate admissions office by 5 p.m. July 23, 2010 (last day of exams).

Military Benefit - please submit the required application and supporting documentation to the appropriate admission office no earlier than 30-days prior to the term for which you are applying, but no later than the first day of classes for that term. Applications submitted later than the first day of class will not be accepted until the next enrolling term.

Teacher Benefit - please submit the required application and supporting documentation to the appropriate admission office no earlier than 30-days prior to the term for which you are applying, but no later than the first day of classes for that term. Applications submitted later than the first day of class will not be accepted until the next enrolling term.

UNC Employee Dependent/Spouse Benefit - please provide a letter from your HR certifying official verifying UNC or UNC Hospital full-time, permanent employment to the appropriate admission office no earlier than 30-days prior to the term for which you are applying. Employment must be in effect on the first day of class for this benefit to be granted.

Residency applications for an expired term are not accepted.

This notice supersedes any different information about filing periods in University publications and websites and on the residency form itself. If you have questions about the residency application process, please ask your admissions officer for more information.

This email is sponsored by: Office of University Registrar

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From: nobody@notify.unc.edu on behalf of sjanders@email.unc.edu
Sent: Sunday, November 1, 2009 8:51 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Postage Requirements for USE of Permit 177

UNC Printing has managed postage permit 177 for many years. During the past few years, many customers are using our permit without proper permission, resulting in lengthy investigations in to postage usage and reconciliation. We need this to stop.

For future mailing jobs utilizing Postage Permit 177, the following will be the procedure:

Postage Permit 177 belongs to, and is controlled and maintained by UNC Printing Services. Before mailing any materials using Permit 177, you must secure a postage only job number from UNC Printing. Postage is a cash account and must be reconciled daily. Failure to include a job number on any job results in additional time to research and determine the correct department for billing the postage.

The vendor who is completing any mailing must post the UNC Printing Postage Only job# to the postal forms (Postage Statement Form 3602-N1) they submit to the US Post Office on Estes Drive in Chapel Hill. Failure to have your mailing vendor post the correct information to the required postal forms will result in the refusal to mail by the Chapel Hill Post Office.

For additional information or a copy of the form with appropriate location of the job# on the form, please contact any customer service employee at UNC Printing.

Thank you

Susan J Anderson
Director, UNC Printing Services

This email is sponsored by: UNC Printing

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, November 2, 2009 3:15 PM
To: Gore@mxp3.isis.unc.edu; Sam T <stgore@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

---

at the ackland

Wednesday, November 4
1:00 - 2:00 PM

Have you ever wondered what an art conservator does? Now's your chance to find out. Bring your lunch and join **Ackland Conservator Lyn Koehnline** for a special lecture about the Ackland's ongoing conservation of several of our celebrated Asian scroll paintings, focusing on the early fourteenth-century Japanese painting *Jizo Bosatsu*, one of sixteen Asian works that will be conserved and re-mounted in the coming two years thanks in part to a generous grant from the Institute for Museum and Library Sciences.

Free to members | $5 non-members

GALLERY TALK

Thursday, November 5
Museum open until 8:00 PM
Gallery Talk at 6:30 PM

Starting November 5, the Ackland will extend its public hours until 8:00 PM every Thursday, establishing regular weekly evening hours for the first time in the history of the Museum. To celebrate the start of this new schedule, **Curator of Collections Timothy Riggs** will offer a gallery talk this Thursday at 6:30 PM in the special exhibition *The Guardian and the Avant-Garde*. Free.

DAVID CRAVEN

Presents the UNC-Chapel Hill Department of Art History Riggins Lecture
Monday, November 2
5:30 PM

IN THE GALLERIES:

The Guardian and the Avant-Garde

Almost Now:
Cuban Art, Cinema, and Politics in the 1960s and 1970s

And ten more galleries filled with art and ideas!

NEXT WEEK:

Tuesday, November 10
Salsa and Swing Dance
with Charanga Carolina and UNC-Chapel Hill Jazz Band
8:45 PM

Tuesday, November 10
Yoga in the Galleries
12:00 PM

Thursday, November 12
Curators Clinic
1:00 - 4:00 PM

Friday, November 13
Ackland after Dark
open until 9:00 PM

Saturday, November 14
Drawing in the Galleries
10:00 AM - 12:00 PM

Saturday, November 14
Drawing for Kids
10:00 AM - 12:00 PM

Hanes Art Center Auditorium

Eminent art historian, Carolina alumnus, and collector David Craven, Distinguished Professor of Art History at the University of New Mexico, presents the lecture *A Trans-Atlantic Interchange involving Fri(e)da Kahlo, Tina Modotti, and Hannah Höch* tonight in the Hanes Art Center Auditorium.

Sunday, November 15
Family Fun Tour
1:15 PM

Please visit our calendar for a full listing of special programming and events.

CLIFFORD OWENS

Hanes Visiting Artist

Hanes Visiting Artist Clifford Owens is known for provocative performances and photographic installations that question the intersection of performance, documentation, and photography. Join him this week for one of his public programs (details below), or see an exhibition of his work at the John and June Allcott Gallery in the Hanes Art Center, on view November 3 - December 2, 2009.

Lecture and Reception
November 3 | 5:30 PM
Hanes Art Center Auditorium

Photographs with an Audience (a performance)
November 6 and 7 | 8:00 PM
Gerrard Hall

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **stgore@email.unc.edu**. If

you no longer wish to receive this newsletter, send a blank email to leave-25704628-6848482.2f8974e37df524cbb81bf19addaaf4be@listserv.unc.edu.

Illustrations

Japanese, Kamakura Period (1185-1333): *Jizō Bosatsu*, late 13th to early 14th century; hanging scroll; ink, color, and gold on silk painting. Ackland Fund. 82.9.1
Clifford Owens photograph by Harry Zernike, courtesy of On Stellar Rays, NY

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of clinic@unc.edu
Sent: Monday, November 2, 2009 8:18 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Affordable Child Therapy & Testing

We can help with:

*Social issues or conflicts with peers or parents
*Anxiety and mood swings
*Difficulty paying attention in class or at home
*Hyperactivity and off-task behavior
*Sadness or irritability
*Disruptive behavior and aggression
*Assessments for learning disorders, giftedness, and early admission to kindergarten

We are affiliated with the UNC-CH clinical psychology Ph.D. program and provide reduced fees based on income. Evidence based treatment is provided by doctoral
students under the supervision of licensed psychologists who are faculty members in the Department of Psychology.

Children and adolescents are seen in our nearby off-campus location on Finley Golf Course Road with afternoon and evening appointments and readily available adjacent parking.

For more information please contact us at 919-962-6906 or clinic@unc.edu or visit http://psychologyclinic.unc.edu/.

Please be aware that if the information you provide indicates that there may be abuse of a child or disabled adult, or that you or another person is in danger, we will need to respond as required by state law.

This email is sponsored by: UNC Department of Psychology Community Clinic

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of keericks@email.unc.edu
Sent:	Monday, November 2, 2009 8:43 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Attention men and women ages 18-35! We need to hear from you.

We're developing a program to help young adults prevent weight gain and we need your help! If you are between the ages of 18 and 35 and are normal weight or overweight, you may be eligible to participate. We are seeking individuals to participate in a focus group discussion. Participation in this research study will take about 90 minutes, and financial compensation will be provided for your time.

If you are interested in participating, please click on the link below to complete a few brief screening questions and to submit your contact information. If you are unable to access the link, please call the UNC Weight Research Center at (919) 966-5852.

Link to interest form:
http://uncodum.qualtrics.com/SE?SID=SV_0B9bQ0jwSgpFs1K&SVID=Prod

This study (IRB# 07-1783) was approved by the UNC Public Health-Nursing IRB on 10/29/2009.

This email is sponsored by: Lineberger Comprehensive Cancer Center

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, November 2, 2009 9:10 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: ConnectCarolina Town Hall

The University community has a unique opportunity to learn about the ConnectCarolina project at a Town Hall on Monday, Nov. 9, 2-3 p.m. at Gerrard Hall. ConnectCarolina is a fully integrated administrative system that will improve interaction with the University for faculty, staff and students. Chairs of the Stakeholder Committees will provide a project update on the student services, human resources, payroll and finance components. The Executive Sponsors will speak to the importance of the ConnectCarolina project to the University community. This will be a chance to hear about the status of the student services implementation as well as the plans for the HR, payroll and financial systems. Questions are welcome. Light refreshments will be served. For more information, visit http://connectcarolina.unc.edu/.

-- Larry Conrad, Vice Chancellor for Information Technology and Chief Information Officer

This email is sponsored by: Information Technology Services

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Office of Arts and Sciences Information Services <noreply@qualtrics.com>
Sent: Wednesday, November 4, 2009 8:11 AM
To: Sam Gore <stgore@email.unc.edu>
Subject: Reminder: OASIS Outreach Survey - Win a Free Dell Netbook!

Just a friendly reminder to fill out this survey enter your name into the drawing to win a FREE Dell Netbook!

Thanks for your time!! We appreciate your feedback.

Follow this link to the Survey:
Take the Survey

Or copy and paste the url below into your internet browser:
http://uncodum.qualtrics.com/WRQualtricsSurveyEngine?
Q_SS=b7Vi7kcXe6Qqkja_1CcbZihCNiXKZLe&SVID=Prod

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Dear OASIS-supported faculty, staff and graduate students:

The Office of Arts and Sciences Information Services (OASIS) is seeking your opinion on services we provide. We will use the results of this survey to help us better target our service offerings in the College of Arts and Sciences.

This survey will be available from Wednesday, October 28th - Friday, November 20th, 2009. On Monday, November 23rd one person will be randomly selected to win a FREE Dell Latitude 2100 Netbook!

This survey will take 5-10 minutes. We appreciate your feedback!

Follow this link to the Survey:
Take the Survey

Or copy and paste the url below into your internet browser:
http://uncodum.qualtrics.com/WRQualtricsSurveyEngine?Q_SS=b7Vi7kcXe6Qqkja_1CcbZihCNiXKZLe&SVID=Prod

Please be assured that your identity and any information you provide will be kept confidential. The survey results will be available to OASIS in an aggregated format, and will never be reported in a way that could allow identification of any individual.

As always, we appreciate the opportunity to support you in your professional endeavors. As such, please let us know if there is anything we can do to help you.

Office of Arts & Sciences Information Services Outreach, Instructional, and Training Advisory Committee

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Follow the link to opt out of future emails:
http://uncodum.qualtrics.com/CP/Register.php?OptOut=true&RID=MLRP_9mJtJNH75dfVele&ServerID=Prod

Follow this link to the Survey:
Take the Survey

Or copy and paste the url below into your internet browser:
http://uncodum.qualtrics.com/WRQualtricsSurveyEngine?
Q_SS=b7Vi7kcXe6Qqkja_1CcbZihCNiXKZLe&SVID=Prod

Follow the link to opt out of future emails:
http://uncodum.qualtrics.com/CP/Register.php?OptOut=true&RID=MLRP_9mJtJNH75dfVele&ServerID=Prod

From: eunice@email.unc.edu
Sent: Wednesday, November 4, 2009 10:45 AM
To: stgore@email.unc.edu; jen321@email.unc.edu
Cc: deby@vikingtravel.com
Subject: Re: Response from Travis Gore

Dear Travis,

Greetings from Oaxaca.

I just received this from Deby after writing to ask for an update for my ticket.

As I mentioned in the original email the funds for this ticket was to came from:

1) $500.00 that was awarded to me by my Chair in International Studies and was transferred to the department's trust account for my use. Ms. Debby knows about these funds.
2) $500.00 which is my travel funds as an associate professor for this year and I have not used.

Please process a T# for number for Deby before it is two late.

Best wishes, Eunice.

Quoting Deby <deby@vikingtravel.com>:

> Eunice:
>
> According to Travis (see his email below), he was supposed to have contacted
> you about the funding (or lack of) for this trip. As of right now, I do NOT
> have you confirmed to return on December 11.
>
> Please get with Travis and let me know ASAP what I need to do.
>
> Thanks,
> Deby
>
>
> -----Original Message-----
> From: Travis Gore [mailto:stgore@email.unc.edu]
> Sent: Tuesday, October 13, 2009 10:36 AM
> To: Deby
> Subject: Re: Itinerary for T Number
>
> Hi Deby,
>
> Unfortunately I have been told we do not have the money to pay for this
> so I can not move forward with this now. I will also let Eunice know and
> she what she wants to do.
>
> Thanks Deby,
>
> Travis
>

> Deby wrote:
>>
>> TO: UNC-CHAPEL HILL
>>
>> AFRICAN AND AFRICAN-AMERICAN STUDIES
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>>
>>
>>
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>>
>> FOR: SAHLE/EUNICE
>>
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>>
>> REFUNDABLE ONE WAY FARE IS 637.96 PLUS 35.00 FEE.
>>
>> TICKET SHOULD BE ISSUED BY OCTOBER 14 TO AVOID POSSIBLE
>>
>> FARE INCREASES. PLEASE REPLY TO THIS EMAIL WITH THE
>>
>> APPROVED T NUMBER. THANKS..DEBY.
>>
>>
>>
>> 11 DEC 09 - FRIDAY
>>
>> AIR AMERICAN AIRLINES FLT:8105 ECONOMY
>>
>> OPERATED BY MEXICANA CLICK
>>
>> LV OAXACA 1205P EQP: FOKKER 100
>>
>> 01HR 10MIN
>>
>> AR MEXICO CITY 115P NON-STOP
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>> ARRIVE: TERMINAL 1 REF: HLKWHK
>>
>> SAHLE/EUNICE SEAT-3A
>>
>>
>>
>> AIR AMERICAN AIRLINES FLT:1064 ECONOMY FOOD FOR PURCHASE
>>
>> LV MEXICO CITY 345P EQP: MD-80
>>
>> DEPART: TERMINAL 1 02HR 40MIN
>>
>> AR DALLAS FT WORTH 625P NON-STOP
>>
>> ARRIVE: TERMINAL D REF: HLKWHK
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>> SAHLE/EUNICE SEAT-14A
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>> AIR AMERICAN AIRLINES FLT:1702 ECONOMY FOOD FOR PURCHASE

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>> LV DALLAS FT WORTH 755P EQP: MD-80
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>> 02HR 30MIN
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>> AR RALEIGH DURHAM 1125P NON-STOP
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>> ARRIVE: TERMINAL 2 REF: HLKWHK
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>> SAHLE/EUNICE SEAT-12A
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>>
>> THANK YOU FOR CALLING VIKING TRAVEL
>>
>> A VALID PASSPORT IS REQUIRED FOR THIS DESTINATION
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>>
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>> Deby Taylor
>>
>> Viking Travel
>>
>> 400 S. Elliott Road Suite E
>>
>> Chapel Hill, NC 27514
>>
>> Phone - 919-968-4586 (Agency)
>>
>> Phone - 919-968-4491 (Corporate)
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>> Visit our website at www.vikingtravel.com <http://www.vikingtravel.com>
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From: Deby <deby@vikingtravel.com>
Sent: Wednesday, November 4, 2009 11:03 AM
To: eunice@email.unc.edu; stgore@email.unc.edu; jen321@email.unc.edu
Subject: RE: Response from Travis Gore

Hi Eunice:

I have rebooked the same flights and now the fare is just slightly higher,
$648.41 plus the $35.00 fee.

Here is the schedule:

AA8105Y 11DEC F*OAXMEX HK1 1205P 115P (Change Mexico City)
AA1064Y 11DEC F MEXDFW HK1 345P 625P (Change Dallas)
AA1702Y 11DEC F DFWRDU*HK1 755P 1125P

Let me know if there is additional information I need to provide in order to
get a T number for issue.

Thanks,
Deby

-----Original Message-----
From: eunice@email.unc.edu [mailto:eunice@email.unc.edu]
Sent: Wednesday, November 04, 2009 10:45 AM
To: stgore@email.unc.edu; jen321@email.unc.edu
Cc: deby@vikingtravel.com
Subject: Re: Response from Travis Gore

Dear Travis,

Greetings from Oaxaca.

I just received this from Deby after writing to ask for an update for
my ticket.

As I mentioned in the original email the funds for this ticket was to
came from:

1) $500.00 that was awarded to me by my Chair in International Studies
and was transferred to the department's trust account for my use. Ms.
Debby knows about these funds.
2) $500.00 which is my travel funds as an associate professor for this
year and I have not used.

Please process a T# for number for Deby before it is two late.

Best wishes, Eunice.

Quoting Deby <deby@vikingtravel.com>:

> Eunice:
>
> According to Travis (see his email below), he was supposed to have
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> Please get with Travis and let me know ASAP what I need to do.
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> Thanks,
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> Sent: Tuesday, October 13, 2009 10:36 AM
> To: Deby
> Subject: Re: Itinerary for T Number
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> Hi Deby,
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> Unfortunately I have been told we do not have the money to pay for this
> so I can not move forward with this now. I will also let Eunice know and
> she what she wants to do.
>
> Thanks Deby,
>
> Travis
>
> Deby wrote:
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>> AFRICAN AND AFRICAN-AMERICAN STUDIES
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>> FOR: SAHLE/EUNICE
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>> FARE INCREASES. PLEASE REPLY TO THIS EMAIL WITH THE
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>> APPROVED T NUMBER. THANKS..DEBY.
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>> 11 DEC 09 - FRIDAY
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>> AIR AMERICAN AIRLINES FLT:8105 ECONOMY
>>
>> OPERATED BY MEXICANA CLICK
>>
>> LV OAXACA 1205P EQP: FOKKER 100
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>> 01HR 10MIN
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>>
>> SAHLE/EUNICE SEAT-3A
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>>
>>
>> AIR AMERICAN AIRLINES FLT:1064 ECONOMY FOOD FOR
PURCHASE
>>
>> LV MEXICO CITY 345P EQP: MD-80
>>
>> DEPART: TERMINAL 1 02HR 40MIN
>>
>> AR DALLAS FT WORTH 625P NON-STOP
>>
>> ARRIVE: TERMINAL D REF: HLKWHK
>>
>> SAHLE/EUNICE SEAT-14A
>>
>>
>>
>> AIR AMERICAN AIRLINES FLT:1702 ECONOMY FOOD FOR
PURCHASE
>>
>> LV DALLAS FT WORTH 755P EQP: MD-80
>>
>> 02HR 30MIN
>>
>> AR RALEIGH DURHAM 1125P NON-STOP
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>> ARRIVE: TERMINAL 2 REF: HLKWHK
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>> SAHLE/EUNICE SEAT-12A
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>> THANK YOU FOR CALLING VIKING TRAVEL
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>> Deby Taylor
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>> Viking Travel
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>> 400 S. Elliott Road Suite E
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>> Chapel Hill, NC 27514
>>
>> Phone - 919-968-4586 (Agency)
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>> Phone - 919-968-4491 (Corporate)
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>> Visit our website at www.vikingtravel.com <http://www.vikingtravel.com>
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>

From: eunice@email.unc.edu
Sent: Wednesday, November 4, 2009 11:14 AM
To: Deby <deby@vikingtravel.com>
Cc: stgore@email.unc.edu; jen321@email.unc.edu
Subject: RE: Response from Travis Gore

Dear Deby,

Many thanks.

I have just called Travis and clarified the matter. He will be touch
with you soon.

Thanks and with best wishes. Eunice.

Quoting Deby <deby@vikingtravel.com>:

> Hi Eunice:
>
> I have rebooked the same flights and now the fare is just slightly higher,
> $648.41 plus the $35.00 fee.
>
> Here is the schedule:
>
> AA8105Y 11DEC F*OAXMEX HK1 1205P 115P (Change Mexico City)
> AA1064Y 11DEC F MEXDFW HK1 345P 625P (Change Dallas)
> AA1702Y 11DEC F DFWRDU*HK1 755P 1125P
>
> Let me know if there is additional information I need to provide in order to
> get a T number for issue.
>
> Thanks,
> Deby
>
>
> -----Original Message-----
> From: eunice@email.unc.edu [mailto:eunice@email.unc.edu]
> Sent: Wednesday, November 04, 2009 10:45 AM
> To: stgore@email.unc.edu; jen321@email.unc.edu
> Cc: deby@vikingtravel.com
> Subject: Re: Response from Travis Gore
>
>
>
> Dear Travis,
>
> Greetings from Oaxaca.
>
> I just received this from Deby after writing to ask for an update for
> my ticket.
>
>
> As I mentioned in the original email the funds for this ticket was to
> came from:
>
> 1) $500.00 that was awarded to me by my Chair in International Studies
> and was transferred to the department's trust account for my use. Ms.
> Debby knows about these funds.
> 2) $500.00 which is my travel funds as an associate professor for this

> year and I have not used.
>
> Please process a T# for number for Deby before it is two late.
>
> Best wishes, Eunice.
>
>
> Quoting Deby <deby@vikingtravel.com>:
>
>> Eunice:
>>
>> According to Travis (see his email below), he was supposed to have
> contacted
>> you about the funding (or lack of) for this trip. As of right now, I do
> NOT
>> have you confirmed to return on December 11.
>>
>> Please get with Travis and let me know ASAP what I need to do.
>>
>> Thanks,
>> Deby
>>
>>
>> -----Original Message-----
>> From: Travis Gore [mailto:stgore@email.unc.edu]
>> Sent: Tuesday, October 13, 2009 10:36 AM
>> To: Deby
>> Subject: Re: Itinerary for T Number
>>
>> Hi Deby,
>>
>> Unfortunately I have been told we do not have the money to pay for this
>> so I can not move forward with this now. I will also let Eunice know and
>> she what she wants to do.
>>
>> Thanks Deby,
>>
>> Travis
>>
>> Deby wrote:
>>>
>>> TO: UNC-CHAPEL HILL
>>>
>>> AFRICAN AND AFRICAN-AMERICAN STUDIES
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>>> FOR: SAHLE/EUNICE
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>>>
>>> REFUNDABLE ONE WAY FARE IS 637.96 PLUS 35.00 FEE.
>>>
>>> TICKET SHOULD BE ISSUED BY OCTOBER 14 TO AVOID POSSIBLE
>>>

>>> FARE INCREASES. PLEASE REPLY TO THIS EMAIL WITH THE
>>>
>>> APPROVED T NUMBER. THANKS..DEBY.
>>>
>>>
>>>
>>> 11 DEC 09 - FRIDAY
>>>
>>> AIR AMERICAN AIRLINES FLT:8105 ECONOMY
>>>
>>> OPERATED BY MEXICANA CLICK
>>>
>>> LV OAXACA 1205P EQP: FOKKER 100
>>>
>>> 01HR 10MIN
>>>
>>> AR MEXICO CITY 115P NON-STOP
>>>
>>> ARRIVE: TERMINAL 1 REF: HLKWHK
>>>
>>> SAHLE/EUNICE SEAT-3A
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>>>
>>>
>>> AIR AMERICAN AIRLINES FLT:1064 ECONOMY FOOD FOR
> PURCHASE
>>>
>>> LV MEXICO CITY 345P EQP: MD-80
>>>
>>> DEPART: TERMINAL 1 02HR 40MIN
>>>
>>> AR DALLAS FT WORTH 625P NON-STOP
>>>
>>> ARRIVE: TERMINAL D REF: HLKWHK
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>>> SAHLE/EUNICE SEAT-14A
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>>>
>>>
>>> AIR AMERICAN AIRLINES FLT:1702 ECONOMY FOOD FOR
> PURCHASE
>>>
>>> LV DALLAS FT WORTH 755P EQP: MD-80
>>>
>>> 02HR 30MIN
>>>
>>> AR RALEIGH DURHAM 1125P NON-STOP
>>>
>>> ARRIVE: TERMINAL 2 REF: HLKWHK
>>>
>>> SAHLE/EUNICE SEAT-12A
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>>>
>>> THANK YOU FOR CALLING VIKING TRAVEL
>>>
>>> A VALID PASSPORT IS REQUIRED FOR THIS DESTINATION
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>>>
>>> Deby Taylor
>>>
>>> Viking Travel

>>>
>>> 400 S. Elliott Road Suite E
>>>
>>> Chapel Hill, NC 27514
>>>
>>> Phone - 919-968-4586 (Agency)
>>>
>>> Phone - 919-968-4491 (Corporate)
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>>> Visit our website at www.vikingtravel.com <http://www.vikingtravel.com>
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From: eunice@email.unc.edu
Sent: Wednesday, November 4, 2009 5:20 PM
To: Travis Gore <stgore@email.unc.edu>
Cc: jen321@email.unc.edu; deby@vikingtravel.com
Subject: Re: Response from Travis Gore

Hi Travis,

Thanks for the update. Please check with Christiana in International Studies re; the transfer. I will also follow-up with her since she was in touch with Ms. Debby about the transfer of funds.

Peace and thanks. Eunice

Quoting Travis Gore <stgore@email.unc.edu>:

> Hi Eunice,
>
> Thanks for calling this morning to clear things up. I'm sorry the
> email that I sent did not reach you. At the time of the initial
> request the funds had not been transfered to the department
> trust account yet and Ms. Crowder had advised me not to do it at that
> time. The email that you did not receive explained it and when I
> didn't hear back from you I figured that you decided not to change
> the ticket. So again my apologies that we were unable to do anything
> at that time. I am anxious to take care of this right away. Having
> said that, I just checked the trust account and the money is still
> not in there.
> I will check with Adam about this tomorrow. I know you get $500 from
> the Arts & Science but that is not enough to cover the full price of
> the ticket. Once the money shows up in the account I will act on it
> immediately.
>
> Thanks,
>
> Travis
>
>
> eunice@email.unc.edu wrote:
>>
>>
>> Dear Travis,
>>
>> Greetings from Oaxaca.
>>
>> I just received this from Deby after writing to ask for an update
>> for my ticket.
>>
>>
>> As I mentioned in the original email the funds for this ticket was
>> to came from:
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>> 1) $500.00 that was awarded to me by my Chair in International
>> Studies and was transferred to the department's trust account for my
>> use. Ms. Debby knows about these funds.
>> 2) $500.00 which is my travel funds as an associate professor for
>> this year and I have not used.
>>
>> Please process a T# for number for Deby before it is two late.
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>> Best wishes, Eunice.
>>
>>
>> Quoting Deby <deby@vikingtravel.com>:
>>
>>> Eunice:
>>>
>>> According to Travis (see his email below), he was supposed to have
>>> contacted
>>> you about the funding (or lack of) for this trip. As of right now,
>>> I do NOT
>>> have you confirmed to return on December 11.
>>>
>>> Please get with Travis and let me know ASAP what I need to do.
>>>
>>> Thanks,
>>> Deby
>>>
>>>
>>> -----Original Message-----
>>> From: Travis Gore [mailto:stgore@email.unc.edu]
>>> Sent: Tuesday, October 13, 2009 10:36 AM
>>> To: Deby
>>> Subject: Re: Itinerary for T Number
>>>
>>> Hi Deby,
>>>
>>> Unfortunately I have been told we do not have the money to pay for this
>>> so I can not move forward with this now. I will also let Eunice know and
>>> she what she wants to do.
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>>> Thanks Deby,
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>>> Travis
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>>> Deby wrote:
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>>>> TO: UNC-CHAPEL HILL
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>>>> AFRICAN AND AFRICAN-AMERICAN STUDIES
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>>>> FOR: SAHLE/EUNICE
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>>>> REFUNDABLE ONE WAY FARE IS 637.96 PLUS 35.00 FEE.
>>>>
>>>> TICKET SHOULD BE ISSUED BY OCTOBER 14 TO AVOID POSSIBLE
>>>>
>>>> FARE INCREASES. PLEASE REPLY TO THIS EMAIL WITH THE
>>>>
>>>> APPROVED T NUMBER. THANKS..DEBY.
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>>>> LV OAXACA 1205P EQP: FOKKER 100
>>>>
>>>> 01HR 10MIN
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>>>> AR MEXICO CITY 115P NON-STOP
>>>>
>>>> ARRIVE: TERMINAL 1 REF: HLKWHK
>>>>
>>>> SAHLE/EUNICE SEAT-3A
>>>>
>>>>
>>>>
>>>> AIR AMERICAN AIRLINES FLT:1064 ECONOMY FOOD FOR PURCHASE
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>>>> AR DALLAS FT WORTH 625P NON-STOP
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>>>> ARRIVE: TERMINAL D REF: HLKWHK
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>>>> SAHLE/EUNICE SEAT-14A
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>>>> LV DALLAS FT WORTH 755P EQP: MD-80
>>>>
>>>> 02HR 30MIN
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>>>> ARRIVE: TERMINAL 2 REF: HLKWHK
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>>>> SAHLE/EUNICE SEAT-12A
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>>>> THANK YOU FOR CALLING VIKING TRAVEL
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>>>> Deby Taylor
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>>>> 400 S. Elliott Road Suite E
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>>>> Phone - 919-968-4586 (Agency)

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>>>> Visit our website at www.vikingtravel.com <http://www.vikingtravel.com>
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From: nobody@notify.unc.edu on behalf of endomac@med.unc.edu
Sent: Wednesday, November 4, 2009 9:08 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Research study for individuals with mild asthma and allergies.

The purpose of this research study is to learn more about the effect of inhalation of a component of air pollution on airway responses in allergic individuals with mild asthma. The component being studied is called endotoxin and can be found in a number of different workplaces. It is even found in homes. The purpose of this research study is to identify a dose of inhaled endotoxin that is safe (does not cause prolonged cough, shortness of breath or other problems), but which causes changes in sputum cell samples. Information from this study will be used to identify a safe range of endotoxin for use in inhalation challenge studies. This study will also help determine how endotoxin affects mucociliary clearance (MCC) which is a measure of how quickly mucus clears from the airway.

Subjects must be otherwise healthy, have mild asthma and allergies. Pregnant or nursing females are excluded as well as individuals with a recent respiratory infection or an average of more that 2 asthma exacerbations per week. Study participation will include 6 visits over a 3 week to 3 month period based on participants available.

Interested individuals may call 919-966-2879 for additional information.

Approved 11-20-08 by the Biomedical Institutional Review Board. IRB# 08-1750

This e-mail is sponsored by the UNC Center for Environmental Medicine, Asthma and Lung Biology and is funded by the National Institutes of Health

This email is sponsored by: Center for Environmental Medicine, Asthma and Lung Biology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of dsl@unc.edu
Sent: Wednesday, November 4, 2009 9:59 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Help us evaluate a patient education tool

---

The Decision Support Lab at the Cecil Sheps Center for Health Services Research is conducting a research study to learn how best to provide information about options for colorectal cancer screening. Colon cancer is an important health issue and screening can reduce the chances of getting and dying from colon cancer. Your participation will help us develop better educational materials for patients.

To participate in this study you must:

- be between the ages 48 and 75
- not have a serious illness that would prohibit screening
- not have a previous personal or family history of colon cancer
- Speak and read English

If you are eligible for this research study, you will be asked to review some information and answer some questions that we will send you in the mail. Your participation will last less than 1 hour.

You will receive a $25 gift card in the mail approximately 2-3 weeks after participation. If you are interested in participating in this study you can contact us at: dsl@unc.edu or 919-966-1584.

Please feel free to share this announcement with others that you feel would be interested in learning about this study.

Sincerely,

Alison Brenner
Decision Support Lab
dsl@unc.edu

This project # 08-1354 has been approved by the Biomedical IRB from 10/17/09 - 10/18/10.

This email is sponsored by: Decision Support Lab

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of pkuo@email.unc.edu
Sent:	Wednesday, November 4, 2009 10:28 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Fathers and newborn infants needed for research study

---

Are you a father or an expecting father? Or do you know someone who is?

Researchers at UNC need fathers who have a baby between 8-18 weeks old, and who are willing to have saliva samples and blood pressure readings taken on fathers only.

We will pay up to $50.00 for completion of a 1-hour lab visit for father and baby, with vouchers for free parking during your visit.

Help us learn more about natural hormones and family relationships between father and baby!

If interested, please proceed to this online survey:
http://www.surveymonkey.com/s.aspx?sm=Omhq0DzijDmpVKYkMxEAug_3d_3d

If you have any questions or concerns, please call Patty Kuo at the UNC Stress and Health Research program (919) 966-2549 or email at pkuo@email.unc.edu.

IRB Study # 08-0763

This email is sponsored by: Psychology

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Christiana Hilkey <chilkey@email.unc.edu>
Sent: Thursday, November 5, 2009 8:39 AM
To: dacrowde@email.unc.edu
Cc: stgore@email.unc.edu
Subject: Transfer of funds

Hi Debby,

Could you do a journal entry for $500 worth of charges on Eunice's trust account? I can't transfer money out of my account because I don't control the GL. Please let me know if you have any questions.

Best,

Christiana

-----Original Message-----
From: eunice@email.unc.edu [mailto:eunice@email.unc.edu]
Sent: Thursday, November 05, 2009 8:29 AM
To: Christiana Hilkey
Cc: stgore@email.unc.edu
Subject: Transfer of funds

Dear Christiana,

Greetings from Oaxaca.

I kindly write to follow-up on the $500.00 that Ms. Crowder (our recently retired Departmental Manager) had requested be trasferred to the department's trust account. Travis Gore - cc.ed to this email - is trying to book a ticket related to my teaching and research using these funds but he tells me that the funds are not available in the trust account.

I am still away with UNC students and I would be very grateful for any help with this matter.

Sincerely, Eunice.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, November 5, 2009 8:29 PM
To: stgore@email.unc.edu
Subject: FORMAL NOTICE: H1N1 Vaccination Clinics for the Intranasal Form of the Vaccine

---

Dear Campus Community,

The University continues to receive the H1N1 vaccine for faculty, staff and students. As expected, due to differences in the manufacturing process, the vaccine shipments received have been primarily the intranasal form of the vaccine rather than the shot. The nasal vaccine is indicated for healthy individuals between the ages of 2 and 49.

People who are pregnant or have certain medical conditions like asthma, diabetes or an illness that causes their immune system to be suppressed should not receive the nasal form of the vaccine. When the University receives the shot form of the vaccine, it will be administered to people in these groups. The Centers for Disease Control and Prevention (CDC) Web site includes recommendations for receiving each form of the vaccine:
http://www.cdc.gov/vaccines/pubs/vis/downloads/vis-laiv-h1n1.pdf.

The University is following CDC recommendations to vaccinate pregnant women, people who live with or care for children younger than 6 months of age, health-care and emergency medical services personnel, people between the ages of 6 months and 24 years old, and people ages 25 through 64 who are at higher risk of H1N1 because of chronic health disorders or compromised immune systems.

The Department of Environment, Health and Safety (EHS) is holding clinics to administer the nasal form of the vaccine to students, faculty and staff in these target groups. Most people in these groups should be able to receive the nasal vaccine. They can make an appointment to receive the nasal form of the vaccine during any of the eight clinic dates below by going to the EHS Web site:
http://www.ehs.unc.edu/ueohc/h1n1flushot.shtml.

The following clinics for the nasal form of the vaccine will be held from 8 a.m. to 5 p.m.:
Monday, Nov. 9: Hooker - Lower Level Atrium;
Tuesday, Nov. 10: MBRB - 2nd Floor Lobby;
Wednesday, Nov. 11: SASB - Upendo;
Thursday, Nov. 12: Student Union - Great Hall;
Friday, Nov. 13: Giles Horney - Magnolia Room;
Monday, Nov. 16: Student Union - Room 2518;
Tuesday, Nov. 17: Student Union - Room 2518; and
Wednesday, Nov.18: MBRB - 2nd Floor Lobby.

There will be no out-of-pocket expense for students or employees who have the following insurance coverage: the State Health Plan, Blue Cross Blue Shield; Partners; Aetna; Humana Gold; SummaCare; Advantra Freedom; or Medicare Part B. However, you must bring your current insurance card and a photo ID to the clinic. If you are not insured with any of these companies, you can still be vaccinated, but you will have to pay an administrative fee of $12 (cash or check). The fee is paid to an outside health-care agency for the nurses and other staff providing the vaccination service, not to the University.

University health officials have ordered a sufficient quantity of the H1N1 vaccine for all students, faculty and staff who want to be

vaccinated. As additional doses of the vaccine arrive, the University will send the campus community details about how and when people can be vaccinated. Be sure to check Alert Carolina, http://alertcarolina.unc.edu/go/site/1395, for updates about distribution of the H1N1 vaccine and for general information about the H1N1 flu.

Sincerely,

Mary Beth Koza, Director of the Department of Environment, Health and Safety

This email is sponsored by: Department of Environment, Health and Safety

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, November 5, 2009 9:59 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Carolina Veterans Organization Re-Charter

---

Greetings Carolina Community,

With Veterans Day soon approaching, I am honored to announce the re-chartering of the Carolina Veterans Organization (CVO). The central purpose of the CVO is to bring the campus veteran community together through fellowship and service activities. Other purposes of the CVO include building a network of Carolina veterans, reaching out to veterans newly arriving to the Carolina community, and advancing the interests of the Carolina veteran community. The CVO is also establishing a scholarship fund intended to provide a small stipend to incoming veteran/students as a way for the Carolina community to say "thank you" to veterans for their service to our nation.

For more information about the CVO and the scholarship fund, including information regarding events that are coming the week of Veterans Day and beyond, please visit the CVO homepage at http://studentorgs.unc.edu/cvo. Membership in the CVO is open to all members of the Carolina community, regardless of veteran status. If you are interested in joining the CVO, please send an email with "CVO Membership" in the subject line to cvo.uncch@gmail.com.
Please include the following information so we can add you to the CVO list of members.

Last Name:
First Name:
Preferred email address:
Phone:
PID (if applicable):
School Status (dept. w/year, faculty, staff, etc.):
Veteran? (if yes, branch/yrs.):
Interested in an officer position in the CVO?

Thank you, and we look forward to hearing from you!

Sincerely,

Director-Carolina Veterans' Organization
UNC School of Law

This email is sponsored by: Carolina Veterans Organization

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: lcccnews@med.unc.edu
Sent: Friday, November 6, 2009 12:46 PM
To: stgore@email.unc.edu
Subject: [lcccnews] UNC-LCCC E-News Release

Lineberger Banner: Today's Best Care, Tomorrow's Best Hope

Cancer News Update From UNC Lineberger 11/06/2009

Forward to a Friend

Study Points to New Uses, Unexpected Side Effects of Already-Existing Drugs

Scientists at the UNC-Chapel Hill School of Medicine - including UNC Lineberger member Bryan Roth, MD, PhD - and the University of California, San Francisco have developed and experimentally tested a technique to predict new target diseases for existing drugs. Read more.

Healing Wounds May Offer Clues to Help Fight Breast Cancer

Wounds - and how they heal, scar and change body tissues - may hold clues to more effective treatments for breast cancer, University of North Carolina researchers have found. Their work, "Activation of Host Wound Responses in Breast Cancer Microenvironment," is published in the Nov. 15 issue of the journal Clinical Cancer Research, published by the American Association for Cancer Research. UNC Lineberger member Melissa Troester, PhD, is lead author of the study. Read more.

UNC Lineberger Presents 2009 Oncology Nursing and Service Awards

Susan Hayden, Susan Mason, and Heather Rompel each received a 2009 Oncology Nursing Excellence Award. Timothy Cullip was recognized with a Clinical Services Excellence Award. Read more.

UNC Football Program and UNC Dance Marathon Huddle Up to Raise Funds for Sarcoma Research at UNC Lineberger

The UNC football program and the UNC Dance Marathon are joining together to raise funds in honor of Boston College linebacker Mark Herzlich, the 2008 ACC Defensive Player of the Year who was diagnosed last spring with Ewing's Sarcoma, a rare form of cancer that typically affects young adults and children.

Their goal is to raise at least $10,000 for Sarcoma Research at UNC Lineberger. Fans can contribute by bidding on VIP experiences and football memorabilia signed by Coach Butch Davis, buying a wristband or making a donation at the UNC vs. Miami football game on November 14, or making an online donation to UNC Lineberger in honor of Mark Herzlich. Read more.

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UNC Lineberger Comprehensive Cancer Center, Campus Box 7295, Chapel Hill, NC 27599-7295

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, November 6, 2009 8:18 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: ADA Reasonable Accommodations in Employment Policy

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The University of North Carolina at Chapel Hill

ADA Reasonable Accommodations in Employment Policy

I. Policy Statement

The University of North Carolina at Chapel Hill (University) is committed to equal opportunity in all aspects of employment for qualified individuals with a disability. In accordance with the Americans with Disabilities Act (ADA) and State law, and consistent with the University's Policy on Prohibited Harassment and Discrimination, it is the policy of the University to provide reasonable accommodations in employment to qualified individuals with disabilities unless the accommodation would impose an undue hardship on the operation of the University's business or would change the essential functions of the position Retaliation against an individual with a disability for utilizing this policy is prohibited.

II. Covered Individuals

All University employees are covered individuals under this policy. Additionally, applicants for employment are covered in the application process and should contact the Equal Opportunity/ADA Office if reasonable accommodations are required during that process.

III. University Responsibilities and Employee/Applicant Responsibilities

Employees and applicants are responsible for requesting an accommodation under this Policy as further described in Section V.

The University is required to provide a reasonable accommodation for the known disability of an applicant or employee if requested unless the accommodation would either impose an "undue hardship" on the operation of the University's business or change the essential functions of the position.

While departments are required to address any specific request in good faith, there is no obligation on the part of the department or the University to determine or identify the need for an accommodation absent an employee's or applicant's specific request.

The Equal Opportunity/ADA Office has responsibility for ADA compliance and for engaging in an interactive process to determine whether an employee or applicant is a qualified individual with a disability for the purposes of providing a reasonable accommodation. Individuals may self-identify with the Equal Opportunity/ADA Office even if no accommodation is requested.

IV. Definitions

Disability- The term "disability" means, with respect to an individual--
(A) a physical or mental impairment that substantially limits one or more major life activities of such individual;
(B) a record of such an impairment;

(C) being regarded as having such an impairment; or
(D) an impairment that is episodic or in remission if it substantially limits a major life activity when it is active.

Major Life Activities -
(A) In General - major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
(B) Major Bodily Functions - a major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Substantially Limiting -
An impairment is substantially limiting if it prohibits or significantly restricts an individual's ability to perform a major life activity as compared to the ability of the average person in the general population to perform the same activity. The determination of whether an impairment substantially limits a major life activity depends on the nature and severity of the impairment, the duration or expected duration of the impairment, and the permanent or long-term impact of the impairment.

Has a record of an impairment - An individual has a record of an impairment if that individual has a history of, or has been classified as having, a mental or physical impairment that substantially limits one or more major life activities.

Regarded as having such an impairment - An individual meets the requirements of "being regarded as having such an impairment" if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment substantially limits or is perceived to substantially limit a major life activity.

When determining if a condition is a disability, the University will not take into consideration any "mitigating measures" such as prescription drugs, medical equipment, prosthetics or other remedies, beyond ordinary eyeglasses or contact lenses.

Qualified Individual with a Disability -an employee or applicant for employment who, with or without a reasonable accommodation can perform the essential functions of the position.

Reasonable Accommodation - a modification or adjustment to a position, an employment practice, or the work environment that makes it possible for a qualified individual with a disability to perform the essential functions of the position.

Reasonable accommodations may include, but are not limited to:
* Making existing facilities readily accessible to and usable by persons with disabilities;
* Job restructuring, modifying work schedules, reassignment to a vacant position; or
* Acquiring or modifying equipment or devices, adjusting or modifying examinations, training materials, or policies, and providing qualified readers or interpreters.

The University is not obligated to and will not provide personal use items needed in accomplishing daily activities (i.e. eyeglasses, hearing aids, prosthetic limbs, or a wheelchair).

Essential Job Function - the fundamental duties of the position or the

primary reasons the position exists.

The University does not have to eliminate an essential function from the position, nor does it have to lower quality or performance standards to make an accommodation, as long as those standards are applied uniformly to employees with or without a disability. The University does not have to create a new position to accommodate an employee.

Marginal Job Function - a job function that would be considered a secondary non-critical job task. Although important and necessary to the position, a marginal job function could be reassigned to others and/or performed a lesser percentage of time as occasional essential functions.

Undue Hardship - an accommodation or action requiring significant difficulty or expense when considered in light of factors such as the University's size, financial resources, and the nature and structure of its operation. Undue hardship also refers to an accommodation that is unduly extensive, substantial, or disruptive, or one that would fundamentally alter the nature of the position.

V. Procedure to Request a Reasonable Accommodation

As stated in Section III, employees and applicants are responsible for requesting an accommodation under this Policy.

A. Applicants

1. Applicant requests for reasonable accommodation during the hiring process may be made to the hiring supervisor, human resources personnel or the Equal Opportunity/ADA Office. Supervisors or human resources personnel receiving a request should contact the Equal Opportunity/ADA Office for guidance.

B. Employees

1. Employee requests for reasonable accommodation must be made to the Equal Opportunity/ADA Office by completing the Self Identification and Accommodation Request forms. Supervisors or human resources personnel should refer employees who indicate a need for accommodation to the Equal Opportunity/ADA Office for assistance and should contact the Equal Opportunity/ADA Office for guidance

2. The employee must meet with the Equal Opportunity/ADA Officer or designee who will facilitate an interactive process between the employee and the supervisor to determine if a reasonable accommodation can be provided to the employee. The employee must communicate how the disability affects his/her ability to perform the essential functions of the job, and identify what workplace accommodations are necessary to assist in performing the job duties.

3. The Equal Opportunity/ADA Officer or designee will discuss essential functions of the particular position involved and the precise job-related limitations; and offer suggestions for possible reasonable and effective accommodations.

4. The Equal Opportunity/ADA Officer or designee may request medical documentation of the individual's functional limitations to support the request. Any medical documentation will be collected and maintained in accordance with appropriate confidentiality procedures.

5. The employee's supervisor and/or department will provide information

on the essential functions of the position and the impact the requested accommodation will have on the operations of the department. The supervisor will also provide input to the Equal Opportunity/ADA Officer or designee on the effectiveness each potential accommodation would have in allowing the employee to perform the essential functions of the position.

6. The Employee and Management Relations Department in the Office of Human Resources or the Provost's Office may be informed and/or consulted if there is an active or developing employee relations issue.

7. Upon completion of the interactive process, the Equal Opportunity/ADA Office is responsible for assessing whether or not the employee's requested workplace accommodation is reasonable and determining what, if any accommodation is most appropriate for both the employee and the University. While consideration is given to the employee's preference, the University will choose from among reasonably effective accommodations and may select and implement the one that is most cost effective and easiest to provide.

8. The Equal Opportunity/ADA Office will provide a written decision within 30 calendar days from the date of the employee request, and will notify the employee if a longer period is needed.

VI. Confidentiality

Information regarding requests for accommodations will be kept confidential and shared with others only if they have a legitimate business reason to know. Supervisors and managers will be informed of the functional limitations of an employee caused by the physical or mental impairment. The Employee and Management Relations Department in the Office of Human Resources or the Provost's Office will be informed if there is an employee relations issue involved. Medical documentation regarding an employee's diagnosis will be shared only with the Equal Opportunity/ADA Office unless the employee specifically authorizes sharing this information with the supervisor or manager or other University personnel.

VII. Appeals/Grievance Procedure

Employees who are dissatisfied with a determination regarding an accommodation request or believe that the decision(s) was reached improperly or unfairly may file a grievance through the established grievance procedure for Faculty, EPA Non-Faculty or SPA employees.

Applicants for employment who allege a denial of a request for an accommodation of a disability during the hiring process may file a grievance directly with the Office of Administrative Hearings within 30 calendar days of the alleged denial of accommodation.

VIII. Effective Date

This policy is effective November 3, 2009.

IX. Related Forms and Policies

Self Identification Form:
http://www.unc.edu/depts/eooada/forms/SIDform.doc
Accommodation Request Form
http://www.unc.edu/depts/eooada/Docs/Accommodation_Request_Form.doc
Documentation of Disability Form:
http://www.unc.edu/depts/eooada/Docs/Document_of_Disability_Form.doc
Health Care Provider Release form:
http://www.unc.edu/depts/eooada/Docs/HCP_Release_Form.doc

Policy Statement on Non-Discrimination:
http://www.unc.edu/campus/policies/nondiscrim.html

Policy on Prohibited Harassment and Discrimination:
http://www.unc.edu/campus/policies/prohib_harass_and_discrim.html

Grievance Policies:
http://hr.unc.edu/employees/emr/grievance/grievance
http://hr.unc.edu/employees/emr/grievance/epanfgrievpol
http://www.unc.edu/faculty/faccoun/handbook/section_III.htm

This policy is maintained by the Equal Opportunity/ADA Office.

This email is sponsored by: Equal Opportunity Office

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Friday, November 6, 2009 8:43 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Assistant Provost and University Registrar Open Forum

---

The search committee for the Assistant Provost and University Registrar has rescheduled the open forum with Dr. Samuel Conte, a candidate from the University of Pittsburgh. The forum will now be held on Wednesday, November 11th, from 10:00am to 11:00am in 3020 Steele Building.

The forums are designed to give the campus community an opportunity to hear the candidates discuss their experiences and ideas for enhancing the registrar function at UNC-Chapel Hill and to provide feedback. Dr. Conte will make a brief presentation on "The Future Role of the Registrar in a Public, Research-Intensive University" and then respond to questions on this and other topics from the audience.

The complete CVs for all candidates can be viewed at:

http://provost.unc.edu/announcements/open-positions

Thank you for your participation in the search process.

Sincerely,

Lynn Williford
Chair, Search Committee

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From: nobody@notify.unc.edu on behalf of focus_group@unc.edu
Sent: Friday, November 6, 2009 9:49 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Are you pregnant & want to help us design a new intervention for pregnant women?

Are you pregnant and want to help us design a new intervention for pregnant women?

We are interested in your feedback of a potential multi-media intervention program for pregnant women that will promote healthy eating, being physically active, reducing stress and promoting positive parenting skills.

We need women who are:
*Less than 20 weeks pregnant with their first child
*Speak English
*Between the ages of 18 and 35
*African-American and Caucasian
*Free of any chronic medical condition (such as diabetes, hypertension, or heart disease)

If eligible, you will be asked to participate in one focus group session that will last 90 minutes. Drinks and refreshments will be provided and each study participant will receive $20 at the completion of the session.

This research is being conducted by the Department of Nutrition and Epidemiology (Drs. Siega-Riz and Bentley).

If you would like to participate, call CHAI Core at (919)843-9612.

The research study is IRB # 09-1693. This email was approved by the UNC-CH Biomedical IRB on 10/01/09.

This email is sponsored by: Department of Nutrition and Epidemiology (Drs. Siega-Riz and Bentley)

==========

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, November 6, 2009 10:19 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Milk Thistle Study (Fatty Liver)!

We Are Conducting A Study with Milk Thistle in Patients with Fatty Liver and Hepatitis C

Silymarin is the active ingredient in Milk Thistle. Milk Thistle has been used by patients with liver disease for centuries. Milk Thistle may have protective effects on the liver but this has not been studied well enough to know for sure.

The purpose of this phase 2 study is to explore the safety and effectiveness of milk thistle in treating two different groups of patients:

1) patients with non-alcoholic steatohepatitis (NASH) or "fatty liver"; and 2) patients with chronic hepatitis C virus (HCV) who did not get
rid of the virus after taking conventional antiviral therapy.

If you are interested in this study, please call:
(919) 966-0764, email: pea@med.unc.edu

IRB Approved, # 08-0842 and 08-0343

This email is sponsored by: UNC Liver Program

==========

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From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Saturday, November 7, 2009 11:37 AM
To: Timothy J. McMillan <tjm1@email.unc.edu>; Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: Hello From Ed Levy]
Attach: Hello From Ed Levy.eml (2.77 KB).msg

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, November 9, 2009 12:00 PM
To: Timothy J. McMillan <tjm1@email.unc.edu>; Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: [dptcrmgrs] WebEvent Reminder: Nov 15 - Deadline for Fall 2010 Class Schedules to Dept Staff]
Attach: [dptcrmgrs] WebEvent Reminder_ Nov 15 - Deadline for Fall 2010 Class....eml (2.94 KB).msg

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From: WebEvent <webevent@unc.edu>
Sent: Sunday, November 8, 2009 12:03 AM
To: Administrative managers of Departments and Curricula <dptcrmgrs@listserv.unc.edu>
Subject: [dptcrmgrs] WebEvent Reminder: Nov 15 - Deadline for Fall 2010 Class Schedules to Dept Staff

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WebEvent Reminder

Title: Deadline for Fall 2010 Class Schedules to Dept Staff
Date: Sunday, November 15, 2009
Time: Unspecified

Description: The implementation of PeopleSoft, known as ConnectCarolina, will go live in a number of stages. This fall, a major component that will impact the undergraduate and graduate school course scheduling will go live.

Starting in the September/October 2009 timeframe, we will use PeopleSoft to prepare and schedule Fall 2010 courses. All spring 2010 and summer 2010 course work will continue to be managed in SIS.

In order to make this transition as seamless as possible, we are asking all faculty members to provide class schedules in a timely fashion for the Fall 2010 classes. Typically, class schedules are provided in December, however this year we ask faculty members to provide the class schedules to department staff no later than November 15 to allow staff to process the data in PeopleSoft (see the timeline below for key milestone dates). As a reminder, there is a moratorium on creating new courses starting September 16, 2009 as stated in the Provost memorandum on May 1, 2009.

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

You are currently subscribed to dptcrmgrs axsd: dacrowde@email.unc.edu.
To unsubscribe send a blank email to leave-25745458-22367178.24260e15cdb4d7c63fc18afa24ced111@listserv.unc.edu

From: Linda Goldston <Linda_Goldston@unc.edu>
Sent: Monday, November 9, 2009 3:25 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Cc: Julius Nyangoro <jen321@email.unc.edu>; Adam Kent <akent@unc.edu>; Travis Gore <stgore@email.unc.edu>
Subject: Re: Kia Caldwell

Hi Debby ... they just won't let you retire, huh?

I received the packets for Kia Caldwell this afternoon and will review
as soon as I can. This recommendation would have had to go to the
October ASAC meeting in order to have a January 1, 2010 effective date.
It will need to be changed to July 1, 2010.

Deborah Crowder wrote:
> Hi to all. I have prepared a tenure packet for Kia Caldwell. We
> began this months and months and months ago but were held up on one
> letter. It arrived in the midst of my various attempts at
> retirement. Then we realized we needed a letter from ANTH and it was
> secured after my actual retirement and I just haven't been able to get
> back here long enough to put together the packet. I realize the
> effective date may be an issue and may have to be extended to July 1,
> 2010. I do not have internet access from home so if there is anything
> I can do to assist Adam or Travis in correcting anything that is
> amiss, please contact Travis and he will track me down. I think
> otherwise it is in reasonably good shape. Adam, the epa web form is
> in your inbox. Hope all is well with everyone. Debby
>
>

--
Linda R. Goldston
Director of Personnel
College of Arts and Sciences
University of North Carolina at Chapel Hill
CB# 3100, 208 South Building
Chapel Hill, NC 27599
Phone: 919.962.9276
E-mail: Linda_Goldston@unc.edu

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, November 9, 2009 4:12 PM
To: Gore@mxp0.isis.unc.edu; Sam T <stgore@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

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at the ackland

Tuesday, November 10
8:45 - 10:45 PM
Kenan Music Building, Rehearsal Hall

In connection with the exhibition *Almost Now: Cuban Art, Cinema, and Politics in the 1960s and 1970s*, the Ackland is pleased to present an evening of salsa and swing dancing with live music from two UNC-Chapel Hill student ensembles: the Charanga Carolina and the UNC-Chapel Hill Jazz Band. Members of Salsa Sentido, a sub-group of the Carolina Hispanic Association, will offer dance instruction for beginners when doors open at 8:45 PM; dancing for all ages and levels will follow.

$5 admission

Tuesday, November 10
12:00 - 1:00 PM

Namaste! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland. Yoga mats and museum cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended.

Sessions led by Joanne Marshall. Beginners are welcome.

Registration recommended | Free to members, $5 non-members

Thursday, November 12
1:00 - 4:00 PM

Every other month, the Ackland invites the public to bring in a

IN THE GALLERIES:

The Guardian and the Avant-Garde

Almost Now:
Cuban Art, Cinema, and Politics in the 1960s and 1970s

And ten more galleries filled with art and ideas!

NEXT WEEK:

Wednesday, November 18
Art & Literature
in the Galleries
7-8:30 PM

Thursday, November 19
Art & Literature
in the Galleries
4:30-6 PM

Sunday, November 22
Family Fun Tour
1:15 PM

Please visit our calendar for a full listing of special programming and events.

work of art for consideration by an Ackland expert. While Ackland staff is unable to appraise works of art, curators may offer insight into the significance of the piece as well as the techniques used by the artist, condition, and subject matter. Only one work per person allowed. Please call 919.843.3677 to make an appointment.

Registration required | Free to members | $10 non-members

Art after Dark

Friday, November 13
Museum open until 9:00 PM

Join us this Friday during our special evening hours. Have a drink with friends, join local artist Nancy Busch for a discussion of her work (seen above), enjoy music from DJ Gooberghan, and of course - take in the art!

Nancy Busch | 6:00 - 7:00 PM
Nancy Busch is a Chapel Hill based artist whose work is included in the collections of the Museum of Modern Art and the Smithsonian. On Friday evening, she will present and discuss *I've Changed but I'm the Same*, a forty-five minute "docu/experimental" video revealing the deconstruction of an artist's body of work while telling the story of its creation.

Free admission | Cash bar

DRAWING IN THE GALLERIES

Saturday, November 14

DRAWING IN THE GALLERIES

10:00 AM - 12:00 PM

Join the Ackland's Amanda Hughes for drawing in the Ackland galleries. Bring paper and dry media (crayon, pencils, etc.). All levels are welcome. Free.

DRAWING FOR KIDS

Saturday, November 14

DRAWING FOR KIDS

10:00 AM - 12:00 PM

Nine- to twelve-year-olds practice techniques like contour drawing, linear perspective, shading, and drawing people. Materials provided.

Registration required and limited - to register, call 919.966.5736
Free to members | $5 non-members

Sunday, November 15
2:00 - 4:00 PM

Visit the Ackland this Sunday and enjoy an afternoon of music in the galleries from The Long-Short Quartet, UNC-Chapel Hill's premier student string quartet. The concert will feature works by Beethoven, Brahms, and Haydn performed by Cindy Burton (violin), Sara Soltau (violin), Grace Kennerly (viola), and Emma Dunlap-Grube (cello).

Free

Art & Literature in the Galleries

Wednesday, November 18 | 7:00 - 8:30 PM
Thursday, November 19 | 4:30 - 6:00 PM

Start reading now for Art & Literature in the Galleries! This program connects works of literature with art on display in the Ackland. Next week's selection is ***Lavinia***, by Ursula Le Guin, which will be discussed in connection to the exhibition *The Guardian and the Avant-Garde*.

Registration required
Free to members and high school students | $5 non-members

NICHOLAS NICKLEBY

at PlayMakers Repertory Company

PlayMakers Repertory Company's production *The Life and Adventures of Nicholas Nickleby* starts this Wednesday, November 11. See the show and visit the Ackland to see our current related installation, *The Illustrated World of Charles Dickens*, a selection of original drawings, illustrations, and prints from many of Dickens' collaborators.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the

Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **stgore@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-25756410-6848482.2f8974e37df524cbb81bf19addaaf4be@listserv.unc.edu.

Illustrations

Raúl Martínez, Cuban, 1927 – 1995: *Che* (detail), 1968; color screenprint. Gift of Dr. David L. Craven. 2008.43.4

Indian, Central, 11th to 12th century: *Ganesha* (detail); sandstone sculpture. Gift of Clara T. and Gilbert J. Yager in honor of Dr. Charles Morrow and his wife, Mary Morrow, for their many contributions to the University and to the Ackland Art Museum during his term as Provost.

Nancy Busch: photo courtesy of the artist.

Egon Schiele, Austrian, 1890-1918: *Seated Woman* (detail), 1918; black colored pencil drawing. Burton Emmett Collection.

Norman Kent, American, born 1903: *Young Boy Drawing* (detail), 1930; linoleum-cut print. Burton Emmett Collection.

T. M. Cleland, American: *Cover of* The Colophon (detail); woodcut. Burton Emmett Collection.

George Cruikshank, British, 1792-1878: *A Brush with Shakespeare. The Bard in Painting: 1780 - 1910* (detail), 1857-1858; Graphite and watercolor. The William A. Whitaker Foundation Art Fund.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of sustainability@unc.edu
Sent: Monday, November 9, 2009 8:22 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: 2009 Campus Sustainability Report released

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Find out how departments across campus are integrating sustainability into their teaching, research, engagement, and operations in the 2009 Campus Sustainability Report at http://sustainability.unc.edu. Hard copies are available from the Sustainability Office, sustainability@unc.edu.
Some of the highlights include:

* A Climate Action Plan for achieving climate neutrality by 2050;
* 44% of students and employees commute to campus via alternatives to the single-occupant vehicle;
* 38% of campus discards are recycled into products of value;
* 27% reduction in water consumption and 8% reduction in energy consumption per square foot since 2003;
* 21% of food and beverages are purchased from producers within 150 miles of campus;
* 160 state-of-the-art stormwater management structures, including vegetated roofs, cisterns, and permeable pavement;
* A new reclaimed water system replaces more than 200 million gallons of potable water annually;
* The Education Center at the N.C. Botanical Garden is on track to become the first public building in the state to be certified at the Leadership in Energy and Environmental Design (LEED) Platinum level. 48% fossil energy savings result from the use of geothermal energy for heating and cooling, photovoltaic cells for producing electricity from sunlight, and the use of daylight instead of electric lights;
* A sustainability minor, more than 150 sustainability-related courses, and a concentration in sustainable enterprise for business students;
* A new Solar Energy Research Center and a study on coastal wind in North Carolina that is leading Duke Energy to erect three commercial scale wind turbines in the eastern Pamlico Sound.

Get involved. Get informed. http://sustainability.unc.edu

This email is sponsored by: Sustainability Office

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From: nobody@notify.unc.edu on behalf of jeanne_murphy@med.unc.edu
Sent: Monday, November 9, 2009 8:52 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: 4-8 year old Children Needed for Study

---

THE SENSORY EXPERIENCES PROJECT NEEDS YOUR BRAIN WAVES!

We are currently recruiting children, ages 4 to 8 years, with typical development to participate in our study about brain waves. We study children's brain waves to learn more about the potential causes of sound sensitivities in children with autism and developmental delay.

* Children will complete developmental assessments and an EEG
* Parents will complete a packet of questionnaires and interviews about their child
* You will receive a summary of results of the developmental assessments and a certificate with a picture of your child's brain waves
* We provide financial incentives up to $200 if your child qualifies for all parts of the study. Mileage reimbursement is available for families who are traveling more than 20 miles each way
* Time commitment is approximately 6 hours

For more information about SEP visit our website at http://www.med.unc.edu/sep. If you are interested in participating in the study, please call our toll free line at 1.800.514.3565 or e-mail us at sep@unc.edu. We are happy to tell you more about our project and answer any questions.

The Sensory Experiences Project is funded by the National Institute of Child Health & Human Development (Grant# 2R01-HD42168-05) to examine the development, functional impact, and cause of various sensory features in children with autism, developmental delays, and/or typical development with implications for early detection and intervention. The Principal Investigator is Dr. Grace Baranek., OTR/L. This study has been reviewed and approved by the UNC Biomedical Institutional Review Board (IRB # 07-1926).

This email is sponsored by: UNC School of Medicine, Allied Health Sciences

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of cts2014@email.unc.edu
Sent:	Monday, November 9, 2009 9:29 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Participants needed for alcohol consumption and decision making study

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Do you drink alcohol heavily, or moderately?

Are you interested in making $10 for completing a 1 hour task?

Study requires participants to view images and make simple decisions about their contents.

You are eligible if:
1. You are between the ages of 18-40 years old
2. You are NOT taking illicit drugs
3. You are NOT taking psychoactive medications
4. You have NEVER sought treatment for a substance use disorder
5. You are a native English speaker
6. You have graduated high school or earned a GED
7. You have no known psychiatric or neurological problems

If interested, please contact Chris at 919-962-8340 or cts2014@email.unc.edu to schedule a time for participation.

(This study, entitled "Decision Making and Drinking Habits of Young Adults" has been approved by the UNC Institutional Review Board, Study #: 09-0001, and is sponsored by the UNC Department of Psychology.)

This email is sponsored by: Dept. of Psychology

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From: nobody@notify.unc.edu on behalf of allendd@email.unc.edu
Sent: Monday, November 9, 2009 10:00 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Interested in research on touch or motor control?

If you are between 30 & 55 years of age and have undergone treatment for a primary brain tumor OR if you are between 30 and 55 years of age and have no known neurological disorder and willing to serve as a healthy adult control then you may be eligible to participate in a research study that is examining tactile perception and motor control in survivors of primary brain tumors.

If you chose to participate, you will come to the School of Nursing in the morning to early afternoon. While there, you will complete: (1) Questionnaires about your health and ability to care for yourself, (2) Heart rate, blood pressure, oxygen level measured, and (3) Tests that will measure your ability to think, sense different types of touch, and ability to connect numbers and letters on a digital writing board. There are no needles or blood draws!!!!

All participants will be provided with free parking and $25 for your time upon completion of the testing procedures. For more information, please call Deborah Allen, RN, MSN at 919-883-7002.

This study has been reviewed and approved by the UNC-Chapel Hill IRB (IRB# 08-1888)

This email is sponsored by: UNC School of Nursing, Biobehavorial Lab

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, November 9, 2009 10:32 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: International Education Week

Dear Carolina students, faculty and staff:

The week of November 16-20 marks International Education Week 2009 across the nation, and we have an array of activities planned to promote and celebrate international education at Carolina. All of the events are open to the public, and the full schedule is posted at http://global.unc.edu.

This year marks our 5th annual "Get-a-Passport-Drive" on Tuesday, November 17 and Wednesday, November 18 at the FedEx Global Education Center where you can get a new or renewed passport. State Department officials will be on campus with passport applications, and you can get passport photos taken on site. More details about the event and required documentation are available at http://global.unc.edu.

I encourage you to help us in our mission to make Carolina a truly global university and take advantage of our numerous opportunities for international study, research and service.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

==========
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From: Adam Kent <akent@unc.edu>
Sent: Tuesday, November 10, 2009 11:23 AM
To: Linda Goldston <Linda_Goldston@unc.edu>; Deborah Crowder <dacrowde@EMAIL.UNC.EDU>
Cc: Julius Nyangoro <jen321@EMAIL.UNC.EDU>; Travis Gore <stgore@EMAIL.UNC.EDU>
Subject: RE: Kia Caldwell

Hi All,

I approved the form.

Adam

-----Original Message-----
From: Linda Goldston [mailto:Linda_Goldston@unc.edu]
Sent: Monday, November 09, 2009 3:25 PM
To: Deborah Crowder
Cc: Julius Nyangoro; Adam Kent; Travis Gore
Subject: Re: Kia Caldwell

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It will need to be changed to July 1, 2010.

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> contact Travis and he will track me down. I think otherwise it is in
> reasonably good shape. Adam, the epa web form is in your inbox. Hope
> all is well with everyone. Debby
>
>

--
Linda R. Goldston
Director of Personnel
College of Arts and Sciences
University of North Carolina at Chapel Hill CB# 3100, 208 South Building Chapel Hill, NC 27599
Phone: 919.962.9276
E-mail: Linda_Goldston@unc.edu

From: Linda Goldston <Linda_Goldston@unc.edu>
Sent: Tuesday, November 10, 2009 12:20 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Cc: Julius Nyangoro <jen321@email.unc.edu>; Adam Kent <akent@unc.edu>; Travis Gore <stgore@email.unc.edu>
Subject: Re: Kia Caldwell

Debby,

I've reviewed the packet for Kia Caldwell and there a several things that need to be revised:

- The Chair's letter and AP-2 will need to be revised to reflect the new effective date of 7/1/2010. The effective date on the EPA web form needs to be corrected from 1/1/09 to 7/1/2010.
- The Anthropology Chair's letter needs to state that Anthropology is recommending her promotion from Adjunct Assistant Professor to Adjunct Associate Professor and to reflect the new 7/1/2010 effective date since they can't appoint her as Adjunct Associate Professor before she becomes Associate Professor in her primary rank
- The AP-2 also needs to include the current Anthropology appt in the "present appt info." section. Also need to correct dates of the Anthropology jt appt in the proposed section: Begin date 7/1/2010, Adjunct Assoc. Prof., End date – 6/30/2011 (if it is just to be for one year). Also remove the "4" that denotes a probationary term.
- A joint appt. form signed by both departments needs to be included in the packet.
- Since this review was begun over a year ago, I would suggest that Julius' letter to the Dean say something about that and why submission of the recommendation was delayed so as to clarify the time frame, i.e., the letter to solicit outside recommendations was written in September 2008 indicating a promotion date of July 1, 2009; the recommendation letters were received in fall 2008 and spring 2009; and the reviewers were provided with Caldwell's CV dated September 2008.

Let me know if I can help further.

Linda Goldston wrote:

> Hi Debby ... they just won't let you retire, huh?
>
> I received the packets for Kia Caldwell this afternoon and will review as soon as I can. This recommendation would have had to go to the October ASAC meeting in order to have a January 1, 2010 effective date. It will need to be changed to July 1, 2010.
>
> Deborah Crowder wrote:
>
>> Hi to all. I have prepared a tenure packet for Kia Caldwell. We began this months and months and months ago but were held up on one letter. It arrived in the midst of my various attempts at retirement. Then we realized we needed a letter from ANTH and it was secured after my actual retirement and I just haven't been able to get back here long enough to put together the packet. I realize the effective date may be an issue and may have to be extended to July 1, 2010. I do not have internet access from home so if there is anything I can do to assist Adam or Travis in correcting anything that is amiss, please contact Travis and he will track me down. I think otherwise it is in reasonably good shape. Adam, the epa web form is in your inbox. Hope all is well with everyone. Debby

--

Linda R. Goldston
Director of Personnel
College of Arts and Sciences
University of North Carolina at Chapel Hill
CB# 3100, 208 South Building
Chapel Hill, NC 27599
Phone: 919.962.9276
E-mail: Linda_Goldston@unc.edu

begin:vcard
fn:Veronica D. Bellamy
n:Bellamy;Veronica
org:The University of North Carolina at Chapel Hill;Institute of African American Research
adr:CB# 3393;;150 South Road, Suite 309;Chapel Hill;NC;27599;United States
email;internet:cookee@email.unc.edu
title:Business Officer
tel;work:919-843-2605
tel;fax:919-843-9407
url:www.unc.edu/iaar
version:2.1
end:vcard

From:	nobody@notify.unc.edu on behalf of klrieger@email.unc.edu
Sent:	Tuesday, November 10, 2009 8:19 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: UNC Get Fit: Physical Activity & Weight Loss Program

---

Motivating Carolina Students and Employees to Get Fit from Head to Heel!

Interested in modifying your lifestyle and adopting healthy new patterns? If you need to lose weight, and want to learn how to do it the healthy way, while meeting new people and having fun, Get Fit from Head to Heel! is for you.

Carolina Campus Recreation and Counseling & Wellness Services introduce Get Fit from Head to Heel!, a 10-week healthy lifestyle, weight loss and physical activity challenge available to UNC-Chapel Hill students and employees. The program is designed for individuals interested in modifying their lifestyle and adopting healthy, new patterns.

With the support of a team and coach, participants will attend fitness challenges and nutritional sessions. The program emphasizes the importance of maximizing physical activity and making healthier lifestyle and eating choices. The program not only provides motivation and support, but the resources to be successful. The impact of the program can best be described by feedback from past participants.

"I was at a standstill...I was sick of dieting, I was sick of exercising, I was sick of everything, and I needed a little push..."

"I've tried new things that I never thought I'd do, and learned that I actually like exercise, which I never thought would happen..."

"Whether you've lost a little bit or a lot, the results give you the confidence you need to know you are on the right path."

Complete program information and upcoming Q & A sessions are available at http://campusrec.unc.edu/fitness/fitness_services.html.
For more information, please contact Lauren Mangili by email at lmangili@email.unc.edu or phone, 919.962.7348.

This email is sponsored by: Carolina Campus Recreation

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Wednesday, November 11, 2009 11:48 AM
To: Gore@mxp1.isis.unc.edu; Sam T <stgore@email.unc.edu>
Subject: [ackland-e-news] Ackland after Dark with Nancy Busch

---

at the ackland

Art after Dark

Friday, November 13
Museum open until 9:00 PM

Join us this Friday during our special evening hours. Have a drink with friends, join local artist Nancy Busch for a discussion of her work (seen above), enjoy music from DJ Gooberghan, participate in a gallery talk, and of course - take in the art!

Nancy Busch | 6:00 - 7:00 PM
Nancy Busch is a Chapel Hill based artist whose work has been presented in North and South America and archived at the Museum of Modern Art and the Smithsonian. On Friday evening, she will present and discuss *I've Changed but I'm the Same*, a forty-five minute "docu/experimental" video revealing the deconstruction of an artist's body of work while telling the story of its creation.

Gallery Talks | 5:30 and 8:30 PM
Get to know the Collection through these guided gallery talks led by Ackland staff. At 5:30, Director of Academic Programs Carolyn Allmendinger will discuss Archibald J. Motley Jr.'s 1924 painting *Mending Socks*, and at 8:30 she will look at the *Veranda Post*, an iconic piece carved by the Yoruba people of Africa and now on display in the exhibition *The Guardian and the Avant-Garde*.

Free admission | Cash bar

IN THE GALLERIES:

The Guardian and the Avant-Garde

Almost Now:
Cuban Art, Cinema, and Politics in the 1960s and 1970s

And ten more galleries filled with art and ideas!

NEXT WEEK:

Wednesday, November 18
Art & Literature
in the Galleries
7-8:30 PM

Thursday, November 19
Art & Literature
in the Galleries
4:30-6 PM

Sunday, November 22
Family Fun Tour
1:15 PM

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **stgore@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-25772148-6848482.2f8974e37df524cbb81bf19addaaf4be@listserv.unc.edu.

Illustrations

Nancy Busch: photo courtesy of the artist.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of Patrick_Vernon@kenan-flagler.unc.edu
Sent: Wednesday, November 11, 2009 8:18 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Graduate-level Entrepreneurship Courses

---

Graduate-level Entrepreneurship Courses in the Arts, Sciences and Social Venturing

Explore entrepreneurial opportunities or get help launching a new venture or non-profit by enrolling in an entrepreneurship course this spring semester:

* Artistic Entrepreneurship (BUSI 701, M/W 4-5:15)
* Scientific Entrepreneurship (PLCY 575, T/Th 5-6:15)
* Social Entrepreneurship (MBA 866, M 6-9pm)

These courses are offered as a part of UNC's Graduate Certificate in Entrepreneurship and are available to UNC graduate students, doctoral candidates, post-docs, faculty and staff.

More information: www.unc.edu/cei/grad

Direct links to enroll:

Artistic Entrepreneurship:
http://cfx.research.unc.edu/res_classreg/browse_single.cfm?New=1&event_id=22139

Scientific Entrepreneurship:
http://cfx.research.unc.edu/res_classreg/browse_single.cfm?New=1&event_id=22234

Social Entrepreneurship:
http://cfx.research.unc.edu/res_classreg/browse_single.cfm?New=1&event_id=22235

Patrick Vernon
Associate Director and Adjunct Assistant Professor
Center for Entrepreneurial Studies
UNC Kenan-Flagler Business School
pv@unc.edu
(919) 962-9257

This email is sponsored by: Carolina Entrepreneurial Initiative

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, November 11, 2009 8:55 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Special PlayMakers Discount for Faculty and Staff

---

PlayMakers is offering a special NICKLEBY Opening Day discount to UNC Faculty and Staff members. Visit the link below for more information.

http://www.playmakersrep.org/performances/NNFacStaff.aspx

This email is sponsored by: PlayMakers Repertory Company

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of anne_whisnant@unc.edu
Sent:	Wednesday, November 11, 2009 9:39 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Call for Nominations: Honorary Degrees 2011

Dear Colleagues:

The faculty Committee on Honorary Degrees and Special Awards invites your nominations for honorary degrees to be awarded at Commencement 2011. A maximum of five awards is authorized (six if the Commencement speaker is included). Those so honored are nominated by the committee, recommended by the Faculty Council, and approved by the Board of Trustees. Awards are not conferred in absentia or posthumously.

We seek to honor people who have rendered outstanding service to humanity in the world arena, in our nation, in the American South, or our State of North Carolina; people who have made outstanding contributions to knowledge in the world of scholarship; people whose talent and creativity in the world of the arts has enriched our lives; and people whose devotion to and support of our University merits our highest recognition. Members of the Board of Governors or staff of The University of North Carolina or any of its constituent institutions are not eligible. These persons become eligible two years after termination of such status.

A roster of past recipients is posted on the Faculty Governance website at the following location:
http://www.unc.edu/faculty/faccoun/honorary/HDegs/HonDegrees.shtml.

Please include appropriate biographical information and a statement in support of your nominee. Nominators often seek supporting letters from others, but the content of such letters, not their number, is what counts. Nominations must be received in the Office of Faculty Governance no later than Wednesday, January 20, 2010. Submit nominations either by regular mail, fax, or email to:

Office of Faculty Governance
203 Carr Building
CB# 9170
Fax: 919-962-5479
Email: anne_whisnant@unc.edu

Members of the Committee on Honorary Degrees and Special Awards are Professors Jan Yopp, Chair; Werner Riess, Etta Pisano, Bland Simpson, Robert Anthony, Gene Nichol, and Joseph S. Ferrell (ex officio).

Sincerely yours,

Joseph S. Ferrell
Secretary of the Faculty

This email is sponsored by: Office of Faculty Governance

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of kimv@email.unc.edu
Sent:	Thursday, November 12, 2009 8:32 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Book Drive to Benefit Pediatric Cancer Patients at UNC

Several UNC departments and organizations are sponsoring a book drive on behalf of the Book Fairy, an organization that donates children's books to the Pediatric Oncology Clinic at UNC Hospitals. All new or gently-used books for ages one through mid-teen are welcome. The need is especially great for Spanish-language books at the preschool level and picture books or easy readers in English.

Campus drop-off locations are:

* Davis Library lobby
* Undergraduate Library lobby
* Wilson Library lobby
* Health Sciences Library
* Law Library
* School of Information and Library Science, Manning Hall lobby
* School of Education, Peabody Hall Student Affairs Office lobby 1st floor
* School of Social Work, Tate-Turner-Kuralt Building lobby

For Details see: http://www.lib.unc.edu/bookfairy.html

This email is sponsored by: UNC Library

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of strokegait@med.unc.edu
Sent:	Thursday, November 12, 2009 9:15 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Individuals following Stroke Needed for Rehabilitation Study

---

People who are post-stroke are encouraged to participate in an ongoing research study investigating changing treadmill speed during walking training. This study is being conducted in the Interdisciplinary Human Movement Laboratory in the Division of Physical Therapy.

The purpose of the Interdisciplinary Human Movement Laboratory is to improve rehabilitation strategies in people who are post-stroke.

You or someone you know may be eligible if:
*have experienced an ischemic or hemorrhagic unilateral brain lesion at least six months ago
*able to walk without physical assistance
*no history of falls or balanced deficits unrelated to the stroke
*no cardiorespiratory or metabolic diseases
*no total joint replacements

Participation in the study includes:
*a brief clinical exam conducted by a physical therapist to determine functional performance
*walking across an instrumented mat at two self-selected walking speeds
*one session of walking training for 20 minutes on a treadmill at a constant walking speed
*one session of walking training for 20 minutes on a treadmill at varying walking speeds that change every minute in random fashion.

All participants will wear a harness that attaches to an overhead support system to prevent injury should a trip occur while walking on the treadmill. Rest breaks are permitted as necessary during training.

Compensation will be provided up to a maximum of $50.00 to those who complete both training sessions.

This study, Biomechanical Influences on Motor Learning During Locomotor Training Post-Stroke (IRB #08-1161), has been approved by the UNC Biomedical Institutional Review Board (approved 07/22/2008).

For more information or to schedule an appointment, please contact Mike Lewek, PT, PhD at (919)966-9732 or strokegait@med.unc.edu.

This email is sponsored by: Division of Physical Therapy

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, November 12, 2009 9:47 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Kenan Stadium Flyover

Just prior to kickoff of the UNC vs. Miami Football game (approx 3:30 pm) on Saturday, November 14th there will be a flyover of Kenan Stadium by four United States Marine Corps F/A-18 "Hornet" Jets.

In preparation for the flyover on Saturday, the jets will perform practice runs on Friday, November 13th between 2 pm and 3 pm depending on weather conditions.

This email is sponsored by: Department of Athletics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: lcccnews@med.unc.edu
Sent: Friday, November 13, 2009 11:37 AM
To: stgore@email.unc.edu
Subject: [lcccnews] UNC-LCCC E-News Release

Lineberger Banner: Today's Best Care, Tomorrow's Best Hope

Cancer News Update From UNC Lineberger **11/13/2009**

Forward to a Friend

November is Lung Cancer Awareness Month

Hear from Lung Cancer Survivor John Lynch and his wife Glo and members of UNC Lineberger's Thoracic Oncology program as they provide different perspectives about lung cancer diagnosis, treatment and research. Watch videos.

Cary Brother and Sister Win 2009 Outstanding Youth in Philanthropy Award

Jennifer and Michael Hodshon of Cary were co-recipients of the Outstanding Youth in Philanthropy Award, presented by the N.C. Triangle Chapter of the Association of Fundraising Professionals at a ceremony held at Prestonwood Country Club in Cary.

Jennifer and Michael raise money for UNC Lineberger by selling bookmarks. Read more.

Leading-edge Breakthroughs, N.C. Cancer Hospital Headline Clinical Symposium

UNC Lineberger Comprehensive Cancer Center's Clinical Symposium, Translating Scientific Advances into Clinical Care for Cancer, was held in Chapel Hill November 6-7, 2009. Read more.

UNC Patient Karla Werner featured on cover of Endurance Magazine

Endurance magazine thought Karla's story would be an inspiration to other athletes – and invited her to run the Tarheel 10-miler, the magazine's signature race in Chapel Hill. Read more.

Clinical Protocol Symposium Brings Focus to Disparities

On November 11, UNC Lineberger 's Clinical Protocol Office welcomed more than 230 people to a symposium on "Navigating the Cancer Experience: A Forum for Overcoming Disparities." Read more.

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For additional coverage about news and events at UNC Lineberger, visit www.unclineberger.org.

To unsubscribe, reply to this email with "unsubscribe" as your subject. UNC Lineberger's E-News subscriber list is not open to the public and will not be shared with third parties. If you have questions about UNC Lineberger's privacy policy or if you think your information has been misused, please email us at lcccnews@med.unc.edu.

UNC Lineberger Comprehensive Cancer Center, Campus Box 7295, Chapel Hill, NC 27599-7295

From: UNC General Alumni Association <alumni@unc.edu>
Sent: Friday, November 13, 2009 4:01 PM
To: Carolina Alumni and Friends <stgore@email.unc.edu>
Subject: Don't Miss Your Chance to Meet the Authors

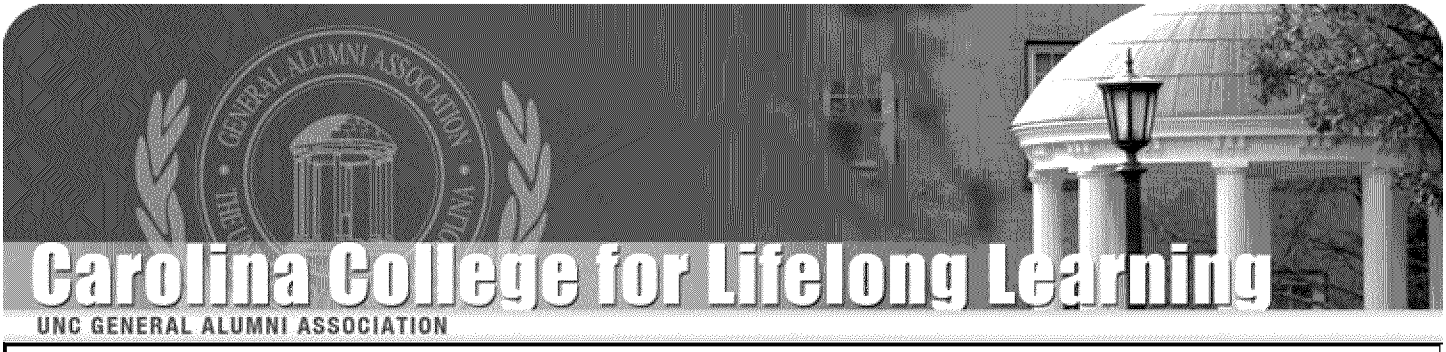

Meet the Authors

Events Will Highlight Books About Immigration, Basketball and Health Care

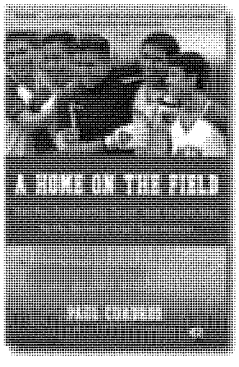

A Home on the Field

An Evening with
Paul Cuadros

Thursday, Nov. 19, 7-9 p.m.
Dos Perros Restaurant
200 N. Mangum Street, Durham

Paul Cuadros, award-winning investigative reporter and professor in the School of Journalism and Mass Communication, will lead a discussion about the changing face of the American South, Latino immigration and demographic change.

Cuadros will discuss how immigration is impacting the South, access to education, the recent backlash against immigrants and other issues relating to migration. Cuadros will be joined by former players of the Jordan-Matthews soccer team.

There is no charge to attend.

One Fantastic Ride

A Conversation with
Adam Lucas and Matt Bowers

Tuesday, Dec. 1, 3-4:30 p.m.
The Carolina Club
George Watts Hill Alumni Center

On the very day that the Spartans are scheduled to arrive in Chapel Hill for a rematch of the 2009 National Championship game, join *One Fantastic Ride* authors Adam Lucas and Matt Bowers to relive Carolina's victory over Michigan State.

One Fantastic Ride is the official history of the 2008-09 UNC men's basketball season. The authors offer unique access and insights into the inner workings of a major college sports program during a period of unusually high expectations and achievements.

GAA members and their guests

hadler

Stabbed in the Back

A Luncheon with
Nortin M. Hadler, MD

Wednesday, Dec. 2, 11:30 a.m. - 1 p.m.
The Carolina Club
George Watts Hill Alumni Center

For more than three decades as a physician and medical researcher, Nortin Hadler has studied the experience of low back pain in people who are otherwise healthy. Hadler terms the low back pain that everyone suffers at one time or another "regional back pain."

In *Stabbed in the Back*, Hadler addresses the huge toll exacted by back pain and back pain-related disability, as a human predicament, a profound social problem, a medical question and a vexing public-policy challenge.

GAA members and their guests

Light hors d'oeuvres will be provided compliments of the General Alumni Association. Cash bar will be available.

Register online or contact Ann-Louise Aguiar '76 (919) 962-3574 to register or for additional information.

attend for $10. Light refreshments will be provided and the authors will be available to autograph copies of their book.

Register online or contact Ann-Louise Aguiar '76 (919) 962-3574 to register or for additional information.

attend for $20. Lunch is included. Copies of Dr. Hadler's book will be available for purchase.

Register online or contact Ann-Louise Aguiar '76 (919) 962-3574 to register or for additional information.

Thank You

Carolina College for Lifelong Learning programs are made possible by dues paid by you and nearly 70,000 other GAA members. Members have exclusive access to the digital version of the award-winning *Carolina Alumni Review*. Read the magazine online as it appears in print. Events like this happen throughout the year, compliments of your Orange/Durham Carolina Club. Learn more.

PRIVACY POLICY: You received this e-mail from the General Alumni Association-George Watts Hill Alumni Center, CB # 9180, Stadium Drive, PO Box 660, Chapel Hill, NC 27514-0660. You have not been subscribed to an e-mail list. If you do not wish to receive future e-mail of this type from the GAA, please reply to alumni@unc.edu and include your full name, address and class year, call us toll-free at (877) 377-7125, or unsubscribe via this link: unsubscribe here.

Please note that UNC and the General Alumni Association do not sell your information, including your e-mail address, to anyone for any purpose.

702472576

GENERAL ALUMNI ASSOCIATION

From:	nobody@notify.unc.edu on behalf of hr@unc.edu
Sent:	Friday, November 13, 2009 8:16 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: SPA Grievance Policy Input

The Office of Human Resources is making revisions to the SPA Dispute Resolution & Staff Grievance Policy and is seeking input from employees. You can provide input in several ways:

-- BY EMAIL to hr@unc.edu
-- BY ONLINE FORM (anonymous and confidential) at http://www.surveymonkey.com/s.aspx?sm=_2f_2bIyHKupyI1qOj1JcA_2fztA_3d_3d
-- BY MAIL to Employee & Management Relations, OHR, CB# 1045
-- IN PERSON at 104 Airport Drive, Suite 1100

Please submit your thoughts no later than Friday, Dec. 4.

This email is sponsored by: Office of Human Resources

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Sunday, November 15, 2009 10:27 AM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: [asmgrs] POSTER for Winter Blood Drive, Dec. 15th, Fetzer Gym A, 7:30a.m. - 1pm.]
Attach: [asmgrs] POSTER for Winter Blood Drive, Dec. 15th, Fetzer Gym A, 7_30....eml (136 KB).msg

---

From: Katrina Coble <coble@cs.unc.edu>
Sent: Wednesday, November 11, 2009 4:23 PM
To: All Administrative Managers in the College of Arts & Sciences <asmgrs@listserv.unc.edu>
Cc: recruiter09@cs.unc.edu
Subject: [asmgrs] POSTER for Winter Blood Drive, Dec. 15th, Fetzer Gym A, 7:30a.m. - 1pm.
Attach: Winter Edition Poster 2009 Attachable PDF.pdf

Apologies for the resend, but I needed to attach the updated winter edition of the poster for the Blood Drive. If you don't see any posters in your area announcing this blood drive, please feel free to print the attached file "Winter Edition Poster 2009 Attachable.pdf" and post all over your building!

Thanks! Let's get those appointments going so we can make goal on this Carolina Blood Drive.
Katrina Coble
Recruitment Chair, Carolina Blood Drive
962-1801

Katrina Coble wrote:

> The 11th annual winter edition of the Carolina Blood Drive will be held on Tuesday, Dec. 15, from 7:30 a.m. until 1:00 p.m. in Fetzer Gym A (flyer attached). **With a goal of 400 units,** this drive will occur during a critical time of the year, when blood collections are typically low due to holiday travel. By now, recruiters should have received posters about this drive and we hope you have placed them in visible places around your building. If you need additional posters, please let us know.
>
> **Visit http://www.unc.edu/blood to make your appointment online for either whole blood or a double red cell donation, or call 96-BLOOD (2-5663), ext. 226 between 8 a.m. and 5 p.m. daily between now and Dec. 14.** Individuals may donate whole blood as often as every 56 days (eight weeks), so check your calendar now to ensure you are able to join your fellow UNC donors for this important blood drive. Appointments are encouraged, but walk-ins will also be accepted. Those who give blood at the drive will receive an aluminum water bottle and will be entered for a chance to win a pair of tickets on Delta Airlines to any destination in the continental US. Donors will also be given a hearty snack following the donation process.
>
> Individuals who would like to volunteer their time may sign up online at www.unc.edu/blood or call 962-1483.
>
> Free parking will be available in the Cobb Deck (ND) for donors. The lot is accessible from Country Club Road.
>
> For more information or questions, call Shelly Green, Employee Services at 962-1483.
>
> Thanks!
> The Carolina Blood Drive Committee

--

Katrina B. Coble, Business Manager

Department of Computer Science
CB# 3175, Sitterson Hall
UNC-Chapel Hill
Chapel Hill, NC 27599-3175
962-1801, 962-1799 FAX

"In everything give thanks-gratitude is the attitude that sets the altitude for living."

11th Annual Winter Edition

American Red Cross

1-800-GIVE-LIFE | redcrossblood.org

Carolina Blood Drive

Tuesday, December 15th
7:30am to 1:00pm
Fetzer Gyms A & B

All presenting donors will receive a **FREE** American Red Cross aluminum water bottle and will be entered to win a pair of Delta Airline Tickets!

Please visit **www.unc.givesblood.org** or call 942-4862 for more information or to schedule an appointment.
Walk-ins Welcome!

©2009 The American National Red Cross

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Sunday, November 15, 2009 10:30 AM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: Re: Kia Caldwell]
Attach: Re_ Kia Caldwell.eml (4.19 KB).msg

Will you amend the AP-2 please? dc

From: Linda Goldston <Linda_Goldston@unc.edu>
Sent: Tuesday, November 10, 2009 12:20 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Cc: Julius Nyangoro <jen321@email.unc.edu>; Adam Kent <akent@unc.edu>; Travis Gore <stgore@email.unc.edu>
Subject: Re: Kia Caldwell

Debby,

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Linda R. Goldston
Director of Personnel
College of Arts and Sciences
University of North Carolina at Chapel Hill
CB# 3100, 208 South Building
Chapel Hill, NC 27599
Phone: 919.962.9276
E-mail: Linda_Goldston@unc.edu

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Sunday, November 15, 2009 10:31 AM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: Re: Kia Caldwell]
Attach: Re_ Kia Caldwell.eml (4.19 KB).msg

Remember when we looked at the joint appointment form? Can you do this? dc

From: Linda Goldston <Linda_Goldston@unc.edu>
Sent: Tuesday, November 10, 2009 12:20 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Cc: Julius Nyangoro <jen321@email.unc.edu>; Adam Kent <akent@unc.edu>; Travis Gore <stgore@email.unc.edu>
Subject: Re: Kia Caldwell

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E-mail: Linda_Goldston@unc.edu

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Sunday, November 15, 2009 10:33 AM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: Re: Kia Caldwell]
Attach: Re_ Kia Caldwell.eml (4.19 KB).msg

Do you have the tenure letter? dc

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To: Deborah Crowder <dacrowde@email.unc.edu>
Cc: Julius Nyangoro <jen321@email.unc.edu>; Adam Kent <akent@unc.edu>; Travis Gore <stgore@email.unc.edu>
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College of Arts and Sciences
University of North Carolina at Chapel Hill
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Chapel Hill, NC 27599
Phone: 919.962.9276
E-mail: Linda_Goldston@unc.edu

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Sunday, November 15, 2009 10:36 AM
To: Carrie Stolle <stolle@email.unc.edu>; Travis Gore <stgore@email.unc.edu>; Adam Kent <akent@unc.edu>
Subject: amendments to Kia Caldwell tenure material

Hi Carrie. I hope all is well. Since I am officially retired Travis, Julius and Adam Kent are finishing this up. So, Travis will be in touch with you in order to get the revised letter from you guys. Travis can find me if we need to talk. Debby

From: Deborah Crowder <dacrowde@email.unc.edu>

Sent: Sunday, November 15, 2009 10:50 AM

To: Adam Kent <akent@unc.edu>; Linda Goldston <Linda_Goldston@unc.edu>; Travis Gore <stgore@email.unc.edu>; Carrie Stolle <stolle@email.unc.edu>; Julius Nyangoro <jen321@email.unc.edu>

Subject: Kia Caldwell

Hi all. I have resubmitted the epa web form for Caldwell with the new date. Linda, everyone is working on resubmitting the rest of the materials with the revised date. Thanks for your help on this. Julius will address this in his letter to the Dean, but, fyi, there was a delay from one of the reviewers, then add on my retirement issues..... Have Travis track me down if you need anything from me. I still only have occasional email access. Thanks so much for your patience and assistance. Debby

From:	nobody@notify.unc.edu on behalf of ingridr@email.unc.edu
Sent:	Monday, November 16, 2009 8:17 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Help out a student by taking a survey about your furlough!

Dear UNC-Chapel Hill Employee,

In May of 2009, you experienced a 10 hour furlough (mandatory unpaid time off from work) to cut costs for the state. I am a second year Master of Public Administration student at UNC-Chapel Hill who is interested to hear your reactions to this furlough.

You are being asked to take part in a research study. To join the study is voluntary. You may refuse to join, or you may withdraw your consent to be in the study, for any reason, without penalty. Taking part in this research is not a part of your University duties, and refusing will not affect your job. You will not be offered or receive any special job-related consideration if you take part in this research. Participation in this study is completely voluntary and requires no more than 15 minutes of your time.

This survey contains yes/no, true/false, and fill-in-your-own-answer questions about your individual experiences with the furlough. It also includes demographic and occupation questions. You are free to answer or leave blank any particular question and are not required to complete answering the questions once you begin. Please note that the survey does not ask any identifying information, and all gathered data will only be accessible to the researcher. You might be at risk for embarrassment or harm if your answers became known, however, I will protect the confidentiality of your responses. Qualtrics maintains data behind a firewall, and I will be the only one with access to the data via a username and password.

I will be more than happy to email you a copy of the final report if you are interested in the results. My email address is ingridr@email.unc.edu.

This is an opportunity for you to tell how the furlough affected you. Your experience is important to me as I prepare a report on how UNC-CH employees responded to the furlough. Feel free to contact me with any questions at (919)601-6622 or by email (ingridr@email.unc.edu). Michele Hoyman, Associate Professor of Political Science, is serving as the Chair of the faculty committee overseeing my research. She may be reached at (919) 962-6867or hoyman@email.unc.edu.

All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have questions or concerns about your rights as a research subject you may contact, anonymously if you wish, the Institutional Review Board at 919-966-3113 or by email to IRB_subjects@unc.edu. The study number is 09-1957.

Thank you so much for participating in my survey! Completing this survey indicates your consent to be a participant in this study. Please click

on this hyperlink
http://uncodum.qualtrics.com/SE?SID=SV_87amQ5njWdGSsg4&SVID=Prod
to fill out an online survey about the May 2009 furlough.

Sincerely,

Ingrid Rosiuta
MPA Candidate 2010
UNC School of Government
ingridr@email.unc.edu

FOR MASS MAIL - IRB INFORMATION:
name of study: How UNC Chapel Hill Employees Reacted to the Ten Hour Furlough
study number: 09-1957
specific IRB: Behavioral IRB
date of approval: 10/30/2009

This email is sponsored by: UNC Chapel Hill MPA Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, November 16, 2009 8:27 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: 2010 Faculty Mentoring Awards sponsored by the Women's Leadership Council

---

Nominations for Faculty Mentoring Awards sponsored by the Carolina Women's Leadership Council due Feb. 19, 2010; each winner to receive $5,000

The Carolina Women's Leadership Council has generously provided funding for annual faculty mentoring awards at the University.

With over 200 members, the Women's Leadership Council is a network of women from across the country who are committed to supporting the University and students' educational experiences. Along with providing financial support, members volunteer their time and share their expertise, as well as champion Carolina in their regions and serve on boards that further the University's mission. The council is co-chaired by Mary Anne Dickson '63; Drucie French '71, '78; and Molly Dewar Froelich '83.

The Faculty Mentoring Awards sponsored by the Carolina Women's Leadership Council recognize outstanding men and women faculty members who go the extra mile to guide, mentor and lead students and/or junior faculty as they make important career decisions, embark on innovative research and teaching initiatives, prepare for leadership positions, and enrich their lives through public service, teaching and meaningful educational opportunities. These awards will honor faculty-to-student mentoring and faculty-to-faculty mentoring, with one award given in each category. Each recipient will receive $5,000.

All tenured and tenure-track faculty are eligible for this award, as are fixed-term faculty who have been at Carolina for at least three years. Visiting faculty are not eligible. Nominations may be submitted by anyone from the Carolina family, including current and former faculty, staff, and students.

Please note you will be asked to provide three separate attachments (please use Microsoft Word) consisting of the following:

1. Brief (one-paragraph) statement of rationale for nomination.

2. Narrative description -- not to exceed two pages -- of the extent, type and character of the mentoring provided by the nominee.

3. Nominee's curriculum vitae.

Nominations should be electronically submitted by visiting:

http://www.unc.edu/pcgi-bin/WLCMA_viewapp.pl

Submissions must be received by Feb. 19, 2010.

A selection committee appointed by the provost will review and recommend the award recipients. This committee will include representatives from the faculty, the student body, the Office of the Executive Vice Chancellor and Provost, the Office of the Vice Chancellor for Student Affairs, and the Carolina Women's Leadership Council.

Selections will be made in mid-March 2010. Winners will be announced by the end of the Spring 2010 semester.

For more information about the Faculty Mentoring Award sponsored by the Carolina Women's Leadership Council, contact Carol Tresolini, Associate Provost for Academic Initiatives, at 919.962.3907 or carol_tresolini@unc.edu

To learn more about the Women's Leadership Council, contact Lanier Brown May in the Office of University Development at 919.843.5883 or lanier_may@unc.edu or visit http://giving.unc.edu/women/index.htm

The council also is on Facebook at:

http://www.facebook.com/pages/Carolina-Womens-Leadership-Council/65591878966?ref=ts

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, November 17, 2009 11:52 AM
To: Gore@mxp2.isis.unc.edu; Sam T <stgore@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

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at the ackland

Art & Literature in the Galleries

Wednesday, November 18 | 7:00 - 8:30 PM
Thursday, November 19 | 4:30 - 6:00 PM

Connect great works of literature with art on display at the Ackland during Art & Literature in the Galleries. This week's selection is ***Lavinia***, by Ursula Le Guin, which will be discussed in connection with the exhibition *The Guardian and the Avant-Garde*. Wednesday's session will be co-facilitated by Sharon James, Associate Professor in Classics and Adjunct Associate Professor in English and Comparative Literature.

Registration required
Free to members and high school students | $5 non-members

Sunday, November 22
1:15 PM

From a thousand year-old Indian sculpture of a dancing elephant to Do-Ho Suh's contemporary sculpture *Floor* (made for viewers to walk upon), the Ackland is filled with art that will fascinate and inspire even the youngest visitor. Explore these works and more with a child you care about on a **Family Fun Tour** at the Ackland. These interactive gallery tours are led by Ackland educators and are designed for six- to twelve-year-olds and their families. Family Fun Tours are the perfect way to spend a Sunday afternoon with your children. Come explore with us!

Free | Walk-ins welcome

Wednesday, November 18

PICTURES REFRAMED

Leif Ove Andsnes and Robin Rhode

IN THE GALLERIES:

The Guardian and the Avant-Garde

Almost Now:
Cuban Art, Cinema, and Politics in the 1960s and 1970s

And ten more galleries filled with art and ideas!

NEXT WEEK:

Friday, November 27
Community Day
10AM - 4PM

Please visit our calendar for a full listing of special programming and events.

7:30 PM
Memorial Hall

On Wednesday evening, Carolina Performing Arts presents a groundbreaking recital from Norwegian pianist Leif Ove Andsnes that redefines Modest Mussorgsky's epic piano suite *Pictures at an Exhibition*. In a collaboration with South African-born visual artist Robin Rhode, this new performance — *Pictures Reframed* — will only be featured in four US cities, including Chapel Hill! The evening's program also includes Schumann's *Selections from Kinderszenen, Op. 15* and a new work by contemporary composer Thomas Larcher entitled *What becomes*. To order tickets, click here, call, or visit the Memorial Hall Box Office on Cameron Avenue. The box office is open Monday through Friday, 10AM to 6PM and can be reached at 919.843.3333.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **stgore@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-25841229-6848482.2f8974e37df524cbb81bf19addaaf4be@listserv.unc.edu.

Illustrations

T. M. Cleland, American: *Cover of* The Colophon (detail); woodcut. Burton Emmett Collection.

Robin Rhode: image courtesy of the artist.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: lcccnews@med.unc.edu
Sent: Tuesday, November 17, 2009 12:14 PM
To: LCCC E-News Release <lcccnews@listserv.unc.edu>
Subject: [lcccnews] LCCC - Lineup
Attach: banner.gif

UNC Lineberger Comprehensive Cancer Center e-News

University of North Carolina at Chapel Hill

LINEUP

A Biweekly e-Update on Lineberger News **11/17/2009**

TABLE OF CONTENTS

Congratulations
News/Announcements

- Carolina Center of Cancer Nanotechnology Excellence (C-CCNE) announces the fourth cycle of our Pilot Grants Program
- Several grants available through Alex's Lemonade Stand
- Numerous funding opportunities available through American Association for Cancer Research (AACR)
- Bobby F. Garrett Esophageal Cancer Benefit Concert
- Book Drive to Benefit Pediatric Cancer Patients at UNC
- Research (Academic) Grant Writing Course to be Offered at NC State During Spring 2010 Semester
- UNC Eshelman School of Pharmacy Fifth Annual Organ Systems Pharmacology Short Course
- The AIDS Memorial Quilt on Display

Grant Opportunities

CONGRATULATIONS

UNC Lineberger (Comprehensive Cancer Center) congratulates physicians recognized as among the 2009 Best Doctors in North Carolina. This list was published in the November 2009 issue of the Business North Carolina magazine. The Best Doctors list is created by Boston-based Best Doctors Inc. through physician polls. To see full list, click here.

Noel Brewer (Cancer Prevention and Control) has been appointed as an associate editor of Health Psychology Review and also as a member of the Risk Communication Advisory Panel of the Food and Drug Administration. He also recently received the Rutgers University Early Career Alumnus Award for Distinguished Accomplishments and Service.

Bryan Roth (Molecular Therapeutics) is senior author of the article "Predicting New Molecular Targets for Known Drugs" published online ahead of print on November 1 in Nature. Read more.

Jean Sellers (Outreach) has been nominated to facilitate public discussions about the recently passed Patient Navigation Bill.

If you have a new publication, a new grant, a new honor/award, etc, let us know. We like to see Cancer Center members' achievements in print (or e-print).

ANNOUNCEMENTS

Carolina Center of Cancer Nanotechnology Excellence (C-CCNE) announces the fourth cycle of our Pilot Grants Program

Deadline:December 14, 2009

For additional information, click here.

Several grants available through Alex's Lemonade Stand

Deadlines upcoming. To read more about all open applications and their specific deadlines, view Alex's Lemonade Stand website.

Numerous funding opportunities available through American Association for Cancer Research (AACR)

Deadlines upcoming. To read more about all open applications and their specific deadlines, view AACR website.

Bobby F. Garrett Esophageal Cancer Benefit Concert

December 5, 2009

Doors open at 2:00 p.m., Gospel Concert begins at 3:00 p.m.
St. Matthew AME Church
1629 Bennett Street
Raleigh, NC 27604

Donations accepted at the door. All proceeds go to UNC Lineberger Comprehensive Cancer Center.
For more information call 919-834-0893, 919-236-3607 or 919-302-8870

Book Drive to Benefit Pediatric Cancer Patients at UNC

November 9 - December 10

New or gently-used books for ages one through mid-teen are welcome. There is a great need for Spanish-language books at the preschool level and picture books or easy readers in English.

Several campus drop-off locations are available.

Read more.

Research (Academic) Grant Writing Course to be Offered at NC State During Spring 2010 Semester

Registration deadline: December 1, 2009

This is a 1.5 credit class that will meet roughly every other week. Course aims to help those who are unfamiliar with the federal funding process write draft proposals. For PhD students, these would likely be dissertation improvement grants from NSF; for Junior Faculty, they'd likely be regular or CAREER awards. Course may also include
guest speakers to discuss other funders, such as NIH, NEH, and private foundations.

For questions about the course, call Tom Birkland at 919-513-7799 or email him at tom.birkland@gmail.com.

UNC Eshelman School of Pharmacy Fifth Annual Organ Systems Pharmacology Short Course

Application deadline: December 1, 2009

The five-day course will be held January 4-8, 2010.

Includes short lectures and hands-on experience with various isolated organs and whole-animal models used to examine drug disposition/pharmacokinetics/action.

For more information, click here.

The AIDS Memorial Quilt on Display

The AIDS Memorial Quilt will be displayed in the GlaxoSmithKline RTP Building 5, Auditorium 5 from December 3rd 12 pm - 5pm.

Read more.

GRANT OPPORTUNITIES

Cancer and Leukemia Group B Clinical Scholar Awards Available for CALGB Oncology Junior Faculty
Deadline: January 15, 2010

The Cancer and Leukemia Group B Foundation invites oncology junior faculty working at CALGB institutions to apply for 2010 CALGB Investigator and Clinical Scholar awards. These grants are available for oncology junior faculty within years 1 to 3 (Investigator Award) or years 4 to 6 (Clinical Scholar Award) of a faculty appointment.

For information about the Investigator Award, click here.

For information about the Clinical Scholar Award, click here.

The UNC Program on Ethnicity, Culture, and Health Outcomes (ECHO) Announces 2010 Pilot Award Program and Release of Competitive Call for Proposals

Optional letter of intent deadline: November 4, 2009 by 5:00 pm

Full proposal deadline: January 22, 2010 by 5:00 p.m.

The purpose of this call for proposals is to encourage small-scale pilot research projects that can be completed within 12 -16 months and have the potential to lead to a larger federally or foundation funded award application. We are interested in a variety of health research topics including: innovative survey methods; collaborative projects with community organizations; and projects addressing any disparate health conditions.

For more information, click here.

DEADLINE/HOW TO REACH US

Deadline for the next Lineup: 11/27/2009

News items (events, grants, publications, funding opportunities, awards, training opportunities, etc.) are welcome. Please limit announcements to 100 words or less. If you have more information, we can include a link to your website. Please send your contributions to maryruth_helms@med.unc.edu (Mary Ruth Helms).

You are currently subscribed to UNC Lineberger Cancer Center's E-News Release with email address as: stgore@email.unc.edu.

To unsubscribe send a blank email to leave-25841703-9279841.8d48b917898b1b5e9fb144cf6209b79c@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of fertility@unc.edu
Sent: Tuesday, November 17, 2009 8:18 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Hoping to Build Your Family?

Are you or is someone you know trying to get pregnant or about to start trying?

Time-to-Conceive is a research study at the University of North Carolina at Chapel Hill focusing on fertility in women between 30 and 44 years of age. To learn how you can be in the study, call us at (919) 843-8246 or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Monetary compensation for study activities

No medicines or pills to take and no changes to daily lifestyle or existing health care routine.

Please visit our new website at www.med.unc.edu/timetoconceive for more information.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: OB/GYN

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, November 17, 2009 9:01 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: University Awards for the Advancement of Women

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Deadline for nominations for the University Awards for the Advancement of Women is Monday, November 30, 2009, at 5:00 p.m.

On behalf of the Offices of the Chancellor and the Executive Vice Chancellor and Provost, the Carolina Women's Center is pleased to announce the call for nominations for the 2010 University Awards for the Advancement of Women. This award recognizes contributions to the advancement of women at the University of North Carolina at Chapel Hill. Each year, three individuals--one faculty member, one staff member, and one undergraduate/graduate student/postdoctoral scholar--may be selected to receive the award. The faculty and staff recipients each receive $5000 and the undergraduate/graduate student/ postdoctoral scholar recipient receives $2500. Awardees are honored in a ceremony during the Carolina Women's Center's annual Women's Week Celebration in February 2010.

Please submit nominations for women and men who have contributed in one or more of the following ways:

* Elevated the status of women on campus in sustainable ways;
* Helped to improve campus policies affecting women;
* Promoted and advanced the recruitment, retention, and upward mobility of women;
* Participated in and assisted in the establishment of professional development opportunities for women; and/or
* Participated in and assisted in the establishment of academic mentoring for women.

**To submit a nomination, please use the online form at:
http://www.unc.edu/oira/public/women_nomination.html

All faculty and staff nominees must be permanent employees. No self-nominations will be accepted. Carolina Women's Center administrators and staff are not eligible for nomination. The deadline for nominations is Monday, November 30, 2009, at 5:00 p.m.

Previous award winners are:
(2009) Etta Pisano, Aimee Krans, Annie Clark
(2008) Kay Lund, Cookie Newsom, Emily Joy Rothchild
(2007) Barbara Harris, Annette Madden, Emily Dunn,
(2006) Jan Boxill, Terri Houston, Matt Ezzell

Please contact Dr. Donna M. Bickford, Director of the Carolina Women's Center at dbickford@unc.edu or (919) 843-5620 if you have questions about the awards or nomination process.

This email is sponsored by: Carolina Women's Center on behalf of the Office of the Chancellor

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: lcccnews@med.unc.edu
Sent: Wednesday, November 18, 2009 3:57 PM
To: LCCC E-News Release <lcccnews@listserv.unc.edu>
Subject: [lcccnews] UNC LCCC Enews 11-18-2009
Attach: banner.gif; rss.gif

UNC Lineberger Comprehensive Cancer Center e-News

University of North Carolina at Chapel Hill

Lineberger Banner: Today's Best Care, Tomorrow's Best Hope

Cancer News Update From UNC Lineberger **11/18/2009**

Forward to a Friend

UNC Experts Will Contribute to Mammography Screening Debate

The US Preventive Services Task Force's (USPSTF) recommendations regarding breast cancer screening have touched off a heated national debate.

Read more.

Listen to Dr. Carolyn Sartor on The Story

Dr. Carolyn Sartor, UNC Lineberger radiation oncologist and cancer survivor, will be interviewed on WUNC-FM's "The Story" with Dick Gordon on Thursday, November 19 at 1 pm (91.5 FM). Hers is the first interview during the show.

WUNC will air a repeat broadcast on Thursday night at 8:00 p.m. You may also listen online at: thestory.org or download the podcast

Dr. Sartor gave a moving talk at the September 15 dedication of the North Carolina Cancer Hospital.

Related Information

Dr. James Evans, Professor, Director, Clinical Cancer Genetics and The Bryson Program in Human Genetics, Discusses DNA on The State of Things, North Carolina Public Radio - WUNC

Understanding DNA: What is it? How much do we understand? How can it help treat cancer? and What are the implications for law and privacy? Read more.

UNC Lineberger Clinical Trial Featured in UNC TV Spot

A clinical trial focused on how women metabolize the anti-breast cancer drug Tamoxifen, is the subject of a UNC TV spot. The study, led by UNC Lineberger members Dr. Lisa Carey, Dr. William Irvin and Dr. Howard McLeod, looks at how women metabolize the drug differently based on their individual gene expression profile and may help improve response to treatment for some women. The ad can be seen online at: http://one.unc.edu/.

Related Information

rss feed **Subscribe to our RSS News feed . Become a fan of UNC Lineberger on Facebook. Follow us on Twitter.**

For additional coverage about news and events at UNC Lineberger, visit www.unclineberger.org.

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UNC Lineberger Comprehensive Cancer Center, Campus Box 7295, Chapel Hill, NC 27599-7295

You are currently subscribed to UNC Lineberger Cancer Center's E-News Release with email address as: stgore@email.unc.edu.
To unsubscribe send a blank email to leave-25875084-9279841.8d48b917898b1b5e9fb144cf6209b79c@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, November 19, 2009 8:24 PM
To: stgore@email.unc.edu
Subject: FORMAL NOTICE: Additional H1N1 Vaccination Clinics for the Intranasal Vaccine

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Dear Campus Community,

The University has scheduled additional H1N1 vaccine clinics for faculty, staff and students. The University has primarily received the intranasal form of the vaccine, which is indicated for healthy individuals between the ages of 2 and 49, and campus health officials encourage people who fall into this category to get the nasal vaccine.

People who should not receive the nasal form of the vaccine - for example, people who are pregnant or have certain medical conditions like asthma, diabetes or an illness that causes their immune system to be suppressed - can receive the vaccine in shot form instead. Students who need to receive the shot form of the vaccine should contact Campus Health Services, 966-2281. Employees who need to receive the shot form of the vaccine should contact the University Employee Occupational Health Clinic, 966-9119.

The University is following recommendations from the Centers for Disease Control and Prevention (CDC) to vaccinate pregnant women, people who live with or care for children younger than 6 months of age, health-care and emergency medical services personnel, people between the ages of 6 months and 24 years old, and people ages 25 through 64 who are at higher risk of H1N1 because of chronic health disorders or compromised immune systems. The CDC Web site includes recommendations for receiving each form of the vaccine:
http://www.cdc.gov/vaccines/pubs/vis/downloads/vis-laiv-h1n1.pdf.

The Department of Environment, Health and Safety (EHS) is holding clinics to administer the nasal form of the vaccine to students, faculty and staff in the CDC target groups. Most people in these groups should be able to receive the nasal vaccine. They can make an appointment to receive the nasal form of the vaccine during any of the nine clinic dates below by going to the EHS Web site:
http://www.ehs.unc.edu/ueohc/h1n1flushot.shtml.

All clinics are from 8 a.m. to 5 p.m. unless otherwise indicated:

Monday, November 23: Student Union, Room 2518 - noon to 8 p.m. (both appointments and walk-ins are encouraged);

Monday, November 30: Student Union, Room 3206;

Tuesday, December 1: Student Union, Room 2518;

Wednesday, December 2: Student Union, Room 3206;

Thursday, December 3: Student Union, Multipurpose Room;

Monday, December 7: Student Union, Room 3206;

Tuesday, December 8: Student Union, Room 3206;

Wednesday, December 9: Student Union, Room 3206; and

Thursday, December 10: Student Union, Multipurpose Room.

After the Thanksgiving break, the University will hold additional clinics for students in key places where they live and study, including many residence halls. Students will be notified about these clinics by e-mail and the campus cable television system. Since students are among the high-risk groups identified by the CDC, University health officials encourage students to get their H1N1 vaccine at one of the clinics listed above or a clinic that will be held after Thanksgiving in residence halls.

There will be no out-of-pocket expense for students or employees who have the following insurance coverage: the State Health Plan, Blue Cross Blue Shield; Partners; Aetna; Humana Gold; SummaCare; Advantra Freedom; or Medicare Part B. However, you must bring your current insurance card and a photo ID to the clinic. If you are not insured with any of these companies, you can still be vaccinated, but you will have to pay an administrative fee of $12 (cash or check). The fee is paid to an outside health-care agency for the nurses and other staff providing the vaccination service, not to the University.

University health officials have ordered a sufficient quantity of the H1N1 vaccine for all students, faculty and staff who want to be vaccinated. Be sure to check Alert Carolina, http://alertcarolina.unc.edu/go/site/1395, for updates about distribution of the H1N1 vaccine and for general information about the H1N1 flu.

Sincerely,

Mary Beth Koza, Director of the Department of Environment, Health and Safety

This email is sponsored by: Department of Environment, Health and Safety

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, November 19, 2009 9:50 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Hispanic & African American Males Needed for Research Study

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If you are interested in helping us to learn more about schizophrenia please consider participating as a control subject in Dr. Aysenil Belger's study, Mapping of Brain Functions.

If you meet the following criteria, please fill out our online questionnaire:
http://clipper.med.unc.edu/phv/healthyvolunteers_form1.cfm.

Visit our website at: http://www.nirl.unc.edu/ for more information.

Our criteria include:

* Ages 18-25
* Male
* African American OR Hispanic
* Willing and able to participate in a study involving EEGs and MRIs
* No history of psychiatric illness or neurodegenerative disorder
* No substance abuse disorders, no substance abuse within the past 6 weeks
* No learning disability
* No family history of neurologic or neurodegenerative disorders
* No family history of hospitalization or treatment of mental illness in a first degree relative
* No metal implants in body including permanent retainer

Total compensation for this study is $270.

Thank you!

This Study, Mapping of Brain Functions (IRB# 00-1425), and Advertisement have been approved by the UNC Biomedical Institutional Review Board (approved 10/26/2009).

This email is sponsored by: UNC Department of Psychiatry

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, November 19, 2009 10:00 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Deadline Extension for Nominations for The Robert R. Cornwell Unsung Hero Award

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We are extending the deadline for nominations for the 2009 Robert R. Cornwell Unsung Hero Award to Wednesday, December 2nd.

The Cornwell Award was established in 1996 in recognition of the long-term contributions of Mr. Cornwell, a university employee who died unexpectedly in 1994. This award is presented annually to a current, full-time, permanent employee who has provided significant service in support of the University over a long period of time and, generally, from a background position. Excellence in the quality of work performed is the standard used for selecting the recipient, but of equal importance is the likelihood that the employee's work is unnoticed by much of the University community. The Cornwell Award conveys recognition and appreciation by the University of the outstanding, but often invisible, work of many of its employees.

You are invited to nominate a faculty or staff university employee from your unit or from another department at the following Website.

http://www.unc.edu/oira/public/cornwell/cornwell.html

Alternatively, you can request a paper copy of the nomination form by calling 962-1500. Nominations must be received no later than 5:00pm on Wednesday, December 2nd. Nominations are not carried over from year to year. A committee composed of faculty and staff will choose the winner who will be honored with a plaque and a modest cash award at a recognition ceremony.

If you are interested in contributing to the Cornwell Award, you can do so by sending a check to the Office of University Development, PO Box 309, Chapel Hill, NC 27514-0309.

Former Winners
1996 Mr. Hal Mann, Physics & Astronomy
1997 Ms. Hazeline Lewis, Center for Health Promotion & Disease
1998 Mr. Dan Harris, Pathology and Laboratory Medicine
1999 Ms. Linda Cook, Health Behavior & Health Education
2000 Ms. Beverly Williams, Student Health Service
2001 Ms. Mona Kelly, English
2002 Mr. Doug Crutchfield, Scholarships & Student Aid
2003 Ms. Sharon Jones, Journalism and Mass Communication
2004 Ms. Suphronia Cheek, Anthropology
Ms. Karen Hearne, Nursing
2005 Ms. Catherine Perry, Computer Science
2006 Ms. Barbara Atkins, Psychology
Ms. Susan Whitfield, Biology
2007 Ms. Diane Davis, Graduate School
2008 Ms. Martha Marks, Institute for the Arts and Humanities

Thank you.

This email is sponsored by: Office of Institutional Research and Assessment

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From: nobody@notify.unc.edu on behalf of sennett@email.unc.edu
Sent: Friday, November 20, 2009 8:20 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: INFORMATIONAL: Family Alcohol Education Research Study: Moms Needed

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Is it a good idea for children to occasionally be allowed to sip drinks with alcohol? Some parents believe that introducing children to alcohol at home will prevent risky drinking when children become teens. Other parents think that sipping drinks with alcohol only makes risky drinking more likely in the teen years. Many parents are not sure what's best.

Are you a mom with an 8 to 10 year old child? If so, researchers at RTI International and UNC are developing a new family health education program called Magical Max and Me that aims to help parents know what to say and do to teach children about alcohol in a safe and healthy way. We are looking for moms like you to spend a few hours helping us design this new program. Let us know what you think will work for parents and what won't work!

You will earn $75 for attending one meeting near your home this fall or winter and participating in one telephone interview in the spring. Please call our project office at RTI International (toll free) for more information: (877) 237-KIDS or email cstroud@rti.org.

This study, Early Intervention to Engage Parents in Socializing Children against Alcohol Use, has been reviewed and approved by the RTI IRB (IRB# 12150; approved 10/26/09).

This email is sponsored by: UNC Gillings School of Global Public Health, Department of Health Behavior and Health Education.

This email is sponsored by: Department of Health Behavior and Health Education

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, November 20, 2009 8:53 PM
To: stgore@email.unc.edu
Subject: FORMAL NOTICE: Director, North Carolina Health Careers Access Program

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To: UNC-Chapel Hill Community
From: Associate Provost Carol Tresolini, Academic Initiative
Re: Director, North Carolina Health Careers Access Program

Director, North Carolina Health Careers Access Program

The University of North Carolina at Chapel Hill seeks a leader for the North Carolina Health Careers Access Program (NC-HCAP), whose mission is to increase the number of underrepresented minorities or economically/educationally disadvantaged students who are trained, educated, and employed in the health professions. Established in 1971 as the North Carolina Health Manpower Development Program, NC-HCAP envisions a society with equitable access to culturally appropriate and adjusted health care across all racial and ethnic groups regardless of geographic location or socioeconomic status. NC-HCAP provides a variety of programs and resources for pre-college and college students to attract them to the health professions and prepare them for successful admission to and completion of health professions education programs. Although NC-HCAP is a campus-wide center of the University of North Carolina at Chapel Hill, its reach is statewide through its affiliated Health Careers Centers at UNC-Pembroke, Elizabeth City State University, and North Carolina Central University and its strong partnership with the North Carolina Area Health Education Centers Program (AHEC). It also enjoys strong working relationships with the health professions schools at UNC-Chapel Hill.

The Director of NC-HCAP has overall responsibility for the activities, programs, and operations of the unit. Specific responsibilities of the Director include the following:

* Strategic planning and policy development. The Director generates long and short-range strategies to develop awareness of the health professions in high school and college students who are from minority and/or disadvantaged groups and prepare them for admission to and success in health professions education programs. This is done in the context of current health professions distribution and ongoing demographic changes in North Carolina, in partnership with other pipeline programs, and with awareness of the availability of federal, state, and private resources.
* Program development, implementation, and evaluation. The Director oversees the planning, implementation, and evaluation of all NC-HCAP programs administered at UNC-Chapel Hill through continual supervision of program staff and monitoring of programmatic activities and coordination. The Director also assists the associated Health Careers Centers in program planning and development on their campuses by providing consultation, resources, and networking. Program evaluation is an essential responsibility to ensure thorough documentation of achievements and accountability for program outcomes.
* Fiscal and administrative oversight and fundraising. The Director is responsible for overseeing budgetary matters, including annual budget development and reporting and day-to-day oversight; developing grant proposals and providing oversight of grants and contracts; fundraising; and supervision of administrative and program staff.
* External relations, partnership development, and collaboration. The Director is NC-HCAP's official representative to internal and external

constituencies, responsible for developing and maintaining productive relationships with faculty, staff, administrators, and students from all areas of the campus and the associated Health Careers Centers, with alumni and community partners, central and regional AHEC personnel, UNC system campuses, other colleges and universities, and local, state, and national groups and individuals.

The position requires significant leadership experience and achievement in programs that prepare minority and disadvantaged students for careers in the health professions. The Director must be able to communicate with diverse audiences, build relationships with a wide variety of partners and constituents, and engage in successful fundraising and grant making. He or she must be sensitive to and deeply understanding of the challenges faced by minority and disadvantaged students, knowledgeable about the health professions and health professions education programs, and passionate in pursuit of the mission and goals of NC-HCAP. The Director also must have proven managerial, fiscal, and administrative abilities and an understanding of academic culture, policies, and procedures typical of major public research universities. A minimum of a Master's degree is required, with doctorate preferred. The Director reports to the Provost through the Associate Provost for Academic Initiatives and prepares and transmits to the Provost an annual budget and annual assessments of his or her activities and those of NC-HCAP.

The University of North Carolina at Chapel Hill is a comprehensive research university offering the highest academic quality and a culture of achievement and collaboration. Chartered in 1789, UNC is the oldest state university in the United States. The University enrolls 28,916 students, and is ranked in the top five public national universities by U.S. News and World Report. The University's fourteen colleges and schools provide instruction offering 73 baccalaureate, 112 master's, and 72 doctoral programs, as well as degrees in the health professions, law, social work, business, education, information and library sciences, and journalism and mass communication. The University is situated in one of the premier college communities in the nation.

Inquiries may be addressed to Dr. Rumay Alexander, NC-HCAP Search Committee Chair, rumay@email.unc.edu or 919- 966-7767. Please send nominations to Dr. Rumay Alexander c/o Ms. Debbie Stevenson, debbie_stevenson@unc.edu or 104 South Building, CB# 3000, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3000, or debbie_stevenson@unc.edu. Review of applications will begin December 1, 2009 and will continue until the position is filled.

All applications must be submitted electronically. To apply, go to

http://provost.unc.edu/announcements/open-positions

The University of North Carolina at Chapel Hill is an equal opportunity employer. Minorities and women are encouraged to apply.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From:	nobody@notify.unc.edu on behalf of acerip-emt@unc.edu
Sent:	Saturday, November 21, 2009 8:16 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: ACERIP EMT Class

ACERIP, the Association for Carolina Emergency Response and Injury Prevention, is a student group on campus that works to provide volunteer opportunities and classes for students interested in emergency services.

In the past the group has provided volunteer opportunities with the UNCHospitals Trauma Program and has sponsored Emergency Medical Technician (EMT) classes on campus for interested students.

Next semester the group plans to offer one EMT class on campus. The EMT-B certification class will begin during the first week of UNC classes in January. There will be a Tuesday/Thursday night class, which starts at 6pm and goes until about 10pm. The cost is $250 plus the price of the book. To apply for the Spring 2010 class and for more information, please go to http://studentorgs.unc.edu/acerip/.

ACERIP is always looking for new people interested in taking leadership roles. If you are interested in heading up a project, please send an email expressing your interest. Thanks for your time.

This email is sponsored by: ACERIP

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THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

The Carolina Catalyst

THE OFFICIAL E-NEWSLETTER OF THE INSTITUTE OF AFRICAN AMERICAN RESEARCH
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

VOLUME 1 NUMBER 2, FALL 2009

SPECIAL POINTS OF INTEREST:

- IAAR launches Friday Teas for faculty, staff, students, and community friends (pictures on page 2).
- Congratulations to Dr. Kennetta Hammond Perry, former MURAP administrative assistant, who has now been appointed as Assistant Professor of History at East Carolina University.
- IAAR Research initiatives for FY 2010
- IAAR Welcomes Professor Bill Jenkins as new IRLU Director and an IAAR Associate Director.
- Scholarships for Students!

Why is Research on African Americans Important?

Excellence in research is at the core of a first-rate university. As such, how will we at UNC address the multitude of research issues facing African Americans, both in North Carolina and throughout the world, in sophisticated, culturally nuanced, and scientifically rigorous ways? One approach is to increase the number of cross-disciplinary, collaborative efforts among informed researchers. Indeed this is one of the central goals of the new IAAR. The poignancy of the African American experience deserves careful exploration, documentation and analysis. We cannot resolve the disparities African-Americans face in health, education, and economic welfare without high quality research to guide our policy interventions. We also cannot identify the adaptive, beneficial aspects of African American life and cultures that can be replicated to improve the status of this segment of our citizenry. The IAAR is currently evolving to become a research institute dedicated to the production and analysis of original research. This repositioning will put us in a better position to address significant issues in African American Research. *(Continued on p. 5 See RESEARCH)*

IAAR-UNC and Duke's Research Network on Racial and Ethnic Inequality to Co-Host the African American Economic Summit in early November

Is the subprime mortgage crisis due to African-American buyers? How big is the racial wealth gap? Can government endowments for poor newborns reduce the wealth differentials? Great insights are expected when a group of stellar economists meet on November 1 and 2 to discuss key financial issues affecting African-Americans and others. Plans are underway to co-host the African American Economic Summit that will be at UNC on Sunday, November 1 and at Duke University on Monday, November 2. This day and a half summit is designed to discuss the policy implications of the current economic downturn on African Americans in the areas of health insurance, wealth inequality, the subprime mortgage crisis, and educational disparities and income. Some invited experts and their home universities include: Algernon Austin (Economic Policy Institute), Cecilia Conrad (Pomona), Neville Francis (UNC-CH), Darrick Hamilton (New School), James Johnson (UNC-CH), Julianne Malveaux (Bennett), Patrick Mason (Florida State), Samuel Myers (Minnesota), Sandra Phillips (Syracuse), Ronald A. Johnson (Western Carolina University), Wilhelmina Leigh (Joint Center for Political & Economic Studies), Angel Harris (Princeton University), Gregory Price (Moorehouse), Linda Carty (Syracuse), and Senator Dan Blue (North Carolina State Legislature), among others. Additionally, a large contingent of North Carolina Senators and Representatives have been invited to the Summit to hear first-hand from the economic scholars.

Fatimah Jackson (UNC) and Sandy Darity (Duke) are collaborating on the Summit which will feature a reception and dinner on Sunday, public lectures on Monday, a working lunch, and extensive discussions to develop policy recommendations from the reported findings. The results of this effort will be transmitted to both NC and national economic and legislative authorities. *(See AAES, p. 4)*

Pictures from IAAR's first Fall 2009 Friday Tea

The goal of the Friday Teas is to bring together faculty, staff, students, and community members with research interests in African Americans. In attendance were faculty members of several UNC colleges, a broad range of graduate and undergraduate students, UNC staff members and a good cross section of community members.

The Teas on alternating Fridays at the Institute serve to bring together scholars for informal networking, idea sharing, and collegial interactions. We hope to continue these opportunities for interaction through the Friday Teas and the upcoming African-American Studies Consortium Program and Reception on September 21, 2009.

DATES FOR FUTURE
FRIDAY TEAS
Fall Semester 2009
3rd Floor, Stone Center
3-4pm

Friday, September 25, 2009
Friday October 9, 2009
Friday, October 23, 2009
Friday November 20, 2009
Friday December 4, 2009

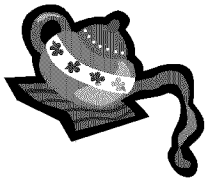

IAAR Research Fellowships Now Available

The IAAR is currently soliciting applications for Research Fellows for 2009-2010. Beginning this academic year, Research Fellows will be associated with either of the Institute's two research units: the EKU (Endogenous Knowledge Unit) or the IRLU (Integrated Research Liaison Unit). Applicants should have an earned doctorate in any field and a research project relevant to the African American experience. Special considerations will be given to applicants with research interest that coincide with the Institute's programmatic objectives for 2009-2010 or 2010-2011. IAAR Research Fellows are offered research space, a small research stipend, and computer access for the duration of their residency at the Institute. Research Fellows are expected to give a public seminar at the Institute, to list the IAAR on all publications associated with their fellowship, and to use their residency to apply for additional extramural research funding. Applications are now available at the following locations:

- IAAR website: www.unc.edu/iaar
- IAAR offices in suite 305 Stone Center

Undergraduate and Graduate Student Internships Still Available

Are you interested in learning more about research on issues related to African Americans? IAAR now has year-round internships available for undergraduate and graduate students. Applications for Student Internships for 2009-2010 can be obtained from Ms. Veronica Bellamy, 309 Stone Center (Main Desk) or online at:
www.unc.edu/iaar.

IAAR to Co-Host African American Studies Consortium Fall 2009 Program and Reception

On Monday, September 21st the Stone Center, Stone Center Library, and the IAAR will jointly sponsor a program and reception for the African American Research Studies Consortium. The gathering will include a program in the Hitchcock Room and a reception in suite 309 of the Stone Center. This is a continuing networking initiative that connects UNC faculty, postdocs, staff, graduate students and community members who conduct research on African Americans and peoples of African descent throughout the Diaspora. The reception will allow Consortium members to meet IAAR's new Director, Dr. Fatimah Jackson as well as become informed about new initiatives at the IAAR, the Stone Center, the department of African-American Studies, and the Stone Center Library. For more information please see www.unc.edu/iaar and click on the Consortium icon on the right-hand side of the page.

The Consortium is a joint effort between IAAR, the Sonja Haynes Stone Center for Black Culture and History, and the Department of African and Afro-American Studies. This year we are especially keen to invite a broad cross-section of regional faculty, staff, students, and community members to the Program and Reception. We hope that you will be sure to join us! Come early and stay late!

Program and Reception
4pm to 5pm Program in the Hitchcock Room of Stone Center
AASC Business meeting
5pm to 6pm Reception on 3rd floor of Stone Center
Reception at IAAR
Open House at Stone Center Library and IAAR
Opportunities for Networking and Mingling

African American Studies Consortium Members and Friends Invited to be listed on IAAR's Revised Webpage

HUMANITIES WRITING COMPETITION FOR SCRIPTS ON THE AFRICAN AMERICAN EXPERIENCE

The Institute of African American Research will offer a $500 prize for the best cross-disciplinary, collaborative efforts in the Arts and Humanities that yields a historically-grounded script of African American Research. Established and aspiring scholars and writers with expertise in creative writing, literary criticism, philosophy, history, communications, performance studies, and other relevant disciplines are encouraged to apply. Submitted scripts will be considered for production. There are no limits on the historical time frame or genre of writing. Scripts should be submitted electronically and in hardcopy format to the IAAR by March 1, 2010. Acceptable submissions should reflect African American sensibilities, cultural norms, and perspectives. Submissions should be no more than 50 pages in length, double-spaced. Contributions become the property of IAAR, which will retain exclusive rights for subsequent distribution and use. Entries will be judged by a panel of experts in the Arts and Humanities. The contest is sponsored by the Endogenous Knowledge Unit (EKU) of the IAAR. Two hardcopies of each submitted script along with a completed copyright transfer form should be sent to EKU, IAAR, 150 South Road, Campus Box 3393, University of North Carolina, Chapel Hill, NC 27599-3393, USA. An electronic version of the same submission should be sent to iaar@unc.edu. Winners of the contest will be acknowledged during the Spring 2010 reception of the African American Studies Consortium hosted by the IAAR. There are no limits to the number of entries that can be submitted.

Student Research Assistant Position Still Available at EKU

The Institute of African American Research seeks an organized, motivated, and personable graduate or advanced undergraduate student assistant to work 10 to 20 hours a week to help coordinate various duties of its Endogenous Knowledge Unit. These responsibilities include, but are not limited to : conducting bibliographic research, summarizing articles, and assisting in making arrangements for events associated with EKU (e.g., lectures, programs, symposia, conferences, workshops). Duties also include making phone calls, facilitating guest travel, surveying event sites, identifying funding resources in support of the Unit's mission, managing confidential files, transcribing meeting notes, creating reference databases, and taking digital photos. The student assistant may work with IAAR's webmasters to coordinate technology efforts for relevant blogs, listservs, electronic databases, newsletters, online journals, press releases and other forms of research and publicity, the maintenance of personalized web sites (e.g., Twitter and Faceboook), the development of web site sections, and the maintenance of personal digital assistants (e.g., cellular phones). The successful student will assist general with the EKU's mission, especially in collecting, analyzing, and disseminating data on the insights, perspectives, and indigenous knowledge of African Americans and Africans of the Atlantic Diaspora; helping to catalogue emic insights on diverse topics; helping to develop and manage an archive of African American world views; and assisting in the creation of a major reference of African American indigenous knowledge and wisdom. The selected applicant must have a good knowledge of MS Office especially Word, Excel and Publisher. HTML language is a plus. All majors are welcome, especially those with specific disciplinary interests in African American Studies. Must have great interpersonal skills and superior oral and writing skills. Honed research skills are also desirable. Please contact:
Dr. Tomeiko Carter, EKU Director electronically at:
tashford@email.unc.edu. Be sure to indicate "EKU Student Assistant Post" in the subject heading. ***

AAES continued from page 1,
It is hoped that the African-American Economic Summit will produce tangible results of use to both state and federal agencies.
For more information on the African American Economic Summit, please contact the IAAR or visit our webpage.

A Sample of Current and Planned Research, IAAR 2009-2010

EKU	IRLU	RTL
African American Economic Issues: • Housing • Wealth • Education • Health	Patient Compliance and Adherence in Kidney Disease (ESRD)	Mapping the geographical, demographic diversity among North Carolina African Americans
Black Theodicy: Christianity, Islam and the African American condition	Genetics of Africa and the Transatlantic African Diaspora	Morphometric presentations of African American facial variation
African and African American concepts in Applied Mathematics	Cancer in North Carolina African Americans (particular emphasis on breast and prostate cancers)	Computational simulations of important events in African American history
African American morality, ethics, and core values	Geographical differences in educational attainment among African Americans	
African American dietary patterns and nutritional status	The role of dietary salt in hypertension and stroke in North Carolina African Americans	

We are also open to considering additional topics. If you have a research priority that you'd like to see the IAAR address, please contact the Director, Dr. Fatimah Jackson (fatimahj@email.unc.edu). If any of the above research areas appeal to faculty, staff, or community members, please contact any IAAR staff member for more information and ways you can participate in the research effort. ***

Judges needed for IAAR's 2010 Humanities Script Competition

Do you have expertise in creative writing, literary criticism, drama, script writing, directing, theatre, or African American studies? IAAR requests your assistance as a judge for the March 2010 competition (see story on page 3 of this issue of The Carolina Catalyst). Please contact our offices (919-962-6810) if you are interested. Judges will be acknowledged along with competition winners in the Spring 2010.

RESEARCH (continued from page 1) Once these units are fully functional, we hope to offer though them, research workshops, student internships, and affiliations for faculty fellows.

Why is it important to do research on African Americans? African Americans represent a significant proportion of the NC and US populations. In the state of NC, AA represent about 26% of the total citizenry and this proportion has been even higher in the historical past. As a group, African Americans have been long vested in the history and development of our country. Their contributions of AA are poignant and the influence of African American culture pronounced. No area of the American experience has been untouched by the African American presence. As such, Black Americans are a deep part of the fabric of this nation. As the elders used to say, the African American's blood is in the soil", meaning that they are an indigenous people of this land.

What kind of research is needed? The long duration and intensity of the African American presence in the United States has a pronounced effect upon the magnitude of many of the problems/issues facing this segment of the population. Most of the problem areas are persistent, multigenerational, and require complex, multidisciplinary research approaches. No single explanatory model is going to be responsive to the diversity of African American genetic backgrounds, cultural experiences, or environmental exposures. There will not be a single gene, dietary factor, environmental toxin, or social condition, for example, that will explain the seemingly abiding infant birthweight deficiencies among African American newborns (in contrast to the newborns of more recent African and Afro-Caribbean immigrants). Rather, we will need research strategies that encompass the breadth and the depth of the African American experience in the US. We need research that crosses the generations as well, longitudinal studies, since many of the educational, health, and economic disparities observed among African Americans show patterns that have been in place throughout many generations. So research on African Americans needs to be well grounded in the "as-lived" experiences of African Americans, regionally specific to the nuances of these lives, and receptive to the integration of proximate and ultimate factors that influence susceptibilities. **(continued p. 9, See RE-**

IAAR RESEARCH FELLOWS 2009-2010

Lolita Gutierrez Brockington

Dr. Brockington is an emeritus professor of history at North Carolina Central University and has worked to document and analyze the impacts of the African diaspora in the eastern Andes. The author of several books, including Blacks, Indians & Spaniards in the Eastern Andes: Reclaiming the Forgotten in Colonial Mizque, 1550-1782, Dr. Brockington plans to continue to describe the demographic, historical socio-economic and political significance of the African presence in Latin America. To expand on her previous work, she will analyze 300 years of Bolivian parish records she has collected and incorporate these together with similar records for the same time period from Argentina, Chile and Paraguay. Dr. Brockington will apply her extensive data to obtain a broader, deeper perspective on the participation of African slaves and their descendents within the social, economic and political structures of these regions from the colonial period to Independence.

Jesse A. Hardin

Dr. Hardin comes to the Institute from Tucson, Arizona. He received his doctoral training in the Department of Entomology at the University of Arizona, as well as an undergraduate degree in biology from New College of Florida in Sarasota, Florida. His fellowship work at the Institute will focus on environmental health disparities relating to insect control in communities, particularly using Integrated Pest Management (IPM) techniques in community gardens and other urban settings. One outcome of his research that would be useful to communities is the development of educational curricula on links between asthma and insects of concern in order to identify strategies that minimize health impacts for children. He is also interested in insect control methodologies at other scales of agriculture and how these contribute to environmental health disparities.

Monique McMillian-Robinson

Dr. McMillian-Robinson is an educational psychologist with international experience in education and research on academic engagement. A North Carolina native, Dr. McMillian-Robinson received her undergraduate and doctoral training in psychology from the University of North Carolina at Chapel Hill, as well as a Master's degree from UNC-Greensboro. Her background includes statistical training as a Fellow with the Emerging Scholars Interdisciplinary Network in the Summer Fellowship Program in Applied Multi-Ethnic Research at the University of Michigan. She has received grant funding from the AERA Institute of Statistical Analysis for Education Policy as well as grants to attend the Essex Summer School in Social Science Data at the University of Essex, England. She is currently an Assistant Professor at North Carolina Central University, teaching educational and developmental psychology classes. Dr. McMillian-Robinson's research will use multilevel structural equation models applied to national databases to determine the factors that maximize academic engagement and achievement in minority-student populations.

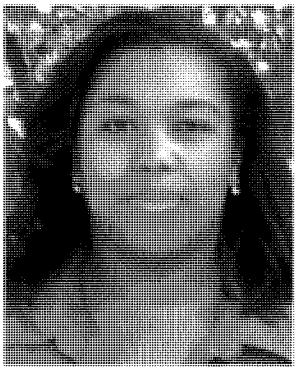

Charlene Chester

Charlene Chester is a doctoral student in developmental psychology at Pennsylvania State University. In addition to earning a master's degree in 2006 from the University of North Carolina at Chapel Hill, as a student in the Moore Undergraduate Research Apprentice Program she wrote a paper entitled "The Effects of Caregiver Disciplinary Strategies upon Black Adolescent Peer Group Influences." Her research focuses on behavioral genetics and environmental factors in the context of family relationships, including transracial adoption. During her fellowship, Chester will be working to publish and present her work on the effects of genetics and environmental influences on sibling relationship quality across several developmental levels in childhood.

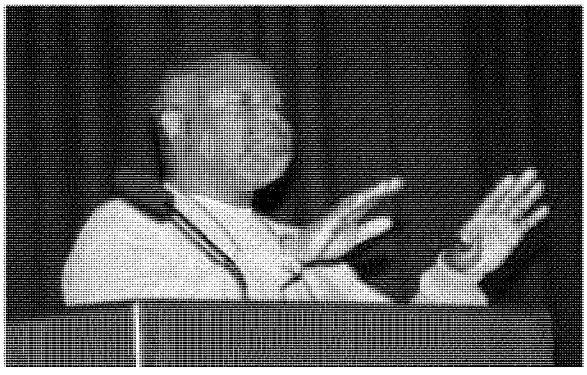

IAAR Welcomes Experienced Epidemiologist and Professor

Dr. Bill Jenkins as new IRLU Senior Research Associate

Bill Jenkins, PhD, MPH, was a professor of Public Health Sciences at Morehouse College and Director of its Research Center on Health Disparities, as well as adjunct Associate Professor of Epidemiology at Morehouse School of Medicine. He was a Supervisory Epidemiologist in the National Center for HIV, STD, and TB prevention at the Centers for Disease Control and Prevention (CDC), and managed its Minority HIV Prevention Program and the Participant Health Benefits Program, which assures medical services to the survivors of the Tuskegee Study of Untreated Syphilis in the Negro Male. He served as an expert on minority issues in disease transmission. Also at the NCHSTP, he was the former Chief of the Research and Evaluation Statistics Section in the Division of Sexually Transmitted Diseases Prevention and served as Manager of the National Minority Organizations HIV Prevention Program.

Dr. Jenkins instructs medical, graduate, and undergraduate students in biostatistics, epidemiology, and public health at Morehouse School of Medicine and Morehouse College. He also consults on the development of Public Health programs at institutions in the Atlanta University Center and other Historically Black Colleges and Universities. He serves on several boards including the advisory boards of Morgan State University's School of Community Health (sp), M D Anderson's Center for Research on Minority Health, Harvard's School of Public Health's IMSD and Summer Programs , and UNC's Minority Health Conference.

He is a member of the American College of Epidemiology (ACE), the American Statistical Association (ASA), and the American Public Health Association (APHA), where he also served on the Governing Council and Executive Board. He was the chair of the Epidemiology Section of ASA, and a member of the Board of Directors of ACE.

Dr. Jenkins obtained his Bachelor's degree in Mathematics from Morehouse College. He holds a Master's degree in Biostatistics from Georgetown University, and both a Master in Public Health degree and a Doctor of Philosophy degree in Epidemiology from the University of North Carolina, Chapel Hill. He has also completed post-doctoral work in Biostatistics at Harvard's University School of Public Health.

He has received the USPHS' Medal of Commendation, The Hildrius Poindexter Award, and is a Distinguished Alumni of the University. He has been selected to receive the Abe Lillienfied Award this November at the American Public Health Association.

Beginning October 2009, Dr. Jenkins will serve as Senior Research Associate of the IRLU (Integrated Research Liaison Unit) at the IAAR and an Associate Director of the Institute. We welcome his expertise to the Institute!

IAAR SOLICITING FACULTY, STAFF, STUDENTS, AND COMMUNITY MEMBERS INTERESTED IN HEALTH DISPARITIES RESEARCH

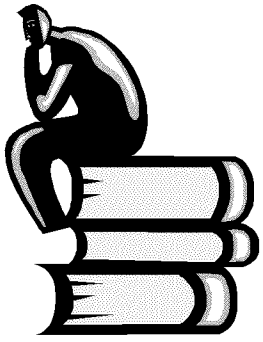

NEW RESEARCH STEWARDSHIP OPPORTUNITIES AT THE IAAR

The Senior Scholars Program at the IAAR

This program is a new opportunity for advanced faculty and professionals to spend up to two years in full or partial residence at the IAAR while they work on a book or other significant publication of relevance to African American studies. Senior Scholars are expected to have extensive experience in teaching and research and are generally considered to be at a mid to senior level in their careers. A Senior Scholar appointment comes with a small stipend (to facilitate the Scholar's research) and requires a completed application, curriculum vitae, names of three references, and evidence of sabbatical or other support to sustain the scholar while in residence. The IAAR provides the scholar with access to IAAR resources and many UNC-CH facilities . Senior Scholars are expected to complete their project within the two years of appointment. Applications will be available October 10, 2009 at the IAAR Main Desk, 305 Stone Center, and electronically from Ms. Veronica Bellamy (cookee@email.unc.edu).

Attention Undergraduates with Interests in Economics

Would you like to meet some of the leading experts in African American Economics and help as they develop policy recommendations for the state and federal authorities? The IAAR is co-hosting an African American Economic Summit in early November 2009 and we would like to invite thirty highly motivated and personable undergraduate with interests in economics to join us. Interviews will be conducted in October. To sign up for this opportunity, please register at the IAAR Main Desk, 309 Stone Center or send Ms. Veronica Bellamy an electronic message (cookee@email.unc.edu). Be sure to put AAES" in the subject heading.

Dr. Tomeiko Carter to be Promoted from EKU Research Manager to EKU Senior Research Associate at IAAR

Dr. Tomeiko Carter has ably served the IAAR for many years in a variety of important positions. She is now to be upgraded from Research Manager of the Endogenous Knowledge Unit (EKU) to Senior Research Associate of that unit. In this capacity, Dr. Carter will continue to identify and initiate research projects that address aspects of the African American experience from an endogenous perspectives. Congratulations to Dr. Carter on this promotion that will take effect in October 2009.

Provost's Office to Appoint Internal and External Advisory Boards for IAAR

We at IAAR are very pleased that the Provost's Office at UNC-CH has agreed to officially appoint the Internal and External Advisory Board members for the Institute. Board members will serve for a maximum of three years with the potential for renewal. We extend invitations to all UNC-CH faculty members interested in the activities of the Institute to consider membership on our Advisory Boards. Please contact Dr. Fatimah Jackson (fatimahj@email.unc.edu) for more information.

EMERGING RESEARCH INTERESTS

Investigating Conflict Resolution in the African American Community

Do we as African Americans approach conflict resolution differently than other ethnic groups? Do our social and cultural experiences, directly and/or indirectly play a role in how we effectively communicate with others?

I believe African Americans do approach conflict resolution differently than other ethnic groups and it is directly related to our social and cultural experiences. From times of slavery through the years of Jim Crow, and now to the present, in the age of Obama, we can trace various examples of conflict whether interpersonal or global, and the different mechanisms used to resolve or at the least address these conflicts.

These questions and many more to come will get us thinking about the cultural dimensions of conflict and what concepts and processes we use to thrust our communities forward or in turn hinder them.

As I pursue my Master of Arts in Conflict Resolution I look forward to gaining your insight and perspective on how this discipline has been displayed and utilized in the past for African Americans as well as the present. The field is wide so feel free to comment from a work, family, or community perspective. Please feel free to contact me, Ms. Veronica D. Bellamy, with your comments and insight by email at cookee@email.unc.edu. Please reference "Conflict Resolution" in the subject line. ***

RESEARCH continued from p. 5

What is unique about African Americans that influences research on this population? In my research laboratory, we have been exploring the evidence for important population substructuring among Black Americans. We have observed significant differences in the West and West Central African origins of Africans first brought to this country, regional differences in the Europeans and Native Americans they interacted with, and important cultural and ecological differences in the constraints to which these early African Americans were exposed. Remnants of this early population substructure persist today and the most promising research takes these regional geographical differences into account. We have developed a unique approach, called ethnogenetic layering (EL) that addresses this issue of population substructure in contemporary Black Americans using such techniques as Geographical Information Sciences (GIS). One opportunity that the IAAR hopes to bring to the UNC-CH campus is increased access to the detail provided by EL. We hope that collaborations, particularly through our IRLU (Integrated Research Liaison Unit) will facilitate the integration of EL in many research designs.

What can Institutes such as the IAAR do to improve the quality and quantity of research of African Americans? The IAAR at UNC is in a unique position to catalyze research that is both innovative and comprehensive with respect to this population. The Institute can bring together researchers with diverse approaches to similar problems (or with similar approaches to diverse problems) and by facilitating their collaboration, allow for the development of new perspectives. For example, we are hoping that the African American Studies Consortium (AASC) will expand to include any researcher with interests in African American research. This would bring together faculty, students, staff, and community members with interests in the arts and humanities, social sciences, chemical and life sciences, biomedical fields, business and finance, education, law, journalism, and many other areas of inquiry. On alternative Fridays (starting September 11th) from 3-4 pm the Institute will host Friday Teas and on Monday, September 21st, the Institute will co-host a modest program and reception at the Stone Center (4-6 pm). Both of these service activities reflect a continuing effort to create an atmosphere for important intellectual discourse and interaction.

Recently, the Institute added a well-regarded, senior epidemiologist biostatistician, Dr. Bill Jenkins to our core staff. Dr. Jenkins' proximity as well his ongoing mentorship of several junior biostatisticians will allow the IAAR to develop sophisticated research models that accurately reflect and predict the kinds of complex analyses that are needed in research on African Americans. Again, we feel that this is a serious step toward improving the quality of such research and can serve as a model for diverse groups. ***(continued on p. 10, See RESEARCH)***

RESEARCH, continued from p. 9

We have also opened up our stewardship opportunities at the Institute and host Fellows and Graduate Research Assistants from a variety of disciplines. For example, as of August 30th, our Fellows and Graduate Research Assistants have come from entomology, information technology, computer sciences, medicine, and comparative literature. Their on-site research on a variety of topics is another step toward a more interactive, collaborative research model. Over the course of the academic year, Fellows will be presenting seminars and workshops on their research results in our new seminar room (309D Stone Center).

What research initiatives are planned for the IAAR for FY2010? We have begun this first year of my directorship in a very modest manner. We have scheduled an African American Economic Summit in early November that will bring together scholars from around the nation for a 2 day conference at UNC and Duke to discuss and develop policy recommendations for the state and federal governments.

In mid January we hope to host either an electronic or physical meeting of IAAR directors nationwide. The purpose of this meeting will to lay the groundwork for a national consortium of IAAR centers and institutes with the goal of establishing several future collaborative research projects.

In early March 2010, our Arts and Humanities competition is due, and winners will be selected. This contest solicits 50 page scripts rooted in some aspect of the Black American experience, We are able to offer a $500 prize to the winner of this competition and we are hoping to draw contestants from all over the region.

In mid Spring and early summer we will begin giving Genetics Workshops in predominantly African American communities around the state. The purpose of these workshops is to increase local awareness of some the recent advances in genetics of particular relevance to African Americans. We have already contacted 55 mayors of majority Black American NC communities. One of the first to get back to us was the historic community in Princeville, N.C.

Just before the end of the fiscal year (July 2010) we hope to schedule a public forum on Black Theodicy. This format will invite Black American Islamic and Christian scholars to develop a consensus in the morning and provide a public discussion in the afternoon that will highlight theological responses to the longstanding question of Black suffering among many African Americans: How do we rationalize the juxtaposition of a benevolent, all powerful CreatorGod and the reality of African American enslavement and its aftermath? This question is at the core of many current and historical religious discussions among African Americans.

We hope that these small efforts will begin to transform the Institute of African American Research into a primary research institute capable of generating new data, supporting diverse scholars, and addressing issues of central relevance to an expanded field of African American Studies.

Fatimah L.C. Jackson, Ph.D.
Director, IAAR

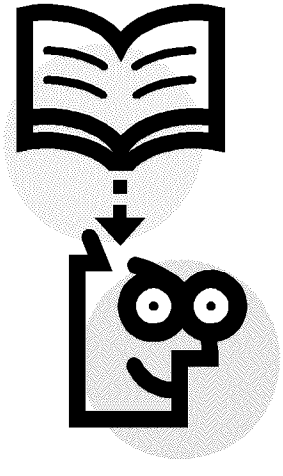

SCHOLARSHIP OPPORTUNITIES FOR STUDENTS

1) BELL LABS FELLOWSHIPS FOR UNDER REPRESENTED MINORITIEShttp://www.bell-labs.com/fellowships/CRFP/info.html

2) Student Inventors Scholarships http://www.invent.org/collegiatehttp://www.invent.org/collegiate/

3) Student Video Scholarships http://www.christophers.org/ **/vidcon2k.html**

4) Coca-Cola Two Year College Scholarships http://www.coca-colascholars.org/programs.html

5) Holocaust Remembrance Scholarships http://holocaust.hklaw.com/

6) Ayn Rand Essay Scholarships http:/ /www.aynrand.org/contests/

7) Brand Essay Competitionhttp://www.instituteforbrandleadership.org/IBLEssayContest-2002Rules.htm

8) Gates Millennlum=2 0Scholarships (major)http://www.gmsp.org/nominationmaterials/read.dbm?ID

9) Xerox Scholarships for Studentshttp://www2.xerox.com/go/xrx/about_xerox/about_xerox_detail.jsp

10) Sports Scholarships and Internships http://www.ncaa.org/about/scholarships.html

11) National Assoc. of Black Journalists Scholarships (NABJ) < /FONT>http://www..nabj.org/html/studentsvcs.html

12) Saul T. Wilson Scholarships (Veterinary)http://www.aphis.usda.gov/mb/mrphr/jobs/stw.html

13) Thurgood Marshall Scholarship Fundhttp://www.thurgoodmarshallfund.org/sk_v6.cfm

14) FinAid: The Smart Students Guide to Financial Aid scholarships)http://www.finaid.org/

15) Presidential Freedom Scholarships http://www..nationalservice.org/scholarships/

16) Microsoft Scholarship Programhttp://www.microsoft.com/college/scholarships/minority.asp

17) Wired Scholar Free Scholarship Searchhttp://www.wiredscholar.com/paying/scholarship_search/pay_scholarship_searc
h.jsp

18) Hope Scholarships &Lifetime Credits http://www.ed.gov/inits/hope/

19) William Randolph Hearst Endowed Scholarship for Minority Studentshttp://www.apsanet.org/PS/grants/aspen3.cfm

20) Multiple List of Minority Scholarships http://gehon.ir.miami.edu/financial-assistance/Scholarship/black..html

21) Guaranteed Scholarships http://www.guaranteed-scholarships.com/

22) BOEING scholarships (some HBCU connects)http://www.boeing.com/companyoffices/educationrelations/scholarships

23) Easley National Scholarship Program http://www.naas.org/senior..htm

24) Maryland Artists Scholarships http://www.maef.org/

26) Jacki Tuckfield Memorial Graduate Business Scholarship (for AA students in South Florida) http://www.jackituckfield.org/

27) Historically Black College & University Scholarshipshttp://www.iesabroad.org/info/hbcu.htm

28) Actuarial Scholarships for Minority Studentshttp://www.beanactuary.org/minority/

scholarships.htm

29) International Students Scholarships & Aid Help http://www.iefa.org/

30) College Board Scholarship Searchhttp://cbweb10p.collegeboard.org/fundfinder/html/fundfind01.html

31) Burger King Scholarship=2 0Program http://www.bkscholars.csfa.org/

32) Siemens Westinghouse Competition http://www.siemens-foundationorg/

33) GE and LuLac Scholarship Funds http://www.lulac.org/Programs/Scholar.html

34) CollegeNet ' s Scholarship Database http://mach25.collegenet.com/cgi-bin/M25/index

35) Union Sponsored Scholarships and Aidhttp://www.aflcioorg/scholarships/scholar.htm

36) Federal Scholarships &Aid Gateways 25 Scholarship Gateways from Black Excelhttp://www.blackexcel.org/25scholarships.htm

37) Scholarship &Financial Aid Help http://www.blackexcel.org/fin-sch.htm

38) Scholarship Links (Ed Finance Group) http://www.efg.net/link_scholarship.htm

39) FAFSA On The Web (Your Key Aid Form & Info) http://www.fafsa.ed.gov/

40) Aid & Resources For Re-Entry Students http://www.back2college.com/

41) Scholarships and Fellowships http://www.osc.cuny.edu/sep/links.h **tml**

42) Scholarships for Study in Paralegal Studieshttp://www.paralegals.org/Choice/2000west.htm

43) HBCU Packard Sit Abroad Scholarships (for study around the world)http://www.sit.edu/studyabroad/packard_nomination.html

44) Scholarship and Fellowship Opportunities http://ccmi.uchicago.edu/schl1.html

45) INROADS internships http://www.inroads.org/

46) ACT-SO bEURoeOlympics of the Mind 'A Scholarships'ttp://www.naacp.org/work/actso/act-so.shtml

47) Black Alliance for Educational Options Scholarships'ttp://www.baeo.org/options/privatelyfinanced.jsp

48) ScienceNet Scholarship Listing'ttp://www.sciencenet.emory.edu/undergrad/scholarships.html

49) Graduate Fellowships For Minorities Nationwide'ttp://cuinfo.cornell.edu/Student/GRFN/list.phtml?category=MINORITIES

50) RHODES SCHOLARSHIPS AT OXFORD 'ttp://http://www.rhodesscholar.org//**info.html**

From:	nobody@notify.unc.edu on behalf of mbecker@email.unc.edu
Sent:	Monday, November 23, 2009 8:18 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: English speakers wanted for language research study

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You are invited to participate in a research study about language. The purpose of this research study is to learn about how people interpret novel words as they learn them in a linguistic context.

The study should take no more than 30 minutes, and you would need to come in for only a single session.

Eligibility: You must be 18 years of age or older and be a native speaker of English. Exposure to a second language is fine, but you should not be completely fluent in another language besides English. Also, you must not have any significant language deficits (such as dyslexia or Specific Language Impairment).

Participants will receive $5 for completing the study.

If you have questions about the study, please call 962-5009 or send an e-mail to mbecker@email.unc.edu or to estigarr@email.unc.edu.

If you would like to enroll in the study, please contact Taylor Shirley at tshirley@email.unc.edu.

Approved by UNC IRB: 9/15/2009
IRB Study #09-1646

This email is sponsored by: Linguistics Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, November 23, 2009 9:19 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: 2010 MLK Day for Service

Greetings UNC students, faculty and staff!

This year marks the 9th annual MLK Day for Service, which is organized by the student organization Carolina R.O.C.T.S. (Rejuvenating Our Community Through Service). This service opportunity allows individuals and/or groups to participate in service projects at various locations in and around the Chapel Hill/Carrboro area.

To learn more about Carolina R.O.C.T.S. and to register for the event, please go to our website at http://www.unc.edu/rocts. Registration opens November 23rd, 2010 and is on a first come first serve basis. If you have any questions concerning registration or the event please feel free to contact Alyson Courtney at acourtne@email.unc.edu, Portia Newman at pnewman@email.unc.edu or Johnathan Sanchez at jdsanche@email.unc.edu.

*Everybody can be great, because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and verb agree to serve. You only need a heart full of grace and a soul generated by love. -Dr. Martin Luther King Jr. *

Thanks in Advance,
Carolina R.O.C.T.S Planning Committee

This email is sponsored by: R.O.C.T.S

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Monday, November 23, 2009 9:47 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: American Indian Heritage Month

Dear Fellow Tar Heels:

As we gather with family and friends for the Thanksgiving holiday season, I would like to remind our campus community that November is officially American Indian Heritage Month. Both Governor Perdue and President Obama have issued proclamations affirming the nation's debt to the indigenous peoples of North America - the first Americans.

North Carolina is home to the largest Native American population east of the Mississippi River. In addition to an academic major in American Indian Studies, UNC has established the American Indian Center to be a focal point for discussion of American Indian cultural, social and economic issues on campus. The Center also works with the State's American Indian Tribes and urban organizations to link them to campus resources for research and technical assistance.

I urge you to learn more about Native Americans, and participate in recognizing and celebrating their many achievements and contributions. You can find out more about events taking place this month and throughout the academic year at http://americanindiancenter.unc.edu/.

This email is sponsored by: Office of the Chancellor

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: lcccnews@med.unc.edu
Sent: Tuesday, November 24, 2009 12:16 PM
To: stgore@email.unc.edu
Subject: [lcccnews] UNC-LCCC E-News Release

Lineberger Banner: Today's Best Care, Tomorrow's Best Hope

Cancer News Update From UNC Lineberger 11/24/2009

Forward to a Friend

Dr. Etta Pisano Shares Her Views on New Mammography Screening Recommendations

Etta Pisano, M.D, an international expert on screening mammography, shares her views on the new mammography screening recommendation issued Monday by the U.S. Preventive Services Task Force.

Pisano is UNC School of Medicine vice dean for academic affairs, Kenan Professor of Radiology and director of the UNC Biomedical Research Imaging Center and a UNC Lineberger faculty member. Read More.

Patient and Family Advisory Board Established for N.C. Cancer Hospital

A new Patient and Family Advisory Board of the N.C. Cancer Hospital met for the first time on November 16 in Chapel Hill. The Board includes patients and families representing different North Carolina geographic regions and a range of cancer diagnoses.

The 19-member Board was created to strengthen the collaboration between patients, family members and caregivers and the N.C. Cancer Hospital's health care team to provide the highest quality of comprehensive, safe and compassionate health care. Read more.

UNC-Chapel Hill Football Program Raises Over $12,000 for Sarcoma Research at UNC

Over the last two weeks, the UNC-Chapel Hill football program and the UNC Dance Marathon joined together to raise $12,494 – topping the ACC – in honor of Boston College linebacker Mark Herzlich, the 2008 ACC Defensive Player of the Year who was diagnosed last spring with Ewing's Sarcoma, a rare form of cancer that typically affects young adults and children. Read more.

Fill Your Cart with Hope this Holiday Season

UNC Lineberger and the Cancer Research Alliance have teamed up to create shopforcancercures.org where you can shop at over 600 top online retailers including Target, Best Buy, Barnes & Noble, Gap, and Nike and take advantage of free shipping offers, discounts, coupons and more. A % of your purchase will go towards cancer research. Start shopping.

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UNC Lineberger Comprehensive Cancer Center, Campus Box 7295, Chapel Hill, NC 27599-7295

From:	nobody@notify.unc.edu on behalf of swlloyd@unc.edu
Sent:	Tuesday, November 24, 2009 8:17 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Research participants needed

You are invited to participate in a focus group to discuss your thoughts about Human Papilloma Virus (HPV) infection and disease in males, and your thoughts about a potential vaccine for males against HPV infection.

DO YOU QUALIFY?
We are looking for males between the ages of 18 and 26 who:
* Are African American, Latino or Caucasian
* Are fluent English or Spanish speakers

The focus group will take approximately 90 minutes. Participants will receive $25.00 for participating in this study.

For more information, please call Stacey Lloyd at 843-6327 (SWLloyd@unc.edu).

Dates & Times
African American Group 1/13/10 @ 6PM
Caucasian Group 12/9/09 @ 6PM
Latino Group - DATE & TIME to be determined

Approved 08/20/2009 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board.
IRB # 09-1307

This email is sponsored by: Pediatrics and Internal Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of marie_garlock@dentistry.unc.edu
Sent: Tuesday, November 24, 2009 8:25 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: World AIDS Day

CALLING ALL employees, students, community and faculty,
for celebration, action, education: *WORLD AIDS DAY & WORLD AIDS WEEK*
at UNC.

Interested? Learn about a range of ways to be involved in everything from performances to interactive social and scientific symposiums, free (and bloodless!) testing, film, art, and internationally acclaimed AIDS Quilt exhibits, to a campus-wide TURN IT RED initiative (and a chance to make UNC History with a 1,000-person formation), 5k Community Benefit Run, high profile lectures, and HIV/AIDS Charity Ball rounding out the campaign, there is surely something that will make you come alive...running, dancing, and standing up for ourselves, our fellow North Carolinians, and in global solidarity.

Throughout UNC Chapel Hill's campus, World AIDS Week will activate, question, and engage us in the fight for health justice, honest information, assets-based service partnerships, and to dispel prejudice, fear, and cynicism about HIV and AIDS for people everywhere:

WORLD AIDS WEEK & WORLD AIDS DAY 2009
Universal Access and Human Rights
***Visit cfar-code.unc.edu & the pit for full descriptions ***

Contact marie_garlock@dentistry.unc.edu or
vanessa_white@dentistry.unc.edu, or via telephone at 966-5169.
*
SPONSORS and PARTNERS: UNC Center for AIDS Research, Campus Health, GlobeMed & HealthAlert Uganda (Benefited by TURN IT RED), Student Global AIDS Campaign, Debut of Minority Assoc. of Pre-Health Students (Benefiting African Solutions to African Problems-ASAP), Student Global Health Committee, Advocates for Human Rights, GLBSTA, CUAB, Business School, Student Union Art Gallery, Campus Y, Global Ed Center, NAACP, Institute for Global Health and Infectious Diseases, Millennium Village Project, OASIS, BSM, UNICEF at Carolina, The AIDS Memorial Quilt/The Names Project Foundation, UNC's Premiere Music and Performance Groups, UNC CFAR's Community Outreach Dissemination and Education Office.

This email is sponsored by: Center for AIDS Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Lavrakas, Marybeth <lavrakam@unc.edu>
Sent: Wednesday, November 25, 2009 11:51 AM
To: Nyang Oro, Julius E. <JEN321@EMAIL.UNC.EDU>
Cc: Kruse, Julia <Julia_Kruse@kenan-flagler.unc.edu>; Gore, Sam <stgore@EMAIL.UNC.EDU>
Subject: URGENT re: CIBER grant

Dear Prof. Nyang'oro,

I have just received a call telling me that your department has not approved your cost share yet for the CIBER grant within RAMSES. I was told your name is listed as an authorized approver in RAMSES; the other person listed (Debbie Crowder) does not appear to be listed on the department's web page so I don't know if she's still working there. The grant cannot proceed to OSR review until you or Debbie has done the electronic approval. Please let me know if you have questions about the process and I can put you in touch with our grants support person. Thank you!

Marybeth Lavrakas ▪ Administrative Manager, Center for International Business Education & Research ▪ UNC's Kenan-Flagler Business School
Box 3440, Kenan Center 4th Floor, Chapel Hill, NC 27599 ▪ 919.962.7843 ▪ fax 919.962.8202 ▪ lavrakam@unc.edu ▪ www.kenan-flagler.unc.edu
Shaping Leaders | Driving Results

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Wednesday, November 25, 2009 11:57 AM
To: Gore@mxp1.isis.unc.edu; Sam T <stgore@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

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at the ackland

Community Day

The Ackland invites families to spend the day after Thanksgiving at the Museum! **Community Day**, on Friday, November 27, is a day-long exploration of art and ideas from around the world. Muralist Michael Brown will lead an art-making workshop, UNC-Chapel Hill art students will help you silkscreen your own t-shirts, gallery teachers and docents will lead guided tours, and several other programs and events offer something for the whole family. Events begin at 10:00AM and continue until 4:00PM. Admission is free. Detailed schedule here.

YOGA IN THE GALLERIES

Monday, November 30
12:00 - 1:00 PM

Namaste! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland. Yoga mats and cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended.
Sessions led by Joanne Marshall. Beginners are welcome.

Registration recommended | Free to members, $5 non-members

The Ackland Presents

THE ACKLAND PRESENTS *LA ULTIMA CENA* AND *RETRATO DE TERESA*

FedEx Global Education Center, Auditorium

In conjunction with the exhibition *Almost Now: Cuban Art, Cinema, and Politics in the 1960s and 1970s* and the Institute for the Study of the Americas' program *The Cuban Revolution*

IN THE GALLERIES:

The Guardian and the Avant-Garde

Almost Now:
Cuban Art, Cinema, and Politics in the 1960s and 1970s

And ten more galleries filled with art and ideas!

NEXT WEEK:

December 2
Lunch with One
Marc Napolitano
1-2 PM

December 4 and 5
Parents Weekend
Campus Arts Special

Please visit our calendar for a full listing of special programming and events.

at 50: Art and Cinema, the Ackland presents a screening of two Cuban films whose posters appear in the exhibition *Almost Now*.

Tuesday, December 1 | 7:30 PM
***La ultima cena (The Last Supper*, 1977)**
Set in Cuba just after the Haitian Revolution of 1795, this film deals with the idea of religious hypocrisy in the context of slavery.

Thursday, December 3 | 7:30 PM
***Retrato de Teresa (Portrait of Teresa*, 1979)**
This film's focus on the concept of machismo and the oppression of women in Cuba garnered it the distinction of being called one of the "great films about women's emancipation."

Admission is free

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **stgore@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-25926366-6848482.2f8974e37df524cbb81bf19addaaf4be@listserv.unc.edu.

Illustrations

Indian, Central, 11th to 12th century: *Ganesha* (detail); sandstone sculpture. Gift of Clara T. and Gilbert J. Yager in honor of Dr. Charles Morrow and his wife, Mary Morrow, for their many contributions to the University and to the Ackland Art Museum

during his term as Provost.

Servando Cabrera Moreno, Cuban, 1923 - 1981: *Retrato de Teresa*, 1979. color screenprint. TC from Dr. David L. Craven

René Ascuy, Cuban, born 1939: *La Ultima Cena*, 1977; color screenprint. Gift of Dr. David L. Craven

Ackland Art Museum

The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, November 25, 2009 8:17 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Black Friday Men's Basketball Ticket Sale

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For 24 hours only, the athletic ticket office will sell Men's Basketball tickets at half price ($25) for the following games:

Nevada - 11/29
Presbyterian - 12/12
Marshall - 12/22
Rutgers - 12/28
Albany - 12/30

The online-only promotion is available from 11:59 p.m. on Thursday, November 26, until 11:59 p.m. on Friday, November 27, while supplies last.

To take advantage of this offer, visit the following url during the specified time:

http://ev10.evenue.net/cgi-bin/ncommerce3/SEGetGroupList?prc=BLACK09FRIDAY&caller=PR&linkID=unc&RDAT=&RSRC

This email is sponsored by: Athletics

==========
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From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, November 30, 2009 11:35 AM
To: Gore@mxp1.isis.unc.edu; Sam T <stgore@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

---

at the ackland

The Ackland Presents

In conjunction with the exhibition *Almost Now: Cuban Art, Cinema, and Politics in the 1960s and 1970s* and the Institute for the Study of the Americas' program *The Cuban Revolution at 50: Art and Cinema*, the Ackland presents a screening of two Cuban films whose posters appear in the exhibition *Almost Now*.

Tuesday, December 1 | 7:30 PM
***La ultima cena (The Last Supper*, 1977)**
FedEx Global Education Center, Auditorium
Set in Cuba just after the Haitian Revolution of 1795, this film deals with the idea of religious hypocrisy in the context of slavery.

Thursday, December 3 | 7:30 PM
***Retrato de Teresa (Portrait of Teresa*, 1979)**
FedEx Global Education Center, Auditorium
This film's focus on the concept of machismo and the oppression of women in Cuba garnered it the distinction of being called one of the "great films about women's emancipation."

Admission is free

Lunch with One

Wednesday, December 2
1:00 - 2:00 PM

Bring lunch and enjoy an hour of inspiration and information during a lunch hour lecture about art in the Ackland Collection. This Wednesday, Marc Napolitano, Lecturer in the UNC-Chapel Hill English Department, will present **Scribblings, Sketches, and Stagings: The Progress of Dickens's Art in the Victorian Popular Consciousness** in connection with the Ackland's Installation *The Illustrated*

IN THE GALLERIES:

The Guardian and the Avant-Garde

Almost Now:
Cuban Art, Cinema, and Politics in the 1960s and 1970s

And ten more galleries filled with art and ideas!

NEXT WEEK:

Tuesday, December 8
Yoga in the Galleries
12:00 PM

Friday, December 11
Ackland after Dark
open until 9:00 PM

Saturday, December 12
Drawing in the Galleries
10:00 AM - 12:00 PM

Saturday, December 12
Drawing for Kids
10:00 AM - 12:00 PM

Please visit our calendar for a full listing of special programming and events.

World of Charles Dickens, a collaboration with PlayMakers Repertory Company's production of *Nicholas Nickleby*.

Free to members | $5 non-members

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **stgore@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-25949873-6848482.2f8974e37df524cbb81bf19addaaf4be@listserv.unc.edu.

Illustrations

Servando Cabrera Moreno, Cuban, 1923 - 1981: *Retrato de Teresa*, 1979. color screenprint. TC from Dr. David L. Craven

René Ascuy, Cuban, born 1939: *La Ultima Cena*, 1977; color screenprint. Gift of Dr. David L. Craven

George Cruikshank, British, 1792-1878: *A Brush with Shakespeare. The Bard in Painting: 1780 - 1910* (detail), 1857-1858; Graphite and watercolor. The William A. Whitaker Foundation Art Fund.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of zwarner@med.unc.edu
Sent:	Monday, November 30, 2009 8:21 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Youth Asthma Survey

Description:

The School of Medicine is recruiting children 8-17 years of age to participate in a research study to help us understand health related quality of life in children.

The study involves parents answering a 5 minute questionnaire about their child's background and general health. Then, the child will complete a survey that will take 15-30 minutes. The surveys are completed in person at either the Sheps Center for Health Services Research or the UNC Women and Children's Hospital over the course of the next six weeks.

Requirements: Children must have asthma and aged 8 to 17 years. Both parents and children must be able to speak and read English and be able to interact with a computer screen, keyboard, and mouse.

Time commitment: Approximately 30 minutes.

Compensation: Each participant will receive a $10 gift card.

For More Information Contact: zwarner@med.unc.edu

Principal Investigator: Darren DeWalt, MD, MPH

This study has been approved by the UNC IRB # 09-1236.

This email is sponsored by: Sheps Center for Health Services Research

This email is sponsored by: Sheps Center for Health Services Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, November 30, 2009 8:52 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Do you suffer from traumatic stress and pain?

Listserve Posting:

African American men and women ages 30-50 are invited to participate in a research study examining blood pressure responses to mental stress, and sensitivity to experimental pain tests. Individuals with any current psychiatric illness (e.g. depression, anxiety, etc.), medical illness (e.g. chronic pain conditions), or taking any medications, including oral contraceptives, and smokers are not eligible. The testing will start at either 3:30 pm or 6:00 pm and will last approximately 2.5 hours and eligible subjects will be compensated up to $170 for completion of the study. The study is directed by Susan Girdler, Ph.D., UNC Department of Psychiatry. Email Paula at paula_umstead@med.unc.edu or call at 919-843-2484 if you are interested in participating.

09-0797 Approved- IRB UNC-CH Biomedical on Sep 29,2009

This email is sponsored by: Department of Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, November 30, 2009 10:41 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: RESEARCH PARTICIPANTS NEEDED FOR STUDY ON KNOWLEDGE ABOUT TOBACCO PRODUCTS

If you:

1) are between the ages of 18-24;
2) are a smoker

then you may be eligible to participate in a new study examining tobacco-related health issues.

In this study, you will be asked about your attitudes toward various smoking-related issues and your understanding of them. For your time and participation, you will be paid $70.00. The study is being conducted by Dr. Sri Kalyanaraman at the School of Journalism and Mass Communication.

To find out more details about the study including eligibility criteria, lab location, and time of participation, please call: (919) 956-5644 or send an email to: clark086@mc.duke.edu.

* The Behavioral Institutional Review Board (Behavioral IRB) of the University of North Carolina at Chapel Hill has approved this study on 3/31/2009 (IRB Study # 09-0561).

This email is sponsored by: Journalism and Mass Communication

This email is sponsored by: Journalism and Mass Communication

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, November 30, 2009 11:33 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: SECC Deadline Extended to Dec. 10

Dear colleagues:

Thanks to all of you who have given to the 2009 State Employees Combined Campaign (SECC). We had a strong start to the campaign; as of today, Nov. 30, we have raised $651,409. This is less than our goal of $825,000. Therefore, we have decided to extend the campaign to Dec. 10. Last year, you helped raise $815,000, and we want to increase that to $825,000 in 2009.

I know many of you donate consistently year after year, and I hope you will take the time this week to fill out your form and make your pledge to help local charities and organizations. Pledge forms are available online at: http://www.unc.edu/secc/pledgeform.htm.

The SECC screens charities for sound management and for low administrative costs. The SECC operates with less than 10 percent overhead, and all non-overhead funds go directly to mission-specific causes at each charity. Individual charities cannot deduct overhead costs from the money received through the SECC.

As an incentive, I'm happy to offer a wonderful giveaway for the final collection. Anyone who has donated to the SECC this year is eligible to win a custom-fit Trek 820 bicycle, thanks to Zane's Cycles.

I hope you will join me in pledging to help those less fortunate in our community and across the state. This is a year when your donation will really make a difference.

Sincerely,

Bill Roper
2009 SECC University Chair
Dean, School of Medicine

This email is sponsored by: Office of the Dean, School of Medicine

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, November 30, 2009 11:58 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Research Study about Asthma and the Environment

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This observational study will measure the effects of daily variations in outdoor air pollution levels on asthma symptoms, lung function, markers of inflammation, and heart rate variability. Currently we are seeking volunteers with physician-diagnosed severe but well-controlled asthma who are between the ages of 18 and 75. Study participants will wear heart monitors for five 24-hour periods and will keep diaries of their activities and asthma or respiratory symptoms. Ambient air will be assessed through state operated monitoring stations. Please see www.epastudies.org. Compensation is provided.

Approved November 20, 2009 by the Office of Human Research Ethics, Biomedical Institutional Review Board. IRB 07-1438: Title: Mechanisms by which Air Pollutants Exacerbate Mild and Severe Asthmatics.

This email is sponsored by: U.S. Environmental Protection Agency Human Studies Division located on the UNC-Chapel Hill campus.

This email is sponsored by: U.S. Environmental Protection Agency

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: bounce-25960742-23881886@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent: Tuesday, December 1, 2009 11:00 AM
To: african-and-afro-american-studies-staff <african-and-afro-american-studies-staff@listserv.unc.edu>
Subject: [african-and-afro-american-studies-staff] [all-college-staff] UNC College News: Blues Goldmine, Nicholas Nickleby and Chinese Lessons
Attach: ATT54498.txt

Carolina Arts and Sciences Newsletter

View this message online

DECEMBER 2009

Lead Story Photo

GREETINGS FROM THE DEAN

As we near the end of our fall term, we have much good news to share from the College about the innovative learning, discovery and engagement taking place on campus, in the community, and around the world. The stories enclosed with this e-news provide a glimpse. view full story Â»

BLUES GOLDMINE

UNC historian and folklorist William Ferris spent the 1960s and 70s traveling the back roads of his native Mississippi tracing the roots of American blues music. He found them in church halls, prison fields and rural homes, where he recorded and filmed African American musicians and storytellers. Learn more.

CHINESE LESSONS

Wyatt Bruton '11 spent last summer in Beijing, where he worked at a public relations agency during the week and taught in a migrant village on the week-ends. Read his story.

THE DICKENS IS IN THE DETAILS

Like everyone in PlayMakers Repertory Company, Jeff Meanza plays multiple characters in *The Life and Adventures of Nicholas Nickleby*. The companyâ€™s most ambitious undertaking ever runs on the Paul Green stage

through Dec. 20. Learn more.

Catch up on our latest news and upcoming events, You Tube, Facebook, Twitter, RSS feed, blog and online extras at college.unc.edu

IN THE NEWS
Read about College faculty, students and alumni in major international and national news media Â»

COMING SOON
Search our events calendar Â»

GIVE TO THE COLLEGE
Learn More | Make a Gift

MORE NEWS
Read about all of our current News and Events or browse our archives Â»

Visit the CAS Website

Visit the UNC Website

From: nobody@notify.unc.edu on behalf of aparker@uncaa.unc.edu
Sent: Tuesday, December 1, 2009 8:23 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: USATF Officials Certification

The Opportunity to Officiate and the Certification Clinic may be of interest to your readers

The UNC Track & Field Program is looking for individuals interested in becoming UNC Track & Field Officials. We host 6-8 track meets per year at the Eddie Smith Field House and the Fetzer Field-Belk Track. This is a great activity for all those who are interested in track and field. We will provide the necessary training to become a certified USA Track & Field Official. Certified officials are compensated for working our meets - generally $50 per meet -- and can choose to work as few or as many meets as desired.

We will offer a certification clinic this year, to be held at the Eddie Smith Field House indoor track.
For more information including date and time visit:
http://tarheelblue.cstv.com/sports/c-track/unc-c-track-body.html.

There are two fees involved: USATF Membership ($30.00 per year) and USATF Officials Certification ($25.00 good till 2012). Officials who work a certain number of meets per year at UNC may be eligible to have the official's certification fee reimbursed. Questions can be forwarded to Anthony Parker at 843-8358 or at aparker@uncaa.unc.edu

This email is sponsored by: Track and Field

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of john_frelinger@med.unc.edu
Sent: Tuesday, December 1, 2009 8:55 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Research Study about Genetics of Schizophrenia

---

Are you interested in participating
in a research study to help investigators
at UNC Chapel Hill understand more
about mental illness?

The Genomic Psychiatric Cohort Study is conducting a research study to better understand the genetic basis of Schizophrenia. We are currently looking for individuals with a diagnosis of Schizophrenia or Schizoaffective disorder to participate in this research.

You may be eligible to participate in the study if:
* You are over the age of 18
* You have a diagnosis of Schizophrenia or Schizoaffective disorder
* You are willing to complete a 10 minute screening questionnaire
* You are willing to participate in a 45 minute structured clinical interview
* You are willing to participate in a blood draw of approximately 3-4 tablespoons

If you meet these eligibility requirements you could earn up to 50 dollars in about one and a half hours time.

Contact Information
If you are interested in this research study and would like more information, please contact Kees Frelinger at 919-966-4188 or john_frelinger@med.unc.edu.

This Research Study is funded by The National Institute of Mental Health
UNC IRB # 08-1465
11/24/2009
Committee on the Protection of the Rights of Human Subjects
The BioMedical IRB
University of North Carolina

This email is sponsored by: Psychiatry Department

This email is sponsored by: Psychiatry

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From:	nobody@notify.unc.edu on behalf of lungs@unc.edu
Sent:	Tuesday, December 1, 2009 9:43 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Healthy Children & Teens needed for research study on lung function

---

Healthy Children & Teens Needed for Research Study on Lung Function

Objective: Look at measures of lung function compared to thorax (chest) dimensions in children and teens

Subjects: healthy children and teens aged 5 to 21 with no history of asthma or lung disease

Study Activities: participants will undergo a brief physical exam, answer questions on race and ethnicity, then perform spirometry (lung function testing), which consists of deep breathing maneuvers using equipment that measures airflow. Spirometry takes 10-15 minutes; the entire visit should take no more than 1 hour.

Compensation: $20 Target gift card, parking costs

If interested, contact Jessica Pittman, MD, MPH at lungs@unc.edu or (919) 966-1055

HS IRB # 09-0861
Approved: 7/16/2009
PI: Jessica Pittman, MD, MPH
Title: Spirometry in Children of All Races: A pilot study towards the design of new spirometric reference equations

This email is sponsored by: Pediatrics

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From:	nobody@notify.unc.edu on behalf of performingarts@unc.edu
Sent:	Tuesday, December 1, 2009 10:16 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Carolina Performing Arts Offers Half-Price Children's Tickets to Nutcracker!

Carolina Performing Arts is pleased to offer half-price children's tickets to this weekend's performances of Carolina Ballet's The Nutcracker.

In response to high demand in years past, Carolina Performing Arts has also added an additional matinee performance to the weekend's showings. For more information, please visit:

http://www.carolinaperformingarts.org/performances/event.aspx?id=b7e91dd7-172b-42bf-bb0a-4929062798b5

or call 919-843-3333 (M-F 10AM-6PM).

This email is sponsored by: Carolina Performing Arts.

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, December 1, 2009 10:40 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Participants needed for a toothbrush study

---

Do you want to participate in a toothbrush study?

You may be eligible to participate in this research study if you:

*Are between 18 and 75 years old
*Have not used tobacco products in the past 6 months
*Are in good general health
*Have not taken any new medication in the last three months
*Do not require antibiotics prior to dental treatment
*Have at least 20 teeth
*Are not pregnant or nursing
*Have not been diagnosed with kidney disease, bleeding disorders, Hepatitis, HIV, or Tuberculosis

Participants may receive up to $240 for successful study completion.

Part of the study will consist of not brushing one half of your mouth for a 3 week period and not flossing your entire mouth for 5 weeks.

To learn how you can be in this study, please call (919) 966-5271.

Approved by UNC IRB: 06/12/2009
IRB study #09--0627
This email is sponsored by: The Dental Research Center

This email is sponsored by: Dental Research Center

==========
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From:	nobody@notify.unc.edu on behalf of hr@unc.edu
Sent:	Tuesday, December 1, 2009 11:35 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Final Week for Input on SPA Grievance Policy

---

The Office of Human Resources is making revisions to the SPA Dispute Resolution & Staff Grievance Policy and is seeking input from staff employees.

The current policy is available here:
http://hr.unc.edu/Data/SPA/employeerelations/grievance.

You can provide input in several ways:

-- BY EMAIL to hr@unc.edu
-- BY ONLINE FORM (confidential and anonymous) at
http://www.surveymonkey.com/s.aspx?sm=_2f_2bIyHKupyI1qOj1JcA_2fztA_3d_3d.
-- BY MAIL to Employee & Management Relations, OHR, CB# 1045
-- IN PERSON at 104 Airport Drive, Suite 1100

Please submit your thoughts no later than Friday, Dec. 4, 2009.

This email is sponsored by: Office of Human Resources

From: nobody@notify.unc.edu on behalf of jmruss34@email.unc.edu
Sent: Tuesday, December 1, 2009 11:59 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Turn It Back / Standby Line

TURN IT BACK: Basketball Season
Need a ticket for this week's basketball games? Have some you aren't using?
The day BEFORE each home basketball game this season, CAA is hosting TURN IT BACK to redistribute student tickets. Redistribution will always be at 5:15 p.m. in the Union Front Desk the day before any lottery ticketed game. Tickets will be distributed on a first come first serve basis, and the line will be self-regulated. If you have a ticket that isn't being used, send it to ReturnUNCTickets@gmail.com. We want to use as many student tickets as possible!

STANDBY LINE
Don't forget about the Standby line! If you want to go, come to the Natatourim (In between Gate A and D of of the Dean Dome) 90 minutes before the game, and we'll give you any last minute tickets we get, then let as many students in as the stadium can hold (students have only been turned away ONCE!).

Also, check out http://www.unc.edu/caa/events.php for LUNCH with LEGENDS: an opportunity for EVERYONE to get FREE FOOD and listen to Dick Baddour (our very own Athletic Director) speak on the UNC Athletic Department and his experiences with Athletics! a Q&A will follow!

Questions about the turn it back policy, standby line or CAA in general? Visit unc.edu/caa or email carolinaathleticassociation@gmail.com.

Thanks and AS ALWAYS GO HEELS,

-j russ

CAA President

This email is sponsored by: Carolina Athletic Association

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of @unc.edu

Sent: Wednesday, 12:34 AM

To: stgore@email.unc.edu

Subject: INFORMATIONAL: Research subjects needed - win iPod Nanos and iTunes gift cards!

Hello,

My name is and I am a doctoral candidate at SILS, UNC Chapel Hill. The purpose of this email is to request your participation in a research study investigating the usage of an online collaborative information seeking system.

This study requires you to sign up for a free account on Coagmento, a system that allows one to keep track of one's browsing, collaborate with others, and compile reports in a unique way. Coagmento is a plug-in for Firefox browser, which provides support for recording your browsing, bookmarking sites, making annotations on webpages, and collecting text snippets and other objects from the Web. The study requires one to download and install this plug-in on their personal computers (Mac or PC) with Firefox browser, use it as often as desired, and provide feedback at different times. The study is planned to run for about three months. The participant can participate for as much of this time as he/she wishes. There is no need to appear at any place or use this plug-in at any specific time. Each action performed while using this plug-in, such as visiting a website and collecting information, will earn one certain number of points. At the end of the first month of this study, all the participants with more than a certain number of points will be entered into a drawing for three iTunes gift cards of $25 each. The same procedure will be used for the second month. At the end of the third month (end of the study), the participants with more than a certain number of points will be entered into a drawing for three iPod Nanos.

To participate in this study, please visit http://www.coagmento.org/ to create a free account. More details about the requirements, points system, and the prizes can be found there.

Choosing or declining to participate in this study will not affect your class standing or grades at UNC-Chapel Hill. You will not be offered or receive any special consideration if you take part in this research; it is purely voluntary. This study has been approved by the UNC Behavioral IRB (IRB Study 09-2033, Approval Date 11/30/2009), and will be supervised by Prof. Gary Marchionini (march@ils.unc.edu) at SILS.

Doctoral Candidate
School of Information & Library Science (SILS)
UNC Chapel Hill

This email is sponsored by: School of Information & Library Science

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From: nobody@notify.unc.edu on behalf of asthmastudies@med.unc.edu
Sent: Wednesday, December 2, 2009 1:02 AM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Participation in Asthma Research Study

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The Center for Environmental Medicine, Asthma and Lung Biology is currently recruiting for several studies for people with asthma who are otherwise healthy. Please contact us if you are interested in participating in a screening study (98-CEMLB-293) and hearing about other studies for which you may qualify. You are not obligated to participate in any study once you complete the screening visit.

You must be between the ages of 18 and 50, a non-smoker, and have not required emergency treatment for your asthma in the last 4 weeks. You should not participate if you are pregnant, nursing a baby or planning to become pregnant in the near future.

Compensation will be provided for this visit.

For a complete copy of the consent form and more information refer to the CEMALB website at http://www.med.unc.edu/cemalb

If interested or for further information please contact:

Aline
Research Coordinator
Center for Environmental Medicine, Asthma and Lung Biology
(919) 962-4247
Email: asthmastudies@med.unc.edu

Approved 10-13-2009 by the Biomedical Institutional Review Board. IRB #98-0799

This email is sponsored by:
The Center for Environmental Medicine, Asthma and Lung Biology

This email is sponsored by: Center for Environmental Medicine, Asthma and Lung Biology

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From: nobody@notify.unc.edu on behalf of ctaico@med.unc.edu
Sent: Wednesday, December 2, 2009 8:20 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Anorexia Genetics Study; Help Us!

Investigators at the University of North Carolina at Chapel Hill are leading a world-wide effort to understand why some people have an increased risk of developing an eating disorder. We are currently gathering information and genetic material (DNA from a blood sample) from women who have had anorexia nervosa at any time in their life. Information from this study will advance our understanding of the causes of anorexia nervosa and further our ability to develop more effective treatments and prevention strategies.

If you are female and have had anorexia nervosa at any time in your life, you are invited to participate in this study. Participation only takes 15 minutes and includes a blood draw.

Please contact Colie Taico at (919) 843-9207 or ctaico@med.unc.edu if you wish to participate or have any questions.

IRB# 04-0861, Approved by the UNC Biomedical IRB on 9/18/2009

This email is sponsored by: Department of Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of lea.holt@fac.unc.edu
Sent:	Wednesday, December 2, 2009 9:05 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: USPS Holiday 2009 mailing schedule

The schedule for the USPS 2009 holiday mailing season has been posted on the Facilities Services website.

Please visit: http://www.fac.unc.edu/ and click on the link under "This Week at Facilities".

This message has been provided in order to facilitate the mailing needs of the campus community.

This email is sponsored by: University Mail Services

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, December 3, 2009 8:32 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Nominate a Faculty or Staff Member as Honorary Coach

---

Nominate an outstanding UNC faculty or staff member (UNC Hospitals included) as the Honorary Coach at the UNC vs. Wake Forest Men's Basketball
Game on January 20th. Do you know a member of the UNC Community that goes
above and beyond the call of duty? If so, this is your opportunity to recognize this individual.

What does becoming the Honorary Coach of the UNC vs. Wake Forest game mean?
The Honorary Coach will receive 2 tickets to the UNC vs. Wake Forest game,
they will be recognized at the game, and they will be highlighted on www.TarHeelBlue.com.

How do you nominate someone or find out more information? Visit www.TarHeelBlue.com, go to the men's basketball page, and click on the Honorary
Coach of the Game button on the right hand side of the page.

Just for nominating an outstanding individual, you too could win prizes!

Visit www.TarHeelBlue.com to learn how.

The nominated party will be notified by January 13th.

This email is sponsored by: UNC Athletics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of mturn@med.unc.edu
Sent: Thursday, December 3, 2009 9:01 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: ONLINE Diarrhea Prevention Study

The Center for Functional GI and Motility Disorders invites you to participate in an online research study on the symptoms of diarrhea. The purpose of the study is to learn whether a person can predict when they are going to have an episode of diarrhea.

The study will involve filling out several questionnaires online about your bowel symptoms.

To participate, you must be 18 years of age or older and have daily access to the internet. You must also have experienced diarrhea for at least the last 6 months, and you must have had at least one mushy or watery stool per month for the past 3 months.

If you are eligible, you may also be invited to participate in an online diary study which involves keeping track of your diarrhea symptoms by logging into a secure website each day. You will have a unique study ID and password to ensure your responses are anonymous and confidential. There are no visits to UNC required. The study lasts for 60 days (2 months). You will receive $60 each month for completing the study. In addition, if you complete your diaries without skipping any days, you will receive an additional $60/month. Therefore, you may receive up to $240 for participating in this study.

To determine if you are eligible, please click on the following link and respond to the screening questions:
https://uncfunctionalgi.net/dipstudy.html

If you have any questions, please contact Marsha Turner 919-962-9787.

Thank you for your interest in our study.

Study #09-0506 was approved by the Biomedical IRB 3/30/09

This email is sponsored by: Dept of Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, December 3, 2009 9:29 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Give gift of life on Dec. 15

During the holidays, blood donations typically decrease, yet the demand for blood at health facilities in our region does not.

We are all busy, whether with baking, shopping or traveling; and students who donate regularly are away from UNC. Yet patients still need transfusions.

You and UNC can close the gap, celebrating the holidays with the gift of life to patients in our area. Donate blood from 7:30 a.m. to 1 p.m. Dec. 15 in Fetzer Gym at this year's winter Carolina Blood Drive.

Besides the feel-good buzz from a good deed, you'll get free food afterward, a free aluminum water bottle from the American Red Cross and a chance to win airline tickets. And drive time is work time with permission from your supervisor.

So help the American Red Cross collect the 1,600 units of blood that are needed every day to give second chances to folks who need our help. Visit http://www.unc.edu/blood/ or call 962-1483 for details and to register.

Thank you and happy holidays,

The Carolina Blood Drive Committee

This email is sponsored by Human Resources, the Athletics Department, a committee from across campus and the American Red Cross.

This email is sponsored by: Carolina Blood Drive Committee

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of cts2014@email.unc.edu
Sent: Thursday, December 3, 2009 9:57 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Participants needed for alcohol consumption and decision making study

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Do you drink alcohol heavily, or moderately?

Are you interested in making $10 for completing a 1 hour task?

Study requires participants to view images and make simple decisions about their contents.

You are eligible if:
1. You are between the ages of 18-40 years old
2. You are NOT taking illicit drugs
3. You are NOT taking psychoactive medications
4. You have NEVER sought treatment for a substance use disorder
5. You are a native English speaker
6. You have graduated high school or earned a GED
7. You have no known psychiatric or neurological problems

If interested, please contact Chris at 919-962-8340 or cts2014@email.unc.edu to schedule a time for participation.

(This study, entitled "Decision Making and Drinking Habits of Young Adults" has been approved by the UNC Institutional Review Board, Study #: 09-0001, and is sponsored by the UNC Department of Psychology.)

This email is sponsored by: Dept. of Psychology

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, December 3, 2009 10:30 PM
To: stgore@email.unc.edu
Subject: FORMAL NOTICE: H1N1 Intranasal Vaccine Clinics for Faculty, Staff and Students

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Dear Campus Community,

The University's H1N1 intranasal vaccine clinics for faculty, staff and students will continue through most of next week.

The Department of Environment, Health and Safety is holding clinics Dec. 7-10 in the Student Union. To make an appointment to receive the nasal form of the H1N1 vaccine during any of the clinic dates, faculty, staff and students should go to http://www.ehs.unc.edu/ueohc/h1n1flushot.shtml. Clinics will be held from 8 a.m. to 4:30 p.m. on the following days:
-- Monday, December 7: Student Union, Room 3206;
-- Tuesday, December 8: Student Union, Room 3206;
-- Wednesday, December 9: Student Union, Room 3206; and
-- Thursday, December 10: Student Union, Multipurpose Room.

In addition, the University is holding clinics for students in the residence halls Dec. 4 and Dec. 7-11. Students can stop by any of the following clinics from 6 p.m. to 9 p.m. to receive the nasal form of the H1N1 vaccine; no appointment is needed.
-- Friday, Dec. 4: Craige - Green Room;
-- Monday, Dec. 7: Ehringhaus - Green Room;
-- Tuesday, Dec. 8: Carmichael, Teague, Parker, Avery - Carmichael Ballroom;
-- Wednesday, Dec. 9: Granville Towers - Agora Dining Area;
-- Thursday, Dec. 10: Ram Village, Odum Village - Multipurpose Room, Building 1, 1st floor; and
-- Friday, Dec. 11: Kenan - Parlor.

People can also receive the seasonal flu vaccine during all of these clinics. The seasonal flu and H1N1 flu vaccines can safely be administered at the same time.

The nasal form of the H1N1 vaccine is safe and effective; it is indicated for healthy individuals between the ages of 2 and 49. People who should not receive the nasal form of the H1N1 vaccine - for example, people who are pregnant or have certain medical conditions like asthma, diabetes or an illness that causes their immune system to be suppressed - can receive the vaccine in shot form instead.

Students who need to receive the shot form of the vaccine should contact Campus Health Services, 966-2281, and employees who need to receive the shot form of the vaccine should contact the University Employee Occupational Health Clinic, 966-9119.

The Centers for Disease Control and Prevention (CDC) Web site includes recommendations for receiving each form of the vaccine: http://www.cdc.gov/vaccines/pubs/vis/downloads/vis-laiv-h1n1.pdf.

There will be no out-of-pocket expense for the H1N1 vaccine or the seasonal flu vaccine for students or employees who have the following insurance coverage: the State Health Plan, Blue Cross Blue Shield; Partners; Aetna; Humana Gold; SummaCare; Advantra Freedom; or Medicare Part B. However, people must bring their current insurance card and a photo ID to the clinic.

Anyone who is not insured with any of these companies can still be vaccinated, but will have to pay an administrative fee of $12 (cash or check) for the H1N1 vaccine and $30 (cash or check) for the seasonal flu vaccine. The fee is paid to an outside health-care agency for the nurses and other staff providing the vaccination service, not to the University.

The University is following recommendations from the CDC to vaccinate people in high-risk groups for H1N1 first: pregnant women, people who live with or care for children younger than 6 months of age, health-care and emergency medical services personnel, people between the ages of 6 months and 24 years old, and people ages 25 through 64 who are at higher risk of H1N1 because of chronic health disorders or compromised immune systems.

The University has ordered a sufficient quantity of the H1N1 vaccine for all students, faculty and staff who want to be vaccinated. So far, 11,000 doses of the nasal spray and 2,900 doses of the shot form of the vaccine have been received. Through the end of November, health officials administered around 3,900 doses of the nasal spray and 1,800 shots, including 300 shots transferred to UNC Health Care for its employees.

Because the University has an ample supply of the vaccine on hand, health officials encourage people in the CDC target groups to be vaccinated now, particularly since health officials predict a third wave of the H1N1 flu to be active in late January or early February.

Be sure to check Alert Carolina, http://alertcarolina.unc.edu/go/site/1395, for updates about distribution of the H1N1 vaccine and for general information about the H1N1 flu.

Sincerely,

Mary Beth Koza
Director of the Department of Environment, Health and Safety

This email is sponsored by: Department of Environment, Health and Safety

From:	nobody@notify.unc.edu on behalf of peersproject@unc.edu
Sent:	Friday, December 4, 2009 12:06 AM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Peers Perceptions Project

CHILD PARTICIPANTS NEEDED: The Peer Perceptions Project is a research study at UNC designed to better understand children's beliefs about group differences in ability (e.g., are boys better than girls in sports).

WHO WILL PARTICIPATE:
We are looking for 10- to 13-year-old children who will perform a computer task and complete some paper-and-pencil measures. All children in that age range who are fluent in English may participate.

Children will complete a computerized task and paper survey. The session will last about 20 minutes. Each child will receive a $5 incentive (e.g., gift card to Target) at the end of the session. Testing will occur in the UNC Psychology Department or at a public location (e.g., public library) that is convenient for the parents.

If you have a 10- to 13-year-old child who might be interested in participating in the study, please send an email to peersproject@unc.edu or call 962-3884 and leave your name and telephone number.

Behavioral IRB Study # 09-1368, approved 8/19/2009

This email is sponsored by: Dept. of Psychology

This email is sponsored by: Dept. of Psychology

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From: nobody@notify.unc.edu on behalf of vspatel@med.unc.edu
Sent: Friday, December 4, 2009 8:20 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Healthy Participants Needed for IBS Research Study

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Do you have a spouse or partner who you live with?

Is your partner or spouse free of any gastrointestinal disorders (Irritable Bowel Syndrome -IBS, Crohn's Disease, Ulcerative Colitis, etc)?

Are you also free of any gastrointestinal disorders?

If you answered yes to all of the above questions, you may qualify as a healthy subject for a research study about how IBS affects relationships. To learn more about this study and/or see if you qualify, call (919)843-7892.
You may also email Ashley Messina (amessina@med.unc.edu) or Vaidehi Patel (vspatel@med.unc.edu) at the UNC Center of Functional GI and Motility Disorders to determine your eligibility for the study. Please put HEALTHY CONTROL STUDY in the subject line.
You will receive free parking for taking part in the study.

Study Title: Partner Burden in Irritable Bowel Syndrome
This message was approved by the UNC Biomedical Institutional Review Board on 11/18/2009(IRB# 08-1698).

This email is sponsored by: Medicine- GI

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, December 4, 2009 8:53 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Administrative Review of Tracy Heenan, Office of Animal Care and Use

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December 3, 2009

Invitation to Provide Input to the Administrative Review of Tracy Heenan, Director, Office of Animal Care and Use

A committee has been appointed to conduct a regular administrative review of Tracy Heenan, Director, Office of Animal Care and Use. With this email, the members of the committee are inviting your comments about Dr. Heenan's leadership and about the unit itself.

You may communicate with the committee in the following ways:

*You may write or email any member(s) of the committee. Please note that any written communication, including email, becomes a part of the permanent record and can be accessed by Dr. Heenan if she so chooses. University guidelines prevent us from accepting unsigned or anonymous letters.

*You may contact any committee member(s) by phone. Any notes members take during phone contacts are not part of the permanent record and cannot be seen by the subject of the review.

*You may meet with the committee in person on December 15, 2009, from 3:00-5:00pm, in room 104 Carrington Hall, School of Nursing. If you wish to meet with the committee at this time, please contact Philip Smith (see below) by December 14 to indicate your interest.

As with phone contacts, oral comments are not part of the permanent record. Persons may declare at the beginning of their appearance their wish to remain anonymous, insofar as attribution in the committee minutes of specific comments. However, a list of all persons who provided oral comments to the committee will become part of the official record.

You may also relay this invitation to anyone you think has an interest in the Office of Animal Care and Use and its services. The deadline for receiving comments is December 31, 2009.

The committee members are:

Philip Smith (Chair)
Associate Professor
Eshelman School of Pharmacy
Campus Box 7571
(919) 962-0095
Email: pcs@email.unc.edu

Nobuyo Maeda
Distinguished Professor
Pathology & Lab Medicine
Campus Box 7525
(919) 966-6914
Email: nobuyo@med.unc.edu

R Mark Wightman
Distinguished Professor
Chemistry
Campus Box 3290
(919) 962-1472
Email: rmw@unc.edu

Lesley Marson
Research Professor
Surgery
Campus Box 7052
(919) 966-9252
Email: lesley_marson@med.unc.edu

Keith Sockman
Assistant Professor
Department of Biology
Campus Box 3280
(919) 843-1989
Email: kws@unc.edu

Sandra O'Buckley
Training and Compliance Manager
Office of Animal Care and Use (OACU)
Campus Box 7193
(919) 966-5569
Email: sandra_obuckley@unc.edu

Julie M. Sharp
Assistant Director
Office of Animal Welfare Assurance
Duke University
2424 Erwin Road, Suite 606
Durham, NC 27705
(919) 668-6721
Email: julie.sharp@duke.edu

This email is sponsored by: Office of the Vice Chancellor for Research
and Economic Development

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that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: lcccnews@med.unc.edu
Sent: Monday, December 7, 2009 11:16 AM
To: LCCC E-News Release <lcccnews@listserv.unc.edu>
Subject: [lcccnews] UNC Lineberger E-News Release

UNC Lineberger Comprehensive Cancer Center e-News

University of North Carolina at Chapel Hill

Trouble viewing UNC Lineberger's E-News Release? View it online at:
http://unclineberger.org/lcccnewsletter/enews20091207.html

Lineberger Banner: Today's Best Care, Tomorrow's Best Hope

Cancer News Update From UNC Lineberger **12/07/2009**

Forward to a Friend

Charles M. Perou, PhD, Has Received the 2009 Outstanding Investigator Award for Breast Cancer Research from the American Association for Cancer Research

The American Association for Cancer Research (AACR) has honored Charles M. Perou, PhD, with the 2009 Outstanding Investigator Award for Breast Cancer Research, funded by Susan G. Komen for the Cure®.

Perou, who is an associate professor of genetics, pathology & laboratory medicine, and a member of UNC Lineberger Comprehensive Cancer Center, will present an invited lecture this week at the 32nd Annual San Antonio Breast Cancer Symposium and receive an honorarium. Read More.

Watch Mr. Friday's Interview with UNC Lineberger Director Shelley Earp, MD, on December 11

On Friday, December 11 at 9:00 p.m., be sure to watch UNC-TV's North Carolina People to see Mr. Friday's interview with Dr. Shelley Earp.

Gifts Give Hope this Holiday Season

Gifts to UNC Lineberger bring hope. Hope for new discoveries in our labs. Hope for improved treatment and outcomes for our patients. Hope for a future where the threat of cancer is diminished and survival rates increase.

This holiday season, UNC Lineberger offers several different ways to give hope - from holiday tribute cards to commemorative tiles to note cards and online shopping deals. Read more.

Balancing Act Reflects Oncology's Caring Spirit

UNC faculty and staff members donated funds to commission the sculpture, Balancing Act, created by North Carolina artist R.T. Morgan. The sculpture was recently installed at the heart of the new hospital, in the atrium adjacent to the waiting areas for the multidisciplinary clinics on the hospital's second floor. Read more.

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UNC Lineberger Comprehensive Cancer Center, Campus Box 7295, Chapel Hill, NC 27599-7295

You are currently subscribed to UNC Lineberger Cancer Center's E-News Release with email address as: stgore@email.unc.edu.
To unsubscribe send a blank email to leave-25999687-9279841.8d48b917898b1b5e9fb144cf6209b79c@listserv.unc.edu

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, December 7, 2009 4:10 PM
To: Gore@mxp3.isis.unc.edu; Sam T <stgore@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

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at the ackland

Yoga in the Galleries

Tuesday, December 8
12:00 - 1:00 PM

Namaste! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland. Yoga mats and cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended.

Sessions led by Joanne Marshall. Beginners are welcome.

Registration recommended | Free to members, $5 non-members

Holiday Pajama Party

Friday, December 11
Pajama Party 5:00 - 7:00 PM
Music 7:00 - 9:00 PM

During Ackland after Dark this Friday, join us for the annual Ackland **Holiday Pajama Party**. Young children are invited to wear their pajamas, enjoy milk and cookies, and listen to classic children's books read by Ackland staff and volunteers. Recommended for 4-8 year-olds and their families.

After the Pajama Party, enjoy music from **Wilson Hill 309** (7:00 - 9:00 PM), a Carrboro-based acoustic roots duo.

Pajama Party Co-sponsored by the Orange County Literacy Council.

Free | Cash bar (beer and wine) from 7:00 - 9:00 PM

Student Holiday Print & Art Sale

STUDENT HOLIDAY PRINT & ART

IN THE GALLERIES:

The Guardian and the Avant-Garde

And ten more galleries filled with art and ideas!

COMING SOON:

Sunday, December 20
Music in the Galleries
2:00 - 4:00 PM

Monday, December 21
Yoga in the Galleries
12:00 - 1:00 PM

Sunday, December 27
Family Fun Tour
1:15 PM

Please visit our calendar for a full listing of special programming and events.

SALE

Friday, December 11
9:00 AM - 9:30 PM
at The Artery

In association with The Artery, the new UNC-Chapel Hill student art gallery, the UNC-Chapel Hill Art Department presents the Third Annual Student Holiday Print & Art Sale. Original artwork created by UNC-Chapel Hill students, both graduate and undergraduate, will be on sale, including etchings, ceramics, screenprints, photographs, drawings, digital works, and paintings. At very reasonable prices, these one-of-a-kind works of art make great gifts for the holidays.

The Artery is located at 137 East Rosemary Street
(follow the signs through the Bank of America building atrium)

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **stgore@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-26002177-6848482.2f8974e37df524cbb81bf19addaaf4be@listserv.unc.edu.

Illustrations

Indian, Central, 11th to 12th century: *Ganesha* (detail); sandstone sculpture. Gift of Clara T. and Gilbert J. Yager in honor of Dr. Charles Morrow and his wife, Mary Morrow, for their many contributions to the University and to the Ackland Art Museum during his term as Provost.

Print by Ariel Rudolph; courtesy of the artist. (c) Ariel Rudolph 2008

Ackland Art Museum

The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, December 7, 2009 8:34 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Administrative Review of Mr. Emil Kang, Executive Director of the Arts

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TO: UNC-Chapel Hill Faculty, Staff and Students

FROM: Bruce Carney, Executive Vice Chancellor and Provost

December 7, 2009

RE: Administrative Review of Mr. Emil Kang,Executive Director of the Arts

On behalf of the committee appointed to review the performance of Mr. Emil Kang, I am pleased to invite your participation in the review process.

The committee is being chaired by Professor John McGowan. Other members include: Terry Rhodes, Emily Kass, David Sontag, McKay Coble, David Blackmon, Douglas Zinn and Priscilla Bratcher.

As required by University regulations, the Provost has requested a review of Mr. Kang's performance as the Executive Director of the Arts over the last five years. Areas for review include vision, long-range planning, day-to-day management of the program, and leadership in actualizing the ideals and goals of the Arts. The committee invites your comments on these and related issues. It is important for the committee to learn how Mr. Kang's performance as Executive Director is viewed by students, staff, and faculty at UNC-Chapel Hill.

We encourage you to contribute to this review in the following different ways:

1. The committee has scheduled two open sessions to receive comments. These times are:

January 12, 2010 - 3:30 - 5:00 - 2nd floor seminar room, Hyde Hall
January 13, 2010 - 3:30 - 5:00 - 2nd floor seminar room, Hyde Hall

If you wish to meet with the committee, please contact Debbie Stevenson in the Office of the Executive Vice Chancellor and Provost (debbie_stevenson@unc.edu or 962-7882), and she will schedule a specific time (usually about 10-15 minutes) within that time period. Note that while all comments during these sessions will be kept strictly confidential, a master list of attendees will be kept as part of Mr. Kang's personnel file. Requests must be made no later than January 8, 2010.

2. You may provide written comments to the chair or other committee members. The review committee will treat your comments as strictly confidential. By law, all written communication - whether on paper or by email - becomes a confidential part of Mr. Kang's personnel file. As such, comments are open to examination by him. University regulations prohibit considerations of anonymous letters in the review process. All written comments should be sent to: Professor John McGowan c/o Debbie Stevenson, 104 South Building, CB # 3000, or by emailing debbie_stevenson@unc.edu

3. You may telephone or meet privately in person with committee members. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Mr. Kang's personnel file but may be reflected in the committee's report without identifiers.

The deadline for submitting written comments regarding Mr. Kang's performance to the committee is January 6, 2010. Thank you very much for your help in this important task.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, December 7, 2009 10:07 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Are you a man who is overweight and interested in losing weight?

Male Research Subjects Needed for Weight Loss and Exercise Study

Men, aged 18-55, who are overweight and do not currently participate in a weight loss or exercise program may be eligible to participate in an 18-month study to examine methods to improve weight loss and exercise participation.

For more information please call 919-966-5852, send an email to weightresearch@unc.edu, or go to http://www.uncweightresearch.org.

Additional eligibility criteria apply.

This study (#07-1155) was approved by the Public Health-Nursing IRB on 7/21/09.

This email is sponsored by: Lineberger Comprehensive Cancer Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, December 8, 2009 8:19 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Dec. 11-12 Exam Parking and Transportation

---

ATTENTION STUDENTS, STAFF, AND FACULTY:

There are numerous activities requiring special parking arrangements on campus this weekend. To help students, staff, and faculty understand the parking and transportation for this Friday evening and Saturday, December 11-12, 2009, the Department of Public Safety is providing the following information:

EXAM PARKING:
Due to the exam schedule on Saturday, December 12, the Swain, Steele and Caldwell Lots will be reserved for working staff and faculty from 7 a.m. until 3 p.m. The lots will be screened by monitors during this time and monitors will ask to see a valid faculty / staff UNC OneCard before access is allowed.

The gates to the Steele and Caldwell Lots will remain down Friday night and will raise automatically on Saturday morning, December 12 at 7 a.m. when monitors arrive at the site. The Swain Lot gate will raise as normal on Friday night at 5 p.m., but will lower at 9 p.m. It will raise automatically on Saturday morning at 7 a.m. to correspond with the arrival of the parking monitors.

Additionally, the Cobb Deck gates will lower on Friday night at 8:30 p.m. and raise at 7 a.m. on Saturday morning. On Saturday, December 12, Cobb Deck parking will be available to all students, staff, and faculty members on a first-come, first-served basis. All other lots on campus normally available on the weekend will also be available on a first-come, first-served basis unless otherwise reserved for the Chapel Hill Christmas Parade, North Carolina High School Championship football or for another campus group that has reserved the lot.

CHAPEL HILL CHRISTMAS PARADE:
In order to accommodate the Town of Chapel Hill Christmas Parade on Saturday morning, December 12, the Morehead Lot will be reserved from 6 a.m. until 11 a.m. for the parade only. NO student, staff, or faculty parking will be allowed in that area during this time.

NCHSAA FOOTBALL:
UNC is hosting the North Carolina High School Athletic Association (NCHSAA) Football Championships at Kenan Stadium on Friday and Saturday, December 11 and 12. In order to accommodate these games, several parking lots will be restricted on Friday night and Saturday during the day and evening.

Public parking for these games will be on the south side of campus and away from the majority of the academic facilities being used for final exams. Public game parking will be available in the Cardinal, Jackson, and Craige Decks.

The Undergraduate Library Lot, Stadium Drive, Public Safety Lot, Crescent Lot, and Kenan Field House Lot will be designated as special disability, media, and emergency operations parking from 5 p.m. through 11 p.m. on Friday, December 11 and from 6 a.m. until 11 p.m. Saturday, December 12.

For further information, please call the UNC Department of Public Safety
at (919) 962-3951, weekdays from 8 a.m. and 5 p.m.

Thanks for Your Cooperation, and Good Luck with Exams!
UNC Public Safety

This email is sponsored by: UNC Public Safety

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"INFORMATIONAL:" email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, December 9, 2009 5:17 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Ridge Road Closed to Through Traffic, Dec. 10-19

ATTENTION UNC STUDENTS, STAFF, AND FACULTY:

Ridge Road will be CLOSED to through traffic between Country Club Road and Stadium Drive from Thursday, Dec. 10 through Saturday, Dec. 19, 2009. This closure is to allow for the installation of the reclaimed water pipes across Ridge Road and the construction of a raised pedestrian crosswalk in front of Boshamer Stadium.

All buildings and facilities including the athletic fields, Boshamer Stadium, the UNC Law School, and the private residences on Ridge Road will be fully accessible from either Country Club Road or from Stadium Drive at all times.

For further information and a map showing the construction area and alternate travel routes, please visit the following link:

http://www.dps.unc.edu/NewsLinks/RidgeClosureWeb/RidgeClosure.pdf

Thank you for your understanding and cooperation.
UNC Public Safety

This email is sponsored by: UNC Public Safety

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, December 9, 2009 8:19 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Subjects with IBS and Healthy controls needed for a research study

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Has your physician diagnosed you with Irritable Bowel Syndrome (IBS)?

The UNC Center for Functional GI and Motility Disorders is conducting a health research study to identify the causes of IBS symptoms.

Participants must be between the ages of 18-70 and have a doctor's diagnosis of IBS.

Qualified subjects will receive compensation for participation.

A limited number of healthy people with no gastrointestinal symptoms will be enrolled in a comparison group.

For more information on how to sign up please visit:
www.uncmedresearch.com/ibs

Or call Kelly Moulton, M.Ed. at 919-966-0289

CTRC-1846: The Psychophysiology of Irritable Bowel Syndrome
IRB # 01-1397 (Former IRB #GCRC 1846)

This email is sponsored by: Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, December 9, 2009 8:47 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Campus Recreation Extended Holiday Hours

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In order to accommodate the Carolina Community, Campus Recreation has extended their holiday break hours. Please visit http://campusrec.unc.edu/facilities/hours.html to see the new calendar. Please note that the extended hours will be in effect at the Rams Head Recreation Center. Fetzer Gym and the Student Recreation Center will operate on the same schedule.

This email is sponsored by: Campus Recreation

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, December 9, 2009 9:31 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Does your child soil or poop in his or her pants? Take this quick online survey.

Does your child soil or poop in his or her pants?

Soiling in children is a common condition that is difficult for the child and the family. We are conducting a research study at UNC to find out what parents think are the causes of soiling in their children and what kind of therapies and strategies they use to help their children with the soiling.

We are looking for parents of children 4-18 years old who regularly soil or poop in their underwear. You will be asked to complete the same online questionnaire twice, 2 weeks apart. *You will be paid $10 for participation.*

For more information please go to:
https://uncfunctionalgi.net/fi/

Thank you for your interest!

Miranda van Tilburg, PhD
Assistant Professor of Medicine
The University of North Carolina at Chapel Hill
Center for Functional GI and Motility Disorders
4105 Bioinformatics Building
Campus Box 7080
Chapel Hill, NC 27599-7080
T:919.843.0688
F:919.966.6842
Tilburg@med.unc.edu

Biomedical IRB #: 08-1927
Approved 10/20/2009

This email is sponsored by: Department of Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent:	Wednesday, December 9, 2009 9:54 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Benefits Update for 2010

Benefits Update for 2010

FROM: Brian Usischon, Benefits Services
Office of Human Resources

With the start of the New Year upon us, it's important to review some timely benefit news and information.

-- Annual Enrollment Changes: Any benefit elections made during the annual enrollment for NCFlex and the University benefit programs take effect Jan. 1, 2010. Remember to check your pay stubs (Jan. 15 for biweekly paid employees and Jan. 29 for monthly paid employees) to ensure that the programs you elected are reflected with the corresponding deductions.

-- Assurant Dental: This plan will terminate as of January 1, 2010. Premiums for the Assurant Dental plan were paid one month in advance. Therefore, deductions in November paid for coverage through Dec. 31. Employees enrolled with Assurant Dental have a premium-free month in December. Employees who continued their coverage with the NCFlex dental plan will begin to see deductions beginning with the first pay period in January 2010. If you are already receiving dental treatment for any service other than orthodontic work, these services must be completed by Dec. 31 and filed with Assurant Dental.

-- MetLife Group Term Life Insurance: If you are enrolled in this plan, you may see a change in your deductions beginning with your January paychecks. Adjustments to your premiums are made based on your age and salary as of Dec. 31 of each year.

-- ING Group Term Life Insurance: If you are enrolled in this plan, you may see a change in your deductions beginning with your January paychecks. Adjustments to your premiums are made based on your age and salary as of Jan. 1 of each year.

-- Health Care and Dependent Care Flexible Spending Accounts (FSAs): Claims for limits elected for the 2009 plan year must be filed with Aon by March 31, 2010. Services must have been rendered by Dec. 31. You can check the balance of your FSA, status of claims submitted, and pending reimbursements by registering with Aon Online at www.ncflex.selfservicenow.com.

** FSA claims kits will be mailed to employees' home addresses the last week in December. Please read the materials enclosed with the claims kit concerning when to file claims and when documentation is required.

**Receive Claim Status Updates via E-mail: You can provide your e-mail address and receive e-mail notification of your claims and payment status. Enter your e-mail address on the FSA ClaimsPlus site(www.ncflex.selfservicenow.com). You will continue to receive paper statements if no e-mail address is on file.

**Check your pay stub: Review your paycheck to verify the correct per-pay period deductions are taken out for your 2010 NCFlex FSA

account(s). If you find errors, contact Benefits Services.

--NCFlex Convenience Card: If you have an NCFlex Convenience Card, do not destroy it. New cards will not be issued for the new plan year; they are automatically reissued 30 days prior to the card expiration date.

**Requesting NCFlex Convenience Cards: Request an NCFlex Convenience Card through the ClaimsPlus Online Reimbursement System (www.ncflex.selfservicenow.com). To request dependent cards, call the NCFlex FSA Customer Service Center at 877-371-2926 and speak to a customer service representative. You can also cancel your NCFlex Convenience Card online, or by calling the NCFlex FSA Customer Service Center at 877-371-2926. It takes approximately 7-10 business days for cards to reach participants. There is a $6 annual fee, and you receive two cards per request. If you would like additional cards, there is a one-time $5 fee for each request, which is good until the card expires. These fees will be deducted from your FSA the month in which you request the card.

--Retirement Plan Limits for 2010:

The limit on contributions to a 403(b)/401(k) plan for 2010 is $16,500. If you are over the age of 50, or will turn 50 by Dec. 31, 2010, you are eligible for an additional $5,500 catch-up contribution.

The limit on contributions to a 457(b) plan for 2010 is also $16,500. If you are over the age of 50, or will turn 50 by Dec. 31, 2010, you are eligible for an additional $5,500 catch-up contribution.

Employee contributions to a 403(b) and 401(k) plan are combined together; however, employees can maximize saving opportunities by contributing to a 457(b) plan. Amounts contributed to a 457(b) plan are not combined with your 403(b) and/or 401(k) contributions.

If you have questions about your deductions or elections, email benefits@unc.edu or call 919-962-3071.

This email is sponsored by: Office of Human Resources

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Thursday, December 10, 2009 3:32 PM
To: Gore@mxp1.isis.unc.edu; Sam T <stgore@email.unc.edu>
Subject: [ackland-e-news] Annual Holiday Pajama Party - Friday, December 11

Pajama Party

Friday, December 11

Come to the Ackland this Friday for the annual holiday **Pajama Party**! From 5:00 - 7:00 PM, young children are invited to wear their pajamas to the Museum, enjoy milk and cookies, and listen to classic children's books read by Ackland staff and volunteers. Recommended for 4-8 year-olds and their families.

After the Pajama Party, enjoy music from **Wilson Hill 309** (7:00 - 9:00 PM), a Carrboro-based acoustic roots duo.

Pajama Party co-sponsored by the Orange County Literacy Council.

Free

If you are not already a member but would like to be, please join online.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of aellis@email.unc.edu
Sent: Thursday, December 10, 2009 8:20 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Basketball Tickets for Winter Break Games

---

Hey Carolina,

Looking to go to a Mens Basketball game over Winter Break?? No ticket lottery will be used for the four games over the break. These games include Presbyterian (12/12), Marshall (12/22), Rutgers (12/28) and Albany NY (12/30). Student tickets well be available on a first-come first serve basis at the Ticket Office.

Students can arrive to Ticket Office up to 4 hours before tip-off. One ticket will be given per One Card, and one One Card is allowed for each student.

Cheer on the Heels over the break! Questions? Email carolinaathleticassociation@gmail.com or visit unc.edu/caa.

Go Heels!

Annie Ellis
Carolina Athletic Association
Public Relations Co-Chair

This email is sponsored by: Carolina Athletic Association

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, December 10, 2009 8:54 PM
To: stgore@email.unc.edu
Subject: FORMAL NOTICE: H1N1 Vaccination Clinics Open to All Faculty, Staff and Students

---

Dear Campus Community,

The University is now able to offer the H1N1 vaccine to all students, faculty and staff, based on recommendations from the Centers for Disease Control and Prevention (CDC). The vaccine comes in two forms: an intranasal spray, which is indicated for healthy individuals between the ages of 2 and 49, and a shot.

The Department of Environment, Health and Safety is holding clinics for the nasal vaccine Dec. 14-16 and Jan. 6-8 in several campus locations. Health officials encourage everyone in the campus community who qualifies for the H1N1 nasal vaccine to make an appointment at one of the following clinics by going to http://www.ehs.unc.edu/ueohc/h1n1flushot.shtml.

Clinics for the nasal vaccine will be held from 9 a.m. to 4 p.m. on the following days:
-- Monday, Dec. 14: Student Union, Room 2518;
-- Tuesday, Dec. 15: Student Union, Room 2518;
-- Wednesday, Dec. 16: Student Union, Room 2518;
-- Wednesday, Jan. 6: Michael J. Hooker Building, Lower Level Atrium;
-- Thursday, Jan. 7: Friday Center, Dogwood Room; and
-- Friday, Jan. 8: Giles Horney Building, Poplar Conference Room.

People can also receive the seasonal flu vaccine during all of these clinics. The seasonal flu and H1N1 flu vaccines can safely be administered at the same time.

The nasal form of the H1N1 vaccine is safe and effective; it is indicated for healthy individuals between the ages of 2 and 49. People who should not receive the nasal vaccine - for example, people who are pregnant, are age 50 or older, or who have certain medical conditions like asthma, diabetes or an illness that causes their immune system to be suppressed - can receive the vaccine in shot form instead. (Refer to http://www.cdc.gov/vaccines/pubs/vis/downloads/vis-laiv-h1n1.pdf for information about receiving each form of the vaccine.)

Students who need to receive the shot form of the vaccine should go to Campus Health Services (http://campushealth.unc.edu, phone 966-2281). Campus Health Services will be closed Dec. 21-Jan. 3, open from 8 a.m. to 5 p.m. Jan. 4-6, closed Jan. 7, and resume regular 8 a.m. to 8 p.m. hours beginning Jan. 8. Vaccines are not given on the weekends.

Employees who need to receive the shot form of the vaccine should go to the University Employee Occupational Health Clinic (http://ehs.unc.edu/ueohc, phone 966-9119) on Monday, Wednesday, Thursday and Friday from 8:30 to 11:30 a.m. and 1 to 4 p.m.

There will be no out-of-pocket expense for the H1N1 vaccine or the seasonal flu vaccine for students or employees who have the following insurance coverage: the State Health Plan, Blue Cross Blue Shield; Partners; Aetna; Humana Gold; SummaCare; Advantra Freedom; or Medicare Part B. However, people must bring their current insurance card and a photo ID to the clinic.

Anyone who is not insured with any of these companies can still be vaccinated, but will have to pay an administrative fee of $12 (cash or check) for the H1N1 vaccine and $30 (cash or check) for the seasonal flu vaccine. The fee is paid to an outside health-care agency for the staff providing the vaccination service, not to the University.

Be sure to check Alert Carolina, http://alertcarolina.unc.edu/go/site/1395, for updates about H1N1.

Sincerely,

Mary Beth Koza
Director of the Department of Environment, Health and Safety

This email is sponsored by: Department of Environment, Health and Safety

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Friday, December 11, 2009 8:22 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Holiday Greetings from the Chancellor

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Dear Carolina students, faculty and staff:

Please click the following link to view our holiday greeting:
http://www.unc.edu/chan/holiday09.

You'll then have the opportunity to create your own Carolina card to send to your family and friends.

Happy holidays!

Holden and Patti Thorp

This email is sponsored by: Office of the Chancellor

From: nobody@notify.unc.edu on behalf of dccregistry@med.unc.edu
Sent: Friday, December 11, 2009 10:02 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Type 2 Diabetes Study at UNC

Have you been diagnosed with Type 2 Diabetes?

The UNC Diabetes Care Center is currently seeking volunteers ages 18-75 with type 2 diabetes who are using oral medication or diet and exercise alone.
Volunteers, who are not well controlled, are needed for this research study which is looking to see the effect on blood sugar control of an investigational medication.
The study medication has been approved by the U.S. Food and Drug Administration (FDA) to treat arthritis but it has not been approved for diabetes.
Study involves 12 visits to the UNC Diabetes Care Center over approximately 1 year. Eligible participants will take either the investigational medication or placebo (pill with no active medication).
Study related benefits at no cost to participants include, study medication, related lab testing, ECGs, physical exams, glucose monitoring and compensation for your time.

For more information please call:

Laura Ely Clinical Research Coordinator
UNC Diabetes Care Center
484 0931 ext 273
lely@med.unc.edu

IRB Approval Study No. 08-1949. Approval Date 12/17/2008. UNC Biomedical IRB Approval by Full Board Review

This email is sponsored by: Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of mindfulness@med.unc.edu
Sent: Monday, December 14, 2009 8:27 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: MINDFULNESS-BASED COURSES FOR STRESS & PAIN MANAGEMENT-REGISTER NOW!

Are you or someone you know looking for a new way to deal with stress, anxiety, pain, difficult interactions with others during and following the holidays?

Uncertain of what to get loved ones for the holidays?

What better way to say "I care" than giving a class in mindfulness-based stress relief after the "hectivity" of the holidays! This can be the perfect gift for yourself or for someone who is dear. Enter the New Year with new skills for dealing with life stresses!

The UNC Mindfulness-based Program for Stress and Pain Management offers training in meditation and mind-body awareness that will teach you how to slow down, set priorities and stay calm, focused and relaxed in the midst of a busy life. These practices will enhance your body's natural adaptive healing ability and will cultivate the mind's clarity and insight.

This program follows Jon Kabat-Zinn's model and is offered by the Program on Integrative Medicine at UNC (Department of Physical Medicine & Rehabilitation).

WINTER 2010 MINDFULNESS COURSES ON CAMPUS:
1)Tuesday evenings, 6:00-8:30pm, beginning January 5 (required orientation)
through March 2, 2010, taught by Mary Love May
2)Thursday evenings, 6:30-9:00pm, beginning February 4 (required orientation)
through April 1, 2010, taught by Paula Huffman

WINTER 2010 MINDFULNESS COURSES AT UNC WELLNESS CENTER AT MEADOWMONT:
1)Tuesday mornings, 9:30am-12:00 noon, beginning January 5 (required orientation) through March 2, 2010, taught by Mary Love May
2)Wednesday mornings, 9:30am-12:00 noon, beginning February 4 (required orientation on Thursday) through March 31, 2010, taught by Paula Huffman

WINTER 2010 MINDFULNESS COURSE AT UNC COMPREHENSIVE CANCER SUPPORT PROGRAM (CCSP) AT CAROLINA POINTE II (this is a new program specifically for cancer survivors and their supporters):
1)Tuesday aftenoons, 1:00-3:00 pm, January 19-March 16, 2010., taught by Dr.
Susan Head
*CCSP is located at 6013 Farrington Road, Suite 101, Chapel Hill NC

Two GRADUATE COURSES will be offered this winter for those who have taken the basic foundation course:
1)"MINDFUL PARENTING" will be held at UNC Wellness Center at Meadowmont on
Tuesday mornings, 9:30am-12:00 noon, beginning March 23 through April 13, 2010
2)"NAVIGATING RELATIONSHIPS THROUGH MINDFULNESS" will be held on campus Tuesday
evenings, 6:00-8:30pm, beginning March 23 through April 13, 2010

Both classes are taught by Mary Love May.

For additional information about classes, tuition, and tuition reductions for research participation, visit the Program on Integrative Medicine website at http://pim.med.unc.edu/mindfulness.html

To register for these mindfulness courses, complete the registration form on the Program on Integrative Medicine website, http://pim.med.unc.edu/mindfulness.html. Contact the Program by phone at 919-966-8586 or by email at mindfulness@med.unc.edu

This email is sponsored by: Physical Medicine & Rehabilitation

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, December 15, 2009 3:50 PM
To: Gore@mxp0.isis.unc.edu; Sam T <stgore@email.unc.edu>
Subject: [ackland-e-news] Make a Gift this Year

You Make It Possible

Dear friends,

For over half a century, the Ackland Art Museum has provided access to world class exhibitions, rich community programming, and innovative educational opportunities - all free of charge. University funding only covers about half of our annual operating costs. The rest comes from supporters like you. This holiday season, please consider giving to the Ackland and helping us continue to bring a world of art and ideas to our community.

There are several convenient ways to give:

1. Make a secure gift over the internet. Indicate that you wish to give to the Ackland Art Museum Annual Giving Fund #5041.

2. If you prefer to make a donation by check, make it payable to the Ackland Art Museum and indicate that it is designated for Annual Giving Fund #5041. Mail to:
Kyle Fitch, Director of Annual Giving
Ackland Art Museum
The University of North Carolina at Chapel Hill
Campus Box 3400
Chapel Hill, NC 27599-3400

Your gift to the Ackland is 100% tax deductible. If you would like to speak directly with Kyle Fitch, Director of Annual Giving, about your gift, contact her at 919.843.3676 or kyle_fitch@unc.edu.

Read more about what your support made possible at the Ackland this year.

Remember, a gift to the Ackland not only rewards you and your family, but also the community at large. **Thank you for giving to the Ackland!**

Happy Holidays,

Emily Kass
Director

If you are not already a member but would like to be, please join online.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of ccps@unc.edu
Sent: Tuesday, December 15, 2009 8:19 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Recognize those who've made a difference at Carolina!

To all UNC students, faculty, and staff,

Look around. Do you see students, faculty or staff or know of programs that have made a significant difference in the lives of people and communities in North Carolina? Although few of them dedicate themselves to public service and engaged scholarship for the recognition, don't you think they deserve to be honored? If so, nominate them for a 2010 Public Service Award!

The Carolina Center for Public Service (CCPS) announces its call for nominations for three awards: the Ned Brooks Award for Public Service, the Robert E. Bryan Public Service Award, and the Office of the Provost Engaged Scholarship Award. These prestigious awards recognize individual students, faculty, staff and University units for extraordinary public service and engaged scholarship. Winners receive a monetary award and will be honored at the annual Public Service Awards reception scheduled for Friday April 16, 2010.

Nominations may be submitted by students, staff, faculty, and/or community members and are due by 5:00 PM on Friday February 5, 2010. Nominators are cautioned to review the criteria for each award to ensure their nomination is aligned with stated requirements for the award.

To obtain detailed information on each award and access the on-line nomination form, go to the Carolina Center for Public Service website:
http://www.unc.edu/cps/public-service-awards-index.php
You can also get tips on writing effective nominations at this site.

Questions may be directed to ccps@unc.edu or 843-7568.

This email is sponsored by: Carolina Center for Public Service CCPS

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Veronica D. Bellamy <cookee@email.unc.edu>

Sent: Wednesday, December 16, 2009 3:29 PM

To: Nancy Allen <nancy.allen@duke.edu>; Hayti Heritage Center <info@hayti.org>; Ian Baucom <ibaucom@duke.edu>; Kenny Lewis <communication@kennethlewisforsenate.com>; Rosa Perelmuter <rpperelm@email.unc.edu>; Kendra McKinney <kendra.mckinney@duke.edu>; J. Lorand Matory <J.lorandmatory@duke.edu>; Connie Blackmore <connie.blackmore@duke.edu>; Julius E Nyang Oro <JEN321@email.unc.edu>; Travis Gore <stgore@email.unc.edu>; Alicia Altmueller <alicia_altmueller@unc.edu>; Larry Band <lband@email.unc.edu>; Donna M Bickford <dbickford@unc.edu>; Lynn Blanchard <blanchard@unc.edu>; Paula Borden <pborden@email.unc.edu>; Todd Boyette <todd_boyette@unc.edu>; Martha Cox <martha_cox@unc.edu>; Joseph F Jordan <jfjordan@email.unc.edu>; Emily Kass <eskass@email.unc.edu>; Clara Sue Kidwell <ckidwell@email.unc.edu>; Robert Locke <rjlocke@email.unc.edu>; Norm Loewenthal <norm_loewenthal@unc.edu>; Robert Phay <phay@unc.edu>; Judith Rizzo <jrizzo@hunt-institute.org>; Niklaus Steiner <nsteiner@unc.edu>; Carol Tresolini <Carol_Tresolini@unc.edu>; Ruth Walden <walden@email.unc.edu>; Harry L Watson <hwatson@email.unc.edu>; Peter White <pswhite@unc.edu>; Julianne Malveaux <jmalveaux@bennett.edu>; Valerie Johnson <vajohnson@bennett.edu>; Joseph Graves <gravesjl@ncat.edu>; Harold Martin <hmartin@ncat.edu>; Wanda Coneal <wconeal@nccu.edu>; Carlton Wilson <cwilson@nccu.edu>; Josh Nadel <jnadel@nccu.edu>; Rachelle Gold <rgold@nccu.edu>; Charlie Nelms <cnelms@nccu.edu>; Chanequa Walker-Barnes <cwalker@shawu.edu>; Dorothy Cowser Yancy <dyancy@shawu.edu>; David Legette <legettel@wssu.edu>; Donna Wiggins <wigginsd@wssu.edu>; Donald Julian Reaves <reavesdj@wssu.edu>; James A. Anderson <janderson@uncfsu.edu>; Gloria Rowland <grrowland@st-aug.edu>; Jerlando F. L. Jackson <jjackson@caarpweb.org>; Melissa A. Pearson <mpearson@claflin.edu>; Frederick C. Harris <fh2170@columbia.edu>; Manning Marable <mm247@columbia.edu>; Salah M. Hassan <sh40@cornell.edu>; Kerry L. Haynie <klhaynie@duke.edu>; Paula D. McClain <pmcclain@duke.edu>; sandy <william.darity@duke.edu>; Karen Jean Hunt <franklin-collection@duke.edu>; Henry Louis Gates, Jr. <hgates@fas.harvard.edu>; Florence Bonner <fbonner@howard.edu>; Thomas Battle <tbattle@howard.edu>; Alferdteen Harrison <alferdteen.b.harrison@jsums.edu>; Ben Vinson, III <bvinson2@jhu.edu>; Cynthia Trawick <ctrawick@morehouse.edu>; dsingleton@nccu.edu; Richard L. O'Bryant <r.o'bryant@neu.edu>; Darlene Clark Hine <d-hine@northwestern.edu>; Ronald Stephenson <johnsod5@ohio.edu>; Lovalerie King <luk13@psu.edu>; Eddie Glaude <esglaude@princeton.edu>; Clayborne Carson <ccarson@stanford.edu>; Jennifer L. Eberhardt <jle@psych.stanford.edu>; Derrick P. Alridge <dalridge@uga.edu>; Daniel Littlefield <littlefield-dan@sc.edu>; Rebecca Reviere <rreviere@howard.edu>; C. Matthew Snipp <snipp@stanford.edu>

Subject: IAAR Newsletter Vol. 1, No. 3

Attach: The_Carolina_Catalyst_vol_1_no_3_Winter_2009[1].pdf; cookee.vcf

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Please find attached the latest edition of THE CAROLINA CATALYST,
newsletter of the Institute of African American Research at the
University of North Carolina at Chapel Hill.

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

OFFICIAL E-NEWSLETTER OF THE INSTITUTE OF AFRICAN AMERICAN RESEARCH

The Carolina Catalyst

WINTER ISSUE 2009 VOLUME 1 NUMBER 3

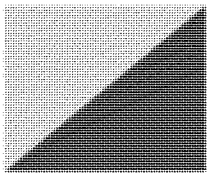

UNC and Duke Co-Host Productive, Timely, and Insightful African American Economic Summit

African Americans may be facing more adversity in the current US economic downturn in more key areas than other Americans. This predicament presents a challenge to African American's long-term survival in America, at least according to lively expert discussion at the recent African American Economic Summit.

The Summit, which was held on November 1 -2, was co-hosted by the Institute of African American Research (IAAR) at the University of North Carolina at Chapel Hill and the Research Network on Racial and Ethnic Inequality (RNREI) at Duke University.

The Summit included expert panelists who examined policies related to health, wealth, housing, education and labor, and incarceration and economics.

Day 1 general welcomes were given by Dr. Fatimah L.C. Jackson, IAAR Director, and by UNC Interim Provost and Vice Chancellor, Bruce Carney. Ferrel Guillory, Director of UNC-CH's Program on Public Life, spoke on "A Changing South: People and Politics in the 2008 Election". Andrea Harris, Director of the NC Institute of Minority Economic Development, spoke on "The Economic Situation of North Carolina African Americans."

These presentations set the stage for the Summit which hosted over 30 scholars and a well-integrated audience of faculty, students, and community members. After the public presentations and a reception, the core group of scholars divided into working groups to discuss a set of questions developed for each of the topical areas of the Summit. Their responses to these questions (see insert) were then collated and have subsequently been returned to the speakers for further elaboration and refinement.

Day 2 of the Summit was opened by Dr. William A. Darity, Jr., RNREI Director, with a welcome and an overview of the effect of the economic crisis on African Americans. Duke University Vice Provost for Faculty Diversity and Faculty Development, Dr. Nancy Allen gave Day 2's welcome on behalf of Duke University. Six key presentations then followed with an average of three scholarly commentaries on each key presentation. Copies of the key presentations and many of the commentaries were distributed in advance to Summit participants.

At Day 2's post-Summit breakout panelists responded to the key presentations in efforts to formulate policy suggestions. Panelists have agreed to continue working through policy issues brought up at the Summit and to work on producing a viable end product for publication. Evaluations of the Summit are being tallied and a range of end products are being considered for each of the topics discussed at the Summit.

(see African American Economic Summit p. 2)

SPECIAL TOPICS OF INTEREST IN THIS ISSUE:

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AAES: African American Economic Summit

(continued from front page)

The UNC-Duke African American Economic Summit represents a premier effort to bring together scholars with expertise in economics and related disciplines to not only discuss the magnitude of the economic crisis among African Americans, but to also develop policy recommendations and potential intervention strategies to ameliorate the most negative consequences of the Great Recession on this group of Americans. It is hoped that the African American Economic Summit will serve as a stimulus for future forums that will continue to develop sophisticated and sustainable approaches to counter the devastating effects of the economic crisis. **

Key Topics Discussed at Recent African American Economic Summit

Among the topics panelists considered were: the possible impact of the public option on African American economic health; some characteristics of the racial wealth gap; tax advantages for renters and homeowners; correlations of educational attainment among African Americans and their employment opportunities; and prison training programs on the rate of recidivism, among others. Results of these discussions will be published in several formats. A brief summary of some of the ideas discussed on Day 1 are presented on pages 14-18 of this issue of *The Carolina Catalyst* ***

PICTURES FROM THE AFRICAN AMERICAN ECONOMIC SUMMIT, NOVEMBER 1-2, 2009

(Photos by Dr. Tomeiko Carter)

Sessions at UNC-Chapel Hill's Institute for the Arts and Humanities on Day 1 of the Summit (November 1, 2009)

Sessions at Duke University on Day 2 of the Summit (November 2, 2009)

Comments from the Conference Organizers .....

"The economic crisis is so dire that the Summit was one of the few times that economists with expertise in the issues facing African Americans have had a collective voice in making policy recommendations."
Fatimah L.C. Jackson (UNC-CH)

"There has never been a forum to construct a policy agenda addressing the economic crisis in black America conducted by black economists. The premise behind the Summit is that the combination of the current economic crisis and ongoing black-white disparities make it compelling that the voice of black economists be heard." **William A. (Sandy) Darity, Jr.** (Duke)

Summary of AAES Expert Comments on pages 12-18

The Role of Archival Studies in African American Research

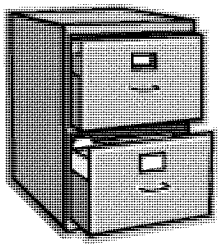

When I began research on Virginia Broughton, a nineteenth-century National Baptist Missionary, I knew that it would require me to visit several archives. Although I have visited many libraries and archives over the course of the years that I have worked on Broughton, my most rewarding experience came during my visit to the Special Collections Department of the John Hope and Aurelia E. Franklin Library, Fisk University. As one of many historically black colleges and universities (HBCUs) in the US and the one which Broughton attended, Fisk, specifically its library and special collections department, has become a repository of historical information on African Americans, their social, educational, and religious experiences, and the "friends" who aided their causes. For me, Fisk University's archives opened up a world of first-hand knowledge through primary sources such as letters, personal notes, and autobiographies and through secondary sources such as special directories and printed pamphlets. I was able to witness the thoughts, intellectual musings, and feelings of African Americans who lived decades, even a century earlier! Having those perspectives available to me in a contemporaneous setting underscored that such archived materials help researchers to span time, connecting generations. As manager of research produced through IAAR's Endogenous Knowledge Unit (EKU), I am aware that having primary resources about African Americans readily available is an invaluable asset in cataloguing often underrepresented experiences. Luckily, UNC-Chapel Hill also has vast repositories of African American archives, mainly housed at Wilson Library.

The Southern Historical Collection is an invaluable asset in cataloguing often underrepresented African American experiences. Luckily, UNC-Chapel Hill also has vast repositories of African American archives, mainly housed at the Wilson Library. From the Southern Historical Collection, to the North Carolina Collection, to the online Carolina Digital Library & Archives' Documenting the American South Project, the Chapel Hill Campus has shown a commitment to recording and making available the lived experiences of African Americans through archived materials. In fact, the Southern Historical Collection is producing a revised online guide showcasing its collection on African American archival materials from October 8, 2009 through February 5, 2010 ("We Shall Not Be Moved: African Americans in the South, 18th Century to Present"; Melba Remig Saltarelli Room, 3rd Floor, Wilson Library). Most importantly, however, African Americans and their supporters must continue to preserve and to donate their materials to archives and libraries so that these materials will be available as vast resources for future scholars and community researchers.

Tomeiko Ashford Carter, Ph.D.
tashford@email.unc.edu

DETAIL OF THE UNSUNG HEROES MEMORIAL AT THE UNIVERSITY OF NORTH CAROLINA CHAPEL HILL CAMPUS

(Photo by Dr. Jesse Hardin)

IAAR Spotlights the Humanities with Competition

The Institute of African American Research (IAAR) will offer a $1000 prize for the best cross-disciplinary, collaborative effort in the Arts and Humanities that yields a historically-grounded script on a topic of African American research. Established and aspiring scholars and writers with expertise in creative writing, literary criticism, philosophy, history, communications, performance studies, and other relevant disciplines are encouraged to apply. Submitted scripts will be considered for production. There are no limits on the historical time frame or genre of writing. Scripts should be submitted electronically and in hardcopy format to the IAAR by **March 1, 2010**. Acceptable submissions should reflect African American sensibilities, cultural norms, and perspectives. Submissions should be no more than 50 pages in length, double-spaced. Contributions become the property of IAAR which will retain exclusive rights for subsequent distribution and use. Entries will be judged by a panel of experts in the Arts and Humanities. Faculty, staff, students, and community members are welcome to apply. The contest is sponsored by the Endogenous Knowledge Unit (EKU) of the IAAR. Two hardcopies of each submitted script should be sent to EKU, IAAR, 150 South Road, Campus Box 3393, University of North Carolina, Chapel Hill, NC 27599-3393, USA. An electronic version of the same submission should be sent to: iaar@email.unc.edu
Submissions will be judged by experts in script writing and the winners of this contest will be acknowledged during the Spring 2010 reception of the African American Studies Consortium hosted by the IAAR. There are no limit to the number of entries that can be submitted. ***

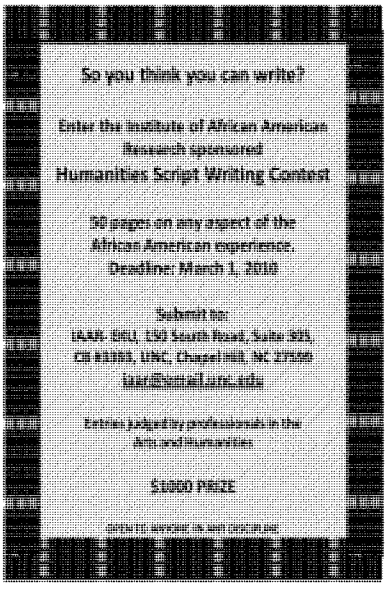
So you think you can write?

Enter the Institute of African American Research sponsored

Humanities Script Writing Contest

50 pages on any aspect of the African American experience.
Deadline: March 1, 2010

Submit to:
IAAR, EKU, 150 South Road, Suite 325, CB #3393, UNC, Chapel Hill, NC 27599
iaar@email.unc.edu

Entries judged by professionals in the Arts and Humanities

$1000 PRIZE

Open to anyone in any discipline

DEADLINE:
March 1, 2010
ELECTRONIC SUBMISSION:
iaar@email.unc.edu

IN PICTURES: Dr. J. Lee Greene donates beautiful hand-carved table to IAAR Reception Area

Pictures courtesy of Dr. Connie Eble.

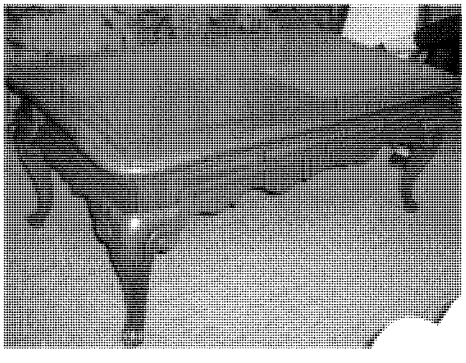

This is the lovely large cherry table that now graces the IAAR Reception Area.

The venerable Dr. J. Lee Greene enjoying a cup of lemonade at the Friday Tea.

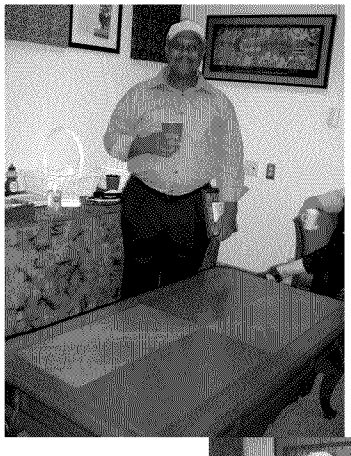

Dr. Greene in front of the grand table.

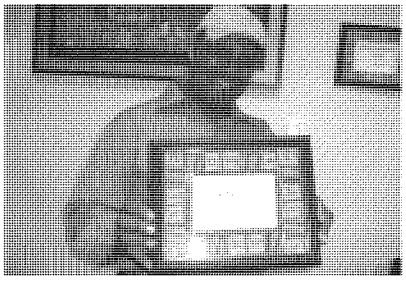

Dr. Greene holds a plaque acknowledging his generous donation at a recent Friday Tea held at the Institute.

Dr. Greene and colleague Dr. Connie C. Eble.

Our Children's Place to Host IAAR Friday Tea on February 26th, 2010 — 2-4 pm

Our Children's Place, one of IAAR's neighbors at the Stone Center, is creating a residential facility which will allow North Carolina infants and preschoolers to live with their mothers while the women serve out their sentences for non-violent offenses. Our H.A.T.S. (Handcrafted And Totally Special) project,

which has expanded well beyond hats, is an important part of our community outreach and education work. These items are handcrafted by female inmates at the North Carolina Correctional Institution for Women and members of the community. Some of these products are depicted in the pictures to the left. People who choose to make a donation in exchange for a hat or other handcrafted item walk away with a tangible reminder of the women and children on whom Our

Children's Place is focused. To learn more about Our Children's Place and H.A.T.S., call (919) 843-2670 or go to: www.ourchildrensplace.com

Melissa Radcliff
Director, Our Children's Place

SUPPORT THE MISSION OF OUR CHILDREN'S PLACE!

MORE NEWS ON THE HOSTED IAAR FRIDAY TEAS AND SEMINARS ON PAGE 7 OF THIS ISSUE OF *THE CAROLINA CATALYST*

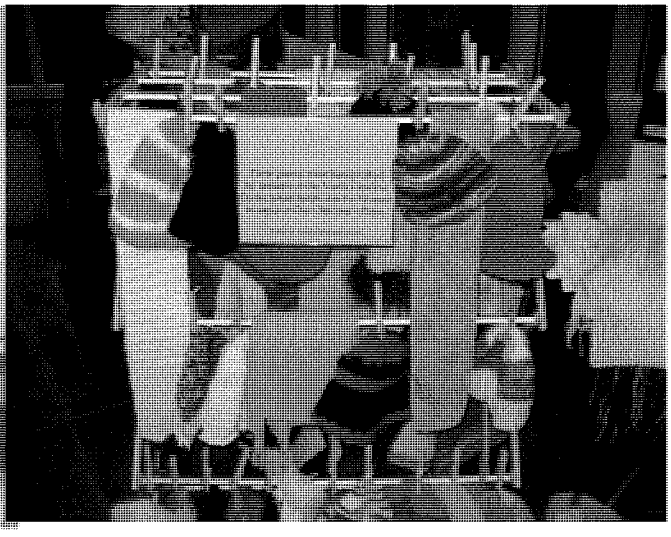

SOME OF THE H.A.T.S. PRODUCTS THAT WILL BE AVAILABLE ON FRIDAY, FEBRUARY 26TH, 2010, 2-4 PM, 309 STONE CENTER, UNC-CHAPEL HILL CAMPUS

Fatimah Jackson gives keynote address at Health Disparities Conference in US Virgin Islands and pursues Research Collaborations for IAAR

On Friday, October 16th, 2009, Dr. Fatimah Jackson, Director of IAAR gave the keynote presentation for the 2nd Annual Health Disparities Institute at St. John, US Virgin Islands. The Institute was hosted by the Caribbean Exploratory National Center for Minority Health Disparities Research Center. Dr. Jackson received a standing ovation from the audience of about 200 individuals for her talk on "Culture and Health Disparities: Perspectives from Anthropology and Biology".

Also speaking at the Health Disparities conference was Dr. Margaret Heckler, Former Secretary, Department of Health and Human Services (during the Reagan Administration) and Ambassador to Ireland. Former Secretary Heckler (center) is pictured speaking with Dr. Jackson (to the right) and Dr. Gloria Callwood (pictured on the left), Director of the National Center for Minority Health Disparities in the US Virgin Islands and conference organizer.

As a consequence of the very positive reception afforded Dr. Jackson, she is now pursuing, on behalf of the IAAR, a research collaboration with the Caribbean Exploratory National Center for Minority Health Disparities Research Center at the University of the Virgin Islands. The research collaboration will hopefully allow IAAR to expand its own research base, affiliate with a HBCU in the Caribbean for comparative studies, and strengthen the Institute's links with UNC's School of Nursing. ***

IAAR Undergraduates Attend Anna Deveare Smith Tea

On Friday, September 11, 2009, at least three undergraduates representing the Institute of African American Research attended a tea in honor of actress , author, and activist Anna Deveare Smith. IAAR student attendees included Jennifer Boone, Whitney Garrison, and Ashley Koonce. These students were chosen by their professors and mentors for their demonstration of academic excellence. Ms. Smith gave the Frank Porter Graham Lecture this fall on "Finding Grace and Kindness in a Winner-Take-All Society," at 7:30 pm Friday night in Memorial Hall on Cameron Avenue on campus. She also appeared in conjunction with the NC Literary Festival.***

Spring 2010 Calendar for Friday Teas

Our Friday Teas continue to attract many faculty, students, and staff from UNC and the larger community. These settings are ideal for interdisciplinary dialogue, exchange of ideas, and developing a spirit of collegiality on the campus. IAAR will continue these Friday Teas into the Spring 2010 semester. This semester, however, the Friday Teas will be hosted by various organizations and/or feature a 20 minute mini-seminar by one of our Research Fellows, Senior Scholars, or special guests. Teas begin at 2 pm during the Spring semester!

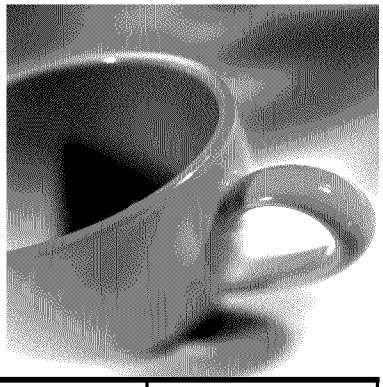

Friday, January 15th, 2010 2 pm—4 pm **Charmaine Royal** (Duke University) Guest of Bill Jenkins, Senior Scholar Seminar Topic: *"Race Medicine"*	Friday, January 29th, 2010 2 pm—4 pm Diversity Education Team (**Donna Bickford, Cookie Newsom, Beth Kurtz-Costes**) Seminar Topic: *"Intersections between race/ gender"*	Friday, February 12th, 2010, 2 pm—4 pm **Charlene Chester**, Research Fellow Seminar Topic: *"Minority adjustment in transracial adoption"*	Friday, February 26th, 2010, 2 pm—4 pm **Melissa Radcliff** Our Children's Place Seminar Topic: *"Impact of maternal incarceration on children and families"*	Friday, March 26th, 2010 2 pm—4 pm **Monique McMillian-Robinson**, Research Fellow Seminar Topic: *"Do gender differences exist in the academic identification of African American elementary school aged children?*	Friday, April 9th, 2010 2 pm—4 pm **Lolita Gutierrez-Brockington**, Senior Scholar Seminar Topic: *"(Re)Searching colonial demographics through Parish records: Africans in the Andes 1550-1820"*
Friday, April 23rd, 2010 2 pm—4 pm **Jesse Hardin**, Research Fellow Seminar Topic: *"Organizing Community Gardens to Address Health Disparities"*					

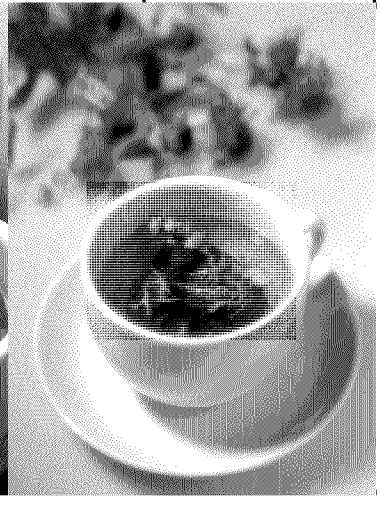

HOSTED FRIDAY TEAS AND SEMINARS NOW BEGIN AT 2 PM AND END AT 4 PM. TEAS ARE FREE AND OPEN. FACULTY, STAFF, STUDENTS, AND COMMUNITY MEMBERS ARE ENCOURAGED TO JOIN US. ALL TEAS WILL MEET IN SUITE 309 STONE CENTER, 150 SOUTH ROAD, UNC CAMPUS, CHAPEL HILL, NC 27599. SEMINARS WILL BE GIVEN AT THE SAME LOCATION. WELCOME AND ENJOY!

UPDA
ON OUR STAFF, RESEARCH FELLOWS, AND

Tomeiko Carter

- Dr. Carter gave the following campus presentations: 09.21.2009--African American Studies Consortium, "New Director and New Directions of IAAR (Dr. Jackson's Proposed IAAR Projects)." and 09.24.2009--Carolina Postdoctoral Program for Faculty Diversity (CPPFD). "New Director and New Directions of IAAR (Dr. Jackson's Proposed IAAR Projects)."
- On 09.24.2009--Dr. Carter served on a panel of former CPPFD postdocs.

Charlene Chester

- Dr. Chester submitted a poster to the Society for Research on Adolescents entitled Quality of Sibling Relationships in Adolescence and Young Adulthood: Genetic and Environmental Influences
- Dr. Chester submitted a paper to the International Conference on Adoption and she gave a talk at the Developmental Psychology Department Proseminar on Oct. 14, 2009 entitled Birth Parent Adjustment Post Child Placement: Is There A Special Concern for Transracial Adoption.

Jesse Hardin

- Dr. Hardin co-authored with Dr. Fatimah Jackson a manuscript entitled: Applications of natural products in the control of mosquito-transmitted diseases. It was submitted to the African Journal of Biotechnology

ABSTRACT Mosquito-transmitted diseases remain one of the most significant causes of mortality on the African continent, despite successes in controlling these diseases in other regions of the world. The disproportionate impact in areas of poverty suggests a need for control that is efficient and does not require complex technological control strategies. Focusing on the vectors of disease, the mosquito, there are many alternatives to synthetic, chemical pesticides that await discovery and development. Although some natural products have been described, there is still a need for continuing research that incorporates endogenous knowledge in the selection process for potential vector control candidates. Recent experiments using natural products are summarized. Ultimately, a paradigm shift in research that evaluates natural products in a comparative manner will help to produce new materials for effective and efficient control of vectors and thereby achieve sustainable reduction of the impacts from the diseases they carry.

Bill Jenkins

- Dr. Jenkins recently presented at the Gillings School of Global Public Health for the ECHO Program on the "Ethics of Participatory Research"

ABSTRACT Participatory research has become an approach in greater use over the past decade. While this approach offers real benefits to the research community, its benefits to the under-resourced communities may only be realized in limited circumstances. This presentation reviewed some of the history of research in under-resourced communities focusing on ethics and specifically on "The Tuskegee Study of Untreated Syphilis in the Negro Male". A hierarchy of levels of participation in community based research. It is observed that the most infamous study in medical research met many of the criteria used in community participatory research today. Thus, the community participatory research approach does not in itself guarantee an ethical study.

- Dr. Jenkins is a member of the Combined External Advisory Boards for the National Center on Minority Health and Health Disparities, the Center for Research on Minority Health (CRMH), and the Gulf Coast Trans-disciplinary Research Center on Minority Health, reviewed programs and plans, made observations and recommendations for

A T E S
SENIOR SCHOLARS RECENT ACTIVITIES

- Center on Minority Health, reviewed programs and plans, made observations and recommendations for your consideration as part of the strategic plan for the M D Anderson Cancer Center. The seeks to enhance measurable impact on cancer burden on Minority populations through more focused and organized community outreach, related research and prevention activities.

Fatimah Jackson

- Dr. Jackson recently gave a presentation at the University of Texas School of Public Health in Houston entitled Biocultural Influences on Health Disparities: Insights from Anthropology and Biology.
- Dr. Jackson gave a campus-wide presentation at Howard University for the Freshman Class on the topic of The Importance of Interdisciplinary Studies in the 21st Century.
- Dr. Jackson gave the plenary session at the University of the Virgin Island's Health Disparity Conference (see page 6 of this issue of *The Carolina Catalyst* for details).
- Dr. Jackson gave a presentation at UNC's Infectious Disease Consortium on Roles of Phytochemicals in the Control of Malaria and Schistosomiasis: Direct and Indirect Effects, ID/CFAR, Lineberger Conference Room.
- Dr. Jackson submitted an abstract to the American Society of Human Genetics, Invited Social Issues Section: African mtDNA haplotypes reveal multiple and diverse African ethnic, linguistic and geographical affiliations to be puglished in the *American Journal of Human Genetics.*
- Dr. Jackson authored (with S. Keita and L. Borgelin) a Commentary that was accepted in the *American Journal of Physical Anthropology* entitled: Commentary on the Fulani (Hassan et al): Geographical, Genetic, and Historical Reconsiderations on Fulani Population History. *IN PRESS*
- Dr. Jackson wrote (with L. Borgelin [Arizona] a chapter that was accepted for publication entitled: **Jackson FLC** and Borgelin LFJ 2009 How Genetics Can Provide Detail to the Transatlantic African Diaspora IN *The African Diaspora*, Edited by Tejumola Olaniyan and James H. Sweet, Indiana University Press, *IN PRESS*

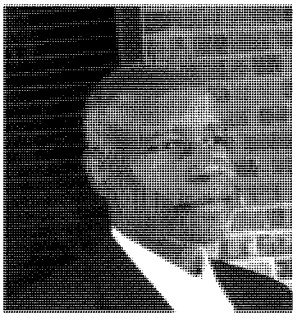

Dr. Bill Jenkins Receives the Abraham Lilienfeld Award at the 2009 American Public Health Association Annual Meetings

Bill Jenkins, Ph.D., MPH (pictured to the left) was recently presented with the prestigious Lilienfeld Award which recognizes excellence in the teaching of epidemiology during the course of a career. Among the many achievements of his career, Dr. Jenkins is credited with promoting the teaching of epidemiology and the development of the first MPH program at Morehouse School of Medicine in 1992. He continues to teach medical, graduate and undergraduate students in epidemiology, biostatistics and public health.

For the select holders of the Lilienfeld Award, excellence in teaching is exhibited in effective classroom lectures, professional seminars or workshops, publications of substantial pedagogical or methodological importance for students and professional epidemiologists or students who have made worthwhile contributions to the improvement of public health; Evidence of incorporating both historic and innovative epidemiologic concepts and methods in teaching; evidence of ability to communicate difficult of complex ideas in clear, understandable language or using innovative methods; evidence of influence on students or young professionals as teacher or mentor.

We salute Dr. Jenkins in this accomplishment and congratulate him on this important recognition. Dr. Jenkins is currently on staff at the Institute of African American Research where he is Resident Epidemiologist. ***

Senior Scholars Invited to Affiliate with IAAR

The Institute of African American Research very recently launched a Senior Scholars program / The program is designed to offer a two-year appointment for scholars wishing to have an intellectually supportive environment within which to complete a major research project. Senior Scholars are generally at the level of full or associate professor, experienced in teaching and research, and have held an earned doctoral degree for 10-15 years or more.

The Senior Scholar position can be combined with sabbatical leave, external fellowship support, or other mechanisms to allow for two consecutive years of Senior Scholar status. The selection process is competitive with success applicants reviewed by our External Advisory Board.

Senior Scholar research projects that would benefit from IAAR programmatic support (e.g., conferences resulting in edited volumes, workshops leading to the generation of original data) are particularly encouraged.

IAAR financial support for Senior Scholars is limited, and we regret that the status of the national economy does not allow us to offer fellowships to support housing, living expenses, child/spouse support, or travel. However, Senior Scholars will receive access privileges to UNC facilities, help in locating housing, and assistance in the publication and public presentation of their work. Institute resources available to Senior Scholars include telephone, library, photocopy, computer access, and bibliographic retrieval services. During Year 2, Senior Scholars will be assigned an undergraduate research assistant to help them in the completion of their project.

Senior Scholars' obligation to the IAAR includes an expectation that IAAR will be acknowledged in all publications, reports, and creative projects resulting from the Senior Scholar opportunity. Additionally, Senior Scholars are expected to give an in-house seminar during Year 1 of their tenure and a campus–wide seminar during Year 2. ***

We would like to invite you to apply to be a Senior Scholar at the IAAR. Application are available at the IAAR Front Desk (cookie@unc.edu Direct any inquiries to Dr. Fatimah L.C. Jackson, IAAR Director fatimahj@email.unc.edu

919-843-1898. ***

IAAR awarded Diversity Incentive Fund grant in October 2009

The IAAR was recently awarded a Diversity Incentive Fund (DIF) grant for $2,000. This grant allowed the IAAR to make the public and private sessions of the African American Economic Summit accessible to the hearing impaired. We at IAAR are grateful for this generous award and the opportunity it provides for the deliberations of Summit scholars to be more broadly heard and un-

WHY DONATE TO IAAR?

IAAR seeks donations to support our research, service, and stewardship initiatives.

Make a gift today to support the Institute of African American Research. Your gift will allow IAAR at UNC-CH to fulfill its mission and continue to be one of the leading public research institutions in the world. Your support will provide opportunities for diverse and high quality research on the African American experience, facilitate the training of the next generation of scholars, and improve the quantity of studies done on peoples of African descent. Become a supporter of IAAR today! Please download, printout, and mail the gift and pledge slip on the last page of this issue of *The Carolina Catalyst.*

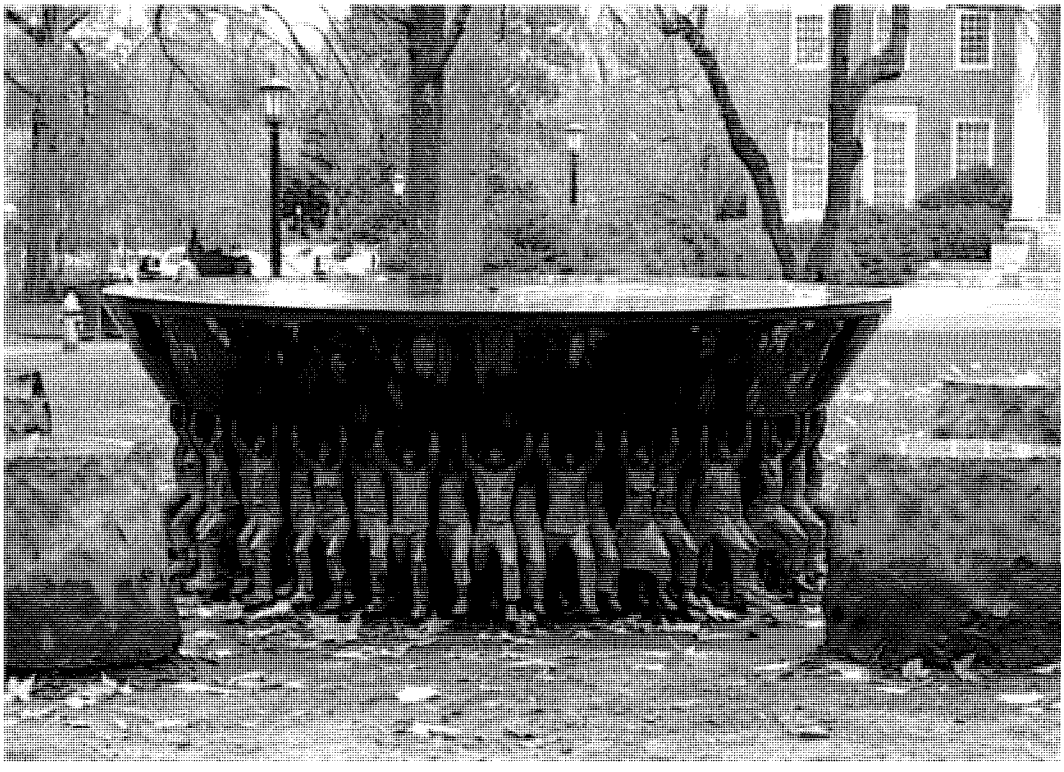

UNSUNG HEROES MEMORIAL ON THE CAMPUS OF THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL COMMEMORATES THE SACRIFICES OF NORTH CAROLINA'S AFRICAN AMERICAN POPULATION IN THE DEVELOPMENT OF THE UNIVERSITY, STATE, AND THE NATION. THE MEMORIAL CONTINUES TO INSPIRE MANY TO REACH HIGHER, DREAM MORE DEEPLY, AND STRIVE TO ACCOMPLISH MUCH. WE AT THE IAAR ARE MOTIVATED BY THIS MEMORIAL AS WELL.

(Photo by Dr. Jesse Hardin)

Summer student internships available for 2010 at IAAR

Are you looking for a challenging summer internship for 2010? Do you know of a highly motivated student who would benefit from such an opportunity? IAAR is currently soliciting applications from students for the following summer positions:

- Research Assistant for the Endogenous Knowledge Unit
- Research Assistant for the Integrated Research Liaison Unit
- Research Assistant for the Research Technology Laboratory
- Research Assistant to the Director

Please contact Veronica Bellamy for applications: (cookee@email.unc.edu)

So you think you can write?

Enter the Institute of African American Research sponsored Humanities Script Writing Contest

50 pages on any aspect of the African American experience. Deadline: March 1, 2010

Submit to:

IAAR, CB#3395, 150 South Road, Suite 305, CB#3395, UNC, Chapel Hill, NC 27599

iaar@email.unc.edu

Entries judged by professionals in the Arts and Humanities

$1000 PRIZE

IAAR Seeks Judges for the March 2010 Humanities Script Writing Contest

The Institute of African American Research (IAAR) at the University of North Carolina at Chapel Hill requests the assistance of experts in the Arts and Humanities to act as judges for its Spring 2010 Humanities Writing Competition. The competition seeks the best cross-disciplinary, collaborative effort in the Arts and Humanities that yields a historically-grounded script on a topic that emphasizes the African American experience. The contest is open to anyone in any discipline and established and aspiring humanities scholars and creative writers, among others, are encouraged to apply by March 1, 2010 and their work will need to be judged soon thereafter.

Entries will be judged by a panel of experts in the Arts and Humanities. If you have a background in script writing, evaluation, and production, we invite you to serve on this panel. We hope that this competitive initiative will culminate in scripts that can be seriously considered for production. Serving as a judge will entail evaluating two to three submissions, providing a one-page review of each, and joining the group of judges for a summary meeting to consolidate our assessments and select a winner and several runners-up. Judges will receive a set of submissions for review by March 7, 2010 and will have three weeks to complete their evaluations. The summary meeting of judges will occur on or around April 1, 2010. The winner of this competition will be announced April 15, 2010, will receive a cash prize and, along with the runners up, public acknowledgement of their skills. Judges will be acknowledged at the conclusion of the competition. ***

All interested judges should contact Dr. Tomeiko Carter (tashford@email.unc.edu).

Summary of Day 1 Expert Discussions at Recent African American Economic Summit

During the first day of the Summit, scholars were asked to respond to a set of questions on each of the central topics of the meeting. What follows is a summary of these discussions. In a real sense, these questions and the following breakout groups constituted a set of focus groups with the invited experts brainstorming answers to the questions posed.

TOPIC: Housing and Subprime Mortgages

QUESTION: ***Why isn't there a similar tax advantage for renters like the one that exists for homeowners?***

1. Form A-itemized deductions; basically change tax code: earned income tax credit
2. Not only is this not a tax advantage, but the federal guarantees provided by Fannie Mae and Freddie Mac were never made available to multi-family housing (even condos and co-ops). "Renters" have always been suspect. I think because they are "racialized" as black or immigrant.
3. There is an extreme bias in our tax code for asset development of those better off
4. Actually I am not in favor of this.
5. Homeownership encourages wealth accumulation, but renting doesn't. Banks make greater profits off mortgage loans.
6. Homeowners have more political and economic power. We need to lobby to equalize this.
7. Because renters lack a lobby that is as effective as the one that home builders have.
8. Because the nation is the capital begets capital or there should be a return of capital and legislators privilege exists asset ownership. Those who lobby and have the power to lobby only care about homeowners.
9. Why should there be any tax advantages? Or, why subsidize interest rates at one? What are the consequences of removing all interest rate subsidies?
10. Political history in American, See Dorothy Brown's (Emory University Law) excellent study
11. Because of the impact on Federal tax receipts. Taxes are highest on the poor and the upper middle class and the wealthy.
12. Political biases favoring homeowners public policy promoting homeownership.

QUESTION: ***What has been the role of the lenders and borrowers in promoting the conditions leading to the subprime mortgages crisis?***

1. Lenders: perpetuators of discriminatory practices-reverse redlining to feed Wall Street investors opportunistic
2. Borrowers: unwitting victims/ pawns of predatory practices; complicated instruments –difficult for most educated to understand, even smart Wall Street couldn't understand—
3. There is no short answer to this one. In some ways, too much has been made of the "subprime" market. There were practices across housing markets that led to the collapse.
4. Information in mortgage markets are very asymmetric. Bankers have a lot more knowledge about the loans and borrowers ability to pay, so they (bankers) have not gotten there due share of the blame for pushing the loans.
5. Lenders have been primary in that the lenders make the decision and has the experience. Even if some borrowers have lied, lenders have the responsibility for due diligence. The background of securitization, global liquidity and retrenchment from regulation (combined with racism) has been disastrous.
6. Loan pushing by banks combined with process of securitizing mortgages.
7. Lenders were in the driver seat.
8. Lenders did not give mortgages that were enduringly affordable to all mortgage seekers. Borrowers did not accept only those mortgages that were enduringly affordable.
9. Borrowers and lenders exhibited greed, but probably far more so on part of lenders.
10. May be lenders cashed in on an "education" gap
11. Target African Americans for high interest loans discrimination.
12. Rationing of credit created incentives for subprime lenders.
13. The lenders engaged in loan pushing and created the crisis.
14. The subprime market was driven by the ability to package and sell pools of securities where the underlying risk was not well understood. The lenders were merely

Continued on page 13

hucksters in a Ponzi-like scheme.

15. Some borrowers lacked information to make rational decisions, others exploited loose rules. Lenders were able to shift risks by bundling loans.

QUESTION: ***How has the location and/or racial composition of African Americans neighborhoods affected their economic value?***

1. Easy targets because of neighborhood boundaries
2. Home in African American neighborhoods did not appreciate to the same extent as other housing. This has a wealth impact for older African Americans, even with the collapse in house prices.
3. They are disproportionately affected by banks targeting base on income and in a predatory manner.
4. Negatively!
5. Banks discriminated against neighborhoods with high concentrations of African Americans, more difficult to obtain mortgages and home improvement loans.
6. More black=lower value.
7. African Americans historically were restricted to acquiring properties in which to live that were located in areas viewed as undesirable to white Americans. Barriers in access to loans, violent reprisals, steering and redlining all were responsible for this in part. These factors all have contributed to lower economic value of properties owned by African Americans. When neighborhoods "change", however, African Americans often lack resources or savoir faire to capture the increases in property value.
8. Are the neighborhoods normally populated by mobile people?
9. Homes valued less by appraisers because of pressured characteristics of African American neighborhoods. Readily of neighborhoods so can't get loans in some places.
10. Concentrations of poverty and racial desegregation decreases home values.
11. The drop in real estate value has hurt across the board. It has had a devastating affect on public finances and credit ratings in poorer black towns. It has had an impact on homeowners, however, new less affluent homeowners loss little in terms of equity because of low down payments. The most important affect came from bankruptcy and loss of credit rating.
12. Segregation depresses values; once areas become popular, blacks are displaced through gentrification—they can't afford the increased cost of remaining in the area

TOPIC: Education and Labor

QUESTION: ***What is the role of racial/ethnic integration in influencing African American educational outcomes? (Has integration harmed the quality of education for African Americans?)***

1. Mixed in a world that is increasingly "global"/ very difficult in a world where role models matter
2. Con- it has increased segregation in some areas(e.g. segregation w/i schools) Pro-overall, African American achievement has improved
3. Helps (empirically)
4. Integration has not harmed black students, teachers or administrators
5. For some, the most affluent, integration has dramatically improved opportunities. For others, it is less whether integration has offered large(and positive effects)
6. The issue is not about integration, but rather resources and curricula. Both in segregated and integrated environments black students get less resources and inferior
7. No. Integration is not the problem (nor is it segregation). Only a small portion of the racial gap in test scores is explained by the degree of segregation in communities
8. Desegregation has led to the substitution of separate schools with separate curricula—often within the same schools—for black and white students. Desegregated schools have ushered in a continued regime of unequal and segregated education. This curriculum gap—attributable to racialized tracking—is the source of the achievement gap
9. This is an intriguing question. Is there a differential impact of integration on black women than black men?
10. Yes, integration eliminated larger numbers of effectively performing schools that only needed. Equal resources also displaced experienced teachers and administrators.
11. Integration has been a mixed bag. There is no evidence that black students benefit from black role models. Integration has reduced that probability. However, these are resources that were not available to black students in segregated schools.
12. I have some opinion on this, but my greater concern is that we do enough for ourselves and each other. We can and should do more for formal and informal outreach [and don't let me get started on the missed opportunities at HBCU's such that there is an accelerating decline in black faculty at HBCUs…lack of research, lack of student channeling to Ph.D., etc.

QUESTION: ***What are the long and short term economic implications of decrease African American educa-***

tional attainment?

1. Short term: labor market problems, family cohesion problems, ignorance of available or possible opportunities/ long term: community cohesion difficulties, strategic thinking and political action deficiencies, wealth and generational transmissions concerns, family/ citizenship issues, inability to create sustainable opportunities
2. Short term: higher crime, stress/Long term: higher crime, stress
3. Widening gaps in wealth, health, earnings, etc…
4. There has not been a decrease, but if it were to happen it would be negative.
5. Less income, less wealth, greater jail, reduce married couple families
6. Educational attainment has not decreased. The percent of high school graduates has increased. But the quality of HS degrees has decreased.
7. I don't understand this question
8. Permanent ghettoization given the dynamics of the global economy.
9. Widening of earning and wealth gaps diminished expectations regarding upward mobility
10. Obsolescence
11. African Americans need to have a far greater understanding of the implication of global competition in the global market for labor and a far greater understanding of the increasing role of technology as a substitute for labor. African Americans need to understand that iincreasingly multiple graduate degrees and certifications, lifelong learning are required for upward mobility. Also, African Americans need to believe that educational financing is available and seek it early.

QUESTION: ***How does educational attainment among African Americans correlated with their employment opportunities compared with other ethnic and racial groups?***

1. I believe formerly incarcerated white men have better employment opportunities than college -educated black men.
2. Similar slopes, different intercepts .
3. Education is one of the many factors affecting employment opportunities. There are groups with lower and higher average educational attainment who have higher employment rates than blacks.
4. Education raises income (and wealth) regardless of race or ethnicity. But the extent of any discrimination may be greater for more educated African Americans.
5. Education is important but we over emphasize it as an explanatory factor in labor market inequality.
6. Higher rates of return to college (and higher education) of black, than to other groups.
7. Discriminatory penalties rise with greater educational attainment for African Americans—so blacks with more education earn more than blacks with less education, but the relative wage cost to them relative to white also increase.
8. It will not matter as much as the global economy moves forward. Its all about the rate of increase in knowledge value added,
9. Education is more critical for African Americans, For example, latinos without high school diplomas get jobs; black do not. Education is not insurance against discrimination.
10. Educational attainment has a relatively larger payoff for African-Americans when considering the opportunity costs of foregoing higher levels of education; however, education has a lower payoff in absolute $ terms. When considering income/wealth compared to non- African Americans

TOPIC: Wealth Inequality

QUESTION: ***How do African Americans acquire, retain, and transmit wealth?***

1. On average, the wealth comes from savings, real estate and increasingly (but not enough) business ownership, also from pensions, but pension offerings are declining
2. Ownership of real property has been historically important, but property rights were not always enforceable because of discrimination.
3. Wealth creation though business ownership historically limited by lack of access to credit
4. Consume less, save more, acquire jobs that promote saving
5. Inheritance-life insurance, houses
6. Of the assets stripped or value kept low because of discrimination; not efficiently-difficulty acquiring assets because of discrimination in credit, mortgage and labor markets; usually have wealth because of homeownership but often no equity to pass on to next generation; hard work at low paying jobs but dedication to saving for an asset, often group saving-the whole family
7. Home, life insurance
8. Labor (probably engaging too many family members in low many family members in low return activities), home ownership efforts, insurance (I wish I could add business owner-

Continued on page 15

ship.
9. Via home ownership
10. Primarily via home ownership and via business development. In some cases their assets are transmitted intergenerationally.
11. It iks hare to generalize. The tax system is a major impediment to wealth accumulation and growth. Federal taxes are most onerous w.r.t labor and that is the principal form of wealth that African Americans have.
12. Mostly through savings out of income. Wealth bequests are small and unlikely to occur for most African American families.
13. Unfortunately, intergenerational transfer is the main mechanism of wealth transfers, and blacks are presently and historically constrained in their ability to accumulate wealth as a result of predation, theft, violence, and policy.
14. Primary contributor — homes in which they live, financial education.

QUESTION: ***What are the specific characteristics of the racial wealth gap?***

1. Lower investment in financial assets, greatest investment in vehicles; over investment (relatively) in residential real estate; lower savings cushions; lower investment in riskier/high return financial assets; also the wealth gap is exacerbated by discrimination in the loan terms of African-American borrowers, personal and business
2. Blacks own fewer/less worth of financial assets; have houses with less equity; have less ability to save/accumulate because of lower income.
3. Blacks have on average ten cent for every dollar of white wealth at the median-a much higher percentage of blacks have zero or negative net worth
4. Low net worth
5. Blacks tend to hold wealth in low-yield e.g. savings accounts, or depreciable assets, e.g. cars. Blacks tend not to invest in stocks.
6. Lack of inherited assets; lack of disposable income with which to purchase and build assets; centuries of discrimination and cumulative effects of racism have escalated the problem but usually ignored in remedies
7. Net worth, inheritance8.
8. Business ownership roles for whatever reasons, education in matters of wealth buildup, access to capital, truly focused management class
9. Lower home values and lower rates of home ownership
10. African Americans hav e less wealth than white Americans across all income and educational levels.
11. What is taxed most makes up the bulk of black wealth.
12. Insufficient bequests related to wealth
13. Intergenerational.

QUESTION: ***What strategies would most effectively close the racial wealth gap?***

1. Financial education, financed by financial and other corporations as well as government, in both formal curriculum settings as well as informal such as Boys and Girls clubs, Jack and Jill clubs, churches, Girl Scouts and Boy Scouts, etc.
2. Promotion of business ownership (on average, business owners of all races are wealthier than non business owners
3. Better participation in investment . Currently African-Americans are disproportionately invested in non-financial assets which, over time, return less than financial assets.
4. There should be more offerings of low denomination municipal bonds than have less perceived risk.
5. Strategies to increase black family incomes (education, anti-discrimination, enforcement of affirmative action)
6. Subsidies to savings
7. Increased financial literacy
8. Either a full scale redistributive reparations program or a wealth targeted Child Endowment Trust Fund (baby bonds
9. The imposition of a consumption tax would provide incentive to save, and avoid status -based consumption
10. Co-operative strategies-investment clubs, rotating credit associations
11. Living wages and stable jobs; affordable housing; more business ownership; and joint ownership of productive assets such as coop housing, corporative businesses and investment clubs.
12. "40 acres and a mule"
13. Capital access related focus, very different range of educational elements in the "student" portfolio
14. Increased home ownership
15. Strategies that removed main causes of wealth loss—e.g. tax incentives for long time owners to retain home ownership; state and federal regulation of financial products acquired to build wealth
16. A serious look at the tax system.
17. Redistribution of wealth.
18. Government policies that substantially redistribute wealth on the basis of a wealth means test.
19. Fair lending practices, financial education

TOPIC: Health Insurance

QUESTION*: What is the likely impact of the public option on African American economic health?*

1. It will offer access to better quality of care for some who otherwise wouldn't have access. However, it is an imperfect substitute for single payer coverage, which ensures a certain standard of care this is paid for but at the point of service.
2. close race-based health disparities.
3. Not much in terms of benefits. It

is better to get rid of the monopoly protection for health insurance companies and provide a better financial governance arrangement for Federally Qualified Health Center (FQHCs).

4. Public option should lower cost of health insurance premium and thereby enhance economic health of African Americans. The quality of care received could be problematic, though, and may in a second round way lessen economic health (if more is spent later to remediate health).
5. The public option primarily reduces cost, but may also reduce negative health outcomes thus decreasing the negative impact of illness on income .
6. Will help coverage among working blacks with low salaries.
7. The one in the present proposed legislation or a public option in general? The public option now proposed will have little constructive effect on the health of black America.

QUESTION: ***What specific health insurance needs do African Americans have? (link to existing disparities)***

1. First and foremost, access. More importantly the social favors growing health erage of preventive health services.
2. Incentives that lead to better choices. Help in learning how to cope with stress.
3. Need for insurance coverage of preventive health services.
4. Health Insurance will not have a substantial impact to health disparities, but may reduce and prevent disease assuming prevention of disease becomes a priority of a public option
5. Create preventive care

QUESTION: ***What is the best way to address these specific needs?***

1. Higher taxes on liquor, cigarettes, and high calorie food.
2. A holistic approach is needed. A calculation must be made of the social cost of the liability of black communities.
3. Develop a health system that center around preventing health problems that can forestall/reduce premature death. This system would have fewer payers, electronic medical records, and centralized oversight/ management of each person's wellness.
4. A national service is the best solution to producing premature death and illness. It will have some impact on health status, but not substantial impact of health disparities.
5. Creation of HMO in minority communities, expansion of community health clinics
6. National health insurance like the British or Canadian system.

TOPIC: Incarceration and Economic Policies

QUESTION: ***What is the cost of incarceration for African American families and communities?***

1. Single parent families and grandparents raising children/loss of income/ unemployment (long term)/ disenfranchisement/not allowed in public housing/young offenders not educated, and taken away from their families and communities/ black women fastest growing group-huge consequences for families and communities
2. There are significant political, economic and social costs.
3. Lost income/wealth
4. Lost wages, emotional distress, increased access to virus, transfers to the prison industrial complex, loss of political power, loss of gov't subsidy to community based on head counts, decreased marriage rate
5. Loss of income (current) – individual, household / opportunity costs-loss potential work experience/ higher likelihood of poverty for family/diminution of social capital
6. Don't Know
7. Family instability/ increased crime/ property loss and loss of life/decline in human dignity.
8. See Charles Bestey's RBPE article circa 2001.
9. Probably more than the cost of alternatives and incarceration.

QUESTION: ***What impact do prison training opportunities and programs have on rate of recidivism?***

1. Training and education during incarceration decrease recidivism and are worth the cost, but these programs are not being funded as much/ need more and better training programs, also entrepreneurial development while still inside/ cooperatives that sell products prison make and run the business firm outside give released ex-convicts help in business and a job when they re-enter society .
2. Don't know
   This is a research question. If returns on human capital are conditioned on race, prison training programs are unlikely to have significant success rates. In addition, if convicts are more likely to have been low-skilled, in the absence of immigration reform—which can displace low-skilled blacks—pto's will not be effective.
3. At the very least they improve human capital of a large segment of the black community
4. Limited unless tied to formal post-incarceration mentorship and employment programs

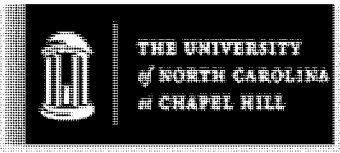

The African American Economic Summit

Duke UNIVERSITY

UNC – DUKE

November 1 -2, 2009

- Housing & Subprime Mortgages
- Education and Labor
- Wealth Inequality
- Health Insurance
- Incarceration and Economic Policies

Confirmed Participants

(listed alphabetically)

Algernon Austin, *Econ. Policy Sum*
Dan Blue, *NC Senate*
Bruce Carney, *UNC-CH*
Linda Carty, *Syracuse*
Cecilia Conrad, *Pomona*
Robynn Cox, *Duke*
William Darity, *Duke*
John Easton, *Duke*
Neville Francis, *UNC-CH*
Jessica Gordon Nembhard, *John Jay*
Ferrol Guillory, *UNC-CH*
Darrick Hamilton, *New School*
Andrea Harris, *Inst. Minority Eco. Dev*
Angel Harris, *Princeton*
Savi Horne, *NC Black Lawyers*
Fatimah Jackson, *UNC-CH*
James Johnson, *UNC-CH*
Ronald A. Johnson, *Western Carolina*
Wilhelmina Leigh, *Joint Cntr for Political and Economic Studies*
Julianne Malveaux, *Bennett*
Patrick L. Mason, *Florida State*
Samuel Myers, *Minnesota*
Sandra Phillips, *Syracuse*
Gregory Price, *Morehouse*
Lucy Reuben, *Duke*
Rhonda Sharpe, *Bennett*
James Stewart, *Penn State*

Program

Sunday, November 1, 2009 UNC-CH
2 pm Opening Program
4-5 pm Reception
5:30-8 pm Expert Working Dinner

Monday, November 2, 2009 Duke Univ.
8 am Continental Breakfast
9 am Public Lectures
2:30 pm Expert Working Groups and Policy Development
5 pm Adjournment

FREE AND OPEN TO THE PUBLIC

A co-sponsored event by the Institute of African American Research (UNC) and the Research Network on Racial and Ethnic Inequality (Duke)

Please register online for the public segments of this event

www.iaar.unc.edu

5. Training reduces recidivism.
6. Not sure, the treatment of formerly incarcerated people is astoundingly bad
7. These programs have not been evaluated well. But the 1970's literature says the impacts are small because of the Blunstein effect (small number of offenders produce most of the cost)

QUESTION: How have high rates of African American incarceration altered African American family structure and changed community economic potentials?

1. Families highly impacted, parent child relationships altered. Families have fewer human, social, and financial capitals. Must rely more on extended family or community at a time when families and communities are already overburdened.
2. Incarceration has contributed to the shortage of men and it has large negative economic impacts.
3. It creates unnatural demographic sex ratios.
4. Re-enforced trends in single-hardship created a sense of normalcy for incarceration-cradle to prison
5. Reduced the formation of married-couple families.
6. Family instability/increase crime/ property loss and loss of life/decline in human dignity
7. Again see Betsy RBPE 2001
8. Not as large as many would assume. Most of the impact occurrence in the 1970s-80s. Now the impact of incarceration on family structure is much smaller because of the long-term structural shift. ***

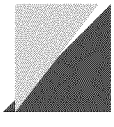

ANOTHER PICTURE FROM THE AFRICAN AMERICAN ECONOMIC SUMMIT *(Photo by Dr. Tomeiko Carter)*

MURAP Gears Up For Intensive Summer Program in 2010

Plans are underway for the Moore Undergraduate Research Apprentice Program's 21st year. The ten-week research program targeting underrepresented minorities interested in pursuing graduate programs in the humanities, social sciences or fine arts will begin on May 23, when 20 eager rising juniors and seniors from colleges and universities throughout the nation will join us in Chapel Hill for what is sure to be a busy but productive summer. Ten UNC-Chapel Hill faculty mentors representing areas in the social sciences, humanities and fine arts will guide the students in their research projects (yielding papers of 20-25 pages in length), and several workshops will complete the students' pre-graduate training (GRE Review Course, Presentation Skills Workshop, Professionalizing Workshop, Writing Workshop). The program concludes with a two-day academic conference (July 22-23) and a farewell banquet on July 28.

Rosa Perelmuter
MURAP Director

Below, AAES Scholars and other members of the audience listen intently to a prominent community activist and economist (Andrea Harris) speak passionately about the economic crisis and its impact on African Americans.

NEW IAAR INITIATIVES FOR 2010

Several new projects are currently being planned for 2010 at the Institute. These include:

- Submission of revised versions of the formal papers and the comments presented at the recent African American Economic Summit for publication consideration;
- Revision of the IAAR Mission, Goals, and Activities statements and assessment of their synchrony with published UNC – Chapel Hill priorities;
- Initiation of a 2-day forum on Black Theodicity scheduled for August 6-7, 2010 (see page 19 for more details);
- Initiation of a 2-day international conference on the Genetics of Africa and the Transatlantic African Diaspora (more news on this event in coming issues of *The Carolina Catalyst*);
- Development of a broad-based seminar series featuring established scholars speaking on various and diverse topics of relevance to the African American experience; and
- Planning for a symposium on the African American Diet (in 2011) with a focus on geographical variation in dietary composition and its relationship to existing health disparities.

We invite UNC faculty, students, and staff as well as the larger North Carolina community (including our colleagues at nearby universities) to join us in designing and implementing these plans. ***

IAAR Staff

NEW!

IAAR Plans to Host Black Theodicy Forum August 6 - 7, 2010
Institute Requests Local and National Collaborators and Sponsors

Background on Black Theodicy:
Black Theology is the foundation for Black Theodicy. Basically Black Theodicy poses the following core questions: **How does a omnipotent and omni-benevolent God permit 400 years of collective Black American suffering? What does this tell us about the nature of God and of group suffering? How do we reconcile the fact of group oppression over 400 years with the concept God's unlimited Mercy?**
This topic has received widespread attention among Black American theologians and scholars. Recently, Dr. Sherman Jackson of the University of Michigan (Ann Arbor) has published a profound book that reexamines these core questions in the light of Sunni Islam. Our goal at IAAR is to provide Christian and Islamic perspectives on the issue of extended collective Black American suffering by examining the responses that both traditions have developed (or are developing) in response to the fact of Black American group oppression and disenfranchisement.

The Purpose of the Forum:
Our objective is to explore the similarities and differences offered by representative scholars of the major Black American Christian denominations and the major Black American Islamic sect. These two key religious traditions were selected because collectively they represent the majority of Black American religious affiliations. As a spiritual people, Black Americans have historically looked to religion for insight, consolation, and contextualization of daily trials and tribulations and oppression directed at Black American group identity. This Forum hopes to tap into this powerful reservoir in exploring Black American responses to historical patterns of group subjugation and suffering.

What Can the Public Expect to Gain from this Forum?
The public can expect to hear clear responses from respected representatives from each faith tradition on the question of collective Black American suffering. Knowledgeable scholars and theologians will provide a set of consensus Christian and Islamic responses to the convening questions. The public will be allowed to ask additional questions and offer its own responses to the issue. Summaries and conclusions of the Forum will be provided to participants.

The event will be free and open to the public but will require preregistration. Tickets can be obtained from our website and by calling us.

What this Forum is NOT:
The Forum is a religious competition; it is not meant to provide justification for or to stand in advocacy of either Christianity or Islam or any specific denomination of either faith. Rather, the Forum is to be a place where leading scholars can offer theological and intellectual reasons for various Black

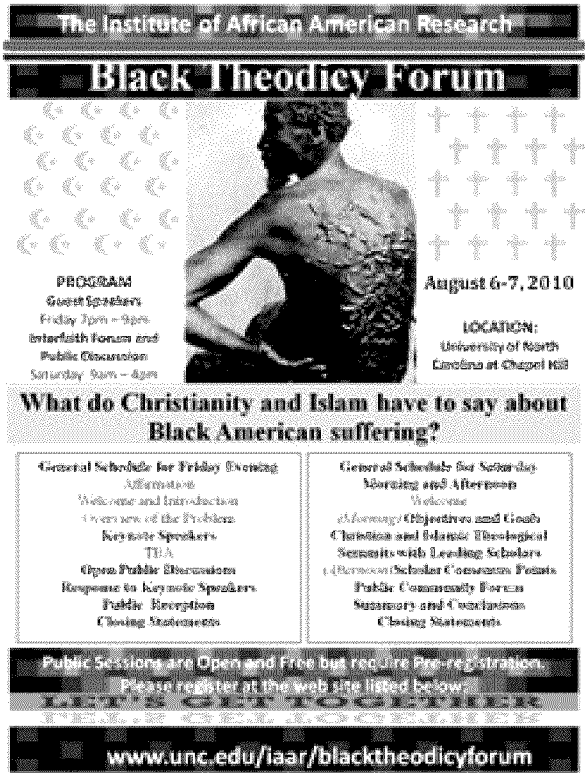

How Can You Help Us?
Here is some of what we need your help with:
1. Representatives of the important Black American Christian and Islamic groups in the audience and among the scholars;
2. Local publicity assistance among the various denominations, particularly in North Carolina;
3. Any written materials on the topic that we can reproduce and archive at the Institute;
4. A team of faculty members with expertise in the topic to serve as advisors on this project;

IAAR Contacts for Potential Collaborators:
Please contact the following individuals:
Dr. Fatimah Jackson (fatimahj@email.unc.edu)
Phone: 919-843-1898
Dr. Tomeiko Carter (tashford@email.unc.edu)
Phone: 919-843-2606
Ms. Veronica Bellamy (cookee@email.unc.edu)
Phone: 919-843-2605
OR Fax us at: 919-843-9407

INSTITUTE OF AFRICAN AMERICAN RESEARCH FUND

GIFT AND PLEDGE FORM

NAME(S)	

ADDRESS	

CITY	STATE ZIP

HOME PHONE NUMBER	EMAIL ADDRESS

Yes, I/We want to give to the Institute of African American Research Fund *(0751)*

My/Our personal gift is:

___ $100 ___ $250 ___ $500 ___ $1000 ____ $2000 *(1731 Society)* ___ *OTHER* $___

This is a joint gift with my Carolina alumnus/alumna spouse.

Name _____ Class Year _____

Publicity:

May we publicize your gift (e.g., honor rolls, news media, University publications or websites)?

Yes No

Method of Payment:

Check — Payable to UNC-Chapel Hill

Charge — Please charge my/our first contribution of $ _____ to

MasterCard Visa American Express

This is a: □ One Time □ Monthly gift.

Please charge my/our card accordingly.

Card Number _____

Expiration Date _____ (month)/ _____ (year)

_____

SIGNATURE DATE

Bank Draft — Please send the appropriate form

Stock — For transfer assistance, please contact the Office of Advancement Services at 919-962-8189

For those wishing to make an online gift, please visit giving.unc.edu/gift, choose one of the online giving options, select "Other" in drop-down menu under University Designation, select "Other" as University Fund, and type "Institute of African American Research Fund *(0751)*" under Other Instructions.

Matching gifts can double or triple your gift. If you or your spouse works for a matching gift company, please contact the personnel office to obtain a matching gift form. Send it with your gift to UNC-Chapel Hill.

Mail your contribution and this form to: UNC, P.O. Box 309, Chapel Hill, NC 27514.

Please write IAAR in the memo line of your check.

Thanks for your support of the Institute of African American Research Fund.

begin:vcard
fn:Veronica D. Bellamy
n:Bellamy;Veronica
org:The University of North Carolina at Chapel Hill;Institute of African American Research
adr:CB# 3393;;150 South Road, Suite 309;Chapel Hill;NC;27599;United States
email;internet:cookee@email.unc.edu
title:Business Officer
tel;work:919-843-2605
tel;fax:919-843-9407
url:www.unc.edu/iaar
version:2.1
end:vcard

From:	nobody@notify.unc.edu on behalf of clr@unc.edu
Sent:	Wednesday, December 16, 2009 8:39 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Morehead membership discount for UNC faculty, staff and students

---

Interested in purchasing a membership to Morehead Planetarium and Science Center for yourself or as a gift? Apply online by Dec. 31, 2009 and receive a $10 discount. Already a member? Extend for another 12 months and receive the same discount. This offer is only valid for UNC faculty, staff and students.

Visit www.moreheadplanetarium.org/go/membership and enter the discount code UNC09.

Enjoy the many benefits of being a Morehead member, including priority registration for Morehead Summer Camps and special member pricing, free admission to public planetarium shows for a whole year, and discounts in one of the best gift shops around!

For further information, please contact the membership office at (919) 843-3475 or
e-mail mpscmembers@unc.edu.

This email is sponsored by: Morehead Planetarium and Science Center

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, December 16, 2009 9:11 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: South Rd. one-way; Raleigh St. Blocked Dec. 21-Jan. 9

Due to underground utilities construction, through traffic on South Road through the campus will be limited to one-way westbound between Country Club Road and Bell Tower Drive from Monday, December 21, 2009 through Saturday, January 9, 2010. Two-way access will be allowed from McCauley and South Columbia Streets only as far east as Bell Tower Drive. Northbound motorists on Stadium Drive must turn left (west) on South Road. Pedestrian traffic will be detoured and routed to avoid the construction areas.

During this same time period, there will be no access to Raleigh Street via South Road. Raleigh Street will be blocked at its intersection with South Road. Two-way access to facilities along Raleigh Street north of the blockage will be maintained from the north via the Cameron Avenue / Country Club Road intersection. For more information or to see a map of the affected area and related detours, visit the following link:

http://www.dps.unc.edu/NewsLinks/SouthRoadWeb/SouthRoad.pdf

Chapel Hill Transit (CHT) will be implementing detours and will NOT serve bus stops along Raleigh Street or South Road at Fetzer Gym, Woollen Gym, or the School of Government (at Country Club Road). Buses will resume normal routing on January 11, 2010. For further details on transit changes, visit the CHT link at:

http://www.townofchapelhill.org/index.aspx?page=1005#detours

If you have further questions, please contact the UNC Department of Public Safety during regular business hours at (919) 962-3951.

Thank You,
UNC Public Safety

This email is sponsored by: UNC Public Safety

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The African Activist Association @ UCLA…

Invites you to submit abstracts for the

5th Annual African Studies Graduate Student Symposium
May 14-15, 2010 at UCLA

"Changing the face of Conflict: Africa and its Diaspora"

The purpose of this conference is to attempt to shift the frames of reference on questions related to conflicts in Africa and its Diaspora. Problems in Africa and its Diaspora are often posed in generic and static terms that do not fully appreciate the complexity of the situations that underlie them. Our aim is to showcase paradigm-shifting work on a wide range of issues so as to broaden the scope of discourse on and proposed solutions to various problems. Topics may be in any field related to the myriads of conflicts that ensues on the African continent and it's Diaspora. We encourage you to submit papers on topics including, but not limited to:

Public Health
History
Education
Economics
Psychology
Religion/Philosophy
Arts
Political Science
Agricultural Science
Linguistics
Geography

Abstracts and papers must be submitted in English. Individual presentations may not exceed 15 minutes.

Please submit abstract of 250-500 words by email to **africanactivists@gmail.com**, no later than March 1, 2010. The body of the email should contain the title of the presentation, your name, institutional affiliation, address, email address, and phone number. The abstract should be sent as a Microsoft Word attachment. Participants will be notified of acceptance via email. Everyone is welcome to submit and we look forward to hearing from you-The African Activists Association at UCLA.

QUESTIONS? Contact the African Activist Association (AAA) at africanactivists@gmail.com or call (310)825-3686

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Friday, December 18, 2009 2:34 PM
To: Gore@mxp0.isis.unc.edu; Sam T <stgore@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

---

at the ackland

Music in the Galleriese

Sunday, December 20
2:00 - 4:00 PM

This Sunday, enjoy a performance of holiday music from Cantari, an affiliate of the Chapel Hill Community Chorus. They will perform *Rejoice!*, a joyful and majestic holiday concert that depicts traditions in countries as diverse as Great Britain, China, Mexico, and the US. Featuring music by Herbert Howells, Michael Praetorius, Judith Weir, Cesar Carrillo, John Tavener, and Elizabeth Alexander.

Free

Yoga in the Galleries

Monday, December 21
12:00 - 1:00 PM

Namaste! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland. Yoga mats and cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended.

Sessions led by Joanne Marshall. Beginners are welcome.

Registration recommended | Free to members, $5 non-members

IN THE GALLERIES:

The Guardian and the Avant-Garde

Along the Silk Road
Art and Cultural Exchange

And ten more galleries filled with art and ideas!

COMING SOON:

Sunday, December 27
Family Fun Tour
1:15 PM

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **stgore@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-26065177-6848482.2f8974e37df524cbb81bf19addaaf4be@listserv.unc.edu.

Illustrations

Indian, Central, 11th to 12th century: *Ganesha* (detail); sandstone sculpture. Gift of Clara T. and Gilbert J. Yager in honor of Dr. Charles Morrow and his wife, Mary Morrow, for their many contributions to the University and to the Ackland Art Museum during his term as Provost.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: Linda Goldston <Linda_Goldston@unc.edu>
Sent: Friday, December 18, 2009 3:06 PM
To: Stolle, Carrie <stolle@email.unc.edu>
Cc: Deborah Crowder <dacrowde@email.unc.edu>; Adam Kent <akent@unc.edu>; Travis Gore <stgore@email.unc.edu>
Subject: Re: Kia Caldwell

Carrie,

I think we talked about this, but I don't see that I ever received a corrected letter from Anthropology for this promotion packet.

Linda Goldston wrote:

> The letter from Dale Hutchinson still isn't correct. The first sentence needs to say:
>
> "I write to recommend that Dr. Kia Caldwell be promoted from Adjunct Assistant Professor to Adjunct Associate Professor in the Department of Anthropology effective July 1, 2010 through _____." The EPA Web action hasn't been corrected, but currently the Anthropology promotion is entered as being for one semester. I question why it is being made for only one semester, but that's up to Anthropology to decide.
>
> Linda Goldston wrote:
>
>> Debby,
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>> I've reviewed the packet for Kia Caldwell and there a several things that need to be revised:
>>
>> - The Chair's letter and AP-2 will need to be revised to reflect the new effective date of 7/1/2010. The effective date on the EPA web form needs to be corrected from 1/1/09 to 7/1/2010.
>> - The Anthropology Chair's letter needs to state that Anthropology is recommending her promotion from Adjunct Assistant Professor to Adjunct Associate Professor and to reflect the new 7/1/2010 effective date since they can't appoint her as Adjunct Associate Professor before she becomes Associate Professor in her primary rank
>> - The AP-2 also needs to include the current Anthropology appt in the "present appt info." section. Also need to correct dates of the Anthropology jt appt in the proposed section: Begin date 7/1/2010, Adjunct Assoc. Prof., End date – 6/30/2011 (if it is just to be for one year). Also remove the "4" that denotes a probationary term.
>> - A joint appt. form signed by both departments needs to be included in the packet.
>> - Since this review was begun over a year ago, I would suggest that Julius' letter to the Dean say something about that and why submission of the recommendation was delayed so as to clarify the time frame, i.e., the letter to solicit outside recommendations was written in September 2008 indicating a promotion date of July 1, 2009; the recommendation letters were received in fall 2008 and spring 2009; and the reviewers were provided with Caldwell's CV dated September 2008.

Let me know if I can help further.

Linda Goldston wrote:

> Hi Debby ... they just won't let you retire, huh?
>
> I received the packets for Kia Caldwell this afternoon and will review as soon as I can. This recommendation would have had to go to the October ASAC meeting in order to have a January 1, 2010 effective date. It will need to be changed to July 1, 2010.
>
> Deborah Crowder wrote:
>
>> Hi to all. I have prepared a tenure packet for Kia Caldwell. We began this months and months and months ago but were held up on one letter. It arrived in the midst of my various attempts at retirement. Then we realized we needed a letter from ANTH and it was secured after my actual retirement and I just haven't been able to get back here long enough to put together the packet. I realize the effective date may be an issue and may have to be extended to July 1, 2010. I do not have internet access from home so if there is anything I can do to assist Adam or Travis in correcting anything that is amiss, please contact Travis and he will track me down. I think otherwise it is in reasonably good shape. Adam, the epa web form is in your inbox. Hope all is well with everyone. Debby

--
Linda R. Goldston
Director of Personnel
College of Arts and Sciences
University of North Carolina at Chapel Hill
CB# 3100, 208 South Building
Chapel Hill, NC 27599
Phone: 919.962.9276
E-mail: Linda_Goldston@unc.edu

--
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Chapel Hill, NC 27599
Phone: 919.962.9276
E-mail: Linda_Goldston@unc.edu

From:	nobody@notify.unc.edu on behalf of Patrick_Vernon@Kenan-Flagler.unc.edu
Sent:	Friday, December 18, 2009 8:17 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Grad-Level Entrepreneurship Courses: artistic, scientific, social

---

Spring semester
Graduate-level Entrepreneurship Courses
Artistic, Scientific and Social

Explore entrepreneurial opportunities or get help launching a new venture or non-profit by enrolling in an entrepreneurship course this spring semester:

* Artistic Entrepreneurship (BUSI 701, M/W 4-5:15)
* Scientific Entrepreneurship (PLCY 575, T/Th 5-6:15)
* Social Entrepreneurship (MBA 866, M 6-9pm)

These courses are offered as a part of UNC's Graduate Certificate in Entrepreneurship and are available to UNC graduate students, doctoral candidates, post-docs, faculty and staff. 3.0 credit hours.

More information here: www.unc.edu/cei/grad

Direct links to enroll:

Artistic Entrepreneurship:
http://cfx.research.unc.edu/res_classreg/browse_single.cfm?New=1&event_id=22139

Scientific Entrepreneurship:
http://cfx.research.unc.edu/res_classreg/browse_single.cfm?New=1&event_id=22234

Social Entrepreneurship:
http://cfx.research.unc.edu/res_classreg/browse_single.cfm?New=1&event_id=22235

This program is sponsored by the Carolina Entrepreneurial Initiative.

This email is sponsored by: Carolina Entrepreneurial Initiative

==========
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From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Saturday, December 19, 2009 12:45 PM
To: Timothy J. McMillan <tjm1@email.unc.edu>; Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: [asmgrs] FROM THE DEAN: Important Budget Planning Info for 2010-2011]
Attach: [asmgrs] FROM THE DEAN_ Important Budget Planning Info for 2010-2011.eml (17.7 KB).msg

---

did this get done? dc

From: Dee Reid <deereid@unc.edu>
Sent: Thursday, December 17, 2009 3:00 PM
To: All Administrative Managers in the College of Arts & Sciences <asmgrs@listserv.unc.edu>
Cc: Administrative Managers <asmgrs@listserv.unc.edu>
Subject: [asmgrs] FROM THE DEAN: Important Budget Planning Info for 2010-2011
Attach: DeptTemplate12-17-09.xlsx

The enclosed message from the Dean's Office is being sent to all deans, directors and department/curriculum chairs in the College, with a copy to administrative managers.

* * *

We have learned from Interim Executive Vice Chancellor and Provost Bruce Carney that the University is anticipating permanent budget reductions for fiscal year 2010-2011. We have been asked to submit our plans on proposed budget reductions for the College.

You may send someone to 205 South today to pick up your memo from the Dean with information concerning proposed reduction scenarios for your unit and instructions for submitting your plans to our office. Memos not picked up by Friday at noon will be sent through campus mail.

Attached to this email is an electronic template for your budget planning response. After you have received your hard-copy memo, please use this electronic template to complete the information and return your response electronically to Faye Lewis (flewis@email.unc.edu) prior to 5:00 p.m. on January 12, 2010.

--
Dee Reid (919) 843-6339
Director of Communications
College of Arts and Sciences
The University of North Carolina at Chapel Hill
205 South Building, CB #3100
Chapel Hill NC 27599-3100
Web: http://college.unc.edu
Blog: http://unccollege.wordpress.com
Twitter: http://twitter.com/unccollege
Facebook: UNC College of Arts and Sciences

You are currently subscribed to asmgrs axsd: dacrowde@email.unc.edu.
To unsubscribe send a blank email to leave-26059674-22367077.ff415e3538fbbe21637ad237e9b16720@listserv.unc.edu

	A	B	C	D	E	F	G	H	I	J
1	**The University of North Carolina at Chapel Hill**									
2				**Department or Unit:**						
3	**FY 2010-11**									
4	**Itemized Recurring Reduction**									
5										
6	***Insert the 1st permanent cut scenario amount provided in your letter***									
7										
8	**Description of Service, Activity, or Program Reduced**	**Impact**	**6 Digit Account**	**Object Code**	**Dollar Reduction**	**Position Title EPA/SPA, if applicable (be as specific as possible)**	**FTE**	**Classification (Based On GA's Categories) Select option from dropdown list in cell (see list in row K)**		
9								Select Category from Dropdown		
10								Select Category from Dropdown		
11								Select Category from Dropdown		
12								Select Category from Dropdown		
13								Select Category from Dropdown		
14								Select Category from Dropdown		
15								Select Category from Dropdown		
16								Select Category from Dropdown		
17								Select Category from Dropdown		
18								Select Category from Dropdown		
19	**Total Reduction from 1st**				$ -		0			
20										
21	***Insert the 2nd permanent cut scenario amount provided in your letter***									
22										
23	**Description of Service, Activity, or Program Reduced**	**Impact**	**6 Digit Account**	**Object Code**	**Dollar Reduction**	**Position Title EPA/SPA, if applicable (be as specific as possible)**	**FTE**	**Classification (Based On GA's Categories) Select option from dropdown list in cell (see list in row K)**		
24								Select Category from Dropdown		
25								Select Category from Dropdown		
26								Select Category from Dropdown		
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31								Select Category from Dropdown		
32								Select Category from Dropdown		
33								Select Category from Dropdown		
34	**Total Reduction from 2nd**				$ -		0			

	K
1	
2	
3	
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5	
6	
7	
8	GA's Categories
9	Select Category from Dropdown
10	Center or Institute
11	Business Affairs
12	Academic Administration
13	Low Productivity/ Low Enrollment Program
14	Restructuring Academic Programs / Research Activities
15	Research/ Sponsored Programs
16	Public Service
17	Advancement
18	Student Support
19	Information Technology
20	Operation of Facilities/ Physical Plant
21	Academic Support
22	Human Resources
23	GA's Categories
24	Reduce Middle Management or Senior Academic & Administrative Officers
25	Campus Safety
26	Efficiencies from Improving Faculty or Staff Workloads
27	Outreach/ University Relations
28	Library
29	Graduate Tuition Remissions
30	General Campus Administration (Non Academic Administration)
31	Reduce Professional Development Programs for Faculty & Staff
32	Reduce Eliminate Faculty Positions
33	
34	

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Saturday, December 19, 2009 12:54 PM
To: Linda Goldston <Linda_Goldston@unc.edu>
Cc: Stolle, Carrie <stolle@email.unc.edu>; Adam Kent <akent@unc.edu>; Travis Gore <stgore@email.unc.edu>
Subject: Re: Kia Caldwell

Hi to all. Travis told me this had been done by Carrie. Is there
anything I need to do to the epa web action? Debby

Linda Goldston wrote:
> Carrie,
>
> I think we talked about this, but I don't see that I ever received a
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>>>>> retirement. Then we realized we needed a letter from ANTH and it
>>>>> was secured after my actual retirement and I just haven't been
>>>>> able to get back here long enough to put together the packet. I
>>>>> realize the effective date may be an issue and may have to be
>>>>> extended to July 1, 2010. I do not have internet access from home
>>>>> so if there is anything I can do to assist Adam or Travis in
>>>>> correcting anything that is amiss, please contact Travis and he
>>>>> will track me down. I think otherwise it is in reasonably good
>>>>> shape. Adam, the epa web form is in your inbox. Hope all is well
>>>>> with everyone. Debby
>>>>>
>>>>>
>>>>
>>>
>>> --
>>> Linda R. Goldston
>>> Director of Personnel
>>> College of Arts and Sciences
>>> University of North Carolina at Chapel Hill
>>> CB# 3100, 208 South Building
>>> Chapel Hill, NC 27599
>>> Phone: 919.962.9276
>>> E-mail: Linda_Goldston@unc.edu
>>>
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>

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Saturday, December 19, 2009 1:03 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: office

Hey Travis. The office is a mess. I didn't know what to do to help but it needs some work. I'll try to find a way to help. dc

From: Carrie Stolle <stolle@email.unc.edu>
Sent: Monday, December 21, 2009 10:58 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Cc: Linda Goldston <Linda_Goldston@unc.edu>; Adam Kent <akent@unc.edu>; Travis Gore <stgore@email.unc.edu>
Subject: Re: Kia Caldwell

Hi Debby:

Anth's letter has been corrected and I sent it to Linda for approval to
make sure I had it right. I think I still need to sign a joint appt.
form and possibly a corrected AP2 which I thought Travis was going to
bring by at some point.

Carrie

Deborah Crowder wrote:
> Hi to all. Travis told me this had been done by Carrie. Is there
> anything I need to do to the epa web action? Debby
>
> Linda Goldston wrote:
>> Carrie,
>>
>> I think we talked about this, but I don't see that I ever received a
>> corrected letter from Anthropology for this promotion packet.
>>
>> Linda Goldston wrote:
>>> The letter from Dale Hutchinson still isn't correct. The first
>>> sentence needs to say:
>>>
>>> "I write to recommend that Dr. Kia Caldwell be promoted from Adjunct
>>> Assistant Professor to Adjunct Associate Professor in the Department
>>> of Anthropology effective July 1, 2010 through _____." The EPA Web
>>> action hasn't been corrected, but currently the Anthropology
>>> promotion is entered as being for one semester. I question why it is
>>> being made for only one semester, but that's up to Anthropology to
>>> decide.
>>>
>>> Linda Goldston wrote:
>>>>
>>>> Debby,
>>>>
>>>> I've reviewed the packet for Kia Caldwell and there a several things
>>>> that need to be revised:
>>>>
>>>> * The Chair's letter and AP-2 will need to be revised to reflect
>>>> the new effective date of 7/1/2010. The effective date on the
>>>> EPA web form needs to be corrected from 1/1/09 to 7/1/2010.
>>>> * The Anthropology Chair's letter needs to state that
>>>> Anthropology is recommending her promotion from Adjunct
>>>> Assistant Professor to Adjunct Associate Professor and to
>>>> reflect the new 7/1/2010 effective date since they can't
>>>> appoint her as Adjunct Associate Professor before she becomes
>>>> Associate Professor in her primary rank
>>>> * The AP-2 also needs to include the current Anthropology appt
>>>> in the "present appt info." section. Also need to correct
>>>> dates of the Anthropology jt appt in the proposed section:
>>>> Begin date 7/1/2010, Adjunct Assoc. Prof., End date –
>>>> 6/30/2011 (if it is just to be for one year). Also remove the
>>>> "4" that denotes a probationary term.
>>>> * A joint appt. form signed by both departments needs to be

>>>> included in the packet.
>>>> * Since this review was begun over a year ago, I would suggest
>>>> that Julius' letter to the Dean say something about that and
>>>> why submission of the recommendation was delayed so as to
>>>> clarify the time frame, i.e., the letter to solicit outside
>>>> recommendations was written in September 2008 indicating a
>>>> promotion date of July 1, 2009; the recommendation letters
>>>> were received in fall 2008 and spring 2009; and the reviewers
>>>> were provided with Caldwell's CV dated September 2008.
>>>>
>>>> Let me know if I can help further.
>>>>
>>>> Linda Goldston wrote:
>>>>> Hi Debby ... they just won't let you retire, huh?
>>>>>
>>>>> I received the packets for Kia Caldwell this afternoon and will
>>>>> review as soon as I can. This recommendation would have had to go
>>>>> to the October ASAC meeting in order to have a January 1, 2010
>>>>> effective date. It will need to be changed to July 1, 2010.
>>>>>
>>>>> Deborah Crowder wrote:
>>>>>> Hi to all. I have prepared a tenure packet for Kia Caldwell. We
>>>>>> began this months and months and months ago but were held up on
>>>>>> one letter. It arrived in the midst of my various attempts at
>>>>>> retirement. Then we realized we needed a letter from ANTH and it
>>>>>> was secured after my actual retirement and I just haven't been
>>>>>> able to get back here long enough to put together the packet. I
>>>>>> realize the effective date may be an issue and may have to be
>>>>>> extended to July 1, 2010. I do not have internet access from home
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>>>>>> correcting anything that is amiss, please contact Travis and he
>>>>>> will track me down. I think otherwise it is in reasonably good
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>

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^^*^

From: lcccnews@med.unc.edu
Sent: Monday, December 21, 2009 11:24 AM
To: LCCC E-News Release <lcccnews@listserv.unc.edu>
Subject: [lcccnews] UNC Lineberger E-News Release
Attach: banner.gif; rss.gif

UNC Lineberger Comprehensive Cancer Center e-News

University of North Carolina at Chapel Hill

Trouble viewing UNC Lineberger's E-News Release? View it online at:
http://unclineberger.org/lcccnewsletter/enews20091221.html

Lineberger Banner: Today's Best Care, Tomorrow's Best Hope

Cancer News Update From UNC Lineberger **12/21/2009**

Forward to a Friend

N.C. Cancer Hospital Honors sanofi-aventis for Significant Donation toward Hospital Endowment Supporting Innovative Research and Patient-Focused Programs

In a ceremony today at the N.C. Cancer Hospital, sanofi-aventis Chief Executive Officer Chris Viehbacher and other company leaders announced sanofi-aventis U.S.'s commitment of $2 million toward the N.C. Cancer Hospital Endowment – which helps support the institution's clinical research and many patient programs. Read More.

UNC Lineberger Member Lisa Carey, MD, Featured Speaker at UNC-Chapel Hill's December 2009 Commencement

Lisa Carey, MD, associate professor of medicine and UNC Breast Center medical director, was a featured speaker at UNC-Chapel Hill's December 2009 Commencement, held yesterday. She gave graduates a few lessons to take on their way and also surprised them with a pop quiz. Read her speech.

UNC Chemist and Lineberger Member Wenbin Lin, PhD, Named to Top 10 List for Article Citations

Wenbin Lin, PhD, has been named to an international top 10 list reflecting recognition of his publishing track record. Read More.

UNC Lineberger Patients Pampered with Puppy Love

Pippin, a fluffy white bichon frise, and owner Rita Bigham of Chapel Hill, visit pediatric and adult patients at UNC

Hospitals as volunteers, but when this “white coat” enters the room, medicine of a different type is administered: cuddles and puppy kisses. Read more.

Still Looking for That Perfect Gift? Give Hope This Holiday Season.

If there's a mouse stirring this holiday season, we'll understand. Wlth just a few quick clicks, you can make an online donation, purchase a commemorative tile, get a free shipping deal or buy notecards -- all to benefit UNC Lineberger. Read more.

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UNC Lineberger Comprehensive Cancer Center, Campus Box 7295, Chapel Hill, NC 27599-7295

You are currently subscribed to UNC Lineberger Cancer Center's E-News Release with email address as: stgore@email.unc.edu.
To unsubscribe send a blank email to leave-26075361-9279841.8d48b917898b1b5e9fb144cf6209b79c@listserv.unc.edu

Schedule for Ms. Bathsheba Philpott

Fundraising and Grantsmanship Workshop

INSTITUTE OF AFRICAN AMERICAN RESEARCH

9 am--Pick up Ms. Philpott from airport; arrive from Washington, D.C.

10 am-11:45 am—Welcome & Workshop (in 309 Stone Center, Seminar Room and Reception Area)

12 noon-12:45 pm Lunch (in 305 Stone Center; assorted sub sandwiches, water, and juices, cookies)

1:00 pm-1:35pm—Question and Answer Session, Wrap-up

1:45 pm—Ms. Philpott leaves UNC for RDU

3:15pm—Depart from RDU for Washington, D.C.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Wednesday, December 23, 2009 12:47 PM
To: Gore@mxp3.isis.unc.edu; Sam T <stgore@email.unc.edu>
Subject: [ackland-e-news] Happy Holidays from the Ackland!

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at the ackland

Happy Holidays from the Ackland

Happy Holidays from all the staff at the Ackland!
Visit the Ackland this holiday season and catch *The Guardian and the Avant-Garde* before it closes January 3. Also on view now are the new installations *Along the Silk Road: Art and Cultural Exchange* and *War on All Fronts*.

Holiday Hours:
Closed December 24, 25, and January 1
Open 10:00 AM - 5:00 PM on Thursday, December 31

Sunday, December 27
1:15 PM

From a thousand year-old Indian sculpture of a dancing elephant to Do-Ho Suh's contemporary sculpture *Floor* (made for viewers to walk upon), the Ackland is filled with art that will fascinate and inspire even the youngest visitor. Explore these works and more with a child you care about on a **Family Fun Tour** at the Ackland. These interactive gallery tours are led by Ackland educators and are designed for six- to twelve-year-olds and their families. Family Fun Tours are the perfect way to spend a Sunday afternoon with your children. Come explore with us!

Free | Walk-ins welcome

IN THE GALLERIES:

The Guardian and the Avant-Garde

Along the Silk Road
Art and Cultural Exchange

And ten more galleries filled with art and ideas!

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **stgore@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-26086565-6848482.2f8974e37df524cbb81bf19addaaf4be@listserv.unc.edu.

Illustrations

Willi Novak, Austrian: *Christmas Card* (detail), 1925; signed reproduction of drawing.

Burton Emmett Collection

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: UNC General Alumni Association <alumni@unc.edu>
Sent: Tuesday, December 29, 2009 10:04 AM
To: GAA Members in the Triangle Area <stgore@email.unc.edu>
Subject: Old Well Celebration | Register Now; Run in April

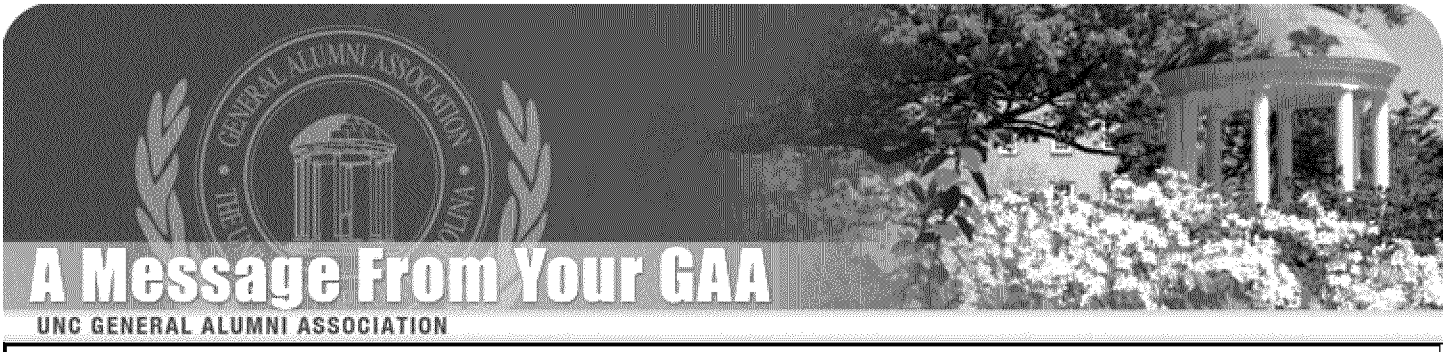

Wake County Carolina Club Old Well Celebration: Carolina Basketball Through the Years

Thursday, Feb. 11 | 6:30 p.m.
N.C. Museum of Natural Sciences | 11 West Jones Street, Downtown Raleigh

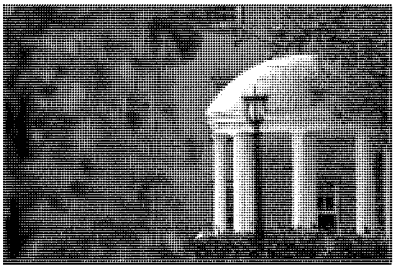

Gather with alumni from across Wake County to celebrate the achievements of our wonderful University and to raise funds to support scholarships for deserving UNC students from Wake County. With your help, the 2008 Old Well Celebration raised **$12,000 for the Wake County Carolina Club Scholarship Fund**.

Our 2010 event will include cocktails and hors d'oeuvres, a silent auction and a presentation by **a panel of Carolina basketball players from across the decades including Lennie Rosenbluth '57**.

Cost is **$65 per person**. Graduates from the class years of 1999-2009 may attend for $50. GAA members from all classes receive a $15 discount. Register online today. Deadline for online registration is **Wednesday, Feb. 3**.

Become a Host or Sponsor
Support the Wake County Carolina Club Scholarship Fund by becoming a host or sponsor of the Old Well Celebration. Hosts pay **$500** and receive **four tickets** to the event. Sponsors pay **$250** and receive **two tickets**. Young alumni sponsors (classes of 1998-2009) pay **$150** and receive **two tickets**. Learn more.

We look forward to seeing you on February 11. Questions? Contact Danita Morgan '81 at dmorgan@gmbcounsel.com.

Register Now; Run in April

And maybe even take in a basketball game in March...

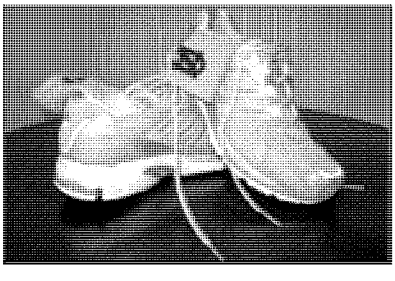

Sign up by Jan. 31, 2010, for the Tar Heel 10 Miler and Fleet Feet Sports 4 Mile Run on April 10, and *Endurance Magazine* will automatically enter your name in a drawing to **win two tickets to the final regular season men's basketball home game against Miami on March 2 (Senior Day)**.

If that's not enough incentive, GAA members receive a discount on race registration. Use promo code **GAA10** to save $10 on the 10-mile run and **GAA4** to save $5 on the 4-mile run. A valid GAA member card will be required at packet pickup for runners receiving the discount.

Take in the sights of campus and the town on Saturday, April 10. The course for *Endurance Magazine*'s Tar Heel 10 Miler and Fleet Feet Sports 4 Mile Run will include campus landmarks and a finish line inside Kenan Stadium.

Thank You

We appreciate your membership in the GAA. Your member dues provide important support to the GAA and local Carolina Clubs. Members have exclusive access to the digital version of the award-winning *Carolina Alumni Review*. Read the magazine online as it appears in print.

Stay connected to the GAA and Carolina. Follow us on Twitter, become a fan of our Facebook page, join our LinkedIn group and more.

PRIVACY POLICY: You received this e-mail from the General Alumni Association-George Watts Hill Alumni Center, CB # 9180, Stadium Drive, PO Box 660, Chapel Hill, NC 27514-0660. You have not been subscribed to an e-mail list. If you do not wish to receive future e-mail of this type from the GAA, please reply to alumni@unc.edu and include your full name, address and class year, call us toll-free at (877) 377-7125, or unsubscribe via this link: unsubscribe here.

Please note that UNC and the General Alumni Association do not sell your information, including your e-mail address, to anyone for any purpose.

702472576

From:	nobody@notify.unc.edu on behalf of fertility@unc.edu
Sent:	Tuesday, December 29, 2009 8:24 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Thinking About Starting a Family?

Are you or is someone you know trying to get pregnant or about to start trying?

Time-to-Conceive is a research study at the University of North Carolina at Chapel Hill focusing on fertility in women between 30 and 44 years of age. To learn how you can be in the study, call us at (919) 843-8246 or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Monetary compensation for study activities

No medicines or pills to take and no changes to daily lifestyle or existing health care routine.

Please visit our new website at www.med.unc.edu/timetoconceive for more information.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: OB/GYN

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of vaidehi_patel@med.unc.edu
Sent: Friday, January 1, 2010 8:19 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Healthy Participants Needed for IBS Research Study

---

1.Do you have a spouse or partner who you live with?

2. Are you between the ages of 45-64 years old?

3.Is your partner or spouse free of any gastrointestinal disorders (Irritable Bowel Syndrome -IBS, Crohn's Disease, Ulcerative Colitis, etc)?

4.Are you also free of any gastrointestinal disorders?

If you answered yes to all of the above questions, you may qualify as a healthy subject for a research study about how IBS affects relationships. To learn more about this study and/or see if you qualify, call (919)843-7892.
You may also email Ashley Messina (amessina@med.unc.edu) or Vaidehi Patel (vspatel@med.unc.edu) at the UNC Center of Functional GI and Motility Disorders to determine your eligibility for the study. Please put HEALTHY CONTROL STUDY in the subject line.

Your spouse or partner will receive $10.00 in compensation for participating in this research study.

Study Title: Partner Burden in Irritable Bowel Syndrome
This message was approved by the UNC Biomedical Institutional Review Board on 11/18/2009(IRB# 08-1698).

This email is sponsored by: Medicine-GI

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Saturday, January 2, 2010 1:39 PM
To: Timothy J. McMillan <tjm1@email.unc.edu>; Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: [asmgrs] WebEvent Reminder: Jan 4 - 4:30 p.m. Eastern Time (US and Canada) Time ; Deadline for Instructional Space Requests for Graham Memorial - Fall 2010]
Attach: [asmgrs] WebEvent Reminder_ Jan 4 - 4_30 p.m. Eastern Time (US and ....eml (2.82 KB).msg

---

From: WebEvent <webevent@unc.edu>
Sent: Monday, December 28, 2009 4:33 PM
To: All Administrative Managers in the College of Arts & Sciences <asmgrs@listserv.unc.edu>
Subject: [asmgrs] WebEvent Reminder: Jan 4 - 4:30 p.m. Eastern Time (US and Canada) Time ; Deadline for Instructional Space Requests for Graham Memorial - Fall 2010

WebEvent Reminder

Title: Deadline for Instructional Space Requests for Graham Memorial - Fall 2010
Date: Monday, January 4, 2010
Time: 4:30 p.m. Eastern Time (US and Canada) Time

Description: We are now planning the allocation of instructional space in The James M. Johnston Center for Undergraduate Excellence in Graham Memorial for Fall 2010. If you have courses that you would like to schedule in this facility, please submit ALL requests via AdAstra on or before Monday, January 4, 2010, 4:30 p.m. You no longer need to submit a Graham Memorial Classroom Reservation Request Form!

Courses using information technologies will be given priority, but that IS NOT a condition for access to Graham Memorial. Our aim is to
schedule as eclectic a mix of classes as possible.

If you have questions about the Graham Memorial classrooms, please feel free to contact me, 843-7001.

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

You are currently subscribed to asmgrs axsd: dacrowde@email.unc.edu.
To unsubscribe send a blank email to leave-26104089-
22367077.ff415e3538fbbe21637ad237e9b16720@listserv.unc.edu

From: eunice@email.unc.edu
Sent: Monday, January 4, 2010 9:53 AM
To: Adam Kent <akent@unc.edu>
Cc: Julius Nyang'oro <jen321@email.unc.edu>; Travis Gore <stgore@email.unc.edu>
Subject: Job talks, etc.

Dear Adam,

Happy 2010!

Kindly let me know if we're all set to go on Friday 22 so that Travis can book a a room for Lydia's job talk at 12.00pm. In addition, let me know when the 2nd candidate is meeting with the Dean so that we can finalize other arrangements.

Travis: Are there any Afri101 courses being taught on Friday, Mon, and Tue this semester? Please let me know.

Best wishes, Eunice.

From: nzongola@email.unc.edu
Sent: Monday, January 4, 2010 10:05 AM
To: Travis Gore <stgore@email.unc.edu>
Cc: Julius Nyang'oro <jen321@email.unc.edu>
Subject: Re: AFRI 550 and 101
Attach: AFRI 550 - DEMOCRATIC GOVERNANCE IN AFRICA.docx; AFRI 101 Course Oultine, Spring 2010.docx

---

Dear Travis,

Thanks for this information, which I had already understood upon a closer look at the bulletin. I have the same room for AFRI 101. The latter may be printed on both sides of a single sheet.

Attached please find my course outlines for both classes. Since I will not be back next week, could you please take care of my classes as follows:

AFRI 550

MONDAY, JANUARY 11: HAND OVER THE SYLLABUS TO THE STUDENTS.
For their information, the UN book cannot be sold, so they have sent me copies that I will place on reserve in the Undergraduate Library.

AFRI 101

TUESDAY? JAN. 12: HAND OVER THE SYLLABUS TO THE STUDENTS

THURSDAY? JAN. 14: SHOW THE FILM "AFRICA: THE LOST CIVILIZATIONS"

If you cannot find a copy of the film, tell the students on Tuesday that htey ought to use Thursday to study the map of Africa.

Thanks in advance for your help.

HAPPY NEW YEAR!

Georges

Quoting Travis Gore <stgore@email.unc.edu>:

> Happy New Year!
>
> I checked on this and they told me that its not the Nelson Mandela
> Auditorium. They said that room was 1015. Your room is smaller than
> that but still holds up to 64.
>
> Travis
>
> nzongola@email.unc.edu wrote:
>> Dear Julius,
>>
>> I see from the listing of courses on the UNC website that my AFRI
>> 550 class, currently with 16 out of a maximum of 30 students
>> enrolled, is supposed to meet in GC 1005. If I am not mistaken, this
>> is the Nelson Mandela Auditorioum in the Global Education Center
>> building. That is simply too big a room for a course that I would

>> like to run as a seminar.
>>
>> Could you please try to get me another classroom for this course?
>>
>> Thanks in advance,
>>
>> Georges
>>
>
>

AFRI 550: DEMOCRATIC GOVERNANCE IN AFRICA

The University of North Carolina at Chapel Hill
Department of African and Afro-American Studies
Spring 2010
Monday, 3:00 -5:50 PM
FEDEX Global Education Center 1005

Instructor: Professor Georges Nzongola-Ntalaja
Office: 201 Battle Hall
Office Hours: M /1:30-2:30 pm; T/12:30-1:30 pm; R/10:30 am -12:30 pm; and by appointment

Course Summary

This course is an in-depth examination of the evolution of trends and theories on democratic governance since the end of the cold war, together with the implications of these trends and theories for Africa. It is designed to analyze the challenges of democratic governance in Africa today from the standpoint of current debates on democratic governance and its relationship to human rights, sustainable development, conflict prevention, and post-conflict reconstruction and development. Topics of discussion include the meaning of democratic governance, state capacity for security and development, the role of non-state actors, and issues relating to the rule of law and global governance and its impact on Africa. Students are expected to actively participate in class discussions, and to choose a topic from the course outline for both class presentation and research paper.

Course Requirements

Class attendance and participation: 10% of the final grade
Class presentation of a discussion topic: 20% of the final grade
Mid-Term Review (Mon., Mar. 15): 30% of the final grade
Research paper (due on Fri., April 30): 40% of the final grade

Required Texts

GOVERNANCE FOR THE FUTURE: DEMOCRACY AND DEVELOPMENT IN THE LEAST DEVELOPED COUNTRIES, by UN-OHRLLS and UNDP

DEMOCRATIC REFORM IN AFRICA: ITS IMPACT ON GOVERNANCE & POVERTY ALLEVIATION, Edited by Muna Ndulo

<u>Course Outline and Required Readings</u>

Jan. 11: Course Overview
Course Outline

Jan. 25: Introduction to Democratic Governance
Democratic Governance, Human Rights, and Sustainable Development
Trends in and Theories of Democratic Governance since the End of the Cold War
Governance Indicators: Methodologies for Governance Assessments

UN-OHRLLS and UNDP, *Governance for the Future,* Ch. 1
Ndulo, *Democratic Reform in Africa,* Ch. 3, 11, and 15
Georges Nzongola-Ntalaja, "Democratic Governance and Human Rights in the International Framework," Address by the Director of the UNDP Oslo Governance Centre to the Finnish Development Policy Committee and the Finnish Advisory Board for Human Rights, Helsinki, Finland, June 15, 2004

Feb. 1, 8 and 15: Strengthening State Capacity for Effective Governance
The State and Institutional Capacity Development
Electoral Systems and Processes
Legislative Systems and Parliamentary Development
The Executive and Policy Coordination
Capacity Development in Public Administration
Decentralization, Local Governance, and Effective Service Delivery
Accountability, Transparency, and the Fight against Corruption

UN-OHRLLS and UNDP, *Governance for the Future,* Ch. 2
Ndulo, *Democratic Reform in Africa,* Ch. 4 and 7
Georges Nzongola-Ntalaja, "Challenges to State Building in Africa," *African Identities,* Vol. 4, No. 1 (2006), pp. 71-88.

Feb. 22 and Mar. 1: The Role of Non-State Actors
Civil Society
Political Parties
The Private Sector
The Informal Sector
External Development Partners (Bilateral and Multilateral)

UN-OHRLLS and UNDP, *Governance for the Future,* Ch. 3
Ndulo, *Democratic Reform in Africa,* Ch. 6, 8 and 10

Mar. 8: SPRING BREAK

Mar. 15: Mid-Term Review

Mar. 22 and 29: Rule of Law, Human Rights, and Access to Justice
The Security Sector (1): the Judiciary and Other Dispute Resolution Mechanisms
The Security Sector (2): the Police, Prisons, and Other Law Enforcement Agencies
Human Rights Organizations, both State and Non-State
Strengthening Respect for the Rule of Law within the Security Sector

UN-OHRLLS and UNDP, *Governance for the Future,* Ch. 4
Ndulo, *Democratic Reform in Africa,* Ch. 5, 9, 11, 12 and 13

Apr. 5: Global Governance and its Impact in Africa
Global Development Challenges for African Countries
Global Governance Structures and Africa
African Demands for Restructuring Global Governance

UN-OHRLLS and UNDP, *Governance for the Future,* Ch. 5
Norman Girvan, "Power Imbalances," Paper Prepared for the North-South Institute Project on "Southern Perspectives on Reforming the International Development Architecture," October 3, 2006
Georges Nzongola-Ntalaja, "The International Dimensions of the Congo Crisis," *Global Dialogue,* Vol. 6, No. 3-4 (2004), pp. 116-126. Reprinted with permission in http://www.undp.org/oslocentre/

Apr. 12: Library Research for Term Papers. No Class Session

Apr. 19 and 26: Governance, Conflict Prevention and Post-Conflict Reconstruction
Democratic Governance as a Strategy of Conflict Prevention and Peace Building
Post-Conflict Recovery and Stabilization by Strengthening Safety and Security
Constitutional and Electoral Reforms to Foster Inclusive Participation
Post-Conflict Reconstruction and Development to Benefit All Citizens

Ndulo, *Democratic Reform in Africa*, Ch. 2 and 14
Georges Nzongola-Ntalaja, "Citizenship, Political Violence, and Democratization in Africa, "*Global Governance,* Vol. 10, No.4 (2004), pp. 403-409. Also found in http://www.undp.org/oslocentre

Recommended Readings
Claude Ake, *Democracy and Development in Africa*
G. Shabbir Cheema, *Building Democratic Institutions: Governance Reform in Developing Countries*
Dennis A. Rondinelli and G. Shabbir Cheema, eds. *Decentralizing Governance: Emerging Concepts and Practices*
United Nations Department of Economic and Social Affairs and United Nations Development Programme, *The Challenges of Restoring Governance in Crisis and Post-Conflict Countries*
Tony Addison, ed. *From Conflict to Recovery in Africa*
United Nations Development Programme, *Human Development Report 2002: Deepening Democracy in a Fragmented World*
United Nations Development Programme, *Human Development Report 2000: Human Rights and Human Development*
UNDP Oslo Governance Centre, *Governance Indicators: A User's Guide,* 2nd ed.
Daniel Kaufmann, Aart Kraay and Massimo Mastruzzi, *Governance Matters VII: Aggregate and Individual Governance Indicators, 1996-2007*

AFRI 101: INTRODUCTION TO AFRICA

The University of North Carolina at Chapel Hill
Department of African and Afro-American Studies
SPRING 2010
Tuesday and Thursday, 2:00 to 3:15 pm
FEDEX Global Education Center 1005

Instructor: Professor Georges Nzongola-Ntalaja
Office: 201 Battle Hall
Office Hours: M/1:30-2:30 pm; T/12:30-1:30 pm; R/10:30 am-12:30 pm and by appointment

Course Summary
This course is an introduction to the study of the African continent, its peoples, history and contemporary problems of development in a globalized world. It is designed to introduce students with little or no knowledge of Africa to the academic study of Africa in the social sciences and the humanities. The course consists of a survey of the African past, society and culture, and contemporary political, economic and social issues.

Course Requirements
Map quiz (knowledge of the contemporary map of Africa) on Feb. 16: 20% of the final grade
A take-home mid-term exam, to be used to fulfill the student's writing requirements (Questionnaire distributed on Feb. 16; Exam papers due on Mar. 4): 40% of the final grade
Final Exam (R, May 6 at 12 noon): 40% of the final grade

Required Texts: To be read for class discussions
UNDERSTANDING CONTEMPORARY AFRICA, 4th Edition, by April A. Gordon and Donald L. Gordon
SO LONG A LETTER, by Mariama Bâ
A MAN OF THE PEOPLE, by Chinua Achebe

<u>Course Outline and Required Readings</u>

Week 1: Course Introduction
T/Jan. 12: Course Overview
R/Jan. 14: Film: "Africa: A History Denied," Time-Life Lost Civilizations Series
Gordon & Gordon, Ch. 1

Week 2: The Geography of Africa
T/Jan. 19: Physical Geography
R/Jan. 21: Human Geography
Gordon & Gordon, Ch. 2

Weeks 3-4: African History: A Very Short Introduction
T/Jan. 26: Introduction to African History
R/Jan. 28: Precolonial Africa
T/Feb. 02: Colonial Africa
R/Feb. 04: Postcolonial Africa
Gordon & Gordon, Ch. 3-4

Week 5: Issues in African Economic Development
T/Feb. 09: The Challenge of Poverty Eradication
R/Feb. 11: Economic Development Strategies
Gordon & Gordon, Ch. 5 and 13

Week 6: Mid-Term Review
T/Feb. 16: Map Quiz (plus the questionnaire for the mid-term exam)
R/Feb. 18; Library Research for the Mid-term exam (NO CLASS SESSION)

Week 7: Africa in World Affairs
T/Feb. 23: African International Relations
R/Feb. 25: Africa in World Affairs
Gordon & Gordon, Ch. 6

Week 8: Demography and Health Issues in Contemporary Africa
T/Mar. 02: Urbanization and Population Growth
R/Mar. 04: AIDS and Other Health Issues
Gordon & Gordon, Ch. 7
MID-TERM EXAM PAPERS DUE

Week 9: SPRING BREAK

Week 10: The Environment and Development in Africa
T/Mar. 16: Major Environmental Challenges in Africa Today
R/Mar. 18: African and the International Environmental Agenda
Gordon & Gordon, Ch. 8

Week 11: Family and Kinship in Africa
T/Mar. 23: Understanding Kinship in Africa
R/Mar. 25: Continuity and Change in African Kinship
Gordon & Gordon, Ch. 9

Week 12: Women and Social Change in Africa
T/Mar. 30: the Woman Question in Africa
R/Apr. 01: Women and Development in Africa
Gordon & Gordon, Ch. 10

Week 13: Religion in Africa
T/Apr. 06: Religious Diversity in Africa
R/Apr. 08: Africa's Triple Heritage
Gordon & Gordon, Ch. 11

Weeks 14-15: Literature, Arts and Popular Culture
T/Apr. 13: Chinua Achebe, *A Man of the People*
R/Apr. 15: Mariama Bâ, *So Long A Letter*
T/Apr. 20: African Literature
R/Apr. 22: African Art, Music, and Popular Culture
Gordon & Gordon, Ch. 12

Week 16: Conclusions
T/Apr. 27: Lessons of the African Past and Present

From: Adam Kent <akent@unc.edu>
Sent: Monday, January 4, 2010 10:54 AM
To: eunice@email.unc.edu
Cc: Julius Nyang'oro <jen321@email.unc.edu>; Travis Gore <stgore@email.unc.edu>
Subject: RE: Job talks, etc.

Good Morning Eunice,

All the travel arrangements (flights and hotel) have been set for both candidates. McCauley's meeting with the Dean is at 10:30 on the 26th. Please let me know what else I can do to help prepare for the visits,

Adam

-----Original Message-----
From: eunice@email.unc.edu [mailto:eunice@email.unc.edu]
Sent: Monday, January 04, 2010 9:53 AM
To: Adam Kent
Cc: Julius Nyang'oro; Travis Gore
Subject: Job talks, etc.

Dear Adam,

Happy 2010!

Kindly let me know if we're all set to go on Friday 22 so that Travis can book a a room for Lydia's job talk at 12.00pm. In addition, let me know when the 2nd candidate is meeting with the Dean so that we can finalize other arrangements.

Travis: Are there any Afri101 courses being taught on Friday, Mon, and Tue this semester? Please let me know.

Best wishes, Eunice.

From: eunice@email.unc.edu
Sent: Monday, January 4, 2010 11:20 AM
To: stgore@email.unc.edu
Cc: akent@unc.edu; jen321@email.unc.edu; tjm1@email.unc.edu
Subject: Reserving Room: Job talks - Boyd and Macauley

Dear Travis,

Happy New Year!

I would be very grateful if you reserved the Toy Lounge for the
following job talks:

1) Lydia Boyd: Friday, January 22, 12.00-1.30pm.
2) Sylvia Macauley: Monday, January 25, 12.00-1.30pm.

Thanks. Eunice.

Quoting Adam Kent <akent@unc.edu>:

> Good Morning Eunice,
>
> All the travel arrangements (flights and hotel) have been set for
> both candidates. McCauley's meeting with the Dean is at 10:30 on the
> 26th. Please let me know what else I can do to help prepare for the
> visits,
>
> Adam
>
> -----Original Message-----
> From: eunice@email.unc.edu [mailto:eunice@email.unc.edu]
> Sent: Monday, January 04, 2010 9:53 AM
> To: Adam Kent
> Cc: Julius Nyang'oro; Travis Gore
> Subject: Job talks, etc.
>
>
> Dear Adam,
>
> Happy 2010!
>
> Kindly let me know if we're all set to go on Friday 22 so that Travis
> can book a a room for Lydia's job talk at 12.00pm. In addition, let me
> know when the 2nd candidate is meeting with the Dean so that we can
> finalize other arrangements.
>
> Travis: Are there any Afri101 courses being taught on Friday, Mon, and
> Tue this semester? Please let me know.
>
> Best wishes, Eunice.
>
>
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>
>

From: eunice@email.unc.edu
Sent: Monday, January 4, 2010 12:59 PM
To: Travis Gore <stgore@email.unc.edu>
Cc: akent@unc.edu; jen321@email.unc.edu; tjm1@email.unc.edu
Subject: Re: Reserving Room: Job talks - Boyd and Macauley

Thanks Travis. Looking forward to the confirmation.

Cheers, Eunice.

Quoting Travis Gore <stgore@email.unc.edu>:

> Hi Eunice,
>
> The dates and times requested were available so I filled out a
> reservation form for each of them and faxed it to Rob Moore. I will
> let you know as soon as I get a confirmation from him. Please let
> me know if there is anything else I can do to help.
>
> Thanks,
>
> Travis
>
> eunice@email.unc.edu wrote:
>>
>>
>> Dear Travis,
>>
>> Happy New Year!
>>
>> I would be very grateful if you reserved the Toy Lounge for the
>> following job talks:
>>
>> 1) Lydia Boyd: Friday, January 22, 12.00-1.30pm.
>> 2) Sylvia Macauley: Monday, January 25, 12.00-1.30pm.
>>
>>
>> Thanks. Eunice.
>>
>>
>> Quoting Adam Kent <akent@unc.edu>:
>>
>>> Good Morning Eunice,
>>>
>>> All the travel arrangements (flights and hotel) have been set for
>>> both candidates. McCauley's meeting with the Dean is at 10:30 on
>>> the 26th. Please let me know what else I can do to help prepare for
>>> the visits,
>>>
>>> Adam
>>>
>>> -----Original Message-----
>>> From: eunice@email.unc.edu [mailto:eunice@email.unc.edu]
>>> Sent: Monday, January 04, 2010 9:53 AM
>>> To: Adam Kent
>>> Cc: Julius Nyang'oro; Travis Gore
>>> Subject: Job talks, etc.

>>>
>>>
>>> Dear Adam,
>>>
>>> Happy 2010!
>>>
>>> Kindly let me know if we're all set to go on Friday 22 so that Travis
>>> can book a a room for Lydia's job talk at 12.00pm. In addition, let me
>>> know when the 2nd candidate is meeting with the Dean so that we can
>>> finalize other arrangements.
>>>
>>> Travis: Are there any Afri101 courses being taught on Friday, Mon, and
>>> Tue this semester? Please let me know.
>>>
>>> Best wishes, Eunice.
>>>
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>

From: eunice@email.unc.edu
Sent: Monday, January 4, 2010 1:07 PM
To: Adam Kent <akent@unc.edu>
Cc: Julius Nyang'oro <jen321@email.unc.edu>; Travis Gore <stgore@email.unc.edu>
Subject: RE: Job talks, etc.

Dear Adam,

Thanks. Please let me know when Lydia is leaving on Saturday. Dinner arrangements with members of the search committee (which also includes students representatives) is another item we need to finalize. We can address this by the end of next week as we wrap their up schedules.

Best wishes, Eunice.

Quoting Adam Kent <akent@unc.edu>:

> Good Morning Eunice,
>
> All the travel arrangements (flights and hotel) have been set for
> both candidates. McCauley's meeting with the Dean is at 10:30 on the
> 26th. Please let me know what else I can do to help prepare for the
> visits,
>
> Adam
>
> -----Original Message-----
> From: eunice@email.unc.edu [mailto:eunice@email.unc.edu]
> Sent: Monday, January 04, 2010 9:53 AM
> To: Adam Kent
> Cc: Julius Nyang'oro; Travis Gore
> Subject: Job talks, etc.
>
>
> Dear Adam,
>
> Happy 2010!
>
> Kindly let me know if we're all set to go on Friday 22 so that Travis
> can book a a room for Lydia's job talk at 12.00pm. In addition, let me
> know when the 2nd candidate is meeting with the Dean so that we can
> finalize other arrangements.
>
> Travis: Are there any Afri101 courses being taught on Friday, Mon, and
> Tue this semester? Please let me know.
>
> Best wishes, Eunice.
>
>
>
>
>
>
>

From: nobody@notify.unc.edu on behalf of fkimberl@email.unc.edu
Sent: Monday, January 4, 2010 8:21 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Unity Conference--Call for Workshop Proposals

---

The Unity Conference is now seeking workshop proposals for the eighth annual conference to be held April 9 - April 11, 2010 at the University of North Carolina at Chapel Hill. Last year's event welcomed over 500 participants from ten different states. We fully expect to grow our event this spring and invite you to participate!

The Southeast Regional Unity Conference is an annual gathering of progressive lesbian, gay, bisexual, transgender, intersex, and queer identified people and their allies in the Southeast. It was founded to create dialogues about the intersections of gender and sexuality with ability, age, class, faith, health, and race/ethnicity, to explore strategies for effective grassroots organizing, and to share work that we and other LGBTIQ activists are doing in the Southeast. In generating these conversations, the Unity Conference serves to foster a progressive Southeastern LGBTIQ movement that affirms and reflects all aspects of the identities of LGBTIQ people.

With the theme "Intersecting Identities: Performance, Politics, Power" the 2010 Unity Conference Steering Committee has chosen to use this year's conference as an opportunity to more explicitly engage the concept of
intersectionality as an ethic of theorizing and organizing. The multiple sites of difference that inform our experience of queer and allied communities will not be placated or contested. Rather, we wish to explicitly take up difference as a primary and generative site of social change.

To focus our topic, we have developed three primary sub-themes:
1)How do we perform and theorize our intersecting identities?
2)How do assimilationis and anti-assimilationist politics operate within LGBTQ communities?
3)How do we build and sustain diverse communities committed to social justices?

To that end, we have invited a broad range of performers, educators, and human rights advocates from diverse activist backgrounds to lead workshops and address the full conference. We have reserved space for 30 different workshop sessions over the weekend. With this year's theme we hope to provide a wide range of workshops dealing with both practical and
theoretical issues.

Submissions for workshop proposals must be received by February 1, 2010 and will be accepted on a rolling basis. Those workshops relating to the theme "Intersecting Identities: Performance, Politics, Power" and received earliest will receive highest priority. Please visit <http://unityconference.webs.com/> to access the necessary workshop proposal form. Submit completed workshop proposal forms unityconference2010@gmail.com

Thank you, and we look forward to seeing you in Chapel Hill!

Cheers,

Kimberly Fisher
2010 Unity Conference Director
fkimberl@email.unc.edu
(919) 815-2628

This email is sponsored by: Unity Conference

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of bryant_tran@unc.edu
Sent:	Monday, January 4, 2010 9:18 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Blood Vessel Function Study at UNC

~CLINICAL RESEARCH STUDY~

Are You a Healthy Adult Over the Age of 35?

Investigators at UNC are looking for
men and women to participate in a study
evaluating blood vessel function.

Participants must also:
be non-smokers
have no history of cardiovascular disease (including high blood
pressure, high cholesterol, or diabetes)
not be taking any daily medications
The study involves:
* A one-time outpatient clinic visit lasting about 1.5 hours
* Non-invasive blood vessel function assessment
* Blood sample collection
* Must be willing to fast over night and avoid certain over-the-counter
medications and dietary supplements for one week
* $50 compensation for completing the study
For more information, contact Dr. Bryant Tran at
UNCclinicalstudy@gmail.com or (919)843-8723

UNC IRB# 07-0836
Approval Date: 7/13/09

This email is sponsored by: UNC Eshelman School of Pharmacy

==========
"INFORMATIONAL:" email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of emily_brown@dentistry.unc.edu
Sent: Monday, January 4, 2010 9:47 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Participants needed for a toothbrush study

---

Do you want to participate in a toothbrush study?

You may be eligible to participate in this research study if you:

*Are between 18 and 75 years old
*Have not used tobacco products in the past 6 months
*Are in good general health
*Have not taken any new medication in the last three months
*Do not require antibiotics prior to dental treatment
*Have at least 20 teeth
*Are not pregnant or nursing
*Have not been diagnosed with kidney disease, bleeding disorders, Hepatitis, HIV, or Tuberculosis

Participants may receive up to $240 for successful study completion.

Part of the study will consist of not brushing one half of your mouth for a 3 week period and not flossing your entire mouth for 5 weeks.

To learn how you can be in this study, please call (919) 966-5271 or email emily_brown@dentistry.unc.edu.

Approved by UNC IRB: 12/16/2009
IRB study #09--0627
This email is sponsored by: The Dental Research Center

This email is sponsored by: Dental Research Center

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of jennica_jackson@med.unc.edu
Sent: Monday, January 4, 2010 10:22 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Research Subjects Needed for a Probiotic Study

---

RESEARCH SUBJECTS NEEDED for Probiotic Study

Do you suffer from the following Abdominal symptoms?

* Bloating
* Distension
* Fullness
* Gas
* Discomfort/Pain

If yes, then you may be eligible to participate in a research study investigating the effect of a probiotic added to your diet on these symptoms.
Probiotics are a dietary supplement containing active, beneficial bacteria found in food like yogurt and cheese.

- This is a 14 week research study that involves 1 screening visit and 3 clinic visits to UNC.
- Subjects should expect to fill out questionnaires about their symptoms, take a probiotic dietary supplement twice daily, avoid other probiotics and antibiotics, and be willing to collect a stool sample at three time points during the study.
- Subjects will be compensated $300 for complete participation in this study.

If you are interested in participating or want to learn more about this study and other studies please call the study coordinator, Jennica Jackson at 919-966-9133 or Jennica_Jackson@med.unc.edu .

Thank you for your interest in our study!

This study had been approved by the IRB #: 08-0660 (Approval date: 11/10/2009)

This email is sponsored by: UNC Program in Digestive Health

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, January 4, 2010 10:55 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: UNC Employees: Register now for spring classes

---

If you're thinking about taking a class this spring, please don't delay! Classes start on January 11.

*Taking classes on campus: Unless you are already enrolled in a degree program or are already taking classes through Part-time Classroom Studies, you will need to apply for admission so that you can register for classes offered on campus. Check with the Friday Center for Continuing Education if you have questions.

*Taking an online course: To take a course this spring through Carolina Courses Online, you do not need to apply for admission, but you do need to register now through the Friday Center's Web site, http://fridaycenter.unc.edu/cp/cco/index.htm

*Remember: In order to take advantage of the employee tuition waiver program, you will need to file the Tuition Waiver application that is available from the Human Resources Web site, http://hr.unc.edu/Data/SPA/training/tuitionprograms/tuitionwaiver

This email is sponsored by: Friday Center for Continuing Education

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, January 5, 2010 8:20 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Faculty & Staff Women's Basketball Tickets

---

As the UNC women's basketball program moves back into Carmichael for the remainder of the season, we wanted to take this opportunity to inform the university's faculty and staff of the ticket policies that are in place. We are extremely excited about the women's basketball team's new home in Carmichael and hope you can join us to support the Heels!

There are three premium games this season versus Maryland, N.C. State, and Duke. All patrons must have a ticket in advance for these games. You will need to obtain a ticket through our faculty/staff distribution for these games. The distribution will be held at the Smith Center Athletic Ticket Office from 12:00 noon through 5:00pm, January 13th-January 15th, on a first-come-first-serve basis and while supplies last. You may obtain up to 4 tickets per UNC One Card or UNC Hospital ID, based on availability. For these games your UNC One Card and UNC Hospitals ID will not be honored at the game.

For the other eight remaining women's basketball games you may show your UNC OneCard or UNC Hospitals ID and gain admission, free for you and your immediate family. You simply display your UNC One Card or UNC Hospitals ID at the Carmichael Ticket Office to receive a ticket.

Please note that all remaining home women's basketball games are held in Carmichael.

This email is sponsored by: Athletics

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of liseanne_hammonds@med.unc.edu
Sent: Tuesday, January 5, 2010 9:25 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Study of infants with cow milk allergy or atopic dermatitis

---

RESEARCH SUBJECTS NEEDED
Study of infants with cow milk allergy or atopic dermatitis

We are conducting a study to learn more about the causes of cow milk allergy and atopic dermatitis in children. This information will help us understand the processes in the body that might contribute to these diseases.

Your child may qualify if:
 Your child is newborn-1 years of age
 Your child has cow milk allergy or atopic dermatitis

If yes, then you may be eligible to participate in a research study looking to identify biological factors that may be linked to cow milk allergy or atopic dermatitis.

 Participation includes a one-time visit to UNC hospital
 Subjects will be compensated $35 for their participation in this study.

If you are interested in participating or to learn more about this study and other studies please call the program coordinator, Liseanne Fedor-Hammonds @ 919-843-1003. Thank You for your interest in our study.

This study had been approved by the IRB #: 08-0666
(Approval date:12/18/2009)

This email is sponsored by: UNC School of Public Health

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Monday, October 4, 2004 12:04 PM
To: stgore@email.unc.edu
Subject: [Fwd: [Fwd: Application for Director, Burch/Honors Abroad]]
Attach: [Fwd_ Application for Director, Burch_Honors Abroad] (79.2 KB).msg

---

Please print the resume for me....Not the letter!!!!!

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Friday, October 22, 2004 1:05 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: Re: search

No!!!!!The Ad itself!!!!

Travis Gore wrote:

> is this it
>
> ----------
> Name: Search.advertisement.doc
> Search.advertisement.doc Type: WINWORD File (application/msword)
> Encoding: base64
> Download Status: Not downloaded with message

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Wednesday, November 10, 2004 11:32 AM
To: stgore@email.unc.edu
Subject: [Fwd: The Difference...]
Attach: The Difference... (2.82 KB).msg

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Monday, December 6, 2004 2:37 PM
To: stgore@email.unc.edu
Subject: [Fwd: hilarious]
Attach: hilarious (1.00 MB).msg

Can you read this???

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Wednesday, January 26, 2005 12:20 PM
To: stgore@email.unc.edu
Subject: [Fwd: 12 Priests]
Attach: 12 Priests (8.20 KB).msg

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Wednesday, January 26, 2005 1:24 PM
To: Stgore@email.unc.edu
Subject: [Fwd: My Chapter]
Attach: Re_ My Chapter (205 KB).msg

Clean this for me please!

From: Yusuf BANGURA <Bangura@unrisd.org>
Sent: Tuesday, January 25, 2005 6:52 AM
To: jen321@email.unc.edu
Subject: Re: My Chapter
Attach: Tanzania2.doc

Dear Julius,

Since I have not received your revised chapter, I have taken the liberty to rework the paper using, in some locations, information in the longer report. Please let me know what you think.

All the best,

Yusuf

(See attached file: Tanzania2.doc)

"Julius E
Nyang'oro" To: Yusuf Bangura <Bangura@unrisd.org>, jen321@email.unc.edu
<jen321@email.unc cc:
.edu> Subject: My Chapter

23/12/2004 23:21

Dear Yusuf,
In the past two weeks I have been beating around the bush in Dar trying to respond to the querries you raised in your last email about tracking regional inequalities Nyerere vs post-Nyerere period. Not even the chief economist at the Central Bank could say there is such data. Everything is anecdotal. Not even the economist at Univ of Dar whose specialist is inequality (Mtatifikolo) could give me something that makes sense. The only published data on this is from a 1995 World Bank Publication. All it does is the following:

Regional Index of Wealth

Region Wealth Index
Dar es Salaam 35
Mara 27
Arusha 25

Mwanza 24
Kilimanjaro 21
Singida 18
Mbeya 11
Coast 10
Dodoma 7
Iringa 5
Shinyanga 4
Tabora 4
Tanga 4
Kagera 3
Morogoro 3
Ruvuma 3
Rukwa 3
Lindi 2
Mtwara 2
Kigoma 1

Source: Luisa Ferreira and Lucy Goodhart, Incomes, Welfare and Poverty, Tanzania,1993.(Washington, DC: World Bank) pviii

The authors do no elaboration of this data. Indeed, they do not even say what the index is. I can only summise that in 1993, Dar es Salaam region was the wealthiest and Kigoma was the poorest. I already noted those observations in my chapter, with reference to both the colonial and post-colonial periods.

One would have thought that the Human Development Reports (2002/2003) would have the data we are seeking. But even there, the reports are repetitive about Tanzania making the transition from a command economy to a liberal one, with examples of say educational opportunities (rural vs urban) from a couple of regions, not very useful data by any stretch of imagination. The reports are actually very shallow.

I know that you are anxious to have comparable data for all the chapters, but unless one is willing to research this on their own over a long period of time (several years), you will not get this data today in Tanzania, unless the chief economist at the Central Bank does not know what he is doing. So Yusuf, the lack of data is not a result of not trying.

Sincerely,
Julius

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Thursday, February 3, 2005 2:15 PM
To: stgore@email.unc.edu
Subject: [Fwd: Writing Sample]
Attach: Writing Sample (82.8 KB).msg

Please print this and give to Debby.

From: Paula V. Saunders <pvsaunders@mail.colgate.edu>
Sent: Thursday, February 3, 2005 11:22 AM
To: jen321@email.unc.edu
Subject: Writing Sample
Attach: Writing Sample = Chapter 1.doc

Dr. Nyang'oro,

Here is the writing sample you requested. It is from a chapter in my dissertation.

Thank you again for your consideration.

All the Best,
Paula Saunders

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Friday, February 4, 2005 2:16 PM
To: stgore@email.unc.edu
Subject: [Fwd: urgent re assistant professor position]
Attach: urgent re assistant professor position (118 KB).msg

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From: Derrick White <dwhite41@fau.edu>
Sent: Friday, February 4, 2005 1:41 PM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: urgent re assistant professor position
Attach: CHAPTER 4- White.doc; ATT56532.txt; ATT56535.txt

Professor Nyang'oro

I am excited to be considered for the Assistant Professor position in the Department of African and Afro-American Studies at UNC. I am sending a copy of a chapter from my dissertation, *"New Concepts for the New Man:" The Institute of the Black World and the Incomplete Victory of the Second Reconstruction.* The enclosed chapter is on the internal debate in the Institute of the Black World and its attempts to move beyond Black Nationalism and Marxism. Furthermore, the chapter looks at how the Institute used collective scholarship to explicate and create a "Black perspective." I am also sending a copy of this chapter via mail, which should arrive on Monday. This email is to give the search committee an opportunity to look at the chapter over the weekend if necessary and to express my interest in the position. Thank you and I look forward to hearing from the committee.

Thanks

Derrick

CHAPTER 4

"WE ARE INTELLECTUALS:" RE-ORGANIZING THE INSTITUTE OF THE BLACK WORLD

"Black Power, then, was raised when social reality forced so-called revolutionaries to put action aside and start thinking." - Harold Cruse[1]

In December 1970, The Institute of the Black World could look back at a difficult, but successful first year. A revised statement of purpose stressed its independence from the Martin Luther King, Jr. Center, and emphasized the need for Blacks "to control the definition of our past and our present if we are to become masters of our future." The Institute's separated from the King Center over the latter's narrow understanding of the legacy of Martin Luther King, Jr. Now independent, the Institute believed that it could recruit the necessary scholars who would "use [their] skills of research and analysis to forward the struggles of the black community towards self-understanding and ultimate liberation."[2]

During the civil rights era of the 1950s and 1960s, Black intellectuals had taken a back seat to grassroots activists. The dramatic events of the early movement

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[1] Harold Cruse, *The Crisis of the Negro Intellectual*, (New York, NY: Quill, 1967, 1984), 544.

[2] *IBW: The First Year, 1969 – 1970*, Hoyt Fuller Collection, Box 21, Folder 17.

did not allow for much theoretical reflection. For the most part, activists accepted the integration framework through nonviolent direct action provided by Martin Luther King, Jr. Relying on Christian imagery and the Old Testament narrative of the Jewish exodus from Egypt, King forged a political language of freedom. While Malcolm X and others questioned these goals and techniques, their voices were on the periphery of most early protests. However as the limits of civil rights and integration became clear through the 1960s, the theoretical perspective, and direction of the movement once again fell open for debate.[3]

The stagnation of the Black Freedom struggle after 1965 led to calls of Black Power and debates on the ideological and theoretical direction of the movement. Social critic Harold Cruse argued in the *Crisis of the Negro Intellectual* that the Black Freedom struggle's arrested development was due in large part to Black intellectuals' inability to create new ideas. His statement, cited in the epigraph, that activists had to "start thinking" was borne out in Stokely Carmichael's (Kwame Ture) *Black Power: The Politics of Liberation* (1968). When Carmichael introduced the slogan "Black Power," the idea became a source of controversy. The media interpreted the idea as Black violence and separation; many activists viewed it as the next stage in the movement; and the civil rights establishment believed it was disruption. Regardless of the interpretation, Black Power was a shift in the movement, which all parties agreed needed to be studied.

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[3] Richard King, *Civil Rights and the Idea of Freedom*, (New York, NY: Oxford University Press, 1992).

Carmichael's *Black Power*, co-authored with political scientist Charles V. Hamilton, attempted to clarify the concept, yet the authors did so by primarily explaining what it was not. It was not a call for violence. Rather, Carmichael insisted that Blacks needed to "close ranks" before they entered open society. Exactly how this was to function was ambiguous and reflected the stage of uncertainty after Mississippi Freedom Democratic Party's failure in Atlantic City; the passage of the Civil Rights Act (1964) and Voting Rights Act (1965); and King's 1968 assassination.[4]

The Institute of the Black World took on the challenge presented by Harold Cruse in his two classics *Crisis of the Negro Intellectual* (1967) and *Rebellion or Revolution?* (1968). Cruse demanded that Black intellectuals take a more pronounced role in leading the Black Freedom Struggle. "The Negro intellectual," stated Cruse, "must deal intimately with the white power structure and cultural apparatus, and the inner realities of the black world at one and the same time." To complete this task, Black intellectuals needed to "develop and begin to use a new set of ideas." While Cruse conceded that the Civil Rights Movement was disturbing the racial status quo of the nation, he felt the movement was not revolutionary because of its failure to develop "any unique ideas of its own." He believed the movement's

[4] Stokely Carmichael (Kwame Ture) and Charles V. Hamilton, *Black Power: The Politics of Liberation in America*, (New York, NY: Vintage Books, 1967). Martin Luther King, Jr., *Where Do We Go From Here: Chaos or Community?* (Boston, MA: Beacon Press, 1968).

integrationist aims incorporated the Black middle classes into the prevailing system and did not transform the economic, political, and cultural structures of America.[5]

Cruse criticized Black intellectuals for their uncritical acceptance of the philosophies of Liberalism, Marxism, and forms of Black Nationalism. He saw these theories as unable to account for "the realities of race in America." For Cruse, Black intellectuals reliance on White intellectuals and the acceptance of their "myths" of either capitalist or socialist integration accounted for some of their shortcomings. Black intellectuals relied on White intellectual models and resources because of the Black community failed to support for Black intellectuals financially or socially. Consequently, Black intellectuals became primarily interpreters of Black life for Whites, a role that stymied the intellectual leadership in the movement and their relationship to the Black community. According to the social critic, Black intellectuals were "a rootless class of displaced persons who are refugees from the social poverty of the black world." In order to become revolutionary, Black intellectuals, must, first define their role in the struggle and their relationship towards the Black community.[6]

Black intellectuals, Cruse concluded, had to work on the political, economic, and most importantly cultural front. "The special function of the Negro intellectual

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[5] Interview with William Strickland. 7 February 2003. Harold Cruse, *The Crisis of the Negro Intellectual*, 451. Harold Cruse, *Rebellion or Revolution?* (New York, NY: William Morrow, 1968), 104. Cruse, *Rebellion or Revolution?*, 109.

[6] Harold Cruse, *Rebellion*, 112. Harold Cruse, *The Crisis*, 454, 453-456.

is a cultural one," Cruse declared.[7] America's perception of itself as only a White nation made the various non-white populations invisible from the "inner eyes" of the hegemonic White perspective.[8]

> America has grown planlessly and chaotically, leaving her racial and ethnic minorities to sift for themselves while she cultivates the idea that America is an all-white Anglo-Saxon nation. This is a totally false image. A psychology, whether individual or national, that tries to deny the essential facts about its social origins is lying to itself and to the world... America in its national psychology lies to itself that Anglo-Saxon and North European racial ingenuity plus the resources of a virgin continent built American capitalist democracy.[9]

Cruse's answer to the problem of American "national psychology" was a cultural revolution that would assume control of the definitions and interpretations of Black life and its relationship to America.

The Institute of the Black World did not agree with all of Cruse's assessments, but its founders attempted to answer his intellectual challenge. IBW Senior Associates, Vincent Harding, William Strickland, and Robert Hill, sought to define the purpose and role of the Black scholar, and to identify the scholar's relationship to the Black community in order to develop a coherent "Black perspective" from which to analyze the problems facing the community. A Black perspective generated by the Institute was to be the basis of revolutionary scholarship that would move both

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[7] Harold Cruse, *The Crisis*, 455.

[8] Ralph Ellison, *Invisible Man*, (New York, NY: Random House, 1947, 1952), 3.

[9] Cruse, *Rebellion*, 106.

the organization and the Black Freedom Struggle forward. In attempting to ascertain the viewpoint, the organization held a series of internal meetings and organized a symposium on the role of the Black Scholar in the summer of 1971. At the symposium, the Institute enlisted support of distinguished Black intellectuals such as C.L.R. James, St. Clair Drake, and Lerone Bennett to develop further the newly independent organization's role and direction.

"What is the Institute of the Black World?" Defining the Purpose

From its independence from the King Center through the 1972 National Black Political Convention, IBW strove to clarify its organizational structure and purpose in the context of the slowing Black struggle of the 1970s. The Institute used the year after its separation to redefine its identity, understand the Black intellectual's role and to clarify its ideological and analytical orientation. These activities, in the organization's opinion, would allow it to become influential and move the struggle for Black liberation forward.

The rhetoric of Black Power and its political languages of autonomy and relevancy provided a framework for IBW to oppose the racial liberalism imposed by the King Center. However, the same political language obfuscated the diversity of analysis within Black Power and produced, according to Adolph Reed, Jr. "a

muddled intellectual world of vague ideas and conceptual confusion."[10] The demand for political unity often understated the diversity of analytical perspectives. The Institute differed from other Black organizations due to its goal of controlling the definitions of Blackness, and its organizational structure as a Black intellectual collective.[11] However, the political language of Blackness in opposing Liberalism, allowed for two modes of analysis, Pan-Africanism and Marxism, to function within IBW leading to internal and external confusion about the organization's purpose and direction. These two viewpoints were by no means inherently contradictory, but in those ideologically tense times these positions found little common ground. IBW's internal disagreement over the ideological perspective mirrored the Black Power movement's early years (although on a much smaller scale).

Many Black protest organizations, regardless of ideological perspective and goals, faced, both internal and external crises all of which contributed in slowing the dynamic civil rights movement to a crawl. For example, SNCC's ineffectiveness began as early as 1965 as a variety of issues - Vietnam, Black Power, and Women's Rights - fragmented the organization, making it virtually defunct by 1970. As the

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[10] Adolph Reed, Jr. "Black Particularity Reconsidered," *Is it Nation Time?: Contemporary Essays on Black Power and Black Nationalism*, ed. Eddie S. Glaude, Jr. (Chicago, IL: University of Chicago Press, 2002), 51.

[11] A contemporary Black think-tank was the Joint Center for Political Studies. The Joint Center existence to date points to its ability to etch out a centrist position on Black issues that continue its White funding sources. See Robert C. Smith, *We Have No Leaders: African Americans in the Post-Civil Rights Era*, (Albany, NY: State University of New York, 1996), 115-122. Also see Charles P. Henry, "Big Philanthropy and the Funding of Black Organizations," *Review of Black Political Economy*, 9, no. 2 (Winter 1979): 174-190.

organization questioned the integration's superiority, its White financial support diminished. Moreover, issues of ideology came to displace grassroots organizing effectively bringing the organization to its unfortunate, but logical conclusion.[12]

By the early-1970s, many Black Power organizations faced crises over the correct path to Black liberation and as a result many of these organizations became increasingly narrow ideologically. The central debates were over the correct role of culture in the process of revolution. Both cultural nationalists, such as Maulana Karenga and Amiri Baraka and political nationalists, such as the Black Panther Party, realized the importance of culture.[13] However, political nationalists maintained that transformation could not wait on the cultural conversion insisted by the cultural nationalists.

In addition, to the split between the political and cultural nationalists, there was an ideological split between nationalist and Marxist oriented organizations. As the Panthers and eventually Baraka turned to a Marxist analysis, they vilified cultural nationalists making them the outsider group, regulating their insights to the margins. Stokely Carmichael spoke to the effects of the Panthers labeling, remembering, "The Panthers made the position so extreme…automatically if you

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[12] Clayborne Carson, *In Struggle*, 215 – 307. Charles Payne, *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*, (Berkeley, CA: University of California Press, 1996), 338 – 390.
[13] William Van DeBurg, *New Day in Babylon: The Black Power Movement and American Culture, 1965-1975*, (Chicago, IL: University of Chicago, 1992).

were what they called a 'cultural nationalist,' you're a reactionary … so in order for you to get away from the stigma, you had to denounce cultural nationalism."[14]

The FBI exacerbated these ideological divisions with its Counter Intelligence Program (COINTELPRO). The FBI's crusade against the Black Panther Party exemplified its ability to undermine and destabilize an organization. In the mid-1960s FBI director J. Edgar Hoover labeled the Black Panthers "the most dangerous organization in America." Hoover used COINTELPRO to create divisions within the Panther leadership and between them and other organizations through the use of informants and false information. The false communication heightened organizational paranoia and reduced the leadership's effectiveness. Furthermore, COINTELPRO legitimated an all-out attack on the organization by federal, state, and local police. In 1969 alone, 27 Panthers were killed and 749 were arrested or jailed.[15]

In addition to the FBI, television media exacerbated the identity crises within Black organizations. The media reduced complex political analysis to sound bites, creating an atmosphere in which organizations often competed to gain national attention and the associated spoils – including financial support, membership, and ideological dominance. Organizations moved away from grassroots organizing

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[14] Quoted in Scot Brown, *Fighting for US: Maulana Karenga, the US Organization, and Black Cultural Nationalism*, (New York, NY: New York University Press, 2003), 117. See also William Van DeBurg, *New Day in Babylon*, 152-191. Komozi Woodard, *A Nation Within a Nation: Amiri Baraka (LeRoi Jones) & Black Power Politics*, (Chapel Hill, NC: University of North Carolina Press, 1999) is silent about Baraka's shift to Marxist-Leninism after 1976. I believe Baraka's shift points to the powerful effect of organizations such as the Panthers' vilification of cultural nationalism.

[15] Marable, *Race, Reform, and Rebellion*, 126 – 130. Scot Brown, *Fighting for US*, 94-95.

towards media spectacles that focused solely on charismatic leadership and grandiose spectacles.[DEW1][16]

The ideological splits, FBI subterfuge, and media distortion increasingly diluted the Black Freedom Struggle's effectiveness in the early 1970s. These organizations wanted to make changes through a multiplicity of means. Electoral politics, non-violent direct action, community control, and even guerrilla warfare all became viable options depending on the ideological stance. The diversity in ideologies did not yield any consensus on the Black freedom struggle's trajectory. Associates at IBW observed:

> …black America is in ferment and turmoil. It initiates rebellions in the street and on the campus; it mounts an increasingly deadly war with the national police force and abandons traditional politics to form independent political parties in Mississippi, Alabama, and South Carolina; black professionals at all levels of civil and social service accelerate the black caucus movement, and there are conferences and congresses for every stratum of black America as each seek some answer to the particular form of white oppression that afflicts it. Yet while the unorganized black movement widens daily, the formal black movement is beset with political, ethical, and ideological conflicts of all kinds. So-called revolutionaries advocate everything from black capitalism, to reparations, to repatriation. Some have abandoned economic, political, and racial oppression altogether to embrace sexual perversion as a new revolutionary force. This while white America is in a state of profound crisis, black America is in a state of profound confusion….[17]

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[16] Brain Ward, ed. *Media, Culture, and the Modern African American Freedom Struggle*, (Gainesville, FL: University of Florida Press, 2001).

[17] William Strickland "Notes from Jamaica" IBW Papers, Administrative-staff meetings/minutes Box, staff meeting 1973 folder, 1-2. William Strickland wrote the essay in Spring 1971 per "Memo: To Staff" 28 April 1971. Vincent Harding Papers, Box 1.

The Institute of the Black World faced internal confusion that paralleled the crises in Black and White America. In October 1970, IBW began the process of reorganizing in hopes of clarifying IBW's unique role in the struggle.[18]

Reorganization

In the spring 1971 IBW Senior Associates, Vincent Harding, William Strickland, and Robert Hill, led a series of reorganization meetings to assess the organization's direction. IBW's Executive Committee organized the meetings around several essays written primarily by William Strickland and Robert Hill over the previous six months. The meetings addressed concerns surrounding the Institute's programs, principles, administration, and finances. Each of these areas produced honest debate and proposed resolutions. IBW viewed these meetings as a "process not salvation." The debates on programs and principles provide a look at how Harding, Strickland, and Hill, understood their role, as intellectuals, in the movement.[19]

Recognizing the turmoil facing IBW mirrored that facing other Black organizations, the associates and staff sought to identify the sources. As Vincent Harding and William Strickland observed, IBW's problem was "the problem of identity." While, IBW developed a rationale for existence - controlling the

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[18] Ibid. 3 – 4.

[19] Discussion of administration and finances will occur in Chapter 5.

definitions of Blackness – according to some associates this was not an identity. The rationale failed to provide the ideological or theoretical perspective for redefining representations and how this would impact the Black Freedom Struggle. Ultimately, IBW's developing theoretical perspective was to "solve the problem of finding the correct relationship between its educational, political and organizational work."[20]

The reorganization documents identify several basic causes of organizational imprecise direction. First, the name The Institute of the Black World allowed associates to examine everything under the purview of Blackness. This issue erupted in discussions over a new IBW sign. "I came back from a trip one day," Strickland recalled,

> walked up the steps and there was the sign: "… dedicated to the struggles of African peoples." A fait accompli. IBW thus became formally and publicly identified with a particular ideology in a very informal and casual way. The ramifications of the ideology, its enduring relevance for black people, its historical sufficiency and analytical clarity, none of these questions was thoroughly gone into before the fact.[21]

The political language of Blackness, illustrated by the sign's phrase, "dedicated to the struggles of African people," represented the discourse's amorphous use. The political language of Pan-Africanism promoted unity, while at the same time it cloaked cleavages in the movement, providing an avenue for

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[20] Vincent Harding, "Notes on Reorganization Document," Vincent Harding Papers, Box 1, Folder 5. Robert Hill, "Beginning Again" *Vincent Harding Papers*, Box 1/Folder 5 (Reorganization early documents), 1. William Strickland, "Notes from Jamaica," 2.

[21] William Strickland, "Reflections on the Staff Reorganization," 6.

cooptation.[22] The Institute of the Black World's casual use of language permitted the organization to be loosely identified with any ideological perspective, regardless of the Institute's position. Furthermore, this uncritical use of Blackness cast too wide of an analytical lens, stretched the meager resources, and provided no focused direction for the organization. The numerous projects attempted during the early years exemplify the IBW's diversity. For example, The Institute organized the Black Studies Directors workshop, began the Black Policy Studies Center, published articles, and held a Summer Research Symposium. These projects demonstrated how the political language of Blackness, while providing an oppositional stance to the liberal framework, often weakened Black organizations because the quest for unity led IBW and other organizations in too many directions under the "gospel of blackness." The discourse provided an alternative to that of liberalism, however, its oppositional stance was continually vague allowing it to be shaped by adherents and opponents alike, making the discourse at times vacuous, and often providing a veil for Black middle class advancement.[23]

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[22] See Cornel West, "The Paradox of the African American Rebellion," Adolph Reed, Jr. "Black Particularity Reconsidered," and Wahneema Lubiano, "Standing in for the State: Black Nationalism and 'Writing' the Black Subject," in *Is It Nation Time?: Contemporary Essays on Black Power and Black Nationalism*, ed. Eddie S. Glaude, Jr, (Chicago, IL: University of Chicago Press, 2002), 22-38, 39-66, 156-164.

[23] *IBW: The First Year, 1969 - 1970*, Hoyt Fuller Collection, Box 21, Folder 17. Cornel West, "The Paradox of the African American Rebellion," *Is It Nation Time?*, 22-38. Derrick E. White, *Not Free, Merely Licensed: The Black Middle Class as Political Language*, unpublished M.A. Thesis, The Ohio State University, 1999. Devin Fergus, *The Ordeal of Liberalism and Black Nationalism in an American Southern State, 1965-1980*, unpublished Ph.D Dissertation, Columbia University, 2003. Komozi Woodard, *A Nation Within a Nation: Amiri Baraka (LeRoi Jones) and Black Power Politics*, (Chapel

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Another source of confusion identified by the reorganization documents was a common belief that IBW was a school because of its origins in the Black Studies movement. The Institute facilitated this perception on several fronts. In their initial concentration on the Black University and Black Studies, IBW attempted to become a clearinghouse for Black Studies programs. This activity inextricably linked IBW to Black Studies - even founding member Stephen Henderson remembered IBW primarily for providing direction to Black Studies, omitting the numerous other IBW projects. Furthermore, the Institute housed several university students. These students provided much needed labor for the numerous IBW projects and they often negotiated with their home universities for funds for IBW. For example, students from Dartmouth and Wesleyan University worked at the Institute with the latter university providing $90,000 of support. Another reason for the perception of IBW being a school was its close relationship to Atlanta University Center (AUC). While, Harding was not continually employed by AUC, IBW often used campus facilities and co-sponsored events at the universities. Furthermore, the Institute's association

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Hill, NC: University of North Carolina Press, 114-158, 219-254. Some of the Black films of the 1960s recognized this trait as well, namely *Uptown Saturday Night*, starring Bill Cosby and Sidney Poitier. As Mark Anthony Neal points out, "This same generation of black officials is also an object of contempt, as when the duo (Cosby and Poitier) attempts to enlist the assistance of local congressman, Lincoln, played by Roscoe Lee Brown. Steve (Poitier) and Wardell's (Cosby) attempts to meet with Lincoln underscore that depth to which Black Power politics and early manifestations of Afrocentric thought were already used as perfunctory symbols by black elected officials to convey a sense of belonging to the masses they were ostensibly elected to represent.... In preparing for receiving Steve and Wardell, Lincoln literally labors to transform his identity - he replaces a picture of Richard Nixon with one of Malcolm X and dons a dashiki - to one he sees more in line with his core constituency, whom he describes as the 'real salt of the earth.'" Mark Anthony Neal, *Soul Babies: Black Popular Culture and the Post-Soul Aesthetic*, (New York, NY: Routledge Press, 2002), 34 - 35.

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with the AUC made associates hesitant in challenging university policies. Ultimately, as William Strickland pointed out, IBW's job "is not to be a school but, to promote change in schools and scholars."[24] [DEW2]

Lastly, institutional confusion stemmed from the failure to take "a position for or against the system." While, highlighting liberalism's limitations, IBW, like many other Black Power organizations, failed to articulate clearly an alternative theoretical framework for understanding American society. Vincent Harding confirmed this stating in a 1971 interview in response to the question of IBW's methodology. "I don't know at this stage," he noted, "if we could speak about a basic methodology except for this. We assume that the style of individualistic scholarship is not a black style…."[25]

The reorganization meetings sought to rectify these sources of confusions by examining the Black intellectual's role and developing an ideological perspective. IBW leadership proclaimed, "We are intellectuals and we do intellectual work," although the role and responsibilities of intellectuals in the Black freedom struggle

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[24] *Inside the Black World: Newsletter of The Institute of the Black World,* vol. 1, no. 1 (April 1971), 4. *IBW Monthly Report,* (June 1971), 2. *IBW Monthly Report,* (July 1971), 2. Rachel E. Harding, "Biography, Democracy, and Spirit: An Interview with Vincent Harding," 692. "4 May 1971, Letter from Alfred Minor, Dartmouth College, to Vincent Harding" IBW Papers, General Correspondence/April - June. For a further discussion of funding see Chapter Five. William Strickland, "Notes from Jamaica," 3. Robert H. Brisbane, *Black Activism: Racial Revolution in the United States, 1954 – 1970,* (Valley Forge, PA: Judson Press, 1973), 240. E. Ethelbert Miller, "Stephen E. Henderson: A Conversation with a Literary Critic," *A Howard Reader: An Intellectual and Cultural Quilt of the African-American Experience,* (Boston, MA: Houghton Mifflin, 1997): 317 – 325.

[25] "Notes from Jamaica," 6. "Interview: Vincent Harding's Black World," *The Black Collegian,* (Sept./ Oct. 1971), 32.

was at best ambiguous.[26] The Institute's goal was to clarify their role, for themselves and for the public. Beginning from the premise that education was political, William Strickland outlined the Black intellectual's responsibilities.[27] He believed that there were three responsibilities of intellectuals. First, they had "to describe the social, economic, cultural, and political problems of black people *from a black perspective*." Secondly, they had "to analyze the nature of those problems *from a black perspective*." Finally, Black intellectuals had the responsibility "to prescribe remedies from them that contribute to the liberation of black people." By accomplishing these three tasks, – describing, analyzing, and prescribing - IBW would be producing revolutionary scholarship that would allow "an oppressed people to take power."[28]

IBW contested the notions of scholarly objectivity, contending it could not "engage in open-ended research" believing "research and analysis are means not ends."[29] Revolutionary scholarship, according to the Institute, consisted of analysis and advocacy. IBW demanded scientific analysis that examined specific

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[26] William Strickland, "Notes from Jamaica," 4. Harold Cruse, *The Crisis of the Negro Intellectual.*

[27] Carter G. Woodson made a similar point in *The Mis-Education of the Negro*, (Washington, DC: Associated Publishers, 1933, 1972). Woodson stated, "No systematic effort toward change has been possible, for, taught the same economics, history, philosophy, literature and religion which have established the present code of morals, the Negro's mind has been brought under the control of his oppressor. The problem of holding the Negro down, therefore, is easily solved. When you control a man's thinking you do not have to worry about his actions" (xiii).

[28] William Strickland, "Notes from Jamaica," 4. Emphasis in original. Vincent Harding, "Notes on Reorganization Documents," 1.

[29] William Strickland, "Beginning Again," Vincent Harding Papers, Box 1/ Folder: Early Reorganization Documents, 1.

contemporary conditions and contradictions, projected solutions, and promoted programs to achieve solutions. Therefore, IBW, wanted move its focus beyond academic education and create an "all-class" system of analysis, which would allow for linkages to the community and other organizations.[30]

Strickland described this process as propaganda, "not in its hypocritical western sense, but propaganda based on the truth of the black condition." "The function of black propaganda," according to Strickland, was

> to make black people understand that to oppose white America, to concretely and consciously struggle against it with all one's mind and all one's heart and all one's soul is the only way to protect oneself and one's family and one's people; that the concrete task of black individuals is to do a 'good job in their field' from a black perspective; that the black struggle will definitely be victorious, and the devils defeated.

IBW did not want to focus on the Black experience in as a purely theoretical or academic process, but used historical analysis to focus on contemporary problems and potential solutions.[31]

Reorganization, for IBW, was also a process of educating themselves on the various analytical perspectives in the movement and 1970s America. Identifying a systematic viewpoint was critical because it was the basis from which the organization would "educate Black America." Soon after the split with the King Center, Strickland explored various ideological views prevalent at the time. He predicted, as was common at the time, the fall of Western/American culture. IBW

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[30] Robert Hill, "Proposals on IBW Re-Organization," Vincent Harding Papers, Box 1, Folder: Early Reorganization Documents, 8-9.

[31] William Strickland, "Beginning Again," 2.

wanted an intellectual position, a Black perspective, which would recreate a more humane society. In order to come to this outlook, Strickland wanted IBW to relinquish "the illusions that integration is the solution, that spontaneous urban eruption are the solution, that militant rhetoric is the solution, that mystical notions of connections with Africa are the solution…."[32] IBW situated itself almost solely in negation to the contemporary ideological stances and it was unable to analyze critically how other social issues, such as feminism, the Vietnam War, and drug use, related to the politics of the Black community. While, IBW associates discussed their apprehensions with other social movements and other ideological standpoints, these concerns were rarely made public because of "false notions of [Black] unity."[33]

IBW associates agreed that the Black intellectual's role was to describe,[DEW3] analyze, and prescribe from a Black perspective. Robert Hill in discussing his meaning of a Black viewpoint, stated,

> First of all, it is necessary to be clear on the nature of that struggle and what the process of the definition entails. On the first question [What does it mean to define the black experience from a black perspective?], it should by now have become obvious that the black struggle in American encompasses more than the contestation for control of the streets, control of office, or even the control of resources. No major historic struggle has ever encompassed these things alone…. [Antonio] Gramsci postulates two kinds of struggle, which he describes as the 'war of positions' and the 'war of maneuver." The first is the one responsible for seizing hegemony of social values, of validating new paths of culture for the society, of establishing the broad principles of new social relationships. The second mode of struggle involves

[32] William Strickland, "Towards a Statement of Position," IBW Papers, Box: Reorganization - Aug. 1969- Nov. 1971/ Folder: October 1970, 2-3.

[33] Ibid. 5 -6.

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> literally hand-to-hand combat for control of the social and political organs. Both are modes of contestation and at times occur even simultaneously.
>
> …[W]e must be clear about what point in the struggle that [defining the black experience] represents ("position") and what that means for the task of definition. In other words, we don't define the black experience merely to return it to the hands of Black people (impossible), to get back what is our experience (unworthile [sic]), but to shape it for the contestation of hegemony with the white racists values of the broader society.[34]

Despite Hill's observations, the question remained - what made an analytical perspective "Black?" IBW claimed that its analysis must come from a Black standpoint, but it failed to fully explicate what such an analysis was and what made it Black, other than the negation of attributes deemed critical to Western culture. However imprecise the notion of a Black perspective, it was a powerful conception, one that was capable of mobilizing organizational support.[35]

In May 1971, the Institute of the Black World held a staff meeting to re-examine the reorganization project it had begun the previous fall. The Executive Committee, which included Harding, Strickland, and Hill, produced a document entitled "Toward a Higher Stage," which outlined the future direction of the organization. IBW held the May meeting because despite the "positive good" that

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[34] Robert Hill, "Proposals on I.B.W. Re-Organisation," Vincent Harding Papers, Box 1, Folder Early Reorganization Documents, 7-8. For Antonio Gramsci references see, David Forgacs, ed. *The Antonio Gramsci Reader*, (New York, NY: New York University Press, 2000), 222-230.

[35] Emma Jones Lapsansky, "'Black Power is My Mental Health': Accomplishments of the Civil Rights Movement," *Black Americans*, ed. John F. Szwed, (Washington, DC: Voice of America Forum Series, 1970), 3-15. V.Y. Mudimbe, *The Invention of Africa; Gnosis, Philosophy and the Order of Knowledge*, (Bloomington, IN: Indiana University Press, 1988). Richard King, "The Role of Intellectual History in the Histories of the Civil Rights Movement," *Race and Class in the American South Since 1890*, eds. Melvyn Stokes and Rick Halpern, (Oxford: Berg, 1994), 159 – 180 and *Civil Rights and the Idea of Freedom*, (Oxford: Oxford University Press, 1992).

came from previous reorganization meetings, "there [had] been many areas in which it has not worked to our benefit." The earlier reorganization failed because, according to the senior associates some IBW staff and associates had not internalized key aspects of reorganization, thus stagnating the development of the organization.

Harding, Strickland, Hill and several key staff members formed an Executive Committee, which took full responsibility for these failures, and looked at its "own faults and wrongness." It also believed that the organization's principles that were "lightly accepted" by the membership and that self-criticism was necessary, if the organization was going to grow. A key point in "Towards a Higher Stage" addressed the persistent individualism in the Institute, specifically in the administrative staff.

> [W]e are committed to the life of this organization, and we are convinced that the entire organization must look at itself in the same critical way as has the Executive Committee in the light of what Reorganization was supposed to be and do. Indeed, not only must we look at ourselves, but we must move firmly and persistently to deal with the tendencies within the organization and within ourselves as individuals which hold us back from the kind of total commitment to the struggles of our people which must be the hallmark of IBW.[36]

IBW looked at three areas - principles, policies, and programs - in an "attempt to assess the positive and negative aspects of our development since last November,

[36] "IBW Reconsidered: Moving to a Higher Stage/ Towards a Higher Stage," IBW Papers, Box (Reorganization – August 1969 – November 1971), Folder (May 1971), 2

with the intention of moving on to the next stage; a higher stage [unencumbered] by certain weaknesses of the past."[37]

The organization defined principles as "what the organization believes to be the truth about itself, about the struggle and about the world."[38] Twenty principles provided a conceptual frame for the organization. The Executive Committee organized the principles according to organizational discipline and philosophy. In terms of discipline, the committee stated that IBW associates and staff needed to be slaves to a cause, specifically, "the cause of the struggle of our people towards self-determination/liberation." This struggle must "take precedent" over all things, thus, loyalty to IBW reflected a loyalty to the struggle, rather than individual and careerist goals.[39]

Philosophically, the organization assumed that the 1970s was "an age of collapse in the West," and that IBW "shall die with them, or we shall enter into the struggle to overcome them and build anew for our children." More importantly, the Executive Committee reiterated, "all education is political and that black education must participate in the politics of struggle for self-determination/liberation." IBW decided to become a political organization rather than a "narrowly professional one." It insisted on principles of self-reliance, self-sacrifice, and self-criticism in the

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[37] Ibid. 1- 2.

[38] Ibid. 2.

[39] Ibid. 4 – 5.

organization. IBW's goals of organizational discipline and philosophy necessitated collective scholarship.

> "We must make this Institute stronger than any single individual in it, and more than the sum of its total parts." We believe in collective leadership and collective work. We see collective leadership as the best guarantee against personalism, and collective work as the way our traditions point for the highest form of creativity and the necessary strength for struggle.

These principles structured the policies of the organization.[40]

IBW's procedures reflected its values and structured the organization. Policies were staff rules and goals, such as "the needs of the organization will consistently be placed before individual wants or needs." The Committee outlined the rules for dismissal, and time of staff meetings. The goal of the guidelines was "to change habits, life-styles and commitments which are contrary to the principles, policies and programs of IBW." The Committee believed once the staff internalized the ethics, and plans the organization's agenda would be more effective.[41]

The Committee argued that its program "must become more sharply committed to create a black analysis of the condition of the black community, past and present." This analysis must "clarify both the situation of our community and the nature of its oppressors." The programs would be aimed at Black local leadership who would use radical analysis as a "weapon of advocacy" in moving towards Black self-determination. The committee concluded,

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[40] Ibid. 5 – 6.

[41] Ibid. 7-10.

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> This is what we mean by our program as one of revolutionary scholarship, what we mean by the *politicizing of all black education* and the *proper educating of all black politics*. We are engaged in political education in the fullest sense of that term. We are explaining, clarifying, defining the black situation, placing it in the context of the past and future struggle for liberation. Thereby we are moving to free the minds of our people with truth, recreating and recasting the educational function into a struggle vehicle, a revolutionary weapon.[42]

The Institute of the Black World looked to the Summer Research Symposium (SRS) to clarify and expand this goal, by meeting Black intellectuals "who did signal works of research on the past."[43]

Summer Research Symposium 1971

In the summer of 1971, IBW invited C.L.R. James, Edward Kamau Braith[dew4]waite, St. Clair Drake, and George Beckford to Atlanta for the Summer Research Symposium (SRS) whose theme was "The World of Black Scholarship - Past, Present and Future." The six-week symposium was composed of seminars, a Black research agenda, and public lectures. The symposium participants spent between nine and fifteen hours a week in seminars led by IBW Senior Associates and the invited guests. In addition, the participants had a Black social analysis research project. The public lectures were the community-oriented portion of the program, and formed the basis of IBW's audiotape lecture series. The conference served as "an integral part of the development of IBW" and was a "part of the clarifying

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[42] Ibid. 11. Emphasis in original.

[43]Ibid. 13.

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process by which we [IBW] grasp the essential meaning of our history and flesh out the concept of 'education for liberation.'"[44]

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[44] "Institute of the Black World Summer Research Symposium 1971 - Official Report," IBW Papers, Box SRS 1971 (1 of 2), Folder, SRS-71 Report. William Strickland, "Some Reflections and Recommendations on Research for Summer Research Symposium," IBW Papers, Box SRS 1971 (1 of 2), Folder, SRS Planning, 1. Robert A. Hill, "Preface," *Small Axe*, (September 2000): 61-64. George Beckford did not arrive until the last week of the symposium; he could not receive a visa because of his activism in Jamaica. Institute of the Black World, "Monthly Report," (June 1971). David Scott, 'The Archeology of Black Memory: An interview with Robert Hill," *Small Axe*, No. 5 (March 1999), 80-150. The participants in the symposium were:

Full Time

1. Mary L. Allen, Atlanta
2. E. J. Brisker, Seattle, WA (Staff volunteer)
3. Patricia Daly, Livingston College, New Brunswick, NJ (faculty)
4. Richard Dill, Hofstra University, Garden City, NY
5. Janet Douglass, Livingston College, New Brunswick (faculty)
6. Eddy Gouraige, Hofstra
7. Sybil R. Griffin, Michigan State University
8. Leslie I. Hill, Barnard College, NY, NY
9. Catherine Jackson, University of Chicago
10. Evans Jacobs, Wesleyan University
11. Archie D. Sanders, Howard University (faculty)
12. Hazel L. Symonette, University of Wisconsin
13. George B. Thomas, Interdenominational Theological Center (faculty)
14. Vincent G. Yancey, Northeastern University, Boston

Part-time

1. Dwight L. Greene, Wesleyan University (faculty)
2. Billy Jackson, Seattle, WA (staff volunteer)
3. Jackie Raab, Seattle, (staff volunteer)
4. Gwendolyn Robinson, Dartmouth College (faculty)
5. George Stewart, Seattle, (staff volunteer)
6. William H. Wilkinson, Dartmouth College (faculty)

Symposium Staff

1. Howard Dodson, Symposium coordinator
2. Cheryll Greene, Administrative Assistant
3. Derek Wheeler, Administrative Assistant

IBW Research Staff

1. Vincent Harding
2. William Strickland
3. Robert Hill
4. Howard Dodson

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IBW reorganization meetings stressed the importance of its intellectual work to the Black struggle of the 1970s and the invited scholars confirmed the importance and further clarified the role of Black intellectuals. Sociologist St. Clair Drake emphasized institutions such as IBW were apart of "intellectual tasks" as opposed to "street tasks," exemplified by the urban rebellions. Drake outlined several fundamental roles for Black intellectuals: raising Black consciousness, supplying information for the movement, and creating special institutions, such as IBW. Based on his own intellectual experiences, Drake stressed a three-pronged approach. First, intellectuals needed "to make some contribution to general theoretical work in his discipline…." Secondly, they needed, "to decide upon some aspect of the social structure in which to become expert at the empirical level – i.e. one tried to make a contribution at the widest level of generality and then select some specific aspect to concentrate upon…." Thirdly, Black intellectuals should "select a problem that contributed to racial advancement, as we used to call it. Today we call it Black Liberation…."[45] The importance of intellectual work, according to Drake was in its challenge to what heretofore was known as objective scholarship and to supply a counter ideology.[46]

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[45] St. Clair Drake, "In the Mirror of Black Scholarship: W. Allison Davis and Deep South," *Education and Black Struggle: Notes from the Colonized World*, (Cambridge, MA: Harvard Educational Review, 1974), 42.

[46] St. Clair Drake, "The Black University and the American Social Order," *Daedalus*, Vol. 100 (Summer 1971), 889-892. Drake, "The Role of the Black Scholar: Public Lecture," IBW Papers, Box: SRS St. Clair Drake/ Folder: Drake Public Lecture, 20-24. St. Clair Drake "Black Studies:

In a similar vein, Marxist theorist and veteran Black activist C.L.R. James identified the Black scholar's role as being "to learn and understand and let people know what is happening," and its historical background. He concluded, mirroring Drake's call for intellectual task, the Black scholar's function was "to illustrate, understand it [the struggle] and he must be able to explain it in historical and social terms, otherwise the education that he has and the money he may be getting are of no use to the Black people as a whole. He has a function to perform. He does not have to teach people to go and fight as they fought in Watts... but you [have to] have mass support for any work ... that you may do."[47] James, along with economist George Beckford, emphasized linking intellectual production with the masses. The scholars emphasized the need to "disenchant" the prevailing representations of Blacks, representations that created the paradigms of "value and authority" and shaped the dominant political languages. Producing a counter narrative was a necessary task, according to the Drake, James, and the other invited scholars.[48]

The invited scholars identified countering the dominant representation of Blackness as an essential task in the struggle for Black liberation and the focal point

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Toward and intellectual framework" Address delivered at Brooklyn College, 23 September 1969. Quoted in Ronald Bailey, "Black Studies in Historical Perspective" *Social Issues* 29.1 (1973) 104.

[47] C.L.R. James, "The Role of the Black Scholar" IBW Papers, (Box: SRS C.L.R. James/public lecture folder), 23.

[48] George Beckford "The Role of the Black Intellectual and the Struggles of the Black Community: Public Lecture 27 July 1971" IBW Papers, Box (G. Beckford/L. Bennett), folder (George Beckford Public Lecture), 18. The Institute of the Black World, "Monthly Report" (June 1971). Sylvia Wynter, "On Disenchanting Discourse: 'Minority' Literary Criticism and Beyond," *The Nature and Context of Minority Discourse*, eds. Abdul R. JanMohamed and David Lloyd, (New York, NY: Oxford University Press, 1990), 432 – 471. J.G.A. Pocock, *Politics, Language, and Time*, 6.

of any Black perspective.[49] Drake, in his lecture on Allison Davis's *Deep South*, identified the significance of Davis's work in its economic analysis and his emphasis on the "learned behavior to race relations." Drake concluded, "Davis took the emphasis away from genetics and the widespread historical belief that race prejudice was somehow inherited. He clarified the point that it was the *system*, not the genes, that had to be studied if one wanted to effect meaningful social change."[50]

Similarly, James stressed the need to write histories that represented a strong viewpoint, "The writers, particularly, in England," he noted, "usually tried to be what is called fair to both sides, well balanced, but you can't write a well-balanced history of revolution because a revolution is something that creates disorder and unbalances everything. And if you are going to write on both sides, you write nothing!"[51] He explored the importance as models of his classic *Black Jacobins* and W.E.B. Du Bois's *Black Reconstruction* with his classic. James concluded that his work "tried to show that black people were able to make historical progress, they were able to show how a revolution was made, they were able to produce the men who

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[49] William Strickland examined the work of James Boggs and the political ideas of Amilcar Cabral. "The Evolution of Revolution: James Boggs and American Social Analysis" and "The Evolution of Revolution: The Contribution of Amilcar Cabral," IBW Papers, Box: Summer Research Symposia 1971 (1 of 2)/ Folder: SRS 71 - Strickland Lectures.
[50] Drake, "In the Mirror of Black Scholarship," 53.

[51] C.L.R. James, "Lectures on the Black Jacobins," *Small Axe*, (September 2000): 76. For another analysis of both *Black Jacobins* and *Black Reconstruction*, see Cedric J. Robinson, *Black Marxism: The Making of the Black Radical Tradition*, (Chapel Hill, NC: University of North Carolina Press, 1983, 2000), 185 – 286.

could lead a revolution and write new pages in the book of history."[52] The Institute's examination of such books, confirmed its goal of controlling the definitions of Blackness.

Although, the spring reorganization meetings and summer symposium strengthened organizational resolve, there was still internal confusion over the correct perspective among the staff. This source of this confusion reflected the race versus class dispute that had preoccupied the Black intellectual community since the beginning of the twentieth century. Rather than seeing the two positions as complementary, Black intellectuals often held the other position as being reactionary. The Institute of the Black World's attempt to merge the analysis of Marxism and Nationalism represented an attempt to move beyond the debate and toward the Black Radical Tradition. In political scientist Cedric Robinson's classic, *Black Marxism*, he identifies a Black Radical Tradition in which many twentieth-century Black intellectuals used Marxism as a "staging area" or a conduit into the tradition. IBW's association and study of Black intellectuals such as DuBois, James,

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[52] Ibid, 85. St. Clair Drake compared Horace Cayton and his *Black Metropolis: A Study of Negro Life in a Northern City*, (New York, NY: Harcourt, Brace and Company, 1945) and Allison Davis, *Deep South: A Social Anthropological Study of Caste and Class*, (Chicago, IL: University of Chicago Press, 1941). St. Clair Drake, "In the Mirror of Black Scholarship," 42 – 54. Edward Brathwaite explored creolizatiton in West Indian society from the manuscript of his *Development of Creole Society in Jamaica, 1770-1820* (New York, NY: Oxford University Press, 1971. Vincent Harding led analysis of Lerone Bennett, *Confrontation: Black and White*, (Chicago, IL: Johnson Publishing Company, 1965) and *Black Power, USA: The Human Side of Reconstruction, 1867 - 1877*, (Chicago, IL: Johnson Publishing Company, 1967. William Strickland analyzed American politics through the framework developed by James Boggs, *Racism and Class Struggle: Further Pages of a Black Worker's Notebook*, (New York, NY: Monthly Review Press, 1970). Robert Hill historically analyzed Pan-Africanism.

and Drake recognized the limitations of Marxism. As Robinson stated, "Marxism, the dominant form that the critique of capitalism has assumed in Western thought, i[DEW5]ncorporated theoretical and ideological weaknesses that stemmed from the same social forces that provided the bases of capitalist formation."[53] The Black Radical Tradition, although starting with the critique of capitalism, recognized that production was not the organizing principle of society, rather race and racial ideology was the mode of inclusion and exclusion. As Robinson stated:

> The social cauldron of Black radicalism is Western society. Western society, however, has been its location and its objective condition but not – except in a most perverse fashion – its specific inspiration. Black radicalism is a negation of Western civilization, but not in the sense of a simple dialectical negation. It is certain that the evolving tradition of Black radicalism owes its peculiar moment to the historical interdiction of African life by European agents. In this sense, the African experience of the past five centuries is simply one element in the mesh of European history: some of the objective requirements for Europe's industrial development were met by the physical and mental exploitation of Asian, African, and native American peoples. This experience though, was merely the condition for Black radicalism – its immediate reason for and object of being – but not the foundation for its nature or character. Black radicalism, consequently, cannot be understood within the particular context of its genesis. It is not a variant of Western radicalism whose proponents happen to be Black. Rather, it is a specifically African response to an oppression emergent from the immediate determinants of European development in the modern era and framed by orders of human exploitation woven into the interstices of European social life from the inception of Western civilization….[54]

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[53] Cedric J. Robinson, *Black Marxism*, 10.
[54] Robinson, *Black Marxism*, 72 – 73.

The SRS exemplified this tradition, however, some staff members within the Institute, reflecting the ideologically rigid times of the 1970s, saw a conflict between Marxist and Pan-Africanist analysis.

Internal Institutional Problems

While the 1971 Summer Research Symposium succeeded in generating ideas and debate on the role of Black intellectuals in the struggle for Black liberation, the development of a Black perspective, one that could orientate the staff and provide analysis of the Black struggle, remained nebulous. In fall 1971, much of the administrative staff still believed IBW was not attaining its goals. They presented a series of grievances to the Executive Committee. They located the problems engulfing IBW in three areas – an ideological division, poor leadership, and weak finances. While the last two concerns will be addressed later, the perceived ideological division signified the failure of the central intellectual tasks of the Institute.

The inability to define precisely "the Black perspective" began to divide the Institute. Rather than a Black Radical Tradition, the staff saw a split between Pan-African and Marxist tendencies in the Institute that was "fundamental and irreconcilable."[55] A group of staff members, which included long time administrative assistant Sharon Burke, identified the Pan-African line, generally associated with Vincent Harding, as "preoccupied with the reclaiming of the history

[55] IBW Staff Caucus, "Reorganization Begun, But Incomplete," IBW Papers Box (Reorganization Aug. 1969 - Nov. 1971), Folder (Nov. 1971 1 of 2).

of African peoples." According to several staff members, this tendency looked at pre-industrial African civilizations as better social systems and the goal must be to "restore or preserve that existence in new African ways in this century." The assumed moral superiority of African society placed it in direct moral opposition to the devastating effects of Western culture. The political language of Blackness that formed the basis of the Pan-African tendency motivated Harding to assert that the "Black man is truth or close to the truth, Blackness is the truth of truth…." Harding used the discourse to challenge the values of America. He insisted that the reinterpretation of the Black experience must begin with a reinterpretation of Africa, and had to address Africans in the New World. Because of Harding's leadership of IBW, much of the original staff were inclined towards this broad framework, including A[dew6].B. Spellman, Lerone Bennett, Joyce Ladner, and Sterling Stuckey. It was this type of discourse that allowed some organizations such as Karenga's US to promote a new African value system to replace "degenerating" Western cultural values. This focus implicitly linked IBW with the cultural nationalism of Karenga.[56]

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[56] Staff Caucus, "Reorganization Begun, But Incomplete" IBW Papers. 18 July 1971 Letter from Sharon Burke to Vincent Harding, Mayme Mitcham, William Strickland, and Robert Hill," IBW Papers, Box (Reorganization Aug. 1969 - Nov. 1971), Folder (July 1971). Lerone Bennett, *IBW and Education for Liberation*, (Chicago, IL: Third World Press, 1973). Vincent Harding, *Beyond Chaos: Black History and the Search for New Land*, (Atlanta, GA: The Institute of the Black World, 1970). William Strickland, "Reflections on the Staff Reorganization Documents," IBW Papers, Box Reorganization (3 of 5)/ Folder, Reflections on the Staff Reorganization.Alphonso Pinkney, *Red, Black and Green: Black Nationalism in the United States*, (New York, NY: Cambridge University Press, 1976), 13-14. Pickney links IBW to educational nationalism a derivative of cultural nationalism.

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The other tendency in IBW, according to the staff, was a Marxist orientation. The Institute's personnel believed that Marxism shaped the mission "to educating and organizing an oppressed people to take power." Moreover, it did not view capitalism and scientific principles as being oppositional to Black history, but as components to be addressed and transformed. From the staff's perspective, William Strickland represented and developed this strain of thought through his analysis of James Boggs and his opposition to Pan-Africanism evidenced in the debate he precipitated over the "African struggles" sign.[57]

The inability to create a cohesive perspective, from the staff's perspective, fostered an aura of conservatism in IBW. Staff members accused IBW of being a "bourgeois organization," rather than a revolutionary one. In addition, the staff thought IBW reflected this conservatism on issues of class, sex, religion, and lifestyle. As Sharon Burke stated,

> It's as if the ferment in the White world were defined as merely White and degenerate, and therefore of no concern to those waging a serious Black struggle, whereas I suspect that they (Women's Lib, Gay Lib, consumer movements, music movements, etc.) are serious movements too. Not silly, diversionary, divide-and-conquer fades, but consequences of a new stage of historical development. Not signs of decay, but of something being born.[58]

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[57] Staff Caucus, "Reorganization Begun, But Incomplete." 18 July 1971 Letter from Sharon Burke to Vincent Harding, Mayme Mitcham, William Strickland, and Robert Hill," IBW Papers. William Strickland, "Reflections on the Staff Reorganization Documents," IBW Papers Box (Reorganization Aug. 1969 - Nov. 1971), Folder, (Nov. 1971 1 of 2). 15 November 1971 Memo From Vincent Harding, "Response to: 'Reorganization Begun, But Incomplete,'" IBW Papers Box (Reorganization 3 of 5)/ Folder (Reorganization).
[58] Ibid. 6.

The staff viewed the ideological split in the organization as pointing to the two directions the organization could develop – a "bourgeois, class-oriented, educational institution" or an "organization dedicated to educating and politicizing the masses to take power."[59]

Both Vincent Harding and William Strickland responded to the staff's criticisms. Both believed that the staff had made their analysis on faulty information and encouraged them to revisit the reorganization documents. Strickland believed the staff documents portrayed a false dichotomy between Pan-Africanist and Marxist interpretations. Moreover, he viewed the dichotomy as one based on differing understandings of the role of intellectuals to the social order, as one "between the politics of idealism and the politics of social change." Strickland insisted that the intellectual's role was to provide analysis, and characterized Harding's position as one who viewed "the artist/intellectual as being important in its own right." Furthermore, Strickland distrusted Pan-Africanism because of its manipulation by the "black petty bourgeoisie," but he was not opposed to Pan-African links.[60]

Harding added, in a separate response, that the two views were "complementary and non-antagonistic in their differences." He admitted struggling

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[59] 1 September 1971 Memo from Mayme Mitcham, "The Truth of IBW," IBW Papers, Box (Reorganization Aug. 1969 - Nov. 1971), Folder (July 1971). 18 July 1971 Letter from Sharon Burke to Vincent Harding, Mayme Mitcham, William Strickland, and Robert Hill," IBW Papers. Staff Caucus, "Reorganization Begun, But Incomplete."
[60] William Strickland, "Reflections on the Staff Reorganization Documents," IBW Papers Box (Reorganization Aug. 1969 - 1971), Folder (Nov. 1971 2 of 2), 5-6.

with how to reach the Black masses, believing that in order to reach this potential revolutionary group, IBW must go through other institutions such as schools and churches. Harding concluded that the type of education needed "must include a sense of one's history and identity, a clarification of the nature of the earlier oppressions and struggles against them and the successes and failures of the past. It must include an accurate analysis of the structures and mechanism of oppression, past and present and contemplated; it must include many-sided analysis of the present situation and what is necessary for successful organization and struggle."[61] Harding and Strickland point to the reconciliation of the perceived opposition between Pan-Africanism or Romantic Black Nationalism and Marxism, one that formed an essential component of the Black Radical Tradition.

The staff's view that Marxism and Nationalism were antagonistic represented an a-historical understanding of the ideologies. Marxism and Nationalism were both reactions to the Liberal-Positivist framework ushered in by the Enlightenment. Liberalism sought to displace the supremacy of Christian thought by providing alternative rationalizations for society. The Enlightenment established reason as the source of authority displacing the divine, such that humans (mankind) and not God or nature was dominant. Man demonstrated his dominance through progress, in

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[61] Memo From Vincent Harding, "Response to: 'Reorganization Begun, But Incomplete,'" IBW Papers, 3, 11.

which he conquers nature using the scientific method.[62] Nationalism countered the scientific principles and "discovered the truth not in the observation or consciousness of objects but in the self-consciousness or introspection of the subject not in the motions of the stars but in the motions of the human heart."[63] It opposed reason with feeling and individuality with community developed from customs and traditions. Moreover, the lack of normative values found in positivist history, which searched for absolute knowledge through the process of greater perfection, led to Marx's historical reinterpretation of dialectical materialism, which saw change occurring only through the struggle of opposites in the economic realm. Although Nationalism and Marxism challenged the framework set forth by Liberal-Positivism, both reconstituted the framework with their reliance on a similar premise – the human as a natural organism.[64]

While both Nationalism and Marxism grew from the ground cultivated by Liberal Positivism, IBW's call for a Black perspective was an attempt to find a more foundational theoretical framework. A Black perspective placed race as the organizing principle, rather than mode of production (Marxism) or the imagined community of ethnicity (Nationalism). Race supplied the ontological and epistemological locus for society. Race, not in the genetic sense, but in the sense of

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[62] Michael Allen Gillespie, *Hegel, Heidegger, and the Ground of History*, (Chicago, IL: University of Chicago, 1984), 1- 23. Walter Ullmann, *Medieval Foundations of Renaissance Humanism*, (London, UK: Paul Elek, 1977).

[63] Ibid, 15.

[64] Michel Foucault, *The Order of Things: An Archaeology of the Human Sciences*, 310.

being and non-being, was implied in IBW's Black perspective, one that connected them to the Black Radical Tradition. IBW sought to fashion an intellectual perspective that bridged these two perspectives and provide a "new synthesis," which could analysis the systemic exclusion of Blacks.[65]

The question of - what do representations do and how do representations function in the cultural system - were central to IBW's understanding and aspirations in developing a Black perspective. IBW struggled in fully articulating this new synthesis or Black viewpoint and the staff's belief in a split reflected the limitations of each stance to explicate independently Black exclusion in the 1970s. Because Liberalism racialized and proletariatized Blacks, the masses became the "truth," revealing Black exclusion on the bases of race and class. This "created" authenticity of the Black masses often flattened the class conflicts within the Black community. While this position provided an excellent critique of the American social system, from the systemically dispossessed, it also reinscribed the very framework it was opposing. In creating this oppositional force, Black Powe[DEW7]r intellectuals created a biologized, working-class family as nation. Scholar Wahneema Lubiano points to this contradiction as "an example of the limitation of a political imagery that tries to do the work of 'creating' the potential black revolutionary subject, but which cannot account for any possible middle-class black agency – including its own." The inability to assess the middle-class agency,

[65] "Summary of the Minutes, IBW Reorganization Meeting, Friday, 19 November 1971," IBW Papers, Box (Reorganization Aug. 1969 - Nov. 1971), Folder (Nov. 1971 1 of 2).

especially as revolutionary intellectuals contributed to the struggles the Institute had in developing a Black perspective.[66] The reorganization meetings, Summer Research Symposium, and staff conflict pointed to the need for a new synthesis, beyond Liberalism, Black Nationalism and Marxism, an analytic frame that IBW attempted to articulate. Despite the confusion, the Institute of the Black World viewed a Black Agenda as the clearest expression of a potential new synthesis. During reorganization, the Institute concluded, "the Black agenda will become the highest organization expression of the basic program of the Institute…." The agenda will "identify and define the most crucial issues, problems and areas of need now facing the national black community, to properly explain the historical and political sources of the present oppressive situation, to identify the real nature of the colonial predicament, and to propose and advocate approaches to fundamental change to as large and influential a black constituency as possible."[67] The desire for a Black perspective drove the Institute's development of a Black Agenda, one that merged with the plans at 1972 National Black Political Convention in Gary, Indiana.

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[66] Wahneema Lubiano, "Standing in for the State: Black Nationalism and 'Writing' the Black Subject," 156-164, 160. Benedict Anderson, *Imagined Communities: Reflections on the Origins and Spread of Nationalism*, (New York, NY: Verso Book, 1991). Michel Foucault, *The Order of Things: An Archaeology of the Human Sciences*.

[67] "IBW Reconsidered: Moving to a Higher Stage/ Towards a Higher Stage," 12.

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On Jan 27, 2005, at 11:27 AM, Julius E Nyang'oro wrote:

> Dear Professor White:
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> I am pleased to notify you that you are one of the finalists for the
> position in African and Afro-American Studies at UNC-CH. Please send
> us
> the following:
>
> a. four letters of recommendation
> b. a writing sample (chapter or published paper)
>
> We will be moving quite rapidly in this process, so please treat this
> request with urgency.
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> Sincerely,
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</excerpt>

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, May 17, 2005 2:33 PM
To: stgore@email.unc.edu
Subject: [Fwd: Re- 15th AAPS Biennial Annual Congress]
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From: Julius E Nyang'oro <jen321@email.unc.edu>
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Subject: [Fwd: Abstract for Cairo AAPS Congress]
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From: Donald P. Chimanikire <dpchimanikire@science.uz.ac.zw>
Sent: Saturday, December 4, 2004 3:36 AM
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Subject: Abstract for Cairo AAPS Congress
Attach: Africa and Global(absrt).doc

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---- File information -----------
File: Africa and Global(absrt).doc
Date: 4 Dec 2004, 10:29
Size: 25600 bytes.
Type: Unknown

Abstract:

Title: **Africa and Globalization Revisited:**

By Donald P. Chimanikire, Ph.D,
Institute of Development Studies,
University of Zimbabwe
P.O. Box MP 167,
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Harare,
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Globalization can be defined as an increase in world-wide interconnectedness. It is a process, the power and momentum of which are derived from growth in market and capitalism and technological advances in communication. Most of the debate about globalization concerns economic dimension of this complex process, but it is clear that the phenomenon also has socio-political, cultural and ecological dimensions.The rapid growth in world trade, foreign direct investment, and cross-border financial flows over the last two or so decades have been the main manifestations of the increasing globalization of the world's economy.

There is little doubt that globalization has produced significant gains at the global level. In many quarters, however,unqualified optimism about the benefits of globalization is giving way to a more moderate view which acknowledges that these gains have been concerntrated in a few countries, while a large part of the world is left with only the costs.

The purpose of this paper is to examine the likely implications of the emerging world order on African economies and societies. It is argued that the massive shift in the global balance of power that has followed the collapse of communism has had profound implications for global stability, as well as the prosperity and development of Africa. It will further be argued that, given Africa's exceptionally fragile political and social structures as well as vulnerable economies, only a few countries like South Africa and Mauritius are likely to register some success.

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Subject: [Fwd: AAPS abstract]
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From: D J Kotze <KOTZEDJ@unisa.ac.za>
Sent: Friday, December 10, 2004 5:30 AM
To: jen321@email.unc.edu
Subject: AAPS abstract

Dear Prof Nyong'oro

Please find below my abstract for the AAPS congress next year.

Best wishes.
Dirk Kotze

AAPS CONGRESS 2005

ABSTRACT

Topic:
The 'local state' in African societies and its relevance for constitutional conflict resolution and the ethics of development

Dr Dirk Kotzé
Department of Political Sciences, University of South Africa, Pretoria

States in Africa are often described as 'failed states' or 'weak states'. However, in most instances the populace continue to live a more or less socially organised life, though not necessarily regulated life. It suggests that the national state might be weak or only visible in the capital city, but at lower levels of society the functions associated with organised public life do exist. Notions of the state as a national state and defined in terms of state-society relations are the most dominant state paradigm, but cannot accommodate this notion of organised society without formal state structures. Globalisation also suggests a decline in national state sovereignty and the emergence of trans- or supranational and regional 'state' entities. However, many societies in Africa appear to be structured in exactly the opposite framework, namely in subnational or 'local' states, in the absence of a strong national state. This has various implications for peace processes in the DRC, Burundi, Côte d'Ivoire, etc. and the dominant institutional paradigm of conflict resolution, which is premised on institutional/constitutional engineering or 'rehabilitation' of the national state. It leads to the another component of the proposed paper, namely to look briefly at the ethics of development, and specifically political development and the ethical challenges globalisation poses for it.

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From:
Sent: Friday, December 17, 2004 10:59 AM
To: jen321@email.unc.edu
Subject:
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Hi Julius,

I am sending the attachment for the AAPS congress.

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Kwame

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Implementing Good Governance in Central Africa Through Science and Technology

By

Ms. Yazini April, Africa Institute of South Africa
Yazinia@ai.org.za
Dr. Byron Price, The State University of Rutgers
byprice@andromeda.rutgers.edu

ABSTRACT

Since the 1980's, the challenge of good governance application in Africa has dominated international discussions. This debate is currently influenced by the emergence of digital democracy, which has all the attributes of forming relationships that characterize good governance. However, most African countries have not developed the necessary technological knowledge to implement good governance, and effectively engage with the industrialized community. Instead, due to the rapid growth of technology, Africa is grappling to become technologically literate under a short period. In an effort to prevent Africa from becoming marginalized socially and economically, the Africa Institute of South Africa, (AISA) and the e-Governance Institute at The State University of Rutgers have embarked on an e-governance research project that will facilitate the application of science and technology for economic growth, poverty reduction, and good governance in Central Africa.

In an attempt to address the question raised by the *African Association of Political Science Call for Papers* as to whether development efforts in Africa are sustainable, this paper will outline the research methodology of good governance application that will be implemented in Cameroon, Gabon, and the Democratic Republic of Congo. The paper will also examine the sustainability of African development by utilizing electronic governance, and research in social sciences as a mechanism to bridge the technological divide between Africa and the rest of the international community.

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Attach: AAPS Congress Abstract 05 (25.6 KB).msg

From: E Mushemeza <mushemeza@ss.mak.ac.ug>
Sent: Friday, December 24, 2004 5:23 AM
To: jen321@email.unc.edu
Subject: AAPS Congress Abstract 05
Attach: ATT56711.doc

Dear Julius

Find the attached abstract for the AAPS 15th Congress in Cairo.
Merry Chrismass and happy new year.

Elijah

The Impact of Globalisation on Access to Medicines by the poor.

By

Dr. Elijah Dickens Mushemeza,
Department of Political Science and
Public Administration,
Makerere University

E-mail: mushemeza@ss.mak.ac.ug
Tel: 077595868/041531499

A paper Abstract submitted to the 15th Biennial AAPS Congress on the Theme: "Globalization, Development Governance" June 27-29 2005, Cairo, Egypt.

The paper discusses globalization as a new phase and contemporary process of imperialism. The ideological foundation of the dominant globalization is neo-liberalism in its emphasis on economic and political liberalism and its consequential rejection of social democracy and Keynesian state intervention.
The Developed countries dominate all the structures of the Global Political Economy namely, security, production, trade, finance and knowledge.

The paper points out that the World Trade Organization is one of the organizations where neo-liberalism is at its best in allowing the developed countries to safeguard their interest of dominating the trade structure in GPE. Under International Agreement on Trade related Aspects of Intellectual Property Rights (TRIPS), patents are granted for products and processes with protection set at 20 years from the date of application. All WTO members are expected to introduce a new and standardized levels of protection. The 30 least developed countries majority of which are in Africa have until 2016 to pass legislation requiring Patent protection for Pharmaceutical and agricultural chemicals.

The paper argues that the monopoly granted to patents allows the patent holder to charge high prices depriving the poor of an essential product or technology This is more so in the era of HIV/AIDS where the poor in Africa need more medicines to neutralize the deadly diseases.

The paper recommends networking of civil society organizations in order to put pressure on states of developing countries particularly Africa to unite and speak with one voice at the global level. Where possible developing countries should, make alliances with countries of the North (e.g. Scandinavian countries) that promote a social market. This will help to challenge neo-liberal globalization in favor of what I may term as social globalization. Social globalization is an inclusive process in which the gains made through global economic, social, political interactions are shared by the global citizenry, particularly the vulnerable, marginalized and the poor.

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To: stgore@email.unc.edu
Subject: [Fwd: 15th BIENNIAL CONGRESS of AAPS]
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From: Abdurahman Ame <AAme@uneca.org>
Sent: Monday, December 27, 2004 2:59 AM
To: jen321@email.unc.edu
Subject: 15th BIENNIAL CONGRESS of AAPS
Attach: Abstract-to aaps-final.doc

Dear prof. Julius E Nyang'oro,
Please find attached herewith abstract to be submitted to the **15th BIENNIAL CONGRESS of AAPS to be held during JUNE 27-29, 2005 in CAIRO, EGYPT under the Theme: Globalization, Sustainable Development and Governance in Africa**.

Regards,
Abdurahman Ame

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, May 17, 2005 3:18 PM
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Subject: [Fwd: submission of proposed paper]
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From: Keith Gottschalk <kgottschalk@uwc.ac.za>
Sent: Monday, December 27, 2004 4:16 AM
To: jen321@email.unc.edu
Subject: submission of proposed paper
Attach: Cairo-2005.doc

Dear Julius Nyang'oro,

I submit attached my proposed paper for our AAPS 15th Biennial Congress. If you wish any revisions, lease let me know.

yours collegially,

Keith Gottschalk
HEAD OF DEPARTMENT
Political Studies,
University of the Western Cape.

Cairo 27-29 June 2005 AAPS

THINGS FALL TOGETHER:
INSTITUTIONALIZATION OF THE PAN-AFRICAN VISION OF AFRICAN UNITY

Keith Gottschalk
Head of Political Studies Department
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phone +27 82 202 3304

Globalization pressures precipitated an energetic series of South African-Nigerian initiatives, which pushed the Pan-African project of African unity to critical mass and take-off.

The re-invention of the OAU as the AU includes its democratisation through the Pan-African Parliament, African Court of Human Rights and People's Rights, and ECOSOCC. This occurs in an innovative broader matrix of drawing in civil society, ranging from diaspora NGOs to the hundreds of corporations of the NEPAD Business Groups. These had no equivalents in the old OAU.

One intellectual consequence of this is to challenge the Western conceptual partition of Africa into "sub-Saharan Africa" versus "the Middle & Near East". A thickening mesh of continental institutions and continental programmes render this concept an eroding anachronism with lessening heuristic value. Similarly, the DRC, conventionally regarded as part of the central African region and its institutions, is effectively shifting into the SADC ambit.

The AU has also revived the Abuja-born AEC treaty, to which the NEPAD programme gives impetus. The AEC had no secretariat after 1991, until it became a responsibility of the AU Commission in 2002, as well its cognate NEPAD secretariat.

The qualitative jump between the old OAU and the new AU and its associated projects is best problematised not through not discourse analysis, but focus on the operationalization and the allocation of resources. The creative off-book financing of the PAP costs by the host country, plus the PSC's success in attracting far more EU and other donor funding for peace-keeping than its OAU and ECOWAS precedents, is mitigating the failure of many AU member governments to pay their annual fees. Huge challenges ahead include that the AU so far still remains an elite project.

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From: annie <annie@idasact.org.za>
Sent: Wednesday, December 29, 2004 8:16 AM
To: jen321@email.unc.edu
Subject: AAPS conference
Attach: THE STATE IN AFRICA.doc

Attached is an abstract for the Cairo conference.
Annie B. Chikwanha

Afrobarometer Network-Idasa
6 Spin St. Church Square
Cape Town 8001

THE STATE IN AFRICA-RECONCILING ECONOMIC MANAGEMENT WITH DEMANDS FOR DEMOCRACY

Abstract for the African Association of Political Science 15th Biennial Congress, June 27-29 2005, Cairo, Egypt

by ANNIE BARBARA CHIKWANHA,
Researcher, Afrobarometer Network
Institute for Democracy in South Africa
6 Spin St, Church Square,
Cape Town 8001, South Africa
Tel: 27 021 467 505 fax: 27 021 465 7541

The nineties ended on a rather sad note as most Africans expressed dissatisfaction with the economic reforms that have informed much of the neo-liberal discourse in the last two decades. The high levels of dissatisfaction contribute to the dominance of economic criteria in evaluating regime performance in Africa and yet political factors are just as important in mapping out the future trajectory. Contradictions surrounding globalisation are sometimes highlighted by the preference for continued state protection that the poor in largely agrarian economies have become acclimatised to. Using the Afrobarometer[1] public opinion data, this paper presents the ordinary Africans' perspectives of state capacity in economic management. It also presents data on the extent to which Africans demand democracy. This is evidenced by their rejection of all forms of authoritarian rule yet the supply of democracy they get is appalling. The challenge then becomes that of reconciling management of their fragile economies with the citizens' expectations for democratic governance. Citizens' attitudes and opinions towards their political systems reveal much about the status and direction of democracy in their countries and as the ultimate consumers of what democratic governments can supply, they offer the most conclusive assessments of the quality of economic and democratic governance. The paper starts with an assessment of economic performance at both the individual and national levels as well as popular assessments of the impact of economic reforms ushered in by the structural adjustment programmes. This is followed by a section on assessments of state capacity with regard to policy implementation in selected sectors. Citizens' views of authority and legitimacy of the system as well as popular assessments of the quality of democratic governance conclude the public opinion data. Lastly, a discussion on reconciling economic management and democratic governance within the current global vibe concludes the paper.

[1] The Afrobarometer is a systematic survey of ordinary Africans' views and attitudes towards democracy, economics and civil society. The surveys are conducted in countries that have introduced some degree of democratic and economic reform. The surveys on which this paper is based on were conducted in 1999-2001 and 2002-2003 in the following 15 countries: Botswana, Carbo Verde, Ghana, Kenya, Lesotho, Namibia ,Nigeria, Malawi, Mali, Mozambique, Senegal, Tanzania, Uganda, Zambia and Zimbabwe.

From: Julius E Nyang'oro <jen321@email.unc.edu>
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Subject: [Fwd: 15th Biennial Congress for African Association of Political Science]
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From: kharoufi@pm.gov.ma
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Subject: 15th Biennial Congress for African Association of Political Science
Attach: Abstract Gouv Khraoufi.doc

****
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**********-**********

Dear Dr Julius E Nyang'oro,

My mane is Dr Mostafa Kharoufi, Sociologist an Geographer. As a researcher, I spent amost ten years doing research and coordinating programs in some arab countries like Egypt, Sudan, Tunisia, Algeria and Morocco. I published some articles and a book on the issue of governance....

Othman Benjelloun who was in South Africa talked to me about the 15the Biennial Congress Organized by The African Association of Political Science which will be held in Cairo on 27-29 of june 2005, on the Theme of Globalisation, Sustainable Development and Governance in Africa. As I am really interested, I am sending a summury of my paper in order to participate to this important Conference..

I am looking forward to hear from you and I thank you very much.

Sincerely

Mostafa Kharoufi

(See attached file: Abstract Gouv Khraoufi.doc)

Gouvernance et participation au Maroc : un édifice qui reste à consolider

Mostafa Kharoufi, Sociologue et géographe, Rabat

Le Maroc entreprend depuis le début des années 1990 un ensemble de réformes politiques et institutionnelles. Ce pays connaît une évolution qui place le thème de la gouvernance et de la participation de la population au cœur du débat sur la démocratie et le développement de ce pays. En effet, recherchant outils et actions de gouvernance participative innovants, le Maroc tente de relever les défis auxquels il est aujourd'hui confronté et de répondre aux nouvelles perspectives de développement économique, social et culturel.

Il faut dire que les méthodes traditionnelles de gestion y ont montré leur limites ; d'autant que la crise du modèle de développement emprunté depuis quatre décennies et les mouvements sociaux qui se sont exprimés (parfois violemment) dans les villes au cours des années 1980 et 1990 ont non seulement remis en cause l'ordre post-colonial, mais également la capacité du pouvoir politique à résoudre les problèmes du chômage et à répondre aux aspirations des jeunes générations. Ceci a suscité l'apparition de revendications politiques et syndicales axées sur le thème de la justice sociale, des droits de l'homme et de la femme et de la critique des valeurs occidentales (avec notamment l'émergence de deux phénomènes antithétiques : les associations féministes et les mouvements islamistes). Ces deux mouvements canalisent, à des degrés inégaux, les aspirations des nouvelles générations nées après l'indépendance...

Sur la base de la thématique de la gouvernance, cette communication propose de revisiter l'histoire et le présent, replaçant l'évolution des réformes tentées au Maroc dans les moments cruciaux qu'a connus le pays, leurs limites et leurs insuffisances. Les 50 années qui séparent le Maroc de son indépendance sont riches d'enseignement et demeurent source de déception. Au début des années 1960, après deux décennies d'évolution lente mais moins problématique, le pays a connu des avancées, même si les progrès accomplis sont parfois partiels, mais fut également ébranlé par une série de ruptures.

Le propos vise à esquisser un état des lieux du Maroc, en se plaçant sur des terrains particulièrement cruciaux comme celui de l'évolution constitutionnelle, des libertés publiques, de la question du genre, de l'administration, dans une perspective historique comme à travers les enjeux du présent et de l'avenir. Les interrogations sur les liens existants entre le développement durable et la gouvernance recueilleront également une attention particulière.

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, May 31, 2005 5:34 PM
To: stgore@email.unc.edu
Subject: [Fwd: African Association of Political Science Congress,June 27-28,2005,Cairo,Egypte]
Attach: African Association of Political Science Congress,June 27-28,2005,Cairo... (1.92 KB).msg

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From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, May 31, 2005 5:40 PM
To: stgore@email.unc.edu
Subject: [Fwd: APS-Abstract]
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Globalization of Skin-whitening and its Effects African Women.

Amina Mire (PhD candidate)
The Institute for Women's Studies and Gender Studies of the University of Toronto

Abstract

Skin-whitening is an emerging globalized economic and cultural enterprise. The practice of skin whitening per se is not knew; what marks the emerging practice of skin-whitening different from earlier regimes of skin-whitening practices, is its systematic conflation of the aesthetics of white supremacy to the biomedical concept of 'health promotion.' This is because while many of the older forms of skin-whitening products and related technologies were based on, often illegal trafficking of cheap but toxic chemical agents, which came to public attention, particularly in African, by news paper articles bearing the disfigured faces of African women caused by skin-whitening creams and soaps, the emerging skin-whitening biotechnology is positioned to eliminate 'health risks' as well as to 'purify,' 'cleanse' or otherwise transform the faces and bodies of all women to 'radiant' whiteness. In this way, the emerging discourse of skin-whitening biotechnology and its concomitant aesthetics of white supremacy have been materially and technologically transformed to a new globalized capitalist commodity of skin-whitening. Some of the leading western based cosmetics, pharmaceutical and biotechnology firms are currently engaged in the research and the mass production of new regimes of skin-whitening products and related technologies. However, I will demonstrate in this paper that the emerging discourse of skin-whitening systematically recuperates, albeit in different material and historical contexts, older western colonial concerns with 'racial degeneracy' and the "polluting" effects of blackness. Using visual and text based advertising for popular skin-whitening creams such as Venus de Milo 'Complexion Cream,' which target African women, I will critically examine the complex and contradictory ways in which the new aesthetics of skin-whitening is resisted, and in some cases, taken up by African women.

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From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, May 31, 2005 5:48 PM
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Subject: [Fwd: proposition de communication pour le congr□s du Caire]
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From: cyrille.kone@univ-ouaga.bf
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Subject: proposition de communication pour le congr□s du Caire
Attach: ATT56969.txt; caire-bgouv.rtf

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BONNE GOUVERNANCE ET DÈVELOPPEMENT EN AFRIQUE

Pr Cyrille B. Koné
Directeur du département de philosophie
Université de Ouagadougou (Burkina Faso)
cyrille.kone@univ-ouaga.bf
Tél : 00 226 70247176 ; Fax : 00 226 50317814

La gouvernance démocratique ne saurait être, ni un préalable, ni une conséquence absolue du développement, elle en constitue à la fois une fin et un moyen. Une fin parce que davantage de développement induit nécessairement plus de possibilités pour l'exercice des libertés socio-politiques, un moyen car une gouvernance démocratique bien pensée permet une contribution de tous à l'effort de développement socio-économique. Elle ne saurait pas être réduite à un modèle unique. En effet, en dépit des fondements universels des principes de droits et de libertés humaines, une bonne gouvernance ne pourrait partir que du contexte local dans lequel elle s'exprime pour s'enraciner au service du développement. Dès lors, l'évaluation de son niveau de réalisation dans toute société devrait s'appuyer à la fois sur les préoccupations à caractère global et un questionnement des particularités locales. En faire une conditionnalité à l'aide au développement des pays africains moins avancés, autant que la renier à leurs peuples en en faisant une conséquence absolue, constituent deux des aberrations qui nuisent au développement humain durable.

La véritable problématique à laquelle notre communication tentera de répondre, serait donc de savoir si la gouvernance démocratique est un préalable au développement. Autrement dit, est-il pertinent de la conditionner à l'aide au développement des pays africains ? N'est-il pas absurde de la rejeter en la réduisant à un luxe inaccessible aux plus pauvres ? Et s'il y'a une définition universellement admise de la démocratie, saurait-elle pour autant être réduite à un modèle unique, dominant soit-il ?

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, May 31, 2005 5:55 PM
To: stgore@email.unc.edu
Subject: [Fwd: Paper Submission for AAPS]
Attach: Paper Submission for AAPS (46.9 KB).msg

Presenter: Sandra Sequeira

Affiliation: Doctoral Candidate, Harvard University

Paper: *Unbalanced institutional developments? Regionalism and Governance reform in Sub-Saharan Africa*

This paper focuses on identifying and understanding regularities in institutional reform in developing countries, looking in particular at the case of Sub-Saharan Africa.
In search of systematic patterns in the way institutions evolve, the paper builds and tests a model of unbalanced institutional development in the context of globalization and increasing regional integration. In most African economies, reform has progressed more "successfully" in areas of macroeconomic management and trade-related institutions. These reforms have been boosted by the needs of resource-based export sectors, globalization and regional economic integration. Furthermore, most of these reforms are triggered and maintained within the realm of high politics. On the other hand, reform in judicial institutions, the distribution of land, territorial administration and other social institutions face far more resistance to change. These forms of institutional persistence are present due to high complementarity with informal social norms and the requirement of widespread support through mass politics. Reminiscent of the discipline's theoretical models of "balanced" economic development, this paper questions the need for a parallel process of balanced institutional growth. Are these dual institutional economies sustainable? Is the type of institutional isomorphism we find in macroeconomic and trade-related institutions eminently exogenous? Does it necessarily trickle over endogenously to other more resilient institutions? Or can the latter be changed through exogenous forces of reform such as regional governance networks of the type emerging in Southern Africa? Finally, insights into processes of institutional change complement the cross-country analysis through the recent examples of Botswana, Mozambique and South Africa.

Sandra Sequeira

Harvard University

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US
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Personal Information: Dual Citizen US/Portugal

EDUCATION

Harvard University, *PhD Candidate in Public Policy*
Expected Date of Completion: June 2007
Concentration: The Political Economy of Development Policy

The Fletcher School of Law & Diplomacy, Tufts University, M.A. International Relations, *May 2002*
***Concentration*:** International Organizations and Public International Law
Thesis Title: "The winding path out of informality - a case study of reforming Urban Property Rights in Peru"

Faculdade de Economia, Universidade Nova de Lisboa, Portugal, BA in Economics, *February 2000*
Concentration: Development and Public Economics

AWARDS and FELLOWSHIPS:

Successful candidate to the United Nations Competitive Exams in *Economics*, *February 2003*
Placed on the Roster of UN International Civil Servants

David Will's Bursary awarded by the 21st Century Trust Foundation to attend the Conference: *Global Governance- Scenarios for the Future*, Cambridge University, England, *Fall 2004*

Robert Bosch Foundation scholarship to attend the 11th IWM Summer Course of Philosophy and Politics: "On Concepts of Order", Cortona, Italy, *Summer 2004*

Graduate Studies Fellowship, *JFK School of Government*, Harvard University, *2002-2004*

Summer Internship Fund, *JFK School of Government*, Harvard University, *Summer 2003*

Center for International Development Summer Grant, *Harvard University*, *Summer 2003*

Doctoral Scholarship, *Ministry of Science and Technology*, Portugal, *2000-2004*

Academic Merit Scholarship, *Fletcher School of Law and Diplomacy*, *2001-2002*

Active Citizenship Scholarship, *University College of Citizenship and Public Service*, Tufts University, *Summer 2001*

RESEARCH and PROFESSIONAL EXPERIENCE:

Member of "Mission Possible: Portugal", an independent non-partisan group of scholars dedicated to research on public policy issues in Portugal (since 2004)
Published article: "Reforming the Portuguese Diplomatic Structure" in "O Público", leading daily newspaper, *November 2004*

Researcher, National Council of Applied Economic Research, New Delhi, India, *Summer* 2003
Conducted research on urban property rights and urban planning in the city of Delhi.
Presented Seminar: "*Institutionalizing and legalizing property rights in comparative perspective: the cases of Lima and New Delhi*", July 2003, NCAER, *New Delhi, India*
Published Article: "*A Review of Hernando de Soto's work*", in "Seminar: Symposium on livelihood struggles of the informal workforce", November 2003, *New Delhi, India*

Research Assistant, New Delhi, India, *Summer 2003*
Conducted research for Professor Michael Kremer, *Economics Department, Harvard University*, on the governance and administration of the Indian Primary Education System.

Consultant, *World Bank,* Lima, Peru, *Summer 2001*
Assisted the Task Manager in conducting the preparation and supervision of the following projects: *Formalization of Urban Property Rights*, *Judicial Reform* and *Ombudsman Reform*. Conducted fieldwork in Lima's slums and proposed practical and strategic recommendations to improve the performance of each Project Management Unit.
Wrote internal assessment article: "*Urban Property Rights: a Winding Path toward Sustainable Formalization, The Case Study of Peru*".

Economic Researcher: Joint Project between the ***Central Reserve Bank of Portugal*** *and* ***Universidade Nova,*** Lisbon, Portugal, *1997-1999*
Conducted macroeconomic and financial data research on Portugal for a joint European Project under the supervision of *Professor Jaime Reis*, European University Institute, Florence, Italy

Economic History Researcher: EPAL, Lisbon, Portugal, *1998-2000*
EPAL-Lisbon's Public Water Supply Company
Conducted economic and financial research and wrote article: "EPAL's economic and financial framework in the XIXth century", Publication expected.

Certified Translator: *Traducta*, Lisbon (Translator for the European Parliament) and *Universidade do Minho*, Braga, Portugal (Translator of academic publications), *1997-2000*

TEACHING EXPERIENCE:

Teaching Fellow, *Politics and Economics: The Role of Institutions in Development*
Designed and will teach a core course for Sophmores in the *Department of Economics*, Harvard University, Spring 2005

Teaching Fellow, *Globalization and History* for Professor Jeffrey Williamson, *Department ofEconomics*, Harvard University, Fall 2004 *(Undergraduate)*

Teaching Fellow, *Social Institutions and Economic Development* for Professor Michael Woolcock, JFK, Harvard University, Spring 2004 *(Graduate)*

Teaching Fellow, *International Relations* for Professor Richard Eichenberg, *Political Science Department*, Tufts University, *2001-2002 (Undergraduate)*

LANGUAGE SKILLS

Portuguese: Native ; **English**: Fluent; **Italian**: Fluent; **Spanish**: Fluent; **French**: Fluent

EXTRA-CURRICULAR ACTIVITIES:

English Tutor, *Bridge Program*, Harvard University, Cambridge, **MA, 2004**
Volunteer Tutor to Spanish-speaking Community

Tutoring Plus, Cambridge, MA, *2002-2003*
Volunteer Tutor to Haitian Community, ages 5-14

Università per Stranieri di Perugia, Italy, *Summer 1997*
Certificate of Proficiency in Italian Language and Civilization

Calouste Gulbenkian Conservatory, Braga, Portugal, *1987-1991*
Piano and Ballet Course completed.

Independent Travelling: Japan, China, Tibet, Uzbekistan, Kazakhstan, Russia, India, Sri Lanka, Norway, Peru; Western, Central and Eastern Europe; US and Canada.

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, May 31, 2005 6:03 PM
To: stgore@email.unc.edu
Subject: [Fwd: Submission of Abstract.]
Attach: Submission of Abstract. (33.7 KB).msg

From: Dr. Victor Adetula <adetulav@skannet.com>
Sent: Friday, December 31, 2004 12:27 PM
To: jen321@email.unc.edu
Subject: Submission of Abstract.
Attach: Abstract for AAPS Globalization Conference - Victor Adetula.doc

---

Attention:The Program Chair, Julius E Nyang'oro

Please find attcahed my abstract for the AAPS Conference.

Globalization and New Forms of Violence in Africa

By

Victor A.O. Adetula, PhD

Department of Political Science

University of Jos,

PMB 2084, Jos,

NIGERIA.

ABSTRACT

Africa is experiencing new forms of violence whose causes have become increasingly differentiated and complex with the dawn of globalization. Changes in the general conditions for political and economic development in Africa owning to the dynamics of globalization have intensified new forms of violence on the continent. Ethnic and religious conflicts now occur as part of transnational relations in post-colonial Africa. And women trafficking, child slavery, cross-border robbery and other cross-border crimes are in the increase all over Africa in addition to mineral resources-driven conflicts. There is indeed the sense in which it can be said that the relationship between globalization and new forms of violent in Africa demonstrate the reactions and responses of the World's poor to the realities of the expanded capitalist mode of production. How much of the changes in the patterns and trends in violence are necessarily the consequence of increased globalization of production processes? It is therefore necessary to investigate globalization-induced violent conflicts in Africa. We argue that the upsurge in "transnational communities" and the significant engagement of new social movements with networking across national frontiers in Africa are dominant expressions of profound social transformations associated with globalization. Three underlying assumptions are central to our conceptualization on the relationship between globalization and new forms of violence in Africa. First is that violence conflicts in Africa are now being influenced by key elements of globalization which include global expansion of production, trade and finance and also the less-acknowledged but effectual forms of globalization such as global expansion of ideas, culture and norms. Secondly, that most of the globalization-induced violence in Africa are beyond the regulatory and control frameworks of the territorial state. Thirdly, that the growth of transnational social networks in Africa has contributed to transnational violence in Africa.

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, May 31, 2005 6:04 PM
To: stgore@email.unc.edu
Subject: [Fwd: Conference]
Attach: Conference (7.77 KB).msg

From: Kelue <kelue@infoweb.com.ng>
Sent: Thursday, December 30, 2004 9:45 PM
To: jen321@EMAIL.UNC.EDU
Subject: Conference

POLITICAL PATHOLOGY AND CRIMINALIZATION OF THE ELECTORAL PROCESS IN NIGERIA: IMPLICATIONS FOR GOVERNANCE AND GLOBALIZATION

ABSTRACT

Many critics of globalization as it affects the developing countries have persistently argued that their weak economy and corrupt and inept leadership would at best make them participate in globalization in a subjugated position. This suggests that the extent to which any country would maximize her benefits of globalization depends largely on the extent to which its domestic economy and governance are prospering.

Nigeria is the most populous country in Africa. It is also endowed with enormous economic resources. A combination of the two factors presents the country as 'the giant of Africa'. Unfortunately the continued underdevelopment of the Nigerian state, weakened further by its criminalization, has turned those two factors against the people, thereby engendering a country fraught with kleptocracy, mismanagement and impoverishment of the masses.
Considering the fact that no country can achieve sustainable development without proper management of its human and material resources in an ordered civil society rooted in democracy, this paper is intended to examine the process of recruitment of governmental leaders in Nigeria. In that context, it is expected to examine critically the role of political pathology in criminalizing the Nigerian electoral process.

By providing an indepth insight into the persistent failure of several efforts at democratization in Nigeria, and the consequent militarization of the political system, the paper will provide some answers to the question of the weak and subjugated position of 'the giant of Africa' in the process of globalization.

In view of the fact that many African countries have similar socio-economic and political antecedents, the work will contribute towards the quest for sustainable democratization and development in Nigeria and several other African countries in the context of globalization.

Rev Canon Prof I. C. Okoye
Department of Political Science
Nnamdi Azikiwe University
P M B 5025
Awka
Anambra State
Nigeria
Email: kelue@infoweb.com.ng

POLITICAL

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, May 31, 2005 6:12 PM
To: stgore@email.unc.edu
Subject: [Fwd: AAPS Conference]
Attach: AAPS Conference (26.1 KB).msg

From:	aara3@hermes.cam.ac.uk on behalf of AAR AGBOLUAJE <aara3@cam.ac.uk>
Sent:	Tuesday, January 4, 2005 5:19 PM
To:	jen321@email.unc.edu
Subject:	AAPS Conference
Attach:	IntegrationTheories.doc

Dear Sir,

I would be very grateful if you could kindly consider this abstract for the AAPS Conference. I am sending it today as I only received information on the conference a few hours ago. I presented the paper at the conference, Africa Without Borders at the University of Winsconsin-Madison in October, 2005. Your conference would be a wonderful opportunity to improve the paper for publication.

best regards
A.R Agboluaje

best regards,
Abimbola Agboluaje

Explaining Regional Integration in Africa: Constructivist Dreams Versus Institutionalist Realities. Ridwan Abimbola Agboluaje, Centre of International Studies, University of Cambridge.

From what sources have impulses of integration in Africa sprung and what can these origins tell us about the realisation of their goals? This paper proposes to use theories and concepts on the state and regional integration to examine the limited success of post-colonial integration projects in Africa and evaluate recent developments and strategies of integration. Realist-institutional theories of the state tell us that a state 'becomes' when an entity exists that is willing and able authoritatively to define a community against a 'non-self' or "enemy" for the whole community emerges (F. Meinecke: 1994, M. Berezin: 1997). This conceptualisation of the state may apply to African integration projects which were in many ways inspired by a desire to protect peoples with a common experience of external subjugation from the reoccurrence of such. Besides, integration projects are argued to be also forms of state-building (P.Huxtable: 1996). But some perspectives on regional integration suggest they are internal projects resulting from capable states agreeing to pool their sovereignty to enhance the advancement of material national goals (A. Milward: 1993, S.Krasner: 1993, P.Anderson, 1996). This leads us to recall the instuitionalist idea of the state as a result of the ordering of self-interested interactions by individuals and groups (D.Easton: 1965). Constructivists tell us that a state exists 'when the action of various individuals is oriented to the belief that it exists or it should exist'(C.Cutler: 2001). The common historical experience of Africans and the realities of independence have bequeathed structures of sovereign states to them and inspired them to construct supranational political structures; encompassing an overlap of institutionalist and constructivist impulses. According to Collier, the

post-colonial experience demonstrates that Africa can develop only when African states subject their decision-making to supranational institutions with clear rules of membership and high benefits of participation rather than donor conditionality (Collier: 1992). Collier's institutionalism appears to reverse the state formation sequences advanced above and seems to have anticipated the New Partnership for African Development. These perspectives demonstrate that there are bi-directional tensions between Africans states as they are and their evolution into higher forms of statehood which integration may represent. They also alert us to the contradictory interactions between ideas, history and material structures in making states "become". The application of these perspectives to the African experience may beneficially inform current integration projects as the analysis of Africa's unique experience may also contribute to the theories.

Explaining Regional Integration in Africa: Constructivist Dreams Versus Institutionalist Realities. **Ridwan Abimbola Agboluaje, Centre of International Studies, University of Cambridge.**

From what sources have impulses of integration in Africa sprung and what can these origins tell us about the realisation of their goals? This paper proposes to use theories and concepts on the state and regional integration to examine the limited success of post-colonial integration projects in Africa and evaluate recent developments and strategies of integration. Realist-institutional theories of the state tell us that a state 'becomes' when an entity exists that is willing and able authoritatively to define a community against a 'non-self' or "enemy" for the whole community emerges (F. Meinecke: 1994, M. Berezin: 1997). This conceptualisation of the state may apply to African integration projects which were in many ways inspired by a desire to protect peoples with a common experience of external subjugation from the reoccurrence of such. Besides, integration projects are argued to be also forms of state-building (P.Huxtable: 1996). But some perspectives on regional integration suggest they are internal projects resulting from capable states agreeing to pool their sovereignty to enhance the advancement of material national goals (A. Milward: 1993, S.Krasner: 1993, P.Anderson, 1996). This leads us to recall the instuitionalist idea of the state as a result of the ordering of self-interested interactions by individuals and groups (D.Easton: 1965). Constructivists tell us that a state exists 'when the action of various individuals is oriented to the belief that it exists or it should exist'(C.Cutler: 2001). The common historical experience of Africans and the realities of independence have bequeathed structures of sovereign states to them and inspired them to construct supranational political structures; encompassing an overlap of institutionalist and constructivist impulses. According to Collier, the post-colonial experience demonstrates that Africa can develop only when African states subject their decision-making to supranational institutions with clear rules of membership and high benefits of participation rather than donor conditionality (Collier: 1992). Collier's institutionalism appears to reverse the state formation sequences advanced above and seems to have anticipated the New Partnership for African Development. These perspectives demonstrate that there are bi-directional tensions between Africans states as they are and their evolution into higher forms of statehood which integration may represent. They also alert us to the contradictory interactions between ideas, history and material structures in making states "become". The application of these perspectives to the African experience may beneficially inform current integration projects as the analysis of Africa's unique experience may also contribute to the theories.

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, May 31, 2005 6:14 PM
To: stgore@email.unc.edu
Subject: [Fwd: Paper proposal]
Attach: Paper proposal (28.2 KB).msg

From: Jean-Germain Gros <jg.gros@umsl.edu>
Sent: Thursday, January 6, 2005 1:53 PM
To: jen321@email.unc.edu
Subject: Paper proposal
Attach: AAPS_Proposal.doc

Dear Professor Nyang'oro:

I am responding to the Call for Papers that was published in the AAPS Newsletter May-August 2004. Please accept to review the proposal that is attached for the 15th Biennial Congress of the African Association of Political Science to be held in Cairo, Egypt, from June 27-29, 2005.

Sincerely,

Jean-Germain Gros

Jean-Germain Gros*
Department of Political Science
University of Missouri-St. Louis
St. Louis, MO 63132
USA
E-mail: jg.gros@umsl.edu
Fax: (314) 516-5268
Tel: (314) 516-5848

Chinese Economic Success and Lessons for Africa: Possibilities and Limits

Abstract: When economic historians write the history of the last decades of the 20th century, they will have good cause for casting China as the success story of that *fin de siècle*. From 1979 to 1997 China's annual GDP grew by an average of 10 percent, an accomplishment matched (and surpassed) only by the former Soviet Union in the 1920s and 1930s. Chinese industrial production in the late 1990s was seven times larger than in 1978, and total trade fourteen times larger over the same period. But there is more: Economic growth in China has resulted in improved standards of living for some Chinese people; real income per capita more than quadrupled between 1979 and 1997, thereby lifting more than 200 million out of absolute poverty. Historians are less likely to be excited about Africa's economic performance in the closing years of the 20th century, and indeed since decolonization in the 1960s. For Africa, by every imaginable index of socio-economic development, from economic growth to life expectancy, has been moving backward rather than forward. The statistics are telling, if not to say depressing: Sub-Saharan Africa accounts for just 1 percent of world industrial production, down from 4 percent in the 1960s. The sub-region experienced virtually no economic growth in the last two decades of the 20th century, in spite of Structural Adjustments Programs (SAPs), which were supposed to set Africa on a path of sustainable development. It continues to be ravaged by HIV/AIDS, which has drastically reduced life expectancy in some countries (e.g., Botswana, where adult life expectancy is now under 40 years). Naturally, the polarity in economic and social achievement between China and Africa will elicit scrutiny, as well it should. This paper examines Chinese economic policy since the liberalization in 1979 undertaken by Deng Xiaoping, with the ultimate aim of highlighting the promises and limits of the Chinese model to Africa. Simply put, the paper asks, what is the key to Chinese economic success and can Africa borrow it to unlock its own development?

*Jean-Germain Gros is associate professor of political science and public policy administration and fellow at the Center for International Studies at the University of Missouri-St. Louis, and partner at The Aya Centre in Accra, Ghana. In Fall 2004 Professor Gros was a visiting professor of political science at the University of Ghana – Legon, and in Summer 2002 a visiting fellow at the Chinese Academy of Social Sciences in Beijing, China.

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, May 31, 2005 6:15 PM
To: stgore@email.unc.edu
Subject: Abstract Amal Mecherfi.doc
Attach: Abstract Amal Mecherfi_.doc

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, May 31, 2005 6:21 PM
To: stgore@email.unc.edu
Subject: [Fwd: AAPS paper proposal]
Attach: AAPS paper proposal (15.3 KB).msg

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Monday, July 25, 2005 10:01 AM
To: stgore@email.unc.edu
Subject: Nyangoro proposed revisions SADC paper[1].doc
Attach: Nyangoro proposed revisions SADC paper[1].doc

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, October 4, 2005 11:50 AM
To: Sam T Gore <stgore@email.unc.edu>
Subject: [Fwd: morning smile]
Attach: morning smile (1.98 MB).msg

--
Julius E. Nyang'oro
Professor and Chair
African and Afro-American Studies
University of North Carolina
CB# 3395, Battle Hall
Chapel Hill, NC 27599-3395
Tel: 919-962-1513
Fax: 919-962-2694
Email: jen321@email.unc.edu

From: Julius E Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, January 3, 2006 11:56 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: Re: question

Ofcourse I am awake....

Travis Gore wrote:

> are you awake?

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Wednesday, April 11, 2007 3:53 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: Bios

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Thursday, October 25, 2007 1:11 PM
To: Perry Hall <hallpa@email.unc.edu>; Deborah Crowder <dacrowde@email.unc.edu>; Travis Gore <stgore@email.unc.edu>
Subject: Re: Travel money

Hi Perry:
I am authorizing the use of the research fund for your travel to the conference at Purdue University. Please use the usual procedure for travel by submitting the receipts to Travis within one week of your travel. South Building is very strict in enforcing that rule. Travel well.
Best,
Julius

Perry Hall wrote:

> Julius,
>
> I included the travel request letter both in the text below, and as an
> attached document. I will be using the liberal arts money for the NCBS
> conference in March. I didn't know the amount had been increased to
> 1000 (that makes my happy) or I would have used part of it for my recent
> trip to Atlanta for the NCBS Board of Directors meeting (that makes me sad.)
>
> Take care
>
> perery
>
> Julius Nyang'oro, Chair
>
> Department of African and Afro-American Studies
>
> University of North Carolina at Chapel Hill
>
>
>
> Dear Julius
>
> Please consider my request for funds to travel to the 23rd Annual
> Symposium on African American Culture & Philosophy, Nov. 1-3, 2007,
> Lafayette, Indiana. Sponsored by the African American Research Center
> at Purdue University, the theme of this year's conference is "Harlem
> Renaissance: Aesthetics, Values, and Identity." The paper I am
> presenting there, "Finding Fault: Lines and Sites of Cultural
> Production: Music in the New Negro Movement/Harlem Renaissance Era," is
> part of the lager project I am currently working on.
>
>
>
> The projected budget, not including meal allowances is as follows:
>
> Air fare 221.41
> Rental Car 56.54
> Airport Park 18.00
> Room (2 ni) 207.00
>
> *Total 504.05
>
>
>
> *Thank You

>
> Signature.tif
>
> Perry A. Hall
>
> At 12:23 PM 10/22/2007, you wrote:
>
>> Ok. Write me a short formal note requesting the money. Please remember
>> to write a short papragraph report on your return. Also remember that
>> even though you are on leave, the Arts and Sciences travel money is
>> still at your disposal. This year the amount was increased to $1000.
>> Cheers.
>>
>> Perry Hall wrote:
>>
>>> I am traveling to deliver a paper at Purdue on Nov. 1-3, . (I am
>>> flying, believe it or not, to preserve more time for researching and
>>> writing.)
>>> I already asked Tomeiko for money from IAAR. She has not responded.
>>> Perhaps I should ask you instead, given the monies mentioned below,
>>> and save the IAAR "card" for another time
>>> The budget (not including meals) for the trip breaks down like this:
>>> Air fare 221.41
>>> Rental Car 56.54
>>> Airport Park 18.00
>>> Room (2 ni) 207.00
>>> Total 504.05
>>> Perry
>>>
>>>
>>>> Dear All:
>>>>
>>>> The department has been awarded a small grant by the Dean's office
>>>> to support research during the academic year 2007-2008. The fund is
>>>> designed to support permanent faculty at any rank except that of
>>>> distinguished professor. Monies could be used to underwrite costs of
>>>> attending conferences, to enable travel to archives, or to engage in
>>>> other activities that I deem to be important to the individual
>>>> faculty member's intellectual and professional development.
>>>>
>>>> Please submit to me any requests you may have as soon as possible
>>>> because all monies from the grant must be disbursed before June 30,
>>>> 2008. Unspent monies will not carry over to next fiscal year.
>>>>
>>>> Best,
>>>> Julius
>>
>>
>> --
>> Julius E. Nyang'oro
>> Professor and Chair
>> African and Afro-American Studies
>> University of North Carolina
>> CB# 3395, Battle Hall
>> Chapel Hill, NC 27599-3395
>> Tel: 919-962-1513
>> Fax: 919-962-2694
>> Email: jen321@email.unc.edu
>
>

--

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, March 11, 2008 7:56 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: Re: cliffnotes

Gore many thinks. They were waiting for these notes!

From: Perry Hall <hallpa@email.unc.edu>
Sent: Friday, May 11, 2007 8:53 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Cc: stgore@email.unc.edu
Subject: 102 Syllabus
Attach: Af102Sm07.doc

AFRO-AMERICAN STUDIES 102: THE BLACK EXPERIENCE (II)
SUMMER TERM 2007

Dr. Perry A. Hall, Instructor **Office Hours by appointment**
Office: 202 Battle Hall
966-5496 **Email : hallpa@email.unc.edu**

COURSE OBJECTIVES:

To survey materials reflecting the social, cultural, and political breadth of the African-American experience, emphasizing historical periods after the Civil War.
To present a variety of perspectives from past and contemporary thinkers that illustrate patterns of consistency and variation regarding African-American cultural, social and political life.
To document and analyze the struggles of black communities for self-determination, social justice, and cultural authenticity.

COURSE REQUIREMENTS:

1. 2 On-Line Quizzes	**(MAY 25-29 & JUNE 8-11)**	**25% of Final Grade**
2. In-Class Midterm Exam	**(JUNE 4)**	**30% of Final Grade**
3. In-Class Final Exam	**(JUNE 19 8-11 a.m.)**	**30% of Final Grade**
4. Attendance		**10% of Final Grade**
5. Participation		**5% of Final Grade**

(See website for details of attendance policy)

REQUIRED TEXTS:

Hine, Darlene Clark, William C. Hine, & Stanley Harrold. **The American Odyssey: Volume Two.** Upper Saddle River, New Jersey: Prentice-Hall, 3rd Edition, 2005

Sidran, Ben. **Black Talk.** New York: Da Capo Press, 1971.

RESERVE READINGS: The articles or chapters listed as (RESERVE) on the reading schedule are available through the Reserve Desk of the Undergraduate Library. They contain an important set of readings from the following sources:

2 chaps. from: Du Bois, W.E.B. **The World and Africa: An Inquiry Into the Part Which Africa Has Played In World History.** New York: International Publishers, 1965.

2 chaps. from: Wilson, William Julius. **The Declining Significance of Race.** Second Edition. Chicago: University of Chicago Press, 1980.

3 chaps. from: Giddings, Paula. **When and Where I enter: The Impact of Black Women on Race and Sex in America.** Bantam Books, 1984.

Article: Rollins, Judith. **"A Part of a Whole: The Interdependence of the Civil Rights Movement with Other Social Movements."** Phylon, 47, No. 1,1986.

2 essays from Crawford, Vicki L., Jacqueline Anne Rouse, and Barbara Woods. **Women in the Civil Rights Movement : Trailblazers and Torchbearers, 1941-1965**. Brooklyn, N.Y. : Carlson Pub., 1990.

INTERNET ARTICLES: These articles will be available through links on the course Web page

"Systematic and Thematic Principles," chap 5 in Hall, Perry A. **In the Vineyard: Working in African American Studies.** University of Tennessee Press, 1999.

READING ASSIGNMENTS

First Week

MAY 15: Introduction
MAY 16: INTERNET: **"Systematic And Thematic Principles."** Excerpt from Chap 5 in Hall, Perry A. **In the Vineyard: Working in African American Studies.** University of Tennessee Press, 1999.
MAY 17: RESERVE: **"The Collapse of Europe,"** (W.E.B. Du Bois, The World And Africa).
MAY 18: RESERVE: **"The White Masters Of The World."**(W.E.B. Du Bois, The World And Africa).

Second Week

MAY 21: RESERVE: **Slavery and Plantation Hegemony** (Wilson, William Julius The Declining Significance of Race, Chap. 2 and excerpt from Chap. 3), pp. 24-41; RESERVE: **"Segregation and the Rise of the White Working Class,"** (William Julius Wilson, The Declining Significance of Race, Chap. 3 **EXCERPT**, pp. 42-52**);** HINE: Chap. 11, **"African Americans and the Civil War" (excerpt)** pp. 260-268.
MAY 22: HINE: Chap. 12, **"The Meaning of Freedom: The Promise of Reconstruction, 1865-1868,"** pp. 290-311; HINE: Chap. 13,"**The Meaning of Freedom: The Failure of Reconstruction**, p. 314-333.
MAY 23: HINE Chap. 14, **" White Supremacy Triumphant: African Americans in the South in the Late Nineteenth Century**, p. 340-363. RESERVE: **"Segregation and the Rise of the White Working Class,"** (William Julius Wilson, The Declining Significance of Race, Chap. 3 **EXCERPT**), pp. 52-61**;**
MAY 24: HINE, Chap. 15, **" Black Southerners Challenge White Supremacy,** p. 366-393; RESERVE: **"To Sell My Life as Dearly as Possible: Ida B. Wells and the First Antilynching Campaign."** (in Giddings, pp. 17-31).
MAY 25: RESERVE: **"Defending Our Name."** (in Giddings, pp. 85-94); RESERVE: **"To Be a Woman, Sublime: The Ideas of the National Black Women's Club Movement (to 1917)." (**in Giddings, pp. 95-117).

ONLINE QUIZ 1 (MAY 25- 29)

THIRD WEEK

MAY 29: SIDRAN: Chap. 1: **Oral Culture and Musical Tradition: Prehistory and Early History (Theory)**," pp. 1-29; SIDRAN: Chap. 2: **"The Black Musician in Two Americas: Early History-1917,"** pp. 30-52.
MAY 30: HINE: Chap. 16, **" Conciliation, Agitation, and Migration: African Americans in the Early Twentieth Century,** pp. 396-429.
MAY 31: HINE: Chap. 17, **" African Americans and the 1920s,** p. 432-455; SIDRAN: Chap. 3: **"The Jazz Age: The 1920s,"** pp. 53-77.
JUNE 1: HINE: Chap. 18, **" The Great Depression and the New Deal,** p. 462-487.

JUNE 4: MID-TERM EXAM

FOURTH WEEK

JUNE 5: HINE: Chap. 19, **" Black Culture and Society in the 1930s and 1940s,** pp. 490-515; SIDRAN: Chap. 4: **"The Evolution of the Black Underground,"** pp. 78-115.
JUNE 6: HINE: Chap. 20, **" World War II Era and Seeds of a Revolution, p.** 518-541; RESERVE: **"Part of a Whole: The Interdependence of the Civil Rights Movement and Other Social Movements."**
JUNE 7: HINE: Chap. 21, **"The Freedom Movement, 1954-1965,** pp. 548-579.
JUNE 8: RESERVE. **"Ella Baker and the Origins of Participatory Democracy."** (from Women In The Civil Rights Movement) pp. 51-69; **"The Role of Black Women in the Civil Rights Movement,"** Anne Standley (in Women In The Civil Rights Movement,) pp. 183-202.

ONLINE QUIZ 2 JUNE 9-12)

FIFTH WEEK

JUNE 11: HINE: Chap. 22, **"The Struggle Continues, 1965-1980,** pp. 582-613.
JUNE 12: HINE: Chap. 23, **"Modern Black America: 1980 to Present,** pp. 576-603.
JUNE 13: HINE: Chap. 23, **"Black Politics, White Backlash: 1980 to Present,"** pp. 616-641.
JUNE 14: HINE: Chap. 24, **"African Americans at the Dawn of a New Millennium,"** pp. 644-667.
JUNE 15: Course Review

FINAL EXAM: MONDAY, JUNE 19: 8-11 A.M

From: Perry Hall <hallpa@email.unc.edu>
Sent: Tuesday, June 5, 2007 2:36 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Cc: stgore@email.unc.edu
Subject: makeup midterm
Attach: 102midSm07.doc

Hello

I gave my midterm on Monday. Here is a copy. At least one student will be scheduling a makeup.

ph.

From:	nobody@notify.unc.edu on behalf of brian_usischon@unc.edu
Sent:	Monday, August 6, 2007 9:55 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: State Health Plan Changes and Special Enrollment Period

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TO: All Employees

FROM: Brian Usischon, Director, Benefit Program Administration

The new state budget recently signed by the Governor includes several State Health Plan benefit changes, as well as rate increases for the 2007-2008 and 2008-2009 benefit years. Due to these changes, the State Health Plan is allowing employees to enroll in a plan or switch to a different plan option. This special enrollment period begins immediately and continues through Sept. 14, 2007.

Benefit and rate changes, and their effective dates, for both the Indemnity and PPO plans are located here: http://www.shpnc.org/RateBenChange_2007.html. *Please review this information carefully to ensure you are aware of any changes that may impact your coverage.* The Indemnity plan premiums will increase by 11.4 percent on all coverage tiers, and rates are guaranteed through June 30, 2008. The PPO plan premiums will increase by 11.2 percent on all tiers, and these rates are guaranteed for two years. Please keep in mind that the benefit deductions for October are typically withheld from September paychecks. Therefore, please return forms as quickly as possible to prevent retroactive adjustments to your paycheck.

*** How to Make Plan Changes

All current State Health Plan members will be mailed an enrollment kit at their home address beginning Aug. 6. This package will include:
-- Information on the rate and benefit changes
-- New rate sheet
-- Special fall enrollment form with instructions for completion and return

A copy of the kit is available on the State Health Plan Web site at http://www.shpnc.org/sp_fall_enrollment.html. If you do not receive an enrollment kit at your home, please print a copy from the Web site if you would like to make changes.

If you do not want to make any changes to your current State Health Plan election, you DO NOT have to complete a new enrollment form. If you do not submit a completed form, you will automatically remain on your current plan.

If you wish to make a plan change, please complete the October 2007 State Health Plan enrollment form. To continue your dependents' coverage you must list each dependent on the enrollment form. All forms must be complete and submitted to the Benefit Program Administration Office no later than Sept. 14.

Return completed forms as follows:
-- Fax forms to 962-6010
-- Send forms through campus mail to Benefit Program Administration, CB# 1045
-- Drop your forms in the green "Benefits Programs" drop box at the front entrance of the Administrative Office Building at 104 Airport Road

*** Campus Information Sessions

The Benefit Program Administration Office will hold three information sessions to review the State Health Plan changes and to answer any questions. Dates and locations will be announced in the near future.

*** PPO Network Update

Please review this link (http://www.shpnc.org/news-20070802.html) for important information concerning the Moses Cone Health System located in Greensboro, NC.

*** Indemnity Plan

Because of provisions that were made during the 2007 legislative session, the Indemnity plan will no longer be available after June 30, 2008. Employees who choose to remain on the Indemnity plan at this time will have an opportunity during the spring 2008 Annual Enrollment to select one of three improved PPO plans that best meets their health care needs.

*** Have Any Questions?

If you have any questions about the State Health Plan changes, please refer to the following contacts:
-- State Health Plan Web site at www.shpnc.org
-- Customer Services for Indemnity plan questions at 800-422-4658
-- Customer Services for PPO plan questions at 888-234-2416
-- Medco Customer Services for pharmacy questions at 800-336-5933

If you have any questions about this enrollment, contact your HR Facilitator, or your HR Generalist at 843-2300.

This email is sponsored by: Office of Human Resources

From: Kia Lilly Caldwell <klcaldwe@email.unc.edu>
Sent: Sunday, August 19, 2007 10:43 PM
To: Travis Gore <stgore@email.unc.edu>; Deborah Crowder <dacrowde@email.unc.edu>
Subject: Updated Syllabi
Attach: BlacksLA_syllabus_fall07.doc; BlackWomen_syllabus_fall07.doc

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Travis and Debby,
Here are updated versions of the syllabi that I sent on Friday. I made a few minor changes to them. Please make copies of these instead, if you haven't already made copies.

Here's what I said about copis in my earlier message -- "Please make 45 copies for AFAM 266 and 55 copies for AFAM 254. Double-sided copies are fine.
I can also post the syllabi on Blackboard, but it's hard to know how many hard copies should be made in that case. Let me know what you would prefer."

Thanks,
Kia

AFAM 254: Blacks in Latin America
Fall 2007
Tuesday, Thursday 9:30 - 10:45 am
New West 219

Dr. Kia Caldwell
Office: Battle Hall 208
Office Hours: Thursdays 11-12 (or by appointment)
Telephone: 962-0539
Email: klcaldwe@email.unc.edu (for weekdays only)

COURSE DESCRIPTION: This course examines the development of African descendant communities in Latin America and the Caribbean. We will focus on the cultural, social, and political dimensions of slavery and race relations in countries such as Brazil, Mexico, and Cuba. We will also explore the impact of nationalist ideologies on contemporary racial dynamics and the ways in which members of Afro-Latin and Afro-Caribbean communities have struggled for full citizenship and social justice.

COURSE FORMAT: In-class time will consist of discussions, lectures, small group work, and video screenings. The videos screened in class are important course materials and every effort should be made to view any that are missed. Most videos will be available in the Non-Print collection of the Undergraduate Library.

REQUIREMENTS:
Readings – It is essential to complete all of the assigned readings in order to ensure your success in this course. You should complete all readings prior to the class meeting for which they are assigned and be prepared to discuss and critique them during our class sessions.
Attendance – Your attendance at all class sessions is required for successful completion of this course. Absence from more than 3 classes will result in a severe grade penalty for the attendance portion of your grade. A pattern of late arrivals to class will also result in a grade penalty.
Class Participation – You will be expected to participate in class on a regular basis. During our class meetings, we will engage in discussions which will require active participation from as many students as possible. Your participation in class discussions in the form of comments and informed questions will be encouraged throughout the semester. Ultimately, you will maximize your learning experience by participating in class and helping to create a dynamic classroom environment.
Writing Assignments – You will complete a variety of writing assignments in this course. Your written work will include critical essays based on the course readings and films, an essay based at attendance at a campus/community event that is relevant to the course, and an essay on the book *Benedita da Silva: Afro-Brazilian Woman's Story of Politics and Love.*
Deadlines – Late work will not be accepted without prior permission. Work that is not received by the deadline will receive a grade of "0."
Honor Code – You should familiarize yourself with and follow the standards of academic integrity and academic conduct outlined in the UNC Honor Code (http://honor.unc.edu). Possible Honor Code violations include plagiarism, and giving/receiving unauthorized assistance during exams and in completing course assignments.

COURSE TEXTS AND MATERIALS:
- George Reid Andrews. *Afro-Latin America*. Oxford University Press, 2004.
- Medea Benjamin, Maisa Mendonça, and Benedita da Silva. *Benedita da Silva: An Afro-Brazilian Woman's Story of Politics and Love*. Food First Books, 1997.

- Anani Dzidzienyo and Suzanne Oboler, eds. *Neither Enemies nor Friends: Latinos, Blacks, Afro-Latinos.* Palgrave, 2005. (Also available as an electronic book through online library catalog).

Reserves (eres) - Several required readings will be placed on both electronic reserve and hardcopy reserve at the Undergraduate Library. You may access the electronic reserve items through the UNC libraries website (http://eres.lib.unc.edu).
Blackboard (Bbd) - Important course materials will also be posted on Blackboard (http://blackboard.unc.edu).
A Library Research Guide is available on the Stone Center Library Website: http://www.lib.unc.edu/stone/afam_latin_guide.html.

ASSESSMENT:

- Preparation, Attendance, and Participation 10%
- Map Exercise 15%
- Essay on Campus/Community Event (2 pages) 10%
- Critical Essays (three 3-page papers) 30%
- Essay on Benedita da Silva's memoir (4 pages) 25%
- Final Exam 10%

ASSESSMENT SCALE:
90-100 points = Exemplary = A (90-93 A-; 94-100 A)
80-89 points = Very Good = B (80-83 B-; 84-86 B; 87-89 B+)
74-49 points = Satisfactory = C (74-76 C; 77-79 C+)
69-73 points = Needs Improvement = C-
60-68 points = Needs Considerable Improvement = D
59 and below = F

DEADLINES:

Map Exercise	September 11
Critical Essays	September 18, October 30, December 4
Essay on Benedita da Silva's Memoir	November 13
Essay on Campus/Community Event	Due by November 20

Course Topics and Required Readings
(subject to adjustment)

Week 1

August 21	Course Introduction and Overview
August 23	Read "Introduction" in *Afro-Latin America* Look at material on Dominican Republic, on Miami Herald Site on Afro-Latin Americans (link on Bbd) Film: Lourdes Portillo, *Mirrors of the Heart* (1993)

Week 2: The Establishment of Slave Societies in the Americas

August 28	Thompson, Chapter 1 "Slave Societies in the Americas" (eres) View map on Miami Herald Site on Afro-Latin Americans (link on Bbd)
August 30	Thompson, Chapter 2 "Wealth and Power"(eres) Chapter 1, *Afro-Latin America*

Week 3 : Slave Resistance

September 4	Thornton, "Resistance, runaways, and rebels" (eres)
	Film: Carlos Diegues, *Quilombo* (1984) - Part I
September 6	Barnet, "Life in the Woods" (eres)
	Film: Carlos Diegues, *Quilombo* - Part II

Week 4: The Haitian Revolution and Latin American Wars for Independence

September 11	**Map Exercise is Due**
	Geggus, "The Haitian Revolution" (eres)
	"The Declaration of the Rights of Man" (Bbd); bring copy to class.
September 13	Chapter 2, *Afro-Latin America*

Week 5: Abolition

September 18	**Critical Essay #1 is due**
	Chapter 3, *Afro-Latin America*
September 20	**Reading Day**

Week 6: Slavery, Race, and Nation in Latin America

September 25	Smedley, "Comparing Slave Systems" (eres)
September 27	Chapter 4, *Afro-Latin America*

Week 7: Mestizaje

October 2	Vasconcelos, "Mestizaje" in *La Raza Cosmica* (eres)
	Freyre, "Man Situated in the Tropics," "On Brazilians as Luso-Tropical Men," "Toward a Mestizo Type," "Morenidade" (eres)
October 4	Nascimento, "Genocide: The Social Lynching of Africans" (eres)

Week 8: Afro-Latin Religions and Cultures

October 9	Walker, "Everyday and Esoteric Reality in the Afro-Brazilian Candomble" (Bbd)
	Film: *Bahia: Africa in the Americas*
October 11	Moore, "Comparsas and Carnival in the New Republic" (eres)
	Film: Rolando, *The Scorpion-Comparsa El Alacran*

Week 9: Afro-Latin Music

October 16	Jacques, "CuBop!: Afro-Cuban Music and Mid-Twentieth-Century American Culture" (eres)
	Guest Lecture: Professor David García, Dept. of Music, UNC-CH
October 18	**Fall Break**

Week 10: The Ideology of Racial Democracy

October 23	Chapter 5, *Afro-Latin America*
October 25	Dulitzky, Chapter 2 - *Neither Enemies nor Friends*
	Oboler, Chapter 4 - *Neither Enemies nor Friends*

Week 11: Racial Identity and Anti-racist mobilization

October 30	**Critical Essay #2 is due**
	Davis, "The Nation's Rule" (eres)
	Guimarães, "Racism and Anti-Racism in Brazil" (eres)
	IBGE, "What Color Are You?" (eres)
	Optional: Fish, "Mixed Blood" (eres)

Chapter 1 - *Neither Enemies nor Friends*

November 1 — Andrews, "Black Political Mobilization in Brazil" (eres)
Wade, "The Cultural Politics of Blackness in Colombia" (Bbd)
Read material on Miami Herald Site on Afro-Latin Americans (link on Bbd)
Optional: de la Torre, Chapter 3 - *Neither Enemies nor Friends*

Week 12: Afro-Brazilian Women

November 6 — Caldwell, "Women in and out of Place: Engendering Brazil's Racial Democracy" (eres)
Online: Scan two websites for Afro-Brazilian women's organizations (links on Bbd); bring 1 page response to sites.

November 8 — **In-class Discussion of Benedita da Silva's memoir**
Film: *Benedita da Silva*

Week 13: Social Inequality and Social Policy

November 13 — **Essay on Benedita da Silva's memoir is due**
Chapter 6, *Afro-Latin America*

November 15 — Arocha, "Inclusion of Afro-Colombians: An Unreachable National Goal?" (Bbd)
Martins, Medeiros, and Nascimento,"Paving Paradise: The Road from 'Racial Democracy' to Affirmative Action in Brazil" (Bbd)

Week 14: Transnational Cultural Linkages

November 20 — Fernandes and Stanyek, "Hip-hop and black public spheres in Cuba, Venezuela, and Brazil" (eres)
Optional: Anderson, Chapter 5 - *Neither Enemies, nor Friends*
Film: Jeff Zimbalist, *Favela Rising* (2006)

November 22 — **Thanksgiving Holiday - No Class**

Week 15: Afro-Latins in the U.S.

November 27 — Johnson, Chapter 13 - *Neither Enemies nor Friends*
Sawyer, Chapter 14 - *Neither Enemies nor Friends*
Hernandez, "Latino, African-American Violence on Rise Since Riots" (Bbd)

November 29 — Duany, Chapter 9 - *Neither Enemies nor Friends*
Optional: Mirabal, Chapter 10 - *Neither Enemies nor Friends*
Film: Rosie Perez, *Yo Soy Boricua* (2004)

Week 16

December 4 — **Critical Essay #3 is Due**
Final Discussion and Course Evaluations

December 11 — Final Exam 8-11 am

AFAM 266/WMST 266: Black Women in America
Fall 2007
Tuesday, Thursday 12:30-1:45 pm
Stone Center 210

Dr. Kia Caldwell
Office: Battle Hall 208
Office Hours: Thursdays 11-12 (or by appointment)
Telephone: 962-0539
Email: klcaldwe@email.unc.edu (for weekdays only)

COURSE DESCRIPTION: This course examines the experiences of black women in the United States from historical and contemporary perspectives. The experiences of black women in other areas of the African diaspora, particularly Brazil, will also be explored through course readings and films. Students will gain knowledge of the experiences and challenges faced by black women and develop the skills necessary to analyze black women's struggles for equality and social justice. This course will provide students with the conceptual and theoretical tools needed to analyze contemporary gender relations in African-American communities and pressing social issues which have a disproportionate impact on African American women, such as HIV/AIDS, poverty, reproductive rights, and media images.

COURSE FORMAT: In-class time will consist of lectures, small group work, group presentations, and video screenings. The videos screened in class are important course materials and every effort should be made to view any that are missed. Most videos will be available in the Non-Print collection of the Undergraduate Library.

REQUIREMENTS:
Readings – It is essential to complete all of the assigned readings in order to ensure your success in this course. You should complete all readings prior to the class meeting for which they are assigned and be prepared to discuss and critique them during our class sessions.
Attendance – Your attendance at all class sessions is required for successful completion of this course. Absence from more than 3 classes will result in a severe grade penalty for the attendance portion of your grade. A pattern of late arrivals to class will also result in a grade penalty.
Class Participation – You will be expected to participate in class on a regular basis. During our class meetings, we will engage in discussions which will require active participation from as many students as possible. Your participation in class discussions in the form of comments and informed questions will be encouraged throughout the semester. Ultimately, you will maximize your learning experience by participating in class and helping to create a dynamic classroom environment.
Online Assignments – There are several online assignments during the semester. You will be expected to scan the required websites prior to class and discuss these sites in your reading response papers.
Group Research Project and Research Presentations – Each student in the course will contribute to a group research project focusing on a specific issue related to African American women. You will also do a group presentation related to your final research project. It is important that every group member share the responsibility of preparing for and giving the group presentation, as well as completing the final research project.
Writing Assignments – You will complete a variety of writing assignments in this course. Your written work will include response papers based on the course readings and an essay on a campus or community event related to the course.
Deadlines – Late work will not be accepted without prior permission. Work that is not received by the deadline will receive a grade of "0."

Honor Code – You should familiarize yourself with and follow the standards of academic integrity and academic conduct outlined in the UNC Honor Code (http://honor.unc.edu). Possible Honor Code violations include plagiarism, and giving/receiving unauthorized assistance during exams and in completing course assignments.

ASSESSMENT:

Preparation, Attendance, and Participation	10%
Writing Assignments	
4 Response Papers (2-3 pgs.)	40%
Reflection Paper on Campus/Community Event (2-3 pgs.)	10%
Group Presentation and Research Project	30%
Final Exam	10%

DEADLINES:

Response Papers (choose 4 of the following dates):

August 30, September 18, October 4, October 25, November 1, November 6

Reflection Paper on Campus/Community Event: Due by **November 20**

Final Project: There will be several deadlines for materials related to the research project throughout the semester. The final project is due on **December 4.**

COURSE TEXTS AND MATERIALS:

Required Texts

- Beverly Guy-Sheftall. *Words of Fire: An Anthology of African-American Feminist Thought.* New York: The New Press, 1995.
  Note: This book is referred to as *WOF* in the syllabus
- Kia Lilly Caldwell. *Negras in Brazil: Re-envisioning Black Women, Citizenship, and the Politics of Identity.* New Brunswick, NJ: Rutgers University Press, 2007.

Reserves - A number of readings will be placed on electronic and hardcopy reserve at the Undergraduate Library. You may access electronic reserve items through the UNC libraries website (http://eres.lib.unc.edu).

Blackboard - Course materials will also be posted on Blackboard (http://blackboard.unc.edu). Referred to as Bbd in syllabus.

A Research Guide on Black Women in America is available on the Stone Center Library Website: http://www.lib.unc.edu/stone/black_women.html

ASSESSMENT SCALE:

90-100 points = Exemplary = A (90-93 A-; 94-100 A)
80-89 points = Very Good = B (80-83 B-; 84-86 B; 87-89 B+)
74-49 points = Satisfactory = C (74-76 C; 77-79 C+)
69-73 points = Needs Improvement = C-
60-68 points = Needs Considerable Improvement = D
59 and below = F

Course Topics and Required Readings

(subject to adjustment)

Week 1
Course Introduction

August 21	Course introduction and overview
August 23	Guy-Sheftall, Introduction to *Words of Fire*

Week 2
Black Women and U.S. Slavery: Revisionist Perspectives

August 28	Jones, "My Mother Was Much of a Woman: Slavery" (eres)
August 30	Davis, "Reflections on the Black Woman's Role in the Community of Slaves" in *WOF*

Week 3
19th century Black Women Leaders

September 4	Selections by Maria Miller Stewart (2), Sojourner Truth (2), Frances Ellen Watkins Harper, and Anna Julia Cooper in *WOF*
September 6	Wells-Barnett, "Lynch Law in America" by Ida Wells-Barnett in *WOF* Giddings, "To Sell My Life as Dearly as Possible": Ida B. Wells and the First Antilynching Campaign in *Where and When I Enter* (eres) Film: *A Passion for Justice*

Week 4
The Black Women's Club Movement and Woman Suffrage

September 11	Terrell, "The Progress of Colored Women" in *WOF* Giddings, "To Be a Woman, Sublime": The Ideas of the National Black Women's Club Movement (to 1917) in *When and Where I Enter* (Bbd)
September 13	Giddings, "The Quest for Woman Suffrage" in *When and Where I Enter* (Bbd) Dunbar-Nelson, "The Negro Woman and the Ballot" in *WOF*

Week 5
Conceptualizing the Intersection of Race, Gender, and Class

September 18	Beale, "Double Jeopardy: To Be Black and Female" in WOF King, "Multiple Jeopardy, Multiple Consciousness: The Context of a Black Feminist Ideology" in *WOF*
September 20	**Research Workshop with Raquel Cogell, Librarian, Stone Center Library**

Week 6
Black Feminism in the United States

September 25	Lorde, "Age, Race, Class, and Sex: Women Redefining Difference" in *WOF* Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" (Bbd)
September 27	The Combahee River Collective, "A Black Feminist Statement" in *WOF* Smith, "Some Home Truths on the Contemporary Black Feminist Movement" in *WOF*

Wallace, "Anger in Isolation: A Black Feminist's Search for Sisterhood" in *WOF*

Week 7
Gender in African American Communities

October 2 — Cole and Guy-Sheftall, "Collisions: Black Liberation Versus Women's Liberation" (eres as Ebook)
Painter, "Hill, Thomas and the Use of Racial Stereotype" (Bbd)
Optional: Mitchell, "Anita Hill's Afterlife" (eres)
Film: Clarence Thomas and Anita Hill

October 4 — Ransby and Matthews, "Black Popular Culture and the Transcendence of Patriarchal Illusions" in *WOF*
Bailey, "Students at Spelman College Protest Nelly's Video 'Tip Drill'" (Bbd)

Week 8
Gender, Race, and Class in Brazil

October 9 — *Negras in Brazil* - Introduction & Chapter 1
Optional: *Negras in Brazil* - Prologue

October 11 — *Negras in Brazil* - Chapter 2
Film: *Black Women in Brazil*

Week 9
Gender, Race, and Class in Brazil

October 16 — *Negras in Brazil* - Chapters 3 & 4

October 18 — **Fall Break**

Week 10
Black Women's Activism in Comparative Perspective

October 23 — *Negras in Brazil* - Chapters 5 & 6
Optional Reading: *Negras in Brazil* - Epilogue
Online: Scan two websites for Afro-Brazilian women's organizations (links on Bbd); bring 1 page response to class.
Film: *Benedita da Silva*

October 25 — Springer, "No Longer Divided against Ourselves" and "Barbecue and Bake Sales Won't Fund a Movement" (eres)

Week 11
Special Topics: The Body and Reproductive Rights

October 30 — Hunter, "The Beauty Queue: Advantages of Light Skin" (Bbd)
Film: *Black Women on the Light, Dark Thang*

November 1 — Roberts, "The Dark Side of Birth Control" (Bbd)
Online: Scan Websites for The Black Women's Health Imperative and the International Women's Health Coalition (links on Bbd)

Week 12
Special Topics: HIV/AIDS and Black Sexual Politics

November 6 — Collins, "Why We Can't Wait: Black Sexual Politics and the Challenge of HIV/AIDS" (Bbd)
Internet Assignment: Search for websites focusing on African American women and HIV/AIDS; bring a 1 page description of 2 sites to class.

November 8	Cole and Guy-Sheftall, "Having Their Say: Conversations with Sisters and Brothers" (eres & Bbd)

Week 13

November 13	Research Presentations
November 15	Research Presentations

Week 14

November 20	Research Presentations
November 22	**Thanksgiving Holiday**

Week 15

November 27	Research Presentations
November 29	**Research Day**

Week 16

December 4	**<u>Final Projects are Due</u>** Cole and Guy-Sheftall, "Where Do We Go From Here?" (eres & Bbd) Final Discussion and Course Evaluations
December 11	**Final Exam 12-3 pm**

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Sunday, October 28, 2007 12:29 PM
To: Kia Lilly Caldwell <klcaldwe@email.unc.edu>; Deborah Crowder <dacrowde@email.unc.edu>; Travis Gore <stgore@email.unc.edu>
Subject: Re: Departmental Travel Funding

Hi Kia:

Thanks for this. This is what we will do: We should combine the balance of what you still have remaining in your travel funds from the College with the research fund. Obviously the research fund will cover the bulk of the expenses.

Please do not forget to write to me a short report of how the money was spent and its benefit to you professionally.

A reminder: All receipts need to be submitted to Travis within one week of completion of travel. The College is very strict about that rule.
Best,
Julius

Kia Lilly Caldwell wrote:

> Julius,
> Here are details on my travel to D.C. for the Anthropology meetings in
> November. I have about $200 remaining in travel funds from the college
> for the year.
>
> Conference Registration $200
> Airfare $228
> *Hotel ($200/night x 3 nights) $600
> Meals ($38/day x 3days) $114
>
> Total: $1142
>
> * Hotel -- The designated hotels for the conference are all in this
> range. I also checked the internet and most hotels are at least $150.
>
>
> Kia
>
>

From: nobody@notify.unc.edu on behalf of brian_usischon@unc.edu
Sent: Thursday, November 8, 2007 8:20 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Important Information on NCFlex Convenience Cards

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FROM: Brian Usischon, Director, Benefit Program Administration

Aon Consulting, the NCFlex vendor responsible for the administration of the Health Care and Dependent Day Care flexible spending accounts, has been experiencing unforeseen technical difficulties with the NCFlex Convenience Card (debit card) and has decided to change the Convenience Card vendor. This change was originally planned to take place at the end of the calendar year but is now going to happen earlier.

The current 2007 gray NCFlex Convenience Card will be deactivated sometime between Nov. 9 and Nov. 12, 2007. To minimize any disruption in service, participants will automatically receive a new burgundy NCFlex Convenience Card to use for the remainder of 2007, and to use in 2008 as well if you reenrolled in one of the spending accounts during the 2008 annual enrollment. The new card will be mailed to participants' home addresses during the first week of December.

Employees can continue to access amounts contributed to the spending account by submitting a claim form and asking for reimbursement for eligible expenses they incur. A letter was sent yesterday to all employees who have a NCFlex Convenience Card. An email with the same information will also be sent to all employees who have email addresses on file with Aon Consulting.

If you have any questions, call the NCFlex FSA Customer Service Center at 1-877-371-2926. Customer service representatives are available Monday through Friday from 8:00 a.m. until 6:00 p.m.

Claim forms are available at www.ncflex.org. Click on Resources, select Forms and print the Spending Account Claim Form.

This email is sponsored by: Office of Human Resources

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Amy Cooke <acooke@email.unc.edu>
Sent: Monday, January 7, 2008 2:36 PM
To: Deborah Crowder <dacrowde@email.unc.edu>; stgore@email.unc.edu
Subject: syllabus AFRI
Attach: 005 Spring07 AFRI 101.doc; 006 Spring07 AFRI 101.doc; acooke.vcf

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la la lalalala.

African Studies 101: Introduction to Africa, Section 005
Spring 2008 — Gardner 105
MWF 1:00 — 1:50
Dr. Amy Cooke

Email: acooke@email.unc.edu Phone: 919-966-5496
Office: 106 Battle Hall Office Hours: MWF 9:45-10:45 and by appt.

Course Overview
This course is designed to provide you with a working knowledge of the African continent. You will be able to apply this knowledge in interpreting current events in Africa as they are reported in the national media. This course will also prepare you for more advanced courses in African Studies, anthropology, geography and international studies, among others. There are 54 countries in Africa, 48 are considered "sub-Saharan": we will focus on these. This huge expanse encompasses incredible diversity: because of this it will only be possible to provide an introduction to the many issues related to Africa's development but a major focus of this course will be on natural resources and development. Other topics we will study during this semester are the geography of Africa, pre-colonial societies and kingdoms, colonialism and the struggle for independence, contemporary politics and economics, and African religious beliefs.

Objectives:
Upon completion of this course you will be able to:
1. Identify all African countries on a map
2. Describe the major socio-political and ecological regions of Africa
3. Describe the general lives of Africans, both past and current
4. Discuss European rationalizations for the colonization of Africa and the impact this had on traditional African cultures
5. Describe the links between Africa and both Eastern and Western worlds centuries before colonization
6. Explain how colonial policies led to the rise of African Nationalism and the drive for Independence
7. Discuss modern African literary and political figures
8. Discuss the role of global politics in the policies and actions of modern African nations

In order to meet these objectives, we will use a mixture of lecture, discussion, literature readings and film.

Required Texts: The following texts are available at Student Stores, Amazon.com or other online booksellers, and/or on reserve at Davis Library/available online.

Required: *Africa South of the Sahara,* Robert Stock (Second Edition); *Things Fall Apart,* Chinua Achebe (any edition). Other readings will be on Reserve at the UL or available online through links posted on Blackboard. Recommended: *Understanding Contemporary Africa,* April A. Gordon and Donald L. Gordon (Fourth Edition). I will place at least one chapter on reserve, but for those with prior experience in Africa, this book will provide greater depth than the Stock text.

Course Requirements: All students are expected to attend all classes and to complete all assigned readings. Attendance and participation will be considered in assigning final grades. Your final grade will be based on the assignments listed below. Please take note of the dates on which the assignments are due. **Late assignments will be penalized.**

Map Quiz (Jan 25)	10%
Midterm (Feb 22)	30%
Caine Prize Review (Nov 9)	15%
Country Journal (Dec 3)	15%
Final Exam (Dec. 7)	30%

Map Quiz: This is a short evaluation of your ability to identify the nations and capitals of the African continent. You can find a map and a list of countries and their capitals in the text *Africa South of the Sahara* (Map 1.3, page 18 and the list with capitals on page 20). Use this map to study for the map quiz. In order to receive full credit your spelling must be correct. **Note that you must learn both the countries and their capitals.**

Caine Prize Short Story Review: Critique of one story short-listed for the Caine Prize for contemporary African writing (4 pages).

Country Journal: You will be assigned a country to follow in the news throughout the semester. In the journal, keep track of your country and major events in the news. If your country does not make frequent appearance in the major Western newspapers, search the internet for African papers and websites. See the "Links" section of the Blackboard website. In addition to the articles, you must write a "Top 10" list for your country (6 pages).

Exams: the exams will be multiple choice, matching, short answer and essay. The final exam essays will be cumulative.

Attendance: Class sessions are an important component of the course. Attendance will be kept for each class. While you will not receive a grade for your attendance, it will be taken into consideration when assigning final grades, particularly for students whose grades are borderline. It is the responsibility of each student to sign the attendance sheet. Falsification of the attendance sheet will be treated as a violation of the honor code. If you miss a class it is **your duty** to check the Blackboard site and talk to classmates about what was covered in class.

Notes about Assignments:
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Tentative Course Schedule: Topics and Readings:

The course is divided into roughly three sections. Each of these is then further split into subtopics. Questions to guide your reading can be found on Blackboard.

I. INTRODUCTION

1) **Looking at Africa** (Jan. 9 – Jan. 25)

This section is designed to introduce you to the continent of Africa. We will examine some features of the physical, ecological and human geography of the African continent. We will also discuss some preconceptions and stereotypes that we have concerning Africa so that we may overcome these stereotypes and view Africa more objectively.

Readings: **Stock, chapters 1-6; Wainaina** "How to write about Africa"
http://www.granta.com/extracts/2615

Friday Jan. 25: Map Quiz

II. AFRICA IN HISTORICAL PERSPECTIVE (MOSTLY POLITICAL)

2) **The African Past (pre-colonial)** (Jan 28 – Feb 1)

During this section you will learn about pre-colonial Africa. We will begin by addressing the different types of societies that have flourished on the African continent. We will examine the economic activities undertaken by these societies and their social organization. From there we will consider some of Africa's pre-colonial kingdoms. You will learn what these kingdoms were, how they were governed, and why they rose to prominence. We will touch on the issue of how these ancient kingdoms are currently relevant to the African diaspora.

Readings: **Stock,** chapter 7**, Gordon and Gordon** pp 31-41, **Achebe,** *Things Fall Apart* (first half);

3) **The Colonial Experience and the Struggle for Self Determination** (Feb 4 – Feb 11)

This section explores one of the most transformational eras in the history of the continent. At the end of this section you should understand which of the European powers engaged in colonialism, which territories these nations claimed, why they embarked on imperial projects in Africa, the different ways in which European countries administered their colonies, the impact that colonialism has had on the people of Africa, and why colonialism came to an end.

Readings: **Stock,** chapter 8**; Gordon and Gordon,** chapter 4 pp 57-70**; Achebe**, *Things Fall Apart* (second half);

5) **Independent Africa** (Feb 13 – Feb 20)

Independence did not prove to be the solution to Africa's problems that many hoped it would be. In this section we will examine some of the political problems that African nations have confronted since independence. You will develop an understanding of the characteristics of post-colonial political regimes in Africa and the challenges that African nations have faced in attempting to forge and maintain democratic forms of government. We will also introduce the concept of "development"

Readings: **Stock,** chapter 9; "My Parent's Bedroom" by Uwem Akpan
http://www.newyorker.com/archive/2006/06/12/060612fi_fiction?printable=true, **Gordon and Gordon:** chpt 4, pp 71-102 (rec).

Friday, February 22: Midterm

III. CONTEMPORARY AFRICA: THE STRUGGLE FOR "DEVELOPMENT"
In the previous sections we have discussed the basic geography and layout of the continent and developed an appreciation for the past and present political structures which influence current African lives. In this section we will examine a series of topics which influence the development and everyday lives of those living in modern African societies.

6) **Population and kinship** (Feb 25 – Feb 29)
The location, movements and growth of human populations have enormous impact. This section investigates these changes in population as well as the within-family relationships which influence populations and the character of past and future African societies.
Readings: **Stock,** chapters 10-13; **Martin and O'Meara,** chapter 9 (on reserve)

7) Rural and Urban Economies (March 3 – March 19, bisected by Spring Break)
The economies and futures of rural and urban Africans are very different from each other and from similar populations in the United States. In this section we will examine how rural Africans (>75% of the population) live and how the growing urban populations are faring. We will also discuss food security in this chapter—a crisis facing both urban and rural populations and one frequently highlighted in the western media.
Readings: **Stock,** chapters 13-15, & 17

8) Women, children and health (March 24 – March 28)
The status of women and children and the quality of the health care system are important topics for the prospect of sustainability and development. By the end of this section you should understand how these topics relate to development and what steps are currently being taken to improve the situation.
Readings: **Stock,** chapters 19-21, Other TBA

9) Resources (March 31 – April 4)
Africa has always been a site of resources used in global markets. These resources are both important sources of capital for African nations and central sources of conflict. In this section we will particularly focus on the political ecology of oil, water and conservation and how these relate to stability and the future of Africa.
Readings: **Stock,** chapters 22 - 24, **Ghazvinian** pp. 1-82, Other TBA (conservation).

10) Economics (April 7 – April 14)
Finally, in this section we examine 'development.' What is development? What can bolster economic development and why have past attempts to bolster economic development failed in Africa? Specifically we examine how Africa features in the world economy, how national economies are faring and the role of civil society and local movements in promoting development. You will also be familiar with the Millennium Development Goals by the end of this section.
Readings: **Stock**, chapters 25-27; "Jimmy Carter's Eyes" by **E. C. Osundu**
http://www.bu.edu/agni/fiction/online/2006/osondu-jimmy.html , Lords of Poverty reading TBA.

IV: CASE STUDIES & WRAP UP

11) No good news out of Africa? (April 21-25)

We have been on a whirlwind tour of a huge continent and a long history. In the last few days of the course, we will try to integrate past, present and future to explore what might be in store for Africa in the coming decades. In particular we will highlight some of the positive developments over the recent past which bode well for the future.

Readings: **Gordon and Gordon:** chapter 13

FINAL EXAMS: MONDAY, MAY 5 AT 12 PM

African Studies 101: Introduction to Africa, Section 005
Spring 2008 — Dey 305
MWF 11:00 – 12:00
Dr. Amy Cooke

Email: acooke@email.unc.edu Phone: 919-966-5496
Office: 106 Battle Hall Office Hours: MWF 9:45-10:45 and by appt.

Course Overview
This course is designed to provide you with a working knowledge of the African continent. You will be able to apply this knowledge in interpreting current events in Africa as they are reported in the national media. This course will also prepare you for more advanced courses in African Studies, anthropology, geography and international studies, among others. There are 54 countries in Africa, 48 are considered "sub-Saharan": we will focus on these. This huge expanse encompasses incredible diversity: because of this it will only be possible to provide an introduction to the many issues related to Africa's development but a major focus of this course will be on natural resources and development. Other topics we will study during this semester are the geography of Africa, pre-colonial societies and kingdoms, colonialism and the struggle for independence, contemporary politics and economics, and African religious beliefs.

Objectives:
Upon completion of this course you will be able to:
1. Identify all African countries on a map
2. Describe the major socio-political and ecological regions of Africa
3. Describe the general lives of Africans, both past and current
4. Discuss European rationalizations for the colonization of Africa and the impact this had on traditional African cultures
5. Describe the links between Africa and both Eastern and Western worlds centuries before colonization
6. Describe the current development status of Africa and explain how natural resources, population growth and health services influence economic development.
7. Discuss modern African literary and political figures
8. Discuss the role of global politics in the policies and actions of modern African nations

In order to meet these objectives, we will use a mixture of lecture, discussion, literature readings, guest lectures and film.

Required Texts: The following texts are available at Student Stores, Amazon.com or other online booksellers, and/or on reserve at Davis Library/available online.
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Readings: **Gordon and Gordon:** chapter 13

FINAL EXAMS: MONDAY, APRIL 28 AT 12 PM

From: nzongola@email.unc.edu
Sent: Monday, January 28, 2008 4:29 PM
To: Deborah A Crowder <dacrowde@email.unc.edu>
Cc: Travis Gore <stgore@email.unc.edu>
Subject: AFRI 101 and 523
Attach: AFRI 101 Course Oultine, Spring 2008 REVISED.docx

Dear Debby,

In view of my travel schedule, I have made slight modifications to my AFRI 101 Course Syllabus, and I would like to request that you please ask Travis to print 65 copies for me (on one sheet of paper, front and reverse) to distribute to the class.

I would like to confirm the following two class periods for which Travis's assistance is also needed in AFRI 101, 11:00 am in 107 Wilson Hall

Thursday, February 7: Show the Film "From Congo to Zaire"

Thursday, February 14: Administer the Map Quiz (which I will give him before I leave town next Monday).

For AFRI 523, 210 Stone Center from 3 to 5:50 pm, he already has the Lumumba film to show in that class.

I have prepared indepndent work assiggments for students in both classes for the other days of my absence.

Thank you for your usual cooperation.

Best regards,
Georges

AFRI 101: INTRODUCTION TO AFRICA

The University of North Carolina at Chapel Hill
Department of African and Afro-American Studies
SPRING 2008
Tuesday and Thursday, 11:00 am to 12:15 pm
107 Wilson Hall

Instructor: Professor Georges Nzongola-Ntalaja
Office: 303 Stone Center
Office Hours: TR, 2-4 pm; W, 2-3 pm; and by appointment

Course Summary
This course is an introduction to the study of the African continent, its peoples, history and contemporary problems of development in a globalized world. It is designed to introduce students with little or no knowledge of Africa to the academic study of Africa in the social sciences and the humanities. The course consists of a survey of the African past, society and culture, and contemporary political, economic and social issues.

Course Requirements
Class attendance and participation: 10% of the final grade
Map quiz (knowledge of the contemporary map of Africa) on Feb. 14: 20% of the grade
A take-home mid-term exam, to be used to fulfill the student's writing requirements (Questionnaire distributed on Jan. 31; Exam papers due on Feb. 21): 30% of the grade
Final Exam (Tues., May 6 at 8 am): 40% of the final grade

Required Texts: To be read for class discussions
UNDERSTANDING CONTEMPORARY AFRICA, 4th Edition, by April A. Gordon and Donald L. Gordon
SO LONG A LETTER, by Mariama Ba
A MAN OF THE PEOPLE, by Chinua Achebe

<u>Course Outline and Readings</u>

Weeks 1-2: Course Introduction
R/Jan. 10: Course Overview
T/Jan. 15: Africa: Problems and Perspectives
R/Jan. 17: The Contemporary Map of Africa

Gordon & Gordon, ch. 1-2

Weeks 3 to 5: The African Past
T/Jan. 22: Precolonial Africa
R/Jan. 24: Film: "Africa: A History Denied," Time-Life Lost Civilizations Series
T/Jan. 29: Colonial Africa
R/Jan. 31: Decolonization and Independence
T/Feb. 05: Library Research on the African Past (for the Mid-term Exam)

R/Feb. 07: Film: "From Congo to Zaire," by Belgavox

Gordon & Gordon, ch. 3, 4 and 5, pp. 23-71 and 109-114

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TR/Feb. 19-21: African Politics
TR/Feb. 26-28: Africa in the World Economy
TR/Mar. 04-06: Africa in International Affairs

Gordon & Gordon, ch. 4, 5 and 6, pp. 71-107 and 114-201
Achebe, entire

Week 10 (Mar. 11-13): SPRING RECESS

Weeks 11 to 15: Africa Since Independence (2): Society, Culture and Human Development
TR/Mar. 18-20: Social Organization in a Changing World
TR/Mar. 25-27: The Environment and Development
TR/Apr. 01-03: Women and Social Change in Africa
TR/Apr. 08-10: Religion in Africa
TR/Apr. 15-17: Literature, Arts and Popular Culture

Gordon & Gordon, ch. 7-12
Ba, entire

Week 16: Conclusions
T/Apr. 22: Lessons of Contemporary Africa
R/Apr. 24: Final Review Session

Recommended for Further Reading:
AFRICA, Third Edition, edited by Phyllis M. Martin and Patrick O'Meara
AFRICA: A BIOGRAPHY OF THE CONTINENT, by John Reader
GOVERNMENT AND POLITICS IN AFRICA: A READER, edited by Okwudiba Nnoli

From: nzongola@email.unc.edu
Sent: Monday, January 28, 2008 4:34 PM
To: Deborah A Crowder <dacrowde@email.unc.edu>
Cc: Travis Gore <stgore@email.unc.edu>
Subject: Fwd: AFRI 101 and 523
Attach: AFRI 101 Course Oultine, Spring 2008 REVISED.docx

As indicated in a previous mail, the Lumumba film is to be shown on Wednesday, February 13.

Thank you,
Georges

----- Forwarded message from nzongola@email.unc.edu -----
Date: Mon, 28 Jan 2008 16:29:19 -0500
From: nzongola@email.unc.edu
Reply-To: nzongola@email.unc.edu
Subject: AFRI 101 and 523
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Best regards,
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----- End forwarded message -----

AFRI 101: INTRODUCTION TO AFRICA

The University of North Carolina at Chapel Hill
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SPRING 2008
Tuesday and Thursday, 11:00 am to 12:15 pm
107 Wilson Hall

Instructor: Professor Georges Nzongola-Ntalaja
Office: 303 Stone Center
Office Hours: TR, 2-4 pm; W, 2-3 pm; and by appointment

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This course is an introduction to the study of the African continent, its peoples, history and contemporary problems of development in a globalized world. It is designed to introduce students with little or no knowledge of Africa to the academic study of Africa in the social sciences and the humanities. The course consists of a survey of the African past, society and culture, and contemporary political, economic and social issues.

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From: Roberta Ann Dunbar <radunbar@email.unc.edu>
Sent: Tuesday, January 29, 2008 4:21 PM
To: Travis Gore <stgore@email.unc.edu>
Cc: dacrowde@email.unc.edu
Subject: AFRI 262, 001 Examination # 1
Attach: Exam .dat

Hi Travis,
I'll let you know for sure about the date on Thursday, but here is the exam text for the first exam. I probably have one person who will take the exam in LDS. Please keep it under wraps!

Many thanks for your help on this!
Ann

--
Roberta Ann Dunbar
Department of African and Afro-American Studies
CB#3395, 109 Battle Hall
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3395
Tel. 919.966.2942
FAX 919.962.2694

From: nzongola@email.unc.edu
Sent: Wednesday, January 30, 2008 12:41 PM
To: Deborah A Crowder <dacrowde@email.unc.edu>
Cc: Travis Gore <stgore@email.unc.edu>
Subject: Revised Syllabus for AFRI 523
Attach: AFRI 523 Course Outline, Spring 2008 REVISED.doc

Debby,

May I once again bother you with another syllabus revision, this one for AFRI 523, which I need for the class this afternoon? About 35 copies (both sides of one sheet) should suffice.

Thanks in advance,
Georges

AFRI 523: CENTRAL AFRICA: HISTORY AND POLITICS SINCE 1871
The University of North Carolina at Chapel Hill
Department of African and Afro-American Studies
SPRING 2008
Wednesday, 3:00 – 5:50 pm
Stone Center, Room 210

Instructor: Professor Georges Nzongola-Ntalaja
Office: 303 Stone Center
Office hours: TR, 2-4 pm; W, 2-3 pm; and by appointment

Course Summary
This course is a survey of the history and politics of Central Africa, with emphasis on the Democratic Republic of the Congo (DRC), the country which lies at the core of the region. The course will focus on the Congo Free State (1885-1908), the Belgian Congo (1908-60), and the Congo since independence, including the Congo crisis of 1960-65, the Mobutu regime (1965-97), and the Congo wars since 1996. The involvement of regional and international actors in these wars will also be examined. The course is designed to introduce the student to the political structures and dynamics of this region of Africa from a historical perspective.

Course Requirements
Class attendance and participation: 10% of the final grade
One book review paper (approx. 1000 words; due on Wed., Feb. 27): 15% of the final grade
Mid-term exam (Wed., March 5): 15% of the final grade
Research paper (approx. 3000 words; due on Wed., April 23): 30% of the final grade
Final Exam (Mon., May 5 at 4 pm): 30% of the final grade

Required Texts: To be read for class discussions
THE CONGO FROM LEOPOLD TO KABILA: A PEOPLE'S HISTORY, by Georges Nzongola-Ntalaja
THE CONGO WARS: CONFLICT, MYTH AND REALITY, by Thomas Turner

<u>Course Outline and Readings</u>

Week 1: Course Introduction
Jan. 09: Course Overview and Introduction to Central Africa

Weeks 2 to 8: Colonialism and the Struggle for Independence
Jan. 16: The Congo in the European Scramble for Africa, from Ujiji (1871) to Fashoda (1898)
Jan. 23: Film: "Congo: White King, Red Rubber, Black Death," by Peter Bates
Jan. 30: The Congo Free State and the Belgian Congo
Feb. 06: Library Research for the Book Review
Feb. 13: Film: "Lumumba," by Raoul Peck
Feb. 20: African Resistance to Colonialism in the Congo, 1945 to 1960
Feb. 27: Independence and the Congo Crisis, 1960-65

Nzongola, ch. 1-3

Recommended Readings:
THE RACE TO FASHODA: EUROPEAN COLONIALISM AND AFRICAN RESISTANCE, by David Levering Lewis
THE KING INCORPORATED: LEOPOLD THE SECOND AND THE CONGO, by Neal Ascherson
THE HEART OF DARKNESS, by Joseph Conrad
KING LEOPOLD'S GHOST: A STORY OF GREED, TERROR, AND HEROISM IN COLONIAL AFRICA, by Adam Hochschild
KING LEOPOLD'S SOLILOQUY, by Mark Twain
REFORM IN LEOPOLD'S CONGO, by Stanley Shaloff
BLACK LIVINGSTONE: A TRUE TALE OF ADVENTURE IN THE NINETEENTH CENTURY CONGO, by Pagan Kennedy
KING LEOPOLD'S LEGACY: THE CONGO UNDER BELGIAN RULE, 1908-1960, by Roger Anstey
THE ASSASSINATION OF LUMUMBA, by Ludo De Witte

Week 9: Mid-Term Exam
March 09: The exam will be based on Nzongola, ch. 1-3 and the two films.

Week 10: SPRING RECESS

Weeks 11-12: The Post-colonial State
March 19: The "Second Independence" Movement in Congo-Kinshasa
March 26: Mobutu's Zaire: The Rise and Fall of an African Dictator

Nzongola, ch. 4-6

Recommended Readings:
THE CRISIS IN ZAIRE: MYTHS AND REALITIES, edited by Nzongola-Ntalaja
HISTORY OF CENTRAL AFRICA: THE CONTEMPORARY YEARS, edited by David Birmingham and Phyllis M. Martin

Weeks 13-15: The Congo Wars
April 02: The Rwanda Genocide and its Repercussions in the Great Lakes Region
April 09: The Congo Wars: Nature, Actors, and Issues
April 16: The Congo Wars: Impact on the Congo and Central Africa

Nzongola, ch. 7-8; Turner, entire

Recommended Readings:
CONSPIRACY TO MURDER: THE RWANDAN GENOCIDE, by Linda Melvern
SURVIVING THE SLAUGHTER: THE ORDEAL OF A RWANDAN REFUGEE IN ZAIRE, by Marie Beatrice Umutesi
THE AFRICAN STAKES OF THE CONGO WAR, edited by John F. Clark
THE DEMOCRATIC REPUBLIC OF CONGO: ECONOMIC DIMENSIONS OF WAR AND PEACE, by Michael Nest, with Francois Grignon and Emizet F. Kisangani
THE CONGO: PLUNDER AND RESISTANCE, by David Renton, David Seddon and Leo Zeilig

Week 16: Conclusions
April 23: Final Review Session

From: nzongola@email.unc.edu
Sent: Saturday, February 2, 2008 1:08 PM
To: Deborah A Crowder <dacrowde@email.unc.edu>
Cc: Travis Gore <stgore@email.unc.edu>
Subject: MAP QUIZ for AFRI 101-004
Attach: AFRI 101-004 Map Quiz, Spring 2008IMG.pdf

Dear Debby,

Attached please find the Map Quiz for my AFRI 101 class, to be administered by Travis on Thursday, in Wilson Hall, Room 107, at 11:00 AM.

There are four pages, the first two containing the questionnaire to be filled out by students and handed back to Travis, and the last two consisting of the two maps on which the quiz is based. The instructions are quite clear, I think.

Once again, many thanks for your kind assistance in taking care of this.

Best regards,
Georges

From: nzongola@email.unc.edu
Sent: Saturday, February 2, 2008 1:15 PM
To: Deborah A Crowder <dacrowde@email.unc.edu>
Cc: Travis Gore <stgore@email.unc.edu>
Subject: Fwd: MAP QUIZ for AFRI 101-004
Attach: AFRI 101-004 Map Quiz, Spring 2008IMG.pdf

I typed too fast and skipped the date of the quiz, which is February 14.

----- Forwarded message from nzongola@email.unc.edu -----
Date: Sat, 02 Feb 2008 13:07:45 -0500
From: nzongola@email.unc.edu
Reply-To: nzongola@email.unc.edu
Subject: MAP QUIZ for AFRI 101-004
To: Deborah A Crowder <dacrowde@email.unc.edu>

Dear Debby,

Attached please find the Map Quiz for my AFRI 101 class, to be administered by Travis on Thursday, in Wilson Hall, Room 107, at 11:00 AM.

There are four pages, the first two containing the questionnaire to be filled out by students and handed back to Travis, and the last two consisting of the two maps on which the quiz is based. The instructions are quite clear, I think.

Once again, many thanks for your kind assistance in taking care of this.

Best regards,
Georges

----- End forwarded message -----

From: "S. Travis Gore" <stgore@email.unc.edu>
Sent: Monday, October 15, 2001 10:12 AM
To: dacrowde@email.unc.edu
Subject: Fw: hall
Attach: Hall.doc

-- Begin original message --

> From: Debby Crowder <dacrowde@email.unc.edu>
> Date: Fri, 12 Oct 2001 15:27:01 -0400
> Subject: hall
> To: stgore@email.unc.edu
>
>

-- End original message --

From: Travis Gore <stgore@email.unc.edu>
Sent: Friday, November 8, 2002 1:57 PM
To: dacrowde@email.unc.edu
Subject: jubilee
Attach: ATT64801.txt

JUBILEE ASSIGNMENT

Bantam Books has received a very promising manuscript by Margaret Walker. It is a historical novel that deals with slavery, free black people and the Civil War. The publishers like the story told in the novel and believe that it has the potential to become a best-seller. Still, before they publish it, they want to know whether Ms. Walker's fiction is based on a solid understanding of what life was like for the people who were slaves. So, Bantam hires you as a historical consultant. Your job is to assess the historical accuracy of Jubilee pp. 3-260

For the most part, does the book seem to be factually sound? What parts of Walker's novel illuminate subtle truths about slaves and slavery? What parts are misleading? What is your

slaves and slavery? What parts are misleading? What is your

evaluation of the way that he portrays the development, the

significance and the complexity of African-American culture? Is

her depiction of the lives of slave women adequate and accurate-?

Of free black people? Are there things left out of the book that

you think should have been included in order to convey an

understanding of what it was like to be a slave or a free black

person?

Obviously, you will not be able to cover everything in Jubilee

Concentrate on the parts of the novel that will allow you to make

the points that you want to make most clearly and effectively.

Conclude your evaluation with an overall recommendation to the

publishers. On balance, do you conclude that the novel provides

general readers with an accurate portrayal of slavery and the

people who were slaves and free blacks? Or do you conclude that,

on balance, the historical inaccuracies in Jubilee are so great

that Bantam ought not risk its reputation by publishing it?

Organize your paper however you see fit. You may be as creative,

or as straightforward as you choose to be. 5-7 pages (approx 300 words per page) Footnotes and outside research are not required

here ya go

From: stgore@email.unc.edu
Sent: Monday, November 11, 2002 2:58 PM
To: dacrowde@email.unc.edu
Subject: here is what you asked bobbi to get me to scan
Attach: Email0001.jpg

---

i hope you wanted this emailed to you.
GO HEELS!!!!

From: stgore@email.unc.edu
Sent: Tuesday, January 7, 2003 1:54 PM
To: dacrowde@email.unc.edu
Subject: Selassie Syl.
Attach: Email0001.jpg; Email0002.jpg

AFRI 70: AFRICAN PLICY PROBLEMS
SPRING 2003

Instructor: Professor Bereket H. Selassie
Office: Battle Hall.
Office Hours: Tues. and Thurs 11-12.

READING MATERIAL
Main Texts:
1. William Tordoff, Government and Politics in Africa
2. Course Pack
3. Additional material will be assigned from time to time, as appropriate.

COURSE REQUIREMENTS
Class Attendance and Participation
Two short Semester Papers (6-8 pages) and one long Paper (16-18 pages)
--First Paper, due February 5; Second Paper, due April 2.
--Long Semester Paper, due last day of class.

GRADING REQUIREMENTS

Attendance and Participation	10 points	(10% of final grade)
Two short Papers	25 points each	(50% of final grade)
Long Semester Paper	40 points	(40% of final grade)

COURSE SUMMARY
This course explores the policy dilemmas facing African governments in the political, economic and socio-cultural spheres, and some of the responses given by governments to the challenges. A political economy perspective will inform the discussions through much of the course and examples will be drawn from the experiences of different countries. Special attention will be paid to the following five basic themes:
--Problems of national unity and stability
--Problems of economic development
--Problems of democracy
--Problems of social justice
--Problems of human rights.

READING GUIDELINES
For the 1st half of the Semester [January 22-March 12]
Session I: Introduction and Explanation of Course Requirements and related matters.
Sessions II and III: Comparative and Theoretical Perspectives. For these two sessions, read Tordoff, pages 1-26 and Course Pack, pages 1-25.
Session IV: Historical Legacies and Independence Movements. Read Tordoff, pages 28-80.

Readings for the 2nd Semester half [Mar.19—last class] will be announced

Sessions V and VI: Problems of National Unity and Human Rights

Sessions VII and VIII: Problems of Democratic Transition

Sessions IX and X: Problems of Economic Development and Social Justice

Sessions XI and XII: Conclusion and Review

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, January 7, 2003 3:03 PM
To: dacrowde@email.unc.edu
Subject: lets try it again...
Attach: ATT64838.txt

AFRI 70: AFRICAN PLICY

SPRING 2003

Instructor: Professor Bereket H. Selassie

Office: Battle Hall.

Office Hours: Tues. and Thurs 11-12.

READING MATERIAL

Main Texts:

1. William Tordoff, Government and Politics in Africa

2. Course Pack

3. Additional material will be assigned from time to time, as appropriate.

COURSE REQUIREMENTS

Class Attendance and Participation

Two short Semester Papers (6-8 pages) and one long Paper (16-18 pages)

-First Paper, due February 5; Second Paper, due April 2.

-Long Semester Paper, due last day of class.

GRADING REQUIREMENTS

Attendance and Participation 10 points (10% of final grade)

Two short Papers 25 points each (50% of final grade)

Long Semester Paper 40 points (40% of final grade)

COURSE SUMMARY

This course explores the policy dilemmas facing African governments in the

economic and socio-cultural spheres, and some of the responses given by government's

the challenges. A political economy perspective will inform the discussions

much of the course and examples will be drawn from the experiences of different

countries. Special attention will be paid to the following five basic

-Problems of national unity and

-Problems of economic

-Problems of democracy

-Problems of social

-Problems of human

READING GUIDELINES

For the 1st half of the Semester [January 22-March 12]

Session I: Introduction *and* Explanation of Course Requirements and related

Sessions II and III: Comparative and Theoretical Perspectives. For these two sessions,

read Tordoff, pages 1-26 and Course Pack, pages 1-25.

Session IV: Historical Legacies and Independence Movements. Read Tordoff, pages 28-

80.

The University of North Carolina at Chapel Hill
RECOMMENDATION FOR EPA PERSONNEL ACTION
(Please type. See instructions on reverse side.)

☐ INITIAL APPOINTMENT ☒ REAPPOINTMENT ☐ PROMOTION ☐ OTHER (specify):

CURRENT INFORMATION TO BE COMPLETED BY NOMINEE

1 Name: _____ Social Security No. _____
Last *First* *Middle*

2 Address: _____ Telephone No. _____

3 Date of Birth: _____ Birthplace: _____ Citizenship: _____ Race: _____ Sex: _____
Country *Code* *Code*

4 Are you related by blood or marriage to any person now employed by The University of North Carolina at Chapel Hill?

☐ Yes ☒ No If yes, give the relative's name, relationship and department name: *(See back of form.)*

5

EDUCATION	Name and Location of College or University	Degree, Diploma, or Certificate	Date Conferred	Major
Baccalaureate				
Graduate or Professional				
Other				

6

EXPERIENCE	Name of Employer	Rank or Title	Employment Dates
Current			
Previous			

7 **Attach curriculum vita including:** (a) other professional experience and activities, (b) memberships in scholarly and professional organizations, (c) publications, and (d) contracts and grants received. *(See back of form.)* CV attached: ☒ Yes ☐ No

8 I hereby certify that all information above is accurate and complete to the best of my knowledge. I understand that I am required to provide my Social Security Number so that the University can satisfy its income-reporting and withholding obligations under North Carolina and federal laws. I am voluntarily providing my Social Security Number on this form and permit the University to use it as an identifier for its other internal recordkeeping and data processing operations.

Signature: Date:

TO BE COMPLETED BY INITIATING UNIT

9 Is this position contingent on the availability of funds? ☐ Yes ☒ No

10 Date of nominee's first UNC-CH EPA appointment: Rank: Department:

TO BE COMPLETED FOR EPA NON-FACULTY NOMINEE ONLY

11 Position Title: Date Action Effective -- Beginning: Ending:

TO BE COMPLETED FOR FACULTY NOMINEE ONLY

12

	Present Appointment (if applicable)		Proposed Appointment	
Base Unit				
Rank				
Date Action Effective	Beginning	Ending	Beginning	Ending
Joint Unit				
Joint Rank				
Date Action Effective	Beginning	Ending	Beginning	Ending

If the nominee is currently holding tenure to retirement, indicate the initial date tenured: _____

Term Proposed: ☐ Tenure to Retirement ☐ Probationary term of _____ years Fixed term of _____

13 If initial appointment (including initial tenure track), interviewed by: _____

14 Letters of recommendation by:

RECOMMENDED BY

15 This recommendation meets the University's requirements as follows: Nepotism Policy: ☒ Yes ☐ No

Affirmative Action Plan: ☒ Yes ☐ No ☐ Not Applicable Credentials Verification: ☒

Signature:

Title: Date:

Form AP-2 Instructions

An AP-2 form is to be completed for a new appointee who is Exempt for the Personnel Act (EPA) and to effect any subsequent changes in appointment. Only the section TO BE COMPLETED BY NOMINEE should be completed for student appointments. Also, this form should be submitted only for the initial appointment of a student. (See PD-7 Manual for exceptions.) For any subsequent student appointment, indicate on the PD-7 form, "AP-2 form on file".

Line 3 RACE and SEX. Enter the appropriate numerical Race Code and the Sex Code as follows:

Race Code

1 = White (not of Hispanic origin). Persons having origins in any of the original peoples of Europe, North Africa, or Middle East.
2 = Black (not of Hispanic origin). Persons having origins in any of the black racial groups.
3 = American Indian or Alaskan Native. Persons having origins in any of the original peoples of North America.
4 = Asian or Pacific Islander. Persons having origins in any of the original peoples of the Far East, Southeast Asia, Pacific Islands (China, Japan, Philippines, Korea, American Samoa, etc.), or Indian subcontinent.
5 = Hispanic. Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish origin or culture, regardless of race.

Sex Code

M = Male
F = Female

Line 4 A relative, in general, includes the following:

Brother, Brother-in-law	Guardian or Ward	Sister, Sister-in-law
Daughter, Daughter-in-law	Half-Brother, Half-Sister	Son, Son-in-law
Father, Father-in-law	Husband, Wife	Stepdaughter, Stepson
First Cousin	Mother, Mother-in-law	Stepfather, Stepmother
Grandfather, Grandmother	Nephew, Niece	Uncle, Aunt
Grandson, Granddaughter		

Line 7 a. List all post-degree training and/or experience

c. Categorize publications under the following headings and list the inclusive page numbers, authors (in actual order), and publication (or in press) dates.

Book	Monograph
Book Chapter	Refereed* Article
Book Review	Other Article
Dissertation	Published Note or Abstract

* *Refereed Article:* If in press, in addition to the above information, list the target publication date. Also, if the article has been submitted and/or accepted for publication, list the number of manuscript pages and date submitted and/or accepted.

d. Provide titles or topics of contracts and grants for which you were Principal Investigator or Co-Principal Investigator, and identify funding agencies, beginning and ending dates, and total amount of awards.

Line 10 Date of nominee's first UNC-CH EPA appointment is the date of most recent continuous permanent or temporary appointment.

Line 12 Complete the PRESENT APPOINTMENT section only if nominee is currently employed by the University and is recommended for reappointment, promotion, and/or an additional title as follows:

Base Unit:	Enter the name of the nominee's present primary department, institute, or school.
Rank:	Enter the present rank held in the base unit.
Date Action Effective:	Enter beginning and ending dates of present appointment in base unit.
Joint Unit and **Joint Rank:**	Enter the name of each additional unit in which faculty rank is presently held and the corresponding rank.
Date Action Effective:	Enter beginning and ending dates of present joint appointment.

Complete the PROPOSED APPOINTMENT section as follows:

Base Unit:	Enter the name of the nominee's proposed primary department, institute, or school.
Rank:	Enter the proposed rank held in the base unit.
Date Action Effective:	Enter beginning and ending dates of proposed appointment in base unit.
Joint Unit and **Joint Rank:**	Enter the name of each additional unit in which faculty rank is proposed and the corresponding rank.
Date Action Effective:	Enter beginning and ending dates of proposed joint appointment.

Term Proposed: Check the appropriate block. If a probationary term at the rank of instructor, assistant professor or associate professor, or if a fixed term appointment, enter the duration of appointment.

Line 14 Letters of recommendation as required by divisional review procedures (Academic Affairs or Health Affairs).

Line 15 Recommendation is initiated by the Department Chairman or Dean, as appropriate, and submitted to the appropriate Administrative Office for review and approval.

From: "S. Travis Gore" <stgore@email.unc.edu>
Sent: Friday, April 4, 2003 2:15 PM
To: jen321@email.unc.edu
Subject:
Attach: safari ya Tanzania.doc

From: stgore@email.unc.edu
Sent: Monday, August 18, 2003 10:38 AM
To: dacrowde@email.unc.edu
Subject: Swahili Course Proposal.doc
Attach: 1_Swahili Course Proposal.doc

Alphonse Mutima
Independent Studies

COURSE PROPOSAL

Course Name and Level: Elementary Swahili

Course Numbers: SWAH 001 and 002

Swahili 001 and 002 constitute the level of Elementary Swahili. Each will respectively be taught in four and a half months. Each has its objectives. These objectives are developmental in nature.

SWAH 001

SWA 001 is the first half of Elementary Swahili. It is for students with no or minimal proficiency. It focuses on 1) developing oral and aural proficiency for survival communication and, 2) fundamental grammar for simple sentence building.

SWAH 002

SWA 002 is the second half of Elementary Swahili. This course is for students who have successfully completed SWA 001 or students with some prior knowledge of Swahili who can produce simple sentences. The course focuses on 1) attaining oral and aural proficiency to function in daily communication situations; 2) developing reading and writing skills for functional literacy; 3) learning foundational grammar for complex sentence building.

Textbooks:

There will be two major textbooks used for SWAH 001 and 002

Russell, John. **Swahili-a Complete Course for Beginners** (NTC/Contemporary Publishing, 1996)

Zawawi, Sharifa. **Fast-Track Kiswahili** (Audio-Forum. Jeffrey Norton Publishers, Inc. 1999)

Both texts are accompanied with audio tapes. Their contents and structures fit the needs of a heterogeneous student body.

Dictionaries:

Awde, **Swahili-English/English-Swahili Dictionary** (Hippocrene Books, Inc., 2000)

Benjamin (Ed.), **The Kamusi Project: Internet Living Swahili Dictionary.**
This dictionary can be accessed through the World Wide Web: http:// www.Yale.edu/Swahili

Both dictionaries are available for student self-help.

Teaching Approaches:

Both courses (SWA 001 and 002) will be consecutively taught in nine months. Students that have access to computers will be taught via online. Those without the possibility of having access to computers will be taught through correspondence.

Online courses and telephone use:

Language acquisition includes four skills: 1) listening/comprehension, 2) speaking, 3) reading and, 4) writing. The lack of classroom interaction between the instructor and the students on one hand and interaction among students on the other hand requires the use of a website and telephone communications. The use of telephone calls between the instructor and the student seems necessary for the acquisition of listening/comprehension and speaking skills. Since both textbooks are accompanied with audio tapes, the telephone will be used reasonably to avoid high financial costs on the part of the students.

Correspondence courses and telephone use:

Students without access to a computer will be able to take both courses through a correspondence medium. They will use the same textbooks and will communicate with the instructor via the telephone and the post office to send and receive their assignments.

SWAH 001 and 002

Swahili: A Complete Course for Beginners will be used for SWAH 001. Its units are organized in dialogues that are culturally based. The English definition of vocabulary, the explanation of the Swahili grammar in English and pictures will be helpful to the student. The units in this textbook will include: 1) How are you, 2) Going to the post office, 3) In the hotel, 4) At the market, 5) At the craft shop, 6) Cooking at grandmother's, 7) Traveling is good, 8) A bus journey, 9) A good room, 10) Invitations, 11) Learning a language, 12) A day of troubles. The textbook also contains the maps of Tanzania and Kenya, two major Swahili-speaking countries. The Fast-Track Swahili content reinforces the content of the textbook used in Swahili 001. It is based on Globalization. Its units are also organized in translated dialogues that are enriched by interactive exercises. The students are given the opportunity to repeat words and sentences and reply to questions generated from the tapes. There are a lot of opportunities for self-correction. The units will include: 1) Meeting businesspersons and a journalist, 2) A Swahili family, 3) Education, 4) People's age, 5) Invitation, 6) Asking for directions, 7) Talking to the taxi driver and to the conductor, 8) Shopping, 9) At the post office, 10) Arranging long-distance phone calls, 11) In a restaurant, 13) When At customs, 14) in the hotel.

In "Fast-Track Swahili, every dialogue is illustrated by a picture that helps the learner fully understand the content and the meanings of words.

Weekly lessons:

In both media of instruction and in both courses, the lessons will be taught around units. Weekly lessons will be organized around one unit. Since the last units tend to be larger, two weekly lessons at that juncture could be organized around one unit, depending on the students' progress or needs. Graded assignments such as homework, quizzes, tests and final exams will be given to the students and graded via the web site for the students that will be using the online medium of instruction. With respect to the students that will be using the correspondence medium, assignments will be sent via the post office. Each week, there will be two homework assignments and a quiz. Also the students will have a monthly test and a final exam at the end of the term. Testing speaking skills will be conducted twice a week through short telephone calls. To make sure that the students are making progress in their learning process, the instructor will communicate with each one of them through email or phone calls. Such a way of communicating will help address any need or difficulties that the students might experience.

From: stgore@email.unc.edu
Sent: Monday, August 25, 2003 10:40 AM
To: dacrowde@email.unc.edu
Subject:
Attach: Email0001.jpg; Email0001.jpg

From: Samuel T Gore <stgore@email.unc.edu>
Sent: Friday, August 29, 2003 10:56 AM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: the answer to your question is inside

---

no problem sending it or at least there was no indication that there was a problem.

thank you sir,

Gore

From: Samuel T Gore <stgore@email.unc.edu>
Sent: Friday, February 13, 2004 1:36 PM
To: karla <kslocum@unc.edu>
Cc: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: photocopy request

Oh no problem, I can bring it to you.
Travis

On Fri, 13 Feb 2004, karla wrote:

> Hi Travis,
>
> Sorry about the confusion with photocopying my quiz last time. I'm
> attaching another quiz to be photocopied for my 8 AM class on Tuesday,
> Feb. 17. can you please make 62 copies? Let me know if you'll deliver to
> my office in Alumni or if you would like me to come pick it up.
>
> (I copied in Debby incase I have the wrong email for you!)
>
> Thanks,
>
> Karla
>

From: stgore@email.unc.edu
Sent: Tuesday, April 6, 2004 4:23 PM
To: dacrowde@email.unc.edu
Subject: Position request diaspora AFAM.doc
Attach: 1_Position request diaspora AFAM.doc

From: stgore@email.unc.edu
Sent: Friday, May 28, 2004 2:08 PM
To: dacrowde@email.unc.edu
Subject: Emailing: My Folks Don.doc
Attach: My Folks Don.doc

Your files are attached and ready to send with this message.

B. Hurmence, My Folks Don't Want to Talk About Slavery, 1984.

My Folks Don't Want Me To Talk About Slavery

Edited by Belinda Hurmence

Josephine Smith

Age 94 when interviewed at
1001 Mark Street, Raleigh, N.C.
by Mary A. Hicks

I was borned in Norfolk, Virginia, and I don't know who we belonged to, but I remembers the day we was put on the block at Richmond. I was just toddling around then, but my me and my mammy brought a thousand dollars. My daddy, I reckon, belonged to somebody else, and we was just sold away from him just like the cow is sold away from the bull.

A preacher by the name of Maynard bought me and Mammy and carried us to Franklinton, where we lived till his daughter married Dr. John Leach of Johnston Country; then I was give to her.

All my white folkses was good to me, and I reckon that I ain't got no cause for complaint. I ain't had much clothes, and I ain't had much to eat, and a –many a whupping, but nobody ain't never been real bad to me.

I remembers seeing a heap of slave sales, with the niggers in chains, and the speculators selling and buying them off. I also remember seeing a drove of slaves with nothing on but a rag betwixt their legs being galloped around before the buyers. About the worst thing that ever I seed, though, was a slave woman at Louisburg who had been sold off from her three-weeks-old baby, and was being marched to New Orleans.

She had walked till she was give out, and she was weak enough to fall in the middle of the road. She was chained with twenty or thirty other slaves, and they stopped to rest in the shade of a big oak while the speculators et their dinner. The slaves ain't having no dinner. As I pass by, this woman begs me in God's name for a drink of water, and I gives it to her. I ain't never be so sorry for nobody.

It was in the month of August, and the sun was bearing down hot when the slaves and their drivers leave the shade. They walk for a little piece, and this woman fall out. She dies there side of the road, and right there they buries her, cussing, they tells me, about losing money on her.

From: stgore@email.unc.edu
Sent: Tuesday, June 22, 2004 11:08 AM
To: jen321@email.unc.edu
Subject: scan
Attach: Email0001.jpg

Map of Tanzania: Regions

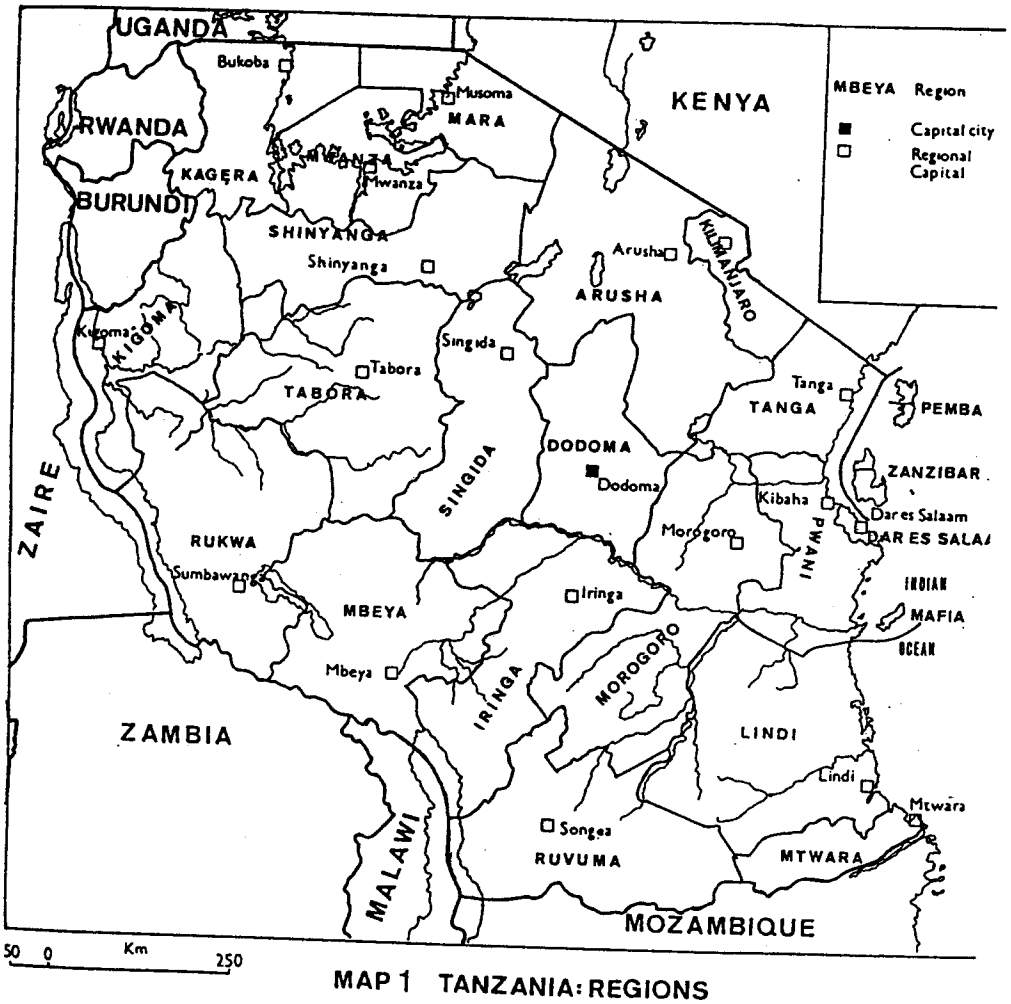

MAP 1 TANZANIA: REGIONS

From: stgore@email.unc.edu
Sent: Friday, July 9, 2004 4:24 PM
To: jen321@email.unc.edu
Subject: Please review 'julius conference paper'
Attach: 1_julius conference paper.doc

Please review the attached document.

From: stgore@email.unc.edu
Sent: Friday, July 9, 2004 4:31 PM
To: jen321@email.unc.edu
Subject: julius conference paper.doc
Attach: 1_julius conference paper.doc

From: stgore@email.unc.edu
Sent: Tuesday, January 25, 2005 4:29 PM
To: jen321@email.unc.edu
Subject: Tanzania map
Attach: ATT65187.txt

Here it is.

[Attachment stripped: Original attachment type: "application/pdf", name: "TanzaniaMap.pdf"]

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, January 3, 2006 9:36 PM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: question

---

how was the game?

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, January 3, 2006 10:02 PM
To: Julius E Nyang'Oro <JEN321@EMAIL.UNC.EDU>
Subject: question

---

you there?

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, January 3, 2006 11:16 PM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: hello

---

im still at the office putting the last finishing touches on it. I can
go ahead and send it to you while i finish up the endnotes. let me know.

From: Travis Gore <stgore@email.unc.edu>
Sent: Wednesday, January 4, 2006 12:00 AM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: midnight

---

ok, Im sending the whole thing on the following email. Please look over it very very carefully. Word for word if you can. Let me know to make sure that you get it. Do you need the rough draft to go by? If you must need it tonight I guess I could drop it off right now but if not am I free to go home now?

Gore

From: Travis Gore <stgore@email.unc.edu>
Sent: Wednesday, January 4, 2006 12:12 AM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: game

---

u must be watching the fl state game right now

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, January 10, 2006 4:30 PM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: Charles Price
Attach: CharlesPrice.doc

From: stgore@email.unc.edu
Sent: Monday, February 20, 2006 11:59 AM
To: jen321@email.unc.edu
Subject: Fwd: test
Attach: ATT65489.txt

----- Forwarded message from stgore@email.unc.edu -----
Date: Mon, 20 Feb 2006 11:52:32 -0500
From: stgore@email.unc.edu
Reply-To: stgore@email.unc.edu
Subject: test
To: stgore@email.unc.edu

----- End forwarded message -----

[Attachment stripped: Original attachment type: "application/msword", name: "Keeping up the Political Momentum.doc"]

From: Travis Gore <stgore@email.unc.edu>
Sent: Wednesday, February 22, 2006 3:19 PM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: foreward
Attach: Foreward.doc

From: Travis Gore <stgore@email.unc.edu>
Sent: Monday, March 27, 2006 10:47 AM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: Sorry for the delay!
Attach: Handbook - KB March edit - Kenya - Alwy-1.doc

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, July 18, 2006 4:04 PM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: conference participants
Attach: Conference Participants.doc

---

and here is this one

Gore

Conference Participants/Paper Givers

1. Rich Rosen, UNC- School of Law
   "Legal Development in a Transitional Society: The Case of Eritrea"
   (Law)

2. Ali Jimale Ahamed, Queens College and CUNY ?
   "Turning the Wasp's sting into Honey: Reflection on Literature, Politics, and Indentiy in the ? of Africa"
   (Literature)

3. Owen Fiss, Yale University School of Law
   "Transnational Justice and Nation Building"
   (Law)

4. Margaret Lee-UNC-African/Afro-American Studies
   "The International Trade Regime and the Challenges to Regionalism in Southern Africa"
   (Politics)

5. Kia Lilly Caldwell,-UNC-African/Afro-American Studies
   "Citizenship, Racial Justice, and human Relations in Africa Diaspora Communites"
   (Politics/Anthro)

6. Eunice Sahle-UNC-African/Afro-American Studies
   "Nation and Democratic Citizenship Imaginations: African Intellectuals and Discuss on Political Modernity(s)"
   (Politics)

7. Said Samatar- Rutgers University
   (Lit/History)

8. Hussein Adam-College of the Holy Cross
   (Politics)

9. Haile Girima-Howard University

10. Mohammed Hassen Ali-Georgia State University
    "Missed Opportunities for Peaceful Democratic Process in the Horn of Africa: Special Emphasis on Ethiopia"
    (History/Politics)

11. Georges Nzongola-Ntalaya-UNC-African/Afro-American Studies
    "Contemporary Politics of the Great Lakes Region"
    (Politics)

12. Gebrehiwet Tesfagiorgise

13. Fentahun Tiruneh, Library of Congress
"Bereket and Baalm: Treatment of the Ethiopian Revolution"
(LIT)

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, October 17, 2006 1:40 PM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: [Fwd: INFORMATIONAL: Discounted Faculty / Staff Preseason NBA Basketball Tickets]

-------- Original Message --------
Subject: INFORMATIONAL: Discounted Faculty / Staff Preseason NBA Basketball Tickets
Date: Thu, 21 Sep 2006 20:31:58 -0400
From: webtickets@uncaa.unc.edu
Reply-To: webtickets@uncaa.unc.edu
To: stgore@EMAIL.UNC.EDU

Dear Faculty / Staff Members:

Come see former Carolina Basketball greats at the Dean E. Smith Center on October 17th 2006 when the Charlotte Bobcats take on the Washington Wizards in a NBA preseason basketball game. As an employee of the University of North Carolina you can receive discounted tickets in both the lower and upper levels of the Dean E. Smith Center. To purchase these tickets please click the link below or copy and paste the web address into your web browser:

http://ev10.evenue.net/cgi-bin/ncommerce3/SEGetEventInfo?ticketCode=PR%3AUNC%3ASE07%3ANBA1%3AEMPLOYEE&linkID=unc&shopperContext=&caller=PR&appCode=&prc=EMPLOYEE

We look forward to seeing you in the Dean E. Smith Center for a night of exciting NBA preseason basketball!

This email is sponsored by: Athletics

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, December 12, 2006 11:44 AM
To: bereket selassie <bselassi@email.unc.edu>; Deborah Crowder <dacrowde@email.unc.edu>
Subject: Travel

Hi Professor Selassie,

I have good news about your travel. They are going to go ahead and process your travel so that you can get your money soon and then they told me that if you can get your receipt in at a later time that they will reimburse you for that as well.

Thanks,

Travis

From: Travis Gore <stgore@email.unc.edu>
Sent: Friday, December 22, 2006 1:21 AM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: Finished!

Just finished up. It took 8 hours!! Im just leaving the office. Its about 1:15am! I got all the songs on it so its ready.

TG

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, January 30, 2007 1:35 PM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: Conference draft
Attach: Julius Draft Conference.doc

Sir,

Keep in mind that this is a rough draft.

Thank you.

Bwana Travis

Conference on Law, Islam, Politics and Social Change in Africa.

University of North Carolina at Chapel Hill April 12-14, 2007

April 12,2007: Opening Public Lecture
"Democracy and Governance in the African Context"
The Honorable Edward N. Lowassa
Prime Minister of Tanzania

April 13, 2007

9:00-9:45 am : Keynote Address
Chair: "Beyond State Crisis in Africa?"
Crawford Young, University of Wisconsin, Madison
10-12:50 Chair: Reginald Hildebrand UNC-Chapel Hill
Panel 1: Justice and Nation-building in Africa
Owen Fiss, Yale University
"Transnational Justice and Nation Building"
Rich Rosen, UNC-Chapel Hill
"Legal Development in a Transitional Society: the Case of Eritrea"
Abdullahi An-Na'im, Emory University
"African Constitutionalism and the Role of Islam"
Semret Asfaha, Du Point, Delaware
"The Eritrean Constitution Making Process: Participating of Eritreans.
Lunch 12:00-1:45
Mc?/Dean of Law school? Speaker: Gloria Steinem, New York
"Hope Without Borders: Notes on the National and Transnational Vision and the Work of Bereket Hable Selassie"

Chair/ Judith Blau Panel II 2:00-3:50 Conflict and Democracy in Africa
Georges Nzongola-Ntalaja, United Nations, Dakar Senegal
"Contemporary Politics of the Great Lakes Region"
Mohammed Hassen Ali, Georgia State University
"Missed Opportunities for Peaceful Democratic Process in the Horn of Africa: Special Emphasis on Ethiopia"
Edmond J. Keller, UCLA
"Citizenship and National Identity in Ethiopia"
Gwen Mikell, Georgetown University
"

Panel III 4:00-550 Ideology, Revolution and Political Change
Chair: Michael Lambert
Haile Gerima, Howard University
"The Politics of Culture"

Sal Younis, San Fransisco, CA
"Constitutions as a Door Stop"
Fe?tahun Tiruneh, Library of Congress
"Bereket and Baalu: Treatment of the Ethiopian Revolution"
Ali Jimale Ahmed, CUNY Graduate Center
"Turning the WASP's Sting into Honey: Reflections on Literature, Politics, and identity in the Horn of Africa"

Mc?
Dinner 6:45-9:30
Bereket Habte Selassie:
"The Problem of Service in Revolutionary Situations"

Saturday, April 14, 2007

Panel IV: 9:00-10:50: Constitutionalism, Legal Process and Citizenship
Chair: Perry Hall
Gebrehiwet Tesfagiorqis, Iowa State University
"Do Customary (Traditional) Laws Have Relevance in Africa's Socio-Economic Development?"
Peter Gastrow, Institute for Security Studies, Cape Town
"Shaping and Sustaining Constitutionalism in South Africa"
Ken Braun, UNC-Chapel Hill
"The Rivonia Trial of Nelson Mandela"
Kia Lilly Caldwell, UNC-Chapel Hill
"Citizenship, Racial Justice, and Human Relations in African Diaspora Communities"

Panel V 11:00-12:50: Nationalism and Regionalism in Africa
Chair: Ann Dunbar, UNC-Chapel Hill
Berhane Araia, SUNY-Albany
"Citizenship, Nationalism and Conflict in the Horn of Africa"
Fouad Makki, Cornell University
"Bereket Hable Selassie: A Political and Intellectual Itinerary"
Margaret Lee, UNC-Chapel Hill
"The International Trade Regime and the Challenges to Regionalism in Southern Africa"
Zene

Lunch: 1:00-2:30 (UNC Alumnae?)

Panel VI 2:45-4:30 Nations in Search of a State
Chair: Kevin Brennan, UNC-Chapel Hill
Hussein Adam, College of the Holy Cross
"A Tale of Tuso Somali Political Cultures"

Said Samatar, Rutgers University
"The Bloody Cross Roads: Where Literature and Politics Intersect in East Africa"
Eunice Sahle, UNC-Chapel Hill
"Nation and Democratic Citizenship Imaginations: African Intellectuals and Discourses on Political Modernity(s)"
Salah M Hassan, Cornell University
"Sudan: A Possible Way Out of the Quaqmire"

Mc? 5:30-9:30
Conference Banquet:
Speech by the Honorable John Edwards
Presidential Candidate, U.S.A.

Sponsers:
African Studies Center-UNC
UNC School of Law
Department of African and Afro-American Studies-UNC
UNC Center for Global Initiatives
College of Arts and Sciences-UNC
Institute for African American Research-UNC
Chancellor's Office on Diversity
SHS Center for Black Life and History-UNC

From: Travis Gore <stgore@email.unc.edu>
Sent: Wednesday, February 7, 2007 10:59 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: My Afri 101]
Attach: AFRI 102.doc

-------- Original Message --------
Subject: My Afri 101
Date: Tue, 06 Feb 2007 17:31:17 -0500
From: bereket selassie <bselassi@email.unc.edu>
To: Travis Gore <stgore@email.unc.edu>

Dear Travis,
The mysterious disappearance of my Afr 101 Course from the computer caused me to write it all over again. Here it is; please put it on the "Blackboard."
many thanks.
BHS
--
Bereket Habte SELASSIE
William E. Leuchtenburg Professor of African Studies and
Professor of Law
University of North Carolina
(919) 962-3538

AFRI 101: INTRODUCTION TO AFRICAN CIVILIZATION
SPRING 2007

Instructor: Professor Bereket H. Selassie
Office: 209 Battle Hall
Office Hours Tues. and Thurs. 11-12

READING MATERIAL

1, Main Text: April A. Gordon and Donald L. Gordon, Understanding Contemporary Africa, 4th Edition. This is required reading.
2. Chinua Achebe, Things Fall Apart

Additional readings will be assigned from time to time, as appropriate.

COURSE REQUIREMENTS AND GRADING

Map Quiz	15 points	(15% of final grade)
Report of Things Fall Apart	5 points	(5% of final grade)
Mid-Semester Exam	35 points	(35% of final grade)
Final Exam	45 points	(45 of final grade)

NB Grade Equivalent:

A = 96-100;	A- = 91-95		
B+ = 87-90;	B = 81-86;	B- = 77-80	
C+ = 70-76	C = 63-69;	C- = 59-62	D =below 59 (I do not believe in F

COURSE SUMMARY

As an introduction to African Civilization, this Course offers general discussion on the essential ingredients of the African world—its history, geography, culture, government and society. Any attempt at wide coverage necessarily sacrifices depth of treatment, and vice versa. Accordingly, only those aspects that are representative of the countries and their governments have been selected for special focus as bases of discussion, or for reading assignments. Videos or films by African scholars and/or filmmakers will also be shown, as indicated in the timetable below.

SCHEDULE & READING GUIDELINES

Sessions:

1. Roll Call and Overview
2. "Triple Heritage" Video/Film show
3. Historical Context. Read Text, pages 1-6; and 23-53
4. Geographic Overview. Read Text, pages 7-22
5. Impact of Colonial Rule. Read Text, pages 60-64
6. "Hopes on the Horizon." Video/Film show
7. African Reaction to Colonial Rule. Read Things Fall Apart
8. Independence and the Politics of Nation-building. Read Text, pages 64-76
9. Economic Dimension of Independence. Read Text, pages 109-150

10. African International Relations I: Decolonization, Pan-Africanism and Economic Dependence. Read Text, pages 155-173

Map Quiz: February 15

11. African International Relations II: The Role of Foreign Powers in African Affairs. Read Text, pages 173-189
12. Religion in Africa. Read Text, pages 317-347 [**Note Map 11.1 on page 345]**
13. Law and Society
14. Third Video/Film show
15. African Literature—Discussion on Things Fall Apart
16. Current Crisis Areas of Africa
17. Globalization and Regional Problems

Spring Break: March 91-19

Mid –Semester Exam: March 20

18. Nigeria and South Africa Compared [Reading to be assigned]
19. Ethiopia and Liberia Compared [Reading to be assigned]
20. African Environmental Problems. Read chapter 8 of Text
21. Conflict and the Challenge of Democracy and Development
22. First and Second Report on the Environment
23. Third and Fourth Report on the Environment
24. Review of Recurrent Themes—Overview
25. Review of Recurrent Themes—General/Historical
26. Review of Recurrent Themes—Social Economic
27. Review of Recurrent Themes—Political/Strategic. Conclusion

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, March 27, 2007 9:07 AM
To: Julius Nyang'oro <jen321@email.unc.edu>
Subject: Re: [Fwd: Re: April Conference]

---

yes, I put it in your box.

Julius Nyang'oro wrote:

>
> could you open this document for me please?
>
> ----------
>
> Subject:
> Re: April Conference
> From:
> Kenneth Broun <ksbroun@email.unc.edu>
> Date:
> Mon, 26 Mar 2007 14:53:52 -0500
> To:
> "Julius Nyang'oro" <jen321@email.unc.edu>
>
> To:
> "Julius Nyang'oro" <jen321@email.unc.edu>
>
>
> Hi Julius: There was no attachment (I do that all the time!) I
> attach a short bio. Let me know if you need more (or less).
> Ken
> Julius Nyang'oro wrote:
>
>> Hi Ken:
>> Hope you are well. Attached is a draft of the program for our
>> conference. The final copy will be ready in a couple of days but I
>> wanted you to see what we are doing. Could you please send me a short
>> bio which we will put in the conference pack? Many thanks.
>> Julius
>>

From: Travis Gore <stgore@email.unc.edu>
Sent: Friday, May 4, 2007 3:12 PM
To: Janet C Farrell <jcfarrel@email.unc.edu>
Cc: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Julius Nyang'oro
Attach: ap-2.Julius.doc; Julius Nyang'oro22.CVdoc.doc

Debby Crowder asked me to forward these documents to you.

Travis Gore

The University of North Carolina at Chapel Hill
RECOMMENDATION FOR EPA PERSONNEL ACTION
(Please type. See instructions on reverse side.)

☐ INITIAL APPOINTMENT ☐ REAPPOINTMENT ☐ PROMOTION ☐ OTHER (specify):

CURRENT INFORMATION **TO BE COMPLETED BY NOMINEE**

1 Name: _____
Last *First* *Middle*

2 Address: _____ Telephone No. _____

3 Date of Birth: _____ Birthplace: _____ Citizenship: _____ (*Country*) Race: _____ (*Code*) Sex: _____ (*Code*)

4 Are you related by blood or marriage to any person now employed by The University of North Carolina at Chapel Hill?

☐ Yes ☒ No If yes, give the relative's name, relationship and department name: *(See back of form.)*

5

EDUCATION	Name and Location of College or University	Degree, Diploma, or Certificate	Date Conferred	Major
Baccalaureate				
Graduate or Professional				
Other				

6

EXPERIENCE	Name of Employer	Rank or Title	Employment Dates
Current			
Previous			

7 **Attach curriculum vita including:** (a) other professional experience and activities, (b) memberships in scholarly and professional organizations, (c) publications, and (d) contracts and grants received. *(See back of form.)* CV attached: ☒ Yes ☐ No

8 I hereby certify that all information above is accurate and complete to the best of my knowledge.

Signature: Date:

TO BE COMPLETED BY INITIATING UNIT

9 Is this position contingent on the availability of funds? ☐ Yes ☒ No

10 Date of nominee's first UNC-CH EPA appointment: Rank: Department:

TO BE COMPLETED FOR EPA NON-FACULTY NOMINEE ONLY

11 Position Title: Date Action Effective -- Beginning: Ending:

TO BE COMPLETED FOR FACULTY NOMINEE ONLY

12

	Present Appointment (if applicable)		Proposed Appointment	
Base Unit				
Rank				
Date Action Effective	Beginning	Ending	Beginning	Ending
Joint Unit				
Joint Rank				
Date Action Effective	Beginning	Ending	Beginning	Ending

If the nominee is currently holding tenure to retirement, indicate the initial date tenured: _____

Term Proposed: ☐ Tenure to Retirement ☐ Probationary term of _____ years Fixed term of _____

13 If initial appointment (including initial tenure track), interviewed by: _____

14 Letters of recommendation by:

RECOMMENDED BY

15 This recommendation meets the University's requirements as follows: Nepotism Policy: ☒ Yes ☐ No

Affirmative Action Plan: ☒ Yes ☐ No ☐ Not Applicable Credentials Verification: ☐

Signature: _____

Title: Date:

Form AP-2 Instructions

An AP-2 form is to be completed for a new appointee who is Exempt for the Personnel Act (EPA) and to effect any subsequent changes in appointment, reappointment, or promotion.

Line 3 RACE and SEX. Enter the appropriate numerical Race Code and the Sex Code as follows:

Race Code

1 = White (not of Hispanic origin). Persons having origins in any of the original peoples of Europe, North Africa, or Middle East.
2 = Black (not of Hispanic origin). Persons having origins in any of the black racial groups.
3 = American Indian or Alaskan Native. Persons having origins in any of the original peoples of North America.
4 = Asian or Pacific Islander. Persons having origins in any of the original peoples of the Far East, Southeast Asia, Pacific Islands (China, Japan, Philippines, Korea, American Samoa, etc.), or Indian subcontinent.
5 = Hispanic. Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish origin or culture, regardless of race.

Sex Code

M = Male
F = Female

Line 4 A relative, in general, includes the following:

Brother, Brother-in-law	Guardian or Ward	Sister, Sister-in-law
Daughter, Daughter-in-law	Half-Brother, Half-Sister	Son, Son-in-law
Father, Father-in-law	Husband, Wife	Stepdaughter, Stepson
First Cousin	Mother, Mother-in-law	Stepfather, Stepmother
Grandfather, Grandmother	Nephew, Niece	Uncle, Aunt
Grandson, Granddaughter		

Line 7 a. List all post-degree training and/or experience

c. Categorize publications under the following headings and list the inclusive page numbers, authors (in actual order), and publication (or in press) dates.

Book	Monograph
Book Chapter	Refereed* Article
Book Review	Other Article
Dissertation	Published Note or Abstract

* *Refereed Article:* If in press, in addition to the above information, list the target publication date. Also, if the article has been submitted and/or accepted for publication, list the number of manuscript pages and date submitted and/or accepted.

d. Provide titles or topics of contracts and grants for which you were Principal Investigator or Co-Principal Investigator, and identify funding agencies, beginning and ending dates, and total amount of awards.

Line 10 Date of nominee's first UNC-CH EPA appointment is the date of most recent continuous permanent or temporary appointment.

Line 12 Complete the PRESENT APPOINTMENT section only if nominee is currently employed by the University and is recommended for reappointment, promotion, and/or an additional title as follows:

Base Unit:	Enter the name of the nominee's present primary department, institute, or school.
Rank:	Enter the present rank held in the base unit.
Date Action Effective:	Enter beginning and ending dates of present appointment in base unit.
Joint Unit and **Joint Rank:**	Enter the name of each additional unit in which faculty rank is presently held and the corresponding rank.
Date Action Effective:	Enter beginning and ending dates of present joint appointment.

Complete the PROPOSED APPOINTMENT section as follows:

Base Unit:	Enter the name of the nominee's proposed primary department, institute, or school.
Rank:	Enter the proposed rank held in the base unit.
Date Action Effective:	Enter beginning and ending dates of proposed appointment in base unit.
Joint Unit and **Joint Rank:**	Enter the name of each additional unit in which faculty rank is proposed and the corresponding rank.
Date Action Effective:	Enter beginning and ending dates of proposed joint appointment.

Term Proposed: Check the appropriate block. If a probationary term at the rank of instructor, assistant professor or associate professor, or if a fixed term appointment, enter the duration of appointment.

Line 14 Letters of recommendation as required by divisional review procedures (Academic Affairs or Health Affairs).

Line 15 Recommendation is initiated by the Department Chairman or Dean, as appropriate, and submitted to the appropriate Administrative Office for review and approval.

From: Travis Gore <stgore@email.unc.edu>
Sent: Friday, May 11, 2007 3:51 PM
To: Janet E Gautier <gautier@email.unc.edu>
Cc: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Summer I issues from Debby Crowder

Hi Janet. I've shut down my computer and realized I had not updated you on our issues. Tari Wells helped me to be able to retract the Janken payment. I prepared Vander's form so hopefully we are good to go for first session anyway. Thanks, as always for your help. Have a great weekend. Debby

From: Travis Gore <stgore@email.unc.edu>
Sent: Friday, June 8, 2007 3:49 PM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: clear drinking water
Attach: ClearDrinkingWater.rtf

---

here it is. Once we get the program which will be soon, it will be much better!

From: Travis Gore <stgore@email.unc.edu>
Sent: Friday, August 3, 2007 3:50 PM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: CV
Attach: JuliusNyang'oro22.doc

Here you go.

From: Travis Gore <stgore@email.unc.edu>
Sent: Thursday, August 30, 2007 10:02 AM
To: bousada@state.gov
Cc: Deborah Crowder <dacrowde@email.unc.edu>
Subject: fax number

Hello Ms. Bousada,

We have the documents for Georges Nzongola-Ntalaja and would like to fax them to you. Could you please email that number.

Thank you,

Sam T Gore IV

From: Travis Gore <stgore@email.unc.edu>
Sent: Thursday, September 6, 2007 2:39 PM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: (no subject)
Attach: Professor Robert P Weller.doc

From: Travis Gore <stgore@email.unc.edu>
Sent: Monday, September 10, 2007 3:16 PM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: MC Lee
Attach: MargaretLeeRefLetter.doc

From: Travis Gore <stgore@email.unc.edu>
Sent: Wednesday, September 12, 2007 8:39 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: reminder
Attach: [asmgrs] WebEvent Reminder_ Sep 12 - 10_30 a.m. Eastern Time (US an....eml (1.38 KB).msg

---

-------- Original Message --------
Subject: [Fwd: [asmgrs] WebEvent Reminder: Sep 12 - 10:30 a.m. Eastern Time (US and Canada) Time ; CAS Managers' Meeting]
Date: Tue, 11 Sep 2007 11:08:04 -0400
From: Deborah Crowder <dacrowde@email.unc.edu>
To: stgore@email.unc.edu

From: webevent@unc.edu on behalf of WebEvent <webevent@unc.edu>
Sent: Tuesday, September 11, 2007 9:34 AM
To: All Administrative Managers in the College of Arts & Sciences <asmgrs@listserv.unc.edu>
Subject: [asmgrs] WebEvent Reminder: Sep 12 - 10:30 a.m. Eastern Time (US and Canada) Time ; CAS Managers' Meeting

---

WebEvent Reminder

Title: CAS Managers' Meeting
Date: Wednesday, September 12, 2007
Time: 10:30 a.m. - 12 p.m. Eastern Time (US and Canada) Time

Description: Monthly meeting of the Arts & Sciences managers.

Location: Toy Lounge, Dey Hall

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

You are currently subscribed to asmgrs axsd: dacrowde@email.unc.edu.
To unsubscribe send a blank email to leave-17596889-8513940.c816c0c098798047cbb18faf5ef859bc@listserv.unc.edu

From: Travis Gore <stgore@email.unc.edu>
Sent: Thursday, September 13, 2007 10:56 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: [Fwd: classroom]

Hi Karla,

I have a room for you for the days you requested. It is Dey Hall 306.
It has 35 movable armchairs.

Travis

Deborah Crowder wrote:

>
>
> ----------
>
> Subject:
> classroom
> From:
> Karla Slocum <kslocum@unc.edu>
> Date:
> Wed, 12 Sep 2007 22:30:20 -0400
> To:
> Debby Crowder <dacrowde@email.unc.edu>
>
> To:
> Debby Crowder <dacrowde@email.unc.edu>
>
>
> Hi Debby,
>
> Can you check with classroom scheduling to see if there's a different
> classroom I can get for AFAM 392 on three dates: Sept 19, Oct 10, and
> Oct 29. I have group activities on these days and the classroom I'm
> is auditorium style where the chairs are fixed to the floor. So, I
> need a classroom where the chairs can be moved so that students
> working in groups can face one another. I was going to try to
> Johnston Center but we're 4 students over the limit of their classrooms.
>
> Can you let me know what you you find that is available?
>
> Thanks,
>
> Karla

From: Travis Gore <stgore@email.unc.edu>
Sent: Monday, September 24, 2007 9:28 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Courses listed with meeting times but no Rooms]
Attach: SDF CLF error list registrar 20079.xls

-------- Original Message --------
Subject: Courses listed with meeting times but no Rooms
Date: Fri, 21 Sep 2007 14:49:28 -0400
From: Derek Neverosky <dnevero@email.unc.edu>
To: Travis Gore <stgore@email.unc.edu>, dscahan@email.unc.edu, Sue Forrest <sforrest@email.unc.edu>, cnewman@email.unc.edu, "Burgner, Denise (Biology)" <burgner@bio.unc.edu>, Jean_Hensley@unc.edu, Mark Richardson <richardm@email.unc.edu>, Lindsay Leonard <lindsle@email.unc.edu>, Ashley McCullen <amcculle@email.unc.edu>, Jason Clemmons <jclem@email.unc.edu>, sharon_jones@unc.edu, nadera salaam <nadera@email.unc.edu>, Kim Doty-Harris <kdharris@email.unc.edu>, "Davis, Deborah" <Debbie_Davis@unc.edu>, angeline warren <awarren@email.unc.edu>, carter1@email.unc.edu, Carolyn Turner <turnerc@email.unc.edu>, Lennis Carrier <lcarrier@email.unc.edu>, Kay Hill <k_hill@unc.edu>, Myra Quick <quick@unc.edu>, caleb_baker@unc.edu, Beth Sauer <bhsauer@email.unc.edu>, Charlotte Rogers <crogers@email.unc.edu>

Hi All,
I have been given a task from my higher up of finding out if these classes are meeting in one of our GPC or if they are in your departmental rooms. Can you please take a look at your attachment, find your class, and tell me where you think this class meets. I have until Oct. 1st to find this info so I won't start hounding after you for about a week. But the sooner I know the better! Thanks a 999,999! I am saving my thanks a million for another day, ya never know when one might need it!
Derek

--
Derek A. Neverosky, M.S.Ed.
Scheduling Specialist

Office of the University Registrar
Suite 3100, SASB North, Campus Box 2100
450 Ridge Road 3rd Floor
Chapel Hill, NC 27599-2100
(919)962-6093 ~ (919)843-8709 fax

	A	B	C
1	YES - Invalid Room	COURSE	LOCATION
2		AFAM691H001	XX TBA
3		AFRI396 001	XX TBA
4		AMST900 001	XX TBA
5		ANTH438H001	XX TBA
6		APPL480 001	XX TBA
7		APPL510 001	XX TBA
8		BIOL101H001	XX TBA
9		BIOL202 601	XX TBA
10		BIOL202 602	XX TBA
11		BIOL202 603	XX TBA
12		BIOL202 604	XX TBA
13		BIOL202 605	XX TBA
14		BIOL202 606	XX TBA
15		BIOL202 607	XX TBA
16		BIOL202 608	XX TBA
17		BIOL202 701	XX TBA
18		BIOL202 702	XX TBA
19		BIOL202 703	XX TBA
20		BIOL202 704	XX TBA
21		BIOL202 705	XX TBA
22		BIOL202 706	XX TBA
23		BIOL631 001	XX TBA
24		BUSI588 003	XX TBA
25		BUSI610 002	XX TBA
26		BUSI617 001	XX TBA
27		BUSI693H001	MB TBA
28		ENGL075 001	XX TBA
29		ENGL131 003	XX TBA
30		ENGL132H001	XX TBA
31		ENGL133H001	XX TBA
32		ENGL693H001	XX TBA
33		ENGL719 001	XX TBA
34		ENGL828 001	XX TBA
35		ENGL843 001	XX TBA
36		ENST202 401	XX TBA
37		ENST202 402	XX TBA
38		ENST202 403	XX TBA
39		ENST202 404	XX TBA
40		ENST202 405	XX TBA
41		ENST202 406	XX TBA
42		ENST204 001	XX TBA
43		EXSS193 001	XX TBA
44		EXSS275L401	XX TBA
45		EXSS275L402	XX TBA
46		EXSS366 001	XX TBA
47		EXSS376 401	XX TBA
48		EXSS376 402	XX TBA

	A	B	C
49		EXSS376 403	XX TBA
50		EXSS376 404	XX TBA
51		EXSS412 001	XX TBA
52		EXSS732 001	XX TBA
53		EXSS740 001	XX TBA
54		EXSS748 001	XX TBA
55		EXSS750 001	XX TBA
56		EXSS780 401	XX TBA
57		HNRS325 001	XX TBA
58		JOMC451 001	XX TBA
59		JOMC452 001	XX TBA
60		JOMC490 007	XX TBA
61		JOMC691H001	XX TBA
62		JOMC705 001	XX TBA
63		JOMC743 001	XX TBA
64		JOMC754 001	XX TBA
65		JOMC825 001	XX TBA
66		JOMC830 001	XX TBA
67		JOMC840 001	XX TBA
68		JOMC847 001	XX TBA
69		MASC550 001	XX TBA
70		MATH768 001	PH TBA
71		MBA 718 001	MB TBA
72		MUSC202 001	XX TBA
73		MUSC202 002	XX TBA
74		MUSC202 005	XX TBA
75		MUSC202 006	XX TBA
76		MUSC211 007	XX TBA
77		MUSC212 002	XX TBA
78		MUSC212 003	XX TBA
79		MUSC212 006	XX TBA
80		MUSC227 001	XX TBA
81		MUSC750 001	XX TBA
82		MUSC850 001	XX TBA
83		MUSC870 001	XX TBA
84		MUSC930 001	XX TBA
85		MUSC950 001	XX TBA
86		NAVS500L401	XX TBA
87		PHYA213 001	XX TBA
88		PHYA216 001	XX TBA
89		PHYA233 001	XX TBA
90		PHYA236 001	XX TBA
91		PLAN714 002	XX TBA
92		PLCY805 001	XX TBA
93		PSYC720 001	XX TBA
94		PSYC742 001	XX TBA
95		PSYC762 001	XX TBA
96		PSYC768 001	XX TBA

	A	B	C
97		PSYC781 001	XX TBA
98		PSYC807 001	XX TBA
99		PSYC811 001	XX TBA
100		PSYC812 001	XX TBA
101		PSYC815 001	XX TBA
102		PSYC817 001	XX TBA
103		PSYC822 001	XX TBA
104		PSYC828 001	XX TBA
105		PSYC842 001	XX TBA
106		PSYC846 001	XX TBA
107		PSYC850 001	XX TBA
108		PSYC860 001	XX TBA
109		PSYC864 001	XX TBA
110		RELI700 001	XX TBA
111		RUES730 001	XX TBA
112		SOWO500 001	XX TBA
113		SOWO540 004	XX TBA
114		SOWO570 003	XX TBA
115		SOWO800 001	XX TBA
116		SOWO840 001	XX TBA
117		SOWO841 002	XX TBA
118		SOWO883 001	XX TBA
119		SOWO900 001	XX TBA
120		STOR724 001	XX TBA

From: stgore@email.unc.edu
Sent: Thursday, September 27, 2007 1:04 PM
To: betsi_snipes@unc.edu
Bcc: dacrowde@email.unc.edu
Subject: paychecks

Hi Mrs. Snipes,

My name is Travis Gore and I work in the department of African and Afro-American studies. I am the one that picks up paychecks for our department. I might not be able to pick up the paychecks next Friday if I have to head out of town due to some last minute arrangements. I haven't cleared it with my boss yet but I plan to talk to her this afternoon. So If that is the case, I just wanted to make sure I had everything covered and I was wondering how to go about getting the paychecks.

Thank you.

Travis Gore

From: Travis Gore <stgore@email.unc.edu>
Sent: Thursday, September 27, 2007 2:09 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Re: paychecks]

-------- Original Message --------
Subject: Re: paychecks
Date: Thu, 27 Sep 2007 13:10:33 -0400
From: Betsi Snipes <Betsi_Snipes@unc.edu>
To: stgore@email.unc.edu
References: <20070927130358.3eldashlesskk8co@webmail4.isis.unc.edu>

Is there anyone else that you can place this responsibility to? IF so,
then you will need to have the department chairman send a signed memo to
my attention with the name of the person that can pick up checks so this
can be added to the check pick up log.
Thanks!
Betsi

stgore@email.unc.edu wrote:

> Hi Mrs. Snipes,
>
> My name is Travis Gore and I work in the department of African and
> Afro-American studies. I am the one that picks up paychecks for our
> department. I might not be able to pick up the paychecks next Friday
> if I have to head out of town due to some last minute arrangements. I
> haven't cleared it with my boss yet but I plan to talk to her this
> afternoon. So If that is the case, I just wanted to make sure I had
> everything covered and I was wondering how to go about getting the
> paychecks.
>
> Thank you.
>
> Travis Gore

--
Elizabeth C. (Betsi) Snipes
Director of Payroll Services
The University of North Carolina at Chapel Hill
CB#1260
104 Airport Drive, Suite 3600
Chapel Hill, NC 27599-1260

Tel: (919) 962-0046
Fax: (919) 962-5077
Email: betsi_snipes@unc.edu

From: Travis Gore <stgore@email.unc.edu>
Sent: Monday, December 10, 2007 11:34 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Caldwell reappointment letter
Attach: CaldwellReapp.doc

Here it is.

Tg

From: Travis Gore <stgore@email.unc.edu>
Sent: Monday, January 7, 2008 9:35 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: 480 sylabus]
Attach: Afri 480 Syllabus.doc

-------- Original Message --------
Subject: 480 sylabus
Date: Sun, 6 Jan 2008 19:12:50 -0500
From: Michael Lambert <mlambert@email.unc.edu>
To: <stgore@email.unc.edu>

Travis,

Here is a copy of my syllabus for Afri 480. I believe that I have 40 students enrolled.

You can leave the copies on my desk or in my box.

Thanks

Prof. Michael Lambert
Office: 3026 GEC
Phone: 962-1585
Office Hours: Following class and by appointment.

Spring 2008
TT: 11:00-12:15
1009 GEC

African Studies 480: Ethnography of Africa

This course uses ethnography (detailed case studies) to introduce you to the study of African cultures and societies. By examining ethnographic texts you will learn about topics in African studies such as systems of thought, aesthetics and arts, the economy, politics, social organization, and identity. You will also learn about the production of ethnographic texts as a sub-discipline of anthropology and the issues that this raises with respect to the politics of representation.

Course Requirements: All students are expected to attend all classes and to complete all assigned readings. Attendance and participation will be considered in assigning final grades. Your final grade will be based on the assignments listed below. Please take note of the dates on which the assignments are due. Late papers will be penalized.

First Quiz (Feb 12)	15%	Presentation (Optional)	15%
Second Quiz (Mar 27)	20%	Analytic paper (April 24)	20%
Final exam (May 6)	20%	Attendance and participation	10%

Readings and Attendance: The ethnographic genre, by definition, is comprised of written texts. The only way to master this genre is to engage in a close textual reading of the assigned texts. Therefore, it is essential that we read the assigned readings and come to class prepared to discuss these readings.

Analytic Paper: You will have the opportunity to write an analytic essay (7 pages) on either 1) an ethnography written on a particular African ethnic group, or 2) an ethnographic examination of an issue relevant to African studies. This should be an examination of one monograph length text. Article length manuscripts are not acceptable. I strongly encourage everyone to select a text to examine before April 1 and to check with me to make sure that the text you have selected is appropriate.

Presentation: You will have the opportunity to make a short (10 to 15 minute) presentation on your paper. This is an optional assignment for which there are a limited number of spaces. These spaces will be made available on a first come basis. If you decide not to make a presentation the 15% allocated for this assignment will be evenly distributed between the other assignments. If you sign up to make a presentation you will be required to complete this assignment.

Texts: The following texts are available at the Student Store. They are also on reserve at the Undergraduate Library: Course Pack for Afri 480; E. E. Evans-Pritchard. *The Nuer*. Oxford University Press; Charles Piot, *Remotely Global,* Chicago University Press; Leslie Sharp, *The Sacrificed Generation*, Unviersity of California Press.

The Honor Code is, as always, in effect for this course.

Readings and Topics:

Introduction: Jan 10

Classic Approaches to Politics and Social Organization (Jan 15 – Jan 24)

- E.E. Evans-Pritchard, *The Nuer*

Witchcraft and Ritual (Jan 29 – Feb 7)

- Evans-Pritchard, "The Notion of Witchcraft Explains Unfortunate Events," *Coursepack*
- Douglas, Mary, "Animals in Lele Religious Symbolism" *Coursepack*

First Quiz: Feb 12

Systems of Belief (Feb 14 – Feb 26)

- Barber, Karin, "How Man Makes God in West Africa," *Coursepack*
- Kopytoff, Igor, "Ancestor's as Elders in Africa," *Coursepack*

The Meanings of Money and Work (Feb 28 – Mar 6)

- Bohannan, Paul, "Some Principles of Exchange and Investment among the Tiv," *Coursepack*
- Hutchinson, Sharon, "The Cattle of Money and the Cattle of Girls Among the Nuer," *Coursepack*
- Charles Piot, *Remotely Global*

Sex and Gender (Mar 18 – Mar 25)

- Van Allen, "Sitting on a Man," *Coursepack*
- Mona Etienne, "Women and Men, Cloth and Colonization," *Coursepack*

Second Exam: Mar 27

Ethnography and Colonialism (Apr 1 – Apr 10)

- Ranger, Terence, "The Invention of Tradition in Colonial Africa." *Coursepack*
- Frantz Fanon, "Algeria Unveiled," *Coursepack*
- Lesley Sharp, *The Sacrificed Generation*

Presentations (Apr 15 – Apr 24)

Final Exam: May 6 (8 am)

*** This syllabus is subject to change as deemed appropriate by the instructor.**

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, January 8, 2008 11:15 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Astra software download]
Attach: Installing the Ad Astra client.doc

-------- Original Message --------
Subject: Astra software download
Date: Wed, 07 Nov 2007 16:32:07 -0500
From: Renee Sherman <rsherman@email.unc.edu>
Organization: University of North Carolina at Chapel Hill
To: undisclosed-recipients:;

Greetings,

Please find attached the link to download the Astra Scheduling Software to your computer. Please let us know if you have any questions.

Just a reminder, DO NOT USE SCREEN 134 in SIS which is the meeting pattern screen.

We are also not using the software at this time to do any event scheduling.
Further training is necessary for event scheduling.

An additional email will be sent with information regarding dates and times for Astra workshops.

Have fun!
Renee
--
Renee Sherman
Scheduling Team Lead
Office of the University Registrar
Suite 3100, CB#2100
Student Academic Services Building-North
University of NC at Chapel Hill
Chapel Hill, NC 27599-2100
(919)962-6093 * (919)843-8709 fax
rsherman@email.unc.edu

Installing the Ad Astra client

Step 1: Download the software

Go to http://classrooms.unc.edu/astra.6.setup.exe and save the file to your local computer.

Step 2: Install the software

Double-click the astra.6.setup.exe file to begin the installation.

An install wizard appears that will walk you through the steps of installing the Ad Astra client. Click *Next* to go to the next screen. Choose where you would like to install the software on your local hard drive. By default, it will install Ad Astra to C:\AstraSchedule. Click *Next*.

On the screen that follows, you will select the components of Ad Astra you wish to install. Put a checkmark next to only **Astra Schedule.** You will not have access to the other components of this application. Click *Next*.

On the following screen - Select Program Manager Group - click *Next*.

You are ready to install Astra Schedule Client. Click *Next* to begin.

The software installs. Click *Finish* to end.

Step 3: Configuring Astra client

On your desktop, you will see a shortcut entitled 'AstraSchedule'. Double-click this shortcut to start the Astra software.

Use the following settings to connect to the Astra server.

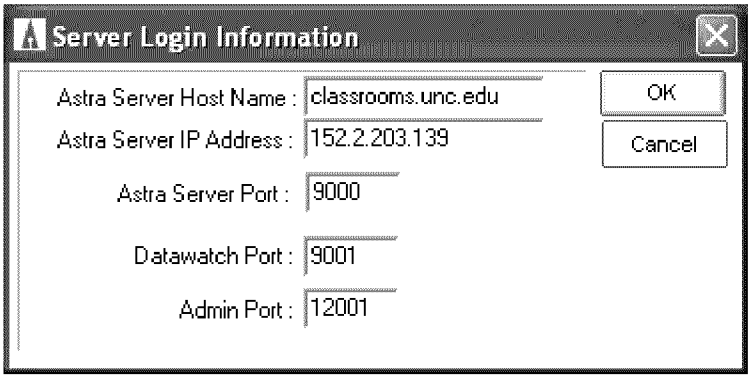

Enter your username and password. You are ready to begin using Astra!

From: Travis Gore <stgore@email.unc.edu>
Sent: Wednesday, January 9, 2008 11:07 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Crosslists with Art]

-------- Original Message --------
Subject: Crosslists with Art
Date: Wed, 9 Jan 2008 10:20:55 -0500
From: Daniel Ingraham <dingraha@email.unc.edu>
To: stgore@email.unc.edu

Travis -

These are the crosslisted courses for the Art Department with both AfAm and African Studies. If you have any questions or problems, don't hesitate to let me know.

ART 287/AFAM 287, 10 tickets for AFAM

ART 353/AFRI 353, 9 tickets fro AFRI

Thanks,
Daniel Ingraham
Office Assistant
Department of Art

From: Travis Gore <stgore@email.unc.edu>
Sent: Friday, January 18, 2008 11:31 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: (no subject)
Attach: Language Position Applicant Flow Chart.doc

From: Travis Gore <stgore@email.unc.edu>
Sent: Thursday, January 31, 2008 2:52 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: (no subject)
Attach: MurpheyBrown.doc

From: Travis Gore <stgore@email.unc.edu>
Sent: Monday, February 11, 2008 4:21 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: (no subject)
Attach: Professor Horace Campbell.doc

From: Travis Gore <stgore@email.unc.edu>
Sent: Monday, March 3, 2008 11:54 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: AFRI/WMST 261 MEX for Tuesday, March 4, 2008]
Attach: MEX 20080304.doc

-------- Original Message --------
Subject: AFRI/WMST 261 MEX for Tuesday, March 4, 2008
Date: Mon, 03 Mar 2008 10:34:03 -0500
From: Roberta Ann Dunbar <radunbar@email.unc.edu>
Organization: University of North Carolina at Chapel Hill
To: Travis Gore <stgore@email.unc.edu>

Here is it, Travis. Many thanks.
Ann

--
Roberta Ann Dunbar
Department of African and Afro-American Studies
CB#3395, 109 Battle Hall
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3395
Tel. 919.966.2942
FAX 919.962.2694

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, March 4, 2008 2:41 PM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: Work in Progress
Attach: Julius-Civilian Leadership Transformation and Effective Dialogue Between theMilitary and Civilian Leadership.doc

---

Civilian Leadership Transformation and Effective Dialogue Between the Military and Civilian Leadership

Readings:

E. Gryimah-Boadi, "Africa: The Quality of Political Reform"

George McAleer, "Leaders in Transition: Advice From Colin Powell and Other Strategic Thinkers"

African Leadership Council "Code of African Leadership"

Brigadier-General Daniel K Frimpong "Leadership and the Challenges of Command: "The Ghana Military Academy Experience"

Eboe Hutchful, "Demilitarising the Political Process in Africa: Some Basic Issues"

Introduction:

1. The primary context in the discussion of civilian and military leadership in Africa is the "democratizing" process which has been underway in Africa since the late 1980s.

2. In the period 1965-1990, any discussion of either civilian or military leadership in Africa was conducted in the context of military rule or one-party political systems. Either way, the relationship between the two elements was greatly affected by the "undemocratic" nature of their existence.

a) For the military, the institution had violated the cardinal rule of military professionalism by carrying out coups d'etat.

b) For civilian leadership, it no longer had legitimacy because of muzzling alternative voices in society.

The two sides reflected the lack of democracy; and also violated the basic principles of the Hutingtarian thesis of "Objective Control" and "Subjective Control" of the military. ef: Samuel P Huntington, Soldier and State

3. The lack of democracy also meant that no effective dialogue could take place between civilian and military leadership. The consequences of this lack of effective dialogue led to (a) ineffective civilian leadership, and b) ineffective military leadership.

Changing Context of Politics in Africa

1. In the 1990's, Africa became part of the global surge in democratization. The main elements of democratization included:

a) Multi-partysm
b) emergence of an active civil society
c) the retreat by the military to the barracks
d) the acceptance of global standards for human rights as con?? in the various international instruments.

2. These changes necessitated the rethinking of leadership on the part of both civilian and military leadership. Elements of this "rethinking" included:

a) the nature of civil-military relations
b) constitutionalism and the rule of law
c) Professionalism in the military
d) Civilian responsibility to the military

The "rethinking" on the relationship between the civilian and military sectors has necessitated the following:

a) To critically examine the types of leadership one finds in both the civilian and military sectors (the need to have/develop "strategic" thinkers);
b) To think about security sector reform and the implications for both civilian and military sectors.

Reconceptualization of Security and Its Implications for Leadership

-African scholars, leaders and commentators have been in the forefront in accepting and embracing the new conceptualization of security; from military security to HUMAN security.

This reconceptualization has implications for the type of leadership that needs to be developed in Africa; and does affect the way military and civilian leadership relate to each others (discuss this in detail): economic underdevelopment; globalization; civil conflict; social development; etc)

What are the difficulties (in terms of practice) associated with the adoption of Human Security as the operational concept?
How are militaries dealing with it?
How are civilians dealing with it?

Strategic Thinking/Strategic Leadership
The practice of leadership is always contextual, but there are some qualities as characteristics that can be universally applied. These standards may help us assess whether one is a good leader or not.

Questions to be asked in this context:
a) What is ethical leadership?
b) What is effective leadership?

c) What is strategic leadership?
d) Do leadership qualities differ/transferable from civilian to military?
e) What has been Africa's experience with strategic leadership?
f) What needs to be done?

Questions for participants:

From: Travis Gore <stgore@email.unc.edu>
Sent: Friday, March 7, 2008 1:34 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: (no subject)

---

http://www.geocities.com/demonic_sheep666/fabio.html

From: Travis Gore <stgore@email.unc.edu>
Sent: Friday, March 7, 2008 1:39 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: (no subject)

---

http://www.flickr.com/photos/17661757@N00/71630039/

From: Travis Gore <stgore@email.unc.edu>
Sent: Friday, March 7, 2008 1:42 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: (no subject)

---

http://www.youtube.com/watch?v=A7w4dpxgSWA

From: Travis Gore <stgore@email.unc.edu>
Sent: Friday, March 7, 2008 3:02 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: (no subject)
Attach: DrJ's.Tmacletter..doc

From: Travis Gore <stgore@email.unc.edu>
Sent: Thursday, March 13, 2008 9:46 AM
To: Julius Nyang'oro <jen321@email.unc.edu>
Subject: Re: cliffnotes

Glad I was able to make the deadline. Thanks for Friday off!!

Julius Nyang'oro wrote:

> Gore many thinks. They were waiting for these notes!
>

From: Travis Gore <stgore@email.unc.edu>
Sent: Thursday, April 17, 2008 1:21 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Test

From: Travis Gore <stgore@email.unc.edu>
Sent: Friday, July 11, 2008 11:56 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: PODS

---

http://www.pods.com/

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, August 12, 2008 10:35 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Syllabus AFAM102 Fall 2008.pdf]
Attach: Syllabus AFAM102 Fall 2008.pdf

-------- Original Message --------
Subject: Syllabus AFAM102 Fall 2008.pdf
Date: Tue, 12 Aug 2008 10:24:10 -0400
From: Kenneth Janken <krjanken@email.unc.edu>
To: Travis Gore <stgore@email.unc.edu>

Dear Travis,

Attached is my syllabus for AFAM 102. I'll post it on Blackboard in the next couple of days, so I don't think you need to print out a whole lot of them.

Kenneth
--

Kenneth R. Janken

Professor of Afro-American Studies

Department of African and Afro-American Studies

Battle Hall, Campus Box #3395

University of North Carolina

Chapel Hill, NC 27599-3395

/and/
Director of Experiential Education

Office of Undergraduate Curricula

300 Steele Bldg, Campus Box 3504

University of North Carolina

Chapel Hill, NC 27599-3504

(919) 962-1519 (voice)

(919) 962-2694 (fax)

http://uncpress.unc.edu/books/T-8059.html

http://www.umass.edu/umpress/spr_97/janken.html

Afro-American Studies 102:
The Black Experience since 1865
Fall 2008
Dr. Kenneth Janken

How to reach me
My office telephone number is 962-1519.
My email address is "krjanken@email.unc.edu".
My office is 301 Battle Hall.
My office hours are Wednesday mornings, 9:15-11:15. Please stop by!

If you have computer or Blackboard issues, call the Information and Technology Services Response Center at 962-4357. You may be able to borrow a laptop for the midterm and final if yours needs repairs. *I am sorry, but I am unable to help you with your technology problems.*

Required Readings – also available on two-hour reserve in the U.L.
Nell Irvin Painter, *Creating Black Americans*
Women in the Civil Rights Movement, ed. Vicki L. Crawford, et. al.
John David Smith, *Black Voices from Reconstruction*
Selected readings available on the Blackboard course page. Follow "Course Documents" link.
Selected readings on e-reserve. See the library's e-reserve page for the links.

Course Requirements

1. Weekly homework (usually a 250-word essay) *due at the beginning of class on Tuesdays*, worth 6% of final grade. The assignment will be posted to Blackboard on Fridays. In order to receive credit for this portion of the grade, students may miss no more than one homework assignment. Students who miss two or more assignments will receive no credit. I will not accept late assignments.
2. Of the weekly homework assignments, I will choose two for grading. Each graded assignment is worth 12% of the final grade.
3. A midterm exam worth 35% of final grade. **Midterm date: October 2**
4. A final exam, worth 35% of final grade.
5. Class Attendance. Students who regularly miss class will not pass.

About computers in class
Graded work produced in class must be written on your laptop computer using Securexam software. To learn about this software, visit http://securexam.unc.edu/. More information will be forthcoming.

Otherwise, I do not allow students to use laptops in class. Also, please turn off cell phones, PDAs, iPods and MP3 players, and other electronic devices that will only distract you and me from what is happening in class.

Weekly Topics

WEEK ONE (August 19, 21): Introduction to the course; the Civil War.
READINGS: *Creating Black Americans*, chapters 4 and 5.

WEEK TWO (August 26, 28): Reconstruction.
READINGS: *Black Voices from Reconstruction*, chapters 1-5.

WEEK THREE (September 2, 4): Reconstruction.
READINGS: *Black Voices from Reconstruction*, chapters 6-10 and conclusion..

WEEK FOUR (September 9, 11): Moving toward the Nadir.
READINGS: *Creating Black Americans*, chap. 7, section titled "The Destruction of Democracy"; and link on Blackboard: *1898 Wilmington Race Riot Report*, chapters 2-3.

WEEK FIVE (September 16, 18): Disfranchisement and violence in North Carolina.
READINGS: link on Blackboard: *1898 Wilmington Race Riot Report*, chapters 4-5.

WEEK SIX (September 23, 25): Campaign against lynching.
READINGS: Links on Blackboard: Ida B. Wells, "Lynch Law in America"; Patricia Schechter, "Unfinished Business: Ida B. Wells against Lynching, or, How Antilynching Got Its Gender," in *Under Sentence of Death*, ed. Fitzhugh Brundage.

WEEK SEVEN (September 30, October 2): Protest and accommodation
READINGS: *Creating Black Americans*, chap. 8; links on Blackboard to Booker T. Washington's "Atlanta Compromise" speech and W.E.B. Du Bois's critique of Washington.

WEEK EIGHT (October 7, 9): World War I, the Great Migration, & the New Negro.
READINGS: *Creating Black Americans*, chap. 9.

WEEK NINE (October 14): Strategy alternatives in the Great Depression.
READINGS: *Creating Black Americans*, chap. 10; link on Blackboard to Du Bois, "A Negro Nation within the Nation"

WEEK TEN (October 21, 23): War, Post-war, and Cold War.
READINGS: *Creating Black Americans*, chapters 11 and 12.

WEEK ELEVEN (October 28, 30): Preparation for the Civil Rights Movement.
READINGS: *Women in the Civil Rights Movement*, chapters 15, 5, 8, 11, and 6.

WEEK TWELVE (November 4, 6): The civil rights revolution.
READINGS: *Creating Black Americans*, chap. 13; *Women in the Civil Rights Movement*, chapters 2, 3, and 7; link on library e-reserves to the *Journal of American History* 91 (June 2004). I will assign selected articles from this journal.

WEEK THIRTEEN (November 11, 13): Radicalism and Black Power I.
READINGS: *Creating Black Americans*, chap. 14.

WEEK FOURTEEN (November 18, 20): Radicalism and Black Power II.
READINGS: Link on Blackboard to "From Black Power to Multicultural Organizing in Greensboro."

WEEK FIFTEEN (November 25): Affirmative action.
READINGS: Link on library e-reserves to the *Journal of American History* 91 (June 2004). The article to read is Thomas J. Sugrue, "Affirmative Action from Below."

WEEK SIXTEEN (December 2): The Present.
READINGS: *Creating Black Americans*, chap. 15 and epilogue.

In-class final exam will be Friday, December 12, 9-11. If final is take-home, it must be uploaded by 11:15 A.M. on Friday, December 12.

From: Travis Gore <stgore@email.unc.edu>
Sent: Monday, September 15, 2008 3:02 PM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: letters

Hello Sir Julius,

There were just 4 addresses correct?

Thank you.

Gore

From: Travis Gore <stgore@email.unc.edu>
Sent: Wednesday, September 24, 2008 4:30 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Faculty Personnel
Attach: FACPRSNN.DOC

Curriculum in African and Afro-American Studies

Policies on Faculty Personnel Actions

April 6, 1995

I. Introduction

The principal aims of the Curriculum in African and Afro-American Studies are to preserve, to increase, and to transmit knowledge and understanding of African and Afro-American Studies. These aims are furthered by the scholarly activity of the faculty and by their teaching of a variety of courses at different levels to undergraduate and graduate students. In hiring and promoting faculty, the curriculum seeks to maintain its high standards of teaching and of scholarship. It also encourages service to the curriculum, the University, the professional community, and the State. The Curriculum in African and Afro-American Studies seeks to be as objective, fair, and honest as possible in matters of hiring and promotion. It reaffirms at this time its goal of quality combined with diversity. All hiring and promotion take place within the context of curriculum needs and resources (chiefly salary funds), as well as the rank and tenure patterns within the curriculum. The curriculum subscribes wholeheartedly to the guidelines of Affirmative Action and commits itself to make personnel decisions with all possible justice to both the University and the individuals concerned.

The curriculum's policies are subject to those set forth in the following University publications. The most recent edition of each document takes precedence.

A. The Code, Board of Governors, UNC, (August 1988 edition).

B. Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill, (July 1, 1994 edition).

C. The Faculty Code of University Government, the

University of North Carolina at Chapel Hill (January 1991 edition).

D. Affirmative Action Plan, University of North Carolina at Chapel Hill, (most recent edition).

E. Administrative Guide for the Processing of Personnel Action in the College of Arts and Sciences, Office of the Dean, College of Arts and Sciences, the University of North Carolina at Chapel Hill. (most recent edition).

F. Memorandum from the Dean on Personnel Procedures in the College (January 5, 1994).

This statement is supplemental to, and subject to, the above policies. Each faculty member has the responsibility to become familiar with their provisions.

II. Standards

Some of the standards that this curriculum applies to the evaluation of candidates are qualitative and cannot be expressed quantitatively. Therefore, they inescapably entail subjective judgment. It is therefore not possible to reduce the evaluation of academic personnel to the purely objective determination that certain things have been done and a specific period of time has passed.

The Department may recommend any candidate for promotion and/or permanent tenure before the expiration of his or her probationary term if the quality of the candidate's record justifies an early recommendation.

Prerequisite to the appointment or reappointment of any candidate is the prospective and continuing need for the services that he or she, as a teacher-scholar-artist-performer in a particular field, is qualified to carry out. Where this need does not exist, or has disappeared or may disappear, or where program change or curtailment of funding obliges the University to discontinue support, appointment or reappointment is precluded. However, an appointment of an individual to a tenure-track position is based on the belief that the appointment meets a continuing need of the curriculum.

The following standards will be employed in evaluations for reappointment, promotion, and tenure:

(a) A demonstrated commitment to teaching excellence is a prerequisite for the consideration of tenure. While its presence without the other two general standards also being met will not bring tenure, its absence is sufficient to deny tenure.

(b) A demonstrated commitment to quality research [or its equivalent in artistic performance and creative activity] is a prerequisite for the consideration of tenure.

(c) Service to the University and the State and to one's academic profession is an additional consideration in the overall assessment of a faculty colleague. Service is not deemed a substitute for excellence in teaching and excellence in research.

A. Standards of Teaching

The Curriculum in African and Afro-American Studies expects and encourages teaching of the highest quality. Although it is not possible to enumerate here all criteria of teaching, a good teacher is one who prepares his or her course with the discrimination and skill needed for good scholarship; responsibly formulates the objectives of the course and uses imaginative ways of achieving them; commands the attention of students; stimulates their interest; enlarges their minds; improves their thinking; and, to the extent that it is possible, makes them active rather than passive participants in the course. An excellent teacher demands substantial accomplishment and high standards of work, grades all work fairly, is articulate and resourceful, and bases what he or she teaches on evidence and sound method. In addition, where appropriate, such a teacher conscientiously provides helpful advice and guidance to both graduate and undergraduate students on an individual basis, directs theses and dissertations, and serves on committees that critically examine and evaluate such research projects. In short, what the curriculum looks for is an individual's generous involvement in teaching.

B. Standards of Research [and Creative Artistic Activity]

The Curriculum in African and Afro-American Studies expects and encourages its faculty to be actively involved throughout their careers in significant scholarly research [or creative artistic activity]. Scholarship is understood as the advancement of knowledge and understanding and consists substantially of original research or interpretation that is part of a coherent project. The central result of scholarship is publication. The Curriculum in African and Afro-American Studies strongly encourages such publication as an obvious way of extending knowledge and of sharing the fruits of scholarly thought and investigation with a wider audience that can be both critical and appreciative.

At the same time, the curriculum insists on regarding quality of publication as more important than quantity. Artistic creative activity is for some faculty in the curriculum what scholarship is for others.

Exhibition or performance is for faculty engaged in artistic creative activity what publication is for faculty engaged in scholarship. The curriculum expects its artistic creative faculty to be involved significantly in exhibition or performance. Again, the curriculum insists on regarding quality of exhibition or performance as more important than quantity.

C. Standards of Service

A service assignment is well done when its goals are pursued diligently, imaginatively, and responsibly, with concern for deadlines and appropriate results. Conscientious and efficient performance combined with collegiality, tact, and

resourcefulness bring credit to the individual and the curriculum and will be recognized.

Instructors and assistant and associate professors without permanent tenure are expected to undertake only those service functions the curriculum chair may assign, and to concentrate their efforts on teaching and scholarship. Although their main business is teaching and research, junior members of the curriculum will be called upon to perform a number of service activities: work on curriculum committees, cooperation in programs benefiting North Carolina high school students, and the like. An attitude of cooperation, collegiality, and competent performance of these duties is expected in service activities.

III. Criteria for Specific Personnel Actions

A. Fixed-term faculty ranks: Lecturer and its equivalent

Lecturer, artist-in-residence, writer-in-residence, and the traditional academic ranks from instructor through professor accompanied by one of the prefix qualifications "adjunct," "clinical" or "research," are of a fixed-term duration.

Such an appointment is appropriate for one who possesses unusual qualifications for teaching, research, academic administration, or public service from an academic base, but for whom none of the professorial ranks nor the instructor rank is appropriate. These appointments are also appropriate if the continued availability of special funding for the position is a matter of concern or for other valid institutional reasons. Initial appointment may be for a fixed- term of from one to five years. Subsequent appointments for fixed- terms of one to five years duration may be made either in direct succession or at intervals. Each is considered an initial appointment. Every such appointment or reappointment is dictated by unusual needs and situations. Qualifications are therefore determined by the curriculum chair, in consultation with the curriculum advisory committee and/or the ad hoc search committee entrusted with the search for the position.

B. Instructor

The candidate approved by the curriculum to be recommended for an appointment as an assistant professor but who, when approved, is still completing a doctoral dissertation, will be recommended for an appointment as instructor for one year with the special provision that upon conferral of the doctorate he or she will be reappointed at the rank of assistant professor, and with the further proviso that the effective date of his or her appointment at the rank of assistant professor will be retroactive to the effective date of his or her current appointment as instructor, or to the July 1 or January 1 immediately preceding the date of conferral. Such an appointment will carry the title "instructor with special provision."

C. Assistant Professor

This rank denotes a tenure-track position, with an initial appointment for four years and the possibility of reappointment for three additional years.

1. Standards for initial appointment

Clear promise of excellence in teaching, scholarship, and service and completion of all requirements for the doctorate or other terminal degree and the degree's conferral are required.

2. Reappointment for a second probationary term or promotion

The initial review and recommendation for reappointment or promotion occurs by the end of the third year of the initial probationary appointment. For an assistant professor already serving in the curriculum, reappointment is based on (a) demonstrated excellence in teaching, (b) concrete evidence of serious and original scholarship [or significant artistic creative activity], (c) appropriate service to the curriculum, and (d) the needs and resources of the curriculum and University.

D. Associate Professor

In evaluating past performance, present achievements, and promise for the future, the following factors will be considered: (1) the candidate's teaching should be very good in several courses and clearly distinguished in at least one area; (2) the candidate must have made scholarly contribution(s) of demonstrable value to the field of inquiry [or serious and substantial contribution to his or her artistic field]; (3) the candidate must be recognized as a helpful and valued colleague, one who has willingly and conscientiously performed needed services within the academic community; (4) the candidate's contributions must be deemed consistent with the needs and resources of the curriculum and University.

Promotion to associate professor confers tenure. Tenure is a permanent commitment by the curriculum and the University. Recommendation for tenure requires a judgment not only about the past and present achievements of the candidate but about his or her potential for future achievements as well as the projected needs of the curriculum and the University. While emphasizing proven excellence in teaching and research, the curriculum remains very much concerned, in questions of tenure, that a person show promise of continuing achievement in all three areas, teaching, research, and service. A professional judgement on the part of the faculty and the Chair about both the future direction and needs of the curriculum and a careful assessment informed by outside references about the qualification of the candidate for helping to meet those needs is necessarily a part of any tenure decision.

The curriculum will decide whether to recommend tenure following an initial appointment as an associate professor on the basis of the criteria outlined above for promotion to associate professor. Under exceptional circumstances, an associate professor appointed from outside the curriculum may be recommended for an appointment with tenure.

E. Full Professor

A candidate for full professor should have made significant contributions in the field beyond those expected of an associate professor with tenure. As a scholar, artist, or creative performer, the candidate should have a record of sustained research and high quality publication, or sustained artistic creativity, and distinctive achievements sufficient to have gained significant recognition in the field. The candidate should have a demonstrated commitment to continued excellence in teaching. The candidate should have a record of service that demonstrates the capacity for constructive contributions to the curriculum and the University.

F. Joint Appointments

In order to be recommended for a joint tenure-track appointment in the Curriculum in African and Afro-American Studies , a faculty member must meet the standards for the rank for which he or she is being considered and must simultaneously meet the standards for the same rank in another curriculum, so that he or she will have the same rank in both curriculums. A joint appointment is not extended as a courtesy. The curriculum will initiate or approve a joint appointment, and participate in the recommendation it requires, only if the joint appointment effectively meets a serious curriculum need.

G. General Recruiting Procedures

Recruiting of new faculty is undertaken with three considerations in mind: (1) that constant attention is given to the dictates of justice so that recruiting complies with governmental and university requirements; (2) that all aspects of recruiting are conducted with unfailing courtesy; (3) that recruiting is undertaken with a view to the curriculum's future development as well as its immediate needs.

IV. Procedural Sequence for Reappointment, Promotion, and Conferral of Tenure

Assistant Professor

a. In the third year after the initial appointment to a four-year term, Assistant Professors are reviewed and recommended for either reappointment to a second probationary term of three years or non-reappointment.

b. If reappointed, Assistant Professors are reviewed during their sixth year for consideration for promotion to Associate Professor, with conferral of tenure; non-reappointment; or under distinctly exceptional circumstances, reappointment at the rank of Assistant Professor with conferral of tenure.

c. If not recommended by the Chair to be reappointed at the end of the initial or the second probationary term, the Assistant Professor will be notified of the Chair's recommendation by the Chair no later than 12 months before the end of his or her current probationary appointment term.

d. When an Assistant Professor receives permanent tenure at that rank, he or she must be reviewed for promotion at least every third year after the conferral of tenure.

Associate Professor

a. No later than the fourth year of an initial appointment to a five-year term, Associate Professors are reviewed for reappointment as Associate Professor, with tenure; promotion to Professor; or non-reappointment.

b. If recommended by the Chair not to be reappointed at the end of the probationary five-year term, the Associate Professor must be notified of the Chair's recommendation by the Chair no later than 12 months before the end of his or her probationary appointment.

c. When an Associate Professor has completed five years in rank and has been reappointed with tenure, then he or she must be reviewed for possible promotion to Professor every third year thereafter.

d. An Associate Professor promoted to that rank at the University of North Carolina at Chapel Hill must be reviewed in his or her fifth year in that rank and every third year thereafter for possible promotion to Professor.

e. An Associate Professor appointed from outside the University without tenure may be reappointed with tenure before the end of his or her initial appointment. He or she will then be reviewed for promotion in the fifth year after the initial appointment as Associate Professor and every third year thereafter until promotion to Professor.

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, October 7, 2008 9:42 AM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: (no subject)
Attach: Bruce Carney.doc

From: Travis Gore <stgore@email.unc.edu>
Sent: Friday, October 24, 2008 6:59 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: Did you notify Deby that t# was approved?

---

yes

Deborah Crowder wrote:
>
>

From: Travis Gore <stgore@email.unc.edu>
Sent: Monday, October 27, 2008 11:29 AM
To: Kia L Caldwell <klcaldwe@email.unc.edu>
Cc: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Travel Fund

Hi Professor Caldwell,

Could you please send the specifics on how you want the money to be charged for the Atlanta trip.

Thank you,

Travis

From: Travis Gore <stgore@email.unc.edu>
Sent: Thursday, November 13, 2008 10:08 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Help with refreshments]

-------- Original Message --------
Subject: Help with refreshments
Date: Wed, 12 Nov 2008 14:48:46 -0500
From: Kia Lilly Caldwell <klcaldwe@email.unc.edu>
To: Travis Gore <stgore@email.unc.edu>, Eunice Sahle <eunice@email.unc.edu>

Hi Travis,
Eunice and I are planning a round table on the election. It will take place next Monday at noon - you booked Toy Lounge for it. We'd like to have some juices/sodas and bottled water and will need help getting the drinks to Toy Lounge. Would you and our student assistant be able to help us? I could put the drinks in my car, but the closest parking would probably be near Memorial Hall. We could try to take the drinks between 11:30 -12:00. Please let me know if you have any suggestions and if some type of cart might be a possibility.

Thanks,
Kia

From: Travis Gore <stgore@email.unc.edu>
Sent: Thursday, December 4, 2008 10:53 AM
To: Donato Fhunsu <dfhunsu21@unc.edu>
Cc: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re:

Hola Donato. Hoy es muy frio. Estoy bien gracias con mucho trabajo pero todo bien. Gracias por preguntar y tu como has estado?

All of the final exams are held in the same classrooms that you have during the semester so you should not have any problems.

Thank you,

Travis

Donato Fhunsu wrote:
> Dear Travis,
>
> Buenos días. ¿Cómo estás? ¿Bien?
> The final exams for my classes are scheduled for the following days
> and times:
> (1) LGLA 101: Saturday, December 6, 12:00PM-3:00PM
> (We have class in DE 207)
> (2) AFRI 262: Saturday, December 6, 4:00PM-7:00PM
> (We have class in GC 1005)
> (3) LGLA 203: Thursday, December 11, 12:00PM-3:00PM
> (We have class in HM 519).
> Will you please check to make sure that those classrooms are free for
> those times of our final exams, especially the GC (Global Education
> Center, since AFRI 262 is a big class)?
>
> Thank you.
> Donato
>
>

From: Travis Gore <stgore@email.unc.edu>
Sent: Wednesday, January 7, 2009 10:59 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Syllabi]
Attach: Afri 368 Spring 2009 syllabus.doc; Afri 480 Syllabus.doc

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You want to take a look at these before I print them out ?

-------- Original Message --------
Subject: Syllabi
Date: Wed, 7 Jan 2009 09:10:16 -0500
From: Michael Lambert <mlambert@unc.edu>
To: <stgore@email.unc.edu>

Hi Travis,

Here are copies of my syllabi for the spring semester. I believe I will need about 45 copies of each.

Thanks,

Mike

Prof. Michael Lambert
Office: 3026 GEC
Office Hours: Tues 3:30-4:30 and by appointment
Phone: 962-1585

Spring 2009
TR 2:00-3:15
Phillips 328
mlambert@unc.edu

Afri 368: Political Protest and Conflict in Africa

This course surveys contemporary forms of political conflict and protest in Africa. The objective is to use political conflict as a lens through which to discuss and understand current social and political realities on the African continent. A limited number of sites of political conflict will be examined in detail. This term these sites will include Kenya, Southern Africa, the Guinea Coast (Sierra Leone and Liberia), and Rwanda. We will examine the nature, causes, and consequences of these conflicts. These case studies will be used to discuss topics that are broader than but closely related to political conflict. These topics will include, but will not be limited to, ideologies of political opposition, ethnicity and nationalism, child soldiers, famine and refugees, and everyday forms of resistance to state power.

Course Requirements: All students are expected to attend all classes and to complete all assigned readings. Attendance and participation will be considered in assigning final grades. Your final grade will be based on the assignments listed below. Please take note of the dates on which the assignments are due. Late assignments will be penalized.

Map Quiz (Jan 29)	10%	Research Paper (Apr 23)	25%
Midterm Exam (Mar 5)	20%		
Final Exam (Apr 30)	20%	PresentaitonPresentation (optional) 15%	
		Participation	10%

Map Quiz: This is a short evaluation of your ability to identify basic geographic and political features of the African continent. You can find a map and a list of countries and their capitals in the text *Understanding Contemporary Africa,* edited by Gordon and Gordon (page 22). Use this map to study for the map quiz. Other maps might be outdated or use alternative spelling. **Note that you are expected to learn both the countries and their capitals.**

Research Paper: You will have the opportunity to write a research paper on a topic of your choice. All students will be required to submit a proposed topic and preliminary bibliography before April 11. You must have a satisfactory working bibliography by this date.

The Honor Code is, as always, in effect for this course.

Texts: The following texts are available at Student Store. They are also on reserve at Undergraduate Library.

The Wretched of the Earth, Frantz Fanon; *A Complicated War: The Harrowing of Mozambique*, William Finnegan; *Weep Not Child*, Ngugi Wa Thiongo; *We Wish to Inform You That Tomorrow We Will be Killed with our Families*, Philip Gourevitch; *The Graves are not yet Full: Race Tribe and Power in the Heart of Africa*, Bill Berkeley; *Blood Diamonds*, Greg Campbell.

The following texts and readings are on reserve at the Undergraduate Library.

Understanding Contemporary Africa, edited by April Gordon and Donald Gordon; *Africa*, edited by Phyllis Martin and Patrick OMeara; *Divide and Rule*, Africa Watch; *The Revolutionary Years: West Africa Since 1800*, J.B. Webster and A.A. Boahen; 'The Coming Anarchy' (photocopy), Robert Kaplan; 'Rebellion in Liberia and Sierra Leone,' Paul Richards in *Conflict in Africa* by Oliver Furley (ed). 134-70.

Course Topics and Readings:
(The texts and readings marked with an asterisk (*) are on reserve at the Davis Library.)

Jan 13 Introduction

History and Politics (January 15 - January 27)

Much of the contemporary African political experience has been shaped by the colonial era. During this section, we will discuss the colonial experience in Africa. We will look at the factors that led to the European domination of the continent during the twentieth century and the reasons that the colonial era ended. We will also consider the ways by which the colonial rule of the various European powers differed from each other.
Readings: *'The Colonial Era,' Martin and O'Meara, 3-45, 135-155; Frantz Fanon, 'Concerning Violence' and 'On National Culture'

Map Quiz: Jan 29

Continuity and Disrupture: Kenya (Feb 3 – 17)

Our first case study will be Kenya. We will begin by examining what has come to be referred to as the Mau Mau uprising. This uprising represented an attempt on the part of the Kikuyu peoples to regain control of their ancestral lands from European settlers. The outcome of this uprising was the independence of Kenya. We will close by considering the current political situation in Kenya. This will allow us to gain an understanding of the extent to which independence change the nature of the political violence in Africa. It will also allow us to examine the ways by which current African regimes use violence as strategy to maintain power.

Readings: Ngugi Wa Thiongo, *Weep Not Child*; 'African Politics,' Gordon and Gordon, 53-90; *Africa Watch, 1-18

Undoing Racial Politics: Southern Africa (Feb 19 - March 3)

This section will examine political violence in Southern Africa during the era of apartheid. While we will examine the situation in South Africa, we will pay particular attention to the impact that the policies of apartheid had on the neighboring nation of Mozambique. After Mozambique belatedly won its independence from Portugal in the 1970s, its leadership aligned with the Soviet Union and attempted to implement Marxist policies. This placed Mozambique on the frontline of both the Cold War and the struggle against white minority rule in South Africa.

Readings: 'South Africa,' Gordon and Gordon, 335-370; Finnegan, *A Complicated War: The Harrowing of Mozambique*; Bill Berkeley, *The Graves are Not Yet Full*, chapter 4.

Mid-term Exam: Mar 5

Conflicts 'without ideology': The Guinea Coast (March 17 - 26)

During this section we will examine one of the more recent eruptions of wide spread political violence in Africa. Beginning in 1990 in Liberia this uprising has wrecked havoc in several nations along the West African coast: Liberia, Sierra Leone, Guinea, Guinea Bissau, and Senegal. Unlike Mozambique's civil war, this conflict erupted in the political vacuum created in this region of Africa after the end of the Cold War. The combatants are perceived by many to lack ideologically derived commitments and thus rely on tactics that are unusually brutal. In addition to examining the reasons for this conflict and the impact that it has had on the region, we will evaluate the ways by which 'outsiders' have attempted to understand this conflict as ideologically empty.

Readings: *Webster and Boahen, pp. 111-136, 361-373, Stephen, *Kaplan 'The Coming Anarchy, *Richards 'Rebellion in Liberia and Sierra Leone;' Bill Berkeley, *The Graves are Not Yet Full*, chapters 1 and 2, Greg Campbell, *Blood Diamonds*.

Genocide: Rwanda (March 31 - April 9)

We will close with an examination of what were perhaps the most tragic events of the second half of the 20th century. In Rwanda in 1994 some members of Hutu ethnic group attempted to eliminate the Tutsi people. Conservative estimates place the number of lives lost during this genocide at over 500,000. We will examine issues related to this outbreak of ethnic violence such as the nature of ethnicity in Rwanda and the history of relations between these peoples. We also examine the why the international community was unable and/or unwilling to intervene.

Readings: Philip Gourevitch, *We Wish to Inform You That Tomorrow We Will be Killed with our Families*; Bill Berkeley, *The Graves are Not Yet Full*, chapter 6.

Student Presentations (April 14 - 23)

Final Exam (April 30, 4 pm)

*** This syllabus is subject to change as deemed appropriate by the instructor.**

Prof. Michael Lambert
Office: 3026 GEC
Phone: 962-1585
Office Hours: Tuesday 3:30-4:30 and by appointment.

Spring 2009
TR: 11:00-12:15
Dey 307

African Studies 480: Ethnography of Africa

This course uses ethnography (detailed case studies) to introduce you to the study of African cultures and societies. By examining ethnographic texts you will learn about topics in African studies such as systems of thought, aesthetics and arts, the economy, politics, social organization, and identity. You will also learn about the production of ethnographic texts as a sub-discipline of anthropology and the issues that this raises with respect to the politics of representation.

Course Requirements: All students are expected to attend all classes and to complete all assigned readings. Attendance and participation will be considered in assigning final grades. Your final grade will be based on the assignments listed below. Please take note of the dates on which the assignments are due. Late papers will be penalized.

First Quiz (Feb 12)	15%	Presentation (Optional)	15%
Second Quiz (Mar 31)	20%	Analytic paper (April 23)	20%
Final exam (Apr 29)	20%	Attendance and participation	10%

Readings and Attendance: The ethnographic genre, by definition, is comprised of written texts. The only way to master this genre is to engage in a close textual reading of the assigned texts. Therefore, it is essential that we read the assigned readings and come to class prepared to discuss these readings.

Analytic Paper: You will have the opportunity to write an analytic essay (7 to 10 pages) on either 1) an ethnography written on a particular African ethnic group, or 2) an ethnographic examination of an issue relevant to African studies. This should be an examination of one monograph length text. Article length manuscripts are not acceptable. I strongly encourage everyone to select a text to examine before April 1 and to check with me to make sure that the text you have selected is appropriate.

Presentation: You will have the opportunity to make a short (10 to 15 minute) presentation on your paper. This is an optional assignment for which there are a limited number of spaces. These spaces will be made available on a first come basis. If you decide not to make a presentation the 15% allocated for this assignment will be evenly distributed between the other assignments. If you sign up to make a presentation you will be required to complete this assignment.

Texts: The following texts are available at the Student Store. They are also on reserve at the Undergraduate Library: Course Pack for Afri 480; E. E. Evans-Pritchard. *The Nuer*. Oxford University Press; Charles Piot, *Remotely Global,* Chicago University Press.

The Honor Code is, as always, in effect for this course.

Readings and Topics:

Introduction: Jan 13

Classic Approaches to Politics and Social Organization (Jan 15 – Jan 27)

- E.E. Evans-Pritchard, *The Nuer*

Witchcraft and Ritual (Jan 29 – Feb 10)

- Evans-Pritchard, "The Notion of Witchcraft Explains Unfortunate Events," *Coursepack*
- Douglas, Mary, "Animals in Lele Religious Symbolism" *Coursepack*

First Quiz: Feb 12

Systems of Belief (Feb 17 – Feb 26)

- Barber, Karin, "How Man Makes God in West Africa," *Coursepack*
- Kopytoff, Igor, "Ancestor's as Elders in Africa," *Coursepack*

The Meanings of Money and Work (Mar 3 – Mar 17)

- Bohannan, Paul, "Some Principles of Exchange and Investment among the Tiv," *Coursepack*
- Hutchinson, Sharon, "The Cattle of Money and the Cattle of Girls Among the Nuer," *Coursepack*
- Charles Piot, *Remotely Global*

Sex and Gender (Mar 19 – Mar 26)

- Van Allen, "Sitting on a Man," *Coursepack*
- Mona Etienne, "Women and Men, Cloth and Colonization," *Coursepack*

Second Exam: Mar 31

Ethnography and Colonialism (Apr 2 – Apr 9)

- Ranger, Terence, "The Invention of Tradition in Colonial Africa." *Coursepack*
- Frantz Fanon, "Algeria Unveiled," *Coursepack*
- Lesley Sharp, *The Sacrificed Generation*

Presentations (Apr 14 – Apr 23)

Final Exam: April 29 (8 am)

*** This syllabus is subject to change as deemed appropriate by the instructor.**

From: Travis Gore <stgore@email.unc.edu>
Sent: Friday, January 23, 2009 2:17 PM
To: Kia L Caldwell <klcaldwe@email.unc.edu>
Cc: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Travel to San Francisco

Hi Professor,

We were able to finally get your Ford account straight from the previous travel. In reviewing the San Francisco travel we saw that you wanted to charge the trip to your Arts and Sciences allotment with the remainder to the Ford account. I am missing a piece of information for the A & S form: title of conference presentation. Also, I am pretty confident that they will give you the entire amount from A & S due to the date you booked the ticket--we'll know shortly --if not we can change part of the charges to Ford. Thanks. Travis

From: Travis Gore <stgore@email.unc.edu>
Sent: Monday, February 9, 2009 3:23 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Re: Discussion Groups]

-------- Original Message --------
Subject: Re: Discussion Groups
Date: Mon, 09 Feb 2009 14:48:53 -0500
From: hildebra@email.unc.edu
To: Travis Gore <stgore@email.unc.edu>
References: <20090209115657.mcysisyrk088gs48@webmail3.isis.unc.edu>
<49907629.1000407@email.unc.edu>

Thanks Travis! This is a miracle!!! We are truly living in the era of
"Yes, we can." -Reg

Quoting Travis Gore <stgore@email.unc.edu>:

> Great news! You have Dey 412 for all days and times!!
> Travis
>
> hildebra@email.unc.edu wrote:
>> Travis,
>>
>> I will need 3 rooms for discussion groups for my section of 101. Any
>> rooms, anywhere that can hold at least 20 people, on THURSDAY
>> FEBRUARY 26TH, & THURSDAY MARCH 19TH.
>>
>> 9:30-10:45,
>>
>> 11-12:15,
>>
>> &
>>
>> 12:30-1:45
>>
>> Thanks much. -Reg
>>
>>
>>
>>
>>
>

From: Travis Gore <stgore@email.unc.edu>
Sent: Friday, February 13, 2009 9:37 AM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: message from Debby

Hello sir,

Debby said she talked to Tim and he thought about having a lunch meeting on Monday. I am not sure where yet but you can talk to Debby.

Thanks

Gore

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, March 31, 2009 10:26 AM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: [Fwd: FS WRN 09093880; Opened; BMST COMMODE RUNNING MEN'S RM]

They are sending Joe the Plumber!

-------- Original Message --------
Subject: FS WRN 09093880; Opened; BMST COMMODE RUNNING MEN'S RM
Date: Tue, 31 Mar 2009 10:00:22 -0400
From: <Work@FAC.UNC.EDU>
To: <stgore@email.unc.edu>

The following work request has been opened in the work management system.

Property..... BATTLE (056)
Location of work.....
Requested by..... TRAVIS GORE
Requested..... 03/31/2009 09:56:35
Category..... SERVICE ORDER
Work Request Number (WRN).. 09093880
Description..... BMST COMMODE RUNNING MEN'S RM

Please reference the above WRN for all correspondence.

If you have any questions or concerns, please reply to this email or contact the Facilities Work Reception Center at 962-3456.

From: Travis Gore <stgore@email.unc.edu>
Sent: Wednesday, May 20, 2009 2:40 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Bobby's White House Video

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http://sports.espn.go.com/espnmag/story?id=4170369

From: Travis Gore <stgore@email.unc.edu>
Sent: Wednesday, August 19, 2009 11:45 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: [Fwd: Afri 101]]
Attach: Afri 101 Syllabus.doc

-------- Original Message --------
Subject: [Fwd: Afri 101]
Date: Wed, 19 Aug 2009 10:01:01 -0400
From: Travis Gore <stgore@email.unc.edu>
To: Travis Gore <stgore@email.unc.edu>

-------- Original Message --------
Subject: Afri 101
Date: Fri, 14 Aug 2009 16:31:57 -0400
From: Michael Lambert <mlambert@email.unc.edu>
To: <stgore@email.unc.edu>

Travis here is a copy of the sylabus for my class. I will need about 65 copies. Thanks!

Mike

Prof. Michael Lambert
Office:, 3026 GEC
Phone: 962-1585
Email: mlambert@unc.edu

Fall Semester 2009
10:00-10:50 MWF
1005 GEC
Office Hours: Mon. 11-12 and by appt.

African Studies 101: Introduction to Africa

This course is designed to provide you with a working knowledge of Africa. You will be able to apply this knowledge in interpreting current events in Africa as they are reported in the national media. This course will also prepare you for more advanced courses in African Studies, anthropology, and international studies, among others. Some of the topics we will study during this semester are the geography of Africa, pre-colonial societies and kingdoms, colonialism, African Nationalism, contemporary politics and economics, and African religious beliefs.

Course Requirements: All students are expected to attend all classes and to complete all assigned readings. Attendance and participation will be considered in assigning final grades. Your final grade will be based on the assignments listed below. Please take note of the dates on which the assignments are due. Late assignments will be penalized.

Map Quiz (Sept. 11)	10%		
First Quiz (Oct. 7)	30%	Final Exam (Dec. 16)	25%
Second Quiz (Nov 11)	30%	Attendance	5%

Map Quiz: This is a short evaluation of your ability to identify the nations and capitals of the African continent. You can find a map and a list of countries and their capitals in the text *Understanding Contemporary Africa,* edited by Gordon and Gordon (page 22 of the 2nd edition). Use this map to study for the map quiz. In order to receive full credit your spelling must be correct. **Note that you must learn both the countries and their capitals.**

First and Second Quizzes: These are tests designed to evaluate your knowledge of the materials covered since the last quiz.

Final Exam: The final exam will be cumulative.

Attendance: Class sessions are an important component of the course and attendance will be kept for each class. It is the responsibility of each student to sign the attendance sheet. In order to receive credit for attendance you must sign the attendance sheet in class. Falsification of the attendance sheet will be treated as a violation of the honor code.

It is your responsibility to make sure that I receive all of your assignments. Please note that UNC policy does not allow faculty to communicate with students concerning confidential issues via email as email is an insecure form of communication. All questions concerning grades must be address in private during office hours or through printed communication. This syllabus may be revised during the semester at the discretion of the instructor.

The Honor Code is, as always, in effect for this course.

Texts: The following texts are available at Student Store and/or on reserve at the undergraduate library.

Required: *Africa*, Phyllis Martin and Patrick O'Meara (Indiana, 1995); *How Europe Underdeveloped Africa*, Walter Rodney (Howard University Press, 1981); *Things Fall Apart,* Chinua Achebe (Heinemann, 1962); *Weep Not, Child*, Ngugi Wa Thiongo (Heinemann, 1964); *The Challenge for Africa*, Wangari Maathai (Pantheon, 2009)

Course Schedule: Topics and Readings:
Introduction (Aug 26)

1) **Looking at Africa** (Aug. 28 - Sept. 4)
This section is designed to introduce you to the continent of Africa. We will examine some features of the physical and human geography of the African continent. We will also discuss some preconceptions and stereotypes that we have concerning Africa

so that we may overcome these stereotypes and view Africa more objectively.
Readings: **Martin and O'Meara**: chs. 1, 2

Sept. 11: Map Quiz

2) **Pre-Colonial Societies and Ancient Kingdoms** (Sept. 9 – 18)
During this section you will learn about pre-colonial Africa. We will begin by addressing the different types of societies that have flourished on the African continent. We will examine the economic activities undertaken by these societies and their social organization. From there we will consider some of Africa's pre-colonial kingdoms. You will learn what these kingdoms were, how they were governed, and why they rose to prominence. We will touch on the issue of how these ancient kingdoms are currently relevant to the African diaspora.
Readings: **Martin and O'Meara**: chs. 4, 5, 6, 9, 10; **Rodney**: 33-70

3) **The Triple Heritage of Religion** (Sept. 21 – 28)
Religion has been an important institution in defining African societies. Although most Africans are now Muslim or Christian, the continent has its own rich religious traditions. In this section we will examine some of Africa's religious traditions. We will look also at the impact that Islam and Christianity have had on the continent. You will gain an appreciation for these different religious traditions and the unique expressions they have found in African societies.
Readings: **Martin and O'Meara:** ch. 5; **Achebe**, *Things Fall Apart* (first half)

4) **European Explorations** (Sept 30 – Oct 5)
This section will examine the European 'discovery' of Africa in the 1400s up to the partition of Africa and the era of colonialism that began in the late 1800s. We will examine the nature of interactions between Europeans and Africans during this period with a special focus on the era of the trans-Atlantic slave trade.
Readings: **Rodney** 73-90

October 7: Quiz

5) **The Colonial Experience** (Oct 9 – Oct. 28)
This section explores one of the most important eras in the history of the continent. At the end of this section you should understand which of the European powers engaged in colonialism, which territories these nations claimed, why they embarked on imperial projects in Africa, the different ways in which European countries administered their colonies, the impact that colonialism has had on the people of Africa, and why colonialism came to an end.
Readings: **Martin and O'Meara**: chs. 7, 21; **Achebe**, *Things Fall Apart* (second half); **Rodney**: 95 – 145; 149-201; 205 - 281

6) **African Nationalism** (Oct. 30 – Nov. 9)
African Nationalism was one unforeseen outcome of the colonial era. In this section we will examine how African Nationalism developed and the ways by which it was a response to the European domination of the continent. We will develop an appreciation for different expression of African Nationalism, its connections with Pan-Africanism, and the role that African Nationalism played in the achievement of African Independence.
Readings: **Ngugi wa Thiongo**: *Weep Not Child*

Nov. 11: Quiz

7) **Post-Colonial Africa** (Nov 13 – Dec. 9)
Independence did not prove to be the solution to Africa's problems that many hoped it would be. In this section we will examine some of the political problems that African nations have confronted since independence. You will develop and understanding of the characteristics of post-colonial political regimes in Africa and the challenges that African nations have faced in attempting to forge and maintain democratic forms of government.
Readings: **Martin and O'Meara:** chs. 16, 18, 19, 20; **Maathai**: Chs. TBA

Final Exam (Dec. 16, 8am)

From: Travis Gore <stgore@email.unc.edu>
Sent: Tuesday, September 1, 2009 1:43 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Records Retention and Disposition Schedule]
Attach: African-American Studies.doc

-------- Original Message --------
Subject: Records Retention and Disposition Schedule
Date: Tue, 01 Sep 2009 12:44:26 -0400
From: Susan Ballinger <scballin@email.unc.edu>
To: Travis Gore <stgore@email.unc.edu>

Travis,

Attached is the records retention and disposition schedule for African and Afro-American Studies. It was done in 1995, so it could be a bit out of date now. Let me know if you have questions.

Best,
Susan

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
RECORDS RETENTION AND DISPOSITION SCHEDULE

CURRICULUM IN AFRICAN AND AFRO-AMERICAN STUDIES
OFFICE OF THE DIRECTOR AND ADMINISTRATIVE SUPPORT OFFICES

Item 1. Academic Committees File Records concerning curriculum academic committees. File includes correspondence, minutes of meetings, notifications, reports, and other related records.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then transfer to the custody of the University Archives for appraisal and final disposition.

Item 1. Academic Records File RESTRICTED ACCESS file. Individual student academic records. File includes awards and honors, changes of grades, recommendations, reference copies of transcripts, and other related records. For a breakdown of this file series, see "Student Files" below. Record copies of these files are maintained by the University Registrar's Office or by the Registrar of the School of Medicine.

Retention & Disposition Instructions:
Retain until administrative value ends, then segregate "record copy" items from duplicate or convenience copies. Retain "record copy" items in the original folder for **sixty** years after initial enrollment date, then transfer to the custody of the University Archives for appraisal and final disposition. Destroy duplicate or convenience copies in office in accordance with 20 U.S.C. 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Accident Reports File (Personnel) RESTRICTED ACCESS reports of accidents involving curriculum personnel. Record copies of Workers' Compensation claims are held by the Health and Safety Office.

Retention & Disposition Instructions:
Retain five years after termination of employment or until completion of actions and resolution of issues involved in any litigation, claim, audits, or other official action, whichever occurs later, then destroy in office in accordance with the General Statutes of North Carolina 20-166.1(i), 97-92(b) and 132-1.1 regarding confidentiality of records.

Item 1. Accident Reports File (Property/Equipment) Reports of accidents involving curriculum property and/or equipment.

Retention & Disposition Instructions:

Retain five years or until administrative value ends, whichever occurs later, then destroy in office.

Item 1. Accounting (State and Trust Funds) File Records concerning various accounts granted to or administered by the curriculum. File includes correspondence, ledgers, receipts, and other related records. See also "Budgets File."

Retention & Disposition Instructions:
Retain five years or two years after released from all audits or until administrative value ends, whichever occurs later, then destroy in office.

Item 1. Accreditation File Records concerning curriculum accreditation. File includes correspondence, guides, questionnaires, reports, and other related records.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then transfer to the custody of the University Archives for appraisal and final disposition.

Item 1. Affirmative Action File RESTRICTED ACCESS records concerning curriculum participation in affirmative action/equal opportunity programs. File includes correspondence, guidelines and directives, records concerning tenure and promotion, reports, and other related records. Record copies of Affirmative Action Reports are held by the Affirmative Action Office.

Retention & Disposition Instructions:
Retain three years or until administrative value ends, whichever occurs later, then destroy in office in accordance with the General Statutes of North Carolina 126-22, 126-23, 126-24, 126-29 and 132-1.1 regarding confidentiality of personnel records.

Item 1. Annual Reports File Reports concerning annual summary of activities.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then transfer to the custody of the University Archives for appraisal and final disposition.

Item 1. Applications for Admission to Program File (Enrolled Students) RESTRICTED ACCESS file includes applications, correspondence, recommendations, and other related records.

Retention & Disposition Instructions:
Retain one year, then transfer to student's Academic Record File.

Item 1. Applications for Admission to Program File (Students Denied Admission) RESTRICTED ACCESS file includes applications, correspondence, recommendations, and other related records.

Retention & Disposition Instructions:

Retain one year or until administrative value ends, whichever occurs later, then destroy in office in accordance with 20 U.S.C. 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Applications for Admission to Program File (Students Accepted But Did Not Enroll) RESTRICTED ACCESS file includes applications, correspondence, recommendations, and other related records.

Retention & Disposition Instructions:

Retain one year or until administrative value ends, whichever occurs later, then destroy in office in accordance with 20 U.S.C. 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Applications for Employment File RESTRICTED ACCESS records concerning applications for employment within the curriculum. File includes correspondence, recommendations, resumes, and other related records.

Retention & Disposition Instructions:

(A) Retain application materials of successful candidates until official offer of employment is accepted or administrative value ends, whichever occurs later, then transfer materials to employee's Personnel File.
(B) Retain application materials of unsuccessful candidates for three years after date position is filled or until administrative value ends, whichever occurs later, then destroy in office in accordance with the General Statutes of North Carolina 126-22, 126-23, 126-24, 126-19 and 132-1.1 regarding confidentiality of personnel records. See Personnel File.

Item 1. Applications for Graduation File Completed student applications to graduate.

Retention & Disposition Instructions:

Retain until administrative value ends, then destroy in office.

Item 1. Budgets File Reference copies of budgetary records. File includes budget authorizations, budget reports, requests for budget changes, and other related records.

Retention & Disposition Instructions:

Retain five years or until administrative value ends, whichever occurs later, then transfer final versions of end-of-year reports to the custody of the University Archives for appraisal and final disposition. Destroy in office remaining records.

Item 1. Calendars of Events File Reference copies of university calendars of events.

Retention & Disposition Instructions:

Retain until administrative value ends, then destroy in office.

Item 1. Career Planning/Placement Records File Records maintained to assist students in locating employment after graduation. File includes job interview forms, resumes, student profile data sheets, and other related records. Does not include personally identifiable information.

Retention & Disposition Instructions:
Retain until administrative value ends, then destroy in office.

Item 1. Change of Grade File RESTRICTED ACCESS records concerning students' requests for changes of grade. File includes request forms and related correspondence.

Retention & Disposition Instructions:
Retain one year, then transfer to student's Academic Record File.

Item 1. Chronological File Reference copies in chronological order of outgoing correspondence, directives, and other related records.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then destroy in office.

Item 1. Class Schedules File Reference copies of curriculum class schedules.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then destroy in office.

Item 1. Committees and Councils File Records concerning various committees and councils with which curriculum deals. File includes correspondence, minutes of meetings, notifications, reports, and other related records.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then transfer to the custody of the University Archives for appraisal and final disposition.

Item 1. Comprehensive Examination Results File RESTRICTED ACCESS file. Listings of student comprehensive examination scores.

Retention & Disposition Instructions:
Retain one year, then transfer to student's Academic Record File.

Item 1. Comprehensive Examinations File RESTRICTED ACCESS file. Completed student comprehensive examinations for degrees.

Retention & Disposition Instructions:
Retain one year, then transfer to student's Academic Record File.

Item 1. Conferences and Workshops Attended File Records concerning conferences and workshops attended by curriculum personnel. File includes agendas, correspondence, handouts, programs, and other related records.

Retention & Disposition Instructions:
Retain until administrative value ends, then destroy in office.

Item 1. Conferences and Workshops Conducted File Records concerning conferences and workshops conducted by curriculum personnel. File includes agendas, correspondence, critiques, handouts, programs, questionnaires, reports, reservations, training materials, and other related records.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then transfer to the custody of the University Archives for appraisal and final disposition.

Item 1. Contracts, Agreements, and Leases File Contracts, agreements, and leases for services, facilities, and equipment used by curriculum.

Retention & Disposition Instructions:
Retain three years or until administrative value ends, then destroy in office.

Item 1. Correspondence File Records concerning the administration of the office. File includes directives, memoranda, official office correspondence, reports, and other related records.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then transfer to the custody of the University Archives for appraisal and final disposition.

Item 1. Course Evaluations by Students File Course evaluations completed by students.

Retention & Disposition Instructions:
Retain until administrative value ends, then destroy in office.

Item 1. Course Listings File Listings of courses currently offered by curriculum.

Retention & Disposition Instructions:
Retain until administrative value ends, then destroy in office.

Item 1. Course Syllabi/Outlines File Syllabus or outline of each course taught by curriculum.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then transfer to the custody of the University Archives for appraisal and final disposition.

CURRICULUM IN AFRICAN AND AFRO-AMERICAN STUDIES

Item 1. Course Title Directory File Directories of courses currently offered by curriculum.

Retention & Disposition Instructions:
Retain until administrative value ends, then destroy in office.

Item 1. Credits by Examination File RESTRICTED ACCESS records concerning academic credits awarded to students by special examination. File includes examination results, reference copies of transcripts, and other related records.

Retention & Disposition Instructions:
Retain one year, then transfer to student's Academic Record File.

Item 1. Degree Listings File Listings of curriculum students who tentatively are scheduled to receive degrees at end of semester.

Retention & Disposition Instructions:
Retain until administrative value ends, then destroy in office.

Item 1. Drop/Add Forms File RESTRICTED ACCESS file. Completed student drop/add forms.

Retention & Disposition Instructions:
Retain one year or until administrative value ends, whichever occurs later, then destroy in office in accordance with 20 U.S.C. 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Energy Conservation File Records concerning energy conservation measures undertaken by curriculum. File includes correspondence, inspection reports, and other related records.

Retention & Disposition Instructions:
Retain three years or until administrative value ends, whichever occurs later, then destroy in office.

Item 1. Enrollment File RESTRICTED ACCESS file.
Student enrollment books for each course in curriculum.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then destroy in office in accordance with 20 U.S.C 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Evaluations (Medical/Psychological) File: RESTRICTED ACCESS file including reference copies of medical and psychological evaluations of students. Record copies of these files are maintained by the Student Health Service.

Retention & Disposition Instructions:
Retain five years after graduation or termination of enrollment or until administrative value ends, whichever occurs later, then destroy

in office in accordance with 20 U.S.C. 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Faculty Awards and Honors File Records concerning awards and honors to faculty members within the curriculum. File includes approvals, recommendations, and other related records.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then transfer to the custody of the University Archives for appraisal and final disposition.

Item 1. Faculty Listings File Listings of faculty in the curriculum.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then destroy in office.

Item 1. Faculty Recruitment File RESTRICTED ACCESS records concerning the recruitment of faculty members for the curriculum. File includes applications, correspondence, forms, interview notes, policies, reports, resumes, and other related records.

Retention & Disposition Instructions:
(A) Retain application materials of successful candidates until official offer of employment is accepted or administrative value ends, whichever occurs later, then transfer materials to employee's Personnel File.
(B) Retain application materials of unsuccessful candidates for three years after date position is filled or until administrative value ends, whichever occurs later, then destroy in office in accordance with the General Statutes of North Carolina 126-22, 126-23, 126-24, 126-29 and 132-1.1 regarding confidentiality of personnel records.

Item 1. Final Examinations File RESTRICTED ACCESS file. Completed student examinations.

Retention & Disposition Instructions:
Retain one year or until administrative value ends, whichever occurs later, then destroy in office in accordance with 20 U.S.C. 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Financial Aid File RESTRICTED ACCESS records concerning financial aid awarded to students and student assistants within curriculum. File includes accounting records, applications, approvals, and other related records. Record copies of these files are held by the Student Aid Office.

Retention & Disposition Instructions:

Retain five years after termination of enrollment or until administrative value ends, whichever occurs later, then destroy in office in accordance with 20 U.S.C. 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Fire and Safety File Records concerning fire and safety inspections within curriculum. File includes correspondence, inspection reports, and other related records.

Retention & Disposition Instructions:
Retain three years or until administrative value ends, whichever occurs later, then destroy in office.

Item 1. Grade Distribution File RESTRICTED ACCESS file. Listings of student grade distributions by course and by instructor.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then destroy in office in accordance with 20 U.S.C. 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Grade Listings File RESTRICTED ACCESS file. Listings of student grades for each course taught by curriculum. File includes final grade rolls and other related records. Record copies of these files are maintained by the University Registrar's Office or by the Registrar of the School of Medicine.

Retention & Disposition Instructions:
Retain until administrative value ends, then destroy in office in accordance with 20 U.S.C. 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Graduate Listings File Listings of student graduates within curriculum.

Retention & Disposition Instructions:
Retain until administrative value ends, then destroy in office.

Item 1. Grant Proposals File (Curriculum) Records concerning proposals for curriculum grants. File includes correspondence, drafts, proposals, and other related records.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then transfer to the custody of the University Archives for appraisal and final disposition.

Item 1. Grant Proposals File (Individual Faculty) Records concerning proposals for grants for individual faculty members. File includes correspondence, drafts, proposals, and other related records.

Retention & Disposition Instructions:

Retain five years or until administrative value ends, whichever occurs later, then destroy in office upon authorization from the Office of Contracts and Grants.

Item 1. Grants File (Curriculum) Records concerning grants awarded to and/or administered by curriculum. File includes administrative documents, audits, reports, and other related records.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then transfer to the custody of the University Archives for appraisal and final disposition.

Item 1. Grants File (Individual Faculty) Records concerning grants awarded to individual faculty members. File includes administrative documents, correspondence, reports, and other related records.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then destroy in office upon authorization from the Office of Contracts and Grants.

Item 1. Grievances File RESTRICTED ACCESS records concerning disputed employee grievances. File includes formal grievance documents and related correspondence.

Retention & Disposition Instructions:
Retain five years after completion of actions and resolution of issues involved in any litigation, claim, or other official action, whichever occurs later, then destroy in office in accordance with the General Statutes of North Carolina 126-22, 126-23, 126-24, 126-29 and 132-1.1 regarding confidentiality of records.

Item 1. Individual Placement Test Scores File RESTRICTED ACCESS file. Placement test scores for each student taking test.

Retention & Disposition Instructions:
Retain one year, then transfer to student's Academic Record File.

Item 1. Instructor Class Grading Records File RESTRICTED ACCESS file. Copies of class rolls, quiz papers and other grading records.

Retention & Disposition Instructions:
Retain three years or until administrative value ends, whichever occurs later, then destroy in office in accordance with the provisions of 20 U.S.C. 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Internships/Assistantships File RESTRICTED ACCESS records concerning student internships and assistantships within curriculum. File includes accounting information,

applications, approvals and disapprovals, class rolls, records of credit earned, and other related records.

Retention & Disposition Instructions:
Retain one year, then transfer to student's Financial Aid File.

Item 1. Leave File RESTRICTED ACCESS records concerning leave by curriculum personnel. File includes leave requests, monthly leave reports, yearly leave recapitulations, and other related records.

Retention & Disposition Instructions:
Retain until employee termination, then file final leave totals in the employee's Personnel Record File. Destroy other records in office in accordance with the General Statutes of North Carolina 126-22, 126-23, 126-24, 126-29 and 132-1.1 regarding the confidentiality of personnel records.

Item 1. Loan Recipients' Enrollment Verifications File RESTRICTED ACCESS records concerning the verification of each loan recipient's enrollment, proposed major, probation status (if applicable), number of credit hours, and other loan stipulations (if any). See also "Student Loans File."

Retention & Disposition Instructions:
Retain five years after termination of enrollment, or one year after completion of any university-administered loan-repayment program, or until administrative value ends, whichever occurs later, then destroy in office in accordance with 20 U.S.C. 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Mailing Lists File File includes lists of names and addresses that receive curriculum mailings.

Retention & Disposition Instructions:
Retain until administrative value ends, then destroy in office.

Item 1. Maintenance Services File Records concerning maintenance services conducted for curriculum. File includes correspondence, maintenance reports, work orders, and other related records.

Retention & Disposition Instructions:
Retain two years or until administrative value ends, whichever occurs later, then destroy in office.

Item 1. Master Course File Records concerning each course taught by curriculum faculty. File includes course schedules.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then destroy in office.

CURRICULUM IN AFRICAN AND AFRO-AMERICAN STUDIES

Item 1. New Course Proposals File Records concerning each proposed new course. File includes course descriptions, justifications, projected schedules, and other related records.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then transfer to the custody of the University Archives for appraisal and final disposition.

Item 1. Newsmedia Clippings File Reference copies of newsmedia and magazine clippings concerning curriculum.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then destroy in office.

Item 1. Organizations and Associations File Records concerning various faculty, student, and professional organizations and associations with which curriculum deals. File includes announcements, correspondence, minutes, publications, reports, and other related records.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then transfer to the custody of the University Archives for appraisal and final disposition.

Item 1. Parking Assignments File Records concerning staff parking assignments. File includes copies of applications for and lists of staff parking assignments.

Retention & Disposition Instructions:
Retain until administrative value ends, then destroy in office.

Item 1. Pass/Fail Forms File RESTRICTED ACCESS file. Completed student pass/fail forms.

Retention & Disposition Instructions:
Retain one year or until administrative value ends, whichever occurs later, then destroy in office in accordance with 20 U.S.C. 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Payroll Time Sheets File (Staff & Students) RESTRICTED ACCESS file.

Retention & Disposition Instructions:
Retain for three years or until administrative value ends, whichever occurs later, then destroy in office in accordance with the General Statutes of North Carolina 126-22, 126-23, 126-24, 126-29 and 132-1.1 regarding the confidentiality of personnel records.

Item 1. Permanent Record of Courses File File includes reference copies of Permanent Record of Courses.

Retention & Disposition Instructions:

Retain until administrative value ends, then destroy in office.

Item 1. Personnel File (EPA) RESTRICTED ACCESS records concerning curriculum personnel exempt from provisions of the State Personnel System Act. File includes applications, resumes, job descriptions, personnel action forms, and other related records.

Retention & Disposition Instructions:

Retain for **sixty** years after date of employee's first University appointment, then transfer to the custody of the University Archives for appraisal and final disposition.

Item 1. Personnel File (EPA - One-Time-Payments) RESTRICTED ACCESS records concerning employees hired to fulfill temporary, short-term duties. "One-Time-Payments (OTPs)" apply to honoraria paid to visiting lecturers and consultants as well as to university staff and students who undertake duties outside, and not in conflict with, their regular work. File contains reference copies of personnel action forms and other related records.

Retention & Disposition Instructions:

Retain three years after payment date or one year after release from all audits or until administrative value ends, whichever occurs later, then destroy in office in accord with the General Statutes of North Carolina 126-22, 126-23, 126-24, 126-29 and 132-1.1 regarding the confidentiality of records.

Item 1. Personnel File (SPA) RESTRICTED ACCESS records concerning curriculum personnel subject to provisions of the State Personnel System Act. File includes applications, resumes, job descriptions, personnel action forms, and other related records.

Retention & Disposition Instructions:

Retain for five years after date of employee termination or five years after last personnel action, then transfer file to Employee Records Office for retention and disposition. Transferred files should include PD-105 (Personnel Action Form) - pink copies, vacation and sick leave records, and letters of recommendation. Performance Management Work Plans and Evaluations, miscellaneous supervisory notes, Time Sheets and other remaining records should be removed and destroyed in accord with the General Statutes of North Carolina 126-22, 126-23, 126-24, 126-29 and 132-1.1 regarding confidentiality of personnel records.

Item 1. Photographs File Photographic prints and negatives of curriculum-related subjects.

Retention & Disposition Instructions:

Retain five years or until administrative value ends, whichever occurs later, then transfer to the custody of the University Archives for appraisal and final disposition.

Item 1. Placement Tests File RESTRICTED ACCESS file. Completed tests administered to determine each student's aptitude.

Retention & Disposition Instructions:
Retain one year, then transfer to student's Academic Record File.

Item 1. Placement Test Scores Listings File RESTRICTED ACCESS file. Listings of student placement test scores.

Retention & Disposition Instructions:
Retain one year, then transfer to student's Academic Record File.

Item 1. Policies and Procedures File Record and reference copies of current office policies and procedures.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then transfer to the custody of the University Archives for appraisal and final disposition.

Item 1. Position Descriptions File Reference copies of job descriptions for each non-faculty position within the curriculum.

Retention & Disposition Instructions:
Retain until administrative value ends, then destroy in office.

Item 1. Programs File Records concerning curriculum academic programs. File includes accounting records, administrative documents, correspondence, program proposals and descriptions, and other related records.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then transfer to the custody of the University Archives for appraisal and final disposition.

Item 1. Prospective Graduates File Listings of prospective graduates at end of each semester.

Retention & Disposition Instructions:
Retain one year or until administrative value ends, whichever occurs later, then destroy in office.

Item 1. Publications File Articles, brochures, and books published by curriculum.

Retention & Disposition Instructions:
Transfer ten copies of each publication bearing the university's imprint to the State Documents Clearinghouse, North Carolina State Library, when received from printer, in accordance with the General Statutes of North Carolina 125-11.7/11.8. For publications issued without the university's imprint, three copies should be sent directly to the NORTH CAROLINA COLLECTION, CB# 3930,

WILSON LIBRARY (962-1172). One copy of the publication should be retained in the files of the office of origin for eventual transfer, as scheduled, to the University Archives. Destroy remaining copies in office when reference value ends.

Item 1. Purchase Orders File Purchase orders for supplies and equipment.

Retention & Disposition Instructions:
Retain five years or one year after released from all audits or until administrative value ends, whichever occurs later, then destroy in office.

Item 1. Receipts File Records detailing amounts received by curriculum from various sources. File includes ledgers, receipt books, and other related records.

Retention & Disposition Instructions:
Retain five years or one year after released from all audits or until administrative value ends, whichever occurs later, then destroy in office.

Item 1. Reference File Reference information concerning subjects pertinent to or of interest to the curriculum. File includes directives and guidelines, news articles, publications, reports, and other related records.

Retention & Disposition Instructions:
Retain until administrative value ends, then destroy in office.

Item 1. Repeat Course File RESTRICTED ACCESS records concerning students' attempts to repeat courses in order to raise grades. File includes requests/disapprovals and other related records.

Retention & Disposition Instructions:
Retain two years or until administrative value ends, whichever occurs later, then destroy in office in accordance with 20 U.S.C. 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Reports File Record and reference copies of curriculum reports.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then transfer to the custody of the University Archives for appraisal and final disposition.

Item 1. Research Projects File Records concerning various curriculum research projects. File includes correspondence, project descriptions, reports, and other related records.

Retention & Disposition Instructions:

Retain five years or until administrative value ends, whichever occurs later, then transfer to the custody of the University Archives for appraisal and final disposition.

Item 1. Scholarship Awards File RESTRICTED ACCESS records concerning individual scholarship awards to students within curriculum. File includes accounting records, applications, approvals, correspondence, recommendations, and other related records. Record copies of awards are maintained in the Office of Scholarships and Student Aid.

Retention & Disposition Instructions:

Retain one year, then transfer to student's Academic Record File.

Item 1. Scholarship Reference File Reference copies of information concerning scholarship awards to students within curriculum. File includes descriptions of scholarships, eligibility criteria, guidelines, procedures, regulations, and other related records.

Retention & Disposition Instructions:

Retain until administrative value ends, then destroy in office.

Item 1. Search Committee File (For Administrative Officials, i.e. Dean) RESTRICTED ACCESS records concerning activities of specially-formed search committees charged with recruiting new or replacement administrative officials. File includes applications, correspondence, lists of committee members, minutes of meetings, and other related records.

Retention & Disposition Instructions:

Maintain file in accordance with confidentiality requirements of the State Personnel System Act (G.S. 126).
Retain five years or until administrative value ends, whichever occurs later, then transfer to the custody of the University Archives for appraisal and final disposition.

Item 1. Search Committee File (For Individual Faculty) RESTRICTED ACCESS records concerning activities of specially-formed search committees charged with recruiting new or replacement faculty. File includes applications, correspondence, resumes, and other related records.

Retention & Disposition Instructions:

Retain three years after completion of committee charge or until administrative value ends, then destroy in office in accordance with the General Statutes of North Carolina 126-22, 126-23, 126-24, 126-29 and 132-1.1 regarding confidentiality of personnel records.

Item 1. Self-Studies File Self-studies conducted by curriculum. File includes correspondence, questionnaires, recommendations, reports, and other related records.

Retention & Disposition Instructions:

Retain five years or until administrative value ends, whichever occurs later, then transfer to the custody of the University Archives for appraisal and final disposition.

Item 1. Special Gifts File Records concerning special gifts to curriculum. File includes accession information, agreements and stipulations, correspondence, descriptions of gifts, and other related records.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then transfer to the custody of the University Archives for appraisal and final disposition.

Item 1. Speeches File Record and reference copies of speeches delivered by the curriculum head or other members of the curriculum administrative staff.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then transfer to the custody of the University Archives for appraisal and final disposition.

Item 1. Staff/Faculty Meetings File Records concerning curriculum staff and faculty meetings. File includes minutes of meetings, reports, and other related records.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then transfer to the custody of the University Archives for appraisal and final disposition.

Item 1. Student Awards and Honors File RESTRICTED ACCESS records concerning curriculum awards and honors to students. File includes approvals, recommendations, reference information, and other related records.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then destroy in office in accordance with 20 U.S.C. 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Student Files - Active RESTRICTED ACCESS records concerning individual student's academic performance. File includes applications, changes of grade information, recommendations, reference copies of transcripts, and other related records.

Retention & Disposition Instructions:
Retain until student graduates or registration lapses for two years, then transfer records to either "Student Files - Graduated" or "Student Files - Inactive" as appropriate.

Item 1. Student Files - Graduated RESTRICTED ACCESS records concerning individual student's academic performance. File includes applications, changes of grade information,

recommendations, reference copies of transcripts, and other related records. Record copies of student academic records are held by the University Registrar's Office and by the Registrar's Office, School of Medicine.

Retention & Disposition Instructions:

Retain until administrative value ends, then segregate "record copy" items from duplicate or convenience copies. Retain "record copy" items in the original folder for sixty years after initial enrollment date, then transfer to the custody of the University Archives for appraisal and final disposition. Destroy duplicate or convenience copies in office in accordance with 20 U. S. C. 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Student Files - Inactive RESTRICTED ACCESS records concerning individual student's academic performance. File includes applications, changes of grade information, recommendations, reference copies of transcripts, and other related records. Record copies of student academic records are held by the University Registrar's Office and by the Registrar's Office, School of Medicine.

Retention & Disposition Instructions:

Retain until administrative value ends, then segregate "record copy" items from duplicate or convenience copies. Retain "record copy" items in the original folder for sixty years after initial enrollment date, then transfer to the custody of the University Archives for appraisal and final disposition. Destroy duplicate or convenience copies in office in accordance with 20 U. S. C. 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Student Loans File RESTRICTED ACCESS records concerning university loans to students within curriculum. File includes accounting information, applications, authorizations, correspondence, financial statements, and other related records. Record copies of student loan files are maintained by the Office of Scholarships and Student Aid. See also "Loan Recipient's Enrollment Verification File."

Retention & Disposition Instructions:

Retain five years after termination of enrollment, completion of university - administered loan repayment programs or until administrative value ends, whichever occurs later, then destroy in office in accordance with 20 U.S.C. 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Student Rankings File RESTRICTED ACCESS file. Listings of student graduate rankings in curriculum.

Retention & Disposition Instructions:

Retain five years or until administrative value ends, whichever occurs later, then destroy in office in accordance with 20 U.S.C.

1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Student Records Changes File RESTRICTED ACCESS records concerning changes in student academic records. File includes justifications, notices of approval/disapproval, requests, and other related records other than "Change of Grade" forms. Record copies of student academic records are held by the University Registrar's Office and by the Registrar's Office, School of Medicine.

Retention & Disposition Instructions:
Retain until administrative value ends, then destroy in office in accordance with 20 U.S.C. 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Student Reference File RESTRICTED ACCESS file. Reference copies of records concerning students' activities within curriculum. File includes correspondence, evaluations, internship records, and other related records.

Retention & Disposition Instructions:
Retain one year, then transfer to student's Academic Record File.

Item 1. Student Teaching Certification File RESTRICTED ACCESS records concerning student certifications for teaching. File includes applications, check sheets, class schedules, correspondence, drop-add forms, grade sheets, transcripts, and other related records.

Retention & Disposition Instructions:
Retain until administrative value ends, then segregate "record copy" items from duplicate or convenience copies. Retain "record copy" items in the original folder for sixty years after initial enrollment date, then transfer to the custody of the University Archives for appraisal and final disposition. Destroy duplicate or convenience copies in office in accordance with 20 U.S.C. 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Summer School File Reference information concerning courses taught by curriculum during each summer school session. File includes administrative records, listings of instructors, schedules, and other related records.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then destroy in office.

Item 1. Supplies and Equipment File Records concerning supplies and equipment. File includes accounting records, inventories, operating manuals, warranties, and other related records.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then destroy in office.

Item 1. Surplus Property File Records concerning surplus property and its disposition. File includes accounting information, inventories, records of disposal, and other related records.

Retention & Disposition Instructions:
Retain five years or until administrative value ends, whichever occurs later, then destroy in office.

Item 1. Telephone Billings File Reference copies of monthly office telephone bills.

Retention & Disposition Instructions:
Retain five years or two years after released from all audits or until administrative value ends, whichever occurs later, then destroy in office.

Item 1. Tenure File RESTRICTED ACCESS records concerning the awarding of tenure to university faculty members. File includes correspondence, recommendations, and other related records.

Retention & Disposition Instructions:
Retain one year after completion of all actions and resolution of issues involved in any litigation or other official action, then transfer records to the employee's Personnel File.

Item 1. Textbook Orders File Records concerning orders of textbooks and other references ordered by curriculum. File includes orders and related correspondence.

Retention & Disposition Instructions:
Retain two years or until administrative value ends, whichever occurs later, then destroy in office.

Item 1. Textbook Requests File Requests for textbooks and other reference publications for curriculum.

Retention & Disposition Instructions:
Retain two years or until administrative value ends, whichever occurs later, then destroy in office.

Item 1. Transfer Admissions File RESTRICTED ACCESS records concerning transfer admissions to university by students entering curriculum. File includes applications, notices of acceptance or rejection, recommendations, transcripts, and other related records. Record copies of student admission materials are held by the Undergraduate Admissions Office and the Office of the University Registrar.

Retention & Disposition Instructions:
Retain until administrative value ends, then destroy in office in accordance with 20 U.S.C. 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Transfer Equivalents File RESTRICTED ACCESS records concerning grade transfer equivalents from other institutions. File includes correspondence, transcripts, and

other related records. Record copies of student admission materials are held by the Undergraduate Admissions Office and the Office of the University Registrar.

Retention & Disposition Instructions:

Retain until administrative value ends, then destroy in office in accordance with 20 U. S. C. 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Travel Reimbursements File Records concerning reimbursements for travel and related expenses for staff. File includes authorizations, documentation of payments, requests for reimbursement, and other related records.

Retention & Disposition Instructions:

Retain five years or one year after released from all audits or until administrative value ends, whichever occurs later, then destroy in office.

Item 1. Travel Requests File Requests for travel authorizations. File includes authorizations and related correspondence.

Retention & Disposition Instructions:

Retain five years or one year after released from all audits or until administrative value ends, whichever occurs later, then destroy in office.

Item 1. Veterans' Benefits File RESTRICTED ACCESS records concerning veterans' benefits awarded to students in curriculum. File includes amounts disbursed, applications, approvals, dates of enrollment and attendance, and other related records.

Retention & Disposition Instructions:

Retain five years after termination of enrollment or until administrative value ends, whichever occurs later, then destroy in office in accordance with 20 U.S.C. 1232g (Family Educational Rights and Privacy Act of 1974) regarding confidentiality of records.

Item 1. Work Orders File Reference copies of work orders submitted to Maintenance Office/Physical Plant.

Retention & Disposition Instructions:

Retain one year after completion of work or until administrative value ends, whichever occurs later, then destroy in office.

Item 1. Workers' Compensation File RESTRICTED ACCESS records concerning Workers' Compensation claims filed by curriculum staff. File includes claims and related correspondence. Record copies of Workers' Compensation claims are held by the Health and Safety Office.

Retention & Disposition Instructions:

Retain five years after termination of employment or until completion of actions and resolution of issues involved in any litigation, claim, audits, or other official action, whichever occurs later, then destroy in office in accordance with the General Statutes of North Carolina 20-166.1(i), 97-92(b) and 132-1.1 regarding confidentiality of records.

From: Travis Gore <stgore@email.unc.edu>
Sent: Thursday, October 29, 2009 11:21 AM
To: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: scan
Attach: 20091029103353368.pdf

Sir,

Adam asked me to send this to you so you could look at it and you can
even send an email saying that you have reviewed
it and will sign it on Monday.

Thanks.

Gore

-------- Original Message --------
Date: Thu, 29 Oct 2009 10:33:53 -0400
From: scanner@unc.edu
To: travis <stgore@email.unc.edu>

This E-mail was sent from "R10442" (Aficio MP 2510).

Scan Date: 10.29.2009 10:33:53 (-0400)
Queries to: scanner@unc.edu

Over the last several months the University has been the subject of a number of security breaches. As a point of fact, the UNC IT Security Office reports that there are approximately 3000 attempts made on campus systems per hour, and while there are tools in place to intercept many of these at our network edge there clearly needs to be reasonable measures taken beyond that to protect our systems.

Therefore, in order to improve the security of computers in the College of Arts and Sciences, the Office of Arts and Sciences information Services (OASIS) will be performing maintenance on the computers and printers in your department on 11/11/2009.

In order to minimize disruption, this work is scheduled to take place from 8:30am to 9:30am and again from 4pm to 6pm. During both of those time periods on-site OASIS representatives will need access to your computer. In the morning, the disruption should last no more than 10 minutes per computer. However from 4pm to 6pm OASIS will run several security related updates on your computer. In order for those updates to complete successfully it is critical no one interact with your computer during that time. Signage noting this requirement will be posted at each computer during the afternoon updates.

The following morning OASIS representatives will be on-site to help address any issues that might have cropped up.

If you are out of town or your computer is otherwise unavailable an OASIS representative will make an appointment with you to complete these security updates in the days following 11/11/2009

Once the work is completed you will logon to your computer using your ONYEN in the AD.UNC.EDU domain. You will therefore no longer need to use your ASNTDOMAIN1 user account. Your ONYEN and ONYEN password will then get you to your file shares, printers, and Citrix just like your ASNTDOMAIN1 account used to.

In summary, better security and one less password to remember (and change). These updates will also provide your on-site technical support staff with more robust tools to support you and your computers.

Frequently asked questions:

- Who is OASIS? http://oasis.unc.edu
- What is AD.UNC.EDU? http://help.unc.edu/6355
- What if I am a Macintosh user? Macintosh users are unaffected by this change at this time.
- What if I am a Windows Laptop user? Laptop users will be evaluated on a case-by-case basis. If you are currently using your laptop to login to ASNTDOMAIN1 then it is very likely you will, after this process, be logging into AD.UNC.EDU
- Will I still be able to get to my Z: drive? Yes.
- Will I still be able to get to my departmental shared drive? Yes.
- Will I still be able to print to my printer(s)? Yes.
- If you have an additional questions OASIS representatives will be on-site on 11/12/2009 to answer them for you.

The HistoryMakers is a part of the Black Studies Center database.

Black Studies Center - Contains Full Text

The HistoryMakers®
Videos and full
transcripts for interviews with 100 contemporary African Americans

- Browse by name of interviewee
- Browse by occupation
- Browse by subject category
- Browse by theme

The HistoryMakers

Key Facts
Coverage: 20th and 21st centuries
Total Sources Covered: 100 videos and transcripts

This resource is a digital archive of 100 videos of oral history interviews of contemporary African Americans, produced in partnership with The HistoryMakers (www.thehistorymakers.com), a non-profit organization founded by Julieanna Richardson in 1999 with the mission of uncovering and preserving the untold stories of America.

The HistoryMakers is available as an add-on module to the Black Studies Center. These digital oral histories depict those have broken barriers and accomplished significant achievements across the twentieth and twenty-first centuries in business, science, education, government, entertainment, sports, and other fields. These are 2-3 hour digitized videos, fully subject-indexed, available for online viewing in full, or in segments. Search or browse through the list by name, occupation, or theme. Watch and hear firsthand experiences, education and career struggles and triumphs. Create accounts of ancestor history, childhood, Civil Rights era relevant playlists for your class, research papers, or projects.

Highlights of the collection:

- A wide array of disciplines and occupations are represented: scholars, physicians, entrepreneurs, artists, musicians, sports figures, political leaders, and social activists, among others.
- The stories behind many African American firsts - in science, business, government, law, and education – are told, many for the first time.

- Details of family histories and the social dynamics of the Black family across the US and through generations are revealed.
- Riveting, first-hand accounts of segregation and discrimination in society, the military, business, and education are conveyed.
- Key figures in the 1950s and 1960s Civil Rights movement describe the unknown and fascinating stories behind the planning and the participation in sit-ins, demonstrations, and marches.
- The 1960s and 1970s are portrayed by personal accounts in the Black Power movement, the Black Panther Party, and the Black Arts movement.
- Contemporary figures, such as Barack Obama, Jesse Jackson, Jr., and artist Leon Stull, a Marvel Comics graphic artist and hip-hop musician, offer new generational perspectives to the African American experience.

Functionality features include:

- Subject-indexed video and transcript sections for effective finding and viewing
- Video content that is browseable by name of interviewee, occupation, and theme
- Searchable transcripts that may be downloaded as PDFs
- Captioned video playback, which may be turned on or off while viewing
- Video clip creation by users, which may be saved in MyArchive

From: Travis Gore <stgore@email.unc.edu>
Sent: Monday, December 28, 2009 5:18 PM
To: jen321@email.unc.edu
Subject: RMB
Attach: RMB.doc

It's Done!

From: Travis Gore <stgore@email.unc.edu>
Sent: Monday, January 4, 2010 9:13 AM
To: nzongola@email.unc.edu
Cc: Julius Nyang'oro <jen321@email.unc.edu>
Subject: Re: AFRI 550

Happy New Year!

I checked on this and they told me that its not the Nelson Mandela Auditorium. They said that room was 1015. Your room is smaller than that but still holds up to 64.

Travis

nzongola@email.unc.edu wrote:
> Dear Julius,
>
> I see from the listing of courses on the UNC website that my AFRI 550
> class, currently with 16 out of a maximum of 30 students enrolled, is
> supposed to meet in GC 1005. If I am not mistaken, this is the Nelson
> Mandela Auditorioum in the Global Education Center building. That is
> simply too big a room for a course that I would like to run as a seminar.
>
> Could you please try to get me another classroom for this course?
>
> Thanks in advance,
>
> Georges
>

From: Travis Gore <stgore@email.unc.edu>
Sent: Monday, January 4, 2010 11:44 AM
To: eunice@email.unc.edu
Cc: Adam Kent <akent@unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>
Subject: Re: Job talks, etc.

Happy New Year!

Eunice, Here is the schedule for Afri 101 this semester. I will go ahead and make reservations for Toy Lounge.

Selassie : TR 2pm-3:15pm

Karim-Sesay MWF 10am-10:50am

Nzongola TR 2pm-3:15pm

Let me know if you need anything else,

Travis

eunice@email.unc.edu wrote:
>
> Dear Adam,
>
> Happy 2010!
>
> Kindly let me know if we're all set to go on Friday 22 so that Travis
> can book a a room for Lydia's job talk at 12.00pm. In addition, let me
> know when the 2nd candidate is meeting with the Dean so that we can
> finalize other arrangements.
>
> Travis: Are there any Afri101 courses being taught on Friday, Mon, and
> Tue this semester? Please let me know.
>
> Best wishes, Eunice.
>
>
>
>

From: Travis Gore <stgore@email.unc.edu>
Sent: Monday, January 4, 2010 12:27 PM
To: eunice@email.unc.edu
Cc: akent@unc.edu; jen321@email.unc.edu; tjm1@email.unc.edu
Subject: Re: Reserving Room: Job talks - Boyd and Macauley

Hi Eunice,

The dates and times requested were available so I filled out a
reservation form for each of them and faxed it to Rob Moore. I will let
you know as soon as I get a confirmation from him. Please let
me know if there is anything else I can do to help.

Thanks,

Travis

eunice@email.unc.edu wrote:
>
>
> Dear Travis,
>
> Happy New Year!
>
> I would be very grateful if you reserved the Toy Lounge for the
> following job talks:
>
> 1) Lydia Boyd: Friday, January 22, 12.00-1.30pm.
> 2) Sylvia Macauley: Monday, January 25, 12.00-1.30pm.
>
>
> Thanks. Eunice.
>
>
> Quoting Adam Kent <akent@unc.edu>:
>
>> Good Morning Eunice,
>>
>> All the travel arrangements (flights and hotel) have been set for
>> both candidates. McCauley's meeting with the Dean is at 10:30 on the
>> 26th. Please let me know what else I can do to help prepare for the
>> visits,
>>
>> Adam
>>
>> -----Original Message-----
>> From: eunice@email.unc.edu [mailto:eunice@email.unc.edu]
>> Sent: Monday, January 04, 2010 9:53 AM
>> To: Adam Kent
>> Cc: Julius Nyang'oro; Travis Gore
>> Subject: Job talks, etc.
>>
>>
>> Dear Adam,
>>
>> Happy 2010!
>>
>> Kindly let me know if we're all set to go on Friday 22 so that Travis
>> can book a a room for Lydia's job talk at 12.00pm. In addition, let me
>> know when the 2nd candidate is meeting with the Dean so that we can
>> finalize other arrangements.

>>
>> Travis: Are there any Afri101 courses being taught on Friday, Mon, and
>> Tue this semester? Please let me know.
>>
>> Best wishes, Eunice.
>>
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>>
>>
>>
>
>
>

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, April 16, 2009 8:49 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Milk Thistle for Hepatitis C Study!

We Are Conducting A Study with Milk Thistle in Patients with Hepatitis C

Silymarin is the active ingredient in Milk Thistle. Milk Thistle has been used by patients with liver disease for centuries. Milk Thistle may have protective effects on the liver but this has not been studied well enough to know for sure.

The purpose of this phase 2 study is to explore the safety and effectiveness of milk thistle in treating patients with chronic hepatitis C virus (HCV) who did not clear the virus after taking conventional antiviral therapy.

If you are interested in this study, please call:
(919) 966-0764, email: pea@med.unc.edu.

IRB Approved by OHRE, # 08-0342, 3/16/2009

This email is sponsored by: UNC Liver Program

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Friday, April 17, 2009 10:10 AM
To: Gore@mxp0.isis.unc.edu; Sam T <stgore@email.unc.edu>
Subject: [ackland-e-news] Don't forget: reception tonight, symposium tomorrow!

---

at the ackland

TONIGHT!

NEW CURRENTS IN CONTEMPORARY ART

UNC-Chapel Hill Master of Fine Arts Exhibition
Public Reception
6:00 - 8:00 PM

Join the Student Friends of the Ackland for a public reception celebrating *New Currents in Contemporary Art* tonight (Friday, April 17)!

Now's your chance to enter the cab of an eighteen wheeler on the Ackland's front lawn, stand under an undulating felt sculpture, experience an interactive interrogation booth, and don 3-d glasses to watch drawings jump from their frames - just a few of the experiences brought to you by artists John Hill Jr., Gretchen Huffman, Nestor Armando Gil, Angela Grisales, Erin Paroubek, Edie Shimel, and Dave Sinkiewicz. Free.

Saturday, April 18

LEARNING FROM THE LEGACY

Sherman E. Lee
Symposium
Hanes Art Center Auditorium
2:00 - 6:30 PM

This weekend's symposium *Learning from the Legacy*, an afternoon-long celebration of esteemed Asian art historian Sherman Emery Lee, is a rare opportunity to hear several world-renowned scholars and museum professionals speak about Asian art. Don't miss it!

Participants include Alan Shestack, retired Deputy Director and Chief Curator, National Gallery of Art, Washington, DC; James

IN THE GALLERIES:

At the Heart of Progress:
Coal, Iron, and Steam since 1750

New Currents in Contemporary Art

Sage in the Bamboo Grove: The Legacy of Sherman E. Lee

Metamorphosis in Ovid's Poetry and Early Modern Art

NEXT WEEK:

Tuesday, April 21
Yoga in the Galleries
12:00 - 1:00 PM

Wednesday, April 22
Lunch with One
Carolyn Allmendinger
1:00 - 2:00 PM

Please visit our calendar for a full listing of special programming and events.

Ulak, Deputy Director of the Freer Gallery of Art and Arthur M.Sackler Gallery, Washington, DC; Jay Levenson, Director of the International Program, Museum of Modern Art, New York; James Lally of J.J. Lally and Co. Oriental Art, New York; and Lee's daughter, Katharine Lee Reid, former Director of the Cleveland Museum of Art. The afternoon's events will include a traditional Chinese dance performed by Carolina Lion Dance, a Debate among Experts, and a reception at the Ackland. Detailed schedule of events here.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Angela Grisales: *Coppice* (detail), 2009; felt. 12 x 10 feet diameter. Courtesy of the artist

Utagawa Toyohiro, Japanese, 1773 - 1828 (Edo Period 1615-1868): *Tiger in Bamboo* (detail); hanging scroll; color on paper. Gift of Ruth and Sherman Lee

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **stgore@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-24498214-6848482.2f8974e37df524cbb81bf19addaaf4be@listserv.unc.edu.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of unc.onlinestudy@unc.edu
Sent:	Friday, April 17, 2009 8:17 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: In a romantic relationship? Participate in a UNC research study with your partne

---

What makes romantic relationships work? Help us find out!

You are invited to participate in a new scientific research study designed to understand what makes relationships work. Whether you are in a blissful relationship, think your relationship could use a boost, or if you think you have a perfectly "normal" relationship, we are interested in what you have to say.

People who have been involved in a heterosexual romantic relationship for at least one year (no upper limit), and have been living with their partner for at least 6 months are eligible to participate in the study with their romantic partner. Each couple will be compensated with up to $120 for their participation, with chances to receive gift certificates ($50 to $100) to a local restaurant.

After an initial online questionnaire (20-30 minutes), the study involves two 75-90 minute visits to our laboratory on the UNC campus, four weeks apart. In the lab, at the beginning and end of the study, we will record your physiology and interactions with your romantic partner, and will collect samples of your saliva to measure your naturally-occurring hormone levels. During the intervening four week period, we'll ask you to provide a snapshot of your everyday life by responding to a brief (3-5 minute) questionnaire online each night. Finally, on 4 to 6 occasions during this four week period, we will ask you to supplement your normal, everyday interactions with your partner by setting aside 20-30 minutes to talk alone together. The second lab session will allow us to assess the role that these different factors play in your relationship, and to answer any additional questions you have. We anticipate that time spent in this study with your partner and in answering private questionnaires will average less than 6.5 hours over the course of the month.

We would love to hear from you, and we would be more than happy to give you further information about the study. Please do not hesitate to contact us if you would like more information, or would like to sign up for the study: UNC.Relationships.Study@gmail.com, or 919-843-0092.

For measurement purposes, in addition to the above, you are NOT eligible for this study if you:
- Are under 24 year old.
- Are currently taking antidepressants or have been recently diagnosed with depression or an anxiety disorder.
- Are a woman who is: over 40, postmenopausal, pregnant (or plan to become pregnant during the course of the study), within 6 months postpartum, nursing (lactating), or have had an oophorectomy (i.e., ovaries must be intact).
- Are a man on steroid medication.

We look forward to hearing from you, and will return your email or phone call as soon as possible. Sessions will begin immediately.

Sincerely,
[SIGNATURE]

p.s. This study is being conducted through the University of North Carolina-Chapel Hill Psychology Department, and has been approved by the UNC-CH Internal Review Board.

IRB Study # 09-409
Approving Body: Social Behavioral
Date of Approval: 4/6/2009

This email is sponsored by: Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, April 17, 2009 8:33 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Subjects needed for study on Bipolar Disorder

---

Do you have Bipolar Disorder? Do you want to see your brain?

UNC-Chapel Hill's Center of Excellence for Research & Treatment of Bipolar Disorder (CERT-BD) is looking for participants for their research studies on Bipolar Disorder.

You may qualify if you:

- Are 8-65 years old
- Are currently diagnosed with Bipolar Disorder or suspect you may have Bipolar Disorder
- Are in good physical health
- Are not using illegal drugs
- Are not currently pregnant

You will receive a study-related psychiatric evaluation, MRI and neurocognitive testing. You may be eligible for study medication. Financial compensation for participants is provided.

For more information, please call 888-843-6421 (24 hour line) or visit http://www.med.unc.edu/cert-bd

Approved by Biomedical IRB
Approval date: 8/3/07
Study #07-0055

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: bounce-24511689-17315026@listserv.unc.edu on behalf of WebEvent <webevent@unc.edu>

Sent: Sunday, April 19, 2009 11:03 PM

To: african-and-afro-american-studies-staff <african-and-afro-american-studies-staff@listserv.unc.edu>

Subject: [african-and-afro-american-studies-staff] [all-college-staff] WebEvent Reminder: Apr 24 - Deadline for Nominations for Award in Management 2009

WebEvent Reminder

Title: Deadline for Nominations for Award in Management 2009
Date: Friday, April 24, 2009
Time: Unspecified

Description: An annual Award in Management was established in 2005 to acknowledge the dedication and hard work of the administrative managers in each of our units who coordinate and serve as liaisons with the Dean's Office.

Nominations for the 2009 College of Arts and Sciences Award in Management are due by Friday, April 24, 2009. The criteria for the award are listed on the attached nomination form. Up to three letters of support addressed to La-Eula Davis (Dean's Office, CB # 3100, 205 South Building) will be accepted.

The 2009 award recipient will be announced on Wednesday, June 10th at the Arts and Sciences Manager's Award Luncheon.

Again, the nomination deadline is Friday, April 24th .

Return nominations to:

La-Eula Davis
College of Arts & Sciences
CB# 3100, Dean's Office
Phone#: 2-1165
Fax#: 2-2408

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

--- You are currently subscribed to all-college-staff as: african-and-afro-american-studies-staff@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-staff as: stgore@email.unc.edu.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, April 20, 2009 1:23 PM
To: Gore@mxp3.isis.unc.edu; Sam T <stgore@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

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at the ackland

Tuesday, April 21

YOGA IN THE GALLERIES

12:00 - 1:00 PM

Namaste! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland. Yoga mats and museum cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended.

Sessions led by Joanne Marshall. Beginners are welcome.

Registration recommended. Free to members, $5 non-members.

Wednesday, April 22

LUNCH WITH ONE

1:00 - 2:00 PM

Bring your lunch and enjoy an hour of inspiration and information at the Ackland!

This Wednesday, join Director of Academic Programs Carolyn Allmendinger for **Classical Sources and Seventeenth-Century Resonances in Chapron's *The Nurture of Jupiter***, an examination of the significance of allusions to ancient Roman art and literature in this seventeenth-century painting.

IN THE GALLERIES:

At the Heart of Progress:
Coal, Iron, and Steam since 1750

New Currents in Contemporary Art

Sage in the Bamboo Grove: The Legacy of Sherman E. Lee

Metamorphosis in Ovid's Poetry and Early Modern Art

Please visit our calendar for a full listing of special programming and events.

Free to members | $5 non-members

Sunday, April 26

STORYBOOK ILLUSTRATION FOR KIDS

2:00 - 4:00 PM

Join the Student Friends of the Ackland this Sunday as they read illustrated story books to children, then assist them in creating their own! For children ages six to twelve.

Registration recommended.
To register, contact Kyle Fitch at 919.843.3676 or kyle_fitch@unc.edu.

Sunday, April 26

FAMILY FUN TOUR

1:15 PM

Share your interest in art with a child you care about in these interactive gallery tours designed for six- to twelve-year olds and their families. Free.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Indian, Central, 11th to 12th century: *Ganesha* (detail); sandstone sculpture. Gift of Clara T. and Gilbert J. Yager in honor of Dr. Charles Morrow and his wife, Mary Morrow, for their many contributions to the University and to the Ackland Art Museum during his term as Provost.
Nicolas Chapron, French, active in Rome, 1612-1656: *The Nurture of Jupiter*, ca. 1645; oil on canvas. Ackland Fund

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **stgore@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-24517500-6848482.2f8974e37df524cbb81bf19addaaf4be@listserv.unc.edu.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, April 21, 2009 3:53 PM
To: Gore@mxp0.isis.unc.edu; Sam T <stgore@email.unc.edu>
Subject: [ackland-e-news] Spring Benefit Luncheon, April 27

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at the ackland

On **Monday, April 27**, celebrate *New Currents in Contemporary Art: UNC-Chapel Hill Master of Fine Arts Exhibition* with Director Emily Kass at the Ackland Art Museum's 2009 Spring Benefit Luncheon.

12:00 PM
Luncheon and Lecture
at the Carolina Inn

Assistant Professor of Art History **Cary Levine** considers approaches to contemporary art.

2:30 PM
Private Viewing with the Artists
at the Ackland Art Museum

Join exhibition artists for a special tour of *New Currents in Contemporary Art*.

$50 per person ($20 tax deductible) I All proceeds benefit the Ackland Art Museum
Respond by noon on Thursday, April 23, to Kyle Fitch at 919.843.3676 or kyle_fitch@unc.edu

From left:
John Hill Jr.: *Proactive Teamwork* (detail), 2008 - 2009; Micron pen on paper.
Gretchen Huffman: *Babb*, 2008; ink wash and casein.
Nestor Armando Gil: *Incidents* (detail), 2008 - ongoing; ink on paper.
Edie Shimel: *The Pastoral State* (detail), 2008; silver gelatin print.
All works courtesy of the artists.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of mduclos@med.unc.edu
Sent: Tuesday, April 21, 2009 8:46 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Do You Have Type 2 Diabetes and Are Taking Lantus?

DO YOU HAVE TYPE 2 DIABETES AND ARE TAKING LANTUS(insulin glargine)?

If you have Type 2 Diabetes and are taking Lantus insulin with or without metformin (Glucophage) or pioglitazone (Actos) you may be eligible to participate in a research study to determine the safety and efficacy of adding exenatide (Byetta) or placebo to your current diabetes regimen.

Participants must be:
*Taking Lantus (insulin glargine) with or without Actos (pioglitazone) and/or Glucophage(metformin)

Qualified participants will receive:
* Study related medical exams and lab work
* Glucose monitor and supplies
* Compensation for travel

For more information call:

April Goley, FNP at 919-484-0931 ext 270
Or
Michelle Duclos at 919-484-0931 ext 272
mduclos@med.unc.edu
Or you can submit your information at:
http://domis.med.unc.edu/dccregistry

This study was approved by the UNC IRB, study number:08-1911, 11/23/2008

This email is sponsored by: UNC Diabetes Care Center

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From: nobody@notify.unc.edu on behalf of wehmeyem@dentistry.unc.edu
Sent: Wednesday, April 22, 2009 8:39 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Patients on DIALYSIS needed for study of GUM DISEASE

The UNC Dental Research Center is currently seeking volunteers to participate in a research study about how gum disease (periodontal disease) and kidney disease are related.

Participants will receive free dental x-rays, dental exam, periodontal therapy (deep teeth cleaning) and parking and may receive up to $150 for successful study completion.

You may be eligible to participate in this research study if you:
-Are between 18 and 80 years old
-Are on peritoneal dialysis or hemodialysis
-Have at least 12 of your own teeth
-Have gum disease (periodontal disease)

To learn how you can be in this study, please call (919) 966-5271 or send an email to wehmeyem@dentistry.unc.edu with your name, phone number, and times you can be reached. Your email will not be shared.

Please share this message with friends or family!

Principle Investigators: Meggan Wehmeyer, DDS; Steven Offenbacher, DDS, PhD
Approved by UNC IRB# 08-0464: 4/3/2009

This email is sponsored by: The Dental Research Center

This email is sponsored by: Dental Research Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, April 22, 2009 9:14 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Research Opportunity: Something Not Quite Right?

The UNC Department of Psychiatry is conducting a research study to find out more about mental illness. If you have had any of the following symptoms in the past few months, are between 12-35 years old, and have not been diagnosed with bipolar illness or psychosis, you may be eligible to participate in a study in the Prime Research Program. You may be eligible to receive free study related medical evaluations and monetary compensation.

* Have you noticed frequent and confusing coincidences?
* Are you worried that others are talking about you or laughing at you?
* Do you think that others are trying to hurt you?
* Do you have trouble thinking or concentrating?
* Would you rather be alone than with friends?
* Sometimes when you hear something do you mistake it for something it's not?
  How about something you smell or see?

Visit us at our website www.PRIME.unc.edu and click on 'Simple Survey'

The Project is funded by the National Institute of Mental Health

IRB# 08-1448
January 26, 2009
Committee on the Protection of the Rights of Human Subjects
The Biomedical IRB
University of North Carolina

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Friday, April 24, 2009 2:20 PM
To:	stgore@email.unc.edu
Subject:	FORMAL NOTICE: Bain & Co. Interim Report Now Featured on University Budget Web Page

---

Dear Students, Faculty and Staff:

We've posted more new information to the the Carolina Budget Information Web page, accessible at www.unc.edu. The latest addition is a video presentation to provide the University community with an interim report on the work we're doing with the help of Bain & Company, the global business consulting firm that is helping us identify innovative ways to streamline operations, become more effective, and perhaps achieve additional cost savings. With the academic year winding down, we wanted everyone to have the opportunity to know the current status of this work and how it will continue to move forward over the summer.

I hope you'll take the time to view the presentation.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Friday, April 24, 2009 8:41 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: afterschool care for UNC employees' children

---

UNC employees with children in grades K-5 have a convenient option for afterschool care on campus. The Morehead Afterschool Program (MAP) at Morehead Planetarium and Science Center is now accepting registrations for the 2009-2010 school year.

MAP offers science activities, indoor and outdoor play, snacks, crafts and more. Children from Carrboro, Ephesus Road, Frank Porter Graham and McDougle elementary schools travel from school to Morehead via Chapel Hill Transit, escorted by MAP staff members.

Check the MAP Web site at <www.moreheadplanetarium.org/go/afterschool> for more information and for online registration access. Questions? Please contact Jonathan Frederick at 843-7951.

This email is sponsored by: Morehead Planetarium and Science Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, April 27, 2009 1:02 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd: If possible to Print?? Stephanie Hasty]
Attach: If possible to Print__ Stephanie Hasty.eml (19.8 KB).msg

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From: hnstepha@email.unc.edu
Sent: Monday, April 27, 2009 1:00 PM
To: dacrowde@email.unc.edu
Subject: If possible to Print?? Stephanie Hasty
Attach: Philosophy!.docx

From: nobody@notify.unc.edu on behalf of cheryl_alderman@med.unc.edu
Sent: Monday, April 27, 2009 4:41 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Do you know a child with autism?

The ASPIRE research team is currently conducting a study involving children and adolescents with autism spectrum disorder (including Pervasive Developmental Disorder-NOS and Asperger's Disorder). We want to compare children (ages 2.5-17 years) who are not taking medication to children who are taking medication.

We are currently looking to enroll children who do not want to take any medication for the next year.

We are also looking for children who wish to begin study medication for the next year.

Participation will include:
* A comprehensive diagnostic assessment of autism spectrum disorder
* Physical exam and cognitive assessments for child
* Questionnaires for a parent/legal guardian to complete
* Appointments at UNC Hospitals with a doctor who specializes in autism

Please contact the study coordinator, Cheryl Alderman, for more information:
Email: cheryl_alderman@med.unc.edu
Phone: 919-966-3699

IRB # 04-1792
Approval by Biomedical IRB on: 4/23/2009
Title of Study: An Open Label Study of Aripiprazole in Children and Adolescents with Autism Spectrum Disorders

This email is sponsored by: Department of Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, April 27, 2009 8:21 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Research study about Asthma and Ozone exposure

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The Environmental Protection Agency (on the UNC campus) and the UNC Center for Environmental Medicine, Asthma and Lung Biology are seeking individuals ages 18 to 50 with mild asthma. The purpose of this research study is to learn if volunteers who have asthma and have a particular genotype, known as the GSTM1 null genotype, have increased response to ozone compared to volunteers with asthma who have the GSTMI sufficient genotype. Volunteers will be studied for six days, approximately 18 hours, over about 1 month. Following screening and training sessions, there will be one 3-day study session and a brief follow up visit 5 to 10 days later. Experiments will involve breathing tests, light exercise, blood samples, sputum induction, genetic testing and exposure to ozone. For more information, please call Westat EPA Recruiting at 966-0604. Approved 2-3-09 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board. IRB # GCRC 2371. This email is sponsored by: U.S. Environmental Protection Agency Human Studies Division, located on the UNC-Chapel Hill campus, and the UNC Center for Environmental Medicine, Asthma and Lung Biology.

This email is sponsored by: UNC Center for Environmental Medicine, Asthma and Lung Biology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of cheryl_alderman@med.unc.edu
Sent: Monday, April 27, 2009 8:54 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Do you know a child with autism?

The ASPIRE research team is currently conducting a study involving children and adolescents with autism spectrum disorder (including Pervasive Developmental Disorder-NOS and Asperger's Disorder). We want to compare children (ages 2.5-17 years) who are not taking medication to children who are taking medication.

We are currently looking to enroll children who do not want to take any medication for the next year.

We are also looking for children who wish to begin study medication for the next year.

Participation will include:
* A comprehensive diagnostic assessment of autism spectrum disorder
* Physical exam and cognitive assessments for child
* Questionnaires for a parent/legal guardian to complete
* Appointments at UNC Hospitals with a doctor who specializes in autism

Please contact the study coordinator, Cheryl Alderman, for more information:
Email: cheryl_alderman@med.unc.edu
Phone: 919-966-3699

IRB # 04-1792
Approval by Biomedical IRB on: 4/23/2009
Title of Study: An Open Label Study of Aripiprazole in Children and Adolescents with Autism Spectrum Disorders

This email is sponsored by: Department of Psychiatry

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of mandulak@email.unc.edu
Sent:	Tuesday, April 28, 2009 8:48 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Children with Repaired Cleft Lip and Palate Needed for Speech & Listening Study

---

The UNC Division of Speech and Hearing Science's Speech Science Laboratory is currently recruiting children between 7 - 11 years old with repaired cleft lip and palate to help us learn more about how children perceive and produce certain speech sounds.

In order to participate in the study, your child will receive a language and hearing screening and short listening test lasting approximately 60 - 75 minutes. If your child passes this screening, he/she will be asked to complete another session of speaking and listening tasks, lasting approximately 60 - 75 minutes, at the Speech Science Laboratory on the UNC campus. If your child passes the screening and completes the study, you will receive $40 for your child's participation.

If you are interested in participating, please contact Kerry Callahan-Mandulak in the Division of Speech and Hearing Sciences at mandulak@email.unc.edu or 919.358.6282.

The principal investigator for this study is Kerry Callahan-Mandulak, MA, CCC-SLP, Doctoral Candidate, Department of Allied Health Sciences.

This project #08-2100 has been approved by the Biomedical IRB, for the period from 01/07/2009 to 01/06/2010.

This email is sponsored by: Division of Speech and Hearing Sciences, Department of Allied Health Sciences

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Friday, May 1, 2009 4:13 PM
To: Gore@mxp0.isis.unc.edu; Sam T <stgore@email.unc.edu>
Subject: [ackland-e-news] The Ackland is Going Green

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the ackland is going green

And you can help! Starting this summer, more of the Ackland's printed materials will arrive in your inbox, not your mailbox.

As the world becomes more wired and environmental concerns grow, the Ackland believes that we can communicate just as effectively - if not more so - by using electronic communication as our primary means of contact. Each year, this simple step will save thousands of reams of paper *and* thousands of dollars - money better spent bringing you the type of world-class exhibitions and programs you've come to expect.

We know there might be some difficulties during this transition and want to do all that we can to keep you informed. This means it's more important than ever that we have your preferred name and email address. Let us know about any updates to your contact information via the E-News link on our homepage or by writing to ackland@email.unc.edu. Add ackland-e-news@listserv.unc.edu to your address book so that these messages don't get blocked by your server.

Keep an eye on your email from now on for special exhibition announcements, Ackland event invitations, and our weekly E-News. In addition, our website will feature increasingly detailed calendar listings and more ways for you to learn, give, register, and explore the collection.
We'll see you at the Ackland!

Ackland Art Museum

Images:
Top: Kamisaka Sekka, Japanese: detail from *Worlds of Things*, 1909-1910; woodcut. Gift of Ruth and Sherman Lee
Bottom: Qian Du, Chinese, 1763-1844: *Prunus* (detail), twentieth century; printed reproduction (probably lithograph), and hand coloring on paper. Gift of Ruth and Sherman Lee

You are subscribed to the Ackland's email newsletter as **stgore@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-24601749-6848482.2f8974e37df524cbb81bf19addaaf4be@listserv.unc.edu.

The University of North Carolina at Chapel Hill

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, May 4, 2009 2:51 PM
To: Gore@mxp0.isis.unc.edu; Sam T <stgore@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland!

---

at the ackland

Friday, May 8

ART TODAY WORKSHOP AN ACKLAND-KIDZU COLLABORATION

4:30 - 5:30 PM

Art, animals, and nature are combined in this program for four- to eight-year-olds. Participants will explore how artists depict and create texture in the exhibition *New Currents in Contemporary Art*, then head to the Kidzu Children's Museum to make their own texture collages.

Registration required and limited | $5
To register, call Kidzu at 919.933.1455

Friday, May 8

ART AFTER DARK

Museum open until 9:00 PM
Music 5:30 - 6:15 PM
Gallery Talk 6:45 PM

Visit the Ackland this Friday for Art after Dark! During these special evening hours, enjoy our cash bar (beer and wine), light refreshments, and live music. May 8's Art after Dark will feature a ***New Currents in Contemporary Art*** gallery talk with exhibition artists and music from the **Raging Grannies**. The **Raging Grannies** originated in Canada in 1987 as a group of mature women who wore bright clothes and sang satirical words to old-time music to protest for peace and social justice. The group's popularity drifted south and the Triangle group began about ten years ago. There are twelve to fifteen active members ranging in age from mid-fifties to early eighties. Free.

IN THE GALLERIES:

At the Heart of Progress: Coal, Iron, and Steam since 1750

New Currents in Contemporary Art

Sage in the Bamboo Grove: The Legacy of Sherman E. Lee

Metamorphosis in Ovid's Poetry and Early Modern Art

NEXT WEEK:

Tuesday, May 12
Curators Clinic
1:00 - 4:00 PM

Sunday, May 17
Because We're Still Here (and Moving) Video Contest Reception and Screening of Winners
2:00 - 4:00 PM

Please visit our calendar for a full listing of special programming and events.

SEEING YOUR WORLD
A SUMMER ART PROGRAM FOR CHILDREN

June 22 - June 26

This summer the Ackland presents **Seeing Your World**, a week-long summer art program for children ages nine to twelve. The program runs June 22 - June 26, 9:00 AM - 12:00 PM daily.

Participants will investigate original art in the Ackland's galleries, practice the techniques used to make them, and learn new ways to see and understand through art. Time will be spent exploring the ways different artists depict the world around them, and children will create their own collages, multi-media boxes, and poetry. Daily snacks are included.

The program is $100 for Museum members, $125 for non-members. Pre-registration is required. Limited scholarships are available. For more information or to register, contact Senior Museum Educator Beth Shaw McGuire at 919.962.0479 or bas5705@email.unc.edu.

VOLUNTEER GALLERY TEACHERS NEEDED

See art in new ways as a volunteer gallery teacher at the Ackland. Interactive, learner-centered teaching, primarily for kindergarten – twelfth-grade students, is the core of our program. Ackland educators are now interviewing candidates for the upcoming training class beginning September 2009. This two-year sequence includes intensive training about works of art in the Ackland Collection, teaching strategies to use in the galleries, mentoring with an experienced gallery teacher, and teaching independently in the galleries. To learn more about the Ackland's volunteer gallery teacher program, attend an information session at the Museum on Wednesday, May 12, 10:00 AM - 12:00 PM, or Tuesday, June 2, 10:00 AM - 12:00 PM. To RSVP, or for more details, please contact Museum Educator Leslie Balkany at lbalkany@email.unc.edu or 919.962.3342.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **stgore@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-24617611-6848482.2f8974e37df524cbb81bf19addaaf4be@listserv.unc.edu.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Friday, May 8, 2009 12:49 AM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: SASB North Closing on Several Evenings in May, June

UNC STUDENTS, STAFF, AND FACULTY:

This is a notice from the UNC Department of Public Safety (DPS) that the North Student Academic Services Building (SASB North) will be closed during early evening hours on several dates this summer so that UNC Police personnel can conduct drills in that location as part of their annual in-service training. The dates and times are as follows:

* Tuesday, May 12, 5 p.m. until 9 p.m.
* Tuesday, May 19, 5 p.m. until 9 p.m.
* Wednesday, May 27, 5 p.m. until 9 p.m.
* Tuesday, June 2, 5 p.m. until 9 p.m.
* Tuesday, June 9, 5 p.m. until 9 p.m.

During these times, signs noting the closure will be placed near all entrances to SASB North, and entry doors will be locked. The building will be open on its normal schedule during all other times.

For more information or to see a map showing the location of SASB North, visit the following link:

http://www.dps.unc.edu/NewsLinks/SASBTrainingWeb/SASBTrainingFlyer.pdf

If you have further questions, please call the UNC Department of Public Safety during regular business hours (Mon.-Fri., 7:30 a.m. - 5 p.m.).

Thank You,
UNC Public Safety

This email is sponsored by: UNC Public Safety

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of smamo@med.unc.edu
Sent: Friday, May 8, 2009 8:17 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: 40-55 Year Olds Needed for Hearing Research Study

---

HEARING RESEARCH STUDY

We are currently recruiting 40-55 year olds with normal hearing, and no history of ear problems. The research study will consist of two or three visits of one hour each. There may also be other long-term studies that you qualify for. Participants will sit in a soundproof room and listen to sounds presented over headphones. Participants will be compensated for their time at a rate of $10 per hour.

The purpose of this research study is to obtain a better understanding of hearing. The research study takes place in MacNider Hall (next to the Health Sciences Library).

If you are interested in participating in the research study please contact Sara Mamo at smamo@med.unc.edu.

IRB Approval Date: 5/6/2009
Study#: 92-0632

This email is sponsored by: Otolaryngology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, May 15, 2009 11:35 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Healthy Infants Needed for Speech Study

---

The UNC Craniofacial Center is conducting a research study on infant vocalizations following cleft palate repair. We are currently seeking infants without cleft lip or palate to serve as a comparison group.

To be eligible for the study, infants must:
- be between 8 to 11 months of age
- be learning English as a first language
- not have developmental delays
- not have known syndromes
- not have known sensory-neural hearing loss
- pass a screening procedure

This is a longitudinal study that will occur at the UNC Craniofacial Center. If your infant passes the screening, we will study him/her three times during the year until he/she is approximately 24 months old. We will video tape your infant, record his/her vocalizations, and monitor his/her nasal breathing using a simple technique. Each visit will take approximately 30 minutes. We will compensate you $25 per visit. Payment will be by check and we will require a social security number for payment purposes only.

To find out more information about this study, you may email cplante@med.unc.edu, or david_zajac@dentistry.unc.edu, or call 919-966-1362.

Study approved by UNC Biomedical IRB (Study # 07-0068)

This email is sponsored by: UNC Craniofacial Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, May 18, 2009 12:48 PM
To: Gore@mxp2.isis.unc.edu; Sam T <stgore@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland!

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at the ackland

Tuesday, May 19

YOGA IN THE GALLERIES

12:00 - 1:00 PM

Namasté! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland. Yoga mats and museum cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended.

Sessions led by Joanne Marshall. Beginners are welcome.

Registration limited | Free to members | $5 non-members

ALDWYTH: WORK V./WORK N.

Members Preview: Saturday, May 30, 7:00 - 9:00 PM
Public Opening: Sunday, May 31, 1:00 PM

Mark your calendars now and make sure you're among the first to see ***Aldwyth: work v./work n. - Collage and Assemblage 1991 - 2009***, the first major retrospective of a singular artist who, for decades, has produced astonishing collages and assemblages in relative seclusion from the larger art world. To attend the special members-only preview on May 30, RSVP to Kyle Fitch at kyle_fitch@unc.edu or 919.843.3676.

IN THE GALLERIES:

Sage in the Bamboo Grove: The Legacy of Sherman E. Lee

Metamorphosis in Ovid's Poetry and Early Modern Art

NEXT WEEK:

Saturday, May 30
Aldwyth: Members Preview
7:00 - 9:00 PM

Sunday, May 31
Aldwyth: Public Opening
1:00 PM

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Indian, Central, 11th to 12th century: *Ganesha* (detail); sandstone sculpture. Gift of Clara T. and Gilbert J. Yager in honor of Dr. Charles Morrow and his wife, Mary Morrow, for their many contributions to the University and to the Ackland Art Museum during his term as Provost.

Aldwyth: *Casablanca (classic version)* (detail), 2003-2006; collage, tinted silk tissue on Okarawa paper. 79 x 73 inches. Courtesy of the artist and the Halsey Institute of Contemporary Art. Photo by Rick Rhodes.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **stgore@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-24701277-6848482.2f8974e37df524cbb81bf19addaaf4be@listserv.unc.edu.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of maclay@med.unc.edu
Sent: Monday, May 18, 2009 8:26 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: NC TraCS Institute launches new website

---

The North Carolina Translational and Clinical Sciences (NC TraCS) Institute
was established with a grant, The Clinical and Translational Science Award
(CTSA), from the National Institutes of Health (NIH). The NC TraCS Institute
is the academic home of the CTSA at UNC and part of the national CTSA Consortium.

We are pleased to announce the launch of our new website http://tracs.unc.edu/.

When you enter the NC TraCS website, you will get an overview of who we are and what we are about. We encourage you to become a member to access the many benefits that NC TraCS offers.

Questions or comments? Contact NC TraCS Central at 919-966-6022 or toll-free at 1-866-705-4931 or send an email to nctracs.unc.edu

Thank you,
NC TraCS Institute

This email is sponsored by: NC TraCS Institute

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From:	nobody@notify.unc.edu on behalf of kwilson@med.unc.edu
Sent:	Monday, May 18, 2009 10:47 PM
To:	stgore@email.unc.edu
Subject:	INFORMATIONAL: Seeking parent-child pairs for study of narrative language & perception

---

We are currently recruiting parent-child pairs to participate in a pilot study of narrative language and perception. We are looking for parents under 55 years of age with children 5-18 years of age. Participation will consist of one 15-25 minute visit per parent-child pair. Participants will view an illustrated picture book on a computer monitor and narrate the story. During storytelling, participants' eye movements will be tracked with a remote eye tracking instrument that reflects an invisible light off of the eye to track eye movement, and which causes no harm or discomfort. Parent-child pairs will be compensated $10 per pair for their time.

The purpose of this research study is to obtain information about the usefulness of the measures for use in a study of narrative and perceptual strategies of individuals with autism.

If you are interested in participating in this research study, please contact Kaitlyn Wilson at kwilson@med.unc.edu.

Approved 10/17/08 by the Office of Human Research Ethics, Biomedical Institutional Review Board. IRB #07-1792.

This email is sponsored by the Department of Allied Health Sciences at UNC-Chapel Hill.

This email is sponsored by: UNC-CH Allied Health Sciences

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of babwah@email.unc.edu
Sent: Wednesday, May 20, 2009 11:20 PM
To: stgore@email.unc.edu
Subject: INFORMATIONAL: Seeking People in Recovery for Paid Study

---

The Boettiger Lab at UNC Chapel Hill is conducting a study to explore the role of learning in addiction. We are recruiting volunteers who are between the ages of 18 and 40 who have a substance abuse history but are currently abstinent.

Your participation would require you to come to our laboratory in Davie Hall on the University of North Carolina campus for two separate sessions and complete learning-related tasks on the computer for about 1.5
hours per session. For your participation, you will be compensated with $10/hour for the behavioral task and $20/hr if you participate in the imaging study.

Other requirements:
o No history of seizure, head injury, loss of consciousness, or other known neurological problems
o No psychiatric diagnoses (aside from substance abuse/dependence)
o Not currently using any psychoactive drugs (including antidepressants)
o Normal color vision

If you meet these requirements and think you may be interested in participating please send an e-mail to cablab.unc@gmail.com and include the following information:
Learning Study
Name
Phone number
Best method & times to reach you

Thank you,
Lorelle Babwah
Dept. of Psychology

This study titled "Addiction and Neurobiology of Learning and Unlearning" has been approved by the UNC Behavioral Institutional Review Board (IRB) (study
#08-0997; approved 7/2/08).

This email is sponsored by: UNC Psychology Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Friday, May 22, 2009 3:20 PM
To: Gore@mxp3.isis.unc.edu; Sam T <stgore@email.unc.edu>
Subject: [ackland-e-news] Aldwyth: Exhibition Premiere May 31

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aldwyth

For decades, collage and assemblage artist **Aldwyth** has produced astonishing works of art in relative seclusion from the larger art world. Now seventy-three, her first major retrospective will premiere at the Ackland Art Museum next weekend. Be among the first to see it.

PUBLIC OPENING: Sunday, May 31, 1:00 PM

MEMBERS PREVIEW: Saturday, May 30, 7:00 - 9:00 PM
Ackland members are invited to an exclusive preview with Aldwyth and Curator Mark Sloan, Director of the Halsey Institute of Contemporary Art. RSVP to Kyle Fitch at kyle_fitch@unc.edu or 919.843.3676.

Ackland Art Museum

Organized by the Halsey Institute of Contemporary Art at the College of Charleston.
Made possible at the Ackland with support from the Poitevent Redwine Trust.

Images:
Top: Aldwyth: *Casablanca (classic version)* (detail), 2003-2006; collage, tinted silk tissue on Okarawa paper. 79 x 73 inches. Courtesy of the artist and the Halsey Institute of Contemporary Art. Photo by Rick Rhodes.

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The University of North Carolina at Chapel Hill

From: Goodman, Paula [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=PGOODMAN]

Sent: 1/22/2014 4:22:41 PM

To: Owen, Bobbi A [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Owenbob]; Demetriou, Cynthia [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cyndem]; Derickson, Christopher P [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Derickso]; May, Lee Y [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Mayl]; Dobbins, Steven E [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Sdobbins]; Lloyd, Gary R [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Grl1974]; Pass, David L. [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Dpass]

CC: Knight, Ira [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Iknight]

Subject: Meeting re: Eligibility

Location: Steele 3020

Start: 2/5/2014 4:00:00 PM

End: 2/5/2014 5:00:00 PM

Show Time As: Busy

Required Attendees: Owen, Bobbi A; Demetriou, Cynthia; Derickson, Christopher P; May, Lee Y; Dobbins, Steven E; Lloyd, Gary R; Pass, David L.

From: Gil, Karen M [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=KGIL]

Sent: 2/19/2014 1:38:01 PM

To: Gil, Karen M [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Kgil]; Hartlyn, Jonathan [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Hartlyn]; McHale, Tammy J [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Tmchale]; Owen, Bobbi A [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Owenbob]

Subject: Jonathan, Tammy, Karen, and Bobbi RE: fixed term faculty policy questions

Location: Karen's office

Start: 2/24/2014 8:00:00 PM

End: 2/24/2014 8:30:00 PM

Show Time As: Tentative

Recurrence: (none)

Required Attendees: Hartlyn, Jonathan; McHale, Tammy J; Owen, Bobbi A

FW: Fixed-term faculty policy que...

From: Strizheus, Yulia <ystrizh@email.unc.edu>
Sent: Monday, February 10, 2014 11:00 AM
To: Cline, Alexis L <Alexis_Cline@unc.edu>
Subject: FW: Fixed-term faculty policy question

Would you want to schedule this, given that it has turned into a meeting of Karen and (some of) the SADs? I am happy to schedule myself, just let me know.
YS

From: McHale, Tammy J
Sent: Saturday, February 08, 2014 1:29 PM
To: Hartlyn, Jonathan; Owen, Bobbi A
Cc: Gil, Karen M; Strizheus, Yulia
Subject: RE: Fixed-term faculty policy question
Yes. I think a meeting (involving Karen, too) would be helpful.
Thanks.

From: Hartlyn, Jonathan
Sent: Friday, February 7, 2014 1:21 PM
To: McHale, Tammy J; Owen, Bobbi A
Cc: Gil, Karen M; Strizheus, Yulia
Subject: FW: Fixed-term faculty policy question
Bobbi and Tammy, I'll need some assistance in answering these questions, which appear in some cases to be SACS related.
Should I ask Yulia to schedule a meeting-may be right before or after SADs on Monday? Thanks, Jonathan
Jonathan Hartlyn
The University of North Carolina at Chapel Hill
Senior Associate Dean for Social Sciences and
Global Programs, College of Arts and Sciences
Kenneth J. Reckford Professor of Political Science
205 South Building, CB 3100
Chapel Hill NC 27599-3100 USA
Email: hartlyn@unc.edu
Office: 919 962-1165 Fax: 919 962-2408

From: Irons, Susan Harrell
Sent: Friday, February 07, 2014 1:10 PM
To: Hartlyn, Jonathan
Subject: Fixed-term faculty policy question
Dear Jonathan,
I'm currently a member of the Faculty Council Committee on Fixed-term Faculty. Thank you for joining our committee meeting recently. The information you were able to provide was very helpful. As the Committee continues to develop a proposal for a new set of professional titles for fixed-term faculty in the College, we realized we need more information on current policies regarding fixed-term appointments, ranks, and degrees held. Or, we want to know if the College does not yet have a policy on these issues. (Please note that I'm also checking with Ron Strauss to see if there are any University-wide policies we should be aware of.)

- For example, if you make a policy (perhaps concerning titles or promotion) for fixed-term faculty holding a doctoral degree, which is a terminal degree, do those same policies apply to masters degrees that are "terminal degrees"? [ie: MFA degrees]
- How does the College define a "terminal masters"?
- Because of supply and demand, some departments may need to hire fixed-term faculty to teach who hold masters degrees, but in fields where a masters degree is not a terminal degree. Is that person allowed to hold the same professional fixed-term ranks as people with doctorates and terminal masters degrees?
- Are fixed-term faculty without a terminal masters eligible for promotion from Lecturer to Senior Lecturer and to Master Lecturer?
- Instead of a College-wide policy, are these decisions let up to each department?

I would appreciate any information you can share with me and our committee--or a suggestion of where to direct these questions. If you prefer to talk by phone, I'll be happy to set up a time.

Thank you,
Susan
Susan H. Irons, Ph.D.
Director of Special Programs & Senior Lecturer
Department of English & Comparative Literature
University of North Carolina at Chapel Hill
CB# 3520, Greenlaw
Chapel Hill, NC 27599-3520
919-962-4283

Subject: HOLD for Eligibility

Start: Thu 3/27/2014 2:00 PM
End: Thu 3/27/2014 3:00 PM

Recurrence: (none)

Organizer: Owen, Bobbi A

From: Goodman, Paula [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=PGOODMAN]
Sent: 3/20/2014 7:57:06 PM
To: Owen, Bobbi A [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Owenbob]; Panter, A. T. [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Abigail T Panter (panter)]; Coleman, Drew S [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Drew S Coleman (dcoleman)]; Demetriou, Cynthia [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cyndem]; Fisher, Annice E [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Fisherae]

Subject: First Year Transfer Student Seminars
Location: Steele 3011

Start: 4/3/2014 5:00:00 PM
End: 4/3/2014 6:00:00 PM
Show Time As: Busy

Required Attendees: Panter, A. T.; Coleman, Drew S; Demetriou, Cynthia; Fisher, Annice E

We will try to do this again, now that we are back from spring break.

From: Haven, Ben <bhaven@email.unc.edu>
Sent: Thursday, May 2, 2013 3:56 PM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: RE: Academic Eligibility

FYI
--
Benjamin Haven
Curriculum Analyst | Office of Undergraduate Curricula
University of North Carolina at Chapel Hill
3007 Steele Building, CB # 3504
Chapel Hill, NC 27599-3504
bhaven@email.unc.edu | (919) 843-5473
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From: Haven, Ben
Sent: Thursday, May 02, 2013 2:01 PM
To: Goodman, Paula
Subject: RE: Academic Eligibility
Hi Paula,
This listserv has been created. I named it "academic_eligibility_committee."
You are also an administrator. The listserv address is academic_eligibility_committee@listserv.unc.edu.
Cheers!
Ben
--
Benjamin Haven
Curriculum Analyst | Office of Undergraduate Curricula
University of North Carolina at Chapel Hill
3007 Steele Building, CB # 3504
Chapel Hill, NC 27599-3504
bhaven@email.unc.edu | (919) 843-5473
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From: Goodman, Paula
Sent: Wednesday, May 01, 2013 12:29 PM
To: Haven, Ben
Subject: Academic Eligibility
The following are people that are on the Academic Eligibility list:
Cynthia Demetriou
Chris Derickson
Steven Dobbins
Kara GrawOzburn
Gary Lloyd
Lee May
David Pass
Arlene Rainey
Marilyn Wyrick
Bobbi Owen
Paula A. Goodman
Department Manager
Office of Undergraduate Education
919-843-6290

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, July 22, 2013 8:22 PM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: FORMAL NOTICE: Symantec Antivirus End of Life - July 30, 2013

As announced previously, in response to customer feedback about Symantec antivirus software and the changing needs of the University, the decision has been made to change vendors for antivirus software. To comply with the UNC-Chapel Hill license agreement with Symantec, all UNC-Chapel Hill-provided Symantec antivirus software MUST be removed from all computing devices (servers, laptops and desktops) before the Symantec license expires on August 1, 2013. Furthermore - Access to the Symantec servers will be blocked on July 30, 2013, per our contractual obligations to stop using the product.

For personally owned devices, Information Technology Services (ITS) has tested and recommends some free options that are available from the Shareware site at shareware.unc.edu. The recommended software is free to all UNC-Chapel Hill students, faculty and staff and can be retained on your personally-owned device even after you leave UNC-Chapel Hill.

The recommended antivirus product for Windows devices is:
* Microsoft Security Essentials
*
https://help.unc.edu/help/migration-from-symantec-to-microsoft-antivirus/
The recommended antivirus product for Apple Macintosh devices is:
* ClamX Antivirus
* https://help.unc.edu/help/clamx-antivirus/

If you have any questions or encounter any problems as you make this antivirus switch, please call 962-HELP for assistance.

For university owned/managed computers, users should contact their departmental IT support staff for any questions regarding this transition. If you do not know who your departmental IT support person is, or if your unit does not have a departmental IT support person, please call 962-HELP for information about what you need to do for this transition.

UNC-Chapel Hill is transitioning to Microsoft System Center Endpoint Protection (SCEP) For Windows and Mac devices. Please refer to the following document for further information regarding how migration of antivirus software is being handled.
http://help.unc.edu/help/what-is-the-universitys-recommended-anti-virus-software

Thank you for your cooperation.

Sincerely,

Ramon Padilla Jr.
Associate Vice Chancellor,
Deputy Chief Information Officer,
And Interim Information Security Officer

This email is sponsored by: Information Technology Services

This email is sponsored by: Information Technology Services

From: Leloudis, James L <leloudis@unc.edu>
Sent: Tuesday, August 27, 2013 5:40 PM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: McMillan poverty proposal
Attach: McMillan Proposal April 2012 FINAL - JLL corrections.doc

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Here's the proposal that I was discussing with Taylor before his death. I'd add one or two additional fellows. The idea was that if the UNC portion were funded, Bob would go to Duke to match. August 2014 will mark the 50th anniversary of the War on Poverty. Would be fabulous to launch with a conference that fall, supported in part by income from this endowment.

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

PROPOSAL TO TAYLOR MCMILLAN FOR A GIFT TO SUPPORT THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

The University of North Carolina at Chapel Hill, the nation's first public university, serves North Carolina, the United States and the world through teaching, research and public service. We embrace an unwavering commitment to excellence as one of the world's great research universities.

Our mission is to serve as a center for research, scholarship and creativity and to teach a diverse community of undergraduate, graduate and professional students to become the next generation of leaders. Through the efforts of our exceptional faculty and staff, and with significant support from North Carolina's General Assembly, we invest our knowledge and resources to enhance access to learning and to foster the success and prosperity of each rising generation.

With *Lux, Libertas* —light and liberty—as its founding principles, the University has charted a bold course of leading change to improve society and to help solve the world's greatest problems. Private support is critically important to the University's efforts to stay the course in this era of financial upheaval and uncertainty.

SUMMARY

The University of North Carolina at Chapel Hill respectfully proposes a gift of $500,000 to establish the Sanford Fellows program within the College of Arts and Sciences. In addition to receiving summer fellowships, Sanford Fellows will be invited to compete for grants from a program-administered Innovation Fund. This project will complement both a joint UNC-Duke curriculum focused on battling poverty and building prosperity in North Carolina and the Frank Porter Graham Lecture Series. The fellows will honor the legacy of Governor Terry Sanford, a protégé of Frank Porter Graham who in the 1960s made North Carolina a leader in national efforts to end racial and economic inequality. The project is spearheaded by James Leloudis, Professor of History and Associate Dean for Honors at UNC, and Robert Korstad, Professor of History and

Public Policy at Duke. Leloudis and Korstad recently published a prize-winning study of the North Carolina Fund, the model antipoverty agency that Sanford founded in 1963. The Fund relied heavily on students who conducted antipoverty work at the community level, and in the process raised up a generation of leaders who devoted their lives and careers to expanding economic opportunities for all North Carolinians. This project aims to revitalize that work and confront today's problems of inequality and uneven economic development across the state.

- Sanford Fellows: 2 sophomore-summer and 2 junior-summer fellowship per year at $5,000 each = $20,000
- Innovation awards: 1 award per year at $5,000 = $5,000
- Total: $25,000 per year

The project will be housed in UNC's Honors Program and administered by the Associate Dean for Honors.

The Opportunity

North Carolina needs innovative ideas and creative leaders who are prepared to act outside the bounds of conventional wisdom to address the state's most pressing issues—high unemployment and poverty. Both UNC and Duke are filled with young people who are eager to focus their attention, time, and talent on helping to solve some these problems. Many are searching for opportunities to connect with the communities around them and translate what they discuss in the classroom into real-world solutions. UNC and Duke stand ready to prepare students for the challenges of their time, and to harness the power of their talents for innovation, entrepreneurship, and civic engagement for the creation of more inclusive prosperity in our state.

The Project

We aim to create a Sanford Fellows program in which undergraduate students will explore issues of poverty and prosperity from a wide range of disciplinary perspectives and develop the entrepreneurial mindset necessary to translate classroom lessons into sustainable initiatives. They will also hone their research and leadership skills, cultivate the competence and respect needed to engage people who come from life circumstances different from their own, and create the networks required to build alliances that cut across social and political divisions.

The ideas that follow were developed through a year-long course on poverty and ethics that Professors Leloudis and Korstad taught for UNC and Duke students, a similar multidisciplinary colloquium they led for faculty from both campuses, and the success of the Frank Porter Graham Lecture Series.

Curriculum Background

The curriculum will include coursework, experiential learning opportunities, and translational projects:

- Gateway Course: A UNC Honors course will serve as the gateway to the program. Open to students from both campuses, this course will provide students a broad overview of poverty grounded in history, sociology, economics, and public policy.

- Four additional courses from either campus: During the remainder of their study, students will complete at least four additional courses from a roster of offerings at the two campuses. A more limited number of new courses will be purpose-built with course development funds administered by the program.

- Portfolio: In each of their four supplemental courses, students will be required to focus one paper or project on North Carolina, and to collect their work in a digital portfolio.

- Final Project and Certification: All students will be required to complete either a senior honors thesis or capstone project. Students who fulfill all of the requirements of the curricular pathway will be honored in a ceremony at the end of their senior year and will receive certification of their participation in the program.

Sanford Fellows

Each year, two sophomore students from UNC will be selected on a competitive basis from curriculum participants and awarded Sanford Fellowships. They will be offered an immersion experience in the translation of academic knowledge into effective policy making and social action. This part of the program will be designed to develop the civic capacities of a new generation of leaders who will be called on to provide solutions to the persistent challenges of poverty—to build what Terry Sanford called "a new day in North Carolina." The Sanford Fellowships will include:

- Summer Internships: During the summer after their sophomore year, the Sanford Fellows will complete an eight-week internship with a local community organization, learning about the challenges that people face in poor and marginalized areas of the state. Then, in the summer after their junior year, they will spend eight weeks in Raleigh interning with a state agency, advocacy group, legislator's office, or policy think tank.

- Monthly Dinner Discussions: During the students' junior and senior academic years, they will be invited to a series of monthly dinners with thought leaders in areas of education, environment, economics, politics, and media.

- Innovation Fund: Sanford Fellows will be invited to compete for grants from a program-administered Innovation Fund. Their proposals will be judged by a panel of distinguished social entrepreneurs, community partners, and faculty.

- Alumni Network: Sanford Scholars will benefit from ongoing networking opportunities with UNC and Duke alumni who are actively involved in economic development and antipoverty work across the state.

Faculty Directors

James Leloudis and Robert Korstad are natives of North Carolina who have written award-winning books on the history of the state in the 20th century. Their most recent work is *To Right These Wrongs: The North Carolina Fund and the Battle to End Poverty and Inequality in 1960s America*, published in 2010 by the University of North Carolina Press. Leloudis and Korstad also directed the Moral Challenges of Poverty and Inequality Project, co-sponsored by the Kenan Institute for Ethics at Duke (where they held appointments as Senior Fellows), UNC's Honors Program, and the Center on Poverty, Work, and Opportunity at UNC's School of Law.

Conclusion

Your generous philanthropy will help the University of North Carolina at Chapel Hill fulfill its vital mission to provide excellence in education now and in the future. Through support for the Sanford Fellows, you will help shape the next generation of leaders who will be champions of freedom, democracy, and the disadvantaged, just as Frank Porter Graham was in his day. Your

support will help attract the best and brightest students to Carolina—students who, in turn, will shape the future economic prospects for all North Carolinians—poor and non-poor alike.

From: Balthrop, Bill <vwb@email.unc.edu>
Sent: Friday, October 18, 2013 10:31 AM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: Re: World War I

Bobbi:

Thanks for the quick response and congratulations on your leave. Yea!

You thought about the class makes sense (even if you were teaching next year) but we will definitely see if we can pull something together on the homefront and include this. I'lll keep you posted as we proceed.

And an exhibition would be very cool, I think, if that would be possible.

Enjoy the remainder of the break.

Balthrop

On 10/18/13 10:05 AM, "Owen, Bobbi A" <owenbob@unc.edu> wrote:

>As I will be on leave next year a class is not possible and one devoted
>to WWI clothing would run thin quickly. I hoped to connect to be part of
>a symposium or do a paper as part of something. We might do a display of
>period garments in tbe lobby of the Paul Green Theatre but tbat is as far
>as I bave gone.
>Bobbi
>
>---
>Bobbi Owen
>Senior Associate Dean for Undergraduate Education
>Michael R. McVaugh Professor of Dramatic Art
>
>On Oct 18, 2013, at 10:00 AM, "Balthrop, Bill" <vwb@email.unc.edu> wrote:
>
>> Bobbi:
>>
>> Some time ago you indicated an interest in doing something about
>>clotbing during WW I. I wanted to follow up and see if you are still
>>interested in that: a class, exhibit, lecture, etc.
>>
>> We are particularly interested in the moment at identifying courses
>>tbat people might offer in the 2014-15 academic year and want to place
>>those on the website that we hope to have active prior to registration
>>this coming spring.
>>
>> So, I wanted to see if (a) you still had interest in pursuing some
>>aspect of this next year and (b) if you were planning to offer a course
>>next year.
>>
>> ThanksŠand feel free to let me know any thoughts or questions that you
>>might have.
>>
>> Balthrop

From: Siedentop, Nicholas J <nick_siedentop@unc.edu>
Sent: Wednesday, December 4, 2013 11:42 AM
To: Owen, Bobbi A <owenbob@unc.edu>
Cc: Lindemann, Erika <ulinde@email.unc.edu>
Subject: FW: Final examination rule

Bobbi – In April 2012 you advised me to contact Rob Bruce regarding a final exam policy issue (Rob was on a subcommittee for the Academic Plan). The Undergraduate Bulletin states "No special preparation quizzes may be given during the last five days of classes (last two days of classes for summer school) before the beginning of the final examination period." The Registrar's Office states the policy slightly differently "No instructor shall give a quiz within one week (five class days) preceding the final examination period."
Every semester there's a student(s) or instructor(s) who brings this to our attention. In many cases it's when an instructor has scheduled three "midterm" exams over the course of the semester, with the third falling during the last week of the semester.
I followed-up with Rob yesterday. Rob said the regulation was sent forward to the subcommittee but no action was taken. Is this something that could/should be taken up with Ed Policy or the Registrar? Rob is happy to speak with Chris Derickson if there's support from Undergrad Education for a review/change.
Thanks,
Nick
Nicholas Siedentop
Curriculum Director
Office of Undergraduate Curricula
Campus Box 3504 | Chapel Hill, NC 27599-3504 | T 919.962.5819
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From: Bruce, Rob
Sent: Tuesday, December 03, 2013 4:09 PM
To: Siedentop, Nicholas J
Subject: Re: Final examination rule
Hey, Nicholas. This regulation was sent forward to the subcommittee but no action was taken. Is this something that could/should be taken up with Ed Policy or the Registrar? I'm happy to speak with Chris Derickson if there's support from Undergrad Education for a review/change.
Best,
Rob
Robert Bruce, PhD
Director
The William and Ida Friday Center for Continuing Education
Adjunct Assistant Professor
Department of English and Comparative Literature
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599
919.962.2646 direct | 919.962.2061 fax
rob_bruce@unc.edu | fridaycenter.unc.edu
Read our stories at
fridaycenter.unc.edu/stories
Give to the Friday Center at
fridaycenter.unc.edu/gift

From: <Siedentop>, Nicholas J <nick_siedentop@unc.edu>
Date: Tuesday, December 3, 2013 2:05 PM
To: Rob Bruce <rgbruce@email.unc.edu>
Subject: RE: Final examination rule
Hi Rob,
I hope this message finds you well. This issue has surfaced again this semester, so I thought it would be a good opportunity to check-in with you to see if anything has been discussed (and resolved) by the Academic Plan subcommittee.
Cheers,
Nick

From: Bruce, Rob
Sent: Tuesday, April 24, 2012 7:39 AM
To: Siedentop, Nicholas J
Cc: Manning, Melinda L; Barber, Stephen
Subject: Re: Final examination rule
Nick,
Many thanks for this message. This is exactly the type of regulation we need to consider and address.
Best,
Rob
Robert Bruce, PhD
Director
The William and Ida Friday Center for Continuing Education
CB #1020
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599
919.962.2646 direct | 919.962.2061 fax
rob_bruce@unc.edu | fridaycenter.unc.edu
Read our stories at
fridaycenter.unc.edu/stories
Give to the Friday Center at
fridaycenter.unc.edu/gift

From: "Siedentop, Nicholas J" <nick_siedentop@unc.edu>
Date: Mon, 23 Apr 2012 18:53:43 +0000
To: Rob Bruce <Rob_Bruce@unc.edu>

Subject: Final examination rule

Dear Dr. Bruce,

Greetings from the Office of Undergraduate Education!

Bobbi Owen mentioned that you might be interested in an issue that came up last week regarding final exams because it may relate to the work you're doing as a member of a subcommittee for the Academic Plan. (I believe your group is looking at reducing the number of rules and regulations at UNC.)

A policy listed in the Undergraduate Bulletin states that "No special preparation quizzes may be given during the last five days of classes (last two days of classes for summer school) before the beginning of the final examination period (p. 397)." The Registrar's Office states the policy slightly differently on the Spring 2012 Final Examination Schedule: "No instructor shall give a quiz within one week (five class days) preceding the final examination period."

Several students objected to a test that was scheduled for the third to last day of classes. The instructor of the class scheduled three tests and final exam in the course, with the third test falling on the third to last day of classes. The test schedule was listed on the syllabus from day one. Several students felt this was in direct violation to the final examination rule. The Registrar's Final Exam Schedule prohibits any quiz, while the undergraduate bulletin prohibits "special preparation quizzes." In this particular case it was a test, not a quiz or a preparation quiz. The students were asked to take the test because it was listed on the syllabus.

In your work on the subcommittee, you may want to clarify what is, and is not, acceptable to give during the last five days of classes (i.e., preparation quiz, quiz, test, etc.).

Please let me know if you have additional questions or if you're not the correct person to contact.

All the best,

Nick

Nicholas Siedentop
Curriculum Director, Office of Undergraduate Curricula
3018A Steele Building, CB# 3504
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3504
Email: nick_siedentop@unc.edu
Phone: 919-962-5819
Office of Undergraduate Curricula Web site: www.unc.edu/depts/uc/
First Year Seminar Web site: www.unc.edu/fys/

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docs of cda

A guide to life in the CDA:

This is not an exhaustive list. There are other publications you should read, like the Faculty Handbook, the Undergraduate Manual, PATP Handbook or the Hazard Communication-Awareness Training Program. Check with your supervisor to see if you are required to read any of these publications.

-A-

Additional Duties Pay: See overloads

Archives: There is an archival storage room in the CDA. The Chair of the DDA has ultimate oversight on its contents. Contact McKay Coble with any questions.

A/V Equipment: Includes TV/VCR/DVD players, projectors, portable sound systems and related equipment. All portable equipment not assigned to a room is stored in 152, a closet near CDA room 101. There is one projector stored in the closet near the restrooms on the 2nd floor. Please reserve all equipment with Betty Futrell. Betty has the key. If there is a mechanical failure, Betty should be made aware and arrangements will be made to repair the object. It is up to each individual faculty member to have training and understanding of classroom equipment. There are several training sessions provided by the university during the year. Please check the OASIS website for class lists. Betty will not be able to provide any training. The first priority of all A/V equipment is the educational mission of the department.

Awards: Students may be awarded merit prizes for worked accomplished in the DDA. These awards are determined by the DDA faculty in April.

-B-

Breakfast: Country Junction every Friday at 8:00am

Building Maintenance: Any problems with the building should be reported to Jamie Strickland or Michael Rolleri. This includes items such as light bulbs, plumbing issues, etc. A maintenance ticket will be issued or the concern will be handled in house. For after hour problems and emergencies, UNC Dispatch 962-3456 should be called.

Building Improvements: Thoughts and concerns about building improvements should be brought to your supervisor.

Bulletin Boards: There are bulletin boards throughout the CDA to post important information. All bulletin board postings need the approval of the Chair or Associate Chair. Undergrad callboard is outside of room 105

-C-

Calendars: There will be a simple CDA events calendar posted on the 2nd floor between the restrooms. All other electronic calendars can be provided through the UNC email system. If you are on the EXCHANGE system you can request PRC calendars from the PRC Production Manager.

Call Board: See bulletin boards.

Cash Advances: Please see Scott Martinez for information on cash advances and processing for Dramatic Art and Frank Bermel for PRC cash advances.

Classrooms: The reservation book for the CDA classrooms 102-105 is located in the reception area. 101 is DDA classes, DDA/PRC rehearsals, room is reserved through Michael Rolleri. Classes are assigned first, followed by DDA rehearsals, performances and events and PRC rehearsals and events. All other requests are first come first served. Classrooms can be reserved by checking the calendar for the room in question, signing up for the space and time and filling out the appropriate form. See Michael Rolleri, Production Manager, for questions. The entire CDA community should work to keep the rooms clean and organized by following the guidelines posted in each room regarding the number of chairs, tables and cubes. Please remember to turn off the lights and close all windows when finished using the room.

Computers: All computer related questions and concerns should be routed to OASIS and the UNC IT department. You can call 962-HELP or fill out a ticket on the website- https://www.unc.edu/ar-bin/websub/index.pl

OASIS technician assigned to the DDA is Ron Odom. ronodom@unc.edu

Confidential Papers: If you have confidential papers that you need to dispose of, please make sure the documents are not part of the university records retention, which must be archived. See Jamie Strickland with questions about records retention.

Copiers: There are 4 copiers located on the 2nd floor of the CDA. Each requires a code to operate. Please do not perform maintenance on any of these machines (toner replacement, etc). To save paper, copiers are equipped to send an email scan of the copied item. Please consider this option. Only copies for exams are covered by the DDA. Please see Betty for the exam copy code. All other copies will be billed directly to your copy code and you will be charged .05 cents per copy.

Course Evaluations: Instructors will administer course evaluations to their students at the end of each term. Either by electronic means or paper, students will evaluate Drama courses once a semester. Faculty may access their own evaluations after their final grades are turned in. Evaluations are confidential and are only available to the instructor of record and the DDA chair.

Peer classroom evaluations are assigned by the chair and instructors will be evaluated at least one course per year.

-D-

Dogs/Cats, etc: Please note the official policy of the University; no animals are allowed in University buildings.

Defibrillators (AED): There are two defibrillators in the building. One is located on the second floor by the women's restroom and the other is located on the first floor next to the concession stand and Ken Strong hallway. In an emergency always call 911. Any questions contact Michael Rolleri (see First Aid)

-E-

Election: Elections for Orange County are held in the Paul Green Theater lobby, usually in November and May. If there is a primary run-off they will be here in June too.

Email: All employees are responsible for creating and maintaining a University e-mail address. You are required to use your UNC email while conducting University business. This includes student employees. Employee email should not be Auto-Forwarded to an external email account.

Emergencies: 911, 919-962-3456, 919-962-6565 (police dispatch)

External Activities for Pay: Faculty or EPA non-Faculty employees are required to file a "Notice of Intent to Engage in EPAP" request through the online system at least ten (10) days before engaging in the external activity. External Professional Activities for Pay (EPAP) requests should be submitted on-line: https://apps.research.unc.edu/air

-F-

Fax Machine: There is one fax machine in the CDA. It is in CDA 223, the office of University Manager, Jamie Strickland. Please do not enter the office when the door is shut. If Jamie is not in, the fax machine will not be accessible. Please plan accordingly or make other arrangements.

Fire Safety: No open flame, candles, incense or smoking are allowed in the CDA. Any requests for exception need to be in an email to Michael Rolleri with a minimum of 48 hours notice. In the fall there will be training in how to use a fire extinguisher, please watch your email or check with your supervisor.

Note: all productions that wish to use cigarette smoking must obtain permission from the DDA chair.

First Aid Kits: are maintained by the PRC Production Manager. They are placed throughout the building. If there is an incident requiring first aid, please follow basic first aid protocol. And always take special care with bodily fluids. Remember, "if it's warm, wet and not yours, don't touch it." There are small blood-borne pathogen kits with each first aid kit. (see Defibrillators (AED)

Football Game Day: In the fall, parking is limited on game day. If you are an employee with an ND permit, you can park in the deck on game day providing you are working.

Four-Thirty: Betty Futrell and Jamie Strickland leave for the day.

-G-

Glass Displays: Glass Triangles in the lobby will be coordinated by PRC through the Production Manager Michael Rolleri.

Guests: Guest Speakers, Directors, etc. not affiliated with the University MUST complete and submit Independent Contractor forms, for review by Disbursement Services, before being paid for services. Please make sure that you clear all work, even for current UNC employees or students, before promising payment. There are situations that will prohibit us from paying individuals. Please see Scott Martinez (DDA) or Frank Bermel (PRC) for forms and instructions. All requests MUST be approved by the University before anyone can begin work. NO EXCEPTIONS. Failure to obtain pre-approval may result in denial of payment. Unpaid volunteers, interns, and visiting scholars will require pre-approval by HR and be required to complete a background check before beginning their assignment. Please contact Jamie Strickland (DDA) or Heidi Reklis (PRC) to complete request forms.

Guests will be asked to provide additional information for flight reservations as required by the TSA.

-H-

Health and Safety: The Health and Safety supervisor for the CDA is Michael Rolleri. This includes all emergency procedures and workplace safety issues for the DDA and PRC. Please see Michael with any questions.

Housekeeping: Housekeeping issues should be brought to Jamie Strickland's attention. For emergencies or after hour issues please call 962-3456.

-I-

Independent Contractors: (See Guests)

Interns: (See guests)

ITS: Information Technology Services (see computers)

-J-K-

Ken Strong Gallery: The Ken Strong Gallery is named in honor of former faculty member and PlayMakers' company member Ken Strong. The gallery celebrates not only Ken's life but undergraduate productions here at UNC.

Kenan Theater: The scheduling of the Kenan Theater will be through Michael Rolleri, Production Manager. For Any issues, concerns or questions related to the Kenan Theater, please see Michael.

Kenan Theatre Company (KTC): KTC is the company in which the undergraduates produce shows. The KTC consists of student producers and a student board which is led by the director of undergraduate production.

Keys: Key requests/concerns for the CDA can be made through Jamie Strickland. Lost keys should be reported immediately. You will be responsible for replacing any lost/stolen keys and for any re-keying costs. (see security)

Kitchen and Kitchenette (2nd floor): A key for access to the catering kitchen can be obtained from Michael Rolleri. You must be 21 or older to obtain this key. It is up to the individual to clean up after each use. If you have questions about the equipment in the kitchen please ask Michael. The kitchenette on the 2nd floor should be maintained by everyone. Please do not leave dirty dishes in the sink and remove all unwanted food from the refrigerator.

-L-

Leave (SPA and EPA Non-Faculty):
Vacation: Vacation leave shall be scheduled in advance and approved by the employee's supervisor. Time taken must be recorded in TIM (Time Management System)

Sick: Employees must give the supervisor reasonable advance notice of the need to use sick leave. In the event of an emergency or

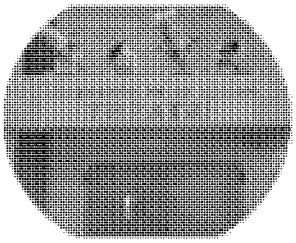

other unplanned absence, the employee must notify the supervisor as close to the beginning of the work schedule as possible. To avoid misuse of sick leave privileges, management may require a statement from a medical doctor or other acceptable evidence that the employee was/is unable to work due to personal illness or injury, family illness or injury, or death in the family. Time taken must be recorded in TIM (Time Management System).

Lockers: There are lockers on the first floor near the classrooms and in the dressing rooms for the Paul Green Theater. You may sign out a locker by completing the registration sheet at the reception area near the stairwell. You must provide your own lock. Locks will be cut off if the locker is not registered.

-M-

Mail: Campus and US mail trays are located on top of the faculty and staff mailboxes. Mail is picked up and delivered to our campus box once in the morning and once in the afternoon except on holidays. Please do not put mail in the mailbox outside of room 102. University business mail requiring a stamp will need to be placed in the mail tray upstairs.

Maintenance: see building maintenance

Meet and Greet: on the first day of rehearsal for PRC and PRC2 shows there is an informational and social meeting before the read through. These gathering are usually held in the Paul Green or Kenan Theatre. **All students, staff and faculty are welcome.**

-N-O-

OASIS: Office of Arts and Sciences Information Services (See Computers)

Office Hours: All faculty members in the DDA are expected to keep scheduled office hours or make provision for appointments with students.

Office Supplies: Please do not remove office supplies from the reception area near Betty's desk. All general office supplies must be purchased through epro. Personal reimbursements and P-card purchases will not be permitted for these items. Betty Futrell oversees ordering supplies for the DDA and Scott Martinez oversees ordering supplies for research accounts. Heidi Reklis, PRC General Manager, oversees ordering supplies for PRC.

One Card: The UNC One Card is a multipurpose identification and on-line accounts card. You can use it for anything on campus from Chick-Fil-A ® to Parking Tickets. It is the official ID card for students, faculty, & staff of The University of North Carolina at Chapel Hill. Your One Card provides access to certain facilities & events and also serves as your UNC Library card

ONYEN: "ONYEN" is the name for UNC's campus-wide identifier that you can use to gain access to various electronic resources on campus. It is an acronym for the "Only Name You'll Ever Need." The distinctive name is intended to prevent confusing it with the myriad other user-ids that exist across campus. (see PID)

Overload Activities: Overloads are additional duties undertaken by an EPA employee at the University. An overload activity request must be submitted and approved in advance by department Heads and the Dean. There are limits to the amount of pay that be received. Please see Jamie Strickland.

-P-

Packages/Shipping: The FedEx and UPS pickup/drop off is located in the reception area. Check requests, including personal reimbursements, and P-card purchases for these charges will not be permitted.

Parking: You will be contacted if you are eligible for a permit. Please contact the Parking Coordinator for the DDA, Jamie Strickland, for any questions related to Wait List parking or Parking Alternatives. You can also contact DPS for parking related questions. DDA and PRC have no control over parking around the CDA.

Paul Green Theater: The scheduling of the Paul Green Theater will be through the PRC Production Manager. For any issues, concerns or questions related to the Paul Green Theater please see Michael Rolleri.

Phones: Any voicemail issues should go through the help desk at 962-HELP. Please see Jamie Strickland for phone line issues. There is a public phone available for faculty/staff use at the empty reception desk. For local calls, please dial 7 + area code + number to dial outside of the University. For long distance calls, a PIN code is needed. Please have your supervisor contact Jamie Strickland.

PID: The Personal ID Number (PID) is an identification number assigned to all persons with a university relationship, as defined by an official university department. This number is designed to give all persons a universal number (PID or Person ID) that is unique to the University of North Carolina at Chapel Hill. The number is nine digits long and is the primary record keeping key for all departments within the university and must be used for all communication.

PlayMakers Repertory Company: PRC (as we informally call it) is professional LORT (League of Resident Theatres) regional theatre. PRC resides in the CDA along with the DDA and most members of the company teach for us. Conversely all members of the DDA faculty also work for PRC in their area of specialty.

Printers: There are 2 networked printers for faculty and staff use. Please do not perform any maintenance on these unless you have been instructed properly. If you need access to a printer on your desktop computer please contact UNC IT/OASIS. Some printers have restricted access. If you have any questions about a specific printer or plotter, please ask. Ink and paper for personal printers in individual offices or other common areas cannot be supported by the DDA.

Purchasing/Payment Timelines: Please allow sufficient time for processing when requesting payment of an invoice or reimbursement of out of-pocket expenses.

Reimbursement of out of-pocket expenses can vary between one and four weeks based on type of expense and University affiliation. You will be required to complete a W-9 for reimbursement and travel requests. Personal reimbursements are subject to approval by the Chair.

-Q-

Questions? Ask them- we have an open door policy in the CDA and it takes all of us to remember how it all works!

-R-

Recycling: Recycling bins are located throughout the CDA. A paper and magazine bin is located in the reception area and a bin for bottles and cans is located in the kitchenette. Please do not leave cardboard food boxes on the counters in the kitchenette as housekeeping is not responsible for cleaning this area. All cardboard should be taken to the recycling bin outside by the dumpsters. Bins are emptied every other Thursday. You are responsible for removing recycling from your office.

Rehearsals: The DDA and PRC hold an open rehearsal policy. All are welcome to attend rehearsal for all productions in the CDA. It is expected that courtesy and rehearsal room protocol be displayed during your time in the rehearsal. There may be times when a rehearsal is closed and it will be marked plainly on the room door.

Rehearsal Hall: Reservations for the Frey Rehearsal Hall (aka-PRC Rehearsal Hall) other than DDA classes are scheduled through the PRC PM Michael Rolleri.

Reimbursements: Please see Purchasing/Payment Timelines.

Rentals of the CDA: Rental requests for the classrooms 101-105, Rehearsal Hall and the Paul Green Theatre will be handled by Michael Rolleri. Rental requests for the Kenan Theater

will be handled by Michael Rolleri and David Navalinsky.

Research Funds: Any purchases made using research funds are the property of the University and must remain with the department upon separation from the University. Please see Scott Martinez for questions relating to your research fund accounts.

-S-

Safety Meeting: Every Friday at 5:30 in the Scene Shop.

Security: On weekdays access to the 2nd floor will normally be locked when the last DDA administrator leaves for the day. Usually around 4:30-5pm. Please plan accordingly if you are meeting someone, to make arrangements to get them upstairs. The exterior doors will be locked between 5:30-6. The electronically locked doors remain open from 7:30am-11pm whenever the university is open. There are 2 electronic lock doors in the CDA: by the Cobb dorm entrance and in the front entrance of the Kenan lobby. They are marked with yellow stickers. On show days it is the responsibility of the House Management to lock and unlock the front doors for the audience. The PRC shop staff or Stage Management will lock the rear section of the Paul Green Theater during rehearsals and shows. If you unlock a door, please lock it.

Smoking: Smoking is prohibited within 100 feet of any university building. This includes the second floor balcony and the area outside by the catering kitchen. Smoking is also prohibited in any state owned vehicle.
If smoking is deemed a necessary part of a production, permission must be granted by the DDA chair.

Software: Please contact Jamie Strickland if you would like to order software through the University's Information Technology Purchase System. An account number will need to be provided for departmental charges. Any charges for software for at home use will need to be reimbursed to the DDA.

Summer School and Summer Pay: Faculty may teach Summer School or take on additional work for pay with UNC during the summer. The department will send out faculty requests for summer school and decide on which classes to offer and teaching needs based upon our available budget. Pay limits also apply to summer compensation.

Surplus: All equipment going to UNC surplus must go through Michael Rolleri.

-T-U-V-

TIM: The Time Information Management System is the official time capturing system utilized to track SPA employee hours for accurate calculation of payment as well as to track leave for accurate reporting records for SPA and Permanent EPA employees. Employees must approve their time cards in TIM for hours worked or leave taken by their designated pay period close. If time cards are not approved, employees may not receive timely payment.

Undergraduate Production Board: This board headed by David Navalinsky determines the season and practices of undergraduate production. The positions are specific and receive a stipend.

Vehicles: You must be a university employee to drive a state vehicle. You must submit a copy of your driver's license to Michael Rolleri. The truck can be signed out through the PRC Assistant Technical Director. The Costume Shop car can be signed out through the Costume Shop Manager. If you are ticketed while driving or for parking, you will be responsible for payment.

Visiting Scholars: (See Guests)

Volunteers: (See Guests)

-W-

Wireless Network: If you have a UNC issued ONYEN and PID you can register any wireless device. Please refer to this website for any questions.
https://onyen.unc.edu/cgi-bin/unc_id/services

Special arrangements can be made for PRC guest artists through the Company Manger.

-X-Y-Z-

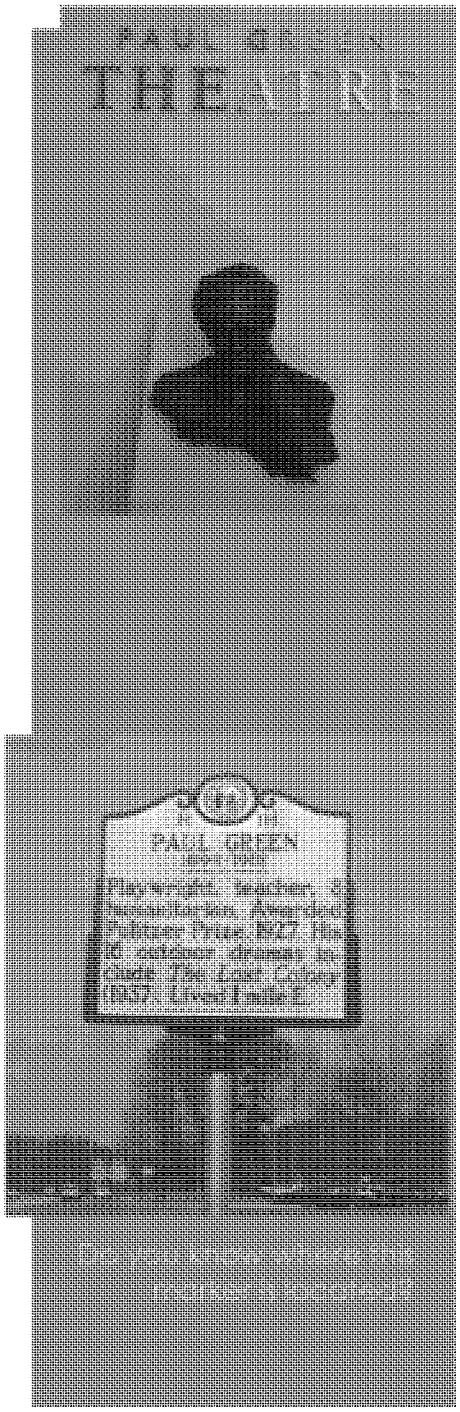

Website: one onyen
Department website:
http://dramaunc.edu/

PRC website:
http://www.playmakersrep.org/

Computer help: 962-HELP

Names and emails to remember:

McKay Coble
Chair
acoble@email.unc.edu

Frank Bermel
PRC Accounting
bemel@email.unc.edu

Jeff Cornell
Associate Chair
cornell@email.unc.edu

Betty Futrell
Student Services
bfutrell@email.unc.edu

Hannah Grannemann
Managing Director/ PRC
hgrannemann@unc.edu

Joe Haj
Producing Artistic Director/ PRC
haj@email.unc.edu

Scott Martinez
Finance/ DDA/PRC
smartinez@unc.edu

David Navalinsky
Director of Undergraduate Production
dbnav@email.unc.edu

Heidi Reklis
General Manager/ PRC
hreklis@email.unc.edu

Michael Rolleri
Production Manager/ PRC
Facilities Manager
mrolleri@email.unc.edu

Jamie Strickland
University/Department Manager
Human Resources
linens@email.unc.edu

Paul Eliot Green
Playwright and Humanist

(17 March 1894 - 4 May 1981) An American playwright best known for his depictions of life in North Carolina during the first decades of the twentieth century. He received the Pulitzer Prize for Drama for his 1927 play, ***In Abraham's Bosom***.

Green's output was not only confined to plays. He penned the screenplay for the 1932 film ***The Cabin in the Cotton*** and also wrote extensively on the subject of his beloved North Carolina. He helped Richard Wright adapt his novel Native Son to the stage in 1940. He also was a founder of the North Carolina Symphony Orchestra and the Institute for Outdoor Drama. He served UNESCO travelling around the world to lecture on human rights and drama. Green served as a professor of drama at UNC until his death in 1981.

http://www.ibiblio.org/paulgreen/foundation.html

More websites and other things.

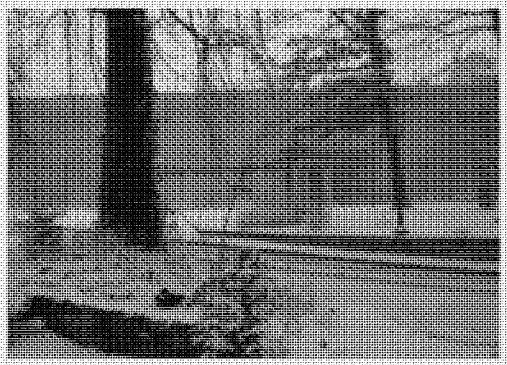

Tickets for computer issues
https://www.unc.edu/ar-bin/webtub/index.pl

Arts & Sciences- Information Services
OASIS
http://oasis.unc.edu/

OASIS Training
http://opentraining.unc.edu/

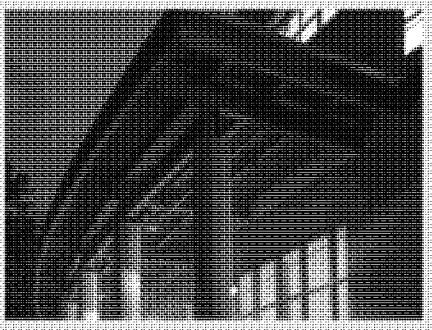

From: Demetriou, Cynthia <cyndem@email.unc.edu>
Sent: Monday, February 10, 2014 9:09 AM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: Presentation Slides and Handout
Attach: Retention Brief FINAL.pptx; Retention Brief Handout.docx

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Hi, Bobbi.
Please see attached. The meeting presenters were:
Fred Clark, Professor of Romance Languages, Academic Coordinator Carolina Covenant Scholars Program
Taffye Clayton, Vice Provost for Diversity and Multicultural Affairs and Chief Diversity Officer
Cynthia Demetriou, Director for Retention, Undergraduate Education
Brian Hogan, Research Assistant Professor, Chemistry
Kelly Hogan, Senior Lecturer, Biology
Donovan Livingston, Academic Advisor, Upward Bound, Carolina Higher Education Opportunities Programs
Lee May, Dean and Director of The Academic Advising Program, College of Arts and Sciences
Harold Woodard, Dean and Director of the Center for Student Success and Academic Counseling
Kindly let me know if I can provide you with any additional information.
Best, Cynthia

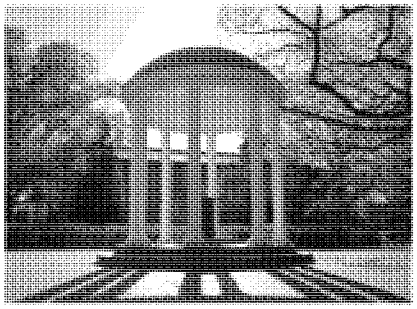

Retention Brief: Overview and Opportunities

Fred Clark, Professor of Romance Languages, Academic Coordinator Carolina Covenant Scholars Program
Taffye Clayton, Vice Provost for Diversity and Multicultural Affairs and Chief Diversity Officer
Cynthia Demetriou, Director for Retention, Undergraduate Education
Brian Hogan, Research Assistant Professor, Chemistry
Kelly Hogan, Senior Lecturer, Biology
Donovan Livingston, Academic Advisor, Upward Bound, Carolina Higher Education Opportunities Programs
Lee May, Dean and Director of The Academic Advising Program, College of Arts and Sciences
Harold Woodard, Dean and Director of the Center for Student Success and Academic Counseling

Good morning.

Dr. Clark, Dr. Clayton, Dr.s Hogan and Hogan, Mr. Livingston, Dr. May, Dean Woodard, and I thank you for the opportunity to provide a snapshot of the current state of retention at Carolina.

Our goal today is to provide a brief presentation and, perhaps more importantly, engage in a discussion about strengthening degree completion at Carolina.

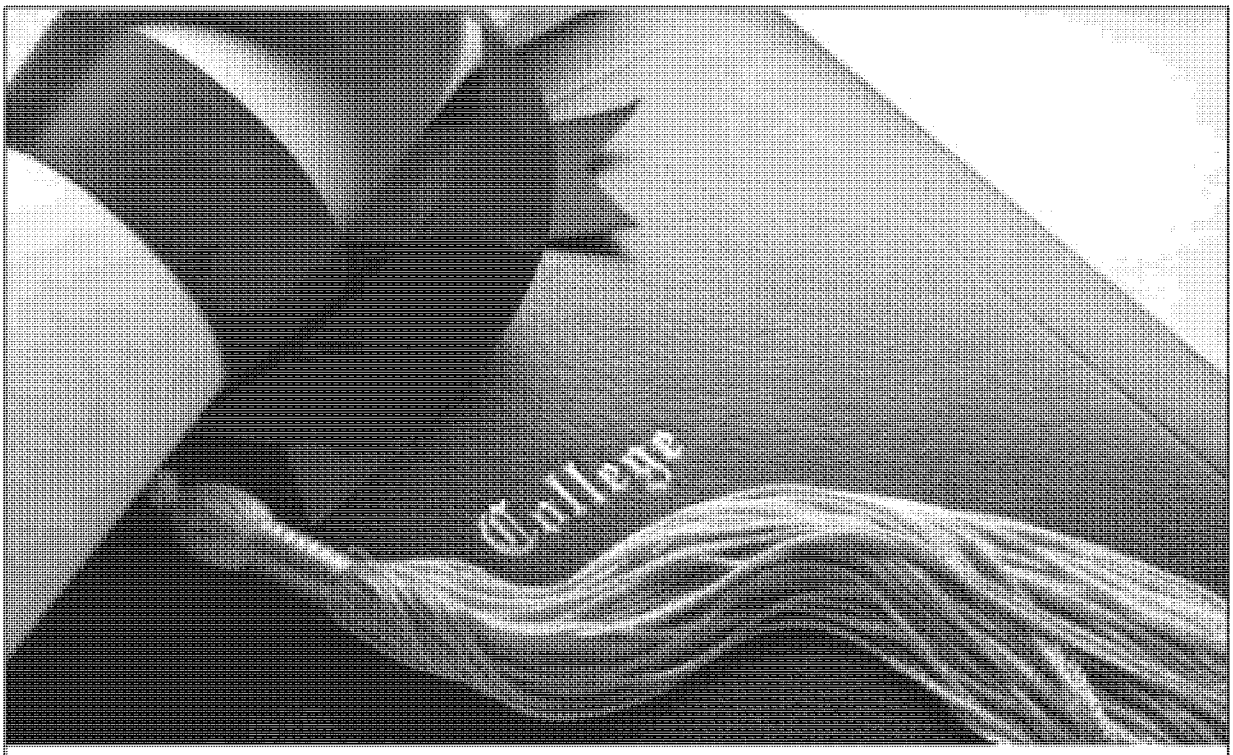

In a single generation, the United States has fallen from 1st place to 12th place globally in college graduation rates.

First let's talk a look at the current state of undergraduate retention nationally.

As the country has struggled with economic recession over the last 7 years, the association between education and economic growth has been a constant refrain in national dialogues.

President Barack Obama has maintained that the future of American prosperity relies on a better-educated workforce and has put forth a national call to increase college graduation rates.

Through the American Graduation Initiative, the President unveiled an agenda and a vision for the United States to retake the world lead in college graduation rates by 2020. The United States currently ranks behind 11 countries in the share of young workers with college degrees.

Meeting the goals of the American Graduation Initiative necessitates that higher education institutions implement proactive retention and degree completion strategies.

50% of high school graduates

entering institutions of higher education

in the United States graduate

The national undergraduate graduation rate hovers around 50 percent meaning that only half of the high school graduates entering institutions of higher education in the United States graduate.

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

4-year graduation rate: 81%

5-year graduation rate: 88%

6-year graduation rate: 89%

So, where do we stand?

Our 4 year graduation rate is 81%

Our 5 year rate is 88%

And

Our 6 year rate is 89%

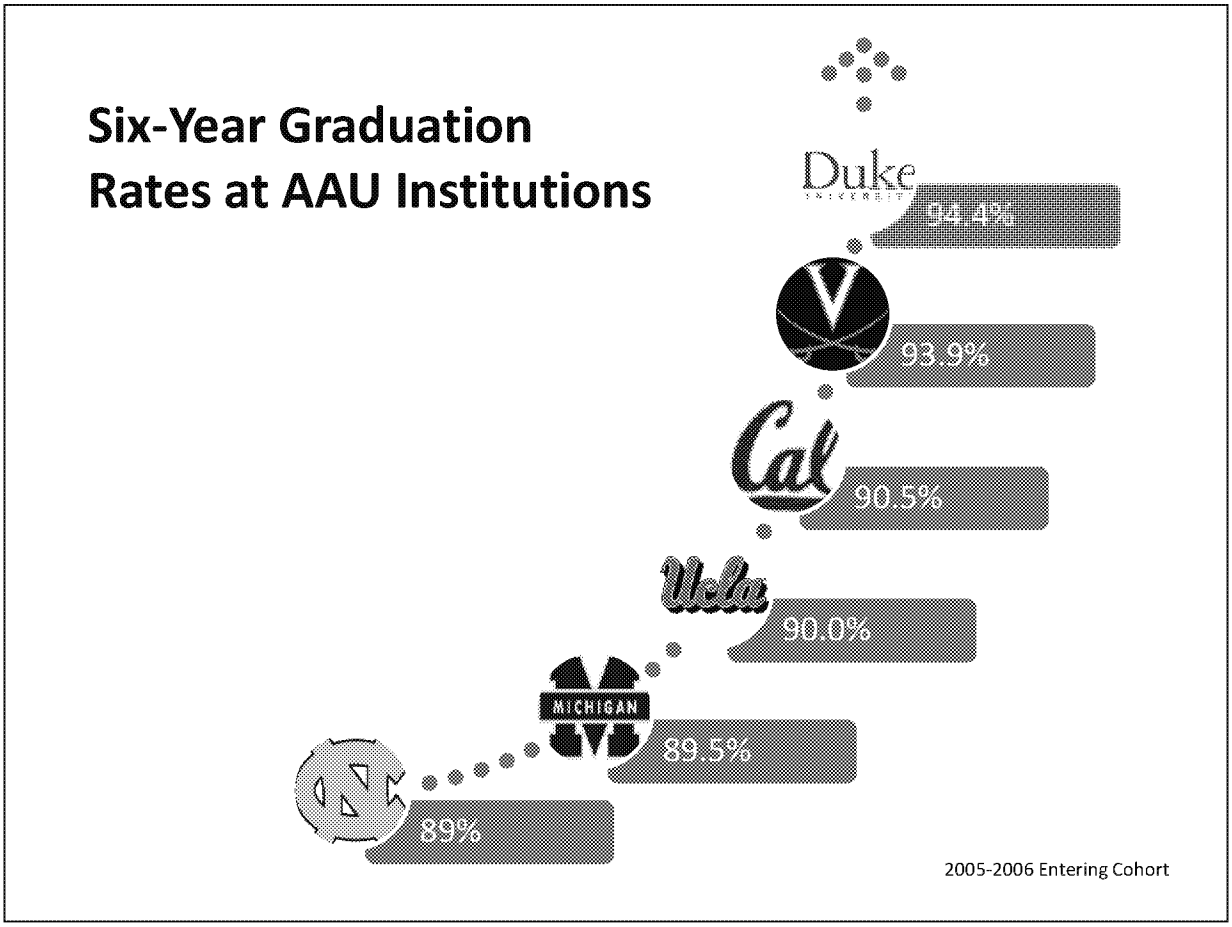

How does this compare to our peer institutions?

For 6 year graduation rates, we are at the bottom of the pack

BUT

Not by much.

In fact, with some intentional reorganization and investment, it is a very reasonable expectation that we could take the lead.

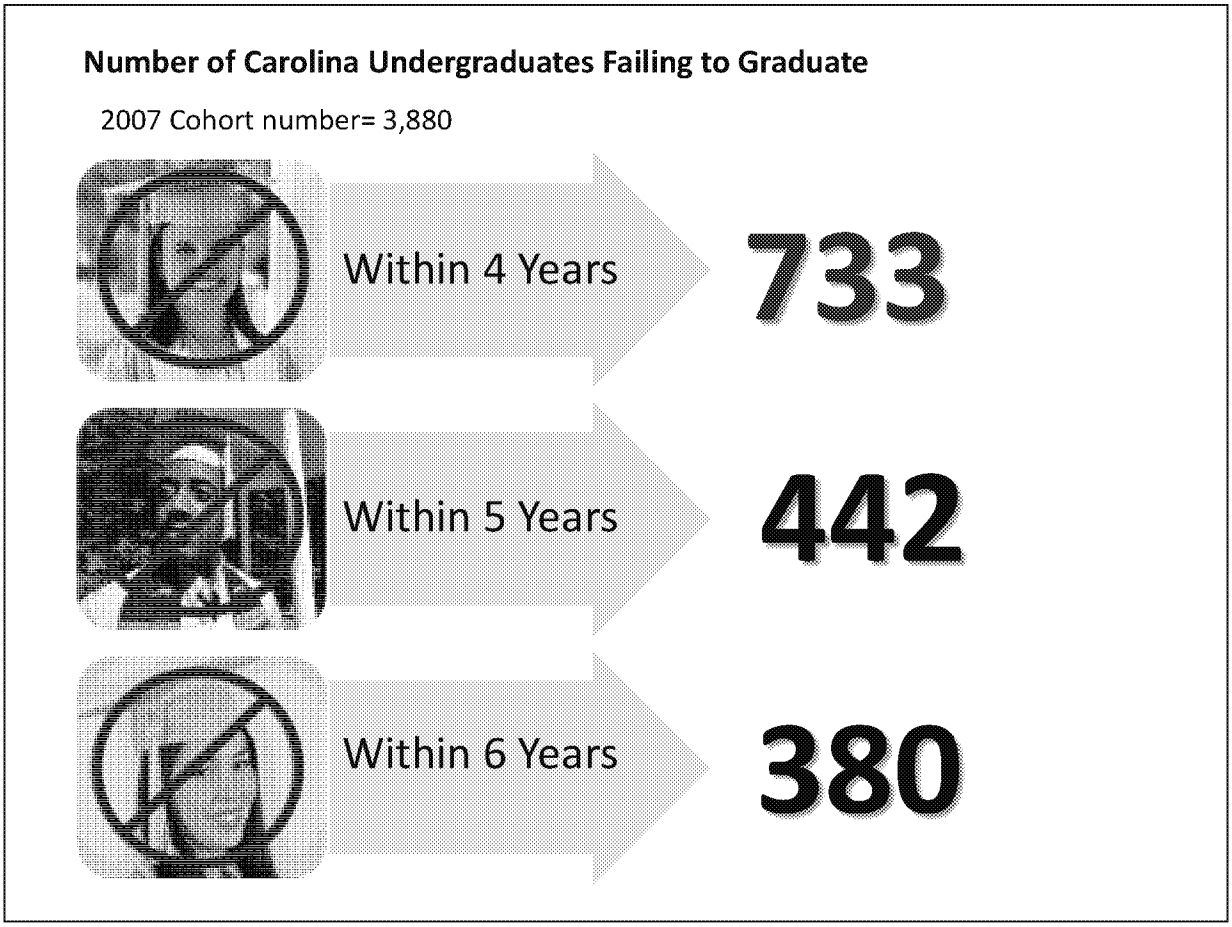

But first, let's look at what these rates really mean.

In 2007 we had over 20,000 applicants for Admission. We picked the best and brightest to put together an entering cohort of 3880 first-year students.

At the end of 4 years, 733 of those young men and women we admitted did not graduate.

If you think of all of the parents and children who came to one of our 18 Orientation sessions across the span of the summer, that is 733 families - or 2 full Orientation days worth of people – who did not have a graduate in 4 years.

Students From Low-Income Families

Now we are going to take a look at some of the student groups who are among the least likely to persist.

We ARE making very positive advancement with these groups, but what you will see is that there is much more we can do.

First, we'll look at students from low-income families.

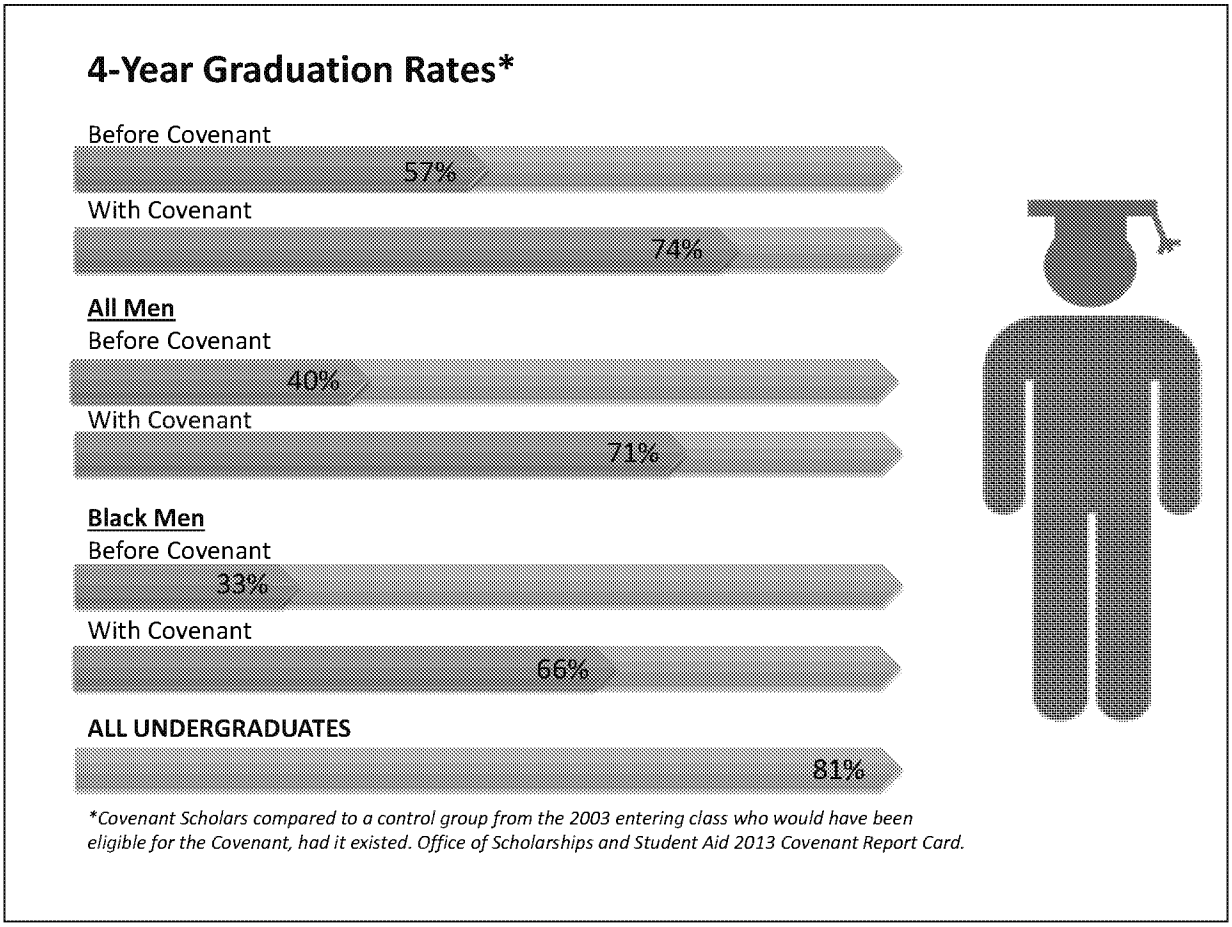

The Carolina Covenant is closing the gap in academic achievement between low-income students and their more affluent peers. By 2012, the gap in four-year graduation rates between Covenant Scholars and all undergraduates had narrowed by two-thirds.

In particular, you can see the significant difference the Covenant has made in the success of undergraduate men of color.

The Covenant is a very important program at Carolina and should CONTINUE to positively influence student success.

Transfer Students

Transfer students are another critical group.

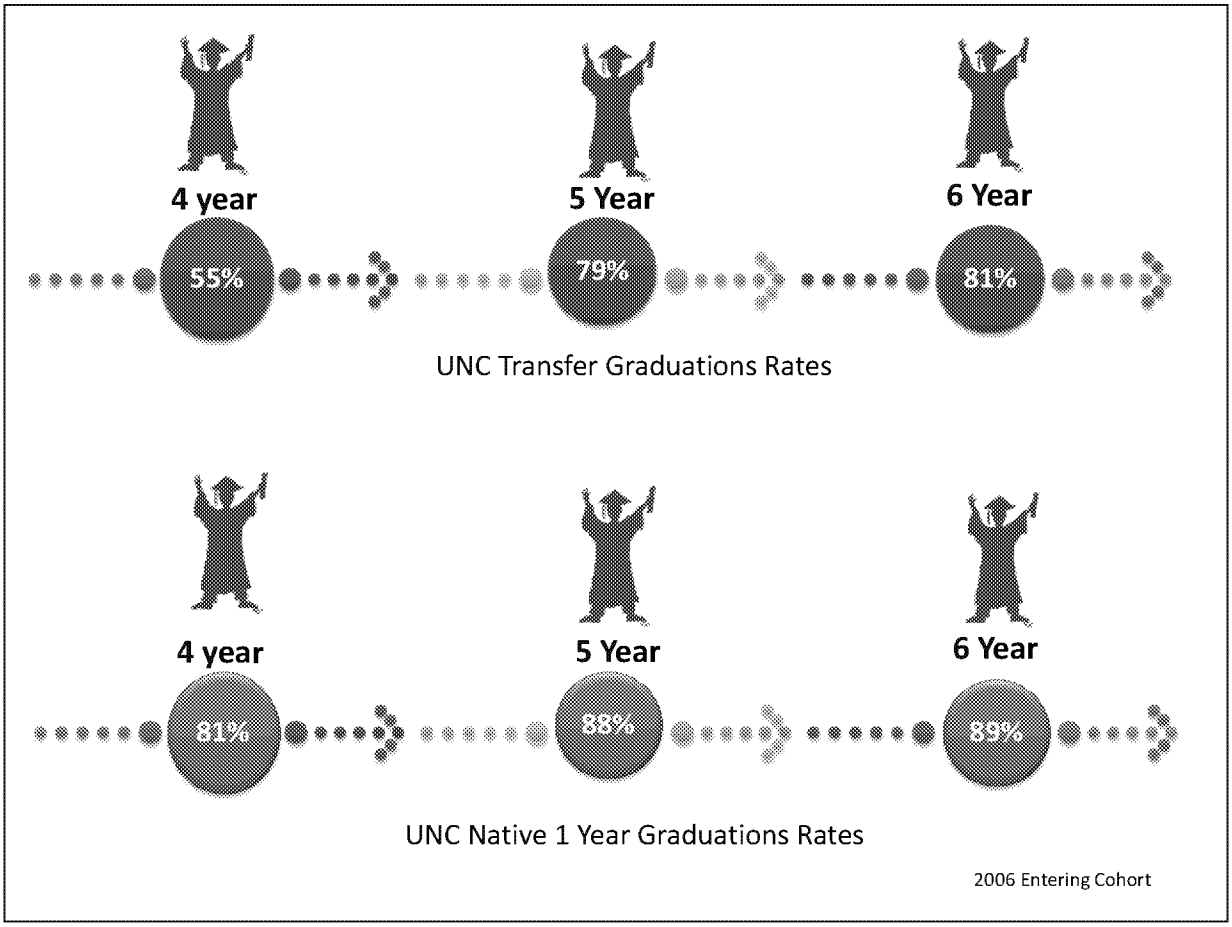

They are among the least likely of all students to persist.

In particular, transfer students from NC community colleges are less likely to persist.

The C-STEP program has made dynamic contributions to encouraging transfer student degree completion.

However, with just 55% of transfer students graduating in 4 years, you can see that there is still much work to be done.

First Generation College Students

Approximately 20% of our undergraduates are FGCS.

First Generation College Students

- 20% of undergraduates at UNC-Chapel Hill are first generation college students.
- We proudly call our first generation college students "Carolina Firsts."
- Carolina Firsts contribute to the great cultural and intellectual life of our vibrant and diverse undergraduate community.

3,231 Carolina Firsts

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

We proudly call our undergraduate FGCS "Carolina Firsts."

There are about 3,231 Carolina Firsts on campus right now.
Undergraduate Retention www.studentsuccess.unc.edu

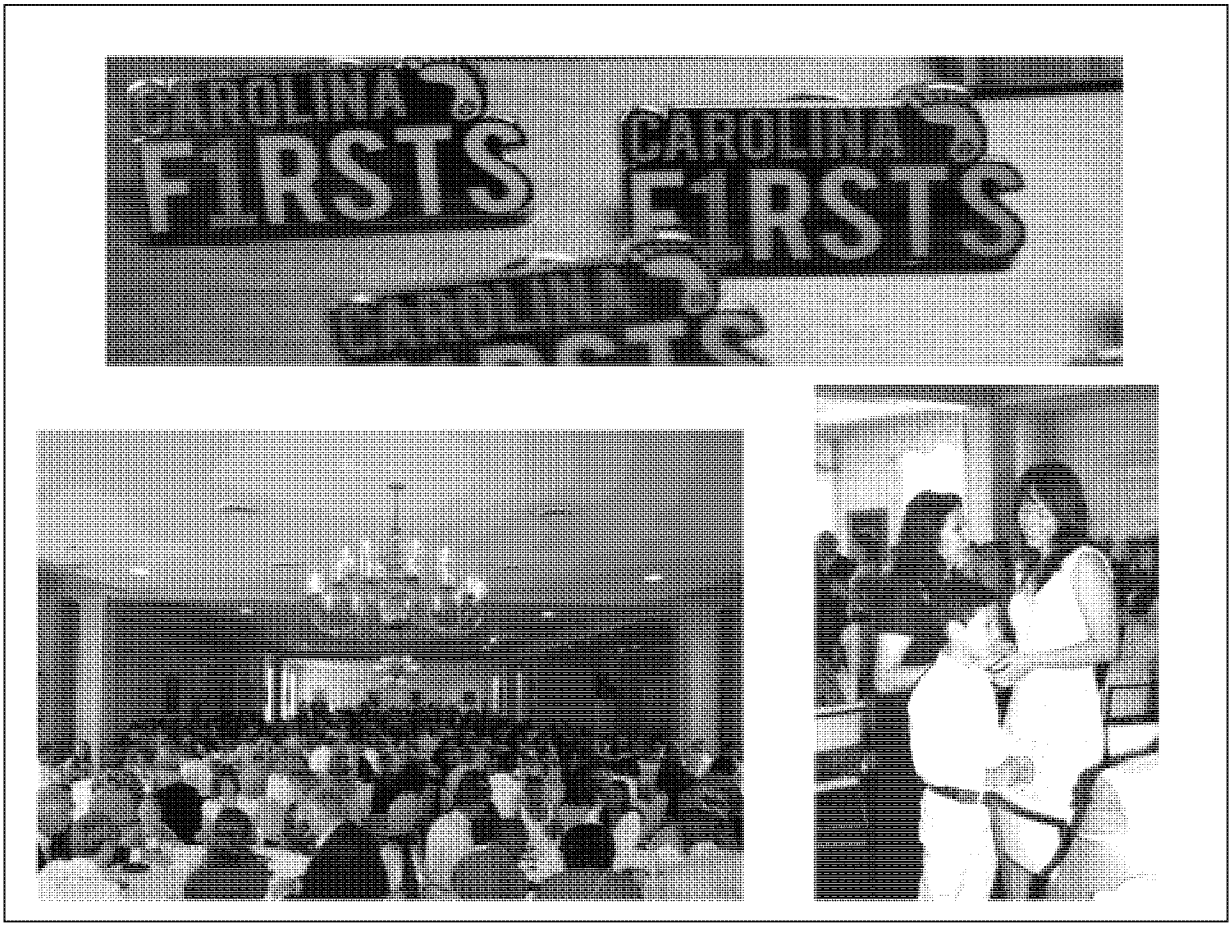

Over the last 6 years, we have done a lot to encourage FGCS success. Carolina Firsts is a series of programs and services designed to promote degree completion for FGCS. This slide contains pictures from our annual Graduation Recognition and Pinning Ceremony in which FGCS invite a person pivotal to their success to come pin them at a ceremony on the day before graduation.

Undergraduate Retention www.studentsuccess.unc.edu

First Generation College Students

- 55% of Covenant Scholars
- 50% of Transfer Students

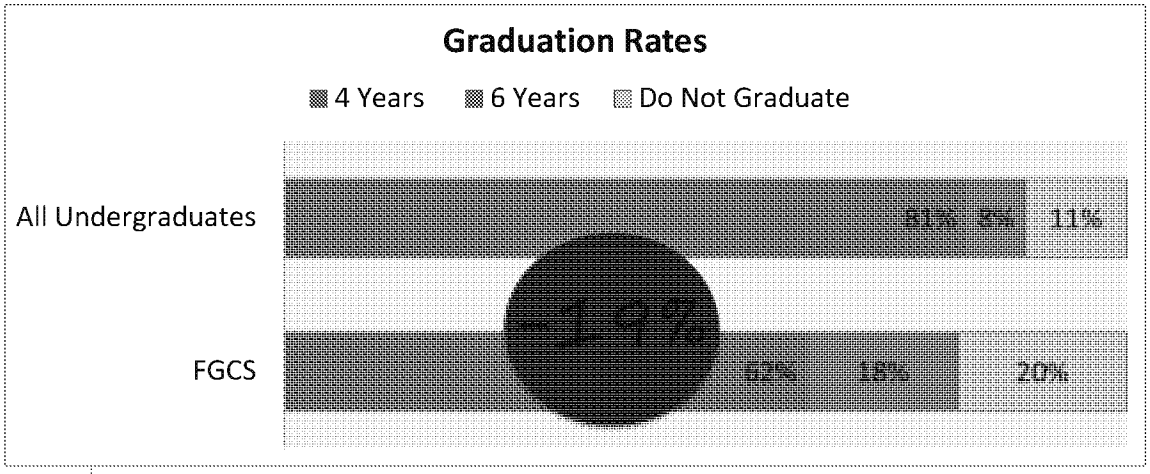

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

But still there is much work to be done…

55% of Covenant Scholars are Carolina Firsts.

And 50% of transfer students are Carolina Firsts.

The four-year graduation rate for all undergraduate is 81%.

However the graduation rate for Carolina Firsts it is 62%.

That is a deficit of 19%.

Increasing FGCS degree completion is critical to raising the overall graduation rate for our institution.
Undergraduate Retention www.studentsuccess.unc.edu

Undergraduate Males of Color

Undergraduate males of color have much to contribute to our community and we must do more to support their advancement to degree completion.

six-year grad rates in nc*

	Black Men	Students Overall	% Difference
Appalachian State University	50.4	63.2	-12.8
East Carolina University	44.9	55.5	-10.6
North Carolina State University at Raleigh	54.5	71.2	-16.7
University of North Carolina at Asheville	43.0	56.7	-13.7
University of North Carolina at Chapel Hill	62.9	84.2	-21.3
University of North Carolina at Charlotte	45.7	51.3	-5.5
University of North Carolina at Greensboro	43.5	51.5	-8.0
University of North Carolina at Pembroke	27.4	34.8	-7.4
University of North Carolina School of the Arts	50.0	55.4	-5.4
University of North Carolina-Wilmington	51.2	66.5	-15.3
Western Carolina University	44.1	48.3	-4.2

*across four undergraduate student cohorts at each institution, as opposed to one snapshot in time.

The difference in the overall graduation rate and the black male graduation rate is far greater at Carolina than at any of the other UNC system school listed on this slide.

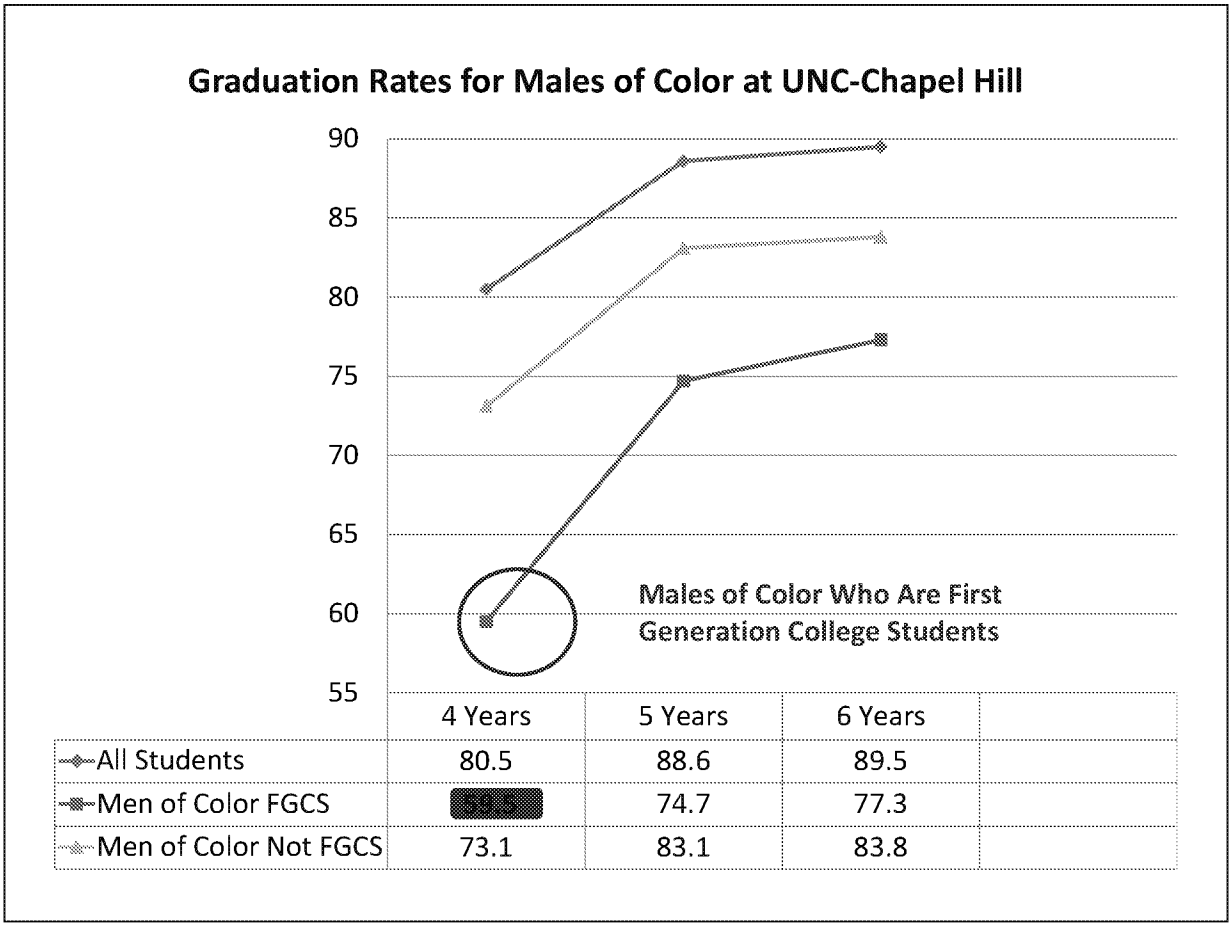

	4 Years	5 Years	6 Years	
All Students	80.5	88.6	89.5	
Men of Color FGCS	[redacted]	74.7	77.3	
Men of Color Not FGCS	73.1	83.1	83.8	

In particular, undergraduate men of color who are also FGCS are not being retained and graduated from Carolina.

STEM Degree Completion

Another area of particular concern is STEM degree completion.

Ethnicity/Race	Total with SAT Score			STEM Status						STEM Degree			Non-STEM Degree			No Any Degree		
				STEM Degree		Non-STEM Degree		No Any Degree		SAT	SAT Verbal	SAT Math	SAT	SAT Verbal	SAT Math	SAT	SAT Verbal	SAT Math
	N	%	**Mean**	N	**%**	N	%	N	%	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Total	2,968	100	**1312**	1,671	**56.3**	968	32.61	329	11.1	1,343	655	689	1,273	625	648	1,265	617	648
Race and Ethnicity Unknown	124	4.2	**1344**	67	**54.0**	49	39.52	8	6.5	1,374	677	697	1,308	648	660	1,306	663	644
Hispanics of any race	120	4.0	**1243**	47	**39.2**	59	49.17	14	11.7	1,277	628	649	1,214	605	609	1,252	614	639
American Indian or Alaska Native	24	0.8	**1211**	10	**41.7**	7	29.17	7	29.2	1,253	607	646	1,161	557	604	1,201	589	613
Asian	359	12.1	**1343**	249	**69.4**	75	20.89	35	9.8	1,354	646	708	1,321	632	689	1,310	621	689
Black or African American	309	10.4	**1145**	96	**31.1**	145	46.93	68	22.0	1,190	586	604	1,127	556	570	1,119	540	579
White	2,009	67.7	**1335**	1,187	**59.1**	630	31.36	192	9.6	1,355	663	693	1,305	641	664	1,311	644	667

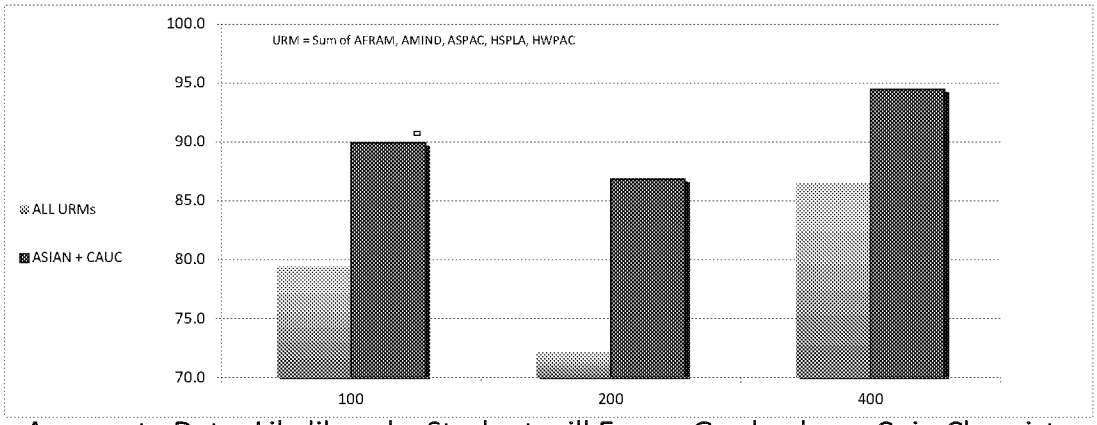

Aggregate Data: Likelihood a Student will Earn a Grade above C- in Chemistry

COMMENTS FROM BRIAN

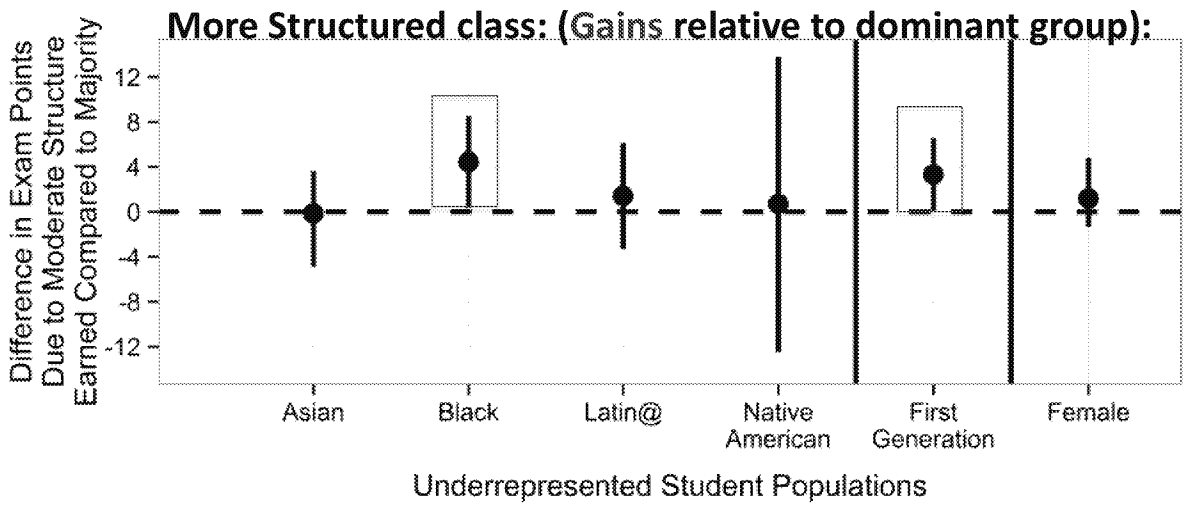

- **3.7% increase in exam performance** for all students (regardless of race) after controlling for student ability
- **6.9% increase in exam performance** for black students, halving the achievement gap seen in the low structure course. (A gap that did not close for Latin@ students.)
- **Closure of an achievement gap for first generation students** compared to non-first generation students.

Kelly Hogan and Sarah Eddy. (2103) How and For Whom Does Active Learning Work? A study of the Behaviors, Attitudes, and Achievement of Diverse Students; submitted

What we know about STEM degree completion is that trained faculty make a difference. Student-centered as opposed to faculty-centered instruction and ACTIVE classrooms promote success in STEM majors.

In this chart you can see that with student-centered instruction there is a dramatic influence on the performance of students from historically underrepresented populations

Student-centered instruction can close the achievement gap for FGCS in the sciences.

This type of instruction moves away from the “sage on the stage” to the “guide on the side.”

The instructor provides the structure to excel and holds students accountable.

Through this method of instruction, the instructor continuously measures the climate of learning and students excel.

-- COMMENTS FROM KELLY --

Mapping Retention Efforts at UNC-Chapel Hill

In this room today, we have experts on retention and student success who truly appreciate Carolina's challenges. One thing I can say is that there is A LOT we are doing right.

BUT we are not working as effectively and efficiently as we could.

For example, let's map our current retention efforts at Carolina.

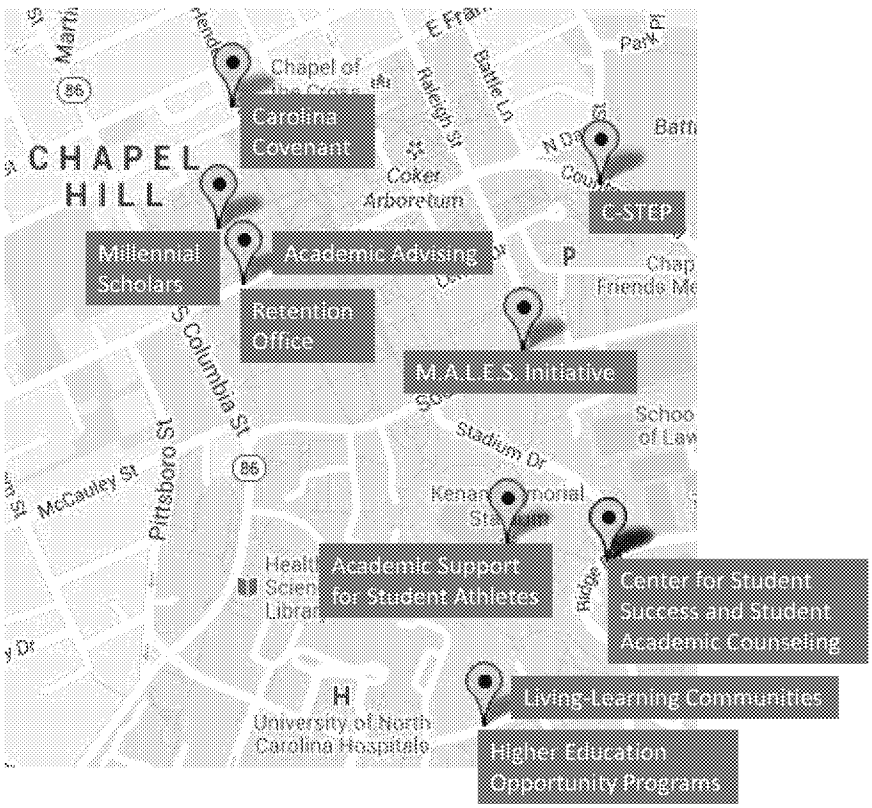

This is just a sample of the retention programs on campus. We have many programs located in many places across campus but no common infrastructure.

Programs use different approaches to student success.

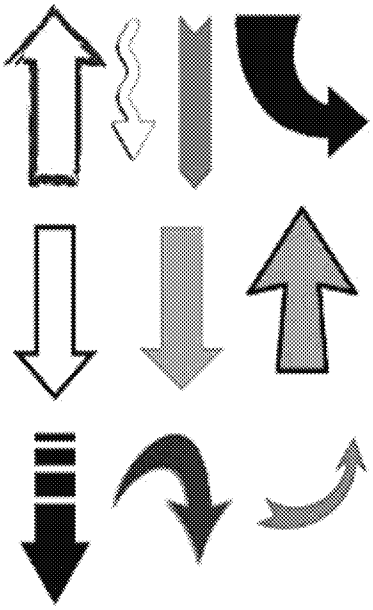

Each programs uses a different approach to student success.

We do not have a common definition of student success nor do we have a common theoretical framework.

Programs use different measurements for student success.

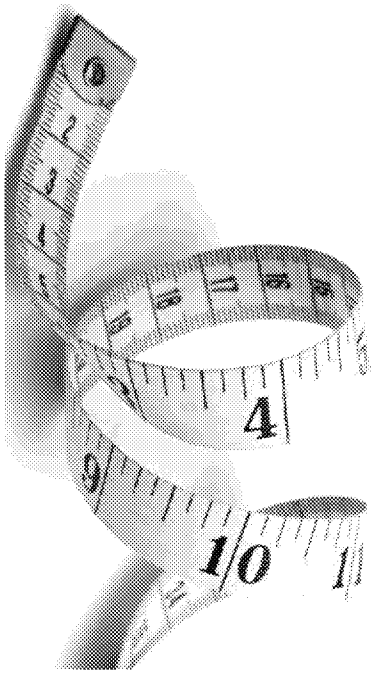

Programs are evaluated and assessed using different measures and different definitions of success.

Programs are located at different levels of the organization with different levels of resources.

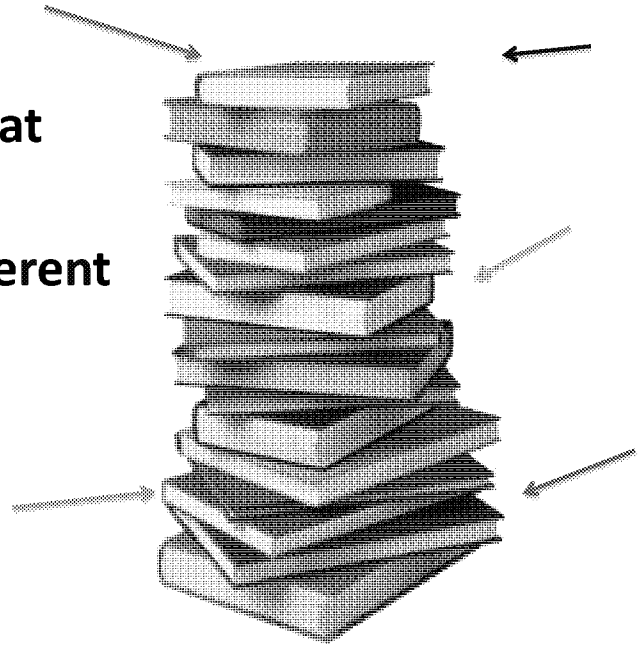

Programs are also located at all different levels of the organization will different levels of resources.

Some of the programs at the very bottom of this stack struggle to operate on little or no budget and are under frequent threat of losing vital student service positions.

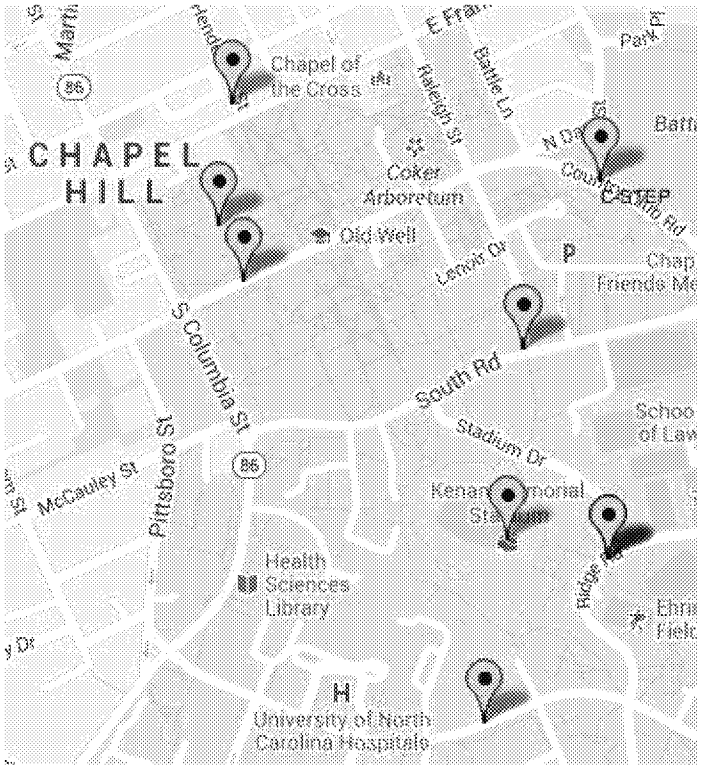

We need to organize from here…

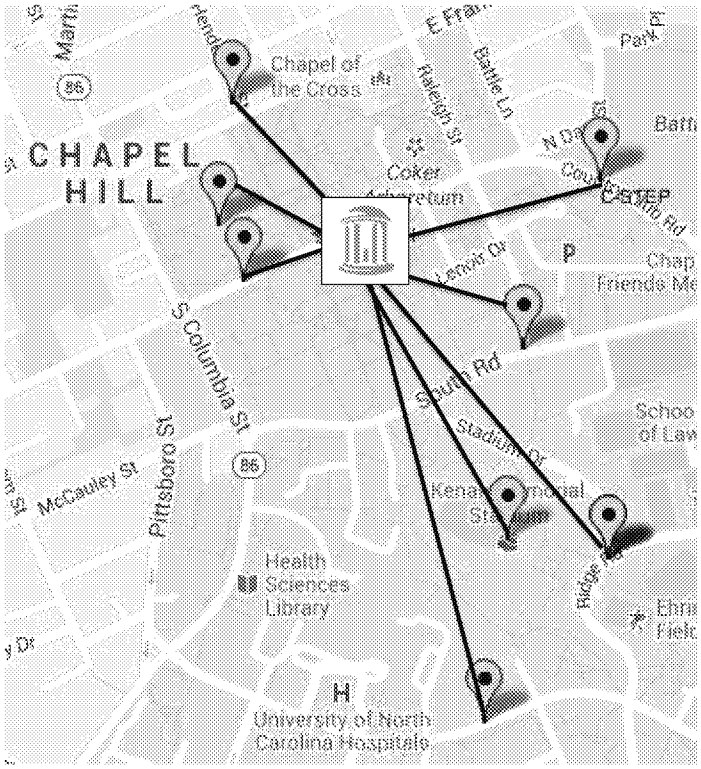

…to here. We need connection and leadership.

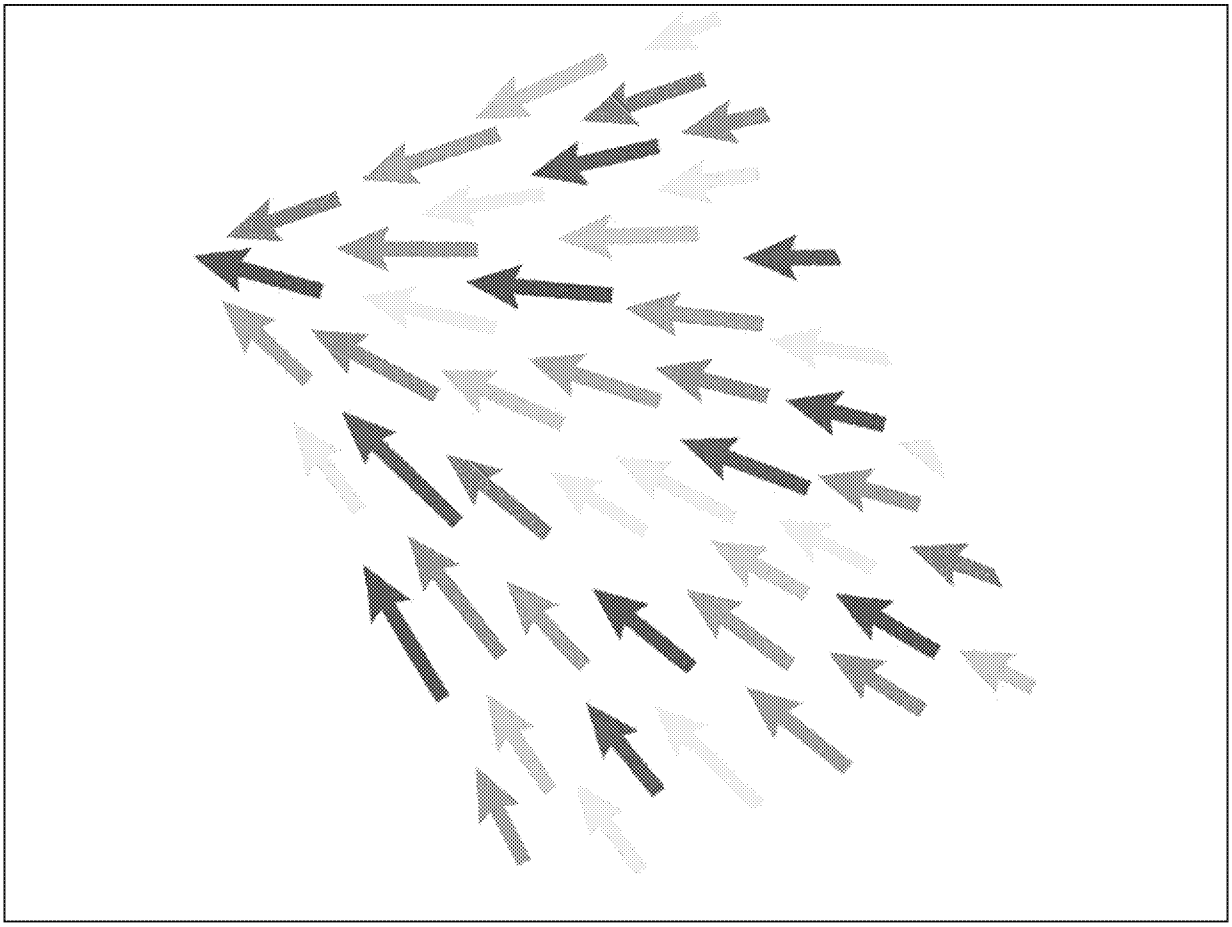

This will help us to move in the same direction.

To Head In The Same Direction

- A common definition of student success
- Clear measures of student success
- A common theoretical framework for student success practices
- **Retention and graduation goals**

To head in the same direction, we need:

A common definition of student success

Clear measures of student success

A common theoretical framework for student success practices

Retention and graduation goals

Undergraduate retention must truly be made a priority for the University.

21st Century Vision

"We believe UNC-Chapel Hill must now build on this success by strengthening and further coordinating campus services and by establishing a focused, University-wide effort to foster a culture of success and completion for all students. Such a culture will focus on the strengths of our students rather than their weaknesses, and it will learn from students how the University can support and encourage them more effectively.

We recommend that the University establish—and within ten years achieve—the goal of leading all AAU public universities in four- and six-year graduation rates for undergraduate students by enhancing coordinated support services and by eliminating disparities in retention and graduation rates for students of all races, ethnicities, incomes, disabilities, and educational backgrounds."

Only if degree completion is made a priority will we meet the Board of Trustee's 21st Century Vision recommendation to lead all public universities in 4 and 6 year graduation rates.

UNC-Chapel Hill could have the highest graduation rate of all public universities.

We could have the highest graduation rate of all public universities. It is attainable.

And now is the time to do it.

Why Now?

There are several important reasons why now is the opportune time to hone in on undergraduate degree completion.

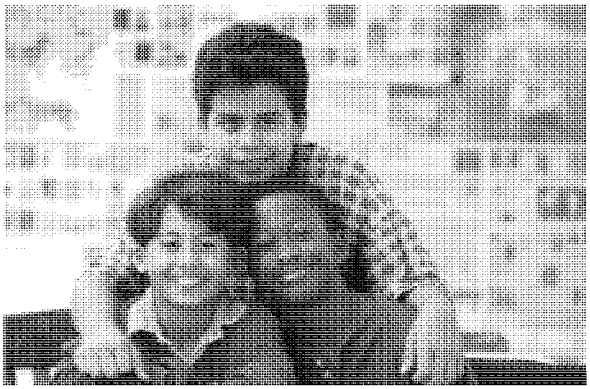

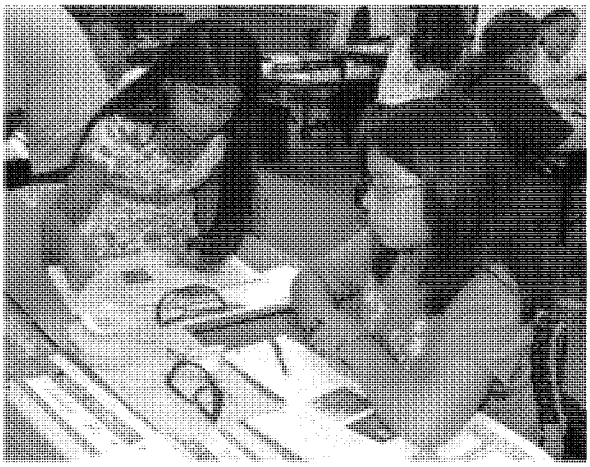

First, the demographics of North Carolina are rapidly changing. We need to be better prepared for our future students. We need to create an academic culture in which all students have the opportunity to be successful.

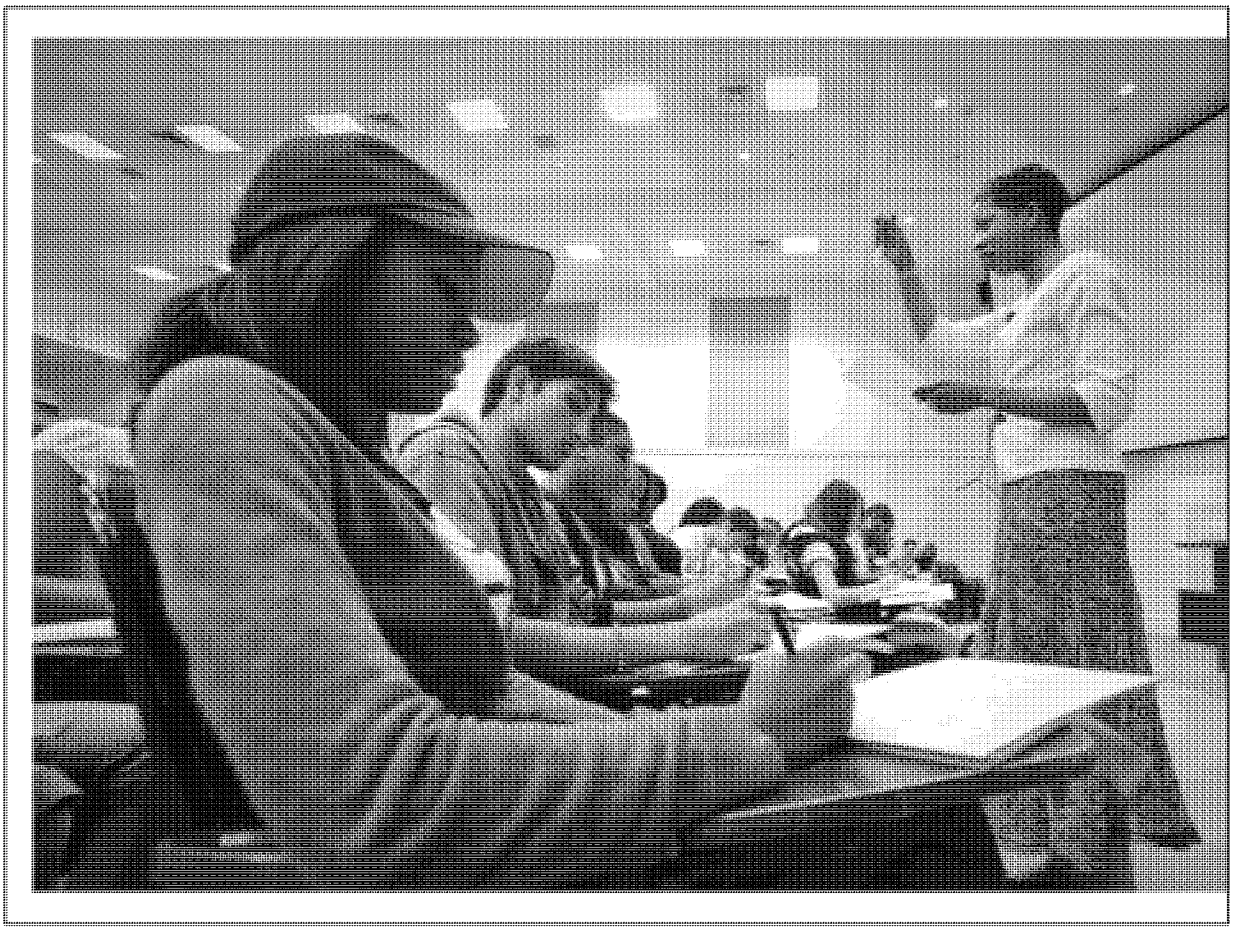

Second, we are in an era at Carolina of dynamic faculty pedagogical innovation. We should capitalize on this innovation to promote a culture of student success among all undergraduates.

Third, Carolina is receiving national recognition for its advancements in course redesign. It is important to capitalize on redesign efforts to promote a culture of inclusive student success.

What We Need

1. Strategic Organization
2. Leadership, Sustainability, & Accountability
3. Faculty Involvement
4. Investment in Student Support Services
   - ✓ Investing in the “front line”
   - ✓ Removing barriers to service
5. Assessment Support

So here is what we believe we need:

We need strategic organization for enrollment management. We need leadership, accountability, and sustainability to create a culture of student success with engaged faculty involvement. It is critical that we invest in student support services and that assessment and organizational learning is prioritized. We need to use clear and timely data to inform practice.

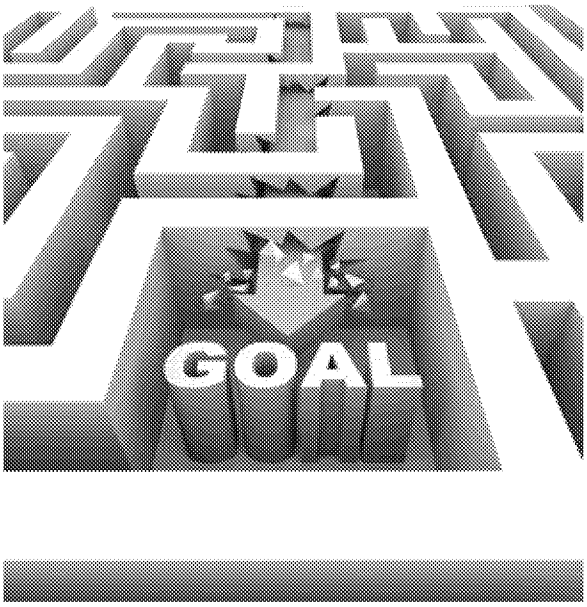

Right now we have a maze of programs and services. We need intentional, strategic organization with very clear goals.

Achievement Equity

We need a solid foundation from which to do our work. This would include leadership and accountability. It would give us a common vision from which to enhance retention work. This should be a vision of achievement equity - affording all students the opportunity to achieve.

With these strategies we can lead all public universities in four- and six-year graduation rates for undergraduate students. We can eliminate disparities in retention and graduation rates for students of all races, ethnicities, incomes, abilities, and educational backgrounds.

-- COMMENTS FROM TAFFYE --

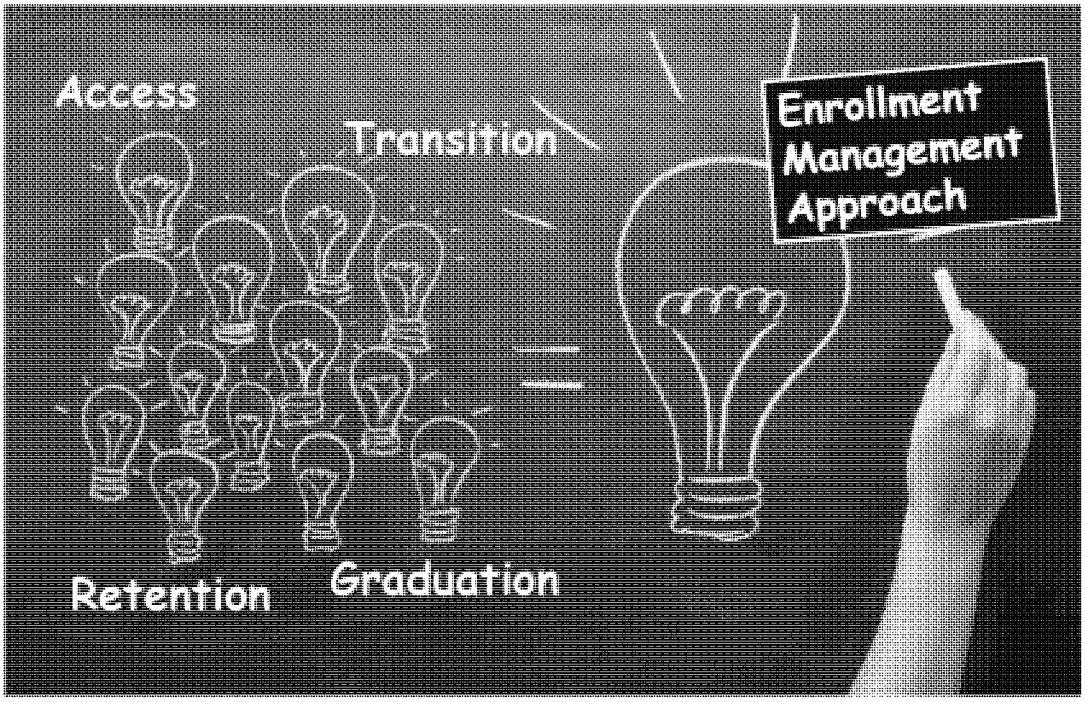

Positive College Outcomes

Leadership and accountability will also lead us to more effectively collaborate across campus.

Strategically organizing and leading from an enrollment management perspective would bring together access, transition, retention, and graduation in to one unified approach for positive college outcomes.

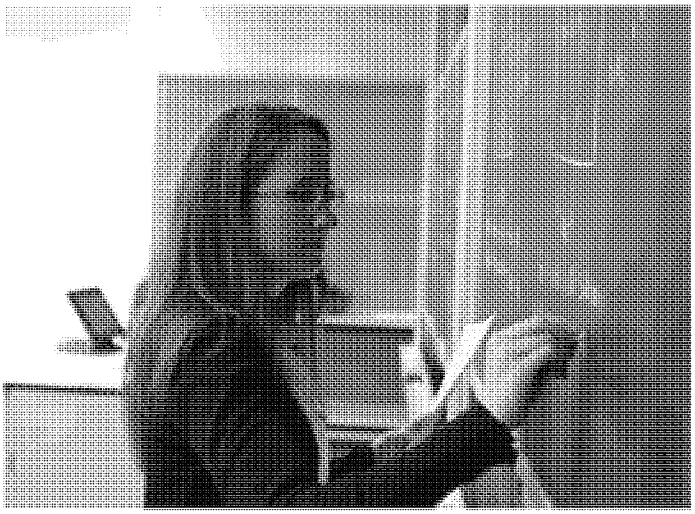

We also need faculty involvement. It is imperative for faculty to appreciate student demographics and diversity. Incentives and affirmations should be offered for faculty to implement student success practices.

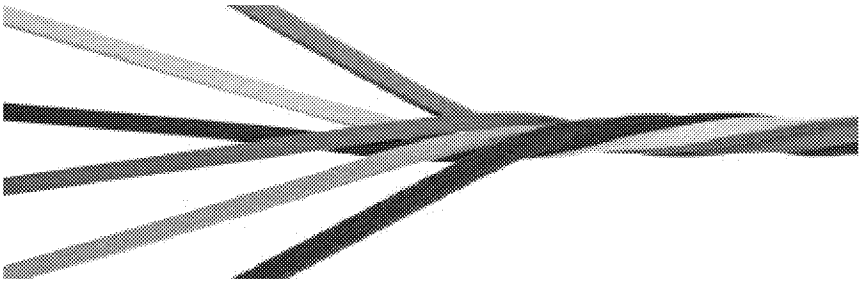

Invest in Student Support Services

An investment in student support services is critical. Our student support services have been unwound – they need to be strengthened and require reinvestment to become stronger.
Student Support Services - advisors, learning specialists, tutors – are the front line to student success. They need resources and we need to remove barriers to service.

We would be much stronger and function much more efficiently with well-resourced support services.

-- COMMENTS FROM HAROLD --

Finally, we need a common form of measurement for success that works with clearly established goals.

Student success paradigm shift from surviving to thriving in college.

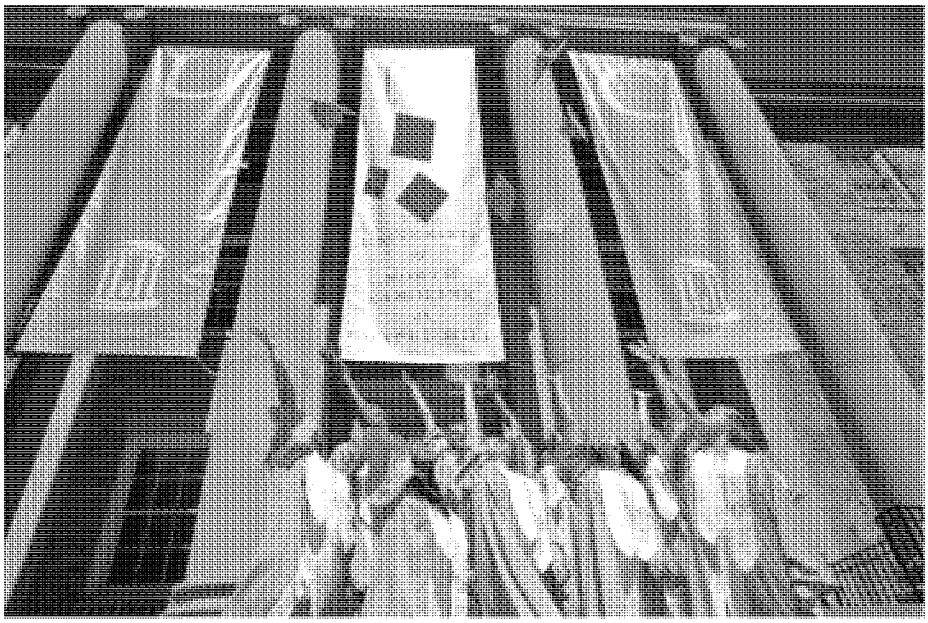

We could build a culture of resiliency in which student-strengths are realized, students develop self-efficacy, and feel confident navigating the research university.

If the call to action presented here is met it would result in a culture shift where retention efforts are about thriving not just surviving in college.

Opportunities

1. Strategic Organization
2. Leadership, Sustainability & Accountability to Move Us Towards Achievement Equity
3. Faculty Involvement
   - ✓ Appreciation of demographics and diversity
   - ✓ Incentive for practices promoting student success
4. Investment in Student Support Services
   - ✓ Investing in the “front line”
   - ✓ Removing barriers to service
5. Assessment Support

So again, here are our opportunities.

Strategic Organization
Leadership, Sustainability & Accountability to Move Us Towards Achievement Equity
Faculty Involvement
Appreciation of demographics and diversity
Incentive for practices promoting student success
Investment in Student Support Services
Investing in the “front line”
Removing barriers to service
Assessment Support

One last thought…

+ 5 Points in 5 Years

200 Students Per Year

One last thought before we head in to our discussion -

Our graduation rate has gone up 5 points in the last five years. That means on average 200 more students are graduating each year.

We have done this without organization and with few resources – without truly unifying our efforts -

If we organized and made degree completion a priority, we really could have the highest graduation rates among all public institutions. It is attainable.

Discussion

	All Students	Men of Color FGCS	Men of Color Not FGCS
4 Years	80.5	59.5	73.1
5 Years	88.6	74.7	83.1
6 Years	89.5	77.3	83.8

To resize chart data range, drag lower right corner of range.

	4 Years	6 Years	Do Not Graduate
FGCS	62.00%	18.00%	20.00%
All Undergraduates	81%	7%	12%

To resize chart data range, drag lower right corner of range.

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Retention Brief: Overview and Opportunities

BACKGROUND

The 21st Century Vision Committee on Access and Completion

"We believe UNC-Chapel Hill must now build on this success by strengthening and further coordinating campus services and by establishing a focused, **University-wide effort to foster a culture of success** and completion for all students. Such a culture will **focus on the strengths of our students** rather than their weaknesses, and it will learn from students how the University can support and encourage them more effectively.

We recommend that the University establish—and within ten years achieve—the **goal of leading all AAU public universities in four- and six-year graduation rates for undergraduate students** by enhancing coordinated support services and by **eliminating disparities in retention and graduation rates** for students of all races, ethnicities, incomes, disabilities, and educational backgrounds."

The White House Summit on College Access and Success and Chancellor Folt's Commitment

"UNC will provide up to $4 million over the next four years to launch a university-wide initiative to improve graduation rates for all undergraduates, with a focus on low-income, first-generation and underrepresented students. The university plans to build on its already-outstanding graduation rates — 82 percent after four years, 89 percent after five years and 90 percent after six years – by enhancing coordinated support services."

THE CURRENT STATE OF RETENTION AND DEGREE COMPLETION AT CAROLINA

The University has made advancements in undergraduate retention and degree completion. The four-year graduation rate has increased 5 points in 5 years meaning that, on average, 200 more students are graduating per year. This increase has been accomplished despite the lack of a clear strategic or organizational structure for retention efforts across campus. If programs and supports were strategically organized from a University-wide enrollment management approach, the potential for advancement in retention and degree completion would significantly increase positioning the University to meet the recommendation of the 21st Century Vision Committee and become a national leader in undergraduate degree completion.

NEEDS ASSESSMENT

Retention and degree completion programs and supports across campus lack:

- A common definition of student success
- Common measures of student success
- A common theoretical framework for student success practices
- Retention and graduation goals
- Consistent resources and support

RECOMMENDED STRATEGY

1. Strategic Organization of Retention and Degree Completion Programs and Supports
2. Leadership, Sustainability, and Accountability
3. Faculty Involvement
    - Appreciation of demographics and diversity
    - Incentive for practices promoting student success
4. Investment in Student Support Services
    - Investing in the "front line"
    - Removing barriers to service
    - Normalizing "help-seeking" behavior
5. Assessment Support

RECOMMENDED APPROACH

It is recommended that an enrollment and degree completion strategy is made a University-wide priority and implemented from strengths-based perspective. This will result in a culture shift where retention efforts are about thriving not just surviving in college. Historically, retention work has been dedicated to pathology with a focus on ameliorating students' problems (Shushok & Hulme, 2006). We a recommend different approach which appreciates what is right with students, identifies individual strengths, and encourages optimal academic functioning. This approach will result in flourishing students who are fulfilled, accomplished, and learning. Flourishing requires building and capitalizing on human strengths and capacities (Fredrickson & Losada, 2005).

RESULTS

If the recommended strategy was implemented from a strengths-based perspective, it would provide a solid foundation from which to provide proactive retention and degree completion strategies. It would promote achievement equity at Carolina affording all students the opportunity to achieve. With these strategies we can lead all public universities in four- and six-year graduation rates for undergraduate students. We can eliminate disparities in retention and graduation rates for students of all races, ethnicities, incomes, abilities, and educational backgrounds.

Fredrickson, B. L., & Losada, M. (2005). Positive affect and the complex dynamics of human flourishing. *American Psychologist, 60*, 678–686.

Shushok, F. r., & Hulme, E. (2006). What's right with you: Helping students find and use their personal strengths. *About Campus*, 11(4), 2-8.

From: Perreira, Krista <perreira@email.unc.edu>
Sent: Monday, February 17, 2014 12:16 PM
To: Owen, Bobbi A <owenbob@unc.edu>
Cc: Goodman, Paula <pgoodman@email.unc.edu>; Bickford, Donna M <dbickford@unc.edu>
Subject: Approval of 1-page Fundraising documents
Attach: OUR Development Fine Arts 2014.docx; OUR Development General 2014.docx; OUR Development Humanities 2014.docx; OUR Development Natural Sciences 2014.docx; OUR Development Social Sciences 2014.docx

---

Hi Bobbi,
In collaboration with Mike Strader and Donna Bickford, I have finalized the attached 1-page (back to front) fundraising sheets for undergraduate research. This format follows examples that I liked from Departments of Psychology. We have obtained photo releases for all students depicted.
Please do let me know if you approve of these or have any edits.
Best,
Krista

Krista M. Perreira, Ph.D.
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Office for Undergraduate Research (OUR)
220 Graham Memorial, CB #2800
Chapel Hill, NC 27599
Web: http://our.unc.edu
Professor of Public Policy and
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From supporting mentored research projects to embedding opportunities for research experiences in the classroom, the Office for Undergraduate Research (OUR) promotes inquiry-based learning at Carolina.

More than 179 students major in the Fine Arts at Carolina. They include students majoring in Art History, Studio Art, Dramatic Arts, and Music.

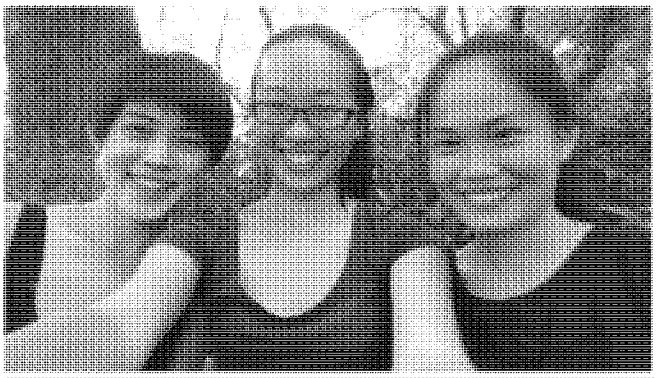

During their 2013 SURF, Christina Lai and Ina Liu commissioned Chinese composer Yuying Weng to write a piece of classical music combining Chinese and Western musical elements.

These departments combine to provide a dynamic and thriving community of outstanding faculty who work together to educate and mentor undergraduates. In the modern age, no undergraduate education is complete without the opportunity to engage in a mentored research experience or hands-on, experiential education embedded within a course.

Undergraduate degree programs in the fine arts depend on private funding to enhance opportunities, expand access to research materials, and promote student excellence. With funds dedicated to the Fine Arts, OUR ensures that all Carolina students can have the opportunity to work on research projects with the guidance of outstanding faculty at UNC-Chapel Hill.

Through these mentored research projects and hands-on, experiential learning opportunities, students gain self-confidence, develop leadership skills, and apply their creative expertise to contemporary problems. Rachel Johnson, who received a Summer Undergraduate Research Fellowship (SURF), made a film about public pools in Greensboro, NC. Johnson said, "my SURF funding gave me the opportunity to shoot my first full length documentary. It has spring- boarded me into the creation of more mature works and has given me the opportunity to explore what aspects of filmmaking interest me most."

For Professor Don Oehler, private support through OUR provided a Graduate Research Consultant (GRC) to facilitate students' exposure to research in his course. He noted that, "having a GRC was one of the most helpful and rewarding ancillary classroom teaching experiences in my 43 years on this campus. Anyone teaching a course on our campus who qualifies for a GRC and does not take advantage is missing a wonderful opportunity. Everyone wins in the process. Everyone!"

Faculty and graduate students who engage in mentored research with undergraduates often co-author conference presentations and publications with their students. Beth Grabowski, who mentored Gray Swartzel in 2013 wrote, "SURFs are extraordinary opportunities for creative arts students. Often, this is the first time that students are individually responsible for negotiating the details of a larger scale creative project; I have seen some remarkable artistic and personal growth happen over the summer months."

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KIERAN MCCARTHY FELL (MUSIC, 2013) RECEIVED A FELLOWSHIP TO STUDY THE TRADITIONAL IRISH FLUTE.

YOUR SUPPORT FOR UNDERGRADUATE RESEARCH ENSURES THAT CAROLINA STUDENTS CAN ENGAGE IN INNOVATIVE RESEARCH AND MENTORED SCHOLARSHIP IN THE FINE ARTS AND HUMANITIES, NATURAL SCIENCES, AND SOCIAL SCIENCES.

CONTACT:
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THE ARTS & SCIENCES FOUNDATION
UNC-CHAPEL HILL
134 E. FRANKLIN STREET, CB #6115
CHAPEL HILL, NC 27599-6115

PHONE: (919) 962-6182
FAX: (919) 962-2531
EMAIL: SHONTEL.JUNG@UNC.EDU
Web: college.unc.edu/foundation

Established in 1999, the Office for Undergraduate Research (OUR) expands opportunities for undergraduates to explore innovative ideas to solve social problems, develop new technology and entrepreneurial opportunities, and engage in creative performance and expression.

OUR serves over 16,162 undergraduate students in the Fine Arts and Humanities, Natural Sciences and Social Sciences and 2,208 students in professional degree programs such as business, education, nursing, journalism, and public health. OUR's capacity to promote undergraduate research and support excellence among Carolina's youngest scholars depends on the generous contributions of private donors. Funding priorities for OUR include:

Enhancing Support for Summer Undergraduate Research Fellowships (SURFs).

- *SURFs* are essential to the education of UNC-Chapel Hill students seeking to become leaders, innovators, and entrepreneurs in all careers.
- With the guidance and mentorship of faculty, undergraduate research fellows learn new analytic skills, develop their capacity to communicate ideas to the general public, and experience the thrill of discovery.
- Each SURF award is $3,000. By raising $500,000 this year, we can double the number of Carolina students who can participate in undergraduate research.

Establishing an Endowment to Support Research-Exposure Courses.

- Experiential learning opportunities through hands-on research increase retention, degree completion, and the likelihood of advancement to graduate school.
- Through the *Graduate Research Consultant program*, faculty receive $750 to embed experiential research opportunities into the curriculum and provide students with a graduate-student mentor and personalized attention.
- Over 21,000 students have received course credit for research-exposure courses since the program's inception 10 years ago.

Recognizing Excellence in Mentorship.

- *Graduate Student* and *Faculty Undergraduate Mentorship Awards* recognize and encourage mentoring of undergraduates in the Professional Schools, Fine Arts and Humanities, Natural Sciences, and Social Sciences.
- With support from private donors, OUR aims to provide four awards of $500-$1,000 each to recognize excellence in mentorship among both graduate student and faculty supporting undergraduate research.

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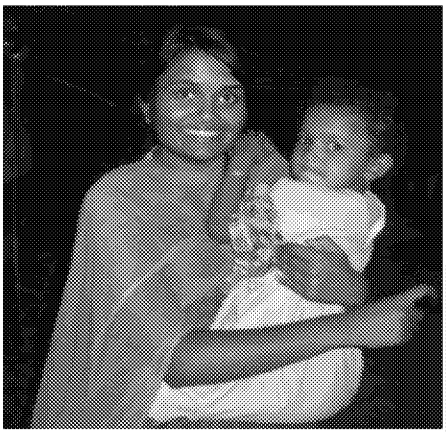

KAVYA SEKAR (BIOLOGY AND ANTHROPOLGY, 2012) RECEIVED A FELLOWSHIP TO ASSESS GENDER-BASED CHILD MALNUTRION IN RURAL NORTHERN INDIA.

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YOUR SUPPORT FOR UNDERGRADUATE RESEARCH ENSURES THAT CAROLINA STUDENTS CAN ENGAGE IN INNOVATIVE RESEARCH AND MENTORED SCHOLARSHIP IN THE FINE ARTS AND HUMANITIES, NATURAL SCIENCES, AND SOCIAL SCIENCES.

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KELLY SPEAR (BIOLOGY, 2013) RECEIVED A RESEARCH FELLOWSHIP TO STUDY MICROBES IN SEDIMENT AFFECTED BY THE 2010 DEEPWATER HORIZON OIL SPILL.

SINCE 2005, GIFTS TO OUR HAVE SUPPORTED SUMMER UNDERGRADUATE RESEARCH OPPORTUNITIES FOR 626 STUDENTS IN THE FINE ARTS AND HUMANITIES, SOCIAL SCIENCES, AND NATURAL SCIENCES.

HELP US NURTURE EXCELLENCE! A GIFT OF $3,000 WILL FUND A SUMMER UNDERGRADUATE RESEARCH FELLOWSHIP FOR AN OUTSTANDING YOUNG SCHOLAR.

SINCE 2005, OUR HAS FUNDED OVER 800 RESEARCH-EXPOSURE COURSES DESIGNED TO ENGAGE STUDENTS IN MENTORED RESEARCH FACILITATED BY FACULTY AND GRADUATE STUDENTS.

JOIN US IN SUPPORTING INNOVATION AND SCHOLARSHIP! A GIFT OF $750/COURSE WILL SUSTAIN THE DEVELOPMENT OF MENTORED RESEARCH OPPORTUNITIES THROUGH RESEARCH-EXPOSURE COURSES.

Celebrating Undergraduate Research.

- At the annual *Celebration for Undergraduate Research*, OUR showcases the work of 200 undergraduates in the Fine Arts and Humanities, Social Sciences, and Natural Sciences. Contributions to OUR provide support the cost of equipment, room reservations, and other supplies for this celebration of undergraduate achievements.

- Each year, OUR provides *Research Conference Travel Awards* of up to $500 to support the participation of undergraduates in professional conferences. Contributions to OUR for ensure that undergraduate researchers can share their results with senior colleagues from around the world.

Marissa Heyl (Anthropology & Journalism, 2006), a fellowship recipient who researched artisan communities in India, says that undergraduate research "planted the seeds that allowed me to cultivate my passion into a venture that is not only viable, but supports artisan livelihoods and pramates threatened textile arts around the world."

Endowing the Future of Undergraduate Research at Carolina

- A named endowment of $20,000,000 would ensure that generations of Carolina Scholars would have the support needed from OUR to establish themselves as future scientists, scholars, entrepreneurs, and artists with world-wide recognition.

Brandon Rafalson (American Studies, 2012) received a fellowship to compare and contrast schools of improvisational comedy in Chicago.

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From supporting mentored research projects to embedding opportunities for research experiences in the classroom, the Office for Undergraduate Research (OUR) promotes inquiry-based learning at Carolina.

More than 964 students are currently majoring in the Humanities at Carolina. They include students majoring in English, Romance Languages, and Philosophy, as well as new programs like the interdisciplinary Medicine, Literature and Culture.

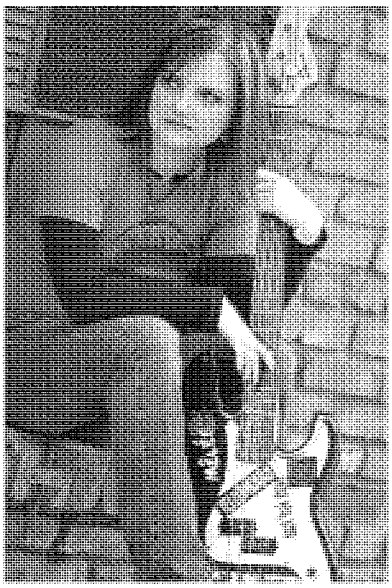

Amber Giffin (American Studies 2012) received a research fellowship to study the role of music in contemporary Cherokee society.

These departments combine to provide a dynamic and thriving community of outstanding faculty who work together to educate and mentor undergraduates. In the modern age, no undergraduate education is complete without the opportunity to engage in a mentored research experience or hands-on, experiential education embedded within a course.

Undergraduate degree programs in the humanities depend on private funding to enhance opportunities, expand access to research materials, and promote student excellence. With funds dedicated to the Humanities, (OUR) ensures that all Carolina students can have the opportunity to work on research projects with the guidance of outstanding faculty at UNC-Chapel Hill.

Through these mentored research projects and hands-on, experiential learning opportunities, students gain self-confidence, develop leadership skills, and apply their expertise to contemporary problems in the humanities.

Jonathan McClure, who received a Summer Undergraduate Research Fellowship (SURF), explored the impact of urbanization on Walt Whitman's poetry. McClure said, "The deeper critical thinking and writing skills that I have learned from the SURF experience will continue to benefit me in my undergraduate courses and beyond."

For Professor Ellen Welch, private support through OUR provided a Graduate Research Consultant (GRC) to facilitate students' exposure to research in her course. She noted that with the GRC's "expert mentorship and guidance, students succeeded in crafting individualized research plans that unlocked the meaning and tone of their objects of study."

Faculty and graduate student mentors who engage in mentored research with undergraduates often co-author conference presentations and publications with their students. Erin Carlston, who mentored Deborah Thurman in 2013 said, "For undergraduates, pursuing their own original research is an opportunity for intellectual and personal maturation that's not quite like anything else they can do at college. As a faculty member it's a great privilege, and also a wonderful learning experience, for me to get to "tag along" on these fascinating educational adventures."

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BRANDON RAFALSON (AMERICAN STUDIES, 2012) RECEIVED A FELLOWSHIP TO COMPARE AND CONTRAST SCHOOLS OF IMPROVISATIONAL COMEDY IN CHICAGO.

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- Each SURF award is $3,000. By raising $500,000 this year, we can double the number of Carolina students who can participate in undergraduate research.

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From supporting mentored research projects to embedding opportunities for research experiences in the classroom, the Office for Undergraduate Research (OUR) promotes inquiry-based learning at Carolina.

More than 952 students major in the Natural Sciences. They include students majoring in Biology, Chemistry, and Physics as well as newly established degree programs such as Biomedical engineering.

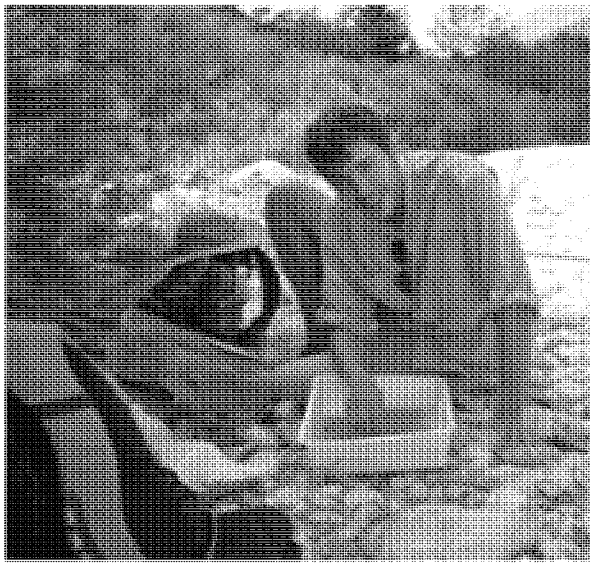

Patrick Clay (Environmental Science, 2012) received a research fellowship to study the influence of river networks on biodiversity.

These departments combine to provide a dynamic and thriving community of outstanding faculty who work together to educate and mentor undergraduates. In the modern age, no undergraduate education is complete without the opportunity to engage in a mentored research experience or hands-on, experiential education embedded within a course.

Undergraduate degree programs in the natural sciences depend on private funding to enhance opportunities, expand access to research materials, and promote student excellence. With funds dedicated to the Natural Sciences, OUR ensures that all Carolina students can have the opportunity to work on research projects with the guidance of outstanding faculty at UNC-Chapel Hill.

Through these mentored research projects and hands-on, experiential learning opportunities, students gain self-confidence, develop leadership skills, and apply their technical expertise to contemporary problems in the natural sciences.

Serena Hackerott, who received a Summer Undergraduate Research Fellowship (SURF) in Marine Sciences, studied lionfish in Belize. Remarking on her experience, Hackerott said, "After this summer, I am much more confident in my ability to handle the trials of field work in my own future projects."

For Professor Patrick Curran, private support through OUR provided a Graduate Research Consultant (GRC) to facilitate students' exposure to research in his course. He noted that, "… I was trying to develop a curriculum that focused on teaching students quantitative psychology, the GRC program allowed me to have students learn by doing quantitative psychology."

Faculty and graduate students who engage in mentored research with undergraduates often co-author conference presentations and publications with them. Chris Smith, who mentored Michael Parrish in 2013 wrote, "I [have watched] my undergraduate develop into someone who can complete work on his own and critically analyze data. It is nice to know that I am helping a future scientist find his research interests and develop the skills he needs to succeed in graduate school and later on in his professional life."

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KELLY SPEAR (BIOLOGY, 2013) RECEIVED A RESEARCH FELLOWSHIP TO STUDY MICROBES IN SEDIMENT AFFECTED BY THE 2010 DEEPWATER HORIZON OIL SPILL.

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February 1, 2014

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From supporting mentored research projects to embedding opportunities for research experiences in the classroom, the Office for Undergraduate Research (OUR) promotes inquiry-based learning at Carolina.

More than 1769 students enroll in the Social Sciences at Carolina. They include students majoring in Sociology, Anthropology, and Public Policy, as well as newly established interdisciplinary degree programs such as European Studies.

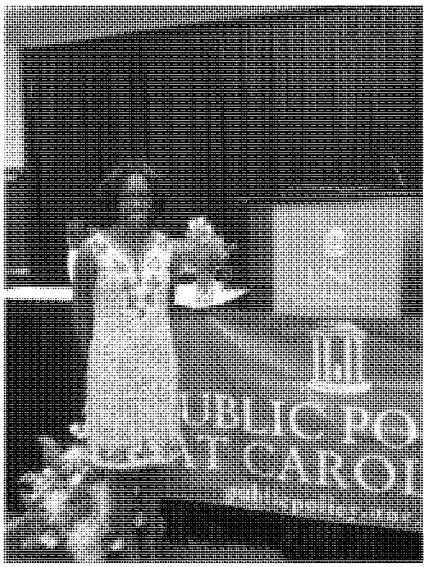

Calyssa Laywer (Public Policy 2012) received a research fellowship to study the school-to-prison pipeline in North Carolina.

These departments combine to provide a dynamic and thriving community of outstanding faculty who work together to educate and mentor undergraduates. In the modern age, no undergraduate education is complete without the opportunity to engage in a mentored research experience or hands-on, experiential education embedded within a course.

Undergraduate degree programs in the social sciences depend on private funding to enhance opportunities, expand access to research materials, and promote student excellence. With funds dedicated to the Social Sciences, (OUR) ensures that all Carolina students can have the opportunity to work on research projects with the guidance of outstanding faculty at UNC-Chapel Hill.

Through these mentored research projects and hands-on, experiential learning opportunities, students gain self-confidence, develop leadership skills, and apply their technical expertise to contemporary problems in the social sciences.

Bryan Dworak, who received a Summer Undergraduate Research Fellowship (SURF), explored the differences in political coverage between traditional news media and new media sources. Remarking on his experience, Dworak said, "I wanted the opportunity to conduct independent research and learn more what the process is really like when it is your own research and not the research of someone else you are assisting with."

For Professor Layna Mosley, private support through OUR provided a Graduate Research Consultant (GRC) to facilitate students' exposure to research in her course. She noted that "I found that papers written with the involvement of the GRC were generally of higher quality. And students reported that they had a better sense of what it meant to 'do research' when the GRC was involved."

Faculty and graduate student mentors who engage in mentored research with undergraduates often co-author conference presentations and publications with their students. Tim McMillan, who mentored Olivia Dorsey in 2013 notes,"for students, mentored research is a way to take them out of the textbook and into a vibrant world where they control the process of creating new knowledge."

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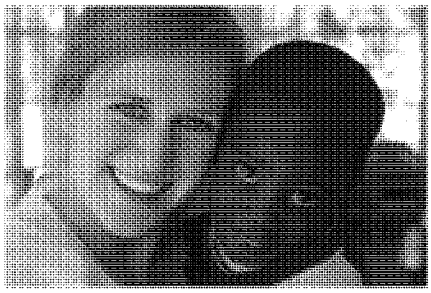

MORGAN ABBOTT (PUBLIC POLICY, 2011) RECEIVED A RESEARCH FELLOWSHIP TO STUDY ADOPTION POLICIES IN EAST AFRICA.

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From: Adamson, Judy <jadamson@email.unc.edu>
Sent: Friday, February 21, 2014 2:54 PM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: FW: Historical Reproduction Paper
Attach: Historical Reproduction.docx

I thought I would share this in case you want more of something before we put it away.
Judy

From: Pelz, Leah Elizabeth
Sent: Friday, February 21, 2014 1:52 PM
To: Adamson, Judy
Subject: Historical Reproduction Paper
I have attached my reproduction paper.

Plaid Silk Bodice

Research Paper – Full Description

By: Leah Pelz

This day bodice, dating from the early 1860s, is made of plaid silk paper taffeta with a solid brown glazed linen interior. The seams are machine stitched with finishing work done by hand.

Figure 1: Original Garment Front

Figure 2: Original Garment Back

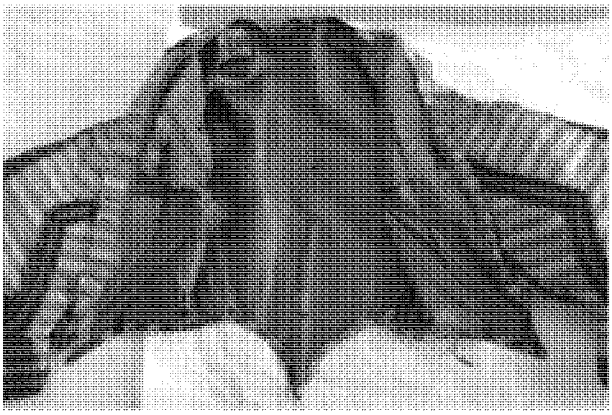

Figure 3: Original Garment Interior

There are several features of this bodice that identify it with the early 1860s. In *The Cut of Women's Clothes 1600-1930,* Nora Waugh explains that center front closures, the separation of bodice and skirt, and the use of bold plaid silks for daywear are common traits for women's wear in the period of 1850-1869 (140-1). Other details frequently seen in garments of this era include dropping the armhole onto the upper arm, shifting shoulder seams back, and using curved princess seams in the back to create the illusion of a tiny waist (Payne, 512). Waugh states that the bishop sleeve first emerged in 1856 with "gathered or pleated top and bottom round the wrist" (140). Further, wide sleeves of the early 1860s grew far slimmer by the middle of the decade (Hunnisett, 86 & Payne, 514). Hunnisett also writes that though deep points at center front and back of

bodices was the norm throughout the Gothic Era and into the Crinoline years, this trend ended around 1866 (86).

While the interior is now very damaged, it, along with boned darts and seams, would once have been a secure base to aid in the close fitting nature of bodices of the time period. This bodice likely would have been worn with a lightly boned corset (Hunnisett, 87).

Bodice

The background of the silk is a champagne color with a series of horizontal taupe stripes and an intermittent group of vertical rust stripes. The repeat of the plaid is 1 5/8" x 9". The bodice is cut with the grain parallel to center front. It closes center front with twelve 5/8" brown covered buttons and hand-bound buttonholes that are ¾" long and about 1" apart. The extension is only 3/8" wide. The silk is cut in three pieces- front, side back, and center back on the fold. The glazed linen is only cut with a front and a back. The front of the bodice is flatlined to the glazed linen. Center front on both sides of the body is self-faced by turning back the taffeta's selvage into a 1 ¼", whereas the linen's edge is caught into the buttonholes on the right and its selvage turns back 1 ½" on the left side. None of the selvages along center front have been secured to the flatlining in any way other than being caught into the buttonholes and the buttons.

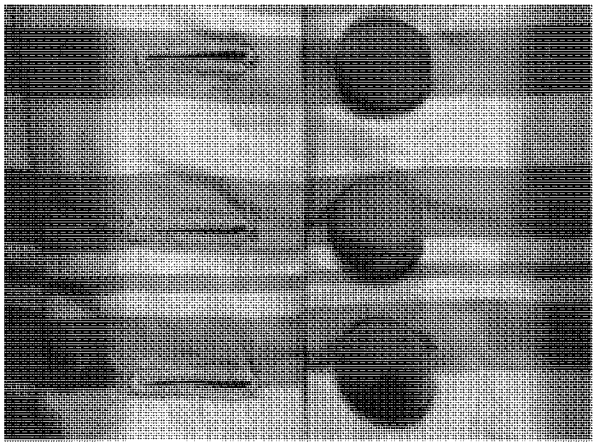

Figure 4: Detail of Buttonholes & Discolored Buttons

Two darts are taken through both layers of fabric, and the dart pickups are pressed toward the side seams to be used as bone casing. The first dart is about 7" long with a 6 ¾" steel bone, and the second dart is about 10 1/8" long with a 9 ¼" steel bone. The bones are slipped between the silk and linen lying closest to the body and encased by 1/8" running stitches. The excess dart interior is trimmed away and hand overcast. The side seams are pressed toward the front and finished in the same manner as the darts with a 6" steel bone.

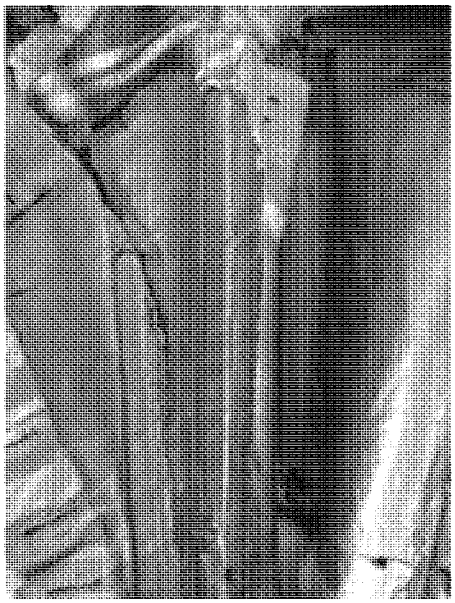

Figure 5: Detail of Dart

The center back of both the silk and the linen are cut on the fold. However, the linen does not have a side back seam; the side back of the paper taffeta curves into the armhole. The seam allowance is folded back along the seam line and edge stitched by machine to the back piece. The shoulder seam is set back much farther than the natural shoulder, and it angles rather sharply to the back as seen in Figure 2. This causes the back to have an elegant and slimming diamond shape. The seam allowance of the shoulder seam is pressed toward the front and overcast together. There are two stacked bones at center back with a 5/8" wide casing made of the glazed linen that is whip stitched to the linen of the bodice. The longer bone measures 7 ¾" and the shorter is 5 ¾".

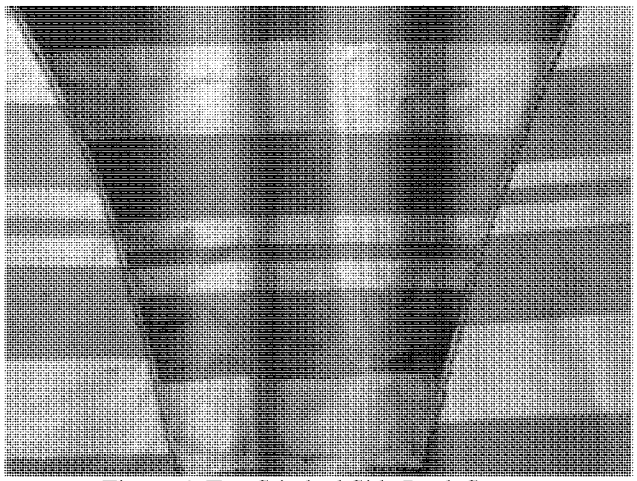

Figure 6: Top Stitched Side Back Seam

Figure 7: Side Back Interior

Bias pieces of the paper taffeta encase 1/16" twisted cotton cording that finishes the hem and neckline. The cording is applied to the bodice using a running stitch and is turned to the inside with a ¼" whip stitched finish. The same cording sets off the armhole. The bottom edge of this bodice comes to deep points both at center front and

center back, which suggests it is to be worn over the skirt. Another indicator is the 7 small bent wire hooks stitched intermittently along the waist so that the bodice can hook onto the skirt as seen in Figure 3. The hooks are placed at center back, both side seams, on each the second darts, and halfway between the darts and side seams.

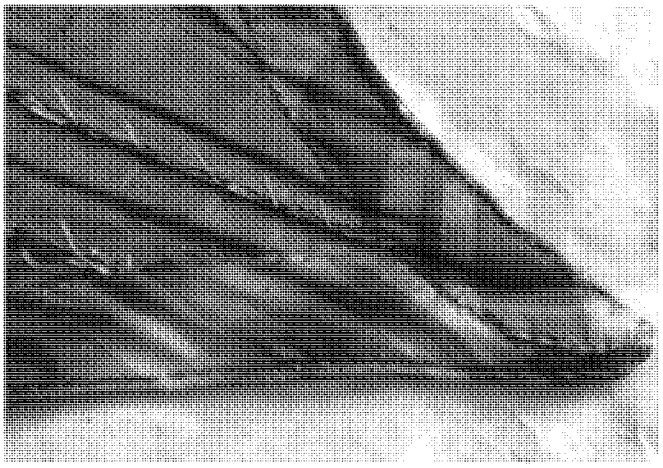

Figure 8: Detail of Corded Hem

Sleeve

The back seam of the sleeve is straight on both sides, so it was likely cut as two pieces because the silk was not wide enough to accommodate it being cut in a single piece. The front seam is curved and has two ½" tucks that further exaggerate the curve. The corners along the hem and front seam are pieced on both sleeves, likely to conserve fabric, but it is covered by the decorative outer sleeve. The left under sleeve is pieced straight across a stripe about 1/3 of the way down from the armhole. There are ten tucks, varying from ½" to ¾" deep, along the hem of the sleeves.

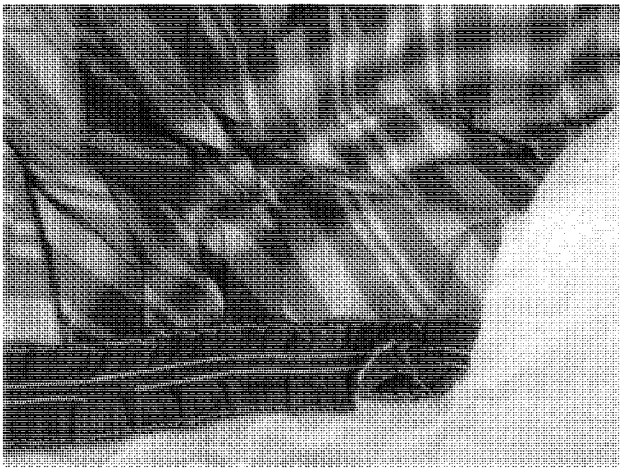

Figure 9: Detail of Sleeve Tucks

The outer sleeve is cut on the bias and caught in the front sleeve seam. The finished edge is bagged out with the linen. One point along the edge is slashed with one side pleated down to create peaks. The top portion and the edge nearest the back seam

are hand stitched to the sleeve. The outer sleeve is caught into the corded hem of the sleeve, and the seam allowance of the cording acts as a 1 ½" hand stitched facing.

The bagged out edge of the outer sleeve and the hem are finished with a brown box pleated China silk trim. It is 1 1/8" wide with edges that are machine stitched in white. The box pleats are 3/16" each and held in place with two rows of white chain stitching. The trim is unevenly basted to the sleeves with the center of the trim matching the finished edges. Each of the four peaks of the outer sleeve is finished with a covered button.

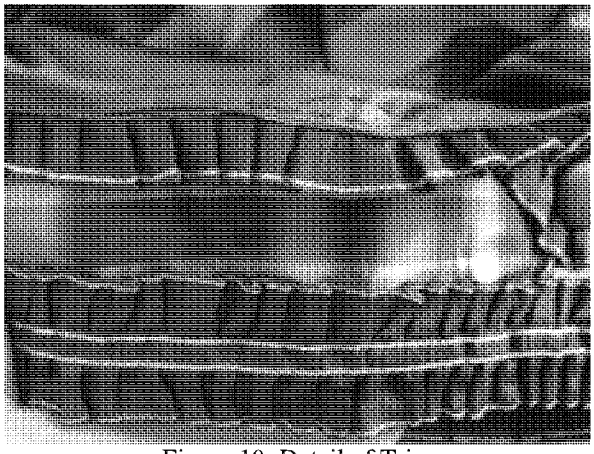

Figure 10: Detail of Trim

Damage

The interior linen is disintegrating badly, though the flatlining in the sleeves is in much better condition than that of the bodice. The exterior silk is in very good condition. There are several very small holes throughout the silk, as well as a number of bright orange spots. The orange appears to be the result of water damage because it is mostly seen as rings on the left sleeve and underarms. Figure 4 shows discoloration of many of the buttons, and a few sections of the trim on the sleeves are disintegrating, especially along the hem.

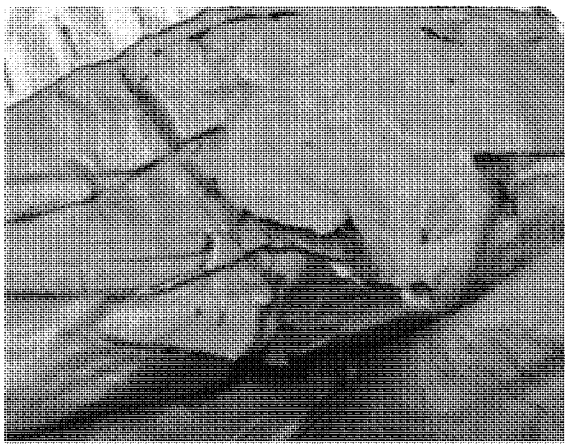

Figure 11: Disintegrating Interior

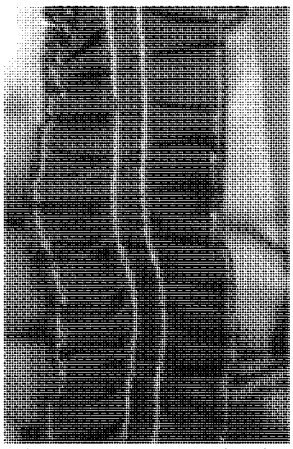

Figure 12: Damaged Trim

Reproduction

I draped the reproduction pattern on a size 10 form. The bodice is a plaid silk taffeta flatlined with cotton satin, while the sleeves are flatlined with Tremode. The side back seams are trimmed and serged rather than topstitched like the original garment. The side seams and shoulders are also serged. Center front is self-faced, but the silk is turned back and slip stitched instead of using the selvage. I stitched eggs made of batting and cotton satin at the front muscle points to help fill the natural hollow between the bust and arm. The keyhole buttonholes are done by machine, and the buttons are covered with the same silk as the trim. The sleeves are one piece and edged with knife pleated trim.

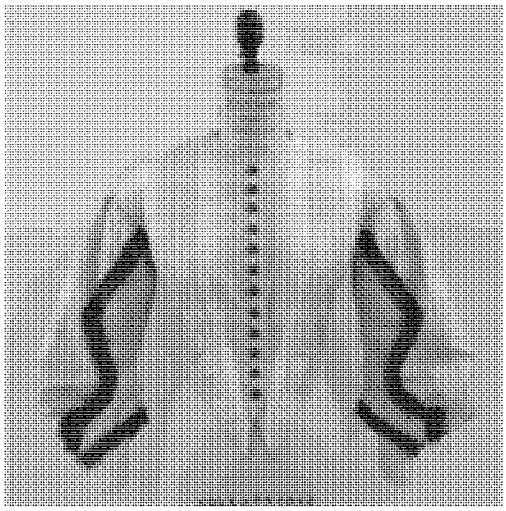

Figure 13: Reproduction Front

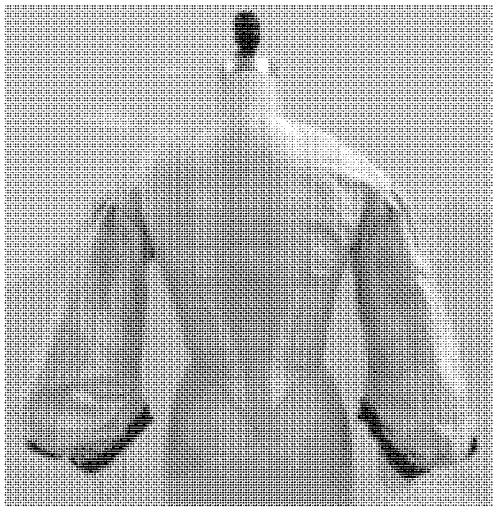

Figure 14: Reproduction Back

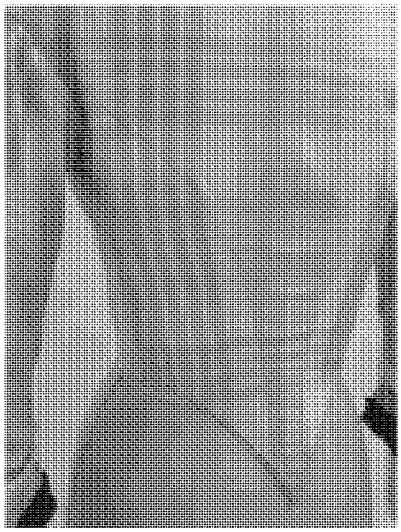

Figure 15: Detail of Side Back

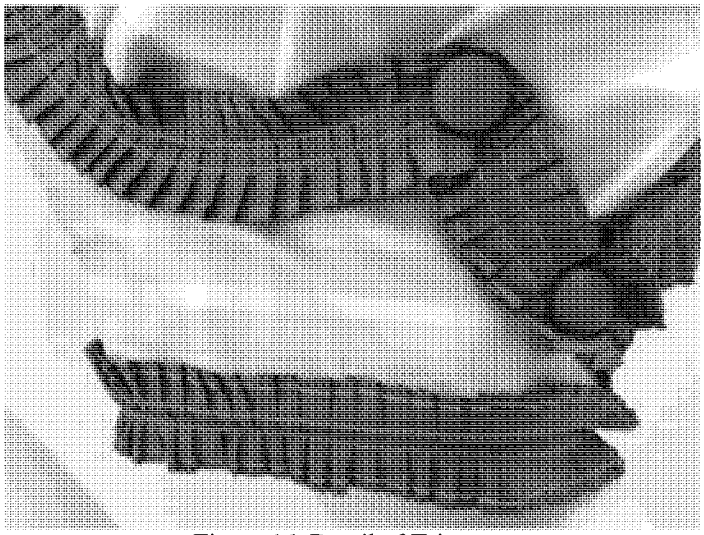

Figure 16: Detail of Trim

Pattern

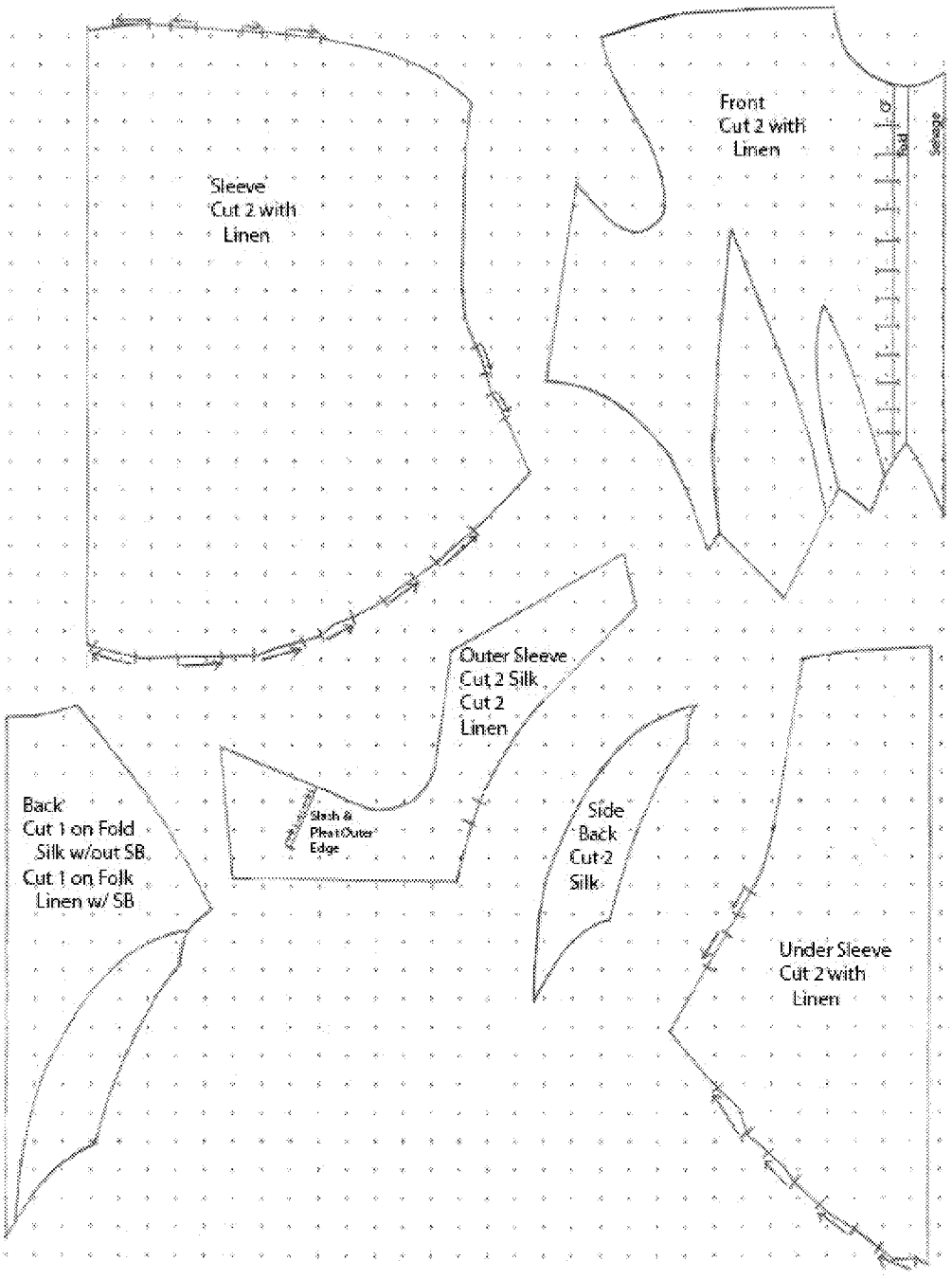
Sleeve
Cut 2 with
Linen
Front
Cut 2 with
Linen
Outer Sleeve
Cut 2 Silk
Cut 2
Linen
Back
Cut 1 on Fold
Silk w/out SB.
Cut 1 on Folk
Linen w/ SB
Slash &
Pleat Outer
Edge
Side
Back
Cut 2
Silk
Under Sleeve
Cut 2 with
Linen

Bibliography

Hunnisett, Jean. *Period Costume for Stage & Screen.* Studio City, CA: Players Press, Inc., 1991.

Payne, Blanche, Geitel Winakor, and Jane Farrell-Beck. *The History of Costume: From Mesopotamia Through the Twentieth Century*. New York, NY: HarperCollins Publishers Inc., 1992

Waugh, Norah. *The Cut of Women's Clothes 1600-1900*. New York, NY: Theatre Arts Books, 1968.

From: Demetriou, Cynthia <cyndem@email.unc.edu>
Sent: Tuesday, February 25, 2014 3:01 PM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: RE: Revised Request for One Time Funding

Hi, Bobbi.

I am just following-up on this request. Kindly let me know if the funding is available.

Thank you,
Cynthia

From: Demetriou, Cynthia
Sent: Thursday, January 30, 2014 10:45 AM
To: Owen, Bobbi A
Subject: Revised Request for One Time Funding

Bobbi:

After talking with you regarding the amount of funding available, please accept this revised request.

Undergraduate Retention is requesting $2500 to update print and web materials with the new academic eligibility rules. We will update our postcards, resources books, and advising posters. These materials are distributed throughout Orientation and across campus from various student support service locations as well as at Undergraduate Retention events and workshops. The $2500 will go towards printing and design fees (approximately $1500 for the resources books and $500 each for the postcards and posters).

Thank you, Cynthia

Cynthia Demetriou • Director for Retention
Undergraduate Retention • Office of Undergraduate Education
3003/3002 Steele Building • CB# 3504
The University of North Carolina at Chapel Hill • (919) 843-5015

www.studentsuccess.unc.edu
www.firstgeneration.unc.edu

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From: May, Lee Y <mayl@email.unc.edu>
Sent: Friday, February 28, 2014 1:25 PM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: FW: Checking In
Attach: Alternate Plans.pdf; Hardin 1st Floor Plan.pdf

Bobbi,
I'd love for you to take a look at this. I am crossing my fingers that Larry will say yes to these renovations (and the cost of them) and that we can spend some Clayton money this spring to help in the outfitting of furniture/computers, etc. I recall you said you might have a little money too. After you and I chat about this, I will get back to Larry.
I am HOPING this will work out.
Lee

From: Hicks, Larry M
Sent: Friday, February 28, 2014 11:33 AM
To: May, Lee Y; Angle, O. Ray
Cc: Lofgren, Steven; Parker, Stacey Anne; Gauthier, Amy P.; Bradley, Richard A; Humphreys, Robert V
Subject: RE: Checking In
Lee you are in my head! I was about to email you on this. We had to delay our meeting with the projects group one week due to the snowmageddon.
We just received a schematic on the space (attached). Also attached is the first floor plan for reference.
Seminar space 171 offers three offices, and 172 offers three offices and a reception area. This arrangement would preclude the need of using the open space at the end of the hall (Room 177). The creation of an office (Room 179) appears simple. 171, 172, on the other hand will require some above-the-ceiling effort.
In total there would be seven offices and one reception area in the two seminar rooms (171, 172) plus two offices adjacent to Room 177 (173, 179).
All, please review and offer your thoughts. At this point we are also asking some logistical questions on time, materials, and cost. The above the ceiling work will be the most critical. In addition, we will need to address phone and networking …
Thanks!
Larry

From: May, Lee Y
Sent: Friday, February 28, 2014 10:52 AM
To: Hicks, Larry M
Subject: Checking In
Hi Larry,
I'm checking in to see if there is any news with the potential Hardin space for academic advising.
Hope all is well with you. I am sure it is busy!
Lee

Lee Y. May, Ph.D.
Associate Dean and Director of the Academic Advising Program
College of Arts and Sciences
University of North Carolina at Chapel Hill
1011 Steele Building, CB #3110
Chapel Hill, NC 27599-3110
919 843-9030

Legend of Symbols

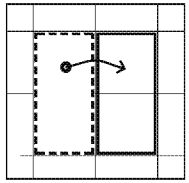

RELOCATED LIGHT FIXTURE

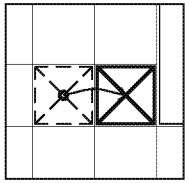

RELOCATED SUPPLY DIFUSER

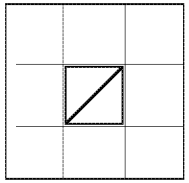

NEW RETURN GRILLE

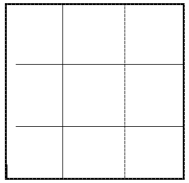

EXTG CEILING GRID

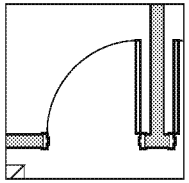

NEW WALLS & DOORS

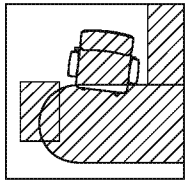

ILLUSTRATIVE FURNITURE

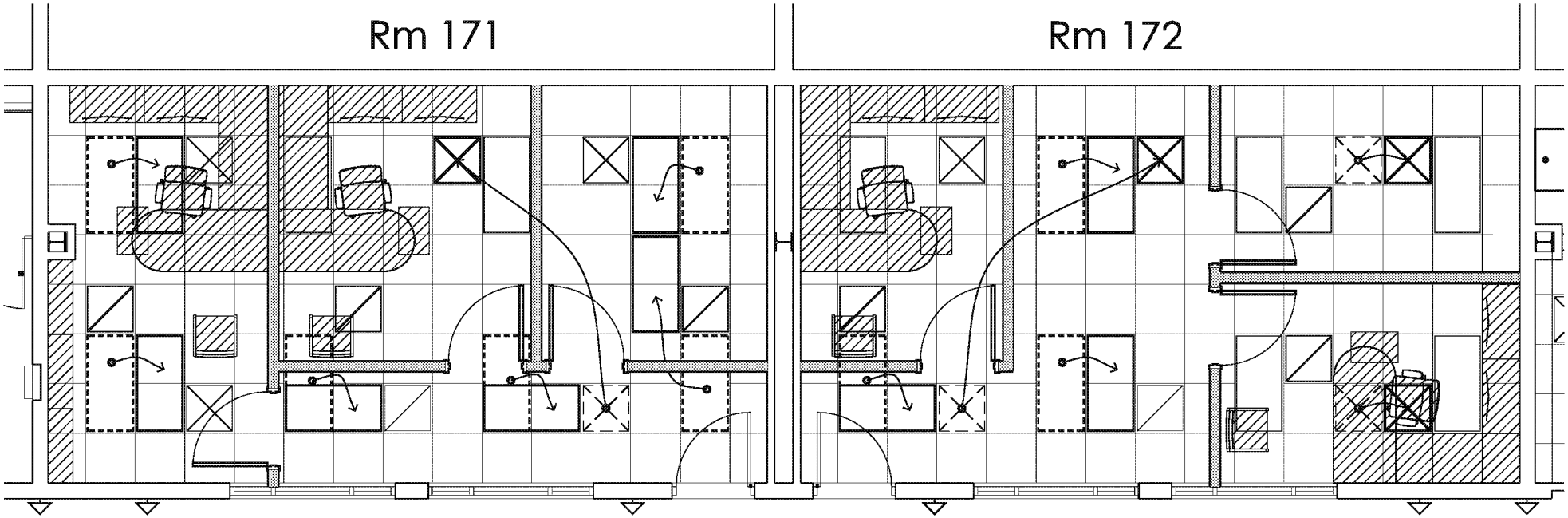

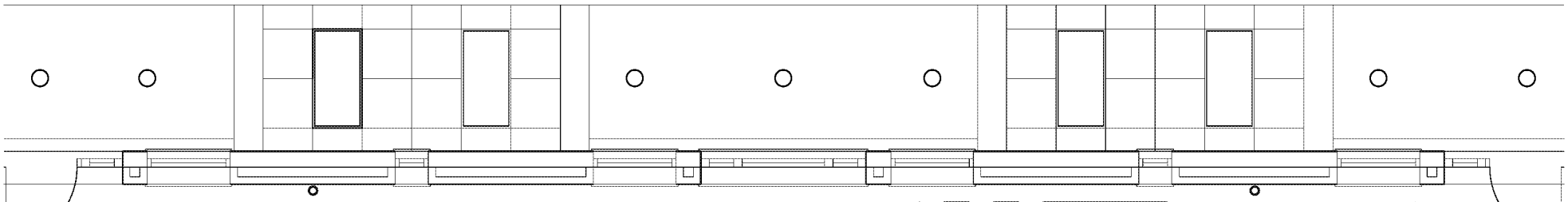

Alternate Plans

0 5 10 20 FEET

HARDIN FIRST FLOOR PLAN

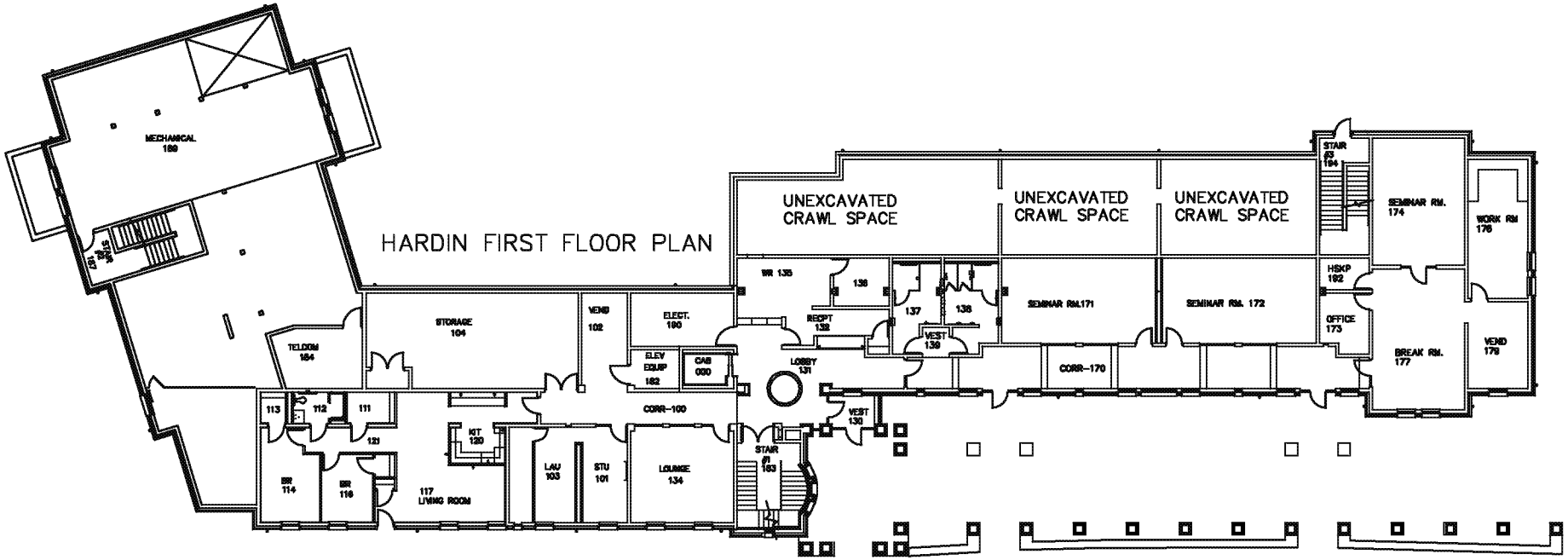

From: Gingher, Marianne B <mbging@email.unc.edu>
Sent: Tuesday, March 4, 2014 11:17 AM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: My Bowman Gray Notes
Attach: Bowman Gray 2014 Selections from MARIANNE GINGHER.docx

---

Hello Bobbi,
How about this weather? Holy moly!
I will be a half-hour late to tomorrow's meeting—should get there by 2:30. BUT…in the meantime, I'm sending along some assessments and notes I've made regarding my favorite candidates. I hope they'll be helpful. I'll bring complete notes tomorrow.
All the best,
Marianne

From: Center for Global Initiatives <cgi@unc.edu>
Sent: Thursday, March 6, 2014 8:02 AM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: Save the date - GO! Global Orientation on Culture and Ethics, April 5

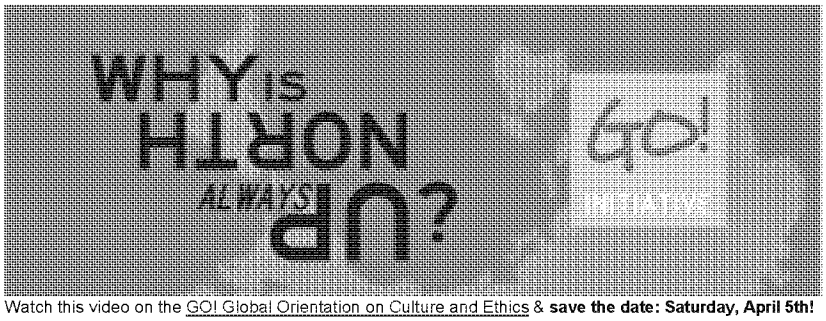

Watch this video on the GO! Global Orientation on Culture and Ethics & **save the date: Saturday, April 5th!** GO is designed to help students who are traveling internationally evaluate expectations, anticipate potential cultural and ethical challenges, prepare for engagement in communities, and develop intercultural competencies. Insights will be offered for experienced travelers as well as those getting their first international opportunity. Registration is free and will be coming soon.

CGI EVENTS + RESOURCES

International Coffee Hour

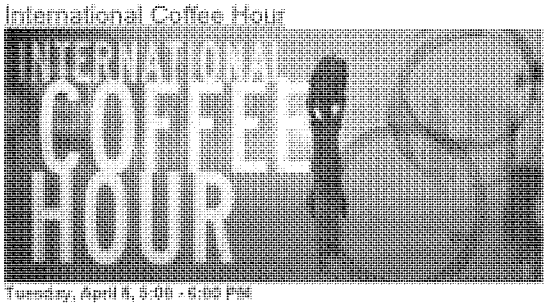

Tuesday, April 8, 5:00 - 6:00 PM
EspressOasis Café, FedEx GEC

Join us for a monthly social hour to bring together international UNC community members and students excited about international engagement. Chat about opportunities and challenges on campus. Meet staff from the hosting offices with great resources to share. This month's hosts are the **Graduate School** and the **Preparing International Teaching Assistants Program**.

2013-2014 Fulbright Specialist Program Cycle IVB Deadline

Application Deadline: April 14, 2014

The Fulbright-Specialist Program (FSP) promotes linkages between U.S. scholars and professionals and their counterparts at host institutions overseas. The program awards grants to qualified U.S. faculty and professionals, in select disciplines, to engage in short-term collaborative two to six-week projects at eligible institutions in over 140 countries worldwide. Shorter grant lengths give Specialists greater flexibility to pursue projects that work best with their current academic or professional commitments.

CGI Summer Internship Opening

CGI Academic Year Internship openings

GLOBAL ANNOUNCEMENTS

FUNDING

Conference Presentation Awards

These awards offer modest support to faculty and staff who are presenting important scholarly work at major conferences abroad.

Faculty Working Groups

These groups meet regularly to critique scholarly works, host visiting speakers, organize conferences, develop grant proposals, and embed research into the curriculum.

Matching Funds

Limited funds are available for globally-themed projects that deepen knowledge and understanding of our complex world. Projects must already have a financial commitment from another UNC unit.

Student Learning Circles

These circles receive funding for an academic year to support activities such as speaker series, brown bag lunches, workshops, publications, film screenings, and service-learning projects.

RESOURCES

See Funded Projects

You can view a complete list of funding recipients and abstracts in our awardee directories.

International Internship Database

Weekly International Student Support Groups

Thursdays, March 6, March 13
2:00 - 3:15 PM International Student and Scholar Services, FedEx Global Education Center, 2nd floor
Wednesdays, March 12
3:30 - 4:30 PM Room 2511 of the Frank Porter Graham Student Union

The adjustment to a new environment and academic setting can be challenging in many ways. This weekly drop-in group provides an opportunity for international students to meet one another, obtain support and guidance and discuss their experiences. Preeti Vidwans, clinical psychologist, will be available for drop in hours Wednesday and Thursdays.

UNC Global Passport Drive

Tuesday, March 18 and Wednesday, March 19, 10:00 - 3:00 pm
Room 4003, FedEx GEC

Officials from the U.S. Department of State are on campus once a year to accept passport applications and renewal applications and to answer questions from Carolina students, faculty, staff and their families. Application forms are available at the event, or can be downloaded from the U.S. State Department website.

Undergraduate International Studies Fellowship Program

Application Deadline: March 19, 2014

UNC Chapel Hill students with limited or no abroad travel experience can be awarded up to $2,500 toward academic research or study in an international setting during the fall, spring or summer terms.
More info: Chris Wallace chrislw@email.unc.edu

Summer Award Opportunity: the Gerald Unks Travel Fellowship

Deadline: March 20, 2014

The Vice Chancellor for Student Affairs administers the Gerald Unks Travel Fellowship, awards made to deserving Carolina students with applicable travel plans. Up to $4,000 is available for three students.

Add your experiences and glean from others' in this online resource for UNC students by UNC students with feedback on completed internship experiences.

Faculty International Expertise Database

Access over 800 bios of UNC faculty members with global interests. It's a great resource for students when planning your own global engagement projects!

MEDIA

Watch Videos by CGI and Awardees

Listen to the Global Music Show

Center for Global Initiatives
The University of North Carolina at Chapel Hill
FedEx Global Education Center
301 Pittsboro Street | Campus Box 5145
Chapel Hill, NC 27599-5145
919 962 3094 | cgi@unc.edu

The mission of the Center for Global Initiatives is to expand global opportunities at UNC through collaborative programs + projects and competitive awards + fellowships that connect people across borders and disciplines. We are especially interested in opening access to global opportunities to students, faculty, and staff traditionally underrepresented in this sphere.

This message was sent to owenbob@unc.edu from:

Bevin Tighe | 301 Pittsboro Street Suite 3002 | CB 5145 | Chapel Hill, NC 27599

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From: Thurman, Stephanie J <sthurman@email.unc.edu>
Sent: Monday, March 10, 2014 11:03 AM
To: Owen, Bobbi A <owenbob@unc.edu>
Cc: Elia, Jean Morton <jelia@email.unc.edu>
Subject: Important Correspondence from Jim Dean
Attach: RWG supervisor memo Owen 031014.pdf

Hi Bobbi,
I've attached correspondence to you from Jim.

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF THE EXECUTIVE
VICE CHANCELLOR AND PROVOST

104 SOUTH BUILDING
CAMPUS BOX 3000
CHAPEL HILL, NC 27599-3000

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F 919.962.1593
provost.unc.edu

JAMES W. DEAN JR.
Executive Vice Chancellor and Provost
James_Dean@unc.edu

March 10, 2014

MEMORANDUM

TO: Professor Bobbi Owen
FROM: James W. Dean, Jr.
Executive Vice Chancellor and Provost
SUBJECT: Retention Working Group

In 2012, the UNC-Chapel Hill Board of Trustees and Chancellor Holden Thorp convened a 21st Century Vision Committee on Access and Completion. Among their recommendations was establishment of a goal that within 10 years UNC-Chapel Hill would lead all AAU public universities in four- and six-year graduation rates for undergraduate students "by enhancing coordinated support services and by eliminating disparities in retention and graduation rates for students of all races, ethnicities, incomes, disabilities, and educational backgrounds."

Chancellor Folt and I also consider retention and graduation of all undergraduates a critical issue for the campus. UNC-Chapel Hill has a fine record in this regard compared to any set of peer institutions, and we have excellent programs and services in place. But we know we can do better and are therefore seeking ideas on ways to move forward.

To elicit those ideas, I am convening a Retention Working Group to suggest ways in which UNC-Chapel Hill can work towards achieving the 21st Century committee's recommended goal of leading in undergraduate retention and graduation. I write to inform you that I am inviting Cynthia Demetriou, Harold Woodard and Lee May to participate as members of this group. Their charge is to prepare a "rough cut" of strategic scenarios to be submitted for my review in the next three to four weeks. The expectation is that their ideas can stimulate our thinking on how best to close the remaining gap at UNC-Chapel Hill in retention and graduation for all undergraduates.

The group is drawn from faculty and staff who engage daily in a variety of student support activities and who have demonstrated a passion for addressing retention and graduation issues. Jean Elia, Associate Provost for Strategy and Special Projects, will work with the Retention Working Group as they deliberate and prepare the scenarios. They are not charged with delivering a proposal but to draw on their expertise to suggest options on how to "make the whole greater than the sum of the parts." Through Jean on my behalf, the group will receive their charge via email later today. You will be copied on the communication.

I hope you join me in encouraging this group to think broadly and deeply about how we can help all of our students achieve success during their years at Carolina.

JWDJr:st
copy: Jean Morton Elia
Associate Provost for Strategy and Special Projects

From: Gil, Karen M <kgil@email.unc.edu>
Sent: Tuesday, March 11, 2014 2:37 PM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: Fwd: Core Curriculum
Attach: Carolina Response.pdf; ATT00001.htm

Karen M. Gil, Ph.D.
Dean, College of Arts and Sciences
Lee G. Pedersen Distinguished Professor of Psychology

CB # 3100
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3100

919-962-3082
919-962-1165
919-962-2408 fax
kgil@email.unc.edu

Begin forwarded message:

> **From:** "Dean, Jr., James W." <James_Dean@unc.edu>
> **To:** "Gil, Karen M" <kgil@email.unc.edu>, "Reid, Dee" <deereid@unc.edu>
> **Subject: FW: Core Curriculum**
>
> Karen and Dee - See below. Any context you can give me on this document would be helpful. To my knowledge I have not seen it or even know it exists. Thanks, Jim
>
> ---
> James W. Dean, Jr.
> Executive Vice Chancellor and Provost
> University of North Carolina, Chapel Hill
> 919.962.2198 @TarHeelProvost
> James_dean@unc.edu
>
> -----Original Message-----
> From: Jane [mailto:shaw@popecenter.org]
> Sent: Tuesday, March 11, 2014 3:02 PM
> To: Dean, Jr., James W.
> Cc: Arch T. Allen
> Subject: Core Curriculum
>
> Dear Jim:
>
> It was disconcerting to receive the attached talking points about the Pope Center's core curriculum through third-or-fourth-hand messengers. Apparently, they were written by Dee Reid.
>
> I notice that UNC takes our report seriously (although disagreeing with much of it). But where is the dialogue with the Pope Center?
>
> I would have expected you to send such a statement to me or to our chairman, Arch T. Allen. Surely, these aren't meant to be secret talking points, are they? Did I miss the public dissemination?
>
> We would also like a chance to respond to the statement that the number of courses to choose from is fewer than we stated. We'd like to explain our facts, reasoning, and methodology.
>
> Again, we are eager for a discussion, as Arch T. Allen's open letter indicated. (A copy of the PDF that was sent to me is attached.)
>
> Best regards,
>
> Jane.
> --
>
> Jane S. Shaw
> President
> John W. Pope Center for Higher Education Policy

353 E. Six Forks Road, Suite 200
Raleigh NC 27609
919-828-1400
www.popecenter.org<http://www.popecenter.org>

Making Connections: Carolina's Undergraduate Curriculum

Carolina's general education curriculum is one of the most rigorous among major universities in the United States today. All undergraduates, regardless of their intended major(s), are required to spend about two years taking courses spanning the arts and sciences. Students complement these courses with additional in-depth studies in their chosen major(s).

Through the Making Connections Curriculum students sharpen their skills in oral and written communications, foreign language, critical thinking, quantitative reasoning and ethical decision-making. They also are expected to become globally aware and to acquire hands-on experience through research, internships, study abroad and/or community engagement.

We believe this is the best preparation for leadership in a fast-changing world. A recent University survey of alumni who graduated 5 and 10 years ago confirms that our approach to undergraduate education has enhanced students' success after graduation. Respondents said their general education courses, studies in their majors, and experiential opportunities were very important to their careers and graduate studies. About 92% of the respondents are employed or in school. About 60% began graduate or professional school within five years and 70% within 10 years. Nearly all (97%) expressed high satisfaction with their Carolina education.

Pope Center Report: Common Goals

A recent report by the John W. Pope Center for Higher Education takes issue with our general education curriculum for allowing students to choose from range of courses that it says are "narrow and idiosyncratic."

Nevertheless, we share some common assumptions about what a general education curriculum should accomplish. We agree that the general education curriculum is one of the most valuable aspects of a student's college education, because it emphasizes "knowledge, skills and reasoning that are applicable to all careers." It should help a student become "well rounded" and provide opportunities to "organize thoughts and write well... use logical, scientific, probabilistic, or other forms of reasoning, an awareness of mankind's past activities and ideas...and the power of analysis."

We also agree that "in today's world, in which graduates will likely change jobs numerous times....such skills are paramount for their success."

In fact, UNC's Making Connections Curriculum is designed to foster life-long learning in a fast-changing world. We want our students to graduate with knowledge, abilities and tools that can help them adapt to any economic climate, good or bad.

Differences

Despite these common goals, we find important differences on specific requirements and overall approach to general education.

<u>Global Awareness:</u> For example, the Pope Center's report proposes that we reduce our foreign language requirement. We live in an increasingly global society and work in a global economy. Our graduates will face clients, patients, customers or students from all over the world, including many who do not speak English. The ability to communicate in another language will be an asset in a competitive global economy.

Experiential Education: The Pope Center's report is also critical of the experiential educational choices we offer students. Yet these are the kinds of opportunities that respondents to our alumni survey said we should increase. Moreover, 79% of employers interviewed for *Raising the Bar* want college graduates to be able to apply knowledge and skills to real-world setting through internships or other hands-on experiences. Students graduating today must be able to prove that they can analyze complex problems, create solutions, work well independently and in teams, manage multiple tasks, and meet deadlines. It's essential that they have opportunities to gain practical experiences in these areas to make them competitive for work and graduate studies.

Core Courses vs. Lifelong Learning: The Pope Center's report favors prescribing a shorter list of classes that promote a narrow set of ideas or great books based on Western values and perspectives. However, the courses that one might have thought most important twenty years ago would probably be different from courses prescribed today. Faculty and students from different regions and perspectives would disagree on what knowledge should be deemed most fundamental for an educated person. Our approach favors teaching students how to discover knowledge by applying analytical skills, approaches, methods and reasoning.

Students who master literary analysis should be able to read and analyze a vast body of literature from Shakespeare to lesser known newer authors. They will carry that ability with them for the rest of their lives.

Similarly, students who learn quantitative reasoning in one class, should be able to apply that reasoning to any area. And students who master the scientific method in a physics lab, should be able to test their hypothesis in any science class.

Corrections/Clarifications

We also need to correct and clarify a few points in the Pope Center report.

GE Courses: The Pope Center's report said that students could choose from over 4,700 courses to fulfill their general education requirements. Though we are not sure where they found that total, it's understandable how they might miscalculate. We found 2,953 courses that could fulfill at least one GE requirement. The problem is that some courses are cross-listed and others may fulfill more than one requirement, which means they may be repeated 2-4 times on the list. While we haven't been able to determine how many individual courses are represented on the list (without repetitions), the number used by the Pope Center is probably at least double the actual number.

Connections: The Pope Center's report also says that students can satisfy some of the Connections requirements by overlapping with another required course. Students must satisfy these requirements – even if it means taking additional courses.

Supplemental General Education: This requirement no longer applies to students pursuing a B.S. degree with a major in psychology.

Curriculum Reform Timeline

1980-1982: Weldon Thornton, Professor of English, leads the revision and implementation process for new General Education requirements: *Perspectives*

1982-2006: *Perspectives* General Education Requirements in effect

1988-1989: *Perspectives* General Education curriculum evaluated; recommendations approved by Faculty Council in March 1990

1995-1999: Self-study for SACS reaffirmation and Intellectual Climate Task Force Report both recommended additional direct student-faculty interaction and student engagement in more active forms of learning across the curriculum. As a result, First-year Seminars, the Summer Reading Program, a Service Learning program, and a full-time Academic Advising Program were launched. In addition, the Office for Undergraduate Research was established and plans were made to review the General Education requirements

2000-2001: Chair (Laurie McNeil, Professor of Physics and Astronomy) and steering committee appointed; student and faculty surveys conducted, outcome goals posted

2001-2002: Satellite committees (17) appointed, convened, and reported findings

2002-2003: Forums, revisions, and adoption process via the Administrative Board of the College of Arts and Sciences, the Educational Policy Committee, and Faculty Council

2004-2005: Implementation Committee formed; criteria document created; budget considerations begun

2005-2006: Courses evaluated; undergraduate bulletin re-written; all courses were renumbered into a new system; communication efforts began

2005-2006: SACS Decennial Reaffirmation of Accreditation occurred. QEP (Quality Enhancement Plan) focused on implementing the curriculum, increasing the number of full-time advisors, and supporting international initiatives

2006-2007: New General Education requirements, *Making Connections* were implemented for entering first-year students; annual evaluation process begun.

2010-2011: Systematic review of general education requirements conducted once the first class graduated (4 years after implementation); changes recommended and routed through the Administrative Board of the College of Arts and Sciences, Educational Policy Committee, and Faculty Council

2011-2012: Changes implemented; annual evaluation process resumed

2014-2015: Preparation for SACS Decennial Reaffirmation of Accreditation

2015-2016: SACS Decennial Reaffirmation of Accreditation

2016-2017: Systematic review of general education requirements conducted

General Education Requirements
Frequently Asked Questions, November 11, 2013

When were these Gen Ed requirements implemented? What was the process used?
The General Education Requirements currently in place, Making Connections, were implemented with the entering first year class in Fall 2006 and apply to all students who earn a baccalaureate degree. They were developed in response to the question "What does an educated citizen need to know in the twenty-first century?" Surveys of alumni, faculty, staff, and students were conducted after which faculty-led committees discussed possibilities. A steering committee led by Dr. Laurie McNeil, Professor of Physics and Astronomy, led the process. Prior to implementation, the requirements were vetted by the Administrative Board of the College of Arts and Sciences and the Educational Policy Committee, and approved by Faculty Council

Are they ever evaluated?
A process to evaluate the requirements began immediately upon implementation. After the first class graduated four years later, in 2010, a systematic review was done. As a result of that review, led by Dr. Abigail Panter, Professor of Psychology, some changes were made and a commitment to continue the evaluation process reiterated. Nearly 400 randomly chosen syllabi were examined for adherence to the criteria. As a result of the review, the requirement that all students take ENGL 105 was implemented and supplemental general education requirements for students pursuing a BA degree were simplified. Evaluation continues with a systematic review scheduled for 2016-2017.

Were criteria established for them? Are those criteria still valid?
During the process of implementation, a "criteria document" was developed. It has been revised about every two years to keep it relevant and current. When new courses are proposed for inclusion, they are subject to the published criteria. When a proposed course and its syllabus do not meet the criteria, it is rejected. The criteria specify content as well as requirements for final examinations, the amount of writing, etc., http://www.unc.edu/depts/uc/Faculty/GenEd_criteria.pdf
In 2012 Faculty Council approved a Statement on the Contents of a Course Syllabus, a set of guidelines intended to encourage faculty members to provide students with complete information about course goals, procedures, content, and evaluation: http://www.unc.edu/depts/uc/Faculty/Course_Syllabus_Statement_OUCwebsite.pdf.

Who has oversight?
Because General Education requirements apply to all undergraduate students, Faculty Council is the final authority, through its elected Educational Policy Committee. Because all first- and second-year undergraduate students are in the College of Arts and Sciences (specifically in the General College), its Administrative Board is also involved. The Senior Associate Dean for Undergraduate Education has oversight which is accomplished by the Associate Dean for Curricula (Erika Lindemann) and the Curriculum Director (Nick Siedentop).

When will they be revised again?
Revising General Education requirements is a once-in-a-generation undertaking which translates to every 15 or 20 years. They will be systematically reviewed in 2016-2017. It is not likely that a wholesale change would be made before the entering class of 2020 arrives on campus.

UNC Student-Athletes & Academics
Report Recommendations & Related Processes
DRAFT Wednesday, March 12, 14

Sources:

- Ad-Hoc Committee on Athletics and the University, 1989 - http://rawlingspanel.web.unc.edu/files/2013/08/Report-of-the-Ad-Hoc-Committee-on-Athletics-and-the-University-1989.pdf

- Academic Support Programs for Student Athletes (ASPSA) Report, September 2011 - http://www.unc.edu/news/12/3.pdf

- NCAA Public Infractions Report (Appendix 2), March 2012 - http://www.ncaa.org/wps/wcm/connect/public/ncaa/pdfs/2012/university+of+north+carolina,+chapel+hill+public+infractions+report+march+12,+2012

- Independent Study Task Force Report, April 2012 - http://www.unc.edu/news/12/2.pdf

- Hartlyn-Andrews Report/Review of Courses in African and Afro American Studies, College of Arts and Sciences, May 2012 - http://www.unc.edu/news/050412/Review%20of%20courses.pdf

- Report of the Special Subcommittee of the Faculty Executive Committee, July 2012 - http://www.unc.edu/news/12/4.pdf

- Baker Tilley Academic Policies Procedures Report, December 2012 - http://www.unc.edu/news/12/UNC-Baker-Tilly-Academic-Policies-Procedures-Report-12-19-12-Final.pdf

- Martin Final Report & Addendum, January 2013 - http://www.unc.edu/news/12/UNC-Governor-Martin-Final-Report-and-Addendum.pdf

- The Report of the UNC Board of Governors Academic Review Panel, February 2013 - http://www.unc.edu/news/12/THE-REPORT-OF-THE-UNC-BOG-ACADADEMIC-REVIEW-PANEL-2_7_13.pdf

- Public Response to the January 15, 2013 Request from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), March 2013 - http://oira.unc.edu/files/2013/06/Public-Response-to-the-Jan-15-2013-Request-from-SACSCOC.pdf

- Hunter Rawlings Report, September 2013 - http://rawlingspanel.web.unc.edu/files/2013/09/Rawlings-Panel_Intercollegiate-Athletics-at-UNC-Chapel-Hill.pdf

- Public Response to the January 15, 2013 Request from SACSCOC, March 2013 - See the **APPENDIX** from the March 8, 2013 Public Response to the January 15, 2013 Request from SACSCOC http://oira.unc.edu/files/2013/06/Public-Response-to-the-Jan-15-2013-Request-from-SACSCOC.pdf

UNC's response to the Southern Association of Colleges and Schools Commission on Colleges' (SACSCOC) request for updates and information includes a comprehensive update on the University's progress in responding to and making changes pursuant to recommendations from the following reports:

1. ASPSA Report, September 2011
2. Independent Study Task Force Report, April 2012
3. Hartlyn-Andrews Report, May 2012
4. Report of the Special Subcommittee of the Faculty Executive Committee, July 2012
5. Baker Tilley Academic Policies Procedures Report, December 2012

UNC Student-Athletes & Academic Processes:

1.0 Recruitment
2.0 Admissions
3.0 Financial Aid
4.0 Orientation/Summer Bridge
5.0 Enrollment/Advising
6.0 Registration
7.0 Academic Support for Student-Athletes
8.0 Faculty Relations & Governance (SEE BELOW)
9.0 Course Checking & Attendance/Travel
10.0 Disability/Accessibility Services
11.0 Eligibility & Compliance/Retention & Probation/FERPA & documentation
12.0 Academic Progress Rate/Coach Involvement
13.0 External Communications
14.0 Budgeting
15.0 Facility Use and Programming
16.0 Housing and Residential Education
17.0 Honor Court
18.0 Student Athlete Development
19.0 Supporting Injured Student-Athletes Who No Longer Will Participate
20.0 Federal Graduation Rate Progress
21.0 Follow-up Tracking After Graduation
22.0 Goal Setting

ASPSA (Sept 2011)	Revitalize the Faculty Advisory Committee. There has been a faculty advisory committee for the ASPSA since the late 1980s which has been an important resource for the professional staff in the program. In recent years, it has met less often and new members have not been appointed when departures have occurred. A vigorous advisory committee, consisting of tenure-track and fixed-term faculty, as well as some appropriate full-time professional staff (EPA non-faculty) members would be a useful asset. The committee meetings should be posted and open as is the case for all other University committees.	8.0 Faculty Relations & Governance	The new ASPSA Advisory Committee was established in fall 2011.

ASPSA (Sept 2011)	Committee members should be appointed by the Senior Associate Dean for Undergraduate Education to staggered terms. Organizational support should be provided by the Director of ASPSA who would be an ex officio (voting) member. The Associate Dean and Director of the Center for Student Success and Academic Counseling (CSSAC) and the Senior Associate Athletics Director for Student-Athlete Services would also be ex officio (voting) members, as would the chair of the Faculty Athletics Committee. The advisory committee should define its role and expectations and hold meetings on a regular basis (perhaps twice a semester and once each summer for a total of five times each year). This format would be consistent with other advisory committees at Carolina. Among the items the advisory committee could consider would be ways to address the impact of curricular changes for undergraduates such as ENGL 105 which will be iinplemented in Fall 2012, academic standards (for example, the impact of probation on student-athletes), and the mechanisms for program evaluation and assessment.	8.0 Faculty Relations & Governance	The new ASPSA Advisory Committee was established in fall 2011. Beginning in fall 2013 and ongoing the committee is appointed by the Provost. Currently the Committee meets at least twice per semester and once in the summer. Program evaluation models and identification of metrics for assessment are ongoing.

NCAA Public Infractions (March 2012)	A revitalized faculty advisory committee will oversee the changes in ASPSA. Among other issues, this advisory committee will emphasize the institution's commitment to a thorough and ongoing assessment of ASPSA's program. The faculty advisory committee will serve not only an oversight function, but also as a resource for strategic planning and advice on day-to-day issues. This committee also will coordinate with ASPSA to develop and conduct annual assessments of the programming provided to student-athletes.	8.0 Faculty Relations & Governance	The new ASPSA Advisory Committee was established in fall 2011. Beginning in fall 2013 and ongoing the committee is appointed by the Provost. Currently the Committee meets at least twice per semester and once in the summer. Program evaluation models and identification of metrics for assessment are ongoing.

Hartlyn-Andrews (May 2012)	Recommendations with regard to policies and practices: The policies and procedures that have been addressed or are being addressed in the AFAM department's review and revision of its instructional practices include, but are not limited to: 1. Grades and grade proxies; 2. Authority and procedures for submitting change of grade forms; 3. Grade protests and grade changes 4. The use of temporary AB and IN grades; 5. Independent study courses during the academic year and summer sessions (implemented University wide); 6. Oversight of pedagogical formats appropriate to the size, level, and nature of courses; 7. Approval processes for providing courses in independent study format (implemented University wide); and 8. Monitoring of department course listings and instructors of record during the academic year and during summer sessions (implemented University wide).	8.0 Faculty Relations & Governance	This recommendation is mostly related directly to the AFAM Department. Discuss with Jonathan Hartlyn Senior Associate Dean of A&S Social Sciences and Eunice Sahle, Dept Chair AFAM.

Hartlyn-Andrews (May 2012)	The AFAM (now African and African-American Diaspora Studies) department's review and revision of policies and procedures are also focusing on the following: 1. Recognizing and developing departmental governance structures that ensure faculty involvement, oversight, and accountability for decision-making; 2. Prescribing the role and responsibilities of the Department Chair and other faculty who assume leadership roles at the behest of the chair; and 3. Prescribing the roles and responsibilities of all staff in the department.	8.0 Faculty Relations & Governance	This recommendation is mostly related directly to the African and African-American Diaspora Studies Department. Discuss with Jonathan Hartlyn Senior Associate Dean of A&S Social Sciences and Eunice Sahle, AAAD Dept Chair.

Hartlyn-Andrews (May 2012)	The review committee recommends that the AAAD Studies Department Chair submit a state-of-the-department report to the Senior Associate Dean before the beginning of academic year in fall 2012 that summarizes the results of the department's review and revision of policies and procedures and that informs the College of any difficulties arising from departmental policies and procedures or any other problems with governance, faculty performance or instruction of which the College should be aware.	8.0 Faculty Relations & Governance	This recommendation is mostly related directly to the African and African-American Diaspora Studies Department. Discuss with Jonathan Hartlyn Senior Associate Dean of A&S Social Sciences and Eunice Sahle, AAAD Dept Chair.
Hartlyn-Andrews (May 2012)	As with all other units in the College of Arts and Sciences, the AAAD Studies department will also implement recommendations put forward by the Dean of the College based on the review of College-wide policies and practices on independent studies and directed readings courses which took place under the direction of Bobbi Owen, Senior Associate Dean for Undergraduate Education, and the Administrative Boards of the College.	8.0 Faculty Relations & Governance	This recommendation has been implemented University wide for all undergraduates as per the Independent Study Task Force (April 2012).

Hartlyn-Andrews (May 2012)	Furthermore, we recommend that the relevant findings in this report be shared with the Dean of the Summer School since all courses during summer sessions are administered through the Summer School, rather than the College of Arts and Sciences.	8.0 Faculty Relations & Governance	Check with Summer School Dean to confirm that this has been implemented.
Hartlyn-Andrews (May 2012)	Recommendations with regard to student work: The review committee recommends that academic credit and course grades assigned to students enrolled in the courses discussed in this report should not be changed. Given that almost three years have elapsed since the bulk of the irregularities described in the report took place, there is no fair and consistent way to reconsider the permanent grades assigned to these students. University policies do not require that student work be preserved for more than a year.	8.0 Faculty Relations & Governance	The grades were not changed, but students who were enrolled in the Type 1 courses were offered the opportunity to take additional courses tuition free.

Special Subcmte of the FEC (July 2012)	There should be regular auditing of student registrations/transcripts. There must be, for example, regular monitoring of the clustering of student-athletes into particular majors and courses as well as any anomalies in data. There are many valid reasons why students might cluster in courses or majors, but academic deans need to ensure that there are legitimate reasons for any patterns found.	8.0 Faculty Relations & Governance	This recommendation has been implemented by the FAR, [a member of the FAC?] the Registrar and the Senior Associate Dean for Undergraduate Education.
Special Subcmte of the FEC (July 2012)	There should be regular oversight of department chairs' teaching activities (including summer school), as well as auditing of all teaching loads across Carolina Courses Online (administered by the Friday Center), summer school, and the regular academic year. Deans should share data on clustering of any kind and be in touch regularly.	8.0 Faculty Relations & Governance	Ask Karen Gill (Dean of Arts and Sciences) and Provost Jim Dean if this is happening. Two issues: 1. Monitoring of student-athlete clustering in courses is currently being implemented 2. Need an update on the review of dept chairs and coordination and sharing data among deans and department chairs.

Special Subcmte of the FEC (July 2012)	There is an obvious need to reframe the problem of Nyang'oro's misconduct as an administrative problem—not an issue of the entire department. The University needs to vocally offer full and consistent support to that department.	8.0 Faculty Relations & Governance	This recommendation is not related to the responsibilities of the Working Group.
Special Subcmte of the FEC (July 2012)	There should be a widely publicized set of criteria for evaluating the performance of department chairs. This is an area where it would be useful to see what best practices can be adopted here.	8.0 Faculty Relations & Governance	Need an update on the review of dept chairs and coordination among deans
Special Subcmte of the FEC (July 2012)	To improve communication and increase transparency, we propose regular publication of status reports to the faculty detailing progress on implementation of all recommendations.	8.0 Faculty Relations & Governance	There is regular reporting to the Faculty Council from the Chancellor, the Provost and the FAC. The Working Group also is working on this and has compiled a list of all recommendations and responses. [Check with Joel re communications plan for ongoing reporting online]

Special Subcmte of the FEC (July 2012)	The ASPSA's FAC members need independent access to course enrollment and grade stats on student-athletes; currently the committee is more advisory, but perhaps we need to change the charge to make it more of a watchdog. We have been encouraged to learn that incoming FAC chair Joy Renner is seeking changes in the organization of the committee to better reflect its role in oversight of student-athletes and in its advisory capacity to the Chancellor. For example, while the FAC does an exit survey, someone from the Athletics Department is always present, diminishing the value of these surveys.	8.0 Faculty Relations & Governance	The FAC and the ASPSA Advisory Committee are two separate committees. The FAC monitors and reviews course clustering information and has implemented a revised student-athlete exit process that includes focus group discussions. A revised online exit survey for senior student-athletes is being implemented.

Special Subcmte of the FEC (July 2012)	The Committee's (FAC) charge is voluminous and unrealistically all encompassing with regard to the campus intercollegiate athletics program. We encourage the committee to better target its efforts to issues related to the academic experience of student-athletes. We propose that a partnership between the Department of Athletics and the College be established to look for ways of integrating athletes into campus life "beyond the game."	8.0 Faculty Relations & Governance	Each FAC member represents three perspectives while in Committee meetings. 1. The perspective of a UNC faculty member. 2. As a topic expert in one area of athletics, lending a more thorough analysis of that topic and bringing issues or concerns or suggestions for the Committee to discuss. These topics include Admissions, Academics, Advising, Alignment, Student Athlete Experience, Policies and Procedures, and Administration and Operation. 3. As a person knowledgeable about a specific team to which that FAC member has been assigned to become familiar with their schedules and the culture and philosophy of each team. In it's Strategic Plan, the Department of Athletics has identified alignment with other areas of the University.

Special Subcmte of the FEC (July 2012)	A closer partnership between faculty and officials within the Athletic Department would facilitate opportunities to talk privately and not in the press. One salutary outcome would be an increased focus on what is going right with student-athletes and not just what is going wrong.	8.0 Faculty Relations & Governance	These partnerships have been established and ongoing through the FAC, the ASPSA Advisory Committee, the Subcommittee on Special Talent Admissions and the Student-Athlete Academic Initiative Working Group.

Special Subcmte of the FEC (July 2012)	Need for Institutional Transparency Regarding Athletics: We believe that the cumulative effect of the proliferation of committees with limited charges to examine discrete areas of institutional governance has been more confusing than clarifying, and that their conclusions and recommendations will be viewed at best as not comprehensive and at worst self-serving. Further, the repeated revelations in area newspapers of information not previously or clearly reported in the University's official statements and reports on academic fraud involving athletes on campus undermine the University's assurances of the comprehensiveness of these reports. We believe that the best and most credible approach is for the Chancellor to commission an outside entity or commission to examine the state of academics and athletics at Carolina. We recommend the appointment of an independent panel, composed of individuals outside the university with experience in higher education administration that will be charged with the task of looking broadly at athletics and academics. It is our hope that such a panel of distinguished experts will both highlight what we are doing right and identify areas of deficiencies in organization and procedure, point to best practices that can be brought to bear on these deficiencies, encourage buy-in by all parts of the University community in solutions, and create a path forward towards implementation.	8.0 Faculty Relations & Governance	The Martin Report and the Rawlings Report were an independent group composed of . . . . It met initially in Spring 2013 and issued is final report in fall 2013. It looked broadly at . . . and recommended . . . . The Provost's Student-Athlete Academic Initiative Working Group focuses on academic processes related to student-athletes and attempts to reconcile any conflicting or inconsistent recommendations in the various reports and reviews.

Special Subcmte of the FEC (July 2012)	Is it reasonable to expect that student-athletes not cluster in courses and majors? Why or why not? Is clustering an inherently a bad thing? If not, in what cases is it suspect? How can we encourage student-athletes to look broadly at options for majors? How can coaches, academic counselors, academic advisors and the faculty participate in this goal?	8.0 Faculty Relations & Governance	The process for review of clustering in particular courses is described above. FAC reviews student-athlete majors each year and compares the percentage of student-athletes in majors compared with the overall student-body. Various groups work with student-athletes to help them explore potential majors: Majors Night at ASPSA, academic advisors through regular discussions with student-athletes. Also, FAC previously established task forces to remove barriers to student-athletes participating in specific majors (e.g., education and nursing). Additionally, CAS academic advisors are dedicated to student-athletes and provide guidance in course and major selection.

Special Subcmte of the FEC (July 2012)	How can we affirmatively integrate student-athletes into the broader undergraduate academic culture? What would it take to provide national leadership on this issue? What can the faculty actually do to achieve this goal, and how can they be better equipped to aid in the education of all students?	8.0 Faculty Relations & Governance	Academic advisors can help ensure that student-athletes are aware of academic opportunities throughout the University. The FAC is preparing a guide to help faculty support student-athletes in their classes. UNC's Athletic Director is involved in initiatives to address these issues nationally.

Baker Tilley (December 2012)	**Course-related Risks** • A student receives credit and a grade for a course in which an inappropriate amount of work was required of and/or performed by the student. • A student's grade is changed without authorization by the instructor of record for the course. • A student receives a grade and credit for a course based on work that was not assigned and/or evaluated by the instructor of record. • The course assignments and the grading standards are inconsistent across courses and/or sections of the same course. • Course assignments and grading standards are inconsistent with University expectations or requirements. • A course does not have an approved syllabus before the first day of class. • The Standard Course Numbering system does not identify the type of a course. • The Standard Course Numbering system does not clearly identify the level of course.	8.0 Faculty Relations & Governance	Contact Bobbi Owen to discuss and refer to SACS report New policies are in place to address these risks: New course numbering system Syllabus requirement for all courses New system for recording grades and grade changes etc.

Baker Tilley (December 2012)	**Instructor-related Risks** • Contact hours with instructors for a course do not meet University expectations or requirements. • The University appoints or reappoints a department chair who is unqualified or unprepared or has not performed at a satisfactory level. • An instructor's course load exceeds or does not meet University standards. • Summer School instructor contracts are not executed in a timely manner.	8.0 Faculty Relations & Governance	Contact Bobbi Owen to discuss and refer to SACS report
Baker Tilley (December 2012)	**Academic Administration-related Risks** • The individual who assigns grades to students is not authorized to do so or cannot be identified. • The individual who submits changes for temporary and/or permanent grades is not authorized to do so or cannot be identified. • University Administrators do not effectively monitor course sections to identify related anomalies.	8.0 Faculty Relations & Governance	Contact Bobbi Owen to discuss, department dashboard.

Martin Report Summary & Addendum (January 2013)	I will close by sharing with you my astonishment at the growing trend among faculty at most institutions in America to award high grades to all but a few students. Back in the day, when I was teaching undergraduates, it was normal that the national average of all grades was approximately C+ (a 2.5 GPA). For some reason, this has steadily risen to 3.3 GPA, even higher if you take out mathematics and the physical sciences, which still maintain their integrity with averages of 2.5 GPA. It is as if the instructors are unwilling or unable to distinguish between good performance and great performance, or maybe want to help weaker students get admitted to graduate and professional schools. In my opinion, this is part of the cultural malaise in higher education that looked the other way when one or two launched the pattern of anomalous courses here that we have examined. The mutual mantra (The Inverse Golden Rule of Academia) is: I won't question how you teach and grade your courses, if you won't question mine. This was justified by some as Academic Freedom, a system originally for protecting the jobs of instructors whose personal political and social views were unpopular. In my view, for anyone to offer phantom courses that don't meet is not academic freedom, but academic misconduct. I am pleased to tell you that there is a growing minority of faculty here who are pressing for reforms against this insidious grade inflation. Grade Inflation is aptly named, for it devalues the academic currency of higher education. So you can count me on the side of the reformers, before grades get devalued to where they mean nothing.	8.0 Faculty Relations & Governance	This issue is being addressed by UNC's Education Policy Committee's subcommittee on contextualized grading.

UNC BOG Academic Review (Feb 2013)	The campus has significantly strengthened Academic Affairs oversight of the education of student-athletes. In addition, UNC-Chapel Hill has taken numerous other steps, including: • Establishing new departmental governance structures; • Adopting monitoring systems to ensure standard practice in handling course syllabi; • Annually reviewing faculty teaching assignments; • Creating and using a new centralized data base that will allow only authorized access to grades and grade changes, and monitoring of suspicious clustering; • Restricting independent study courses to juniors and seniors with a GPA of 3.0 or higher; • Limiting faculty to no more than 2 independent study students per term; and • Requiring the Summer School to ensure that faculty are aware of teaching time frames and their required course structures.	8.0 Faculty Relations & Governance	These recommendations have been implemented.
UNC BOG Academic Review (Feb 2013)	Tightening of the requirements for independent study courses;	8.0 Faculty Relations & Governance	These recommendations have been implemented.
UNC BOG Academic Review (Feb 2013)	Development of electronic processes and systems that will end the paper reporting that contributed to the academic misconduct by Nyang'oro and Crowder;	8.0 Faculty Relations & Governance	Electronic processes provide oversight but the process of reporting grades still relies on ethical behavior.

UNC BOG Academic Review (Feb 2013)	Development of electronic processes that will permit tracking of suspicious instances of clustering. (A regular process was implemented in the summer of 2012 to analyze course enrollments for members of all athletic teams at the beginning of each semester and summer term. The results are reviewed by a committee comprised of the Senior Associate Dean for Undergraduate Education, the University's Faculty Athletic Representative (FAR) to the Atlantic Coast Conference (ACC) and NCAA, and the University Registrar. Each lecture class with student athlete enrollments greater than 20% of the total class enrollment is flagged and reported by the Senior Associate Dean for Undergraduate Education and to the dean, or designee, of the college/school offering the course. The dean is required to follow up with the instructor of record for each identified class, and, if necessary, the chair of the department teaching the class, to gather information about the circumstances. The findings are reported to the Senior Associate Dean for Undergraduate Education, who produces a summary report that is shared with the FAR, University Registrar, FAC, and Advisory Committee to the ASPSA.)	8.0 Faculty Relations & Governance	The Registrar, the FAR and the Dean for Undergraduate Education regularly monitor any clustering of student-athletes in particular majors and courses. Representatives of the FAC participate in reviewing the process on an annual basis and discuss whether there are issues that need to be brought for discussion to the entire committee.

UNC BOG Academic Review (Feb 2013)	Reemphasis of the roles and contributions of the Faculty Athletics Committee (FAC) and the Faculty Athletic Representative (FAR)	8.0 Faculty Relations & Governance	This recommendation has been implemented through restructuring of the FAC and continued involvement of FAC members and the FAR on various University committees.
UNC BOG Academic Review (Feb 2013)	Acquisition and use of Baker Tilly's model for risk assessment and internal controls applicable to academic integrity as a best practice for reviewing and protecting academics at each campus;	8.0 Faculty Relations & Governance	This recommendation is outside of the purview of the Working Group.
UNC BOG Academic Review (Feb 2013)	Development and implementation of systems and procedures similar to those developed for implementation by UNC-Chapel Hill at each campus;	8.0 Faculty Relations & Governance	This recommendation is outside of the purview of the Working Group.
UNC BOG Academic Review (Feb 2013)	Adoption of processes for the annual review by the Chancellor, or his or her designee, of all faculty teaching assignments and enrollments across all academic departments;	8.0 Faculty Relations & Governance	Ask Jim Dean or Bobbi Owen
UNC BOG Academic Review (Feb 2013)	Implementation of strategic planning processes to improve faculty engagement in athletics.	8.0 Faculty Relations & Governance	In it's Strategic Plan, the Department of Athletics has identified alignment with academics, and the FAC focuses on alignment, as well.

Rawlings Report (Sept 2013)	Insure that the chancellor, subject to the general oversight of the governing board, system administration, or both, has ultimate authority, responsibility, and accountability for the administration of intercollegiate athletics, and state in writing any exceptions to this authority, responsibility, and accountability.	8.0 Faculty Relations & Governance	UNC's Director of Athletics has responsibility and overview of intercollegiate athletics and reports directly to the Chancellor.
Rawlings Report (Sept 2013)	Insure that the chancellor has delegated authority, responsibility, and accountability for the administration of the athletics department to the athletics director, and state any exceptions to that delegation.	8.0 Faculty Relations & Governance	UNC's Director of Athletics has responsibility and overview of intercollegiate athletics and reports directly to the Chancellor.
Rawlings Report (Sept 2013)	Clarify the role and responsibility of any other institutional officer or board or committee that has responsibility for issues relating to intercollegiate athletics, or that plays an advisory role in intercollegiate athletics. Faculty committees in particular should have clearly-defined charges, roles and responsibilities.	8.0 Faculty Relations & Governance	The roles and responsibilities of the FAC, the FAR, the ASPSA Advisory Board, the Subcommittee on Special Talent Admissions, the Provost and his direct reports all have been more clearly defined with regard to intercollegiate athletics.
Rawlings Report (Sept 2013)	Establish an annual internal audit and an external audit every four years to test adherence to these measures.	8.0 Faculty Relations & Governance	Audits would be considered by the Chancellor of the Provost.

Jacqueline Lawton Itinerary

Wednesday March 19th

- 3PM arrive at RDU – Caroline Strange. Take to Carolina Inn & to DDA
- Meet with Hannah Grannemann
- Meet with Adam Versenyi & tour the building
- 7PM Dinner Lantern - Adam Versenyi, Kathy Williams, Ray Dooley. Return to Carolina Inn

Thursday March 20th

- 8-9am Breakfast with Karen O'Brien at Carolina Inn
- 9:30-10:45 Teach Alumni Hall (Karen's class). Bring to DDA.
- 11:30 – 1pm Lunch with Joe Haj
- 1:30 -3:30pm Rehearsal
- 4-5pm Playwriting Workshop
- 7PM Dinner 411 West - Greg Kable and Jan Chambers. Pick up & return to Carolina Inn.

Friday March 21st

- 9:30am-10:30am Breakfast with Jiayun Zhuang at Carolina Inn. Bring to DDA.
- 11-11:30am Meet with David Navalinsky
- 11:30am-1pm Lunch and Open Meet & Greet. DDA Conference Room
- 1-1:45pm break
- 2-2:30PM meet with Terry Rhodes.
- 2:30-3PM Coffee with Joseph Megel. Bring back to DDA.
- 3PM – 4PM Meet with PlayMakers Staff
- 4PM meet with Adam Versenyi
- 7PM Dinner Carolina Inn - Kathy Perkins and Bobbi Owen

Saturday March 22nd

- Free Day

Sunday March 23rd

- Back to airport for 5:40pm flight – Caroline Strange

From: Lindemann, Erika <ulinde@email.unc.edu>
Sent: Monday, March 17, 2014 10:04 AM
To: Goodman, Paula <pgoodman@email.unc.edu>
Cc: Owen, Bobbi A <owenbob@unc.edu>
Subject: Independent Study
Attach: Independent Study March 2014.doc

Dear Paula,
Would you please send out the attached memo on the DUS listserv?
Many thanks,
Erika

Erika Lindemann
Associate Dean for Undergraduate Curricula
3014 Steele Building, CB# 3504
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3504
Office: 919-843-7772
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Office of Undergraduate Curricula Web site: www.unc.edu/depts/uc/
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UNC
COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF UNDERGRADUATE
CURRICULA

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300 STEELE BUILDING
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T 919.843.7773
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TO: Chairs, Directors of Undergraduate Study, and Scheduling Officers
FROM: Erika Lindemann, Associate Dean for Undergraduate Curricula
SUBJECT: Independent Study
DATE: March 17, 2014

As students begin to see their advisors prior to registering for fall 2014 classes, I would like to remind everyone about procedures governing independent study. You will find this information on the Office of the University Registrar's website under the title "UPM #30 Independent Study Policy" at http://registrar.unc.edu/academic-services/policies-procedures/university-policy-memorandums/independent-study-policy.

At the bottom of the UPM is a link to the College of Arts and Sciences Learning Contract, which can be used to describe the expectations for various types of independent study courses, as defined in the first section of the UPM. Units are free to adapt the template to their own needs so long as the required information and space for approval signatures are retained. Approved learning contracts should be kept on file in the unit for a minimum of four years.

Students planning to undertake independent study in fall 2014 should be discussing their plans with instructors now so that the learning contract can be approved this semester and the student can preregister for the appropriate course.

Be aware that registration for an independent study course must be completed after the learning contract has been approved and **no later than the last day of "late registration"** (the end of the first week of classes in a fall or spring semester or the equivalent date in each summer session). In fall 2014 the deadline is **Monday, August 25, 2014**.

Among other regulations, the policy restricts the number of students that an instructor may supervise in an independent study course to two students per semester or summer session plus two additional students who are working on an honors thesis (but see the section "Limits and Exclusions" for exceptions). Units should create sections of a course for each instructor supervising an independent study.

If you have any questions or concerns, please feel welcome to email Nick Siedentop (nick_siedentop@unc.edu) or me (ulinde@email.unc.edu). Thank you for helping to ensure that independent study students are registered in a timely fashion.

From: Reid, Dee <deereid@unc.edu>
Sent: Monday, March 17, 2014 12:55 PM
To: CAS_as DDD <cas-as-ddd@unc.edu>
Cc: Lindemann, Erika <ulinde@email.unc.edu>; CAS_as Mgrs <cas-as-mgrs@unc.edu>
Subject: Independent Study Policy
Attach: Independent Study March 2014.doc

The attached memo is being sent on behalf of Erika Lindemann, associate dean for undergraduate curricula, to all deans, directors and department/curriculum chairs in the College, with an information copy to administrative managers.

UNC
COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF UNDERGRADUATE
CURRICULA

CAMPUS BOX 3504
300 STEELE BUILDING
CHAPEL HILL, NC 27599-3504

T 919.843.7773
F 919.843.6557

TO: Chairs, Directors of Undergraduate Study, and Scheduling Officers
FROM: Erika Lindemann, Associate Dean for Undergraduate Curricula
SUBJECT: Independent Study
DATE: March 17, 2014

As students begin to see their advisors prior to registering for fall 2014 classes, I would like to remind everyone about procedures governing independent study. You will find this information on the Office of the University Registrar's website under the title "UPM #30 Independent Study Policy" at http://registrar.unc.edu/academic-services/policies-procedures/university-policy-memorandums/independent-study-policy.

At the bottom of the UPM is a link to the College of Arts and Sciences Learning Contract, which can be used to describe the expectations for various types of independent study courses, as defined in the first section of the UPM. Units are free to adapt the template to their own needs so long as the required information and space for approval signatures are retained. Approved learning contracts should be kept on file in the unit for a minimum of four years.

Students planning to undertake independent study in fall 2014 should be discussing their plans with instructors now so that the learning contract can be approved this semester and the student can preregister for the appropriate course.

Be aware that registration for an independent study course must be completed after the learning contract has been approved and **no later than the last day of "late registration"** (the end of the first week of classes in a fall or spring semester or the equivalent date in each summer session). In fall 2014 the deadline is **Monday, August 25, 2014**.

Among other regulations, the policy restricts the number of students that an instructor may supervise in an independent study course to two students per semester or summer session plus two additional students who are working on an honors thesis (but see the section "Limits and Exclusions" for exceptions). Units should create sections of a course for each instructor supervising an independent study.

If you have any questions or concerns, please feel welcome to email Nick Siedentop (nick_siedentop@unc.edu) or me (ulinde@email.unc.edu). Thank you for helping to ensure that independent study students are registered in a timely fashion.

From: Lindemann, Erika <ulinde@email.unc.edu>
Sent: Monday, March 17, 2014 2:11 PM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: Resolution 2011-3
Attach: Resolution-2011-3-full.pdf; Report-of-the-Ad-Hoc-Committee-on-Athletics-and-the-University-1989.pdf

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Bobbi, the contextual grading resolution was adopted by Council on 4/15/2011 and is attached.
I wrote to Harold to see if he could locate the Patrick Akos report. In the meantime, for fun, I've attached the one Doris Betts chaired in the 1988.
Best,
Erika

Erika Lindemann
Associate Dean for Undergraduate Curricula
3014 Steele Building, CB# 3504
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3504
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Office of Undergraduate Curricula Web site: www.unc.edu/depts/uc/
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Resolution 2011-3. On Reporting Contextual Grade Information on Undergraduate Student Transcripts

The Faculty Council enacts:

Section 1. Definitions. As used in this Resolution, the following terms have the meaning indicated:

1. "Reportable course section" is a course section in which at least ten (10) students received quality points.
2. "Median grade" is the mid-point of an array from highest to lowest of grades awarded in a course section to students receiving quality points. When the number of students in the course section is not an even number, the grade immediately below the mid-point shall be deemed the median.
3. "Percentile range" is a function of the relative rank of a particular grade within the distribution of grades in the course section. The relative rank shall be calculated by dividing the grade's rank in the set of grades awarded in a course section by one less than the number of such students in the course section: $\left(1-\left(\frac{n-r}{n-1}\right)\right)*100$ where n is the number of students earning quality points in the course section and r is the rank of the grade within the course section. The percentile range shall be derived by calculating this relative rank for the top and the bottom of each grade within the course section and expressing it as a percentage.
4. "Schedule point average" is the mean of the median grades for the reportable course sections taken by the student, weighted by the number of credit hours for which each course section was taken.

Section 2. Contextual grade information to be recorded on transcripts. Transcripts for students beginning undergraduate study at the University during or after the Fall, 2012 semester shall include the following contextual grade information:

1. For each reportable course section, a notation of the median grade attained by students receiving quality points in that section.
2. For each reportable course section, a notation of the percentile range in which the student's earned grade falls.
3. For all course sections, a notation of the total number of students taking the course section, or size.
4. For each term, a schedule point average reported for each term separately and cumulatively across terms.
5. For each term, a count of the number of course sections in which the student achieved below, at, and above the course section median. The count shall be reported for each term separately and cumulatively across terms.

Section 3. Explanatory material on transcripts. The explanatory material provided with transcripts shall include this or similar explanation of the enhanced grade reporting provisions: "The transcript provides contextual grade information for each course section in which at least 10 students receive quality points (a grade for GPA credit). The median grade attained in the course section is provided in square brackets after the earned grade. The percentile range in which the student's earned grade falls is reported in square brackets after the quality points. The course section size is reported to the right of the percentile range. For each term, a Schedule Point Average (SPA) is provided. The SPA represents the average median grade for all students enrolled in the student's mix of course sections. For each term, a count of course sections in which the student achieved above, at, and below the course section median is provided. More information on interpreting contextual grades may be found at http://regweb.unc.edu/contextual."

The registrar shall host and maintain a website containing information on the enhanced grade reporting provisions and any additional information appropriate for interpreting contextual grade information.

Section 4. Implementation.

1. Beginning for the Fall, 2012 semester, the registrar shall provide via electronic or paper reporting an

instructor grade report to each instructor of one or more undergraduate course sections during that term. The instructor grade report shall include, but is not limited to, the following information, provided via an easily interpretable graphic report:

   a. The mean grade issued for that instructor's course section in that semester.
   b. Mean grades issued for other sections of the same course and for other courses in the instructor's department, division, school, and university.
   c. Frequency of issuance of each letter grade range (A, B, C, D, F) across the same classifications as in b. above.
   d. Historical trends in grades issued across the same classifications as in b. and c. above.

2. Beginning for the Fall, 2012 semester, the registrar shall provide an online facility providing full grade distribution information for course sections held in Fall, 2010 and later. This information shall include median and percentile range as well in order to provide comparability with official transcripts. The information shall be searchable by section, course, semester, instructor, department, and school, and shall include aggregate grade information across these categories.
3. To the extent practicable, the registrar shall provide enhanced transcripts via secure electronic delivery that contain full distribution information as in 2.) above as an option available at students' discretion.
4. To the extent that any element of this Resolution cannot be reasonably implemented by the date listed, it shall be implemented as soon as possible thereafter.
5. To the extent that any element of this Resolution proves impracticable, the registrar shall report this situation to the Educational Policy Committee for consideration of amendment.
6. To the extent that any part of this Resolution requires further clarification, the registrar shall consult first with the Enhanced Grade Reporting Implementation Committee, then with additional stakeholders if necessary to determine the appropriate course of action.
7. The Educational Policy Committee shall design and implement an evaluation scheme for this Resolution, to include information about grading patterns as well as students', instructors', and transcript recipients' experiences with the program.
8. In the Fall of 2017, or five years after implementation of the main body of this Resolution, whichever comes later, the Educational Policy Committee shall evaluate the provisions' success and provide its evaluation to Faculty Council. At its discretion, the Educational Policy Committee may make recommendations for changes at that point.
9. The full text of this Resolution, including incorporated Exhibits, shall be published on the Registrar's website and made accessible for students, faculty, staff, and the public.

Comment: This resolution is presented by the Enhanced Grade Reporting Implementation Subcommittee of the Educational Policy Committee. Members of the subcommittee are Andrew J. Perrin (Sociology), chair; Donna Gilleskie (Economics); Christian Iliadis (Physics); and Holly Boardman (undergraduate student). The resolution implements Faculty Council Resolution 2010-3 On Enhanced Grade Reporting

Examples illustrating implementation of the resolution are contained in the attached Exhibits.

EXHIBIT A, PART 1 - CURRENT TRANSCRIPT FORMAT

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

University Registrar

RAISED SEAL NOT REQUIRED

Name: [redacted]
Student Nr: [redacted] Birthdate: [redacted]
Print Date: 02/16/2011 Page Nr: 1
L

Issued to: TT

Requested by: [redacted]

UNDERGRADUATE Academic Record

Secondary Schools:
ASHBROOK SENIOR H S Grad: 06/2006

Degrees Awarded:
BACHELOR OF ARTS 05/09/2010
COLLEGE OF ARTS & SCIENCES
Honors: HIGHEST DISTINCTION
Major: EXERCISE AND SPORT SCIENCE
HIGHEST HONORS
Minor 1: CHEMISTRY
Minor 2: BIOLOGY
Cum GPA: 3.828

2006 FALL TERM

Admitted Program:
GENERAL COLLEGE
BACHELORS DEGREE
Major: UNDECIDED

CHEM 101	GEN DESCRIP CHEM I	B	3.0	9.00
CHEM 101L	QUANT CHEM LAB I	BE	1.0	0.00
DRAM 120	PLAY ANALYSIS	A-	3.0	11.10
ENGL 101	ENG COMP & RHETORIC	BE	3.0	0.00
ENGL 102	ENG COMP & RHETORIC	BE	3.0	0.00
ENGL 190	INTRO TO LIT STUDIES	BE	3.0	0.00
HIST 127	AM HIST TO 1865	BE	3.0	0.00
HIST 128	AM HIST SINCE 1865	BE	3.0	0.00
HIST 151	HIST OF WES CIV I	BE	3.0	0.00
HIST 152	HIST OF WES CIV II	BE	3.0	0.00
MATH 110P	ALGEBRA	PL	0.0	0.00
MATH 231	CALC FUNC ONE VAR I	BE	3.0	0.00
PHYA 113	LIFE FITNESS: WEIGHT TR	A	1.0	4.00
PHYI 050	FYS HUMAN PHYSIOLOGY	A	3.0	12.00
PSYC 101	GENERAL PSYCHOLOGY	BE	3.0	0.00
SPAN 105	SPAN FOR HIGH BEGINNERS	A	4.0	16.00
STAT 155	INTRO STATISTICS	BE	3.0	0.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	45.0	45.0	14.0	52.10	3.721
Cumulative	45.0	45.0	14.0	52.10	3.721

Status Dean's List
Status GOOD STANDING

***** No Further Entries This Column *****

2007 SPRING TERM

Program:
GENERAL COLLEGE
BACHELORS DEGREE
Major: EXERCISE AND SPORT SCIENCE
Minor: CHEMISTRY

ANTH 143	HUMAN EVOL & ADAPT	A	3.0	12.00
BIOL 101	PRINCIPLES OF BIOL	A-	3.0	11.10
BIOL 101L	INTRO BIOLOGY LAB	B+	1.0	3.30
CHEM 102	GEN DESCRIP CHEM II	B+	3.0	9.90
CHEM 102L	QUANT CHEM LAB II	A-	1.0	3.70
DRAM 135	ACTING/NON-MAJORS	A	3.0	12.00
SPAN 203	INTERMEDIATE SPANISH I	B	3.0	9.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	17.0	17.0	17.0	61.00	3.588
Cumulative	62.0	62.0	31.0	113.10	3.648

Status Dean's List
Status GOOD STANDING

2007 FALL TERM

Program:
GENERAL COLLEGE
BACHELORS DEGREE
Major: EXERCISE AND SPORT SCIENCE
Major: BIOLOGY (BS)
Minor: CHEMISTRY

BIOL 128	BIOLOGY OF DISEASE	A	3.0	12.00
EXSS 175	HUMAN ANATOMY	A	3.0	12.00
EXSS 181	SPORT PSYCHOLOGY	A	3.0	12.00
EXSS 360	SPORTS NUTRITION	A	3.0	12.00
JWST 103	INTRO TO HEBREW BIBLE	A-	3.0	11.10

	AHRS	EHRS	QHRS	QPTS	GPA
Current	15.0	15.0	15.0	59.10	3.940
Cumulative	77.0	77.0	46.0	172.20	3.743

Status Dean's List
Status GOOD STANDING

2008 SPRING TERM

Program:
GENERAL COLLEGE
BACHELORS DEGREE
Major: EXERCISE AND SPORT SCIENCE
Minor: CHEMISTRY
Minor: BIOLOGY

BIOL 202	MOLEC BIOL & GENET	A	4.0	16.00
BIOL 252	FUND/HUM ANAT/PHYS	A-	4.0	14.80
CHEM 241	ANALYTICAL METHODS	B+	2.0	6.60
CHEM 241L	LAB ORG/ANALY BIO	A-	1.0	3.70

***** No Further Entries This Page *****

Continued on Page 2

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

University Registrar

RAISED SEAL NOT REQUIRED

Name: [redacted]
Student Nr: [redacted] Birthdate: [redacted]
Print Date: 02/16/2011 Page Nr: 2

EXSS 276	HUMAN PHYSIOLOGY	A	3.0	12.00	

	AHRS	EHRS	QHRS	QPTS	GPA
Current	14.0	14.0	14.0	53.10	3.793
Cumulative	91.0	91.0	60.0	225.30	3.755

Status Dean's List
Status GOOD STANDING

2008 FIRST SUMMER TERM

Program:
COLLEGE OF ARTS & SCIENCES
BACHELOR OF ARTS
Major: EXERCISE AND SPORT SCIENCE
Minor: CHEMISTRY
Minor: BIOLOGY

CHEM 261	INTRO ORG CHEM I	A	3.0	12.00	

	AHRS	EHRS	QHRS	QPTS	GPA
Current	3.0	3.0	3.0	12.00	4.000
Cumulative	94.0	94.0	63.0	237.30	3.767

Status GOOD STANDING

2008 SECOND SUMMER TERM

CHEM 262	INTRO ORG CHEM II	A-	3.0	11.10	
CHEM 262L	LAB ORGANIC CHEM	B	1.0	3.00	

	AHRS	EHRS	QHRS	QPTS	GPA
Current	4.0	4.0	4.0	14.10	3.525
Cumulative	98.0	98.0	67.0	251.40	3.752

Status GOOD STANDING

2008 FALL TERM

BIOL 205	CELL & DEVEL BIOL	A	4.0	16.00	
EXSS 101	FOUNDATIONS OF EXSS	A	3.0	12.00	
EXSS 376	PHYSIOL HUMAN PERF	A	3.0	12.00	
PHIL 163	PRACTICAL ETHICS	A	3.0	12.00	
PHYS 104	GENERAL PHYSICS	A-	4.0	14.80	

	AHRS	EHRS	QHRS	QPTS	GPA
Current	17.0	17.0	17.0	66.80	3.929
Cumulative	115.0	115.0	84.0	318.20	3.788

Status Dean's List
Status GOOD STANDING

2009 SPRING TERM

Program:
COLLEGE OF ARTS & SCIENCES
BACHELOR OF ARTS
Major: EXERCISE AND SPORT SCIENCE
Minor: CHEMISTRY

BIOL 542	LIGHT MICROSCOPY	A	3.0	12.00
EXSS 273	RESEARCH	A	3.0	12.00
EXSS 275L	HUMAN ANATOMY LAB	A	1.0	4.00
EXSS 385	BIOMECHAN OF SPORT	A-	3.0	11.10
PHYS 105	GENERAL PHYSICS	B+	4.0	13.20

***** No Further Entries This Column *****

RELI 217	GNOSTICISM	A	3.0	12.00	

	AHRS	EHRS	QHRS	QPTS	GPA
Current	17.0	17.0	17.0	64.30	3.782
Cumulative	132.0	132.0	101.0	382.50	3.787

Status Dean's List
Status GOOD STANDING

2009 FALL TERM

Program:
COLLEGE OF ARTS & SCIENCES
BACHELOR OF ARTS
Major: EXERCISE AND SPORT SCIENCE
Minor: CHEMISTRY
Minor: BIOLOGY

ANTH 414	LAB METH: HUMAN OSTEO	A	3.0	12.00
ANTH 414L	HUMAN OSTEOLOGY LAB	A	1.0	4.00
EXSS 380	NEUROMUSC CONTROL LEARN	A	3.0	12.00
EXSS 476	STRENGTH TRAINING THEORY	A	3.0	12.00
EXSS 693H	SENIOR HONORS THESIS	A	3.0	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	13.0	13.0	13.0	52.00	4.000
Cumulative	145.0	145.0	114.0	434.50	3.811

Status Dean's List
Status GOOD STANDING

2010 SPRING TERM

Program:
COLLEGE OF ARTS & SCIENCES
BACHELOR OF ARTS
Major: EXERCISE AND SPORT SCIENCE
Minor: BIOLOGY
Minor: CHEMISTRY

BIOL 402	INFECTIOUS DISEASE	A-	3.0	11.10
DRAM 255	MOVEMENT FOR ACTOR	A	3.0	12.00
EXSS 188	EMERGENCY CARE	A	3.0	12.00
EXSS 694H	SENIOR HONORS THESIS	A	3.0	12.00
MCRO 251	INTRO MEDICAL MICRO	A	4.0	16.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	16.0	16.0	16.0	63.10	3.944
Cumulative	161.0	161.0	130.0	497.60	3.828

Status Dean's List
Status GOOD STANDING

Degree Requirements Completed for
BACHELOR OF ARTS

2009 PHI BETA KAPPA

*** End of UNDERGRADUATE Academic Record ***

EXHIBIT A, PART 2 - PROPOSED TRANSCRIPT FORMAT

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Name:
Student Nr: Birthdate:

Print Date: Page Nr:

Issued to:

University Registrar

RAISED SEAL NOT REQUIRED

Requested by:

UNDERGRADUATE Academic Record

Secondary Schools:
ASHBROOK SENIOR H S Grad: 06/2006

Degrees Awarded:
BACHELOR OF ARTS 05/09/2010
COLLEGE OF ARTS & SCIENCES
Honors: HIGHEST DISTINCTION
Major: EXERCISE AND SPORT SCIENCE
HIGHEST HONORS
Minor 1: CHEMISTRY
Minor 2: BIOLOGY
Cum GPA: 3.828

COURSE		GRADE	MEDIAN	HOURS	QUAL PTS	PERCENTILE RANGE	SIZE
2006 FALL TERM							
Admitted Program: GENERAL COLLEGE, BACHELORS DEGREE							
Major: UNDECIDED							
CHEM 101	GEN DESCRIP CHEM I	B	[C]	3.0	9.00	[11% - 25%]	37
CHEM 101L	QUANT CHEM LAB I	BE		1.0	0.00		
DRAM 120	PLAY ANALYSIS	A-	[A-]	3.0	11.10	[41% - 64%]	23
ENGL 101	ENG COMP & RHETORIC	BE		3.0	0.00		
ENGL 102	ENG COMP & RHETORIC	BE		3.0	0.00		
ENGL 190	INTRO TO LIT STUDIES	BE		3.0	0.00		
HIST 127	AM HIST TO 1865	BE		3.0	0.00		
HIST 128	AM HIST SINCE 1865	BE		3.0	0.00		
HIST 151	HIST OF WES CIV I	BE		3.0	0.00		
HIST 152	HIST OF WES CIV II	BE		3.0	0.00		
MATH 110P	ALGEBRA	PL		0.0	0.00		
MATH 231	CALC FUNC ONE VAR I	BE		3.0	0.00		
PHYA 113	LIFE FITNESS: WEIGHT	A	[A]	1.0	4.00	[0% - 83%]	24
PHYI 050	FYS HUMAN PHYSIOLOGY	A	[A]	3.0	12.00	[0% - 85%]	21
PSYC 101	GENERAL PSYCHOLOGY	BE		3.0	0.00		
SPAN 105	SPAN FOR HIGH BEGINN	A	[B]	4.0	16.00	[0% - 4%]	18
STAT 155	INTRO STATISTICS	BE		3.0	0.00		

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	45.0	45.0	14.0	52.10	3.721	[3.221]	2	3	0
Cumulative	45.0	45.0	14.0	52.10	3.721	[3.221]	2	3	0

Status Dean's List
Status GOOD STANDING

2007 SPRING TERM
Program: GENERAL COLLEGE, BACHELORS DEGREE
Major: EXERCISE AND SPORT SCIENCE
Minor: CHEMISTRY

ANTH 143	HUMAN EVOL & ADAPT	A	[B+]	3.0	12.00	[0% - 17%]	135
BIOL 101	PRINCIPLES OF BIOL	A-	[C+]	3.0	11.10	[6% - 13%]	327
BIOL 101L	INTRO BIOLOGY LAB	B+	[C+]	1.0	3.30	[10% - 15%]	21
CHEM 102	GEN DESCRIP CHEM II	B+	[C+]	3.0	9.90	[10% - 16%]	180
CHEM 102L	QUANT CHEM LAB II	A-	[B+]	1.0	3.70	[29% - 35%]	18
DRAM 135	ACTING/NON-MAJORS	A	[A]	3.0	12.00	[0% - 88%]	17
SPAN 203	INTERMEDIATE SPANISH I	B	[B]	3.0	9.00	[33% - 58%]	13

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	17.0	17.0	17.0	61.00	3.588	[2.959]	5	2	0
Cumulative	62.0	62.0	31.0	113.10	3.648	[3.077]	7	5	0

Status Dean's List
Status GOOD STANDING

*** NO FURTHER ENTRIES THIS PAGE ***

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Name:
Student Nr: Birthdate:

Print Date: Page Nr:

Issued to:

University Registrar

RAISED SEAL NOT REQUIRED

COURSE		GRADE	MEDIAN	HOURS	QUAL PTS	PERCENTILE RANGE	SIZE
2007 FALL TERM							
Program:	GENERAL COLLEGE, BACHELORS DEGREE						
Major:	EXERCISE AND SPORT SCIENCE						
Major:	BIOLOGY (BS)						
Minor:	CHEMISTRY						
BIOL 128	BIOLOGY OF DISEASE	A	[A-]	3.0	12.00	[0% - 48%]	24
EXSS 175	HUMAN ANATOMY	A	[C]	3.0	12.00	[0% - 4%]	74
EXSS 181	SPORT PSYCHOLOGY	A	[C+]	3.0	12.00	[0% - 10%]	31
EXSS 360	SPORTS NUTRITION	A	[B+]	3.0	12.00	[0% - 29%]	25
JWST 103	INTRO TO HEBREW BIBLE	A-	[B]	3.0	11.10	[6% - 17%]	36

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	15.0	15.0	15.0	59.10	3.940	[2.860]	5	0	0
Cumulative	77.0	77.0	46.0	172.20	3.743	[3.007]	12	5	0
Status	Dean's List								
Status	GOOD STANDING								

2008 SPRING TERM							
Program:	GENERAL COLLEGE, BACHELORS DEGREE						
Major:	EXERCISE AND SPORT SCIENCE						
Minor:	CHEMISTRY						
Minor:	BIOLOGY						
BIOL 202	MOLEC BIOL & GENET	A	[B-]	4.0	16.00	[0% - 11%]	159
BIOL 252	FUND/HUM ANAT/PHYS	A-	[B]	4.0	14.80	[12% - 19%]	17
CHEM 241	ANALYTICAL METHODS	B+	[B]	2.0	6.60	[19% - 28%]	190
CHEM 241L	LAB ORG/ANALY BIO	A-	[B]	1.0	3.70	[22% - 22%]	19
EXSS 276	HUMAN PHYSIOLOGY	A	[B-]	3.0	12.00	[0% - 6%]	49

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	14.0	14.0	14.0	53.10	3.793	[2.850]	5	0	0
Cumulative	91.0	91.0	60.0	225.30	3.755	[2.970]	17	5	0
Status	Dean's List								
Status	GOOD STANDING								

2008 FIRST SUMMER TERM							
Program:	COLLEGE OF ARTS & SCIENCES, BACHELOR OF ARTS						
Major:	EXERCISE AND SPORT SCIENCE						
Minor:	CHEMISTRY						
Minor:	BIOLOGY						
CHEM 261	INTRO ORG CHEM I	A	[B-]	3.0	12.00	[0% - 22%]	73

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	3.0	3.0	3.0	12.00	4.000	[2.700]	1	0	0
Cumulative	94.0	94.0	63.0	237.30	3.767	[2.957]	18	5	0
Status	GOOD STANDING								

2008 SECOND SUMMER TERM							
CHEM 262	INTRO ORG CHEM II	A-	[B-]	3.0	11.10	[12% - 22%]	51
CHEM 262L	LAB ORGANIC CHEM	B	[B+]	1.0	3.00	[73% -100%]	12

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	4.0	4.0	4.0	14.10	3.525	[2.850]	1	0	1
Cumulative	98.0	98.0	67.0	251.40	3.752	[2.951]	18	5	1
Status	GOOD STANDING								

*** NO FURTHER ENTRIES THIS PAGE ***

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Name:
Student Nr: Birthdate:

Print Date: Page Nr:

Issued to:

University Registrar

RAISED SEAL NOT REQUIRED

COURSE		GRADE	MEDIAN	HOURS	QUAL PTS	PERCENTILE RANGE	SIZE
2008 FALL TERM							
BIOL 205	CELL & DEVEL BIOL	A	[B]	4.0	16.00	[0% - 15%]	158
EXSS 101	FOUNDATIONS OF EXSS	A	[B+]	3.0	12.00	[0% - 22%]	56
EXSS 376	PHYSIOL HUMAN PERF	A	[B+]	3.0	12.00	[0% - 22%]	24
PHIL 163	PRACTICAL ETHICS	A	[B]	3.0	12.00	[0% - 7%]	180
PHYS 104	GENERAL PHYSICS	A-	[B+]	4.0	14.80	[24% - 49%]	135

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	17.0	17.0	17.0	66.80	3.929	[3.176]	5	0	0
Cumulative	115.0	115.0	84.0	318.20	3.788	[2.996]	23	5	1

Status Dean's List
Status GOOD STANDING

2009 SPRING TERM
Program: COLLEGE OF ARTS & SCIENCES, BACHELOR OF ARTS
Major: EXERCISE AND SPORT SCIENCE
Minor: CHEMISTRY

BIOL 542	LIGHT MICROSCOPY	A	*	3.0	12.00	*	9
EXSS 273	RESEARCH	A	[B+]	3.0	12.00	[0% - 6%]	48
EXSS 275L	HUMAN ANATOMY LAB	A	[A]	1.0	4.00	[0% - 67%]	13
EXSS 385	BIOMECHAN OF SPORT	A-	[B+]	3.0	11.10	[19% - 31%]	27
PHYS 105	GENERAL PHYSICS	B+	[B]	4.0	13.20	[28% - 40%]	114
RELI 217	GNOSTICISM	A	[A-]	3.0	12.00	[0% - 37%]	94

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	17.0	17.0	17.0	64.30	3.782	[3.350]	4	1	0
Cumulative	132.0	132.0	101.0	382.50	3.787	[3.047]	27	6	1

Status Dean's List
Status GOOD STANDING

2009 FALL TERM
Program: COLLEGE OF ARTS & SCIENCES, BACHELOR OF ARTS
Major: EXERCISE AND SPORT SCIENCE
Minor: BIOLOGY
Minor: CHEMISTRY

ANTH 414	LAB METH: HUMAN OSTEO	A	[A-]	3.0	12.00	[0% - 21%]	15
ANTH 414L	HUMAN OSTEOLOGY LAB	A	[A-]	1.0	4.00	[0% - 21%]	15
EXSS 380	NEUROMUSC CONTROL LRN	A	[B+]	3.0	12.00	[0% - 23%]	53
EXSS 476	STRENGTH TRAINING THE	A	[A]	3.0	12.00	[0% - 85%]	21
EXSS 693H	SENIOR HONORS THESIS	A	*	3.0	12.00	*	7

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	13.0	13.0	13.0	52.00	4.000	[3.670]	3	1	0
Cumulative	145.0	145.0	114.0	434.50	3.811	[3.105]	30	7	1

Status Dean's List
Status GOOD STANDING

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THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

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COURSE		GRADE	MEDIAN	HOURS	QUAL PTS	PERCENTILE RANGE	SIZE
2010 SPRING TERM							
Program:	COLLEGE OF ARTS & SCIENCES, BACHELOR OF ARTS						
Major:	EXERCISE AND SPORT SCIENCE						
Minor:	BIOLOGY						
Minor:	CHEMISTRY						
BIOL 402	INFECTIOUS DISEASE	A-	[C+]	3.0	11.10	[18% - 25%]	66
DRAM 255	MOVEMENT FOR ACTOR	A	[A-]	3.0	12.00	[0% - 47%]	16
EXSS 188	EMERGENCY CARE	A	[A-]	3.0	12.00	[0% - 36%]	48
EXSS 694H	SENIOR HONORS THESIS	A	*	3.0	12.00	*	7
MCRO 251	INTRO MEDICAL MICRO	A	[B-]	4.0	16.00	[0% - 13%]	159

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	16.0	16.0	16.0	63.10	3.944	[3.070]	4	0	0
Cumulative	161.0	161.0	130.0	497.60	3.828	[3.101]	34	7	1
Status	Dean's List								
Status	GOOD STANDING								

Degree Requirements Completed for BACHELOR OF ARTS

2009 PHI BETA KAPPA
*** End of UNDERGRADUATE Academic Record ***

EXHIBIT B, PART 1 - CURRENT TRANSCRIPT FORMAT

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

University Registrar

RAISED SEAL NOT REQUIRED

Name: [redacted]
Student Nr: [redacted] Birthdate: [redacted]
Print Date: 02/16/2011 Page Nr: 1
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Issued to: TT

Requested by: [redacted]

UNDERGRADUATE Academic Record

Secondary Schools:
NC SCHOOL OF SCI & MATH-DL 08/2001 - 06/2003

2003 FALL TERM

Admitted Program:
GENERAL COLLEGE
BACHELORS DEGREE
Major: UNDECIDED

CHEM 011	GEN DESCRIP CHEM I	BE	3.0	0.00
CHEM 011L	QUANT CHEM LAB I	BE	1.0	0.00
ECON 010	ECON: INTRO	B	3.0	9.00
ENGL 011	ENG COMP & RHETORIC	BE	3.0	0.00
ENGL 012	ENG COMP & RHETORIC	C-	3.0	5.10
HIST 021	AM HIST TO 1865	BE	3.0	0.00
HIST 022	AM HIST SINCE 1865	BE	3.0	0.00
MATH 006P	1ST YEAR SEM MATH SCI	A-	3.0	11.10
	FISH GOTTA SWIM			
MATH 010P	ALGEBRA	PL	0.0	0.00
MATH 031	CALC FUNC ONE VAR I	B+	3.0	9.90
SPAN 002X	CONT SPAN	C+	4.0	9.20

	AHRS	EHRS	QHRS	QPTS	GPA
Current	29.0	29.0	16.0	44.30	2.769
Cumulative	29.0	29.0	16.0	44.30	2.769
Status	GOOD STANDING				

2004 SPRING TERM

ANTH 010	GEN ANTHROPOLOGY	C+	3.0	6.90
HIST 067	NC HIST SINCE 1865	B-	3.0	8.10
POLI 041	INTRO TO GOVT IN US	C-	3.0	5.10
SPAN 003	INTERMEDIATE SPAN	C	3.0	6.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	12.0	12.0	12.0	26.10	2.175
Cumulative	41.0	41.0	28.0	70.40	2.514
Status	GOOD STANDING				

***** No Further Entries This Column *****

2004 FALL TERM

ANTH 046	MORAL CONSCIOUSNESS	D	3.0	3.00
ENGL 023W	INTRO/FICTION WRIT	A	3.0	12.00
HIST 063B	AIR POWER	C+	3.0	6.90
PSYC 010	GENERAL PSYCHOLOGY	C+	3.0	6.90

	AHRS	EHRS	QHRS	QPTS	GPA
Current	12.0	12.0	12.0	28.80	2.400
Cumulative	53.0	53.0	40.0	99.20	2.480
Status	GOOD STANDING				

2005 SPRING TERM

Program:
GENERAL COLLEGE
BACHELORS DEGREE
Major: HISTORY

Major: MATHEMATICS (AB)

ART 032	HIST OF WEST ART	B-	3.0	8.10
ENGL 034	INTERMED FICT WRIT	B	3.0	9.00
HIST 028	ENG HIST SINCE 1688	C+	3.0	6.90
HIST 063A	HIST OF SEA POWER	B	3.0	9.00
HIST 078	TR/ATL SLAVE TRADE	A-	3.0	11.10

	AHRS	EHRS	QHRS	QPTS	GPA
Current	15.0	15.0	15.0	44.10	2.940
Cumulative	68.0	68.0	55.0	143.30	2.605
Status	GOOD STANDING				

2005 FIRST SUMMER TERM

Program:
COLLEGE OF ARTS & SCIENCES
BACHELOR OF ARTS
Major: HISTORY

Major: MATHEMATICS (AB)

MATH 032	CAL FUNC ONE VAR II	B	3.0	9.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	3.0	3.0	3.0	9.00	3.000
Cumulative	71.0	71.0	58.0	152.30	2.626
Status	GOOD STANDING				

2005 FALL TERM

HIST 076A	AFAM HIST TO 1865	B-	3.0	8.10
HIST 090U	US UNDERGR SEMINAR	B-	3.0	8.10
	CUL IDENTIES IN COL AMER			
MATH 033	MULTI VARI CALC I	D	3.0	3.00
MATH 081	DISCRETE MATH	D+	3.0	3.90
PHIL 021	INTRO SYMBOL LOGIC	C	3.0	6.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	15.0	15.0	15.0	29.10	1.940
Cumulative	86.0	86.0	73.0	181.40	2.485
Status	GOOD STANDING				

***** No Further Entries This Page *****

Continued on Page 2

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Name: [redacted]
Student Nr: [redacted] Birthdate: [redacted]
Print Date: 02/16/2011 Page Nr: 2

University Registrar

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***** No Further Entries This Page *****

2006 SPRING TERM

ART 056	EARLY REN ART	B-	3.0	8.10
ENGL 035N	CREATIVE NON-FICTION	B+	3.0	9.90
	THE NATURAL WORLD			
HIST 053	HISTORY OF ROME	C+	3.0	6.90
MATH 115	HIST OF MATH	FA	(3.0)	0.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	12.0	9.0	12.0	24.90	2.075
Cumulative	98.0	95.0	85.0	206.30	2.427
Status	GOOD STANDING				

2006 FALL TERM

Program:
COLLEGE OF ARTS & SCIENCES
BACHELOR OF ARTS
Major: HISTORY

EDUC 441	EDUC IN AM SOCIETY	D+	3.0	3.90
ENGL 142	FILM ANALYSIS	D	3.0	3.00
GEOG 112	ENVR CONSERVATION	FA	(3.0)	0.00
GEOG 259	LATIN AMERICA	FA	(3.0)	0.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	12.0	6.0	12.0	6.90	0.575
Cumulative	110.0	101.0	97.0	213.20	2.198
Status	GOOD STANDING				

2007 SPRING TERM

ART 154	INTRO TO ISLAMIC ART	C-	3.0	5.10
ENGL 306	PLAYWRITING	B+	3.0	9.90
HIST 570	THE VIETNAM WAR	C	3.0	6.00
PHIL 170	SOC ETHICS POL THOT	C+	3.0	6.90
SOCI 130	FAM AND SOC	B-	3.0	8.10

	AHRS	EHRS	QHRS	QPTS	GPA
Current	15.0	15.0	15.0	36.00	2.400
Cumulative	125.0	116.0	112.0	249.20	2.225
Status	GOOD STANDING				

2007 SECOND SUMMER TERM

ANTH 586	GARDENS OF JAPAN	C+	3.0	6.90

	AHRS	EHRS	QHRS	QPTS	GPA
Current	3.0	3.0	3.0	6.90	2.300
Cumulative	128.0	119.0	115.0	256.10	2.227
Status	GOOD STANDING				

*** End of UNDERGRADUATE Academic Record ***

EXHIBIT B, PART 2 - PROPOSED TRANSCRIPT FORMAT

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Name:
Student Nr: Birthdate:

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UNDERGRADUATE Academic Record

Secondary Schools:
NC SCHOOL OF SCI & MATH-DL 08/2001 – 06/2003

COURSE		GRADE	MEDIAN	HOURS	QUAL PTS	PERCENTILE RANGE	SIZE
2003 FALL TERM							
Admitted Program: GENERAL COLLEGE, BACHELORS DEGREE							
Major: UNDECIDED							
CHEM 011	GEN DESCRIP CHEM I	BE		3.0	0.00		
CHEM 011L	QUANT CHEM LAB I	BE		1.0	0.00		
ECON 010	ECON: INTRO	B	[B]	3.0	9.00	[28% - 58%]	383
ENGL 011	ENG COMP & RHETORIC	BE		3.0	0.00		
ENGL 012	ENG COMP & RHETORIC	C-	[B]	3.0	5.10	[94% - 94%]	17
HIST 021	AM HIST TO 1865	BE		3.0	0.00		
HIST 022	AM HIST SINCE 1865	BE		3.0	0.00		
MATH 006P	1ST YEAR SEM MATH SCI FISH GOTTA SWIM	A-	[A-]	3.0	11.10	[19% - 56%]	17
MATH 010P	ALGEBRA	PL		0.0	0.00		
MATH 031	CALC FUNC ONE VAR I	B+	[B-]	3.0	9.90	[41% - 52%]	30
SPAN 002X	CONT SPAN	C+	[B-]	3.0	9.20	[73% - 73%]	16

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	29.0	29.0	16.0	44.30	2.769	[3.020]	1	2	2
Cumulative	29.0	29.0	16.0	44.30	2.769	[3.020]	1	2	2
Status	GOOD STANDING								

2004 SPRING TERM							
ANTH 010	GEN ANTHROPOLOGY	C+	[B+]	3.0	6.90	[76% - 84%]	46
HIST 067	NC HIST SINCE 1865	B-	[B]	3.0	8.10	[62% - 76%]	145
POLI 041	INTRO TO GOVT IN US	C-	[A-]	3.0	5.10	[100%-100%]	43
SPAN 003	INTERMEDIATE SPAN	C	[B]	3.0	6.00	[94% -100%]	18

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	12.0	12.0	12.0	26.10	2.175	[3.250]	0	0	4
Cumulative	41.0	41.0	28.0	70.40	2.514	[3.122]	1	2	6
Status	GOOD STANDING								

2004 FALL TERM							
ANTH 046	MORAL CONSCIOUSNESS	D	[B]	3.0	3.00	[100%-100%]	423
ENGL 023W	INTRO/FICTION WRIT	A	[A]	3.0	12.00	[0% - 72%]	19
HIST 063B	AIR POWER	C+	[B]	3.0	6.90	[96% - 97%]	206
PSYC 010	GENERAL PSYCHOLOGY	C+	[B]	3.0	6.90	[81% - 86%]	71

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	12.0	12.0	12.0	28.80	2.400	[3.250]	0	1	3
Cumulative	53.0	53.0	40.0	99.20	2.480	[3.162]	1	3	9
Status	GOOD STANDING								

*** NO FURTHER ENTRIES THIS PAGE ***

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Name:
Student Nr: Birthdate:

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COURSE		GRADE	MEDIAN	HOURS	QUAL PTS	PERCENTILE RANGE	SIZE
2005 SPRING TERM							
Program: GENERAL COLLEGE, BACHELORS DEGREE							
Major: HISTORY							
Major: MATHEMATICS (AB)							
ART 032	HIST OF WEST ART	B-	[A]	3.0	8.10	[83% - 89%]	146
ENGL 034	INTERMED FICT WRIT	B	[A]	3.0	9.00	[100%-100%]	18
HIST 028	ENG HIST SINCE 1688	C+	[B]	3.0	6.90	[78% - 83%]	48
HIST 063A	HIST OF SEA POWER	B	[B]	3.0	9.00	[36% - 63%]	191
HIST 078	TR/ATL SLAVE TRADE	A-	[B+]	3.0	11.10	[24% - 40%]	56

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	15.0	15.0	15.0	44.10	2.940	[3.460]	1	1	3
Cumulative	68.0	68.0	55.0	143.30	2.605	[3.244]	2	4	12
Status	GOOD STANDING								

2005 FIRST SUMMER TERM								
Program: COLLEGE OF ARTS & SCIENCES, BACHELOR OF ARTS								
Major: HISTORY								
Major: MATHEMATICS (AB)								
MATH 032	CAL FUNC ONE VAR II	B	*	3.0	9.00	*	7

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	3.0	3.0	3.0	9.00	3.000	*	0	0	0
Cumulative	71.0	71.0	58.0	152.30	2.626	[3.244]	2	4	12
Status	GOOD STANDING								

2005 FALL TERM							
HIST 076A	AFAM HIST TO 1865	B-	[B+]	3.0	8.10	[93% - 93%]	29
HIST 090U	US UNDERGR SEMINAR CUL IDENTITIES IN COL AMER	B-	[B+]	3.0	8.10	[75% - 81%]	17
MATH 033	MULTI VARI CALC I	D	[C]	3.0	3.00	[70% - 85%]	28
PHIL 021	INTRO SYMBOL LOGIC	C	[A-]	3.0	6.00	[72% - 79%]	44

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	15.0	15.0	15.0	29.10	1.940	[3.075]	0	0	4
Cumulative	86.0	86.0	73.0	181.40	2.485	[3.214]	2	4	16
Status	GOOD STANDING								

2006 SPRING TERM							
ART 056	EARLY REN ART	B-	[A-]	3.0	8.10	[100%-100%]	34
ENGL 035N	CREATIVE NON-FICTION THE NATURAL WORLD	B+	[A-]	3.0	9.90	[81% - 88%]	17
HIST 053	HISTORY OF ROME	C+	[B]	3.0	6.90	[79% - 87%]	218
MATH 115	HIST OF MATH	FA	[B]	(3.0)	0.00	[100%-100%]	13

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	12.0	9.0	12.0	24.90	2.075	[3.350]	0	0	4
Cumulative	98.0	95.0	85.0	206.30	2.427	[3.235]	2	4	20
Status	GOOD STANDING								

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THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

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University Registrar

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COURSE		GRADE	MEDIAN	HOURS	QUAL PTS	PERCENTILE RANGE	SIZE
2006 FALL TERM							
Program: COLLEGE OF ARTS & SCIENCES, BACHELOR OF ARTS							
Major: HISTORY							
EDUC 441	EDUC IN AM SOCIETY	D+	[B+]	3.0	3.90	[100%-100%]	122
ENGL 142	FILM ANALYSIS	D	[B]	3.0	3.00	[95% - 98%]	103
GEOG 112	ENVR CONSERVATION	FA	[B+]	3.0	0.00	[100%-100%]	35
GEOG 259	LATIN AMERICA	FA	[B]	3.0	0.00	[100%-100%]	46

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	12.0	6.0	12.0	6.90	0.575	[3.150]	0	0	4
Cumulative	110.0	101.0	97.0	213.20	2.198	[3.223]	2	4	24
Status	GOOD STANDING								

2007 SPRING TERM									
ART 154	INTRO TO ISLAMIC ART	C-	[A]	3.0	5.10	[97% - 97%]	30
ENGL 306	PLAYWRITING	B+	[A]	3.0	9.90	[100%-100%]	16
HIST 570	THE VIETNAM WAR	C	[B]	3.0	6.00	[91% - 95%]	128
PHIL 170	SOC ETHICS POL THOT	C+	[A-]	3.0	6.90	[97% - 97%]	37
SOCI 130	FAM AND SOC	B-	[A-]	3.0	8.10	[90% - 93%]	42

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	15.0	15.0	15.0	36.00	2.400	[3.680]	0	0	5
Cumulative	125.0	116.0	112.0	249.20	2.225	[3.289]	2	4	29
Status	GOOD STANDING								

2007 SECOND SUMMER TERM									
ANTH 586	GARDENS OF JAPAN	C+	[A]	3.0	6.90	[83% -100%]	13

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	3.0	3.0	3.0	6.90	2.300	[4.000]	0	0	1
Cumulative	128.0	119.0	115.0	256.10	2.227	[3.308]	2	4	30
Status	GOOD STANDING								

*** END OF UNDERGRADUATE ACADEMIC RECORD ***

EXHIBIT C, PART 1 - CURRENT TRANSCRIPT FORMAT

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

University Registrar

RAISED SEAL NOT REQUIRED

Name: [redacted]
Student Nr: [redacted] Birthdate: [redacted]
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Requested by: [redacted]

UNDERGRADUATE Academic Record

Secondary Schools:

NC SCHOOL OF SCI & MATH-DL	Grad: 06/2006
SOUTHERN HIGH SCHOOL	11/2002 - 05/2004
OCEAN LAKES HIGH SCHOOL	09/2002 - 11/2002

Degrees Awarded:

BACHELOR OF ARTS 05/09/2010
COLLEGE OF ARTS & SCIENCES
Honors: HIGHEST DISTINCTION
Major: ECONOMICS
HIGHEST HONORS
Minor: HISTORY
Cum GPA: 3.933

2006 FALL TERM

Admitted Program:
GENERAL COLLEGE
BACHELORS DEGREE
Major: UNDECIDED

BIOL 101	PRINCIPLES OF BIOL	BE	3.0	0.00
BIOL 101L	INTRO BIOLOGY LAB	BE	1.0	0.00
BIOL 279	ORGANISMAL BIOL TOP	BE	3.0	0.00
BIOL 279L	ORGANISMAL BIOL LAB	BE	1.0	0.00
CHEM 101	GEN DESCRIP CHEM I	BE	3.0	0.00
CHEM 101L	QUANT CHEM LAB I	BE	1.0	0.00
CHEM 102	GEN DESCRIP CHEM II	BE	3.0	0.00
CHEM 102L	QUANT CHEM LAB II	BE	1.0	0.00
CLAS 122	THE ROMANS	A-	3.0	11.10
ENGL 101	ENG COMP & RHETORIC	BE	3.0	0.00
ENGL 102	ENG COMP & RHETORIC	BE	3.0	0.00
ENGL 133H	HNRS:INTRO POETRY WRIT	A	3.0	12.00
ENST 202	ENVIRONMENTAL SCIENCE	BE	4.0	0.00
GEOL 072H	FYS FIELD GEOL OF CALIF.	A	3.0	12.00
GEOL 103	MARINE ENVIRONMENT	A	3.0	12.00
HIST 127	AM HIST TO 1865	BE	3.0	0.00
HIST 128	AM HIST SINCE 1865	BE	3.0	0.00
MATH 110P	ALGEBRA	PL	0.0	0.00
MATH 231	CALC FUNC ONE VAR I	BE	3.0	0.00
MATH 232	CAL FUNC ONE VAR II	BE	3.0	0.00
PHYA 109	LIFE FITNESS: RACQUET SP	A	1.0	4.00

***** No Further Entries This Column *****

SPAN 203	INTERMEDIATE SPANISH I	BE	3.0	0.00
SPAN 204	INTERMEDIATE SPANISH II	A	3.0	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	57.0	57.0	16.0	63.10	3.944
Cumulative	57.0	57.0	16.0	63.10	3.944

Status Dean's List
Status GOOD STANDING

2007 SPRING TERM

Program:
GENERAL COLLEGE
BACHELORS DEGREE
Major: ENVIRONMENTAL SCIENCES

BIOL 202H	MOLEC BIOL & GENET	B+	4.0	13.20
CHEM 251	INTRO INORG CHEM	A-	2.0	7.40
COMM 082	FYS GLOBALIZING ORGS	A	3.0	12.00
RELI 166	IDEALS	A	3.0	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	12.0	12.0	12.0	44.60	3.717
Cumulative	69.0	69.0	28.0	107.70	3.846

Status Dean's List
Status GOOD STANDING

2007 FALL TERM

COMP 116	INTRO SCIENTIFIC PROG	B+	3.0	9.90
ECON 101H	ECON: INTRO	A	3.0	12.00
ENST 201H	ENVIRONMENT AND SOCIETY	A	4.0	16.00
PHYS 116	MECHANICS	A	4.0	16.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	14.0	14.0	14.0	53.90	3.850
Cumulative	83.0	83.0	42.0	161.60	3.848

Status Dean's List
Status GOOD STANDING

2008 SPRING TERM

Program:
GENERAL COLLEGE
BACHELORS DEGREE
Major: ECONOMICS

DRAM 115	PERSPECTIVES IN DRAMA	A	3.0	12.00
ECON 400	ECONOMIC STATISTICS	A	3.0	12.00
ECON 420	IN TH/MONEY INC EMP	A	3.0	12.00
ENST 350	ENVI LAW AND POLICY	A	3.0	12.00
HIST 290H	HISTORICAL PROBLEMS	A	3.0	12.00
	TRAVELERS TALES ANC MED			

	AHRS	EHRS	QHRS	QPTS	GPA
Current	15.0	15.0	15.0	60.00	4.000
Cumulative	98.0	98.0	57.0	221.60	3.888

Status Dean's List
Status GOOD STANDING

***** No Further Entries This Page *****

Continued on Page 2

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Name: [redacted]
Student Nr: [redacted] Birthdate: [redacted]
Print Date: 02/16/2011 Page Nr: 2

University Registrar

RAISED SEAL NOT REQUIRED

2008 FALL TERM

Program:
COLLEGE OF ARTS & SCIENCES
BACHELOR OF ARTS
Major: ECONOMICS

ECON 410	MICRO THEORY	A	3.0	12.00
ECON 434	HIST/ECON DOCTRINES	A	3.0	12.00
ECON 496	SEMINAR IN ECON	A	3.0	12.00
HIST 532	HIST OF CUBA	A	3.0	12.00
HNRS 325	HONORS JUNIOR COLLOQUIUM	PS	1.0	0.00
SPAN 255	CONVERSATION I	A	3.0	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	16.0	16.0	15.0	60.00	4.000
Cumulative	114.0	114.0	72.0	281.60	3.911

Status Dean's List
Status GOOD STANDING

2009 SPRING TERM

TREQ 250	VISUAL & PERFORMING ARTS	PS	3.0	0.00
TREQ 299	ELECTIVE	PS	3.0	0.00
TREQ 299	ELECTIVE	PS	3.0	0.00
TREQ 650	MINOR REQUIREMENT 1	PS	3.0	0.00
TREQ 651	MINOR REQUIREMENT 2	PS	3.0	0.00
YAP 155	STUDY IN CUBA	NR	0.0	0.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	15.0	15.0	0.0	0.00	0.000
Cumulative	129.0	129.0	72.0	281.60	3.911

Status GOOD STANDING

2009 FALL TERM

Program:
COLLEGE OF ARTS & SCIENCES
BACHELOR OF ARTS
Major: ECONOMICS
Minor: HISTORY

ECON 423	FINANCIAL MARKETS	A	3.0	12.00
ECON 460	INTERNATIONAL ECON	A	3.0	12.00
ECON 496	SEMINAR IN ECON	A	3.0	12.00
ECON 570	ECON APPL/STAT ANAL	A	3.0	12.00
ECON 691H	HONORS COURSE	A	3.0	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	15.0	15.0	15.0	60.00	4.000
Cumulative	144.0	144.0	87.0	341.60	3.926

Status Dean's List
Status GOOD STANDING

***** No Further Entries This Column *****

2010 SPRING TERM

ART 370	ART IN AGE OF REVOLUTION	A	3.0	12.00
ECON 495	RESEARCH COURSE	A	3.0	12.00
ECON 692H	HONORS COURSE	A	3.0	12.00
ENST 490	ENST SPECIAL TOPICS ENV AND RES ECONOMICS	PS	3.0	0.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	12.0	12.0	9.0	36.00	4.000
Cumulative	156.0	156.0	96.0	377.60	3.933

Status GOOD STANDING

Degree Requirements Completed for
BACHELOR OF ARTS

2009 HONORS PROGRAM STUDENT IN GOOD STANDING
2010 HONORS PROGRAM STUDENT IN GOOD STANDING

2007 COMPLETED FRESHMAN HONORS PROGRAM
2008 COMPLETED SOPHOMORE HONORS PROGRAM
2009 PHI BETA KAPPA
*** End of UNDERGRADUATE Academic Record ***

EXHIBIT C, PART 2 - PROPOSED TRANSCRIPT FORMAT

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Name:
Student Nr: Birthdate:

Print Date: Page Nr:

Issued to:

University Registrar

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Requested by:

UNDERGRADUATE Academic Record

Secondary Schools:

NC SCHOOL OF SCI & MATH-DL Grad: 06/2006
SOUTHERN HIGH SCHOOL 11/2002 – 05/2004
OCEAN LAKES HIGH SCHOOL 09/2002 - 11/2002

Degrees Awarded:

BACHELOR OF ARTS 05/09/2010
COLLEGE OF ARTS & SCIENCES
Honors: HIGHEST DISTINCTION
Major: ECONOMICS
HIGHEST HONORS
Minor 1: HISTORY
Cum GPA: 3.933

COURSE		GRADE	MEDIAN	HOURS	QUAL PTS	PERCENTILE RANGE	SIZE
2006 FALL TERM							
Admitted Program: GENERAL COLLEGE, BACHELORS DEGREE							
Major: UNDECIDED							
BIOL 101	PRINCIPLES OF BIOL	BE		3.0	3.00		
BIOL 101L	INTRO BIOL LAB	BE		1.0	0.00		
BIOL 279	ORGANISMAL BIOL TOP	BE		3.0	11.10		
BIOL 279L	ORBANISMAL BIOL LAB	BE		1.0	0.00		
CHEM 101	GEN DESCRIP CHEM I	BE		3.0	0.00		
CHEM 101L	QUANT CHEM LAB I	BE		1.0	0.00		
CHEM 102	GENERAL DESCRIP CHEM II	BE		3.0	0.00		
CHEM 102L	QUANT CHEM LAB II	BE		1.0	0.00		
CLAS 122	THE ROMANS	A-	[B+]	3.0	11.10	[7% - 12%]	42
ENGL 101	ENG COMP & RHETORIC	BE		3.0	0.00		
ENGL 102	ENG COMP& RHETORIC ALGEBRA	BE		3.0	0.00		
ENGL 133H	HNRS: INTRO POETRY WRIT	A	[A-]	3.0	0.00	[0% - 14%]	15
ENST 202	ENVIRONMENTAL SCIENCE	BE		4.0	0.00		
GEOL 072H	FYS FIELD GEOL OF CALIF	A	[B+]	3.0	12.00	[0% - 12%]	17
GEOL 103	MARINE ENVIRONMENT	A	[B]	3.0	12.00	[0% - 7%]	15
HIST 127	AM HIST T0 1865	BE		3.0	0.00		
HIST 128	AM HIST SINCE 1865	BE		3.0	0.00		
MATH 110P	ALGEBRA	PL		0.0	0.00		
MATH 231	CALC LAW ONE VARI	BE		3.0	0.00		
MATH 232	CALC FUNC ONE VAR II	BE		3.0	0.00		
PHYA 109	LIFE FITNESS: RAQUET SP	A	[A]	1.0	0.00	[0% - 88%]	25
SPAN 203	INTERMEDIATE SPANISH I	BE		0.0	0.00		
SPAN 204	INTERMEDIATE SPANISH II	A	[B+]	3.0	0.00	[0% - 0%]	13

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	57.0	57.0	16.0	63.10	3.944	[3.362]	5	1	0
Cumulative	57.0	57.0	16.0	63.10	3.944	[3.362]	5	1	0
Status	Dean's List								
Status	GOOD STANDING								

*** NO FURTHER ENTRIES THIS PAGE ***

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Name:
Student Nr: Birthdate:

Print Date: Page Nr:

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University Registrar

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COURSE		GRADE	MEDIAN	HOURS	QUAL PTS	PERCENTILE RANGE	SIZE
2007 SPRING TERM							
Program:	GENERAL COLLEGE, BACHELORS DEGREE						
Major:	ENVIRONMENTAL SCIENCES						
BIOL 202H	MOLEC BIOL & GENET	B+	[C]	4.0	13.20	[28% - 49%]	40
CHEM 251	INTRO INORG CHEM	A-	[C]	2.0	7.40	[13% - 22%]	130
COMM 082	FYS GLOBALIZING ORGS	A	[A-]	3.0	12.00	[0% - 0%]	12
RELI 166	IDEALS	A	[A]	3.0	12.00	[0% - 90%]	48

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	12.0	12.0	12.0	44.60	3.717	[2.925]	3	1	0
Cumulative	69.0	69.0	28.0	107.70	3.846	[3.175]	8	2	0

Status Dean's List
Status GOOD STANDING

2007 FALL TERM									
Program:	GENERAL COLLEGE, BACHELORS DEGREE								
Major:	ENVIRONMENTAL SCIENCE								
COMP 116	INTRO SCIENTIFIC PROG	B+	[B]	3.0	9.90	[0% - 48%]	47
ECON 101H	ECON: INTRO	A	[A]	3.0	12.00	[0% - 66%]	33
ENST 201H	ENVIRONMENT AND SOCIETY	A	[A]	4.0	16.00	[0% - 84%]	20
PHYS 116	MECHANICS	A	[B]	4.0	16.00	[0% - 8%]	38

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	14.0	14.0	14.0	53.90	3.850	[3.500]	2	2	0
Cumulative	83.0	83.0	42.0	161.60	3.848	[3.283]	10	4	0

Status Dean's List
Status GOOD STANDING

2008 SPRING TERM									
Program:	GENERAL COLLEGE, BACHELORS DEGREE								
Major:	ECONOMICS								
DRAM 115	PESPECTIVES IN DRAMA	A	[B+]	3.0	12.00	[0% - 15%]	95
ECON 400	ECONOMIC STATISTICS	A	[B-]	3.0	12.00	[0% - 9%]	75
ECON 420	IN TH/MONEY INC EMP	A	[B]	3.0	12.00	[0% - 8%]	38
ENST 350	ENVI LAW AND POLICY	A	[B+]	3.0	12.00	[0% - 24%]	103
HIST 290H	HISTORICAL PROBLEMS	A	[A-]	3.0	12.00	[0% - 45%]	12

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	15.0	15.0	15.0	60.00	4.000	[3.200]	5	0	0
Cumulative	98.0	98.0	57.0	221.60	3.888	[3.261]	15	4	0

Status Dean's List
Status GOOD STANDING

2008 FALL TERM									
ECON 410	MICRO THEORY	A	[B]	3.0	12.00	[0% - 35%]	38
ECON 434	HIST/ECON DOCTINES	A	[B+]	3.0	12.00	[0% - 36%]	45
ECON 496	SEMINAR IN ECON	A	[A]	3.0	12.00	[0% -100%]	17
HIST 532	HIST OF CUBA	A	[B-]	3.0	12.00	[0% - 14%]	44
HNRS 325	HONORS JUNIOR COLLQUIUM	PS	[A]	1.0	0.00	*	15
SPAN 255	CONVERSATION I	A	[A]	3.0	12.00	[0% - 67%]	19

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	16.0	16.0	15.0	60.00	4.000	[3.400]	3	2	0
Cumulative	114.0	114.0	72.0	281.60	3.911	[3.290]	18	6	0

Status Dean's List
Status GOOD STANDING

*** NO FURTHER ENTRIES THIS PAGE ***

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Name:
Student Nr: Birthdate:

Print Date: Page Nr:

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University Registrar

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COURSE	GRADE	MEDIAN	HOURS	QUAL PTS	PERCENTILE RANGE	SIZE
2009 SPRING TERM						
Program: COLLEGE OF ARTS & SCIENCES, BACHELOR OF ARTS						
Major: ECONOMICS						
TREQ 250 VISUAL & PERFORMING ARTS	PS	*	3.0	00.00	*	*
TREQ 299 ELECTIVE	PS	*	3.0	00.00	*	*
TREQ 299 ELECTIVE	PS	*	3.0	00.00	*	*
TREQ 650 MINOR REQUIREMENT 1	PS	*	3.0	00.00	*	*
TREQ 651 MINOR REQUIREMENT 2	PS	*	3.0	00.00	*	*
YAP 155 STUDY IN CUBA	PS	*	3.0	00.00	*	*

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	15.0	15.0	0.0	0.00	0.00	[0.000]	*	*	*
Cumulative	129.0	129.0	72.0	281.60	3.911	[3.290]	18	6	0

Status Dean's List
Status GOOD STANDING

2009 FALL TERM						
Program: COLLEGE OF ARTS & SCIENCES, BACHELOR OF ARTS						
Major: ECONOMICS						
Minor: HISTORY						
ECON 423 FINANCIAL MARKETS	A	[B]	3.0	12.00	[0% - 4%]	28
ECON 460 INTERNATIONAL ECON	A	[B]	3.0	12.00	[0% - 3%]	36
ECON 496 SEMINAR IN ECON	A	[A]	3.0	12.00	[0% - 87%]	24
ECON 570 ECON APPL/STAT ANAL	A	[B+]	3.0	12.00	[0% - 17%]	25
ECON 691H HONORS COURSE	A	[A]	3.0	12.00	[0% - 83%]	19

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	15.0	15.0	15.0	60.00	4.000	[3.460]	3	2	0
Cumulative	144.0	144.0	87.0	341.60	3.926	[3.320]	21	8	0

Status Dean's List
Status GOOD STANDING

2010 SPRING TERM						
Program: COLLEGE OF ARTS & SCIENCES, BACHELOR OF ARTS						
Major: ECONOMICS						
Minor: HITSORY						
ART 370 ART IN AGE OF REVOLUTION	A	[A]	3.0	12.00	[0% - 56%]	10
ECON 495 RESEARCH COURSE	A	[A-]	3.0	12.00	[0% - 40%]	16
ECON 692H HONORS COURSE	A	[A]	3.0	12.00	[0% -100%]	11
ENST 490 ENST SPECIAL TOPICS	PS	[B+]	3.0	12.00	*	*
ENV AND RES ECONOMICS						

	AHRS	EHRS	QHRS	QPTS	GPA	SPA	CLASS MEDIAN ABOVE	AT	BELOW
Current	12.0	12.0	9.0	36.00	4.000	[3.900]	1	2	0
Cumulative	156.0	156.0	96.0	377.60	3.933	[3.374]	22	10	0

Status Dean's List
Status GOOD STANDING

Degree Requirements Completed for BACHELOR OF ARTS

2009 HONORS PROGRAM STUDENT IN GOOD STANDING
2010 HONORS PROGRAM STUDENT IN GOOD STANDING

2007 COMPLETED FRESHMAN HONORS PROGRAM
2008 COMPLETED SOPHOMORE HONORS PROGRAM
2009 PHI BETA KAPPA

*** End of UNDERGRADUATE Academic Record ***

Exhibit D - Contextual Grade Information (to be placed on the registrar's website as a Registrar's Policy Memorandum or similar)

Beginning in Fall, 2012, the transcript provides additional contextual grade information. This information is provided for each class in which at least 10 students receive quality points ("reportable class"). The transcript contains the following information:

For each reportable class:

- The *median grade* attained in the class. In classes with an even number of students where the median would fall between two grades, the lower grade is used.
- The *percentile range* in which the student's earned grade falls. The percentile is calculated by dividing the grade's rank in the class by one less than the number of students in the class and subtracting this from 100%. This is the percentage of the other students in the class who achieved higher than the student. The percentile range is obtained by calculating the rank for the top and the bottom of each letter grade in the class. This is an easily-interpreted measure of the student's performance relative to other students in the course section. It is essentially the percentile rank in which the student falls, adjusted so the top rank is always 0% and the bottom is always 100%.

For example, in a class containing the following grades:

A A A- A- B+ B+ B+ B B B B B- B- C+ C+ C+ C+ C C C C C- D D F

a grade of A- is the 3rd and 4th grade among 25. The top A- would therefore be 1-((25-3)/(25-1)) = 8%. The bottom A- would be 1-((25-4)/(25-1)) = 12%. The percentile range would be reported as [8% - 12%]. That means that between eight and twelve percent of the other students in the class achieved higher than this student in this class.

For this class, the full list of ranks would be:

- A: [0% - 4%]
- A-: [8% - 12%]
- B+: [17% - 25%]
- B: [29% - 42%]
- B-: [46% - 50%]
- C+: [54% - 67%]
- C: [71% - 83%]
- C-: [87% - 87%]
- D: [92% - 96%]
- F: [100% - 100%]

- The *class size*. This is reported for all classes, not only reportable classes.

For each term:

- The *Schedule Point Average (SPA)*. The SPA is the average of the median grades for the student's reportable classes, weighted by the number of credit hours for each of these classes. The SPA may be understood as a central grade for a student enrolled in the specific schedule reported on the transcript. A GPA above the SPA indicates that, on average, the student exceeded this central grade. A grade below the SPA indicates that, on average, the student achieved below the central grade. The SPA is reported separately for each term and cumulatively over the course of the student's college career.
- The number of classes in which the student achieved above, at, and below the class median.

This number is provided separately for each term and cumulatively over the course of the student's college career.

Interpreting Contextual Grade Information

Using the median grade in the class and the count of classes in which the student did better, worse, and the same as the class median, you may evaluate how the student performed compared to other students in each class.

Using the percentile range, you may determine how many of the other students in each of this student's classes achieved higher than this student did. This is a range because in many classes, several students receive the same grade.

Comparing the student's Grade Point Average (GPA) with the Schedule Point Average (SPA), you may evaluate the student's achievement compared to the achievement of an average student across all classes the student took. If the student's GPA is higher than the SPA, the student achieved higher, on average, than other students in the same classes. If the GPA is lower than the SPA, the student achieved lower, on average, than other students in those classes.

Contextual grade information is provided in order to offer the best possible information about students' relative achievement in their classes at UNC. There may be many effects that explain the class's median grade, the percentile range of each grade in any given class, and therefore the SPA.

EXHIBIT E

Grade summary

Spring, 2009

This document is provided to individual instructors and department heads each semester by the Educational Policy Committee. It contains course grade information summarized at different levels: overall, within A&S, by division, by department, by course number, by section number.

Course Information:

Semester:	Spring 2009	Department:	Economics (ECON)
School:	Arts and Sciences	Course:	ECON 410
Division:	Social Sciences	Section:	ECON 410-001

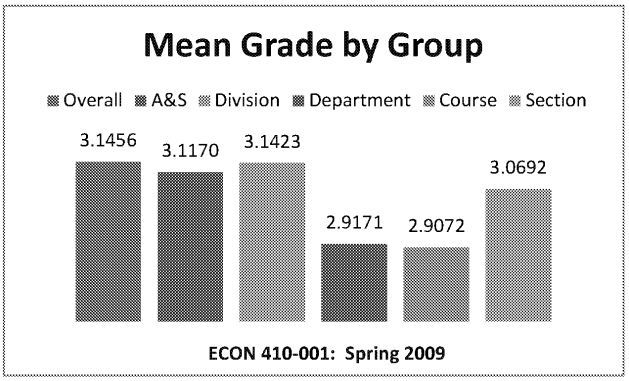

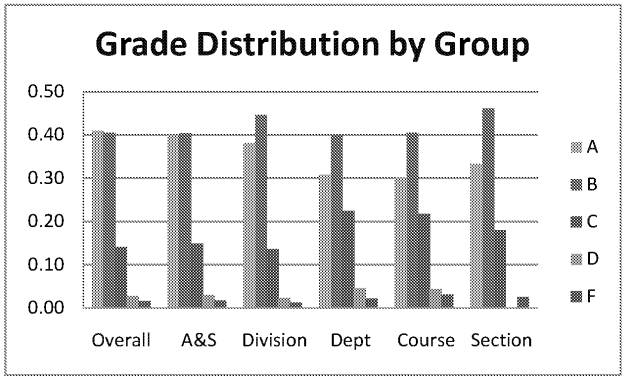

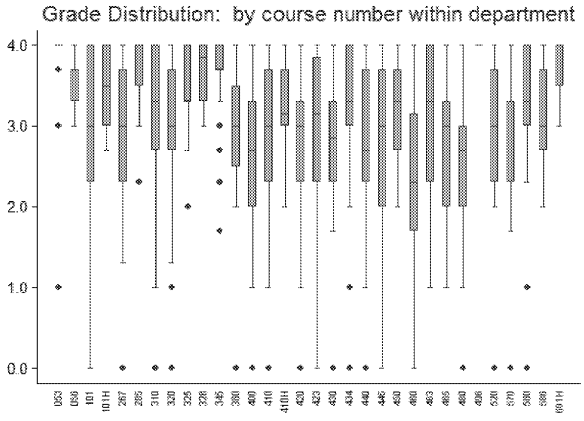

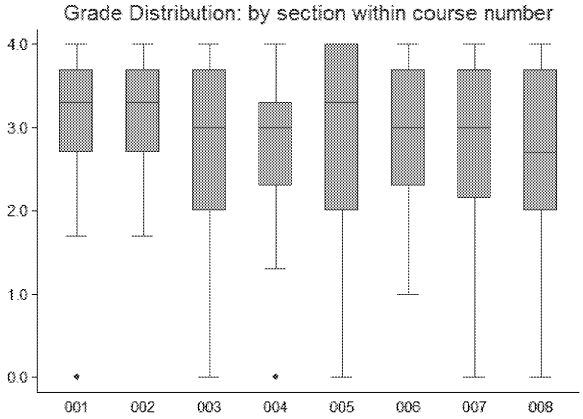

REPORT OF THE AD HOC COMMITIEE ON ATHLETICS AND THE UNIVERSITY

December 15, 1989 Faculty Council Meeting

The committee was appointed in response to a resolution adopted by the Faculty Council on February 19, 1988. Its charge, as formulated in that resolution, is the following:

> ... to (1) examine all relevant aspects of the University's intercollegiate athletics program, its scope, procedures, financing and other resources, and its relations to private entities operating under the aegis of the University, (2) report to the Faculty the facts with respect to the foregoing, and in what ways and to what extent, if any, these may be at variance with the University's purposes and standards of conduct, and (3) make recommendations for action by the Faculty and the administration, as appropriate.

We have carried out the investigations called for in this charge and are pleased to report that the Department of Athletics, the Educational Foundation, and other offices and agencies of the University have provided all the data for which we have asked and have been frank, cooperative, and helpful. We began our inquiries with two meetings that were open to all members of the faculty. As a committee we have met with the Chancellor, two former chancellors, five former chairmen of the Board of Trustees, the President Emeritus of the University of North Carolina, the President of the Student Body, several of the coaches, and other knowledgeable persons. Our subcommittees have independently consulted many additional people. We have solicited the experience and opinions of randomly selected student-athletes by means of a questionnaire and have interviewed student-athletes chosen at random from teams in a variety of sports, including football and basketball. Some of our subcommittees and members have conducted special studies and inquiries in their own lines of interest. Our efforts, in short, have been laborious. We hope the report will be useful to the University.

The authors of the resolution under which this committee was appointed wrote that" ... the University should ... strive to set, and to be seen as setting, the highest standards in the conduct of all its undertakings." We have tried in our work to observe that precept and to apply it in the judgments we have made.

The information we have accumulated is contained in several subcommittee reports and other documents. As a whole, these are too voluminous to be circulated with this report, so we have filed them with the Secretary of the Faculty so that he can make them available, as and when requested, to those members of the University community who wish to study them. They are, in effect, appendices to this report.

Our recommendations appear in the pages that follow, beginning on page 7. There are thirty-two of them. Because their content and arrangement can be correctly understood only in the light of the introduction that follows, we ask our colleagues to read the introduction before passing to the recommendations.

We are deeply grateful for the help given us by Professor Joseph H. Bylinski, who analysed for us the financial information provided by the Department of Athletics and the Educational Foundation. Professor Lawrence B. Rosenfeld formulated the original design of our questionnaires and gave us an analysis of the results. Finally, we are greatly indebted to our secretary, Ms. Ann R. Zappa, of the Chancellor's Office, for indispensable aid of many kinds.

I. INTRODUCTION

Three features of our program of intercollegiate athletics deserve notice at the head of this report. The first is the Faculty Committee on Athletics, which, two years ago, was changed from an appointive committee to an elective one. Under the leadership of Alumni Distinguished Professor Richard G. Hiskey, that committee has developed excellent procedures for monitoring and evaluating the admission of student-athletes and their academic achievements and problems. One of our recommendations (No. 32) is that the purview of this committee be broadened. The second is the establishment by the Department of Athletics of an academic support center for student-athletes, directed by Mr. John G. Blanchard. This center is well equipped and well directed. It has long been needed. It will be a vital component of all efforts to improve and enrich the educational side of our program of intercollegiate athletics.

Third: In the course of our inquiries we have perceived no indications that our program of intercollegiate athletics is in conflict with the Constitution and Bylaws of the National Collegiate Athletic Association, and we have been impressed with the care taken in our Athletic Department, and by the coaches and their staffs, to avoid such conflict. If we take the NCAA regulations as a standard of judgment, we believe our program is one of the best in the country. All this reflects credit on the Department of Athletics, under the leadership of its Director, John Swofford, and his staff, the coaches and their staffs, and all those agencies of the University administration and faculty that interact with our program of intercollegiate sports.

Our charge, however, is to determine how, and to what extent, our intercollegiate athletics program" ... may be at variance with the University's purposes and standards of conduct." On that issue our finding is that all intercollegiate athletic programs of NCAA Division I-A[1], including our own, are in varying degrees in conflict with the purposes and standards of universities in general. That is to say, the intercollegiate athletic programs of The University of North Carolina at Chapel Hill, and all other 1-A universities are part of a nationally competitive athletic system which, in its current state, is in conflict with university principles and priorities. Every university, in its athletic programs, exploits the maximum competitive options the system allows. No university will reform its programs until the system itself is reformed and the reforms are made obligatory for all. And the system, as regulated by the NCAA, strongly resists reform. The result is a deadlock between reform and opposition to reform. Either that deadlock is resolved, or the troubled partnership of universities and intercollegiate athletics will sooner or later be terminated.

This perception, and others to which our investigations and studies have led us, are widely held in public opinion. The exceptional degree of public distrust and discontent with intercollegiate athletics shown recently in polls[2] and in the press reflects a growing sense, inside and outside the universities,

that intercollegiate sports programs are out of proportion to their functional place in the academic world, that some student-athletes are not students and do not genuinely represent the student bodies of which they are nominally members, that the effort to enroll them and keep them eligible results frequently in a corruption of the academic process, and that the ideal of amateur collegiate sportsmanship engraved in the NCAA constitution[3] has been overwhelmed by an abundance of money and an intensity of competition and publicity that drive intercollegiate sports toward professionalism.

Some of this public discontent is caused by publicized violations of NCAA standards in which boosters provide money, cars, and rent-free apartments to athletes[4], universities enroll heavily recruited athletes who have neither the ability nor the inclination to study, and administrative officers and faculty members favor athletes with exceptions that are not available to other students, so that the athletes can maintain their academic eligibility to compete. Out the NCAA standards themselves are inconsistent with academic values. The playing and practice seasons and game schedules allowed in the NCAA bylaws are excessive. Hours of practice, which the NCAA does not try to limit, have risen in some universities and in some sports to levels that deny student-athletes the time and energy they need to earn their degrees. In their present form, in fact, the NCAA bylaws offer student- athletes no protection against demands of practice, travel, and play that impede their efforts to succeed as students and prepare themselves for careers other than those of professional sports.

We think it obligatory to say in this report that intercollegiate athletics --for all the drama, enjoyment, and sociability it provides--is a university function of secondary importance. The primary functions are teaching and learning, research, and public service. But intercollegiate sports, except for those who participate in it, is primarily entertainment. Aside from the two hundred to four hundred student-athletes each Division I university recruits, students learn nothing from intercollegiate athletics that they could not learn from watching professional sports on television or attending analytical courses on sports. The NCAA itself declares that student-athletes are students first and athletes second [5]. It classifies intercollegiate athletics as an avocation or a recreational pursuit.[6] Although it insists that athletic programs must be ·maintained as a vital component of the educational program ... '[7] we have discovered no meaningful sense in which that is accomplished except by subsidizing the education of the student-athletes themselves, which, in many athletic programs, is overwhelmed by requirements of practice and play that obstruct the education of student-athletes and prevent some of them from earning their degrees.

The scale on which Division 1-A athletic programs operate obliges them to solicit donations on a large scale, year after year, to pay operating costs, build and amortize facilities, and constitute endowments for sports programs. It drives universities that cannot fund these efforts into debt. It compels all Division 1-A revenue sports programs to pursue opportunities to play in bowl games and post-season tournaments in order to secure big television fees. The size and extent of athletic facilities on the campus and the excessive exposure intercollegiate sport receives in the media nourish a public misunderstanding of the purposes and priorities of higher education. That misunderstanding takes root in the minds of many students and remains rooted when they become alumni. Here and there, the system of competitive intercollegiate sports has generated coalitions of coaches, administrators, faculty members, trustees, and boosters who intimidate or manipulate administrators and faculty members, reward some student-athletes in ways the NCAA prohibits, and maintain by illicit methods

the eligibility of student-athletes who would otherwise have become ineligible to play. Finally, while university administrations and athletic staffs are mortal, the competitive pressures under which they work are eternal. Accordingly, a program that has for years been responsible and constructive may become corrupt, as responsible administrators and coaches are succeeded by others more responsive to the mandate to win at all costs.

Efforts to correct the anomalies presented by intercollegiate sports have been resisted in the universities and in the NCAA. One theme in the history of American intercollegiate sports is that of a continuous struggle between the partisans of wide competitive freedom and those of restraint and reform. This has never been a struggle purely of athletes against academics. In all the major groups involved--university administrators, faculty members, students, alumni, directors of athletics, conference officials, coaches, players, former players, and journalists --there are, and have been, both libertarians and reformers. Some of the reformers are coaches: although the amplitude of achievement and reward in their profession is on the line, most of them care about their players and the players' future, and some coaches are outspoken critics of the inability of the NCAA to sustain its principles and enforce its regulations.[8] Correspondingly, while some university administrators and faculty members are partisans of reform, others are libertarians. Most, however, are simply indifferent to the effect of unbridled athletic competition on their institutions.

These divisions are apparent in the proceedings of the NCAA. In the Annual Convention of that organization, each of the 791 participating colleges and universities and each of the 79 member conferences casts one vote. A representative who casts the vote of a college or university is appointed by his or her institution to do so and presumably votes according to instructions of his or her administration. But the fact that the efforts of reformers on significant issues have been so often blocked indicates that many presidents and chancellors are either disinterested in or misinformed on the issues, or hostile to regulation and restraint. Why is this so?

The American system of competitive intercollegiate sports is driven by motivations that are deeply rooted in the society and the culture and very difficult for universities to resist. There is the academic tribalism by which fans and boosters choose an institution and support its teams with fervor, money, and loyalty to the death. There are the compulsions of competition, under which winning is not everything it's the only thing, and nice guys finish last.[9] There is the unremitting pressure to win that bears constantly on coaches, athletic directors, presidents, and chancellors. (In the eyes of the press and the fans, every loss is a humiliation, and must be accepted as such.) There is the irresistible dogma, which was foreshadowed as early as the 1880s, [10] that the status and growth of academic institutions are somehow linked to the performance of their athletic teams in the revenue sports (football and men's basketball), the conference championships they win, and their prominence in post-season play. Most university administrative officers and faculty members seem to have assumed that winning teams in the revenue sports are essential to alumni loyalty and the success of funding drives. Some of them have been intimidated by coalitions of boosters represented in boards of trustees, and, in fact, some presidents have had to resign for trying to reform their academic programs against the will of such coalitions.

Faculties, also, have not given the reform of intercollegiate athletics the active support it requires. The reason is that faculty efforts to investigate and reform athletic programs have until recently received little support from the administrations or even from the faculties themselves, and further efforts have seemed like a poor investment of time. Most faculty members, we surmise, have reasonably concluded that sports programs carried to excess are necessary evils that should be left in the discreet care of the administrators, who are paid well enough to assume responsibility for them. These and other reasons account for the success with which reform has been opposed in the NCAA and in the institutions themselves.

One of the major obstacles to reform is the disadvantage any university faces when it tries unilaterally to reform its own athletic programs. Being under formidable pressure to have its teams compete at the limit of opportunity the intercollegiate system allows, it cannot sustain for long, against that pressure, reforms that reduce the competitive strength of its teams, as most desirable reforms would do. To cut schedules and practice time at any university, for example, would give its student athletes more time for study. But it would also leave them at a disadvantage against teams and squads that had acquired the greater experience of longer schedules and the benefits of more extensive and intensive practice and conditioning. Athletes who compete consistently under handicaps not of their own making and endure losing seasons year after year are likely to become chronically discouraged and bitter, losing their morale and their regard for their institutions. Under those circumstances, it becomes difficult or impossible for coaches to recruit the talent needed to achieve any success at all. The trouble with unilateral reform, therefore, is that it violates what the NCAA calls the principle of equity in competition,[11] by denying athletes under a unilaterally reformed program the so-called "level playing field."

There are, of course, alternatives to unilateral reform, and we have considered them at some length. One is to persuade the Atlantic Coast Conference to accept the reforms this University considers necessary and to schedule non-conference games only against other schools subject to the same reforms and restraints. Given the aspirations of some ACC members for national primacy in the revenue sports, that hope may be utopian. Other options would be to organize and affiliate with a new conference composed of schools that would adopt the reforms we propose for ourselves, or to drop to a less demanding level of competition in the NCAA classifications, such as Division 1-AA (which is that of the Ivy League) or Division II. One difficulty in that approach is that it would take several years to rearrange the scheduled games for which we have already contracted. Another is that it would be hard to detach the schools with which we like to be affiliated from their current schedules and conference memberships. Finally, it would distress our alumni and other fans to deprive them of their annual reckonings with the hereditary enemies in the ACC.

A final option, which has not received the public discussion and institutional consideration it deserves, is for this university and others to withdraw completely from intercollegiate athletic competition. This is the simplest and most decisive solution to the problems of intercollegiate athletics, the one most likely, if instituted, to settle those problems once and for all. It is also the solution that is most likely, wherever proposed, to shake the foundations of the Republic. Recommendations to abolish Congress, or rescind the Louisiana Purchase, would be less controversial than the proposal that any major university renounce intercollegiate athletics. Nevertheless, we regard withdrawal from

intercollegiate athletics as a serious alternative to the present state of things, which is intolerable, and we think that unless major national reforms arc enacted and enforced the withdrawal of colleges and universities from intercollegiate competition, singly or in groups, is a valid and realistic option.

In consideration of the foregoing, your committee has chosen as a basis for its recommendations the following strategy of reform: (1) that the University should immediately and unilaterally implement all those reforms it approves that do not place its athletes at a competitive disadvantage; (2) that for a period of five years thereafter the University should join the leadership of current reform efforts in the NCAA and vigorously press for the adoption, by the NCAA or any agency that may displace it, of the remaining reforms that this University has approved; (3) that at the expiry of five years the University should consider, in the light of conditions then prevailing, implementing those remaining reforms that this University has approved that have not been accepted by the NCAA, however they may affect the competitiveness of our athletes and their teams.

Although we have no illusions about the prospects of achieving decisive reforms in an organization so divided as the NCAA, we are encouraged by the appearance, in 1984, of a serious reform effort that has recently begun to accelerate. That effort began with the adoption by the NCAA of Proposition 48, which requires, as a minimum for awarding an athletic grant-in-aid to an incoming freshman, that he or she have graduated from a secondary school with at least a 2.0 average in a stipulated 13-course core curriculum. But no recipient of such an award may play or practice in a varsity sport during his freshman year unless he has scored 700 (out of a possible 1600) on the Scholastic Aptitude Test or 15 (out of a possible 36) on the American College Test. Although these requirements are modest, they exclude the possibility that any NCAA institution will again, to its embarrassment, be found to have admitted an illiterate on a grant-in-aid and retained him during his four years of eligibility, as has occasionally happened.[12]

Proposition 48 was initiated and promoted by a group of college presidents. In the course of the struggle over Proposition 48, the NCAA created a Presidents Commission, to be elected by the chief executive officers of all member institutions, which has the right to review activities of the Association, put matters of concern on the agenda of the Annual Convention, order the agenda, and call special meetings of the Association.[13] That Commission continues to be active. Recently it has proposed that the NCAA reduce the length of the basketball season of Division I, by a month, reduce spring football practice, and require publication of the graduation rates of student athletes. These matters will be referred to the Annual Convention in January, 1990.

To this evidence of progress must now be added the recent formation of a blue-ribbon national commission to serve for two years under the chairmanship of Rev. Theodore Hesburgh, former president of Notre Dame University, to define and study the problems of intercollegiate sports and make major recommendations to remedy them. The vice chairman and one of the organizers of his commission is President Emeritus William C. Friday of the University of North Carolina. Richard Schultz, Executive Director of the NCAA, will also be a member. The Knight Foundation of Akron, Ohio, has provided two million dollars to support the committee and its work.[14]

Finally, we observe that the NCAA in January of this year added to its constitution (Art. 2, Principles for Conduct of Intercollegiate Athletics) some progressive commitments that had not appeared there before.[15] It remains to be seen, of course, when and how they will be embodied into specific, enforceable bylaws. Among them are the following:

> 2.2 The Principle of Student-Athlete Welfare. Intercollegiate athletics programs shall be conducted in a manner designed to protect and enhance the physical and educational welfare of student-athletes.
>
> 2.8 The Principle Governing Recruiting. The recruiting process involves a balancing of the interests of prospective student-athletes, their educational institutions and the Association's member institutions. Recruiting regulations shall be designed to promote equity among member institutions in their recruiting of prospects and to shield them from undue pressures that may interfere with the scholastic or athletics interests of the prospects of their educational institutions.
>
> 2.9 The Principle Governing Eligibility. Eligibility requirement shall be designed to assure proper emphasis on educational objectives, to promote competitive equity among institutions and to prevent exploitation of student-athletes.
>
> 2.11 The Principle Governing Playing and Practice Seasons. The time required of student-athletes for participation in intercollegiate athletics shall be regulated to minimize interference with their opportunities for acquiring a quality education in a manner consistent with that afforded the general student body.

These are promising signs. But your committee believes that these and other efforts to solve the problems presented by the conflicts between intercollegiate athletics and American higher education will be strongly opposed by large and powerful groups motivated by strong currents in the culture. We seriously advise the Faculty Council and the General Faculty to give organized and concerted support to all movements likely to result in the adoption by the NCAA of the general reforms the Council may choose to recommend to the Chancellor. Unless the Council is prepared to recommend the road of immediate unilateral reform, it should persuade the Faculty to encourage other faculties across the country, and organizations like the American Association of University Professors, to support national reforms, whether the Presidents' Commission of the NCAA and the new national commission recommend them or not.[16]

To conclude: The character and scale intercollegiate sports has assumed, and the resources it has acquired, in the last twenty years make it necessary for all faculties to assure that their athletic programs are subordinated to the educational purposes and values of their institutions and that the educational integrity of their institutions is maintained. We hope the Faculty and Administration will see fit to enact the reforms recommended in this report and approve other measures as the need for them becomes apparent. It is our conviction, in any case, that a massive national movement for the reform of athletics in all American universities is now required. And the proper place of this University in that movement is in the vanguard, where its leadership will be useful.

***

In this report we recommend many additional improvements in the regime of intercollegiate athletics at Chapel Hill. Some of them are specific to this University and, if approved, can be enacted immediately. Others will benefit from adoption on the national level, during the next five years. All are listed and discussed in the pages that follow. It is now the task of the Faculty Council to evaluate them and, on the basis of its deliberations, to make its own recommendations to the Chancellor.

II. RECOMMENDATIONS

A. RECOMMENDATIONS FOR NATIONAL AND LOCAL REFORM

The first nine recommendations are for national reforms in intercollegiate athletics. For five years the University should support them aggressively and do its best to obtain their adoption by the NCAA, the ACC, and other conferences and governing bodies. The University should then resolve to adopt them unilaterally.

1. The season of play in each sport should not exceed the number of weeks in a standard academic semester. It may, if desirable, be divided between the two academic semesters in an academic year.

2. In any sport, the number of competitive events additional to those required by the Conference shall be considerably reduced.

3. During the playing season, the time a student-athlete allots to practice, suiting up, taping up, required team conditioning, chalk talks, travel, orientation, games, films and post-game analysis, and all other obligatory team activities should not exceed 360 hours for the season. These hours need not be distributed evenly among the fifteen weeks, but in no case should they exceed thirty per week. Each coach, or some member of his or her staff, must keep a seasonal log of the time required for athletes participating in the sport he or she coaches and at the end of each week in the semester should submit a cumulative copy of the log to the Director of Athletics.[7]

4. The fifteen off-season weeks in the academic year are reserved chiefly for academic growth and progress. Physical conditioning, light workouts, and unsupervised play should be allowed, but such activity required of student-athletes should not exceed fourteen hours per week. Spring practice in football should be entirely eliminated.

5. The freshman year of every student-athlete should be used primarily forcoming to terms with the demands a university makes upon its students, mastering fundamental concepts, improving oral and written expression, and establishing habits of study and self-discipline that will enable him or her to profit from the educational opportunities open here to undergraduates. Accordingly, freshmen should be ineligible for varsity play. But since no young athlete can neglect the development of his or her stamina and skills for a year, we recommend that freshman student-athletes be allowed two hours per day of physical conditioning and practice in the sport, with or apart from the varsity, on days of classes, plus four hours of optional conditioning on weekends. They should also be permitted to sit on or near the bench at varsity games. But no freshman student-athlete should suit up for a varsity game or travel with the varsity to away games.

6. The maximum number of years of varsity eligibility should be three. All "red-shirting" should be abolished except in the case of a student-athlete who stands to lose a season of play

because of physical injury certified by a physician, or temporary withdrawal from the university by reason of verified family problems, or some other difficulty recognized as valid by the NCAA and by the Faculty Committee on Athletics.

7. The contract of every coach should include, as a primary obligation, responsibility for the regular academic progress of the student-athletes under his or her supervision. Every NCAA member academic institution should be required to report to the NCAA its graduation rates for each annual cohort of athletes, along with rates of dismissal, probation, advancement, and academic honors, of whatever kind. They should be shown to all potential recruits

8. In the national discussion of Proposal 42 it has been alleged that universities have an obligation to admit outstanding athletes who are academically underqualified. The reason given is that there is no other way in which those athletes can obtain the exposure they need in order to be drafted by a professional team or selected for competition in the Olympic Games. But no university is under any such obligation. The NCAA should make this clear.

9. Because many problems of intercollegiate athletic programs arise from the admission to universities of athletes who are unprepared, or unable, or disinclined to succeed in university studies, we recommend that an NCAA member institution not admit any athlete whose qualifications, measured against the admissions criteria of the institution concerned, do not meet the admission standards that are generally applicable, including affirmative action, within the institution to which they apply.

B. RECOMMENDATIONS FOR LOCAL REFORM ONLY

The following reforms apply only to this University. If approved, they may be implemented immediately at Chapel Hill.

10. Out-of-state student-athletes should be recruited and enrolled so as to raise the average SAT score of out-of-state student-athletes, at the end of five years, to equal the average SAT scores of other categories of out-of-state admittees, such as the children of out-of-state alumni; and in the out-of-state quota the University will reduce to a maximum of 50 per year the admissions of athletes who are non-competitive in that admission category.

11. The number of new grants-in-aid in each sport should be increased in proportion as the average graduation rate of student-athletes in that sport exceeds that of the student body, and decreased as the average graduation rate of student-athletes in that sport falls below that of the student body.

12. Every coach and his or her staff should ensure that all student-athletes understand the primacy of their educational objectives and are encouraged to have clear academic goals. They should follow course-tracks that will qualify them for the pursuit of those goals.

13. The Faculty Committee on Athletics should arrange for exit questionnaires or personal interviews to include, among other things, the evaluation of coaches, whenever a student-athlete leaves an academic program, whether for graduation or for other reasons.

14. After a probationary period, a head coach shall have a fixed-term contract and appropriate benefits and shall be dismissed only for just cause. Dismissal shall be by the Chancellor, acting after consultation with his Advisory Committee. Coaches will be evaluated on all capacities having to do with their contributions to the athletic, academic, and personal growth of the student-athletes who come under their leadership. A coach should be evaluated on several criteria, and his or her won-loss record shall be only one of the considerations by which his or her status in the University is determined.

15. The University should make a special effort to involve student-athletes more fully in the life of the student body. University housing should continue to be planned so that student-athletes live among non-athletes. Training tables should be opened, for a fee, to all students.

16. The faculty should extend to student-athletes the same respect and consideration, no more and no less, that is accorded as a matter of right to students in general. The student-athletes we have interviewed unanimously wish to be considered on the same basis as all other students and not to be identified with athlete-stereotypes.

17. The University should propose to the Southern Association of Colleges and Schools that a review of the academic support and advising programs of departments of athletics be included in its recurrent institutional self-studies of member institutions. The review should cover the grades and graduation rates of student-athletes and their progress toward degrees.

18. The institutional representative who casts the University's vote in the NCAA and the ACC should report annually to the Chancellor and to the Faculty Council on how the University's vote has been cast on each issue brought before these bodies and why.

19. The University should encourage the ACC to recognize and honor annually the member athletic department that appears to have achieved the best balance between the athletic and; academic responsibilities of student-athletes. It should continue to publicize the outstanding academic achievements of the student-athletes of the member institutions.

20. The University should provide to all students who need it the same kind and level of academic support that is provided to student-athletes.

21. As far as possible, every student should have an opportunity to participate on a non-intercollegiate basis in the sport of his or her choice. The University should carefully preserve, maintain, and expand tennis and basketball courts and other athletic facilities

near the dormitories for the use of students. The intramural sports program should be emphasized. These needs should be given a high priority in the allocation of space on the campus.

22. The University should enlarge and improve its athletic facilities for the University community. Greater access to the Koury natatorium should be permitted to members of the University community.

23. Both the Chancellor and the General Faculty should be represented on the Executive Committee of the Educational Foundation. The Faculty's representative on that Board should be a member of the Faculty Athletics Committee elected by his colleagues.

24. It is the sense of the faculty that simultaneous membership on the Executive Committee of the Educational Foundation and the Board of Trustees creates the potential for actual or apparent conflict of interest.

25. The Educational Foundation should present its annual budget to the Chancellor for his review and endorsement. The Chancellor should consider with his Advisory Committee any major new fund commitments contemplated by the Educational Foundation. The Educational Foundation should consider using to a greater extent its accumulated capital surplus and any annual surplus of income over expenditure to support i) athletic activities for the general student body, ii) academic support programs for students from the general student body, and iii) expanded scholarship funds to be awarded on the basis of need and merit.

26. The Educational Foundation should establish relations and operations with the Development Office in the same modes as now apply to all other major fund-raising foundations in the University.

27. Financial statements and budgets of the Educational Foundation should be open to the public.

28. The practice of re-selling seats in the Student Activities Center in perpetuity should cease and all possible steps should be taken to reassign to students such seats as lapse.

29. The mix of programmed events in the Smith Center, other than athletics, should correspond to the educational, intellectual, and cultural interests of the various constituencies composing the university as envisioned in Chancellor Christopher Fordham's memorandum to the Director of Athletics dated October 14, 1987.

30. Whenever major sports or entertainment events take place on the campus, whether at the Student Activities Center or Kenan Stadium, an adequate number of parking places should be set aside for use of faculty and staff who have to work during the events.

31. The present elected Faculty Committee on Athletics should advise both the Director of Athletics and his Department, and the Chancellor, meeting frequently with those officials.

32. The charge of the Faculty Committee on Athletics should include oversight of matters covered in Recommendations 1-6, 10-13, and 15-16, or such of them as may be adopted.

Respectfully submitted,
The Ad Hoc Committee on Athletics
and the University

[composed of former Chairmen of the faculty of the Chancellor's Advisory Committee]

Doris W. Betts, Chair
George V. Taylor
E. Maynard Adams
Beverly W. Long
C. Townsend Ludington, Jr.
Daniel A. Okun
George A. Kennedy
Daniel H. Pollitt
Tom K. Scott
Henry A. Landsberger

NOTES

[1] In January, 1988, 105 of the 791 universities, colleges, and schools that held membership in the NCAA were in Division IA, which is the domain, par excellence, of big-time university sports. Nine conferences were members of that division. The other divisions and their memberships were I-AA (87 institutions and 8 conferences), I-AAA (100 institutions and 20 conferences), II (179 institutions and 15 conferences), and III (320 institutions and 27 conferences). For these totals we are indebted to Mr. Ted C. Tow, Associate Executive Director of the NCAA.

[2] For example, a public opinion poll of March, 1989, shows strong disapproval, even among fans and blacks, of overemphasis on sports in higher education, the payment of money (as distinct from tuition, fees, room, board, or required course-related books) to athletes, and low standards of admission and eligibility for athletes. Respondents also believe it is common for professors to give student-athletes higher grades than they deserve and for the universities and boosters to make under-the-table payments to athletes. As reported in The Raleigh News and Observer, April 8, 1989, p. 5B. In a recent

Harris poll, about 75 per cent of the persons polled believe that intercollegiate athletics is "out of control." Cited by President Emeritus William C. Friday of The University of North Carolina in ibid., August 4, 1989, pp. 1C and 2C.

[3] 1989-90 NCAA Manual: Constitution, Operating Bylaws, Administrative Bylaws, Administrative Organization (Mission, Kansas, National Collegiate Athletic Association, March, 1989), Constitution, Art. 2.6, "The Principle of Amateurism": "Student-athletes shall be amateurs in an intercollegiate sport and their participation should be motivated primarily by education and by the physical, mental and social benefits to be derived. Student participation in intercollegiate athletics is an avocation, and student-athletes should be protected from exploitation by professional and commercial enterprises." Ibid., Art. 2.10, 'The Principle Governing Financial Aid": "A student-athlete may receive athletically related financial aid administered by the institution without violating the principle of amateurism, provided the amount does not exceed the cost of education authorized by the Association." Also Operating Bylaws, Art. 12.

[4] In a recent survey of current and former National Football League players, nearly a third of the respondents reported having accepted, while undergraduates at various colleges and universities, payments that were in violation of NCAA regulations. Fifty-three per cent of the respondents "...said they saw nothing wrong with breaking NCAA rules to get extra cash." Most of the payments were made covertly by alumni and other fans -- slid under the doors of dormitory rooms, or passed from hand to hand in a post-game handshake. Others came from the sale of complimentary game tickets, for as much as $1,000 each. Out of 3,500 players contacted in this poll, 1,182 responded. The percentages of those reporting having accepted money illegally ranged from 19 per cent in the Atlantic Coast Conference, to 67 per cent in the Southeast Conference, with the Big Ten and Pacific Ten falling in between, at 36 per cent and 39 per cent respectively. The Raleigh News and Observer, November 17, 1989, pp. 1B and 2B; ibid., November 18, 1989, pp. 1B and 6B.

[5] 1989-90 NCAA Manual, Constitution, Art. 2.6. quoted supra, note 3. Also Art. 2.4, 'The Principle of Sound Academic Standards": 'The admission, academic standing and academic progress of student-athletes shall be consistent with the policies and standards adopted by the institution for the student body in general." But regardless of such statements of principle, it is in the academic world at large the academic standing of an athlete that alone determines whether he is a member of the student body.

[6] Ibid., Constitution. Art. 2.6 (encore), quoted in note 3, and Art. 1.2 ("Purposes"), (a) [The purposes of this Association are] "(a) To initiate, stimulate and improve intercollegiate athletics programs for student-athletes and to promote and develop educational leadership, physical fitness, athletics excellence and athletics participation as a recreational pursuit."

[7] Ibid., Constitution, Art. 2.4. Also Art. 1.3.1: "Basic Purpose."

[8] Quotations from the remarks of Division I-A football coaches written in a poll conducted by the sports journalists of the Rocky Mountain News (Sunday, August 21, 1988), pp. 1-S, 12-S, and 13-S. Some of the coaches, in their remarks, reflected a strong sense of responsibility toward their athletes and respect for the academic standing of their institutions. One of them wrote, "The win-at-all-costs attitude forces coaches to take short cuts to succeed." There is, among the respondents, a belief that the NCAA, by strengthening its investigation and enforcement capacities and imposing the so-called "death penalty" on Southern Methodist University, has probably reduced the amount of competitive cheating in the coaching profession. Those who observe NCAA regulations want to see the offending programs punished severely. We are indebted to Bob Willis, of the Rocky Mountain News sports staff, for having sent us a copy of the issue in which the poll is reported.

[9] John Bartlett, Familiar Quotations: A Collection of Passages, Phrases and Proverbs Traced to their Sources in Ancient and Modern Literature, Fifteenth and 125th Anniversary Edition, Revised and Enlarged (Boston. Little Brown and Company, 1980), pp. 867, 925. The attributions, of course, are to Vince Lombardi and Leo Durocher.

[10] George E. Peterson, The New England College in the Age of the University (Amherst, Amherst College Press, 1964), p. 37. For rebuttals to the idea that big-time college sports generate giving to the academic programs of institutions rather than merely to their athletic programs see (1) Allen L. Sack and Charles Watkins, "Winning and Giving," in Sport and Higher Education, eds. Donald Chu, Jeffrey O. Segrave, and Beverly J. Becker (Champaign, Illinois, Human Kinetics Publishers, Inc., 1985), pp. 299-306, and (2) "Oft Repeated Argument: Do Winning Teams Spur Contributions? Scholars and Fund Raisers are Skeptical," Chronicle of Higher Education, January 13, 1988, p. 1.

[11] 1989-90 NCAA Manual, Constitution, Art. 27.

[12] In January of this year, the NCAA amended Proposition 48 by passing Proposal 42 (to become effective in 1990), which makes the award of grants-in-aid contingent not only on the 2.0 average in the core curriculum but also on the minimal scores stipulated earlier for the SAT or ACT. Proposal 42, however, has been vigorously contested by Coach John Thompson and others on the ground that the vocabulary sections of the two tests contain words and expressions with which blacks and members of other minorities are unfamiliar and thereby discriminate racially against minorities. Its repeal in the NCAA Annual Convention of January, 1990, is a strong possibility.

[13] 1989-90 NCAA Manual, Constitution, Art. 4.5.

[14] Knight Foundation, News Release, Akron, Ohio, September 27, 1989.

[15] These declarations are obviously commitments to policy. The specific legislation by which the commitments will be made effective have yet to be proposed. Perhaps some of them will be brought before the Annual Convention in January, 1990.

[16] After this report was written, but before it was presented to the Faculty Council, some members of the North Carolina Conference of the American Association of University Professors adopted a resolution recommending measures intended to strengthen faculty oversight and control of intercollegiate athletics at all institutions of higher learning in North Carolina. Copies of the resolution have been sent to the President of the University of North Carolina and the Chairman of its Board of Governors. The recommendations are: (1) that chairs of faculties or of faculty senates serve ex officio on boards of trustees, along with student body presidents; (2) that members of faculty committees exercising oversight over intercollegiate sports programs be elected by their faculties, and that tenured faculty members be elected as chairs of such committees; (3) that all academic advising programs be located, or relocated, in the division of academic affairs, to be supervised by a tenured faculty member; (4) that the fund-raising efforts of any booster club be made subject to the supervision of the chief fund-raising officer of the university concerned, and that an annual report of the club's finances be provided to the faculty of the institution; (5) that abuses of the grade "incomplete" be curbed by specific procedures devised for that purpose. We believe that the members of the Chapel Hill faculty, and all other North Carolina faculties, should individually, corporately, and aggressively support measures of this kind. Reported in The Raleigh News and Observer, October 29, 1989, p. 30A.

[17] The basis for this recommendation is an estimate that allocates the 168 hours of a student-athlete's week according to three needs in order of priority: 1st, the student-athlete's personal needs for sleep, meals, getting about the campus, and seven hours of leisure per week; 2nd, the student-athlete's academic needs for lectures, recitations, labs, class preparation, and, during the term, preparing out-of-class papers and studying for major examinations; 3rd, time devoted to intercollegiate athletics. Here is the percentage distribution of time for the term:

Personal needs	50%
Academic needs	29%
Intercollegiate athletics	15%
Unallocated	6%

The principle involved here is that the time needed for a student-athlete's education must be accorded and protected, since that is the purpose of the grant-in-aid he or she is given. Obviously, the observance of that principle will compel sharp reductions of practice in all its forms, scheduled competitive events, and travel time. We are aware of the scale of those reductions and have no hesitation in recommending a personal regimen for student-athletes that necessitates those adjustments. We conceive education, moreover, as consisting not of the minimal satisfaction of a minimal number of courses that require the minimal possible exertion, but rather as a line of study and inquiry involving a number of courses chosen for the student's intellectual and professional interests. The following is a quotation from a letter published in The New York Times in March, 1989: "I believe intercollegiate athletics can only be justified as part of higher education and that the young men and women who participate in athletics must be bona fide students, receiving, in exchange for their

participation in athletics, an education of high quality which stretches them intellectually just as the athletic programs stretch them physically." The writer of that letter is Chancellor Paul Hardin.

From: Nixon, Thomas J <tommy_nixon@unc.edu>
Sent: Tuesday, March 18, 2014 12:44 PM
To: Versenyi, Adam Nathaniel <anversen@email.unc.edu>
Cc: Strickland, Jamie Linens <linens@email.unc.edu>; Grannemann, Hannah <hgrannemann@unc.edu>; Smiley, Sarah E <ssmiley@email.unc.edu>; Haj, Joseph C <haj@unc.edu>; Adamson, David <adamsond@email.unc.edu>; Adamson, Judy <jadamson@email.unc.edu>; Bettin, Jade R <bettin@email.unc.edu>; Chambers, Jan <janc@email.unc.edu>; Coble, McKay <acoble@email.unc.edu>; Cornell, Jeffrey Blair <jeffcornell@unc.edu>; Dooley, Ray <rdooley@email.unc.edu>; Fishell, Julie <fishell@email.unc.edu>; Friedrich, Peter <peterfri@email.unc.edu>; Gibson, Julia <gibju@email.unc.edu>; Kable, Gregory A <gkable@email.unc.edu>; King, James K <jkking@email.unc.edu>; Maxfield, Adam Michael <maxfield@email.unc.edu>; Navalinsky, David B <dbnav@email.unc.edu>; O'Brien, Karen <obrien@unc.edu>; Owen, Bobbi A <owenbob@unc.edu>; Patrick, John <jpcuomo@email.unc.edu>; Perkins, Kathy A. <kaperkin@email.unc.edu>; Perry, Mark E <mperry9@email.unc.edu>; Pollock, Rachel E <costume@email.unc.edu>; Rolleri, Michael <mrolleri@email.unc.edu>; Turner, Craig <cwt4885@email.unc.edu>; Williams, Kathy <khwillia@email.unc.edu>; Zhuang, Jiayun <jzhuang@email.unc.edu>
Subject: RE: Drama Online
Attach: Copy of Drama Online Title List_USCAN (2).xlsx; Drama Online Brochure 2014.pdf

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Your trial is available here: http://www.dramaonlinelibrary.com/ and it will run until June 9.

Dear Dramatic Art Faculty,

As Adam mentioned, we currently have a trial that runs until June 9 of the new Drama Online database. The trial link is above and the title list and brochure from Bloomsbury are attached. All titles on the list should be incorporated into the database by June.

I shall contact the representative to see if she might set up a couple of times for a tutorial, if anyone is interested -- it's simply a matter of linking to a site & dialing in for a conference call. The trial is active now, and the tutorial is, of course, optional. I would certainly appreciate your input. If the response is positive, then I shall put it forward as a candidate for year-end, one-time money.

Best regards,

Tommy

Tommy Nixon
Subject Librarian for Classics, Dramatic Art, & English/Comparative Literature
Davis Library, CB#3922
University of North Carolina at Chapel Hill
208 Raleigh Street
Chapel Hill, NC
27515-8890
Phone: (919) 962-3808
Fax: (919) 962-5537

-----Original Message-----
From: Versenyi, Adam Nathaniel
Sent: Tuesday, March 18, 2014 11:01 AM
To: Nixon, Thomas J
Cc: Strickland, Jamie Linens; Grannemann, Hannah; Smiley, Sarah E; Haj, Joseph C; Adamson, David; Adamson, Judy; Bettin, Jade R; Chambers, Jan; Coble, McKay; Cornell, Jeffrey Blair; Dooley, Ray; Fishell, Julie; Friedrich, Peter; Gibson, Julia; Kable, Gregory A; King, James K; Maxfield, Adam Michael; Navalinsky, David B; O'Brien, Karen; Owen, Bobbi A; Patrick, John; Perkins, Kathy A.; Perry, Mark E; Pollock, Rachel E; Rolleri, Michael; Turner, Craig; Williams, Kathy; Zhuang, Jiayun
Subject: Drama Online

Dear All,

Karen has been in contact with Tommy Nixon in Davis Library about the database Drama Online. The Library has access to Drama Online on a trial basis. Karen and Tommy are offering to set up demonstrations of the database. They should be contact shortly.

Best,

Adam

Authors
Adamson, Samuel
Adamson, Samuel
Adamson, Samuel
Adamson, Samuel
Aeschylus/Kenneth McLeish
Aeschylus/Kenneth McLeish
Aeschylus/Kenneth McLeish
Aeschylus/Kenneth McLeish
Aeschylus/Kenneth McLeish
Aeschylus/Kenneth McLeish
Al-Shaykh, Hanan and Tim Supple
Anon
Anon
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Anon
Anon
Arden, John/Margaretta D'Arcy
Arden, John/Margaretta D'Arcy
Arden, John/Margaretta D'Arcy
Arden, John/Margaretta D'Arcy
Arden, John/Margaretta D'Arcy
Arden, John/Margaretta D'Arcy
Arden, John/Margaretta D'Arcy
Aristophanes/Kenneth McLeish
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Armitage, Simon
Ayckbourn, Alan
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Barrie, J. M.
Barry, Sebastian
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Barry, Sebastian
Barry, Sebastian
Beaton, Alistair
Beaton, Alistair
Beaumont, Francis
Beaumont, Francis/John Fletcher
Behn, Aphra
Behn, Aphra
Behn, Aphra
Behn, Aphra
Behn, Aphra
Berger, John
Berkoff, Steven
Berkoff, Steven
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Bolger, Dermot
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Bolger, Dermot
Bolt, Robert
Boucicault, Dion
Boucicault, Dion
Braff, Zac
Brecht, Bertolt/Alistair Beaton
Brecht, Bertolt/Athur Waley
Brecht, Bertolt/Carl R. Mueller
Brecht, Bertolt/David Hare
Brecht, Bertolt/David Harrower
Brecht, Bertolt/David J. Constantine
Brecht, Bertolt/David J. Constantine
Brecht, Bertolt/Eva Geiser and Ernest Borneman
Brecht, Bertolt/Frank McGuinness
Brecht, Bertolt/Geoffrey Skelton
Brecht, Bertolt/Gerhard Nellhaus
Brecht, Bertolt/Gerhard Nellhaus
Brecht, Bertolt/H. R. Hays
Brecht, Bertolt/H. R. Hays
Brecht, Bertolt/H. R. Hays
Brecht, Bertolt/Hugh and Ellen Rank
Brecht, Bertolt/Hugh Rorrison
Brecht, Bertolt/Jean Benedetti
Brecht, Bertolt/Jean Benedetti
Brecht, Bertolt/Jennfier Wise
Brecht, Bertolt/John Willett
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Brecht, Bertolt/John Willett and Ralph Manheim
Brecht, Bertolt/John Willett and Ralph Mannheim
Brecht, Bertolt/John Willett
Brecht, Bertolt/Michael Hamburger
Brecht, Bertolt/Peter Tegel
Brecht, Bertolt/Ralph Manheim
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Brecht, Bertolt/Ralph Mannheim
Brecht, Bertolt/Richard Grunberger
Brecht, Bertolt/Rose and Martin Kastner
Brecht, Bertolt/Steve Giles
Brecht, Bertolt/Tom Kuhn
Brecht, Bertolt/Tom Kuhn
Brecht, Bertolt/Tom Osborn
Brecht, Bertolt/W. H. Auden and Chester Kallman

Brecht, Bertolt/W. H. Auden and Chester Kallman
Brecht, Bertolt/William Rowlinson
Brecht, Bertolt/Wolfgang Sauerlander
Brecht, Bertolt/Wolfgang Sauerlander
Brecht, Bertolt/Wolfgang Sauerländer
Brome, Richard
Büchner, Georg/Howard Brenton
Buffini, Charman, Thorne, Skinner
Buffini, Moira
Buffini, Moira
Buffini, Moira
Buffini, Moira
Buffini, Moira
Buffini, Moira
Buffini, Moira
Bulgakov, Mikhail/Andrew Upton
Burke, Gregory
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Byrne, John
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Caldwell, Lucy
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Cameron, Richard
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Cameron, Richard
Cameron, Richard
Carr, Marina
Carville, Daragh
Cary, Elizabeth
Chadwick, Kefi
Chakrabarti, Lolita
Chapman, George, Ben Jonson and John Marston
Charman, Matt
Charman, Matt
Charman, Matt
Chekhov, Anton/Christopher Hampton
Chekhov, Anton/David Hare
Churchill, Caryl
Churchill, Caryl
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Churchill, Caryl
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Complicité
Congreve, William
Congreve, William
Cooper, Zoe
Coward, Noël
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Cunille, Lluisa/John London
Daniels, Sarah
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Daniels, Sarah
Davies, Molly
De Angelis, April
De Angelis, April
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De Filipo, Eduardo/Mike Poulton
De Filippo, Eduardo/Carlo Ardito
De Filippo, Eduardo/Carlo Ardito
De Filippo, Eduardo/Carlo Ardito
De Filippo, Eduardo/Peter Tinniswood
Dear, Nick
Dear, Nick
Dear, Nick
Dear, Nick
Dear, Nick
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Dear, Nick
Dekker, Thomas
Dekker, Thomas/John Ford/William Rowley
Dekker, Thomas/Thomas Middleton
Devlin, Anne

Donnelly, John
Donnelly, John
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Dowie, Claire
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Dryden, John
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Edgar, David
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Eilenberg, Charlotte
Eldridge, David
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Eldridge, David
Eldridge, David, Robert Holman and Simon Stephens
Eldridge, David/Henrik Ibsen
Elton, Ben
Elton, Ben
Elton, Ben
Etherege, George
Euripedes/Timberlake Wertenbaker
Euripides/David Greig
Euripides/J. Michael Walton
Euripides/J. Michael Walton
Euripides/J. Michael Walton
Euripides/J. Michael Walton and Kenneth McLeish
Euripides/J. Michael Walton and Kenneth McLeish
Euripides/J. Michael Walton and Kenneth McLeish
Euripides/Kenneth McLeish
Euripides/Kenneth McLeish
Euripides/Kenneth McLeish
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Euripides/Kenneth McLeish
Euripides/Kenneth McLeish
Euripides; Greig, David
Evans, Robert

Fannin, Hilary
Farquhar, George
Farquhar, George
Farr, David and Filter
Feydeau, Georges/Kenneth McLeish
Feydeau, Georges/Kenneth McLeish
Feydeau, Georges/Kenneth McLeish
Feydeau, Georges/Kenneth McLeish
Feydeau, Georges/Kenneth McLeish
Feydeau, Georges/Kenneth McLeish
Feydeau, Georges/Kenneth McLeish
Feydeau, Georges/Kenneth McLeish
Feydeau, Georges/Kenneth McLeish
Fletcher, John
Fletcher, John
Ford, John
Ford, John
Ford, John, Thomas Dekker and William Rowley
Forde, Cathy
Forster, E. M./Martin Sherman
Friel, Brian
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Friel, Brian; Chekhov, Anton
Friel, Brian; Chekhov, Anton
Galsworthy, John
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Gay, John
Gill, Peter
Gill, Peter
Gill, Peter
Gill, Peter
Gill, Peter
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Gill, Peter
Gill, Peter
Gill, Peter
Gill, Peter/Simon Armitage
Gionfriddo, Gina
Godber, John
Godber, John
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Godfrey, Paul
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Godfrey, Paul
Goldsmith, Oliver
Gorky, Maxim/David Hare
Graham, James
Graham, James
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Greig, David
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Greig, David and Gordon McIntyre
Haddon, Mark/Simon Stephens
Hamilton, Cicely
Hammond, Joe
Hampton, Christopher
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Hampton, Christopher/Sándor Márai
Harbot, Joe
Hare, David
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Harraden, Beatrice

Harris, Ed
Harris, Zinnie
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Harrison, Tony
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Harrison, Tony
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Harrison, Tony
Harrison, Tony
Harrower, David
Harrower, David
Harrower, David
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Harrower, David/Arthur Schnitzler
Harvey, Jonathan
Harvey, Jonathan
Harvey, Jonathan
Harvey, Jonathan
Harvey, Jonathan
Hauptmann, Gerhardt
Heggie, Iain

Heggie, Iain
Henrik Ibsen/Lenkieiwcz
Heywood, Thomas
Highsmith, Patricia/Phyllis Nagy
Holman, Robert
Holman, Robert
Holmes, Jonathan
Holmes, Jonathan
Hopkins, C. J.
Howard, Jean
Huang, George/Michael Lesslie
Ibsen, Henrik Stephens, Simon
Ibsen, Henrik/Brian Friel
Ibsen, Henrik/David Eldridge
Ibsen, Henrik/David Eldridge and Charlotte Barslund
Ibsen, Henrik/David Thomas
Ibsen, Henrik/Rebecca Lenkiewicz
Ibsen, Henrik/Rebecca Lenkiewicz
Ibsen, Henrik/Samuel Adamson
Ibsen, Henrik/Samuel Adamson
Ibsen, Henrik; Hampton, Christopher
Ibsen, Henrik; Hampton, Christopher
Ibsen, Henrik; Hampton, Christopher
Jackson, D. C.
Joe Orton
Joe Orton
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Joe Orton
Jonson, Ben
Jonson, Ben

Jonson, Ben
Jonson, Ben
Jonson, Ben
Keatley, Charlotte
Kyd, Thomas
Kyd, Thomas
Lavery, Bryony
Lavery, Bryony
Lavery, Bryony
Lavery, Bryony
Lavery, Bryony
Leather, Nick
Leather, Nick
Leigh, Mike
Lenkiewicz, Rebecca
Lenkiewicz, Rebecca
Lenkiewicz, Rebecca
Lenkiewicz, Rebecca
Lenkiewicz, Rebecca
Lenkiewicz, Rebecca
Lynn/Jay
Macdonald, Sherman
Marlowe, Christopher
Marlowe, Christopher
Marlowe, Christopher
Marlowe, Christopher
Marston, John
Marston, John
Massinger, Philip
Massinger, Philip
McAndrew, Deborah
McDiarmid, Ian
McDonagh, Martin
McDonagh, Martin

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McDonagh, Martin
McGrath, John
McGuinness, Frank; Ibsen, Henrik
Mercer, David
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Middleton, Thomas
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Middleton, Thomas
Middleton, Thomas and William Rowley
Moore, D. C.
Moore, D. C.
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Moore, D. C.
Morris, Peter
Murphy, Tom
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Nagy, Phyllis
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Neilson, Anthony
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O'Brien, Eugene
O'Brien, Eugene
O'Byrne, Joe
Osborne, John
Osborne, John
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Osborne, John
Peele, George

Phillips, James
Pinero, Sir Arthur Wing
Pinero, Sir Arthur Wing
Pinero, Sir Arthur Wing
Pirandello, Luigi/David Harrower
Pirandello, Luigi/Martin Sherman
Poliakoff, Laura
Pratchett, Terry
Pratchett, Terry
Pratchett, Terry
Pratchett, Terry
Pratchett, Terry
Pratchett, Terry
Pratchett, Terry
Prebble, Lucy
Prebble, Lucy
Prebble, Lucy
Price, Tim
Quilter, Peter
Quilter, Peter
Raine, Moses
Ravenhill, Mark
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Biography and Autobiography
Biography and Autobiography
Performance Books
Performance Books
Continuum
Critical Companions
Performance Books
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Great Shakespeareans
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Aeschylus Plays I: Prometheus Bound
Aeschylus Plays I: The Suppliants
Aeschylus Plays II (The Oresteia): Agamemnon
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This Is Where We Came In (Alan Ayckbourn: Plays 2)
My Very Own Story (Alan Ayckbourn: Plays 2)
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My Sister Sadie
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Greta Garbo Comes to Donegal
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Haunting Julia (Ayckbourn: 3)
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A Man For All Seasons New Edition
Arrah Na Pogue
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All New People
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Mother Courage and Her Children
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Brecht Plays 8: The Antigone of Sophocles
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Brecht Collected Plays 1: Lux in Tenebris
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Brecht Collected Plays 3: Horatians and Curiatians
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Brecht Collected Plays 1: Life of Edward II of England
Brecht Collected Plays 1: A Respectable Wedding
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Messingkauf Dialogues 2nd ed., revised
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Mother Courage and Her Children New Edition

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Brecht Collected Plays 3: The Mother
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Cameron Plays 1: Pond Life
Cameron Plays 1: The Mortal ASH
Cameron Plays 1: All of You Mine

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By the Bog of Cats
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War Horse
That Face
Tusk Tusk
Stephens Plays 2: One Minute
Stephens Plays 2: Motortown
Stephens Plays 2: Sea Wall
Stephens Plays 1: Bluebird
Stephens Plays 1: Christmas
Stephens Plays 1: Herons
Stephens Plays 1: Port
Punk Rock
Pornography
Harper Regan
On The Shore Of The Wide World
Country Music

Morning
Stephenson Plays 1: Five Kinds of Silence
Stephenson Plays 1: An Experiment with an Air Pump
Stephenson Plays 1: Ancient Lights
The Long Road
Enlightenment
Mappa Mundi
The Memory Of Water
Bones
Noir
Miss Julie
Creditors
Julie
Synge Complete Plays: In the Shadow of the Glen
Synge Complete Plays: Riders to the Sea
Synge Complete Plays: The Tinker's Wedding
Synge Complete Plays: the Well of the Saints
Synge Complete Plays:Deidre of the Sorrows
The Playboy of the Western World
Good
And A Nightingale Sang
You Are My Heart's Delight
Four Roman Comedies: The Eunuch
Ten Tiny Fingers, Nine Tiny Toes
The Great Celestial Cow
The Relapse
The Provoked Wife
Judgement Day
Flight Path (Flight Path / Undercarriage)
Undercarriage (Flight Path / Undercarriage)
The Vertical Hour
Any Which Way
Pieces of Vincent
The Duchess of Malfi

The White Devil
The Duchess of Malfi
Brecht Collected Plays 7: Duchess of Malfi
Spring Awakening MSE
Our Country's Good New Edition
Credible Witness
The Ash Girl
After Darwin
The Break of Day
Chicken Soup with Barley
Darwin In Malibu
Wilcox Plays 1: Rents
Wilcox Plays 1: Accounts
Wilcox Plays 1: Lent
Wilcox Plays 1: Massage
Lady Windermere's Fan
The Importance of Being Earnest
A Woman of No Importance
An Ideal Husband
Wilde Complete Plays: Lady Windermere's Fan
Wilde Complete Plays: An Ideal Husband
Wilde Complete Plays: The Importance of Being Earnest
Wilde Complete Plays: A Woman of No Importance
Wilde Complete Plays: Salome
Wilde Complete Plays: The Duchess of Padua
Wilde Complete Plays: Vera, or The Nihilists
Wilde Complete Plays: A Florentine Tragedy
Wilde Complete Plays: La Sainte Courtisane
Williams Plays 3: Fallout
Williams Plays 2: Sing Yer Heart Out for the Lads
Williams Plays 2: The Gift
Williams Plays 1: The No Boys Cricket Club/
Williams Plays 1: Starstruck
Williams Plays 1: Lift Off:

Sucker Punch
Joe Guy
Days of Significance
Little Sweet Thing
Clubland
Category B
B for Baby
Wood Plays 1: The Gingerbread Man
Wood Plays 1: The See-Saw Tree
Wood Plays 1: The Ideal Gnome Expedition
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Beckett: A Guide for the Perplexed
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At the Sharp End
Essentials of Stage Management
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Lamb, Hazlitt, Keats
Scott, Dickens, Eliot, Hardy
Emerson, Melville, James, Berryman
Dryden, Pope, Johnson, Malone
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Stephen Poliakoff on Stage and Screen
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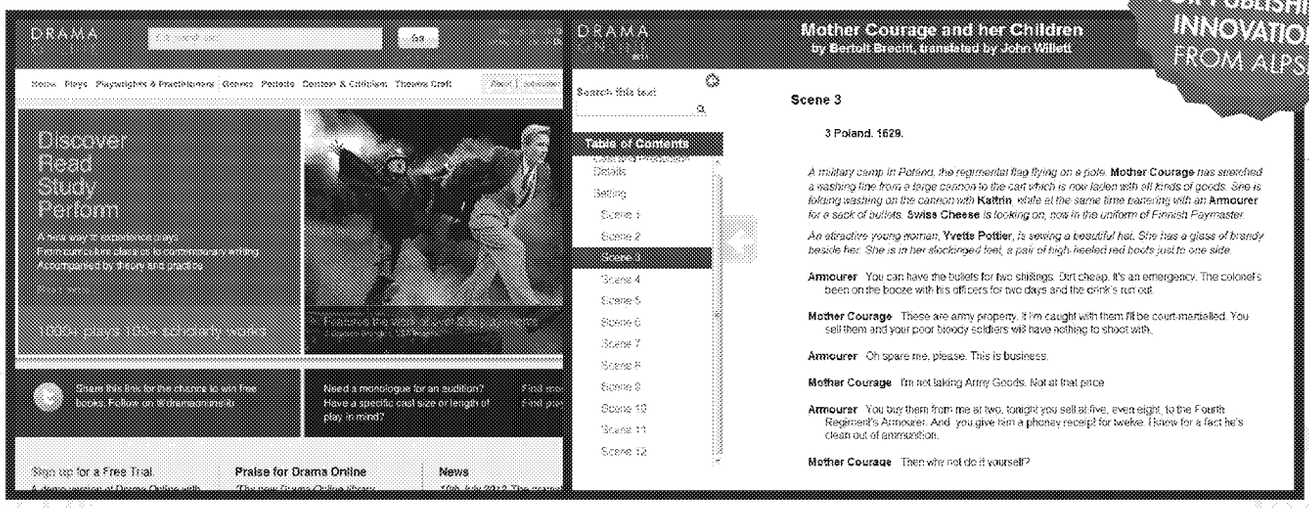

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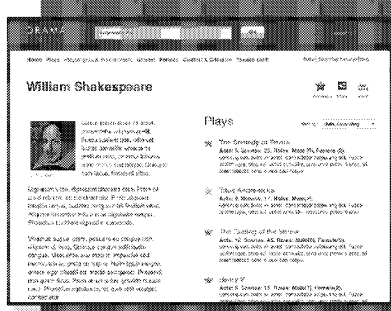

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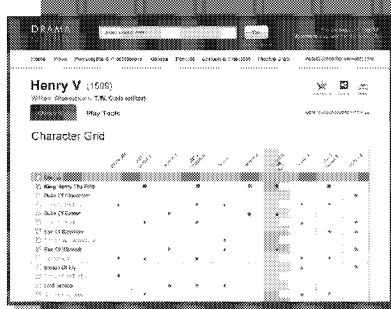

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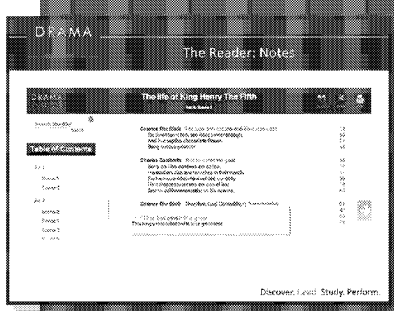

Clean reader interface with embedded footnotes

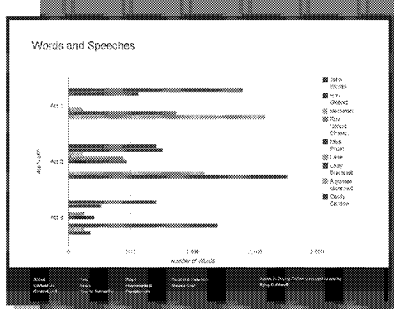

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From: Siedentop, Nicholas J <nick_siedentop@unc.edu>
Sent: Tuesday, March 18, 2014 1:22 PM
To: Sanford, Timothy R. <tim_sanford@unc.edu>; Owen, Bobbi A <owenbob@unc.edu>; Brooks, Jennie H <vhbrooks@email.unc.edu>; Solomon, Melissa Joy <mjsolomo@email.unc.edu>; Lindemann, Erika <ulinde@email.unc.edu>; Perkins, Ni-Eric <nperkins@admissions.unc.edu>; Waterhouse, Charlotte Nunn <cnunn@email.unc.edu>; May, Lee Y <mayl@email.unc.edu>
Cc: Siedentop, Nicholas J <nick_siedentop@unc.edu>
Subject: RE: RE: Curriculum matters

Mark your calendars for **Wednesday, April 2 from 11am to 12pm**. I will send you the location of the meeting in the next few days, but it will either be in Steele Building or South Building.
Thanks for providing your availability and I look forward to our discussion in a few weeks.
Best,
Nick
Nicholas Siedentop
Curriculum Director
Office of Undergraduate Curricula
Campus Box 3504 | Chapel Hill, NC 27599-3504 | T 919.962.5819
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From: Siedentop, Nicholas J
Sent: Friday, March 14, 2014 2:12 PM
To: Sanford, Timothy R.; Owen, Bobbi A; Brooks, Jennie H; Solomon, Melissa Joy; Lindemann, Erika; Perkins, Ni-Eric; Waterhouse, Charlotte Nunn; May, Lee Y
Subject: RE: RE: Curriculum matters
I'm sorry to fill your inbox. A few people are not available to meet next week, so we will need to meet in early April. Please provide your availability using the same Doodle Poll link:
http://doodle.com/wgruy9dzyyx5nym5
Tim and Ni – You will need to re-submit, please!
Thanks,
Nick
Nicholas Siedentop
Curriculum Director
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Campus Box 3504 | Chapel Hill, NC 27599-3504 | T 919.962.5819
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From: Siedentop, Nicholas J
Sent: Friday, March 14, 2014 1:09 PM
To: Sanford, Timothy R.; Owen, Bobbi A; Brooks, Jennie H; Solomon, Melissa Joy; Lindemann, Erika; Perkins, Ni-Eric; Waterhouse, Charlotte Nunn; May, Lee Y
Subject: RE: RE: Curriculum matters
Please provide your availability for our meeting next week using this Doodle Poll:
http://doodle.com/wgruy9dzyyx5nym5
Thanks,
Nick
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From: Siedentop, Nicholas J
Sent: Friday, March 14, 2014 1:03 PM
To: Sanford, Timothy R.; Owen, Bobbi A; Brooks, Jennie H; Solomon, Melissa Joy; Lindemann, Erika; Perkins, Ni-Eric; Waterhouse, Charlotte Nunn; May, Lee Y
Cc: Siedentop, Nicholas J
Subject: RE: RE: Curriculum matters
Colleagues:
Dean Owen asked me to schedule a meeting so we can discuss this topic further. As per Tim's suggestion, I'm including Ni Perkins from Undergraduate Admissions. And per Dean Owen's suggestion, I am including Charlotte Waterhouse and Lee May from the Academic Advising Program.
I will send out a Doodle Poll in a few minutes. Please submit your available ASAP so we can schedule a meeting for late next week.
Ni, Lee, and Charlotte – We will be discussing the new distance learning regulations for the College of Arts and Sciences (attached).
Best,
Nick
Nicholas Siedentop
Curriculum Director
Office of Undergraduate Curricula
Campus Box 3504 | Chapel Hill, NC 27599-3504 | T 919.962.5819
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-------- Original Message --------
Subject:RE: Curriculum matters
Date: Wed, 12 Mar 2014 16:34:48 -0400
From: Sanford, Timothy R. <tim_sanford@unc.edu>
To: Owen, Bobbi A <owenbob@unc.edu>, Siedentop, Nicholas J <nick_siedentop@unc.edu>

CC: Brooks, Jennie H <vhbrooks@email.unc.edu>, Solomon, Melissa Joy <mjsolomo@email.unc.edu>, Lindemann, Erika <ulinde@email.unc.edu>, Owen, Bobbi A <owenbob@unc.edu>

Thanks for your message, Bobbi. I hope you do have a bit of catch-up time this week.
Thanks, also, for suggesting that we meet. We think that getting together in person would be helpful and suggest that Ni Perkins from UG Admissions be included. Let us know when you have time to get together.
Until we meet, I would like to ask that if any other students show up on your radar screen with too many online hours, such as the one you mentioned in your message, that you let us know so that we can work with you and the student to find a reasonable solution.
Along that same line, we hope that no student who took more than 24 hours of CCO courses before the new policies were put into place will be penalized for that. Until Nick notified us that the new 24 hour policy no longer was limited to students who matriculated in the College, we were not telling students of specific limits on the number of CCO courses they could take. These students should not be held accountable for a retroactive policy about which they could not have known and about which we could not have advised them. Both of our units are looking out for students, I know, and we will work with you as always.
We look forward to getting together with you, Nick, and Erika at your convenience.
Enjoy the rest of break!
Tim

From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Tuesday, March 11, 2014 4:30 PM
To: Sanford, Timothy R.; Siedentop, Nicholas J
Cc: Brooks, Jennie H; Solomon, Melissa Joy; Lindemann, Erika; Owen, Bobbi A
Subject: Re: Curriculum matters
Dear Tim,
Sorry I took so long to respond. Thanks to Spring Break I have a bit of time to catch up.
Thank you for your message, and for your continued partnership with the College. I agree that we want to advise our students properly, both those who matriculate to the College and shift to Part-time Classroom Studies for a variety of reasons as well as those who start as non-degree seeking part-timers and subsequently pursue a degree (we often are aware of that intention).

You mention below that the wording is too broad, specifically that it also applies to degree-seeking students in Education, Journalism, Business Administration, etc. When taking the phrase out of context, I can see how you might think that but the Distance Learning Task Force Report was approved by the Administrative Boards of the General College and College of Arts and Sciences, so the policies can actually apply only to students receiving degrees in the College, not the professional schools, although our colleagues in those units generally follow the College's lead.
It is important to the College that students take a majority of their courses on-campus so that faculty members and students can learn from one another. If a student waits until their final semester to matriculate to the College (which can and does happen from time to time), then under the current practice, the student would only be required to follow the limits in their final semester and could potentially have more than 24 CCO hours applying towards their degree. More importantly, they could take numerous courses in their majors and minors which we don't allow.

Nick Siedentop sent the policy out to your folks after a part-time student getting close to graduation came to see an advisor in Steele Building and was surprised to learn that 27 hours of CCO courses would not all count and no more history courses could be taken that way.

How can we close this loophole? Is there a way to adhere to the spirit of the new guidelines while also working hard to help students meet their academic goals? Would getting together help -- after Spring Break?
Bobbi

On 3/11/2014 2:32 PM, Sanford, Timothy R. wrote:

Nick & Others --
I have not seen any comments on our discussion from Bobbi, but we remain concerned about this issue because we do not want to provide inaccurate advice to any of our students.
Since we have talked about the wording, I have been thinking about that a bit. I think the wording is too broad but not because of the inclusion of Part-time Classroom Studies students. Rather, the wording seems too broad because it says "all new and continuing full and part-time degree seeking students" which means that it also applies to degree seeking students in Education, Journalism, Business Administration, etc. That was why the phrase specifying that the policy applied only to students who had matriculated in the College was in the original wording. That excluded the students in Education, etc.
And, as we have tried to point out politely before, the matriculation phrase also excludes degree seeking students in Part-time Classroom Studies who have not applied to the College for transfer nor paid the required application fee. We do agree that full-time A&S students who become part-time and shift to Part-time Classroom Studies would be considered to have matriculated in the College.
If I have missed something, please say so. We are partners with the College, and we want to make sure the Part-time Classroom Studies Students are properly advised and well served before they transfer to the College or any of the professional schools.
Thanks for your assistance and patience.
Tim

From: Sanford, Timothy R.
Sent: Friday, February 28, 2014 4:00 PM
To: Siedentop, Nicholas J
Cc: Owen, Bobbi A; Brooks, Jennie H; Solomon, Melissa Joy; Lindemann, Erika
Subject: RE: Curriculum matters
Thanks, Nick. I'm sorry but I wasn't really questioning the wording as much as the intent. The wording seems to change the students to whom the regulations apply, but I don't think that was intended when the regulations were approved. This has been an issue, matriculation as when the policies apply, but I was not aware any change had been made.
Almost the weekend!
Tim

From: Siedentop, Nicholas J
Sent: Friday, February 28, 2014 3:36 PM
To: Sanford, Timothy R.
Cc: Owen, Bobbi A; Brooks, Jennie H; Solomon, Melissa Joy; Lindemann, Erika
Subject: RE: Curriculum matters
Hi Tim,
Thanks for your message. The text in my email message comes directly from the Distance Learning Task Force Report (page two, under Policy

Recommendations).
"The regulations would apply to all new and continuing full-time and part-time degree-seeking students, and they refer to CCO, Summer School, Semester Online, and other for-credit UNC-Chapel Hill courses offered completely via similar modalities."
http://www.unc.edu/depts/uc/AB/10-29-13/Distance%20Learning%20Task%20Force%20Report%20-%20Boards%20approved.pdf
My interpretation – though I was not a member of this task force – is that the new policy ***does*** apply to a part-time degree-seeking student in Continuing Studies, even if they haven't matriculated to the College. Thanks for copying Bobbi Owen on this message. Perhaps she can confirm.
I hope you enjoy the weekend, too. It should be lovely on Sunday.
Best,
Nick
Nicholas Siedentop
Curriculum Director
Office of Undergraduate Curricula
Campus Box 3504 | Chapel Hill, NC 27599-3504 | T 919.962.5819
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From: Sanford, Timothy R.
Sent: Friday, February 28, 2014 3:23 PM
To: Siedentop, Nicholas J
Cc: Owen, Bobbi A; Brooks, Jennie H; Solomon, Melissa Joy
Subject: FW: Curriculum matters
Hi Nick –
Thanks for sharing this with Jennie and Melissa. However both of them are concerned that the wording of your message makes it seem as though all degree seeking Part-time Classroom Studies students are subject to these policies. As I am sure you know, the policy has been applied to students once they matriculated in the College meaning they were accepted into Arts & Sciences rather than being in Part-time Classroom Studies. I was in the meeting of the Distance Learning Task Force when they adopted these recommendations to the Administrative Boards, and there was no mention of changing the way in which the policy was applied. Hence, we will continue to advise our students that these policies do not apply to Part-time Classroom Studies students until they matriculate in the College.
If there has been some additional change, I would appreciate your letting me know about that.
Thanks very much and have a good weekend.
Tim

From: Siedentop, Nicholas J
Sent: Friday, February 28, 2014 2:15 PM
To: Brooks, Jennie H; Solomon, Melissa Joy
Subject: Curriculum matters
Dear Jennie and Melissa,
Greetings from the Office of Undergraduate Curricula!
Over the past year there have been several curriculum-related policy changes that I wanted you to be aware of. You may already know about these changes, but it doesn't hurt to double check.

Distance Learning

The Administrative Boards of the College of Arts and Sciences and General College approved the Distance Learning Task Force recommendations, effective immediately. The regulations apply to all new and continuing full-time and part-time degree seeking students, and they refer to CCO, Summer School, Semester Online, and other for-credit UNC-Chapel Hill courses offered completely via similar modalities.

1. The maximum number of credit hours, all of which must be designated UNC-Chapel Hill or Semester Online, that can be counted toward an undergraduate degree in the College of Arts and Sciences is 24. There can be no exceptions to this upper limit.
2. First-semester, first-year students may not enroll in for-credit online courses unless unusual circumstances prevail, nor may first-year students take an online course in the summer prior to matriculation.
3. Full-time undergraduate students may enroll in a maximum of one for-credit online course (currently CCO or Semester Online) per regular semester (after the first semester, if they are a first-year student) and a maximum of two for-credit online courses per summer.
4. Degree-seeking students who are not enrolled may take a maximum of two for-credit online courses in a regular semester or summer.
5. No more than two for-credit online courses in any one department, curriculum, or professional school may count toward a major or minor in the College of Arts and Sciences.
6. Self-Paced courses cannot count toward a degree in the College of Arts and Sciences, other than in exceptional circumstances.
7. It is the responsibility of the Senior Associate Dean for Undergraduate Education, in consultation with the Associate Dean and Director of the Academic Advising Program, to determine whether students in unusual circumstances warrant an exception to these policies.

Faculty Council Resolutions

1. **Resolution 2014-2.** Deadline for Dropping Courses. All incoming first-year students have a two week deadline to drop a course. To help mitigate this change, these students will be allowed to drop a course between the 2nd and 8th week of classes, but they'll receive a WC grade on their internal transcript; students are allowed no more than 16 hours of WC grades during their undergraduate career.
2. **Resolution 2014-3.** The number of courses/credits that a student can "declare" on the Pass/D+/D/Fail system was increased from 11 hours to 16 hours.
3. **Resolution 2014-4.** The minimum cumulative GPA eligibility standard for undertaking a senior honors thesis project in any undergraduate degree program is 3.3. Departments may set a higher GPA standard for courses taken "in the major."
4. **Resolution 2014-5.** New eligibility standards were adopted. The first two standards are the same; they added a third standard requiring students to earn a passing grade in at least two-thirds of attempted semester credit hours each term, including summer school. Please refer to the chart on the Resolution.

Please let me know if you have any questions.
Best wishes,
Nick
Nicholas Siedentop
Curriculum Director
Office of Undergraduate Curricula
Campus Box 3504 | Chapel Hill, NC 27599-3504 | T 919.962.5819
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--

Bobbi Owen
Senior Associate Dean for Undergraduate Education, and
Michael R. McVaugh Distinguished Professor of Dramatic Art
University of North Carolina at Chapel Hill
CB# 3504, 3011 Steele Building
214 East Cameron Avenue
Chapel Hill, NC 27599-3504
Phone: 919 843-7773
FAX: 919 843-4775

From: Lindemann, Erika <ulinde@email.unc.edu>
Sent: Tuesday, March 18, 2014 8:58 PM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: Fwd: My questions about feedback on the Latina/o Studies Graduate Certificate

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Keeping you in the loop. Maria's response is not a surprise to me, but I will seek your advice before responding to her next week. Feel welcome to forward her message to Terry and Jonathan if you would like.
Cheers!
Erika

Sent from my iPad

Begin forwarded message:

> **From:** Deguzmán, María <deguzman@email.unc.edu>
> **Date:** March 18, 2014 at 1:08:24 AM EDT
> **To:** "Lindemann, Erika" <ulinde@email.unc.edu>, "Schmitt, Stephanie" <sschmitt@email.unc.edu>
> **Cc:** "Taylor, Beverly W" <btaylor@email.unc.edu>
> **Subject: My questions about feedback on the Latina/o Studies Graduate Certificate**
>
> Dear Erika and Stephanie,
>
> Thank you very much for your feedback. I am in the process of addressing your concerns and questions. I do have some questions and concerns of my own:
>
> 1. I can amend the language of the proposal to state that retroactive credit for the Latina/o Studies Graduate Certificate cannot be gotten, but what does "cannot be gotten after the fact mean" in our case? Does it mean that any graduate student who has taken courses before the establishment of the Certificate cannot petition to have those courses included even after he or she has declared an interest in the Certificate and submitted a viable application to be accepted once the LS Certificate in approved? Can you clarify exactly what this means for currently interested graduate students who have written letters, etc? I understand that not all Certificates operate this way. It would seem that the Latin American Studies certificate and the Cultural Studies certificate allow for the counting of courses taken before applying for "admission" to the Certificate program.
>
> Can one or both of you provide the exact language you wish us to include in our Certificate and the exact rationale for excluding the work that graduate students who are interested in the Certificate have done? It seems a shame that currently enrolled students who have done their coursework cannot count some or all eligible coursework toward the potential acquisition of the LS Certificate. Please clarify what "after the fact" means. After *what* fact? And why? Thank you. I want to make sure that our Proposal is aligned with the current criteria for Certificates.
>
> 2. I will include the following language from the UNC Program in Latina/o Studies website to explain, once again, the difference between Latina/o Studies and Latin American Studies. Here is the explanation that has been on our website for more than *10 years* and that successfully justified the creation of the undergraduate program in Latina/o Studies currently in existence at UNC Chapel Hill, the first one in the Southeast and now one of three (UNC-Chapel Hill, Duke, and Vanderbilt). The criteria that justified the creation of the undergraduate program should be sufficient for the creation of a graduate certificate. Our focus is what is happening in the United States or in relation to the United States. Latina/o Studies is not just about recent immigrants but also about the peoples and cultural production of peoples who have been within what is today considered the United States for more than 500 years. Latina/o Studies is not area studies (as with Latin American Studies) -- it is ethnic and comparative ethnic studies. it has a very different institutional history of development from Latin American Studies. The overlap is migration, but that is only one aspect of Latina/o Studies subject matter.
>
> Latina/o Studies as a field is constituted out of the transdisciplinary study of Latina/o cultural production and experience in terms of a whole variety of factors. Latinas/os are defined as people of Latin American and/or Iberian heritage living and working **in the United States or U.S.-based** but also moving between the U.S. and the rest of the Americas. Latinas/os are ethno-racially diverse, of African, indigenous, Asian, and European descent; linguistically diverse, speaking varieties of English, Spanish, Portuguese, Spanglish, African, Asian, and indigenous languages; and culturally diverse, coming from more than 35 countries and 5 continents. **Unlike Latin American Studies where the primary focus is on the cultures and experiences of various parts of Latin America (an umbrella term covering Mexico, Central America, the Caribbean, and South America), Latina/o Studies takes as its primary concern the presence of Latin America, Spain, Portugal, and the myriad combinations of Hispanic-Native-African-Asian-and-European non-Hispanic cultures within the borders of the United States.** However, Latina/o Studies is not confined within those borders either to the extent that its subjects of study (and the very creators of the field itself) are in motion and in flux, coming and going, continually crossing borders and boundaries. In this respect, it does share some of the transnational and transcultural scope, momentum, and issues of Latin American Studies **but with its own foci, its own perspectives, that owe a great deal to Ethnic Studies and the knowledge produced in and through various intersecting civil rights movements. Latina/o Studies does not duplicate the work of Latin American Studies; it draws on it and complements it. Ideally, this scholarly relation works in reverse, too. An excellent book on the relation of Latin American and Latina/o Studies in the era of transnationalism and globalization is Critical Latin American and Latino Studies, edited by Juan Poblete (University of Minnesota Press, 2003).**
>
> 3. I see no problem with seeking a letter of support from Terry Rhodes, Senior Associate Dean for Fine Arts and Humanities in the College of Arts and Sciences. Is the logic for getting one from Jonathan Hartlyn that he is the Senior Associate Dean for the Social Sciences and our certificate entails a mixture of the Humanities and the Social Sciences? Please let me know.
>
> 4. I do not understand why I must get a letter from Lou Perez as Latina/o Studies is a separate endeavor from Latin American Studies and has a very different institutional history. Latin American Studies is area studies and Latina/o Studies is ethnic & comparative ethnic studies. Also, the UNC Program in Latina/o Studies is housed in the Department of English & Comparative Literature and not with Latin American Studies. It *never* has been housed with Latin American Studies at UNC Chapel Hill. Most significantly, Latin American Studies has never sought approval for any of their programs from our department of English & Comparative Literature or from our Latina/o Studies program or from me as director since 2004 of the UNC Program in Latina/o Studies, so I do not see why I must seek approval from them. This is not a reciprocal situation. **It would be like asking American Studies to seek approval from European Studies or African American Studies to seek approval from African Studies in order to exist.** That would not be done. It would not be intellectually or politically defensible. So, I do not understand why it is being done in our case. There is no reason for Latina/o Studies to have to seek academic validation from Latin American Studies. Can you please explain to me the rationale behind this request and the request that I seek a letter from Lou Perez in particular? He has never had to ask for a letter from me or from our board for anything. ISA (the Institute for the Study of the Americas) and our Program are different entities and do not duplicate work or programs. Had this question not been settled back in 2004, the UNC Program in Latina/o Studies housed in the Department of English & Comparative Literature would not exist. It does exist and has existed in the Department of English & Comparative Literature for more than 10 years. I apologize if I sound a bit adamant about this request, but it does not align with the fundamental purpose, scope, & institutional positioning of our Latina/o Studies Graduate Certificate Proposal.

5. Can you provide some essential suggestions for metrics you would like to see in terms of self-evaluation of our LS Graduate Certificate Program?

I may have more questions, but these are some of the most fundamental ones that I need answered as I implement your suggestions and address your questions.

Thank you once again for working with me and I look forward to our continued efforts toward producing the final proposal.

All best wishes,

María
Dr. María DeGuzmán
Professor of English & Comparative Literature
Director of Latina/o Studies
UNC - Chapel Hill
http://www.linkedin.com/in/mariadeguzman

From: Lindemann, Erika
Sent: Monday, March 17, 2014 3:30 PM
To: Deguzmán, María
Subject: Latina/o Studies Graduate Certificate

Dear Maria,
Thank you again for your efforts to develop a graduate certificate in Latina/o studies. I have now had a chance to read the proposal carefully and have discussed it with Stephanie Schmitt, who will be providing you with her own feedback when she is able. In anticipating issues/questions our administrative boards might raise, I want to share the following concerns with you in hopes that you can revise the proposal before submitting a final version.
1. The proposal states that students who have already met some of the requirements "could claim retroactive credit for the criteria they have met" ("First Term the Certificate Would be Offered"). This will not be possible, given the Graduate School's regulation that certificates will not be offered "after the fact" (See http://handbook.unc.edu/certificate.html). Item 9 correctly acknowledges that "Retroactive credit for the Latina/o Studies Graduate Certificate cannot be gotten."
2. Item 1 explains that the focus of the certificate is on Latina/o populations living within the geographical borders of the United States and that this focus "should not be confused" with Latin American Studies. Faculty members reviewing this proposal will want more help to understand the distinction you are making. Can you add a few more sentences explaining this difference? It would also help to explain how this certificate differs from the graduate certificate in Latin American studies. To assure board members that the proposed certificate is regarded as a positive development among Latin Americanists, especially the Institute for the Study of the Americas, a letter of support from Prof. Louis Pérez would be essential. If he declines to support the proposal, you will want to include an explanation of his reasoning.
3. Requiring a conference paper or academic presentation at UNC-Chapel Hill may be tricky since students do not have much control over whether conference organizers will accept the student's proposal to make such a presentation. This may not be a huge problem, but it could be for some students; if so, then what do the students do? Item 1.3 also should make clear that the "conference paper or academic presentation" should be on a Latina/o Studies topic.
4. Item 9 mentions that admission will be based on a one-page statement of intention. The section would be stronger if it included more detail about the process. When during the academic year will applications be received? Will a call for applications be publicized; if so, how? Will the director of the certificate program will be the only person reviewing applications? What role, if any, do members of the advisory board have in determining admissions?
5. Item 10 does not provide a three-year, semester-by-semester projection of enrollments and course offerings. Members of our boards want to know how many students are expected to be working on this certificate at any one time and how many of the proposed courses will be offered in any one semester or academic year. Information about course offerings is especially needed to demonstrate not only that sufficient graduate courses exist but that they also will be offered with enough regularity to permit students to complete their certificate.
6. Item 12 should list by name and departmental affiliation the members of the certificate program's advisory board (which I assume is distinct from the advisory board for the UNC Program in Latina/o Studies). If the two advisory boards involve the same 20 individuals, it would be good to know how such a large board will function to review applications, advise students, and evaluate the certificate program.
7. The response to Item 13 appears to misunderstand the prompt: Describe the evaluation plans for the Certificate Program. We would want to see explicit plans for evaluating the certificate program, not the students in it. Item 13.5 begins to address program assessment but is too general and mentions only one of several measures that, together, would provide valuable information about how the certificate program is serving students.
As I mentioned in an earlier message, the Administrative Boards of the General College and the College of Arts and Sciences will hold one more meeting this academic year, on April 22. Materials for that meeting's agenda must be sent to me as an email attachment no later than Friday, April 12. Please also request letters of support from Senior Associate Deans Terry Rhodes and Jonathan Hartlyn as well as Prof. Louis Pérez; these letters can be sent to me at ulinde@email.unc.edu. Though revising the application form may be challenging, given this time frame, your efforts to address questions that board members may have will be helpful as the proposal proceeds through the review process.
I will be attending a conference this week but will be back in the office on Monday, March 24. If you have questions or concerns, I'll be glad to talk with you then.
Best wishes,
Erika
Erika Lindemann
Associate Dean for Undergraduate Curricula
3014 Steele Building, CB# 3504
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3504
Office: 919-843-7772
Fax: 919-962-6686
Office of Undergraduate Curricula Web site: www.unc.edu/depts/uc/
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From: no_reply@email.unc.edu
Sent: Wednesday, March 19, 2014 2:03 PM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: [INFORMATIONAL] 2014 University Leadership Education and Development (ULEAD) Program

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2014 University Leadership Education and Development (ULEAD) Program

TO: Deans, Directors and Department Heads

FROM: Felicia A. Washington, Vice Chancellor for Workforce Strategy, Equity, and Engagement

The Office of Human Resources, a unit of the Division of Workforce Strategy, Equity, and Engagement, has opened applications for the University Leadership Education and Development (ULEAD) program. ULEAD targets high-performing, high-potential managers and gives them the tools and skills they need to meet the challenges of the changing higher education landscape and take the next step in their careers. ULEAD emphasizes strategic thinking, communication, innovation, and negotiation.

Pre-program elements of ULEAD begin in late spring, and the program runs through the fall semester. The curriculum includes a series of classes, a 360 multi-rater assessment, peer coaching, and team projects designed to contribute in real and innovative ways to improving university effectiveness. Participants receive the benefit of learning from the world-renowned faculty of the Kenan-Flagler Business School, as well as other highly regarded professionals.

To provide the maximum opportunity for interaction and networking, ULEAD selects 15 representatives from UNC-Chapel Hill and 3 from NC Central University. Participants must be high-performing, highly motivated managers who are directly responsible for at least one supervisor or for a program of significant size and complexity. Applicants are nominated by their managers, and must receive approval from their Dean, Vice Chancellor, or designee.

Applications are being accepted for ULEAD 2014 tbrough April 3.

For more information on ULEAD, including tbe full program schedule and a link to the online application, visit http://hr.unc.edu/training-talent-development/specialized-programs-and-resources/ulead/.

If you have questions, please contact William Frey in the Office of Human Resources at 962-9685 or will_frey@unc.edu.

This message is sponsored by: Division of Workforce Strategy, Equity, and Engagement

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From: Rhodes, Terry Ellen <RHODES@email.unc.edu>
Sent: Wednesday, March 19, 2014 3:46 PM
To: Owen, Bobbi A <owenbob@unc.edu>
Cc: Cline, Alexis L <Alexis_Cline@unc.edu>
Subject: Megel syllabus
Attach: MiP_Syllabus_2013.REVISED.RN.1.13.2014.pdf

Bobbi,
Please see attached Joseph Megel's COMM syllabus. I have to head over to the IAH microtalks right now, but we can find a time to speak tomorrow.
Thanks,
Terry
Terry Ellen Rhodes
Senior Associate Dean, Fine Arts and Humanities
College of Arts and Sciences
Professor of Music
University of North Carolina at Chapel Hill
205 South Building, CB #3100
Chapel Hill, NC 27599-3100
919-962-1165
919-962-2408 fax
rhodes@email.unc.edu

From: Megel, Joseph Lawrence
Sent: Wednesday, March 19, 2014 3:41 PM
To: Rhodes, Terry Ellen
Subject: RE: initiatives grant admin email text
here's the syllabus. Thanks Terry.
jm
Joseph Megel
Artist in Residence
Department of Communication Studies
University of North Carolina at Chapel Hill
Office: 919-843-7067

From: Rhodes, Terry Ellen
Sent: Wednesday, March 19, 2014 3:17 PM
To: Megel, Joseph Lawrence; Cline, Alexis L
Cc: Cline, Alexis L
Subject: RE: initiatives grant admin email text

Joseph,
Just left you a phone message. If you'd like to speak further about your application, please let me know.
Thanks,
Terry
Terry Ellen Rhodes
Senior Associate Dean, Fine Arts and Humanities
College of Arts and Sciences
Professor of Music
University of North Carolina at Chapel Hill
205 South Building, CB #3100
Chapel Hill, NC 27599-3100
919-962-1165
919-962-2408 fax
rhodes@email.unc.edu

From: Megel, Joseph Lawrence
Sent: Tuesday, March 18, 2014 1:21 PM
To: Cline, Alexis L
Cc: Rhodes, Terry Ellen
Subject: RE: initiatives grant admin email text
I am planning on reaching out to another faculty member in either Music or Dramatic Art with basically the same proposal, so any feedback on it, given that change, would be most helpful. I still plan on using Oasis's Will Bosley for his expertise.
jm
Joseph Megel
Artist in Residence
Department of Communication Studies
University of North Carolina at Chapel Hill
Office: 919-843-7067

From: Cline, Alexis L
Sent: Tuesday, March 18, 2014 10:00 AM
To: Megel, Joseph Lawrence
Cc: Rhodes, Terry Ellen
Subject: FW: initiatives grant admin email text

Hi Professor Megel,
Dr. Terry Rhodes, Senior Associate Dean for Fine Arts and Humanities is handling the Interdisciplinary Grants this year for the Dean's office and asked that I get in touch with you regarding your email to Dean Gil.
For the team teaching initiative, grants are available to teams of two (2) or more faculty that wish to develop interdisciplinary undergraduate or graduate courses. Proposed course(s) must be offered during the regular academic year and must be taught at least twice. The chairs of the units in which the faculty team members are appointed must approve the course(s) and teaching schedules of the faculty involved. The grants, which may not exceed $16,000, may be used in a variety of ways (e. g., salary and benefits for graduate assistance, supplies, travel expenses, or summer salary and benefits for the faculty). The size of the awards will vary according to the needs of the applicants.
The proposal you have sent for review doesn't appear to involve two (2) or more faculty. Is that correct? I'm not finding any documentation that Will Bosley is coded in the system as a faculty member. Unfortunately, this proposal doesn't fall within the guidelines. If you would like to discuss further, please give me or Dr. Rhodes a call.
Alexis
Alexis Cline
Assistant to the Dean
College of Arts and Sciences
University of North Carolina Chapel Hill
205 South Building
Chapel Hill, NC 27599
919-962-3082
Begin forwarded message:

> **From:** "Megel, Joseph Lawrence" <megel@email.unc.edu>
> **Date:** March 17, 2014, 2:19:13 PM EDT
> **To:** "Gil, Karen M" <kgil@email.unc.edu>
> **Subject: FW: initiatives grant admin email text**
>
> Karen,
> Would you mind looking at this rough draft or our proposal and meeting with me to discuss the proposal.
> Thank you,
> Joseph Megel
> Artist in Residence
> Director of the Process Series
> Department of Communication Studies
> University of North Carolina at Chapel Hill
> Office: 919-843-7067

COMM 566
MEDIA IN PERFORMANCE
SPRING 2014

TUES/THURS 9:30 – 10:45
Swain 110 & Beasley Media Center 018 Graham Memorial

Co-Instructors

Joseph Megel
Office: Swain 106
843-7067
megel@email.unc.edu
Office Hours: Tues & Thurs
11:00a.m. – 1:30p.m.
or by appointment

Will Bosley
014Graham Memorial

wbosley@unc.edu
Tues- Thurs
1p.m. – 3p.m.
or by appointment

Graduate Research Consultant: Rebecca Nesvet (English)

We also have the privilege to have guest instructors who bring a lot of experience to the class.

Guest Instructor: Dominic Abbenante (Playmakers Rep)
Guest Instructor: Brooks deWetter-Smith (Music)

Class Objective

To introduce the concepts of multi-media theatre and build performance works that marry live and mediated elements toward creating a fully integrated experience.

Course Description

Due to the dynamic nature of technology, this is subject to change.

Over the course of the semester, students will be introduced to the concept of Multimedia Theater, while acquiring the skills and critical approaches to creating multi-media works. This is a project-based course that is designed to bring together the methods and practices of live performance and digital media, both time based and interactive/spontaneous. In this course, interdisciplinary teams will stage performances/experiences. This course will emphasize the technical mechanics of multimedia performances, but will also cover the basics of lighting design, sound design, narrative creation (story and character), dramaturgy and interdisciplinary teamwork. Students will come from different disciplines and bring their various skills to the creative process.

During the course of the semester, students will be required to create four collaborative performance projects in groups/ensembles. Each student will participate in, and contribute to the creation of new works in an ensemble consisting of artists from different interdisciplinary backgrounds. Each group will be required to create, rehearse, and perform short works by group members. Students will also be required to critique the performances of their classmates.

Students will work with a variety of technologies, including, but not limited to: Playback Control and distribution systems (Isadora), Telephony, VOIP, Video Conferencing, HD Video, Digital Projection, LCD Displays, Digital Audio technologies (MaxMSP, Modul8, ProTools), Photoshop, NLE suites, Theatrical Lighting, and PA amplification systems.

Students in this course will learn:

1. How to work in interdisciplinary teams toward a creative vision.
2. The mechanics of various technologies.
3. The importance of story and experience design.

Reading

Thompson, Lynn, Theatre Topics, "Teaching and Rehearsing Collaboration." Vol. 13. 2003

Jones, Robert Edmund. *The Dramatic Imagination*. New York. Routledge, 2004.

Various articles and readings will be added throughout the semester.

Web Research Project

You will be asked to search the web for mediated performance, and choose at least one positive and one flawed example. You will post links to these videos on Sakai (Forum folder entitled Web Research Project) and then write a response on each (a paragraph or two), describing how media is being used to enhance or detract from the story being told. How is the media characterized in the performance?

Some examples, but we encourage you to find your own examples.

Mummenschanz, "Masks."
Mummenschanz, "Ragtime."
Matthew Bourne, "Dorian Gray" and "Edward Scissorhands"

Blue Man Group.
Wooster |Group, "House/Lights."
Robert LePage/Ex Machina, "The Andersen Project"; more here
Peggy Shaw/Clod Ensemble, "Must: The Inside Story"
John Hurt in Samuel Beckett, "Krapp's Last Tape"
Richard Foreman.
"Notre-Dame de Paris"
RadioTheatre NYC
Lucien Bourjeily, "66 Minutes in Damascus."
Natasha Tsakos, "Awake."
Paperhand Puppet Intervention
Basil Twist, "Dogugageshi."

Required Performances

You are required to attend three (out of four) performances, and write a journal entry about your experience of the work and the efficacy of the integration of the media. (How well media serves storytelling)

Tramp's New World written and directed by Rob Jansen,
Media design by Jared Mezzocchi and Shane Glaughlin and
Locally Alex Maness
Swain Hall Studio Six – Jan. 24/25 @ 7:30p.m.

Process Series: *Ice Music*
Composed by Lowell Liebermann, choreographed by Carey McKinley,
videography by Brooks de Wetter-Smith
Thursday, February 13 at 8:00pm
Mandela Auditorium, FedEx Global Education Center

Love Alone by Deborah Salem Smith: A Portrait of Grief and Healing
Playmakers Rep Squared
Invited dress Feb. 25 at 7:30
Paul Green Theater

The Misdirection of Henry Walker adapted by Rob Hamilton
from the book *Mr. Sebastian and the Negro Magician by Daniel Wallace.*
Performance March 27-April 6
Swain Studio Six

Optional Bonus Performance:

Our Country's Good by Timberlake Wertenbaker, directed by Joseph Megel
April 10 – 14
Paul Green Theater

Projects

There are three major projects (two smaller ones) which will comprise the majority of your grade. Each project will be created in a collaborative group. You will be assigned a different group for each project, and you will also be assigned responsibilities in that group.

Introductions: an exercise exploring the use of media in performance
Each student will be asked to bring in a piece of media they like or are drawn to and create a performance introducing themselves and integrating media into their performance. (no letter grade)

Project 1: Performing dramatic text
Student groups will work with an assigned dramatic text and create a multi-media performance based solely upon that text. You must use all the language of the text (or section of the text) that you adapt to the stage. The key to this project will be the full integration of media into the performance, essential to its experience, rather than the sense that the media was "added" on. (5-10 minutes in duration) Your adapted script is due on performance day.

You can choose among these texts which are all available on the web:

Edward Albee, "Zoo Story"
Ray Bradbury, "The Veldt"
Ambrose Bierce, "An Occurrence at Owl Creek Bridge."
Jorge Luis Borges, "La Rosa de Paracelso" ("The Rose of Paracelsus")
Ursula K LeGuin, "The Ones Who Walk Away from Omelas"
Ntozake Shange, "Advice" (Sakai)
Guillermo Reyes "The Gay Little Immigrant That Could" from *Men on the Verge Of a His-Panic Breakdown.*

Project 2: Devising a performance
Based upon an agreed upon idea, theme or concept (using news article, web pieces, interviews, etc.) the group will devise a work, creating a fully scripted experience based upon multiple sources (at least three), and present it to class. (5-10 minutes in duration). A fully written script is due on performance day.

Flash Project: Music as Script
You will have just two weeks to choose a piece of music and create a performance using live and mediated elements. Guest Professor Brooks deWetter-Smith will guide us through the process of creating performance inspired by and derived from music. (5 minutes)

Project 3: Open Choice
Groups may create their own final mediated performance. (10-15 minutes in duration) For this project, students will submit a brief (3-5 pages) paper detailing their personal processes and observations of the group approach to the project. Proposals for final project must be approved by Professors. Our GRC will be available as a resource for research development.

The only content restrictions on these projects are:

1. No Gun Violence
2. No Pornography

[This is not because we object to them on moral or ethical grounds, but rather because these approaches have been done and this course is meant to encourage innovation.]

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- 15% Attendance, Participation, Assignments (including flash project) & Journals
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- 15% Project 2
- 25% Final Project 3
- 15% Final Process Paper
- 15% on instructor/peer evaluations

The project final grade is based upon your progress as well as the final performance.

Communication

Most communication for and about this class will take place either via the course sakai website or by email. Students are required to check their university e-mail and the course website(s) daily.

This course has a public website on which content from this course may be posted. Students will be cited on the public website only with their permission.
www.mediainperformance.web.unc.edu

Space Reservations

Please review these procedures for space reservations. Since we are using Studio Six for our class, you will have special permission to have access to studio six. When making reservations you will need to contact Rob Hamilton as well as the UNC performance coordinator.
http://comm.unc.edu/resources/performance-space-reservations-2/

Social Responsibility: Peer Evaluations and the Use of Your Work

One aspect of this course is that when an individual focuses on the group/society they live/work in, rather than on himself or herself, everybody can benefit. There are two explicit examples of this in MiP: First, you will be asked to evaluate your peers, both to assist in the course grading and to provide feedback to them as human beings. We will cover the details of this in class. Second, you will soon be asked to sign a document

granting UNC, and your peers the right to show your work from MiP (with attribution) for academic and other purposes, including putting together demo reels, for example.

Where and How You Should Work in This Class

This course is likely to have students from art, english, drama, music, social sciences, computer science and other majors. These disciplines all have different standards for how they communicate, how they train their students, and how they evaluate the quality of work. It is *EXTREMELY* important that students in this course be tolerant of the different cultures that are represented. *Based on experiences in the real world with these kinds of interdisciplinary teams, one of our goals is "getting through the semester without a fistfight".* To help meet that goal, there are a few basic standards that all reasonable cultures have in common:

- Be Honest.
- Treat everyone with respect.
- Listen when it's someone else's turn to talk, and actively solicit input from each team member.
- Show up, on time, for any meetings you schedule.

Finally, we expect you to do all work for this course in Swain or the BeasleyMRC. There may be other campus resources that may be leveraged for your project. Details to follow. If you work by yourself, you will be missing the whole point of this course.

Roles within Media in Performance

The goal of Media in Performance (MiP) is to take students with varying talents, backgrounds, and perspectives and put them together to do what they couldn't do alone. The MiP class is divided into assignments or "rounds". At the beginning of each round you will be placed in a different team of four to five students, each with one of the following assigned roles:

- Writer
- Actor/Performer
- Video/Audio/Projection technologist
- Environmental Designer/Scenographer

Every student will be assigned a primary role and a secondary role. We assign roles to guarantee that every team has every skill needed to stage a successful experience. You are responsible for filling the role you are assigned in a team, but you are NOT constrained to working within your assigned role only. There will likely be a few cases where, due to "talent shortages", some students will need to make use of their secondary roles on teams. We will make every effort to make sure no one gets stuck in roles they are not well suited for, but students should expect to have to make occasional sacrifices, and step up to unexpected challenges. Although we hope to allow students the opportunity to perform each role they are qualified for, there is no guarantee that this will be the case. The instructors have final decision-making powers over teams and roles.

MiP Discussion/Calendar

MiP Calendar Revised Jan 6, 2014

Thursday, Jan 9

Instructor Intros, Syllabus Overview, Defining "Mediated"

Assignment: Introduce yourself integrating a piece of media you like. **Due Jan 14**

Tuesday, Jan 14 – Thursday Jan 16

Tech Orientation, Isadora Basics

Assignment: Web Research Project. **Due Jan 23**

Assignment: Group Performance 1. **Due Feb 6**

Tuesday, Jan 21 – Thursday Jan 23

Isadora 2, Projection, Media design & story – An unsteady alliance

Tramps New World Performance Jan 24/25 (7:30p.m.)

Assignment: Read *The Dramatic Imagination.* **Due January 30.**

Tuesday, Jan 28 – Thursday Jan 30

Live Performance, the Script is only the beginning, Lighting Design

Tuesday Feb 4 – Thursday Feb 6

Audio Design, Montage

Proj 1 performances (Feb. 6)

Assignment**:** Read: "Teaching and Rehearsing Collaboration" – On Sakai. Due Feb 11

Tuesday Feb 11 – Thursday Feb 13

Modes & Methods for collaboration, *Process Journals due*

Assignment: Reading on Devised Collaboration tba**. Due Feb 18**

Assignment: Group Performance 2. **Due March 6**

Required Performance: Process Series*: Ice Music* Performance Feb 13 @ 8p.m.

Tuesday Feb 18 – Thursday Feb 20

Media as performer in the room, trusting your collaborators

Assignment: Story Structure tba. **Due Feb. 25**

Tuesday Feb 25 – Thursday Feb 27

Audience-elephants in the room, Story.

Required Performance: *Love Alone* (Feb. 25 - invited dress 7:30p.m.)

Tuesday March 4 – Thursday March 6
Creating Characters with depth,
Proj 2 performances, *Process Journals – (*Due March 6*)*

SPRING BREAK

Tuesday March 18 – Thursday March 20
Writing for Technology, what the Audience doesn't know
Assignment: The Script is the Music. **Due March 27**

Tuesday March 25 – Thursday March 27
Music as script, where do you go? **Music Proj performances**
Assignment: Group Performance 3. **Due April 22**
Misdirection of Henry Walker Performance March 27-April 6

Tuesday April 1– Thursday April 3
The perfect balance of live performance and media

Tuesday April 8– Thursday April 10
Workshop of Final Projects, Discussion of Final Process Paper
Assignment: Final Paper draft one**. Due April 24**

Tuesday April 22– Thursday April 24
Proj 3 performances, *Process Journals due* ***Jury for Public Show***

Wednesday May 1 – Public Performance 4p.m.

FINAL EXAM May 2 @ 8a.m.
Final Process Paper Due
\

Included below, in its entirety, is perhaps one of the best documents I have ever seen on the subject of working in groups. (Either single or interdisciplinary) You will notice it was compiled for an entirely different class at an entirely different university. Don't let this fact diminish these words in ANY way. That particular class at that particular university has provided a great deal of influence in the design of this class. Remember, the story need not be "original" if it is well told.

Tips for Working Successfully in a Group

By Randy Pausch, for the Building Virtual Worlds course at Carnegie Mellon, Spring 1998

Meet people properly. It all starts with the introduction. Then, exchange contact information, and make sure you know how to pronounce everyone's names. Exchange phone #s, and find out what hours are acceptable to call during.

Find things you have in common. You can almost always find something in common with another person, and starting from that baseline, it's much easier to then address issues where you have differences. This is why cities like professional sports teams, which are socially galvanizing forces that cut across boundaries of race and wealth. If nothing else, you probably have in common things like the weather.

Make meeting conditions good. Have a large surface to write on, make sure the room is quiet and warm enough, and that there aren't lots of distractions. Make sure no one is hungry, cold, or tired. Meet over a meal if you can; food ***softens*** a meeting. That's why they "do lunch" in Hollywood.

Let everyone talk. Even if you think what they're saying is stupid. Cutting someone off is rude, and not worth whatever small time gain you might make. Don't finish someone's sentences for him or her; they can do it for themselves. And remember: talking louder or faster doesn't make your idea any better.

Check your egos at the door. When you discuss ideas, immediately label them and write them down. The labels should be descriptive of the idea, not the originator: "the troll bridge story," not "Jane's story."

Praise each other. Find something nice to say, even if it's a stretch. Even the worst of ideas has a silver lining inside it, if you just look hard enough. Focus on the good, praise it, and then raise any objections or concerns you have about the rest of it.

Put it in writing. Always write down who is responsible for what, by when. Be ***concrete***. Arrange meetings by email, and establish accountability. Never assume that someone's roommate will deliver a phone message. Also, remember that "politics is when you have more than 2 people" – with that in mind, always CC (carbon copy) any piece of email within the group, or to me, to **all members** of the group. This rule should ***never*** be violated; don't try to guess what your group mates might or might not want to hear about.

Be open and honest. Talk with your group members if there's a problem, and talk with me if you think you need help. The whole point of this course is that it's tough to work across cultures. If we all go into it knowing that's an issue, we should be comfortable discussing problems when they arise -- after all, that's what this course is really about. Be forgiving when people make mistakes, but don't be afraid to raise the issues when they come up,

Avoid conflict at all costs. When stress occurs and tempers flare, take a short break. Clear your heads, apologize, and take another stab at it. Apologize for upsetting your peers, even if you think someone else was primarily at fault; the goal is to work together, not start a legal battle over whose transgressions were worse. It takes two to have an argument, so be the peacemaker.

Phrase alternatives as questions. Instead of "I think we should do A, not B," try "What if we did A, instead of B?" That allows people to offer comments, rather than defend one choice.

From: no_reply@email.unc.edu
Sent: Wednesday, March 19, 2014 5:02 PM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: [FORMAL NOTICE] SACS Reaccreditation

To Deans, Directors, Department Chairs and other senior-level administrators:

UNC-Chapel Hill has begun preparations for seeking reaffirmation by the Southern Association of Colleges and Schools (SACS) in 2016. I'm pleased that Provost Jim Dean will lead this effort, which will be coordinated by Executive Vice Provost Ron Strauss and Assistant Provost Lynn Williford, our SACS Accreditation Liaison.

Accreditation is required to receive federal funding and also provides quality assurance for the public. More importantly, the process gives us an opportunity to identify our strengths as well as areas in which we can improve our effectiveness in carrying out our mission. A full review occurs every 10 years with a Fifth-Year Interim Report required at the midpoint. Our 2012 Fifth-Year Interim Report was well-received by SACS.

Our success in achieving reaccreditation will depend on the expertise and careful, dedicated work of our leadership and many other individuals across our campus. The process involves documenting our compliance with over 90 standards and federal requirements and developing a proposal for a new Quality Enhancement Plan (QEP) to improve student learning.

You will hear more about the SACS reaccreditation process in the coming months. Please support our efforts by responding to requests from the Provost's Office to serve on committees and helping us document our excellent work at Carolina.

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With thanks,
James W. Dean, Jr.

This message is sponsored by: Office of the Executive Vice Chancellor and Provost

From: Rhodes, Terry Ellen <RHODES@email.unc.edu>
Sent: Wednesday, March 19, 2014 6:51 PM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: FW: initiatives grant admin email text
Attach: MiP_Syllabus_2013.REVISED.RN.1.13.2014.pdf

Evidently, Bosley attends every session to help with techinical issues (not paid extra -- just as part of his OASIS work?) and Joseph is there every class session as well. I told him that we would review, but that there were issues with labeling Will as a "co-instructor" in that he's not been assigned a faculty appointment.
Thanks,
Terry
Terry Ellen Rhodes
Senior Associate Dean, Fine Arts and Humanities
College of Arts and Sciences
Professor of Music
University of North Carolina at Chapel Hill
205 South Building, CB #3100
Chapel Hill, NC 27599-3100
919-962-1165
919-962-2408 fax
rhodes@email.unc.edu

From: Megel, Joseph Lawrence
Sent: Wednesday, March 19, 2014 3:41 PM
To: Rhodes, Terry Ellen
Subject: RE: initiatives grant admin email text
here's the syllabus. Thanks Terry.
jm
Joseph Megel
Artist in Residence
Department of Communication Studies
University of North Carolina at Chapel Hill
Office: 919-843-7067

From: Rhodes, Terry Ellen
Sent: Wednesday, March 19, 2014 3:17 PM
To: Megel, Joseph Lawrence; Cline, Alexis L
Cc: Cline, Alexis L
Subject: RE: initiatives grant admin email text

Joseph,
Just left you a phone message. If you'd like to speak further about your application, please let me know.
Thanks,
Terry
Terry Ellen Rhodes
Senior Associate Dean, Fine Arts and Humanities
College of Arts and Sciences
Professor of Music
University of North Carolina at Chapel Hill
205 South Building, CB #3100
Chapel Hill, NC 27599-3100
919-962-1165
919-962-2408 fax
rhodes@email.unc.edu

From: Megel, Joseph Lawrence
Sent: Tuesday, March 18, 2014 1:21 PM
To: Cline, Alexis L
Cc: Rhodes, Terry Ellen
Subject: RE: initiatives grant admin email text
I am planning on reaching out to another faculty member in either Music or Dramatic Art with basically the same proposal, so any feedback on it, given that change, would be most helpful. I still plan on using Oasis's Will Bosley for his expertise.
jm
Joseph Megel
Artist in Residence
Department of Communication Studies
University of North Carolina at Chapel Hill
Office: 919-843-7067

From: Cline, Alexis L
Sent: Tuesday, March 18, 2014 10:00 AM
To: Megel, Joseph Lawrence
Cc: Rhodes, Terry Ellen
Subject: FW: initiatives grant admin email text

Hi Professor Megel,
Dr. Terry Rhodes, Senior Associate Dean for Fine Arts and Humanities is handling the Interdisciplinary Grants this year for the Dean's office and

asked that I get in touch with you regarding your email to Dean Gil.
For the team teaching initiative, grants are available to teams of two (2) or more faculty that wish to develop interdisciplinary undergraduate or graduate courses. Proposed course(s) must be offered during the regular academic year and must be taught at least twice. The chairs of the units in which the faculty team members are appointed must approve the course(s) and teaching schedules of the faculty involved. The grants, which may not exceed $16,000, may be used in a variety of ways (e. g., salary and benefits for graduate assistance, supplies, travel expenses, or summer salary and benefits for the faculty). The size of the awards will vary according to the needs of the applicants.
The proposal you have sent for review doesn't appear to involve two (2) or more faculty. Is that correct? I'm not finding any documentation that Will Bosley is coded in the system as a faculty member. Unfortunately, this proposal doesn't fall within the guidelines. If you would like to discuss further, please give me or Dr. Rhodes a call.
Alexis
Alexis Cline
Assistant to the Dean
College of Arts and Sciences
University of North Carolina Chapel Hill
205 South Building
Chapel Hill, NC 27599
919-962-3082
Begin forwarded message:

> **From:** "Megel, Joseph Lawrence" <megel@email.unc.edu>
> **Date:** March 17, 2014, 2:19:13 PM EDT
> **To:** "Gil, Karen M" <kgil@email.unc.edu>
> **Subject: FW: initiatives grant admin email text**
>
> Karen,
> Would you mind looking at this rough draft or our proposal and meeting with me to discuss the proposal.
> Thank you,
> Joseph Megel
> Artist in Residence
> Director of the Process Series
> Department of Communication Studies
> University of North Carolina at Chapel Hill
> Office: 919-843-7067

COMM 566
MEDIA IN PERFORMANCE
SPRING 2014

TUES/THURS 9:30 – 10:45
Swain 110 & Beasley Media Center 018 Graham Memorial

Co-Instructors

Joseph Megel
Office: Swain 106
843-7067
megel@email.unc.edu
Office Hours: Tues & Thurs
11:00a.m. – 1:30p.m.
or by appointment

Will Bosley
014Graham Memorial

wbosley@unc.edu
Tues- Thurs
1p.m. – 3p.m.
or by appointment

Graduate Research Consultant: Rebecca Nesvet (English)

We also have the privilege to have guest instructors who bring a lot of experience to the class.

Guest Instructor: Dominic Abbenante (Playmakers Rep)
Guest Instructor: Brooks deWetter-Smith (Music)

Class Objective

To introduce the concepts of multi-media theatre and build performance works that marry live and mediated elements toward creating a fully integrated experience.

Course Description

Due to the dynamic nature of technology, this is subject to change.

Over the course of the semester, students will be introduced to the concept of Multimedia Theater, while acquiring the skills and critical approaches to creating multi-media works. This is a project-based course that is designed to bring together the methods and practices of live performance and digital media, both time based and interactive/spontaneous. In this course, interdisciplinary teams will stage performances/experiences. This course will emphasize the technical mechanics of multimedia performances, but will also cover the basics of lighting design, sound design, narrative creation (story and character), dramaturgy and interdisciplinary teamwork. Students will come from different disciplines and bring their various skills to the creative process.

During the course of the semester, students will be required to create four collaborative performance projects in groups/ensembles. Each student will participate in, and contribute to the creation of new works in an ensemble consisting of artists from different interdisciplinary backgrounds. Each group will be required to create, rehearse, and perform short works by group members. Students will also be required to critique the performances of their classmates.

Students will work with a variety of technologies, including, but not limited to: Playback Control and distribution systems (Isadora), Telephony, VOIP, Video Conferencing, HD Video, Digital Projection, LCD Displays, Digital Audio technologies (MaxMSP, Modul8, ProTools), Photoshop, NLE suites, Theatrical Lighting, and PA amplification systems.

Students in this course will learn:

1. How to work in interdisciplinary teams toward a creative vision.
2. The mechanics of various technologies.
3. The importance of story and experience design.

Reading

Thompson, Lynn, Theatre Topics, "Teaching and Rehearsing Collaboration." Vol. 13. 2003

Jones, Robert Edmund. *The Dramatic Imagination*. New York. Routledge, 2004.

Various articles and readings will be added throughout the semester.

Web Research Project

You will be asked to search the web for mediated performance, and choose at least one positive and one flawed example. You will post links to these videos on Sakai (Forum folder entitled Web Research Project) and then write a response on each (a paragraph or two), describing how media is being used to enhance or detract from the story being told. How is the media characterized in the performance?

Some examples, but we encourage you to find your own examples.

Mummenschanz, "Masks."
Mummenschanz, "Ragtime."
Matthew Bourne, "Dorian Gray" and "Edward Scissorhands"

Blue Man Group.
Wooster |Group, "House/Lights."
Robert LePage/Ex Machina, "The Andersen Project"; more here
Peggy Shaw/Clod Ensemble, "Must: The Inside Story"
John Hurt in Samuel Beckett, "Krapp's Last Tape"
Richard Foreman.
"Notre-Dame de Paris"
RadioTheatre NYC
Lucien Bourjeily, "66 Minutes in Damascus."
Natasha Tsakos, "Awake."
Paperhand Puppet Intervention
Basil Twist, "Dogugageshi."

Required Performances

You are required to attend three (out of four) performances, and write a journal entry about your experience of the work and the efficacy of the integration of the media. (How well media serves storytelling)

Tramp's New World written and directed by Rob Jansen,
Media design by Jared Mezzocchi and Shane Glaughlin and
Locally Alex Maness
Swain Hall Studio Six – Jan. 24/25 @ 7:30p.m.

Process Series: *Ice Music*
Composed by Lowell Liebermann, choreographed by Carey McKinley,
videography by Brooks de Wetter-Smith
Thursday, February 13 at 8:00pm
Mandela Auditorium, FedEx Global Education Center

Love Alone by Deborah Salem Smith: A Portrait of Grief and Healing
Playmakers Rep Squared
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The Misdirection of Henry Walker adapted by Rob Hamilton
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Please review these procedures for space reservations. Since we are using Studio Six for our class, you will have special permission to have access to studio six. When making reservations you will need to contact Rob Hamilton as well as the UNC performance coordinator.
http://comm.unc.edu/resources/performance-space-reservations-2/

Social Responsibility: Peer Evaluations and the Use of Your Work

One aspect of this course is that when an individual focuses on the group/society they live/work in, rather than on himself or herself, everybody can benefit. There are two explicit examples of this in MiP: First, you will be asked to evaluate your peers, both to assist in the course grading and to provide feedback to them as human beings. We will cover the details of this in class. Second, you will soon be asked to sign a document

granting UNC, and your peers the right to show your work from MiP (with attribution) for academic and other purposes, including putting together demo reels, for example.

Where and How You Should Work in This Class

This course is likely to have students from art, english, drama, music, social sciences, computer science and other majors. These disciplines all have different standards for how they communicate, how they train their students, and how they evaluate the quality of work. It is *EXTREMELY* important that students in this course be tolerant of the different cultures that are represented. *Based on experiences in the real world with these kinds of interdisciplinary teams, one of our goals is "getting through the semester without a fistfight".* To help meet that goal, there are a few basic standards that all reasonable cultures have in common:

- Be Honest.
- Treat everyone with respect.
- Listen when it's someone else's turn to talk, and actively solicit input from each team member.
- Show up, on time, for any meetings you schedule.

Finally, we expect you to do all work for this course in Swain or the BeasleyMRC. There may be other campus resources that may be leveraged for your project. Details to follow. If you work by yourself, you will be missing the whole point of this course.

Roles within Media in Performance

The goal of Media in Performance (MiP) is to take students with varying talents, backgrounds, and perspectives and put them together to do what they couldn't do alone. The MiP class is divided into assignments or "rounds". At the beginning of each round you will be placed in a different team of four to five students, each with one of the following assigned roles:

- Writer
- Actor/Performer
- Video/Audio/Projection technologist
- Environmental Designer/Scenographer

Every student will be assigned a primary role and a secondary role. We assign roles to guarantee that every team has every skill needed to stage a successful experience. You are responsible for filling the role you are assigned in a team, but you are NOT constrained to working within your assigned role only. There will likely be a few cases where, due to "talent shortages", some students will need to make use of their secondary roles on teams. We will make every effort to make sure no one gets stuck in roles they are not well suited for, but students should expect to have to make occasional sacrifices, and step up to unexpected challenges. Although we hope to allow students the opportunity to perform each role they are qualified for, there is no guarantee that this will be the case. The instructors have final decision-making powers over teams and roles.

MiP Discussion/Calendar

MiP Calendar Revised Jan 6, 2014

Thursday, Jan 9

Instructor Intros, Syllabus Overview, Defining "Mediated"

Assignment: Introduce yourself integrating a piece of media you like. **Due Jan 14**

Tuesday, Jan 14 – Thursday Jan 16

Tech Orientation, Isadora Basics

Assignment: Web Research Project. **Due Jan 23**

Assignment: Group Performance 1. **Due Feb 6**

Tuesday, Jan 21 – Thursday Jan 23

Isadora 2, Projection, Media design & story – An unsteady alliance

Tramps New World Performance Jan 24/25 (7:30p.m.)

Assignment: Read *The Dramatic Imagination.* **Due January 30.**

Tuesday, Jan 28 – Thursday Jan 30

Live Performance, the Script is only the beginning, Lighting Design

Tuesday Feb 4 – Thursday Feb 6

Audio Design, Montage

Proj 1 performances (Feb. 6)

Assignment**:** Read: "Teaching and Rehearsing Collaboration" – On Sakai. Due Feb 11

Tuesday Feb 11 – Thursday Feb 13

Modes & Methods for collaboration, *Process Journals due*

Assignment: Reading on Devised Collaboration tba**. Due Feb 18**

Assignment: Group Performance 2. **Due March 6**

Required Performance: Process Series*: Ice Music* Performance Feb 13 @ 8p.m.

Tuesday Feb 18 – Thursday Feb 20

Media as performer in the room, trusting your collaborators

Assignment: Story Structure tba. **Due Feb. 25**

Tuesday Feb 25 – Thursday Feb 27

Audience-elephants in the room, Story.

Required Performance: *Love Alone* (Feb. 25 - invited dress 7:30p.m.)

Tuesday March 4 – Thursday March 6
Creating Characters with depth,
Proj 2 performances, *Process Journals – (*Due March 6*)*

SPRING BREAK

Tuesday March 18 – Thursday March 20
Writing for Technology, what the Audience doesn't know
Assignment: The Script is the Music. **Due March 27**

Tuesday March 25 – Thursday March 27
Music as script, where do you go? **Music Proj performances**
Assignment: Group Performance 3. **Due April 22**
Misdirection of Henry Walker Performance March 27-April 6

Tuesday April 1– Thursday April 3
The perfect balance of live performance and media

Tuesday April 8– Thursday April 10
Workshop of Final Projects, Discussion of Final Process Paper
Assignment: Final Paper draft one**. Due April 24**

Tuesday April 22– Thursday April 24
Proj 3 performances, *Process Journals due* ***Jury for Public Show***

Wednesday May 1 – Public Performance 4p.m.

FINAL EXAM May 2 @ 8a.m.
Final Process Paper Due
\

Included below, in its entirety, is perhaps one of the best documents I have ever seen on the subject of working in groups. (Either single or interdisciplinary) You will notice it was compiled for an entirely different class at an entirely different university. Don't let this fact diminish these words in ANY way. That particular class at that particular university has provided a great deal of influence in the design of this class. Remember, the story need not be "original" if it is well told.

Tips for Working Successfully in a Group

By Randy Pausch, for the Building Virtual Worlds course at Carnegie Mellon, Spring 1998

Meet people properly. It all starts with the introduction. Then, exchange contact information, and make sure you know how to pronounce everyone's names. Exchange phone #s, and find out what hours are acceptable to call during.

Find things you have in common. You can almost always find something in common with another person, and starting from that baseline, it's much easier to then address issues where you have differences. This is why cities like professional sports teams, which are socially galvanizing forces that cut across boundaries of race and wealth. If nothing else, you probably have in common things like the weather.

Make meeting conditions good. Have a large surface to write on, make sure the room is quiet and warm enough, and that there aren't lots of distractions. Make sure no one is hungry, cold, or tired. Meet over a meal if you can; food ***softens*** a meeting. That's why they "do lunch" in Hollywood.

Let everyone talk. Even if you think what they're saying is stupid. Cutting someone off is rude, and not worth whatever small time gain you might make. Don't finish someone's sentences for him or her; they can do it for themselves. And remember: talking louder or faster doesn't make your idea any better.

Check your egos at the door. When you discuss ideas, immediately label them and write them down. The labels should be descriptive of the idea, not the originator: "the troll bridge story," not "Jane's story."

Praise each other. Find something nice to say, even if it's a stretch. Even the worst of ideas has a silver lining inside it, if you just look hard enough. Focus on the good, praise it, and then raise any objections or concerns you have about the rest of it.

Put it in writing. Always write down who is responsible for what, by when. Be ***concrete***. Arrange meetings by email, and establish accountability. Never assume that someone's roommate will deliver a phone message. Also, remember that "politics is when you have more than 2 people" – with that in mind, always CC (carbon copy) any piece of email within the group, or to me, to **all members** of the group. This rule should ***never*** be violated; don't try to guess what your group mates might or might not want to hear about.

Be open and honest. Talk with your group members if there's a problem, and talk with me if you think you need help. The whole point of this course is that it's tough to work across cultures. If we all go into it knowing that's an issue, we should be comfortable discussing problems when they arise -- after all, that's what this course is really about. Be forgiving when people make mistakes, but don't be afraid to raise the issues when they come up,

Avoid conflict at all costs. When stress occurs and tempers flare, take a short break. Clear your heads, apologize, and take another stab at it. Apologize for upsetting your peers, even if you think someone else was primarily at fault; the goal is to work together, not start a legal battle over whose transgressions were worse. It takes two to have an argument, so be the peacemaker.

Phrase alternatives as questions. Instead of "I think we should do A, not B," try "What if we did A, instead of B?" That allows people to offer comments, rather than defend one choice.

From: no_reply@email.unc.edu
Sent: Thursday, March 20, 2014 9:47 AM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: [FORMAL NOTICE] SACS Reaccreditation

CORRECTED
March 20, 2014

To Deans, Directors, Department Chairs and other senior-level administrators:

UNC-Chapel Hill has begun preparations for seeking reaffirmation by the Southern Association of Colleges and Schools (SACS) in 2016. I'm pleased to lead this effort, which will be coordinated by Executive Vice Provost Ron Strauss and Assistant Provost Lynn Williford, our SACS Accreditation Liaison.

Accreditation is required to receive federal funding and also provides quality assurance for the public. More importantly, the process gives us an opportunity to identify our strengths as well as areas in which we can improve our effectiveness in carrying out our mission. A full review occurs every 10 years with a Fifth-Year Interim Report required at the midpoint. Our 2012 Fifth-Year Interim Report was well-received by SACS.

Our success in achieving reaccreditation will depend on the expertise and careful, dedicated work of our leadership and many other individuals across our campus. The process involves documenting our compliance with over 90 standards and federal requirements and developing a proposal for a new Quality Enhancement Plan (QEP) to improve student learning.

You will hear more about the SACS reaccreditation process in the coming months. Please support our efforts by responding to requests from the Provost's Office to serve on committees and helping us document our excellent work at Carolina.

With thanks,
James W. Dean, Jr.
Executive Vice Chancellor and Provost

This message is sponsored by: Office of the Executive Vice Chancellor and Provost

From: Demetriou, Cynthia <cyndem@email.unc.edu>
Sent: Thursday, March 20, 2014 12:08 PM
To: The academic_eligibility_committee mailing list. <academic_eligibility_committee@listserv.unc.edu>
Subject: [academic_eligibility_committee] Eligibility Committee Meeting Notes 3/20/2014

Dear Committee:

Thank you for meeting this morning. Our discussion with Phil Asbury was very helpful. Phil, I have sent you the Outlook meeting invitation for all future committee meetings and hope that you will join us as you your schedule permits.

At today's meeting we discussed the need to meet with the committee stakeholders. Dean Owen is not available for our next scheduled committee meeting. I have thus sent out an invite for next Thursday 3/27 from 10-11 a.m. in Steele Conference Room B.

The agenda items for the stakeholder meeting reflect today's discussion and are as follows:

1. Satisfactory Academic Progress (SAP) and Academic Eligibility Standards are not the same.
2. Concerns about the Faculty Council Resolution:
    a. The chart contains errors and should be amended or removed
    b. The 9 credit hour standard is redundant (can it be removed?)
    c. Does the resolution meet GA FUSS standards for summer?
3. How will withdrawals influence eligibility calculations?
    a. For summer: i.e., Morehead-Cain example – student with a 4.000 who withdraws from one summer course will be on probation for fall.
    b. If a student withdraws from an entire term after census, does the student fail the 2/3 rule?
4. Hardcoding the policy is recommended (our current plan for implementing the code is a "work around")

I will bring copies of these agenda items to the meeting. Kindly let me know if you have any corrections or questions.

Thanks again,
Cynthia

Cynthia Demetriou • Director for Retention
Undergraduate Retention • Office of Undergraduate Education
3003/3002 Steele Building • CB# 3504
The University of North Carolina at Chapel Hill • (919) 843-5015
www.studentsuccess.unc.edu
www.firstgeneration.unc.edu

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To unsubscribe click here: http://lists.unc.edu/u?id=63910366.b31c925bead653f15464e43502b9eb9b&n=T&l=academic_eligibility_committee&o=34416948

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-34416948-63910366.b31c925bead653f15464e43502b9eb9b@listserv.unc.edu

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Course Subject/ Number/Section
COMM009 003
COMM009 004
COMM009 006
COMM009 007
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COMM009 016
COMM010 001
COMM013 001
COMM013 002
COMM013 003
COMM014 001
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COMM060 001
COMM062 001
COMM112 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
17	*	3.54	*
20	*	3.61	*
22	*	3.56	*
17	*	3.54	*
17	*	3.60	*
18	*	3.43	*
19	*	3.76	*
20	*	3.53	*
19	*	3.25	*
92	10	2.93	2.10
19	6	3.38	2.88
21	*	3.69	*
19	*	3.49	*
71	11	2.71	2.69
153	12	2.69	2.28
23	*	3.26	*
26	6	3.25	3.05
20	*	2.48	*
22	8	2.84	2.51
21	*	2.82	*
36	*	2.94	*
24	*	2.82	*
8	*	3.65	*

15	*	3.17	*
17	*	2.74	*
15	*	3.49	*
16	*	3.25	*
20	*	3.29	*
23	7	2.95	2.81
22	*	3.25	*
22	*	3.19	*
25	*	3.27	*
103	21	3.55	3.31
19	9	3.29	3.34
17	*	3.35	*
21	*	3.12	*
94	6	2.68	2.68
22	*	3.04	*
30	*	3.28	*
15	*	3.68	*
24	*	3.16	*
2	*	*	*
5	*	*	*
30	*	3.20	*
35	7	3.11	2.59
33	*	3.30	*
33	*	3.19	*
37	9	3.42	2.82
29	6	3.28	3.00
21	*	3.85	*
11	*	3.65	*
23	*	3.18	*
9	*	3.10	*
31	6	3.40	2.68
18	*	2.79	*
28	*	3.39	*
27	*	3.19	*

14	*	3.23	*
23	*	3.20	*
22	*	3.00	*
16	*	3.29	*
19	*	3.91	*
19	*	3.58	*
20	*	3.87	*
23	*	3.80	*
22	*	3.85	*
20	*	3.71	*
21	*	3.25	*
22	*	3.52	*
21	*	3.62	*
41	9	2.93	2.83
19	*	3.19	*
26	*	3.22	*
68	*	2.96	*
28	*	3.25	*
27	*	3.34	*
27	*	3.14	*
25	8	3.31	2.63
45	12	3.41	3.25
14	*	3.43	*
19	*	2.65	*
27	6	3.36	2.85
36	8	2.86	2.41
26	*	3.33	*
20	*	2.98	*
16	*	3.34	*
16	*	3.53	*
92	13	3.05	2.58
22	*	3.27	*
26	7	2.84	2.62
23	*	2.79	*

24	*	3.36	*
19	8	3.58	3.21
17	*	3.14	*
23	*	3.22	*
18	*	3.66	*
12	*	3.64	*
19	*	2.86	*
22	*	2.68	*
20	*	3.30	*
22	*	3.22	*
25	*	2.69	*
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116	7	3.10	2.77
25	*	3.32	*
34	6	3.17	2.12
31	7	3.13	2.67
27	7	3.10	3.00
36	12	3.24	2.88
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11	*	3.97	*
24	*	3.84	*
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14	*	3.91	*
12	*	3.94	*
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19	*	3.57	*
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16	*	3.15	*
29	11	3.31	3.02

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3	*	*	*
13	*	2.84	*
21	*	3.42	*
24	*	3.32	*
19	*	3.78	*
8	*	3.05	*
16	*	3.15	*
12	*	3.23	*
17	*	3.40	*
10	*	3.00	*
21	*	3.46	*
19	*	3.78	*
31	*	3.16	*

Non-Athlete Student Avg. GPA
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Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
COMM009 001
COMM009 003
COMM009 005
COMM009 009
COMM009 010
COMM009 012
COMM009 014
COMM009 015
COMM013 001
COMM013 002
COMM013 003
COMM014 001
COMM022 001
COMM023 001
COMM023 002
COMM024 001
COMM025 001
COMM025 002
COMM033 001
COMM034 001
COMM041 001
COMM041 003
COMM041 004

COMM042 001
COMM060 001
COMM060 002
COMM060 003
COMM061 001
COMM062 001
COMM070 001
COMM070 002
COMM071 001
COMM075 001
COMM080 001
COMM090 001
COMM091 010
COMM091 012
COMM113 001
COMM120 001
COMM123 001
COMM129 001
COMM130 001
COMM136 001
COMM139 001
COMM142 001
COMM146 001
COMM156 001
COMM159 001
COMM159 002
COMM159 003
COMM163 001
COMM165 001
COMM175 001
COMM191 010
COMM191 015
COMM006E001
COMM009 001

COMM009 002
COMM009 003
COMM009 004
COMM009 006
COMM009 007
COMM009 009
COMM009 010
COMM009 011
COMM009 014
COMM009 015
COMM009 016
COMM013 001
COMM013 002
COMM014 001
COMM022 001
COMM022 002
COMM022 003
COMM022 004
COMM023 001
COMM024 001
COMM025 001
COMM033 001
COMM041 001
COMM041 002
COMM041 003
COMM041 004
COMM041 005
COMM041 006
COMM042 001
COMM060 001
COMM060 002
COMM060 003
COMM060 004
COMM061 001

COMM062 001
COMM070 001
COMM070 002
COMM070 003
COMM070 004
COMM071 001
COMM080 001
COMM090 001
COMM091 005
COMM091 041
COMM091 055
COMM112 001
COMM121 001
COMM129 002
COMM132 001
COMM134 001
COMM136 001
COMM137 001
COMM139 001
COMM139 002
COMM139 004
COMM139 006
COMM139 008
COMM144 001
COMM146 001
COMM162 001
COMM168 001
COMM174 001
COMM179 001
COMM191 001
COMM013 001
COMM022 001
COMM022 002
COMM023 001

COMM024 001
COMM025 001
COMM034 001
COMM041 002
COMM060 002
COMM070 001
COMM080 001
COMM123 001
COMM125 001
COMM129 001
COMM136 001
COMM146 001
COMM013 001
COMM022 001
COMM024 001
COMM025 001
COMM041 001
COMM041 002
COMM060 001
COMM112 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
20	*	3.82	*
21	*	3.53	*
19	*	3.73	*
18	*	3.48	*
18	*	2.95	*
21	*	3.62	*
21	*	3.11	*
20	*	3.62	*
19	*	3.43	*
20	*	3.69	*
18	*	3.54	*
67	*	2.98	*
161	17	2.47	1.71
28	9	3.30	2.77
17	*	3.56	*
77	15	2.79	2.51
57	12	2.99	2.56
23	*	3.14	*
16	*	2.92	*
16	*	3.13	*
108	6	3.14	3.07
19	*	3.67	*
26	*	3.37	*

21	*	2.97	*
120	16	3.23	3.13
20	*	3.28	*
18	*	3.59	*
16	*	3.64	*
20	*	3.54	*
92	16	2.53	2.03
24	*	3.21	*
19	*	3.51	*
13	*	2.92	*
20	*	2.74	*
11	*	3.52	*
2	*	*	*
1	*	*	*
50	*	3.14	*
36	8	3.03	2.04
32	6	3.17	2.77
32	7	3.12	2.63
11	*	3.70	*
16	*	3.31	*
11	*	2.91	*
18	*	3.18	*
47	11	3.34	3.21
15	*	3.38	*
20	*	3.24	*
15	*	3.98	*
23	10	3.21	2.48
13	*	3.90	*
15	*	3.44	*
24	*	3.37	*
1	*	*	*
6	*	3.55	*
18	*	3.38	*
18	*	3.72	*

20	*	3.60	*
19	*	3.54	*
20	*	3.80	*
22	*	3.93	*
19	*	3.44	*
19	*	3.25	*
21	*	3.45	*
19	*	3.47	*
22	*	3.63	*
21	*	3.60	*
22	*	3.54	*
17	*	3.54	*
20	*	2.94	*
53	*	2.93	*
23	11	3.06	2.76
23	6	2.76	2.12
25	9	3.29	3.01
26	*	2.86	*
20	*	2.54	*
75	9	2.68	1.16
97	15	2.58	2.40
17	*	2.77	*
24	*	3.26	*
26	9	3.13	2.24
22	*	3.46	*
17	*	3.36	*
25	*	3.08	*
28	*	3.11	*
23	*	2.71	*
20	*	3.49	*
19	*	3.65	*
21	*	3.79	*
17	6	3.56	3.15
19	*	3.39	*

58	*	3.17	*
17	*	3.22	*
19	*	3.28	*
20	*	3.21	*
20	*	3.30	*
20	*	3.64	*
29	*	3.33	*
2	*	*	*
2	*	*	*
5	*	*	*
1	*	*	*
73	10	2.83	2.07
41	*	3.38	*
32	*	3.08	*
12	*	4.00	*
16	*	3.64	*
14	*	3.29	*
21	*	3.49	*
6	*	3.12	*
10	*	3.67	*
15	*	3.17	*
11	*	3.82	*
13	*	3.71	*
24	*	2.67	*
26	*	3.62	*
17	*	3.96	*
16	*	3.06	*
38	*	3.14	*
25	*	3.21	*
2	*	*	*
19	*	3.47	*
23	*	2.51	*
21	*	2.91	*
17	*	3.38	*

8	*	2.83	*
8	*	2.95	*
16	*	3.82	*
16	*	2.79	*
19	*	3.15	*
12	*	3.52	*
7	*	3.61	*
17	*	3.26	*
33	10	3.49	3.36
9	*	3.32	*
10	*	2.70	*
19	*	3.41	*
13	*	3.44	*
22	*	3.42	*
20	*	3.63	*
10	*	2.44	*
15	*	2.57	*
12	*	3.23	*
18	*	3.46	*
33	*	3.25	*

Non-Athlete Student Avg. GPA
3.81
3.60
3.72
3.46
2.95
3.64
3.11
3.60
3.48
3.73
3.65
2.99
2.56
3.55
3.54
2.85
3.11
3.46
2.96
3.26
3.15
3.65
3.40

3.31
3.25
3.34
3.89
3.63
3.56
2.63
3.30
3.63
2.98
2.74
3.47
*
*
3.17
3.32
3.26
3.26
3.74
3.40
3.00
3.23
3.38
3.39
3.28
3.98
3.77
3.87
3.46
3.44
*
*
3.61
3.78

3.56
3.51
3.79
3.95
3.42
3.28
3.56
3.44
3.61
3.59
3.57
3.67
3.08
2.97
3.33
2.98
3.44
2.86
2.59
2.89
2.61
2.65
3.37
3.55
3.59
3.35
3.19
3.08
2.76
3.51
3.74
3.79
3.79
3.44

3.20
3.18
3.27
3.32
3.48
3.69
3.44
*
*
*
*
2.95
3.39
3.04
4.00
3.59
3.33
3.62
*
3.91
3.25
3.78
3.68
2.68
3.65
3.96
3.07
3.18
3.25
*
3.56
2.69
2.89
3.48

2.83
3.19
3.83
2.85
3.25
3.50
3.55
3.41
3.54
*
3.00
3.45
3.56
3.47
3.68
2.60
2.62
3.27
3.66
3.25

Data Assumptions:

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Term
2005 Fall
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2006 Summer I
2006 Summer I
2006 Summer II
2006 Summer II
2006 Summer II
2006 Summer II
2006 Summer II
2006 Summer II
2006 Summer II
2006 Summer II
2006 Summer II
2006 Summer II
2006 Summer II
2006 Summer II

Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
Did not include course sections with all grades issued as "NR" and/or "NG"
Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
COMM009 003
COMM009 005
COMM009 006
COMM009 009
COMM009 012
COMM009 015
COMM013 001
COMM013 002
COMM013 003
COMM014 001
COMM022 001
COMM022 002
COMM023 001
COMM023 002
COMM024 001
COMM024 003
COMM024 004
COMM025 001
COMM025 002
COMM033 001
COMM034 001
COMM034 002
COMM041 002

COMM041 003
COMM041 004
COMM041 005
COMM041 006
COMM042 001
COMM060 001
COMM060 002
COMM060 003
COMM060 004
COMM060 005
COMM060H001
COMM061 001
COMM062 001
COMM070 001
COMM070 003
COMM071 001
COMM072 001
COMM074 001
COMM090 001
COMM091 003
COMM111 001
COMM120 001
COMM123 001
COMM125 001
COMM126 001
COMM129 001
COMM133 001
COMM139 003
COMM142 001
COMM146 001
COMM150 001
COMM160 001
COMM163 001
COMM169 002

COMM171 001
COMM175 001
COMM191 057
COMM006E001
COMM009 001
COMM009 002
COMM009 003
COMM009 004
COMM009 005
COMM009 007
COMM009 011
COMM009 012
COMM009 013
COMM013 001
COMM013 002
COMM013 003
COMM022 001
COMM022 002
COMM022 003
COMM022 004
COMM023 001
COMM024 001
COMM024 002
COMM024 003
COMM024 004
COMM025 001
COMM025 002
COMM033 001
COMM034 001
COMM041 001
COMM041 002
COMM041 003
COMM041 005
COMM041 006

COMM042 001
COMM042 002
COMM060 001
COMM060 002
COMM060 003
COMM060 004
COMM060 005
COMM060 006
COMM061 001
COMM062 001
COMM070 002
COMM070 003
COMM070 004
COMM071 001
COMM072 001
COMM080 001
COMM095 001
COMM111 001
COMM125 001
COMM129 001
COMM129 002
COMM129 003
COMM130 001
COMM135 001
COMM136 001
COMM139 001
COMM139 004
COMM139 005
COMM146 001
COMM147 001
COMM156 001
COMM165 001
COMM169 002
COMM174 001

COMM191 036
COMM191 057
COMM191 062
COMM013 001
COMM013 002
COMM022 001
COMM022 002
COMM023 001
COMM034 001
COMM042 001
COMM060 001
COMM070 001
COMM112 001
COMM123 001
COMM129 001
COMM136 001
COMM146 001
COMM013 001
COMM013 002
COMM022 001
COMM023 001
COMM024 001
COMM025 001
COMM041 001
COMM041 002
COMM060 001
COMM070 001
COMM090 002
COMM159 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
21	*	3.52	*
18	*	3.39	*
18	*	3.71	*
22	*	3.46	*
16	*	3.88	*
17	*	3.75	*
19	*	3.66	*
10	*	2.81	*
21	7	3.54	3.23
58	*	3.10	*
120	16	3.05	2.56
22	*	3.36	*
20	10	3.06	2.54
18	*	3.21	*
22	*	2.94	*
20	6	3.33	2.85
18	*	3.34	*
21	*	2.56	*
21	*	2.73	*
16	*	3.39	*
14	*	3.53	*
15	*	3.61	*
20	*	3.25	*

25	*	3.21	*
20	*	3.17	*
26	*	3.16	*
29	*	3.21	*
25	*	3.25	*
20	6	3.14	2.90
16	*	3.69	*
21	8	2.85	1.88
20	*	3.39	*
17	*	3.87	*
19	*	3.88	*
15	*	3.88	*
20	*	3.50	*
17	*	2.69	*
22	*	2.93	*
20	*	3.48	*
18	*	3.22	*
71	*	3.09	*
7	*	3.91	*
1	*	*	*
26	*	3.68	*
35	*	3.48	*
36	8	3.15	2.48
30	9	3.21	2.51
37	*	2.62	*
25	8	3.10	2.73
26	*	3.72	*
10	*	3.49	*
21	*	3.37	*
33	*	3.32	*
26	*	3.47	*
14	*	3.60	*
18	*	3.88	*
8	*	3.16	*

9	*	2.97	*
20	*	3.12	*
3	*	*	*
12	*	3.58	*
22	*	3.74	*
20	*	3.88	*
21	*	3.47	*
18	*	3.52	*
21	*	3.60	*
20	*	3.85	*
19	*	3.66	*
16	*	3.42	*
20	*	3.71	*
19	*	2.88	*
21	*	3.55	*
20	*	3.86	*
22	7	3.34	3.30
22	*	3.56	*
22	*	3.51	*
19	*	3.29	*
20	*	3.26	*
20	*	3.12	*
21	6	3.07	3.07
19	*	3.56	*
23	*	3.10	*
18	*	3.09	*
26	*	2.97	*
15	*	3.45	*
16	*	3.35	*
20	*	3.52	*
24	15	2.62	2.16
26	*	3.43	*
24	*	2.87	*
22	*	3.30	*

11	*	3.06	*
24	6	3.73	3.68
21	*	3.60	*
13	*	3.45	*
17	*	3.76	*
20	*	3.55	*
20	*	3.34	*
17	*	3.69	*
10	*	3.77	*
15	*	3.43	*
21	*	3.25	*
15	*	3.05	*
18	*	2.97	*
22	*	3.33	*
21	*	3.46	*
24	6	3.15	2.52
166	8	3.16	2.26
31	*	3.71	*
31	9	3.45	3.18
23	7	3.09	2.29
23	*	2.92	*
29	*	3.46	*
20	*	3.54	*
14	*	3.54	*
14	*	3.07	*
10	*	3.16	*
8	*	3.51	*
17	*	2.73	*
31	*	3.40	*
25	*	3.13	*
15	*	3.16	*
16	*	3.21	*
13	*	3.22	*
24	*	2.89	*

2	*	*	*
3	*	*	*
1	*	*	*
16	*	3.63	*
18	*	3.82	*
20	*	3.42	*
21	6	3.17	2.62
14	*	3.47	*
12	*	3.78	*
19	8	3.52	3.40
18	*	3.44	*
5	*	*	*
25	8	3.38	3.43
19	9	3.36	3.38
17	7	3.32	3.23
9	*	3.00	*
12	*	3.70	*
18	*	3.35	*
11	*	3.55	*
13	*	2.57	*
12	*	3.56	*
10	*	3.28	*
12	*	2.47	*
9	*	1.97	*
16	*	3.16	*
15	*	3.83	*
7	*	3.64	*
15	*	4.00	*
15	*	4.00	*

Non-Athlete Student Avg. GPA
3.52
3.35
3.69
3.45
3.87
3.74
3.70
2.79
3.69
3.08
3.13
3.61
3.57
3.28
3.08
3.54
3.75
2.88
2.95
3.44
3.49
3.58
3.30

3.20
3.20
3.16
3.23
3.32
3.24
3.67
3.45
3.54
3.88
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3.90
3.63
2.76
2.94
3.57
3.14
3.09
3.90
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3.67
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3.51
2.69
3.28
3.68
3.47
3.46
3.38
3.44
3.57
3.88
3.33

3.62
3.02
*
3.57
3.72
3.87
3.48
3.53
3.58
3.86
3.64
3.45
3.69
2.83
3.48
3.86
3.35
3.54
3.71
3.26
3.27
3.12
3.07
3.59
3.08
3.09
3.01
3.44
3.36
3.71
3.38
3.53
2.87
3.36

3.08
3.74
3.53
3.51
3.81
3.59
3.74
3.73
3.74
3.55
3.44
3.08
2.97
3.35
3.47
3.36
3.21
3.76
3.56
3.44
2.94
3.47
3.54
3.50
3.23
3.14
3.59
2.76
3.39
3.21
3.26
3.36
3.41
2.99

*
*
*
3.65
3.76
3.47
3.39
3.58
3.79
3.61
3.53
*
3.36
3.35
3.39
2.88
3.74
3.37
3.44
3.19
3.67
3.34
2.51
1.91
3.24
3.80
3.63
4.00
4.00

Data Assumptions:

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Term
2006 Fall
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2007 Summer I
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2007 Summer II
2007 Summer II
2007 Summer II
2007 Summer II

2007 Summer II
2007 Summer II
2007 Summer II
2007 Summer II

Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
Did not include course sections with all grades issued as "NR" and/or "NG"
Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
COMM063 001
COMM082 001
COMM113 002
COMM113 003
COMM120 001
COMM130 001
COMM140 001
COMM140 003
COMM140 004
COMM140 006
COMM142 001
COMM142 002
COMM160 001
COMM162 001
COMM171 001
COMM223 001
COMM223 002
COMM223 003
COMM224 002
COMM224 003
COMM224 004
COMM260 001
COMM270 001

COMM270 003
COMM270 004
COMM312 001
COMM312 002
COMM325 001
COMM325 002
COMM330 002
COMM372 001
COMM374 001
COMM411 001
COMM525 001
COMM534 001
COMM546 001
COMM553 001
COMM571 001
COMM574 001
COMM596 013
COMM629 001
COMM629 002
COMM629 003
COMM639 001
COMM645 001
COMM659 001
COMM675 001
COMM679 001
COMM679 002
COMM050 001
COMM113 001
COMM113 003
COMM120 001
COMM120 002
COMM120 003
COMM120 004
COMM120 005

COMM130 001
COMM140 001
COMM140 002
COMM140 003
COMM140 004
COMM140 005
COMM140 006
COMM142 001
COMM142 002
COMM160 001
COMM160 002
COMM160 003
COMM160 004
COMM160 005
COMM160 006
COMM160 007
COMM162 001
COMM171 001
COMM223 001
COMM224 001
COMM230 001
COMM260 001
COMM270 001
COMM270 002
COMM270 003
COMM270 004
COMM312 001
COMM312 002
COMM318 001
COMM318 002
COMM325 001
COMM374 001
COMM375 001
COMM390 001

COMM411 001
COMM452 001
COMM466 001
COMM521 001
COMM547 001
COMM565 001
COMM572 001
COMM573 001
COMM574 001
COMM596 010
COMM620 001
COMM629 002
COMM636 002
COMM639 005
COMM639 006
COMM659 001
COMM660 001
COMM675 001
COMM679 001
COMM113 001
COMM113 002
COMM120 001
COMM140 001
COMM223 001
COMM270 001
COMM312 001
COMM523 01M
COMM525 001
COMM629 001
COMM113 001
COMM120 001
COMM140 001
COMM160 002
COMM223 001

COMM224 001
COMM318 001
COMM325 001
COMM546 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
20	*	3.66	*
19	*	3.43	*
19	*	3.47	*
20	*	3.71	*
138	16	2.53	1.67
61	*	3.08	*
19	*	3.26	*
24	*	3.41	*
20	*	3.92	*
23	*	3.09	*
22	8	3.34	2.59
24	*	3.04	*
112	14	3.71	3.06
39	*	3.64	*
23	*	3.78	*
20	9	3.50	3.36
18	8	3.35	3.21
16	*	2.89	*
19	6	3.46	2.67
22	7	3.53	3.40
17	*	2.76	*
18	*	3.77	*
22	*	2.69	*

25	*	2.98	*
22	*	3.59	*
36	*	2.99	*
19	*	3.65	*
16	*	3.69	*
20	6	2.91	2.33
14	*	2.86	*
6	*	2.97	*
24	*	3.40	*
30	*	3.33	*
26	*	3.19	*
9	*	3.97	*
36	*	3.51	*
21	6	3.30	3.18
19	*	3.68	*
14	*	2.76	*
1	*	*	*
20	*	3.14	*
29	7	3.53	3.17
14	*	4.00	*
11	*	3.47	*
20	*	3.32	*
25	*	3.20	*
25	*	3.38	*
24	*	3.09	*
9	*	2.96	*
21	*	3.34	*
17	*	3.14	*
25	*	3.51	*
25	11	2.75	1.96
23	8	3.05	2.80
22	*	3.07	*
26	6	3.38	2.82
29	6	3.64	3.50

45	*	2.84	*
25	6	3.08	2.35
14	*	3.31	*
20	*	3.11	*
24	*	3.93	*
24	*	3.06	*
25	*	3.42	*
25	*	3.48	*
25	*	3.34	*
20	*	3.74	*
16	*	4.00	*
20	*	3.83	*
17	*	3.84	*
16	*	3.10	*
19	7	3.44	3.00
20	*	3.53	*
21	*	3.76	*
26	*	3.90	*
28	*	3.41	*
50	*	2.57	*
13	*	3.57	*
20	*	4.00	*
23	*	3.20	*
25	*	3.17	*
21	*	3.70	*
24	*	3.44	*
18	*	3.89	*
18	*	3.82	*
18	*	3.71	*
19	*	3.33	*
91	21	2.55	1.85
22	*	3.29	*
11	*	3.38	*
91	16	2.92	2.27

27	*	3.16	*
20	*	3.46	*
18	*	3.64	*
34	*	3.56	*
30	*	2.97	*
14	*	3.52	*
26	*	3.58	*
23	*	2.81	*
24	*	2.93	*
1	*	*	*
38	8	3.42	3.34
6	*	3.40	*
14	*	3.14	*
6	*	3.73	*
9	*	3.67	*
9	*	3.27	*
8	*	3.84	*
21	*	2.77	*
7	*	3.73	*
8	*	3.63	*
18	*	3.36	*
27	11	3.81	3.61
21	*	3.11	*
20	6	3.55	3.12
13	*	3.56	*
24	7	3.61	3.69
18	*	3.57	*
11	*	3.45	*
9	*	3.19	*
13	*	3.08	*
21	*	3.49	*
21	8	2.92	2.13
12	*	3.62	*
13	*	3.01	*

14	*	3.14	*
16	*	3.54	*
8	*	2.55	*
16	*	3.53	*

Non-Athlete Student Avg. GPA
3.68
3.46
3.54
3.70
2.65
3.07
3.53
3.40
3.94
3.35
3.76
3.25
3.80
3.64
3.80
3.61
3.46
2.92
3.83
3.59
2.90
3.77
2.76

3.10
3.44
3.05
3.84
3.85
3.15
2.80
*
3.18
3.36
3.22
3.96
3.55
3.13
3.76
2.78
*
3.20
3.64
4.00
3.55
3.42
3.35
3.35
3.17
3.09
3.37
3.20
3.58
3.36
3.18
3.05
3.56
3.68

2.90
3.31
3.36
3.14
3.94
3.17
3.46
3.51
3.39
3.72
4.00
3.82
3.83
3.11
3.70
3.37
3.80
3.89
3.53
2.64
3.53
4.00
3.05
3.23
3.50
3.50
3.94
3.79
3.69
3.36
2.76
3.47
3.32
3.05

3.17
3.45
3.64
3.63
3.04
3.51
3.60
2.80
3.06
*
3.44
*
3.15
*
3.75
3.30
3.81
2.73
3.73
3.57
3.55
3.96
3.29
3.74
3.54
3.58
3.69
3.10
*
3.30
3.38
3.18
3.74
3.18

3.53
3.41
2.49
3.73

Data Assumptions:

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Term
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2008 Summer II
2008 Summer II

Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
Did not include course sections with all grades issued as "NR" and/or "NG"
Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
COMM051 001
COMM085 001
COMM113 001
COMM113 002
COMM113 003
COMM113 004
COMM120 001
COMM130 001
COMM140 001
COMM142 001
COMM142 002
COMM160 001
COMM162 001
COMM171 001
COMM223 001
COMM223 002
COMM224 001
COMM230 002
COMM260 001
COMM270 001
COMM270 002
COMM270 003
COMM270 004

COMM312 001
COMM318 001
COMM325 001
COMM325 002
COMM374 001
COMM376 001
COMM390 001
COMM396 010
COMM464 001
COMM521 001
COMM523 001
COMM534 001
COMM546 001
COMM563 001
COMM574 001
COMM596 003
COMM629 001
COMM629 002
COMM635 001
COMM639 003
COMM645 001
COMM659 001
COMM667 001
COMM669 003
COMM675 001
COMM679 002
COMM070 001
COMM071 001
COMM085 001
COMM113 001
COMM113 002
COMM120 001
COMM120 002
COMM120 003

COMM120 004
COMM120 005
COMM130 001
COMM140 001
COMM140 002
COMM140 003
COMM140 004
COMM140 005
COMM160 003
COMM160 004
COMM160 006
COMM162 002
COMM171 001
COMM223 001
COMM223 002
COMM224 001
COMM224 002
COMM230 001
COMM270 001
COMM270 002
COMM270 003
COMM270 004
COMM270 006
COMM318 001
COMM325 001
COMM325 002
COMM325 003
COMM330 001
COMM372 001
COMM396 014
COMM396 036
COMM397 001
COMM450 001
COMM450 002

COMM451 001
COMM452 001
COMM470 001
COMM523 001
COMM547 001
COMM565 001
COMM572 001
COMM574 001
COMM620 001
COMM629 002
COMM629H001
COMM636 001
COMM639 003
COMM639 004
COMM646 001
COMM669 003
COMM679 001
COMM679 002
COMM113 001
COMM120 001
COMM120 002
COMM140 001
COMM160 001
COMM223 001
COMM224 01M
COMM270 001
COMM397 001
COMM523 001
COMM525 001
COMM629 001
COMM639 01M
COMM113 001
COMM120 001
COMM120 002

COMM120 003
COMM140 001
COMM160 001
COMM223 001
COMM224 001
COMM312 001
COMM397 002
COMM659 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
16	*	3.68	*
22	*	3.90	*
21	9	2.71	2.57
27	*	3.98	*
25	*	3.14	*
22	*	3.33	*
141	12	2.63	2.17
62	6	3.57	3.30
123	14	3.34	2.52
25	*	3.54	*
29	6	3.46	3.00
102	23	3.41	2.99
24	*	3.63	*
32	9	3.99	4.00
26	15	3.63	3.44
25	8	3.37	3.21
21	*	3.08	*
15	*	3.63	*
14	*	3.63	*
25	*	3.18	*
22	*	3.18	*
23	7	3.24	2.79
26	*	3.55	*

17	*	3.69	*
16	*	3.04	*
26	7	3.03	2.80
32	*	3.75	*
24	*	3.18	*
23	*	3.30	*
101	22	2.89	2.33
2	*	*	*
21	*	3.47	*
28	6	3.71	3.45
32	6	2.96	2.62
13	*	3.44	*
30	*	3.45	*
17	*	3.79	*
19	*	2.47	*
1	*	*	*
32	6	3.62	3.45
15	*	3.89	*
14	*	3.83	*
11	*	3.53	*
17	*	3.06	*
7	*	3.01	*
5	*	*	*
6	*	4.00	*
27	*	3.50	*
24	*	3.38	*
19	*	3.89	*
20	*	3.51	*
23	*	3.81	*
22	*	3.59	*
28	*	3.69	*
23	*	2.70	*
26	12	2.78	2.56
25	*	2.86	*

24	*	2.66	*
24	12	3.27	2.83
52	*	2.87	*
28	*	3.41	*
22	*	2.97	*
26	*	3.60	*
28	*	3.59	*
31	6	3.32	3.33
21	*	3.64	*
23	*	3.76	*
23	9	3.48	2.89
21	9	3.88	4.00
33	*	4.00	*
22	*	3.61	*
27	14	3.80	3.72
21	*	3.57	*
21	*	2.90	*
14	*	3.36	*
25	*	3.12	*
22	*	2.95	*
23	*	2.67	*
24	*	3.18	*
28	*	3.60	*
28	*	3.18	*
17	8	2.76	2.29
22	*	3.47	*
23	*	2.91	*
12	*	3.52	*
25	*	3.23	*
1	*	*	*
1	*	*	*
6	*	3.72	*
21	*	3.57	*
26	6	3.06	2.32

26	*	3.38	*
24	*	3.34	*
27	*	3.12	*
29	10	3.23	3.07
22	*	2.94	*
21	*	3.59	*
24	*	3.59	*
22	*	2.99	*
35	*	3.79	*
19	*	3.11	*
8	*	3.93	*
14	*	3.93	*
10	*	3.47	*
9	*	3.46	*
15	*	3.66	*
6	*	4.00	*
18	*	2.82	*
19	*	2.91	*
19	*	3.65	*
21	7	3.49	3.23
17	8	3.65	3.85
20	6	2.91	2.55
17	*	3.28	*
18	6	2.99	2.82
15	6	3.37	3.17
15	*	3.00	*
1	*	*	*
18	6	3.51	3.22
8	*	2.94	*
13	8	3.07	2.99
14	*	3.91	*
17	7	3.07	3.16
23	*	3.70	*
12	*	2.73	*

14	*	2.53	*
25	15	2.86	2.37
16	*	3.29	*
11	*	3.53	*
17	*	3.37	*
13	*	3.54	*
16	*	4.00	*
17	*	3.95	*

Non-Athlete Student Avg. GPA
3.70
3.89
2.83
3.97
3.13
3.40
2.67
3.60
3.44
3.52
3.58
3.53
3.63
3.99
3.88
3.45
3.12
3.65
3.55
3.24
3.30
3.44
3.59

3.80
3.36
3.12
3.75
3.23
3.30
3.04
*
3.48
3.78
3.04
3.42
3.44
3.78
2.44
*
3.66
3.92
3.83
3.58
3.03
3.23
*
*
3.54
3.39
3.89
3.48
3.80
3.58
3.72
2.76
2.97
2.96

2.54
3.75
2.89
3.45
3.12
3.58
3.60
3.31
3.69
3.77
3.86
3.78
4.00
3.62
3.88
3.63
3.26
3.46
3.23
3.08
2.78
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3.66
3.21
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3.21
3.32
3.00
3.71
3.67
3.09
3.76
3.08
3.91
3.92
3.60
3.48
3.64
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2.85
2.86
3.65
3.63
3.48
3.06
3.44
3.08
3.51
2.98
*
3.65
*
*
3.94
2.99
3.71
3.24

3.19
3.60
3.52
3.69
3.66
3.67
4.00
3.94

Data Assumptions:

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Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
Did not include course sections with all grades issued as "NR" and/or "NG"
Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
COMM082 001
COMM113 001
COMM113 003
COMM113 004
COMM120 001
COMM130 001
COMM140 001
COMM140 002
COMM140 003
COMM140 004
COMM140 005
COMM140 006
COMM140 007
COMM142 001
COMM160 001
COMM162 001
COMM223 001
COMM223 002
COMM223 003
COMM224 001
COMM230 001
COMM230 002
COMM230 003

COMM260 001
COMM270 001
COMM270 003
COMM270 004
COMM270 005
COMM312 001
COMM325 001
COMM325 002
COMM325 003
COMM372 001
COMM450 001
COMM450 002
COMM450 003
COMM451 001
COMM464 001
COMM470 001
COMM521 001
COMM523 001
COMM549 001
COMM571 001
COMM596 013
COMM629 001
COMM629 002
COMM639 001
COMM639 003
COMM645 001
COMM659 001
COMM669 003
COMM675 001
COMM693H001
COMM082 001
COMM113 001
COMM113 002
COMM120 001

COMM120 003
COMM120 004
COMM120 005
COMM120 006
COMM130 001
COMM140 001
COMM140 002
COMM140 003
COMM140 005
COMM142 001
COMM160 001
COMM160 002
COMM160 003
COMM160 004
COMM160 005
COMM160H001
COMM162 001
COMM171 001
COMM223 001
COMM223 002
COMM224 002
COMM230 001
COMM230 002
COMM260 001
COMM260 002
COMM270 001
COMM270 002
COMM270 003
COMM312 001
COMM312 002
COMM325 001
COMM325 002
COMM374 001
COMM376 001

COMM396 014
COMM411 001
COMM432 001
COMM433 001
COMM450 001
COMM450 002
COMM450 003
COMM534 001
COMM546 001
COMM565 001
COMM573 001
COMM573 002
COMM596 013
COMM596 038
COMM596 057
COMM620 001
COMM629 001
COMM629 002
COMM629 003
COMM639 005
COMM639 008
COMM639 009
COMM660 001
COMM669 002
COMM694H001
COMM113 001
COMM113 002
COMM120 001
COMM120 002
COMM140 001
COMM160 001
COMM223 001
COMM224 001
COMM230 002

COMM464 001
COMM523 001
COMM629 001
COMM636 001
COMM639 01M
COMM113 001
COMM120 002
COMM140 001
COMM160 001
COMM224 001
COMM312 001
COMM318 001
COMM325 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
18	*	3.28	*
23	*	2.77	*
27	*	3.34	*
22	7	2.97	2.19
140	14	2.53	1.26
57	6	2.85	2.20
15	*	3.42	*
17	*	3.69	*
18	*	3.03	*
22	*	3.64	*
20	*	3.65	*
22	*	2.95	*
21	*	3.02	*
26	*	3.26	*
107	13	3.42	3.05
14	*	3.26	*
26	11	3.57	3.07
25	14	3.12	2.53
26	*	3.41	*
60	17	2.39	1.16
14	*	3.56	*
12	*	3.48	*
15	*	3.79	*

13	*	3.39	*
21	*	3.40	*
24	7	2.80	2.34
27	*	3.33	*
21	*	3.44	*
73	12	3.03	2.53
44	11	3.00	2.73
30	8	3.19	3.14
23	*	3.06	*
10	*	3.14	*
21	*	3.45	*
20	11	2.61	2.23
26	*	3.48	*
31	*	3.23	*
20	*	3.57	*
22	*	3.27	*
37	13	3.45	3.25
33	7	3.49	3.24
28	*	3.89	*
13	*	3.87	*
2	*	*	*
33	8	3.30	3.08
21	14	3.05	2.79
11	*	3.32	*
12	*	2.92	*
22	*	3.30	*
47	*	3.71	*
10	*	3.88	*
24	*	2.99	*
5	*	*	*
15	*	3.46	*
25	*	3.56	*
25	10	3.54	3.31
19	6	2.55	1.38

21	*	3.51	*
25	*	2.92	*
22	*	3.23	*
29	*	3.83	*
54	*	2.99	*
14	*	3.00	*
25	*	3.49	*
24	7	3.34	2.87
29	*	3.12	*
29	12	3.40	3.36
23	*	3.63	*
16	*	3.16	*
23	*	4.00	*
22	*	3.77	*
13	*	3.44	*
15	*	3.60	*
18	*	3.70	*
39	17	3.91	3.95
22	11	3.67	3.57
26	6	3.43	3.07
21	*	2.79	*
12	*	3.64	*
12	*	3.00	*
19	*	3.68	*
6	*	4.00	*
23	*	3.33	*
26	*	2.92	*
29	13	3.11	2.56
21	*	3.66	*
25	8	3.07	2.50
22	9	3.25	2.68
25	*	2.88	*
25	*	3.48	*
27	*	3.40	*

3	*	*	*
66	*	3.68	*
26	*	3.33	*
12	*	3.24	*
22	12	3.27	3.31
20	*	3.29	*
26	*	2.84	*
13	*	3.17	*
17	*	3.41	*
20	7	3.21	2.84
30	6	2.75	2.72
28	*	3.15	*
4	*	*	*
1	*	*	*
5	*	*	*
33	10	3.39	3.13
18	*	3.39	*
33	*	3.19	*
16	*	3.87	*
13	*	3.45	*
14	*	3.63	*
9	*	4.00	*
12	*	3.48	*
13	*	3.76	*
5	*	*	*
21	7	3.92	3.77
12	*	2.33	*
20	*	2.94	*
19	6	3.21	2.88
20	*	2.90	*
18	*	3.47	*
15	*	3.94	*
13	*	3.72	*
10	*	3.73	*

15	*	3.37	*
15	8	3.34	3.00
9	6	3.32	3.37
9	*	2.56	*
16	7	4.00	4.00
17	6	3.52	3.18
15	*	2.18	*
17	*	2.55	*
16	*	3.34	*
20	*	3.12	*
7	*	3.86	*
11	*	2.90	*
6	*	2.43	*

Non-Athlete Student Avg. GPA
3.25
2.96
3.36
3.34
2.67
2.92
3.38
3.69
3.39
3.68
3.66
2.99
2.98
3.27
3.47
3.26
3.93
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3.48
2.88
3.70
3.49
3.79

3.34
3.42
2.98
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3.13
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3.88
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*
3.38
3.57
3.39
2.82
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3.90
3.00
*
3.56
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3.69
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3.01
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3.87
2.96
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3.53
3.14
3.44
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3.25
4.00
3.89
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3.54
2.90
3.70
2.97
3.65
*
3.52
3.23
3.56
3.64
3.34
3.64
3.04
3.46
3.47

*
3.68
3.48
3.23
3.23
3.32
2.98
3.07
3.45
3.41
2.76
3.22
*
*
*
3.50
3.69
3.28
3.90
3.51
3.68
4.00
3.49
3.80
*
4.00
2.25
3.02
3.36
2.96
3.44
3.94
3.84
3.81

3.37
3.73
*
2.63
4.00
3.71
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Data Assumptions:

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Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
Did not include course sections with all grades issued as "NR" and/or "NG"
Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
COMM051 001
COMM085 001
COMM089 001
COMM113 001
COMM113 002
COMM113 003
COMM113 004
COMM113 005
COMM120 001
COMM130 001
COMM140 001
COMM160 001
COMM160 002
COMM160 003
COMM160 004
COMM160 005
COMM223 001
COMM223 003
COMM224 002
COMM226 001
COMM230 001
COMM263 002
COMM270 001

COMM270 002
COMM270 003
COMM270 004
COMM312 001
COMM318 001
COMM325 001
COMM372 001
COMM374 001
COMM435H001
COMM450 001
COMM450 002
COMM450 003
COMM451 001
COMM451 002
COMM471 001
COMM521 001
COMM523 001
COMM527 001
COMM548 001
COMM571 001
COMM596 013
COMM639 004
COMM639 005
COMM639 008
COMM645 001
COMM646 001
COMM654 001
COMM655 001
COMM656 001
COMM063 001
COMM089 001
COMM089H001
COMM113 001
COMM113 002

COMM113 003
COMM113 004
COMM120 001
COMM120 002
COMM120 003
COMM120 004
COMM120 005
COMM130 001
COMM140 001
COMM140 002
COMM140 004
COMM140 005
COMM142 001
COMM160 001
COMM160 003
COMM160 004
COMM160 005
COMM223 001
COMM223 002
COMM224 001
COMM260 001
COMM270 001
COMM318 001
COMM325 001
COMM325 002
COMM330 002
COMM432 001
COMM437 001
COMM450 001
COMM450 003
COMM452 001
COMM464 001
COMM466 001
COMM523 001

COMM546 001
COMM547 001
COMM573 001
COMM620 001
COMM624 001
COMM625 001
COMM629 001
COMM636 001
COMM639 003
COMM639 004
COMM652 001
COMM654 001
COMM655 001
COMM662 001
COMM669 001
COMM113 001
COMM113 002
COMM120 001
COMM140 001
COMM140 002
COMM160 001
COMM230 001
COMM270 001
COMM312 001
COMM521 001
COMM523 001
COMM527 001
COMM639 01M
COMM113 001
COMM120 001
COMM120 002
COMM140 001
COMM160 001
COMM223 001

COMM224 001
COMM431 001
COMM596 057

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
22	*	3.59	*
16	*	3.66	*
25	*	3.65	*
24	8	3.18	2.33
22	*	3.45	*
23	*	3.27	*
23	10	3.10	2.46
27	*	3.20	*
105	14	2.77	2.11
68	*	3.09	*
126	8	3.11	2.09
18	8	3.38	2.80
19	7	3.47	2.61
12	*	3.24	*
21	11	3.82	3.75
17	*	3.85	*
25	6	3.32	3.00
25	11	3.76	3.64
16	*	3.27	*
33	*	2.69	*
13	*	3.75	*
36	*	3.56	*
24	*	3.40	*

22	*	2.87	*
25	*	3.41	*
25	*	3.41	*
74	17	2.88	2.32
22	6	3.39	3.17
40	8	2.68	1.21
17	*	3.25	*
24	*	3.45	*
12	*	3.89	*
25	6	3.11	2.28
25	*	3.55	*
25	*	3.41	*
22	*	3.33	*
8	*	2.93	*
21	*	2.88	*
38	7	3.25	2.57
31	16	3.27	3.02
27	6	3.43	2.95
76	12	3.37	3.28
21	*	2.79	*
3	*	*	*
10	*	3.00	*
14	*	3.34	*
12	*	3.18	*
16	*	3.08	*
12	*	3.56	*
12	*	3.43	*
23	*	3.29	*
6	*	2.57	*
21	*	3.44	*
15	*	3.70	*
23	*	3.20	*
28	14	2.99	2.42
25	7	3.26	2.90

22	*	3.35	*
24	7	3.70	3.44
21	*	3.16	*
21	*	3.75	*
23	13	3.19	2.69
23	*	3.83	*
23	*	3.17	*
44	*	2.92	*
25	12	2.88	2.31
24	*	3.07	*
21	*	3.01	*
23	*	3.39	*
25	*	3.30	*
21	*	3.57	*
22	9	3.67	3.60
24	*	3.66	*
16	*	3.59	*
36	*	3.33	*
22	*	3.80	*
102	25	3.55	2.98
9	*	4.00	*
102	14	2.66	1.81
23	*	3.54	*
13	*	2.66	*
23	10	3.38	3.05
12	*	3.26	*
23	*	3.46	*
13	*	3.11	*
26	10	3.10	2.40
21	*	2.88	*
23	*	3.48	*
16	*	3.53	*
16	*	3.48	*
24	*	3.14	*

18	*	3.55	*
22	*	3.03	*
26	*	3.25	*
36	9	3.82	3.49
13	*	3.78	*
21	*	3.12	*
25	*	2.68	*
12	*	2.67	*
11	*	3.36	*
7	*	3.30	*
14	*	3.71	*
13	*	3.69	*
20	*	3.14	*
8	*	2.88	*
14	*	3.89	*
13	*	3.20	*
16	*	3.19	*
20	*	3.25	*
17	*	2.79	*
17	*	3.22	*
19	12	3.56	3.33
12	*	2.88	*
13	*	2.87	*
16	*	3.23	*
9	*	3.57	*
12	7	3.42	3.23
7	*	3.56	*
13	*	4.00	*
19	8	3.15	2.68
18	*	3.10	*
17	*	3.07	*
27	*	3.35	*
15	*	3.47	*
19	7	3.51	3.23

19	*	3.06	*
7	*	3.61	*
2	*	*	*

Non-Athlete Student Avg. GPA
3.61
3.68
3.71
3.61
3.43
3.22
3.59
3.35
2.87
3.08
3.17
3.84
3.98
3.49
3.90
3.90
3.42
3.86
3.66
2.72
3.73
3.73
3.66

2.96
3.43
3.46
3.05
3.47
3.04
3.21
3.46
3.88
3.37
3.70
3.43
3.36
2.67
2.88
3.41
3.55
3.57
3.39
2.76
*
2.92
3.34
3.19
3.09
3.52
3.37
3.30
*
3.43
3.73
3.21
3.60
3.41

3.54
3.81
3.56
3.86
3.84
3.84
3.42
3.05
3.41
3.16
3.15
3.63
3.44
3.66
3.72
3.92
3.56
3.39
3.77
3.73
4.00
2.79
3.53
3.58
3.63
3.55
3.49
3.34
3.54
3.21
3.50
3.60
3.49
3.14

3.54
3.08
3.30
3.93
3.97
3.08
2.77
2.82
3.40
3.30
3.92
3.69
3.14
2.76
3.88
3.33
3.25
3.27
3.13
3.43
3.96
3.11
2.83
3.79
*
*
3.65
4.00
3.49
3.05
3.14
3.36
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3.68

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3.67
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Data Assumptions:

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The University held only one summer term in 2011 with two sessions. We designated all course sections offered in the first and second sessions as t
Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
Did not include course sections with all grades issued as "NR" and/or "NG"
Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
COMM082 001
COMM113 001
COMM120 001
COMM130 001
COMM131 001
COMM140 001
COMM142 001
COMM160 001
COMM162 001
COMM170 001
COMM170 002
COMM171 001
COMM223 001
COMM223 002
COMM224 001
COMM230 001
COMM230 002
COMM260 001
COMM312 001
COMM318 001
COMM318 002
COMM325 001
COMM330 001
COMM350 001
COMM364 001
COMM396 002
COMM396 014
COMM397 001

COMM431 001
COMM450 001
COMM450 002
COMM450 003
COMM450 004
COMM464 001
COMM521 001
COMM523 001
COMM523 002
COMM527 001
COMM532 001
COMM545 001
COMM550 001
COMM563 001
COMM574 001
COMM575 001
COMM577 001
COMM596 032
COMM629 001
COMM639 001
COMM639 003
COMM639 007
COMM639 009
COMM661 001
COMM665 001
COMM063 001
COMM113 002
COMM113 003
COMM113 004
COMM113 005
COMM113 006
COMM120 001
COMM120 002
COMM120 003
COMM130 001
COMM140 001
COMM140 002
COMM140 003
COMM140 004
COMM140 005
COMM160 001

COMM170 001
COMM171 001
COMM223 001
COMM223 002
COMM224 001
COMM224 002
COMM260 001
COMM312 001
COMM318 001
COMM325 001
COMM325 002
COMM330 001
COMM330 002
COMM350 001
COMM355 001
COMM364 001
COMM372 001
COMM396 002
COMM396 005
COMM412 001
COMM431 001
COMM433 001
COMM450 001
COMM450 002
COMM450 003
COMM450 004
COMM525 001
COMM546 001
COMM572 001
COMM574 001
COMM596 005
COMM596 006
COMM596 009
COMM620 001
COMM624 001
COMM625 001
COMM639 001
COMM639 003
COMM639 004
COMM639 005
COMM639 008

COMM639 009
COMM646 001
COMM653 001
COMM654 001
COMM655 001
COMM655 002
COMM667 001
COMM668H001
COMM669 002
COMM113 001
COMM113 002
COMM120 001
COMM120 002
COMM160 001
COMM170 001
COMM223 001
COMM318 001
COMM397 001
COMM450 001
COMM659 001
COMM113 001
COMM120 001
COMM140 001
COMM140 002
COMM160 001
COMM170 001
COMM224 01M
COMM230 001
COMM312 001
COMM521 001
COMM527 001
COMM596 013
COMM629 01M
COMM636 001

erms "Summer I" and "Summer II" respectively to be consistent with the data in other summer terms presented

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
21	*	3.80	*
175	*	3.62	*
115	23	2.33	1.23
37	*	2.52	*
9	*	3.49	*
130	14	3.12	2.61
26	6	3.41	3.38
120	11	3.47	3.09
22	7	3.65	3.31
24	*	2.15	*
23	6	2.99	2.28
21	*	3.21	*
23	*	3.33	*
27	18	3.46	3.47
63	12	2.82	1.67
11	*	3.31	*
11	*	2.87	*
38	7	3.57	3.59
77	21	2.71	2.28
24	*	3.05	*
24	*	3.27	*
73	11	2.86	2.45
10	*	3.74	*
19	*	3.13	*
9	*	3.89	*
2	*	*	*
1	*	*	*
34	*	3.60	*

15	*	3.45	*
11	*	3.31	*
23	*	2.89	*
21	*	3.51	*
22	*	3.16	*
13	*	3.56	*
35	*	3.67	*
21	6	3.01	2.50
20	*	2.99	*
30	13	3.29	3.02
11	*	3.00	*
26	*	3.69	*
66	12	3.45	3.65
18	*	3.81	*
22	*	2.99	*
16	*	2.97	*
24	8	2.61	1.71
3	*	*	*
16	*	3.36	*
13	*	3.46	*
6	*	3.52	*
12	*	3.84	*
10	*	3.80	*
12	*	2.73	*
13	*	3.44	*
24	*	3.53	*
21	*	3.46	*
20	*	3.49	*
18	*	3.38	*
20	*	3.07	*
20	*	3.35	*
25	*	2.82	*
24	7	2.81	2.43
29	11	3.34	3.26
39	*	2.88	*
24	*	3.03	*
25	*	3.26	*
24	6	3.13	2.72
24	*	2.99	*
24	*	3.49	*
98	23	3.64	3.15

99	17	2.49	1.61
18	*	3.39	*
20	6	3.33	3.27
28	7	3.85	3.79
22	9	2.84	2.41
23	*	3.51	*
19	10	4.00	4.00
27	6	3.41	2.88
21	*	3.18	*
18	*	2.88	*
28	10	3.04	2.43
12	*	3.39	*
12	*	3.60	*
23	8	3.28	2.41
109	*	2.81	*
8	*	3.61	*
48	8	2.69	1.59
1	*	*	*
1	*	*	*
29	*	3.17	*
14	*	3.71	*
10	*	3.72	*
21	9	2.41	1.74
22	7	3.21	2.96
25	*	3.05	*
23	*	2.89	*
21	*	3.48	*
20	*	3.51	*
24	*	3.09	*
23	*	2.95	*
3	*	*	*
1	*	*	*
2	*	*	*
35	8	3.47	2.94
29	*	3.48	*
18	*	3.84	*
11	*	3.45	*
11	*	3.36	*
14	*	3.57	*
13	*	3.67	*
12	*	3.55	*

6	*	3.50	*
10	*	3.20	*
10	*	3.67	*
13	*	3.34	*
26	*	3.17	*
25	*	3.28	*
16	*	3.55	*
12	*	4.00	*
15	*	3.67	*
16	*	2.97	*
13	*	3.21	*
18	*	3.02	*
19	11	2.81	2.43
19	*	3.65	*
16	*	3.16	*
19	10	2.99	2.61
15	*	2.38	*
17	*	4.00	*
16	*	2.03	*
17	*	4.00	*
16	*	2.84	*
16	*	3.41	*
19	*	2.93	*
30	9	3.17	2.91
18	9	3.48	3.18
16	*	2.86	*
10	*	3.50	*
14	*	2.93	*
18	*	3.16	*
22	6	3.29	3.22
16	*	3.49	*
1	*	*	*
3	*	*	*
6	*	2.85	*

Non-Athlete Student Avg. GPA
3.81
3.62
2.60
2.64
3.59
3.18
3.42
3.51
3.80
2.15
3.24
3.30
3.40
3.46
3.09
3.24
2.96
3.56
2.87
3.13
3.44
2.93
3.82
3.26
3.86
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*
3.60

3.51
3.44
3.05
3.63
3.16
3.53
3.70
3.22
2.97
3.50
3.03
3.66
3.40
3.78
2.91
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3.85
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2.92
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3.65
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3.37
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3.72
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3.20
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3.48
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3.07
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*
3.63
3.62
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3.69
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3.41
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3.37
3.57
4.00
3.66
3.04
3.19
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3.34
3.76
3.33
3.41
2.59
4.00
1.89
4.00
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3.65
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Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
Did not include course sections with all grades issued as "NR" and/or "NG"
Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
COMM113 001
COMM120 001
COMM130 001
COMM140 001
COMM142 001
COMM160 002
COMM160 003
COMM160 004
COMM160 005
COMM162 001
COMM170 001
COMM170 002
COMM170 003
COMM170 004
COMM171 001
COMM223 001
COMM223 002
COMM224 001
COMM230 001
COMM230 003
COMM263 001
COMM312 001
COMM318 001
COMM318 002

COMM325 001
COMM330 002
COMM362 001
COMM364 001
COMM371 001
COMM374 001
COMM397 001
COMM437 001
COMM450 001
COMM450 003
COMM450 004
COMM450 005
COMM524 001
COMM525 001
COMM527 001
COMM535 001
COMM549 001
COMM550 001
COMM563 001
COMM576 001
COMM629 001
COMM636 001
COMM639 001
COMM639 003
COMM639 004
COMM639 007
COMM639 010
COMM655 001
COMM053 001
COMM063 001
COMM085 001
COMM113 002
COMM113 003
COMM113 004

COMM113 005
COMM120 001
COMM120 002
COMM120 003
COMM120 004
COMM130 001
COMM140 001
COMM140 002
COMM140 003
COMM140 004
COMM140 005
COMM140 006
COMM140 007
COMM142 001
COMM160 001
COMM170 001
COMM171 001
COMM223 001
COMM224 001
COMM224 002
COMM260 001
COMM260 002
COMM312 001
COMM318 001
COMM318 002
COMM325 001
COMM325 002
COMM330 001
COMM350 001
COMM411 001
COMM422 001
COMM431 001
COMM432 001
COMM433 001

COMM450 002
COMM450 003
COMM450 004
COMM451 001
COMM452 001
COMM524 001
COMM525 001
COMM546 001
COMM572 001
COMM573 001
COMM596 003
COMM596 057
COMM625 001
COMM639 004
COMM639 005
COMM639 007
COMM650 001
COMM655 001
COMM663 001
COMM113 001
COMM113 002
COMM120 001
COMM140 001
COMM140 002
COMM160 001
COMM170 001
COMM223 001
COMM422 01M
COMM523 01M
COMM525 001
COMM636 001
COMM669 001
COMM113 001
COMM113 002

COMM120 001
COMM120 002
COMM140 001
COMM142 001
COMM160 001
COMM170 001
COMM318 001
COMM450 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
180	7	3.62	3.10
156	17	2.63	2.09
54	*	2.73	*
140	16	3.22	3.08
22	*	2.76	*
18	*	3.52	*
22	6	3.29	2.95
21	*	3.55	*
20	*	3.25	*
23	7	3.82	3.69
26	*	2.81	*
26	*	3.14	*
24	*	3.55	*
24	*	3.63	*
23	*	2.99	*
23	11	3.50	3.42
42	13	3.36	3.10
88	24	2.74	2.11
11	*	3.49	*
8	*	2.89	*
14	*	3.96	*
48	6	3.52	2.28
20	*	2.97	*
22	*	2.75	*

61	19	2.96	2.69
13	*	3.62	*
12	*	3.33	*
10	*	4.00	*
25	*	3.31	*
117	*	3.08	*
20	*	3.53	*
16	*	2.82	*
19	10	3.49	3.13
25	*	3.35	*
24	*	2.67	*
25	*	3.68	*
27	9	3.11	2.98
27	10	3.30	2.80
33	9	3.45	3.09
10	*	3.56	*
19	*	3.18	*
63	13	3.35	2.75
19	*	3.59	*
26	*	2.65	*
23	6	3.17	2.73
12	*	2.50	*
12	*	2.94	*
16	*	3.68	*
15	*	3.39	*
14	*	3.76	*
10	*	3.56	*
24	*	3.21	*
14	*	3.64	*
26	9	3.23	2.92
25	*	4.00	*
18	9	2.74	2.29
19	*	3.62	*
20	10	3.63	3.35

20	*	3.26	*
21	7	3.36	2.80
20	*	3.17	*
25	*	3.67	*
28	*	3.40	*
44	*	2.86	*
22	*	3.10	*
21	*	3.19	*
26	*	3.23	*
24	*	3.34	*
27	7	3.79	3.61
23	*	3.34	*
8	*	3.55	*
21	7	2.49	1.84
112	23	3.43	3.10
98	11	2.77	1.70
16	*	3.20	*
25	12	2.98	2.53
24	*	3.14	*
18	*	3.22	*
18	6	3.49	3.07
14	*	3.57	*
23	*	3.28	*
21	*	3.16	*
24	*	3.06	*
14	6	2.96	2.18
26	*	3.61	*
12	*	3.56	*
21	*	3.13	*
29	*	3.71	*
30	6	3.41	3.17
14	*	3.56	*
27	7	3.38	3.14
17	*	3.68	*

14	6	3.34	3.38
24	*	2.99	*
21	*	2.86	*
25	*	3.35	*
25	*	3.44	*
28	9	3.28	3.18
25	7	3.22	2.81
27	*	3.79	*
19	*	3.16	*
25	*	3.14	*
1	*	*	*
3	*	*	*
21	*	3.35	*
14	9	3.57	3.44
15	7	3.67	3.53
10	*	3.41	*
17	*	3.43	*
30	*	3.38	*
5	*	*	*
16	*	3.36	*
16	*	2.98	*
21	*	3.64	*
20	*	3.06	*
20	*	2.97	*
16	*	3.64	*
19	*	3.07	*
18	10	3.51	3.32
12	*	3.68	*
6	*	3.67	*
12	*	2.94	*
9	*	3.61	*
8	*	3.56	*
18	*	3.28	*
17	6	3.19	2.93

20	*	2.44	*
18	*	3.74	*
14	*	3.20	*
16	*	3.04	*
19	*	3.27	*
19	*	2.83	*
17	*	2.91	*
10	*	2.86	*

Non-Athlete Student Avg. GPA
3.64
2.69
2.75
3.24
2.81
3.64
3.41
3.63
3.55
3.88
2.91
3.31
3.73
3.64
3.06
3.57
3.48
2.97
3.51
2.87
3.98
3.69
3.18
2.87

3.07
3.68
3.39
4.00
3.28
3.10
3.51
3.03
3.90
3.37
2.79
3.68
3.17
3.60
3.59
3.47
3.36
3.51
3.56
2.74
3.33
2.33
2.67
3.66
3.41
3.74
3.59
3.23
3.66
3.39
4.00
3.19
3.65
3.91

3.32
3.64
3.32
3.77
3.48
3.02
3.34
3.46
3.28
3.32
3.85
3.44
3.68
2.88
3.51
2.96
3.35
3.41
3.17
3.24
3.71
3.67
3.50
3.21
3.34
3.55
3.73
3.52
3.13
3.70
3.47
3.62
3.46
3.71

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3.80
3.34
3.48
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3.55
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3.74
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3.03
3.80
3.34
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3.75
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3.68
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2.71
3.72
3.68
3.03
3.28
2.94
3.06
2.81

Data Assumptions:

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2004 Summer II
2004 Summer II

2004 Summer II
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2004 Summer II
2004 Summer II

Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
Did not include course sections with all grades issued as "NR" and/or "NG"
Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
EXSS041 001
EXSS041 002
EXSS041 003
EXSS055 001
EXSS057 001
EXSS059 001
EXSS073 001
EXSS073 002
EXSS075 001
EXSS076 001
EXSS076 002
EXSS077 001
EXSS080 001
EXSS081 001
EXSS081 002
EXSS083 001
EXSS085 001
EXSS085 002
EXSS086 001
EXSS087 001
EXSS088 001
EXSS088 002
EXSS089 001

EXSS090 001
EXSS244 001
EXSS041 001
EXSS041 002
EXSS041 003
EXSS056 001
EXSS065 001
EXSS073 001
EXSS073 002
EXSS075 001
EXSS076 001
EXSS076 002
EXSS077 003
EXSS080 001
EXSS081 001
EXSS081 002
EXSS085 001
EXSS085 002
EXSS088 001
EXSS088 002
EXSS089 001
EXSS090 001
EXSS099 001
EXSS041 001
EXSS041 002
EXSS041 003
EXSS063 001
EXSS075 001
EXSS081 001
EXSS085 001
EXSS086 001
EXSS088 001
EXSS075 001
EXSS076 001

EXSS083 001
EXSS088 001
EXSS099 001
EXSS099 002

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
79	16	3.25	3.23
87	12	3.22	3.12
88	9	3.66	3.24
23	11	3.87	3.85
20	8	3.79	3.71
17	*	3.65	*
34	*	2.98	*
32	6	3.44	3.50
74	9	2.58	2.97
45	7	2.40	3.01
38	13	2.56	2.56
42	*	3.74	*
60	*	2.95	*
79	21	2.56	2.50
100	18	2.64	2.33
18	14	3.43	3.27
29	6	2.83	3.00
40	*	2.46	*
57	23	3.47	3.48
28	*	3.78	*
44	10	3.46	3.19
43	8	3.39	3.23
50	8	3.00	3.21

4	*	*	*
1	*	*	*
80	12	3.23	3.05
88	*	3.32	*
92	7	3.14	3.14
22	6	3.56	3.22
13	*	3.29	*
32	6	2.81	2.82
32	*	3.13	*
105	14	2.41	2.80
35	*	2.58	*
31	6	2.37	2.72
42	6	3.50	3.35
59	7	2.92	3.57
99	29	2.85	2.65
98	18	2.90	2.56
26	*	2.78	*
23	*	2.50	*
28	9	3.49	3.49
31	8	3.91	3.80
64	11	3.13	3.00
3	*	*	*
43	12	3.44	3.17
12	*	3.67	*
25	*	2.97	*
26	6	3.31	3.18
50	35	3.95	3.92
31	*	2.19	*
19	*	2.91	*
29	7	2.74	2.67
22	13	3.67	3.77
24	*	3.28	*
18	*	1.93	*
18	*	2.59	*

22	12	4.00	4.00
38	9	2.97	2.33
16	7	2.71	2.81
15	12	3.23	3.13

Non-Athlete Student Avg. GPA
3.26
3.24
3.71
3.90
3.84
3.69
2.95
3.42
2.53
2.29
2.56
3.72
2.94
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2.81
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Data Assumptions:

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Excluded all course sections with no student-athletes
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Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
EXSS041 001
EXSS041 002
EXSS041 003
EXSS055 001
EXSS057 001
EXSS059 001
EXSS066 001
EXSS071 001
EXSS073 001
EXSS073 002
EXSS075 001
EXSS076 001
EXSS076 002
EXSS077 001
EXSS077 002
EXSS080 001
EXSS081 001
EXSS081 002
EXSS085 001
EXSS085 002
EXSS086 001
EXSS087 001
EXSS088 001

EXSS088 002
EXSS089 001
EXSS090 001
EXSS093 001
EXSS094 001
EXSS098A001
EXSS041 001
EXSS041 002
EXSS041 003
EXSS056 001
EXSS060 001
EXSS062 001
EXSS065 001
EXSS067 001
EXSS071 001
EXSS073 001
EXSS073 002
EXSS074 001
EXSS074 002
EXSS075 001
EXSS076 001
EXSS076 002
EXSS077 001
EXSS077 002
EXSS080 001
EXSS081 001
EXSS081 002
EXSS085 001
EXSS085 002
EXSS086 001
EXSS088 001
EXSS088 002
EXSS089 001
EXSS090 001

EXSS095 001
EXSS098B001
EXSS041 001
EXSS041 002
EXSS041 003
EXSS063 001
EXSS075 001
EXSS077 001
EXSS080 001
EXSS081 001
EXSS085 001
EXSS086 001
EXSS088 001
EXSS099 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
72	24	3.13	2.77
91	16	3.33	3.01
80	13	3.65	3.18
23	*	3.74	*
25	11	3.66	3.63
20	*	3.94	*
11	*	3.37	*
24	*	3.93	*
35	9	3.45	3.41
31	*	3.15	*
104	12	2.71	2.87
48	*	2.81	*
34	*	2.28	*
44	10	3.45	3.30
42	7	3.39	3.43
58	*	3.02	*
98	24	2.84	2.76
99	17	2.77	2.55
30	*	2.74	*
36	7	2.68	2.61
67	24	3.84	3.78
29	*	3.73	*
41	21	3.09	2.94

44	16	3.11	2.56
67	9	3.52	3.43
1	*	*	*
7	*	3.61	*
45	6	3.30	3.45
2	*	*	*
64	11	3.28	3.28
77	11	3.18	2.91
75	10	3.84	3.40
19	10	3.76	3.57
16	*	2.94	*
71	23	2.91	2.59
12	*	3.45	*
11	*	3.12	*
23	*	3.85	*
37	7	3.49	3.51
36	*	3.26	*
28	*	3.96	*
31	*	3.98	*
110	20	2.38	2.05
40	7	3.03	3.00
38	*	2.42	*
44	6	3.31	2.62
44	8	3.32	3.09
46	10	3.04	2.94
73	18	2.68	2.71
72	10	2.68	2.66
45	7	2.63	2.34
40	*	3.00	*
41	12	3.41	3.14
28	*	3.74	*
28	8	3.45	3.44
71	9	3.25	3.26
6	*	3.88	*

58	11	3.55	3.31
2	*	*	*
16	*	3.55	*
10	*	3.37	*
24	7	3.41	3.06
35	28	3.70	3.66
28	7	2.29	2.23
19	*	3.48	*
30	*	3.02	*
21	*	2.89	*
25	*	2.82	*
9	*	3.97	*
21	*	3.12	*
6	*	3.33	*

Non-Athlete Student Avg. GPA
3.31
3.40
3.74
3.78
3.68
3.92
3.44
3.94
3.46
3.20
2.69
2.83
2.21
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2.86
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3.03
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3.52
3.74
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3.62
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3.59
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Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
Did not include course sections with all grades issued as "NR" and/or "NG"
Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
EXSS041 001
EXSS041 002
EXSS041 003
EXSS041 004
EXSS055 001
EXSS057 001
EXSS059 001
EXSS066 001
EXSS068 001
EXSS070 001
EXSS071 001
EXSS073 001
EXSS073 002
EXSS075 001
EXSS076 001
EXSS076 002
EXSS077 001
EXSS077 002
EXSS080 001
EXSS081 001
EXSS081 002
EXSS085 001
EXSS085 002

EXSS086 001
EXSS087 001
EXSS088 001
EXSS088 002
EXSS089 001
EXSS089 002
EXSS094 001
EXSS114 001
EXSS114 002
EXSS240 001
EXSS041 001
EXSS041 002
EXSS041 003
EXSS041 004
EXSS056 001
EXSS060 001
EXSS062 001
EXSS067 001
EXSS069 001
EXSS071 001
EXSS073 001
EXSS073 002
EXSS074 002
EXSS075 001
EXSS076 001
EXSS076 002
EXSS077 001
EXSS077 002
EXSS080 001
EXSS081 001
EXSS081 002
EXSS085 001
EXSS086 001
EXSS088 001

EXSS088 002
EXSS088 003
EXSS089 001
EXSS089 002
EXSS090 001
EXSS095 001
EXSS114 001
EXSS116 001
EXSS041 002
EXSS063 001
EXSS075 001
EXSS076 001
EXSS076 002
EXSS077 001
EXSS083 001
EXSS085 001
EXSS086 001
EXSS089 001
EXSS041 001
EXSS060 001
EXSS062 001
EXSS073 001
EXSS075 001
EXSS076 001
EXSS080 001
EXSS081 001
EXSS085 001
EXSS088 001
EXSS088 002

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
82	29	3.16	2.79
96	29	3.16	2.89
72	10	3.27	3.17
78	46	2.89	2.76
23	9	3.77	3.80
15	8	3.69	3.79
24	*	3.87	*
12	*	3.09	*
11	*	3.61	*
11	*	3.37	*
23	*	3.81	*
37	*	3.11	*
41	9	2.88	3.08
127	25	2.59	2.79
44	6	2.83	2.95
36	6	2.69	3.12
39	8	3.08	3.21
37	6	3.32	3.33
80	20	2.93	3.08
81	27	2.69	2.54
80	*	2.58	*
37	*	2.33	*
47	10	2.67	2.41

67	27	3.75	3.66
33	6	3.70	2.83
47	9	3.74	3.33
44	14	3.30	3.26
43	7	3.43	3.43
31	*	3.36	*
47	10	3.35	3.58
12	*	3.43	*
24	*	3.33	*
1	*	*	*
69	11	3.18	3.00
74	15	3.31	3.07
75	22	3.11	2.85
78	*	3.50	*
20	8	3.62	3.38
18	*	3.37	*
74	27	3.13	3.23
12	*	3.12	*
11	*	3.85	*
37	*	3.71	*
40	12	3.00	3.37
46	11	3.52	3.35
35	*	4.00	*
115	26	2.41	2.23
61	13	3.12	2.82
36	*	2.51	*
31	8	3.68	3.59
29	12	3.49	3.41
45	*	3.22	*
80	18	2.70	2.58
95	11	2.64	2.52
58	*	2.50	*
42	15	3.67	3.56
29	*	3.55	*

29	8	3.20	3.26
37	*	3.94	*
42	10	3.30	3.15
38	7	2.85	3.00
13	*	3.82	*
72	20	3.49	3.58
24	7	3.38	2.84
21	7	3.36	3.06
17	*	3.19	*
39	20	3.88	3.79
35	7	1.98	1.81
20	*	3.06	*
12	*	2.68	*
40	10	3.30	3.07
10	6	4.00	4.00
24	7	2.53	2.66
14	8	3.58	3.39
15	*	2.60	*
27	7	2.78	2.57
9	*	2.89	*
13	*	3.25	*
18	*	3.34	*
12	*	2.20	*
21	*	2.78	*
16	*	3.01	*
43	37	3.28	3.24
8	*	2.83	*
29	*	3.16	*
28	7	2.94	2.43

Non-Athlete Student Avg. GPA
3.36
3.27
3.28
3.08
3.75
3.57
3.90
3.04
3.67
3.44
3.89
3.13
2.82
2.55
2.81
2.61
3.05
3.32
2.88
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Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
EXSS101 001
EXSS101 002
EXSS141 001
EXSS141 002
EXSS141 003
EXSS141 004
EXSS159 001
EXSS175 001
EXSS181 001
EXSS181 002
EXSS188 001
EXSS188 002
EXSS188 003
EXSS205 001
EXSS207 001
EXSS211 001
EXSS221 001
EXSS221 002
EXSS271 001
EXSS273 001
EXSS273 002
EXSS276 001
EXSS276 002

EXSS324 001
EXSS360 001
EXSS368 001
EXSS370 001
EXSS376 001
EXSS376 002
EXSS380 001
EXSS385 001
EXSS385 002
EXSS396 001
EXSS410 001
EXSS476 001
EXSS476 002
EXSS693H001
EXSS101 001
EXSS101 002
EXSS141 001
EXSS141 002
EXSS141 003
EXSS141 004
EXSS159 001
EXSS175 001
EXSS181 001
EXSS181 002
EXSS188 001
EXSS188 002
EXSS188 003
EXSS206 001
EXSS221 001
EXSS265 001
EXSS271 001
EXSS273 001
EXSS273 002
EXSS276 001

EXSS276 002
EXSS322 001
EXSS326 001
EXSS360 001
EXSS369 001
EXSS376 001
EXSS376 002
EXSS379 001
EXSS380 001
EXSS385 001
EXSS385 002
EXSS396 001
EXSS410 001
EXSS412 001
EXSS476 001
EXSS478 001
EXSS694H001
EXSS101 001
EXSS101 002
EXSS141 001
EXSS163 001
EXSS175 002
EXSS181 001
EXSS188 001
EXSS221 001
EXSS273 001
EXSS276 001
EXSS376 001
EXSS385 001
EXSS141 001
EXSS175 001
EXSS181 001
EXSS188 001
EXSS188 002

EXSS273 001
EXSS276 001
EXSS322 001
EXSS376 001
EXSS380 001
EXSS385 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
35	9	3.27	2.97
30	*	3.77	*
68	25	3.14	2.93
67	24	3.00	2.61
70	31	3.26	2.97
72	7	3.37	3.30
27	*	3.27	*
121	16	2.59	2.32
65	15	2.83	2.95
71	*	3.00	*
51	19	3.55	3.46
38	17	3.36	3.00
29	6	3.49	3.05
21	10	3.44	3.18
23	*	3.55	*
30	8	3.67	3.71
61	38	3.66	3.62
26	7	3.32	2.99
24	*	3.88	*
36	9	3.29	2.98
40	*	3.34	*
45	13	2.66	2.26
50	11	2.81	2.75

54	20	3.14	3.07
9	*	2.52	*
11	*	3.57	*
11	*	3.36	*
41	9	3.41	3.43
27	6	2.89	2.95
42	6	2.72	2.13
41	*	3.26	*
41	12	2.74	2.64
10	7	3.74	3.63
9	*	4.00	*
11	*	3.14	*
15	*	3.20	*
4	*	*	*
33	7	3.15	2.84
35	*	3.38	*
68	21	3.15	2.67
78	21	3.22	2.62
76	7	3.39	2.91
78	6	3.38	3.12
28	8	3.56	3.64
112	18	2.58	2.39
97	14	2.68	2.59
93	*	2.32	*
28	7	3.92	3.90
31	6	3.28	3.13
29	8	3.42	2.96
19	*	3.78	*
39	12	3.39	3.21
12	*	3.38	*
36	*	3.89	*
44	14	3.36	3.15
34	13	3.50	3.37
67	12	2.64	2.17

44	*	2.55	*
85	23	3.08	2.50
90	42	3.27	3.09
38	*	3.00	*
11	*	3.57	*
36	7	3.79	3.53
37	*	3.24	*
9	*	4.00	*
53	8	2.91	3.00
45	9	2.77	2.16
37	11	3.05	2.97
7	*	3.96	*
9	*	3.62	*
11	*	3.01	*
22	*	3.49	*
15	*	2.91	*
4	*	*	*
32	6	3.11	2.50
33	6	3.40	2.83
23	*	3.53	*
43	29	3.83	3.80
38	10	3.33	2.83
19	*	2.71	*
9	*	3.61	*
21	10	3.74	3.61
16	*	3.08	*
21	*	2.42	*
7	*	2.81	*
8	*	3.43	*
29	*	3.15	*
14	*	2.00	*
26	17	3.37	3.37
15	*	3.01	*
24	*	3.02	*

15	*	2.87	*
19	*	1.98	*
10	*	2.57	*
9	*	3.41	*
16	*	2.66	*
5	*	*	*

Non-Athlete Student Avg. GPA
3.38
3.76
3.26
3.22
3.50
3.38
3.28
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3.02
3.61
3.64
3.60
3.67
3.57
3.65
3.73
3.45
3.87
3.40
3.21
2.82
2.83

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2.30
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3.31
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Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
EXSS101 001
EXSS141 001
EXSS141 002
EXSS141 003
EXSS141 004
EXSS159 001
EXSS175 001
EXSS175 002
EXSS181 001
EXSS181 002
EXSS181 003
EXSS188 001
EXSS188 002
EXSS188 003
EXSS193 001
EXSS205 001
EXSS207 001
EXSS211 001
EXSS221 001
EXSS221 002
EXSS273 001
EXSS273 002
EXSS276 001

EXSS322 001
EXSS324 001
EXSS326 001
EXSS360 001
EXSS376 001
EXSS376 002
EXSS379 001
EXSS380 001
EXSS385 001
EXSS385 002
EXSS396 001
EXSS410 001
EXSS476 001
EXSS476 002
EXSS693H001
EXSS101 001
EXSS141 001
EXSS141 002
EXSS141 003
EXSS141 004
EXSS159 001
EXSS175 001
EXSS181 001
EXSS181 002
EXSS188 001
EXSS188 002
EXSS188 003
EXSS206 001
EXSS221 001
EXSS273 001
EXSS273 002
EXSS276 001
EXSS276 002
EXSS322 001

EXSS326 001
EXSS360 001
EXSS376 001
EXSS376 002
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EXSS385 002
EXSS396 001
EXSS410 001
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EXSS476 001
EXSS478 001
EXSS101 001
EXSS101 002
EXSS141 001
EXSS163 001
EXSS175 001
EXSS181 001
EXSS188 002
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EXSS273 001
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EXSS380 001
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EXSS181 001
EXSS188 001
EXSS188 002

EXSS221 001
EXSS273 001
EXSS376 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
47	12	3.34	2.91
68	32	3.23	3.00
72	35	3.11	2.59
76	36	3.20	2.74
79	*	3.68	*
42	7	3.48	3.10
82	18	2.14	1.59
83	8	2.79	2.88
39	*	2.58	*
64	19	2.88	2.88
39	*	2.72	*
33	16	3.34	2.96
30	8	3.21	3.00
36	20	2.96	2.47
10	*	3.29	*
20	11	3.25	2.96
15	*	3.63	*
28	*	3.75	*
59	28	3.19	2.85
31	13	3.24	2.95
48	10	3.35	3.17
49	*	3.21	*
72	16	2.20	1.58

60	16	3.42	3.33
61	21	3.45	3.38
61	31	3.14	2.86
26	*	3.28	*
38	*	3.25	*
34	*	3.18	*
3	*	*	*
49	7	2.94	2.80
29	6	2.90	2.62
47	8	2.80	2.68
15	*	3.63	*
9	*	3.74	*
5	*	*	*
13	*	3.69	*
9	*	3.73	*
98	18	3.00	2.90
62	15	3.19	2.35
74	15	3.28	2.85
79	22	3.43	3.23
68	*	3.46	*
28	7	3.28	3.23
99	18	2.73	2.22
99	14	2.87	2.57
88	29	2.54	2.49
31	10	3.62	3.14
32	6	3.56	3.18
33	11	3.19	2.99
21	6	3.76	3.60
51	13	3.30	2.92
39	7	3.50	3.24
40	10	3.34	3.50
50	*	2.48	*
78	14	2.36	1.72
94	35	3.05	2.86

59	23	3.49	3.29
23	*	3.12	*
31	*	3.30	*
37	*	3.35	*
8	*	4.00	*
50	6	2.87	3.33
41	9	2.69	2.77
41	*	2.86	*
6	*	3.12	*
9	*	3.86	*
10	*	2.99	*
22	*	3.46	*
12	*	2.98	*
31	*	3.34	*
25	*	3.18	*
15	*	3.56	*
37	23	3.75	3.68
21	*	2.14	*
11	*	3.40	*
17	*	2.60	*
5	*	*	*
8	*	3.26	*
37	6	2.42	1.83
13	*	3.34	*
12	*	3.58	*
4	*	*	*
4	*	*	*
15	*	3.01	*
10	*	3.16	*
30	*	3.13	*
13	*	2.77	*
28	19	3.56	3.44
15	*	2.56	*
20	*	3.73	*

15	*	2.99	*
15	*	3.20	*
14	*	3.04	*

Non-Athlete Student Avg. GPA
3.49
3.44
3.59
3.62
3.69
3.55
2.29
2.78
2.66
2.88
2.64
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Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
Did not include course sections with all grades issued as "NR" and/or "NG"
Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
EXSS101 001
EXSS101 002
EXSS141 001
EXSS141 002
EXSS141 003
EXSS159 001
EXSS175 001
EXSS175 002
EXSS181 001
EXSS181 002
EXSS181 003
EXSS188 001
EXSS188 002
EXSS188 003
EXSS205 001
EXSS207 001
EXSS211 001
EXSS221 001
EXSS221 002
EXSS273 001
EXSS273 002
EXSS276 001
EXSS290 001

EXSS322 001
EXSS324 001
EXSS326 001
EXSS360 001
EXSS376 001
EXSS376 002
EXSS380 001
EXSS385 001
EXSS385 002
EXSS396 001
EXSS410 001
EXSS476 002
EXSS101 001
EXSS101 002
EXSS141 001
EXSS141 002
EXSS141 003
EXSS159 001
EXSS175 001
EXSS181 001
EXSS181 002
EXSS188 001
EXSS188 002
EXSS188 003
EXSS206 001
EXSS221 001
EXSS265 001
EXSS271 001
EXSS273 001
EXSS273 002
EXSS276 001
EXSS276 002
EXSS290 001
EXSS322 001

EXSS322 002
EXSS324 001
EXSS326 001
EXSS360 001
EXSS376 001
EXSS376 002
EXSS379 001
EXSS380 001
EXSS385 001
EXSS385 002
EXSS396 001
EXSS410 001
EXSS412 001
EXSS476 001
EXSS478 001
EXSS101 001
EXSS101 002
EXSS141 001
EXSS163 001
EXSS175 001
EXSS181 001
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EXSS273 001
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EXSS376 001
EXSS380 001
EXSS385 001
EXSS141 001
EXSS141 002
EXSS175 001
EXSS181 001
EXSS188 001
EXSS221 001

EXSS221 002
EXSS276 001
EXSS276 002

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
57	21	3.38	3.39
61	9	2.92	2.62
85	30	3.21	2.64
65	18	3.53	2.92
71	6	3.65	3.68
35	*	3.71	*
90	16	2.66	1.94
83	15	2.68	2.77
59	33	3.60	3.53
60	22	3.57	3.45
40	*	3.44	*
25	12	3.18	2.70
28	9	3.21	3.42
38	16	3.55	3.47
21	*	3.42	*
23	11	3.13	2.67
33	*	3.65	*
48	24	2.71	2.24
54	24	3.78	3.67
49	10	3.33	3.29
48	*	3.44	*
72	10	2.38	2.15
67	12	3.53	3.22

54	22	3.22	3.08
53	14	3.09	2.81
64	15	3.17	2.88
18	*	2.94	*
24	*	3.22	*
37	*	3.51	*
54	6	2.98	3.12
29	*	2.78	*
32	*	2.90	*
31	12	3.34	2.76
9	*	3.44	*
21	*	3.78	*
61	12	2.94	2.38
60	7	3.11	3.29
79	7	3.44	3.11
80	10	3.42	2.97
69	*	3.49	*
28	*	3.44	*
113	25	2.74	2.40
79	42	3.62	3.52
75	24	3.58	3.63
34	13	3.44	3.28
23	6	3.17	2.77
32	9	3.09	2.97
21	10	3.86	3.87
38	18	3.14	2.78
12	*	3.00	*
27	*	3.77	*
43	14	3.06	2.71
36	10	3.36	3.48
50	*	2.71	*
54	16	2.43	2.13
51	21	3.30	2.89
52	20	2.93	2.62

60	28	3.04	2.78
66	23	3.28	2.94
62	13	3.47	3.39
27	*	3.05	*
27	*	3.25	*
33	*	3.42	*
11	*	3.95	*
50	9	2.84	3.10
38	6	3.06	3.02
34	*	2.61	*
11	7	3.76	3.71
10	*	3.67	*
12	*	2.92	*
27	*	3.37	*
12	*	3.37	*
33	*	2.82	*
32	*	2.68	*
14	*	3.58	*
15	6	3.67	3.23
30	*	2.42	*
30	*	3.75	*
18	*	3.30	*
14	*	2.84	*
10	*	3.58	*
13	*	3.25	*
13	*	3.07	*
13	*	2.84	*
13	*	2.25	*
14	*	3.36	*
28	8	2.98	2.46
16	*	2.48	*
27	6	3.43	2.78
16	*	2.76	*
19	8	3.11	2.63

11	*	3.33	*
26	7	2.27	2.10
18	*	2.48	*

Non-Athlete Student Avg. GPA
3.38
2.97
3.52
3.76
3.64
3.76
2.81
2.65
3.68
3.64
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3.19
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2.83
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Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
Did not include course sections with all grades issued as "NR" and/or "NG"
Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
EXSS050 001
EXSS101 001
EXSS101 002
EXSS141 001
EXSS141 002
EXSS141 003
EXSS159 001
EXSS175 001
EXSS175 002
EXSS181 001
EXSS181 002
EXSS181 003
EXSS188 001
EXSS188 002
EXSS188 003
EXSS193 001
EXSS205 001
EXSS207 001
EXSS211 001
EXSS221 001
EXSS221 002
EXSS273 001
EXSS273 002

EXSS276 001
EXSS276 002
EXSS290 002
EXSS322 001
EXSS323 001
EXSS324 001
EXSS360 001
EXSS376 001
EXSS376 002
EXSS380 001
EXSS385 001
EXSS385 002
EXSS396 001
EXSS410 001
EXSS476 001
EXSS693H001
EXSS101 001
EXSS101 002
EXSS141 001
EXSS141 002
EXSS141 003
EXSS159 001
EXSS175 001
EXSS181 001
EXSS181 002
EXSS188 001
EXSS188 002
EXSS188 003
EXSS206 001
EXSS221 001
EXSS221 002
EXSS273 001
EXSS273 002
EXSS276 001

EXSS276 002
EXSS276 003
EXSS290 001
EXSS322 001
EXSS322 002
EXSS323 001
EXSS323 002
EXSS324 001
EXSS326 001
EXSS360 001
EXSS376 001
EXSS376 002
EXSS379 001
EXSS380 001
EXSS385 001
EXSS385 002
EXSS396 001
EXSS412 001
EXSS476 001
EXSS694H001
EXSS101 001
EXSS101 002
EXSS141 001
EXSS175 001
EXSS181 001
EXSS188 001
EXSS260 001
EXSS273 001
EXSS276 001
EXSS324 001
EXSS326 001
EXSS376 001
EXSS385 001
EXSS141 001

EXSS141 002
EXSS175 001
EXSS181 001
EXSS188 001
EXSS188 002
EXSS221 001
EXSS276 001
EXSS290 001
EXSS322 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
24	9	3.44	3.32
51	7	2.94	2.43
55	14	3.00	2.61
87	37	3.04	2.50
66	11	3.29	2.95
75	15	3.33	2.85
32	9	3.39	3.18
99	26	2.74	2.30
89	12	2.94	2.12
60	21	3.52	3.24
72	18	3.71	3.69
57	6	3.30	2.95
32	15	3.04	2.84
40	10	3.16	2.49
30	17	3.10	2.74
10	*	3.20	*
19	6	3.55	3.62
27	7	3.67	3.69
31	*	3.79	*
50	26	2.86	2.44
55	22	3.63	3.47
47	12	3.42	3.38
47	8	3.29	3.16

60	12	2.50	1.93
61	16	2.53	2.29
17	*	3.93	*
61	25	3.21	2.80
82	33	3.58	3.44
55	15	3.08	2.58
15	*	3.67	*
27	*	3.04	*
39	6	3.17	2.78
49	7	2.64	2.59
27	7	2.98	2.61
45	6	2.70	2.55
29	9	3.65	3.61
12	*	3.64	*
19	*	3.25	*
4	*	*	*
53	22	3.11	2.81
53	7	3.27	3.24
85	21	3.33	2.71
96	29	3.28	2.68
77	*	3.60	*
30	*	3.45	*
106	8	2.74	2.13
80	18	3.51	2.95
62	6	3.23	2.90
32	13	3.01	2.36
32	13	3.14	2.83
30	9	3.28	3.01
24	7	3.33	3.04
47	15	3.14	2.84
60	11	3.46	3.29
44	9	3.25	3.21
39	8	3.49	3.45
47	*	2.97	*

48	13	2.38	2.15
46	*	2.74	*
22	*	3.82	*
42	29	2.82	2.70
46	20	3.28	2.91
50	12	3.29	3.00
50	24	3.20	3.14
55	16	3.24	2.94
101	32	3.11	3.02
18	*	3.34	*
36	*	2.56	*
39	10	2.90	2.90
15	*	3.76	*
55	8	2.94	2.79
60	8	3.53	3.35
37	7	2.71	2.87
7	*	3.86	*
15	*	3.43	*
25	*	3.66	*
4	*	*	*
33	*	2.85	*
24	*	2.90	*
15	*	3.37	*
33	*	2.63	*
30	10	3.28	2.62
15	*	3.13	*
25	14	3.70	3.58
22	*	3.22	*
23	*	2.39	*
10	*	3.12	*
13	*	2.86	*
11	*	3.15	*
22	*	2.68	*
21	*	3.38	*

16	*	3.46	*
27	*	2.89	*
30	7	3.45	2.81
15	*	2.81	*
19	8	3.23	2.50
42	15	3.56	3.37
36	6	2.38	1.67
10	*	3.80	*
9	*	3.61	*

Non-Athlete Student Avg. GPA
3.51
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3.13
3.45
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The University held only one summer term in 2011 with two sessions. We designated all course sections offered in the first and second sessions as t

Excluded all course sections with no student-athletes

Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University

Did not include course sections with all grades issued as "NR" and/or "NG"

Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)

Did not include lab course sections

Did not include recitation course sections

Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
EXSS050 001
EXSS101 001
EXSS101 002
EXSS141 001
EXSS141 002
EXSS141 003
EXSS175 001
EXSS175 002
EXSS181 002
EXSS181 003
EXSS188 001
EXSS188 002
EXSS188 003
EXSS193 001
EXSS205 001
EXSS207 001
EXSS211 001
EXSS220 001
EXSS220 002
EXSS221 001
EXSS221 002
EXSS273 001

EXSS273 002
EXSS276 001
EXSS276 002
EXSS276 003
EXSS322 001
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EXSS327 001
EXSS360 001
EXSS376 001
EXSS376 002
EXSS380 001
EXSS385 001
EXSS385 002
EXSS396 001
EXSS408 001
EXSS408 002
EXSS101 001
EXSS101 002
EXSS141 001
EXSS141 002
EXSS141 003
EXSS175 001
EXSS181 001
EXSS181 002
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EXSS188 003
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EXSS324 001
EXSS326 001
EXSS376 001
EXSS380 001
EXSS385 001

erms "Summer I" and "Summer II" respectively to be consistent with the data in other summer terms presented

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
27	8	3.49	3.20
54	16	2.90	2.28
52	13	2.93	2.78
89	25	3.35	2.84
66	20	3.17	2.70
67	10	3.63	3.34
113	15	2.62	2.55
106	24	2.64	2.08
52	15	3.32	2.94
55	6	3.56	3.12
40	10	3.99	4.00
36	9	3.33	2.96
28	8	2.99	2.63
12	*	3.48	*
24	6	3.38	3.15
22	*	3.46	*
34	*	3.70	*
17	*	2.91	*
24	19	1.89	1.56
58	34	3.03	2.94
52	15	3.31	2.89
58	14	2.83	2.03

51	8	2.91	2.33
46	10	2.87	2.50
60	*	2.83	*
37	*	2.61	*
50	12	3.03	2.54
52	22	3.38	2.93
11	*	3.88	*
28	*	3.29	*
44	6	2.87	3.00
31	*	2.87	*
50	12	2.88	2.31
47	*	2.86	*
47	*	2.70	*
10	6	3.97	3.95
10	*	3.30	*
12	*	3.37	*
56	12	2.94	2.33
55	*	3.09	*
66	*	3.34	*
90	15	3.29	2.44
65	*	3.86	*
112	12	2.49	1.33
56	11	3.59	3.15
52	*	3.73	*
31	6	3.23	1.93
39	12	3.63	3.34
35	*	3.45	*
22	*	3.72	*
16	*	3.57	*
30	*	3.15	*
35	9	2.90	2.43
51	15	3.29	3.05
45	10	2.48	2.04
46	15	3.15	2.94

56	16	2.96	2.40
52	15	2.44	1.98
46	6	3.07	2.60
46	32	3.15	3.02
61	20	3.15	3.26
58	23	3.28	3.02
77	34	3.05	2.61
84	28	2.93	2.60
13	*	3.55	*
27	*	2.73	*
33	*	3.13	*
28	*	3.14	*
21	*	2.84	*
12	*	3.79	*
93	9	2.58	2.60
52	*	3.39	*
48	*	3.03	*
10	*	3.66	*
25	*	3.38	*
11	*	3.53	*
5	*	*	*
24	*	3.26	*
27	6	3.07	2.28
30	*	2.81	*
32	7	3.29	2.77
24	*	2.79	*
26	*	3.38	*
23	*	2.36	*
15	10	2.77	2.49
16	7	2.34	1.91
12	*	3.47	*
31	*	3.32	*
30	*	3.01	*
11	*	3.82	*

43	8	2.50	1.26
40	18	3.32	2.78
32	7	2.79	2.34
24	17	3.70	3.91
24	*	3.08	*
12	*	3.15	*
16	*	3.15	*
15	*	2.74	*
31	*	2.89	*
10	*	2.93	*

Non-Athlete Student Avg. GPA
3.61
3.16
2.98
3.55
3.37
3.69
2.64
2.80
3.48
3.61
3.99
3.46
3.13
3.45
3.45
3.37
3.69
3.06
*
3.16
3.49
3.08

3.02
2.98
2.88
2.63
3.19
3.71
3.84
3.25
2.85
3.04
3.06
2.83
2.79
*
3.33
3.31
3.11
3.14
3.35
3.47
3.87
2.63
3.70
3.72
3.54
3.75
3.47
3.73
3.68
3.25
3.06
3.39
2.61
3.25

3.19
2.63
3.15
3.45
3.10
3.45
3.39
3.09
3.57
2.76
3.12
3.11
2.85
3.77
2.58
3.39
3.08
3.61
3.42
3.58
*
3.45
3.30
2.87
3.43
2.81
3.55
2.40
*
2.67
3.48
3.42
3.04
3.79

2.78
3.75
2.92
3.20
2.94
2.98
3.43
2.88
2.89
2.79

Data Assumptions:

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Term
2011 Fall
2011 Fall
2011 Fall
2011 Fall
2011 Fall
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2012 Summer II
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2012 Summer II
2012 Summer II

Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
Did not include course sections with all grades issued as "NR" and/or "NG"
Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
EXSS050 001
EXSS101 001
EXSS101 002
EXSS141 001
EXSS141 002
EXSS141 003
EXSS175 001
EXSS175 002
EXSS181 001
EXSS181 002
EXSS188 001
EXSS188 002
EXSS188 003
EXSS188 004
EXSS205 001
EXSS207 001
EXSS211 001
EXSS220 001
EXSS220 002
EXSS221 001
EXSS221 002
EXSS273 001
EXSS273 002
EXSS276 001

EXSS276 003
EXSS322 001
EXSS323 001
EXSS327 001
EXSS360 001
EXSS376 001
EXSS376 002
EXSS380 001
EXSS385 001
EXSS385 002
EXSS396 001
EXSS408 001
EXSS408 002
EXSS412 001
EXSS089 001
EXSS101 001
EXSS101 002
EXSS141 001
EXSS141 002
EXSS141 003
EXSS175 001
EXSS181 001
EXSS181 002
EXSS188 001
EXSS188 002
EXSS188 003
EXSS206 001
EXSS220 001
EXSS221 001
EXSS221 002
EXSS265 001
EXSS271 001
EXSS273 001
EXSS273 002

EXSS276 001
EXSS276 002
EXSS322 001
EXSS322 002
EXSS323 001
EXSS323 002
EXSS324 001
EXSS326 001
EXSS327 001
EXSS369 001
EXSS376 001
EXSS376 002
EXSS380 001
EXSS385 001
EXSS385 002
EXSS396 001
EXSS408 001
EXSS478 001
EXSS101 001
EXSS101 002
EXSS141 001
EXSS175 001
EXSS175 002
EXSS181 001
EXSS188 01M
EXSS221 001
EXSS224 001
EXSS260 001
EXSS273 01M
EXSS276 001
EXSS322 001
EXSS326 001
EXSS376 001
EXSS380 001

EXSS385 001
EXSS141 001
EXSS175 001
EXSS181 001
EXSS188 001
EXSS188 002
EXSS221 001
EXSS273 001
EXSS276 001
EXSS324 001
EXSS360 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
31	8	3.77	3.41
53	7	2.95	2.37
57	15	3.02	2.79
88	19	3.26	2.42
89	21	3.28	2.71
58	*	3.44	*
119	14	2.75	2.14
118	19	2.90	3.01
61	13	3.85	3.73
51	14	3.79	3.63
39	6	3.60	3.28
44	7	3.53	2.71
39	10	2.92	2.09
32	*	3.84	*
21	7	3.68	3.59
22	7	3.43	3.23
33	6	3.82	3.67
23	*	3.27	*
31	11	3.67	3.64
52	15	3.31	3.24
46	20	3.09	2.65
53	*	2.83	*
51	8	2.98	2.38
73	20	2.40	1.81

73	*	2.52	*
43	15	3.50	2.99
63	28	3.54	3.47
17	*	3.60	*
30	*	3.60	*
45	*	3.14	*
44	*	3.63	*
55	7	2.91	2.86
51	*	3.01	*
50	10	3.11	2.60
14	*	3.77	*
17	*	3.59	*
9	*	3.00	*
19	*	3.36	*
27	26	2.99	2.95
58	12	3.30	2.83
58	*	3.30	*
58	*	3.29	*
92	22	3.29	2.71
55	*	3.85	*
125	24	2.69	2.15
50	19	3.68	3.52
53	17	3.53	3.56
38	16	3.24	2.94
41	11	3.14	2.95
38	*	3.39	*
21	6	3.70	3.60
38	*	3.43	*
43	20	2.94	2.82
39	*	3.22	*
15	*	3.15	*
46	*	3.78	*
42	8	2.89	2.34
40	10	3.23	3.12

61	14	2.15	2.01
74	*	2.90	*
42	11	2.99	2.45
41	13	3.06	2.75
58	16	3.33	3.16
51	17	3.52	3.38
78	17	3.50	3.14
103	40	3.21	3.11
17	*	3.84	*
29	*	3.41	*
45	*	2.90	*
46	*	3.13	*
83	10	2.61	2.40
66	*	3.37	*
49	*	2.57	*
10	*	3.89	*
29	*	3.52	*
8	*	3.66	*
28	*	3.16	*
24	6	3.21	2.90
12	*	3.78	*
32	*	2.94	*
14	*	2.74	*
30	8	3.51	3.28
23	*	3.10	*
30	*	3.22	*
12	*	3.03	*
33	28	3.51	3.59
20	*	2.56	*
26	*	2.38	*
7	*	2.59	*
12	*	3.30	*
29	*	3.38	*
29	*	2.72	*

5	*	*	*
24	7	3.23	3.10
30	*	2.85	*
36	15	3.17	2.77
28	13	2.56	2.21
26	*	3.34	*
30	16	2.65	2.17
26	*	3.25	*
32	*	2.46	*
7	*	3.20	*
12	*	2.98	*

Non-Athlete Student Avg. GPA
3.89
3.04
3.10
3.51
3.47
3.46
2.88
2.87
3.88
3.85
3.66
3.68
3.20
3.85
3.72
3.53
3.85
3.52
3.69
3.33
3.43
2.89
3.18
2.72

2.61
3.79
3.60
3.58
3.58
3.21
3.64
2.92
2.98
3.32
3.77
3.89
3.55
3.38
*
3.42
3.30
3.35
3.48
3.86
2.84
3.78
3.52
3.45
3.22
3.38
3.74
3.52
3.04
3.25
3.25
3.80
3.02
3.27

2.19
2.92
3.18
3.20
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3.59
3.60
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2.93
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2.74
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3.32
3.87
3.08
2.92
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2.63
*
3.61
3.55
2.85

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3.28
3.00
3.45
2.87
3.45
3.44
3.58
2.51
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3.39

Data Assumptions:

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Term
2003 Fall
2003 Fall
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2004 Summer II
2004 Summer II
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2004 Summer II
2004 Summer II
2004 Summer II

Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
Did not include course sections with all grades issued as "NR" and/or "NG"
Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
ENGL006E001
ENGL006E002
ENGL006M001
ENGL010 001
ENGL010 002
ENGL010 003
ENGL011 001
ENGL011 002
ENGL011 004
ENGL011 005
ENGL011 008
ENGL011 009
ENGL011 010
ENGL011 011
ENGL011 012
ENGL011 013
ENGL011 016
ENGL011 017
ENGL011 019
ENGL011 020
ENGL011 021
ENGL011 022
ENGL011 023

ENGL011 024
ENGL011 027
ENGL011 028
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ENGL011 038
ENGL011 041
ENGL011 044
ENGL011 045
ENGL011 046
ENGL011 048
ENGL011 049
ENGL011 052
ENGL011 054
ENGL011 055
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ENGL011 096
ENGL011 097
ENGL011 098
ENGL011 099
ENGL011 100
ENGL011 104
ENGL012 001
ENGL012 002
ENGL012 003
ENGL012 004
ENGL012 006
ENGL012 007
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ENGL012 031
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ENGL012 035
ENGL012 036
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ENGL012 043
ENGL020 001
ENGL020 004
ENGL021 004
ENGL021 005
ENGL021 007
ENGL022 001
ENGL022 003
ENGL023 001
ENGL023 002
ENGL023 003
ENGL023 004
ENGL023 005
ENGL023 007
ENGL023 009
ENGL023 010
ENGL023 012
ENGL023W001
ENGL023W002
ENGL023W003

ENGL023W004
ENGL023W005
ENGL024 001
ENGL024 004
ENGL025 001
ENGL025 002
ENGL025 003
ENGL025W001
ENGL025W002
ENGL025W003
ENGL026 001
ENGL026 002
ENGL027 002
ENGL027 003
ENGL028 001
ENGL028 002
ENGL028 003
ENGL028 004
ENGL028 005
ENGL028 006
ENGL030I001
ENGL030P001
ENGL031 001
ENGL034 001
ENGL039B001
ENGL042 001
ENGL043 001
ENGL047W002
ENGL052 001
ENGL054 001
ENGL058 001
ENGL058 002
ENGL058 003
ENGL058H001

ENGL060 001
ENGL064 001
ENGL066 001
ENGL072 002
ENGL082B001
ENGL083 001
ENGL083 002
ENGL083 003
ENGL084 001
ENGL088 001
ENGL093 001
ENGL093 002
ENGL095 001
ENGL096W001
ENGL097 001
ENGL099A002
ENGL006M001
ENGL006M004
ENGL011 004
ENGL011 005
ENGL011 007
ENGL011 008
ENGL011 009
ENGL012 003
ENGL012 004
ENGL012 007
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ENGL012 097
ENGL012 098
ENGL012 099
ENGL012B001
ENGL012B002
ENGL012B003
ENGL012P001
ENGL012P002
ENGL012P003
ENGL012R001
ENGL012R002
ENGL012T001
ENGL012T002
ENGL012T003
ENGL020 001
ENGL020 002
ENGL020 003
ENGL020 005
ENGL021 002

ENGL021 003
ENGL021 005
ENGL021 006
ENGL021 007
ENGL022 001
ENGL023 002
ENGL023 003
ENGL023 004
ENGL023 005
ENGL023 006
ENGL023 007
ENGL023 008
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ENGL023 010
ENGL023 011
ENGL023W001
ENGL023W002
ENGL023W003
ENGL023W005
ENGL024 001
ENGL024 003
ENGL025 001
ENGL025 002
ENGL025W001
ENGL025W003
ENGL026 001
ENGL026 002
ENGL027 001
ENGL028 002
ENGL028 003
ENGL028 004
ENGL028 005
ENGL028 006
ENGL028 008

ENGL028 010
ENGL028 011
ENGL029 003
ENGL029W001
ENGL030P001
ENGL034 001
ENGL034 002
ENGL034P002
ENGL035N001
ENGL035N002
ENGL042 001
ENGL043 001
ENGL049C002
ENGL049E002
ENGL049E004
ENGL052 001
ENGL054 001
ENGL058B001
ENGL060 001
ENGL072 001
ENGL072 002
ENGL072 003
ENGL082 002
ENGL083 001
ENGL083 003
ENGL085 001
ENGL085 002
ENGL088 002
ENGL090C001
ENGL093 001
ENGL093 002
ENGL094D001
ENGL098 001
ENGL099B002

ENGL196A001
ENGL012 001
ENGL012 002
ENGL083 001
ENGL095 001
ENGL010 300
ENGL010 301
ENGL010 302
ENGL010 303
ENGL011 001
ENGL058 001
ENGL082 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
19	*	3.95	*
15	*	3.13	*
17	*	3.53	*
14	7	2.97	2.73
14	6	2.97	2.90
19	9	2.50	2.11
19	*	3.05	*
19	*	3.55	*
18	*	3.23	*
19	6	3.02	3.00
17	*	3.44	*
16	*	2.91	*
15	*	3.57	*
19	*	3.54	*
19	*	3.46	*
19	*	3.80	*
19	*	3.71	*
19	*	3.35	*
19	*	3.49	*
19	*	3.16	*
19	*	3.31	*
19	*	3.07	*
19	*	3.36	*

19	*	3.26	*
19	*	3.27	*
18	*	3.11	*
19	*	3.36	*
19	*	3.63	*
18	*	3.45	*
19	*	3.54	*
19	*	3.73	*
19	*	3.39	*
19	*	3.55	*
19	*	3.69	*
19	*	2.92	*
19	*	3.01	*
19	*	3.44	*
18	*	3.71	*
19	*	2.74	*
19	*	3.64	*
18	*	3.54	*
19	*	3.34	*
19	*	3.31	*
17	*	3.44	*
19	*	3.18	*
18	*	3.83	*
17	*	3.05	*
19	*	3.30	*
19	*	3.25	*
16	*	2.60	*
16	*	3.19	*
19	*	3.03	*
19	*	3.42	*
19	*	3.21	*
19	*	3.49	*
19	*	3.13	*
19	*	3.34	*

18	*	3.67	*
19	6	3.18	3.12
19	*	3.42	*
19	*	3.78	*
18	*	3.29	*
18	*	3.32	*
19	*	3.09	*
17	*	3.06	*
19	*	3.34	*
18	*	3.15	*
19	*	3.44	*
19	*	3.74	*
19	*	3.43	*
19	*	3.06	*
17	*	2.97	*
19	*	3.55	*
19	*	3.39	*
19	*	3.01	*
19	*	3.25	*
13	*	3.12	*
17	*	3.38	*
18	*	3.61	*
18	*	2.84	*
18	*	2.79	*
17	*	3.21	*
18	*	3.38	*
19	*	3.09	*
19	*	3.24	*
19	*	3.30	*
19	*	3.34	*
18	*	3.07	*
18	*	2.99	*
19	*	3.29	*
18	*	3.71	*

19	*	3.38	*
19	6	2.99	2.77
19	*	3.67	*
19	*	3.68	*
19	*	3.64	*
19	*	2.95	*
17	*	2.82	*
19	*	3.73	*
19	*	3.33	*
19	*	3.12	*
18	*	3.06	*
18	*	3.61	*
18	*	3.76	*
18	*	4.00	*
17	*	3.07	*
27	*	2.96	*
29	*	3.00	*
27	*	3.22	*
33	*	3.65	*
15	*	3.20	*
33	*	3.21	*
33	*	3.12	*
30	7	3.35	3.24
36	*	3.52	*
32	*	3.23	*
36	*	3.46	*
26	*	3.03	*
34	*	3.03	*
36	*	2.76	*
34	*	3.21	*
22	*	2.98	*
17	*	3.56	*
19	*	3.80	*
22	*	3.55	*

19	*	3.34	*
21	6	3.23	3.22
24	*	3.43	*
31	*	3.29	*
24	*	3.11	*
33	*	2.75	*
32	*	2.95	*
20	*	3.28	*
19	*	3.36	*
16	*	3.33	*
29	*	3.25	*
33	*	2.92	*
27	*	3.11	*
30	*	2.94	*
34	*	3.72	*
33	*	3.48	*
22	*	3.60	*
24	*	3.21	*
33	*	3.36	*
33	*	3.58	*
15	*	3.47	*
17	*	3.54	*
25	*	3.52	*
16	*	3.67	*
50	*	3.48	*
138	*	2.99	*
81	*	3.37	*
14	*	3.59	*
26	*	3.17	*
29	*	3.27	*
35	*	3.17	*
34	*	3.04	*
37	*	2.89	*
9	*	3.57	*

30	*	2.91	*
30	*	3.30	*
18	*	2.90	*
26	*	3.13	*
163	20	3.65	3.20
42	*	3.61	*
32	*	3.42	*
35	*	2.91	*
27	*	3.46	*
30	*	2.86	*
33	*	3.03	*
25	*	3.31	*
62	*	3.94	*
3	*	*	*
33	*	4.00	*
12	*	3.85	*
19	*	3.78	*
19	*	3.97	*
11	*	2.33	*
10	*	3.80	*
16	8	3.19	3.06
16	6	3.21	2.82
14	*	2.91	*
9	*	2.79	*
9	*	3.27	*
11	*	3.00	*
9	*	3.51	*
17	*	2.86	*
19	*	3.64	*
19	*	3.19	*
19	*	3.50	*
19	*	3.50	*
19	*	3.36	*
19	*	3.46	*

19	*	3.18	*
19	*	3.13	*
19	*	3.63	*
19	*	2.99	*
17	*	3.74	*
19	*	3.43	*
19	*	2.97	*
19	*	3.28	*
19	*	3.42	*
19	*	3.25	*
19	7	3.32	2.81
19	*	3.21	*
18	*	3.27	*
19	*	3.25	*
18	*	3.32	*
19	*	3.56	*
18	*	3.35	*
19	*	3.49	*
18	*	3.08	*
17	*	3.84	*
18	*	3.52	*
17	*	3.55	*
19	*	3.11	*
19	*	3.28	*
15	*	3.19	*
10	*	2.94	*
16	*	3.11	*
18	*	3.03	*
19	*	3.21	*
19	*	3.35	*
19	*	3.69	*
18	*	3.09	*
19	*	3.30	*
18	*	3.58	*

18	*	3.36	*
19	*	3.04	*
19	*	3.13	*
19	*	3.61	*
18	*	3.17	*
19	*	3.24	*
19	6	3.02	2.67
17	*	2.77	*
18	*	2.97	*
18	*	3.63	*
19	*	2.85	*
18	*	3.55	*
18	*	3.33	*
19	*	3.32	*
20	*	3.32	*
17	*	3.55	*
18	*	3.38	*
19	*	3.69	*
19	*	3.32	*
18	*	3.62	*
15	*	3.55	*
17	*	3.49	*
19	*	2.92	*
15	*	3.38	*
19	*	3.41	*
19	*	3.32	*
19	*	3.22	*
17	*	3.16	*
18	*	3.16	*
25	*	3.19	*
22	*	3.32	*
30	*	2.93	*
31	*	3.24	*
31	*	3.43	*

32	*	3.65	*
24	*	2.89	*
30	*	3.09	*
32	*	3.29	*
37	*	3.11	*
32	*	3.20	*
36	11	2.97	2.70
40	*	3.56	*
35	*	3.41	*
36	*	3.02	*
32	*	3.72	*
37	*	3.88	*
32	*	2.88	*
35	*	3.35	*
31	*	3.09	*
17	*	3.83	*
21	*	3.63	*
19	*	3.73	*
18	*	3.25	*
36	*	3.39	*
35	*	3.51	*
19	*	2.09	*
32	*	3.34	*
18	*	3.42	*
14	*	3.53	*
34	*	2.91	*
41	*	3.62	*
25	*	3.12	*
30	*	3.17	*
30	*	2.69	*
36	*	2.79	*
33	*	3.62	*
33	*	2.71	*
23	*	3.21	*

30	*	3.36	*
34	*	3.28	*
24	*	3.83	*
15	*	3.59	*
21	*	3.52	*
13	*	3.64	*
16	*	3.78	*
14	*	3.76	*
14	*	3.86	*
15	*	3.63	*
134	*	3.44	*
34	*	3.48	*
16	*	3.36	*
28	*	3.41	*
11	*	3.33	*
35	*	3.47	*
34	*	3.24	*
80	*	3.15	*
31	*	3.01	*
26	*	2.52	*
33	*	3.62	*
31	*	3.37	*
36	*	3.11	*
32	*	3.57	*
29	*	3.56	*
34	*	3.19	*
34	*	3.27	*
36	*	2.90	*
15	*	3.54	*
32	*	3.09	*
30	*	3.12	*
10	*	3.80	*
30	*	4.00	*
12	*	4.00	*

19	*	3.01	*
12	*	3.35	*
17	*	2.81	*
33	*	3.34	*
36	*	3.94	*
12	*	3.47	*
11	*	3.35	*
12	*	4.00	*
11	*	3.33	*
11	*	3.09	*
24	*	3.13	*
24	*	2.88	*

Non-Athlete Student Avg. GPA
3.94
3.21
3.50
3.21
3.03
3.02
3.17
3.60
3.47
3.02
3.37
3.10
3.68
3.52
3.44
3.81
3.69
3.44
3.47
3.24
3.30
3.12
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3.27
3.27
3.10
3.39
3.63
3.49
3.60
3.84
3.41
3.58
3.71
2.89
3.29
3.47
3.73
2.76
3.68
3.53
3.36
3.48
3.48
3.18
3.84
3.06
3.48
3.39
2.66
3.25
3.04
3.46
3.22
3.51
3.11
3.38

3.69
3.21
3.45
3.81
3.31
3.35
3.09
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3.41
3.18
3.65
3.73
3.44
3.06
3.01
3.59
3.43
2.97
3.29
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3.60
3.08
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3.23
3.40
3.31
3.29
3.30
3.37
3.47
3.01
3.44
3.74

3.36
3.09
3.69
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3.65
2.95
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3.74
3.34
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3.58
3.75
4.00
3.06
2.99
2.96
3.21
3.65
3.21
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3.09
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3.44
2.97
3.06
2.88
3.21
2.98
3.46
3.83
3.51

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2.96

Data Assumptions:

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Term
2004 Fall
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2005 Spring
2005 Summer I
2005 Summer II
2005 Summer II
2005 Summer II

2005 Summer II
2005 Summer II

Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
Did not include course sections with all grades issued as "NR" and/or "NG"
Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
ENGL006M001
ENGL006M003
ENGL010 001
ENGL010 002
ENGL010 003
ENGL011 002
ENGL011 003
ENGL011 004
ENGL011 005
ENGL011 006
ENGL011 008
ENGL011 010
ENGL011 011
ENGL011 012
ENGL011 013
ENGL011 014
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ENGL011 041
ENGL011 043
ENGL011 044
ENGL011 046
ENGL011 051
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ENGL011 086
ENGL011 088
ENGL011 089
ENGL011 093
ENGL011 094
ENGL011 095
ENGL011 096
ENGL011 097
ENGL012 001
ENGL012 004
ENGL012 006
ENGL012 007
ENGL012 008
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ENGL012 042
ENGL012 043
ENGL012 047
ENGL020 001
ENGL020 003
ENGL020 005
ENGL021 003
ENGL021 004
ENGL021 005
ENGL023 001
ENGL023 002
ENGL023 003
ENGL023 004
ENGL023 005
ENGL023 006
ENGL023 008
ENGL023 009
ENGL023W001
ENGL023W002
ENGL023W003
ENGL023W004
ENGL024 001
ENGL024 004
ENGL025 001
ENGL025 002
ENGL025 003

ENGL025W001
ENGL025W004
ENGL026 001
ENGL026 002
ENGL028 001
ENGL028 002
ENGL028 003
ENGL028 004
ENGL028 005
ENGL029 002
ENGL029W001
ENGL029W002
ENGL034 002
ENGL034 003
ENGL034P002
ENGL035 001
ENGL035N001
ENGL036 001
ENGL039B001
ENGL042 001
ENGL043 001
ENGL047 001
ENGL047W002
ENGL049 001
ENGL049D001
ENGL051 001
ENGL058 001
ENGL058 003
ENGL058 004
ENGL060 001
ENGL065 001
ENGL072 001
ENGL072 003
ENGL073 001

ENGL078 001
ENGL083 001
ENGL083 002
ENGL084 001
ENGL084 002
ENGL084 003
ENGL086 001
ENGL090 001
ENGL091C001
ENGL093 002
ENGL093H001
ENGL095H001
ENGL097 001
ENGL006M001
ENGL006M002
ENGL006M003
ENGL006M004
ENGL011 002
ENGL011 005
ENGL011 007
ENGL011 008
ENGL011 011
ENGL012 002
ENGL012 004
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ENGL012 099
ENGL012B002
ENGL012E001
ENGL012E002
ENGL012P002
ENGL012P003
ENGL012P004
ENGL012T002
ENGL012T003
ENGL021 001
ENGL021 002
ENGL021 005
ENGL021 006
ENGL022 001
ENGL022 002
ENGL022 003
ENGL023 001
ENGL023 002
ENGL023 003

ENGL023 004
ENGL023 005
ENGL023 006
ENGL023 007
ENGL023 009
ENGL023 010
ENGL023 011
ENGL023E001
ENGL023W001
ENGL024 001
ENGL024 003
ENGL025 001
ENGL025W001
ENGL025W002
ENGL025W003
ENGL026 001
ENGL026 002
ENGL027 001
ENGL028 001
ENGL028 002
ENGL028 003
ENGL028 006
ENGL028 007
ENGL028 008
ENGL028 009
ENGL029 001
ENGL029 003
ENGL029W001
ENGL029W002
ENGL030P001
ENGL034 001
ENGL034 002
ENGL034P001
ENGL035 001

ENGL035N001
ENGL035N002
ENGL035P001
ENGL036 001
ENGL042 001
ENGL049C001
ENGL058 001
ENGL058 002
ENGL058 003
ENGL063 001
ENGL064 001
ENGL066 001
ENGL072 001
ENGL072 002
ENGL073 001
ENGL079 001
ENGL081 001
ENGL082 001
ENGL082 002
ENGL083 002
ENGL083 003
ENGL084 002
ENGL084 003
ENGL088 001
ENGL088 002
ENGL092C001
ENGL093 001
ENGL093 002
ENGL096 001
ENGL098 001
ENGL020 001
ENGL010 001
ENGL010 301
ENGL024 001

ENGL058 001
ENGL083 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
18	*	3.76	*
16	*	3.31	*
18	12	2.49	2.18
20	14	2.59	2.19
17	7	2.90	2.41
18	*	3.15	*
18	*	3.49	*
19	*	3.73	*
16	*	3.76	*
14	*	3.51	*
17	*	3.62	*
14	*	3.46	*
19	*	3.27	*
19	*	3.52	*
18	*	3.69	*
18	*	3.80	*
19	*	3.37	*
18	*	3.48	*
19	*	3.68	*
18	*	3.29	*
19	*	3.73	*
17	*	3.45	*
18	*	3.29	*

19	*	3.27	*
19	*	3.63	*
18	*	2.76	*
18	*	3.66	*
19	*	3.77	*
18	*	3.56	*
19	*	2.98	*
19	*	3.38	*
18	*	3.69	*
19	*	3.29	*
18	*	3.23	*
18	*	3.26	*
19	*	3.43	*
17	*	3.48	*
18	*	3.26	*
19	*	2.73	*
19	*	3.53	*
19	*	3.54	*
19	*	3.47	*
19	*	3.01	*
19	*	3.42	*
18	*	3.29	*
19	*	3.50	*
18	*	3.29	*
18	*	3.04	*
19	*	3.06	*
18	*	2.91	*
19	*	3.36	*
19	7	3.41	2.86
18	*	3.09	*
19	*	3.14	*
18	*	3.13	*
19	*	3.25	*
19	*	3.38	*

18	*	3.16	*
19	*	3.51	*
19	*	3.58	*
19	*	3.26	*
19	*	3.74	*
19	*	3.12	*
19	*	3.52	*
19	*	3.56	*
19	*	3.02	*
19	*	3.23	*
19	*	3.28	*
19	*	3.63	*
18	*	3.71	*
19	*	3.37	*
19	*	3.19	*
18	*	3.69	*
18	*	3.30	*
18	*	3.63	*
19	*	3.62	*
18	*	3.35	*
19	*	3.64	*
19	*	3.37	*
19	6	3.33	3.00
19	*	3.36	*
17	*	3.04	*
18	*	3.12	*
18	*	3.59	*
17	*	3.29	*
19	*	3.57	*
18	*	3.77	*
18	*	3.53	*
18	*	3.66	*
19	*	3.32	*
19	*	3.55	*

19	*	3.56	*
19	*	3.02	*
19	6	3.33	2.47
19	*	3.39	*
19	*	3.48	*
18	*	3.28	*
17	*	3.19	*
19	*	3.44	*
19	*	3.48	*
16	*	3.71	*
18	*	3.23	*
28	*	3.16	*
32	*	3.40	*
27	*	2.77	*
26	*	3.06	*
28	*	3.34	*
28	*	3.27	*
33	*	3.21	*
32	*	3.13	*
36	11	3.28	2.55
33	*	3.36	*
38	15	3.37	2.97
33	*	3.25	*
33	*	3.61	*
35	6	3.05	2.55
18	*	3.77	*
21	*	4.00	*
15	*	3.45	*
19	*	3.67	*
29	*	3.11	*
29	*	3.64	*
33	*	3.17	*
29	*	3.27	*
33	*	2.95	*

17	*	3.24	*
16	*	3.02	*
35	*	3.09	*
33	*	3.11	*
21	*	3.37	*
33	*	3.32	*
29	*	3.11	*
29	*	3.31	*
31	*	3.33	*
20	*	3.31	*
16	*	3.90	*
14	*	3.54	*
15	*	3.79	*
14	*	3.46	*
12	*	3.48	*
13	*	3.75	*
17	*	4.00	*
36	*	2.51	*
65	*	3.45	*
111	*	3.29	*
85	*	3.26	*
34	*	3.55	*
18	*	4.00	*
33	*	3.17	*
24	*	2.70	*
40	*	3.33	*
28	*	3.02	*
29	*	3.31	*
25	*	3.09	*
34	*	3.31	*
32	*	3.01	*
30	*	3.41	*
14	*	3.40	*
19	*	3.10	*

27	*	3.20	*
39	*	3.39	*
41	*	3.35	*
35	*	3.36	*
32	*	2.73	*
27	*	2.81	*
42	*	3.77	*
17	*	3.51	*
26	*	3.03	*
33	*	2.87	*
14	*	3.63	*
11	*	3.60	*
30	*	3.97	*
18	6	3.44	3.12
20	*	3.50	*
19	7	3.36	3.21
16	*	3.06	*
18	10	3.48	3.16
15	*	3.54	*
17	8	2.40	2.94
19	6	3.25	2.77
14	7	3.16	2.83
16	*	3.33	*
16	*	3.23	*
12	*	3.61	*
12	*	3.00	*
10	*	3.17	*
9	*	3.61	*
14	*	3.44	*
17	*	3.55	*
17	*	3.48	*
18	*	3.47	*
17	*	2.91	*
17	*	3.40	*

19	*	3.56	*
17	*	3.47	*
18	*	3.32	*
16	*	3.06	*
17	*	3.32	*
19	*	3.28	*
17	*	3.14	*
19	*	3.43	*
19	*	3.39	*
18	*	3.26	*
17	*	3.75	*
17	*	3.83	*
17	*	3.46	*
17	*	3.44	*
17	*	3.42	*
17	*	3.44	*
18	*	3.23	*
15	*	3.01	*
17	*	3.03	*
16	*	3.43	*
18	*	3.34	*
17	*	3.62	*
18	*	3.23	*
17	*	3.24	*
19	*	3.32	*
14	*	3.13	*
18	*	3.51	*
18	*	3.33	*
15	*	3.08	*
17	*	3.27	*
18	*	3.67	*
19	6	3.39	2.83
17	*	3.78	*
18	*	3.54	*

16	*	3.38	*
17	*	3.22	*
18	*	3.52	*
18	*	3.48	*
18	*	3.11	*
19	*	3.75	*
17	*	3.58	*
19	*	3.75	*
17	*	3.78	*
17	*	3.67	*
16	*	3.10	*
18	*	3.54	*
19	*	3.41	*
15	*	3.39	*
14	*	3.67	*
17	*	3.56	*
14	*	3.38	*
10	*	3.56	*
15	*	3.65	*
13	*	3.06	*
18	*	3.28	*
17	*	3.09	*
15	*	2.97	*
6	*	3.55	*
25	*	3.34	*
30	*	3.65	*
24	*	3.05	*
26	*	2.88	*
33	*	3.17	*
34	*	3.33	*
38	6	3.78	3.45
30	*	3.37	*
35	8	3.45	2.84
33	*	3.54	*

35	*	3.03	*
31	*	3.36	*
31	*	3.37	*
31	*	3.48	*
36	*	3.90	*
37	*	3.90	*
35	*	3.65	*
25	*	3.18	*
21	*	3.71	*
33	*	3.43	*
38	*	3.68	*
35	*	3.16	*
16	*	3.34	*
18	*	3.71	*
20	*	3.54	*
31	*	3.24	*
34	*	3.65	*
34	*	3.45	*
33	*	3.29	*
31	*	3.65	*
31	*	3.32	*
22	*	2.66	*
31	6	3.12	2.72
32	*	3.13	*
31	*	3.00	*
20	*	3.75	*
18	*	3.57	*
15	*	3.50	*
16	*	3.49	*
16	*	3.21	*
18	*	3.94	*
15	*	3.54	*
14	*	3.10	*
15	*	3.95	*

20	*	3.66	*
15	*	3.81	*
15	*	3.53	*
30	*	3.20	*
132	*	3.54	*
33	*	3.44	*
16	*	3.14	*
128	*	3.18	*
23	*	3.35	*
32	*	3.00	*
31	*	3.26	*
30	*	3.54	*
32	*	3.07	*
31	*	3.00	*
28	*	3.12	*
38	*	3.64	*
30	*	2.66	*
34	*	3.12	*
34	*	3.39	*
33	*	3.00	*
36	*	2.97	*
31	*	2.71	*
26	*	2.41	*
31	*	2.90	*
34	*	2.70	*
28	*	3.10	*
35	*	2.93	*
34	*	3.04	*
2	*	*	*
29	*	3.98	*
20	*	3.03	*
18	16	2.63	2.58
11	*	3.65	*
10	*	1.78	*

33	*	3.32	*
36	*	3.69	*

Non-Athlete Student Avg. GPA
3.81
3.33
3.12
3.52
3.24
3.31
3.61
3.77
3.79
3.59
3.64
3.45
3.29
3.49
3.67
3.79
3.46
3.56
3.74
3.35
3.77
3.44
3.28

3.23
3.63
2.76
3.66
3.76
3.55
2.94
3.41
3.68
3.33
3.22
3.31
3.45
3.46
3.33
2.67
3.55
3.53
3.54
3.11
3.49
3.27
3.51
3.35
3.13
3.09
2.93
3.40
3.73
3.19
3.17
3.12
3.43
3.39

3.17
3.56
3.63
3.35
3.72
3.14
3.56
3.64
3.12
3.27
3.32
3.64
3.71
3.44
3.18
3.71
3.34
3.67
3.69
3.39
3.63
3.51
3.48
3.34
3.05
3.13
3.59
3.49
3.55
3.74
3.52
3.70
3.33
3.54

3.69
3.04
3.73
3.39
3.59
3.51
3.19
3.46
3.45
3.74
3.28
3.17
3.33
2.75
3.10
3.36
3.28
3.35
3.23
3.60
3.37
3.63
3.26
3.63
3.16
3.74
4.00
3.46
3.66
3.10
3.65
3.18
3.37
2.98

3.29
3.05
3.10
3.15
3.47
3.35
3.19
3.29
3.36
3.32
3.89
3.52
3.78
3.47
3.51
3.78
4.00
2.47
3.46
3.29
3.27
3.54
4.00
3.14
2.65
3.32
2.99
3.32
3.10
3.34
3.01
3.45
3.49
3.11

3.18
3.37
3.34
3.34
2.73
2.77
3.76
3.45
3.00
2.87
3.62
3.56
3.99
3.61
3.47
3.45
3.00
3.88
3.73
1.92
3.47
3.49
3.30
3.25
3.66
3.30
3.27
3.74
3.34
3.78
3.47
3.48
2.95
3.44

3.56
3.54
3.50
3.11
3.38
3.34
3.19
3.51
3.39
3.28
3.84
3.83
3.49
3.57
3.44
3.47
3.26
3.03
2.99
3.46
3.34
3.62
3.22
3.16
3.39
3.14
3.48
3.24
3.10
3.31
3.69
3.65
3.81
3.54

3.42
3.22
3.55
3.49
3.15
3.79
3.61
3.77
3.79
3.69
3.04
3.53
3.46
3.53
3.68
3.59
3.35
3.95
3.65
3.35
3.31
3.09
3.19
*
3.38
3.62
3.01
2.89
3.15
3.36
3.84
3.46
3.63
3.56

3.01
3.38
3.39
3.47
3.91
3.89
3.69
3.31
3.70
3.42
3.69
3.13
3.39
3.72
3.51
3.33
3.67
3.46
3.29
3.68
3.30
2.74
3.22
3.16
3.01
3.77
3.55
3.50
3.48
3.43
3.94
3.57
3.05
3.95

3.69
3.81
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3.05
3.24
3.55
3.10
3.00
3.24
3.66
2.72
3.12
3.39
2.97
2.96
2.81
2.43
2.87
2.69
3.02
2.92
3.04
*
3.97
3.01
*
3.63
1.98

3.32
3.69

Data Assumptions:

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Term
2005 Fall
2005 Fall
2005 Fall
2005 Fall
2005 Fall
2005 Fall
2005 Fall
2005 Fall
2005 Fall
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2006 Spring
2006 Spring
2006 Spring

2006 Spring
2006 Spring
2006 Spring

2006 Spring
2006 Spring
2006 Spring

2006 Spring
2006 Spring
2006 Spring

2006 Spring
2006 Spring
2006 Spring
2006 Summer I
2006 Summer I
2006 Summer I
2006 Summer I
2006 Summer II
2006 Summer II
2006 Summer II
2006 Summer II

Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
Did not include course sections with all grades issued as "NR" and/or "NG"
Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
ENGL006M005
ENGL006M006
ENGL010 001
ENGL010 002
ENGL010 003
ENGL011 002
ENGL011 004
ENGL011 005
ENGL011 006
ENGL011 007
ENGL011 009
ENGL011 010
ENGL011 011
ENGL011 014
ENGL011 017
ENGL011 018
ENGL011 019
ENGL011 024
ENGL011 029
ENGL011 030
ENGL011 031
ENGL011 032
ENGL011 038

ENGL011 041
ENGL011 042
ENGL011 043
ENGL011 048
ENGL011 052
ENGL011 053
ENGL011 054
ENGL011 055
ENGL011 056
ENGL011 057
ENGL011 058
ENGL011 059
ENGL011 060
ENGL011 061
ENGL011 062
ENGL011 063
ENGL011 064
ENGL011 065
ENGL011 066
ENGL011 067
ENGL011 068
ENGL011 069
ENGL011 070
ENGL011 071
ENGL011 072
ENGL011 073
ENGL011 074
ENGL011 075
ENGL011 076
ENGL011 077
ENGL011 083
ENGL011 084
ENGL011 085
ENGL011 086

ENGL011 087
ENGL011 088
ENGL011 089
ENGL011 090
ENGL011 091
ENGL011 092
ENGL011 093
ENGL011 094
ENGL011 098
ENGL012 001
ENGL012 002
ENGL012 006
ENGL012 007
ENGL012 009
ENGL012 010
ENGL012 011
ENGL012 012
ENGL012 013
ENGL012 014
ENGL012 015
ENGL012 017
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ENGL012 020
ENGL012 021
ENGL012 025
ENGL012 027
ENGL012 029
ENGL012 030
ENGL012 031
ENGL012 032
ENGL012 033
ENGL012 034
ENGL012 035
ENGL012 036

ENGL012 038
ENGL012 046
ENGL020 001
ENGL020 002
ENGL020 003
ENGL020 004
ENGL020 006
ENGL021 001
ENGL021 003
ENGL021 006
ENGL021 007
ENGL021 008
ENGL022 001
ENGL022 002
ENGL023 002
ENGL023 003
ENGL023 005
ENGL023 006
ENGL023 007
ENGL023 008
ENGL023 009
ENGL023 010
ENGL023 011
ENGL023W001
ENGL024 001
ENGL024 002
ENGL025 002
ENGL025 003
ENGL025W002
ENGL025W003
ENGL025W004
ENGL026 001
ENGL026 002
ENGL028 002

ENGL028 003
ENGL028 004
ENGL028 005
ENGL029W001
ENGL030I001
ENGL034 002
ENGL035 001
ENGL036 001
ENGL039 001
ENGL042 001
ENGL043 001
ENGL047W002
ENGL049 001
ENGL049E002
ENGL049H001
ENGL049J001
ENGL052 001
ENGL054 001
ENGL058 004
ENGL064 001
ENGL072 002
ENGL073 001
ENGL081 001
ENGL083 001
ENGL084 002
ENGL085 001
ENGL087 001
ENGL091 001
ENGL092 001
ENGL093 001
ENGL093 002
ENGL096W001
ENGL097 001
ENGL099A001

ENGL099A002
ENGL153 001
ENGL189 001
ENGL006M002
ENGL011 001
ENGL011 002
ENGL011 003
ENGL011 004
ENGL011 011
ENGL012 001
ENGL012 002
ENGL012 003
ENGL012 004
ENGL012 006
ENGL012 011
ENGL012 014
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ENGL012 082
ENGL012 083
ENGL012 085
ENGL012 088
ENGL012 089
ENGL012 090
ENGL012 091
ENGL012 092
ENGL012 094
ENGL012 096
ENGL012 097
ENGL012 099
ENGL012 100
ENGL012 105

ENGL012 108
ENGL012B003
ENGL012E002
ENGL012T003
ENGL012T004
ENGL020 002
ENGL020 004
ENGL020 005
ENGL021 003
ENGL021 005
ENGL021 007
ENGL022 001
ENGL022 002
ENGL022 004
ENGL022Q001
ENGL023 001
ENGL023 002
ENGL023 003
ENGL023 004
ENGL023 006
ENGL023 008
ENGL023 010
ENGL023E001
ENGL023W002
ENGL023W003
ENGL024 003
ENGL024 004
ENGL025 001
ENGL025W001
ENGL025W002
ENGL025W003
ENGL025W004
ENGL026 002
ENGL027 001

ENGL028 001
ENGL028 002
ENGL028 003
ENGL028 005
ENGL028 007
ENGL028 008
ENGL028 011
ENGL029 001
ENGL029 002
ENGL029W001
ENGL034P001
ENGL034P002
ENGL035N001
ENGL039B001
ENGL042 001
ENGL043 001
ENGL047W001
ENGL049 001
ENGL052 001
ENGL065H001
ENGL066 001
ENGL078 001
ENGL080 001
ENGL081 001
ENGL082 002
ENGL083 002
ENGL085 001
ENGL086 001
ENGL088 002
ENGL089 001
ENGL092 001
ENGL093 002
ENGL095 001
ENGL098 001

ENGL099B001
ENGL099B002
ENGL384 001
ENGL012 001
ENGL023W001
ENGL028 001
ENGL085 001
ENGL010 001
ENGL011 300
ENGL012 001
ENGL058 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
22	*	3.67	*
20	*	3.54	*
6	*	2.68	*
14	10	2.89	2.57
16	8	3.02	2.73
17	*	3.32	*
16	*	3.75	*
15	*	3.81	*
19	*	3.40	*
16	*	3.59	*
19	*	3.72	*
18	*	3.07	*
19	*	3.39	*
18	*	3.49	*
18	*	3.51	*
18	*	3.51	*
19	*	3.42	*
19	*	3.36	*
18	*	3.42	*
18	*	3.59	*
19	*	3.43	*
19	*	3.42	*
19	*	3.79	*

19	*	3.38	*
19	*	3.11	*
18	*	3.55	*
18	*	3.33	*
17	*	3.31	*
19	*	3.58	*
19	*	3.38	*
19	*	3.17	*
18	*	3.51	*
19	*	3.79	*
19	*	3.52	*
16	*	3.07	*
19	*	3.37	*
19	*	3.41	*
15	8	3.07	2.75
19	*	3.63	*
19	7	3.19	3.01
19	*	3.18	*
19	*	3.53	*
19	6	3.00	2.47
19	*	3.43	*
19	*	3.28	*
18	*	3.33	*
19	*	3.28	*
19	*	3.47	*
19	*	3.57	*
18	*	3.34	*
18	*	3.27	*
19	*	3.47	*
19	*	3.31	*
18	*	3.46	*
19	*	3.61	*
19	*	3.74	*
19	*	3.38	*

19	*	3.18	*
19	*	2.96	*
19	*	3.03	*
17	*	3.50	*
19	*	3.66	*
16	*	3.27	*
19	*	3.43	*
19	6	3.28	3.55
19	*	3.61	*
15	*	3.66	*
19	*	3.78	*
18	*	3.66	*
19	*	3.41	*
19	*	3.32	*
17	*	3.40	*
19	*	3.71	*
19	7	3.49	3.24
17	*	3.24	*
19	*	3.46	*
15	*	3.90	*
18	*	3.75	*
19	*	3.94	*
15	*	3.43	*
18	*	3.58	*
19	*	3.43	*
19	*	3.18	*
13	*	3.56	*
19	*	3.81	*
18	6	3.07	2.38
19	*	3.05	*
18	*	3.15	*
17	*	3.79	*
16	*	3.53	*
18	*	3.49	*

18	*	3.40	*
19	*	3.63	*
23	*	3.61	*
28	*	3.59	*
26	*	3.23	*
28	*	3.01	*
28	*	3.30	*
32	*	3.77	*
32	*	3.09	*
27	*	3.06	*
28	*	3.54	*
28	*	3.30	*
32	*	3.21	*
36	*	3.06	*
33	*	3.42	*
36	*	3.65	*
37	*	3.65	*
34	*	3.06	*
33	*	3.26	*
31	*	3.30	*
37	*	3.23	*
33	*	3.58	*
36	*	3.29	*
22	*	3.62	*
35	*	3.61	*
33	*	3.05	*
30	*	3.20	*
31	*	3.46	*
17	*	3.81	*
19	*	3.50	*
14	*	3.19	*
34	6	3.07	3.17
29	*	3.15	*
32	7	3.24	2.61

34	*	3.11	*
31	*	3.49	*
32	*	3.53	*
15	*	3.80	*
14	*	3.43	*
15	*	3.66	*
14	*	4.00	*
34	*	2.54	*
17	*	3.78	*
127	6	3.47	3.22
33	*	3.58	*
14	*	3.88	*
27	*	2.90	*
31	*	3.35	*
11	*	3.50	*
22	*	3.44	*
35	*	3.06	*
25	*	3.27	*
35	*	3.04	*
36	*	3.29	*
28	*	3.41	*
19	*	3.31	*
36	*	2.72	*
38	*	3.54	*
34	*	2.77	*
34	*	3.30	*
20	*	3.45	*
29	*	3.27	*
31	*	3.19	*
32	*	3.10	*
31	*	2.59	*
4	*	*	*
26	*	3.95	*
11	*	4.00	*

9	*	3.86	*
16	*	3.33	*
21	*	3.11	*
21	9	3.76	3.44
15	*	3.85	*
18	*	3.03	*
18	10	2.98	2.57
17	6	3.58	3.23
11	*	3.12	*
19	*	3.38	*
16	*	3.42	*
11	*	3.75	*
16	*	3.45	*
11	*	3.18	*
18	*	3.43	*
19	*	3.83	*
19	*	3.19	*
19	*	3.87	*
17	*	3.54	*
18	*	3.10	*
19	*	3.67	*
19	*	3.12	*
18	7	3.33	3.09
19	*	3.56	*
19	*	3.10	*
18	*	3.57	*
19	*	3.60	*
19	*	3.53	*
19	*	3.58	*
19	*	3.65	*
19	*	3.63	*
19	*	3.35	*
19	*	3.61	*
19	*	3.79	*

19	*	3.27	*
19	*	3.72	*
19	*	3.57	*
19	*	3.30	*
19	*	3.27	*
18	*	3.78	*
18	*	3.16	*
16	*	3.71	*
16	*	3.32	*
17	*	3.14	*
15	*	3.35	*
19	8	3.38	2.89
16	*	3.29	*
14	*	3.86	*
19	8	3.58	3.11
19	6	3.23	2.73
19	*	3.69	*
19	*	3.39	*
17	*	3.14	*
17	*	3.84	*
19	*	3.08	*
19	*	3.61	*
19	*	3.69	*
19	*	3.56	*
19	*	3.32	*
19	*	3.05	*
17	*	3.28	*
19	*	3.12	*
19	*	3.19	*
20	*	3.44	*
18	*	3.85	*
20	*	3.36	*
19	*	3.60	*
19	*	3.25	*

19	*	3.15	*
16	*	3.48	*
18	*	3.79	*
6	*	3.68	*
8	*	3.59	*
27	*	2.93	*
29	*	3.33	*
29	*	3.42	*
27	*	3.40	*
24	*	3.39	*
24	*	3.44	*
32	*	3.21	*
32	*	3.12	*
34	*	3.03	*
25	*	3.21	*
28	*	3.10	*
34	*	3.37	*
31	*	3.40	*
33	9	3.48	2.82
34	*	3.05	*
35	*	3.53	*
31	*	3.55	*
27	*	3.06	*
17	*	3.32	*
19	*	3.49	*
33	*	3.39	*
35	*	3.52	*
33	7	3.12	2.66
17	*	3.59	*
14	*	3.74	*
15	*	3.60	*
14	*	3.14	*
36	*	3.38	*
29	*	3.40	*

21	*	3.48	*
34	*	3.80	*
30	6	3.46	3.23
33	*	3.66	*
29	*	3.02	*
33	*	3.19	*
33	*	3.51	*
22	*	3.94	*
19	*	3.55	*
15	*	3.41	*
15	*	3.89	*
15	*	3.11	*
17	*	3.52	*
65	*	3.51	*
77	*	2.85	*
63	*	3.40	*
16	*	4.00	*
18	*	3.61	*
38	*	3.58	*
9	*	3.87	*
35	*	3.48	*
34	*	3.46	*
36	*	3.50	*
33	*	3.22	*
34	*	2.66	*
40	*	3.56	*
34	*	3.20	*
31	*	3.75	*
34	*	2.75	*
27	*	3.16	*
38	*	3.21	*
31	*	2.62	*
29	*	3.08	*
26	*	3.95	*

11	*	4.00	*
9	*	4.00	*
1	*	*	*
18	*	3.71	*
20	*	3.61	*
25	*	3.40	*
23	*	3.45	*
13	13	2.42	2.42
12	*	3.12	*
17	*	2.86	*
29	*	3.48	*

Non-Athlete Student Avg. GPA
3.70
3.51
*
*
3.31
3.44
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3.86
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3.65
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Data Assumptions:

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2007 Summer II
2007 Summer II
2007 Summer II
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2007 Summer II
2007 Summer II
2007 Summer II
2007 Summer II

Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
Did not include course sections with all grades issued as "NR" and/or "NG"
Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
ENGL052 001
ENGL075 001
ENGL100 001
ENGL100 002
ENGL100 003
ENGL101 002
ENGL101 003
ENGL101 004
ENGL101 006
ENGL101 007
ENGL101 008
ENGL101 011
ENGL101 012
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ENGL101 100
ENGL101 101
ENGL101 102
ENGL102 006
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ENGL124 003
ENGL125 001
ENGL126 001
ENGL127 001
ENGL128 001
ENGL128 002
ENGL128 003
ENGL129 001
ENGL130 002
ENGL131 002

ENGL131 003
ENGL134H001
ENGL135H002
ENGL140 001
ENGL142 001
ENGL144 001
ENGL146 001
ENGL206 001
ENGL207 002
ENGL225 002
ENGL225 003
ENGL225 004
ENGL227 001
ENGL261 001
ENGL278 001
ENGL284 001
ENGL300I003
ENGL307 001
ENGL307 002
ENGL313 001
ENGL313 002
ENGL338 001
ENGL343 001
ENGL344 001
ENGL344 002
ENGL347 002
ENGL355 001
ENGL360 001
ENGL367 002
ENGL373H001
ENGL401 001
ENGL406 001
ENGL436 001
ENGL439 001

ENGL472 001
ENGL693H001
ENGL058 001
ENGL079 001
ENGL080 001
ENGL101 001
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ENGL102 112
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ENGL102I001
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ENGL120 005
ENGL121 002
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ENGL122 001
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ENGL123 008
ENGL124 001
ENGL124 002
ENGL125 001
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ENGL126 001
ENGL128 002
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ENGL129 001
ENGL130 001
ENGL131 002
ENGL131 004
ENGL135H001
ENGL135H002
ENGL140 001
ENGL141 001
ENGL142 001
ENGL143 001
ENGL207 001
ENGL225 002
ENGL225 003
ENGL227 001
ENGL228 001
ENGL265 002
ENGL286 001
ENGL314 001
ENGL320 001
ENGL345 001
ENGL347 001
ENGL347 002
ENGL350 001
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ENGL355 001
ENGL356 001
ENGL366 001
ENGL369 001
ENGL373 001
ENGL396 002
ENGL407 001
ENGL437 001
ENGL437 002
ENGL440 001

ENGL446 001
ENGL464 001
ENGL694H001
ENGL102 001
ENGL345 01M
ENGL369 001
ENGL100 001
ENGL100 302
ENGL100 303
ENGL102 001
ENGL128 001
ENGL140 001
ENGL142 001
ENGL343 001
ENGL368 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
20	*	3.84	*
18	*	3.21	*
19	16	2.01	1.98
19	10	2.59	2.07
10	*	2.98	*
19	*	3.48	*
17	*	3.92	*
17	*	3.72	*
13	*	3.08	*
19	*	3.49	*
17	*	3.06	*
18	*	3.87	*
19	*	3.45	*
19	*	3.16	*
19	*	3.39	*
19	*	3.61	*
10	7	3.57	3.53
18	*	3.44	*
19	*	2.97	*
18	*	3.28	*
19	*	3.62	*
19	*	3.41	*
19	*	3.63	*

18	*	3.36	*
18	*	3.51	*
19	*	3.50	*
19	*	3.83	*
18	*	3.45	*
19	*	3.63	*
19	*	3.45	*
18	*	3.38	*
19	*	2.82	*
18	*	3.25	*
18	*	2.75	*
18	*	3.66	*
18	*	3.22	*
19	*	3.57	*
18	*	3.36	*
19	*	3.74	*
19	*	3.57	*
18	*	3.54	*
19	*	3.77	*
17	*	3.28	*
19	*	2.91	*
17	*	3.78	*
16	*	3.14	*
18	*	3.54	*
17	*	3.17	*
19	7	3.78	3.57
18	*	3.84	*
19	*	3.45	*
19	*	3.22	*
19	*	3.82	*
19	*	3.34	*
19	*	3.53	*
19	*	3.41	*
19	*	3.65	*

19	*	3.55	*
16	*	3.08	*
19	*	3.57	*
19	6	3.24	2.95
17	*	3.34	*
19	*	3.34	*
19	*	3.35	*
19	*	3.26	*
15	*	3.20	*
18	*	3.20	*
19	*	3.02	*
18	*	3.25	*
18	*	3.73	*
18	*	3.24	*
19	*	3.45	*
19	*	3.06	*
19	*	3.69	*
18	*	3.61	*
19	*	3.75	*
19	*	3.51	*
18	*	3.44	*
18	*	4.00	*
18	*	3.63	*
18	*	3.31	*
17	*	3.21	*
18	*	3.41	*
19	*	3.34	*
19	*	3.28	*
19	*	3.63	*
19	*	3.51	*
17	*	3.33	*
19	*	3.66	*
17	*	3.74	*
18	*	3.75	*

19	*	3.46	*
18	*	3.02	*
19	*	3.53	*
30	*	3.58	*
30	*	3.45	*
28	*	3.39	*
29	*	3.36	*
29	*	3.38	*
30	*	3.01	*
31	*	3.16	*
25	*	3.05	*
34	*	2.88	*
26	*	3.24	*
20	*	3.66	*
35	13	3.23	2.41
34	*	3.61	*
35	*	3.29	*
34	*	3.33	*
30	*	3.38	*
36	*	3.04	*
34	*	3.27	*
36	*	3.53	*
35	*	3.54	*
34	*	2.79	*
31	*	3.48	*
32	*	3.22	*
26	*	3.01	*
20	*	3.33	*
35	*	3.52	*
29	*	3.58	*
39	*	3.77	*
34	*	2.93	*
19	*	4.00	*
16	*	3.68	*

19	*	3.79	*
13	*	3.95	*
21	*	3.68	*
31	*	3.84	*
119	*	2.92	*
30	*	3.26	*
34	*	3.46	*
13	*	3.56	*
13	*	3.52	*
36	*	3.25	*
45	*	3.15	*
31	*	3.46	*
40	*	3.46	*
23	*	3.03	*
35	*	3.33	*
79	*	3.56	*
5	*	*	*
14	*	3.52	*
16	*	3.94	*
33	*	2.52	*
31	*	3.31	*
74	*	3.49	*
33	*	3.19	*
35	*	3.47	*
37	*	3.42	*
35	*	2.99	*
34	*	3.03	*
8	*	3.75	*
26	*	2.87	*
9	*	3.83	*
16	*	3.78	*
15	*	3.67	*
30	*	3.68	*
28	*	3.42	*

16	*	2.54	*
12	*	3.89	*
17	*	3.62	*
18	*	3.59	*
18	*	3.67	*
19	8	3.01	2.75
18	9	3.48	3.30
19	8	3.36	3.04
14	*	2.91	*
18	*	3.13	*
10	*	3.53	*
19	*	3.42	*
16	*	3.27	*
11	*	3.50	*
14	*	3.59	*
19	*	3.79	*
18	*	3.19	*
18	*	3.08	*
19	*	3.56	*
18	*	3.67	*
19	*	3.54	*
18	*	2.89	*
19	6	3.63	3.43
19	*	3.57	*
18	*	3.40	*
19	*	3.71	*
19	*	3.32	*
18	*	3.74	*
18	*	2.94	*
19	*	3.38	*
18	*	3.49	*
19	*	3.28	*
17	*	3.69	*
19	*	3.04	*

19	*	3.78	*
19	*	3.58	*
18	*	3.47	*
18	*	3.24	*
18	*	3.35	*
18	*	3.65	*
19	*	3.85	*
17	*	3.52	*
18	*	3.58	*
18	*	3.83	*
19	*	3.43	*
19	*	3.37	*
16	*	3.18	*
19	*	3.33	*
18	*	3.31	*
19	*	3.68	*
18	*	3.66	*
19	*	3.79	*
17	*	3.14	*
4	*	*	*
19	*	3.15	*
18	*	3.74	*
19	7	3.45	3.26
19	10	3.18	2.97
20	*	3.36	*
18	*	3.37	*
17	*	3.40	*
19	*	3.37	*
19	*	3.32	*
19	*	3.72	*
17	*	3.86	*
19	*	3.27	*
19	*	3.30	*
19	*	3.11	*

19	*	3.72	*
18	*	3.59	*
19	*	3.35	*
17	*	3.30	*
16	*	3.85	*
19	*	3.35	*
16	*	3.19	*
19	*	3.20	*
18	*	3.42	*
19	*	3.62	*
18	*	3.52	*
29	*	3.50	*
28	*	3.45	*
27	*	3.36	*
27	*	3.31	*
29	*	3.65	*
24	*	3.42	*
30	6	3.22	2.47
34	6	3.19	2.88
31	*	3.13	*
32	*	3.22	*
36	10	3.18	2.00
34	*	3.49	*
29	*	3.16	*
33	*	3.26	*
27	*	3.23	*
26	*	2.87	*
33	*	3.00	*
32	*	3.24	*
23	*	2.50	*
33	*	3.51	*
34	*	3.54	*
32	*	3.09	*
30	*	3.13	*

33	*	3.24	*
18	*	3.31	*
14	*	3.09	*
13	*	3.56	*
22	*	3.94	*
20	*	3.51	*
30	*	3.87	*
31	*	3.46	*
119	*	3.43	*
30	*	3.50	*
12	*	3.34	*
116	*	3.12	*
45	*	3.17	*
33	*	2.93	*
30	*	3.32	*
14	*	3.41	*
12	*	3.43	*
27	*	2.67	*
41	*	3.43	*
35	*	3.09	*
35	*	3.55	*
32	*	3.49	*
33	*	3.01	*
32	*	2.70	*
31	*	3.23	*
33	*	3.43	*
28	*	2.90	*
31	*	2.97	*
30	*	2.97	*
8	*	3.80	*
16	*	3.96	*
27	*	2.88	*
31	*	2.67	*
30	*	3.41	*

33	*	3.70	*
26	*	3.69	*
11	*	4.00	*
14	*	2.61	*
20	*	3.16	*
30	*	3.35	*
13	13	3.02	3.02
12	*	3.30	*
12	*	3.18	*
17	*	3.36	*
17	*	3.98	*
12	*	3.39	*
21	*	3.26	*
23	*	3.27	*
19	*	2.73	*

Non-Athlete Student Avg. GPA
3.83
3.15
*
3.18
3.06
3.53
3.93
3.78
3.07
3.52
3.13
3.94
3.53
3.18
3.37
3.61
*
3.48
2.95
3.32
3.69
3.42
3.63

3.34
3.49
3.69
3.82
3.48
3.64
3.49
3.41
2.88
3.39
2.69
3.63
3.24
3.60
3.34
3.74
3.55
3.55
3.86
3.62
3.06
3.82
3.21
3.58
3.19
3.90
3.85
3.41
3.24
3.84
3.41
3.52
3.43
3.64

3.60
3.15
3.60
3.38
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3.32
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3.26
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3.12
3.04
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3.79
3.35
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3.73
3.81
3.77
3.49
3.39
4.00
3.61
3.31
3.27
3.37
3.36
3.33
3.66
3.54
3.35
3.67
3.81
3.75

3.54
3.13
3.52
3.65
3.43
3.34
3.41
3.36
2.95
3.20
3.07
2.78
3.22
3.65
3.72
3.66
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3.43
3.04
3.28
3.57
3.59
2.80
3.48
3.27
3.07
3.33
3.50
3.56
3.77
3.00
4.00
3.94

3.84
3.95
3.68
3.83
2.93
3.14
3.47
3.61
3.48
3.13
3.08
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*
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Data Assumptions:

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2008 Summer I
2008 Summer I
2008 Summer I
2008 Summer I
2008 Summer II
2008 Summer II
2008 Summer II
2008 Summer II
2008 Summer II

Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
Did not include course sections with all grades issued as "NR" and/or "NG"
Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
ENGL057 001
ENGL068 001
ENGL083 001
ENGL100 001
ENGL100 002
ENGL100 003
ENGL100 004
ENGL101 002
ENGL101 004
ENGL101 005
ENGL101 006
ENGL101 008
ENGL101 009
ENGL101 010
ENGL101 012
ENGL101 013
ENGL101 014
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ENGL101 034
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ENGL101 044
ENGL101 046
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ENGL101 085

ENGL101 086
ENGL101 089
ENGL101 091
ENGL101 095
ENGL101 096
ENGL101 098
ENGL101 099
ENGL101 101
ENGL101 102
ENGL102 006
ENGL102 007
ENGL102 008
ENGL102 010
ENGL102 011
ENGL102 012
ENGL102 013
ENGL102 014
ENGL102 015
ENGL102 021
ENGL102 028
ENGL102 037
ENGL102 041
ENGL102 043
ENGL102 047
ENGL102I001
ENGL102I003
ENGL102I005
ENGL102I006
ENGL102I007
ENGL102I008
ENGL102I009
ENGL102I010
ENGL102I011
ENGL120 002

ENGL120 005
ENGL120 006
ENGL120 007
ENGL121 002
ENGL121 003
ENGL121 005
ENGL121 008
ENGL123 002
ENGL123 003
ENGL123 004
ENGL123 005
ENGL123 006
ENGL123 008
ENGL123 011
ENGL124 001
ENGL124 002
ENGL124 003
ENGL125 001
ENGL125 002
ENGL128 002
ENGL128 004
ENGL129 001
ENGL129 002
ENGL130 001
ENGL130 004
ENGL130 005
ENGL132H001
ENGL140 001
ENGL140 002
ENGL142 001
ENGL143 001
ENGL144 001
ENGL148 001
ENGL225 001

ENGL225 003
ENGL225 004
ENGL228 001
ENGL230 001
ENGL261 001
ENGL284 001
ENGL287 001
ENGL307 001
ENGL307 002
ENGL313 001
ENGL314 001
ENGL320 001
ENGL331 001
ENGL338 001
ENGL338 002
ENGL343 001
ENGL344 001
ENGL345 002
ENGL369 001
ENGL373 002
ENGL437 001
ENGL440 001
ENGL446 001
ENGL472 001
ENGL621 001
ENGL693H001
ENGL693H002
ENGL089 001
ENGL100 001
ENGL101 002
ENGL101 003
ENGL101 004
ENGL101 005
ENGL101 007

ENGL102 001
ENGL102 002
ENGL102 004
ENGL102 012
ENGL102 013
ENGL102 015
ENGL102 018
ENGL102 019
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ENGL102 099
ENGL102 100
ENGL102 102
ENGL102 103
ENGL102 107
ENGL102 109
ENGL102 112
ENGL102 113
ENGL102 114
ENGL102 115
ENGL102 119
ENGL102 121
ENGL102 123
ENGL102 125
ENGL102 126
ENGL102 127

ENGL102 128
ENGL102I002
ENGL102I004
ENGL102I005
ENGL102I014
ENGL120 001
ENGL120 002
ENGL120 003
ENGL120 005
ENGL120 006
ENGL120 007
ENGL121 002
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ENGL121 008
ENGL121 009
ENGL122 002
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ENGL123 007
ENGL123 008
ENGL124 001
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ENGL126 001
ENGL126 003
ENGL128 005

ENGL130 001
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ENGL146 002
ENGL206 001
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ENGL225 003
ENGL260 001
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ENGL347 001
ENGL350 001
ENGL350H001
ENGL367 001
ENGL367 002
ENGL369 001
ENGL387 001
ENGL390 001
ENGL400 001
ENGL407 001
ENGL436 001
ENGL437 001
ENGL463 001
ENGL694H001
ENGL694H002

ENGL128 001
ENGL130 001
ENGL206 01M
ENGL369 001
ENGL100 001
ENGL101 001
ENGL101 300
ENGL102 001
ENGL142 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
20	*	3.74	*
21	*	3.64	*
20	*	3.58	*
9	8	2.36	2.36
14	7	2.90	2.51
12	*	3.08	*
13	10	3.55	3.52
17	*	2.94	*
15	*	3.83	*
18	*	3.51	*
15	*	3.47	*
13	*	3.91	*
14	*	3.69	*
14	*	3.49	*
19	*	3.26	*
19	*	4.00	*
19	*	3.66	*
18	*	3.36	*
17	*	3.30	*
20	*	3.35	*
19	*	3.64	*
19	*	3.08	*
19	*	3.49	*

19	*	3.64	*
18	*	3.39	*
19	*	3.22	*
18	*	3.24	*
19	*	3.52	*
19	*	3.59	*
19	6	3.26	3.07
19	*	3.48	*
19	*	3.88	*
19	*	3.49	*
17	*	3.26	*
11	*	3.59	*
10	*	3.77	*
18	*	3.48	*
15	*	3.87	*
19	*	3.64	*
19	*	3.22	*
19	*	3.64	*
18	8	3.23	2.60
15	*	3.59	*
16	*	3.43	*
16	*	3.08	*
18	7	2.82	2.29
18	*	3.40	*
18	*	3.21	*
19	*	3.46	*
14	*	3.36	*
19	*	3.19	*
18	*	3.54	*
19	*	2.89	*
19	*	3.81	*
18	*	3.78	*
19	6	3.41	3.28
19	*	3.25	*

19	*	3.06	*
18	*	3.48	*
19	*	3.34	*
18	*	3.24	*
17	*	3.80	*
19	*	3.63	*
19	*	3.48	*
14	*	3.10	*
14	*	3.26	*
19	*	3.57	*
18	*	3.13	*
17	*	3.16	*
19	6	3.68	3.50
18	*	3.58	*
19	*	3.63	*
19	*	3.95	*
19	*	3.32	*
18	*	3.10	*
18	*	3.91	*
19	*	3.86	*
20	*	3.41	*
19	*	3.15	*
19	*	3.31	*
19	*	3.43	*
16	*	3.91	*
19	*	3.32	*
16	*	3.63	*
19	*	3.95	*
19	*	3.47	*
19	*	3.39	*
17	*	3.44	*
18	*	3.44	*
19	*	3.59	*
28	*	3.21	*

28	*	3.58	*
30	*	3.41	*
28	*	3.73	*
28	*	3.21	*
28	*	3.58	*
30	*	3.79	*
21	*	3.13	*
30	*	2.91	*
34	*	3.51	*
31	*	3.66	*
30	*	3.46	*
35	*	3.31	*
25	*	3.52	*
16	*	2.69	*
36	*	3.54	*
35	*	3.16	*
34	*	3.44	*
27	*	3.15	*
36	*	3.40	*
29	*	3.44	*
33	*	3.18	*
34	*	2.98	*
29	*	3.46	*
16	*	3.31	*
16	*	3.78	*
17	*	3.33	*
17	*	3.51	*
27	*	3.71	*
27	*	3.66	*
141	*	3.38	*
32	*	3.22	*
34	*	3.67	*
37	*	3.35	*
127	*	3.36	*

34	*	2.83	*
34	*	3.16	*
32	*	3.15	*
46	*	3.35	*
25	*	3.48	*
100	*	3.44	*
25	*	3.29	*
16	*	3.68	*
17	*	3.94	*
29	*	2.56	*
29	*	3.01	*
37	*	3.40	*
34	*	3.45	*
100	*	3.42	*
32	*	3.39	*
35	*	3.34	*
32	*	3.36	*
36	*	3.28	*
34	*	3.19	*
36	*	2.94	*
27	*	3.37	*
28	*	3.28	*
34	*	3.70	*
23	*	2.64	*
8	*	3.44	*
13	*	4.00	*
10	*	3.90	*
15	*	3.82	*
4	*	*	*
19	6	3.36	3.05
20	7	3.32	3.19
18	10	3.12	2.80
10	*	3.27	*
20	8	3.07	2.59

19	*	3.61	*
18	*	3.38	*
16	9	3.40	3.11
19	*	3.81	*
16	*	3.30	*
18	*	3.31	*
19	*	3.66	*
19	*	3.62	*
19	*	3.50	*
19	*	3.76	*
19	*	3.47	*
17	*	3.52	*
19	*	3.63	*
19	*	3.69	*
17	*	3.52	*
18	*	3.30	*
18	*	3.94	*
17	*	3.62	*
17	*	3.25	*
11	*	3.16	*
19	*	3.54	*
19	*	3.80	*
16	*	3.40	*
19	*	3.95	*
19	*	3.94	*
16	*	3.55	*
17	*	3.24	*
19	*	3.65	*
18	*	3.53	*
19	*	3.24	*
17	*	3.50	*
17	*	3.35	*
19	*	3.35	*
16	*	3.23	*

7	*	3.24	*
10	*	2.96	*
17	*	3.39	*
18	*	3.28	*
19	*	3.21	*
19	*	3.77	*
18	7	3.16	2.80
19	*	3.24	*
19	*	3.78	*
19	*	3.98	*
19	*	3.62	*
19	*	3.38	*
19	*	3.91	*
19	*	3.48	*
17	*	3.23	*
19	*	3.98	*
18	*	3.88	*
17	*	3.54	*
19	*	3.51	*
19	*	3.71	*
9	*	2.89	*
19	*	3.48	*
19	*	3.96	*
19	*	3.31	*
15	*	2.96	*
17	*	3.61	*
18	*	3.80	*
19	*	3.64	*
15	*	3.25	*
18	*	3.39	*
19	*	3.58	*
9	*	3.63	*
19	*	3.56	*
19	*	3.19	*

18	*	3.01	*
19	*	3.55	*
16	*	3.56	*
20	6	3.35	3.10
18	*	3.78	*
30	*	2.81	*
73	*	3.14	*
27	*	3.45	*
28	*	3.05	*
27	*	2.95	*
26	*	3.50	*
25	*	3.38	*
27	*	3.69	*
30	*	3.63	*
31	*	3.47	*
24	*	3.01	*
25	*	3.09	*
26	*	3.11	*
22	*	2.92	*
33	*	3.53	*
29	*	3.56	*
32	6	3.29	3.17
26	*	3.04	*
31	*	3.15	*
33	*	3.60	*
31	*	3.63	*
37	*	3.21	*
31	*	3.64	*
24	*	3.17	*
36	*	3.19	*
36	*	3.52	*
35	*	2.99	*
29	*	3.66	*
33	*	3.41	*

21	*	3.88	*
20	*	3.69	*
15	*	3.69	*
20	*	3.89	*
20	*	3.54	*
26	*	3.87	*
34	*	3.47	*
119	*	3.25	*
32	*	3.57	*
34	*	3.26	*
16	*	4.00	*
12	*	3.70	*
36	*	3.07	*
21	*	3.47	*
33	*	3.30	*
31	*	2.73	*
37	*	3.22	*
32	*	3.32	*
34	*	3.04	*
38	*	3.67	*
36	*	3.24	*
14	*	3.81	*
24	*	2.58	*
24	*	2.99	*
29	*	3.36	*
30	*	3.21	*
32	*	3.66	*
19	*	3.68	*
13	*	4.00	*
37	*	3.36	*
31	*	3.00	*
28	*	3.41	*
13	*	4.00	*
8	*	4.00	*

25	*	3.31	*
15	*	3.35	*
13	*	3.66	*
32	*	3.47	*
16	16	3.23	3.23
16	*	3.44	*
9	*	3.53	*
19	*	3.19	*
27	*	2.96	*

Non-Athlete Student Avg. GPA
3.74
3.64
3.68
*
3.29
3.21
*
3.00
3.84
3.50
3.59
3.93
3.69
3.67
3.35
4.00
3.65
3.34
3.40
3.36
3.62
3.09
3.49

3.72
3.42
3.27
3.19
3.54
3.64
3.35
3.47
3.87
3.57
3.28
3.58
3.74
3.49
3.95
3.59
3.20
3.66
3.73
3.73
3.44
3.09
3.16
3.49
3.34
3.46
3.51
3.23
3.59
3.06
3.85
3.77
3.46
3.30

3.05
3.47
3.44
3.34
3.79
3.69
3.47
3.16
3.28
3.67
3.16
3.33
3.77
3.63
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3.96
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3.31
3.63
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3.36
3.61
3.94
3.46
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3.47
3.47
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3.57
3.41
3.78
3.21
3.59
3.78
3.14
2.94
3.49
3.72
3.45
3.31
3.58
2.67
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3.16
3.43
3.13
3.42
3.50
3.19
2.97
3.44
3.28
3.76
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3.51
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3.67
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3.15
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3.46
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3.65
3.94
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3.56
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3.63
3.71
3.49
3.29
3.93
3.68
3.37
3.28
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Data Assumptions:

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2009 Summer I
2009 Summer I
2009 Summer II
2009 Summer II
2009 Summer II
2009 Summer II
2009 Summer II
2009 Summer II

Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
Did not include course sections with all grades issued as "NR" and/or "NG"
Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
ENGL075 001
ENGL087 001
ENGL100 001
ENGL100 002
ENGL100 003
ENGL101 001
ENGL101 002
ENGL101 003
ENGL101 004
ENGL101 015
ENGL101 016
ENGL101 017
ENGL101 018
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ENGL101 051
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ENGL101 057
ENGL101 065
ENGL101 079
ENGL101 081
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ENGL101 097
ENGL101 098
ENGL101 099

ENGL101 100
ENGL101 101
ENGL101 103
ENGL101 104
ENGL101 109
ENGL102 001
ENGL102 003
ENGL102 004
ENGL102 005
ENGL102 007
ENGL102 008
ENGL102 009
ENGL102 011
ENGL102 015
ENGL102 017
ENGL102 020
ENGL102 032
ENGL102 035
ENGL102 036
ENGL102 038
ENGL102I001
ENGL102I002
ENGL102I003
ENGL102I004
ENGL102I008
ENGL102I009
ENGL102I010
ENGL102I011
ENGL102I012
ENGL102I013
ENGL102I015
ENGL102I016
ENGL120 001
ENGL121 002

ENGL121 003
ENGL121 006
ENGL121 007
ENGL122 001
ENGL123 001
ENGL123 003
ENGL123 004
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ENGL123 007
ENGL123 009
ENGL124 001
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ENGL124 003
ENGL125 001
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ENGL127 002
ENGL128 003
ENGL128 004
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ENGL128 006
ENGL129 001
ENGL130 001
ENGL130 003
ENGL131 001
ENGL131 003
ENGL132H001
ENGL140 001
ENGL141 001
ENGL142 001
ENGL143 001
ENGL143 002
ENGL144 001
ENGL146 001

ENGL148 001
ENGL206 001
ENGL208 001
ENGL225 001
ENGL225 002
ENGL225 003
ENGL230 001
ENGL261 001
ENGL265 001
ENGL284 001
ENGL300 001
ENGL303 001
ENGL313 001
ENGL319 001
ENGL320 001
ENGL338 001
ENGL344 001
ENGL344 002
ENGL347 001
ENGL347 002
ENGL350 001
ENGL355 001
ENGL356 001
ENGL360 001
ENGL364 001
ENGL369 001
ENGL373 002
ENGL401 001
ENGL406 001
ENGL439 001
ENGL472 001
ENGL691H001
ENGL693H002
ENGL084 001

ENGL085 001
ENGL100 001
ENGL101 002
ENGL101 003
ENGL101 004
ENGL101 005
ENGL101 006
ENGL102 002
ENGL102 006
ENGL102 010
ENGL102 013
ENGL102 016
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ENGL102 039
ENGL102 042
ENGL102 043
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ENGL102I003
ENGL102I006
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ENGL102I020
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ENGL307 003
ENGL319 001
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ENGL347 002
ENGL350 001
ENGL356 001
ENGL366 001
ENGL368 001
ENGL437 001
ENGL440 001

ENGL442 001
ENGL692H001
ENGL694H002
ENGL102 001
ENGL131 001
ENGL142 001
ENGL225 01M
ENGL356 001
ENGL100 001
ENGL101 001
ENGL101 300
ENGL102 001
ENGL123 001
ENGL320 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
16	*	3.44	*
17	*	3.63	*
10	7	3.11	2.73
15	10	3.31	3.00
13	*	3.19	*
17	*	3.61	*
17	9	3.14	2.81
17	*	3.06	*
12	*	3.23	*
19	*	3.38	*
19	*	3.75	*
18	*	3.28	*
19	*	3.58	*
19	*	3.45	*
19	*	3.57	*
18	*	3.50	*
19	*	3.41	*
18	*	2.74	*
19	*	3.74	*
19	*	3.66	*
19	*	3.51	*
19	*	3.53	*
19	*	3.16	*

19	*	3.68	*
19	*	3.50	*
19	*	3.73	*
19	*	3.49	*
19	*	3.95	*
19	*	3.49	*
19	*	3.02	*
17	*	3.42	*
18	*	3.56	*
18	*	3.87	*
19	*	3.20	*
19	*	3.58	*
19	*	3.65	*
19	*	3.65	*
19	*	3.92	*
15	*	3.59	*
19	*	3.33	*
19	*	3.78	*
19	*	3.42	*
18	*	3.14	*
17	*	3.46	*
18	*	3.50	*
17	*	3.33	*
17	*	3.24	*
13	*	3.67	*
16	*	3.56	*
13	*	3.75	*
18	*	3.26	*
17	*	2.96	*
17	*	3.24	*
19	*	3.34	*
19	*	3.16	*
18	*	3.80	*
19	*	3.25	*

19	*	3.49	*
18	*	3.29	*
19	*	3.51	*
19	*	3.28	*
19	*	3.49	*
16	*	3.54	*
19	*	3.32	*
19	*	3.51	*
18	*	3.04	*
18	*	3.26	*
16	*	3.31	*
17	*	3.11	*
17	*	3.34	*
16	*	3.26	*
19	*	3.25	*
19	*	3.88	*
19	*	2.95	*
17	*	3.32	*
18	*	3.82	*
18	6	3.41	3.17
20	*	3.57	*
19	*	3.57	*
18	*	3.84	*
19	*	3.49	*
19	*	3.41	*
19	*	3.25	*
18	*	3.39	*
14	*	2.87	*
18	*	3.65	*
19	*	3.45	*
19	*	3.69	*
18	*	3.84	*
99	*	2.96	*
30	*	3.29	*

31	*	3.55	*
37	*	3.19	*
24	*	3.17	*
29	*	3.13	*
28	*	3.48	*
36	6	3.61	3.78
31	*	3.62	*
27	*	3.78	*
28	*	3.43	*
34	*	2.91	*
26	*	3.55	*
33	*	3.34	*
33	*	3.35	*
33	*	3.60	*
35	*	3.45	*
33	*	3.55	*
24	*	3.56	*
34	*	3.61	*
34	*	3.31	*
33	*	3.13	*
33	*	3.66	*
30	*	3.42	*
18	*	3.47	*
25	*	3.97	*
17	*	3.85	*
21	*	3.35	*
15	*	3.98	*
23	*	3.44	*
28	*	3.26	*
104	*	2.76	*
35	*	3.93	*
27	*	3.20	*
30	*	3.09	*
37	*	3.49	*

34	*	3.73	*
14	*	3.56	*
16	*	3.85	*
51	*	3.22	*
33	*	2.90	*
41	*	3.32	*
50	*	3.31	*
26	*	2.63	*
24	*	3.25	*
97	*	3.58	*
13	*	4.00	*
13	*	3.47	*
33	*	2.48	*
33	*	3.13	*
36	*	3.42	*
97	*	3.37	*
32	*	3.42	*
43	*	3.19	*
48	*	3.30	*
33	*	3.51	*
26	*	2.87	*
32	*	3.22	*
31	*	3.34	*
30	*	3.31	*
24	*	3.23	*
39	*	3.02	*
33	*	3.36	*
13	*	3.68	*
14	*	3.91	*
27	*	3.07	*
18	*	2.36	*
11	*	3.97	*
10	*	3.97	*
18	*	3.56	*

17	*	3.38	*
9	*	3.10	*
16	8	2.88	2.84
14	*	3.58	*
17	9	3.24	2.89
19	*	3.21	*
17	*	3.67	*
16	*	3.52	*
18	*	3.94	*
17	11	3.56	3.37
18	*	3.13	*
19	*	3.20	*
18	*	3.32	*
17	7	3.24	3.19
18	*	3.07	*
14	*	3.68	*
19	*	3.69	*
19	*	3.35	*
19	*	3.43	*
18	*	3.08	*
16	*	3.17	*
13	*	3.70	*
15	*	3.53	*
15	*	3.80	*
19	*	3.54	*
18	*	3.59	*
19	*	3.52	*
19	*	3.85	*
12	*	3.86	*
19	*	3.06	*
17	*	3.62	*
17	*	3.67	*
17	*	3.98	*
19	*	3.85	*

15	*	2.97	*
10	*	3.23	*
11	*	3.85	*
14	*	3.24	*
19	*	3.68	*
15	*	3.21	*
10	*	3.55	*
13	*	3.80	*
19	9	3.11	2.53
15	*	3.35	*
18	*	3.17	*
19	*	3.54	*
19	8	3.71	3.30
19	*	3.23	*
19	*	3.04	*
19	*	3.44	*
17	*	3.43	*
18	*	3.50	*
17	*	2.98	*
16	*	2.98	*
18	*	3.28	*
19	*	3.49	*
18	*	3.37	*
19	*	3.32	*
19	*	3.55	*
19	*	3.98	*
16	*	3.38	*
10	*	3.73	*
11	*	3.46	*
16	*	3.11	*
19	*	3.57	*
19	*	3.74	*
7	*	3.54	*
19	*	3.69	*

19	*	3.53	*
4	*	*	*
17	*	3.62	*
19	*	3.45	*
17	*	3.84	*
17	*	3.70	*
19	*	3.34	*
18	*	3.78	*
51	*	3.08	*
31	*	3.24	*
34	*	3.37	*
32	*	3.16	*
28	*	3.25	*
29	*	3.27	*
32	*	3.37	*
31	*	3.55	*
25	*	3.50	*
33	*	3.54	*
30	*	3.46	*
27	*	3.44	*
30	*	3.37	*
24	*	3.23	*
33	*	3.60	*
32	*	3.35	*
30	*	3.56	*
33	6	3.26	2.43
34	*	3.16	*
24	*	3.57	*
35	*	3.55	*
28	*	3.46	*
30	*	3.69	*
28	*	3.41	*
26	*	3.25	*
28	*	3.38	*

33	*	3.66	*
33	*	3.34	*
33	*	3.45	*
29	*	3.56	*
23	*	3.34	*
20	*	3.78	*
17	*	3.24	*
13	*	3.52	*
26	*	3.70	*
34	*	3.29	*
132	*	3.47	*
16	*	3.91	*
13	*	3.57	*
14	*	3.75	*
112	*	3.13	*
32	*	3.23	*
36	*	3.17	*
35	*	3.12	*
31	*	3.15	*
17	*	3.49	*
15	*	3.91	*
14	*	3.08	*
46	*	3.20	*
64	*	2.90	*
36	*	3.59	*
42	*	3.44	*
47	*	3.15	*
35	*	3.57	*
33	*	3.05	*
39	*	3.05	*
20	*	3.58	*
32	*	3.39	*
21	*	3.76	*
30	*	3.43	*

33	*	3.33	*
9	*	4.00	*
9	*	4.00	*
19	*	3.25	*
16	*	3.84	*
34	*	3.48	*
27	*	3.32	*
14	*	3.31	*
20	19	3.24	3.25
17	*	3.24	*
8	*	3.34	*
19	*	3.07	*
30	*	3.23	*
33	*	3.07	*

Non-Athlete Student Avg. GPA
3.49
3.65
*
*
3.12
3.65
3.50
3.34
3.38
3.43
3.78
3.30
3.85
3.46
3.58
3.55
3.44
2.79
3.74
3.66
3.59
3.57
3.24

3.66
3.61
3.79
3.51
3.94
3.52
3.46
3.43
3.53
3.87
3.17
3.63
3.73
3.63
3.92
3.61
3.35
3.90
3.43
3.17
3.56
3.53
3.58
3.32
3.67
3.59
3.81
3.31
2.91
3.34
3.45
3.19
3.79
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3.48
3.33
3.52
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3.51
3.69
3.68
3.73
3.06
3.34
3.32
3.18
3.34
3.35
3.30
3.88
3.06
3.42
3.81
3.53
3.55
3.56
3.83
3.53
3.42
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3.38
2.84
3.76
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3.69
3.83
2.97
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3.54
3.24
3.19
3.12
3.56
3.58
3.64
3.80
3.49
2.97
3.51
3.35
3.35
3.61
3.44
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3.10
3.66
3.43
3.44
3.97
3.86
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3.98
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3.24
2.80
3.94
3.21
3.06
3.49

3.73
3.55
3.95
3.21
2.89
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3.22
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4.00
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2.47
3.14
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3.02
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3.72
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3.60
2.93
3.70
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Data Assumptions:

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2010 Summer I
2010 Summer I
2010 Summer I
2010 Summer II
2010 Summer II
2010 Summer II
2010 Summer II
2010 Summer II
2010 Summer II

Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
Did not include course sections with all grades issued as "NR" and/or "NG"
Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
ENGL057 001
ENGL075 001
ENGL089 001
ENGL100 001
ENGL100 002
ENGL100 003
ENGL101 002
ENGL101 003
ENGL101 007
ENGL101 008
ENGL101 009
ENGL101 010
ENGL101 011
ENGL101 012
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ENGL101 074
ENGL101 075

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ENGL101 080
ENGL101 085
ENGL101 088
ENGL101 111
ENGL101 114
ENGL102 002
ENGL102 003
ENGL102 005
ENGL102 006
ENGL102 007
ENGL102 008
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ENGL102I010
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ENGL102I014
ENGL102I015
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ENGL144 002
ENGL148 001
ENGL150 002
ENGL150 003
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ENGL366 001
ENGL367 002
ENGL400 001
ENGL436 001
ENGL439 001
ENGL485 001
ENGL666 001
ENGL693H246
ENGL080 001
ENGL101 001
ENGL101 002
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ENGL396 009
ENGL406 252
ENGL407 134
ENGL412 194
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ENGL440 001
ENGL660 001
ENGL685 001
ENGL694H204
ENGL102 001
ENGL225 01M
ENGL333 001
ENGL369 01M
ENGL100 001
ENGL100 304
ENGL101 001
ENGL102 001
ENGL131 001
ENGL320 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
24	*	3.57	*
16	*	3.27	*
23	*	3.73	*
18	8	3.89	3.84
19	10	3.46	3.37
16	9	3.13	3.11
19	*	4.00	*
19	9	3.44	3.13
20	*	3.23	*
19	*	3.79	*
18	*	3.53	*
19	*	3.39	*
19	6	3.46	3.02
19	*	3.04	*
18	*	3.34	*
18	*	3.38	*
19	*	3.36	*
19	*	3.23	*
19	*	3.92	*
18	*	3.22	*
18	*	3.29	*
18	*	3.20	*
19	*	3.17	*

19	*	3.65	*
19	*	3.29	*
17	*	3.56	*
18	*	3.15	*
18	6	2.85	2.02
19	*	3.63	*
19	*	3.38	*
18	*	3.20	*
18	*	3.03	*
19	*	3.49	*
18	*	3.86	*
19	*	3.97	*
17	*	3.87	*
19	*	3.39	*
19	6	3.32	3.18
18	6	3.56	3.28
19	*	3.43	*
19	*	3.73	*
18	*	3.12	*
19	*	3.34	*
19	*	3.51	*
17	*	3.56	*
18	*	3.30	*
19	*	3.69	*
19	*	3.26	*
18	*	3.28	*
19	*	3.57	*
19	*	3.42	*
19	*	3.54	*
18	*	3.03	*
17	*	3.20	*
19	*	3.76	*
19	*	3.51	*
19	*	3.44	*

19	*	3.29	*
19	*	3.55	*
19	*	3.39	*
19	*	3.61	*
19	*	3.76	*
19	*	3.34	*
18	*	3.91	*
19	*	3.51	*
16	*	3.59	*
19	*	3.58	*
18	*	3.44	*
19	*	3.32	*
18	*	3.66	*
19	*	3.36	*
18	*	3.79	*
18	*	3.52	*
19	*	3.38	*
18	*	3.50	*
19	*	3.43	*
18	*	3.32	*
19	*	3.32	*
19	*	3.51	*
19	*	3.59	*
18	*	3.34	*
19	*	3.72	*
19	*	3.43	*
19	*	3.45	*
19	*	3.65	*
19	*	3.14	*
18	*	3.63	*
19	*	3.07	*
19	*	3.46	*
65	*	3.15	*
37	*	3.15	*

35	*	3.53	*
30	*	3.42	*
107	*	3.12	*
35	*	3.59	*
33	*	3.25	*
33	*	2.94	*
30	*	3.15	*
31	6	3.49	2.62
28	*	3.08	*
31	*	3.67	*
31	*	3.45	*
37	*	3.35	*
33	*	3.15	*
33	*	3.52	*
34	*	3.48	*
35	*	3.39	*
30	*	3.17	*
35	*	3.19	*
27	*	3.52	*
32	*	3.24	*
19	*	3.98	*
20	*	3.58	*
18	*	3.72	*
19	*	4.00	*
20	*	3.94	*
96	*	3.26	*
27	*	3.61	*
33	*	3.59	*
33	*	3.39	*
36	*	3.46	*
19	*	3.29	*
21	*	3.55	*
15	*	3.67	*
109	*	3.61	*

34	*	3.23	*
33	*	3.59	*
32	*	3.46	*
111	*	3.48	*
26	*	3.10	*
39	*	2.87	*
73	*	3.52	*
38	*	3.49	*
96	*	3.36	*
27	*	3.54	*
35	*	3.13	*
29	*	3.61	*
33	*	3.01	*
106	*	3.45	*
33	*	2.86	*
21	*	2.55	*
34	*	3.15	*
23	*	2.98	*
17	*	3.53	*
27	*	2.65	*
19	*	3.98	*
22	*	3.60	*
18	*	3.37	*
22	*	3.08	*
15	*	3.68	*
9	*	3.97	*
22	*	3.32	*
19	13	3.91	3.87
17	*	3.08	*
18	11	2.78	2.52
17	*	3.15	*
19	*	3.48	*
13	*	3.10	*
9	*	3.01	*

18	*	3.74	*
18	9	3.59	3.30
17	*	3.08	*
16	*	3.36	*
17	*	3.53	*
17	*	3.32	*
18	*	3.64	*
17	*	3.41	*
18	*	3.44	*
18	*	3.40	*
18	7	3.62	3.36
18	*	3.59	*
17	*	3.92	*
18	*	3.72	*
18	*	3.15	*
18	*	3.78	*
18	*	3.82	*
18	*	3.84	*
17	10	3.67	3.44
17	*	3.72	*
17	*	3.28	*
17	*	3.41	*
18	*	3.02	*
17	*	3.46	*
18	10	3.74	3.64
18	*	3.56	*
18	*	4.00	*
18	*	3.32	*
18	*	3.32	*
18	*	3.27	*
18	*	3.29	*
17	*	3.95	*
18	*	4.00	*
15	*	3.47	*

18	*	3.67	*
18	*	3.37	*
18	*	3.96	*
18	*	3.77	*
18	*	3.83	*
14	*	3.41	*
18	*	3.87	*
17	*	3.86	*
17	*	3.78	*
17	*	3.56	*
18	*	3.81	*
18	*	3.67	*
18	*	3.76	*
18	*	3.32	*
17	*	3.60	*
19	*	3.50	*
19	*	3.64	*
18	*	3.66	*
19	*	3.88	*
19	*	4.00	*
18	*	3.44	*
63	*	3.01	*
32	*	3.11	*
20	*	3.26	*
35	*	3.36	*
35	*	3.55	*
22	*	3.00	*
18	*	3.34	*
20	*	3.04	*
32	*	3.87	*
34	*	3.85	*
21	*	3.51	*
28	*	3.24	*
32	*	3.26	*

31	*	3.20	*
29	*	3.53	*
32	*	3.41	*
32	*	3.42	*
34	*	3.69	*
27	*	3.42	*
21	*	3.46	*
30	*	3.20	*
33	*	3.51	*
32	*	3.53	*
19	*	3.77	*
21	*	3.99	*
19	*	3.63	*
27	*	3.46	*
98	*	3.01	*
35	*	3.70	*
28	*	3.63	*
31	*	3.44	*
30	*	3.74	*
19	*	3.43	*
23	*	3.62	*
15	*	3.14	*
16	*	3.88	*
10	*	3.52	*
34	*	2.92	*
116	*	2.84	*
52	*	3.34	*
27	*	3.51	*
28	*	3.26	*
14	*	3.05	*
15	*	4.00	*
16	*	3.67	*
11	*	3.13	*
35	*	3.41	*

33	*	3.52	*
60	*	3.56	*
31	*	3.04	*
32	*	3.78	*
37	*	3.81	*
35	*	3.37	*
34	*	3.06	*
31	*	2.92	*
26	*	2.24	*
34	*	3.12	*
1	*	*	*
15	*	3.93	*
18	*	3.85	*
12	*	3.92	*
31	*	3.48	*
29	*	3.24	*
21	*	2.64	*
4	*	*	*
8	*	4.00	*
18	*	3.66	*
30	*	3.69	*
21	*	3.36	*
16	*	3.04	*
19	19	2.93	2.93
14	*	3.14	*
18	6	3.29	2.88
19	*	2.48	*
15	*	3.22	*
14	*	3.09	*

Non-Athlete Student Avg. GPA
3.58
3.24
3.72
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3.53
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3.45
3.67
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3.31
3.64
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3.23
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3.31
3.57
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3.72
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Data Assumptions:

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2011 Summer II
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2011 Summer I
2011 Summer I
2011 Summer I

The University held only one summer term in 2011 with two sessions. We designated all course sections offered in the first and second sessions as t

Excluded all course sections with no student-athletes

Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University

Did not include course sections with all grades issued as "NR" and/or "NG"

Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)

Did not include lab course sections

Did not include recitation course sections

Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
ENGL058H001
ENGL065 001
ENGL075 001
ENGL084H001
ENGL085H001
ENGL089 001
ENGL089H001
ENGL100 002
ENGL100 003
ENGL100 004
ENGL101 001
ENGL101 003
ENGL101 004
ENGL101 008
ENGL101 009
ENGL101 010
ENGL101 011
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ENGL120 004
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ENGL694H001
ENGL100 001
ENGL101 001
ENGL102 001
ENGL123 001
ENGL142 001
ENGL300 001
ENGL347 001
ENGL100 301
ENGL100 302
ENGL100 304
ENGL131 001
ENGL140 01W
ENGL225 01M

erms "Summer I" and "Summer II" respectively to be consistent with the data in other summer terms presented

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
24	*	3.53	*
20	*	3.35	*
20	*	3.43	*
16	*	3.42	*
14	*	3.77	*
23	*	3.30	*
18	*	3.89	*
17	8	3.85	3.75
16	7	3.67	3.96
9	6	3.73	3.60
19	*	3.80	*
19	*	3.59	*
19	*	3.40	*
19	*	3.28	*
19	*	3.59	*
18	*	3.55	*
19	*	3.69	*
19	*	3.61	*
18	*	3.67	*
19	*	3.55	*
19	*	3.36	*
19	*	3.95	*

19	*	3.94	*
19	*	3.47	*
17	*	3.67	*
18	*	3.34	*
19	*	3.41	*
19	*	3.76	*
19	*	3.38	*
19	*	3.03	*
19	*	3.76	*
19	*	3.70	*
19	*	3.25	*
19	*	3.63	*
19	*	3.52	*
19	*	3.67	*
18	*	3.50	*
19	*	3.45	*
19	*	3.46	*
19	9	2.94	2.49
19	*	3.33	*
17	*	3.58	*
19	*	3.41	*
18	*	3.54	*
19	*	3.66	*
19	*	3.59	*
19	*	3.63	*
19	*	3.41	*
19	*	3.59	*
19	6	3.44	2.83
19	*	3.37	*
19	6	3.31	2.78
19	*	3.08	*
18	*	3.68	*
19	*	3.92	*
19	*	3.25	*

19	*	3.31	*
19	*	3.57	*
19	6	3.61	3.42
18	*	3.21	*
19	*	3.50	*
19	*	3.62	*
19	*	3.25	*
19	*	3.42	*
19	6	3.74	3.65
16	*	3.52	*
18	*	3.67	*
19	*	3.84	*
19	*	3.66	*
19	*	3.90	*
17	*	3.55	*
17	*	3.92	*
19	*	3.48	*
18	*	3.37	*
19	*	3.39	*
18	*	3.56	*
19	*	3.65	*
19	*	3.38	*
17	*	3.49	*
32	*	2.99	*
36	*	3.41	*
113	*	3.19	*
34	*	3.16	*
20	*	3.73	*
33	*	3.78	*
32	6	3.52	3.45
31	*	3.60	*
33	*	3.15	*
28	*	3.21	*
32	*	3.48	*

31	*	3.44	*
32	*	3.23	*
33	*	3.43	*
32	*	3.33	*
31	*	3.62	*
35	*	3.16	*
34	*	3.38	*
28	*	2.65	*
34	*	3.73	*
32	*	3.20	*
35	*	3.87	*
31	*	3.54	*
34	*	3.75	*
20	*	4.00	*
17	*	3.58	*
16	*	3.78	*
19	*	3.41	*
27	*	3.93	*
35	*	3.68	*
33	*	3.67	*
30	*	3.29	*
28	*	3.22	*
20	*	3.79	*
66	*	3.71	*
16	*	3.76	*
40	*	3.10	*
114	*	3.50	*
32	*	3.00	*
33	*	3.25	*
35	*	3.52	*
25	*	3.42	*
49	*	3.55	*
21	*	3.96	*
108	9	3.50	3.56

17	*	3.65	*
16	*	3.41	*
22	*	3.19	*
116	*	3.25	*
45	*	3.26	*
14	*	3.43	*
44	*	3.35	*
31	*	2.95	*
32	*	2.98	*
31	*	3.30	*
33	*	3.32	*
25	*	3.19	*
29	*	2.60	*
29	*	2.99	*
33	*	3.22	*
48	*	3.21	*
28	*	3.10	*
16	*	3.75	*
26	*	3.35	*
31	*	3.14	*
13	*	3.80	*
17	*	2.81	*
14	*	2.97	*
20	9	3.65	3.70
18	6	3.86	3.62
17	*	3.34	*
17	*	3.39	*
18	*	3.59	*
18	*	3.62	*
19	*	3.71	*
16	8	3.57	3.29
17	*	3.78	*
18	6	2.79	2.67
19	*	3.41	*

18	*	3.56	*
18	*	3.69	*
19	6	3.95	3.90
19	*	3.41	*
19	13	2.93	2.87
19	*	3.61	*
18	*	3.62	*
18	*	3.85	*
18	*	3.24	*
19	*	2.95	*
19	7	3.63	3.37
19	*	3.67	*
19	*	3.74	*
19	*	3.53	*
18	*	3.69	*
19	*	3.44	*
19	*	3.71	*
18	*	3.34	*
17	*	3.59	*
18	*	3.63	*
17	*	3.31	*
19	*	3.42	*
17	*	3.31	*
19	*	3.48	*
19	*	3.56	*
19	*	3.87	*
19	15	3.58	3.49
19	*	3.83	*
19	*	4.00	*
19	*	3.39	*
19	*	3.98	*
19	*	3.78	*
19	*	3.26	*
19	*	3.87	*

19	*	3.44	*
19	*	3.59	*
19	*	3.46	*
17	*	3.58	*
20	*	3.72	*
19	*	3.40	*
19	*	3.51	*
18	*	3.57	*
32	*	3.33	*
36	*	3.06	*
31	*	2.99	*
72	*	3.25	*
30	*	3.51	*
29	6	3.21	2.83
30	*	3.22	*
19	*	2.69	*
30	*	3.38	*
31	*	3.32	*
30	*	3.72	*
30	*	3.50	*
29	*	3.12	*
36	*	3.90	*
28	*	3.43	*
13	*	3.95	*
36	*	3.56	*
14	*	3.57	*
15	*	3.47	*
33	*	3.29	*
23	8	3.59	3.48
20	*	3.85	*
19	*	3.70	*
18	*	3.78	*
17	*	3.85	*
31	*	3.41	*

104	*	3.41	*
36	*	3.42	*
37	*	3.95	*
33	*	3.29	*
38	*	3.54	*
19	*	3.05	*
14	*	3.84	*
16	*	4.00	*
38	*	3.33	*
35	*	3.19	*
32	*	2.81	*
35	*	3.39	*
110	*	3.40	*
34	*	2.97	*
29	*	3.27	*
68	*	3.73	*
31	*	3.03	*
30	*	3.07	*
30	*	3.62	*
26	*	2.87	*
36	*	2.88	*
20	*	3.69	*
34	*	2.85	*
35	*	3.69	*
30	*	2.82	*
30	*	2.94	*
46	*	3.28	*
33	*	3.62	*
29	*	3.04	*
29	*	3.07	*
5	*	*	*
18	*	3.83	*
15	*	4.00	*
20	*	3.60	*

18	*	3.58	*
6	*	3.78	*
12	*	3.89	*
17	16	3.16	3.29
16	6	3.55	3.40
18	*	2.49	*
27	*	3.12	*
30	*	3.19	*
12	*	3.94	*
31	*	3.46	*
13	*	3.95	*
13	*	3.73	*
13	*	3.77	*
20	*	3.48	*
20	*	3.54	*
29	*	3.48	*

Non-Athlete Student Avg. GPA
3.52
3.59
3.40
3.40
3.78
3.28
3.89
3.93
3.44
*
3.79
3.59
3.42
3.32
3.69
3.59
3.76
3.68
3.77
3.56
3.43
3.96

3.93
3.49
3.65
3.38
3.39
3.77
3.41
3.03
3.85
3.72
3.28
3.66
3.57
3.76
3.49
3.48
3.56
3.34
3.37
3.55
3.44
3.54
3.62
3.66
3.65
3.51
3.61
3.72
3.38
3.55
3.11
3.68
3.93
3.25

3.30
3.58
3.70
3.40
3.51
3.62
3.43
3.52
3.78
3.51
3.71
3.89
3.76
3.96
3.63
3.91
3.47
3.39
3.42
3.54
3.69
3.50
3.44
2.95
3.42
3.17
3.16
3.72
3.78
3.54
3.59
3.18
3.18
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3.38
3.22
3.43
3.34
3.60
3.15
3.49
2.67
3.74
3.27
3.93
3.60
3.74
4.00
3.71
3.74
3.39
3.96
3.69
3.67
3.28
3.22
3.83
3.71
3.83
3.09
3.50
3.03
3.20
3.53
3.37
3.53
3.96
3.50

3.67
3.39
3.20
3.24
3.25
3.50
3.35
2.96
2.99
3.31
3.29
3.17
2.72
2.99
3.27
3.21
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3.56
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4.00
3.36
3.98
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Data Assumptions:

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2012 Summer I
2012 Summer I
2012 Summer I
2012 Summer II
2012 Summer II
2012 Summer II
2012 Summer II
2012 Summer II
2012 Summer II

Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
Did not include course sections with all grades issued as "NR" and/or "NG"
Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
ENGL068 001
ENGL069 001
ENGL085H001
ENGL087 001
ENGL089 001
ENGL100 001
ENGL100 002
ENGL100 003
ENGL101 001
ENGL101 003
ENGL101 006
ENGL101 007
ENGL101 008
ENGL101 009
ENGL101 010
ENGL101 012
ENGL101 013
ENGL101 014
ENGL101 015
ENGL101 017
ENGL101 019
ENGL101 020
ENGL101 022
ENGL101 030

ENGL101 031
ENGL101 032
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ENGL101 040
ENGL101 041
ENGL101 042
ENGL101 043
ENGL101 045
ENGL101 049
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ENGL101 051
ENGL101 052
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ENGL101 057
ENGL101 058
ENGL101 062
ENGL101 063
ENGL101 066
ENGL101 069
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ENGL101 071
ENGL101 072
ENGL101 073
ENGL101 075
ENGL101 077
ENGL101 079
ENGL101 081
ENGL101 084
ENGL101 086
ENGL101 089
ENGL101 090
ENGL101 092
ENGL101 093

ENGL101 095
ENGL101 096
ENGL101 101
ENGL102 001
ENGL102 002
ENGL102 003
ENGL102 005
ENGL102 006
ENGL102 007
ENGL102 008
ENGL102 009
ENGL102 012
ENGL102 014
ENGL102 015
ENGL102 017
ENGL102 018
ENGL102 023
ENGL102 026
ENGL102 034
ENGL102 035
ENGL102I003
ENGL102I004
ENGL102I007
ENGL102I011
ENGL102I012
ENGL102I018
ENGL120 002
ENGL120 003
ENGL120 004
ENGL122 002
ENGL123 002
ENGL123 003
ENGL123 004
ENGL123 005

ENGL123 006
ENGL123 007
ENGL123 008
ENGL123 009
ENGL123 010
ENGL123 011
ENGL124 002
ENGL124 004
ENGL124 005
ENGL125 001
ENGL125 002
ENGL126 001
ENGL128 002
ENGL128 004
ENGL129 002
ENGL130 001
ENGL130 003
ENGL130 004
ENGL131 001
ENGL131 002
ENGL131 003
ENGL140 001
ENGL142 001
ENGL143 002
ENGL144 001
ENGL144 002
ENGL145 002
ENGL202 001
ENGL206 001
ENGL207 002
ENGL225 001
ENGL225 003
ENGL227 001
ENGL228 001

ENGL230 001
ENGL266 001
ENGL266 002
ENGL268 001
ENGL271 001
ENGL304 001
ENGL313 001
ENGL332 001
ENGL333 001
ENGL338 001
ENGL348 001
ENGL355 001
ENGL356 001
ENGL367 001
ENGL369 001
ENGL375 001
ENGL406 001
ENGL437 001
ENGL439 001
ENGL442 001
ENGL447 001
ENGL475 001
ENGL487 001
ENGL691H001
ENGL089 001
ENGL101 001
ENGL101 002
ENGL101 003
ENGL101 007
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ENGL102 002
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ENGL102 078
ENGL102 088
ENGL102 092
ENGL102 098
ENGL102 100
ENGL102I001
ENGL102I002
ENGL102I004
ENGL102I010
ENGL102I014
ENGL102I015
ENGL102I017
ENGL120 002
ENGL121 001
ENGL121 002
ENGL122 002
ENGL123 001
ENGL123 002
ENGL123 003
ENGL123 005
ENGL123 008
ENGL124 001
ENGL124 002
ENGL124 005
ENGL125 001

ENGL125 003
ENGL126 002
ENGL127 001
ENGL127 002
ENGL128 002
ENGL128 006
ENGL129 002
ENGL130 001
ENGL130 002
ENGL130 004
ENGL131 002
ENGL131 003
ENGL140 001
ENGL141 001
ENGL142 001
ENGL143 001
ENGL143 002
ENGL143 003
ENGL143 004
ENGL143 005
ENGL144 002
ENGL207 002
ENGL225 001
ENGL225 002
ENGL225 003
ENGL226 001
ENGL227 001
ENGL228 001
ENGL230 001
ENGL289 001
ENGL306 001
ENGL307 001
ENGL313 001
ENGL314 001

ENGL316 001
ENGL319 001
ENGL327 001
ENGL343 001
ENGL347 001
ENGL350 001
ENGL355 001
ENGL364 001
ENGL364 002
ENGL368 001
ENGL373H001
ENGL400 001
ENGL436 001
ENGL442 001
ENGL660 001
ENGL661 002
ENGL692H001
ENGL102 001
ENGL102 002
ENGL140 01W
ENGL225H01S
ENGL100 001
ENGL102 001
ENGL123 001
ENGL131 001
ENGL142 001
ENGL369 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
24	*	3.42	*
22	*	3.67	*
25	*	3.64	*
24	*	3.14	*
24	*	3.34	*
18	9	3.23	3.00
17	10	3.40	3.33
18	7	3.69	3.60
20	*	3.69	*
19	*	3.75	*
16	*	3.61	*
20	*	3.36	*
18	*	3.77	*
19	*	3.55	*
18	*	3.63	*
19	*	3.42	*
20	*	3.72	*
19	*	3.62	*
20	*	3.62	*
19	*	3.58	*
19	*	3.18	*
20	*	3.57	*
20	*	3.88	*
20	*	3.51	*

19	*	3.50	*
19	*	3.76	*
20	*	3.99	*
18	*	3.72	*
20	*	3.68	*
20	*	3.94	*
20	*	3.79	*
19	*	3.63	*
19	*	3.44	*
19	11	2.80	2.62
19	*	3.57	*
20	*	3.26	*
20	*	3.56	*
19	*	3.52	*
19	*	3.60	*
20	*	3.62	*
18	*	3.47	*
19	*	3.43	*
20	*	3.55	*
19	*	3.62	*
19	*	3.45	*
18	*	3.06	*
19	*	3.83	*
19	*	3.34	*
19	7	3.23	3.04
18	*	3.46	*
20	*	3.63	*
20	*	3.57	*
19	*	3.76	*
20	*	3.26	*
20	6	3.20	2.28
20	*	3.69	*
20	*	3.72	*
20	*	3.34	*

20	*	3.26	*
19	*	3.71	*
20	*	3.61	*
19	*	3.61	*
19	*	3.28	*
19	*	3.42	*
20	*	3.33	*
20	6	3.92	3.78
20	*	3.64	*
17	*	3.49	*
19	*	3.16	*
21	*	3.30	*
19	*	3.31	*
19	*	3.74	*
19	6	3.42	4.00
19	*	3.49	*
20	*	3.23	*
19	*	2.92	*
17	*	3.56	*
19	*	4.00	*
19	*	3.26	*
19	*	3.63	*
20	*	3.97	*
19	*	3.51	*
19	*	3.92	*
19	*	3.76	*
37	*	3.35	*
34	*	3.15	*
35	*	3.25	*
33	*	3.51	*
25	*	3.25	*
33	*	3.61	*
29	*	3.11	*
34	6	3.65	3.54

32	*	3.29	*
35	*	3.55	*
32	*	3.28	*
34	*	3.72	*
16	*	2.87	*
19	*	3.42	*
27	*	3.61	*
36	*	3.61	*
27	*	3.51	*
32	*	3.58	*
31	*	3.18	*
27	*	3.46	*
23	*	3.13	*
25	*	3.22	*
32	*	3.29	*
18	*	3.46	*
21	*	3.86	*
19	*	3.69	*
15	*	3.41	*
18	*	3.73	*
20	*	3.79	*
28	*	3.72	*
94	*	3.64	*
38	*	3.50	*
33	*	3.13	*
35	*	3.58	*
19	*	3.12	*
66	*	3.48	*
18	*	3.88	*
13	*	3.04	*
33	*	3.16	*
117	*	3.30	*
32	*	2.83	*
33	*	3.02	*

46	*	3.53	*
25	*	3.22	*
28	*	3.45	*
37	*	3.53	*
35	*	3.48	*
19	*	3.93	*
37	*	2.73	*
25	*	3.31	*
35	*	3.40	*
69	*	3.15	*
27	*	3.40	*
24	*	2.95	*
35	*	3.19	*
16	*	2.63	*
33	*	2.95	*
34	*	3.73	*
15	*	3.73	*
22	*	3.59	*
29	*	3.47	*
17	*	3.43	*
18	*	2.99	*
19	*	3.62	*
17	*	3.14	*
23	*	3.95	*
20	*	3.23	*
14	*	3.84	*
20	7	2.82	2.73
19	8	3.56	3.21
17	7	3.66	3.87
15	*	3.18	*
19	11	3.74	3.65
19	*	3.11	*
16	*	3.39	*
19	*	3.41	*

19	*	3.60	*
19	6	3.58	3.28
17	7	3.24	3.23
18	*	3.76	*
18	*	3.45	*
19	*	3.52	*
19	12	3.76	3.76
18	*	3.35	*
20	*	3.30	*
19	7	3.81	3.49
19	*	3.55	*
20	9	4.00	4.00
19	*	3.68	*
19	*	3.69	*
19	*	3.35	*
19	*	3.67	*
17	*	3.38	*
19	*	3.59	*
19	8	3.61	3.46
19	*	3.69	*
20	*	3.86	*
19	*	3.36	*
19	*	3.64	*
16	*	2.88	*
20	*	3.75	*
18	*	3.43	*
19	*	3.62	*
19	*	3.52	*
19	*	3.55	*
19	*	3.35	*
16	*	3.93	*
18	*	3.74	*
20	*	3.64	*
19	*	3.53	*

20	10	3.80	3.68
19	*	3.63	*
20	*	3.65	*
18	*	3.78	*
20	9	3.87	3.83
18	*	3.09	*
18	*	3.42	*
19	*	3.62	*
19	*	3.58	*
18	*	3.65	*
19	*	2.93	*
20	*	3.84	*
20	*	3.46	*
19	*	3.54	*
20	*	3.80	*
19	*	3.47	*
20	*	4.00	*
20	*	3.92	*
19	*	3.79	*
20	*	3.43	*
19	*	3.93	*
34	*	3.15	*
22	*	3.48	*
18	*	3.05	*
29	*	3.43	*
30	*	3.57	*
30	*	3.51	*
33	*	3.49	*
35	11	3.40	3.10
30	*	3.85	*
32	*	3.48	*
23	*	3.40	*
13	*	3.05	*
18	*	3.55	*

18	*	3.11	*
24	*	3.20	*
20	*	3.43	*
21	*	3.57	*
27	*	3.92	*
26	*	3.56	*
34	*	2.93	*
17	*	3.51	*
21	*	3.57	*
19	*	3.04	*
17	*	3.27	*
20	*	3.50	*
23	*	3.71	*
31	8	3.56	3.38
64	*	3.35	*
32	*	3.74	*
27	*	3.45	*
32	*	3.80	*
31	*	3.34	*
32	*	3.64	*
29	*	3.70	*
11	*	3.64	*
108	*	3.39	*
35	*	3.30	*
31	*	3.01	*
36	*	3.43	*
32	*	3.45	*
28	*	3.70	*
29	*	3.43	*
12	*	3.05	*
17	*	4.00	*
19	*	3.76	*
24	*	2.58	*
33	*	2.71	*

32	*	3.38	*
34	*	3.36	*
22	*	3.58	*
31	*	3.57	*
45	*	3.54	*
26	*	3.29	*
32	*	3.38	*
19	*	3.10	*
28	*	3.25	*
33	*	2.86	*
15	*	3.64	*
18	*	3.74	*
29	*	3.88	*
36	*	3.45	*
20	*	3.22	*
3	*	*	*
21	*	3.97	*
18	6	3.43	3.07
15	*	3.53	*
16	*	3.63	*
17	*	3.52	*
14	14	3.39	3.39
16	*	3.67	*
13	*	3.21	*
12	*	3.28	*
13	*	3.38	*
15	*	2.89	*

Non-Athlete Student Avg. GPA
3.40
3.67
3.61
3.21
3.35
3.79
3.50
3.75
3.73
3.79
3.60
3.39
3.84
3.59
3.63
3.43
3.73
3.63
3.64
3.61
3.41
3.60
3.90
3.52

3.51
3.77
4.00
3.71
3.67
3.94
3.81
3.63
3.47
3.05
3.56
3.26
3.57
3.51
3.65
3.61
3.50
3.43
3.58
3.60
3.64
3.02
3.82
3.28
3.34
3.65
3.64
3.67
3.83
3.28
3.59
3.67
3.70
3.44

3.34
3.71
3.66
3.62
3.29
3.45
3.45
3.98
3.69
3.48
3.21
3.28
3.38
3.76
3.15
3.61
3.22
3.30
3.58
4.00
3.22
3.62
3.97
3.49
3.91
3.75
3.43
3.15
3.25
3.52
3.30
3.58
3.09
3.67

3.35
3.69
3.47
3.71
3.06
3.41
3.71
3.63
3.53
3.63
3.17
3.56
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3.36
3.31
3.71
3.86
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3.39
3.74
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3.73
3.68
3.49
3.10
3.60
3.08
3.48
3.89
3.02
3.16
3.30
2.83
3.06

3.51
3.23
3.45
3.52
3.46
3.94
2.73
3.47
3.49
3.20
3.39
3.08
3.19
2.76
3.04
3.74
3.71
3.58
3.46
3.39
2.97
3.71
3.04
3.95
3.26
3.85
2.87
3.82
3.90
3.23
3.88
3.07
3.65
3.48

3.61
3.72
3.24
3.81
3.41
3.49
3.77
3.53
3.58
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3.58
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3.73
3.69
3.58

3.91
3.61
3.69
3.81
3.89
3.17
3.42
3.71
3.60
3.63
3.04
3.83
3.46
3.53
3.78
3.46
4.00
3.92
3.78
3.42
3.93
3.20
3.67
3.01
3.41
3.71
3.68
3.48
3.55
3.84
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3.92
3.57
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3.74
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3.35
3.77
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3.84
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*
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Data Assumptions:

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Term
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2004 Spring
2004 Summer I
2004 Summer I
2004 Summer I
2004 Summer II

Excluded all course sections with no student-athletes
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Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
DRAM015 001
DRAM015 002
DRAM015 003
DRAM015 004
DRAM016 001
DRAM020 001
DRAM020 002
DRAM020 003
DRAM020 004
DRAM035 001
DRAM035 002
DRAM035 003
DRAM060 001
DRAM062 001
DRAM064 001
DRAM065 002
DRAM082 001
DRAM083 001
DRAM155 001
DRAM015 001
DRAM015 002
DRAM015 003
DRAM016 001

DRAM020 001
DRAM020 002
DRAM020 003
DRAM020H001
DRAM035 002
DRAM036 001
DRAM037 001
DRAM040 001
DRAM060 001
DRAM064 002
DRAM066 001
DRAM081 001
DRAM086 001
DRAM157 001
DRAM171 001
DRAM190 001
DRAM194 003
DRAM015 001
DRAM035 001
DRAM035 002
DRAM016 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
132	12	2.90	2.21
68	6	3.26	2.52
202	50	2.74	2.10
87	12	3.04	2.64
386	40	3.45	3.11
37	*	3.55	*
33	*	3.08	*
36	*	3.60	*
34	*	2.95	*
15	*	2.54	*
16	*	2.51	*
16	*	3.26	*
215	47	3.38	3.23
18	*	3.92	*
6	*	2.83	*
23	*	3.60	*
34	*	3.61	*
33	*	3.23	*
13	*	3.66	*
96	6	2.92	2.78
228	18	3.02	2.68
235	24	2.92	2.34
435	42	3.38	3.18

33	*	3.15	*
42	*	3.63	*
37	*	3.59	*
15	*	3.67	*
13	*	2.54	*
17	*	3.75	*
25	*	3.76	*
13	*	3.16	*
199	37	3.08	2.64
11	*	3.51	*
19	*	3.97	*
41	*	3.54	*
29	*	2.91	*
11	*	3.67	*
75	*	3.03	*
40	*	3.51	*
8	*	3.09	*
12	*	3.69	*
9	*	3.56	*
13	*	3.45	*
10	*	3.12	*

Non-Athlete Student Avg. GPA
2.97
3.33
2.95
3.10
3.49
3.54
3.08
3.59
2.93
2.48
2.51
3.30
3.43
3.93
*
3.64
3.61
3.22
3.63
2.93
3.05
3.00
3.40

3.13
3.62
3.57
3.64
2.84
3.76
3.79
3.23
3.18
3.53
3.96
3.55
2.92
3.82
3.03
3.55
2.95
3.73
3.63
3.52
3.02

Data Assumptions:

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Term
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2005 Spring
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2005 Spring
2005 Spring
2005 Spring
2005 Spring
2005 Spring
2005 Spring
2005 Summer I
2005 Summer I
2005 Summer II

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Course Subject/ Number/Section
DRAM015 001
DRAM015 002
DRAM015 003
DRAM016 001
DRAM016 002
DRAM017 001
DRAM020 001
DRAM020 003
DRAM020 004
DRAM020 005
DRAM035 001
DRAM037 001
DRAM050 002
DRAM060 001
DRAM065 002
DRAM081 001
DRAM082 001
DRAM084 002
DRAM153 001
DRAM155 001
DRAM167 001
DRAM170 001
DRAM190 001

DRAM015 001
DRAM015 002
DRAM015 003
DRAM016 001
DRAM016 002
DRAM020 001
DRAM020 002
DRAM035 001
DRAM035 002
DRAM035 003
DRAM035 004
DRAM037 001
DRAM050 001
DRAM051 001
DRAM053 001
DRAM060 001
DRAM081 001
DRAM083 001
DRAM084 001
DRAM084 002
DRAM084H004
DRAM155 001
DRAM190 001
DRAM015 001
DRAM016 001
DRAM035 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
147	31	2.84	2.17
110	6	2.93	2.72
282	28	2.89	2.49
294	29	3.00	2.62
296	41	3.09	2.47
25	*	3.51	*
29	*	3.51	*
35	*	3.74	*
36	*	3.15	*
32	*	3.77	*
14	*	3.27	*
29	*	3.71	*
14	*	3.53	*
199	66	3.17	2.61
8	*	3.26	*
19	*	3.27	*
34	*	3.47	*
12	*	3.35	*
6	*	4.00	*
15	*	3.70	*
10	*	2.64	*
39	*	2.55	*
34	*	3.83	*

53	8	3.06	2.44
89	6	3.17	2.00
290	21	2.91	3.07
293	15	3.19	3.25
198	20	3.19	2.84
35	*	3.51	*
38	*	3.74	*
14	*	3.05	*
16	*	3.38	*
17	*	2.75	*
15	*	2.37	*
21	*	3.57	*
15	*	3.83	*
14	*	3.84	*
14	*	3.76	*
190	39	3.49	3.24
43	*	3.67	*
38	*	3.39	*
22	*	3.58	*
25	*	2.39	*
4	*	*	*
12	*	3.37	*
41	*	3.72	*
12	*	3.43	*
11	*	3.28	*
9	*	3.19	*

Non-Athlete Student Avg. GPA
3.02
2.94
2.93
3.05
3.19
3.49
3.50
3.73
3.12
3.76
3.44
3.77
3.52
3.45
3.30
3.29
3.46
3.41
*
3.68
2.63
2.68
3.82

3.17
3.26
2.89
3.19
3.23
3.53
3.74
3.86
3.57
3.11
3.08
3.55
3.82
3.83
3.74
3.55
3.66
3.39
3.57
2.36
*
3.31
3.72
3.55
3.34
3.13

Data Assumptions:

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Term
2005 Fall
2005 Fall
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2006 Spring
2006 Spring
2006 Spring
2006 Spring
2006 Summer I
2006 Summer II
2006 Summer II

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Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
DRAM015 001
DRAM015 002
DRAM015 003
DRAM016 001
DRAM016 002
DRAM020 002
DRAM035 002
DRAM035 003
DRAM050 002
DRAM053 001
DRAM060 001
DRAM062 001
DRAM064 002
DRAM081 001
DRAM084 001
DRAM086 001
DRAM155 001
DRAM015 001
DRAM015 002
DRAM015 003
DRAM016 001
DRAM016 002
DRAM020 001

DRAM020 002
DRAM035 001
DRAM035 002
DRAM037 001
DRAM040 001
DRAM051 001
DRAM060 001
DRAM065 002
DRAM082 001
DRAM084 001
DRAM155 001
DRAM170 001
DRAM016 001
DRAM035 001
DRAM053 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
106	28	3.04	2.56
107	10	3.17	3.05
241	14	3.03	2.44
296	38	3.26	2.87
293	49	3.09	2.74
29	*	3.20	*
18	*	3.44	*
15	*	3.76	*
14	*	3.32	*
13	*	3.48	*
190	52	3.38	2.85
16	*	3.77	*
12	*	3.95	*
19	*	2.87	*
19	*	3.69	*
30	*	3.15	*
14	*	3.74	*
75	*	3.29	*
90	*	3.18	*
256	14	2.89	2.53
312	18	3.48	3.27
182	16	3.39	2.90
45	*	3.58	*

44	*	3.38	*
13	*	3.58	*
14	*	3.86	*
26	*	3.70	*
17	*	3.41	*
14	*	3.48	*
198	51	3.61	3.34
12	*	3.70	*
31	*	3.06	*
43	*	3.63	*
10	*	3.60	*
42	*	2.49	*
9	*	2.79	*
11	*	3.25	*
11	*	3.15	*

Non-Athlete Student Avg. GPA
3.22
3.18
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2007 Summer I
2007 Summer I

Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
Did not include course sections with all grades issued as "NR" and/or "NG"
Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
DRAM115 001
DRAM115 002
DRAM115 003
DRAM116 001
DRAM116 002
DRAM120 003
DRAM120 004
DRAM135 002
DRAM135 003
DRAM145 001
DRAM150 001
DRAM155 001
DRAM160 001
DRAM193 001
DRAM282 001
DRAM283 001
DRAM284 001
DRAM467 001
DRAM470 001
DRAM490 001
DRAM495 001
DRAM115 001
DRAM115 002

DRAM115 003
DRAM116 001
DRAM116 002
DRAM117 001
DRAM120 001
DRAM120 002
DRAM120 003
DRAM135 001
DRAM135 002
DRAM135 003
DRAM140 001
DRAM145 001
DRAM150 001
DRAM150 002
DRAM155 001
DRAM160 001
DRAM192 001
DRAM281 001
DRAM300 001
DRAM475 001
DRAM490 001
DRAM115 001
DRAM115 002

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
117	19	3.05	2.46
115	42	3.12	2.90
324	68	2.92	2.76
301	38	3.10	2.57
324	49	3.13	2.51
34	*	3.74	*
36	*	3.60	*
16	*	3.84	*
18	*	3.87	*
19	*	3.82	*
14	*	3.34	*
17	*	3.44	*
181	75	3.54	3.27
17	*	3.85	*
38	*	3.53	*
19	*	2.98	*
29	*	3.79	*
8	*	3.24	*
34	*	3.03	*
30	*	3.86	*
1	*	*	*
61	*	3.35	*
107	19	2.93	2.50

344	35	3.18	2.98
301	32	3.16	2.60
309	31	2.98	2.53
21	*	3.82	*
45	*	3.56	*
26	*	3.70	*
34	*	3.22	*
17	*	3.96	*
18	*	3.78	*
19	*	3.86	*
16	7	3.32	3.43
20	*	3.76	*
16	*	3.53	*
14	*	3.14	*
16	*	3.50	*
198	82	3.72	3.52
13	*	3.85	*
41	*	3.61	*
18	*	3.31	*
67	*	2.79	*
24	*	3.64	*
14	*	3.51	*
12	*	3.87	*

Non-Athlete Student Avg. GPA
3.11
3.24
2.93
3.18
3.25
3.75
3.64
3.84
3.85
3.82
3.31
3.58
3.73
3.83
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3.81
3.23
3.09
3.86
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3.18
3.23
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2008 Summer I
2008 Summer I

Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
Did not include course sections with all grades issued as "NR" and/or "NG"
Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
DRAM115 001
DRAM115 002
DRAM115 003
DRAM116 001
DRAM116 002
DRAM120 002
DRAM120 003
DRAM120 004
DRAM120 005
DRAM120 006
DRAM135 001
DRAM140 001
DRAM160 001
DRAM192 001
DRAM193 001
DRAM486 001
DRAM115 001
DRAM115 002
DRAM115 003
DRAM116 001
DRAM116 002
DRAM117 001
DRAM120 001

DRAM120 002
DRAM120 003
DRAM120 004
DRAM135 001
DRAM140 001
DRAM150 002
DRAM160 001
DRAM195 001
DRAM250 001
DRAM260 001
DRAM282 001
DRAM283 001
DRAM284 004
DRAM300 001
DRAM466 001
DRAM470 001
DRAM567 001
DRAM667 001
DRAM115 001
DRAM135 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
149	24	3.32	2.57
137	23	3.06	2.62
390	33	3.09	2.88
311	46	3.07	2.49
313	56	2.91	2.00
27	*	3.73	*
48	*	3.46	*
47	*	3.62	*
46	*	3.16	*
31	*	3.19	*
18	*	3.67	*
15	*	3.15	*
199	80	3.86	3.74
12	*	3.58	*
19	*	3.81	*
28	*	3.05	*
98	15	3.33	2.80
105	21	3.22	3.11
341	29	2.88	2.60
291	33	3.10	2.41
305	43	3.18	2.90
33	*	3.71	*
46	*	3.42	*

33	*	3.27	*
34	*	3.24	*
21	*	3.52	*
17	*	3.59	*
17	*	3.33	*
16	*	3.19	*
196	90	3.80	3.62
2	*	*	*
15	*	3.59	*
11	*	3.91	*
14	*	3.24	*
42	*	3.57	*
15	*	3.67	*
21	*	3.77	*
10	*	3.45	*
36	*	3.18	*
3	*	*	*
1	*	*	*
9	*	3.78	*
9	*	3.67	*

Non-Athlete Student Avg. GPA
3.46
3.15
3.11
3.17
3.11
3.73
3.47
3.69
3.23
3.30
3.72
3.14
3.93
3.64
3.79
3.06
3.44
3.25
2.91
3.19
3.23
3.70
3.41

3.23
3.21
3.50
3.71
3.32
3.19
3.96
*
3.72
3.97
3.26
3.56
3.64
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Data Assumptions:

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2009 Summer I
2009 Summer I
2009 Summer II

Excluded all course sections with no student-athletes
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Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
DRAM081 001
DRAM085 001
DRAM089 002
DRAM115 001
DRAM115 002
DRAM115 003
DRAM116 001
DRAM116 002
DRAM120 001
DRAM120 002
DRAM120 003
DRAM131 001
DRAM135 001
DRAM135 002
DRAM140 001
DRAM150 001
DRAM160 001
DRAM165 001
DRAM191 001
DRAM193 001
DRAM250 001
DRAM283 001
DRAM287 001

DRAM300 001
DRAM470 001
DRAM080 001
DRAM115 001
DRAM115 003
DRAM116 001
DRAM116 002
DRAM120 001
DRAM120 002
DRAM135 001
DRAM135 002
DRAM140 001
DRAM160 001
DRAM245 001
DRAM260 001
DRAM283 001
DRAM284 004
DRAM287 001
DRAM475 001
DRAM488 001
DRAM135 001
DRAM290 01M
DRAM116 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
20	*	3.93	*
20	*	3.76	*
18	*	3.74	*
144	34	3.15	2.51
141	23	3.23	2.78
363	30	2.84	2.17
303	49	2.98	2.46
291	23	2.88	2.56
33	*	3.68	*
46	*	3.40	*
41	*	3.51	*
17	*	3.75	*
17	*	3.45	*
18	7	3.83	3.67
17	6	3.15	2.57
13	*	3.65	*
172	88	3.57	3.41
12	*	3.45	*
14	*	3.77	*
24	*	3.84	*
16	*	3.51	*
31	*	3.23	*
32	*	3.45	*

14	*	3.40	*
40	*	2.75	*
23	*	3.53	*
125	10	3.39	3.33
306	21	2.95	2.21
294	32	3.06	2.58
295	37	3.24	2.77
47	*	3.62	*
32	*	3.59	*
14	*	3.93	*
16	*	3.83	*
12	*	3.39	*
178	64	3.53	3.32
14	*	3.53	*
19	8	3.26	2.78
42	*	3.73	*
48	*	3.82	*
35	*	3.71	*
38	*	2.92	*
11	*	3.47	*
14	*	3.36	*
14	*	4.00	*
16	*	3.71	*

Non-Athlete Student Avg. GPA
3.94
3.78
3.75
3.35
3.31
2.91
3.08
2.90
3.68
3.47
3.52
3.73
3.49
3.94
3.46
3.65
3.74
3.40
3.85
3.83
3.53
3.23
3.44

3.51
2.71
3.50
3.40
3.00
3.12
3.31
3.65
3.56
4.00
3.84
3.43
3.65
3.49
3.61
3.74
3.82
3.70
2.92
3.45
3.44
4.00
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2010 Spring
2010 Summer I
2010 Summer II

Excluded all course sections with no student-athletes
Students are counted as “Student-Athlete” if they were a student-athlete at anytime during their tenure with the University
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Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
DRAM085 001
DRAM115 001
DRAM115 002
DRAM115 003
DRAM116 001
DRAM116 002
DRAM120 002
DRAM120 003
DRAM120 005
DRAM135 001
DRAM135 002
DRAM140 001
DRAM150 001
DRAM160 001
DRAM165 001
DRAM193 001
DRAM245 001
DRAM281 001
DRAM284 001
DRAM288 001
DRAM300 001
DRAM467 001
DRAM470 001

DRAM495 001
DRAM567 001
DRAM080 001
DRAM115 001
DRAM115 002
DRAM115 003
DRAM116 001
DRAM116 002
DRAM120 001
DRAM120 002
DRAM120 003
DRAM135 001
DRAM135 002
DRAM140 001
DRAM150 001
DRAM160 001
DRAM165 001
DRAM281 001
DRAM282 001
DRAM283 001
DRAM284 001
DRAM287 001
DRAM300 001
DRAM468 001
DRAM486 001
DRAM487 001
DRAM490 001
DRAM290 01M
DRAM115 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
23	*	3.72	*
150	30	2.99	2.09
146	21	3.37	2.87
365	24	2.96	2.49
298	46	3.63	3.19
305	32	3.72	3.26
43	*	3.27	*
48	*	3.73	*
38	*	3.07	*
16	*	3.45	*
18	*	3.91	*
14	*	3.19	*
15	*	3.61	*
184	93	3.33	3.02
11	*	3.01	*
32	*	3.83	*
13	*	3.40	*
35	*	3.34	*
31	*	3.36	*
26	*	3.92	*
15	*	3.47	*
12	*	3.16	*
40	8	2.83	2.37

2	*	*	*
7	*	3.26	*
25	*	3.39	*
133	14	3.42	3.04
149	16	3.60	3.44
349	20	2.63	1.89
294	53	3.01	2.19
279	42	2.97	2.04
43	*	3.00	*
35	*	3.49	*
45	*	3.53	*
17	*	3.88	*
16	*	3.86	*
14	7	2.93	2.41
14	*	3.67	*
189	53	3.62	3.18
11	*	3.35	*
32	*	3.48	*
44	*	3.42	*
22	*	3.12	*
48	*	3.47	*
34	6	3.64	3.17
12	*	3.98	*
15	*	3.47	*
12	*	3.34	*
31	*	3.47	*
35	*	3.87	*
9	*	3.78	*
22	*	2.82	*

Non-Athlete Student Avg. GPA
3.71
3.21
3.46
2.99
3.70
3.78
3.37
3.73
3.04
3.61
3.93
3.37
3.61
3.65
3.23
3.82
3.54
3.32
3.49
3.91
3.57
3.12
2.94

*
3.30
3.37
3.46
3.62
2.68
3.19
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3.54
3.88
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3.44
3.65
3.79
3.35
3.49
3.40
3.08
3.52
3.74
3.97
3.75
3.35
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3.87
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2011 Summer II
2011 Summer II
2011 Summer I

The University held only one summer term in 2011 with two sessions. We designated all course sections offered in the first and second sessions as t

Excluded all course sections with no student-athletes

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Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)

Did not include lab course sections

Did not include recitation course sections

Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
DRAM115 001
DRAM115 002
DRAM115 003
DRAM116 001
DRAM116 002
DRAM120 001
DRAM120 002
DRAM120 003
DRAM120 004
DRAM135 001
DRAM135 002
DRAM150 002
DRAM155 001
DRAM160 001
DRAM191 001
DRAM192 001
DRAM193 001
DRAM281 001
DRAM282 001
DRAM283 001
DRAM284 001
DRAM287 001

DRAM290 003
DRAM300 001
DRAM467 001
DRAM468 001
DRAM470 001
DRAM487 001
DRAM080 001
DRAM081 001
DRAM115 001
DRAM115 002
DRAM115 003
DRAM116 001
DRAM116 002
DRAM120 002
DRAM135 001
DRAM135 002
DRAM135 003
DRAM155 001
DRAM160 001
DRAM192 001
DRAM193 001
DRAM231 001
DRAM245 001
DRAM282 001
DRAM283 001
DRAM288 001
DRAM468 001
DRAM115 001
DRAM135 001
DRAM135 001

erms "Summer I" and "Summer II" respectively to be consistent with the data in other summer terms presented

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
148	16	3.39	2.43
149	15	3.33	2.46
360	26	2.82	1.84
282	50	2.87	1.92
285	24	3.14	2.12
45	*	3.34	*
44	12	3.21	2.94
46	*	3.38	*
43	*	3.21	*
18	*	3.89	*
15	*	3.57	*
12	*	2.98	*
16	*	3.69	*
175	76	3.37	3.06
11	*	3.19	*
12	*	3.40	*
24	*	3.73	*
23	*	3.03	*
35	*	3.60	*
33	*	3.23	*
14	*	3.51	*
37	16	3.46	2.92

34	*	3.75	*
11	*	3.54	*
12	*	3.24	*
6	*	3.86	*
36	*	2.66	*
25	*	3.21	*
25	8	3.43	3.03
24	*	3.55	*
132	9	3.41	2.46
129	13	3.09	2.12
250	7	2.86	2.24
279	20	3.11	2.62
267	22	3.02	2.61
35	*	3.42	*
15	*	3.03	*
14	*	3.51	*
13	*	3.25	*
17	*	3.96	*
143	31	3.25	2.73
12	*	3.40	*
41	*	3.88	*
12	*	3.98	*
14	*	3.19	*
39	*	3.22	*
26	*	3.20	*
17	*	3.65	*
7	*	3.40	*
17	*	3.15	*
12	*	3.58	*
14	*	3.59	*

Non-Athlete Student Avg. GPA
3.50
3.43
2.90
3.08
3.23
3.32
3.32
3.44
3.27
3.96
3.87
3.09
3.62
3.62
3.14
3.45
3.71
3.02
3.59
3.36
3.59
3.87

3.75
3.52
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3.23
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3.19
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3.22
3.98
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3.88
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3.31
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3.14
3.64
3.58

Data Assumptions:

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2012 Spring
2012 Summer I
2012 Summer I
2012 Summer I
2012 Summer II
2012 Summer II

Excluded all course sections with no student-athletes
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Did not include any course sections with TREQ as the subject (i.e., subject used for transfer credits)
Did not include lab course sections
Did not include recitation course sections
Did not include correspondence course sections (i.e., course sections 851 and above)

Course Subject/ Number/Section
DRAM081 001
DRAM083 001
DRAM115 001
DRAM115 002
DRAM115 003
DRAM116 001
DRAM116 002
DRAM120 001
DRAM120 002
DRAM120 003
DRAM120 004
DRAM135 001
DRAM135 002
DRAM160 001
DRAM193 001
DRAM245 001
DRAM284 001
DRAM285 001
DRAM287 001
DRAM300 001
DRAM470 001
DRAM473 001
DRAM486 001
DRAM083 001

DRAM089 001
DRAM115 001
DRAM115 002
DRAM115 003
DRAM116 001
DRAM116 002
DRAM120 001
DRAM120H001
DRAM135 001
DRAM160 001
DRAM193 001
DRAM281 001
DRAM282 001
DRAM284 001
DRAM284 002
DRAM284H001
DRAM288 001
DRAM470 001
DRAM135 001
DRAM284 01M
DRAM290 01M
DRAM115 001
DRAM135 001

Total Course Section Enrollment	Student-Athlete Enrollment	Total Average GPA	Student-Athlete Avg. GPA
24	*	3.61	*
24	*	3.48	*
149	17	3.37	2.75
146	12	3.46	3.08
205	11	2.78	2.21
276	40	2.94	2.09
270	28	2.89	1.71
45	*	3.60	*
43	*	3.17	*
47	6	3.66	3.00
33	*	3.24	*
17	*	3.59	*
19	*	3.58	*
147	51	3.09	2.65
26	*	3.91	*
14	*	3.41	*
10	*	3.44	*
38	*	3.69	*
29	*	3.53	*
14	*	3.19	*
37	*	2.96	*
3	*	*	*
10	*	3.15	*
24	*	3.48	*

24	*	3.88	*
133	12	3.46	3.03
147	10	3.44	2.81
128	8	3.11	2.55
171	13	3.11	2.58
263	11	2.98	2.30
44	*	3.43	*
34	*	3.54	*
18	*	3.72	*
160	75	3.28	3.24
34	*	3.85	*
25	*	3.25	*
21	*	3.34	*
11	*	3.30	*
8	*	3.55	*
32	*	3.71	*
25	*	3.69	*
25	*	2.96	*
10	*	3.78	*
10	*	3.58	*
7	*	3.77	*
6	*	3.60	*
10	*	3.16	*

Non-Athlete Student Avg. GPA
3.62
3.73
3.53
3.49
2.83
3.08
3.03
3.59
3.38
3.75
3.25
3.63
3.56
3.33
3.90
3.48
3.44
3.70
3.56
3.25
2.96
*
3.20
3.58

3.87
3.50
3.48
3.15
3.16
3.01
3.42
3.52
3.86
3.31
3.84
3.57
3.41
3.52
3.73
3.69
3.69
2.96
3.73
3.68
3.78
*
*

From: Adamson, Judy <jadamson@email.unc.edu>
Sent: Thursday, March 20, 2014 3:40 PM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: Costar

Have you had a chance to upload Leah's paper on Costar? You have done Candy's for the image award, I think. I don't think it is super important to have it before the conference. I don't know if she will have her computer and be able to go to her paper, but it could be neat and get the word out about website. We have postcards about the site and they could identify their projects on that if someone were interested.
Judy

From: Adamson, Judy <jadamson@email.unc.edu>
Sent: Thursday, March 20, 2014 8:08 PM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: RE: Costar

Thanks!

From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Thursday, March 20, 2014 5:20 PM
To: Adamson, Judy
Subject: Re: Costar
I will get it done.
Bobbi
On 3/20/2014 3:40 PM, Adamson, Judy wrote:

> Have you had a chance to upload Leah's paper on Costar? You have done Candy's for the image award, I think. I don't think it is super important to have it before the conference. I don't know if she will have her computer and be able to go to her paper, but it could be neat and get the word out about website. We have postcards about the site and they could identify their projects on that if someone were interested.
> Judy

--
Bobbi Owen
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Michael R. McVaugh Distinguished Professor of Dramatic Art
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School-Determined Requirements

CHAPTER 1

In this chapter, we discuss student eligibility requirements that don't require information from the Department's systems. The school determines on its own whether the student meets these eligibility requirements. In some cases, the financial aid office will need to get information from other school offices, such as the admissions office or the registrar, or from other organizations, such as high schools or testing agencies.

REGULAR STUDENT IN AN ELIGIBLE PROGRAM

A person must be enrolled as a *regular student* in an eligible program to receive FSA funds (exceptions are discussed later in this chapter). A regular student is someone who is enrolled or accepted for enrollment in an eligible institution for the purpose of obtaining a degree or certificate offered by the school. The requirement for an eligible program is discussed in *Volume 2, Chapter 2.*

Student eligibility

34 CFR 668.32

See *Volume 2, Chapter 2* for eligible program requirements.

A school must document a student's enrollment in an eligible program at the time of admission, and it must have a system to notify the financial aid office if the student leaves the program. It must also document that an aid recipient is a regular student.

Regular student example

HEA Sec. 484(a)(1), (b)(3), (4);
34 CFR 668.32(a)(1)

Lem Community College (LCC) allows anyone with a high school diploma or the equivalent to enroll in any course. Many of LCC's students do not intend to receive a degree or certificate; they are not regular students. LCC requires those who want to receive a degree or certificate to complete a form stating which degree or certificate they are studying for and to meet periodically with an academic advisor. LCC considers them to be regular students.

▼ *Conditional acceptance.* Some schools admit students provisionally, for example, until they provide further documentation, such as academic transcripts or test scores, or demonstrate an ability to succeed in the program by receiving acceptable grades in program coursework. Typically, the school will limit these students' enrollment in terms of number of courses or enrollment status until they meet the necessary conditions.

Students admitted as conditional are regular students only if the school officially accepts them into the eligible degree or certificate program. The Department does not define official acceptance or admission. If the student is merely allowed to take some courses before being officially admitted to the program, she is not considered a regular student and is not eligible until she is officially admitted.

Trial periods of Enrollment

DCL GEN-11-12

You may offer trial periods of enrollment to allow a student to "try out" a program, without incurring charges or receiving Title IV aid, before deciding to continue the program as a regular student and applying for Title IV aid. For full details, see the above DCL.

Schools may offer a trial or conditional period during which a student attends a program without incurring program charges or receiving FSA funds. If he continues beyond the trial period and enrolls as a regular student, the school can pay him FSA grants for the entire payment period and loans for the period of enrollment.

▼ *Continuing education.* Regular students may receive aid for classes they take in a school's continuing education department as long as the classes apply to their degree or certificate program.

Conditional acceptance examples

1. Jantz University allows students to take graduate courses before they have taken the GRE, but it limits them to no more than three courses and does not admit them into its graduate programs until they have submitted acceptable GRE scores. They aren't regular students, and since the school hasn't admitted them, they aren't eligible for FSA funds.

2. When Park University accepts students into its graduate programs, it requires that the students receive no grade lower than a "B" in the first three courses. During this time, the school considers students to be admitted into the program, so they are eligible for FSA. If, however, students receive a grade lower than a B in any of the first three classes, their admittance will be withdrawn and they then will be ineligible for FSA funds.

Continuing education examples

1. Park University has a continuing education department that offers many on-line (telecommunications) courses that students in other departments of the school may take and that apply to the degree or certificate program in which the students are enrolled. These are regular students who are eligible for FSA funds.

2. Jantz University has a continuing education department that offers many courses. Some students enroll in these courses without being admitted to the university. They are not regular students and are not eligible for FSA funds.

Remedial coursework

34 CFR 668.20

Teacher certification coursework

34 CFR 668.32(a)(1)(iii)

Remedial coursework

Remedial coursework prepares a student for study at the postsecondary level (as opposed to preparatory coursework, which prepares a student for a given program), and a student enrolled solely in a remedial program is not considered to be in an eligible program. If acceptance into an eligible program is contingent on completing remedial work, a student cannot be considered enrolled in that program until she completes the remedial work.

However, if the student is admitted into an eligible program and takes remedial coursework within that program, he can be considered a regular student, even if he is taking all remedial courses before taking any regular courses. You may count up to one academic year's worth of these courses in his enrollment status for federal aid. For the purpose of this limit, that is 30 semester or trimester hours, 45 quarter hours, or 900 clock hours. If the remedial classes are non-credit or reduced-credit, you must determine how many credit hours they are worth to count toward the student's enrollment status (see "Enrollment status" section in this chapter).

A remedial course cannot be below the educational level needed for a student to successfully pursue her program after one year in that course. Also, remedial courses must be at least at the high school level, as determined by the state legal authority, your school's accrediting agency, or the state agency recognized for approving public postsecondary vocational education. If that agency determines that a remedial class is at the elementary level, the school must abide by that determination, and the class cannot be included for FSA purposes. Nor can FSA funds be used for a remedial course that uses direct assessment of student learning instead of credit or clock hours.

You can't use non-credit remedial hours to determine a student's enrollment status if the course is part of a program that leads to a high school diploma or its recognized equivalent. A student is never permitted to receive funds for training or for coursework prior to the completion of high school, even if the GED or high school training is offered at postsecondary schools or is required for the postsecondary program.

Similar to other remedial coursework, a student may receive FSA funds for English as a second language (ESL) courses that are part of a larger eligible program. There are differences though: ESL courses don't count against the one-year limitation on remedial coursework, and they need not be at the secondary school level.

If your school permits a student to enroll in ESL or other remedial courses that don't apply to his degree or certificate, be aware that awarding FSA loans or Pell Grants over a series of semesters for such work can exhaust his eligibility for Pell Grants and/or FSA loans before he completes his program.

Preparatory coursework

A student not enrolled in a degree or certificate program is eligible for Direct Subsidized/Unsubsidized Loans (and a parent may receive Direct PLUS Loans on behalf of a dependent student) for up to one year if she is taking coursework necessary for enrollment in an eligible program. See the discussion under Direct Loans in chapter 6 of this volume.

Teacher certification coursework

A student may receive Federal Work-Study (FWS), as well as Direct Subsidized/Unsubsidized Loans, and Perkins Loans (and a parent may receive Direct PLUS Loans on behalf of a dependent student) if he or she is enrolled at least half time in required teacher certification coursework, even if it does not lead to a degree or certificate awarded by the school. To qualify, the coursework must be required for elementary or secondary teacher certification or recertification in the state where the student plans to teach and must be offered in credit or clock hours (courses using direct assessment in lieu of credit or clock hours are not eligible). An otherwise eligible student may also receive a TEACH Grant. Optional courses that the student elects to take for professional recognition or advancement, and courses recommended by your school but not required for certification, do not qualify. You should document that the courses are required by the state for teacher certification.

A student with a bachelor's degree who is enrolled in a postbaccalaureate teacher certification program can receive a Pell Grant in limited situations. See chapter 6 of this volume.

Students with intellectual disabilities

Students with an intellecual disability (see margin note) can receive funds from the Pell Grant, FSEOG, and FWS programs. They must be enrolled or accepted for enrollment in a comprehensive transition and postsecondary program (as defined in 34 CFR 668.231) for students with intellectual disabilities and must maintain satisfactory academic progress as determined by the school for this program. These students:

- do not have to be enrolled for the purpose of obtaining a degree or certificate, and
- are not required to have a high school diploma or its recognized equivalent.

Except for the statutes governing need analysis, the Secretary has the authority to waive any Pell Grant, FSEOG, FWS, or institutional eligibility provisions necessary to ensure that programs enrolling students with intellectual disabilities are eligible for these three types of federal student aid and that eligible students receive those funds.

Students with intellectual disabilities

HEA Sec. 484(s)
34 CFR 668.230–233
20 U.S.C. 1091, 1140

Students who:

1) have mental retardation or a cognitive impairment characterized by significant limitations in intellectual and cognitive functioning and adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and

(2) are currently or were formerly eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1401), including students who were determined eligible for special education or related services under the IDEA but were homeschooled or attended private school.

See 668.233(c) for documentation requirements.

ELEMENTARY OR SECONDARY ENROLLMENT

A student enrolled in elementary or secondary school is not eligible for aid from the FSA programs, even if she is simultaneously enrolled in an eligible college program. A student is considered to be enrolled in secondary school if she is pursuing a high school diploma or if she has completed the requirements for a diploma, has not yet received it, and either she is taking college coursework for which her high school gives credit or her high school still considers her to be enrolled there.

An adult pursuing a GED (not a high school diploma) is not considered to be enrolled in secondary school. However, as stated earlier, a student can't get aid for GED training. An adult can take a course offered by a high school, such as a driver's education course, without being considered enrolled there.

Elementary/secondary enrollment

HEA Sec. 484(a)(1)
34 CFR 668.32(b)

Secondary school enrollment examples

Lida is a junior in high school and enrolls in an electronics technician program at Lem Community College (she is above the age of compulsory school attendance for her state and therefore can be admitted as a regular student at LCC). The coursework is offered evenings and weekends, so she can still attend her high school classes. The electronics technician program is an eligible postsecondary program, and Lida will receive a certificate from Lem when she completes the program. However, she is not eligible for aid because she is still enrolled in high school.

Owen, a regular student at Jantz University, decides to take a driver's education course at the local high school during the summer. This does not mean he is enrolled in secondary school.

Academic qualifications

HEA Sec. 484(d)

34 CFR 668.32(e)

Checking foreign diplomas

High school diplomas/transcripts from other countries are acceptable toward the student eligibility general requirement, as long as the diploma is equivalent to a U.S. high school diploma.

Schools can hire a credential evaluation service to do this, or schools may do this on their own if they are qualified to do so. If you pay a service to evaluate a foreign credential for this purpose, you may either pay the cost, or you may have the student pay the cost. You may only have the student pay the cost if you require the evaluation as part of your admission process for all students who have a foreign credential. You cannot require only students who are applying for federal student aid to pay to have their credential evaluated because that would amount to a fee being charged to complete the FAFSA, which is prohibited under HEA 483(a)(6). Because the cost of evaluating a foreign credential must be incurred as a charge of admission prior to enrollment in an eligibile program, it cannot be included in the student's Cost of Attendance (COA).

College diploma mill definition

An entity that:

1. Charges someone a fee and requires him to complete little or no education or coursework to obtain a degree, diploma, or certificate that may be used to represent to the general public that he has completed a program of postsecondary education or training; and
2. Lacks accreditation by an agency or association that is recognized as an accrediting body for institutions of higher education by the Secretary (pursuant to Part H, Subpart 2 of Title IV) or a federal agency, state government, or other organization that recognizes accrediting agencies or associations.

ACADEMIC QUALIFICATIONS

To receive FSA funds, a student must be qualified to study at the postsecondary level. A student qualifies if she:

- has a high school diploma (this can be from a foreign school if it is equivalent to a U.S. high school diploma);
- has the recognized equivalent of a high school diploma, such as a general educational development or GED certificate;
- has completed homeschooling at the secondary level as defined by state law; or
- has completed secondary school education in a homeschool setting which qualifies for an exemption from compulsory attendance requirements under state law, if state law does not require a homeschooled student to receive a credential for their education.

A student may self-certify on the FAFSA that he has received a high school diploma or GED or that he has completed secondary school through homeschooling as defined by state law. If a student indicates that he has a diploma or GED, your school isn't required to ask for a copy (except as noted below), but if your school requires a diploma for admission, then you must rely on that copy of the diploma or GED and not on the student's certification alone.

Checking the validity of a high school diploma

If your school or the Department has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education, you must evaluate the validity of the student's high school completion. Students who indicate on their FAFSA that they graduated high school must give the name, city, and state of the high school. FAFSA on the Web will not allow students to skip these items, and it will have a drop-down list of both public and private high schools populated by the National Center for Education Statistics (NCES). Inclusion on the list does not mean that a diploma from the school is valid, nor does exclusion from the list mean that the diploma is invalid. Note also that diplomas from unaccredited high schools can be valid and qualify students to receive FSA funds, as well as to meet college admission standards.

Acceptable documentation for checking the validity of a student's high school completion can include the diploma and a final transcript that shows all the courses the student took. For students who completed their secondary schooling outside the United States, comparable documents can help, as can the services of companies that determine the validity of foreign secondary school credentials. Another resource is the department of education in the state in which the high school is located, if that department has jurisdiction over the high school. Colleges are also free to consult with each other as they develop their procedures for checking the validity of high school diplomas.

The ISIR will not provide any more information than what the student submitted on the FAFSA. We do not expect you to check the high school data for every student against other information obtained by your school during admissions, but if you have reason to believe the high school diploma

is dubious—e.g., the college knows the student bought the diploma or transcript and was required to perform little or no work—you must validate the diploma.

A student's self-certification is not sufficient to validate a high school diploma that is in question. It should be remembered that for a college to be an eligible institution, it must admit as regular students only those with a high school diploma or the recognized equivalent or who are beyond the age of compulsory school attendance. As in other areas of FSA administration, schools have final authority in meeting this requirement. The Department does not plan to have an appeal process or to intervene in reasonable judgments of school administrators, such as a decision to move a high school from a college's acceptable to unacceptable list or a case where one school has different lists than another.

Recognized equivalent of a high school diploma

34 CFR 600.2

Example: Sal enrolls in the bachelor's degree program at Glesser College. She didn't graduate from high school and doesn't have a GED. Glesser looks at her high school records to see if she excelled academically in high school. Because she had a C average, she doesn't meet Glesser's standard for admitting students who excel academically and therefore doesn't have the equivalent of a high school diploma. If she were enrolled in a two-year program that counted as two years of her bachelor's degree, she'd have the equivalent of a high school diploma when she completed that program and would be eligible for FSA for the last two years of her degree program. However, since Sal never went to college before, she is not eligible for federal student aid.

Recognized equivalents of a high school diploma

The Department recognizes several equivalents to a high school diploma:

- A GED;
- A certificate demonstrating that the student has passed a state-authorized examination (for example, the California High School Proficiency Exam) that the state recognizes as the equivalent of a high school diploma (note that certificates of attendance and/or completion are **not** included in this qualifying category);
- An academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree; or
- For a student who enrolls before completing high school, a transcript indicating the student has excelled in high school. The student must no longer be enrolled in high school, must satisfy your school's written policy for admitting such students, and must be starting a program that leads at least to an associate's degree or its equivalent.

Homeschooling

Though homeschooled students are not considered to have a high school diploma or equivalent, they are eligible to receive FSA funds if their secondary school education was in a homeschool that state law treats as a home or private school. Some states issue a secondary school completion credential to homeschoolers. If this is the case in the state where the student was homeschooled, she must obtain this credential to be eligible for FSA funds. She can include in her homeschooling self-certification that she received this state credential.

Homeschooled students

HEA Sec. 484(d)(3),
34 CFR 668.32(e)(4)

An eligible *institution* is defined in part as one that admits as regular students only those who have a high school diploma or equivalent, are beyond the compulsory age of attendance for the school's state, or are dually enrolled at the college and a secondary school.

Homeschooled students and institutional eligibility

HEA Sec. 102(a)(b)(c)

For students who finish homeschooling at a younger age, the Department considers them to be beyond the age of compulsory attendance if your school's state would not require them obtain a secondary completion credential as provided under state law, or if not required by state law, has completed

State regulations (for homeschooling & other purposes)

http://www2.ed.gov/admins/comm/choice/regprivschl/index.html

ATB options limited

Consolidated Appropriations Act 2012
GEN-12-09

a secondary school education in a home school setting that qualifies as an exemption from compulsory attendance under state law. See also *Volume 2, Chapter 1.*

Ability-To-Benefit (ATB) test

New students who do not have a high school diploma, or an equivalent such as a GED, and who did not complete secondary school in a homeschool setting are not eligible for Title IV funds. Such students can no longer become eligible by passing an approved "ability-to-benefit" test or by satisfactorily completing at least six credit hours or 225 clock hours of college work that is applicable to a degree or certificate offered by the student's postsecondary institution.

However, students who were enrolled in an eligible educational program of study before July 1, 2012 may continue to be considered Title IV eligible under either the ATB test or credit hour standards, as discussed in Volume 1, Chapter 1 of the 2011-12 FSA Handbook. To utilize the prior standards, the student need not have received Title IV funds for the enrollment prior to July 1, 2012; merely establishing eligibility in an eligible program is sufficient to continue using the ATB and credit/clock-hour alternatives. A basic method for determining a student's eligibility for ATB grandfathering options is as follows:

- Question 1: Did or will the student attend an eligible program at any Title IV institution prior to July 1, 2012? If yes, the student may use any of the ATB alternatives to become eligible for Title IV, HEA student assistance. If no, continue to Question 2.

- Question 2: Did the student, prior to July 1, 2012, officially register at a Title IV institution, and is the student scheduled to attend an eligible program? If yes, the student may use any of the ATB alternatives to become eligible for Title IV, HEA student assistance. If no, the student may not use the ATB alternatives to become eligible for Title IV, HEA student assistance.

For a student who qualifies to use one of the alternatives through enrollment in an eligible program prior to July 1, 2012, you must document that the student qualifies to use one of the ATB alternatives. Such documentation could include documentation from NSLDS that shows a student's prior receipt of Title IV funds, or a transcript or other receipt that demonstrates enrollment in an eligible program. For more examples on grandfathering alternative methods for establishing Title IV eligibility for students without a valid high school diploma, see Dear Colleague Letter GEN-12-09.

Satisfactory Academic Progress

HEA Sec. 484(c),
34 CFR 668.16(e)
34 CFR 668.32(f)
34 CFR 668.34
The SAP regulations were rewritten in 2010 and appear in the October 29, 2010, *Federal Register*.

SAP new/conflicting information requirements

You must have an established procedure for reviewing and addressing additional information that may have an impact on SAP reviews. For example, if you review SAP at the end of a spring term and receive late notification of a grade change for the previous fall or spring term, you must recheck SAP using that new information.

SATISFACTORY ACADEMIC PROGRESS (SAP)

To be eligible for FSA funds, a student must make satisfactory academic progress, and your school must have a reasonable policy for monitoring that progress. The Department considers a satisfactory academic progress policy to be reasonable if it meets both the qualitative and quantitative criteria explained in this section.

Your SAP policy must be at least as strict as that for students who are not receiving FSA funds at your school, and it must apply consistently to all educational programs and to all students within categories, e.g., full-time, part-time, undergraduate, and graduate students. The policy must require an academic progress evaluation at the end of each payment period for students in programs lasting one year or less. For all other programs, the policy must require annual reviews and must correspond with the end of a payment period. For programs greater than one year, your policy may also call for progress reviews after each payment period. If you review at each payment period, you must review SAP after a summer term if the student attends the summer term.

Grades and pace of completion

Your school's policy must specify that both the quantitative (time-based) and qualitative (grade-based) standards are reviewed at each evaluation point. Each may include a payment period-based standard but are required to include a cumulative standard. You may review SAP more frequently, (for example, monthly), but the more frequent reviews would not replace the review that is required to be conducted at the end of the payment period.

Your policy must specify the *qualitative* standard (grade point average or GPA) that a student must have at each evaluation or, if GPA is not an appropriate qualitative measure, a comparable measure against a norm. In addition, the Higher Education Act requires a specific qualitative review at the end of the student's second academic year. Students enrolled in a program of more than two academic years must have a GPA of at least a "C" or its equivalent or must have an academic standing consistent with your school's graduation requirements.

Having a standing consistent with the requirement for graduation means you could use an escalating GPA instead of a fixed one. For example, if your school uses a 4-point scale, it could require students to have a 2.0 average by graduation but allow their average to be lower earlier in their program. If your policy permits such a progression and a student falls below a C average, you must be able to document that her average is consistent with the academic standard required for graduation. Remedial coursework must be included in the qualitative assessment of Satisfactory Academic Progress. The courses need not be included in the student's GPA; however, your school must have some means of assessing a student's academic progress in remedial coursework.

Your policy must also specify the *quantitative* standard (pace) at which students must progress through their program to ensure that they will graduate within the maximum timeframe, and each academic progress check must measure this. You calculate the pace at which a student is progressing by dividing the total number of hours the student has successfully completed by

Satisfactory progress definitions

Appeal—A process by which a student who is not meeting SAP standards petitions the school for reconsideration of his eligibility for FSA funds.

Financial aid probation—A status a school assigns to a student who is failing to make satisfactory academic progress and who successfully appeals. Eligibility for aid may be reinstated for one payment period.

Financial aid warning—
A status a school assigns to a student who is failing to make satisfactory academic progress. The school reinstates eligibility for aid for one payment period and may do so without a student appeal. This status may only be used by schools that check SAP at the end of each payment period and only for students who were making SAP in the prior payment period they were enrolled in or who were in the first payment period of their program.

Maximum timeframe—
- For an undergraduate program measured in credit hours, a period no longer than 150 percent of the published length of the program.
- For an undergraduate program measured in clock hours, a period no longer than 150 percent of the published length of the program as measured by the cumulative number of clock hours the student is required to complete and expressed in calendar time. (Note that a student in a clock hour program cannot receive aid for hours beyond those in the program; the maximum timeframe applies to the amount of calendar time the student takes to complete those hours.)
- For a graduate program, a period the school defines that is based on the length of the program.

the total number he has attempted. You may include, but aren't required to include, remedial courses when making the quantitative assessment.

Checking a student's pace of completion allows for variations of enrollment status since you look at the percentage of classes successfully completed rather than the number. Also, you can use a graduated completion percentage for each year of a program. For instance, your policy can permit students to complete a lower percentage of their classes in the first academic year but require them to complete an increasing percentage in subsequent years so that they finish their program in time. A student is ineligible when it becomes mathematically impossible for him to complete his program within 150% of the length of the program. In this situation, an appeal would be possible if your school accepts appeals.

Your policy must explain how GPA and pace of completion are affected by course incompletes, withdrawals, and repetitions, and by transfer credits from other schools. At a minimum, transfer credits that count toward the student's current program must count as both attempted and completed hours. You may have reasonable rules for students who initially enroll in specific courses but modify that enrollment within a limited time. However, your policy cannot exclude from the progress review courses in which a student remained past the add/drop period and earned a grade of "W" (or its equivalent), nor can it routinely exclude certain hours attempted, such as those taken during a summer session.

Generally, all periods of the student's enrollment count when assessing progress, even periods in which the student did not receive FSA funds. However, your policy may permit that for students who change majors, credits and grades that do not count toward the new major will not be included in the satisfactory progress determination. You may limit how many times a student can in this way "reset" academic progress by changing majors.

A review of SAP is not complete until both the qualitative and quantitative measures have been reviewed. If a satisfactory progress check shows that a student does not have the required GPA or is not maintaining the required pace, she becomes ineligible for FSA funds unless she is placed on financial aid warning (if your school reviews SAP at the end of each payment period) or probation (after a successful appeal), as explained below. Your policy must describe both of these statuses if it allows for them, and it must provide for notification to students of the results of any evaluation that affects their eligibility for FSA funds.

Financial aid warning

Only schools that check satisfactory progress at the end of each payment period may place students on financial aid warning as a consequence of not making satisfactory progress. A school may use this status without appeal or any other action by the student. Warning status lasts for one payment period only, during which the student may continue to receive FSA funds. Students who fail to make satisfactory progress after the warning period lose their aid eligibility unless they successfully appeal and are placed on probation. Schools do not need to use the warning status; they can instead require students to immediately appeal to be placed on probation.

Grades and SAP: Academic amnesty/renewal

Some schools have academic amnesty/renewal procedures through which a student can apply to have credits attempted and grades earned in previous semesters excluded from the calculation of the student's grade point average. The FSA program regulations make no provision for the concept of academic amnesty or academic renewal. Therefore, a school must always include courses applicable to a student's major (whenever taken) in evaluating a student's satisfactory academic progress (both quantitative and qualitative components). This may, however, be an item that is subject to appeal if the school's policy permits such appeals.

Completed program, no degree

A student who completes the academic requirements for a program but does not yet have the degree or certificate is not eligible for further additional FSA funds for that program.

Retaking a program

Your school may permit a student to receive FSA funds for retaking a program that she has completed before. For more details, see "Eligibility and enrollment status for retaking coursework" sidebar later in this chapter.

Grades for test-based credits

Some schools have developed tests in accord with their academic standards, such as language proficiency tests, which students can take and receive course credit. If such credits count toward the student's program, the grades for those credits count in the student's GPA for all FSA purposes.

Appeals, financial aid probation, and academic plans

All schools may use the financial aid probation as part of their satisfactory progress policy. When a student loses FSA eligibility because he failed to make satisfactory progress, if the school permits appeals, he may appeal that result on the basis of: his injury or illness, the death of a relative, or other special circumstances. His appeal must explain why he failed to make satisfactory progress and what has changed in his situation that will allow him to make satisfactory progress at the next evaluation.

If you determine, based on the appeal, that the student should be able to meet the SAP standards by the end of the subsequent payment period, you may place him on probation without an academic plan. You must review the student's progress at the end of that one payment period, as probation status is for one payment period only. If you determine, based on the appeal, that the student will require more than one payment period to meet progress

Satisfactory Academic Progress Examples: Four-Year Programs

Four-year credit-hour program with appeal: Students in a bachelor's degree program at Glesser College must complete 120 credits and may attempt up to 180 credits (120 x 150%). Glesser reviews a student's academic progress once per year and has a pace of completion of 2/3 or 66.67% of the classes that students attempt; it requires a cumulative GPA of 1.50 after the first year, 1.75 after the second year, and 2.0 after the third year and beyond.

In his first semester, Homer fails one course and withdraws (late in the term) from one of his five courses (15 credits). He takes four courses in his second semester and again fails one and withdraws from one. Though his GPA is 1.71, he isn't making SAP by the end of the first year because he completed only 15 credits out of the 27 he attempted, and two thirds of 27 is 18. Homer applies for an appeal, but because his only reason for not making SAP is that he wasn't able to concentrate on college after being in high school, and because he doesn't offer evidence showing what has changed, the aid administrator at Glesser denies his appeal, and he is ineligible for aid in his second year.

Even if Homer had a more convincing reason for failing at SAP, such as being injured in a car accident, the administrator might still have denied his appeal because she saw little improvement or variation in Homer's pace of completion and did not determine that he would likely be making SAP a year later. If Homer's academic performance improves by the end of his second year so that he is meeting the SAP criteria, he can again receive FSA funds.

Four-year credit-hour program with warning and appeal: Krieger University checks SAP every quarter, which permits it to use financial aid warnings. Students must complete 144 credit hours to receive a BA or BS degree, and they may attempt up to 216 credit hours to complete a program. Students must complete at least half of the credits they attempt in their first year and 75% of their credits in each year after that. They must have no less than a 2.0 GPA at all times.

Gina finishes her first year at Krieger with a 2.25 GPA and completes all of the credits that she attempts, so she is making SAP. After the first quarter in her second year, she again completes all of her classes but poor grades leave her with a 1.94 GPA. The aid administrator places her on financial aid warning for one quarter and informs her that she is not meeting the SAP standards. Gina does poorly in the next quarter as well, and her GPA drops to 1.85. The aid administrator informs her that she can't continue on warning status and needs to submit an appeal explaining why she is failing to make SAP and why she thinks that will change and allow her to again make SAP.

Gina brings the administrator an obituary showing that her mother died recently, which required that she help with family affairs and caused her to lose her focus at school. She asserts that is over now. The administrator places her on probation and suggests that she might take fewer courses. But Gina enrolls full time and again receives poor grades, causing her GPA to drop to 1.80. The administrator informs Gina that she has become ineligible for FSA funds but that she can become eligible again if she raises her GPA to 2.0 or that she can submit another appeal (the latter appeal must be based on a reason different from the first appeal) and this time request to be placed on an academic plan.

Satisfactory Academic Progress Examples: One-Year Programs

One-year credit-hour program with financial aid warning: Carver University has a program that a full-time student can complete in 24 semester hours. Because this is a one-year program, Carver must check SAP every payment period. Their policy is that students must complete the program by the time they have attempted 36 (150% of 24) hours, and the pace of completion is 2/3 or 66.67%. They require a 2.0 GPA at all times.

Suzie plans to take two classes (eight hours) each semester. In the first term, she fails one class and gets a B in the other. Her GPA is 1.5 and her pace of completion is 50%, so Carver automatically places her on financial aid warning and informs her of this. In her second semester, Suzie gets a C (in the class she failed in the first semester) and an A, raising her GPA to 2.25 (Carver counts all grades for retaken classes), and she has completed 75% of her classes, so she restores her aid eligibility.

Clock-hour program with appeal: Frisson Community College has a 900-clock-hour program that normally takes eight months to complete. Frisson allows a maximum timeframe of 12 months to complete the program, and students must complete at least 300 clock hours out of the 450 clock hours of each payment period (four months) and maintain a 2.0 GPA. Because the program is so short and financial aid warnings would delay a rigorous review of students' academic performance until late in (or the end of) the program, Frisson decides not to use warnings. Instead, it requires students to submit an appeal when they are not meeting SAP standards.

After the first four months, Jerry's GPA is 3.0, but he completes only 250 of the 300 clock hours that were required for the payment period. Frisson informs him that he must submit an appeal to continue to receive FSA funds. Jerry tells the administrator that he was diagnosed with depression, which prevents him from doing as much as he'd like. He provides a note from his psychiatrist and affirms that he is doing better since he has gotten regular treatment. The administrator grants his appeal and puts him on financial aid probation since she determines that Jerry can finish the program in the remainder of the year. She drafts a plan that allows him some flexibility in his pace of completion and that requires him to check with her once a month to inform her of his progress in his classes.

After four more months, Jerry's GPA is 3.3, and he has completed 580 hours out of the 600 required under Frisson's published SAP policy, which would normally make him ineligible for FSA funds. But because he is progressing according to his personal SAP plan and is predicted to complete the program within the maximum timeframe, he may still receive aid.

standards, you may place him on probation and develop an academic plan for the student. You must review the student's progress at the end of one payment period as is required of a student on probation status, to determine if the student is meeting the requirements of the academic plan. If the student is meeting the requirements of the academic plan, the student is eligible to receive Title IV aid as long as the student continues to meet those requirements and is reviewed according to the requirements specified in the plan.

Your school determines the process and documentation required for an appeal. It may decide to require more extensive information on an initial appeal and some type of an update statement on a subsequent appeal.The regulations do not specify what must be included in an academic plan. The school and the student should develop a plan that ensures that the student is able to meet the school's satisfactory progress standards by a specific time, though an academic plan could instead take the student to successful program completion. Students must also appeal to change their plan. They must explain what has happened to make the change necessary and how they will be able to make academic progress.

Reestablishing aid eligibility

Your policy, even if it does not permit appeals, must explain how students who are not making satisfactory academic progress can restore their eligibility for FSA funds. Other than when a student is placed on financial aid warning or probation or has agreed to an academic plan as outlined above, he can regain eligibility only by taking action that brings him into compliance with your school's satisfactory progress standards.

The requirement that a student complete a number of credits or enroll for a number of academic periods without receiving FSA funds, or that he interrupt his attendance for one or more academic periods, may be part of your academic progress policy. However, neither paying for one's classes nor sitting out for a term affects a student's academic progress standing, so neither is sufficient to reestablish aid eligibility.

ENROLLMENT STATUS

A student must be enrolled at least half time to receive aid from the Direct Subsidized/Unsubsidized and Direct PLUS Loan programs. The Pell, TEACH Grant, and Campus-Based programs don't require half-time enrollment, except for postbaccalaureate Pell Grants for teacher education, and for Perkins and FWS, for students enrolled in a program for a teaching credential. But enrollment status does affect the amount of Pell a student receives; see *Volume 3, Chapter 3*.

To be enrolled half time, a student must be taking at least half of the course load of a full-time student. Your school defines a full-time workload, but it must meet the minimum standards in the FSA regulations. The definition of full time for FSA purposes can differ from that used for other purposes at your school, such as the definition used by the registrar's office.

Your definition of a full-time workload for a program must be used for all students in that program and must be the same for all FSA-related purposes, including loan deferments. You can't accommodate a student with a learning disability or other handicap by allowing her a full-time enrollment status lower (for Title IV financial aid purposes) than the minimum standard (see the margin note on students with intellectual disabilities).

▼ *Minimum standards for full-time enrollment.* A student's workload may include any combination of courses, work, research, or special studies that your school considers sufficient to classify them as full time. This includes, for a term-based program, one repetition of a previously passed course that is not due to the student failing other coursework. The regulations specify a minimum standard for undergraduate students but not for graduate students. For undergraduates, full-time status must be at least:

- 12 semester hours or 12 quarter hours per academic term in an educational program using a semester, trimester, or quarter system;
- 24 semester hours or 36 quarter hours per academic year for an

Full-time student definition

34 CFR 668.2(b)

Counting non-credit or reduced-credit remedial work in enrollment status

A student can receive aid for a limited amount of remedial coursework that is included as part of a regular program. As long as the student qualifies for aid for remedial courses, you must include the remedial courses in the student's enrollment status.

Some schools give no credit or reduced credit for remedial classes. To determine enrollment status, credit hours for the remedial class should be the same as for the comparable full-credit class. If you're using credit hours, you can compare the number of classroom and homework hours of study that the remedial course requires with the hours required for similar courses offered for full credit. Clock-hour schools should use the number of classroom hours attended in the remedial program.

34 CFR 668.20

Enrollment status for students with intellectual disabilities

Because a comprehensive training program for students with intellectual disabilities can include work for which the school awards no credit, such as audited courses, the school must develop equivalencies in credit hours for such work, just as it must do with non-credit remedial coursework. This will allow the school to determine the enrollment status for students in these programs.

Half-time enrollment

HEA Sec. 428(b)(1)(A),

34 CFR 668.2(b)

A school may choose to define half time as half of the minimum full-time standard established in the regulations even if this is less than half the full-time standard established by the school. For example, if a school sets 14 semester hours as full time, it could use 6 semester hours (one-half of the regulatory full-time minimum of 12) as half time instead of 7.

educational program using credit hours but not using a semester, trimester, or quarter system, or the prorated equivalent for a program of less than one academic year;

- 24 clock hours per week for an educational program using clock hours;
- a series of courses or seminars equaling 12 semester or quarter hours over a maximum of 18 weeks;
- for a program that measures credit hours and uses nonstandard terms, the number of weeks of instruction in the term divided by the number of weeks of instruction in the academic year, multiplied by the number of credit hours in the academic year;
- the work portion of a cooperative education program in which the amount of work performed is equivalent to the academic workload of a full-time student; or
- for correspondence coursework, a courseload commensurate with the full-time definitions listed here, and at least half of that load must be non-correspondence coursework that meets half of the school's requirement for full-time students.

Your school must have a written policy stating what enrollment status the work portion of a co-op program is equivalent to. If it equals a full-time academic load, the co-op student is considered full time regardless of how many credits are earned for the co-op work.

A student taking only correspondence courses is never considered to be enrolled more than half time. See *Volume 3* for more on Pell and enrollment status and correspondence courses.

If a student is enrolled in courses that do not count toward his degree, they cannot be used to determine enrollment status unless they are eligible remedial courses. This means you cannot award the student aid for classes that do not count toward his degree or certificate. Also, federal student aid can be awarded only for learning that results from instruction provided or overseen by the school. It cannot be awarded for any portion of a program based on study or life experience prior to enrollment in the program, or based on tests of learning that are not associated with educational activities overseen by the school.

Eligibility and enrollment status for retaking coursework

34 CFR 668.2(b)

The regulatory definition for full-time enrollment status (for undergraduates) has been revised to allow a student to retake (one time only per previously passed course) any previously passed course. For this purpose, passed means any grade higher than an "F," regardless of any school or program policy requiring a higher qualitative grade or measure to have been considered to have passed the course. This retaken class may be counted towards a student's enrollment status, and the student may be awarded Title IV aid for the enrollment status based on inclusion of the class.

A student may be repeatedly paid for repeatedly failing the same course (normal SAP policy still applies to such cases), and if a student withdraws before completing the course that he or she is being paid Title IV funds for retaking, then that is not counted as his or her one allowed retake for that course. However, if a student passed a class once then is repaid for retaking it and fails the second time, that failure counts as their paid retake, and the student may not be paid for retaking the class a third time. If your school has a policy that requires students to retake all of the coursework for a term in which a student fails a course, any courses retaken that were previously passed in this case are not eligible for Title IV aid.

If a student withdraws from all Title IV eligible courses in the payment period or period of enrollment and continues to attend only the course(s) that he or she is completing or repeating for which he or she may not receive Title IV aid during that period, the student is a withdrawal for Title IV purposes. This is because a student is considered to be attending a Title IV eligible program only if he or she is attending one or more courses in that program for which the student is receiving Title IV, HEA program funds.

STUDENTS CONVICTED OF POSSESSION OR SALE OF DRUGS

A federal or state drug conviction (but not a local or municipal conviction) can disqualify a student for FSA funds. The student self-certifies in applying for aid that he is eligible; you're not required to confirm this unless you have conflicting information.

Drug convictions

HEA Section 484(r)

34 CFR 668.40

A student who self certifies that he or she has a qualifying drug conviction will receive a "C" code and comment code 053, 054, 056, 058, or 052 on his or her SAR and ISIR. See the SAR Comment Code and Text Guide on IFAP.

Convictions only count against a student for aid eligibility purposes (FAFSA question 23c) if they were for an offense that occurred during a period of enrollment for which the student was receiving federal student aid—they do not count if the offense was not during such a period, unless the student was denied federal benefits for drug trafficking by a federal or state judge (see drug abuse hold sidebar). Also, a conviction that was reversed, set aside, or removed from the student's record does not count, nor does one received when she was a juvenile, unless she was tried as an adult.

The chart below illustrates the period of ineligibility for FSA funds, depending on whether the conviction was for sale or possession and whether the student had previous offenses. (A conviction for sale of drugs includes convictions for conspiring to sell drugs.)

	Possession of illegal drugs	Sale of illegal drugs
1st offense	1 year from date of conviction	2 years from date of conviction
2nd offense	2 years from date of conviction	Indefinite period
3+ offenses	Indefinite period	

If the student was convicted of both possessing and selling illegal drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period. Schools must provide each student who becomes ineligible for FSA funds due to a drug conviction a clear and conspicuous written notice of his loss of eligibility and the methods whereby he can become eligible again.

Drug abuse hold

The Anti-Drug Abuse Act of 1988 includes provisions that authorize federal and state judges to deny certain federal benefits, including student aid, to persons convicted of drug trafficking or possession. The Central Processing System maintains a hold file of individuals who have received such a judgment. All applicants are checked against this file to determine if they should be denied aid. This is separate from the check for a drug conviction via question 23; records matching the drug abuse hold file receive a rejected application (reject 19 and comments 009 or 055 on the SAR and ISIR). See the *ISIR Guide* on the IFAP publications page for more information.

A student regains eligibility the day after the period of ineligibility ends (i.e. for a 1st or 2nd offense); or when he or she successfully completes a qualified drug rehabilitation program that includes passing two unannounced drug tests given by such a program. Further drug convictions will make him ineligible again.

Students denied eligibility for an indefinite period can regain eligibility after completing any of the following 3 options:

1) Having the conviction reversed, set aside, or removed from the student's record so that fewer than two convictions for sale or three convictions for possession remain on the record;

2) successfully completing an approved rehabilitation program (as described below, which includes passing two unannounced drug tests from

such a program); or

3) completing two unannounced drug tests which are part of an approved rehab program (the student does not need to complete the rest of the program).

Incarcerated students
HEA Sec. 401(b)(8) and 484(b)(5)
34 CFR 600.2 and 668.32(c)(2)

In such cases, the nature and dates of the remaining convictions will determine when the student regains eligibility. It is the student's responsibility to certify to you that she has successfully completed the rehabilitation program; as with the conviction question on the FAFSA, you are not required to confirm the reported information unless you have conflicting information.

When a student regains eligibility during the award year, you may award Pell Grant, TEACH, and Campus-Based aid for the current payment period and Direct Loans for the period of enrollment.

Standards for a qualified drug rehabilitation program

A qualified drug rehabilitation program must include at least two unannounced drug tests and satisfy at least one of the following requirements:

- Be qualified to receive funds directly or indirectly from a federal, state, or local government program.
- Be qualified to receive payment directly or indirectly from a federally or state-licensed insurance company.
- Be administered or recognized by a federal, state, or local government agency or court.
- Be administered or recognized by a federally or state-licensed hospital, health clinic, or medical doctor.

Conflicting information
34 CFR 668.16(b)(3) and (f)

If you are counseling a student who will need to enter such a program, be sure to advise the student of these requirements. If a student certifies that he has successfully completed a drug rehabilitation program, but you have reason to believe that the program does not meet the requirements, you must find out if it does before paying the student any FSA funds.

INCARCERATED STUDENTS

A student is considered to be incarcerated if she is serving a criminal sentence in a federal, state, or local penitentiary, prison, jail, reformatory, work farm, or similar correctional institution (whether it is operated by the government or a contractor). A student is not considered to be incarcerated if she is in a halfway house or home detention or is sentenced to serve only weekends.

Incarcerated students are not eligible for FSA loans but are eligible for FSEOGs and FWS. They are also eligible for Pell Grants if not incarcerated in a federal or state penal institution. See *Chapter 6* for more information on this and on sex offenders who were incarcerated but are now subject to an involuntary civil commitment.

You may accept the student's written self-certification that he is no longer incarcerated.

CONFLICTING INFORMATION

In addition to reviewing data provided by the Department's application system and NSLDS (as discussed in the rest of this volume), your school must have an internal system to share information relevant to the student's eligibility, such as his or her academic standing. The FSA program regulations require a school to develop an adequate system to ensure the consistency of any data related to a student's application or eligibility for Federal Student Aid regardless of the source of that data. Your school is responsible for reconciling all inconsistencies that it receives with one exception: if the student dies during the award year, you aren't required to resolve conflicting information.

If your school has conflicting information for a student or you have any reason to believe his application is incorrect, you must resolve such discrepancies before disbursing FSA funds. If you discover a discrepancy after disbursing FSA funds, you must reconcile the conflicting information and require the student to repay any aid for which he wasn't eligible, unless he is no longer enrolled for the award year and will not re-enroll. Refer to the *Application and Verification Guide* and *Volume 2, Chapter 3* for more information.

Gaining eligibility examples

Roy enrolls in a one-year certificate program at Carver University. Carver won't officially admit Roy before he provides an academic transcript from his previous school, but it lets him start classes in the fall. Carver receives Roy's transcript after he's attended for a month and officially admits him. He's still in his first payment period when admitted, so he can receive Pell and Campus-Based funds for his entire period of enrollment. The school can also use the program length of one year as the period of enrollment for which Roy can receive a loan.

Chavo is finishing his senior year in high school; his classes end June 4. He decides to start classes in the winter at Carver on January 11. The second payment period begins on May 17. Chavo isn't eligible for aid when he first starts classes at Carver. However, when he becomes eligible after June 4, Carver can disburse Pell and Campus-Based funds to Chavo retroactively for the current payment period that started on May 17 (but not for the payment period that started in January) and a Direct Loan for the current period of enrollment, which does include the payment period that began in January.

CHANGE IN ELIGIBILITY STATUS

A student's eligibility status can change during the award year, which almost always affects whether he can be paid. The special rules for changes in satisfactory academic progress status were discussed in the SAP section. For more details on Pell Grant status changes within and between terms, see *Volume 3, Chapter 3.*

Gaining eligibility

A student who *applies for aid* by filling out a FAFSA is eligible for aid for the entire award year. A student who *gains eligibility* is one who was previously ineligible for some reason. In general, a student who gains eligibility may receive Pell Grant, TEACH Grant, and Campus-Based funds for the entire payment period and Direct Loan funds for the period of enrollment in which he or she becomes eligible.

A student is eligible for Pell Grant, TEACH Grant, and Campus-Based aid for the entire award year, not just the payment period, in which he or she becomes eligible by meeting the requirements for citizenship (including becoming an eligible noncitizen), having a valid Social Security number, or being registered for Selective Service.

Losing eligibility

A student cannot receive any federal student aid after losing eligibility for it unless he/she qualifies for a late disbursement.

Losing eligibility example

Steve is a student at Jantz University. At the end of September, after the start of the fall term, he is convicted in a state court for possession of drugs. It is his first offense, and he isn't incarcerated, but he is ineligible for aid. Jantz gave Steve his first Direct Subsidized loan disbursement at the beginning of the semester in September and was going to disburse a Perkins Loan to him in October. Now Jantz can't disburse the Perkins Loan. Steve doesn't have to pay back the first disbursement of his Direct Loan immediately (though he will have to pay it back once he enters repayment), but he can't receive additional FSA funds until one year elapses or he successfully completes a qualified drug rehabilitation program.

Eligibility Requirements for Specific Educational Programs

See *Volume 2, Chapter 2* for more information on the topics below. Note that a school may not refuse to provide FSA funds to a student because he is enrolled in correspondence or distance education courses unless they are not part of an eligible program.

Correspondence courses

HEA Sec. 484(k)

34 CFR 600.2

34 CFR 668.38

A correspondence or "home study" course is one for which the school provides instructional materials and exams for students who don't physically attend classes at the school and who are studying independently. When a student completes a portion of the materials, he takes the related exam and returns it to the school for grading. If the course uses video cassettes or discs, it is a correspondence course unless the school provides the same instruction to students who physically attend the school that year. Distance education courses are not considered correspondence courses.

A student enrolled in a correspondence course can only receive FSA funds if the course is part of a program that leads to an associate's, bachelor's, or graduate degree; if the program leads to a certificate, the student is not eligible for aid for that course. There are also restrictions regarding cost of attendance for correspondence courses; see *Volume 3, Chapter 2*.

Distance education courses

HEA Sec. 103 and 484(l)

34 CFR 600.2

34 CFR 668.38

Distance education refers to instruction delivered to students who are physically separated from their instructor, to support regular and substantive interaction between student and instructor, whether in real time or through time delay. Technologies used may include the Internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or, if used in conjunction with the previous technologies, video cassettes, DVDs, and CD–ROMs. If a course does not qualify as a distance education course, it is considered to be a correspondence course.

Students can receive FSA funds for distance education courses under these conditions: the courses must belong to an eligible program, and the school must have the capability to effectively deliver distance education programs as determined by an accrediting agency that is recognized by the Department and that has the evaluation of distance education programs within the scope of its recognition. Short-term certificate programs of less than one year offered via distance education are eligible for FSA funds, and they are not considered correspondence programs.

Students studying abroad

HEA Sec. 484(o)

34 CFR 668.39

A student in a study-abroad program is eligible for aid if the program is approved for academic credit toward her degree by the eligible home school at which she is enrolled as a regular student. The home school must have a written agreement with the foreign school (or with another U.S. school that contracts with the foreign school) or a single written arrangement with a study-abroad organization to represent an agreement between the home school and the foreign school.

From: Ort, Shirley A <sao@unc.edu>
Sent: Saturday, March 22, 2014 7:54 AM
To: Owen, Bobbi A <owenbob@unc.edu>
Cc: Asbury, Phillip Keith <phil_asbury@unc.edu>
Subject: Academic Eligibility Committee

Dear Bobbi -

Phil has been keeping me in the loop about campus discussions regarding academic eligibility, GA standards, and federal Satisfactory Academic Progress. He has suggested that I also become a part of the newly formed committee working on these issues. Can you get me on that committee (in addition to Phil)? I assume you are the appointing authority but am not sure.

Thank you, and have a good weekend.

Shirley

Sent from my iPhone

From: Owen, Bobbi A <owenbob@unc.edu>
Sent: Saturday, March 22, 2014 10:50 AM
To: Ort, Shirley A <sao@unc.edu>
Cc: Asbury, Phillip Keith <phil_asbury@unc.edu>; Owen, Bobbi A <owenbob@unc.edu>; Demetriou, Cynthia <cyndem@email.unc.edu>
Subject: Re: Academic Eligibility Committee

Hi Shirley -
I asked Cynthia to get us together soon - you and me and Phil with her and think that would be a good first step. Chris and I charged the group to oversee implementation (you can certainly be involved) after the Faculty Council action in the fall. As they have proceeded with implementation lots of questions are being raised.
If I remember right, Phil is away for most of the next two weeks but you and Cynthia and I could meet if you wanted this week (I am away Thursday afternoon and Friday).

Here are some possibilities and my office is available -
Monday from 12:30-1:30 or 3-4 or Wednesday from 12-2. I have cc'd Cynthia and will hope to hear back from you both (and Phil if I misunderstood his schedule).

Hi from NYC.
Bobbi

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

On Mar 22, 2014, at 7:53 AM, "Ort, Shirley A" <sao@unc.edu> wrote:

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From: Ort, Shirley A <sao@unc.edu>
Sent: Saturday, March 22, 2014 11:16 AM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: Re: Academic Eligibility Committee

Thank you, Bobbi -- we need to wait until after Phil is available to attend of possible. That would not be until the week after next as he will be gone until Monday, April 7. He will likely say "go ahead" but that is because he is inclined to step away from the risk he perceives in our eligibility policies right now. Confidentially, he has already asked for me to consider replacing him on the Committee and I have said no, because I need his expertise.

If it cannot wait, then surely I will assist but would prefer to wait.
Shirley

Sent from my iPad

> On Mar 22, 2014, at 10:50 AM, "Owen, Bobbi A" <owenbob@unc.edu> wrote:
>
> Hi Shirley -
> I asked Cynthia to get us together soon - you and me and Phil with her and think that would be a good first step. Chris and I charged the group to oversee implementation (you can certainly be involved) after the Faculty Council action in the fall. As they have proceeded with implementation lots of questions are being raised.
> If I remember right, Phil is away for most of the next two weeks but you and Cynthia and I could meet if you wanted this week (I am away Thursday afternoon and Friday).
>
> Here are some possibilities and my office is available -
> Monday from 12:30-1:30 or 3-4 or Wednesday from 12-2. I have cc'd Cynthia and will hope to hear back from you both (and Phil if I misunderstood his schedule).
>
> Hi from NYC.
> Bobbi
> ----
> Bobbi Owen
> Senior Associate Dean for Undergraduate Education
> Michael R. McVaugh Professor of Dramatic Art
>
>> On Mar 22, 2014, at 7:53 AM, "Ort, Shirley A" <sao@unc.edu> wrote:
>>
>> Dear Bobbi -
>>
>> Phil has been keeping me in the loop about campus discussions regarding academic eligibility, GA standards, and federal Satisfactory Academic Progress. He has suggested that I also become a part of the newly formed committee working on these issues. Can you get me on that committee (in addition to Phil)? I assume you are the appointing authority but am not sure.
>>
>> Tbank you, and have a good weekend.
>>
>> Shirley
>>
>> Sent from my iPhone

From: Ort, Shirley A <sao@unc.edu>
Sent: Saturday, March 22, 2014 11:17 AM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: Re: Academic Eligibility Committee

Enjoy NYC! Is it nice? I was there Monday and it was frigid!
Shirley

Sent from my iPad

> On Mar 22, 2014, at 10:50 AM, "Owen, Bobbi A" <owenbob@unc.edu> wrote:
>
> Hi Shirley -
> I asked Cynthia to get us together soon - you and me and Phil with her and think that would be a good first step. Chris and I charged the group to oversee implementation (you can certainly be involved) after the Faculty Council action in the fall. As they have proceeded with implementation lots of questions are being raised.
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> Senior Associate Dean for Undergraduate Education
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>> Dear Bobbi -
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>>
>> Tbank you, and have a good weekend.
>>
>> Shirley
>>
>> Sent from my iPhone

From: Coleman, Drew S <dcoleman@unc.edu>
Sent: Sunday, March 23, 2014 12:54 PM
To: Owen, Bobbi A <owenbob@unc.edu>
Cc: Panter, A. T. <panter@ad.unc.edu>
Subject: Re: First Year Transfer Student Seminars

Hi Bobbi:

I am afraid I will have to decline this request too. First Tuesday of the month is faculty meeting. I was waiting for confirmation that we were actually going to meet, and I just got it. Sorry.If you could meet a little earlier in the afternoon, that would work. Faculty meeting starts at 3:30.

On another note, some of the Royster Fellows who taught a FYS are writing an article describing their experience teaching an interdisciplinary class. They are wondering if they can use FYS evaluations in the paper? I assume they mean quotations from the comments section. Is this legal?

Thanks.

Drew

On Mar 20, 2014, at 3:57 PM, Owen, Bobbi A wrote:

> We will try to do this again, now that we are back from spring break.

From: Ferrell, Joseph S <jsferrel@email.unc.edu>
Sent: Sunday, March 23, 2014 5:34 PM
To: Whisnant, Anne Mitchell <Anne_Whisnant@unc.edu>; Turner, Katie <katie_turner@unc.edu>; Raphael-Grimm, Theresa <raphaelg@email.unc.edu>; Owen, Bobbi A <owenbob@unc.edu>
Subject: EPC Resolutions
Attach: Resolution 2014-8 and 2014-9 EPC 03-18-14.docx

Here are Resolutions 2014-8 and 2014-9 enacting latest EPC amendments to Academic Regulations. We will fit these into the agenda for next Friday.
(I think it would be more precise to say in the last sentence of 2014-9 up to 21 hours, but I left it as is.)

Resolution 2014-8. On Requests to Change the Date of a Final Examination

The Faculty Council enacts:

The fifth paragraph of the faculty legislation pertaining to Final Examinations, as published in the Undergraduate Bulletin, is amended as follows:

"A course instructor may, due to highly unusual circumstances, petition for a change in the examination schedule. The instructor must submit the request in writing to his or her chair ~~The petition must be made before the first day of final examinations,~~ no later than the last day of late registration for that term, and it must be cleared by the ~~department head~~ chair and the appropriate dean before consideration by the provost. If the petition is approved, the course instructor assumes responsibility for making special arrangements to give the examination to any student who has a schedule conflict as a result of the change."

This amendment is effective July 1, 2014.

Resolution 2014-9. On Increasing the Maximum Credit Hours in a Semester from 20 to 21

The Faculty Council enacts:

The first paragraph of the faculty legislation pertaining to Academic Course Load, Fall and Spring Semesters, as published in the Undergraduate Bulletin, is amended as follows:

"To meet the minimum graduation requirement of 120 academic hours within the eight-semester limit, students should average 15 hours each semester. However, four-hour foreign language courses and four-hour laboratory science courses often account for course loads of 16 to 18 hours. Students may not enroll in more than 18 academic hours unless they have earned a 3.000 grade point average in the preceding regular semester and have a cumulative 2.500 grade point average. Exceptions require the approval of the student's dean. With approval of their dean, seniors meeting graduation requirements during their final semester in residence may enroll in ~~20~~ 21 academic hours if they have a cumulative and preceding semester grade point average of 2.000."

This amendment is effective July 1, 2014.

From: Demetriou, Cynthia <cyndem@email.unc.edu>
Sent: Monday, March 24, 2014 10:40 AM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: My Recommendation re: eligibility
Attach: Trying to make 3 Policies 1 (FUSS, SAP, 2007 elig rules).docx

---

Hi, Bobbi.
I am trying to see if I could get all 3 policies (GA FUSS, SAP, and 2007 Eligibility Rules) in to 1 comprehensive policy.
Attached is my current version, but it is not quite there yet. It is still out of compliance with SAP for summer. SAP says that you cannot "routinely exclude certain hours attempted, such as those taken during a summer session." The attached policy is routinely excluding summer for the 2/3 rule. I need some more time to think about that part of the policy.
I recommend giving this policy to the committee for a few weeks to work out all of the potential scenarios and possible pitfalls. Then take the policy back to Faculty Council April 24th to request an amendment.
The goal would be to develop one policy that fulfills SAP and the GA FUSS requirements AND includes the most effective parts of the 2007 eligibility rules. I don't think you can come up with this policy unless you give the people who work with eligibility on a day to day basis some time to play with it and see what works and where the policy falls short.
Let me know your thoughts and if you would like to talk.
Thanks, Cynthia

Academic Eligibility

Effective May 13, 2014, all undergraduate students are subject to the same student success standards, as defined below, regardless of when they began college.

Academic status is calculated at the end of the fall semester, the spring semester, and at end of Summer Term I and Summer Term II. Academic status determines eligibility for enrollment in the following fall or spring semester. Upon admission to UNC-Chapel Hill, a student is in Good academic standing. At the end of each enrolled semester, students will have one of the following academic statuses:

Good – eligible to enroll in fall semester, spring semester, and summer terms

Ineligible – ineligible to enroll in fall and spring semesters; eligible to enroll in summer terms but not eligible for federal student aid

Academic Warning – eligible to enroll in fall semester, spring semester, and summer terms; during the fall and spring semesters student is required to complete an academic intervention

Comment [Code1]: Old "probation"

Probation – students can only receive probation by appeal; eligible to enroll in fall semester, spring semester, and summer terms; during the fall and spring semesters student is required to complete an academic intervention

Comment [Code2]: Old "continued probation"

Academic status is determined through three student success standards:

1. **Cumulative Grade Point Average.** Students must maintain a 2.000 cumulative UNC–Chapel Hill grade point average. Students enrolled via Part-time Classroom Studies must maintain a 2.000 cumulative UNC–Chapel Hill grade point average after having attempted nine or more credit hours.

2. **Academic Semester Credit Hours.** Full-time undergraduates must have the following number of academic semester credit hours passed. Transfer credits accepted by the University are counted in semester credit hours passed:

    - 9 academic hours to enter a second semester
    - 24 academic hours to enter a third semester (30 hours is recommended)
    - 36 academic hours to enter a fourth semester
    - 51 academic hours to enter a fifth semester (60 hours is recommended)
    - 63 academic hours to enter a sixth semester
    - 78 academic hours to enter a seventh semester (90 hours is recommended)
    - 93 academic hours to enter an eighth semester
    - Special permission of the dean to enter a ninth semester (105 hours is required)

3. **Ratio of Attempted-to-Completed Semester Credit Hours.** Undergraduates must earn a passing grade in at least 66.67% of attempted semester credit hours *during fall and spring semesters*. (By-Examination and placement credits are excluded from this calculation.)

Comment [Code3]: This is the only place I think we would still be out of compliance with the federal aid regulations because it does NOT include summer terms. Student Aid could run a list of all students in the summer who received aid and do not pass 66.67% of their attempted hours and send them a financial warning letter. - ?

Attempted Semester Credit Hours*	Credit hours that must be completed with a passing grade
1	1
2	1.5
3	2
4	3
5	3.5
6	4
7	5
8	5.5
9	6
10	7
11	7.5
12	8
13	9
14	9.5
15	10
16	11
17	11.5
18	12
19	13
20	13.5
21	14

*as of census date (approximately 10 days into the semester)

WE grades (withdrawal with extending circumstances) DO NOT COUNT in attempted hours

WW grades (withdrawal without extending circumstances) COUNT in attempted hours; students can receive no more than 16 credits hours of WW during their tenure at UNC-Chapel Hill

IN grades (incompletes) COUNT in attempted hours

Students who meet each of the three standards will have an academic status of **Good** and will be eligible to enroll in classroom courses in the following fall or spring semester.

At the end of fall and spring semesters, students who fall short of any of the three standards will have an academic status of **Academic Warning** if they were not already on Academic Warning or Probation in the most-recently-enrolled fall or spring semester.

Comment [Code4]: Old "probation"

Students with extraordinary circumstances, who were on Academic Warning and did not return to Good by the end of the semester, may appeal for one semester of **Probation**.

Comment [Code5]: Old "continued probation"

Students who fall short of any of the three standards at the end of an enrolled fall semester will have an academic status of **Ineligible** if they were on Academic Warning or Probation in that fall semester. Students with an academic status of Ineligible may not enroll in classroom courses in a spring or fall semester. However, they may seek to regain eligibility, as discussed in the section "Restoration of Academic Eligibility."

Students who fall short of any of the three standards at the end of an enrolled spring semester will have an academic status of **Academic Warning – Summer** if they were on Academic Warning or Probation in that spring semester. Students with the status of Academic Warning – Summer are encouraged to attend summer school at UNC-Chapel Hill to restore their academic eligibility. The status of Academic Warning - Summer will change to Ineligible if good academic standing is not restored before the beginning of that year's fall semester.

Students who fall short of any of the three standards at the end of an enrolled Summer Session I will have an academic status of **Academic Warning – Summer** if they were on Academic Warning or Probation in the most recently enrolled spring or fall semester. The status of Academic Warning - Summer will change to Ineligible if good academic standing is not restored before the beginning of that year's fall semester.

Students who fall short of any of the three standards at the end of an enrolled Summer Session II will have an academic status of **Ineligible** if they were on Academic Warning or Probation in the most recently enrolled spring or fall semester.

Students with an academic status of **Ineligible** cannot enroll in classroom courses in fall or spring semesters.

All students, regardless of their academic status, may enroll in summer school; however, students with an academic status of Ineligible are not eligible for federal financial aid.

From: Demetriou, Cynthia [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CYNDEM]
Sent: 3/24/2014 6:50:19 PM
To: Owen, Bobbi A [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Owenbob]

Subject: Accepted: First Year Transfer Student Seminars
Location: Steele 3011

Start: 4/3/2014 5:00:00 PM
End: 4/3/2014 6:00:00 PM
Show Time As: Busy

From: Bobbi Owen <owenbob@unc.edu>
Sent: Monday, March 24, 2014 3:55 PM
To: Asbury, Phillip Keith <phil_asbury@unc.edu>; Demetriou, Cynthia <cyndem@email.unc.edu>; Ort, Shirley A <sao@unc.edu>; Owen, Bobbi A <owenbob@unc.edu>; Derickson, Christopher P <cderickson@unc.edu>
Subject: Putting our heads together

All -
As we work to align the SAP, FUSS, and eligibility rules it seems useful
to meet together in a small group.
Can we find time on Tuesday, April 8 for an hour between 2-5?
Let me know what works best for you.
Bobbi

--
Bobbi Owen
Senior Associate Dean for Undergraduate Education, and
Michael R. McVaugh Distinguished Professor of Dramatic Art
University of North Carolina at Chapel Hill
CB# 3504, 3011 Steele Building
214 East Cameron Avenue
Chapel Hill, NC 27599-3504
Phone: 919 843-7773
FAX: 919 843-4775

From: Asbury, Phillip Keith <phil_asbury@unc.edu>
Sent: Monday, March 24, 2014 4:08 PM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: RE: Putting our heads together

I am in and can meet that day, Bobbi, thanks. Phil

-----Original Message-----
From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Monday, March 24, 2014 3:55 PM
To: Asbury, Phillip Keith; Demetriou, Cynthia; Ort, Shirley A; Owen, Bobbi A; Derickson, Christopher P
Subject: Putting our heads together

All -
As we work to align the SAP, FUSS, and eligibility rules it seems useful to meet together in a small group.
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Let me know what works best for you.
Bobbi

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Bobbi Owen
Senior Associate Dean for Undergraduate Education, and Michael R. McVaugh Distinguished Professor of Dramatic Art University of North Carolina at Chapel Hill CB# 3504, 3011 Steele Building
214 East Cameron Avenue
Chapel Hill, NC 27599-3504
Phone: 919 843-7773
FAX: 919 843-4775

From: Ort, Shirley A <sao@unc.edu>
Sent: Monday, March 24, 2014 4:08 PM
To: Owen, Bobbi A <owenbob@unc.edu>; Asbury, Phillip Keith <phil_asbury@unc.edu>; Demetriou, Cynthia <cyndem@email.unc.edu>; Owen, Bobbi A <owenbob@unc.edu>; Derickson, Christopher P <cderickson@unc.edu>
Subject: RE: Putting our heads together

I am free that day, in the morning preferably.

--
Shirley A. Ort
Associate Provost and
Director of Scholarships and Student Aid
UNC-Chapel Hill

-----Original Message-----
From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Monday, March 24, 2014 3:55 PM
To: Asbury, Phillip Keith; Demetriou, Cynthia; Ort, Shirley A; Owen, Bobbi A; Derickson, Christopher P
Subject: Putting our heads together

All -
As we work to align the SAP, FUSS, and eligibility rules it seems useful to meet together in a small group.
Can we find time on Tuesday, April 8 for an hour between 2-5?
Let me know what works best for you.
Bobbi

--
Bobbi Owen
Senior Associate Dean for Undergraduate Education, and Michael R. McVaugh Distinguisbed Professor of Dramatic Art University of North Carolina at Chapel Hill CB# 3504, 3011 Steele Building
214 East Cameron Avenue
Chapel Hill, NC 27599-3504
Phone: 919 843-7773
FAX: 919 843-4775

From: Bobbi Owen <owenbob@unc.edu>
Sent: Monday, March 24, 2014 4:47 PM
To: Asbury, Phillip Keith <phil_asbury@unc.edu>; Demetriou, Cynthia <cyndem@email.unc.edu>; Ort, Shirley A <sao@unc.edu>; Owen, Bobbi A <owenbob@unc.edu>; Derickson, Christopher P <cderickson@unc.edu>
Subject: Re: Putting our heads together

Sorry for additional e-mail clutter but schedules are not aligning on
Tuesday. How about Wednesday afternoon, April 9 for an hour between 2-5.
Bobbi

On 3/24/2014 3:54 PM, Bobbi Owen wrote:
> All -
> As we work to align the SAP, FUSS, and eligibility rules it seems
> useful to meet together in a small group.
> Can we find time on Tuesday, April 8 for an hour between 2-5?
> Let me know what works best for you.
> Bobbi
>

--
Bobbi Owen
Senior Associate Dean for Undergraduate Education, and
Michael R. McVaugh Distinguished Professor of Dramatic Art
University of North Carolina at Chapel Hill
CB# 3504, 3011 Steele Building
214 East Cameron Avenue
Chapel Hill, NC 27599-3504
Phone: 919 843-7773
FAX: 919 843-4775

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Monday, December 19, 2011 6:21 AM
To: Hoover, Shandol Christine <schoover@email.unc.edu>
Cc: Mann, April Selena <asmann@email.unc.edu>; Stewart, Kevin G <KGSTEWAR@EMAIL.UNC.EDU>; Shuford, Bettina C. <bcshufor@email.unc.edu>
Subject: Re: [csrp2012] Confirming Next Summer Reading Meeting

---

Thanks.
Bobbi

Sent from my iPhone

On Dec 18, 2011, at 4:59 PM, "Hoover, Shandol Christine" <schoover@email.unc.edu> wrote:

Hello Bobbi,

Thank you so much for checking in about the Jan. 11th Summer Reading meeting. After talking with Kevin, we will have one more short meeting (30-45minutes) after the meeting on the 11th to facilitate the final and official vote. I anticipate the final meeting will be the week of Jan. 17th. I'll work with Paula and Bettina's staff to identify your availability to attend the meeting the week of Jan. 17th. It's been a pleasure working with this year's committee.

Thanks so much and enjoy the winter break,

Shandol

From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Friday, December 16, 2011 2:02 PM
To: Hoover, Shandol Christine
Subject: Re: [csrp2012] Confirming Next Summer Reading Meeting

Do I need to come?
Bobbi

On 12/15/2011 11:20 PM, Hoover, Shandol Christine wrote:

Hello,

I wanted to confirm that our next Summer Reading Committee Meeting is scheduled for Wednesday, Jan. 11th at 5:30pm. The meeting will be held in the Office of New Student & Carolina Parent Programs located in SASB South, Suite 3318 (SASB South is located on the corner of Manning and Ridge Rd., please take the elevator up to the 3rd floor and our office is located just to your left out of the elevator). We will provide dinner at the meeting.

Each year, News Services prepares a document on the final titles. Kevin asked to share this document (attached) with you in case you find the information helpful.

Last, thanks so much for your patience on the distribution of the books. If you are missing a title, please contact me at schoover@email.unc.edu as soon as possible so that we can make arrangements to get you the book(s). We truly appreciate your time and work to read over the break. We look forward to seeing you on Jan. 11th.

Thanks so much,
Shandol

Shandol Hoover

Associate Director of New Student & Carolina Parent Programs
The University of North Carolina at Chapel Hill
SASB South, Suite 3318
Campus Box 5490
Chapel Hill, NC 27599-5490

919-962-8304 (phone)
919-962-4725 (fax)

http://nscpp.unc.edu/

You are currently subscribed to csrp2012 as: owenbob@unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=43309373.454a896998fbf2fcc2fee4f0fefbd7c7&n=T&l=csrp2012&o=30489212

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-30489212-43309373.454a896998fbf2fcc2fee4f0fefbd7c7@listserv.unc.edu

--

Bobbi Owen

Senior Associate Dean for Undergraduate Education, and

Michael R. McVaugh Distinguished Professor of Dramatic Art

University of North Carolina at Chapel Hill

CB# 3504, 3011 Steele Building

214 East Cameron Avenue

Chapel Hill, NC 27599-3504

Phone: 919 843-7773

FAX: 919 843-6557

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Monday, December 19, 2011 6:44 PM
To: Derickson, Christopher P <cderickson@unc.edu>
Subject: Re: Preliminary Numbers

---

10 would work tomorrow for me.
Bobbi

Sent from my iPhone

On Dec 19, 2011, at 4:51 PM, "Derickson, Christopher P" <cderickson@unc.edu> wrote:

> Is 9am too late? I drop my son off at school and get here between 8:30-8:45 usually. If you would prefer the report earlier, I can have Roberta run the report first thing at 8am.
>
> ---
>
> Christopher Derickson
>
> Assistant Provost and University Registrar
>
> The University of North Carolina at Chapel Hill
>
> 3108 SASB North Campus Box 2100
>
> Chapel Hill, NC 27599-2100
>
> T - 919-962-8289
>
> F- 919-962-1655
>
> ---
>
> **From:** Bobbi Owen [mailto:owenbob@unc.edu]
> **Sent:** Monday, December 19, 2011 4:43 PM
> **To:** Derickson, Christopher P
> **Subject:** Re: Preliminary Numbers
>
> Excellent news. And, it should be better tomorrow. I'll start working on big classes in the morn if you send an updated list.
> B.
>
> On 12/19/2011 4:11 PM, Derickson, Christopher P wrote:
>
> If my math is correct, looks like we're just short of 90% of grades received (89.8%). I'm showing 7,762 outstanding grades out of a total of 75,975. Spreadsheet is attached. I ran the post process when we were talking, and in that short amount of time, another 8 rosters with 323 grades came in as approved, so I think we'll be fine to run eligibility tomorrow. I'll send you an updated list to work from in the morning.
>
> Chris
>
> ---
>
> Christopher Derickson
>
> Assistant Provost and University Registrar
>
> The University of North Carolina at Chapel Hill
>
> 3108 SASB North Campus Box 2100
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> --
>
> Bobbi Owen

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Chapel Hill, NC 27599-3504

Phone: 919 843-7773

FAX: 919 843-6557

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, January 19, 2012 2:54 AM
To: Siedentop, Nicholas J <nick_siedentop@unc.edu>
Cc: Lindemann, Erika <ulinde@email.unc.edu>
Subject: Re: Two 991 & 396

---

your logic makes sense to me.
Bobbi

Sent from my iPad

On Jan 18, 2012, at 3:59 PM, "Siedentop, Nicholas J" <nick_siedentop@unc.edu> wrote:

> Hi Bobbi and Erika,
> See request below. Under the current policy, students are limited to no more than six hours of independent studies credit in any one semester. Therefore, I'm okay with allowing COMP 396 to be repeated twice in the same term (it's currently set-up to be repeated for credit, but not in the same term). But because you have a task force looking at these types of courses, I'm checking with you first.
>
> Cheers,
> Nick
>
> Nicholas Siedentop
> Curriculum Director, Office of Undergraduate Curricula
>
> 3018A Steele Building, CB# 3504
> University of North Carolina at Chapel Hill
> Chapel Hill, NC 27599-3504
> Email: nick_siedentop@unc.edu
> Phone: 919-962-5819
>
> **Confidentiality notice: This email message, including any attachments, is for the sole use of intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure, or distribution is prohibited.**
>
>
> -----Original Message-----
> From: Derickson, Christopher P
> Sent: Wednesday, January 18, 2012 3:29 PM
> To: Siedentop, Nicholas J
> Cc: Townley-Tilson, Karla A; Norwood, Roberta A
> Subject: FW: RE: Two 991 & 396
>
> Nick -
>
> I know Erika is out through the end of the week. Are you able to approve the change in repeatability for the 396 class or should we wait until Erika is back?
>
> Chris
> _____
> Christopher Derickson
> Assistant Provost and University Registrar
> The University of North Carolina at Chapel Hill
> 3108 SASB North Campus Box 2100
> Chapel Hill, NC 27599-2100
> T - 919-962-8289
> F- 919-962-1655
>
> _____
> From: Townley-Tilson, Karla A
> Sent: Wednesday, January 18, 2012 3:26 PM
> To: Dorothy Turner
> Cc: Schmitt, Stephanie; Lindemann, Erika; Derickson, Christopher P
> Subject: RE: RE: Two 991 & 396
>
> Dorothy,
> This change will need to be approved by Stephanie Schmitt (Graduate), Erika Lindemann (Undergraduate) and Chris Derickson (Registrar) before I can make the change to the course catalog. I have copied them all here.
> Thanks,
> Karla
>
>
> *********
> Karla A. Townley-Tilson
> General Purpose Classroom Scheduling Manager
>
> Office of the University Registrar
> UNC - Chapel Hill
> Suite 3100, SASB North, Campus Box 2100
> 450 Ridge Road
> Chapel Hill, NC 27599-2100
> Phone - 919-962-9837
> Fax - 919-843-8709
>
> Check out our new website! registrar.unc.edu
>
>

> -----Original Message-----
> From: Dorothy Turner [mailto:dturner@cs.unc.edu]
> Sent: Wednesday, January 18, 2012 2:48 PM
> To: Townley-Tilson, Karla A
> Subject: Fwd: RE: Two 991 & 396
> Importance: High
>
> Good Afternoon,
>
>
> Just wanted to know if there was any update on the below.
>
> Thank you!
>
> -------- Original Message --------
> Subject: RE: Two 991 & 396
> Date: Tue, 17 Jan 2012 16:47:15 +0000
> From: OUR Registration Services <registrationservices@unc.edu>
> To: Dorothy Turner <dturner@cs.unc.edu>
> CC: OUR Registration Services <registrationservices@unc.edu>,
> "Townley-Tilson, Karla A" <mcclurek@email.unc.edu>
>
>
>
> Hi Dorothy,
>
> Since these courses are not set at the course catalog level to be repeatable within the term, the system will not allow multiple enrollments.
>
> I've copied Karla on this email to advise you on how to submit this change for approval, if these classes do need to be repeatable within the same term.
>
> Thanks!
> Heather
>
>
> Heather M. Duncan
> Registration Services Supervisor
> Office of the University Registrar
> UNC Chapel Hill
> SASB North, Suite 3100, Campus Box 2100
> Chapel Hill, NC 27599
> Phone: 919.962.8292
> Fax: 919.962.3349
>
> Check out our new website! http://registrar.unc.edu
>
>
>
>
> -----Original Message-----
> From: Dorothy Turner [mailto:dturner@cs.unc.edu]
> Sent: Tuesday, January 17, 2012 10:44 AM
> To: OUR Registration Services
> Subject: Two 991& 396
> Importance: High
>
> Good Morning,
>
> I have what I hope is two questions that can easily be answered.
>
>
> I have two grad. students that would like to take two (2) COMP. 991 courses under two different section numbers. I know this request is highly unusual but was told tbat it could possible be done.
>
> I also have a ugrad. student wanting to take two COMP 396 s well; the same question applies.
>
> Please advise at your earliest convenience.
>
> Thanking you in advance for your help with this matter.
>
> Have a great day!
>
>
>

From:	Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent:	Tuesday, January 31, 2012 8:16 AM
To:	Ferrell, Joseph S <jsferrel@email.unc.edu>; Biddle, Andrea K <andrea.biddle@unc.edu>
Cc:	Williford, Lynn E <lynn_williford@unc.edu>; Owen, Bobbi A <owenbob@unc.edu>
Subject:	Resolution
Attach:	FCResolution_1-31-2012.docx

Joe and Andrea –
Lynn Williford and I have made an attempt at crafting "resolution" language with the attached file about credit hours. Hope it is a good basis for you. We are not resolution writers so simply tried to include all the relevant text.
Bobbi

Preface. As outlined in the SACS/COC Policy concerning credit hours "Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of activities, including the transfer of students from one institution to another." In addition, "...the federal government has relied on credits as a measure of student academic engagement as a basis of awarding financial aid."

Resolved: The University of North Carolina at Chapel Hill abides by the Federal Definition of a Credit Hour (described in *34 CFR 600.2*, effective July 1, 2011) as follows:

> **Federal Definition of the Credit Hour.** For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:
>
> > 1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
> >
> > 2. At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.
>
> It is noted that Federal regulations provide institutions with some flexibility to take into consideration alternative delivery methods, types of coursework, measurements of student work, academic calendars, disciplines, and degree levels when determining credits to be awarded for student work. The Federal definition does not dictate particular amounts of classroom time versus out-of-class student work. Credits may be awarded on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time. The basic requirement is that a credit hour reasonably approximate the minimum amount of work in #1 above.

Further, be it resolved that:
The University of North Carolina at Chapel Hill adopts this credit hour policy for all courses that award academic credit (i.e. any course that appears on an official transcript issued by the University) regardless of mode of delivery including self-paced, online, hybrid, lecture, seminar, laboratory, etc. This credit hour policy applies to all levels of course, (graduate, professional, undergraduate) for all credit-bearing programs (degrees and certificates) taken by degree and/or non-degree seeking students. Schools and programs are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in #1 and #2 above.

Further, be it resolved that:

1. The University of North Carolina at Chapel Hill adheres to the Carnegie unit for contact time (750 minutes for each credit awarded) in its official Academic Calendar
2. Additional guidelines and procedures for implementing and monitoring compliance with Federal requirements and accreditation standards related to credit hours should be

recorded in a University Policy Memorandum (UPM) maintained by the University Registrar.

College of Arts & Sciences
Proposal to Create Large Lecture Classes

The College proposes to pilot large, innovative interdisciplinary courses that involve faculty in other schools as co-teachers and guest lecturers. These courses will enable students and faculty from various schools and departments to focus on major problems of our time. Such courses — team-taught, multidisciplinary, technologically-supported, and research-oriented — will draw on existing strengths in teaching, research, and engagement among our faculty. Where appropriate, they will be designed to make full and effective use of blended teaching-learning approaches and interactive technologies, and to offer advanced graduate students meaningful opportunities to instruct, mentor, and collaborate with undergraduates. Once the courses are implemented, the program will have a substantial impact in addressing the bottlenecks students currently face in registering for their general education requirements. We are proposing eight large lecture courses, each at 3 credit hours and average enrollment of 400 undergraduate students.

The Academic Plan of the University suggests that to reach its potential, Carolina requires a more focused campus-wide approach to generate and make available centrally administered seed funding to seize compelling opportunities for interdisciplinary research, education, and public service.

Carolina long has encouraged effective collaborations on important academic endeavors that cross many traditional disciplinary boundaries. One of the University's strengths is that the faculties at such a large, decentralized research university have mobilized around many diverse topics. Building on this cross disciplinary culture is the most critical building block for setting strategic academic priorities, allocating resources, and enhancing Carolina's national leadership among public universities.

So appropriate to course content, faculty at every level should adopt innovative course formats, including interdisciplinary and inquiry-based seminars that reflect student input. Students seek more opportunities to participate in class and in on-line discussions and to express their ideas and test them in dialogue with other faculty and students.

Examples of proposed courses (8 anticipated):

- Environmental Law and Policy (continued support)
    - In addition to helping students master the basics of several specific legal regimes governing environmental problems in the US (e.g., endangered species, hazardous waste contamination, air pollution) the course is designed to introduce "big" topics, both in law and in policy formation, that shape the contributions and roles law plays in solutions to environmental problems. The course will also introduce some general aspects of the US legal system and give you opportunities to try such lawyering skills as writing a brief, arguing an appeal, and negotiating a multiparty agreement.

- Global Water Resources
    - As an introductory course in water resources, the purpose is to engage students in the major issues about the Earth's freshwater resources, its availability, uses, and natural hazards. Issues to be addressed include uses that are common to developed countries, major urban centers in less well developed countries, and basics of water supply and sanitation in dispersed settlements. The course will be a cross-campus certificate program and/or concentration in CEE in hydrology and water resources. UNC already has existing capacity in upper level courses to develop some kind of concentration. The water course provides a unifying entry point for recruitment and could also be designed to handle a general education requirement as well.

- Inequalities: Causes and Consequences
    - This course could consider issues of socio-economic, ethnic, and political inequality and then compare trends regarding different inequalities in the United States with those in selected other countries and regions of the world. It could draw on faculty from multiple departments including African and Afro-American Studies, Anthropology, Geography, Political Science, Public Policy, and Sociology. Depending on its focus, Asian Studies and History would also be possibilities.

- Entrepreneurship
    - Proposal to be developed

- Global Cinema
    - The courses would focus on film history, theory, and critical analysis as well as overall cinema literacy for today's world. One way the two semesters might be divided is historical. The first semester would cover film from its beginnings to 1945, while the second semester would extend from 1945 to the present.

- Carolina Neuroscience
    - This initiative will build upon the existing strengths in the teaching and research of our faculty and highlight the multidisciplinary and technologically-sophisticated nature of the field. The course would have wide appeal to students from many departments on campus, and serve as the gateway course for the new Neuroscience minor.

Requirements per course:

- 300-400 student enrollment with appropriate faculty and TA support
- 7 Teaching Assistants per course at $10,000 each plus benefits
- 1.5 faculty per class at $90,000 per FTE plus benefits

Total Funding Estimate for 8 courses

- Faculty: $348,000
- TA's: $868,000
- Total required for teaching personnel = **$1,216,000**

DRAFT

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, February 9, 2012 6:17 AM
To: Williford, Lynn E <lynn_williford@unc.edu>
Cc: Derickson, Christopher P <cderickson@unc.edu>
Subject: Re: Independent Study

Thanks. Perfect This exact list. A rec for changes will follow once my group is done.
Bobbi

Sent from my iPhone

On Feb 9, 2012, at 12:44 AM, "Williford, Lynn E" <lynn_williford@unc.edu> wrote:

> Bobbi,
>
> Yes, it's not hard to add the grades. How about if we show the frequency distribution of grades for each course -- # of A's, B's, etc., and add the mean as the final column? That gives you a little more flexibility in how you review the results.
>
> A question -- after we produced some of these reports last fall, we had many discussions about definitions of course types (and I believe a committee has been working on clarifying the categories). Are there some new rules we should use in identifying "independent study" now? Or should we take this exact list of courses and assume that they are correctly classified as independent study?
>
> Thanks,
> Lynn
>
>
>
> -----Original Message-----
> From: Bobbi Owen [mailto:owenbob@unc.edu]
> Sent: Wednesday, February 08, 2012 7:05 PM
> To: Williford, Lynn E
> Cc: Derickson, Christopher P; Owen, Bobbi A
> Subject: Independent Study
>
> Hi Lynn -
>
> Different topic!
> Your office provided the attached report last fall and I write to ask if getting grade distribution would be possible (average grade should be ok). Perhaps as a column at the end. If the easiest thing to do is to provide all grades for each course, I can get the averages done.
>
> I am also cc'ing Chris Derickson.
>
> Bobbi
>
> --
> Bobbi Owen
> Senior Associate Dean for Undergraduate Education, and Michael R. McVaugh Distinguished Professor of Dramatic Art University of North Carolina at Chapel Hill CB# 3504, 3011 Steele Building
> 214 East Cameron Avenue
> Chapel Hill, NC 27599-3504
> Phone: 919 843-7773
> FAX: 919 843-6557
>

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Monday, February 20, 2012 9:17 AM
To: Bland, Jerri <jerri_bland@unc.edu>; Norwood, Roberta A <rakelly@email.unc.edu>
Subject: RE: Reporting Update for Thursday Meeting

Yes. Can they see the table?
B.

_____
From: Bland, Jerri
Sent: Monday, February 20, 2012 9:13 AM
To: Owen, Bobbi A; Norwood, Roberta A
Cc: Owen, Bobbi A
Subject: RE: Reporting Update for Thursday Meeting

Outside of Robert's concerns, is the deptid discussion about the integration with Finance/HR?

Jerri L. Bland
Executive Director for Enterprise Applications
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919.962.5065 (office)
919.962.0461 (fax)
jerri_bland@unc.edu<mailto:jerri_bland@unc.edu>
Web: http://connectcarolina.unc.edu/

From: Bobbi Owen [mailto:owenbob@ad.unc.edu]
Sent: Monday, February 20, 2012 8:21 AM
To: Norwood, Roberta A
Cc: Owen, Bobbi A; Bland, Jerri
Subject: Re: Reporting Update for Thursday Meeting

Thanks. Let's make that part of the agenda go quickly on Thursday with the understanding that you will address Robert's concerns separately. Can you let him know that in advance. I will forward to you what Nick discovered (I think).
Bobbi

On 2/20/2012 8:01 AM, Norwood, Roberta A wrote:
I'll ask Gary and Chris to look at Robert's concerns and maybe we can meet with him individually to work through his questions.

Thanks,
Roberta

Roberta A. Norwood, Ed.D.
Associate University Registrar for Registration and Scheduling

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450 Ridge Road
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Phone - 919-962-9840
Fax - 919-843-8709

From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Sunday, February 19, 2012 12:21 PM
To: Norwood, Roberta A
Cc: Bland, Jerri
Subject: Re: Reporting Update for Thursday Meeting

I don't think that most of Robert Pitts's comments are related to 6-digit department numbers and wonder where he is getting his info. Nick recently identified a problem re ENVR majors that Chris Derickson helped resolve.
Bobbi

On 2/17/2012 3:55 PM, Norwood, Roberta A wrote:
The suggested agenda and time allocated looks okay to me. The item on department codes may take a little longer than 10 minutes? – or it could be a brief overview with more discussion to take place in the Operational group meeting next month?

The agenda item on department codes is in reference to concerns about reporting with dept. #'s in Student Records which are currently 4 digits and in Finance/HR, dept. #'s will be a total of 6 digits – 4 for the department and 2 for the sub-department.

Here is an excerpt from Robert Pitts describing the issue from his perspective:

… For instance, we were seeing Health Policy & Management students showing up in our Public Health Leadership department, and students who looked like they were getting degrees from the Dean's Office ("School of Public Health"). The descriptions in the census file were off or misleading, OIRA's reports were incorrect, and they couldn't change them because of the lockdown of the census instance. This is compounded by the fact the neither Sherry Rhodes or I have been successful getting a list of what these values are and how they are linked on the student side. It would help if we could have an "academic structure" report or query to help verify the system, our records and OIRA's reports.

Also attached are the suggested SPH department identifiers for the HR/Finance ERP system. Since this is a 6 digit field, the last two digits being sub-department, we have many, many more department identifiers than were ever in the student system. Many of these should not be linked to academic plans, but others should. The only way your group is likely to know which ones go where is to ask us (likely me) to do a cross-walk for you.

For example 460101 (School of Public Health - Dean's Office) would not have enrollment tied to it, but 461001 (Health Policy and Management) would. Another example would be Nutrition which we hope will have 4 department numbers, only 1 of which would have enrollment/academic plans tied to it.

So, the translation of these student side departments to the new Finance/HR departments is pretty critical, and if the old values are not cleaned up first the mapping there will be quite a mess to try to resolve afterwards. I would like to help sort that out if I can get the information to do so (i.e. I need to see the Dept IDs tied to academic plans on the student side, similar to the third file which is my own database reference to academic plan and old department ID).

Roberta

Roberta A. Norwood, Ed.D.
Associate University Registrar for Registration and Scheduling

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Fax - 919-843-8709

From: Bland, Jerri
Sent: Friday, February 17, 2012 3:07 PM
To: Norwood, Roberta A
Subject: FW: Reporting Update for Thursday Meeting

Hi Roberta,

Can you tell me what the departmental codes agenda item is about?

Jerri L. Bland
Executive Director for Enterprise Applications
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919.962.5065 (office)
919.962.0461 (fax)
jerri_bland@unc.edu<mailto:jerri_bland@unc.edu>
Web: http://connectcarolina.unc.edu/

From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Friday, February 17, 2012 1:31 PM
To: Bland, Jerri
Subject: Re: Reporting Update for Thursday Meeting

I have no idea - it came from Roberta. Does it mean new department numbers???
Bobbi

On 2/17/2012 1:00 PM, Bland, Jerri wrote:
What is the departmental codes discussion?

Jerri L. Bland
Sent from my iPad

On Feb 17, 2012, at 12:57 PM, "Bobbi Owen" <owenbob@unc.edu<mailto:owenbob@unc.edu>> wrote:
Reporting, too. 30 minutes?

I will let you create the agenda which might be something like this:

starts at 10:30 -

- reporting strategies, progress and tools, including data warehouse (30 min)

- departmental codes - how those will align between Student Records and HR (10 minutes)

- Support vs project challenges and opportunities (20 minutes)

11:30-12:30 Hobson's demo and lunch
12:30 - 1:00 Q and A

Maybe the reporting is at the end and seques into the Hobson's demo.

Bobbi

On 2/17/2012 10:25 AM, Bland, Jerri wrote:
Hi Roberta and Bobbi,

I think we'd discussed having a reporting update for the joint EACC meeting next week. Are we just wanting a status update or a demo? How much time do we have for this? Copying Tejune so he can be in the loop.

Thanks,
Jerri

Jerri L. Bland
Executive Director for Enterprise Applications
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919.962.5065 (office)
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--

Bobbi Owen

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From:	Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent:	Tuesday, February 28, 2012 8:08 AM
To:	Goodman, Paula <pgoodman@email.unc.edu>
Subject:	FW: EL edits
Attach:	DraftReport2-25-2012-EL edits.doc

Hi -
Will you please print this version for me for the meeting at 11 with Karen and Dee?
Bobbi

From: Lindemann, Erika
Sent: Saturday, February 25, 2012 3:35 PM
To: Owen, Bobbi A
Subject: EL edits

Nicely done, Bobbi. Almost done---hurray!

Erika Lindemann
Associate Dean for Undergraduate Curricula
3014 Steele Building, CB# 3504
The University of Nortb Carolina at Chapel Hill
Chapel Hill, NC 27599-3504
Office: 919-843-7772
Fax: 919-962-6888

Independent Study Task Force

Draft Report February 25, 2012

Task Force Members: Allen Anderson (Music), Deborah Jones (Psychology), Erika Lindemann (English and Comparative Literature and Undergraduate Education), Danielle Heider (Romance Languages (French) and Linguistics, class of 2012), Bobbi Owen, Chair (Dramatic Art and Undergraduate Education), Gary Pielak (Chemistry), Lillie Searles (Biology), and Heather Williams (History).
Additional Review by: James Grinias, GPSF representative to EPC; Lily Roberts, Student Government representative to EPC.

Meetings: September 27, November 10, November 22, 2011; January 12, 2012; together with full Administrative Boards, January 24, 2012; February 23, 2012; with full Administrative Boards, February 28, 2012; ???

Process: In a letter dated September 9, 2012, Karen Gil, Dean of the College of Arts and Sciences, requested that Bobbi Owen, Senior Associate Dean for Undergraduate Education, have the Administrative Board of the College of Arts and Sciences develop guidelines for undergraduate independent study courses and directed readings courses. Bobbi Owen created a task force drawn largely from members of the Board and invited others in order to include departments where independent study was prevalent. Beginning in late September 2011, the group began developing responses to Dean Gil's specific requests to develop guidelines that include the following information:

1. Expectations concerning student assignments and contact hours with the instructor.
2. Conditions under which an active (approved) course may be taught in a different format (such as directed readings, independent study).
3. Conditions under which a course may be taught as a directed readings course before it is submitted for a permanent course number.

The Task Force reviewed the following materials:

- Current protocols related to enrollment and assignment of faculty to independent study courses across the University (College and Professional Schools with undergraduate degree programs);
- Existing policies related to independent study;
- Fall 2011 enrollments for 2,355 students in 421 courses numbered below 700 and broadly defined in the Standard Course Numbering System as independent study;
- Grading patterns for the 421 courses in fall 2011 numbered below 700 and broadly defined in the Standard Course Numbering System as Independent Studies;

Forty-two units responded with copies of their protocols used for independent studies. Among the most elaborate ones, containing carefully articulated guidelines and forms, were protocols from the Departments of Biology, Chemistry, Dramatic Art, History, and Psychology. Many units had a process in place, some more informal than others. Some units did not have a process at all – and in some cases developed one as a result of the request. The protocols provided an excellent basis for developing a

set of minimum guidelines that the task force recommends being used throughout the College of Arts and Sciences (see below).

Existing Policies that Govern Independent Study Courses

1. The UNC Policy Manual, section 400.1.6 (adopted 7/12/1996, amended 07/01/07)

"All UNC campuses must ensure that every course offered for academic credit adheres to the standard of a minimum of 750 scheduled minutes of instructional time or the equivalent per credit hour. The time may include required examination periods, but may not include study days."

Implications: instructional contact minutes for one credit hour = 750 minutes (12.5 hours); for three credit hours = 2250 minutes (37.5 hours)

2. 2012-2013 *Undergraduate Bulletin*

"The University offers a variety of independent study experiences for students. Such courses, including directed readings and research courses for an individual student, are offered for academic credit through departments and curricula. Twelve hours of graded independent study credit may be counted toward graduation, though no more than six hours may be taken in any one semester. Students may participate in formalized programs, or they may make individualized contracts for work under the supervision of a member of the permanent faculty at the department/curriculum level. For information about independent studies courses in their majors, students should consult the director of undergraduate studies in their major department or curriculum."

Implications:

- "Independent study experiences" seems to serve as an umbrella term for "directed readings" and "research courses" for individual students (or at most, small groups of students)
- A standard numbering scheme "typically" should be used for such courses.
- "Twelve hours of graded independent study credit may be counted toward graduation"
- "No more than six hours may be taken in any one semester."
- Such work should be supervised by members of the permanent faculty.
- Individualized contracts are assumed.
- DUSes are sources of information about such courses and how they fit into major/minor requirements.

3. University Policy Memorandum "Standard Course Numbering System" (September 2006) See Appendix A.

- 190, 290, 390 Undergraduate Special Topics Courses
- 195, 295, 395 Undergraduate Research Courses
- 196, 296, 396 Undergraduate Independent Study/Reading Courses
- 199, 299, 399 Undergraduate Experimental Offerings

- 496, 596, 696 Undergraduate/Graduate Independent Study/Reading Courses
- 499, 599, 699 Undergraduate/Graduate Experimental Offerings
- 691H, 692H, 693H, and 694H Senior (*Undergraduate*) Honors Thesis

4. Role of Final Examinations in Independent Study Courses (2011-2012 *Undergraduate Bulletin* p. 397)

- "Undergraduate courses taught on campus must include a final assessment (*i.e., final examination*) unless the provost grants an exception."
- "Chairs (*i.e., heads of instructional units*) must give permission for faculty to use nontraditional examinations, such as a portfolio of a semester's work or a take-home examination."

5. UNC-Chapel Hill Credit Hour Policy (Appendix XXX) Resolution 2012-1. Adopted February 10, 2012

"**Section 1.** The University of North Carolina at Chapel Hill hereby adopts the Federal Definition of a Credit Hour (described in *34 CFR 600.2*, effective July 1, 2011) as follows:

> **Federal Definition of the Credit Hour.** For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates
>
> > 1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
> >
> > 2. At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

Implications:

- Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit,
- "an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours"

Fall 2011 Enrollments in "Independent Study" Courses

The review of fall 2011 registrations (see Appendix D) did not raise concerns regarding the pattern of enrollments but did reveal inconsistent use of the Standard Course Numbering System. At census, a total of 2,355 students enrolled in 421 courses numbered below 700, broadly defined in the Standard Course Numbering System as Independent Studies. A close examination revealed

- 345 registrations for honors thesis
- 299 registrations for internships
- 3 registration errors (corrected)
- 793 registrations for regular courses
- 472 registrations for undergraduate research
- 242 registrations for service learning
- 201 registrations for traditional independent study

A total of 2,330 grades were awarded, 25 fewer registrations than at census. The grading patterns were consistent with courses for which permission of instructor is required, among them honors thesis, internships, undergraduate research, service learning, and traditional independent study. 179 A, 18 A-, 6 B+, 7 B, 3 B-, 1 C, 1 C-, 6 PS, 5 SP, and 6 IN grades were awarded to the 201 (or 200) registrations for traditional independent study. The regular courses in the analysis had broader distribution. Credits varied from 1-3 hour increments.

Comment [BO1]: This section is new. Please review.

The task force considered whether pass/fail was appropriate for internships, mentored undergraduate research, service learning, and traditional independent study and decided that letter grades were appropriate except when a department wished to provide such a course on a pass/fail basis only. This occurs most commonly with one-hour courses, including internships and service learning. Honors courses cannot be taken pass/fail.

Recommendations

The members of the task force expressed strong support for the benefits of undergraduate research, and honors thesis, and the value of internships and service learning. The recommendations have been carefully crafted to avoid reducing the numbers of students who are able to participate in undergraduate research and graduate with honors or highest honors. At the same time they acknowledge that the growth in the student population at the University of North Carolina at Chapel Hill as well as the inevitable turnover of faculty members make it important to have – and follow – guidelines for undergraduate independent study and directed readings courses.

Comment [BO2]: The preface to the recommendations resulted from the meeting yesterday. Please review.

I. **Standard Course Numbering System**. The Standard Course Numbering System should be followed, not only in the College of Arts and Sciences, but also campus wide.

Comment [BO3]: Order slightly revised to put similar things together.

- All courses that are standard offerings but are currently incorrectly numbered should be renumbered as soon as possible (likely summer 2012). See Appendix D for the full list.
- The sequence of numbers for special topics courses should be expanded to 490, 590, and 690, to accommodate special topics courses that can enroll both undergraduate and graduate students.
- The sequence of numbers currently used for undergraduate and graduate "experimental offerings" should be eliminated and repurposed. These courses are actually special topics courses. Only the departments of anthropology, city and regional planning, and economics use the "experimental numbers" and are willing to renumber their experimental courses as "special topics" courses.

Comment [EL4]: Found this late last week. PLAN 499 also shows 1-21 variable credits. I've written the department to ask that a revision request be submitted to get the credit hours changed.

- A series of numbers should be identified – and used – for Internships and Service Learning (repurposed experimental numbers)
  - Proposed Internship numbers: 299, 499, 699
  - Proposed Service Learning numbers: 199, 399, 599
- The sequence of numbers for Undergraduate Research Courses should be expanded to 495, 595, 695.
- The reserved numbers for undergraduate research do not identify all courses that have a research basis. The ConnectCarolina system of "tagging" courses should be employed to identify all courses that are research intensive, leaving the reserved X95 numbers for those specifically related to undergraduate research.

II. Independent Study Courses. The College of Arts and Sciences should

- Adopt standard usage for the following terms, which are at present often used interchangeably: Traditional Independent Study, Directed Readings, Mentored/Directed Research, Honors Thesis, Internships, Field Work (aka Field Research), Practicum, Service Learning, Special Topics, and Experimental Course (as defined in Appendix B);
- Adopt College-wide guidelines for Independent Studies to include a contract (see draft contract in Appendix C).
  - The contract stipulates the expected number of hours per week of work expected from the student, meeting requirements between course instructor and student, reading and writing assignments and due dates, assessment information describing how the final grade will be determined, a brief (100-word) work plan, and a formal approval process.
  - When a department chair is involved, the Senior Associate Dean is the approver. Departments may add additional information but may not eliminate items from the recommended content of the contract.
  - The Director of Undergraduate Studies, the Chair of a Department or Curriculum, and the Senior Associate Dean have an important responsibility to review the contracts carefully and monitor the numbers of students being supervised by individual faculty members and within established research groups.
- Restrict the number of students a faculty member may supervise during a semester or summer session to two students in traditional Independent Study courses, directed readings, or mentored research, because they count toward service rather than the faculty member's course load. The limitation of two students does not apply to
  - Formal research methods courses, such as ANTH/FOLK 675 Ethnographic Method, GEOL 501 Geological Research Techniques, and LING 422 Research Methods in Phonetics and Laboratory Phonology (see Appendix ??? for a longer list), which are taught according to the standard class time format. A syllabus serves as the contact.
  - Faculty research laboratories, research programs, or established research groups in departments where many students are engaged in a research effort. The contract applies.

Comment [BO5]: Detailed analysis of the course inventory needs to be done to verify that these are the best numbers to use.

Comment [EL6]: I had a note (but don't remember who suggested it) that these courses should be X93, not X99. I still prefer X99 because I think it will involve renumbering fewer courses.

Comment [BO7]: This note got lost in my folder and is now included.

Comment [EL8]: We keep tripping over those history seminars, don't we? I don't think that we should work around them—at least not until we've asked the department if they could work around our proposed sequence, perhaps renumbering their troublesome 395 seminar to 398. That would be simplest.

Comment [BO9]: Should we separate numbers for 3 credit courses such as the history seminars from mentored research?

Comment [BO10]: Revised and reordered. Please review.

Comment [EL11]: Compiling a comprehensive list in the short time remaining would be challenging unless you already have such a list.

- When mentored research is occurring for more than two students outside the department, for example in the Lineberger Comprehensive Cancer Center. The contract applies.
- Directed readings courses, not included in course load, for three to five students pursuing the same reading list. The contract applies.

- Create sections for each faculty member in a department/curriculum supervising traditional independent studies, internships, mentored research, directed readings, etc. so it is clear who is teaching whom. Separate sections for individual faculty members already exist at the dissertation level, making it a familiar strategy to use.
- Restrict offering active (approved) courses as an independent study except in unusual circumstances and follow the established approval process. "Unusual cirecumstances" might include
  - An individual student who needs a specific course for graduation that will not be offered in the immediate future.
  - An individual student prohibited from attending a regularly scheduled specific course needed for graduation due to residing far from campus, such as in another state).
  - Tutorial Independent Study may be utilized for this purpose (see appendix LLL) provided all approvals are obtained, including the Department chair and the Associate Dean (or Director) for Undergraduate Curricula. Registration for a traditional independent study in the department of the student's major, following the College-wide guidelines above, might also be possible.

Comment [EL12]: This phrase is unclear to me. Does it mean that the contract applies? If so, can this be reworded "and with approved contracts?

III. Special Topics. While special topics courses have appropriate uses, permitting new or visiting faculty to offer timely courses or develop new ones, topics courses should be avoided for long-term or repeated use. The College should

- Limit the number of times the same Special Topics course can be offered to no more than two.
- Require secondary titles for all Special Topics courses when they are scheduled in ConnectCarolina and make a course description and/or tentative syllabus available prior to the registration period so that students can make informed choices when selecting courses.
- Consider the implications of including Special Topics courses in requirements for majors and minors; approving courses based on their variable content requires making adjustments to individual students' Tar Heel Tracker.
- Remind departments/curricula that Special Topics courses cannot fulfill General Education requirements because of their variable content (see Criteria For General Education Requirements at http://www.unc.edu/depts/uc/Faculty/GenEd_criteria.pdf).
- Add 490, 590, 690 to the currently reserved numbers 190, 290, 390 for Undergraduate Special Topics Courses. 890-899 already exist for graduate-level Special Topics courses.

Comment [EL13]: "at" gets ride of parentheses within parentheses.

IV. Honors Thesis. Honors Carolina has a long-standing program of senior honors thesis work, allowing students to graduate with honors or highest honors. This program has some inconsistencies that might be addressed with policies similar to those recommended concerning independent studies, using one of the following two models

- In the most widely used model, departments schedule a two-semester senior thesis sequence taught by a member of the faculty who serves as the department's honors director. In the Department of History, for instance, those courses are HIST 691H and 692H. In this model
    - The course size is generally between 10 and 20.
    - A syllabus is provided on the first day of classes.
    - The courses count in the normal course load of the departmental honors director, provided there are at least 10 students registered, but not for the faculty members supervising/advising the students
    - Each student enrolled in the senior thesis courses also has a faculty adviser whose scholarly expertise encompasses the student's research topic. Service as a thesis adviser does not count in faculty course loads.
- In other units, each faculty member supervising an honors thesis is assigned a section of the course(s). In this model
    - The number of students being supervised should be limited to two.
    - A contract similar to the independent study contract should be developed.
    - Supervising/advising an honors thesis should not count in the normal course load of a faculty member.
- In some departments in the sciences, students participate in mentored undergraduate research during the first semester of their senior year after which they are allowed to register for 692H or 694H in the second semester to pursue graduation with honors or highest honors. During the first semester the relevant policies concerning mentored research apply, and in the second semester the relevant policies concerning honors apply.

Comment [BO14]: Is this necessary to include?

Comment [EL15]: I'd include this only if you want to establish a third model. This model sounds similar to the first model, so I'd omit this bullet.

Also, if you keep this, the margin for the bullet needs to be realigned.

V. Limits on Counting Independent Study Credit Toward Graduation. Current policy states that "Twelve hours of graded independent study credit may be counted toward graduation, though no more than six hours may be taken in any one semester" (2011-2012 *Undergraduate Bulletin*). The College of Arts and Sciences should

- Exclude the six-hour registration (two three-credit courses) for honors from this total. Students enrolled full time in supervised student teaching, an approved global study program, or an off-campus internship should also be able to pursue an honors thesis and be able to graduate with honors or highest honors.
- Raise the limit within a fall or spring semester from six to 12 credit hours. The Federal definition of full-time enrollment is 12 credit hours, and some students have course work that takes place completely in off-campus sites (student teaching, off-campus internships, etc.), so theycannot be enrolled in additional on-campus course work.
- This change would have to be approved by Faculty Council via the Educational Policy Committee after which the *Undergraduate Bulletin* would be revised to incorporate this new information.

Comment [BO16]: Leloudis asks: Are senior thesis courses (usually two for a total of six hours) counted in the twelve-hour limit on independent study, or could a student who does a thesis also count up to twelve hours of non-thesis independent study credit toward graduation?

If the former rather than the latter, we'll want to be sure students are aware of the rule very early in their careers. I could imagine students doing three independent study courses before the senior year, deciding to do a thesis, and then finding themselves a course short of graduation because one of the three independent study courses no longer counted.

Comment [EL17]: Something funny is going on in this sentence. Did my revision capture what you intended to say?

VI. Miscellaneous

- The recommendations contained in this report should be provided to the Educational Policy Committee for consideration for adoption campus wide.

Appendix A (note the draft watermark should not be on this page – it is an official document.)

http://registrar.unc.edu/AcademicServices/PoliciesProcedures/UniversityPolicyMemorandums/CCM1_042560

Office of the University Registrar

UPM # 4 Standard Course Numbering System

PURPOSE
Effective Date: September 2006
This memorandum is intended to clarify the standard course numbering system and to point out some variations and limitations.

1. GENERAL PROVISIONS
All courses authorized for degree credit must be numbered according to guidelines established by the University. The numbering schemes may vary by academic unit and may change over time.

2. STANDARD COURSE NUMBERING SYSTEM
a. For all courses in the DN, LW, and MD academic units, and for courses in the GU academic units prior to Fall 2006, the numbers assigned to courses are normally categorized as follows:

- **001-049** Courses primarily for first and second year undergraduates
- **050-099** Courses primarily for third and fourth year undergraduates
- **100-199** Courses for advanced undergraduates and graduate students
- **200-299** Courses for graduate students only
- **300-399** Seminar and Research courses for graduate students
- **400-499** Numbers reserved for special categories of registration
- **600-699*** ** Interdisciplinary courses for undergrad and graduate students
- **700-799*** ** Interdisciplinary courses for graduate students only

****Interdisciplinary numbers are assigned in sequence**. Departments in the DN, LW & MD academic units should contact the University Registrar for the next valid number when establishing these courses. Course must involve two or more campus schools/academic units to qualify for interdisciplinary numbering.

b. For courses in the GU academic unit starting in Fall 2006, the numbers assigned to courses are normally categorized as follows:

- **000-009** Reserved for University Registrar
- **050-089** First-Year Seminars
- **009-399** Undergraduate Level Courses
- **100-189** Introductory Undergraduate Courses*
- **190, 290, 390** Undergraduate Special Topics Courses

- **195, 295, 395** Undergraduate Research Courses
- **196, 296, 396** Undergraduate Independent Study/Reading Courses
- **199, 299, 399** Undergraduate Experimental Offerings
- **400-699** Courses for advanced undergraduates and graduate students
- **496, 596, 696** Undergraduate/Graduate Independent Study/Reading Courses
- **499, 599, 699** Undergraduate/Graduate Experimental Offerings
- **691H, 692H, 693H, 694H** Senior (*Undergraduate*) Honors Thesis
- **697, 698** Capstone Courses (*Undergraduate*)
- **700-994** Graduate only courses
- **799** Graduate Experimental Offering
- **890-899** Graduate Special Topic
- **900-991** Graduate Research
- **992, 993** Master's Thesis
- **994** Doctoral Dissertation
- **995-999** Reserved for University Registrar

* **Foreign Language Courses** should be numbered in this manner: 101,102 and 401, 402 - Beginning level; 203, 204 and 403, 404 - Intermediate level; 601, 602 and 603, 604 - Graduate foreign language requirement

3. AVAILABLE SUFFIXES

a. For all courses in the DN, LW, and MD academic units, and for all courses in GU academic units prior to Fall 2006 the following suffixes may be used:

- **A** - First part of a series of courses, or an advanced course
- **B** - Second part of a series of courses
- **C** - Third part of a series of courses, or correspondence course
- **E** - Denotes elective credit for the Dental School
- **H** - Honors course or course for advanced students
- **L** - Credit-bearing laboratory course
- **M** - Open to majors only
- **R** - Denotes a review course
- **X** - Denotes no graduate credit. Satisfies language reading knowledge examination. For undergraduates, denotes an intense language review course

b. For courses in the GU academic unit starting in Fall 2006 (*with the exception of subject = MBA), the following suffixes may be used:**

- **H** - Honors course or course for advanced students
- **L** - Credit-bearing laboratory course
- **I** - Interdisciplinary course

* **MBA courses** may use any other suffix not listed above, but should not use the suffixes H, L or unless they are used for the specific course content as designated for each suffix.

4. LIMITATIONS ON NUMBERING AND SUFFIXES

Alphabetic suffixes are limited to one. More than one suffix and hyphenated course numbers are incompatible with the system, now in use. A course number should not be re-assigned to another course having a different content until at least five years after the previous course was taught. This is to prevent the same course number from appearing twice on a student's record representing two different courses.

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Appendix B (Draft IV: 2-9-12)

Independent Study Definitions

I. Independent Study

Independent study provides a mechanism for students to work as individuals (or in small groups) on a specific topic with a faculty member for academic credit. Topics are focused rather than general and are not usually pursued in scheduled courses. A final written paper (the standard used for courses fulfilling General Education requirements is a minimum of ten pages), report, or artistic product is required. At least three hours of independent work per week is required for each unit of credit.

Independent study is of five types: Traditional Independent Study, Directed Readings, Directed and/or Mentored Undergraduate Research, Internship/Practicum, and Honors Thesis.

1. *Traditional Independent Study:* The pursuit of a topic of interest by a student (generally a major or minor), under the supervision of a faculty member with expertise related to the topic.
   Examples:
   HIST 296 Independent Studies in History
   MATH 290 Directed Exploration in Mathematics
   JOUR 296 Individual Study

2. *Directed Readings:* Systematic analysis of an approved bibliography in the student's area of interest.
   Examples:
   ART 396 Directed Readings in Art History
   BIOL 296 Directed Reading
   SLAV 244 Directed Readings in a Slavic Language

   Examples combining 1 and 2:
   ANTH 396 Independent Reading or Study in Anthropology
   SOC 396 Independent Study and Reading

3. *Directed and/or Mentored Undergraduate Research:* Investigative, fact-finding work supervised by a faculty mentor and conducted outside a conventional classroom—in a laboratory, in field sites, in a library, or in other places in which research activity takes place.
   Examples:
   CHEM 395 Research in Chemistry for Undergraduates
   FREN 396 Research for Advanced French Students
   GEOG 295 Undergraduate Research in Geography
   PSYC 395 Independent Research

4. *Internship/Practicum:* Supervised work experience designed to give students first-hand knowledge of the practice of a discipline. In a practicum students are likely to be supervised by

faculty members or academic practitioners; in an internship students tend to work under the direction of a permanent employee in a corporation, governmental entity, or other institution outside the university. In either case, students participate in a supervised, reflective experience that encourages them to integrate classroom and work experience in ways that help them develop a professional identity.

Examples:
AMST 397 Internship
COMP 392 Practicum
DRAM 395 Professional Theatre Laboratory
HIST 297 Internship in History

5. *Honors Thesis:* Two semesters of independent research for which the student, under the guidance of a full-time faculty supervisor, is responsible for designing and completing a research project or creative activity in accordance with the guidelines established by Honors Carolina and the academic unit.

II. Service Learning

Service Learning is a teaching and learning strategy that integrates meaningful, supervised community service, usually off campus, with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Examples:
COMM 668H The Ethnographic (Re)Turn
DRAM 288 Theatre for Social Change: Latina/o Performance Traditions
HBHE 610 APPLES Alternative Spring Break
PSYC 294 Service Learning in Psychology

III. Special Topics

A placeholder course that permits departments and curricula to offer specialized courses for which there may be only occasional demand or to develop new courses. In the latter case, the department/curriculum should apply for a permanent number for the new course after it has been offered twice as a Special Topics course. A Special Topics course may also be known as an "Experimental Course."

Examples:
ANTH 199 Experimental Course in Anthropology I
ENTS 490 Special Topics in Environmental Science and Studies
FOLK 690 Studies in Folklore
GEOL 390 Special Problems in Geology
HIS 490 Special Topics in History
PSYCH 499 Current Topics in Psychology

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Appendix C (to be developed as an electronic form that can be customized)

INDEPENDENT STUDY CONTRACT [department inserts name] **[**course #]

Prerequisites:[each dept. lists here]

Note that faculty members are restricted to no more than two per semester or summer (a maximum of six each year).

APPLICANT INFORMATION:

Student Applicant's Name:_____ PID:_____-_____

Date of Application: _____ Credit Hours: _____ (each dept lists range)

Top of Form

Semester Requested: FALL ☐ SPRING ☐ SUMMER I ☐ SUMMER II ☐ YEAR_____

Bottom of Form

Class: FIRST YEAR ☐ SOPHOMORE ☐ JUNIOR ☐ SENIOR ☐

Major: _____

Current GPA: _____MAJOR _____ OVERALL

Prerequisites: [COURSE #] _____SEMESTER/YEAR _____GRADE
[COURSE #] _____SEMESTER/YEAR _____GRADE
[COURSE #] _____SEMESTER/YEAR _____GRADE

Email:_____ Phone #:_____

INFORMATION FOR INSTRUCTOR ON RECORD:

Name:_____ Email:_____

COURSE CONTRACT: Please describe the course requirements to the extent possible (or attach a syllabus containing ALL these required elements). This is considered a contract between the sponsor and the student. Deviations from this contract should be updated and documented to the extent possible by the sponsor and student.

Comment [BO18]: Why sponsor? Why not advisor or instructor?

Comment [BO19]: Why sponsor? Why not advisor or instructor?

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(a). Hours per week (e.g., 9 hours per week if 3 credit hours):_____

(b). Meeting requirements (e.g., individual meetings, lab meetings, etc):

_____

_____

(c). Reading assignments (and due dates, if relevant):

_____

_____

(d). Written assignments (page requirements/limits and due dates, if relevant):

_____

_____

(e). Other assignments (please describe):

_____

_____

(f). Assessment (e.g., % of course grade based on each requirement):

_____

_____

(g). Other information:

_____

_____

(h). Work plan (100 words maximum):

_____

_____

_____

_____

_____

INSTRUCTOR OF RECORD AND STUDENT RESPONSIBILITIES:

I have read the responsibilities of the Instructor of Record (each dept generates) and agree to undertake these responsibilities. _____ (Instructor)

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I have read the responsibilities of the student (each dept generates) and agree to undertake these responsibilities. _____ (Student)

*** INDEPENDENT STUDY COORDINATOR:** This application for Independent Study has been reviewed. The proposal is:

☐APPROVED AS IS

☐REQUIRES MORE INFORMATION (provide details and return to Sponsor/Student)

Comment [BO20]: Why sponsor? Why not advisor or instructor?

☐ NOT APPROVED (provide rationale)

_____

(School/Department/Program Independent Study Coordinator)

* If the Independent Study Coordinator is not the Department Chair, the Director of Undergraduate Studies (DUS), or another Faculty Designee of the Chair, then the Chair or the DUS must also approve this contract.

DEPARTMENT CHAIR OR DIRECTOR OF UNDERGRADUATE STUDIES (whichever is applicable): This application for Independent Study has been reviewed. The proposal is:

☐APPROVED AS IS

☐REQUIRES MORE INFORMATION (provide details & return to Sponsor/Student)

Comment [BO21]: Why sponsor? Why not advisor or instructor?

☐ NOT APPROVED (provide rationale)

_____

(Department Chair/Director of Undergraduate Studies/Faculty Designee)

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Appendix D

Comment [BO22]: This information may not be needed

Course Registrations in Fall 2012 for Independent Study Courses

<Insert table of the 2500 courses>

Notes Concerning table:

Courses Carrying 12 or More Credit Hours

All of the courses that currently show 1-21 hours of variable credit are in the process of being revised to no more than 12 credit hours. People didn't notice the credit hours and told me that the courses are never offered for that much credit in any case.

School of Nursing: "Clinical contact time varies by study option and course but averages approximately 12 to 16 hours per week." However, no undergraduate NURS course carries more than eight hours credit.

School of Education: SOE offers several 12-credit courses, but they constitute full-time work in schools.

- 467 Planning for Teaching in the Middle Grades Lab (1–12).
- 502 Preschool/Kindergarten Student Teaching and Seminar (3–12).
- 518 Student Teaching in Elementary Grades (12).
- 569 Teaching Internship (12).

School of Public Health: Melissa Hobgood in the School of Public Health plans to submit CRAS transactions to make the following courses 1-12 hours of variable credit.

- BIOS 397 Readings in Biostatistics (1–21).
- BIOS 540 Problems in Biostatistics (1–21).

Department of Computer Science: COMP 393 Internship (6–12). This is a course for the Co-op program, in which students work off campus in RTP for a summer and a semester.

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Appendix E

Formal research methods courses (partial listing)

- **AFAM 395 Field Research Methods in African Studies (3).** Recommended preparation, AFRI 101. This course will prepare students to conduct field research in Africa by looking at how to write a proposal, how to get research permission, and how to collect qualitative data.
- **ANTH 675 Ethnographic Method (FOLK 675) (3).** Intensive study and practice of the core research methods of cultural and social anthropology.
- **BMME 400 Introduction to Biomedical Engineering (1).** Seminar introducing students to biomedical engineering research, including literature search, faculty presentation of ongoing research, and student discussion of research papers.
- **CLSC 630 Education and Research in Clinical Laboratory Science (3).** Majors only. Introduction to the basic principles of clinical laboratory education including objectives, learning formats, test development, and clinical teaching. Introduction to research methods and designs used in clinical laboratory medicine.
- **FREN 500 Research Methods in French and European Studies (3).** Provides training in research methodology either for a B.A. honors or M.A. thesis topic related to contemporary European studies. Students will learn to conceptualize an original research project and to identify and assess the current intellectual debates in their chosen areas of research.
- **GEOL 501 Geological Research Techniques (2).** Permission of the instructor. An introduction to methods of obtaining, analyzing, and presenting geologic and paleontologic data.
- **IDST 196: Introduction to Research (1).** The work must involve at least four hours per week of mentored research in a campus research laboratory. P/F only.
- **LING 422 Research Methods in Phonetics and Laboratory Phonology (3).** Prerequisite, LING 200, 520, 523, or SPHS 540. Focuses on the practical skills required to carry out basic experiments in speech production or perception. Includes training in a general-purpose programming language (such as Perl) for automating repetitive tasks, experiment-control software, audio stimulus manufacture and editing, palatography, aerodynamic measurements, and other laboratory techniques relevant to student interests.

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Appendix XXX

Resolution 2012-1. On Adopting the Federal Definition of the Credit Hour.

The Faculty Council enacts:

Section 1. The University of North Carolina at Chapel Hill hereby adopts the Federal Definition of a Credit Hour (described in *34 CFR 600.2*, effective July 1, 2011) as follows:

> **Federal Definition of the Credit Hour.** For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:
>
> > 1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
> >
> > 2. At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Section 2. This credit hour policy applies to all courses at all levels (graduate, professional, and undergraduate) that award academic credit (i.e. any course that appears on an official transcript issued by the University) regardless of the mode of delivery including, but not limited to, self-paced, online, hybrid, lecture, seminar, and laboratory. Academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy.

Section 3.

1. The University of North Carolina at Chapel Hill adheres to the Carnegie unit for contact time (750 minutes for each credit awarded) in its official Academic Calendar
2. Additional guidelines and procedures for implementing and monitoring compliance with Federal requirements and accreditation standards related to credit hours should be recorded in a University Policy Memorandum (UPM) maintained by the University Registrar.

Comment: As outlined in the SACS/COC Policy concerning credit hours "Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of activities, including the transfer of students from one institution to another." In addition, "…the federal government has relied on credits as a measure of student academic engagement as a basis of awarding financial aid."

It is noted that Federal regulations provide institutions with some flexibility to take into consideration alternative delivery methods, types of coursework, measurements of student work, academic calendars, disciplines, and degree levels when determining credits to be awarded for student work. The Federal definition does not dictate particular amounts of classroom time versus out-of-class student work. Credits may be awarded on the basis of documentation of the amount of work a typical student is expected to complete within

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a specified amount of academically engaged time. The basic requirement is that a credit hour "reasonably approximate" the minimum amount of work specified in Section 1, above.

Appendix F

Tutorial Independent Study

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UNC
THE WILLIAM AND IDA FRIDAY
CENTER FOR CONTINUING EDUCATION

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

THE FRIDAY CENTER
CAMPUS BOX 1020
CHAPEL HILL, NC 27599-1020

fridaycenter.unc.edu

Tutorial Independent Study

For UNC-Chapel Hill undergraduate courses not offered by Self-paced Courses, it may be possible to enroll in a tutorial arrangement through Credit Programs for Part-time Students. If special circumstances warrant, a student and instructor of a regular University course may adapt the course to a Self-paced Courses format. This arrangement is subject to the approval of the department chairperson, the appropriate dean, and Credit Programs for Part-time Students in the Friday Center for Continuing Education.

In Tutorial Independent Study, the student and faculty member agree on a program of learning activities that can be completed away from the University campus (although occasional conferences with the instructor may be arranged). Approval for Tutorial Independent Study is granted only in instances where a learning experience of high quality can be achieved through distance education methods.

The tutorial option makes it possible for students to continue their education despite special difficulties created by factors such as employment, travel, or illness. It is not recommended for students who can arrange to take the course through other means, and it may not be used as a means of attending a course offered on campus. The courses for which Tutorial Independent Study is appropriate are those having a clearly defined content rather than those bearing such titles as "readings," "topics," "seminar," or "individual study."

In order to enroll in a course through Tutorial Independent Study, the enclosed application form must be completed and signed by the student and the instructor. The signatures of the department chairperson and dean of the school or college offering the course must also be obtained before the form is returned to the Self-paced Courses office. To be considered eligible for NC tuition rates, the student must also complete and send in the enclosed Residency Status form. When final approval is given, the student should complete a Self-paced Courses application and submit it along with the tuition (current tuition rates) dependent on a student's NC residency status. An education and technology fee will also be charged. Upon payment of the tuition and fee, the course work agreed upon by the student and instructor may begin.

The policies governing Tutorial Independent Study are the same as those for regular courses in the Self-paced Courses program as described in the Self-paced Courses catalog. The instructor and student should be completely familiar with these policies before reaching a Tutorial Independent Study agreement.

In addition, the instructor is asked to become acquainted with the procedures outlined in the Self-paced Courses *Instructor's Guide*. Please note that the reporting of grades and credit is the responsibility of Self-paced Courses. The instructor should contact Self-paced Courses (919-962-1134, 800-862-5669) to find out about compensation for instruction. In instances where the tutorial student is submitting the assignments directly to the instructor, half of the payment to the instructor is initiated at the time the student enrolls and half at the time the student completes the course. If assignments are submitted and returned through the Self-paced Courses office, payment is made on a per-assignment basis and is determined by the number of assignments in the course.

9/26/2011

Tutorial Independent Study Application Form

The University of North Carolina at Chapel Hill

This form should be submitted to Adelecture Programs and Services at the Friday Center for Continuing Education.

Student's Name _____

Address _____ Phone No. _____

Course Number _____ Course Title _____ Credit Hours _____

Instructor's Name _____ Instructor's Social Security No. _____

Faculty Rank _____ Department _____

Department Number (Transition Number) _____ Chairperson _____

Department Address _____

Instructor's Campus Address (if different from above) _____

Instructor's Office Phone No. _____ Home Phone No. _____

Please indicate that Tutorial Independent Study is requested. Please state specifically why Tutorial Independent Study is proposed as an alternative to classroom instruction.

_____

_____

This work to be completed by the student in order to satisfy the requirements of the course will consist of the following. Please indicate the specific nature of the work to be undertaken.

_____

_____

Number of separate submissions to be made by the student _____

Please check one:

- ☐ Exam will be supervised by instructor
- ☐ Exam will be supervised by other qualified individual.
- ☐ Exam will not be required.

Please explain _____

Please check one:

- ☐ Assignments will be submitted and returned through Independent Studies office.
- ☐ Assignments will be submitted directly to instructor and returned through Independent Studies office.

I have read the attached statement on Tutorial Independent Study and understand its purpose and procedures. I am aware of the special responsibilities it places on the instructor and the student. In addition, I am familiar with the policies and procedures of Independent Studies as outlined in the Independent Studies catalog.

Student _____ Date _____ Instructor _____ Date _____

Approved: Approved:

Chairperson, department offering course _____ Date _____ Dean, school or college offering course _____ Date _____

This section is to be completed by the Office of Independent Studies

Request for Tutorial Independent Study is ☐ approved ☐ not approved.

Comments: _____

_____

Course Fee $ _____ Instructional Rate $ _____

☐ Assignments submitted to Independent Studies office

Flat assignment $ _____

Number of assignments _____

Payment per assignment $ _____

☐ Assignments submitted directly to instructor

Payment upon student's enrollment in course $ _____

Payment upon student's completion of course $ _____

Student Services Representative _____ Date _____

UNC-Chapel Hill Friday Center for Continuing Education

Student's enrollment date _____ Enrollment number _____

TO THE INSTRUCTOR:

Once the Tutorial Independent Study application has been fully approved and the student has formally enrolled, you will receive a copy of this form. The student then may begin the correspondence course of study and submit assignments. You will receive assignments either directly from the student or from the Independent Studies office, depending on which arrangement has been specified. Payment will be made to you according to the schedule indicated above. Enclosed with the copy of this form will be a stamped-paid "Instructor's Cover Sheet" to be used for reporting to Independent Studies the student's exam grades and final course grade. A re-examination is required, though you are free to report the student's actual grade. Submit all grades to Independent Studies.

We encourage all instructors, and particularly those who are new at the Independent Studies program, to consult the information sheet accompanying the application. In addition, a copy of the Independent Studies "Instructor's Guide" and to Student Independent Studies if you have questions.

Sample

Subject:	Academic Eligibility
Location:	Steele 3020
Start:	Wed 1/25/2012 6:00 PM
End:	Wed 1/25/2012 7:00 PM
Recurrence:	(none)
Organizer:	Owen, Bobbi A

Subject:	Academic Eligibility
Location:	205 South
Start:	Wed 4/4/2012 5:00 PM
End:	Wed 4/4/2012 6:00 PM
Recurrence:	(none)
Organizer:	Owen, Bobbi A

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, March 22, 2012 5:39 PM
To: Siedentop, Nicholas J <nick_siedentop@unc.edu>
Subject: Re: Online courses proposals for summer 2013

Verify. Seems like she understands about EE. Use your judgement.
Bobbi

Sent from my iPhone

On Mar 22, 2012, at 4:52 PM, "Siedentop, Nicholas J" <nick_siedentop@unc.edu> wrote:

Do you just want me to verify course information and respond to Jan Yopp with our endorsement, or do I need to do syllabi review?

Nicholas Siedentop

Curriculum Director, Office of Undergraduate Curricula

3018A Steele Building, CB# 3504

University of North Carolina at Chapel Hill

Chapel Hill, NC 27599-3504

Email: nick_siedentop@unc.edu

Phone: 919-962-5819

Office of Undergraduate Curricula Web site: www.unc.edu/depts/uc/

First Year Seminar Web site: www.unc.edu/fys/

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From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Thursday, March 22, 2012 4:02 PM
To: Siedentop, Nicholas J
Subject: Fwd: Online courses proposals for summer 2013

Can you handle?
Bobbi

-------- Original Message --------

Subject: Online courses proposals for summer 2013
Date: Thu, 22 Mar 2012 14:01:38 -0400
From: Yopp, Jan Johnson <jan_yopp@unc.edu>
To: Owen, Bobbi A <owenbob@unc.edu>

Hi, Bobbi,

Since you are getting close to the end of the SACS report, I decided to go ahead and share with you the proposals for courses to be converted to online for summer 2013. There are four undergraduate courses from the College (one from JOMC and one graduate level from EXSS). The four that would be of interest to you are:

* ANTH 238, Human Ecology of Africa, to be taught by Colin Thor West. Satisfied SS Gen Ed.

*ASIA 333, The Mahabharata: Remembered and Reimagined, to be taught by Pamela Lothspeich. This course satisfied an EE but as online and asynchronous, I say it would not unless it became a hybrid that would actually have time for students to do their performances

*ARAB 150, Introduction to Arab Cultures, to be taught by Sahar Amer. Course is required for the Arab Cultures majors and satisfies BN and LA.

*SPAN 260: Introduction to Spanish and Spanish American Literature, to be taught by Raul Brown.

All have the approval of their department chairs.

Let me know if you see any problems. I plan to send out letters accepting these proposals no later than Tuesday, March 27.

These faculty, following our usual procedure, will take two courses on how to teach online, one in May and the other in June, offered through CFE.

Thanks. Hope your desk is getting even more cleared of SACS's odds and ends.

Jan

Jan Johnson Yopp

Dean, Summer School

University of North Carolina at Chapel Hill

Office: 919.962.8266

Fax: 919.962.2752

Walter Spearman Professor

School of Journalism and Mass Communication

University of North Carolina at Chapel Hill

Office: 919.962.4083

Fax: 919.962.0620

jyopp@email.unc.edu

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, March 22, 2012 5:45 PM
To: Marian, Diane <diane_marian@unc.edu>
Subject: Re: Syllabi for SACS review

Perfect.
Bobbi

Sent from my iPhone

On Mar 22, 2012, at 5:44 PM, "Marian, Diane" <diane_marian@unc.edu> wrote:

> I've linked all of the syllabuses except the honors thesis. I have a question about that one. Neither of the honors thesis documents you forwarded mention anything about the amount of time/credit hours that should be spent on the thesis project. However, I did find the attached document that includes this statement:
>
> > Most academic units require that senior honors thesis students participate in a two-course sequence (6 credit hours) designed to guide them through the process of research and project development. When such courses are offered, they must be taught by a member of the faculty. Academic units with few senior thesis candidates may organize their students' work through independent study. In either case, it is incumbent upon academic units to ensure that senior honors thesis students devote the equivalent of 6 credit hours to their projects.
>
> Is it okay to link this document instead of a specific syllabus?
>
> Thanks,
>
> Diane
>
> ---
>
> **From:** Bobbi Owen [mailto:owenbob@unc.edu]
> **Sent:** Thursday, March 22, 2012 1:08 PM
> **To:** Marian, Diane
> **Subject:** Fwd: Syllabi for SACS review
>
> You don't needs these all - so pick the best! In your hands.
> Bobbi
>
> -------- Original Message --------
>
> **Subject:**Syllabi for SACS review
> **Date:**Thu, 22 Mar 2012 13:04:06 -0400
> **From:**Siedentop, Nicholas J <nick_siedentop@unc.edu>
> **To:**Owen, Bobbi A <owenbob@unc.edu>
>
> In this email:
>
> - POLI 692H syllabus – Senior Honors Thesis (S. Macdonald, Fall 2010)
> - ENGL 496 syllabus – Independent Research (approved by Curriculum Committee, Nov. 2011)
> - SOCI 692H syllabus – Senior Honors Thesis (approved by CC, Nov. 2011)
> - HIST 297 form/contract – Internship in History (July 2010)
> - HBHE 610 syllabus - APPLES Service learning (approved by CC, Nov. 2011)
> - NUTR 245 syllabus – Service learning, "Sustainable, Local Food Systems" (approved by CC, Sep. 2011)
> - SPAN 329 syllabus – Service learning, "Spanish for Professional and Community Engagement (approved by CC, Oct. 2011)
>
> Let me know if you want me to look for others.
>
> Cheers,
>
> Nick
>
> Nicholas Siedentop

Curriculum Director, Office of Undergraduate Curricula

3018A Steele Building, CB# 3504

University of North Carolina at Chapel Hill

Chapel Hill, NC 27599-3504

Email: nick_siedentop@unc.edu

Phone: 919-962-5819

Office of Undergraduate Curricula Web site: www.unc.edu/depts/uc/

First Year Seminar Web site: www.unc.edu/fys/

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<Senior-Honors-Thesis-Guidelines-July-2011.pdf>

From:	Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent:	Sunday, March 25, 2012 4:00 PM
To:	Owen, Bobbi A <owenbob@unc.edu>
Subject:	FW: Independent Study
Attach:	DraftReport3-19-2012Owen.docx

Gordon's copy

_____
From: Bobbi Owen [owenbob@unc.edu]
Sent: Sunday, March 18, 2012 12:48 PM
To: Lindemann, Erika
Cc: Owen, Bobbi A
Subject: Independent Study

Erika -
Hope you do not read this until tomorrow. It is even dated tomorrow. I went though the comments I had, including Gary's, and turn it over to you before sharing with the entire group. The fonts are all the same now and I believe that the appendixes are in the correct order (but please check them as well). Whew (and the SACS stuff is proceeding as well as can be expected)!
Bobbi

--
Bobbi Owen
Senior Associate Dean for Undergraduate Education, and
Michael R. McVaugh Distinguished Professor of Dramatic Art
University of North Carolina at Chapel Hill
CB# 3504, 3011 Steele Building
214 East Cameron Avenue
Chapel Hill, NC 27599-3504
Phone: 919 843-7773
FAX: 919 843-6557

Independent Study Task Force

Draft Report March 19, 2012

Task Force Members: Allen Anderson (Music), Deborah Jones (Psychology), Erika Lindemann (English and Comparative Literature and Undergraduate Education), Danielle Heider (Romance Languages (French) and Linguistics, class of 2012), Bobbi Owen, Chair (Dramatic Art and Undergraduate Education), Gary Pielak (Chemistry), Lillie Searles (Biology), and Heather Williams (History).
Additional Review by: James Grinias, GPSF representative to EPC; Lily Roberts, Student Government representative to EPC.

Meetings: September 27, November 10, November 22, 2011; January 12, 2012; with full Administrative Boards, January 24, 2012; February 23, 2012; with full Administrative Boards, February 28, 2012; March 15, 2012, with full Administrative Boards, April 17, 2012, etc.

Process: In a letter dated September 9, 2012, Karen Gil, Dean of the College of Arts and Sciences, requested that Bobbi Owen, Senior Associate Dean for Undergraduate Education, have the Administrative Board of the College of Arts and Sciences develop guidelines for undergraduate independent study courses and directed readings courses. Bobbi Owen created a task force drawn largely from members of the Board and invited others in order to include departments where independent study was prevalent. Beginning in late September 2011, the group began developing responses to Dean Gil's specific requests to develop guidelines that include the following information:

1. Expectations concerning student assignments and contact hours with the instructor.
2. Conditions under which an active (approved) course may be taught in a different format (such as directed readings, independent study).
3. Conditions under which a course may be taught as a directed readings course before it is submitted for a permanent course number.

Executive Summary

The Task Force reviewed protocols being used at the University related to enrollment and assignment of faculty to independent study courses across the University and existing policies concerning independent studies. The members also reviewed enrollments and grades for the Fall 2011 semester for students enrolled in course sections broadly defined in the Standard Course Numbering System as independent study for undergraduates.

The members of the Task Force expressed strong support for the benefits of independent study, undergraduate research, and honors thesis, and the value of internships and service learning. The Task Force provides detailed recommendations concerning independent studies, special topics courses, use of the standard course numbering system, and honors theses and suggests that many of the recommendations contained in the full report would be useful campus wide. The recommendations are not intended to reduce the numbers of students who are able to participate in undergraduate research and graduate with honors or highest honors – which are valuable experiences at the heart of the mission of research universities. At the same time they acknowledge that the growth in the undergraduate student population at the University of North Carolina at Chapel Hill as well as the

inevitable turnover of faculty members make it important to have – and follow – guidelines for undergraduate independent studies.

The recommendations respond to the charge from Dean Gil and include the following

Independent Study Courses. Expectations concerning student assignments and contact hours with the instructor should be recorded on a formal contract for independent studies that should be made available electronically. It would stipulate the same information that appears on a syllabus for a regular course (effort expected, meetings with the instructor, assignments and due dates, grading information, etc.) and have a formal approval process. Limits should be placed on the number of independent studies each faculty member should supervise in each term and active (approved) courses should not be taught in an independent study or directed readings format unless unusual circumstances exist. Standard usage should be adopted for the many terms that are used – some appropriately and some not – for independent studies.

Honors theses are a specialized form of independent-based study with a faculty member, although the limits for counting independent studies toward graduation should not include registration for an honors thesis. However, registration for an honors thesis should conform to one of the two models currently in use.

Special Topics. Special topics courses are not independent studies. Sometimes referred to as experimental courses or directed readings, they allow new and/or visiting faculty to offer new courses quickly but they need to include the actual course title and should not generally be offered more than twice as special studies courses. A course description and/or tentative syllabus should be available prior to the registration period so that students can make informed choices.

Standard Course Numbering System. The Standard Course Numbering System should be followed, not only in the College of Arts and Sciences, but also campus wide. This will necessitate renumbering some courses, expanding numbers to be used in reserved sequences, and identifying specific numbers to identify internships and service learning. Reporting will be clearer as a result.

DRAFT

Report

The Task Force reviewed the following materials:

- Current protocols related to enrollment and assignment of faculty to independent study courses across the University (College and Professional Schools with undergraduate degree programs);
- Existing policies related to independent study;
- Fall 2011 enrollments for 2,355 students in 421 courses numbered below 700 and broadly defined in the Standard Course Numbering System as independent study;
- Grading patterns for the 421 courses in fall 2011 numbered below 700 and broadly defined in the Standard Course Numbering System as Independent Studies.

Existing Protocols for Independent Study Courses

Forty-two units responded with copies of their protocols used for independent studies. Among the most elaborate ones, containing carefully articulated guidelines and forms, were protocols from the Departments of Biology, Chemistry, Dramatic Art, History, and Psychology. Many units had a process in place, some more informal than others. Some units did not have a process – and in some cases developed one as a result of the request. The protocols provided an excellent basis for developing a set of minimum guidelines that the task force recommends being used throughout the College of Arts and Sciences.

Existing Policies that Govern Independent Study Courses

The UNC Policy Manual, section 400.1.6 (adopted 7/12/1996, amended 07/01/07) states that "All UNC campuses must ensure that every course offered for academic credit adheres to the standard of a minimum of 750 scheduled minutes of instructional time or the equivalent per credit hour. The time may include required examination periods, but may not include study days." The implications of the statement include the following:

- Instructional contact minutes for one credit hour = 750 minutes (12.5 hours); for three credit hours = 2250 minutes (37.5 hours)
- For independent study, an equivalent is necessary

The 2011-2012 edition of the *Undergraduate Bulletin* states that "The University offers a variety of independent study experiences for students. Such courses, including directed readings and research courses for an individual student, are offered for academic credit through departments and curricula. Twelve hours of graded independent study credit may be counted toward graduation, though no more than six hours may be taken in any one semester. Students may participate in formalized programs, or they may make individualized contracts for work under the supervision of a member of the permanent faculty at the department/curriculum level. For information about independent studies courses in their majors, students should consult the director of undergraduate studies in their major department or curriculum." According to this statement, "Independent study experiences" serves as an umbrella

Comment [BO1]: Erika will verify quotation is correct now that Owen removed the reference to 2012-2013

term for "directed readings" and "research courses" for individual students (or at most, small groups of students) and "Twelve hours of graded independent study credit may be counted toward graduation." It is also clear that current policy states that "No more than six hours may be taken in any one semester" and that such work should be supervised by members of the faculty. The passage appropriately refers students to the Directors of Undergraduate Studies for information about such courses and how they fit into major/minor requirements. That an individualized syllabus is provided is assumed, as one would be available for any other course.

University Policy Memorandum # 4, Standard Course Numbering System, last revised September 2006 (See Appendix C) reserves a series of numbers for independent study and related courses, including

- 190, 290, 390 Undergraduate Special Topics Courses
- 195, 295, 395 Undergraduate Research Courses
- 196, 296, 396 Undergraduate Independent Study/Reading Courses
- 199, 299, 399 Undergraduate Experimental Offerings
- 496, 596, 696 Undergraduate/Graduate Independent Study/Reading Courses
- 499, 599, 699 Undergraduate/Graduate Experimental Offerings
- 691H, 692H, 693H, and 694H Senior (*Undergraduate*) Honors Thesis

Final Examinations are required in all undergraduate courses offered at the University, including independent studies. Page 397 of the 2011-2012 *Undergraduate Bulletin* states "Undergraduate courses taught on campus must include a final assessment (*i.e., final examination*) unless the provost grants an exception." It also includes the provision that "Chairs (*i.e., heads of instructional units*) must give permission for faculty to use nontraditional examinations, such as a portfolio of a semester's work or a take-home examination." This means that the role of final exams for independent study courses may vary based on the intended result for the semester, and that the department chair can approve a nontraditional final exam.

Recent campus legislation concerning the definition of credit hours also has a bearing on independent study courses. UNC-Chapel Hill accepts the provision from the U.S. Department of Education, subsequently adopted by the Southern Association of Colleges and Schools (SACS), which accredits the University. On February 10, 2012, Faculty Council adopted Resolution 2012-1, "UNC-Chapel Hill Credit Hour Policy" (Appendix B). The policy includes the following statements which reference independent studies and related coursework:

"**Section 1.** The University of North Carolina at Chapel Hill hereby adopts the Federal Definition of a Credit Hour (described in *34 CFR 600.2*, effective July 1, 2011) as follows:

> **Federal Definition of the Credit Hour.** For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

The policy contains two elements relevant to independent study courses. First, that "not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work" specifies that students should expect to devote a minimum of nine hours each week to each three-credit course (the usual value) they take. Second, this standard applies to all courses, including "laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

Students approved to do an independent study are expected to be self-motivated and largely self-sufficient and expect to spend at least three-hours per week per credit hour working on an independent study. Faculty members supervising an independent study must meet on a regular basis throughout the semester with students pursuing an independent study under them.

Comment [BO2]: I came away with lots of notes for this paragraph. Is this ok now?

Fall 2011 Enrollments and Grades in "Independent Study" Courses

The review of fall 2011 registrations did not raise concerns regarding the pattern of enrollments but did reveal inconsistent use of the Standard Course Numbering System. At census, a total of 2,355 students enrolled in 421 courses numbered below 700, broadly defined in the Standard Course Numbering System as Independent Studies. A total of 2,330 grades were awarded. Credits varied from 1-3 hour increments. A close examination revealed

- 345 registrations for honors thesis
- 299 registrations for internships
- 3 registration errors (corrected)
- 793 registrations for regular courses incorrectly numbered as independent work
- 472 registrations for undergraduate research
- 242 registrations for service learning
- 201 registrations for traditional independent study

Comment [BO3]: Should this list be in a different order?

Within the 201 Independent Study registrations, the vast majority (84.9%) of grades assigned across courses that fall under were As, regardless of department. 6.8% were Bs and less than 1% comprised all other grades. The regular courses in the analysis had broader distribution. Faculty members are expected to have consistent grading standards regardless of course content, level at which it is taught, or format. Each syllabus should contain assessment information and that criteria must be followed, even for independent study.

Comment [BO4]: Better?

The task force considered whether pass/fail was appropriate for internships, mentored undergraduate research, service learning, and traditional independent study and decided that letter grades were

appropriate except when a department wished to provide such a course on a pass/fail basis only. The pass/fail-only grading basis occurs most commonly with one-hour courses, among them most internships and service learning courses. Honors courses cannot be taken pass/fail.

Detailed Recommendations

I. **Independent Study Courses.** The College of Arts and Sciences should

- Adopt standard usage for the following terms, which are at present often used interchangeably: Traditional Independent Study, Directed Readings, Mentored/Directed Research, Honors Thesis, Internships, Field Work (aka Field Research), Practicum, Service Learning, Special Topics, and Experimental Course (as defined in Appendix A);
- Adopt College-wide guidelines for Independent Studies to include a contract (see draft contents for contract in Appendix D). The contract should be made available as an electronic template and have routing included in it. The template would have minimum expectations and allow departments to customize it for their own needs.
  - The contract stipulates the expected number of hours per week of work expected from the student, meeting requirements between course instructor and student, reading and writing assignments and due dates, assessment information describing how the final grade will be determined, a brief (100-word) work plan, and a formal approval process. When a department chair is involved, the Senior Associate Dean is the approver. Departments may add additional information but may not eliminate items from the recommended content of the contract.
  - Faculty members are required to establish a regular meeting schedule with students doing an independent study (for example one hour per week or two hours every other week; the specified hours could be spread out over the length of the term rather than occur weekly). However, contact between a faculty member and student must occur throughout the semester rather than merely at the beginning and end of the semester or summer session.
  - Registration for an independent study course, including the approval process, must be completed no later than the last day of "late registration" which is the end of the first week of classes in a fall or spring semester (or equivalent in each summer session).
  - The Director of Undergraduate Studies and the Chair of a Department or Curriculum have an important responsibility to review the contracts carefully and monitor the numbers of students being supervised by individual faculty members and within established research groups.
- Create sections for each faculty member in a department/curriculum supervising traditional independent studies, internships, mentored research, directed readings, etc. Separate sections for individual faculty members already exist at the graduate level, making it a familiar strategy to use.
- Restrict the number of students a faculty member may supervise during a semester or summer session to two students in traditional Independent Study courses, directed readings, or mentored research. Independent studies and directed readings are not

Comment [BO5]: Consider order of this list

Comment [BO6]: Erika – do we mean practica? The document should be consistent.

DRAFT

generally considered part of the faculty member's teaching responsibility but are rather considered service. The limitation of two students does not apply to

- Formal research methods courses, such as ANTH/FOLK 675 Ethnographic Method, GEOL 501 Geological Research Techniques, and LING 422 Research Methods in Phonetics and Laboratory Phonology (see Appendix E for a longer list), which are taught according to the standard class time format. A syllabus serves as the contract for these courses which are not traditional independent study.
- Capstone courses, such as ART 697 and PHIL 698 where students register for a specific course taught by a faculty member, as part of normal teaching responsibilities), generally in their major or minor, and work on an individual or group project. The project may be under the supervision of the course instructor or another faculty member (not considered part of their normal teaching responsibilities). As with the formal research methods courses, a syllabus serves as the contract for these courses which are not traditional independent study.
- Faculty research laboratories, research programs, or established research groups in departments where many students are engaged in a research effort. The contract applies. The individual contract still applies.
- When mentored research is occurring for more than two students outside the department, for example in the Lineberger Comprehensive Cancer Center. The individual contract still applies; faculty members from a department or curriculum must assign course grades.
- Directed readings courses, not included in a faculty members teaching responsibilities, for three to five students pursuing the same reading list. The individual contract still applies.

Comment [BO7]: Erika – Can you find a different example because we are about to redo Art?

- Restrict offering active (approved) courses as an independent study except in unusual circumstances. Tutorial Independent Study may be utilized for this purpose (see Appendix E) provided all approvals are obtained, including the Department chair and the Associate Dean (or Director) for Undergraduate Curricula. Registration for a traditional independent study in the department of the student's major, following the College-wide guidelines above, might also be possible. Examples of appropriate use of this format include
  - An individual student needing a specific course for graduation that will not be offered in the immediate future.
  - An individual student prohibited from attending a regularly scheduled specific course needed for graduation due to residing far from campus, such as in another state.

II. **Honors Thesis.** Honors Carolina has a long-standing program of senior honors thesis work, a specialized form of independent-based study that allows students to graduate with honors or highest honors. Registration for honors theses should follow one of two formats:

Comment [BO8]: Review this section which has been revised.

1. Departments schedule a two-semester senior thesis sequence taught by a member of the faculty who serves as the department's honors director. In the Department of History, for instance, those courses are HIST 691H and 692H. In this format

Comment [BO9]: Odd spacing. Need Paula to fix all of Section II.

- The course size is generally between 10 and 20 students.
- A syllabus is provided on the first day of classes.
- The course is among the courses being offered by the department as honors courses, provided there are at least 10 students enrolled. If an individual thesis is supervised by another faculty member it is not included in his or her teaching responsibilities.
- Each student enrolled in the senior thesis courses also has a faculty adviser whose scholarly expertise encompasses the student's research topic. Service as a thesis adviser does not count in faculty course loads.

2. Each faculty member supervising an honors thesis is assigned a section of the course(s). In this format
    - The number of students being supervised should be limited to two.
    - A contract similar to the independent study contract should be developed.
    - Supervising/advising an honors thesis does not count in the normal teaching responsibility of an individual faculty member.

III. Limits on Counting Independent Study Credit toward Graduation. Current policy states that "Twelve hours of graded independent study credit may be counted toward graduation, though no more than six hours may be taken in any one semester" (2011-2012 *Undergraduate Bulletin*). The College of Arts and Sciences should

- Exclude the six-hour registration (two three-credit courses) for honors from this total. Students enrolled full time in supervised student teaching, an approved global study program, or an off-campus internship should also be able to pursue an honors thesis and be able to graduate with honors or highest honors.
- Raise the limit within a fall or spring semester from six to 12 credit hours. The Federal definition of full-time enrollment is 12 credit hours, and some students have course work that takes place completely in off-campus sites (student teaching, off-campus internships, etc.).
- This change would have to be approved by Faculty Council via the Educational Policy Committee after which the *Undergraduate Bulletin* would be revised to incorporate this new information.

IV. Special Topics. Special Topics Courses are not independent study. While special topics courses have appropriate uses, permitting new or visiting faculty to offer timely courses or develop new ones, topics courses should be avoided for long-term or repeated use. The College should

- Limit the number of times the same Special Topics course can be offered to no more than two occurrences, similar to the model developed for first-year seminar courses numbered 89.
- Require secondary titles for all Special Topics courses when they are scheduled in ConnectCarolina and make a course description and/or tentative syllabus available prior to the registration period so that students can make informed choices when selecting courses.

- Consider the implications of including Special Topics courses in requirements for majors and minors; approving courses based on their variable content requires making adjustments to individual students' Tar Heel Tracker.
- Remind departments/curricula that Special Topics courses cannot fulfill General Education requirements because of their variable content (see Criteria For General Education Requirements at http://www.unc.edu/depts/uc/Faculty/GenEd_criteria.pdf).
- Add 490, 590, and 690 to the currently reserved numbers 190, 290, 390 for Undergraduate Special Topics Courses. 890-899 already exist for graduate-level Special Topics courses.

V. Standard Course Numbering System. The Standard Course Numbering System should be followed, not only in the College of Arts and Sciences, but also campus wide. The following recommendations are intended for the University Registrar to implement with the Office of Undergraduate Curricula, understanding that there may be other issues to address, including the prohibition against reusing a number again within a five-year period.

- All courses that are standard offerings but are currently incorrectly numbered should be renumbered as soon as possible (likely summer 2012). See Appendix D for the full list.
- The sequence of numbers for special topics courses should be expanded to 490, 590, and 690, to accommodate special topics courses that can enroll both undergraduate and graduate students.
- The sequence of numbers currently used for undergraduate and graduate "experimental offerings" should be eliminated and repurposed. These courses are actually special topics courses. Very few departments (anthropology, city and regional planning, and economics) use the "experimental numbers" and are willing to renumber their experimental courses as "special topics" courses.
- A series of numbers should be identified – and used – for Internships and Service Learning (repurposed experimental numbers). A detailed analysis of the course inventory is necessary before confirming which numbers are best to use.
  - Proposed Internship numbers: 299, 499, 699. Note that several departments use numbers ending with 93 and that additional analysis is necessary by the University Registrar prior to renumbering any courses
  - Proposed Service Learning numbers: 199, 399, 599
- The sequence of numbers for Undergraduate Research Courses should be expanded to 495, 595, and 695. The reserved numbers for undergraduate research do not identify all courses that have a research basis nor do they indicate courses taught for one hour of credit, three hours of credit or variable credit.
- The ConnectCarolina system of "tagging" courses should be employed to identify all courses that are research intensive, leaving the reserved X95 numbers for those specifically related to undergraduate research.

Comment [BO10]: Does this bullet point need to be revised?

VI. Implementation

Comment [BO11]: Is this the right word?

- The Task Force recommends that this report should be provided to the Educational Policy Committee for consideration for adoption campus wide.

Comment [BO12]: This seems awkward to Owen although the sense is there.

- The Task Force recognizes that some of the recommendations require electronic forms to be developed, policies to be changed, other parts of the University involved, and a

communication effort launched. As many of the recommendations that can be implemented with the beginning of the fall 2012 semester should occur and the remaining ones by the beginning of the fall 2013 semester. For example,

- The elements of the independent study contract including the approval process do not require an electronic form to be implemented. A paper form can be used until the electronic one is available.
- Revising the Standard Course Numbering System should occur as soon as possible to avoid adding to the confusion that already exists as well as renumbering courses to comply but that may take additional time to accomplish campus wide.
- Anything else?

Comment [BO13]: Anything important to add?

DRAFT

Appendix A

Independent Study Definitions

I. Independent Study

Independent study provides a mechanism for a student to work on a specific topic with a faculty member for academic credit. Topics are focused rather than general and are not usually pursued in scheduled courses. A final written paper (the standard used for courses fulfilling General Education requirements is a minimum of ten pages), report, or artistic product is required. At least three hours of independent work per week is required for each unit of credit.

Independent study is of five types: Traditional Independent Study, Directed Readings, Directed and/or Mentored Undergraduate Research, Internship/Practicum, and Honors Thesis.

1. *Traditional Independent Study:* The pursuit of a topic of interest by a student (generally in their major or minor), under the supervision of a faculty member with expertise related to the topic.
   Examples:
   HIST 296 Independent Studies in History
   MATH 290 Directed Exploration in Mathematics

2. *Directed Readings:* Systematic analysis of an approved bibliography in the student's area of interest.
   Examples:
   ART 396 Directed Readings in Art History
   BIOL 296 Directed Reading
   SLAV 244 Directed Readings in a Slavic Language

   Examples combining 1 and 2:
   ANTH 396 Independent Reading or Study in Anthropology
   SOC 396 Independent Study and Reading

3. *Directed and/or Mentored Undergraduate Research:* Investigative, fact-finding work supervised by a faculty mentor and conducted outside a conventional classroom—in a laboratory, in field sites, in a library, or in other places in which research activity takes place.
   Examples:
   CHEM 395 Research in Chemistry for Undergraduates
   FREN 396 Research for Advanced French Students
   GEOG 295 Undergraduate Research in Geography
   PSYC 395 Independent Research

4. *Internship/Practicum:* Supervised work experience designed to give students first-hand knowledge of the practice of a discipline. In a practicum students are likely to be supervised by faculty members or academic practitioners; in an internship students tend to work under the

Comment [BO14]: Erika - Do we mean Practica? We should be consistent.

direction of a permanent employee in a corporation, governmental entity, or other institution outside the university. In either case, students participate in a supervised, reflective experience that encourages them to integrate classroom and work experience in ways that help them develop a professional identity.
Examples:
AMST 397 Internship
COMP 392 Practicum
DRAM 395 Professional Theatre Laboratory
HIST 297 Internship in History

5. *Honors Thesis:* Two semesters of independent research for which the student, under the guidance of a full-time faculty supervisor, is responsible for designing and completing a research project or creative activity in accordance with the guidelines established by Honors Carolina and the academic unit.

II. Service Learning

Service Learning is a teaching and learning strategy that integrates meaningful, supervised community service, usually off campus, with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Examples:
COMM 668H The Ethnographic (Re)Turn
DRAM 288 Theatre for Social Change: Latina/o Performance Traditions
HBHE 610 APPLES Alternative Spring Break
PSYC 294 Service Learning in Psychology

III. Special Topics

A placeholder course that permits departments and curricula to offer specialized courses for which there may be only occasional demand or to develop new courses. In the latter case, the department/curriculum should apply for a permanent number for the new course after it has been offered twice as a Special Topics course. A Special Topics course may also be known as an "Experimental Course."

Examples:
ANTH 199 Experimental Course in Anthropology I
ENTS 490 Special Topics in Environmental Science and Studies
FOLK 690 Studies in Folklore
GEOL 390 Special Problems in Geology
HIST 490 Special Topics in History
PSYC 499 Current Topics in Psychology

Appendix B

Resolution 2012-1. On Adopting the Federal Definition of the Credit Hour.

The Faculty Council enacts:

Section 1. The University of North Carolina at Chapel Hill hereby adopts the Federal Definition of a Credit Hour (described in *34 CFR 600.2*, effective July 1, 2011) as follows:

> **Federal Definition of the Credit Hour.** For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:
>
> > 1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
> >
> > 2. At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Section 2. This credit hour policy applies to all courses at all levels (graduate, professional, and undergraduate) that award academic credit (i.e. any course that appears on an official transcript issued by the University) regardless of the mode of delivery including, but not limited to, self-paced, online, hybrid, lecture, seminar, and laboratory. Academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy.

Section 3.

1. The University of North Carolina at Chapel Hill adheres to the Carnegie unit for contact time (750 minutes for each credit awarded) in its official Academic Calendar
2. Additional guidelines and procedures for implementing and monitoring compliance with Federal requirements and accreditation standards related to credit hours should be recorded in a University Policy Memorandum (UPM) maintained by the University Registrar.

Comment: As outlined in the SACS/COC Policy concerning credit hours "Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of activities, including the transfer of students from one institution to another." In addition, "…the federal government has relied on credits as a measure of student academic engagement as a basis of awarding financial aid."

It is noted that Federal regulations provide institutions with some flexibility to take into consideration alternative delivery methods, types of coursework, measurements of student work, academic calendars, disciplines, and degree levels when determining credits to be awarded for student work. The Federal definition does not dictate particular amounts of classroom time versus out-of-class student work. Credits may be awarded on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time. The basic requirement is that a credit hour "reasonably approximate" the minimum amount of work specified in Section 1, above.

Appendix C (note the draft watermark should not be on this page – it is an official document.)

Office of the University Registrar
UPM # 4 Standard Course Numbering System

PURPOSE
Effective Date: September 2006
This memorandum is intended to clarify the standard course numbering system and to point out some variations and limitations.

1. GENERAL PROVISIONS
All courses authorized for degree credit must be numbered according to guidelines established by the University. The numbering schemes may vary by academic unit and may change over time.

2. STANDARD COURSE NUMBERING SYSTEM
a. For all courses in the DN, LW, and MD academic units, and for courses in the GU academic units prior to Fall 2006, the numbers assigned to courses are normally categorized as follows:

- **001-049** Courses primarily for first and second year undergraduates
- **050-099** Courses primarily for third and fourth year undergraduates
- **100-199** Courses for advanced undergraduates and graduate students
- **200-299** Courses for graduate students only
- **300-399** Seminar and Research courses for graduate students
- **400-499** Numbers reserved for special categories of registration
- **600-699*** ** Interdisciplinary courses for undergrad and graduate students
- **700-799*** ** Interdisciplinary courses for graduate students only

****Interdisciplinary numbers are assigned in sequence**. Departments in the DN, LW & MD academic units should contact the University Registrar for the next valid number when establishing these courses. Course must involve two or more campus schools/academic units to qualify for interdisciplinary numbering.
b. For courses in the GU academic unit starting in Fall 2006, the numbers assigned to courses are normally categorized as follows:

- **000-009** Reserved for University Registrar
- **050-089** First-Year Seminars
- **009-399** Undergraduate Level Courses
- **100-189** Introductory Undergraduate Courses*
- **190, 290, 390** Undergraduate Special Topics Courses
- **195, 295, 395** Undergraduate Research Courses
- **196, 296, 396** Undergraduate Independent Study/Reading Courses
- **199, 299, 399** Undergraduate Experimental Offerings
- **400-699** Courses for advanced undergraduates and graduate students
- **496, 596, 696** Undergraduate/Graduate Independent Study/Reading Courses

- **499, 599, 699** Undergraduate/Graduate Experimental Offerings
- **691H, 692H, 693H, 694H** Senior (*Undergraduate*) Honors Thesis
- **697, 698** Capstone Courses (*Undergraduate*)
- **700-994** Graduate only courses
- **799** Graduate Experimental Offering
- **890-899** Graduate Special Topic
- **900-991** Graduate Research
- **992, 993** Master's Thesis
- **994** Doctoral Dissertation
- **995-999** Reserved for University Registrar

* **Foreign Language Courses** should be numbered in this manner: 101,102 and 401, 402 - Beginning level; 203, 204 and 403, 404 - Intermediate level; 601, 602 and 603, 604 - Graduate foreign language requirement

3. AVAILABLE SUFFIXES

a. For all courses in the DN, LW, and MD academic units, and for all courses in GU academic units prior to Fall 2006 the following suffixes may be used:

- **A** - First part of a series of courses, or an advanced course
- **B** - Second part of a series of courses
- **C** - Third part of a series of courses, or correspondence course
- **E** - Denotes elective credit for the Dental School
- **H** - Honors course or course for advanced students
- **L** - Credit-bearing laboratory course
- **M** - Open to majors only
- **R** - Denotes a review course
- **X** - Denotes no graduate credit. Satisfies language reading knowledge examination. For undergraduates, denotes an intense language review course

b. For courses in the GU academic unit starting in Fall 2006 (*with the exception of subject = MBA), the following suffixes may be used:**

- **H** - Honors course or course for advanced students
- **L** - Credit-bearing laboratory course
- **I** - Interdisciplinary course

* **MBA courses** may use any other suffix not listed above, but should not use the suffixes H, L or unless they are used for the specific course content as designated for each suffix.

4. LIMITATIONS ON NUMBERING AND SUFFIXES

Alphabetic suffixes are limited to one. More than one suffix and hyphenated course numbers are incompatible with the system now in use. A course number should not be reassigned to another course having a different content until at least five years after the previous course was taught. This is to prevent the same course number from appearing twice on a student's record representing two different courses.

Appendix D

Note: This contract is to be developed as an electronic form that can be customized and routed. This is a list of minimum contents and contains areas where pull down menus would be useful.

INDEPENDENT STUDY CONTRACT [department name] **[**course #]

Prerequisites:[each dept. lists here]

Note that faculty members are restricted to no more than two students per semester or summer.

APPLICANT INFORMATION:

Student Applicant's Name:_____ PID:_____-_____

Date of Application: _____ Credit Hours: _____ (each dept lists range)

Top of Form

Semester Requested: FALL ☐ SPRING ☐ SUMMER I ☐ SUMMER II ☐ YEAR_____

Bottom of Form

Class: FIRST YEAR ☐ SOPHOMORE ☐ JUNIOR ☐ SENIOR ☐

Major: _____

Current GPA: _____MAJOR _____ OVERALL

Prerequisite(s): [COURSE #] _____SEMESTER/YEAR _____GRADE

Email:_____ Phone #:_____

INFORMATION ABOUT INSTRUCTOR OF RECORD:

Name:_____ Email:_____

COURSE CONTENT: Please describe the course requirements (or attach a syllabus containing ALL these required elements). This is considered a contract between the instructor (advisor/sponsor) and the student. Deviations from this contract should be updated and documented to the extent possible by the instructor and student.

a) Hours per week (e.g., 9 hours per week if 3 credit hours):_____

DRAFT

b) Meeting requirements (e.g., individual meetings, lab meetings, etc):_____
c) Reading assignments (and due dates, if relevant):_____
d) Written assignments (page requirements/limits and due dates, if relevant): _____
e) Other assignments (please describe): _____
f) Assessment (e.g., % of course grade based on each requirement) including final examination (or alternate format:_____
g) Other information:_____
h) Work plan (100 words maximum):_____

INSTRUCTOR OF RECORD AND STUDENT RESPONSIBILITIES:
I have read the responsibilities of the Instructor and agree to undertake these responsibilities.
_____ (Instructor) _____ (date)
I have read the responsibilities of the student and agree to undertake these responsibilities.
_____ (Student) _____ (date)

*** INDEPENDENT STUDY COORDINATOR:**
This application for Independent Study has been reviewed. The proposal is:
☐APPROVED AS IS
☐REQUIRES MORE INFORMATION (provide details and return to Instructor and Student)
☐ NOT APPROVED (provide rationale)

_____
(School/Department/Program Independent Study Coordinator) (DATE)

***** If the Independent Study Coordinator is not the Department Chair, the Director of Undergraduate Studies (DUS), or another Faculty Designee of the Chair, then the Chair or the DUS must also approve this contract.

DEPARTMENT CHAIR OR DIRECTOR OF UNDERGRADUATE STUDIES (whichever is applicable): This application for Independent Study has been reviewed. The proposal is:
☐APPROVED AS IS
☐REQUIRES MORE INFORMATION (provide details & return to Instructor and Student)
☐ NOT APPROVED (provide rationale)
_____
(Department Chair/Director of Undergraduate Studies/Faculty Designee)

DRAFT

Note: Departments should maintain copies of this contract for a minimum of two years.

DRAFT

Appendix E

Tutorial Independent Study

Comment [BO15]: Need a cleaner copy and to have the format correct.

DRAFT

UNC
THE WILLIAM AND IDA FRIDAY
CENTER FOR CONTINUING EDUCATION

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

THE FRIDAY CENTER
CAMPUS BOX 1020
CHAPEL HILL, NC 27599-1020

fridaycenter.unc.edu

Tutorial Independent Study

For UNC-Chapel Hill undergraduate courses not offered by Self-paced Courses, it may be possible to enroll in a tutorial arrangement through Credit Programs for Part-time Students. If special circumstances warrant, a student and instructor of a regular University course may adapt the course to a Self-paced Courses format. This arrangement is subject to the approval of the department chairperson, the appropriate dean, and Credit Programs for Part-time Students in the Friday Center for Continuing Education.

In Tutorial Independent Study, the student and faculty member agree on a program of learning activities that can be completed away from the University campus (although occasional conferences with the instructor may be arranged). Approval for Tutorial Independent Study is granted only in instances where a learning experience of high quality can be achieved through distance education methods.

The tutorial option makes it possible for students to continue their education despite special difficulties created by factors such as employment, travel, or illness. It is not recommended for students who can arrange to take the course through other means, and it may not be used as a means of attending a course offered on campus. The courses for which Tutorial Independent Study is appropriate are those having a clearly defined content rather than those bearing such titles as "readings," "topics," "seminar," or "individual study."

In order to enroll in a course through Tutorial Independent Study, the enclosed application form must be completed and signed by the student and the instructor. The signatures of the department chairperson and dean of the school or college offering the course must also be obtained before the form is returned to the Self-paced Courses office. To be considered eligible for NC tuition rates, the student must also complete and send in the enclosed Residency Status form. When final approval is given, the student should complete a Self-paced Courses application and submit it along with the tuition (current tuition rates) dependent on a student's NC residency status. An education and technology fee will also be charged. Upon payment of the tuition and fee, the course work agreed upon by the student and instructor may begin.

The policies governing Tutorial Independent Study are the same as those for regular courses in the Self-paced Courses program as described in the Self-paced Courses catalog. The instructor and student should be completely familiar with these policies before reaching a Tutorial Independent Study agreement.

In addition, the instructor is asked to become acquainted with the procedures outlined in the Self-paced Courses *Instructor's Guide*. Please note that the reporting of grades and credit is the responsibility of Self-paced Courses. The instructor should contact Self-paced Courses (919-962-1134, 800-862-5669) to find out about compensation for instruction. In instances where the tutorial student is submitting the assignments directly to the instructor, half of the payment to the instructor is initiated at the time the student enrolls and half at the time the student completes the course. If assignments are submitted and returned through the Self-paced Courses office, payment is made on a per-assignment basis and is determined by the number of assignments in the course.

9/26/2011

Tutorial Independent Study Application Form

The University of North Carolina at Chapel Hill

This form should be submitted to Academic Programs and Services at the Friday Center for Continuing Education.

Student's Name .....

Address ..... Phone No. .....

Course Number ..... Course Title ..... Credit Hours .....

Instructor's Name ..... Instructor's Social Security No. .....

Faculty Rank ..... Department .....

Department Number (Function Number) ..... Chairperson .....

Department Address .....

Instructor's Campus Address (if different from above) .....

Instructor's Office Phone No. ..... Home Phone No. .....

Reason(s) that Tutorial Independent Study is requested. Please state specifically why Tutorial Independent Study is proposed as an alternative to classroom instruction.

.....

.....

The work to be completed by the student in order to satisfy the requirements of the course will consist of the following. Please include the specific nature of the work to be undertaken.

.....

.....

Number of separate submissions to be made by the student: .....

Please check one:

- ☐ Exam will be supervised by instructor.
- ☐ Exam will be supervised by other qualified individual.
- ☐ Exam will not be required.

Please explain: .....

Please check one:

- ☐ Assignments will be submitted and returned through Independent Studies office.
- ☐ Assignments will be submitted directly to instructor and returned through Independent Studies office.

I have read the attached statement on Tutorial Independent Study and understand it purpose and procedures. I am aware of the special responsibilities it places on the instructor and the student. In addition, I am familiar with the policies and procedures of Independent Studies as outlined in the Independent Studies catalog.

Student ..... Date ..... Instructor ..... Date

Approved: ..... Approved: .....

Chairperson, department offering course ..... Date ..... Dean, school or college offering course ..... Date

This section is to be completed by the Office of Independent Studies

Request for Tutorial Independent Study is ☐ approved ☐ not approved.

Comments: .....

.....

Course Fee $ ..... Instructional Rate $ .....

☐ Assignments submitted to Independent Studies office

Final examination $ .....

Number of assignments .....

Payment per assignment $ .....

☐ Assignments submitted directly to instructor

Payment upon student's enrollment in course $ .....

Payment upon student's completion of course $ .....

Student Services Representative ..... Date .....

UNC-Chapel Hill Friday Center for Continuing Education

Student's enrollment date ..... Enrollment number .....

TO THE INSTRUCTOR:

Once the Tutorial Independent Study application has been fully approved and the student has formally enrolled, you will receive a copy of this form. The student then may begin the approximation course (if study has approval assignments). You will receive assignments either directly from the student or from the Independent Studies office, depending on which assignment has been submitted. Payment will be made to you according to the schedule indicated above. Enclosed with this copy of this form will be a Mid-Term Approximation, Cover Sheet to be used for reporting to Independent Studies the student's exam grade and final course grade. If no examination is required, simply use the sheet to report the student's course grade. Submit all logbook to Independent Studies.

We encourage all instructors, and particularly those who are new to the Independent Studies program, to consult the information sheet accompanying the application, to relevant pages of the Independent Studies "Instructor's Guide," and to contact Independent Studies if you have questions.

Sample

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Sunday, March 25, 2012 7:51 PM
To: Lindemann, Erika <ulinde@email.unc.edu>; Siedentop, Nicholas J <nick_siedentop@unc.edu>
Subject: RE: New subject code and concentration in GSLL

Erika -
I so appreciate your views on this and should have been more elaborate. I want to support any and all efforts from them to really merge - and if ECL was headed this may would probably be thinking the same thing. I feel responsible for the problems in art because I should have been more careful about how units used numbers and was not except in a few places, like Computer Science and even there did not get it all right. I apologize for the work load and will provide whatever assistance I can - even if it means extending pay to a temp or a graduate student over the summer. Your brain power and Nick's are needed to get this right - not to actually make the changes.
We will talk abut this when I am back (the new track is worrisome to me) - this won't happen soon, or at all if we can't sort it out.
Bobbi

_____
From: Lindemann, Erika
Sent: Sunday, March 25, 2012 11:22 AM
To: Siedentop, Nicholas J; Owen, Bobbi A
Cc: Owen, Bobbi A
Subject: RE: New subject code and concentration in GSLL

As we set about to renumber ART courses as ARTH and ARTS, the GSLL proposal makes no sense to me. By the logic of your message, Bobbi, we should be reserving ART for honors, FYS, and some special topics courses that overlap. We are not planning to do that. ARTH and ARTS will have separate honors thesis courses, for example.

I'm hoping that there are some compelling reasons for the contemplated GSLL project. I suspect that neither Clayton Koelb nor Bill Andrews has any appreciation of the huge effort it will take to renumber these courses, especially in an academic unit that already has a ton of subject codes. Call me skeptical.

Safe travels, Bobbi. Enjoy some R&R.
Erika

Erika Lindemann
Associate Dean for Undergraduate Curricula
3014 Steele Building, CB# 3504
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3504
Office: 919-843-7772
Fax: 919-962-6888

From: Siedentop, Nicholas J
Sent: Saturday, March 24, 2012 11:25 AM
To: Owen, Bobbi A
Cc: Owen, Bobbi A; Lindemann, Erika
Subject: RE: New subject code and concentration in GSLL

Thanks for checking with your colleagues. Yes, HIST and GLBL would be involved too.

I agree that GSLL would be useful in some cases (Honors, FYS, some special topics, etc.).

Cheers,
Nick

From: Bobbi Owen [mailto:owenbob@ad.unc.edu]<mailto:[mailto:owenbob@ad.unc.edu]>
Sent: Saturday, March 24, 2012 10:28 AM
To: Siedentop, Nicholas J
Cc: Owen, Bobbi A; Lindemann, Erika
Subject: Re: New subject code and concentration in GSLL

Thanks, Nick, for bringing this to our attention. I have not heard about this and will check in with Jonathan Hartlyn as well as with Bill Andrews. Not only EURO, but HIST and GLBL seem to be involved.

I do like the use of GSLL for honors thesis and courses that are between and among (perhaps including FYS). I will be back to you about this before the end of the semester because summers are useful times for some things even though the heavy lifting for course approvals and catalog is in the fall.

Bobbi

On 3/23/2012 5:14 PM, Siedentop, Nicholas J wrote:
Bobbi –
I just got off the phone with Valerie Bernhardt. Evidently the Department of GSLL had a faculty meeting this week to discuss adding a new subject code (GSLL) and creating a new concentration in Central European Studies.

Valerie thinks (but is not certain) that the chair has already conferred with Bill Andrews on the new concentration. Have you heard anything? I expressed possible overlap with the major in Contemporary European studies.

Regarding the new course code, they wish to move some GERM and SLAV courses over to the new GSLL subject, especially when the content doesn't fit neatly into either GERM or SLAV (or RUSS, etc.) They'll also use GSLL 691H, 692H, and drop the GERM and SLAV Honors courses. It sounds like they won't be adding many new courses, just revising existing course (Valerie estimated between 20-30). I expressed my reluctance to pursue a new subject code, but didn't want to push back too much if it's already been discussed in South Building.

If you're okay with both items above, I can work with the chair, DUS, and Valerie on how to submit the materials.

Thanks,
Nick

Nicholas Siedentop
Curriculum Director, Office of Undergraduate Curricula

3018A Steele Building, CB# 3504
University of North Carolina at Chapel Hill

Chapel Hill, NC 27599-3504
Email: nick_siedentop@unc.edu<mailto:nick_siedentop@unc.edu>
Phone: 919-962-5819

Office of Undergraduate Curricula Web site: www.unc.edu/depts/uc/<http://www.unc.edu/depts/uc/>
First Year Seminar Web site: www.unc.edu/fys/<http://www.unc.edu/fys/>

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--

Bobbi Owen

Senior Associate Dean for Undergraduate Education, and

Michael R. McVaugh Distinguished Professor of Dramatic Art

University of North Carolina at Chapel Hill

CB# 3504, 3011 Steele Building

214 East Cameron Avenue

Chapel Hill, NC 27599-3504

Phone: 919 843-7773

FAX: 919 843-6557

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Wednesday, March 28, 2012 12:31 PM
To: Leloudis, James L <leloudis@unc.edu>
Subject: Re: graduate internship

Perfect.
B.

Sent from my iPhone

On Mar 28, 2012, at 9:19 AM, "Leloudis, James L" <leloudis@unc.edu> wrote:

Thanks, Bobbi. I wasn't clear in my original note. Most MA programs in higher ed administration require an internship or similar practicum. Our aim is to recruit someone with a professional interest in international education and a need to fulfill that sort of requirement.

From: Bobbi Owen [mailto:owenbob@ad.unc.edu]
Sent: Monday, March 26, 2012 7:45 PM
To: Leloudis, James L
Subject: Re: graduate internship

Jim -
I agree this is a good thing to do - but wonder about the difference between a graduate student and an intern. Do you want a graduate student - or do you want to have an intern? I believe you need to advertise for something like 3 days for an intern. Off to LA but back for Robertson Sunday and Monday.
Bobbi

On 3/26/2012 10:36 AM, Leloudis, James L wrote:

Bobbi,

Friederike and I would like to recruit a graduate student intern to assist with management of our honors study abroad programs and Burch seminars. With growth in the size of honors, it's becoming increasingly difficult for SPA staff to support Friederike as they have in the past. The internship, I think, is a promising solution. We should be able to recruit very talented applicants from local graduate programs in higher ed administration and from SIT in Vermont. We'll cover the cost from Burch funds.

I've attached a copy of the position description. Jason has run it by Teresa, who says that we can hire an intern as an EPA-Temp employee. Wanted you to see this before we go any further.

Jim

Sent from my iPad

--

Bobbi Owen

Senior Associate Dean for Undergraduate Education, and

Michael R. McVaugh Distinguished Professor of Dramatic Art

University of North Carolina at Chapel Hill

CB# 3504, 3011 Steele Building

214 East Cameron Avenue

Chapel Hill, NC 27599-3504

Phone: 919 843-7773

FAX: 919 843-6557

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, March 29, 2012 7:58 PM
To: Lynn Roundtree <armadillobooks@yahoo.com>
Subject: Re: Independent Study Report

Perfect. Please add these hours to the last SACS bill
And I will transfer funds to Lynn W.
B.

Sent from my iPhone

On Mar 29, 2012, at 3:58 PM, "Lynn Roundtree" <armadillobooks@yahoo.com> wrote:

> Bobbi,
>
> Thanks again -- always pleased to know when editing help makes a real difference.
>
> Attached is an accurate accounting of the time spent on the report yesterday.)
>
> -- LR
>
> Lynn Roundtree, Owner
> Armadillo Books & Appraisals
> Post Office Box 1145
> Chapel Hill, NC 27514
>
> (919) 419-9740, armadillobooks.net
>
> --- On **Thu, 3/29/12, Bobbi Owen <*owenbob@unc.edu*>** wrote:
>
> > From: Bobbi Owen <owenbob@unc.edu>
> > Subject: Re: Independent Study Report
> > To: "Lynn Roundtree" <armadillobooks@yahoo.com>
> > Date: Thursday, March 29, 2012, 11:58 AM
> >
> > Thanks, much. What amazing progress this makes (and a week before I expected to hear back from you).
> > Let me know how many hours you spent (don't stint - I have the dollars for this)!
> >
> > B.
> >
> > On 3/27/2012 3:47 PM, Lynn Roundtree wrote:
> >
> > > Bobbi,
> > >
> > > Here's the Independent Study Report. Hope that you find at least some of the comments to be helpful and useful....
> > >
> > > How was the Atlanta trip? I hope that you and Lynn at least had a chance to

have a nice lunch in Decatur before your flight back to RDU....

Really appreciated your last minute help on Sunday. We were all getting rather tired at the very end, and it certainly helped when you and Lynn came in and gave us the freedom to "triage" the final edits down to just a handful. (LW was so busy nailing down the last minute assessment stuff that she hadn't had time to focus on how to accomplish the final edit pass.) I'm sure that she appreciated your staying until the very end.

See you soon, I hope. Are you planning to come over for a piece of cake?

LR

Lynn Roundtree, Owner
Armadillo Books & Appraisals
Post Office Box 1145
Chapel Hill, NC 27514

(919) 419-9740, armadillobooks.net

--- On **Mon, 3/19/12, Bobbi Owen** ***<owenbob@unc.edu>*** wrote:

> From: Bobbi Owen <owenbob@unc.edu>
> Subject: Independent Study Report
> To: "Lynn Roundtree" <armadillobooks@yahoo.com>
> Cc: "Bobbi Owen" <owenbob@email.unc.edu>
> Date: Monday, March 19, 2012, 6:31 PM
>
> Hi Lynn -
> This is the document I mentioned wanting you review, edit, clean up, etc.!
> Next week is fine with me - after the SACS doc is gone. BUT - I thought you might like to see the scope (have a scoop).
> Bobbi
>
> -- Bobbi Owen
> Senior Associate Dean for Undergraduate Education, and
> Michael R. McVaugh Distinguished Professor of Dramatic Art
> University of North Carolina at Chapel Hill
> CB# 3504, 3011 Steele Building
> 214 East Cameron Avenue
> Chapel Hill, NC 27599-3504
> Phone: 919 843-7773
> FAX: 919 843-6557

--
Bobbi Owen, Michael R. McVaugh Distinguished Professor of Dramatic Art
and Senior Associate Dean for Undergraduate Education
College of Arts and Sciences
CB# 3504, 3011 Steele Building
Chapel Hill, NC 27599-3504
PHONE: 919 843-7773

DRAMA PHONE: 919 962-2483
FAX: 919 843-6557

<Invoice236.doc>

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Tuesday, May 1, 2012 8:32 AM
To: Taylor, Beverly W <btaylor@email.unc.edu>
Subject: RE: Abbey Fellow

A faculty member cannot keep the Abbey stipend while on leave but we have generally extended it for the same period when someone was away (Dan was on leave for a semester when he was in the position). This might mean commitment over 3 1/2 years for a 3 year appointment.

You might consider an "application" process. What would someone do for "value added" during a term as an Abbey Fellow. It should be above and beyond what is currently being done - and might be a good opportunity for creative interactions with students (and Steele Building). There should be expectations for programming beyond what someone who likes working with undergrads would normally do.

Bobbi

_____
From: Taylor, Beverly W
Sent: Monday, April 30, 2012 7:19 PM
To: Owen, Bobbi A
Subject: RE: Abbey Fellow

I know it's time, Bobbi! But I have a question: I bave half a dozen great candidates for this position, but most will be on leave part of next year. Is tbat a problem?
Thanks--
Bev

-----Original Message-----
From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Friday, April 27, 2012 3:15 PM
To: Taylor, Beverly W
Subject: Abbey Fellow

Beverly -
I write once again to offer you the possibility to recommend the appointment of an Abbey Fellow to a three-year term to me. If it is going to be effective July 1, I need to move tbe paperwork forward soon.

We have just released webpages for the Abbey Fellows which may be useful information for you.

http://abbeyfellows.unc.edu/.

Bobbi

--
Bobbi Owen
Senior Associate Dean for Undergraduate Education, and Michael R. McVaugh Distinguished Professor of Dramatic Art University of North Carolina at Chapel Hill CB# 3504, 3011 Steele Building
214 East Cameron Avenue
Chapel Hill, NC 27599-3504
Phone: 919 843-7773
FAX: 919 843-4775

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Friday, May 4, 2012 11:05 AM
To: Engel, Jonathan <engelj@physics.unc.edu>
Subject: Re: Roster and Charge for 2011-2012

You have last years agenda. We have not yet set the schedule but will soon. Bobbi

Sent from my iPhone

On May 4, 2012, at 9:48 AM, "Engel, Jonathan" <engelj@physics.unc.edu> wrote:

> Bobbi,
> I just received an invitation from Brenda Kirby to join your committee. Now that I've lost as a candidate for the grievance committee, I'd be happy to serve. The only problem is the Tuesday meeting time; UNC, Duke and NC State jointly host an important seminar series in my field on Tuesdays (not all but many) at 3:30. Is there any way the time can be changed this coming year?
> Many thanks,
> Jon
>
> ---
> From: Bobbi Owen [owenbob@unc.edu]
> Sent: Thursday, February 23, 2012 2:23 PM
> To: Engel, Jonathan
> Cc: Owen, Bobbi A
> Subject: Roster and Charge for 2011-2012
>
> See attached for information about the committee and charge.
>
> See also the report we just made to Faculty Council.
>
> Bobbi
>
> --
> Bobbi Owen
> Senior Associate Dean for Undergraduate Education, and
> Micbael R. McVaugh Distinguished Professor of Dramatic Art
> University of North Carolina at Chapel Hill
> CB# 3504, 3011 Steele Building
> 214 East Cameron Avenue
> Chapel Hill, NC 27599-3504
> Phone: 919 843-7773
> FAX: 919 843-6557
>

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Saturday, May 5, 2012 7:08 PM
To: Pukkila, Patricia J <Pukkila@bio.unc.edu>
Cc: Goodman, Paula <pgoodman@email.unc.edu>
Subject: Re: EPA Non Faculty Appointments

The list does follow the funding source and if you want the appointments to continue, you need to deal - only - with that aspect of their work. Becky will take care of the primary appointments when they occur in a different unit (and whether a secondary appointment continues is separate from the primary one). The big point is that we need to have some reason for continuing.
Make sense?
Bobbi

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

On May 4, 2012, at 8:06 AM, "Pukkila, Patricia J" <Pukkila@bio.unc.edu> wrote:

> I was surprised to see one of two HHMI science seminar instructors (Meg Harney) on this list. I guess the list must follow the funding source. Going forward, it is very unlikely that we will fund a science seminar instructor for more than one semester, so an "systematic review" doesn't make much sense, but we'll do whatever we are asked. Will Becky develop guidelines for people whose primary appointment is in another unit and or who have multiple EPA part-time appointments (eg Nalin Parikh)? Will I need to coordinate my review with other units who are required to review him?
> ----------
> From: Goodman, Paula
> Sent: Thursday, May 03, 2012 6:25 PM
> To: Pukkila, Patricia J
> Subject: EPA Non Faculty Appointments
>
> When we changed appointment dates to "at will" we stopped doing the systematic reviews that were associated with terms - and need to establish a formal review process for our employees outside the annual evaluations.
>
> Attached, please find a draft of the EPA full and part-time people working in your unit. It needs to be reviewed and returned to Bobbi and me no later than May 18, 2012. Please note the following things:
>
> 1. Appointment dates should be accurate. The last review date needs to be checked as does the date of the next review. Note that a review would actually need to occur in advance so there is time for any necessary personnel action(s) to occur.
>
> 2. For people who have not been reviewed in a while, I used a 9/1/2012 date - you may need to spread them out a bit more if you have several but anything longer than 3 years ago should occur by December 31.
>
> 3. Anyone promoted recently or changed jobs should be ok for three years.
>
> 4. Instructions for reviews will follow. Becky Williams is working on guidelines.
>
>
>
> Expect to add and subtract and change as needed.
>
>
>
> Bobbi
>
>
>
> --
>
> Bobbi Owen
>
> Senior Associate Dean for Undergraduate Education, and Michael R. McVaugh Distinguished Professor of Dramatic Art University of North Carolina at Chapel Hill CB# 3504, 3011 Steele Building
>
> 214 East Cameron Avenue
>
> Chapel Hill, NC 27599-3504
>
> Phone: 919 843-7773
>
> FAX: 919 843-4775
>
>
> Paula A. Goodman
> Department Manager
> Office of Undergraduate Education
> 919-843-9290

From:	Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent:	Wednesday, May 9, 2012 5:27 PM
To:	Derickson, Christopher P <cderickson@unc.edu>
Cc:	Biddle, Andrea K <andrea.biddle@unc.edu>; Raphael-Grimm, Theresa <raphaelg@email.unc.edu>; Owen, Bobbi A <owenbob@unc.edu>
Subject:	Re: UPM #8 Examination System
Attach:	image001.jpg; image002.jpg

I think it should be amended immediately and am cc'ing Andrea and Theresa so they know.
Bobbi

Sent from my iPhone

On May 9, 2012, at 3:20 PM, "Derickson, Christopher P" <cderickson@unc.edu> wrote:

> Thoughts? Are you ok with simply making the change or does this need to go to EPC?
>
> ---
>
> Christopher Derickson
>
> Assistant Provost and University Registrar
>
> The University of North Carolina at Chapel Hill
>
> 3108 SASB North Campus Box 2100
>
> Chapel Hill, NC 27599-2100
>
> T - 919-962-8289
>
> F- 919-962-1655
>
> ---
>
> **From:** OUR Webmaster
> **Sent:** Wednesday, May 09, 2012 3:19 PM
> **To:** Giffin, Lawrence
> **Subject:** RE: re: UPM #8 Examination System
>
> Griffin,
>
> Thank you for expressing your concerns about UPM #8.
>
> I have forwarded your concerns to those that can best address these concerns. We will get back to you soon with feedback.
>
> Thanks again for helping us make the UPM's relevant to the UNC-Chapel Hill campus community.
>
> Charles
>
> ---
>
> Charles Smith
>
> IT Training Coordinator
>
> Office of the University Registrar
>
> http://registrar.unc.edu
>
> Follow the Registrar's Office on: <image001.jpg> <image002.jpg>
>
> ---
>
> **From:** Giffin, Lawrence
> **Sent:** Wednesday, May 09, 2012 3:16 PM
> **To:** OUR Webmaster
> **Subject:** re: UPM #8 Examination System
>
> Hello,

I'm the Records Services Archivist for the university. My department is charged with determining and communicating records retention policy to the university. Recently, I was directed to University Policy Memorandum #8, and I wanted to let you know regarding point 6 under "Examinations," that the retention of student coursework for one year is not advice but is a legal mandate to retain those records made by the NC Department of Cultural Resources. The full retention policy is as follows: "Destroy in office examinations, tests, term papers, and homework one year after completion of course for uncontested grade results. If challenged, destroy after resolution of challenge."

I am concerned that some faculty members will see this policy memorandum and take the one year retention policy to be a suggestion and not a legal requirement. I would suggest amending the language in that section.

If you have any questions, feel free to contact me at the email address or phone number below.

Best,

Lawrence

Lawrence Giffin

Records Services Archivist

University Archives and Records Management Services

Wilson Library

Campus Box 3926

Chapel Hill, NC 27514-8890

lgiffin@email.unc.edu

T 919.962.6402

http://www.lib.unc.edu/mss/uars

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Friday, May 11, 2012 1:26 PM
To: McKee, Brent A <bamckee@email.unc.edu>
Subject: Re: Grades Past Due!

Terrific. Geol 103 Is a crosslist and out too
So this might get done.
Agree it is unusual.
Bobbi

Sent from my iPhone

On May 11, 2012, at 12:24 PM, "McKee, Brent A" <bamckee@email.unc.edu> wrote:

An update!

Brent McKee
Hill Distinguished Professor
Chair, Dept. Marine Sciences
3117J Venable Murray
UNC Chapel Hill

Begin forwarded message:

From: "Copeland, Rachel" <rachelc@unc.edu>
Date: May 11, 2012 11:53:58 AM EDT
To: "McKee, Brent A" <bamckee@email.unc.edu>
Subject: FW: Grades Past Due!

Hi Brent,

Marc was finally able to get to his email and is working on grades. I've added myself to Proxy both of his classes so I can submit his grades. MASC 310 grades have been posted, so we're only waiting on 101.

Glad this all worked out!
Thanks,

Rachel Copeland
Student Services Manager
Department of Marine Sciences
3202 B Murray Hall
UNC Chapel Hill, CB# 3300
(919) 843-9398
rachelc@unc.edu

From: Alperin, Marc J
Sent: Friday, May 11, 2012 11:42 AM
To: Copeland, Rachel
Subject: RE: Grades Past Due!

Hi Rachel,

I have been having trouble finding a moment of time during the workshop when I had access to the internet and to Sakai.

I submitted grades for MASC 310 over a week ago (before I left). I followed the instructions that you had sent and hit the submit button. Are you sure that they were not submitted?

I am now able to download from Sakai and have all the final exam scores from the TA's. I still need to enter research paper grades by hand and to normalize the scores (this will take an hour or so). I am in London where it is 4:30 and I have a commitment at 5:00. I will continue working later this evening. Tomorrow I will be traveling all day and will not be able to get online, so I will finish early Sunday morning.

I'm sorry for all the inconvenience this has caused, but it's been very hard to get everything graded and entered remotely.

--Marc

From: Copeland, Rachel
Sent: Thursday, May 10, 2012 2:37 PM

To: Alperin, Marc J
Subject: Grades Past Due!
Importance: High

Hi Marc,

Grades for MASC 310 and 101.002 still have not been submitted. Please submit these ASAP as there are many seniors in your classes.

Thank you!

Rachel Copeland
Student Services Manager
Department of Marine Sciences
3202 B Murray Hall
UNC Chapel Hill, CB# 3300
(919) 843-9398
rachelc@unc.edu

From: Copeland, Rachel
Sent: Monday, May 07, 2012 10:06 AM
To: Alperin, Marc J; Teske, Andreas P; White, Brian L; 'John Bane'; 'Brittany Jenner'
Subject: Grades Due Today
Importance: High

Good morning,

Below is a list of classes whose grades have not yet been assigned. **Please submit and 'Approve' your grades before the end of the day today. Today is the last day to assign grades online.** Please see the attachment and let me know if you need any help.

MASC	101	002	Alperin	MARINE ENVIRONMENT
MASC	395	009	Teske	MASC UNDERGRAD RESEARCH
MASC	460	001	White	ENVIRON FLUID DYNAMICS
MASC	490	002	Bane	SPEC TOPICS MASC
MASC	490	003	Jenner	SPEC TOPICS MASC
MASC	992	030	White	MASTER'S THESIS
MASC	994	030	White	DOCTORAL DISSERTATION
MASC	310	001	Alperin	OUR CHANGING PLANET

Rachel Copeland
Student Services Manager
Department of Marine Sciences
3202 B Murray Hall
UNC Chapel Hill, CB# 3300
(919) 843-9398
rachelc@unc.edu

The 72 hour deadline for returning Grade Reports is critical. We must be able to reliably determine academic eligibility information to report to Deans' Offices.
Timely eligibility information enables Deans' Office to assess as early as possible whether or not a student may continue enrollment for the next term.

New Features

The grade roster now has a new feature. When selecting the "Approved" status, after the save button has been pressed, the message shown below pops up. This new message is a way to verify that grades have successfully been approved and submitted to our office. If someone does not get the popup, then they will know that their grades are not in an approved (post-able) status.

<image001.jpg>

Submitting Grades

<!--[if !supportLists]-->• <!--[endif]-->**Every registered student (those that appear on your grade roster) must have an appropriate grade designation (no blanks).** Rosters cannot be approved without all grades being entered. If a student did not show up for the final examination or has not been attending classes, a grade of "AB" or "FA" must be assigned. Use a Post-Semester Registration/Drop/Add Form to remove or add a student to a course after the Official Grade Rosters have been generated for the semester.

<!--[if !supportLists]-->• <!--[endif]-->The beauty of an electronic grading system is that the instructor of record can enter grades by computer/internet from anywhere in the world. By doing so, his/her digital signature is recorded as having assigned the grades. The University prefers the "signature" of the instructor of record.

Assigning Grades

<!--[if !supportLists]-->• <!--[endif]-->The Report for Assignment of Temporary Grade of AB or IN to Undergraduates form.

You may use the Comment Section of the IN/AB reporting form should you wish to explain the assignment of a "FA" grade.

<!--[if !supportLists]-->• <!--[endif]-->Refer to University Procedures Memorandum (UPM) No. 24 for University grading policies and grade definitions.

<!--[if !supportLists]-->• <!--[endif]-->Even if you know an undergraduate student has elected to take your course under the **PS/D+/D/F** option, you must assign an appropriate letter grade for their performance. **The computerized grade table will convert grades of "C-" or better to "PS."**

<!--[if !supportLists]-->• <!--[endif]-->Only the appropriate grades for a student will appear in the drop down selection.

Tips when entering and approving grades

<!--[if !supportLists]-->• <!--[endif]-->**Save Early and Save Often! -** When ready to approve grades, select approve from the drop down menu next to (fill in the field name) and save to submit grades for posting.

<!--[if !supportLists]-->• <!--[endif]-->Grades will not be posted if the roster is not set to **approved** status (See the new feature area above for more details).

<!--[if !supportLists]-->• <!--[endif]-->For assistance, concerns, or questions email grades@unc.edu.

<!--[if !supportLists]-->• <!--[endif]-->You may find our training documentation on grading useful: http://registrar.unc.edu/AcademicServices/Grades/index.htm

Senora DeCosta
Office of the University Registrar
919 962-9859

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Friday, May 11, 2012 2:23 PM
To: Wind, Lara M <larawind@email.unc.edu>
Subject: Fwd: Grades Past Due!

Sent from my iPhone

Begin forwarded message:

> **From:** "McKee, Brent A" <bamckee@email.unc.edu>
> **Date:** May 11, 2012 12:24:29 PM EDT
> **To:** "Owen, Bobbi A" <owenbob@unc.edu>
> **Subject: Fwd: Grades Past Due!**
>
> An update!
>
> Brent McKee
> Hill Distinguished Professor
> Chair, Dept. Marine Sciences
> 3117J Venable Murray
> UNC Chapel Hill
>
> Begin forwarded message:
>
> > **From:** "Copeland, Rachel" <rachelc@unc.edu>
> > **Date:** May 11, 2012 11:53:58 AM EDT
> > **To:** "McKee, Brent A" <bamckee@email.unc.edu>
> > **Subject: FW: Grades Past Due!**
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> >
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> > Student Services Manager
> > Department of Marine Sciences
> > 3202 B Murray Hall
> > UNC Chapel Hill, CB# 3300
> > (919) 843-9398
> > rachelc@unc.edu
> >
> > ---
> >
> > **From:** Alperin, Marc J
> > **Sent:** Friday, May 11, 2012 11:42 AM
> > **To:** Copeland, Rachel
> > **Subject:** RE: Grades Past Due!
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> > Hi Rachel,
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Importance: High

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MASC	994	030	White	DOCTORAL DISSERTATION
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Rachel Copeland
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- <!--[if !supportLists]--> <!--[endif]-->Refer to University Procedures Memorandum (UPM) No. 24 for University grading policies and grade definitions.

- <!--[if !supportLists]--> <!--[endif]-->Even if you know an undergraduate student has elected to take your course under the **PS/D+/D/F** option, you must assign an appropriate letter grade for their performance. **The computerized grade table will convert grades of "C- " or better to "PS."**

- <!--[if !supportLists]--> <!--[endif]-->Only the appropriate grades for a student will appear in the drop down selection.

Tips when entering and approving grades

- <!--[if !supportLists]--> <!--[endif]-->**Save Early and Save Often! -** When ready to approve grades, select approve from the drop down menu next to (fill in the field name) and save to submit grades for posting.
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- <!--[if !supportLists]--> <!--[endif]-->You may find our training documentation on grading useful: http://registrar.unc.edu/AcademicServices/Grades/index.htm

Senora DeCosta
Office of the University Registrar
919 962-9859

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Sunday, May 13, 2012 8:34 AM
To: Reznick, Steve <reznick@email.unc.edu>
Cc: Owen, Bobbi A <owenbob@unc.edu>
Subject: RE: FYS GRCs

I agree with your assessment. GRC's are enhancements for FYS so the funds could be used and that seems an appropriate use of the Cobey and King and Lupton. We should talk about the Davis fund and think about what we prefer to do with it (reviewing the fund authority makes sense).
Hope our paths cross soon.
Bobbi

From: Reznick, Steve
Sent: Saturday, May 05, 2012 11:32 AM
To: Owen, Bobbi A
Subject: FYS GRCs
Bobbi – I met with Pat last week, and she mentioned your discussion about using FYS trust funds to fund FYS GRCs. I'm seeing this as a budget allocation question within Undergraduate Education, so it is completely up to you. Looking back across the past 3 years, we average approximately 10 FYS with GRCs per year, so the cost would average $7500. Looking at our current FYS spreadsheet (attached), I see two alternatives: 1. We could take the money from Lupton and Cobey. 2. We could try to make a change in the Davis money and devote it to GRCs rather than new courses.
What do you think? If the issue is more complicated than I'm seeing, let's plan to discuss it at our next meeting.
Thanks,
Steve
J. Steven Reznick
Professor, Department of Psychology
Associate Dean for First Year Seminars and Academic Experiences
HHMI Science Seminar Coordinator

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Sunday, May 13, 2012 8:38 AM
To: Biddle, Andrea K <andrea.biddle@unc.edu>; Whisnant, Anne Mitchell <Anne_Whisnant@unc.edu>
Cc: Raphael-Grimm, Theresa <raphaelg@email.unc.edu>
Subject: RE: Putting EPC on the FC Agenda for September 14, 2012 meeting

---

I don't think these is need to have FEC discuss the eligibility standards this summer but would like them presented at the September faculty council meeting.
Bobbi

From: Biddle, Andrea K
Sent: Thursday, May 03, 2012 4:35 PM
To: Whisnant, Anne Mitchell
Cc: Raphael-Grimm, Theresa; Biddle, Andrea K; Owen, Bobbi A
Subject: Putting EPC on the FC Agenda for September 14, 2012 meeting

Dear Anne,

I have been dealing with a bit of fallout from the April and May meetings and it looks like our new Chair will have lots of things to discuss and resolutions to ask for approval at the September 14, 2012 Faculty Council meeting—She will need time for discussion and a number of separate resolutions—Recommendation from the Evaluation of Priority Registration System, Approval of the Syllabus Retention policy (5/3/12 OUC request—Theresa, will explain in another email), Honor System Taskforce Recommendation of XF grade, Independent Studies Taskforce Recommendations, and the Change in eligibility standards we passed at the 5/2/12 meeting (though Bobbi may want to run this one through FEC this summer).

Andrea

P.S. Breathe, Theresa, breathe, I detailed notes on all of this stuff.

Andrea K. Biddle, MPH, PhD, Associate Professor Department of Health Policy and Management Gillings School of Global Public Health UNC-Chapel Hill
CB#7411
Chapel Hill, NC 27599-7411
919.966.7377 (voice) 919.966.6961 (facsimile) Andrea.Biddle@unc.edu

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Friday, May 18, 2012 1:39 PM
To: Reid, Dee <deereid@unc.edu>
Subject: Re: BOT addendum

Will do.
Bobbi

Sent from my iPhone

On May 18, 2012, at 12:15 PM, "Reid, Dee" <deereid@unc.edu> wrote:

Bobbi,

Karen wants you to include this information in your remarks (taken from the reviews we did of faculty teaching assignments):

Independent Study Enrollments

As part of the review of independent study practices, the Independent Study task Force reviewed Fall 2011 enrollments for 2,355 students in 421 courses numbered below 700 (broadly defined as Independent Studies). The review did not raise concerns regarding the pattern of enrollments, but did find inconsistent use of the Standard Course Numbering System, which has been addressed in the new policies being adopted in the College.

Thanks,

Dee

* * * *

Dee Reid (919) 843-6339

Director of Communications

College of Arts and Sciences

The University of North Carolina at Chapel Hill

205 South Building, CB #3100

Chapel Hill NC 27599-3100

Web: http://college.unc.edu

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Twitter: http://twitter.com/unccollege

YouTube: http://youtube.com/user/UNCCollege

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>

Sent: Saturday, May 26, 2012 3:08 AM

To: Price, Valerie A <valerie_price@unc.edu>

Cc: Goodman, Paula <pgoodman@email.unc.edu>; Siedentop, Nicholas J <nick_siedentop@unc.edu>; Demetriou, Cynthia <cyndem@email.unc.edu>

Subject: Re: FORMAL NOTICE: Mail List Review for State Budget Office

---

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

On May 25, 2012, at 8:16 PM, "vprice@email.unc.edu" <vprice@email.unc.edu> wrote:

> Deans, Directors and Department Contacts,
>
> North Carolina General Statute 143-169.1 states that public document
> mailing lists must he reviewed, updated and corrected during each fiscal
> year. Each list should include only persons or organizations who have
> requested (or who have renewed their request) to be included on the
> list, or who receive the document by reason of their official duties
> (e.g., the State Librarian). This law requires the Chancellor to report
> the University's compliance to the state budget office, and to certify
> that mailing lists subject to GS 143-169.1 have been updated since July
> 2011.
>
> ***** Please send your response to the query below to
> vprice@email.unc.edu by June 22, 2012. When you reply, enter your
> department, school or division name in the subject line. *****
>
> Mailing lists subject to North Carolina General Statute 143-169.1 have
> very narrow qualifying conditions. Please follow the process below in
> sequential order to determine if your mailing list qualifies.
>
> 1. This law applies only to paper, not electronic, publications that
> were printed in quantities of 200 or more and mailed all at once. If
> none of your publications meet these criteria, please skip to the bottom
> of this message and fill in your contact information.
>
> For publications that do meet the criteria in #1, please ask yourself:
>
> 2. Were 200 or more printed, paper copies mailed all at once to *any* of
> the following groups:
> Alumni?
> Paying subscribers?
> Enrolled students?
> Faculty/staff?
> Foundation or other University-related group members?
> Other educational institutions and organizations?
> Governmental agencies?
> Private foundations?
> Those billed for purchases of goods or services?
> Those on the mailing list by express provisions of statute, or by
> express provision of judicial order?
>
> If your answer to ANY portion of this question was "yes," please skip to
> the bottom of this message and fill in your contact information.
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> If your answers to #2 were all "no," please ask yourself:
>
> 3. Was the publication published with state-appropriated funds?
>
> If your answer to #3 was "no," please skip to the bottom of this message
> and fill in your contact information.
>
> If your answer to #3 was "yes," please ask yourself:
>
> 4. Was it issued by an officer of a school, department or other
> University unit (not including foundations and privately incorporated or
> non-University entities)?
>
> If your answer to #4 was "no," please skip to the bottom of this message
> and fill in your contact information.
>
> IF YOUR ANSWER WAS "YES," YOUR MAILING LIST IS SUBJECT TO NORTH CAROLINA
> GENERAL STATUTE 143-169.1. Go to
> http://www.unc.edu/depts/pubserv/mailing_list_report.html, download and
> fill out the form electronically, and reply to this email with the form
> as an attachment to: vprice@email.unc.edu. You may stop here.
>
>

> _____X__OUR UNIT HAS NO MAILING LISTS THAT ARE SUBJECT TO NORTH CAROLINA GENERAL STATUTE 143-169.1.
>
> Signed: (Name) _Bobbi Owen_____ (Telepbone number) 919 843-7773
> _____
>
> (Name of your school, department, or division)
> Undergraduate Education, College of Arts and Sciences_____
>
> Are you responding for the (a) entire school, (b) department, or (c)
> division?
> All of Undergraduate Education
>
>
> Please remember to send your responses to vprice@email.unc.edu by June
> 22, 2012. Thank you for your assistance.
>
> Valerie Price, Editor
> UNC Publications Services
> Office of University Relations
>
>
> This email is sponsored by: UNC Publications Services

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Wednesday, May 30, 2012 10:42 AM
To: Siedentop, Nicholas J <nick_siedentop@unc.edu>
Subject: Re: ROTC

---

both suggestions work for me. And involving the department seems important. Will you let Steve Farmer know you will get back to him?
b.
(Poilly Fuisse is my current white wine fav for sidewalk cafes!)

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

On May 30, 2012, at 10:12 AM, "Siedentop, Nicholas J" <nick_siedentop@unc.edu> wrote:

> Or another strategy is to treat this like a transfer re-evaluation request (but as a pre-approval) and contact Megan Stallings (chair).
>
> Nicholas Siedentop
>
> Curriculum Director, Office of Undergraduate Curricula
>
> 3018A Steele Building, CB# 3504
>
> University of North Carolina at Chapel Hill
>
> Chapel Hill, NC 27599-3504
>
> Email: nick_siedentop@unc.edu
>
> Phone: 919-962-5819
>
> **Office of Undergraduate Curricula Web site: www.unc.edu/depts/uc/**
>
> **First Year Seminar Web site: fys.unc.edu**
>
> **Confidentiality notice: This email message, including any attachments, is for the sole use of intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure, or distribution is prohibited.**
>
> ---
>
> **From:** Owen, Bobbi A
> **Sent:** Wednesday, May 30, 2012 2:55 AM
> **To:** Siedentop, Nicholas J
> **Subject:** Fwd: ROTC
>
> can you handle?
>
> Thanks and hi from Paris. Lovely clear and warm. Expect cooler tomorrow. My pathetic French seems to be enough.
>
> Bobbi
> ---
>
> Bobbi Owen
>
> Senior Associate Dean for Undergraduate Education
>
> Michael R. McVaugh Professor of Dramatic Art
>
> Begin forwarded message:
>
> > **From:** "Farmer, Stephen M" <sfarmer@admissions.unc.edu>
> > **Date:** May 29, 2012 7:15:57 PM EDT
> > **To:** "Owen, Bobbi A" <owenbob@unc.edu>
> > **Subject: FW: ROTC**
> >
> > Bobbi, we've received this question from our friends at Durham Tech. Do you have any advice? Would you prefer that we work with Erika to get the question answered? Steve

-----Original Message-----
From: Mary Marsha Cupitt [mailto:cupittmm@durhamtech.edu]
Sent: Thursday, May 10, 2012 4:36 PM
Subject: ROTC

We are looking at offering one or more ROTC classes here at Durham Tech through the UNC-CH ROTC. These four military science courses are not protected by the CAA. Since UNC-CH would be teaching the course, via, on-line, would you give credit for it, even if it is not transferable? See link to course description below.

Military Science:
MSI 110 (1 SHC), 120 (2 SHC), 210 (2 SHC), 220 (2 SHC).
https://webadvisor.nccommunitycolleges.edu/WA/WebAdvisor?TOKENIDX=2164089142&SS=2&APP=ST&CONSTITUENCY=WBFC

MM

Mary Marsha Cupitt
Durham Technical Community College
1637 Lawson Street
Durham, NC 27703
cupittmm@durhamtech.edu
919-686-3445
Fax: 919-686-3693

--
This message has been scanned for viruses and dangerous content by MailScanner, and is believed to be clean.

--
This message has been scanned for viruses and
dangerous content by MailScanner, and is
believed to be clean.

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, May 31, 2012 2:56 AM
To: Goldston, Linda R <linda_goldston@unc.edu>
Subject: Re: Burnett Seminar: Save the date

---

no problem. We can talk again closer to the date.
Bobbi

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

On May 30, 2012, at 11:57 AM, "Goldston, Linda R" <linda_goldston@unc.edu> wrote:

Bobbi,

Because of the Foundation Board meetings that day, Karen isn't sure whether or not she would be able to attend the lunch associated with the Burnett Seminar on November 1st. I've put it on her calendar as tentative at this point in time.

Linda

From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Tuesday, May 15, 2012 12:48 PM
To: Pasion, Jessica
Subject: Fwd: Re: Burnett Seminar: Save the date

Can you put this on Karen's calendar. Lunch would be terrific, if possible.
Bobbi

-------- Original Message --------

Subject: Re: Burnett Seminar: Save the date
Date: Tue, 15 May 2012 12:47:06 -0400
From: Bobbi Owen <owenbob@unc.edu>
To: Maitland, Theresa L <tmaitlan@email.unc.edu>
CC: Woodard, Harold <harold_woodard@unc.edu>, owenbob >> Bobbi Owen <owenbob@email.unc.edu>

Thanks, Theresa. November 1 is the beginning of the Arts and Sciences

Foundation Board meeting which means committee meetings before a formal

dinner. I can certainly be there for lunch and part of the afternoon

and will check on Dean Gil's availability, hopefully for lunch.

Bobbi

On 5/15/2012 11:38 AM, Maitland, Theresa L wrote:

> Dear Bobbi and Harold,

>

> I wanted to give you both a heads up to save the date for the 2012 Burnett Seminar. We checked with Paula Goodman

>

> The attached brief description of Dr. Barkley and his presentation may be shared with anyone you both feel should have a

>

> We are thrilled to have Dr. Russell Barkley, who is by far the top person in the field of ADHD in adults and young adult

>

> He will provide all who attend with a wealth of information and will draw a very large crowd.

>

> We are so grateful to have the ability to cosponsor this with the General Alumni Association who has such expertise in t

>

> Thanks again,

>

> Theresa E. Laurie Maitland Ph.D., Certified Professional Coactive Coach

> Coordinator

> The Learning Center's

> Academic Success Program for Students

> with LD/ADHD

> 2109 SASB North, 450 Ridge Road

> CB# 3447

> Chapel Hill, NC 27599-3447

> Phone: 919-962-9350

> Fax: 919-962-3674

> www.unc.edu/asp

>

> "If we all did the things we are capable of doing, we would literally astound ourselves." Thomas Edison

>

>

>

--

Bobbi Owen

Senior Associate Dean for Undergraduate Education, and

Michael R. McVaugh Distinguished Professor of Dramatic Art

University of North Carolina at Chapel Hill

CB# 3504, 3011 Steele Building

214 East Cameron Avenue

Chapel Hill, NC 27599-3504

Phone: 919 843-7773

FAX: 919 843-4775

UNIVERSITY OF NORTH CAROLINA - CHAPEL HILL
APPROVAL TO OFFER AN EXISTING COURSE OFF-CAMPUS

Your approval is requested to offer an existing course on an off-campus basis. Off-campus courses are limited to those already approved and listed in the Undergraduate Bulletin or Graduate Catalog. Off-campus faculty hold an appropriate faculty appointment in the University of North Carolina at Chapel Hill. Course content, contact hours, and evaluation procedures meet the same criteria used in offering the course on campus. Participants in off-campus courses are in good standing academically and have a level of preparation comparable to that of on-campus students. Credit from UNC-CH is granted to students successfully completing the off-campus course. The use of this credit in a degree program is at the discretion of the degree-granting institution. If you have any questions please contact Off-Campus Credit Studies, The Friday Center of Continuing Education (919) 962-2649.

Course ART 287 — Program code _____
Course Location Polk Correctional, Butner, NC — **Term Offered** 2nd SS 2012
Contact Hours 45
Credit hours 3
Beginning & Ending date of course: 6-11-2012 through 7-30-2012

Professional and Academic Preparation of Enrolling Students High School Diploma or GED and approval of CEP Director.

Course Format: Describe the variable topics and / or seminars
An introduction to African American art and artists and their social contexts from early slavery.

UNC-CH Faculty Teaching the Course:

Name: Shawnya L. Harris **PID #** 701030478 **Rank:** Instructor

Associate Director, FCCE	Timothy R. Sanford, Timothy R Sanford	Date 5/20/12
UNC-CH Faculty Member	Instructor Name Shawnya L. Harris, Shawnya L. Harris	Date 5/25/2012
Chair, Art Dept.	James Hirschfield	Date
Sr. Associate Dean, A & S	Bobbi Owen	Date
Director, Continuing Education	Dr. Robert Bruce	Date

PLEASE RETURN SIGNED FORM TO:

Sherry Sparks, The Friday Center, 100 Friday Center Drive, CB 1020
Phone: (919) 962-5731 Email: sherrysparks@unc.edu

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Friday, June 1, 2012 2:19 AM
To: Goodman, Paula <pgoodman@email.unc.edu>
Subject: Re: FORMAL NOTICE: Mail List Review for State Budget Office

---

I agree and submitted it to say that - this is a copy for our records.
B.

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

On May 31, 2012, at 4:28 PM, "Goodman, Paula" <pgoodman@email.unc.edu> wrote:

> I don't think this is anything for us to be concerned about. I don't have a manual mailing list that I use.
>
> -----Original Message-----
> From: Owen, Bobbi A
> Sent: Saturday, May 26, 2012 3:08 AM
> To: Price, Valerie A
> Cc: Goodman, Paula; Siedentop, Nicholas J; Demetriou, Cynthia
> Subject: Re: FORMAL NOTICE: Mail List Review for State Budget Office
>
>
>
> ----
> Bobbi Owen
> Senior Associate Dean for Undergraduate Education Michael R. McVaugh Professor of Dramatic Art
>
> On May 25, 2012, at 8:16 PM, "vprice@email.unc.edu" <vprice@email.unc.edu> wrote:
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>> duties (e.g., the State Librarian). This law requires the Chancellor
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>> to certify that mailing lists subject to GS 143-169.1 have been
>> updated since July 2011.
>>
>> ***** Please send your response to the query below to
>> vprice@email.unc.edu by June 22, 2012. When you reply, enter your
>> department, school or division name in the subject line. *****
>>
>> Mailing lists subject to North Carolina General Statute 143-169.1 have
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>>
>> 1. This law applies only to paper, not electronic, publications that
>> were printed in quantities of 200 or more and mailed all at once. If
>> none of your publications meet these criteria, please skip to the
>> bottom of this message and fill in your contact information.
>>
>> For publications that do meet the criteria in #1, please ask yourself:
>>
>> 2. Were 200 or more printed, paper copies mailed all at once to *any*
>> of the following groups:
>> Alumni?
>> Paying subscribers?
>> Enrolled students?
>> Faculty/staff?
>> Foundation or other University-related group members?
>> Other educational institutions and organizations?
>> Governmental agencies?
>> Private foundations?
>> Those billed for purchases of goods or services?
>> Those on the mailing list by express provisions of statute, or by
>> express provision of judicial order?
>>
>> If your answer to ANY portion of this question was "yes," please skip
>> to the bottom of this message and fill in your contact information.
>>
>> If your answers to #2 were all "no," please ask yourself:
>>
>> 3. Was the publication published with state-appropriated funds?
>>
>> If your answer to #3 was "no," please skip to the bottom of this
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>>
>> If your answer to #3 was "yes," please ask yourself:
>>

>> 4. Was it issued by an officer of a school, department or other
>> University unit (not including foundations and privately incorporated
>> or non-University entities)?
>>
>> If your answer to #4 was "no," please skip to the bottom of this
>> message and fill in your contact information.
>>
>> IF YOUR ANSWER WAS "YES," YOUR MAILING LIST IS SUBJECT TO NORTH
>> CAROLINA GENERAL STATUTE 143-169.1. Go to
>> http://www.unc.edu/depts/pubserv/mailing_list_report.html, download
>> and fill out the form electronically, and reply to this email with the
>> form as an attachment to: vprice@email.unc.edu. You may stop here.
>>
>>
>> _____X__OUR UNIT HAS NO MAILING LISTS THAT ARE SUBJECT TO NORTH CAROLINA GENERAL STATUTE 143-169.1.
>>
>> Signed: (Name) _Bobbi Owen_____ (Telephone number) 919
>> 843-7773 _____
>>
>> (Name of your school, department, or division) Undergraduate
>> Education, College of Arts and Sciences_____
>>
>> Are you responding for the (a) entire school, (b) department, or (c)
>> division?
>> All of Undergraduate Education
>>
>>
>> Please remember to send your responses to vprice@email.unc.edu by June
>> 22, 2012. Thank you for your assistance.
>>
>> Valerie Price, Editor
>> UNC Publications Services
>> Office of University Relations
>>
>>
>> This email is sponsored by: UNC Publications Services

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Friday, June 1, 2012 2:20 AM
To: Demetriou, Cynthia <cyndem@email.unc.edu>
Subject: Fwd: Internal Call for Proposals - NSF Science, Technology, Engineering, and Mathematics Talent Expansion Program (STEP)

Is this the competition you are preparing for?
B.

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

Begin forwarded message:

From: "Bartolone, Regina F" <regbart@email.unc.edu>
Date: May 31, 2012 4:01:13 PM EDT
To: "Bartolone, Regina F" <regbart@email.unc.edu>
Subject: Internal Call for Proposals - NSF Science, Technology, Engineering, and Mathematics Talent Expansion Program (STEP)

NSF Science, Technology, Engineering, and Mathematics Talent Expansion Program (STEP)

Internal Deadline

June 22nd

Program activities under the STEP Type 1 competition should be efforts aimed at adapting and implementing best practices that will lead to an increase in the number of students (United States citizens or permanent residents) obtaining STEM degrees at institutions with baccalaureate degree programs or completing associate degrees in STEM fields or completing credits toward transfer to a baccalaureate degree program in STEM fields at community colleges.

The goal of the project must be to increase the total graduation numbers of such students at the institution(s), and all STEP proposals must include specific numerical targets for these increases. If a project focuses efforts on only a subset of STEM fields, increases in those fields must not be at the expense of degrees granted in other STEM fields. Projects may focus on the retention and/or recruitment of undergraduate students into STEM fields. Outreach efforts are appropriate only if the efforts can be expected to result in additional STEM majors and graduates at the submitting institution(s) within the grant period.

All Type 1 projects are considered to be institutional efforts. A Type 1 proposal should be identified as falling into one of two categories: 1A or 1B.

A **Type 1A** proposal is submitted by an institution that has not previously been the lead institution on a STEP Type 1 award.

As examples, Type 1A or 1B projects might propose a comprehensive effort that uses some combination of the following approaches in order to increase the number of graduates in STEM fields:

- Programs that intend to increase the number of students persisting in STEM courses and majors by focusing directly on the quality of student learning, including efforts that encourage (a) high-caliber teaching, including enabling faculty to spend additional time teaching participating students in smaller class settings, including in the laboratory environment; (b) opportunities to implement new pedagogical approaches such as the implementation of active learning strategies, web-based course strategies, distributed and collaborative digital teaching tools, or interactive course modules; and (c) training of teaching assistants;

- Programs that expand the capacity of institutions of higher education to incorporate current advances in science, technology, engineering, and mathematics (STEM) into the undergraduate learning environment;

- Programs including interdisciplinary approaches to undergraduate STEM education;

- Bridge programs that enable students at community colleges to matriculate directly into baccalaureate STEM programs;

- Programs among collaborating academic institutions designed to increase the number of pathways available for achieving a degree in STEM, or to improve the articulation among programs at the institutions;

- Mentoring programs that involve faculty or peer student mentoring;

- Programs that focus on increasing enrollments in STEM undergraduate majors through the incorporation of strategies targeted at traditionally underrepresented students (low-income, ethnic and racial minority students, first-generation college students, women, and persons with disabilities);

- Programs that (a) facilitate student exposure to potential careers, including cooperative programs with industry or government that place students in internships as early as the summer following their first year of study; (b) provide part-time employment in industry during the school year; or (c) provide opportunities for undergraduates to participate in industry- or government-sponsored research;

- Programs to encourage undergraduate research, particularly in the early undergraduate years, on- or off-campus;
- Programs that assist institutions of higher education in states that participate in the Experimental Program to Stimulate Competitive Research (EPSCoR) to broaden the STEM student base or increase retention in these fields;
- Programs that recruit and retain Veterans in STEM fields;
- Programs that provide financial incentives to students entering and persisting in the study of STEM; or
- Other approaches to achieving program goals.

The intent of a STEP project should be to make a significant impact on the culture at an institution(s) with the expectation that major portions of the impact will be sustained after the completion of the project. The most competitive proposals are those based on an institutional self-study that has determined when and why students leave STEM majors at the institution or identifies untapped recruitment opportunities and that focuses on changing the situation through appropriate strategies. A project that supports only a targeted cohort of students without including strategies for on-going institutional change is not likely to be competitive. Finally, although the use of scholarships is allowed as one part of a larger strategic effort to retain students, if the project is intended to rely largely on scholarships, it should be submitted to the NSF Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) Program.

For projects that are considering outreach to high school students, such activities are appropriate only if they will recruit students to the proposing institution(s) and if the high school students will be entering and progressing through undergraduate STEM majors within the five-year period of the proposed project. In most cases, this requires that outreach and recruitment efforts be limited to juniors and seniors in high schools that have a history of sending their graduates to the proposing institution(s).

Outcomes

The outcomes expected of funded Type 1A and Type 1B STEP projects include all of the following:

- Significant progress toward achieving the specific proposed increases in the number of students who are United States citizens or permanent residents obtaining STEM degrees at institutions with baccalaureate degree programs or completing associate degrees or completing credits in STEM fields at a community college toward transfer to a baccalaureate degree;
- A description of the activities that have been institutionalized as a result of the project;
- A description of the expectations, following the end of the grant period, for continued efforts at the institution to increase the number of STEM degrees in established or emerging fields at institutions with baccalaureate degree programs or completing associate degrees in established or emerging fields or completing credits in STEM fields at a community college toward transfer to a baccalaureate degree;
- An evaluation, using the preliminary indicators and benchmarks defined in the proposal, that informs the institution and others about the effectiveness of specific implementation strategies; and
- Effective dissemination of project processes and results to the broader community.

All Type 1A and Type 1B grants will be reviewed during their third year to determine whether satisfactory progress has been made, with continued funding contingent on the result of the third-year review.

In addition to the individual project evaluation, Principal Investigators of all Type 1 awards will be required to participate in evaluation activities related to the Directorate for Education and Human Resource's program monitoring and program evaluation.

NSF deadline: September 25, 2012

ORD deadline: June 22, 2012

Number of applications per institution: An institution that awards baccalaureate degrees is allowed to submit only one Type 1 proposal, or to be part of only one consortium submitting a Type 1 proposal.

Estimated number of awards: 15-20 Type 1 awards

Anticipated funding amount: $30,000,000 per year

Cost sharing: Inclusion of voluntary committed cost sharing is prohibited

Indirect costs (F&A) limitations: Not Applicable

Other budgetary limitations: Grant duration is expected to be 5 years for Type 1A and 1B proposals

Grant duration for Type 1A and 1B awards is expected to be 5 years, with the final 2 years of funding contingent on determination that satisfactory progress has been made by the awardee during the first 3 years. The level of funding for which institutions can apply is based on their total enrollments of undergraduate students (full-time equivalents). Institutions enrolling 5,000 or fewer undergraduate students may request up to a total of $500,000 for a period of five years, those enrolling between 5000 and 15,000 undergraduate students may request up to a total of $1.0 million for five years, and those enrolling more than 15,000 undergraduate students may request up to a total of $2.0 million for five years. Consortia of institutions are eligible to request funds within these limits based on their total, combined undergraduate enrollment. Such consortial requests must

provide clear evidence that the proposed partnership is both meaningful and important to the success of the project. In addition, consortia for which the lead institution is one that awards baccalaureate degrees may request additional funds if the consortium includes one or more institutions that award only associate degrees, and if the institution(s) that awards associate degrees has a leadership role in the project and will receive significant funding under the request. In such cases the total that may be requested is raised from $500,000 to $600,000, or from $1.0 million to $1.2 million, or from $2.0 million to $2.5 million according to the guidelines above based on the total enrollments of undergraduate students (full-time equivalents). For Type 2 proposals, individuals or organizations are eligible to request up to a total of $1.5 million.

For both Type 1 and Type 2 proposals, the budget should include provisions for the Principal Investigators and several additional project personnel to attend an annual meeting of STEP Principal Investigators in the Washington, DC area.

To view the full solicitation please click on the link below.

http://www.nsf.gov/pubs/2011/nsf11550/nsf11550.htm#budg_cst_shr_txt

To meet NSF's **September 25, 2012** deadline, please send the following information to Regina Bartolone, Associate Director, Office of Research Development, regina_bartolone@unc.edu, in ONE document (either PDF or Word) by no later than **June 22, 2012**:

1. A three to five page project summary
2. CVs of the PIs (please limit each CV to four pages)
3. A list of potential collaborators both internal and external to UNC
4. A preliminary budget
5. The names of three UNC-CH faculty member who could speak knowledgeably about the project in the event of a need for an internal review. Please DO NOT include the names of chairs or deans on this list. Collaborators named on the project may not serve as reviewers.

Please do not hesitate to contact us with questions at either regina_bartolone@unc.edu or 962-7504

ReginaBartolone, Ph.D.

Associate Director

Office of Research Development

A Division of the Vice Chancellor for Research

The University of North Carolina at Chapel Hill

CB# 4012, 307 Bynum Hall

Chapel Hill, NC 27599

919-962-7504-Tel.

919-962-7505-Fax

regina_bartolone@unc.edu

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Friday, June 1, 2012 2:32 AM
To: Goodman, Paula <pgoodman@email.unc.edu>
Subject: Fwd: A favor re scheduling

---

for my calendar.

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

Begin forwarded message:

> **From:** "Stevenson, Debbie Deese" <debbie_stevenson@unc.edu>
> **Date:** May 30, 2012 4:27:53 PM EDT
> **To:** "Owen, Bobbi A" <owenbob@unc.edu>
> **Subject: RE: A favor re scheduling**
>
> Dear Bobbi,
>
> I avoided any conflict here.
>
> I have placed holds on Holden's and Bruce's calendars for April 18th – 6:30 cocktails – dinner and awards presentation at 7:15.
>
> Mark your calendar!
>
> Let me know when you have selected this upcoming year's chairs.
>
> Regards!
>
> Debbie
>
> ---
>
> **From:** Bobbi Owen [mailto:owenbob@unc.edu]
> **Sent:** Friday, April 13, 2012 12:39 PM
> **To:** Stevenson, Debbie Deese
> **Subject:** Re: A favor re scheduling
>
> Yes, I did.
> I wanted you to know that I have asked Tina Coyne-Smith to check with you before scheduling the Arts and Sciences Foundation meetings to try to avoid conflicts with the Teaching Awards banquet (she responded that they had already scheduled the one for 2013 but she will check with you in future).
> Many A&S faculty are invited to both so having them occur on the same night is difficult - this is the second year in a row that it has happened.
> I will be at the Teaching Awards banquet this year (I got the Burch folks to move their date - last year I had to attend that one).
>
> Bobbi
>
> On 4/13/2012 12:35 PM, Stevenson, Debbie Deese wrote:
>
> Dear Bobbi,
>
> I don't think you intended to send this to me.
>
> Have a great weekend!
>
> Debbie
>
> ---
>
> **From:** Bobbi Owen [mailto:owenbob@unc.edu]
> **Sent:** Friday, April 13, 2012 12:34 PM
> **To:** Stevenson, Debbie Deese
> **Subject:** Fwd: RE: A favor re scheduling
>
> FYI -
> As you can see, I am trying to attend everything!
> Bobbi
>
> -------- Original Message --------

Subject: RE: A favor re scheduling
Date: Fri, 13 Apr 2012 12:23:43 -0400
From: CoyneSmith, Tina <tina.coynesmith@unc.edu>
To: Owen, Bobbi A <owenbob@unc.edu>

Thanks, Bobbi. I will add that to the list we check for sure. The meeting for NEXT spring is set for April 11-

We will miss you at the dinner and look forward to seeing you on Friday morning. Tina

*****

Tina CoyneSmith

Director, A&S Annual Fund

UNC College of Arts & Sciences

134 E. Franklin Street

Chapel Hill, NC 27514

Office: 919.962.1682

Fax: 919.962.2531

Email: tc@unc.edu

Web: college.unc.edu

Evermore, Thanks.

(Shakespeare)

-----Original Message-----

From: Bobbi Owen [mailto:owenbob@unc.edu]

Sent: Friday, April 13, 2012 12:18 PM

To: CoyneSmith, Tina

Cc: Owen, Bobbi A

Subject: A favor re scheduling

Tina -

I write to ask if it is possible to add the Teaching Awards Banquet to the list of things you check before scheduling the

Sorry I need to be at the Teaching Awards banquet on April 26, but will attend the Friday meeting for A&S Foundation.

Bobbi

(Tammy McHale said to write to you.)

--

Bobbi Owen

Senior Associate Dean for Undergraduate Education, and Michael R. McVaugh Distinguished Professor of Dramatic Art Universi

214 East Cameron Avenue

Chapel Hill, NC 27599-3504

Phone: 919 843-7773

FAX: 919 843-4775

--

Bobbi Owen

Senior Associate Dean for Undergraduate Education, and

Michael R. McVaugh Distinguished Professor of Dramatic Art

University of North Carolina at Chapel Hill

CB# 3504, 3011 Steele Building

214 East Cameron Avenue

Chapel Hill, NC 27599-3504

Phone: 919 843-7773

FAX: 919 843-4775

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Friday, June 1, 2012 2:32 AM
To: Reznick, Steve <reznick@email.unc.edu>
Subject: Re: Annual Reports

That's fine. I am headed home from Paris this weekend.
Bobbi

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

On May 31, 2012, at 7:20 AM, "Reznick, Steve" <reznick@email.unc.edu> wrote:

> Bobbi - Based on your Automatic Reply, I'll assume that it's okay for me to deliver this deliverable on Monday. If that's a problem, please let me know.
>
> I hope that all is well wherever you are. I'm off to China on 6/6, back on 6/12. Let's meet later in June to catch up on FYS stuff etc.
>
> Thanks,
> Steve
>
>
> -----Original Message-----
> From: Bobbi Owen [mailto:owenbob@unc.edu]
> Sent: Monday, April 09, 2012 5:15 PM
> To: Demetriou, Cynthia; Leloudis, James L; Pukkila, Patricia J; Lindemann, Erika; May, Lee; Reznick, Steve; Elwood Coley; Woodard, Harold
> Cc: Owen, Bobbi A
> Subject: Annual Reports
>
> Greetings -
>
> As you may know, the information about the College Annual Report has just been released. Undergraduate Education follows a different format and schedule - although many of you also need to complete the College form (which is important and due April 27).
>
> I write to ask that you provide to me, no later than Friday June 1, 2012, reports of accomplishments in your area during the 2011-2012 year, as well as hopes and dreams. I would appreciate one paper copy as well as an electronic version. Please provide as many details as you think appropriate - as well as an executive summary that is no more than 1-3 pages in length.
>
> In addition, and under a separate heading, please let me know how you used the Lupton allocation during 2011-2012 for stewardship purposes.
>
> Thanks in advance. These reports always make interesting reading and are very useful.
>
> Best, Bobbi
>
> --
> Bobbi Owen
> Senior Associate Dean for Undergraduate Education, and Michael R. McVaugh Distinguished Professor of Dramatic Art University of North Carolina at Chapel Hill CB# 3504, 3011 Steele Building
> 214 East Cameron Avenue
> Chapel Hill, NC 27599-3504
> Phone: 919 843-7773
> FAX: 919 843-4775
>

From: Owen, Bobbi A <owenbob@unc.edu>
Sent: Friday, June 1, 2012 11:13 AM
To: Goodman, Paula <pgoodman@email.unc.edu>
Subject: Fwd: Annual Reports

Can you find him time in June?
I am sitting in a lovey room catching up while my sister showers and prepares for the day.
Nice way to start the day. We are walking like crazy and it would be wonderful to keep it up when I get home.
Bobbi

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

Begin forwarded message:

> **From:** "Reznick, Steve" <reznick@email.unc.edu>
> **Date:** May 31, 2012 7:20:05 AM EDT
> **To:** "Owen, Bobbi A" <owenbob@unc.edu>
> **Cc:** "Goodman, Paula" <pgoodman@email.unc.edu>
> **Subject: RE: Annual Reports**
>
> Bobbi - Based on your Automatic Reply, I'll assume that it's okay for me to deliver this deliverable on Monday. If that's a problem, please let me know.
>
> I hope that all is well wherever you are. I'm off to China on 6/6, back on 6/12. Let's meet later in June to catch up on FYS stuff etc.
>
> Thanks,
> Steve
>
> -----Original Message-----
> From: Bobbi Owen [mailto:owenbob@unc.edu]
> Sent: Monday, April 09, 2012 5:15 PM
> To: Demetriou, Cynthia; Leloudis, James L; Pukkila, Patricia J; Lindemann, Erika; May, Lee; Reznick, Steve; Elwood Coley; Woodard, Harold
> Cc: Owen, Bobbi A
> Subject: Annual Reports
>
> Greetings -
>
> As you may know, the information about the College Annual Report has just been released. Undergraduate Education follows a different format and schedule - although many of you also need to complete the College form (which is important and due April 27).
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>
> In addition, and under a separate heading, please let me know how you used the Lupton allocation during 2011-2012 for stewardship purposes.
>
> Thanks in advance. These reports always make interesting reading and are very useful.
>
> Best, Bobbi
>
> --
> Bobbi Owen
> Senior Associate Dean for Undergraduate Education, and Michael R. McVaugh Distinguished Professor of Dramatic Art University of North Carolina at Chapel Hill CB# 3504, 3011 Steele Building
> 214 East Cameron Avenue
> Chapel Hill, NC 27599-3504
> Phone: 919 843-7773
> FAX: 919 843-4775

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Saturday, June 2, 2012 2:20 AM
To: May, Lee Y <mayl@email.unc.edu>
Subject: Re: Annual Report
Attach: image001.png; image002.png

---

terrific. The holiday has been a good one and time has flown.
Bobbi

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

On Jun 1, 2012, at 9:43 PM, "May, Lee Y" <mayl@email.unc.edu> wrote:

> Hi Bobbi,
>
> I hope your trip has been inspiring and relaxing. I look forward to your good stories. As it is still June 1st, I want you to know that I have completed the AAP Annual Report. Ann will forward you the electronic copy on Monday and you will find the paper version on your desk when you return.
>
> See you next week!
>
> Lee
>
> Lee Y. May, Ph.D.
>
> Associate Dean and Director of the Academic Advising Program
>
> College of Arts and Sciences
>
> University of North Carolina at Chapel Hill
>
> 1011 Steele Building, CB #3110
>
> Chapel Hill, NC 27599-3110
>
> 919 843-9030
>
> <image001.png> <image002.png>

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Monday, June 4, 2012 11:20 AM
To: Gil, Karen M <kgil@email.unc.edu>; Reid, Dee <deereid@unc.edu>; Hartlyn, Jonathan <hartlyn@unc.edu>
Cc: Davis, Nancy K <nancy_davis@unc.edu>
Subject: RE: Fulton Scan

It is likely I will be here.
Bobbi

From: Gil, Karen M
Sent: Monday, June 04, 2012 10:13 AM
To: Reid, Dee; Hartlyn, Jonathan; Owen, Bobbi A
Cc: Davis, Nancy K
Subject: RE: Fulton Scan

Nancy and Dee
I will be on vacation during the BOG meeting. Holden knows this and is fine with Jonathan attending. I just talked with Bobbi and she may also be out of town during the June 15 meeting, so we will come up with a plan for how to address the questions about independent study.
Thank you
Karen

Karen M. Gil, Ph.D.
Dean, College of Arts and Sciences
Lee G. Pedersen Distinguished Professor of Psychology

CB # 3100
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3100

919-962-3082
919-962-1165
919-962-2408 fax
kgil@email.unc.edu

From: Reid, Dee
Sent: Monday, June 04, 2012 9:21 AM
To: Gil, Karen M; Hartlyn, Jonathan; Owen, Bobbi A
Subject: FW: Fulton Scan

Re next BOG June 15.

* * * *

Dee Reid (919) 843-6339
Director of Communications
College of Arts and Sciences
The University of North Carolina at Chapel Hill
205 South Building, CB #3100
Chapel Hill NC 27599-3100

Web: http://college.unc.edu<http://college.unc.edu/>
Facebook: http://www.facebook.com/UNC.College
Twitter: http://twitter.com/unccollege
YouTube: http://youtube.com/user/UNCCollege

From: Davis, Nancy K
Sent: Thursday, May 31, 2012 11:04 AM
To: McFarland, Michael B; Reid, Dee
Subject: FW: Fulton Scan

Questions we expect at the BOG meeting.

From: Joni Worthington [mailto:worthj@northcarolina.edu]
Sent: Thursday, May 31, 2012 10:54 AM
To: Davis, Nancy K
Subject: FW: Fulton Scan

From: Cortland A. Mercer
Sent: Thursday, May 31, 2012 10:14 AM
To: Joni Worthington
Subject: Fulton Scan

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, June 28, 2012 6:17 AM
To: angela dawnielle horchem <angela@illegitimatetheatre.com>
Subject: Re: Two things.

Thanks for being quieter which worked. See you in the early evening or Friday morn if something comes up.
Do leave the outdoor light burn so you don't come back to dark. There is supposed to be a solar sensor (light comes on after dark) but it may not be working.
Cheers, Bobbi

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

On Jun 27, 2012, at 10:32 PM, "angela dawnielle horchem" <angela@illegitimatetheatre.com> wrote:

> Bobbi,
>
> I think tomorrow (Thursday) evening will be just fine for showing me how to house sit. Unless something comes up last minute (which it often seems to) i should be home around 6 or 7. I am happy to do it again later as well--i do love being out in the garden and helping to take care of things!
>
> Sorry for the noise--i haven't heard you at all and didn't realize that my voice carried through the floors. I tried to be quieter tonight--was that successful? Please do let me know.
>
> Have a good end to the week!
>
> ah
>
> On Jun 27, 2012, at 7:21 PM, Bobbi Owen wrote:
>
>> Hi Angela -
>> It was such a surprise to see you on campus yesterday that I did not recognize you at first - but was so glad you called my name and hope you were with a colleague from the seminar. We were outside Steele Building where my dean's office is located and I was standing with the University Counsel and a member of the Board of Trustees (there's a story for over wine)!
>>
>> First, as I told you earlier this week, Gordon and I are leaving Friday late morning and will be back Sunday early evening. Can I show you about feeding the cat tomorrow early evening or Friday morning before you head to campus? Also picking up the mail and papers and perhaps watering if it does not rain. We are also going to be out of town from July 10 (Tuesday) for 5-6 days and would hope to make the same arrangement.
>>
>> Second, we realize our schedules are rather different. Gordon and I settle in for the night between 9 and 10. Sometime about that time we have been hearing you talking and laughing with friends, probably over your computer. Would you mind being a bit quieter, or perhaps sitting in the other room when you are talking? If you are hearing us, we would be glad to know and are trying to avoid the squeaky floors as much as possible.
>>
>> Thanks for understanding and also for offering to feed Misty.
>>
>> See you in person soon, here as well as on campus!
>>
>> Bobbi
>>
>> --
>> Bobbi Owen
>> Senior Associate Dean for Undergraduate Education, and
>> Michael R. McVaugh Distinguished Professor of Dramatic Art
>> University of North Carolina at Chapel Hill
>> CB# 3504, 3011 Steele Building
>> 214 East Cameron Avenue
>> Chapel Hill, NC 27599-3504
>> Phone: 919 843-7773
>> FAX: 919 843-6557
>>
>

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, July 12, 2012 10:15 AM
To: Lindemann, Erika <ulinde@email.unc.edu>
Subject: Fwd: [undergrad_studies_directors] Implementing Recommendations of the Independent Study Task Force Report

---

Did Dee send them out?
I only got this message from Paula.
Cool and rainy. I have lots of books so it can keep raining.
B.

Sent from my iPhone

Begin forwarded message:

> **From:** "Goodman, Paula" <pgoodman@email.unc.edu>
> **To:** "Directors of Undergraduate Studies" <undergrad_studies_directors@listserv.unc.edu>
> **Subject: [undergrad_studies_directors] Implementing Recommendations of the Independent Study Task Force Report**
>
> Two attachments are being sent on behalf of Senior Associate Dean Bobbi Owen to all deans, directors and department/curriculum chairs in the College of Arts and Sciences with a copy to administrative managers. These documents also will be sent separately to directors of undergraduate study.
>
> Paula A. Goodman
> Department Manager
> Office of Undergraduate Education
> 919-843-9290
>
> ?
>
> ?
>
> ?
>
> * -- You are currently subscribed to
>
> undergrad_studies_directors as: owenbob@unc.edu<mailto:owenbob@unc.edu>. To unsubscribe send a blank email to leave-31789269-3681998.54825dea1ee4a0d80e68e5775a429fc5@listserv.unc.edu<mailto:leave-31789269-3681998.54825dea1ee4a0d80e68e5775a429fc5@listserv.unc.edu>
>
> <IndependentStudyReport4-10-2012.final.pdf>
>
> <Memo to Chairs and DUSes July.docx>

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Wednesday, July 18, 2012 7:51 AM
To: Hartlyn, Jonathan <hartlyn@unc.edu>
Subject: FW: Coursera

Keeping you in the loop.
Bobbi

_____
From: Wayne Lee [welee@email.unc.edu]
Sent: Wednesday, July 18, 2012 2:34 AM
To: Kohn, Richard H
Cc: Owen, Bobbi A
Subject: Coursera

Dick,
I noticed the WaPo piece here (what news I read online while traveling is the WaPo). Interesting. I point out, however, the article's reference to a continued lack of a model for revenue (for anyone: university, Coursera, or faculty). The flipped classroom aspect has a certain logic to it, and one that some faculty may want to pursue. This sort of extreme altruism might look nice, but I'm not sure it will persist without some reward for somebody.

Wayne

Wayne E. Lee
Professor of History
Chair of the Curriculum in Peace, War, and Defense
wlee@unc.edu<mailto:wlee@unc.edu>
www.unc.edu/~welee<http://www.unc.edu/~welee>
www.amazon.com/Wayne-E.-Lee/e/B001KHRXKW/ref=ntt_athr_dp_pel_1<http://www.amazon.com/Wayne-E.-Lee/e/B001KHRXKW/ref=ntt_athr_dp_pel_1>

On 7/17/2012 11:20 AM, Kohn, Richard H wrote:
Bobbi and Wayne,

The articles below from today's Washington Post and New York Times provide some updates to the issue of developing online courses at UNC, and my own interest in putting together an American military history course along the lines that I taught for History and PWAD, for online instruction. It seems that something of a race is developing, and that the Coursera Company started by the two Stanford computer science professors is moving to sign up other universities--now another dozen, including Duke and UVA. I know Wayne's away and we'll discuss in September when I'm back in Chapel Hill. I'll keep you both informed about anything further that I find. At the end of August, I'll meet with my PhD student, who lives in Duluth, about helping--he's taught military and American history online for several years.

Very best to you both,

Dick
Richard H. Kohn
Professor Emeritus of History and Peace, War, and Defense
University of North Carolina at Chapel Hill
P.O. Box 50
Boulder Junction, WI 54512
Telephone: 715.385.3342
rhkohn@unc.edu<mailto:rhkohn@unc.edu>

NEW YORK TIMES
July 17, 2012
Universities Reshaping Education on the Web
By TAMAR LEWIN<http://topics.nytimes.com/top/reference/timestopics/people/l/tamar_lewin/index.html>

As part of a seismic shift in online learning that is reshaping higher education, Coursera<https://www.coursera.org/>, a year-old company founded by two Stanford University<http://topics.nytimes.com/top/reference/timestopics/organizations/s/stanford_university/index.html?inline=nyt-org> computer scientists, will announce on Tuesday that a dozen major research universities are joining the venture. In the fall, Coursera will offer 100 or more free massive open online courses, or MOOCs, that are expected to draw millions of students and adult learners globally.

Even before the expansion, Daphne Koller<http://ai.stanford.edu/~koller/bio.html> and Andrew Ng<http://ai.stanford.edu/~ang>, the founders of Coursera, said it had registered 680,000 students in 43 courses with its original partners, Michigan, Princeton, Stanford and the University of Pennsylvania.

Now, the partners will include the California Institute of Technology; Duke University; the Georgia Institute of Technology; Johns Hopkins University; Rice University; the University of California, San Francisco; the University of Illinois, Urbana-Champaign; the University of Washington; and the University of Virginia, where the debate over online education was cited in last's month's ousting — quickly overturned — of its president, Teresa A. Sullivan. Foreign partners include the University of Edinburgh in Scotland, the University of Toronto and EPF Lausanne, a technical university in Switzerland.

And some of them will offer credit.

"This is the tsunami," said Richard A. DeMillo<http://www.scs.gatech.edu/people/richard-demillo>, the director of the Center for 21st Century Universities at Georgia Tech. "It's all so new that everyone's feeling their way around, but the potential upside for this experiment is so big that it's hard for me to imagine any large research university that wouldn't want to be involved."

Because of technological advances — among them, the greatly improved quality of online delivery platforms, the ability to personalize material and the capacity to analyze huge numbers of student experiences to see which approach works best — MOOCs are likely to be a game-changer, opening higher education to hundreds of millions of people.

To date, most MOOCs have covered computer science, math and engineering, but Coursera is expanding into areas like medicine, poetry and history. MOOCs were largely unknown until a wave of publicity last year about Stanford University's free online artificial intelligence course attracted 160,000 students from 190 countries. Only a small percentage of the students completed the course, but even so, the numbers were staggering.

"The fact that so many people are so curious about these courses shows the yearning for education," said Molly Corbett Broad<http://www.acenet.edu/AM/Template.cfm?Section=ACE_Experts_List&Template=/CM/HTMLDisplay.cfm&ContentID=34060>, president of the American Council on Education. "There are going to be lots of bumps in the road, but this is a very important experiment at a very substantial scale."

So far, MOOCs have offered no credit, just a "statement of accomplishment" and a grade. But the University of Washington said it planned to offer credit for its Coursera offerings this fall, and other online ventures are also moving in that direction. David P. Szatmary, the university's vice provost, said that to earn credit, students would probably have to pay a fee, do extra

assignments and work with an instructor.

Experts say it is too soon to predict how MOOCs will play out, or which venture will emerge as the leader. Coursera, with about $22 million in financing, including $3.7 million in equity investment from Caltech and Penn, may currently have the edge. But no one is counting out edX<http://www.edxonline.org/>, a joint venture of Harvard and the Massachusetts Institute of Technology, or Udacity<http://www.udacity.com/>, the company founded by Sebastian Thrun<http://robots.stanford.edu/> of Stanford, who taught the artificial intelligence course last year.

Each company offers online materials broken into manageable chunks, with short video segments, interactive quizzes and other activities — as well as online forums where students answer one another's questions.

But even Mr. Thrun, a master of MOOCs, cautioned that for all their promise, the courses are still experimental. "I think we are rushing this a little bit," he said. "I haven't seen a single study showing that online learning is as good as other learning."

Worldwide access is Coursera's goal. "EPF Lausanne, which offers courses in French, opens up access for students in half of Africa," Ms. Koller said. Each university designs and produces its own courses and decides whether to offer credit.

Coursera does not pay the universities, and the universities do not pay Coursera, but both incur substantial costs. Contracts provide that if a revenue stream emerges, the company and the universities will share it.

Although MOOCs will have to be self-sustaining some day — whether by charging students for credentials or premium services or by charging corporate recruiters for access to the best students — Ms. Koller and university officials said that was not a pressing concern.

About two-thirds of Coursera's students are from overseas, and most courses attract tens of thousands of students, an irresistible draw for many professors. "Every academic has a little soapbox, and most of the time we have five people listening to us," said Scott E. Page<http://www.cscs.umich.edu/~spage/bio.html>, a University of Michigan professor who taught Coursera's model thinking course and was thrilled when 40,000 students downloaded his videos. "By most calculations, I had about 200 years' worth of students in my class."

Professors say their in-class students benefit from the online materials. Some have rearranged their courses so that students do the online lesson first, then come to class for interactive projects and help with problem areas.

"The fact that students learn so much from the videos gives me more time to cover the topics I consider more difficult, and to go deeper," said Dan Boneh, a Stanford professor who taught Coursera's cryptography course.

The Coursera contracts are not exclusive, so many of its partner universities are also negotiating with several online educational entities.

"I have talked to the provost at M.I.T. and to Udacity and 2Tor<http://2tor.com/>," which provides online graduate programs for several universities, said Peter Lange, the provost of Duke University. "In a field changing this fast, we need flexibility, so it's very possible that we might have two or three different relationships."

One looming hurdle is overcoming online cheating.

"I would not want to give credit until somebody figures out how to solve the cheating problem and make sure that the right person, using the right materials, is taking the tests," said Antonio Rangel, a Caltech professor who will teach Principles of Economics for Scientists in the fall. Udacity recently announced plans to have students pay $80 to take exams at testing centers operated around the world by Pearson, a global education company.

Grading presents some questions, too. Coursera's humanities courses use peer-to-peer grading, with students first having to show that they can match a professor's grading of an assignment, and then grade the work of five classmates, in return for which their work is graded by five fellow students. But, Ms. Koller said, what would happen to a student who cannot match the professor's grading has not been determined.

It will be some time before it is clear how the new MOOCs affect enrollment at profit-making online institutions, and whether they will ultimately cannibalize enrollment at the very universities that produce them. Still, many professors dismiss that threat.

"There's talk about how online education's going to wipe out universities, but a lot of what we do on campus is help people transition from 18 to 22, and that is a complicated thing," said Mr. Page, the Michigan professor, adding that MOOCs would be most helpful to "people 22 to 102, international students and smart retired people."

Eventually, Ms. Koller said, students may be able to enroll in a set of MOOCs and emerge with something that would serve almost the same function as a traditional diploma.

"We're not planning to become a higher-education institution that offers degrees," she said, "but we are interested in what can be done with these informal types of certification."

WASHINGTON POST
U-Va. takes major step in online education
By Daniel de Vise<http://www.washingtonpost.com/daniel-de-vise/2011/02/28/ABCdyJL_page.html>, Updated: Tuesday, July 17, 2:00 AM

The leadership crisis<http://www.washingtonpost.com/local/education/u-va-upheaval-18-days-of-leadership-crisis/2012/06/30/gJQAVXEgEW_story.html> that rent the University of Virginia last month arose partly out of fear that other elite schools were moving into the vanguard of a coming digital revolution, and that U-Va. stood to be left behind.

That argument, advanced by the leader of the university governing board, turned out to be based on a faulty premise. Almost no one on campus knew at the time the breadth of the collective investment that U-Va. was already making in online education.

On Tuesday, the investment will yield a major payoff. The university is joining a prestigious online consortium led by two Stanford University professors. With one stroke, the Virginia public flagship heads toward the front of a potentially transformative movement to online learning on a global scale.

The university's participation in Coursera<https://www.coursera.org/>, an initiative to offer free online courses to the masses, answers a criticism that loomed large in the recent power struggle in Charlottesville that began with the abrupt resignation of President Teresa Sullivan<http://www.washingtonpost.com/local/education/teresa-sullivan-the-ousted-u-va-leader-who-may-regain-the-post/2012/06/25/gJQAcSVx2V_story.html> and ended with her reinstatement.

U-Va. Rector Helen Dragas<http://www.washingtonpost.com/local/education/helen-dragas-the-leader-who-forced-out-u-vas-president/2012/06/21/gJQA4ds5sV_story.html>, who leads the governing Board of Visitors, thought university leaders had ignored the Internet at their peril, like the music industry and media companies before them. In the months preceding her attempt to oust Sullivan, Dragas had read various articles about a coming online "tsunami" that would upend higher education, e-mailing one to a board colleague under the heading "why we can't afford to wait."

As it turns out, university leaders weren't waiting.

Officials from U-Va.'s Darden School of Business first contacted Coursera in April, after learning that the Silicon Valley start-up had attracted venture capital and was expanding from Stanford to other top-tier universities, according to Milton Adams, the university's vice provost for academic programs. A Darden delegation visited Coursera in early June, a few days before Sullivan resigned.

In the ensuing debate, Dragas singled out an apparent lack of online vision at U-Va., which, she reasoned, seemed to have "no centralized approach" for online education.

That critique gave new urgency to the Coursera partnership. Last week, university officials contacted Daphne Koller, co-founder of the initiative, and negotiations accelerated. U-Va. signed a contract over the weekend. Its participation will require no financial investment from U-Va., except for staff time, and yield no revenue for the university.

Founded in fall 2011, Coursera offers a platform for partner universities to experiment with a vast global audience. Students earn no college credit and the universities make no money. But

many in higher education see future potential for both. More than 680,000 students from 190 countries have taken Coursera classes.

"These are some of the best universities in the United States," Adams said. "This is a great opportunity for us to experiment ourselves, and to try to learn from our colleagues."

Over the past decade, online instruction has exploded in higher education. But the nation's top universities have been slow to embrace online for core undergraduate and graduate programs. The movement seemed at odds with the residential, dialectical learning experience that is their chief product.

Now, opposition is melting away. A compelling body of research has shown that some online initiatives yield improved outcomes at reduced cost, an irresistible proposition.

"We don't want to be another industry that didn't see change coming and, because they didn't see it in time, they're dead," said James Dean, dean of the business school at the University of North Carolina, which is known for its online experimentation.

Any lingering doubts were swept away in May, when Harvard and MIT announced a $60 million partnership to offer free online courses to the public under the edX brand.

Coursera, chief rival to edX, is responding Tuesday by expanding from four institutions to 16. The new partners include Johns Hopkins University<http://www.washingtonpost.com/local/education/colleges-looking-beyond-the-lecture/2012/02/03/gIQA7iUaGR_story.html>, the University of Illinois, Duke University and CalTech.

"I think people are recognizing that this kind of experience is where a lot of the future of higher education lies," said Koller, a Stanford computer scientist.

EdX and Coursera allow top schools to expand their global brand and share their intellectual capital with the world in the manner of academic missionaries. Perhaps as important, the online laboratories allow each institution to cultivate an internal digital culture.

"Simply put, online learning can substantially improve on-campus learning as well," said Anant Agarwal, president of edX. "The way we educate students really hasn't changed much in centuries."

Some educators suggest that the global online platforms offer more flash than substance, and that financial benefits for schools are dubious.

"There's no income from it. Nobody's made a case that there will be any income from it," said Marva Barnett, director of the Teaching Resource Center at U-Va. "Why is this such a desirable thing?"

Like many of its peers, U-Va. has lacked a central approach to online instruction. Until this month, no one had taken an inventory of the school's online offerings.

Now, faculty are racing to take stock, and the emerging digital portrait is surprisingly rich. U-Va. offers at least 11 fully online degrees, all at the graduate level, and 15 professional certificates. Scores of undergraduate classes are taught partly online, and nearly every professor conducts at least some class business over the Internet.

"Almost all the faculty at U-Va. are doing it. The breadth and scope are shocking," said William Guilford, an associate engineering professor who completed a quick tally of the university's online efforts last week with a 53-member task force.

Sullivan has an ambitious plan to retool introductory courses as "hybrids," replacing much of the human labor with technology and freeing professors to focus on higher-level classes. Her initiative would go further than most elite universities have dared in replacing human instructors with software.

Partly in response to Dragas, faculty leaders have announced a campus-wide "challenge," offering $10,000 grants to professors who draw up "technology-enhanced" courses as a way to jump-start Sullivan's initiative. The deadline is midnight Thursday.

Dragas declined an interview but offered a prepared statement that seemed to applaud the university's efforts.

"The rapidly escalating application of technology in the delivery of higher education, especially by well-respected institutions, is a significant development — one worthy of substantive inquiry that should include appropriate input from internal constituencies and expert resources," she said.

"Without the benefit of such a study, the Board of Visitors has certainly not formed an opinion about the University's future in this area. The Board's primary interest is in the University's development of a strategy that promotes the highest order of excellence in the quality of our students' learning and enrichment, especially in a resource-constrained environment."

Over the past few years, several initiatives have pushed online instruction into more college classrooms.

One is known as instructional "flipping," an adaptation of the age-old classroom lecture that is fast taking root in K-12 schools and colleges. Students view recorded lectures as homework, freeing professors to use class time for discussion, group exercises and problem-solving.

Another is "computer-mediated" instruction, which asks students to complete courses online in a series of self-paced lessons, a technique Virginia Tech<http://www.washingtonpost.com/local/education/at-virginia-tech-computers-help-solve-a-math-class-problem/2012/04/22/gIQAmAOmaT_story.html> has pioneered in introductory math. Some skeptical parents, who pay tens of thousands of dollars a year in tuition, wonder whether their children are getting their money's worth from this arrangement. But advocates say the model can yield vast savings for a university without sacrificing student achievement.

"The student learning has in most cases improved, and it certainly hasn't diminished," said William "Brit" Kirwan, Maryland state university chancellor. "This highly interactive online education is going to be a dominant trend in higher education. Is it going to replace every course in the university? No."

The newest development is the wave of global online platforms, which give Harvard, Stanford and now U-Va. a stake in a movement that Dragas last month had suggested was an "existential threat" to the flagship university.

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Friday, July 20, 2012 10:56 AM
To: Reznick, Steve <reznick@email.unc.edu>
Subject: Re: FYS GRCs

I asked for a summary of expected funds for next year to anticipate dollars. Cobey is good but the calls on Lup

Sent from my iPhone

On Jul 18, 2012, at 8:30 PM, "Reznick, Steve" <reznick@email.unc.edu> wrote:

> Bobbi – I'm confused. As noted in our e-mail discussion (below), I was seeing the GRC funding as a way to deploy the FYS allocation from Lupton and Cobey that we haven't been spending on course enhancement or a change in the Davis money to devote it to GRCs rather than new courses. It's your call, but I was definitely not seeing this as causing a reduction in our FYS enhancement grants.
>
> Steve
>
> ---
>
> **From:** Owen, Bobbi A
> **Sent:** Sunday, May 13, 2012 8:34 AM
> **To:** Reznick, Steve
> **Cc:** Owen, Bobbi A
> **Subject:** RE: FYS GRCs
>
> I agree with your assessment. GRC's are enhancements for FYS so the funds could be used and that seems an appropriate use of the Cobey and King and Lupton. We should talk about the Davis fund and think about what we prefer to do with it (reviewing the fund authority makes sense).
>
> Hope our paths cross soon.
>
> Bobbi
>
> ---
>
> **From:** Reznick, Steve
> **Sent:** Saturday, May 05, 2012 11:32 AM
> **To:** Owen, Bobbi A
> **Subject:** FYS GRCs
>
> Bobbi – I met with Pat last week, and she mentioned your discussion about using FYS trust funds to fund FYS GRCs. I'm seeing this as a budget allocation question within Undergraduate Education, so it is completely up to you. Looking back across the past 3 years, we average approximately 10 FYS with GRCs per year, so the cost would average $7500. Looking at our current FYS spreadsheet (attached), I see two alternatives: 1. We could take the money from Lupton and Cobey. 2. We could try to make a change in the Davis money and devote it to GRCs rather than new courses.
>
> What do you think? If the issue is more complicated than I'm seeing, let's plan to discuss it at our next meeting.
>
> Thanks,
>
> Steve
>
> J. Steven Reznick
>
> Professor, Department of Psychology
>
> Associate Dean for First Year Seminars and Academic Experiences
>
> HHMI Science Seminar Coordinator

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Wednesday, July 25, 2012 2:55 PM
To: May, Lee Y <mayl@email.unc.edu>
Cc: Mercer, Robert J Jr <rmercer@email.unc.edu>; Maloy, Susan B <sbmaloy@email.unc.edu>; Yount, Tony <gyount@email.unc.edu>; Owen, Bobbi A <owenbob@unc.edu>
Subject: RE: Elite Athletes on International Teams
Attach: image002.png; image004.png

I support this request and agree that it can be implemented for the fall 2012 semester. Before we extend this strategy to spring 2013, or make it standard policy,
I ask that the ASPSA faculty advisory committee have this as an item on their next agenda for thier input and consideration.
I apprecaite your committment, Lee, to personally sign off on these requests.

Bobbi

From: May, Lee Y
Sent: Wednesday, July 25, 2012 2:07 PM
To: Owen, Bobbi A
Cc: Mercer, Robert J Jr; Maloy, Susan B; Yount, Tony
Subject: Elite Athletes on International Teams

Hi Bobbi,
Yesterday I met with Robert Mercer, Susan Maloy, and Tony Yount about the small number of athletes who, over time, play on international teams. As you know, these students are absent from campus for extended time and need to be enrolled as full time students in order to play for UNC when they return to campus. There are usually a very small number of these students and they have a unique opportunity to represent the United States (in most cases) and UNC. This fall we will have students playing for the Womens' Soccer World Cup in Japan and Greece, one Olympic athlete, and several on the Under 21 National Field Hockey Team. We discussed options to determine a protocol to address this issue when it arises. Our proposal is that we would like to be somewhat flexible with the way students use their allotted 18 hours of CCOs that may count toward their degree. We will hold all students to that standard but would like the flexibility of allowing them to take more than two on line courses in a semester, if necessary, to compete on one of these teams. Students eligible for me to sign off on the permission would include only those on national teams with international competitions. Beyond taking CCOs it will be the responsibility of the student to work with their instructors to communicate their situation, seek permission for necessary absences, and have a plan in place to complete all coursework. No staff member will intervene on their behalf with any faculty member. In any given year the number of these students should only be a "handful", however, this fall there are eight students who meet this criteria. Are you able to support this type of approach? As always, students will be encouraged to be proactive if they make such a choice to compete. I am available at any time if you wish to discuss this. Robert and colleagues will not move forward until we have your input.
Best,
Lee

Lee Y. May, Ph.D.
Associate Dean and Director of the Academic Advising Program
College of Arts and Sciences
University of North Carolina at Chapel Hill
1011 Steele Building, CB #3110
Chapel Hill, NC 27599-3110
919 843-9030
[Description: Description: FaceBook-icon]<http://www.facebook.com/UNCAdvising> [Description: Description: Twitter-icon] <http://twitter.com/#!/UNCAdvising>

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, August 2, 2012 6:14 AM
To: Gil, Karen M <kgil@email.unc.edu>
Subject: Fwd: Course Renumber Project Update.

This is a result of the independent study task force. Hooray for Erika and Nick.
Bobbi

Sent from my iPhone

Begin forwarded message:

> **From:** "Lindemann, Erika" <ulinde@email.unc.edu>
> **Date:** August 1, 2012 4:15:57 PM EDT
> **To:** "Owen, Bobbi A" <owenbob@unc.edu>, "Derickson, Christopher P" <cderickson@unc.edu>
> **Cc:** "Siedentop, Nicholas J" <nick_siedentop@unc.edu>, "Haven, Ben" <bhaven@email.unc.edu>, "Schmitt, Stephanie" <sschmitt@email.unc.edu>
> **Subject: Course Renumber Project Update.**
>
> I am pleased to update you on the status of the project to align the College's course with the Standard Course Numbering System and the recommendations of the Independent Study Task Force.
>
> Based on information supplied by the Office of the University Registrar, some 200 courses in the College of Arts and Sciences needed to be realigned to be consistent with UPM #4. As of today, all units responsible for these courses have been contacted and have approved renumbering or inactivating the affected courses. Further, Ben and I have entered all transactions involving these courses into the Course Request Approval System (CRAS) and "saved" them. As Nick makes the necessary changes in the working files for the *Undergraduate Bulletin*, he will "submit" the transactions, routing them electronically to the department/curriculum for approval. Eventually, these courses will receive final approval by the Office of the University Registrar and will become effective with the fall 2013 semester. All actions will be reported to the Administrative Boards at the meeting on September 18th.
>
> The next step in this project will involve realigning courses offered by the professional schools. The School of Education, the School of Dentistry, and the Kenan-Flagler School of Business have already contacted me about renumbering their courses and are eager to accept this responsibility. I have offered to help for several reasons. First, the Office of Undergraduate Curricula has the list of courses that need attention. Second, if the Office of Undergraduate Curricula enters the course requests for the professional schools, they are likely to be accurate. Third, for courses numbered (or renumbered) between 400 to 699, it seems convenient to send Stephanie Schmitt all of them on one spreadsheet for The Graduate School's approval. If you have any concerns or reservations about our proceeding with this plan, please let me know.
>
> We're onward and upward!
>
> Cheers!
>
> Erika
>
> Erika Lindemann
> Associate Dean for Undergraduate Curricula
> 3014 Steele Building, CB# 3504
> The University of North Carolina at Chapel Hill
> Chapel Hill, NC 27599-3504
> Office: 919-843-7772
> Fax: 919-962-6888
>
> Office of Undergraduate Curricula Web site: www.unc.edu/depts/uc/
>
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From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, August 2, 2012 10:51 AM
To: Gil, Karen M <kgil@email.unc.edu>
Subject: Re: Course Renumber Project Update.

Delivered and on my way back. May be a few minutes late for call but will call in.
Bobbi

Sent from my iPhone

On Aug 2, 2012, at 9:38 AM, "Gil, Karen M" <kgil@email.unc.edu> wrote:

Bobbi

Great report. Thinking about you.

Karen

Karen M. Gil, Ph.D.

Dean, College of Arts and Sciences

Lee G. Pedersen Distinguished Professor of Psychology

CB # 3100

University of North Carolina at Chapel Hill

Chapel Hill, NC 27599-3100

919-962-3082

919-962-1165

919-962-2408 fax

kgil@email.unc.edu

From: Owen, Bobbi A
Sent: Thursday, August 02, 2012 6:14 AM
To: Gil, Karen M
Subject: Fwd: Course Renumber Project Update.

This is a result of the independent study task force. Hooray for Erika and Nick.

Bobbi

Sent from my iPhone

Begin forwarded message:

From: "Lindemann, Erika" <ulinde@email.unc.edu>
Date: August 1, 2012 4:15:57 PM EDT
To: "Owen, Bobbi A" <owenbob@unc.edu>, "Derickson, Christopher P" <cderickson@unc.edu>
Cc: "Siedentop, Nicholas J" <nick_siedentop@unc.edu>, "Haven, Ben" <bhaven@email.unc.edu>, "Schmitt, Stephanie" <sschmitt@email.unc.edu>
Subject: Course Renumber Project Update.

I am pleased to update you on the status of the project to align the College's course with the Standard Course Numbering System and the recommendations of the Independent Study Task Force.

Based on information supplied by the Office of the University Registrar, some 200 courses in the College of Arts and Sciences needed to be realigned to be consistent with UPM #4. As of today, all units responsible for these courses have been contacted and have approved renumbering or inactivating the affected courses. Further, Ben and I have entered all transactions involving these courses into the Course

Request Approval System (CRAS) and "saved" them. As Nick makes the necessary changes in the working files for the *Undergraduate Bulletin*, he will "submit" the transactions, routing them electronically to the department/curriculum for approval. Eventually, these courses will receive final approval by the Office of the University Registrar and will become effective with the fall 2013 semester. All actions will be reported to the Administrative Boards at the meeting on September 18th.

The next step in this project will involve realigning courses offered by the professional schools. The School of Education, the School of Dentistry, and the Kenan-Flagler School of Business have already contacted me about renumbering their courses and are eager to accept this responsibility. I have offered to help for several reasons. First, the Office of Undergraduate Curricula has the list of courses that need attention. Second, if the Office of Undergraduate Curricula enters the course requests for the professional schools, they are likely to be accurate. Third, for courses numbered (or renumbered) between 400 to 699, it seems convenient to send Stephanie Schmitt all of them on one spreadsheet for The Graduate School's approval. If you have any concerns or reservations about our proceeding with this plan, please let me know.

We're onward and upward!

Cheers!

Erika

Erika Lindemann
Associate Dean for Undergraduate Curricula
3014 Steele Building, CB# 3504
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3504
Office: 919-843-7772
Fax: 919-962-6888

Office of Undergraduate Curricula Web site: www.unc.edu/depts/uc/

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From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Monday, August 13, 2012 5:13 PM
To: Moon, Karen B <karen_moon@unc.edu>
Subject: Re: Questions

You should answer the FERPA question.
Bobbi

Sent from my iPhone

On Aug 13, 2012, at 4:51 PM, "Moon, Karen B" <karen_moon@unc.edu> wrote:

> He became Chair of the Department in 1997.
>
> Karen Moon
>
> Director, UNC News Services
>
> The University of North Carolina at Chapel Hill
>
> (919) 962-8595
>
> ---
>
> **From:** Beard, Aaron [mailto:abeard@ap.org]
> **Sent:** Monday, August 13, 2012 4:46 PM
> **To:** Moon, Karen B
> **Subject:** RE: Questions
>
> Any update? I need to get this update out soon.
>
> ---
>
> **From:** Moon, Karen B [karen_moon@unc.edu]
> **Sent:** Monday, August 13, 2012 4:10 PM
> **To:** Beard, Aaron
> **Subject:** RE: Questions
>
> Thanks. I'll check.
>
> Karen Moon
>
> Director, UNC News Services
>
> The University of North Carolina at Chapel Hill
>
> (919) 962-8595
>
> ---
>
> **From:** Beard, Aaron [mailto:abeard@ap.org]
> **Sent:** Monday, August 13, 2012 3:49 PM
> **To:** Moon, Karen B
> **Subject:** Questions
>
> 1) What year did Nyang'oro become AFAM department chair? I think it's 1998 but wanted to doublecheck.
>
> 2) Hypothetically, would the publishing of a student transcript online be a violation of FERPA?
>
> Thanks. Sorry I missed your call.
> ab

The information contained in this communication is intended for the use of the designated recipients named above. If the reader of this communication is not the intended recipient, you are hereby notified that you have received this communication in error, and that any review, dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify The Associated Press immediately by telephone at +1-212-621-1898 and delete this email. Thank you.
[IP_US_DISC]

msk dccc60c6d2c3a6438f0cf467d9a4938

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Tuesday, August 14, 2012 6:19 AM
To: Gil, Karen M <kgil@email.unc.edu>
Cc: Owen, Bobbi A <owenbob@unc.edu>
Subject: Re: AFAM update to trustees 8-13-12

Thanks. Robert moves on 8-15 and I wonder if it needs to say where. I can call Peter if needed.
Dense message but accurate.
Bobbi

Sent from my iPhone

On Aug 13, 2012, at 9:45 PM, "Gil, Karen M" <kgil@email.unc.edu> wrote:

> Bobbi
> Please review this draft. Thanks
> Karen
>
> Begin forwarded message:
>
> > **From:** "Davis, Nancy K" <nancy_davis@unc.edu>
> > **Date:** August 13, 2012 7:39:40 PM EDT
> > **To:** "Thorp, Holden" <holden_thorp@unc.edu>, "McFarland, Michael B" <mike_mcfarland@unc.edu>, "Kupec, Matt" <matt_kupec@unc.edu>, "'bubbac@uncaa.unc.edu'" <bubbac@uncaa.unc.edu>, "Derickson, Christopher P" <cderickson@unc.edu>, "Broome, Lissa L" <lbroome@email.unc.edu>, Steve Kirschner <skirschner@uncaa.unc.edu>, "Gil, Karen M" <kgil@email.unc.edu>, "Hartlyn, Jonathan" <hartlyn@unc.edu>, "Reid, Dee" <deereid@unc.edu>
> > **Subject: AFAM update to trustees 8-13-12**
> >
> > DRAFT
> > **MEMORANDUM**
> > TO: Wade Hargrove
> > FROM: Holden Thorp
> > RE: African and Afro-American Studies update
> > The University has looked into what appears to be a former student transcript on the University's website. We have removed that link. As you know, we are prohibited from discussing confidential student information under the Family Educational Rights and Privacy Act.
> > The news reports look bad. But it's more of the same bad. We had an awful case of academic fraud. We know it was prevalent during our four-and-a-half year review period, and we've acknowledged that it's possible and even likely that the serious issues we identified might have gone back further than our review period. We started the review in 2007 because that's when the first course irregularities that came to our attention occurred. The further back you go, the less reliable and available the data are. The review showed us what the problems were, what the patterns were, who was responsible, and what we needed to do to fix it. We are cooperating fully with the Board of Governors panel, and we've said repeatedly that if the panel recommends further review, we'll certainly comply.
> > We're moving forward on multiple fronts to address the issues that have arisen from our review of African and Afro-American Studies, and I wanted to give you a report of those actions. We know we still have much to do to restore confidence in the University's academic integrity. While the most significant of our actions was to force the retirement of Julius Nyang'oro, we have affected many other changes that will ensure, going forward, that this never happens again.
> > The following changes and improvements have been guided by the multiple reviews that have been conducted in the last two years, including:
> > The Review of Courses in the Department of African and Afro-American Studies
> > Report on Academic Support Program for Student-Athletes
> > Independent Study Task Force Report
> > Faculty Executive Committee Report
> > Summer School policy changes
> > **Changes in the Academic Support Program for Student Athletes**
> > Over the summer, College Dean Karen Gil, Athletic Director Bubba Cunningham and I have been seeking ways to strengthen programs that address academics, athletics and the intersection of the two. Our plans reflect excellent ideas from Senior Associate Dean Bobbi Owen, members of the Faculty Executive Committee and other faculty. I think they are also consistent with the recommendation in the 2011 report by ECU Chancellor Steve Ballard's UNC Task Force on Athletics and Academics that Academic Affairs must be "fully in control" of academic support services related to athletics.
> > Our plans, which we are implementing now, include:
> > <!--[if !supportLists]-->• <!--[endif]-->**Transforming the Academic Support Program for Student Athletes:** In order to move forward with new best practices, the College is reorganizing this essential program and launching a national search for a new director; the search committee is chaired by Steve Matson, dean of The Graduate School. The new ASPSA director will report solely to the College and have the authority to manage the program's budget. Harold Woodard, director of the Center for Student Success and Academic Counseling, is serving as interim director of the ASPSA; former director Robert Mercer is now working in the James M. Johnston Center for Undergraduate Excellence.
> > <!--[if !supportLists]-->• <!--[endif]-->**Expanding the Summer Bridge Program:** The College will expand its successful,

summer residential academic support program to incorporate student-athletes who may need assistance with their personal and academic transition from high school to the University community.

- <!--[if !supportLists]--> <!--[endif]--> **Expanding Academic Advising:** Each student-athlete is assigned a primary academic advisor through the Academic Advising Program. The College will strengthen the role of such advisors by adding two new positions to monitor and oversee academic advising for student-athletes. Advising will have an office in the Loudermilk Center.
- <!--[if !supportLists]--> <!--[endif]--> **Coordinating and clarifying the relationship between Academic Advising and the Athletic Support Program for Student Athletes.** The College will enhance its training and supervision of academic advisors and academic counselors to strengthen their distinct and complementary roles and responsibilities.
- <!--[if !supportLists]--> <!--[endif]--> **Strengthening faculty involvement in athletics.** We are strengthening relationships among the Academic Support Program for Student-Athletes Faculty Advisory Committee, the Elected Faculty Athletics Committee of the Faculty Council and the faculty representative to the ACC/NCAA Representative. Professor Joy Renner, the new chair of the Faculty Athletics Committee, spent the summer meeting with members of the committee, the administration and Athletics Department to discuss how the committee can better ensure academic integrity and full integration of student-athletes into the life of the University. To meet the complex challenges associated with balancing academic and athletic excellence, it's essential that faculty be visibly engaged in relevant policies and practices.

Improvements in the Department of Athletics

New Athletic Director Bubba Cunningham has been working closely with Dean Karen Gil as they consider improvements in their respective areas. He and Karen are determined to strengthen the connections between academics and athletics.

Bubba recently completed a comprehensive analysis of the department and has reorganized to strengthen the department. As a result, he has hired two new staff members.

Senior Associate Athletic Director Vince Ille comes from the University of Illinois where he was first an assistant athletic director for compliance and then a senior AD. He will be the liaison with academic advising and counseling for student-athletes. Bubba has made clear that these functions remain independent of athletics and are part of the College of Arts & Sciences. Vince will coordinate with the College. He will also supervise the compliance program and work with staff to minimize the risk of NCAA infractions.

Associate Director Paul Pogge was associate AD for strategic planning and partnerships at the University of Denver. He will assist in coordinating student-athlete eligibility, the NCAA's Academic Progress rankings, risk assessment and summer camps.

Selection of firm to review and certify academic controls
We have selected Baker Tilly Virchow Krause, LLP, a national accounting and management consulting firm to review and certify new policies and procedures put in place in the African and Afro-American Studies department, the College of Arts and Sciences and the Summer School.

As you know, several members of our Board of Trustees have been instrumental in helping us identify an outside firm. Our goal with this, as with all the improvements we've put in place, is to prevent any recurrence of what has happened in Africa and Afro-American Studies. This is one more important safeguard the University can undertake to be sure this doesn't happen again.

FEC subcommittee

The Faculty Executive Committee issued a report that supported the administration's approach to the review. I met with them last week and discussed their recommendations, next steps and an action plan. I let them know that a reorganization was in the works for the Academic Support Program for Student-Athletes and that we intended to eliminate the ambiguity between advising and counseling. We also discussed my appointing outside academic experts to help examine the appropriate future relationship between academics and athletics at the University.

Hunter Rawlings to lead panel of outside experts

I'm pleased to tell you that Hunter Rawlings, president of the Association of American Universities, has agreed to lead the effort to help us examine the appropriate future relationship between academics and athletics at the University.
I told the FEC that I especially appreciate this recommendation because it acknowledges the complicated relationship between academics and athletics. It's a challenge to find the right balance, but we have to find it. In some ways, because of everything that's happened here, we have the opportunity to do that. It allows us to look at ourselves now and to project where we want to be in the future.
As you know, the AAU is the association of 61 preeminent public and private research universities. We try to focus on the important work that our universities do for the world, but increasingly, those of us at large public research institutions are spending time on athletics. I convinced Hunter that this was important work that we could do together … not just for Carolina, but for all major research universities that are struggling to get it right in athletics.
Hunter's credentials are perfect for leading this effort. He's a member of the American Academy of Arts and Sciences. He has served as president of the University of Iowa and Cornell University. His degrees are in classics – from Haverford and a Ph.D. from Princeton. And while he was at Haverford, he was the star of the men's basketball team, and he pitched for the baseball team.
We are planning a September launch of this effort. Our goal is engage the entire community in a meaningful discussion and analysis of the role of athletics in the life of the University.
A wide range of improvements in the department, the College and the University

The Department of African and Afro-American Studies now has outstanding new leadership, and the department, College of Arts

and Sciences and Summer School all have new policies and procedures in place to prevent irregularities going forward. We reviewed those with you at your trustee meeting in May.

Moving forward

A lot is happening now, and we are engaging people across campus in these discussions. I am determined that are going to be a stronger university as a result of this. Athletics is important to this university and to all great public research universities. So we have to find that right balance.

As always, I welcome your perspectives.

<AFAM update to trustees 8-13-12.doc>

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Wednesday, August 15, 2012 6:19 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: ASPSA Faculty Advisory Committee
Attach: image001.jpg

Yes and we will add your name to the roster.
Bobbi

Sent from my iPhone

On Aug 14, 2012, at 10:47 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:

Hi Bobbi – Thanks for the heads up. Should I be attending? I'm not on the committee.

Lissa

Lissa L. Broome

Wells Fargo Professor of Banking Law

Director, Center for Banking and Finance

UNC School of Law

CB#3380, Van Hecke-Wettach Hall

Chapel Hill, NC 27599-3380

919.962.7066

http://www.law.unc.edu/centers/banking

Access my papers on SSRN at: http://ssrn.com/author=248720

<image001.jpg>

From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Tuesday, August 14, 2012 5:32 PM
To: Broome, Lissa L
Subject: Fwd: ASPSA Faculty Advisory Committee

FYI
Bobbi

-------- Original Message --------

Subject: ASPSA Faculty Advisory Committee
Date: Tue, 14 Aug 2012 17:28:49 -0400
From: Yarbrough, Nathan John <yarbro9@email.unc.edu>
To: Abels, Kimberly Town <kabels@unc.edu>, Janken, Kenneth R <krjanken@email.unc.edu>, McNeil, Genna Rae <mcneilgr@unc.edu>, panter@unc.edu <panter@unc.edu>, Parsons, Eileen R <rparsons@email.unc.edu>, Reznick, Steve <reznick@email.unc.edu>, Russell, Chloe <cjrussel@email.unc.edu>, Salyer, Sherry L <salyer@email.unc.edu>, Stephens, John D <jdsteph@unc.edu>, Unah, Isaac J <unah@unc.edu>, Owen, Bobbi A <owenbob@unc.edu>, Woodard, Harold <harold_woodard@unc.edu>, Goodman, Paula <pgoodman@email.unc.edu>, Ille, Vince <ille@email.unc.edu>, Renner, Joy J <Joy_Renner@med.unc.edu>, Janken, Kenneth R <krjanken@email.unc.edu>

All,

It looks like Thursday, August 16, 2012 will be the best time for everyone on the ASPSA Faculty Advisory Committee to meet. The meeting will be held in the conference room on the 2nd floor of the Loudermilk Center at 4:00pm. Looking forward to seeing everyone.

Thanks,

Nate

UNC
CENTER FOR
BANKING AND FINANCE

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Monday, September 10, 2012 7:52 AM
To: Dore, Florence Weiler <fdore@email.unc.edu>
Subject: Re: Abbey Fellowship

Yes.

Sent from my iPhone

On Sep 10, 2012, at 6:02 AM, "Dore, Florence Weiler" <fdore@email.unc.edu> wrote:

> Hi Bobbi. I sent the letter last night- did you receive it? Thanks much, Florence
>
> Sent from my iPhone
>
> On Sep 9, 2012, at 5:50 PM, "Bobbi Owen" <owenbob@unc.edu> wrote:
>
>> Thanks so much for responding (and explaining why I have been bewildered with lack of response). We will get this done now and send someone to take a picture; I am cc'ing Paula Goodman to manage the paperwork for the appointment.
>> I need some biographical stuff for the web pages.
>> See: http://abbeyfellows.unc.edu/TheFellows.html for an example of what we need to have.
>> Bobbi
>>
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>>>> Thanks in advance.
>>>> Bobbi
>>>>
>>>> --
>>>> Bobbi Owen
>>>> Senior Associate Dean for Undergraduate Education, and
>>>> Michael R. McVaugh Distinguished Professor of Dramatic Art
>>>> University of North Carolina at Chapel Hill
>>>> CB# 3504, 3011 Steele Building
>>>> 214 East Cameron Avenue
>>>> Chapel Hill, NC 27599-3504
>>>> Phone: 919 843-7773
>>>> FAX: 919 843-4775
>>>>
>>>> <AbbeyDore2012.docx>
>>
>> --
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From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Monday, September 10, 2012 8:09 AM
To: Mosley, Layna <mosley@unc.edu>
Subject: RE: RE: ENGL 100 Meeting

Good. Thanks.
Bobbi

_____
From: Mosley, Layna
Sent: Sunday, September 09, 2012 9:44 PM
To: Owen, Bobbi A
Subject: RE: RE: ENGL 100 Meeting

Hi Bobbi,

Thanks. I have a grad seminar at 2pm that day (which will make me miss a chunk of the Advisory Committee meeting), but I'll try to make it over for at least part of this.

All the best,

Layna

From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Sunday, September 09, 2012 1:55 PM
To: Mosley, Layna
Subject: Fwd: RE: ENGL 100 Meeting

Hi Layna -
You would be welcome if you would like to attend, as this concerns committee-cases.
Bobbi

-------- Original Message --------
Subject:

RE: ENGL 100 Meeting

Date:

Fri, 7 Sep 2012 15:34:10 -0400

From:

Danielewicz, Jane M <janedan@email.unc.edu><mailto:janedan@email.unc.edu>

To:

Lindemann, Erika <ulinde@email.unc.edu><mailto:ulinde@email.unc.edu>, Woodard, Harold <harold_woodard@unc.edu><mailto:harold_woodard@unc.edu>, Bethel, Bradley Richard <bbethel@email.unc.edu><mailto:bbethel@email.unc.edu>, Farmer, Stephen M <sfarmer@admissions.unc.edu><mailto:sfarmer@admissions.unc.edu>, Hammer, Bradley Aaron <bhammer@email.unc.edu><mailto:bhammer@email.unc.edu>

CC:

Owen, Bobbi A <owenbob@unc.edu><mailto:owenbob@unc.edu>, Goodman, Paula <pgoodman@email.unc.edu><mailto:pgoodman@email.unc.edu>

Erika--thank you for arranging this meeting. See you all next week.
Best,
Jane

Jane Danielewicz
Hiskey Distinguished Professor in Research and Undergraduate Teaching
Associate Professor
Director of the Writing Program
Department of English and Comparative Literature
CB# 3520
UNC Chapel Hill
Chapel Hill, NC 27599-3520

Writing Program (919) 962-6920
Office (919) 962-1988

_____
From: Lindemann, Erika
Sent: Friday, September 07, 2012 2:16 PM
To: Woodard, Harold; Bethel, Bradley Richard; Farmer, Stephen M; Hammer, Bradley Aaron; Danielewicz, Jane M
Cc: Owen, Bobbi A; Goodman, Paula
Subject: ENGL 100 Meeting
Dear Colleagues,
Thank you for making time to discuss several concerns surrounding ENGL 100. Our original group has grown, so we have secured 205 South Building for the meeting. Please mark your calendars for Tuesday, September 11, 1:00 pm, in 205 South Building.
Best wishes,
Erika

Erika Lindemann
Associate Dean for Undergraduate Curricula
3014 Steele Building, CB# 3504

The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3504
Office: 919-843-7772
Fax: 919-962-6888
Office of Undergraduate Curricula Web site: www.unc.edu/depts/uc/<http://www.unc.edu/depts/uc/>

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From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Monday, September 10, 2012 8:15 AM
To: Goodman, Paula <pgoodman@email.unc.edu>
Subject: FW: Abbey Fellowship
Attach: Abbey Fellowship acceptance.pdf

Well - here 'tis. can you get the paperwork done?
Bobbi

From: Dore, Florence Weiler
Sent: Sunday, September 09, 2012 6:04 PM
To: Owen, Bobbi A
Subject: Re: Abbey Fellowship

Hi Bobbi,

Actually, I have it on my home computer - here it is, dated May 15th. Wonder how it got lost in the shuffle? In any case, thank you so much for checking, and I'll get you the info soon.

All Best, Florence

--
Florence Dore

Co-Editor, Post45 Series, Stanford University Press
http://www.sup.org/browse.cgi?x=series&y=Post*45

Steering Committee, Post45
www.post45.org

Associate Professor of English
University of North Carolina, Chapel Hill
Department of English and Comparative Literature
CB# 3520
Chapel Hill, North Carolina 27599
919-962-4054

On 9/9/12 5:50 PM, "Bobbi Owen" <owenbob@unc.edu> wrote:

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UNC
COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

DEPARTMENT OF ENGLISH AND
COMPARATIVE LITERATURE

GREENLAW HALL
CAMPUS BOX 3520
CHAPEL HILL, NC 27599-3520

T 919.962.5481
F 919.962.3520
http://english.unc.edu

May 15, 2012

Senior Associate Dean Bobbi Owen

Dear Dean Owen,

Enclosed please find my acceptance for the Abbey Fellowship. I am honored by the appointment and thrilled at the prospect of working more closely with our undergraduates. I look forward to working with you as well.

Sincerely Yours,

Florence Dore

From:	Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent:	Monday, September 10, 2012 12:04 PM
To:	Demetriou, Cynthia <cyndem@email.unc.edu>
Subject:	Fwd: NSF STEP Proposal - Letter of Support
Attach:	Project Description.doc; ATT00001.htm; NSF STEM Grant Letter of Support - Bruce Carney.doc; ATT00002.htm; NSF STEM Grant Letter of Support - Bruce Carney 9 10 2012.pdf; ATT00003.htm

---

Sent from my iPhone

Begin forwarded message:

> **From:** "Cooper, Nelia Resendes" <resendes@email.unc.edu>
> **Date:** September 10, 2012 11:52:07 AM EDT
> **To:** "Owen, Bobbi A" <owenbob@unc.edu>
> **Cc:** "Thurman, Stephanie J" <sthurman@email.unc.edu>
> **Subject: FW: NSF STEP Proposal - Letter of Support**
>
> Hi Bobbi – the PDF is attached.
>
> Steph – I'll put a copy in the Daily and leave other one on your desk so Bruce can see it next week.
>
> Nel
>
> --
>
> Nelia R. Cooper
>
> The University of North Carolina at Chapel Hill
>
> Office of the Executive Vice Chancellor and Provost
>
> 104 South Building, CB# 3000
>
> Phone: (919) 962-2037
>
> FAX: (919) 962-1593
>
> Email: nrcooper@unc.edu
>
> ---
>
> **From:** Bobbi Owen [mailto:owenbob@unc.edu]
> **Sent:** Monday, September 10, 2012 11:30 AM
> **To:** Cooper, Nelia Resendes
> **Subject:** Fwd: FW: NSF STEP Proposal - Letter of Support
>
> Here is the draft letter. Needed today.
> Bobbi
>
> -------- Original Message --------
>
> Subject: FW: NSF STEP Proposal - Letter of Support
> Date: Tue, 4 Sep 2012 14:31:08 -0400
> From: Demetriou, Cynthia <cyndem@email.unc.edu>
> To: Carney, Bruce William <bruce@unc.edu>
> CC: Thurman, Stephanie J <sthurman@email.unc.edu>, Owen, Bobbi A <owenbob@unc.edu>

Dear Provost Carney:

I hope this email finds you well.

I have been working with Dr. Crimmins and colleagues across campus on an NSF grant proposal to encourage undergraduate retention and graduation in the STEM disciplines. This grant, should it be funded, will bring in two million dollars to help students traditionally disadvantaged in the STEM disciplines earn a baccalaureate degree.

Attached you will find the current version of the project description. There are still some details missing in the attached document (we are awaiting a response from our external evaluator), but there is enough information there to give you a clear understanding of the program.

I am currently collecting **letters of support**. As you know, letters of support are an important part of the grant proposal process and I am hoping that you might consider writing such a letter. Your commitment to this endeavor is greatly valued and would be most appreciated. Attached, I have provided a draft letter which you may edit and update as you see fit. Dr. Crimmins is the PI and, as such, the letter is addressed to him.

If you are able to write a letter, **please send it to me as a PDF by September 10th 2012**.

I truly appreciate your support and consideration. I am glad to meet should you have any questions.

Sincerely, Cynthia

Cynthia Demetriou • Director for Retention

Office of Undergraduate Education • 3016 Steele Building, CB# 3504

The University of North Carolina at Chapel Hill

(919) 843-5015

www.studentsuccess.unc.edu

www.firstgeneration.unc.edu

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Description: Description: Description: signature-1

Science, Technology, Engineering, and Mathematics Talent Expansion Program (STEP)

NSF Grant
Proposal Type: 1A

Due Date: September 25, 2012
Program Title: *Transfer Summer Bridge: STEM Talent Expansion Program*

OVERVIEW

Through an academically rigorous summer bridge experience, the *Transfer Summer Bridge: STEM Talent Expansion Program* will increase the number of community college junior transfers who graduate with STEM degrees from 55 to 100 students annually; a 82% growth over baseline.

The proposed activity offers significant intellectual merit and broad impact. The program will contribute to the knowledge base on broadening participation of traditionally disadvantaged populations in science, technology, engineering, and mathematics (STEM). It will also encourage widespread adoption and institutionalization as an evidence-based practice for promoting STEM undergraduate degree obtainment.

Embracing an unwavering commitment to excellence as a research university, the University of North Carolina at Chapel Hill (UNC-CH) is uniquely positioned to be a model of innovation in STEM undergraduate education. With light and liberty as its founding principles, the University has charted a bold course of leading change to improve society and to help solve the world's greatest problems. The program presented in this proposal extends these founding principles to meet the demands of a global society increasingly reliant upon science and technology.

To develop a national workforce prepared to bolster a healthy economy, meet demands for national security, and elevate the quality of life and standard of living in the United States, this program will ensure more non-traditional students earn baccalaureate degrees within STEM disciplines. This will be accomplished by improving the transition, academic performance, and retention of transfer students including first-generation college students, rural students, veterans, and students from low-income families. The program will enhance participants' critical thinking and problem solving skills as well as introduce transfer students to the academic rigor of scientific study at a research institution. Participants will engage in high impact educational practices, including conducting undergraduate research, interacting with faculty in a small class environment, and participating in a residential living-learning community. From this program, new transfer students will learn how to navigate a large, public university as well as appreciate curricular and co-curricular expectations and opportunities. The program will provide intentional academic advisement and career development promoting the acquisition of critical skills and competencies which will directly translate into employability in STEM fields.

The centerpiece of this program is a new summer bridge experience for transfer students. This experience is based on UNC-CH's Summer Bridge Program, a proven model for first-year student success operating at the University for more than 30 years. While summer bridge programs are a best practice nationally recognized to encourage freshman student success, few bridge programs focus specifically on transfer student success. This program will build off the knowledge and experience of the 30-year success of the UNC-CH Summer Bridge Program while chartering new territory for summer bridge programs overall by applying the summer bridge experience to junior transfer students pursuing STEM disciplines. The program will become a new model for transfer student success to be adapted at universities across the country. Program participants will be community college junior transfer students intending to major in a STEM discipline at UNC-CH. The program will cover tuition, fees, housing and living expenses during the summer the students are enrolled in the program so that they may fully concentrate on transitioning to the University and excelling in their summer courses.

The role of faculty and innovative instruction in STEM disciplines are key features of this program. The program includes classroom-level interventions to develop more effective pedagogical practices in STEM courses. Student learning in STEM can be vastly improved when instructors move from traditional, transmission-style instructional practices to student-centered, interactive instruction (Handelsman et al., 2004). This program includes faculty workshops and curriculum development which will support a conceptual shift from teacher- to learner-centeredness and the use of evidence-based instructional practices. The program is designed with a continuous evaluation plan which will provide early and frequent empirical feedback which will enable the program to adapt and evolve based on the evidence of what works to improve teacher effectiveness and accelerate student performance.

JUSTIFICATION/NEED FOR PROGRAM

As global competition increases and as the demographics of the United States change, the importance of increasing the graduation rate of STEM students from diverse backgrounds cannot be overstated (Lopez, 2006). In particular the success of community college transfer students, first generation college students, students from low-

income families, rural students, and students from historically underrepresented populations are critical to building a strong base of students in the STEM fields. The number of students transferring from two-year colleges to four-year Universities is rising (Ishitani, 2008). Many low-income, first-generation college students begin their studies at a two-year community college (Engle & Tinto, 2008). According to a report from the Pell Institute, low-income, first-generation students were less likely to persist in mathematics and science majors than their peers (Engle & Tinto, 2008). An institutional self-study of undergraduate student success at UNC-CH (Retention Task Force, 2010) revealed that community college transfer students at UNC-CH are among the least likely to graduate and are more likely than other students to be first generation and from a low-income family. The results of this self-study reflect a national trend of low four-year degree completion rates among transfer students.

Transfers are more likely to be non-traditional age college students and underprepared for the academic rigors of the research university. Transfer students commonly experience dissonance between the academic rigor and culture of their previous institution and their new university. Transitioning to a university where the course work is often at a much higher level than their previous institution and where other students have already formed networks of support contribute to transfers feeling discouraged and academically inadequate (Cejda, 1997; Hills, 1965; Laanan, 1996, 2001; Townsend, 2008; Townsend & Wilson, 2006). Many transfer students in STEM majors experience a decline in academic performance, face challenges connecting with students and staff, and perceive scholarship, internship, or lab opportunities to be inaccessible, discouraging them from continuing in the sciences (Ishitani, 2008). Due to these factors, many transfer students in STEM feel that science majors in the university environment are designed to discourage students from persisting rather than to encourage interest, skills-development, and efficacy (Chang, 2006). Transfer students graduate at a significantly lower rate and are likely to drop their STEM major during or shortly after their first semester at the University. To increase the overall number of college graduates with STEM degrees, it is necessary to increase the persistence of transfer student STEM majors and offer supportive pathways to degree attainment.

Undergraduate education in the STEM disciplines is critical to the development of human resources. Innovative programming in STEM undergraduate education will prepare current students to meet future workplace expectations. This program will serve as a platform to create a stronger and more well-informed workforce, not just for North Carolina, but for the nation. The program proposed here will serve as a model of best practice for STEM education and for transfer student success to be replicated at institutions of higher education across the country.

Compatibility with University Mission

The University of North Carolina at Chapel Hill has consistently invested knowledge and resources to enhance access to learning and to foster the success and prosperity of each rising generation. UNC-CH is committed to college access and affordability as well as the engaged learning and success of all admitted undergraduates. Increasing the number of transfer students graduating in STEM areas is compatible with UNC-CH's educational mission to teach a diverse community of undergraduates to become the next generation of leaders.

PRIOR EFFORTS TO INCREASE INTEREST AND SUCCESS IN STEM

Since 2006, the University has been redesigning large enrollment STEM courses to increase undergraduate interest and success in STEM. Course redesign and evidence-based instructional practices are high-impact approaches to engaging students at the course level. Redesign efforts began with a precalculus course in the Mathematics Department. Reports on more recent course redesign projects in biology and physics are available at http://cfe.unc.edu/reports/. A new initiative sponsored by the Center for Faculty Excellence (CFE) is providing support for the redesign of additional courses in astronomy, biology, chemistry, and mathematics. Information on the CFE100+ projects is available at http://cfe.unc.edu/100plus/lcrgp.html. The *Transfer Summer Bridge: STEM Talent Expansion Program* will continue these efforts around evidence-based instructional practices and course redesign, by providing faculty workshops for instructors of STEM courses.

The University also has a laudable history of providing opportunities to foster the academic success of students from historically-underserved communities who are interested in the sciences. The foci of these efforts have been to diversify the health-sciences and STEM teaching workforces as well as to create pathways to doctoral study and research careers. Many of these efforts are designed as enrichment programs that encourage minority and low-income students to enroll and graduate from STEM-related programs. The efforts listed below have a record of producing graduates and professionals in the STEM-fields, some with far-reaching results spanning a period of more than 20 years. Hallmarks of these programs include individualized and cohort mentoring opportunities with graduate students, faculty, and professionals around a STEM-related project; rigorous academic training in the sciences; and funding for research and training opportunities over the summer. Most programs are supported or sponsored by a professional school or academic department at the University.

Relevant prior efforts include but are not limited to:

- Alliance for Graduate Education and the Professoriate (AGEP)
- Medical Education Development (MED) Program (School of Medicine)
- North UNC-CH Health Careers Access Program (NC-HCAP)
  Summer Enrichment Program
- Summer Public Health Fellowship Program (Gillings School of Global Public Health)
- Increasing Diversity and Enhancing Academia (IDEA) Program (UNC Institute for the Environment)
- North UNC-CH Alliance to Create Opportunity Through Education (NC OPT-ED)
- Office for Undergraduate Research
  - Future Scientists and Clinicians Fellowship
  - Science and Math Achievement and Resourcefulness Track (SMART) Program
- UNC Baccalaureate Education in Science and Teaching (UNC BEST) Program
  (Departments of Biology, Chemistry, Geological Sciences, Mathematics, Physics and Astronomy; School of Education)

These programs are working to actively foster the academic success of students from historically-underserved communities who are interested in the sciences; however, none of these successful programs focus specifically on the unique needs of transfer students. To continue to increase the number of STEM graduates, it is necessary to begin to focuses directly on creating a pathway for transfer students to earn undergraduate degrees in STEM disciplines. Adding the *Transfer Summer Bridge: STEM Talent Expansion Program* to the list of programs above will be a significant first step towards creating this critical pathway. Furthermore, many of transfer bridge participants will likely transition directly into these programs; this direct pipeline will enable the university to leverage multiple initiatives working in partnership to create a greater impact and help with program institutionalization.

Though not focused on producing STEM graduates, the UNC-CH Student Transfer Excellence Program (C- STEP) has enabled more than 300 talented low- and moderate-income community college students to successfully transfer to UNC-CH from one of nine partner community colleges since its establishment in 2006. C-STEP participants engage in special events and academic advising at their community college and at UNC-CH to prepare them with the resources, perspectives and strategies to obtain a bachelor's degree from the University. Many C-STEP students endeavor to pursue STEM-related majors and careers. The C-STEP Program will be a key partner in this new initiative.

The *Transfer Summer Bridge: STEM Talent Expansion Program* will build on the C-STEP infrastructure. Participants for the bridge program will be recruited through C-STEP's nine partner institutions:

Alamance Community College
Cape Fear Community College
Carteret Community College
Craven Community College
Central UNC-CH Community College
Durham Technical Community College
Fayetteville Technical Community College
Sandhills Community College
Wake Technical Community College

Working with these institutions increases the program's ability to make early connections with students before they transfer to UNC-CH. These connections will provide critical academic advising and build a foundation for a successful academic and social transition to the four-year University. The academic advisor and the program coordinator will visit with all admitted students at their community college prior to enrollment in the bridge program.

PROGRAM OVERVIEW

Increasing the STEM major completion rate of students from historically underrepresented populations requires a multifaceted approach including robust academic, financial, and social support (National Research Council, 2012). *Transfer Summer Bridge: STEM Talent Expansion Program* offers these critical supports as well as early intervention, engagement with faculty, high expectations, opportunity for growth, and leadership development.

Early Connections and Recruitment

Through the nine C-STEP partner community colleges, the *Transfer Summer Bridge: STEM Talent Expansion Program* will begin outreach and recruitment one year prior to participant transfer. The program will recruit 15 participants during the first year and grow to 25 participants by year five of the grant. Program participants will apply to UNC-CH early and will receive early notification of admission. The Program Coordinator will work directly with students while they are still enrolled in community college to determine appropriate course selection at the

community college as well as critical guidance on how to prepare, academically and socially, for the transition to the University.

Traditionally, junior transfer students begin their academic career at UNC-CH during the fall semester. This program will provide students with the supports and resources to enroll during summer sessions I and II (see Table 1. *Transfer Summer Bridge: STEM Talent Expansion Program* Overview). This will provide the opportunity for transfer students to become familiar with the academic rigor as well as the social and cultural climate of the University prior to their first semester of full-time enrollment.

The Program Coordinator and the Academic Advisor will partner with the Center for Faculty Excellence to offer faculty workshops on:

1. broadening the population of traditionally disadvantaged students in STEM disciplines
2. appreciating the needs of community college transfer students
3. strategies, tools, and resources to implement evidence-based instructional practices in STEM courses
4. culturally inclusive pedagogies in STEM

The Summer Bridge: Summer Sessions I and II

During summer sessions I and II, prior to their first semester of full-time enrollment, program participants will arrive at UNC-CH, live in a residential Living-Learning Community, enroll in 8-9 credit hours, and participate in curricular and co-curricular programming. The tuition, fees, and housing of program participants will be paid so that participants can focus exclusively on their academics and transition to the University. Students will participate in an orientation program as well as intensive academic advising, degree planning, and tutoring. During the first summer session, all participants will have two common courses: a STEM major course and a 1-credit course called "Navigating the Research University." During summer session I, students will also have a meeting with a faculty member in their department to choose an appropriate STEM course for summer session II.

During summer session II, all participants will take a 1-credit course called, "Critical Thinking and Problem Solving in the Sciences," as well as one course in their STEM major selected through one-on-one consultation in their academic department. Program management will work with the student and faculty to place the student in a paid part-time research position in an on-campus lab or research facility for the fall semester. Faculty members will mentor the participants through the research placement.

Throughout the summer, participants will engage in a University-wide orientation as well as a program-specific orientation. They will begin to form bonds with their cohort by participating in multiple curricular and co-curricular activities. These bonds and activities with peers will foster connected learning experiences. Active and connected-learning have been shown to significantly influence students' feeling of belonging and confidence within the academic environment and increase their desire to persist (Braxton et al., 2000).

Staying on Track: The Cohort and Living-Learning Community, Research Experiences, and Continued Common Coursework

Research has demonstrated that faculty-student and student-to-student interactions are critical to student success in STEM (Astin, 2005; Cole & Espinosa, 2008; Kuh & Hu, 199, 2001; Milem & Berger, 1997; Pascarella and Terenzini, 2005). With this in mind, the program will continue to create dynamic opportunities for students to learn from their peers and from one-on-one interactions with faculty members. This will occur by sustaining the cohort established in the summer throughout the academic year. Students will have the opportunity to continue to reside in the Living-Learning Community, will continue to have common coursework during the fall and spring semesters, and will continue to engage in part-time research/work in faculty labs or research centers. Research experiences with faculty members are shown to encourage undergraduate students' interest in and aptitude for STEM careers (Espinosa 2009; Hunter et al. 2006; Laursen et al., 2010; Seymour et al. 2004). Such experiences help students to develop the social connections, skills and knowledge contexts of STEM-career culture (Eagan, 2011).

Becoming Leaders: The End of the First Year

At the end of the first year, program participants will be encouraged to present at the campus symposium on undergraduate research as well as to apply for a summer undergraduate research fellowship (SURF). Participants will also be invited to apply to become a peer mentor for the incoming group of students. Two peer mentors will be hired to live in the community, mentor students, and attend and help facilitate summer activities. Mentors will receive training, be provided housing, and will receive a small stipend.

Table 1. *Transfer Summer Bridge: STEM Talent Expansion Program* Overview

Prior to Enrollment		
• The Program Coordinator and the Academic Advisor will visit community colleges and work with partners to provide students with guidance on community college course selection and how to prepare for transfer. • Participants will take Calculus I and Calculus II in community college. • Program participants receive early admission notice. • Program participants take AP Calculus Exam (paid for by program). The AP Exam will be used as a diagnostic measure to inform appropriate course placement. • The Program Coordinator and the Academic Advisor will work with the Center for Faculty Excellence to offer faculty workshops. • Students and faculty will be connected. Students will have the opportunity to interact with faculty and ask questions as well as discuss course selection and curricular offerings.		
ACTIVITIES	COMMON COURSEWORK	OPPORTUNITIES & INCENTIVES
Summer Session I		
Orientation Residence in on-campus Living-Learning Community Academic Advising and Degree Planning One-on-one meeting with faculty in major department to discuss STEM course selections	STEM major course (3-4 cr) EDUC 130: Navigating the Research University (1 cr)	Tuition, Fees, and Housing Individual and Group Tutoring
Summer Session II		
Placement in lab for fall and spring semesters Academic Advising and Degree Planning Residence in Living-Learning Community	STEM major course (3-4 cr) *Critical Thinking and Problem Solving in the Sciences* (1 cr)	Tuition, Fees, and Individual and Group Tutoring
Fall Semester		
Residence in Living-Learning Community Work in Lab Faculty Mentoring in Lab Academic Advising and Degree Planning Career Development	IDST 301: Junior Transfer Seminar (3 cr)	8 hours of paid lab work per week Individual and Group Tutoring
Spring Semester		
Residence in Living-Learning Community Work in Lab Faculty Mentoring in Lab Academic Advising and Degree Planning Career Development	Modes of Inquiry (1 cr)	8 hours of paid lab work per week Individual and Group Tutoring Present at campus symposium on undergraduate research Apply for SURF(Summer Undergraduate Research Fellow) Apply to be a peer mentor
Summer of 2nd Year		

Students with SURF funding work in lab and/or carry out supervised research. Two students chosen to be peer mentors live in the living-learning community to mentor the new group of transfer students who move into the community for their transfer bridge experience. Peer mentors provided housing and a small stipend.

KEY PROGRAM COMPONENTS

This program has been intentionally designed to respond to the unique needs of transfer students in STEM disciplines. Each fall 850 transfer students enroll at UNC-CH as full-time, degree-seeking undergraduates. At any given time, 20-25% of UNC-Chapel Hill's total undergraduate population is made up of transfer students. New transfer students are five times more likely to end up on academic probation after their first semester than any other student. Junior transfer students from community colleges are the least likely of all undergraduates to earn a degree from UNC-CH. In particular, junior transfers in STEM disciplines struggle to persist to degree completion. Table 2 defines the major challenges to student success that are the root causes of junior transfer student failure to persist in STEM degree programs. These causes have been identified through a University self-study (Retention Task Force, 2010) as well as through extensive interviews and discussions with students, faculty, and staff. In addition to the challenges to student success for transfer STEM majors, this table presents the programmatic components of the *Transfer Summer Bridge: STEM Talent Expansion Program* designed to meet each of these challenges.

Table 2. Challenges to STEM Degree Completion for Junior Transfer Students and Program Design

Challenge to Student Success	**Programmatic Component Addressing Challenge**
ACADEMIC	
students lack an integrated approach to scientific study	*Critical Thinking and Problem Solving in the Sciences* course
students struggle to apply their scientific knowledge to real-world problems	*Critical Thinking and Problem Solving in the Sciences* course
students struggle to move from memorization of scientific concepts to application	*Critical Thinking and Problem Solving in the Sciences* course
students lack pertinent knowledge regarding transfer credits and course selection	academic advising and consultation prior to transferring
ill-prepared for future course placement	assessment of prior knowledge to determine appropriate course selection (i.e.: all participants will take the AP Calculus Exam prior to enrollment; exam scores and individual consultations with faculty will inform course placement)
students take few courses in STEM during community college	community college outreach and early advisement concerning which courses to take prior to transfer (i.e.: participants will be advised to take some STEM courses in community colleges and required to take Calculus I and Calculus II while enrolled in community college)
junior transfer students frequently need to repeat or take lower-level coursework before moving on to upper-level courses; this delay puts them off track to graduate in two years	participants will receive early advisement in the community college to prevent this from happening; in cases in which it still occurs, students will be able to take the course(s) during the summer prior to enrollment
limited organizational, time management, and study skills	*Navigating the Research University* course
students unaware of or reluctant to use academic resources	*Navigating the Research* University course
PSYCHOSOCIAL	

negative self-perceptions; "impostor" syndrome	living-learning community, co-curricular engagement, faculty and peer mentoring
social integration	living-learning community, co-curricular engagement, faculty and peer mentoring
students perceive peers as competitive	participant cohort
ADMINISTRATIVE BARRIERS	
late registration/all courses gone	early admission/early registration
students need to take major courses in sequence and often "lose a semester" taking a low-level course or the first course in the major	identify and offer more courses, such as COMP 401, in the summer
semester limitations; students must meet cumulative major requirements in 4 semesters	summer coursework, intensive academic advising, and possible additional semester for students who need it
decentralized services	Program Coordinator and Academic Advisor provide direct referrals to campus services and resources
WORK AND LIVING CONDITIONS	
transfer students are more likely to commute to campus and work more hours	paid on-campus housing, participation in living-learning community, and financial incentives

Program Component Descriptions and Definitions

Active Faculty Involvement – The role of active faculty participation in this program cannot be understated. Faculty will engage directly with students, teach courses, guide research experiences, and mentor students. Faculty will also assess participants' prior knowledge and guide appropriate course selection. Faculty will provide advisement on individual academic performance and academic opportunities outside of the classroom. Faculty will also be engaged in workshops to implement evidence-based instructional practices in STEM courses and to appreciate the unique needs of transfer students and traditionally disadvantaged populations in STEM. A workshop on culturally inclusive pedagogies in STEM will be developed and offered on an annual basis.

Summer Bridge – A 10 week intensive academic and residential program to hone the academic skills, behaviors, and perspectives of new students prior to their first full-time semester of enrollment at the University. The bridge experience enhances students' transition to the University by introducing students to University expectations and culture.

***Navigating the Research University* Course** – This one-credit course was developed three years ago to provide students with knowledge to succeed at a research university. Students enrolled in the course consider what it means to have a liberal arts education and learn about the roles of motivation, resiliency, and self-advocacy in education. Students also reflect on their current work toward academic success and their path to graduation. Course evaluations have demonstrated that transfer students find this course especially valuable. All participants of the *Transfer Summer Bridge: STEM Talent Expansion Program* will take this course during the first Summer Session to aid in their transition as well as guide them to critical supports and resources on campus.

***Critical Thinking and Problem Solving in the Sciences* Course** – Participants will enroll in this one-credit course during the second summer session. The course will implement innovative pedagogical strategies to provide students with experiential activities framing, analyzing, and solving scientific problems. Activities will provide opportunities for students to think critically about the use of mathematics and science in solving problems.

Junior Transfer Seminar Course – This three-credit course was developed four years ago to enhance the transition of new junior transfer students to the University. This small seminar, consisting of only junior transfer students, gives students the opportunity to work closely with an instructor in a small class environment and to meet with other transfer students. The course emphasizes class discussion as well as learning in creative ways. The seminar also helps students refine their communications skills and ability to speak clearly, and to write persuasively. Participating in the seminar helps transfer students build a network of peers with the common experience of transferring. In particular, this course will help transfer STEM students enhance critical communication, inter-relational, and collaborative learning skills and competencies vital to employability in today's workforce.

STEM Major Courses –Based on the results of the AP Calculus exam, academic advising, and in-depth one-on-one conversation with a faculty member, students will select STEM courses of their choice for Summer Sessions I and II. Enrollments in STEM courses offered during the summer tend to be smaller than inthose offered during the traditional academic year. Taking one major course at a time during the summer will provide students the opportunity to focus intensely on the course (they have only 1 other credit of required coursework) in a smaller class setting. Additionally, it will enable students to work towards meeting degree requirements. Faculty teaching summer STEM courses will be encouraged to attend the spring faculty workshops which will provide faculty with tangible tools, models, and resources to implement evidence-based instructional practices in the courses.

***Modes of Inquiry* Course -** During the spring semester of their first full academic year at UNC-CH, all participants will enroll in this one-credit course. In this course, which has been taught at the University for several years, a different faculty member actively engaged in research visits the class each week. Over the course of the semester, students interact with more than a dozen faculty members. Faculty connect with students during each session sharing the research methodologies, knowledge, and personal experiences that contribute to their intellectual work. The course is designed to cultivate an environment in which students feel empowered to ask questions and make connections with renowned faculty that increase self-efficacy in the STEM majors.

Calculus I and II and the Advanced Placement Exam - Prior to enrollment at the University, all participants will be required to complete Calculus I and II at their community college. The course content of Calculus I and II provides the foundational knowledge necessary to earn a degree in most STEM majors. Students who do not have a solid grasp of basic calculus competencies before beginning courses at the University are at a disadvantage to persist in the sciences. All participants will also complete the Advanced Placement (AP) exam prior to enrolling at the University. The AP exam serves as a reliable assessment tool for students' competency in calculus. The AP exam presents a more comprehensive picture of a student's readiness for University-level science courses than course grades. Faculty and advisors will use the participants' AP calculus scores to guide them toward the most appropriate mathematics and science course selection once enrolled at the University.

Residential Living-Learning Community - Living-learning communities in partnership with faculty in the academic disciplines promote student success by increasing quality faculty-student interaction around academic tasks and providing a culture of community support and mentorship within the university environment (Cook & Lewis, 2007; Kuh, Douglas, Lund, & Ramin-Gyurnek, 1994; Kuh et al., 2005; Laufgraben & Shapiro, 2004; Pascarella & Terenzini, 2005; Smith, MacGregor, Matthews, & Gabelnick, 2004). UNC-CH's Living-Learning Communities (LLC) give students a unique, inclusive residential learning experience that connects classroom learning with residence life. All program participants will live in a Living-Learning Community designed specifically for the *Transfer Summer Bridge: STEM Talent Expansion Program* during the summer sessions. Students will have the option to continue living in the community for the duration of the first-year. Two peer mentors/program alumni will live in the community with new students and will serve as guides to the bridge experience.

Undergraduate Research – Providing opportunities for participants to engage in research is a critical component of this program. Participants will learn about both quantitative and qualitative inquiry. During the fall and spring semesters students participate in paid lab experiences. Faculty will mentor students in their labs and incorporate the participants into their research teams. Participants will be encouraged to present research at the University's annual symposium on undergraduate research as well as to apply to be a SURF (Summer Undergraduate Research Fellowship). Two participants each year will receive SURFs.

Mentoring – Participants will be mentored by faculty, peers, and staff. Faculty will mentor students working in their labs. Each year two second-year program participants will be invited to live in the Living-Learning Community and serve as peer mentors during the summer. These mentors will be provided housing and a small stipend. They will participate in program activities with new students. The Program Coordinator and the Academic Advisor will serve as mentors to participants. These staff members will be readily available to work with all program participants.

Academic Advising - Clear and supportive academic advising is critical to student retention and persistence in STEM (Sutton & Sankar, 2011). The *Transfer Summer Bridge: STEM Talent Expansion Program* will have a full-time position with the title Academic Advisor and Tutorial Coordinator. This person will be devoted to meeting transfer student advising needs both before and after transfer. The Academic Advisor will connect with the various STEM departments across campus and advocate for transfer student needs.

Individual and Group Tutoring - Tutoring promotes a positive and successful experience with STEM courses (Tsui, 2007). The Learning Center at UNC-CH supports a thriving and long-standing tutoring program encouraging undergraduate excellence in STEM disciplines. The Math-Physics Help Center provides individual support during both summer sessions and the academic year. The *Transfer Summer Bridge: STEM Talent Expansion Program* will enhance these programs by providing support for a Mathematics and Science Learning Specialist/Tutorial

Coordinator. This individual will coordinate individual and group tutoring for program participants as well as work to develop participants' academic skills such as time management, test-taking strategies, active learning strategies, and reading comprehension.

Career Development – The skills and competencies students acquire through the program studies will directly translate into employability in STEM fields. University Career Services and the STEM academic departments will offer multiple career development workshops and activities throughout the year. Participants will take a career self-assessment, explore internship opportunities and job shadowing, learn about resume writing, learn about applying to graduate and professional schools, and practice core career development skills such as how to conduct a job search, interviewing, and resume writing. The program will take full advantage of its location in the Research Triangle and will seek to connect students to local STEM career resources.

Program Orientation – In addition to the mandatory transfer orientation program required for all new transfer students, participants will attend a program orientation designed to welcome them to the Living-Learning Community and define program expectations. During the orientation, participants will sign a contract affirming their commitment to the program.

Early Admission/Early Course Selection – Students are more likely to be successful if they feel they have received correct and timely information regarding course requirements, scholarships and career options and receive help balancing schedules with other life obligations (Sutton & Sankar, 2011). Providing participants with early admission and early course selection will help them choose the best courses for their success.

Program Coordinator – A program coordinator will be hired to oversee outreach, recruitment, and program implementation. The program coordinator will work closely with program collaborators and will work directly with students to help fulfill degree requirements. The program coordinator will also lead the internal evaluation team.

Table 3: Program Logic Model

Program Goals: (1) To increase the number of transfer students earning baccalaureate degrees in STEM disciplines. (2) To support a conceptual shift from teacher- to learner-centeredness and the use of evidence-based instructional practices in STEM undergraduate education. (3) To create a model for widespread adoption.				
Situation	**Inputs/Resources**	**Activities**	**Short-Term Outcomes**	**Long-Term Outcomes**
To develop a national workforce prepared to bolster a healthy economy, meet demands for national security, and elevate the quality of life and standard of living in the United States, more non-traditional students, including transfer students, must earn baccalaureate degrees within STEM disciplines.	NSF Funds Institutional Contributions Community College Partnerships	Early Outreach and Recruitment Living-Learning Community Academic, Social, Financial, and Career Development Supports	Broadened participation in STEM degree programs. Improved transition, academic performance, and retention of transfer students.	Increase in STEM baccalaureate degrees. Contribution to the knowledge base on broadening participation of traditionally disadvantaged populations in STEM.
To improve undergraduate STEM success, instructors must move from traditional, transmission style instructional practices to student centered, interactive and evidence-based instruction.	Active Faculty Involvement Administrative Support Collaboration with the Center for Faculty Excellence	Faculty Workshops Course Development Curriculum Revisions	Adoption of evidence-based instructional practices. Effective use of pedagogical techniques, materials, and curricula. Instruction tailored to the news of diverse populations.	Enhanced student learning and performance. Improved student achievement. Faculty resources and network for pedagogical innovations.

Faculty must be key players and lead change agents to enhance undergraduate STEM education and degree completion.	Support from Senior Academic Leadership Administrative Systems and Resources	Adoption of Programmatic Components and Materials Dissemination	Institutionalization of Program	Adoption of Program at Other Institutions

EXPECTED MEASURABLE OUTCOMES

Current Undergraduate Enrollment and Graduation

The total undergraduate student enrollment at UNC-CH is 18,430. The 4-year graduation rate for all undergraduates is 80%. In 2010-2011, 4596 undergraduate degrees were awarded; 22.29% of these degrees were in STEM disciplines.

Each fall, UNC-CH admits approximately 850 transfer students. Of the 850 students, approximately 300 are junior transfer students. About 41% of junior transfer students, 125, start their first full semester at the university intending to major in a STEM discipline. Many abandon the STEM major after the first semester. Junior transfers are the least likely to complete a degree. On average, only 44% of junior transfer students graduate within four years of starting their college careers.

Numerical and Percentage Increases Expected During the Grant Period

The General Administration of the University of North UNC-CH set a goal for the Chapel Hill campus to raise the junior transfer 4-year graduation rate to 50%. The *Transfer Summer Bridge: STEM Talent Expansion Program* will work towards meeting this goal.

The Transfer Summer Bridge: STEM Talent Expansion Program will work with 18-25 junior transfer students from community colleges intending to major in a STEM discipline. The program will help these students effectively meet the demands of their major so that they will graduate in their chosen STEM discipline.

Currently, each year approximately 55 junior transfers at UNC-CH earn a baccalaureate degree in a STEM discipline. Over the course of this five year grant, this program will seek to growth the number of STEM degrees awarded to junior transfer students from 55 to 80 annually.

Table 4. Increases in Junior Transfer STEM Degrees

Grant Year	**0**	**1**	**2**	**3**	**4**	**5**	**1 year post-grant**
Program Participants	_	15	18	20	22	25	25
Total Junior Transfer STEM Degrees	55	55	70	73	75	77	80
Increase in STEM Graduates	_	_	27%	33%	36%	40%	45%

A critical aspect of the transfer summer bridge program described in this proposal is that it will serve as a model to be replicated at other institutions of higher education. With this in mind, the potential increase in the number of students graduating with baccalaureate degrees in STEM disciplines is unlimited. UNC-CH aims to serve as a model for transfer summer bridge programs. Institutions across the country will be able to learn from our strategies and practices and, subsequently, implement transfer bridge programs on their campuses. UNC will share information freely with any other interested institutions.

Integration of Research and Education

One of the principal strategies in support of NSF's goals is to foster integration of research and education. This program will infuse education with the excitement of discovery and enrich research through the diversity of learning perspectives.

Integrating Diversity into NSF Programs, Projects, and Activities

Broadening opportunities and enabling the participation of all citizens -- women and men, underrepresented minorities, and persons with disabilities -- is essential to the health and vitality of science and engineering. NSF is

committed to this principle of diversity and deems it central to the programs, projects, and activities it considers and supports. The *Transfer Summer Bridge: STEM Talent Expansion Program* will broaden opportunities for community college transfers including first-generation college students, students of color, students from low-income families, rural students, and veterans. It will accomplish this through direct support to these students as well as through innovative programming and pedagogical approaches.

PROGRAM MANAGEMENT AND IMPLEMENTATION DETAILS

To ensure a seamless implementation, collaborators across the University have been identified, and operational teams have been developed. Furthermore, key roles and responsibilities have been identified. Much of the program will be built upon pre-existing infrastructure and among groups with a history of success working in partnership. Faculty members are at the core the program leadership, management, and implementation. Faculty will serve as senior leadership as well as at the ground level teaching, mentoring, and guiding research experiences. Table 5 identifies the program collaborators as well as their role in the grant.

Table 5. *Transfer Summer Bridge: STEM Talent Expansion Program* Collaborators

Name	Title	Department	Institution	Role in Grant
Leadership				
Michael Crimmins	Dist. Professor and Sr. Associate Dean	Chemistry	UNC-CH	Principal Investigator
Advisory Committee				
Bobbi Owen	Dist. Professor and Sr. Associate Dean	Undergraduate Education	UNC-CH	Advisory Committee Chair
Donna Bailey	Professor, Director of TA Development Program	Center for Faculty Excellence	UNC-CH	Advisory Committee
Taffye Clayton	Vice Provost, Professor	Diversity and Multicultural Affairs	UNC-CH	Advisory Committee
Winston Crisp	Vice Chancellor, Professor	Student Affairs	UNC-CH	Advisory Committee
Kevin Jeffay	Assoc. Department Chair, Dist. Professor	Computer Science	UNC-CH	Advisory Committee
Elizabeth Jordan	Senior Lecturer	Psychology	UNC-CH	Advisory Committee
Jennifer Krumper	Lecturer	Chemistry	UNC-CH	Advisory Committee
Shirley Ort	Associate Provost and Director	Scholarships & Student Aid	UNC-CH	Advisory Committee
Gidi Shemer	Lecturer Advisor	Biology	UNC-CH	Advisory Committee
Joe Templeton	Dist. Professor of Chemistry	Chemistry	UNC-CH	Advisory Committee
Harold Woodard	Associate Dean and Director	Center for Student Success and Academic Counseling	UNC-CH	Advisory Committee
Peter Mucha	Department Chair, Dist. Professor	Mathematics	UNC-CH	Advisory Committee
Cheryl Keeton	Dean of Mathematics and Sciences	Mathematics and Sciences	Wake Technical Community College	Advisory Committee
Kara Battle	Assistant Dean	Biology	Durham Technical Community College	Advisory Committee
Management Team				
Cynthia Demetriou	Director for Retention	Undergraduate Education	UNC-CH	Director
Candice Powell	Retention Specialist	Undergraduate Education	UNC-CH	Assistant Director
TBD	Program Coordinator	Undergraduate Education	UNC-CH	Program Coordinator
TBD	Academic Advisor	Academic Advising	UNC-CH	Academic Advisor
Implementation Team				
O. Ray Angle	Director	University Career Services	UNC-CH	Career Development

				Coordinator
Donna Bickford	Associate Director	Office for Undergraduate Research	UNC-CH	Undergraduate Research Coordinator
Robin Blanton	Academic Skills Counselor	The Learning Center	UNC-CH	Tutoring Coordinator
Rebecca Egbert	Senior Assistant Director	Admissions	UNC-CH	Community College Liaison
Steve Farmer	Vice Provost	Admissions	UNC-CH	Admissions
Annice Fisher	Asst. Director, Academic Engagement and Assessment	Housing & Residential Education	UNC-CH	Living-Learning Community Coordinator
Erika Lindemann	Associate Dean, Professor	Undergraduate Education (Office of Undergraduate Curricula)	UNC-CH	Curriculum Development Coordinator
Judith Meece	Professor of Educational Psychology	School of Education	UNC-CH	Evaluation Consultant
Jan Yopp	Dean of Summer School, Professor	Summer School	UNC-CH	Summer Course Coordinator
Institutional Support Network				
Katherine Moore	Director of Admissions and Student Services , Clinical Assistant Prof	School of Nursing	UNC-CH	Campus Partner
Rumay Alexander	Director, Office of Multicultural Affairs, Clinical Professor	School of Nursing	UNC-CH	Campus Partner
Kristen Swanson	Dist. Professor, Dean	School of Nursing	UNC-CH	Campus Partner
Pamela Rowsey	Associate Professor	School of Nursing	UNC-CH	Campus Partner
Carla White	Director of Recruitment and Diversity Initiatives	School of Pharmacy	UNC-CH	Campus Partner
Anna Maria Siega-Riz	Associate Dean for Academic Affairs, Professor	School of Public Health	UNC-CH	Campus Partner
Eric Everett	Professor, Associate Dean for Research	School of Dentistry	UNC-CH	Campus Partner
Rosalyn Beecham Green	Director	UNC-CH Higher Education Opportunities Program	UNC-CH	Campus Partner

Leadership - Dr. Michael Crimmins, Distinguished Professor and Senior Associate Dean of the Chemistry department, is the Principal Investigator and provides primary oversight and leadership for achieving the technical success of the project, while also complying with financial and administrative policies and regulations. Dr. Crimmins promotes institutional support for the project and provides insight, experience, and expertise working with undergraduate STEM majors. Please see the Appenidix for letters of support from University senior leadership.

Advisory Committee - The Advisory Committee includes leaders within STEM academic departments, the Office of the Provost, and leaders in the community colleges system who will serve as a sounding board for ideas and decisions on program implementation and operations. The Advisory Committee will be chaired by Bobbi Owen, Distinguished Professor and Senior Associate Dean of Undergraduate Education. The chair will be in direct contact with Dr. Crimmins and the Management Team. The chair will gather the Advisory Committee on a regular and consistent basis to provide feedback on program development, sustainability, and opportunities for growth.

Management Team - The Management Team consists of two current, full-time administrators within the Office of Undergraduate Education as well as two full-time employees who will be hired to manage the development, implementation and maintenance of the program. The Management Team oversees the daily operations of the program and will work closely with the Implementation Team. The University will fund the two new positions after the fiver-year grant period ends.

Implementation Team - The Implementation Team consists of campus partners within offices of student support and administrative management who build and actualize the program infrastructure. Team members plan,

coordinate, and support various components of the program. They also provide expertise and resources to support academic courses and activities. They serve as a liaison to inter and intra-institutional partners regarding program needs.

Institutional Support Network - The Institutional Support Network consists of leaders within the STEM-related professional schools and graduate programs. The network will provide insight on academic challenges of transfer students in accessing STEM and STEM-related careers and facilitate opportunities for career development. The network with also serve to connect students interested in STEM and STEM-related careers to services and resources.

PROGRAM EVALUATION

The program evaluation will involve rigorous study of program goals and objectives through both internal and external evaluation teams (see Table 6).

The goal of the internal evaluation will be to provide ongoing, continuous evidence-based feedback to inform program implementation, maintenance, and efficacy. The internal evaluation team will be led by the program coordinator who will work closely with an internal evaluation consultant, Dr. Judith Meece. Dr. Meece is a faculty member in the School of Education at the University of North UNC-CH at Chapel Hill in the Educational Psychology, Measurement and Evaluation program. The program coordinator and internal evaluator will continuously collect and analyze data to inform ongoing programmatic decisions, curricular revisions, and overall management.

The goal of the external evaluation will be a quasi-experimental study of the program. The study will examine junior transfer student enrollment, retention, and completion of STEM programs of study. The evaluation will compare the academic progress and activities of program participants with non-program participants. _____ will serve at the program's external evaluator. The external evaluator will work directly with the program's leadership, advisory committee, and management team to refine the evaluation plan and to determine an appropriate comparison group for the quasi-experimental study design. The external evaluation team will provide annual reports as well as a cumulative final report.

Table 6. Program Evaluation

PART 1: Plan for Continuous Evaluation		
Purpose: an internal evaluation team will provide ongoing evidence-based feedback to program stakeholders to inform program implementation activities and decisions as well as program maintenance and efficacy		
Program Goals & Benchmarks	**Data Sources**	**Timeline**
Increase the retention rate of junior transfer STEM majors	Institutional Records	Each Fall and Spring Semester
Monitor the academic eligibility standings of program participants	Institutional Records	Each Summer, Fall and Spring Semester
Increase the number of junior transfer STEM graduates	Institutional Records	Annually
Increase diversity of students enrolled in STEM majors	Institutional Records	Annually
Enhance students' academic preparation for STEM-related majors through outreach to CC institutions		
Increase students' critical thinking skills in mathematics and science		
Enhance faculty and student mentoring relations in STEM-related disciplines		
Course completion and performance in STEM-related major		
Time-to-graduation		
PART 2: Plan for Quasi-Experimental Study		
Purpose: an external evaluation team will evaluate the casual impact of the program on the target population using a nonequivalent group design		
Program Goals & Benchmarks	**Data Sources**	**Timeline**

Create a comparison group	Institutional Records	First Semester of Program
Increase the retention rate of junior transfer STEM majors	Institutional Records	Annually and Cumulatively
Increase the number of junior transfer STEM graduates	Institutional Records	Annually and Cumulatively
Increase diversity of students enrolled in STEM majors	Institutional Records	Annually and Cumulatively
Enhance students' academic preparation for STEM-related majors through summer bridge experience		
Increase student's career aspirations in STEM-related fields		
Enhance faculty and student mentoring relations in STEM-related disciplines		
Selection and continued enrollment in STEM-related major		
Course completion and performance in STEM-related major		
Time-to-graduation		

DISSEMINATION PLAN

To encourage the widespread adoption of this program at colleges and universities across the country, sharing empirical evidence of program outcomes as well as tools for implementation and efficacy is crucial. To facilitate this, the program will provide program evaluations, best practices, and strategies for implementation through:

1. The Program Website
2. A Workshop for Practitioners
3. Professional Organizations (i.e.,The National Institute for the Study of Transfer Students, The Consortium on College Student Retention, The National Academic Advising Association, The Reinvention Center)
4. Conference Presentations
5. Journal Articles and Reports (i.e., Journal of STEM Education, Journal of College Student Retention)

Results and findings from rigorous study of the program will be disseminated through these five venues. The workshop will be held at UNC-CH during year four of the grant and will involve inviting colleagues from other institutions to attend a two-day workshop on program implementation at their institution.

PROGRAM SUSTAINABILITY AND INSTITUTIONALIZATION

The *Transfer Summer Bridge: STEM Talent Expansion Program* is a critical component of UNC-CH's larger institutional strategy for increasing undergraduate STEM degrees. This program will be sustained and institutionalized. Table 4 demonstrates the program's far-reaching University and partner support. UNC-CH has a history of sustaining and growing results-driven, innovative programs in undergraduate education. The University has sustained the first-year summer bridge model for more than 30 years. This transfer student version of the model will be sustained as well. The Office of Undergraduate Education, the center of pioneering practices in undergraduate learning, has committed curriculum expertise and guidance, support services, and professional staff time and resources to sustain this program. The Summer School is greatly investing in the program by providing the infrastructure for adding new courses, contracting with faculty to teach the courses, offering course development grants to develop the new courses described in this grant proposal, and making a commitment to pay faculty salaries. The College of Arts and Sciences has also committed unwavering support to the program. As the largest unit on campus, the College of Arts and Sciences forms the academic core of the undergraduate experience. College faculty, who have been recognized for their outstanding research, teaching and engagement, have committed their support to the program. The College is also committed to continuing the two full-time professional positions after the grant period ends. Furthermore, the University is preparing for a new capital campaign that will begin within the next five years. *Transfer Summer Bridge: STEM Talent Expansion Program* will be a part of this vast fund raising effort.

INTELLECTUAL MERIT OF PROPOSED ACTIVITIES

The proposed activity of this program will set a precedent for advancing knowledge and innovation in undergraduate STEM education. In particular the *Critical Thinking and Problem Solving in the Sciences* course will

inspire pedagogical innovation through the development of curriculum incorporating experiential activities framing, analysing and solving problems in STEM disciplines. These courses will also challenge students to develop a holistic understanding of scientific inquiry across disciplines. This program will also propel advances in academic advising and living-learning communities.

The faculty workshops will contribute to the pedagogical practices in STEM education. The workshops will include classroom-level interventions to develop more effective instructional practices in STEM courses. Empirical study of the program will provide evidence of what works to improve teacher effectiveness and accelerate student performance.

The Principal Investigator and the program team are most qualified and prepared to successfully implement this program. Intentionally building on the infrastructure at UNC-CH, the program will leverage many of the systems, resources, and services already in place and fully functioning to enhance undergraduate retention and graduation. The program collaborators (see Table 4) are leaders in their fields and represent broad institutional support for this program. The team of collaborators has the support, resources, and knowledge at their fingertips to effectively and efficiently move forward with program implementation.

BROADER IMPACT OF PROPOSED ACTIVITIES

The activity of this program advances discovery and understanding while promoting advancements in teaching, learning, and student support services. Program participants will engage in a dynamic living-learning community that will stretch the boundaries of the classroom to encourage academic as well as personal growth and understanding. Participants will also work closely with faculty members engaging in both quantitative and qualitative research. Focusing specifically on transfer students, this program will broaden the participation of underrepresented groups in the STEM disciplines including first-generation college students, rural students, students from low-income families, students of color, and veteran students. The program will enhance the infrastructure for research and education by encouraging undergraduate participation in faculty research and labs, by strengthening partnerships between the University and community colleges, designing experiential pedagogical practices in a new undergraduate courses (*Critical Thinking and Problem Solving in the Sciences*) that will be required for participants as well as open to all undergraduates, and by building upon previous efforts to increase interest and success in STEM. The results of this program will be broadly disseminated through higher education practitioner publications and professional organizations. The transfer bridge program will become a model for implementation at other universities to increase the number of undergraduate STEM degrees. This effort will contribute to meeting the demands of our global and inclusive society increasingly in need of science and technology graduates. Graduates of this program will be the professionals in tomorrow's workforce leading innovation, meeting the demands for national security, elevating quality of life, and bolstering a healthy economy.

Michael Crimmins, PhD
Distinguished Professor and Associate Dean
Department of Chemistry
C644 Kenan Labs
Campus Box 3290
Chapel Hill, NC 27599

Dear Dr. Crimmins,

I write to enthusiastically endorse your 2012 NSF STEM Grant proposal, *Transfer Summer Bridge: STEM Talent Expansion Program*. The Provost's Office leads the University in its academic planning and in the setting of academic values, policies, and practices. My review of the proposal confirms that the *Transfer Summer Bridge* program is exceptionally well-aligned with our institutional practices and academic plan. The program will contribute significantly and most positively to our core research, teaching and service missions to solve problems and prepare our students for life and work in the 21st century.

While I currently serve as the University's chief academic officer overseeing academic operations across the University's 13 schools as well as the College of Arts and Sciences, the University Library and a variety of centers, I have also served as a professor of physics and astronomy since 1980. My experiences teaching undergraduate students and supporting the faculty who teach them has allowed me to appreciate the unique challenges students encounter on the way to earning an undergraduate in the STEM fields. I believe this program skillfully addresses these challenges and will provide pathways to undergraduate STEM degree obtainment.

As you are well aware, encouraging the success of populations traditionally disadvantaged in STEM disciplines is of critical importance. The *Transfer Summer Bridge* program presents a sound framework to meet the needs of these capable and ambitious students, and I am dedicated to helping the program succeed. Your program is supported by some of our institutions most outstanding faculty as well as Carolina's robust research program.

I am confident this program will not only increase the number of STEM baccalaureate degrees at UNC-Chapel Hill, it will also function a model to be replicated at other research universities.

Please continue to keep me abreast of the program's progress, as well as opportunities to provide support.

Sincerely,

Bruce W. Carney
Executive Vice Chancellor and Provost
Samuel Baron Distinguished Professor of Physics and Astronomy
University of North Carolina at Chapel Hill

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF THE EXECUTIVE
VICE CHANCELLOR AND PROVOST

104 SOUTH BUILDING
CAMPUS BOX 3000
CHAPEL HILL, NC 27599-3000

T 919.962.2198
F 919.962.1593
www.unc.edu/provost

BRUCE W. CARNEY
Executive Vice Chancellor and Provost
bruce@unc.edu

September 10, 2012

Michael Crimmins, PhD
Distinguished Professor and Associate Dean
Department of Chemistry
C644 Kenan Labs
Campus Box 3290
Chapel Hill, NC 27599

Dear Dr. Crimmins,

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Please continue to keep me abreast of the program's progress, as well as opportunities to provide support.

Sincerely,

Bruce W. Carney
Executive Vice Chancellor and Provost
Samuel Baron Distinguished Professor of Physics and Astronomy
University of North Carolina at Chapel Hill

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Friday, September 14, 2012 8:05 AM
To: Reznick, Steve <reznick@email.unc.edu>
Subject: RE: University Teaching Awards Committee Chairs Small Favor!

Thanks for doing that. In some past years you have identified for me some depts (and faculty) with especially high teaching evaluations and the SADS have approached the chairs and encouraged nominations. Can you do so again?
Bobbi

_____
From: Reznick, Steve
Sent: Thursday, September 13, 2012 10:10 PM
To: Owen, Bobbi A
Subject: RE: University Teaching Awards Committee Chairs Small Favor!

I sent a memo on Monday (based on information in the Faculty Council Newsletter) inviting sophomores who took a FYS to consider nominating excellent faculty for awards. As far as I know, that's the best that I can do to reach out.

From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Thursday, September 13, 2012 5:34 PM
To: Reznick, Steve
Subject: Fwd: University Teaching Awards Committee Chairs Small Favor!

Can you reach out?
Bobbi

-------- Original Message --------
Subject:

University Teaching Awards Committee Chairs Small Favor!

Date:

Thu, 13 Sep 2012 17:26:33 -0400

From:

Battaglini, Claudio Luiz <claudio@email.unc.edu><mailto:claudio@email.unc.edu>

To:

Fishell, Julie <fishell@email.unc.edu><mailto:fishell@email.unc.edu>, Floyd-Wilson, Mary L <floydwil@email.unc.edu><mailto:floydwil@email.unc.edu>, Bolick, Cheryl Mason <cbolick@email.unc.edu><mailto:cbolick@email.unc.edu>, Joyner, Pam Upchurch <pam_joyner@unc.edu><mailto:pam_joyner@unc.edu>, Gibson, S. Elizabeth <elizabeth_gibson@unc.edu><mailto:elizabeth_gibson@unc.edu>, DeSaix, Jean <jdesaix@email.unc.edu><mailto:jdesaix@email.unc.edu>, Owen, Bobbi A <owenbob@unc.edu><mailto:owenbob@unc.edu>, Thornton, Dan F <dan_thornton@unc.edu><mailto:dan_thornton@unc.edu>

CC:

Stevenson, Debbie Deese <debbie_stevenson@unc.edu><mailto:debbie_stevenson@unc.edu>

Dear Sub-committee Teaching Awards 2012-13 Chairs,
How are you doing? I hope this email finds you doing well. I also hope that you are all having a great start of the fall semester.
Quick email here to ask you all a small favor; After speaking with Debbie today, our nominee's pool doesn't seem to be as substantial as it has been the past few years. Even though we are still a little over two weeks from the October 1st application submission deadline, Debbie and I thought that it would be good idea if each one of us could send an email to the faculty and students in our units advertising once again this year teaching awards nominations deadline. Debbie is working on making sure we have the awards and nomination submission deadlines advertised in the DTH the week prior to the October 1st deadline.
Again, thank you all again for all your help with this year's project. Please don't hesitate to contact either Debbie or I if you need help with anything or have any questions.
Have a great end of the week and weekend.
Take care,
Claudio
P.S. Below is some information you can use on your email to your units with information about the awards.

From the University:

Each year, UNC formally acknowledges the central role of teaching and mentoring by recognizing faculty, staff and students. The University Committee on Teaching Awards offers numerous awards based on nominations by members of our university community. Please take a moment to think of those who are deserving of these awards and nominate them via the website: http://provost.unc.edu/teaching-awards. All nominations must be submitted online. You may address questions to claudio@email.unc.edu<mailto:claudio@email.unc.edu> or to Ms. Debbie Stevenson at debbie_stevenson@unc.edu<mailto:debbie_stevenson@unc.edu>.

Deadline: October 1, 2012

--

Claudio Battaglini, Ph.D.
Associate Professor, Exercise Physiology
Director of the Integrative Exercise Oncology Laboratory
Co-Director of the Get Real & Heel Breast Cancer Research Program
Department of Exercise and Sport Science
125 Fetzer Hall, CB#8700
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-8700
Email: claudio@email.unc.edu<mailto:claudio@email.unc.edu>
Office Tel: (919) 843-6045
Fax: (919) 962-0489

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Friday, September 14, 2012 8:10 AM
To: Patricia A. Turner <paturner@ucdavis.edu>; Donna B. Hamilton (dhamil@umd.edu)
Cc: Sharon C Knox <scknox@ucdavis.edu>
Subject: RE: UVP activities

I wonder if, given we have MIT and Duke (and others) involved with MOOC, etc. and other freeware/shareware course (information) providers that we could not do an effective round table discussion about
what is valuable in an undergraduate setting for these offerings. Some places are beginning to offer credit (after taking a proctered examination). Is this the wave of the future. If we are giving it (degrees) away, can we also
charge for them? MIT went this way and then backed off a bit but are again involved as are other big-time schools.

Bobbi_____
From: Patricia A. Turner [paturner@ucdavis.edu]
Sent: Thursday, September 13, 2012 5:44 PM
To: Donna B. Hamilton (dhamil@umd.edu); Owen, Bobbi A
Cc: Sharon C Knox
Subject: UVP activities

Colleagues,

I am trying to put the finishing touches on the UVP agenda. So far we have a session on fund-raising, one on how to approach hudget cuts & one on what strategies to deploy when your campus in the news, for unhappy reasons, e.g. pepper spray for Davis, leadership challenges for UVA, athletics at Virginia.

We need one more session, and I'm trying to think of something that's active, rather than having the group sit through a 4th panel of some sort. Recall that in 2010 we had groups of student affairs professionals and UVPs break-out and report back on how the two offices could better work together.

I'm turning to you b/c you are good idea people! One thought I had was just to go around the room and ask each attendee to identify the program or accomplishment for which they have the most pride? Another notion I had was to forecast program review in some way, e.g. divide the room into groups of six or so and ask each group to come up with the way in which they organize a program review for an honors program, an undergraduate research unit, a first year seminar program, maybe each group of six would have a different one? Another topic that people wanted attention to was faculty productivity. Again, in groups of six or so have folks create a path that would lead to faculty being able to reach more students? Do any of these seem viable? Any other ideas?

Thanks!

Pat

Patricia A. Turner, Executive Director
The Reinvention Center: Advancing Undergraduate Education at Research Universities

Vice Provost, Undergraduate Education
UC Davis
Davis, CA 95616

530-752-6068
530-752-6359 (fax)

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Saturday, September 15, 2012 7:08 AM
To: Guskiewicz, Kevin M <gus@email.unc.edu>
Subject: Re: Summer school

No.
Bobbi

Sent from my iPhone

On Sep 14, 2012, at 10:03 PM, "Guskiewicz, Kevin M" <gus@email.unc.edu> wrote:

> Bobbi- are advisor lecturers eligible to teach summer school next year?
> Thanks,
> Kevin
>
> Sent from my iPhone

From:	Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent:	Monday, September 17, 2012 11:27 AM
To:	Cline, Alexis L <Alexis_Cline@unc.edu>
Subject:	Fwd: Course evaluation proposal
Attach:	Course Eval proposal.docx; ATT00001.htm

For SADs today.
Bobbi

Sent from my iPhone

Begin forwarded message:

> **From:** "Williford, Lynn E" <lynn_williford@unc.edu>
> **Date:** September 17, 2012 9:56:13 AM EDT
> **To:** "Owen, Bobbi A" <owenbob@unc.edu>
> **Cc:** "Panter, A. T." <panter@ad.unc.edu>
> **Subject: Course evaluation proposal**
>
> Bobbi, let me know if there are questions.
>
> Lynn

Expanding Course Evaluation Options

- **Background:**
  - Digital Measures online system (Course Response) implemented over 3 years ago and scanning services were terminated per former provost.
  - College of Arts & Sciences response rates have fallen from 70% to 50%. Student feedback indicates that many see little value in course/instructor evaluations and find them intrusive if not conducted in class. Without making course evaluations mandatory, significant improvement in response rates appears unlikely.
  - Current contract expiring -- Digital Measures will continue offering existing Course Response services, but no further development or enhancements of functions.
  - ITS is not interested in re-establishing course evaluation paper scanning services.

- **Requirements for course evaluation services on campus:**
  - Offer multiple methods of administration (paper, online, other?)
  - Customizable instruments and reports
  - Variable scheduling of evaluation periods and report release dates
  - Decentralized administrative responsibilities and control (if customization is desired).
  - No new IT resources or personnel

- **Scantron Corporation** offers a multi-functional software product for one-time purchase by the University. Features:
  - Multiple administration options: Online, paper scannable, mobile devices
  - Evaluation instruments and methodology customizable down to course level.
  - Administration roles can be decentralized to any level (school, dept).

- **Implications of Scantron implementation for the College of Arts & Sciences:**
  - Institutional Research & Assessment would continue to coordinate campus-wide services, software, and servers, and load course data into the system.
  - College and its depts. would assume administration of their own course evaluations, ideally assigning existing department coordinators responsibility for:
    - Creating evaluation instruments (using web-based tool) and report formats
    - Specifying methods (online, paper) to be used for each dept or course
    - Setting up evaluation period dates
    - Printing paper forms, if desired
    - Scanning paper forms
  - Following training, dept coordinators should be able to use Scantron web tools to set up processes for their departments with relative ease.
  - Scanner will be purchased and set up in a central location where dept coordinators can scan their own forms, with assistance available as needed. The College might want to purchase their own scanner and have it available for their staff in OASIS (or have OASIS do the scanning).

Implementation of Scantron system may occur as early as fall 2012, but can continue with Digital Measures system as long as needed.

Information sessions and demonstrations can be arranged for department coordinators and OASIS staff.

For more information, please contact Lynn Williford (lynn_williford@unc.edu).

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Friday, September 21, 2012 12:01 PM
To: Siedentop, Nicholas J <nick_siedentop@unc.edu>
Cc: Lindemann, Erika <ulinde@email.unc.edu>
Subject: Re: 1st Year Seminars and Housing
Attach: image001.jpg

No problem. Has Ben difficult on past. We can talk.
B.

Sent from my iPhone

On Sep 21, 2012, at 11:53 AM, "Siedentop, Nicholas J" <nick_siedentop@unc.edu> wrote:

> Bobbi – Any objections to our meeting with Annice Fisher to discuss offering first-year seminars in residence halls? Or should we hold off until a new FYS assistant dean has been named?
>
> Nick
>
> Nicholas Siedentop
>
> Curriculum Director
>
> Office of Undergraduate Curricula
>
> Campus Box 3504 | Chapel Hill, NC 27599-3504 | T 919.962.5819
>
> **Confidentiality notice: This email message, including any attachments, is for the sole use of intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure, or distribution is prohibited.**
>
> ---
>
> **From:** Reznick, Steve
> **Sent:** Thursday, September 20, 2012 5:21 PM
> **To:** Fisher, Annice E
> **Cc:** Freeman, Lisa Nicole; Lindemann, Erika; Siedentop, Nicholas J
> **Subject:** RE: 1st Year Seminars and Housing
>
> Annice – My term as Associate Dean for First Year Seminars and Academic Experiences is coming to an end, so conversations about long-term ideas like hosting FYS in residence halls should be held with the new leadership. I would be glad to attend a meeting and provide my perspective, but the bottom line is that Erika Lindemann and Nick Siedentop need to be on board and they will need to get approval from Bobbi Owen and possibly from Karen Gil.
>
> Steve
>
> ---
>
> **From:** Fisher, Annice E
> **Sent:** Thursday, September 20, 2012 1:46 PM
> **To:** Reznick, Steve
> **Cc:** Freeman, Lisa Nicole
> **Subject:** 1st Year Seminars and Housing
>
> Good Afternoon Steve,
>
> I wanted to follow up about the potential to host 1st year seminars in our residential classroom space. I would also like to introduce you to Lisa Freeman who is our Assistant Director that will work with First Year Experience opportunities on campus. Do you have time for a one hour meeting to elaborate on the possibility of hosting first year seminars in residence? If so, please let me know when you have some free time during the week of September 24 and October 1.
>
> Take care,
>
> Annice Fisher, M. Ed
> Assistant Director, Academic Collaboration & Assessment
> Housing and Residential Education
> 919-962-2929 (o)
> UNC Chapel Hill
> fisherae@email.unc.edu
> "We have to improve life, not just for those who have

the most skills and those who know how to manipulate

the system. But also for and with those who often have

so much to give but never get the opportunity."

Dorothy Height

<image001.jpg>

NASPA | Knowledge Community

African American

From: Owen, Bobbi A <owenbob@email.unc.edu>
Sent: Monday, September 24, 2012 10:40 AM
To: Goodman, Paula <pgoodman@email.unc.edu>
Subject: Fwd: Carolina Seminar with Governor Perdue~Friday
Attach: Perdue_Bio_d05(1).pdf; ATT00001.htm

For my calendar location.
B.

Sent from my iPhone

Begin forwarded message:

> **From:** "Tamari, Terry" <ttamari@unc.edu>
> **Date:** September 24, 2012 10:31:48 AM EDT
> **Subject: Carolina Seminar with Governor Perdue~Friday**
>
> We are so pleased that you will be joining us this Friday, September 28, at 12:30 pm for the *Carolina Seminar on the Future of North Carolina* with Governor Bev Perdue. Lunch will begin at 12:00 with the seminar set to start at 12:30 in the DeBerry Board Room, 3009, of the FedEx Global Education Center.
>
> Best regards,
>
> Terry
>
> ---
>
> Terry Tamari | Coordinator
>
> Description: Description:
> http://www.unc.edu/design/clients/glo/GRI.png
>
> UNC GLOBAL
> University of North Carolina at Chapel Hill
> 301 Pittsboro St | Campus Box 5145
> FedEx Global Education Center | Chapel Hill NC 27599-5145
> tel: +1 919 843 7823 | fax: +1 919 962 5375

BEVERLY E. PERDUE

BIOGRAPHY

Governor Perdue will have served the citizens of North Carolina for more than 25 years when her term as Governor ends in January, 2013. In her role as the State's 73rd chief executive officer, she manages a budget of more than $51 billion, some 275,000 State employees, and is responsible for the welfare of 9.6 million citizens. Having been elected Governor in 2009, she earlier served as Lieutenant Governor (2001 to 2009), as a State Senator (1991 to 2000), including eight years as President of the Senate, and as a member of the State's House of Representatives (1987 to 1991). Her earlier career included 12 years as a gerontologist and senior leadership roles with various health care and human services organizations in North Carolina, and five years as a public school teacher in Florida and Georgia.

Governor Perdue has earned a reputation as an innovative, disciplined and transformative chief executive officer and steward of North Carolina's resources, balancing the best interests of both the public and private sectors, often through public/private partnerships, locally, nationally and globally (offices in China, Japan and the EU). Facing a budget shortfall of 11% when she took office, Governor Perdue consolidated 13 State agencies into eight, prioritized and reduced spending, and invested heavily in education, technology and transportation infrastructure in the State, all while seeking to attract employers and investment to the State. North Carolina is ranked among the top ten states for job creation since 2008, having created more than 100,000 new jobs in the past four years, while nearly $22.5 billion of investment has been committed. Exports grew by 8.3% in 2011. The State has become a recognized leader in the fields of education, research and development, defense and aerospace, information technology, biotechnology and nanotechnology, pharmaceuticals, financial services, "green" technology and energy, and heavy manufacturing. It has also attracted considerable television and movie production. This has all been accomplished while balancing the State's budget every year, creating a $200 million reserve fund, and fully funding the State's employee retirement system. North Carolina is one of only eight states to maintain an AAA rating over the past four years.

Dr. Perdue became the first female elected Lieutenant Governor in 2002, an office she held until her election as Governor in 2009. In a role that has traditionally held little statutory responsibility and had even less impact, Lieutenant Governor Perdue led the State's effort to increase and enhance its military presence in the face of substantial pressure from the Federal Base Realignment and Closure Commission (BRAC) to do the opposite. The result was a substantially increased military presence in North Carolina, including the US Army Forces Command and Headquarters for the US Army Reserve Command. North Carolina's military economy grew from $17.5 billion in 2004 to more than $23.0 billion in 2012, and it is projected to be $27.0 billion in 2013. Lieutenant Governor Perdue launched the North Carolina Military Foundation following BRAC to attract 21st century defense, aerospace and homeland security jobs to the State. During this same period, Dr. Perdue chaired the North Carolina Health & Wellness Trust Fund (HWTF), the private-public partnership that oversees the State's portion of the Master Settlement Agreement with the tobacco industry. Under her leadership, HWTF negotiated a multi-million dollar partnership with Blue Cross and Blue Shield to tackle childhood obesity, as well as launching the first ever multi-media campaign to reduce teen smoking resulting in 53,000 fewer teens smoking in North Carolina since 2003. Lieutenant Governor Perdue also led the creation of Senior Care, a State prescription drug program recognized by the AARP as the best prescription drug program for seniors in the US. As Lieutenant Governor, working with public/private partnerships, Dr. Perdue established North Carolina's first virtual public school with leading technology companies in the state as well as a green business fund to seed innovation in emerging green companies.

Dr. Perdue entered public life with her election to the House of Representatives from the 3rd District (Craven County) in 1987. She was elected to the State Senate in 1991 and served for nine years. She served as Co-Chair of the Senate Appropriations Committee from 1995 to 2000, where she negotiated and prioritized spending for an $18 billion budget at the time. Senator Perdue served as the leader for tax policy and financial legislation in the Senate, as well as leading on issues related to education.

Prior to elected office, Dr. Perdue served as Director of Geriatric Services for Carolina East Medical Center, where she conceived and led an award-winning model of coordinated patient care from hospital admission to community placement within this leading public facility for three years. Earlier she was a Health Care Policy and Grant Writer for East Carolina Regional Medical Center, where she conceived, developed and wrote award-winning grant proposals to various foundations, including a $1 million grant from the Robert Wood Johnson Foundation, as a model of coordinated health care for the frail, disabled and elderly who would otherwise have been institutionalized in long-term care facilities. Dr. Perdue coordinated an integrated team of professionals, volunteers and families, serving more than 1,000 patients over a three-year period. She earlier served as Director of Human Resources for Neuse River Council of Governments, where she led a variety of human resources initiatives funded by the Federal and State governments for a 10-county multi-regional planning commission. Dr. Perdue began her career as a public school teacher in Florida and Georgia.

Her academic background includes a PhD in Educational Administration and a Masters of Education degree in College Administration from the University of Florida, as well as a BA degree in History from the University of Kentucky.

Governor Perdue and her husband reside in New Bern, North Carolina.

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, October 4, 2012 5:57 PM
To: McFarland, Michael B <mike_mcfarland@unc.edu>
Cc: Williford, Lynn E <lynn_williford@unc.edu>
Subject: Re: Thorp statement

Of course. Sorry if I missed one.
Agreed.
Bobbi

Sent from my iPhone

On Oct 4, 2012, at 5:55 PM, "McFarland, Michael B" <mike_mcfarland@unc.edu> wrote:

> We don't want to quote a news article in your document -- only official statements.
>
> ---
>
> **From:** Davis, Nancy K
> **Sent:** Friday, June 08, 2012 6:11 PM
> **To:** 'Kane, Dan'
> **Subject:** Thorp statement
>
> Dan,
>
> The chancellor had a scheduled event, so I'm forwarding you this statement. I'll see if I can follow up on some of the questions we identified earlier.
>
> Nancy
>
> Chancellor Holden Thorp:
>
> "Anytime you have a class consisting solely of student-athletes, it raises questions. In that respect, this class stands out from the other problematic courses we identified. We want answers too. We welcome the SBI's involvement in this. We are cooperating fully. If we learn more during the course of their investigation, we will take further corrective action. Throughout our investigation of these questionable courses, the University has taken strong and decisive action as the facts warranted. This week, we informed Professor Nyang'oro he must repay $12,000 he received for a 2011 summer school course that he didn't teach appropriately. We also voluntarily released the report documenting the questionable courses. The two people implicated in these irregularities are no longer at the University. We appointed new leadership in the department. The College of Arts and Sciences has new policies and strict new procedures for independent study courses. And we contacted the NCAA last summer when questions about the courses first arose."
>
> Nancy

From:	Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent:	Saturday, October 6, 2012 4:41 PM
To:	Marian, Diane <diane_marian@unc.edu>
Subject:	Fwd: Resolutions for posting
Attach:	Res 2012-10 On Academic Eligibility.pdf; ATT00001.htm; Res 2012-11 On Syllabus Guidelines.pdf; ATT00002.htm; Res 2012-12 On Independent Study.pdf; ATT00003.htm; Res 2012-13 On Support for Thorp.pdf; ATT00004.htm; Res 2012-14 on Strategic Plan.pdf; ATT00005.htm

---

One of these is the syllabus resolution.
Bobbi.

Sent from my iPhone

Begin forwarded message:

> **From:** "Turner, Katie" <katie_turner@unc.edu>
> **To:** "Owen, Bobbi A" <owenbob@unc.edu>
> **Subject: Fwd: Resolutions for posting**

Kathryn M Turner
Office of Faculty Governance
230 East Cameron Ave.
Room 204
Phone (919) 962-2146
Fax (919) 962-5479
katie_turner@unc.edu<mailto:katie_turner@unc.edu>

Please excuse any typos or poor grammar. Sent from iPad.

Begin forwarded message:

From: "Ferrell, Joseph S" <jsferrel@email.unc.edu<mailto:jsferrel@email.unc.edu>>
Date: October 6, 2012, 9:27:13 AM EDT
To: "Whisnant, Anne Mitchell" <Anne_Whisnant@unc.edu<mailto:Anne_Whisnant@unc.edu>>, "Turner, Katie" <katie_turner@unc.edu<mailto:katie_turner@unc.edu>>
Subject: Resolutions for posting

Here are pdf copies of resolutions adopted recently with amendments incorporated.

Resolution 2012-10. On Revising the Standards for Continued Academic Eligibility for Undergraduate Enrollment.

The Faculty Council resolves:

Beginning with the Spring Semester, 20013, the Academic Eligibility Regulations as found in the online Undergraduate Bulletin are revised as follows:

"Academic Eligibility

The University expects all students to study and perform to the best of their abilities. The eligibility standards listed below do not suggest acceptable academic performance, but rather minimum levels. Students failing to meet these standards are not making good use of their educational opportunities.

~~First-year students entering the University on or after May 14, 2007 are required to meet the requirements listed below. These standards will apply to sophomore transfer students beginning Fall 2008 and to junior transfer students beginning Fall 2009.~~

Eligibility standards

Good Standing entitles a student to enroll in a fall or spring term. The requirements for ordinary Good Standing are as follows.

A 2.0 cumulative grade-point average and the following number of credit hours passed:

9 hours to enter a second semester
24 hours to enter a third semester
36 hours to enter a fourth semester
51 hours to enter a fifth semester
63 hours to enter a sixth semester
78 hours to enter a seventh semester
93 hours to enter an eighth semester
Special permission of the Dean to enter a ninth semester (See guidelines*)

A student who falls short of these standards will be considered in "good standing–on probation" for one semester provided he or she passed at least nine credit hours of graded coursework in the preceding semester and was not already on probation. Probation is considered good standing.

Academic Ineligibility

Students who do not qualify for automatic probation or who do not meet cumulative eligibility standards after a probationary term are academically ineligible and may not enroll in a spring or fall term.

Appeals

Students may, under extraordinary circumstances, present an appeal in writing to the dean of their school (for students in the College of Arts and Sciences, this is the Associate

Dean for Advising). The Dean will refer the appeal to the administrative board of his/her school."

Resolution 2012-11. On Guidelines for Course Syllabi.

The Faculty Council resolves:

Preamble

In the section, Suggested Classroom Procedures, in the 2012-13 Undergraduate Bulletin, p. 402, the following statements appear: "In general, instructors are strongly encouraged to follow the guidelines for course design and classroom procedures recommended by the Center for Faculty Excellence. When students enter into a learning relationship, they have certain needs and expectations. They are entitled to information about course procedures, content, and goals. Instructors should provide a syllabus that describes the course and methods of evaluation. Particular attention should be paid to several areas of special concern to students, including provision of reserve readings and grading policy. .... The Faculty Council endorses the following guidelines for the faculty–student relationship. This endorsement shall not be construed as faculty legislation, is not intended to establish a contractual undertaking by the University or any individual, and shall not constitute the basis for civil action in a court or a claim in any administrative or judicial body of the University of North Carolina at Chapel Hill."

The purpose of this Resolution is to establish guidelines for use by the College of Arts and Sciences and the several professional schools in establishing requirements for course syllabi appropriate to their various learning environments.

Guidelines

Each course offered for credit has a syllabus that addresses the elements detailed below. A syllabus must be provided to students no later than the first day of class and is retained by the respective department or educational unit of the University for a period of at least 4 years.

Course Identifiers: The course number, section number, department, term, and times at which the class meets are stated.

Instructor Identifiers: The instructor's name, office location, office hours, phone number(s), email address, and web address are provided.

Target Audience: The syllabus explains how the course fits into a broader educational program and to whom the course is targeted.

Course Prerequisites: The syllabus explains course prerequisites or other important rules that describe who is eligible to take the course, who can obtain credit, and how to satisfy any special course registration requirements.

Course Goals and Key Learning Objectives: The syllabus states course goals and key learning objectives. It is important for students to understand what they will accomplish by taking the course. Course goals and objectives are not simply statements about course topics. They are descriptions of competencies that students should expect to develop in the course.

Course Requirements: The syllabus explains what kinds of work students must do to successfully complete the course, such as whether students will be discussing literature, working problems, or undertaking other activities. The syllabus also lists any other requirements such as mandatory recitations, labs, term papers, or mandatory activities

outside of class meeting times.

Dates: As far as possible, the dates of all examinations and due dates for important assignments are listed.

Grades: The rules that the instructor uses to assign grades are explained in sufficient detail to clearly inform students as to how their grades will be determined. In particular, the syllabus states how student participation in class will be assessed.

Course Policies: The instructor explains his or her expectations for student conduct during the course. Examples include the consequences of missing an exam; whether regular attendance is expected; the consequences for missing class too often; whether or not late work is accepted and, if so, how late work is penalized. The syllabus states that the course final exam is given in compliance with UNC final exam regulations and according to the UNC Final Exam calendar.

Course Resources: The syllabus provides a list of required text books and other course resources, and an explanation of how to access them. It also lists teaching assistants for the course and provides their contact information, and explains whether and how Sakai is used.

Honor Code: The syllabus explains requirements for the course that could have Honor Code consequences, such as whether students are permitted to work together on problem sets, what help they are permitted to obtain in preparing various assignments, and whether exams are closed or open book.

Time Table: The syllabus contains a course calendar that gives topics and assignments for each class meeting.

Syllabus Changes: It is appropriate to include in the syllabus a clause that informs students of possible modifications, such as "The professor reserves to right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible."

Submitted by the Educational Policy Committee.

> **Comment:** The teaching – learning process develops from clearly communicated expectations. A course syllabus serves as a concise vehicle for providing course scope, defining course parameters, establishing course goals, and setting expectations. It is the blueprint from which faculty establish course structure and students build their experiences. Key syllabus components provide students with the framework to move through the course predictably and systematically.

Resolution 2012-11. On Revising the Regulation Concerning Independent Studies for Credit.

The Faculty Council resolves:

The academic regulation concerning independent studies for credit found on page 52 of the 2012-13 Undergraduate Bulletin is amended as follows:

"Independent Studies for Credit

The University offers a variety of independent study experiences for students. Such courses, including directed readings and research courses for an individual student, are offered for academic credit through departments and curricula. Twelve hours of graded independent study credit, excluding honors thesis courses, may be counted toward graduation.~~, though no~~ No more than ~~six~~ twelve hours may be taken in any one semester. Students may participate in formalized programs, or they may make individualized contracts for work under the supervision of a member of the permanent faculty at the department/curriculum level. For information about independent studies courses in their majors, students should consult the director of undergraduate studies in their major department or curriculum."

Resolution 2012-13. On Support for Chancellor Holden Thorp

The General Faculty of the University of North Carolina at Chapel Hill, convened in special session September 18, 2012, affirms its support for Chancellor Holden Thorp and respectfully requests that UNC President Thomas Ross decline to accept Chancellor Thorp's announced resignation. We believe that, despite the difficulties of the present moment, Holden Thorp remains the best person to lead our university through these challenging times. With the university's Faculty Executive Committee, the College of Arts and Sciences Council of Chairs, and other campus groups, we urge that President Ross, the UNC-Chapel Hill Board of Trustees, and the UNC Board of Governors continue to provide the support the chancellor needs to remain in office.

Resolution 2012-14. On the UNC Strategic Plan

The Faculty Council resolves:

The faculty of the University of North Carolina at Chapel Hill fully endorses the Resolution on the UNC Strategic Plan passed by the UNC Faculty Assembly on September 21, 2012.

Be it further resolved that, to fully embrace the University of North Carolina mission "to discover, create, transmit, and apply knowledge to address the needs of individuals and society," the faculty of UNC-Chapel Hill request that the membership of the UNC Advisory Committee on Strategic Directions be expanded to include faculty representation from this university and from other UNC campuses.

Submitted by the Faculty Assembly Delegation.

Comment: The Faculty Assembly of The University of North Carolina adopted the following resolution on September 12, 2012.

> **UNC Strategic Plan Input**
> Approved by the UNC Faculty Assembly
> September 21, 2012
>
> WHEREAS, The UNC System is initiating strategic planning process for 2013-18 to set current and future priorities, resource planning and allocation, program planning, review and refinement of academic missions reflecting the University's deep commitment to help North Carolina respond to changing state needs and economic challenges, and
>
> WHEREAS, the Faculty of the UNC system have responsibility for developing, delivering, and assessing the curriculum, and
>
> WHEREAS, the Faculty develop, pursue, and publish original research expanding the knowledge foundation on which our future depends, and
>
> WHEREAS, the Faculty advise, mentor, and engage students in the activities that lead directly to their future occupations and improve their quality of life, and
>
> WHEREAS, all these components contribute immensely to both current job creation and our citizens' preparedness for the future, and

WHEREAS, the Charter of the Faculty Assembly provides "The Assembly shall, through appropriate channels, advise the Board of Governors of the University of North Carolina, the General Assembly, and other governmental agencies and officers on matters of University-wide importance, and The Assembly shall advise and communicate with the President of the University of North Carolina with regard to the interests of the faculties and other matters of university-wide importance."

THEREFORE BE IT RESOLVED, that the Faculty be informed of strategic planning activities and a mechanism be created to solicit input at the campus level throughout the process so as to achieve effective outcomes and the strong faculty buy-in, and

RESOLVED, that in order to define and support measures that advance the quality of the University system representatives of the Faculty Assembly be informed during the strategic planning process, and that the President of the University, in collaboration with the Chair of the Faculty Assembly, create a faculty group to interact and collaborate with the Business/Political community advisory committee for the University's strategic planning.

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Tuesday, October 9, 2012 3:26 PM
To: Menon, Geeta <gmenon@email.unc.edu>
Subject: RE: Weekly Update for 10-01-2012 to 10-05-2012

Thanks, Geeta. I am glad to hear about the migration to WordPress.
Bobbi

From: Menon, Geeta
Sent: Monday, October 08, 2012 6:18 PM
To: Owen, Bobbi A
Subject: Weekly Update for 10-01-2012 to 10-05-2012

Dear Dean Owen,

Last week, I worked on the following:

1. Completed the first rollout of the Overloads form. Julia and Dean Wyrick are now testing it.

2. Worked on the Majors/Minors form.

3. Helped Debbie and Jamie fix a couple of bugs with the Event Registration system and helped them download the data.

4. After meeting with Dean Shuster and Gary Miller, we have decided to commence work on building the new Advising website in WordPress. We will be approaching it by initially recreating the more "static" sections of the website, i.e., sections that have pages that need little or no revision, and will continue to build the new website section by section. Towards this end, I have requested space for the new site from ITS and will begin working on it as soon as it becomes available.

5. Java training and continued working on the Senior Reviews form.

Geeta

From: Owen, Bobbi A
Sent: Thursday, October 18, 2012 1:45 PM
To: Lloyd, Gary R
Subject: Declined: UG Nightly Eligibiltiy Testing

From: Owen, Bobbi A
Sent: Friday, October 19, 2012 11:47 PM
To: Lloyd, Gary R
Subject: Declined: UG Nightly Eligibiltiy Testing

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Tuesday, October 30, 2012 11:56 AM
To: Holland, Dorothy C <dholland@unc.edu>
Subject: Re: Quick question about a Graduate Certificate

Not needed. I will see the version you submit.
Bobbi

Sent from my iPhone

On Oct 30, 2012, at 9:52 AM, "Holland, Dorothy C" <dholland@unc.edu> wrote:

> Thanks, Bobbi, for your feedback.
>
> We can fix these problems. Do you want to see the revised version?
>
> Best,
> Dottie
>
>
> On Oct 29, 2012, at 5:12 PM, Bobbi Owen wrote:
>
>> I reviewed the proposal for the graduate certificate in **Participatory Research** and have a few comments. Overall it looks terrific.
>
> 1. 1. The course on "Community Based Participatory Research" is numbered **HBHE 710** (not HB 710) - course prefixes must be 4 characters. it appears on p.3 and 4.
>
> 2. 2 Selecting the "core course" on or before May 1st of each year does not provide continuity from year to year. Also, what happens if they can't find a core course to offer? And, it is the case that graduate students don't preregister very often but it may help you to know about demand (and teaching load implications) earlier. You might make this date March 1 if at all possible. If there are a couple of possibilities perhaps it would be helpful to list them instead of having it look like a course needs to be developed, especially as it is so central to the proposal.
>
> 3. 3. Under item #5.2 (elective course), **COMM 664** "Field Methods" will be renumbered to **COMM 695** and **ANTH 599-16** will be **inactivated**, effective fall 2013. Your proposal should be updated to reflect these course changes.
>
> 4. 4 Under item #5.3 (practicum), the proposal states that the practicum should be arranged as an independent graduate research course with an affiliated faculty member of the student's advisor, using ANTH 921 and 922 as examples. You should confirm that other departments (who are likely to participate in this certificate program) have comparable courses already on the books.
>
> 5. 5. Under item #5.4 (additional training), students are expected "to enroll once for credit in the 'Informational and Seminar Series Workshop Course.'" Has this course been created? If so, you should provide the course number.
>
> 6. The proposal would benefit on p. 2 with some specifics concerning the demand for this certificate; a statement simply asserting "demonstrated interest"would be more compelling if it included something like "a survey of the 30 students currently enrolled in the Ph.D. programs in sociology and anthropology indicate that more than half of them would pursue this certificate if offered." (NOTE that I made up those numbers!)
>
> 7. I don't understand what you want to happen (see page 5) a student identified a faculty supervisor who is someone "other than an affiliated faculty" member. Would the advisory committee consider adding someone? Would the The Graduate School allow someone not on the Graduate School faculty to serve? Would you make a temporary appointment? I may be making too much of this statement and actually wonder if it needs to be addressed at all.
>
> Glad it is not snowing!
>
> Bobbi
>
> On 10/29/2012 9:25 AM, Holland, Dorothy C wrote:
>
>> Bobbi,
>>
>> I've received Jonathan's comments and massaged the proposal accordingly. Look at this version if you haven;t already begun.
>>
>> I hope you're doing well on this gloomy day,
>> Dottie
>
>
> On Oct 24, 2012, at 11:52 AM, Bobbi Owen wrote:

Parallel processing is fine.
What I need is a bit of time to read it.
Bobbi

On 10/24/2012 9:34 AM, Holland, Dorothy C wrote:

> Bobbi,
>
> Do you need to have Jonathan's support before you review it? I don't know the procedure so am trying to learn it.
>
> Thanks,
> Dottie
>
>
> On Oct 24, 2012, at 9:17 AM, Bobbi Owen wrote:
>
>> I will review the proposal with care and respond soon if there is anything that needs to be addressed. Before it can go to the Ad Board it needs Jonathan's support.
>> Bobbi
>> On 10/23/2012 3:25 PM, Holland, Dorothy C wrote:
>>
>>> Dear Bobbi,
>>>
>>> You must have missed the email below so I am resending it.
>>>
>>> I understand that you and Jonathan have to agree that a proposal for a graduate certificate is ready to go to the Administrative Boards of the College. Jonathan has sent me comments and I have revised the attached proposal to fit his comments (except for one item that we are discussing). Would you let me know what else you need to receive from me? My chair is prepared to give me a letter on Oct 26th.
>>>
>>> Nicholas Siedentop tells me that he needs the materials by Nov 16th in order for it to be considered for the Nov 27th meeting.
>>>
>>> Good wishes and thanks,
>>> Dottie
>>>
>>>
>>> Begin forwarded message:
>>>
>>>> **From:** "Holland, Dorothy C" <dholland@unc.edu>
>>>> **Subject: Quick question about a Graduate Certificate**
>>>> **Date:** October 11, 2012 1:05:23 PM EDT
>>>> **To:** "Hartlyn, Jonathan" <hartlyn@unc.edu>, "Owen, Bobbi A" <owenbob@unc.edu>
>>>>
>>>> Dear Jonathan and Bobbi,
>>>>
>>>> Over the past two years, a group of faculty and graduate students have developed an interdisciplinary Graduate Certificate in Participatory Research. We have been working with Stephanie Schmidt of the Graduate School, but nonetheless only recently recently realized that we would need to have prior approval of the proposal by the Administrative Boards of the College.
>>>>
>>>> I am writing to find out what you would like to receive from me, whether you would like to meet, and what sort of turn around time we might expect. We had been aiming for the November 8th deadline for the Graduate School.
>>>>
>>>> I have a draft of the proposal that is close to finished. Would you like to see that now or would you prefer the final version.

Thank you,
Dottie

--
Bobbi Owen
Senior Associate Dean for Undergraduate Education, and
Michael R. McVaugh Distinguished Professor of Dramatic Art
University of North Carolina at Chapel Hill
CB# 3504, 3011 Steele Building
214 East Cameron Avenue
Chapel Hill, NC 27599-3504
Phone: 919 843-7773
FAX: 919 843-4775

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Bobbi Owen
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--
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Chapel Hill, NC 27599-3504
Phone: 919 843-7773
FAX: 919 843-4775

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Wednesday, November 7, 2012 10:35 AM
To: Siedentop, Nicholas J <nick_siedentop@unc.edu>
Subject: Re: EPC meeting notes 11/7/2012

Thanks for going. Was Andrea ok. She has been ill.
B.

Sent from my iPhone

On Nov 7, 2012, at 10:28 AM, "Siedentop, Nicholas J" <nick_siedentop@unc.edu> wrote:

Bobbi – Here are my notes from the EPC meeting.

Nicholas Siedentop

Curriculum Director

Office of Undergraduate Curricula

Campus Box 3504 | Chapel Hill, NC 27599-3504 | T 919.962.5819

Confidentiality notice: This email message, including any attachments, is for the sole use of intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure, or distribution is prohibited.

From: nicksiedentop [mailto:nick_siedentop@unc.edu]
Sent: Wednesday, November 07, 2012 10:27 AM
To: Siedentop, Nicholas J
Subject: EPC meeting notes 11/7/2012

Notes from EPC meeting.

From Evernote:

EPC meeting notes 11/7/2012

Updates to last month's minutes were passed.

VI. Independent Study Task Force Report - campus wide adoption. No response means people are very busy. Should not move forward until we get wider information. Suggestion to have a meeting with a handful of units that would be impacted the most. Perhaps DUSes can provide written feedback to chairs and chairs can provide to Bobbi. Specific questions should be provided to get more meaningful results.

IV. Honor System and XF grade. Required 4 credit course. Faculty are unlikely to want to teach this course because students are forced to take it. Would other students want to take it? If a student is on probabation they can't represent University. How does this impact graduate students? Can they TA? More specific definition of the word probabation. Student results on the Honor Court system is wildly inconsistent. Lost the faith of faculty. Plagiarism can be taught in ENGL 105. Everything must be passed by Faculty council, student congress, and chancellor. What would you do for seniors who receive XF? Ninth semester?

Blogging policy, brief discussion. If blogging in the public sphere is required it should be listed in syllabus. Teach students how to blog professionally and responsibily. Center for faculty excellence has done presentations on this topic. Teacher Ed is doing a lot of blogging. Students can take an alias when posting, and faculty would know the alias for grading/evaluation Will be reviewed in spring.

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, November 15, 2012 9:51 AM
To: Lindemann, Erika <ulinde@email.unc.edu>
Cc: Danielewicz, Jane M <janedan@email.unc.edu>; Woodard, Harold <harold_woodard@unc.edu>; Owen, Bobbi A <owenbob@unc.edu>
Subject: Re: update on ENGL 101 spring enrollments

Jane-
I appreciate your reconsideration after feedback from Harold Woodard and others about delaying closing one of the classes. A minimum of 10 students is needed to "make" the two classes and having them at two different times is especially helpful.
More after registration closes, I am sure.
Happy turkey day next week.
Bobbi

Sent from my iPhone

On Nov 14, 2012, at 8:24 PM, "Lindemann, Erika" <ulinde@email.unc.edu> wrote:

> Thanks for this update, Jane. I appreciate your taking the time to explain the options to students. Your plan to use only one section of ENGL 101 makes sense to me.
> Best,
> Erika
> _____
> From: Danielewicz, Jane M
> Sent: Tuesday, November 13, 2012 4:20 PM
> To: Lindemann, Erika; Owen, Bobbi A
> Subject: update on ENGL 101 spring enrollments
>
> Hi Erika and Bobbi--Erika, I know you are away but wanted to update you and Bobbi on the current situation. Please respond when you have time to do so.
>
> Right now we have two sections of ENGL 101 open. I surveyed (with paper handouts) the currently enrolled students in ENGL 100 and after explaining the options to them, asked them to indicate their plans, either to take ENGL 101 or go straight to ENGL 105.
>
> Results: 15 students plan to enroll in ENGL 101; 25 students plan to enroll in ENGL 105. First-year students will register in the next few days.
>
> Therefore, it looks like we will need only one section of 101. I plan to block enrollment in one of the two sections and leave the other one open during registration this week. We will convert the other section of 101 to a 105 if we don't need that extra section.
>
> Best wishes,
> Jane
>
>
>
>
>
> Jane Danielewicz
> Hiskey Distinguished Professor in Research and Undergraduate Teaching
> Associate Professor
> Director of the Writing Program
> Department of English and Comparative Literature
> CB# 3520
> UNC Chapel Hill
> Chapel Hill, NC 27599-3520
>
> Writing Program (919) 962-6920
> Office (919) 962-1988

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Monday, November 19, 2012 9:49 AM
To: John Blanchard <jgb@uncaa.unc.edu>
Cc: Woodard, Harold <harold_woodard@unc.edu>
Subject: Re: quote

Thanks for sharing.
Bobbi

Sent from my iPhone

On Nov 18, 2012, at 3:42 PM, John Blanchard <jgb@uncaa.unc.edu> wrote:

> Bobbi and Harold,
>
> I worked on the quote below with Steve Kirschner. I'm not sure if it will be used or not. I hope that one or both of you will get a chance to defend the staff as well, after the attack in today's paper. John
>
> "The counselors in the academic support program are professional and ethical and genuinely care about the quality of education that the student-athletes receive," says Blanchard, who has worked at UNC for 25 years. "The idea that the counselors would provide improper assistance and tolerate plagiarism is not the case. Those counselors have a passion for education and spend their careers working with young people to help them become better students.
>
> "The College educates the student-athletes through a variety of programs designed to teach them how to properly write papers, about the Honor Court and give them other strategies to become better students. But it's not accurate to say that the counselors would tolerate unethical behavior. That goes against their beliefs and the University's values."
>
> John Blanchard
> Senior Associate Director of Athletics
> P.O. Box 2126, CB# 8550
> Chapel Hill, NC 27515-2126
> University of North Carolina
> (919) 962-9533
> Fax: (919) 843-2327

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Monday, November 19, 2012 1:13 PM
To: Reid, Dee <deereid@unc.edu>
Subject: Re: Following up

Nothing to correct.
B.

Sent from my iPhone

On Nov 19, 2012, at 1:05 PM, "Reid, Dee" <deereid@unc.edu> wrote:

Bobbi,

Please give me a call today IF there is anything in the article that we need to correct.

Thanks,

Dee

* * * *

Dee Reid (919) 843-6339

Director of Communications

College of Arts and Sciences

The University of North Carolina at Chapel Hill

205 South Building, CB #3100

Chapel Hill NC 27599-3100

Web: http://college.unc.edu

Facebook: http://www.facebook.com/UNC.College

Twitter: http://twitter.com/unccollege

YouTube: http://youtube.com/user/UNCCollege

From: Owen, Bobbi A
Sent: Monday, November 19, 2012 9:49 AM
To: Reid, Dee
Subject: Fwd: quote

FYI.

I also feeling some need to respond but will await your counsel. Next week!

B.
Sent from my iPhone

Begin forwarded message:

From: John Blanchard <jgb@uncaa.unc.edu>
Date: November 18, 2012 3:42:15 PM EST
To: Bobbi Owen <owenbob@email.unc.edu>, Harold Woodard <harold_woodard@unc.edu>
Subject: quote

Bobbi and Harold,

I worked on the quote below with Steve Kirschner. I'm not sure if it will be used or not. I hope that one or both of you will get a chance to defend the staff as well, after the attack in today's paper. John

"The counselors in the academic support program are professional and ethical and genuinely care about the quality of education that the

student-athletes receive," says Blanchard, who has worked at UNC for 25 years. "The idea that the counselors would provide improper assistance and tolerate plagiarism is not the case. Those counselors have a passion for education and spend their careers working with young people to help them become better students.

"The College educates the student-athletes through a variety of programs designed to teach them how to properly write papers, about the Honor Court and give them other strategies to become better students. But it's not accurate to say that the counselors would tolerate unethical behavior. That goes against their beliefs and the University's values."

John Blanchard
Senior Associate Director of Athletics
P.O. Box 2126, CB# 8550
Chapel Hill, NC 27515-2126
University of North Carolina
(919) 962-9533
Fax: (919) 843-2327

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Sunday, November 25, 2012 7:42 PM
To: McHale, Tammy J <tmchale@email.unc.edu>
Subject: Re: Chris Lundberg

Glad to know. He did not do so.
More in person.
B.

Sent from my iPhone

On Nov 25, 2012, at 6:26 PM, "McHale, Tammy J" <tmchale@email.unc.edu> wrote:

> No. The seminars were named - not the person. This was not a
> professorship.
>
> Thanks.
>
> On 11/25/12 1:36 PM, "Bobbi Owen" <owenboh@unc.edu> wrote:
>
>> Can he call himself the Jeff and Jennifer Allred Professor in Critical
>> Thinking and Communication? Not professor, I know, but whatever the
>> equivalent to Associate Professor is (he was tenured on July 1).
>> Fellow is for Assistant Professors - perhaps it is scholar - my brain
>> froze.
>> Need to know for some other purpose (which I could tell by phone).
>> Bobbi
>>
>> --
>> Bobbi Owen
>> Senior Associate Dean for Undergraduate Education, and
>> Michael R. McVaugh Distinguished Professor of Dramatic Art
>> University of North Carolina at Chapel Hill
>> CB# 3504, 3011 Steele Building
>> 214 East Cameron Avenue
>> Chapel Hill, NC 27599-3504
>> Phone: 919 843-7773
>> FAX: 919 843-4775
>>
>

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Tuesday, November 27, 2012 5:10 PM
To: Farmer, Stephen M <sfarmer@admissions.unc.edu>
Cc: May, Lee Y <mayl@email.unc.edu>
Subject: Re: [UNC-ADM-EM] Reminder -- Smarter Balanced - Placement Survey Request -- DUE DATE = December 7th

---

I think Lee
May is doing it.
Bobbi

Sent from my iPhone

On Nov 27, 2012, at 4:54 PM, "Farmer, Stephen M" <sfarmer@admissions.unc.edu> wrote:

Bobbi, is this survey something that Lee, Cynthia, or someone else in your group should handle? Steve

---

From: unc-adm-em-bounces@lists.northcarolina.edu [mailto:unc-adm-em-bounces@lists.northcarolina.edu] **On Behalf Of** Bruce Mallette
Sent: Tuesday, November 27, 2012 4:04 PM
To: unc-adm-em@lists.northcarolina.edu
Cc: Alisa Chapman; denningj@nccommunitycolleges.edu
Subject: Re: [UNC-ADM-EM] Reminder -- Smarter Balanced - Placement Survey Request -- DUE DATE = December 7th

Smarter Balanced notes 3 of 16 UNC campuses have responded to date. Reminder the deadline is Dec 7th.

Thanks.

From: Amy Topper [atopper@jblassoc.com]
Sent: Tuesday, November 27, 2012 12:55 PM
Subject: SBAC Placement Policy Survey - North Carolina Update

I am writing in regards to the placement policy survey sponsored by the Smarter Balanced Assessment Consortium. Since the survey was opened on October 29, 2012, the following institutions in your state have completed the survey:

Brevard College
Elon University
Gardner-Webb University
Meredith College
Montreat College
University of North Carolina at Charlotte
University of North Carolina School of the Arts
University of North Carolina at Wilmington

In addition, it is our understanding that the data for the 58 community colleges in the state will be submitted separately in one file.

The survey is open until December 7, 2012. Your efforts to encourage the remaining institutions to participate would be greatly appreciated.

Should you need further information or have questions about this survey, please contact Jacqueline King, director of higher education collaboration for Smarter Balanced (Jacqueline.King@smarterbalanced.org).

If you have any questions about accessing the online or paper version of the survey, please feel free to contact me at any time.

Best,

Amy

Amy Topper

JBL Associates, Inc.

atopper@jblassoc.com

602-490-0624

From: Bruce Mallette
Sent: Wednesday, November 14, 2012 9:28 AM
To: unc-adm-em@lists.northcarolina.edu
Cc: Alisa Chapman; denningj@nccommunitycolleges.edu
Subject: Reminder -- Smarter Balanced - Placement Survey Request -- DUE DATE = December 7th

Still a couple weeks til the deadline but wanted to keep this in the cue as I count down my days here at GA.

Thanks.

From: Bruce Mallette
Sent: Thursday, November 01, 2012 12:08 PM
To: unc-adm-em@lists.northcarolina.edu
Cc: Alisa Chapman; denningj@nccommunitycolleges.edu
Subject: Smarter Balanced - Placement Survey Request -- DUE DATE = December 7th

Dear Colleague:

The Smarter Balanced Assessment Consortium (www.smarterbalanced.org), in which our state is a member, is sponsoring a national survey to better understand current placement policies at two- and four-year colleges and universities in its member states. The survey also will help us better understand the range of placement policies at colleges and universities in our state as we prepare for the new Smarter Balanced college readiness assessments that K-12 schools will begin implementing in 2014-15.

The survey is now open and can be accessed using the following link:

http://fs11.formsite.com/jblassoc/placementpolicysurvey/index.html

Please complete this survey as soon as practical; the data collection window will close on **December 7, 2012**. We need all campuses to respond to this request by this closing date. The survey should take no more than 10 minutes to complete.

Should you need further information or have questions about this survey, please contact me (chapman@northcarolina.edu)

Thank you for your assistance with this important initiative.

Sincerely,

Alisa Chapman

Alisa Chapman, Vice President

UNC General Administration

Academic and University Programs

PO Box 2688

Chapel Hill, NC 27515-2688

Telephone - (919) 843-8929

<ATT00001.c>

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Tuesday, November 27, 2012 7:31 PM
To: Carney, Bruce William <bruce@unc.edu>
Cc: Gil, Karen M <kgil@email.unc.edu>; Farmer, Stephen M <sfarmer@admissions.unc.edu>
Subject: Re: ON BEHALF OF SUZANNE ORTEGA: CAA Workgroup Update and Assistance Needed

---

Nick Siedentop from undergrad curricula is the best from me. Steve farmer has folks who work with him on transfer credit. When we get to disciplinary panels Erika will be useful as will the ad boards curriculum committee.

Bobbi

Sent from my iPhone

On Nov 27, 2012, at 7:06 PM, "Carney, Bruce William" <bruce@unc.edu> wrote:

> GA strikes again. I ask for your suggestions regarding item 2. We'll need to
>
> think about item 3 as well, but clearly the fuse is longer.
>
> --Bruce
>
> ---
>
> **From:** Samantha L. McAuliffe [mailto:slmcauliffe@northcarolina.edu]
> **Sent:** Tuesday, November 27, 2012 3:29 PM
> **To:** Ali Khan; Angela Brenton; battlesd@uncw.edu; Brenda Allen; Carney, Bruce William; David Nelson; David Perrin; Debbie Thomas; Jane Fernandes; Joan Lorden; Jon Young; Kenneth Kitts; Lori Gonzalez; Marilyn Sheerer; Steve Warshaw; Warwick Arden; Winser Alexander
> **Cc:** Bruce Mallette; alicia Jiles; Anne Aldrich; Annie mcMorris; Bobbie Scott; Camie Mack; Constance Gathings; David Cook; Delane Jones; Ericka Champion; Helen Haynes; Jilayne Erwin; Kathy Mueller; London Mickle; LoraAnn Barclift; Lyndee ivey; Queenie Turner; Sarah Cohen; Selina Mumford; Sharon Lindgren; Thurman, Stephanie J; Tawanna Archia; Terry Riocci
> **Subject:** ON BEHALF OF SUZANNE ORTEGA: CAA Workgroup Update and Assistance Needed
> **Importance:** High
>
> **On behalf of Suzanne Ortega**
>
> Dear Colleagues:
>
> The CAA Workgroup composed of system and campus representatives from NCCCS and UNC continues to meet and is making good progress. The following provides a status report of where we are, where we are going, and where your assistance is needed.
>
> 1. Review of course equivalencies: Within the next 7-10 days you will receive a matrix of course equivalencies drawn from our Transfer Navigator tool. This matrix maps what NCCCS courses are accepted or not accepted by each of the 16 UNC campuses. We will ask you to review the matrix carefully and respond back with any additions, deletions, or corrections for your campus. More details will be provided when the matrix is sent to you.
>
> 2. Gen Ed course equivalencies discussion group: After the campus reviews of the matrix of course equivalencies are completed, we will convene campus representatives responsible for the administration of Gen Ed and campus staff with expertise in evaluating course equivalencies. This group will discuss the updated matrix mentioned above to better understand the campus perspectives on what courses are accepted or not. In preparation for the creation of this discussion group, please provide me the name, title, and email for: a) one person responsible for the administration of your campus Gen Ed, and b) one person with expertise in evaluating course equivalencies for your campus. Please provide by December 5, 2012 to Samantha McAuliffe at slmcauliffe@northcarolina.edu.
>
> 3. Disciplinary panels: We anticipate the convening of several faculty disciplinary panels in early spring 2013. We will begin with those disciplines whose courses have unanimity or near-unanimity across UNC campuses for the acceptance of specific NCCCS course equivalencies. Please begin identifying faculty members for these panels who are actively involved in lower division Gen Ed requirements in English, mathematics, biology, economics, psychology, and history. We will collect those names from you at a later date when the timeline for these panels is developed.
>
> If you have any questions about items above, please contact me.
>
> Suzanne

From:	Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent:	Tuesday, November 27, 2012 7:35 PM
To:	Demetriou, Cynthia <cyndem@email.unc.edu>
Cc:	May, Lee Y <mayl@email.unc.edu>
Subject:	Fwd: drafting a message for the Admissions web site regarding new elig rules
Attach:	ELIG 2012-11-27 notice about new rules for Admissions web site - DRAFT 01.doc; ATT00001.htm

---

Erika and nick may be helpful. It should not start with a negative message. Can't it simply state the rules and effective dates and who to ask questions.
Bobbi

Sent from my iPhone

Begin forwarded message:

> **From:** "Dobbins, Steven E" <sdobbins@unc.edu>
> **Date:** November 27, 2012 6:55:13 PM EST
> **To:** "May, Lee Y" <mayl@email.unc.edu>, "Wyrick, Marilyn J" <wyrick@email.unc.edu>, "Demetriou, Cynthia" <cyndem@email.unc.edu>, "Perkins, Ni-Eric" <nperkins@admissions.unc.edu>, "Lloyd, Gary R" <gary_lloyd@unc.edu>, "Pass, David L" <pass@unc.edu>, "Decosta, Senora R" <senora@unc.edu>, "Rainey, Arlene" <arlene_rainey@unc.edu>
> **Cc:** "Derickson, Christopher P" <cderickson@unc.edu>, "Owen, Bobbi A" <owenbob@unc.edu>
> **Subject: drafting a message for the Admissions web site regarding new elig rules**
>
> Hello, all –
>
> Just to get the ball rolling –
>
> Here's a rough draft #1 of a potential message about the new elig rules to be posted on the Admissions web site.
>
> No doubt this draft is longer than we would like. Try your collective hands at editing and amending.
>
> I am out of the office through Tuesday, Dec 4, returning on Wednesday, Dec 5.
>
> Best regards –
>
> Steve D.

IMPORTANT NOTICE REGARDING NEW RULES FOR ACADEMIC ELIGIBILITY

The Faculty Council enacted new academic eligibility rules in 2007 for undergraduates who began college in or after May 2007. Most students who began college before May 2007 remained subject to the rules that were in place when they entered UNC-Chapel Hill.

However, as of January 1, 2013, the 2007 academic eligibility rules apply to all undergraduate students, including applicants for readmission, regardless of when they began college.

Two elements of the new academic eligibility rules are particularly noteworthy:

-- Under the new rules, students must maintain a minimum cumulative UNC-Chapel Hill grade-point average of *2.000* every semester.

-- Under the new rules, students who have fallen below the minimum standards amid extenuating circumstances can request permission to enroll *on academic probation* for one semester in order to restore their good standing.

If you were in academic good standing when last enrolled but you do not meet the standards of the new academic eligibility rules, please consult your dean's office to learn how to request permission to be readmitted on academic probation.

A summary of the rules is provided below. For further details about the new academic eligibility rules, you can consult the *Undergraduate Bulletin.*

If you have questions:

-- If you are seeking readmission to the *College of Arts and Sciences*, consult www.studentsuccess.unc.edu , or any of your advisors in Steele Building.

-- If you are seeking readmission to one of the University's *professional schools*, consult the advisors in your school's dean's office. (You might already be subject to the new rules.)

2007 ACADEMIC ELIGIBILITY RULES
(condensed)

The requirements for ordinary Good Standing are as follows:

A 2.000 cumulative UNC-Chapel Hill grade-point average and the following number of academic semester credit hours passed:

9 academic hours to enter a second semester
24 academic hours to enter a third semester (30 hours is recommended)
36 academic hours to enter a fourth semester
51 academic hours to enter a fifth semester (60 hours is recommended)
63 academic hours to enter a sixth semester
78 academic hours to enter a seventh semester (90 hours is recommended)
93 academic hours to enter an eighth semester (not just 90, as under the old rules)
Special permission of the dean to enter a ninth semester

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Wednesday, November 28, 2012 9:30 AM
To: Carney, Bruce William <bruce@unc.edu>
Subject: Re: ON BEHALF OF SUZANNE ORTEGA: CAA Workgroup Update and Assistance Needed

---

Yes.
Bobbi

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

On Nov 28, 2012, at 8:42 AM, "Carney, Bruce William" <bruce@unc.edu> wrote:

> Nick is appropriate for course equivalencies, right?
>
> ---
>
> **From:** Owen, Bobbi A
> **Sent:** Tuesday, November 27, 2012 7:31 PM
> **To:** Carney, Bruce William
> **Cc:** Gil, Karen M; Farmer, Stephen M
> **Subject:** Re: ON BEHALF OF SUZANNE ORTEGA: CAA Workgroup Update and Assistance Needed
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> Nick Siedentop from undergrad curricula is the best from me. Steve farmer has folks who work with him on transfer credit. When we get to disciplinary panels Erika will be useful as will the ad boards curriculum committee.
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> Bobbi
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> Sent from my iPhone
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> On Nov 27, 2012, at 7:06 PM, "Carney, Bruce William" <bruce@unc.edu> wrote:
>
> > GA strikes again. I ask for your suggestions regarding item 2. We'll need to
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> > think about item 3 as well, but clearly the fuse is longer.
> >
> > --Bruce
> >
> > ---
> >
> > **From:** Samantha L. McAuliffe [mailto:slmcauliffe@northcarolina.edu]
> > **Sent:** Tuesday, November 27, 2012 3:29 PM
> > **To:** Ali Khan; Angela Brenton; battlesd@uncw.edu; Brenda Allen; Carney, Bruce William; David Nelson; David Perrin; Debbie Thomas; Jane Fernandes; Joan Lorden; Jon Young; Kenneth Kitts; Lori Gonzalez; Marilyn Sheerer; Steve Warshaw; Warwick Arden; Winser Alexander
> > **Cc:** Bruce Mallette; alicia Jiles; Anne Aldrich; Annie mcMorris; Bobbie Scott; Camie Mack; Constance Gathings; David Cook; Delane Jones; Ericka Champion; Helen Haynes; Jilayne Erwin; Kathy Mueller; London Mickle; LoraAnn Barclift; Lyndee ivey; Queenie Turner; Sarah Cohen; Selina Mumford; Sharon Lindgren; Thurman, Stephanie J; Tawanna Archia; Terry Riocci
> > **Subject:** ON BEHALF OF SUZANNE ORTEGA: CAA Workgroup Update and Assistance Needed
> > **Importance:** High
> >
> > **On behalf of Suzanne Ortega**
> >
> > Dear Colleagues:
> >
> > The CAA Workgroup composed of system and campus representatives from NCCCS and UNC continues to meet and is making good progress. The following provides a status report of where we are, where we are going, and where your assistance is needed.
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If you have any questions about items above, please contact me.

Suzanne

Withdrawal Process

November 27, 2012

Topic: An external financial aid consultant identified two federal compliance issues and one mechanical issue with the current withdrawal process

Compliance Issues

1) The University must have a specified office responsible for the withdrawal process
2) The withdrawal process must be defined by the University and made public to students

Mechanical Issues

1) Students currently use a paper form, taken from office to office, in order to complete the withdrawal process

Goals of a new Process

1) Preserve current advising practices so that students receive proper guidance prior to withdrawal
2) Streamline the process and alleviate the paper form if possible
3) Capture the legal withdrawal date, as defined in Federal regulations, consistently for all students

Proposal

Federal Withdrawal Date – Is defined in federal regulations as the date the student begins the official withdrawal process

Proposal

1) Establish The Registrar's Office as the designated office responsible for capturing and entering the withdrawal date into PeopleSoft

2) Write a policy that describes the official withdrawal process. In developing the policy, ensure that students receive the advice they need from multiple offices in order to make an informed decision.

3) Students who decide to continue with the process and officially withdraw would then submit a form to the Registrar's Office (electronically or in-person). The date of that transaction establishes the legal, federal withdrawal date which is captured and entered into University records. The legal date then cannot be altered since it is defined by federal regulations

Questions:

1) Does PeopleSoft deliver a method of capturing the withdrawal date in automated fashion?
2) If this is not delivered, do we ask students to print a form and bring it to the office?
3) Can we create a webform that captures the date each student submits the withdrawal form?
4) Will this new process cause work to be shifted from advisors onto the Registrar's Office?

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, November 29, 2012 12:08 PM
To: Gil, Karen M <kgil@email.unc.edu>
Cc: Lindemann, Erika <ulinde@email.unc.edu>; Crimmins, Michael T <crimmins@email.unc.edu>
Subject: Re: COUG meeting on Fri 11/30 at 3:00 pm

Karen-
It would be good for Nick and Erika to update this list at the same time they do the undergraduate bulletin and let Dee know about any changes needed on the website. German and Slavic, Women's and Gender Studies, etc. from last year and these effective July 1 this year. There are lots of lists but we can keep these straight! I don't have the list in front of me but still see Int'l Studies in some places and that is two years back.

Hope you are feeling better - I am.
B.

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

On Nov 29, 2012, at 11:05 AM, "Gil, Karen M" <kgil@email.unc.edu> wrote:

> Erika and Bobbi
> Should we suggest that they change the name for AFAM, and the two new Applied Sciences departments since those changes were just approved effective July 1, 2013, I think. Any others?
> When we make changes to the undergrad bulletin and other documents, should we always say BME is joint with the Medical School?
> Thank you both for all your help with the applied sciences change and the admin boards!
> Karen
>
> _____
> Karen M. Gil, Ph.D.
> Dean, College of Arts and Sciences
> Lee G. Pedersen Distinguished Professor of Psychology
>
> CB # 3100
> University of North Carolina at Chapel Hill
> Chapel Hill, NC 27599-3100
>
> 919-962-3082
> 919-962-1165
> 919-962-2408 fax
> kgil@email.unc.edu
> _____
>
>
> -----Original Message-----
> From: Vin Steponaitis [mailto:vps@email.unc.edu]
> Sent: Wednesday, November 28, 2012 10:13 PM
> To: Gil, Karen M
> Subject: Re: COUG meeting on Fri 11/30 at 3:00 pm
>
> Karen --
>
> Yes, we do plan to update the list of departments, and sorry I neglected to mention this in my message. As it happens, your staff earlier today sent me the list in the chairs' manual, and I worked with it some, eliminating the non-degree programs and updating some of the names based on what I found on the web. I'm about to send that new list to the committee, with cc to you, Bobbi, and Erika. If you see anything on that list that I got wrong, please let me know.
>
> Thanks,
> Vin
>
>
> On 11/28/2012 6:51 PM, Gil, Karen M wrote:
>> Thank you Vin. I am looking forward to the meeting.
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>> 27599-3100
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>> 919-962-3082
>> 919-962-1165
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>> kgil@email.unc.edu
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Sent: Thursday, November 29, 2012 12:21 PM
To: Haven, Ben <bhaven@email.unc.edu>
Subject: Re: 11/27/12 Ad Boards meeting minutes

Looks ok to me, but I wonder if too many questions are asked and not enough answers provided. What is the minimum GPA (up down or unchanged) and yes - a UNC-Chapel Hill faculty member needs to be instructor of record, for example.
B.

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

On Nov 29, 2012, at 12:08 PM, "Haven, Ben" <bhaven@email.unc.edu> wrote:

> Hi Bobbi,
>
> I hope the trip is going well. May you find time to relax at least a little bit. I have attached the latest draft of the Ad Board meeting minutes, with corrections and additions from Nick and Erika. Upon your approval, I'll put it up on the Administrative Boards area of the Undergraduate Education website.
>
> Thanks!
>
> Ben
>
> --
>
> **Benjamin Haven**
>
> Curriculum Analyst | Office of Undergraduate Curricula
>
> University of North Carolina at Chapel Hill
>
> 3007 Steele Building, CB # 3504
>
> Chapel Hill, NC 27599-3504
>
> bhaven@email.unc.edu | (919) 843-5473
>
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Subject: Re: COUG meeting on Fri 11/30 at 3:00 pm

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To: Siedentop, Nicholas J <nick_siedentop@unc.edu>
Cc: Lindemann, Erika <ulinde@email.unc.edu>
Subject: Re: COUG meeting on Fri 11/30 at 3:00 pm

You are the man, as they say!
Bobbi

Bobbi Owen
Senior Associate Dean for Undergraduate Education
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On Nov 29, 2012, at 1:56 PM, "Siedentop, Nicholas J" <nick_siedentop@unc.edu> wrote:

According to the resources I found, the **current BME department is joint between UNC and NC State**. (http://www.bme.ncsu.edu/ and attached letter.) The action from this week's meeting was to extend the joint department into the CAS.

Regarding the degrees:

- The MS and PhD degrees in biomedical engineering are joint degrees
- The BS in biomedical engineering is offered at NC State (not joint)
- The BME concentration in applied sciences is offered at UNC-Chapel Hill (not joint). And it will remain not joint even after this week's action.

Cheers,

Nick

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From: Lindemann, Erika
Sent: Thursday, November 29, 2012 1:35 PM
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Subject: FW: COUG meeting on Fri 11/30 at 3:00 pm

FYI. Glad Bobbi can keep this stuff straight. Erika

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>>> Karen --

>>>

>>> Yes, we do plan to update the list of departments, and sorry I neglected to mention this in my message. As it happens, your staff earlier today sent me the list in the chairs' manual, and I worked with it some, eliminating the non-degree programs and updating some of the names based on what I found on the web. I'm about to send that new list to the committee, with cc to you, Bobbi, and Erika. If you see anything on that list that I got wrong, please let me know.

>>>

>>> Thanks,

>>> Vin

>>>

>>>

>>> On 11/28/2012 6:51 PM, Gil, Karen M wrote:

>>>> Thank you Vin. I am looking forward to the meeting.

>>>> A few of the departments have or will have new names as a result of recent Admin Board actions. Would now be a good time to make the name revisions?

>>>> Thank you

>>>> Karen

>>>>

>>>> Karen M. Gil, Ph.D.

>>>> Dean, College of Arts and Sciences

>>>> Lee G. Pedersen Distinguished Professor of Psychology

>>>>

>>>> CB # 3100

>>>> University of North Carolina at Chapel Hill Chapel Hill, NC

>>>> 27599-3100

>>>>

>>>> 919-962-3082

>>>> 919-962-1165

>>>> 919-962-2408 fax

>>>> kgil@email.unc.edu

>>>>

>>>> On Nov 28, 2012, at 1:32 PM, "Vin Steponaitis" <vps@email.unc.edu> wrote:

>>>>

>>>>> Dear Karen and Erika,

>>>>>

>>>>> In preparation for the Committee on University Government meeting

>>>>> this Friday (3-4:30 pm, Bynum 236), I thought I'd send along the

>>>>> first draft of the language we're considering to amend Article 8

>>>>> of the Faculty Code, the one that deals with ASAC and the

>>>>> divisional faculties. I've attached both the "clean" text and a

>>>>> markup that shows the changes from the existing Code. This

>>>>> language flows from the general discussions we've been having

>>>>> since last spring. It will be the Committee's first chance to

>>>>> talk about specific language, and I thought it might be best to

>>>>> have that conversation with both of you there to participate.

>>>>> (Bobbi can't make this meeting but I'm keeping her in the loop.)

>>>>>

>>>>> I look forward to seeing you on Friday!

>>>>>

>>>>> Thanks,

>>>>> Vin

>>>>>

>>>>>

>>>>> --

>>>>> Vincas P. Steponaitis

>>>>> Professor of Anthropology

>>>>> Chair, Curriculum in Archaeology

>>>>> Director, Research Laboratories of Archaeology

>>>>>

>>>>> Mailing address:

>>>>> Research Laboratories of Archaeology University of North Carolina

>>>>> Chapel Hill, NC 27599-3120

>>>>>

>>>>> tel.: (919) 962-6574

>>>>> fax: (919) 962-1613

>>>>> email: vin@unc.edu

>>>>>

>>>>>

>>>>>

>>>>> <Article 8 rev 2 (clean).rtf>

>>>>> <Article 8 rev 2 (redline).pdf>

>>>

>>> --

>>> Vincas P. Steponaitis

>>> Professor of Anthropology

>>> Chair, Curriculum in Archaeology

>>> Director, Research Laboratories of Archaeology

>>>

>>> Mailing address:

>>> Research Laboratories of Archaeology University of North Carolina

>>> Chapel Hill, NC 27599-3120

>>>

>>> tel.: (919) 962-6574

>>> fax: (919) 962-1613

>>> email: vin@unc.edu

For the files. No need to make copies for ad board.
Bobbi

-------- Original Message --------
Subject: FW: Attached Image
Date: Tue, 27 Nov 2012 09:55:13 -0500
From: Gil, Karen M <kgil@email.unc.edu>
To: Crimmins, Michael T <crimmins@email.unc.edu>, Owen, Bobbi A <owenbob@unc.edu>

Mike
I think this will work. I see Bruce this afternoon. I am copying Bobbi so that she has a copy in case it helps with the Admin Board meeting this afternoon. Bobbi, seems that you can say the Medical School approves the proposed changes if asked.
Thanks
Karen

Karen M. Gil, Ph.D.
Dean, College of Arts and Sciences
Lee G. Pedersen Distinguished Professor of Psychology
CB # 3100
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3100
919-962-3082
919-962-1165
919-962-2408 fax
kgil@email.unc.edu

From: Crimmins, Michael T
Sent: Tuesday, November 27, 2012 6:21 AM
To: Gil, Karen M
Subject: Fwd: Attached Image

KAren:
See Terry Magnuson's note below regarding this letter. He suggests that perhaps we could send this letter with yours. If you would rather have everyone sign the same letter, I'll ask them to sign again.
thanks
Mike
Begin forwarded message:

From: "Magnuson, Terry R" <terry_magnuson@med.unc.edu>
Date: November 21, 2012 11:57:07 AM EST
To: "Crimmins, Michael T" <crimmins@email.unc.edu>
Subject: Fwd: Attached Image

Mike
Attached is the letter signed by Bill and Marschall.
I realize that the letter should be signed by everyone but perhaps you could attach this one to the letter Karen sends.
Alternatively, do you want me to forward this to Bruce directly.
Terry

<1459_001.pdf>

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Friday, November 30, 2012 6:45 PM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Cc: Haven, Ben <bhaven@email.unc.edu>
Subject: Re: University Teaching Awards

Ben Haven and I will be there (I will be a bit late so Ben will cover the beginning).
Bobbi

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

On Nov 30, 2012, at 3:45 PM, "Stevenson, Debbie Deese" <debbie_stevenson@unc.edu> wrote:

Dear Members,

Our final meeting to present the winners to the Chancellor is scheduled for December 6th – 12:00-1:30 in 039 Johnston Center. Chancellor Thorp will review and approve your recommendations then contact the professors. This information remains confidential until he publically announce the winners at the basketball game in February.

If you have not already submitted your citations to me and Claudio please do so no later than close of business on December 3rd. Please send these documents as "word" attachments. Be prepared to read an excerpt from your citation at the luncheon. I've attached last year's program to give you some ideas in preparing your documents.

I need to give a final count to the caterer, so also please let me know if you will not be able to attend. Otherwise, there's no need to reply and I'll look forward to seeing you next Thursday.

You have done a fabulous job this year and I thank you!

Have a great weekend!

Debbie

Executive Assistant

Office of the Executive Vice Chancellor and Provost

University of North Carolina at Chapel Hill

104 South Building, CB# 3000

Chapel Hill, NC 27599-3000

Office: 919-962-7882

Fax: 919-843-2621

<The 2012 University Teaching Awards Program.docx>

From:	Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent:	Sunday, December 2, 2012 4:42 AM
To:	May, Lee Y <mayl@email.unc.edu>
Subject:	Fwd: student summer scholarships at GA
Attach:	MDGAnnouncementFinal11-27.pdf

FYI -
Perhaps folks in the social sciences would be aware of interested folks.
Bobbi

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

Begin forwarded message:

> **From:** "Gil, Karen M" <kgil@email.unc.edu>
> **Date:** November 30, 2012 5:06:49 PM EST
> **To:** "Owen, Bobbi A" <owenbob@unc.edu>
> **Subject: FW: student summer scholarships at GA**
>
> ---
>
> Karen M. Gil, Ph.D.
>
> Dean, College of Arts and Sciences
>
> Lee G. Pedersen Distinguished Professor of Psychology
>
> CB # 3100
>
> University of North Carolina at Chapel Hill
>
> Chapel Hill, NC 27599-3100
>
> 919-962-3082
>
> 919-962-1165
>
> 919-962-2408 fax
>
> kgil@email.unc.edu
>
> ---
>
> ---
>
> **From:** Carney, Bruce William
> **Sent:** Wednesday, November 28, 2012 5:30 PM
> **To:** Gil, Karen M; McDiarmid, Bill; Marchionini, Gary; Dean, James W Jr; King, Susan Robinson
> **Subject:** student summer scholarships at GA
>
> Here's an announcement from GA that might interest some of your rising juniors
>
> and seniors.
>
> --Bruce

The Inaugural Marian Drane Graham Scholars Program
Summer 2013

THE UNIVERSITY OF NORTH CAROLINA
General Administration

The Marian Drane Graham Scholars Program is a six-week immersive and experiential summer program designed to provide students the opportunity to develop leadership skills and a better understanding of key issues facing public higher education. The program is open to rising juniors and seniors attending one of the sixteen constituent institutions of higher education in the University of North Carolina. Scholars will be mentored by UNC leadership, spend time in the UNC General Administration offices in Chapel Hill, NC, travel to at least five UNC campuses (each scholar's home campus), visit with key policy leaders in state government and businesses, and meet with UNC General Administration staff in Washington, DC.

Scholars will also have the opportunity to work in a state government agency approximately fifteen to twenty hours per week to further their knowledge of how higher education impacts the state of North Carolina. Finally, the Scholars will, in conjunction with their faculty sponsor at their home institution, develop and present a capstone project outlining the role of higher education in North Carolina from experiences in the agency placement. Through these experiences, it is anticipated that each scholar will develop a deep appreciation for the complexities of higher education and state government and an understanding of key policy issues.

The position carries a stipend of $3000.

Knowledge, Skills, and Abilities for Internship Placement:

- Strong project management or organizational skills;
- Research, editing, and proofreading skills;
- Ability to work as a team where ongoing collaboration is a must;
- Ability to handle multiple projects and deal with uncertainty;
- Ability to contribute individually and participate in cross-functional teams;
- Proficiency with MS Office Suite.

Students from all academic disciplines may apply, but applicants must meet the following minimum criteria:

- Be a rising junior or senior pursuing their bachelor's degree from a constituent institution within the University of North Carolina with a minimum cumulative GPA of 3.0;
- Have a faculty sponsor at the scholar's home institution that is willing to assist in development of a capstone project;
- Have a passion for how higher education in North Carolina relates to our future and to policy, local and federal government policy, the military, financial aid, and/or economic development;
- Be willing and able to live in apartment-style housing on the campus of North Carolina State University in Raleigh, NC, from May 11 through June 23, 2013.

Please submit a resume, letter of interest, a letter of recommendation from your faculty sponsor, and unofficial transcripts to Dr. Karrie Dixon, Associate Vice President of Academic and Student Affairs at kdixon@northcarolina.edu ***no later than January 30, 2013 at 5pm***. Should there be any questions prior to this date, please contact John Johnston at jwjohnston@northcarolina.edu.

Candidates chosen for an interview will be notified by Monday, February 11, 2013. Interviews will take place February 14 – 21, 2013. Up to five Scholars will be selected and notified on Friday, March 1, 2013.

The anticipated start date is Monday, May 13, 2013 and end date of Friday, June 21, 2013.

The University of North Carolina, *Chartered in 1789, UNC was the first public university in the United States and the only one to graduate students in the eighteenth century. Today, UNC is a multi-campus university composed of all 16 of North Carolina's public institutions that grant baccalaureate degrees, as well as the NC School of Science and Mathematics, the nation's first public residential high school for gifted students.*

From:	Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent:	Monday, December 3, 2012 6:31 PM
To:	Broome, Lissa L <lbroome@email.unc.edu>
Subject:	Re: Review and Plan
Attach:	image001.jpg

Yes. Should we review grades at the
same time? Or do that later?
Bobbi

Sent from my iPhone

On Dec 3, 2012, at 5:56 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:

> Hi Bobbi -- When things calm down (if ever) for you, could we schedule some time for you, me, and Chris to review the fall and plan for our spring review?
>
> Thanks,
>
> Lissa
>
> Lissa L. Broome
>
> Wells Fargo Professor of Banking Law
>
> Director, Center for Banking and Finance
>
> UNC School of Law
>
> CB#3380, Van Hecke-Wettach Hall
>
> Chapel Hill, NC 27599-3380
>
> 919.962.7066
>
> http://www.law.unc.edu/centers/banking
>
> Access my papers on SSRN at: http://ssrn.com/author=248720
>
> <image001.jpg>

UNC
CENTER FOR
BANKING AND FINANCE

Subject:	Canceled: Academic Eligibility
Location:	CAS - Steele 3020
Start:	Tue 12/25/2012 8:00 PM
End:	Tue 12/25/2012 9:00 PM
Show Time As:	Free
Recurrence:	Weekly
Recurrence Pattern:	every 2 weeks on Tuesday from 3:00 PM to 4:00 PM
Meeting Status:	Not yet responded
Organizer:	Owen, Bobbi A
Required Attendees:	Decosta, Senora R; Demetriou, Cynthia; Derickson, Christopher P; Dobbins, Steven E; GrawOzburn, Kara Allison; Lloyd, Gary R; May, Lee Y; Pass, David L; Rainey, Arlene; Wyrick, Marilyn J
Resources:	CAS - Steele 3020
Importance:	High

The meeting on December 25 will not occur!

Thanks.

Bobbi

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, December 13, 2012 4:16 PM
To: Siedentop, Nicholas J <nick_siedentop@unc.edu>
Subject: Fwd: question about software for catalog production

Can you handle.
Cc me and Bruce.
Bobbi

Sent from my iPhone

Begin forwarded message:

> **From:** "Carney, Bruce William" <bruce@unc.edu>
> **Date:** December 13, 2012 3:29:32 PM EST
> **To:** "Owen, Bobbi A" <owenbob@unc.edu>
> **Subject: FW: question about software for catalog production**
>
> Can you help with this? And let me know, too -- I'm curious.
>
> --Bruce
>
> ---
>
> **From:** Lorden, Joan [mailto:jflorden@uncc.edu]
> **Sent:** Thursday, December 13, 2012 3:28 PM
> **To:** Ali Khan; Angela Brenton; battlesd@uncw.edu; Brenda Allen; Carney, Bruce William; David Nelson; David Perrin; Debbie Thomas; Jane Fernandes; Jon Young; Kenneth Kitts; Lori Gonzalez; Marilyn Sheerer; Steve Warshaw; Warwick Arden; Winser Alexander
> **Subject:** question about software for catalog production
>
> Dear Colleagues, UNC Charlotte is investigating the use of an electronic system to manage course and curriculum including a work flow process for curriculum approvals/changes, production of the Catalog, and integration with several other curriculum-related tools on campus.
>
> Does your institution use such a system? If so, is it homegrown or purchased from a third party vendor? If it was purchased, it would be helpful to know which system you purchased and whether you would you recommend it. Any information you can provide would be helpful.
>
> Thanks and happy holidays to all! Joan
>
> ---
>
> Joan F. Lorden, Ph. D. | Provost
>
> and Vice Chancellor for Academic Affairs
>
> UNC Charlotte | Office of Academic Affairs
>
> 9201 University City Blvd. | Charlotte, NC 28223
>
> Phone: 704-687-5962| Fax: 704-687-6912
>
> jflorden@uncc.edu| http://www.uncc.edu
>
> ---
>
> If you are not the intended recipient of this transmission or a person responsible for delivering it to the intended recipient, any disclosure, copying, distribution, or other use of any of the information in this transmission is strictly prohibited. If you have received this transmission in error, please notify me immediately by reply e-mail or by telephone. Thank you.

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, December 13, 2012 4:29 PM
To: Carney, Bruce William <bruce@unc.edu>
Subject: Re: question about software for catalog production

I asked Nick to respond. We do have a system.
Bobbi

Sent from my iPhone

On Dec 13, 2012, at 3:29 PM, "Carney, Bruce William" <bruce@unc.edu> wrote:

> Can you help with this? And let me know, too – I'm curious.
>
> --Bruce
>
> ---
>
> **From:** Lorden, Joan [mailto:jflorden@uncc.edu]
> **Sent:** Thursday, December 13, 2012 3:28 PM
> **To:** Ali Khan; Angela Brenton; battlesd@uncw.edu; Brenda Allen; Carney, Bruce William; David Nelson; David Perrin; Debbie Thomas; Jane Fernandes; Jon Young; Kenneth Kitts; Lori Gonzalez; Marilyn Sheerer; Steve Warshaw; Warwick Arden; Winser Alexander
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> Dear Colleagues, UNC Charlotte is investigating the use of an electronic system to manage course and curriculum including a work flow process for curriculum approvals/changes, production of the Catalog, and integration with several other curriculum-related tools on campus.
>
> Does your institution use such a system? If so, is it homegrown or purchased from a third party vendor? If it was purchased, it would be helpful to know which system you purchased and whether you would you recommend it. Any information you can provide would be helpful.
>
> Thanks and happy holidays to all! Joan
>
> ---
>
> Joan F. Lorden, Ph. D. | Provost
>
> and Vice Chancellor for Academic Affairs
>
> UNC Charlotte | Office of Academic Affairs
>
> 9201 University City Blvd. | Charlotte, NC 28223
>
> Phone: 704-687-5962| Fax: 704-687-6912
>
> jflorden@uncc.edu| http://www.uncc.edu
>
> ---
>
> If you are not the intended recipient of this transmission or a person responsible for delivering it to the intended recipient, any disclosure, copying, distribution, or other use of any of the information in this transmission is strictly prohibited. If you have received this transmission in error, please notify me immediately by reply e-mail or by telephone. Thank you.

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Tuesday, December 18, 2012 5:28 PM
To: Sahle, Eunice N <eunice@email.unc.edu>
Cc: Janken, Kenneth R <krjanken@email.unc.edu>
Subject: Re: Afri266: Urgent

Wonderful.
Bobbi

Sent from my iPhone

On Dec 18, 2012, at 5:24 PM, "Sahle, Eunice N" <eunice@email.unc.edu> wrote:

> Dear Bobbi,
>
> Kindly see the email below concerning Afri266.
>
> Best wishes,
> Eunice
>
> ---
>
> **From:** Cooke, Amy E
> **Sent:** Tuesday, December 18, 2012 5:20 PM
> **To:** Sahle, Eunice N
> **Subject:** Re: Afri266: Urgeng
>
> They've been entered, as of noon. One was an incomplete and I was waiting in hopes that one would send me the paper.
>
> My apologies,
>
> Amy
>
> Sent from my iPod

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Tuesday, December 18, 2012 5:31 PM
To: Mucha, Peter J <mucha@unc.edu>
Cc: Sawon, Justin <sawon@email.unc.edu>; Petersen, Karl E <petersen@email.unc.edu>; Stedman, Susan F <sstedman@email.unc.edu>
Subject: Re: Missing grades

If he doesn't have by noon tomorrow an IN grade would appropriate. Probably should have had it due last Friday. Next time!
Happy new year.
Bobbi

Sent from my iPhone

On Dec 18, 2012, at 3:35 PM, "Peter J. Mucha" <mucha@unc.edu> wrote:

> Dear Dear Owen --
>
> Prof. Justin Sawon has told me that his 1 student in 296.001 still has to complete his final report, per his independent study learning contract, but that he expects to receive that report this week.
>
> Please advise him as to what you would prefer he do right now: give an incomplete grade now and grade change it later, or wait until later in the week to submit the grade then?
>
> Thank you,
> Peter
>
> On 12/18/12 12:48 PM, Bobbi Owen wrote:
>> These grades were still outstanding at noon today but were due yesterday
>> at 5:00 pm.
>>
>> Bobbi
>>
>> MATH 231 004 CALC FUNC ONE VAR I 32
>> MATH 296 001 READING RESEARCH 1
>> MATH 383 001 1ST COURSE DIFF EQUATION 26
>>
>>
>>
>> These grades were recorded but not approved.
>>
>> MATH 118 951 MODERN MATH TOPICS 14
>> MATH 232 009 CAL FUNC ONE VAR II 27
>> MATH 547 003 LINEAR ALGEBRA FOR APPL 32
>> MATH 661 001 SCIENTIFIC COMPUTATION I 30
>>
>>
>> --
>> Bobbi Owen
>> Senior Associate Dean for Undergraduate Education, and
>> Michael R. McVaugh Distinguished Professor of Dramatic Art
>> University of North Carolina at Chapel Hill
>> CB# 3504, 3011 Steele Building
>> 214 East Cameron Avenue
>> Chapel Hill, NC 27599-3504
>> Phone: 919 843-7773
>> FAX: 919 843-4775
>>
>
> --
> Peter J. Mucha
> Bowman and Gordon Gray Professor
> Chair, Department of Mathematics
> The University of North Carolina at Chapel Hill
> Campus Box #3250, UNC, Chapel Hill, NC 27599-3250
> http://www.unc.edu/~mucha

From:	Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent:	Tuesday, January 15, 2013 7:57 AM
To:	Owen, Bobbi A <owenbob@unc.edu>
Subject:	Talk for tomorrow
Attach:	ZealanClass2013.doc

For class

Freshman Convocation
August 21, 1994

Good Evening. As I begin this convocation address, I want to introduce to you a small, but highly selective group of faculty who have chosen to join us this evening. They are here in person to represent the most important of the many reasons you are here -- the academic excellence at the University of North Carolina at Chapel Hill. They are also here as an indication of the seriousness with which we take our responsibilities to you. All of these faculty members are widely recognized and well respected scholars in their fields of specialization, but they are also superb teachers, selected for special awards given in recognition of their excellence in teaching undergraduates. Others are advisors, department chairs, faculty members regarded by students and colleagues as caring for and about teaching.

Introductions:

First, let me present some distinguished teachers who currently hold or previously held Bowman and Gordon Gray Professorships:

Christopher M. Armitage, Bowman and Gordon Gray Professor of English

William L. Barney, Bowman and Gordon Gray Professor of History

S. Beth Grabowski, Bowman and Gordon Gray Professor of Studio Art

George W. Houston, Bowman and Gordon Gray Professor of Classics

Sara Mack, Bowman and Gordon Gray Professor of Classics

Joel J. Schwartz, Bowman and Gordon Gray Professor of Political Science

John Sheets, Bowman and Gordon Gray Professor of Religious Studies, Emeritus

Thomas Warburton Jr., Bowman and Gordon Gray Professor of English

Cecil W. Wooten, Bowman and Gordon Gray Professor of Classics

??? (No Response)

?Robert A. Bain, Bowman and Gordon Gray Professor of English

?Judith M. Bennett, Bowman and Gordon Gray Professor of History

?Sue E. Goodman, Bowman and Gordon Gray Professor of Mathematics

? J. Lee Greene, Bowman and Gordon Gray Professor of English

?John F. Kasson, Bowman and Gordon Gray Professor of History

?Joy S. Kasson, Bowman and Gordon Gray Professor of American Studies

?Theodore H. Leinbaugh, Bowman and Gordon Gray Professor of English

?A. Conrad Neumann, Bowman and Gordon Gray Professor of Marine Sciences

?William J. Peck, Bowman and Gordon Gray Professor of Religious Studies

?Patricia J. Pukkila, Bowman and Gordon Gray Professor of Biology

?Kenneth J. Reckford, Bowman and Gordon Gray Professor of Classics

?Michael K. Salemi, Bowman and Gordon Gray Professor of Economics

?Lawrence M. Slifkin, Bowman and Gordon Gray, and Alumni Distinguished Professor of Physics, Emeritus

?Jurg Steiner, Bowman and Gordon Gray Professor of Political Science

?Thomas A. Stumpf, Bowman and Gordon Gray Professor of English

?Weldon E. Thornton, Bowman and Gordon Gray Professor of English

Other faculty members on the platform are:

John Florin, Professor and Chair, Department of Geography

Joseph C. Lowman, Professor Psychology and Assistant Dean, College of Arts and Sciences

??? Did not respond

?A. Reid Barbour, Professor of English

?Carolyn C. Cannon, Associate Dean College of Arts and Sciences

?Fred M. Clark, Professor of Portuguese and Assistant Dean of The General College

?Peter A. Coclanis, Professor of History and Associate Dean for General Education

?James L. Coke, Professor of Chemistry

?Carole Crumley, Professor of Anthropology

?William A. Darity, Jr., Boshamer Professor of Economics

?Slayton A. Evans, Jr., Kenan Professor of Chemistry

?Patricia G. Gensel, Professor of Biology

?Bernadette Gray-Little, Professor and Chair, Department of Psychology

?Melinda Meade, Professor of Geography

?D. Soyini Madison, Professor of Communication Studies

?Donald W. Misch, Professor of Biology

?Marilyn A. Scott, Professor of Germanic Languages

These distinguished faculty and others like them will, if you let them, bring you new worlds. They will, if you let them, change your lives, just as you change ours by coming to Carolina.

As members of the Class of 1998, you open the third century of higher education at the University of North Carolina at Chapel Hill. You are also the first students for whom it is obligatory to fulfill The "Cultural Diversity Requirement" which applies to all first-year students, regardless of major entering UNC this fall. The purpose of this requirement is to afford students the opportunity to gain a better understanding of cultural diversity as it affects their lives in our increasingly pluralistic society. This is the first addition to the curriculum in 15 years but is only one of many changes during the 200 year history of UNC.

The original Board of Trustees approved the framework for the curriculum in December 1793, balancing, they believed, the classics with the sciences. In January 1795 when the University officially opened, there was one professor, a few books, one building completed and read for use and several others under construction, but no students. The first student, Hinton James arrived on February 9, 1795 having walked, as legend has it, from somewhere near Wilmington, North Carolina. Other students, some delayed by bad roads made even worse by the bitter cold winter, arrived as the news of the university's opening spread across the state. By the end of the first academic year in July 1795, there were 41 students.

The first curriculum was defined rigidly, as were most other aspects of students' lives. In the first year, all students took English grammar, Roman history and Roman literature and the Greek testament. In the second year, all students studied arithmetic, bookkeeping, geography (including the use of globes) and Greek history and literature. In the third year, Mathematics (including Geometry), Natural Philosophy and Astronomy formed the basis of study and in the fourth year students studied Logic, Moral Philosophy, Principles of Civil Government, Chronology; both Ancient History and Modern History, the Belles Letters and "(quote)...whatsoever may appear necessary to the officers of the University" (unquote). In addition, there were weekly lectures on the Principles of Agriculture, Botany, Zoology, Mineralogy, Architecture and Commerce.

Students attended classes six hours each day, Monday through Friday and three hours on Saturday. Attendance at prayers twice a day was required and morning prayer was at sunrise. Curfew was at 8:00 PM "when the students shall return to their lodgings and not leave them until prayers the next morning." Every member of the University community was required to attend divine service on Sunday morning and on Sunday afternoon students were examined on the general principles of religion and morality. Tuition cost between $8.00 and $15.00 per year, depending on the course of study. The first professor was paid a salary of $300.00, plus two-thirds of the tuition money and was provided with housing.

Students paid $30.00 for board and $5.00 for room rent for one year. Breakfast (warm bread, coffee and tea, or chocolate) was served at 8:00 AM; dinner (bacon and greens or beef and turnips, fresh meat or poultry, puddings or tarts and fresh bread) was served at 1:00 PM and supper (coffee, tea or milk with bread or biscuit or potatoes and all other kinds of vegetables as available) was served "(quote) Before or after candlelight at the discretion of the faculty"(unquote). The trustees also decreed that dining tables would have a clean cloth every day.

Final examinations were oral and were conducted in the presence of the faculty and the Board of trustees -- a formidable event according to reports from students. By 1810 it was necessary to take entrance examinations, some written and some oral which included reading, writing, spelling and a knowledge of *Aesop's Fables.*

Major changes in required courses have occurred throughout the past 200 years, notably in 1868, when the four year curriculum of a regular progression of classes was abandoned for a two year progression with the remaining two years being dedicated to a particular course of study. At the time, the curriculum review committee was "(quote) fully impressed with the advantages of the Classics and Mathematics as trainers of the mind" (unquote). They believed, however, that sufficient time could be found to secure the result without neglecting other studies." (766, Battle) Loftier standards of admission (abilities in Greek, Latin, English, algebra, and ancient and modern

geography were required for admission) and more stringent final examinations were also adopted along with an emphasis on the sciences and a de-emphasis on the classics.

In 1902, changes were again made reflecting expanded undergraduate courses of study in Latin, Greek, English, History and Political Economy, Chemistry, Biology and Botany, English, Mineralogy and Pharmacy.

In the 1920s, the first two years continued to allow little choice for students: English, both composition and literature, Mathematics, Greek or Latin, German or French, and History were all mandatory; but beginning in the third year the selection became wider and students were allowed to specialize, although restrictions prevented too narrow a scope.

More recently, in 1980, the curriculum was reformed to include the basic skills and perspective requirements which remain in place today. The foundation for the general education requirements rest on:

1. the ability to write clearly and effectively
2. the ability to read proficiently
3. the ability to speak effectively
4. the ability to reason clearly and analytically and to deal effectively with abstract ideas
5. the ability to use mathematics effectively

and

6. the ability to use and comprehend a foreign language.

The curriculum continues to change because it must ensure that UNC's version of the liberal arts education speaks to the nature of the society in which it flourishes and to the individuals who comprise, influence and are influenced by that society. All the changes in course requirements reflect the changes in our world and the ways we learn and use our knowledge. And, the curriculum will continue to change a we refine our goals and continue to understand the world in which we live.

While this University was founded to educate wealthy white young men from North Carolina, it now provides education to a increasingly diverse student body -- students from every state in the union, international students, people of color, women...!!!

The course of study reflects these shifts as well including the newest requirement to take a course in cultural diversity. Our methods of teaching, of presenting course materials and using resources have changed. Our libraries echo enormous technological advances. In 1795 there were only a few books in all of Chapel Hill. Now, the libraries contain volumes numbering in the millions which are accessed through computers instead of card catalogues. The libraries also have extensive non-print holdings, including CD's which contain more information than many books, even long books could possibly hold.

For entrance, we consider class rank, the breadth and difficulty of your high school courses and the grades you earned in them, scores on standardized achievement tests and even how well previous students from your secondary school have done at UNC.

As you begin your own course of study which still contains prescribed requirements but allows you more choice than ever before with which to fill these requirements, remember the foundation on which this curriculum rests. The goal of The University of North caroloina at Chapel Hill's liberal arts education is to help students

1. become self-educating individuals
2. make responsible value judgments and decisions within our pluralistic society

and

3. work and live creatively in a technological world.

Recently in a scholarly journal I read the comments made by a professor as he was accepting a national award for teaching mathematics. His metaphor for learning was very appropriate for our health-conscious society and I want to share it with you. The author compared learning with exercise, with working-out. It is a rather simple task to teach someone the basics of exercise, say of lifting weights. You can be easily taught what a dumbell or a barbell is and what you are supposed to do with them. In the same ways, you can learn an aerobics routine easily and quickly. However the benefits to your body come with repetition, long term repetition, even life-long repetition. Perhaps you could put a weight, a dumbbell in your hand, hold your elbow at your side and lift the weight to your shoulder 1,000 times in one session...but the benefits to your body would not be as great as they would be if you did 10 repetitions 100 days in a row (or longer). Learning is the same...Your teachers can readily give you the tools and resources with which you can access anything you want to know. We can show you how to find information, help you think critically, give you an appreciation for the world in which you live but this information will little value or meaning unless you use it, unless you exercise it, over and over again for the rest of your life. It should come as no surprise to you that The University of North Carolina at Chapel Hill is a terrible trade school. What we do best is education...establishing what we hope will become the life-long exercise of learning...gaining knowledge and insights simply for the value of gaining knowledge and insights.

Perhaps at one time, it was possible to learn everything there was to know. Today, it is impossible and we as a faculty will feel that we have accomplished our goal if you leave here not knowing the answers to all the questions you will ever be asked, but rather knowing how to find the answers. Welcome to the University of North Carolina at Chapel Hill. We are glad you are here, and we are ready `for you.

Thank you.

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Tuesday, January 22, 2013 4:22 PM
To: Lindemann, Erika <ulinde@email.unc.edu>
Subject: Re: EE question

Seems like EE might be a no brainer.
Do any of the likely classes carry EE.
See you tomorrow.
B.

Sent from my iPhone

On Jan 22, 2013, at 2:04 PM, "Lindemann, Erika" <ulinde@email.unc.edu> wrote:

Not "active military service" per se, and not EE credit (which needs an academic component). What the Ad Boards did approve on April 7, 2012, is granting up to 12 hours of course credit for leadership training in the military. An excerpt from the minutes, under New Business:

"Owen explained that the Departments of Military Science, Naval Science, and Aerospace Studies had developed a policy and procedure for awarding a maximum of 12 hours (more likely 3 to 6 hours) of transfer credit toward the major for educational training in leadership schools during military service. Students are eligible for such credit if they are currently serving in the military or have been honorably discharged. In the unlikely event that active duty or retired military personnel seek one of the ROTC minors, campus policies apply (half the courses have to be taken on campus)."

The form supporting this agenda item is attached.

Also attached is the supporting document for the April 20, 2011, Ad Boards meeting approving credit for the LFIT requirement for honorably discharged veterans. An excerpt from those minutes, under New Business:

"The Administrative Boards approved the following policy: that entering students who are either active-duty military or honorably discharged veterans have fulfilled the lifetime fitness General Education requirement by virtue of their active military fitness training. The approval comes with the endorsement of the Department of Exercise and Sport Science and is effective immediately."

Let me know if you need me to look further.

Best,

Erika

Erika Lindemann
Associate Dean for Undergraduate Curricula
3014 Steele Building, CB# 3504
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3504
Office: 919-843-7772
Fax: 919-962-6858

Office of Undergraduate Curricula Web site: www.unc.edu/depts/uc/

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From: Bobbi Owen [mailto:owenbob@ad.unc.edu]
Sent: Tuesday, January 22, 2013 1:26 PM
To: Lindemann, Erika
Subject: Fwd: EE question

I think the answer is yes, but can you check?
Bobbi

-------- Original Message --------

Subject: EE question
Date: Tue, 22 Jan 2013 12:58:35 -0500
From: Wayne Lee <welee@email.unc.edu>
To: Bobbi Owen <owenbob@ad.unc.edu>

Bobbi,

Did you ever reach (or did the committee ever reach) a conclusion about whether or not active military service would count for EE credit?

Wayne

--

Wayne E. Lee

Professor of History

Chair of the Curriculum in Peace, War, and Defense

wlee@unc.edu

www.unc.edu/~welee

www.amazon.com/Wayne-E.-Lee/e/B001KHRXKW/ref=ntt_athr_dp_pel_1

<Military Course Credit Form_All.docx>

<Statement on Military LFIT Requirement - EL edits.doc>

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Tuesday, January 22, 2013 4:49 PM
To: Lindemann, Erika <ulinde@email.unc.edu>
Subject: Re: EE question

When students are admitted we post LFIT.
So might do it at the same time.
B.

Sent from my iPhone

On Jan 22, 2013, at 4:45 PM, "Lindemann, Erika" <ulinde@email.unc.edu> wrote:

> There's also a question of how we would know which students have military service so that someone (who?) gets the EE credits posted to a student's Tar Heel Tracker. A detail that could be worked out. E
>
> Erika Lindemann
> Associate Dean for Undergraduate Curricula
> 3014 Steele Building, CB# 3504
> The University of North Carolina at Chapel Hill
> Chapel Hill, NC 27599-3504
> Office: 919-843-7772
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>
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> See you tomorrow.
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> >
> > Let me know if you need me to look further.
> >
> > Best,

Erika

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Sent: Tuesday, January 22, 2013 1:26 PM
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Bobbi

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Date: Tue, 22 Jan 2013 12:58:35 -0500
From: Wayne Lee <welee@email.unc.edu>
To: Bobbi Owen <owenbob@ad.unc.edu>

Bobbi,

Did you ever reach (or did the committee ever reach) a conclusion about whether or not active military service would count for EE credit?

Wayne

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Wayne E. Lee

Professor of History

Chair of the Curriculum in Peace, War, and Defense

wlee@unc.edu

www.unc.edu/~welee

www.amazon.com/Wayne-E.-Lee/e/B001KHRXKW/ref=ntt_athr_dp_pel_1

<Military Course Credit Form_All.docx>

<Statement on Military LFIT Requirement - EL edits.doc>

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Sunday, January 27, 2013 10:47 AM
To: Siedentop, Nicholas J <nick_siedentop@unc.edu>
Subject: Re: UGRD bulletin text

Looks ok to me.
B.

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

On Jan 24, 2013, at 3:46 PM, "Siedentop, Nicholas J" <nick_siedentop@unc.edu> wrote:

Bobbi – Phil added the text in yellow for the 2013/2014 edition. –Nick

Eligibility for Need-Based Financial Aid

To receive financial aid from programs administered by the Office of Scholarships and Student Aid, a student must be enrolled in a degree or recognized certificate program and be making satisfactory progress toward the completion of a degree or certificate from the University. Once all requirements of the degree are met, students may no longer receive financial aid as an undergraduate student. The student may not be in default on a loan previously received for college expenses nor owe a refund on a scholarship, grant, or loan from an earlier enrollment period. In addition, the student must establish through the application process that the financial resources of the student and family are not sufficient to meet the cost of attending the University.

Nicholas Siedentop

Curriculum Director

Office of Undergraduate Curricula

Campus Box 3504 | Chapel Hill, NC 27599-3504 | T 919.962.5819

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From: Asbury, Phillip Keith
Sent: Thursday, January 24, 2013 3:41 PM
To: Siedentop, Nicholas J
Subject: RE: UGRD bulletin text

Thanks Nick!

We already had this covered in the eligibility section. But, I added the line that is highlighted in hopes of making it more explicit.

Phil

Phil Asbury

Deputy Director

Office of Scholarships and Student Aid

University of North Carolina at Chapel Hill

(919) 962-2193 - phone

(919) 370-1470 - mobile

(919) 962-2716 - fax

From: Siedentop, Nicholas J
Sent: Thursday, January 24, 2013 3:24 PM
To: Asbury, Phillip Keith
Subject: UGRD bulletin text

Phil,

Thanks for taking a look at the "Finances and Financial Aid" section of the 2013/14 *Undergraduate Bulletin* to see where we can aid information about financial aid implications for students who have completed their degree requirements.

Cheers,

Nick

Nicholas Siedentop

Curriculum Director

Office of Undergraduate Curricula

Campus Box 3504 | Chapel Hill, NC 27599-3504 | T 919.962.5819

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From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Monday, January 28, 2013 9:57 AM
To: Williford, Lynn E <lynn_williford@unc.edu>; Carney, Bruce William <bruce@unc.edu>
Subject: RE: syllabi

The guidelines on wihch this was based were exactly the same in the graduate record as in the undergraduate bulletin.
I am cognizant that we need to pick our battles (final exams are mandatory in all couses in which undergraduate students are enrolled). Maybe we should be getting sylalbus for all courses in which undergraduate students are enrolled! I can hear the responses - do you mean a syllabus for a dissertation (if they had one, would time to degree be reduced)!

Perhaps the best wording would be syllabus for all "traditional classroom-based courses" remembering of course that independent studies in the College all require contracts.

I don't have much access from here but will be in better shape once I get to the University of Minnesota tomorrow morning. If the letter is much delayed the deadline probably has to be moved.

Bobbi

_____
From: Williford, Lynn E
Sent: Sunday, January 27, 2013 7:59 PM
To: Carney, Bruce William; Owen, Bobbi A
Subject: RE: syllabi

Bruce,

I know Bobbi is traveling, and I hope she will speak up if I am wrong. But the guidelines state that: "Each course offered for credit has a syllabus that addresses the elements detailed below."

Also, the cover message that Bobbi drafted asks the deans to provide documentation "…for all of the classes offered in your unit."

It is a little bit confusing that the Guidelines start out quoting the Undergrad Bulletin, but I've always been under the impression that this initiative was truly University-wide in terms of level as well as the units to which it applied.

I look forward to hearing Bobbi's final answer.

Lynn

From: Carney, Bruce William
Sent: Sunday, January 27, 2013 2:47 PM
To: Owen, Bobbi A; Williford, Lynn E
Subject: syllabi

The letter to the deans is ready to go. Thanks for the first draft, Bobbi.

A question: does this apply only to undergrad courses or does it also
include graduate/professional courses?

--Bruce

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Tuesday, January 29, 2013 12:49 PM
To: Carney, Bruce William <bruce@unc.edu>
Cc: Williford, Lynn E <lynn_williford@unc.edu>
Subject: Re: syllabi

We will take what comes! And I told Stephanie I would help field questions.
B.

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

On Jan 28, 2013, at 11:20 AM, "Carney, Bruce William" <bruce@unc.edu> wrote:

> Lynn and Bobbi --
>
> I'm ready to send this out today if we're agreed on the requirements for the schools.
> I dread receiving a note saying they didn't get or didn't act upon the resolution, but
> we should anticipate that.
>
> --Bruce
>
> -----Original Message-----
> From: Williford, Lynn E
> Sent: Monday, January 28, 2013 11:06 AM
> To: Owen, Bobbi A; Carney, Bruce William
> Subject: RE: syllabi
>
> Here's my response, again from my role as a hole-poking, pretend SACS reviewer. The two of you obviously have more at stake in dealing with your counterparts on the faculty, so just take this for what it's worth.
>
> I'd question why we wouldn't require a syllabus for all courses. Some sensible exemptions could be specified. Theses and dissertations that result in a "satisfactory progress" grade should be exempt because there's a proposal that serves much the same purpose as the contract. Ongoing graduate research courses with faculty, probably yes for the same reason. Let the faculty make a case for other exemptions.
>
> It seems contradictory to define these guidelines as for traditional class-based courses only. I think you would find in the professional schools that there are syllabi for their non-lecture courses too, because they have to be able to show them to their own accreditors. I see them in the student learning outcomes documentation from those areas.
>
> Lynn
>
> -----Original Message-----
> From: Owen, Bobbi A
> Sent: Monday, January 28, 2013 9:57 AM
> To: Williford, Lynn E; Carney, Bruce William
> Subject: RE: syllabi
>
> The guidelines on wihch this was based were exactly the same in the graduate record as in the undergraduate bulletin.
> I am cognizant that we need to pick our battles (final exams are mandatory in all couses in which undergraduate students are enrolled). Maybe we should be getting sylalbus for all courses in which undergraduate students are enrolled! I can hear the responses - do you mean a syllabus for a dissertation (if they had one, would time to degree be reduced)!
>
> Perhaps the best wording would be syllabus for all "traditional classroom-based courses" remembering of course that independent studies in the College all require contracts.
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> I don't have much access from here but will be in better shape once I get to the University of Minnesota tomorrow morning. If the letter is much delayed the deadline probably has to be moved.
>
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> Bobbi
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> From: Williford, Lynn E
> Sent: Sunday, January 27, 2013 7:59 PM
> To: Carney, Bruce William; Owen, Bobbi A
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>
> Bruce,
>
> I know Bobbi is traveling, and I hope she will speak up if I am wrong. But the guidelines state that: "Each course offered for credit has a syllabus that addresses the elements detailed below."
>
> Also, the cover message that Bobbi drafted asks the deans to provide documentation "...for all of the classes offered in your unit."
>
> It is a little bit confusing that the Guidelines start out quoting the Undergrad Bulletin, but I've always been under the impression that this initiative was truly University-wide in terms of level as well as the units to which it applied.
>
> I look forward to hearing Bobbi's final answer.
>
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> From: Carney, Bruce William
> Sent: Sunday, January 27, 2013 2:47 PM
> To: Owen, Bobbi A; Williford, Lynn E
> Subject: syllabi
>

> The letter to the deans is ready to go. Thanks for the first draft, Bobbi.
>
> A question: does this apply only to undergrad courses or does it also include graduate/professional courses?
>
> --Bruce
> <SyllabusRequest-Carney.docx>

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Tuesday, January 29, 2013 2:18 PM
To: Lindemann, Erika <ulinde@email.unc.edu>
Subject: Re: Request for the Ed Policy Committee

I am charged with gathering info about practicum and recommending uniform policy. In April. Deb will not appear in February.
We can talk later.
B.

Sent from my iPhone

On Jan 28, 2013, at 6:31 PM, "Lindemann, Erika" <ulinde@email.unc.edu> wrote:

> Bobbi, I spoke by phone today with Deb Eaker-Rich in response to her message below. I promised her that I would brief you on our conversation before the Feb. 20 EPC meeting. A few points:
> 1. NURS 487, 488, 489 are not a model for Education to follow. Theresa may not know this, but those courses are out of compliance with UPM #4. I spoke with Bev Foster and Kathy Moore last summer about renumbering these practicum courses to numbers ending in 93, and they have declined to do that.
> 2. NURS 487, 488, and 489 are each three credit courses, so following Nursing's model will not help Education get to a maximum of 20 credit hours for student teachers.
> 3. I encouraged Deb to continue to follow your advice instead: seek the support of the EPC for an exception to the 12 hour rule.
> 4. Deb bas been asked to attend the EPC meeting on Feb. 20 but is worried that the EPC is not inclined to grant an exception (Theresa evidently has said as much). This greatly concerns Deb, because it puts her between a rock and a hard place, between the EPC's unwillingness to grant the exception and the standards for student teaching that are required by NC licensure and professional accreditation associations.
> 5. In all events, the Bulletin will go to press before any renumbering of EDUC courses might have been approved.
> More when you get back,
> Erika
>
> Erika Lindemann
> Associate Dean for Undergraduate Curricula
> 3014 Steele Building, CB# 3504
> The University of North Carolina at Cbapel Hill
> Chapel Hill, NC 27599-3504
> Office: 919-843-7772
> Fax: 919-962-6888
> Office of Undergraduate Curricula Web site: www.unc.edu/depts/uc/<http://www.unc.edu/depts/uc/>
>
> **Confidentiality notice: This email message, including any attachments, is for the sole use of intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure, or distribution is prohibited.**
>
> From: Eaker-Rich, Deborah J
> Sent: Monday, January 28, 2013 2:43 PM
> To: Lindemann, Erika
> Cc: Rizzardi, Joe; Siedentop, Nicholas J; Weaver, Caroline
> Subject: FW: Request for the Ed Policy Committee
> Importance: High
>
> Erika,
> As I know you are aware from conversations with Caroline, I have been in touch with the Education Policy Committee regarding the credit hour exception that would be needed for our practica and internship courses as we are currently being asked to number them in the new numbering system. (See letter sent to Dr. Raphael-Grimm in October). Theresa has subsequently gotten in touch with me and asked that I come to the next EPC meeting on February 20. However, after discussion, she was not sure why we could not number our practica and internship courses as is done in Nursing (I believe those numbers are 487,488, and 489). Should we number our courses as Nursing is apparently doing, we would not need to ask for the credit hour exception for independent studies. The nursing concepts of practica and internship are very similar to ours so this suggestion made a lot of sense to both of us.
>
> I will, of course, go to the EPC meeting as requested. However, I am emailing you now because Caroline tells me that this meeting will be after the UNC Course Catalog goes to press (I think?) and we are wanting to have our numbers as accurate as possible.
>
> Thoughts about how to proceed?
>
> Thanks,
> Deb
>
> P.s. Caroline says that we do have the 487, 488 and 489 numbers available in the EDUC prefix list should this be acceptable.
>
> From: Eaker-Rich, Deborah J
> Sent: Wednesday, October 31, 2012 11:17 AM
> To: Raphael-Grimm, Theresa
> Cc: Lindemann, Erika; Weaver, Caroline
> Subject: Request for the Ed Policy Committee
>
> Dear Dr. Raphael Grimm,
> Attached is a letter of request to be considered by the Education Policy Committee regarding a credit hour exception for the School of Education. We have been told by Erika Lindemann that the EPC is the appropriate body to consider this request.
>
> Please let me know if you have questions or concerns after you have looked at the information and/or if you need something more.
>
> Thanks very much,
> Deb
>
> Deborah Eaker-Rich, Ph.D.
> Associate Dean and Chief Academic Officer
> Director of Graduate Studies
> 101 Peabody Hall
> Campus Box #3500
> The University of North Carolina at Chapel Hill
> Chapel Hill, NC 27599-3500
> 919.966-2436 (Ms. Sherry Coble, Administrative Asst)

> 919.962.1533 (FAX)
>
>
>
> <practica-internship credit hour exception 10 31 2012.docx>

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Tuesday, January 29, 2013 2:19 PM
To: Lindemann, Erika <ulinde@email.unc.edu>
Subject: Re: Request for the Ed Policy Committee

Epc does not want to have exceptions dribble in but rather one plan. Probably dental and med have practicum too
B.

Sent from my iPhone

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> Office: 919-843-7772
> Fax: 919-962-6888
> Office of Undergraduate Curricula Web site: www.unc.edu/depts/uc/<http://www.unc.edu/depts/uc/>
>
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>
> From: Eaker-Rich, Deborah J
> Sent: Monday, January 28, 2013 2:43 PM
> To: Lindemann, Erika
> Cc: Rizzardi, Joe; Siedentop, Nicholas J; Weaver, Caroline
> Subject: FW: Request for the Ed Policy Committee
> Importance: High
>
> Erika,
> As I know you are aware from conversations with Caroline, I have been in touch with the Education Policy Committee regarding the credit hour exception that would be needed for our practica and internship courses as we are currently being asked to number them in the new numbering system. (See letter sent to Dr. Raphael-Grimm in October). Theresa has subsequently gotten in touch with me and asked that I come to the next EPC meeting on February 20. However, after discussion, she was not sure why we could not number our practica and internship courses as is done in Nursing (I believe those numbers are 487,488, and 489). Should we number our courses as Nursing is apparently doing, we would not need to ask for the credit hour exception for independent studies. The nursing concepts of practica and internship are very similar to ours so this suggestion made a lot of sense to both of us.
>
> I will, of course, go to the EPC meeting as requested. However, I am emailing you now because Caroline tells me that this meeting will be after the UNC Course Catalog goes to press (I think?) and we are wanting to have our numbers as accurate as possible.
>
> Thoughts about how to proceed?
>
> Thanks,
> Deb
>
> P.s. Caroline says that we do have the 487, 488 and 489 numbers available in the EDUC prefix list should this be acceptable.
>
> From: Eaker-Rich, Deborah J
> Sent: Wednesday, October 31, 2012 11:17 AM
> To: Raphael-Grimm, Theresa
> Cc: Lindemann, Erika; Weaver, Caroline
> Subject: Request for the Ed Policy Committee
>
> Dear Dr. Raphael Grimm,
> Attached is a letter of request to be considered by the Education Policy Committee regarding a credit hour exception for the School of Education. We have been told by Erika Lindemann that the EPC is the appropriate body to consider this request.
>
> Please let me know if you have questions or concerns after you have looked at the information and/or if you need something more.
>
> Thanks very much,
> Deb
>
> Deborah Eaker-Rich, Ph.D.
> Associate Dean and Chief Academic Officer
> Director of Graduate Studies
> 101 Peabody Hall
> Campus Box #3500
> The University of North Carolina at Chapel Hill
> Chapel Hill, NC 27599-3500
> 919.966-2436 (Ms. Sherry Coble, Administrative Asst)
> 919.962.1533 (FAX)

>
>
>
> <practica-internship credit hour exception 10 31 2012.docx>

From: Owen, Bobbi A <owenbob@email.unc.edu>
Sent: Wednesday, January 30, 2013 9:20 AM
To: Gil, Karen M <kgil@email.unc.edu>
Subject: Reports

Hi
Headed back today and thinking about collecting info re syllabus (you got the memo from Bruce) and independent study.
I can draft requests but wonder if it should be one or two. I could ask for ind study and you syllabus or have you do both. Deadline probably the same in two weeks. I could create a form if useful.
Bobbi

Sent from my iPhone

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Wednesday, January 30, 2013 9:27 AM
To: Haven, Ben <bhaven@email.unc.edu>
Subject: Re: [eacc_members] Agenda for Strategic Wing meeting tomorrow, 1/31/13, 10:30AM

Thanks Ben.
Chris K. Not coming. We need the new distribution list to hand out.
B.

Sent from my iPhone

On Jan 30, 2013, at 8:23 AM, "Haven, Ben" <bhaven@email.unc.edu> wrote:

Dear EACC Strategic Wing Members:

I have attached the agenda for the EACC Strategic Wing meeting tomorrow morning, which will be held in Steele 3020, from 10:30AM – 12PM. Please note that the start time for all future Strategic Wing meetings (including tomorrow's) will be 10:30AM.

Best regards,

Ben

--

Benjamin Haven

Curriculum Analyst | Office of Undergraduate Curricula

University of North Carolina at Chapel Hill

3007 Steele Building, CB # 3504

Chapel Hill, NC 27599-3504

bhaven@email.unc.edu | (919) 843-5473

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(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-32689498-52101126.173ab39564130abf0a429bc86a5492ac@listserv.unc.edu

<EACC Agenda 1-31-13.docx>

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Wednesday, January 30, 2013 10:14 AM
To: Haven, Ben <bhaven@email.unc.edu>
Subject: Re: [eacc_members] Agenda for Strategic Wing meeting tomorrow, 1/31/13, 10:30AM

Remove Larry's admin - Diane. New date. Will hand out tomorrow.
B.

Sent from my iPhone

On Jan 30, 2013, at 9:04 AM, "Haven, Ben" <bhaven@email.unc.edu> wrote:

> Will do, Bobbi.
>
> I haven't updated since Chris Kielt was put on the CC list and his admin was put on the admin list October. I think it should be the same otherwise. I have it attached. Let me know if you see any errors or omissions. I'll make corrections.
>
> Thanks,
>
> Ben
>
> --
>
> **Benjamin Haven**
>
> Curriculum Analyst | Office of Undergraduate Curricula
>
> University of North Carolina at Chapel Hill
>
> 3007 Steele Building, CB # 3504
>
> Chapel Hill, NC 27599-3504
>
> bhaven@email.unc.edu | (919) 843-5473
>
> **Confidentiality notice: This email message, including any attachments, is for the sole use of intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure, or distribution is prohibited.**
>
> ---
>
> **From:** Owen, Bobbi A
> **Sent:** Wednesday, January 30, 2013 9:27 AM
> **To:** Haven, Ben
> **Subject:** Re: [eacc_members] Agenda for Strategic Wing meeting tomorrow, 1/31/13, 10:30AM
>
> Thanks Ben.
>
> Chris K. Not coming. We need the new distribution list to hand out.
>
> B.
>
> Sent from my iPhone
>
> On Jan 30, 2013, at 8:23 AM, "Haven, Ben" <bhaven@email.unc.edu> wrote:
>
> > Dear EACC Strategic Wing Members:
> >
> > I have attached the agenda for the EACC Strategic Wing meeting tomorrow morning, which will be held in Steele 3020, from 10:30AM – 12PM. Please note that the start time for all future Strategic Wing meetings (including tomorrow's) will be 10:30AM.
> >
> > Best regards,
> >
> > Ben
> >
> > --
> >
> > **Benjamin Haven**
> >
> > Curriculum Analyst | Office of Undergraduate Curricula

University of North Carolina at Chapel Hill

3007 Steele Building, CB # 3504

Chapel Hill, NC 27599-3504

bhaven@email.unc.edu | (919) 843-5473

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or send a blank email to leave-32689498-52101126.173ab39564130abf0a429bc86a5492ac@listserv.unc.edu

<EACC Agenda 1-31-13.docx>

<EACC StrategicWing Distribution List.docx>

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Friday, 7:47 AM
To: Reznick, Steve <reznick@email.unc.edu>
Subject: RE: karma

Good news that folks are asking for the funds. Have you done many GRCs this term?
B.

From: Reznick, Steve
Sent: Thursday, January 31, 2013 9:39 PM
To: Owen, Bobbi A
Subject: karma

Bobbi – I received 3 requests for FYS course enhancement grants tonight, and I bestowed $1642. This doubles our current semester expenditures, but we're still well below budget.

Steve

J. Steven Reznick
Professor, Department of Psychology
Associate Dean for First Year Seminars and Academic Experiences
HHMI Science Seminar Coordinator

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Monday, February 4, 2013 6:20 AM
To: Farmer, Stephen M <sfarmer@admissions.unc.edu>
Subject: Re: Draft Presentation

Thanks. I agree about the last slide and think
I misunderstood the intent on the last pass.
Will you send on to Anne.
Bobbi

Sent from my iPhone

On Feb 4, 2013, at 6:10 AM, "Farmer, Stephen M" <sfarmer@admissions.unc.edu> wrote:

> Bobbi, thank you for reading and revising, and thank you especially for catching Jon's name, which doesn't appear in the 2011-2012 report.
>
> I've made a revision to the format of the title page and also a revision to the last item on the last page. I wonder if it would be better for the slide to say simply that the committee will be working in its next two meetings to advise our office about what our goals should be for the next few years, and then to elaborate in your remarks about what those goals should be: working with the athletics department to improve the academic profile of entering student-athletes; making sure that we're collecting and reporting the data that faculty and others need; preparing and responding to a possible adverse decision in Fisher vs. Texas; etc.
>
> What do you think? Regardless, thank you again.
>
> Steve
>
> ---
>
> **From:** Bobbi Owen [mailto:owenbob@ad.unc.edu]
> **Sent:** Sunday, February 03, 2013 6:58 PM
> **To:** Farmer, Stephen M
> **Cc:** Owen, Bobbi A
> **Subject:** Re: Draft Presentation
>
> Steve -
>
> Thanks you so much for compiling this which I think will be an important presentation and forestall many questions. I am sure we would rather be proactive than reactive! Some minor edits and one big one: Jon Engel is the professor from Physics and Astronomy not Paul Engle. - please check the report to be sure that his name is accurate (I expect it was due to cut and paste).
>
> I hope you will speak to the class profile and the number of applicants that your staff of ??? process to admit the class.
>
> Bobbi
>
> On 2/3/2013 2:18 PM, Farmer, Stephen M wrote:
>
>> Dear Bobbi:
>>
>> Please find attached a draft presentation for Friday. I hope you'll read it very carefully and revise as you see fit.
>>
>> You'll note that the last item on the last slide refers to the committee's agenda for the rest of the year. I would expect the committee to discuss special-talent admissions and think it would be good for us to invite Joy Renner to meet with us. I also hope we'll talk further about the study of college-level courses, the current state of need- and merit-based aid. Finally, I hope the committee will offer advice about what admissions statistics we should routinely compile and report to the faculty.
>>
>> I'd be glad to talk with you tomorrow at your convenience. Our materials are due to Anne Whisnant by the end of the day.
>>
>> Steve
>>
>> --
>>
>> Bobbi Owen
>>
>> Senior Associate Dean for Undergraduate Education, and
>>
>> Michael R. McVaugh Distinguished Professor of Dramatic Art
>>
>> University of North Carolina at Chapel Hill

CB# 3504, 3011 Steele Building

214 East Cameron Avenue

Chapel Hill, NC 27599-3504

Phone: 919 843-7773

FAX: 919 843-6557

<Advisory Committee Presentation - 2011-2012 - February 2012 - DRAFT 2.pptx>

From:	Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent:	Monday, February 4, 2013 10:43 AM
To:	Leloudis, James L <leloudis@unc.edu>
Subject:	FW: Fwd: Fossil reptile unveiling
Attach:	compose-unknown-contact.jpg

Are you willing?
bobbi

From: Crimmins, Michael T
Sent: Monday, February 04, 2013 10:03 AM
To: Owen, Bobbi A
Subject: FW: Fwd: Fossil reptile unveiling

Bobbi:

Do you think Graham Memorial would be a suitable place to unveil this fossil and display for a while? Please see below.

Mike

Allen:

Do you have any thoughts on this?

thanks

Mike

Begin forwarded message:

From: "Gil, Karen M" <kgil@email.unc.edu<mailto:kgil@email.unc.edu>>
Date: January 31, 2013 12:32:21 PM EST
To: "Crimmins, Michael T" <crimmins@email.unc.edu<mailto:crimmins@email.unc.edu>>
Subject: Fwd: Fossil reptile unveiling

Mike
Can you look into this? Or ask the chair to handle? Thx
Karen

Karen M. Gil, Ph.D.
Dean, College of Arts and Sciences
Lee G. Pedersen Distinguished Professor of Psychology

CB # 3100
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3100

919-962-3082
919-962-1165
919-962-2408 fax
kgil@email.unc.edu<mailto:kgil@email.unc.edu>

Begin forwarded message:
From: "Carter, Joseph G" <clams@email.unc.edu<mailto:clams@email.unc.edu>>
Date: January 31, 2013 12:17:03 PM EST
To: "Gil, Karen M" <kgil@email.unc.edu<mailto:kgil@email.unc.edu>>
Subject: Fossil reptile unveiling
Dear Dean Gil --

During your recent visit to the Department of Geological Siences, I indicated that we were nearly ready for the unveiling of our reconstruction of the Triassic reptile Postosuchus alisonae. This is the fossil discovered in 1994 in the Triangle Brick Co. quarry by two UNC geology majors, and collected, prepared, and reconstructed by myself and my undergraduate and graduate students during the following 16 years. We published this as a new species in 2008.

I would like to schedule this unveiling at a campus location toward the end of February. Can you suggest an appropriate site? We could leave the reptile on display for a month or so before sending it to the NC Museum of Natural Sciences in Raleigh for permanent display.

Having this unveiling on our campus would certainly highlight UNC's contribution to the project.

Sincerely -- Joseph Carter.

From: Allen Glazner [mailto:afglazne@email.unc.edu]
Sent: Monday, February 04, 2013 10:01 AM
To: Crimmins, Michael T
Subject: Re: Fwd: Fossil reptile unveiling

Mike,

The Planetarium would be an obvious place, but I haven't had much look getting responses from those folks (about other issues). I could suggest that Joe try there. BTW, he didn't check

with me before sending the email to Karen.

I can't think of many other places for such an exhibit. Student Union? Davis Library? It is a very cool reptile and was excavated from the very sedimentary package that is the object of fracking lust. And the reconstruction was done mostly by a series of First-Year Seminars. Actually, that makes me think that somewhere in Graham Memorial would be an appropriate place.

Allen

[cid:part1.05050200.04030600@email.unc.edu]
Crimmins, Michael T<mailto:crimmins@email.unc.edu>
February 4, 2013 7:58 AM
Allen:

Do you have any thoughts on this?

thanks

Mike

Begin forwarded message:

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Monday, February 4, 2013 10:47 AM
To: Gil, Karen M <kgil@email.unc.edu>; Reid, Dee <deereid@unc.edu>
Cc: Cline, Alexis L <Alexis_Cline@unc.edu>
Subject: RE: Memo to go out tomorrow, if possible

Thank for the quick review. I agree with your thoughts. Course syllabi for spring 2013 is ideal. we are seeking this for the report due March 1 and may need to do in future. Syllabus are for grads and undergrads but independent study contracts only for undergrads. I was looking for a place for this semester and wonder if Alexis (or Yulia) is possible for the short term. We are slammed trying to reconstruct degree requirements on top of May graduation clearance.
Bobbi

From: Gil, Karen M
Sent: Monday, February 04, 2013 9:33 AM
To: Owen, Bobbi A; Reid, Dee
Cc: Cline, Alexis L
Subject: FW: Memo to go out tomorrow, if possible

Bobbi
This is great. I have a few suggestions for the form to make it clear who in the department is responsible for 'filing' the independent study forms and syllabi. I've passed the suggestions to Dee and asked her to work on a revised draft. Here are my thoughts in case you have any comments on my suggestions.

I thought rather than "compliance" (I was not sure what you meant people to write in yes or no??), we could have a column for the name and title of the department person responsible. And then a place for their signature (maybe rather than comments). I also thought we want to ask for the location of the independent study contracts as well as course syllabi, so maybe we can have the location for both parts of the form. Location could say - physical location, website, or electronic address. (I think some might put their syllabi on the equivalent of our s drive or some other electronic file that is not necessarily a website. Finally, I think it might be good to have a line at the bottom for the chair to sign, something like "I verify that the department is in compliance with the new policies for independent study and course syllabi." Sign name.
To address the issue that some depts. may think sample syllabi are enough, do you think it should say Course Syllabi for Spring 2013? Is the plan to have this form completed every semester?
Rather than having them come in to Alexis, it might make sense for someone in undergraduate education to keep track of these if we are doing it every semester. If any forms do not come in, we need someone to contact departments, etc.
Dee knows we want to get this out today so she will work on the revision for our review.
Thank you
Karen

Karen M. Gil, Ph.D.
Dean, College of Arts and Sciences
Lee G. Pedersen Distinguished Professor of Psychology

CB # 3100
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3100

919-962-3082
919-962-1165
919-962-2408 fax
kgil@email.unc.edu

-----Original Message-----
From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Sunday, February 03, 2013 3:47 PM
To: Gil, Karen M
Cc: Cline, Alexis L; Owen, Bobbi A
Subject: Memo to go out tomorrow, if possible

Karen -
I am attaching the call for information about implementing syllabus and independent study recommendations. If you agree that it is ok, Alexis can prepare it for our signatures.
Bobbi

--
Bobbi Owen
Senior Associate Dean for Undergraduate Education, and Michael R. McVaugh Distinguished Professor of Dramatic Art University of North Carolina at Chapel Hill CB# 3504, 3011 Steele Building
214 East Cameron Avenue
Chapel Hill, NC 27599-3504
Phone: 919 843-7773
FAX: 919 843-4775

From:	Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent:	Friday, February 8, 2013 12:33 AM
To:	Farmer, Stephen M <sfarmer@admissions.unc.edu>
Subject:	Fwd: Joy - ppt for Fac Council
Attach:	FAC Fac Council Update Feb 2013.pptx; ATT00001.htm

FYI. If anything concerns you please let me know.
Bobbi

Sent from my iPhone

Begin forwarded message:

> **From:** "Renner, Joy J" <Joy_Renner@med.unc.edu>
> **To:** "Owen, Bobbi A" <owenbob@unc.edu>
> **Subject: Joy - ppt for Fac Council**
>
> Hi Bobbi!
>
> I have attached the ppt I will use tomorrow afternoon. If I understood you correctly you will be identifying the members of the subcommittee and referring to their charge. I thought that would segue into my remarks of what FAC has learned about the process and some of the figures that are of interest to our campus community right now. It appears one of the most frequent "myths" I hear is regarding the number of athlete "academic risks".
>
> Wanted to let you see what I was covering to be sure it works okay with the UGA advisory committee report and your comments about Special Talent admits.
>
> Joy

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The Faculty Athletics Committee Update
Friday, February 8, 2013

Admissions

- Information/Education Phase
  - Discussions – UGA & Layna Mosley and Beverly Foster, FAC topic experts
  - Reviewed documents –
    - Charge to the Special Talent Admission Subcommittee
    - Statement on Evaluation of Candidates
    - Summary of Admission Practices
    - Data handouts with additional statistics provided at second session

Admissions

- Athletics is permitted to recommend up to 160 first-year students for admission
- Covered under the "special talent" clause which provides for students "who give evidence of possessing special talents for University programs requiring such special talents." (same clause covers Departments of Music and Dramatic Art)

Admissions – Reviewed by Subcommittee

- The # of students is relatively small and has generally been trending downwards over time.
- 2013 - expected # is 16 - down from 23 in each of the last two years, using the current criteria;
- Down from 30, using the previous lower thresholds, in 2001
- Down from the middle 30s in the 1990s
- Of the 16 this year, all have predicted first-year grade-point averages above 2.0.

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Admissions

- Complex review of applicants for potential for success
- Seven most recent cohorts enrolling at UNC six or more years ago, the six-year graduation rate was 56 % with another 25% either still enrolled or left the University with cumulative grade-point averages of 2.0 or higher.
- Reviewing past practices to learn about the success or failure of previous students to inform the current decisions

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Admissions

- Subcommittee working with the Athletics Department and the Academic Support Program for Student Athletes (ASPSA)
- Improving academic profile of the 160 admitted athletes

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Admissions

- Three groups: 1) predicted first-year GPAs below 2.3, along with any others who require review by the subcommittee; 2) predicted GPAs between 2.3 and 2.6; 3) predicted GPAs of 2.6 or higher.
- Over the last six years - Half of the students were in the first two groups combined and the other half in the third group.
- Working with athletics to reduce the share in the first two groups and increase the share in the third. (this plan is consistent with the athletics dept's new strategic plan)

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Admissions

- Literacy skills question
- Fall 2012 First-year class included 26 students who scored below 450 in Critical Reading or below 17 in English.
- Of these 26 students, 18 were recruited athletes; the others were not.
- The # of students with verbal test scores at these levels has generally trended downward over time, both among all students and among recruited athletes.

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Admissions

- In 2005, the # of first-year athletes with such scores was 25; 2012 the # was 18; 2013 projected to be 12.

Admissions

- The 26 students with scores at this level who enrolled at Carolina last fall have now completed their first full semester.
- Sixty-two percent of them, including 56 percent of the recruited athletes, have GPA averages at or above 2.3. The range in the averages is wide: from 0.97 to 3.68 for the non-athletes, and from 1.07 to 3.46 for the athletes.

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Admissions – Current Summary

- Process in place for improving the academic profile of our entering student athletes
- Admissions profile trends moving in the right direction
- At FAC year end - more data to analyze and review in context of other information – student athlete exit data, advising resources, and academic support programs

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February - Advising

- Topic Experts – Beverly Foster and Eileen Parsons

- Information/Education Phase
- Lee May, Associate Dean and Director of Academic Advising
- Brent Blanton, Associate Director of Student Success and Academic Counseling

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

Expertise & Collaboration: Serving Student-Athletes

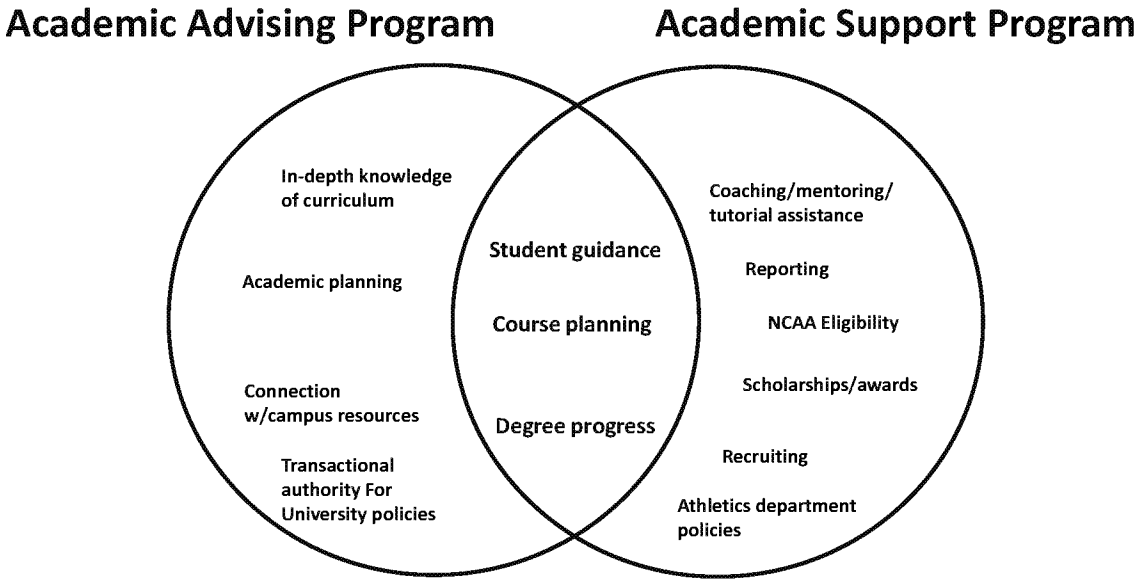

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Open meetings

Join us!

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Thank you for all your input and support!

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From:	Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent:	Saturday, February 9, 2013 7:39 PM
To:	Williford, Lynn E <lynn_williford@unc.edu>
Subject:	Fwd: TAM dual-degree proposal
Attach:	TAMProposal.docx; ATT00001.htm; Hartlyn re TAM proposal Feb2013.pdf; ATT00002.htm

---

Any thoughts.
B.

Sent from my iPhone

Begin forwarded message:

> **From:** "Lindemann, Erika" <ulinde@email.unc.edu>
> **To:** "Schmitt, Stephanie" <sschmitt@email.unc.edu>
> **Cc:** "Owen, Bobbi A" <owenbob@unc.edu>
> **Subject: TAM dual-degree proposal**
>
> Hi Stephanie,
> John Stephens has sent me the most recent version of the TAM dual-degree proposal (attached). I also have a letter of endorsement from Dean Hartlyn (also attached), so I think we're ready to put this item on the Ad Boards agenda for February 26. Do you have any reservations about our acting on it at this time? Is it in acceptable shape from The Graduate School's perspective?
> Thanks for your help,
> Erika
>
> Erika Lindemann
> Associate Dean for Undergraduate Curricula
> 3014 Steele Building, CB# 3504
> The University of North Carolina at Chapel Hill
> Chapel Hill, NC 27599-3504
> Office: 919-843-7772
> Fax: 919-962-6888
> Office of Undergraduate Curricula Web site: www.unc.edu/depts/uc/<http://www.unc.edu/depts/uc/>
>
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Dual MA-degree program proposal
TransAtlantic Masters Program in the Center for European Studies*
January 2012

1. Background

This year marks the fifteenth anniversary of UNC-CH's TransAtlantic Masters (TAM) program. At the same time our program's newer track (TAM II), focused on European governance, turns five. The Center for European Studies is proud to host TAM – a highly successful and innovative program of graduate instruction which affords MA students the opportunity to study the transatlantic partnership on both sides of the Atlantic. Our 5th and 15th anniversaries give us the opportunity to marvel at the accomplishments of our graduates and to think of new ways to attract top applicants and best serve our future students. At this time TAM II students may opt to pursue a UNC-CH MA in Political Science, Concentration European Governance, or to seek one of the Masters degrees from their European host university. We now wish to expand our degree offerings and make it possible for TAM II students to simultaneously earn *both* the existing UNC-CH MA in Political Science, European Governance and one of the European MA degrees within two year's time.

2. Rationale: Market demand, funding opportunities and outlook for graduates

Based in part on feedback we have received from our applicants and students, our motivation to offer a dual degree is fuelled by the desire to maintain our competitive edge in what is becoming an increasingly saturated MA-degree market. While we remain fairly unique in the US, in recent years consortial MA programs such as ours have grown in number throughout Europe. In essence, with this initiative we are responding to changing market circumstances. Further, we are taking action to ensure that our graduates remain among the most competitive as they pursue international careers. We believe that we will attract more students to TAM if we are able to offer a dual degree. Graduates of our program will gain an advantage on the job market and a greater flexibility in their job searches if they have two credentials to put forward – an American MA degree as well as a European one. As a result of the Bologna Process and EU funding initiatives, we increasingly see that our European counterparts are offering joint- or double- degrees. When we consider our program's long term sustainability and as we set targets for program growth, the dual-degree offering remains a high priority.

*This proposal was prepared by Sarah A. Hutchison, TAM's Associate Director. It draws some of its structure from a previous dual BA-MA degree proposal put forward by the Linguistics Department.

3. Current structure

TAM II students now begin the program by studying for one full academic year at UNC-CH. They then go on to complete a second year of study and research at one of our TAM II partner sites: the VU University, Amsterdam OR the Universitat Pompeu Fabra (UPF) in Barcelona OR the University of Bremen in Germany. All classes are offered in English. Coursework focuses on European governance and social policy, and there is an emphasis on qualitative and quantitative research methods.

While at UNC-CH in the fall semester, students take three required courses and one elective; they also participate in the Speakers Series offered by the Center for European Studies. Two required courses and one elective course are offered in the spring semester. After the summer, TAM II coursework resumes in Amsterdam, Barcelona, or Bremen. VU University Amsterdam, UPF, and the University of Bremen all have strong offerings in social policy. In Amsterdam, courses focus on such topics as comparative welfare states, international political economy, international security, and global environmental governance. At UPF, course titles include Techniques of Statistical Analysis I, Electoral Systems, Multiculturality and Immigration Policies, The Welfare State, Globalization and European Integration, Democracy and Political Liberalism, Social Policy and the Welfare State, Electoral Competition and Voting Behavior, and Migration and Society. In Bremen, social policy coursework focuses on the economy and on health policy. During the second semester overseas, TAM II students focus on their thesis research and preparation. TAM II European degree seekers do not pass oral or written exams as these are not a part of our European partners' degree requirements. In the case of TAM II UNC-degree seekers, students follow the established requirements on file with the Graduate School.

Upon completion of coursework and a thesis, TAM II students currently earn either a Master of Arts in Political Science from UNC, the UPF Master in Political and Social Sciences, or the MA from the University of Bremen. At this point it is not possible for our students to earn a single degree from the VU University, Amsterdam.

4. Proposed dual-degree structure

In order to make our proposed dual-degree trajectory possible, we will make some specific curricular and scheduling changes to the current structure. We will require an extra second-semester course and will also extend the duration of the dual-degree track. TAM II students currently remain in the program for four semesters and graduate at the end of the fourth semester in May. Our dual-degree students will instead finish at the end of two calendar years and graduate in August due to the difference in European academic calendars. Dual-degree-seeking students will pay the same tuition fee of $20,000 as all other enrolled TAM students. Due to its status as an off-model and off-campus studies program, TAM tuition does not align with the normal graduate tuition rate. Beginning in the fall of 2013, TAM students will pay $5,000 per semester.

TAM II dual-degree students will spend their first year in the program at UNC-CH. They will then go overseas to one of the TAM II partner sites to complete English-language coursework and a thesis in their second year.

While at UNC, TAM II dual-degree seeking students will begin the program with 5 courses.

Fall Semester at UNC-CH:
POLI 733: Comp Pol Econ: European Integration: Theories, Institutions and Decision-Making Processes (3 credits)
POLI 745: Varieties of Democratic Capitalism (3 credits)
POLI 788: Statistics and Data Analysis (3 credits)
POLI 891: Special Topics: US-EU Lecture Series (1 credit)
Plus one elective course (3 credits) such as POLI 438, 490, 632, 721 or PUBH 510. These offerings will vary by semester.
Semester's Credit total: 13

In the second semester, students will remain at UNC and take 4 courses.

Spring Semester at UNC-CH:
POLI 630 - Political Contestation (3 credits)
POLI 631 - European Security, The Enlarging EU and the TransAtlantic Relationship (3 credits)
Plus two elective courses (6 credits) such as POLI 432, 784 , POLI 432 or ECON 461. These offerings will vary by semester.
Semester's Credit total: 12

The 25 credits students earn at UNC can be understood as 68.75 ECTS if one uses a conversion ratio of 1 UNC credit to 2.75 ECTS. This conversion mechanism is relevant only to the University of Bremen where the MA-degree program is two years in duration and where, as a result, the UNC credits must be transferred to and accredited by the overseas institution.

In the third semester, dual-degree seeking students will take courses at their overseas site.

Fall Semester in Europe: at VU University Amsterdam, UPF, or the University of Bremen. During this semester students will be overseas and enrolled at their European host university. For TAM accountability purposes, students will also be enrolled in POLI 813: Comparative Welfare States (3 credits), POLI 890: Directed Reading (3 credits), and POLI 891: Special Topics (3 credits) at UNC. Semester's Credit total: 9

Spring Semester in Europe: at VU University Amsterdam, UPF, or the University of Bremen. In their final full semester TAM students will take any remaining required courses at their European

site (usually one research methods class) and focus primarily on their thesis research and writing. The European site will provide a thesis supervisor as will UNC. As a result, the thesis will be approved and accepted by both sites. In some instances a university-based research internship may be required or optional, but in all cases the internship will have direct relevance to the student's thesis. During this spring semester students will be enrolled on the UNC-CH side in two courses: POLI 890: Directed Reading (2 credits) and POLI 993: MA Thesis (3 credits). Credit total: 5

Summer I and II Sessions in Europe: In both summer sessions students will remain enrolled for MA thesis and directed-reading credits only as they make progress on their thesis. POLI 890: Directed Reading (2 credits) and POLI 993: MA Thesis (3 credits). Credit total: 10

Within the proposed TAM II dual-degree program, the 20% rule for the transfer of course credit will apply. According to *The UNC-CH Graduate School Handbook* "up to 20 percent of the total hours required for the master's degree may be...transferred from another approved institution." After completing 25 credit hours towards their UNC-CH MA degree in their first year, students will go overseas to take courses at their European site. Though credits earned abroad will accrue on the UNC side, since students will remain enrolled at Carolina throughout the duration of the program, these overseas classes will only count towards the European degree and will not be a part of the 30 credits students need to earn the UNC MA. The fall-semester directed reading course and thesis credits (5 credits total on the UNC side) will, however, be counted on the UNC side. All three European sites have assured us that it will pose no problems with their institutional requirements to double count the thesis itself. Further, the European institutions will not require oral or written MA thesis exams within the context of this dual-degree initiative.

UPF and VU University, Amsterdam offer one-year MA programs into which our students will enter at the start of their second year in the TAM dual-degree program. Bremen offers a two-year MA program in Social Policy. The Bremen-UNC reciprocity grid is also included here and entitled "Study Plan TAM Master Social Policy Bremen."

5. Overseas partner site degree requirements

At the VU, students take courses within the Faculty of Social Sciences and will pursue the MSc in Political Science. The academic year is divided into two semesters which are each divided three periods. Students can choose between 4 tracks: Comparative European Politics (CEP), International Relations and Transnational Governance (IR), Global Environmental Government (GEG), and Policy and Politics (PP). Over the course of the academic year, students must earn 60 ECTS credits by way of 7 courses total and a thesis.

The VU University, Amsterdam's MSc in Political Science:

Period 1: Sept to Oct	Period 2: Nov to Dec	Period 3: Jan to Feb.	Period 4: March to May	Period 5 & 6: May to August
Theories and Approaches in Comparative European Politics (6 ECTS, all tracks)	**IR, GEG & CEP tracks** Two courses (each 6 ECTS) in Selected Issues: • Transnational Political Economy • Comparative Political Institutions • Global Environmental Governance • EU Politics and Multilevel Governance • International Security	Political and Policy Research: Philosophy and Design (6 ECTS)	Workshop in 4 thematic groups (12 ECTS): a) International Relations b) Global Environmental Governance c) Comparative Policy & Politics	MSc Thesis in Political Science (18 ECTS) Specializations: - International Relations - Comparative European Politics - Global Environmental Governance - Policy and Politics
Theories and Approaches in International Relations (6 ECTS, **IR, GEG & CEP tracks**)				
Theories of Public Administration (6 ECTS, **PP track**)	**PP track** (each 6 ECTS)**:** • Comparative Political Institutions **or** • EU Politics and Multilevel Governance **and** • International Governance **or** • Governance of Security and Policing			

At UPF in Barcelona, dual-degree TAM students will seek the MA of Research in Political Science housed within the Department of Political and Social Sciences. The UPF MA of Research consists of 60 ECTS (European Credit Transfer System) and involves taking 8 courses in total (5 compulsory and 3 optional), and doing a Final Research Paper. The academic year is divided into three terms. The first term takes place from Sept to December, the second from January to March, and the third from April to August.

UPF's MA of Research in Political Science:

Term 1: Sept. to Dec.	Term 2: Jan. to March	Term 3: April to Aug.
Required: Techniques of Statistical Analysis I (5 ECTS credits) **AND** Fundamentals of Political and Social Research (5 ECTS credits)	**Required**: Techniques of Statistical Analysis II (5 ECTS credits) **AND** Idioms of Analysis in Political Science (5 ECTS credits)	**Required**: Getting Started in Political Research (5 ECTS credits) **AND** Master Thesis (20 ECTS credits)
Electives: Students must take three from the list below over the course of Terms I and II (all courses value 5 ECTS credits). Not all courses are offered every year.		
•Actors and Institutions in •Public Policy Analysis Migration and Society •Democracy and Political Liberalism: Theoretical and Institutional Features •Electoral Systems •Federalism and Federations: Political Theory and Comparative Politics •The Welfare State, Globalization and European Integration •The Construction of the EU and its Consequences on the European Population •Qualitative Research Methods •Citizenship and Democracy in the European Union •Social Network Analysis •Causal Modeling •Multilevel Political Competition: Parties, Citizens and Elections •Diversity and Immigration policies •The Management of Complex Organizations •Problems and challenges of Democratization •Comparative analysis of Political Parties •Comparative Political Economy		

In Bremen, the situation is a bit more complex than it is at the VU or UPF as Bremen offers a two-year MA in Social Policy. The grid below reveals how dual-degree seeking TAM II students who elect to go to Bremen will sepnd their two years in the program:

Semester	Corresponding Module	CP ECTS	Courses
1. Sem. **Aug. to Dec.** *Chapel Hill*	**SozPol M 1** Introductory Courses	8	POLI 745: Varieties of Capitalism
		8	POLI 788: Statistics and Data Analysis
	SozPol M 3 Comparative and European Social Policy Theories of the Welfare State	3	POLI 891: US-EU Lecture Series
		8	POLI 733: European Integration: Theories, Institutions and Decision-Making Processes
2. Sem. **Jan. to May** *Chapel Hill*	**Sozpol M 4** Governance, Administration and Management	8	POLI 721: Public Policy and Administration or another related elective
		8	POLI 630: Political Contestation
	SozPol M 5 Theories of the Welfare State	8	POLI 631: European Security (or an Independent Study on Comparative Welfare States with John Stephens)
	Sozpol M 6 Policies	9	PUBH 510: Interdisciplinary Perspectives in Global Health *or* any other course in the fields of „Work and Social Security“ or „Health Politics/Health Economy“
Total		60	
3. Sem. **Sept. to Jan.** *Bremen*	**Sozpol M 7** Research Internship	18	Research Internship plus Internship Report
	SozPol M 2 Law and Economy of the Welfare State	12	Seminar Series „Social Policy in Germany: Structures, Economy and Law“ Comparative Social Policy Seminar or International and European Social Policy Seminar
4. Sem. **Feb. to Aug** *Bremen/Chapel Hill*	**Sozpol M 8 und M 9** Research Unit 1 and 2	9	Research Design/Examination Colloquium
	Masterarbeit	21	Master's Thesis
Total		60	

After arriving in Bremen in September, TAM II students will take the Social Policy in Germany: Structures, Theories and Economics series, another class on social legislation, and they will intern at the ZeS or SfB. The internship will involve writing a 20-page report. In the next semester students pass a Research Design / Examination Colloquium (en bloque) and complete their thesis.

Though TAM students will remain enrolled in UNC courses while taking courses in Europe these classes will not be needed to earn the UNC MA degree. This enrollment simply provides accountability on the UNC side and ensures that the students remain eligible for financial aid and have access to electronic library resources.

In the final semesters of the program students will receive training in research and project design at their European site and produce an MA thesis in accordance with the regulations of both UNC-CH's Graduate School and their overseas host institution. They will benefit from advisors at both schools. In some cases an internship will be a required (Bremen) or optional (VU University, Amsterdam) part of their study program in Europe.

6. Admission

Applicants to our dual-degree program will identify themselves at the application stage and will make separate applications to each degree-granting institution. Applicants will submit materials via the Graduate School's ApplyYourself online portal. With the applicant's written consent, these materials will be passed along to the relevant partner site for review. Those admitted to the dual-degree program will be selected by an admissions committee composed of two or more professors and a coordinator of each partner university. Selection criteria match those of the UNC-CH's Graduate School. The application deadline will be in early January each year. If volume is low, applications may be accepted on a rolling basis until mid April or early May.

7. Supporting materials

TAM II Core Courses:

All Track II TAM students take the following four courses at UNC-CH during the Fall semester. These courses were specifically designed to introduce students to the EU and focus on comparative approaches to the institutions, politics, policies, and societies of nations.

POLI 745: Varieties of Democratic Capitalism (3 credits)
Professor: John Stephens
The course will examine the development of different types of welfare states in Europe and North America. The course will be structured around the concept of "welfare states regimes", as defined by Gøsta Esping-Andersen in his path breaking book, Three Worlds of Welfare Capitalism. The course moves back and forth from broad conceptual issues to examination of developments in five countries which represent the different welfare state types: the United States and Britain as liberal welfare states, Sweden as a social democratic welfare state, Germany

as a Christian democratic welfare state, and Italy as a southern or Mediterranean variant of the Christian democratic regime.

POLI 891: US-EU Lecture Series (1-credit class)
Professor: John Stephens
This weekly lecture series will draw primarily on the expertise of international faculty. Topics will focus on EU and/or US foreign and domestic politics as well as on contemporary transatlantic relations. Each week, two TAM students will be required to research the up-coming topic and speaker; these students will introduce the lecturer and will lead the discussion following the talk. TAM students will also be required to participate in a weekly on-line discussion forum focused on the lectures.

POLI 733: Comp Pol Econ: European Integration: Theories, Institutions and Decision-Making Processes (3 credits)
Professor: Christiane Lemke – a visiting professor from the University of Hannover in Germany will teach this class. Professor Lemke is currently based at NYU and serves at the Max Weber Chair in German and European Studies. The seminar will begin with a brief introduction of the European integration process, then cover major theories of integration, the institutions of the EU, including the most recent EU-reform process and some major policies of the EU.

POLI 788 – Statistics and Data Analysis (3 credits)
Professor: Justin Gross
This course focuses on the application of statistical analysis to quantitative data in order to study theoretically and substantively interesting questions about politics and policy. We start by briefly considering some basic issues of empirical social science: concept formation, measurement of concepts and variables, validity and reliability, explanations and hypothesis formation, the challenge of assessing causation, and comparisons and relationships between variables. We then move to the basics of statistical inference. We consider attributes of single variables, including their distributions and measures of central tendency and dispersion. We consider measures of association among two or more variables and demonstrate how to quantify the precision of estimates, via confidence intervals and hypothesis testing. We next turn our attention to regression techniques, including simple bivariate and multiple regression as well as logistic regression. Finally, we consider how to ascertain whether important assumptions of regression hold, what goes wrong when the assumptions do not hold, and some techniques for dealing with these problems.

TAM II Students will also choose one fall elective course. The 2012 list of choices is as follows:

1. POLI 632 - The EU as a Global Actor (3 credits)
Professor: DAAD Professor Holger Moroff
The seminar focuses on the EU's external relations and foreign policies. The EU is not a classical actor in international relations as it enjoys more decision making powers than an international organization and less than a unitary state. However, these powers vary according to the degree of integration in different policy fields. We shall look at a diverse set of EU external policies ranging from trade and soft security issues to diplomatic and military developments as well as US-EU relations.

2. HIST 890: Transatlantic Relations from the Cold War to the Present:
The Atlantic Security Alliance & the U.S. and the Unity of Europe (3 credits)
Professor Larres
This course considers transatlantic relations and the U.S. desire to construct a more united European continent since the end of World War II. On the background of the intensifying Cold War with the Soviet Union, U.S. policy toward Western Europe had two major strands: 1. the security dimension exemplified by the creation of NATO and the Atlantic security alliance, including Washington's nuclear predominance; 2. the western world's ambition to build a united Europe ('ever closer union') that would eventually lead to a federally organized United States of Europe on the model of the U.S.A. Both strands overlapped, complemented and competed with each other over time. Within both strands serious difficulties, animosities and power struggles developed and have continued to the present day. American hegemony in the transatlantic alliance has never remained unchallenged. In fact since the 1960s and early 1970s an ever intensifying transatlantic power battle can be observed.
This course will focus on both of the above strands with perhaps a somewhat greater emphasis on the second strand that tends to be neglected in the literature. We will consider and analyze the complex history and politics of transatlantic relations during both the Cold War and the post-Cold War years; we will thus deal with the years from the Marshall Plan of 1947 to the Maastricht treaty of 1991/92 and beyond, including the Euro crisis (and Washington's response to the crisis) of the last few years. Please see the attachment if this course interests you.

3. POLI 438 - Democracy and International Institutions in an Undivided Europe (3 credits)
Professor: Milada Vachudova Explores the collapse of communist rule in 1989, and the reaction of international institutions to the challenges of democratization, economic transition, ethnic conflict and European integration in an Undivided Europe.

4. POLI 490 – The Extreme Right in Europe (3 credits)
Professor: Erica Edwards
This is a new course which will examine recent political trends in Europe involving the rise of nationalism and extreme right-wing parties. Issues of particular interest will include identity and immigration as well as the extreme right's views on the EU Special attention will be given to countries such as The Netherlands, Switzerland, Italy, France and Belgium.

5. PUBH 510 - Interdisciplinary Perspectives in Global Health (3 credits)
Professor: Margaret Bentley, Associate Dean of Global Health, UNC's Gillings School of Global Public Health

This course will explore contemporary issues, problems and controversies in global health through an interdisciplinary perspective; examine the complex tapestry of social, economic, politic and environmental factors that affect global health; analyze global health disparities through a social justice and human rights lens; and expose students to opportunities in global health work and research.

6. RUES/PWAD/POLI 469 - Ethnic Conflict and International Intervention in the Former Yugoslavia (3 credits)
Professor: Robert Jenkins
This course focuses on factors leading to the breakup of socialist Yugoslavia, the nature of conflicts in this territory throughout the 1990s, and the various efforts of the international community to end conflict and promote post-conflict reconstruction and development. We will explore how ethno-nationalist identity and mobilization have developed and transformed up to the most recent events. We will also examine the evolution of international intervention from the beginnings of conflict through current efforts. We will end by discussing implications of intervention, ethnic conflict, and nation building in Iraq.

7. POLI 721 - Public Policy and Administration (3 credits)
Professor Virginia Gray
Alternative explanation of public policies and policy-making processes; introduction to policy analysis as a way to inform choices among policy options; policy implementation through administrative practices and procedures

In the spring semester, TAM students take two required courses and one (or two) elective classes. Elective courses vary.
In 2013 they included: POLI 784 (Intermediate Statistics), POLI 432 (Tolerance in Liberal States) or ECON 461 (European Economic Integration).

Required classes are usually:
POLI 630 - Political Contestation (3 credits)
Prof Erica Edwards
With the expansion of the European Union's jurisdictional authority over a range of policy areas, the introduction of a single currency, EU enlargement, and the negotiation of four successive treaties in less than two decades, European integration is motoring full speed ahead. But not all citizens are pleased with the speed or direction in which the European endeavor is moving. There appears to be real potential for political mobilization against the European project within national political arenas.
This course ties into these latest developments in the European integration process by exploring the potential for political contestation concerning EU matters in national politics. The aim of this course is to familiarize students with both the main theoretical approaches and the extensive empirical work dealing with the effects of European integration on domestic politics. Specifically, we will focus on the impact of the integration process on political parties and party strategy, electoral campaigns as well as voting behavior in national elections and EU referenda.

POLI 631 - European Security, The Enlarging EU and the TransAtlantic Relationship (3 credits)

Prof. Milada Vachudova
Since the collapse of communism from 1989 to 1991, the European Union has faced a fundamentally different geopolitical neighborhood and an evolving relationship with the United States. In this upper level, graduate course, we will explore how Europe has addressed new challenges to its security in its neighborhood and beyond. We will also explore the EU's attempts to construct a unified foreign policy as well as a security policy backed up by military capabilities under EU command. All the while we will examine the EU's relationship with NATO and with the United States, and how the two powers cooperate -- or don't -- on the world stage. Topics we will cover will include the Yugoslav wars, minority rights, the relationship with Russia, policy towards the post-Soviet states (especially Ukraine and post-war Georgia), terrorism, immigration, energy dependence and global warming.

TAM II dual-degree grid	
Semester One at UNC-CH (fall)	Course Credits
POLI 745 - Varieties of Capitalism	3
POLI 733 - European Integration	3
POLI 788 - Statistics and Data Analysis	3
Elective Course (variable)	3
POLI 891 - Lecture Series	1
Semester total	13
Semester Two at UNC-CH (spring)	
POLI 630 Political Contestation	3
POLI 631 European Security	3
Two Elective Courses (variable)	6
Semester total	12
First-Year total	25
Semester Three - European university	
courses at UPF, Bremen or VU	
POLI 813 - Comparative Welfare States	3
POLI 891 - Special Topics	3
POLI 890 - Directed Reading	3
Semester total	Credit accrues at UNC but is not needed in order to earn the UNC MA.
Semester Four - European University	
2 courses	
POLI 890 - Directed Reading	2
POLI 993 - MA thesis	3
Semester total	5
Summer Session I	
2 courses	
POLI 890 - Directed Reading	2
POLI 993 - MA thesis	3
Semester total	Credit accrues at UNC but is not needed in order to earn the UNC MA.
Summer Session II	
2 courses	
POLI 890 - Directed Reading	2
POLI 993 - MA thesis	3
Semester total	Credit accrues at UNC but is not needed in order to earn the UNC MA.

UNC
COLLEGE OF
ARTS & SCIENCES

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February 7, 2013

Erika Lindemann, Associate Dean
Undergraduate Education
Campus Box 3504
Carolina Campus

Dear Dean Lindemann:

I am writing to you to endorse the proposal for a TransAtlantic Masters dual-degree from the Center for European Studies (to be awarded through the Department of Political Science and a European University). This proposal is to go before the Administrative Board of the College of Arts and Sciences on February 26, 2013.

I am pleased to support this proposal as Senior Associate Dean for Social Sciences and Global Programs in the College of Arts and Sciences.

The integrated course of study presented within the proposal includes rigorous, cross-cultural academic training focused on social policy. The dual-degree proposal reveals the efforts of the Center to deepen inter-institutional ties with its partners across the Atlantic and to offer students the opportunity to earn a U.S. and a European MA degree in the span of two years. In this way the Center for European Studies also keeps pace with its European partners, many of whom have already established dual- and joint-degree programs with other universities, and seeks to strengthen its reputation for innovation in the field of international education. By offering a dual-degree, the program will attract more applicants and uphold its strong reputation as an experiential-learning pioneer. This new initiative is a fitting way for TAM to expand its offerings and to build upon its success as it marks its fifteenth anniversary this year.

Please do not hesitate to contact me should you require further information or have questions.

Sincerely,

Jonathan Hartlyn
Senior Associate Dean for Social Sciences and Global Programs
Kenneth.J. Reckford Professor of Political Science

cc: John Stephens, Director, Center for European Studies

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Wednesday, February 20, 2013 5:08 PM
To: Lindemann, Erika <ulinde@email.unc.edu>
Subject: FW: Clarification re: student teaching/independent study courses

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FYI
Bobbi

_____
From: Carney, Bruce William
Sent: Wednesday, February 20, 2013 6:29 AM
To: Williford, Lynn E; Owen, Bobbi A
Subject: FW: Clarification re: student teaching/independent study courses

Now all we have to do is to get the EPC to pass the policy
we discussed yesterday.

--Bruce

From: Eaker-Rich, Deborah J
Sent: Tuesday, February 19, 2013 5:35 PM
To: Carney, Bruce William
Subject: Clarification re: student teaching/independent study courses

Dear Provost Carney,
I went back to our registrar today to clarify the issues we discussed yesterday. She tells me that the new numbers to be assigned to our practica, internship and independent study courses have changed to the numbers below in line with direction from Dean Bobbi Owen and Erika Lindemann.

- 493 – Practica
- 593 – Student Teaching/Internship
- 693 – Graduate Practica Student Internship – MAT
- 496, 596 & 696—Independent study numbers

So, the issue is the total number of credit hours as we discussed rather than the course numbers per se. For example, our Elementary Ed undergraduates will have 20 hours of these numbers, i.e., 493 and 593, to complete their licensure requirements. If they have taken any additional independent study courses prior to being admitted to the SOE, then obviously that number grows.

I hope this is helpful in your consideration. I appreciate your thoughtfulness in trying to make certain that this works for the entire campus.

Best,
Deb

Deborah Eaker-Rich, Ph.D.
Associate Dean and Chief Academic Officer
Director of Graduate Studies
101 Peabody Hall
Campus Box #3500
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3500
919.966-2436 (Ms. Sherry Coble, Administrative Asst)
919.962.1533 (FAX)

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, February 21, 2013 5:26 AM
To: Whisnant, Anne Mitchell <Anne_Whisnant@unc.edu>; Raphael-Grimm, Theresa <raphaelg@email.unc.edu>
Cc: Carney, Bruce William <bruce@unc.edu>; Owen, Bobbi A <owenbob@unc.edu>
Subject: RE: Moving the "ammendment" to a FC resolution

The IS report has been adopted by the College. The provost asked EPC to consider adopting it campus wide. The barrier to adopting it campus wide was the 12 hour limit which EPC resolved y
esterday with a rider to the IS report (which I believe is a friendly rider) now drafted as an amendment.
Had the IS report been written with the entire campus in mind it would have had that included in the exceptions to the limit of 2 and the 12 hour rule (as with established research labs).

Therefore, the entire report has to be adopted with the rider (appendix, addition, etc.) from yesterday.

It is for undergrads only.

Bobbi

From: Whisnant, Anne Mitchell
Sent: Wednesday, February 20, 2013 3:47 PM
To: Raphael-Grimm, Theresa; Owen, Bobbi A
Subject: RE: Moving the "ammendment" to a FC resolution

Hi Theresa,

Hmm, well the thing I am unclear on is that the language for Resolution 2012-12, "On Revising the Regulation Concerning Independent Studies for Credit," does not limit itself to the College, but could be assumed to apply to all units offering undergraduate courses. So I am unclear about what else you propose to get adopted "campus wide"---maybe I am forgetting something?

If I'm correct that the original resolution already applies campuswide, then the only thing to approve would be your new resolution/amendment, right?

Maybe Bobbi has other insights…

Anne

From: Raphael-Grimm, Theresa
Sent: Wednesday, February 20, 2013 2:31 PM
To: Owen, Bobbi A; Whisnant, Anne Mitchell
Subject: Moving the "ammendment" to a FC resolution

Dear Bobbi and Anne,
It seems to me, after reviewing my notes from this morning's EPC meeting, that moving the "special circumstances pertaining to professional schools" amendment to the previously endorsed Guidelines for Independent Studies actually requires two steps: first, to propose that those guidelines be adopted campus wide, and next that the guidelines be amended according to the "special circumstances.." document. At EPC today, we only approved the amendment itself, not the campus-wide adoption.
Thoughts? And how urgent is it that this go before FC before April 5?
Please advise,
Theresa

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, February 21, 2013 11:30 AM
To: Whisnant, Anne Mitchell <Anne_Whisnant@unc.edu>; Raphael-Grimm, Theresa <raphaelg@email.unc.edu>; Carney, Bruce William <bruce@unc.edu>
Cc: Lindemann, Erika <ulinde@email.unc.edu>
Subject: RE: Moving the "ammendment" to a FC resolution

I think that everyone has done the course renumbering - and that the problem was with the 12 hour/2 course limitation.
Erika may be helpful.
Bobbi

From: Whisnant, Anne Mitchell
Sent: Thursday, February 21, 2013 10:28 AM
To: Raphael-Grimm, Theresa; Carney, Bruce William; Owen, Bobbi A
Subject: RE: Moving the "ammendment" to a FC resolution

Thanks, Theresa. So do you think that EPC understood that they would be sending along to Faculty Council a recommendation that proposes adoption of that entire IS report, with all of its many subsidiary recommendations (including recommendations regarding course numbering and that sort of thing)? That looks extremely complex to me, but, again, maybe there have been developments of which I'm unaware that render this observation irrelevant. :)

Anne

-----Original Message-----
From: Raphael-Grimm, Theresa
Sent: Thursday, February 21, 2013 9:37 AM
To: Whisnant, Anne Mitchell; Carney, Bruce William; Owen, Bobbi A
Subject: RE: Moving the "ammendment" to a FC resolution

Anne,
Thanks for looking at this with an eye toward both clarifying the proper protocol for moving this "amendment" through the faculty council approval process and trying to figure out where it belongs as a University policy. This confusion was exactly what I had, much less eloquently, been questioning yesterday. My understanding (admittedly limited) is that your statement below "the amendment proposed {is} an addendum to the Independent Study Task Force Report, which will then, in turn, be sent to Faculty Council for adoption in its entirety for application to undergraduate education university-wide" is correct - and reflects how I'd imagined this process moving forward.
Bobbi and Bruce,
do you see problems with proceeding in this manner?
Thanks,
Theresa

Theresa Raphael-Grimm PhD, CNS
Clinical Associate Professor
Schools of Nursing & Medicine
UNC Chapel Hill
919-966-3649

From: Whisnant, Anne Mitchell
Sent: Thursday, February 21, 2013 8:59 AM
To: Carney, Bruce William; Owen, Bobbi A
Cc: Raphael-Grimm, Theresa
Subject: Re: Moving the "ammendment" to a FC resolution

Ok, thanks for your patience while I try to understand. I think the source of my confusion lies in how the undergraduate programs within the professional schools are understood/classified/set up and described in the Bulletin, and in what, specifically, action is being proposed for Faculty Council.

With regard to the Bulletin, here is how the logic appears to me—please correct me where I am wrong:

* Resolution 2012-12<http://faccoun.unc.edu/wp-content/uploads/2011/03/Res2012-12OnIndependentStudyFinal.pdf> amends the language on "page 52 of the 2012-13 Undergraduate Bulletin . . ."
* The language on p. 52 of the undergraduate bulletin falls within a section of the bulletin (starting on p. 48) that pertains to "Requirements for Degree Programs within the College of Arts and Sciences."
* Therefore, Resolution 2012-12, as presently written, would appear to apply only to the College.
* However, a closer reading of that section of the Bulletin (pp. 48-52) does reveal that there are references (e.g. on p. 49) to the fact that "a maximum of 24 semester hours . . . from professional schools . . . may be taken for credit toward a degree from the College of Arts and Sciences."
* So, is that how the professional schools become involved here in a discussion of regulations that appear, at first glance, only to apply to the College?
* If so, then I do see the logic of the proposed language presented at EPC yesterday (attached) that states that "the limits established by Faculty Council Resolution 2012-12 "On Revising the Regulation Concerning Independent Studies for Credit" shall not apply to appropriately supervised out-of-classroom internships/practica for a professional school's undergraduate program."

However, what I don't understand is this: is the amendment proposed a modification of Resolution 2012-12 (which as Bruce says below, applied only to the College—but which, according to the logic above, is a bit murky, at least to me, on that front)? Or, is the amendment proposed an addendum to the Independent Study Task Force Report, which will then, in turn, be sent to Faculty Council for adoption in its entirety for application to undergraduate education university-wide? I ask this because it appears that there are many OTHER recommendations within the IS task force report besides the 12-credit-hour limit, which is the only matter addressed in Resolution 2012-12.

I would be happy to chat by phone with Bruce, Bobbi, or Theresa to clarify what is needed; I need to be able to bring Joe up to speed, as he will be helping to draft the resolution(s). Bobbi, I know you are presently out of town, so Bruce or Theresa, if we should chat today, please let me know when to phone you. I will be unavailable this morning from about 9-10:15, but should be able to call any time after that.

Best,
Anne

Anne Mitchell Whisnant, Ph.D.
Deputy Secretary of the Faculty
Office of Faculty Governance

UNC-Chapel Hill
CB# 9170 --- 203 Carr Building
Chapel Hill, NC 27599-9170
919-962-1671

On 2/21/13 6:57 AM, "Carney, Bruce William" <bruce@unc.edu<mailto:bruce@unc.edu>> wrote:

Bobbi is better at this, but here's my interpretation. The original resolution applies to the College, which is in the process of implementing the resolution. The proposal in essence says that one part of it, specifically the 12-hour limit, does not apply to undergraduate in professional schools.

--Bruce

-----Original Message-----
From: Whisnant, Anne Mitchell
Sent: Thursday, February 21, 2013 6:39 AM
To: Owen, Bobbi A
Cc: Raphael-Grimm, Theresa; Carney, Bruce William; Owen, Bobbi A
Subject: Re: Moving the "ammendment" to a FC resolution

So this would not, then, be an amendment to Resolution 2012-12, but rather a resolution proposing adoption of the entire IS report for the campus, with this particular rider added on? Sorry if am not following completely.

Anne Mitchell Whisnant, Ph.D.
Chapel Hill, NC
Sent from my iPad

On Feb 21, 2013, at 5:26 AM, "Owen, Bobbi A" <owenbob@unc.edu<mailto:owenbob@unc.edu>> wrote:

The IS report has been adopted by the College. The provost asked EPC to consider adopting it campus wide. The barrier to adopting it campus wide was the 12 hour limit which EPC resolved y esterday with a rider to the IS report (which I believe is a friendly rider) now drafted as an amendment.
Had the IS report been written with the entire campus in mind it would have had that included in the exceptions to the limit of 2 and the 12 hour rule (as with established research labs).
Therefore, the entire report has to be adopted with the rider (appendix, addition, etc.) from yesterday.
It is for undergrads only.
Bobbi

From: Whisnant, Anne Mitchell
Sent: Wednesday, February 20, 2013 3:47 PM
To: Raphael-Grimm, Theresa; Owen, Bobbi A
Subject: RE: Moving the "ammendment" to a FC resolution Hi Theresa,
Hmm, well the thing I am unclear on is that the language for Resolution 2012-12, "On Revising the Regulation Concerning Independent Studies for Credit," does not limit itself to the College, but could be assumed to apply to all units offering undergraduate courses. So I am unclear about what else you propose to get adopted "campus wide"—maybe I am forgetting something?
If I'm correct that the original resolution already applies campuswide, then the only thing to approve would be your new resolution/amendment, right?
Maybe Bobbi has other insights…
Anne
From: Raphael-Grimm, Theresa
Sent: Wednesday, February 20, 2013 2:31 PM
To: Owen, Bobbi A; Whisnant, Anne Mitchell
Subject: Moving the "ammendment" to a FC resolution Dear Bobbi and Anne, It seems to me, after reviewing my notes from this morning's EPC meeting, that moving the "special circumstances pertaining to professional schools" amendment to the previously endorsed Guidelines for Independent Studies actually requires two steps: first, to propose that those guidelines be adopted campus wide, and next that the guidelines be amended according to the "special circumstances.." document. At EPC today, we only approved the amendment itself, not the campus-wide adoption.
Thoughts? And how urgent is it that this go before FC before April 5?
Please advise,
Theresa

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>

Sent: Thursday, February 21, 2013 11:33 AM

To: McHale, Tammy J <tmchale@email.unc.edu>; Hartlyn, Jonathan <hartlyn@unc.edu>; Rhodes, Terry Ellen <RHODES@email.unc.edu>; Siedentop, Nicholas J <nick_siedentop@unc.edu>

Cc: Lindemann, Erika <ulinde@email.unc.edu>

Subject: RE: [asmgrs] Please spread the word: New Major Concentration!

Nick -

Can you respond?
Tx
Bobbi

From: McHale, Tammy J
Sent: Thursday, February 21, 2013 8:21 AM
To: Hartlyn, Jonathan; Rhodes, Terry Ellen
Cc: Owen, Bobbi A
Subject: FW: [asmgrs] Please spread the word: New Major Concentration!

Jonatban --- is this the major that was in tbe Ctr for European Studies?

If so, Bobbi -- do you know if the paperwork is done to redirect tbat major code to Germanic Languages?

Thanks.

Tammy

From: <Bernhardt>, Valerie Bernhardt <valerieb@email.unc.edu<mailto:valerieb@email.unc.edu>>
Reply-To: Valerie Bernhardt <valerieb@email.unc.edu<mailto:valerieb@email.unc.edu>>
Date: Monday, February 18, 2013 10:20 AM
To: College of Arts & Sciences <asmgrs@listserv.unc.edu<mailto:asmgrs@listserv.unc.edu>>
Cc: "Kinsella, Tanya E" <tekinsel@email.unc.edu<mailto:tekinsel@email.unc.edu>>, "LSRV_unc-global.con" <unc-global@listserv.unc.edu<mailto:unc-global@listserv.unc.edu>>, "Pickard, Sharon L" <Pickard@sog.unc.edu<mailto:Pickard@sog.unc.edu>>, "Rozan, Ellen" <erozan@email.unc.edu<mailto:erozan@email.unc.edu>>, "Kasprzak, John B" <kasprzak@email.unc.edu<mailto:kasprzak@email.unc.edu>>, "Butler, Amy Stout" <abutler@email.unc.edu<mailto:abutler@email.unc.edu>>, "Jones, Sharon Horton" <shjones@email.unc.edu<mailto:shjones@email.unc.edu>>, "Murphy, Kaitlyn" <kaitlynm@email.unc.edu<mailto:kaitlynm@email.unc.edu>>, "Junk, Cheryl" <tweeter@email.unc.edu<mailto:tweeter@email.unc.edu>>, "Kaplan, Roger Jay" <kaplan@unc.edu<mailto:kaplan@unc.edu>>
Subject: [asmgrs] Please spread the word: New Major Concentration!

Hi folks,

We have a new, unique undergraduate major concentration: "Central European Studies"!

We'd really appreciate it if you could please make sure your departmental advisors and staff see the attached flyer (and send it to your students that might be interested!)

--
Valerie Bernhardt

Administrative Manager
Department of Germanic and Slavic Languages and Literatures
Carolina-Duke Graduate Program in German Studies
Carolina Center for Jewish Studies
CB# 3160 426 Dey Hall
University of North Carolina at Chapel Hill
Chapel Hill NC 27599-3160
(919) 966-1642 Fax (919) 962-3708

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, February 21, 2013 11:53 AM
To: Siedentop, Nicholas J <nick_siedentop@unc.edu>
Subject: RE: help needed

Thanks, Nick. Hard to be here instead of there with all of this going on. The event tonight (I am about to dress for it) should take my mind off home stuff!
B.

_____
From: Siedentop, Nicholas J
Sent: Thursday, February 21, 2013 11:50 AM
To: Carney, Bruce William
Cc: Owen, Bobbi A; Derickson, Christopher P
Subject: RE: help needed

Dear Provost Carney,

Dean Owen asked that I respond to your question in case Chris is not able to get back to you before 1pm. Below is the list of AFAM/AFRI courses that Chloe took at UNC.

AFAM 080 001 (fall 2005) was an aberrant course.

Course

Description

Term

Grade

Units

AFAM .040

BLACK EXPERIENCE

2006 Spring

B+

3.00

AFAM .080

BLACKS IN NORTH CAROLINA

2005 Fall

A-

3.00

AFAM .094A

AFAM ARTS/AESTHETIC

2006 Spring

A-

3.00

AFAM 102

BLACK EXPERIENCE II

2006 Fall

C+

3.00

AFAM 174

KEY ISS/AFRI/AFRO L

2004 Spring

A

3.00

AFRI 266

CONTEMPORARY AFRICA

2006 Fall

A-

3.00

Sincerely,

Nicholas Siedentop

Curriculum Director

Office of Undergraduate Curricula

Campus Box 3504 | Chapel Hill, NC 27599-3504 | T 919.962.5819

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-----Original Message-----
From: Owen, Bobbi A
Sent: Thursday, February 21, 2013 11:28 AM
To: Siedentop, Nicholas J
Subject: FW: help needed

Please respond to Provost Carney.

Bobbi

From: Derickson, Christopher P

Sent: Thursday, February 21, 2013 10:54 AM

To: Carney, Bruce William; Hartlyn, Jonathan

Cc: Williford, Lynn E; Owen, Bobbi A; Thurman, Stephanie J

Subject: RE: help needed

I can do this. I'll follow up shortly.

Christopher Derickson

Assistant Provost and University Registrar The University of North Carolina at Chapel Hill

3108 SASB North Campus Box 2100

Chapel Hill, NC 27599-2100

T - 919-962-8289

F- 919-962-1655

From: Carney, Bruce William

Sent: Thursday, February 21, 2013 10:42 AM

To: Derickson, Christopher P; Hartlyn, Jonathan

Cc: Williford, Lynn E; Owen, Bobbi A; Thurman, Stephanie J

Subject: help needed

I'm going to interview a University staff member, Chloe Russell, who took at least one Af-Am course in the fairly recent past. Leslie has prepared a scripted set of questions, but it would be nice to know in advance which courses, especially aberrant courses or Gov. Martin's Type I courses, she took. She's coming by today at 1, so I could use some help quickly. Sorry for the short notice.

--Bruce

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Wednesday, February 27, 2013 8:09 PM
To: Lynn Roundtree <armadillobooks@yahoo.com>
Subject: Re: Matrix files

Thanks. The IS is there now from Erika.
B.

Sent from my iPhone

On Feb 27, 2013, at 6:52 PM, "Lynn Roundtree" <armadillobooks@yahoo.com> wrote:

> All three matrix files have been edited and uploaded to the Matrix subfolder.
>
> --- On **Wed, 2/27/13, Bobbi Owen <*owenbob@unc.edu*>** wrote:
>
> > From: Bobbi Owen <owenbob@unc.edu>
> > Subject: Matrix files
> > To: "Lynn Roundtree" <armadillobooks@yahoo.com>
> > Date: Wednesday, February 27, 2013, 4:10 PM
> >
> > Hi -
> > In the files, under matrix, there are three folders in which there are files ready for review. FEC, AFAM and ASPSA. Today's date, Erika Lindemann's name, most recent time stamp.
> > Another one to follow probably tomorrow morning.
> > Bobbi
> >
> > --
> > Bobbi Owen
> > Senior Associate Dean for Undergraduate Education, and
> > Michael R. McVaugh Distinguished Professor of Dramatic Art
> > University of North Carolina at Chapel Hill
> > CB# 3504, 3011 Steele Building
> > 214 East Cameron Avenue
> > Chapel Hill, NC 27599-3504
> > Phone: 919 843-7773
> > FAX: 919 843-4775

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, February 28, 2013 5:23 AM
To: Raphael-Grimm, Theresa <raphaelg@email.unc.edu>
Cc: Whisnant, Anne Mitchell <Anne_Whisnant@unc.edu>; Siedentop, Nicholas J <nick_siedentop@unc.edu>
Subject: Re: Independent Study Task Force resolution

Yes.
Bobbi

Sent from my iPhone

On Feb 27, 2013, at 9:57 PM, "Raphael-Grimm, Theresa" <raphaelg@email.unc.edu> wrote:

> Looks great Anne. Thanks. Bobbi, do you concur?
>
> Theresa Raphael-Grimm PhD, CNS
> Clinical Associate Professor
> Schools of Nursing & Medicine
> UNC Chapel Hill
> 919-966-3649
> _____
> From: Whisnant, Anne Mitchell
> Sent: Wednesday, February 27, 2013 12:17 PM
> To: Siedentop, Nicholas J; Owen, Bobbi A
> Cc: Raphael-Grimm, Theresa
> Subject: RE: Independent Study Task Force resolution
>
> Ok, I revised the draft as suggested; it's attached. If everyone likes this, I'll send it to Joe for his feedback, especially on the balance between what's in "comments" and what's in the actual action resolution. Thanks, all.
>
> Best,
> Anne
>
>
> From: Siedentop, Nicholas J
> Sent: Tuesday, February 26, 2013 5:58 PM
> To: Owen, Bobbi A
> Cc: Whisnant, Anne Mitchell; Raphael-Grimm, Theresa
> Subject: Re: Independent Study Task Force resolution
>
> This seems like a good solution.
> Nick Siedentop
> Sent from my iPhone
>
>
> On Feb 26, 2013, at 5:39 PM, "Bobbi Owen" <owenbob@unc.edu<mailto:owenbob@unc.edu>> wrote:
> Could we split the difference and make it January 1, 2014?
> Bobbi
> On 2/26/2013 5:25 PM, Whisnant, Anne Mitchell wrote:
> I like the revision, Theresa, but would there be time to get this done for the 2013-14 year? I thought Bobbi was advocating posting a revision by 2014.
>
> Anne Mitchell Whisnant, Ph.D.
> Chapel Hill, NC
> Sent from my iPhone
>
> On Feb 26, 2013, at 5:08 PM, "Raphael-Grimm, Theresa" <raphaelg@email.unc.edu<mailto:raphaelg@email.unc.edu>> wrote:
> Anne,

> Thanks for your efforts to clarify. My take is just a little different and captured below:
> That the April 10, 2012 report of the College of Arts and Sciences Independent Study Task Force be adopted campus wide with the revisions as described below and revised and updated so that its recommendations are applicable to all undergraduate programs and curricula campuswide [by the beginning of the 2014-15 2013-14 academic year].
> The notation regarding plans for revision of the ISTF Report in 2014 which will capture these changes and include a process for revising the definitions of practica, should be added as a separate notation.
> Bobbi,
> What's your take on this?
> T.
>
> From: Whisnant, Anne Mitchell
> Sent: Tuesday, February 26, 2013 4:52 PM
> To: Raphael-Grimm, Theresa; Owen, Bobbi A; Siedentop, Nicholas J
> Subject: Independent Study Task Force resolution
>
> Hi Theresa, Bobbi, and Nick,
>
> In thinking of what to write to be sure I have it straight what was decided in this afternoon's meeting, it seemed easier for me to take a stab at drafting a resolution—which we'll send over to Joe once we're clear that it says what you want it to say. See attached.
>
> In thinking about the action wanted from Faculty Council, it appears that the main action desired is adoption of the entire ISTF report campuswide. So I made that the main action item of the resolution, with the "comment" section discussing the specifics of the sorts of revisions that will need to be made in the report before it is fully applicable. I guess part of what you need to determine now is whether you want any of that specific language (formerly known as the "amendment") included in the main body of the resolution. Also, it seemed that we needed some kind of deadline for implementation in the resolution . . . but you can say if you don't want that. If we don't have it, it feels a little mushy to me.
>
> In any case, see if this is at all on the right track . . . or feel free to revise and recirculate.
>
> Cheers,
> Anne
>
> Anne Mitchell Whisnant, Ph.D.
> Deputy Secretary of the Faculty
> Office of Faculty Governance, UNC-Chapel Hill
> CB# 9170, Carr Building 203
> Chapel Hill, NC 27599-9170
> 919-962-1671 (office) | 919-962-5479 (fax)
> anne_whisnant@unc.edu<mailto:anne_whisnant@unc.edu>
> http://faccoun.unc.edu/
>
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> --
>
> Bobbi Owen
>
> Senior Associate Dean for Undergraduate Education, and
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> Michael R. McVaugh Distinguished Professor of Dramatic Art
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> Chapel Hill, NC 27599-3504
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> Phone: 919 843-7773
>
> FAX: 919 843-4775
>

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Tuesday, March 5, 2013 1:59 PM
To: Lindemann, Erika <ulinde@email.unc.edu>
Subject: Re: I'm saying no

The report was specific. I can imagine switching from honors these to ind study.
B.

Sent from my iPhone

On Mar 5, 2013, at 12:30 PM, "Lindemann, Erika" <ulinde@email.unc.edu> wrote:

> FYI. We're seeing several requests from students to drop some course by today's deadline and add an independent study course as a replacement. I'm saying no to those adds—unless dropping the course is warranted for some truly extenuating circumstance AND dropping the course puts the student below 12 hours. So far no such cases have come to my attention. Just keeping you posted.
>
> Holler if you think I'm being too rigid,
>
> Erika
>
> Erika Lindemann
> Associate Dean for Undergraduate Curricula
> 3014 Steele Building, CB# 3504
> The University of North Carolina at Chapel Hill
> Chapel Hill, NC 27599-3504
> Office: 919-843-7772
> Fax: 919-962-6888
>
> Office of Undergraduate Curricula Web site: www.unc.edu/depts/uc/
>
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From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, March 7, 2013 10:57 AM
To: Williford, Lynn E <lynn_williford@unc.edu>; Derickson, Christopher P <cderickson@unc.edu>
Subject: RE: strategies

This is a wonderful document (I love it when you talk data talk). it is useful for this report as well as for the future.
Once the dust clears, we should add a date column to the 4 internal report docs (before using them more widely) to match.
Well done!
Bobbi

From: Williford, Lynn E
Sent: Thursday, March 07, 2013 8:58 AM
To: Derickson, Christopher P; Owen, Bobbi A
Subject: strategies

Chris and Bobbi,

Attached is the implementation status matrix for those plans reviewed by Baker Tilly, adopted from their original matrix, but with my own rewording of all the direct quotes they pulled from reports to be more succinct. It was somewhat awkward to complete because a lot of the items (particularly in their column labeled "implemented recommendations") seemed to focus on the AFAM department's changes as opposed to more wide-ranging changes that have also occurred, which I had not noticed until trying to address each row the past couple of weeks. But we can't quarrel with their document.

I ask that you both please take a look particularly at the last two columns to make sure I have not over-reported actual completion actions or their dates. If anything is misleading or just flat-out wrong or ill-stated, please make direct corrections on this worksheet. None of these are actions I had anything to do with directly or know much about except through reading reports, so your expertise should "rule" in any case.

Chris -- after our conversations and emails last night, I think there is still one row still needing information from you that shows up a few times: "Further limit the time periods in which schedulers..." If you can complete it, go ahead, and if it seems to be completely subsumed by another row, just delete that row every time it appears.

Thanks,

Lynn

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, March 7, 2013 4:57 PM
To: Siedentop, Nicholas J <nick_siedentop@unc.edu>
Subject: RE: SOWO First Year Seminar

Thanks for handling, Nick.
Bobbi

_____
From: Siedentop, Nicholas J
Sent: Thursday, March 07, 2013 11:59 AM
To: Richman, Jack M
Cc: Owen, Bobbi A
Subject: SOWO First Year Seminar

Dear Jack,
It was nice chatting with you this morning. As I mentioned, I will submit SOWO 89 (First Year Seminar: Special Topics) in the Course Request Approval System (CRAS). I believe Joelle Powers is the course approver for SOWO, so she'll receive an automated message from CRAS shortly.

Here's the link to the online First Year Seminar Prospectus Form<http://fys.unc.edu/for-faculty/first-year-seminar-prospectus-form/>. The deadline for completing this form is October 1 for a spring 2014 seminar.

Here's the link to the General Education criteria document<http://www.unc.edu/depts/uc/Faculty/GenEd_criteria.pdf>. I'm happy to review a draft of a syllabus before the instructor submits the Prospectus Form; that way I can recommend the most appropriate Gen Eds.

Thanks again for your interest in developing a new First Year Seminar. Please don't hesitate to call or email if you have any questions.

Best,
Nick

Nicholas Siedentop
Curriculum Director
Office of Undergraduate Curricula
Campus Box 3504 | Chapel Hill, NC 27599-3504 | T 919.962.5819

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From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, March 7, 2013 5:00 PM
To: Lynn Roundtree <armadillobooks@yahoo.com>
Subject: RE: Matrices

Thanks. Garrett is working on getting the print into production.
We got to most of it! I didn't change numbers into words on the matrices due to the narrow column space.
Bobbi

From: Lynn Roundtree [armadillobooks@yahoo.com]
Sent: Thursday, March 07, 2013 8:22 AM
To: Owen, Bobbi A
Subject: Matrices

AFAM & ASPSA matrices now edited and in their respective subfolders.

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, March 7, 2013 5:10 PM
To: May, Lee Y <mayl@email.unc.edu>
Subject: FW: Weekly Report for 02-25 to 03-01

Lee -
FYI -
Is she moving next week - over break?
Bobbi

From: Menon, Geeta
Sent: Thursday, March 07, 2013 2:19 PM
To: Owen, Bobbi A
Subject: Weekly Report for 02-25 to 03-01

Dean Owen,

I had a busy last week.

1. On Monday, following the technical committee meeting, I helped some of the members with their respective sections on the new Advising website. Later on, I did some Access-related work and worked on the Summer Bridge database.

2. On Tuesday, I made some edits to the new Change of Major form. Following that, I worked some more on MS-Ascess and the Wysija plug-in tool in WordPress.

3. On Wednesday I had a few meetings with Beth, Roger and Julia, and communications with Jeff VanDrimmelen about summer orientation information and creating an application for use by advisors for summer orientation. I helped Charlotte Waterhouse with some website-related work and researched tools that will allow a tablet, i.e., an iPad, to access the shared drive remotely and query an MS-Access database.

4. On Thursday, I had meetings with Julia, Dean Shuster and Roger Kaplan about the summer orientation application. I also made a fix to the new Online Change of Major form. I finished off the day by working on the design of the Senior Reviews form in Dreamweaver.

5. On Friday, the Major/Minor form went live. There have been no major issues so far and it appears to be working well. In the morning, I did some more work on the new Advising website. I also had more meetings with Dean Shuster and Julia about the Summer Orientation information, as well as communications with Jeff VanDrimmelen about the same. Most of the afternoon was spent working on the Senior Reviews form with Tae in Howell and on MS-Access related issues.

I did not take any leave during this period.

Sincerely,

Geeta

From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Wednesday, February 27, 2013 9:23 AM
To: Menon, Geeta
Subject: Re: Weekly Report for 02-18 to 02-22

Thanks.
Dean Owen
On 2/26/2013 6:25 PM, Menon, Geeta wrote:
Dean Owen,

Described below is a list of activities that I performed last week.

Monday

- Attended the Technical Committee meeting to get the group's consensus regarding the appearance and layout of the home page. This involved the choice of the page template, menus and menu items, events calendar and social media. Each of us also gave an update on our progress for our assigned sections.

- Worked on the Summer Bridge application.

- Provided training to Ken Shugart on how to upload and update worksheets on the new website.

Tuesday

- Performed some fixes on the current website. There was a problem with a couple of broken links on one of the pages as well as a link embedded in a pdf form.

- Made some updates to the Major/Minors form at the behest of Roger Kaplan.

- Continued with my work on the new website. I also explored a new plug-in feature on the website called Wysija which allows email communications to be sent out to students en masse. The difference between using this and the listserv is that it allows graphics to be included in the text.

Wednesday

- Continued familiarizing myself with the Wysija plug in and testing it.

- Worked on the Senior Reviews form with Tae in Howell.

- Did some Java training.

Thursday

· Explored some of the features in MS-Access database and tested some queries and code that I had written with a view to incorporating them in the new version of the Graduation Application database and the Summer Bridge database.

· Attended the Campus Solutions Demo by the Registrar's Office at Hamilton. At this point the super users such as myself are still unable to create our own custom queries. However this tool has heen useful in obtaining reports. Since the departure of Dr. Faxian from IR, I have had to create my own reports, including a list of students for the School of Business Workshops event registration and mailings. The OBIEE tool has been very helpful in this regard.

· Met with a work-study student who was sent to see me by Gary Miller. She wanted to obtain some information regarding different approaches to creating an online application.

Friday

· On Friday morning, I met with Ken Shugart again to help him with some of the issues he was having with WordPress and the new website.

· Met with Julia to discuss some issues she had brought up with the Major/Minor form specifically relating to how the data would be stored and how it would affect their business procedures going forward. There were also some validation issues with the form that she raised. I conferred with Roger about the latter issue and, after that, proceeded to include the additional validation features into the form and did some testing.

· Set up the School of Business announcements via the Wysija tool with a view to sending them out on Monday.

I did not take any time off during the week.

Sincerely,

Geeta

From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Monday, February 18, 2013 1:25 PM
To: Menon, Geeta
Cc: Goodman, Paula; Owen, Bobbi A
Subject: Re: Weekly reports for 02-11 to 02-15 and 02-4 to 02-08

Thanks for the updates. I appreciate your thoroughness.
Dean Owen
On 2/18/2013 11:35 AM, Menon, Geeta wrote:
Dean Owen,

I was very busy last week working on the new website to get it ready for the internal launch last Friday. Some sections are not yet ready but we wanted to give the rest of the departmental staff a chance to review it as well as an opportunity to familiarize themselves with the new look and feel of the website. It was launched department-wise on Friday and we are now obtaining feedback from them as well as checking the different sections for any errors and broken links. Besides working on the new website, I also made some updates to the major/minor declaration form, worked on the new Summer Bridge application and database, and the Graduation Application Database.

02-11 to 02-15

1. On Monday morning, the Web Committee met to discuss how to proceed with the launch. Apart from working on my own sections, I have also been assisting Matthew Harvey, Dean Shuster and Linwood Webster with their respective sections.

2. On Tuesday and Thursday, I helped Matthew Harvey with some problems he was having with his section of the website.

3. On Wednesday afternoon, I met with Linwood Webster to help him with his section. Later that afternoon, I met with Beth Shuster and we worked together on her section of the website.

4. On Thursday, I met with Marcus Collins where we made revised the Summer Bridge application which will be launched today. I will also be updating the Summer Bridge database application.

5. On Friday, I met with Roger Kaplan to discuss some modifications to the online Major/Minor Declaration form and also creating online versions of a few other existing paper forms at Academic Advising.

I did not take any time off last week.

02-04 to 02-08

I meant to send this to you last week, but was so caught up in my work that it slipped my mind. I apologize for that.

Most of this week was spent on working on the new website, the Summer Bridge application and database and modifications to the graduation database. In addition to that, I also had meetings with the following staff:

1. On Monday I met with the rest of the members of the Web Committee to take stock on what we have accomplished so far and how to proceed from that point.

2. On Tuesday I met with Tae for work on the Senior Reviews form.

3. On Thursday I met with Roger Kaplan to discuss creating an online version of a paper form, i.e., the CCO Course Approval form. Also on Thursday, I also met with Linwood and Beth to assist them on their work on the new website.

I took some time off this week for a dental appointments on Monday morning and Tuesday afternoon (at lunch time), and a medical appointment on Thursday afternoon. I have already accounted for the time I took off with Paula.

Sincerely,

Geeta

--

Bobbi Owen

Senior Associate Dean for Undergraduate Education, and

Michael R. McVaugh Distinguished Professor of Dramatic Art

University of North Carolina at Chapel Hill

CB# 3504, 3011 Steele Building

214 East Cameron Avenue

Chapel Hill, NC 27599-3504

Phone: 919 843-7773

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--

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Chapel Hill, NC 27599-3504

Phone: 919 843-7773

FAX: 919 843-4775

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, March 7, 2013 5:27 PM
To: Collins, Marcus L <collinsm@email.unc.edu>
Subject: RE: Campaign Planning

Did you get the form?
Bobbi

_____
From: Collins, Marcus L
Sent: Tuesday, March 05, 2013 11:45 AM
To: Owen, Bobbi A
Subject: RE: Campaign Planning

Hi Dean Owen,

Should I submit it directly to Dean Gil? I was thinking that all the statements for our unit might be submitted together via your office, but I can definitely send it on to the appropriate office/contact if you let me know.

From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Tuesday, March 05, 2013 10:26 AM
To: Collins, Marcus L
Subject: Re: Campaign Planning

Did you get this submitted?
Bobbi
On 2/21/2013 4:58 PM, Collins, Marcus L wrote:
Hi Dean Owen,

I have attached the Summer Bridge case statement for your review.

Thanks,
Marcus

From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Saturday, February 16, 2013 3:59 PM
To: Woodard, Harold; Abels, Kimberly Town; Demetriou, Cynthia; May, Lee Y; Demetriou, Cynthia; Lindemann, Erika; Leloudis, James L; Collins, Marcus L; Pukkila, Patricia J
Subject: Campaign Planning

All -
I write to remind you that these statments are due on March 1 (give or take a day or two) and that I would appreciate reviewing them before you submit them. Do you think you might provide a draft to me early in the week of February 25 with a quick response promised?
Bobbi

The enclosed message and attachments from Dean Gil and Shannon Kennedy, Interim Senior Associate Dean and Executive Director of the Arts and Sciences Foundation, are being sent to all department chairs and several program directors in the College.

# # #

Dear Colleagues,

At the Chairs' Retreat in September, we discussed the need for the College of Arts and Sciences to begin planning now to establish priorities for the University's next capital campaign. To help us get started, we are asking you to create a brief case statement highlighting your unit's top three funding priorities. It's essential that we receive input from you and your colleagues so that the Arts and Sciences Foundation has an accurate understanding of your program's mission and its most important funding needs and objectives for the future.

Please plan to complete the case statement by March 1, 2013.

You may use the attached template to begin considering and planning the components of your case statement. This template is designed to help you highlight your program's background and mission, size and scope, priority needs, and strategies for fulfilling them. Please briefly describe your top three priorities, explain why they are important, and tell us what you would need to fulfill them.

We are working with Andy Lang and OASIS to create a web-based template, which you will be able to use to finalize your case statement. The web template will be available soon. Meanwhile, we hope the attached paper template, and samples of two sample departmental case statements, are helpful as you begin the process within your unit.

If you have any questions about this, please contact your Senior Associate Dean and/or Shannon at the Foundation office. Thank you for your help in gathering this important information for the next campaign.

We look forward to learning about your priorities.

With best regards,

Karen and Shannon

Karen M. Gil, Dean, College of Arts and Sciences

Shannon Kennedy, Interim Senior Associate Dean and Executive Director, Arts and Sciences Foundation

--

Bobbi Owen

Senior Associate Dean for Undergraduate Education, and

Michael R. McVaugh Distinguished Professor of Dramatic Art

University of North Carolina at Chapel Hill

CB# 3504, 3011 Steele Building

214 East Cameron Avenue

Chapel Hill, NC 27599-3504

Phone: 919 843-7773

FAX: 919 843-4775

From:	Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent:	Friday, March 8, 2013 8:38 AM
To:	Siedentop, Nicholas J <nick_siedentop@unc.edu>
Subject:	FW: Acalog and Curriculog, Academic Catalog and Curriculum Management
Attach:	image001.gif; Acalog Product Summary.pdf; Curriculog.pdf

---

Nick -
this is the message that accompanies the phone call.
I visited the booth at the SACS meeting in December.
This may not be of interest at all.
Bobbi

From: Gina Monaghan [gmonaghan@digarc.com]
Sent: Thursday, March 07, 2013 2:10 PM
To: Owen, Bobbi A
Subject: Acalog and Curriculog, Academic Catalog and Curriculum Management

Bobbi,

I left you a voicemail and also wanted to follow up with you here regarding your interest in Acalog, the Academic Catalog Management Solution and Curriculog, our Curriculum Management Solution. You have been in touch with Joshua Hoagland in the past and I wanted to introduce myself as I have taken over for him.

We may schedule a demonstration at your convenience and I have attached additional information for your review. I may be reached directly at 863-709-9012 x134<tel:863-709-9012%20x134> or we can schedule a telephone conversation to discuss your needs in more detail. I look forward to speaking with you!

Thank you,

--

Gina Monaghan
Account Executive

Digital Architecture
5015 S. Florida Ave.
Suite 304
Lakeland, Florida 33813

P 863-709-9012 x134

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Acalog Product Summary

Primary Contact:
Joe Jolesch
Account Executive, Digital Architecture
jjolesch@digarc.com
863-709-9012 x113

Product Summary – Acalog Overview

We're often asked what differentiates a true academic catalog management solution from generic content management software. Virtually all of our customers use content management software to publish their general website, but they use Acalog to manage and present both their print and e-catalogs.

Generic content management systems are designed to publish content as "pages" of information. Listing courses or programs involves creating a "page" and the need to hand edit the information, as well as a manual process for keeping the pages updated as courses are added or removed. This is a tedious process that often results in errors since it can be very difficult to track specific changes across a very large collection of content, either in a print based system like Microsoft® Word, or a Web-based content management system designed for publishing Websites. Acalog is a unique solution that provides a much more efficient process, with increased accuracy, by leveraging the power of a relational database.

Acalog provides a direct, real-time connection between the editorial environment, termed the *Publisher*, to the online catalog, which is delivered through an e-catalog portal we call the Acalog *Gateway*. The *Gateway* is integrated seamlessly with the look and feel of a college or university Website. Once a catalog manager approves a catalog for publishing, all that is required to make the catalog available is to set a global lock (preventing further changes by editorial account holders), and then changing the status of the catalog to "published". The catalog becomes instantly available via the *Gateway*. This is an administrative user function, and there is no intervention required from the Webmaster or IT staff at the institution.

Our Approach to Academic Catalog Management

When we looked at creating a more efficient way for managing academic catalogs, including the need to publish an interactive e-catalog while supporting the need to print, we noticed several very important things that distinguish academic information from typical narrative content on college and university websites. We discovered:

- *The organization of academic information at colleges and universities is very structured and hierarchical. A university has schools and colleges; they have departments; and departments have courses. Majors may belong to either colleges or to departments, depending on the structure of the institution.*

- *Not all academic information is just "pages" of narrative content. Courses are data specific (particularly with regard to supporting integration with Banner, Peoplesoft, Datatel, etc. and other student information systems [SIS]), and programs also lend themselves to being managed as data (particularly the many repeated references to courses).*

- *Since course information is typically stored as distinct data points in an SIS, we should store it that way in Acalog, and provide you with ways to control the way the data points are arranged using a template for precisely consistent display of course details.*

- *Course information is repeated frequently across a large number of majors, programs, and degree plans. By using a database, we can free you from having to repeat course information over and over again as is required in "page"-based content management systems. You should never have to edit a program to simply modify a course; it should happen automatically when you modify the course itself.*

- *While majors, programs, and degree plans are all unique, they contain concentrations that are lists of courses. And in some cases, those lists of courses, such as a general education requirement, may be identical across a large set of programs. Just like courses, you should be able to reference the shared content, update it in one place, and have it automatically updated everywhere, correctly and instantly.*

Understanding this helped us realize that the tremendous power of a relational database could be used to help catalog managers eliminate weeks of tedious work chasing edits around a catalog. Why should you have to edit 30 programs to change a single course description? You shouldn't. And with Acalog you don't.

In Acalog, a course exists in the database only once, but may be displayed in many different areas of the catalog. This allows courses to be edited and modified in a single location, automatically updating all the programs, majors or other areas where the course is referenced in the catalog. If a typographical error is found in a

published catalog, the correction may be made in real-time, and the error is automatically updated everywhere the course is referenced.

For illustrative purposes, consider as an example the need to modify a course description. A course may be referenced in any number of places in the catalog content. In Acalog, the course information is truly referenced, never duplicated. In this case, we'll assume the course is referenced in 60 different degree programs, and listed on a departmental Web page via the API. To make the change, an editor (or manager) would choose to work in the particular catalog in the *Publisher*, navigate to the Courses module, run a search or filter to locate the course, open the course for editing, make the change, and then save the edit. Once approved for publishing, the course change would instantly show as updated in all 60 programs, and on the departmental Web page listing, with no need to make the edit in 60 locations. An export to Microsoft® Word at that point would also reflect the change for every reference.

After implementation, our customer care team takes over and provides a level of quality support unmatched in our industry – becoming a true partner with the catalog managers. The team is also responsible for new feature announcements, moderating and participating in customer forum discussions, arranging ongoing or supplemental consulting and training, periodic reviews of client gateways, and maintaining our online educational site, Acalog University. These are just a few of the ways in which customer care ensures our clients leverage Acalog to its fullest potential.

Digital Architecture provides support and hosting for all Acalog clients. An annual contract for provision outsources hardware and network services, support, and automatic upgrades to the core product.

How Acalog Works

Acalog is a hosted solution that consists of two Websites. We call the administrative interface the Publisher. It is linked in real-time to an e-catalog portal, the Gateway, which is an automatically generated and dynamic (HTML-based) version of the catalog with no need for additional formatting. The resulting e-catalog(s) made available via the Gateway can be seamlessly integrated with your institutional Website, and present e-catalog end users with an intuitive, consistent, and user-friendly navigation.

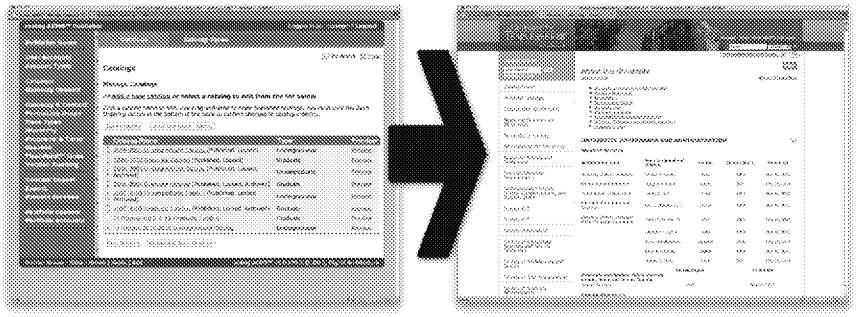

Acalog presents all catalog content in an entirely web-based format, allowing different platforms such as PC, MAC and Linux to access the content via a current browser. Acalog supports all common browsers, with specific testing done on Internet Explorer 6+, Firefox 2+, and Safari 4+.

The *Publisher* provides a single, electronic platform to create, organize, edit, archive, and print academic catalogs and related campus publications. It includes a robust collaborative edit-approval workflow system (the *Version Auditing* module). Every edit in any catalog can be tracked using system- and user-generated "snapshots," which include timestamps, user IDs, comments, approval records, or even administrative documents (such as syllabi or accreditation checklists). The audit trail is maintained for the life of the catalog, and can be referenced at any future date, if necessary.

Key features of the Acalog *Publisher* include the ability to:

- Empower departmental editors to make changes in the system, while keeping a comprehensive audit trail of every edit.
- Support any number of editors working on their own schedule or concurrently.
- Use the built-in tracking-and-approval workflow to end the paper chase associated with your current curriculum change-approval process.
- Attach critical curriculum documents administratively to courses and programs.
- Dynamically integrate course information with your e-catalog and online schedule, or course equivalency system.

- Publish your new e-catalog with the push of a button, and make critical corrections in real-time.
- Export directly to Microsoft® Word.
- Deliver the updated e-catalog to students months ahead of printed documents.

Acalog provides a robust print export module permitting the catalog, or portions of the catalog, *to be exported to a Microsoft®* Word document (or documents, if selected). The semantic aspect of the Acalog export to Word is critical to supporting an efficient pagination process. Layout personnel can be assured that every possible style in the entire document is defined and consistent throughout, making it very easy to make style changes to the entire document, or to flow the document into pagination software such as QuarkXPress or InDesign for the creation of table of contents, index and other elements.

Institutions may create "export maps" for selected content, and "export print style sheets" including custom font choices that may be saved and used, as needed, ensuring consistency across sections or even publications.

These maps allow catalog content to be reorganized, and/or selectively set to be excluded from the export. This means you may format and prepare content for display online and yet present the information via the export in a manner more consistent with printed publications. Exports may be used for print catalogs, converted to PDF, or used to share data with other administrative units on campus. We have many customers who create export maps to export abbreviated catalogs for specific schools or departments.

Acalog includes a collaborative edit-approval system called Version Auditing which enhances traditional academic curriculum change processes through workflow supporting one-click distribution of edits for review and approval to individuals or groups as well as routing of items during stages which may not require an approval or rejection. Users and groups involved, as well as the process followed, can be customized to your institution's needs. Acalog does not force institutions to conform to a generic or pre-established workflow.

Every edit in any catalog can be tracked using system- and user-generated "snapshots," which include timestamps, user IDs, comments, approval records, or even administrative documents (such as syllabi or accreditation checklists). The audit trail is maintained for the life of the catalog, and can be referenced at any

future date, if necessary.

These snapshots can be compared using redlining tools similar to that found in Microsoft® Word. Changes made can be seen either side-by-side or merged to show changes using redlining tools. This occurs within a single interface. Users can select any snapshot from a drop down menu to compare to any other snapshot.

Users may also access a list of all audit or route events awaiting their review. Catalog managers may access a list of all events and changes made to catalog by all users. This list can be filtered by date to report on new, changed, working, approved or final.

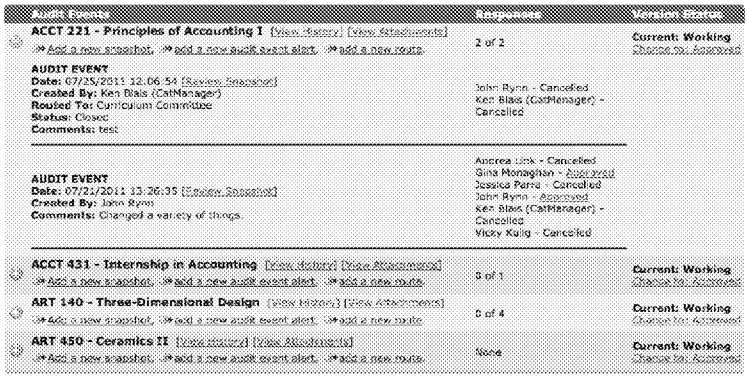

When using Version Auditing, editors can be associated with others in the approval chain. These "event auditors" will be automatically brought into the process. Editors also have the option to select specific individuals or groups to be included. Notifications will be automatically sent to users in the approval chain via system-messaging and/or email and will appear in an Alerts menu when the user logs into the administrative interface. This means that the system does not require those individuals managing the process to take extra time to notify faculty and staff to make additional changes or review and approve items.

Distribution of items for informational purposes is supported as well. Acalog includes functionality that allows editors to "route" an item to pre-established groups. As a practical example, let's say a department editor makes a change that is then approved by the department chair but institutional processes require that the faculty senate be notified of the approval. The department chair can simply route the item to the faculty senate group and all members of the senate will receive notification and any comments the chair elects to include.

Also, through effective use of granular permissions, departments and colleges (in addition to administrative staff) may establish schedules while avoiding being forced into a generic process. Additionally, reminding reviewers who may be holding up the process via email can be accomplished with the click of a button.

Version Auditing does not require the intervention of IT staff or a webmaster in either the use, implementation or management of the feature.

A Configuration & Tools component is included with the Version Auditing module that permits catalog managers to fine tune the workflow in support of campus

policies and objectives.

The Acalog e-catalog *Gateway* is far more than a mere repository for catalog content. Studies show that of the 16 items of information described as very important to students visiting a college or university Website, half typically are found in the academic catalog, and at the very top of the list are majors and programs[1]. In partnership with our customers, we've designed the e-catalog *Gateway* as a powerful tool with unique features that reinforce a school's brand, build relationships with prospective students, and help direct them to admissions.

Key components of the Acalog Gateway include:

- *Seamless Website Integration*. The Acalog e-catalog Gateway uses configurable cascading style sheet technology to match the look and feel of your institutional Website. E-catalogs can be published and archived with zero impact on campus IT staff, or exported to Microsoft® Word.

- *Powerful Catalog-Specific Search*. Power users quickly find programs and majors, courses, or administrative content in current or archived catalogs, exclusive of general website content. It is also possible to link directly to any element of content in the e-catalog from other areas of the institutional Website and even to integrate certain catalog content, such as courses, or course lists, dynamically into institutional Web pages, such as departmental pages, via a Web-services API (application programming interface).

- *Social Network Integration*. Facebook and Twitter links for any catalog item encourage students to keep friends and family informed during their college search, while also generating links back to your Website for their friends who are likely prospective students themselves.

- *Mobile Device Support*. We've used Acalog's powerful API to build a smart phone specific version of the e-catalog portal Gateway. We know that today's students not only rely extensively on the Internet for their information needs, but also increasingly expect to be able to access *information dire*ctly from their phones or other mobile computing devices, presented in a visual format specific to the small screen interface. Mobile device support is just one more example of how Acalog's unique focus on academic catalog information

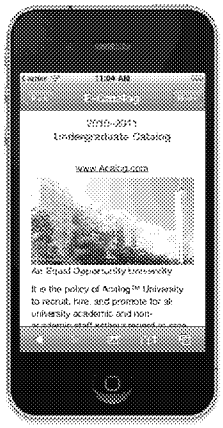

[1] Noel-Levitz, James Tower, NRCUA. "Circling Over Enrollment: The E-Expectations of the Parents of College-Bound Students", 2008.

allows us to quickly respond to the needs and expectations of our customers. This capability is pre-built, and requires no work on the part of a school's IT staff.

- *Personalization and a Path to Admissions.* The Acalog e-catalog *Gateway* provides a personal portfolio for users to create their own personal e-catalog. And if they're ready, to share the contents of the portfolio with school admissions counselors.

- *Rich Media FlashPoint™ Links. Include student testimonials or other* rich media alongside *academic* content to help distinguish your programs from those at competing institutions.

curriculog™
Curriculum Management

Curriculum. **Managed.**

Curriculog is the culmination of years of research with input directly from our customers on what they need in a curriculum management solution. It integrates with student information and degree audit systems, streamlines curriculum approval processes, and makes approved courses and programs available for catalog publishing.

Comprehensive. The workflow component supports an unlimited number of customizable forms and rule-based routing processes, including exception handling, committee meeting agendas, impact and bottleneck reports, and even program and course assessment mapping.

Automated. Role-based management allows approval processes to be created that are automatically populated with participants the moment a proposal is identified with a department or institutional unit. Proposal originators can run a workflow simulation prior to launch showing every participant associated with each approval step, and Curriculog will highlight any gaps that could lead to bottlenecks or stuck processes.

Configurable. The comprehensive user dashboard allows participants to view all active proposals, and to easily keep track of their own, those they are watching, and proposals for which they have active tasks. Configurable fields enable institutional terminology and designations to be used for ease of training and user acceptance.

Smart. Exception handling allows proposals to be held, cancelled, or custom routed on the fly to accommodate special circumstances, or to address the ad-hoc need to include a particular role or individual in an approval process. Committee steps allow custom agendas to be created for any number of proposals, with the ability to create printable versions, and assign group approval privileges for individual participants.

We've spent a decade working with hundreds of colleges and universities that rely on our proven e-catalog publishing solution, Acalog. We're known for our world-class product support and training programs. We're respected for our focus on constant innovation and enabling technology solutions. We know the process of creating, assessing, and developing courses and programs can be cumbersome, complex, and time consuming. And, we're ready to help.

For more information, please contact our business development group at learnmore@digarc.com, or give us a call at 866-328-9012 x201.

Key Experience

"We have chosen Curriculog and are 100% confident in our choice. It not only meets, but far exceeds our needs and expectations. Combined with Digital Architecture's best-in-class customer service and eagerness to work with us directly to make our processes better, Eastern Michigan University is happy and excited to implement the best available solution for our curriculum management"

Christine Deacons
Curriculum Coordinator
Eastern Michigan University

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The terms "Acalog" and "Curriculog" are trademarks of Digital Architecture, Inc.

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Monday, March 18, 2013 8:41 AM
To: Lindemann, Erika <ulinde@email.unc.edu>
Subject: RE: OUC Case Statement

Yes. Close, very close.

For priority #2, I suggest buying seminars and re-ordering statement:
PRIORITY # 2: Extend the program of seminars for entering transfer students, especially juniors.
Put the the part about coordinating " In collaboration with the Office of Undergraduate Retention" in the narrative.

Then - it is possible to "buy" a seminar for 15K plus benefits (current rate), so propose 20K each and make it 100K annually as an expendable fund (need 2 million endowment).

This makes three items, course development funds (which could be for FYS), transfer seminars, and enhancement funds.

B.

_____
From: Lindemann, Erika
Sent: Sunday, March 17, 2013 1:38 PM
To: Owen, Bobbi A
Subject: OUC Case Statement

Maybe this version is a bit better? We can discuss when it's convenient. Erika

Erika Lindemann
Associate Dean for Undergraduate Curricula
3014 Steele Building, CB# 3504
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3504
Office: 919-843-7772
Fax: 919-962-6888
Office of Undergraduate Curricula Web site: www.unc.edu/depts/uc/<http://www.unc.edu/depts/uc/>

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From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Monday, March 18, 2013 10:54 AM
To: Siedentop, Nicholas J <nick_siedentop@unc.edu>
Cc: Reid, Dee <deereid@unc.edu>
Subject: Re: FYS assistant dean announcement

This week we hope.
B.

Sent from my iPhone

On Mar 18, 2013, at 10:05 AM, "Siedentop, Nicholas J" <nick_siedentop@unc.edu> wrote:

> Dear Bobbi and Dee,
>
> Has an announcement been sent to the faculty in the College of Arts and Sciences re: the new Assistant Dean for the First Year Seminars program? The FYS office is planning to send information to fall 2013 FYS instructors about the FYS brochure, but we'd like to wait until this announcement has been made.
>
> Thanks,
>
> Nick
>
> Nicholas Siedentop
>
> Curriculum Director
>
> Office of Undergraduate Curricula
>
> Campus Box 3504 | Chapel Hill, NC 27599-3504 | T 919.962.5819
>
> **Confidentiality notice: This email message, including any attachments, is for the sole use of intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure, or distribution is prohibited.**

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, March 21, 2013 7:46 PM
To: Reid, Dee <deereid@unc.edu>
Subject: RE: RE: lQuestion/ earning contracts memo

---

deans, directors, chairs and ask them to share with faculty.
Thanks.
B.

_____
From: Reid, Dee
Sent: Thursday, March 21, 2013 4:41 PM
To: Owen, Bobbi A
Subject: RE: RE: lQuestion/ earning contracts memo

It says it to Unit Chairs and Directors, but it's asking them if they are going to supervise an independent study or research course. I could send it to , or I could edit and send directly to all faculty. Which did you want?

* * * *

Dee Reid (919) 843-6339
Director of Communications
College of Arts and Sciences
The University of North Carolina at Chapel Hill
205 South Building, CB #3100
Chapel Hill NC 27599-3100

Web: http://college.unc.edu<http://college.unc.edu/>
Facebook: http://www.facebook.com/UNC.College
Twitter: http://twitter.com/unccollege
YouTube: http://youtube.com/user/UNCCollege

From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Thursday, March 21, 2013 4:21 PM
To: Reid, Dee
Subject: Fwd: RE: learning contracts memo

Can you send this out on my behalf?
Bobbi

-------- Original Message --------
Subject:

RE: learning contracts memo

Date:

Thu, 21 Mar 2013 14:52:02 -0400

From:

Panter, A. T. <panter@ad.unc.edu><mailto:panter@ad.unc.edu>

To:

Owen, Bobbi A <owenbob@unc.edu><mailto:owenbob@unc.edu>

Hi Bobbi, Great – here's the latest, plus the sample learning contract. Abigail

From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Thursday, March 21, 2013 11:52 AM
To: Panter, A. T.
Subject: Re: learning contracts memo

See attached, with some suggestions.

If it is ok with you, I will have Dee and Paula send out.

Bobbi
On 3/21/2013 10:44 AM, Panter, A. T. wrote:
Hi Bobbi, Changes? Abigail

--

Bobbi Owen

Senior Associate Dean for Undergraduate Education, and

Michael R. McVaugh Distinguished Professor of Dramatic Art

University of North Carolina at Chapel Hill

CB# 3504, 3011 Steele Building

214 East Cameron Avenue

Chapel Hill, NC 27599-3504

Phone: 919 843-7773

FAX: 919 843-4775

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Friday, March 22, 2013 2:37 PM
To: Farmer, Stephen M <sfarmer@admissions.unc.edu>
Subject: Re: First-Year Admissions

Thanks much.
Amazing work by your office.
Hope the release goes well.
Bobbi

Sent from my iPhone

On Mar 22, 2013, at 2:10 PM, "Farmer, Stephen M" <sfarmer@admissions.unc.edu> wrote:

> Dear Bobbi:
>
> We plan to release online decisions for second-deadline candidates, as well as final decisions for all first-deadline candidates previously deferred, sometime late this afternoon. We don't quite know the time but will let you know if we end up needing to postpone. Students should receive paper copies of their decisions within the next week to ten days.
>
> Attached please find a brief summary of the applicant pool and the students we've admitted. We're excited about the class so far and think it will be terrific. At the same time, we're sorry to be disappointing so many students who would be great scholars and citizens on our campus. The out-of-state competition has been especially difficult this year; over the last three weeks, we've had to move to the waiting list roughly 1,200 students we'd earmarked for admission.
>
> I'll send the document around to the members of the Advisory Committee in a few minutes. Thank you again for your leadership and your support.
>
> Steve
>
> <UNC-Chapel Hill - Fall 2013 First-Year Admissions - 2013-03-22.pdf>

From:	Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent:	Friday, March 22, 2013 2:37 PM
To:	Gil, Karen M <kgil@email.unc.edu>
Subject:	Fwd: First-Year Admissions
Attach:	UNC-Chapel Hill - Fall 2013 First-Year Admissions - 2013-03-22.pdf; ATT00001.htm

---

FYI. Amazing.
Bobbi

Sent from my iPhone

Begin forwarded message:

> **From:** "Farmer, Stephen M" <sfarmer@admissions.unc.edu>
> **Date:** March 22, 2013 2:10:22 PM EDT
> **To:** "Owen, Bobbi A" <owenbob@unc.edu>
> **Subject: First-Year Admissions**
>
> Dear Bobbi:
>
> We plan to release online decisions for second-deadline candidates, as well as final decisions for all first-deadline candidates previously deferred, sometime late this afternoon. We don't quite know the time but will let you know if we end up needing to postpone. Students should receive paper copies of their decisions within the next week to ten days.
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>
> I'll send the document around to the members of the Advisory Committee in a few minutes. Thank you again for your leadership and your support.
>
> Steve

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF UNDERGRADUATE ADMISSIONS

JACKSON HALL
CAMPUS BOX 2200
CHAPEL HILL, NC 27599-2200

T 919.966.3621
F 919.962.3045
www.admissions.unc.edu

Fall 2013 First-Year Admissions

- A record 30,820 students applied for admission—an increase of 5 percent over last year and 43 percent over five years ago. This was the eighth consecutive record for first-year applications.

- The pool was extraordinary. The number of candidates scoring 1500 or higher on the SAT (Critical Reading and Math combined) or 34 or higher on the ACT increased by 25 percent compared to last year. The number of candidates completing five or more college-level courses and earning all or nearly all As increased by 10 percent.

- The projected admission rate for North Carolinians rose to 50.1 percent from 49.8 percent last year. The rate for out-of-state students fell to 14.3 percent from 14.7 percent last year.

- Of the 997 North Carolinians who applied early action and were previously deferred, 210 (or 21 percent) were admitted. Of the 1,166 out-of-state students who were deferred, 25 (or 2 percent) were admitted.

- The 2,873 admitted out-of-state students come from 48 states, the District of Columbia, and 51 countries. Ten percent are children of alumni; 10 percent are first-generation college. Of those reporting race or ethnicity, 49 percent identified themselves as other than white; 22 percent identified themselves as African American, American Indian, or Latino/Latina. The number of global students rose by 7 percent to 355.

- Seventy-eight percent of the admitted out-of-state students scored 1400 or higher on the SAT or 32 or higher on the ACT, compared to 64 percent last year. The average SAT score for admitted out-of-state students increased by 15 points to 1447.

- The 4,894 admitted North Carolinians come from 97 counties. Eighteen percent are the children of alumni; 18 percent are first-generation college. Of those reporting race or ethnicity, 30 percent identified themselves as other than white; 16 percent identified themselves as African American, American Indian, or Latino/Latina. Forty-two percent were born outside North Carolina.

- Thirty-one percent of the admitted North Carolinians scored 1400 or higher on the SAT or 32 or higher on the ACT, compared to 26 percent last year. The average SAT score for admitted North Carolinians increased by one point to 1319.

- Among admitted North Carolinians, 60 percent completed five or more college-level courses and earned all or nearly all As, compared to 56 percent last year. Of those whose schools provided official ranks in class, 44 percent ranked in the top 3 percent and 59 percent in the top 5 percent.

- Places on the waiting list were offered to 969 North Carolinians and 1,412 out-of-state students. Twenty percent of the waiting-listed out-of-state students scored 1500 or higher on the SAT or 34 or higher on the ACT; 66 percent completed five or more college-level courses and earned all or nearly all As.

From:	Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent:	Monday, March 25, 2013 8:37 AM
To:	Reid, Dee <deereid@unc.edu>
Subject:	FW: Draft Materials for Your Review
Attach:	Draft Fact Sheet.docx; Draft Holding Statement & Q-A.docx

---

Helpful?
b.

From: McFarland, Michael B
Sent: Sunday, March 24, 2013 4:16 PM
To: Owen, Bobbi A; Williford, Lynn E; Strohm, Leslie Chambers; Derickson, Christopher P
Cc: Stabile, Regina
Subject: Draft Materials for Your Review

All: In preparation for the site visit, I'm trying to produce some materials that we can post to the Academic Review website as a fact sheet similar to this one http://academicreview.unc.edu/wp-content/uploads/2013/02/AcademicReformsFactSheet0213.pdf. We also need a holding statement and some basic q-a we can all agree on that's accurate to have in hand just in case of questions. Draft versions of both are attached. I am hopeful we can finalize this week. Please call me with corrections and feedback as you can. I'm at 962-2011, 614-5436 c.

Thanks.

Mike

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Monday, April 1, 2013 7:52 AM
To: May, Lee Y <mayl@email.unc.edu>
Subject: Fwd: Non-Registered Student and Service Eligibility Meeting

---

Cynthia is sick. Do you need someone else to attend?
Nick?
Bobbi

Sent from my iPhone

Begin forwarded message:

From: "Demetriou, Cynthia" <cyndem@email.unc.edu>
Date: April 1, 2013 7:47:00 AM EDT
To: "Bradley, Richard A" <rick_bradley@unc.edu>
Cc: "Owen, Bobbi A" <owenbob@unc.edu>
Subject: RE: Non-Registered Student and Service Eligibility Meeting

Hi, Rick.

I am out sick today and will miss this meeting. It is an important topic. Are you available to meet on Friday afternoon (2 or 3 p.m.)? I'd like to meet to catch-up on what the group discusses and if there is anything I can do to help.

Thanks, Cynthia

From: Bradley, Richard A
Sent: Thursday, March 21, 2013 1:36 PM
Required: Bradley, Richard A; Gorsuch, John I; Baucom, Deahn H; May, Lee Y; Clinton, Jim; Derickson, Christopher P; Asbury, Phillip Keith; Rieckenberg, Desirée; Dermody, Bob; Demetriou, Cynthia; Windle, Maureen A; Turner, Tabatha A
Subject: Non-Registered Student and Service Eligibility Meeting
When: Monday, April 01, 2013 1:30 PM-3:00 PM.
Where: SASB 1114

AGENDA
Welcome and introductions
Review of internal audit findings and recommendations
Review of some recent late add examples and ramifications
Consideration of universal late add date not to exceed
How to handle policy exceptions
Communication and technology considerations
Other items?
I look forward to seeing everyone on April 1st.
Thank you.
Rick Bradley
Assistant Director
Housing and Residential Education

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Friday, April 5, 2013 8:10 AM
To: Gil, Karen M <kgil@email.unc.edu>; Hartlyn, Jonathan <hartlyn@unc.edu>; Rhodes, Terry Ellen <RHODES@email.unc.edu>
Cc: Lindemann, Erika <ulinde@email.unc.edu>; Owen, Bobbi A <owenbob@unc.edu>
Subject: FW: Question on Certificate proposal
Attach: Certificate Journalism & Media Proposal.doc

Karen, Jonathan, and Terry -

I write to alert you to this proposal. The College has been clear that it will not allow certificates for undergraduate students, a long-standing decision that is well documented. The last certificate offered was in Women's Studies, discontinued when the degree program was approved and the department established (initially as a curriculum). That is about the same time minors were implemented. Certs are generally 3-4 courses and minors 4-5. This is 4 courses, mostly from the College.

JOMC and Business both offer certs to undergrads which have not been open to College students. This proposal would change that - any student who minors in JOMC would he eligible. In addition, course availahility in SPAN and HIST and ECL is always difficult and the faculty busy and yet, courses are being made available and the co-director is from ROML.

I can ask the question about whether a minor is possible instead of a cert but thought you should be aware. Also, know that JOMC has been advertising this cert without getting it approved (including using College courses) so this is a bit of a back-track.

I am away at the beginning of the week but can bring this to SADS on Thursday next. The graduate school serves as home for all cert programs even if for undergrads - which has worked well to date.

Bobbi

_____
From: Schmitt, Stephanie
Sent: Thursday, April 04, 2013 11:51 AM
To: Lindemann, Erika; Owen, Bobbi A
Subject: FW: Question on Certificate proposal

Bobbi, Erika - I now have a pretty good proposal for the Certificate Program in Latino Media Studies.

Is this proposal one that would be required to go to your Board for feedback and approval before I can bring it to our Board? It is for undergraduate students -- JOMC majors (like their others) but involving College departments.

Thanks -
Stephanie

From: Vargas, Lucila
Sent: Thursday, April 04, 2013 10:21 AM
To: Schmitt, Stephanie
Cc: Roush, Chris
Subject: Re: Question on Certificate proposal

Hello, Stephanie,

Thanks you very much for reviewing the proposal. I haven"t been working with anyone at the College of A&S. I will really appreciate your help on this.

I'm hoping that you will call a special meeting before the fall semester, but I understand that this may not be possible. We have a senior who is currently enrolled in the Certificate Program and eager to have it in his transcript. He is graduating in the summer.

Thanks,

Lucila

Chris: FYI

From: <Schmitt>, Stephanie <sschmitt@email.unc.edu<mailto:sschmitt@email.unc.edu>>
Date: Wednesday, April 3, 2013 3:04 PM
To: Microsoft Office User <lcvargas@email.unc.edu<mailto:lcvargas@email.unc.edu>>
Subject: RE: Question on Certificate proposal

Dear Lucila - thanks for sending the draft over. I think it looks quite good. Do you know if the College of Arts and Sciences will need to hear this proposal or not? They would typical hear them first and then our Board would hear them. I can ask them if you haven't been working with anyone yet. Our last Board meeting was actually last week, but there is a possibility that we will call a special one to hear a follow-up and I might be able to include this one. Otherwise, we would hear this proposal in our first fall semester meeting. So waiting for the final letter would be fine depending on the timing.

Best -
Stephanie

Stephanie Schmitt ▪ Associate Dean for Academics
The Graduate School ▪ The University of North Carolina at Chapel Hill
200 Bynum Hall, CB# 4010, Chapel Hill, NC 27599-4010
(919) 962-6306 ▪ sschmitt@email.unc.edu<mailto:sschmitt@email.unc.edu>
Visit us:gradschool.unc.edu<http://gradschool.unc.edu/>

From: Vargas, Lucila
Sent: Tuesday, April 02, 2013 2:37 PM
To: Schmitt, Stephanie
Subject: Question on Certificate proposal

Dear Associate Dean Schmitt,

I have been waiting for about ten days for one of the letters of support for the Certificate in Latino Media and Journalism and it seems that this process is going to take a few more days. It has been complicated because a history class that we would like to include used to be offered by the Dept. of History, but it's now offered by the Institute for the Study of the Americas and the director is on leave.

I'm anxious to submit the proposal. I was wondering if you will be willing to accept it, on a preliminary basis, without this letter.

It's attached, in case you would like to take a look at it. The folder contains the proposal, the letter from the Journalism School, and support letters from Romance Languages, Geography, English, and Music.

Thanks,

Lucila Vargas

University of North Carolina at Chapel Hill
Certificate Program Application Form

Please use this application form as a guide for your Certificate Program proposal.

Name of Proposed Certificate Program: Certificate in Media and Journalism Studies

Sponsoring Academic Unit: School of Journalism & Mass Communication

Administering Unit, if different:

Primary Contact Name: Dr. Lucila Vargas

Address and CB #: 3365

Phone Number: 919-942-4526 **Email:** lcvargas@email.unc.edu

First Term the Certificate Would be Offered: Fall 2013

---

1. Describe the Certificate Program and provide a statement of educational objectives.

The proposed Certificate Program will consist of the four requirements listed below (9-12 credit hours). It will be offered to degree-seeking, residential undergraduate students majoring or minoring in Journalism and Mass Communication. It will be an interdisciplinary Program in collaboration with the Department of English and Comparative Literature (through its Latino Studies Minor and Program), the Department of Geography, the Department of History, the Department of Music, and with the Department of Romance Languages and Literatures.

Certificate students will acquire a knowledge base about U.S. Latinos and the media catering to them. Students will also develop Spanish-language composition and Spanish-English translation skills. Thus, students will improve their proficiency in Spanish language as well as their effectiveness to communicate with, and about, Latinos.

The Certificate will be a cultural competence development program. Developing cultural competence requires the kind of intensive learning that only takes place in courses devoted to diversity. Nonetheless, even in these courses students seldom achieve beyond the first two dimensions of cultural competence, which are *cultural awareness* and *cultural knowledge*. An advanced level of cultural competence calls for an emphasis on *cultural skills* and *cultural practice*. According to Suárez-Balcazar and her colleagues (2011), this level entails "developing professional practices and behaviors designed to improve service delivery to diverse populations" as well as "experiencing other cultures and learning to appreciate diversity in society" (p. 5).[1] Such an advanced level is better attained through vertical programs.

Include a statement about the need for such a Certificate Program, and specifically why there is a need to offer this Certificate at UNC-Chapel Hill. Is the Certificate offered at other universities or community colleges?

At present, the School of Journalism & Mass Communication has two undergraduate Certificate Programs, one in Sports Journalism and a second one in Business Journalism. Both Programs have been offered for eight years and both have been very successful. At the School, we have found that students who specialize in the above areas gain an edge in the job market.

A Certificate in Latino Media and Journalism will give students a similar edge because media and communication firms have an urgency to recruit employees who understand the Latino consumer. Latinos, with now 52 million, now constitute over 17% of the total U.S. population, up from 13% in the year 2000.[2] Such population growth is due to nativity and it will continue, regardless of immigration levels, because Latinos are the nation's youngest ethnic/racial group. Their buying power has also been increasing at a fast rate. In 2010, the Hispanic market was estimated at $1 trillion; the projection for 2015 is 50% more: 1.5 trillion.[3]

Although 64% of Latinos were born in the U.S., they have a deep attachment to their cultural roots and prefer media that speak to their cultural uniqueness, whether in Spanish or in English. Historically, Latinos have been served by Spanish-language media, which is an economic sector seeing steady job growth, new business creation and overall expansion. For example, the top Spanish-language television network Univision is now a serious competitor to CBS, ABC, NBC, and Fox. But as more Latinos speak English, bilingual and English-language media catering to Latino audiences have appeared; even media giants News Corporation (Fox) and Disney's ABC have entered the Latino media market.

Another important reason for creating the Certificate is that, among practitioners and scholars in related fields, it is well known that there is a dire need of Latino journalists and strategic communication professionals. Up until now, UNC-CH in general, and the JOMC School in particular, have not attracted sizable numbers of Latino students, but this is changing. In the spring of 2013, 1,484 undergraduates enrolled at UNC-CH identified as Latino; this is 8.36% of the total undergraduate student population. At the JOMC School, there are 102 (8.27%) Latino majors plus 7 minors.[4] Moreover, current demographic trends indicate that North Carolina's Latino college student population will grow in the next few years. It is projected that in 2017, about 23% of all high school graduates will be Latinos. The Certificate will be an attractive incentive for prospective Latino students to major in journalism and mass communication. It will have symbolic value as well, signaling that the university welcomes Latinos and their culture.

Thus, the Certificate will further the goals of diversity plans of both UNC and the JOMC School. It will also advance the university's internationalization strategic objective of preparing students to live in a global and multiethnic society, especially its specific goal of "expand(ing) courses and programs that enhance students' knowledge of the world, including foreign language instruction."[5]

The Certificate will be a curriculum innovation that responds to the nation's current demographic shift. At present, the only Certificate Programs in Latino media and journalism are offered by The University of North Texas and by the University of Texas at Austin. The proposed Certificate will be the third of its kind in the nation and the first in South East.

2. Describe the demographics of the target student population for the Certificate Program. Double click each box that applies and describe the intended audience.

{ FORMCHECKBOX } Undergraduate Students
{ FORMCHECKBOX } Graduate Students
{ FORMCHECKBOX } Professional Students:
{ FORMCHECKBOX } Degree-seeking, Matriculated Students
{ FORMCHECKBOX } Non-Degree-Seeking Students

3. **Why is the Certificate Program necessary beyond offering the program as a minor, supporting area, or specialization/concentration/track?**

The proposed Certificate seeks to offer students a specialized credential that will add value to their degree. It will be noted in the student's transcript. Official recognition of having attained the Certificate will improve future graduates' prospects when either looking for a job or applying to graduate programs.

4. **Provide specific courses and other requirements for the Certificate Program. Separate listings of courses may be included with the proposal.**

Students must complete 12 credit hours to receive the Certificate. Prospective students must demonstrate Spanish-language proficiency at the fifth-semester level before being accepted in the Program. This requirement may be satisfied by either completion of a fifth-semester Spanish-language course or by a language examination. The curriculum will include the following four requirements:

1. Advanced Spanish proficiency. This requirement may be satisfied by successfully completing one of the following: (a) Proficiency examination, (b) SPAN 300 Spanish Composition and Grammar Review (c) SPAN 326 Spanish Grammar and Composition for Heritage Learners, (d) SPAN 335 United States Hispanic Community or (d) SPAN 375 The Spanish of the US.
2. SPAN 369, Introduction to Translation.
3. Introductory course to the study of Latina/os, which may be fulfilled by MUSI 147 Introduction to Latina/o American Music, LTAM 291 History of Latina/os in the United States, ENG 364 Introduction to Latina/o Studies, GEO 430 Social Geography: Global Migrations Local Impacts, or GEO 452 Mobile Geographies: Migration.
4. JOMC 443 Latina/o Media Studies.

Pease see attached description of courses.

5. **Provide a statement on the relationship of the Certificate Program to degree programs within the unit(s). To what extent will requirements for the Certificate overlap with requirements for bachelor's, master's or doctoral degrees? Confirm how course credit transfer policies will be applied to students.**

Up to one (3 credit hours) course counting towards either a major or minor in Journalism and Mass Communication, a (double) major in Spanish, a minor in Spanish, or a minor in Latino Studies may count towards the Certificate. Students may pursue the Certificate concurrently with the above programs. Course credit transferred from other colleges or universities will not count toward the Certificate.

6. **Will the Certificate Program be offered jointly with another university? If yes, describe the relationship with the joint unit.**

No

7. **Will the Certificate Program be offered on campus, as a distance education program, or a combination? Describe any distance education components in detail.**

It will be offered on campus.

8. **Describe the admissions criteria and process in detail. Differentiate between processes for degree-seeking students and non-degree-seeking students, where applicable. Include information about residency for tuition purposes as needed.**

Only students with a declared major or minor in JOMC will be eligible to apply to the Certificate. To be in good standing, students must maintain a GPA of 3.0 in all Certificate courses. Deadlines for applying will be February 2 and October 2 of each year. To apply, students will need to submit a resume and a signed letter stating the following:

1. UNC identification number
2. Email address
3. Major(s) and minor(s)
    a. If JOMC major: Sequence (e.g., PR, Visual Communication)
4. Year in school
5. GPA
6. Expected graduation date
7. Certificate courses already taken
8. Certificate courses currently taking
9. Relevant cultural experience (volunteer work, study abroad, etc.)

9. **Provide a three-year, semester-by-semester projection of enrollments and course offerings.**

Projection of course offerings

Fall 2013	*Spring 2014*	*Fall 2014*	*Spring 2015*	*Fall 2015*	*Spring 2016*
LTAM 291		LTAM 291		LTAM 291	
	ENG 364	ENG 364		ENG 364	
	GEOG 430		GEOG 430		GEOG 430
GEOG 452		GEOG 452		GEOG 452	
JOMC 443		JOMC 443		JOMC 443	
MUSI 147		MUSI 147		MUSI 147	
SPAN 300	SPAN 300	SPAN 300	SPAN 300	SPAN 300	SPAN 300
	SPAN 326		SPAN 326		SPAN 326
	SPAN 335		SPAN 335		SPAN 335
SPAN 369	SPAN 369	SPAN 369	SPAN 369	SPAN 369	SPAN 369
SPAN 375		SPAN 375		SPAN 375	

Projection of enrollments

Fall 2013	*Spring 2014*	*Fall 2014*	*Spring 2015*	*Fall 2015*	*Spring 2016*
4	3	7	5	10	7

10. Provide a three-year projection of the Certificate Program's financial plan. Include the impact on campus resources, such as classrooms and instructional faculty/personnel. Also include plans for tuition and billing, if separate from standard rates across schools.

The Program will build on efforts that have been developed independently by several academic units on campus. Given that all the required courses to complete the Certificate's curriculum are currently offered, there will be no need to create new courses. The impact on campus resources will be minimal in the first three years because enrollments are expected to be in the single digits.

The Program's major costs will come from publicity to promote enrollment growth and from administrative support. The Certificate will be a part of the JOMC School's Latino Journalism and Media (Latijam) initiative, which has an annual budget coming from the School. Latijam Director, Dr. Lucila Vargas, has agreed to add the administrative duties of the Certificate Program to her workload. Dr. Julia Cardona Mack, Certificate Program Associate Director, has agreed to provide administrative support as well. The budget for the first three academic years is as follows:

Budget 2013-2016

2013-2014	$1,000 (Latijam budget)
2014-2015	$1,000 (Latijam budget)
2015-2016	$1,000 (Latijam budget)

11. List all faculty members who will be responsible for planning and participating in the Certificate Program. Programs are encouraged to provide advising for students through the identification of one faculty member as the director of the Certificate.

JOMC School's Dr. Lucila Vargas will direct the Certificate Program and Dr. Julia Cardona Mack (Department f Romance Languages and Literatures) will be the Associate Director. Both have agreed to provide advising to Certificate students. Other faculty who teach courses that will be accepted for the Certificate are the following: Dr. Ruy Burgos (Department of Romance Languages and Literatures), Dr. Altha Cravey and Dr. Nina Martin (Department of Geography), Dr. David García (Department of Music), Dr. María DeGuzmán and Dr. Laura Halperín (Department of English and Comparative Literatures), and Dr. Zaragoza Vargas (Department of History/Latin American Studies). All have agreed to participate in the Certificate Program and to assist the Program Director and Associate Director in planning, implementation, and evaluation of the Certificate.

12. Describe the evaluation plans for the Certificate Program.

Beginning in May 2014, the Program Director and Associate Director will conduct a yearly formative evaluation aimed at determining the challenges faced by Certificate students as well as possible areas of opportunity. The data for this evaluation will come from applications, notes on advising sessions, miscellaneous communications with students, graduation and drop out

records, a Certificate student survey, and qualitative exit interviews with the Program's graduating seniors and, when possible, with students who may opt to drop out of the Program.

Beginning in May 2015, an online survey will be sent to Certificate graduates every year. The survey's purpose will be to gather information about their employment and their opinions on the value of the Certificate for career advancement.

13. Appropriate letters of support should be included with the proposal. All units sponsoring and participating in a Certificate Program should approve the proposal and provide support letters, including letters from units supporting the Certificate through resources (e.g., faculty time, course slots). Approval letters from the home school should accompany the proposal submitted to the Graduate School for final approval.

---

[1] Suárez-Balcazar, Y., Balcazar, F., Taylor-Ritzler, T., Portillo, N., Rodakowsk, J., Garcia-Ramírez, M., & Willis, C. (2011). Development and validation of the cultural competence assessment instrument: A factorial analysis. *Journal of Rehabilitation, 77*(1), 4-13.

[2] U.S. Census Bureau. American Community Survey. Accessed March 14, 2013. Available at http://www.census.gov/acs/www/.

[3] Nielsen (April, 17, 2012). *Young, mobile and growing: The state of U.S. Hispanic consumer.* Nielsen Newswire. Accessed March 8, 2013. Available at http://www.nielsen.com/us/en/newswire/2012/young-mobile-and-growing-the-state-of-us-hispanic-consumers.html

[4] Data provided by Beth Tanner, Office of the University Registrar, University of North Carolina-Chapel Hill (March 11, 2013).

[5] Board of Governors Internationalization Strategy. Accessed May 30, 2009. Available at http://www.northcarolina.edu/content.php/aa/departments/inter_programs/inter.htm

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Friday, April 5, 2013 8:36 AM
To: Reid, Dee <deereid@unc.edu>
Subject: RE: FYI - questions to Anne from Dan Kane re FEC minutes provided

---

With friends like these...
B.

_____
From: Reid, Dee
Sent: Thursday, April 04, 2013 4:19 PM
To: Owen, Bobbi A
Subject: FW: FYI - questions to Anne from Dan Kane re FEC minutes provided

From: McFarland, Michael B
Sent: Thursday, April 04, 2013 1:28 PM
To: 'Steve Kirschner'; Reid, Dee
Subject: FW: FYI - questions to Anne from Dan Kane re FEC minutes provided

From: Stabile, Regina
Sent: Thursday, April 04, 2013 1:08 PM
To: McFarland, Michael B; Moon, Karen B
Cc: Schuettpelz, Erin C
Subject: FYI - questions to Anne from Dan Kane re FEC minutes provided

FYI - questions to Anne from Dan Kane re FEC minutes provided…

From: Kane, Dan [mailto:dkane@newsobserver.com]
Sent: Thursday, April 04, 2013 1:06 PM
To: Whisnant, Anne Mitchell
Cc: Peter Hans; Wade Hargrove; Stabile, Regina
Subject: Re: Faculty Executive Committee records request

Thanks Anne,

I saw that you had taken the minutes for this meeting. Can you tell me if you recollect a discussion about this change between the draft version of the report and the final version released by the FEC?

Draft (page 6): "Although we may never know for certain, the involvement of Debbie Crowder seems to have been that of an athletics supporter who managed to use the system to 'help' players; she was extremely close to personnel in athletics."

Final (page 6): "Although we may never know for certain, it was our impression from multiple interviews that a department staff member managed to use the system to help players by directing them to enroll in courses in the African and Afro-American Studies Department that turned out to be aberrant or irregularly taught."

I do not see anything in the minutes that reflect a discussion for or against this change, and I'm told by one of the report's three authors that they do not have any recollection of discussing that change.

Also was this meeting tape recorded?

Thanks again,

Dan Kane
Staff Writer

On Thu, Apr 4, 2013 at 11:46 AM, Whisnant, Anne Mitchell <Anne_Whisnant@unc.edu<mailto:Anne_Whisnant@unc.edu>> wrote:
Dear Dan,

My apologies for the delay. I sent the minutes to the records officer in University Counsel's office last week and thought that she was taking care of getting them to you along with anything else that could be located in terms of intermediate drafts. But perhaps there was a mis-communication somewhere along the line.

In any case, here are the minutes.

Best regards,
Anne

Anne Mitchell Whisnant, Ph.D.
Deputy Secretary of the Faculty
Office of Faculty Governance
UNC-Chapel Hill
919-962-1671<tel:919-962-1671> (office)

_____
From: Kane, Dan [dkane@newsobserver.com<mailto:dkane@newsobserver.com>]
Sent: Thursday, April 04, 2013 11:08 AM
To: Whisnant, Anne Mitchell
Cc: Peter Hans; Wade Hargrove
Subject: Re: Faculty Executive Committee records request
Anne,

It's been a week since this request. If this was an open meeting, which I have no reason to doubt otherwise, the entire minutes are public record. They are the most basic of public records and by law should be produced immediately upon request.

As for the word documents, I do not think we are talking about an extensive amount of records here. Just those that reflect the changes between the draft and final versions.

I am cc'ing Peter Hans, chairman of the UNC Board of Governors, and Wade Hargrove, chairman of the UNC Board of Trustees, regarding this request.

Thanks,

Dan Kane
Staff Writer

On Thu, Mar 28, 2013 at 12:14 PM, Whisnant, Anne Mitchell <Anne_Whisnant@unc.edu<mailto:Anne_Whisnant@unc.edu>> wrote:
Thank you, Dan. We will get right on it.
Best regards,
Anne

From: Kane, Dan [mailto:dkane@newsobserver.com<mailto:dkane@newsobserver.com>]
Sent: Thursday, March 28, 2013 12:10 PM
To: Whisnant, Anne Mitchell
Subject: Re: Faculty Executive Committee records request

Anne,

That's correct. I do not believe either of these documents would pose a public records question, considering that I have the draft and final versions of the report.

Dan Kane
Staff Writer

On Thu, Mar 28, 2013 at 11:39 AM, Whisnant, Anne Mitchell <Anne_Whisnant@unc.edu<mailto:Anne_Whisnant@unc.edu>> wrote:
Dear Dan,

Just a followup to our phone conversation this morning regarding your request for records related to the development of the final version of the Faculty Executive Committee's special report of July 2012 on the academic fraud issue at UNC-CH.

Before gathering the materials, I want to be sure I understand correctly what you are asking for:

1. Faculty Executive Committee meeting minutes from the summer of 2012 when the FEC subcommittee report draft was being discussed and edited before final release.

2. Draft versions of the FEC subcommittee report that might indicate who edited the document, what edits were made, and when.

As I mentioned in our conversation, we do have meeting minutes, but the second request may be more difficult. I am copying the university records officer, Regina Stabile, on this message so that she is aware of your request and can assist me in compiling relevant materials in a way that does not release legally protected personal information.

Please confirm that I've understood your request correctly, and Regina and I will work to get you what we have.

Kind regards,
Anne Whisnant

Anne Mitchell Whisnant, Ph.D.
Deputy Secretary of the Faculty
Office of Faculty Governance, UNC-Chapel Hill
CB# 9170, Carr Building 203
Chapel Hill, NC 27599-9170
919-962-1671<tel:919-962-1671> (office) | 919-962-5479<tel:919-962-5479> (fax)
anne_whisnant@unc.edu<mailto:anne_whisnant@unc.edu>
http://faccoun.unc.edu/

--
Dan Kane
Staff Writer
919-829-4861<tel:919-829-4861>

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Dan Kane
Staff Writer
919-829-4861<tel:919-829-4861>

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Dan Kane
Staff Writer
919-829-4861

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Wednesday, April 10, 2013 11:51 AM
To: May, Lee Y <mayl@email.unc.edu>
Subject: Fwd: Weekly Report from 03-25 to 03-29

May answer your question. Would like to sign
This week.
Bobbi

Sent from my iPhone

Begin forwarded message:

> **From:** "Menon, Geeta" <gmenon@email.unc.edu>
> **Date:** April 10, 2013 9:43:46 AM EDT
> **To:** "Owen, Bobbi A" <owenbob@unc.edu>
> **Subject: RE: Weekly Report from 03-25 to 03-29**
>
> Dean Owen,
>
> I sent an email to Paula on 3/27 about returning the paperwork and inquiring as to whether I need to meet with you about it. The only questions I have are:
>
> 1. I meet with Dean Shuster once a week to discuss projects at Academic Advising. Would I now need to meet with Gary instead?
>
> 2. Would I be spending half my time here and half in Oasis?
>
> Thank you.
>
> Geeta
>
> ---
>
> **From:** Bobbi Owen [mailto:owenbob@unc.edu]
> **Sent:** Tuesday, April 09, 2013 6:01 PM
> **To:** Menon, Geeta
> **Subject:** Re: Weekly Report from 03-25 to 03-29
>
> Thanks.
>
> Did you have any suggestions regarding the MOU? If I do not hear back from you by Friday, I will initiate the signing process.
> Dean Owen
>
> On 4/5/2013 5:44 PM, Menon, Geeta wrote:
>
> > Dean Owen,
> >
> > Listed below are my activities for last week.
> >
> > **Monday**
> >
> > - Technical Committee Meeting – Among the issues that were discussed were facilitating access to the walk-in list from anywhere on campus, not accepting sign-ups, touch screens for sign-ins clickers for workshops, card-swipe software, chat software. Training on the use of tablets was also discussed for the upcoming summer orientation. We also broached the topic of website maintenance which included information updates, structural changes, updating photos, the carousel and the home page.
> >
> > - Following the meeting, I did some work on the Summer Bridge database, made some fixes to the Change of Major and Advisor Nomination forms, and worked on the Summer Orientation application and Senior Reviews form.
> >
> > **Tuesday**
> >
> > - I had a medical appointment in the morning and got in to work around 10:30 am (I have accounted for this time with Paula).
> >
> > - I continued my work on reporting features in MS-Access and the Summer Orientation Application, including data sourcing and the database design.
> >
> > **Wednesday**
> >
> > - I started the day working on downloading the Advisor Nominations submissions and formatted them into a report for Dean Wyrick. I also made the necessary updates to the website relating to the former.

- Continued my work on the Summer Bridge database.
- Commenced working on the Online FERPA form.
- Attended the Oasis meeting.
- After the Oasis meeting, I worked with Ying on the Senior Reviews form.
- Upon returning to Steele, I had a meeting with Lara Wind regarding user access to the Senior Reviews form and the new Graduation Database features.
- I ended the day by meeting with Dean Shuster where we discussed user inputs and outputs to the Summer Orientation application.

Thursday

- I had a dental appointment in the morning and got in at 11 am (I have already accounted for this time with Paula).
- Upon arriving, I continued with the Graduation Database updates and worked on my weekly report (for the previous week).
- In the afternoon, I met with Baskin Cooper from Oasis to resolve some connectivity issues with my laptop and my smartphone, i.e., inability to log in to VPN on my laptop and unable to access UNC Email on my smartphone.
- Following that, I continued working on the FERPA form including setting up Onyen authentication and doing some testing.

Friday

- Holiday

Sincerely,

Geeta

From: Bobbi Owen [mailto:owenbob@ad.unc.edu]
Sent: Friday, March 29, 2013 10:32 AM
To: Menon, Geeta
Cc: Owen, Bobbi A; May, Lee Y
Subject: Re: Weekly Report for 03-18 to 03-22

Thank you. I have not heard back about the MOU, in the case you have suggestions and wonder if it is ready to be signed.
Dean May is working on identifying a screen for the office, per your request.
Dean Owen

On 3/28/2013 4:08 PM, Menon, Geeta wrote:

> Dean Owen,
>
> Here is my report for last week:
>
> **Monday**
>
> - On Monday morning the Technical Committee met to discuss future enhancements to the website as well as new IT projects to support Academic Advising. Among the topics discussed were website integration with the Dean's Office, appointment sign-in integrations, incorporating sign-ins with the Advising Walk-in System and the Summer Orientation Application. The committee was asked to look into Google Drive and Evernote technology.
> - Following the Tech Committee meeting, I had a meeting with Dean Shuster concerning the Summer Orientation Application. We discussed the system inputs, input file layouts and where and how to obtain them.
> - After the meeting, I worked on fixes to the website including some fixes to the Worksheets Section, the carousel and Google Analytics.
> - I spent a portion of the afternoon working on the FERPA and an updated version ofthe Credit Overloads forms.
> - I had a short meeting with Dean May and another meeting with Dean Shuster where we had more discussions on the input data.

- Towards the end of the day, I continued my work with the Summer Orientation project and also made a fix to the Change of Major form

Tuesday

- On Tuesday morning, I got in a bit late due to car trouble. After arriving, I worked on the FERPA Form.
- I continued my work on the Summer Orientation Application, i.e., sourcing the necessary input files from the various departments.
- In the afternoon, I worked on the Graduation Database and did more work on the Summer Orientation data.

Wednesday

- In the morning, I met again with Dean Shuster to work on the design of the Summer Orientation Application.
- I spent the rest of the morning working on the Summer Bridge Application
- The first part of the afternoon was spent working on the Senior Reviews form with Tae in Howell.
- I finished off the day doing some research and testing of the MS-Access reporting feature.

Thursday

- I started the day with some email communications mostly relating to the Summer Orientation Application input data.
- I continued working on the data aspect of the Summer Orientation Application.
- I had another meeting with Dean Shuster on the Summer Orientation application where we discussed the design and layout of the input files and the user interface and reports.
- Following that meeting, I had a meeting with Dean Wyrick about the new Credit Overloads form and spent the rest of the afternoon working on the form and issues relating to it.

Friday

- In the morning I worked on the Summer Bridge database and formatted the data from the Online Summer Bridge Employment Application before importing it into the database.
- Following that, I continued my work with the Credit Overloads form, made some website updates and launched the form.
- In the afternoon I focused on making some fixes to the Change of Major form.
- I rounded off the day working some more on the Summer Bridge database

Sincerely,

Geeta

--

Bobbi Owen

Senior Associate Dean for Undergraduate Education, and

Michael R. McVaugh Distinguished Professor of Dramatic Art

University of North Carolina at Chapel Hill

CB# 3504, 3011 Steele Building

214 East Cameron Avenue

Chapel Hill, NC 27599-3504

Phone: 919 843-7773

FAX: 919 843-6557

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Bobbi Owen, Michael R. McVaugh Distinguished Professor of Dramatic Art

and Senior Associate Dean for Undergraduate Education

College of Arts and Sciences

CB# 3504, 3011 Steele Building

Chapel Hill, NC 27599-3504

PHONE: 919 843-7773

DRAMA PHONE: 919 962-2483

FAX: 919 843-6557

From:	Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent:	Monday, April 29, 2013 10:06 AM
To:	May, Lee Y <mayl@email.unc.edu>
Cc:	Derickson, Christopher P <cderickson@unc.edu>
Subject:	RE: Eligibility Meetings
Attach:	image001.png; image002.png

Both Chris and I are planning to come from at 3 and deliver the thanks very much speech and say we could appoint an ad hoc group is something comes up.
I think that Chris should give Gary the heads up instead of you, and have cc'd him.
Bobbi

From: May, Lee Y
Sent: Monday, April 29, 2013 9:55 AM
To: Owen, Bobbi A
Subject: Eligibility Meetings

Hi Bobbi,
I am circling back to you about the eligibility meetings. Our next one on the calendar is tomorrow at 3 and as you know you and I will be at the admissions advisory board at 3:30. I do not see any more on the calendar going forward. What would you like to do? Come by the 3pm meeting in South Building to "bring some closure"? Schedule another meeting for that? Some other suggestion?
I am interested in reaching out to Gary Lloyd witb some message about tomorrow (not sure if there is any pressing business) and also tbink about delivering the message you and I had discussed to the whole group.
Thoughts?
Lee

Lee Y. May, Ph.D.
Associate Dean and Director of the Academic Advising Program
College of Arts and Sciences
University of North Carolina at Chapel Hill
1011 Steele Building, CB #3110
Chapel Hill, NC 27599-3110
919 843-9030
[Description: FaceBook-icon]<http://www.facebook.com/UNCAdvising> [Description: Twitter-icon] <http://twitter.com/#!/UNCAdvising>

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Monday, April 29, 2013 10:09 AM
To: Gault, Terri <terrigault@unc.edu>
Cc: Derickson, Christopher P <cderickson@unc.edu>
Subject: RE: FW: FROM THE DEAN'S OFFICE AND REGISTRAR: Electronic Grade Change Process

---

I was responding to your statement: "Some think that final exams only need to be kept for two years." which is good practice. There is a policy that states that if a faculty member leaves the University they are supposed to provide two years worth of course materials to the chair. This actually conflicts the one that says final exams have to be kept for one year!

Two years is safe! Syllabus must be kept for 4 years (the life cycle of a student).
Bobbi

From: Gault, Terri
Sent: Monday, April 29, 2013 10:06 AM
To: Owen, Bobbi A
Cc: Derickson, Christopher P
Subject: RE: FW: FROM THE DEAN'S OFFICE AND REGISTRAR: Electronic Grade Change Process

Bobbi,

You specifically state that the syllabus must be kept for four years. For how long must the other course records be kept?

Thanks,

Terri Gault
Department Manager
Department of Psychology, UNC-CH
919.962.4153

From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Sunday, April 21, 2013 1:09 PM
To: Gault, Terri
Cc: Derickson, Christopher P
Subject: Re: FW: FROM THE DEAN'S OFFICE AND REGISTRAR: Electronic Grade Change Process

Course records are student's final exams (which are not the property of the student), the spread sheet recording attendance, any other materials collected by the prof and not returned to the students, course materials like the prof's copy of midterms, and the professor's copy of the grade roster (in prior years). The syllabus is required for 4 years.
Bobbi
On 4/4/2013 9:48 AM, Gault, Terri wrote:
Bobbi,

There seems to be some uncertainty among our faculty as to what constitutes "course records" that should be kept for four years. Some think that final exams only need to be kept for two years. Is there a source of information that I can refer to about these types of questions?

Terri Gault
Department Manager
Department of Psychology, UNC-CH
919.962.4153

From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Wednesday, April 03, 2013 11:07 AM
To: Gault, Terri
Cc: Derickson, Christopher P
Subject: Re: FW: FROM THE DEAN'S OFFICE AND REGISTRAR: Electronic Grade Change Process

That will be necessary, and likely the chair will act in the place of a faculty member. We'll all need to be careful about keeping course records for faculty members who leave the University for that same period of four years that we now retain all other records.

Paper forms will also be used for any changes prior to fall 2011 which should occur only rarely.

We are working on a set of guidelines to distribute later this semester.

Bobbi
On 4/3/2013 10:42 AM, Gault, Terri wrote:
Bobbi,

What happens when an instructor leaves the university after teaching in a semester and no longer has access to University systems? Will a paper form be accepted in those cases?

Thank you,

Terri

Terri Gault
Department Manager
Department of Psychology, UNC-CH
919.962.4153

From: Reid, Dee [mailto:deereid@unc.edu]
Sent: Thursday, March 21, 2013 9:12 AM
To: All Administrative Managers in the College of Arts & Sciences
Cc: Administrative Managers ; Derickson, Christopher P; Owen, Bobbi A
Subject: [asmgrs] FROM THE DEAN'S OFFICE AND REGISTRAR: Electronic Grade Change Process

The attached memo from Senior Associate Dean Bobbi Owen and University Registrar Chris Derickson is being sent to all deans, directors and department/curriculum chairs in the College,

with an information copy to administrative managers.

* * * *

Dee Reid (919) 843-6339
Director of Communications
College of Arts and Sciences
The University of North Carolina at Chapel Hill
205 South Building, CB #3100
Chapel Hill NC 27599-3100

--

Bobbi Owen

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--

Bobbi Owen

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Phone: 919 843-7773

FAX: 919 843-4775

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Friday, May 3, 2013 4:47 PM
To: Norwood, Roberta A <rakelly@email.unc.edu>
Cc: valerie.konczal@duke.edu; Roberts-Coleman, Joan <joanrc@email.unc.edu>; Wind, Lara M <larawind@email.unc.edu>; penrose@robertsonscholars.org
Subject: Re: Robertson Scholars from UNC earning certificates at Duke
Attach: image001.gif; image002.gif; image003.png; image004.png

---

Yes the minor should be approved.
Bobbi

Sent from my iPhone

On May 3, 2013, at 4:39 PM, "Norwood, Roberta A" <rakelly@email.unc.edu> wrote:

Dear Ms. Konczal and Dean Owen,

Thank you for the attachments provided in your email. We absolutely agree that the certification of plan requirement completions is done in the Dean's offices of both institutions. We do have in our files examples of past years when the notifications to us came from the Robertson Scholars office. We understand, however, that these would not have been sent without prior approval from the Dean's offices. We are updating our procedure documentation to indicate that all certification of plan requirements at the sister institution will come directly from the Dean's offices of the respective school rather than through the Robertson office .

In regards to the majors/minors/certificates listing and specifically, the minor in Education requested for 3 UNC students, UNC CH does now offer a minor in Education. This plan was approved to begin Summer I term in 2012. Should the Duke minor be approved for the UNC students since the approval of the minor at UNC did not occur until these students' junior year? That is the area in which we need the guidance of the Dean's offices. That guidance in the past has been provided in the form of the list referenced here. Is it possible to update that list to incorporate curriculum changes at both institutions or should approval from both dean's offices be the final word on any request?

Danny and I appreciate your guidance and will update our procedure documentation to be in alignment with the direction provided.

Thank you,

Roberta

Roberta A. Norwood, Ed.D.

Associate University Registrar for Registration and Scheduling

Office of the University Registrar

UNC Chapel Hill

Suite 3100, SASB North, Campus Box 2100

450 Ridge Road

Chapel Hill, NC 27599-2100

Phone - 919-962-9840

Fax - 919-843-8709

From: Valerie Konczal [mailto:valerie.konczal@duke.edu]
Sent: Friday, May 03, 2013 11:23 AM
To: Collins, Daniel L; 'penrose@robertsonscholars.org'; Owen, Bobbi A
Cc: Roberts-Coleman, Joan; Wind, Lara M; 'crosscampus@robertsonscholars.org'; Lee D. Baker, Ph.D.
Subject: RE: Robertson Scholars from UNC earning certificates at Duke
Importance: High

Danny,

This is a change in procedure. The Robertson Program cannot certify completion of plan requirements. They are a third party to the process. The information exchange regarding Robertson Scholars must take place between the two Dean's Offices, which subsequently convey decisions to the respective Registrar's Offices. On our side, we **do not** give permission to the Robertson Program to authorize the Duke Registrar's Office to post plans to the Duke transcript. Only the Trinity Dean's Office can do so after receiving certification from Dean Owen or her proxy. I have attached copies of emails that provide examples from last year of the process that is in place.

Also, is a minor in Education available at UNC? If not, the Scholars are eligible to earn the certification. A list of majors, minors, and certificates that

did not overlap at the two schools was created in 2008. However, that list was not intended to be definitive. Many curriculum changes have occurred at the schools since that time. The policy states, "Robertson Scholars may, if they wish and are able, complete a second major, minor, or a certificate at the sister institution. The credential can be earned only if the program is not offered at the home institution." The policy, itself, does not specify particular plans.

Please advise,

valerie

Valerie Konczal

Director, Academic Services and Systems

Trinity College of Arts and Sciences

Box 90053, 011D Allen Building

Duke University

Durham, NC 27708

(tel) 919-684-5046

(fax) 919-660-0488

From: Collins, Daniel L [mailto:daniel.collins@unc.edu]
Sent: Friday, May 03, 2013 10:25 AM
To: penrose@robertsonscholars.org; Valerie Konczal
Cc: Roberts-Coleman, Joan; Wind, Lara M; crosscampus@robertsonscholars.org
Subject: RE: Robertson Scholars from UNC earning certificates at Duke

Elaine,

If remarks are to be added to the student's UNC-CH records indicated below, you can submit those to us through signed certificate and minor requests on Robertson letterhead. (However, it should be noted that a minor in education at Duke is not an approved minor that can be added as a transcript remark at UNC-CH.)

Valerie, if remarks are to be made on any further UNC-CH student's transcripts, you can submit those requests to the Robertson program, who can in turn submit the appropriate paperwork to our office for processing.

Thank you,

Daniel Collins

Special Enrollments Coordinator

Office of the University Registrar

University of North Carolina at Chapel Hill

Telephone: 919.962.0505 Fax: 919.962.3349

http://registrar.unc.edu/registration/special-enrollments/

From: Roberts-Coleman, Joan
Sent: Friday, May 03, 2013 9:56 AM
To: Wind, Lara M; Collins, Daniel L
Subject: RE: Robertson Scholars from UNC earning certificates at Duke

Lara,

As Danny would oversee any UNC enrollments for these students, I am copying him here.

Danny, if there is anything either Lara or I should/can do for these students, please let us know.

Best,

~Joan

Joan Roberts-Coleman

Records Service Coordinator

Office of the University Registrar, UNC-Chapel Hill

3106 SASB North, CB #2100, Chapel Hill, NC 27599-2100

Tel: 919-962-9861 Fax: 919-962-3349

Follow the Registrar's Office on: <image001.gif> <image002.gif>

From: Wind, Lara M
Sent: Friday, May 03, 2013 9:19 AM
To: Roberts-Coleman, Joan
Subject: FW: Robertson Scholars from UNC earning certificates at Duke

Hi Joan,

Is there anything I need to do regarding the information below?

Thanks,
Lara

Lara Wind | Graduation Coordinator

Academic Advising Program | College of Arts and Sciences

University of North Carolina at Chapel Hill

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<image003.png><image004.png>

From: Owen, Bobbi A
Sent: Thursday, May 02, 2013 6:49 PM
To: Wind, Lara M
Cc: May, Lee Y
Subject: Fwd: Robertson Scholars from UNC earning certificates at Duke

FYI

Sent from my iPhone

Begin forwarded message:

> **From:** Valerie Konczal <valerie.konczal@duke.edu>
> **Date:** May 2, 2013 2:57:58 PM EDT
> **To:** 'Bobbi Owen' <owenbob@ad.unc.edu>
> **Cc:** Elaine Penrose <elaine.breeden@duke.edu>, '"Collins, Daniel L"' <daniel.collins@unc.edu>, Harry Nelson <harry.nelson@duke.edu>, Mark Taylor <taylorm@duke.edu>
> **Subject: Robertson Scholars from UNC earning certificates at Duke**
>
> Dear Dean Owen,
>
> As the individual responsible for overseeing the undergraduate graduation clearance process in the Trinity Deans' Office at Duke, I
>
> wish to inform you that the following Robertson Scholars from UNC have completed requirements this spring at Duke University for the plans noted.

- Jared Ciervo (UNC PID: 714889537) Certificate in Documentary Studies
- Joe Holthaus (UNC PID: 715027042) Minor in Education

- Jeremy Knight (UNCPID: 714915483) Minor in Education
- Jagir Patel (UNC PID: 715108305) Minor in Education

Please let me know if further information is required.

Best wishes,

Valerie Konczal

Valerie Konczal

Director, Academic Services and Systems

Trinity College of Arts and Sciences

Box 90053, 011D Allen Building

Duke University

Durham, NC 27708

(tel) 919-684-5046

(fax) 919-660-0488

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Wednesday, May 29, 2013 5:34 PM
To: Matson, Steve <smatson@bio.unc.edu>
Subject: Re: Strategic Wing/Operational Wing meeting minutes; Campus Solutions status report
Attach: image001.gif

Thanks. Any comments re priorities?
B.

Sent from my iPhone

On May 29, 2013, at 5:32 PM, "Matson, Steve" <smatson@bio.unc.edu> wrote:

I will miss the next EACC meeting since I will be out of town.

Steven W. Matson, Ph.D. ▪ Dean

The Graduate School ▪ The University of North Carolina at Chapel Hill

214 Bynum Hall, CB# 4010, Chapel Hill, NC 27599-4010

(919) 962-6311 ▪ smatson@bio.unc.edu

Visit us: gradschool.unc.edu

<image001.gif>

From: Haven, Ben [mailto:bhaven@email.unc.edu]
Sent: Wednesday, May 29, 2013 4:08 PM
To: Enterprise Applications Coordinating Committee - Strategic Wing
Subject: [eacc_members] Strategic Wing/Operational Wing meeting minutes; Campus Solutions status report

Dear EACC Strategic Wing:

I have attached the revised meeting minutes from the EACC Strategic Wing meeting on Thursday, 5/9/13. I have also attached the Operational Wing Meeting Minutes from 5/16/13, as well as the most recent Campus Solutions Status Report.

The next EACC Strategic Wing meeting will be held on Thursday, June 13, 2013 in Steele Building, room 3020, from 10:30 a.m. to 12:00 p.m.

Best regards,

Ben

--

Benjamin Haven

Curriculum Analyst | Office of Undergraduate Curricula

University of North Carolina at Chapel Hill

3007 Steele Building, CB # 3504

Chapel Hill, NC 27599-3504

bhaven@email.unc.edu | (919) 843-5473

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You are currently subscribed to eacc_members as: smatson@bio.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=52101124.9b77a73a371e938d5e9fb5ae28f69b0f&n=T&l=eacc_members&o=33160098

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-33160098-52101124.9b77a73a371e938d5e9fb5ae28f69b0f@listserv.unc.edu

From:	Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent:	Wednesday, June 5, 2013 9:37 AM
To:	Williford, Lynn E <lynn_williford@unc.edu>
Cc:	Lindemann, Erika <ulinde@email.unc.edu>
Subject:	Fwd: Letter of support for EURO-TAM?
Attach:	stephens_letter_euro-tam_may2013.pdf; ATT00001.htm; Proposal EURO TAM Dual BA MA.docx; ATT00002.htm

---

Lynn-
Can you let Erika know about your concerns and talk with her about whether the ad board should proceed or wait till they are resolved
Bobbi

Sent from my iPhone

Begin forwarded message:

> **From:** "Lindemann, Erika" <ulinde@email.unc.edu>
> **Date:** June 4, 2013 11:02:36 AM MDT
> **To:** "Owen, Bobbi A" <owenbob@unc.edu>
> **Subject: FW: Letter of support for EURO-TAM?**
>
> Bobbi, we have received the attached proposal for a dual BA-MA degree (EURO-TAM), which I'm passing along for your preliminary review. John Stephen's letter of support is also attached. As a voting member of the Ad Boards, I've declined Tanya's request to write a letter of support but have asked her to secure an endorsement from Dean Hartlyn.
>
> I've also asked Tanya to clarify if this is the final version of the proposal, the one she wants the Ad Boards to review. If so, we could take it up in September. Haven't read it yet, so I don't know if there are problems. Will send a message to Stephanie to let her know we have this material.
>
> Cheers!
>
> Erika
>
> Erika Lindemann
> Associate Dean for Undergraduate Curricula
> 3014 Steele Building, CB# 3504
> The University of North Carolina at Chapel Hill
> Chapel Hill, NC 27599-3504
> Office: 919-843-7772
> Fax: 919-962-6888
>
> Office of Undergraduate Curricula Web site. www.unc.edu/depts/uc/
>
> **Confidentiality notice: This email message, including any attachments, is for the sole use of intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure, or distribution is prohibited.**
>
> ---
>
> **From:** Kinsella, Tanya E
> **Sent:** Wednesday, May 29, 2013 1:25 PM
> **To:** Lindemann, Erika
> **Subject:** Letter of support for EURO-TAM?
>
> Erika,
>
> We have completed our proposal to create a EURO-TAM 5-year BA-MA degree (see attached).
>
> Would you perhaps be willing to write a brief letter of support?
>
> Best,
>
> Tanya
>
> – – – – –
>
> Tanya E. Kinsella, Ph.D.
>
> Undergraduate Academic Program Coordinator
>
> Center for European Studies, CB# 3449

FedEx Global Education Center, Rm 3213

University of North Carolina at Chapel Hill

919-962-1602

www.unc.edu/depts/europe (Center for European Studies)

areastudies.unc.edu/lac (Languages Across the Curriculum)

http://www.unc.edu/euro (EURO Major)

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UNC Center for European Studies

UNC Languages Across the Curriculum Program

UNC Contemporary European Studies Major

UNC GLOBAL

The University of North Carolina at Chapel Hill
College of Arts & Sciences
Center for European Studies
European Union Center of Excellence

John D. Stephens
Gerhard E. Lenski Professor
of Political Science and Sociology
Director, CES / EUCE

UNC Global Education Center
Chapel Hill, NC 27599-3449
jdsteph@unc.edu
919.962.4634

May 24, 2013

To: The Administrative Boards of the College of Arts and Sciences and the General College

The faculty advisory committees for the Curriculum in Contemporary European Studies, the Transatlantic Masters Program, and the Center for European Studies requests approval to create a dual BA-MA program that enables students to complete an undergraduate degree in Contemporary European Studies (EURO) and the research-focused track of the TransAtlantic Masters (TAM 2) within five years.

The proposed EURO-TAM accelerated BA-MA degree program stands out for its unique international component. Students in the program would complete four years of coursework at UNC-Chapel Hill, followed by one year of graduate study and research at one of three renowned European universities. Based on career placement data on TAM alumni from the past fifteen years, we expect that EURO-TAM graduates will be well-prepared for successful international careers.

Feedback from current EURO majors suggests that many students will embrace the challenge of completing a demanding and competitive program that increases the affordability of graduate school. Given the uniqueness of the program, we anticipate that the dual EURO-TAM degree will attract outstanding students to UNC from across North Carolina and the United States.

I have attached a copy of our proposal for your review. Please note that we have submitted a separate request to revise the current requirements for the EURO major. The EURO-TAM proposal is based on these projected changes but will be amended to reflect the Board's final decision regarding the curriculum.

Please let me know if you need any additional information.

Sincerely,

John D. Stephens
Director, Center for European Studies

The EURO-TAM Dual BA-MA

The EURO-TAM degree program enables students to complete a BA in Contemporary European Studies and the research-focused track of the TransAtlantic Masters within five years. A unique intensive program comprised of four years of coursework at UNC-Chapel Hill and one year of graduate study at one of three renowned European universities, the EURO-TAM degree prepares students for international careers in a variety of fields, including administration, diplomacy, business, policy-making, public service, marketing consulting, teaching, and research. We expect the program to attract outstanding students to UNC-CH from across North Carolina and the U.S.

The BA in Contemporary European Studies (EURO)

The Curriculum in Contemporary European Studies provides students with 1) a broad cross-disciplinary understanding of modern Europe and the European Union; 2) a focused understanding of contemporary Europe from the perspective of a selected social science discipline; and 3) advanced proficiency in a modern European language. Students are especially encouraged to combine the major with a second major in a non-interdisciplinary field such as political science, economics, or history. Through its unique combination of advanced coursework, quantitative analysis, and language training, the EURO curriculum provides the intellectual building blocks to study contemporary Europe through a sophisticated framework. Students completing the major will be well-prepared for further graduate or professional study of contemporary Europe and for a wide range of international careers.

Core Requirements

• EURO/HIST 159: *20th Century Europe*

• EURO/POLI 239: *Introduction to European Government*

Theme of Concentration

• Four courses must be taken from one of the two themes listed below (asterisked courses require approval, based on the appropriate course topic).

• One course must be taken from the theme outside the student's concentration.

• One additional course must be taken from Theme 1, Theme 2, or the list of approved elective courses on contemporary Europe.

• Of the total 8 courses required for the major in Contemporary European Studies, three must be numbered 400 or above.

Theme I. Contemporary Europe: Integration and Enlargement: ECON 461, 560; ECON/EURO/PWAD 460; EURO/POLI 442; FREN 378; GEOG 464; POLI 195*, 232, 236, 430, 433, 438, 495*; POLI/PWAD/RUES 469; POLI/PWAD/SOCI 260; POLI/SOCI 439

Theme II. Contemporary Europe: Histories and Cultures: ANTH 377; ASIA 452, 490*; EURO/SPAN 362; FREN 331, 377, 504; GERM 349; GERM/HIST/POLI/SOCI 257; GERM 270/JWST 239/RELI 239; HIST 260, 292H*, 391*, 458, 463, 469, 475, 481, 490*; HIST/JWST/PWAD 262; HIST/WMST 259; ITAL 343; LING/SLAV 306; PWAD/SLAV 467; SLAV 196; SPAN 340

Elective Courses on Contemporary Europe: ANTH 449; ART 283; CMPL 385, 466, 468; CMPL/EURO/FREN 332H; CMPL 374/WMST 373; COMM/GERM 275; DRAM 289; ECON 434; ENGL 278, 378; ENGL/PWAD 659; FREN 372, 373, 398*; GERM 255, 280, 350, 381, 382, 390*, 391*, 655; GERM/SLAV 251; GERM/WMST 250; HIST 466; HUNG 280; ITAL 242, 331, 333, 335, 382, 398*; JWST/PLSH 412; MUSC 253, 284, 285; PHIL 224, 229, 494; POLI 432, 472; SLAV 101, 198; SPAN 635

Additional Requirements

• A modern European foreign language through level 5

Contemporary European studies majors are required to complete a minimum of five semesters of a western European language, or document fifth-semester proficiency through university placement tests. One approved literature course taught in the language may also count as a theme or elective course if included in the course listings above. Majors are strongly encouraged to apply their language proficiency skills in languages across the curriculum (LAC) courses and complete a UNC-approved study abroad program in the target language.

The TransAtlantic Masters, Research Track (TAM 2)

The research-oriented track of the TransAtlantic Masters Program focuses on European governance and social policy, with an emphasis on qualitative and quantitative research methods. Students study for one full academic year at UNC-Chapel Hill (for EURO-TAM students, this year would coincide with the senior year), followed by a year of study and research abroad at one of three institutions: the VU University in Amsterdam, the Universitat Pompeu Fabra in Barcelona, or the University of Bremen in Germany. All classes offered abroad are taught in English.

During the first semester at UNC-CH, students take three required courses and one elective. They also participate in the fall Speakers Series offered by the Center for European Studies. Courses focus on such topics as comparative politics of industrial societies, comparative social policy, democratization, the European Union, and multilevel governance. Over the fall break, students travel to Washington, D.C. for site visits and an annual gathering with TAM alumni. Two required courses and one elective are offered in the spring semester and students may elect to pursue independent study projects with individual professors.

After the first academic year ends in early May, students are encouraged to pursue relevant summer internships in Washington, D.C. or Brussels. The associate director of TAM provides guidance on locating internship opportunities.

During the fall of year two, coursework begins at VU Amsterdam, UPF, or the University of Bremen. All three universities have strong offerings in social policy. In Amsterdam, courses focus on comparative welfare states, international political economy, international security, and global environmental governance. Some research internships may be available to TAM students who study at the VU. At UPF, course titles may include *Statistical Analysis I*, *Electoral Systems*, *Multiculturality and Immigration Policies*, *The Welfare State*, *Globalization and European Integration*, *Democracy and Political Liberalism*, *Social Policy and the Welfare State*, *Electoral Competition and Voting Behaviour*, and *Migration and Society*. In Bremen, research internships are readily available and serve as an integral part of the program. In addition, social policy

coursework focuses on the economy and on health policy. During the second semester overseas, TAM II students focus on their thesis research and preparation.

Student Demand

Interviews conducted with EURO majors indicate a high level of interest in the opportunity to combine the BA and TAM into a five-year dual degree. Given the typical profile of EURO students, we expect that many will embrace the challenge of completing a demanding and competitive program that increases the affordability of graduate school. To date, the rigorous EURO curriculum has tended to attract highly motivated and academically exceptional students. EURO graduates, on average, enter UNC-CH with 19.7 Advanced Placement or by-exam credits. Because the degree requires at least four courses to be taken at the 400-level or above, many of our majors already enroll in upper-level courses alongside TAM students; during their undergraduate career, roughly half of EURO alumni completed coursework that satisfied requirements for the TAM degree (POLI 438, RUES 469, POLI 891 taken as 495). All of our past EURO graduates succeeded in completing double majors and more than ¾ also finished a minor. With the exception of one student, all also participated in study or work abroad during their undergraduate careers. After graduating from UNC-CH, more than 70% went on to pursue graduate or professional degrees—including the TransAtlantic Masters—in a variety of fields such as Economics, German Studies, Information Science, Law, Museum Studies, Political Science, and Public Administration.

Publicity and Student Recruitment

The EURO-TAM Program will be advertised to current and incoming UNC students through the usual channels: the admissions office, student orientation, academic advising, the annual Majors Expo, the CES website and biweekly e-newsletter, and the EURO and TAM webpages. Additionally, the Center for European Studies (CES), as a U.S. Department of Education National Resource Center and network coordinator of the ten European Union Centers of Excellence in the United States, will utilize its resources and outreach activities to market the EURO-TAM Program to high school students, teachers, and advisors within North Carolina and nationwide. Special efforts will be made to reach magnet, charter, and International Baccalaureate schools, schools with strong foreign language programs, and students participating in AP courses, EuroChallenge, Model EU, and Model UN. On-site presentations and classroom visits will be offered to schools in NC, and CES staff will work with the EURO advisor and TAM associate director to identify and recruit promising candidates.

Application and Admission

Undergraduate students who are interested in the EURO-TAM BA-MA program should contact both the EURO advisor and the TAM associate director as soon as possible, in order to strategically plan their program of study. Students should continue to meet with the EURO advisor at least once each semester to track their progress. To be eligible for admission into the EURO-TAM program, candidates should meet the following requirements by the end of their sixth semester of undergraduate study:

- Officially declare EURO as their primary or secondary major;
- Complete six semesters (or the equivalent) of a modern European foreign language;
- Successfully complete both core courses (HIST/EURO 159: *20th Century Europe* and POLI/EURO 239: *Introduction to European Government*);
- Enroll in at least three theme courses;
- Maintain a minimum GPA of 3.2.

Students must apply for admission to the TAM program in January of their sixth semester. The annual deadline will be posted on both the EURO and TAM websites at http://www.unc.edu/euro/ and http://www.unc.edu/depts/tam/. Applicants will be required to submit the following materials to the Graduate School:

1. Graduate School application;
2. Undergraduate transcript(s);
3. TOEFL or IELTS scores (only applies to international students from non-English-speaking countries);
4. Two letters of recommendation from faculty members affiliated with the EURO curriculum;
5. A 500-word statement of purpose;
6. A 10-page excerpt from an academic essay written for an approved EURO course.

The application fee will be waived for all currently-enrolled EURO majors. Although GRE scores will not be required, EURO-TAM applicants will be encouraged to submit them as supporting materials.

In addition to the six items above, the following materials must be submitted to the TAM office:

7. TAM Program application;
8. TAM foreign language evaluation(s);
9. Financial certificate (only applies to non-residents of the U.S.).

Application materials will be reviewed by the Graduate School and the TAM Admissions Committee, which consists of European Studies faculty.

The EURO-TAM program will take ten semesters to complete. Admitted students who have earned 60 baccalaureate credits (2 years or the equivalent) may begin taking courses at the post-baccalaureate level. Up to three graduate-level courses (9 credit hours) taken during the BA phase of the program may subsequently be counted toward the MA, as long as students also take enough courses within eight semesters to meet the 120-credit BA graduation requirement. The 9 transferred credit hours may not count toward the 120-credit hours for the undergraduate degree. Upon completion of all coursework and the thesis, students will earn a UNC-Chapel Hill Bachelor of Arts in Contemporary European Studies and a Master of Arts in Political Science, Concentration on European Governance.

See page 6 for a sample student course plan. As the plan indicates, EURO-TAM students who enter UNC with sufficient AP credit and foreign language proficiency may be able to complete

an undergraduate double major, a language minor, and study abroad for a semester, in addition to earning the TAM degree.

Outlook for Graduates

Over 200 TAM degrees have been awarded since the program was launched fifteen years ago. Career placement data suggests that EURO-TAM degree recipients can expect promising employment opportunities. According to a recent survey of TAM graduates, approximately ¼ currently serve in the U.S. Government, ¼ are employed at NGOs or think tanks, ¼ hold positions in the private sector, and ¼ work in higher education.

The success of past graduates is undoubtedly maximized by the individualized career guidance and special professional development opportunities offered through the TAM program. In addition to their academic training, TAM candidates participate in CV and cover letter workshops, site visits to Washington, D.C. and New York City, alumni roundtable discussions, focus groups, and networking events. Our active and generous network of TAM alumni can also assist recent graduates in cultivating professional contacts and locating employment prospects.

EURO-TAM Dual Degree: Sample Course Plan

This student enters UNC-CH with 12 AP credits and places into 4th semester French. She earns a TAM II degree, a double major in EURO and POLI, and a minor in French, and studies abroad during the fall semester of her 3rd year.

Semester #	Courses	Count As	Semester Credits	Credits To Date
High School	AP FREN 203: Intermediate French 1 (3) AP HIST 127: American History 1 (3) AP HIST 128: American History 2 (3) AP MATH 231: Calculus 1 (3) AP PSYC 101: General Psychology (3)	GE (FL) GE (HS, NA, US) Elective GE (QR) GE (PL)	12	15 BA
1 Fall EURO & POLI BA	ECON 101: Intro to Economics (3) ENGL 105: Engl Comp & Rhetoric (3) FREN 204: Intermediate French 2 (3) HIST 159: 20th-C Europe (3) POLI 100: Intro to US Govt (3)	GE (SS) GE (CR) GE (FL), EURO FL GE (GL), EURO Core POLI, GE (SS)	15	30 BA
2 Spring EURO & POLI BA	BIOL 101: Principles of Biology (3) BIOL 101L: Principles of Biology Lab (1) FREN 308: French LAC for POLI 239 (1) FREN 255: Conversation 1 (3) LFIT 114: Yoga and Pilates (1) POLI 150: Intl Rel and World Politics (3) POLI 239: Intro to Euro Govt (3)	GE (PX) GE (PX, CI) Elective EURO FL GE (LFIT) GE (GL), POLI EURO Core, POLI CP	15	45 BA
Maymester	EURO 398: European Cinema (3)	EURO Theme 3	3	48 BA
3 Fall EURO & POLI BA	FREN 300: Comp & Grammar Review (3) POLI 130: Comparative Politics (3) POLI 270: Classical Political Thought (3) POLI 288: Strategy and Politics (3) Elective course (3)	EURO FL, FREN POLI GE (PH, WB), POLI Theory GE (QI), POLI	15	63 BA
4 Spring EURO & POLI BA	FREN 373: French New Wave Cinema (3) FREN 260: Intro to Lit (3) POLI 271: Modern Political Thought (3) POLI 236: Politics of E-Central Europe (3) POLI 433: Politics of the EU (3)	GE (VP), EURO Th3, FREN GE (LA), FREN POLI GE (BN), EURO Th1 EURO Th1, POLI	15	78 BA
Maymester	POLI 432: Tolerance in Liberal States (3)	EURO Th3, POLI	3	81 BA
5 Fall EURO & POLI BA	ISP 232: Exchange Sciences Po, Paris (0) FREN 311: Conversation & Composition (3) Elective course (3) Elective course (3) Elective course (3) Elective course (3)	GE (EE) FREN	15	96 BA
6 Spring EURO & POLI BA ***Apply for TAM in Jan!***	FREN 331: French Civilization II (3) HIST 490: Spec Topics: US & Cold War (3) POLI 260: Crisis/Change: Russia, E Euro (3) POLI 442: Internatl Political Economy (3) Elective course (3)	FREN EURO Th2 Elective EURO QA	15	111 BA
7 Fall Start TAM 2 (UNC)	POLI 745: Var of Capitalism (3) POLI 891: Lecture Series (1) POLI 788: Stat/Data Analysis (3) POLI 733: Euro Integration (3) Elective Course: POLI 495 (3)	TAM TAM TAM EURO Th1 Elective BA Credit	6 BA 7 MA	117 BA 7 MA
8 Spring TAM 2 (UNC)	POLI 630: Political Contestation (3) POLI 631: European Security (3) POLI 633: Tolerance (3) BA-level course (3)	TAM TAM TAM BA Credit	3 BA 9 MA	120 BA 16 MA
9 Fall TAM 2 (Europe)	TAM Course (3) TAM Course (3) TAM Course (3)	TAM TAM TAM	9 MA	25 MA
10 Spring TAM (Europe)	POLI 890: Directed Reading (3) POLI 993: MA Thesis Credit (3)	TAM TAM	6 MA	**31 MA**

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Sunday, July 7, 2013 5:19 PM
To: Swanson, Kristen M <swansok@email.unc.edu>
Cc: Lebbad, Kathy Hamil <kterry@email.unc.edu>
Subject: Re: Undergraduate Admissions Advisory Committee

Hooray. I will send the dates tomorrow. How about identifying someone as your designee for times when you cannot come and we can put the dates on that persons schedule as well and put them on the listserv so they are aware.
Enjoy your last night - what is left of it - and travel back easily.

Bobbi

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

On Jul 7, 2013, at 5:11 PM, "Swanson, Kristen M" <swansok@email.unc.edu> wrote:

> Hi Bobbi:
> Both Bill and Gary have weighed in. They reported that they made affirming connections, learned much from their membership, and were keen on supporting Steve. They also said, in their estimation, a nursing alternate to me would be able to participate fully. Nonetheless, given their robust endorsement of the committee, I agree to serve. I will do my best to make it to the meetings. Thank you for your patience with my decision- making.
> Kristen
>
> Kristen M. Swanson, RN, PhD, FAAN
> Dean and Alumni Distinguished Professor
> University of North Carolina at Chapel Hill
>
>
> On Jul 7, 2013, at 7:36 PM, "Bobbi Owen" <owenbob@ad.unc.edu> wrote:
>
>> Dear Kristen -
>> Now that the provost transition has occurred, I write to renew my request.
>> I promise only 5-6 meetings, with little preparation required. I know that both Bill and Gary would be happy to fill you in. Can I send the meeting schedule to your admin and have an appointment letter sent from the Chancellor?
>> I am just back from a week in London (work related) and then 4 days in Oslo - wonderful place for a holiday!
>>
>> Bobbi
>> On 3/5/2013 11:00 AM, Swanson, Kristen M wrote:
>>> I am currently serving on the Engagement Advisory Council as well as the Centers and Institutes Advisory group. I am not totally clear what constitutes a reasonable amount of campus wide service. Right now being in the midst of chairing the Provost Search and Bill McDiarmid's review - it is a difficult time to think about saying yes to one more thing. If you would consider checking back in 6 more weeks - I will likely be in a better space to assess whether I can serve. I hate to put your request off, but do not feel I can say Yes quite yet.
>>>
>>> -----Original Message-----
>>> From: Bobbi Owen [mailto:owenbob@unc.edu]
>>> Sent: Tuesday, March 05, 2013 10:47 AM
>>> To: Swanson, Kristen M
>>> Subject: Re: Undergraduate Admissions Advisory Committee
>>>
>>> Needs to be the dean (always has been). Occasionally a substitute comes but not often. We are careful to send materials about when someone doesn't come.
>>> It's interesting (Bill and Gary might be useful contacts).
>>> Bobbi
>>> On 3/5/2013 10:42 AM, Swanson, Kristen M wrote:
>>>> Must it be the dean or could the associate dean for academic affairs serve?
>>>>
>>>> -----Original Message-----
>>>> From: Bobbi Owen [mailto:owenbob@unc.edu]
>>>> Sent: Tuesday, March 05, 2013 10:40 AM
>>>> To: Swanson, Kristen M
>>>> Cc: Owen, Bobbi A
>>>> Subject: Undergraduate Admissions Advisory Committee
>>>>
>>>> Dear Kristen -
>>>> By faculty code, the membership of the Undergraduate Admissions Advisory Committee includes deans from two of the professional schools that have undergraduate degree programs. Bill McDiarmid (Education) and Gary Marchionini are there currently but on June 30, 2013, Bill will end the second of two three-year terms and is not eligible for reappointment.
>>>>
>>>> I write to ask if you would be willing to serve for a three-year term.
>>>> We generally meet 5-6 times an academic year, with meetings scheduled well in advance. I am attaching the current roster and committee charge to provide some context.
>>>>
>>>> I hope you will agree. If so, a formal appointment letter will come from the chancellor.
>>>>
>>>> Bobbi
>>>>
>>>> --
>>>> Bobbi Owen
>>>> Senior Associate Dean for Undergraduate Education, and Michael R. McVaugh Distinguished Professor of Dramatic Art University of North Carolina at Chapel Hill CB# 3504, 3011 Steele Building
>>>> 214 East Cameron Avenue
>>>> Chapel Hill, NC 27599-3504
>>>> Phone: 919 843-7773
>>>> FAX: 919 843-4775
>>
>> --

>> Bobbi Owen
>> Senior Associate Dean for Undergraduate Education, and
>> Michael R. McVaugh Distinguished Professor of Dramatic Art
>> University of North Carolina at Chapel Hill
>> CB# 3504, 3011 Steele Building
>> 214 East Cameron Avenue
>> Chapel Hill, NC 27599-3504
>> Phone: 919 843-7773
>> FAX: 919 843-6557
>>

	4 Year Rate	6 Year Rate
Duke	88.5	94.4
UC-Berkeley	71	90.5
UCLA	67.5	90
UVA	86.7	93.7
UNC-Chapel Hill	77.1	89.6
UNC System	35.2	59.4

	Sales
Arts & Sciences	86.5
Other	1.9
Medicine	1.2
Education	1.3
Nursing	1.8
Journalism	3.1
Business	4.2

	Fall 2012
Chemistry	357
English	397
History	411
Comm Studies	447
Global Studies	457
Political Science	546
Exercise & Sport Science	592
Economics	700
Biology	1099
Psychology	1108

	Column1
Contract & Grants	27.30%
State Funds	54.80%
Endowment and Gifts	11.40%
Auxiliary and Other	5.40%
Facilities and Admin	1.10%

To resize chart data range, drag lower right corner of range.

	4 Year Rate	6 Year Rate
Duke	88.5	94.4
UC-Berkeley	71	90.5
UCLA	67.5	90
UVA	86.7	93.7
UNC-Chapel Hill	77.1	89.6
UNC System	35.2	59.4

	Sales
Arts & Sciences	86.5
Other	1.9
Medicine	1.2
Education	1.3
Nursing	1.8
Journalism	3.1
Business	4.2

	Fall 2012
Chemistry	357
English	397
History	411
Comm Studies	447
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Psychology	1108

	Column1
Contract & Grants	27.30%
State Funds	54.80%
Endowment and Gifts	11.40%
Auxiliary and Other	5.40%
Facilities and Admin	1.10%

To resize chart data range, drag lower right corner of range.

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, July 25, 2013 9:48 AM
To: Derickson, Christopher P <cderickson@unc.edu>
Subject: Fwd: Update to GA

FYI

Sent from my iPhone

Begin forwarded message:

From: "Lindemann, Erika" <ulinde@email.unc.edu>
Date: July 25, 2013, 9:37:44 AM EDT
To: "Owen, Bobbi A" <owenbob@unc.edu>
Subject: RE: Update to GA

Bobbi, the attached gives you some language for the GA update, Item IV.B. Let me know if I can do more or hunt down other information.
Cheers!
Erika
Erika Lindemann
Associate Dean for Undergraduate Curricula
3014 Steele Building, CB# 3504
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3504
Office: 919-843-7772
Fax: 919-962-6888
Office of Undergraduate Curricula Web site: www.unc.edu/depts/uc/
Confidentiality notice: This email message, including any attachments, is for the sole use of intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure, or distribution is prohibited.

From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Wednesday, July 24, 2013 10:09 AM
To: Lindemann, Erika
Subject: Fwd: Update to GA
Can you provide this language for me?
B.

-------- Original Message --------
Subject: Update to GA
Date: Wed, 24 Jul 2013 09:48:25 -0400
From: Derickson, Christopher P <cderickson@unc.edu>
To: Owen, Bobbi A <owenbob@unc.edu>

You will probably want to provide the updates for section IV of the Academic Integrity Regulations. I've copied the text below:
IV. Supervision and Evaluation of Faculty and Faculty Administrators

A. All campuses will have guidelines on the number of undergraduate independent studies a faculty member may teach per term. If campuses choose to enumerate a limited number of circumstances under which exceptions to these limits may be approved, guidelines must enumerate the required individuals (by position) who must grant approval. (September 2013)
B. All campuses will have criteria and processes to ensure the regular review and evaluation of all aspects of performance of department chairs. (September 2013)
I'll have a draft for you to review on the other sections by noon.
Chris

Christopher Derickson
Assistant Provost and University Registrar
The University of North Carolina at Chapel Hill
3108 SASB North Campus Box 2100
Chapel Hill, NC 27599-2100
T - 919-962-8289
F- 919-962-1655

<GA update IV.B..docx>

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Sunday, August 18, 2013 3:53 PM
To: Siedentop, Nicholas J <nick_siedentop@unc.edu>
Cc: Textor, Laurie J <ljtextor@email.unc.edu>; Taylor, Geraldine <gtaylor@email.unc.edu>
Subject: Re: Chart needed

Thanks. This is it.
Bobbi

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

On Aug 18, 2013, at 3:22 PM, "Siedentop, Nicholas J" <nick_siedentop@unc.edu> wrote:

Hi Bobbi,

Attached is the chart you requested (I think). It was last updated in early June, 2013. Please let me know if this is not what you were asking for.

Cheers,

Nick

Nicholas Siedentop

Curriculum Director

Office of Undergraduate Curricula

Campus Box 3504 | Chapel Hill, NC 27599-3504 | T 919.962.5819

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From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Sunday, August 18, 2013 2:47 PM
To: Siedentop, Nicholas J
Cc: Textor, Laurie J; Taylor, Geraldine; Owen, Bobbi A
Subject: Chart needed

Hi Nick -
When you have the chance tomorrow (Monday), will you please send a copy of the chart that was developed due to the budget cuts that necessitated a shift of duties, effective July 1, 2013 from an *associate* dean for First Year Seminars and Academic Experiences (held until that date by Steve Reznick) to an *assistant* dean for First Year Seminars (Drew Coleman, effective July 1).

Thanks - I feel sure I have it somewhere(!)

Bobbi

--

Bobbi Owen

Senior Associate Dean for Undergraduate Education, and

Michael R. McVaugh Distinguished Professor of Dramatic Art

University of North Carolina at Chapel Hill

CB# 3504, 3011 Steele Building

214 East Cameron Avenue

Chapel Hill, NC 27599-3504

Phone: 919 843-7773

FAX: 919 843-4775

<FYS responsibilities.doc>

From:	Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent:	Monday, August 26, 2013 11:24 AM
To:	Reid, Dee <deereid@unc.edu>
Cc:	Owen, Bobbi A <owenbob@unc.edu>
Subject:	RE: Draft Announcement about Senior Associate Dean for undergraduate Education
Attach:	Owen announcement R1 - Owen.docx

Thanks, Dee. I shortened it a bit and tried to acknowledge all the wonderful folks that helped me along the way (I didn't do all those things by myself). And, I am a bit reluctant to agree to a party in June - can we just be silent on that topic?
Bobbi

From: Reid, Dee
Sent: Friday, August 23, 2013 12:53 PM
To: Owen, Bobbi A
Subject: Draft Announcement about Senior Associate Dean for undergraduate Education

Bobbi,

Please review the attached draft announcement about your news and the search process, and feel free to suggest changes as needed. I believe this would go out first week of September, unless you have another timeline.

Thanks,
Dee

* * * *

Dee Reid (919) 843-6339
Director of Communications
College of Arts and Sciences
The University of North Carolina at Chapel Hill
205 South Building, CB #3100
Chapel Hill NC 27599-3100

Web: http://college.unc.edu<http://college.unc.edu/>
Facebook: http://www.facebook.com/UNC.College
Twitter: http://twitter.com/unccollege
YouTube: http://youtube.com/user/UNCCollege

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Friday, August 30, 2013 6:20 PM
To: Haven, Ben <bhaven@email.unc.edu>
Subject: Re: EACC Strategic Wing meeting Thursday, 8/29/13, 10:30-12pm - agenda and supporting documents attached

---

Delay till complete.
Bobbi

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

On Aug 30, 2013, at 4:10 PM, "Haven, Ben" <bhaven@email.unc.edu> wrote:

Hi Bobbi,

See below. Would you like to delay sending of the minutes? I can hold off and send next week to include the communication plan.

Thanks,

Ben

Begin forwarded message:

From: "Clayton, Mechelle C" <mechelle_clayton@unc.edu>
Date: August 30, 2013, 10:53:57 AM EDT
To: "Haven, Ben" <bhaven@email.unc.edu>
Subject: RE: EACC Strategic Wing meeting Thursday, 8/29/13, 10:30-12pm - agenda and supporting documents attached

Ben --
I spoke to Debra Beller about the communication plan and a draft communications for the GreyHeller Firewall and VPN. She would like to review with Stan Waddell before sending to the EACC. He is out of the office this week, but she will get with him early next week and then we will send the documents to you to share with the EACC.
Thank you,
Mechelle

From: Haven, Ben [mailto:bhaven@email.unc.edu]
Sent: Monday, August 26, 2013 5:10 PM
To: Enterprise Applications Coordinating Committee - Strategic Wing
Subject: [eacc_members] EACC Strategic Wing meeting Thursday, 8/29/13, 10:30-12pm - agenda and supporting documents attached
Dear EACC Strategic Wing Members:
The next EACC Strategic Wing meeting will be held Thursday morning, 8/29/13, from 10:30am – 12pm, in Steele 3020. You will find the agenda and updated IT Governance EACC Charter attached. We look forward to seeing everyone on Thursday.
Best regards,
Ben
--
Benjamin Haven
Curriculum Analyst | Office of Undergraduate Curricula
University of North Carolina at Chapel Hill
3007 Steele Building, CB # 3504
Chapel Hill, NC 27599-3504
bhaven@email.unc.edu | (919) 843-5473
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You are currently subscribed to eacc_members as: mechelle_clayton@unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=66863757.ee35837958c2952457edfa030f458b55&n=T&l=eacc_members&o=33486778

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-33486778-66863757.ee35837958c2952457edfa030f458b55@listserv.unc.edu

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Wednesday, September 4, 2013 9:13 PM
To: Kennedy, Shannon <shannon.kennedy@unc.edu>
Subject: Re: FROM THE DEAN: Senior Associate Dean for Undergraduate Education

---

Thanks, Shannon. We will do much more in the next 10 months.
Bobbi

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

On Sep 4, 2013, at 5:08 PM, "Kennedy, Shannon" <shannon.kennedy@unc.edu> wrote:

> Say it isn't so! I love working with you on the Senior Associate Dean team. You will be missed in those meetings. You have been a great help to me there. I am sure that others feel the same way. Thanks, Bobbi. – Shannon
>
> ---
>
> **From:** bounce-33528428-67162284@listserv.unc.edu [mailto:bounce-33528428-67162284@listserv.unc.edu] **On Behalf Of** Reid, Dee
> **Sent:** Wednesday, September 04, 2013 9:20 AM
> **To:** Kennedy, Shannon
> **Cc:** CAS_as Mgrs
> **Subject:** [all-college-faculty] FROM THE DEAN: Senior Associate Dean for Undergraduate Education
>
> The enclosed message from Dean Gil is being sent to all faculty, deans, directors and department/curriculum chairs in the College of Arts and Sciences, with an information copy to administrative managers.
>
> # # #
>
> Dear Colleagues,
>
> Bobbi Owen will complete a decade of outstanding leadership as Senior Associate Dean for Undergraduate Education at the end of this academic year. As the Michael R. McVaugh Distinguished Professor she will return to a full-time faculty role in the Department of Dramatic Art.
>
> Bobbi's extraordinary service has strengthened our senior team in the dean's office and improved undergraduate education in major ways with the assistance of a wonderful team that she continues to build. Under her oversight, the First Year Seminar Program, the Office for Undergraduate Research and Honors Carolina have attracted national recognition and expanded their learning opportunities; Honors doubled its size. Bobbi was instrumental in transforming the undergraduate general education requirements. She encouraged strategic enhancements in the Academic Advising Program and the Center for Student Success and Academic Counseling that have provided more focused support for all students. These initiatives contributed to increases in our graduation and retention rates, which continue to be the highest for all UNC campuses and among the highest for major public universities nationwide. The Office of Distinguished Scholarships has helped students successfully apply for highly competitive awards resulting in more Rhodes scholarships at Carolina than any other public university in the past decade, and more Luce Scholarships than any public or private university.
>
> Bobbi is also helping us develop even more experiential learning opportunities for undergraduates.
>
> In addition to her responsibilities in the dean's office and her continued scholarship and publication activity, she has served the entire University by overseeing the accreditation and review process, a massive undertaking.
>
> These are just a few examples of the impact Bobbi has made across our campus, and for which we are enormously grateful. We look forward to her continued accomplishments through June 30, 2014.
>
> Senior Associate Dean Kevin Guskiewicz is chairing the search committee that will begin reviewing candidates for the next Senior Associate Dean for Undergraduate Education on October 1, 2013. This position reports directly to the Dean and is responsible for overseeing all of the programs in undergraduate education. The person who fills this role should hold the rank of tenured Professor in the College of Arts and Sciences.
>
> If you would like more information about the position or wish to nominate a colleague or yourself, please contact Kevin at gus@email.unc.edu, 919.962.1165. Applications including a letter of interest and curriculum vitae should be directed to: Kevin Guskiewicz, College of Arts and Sciences, CB 3100, 205 South Building.
>
> With my best regards,
>
> Karen
>
> Karen M. Gil, Dean
>
> Lee G. Pederson Distinguished Professor of Psychology

- -- You are currently subscribed to

all-college-faculty as: all-college-list-recipients@listserv.unc.edu.

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Friday, September 13, 2013 3:45 PM
To: Rhodes, Terry Ellen <RHODES@email.unc.edu>
Subject: Re: Faculty Governance News v 8.1, September 12, 2013

Humanities only.
Bobbi

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

On Sep 13, 2013, at 2:56 PM, "Rhodes, Terry Ellen" <RHODES@email.unc.edu> wrote:

> Bobbi,
>
> Just want to double check, but my understanding is that this particular call is only for the Humanities division, not from the Fine Arts, yes?
>
> Thanks,
> Terry
>
> Terry Ellen Rhodes
> Senior Associate Dean, Fine Arts and Humanities
> College of Arts and Sciences
> Professor of Music
>
> 205 South Building, CB # 3100
> University of North Carolina at Chapel Hill
> Chapel Hill, NC 27599-3100
>
> 919-962-1165
> 919-962-2408 fax
> rhodes@email.unc.edu
>
> ---
> From: Tim Carter [cartert@email.unc.edu]
> Sent: Thursday, September 12, 2013 6:27 PM
> To: Rhodes, Terry Ellen
> Subject: Fwd: Faculty Governance News v 8.1, September 12, 2013
>
> Hi Terry:
>
> Click on <2013 Division of Humanities Call for Nominations> below, and
> you get to a memo from Karen Gil referring to a distinguished term
> professorship in undergraduate education and research, available, in
> this round, to faculty in the "Division of the Humanities." Is this a
> new Division and/or are Fine Arts faculty excluded, or is this a mistake?
>
> Hope you're having fun over there.
>
> Best, as ever,
>
>
> Tim
>
>
> -------- Original Message --------
> Subject: Faculty Governance News v 8.1, September 12, 2013
> Date: Thu, 12 Sep 2013 20:58:59 +0000
> From: Office of Faculty Governance <facultygovernance@unc.edu>
> Reply-To: Office of Faculty Governance <facultygovernance@unc.edu>
> To: Timothy Carter <cartert@email.unc.edu>
>
>
>
> Faculty Governance News v 8.1, September 12, 2013
>
> Display problems? View this newsletter in your browser.
> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=W3ZpZXdfaW5fYnJvd3Nlcl9saW5rXQ%3D%3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
>
> Office of Faculty Governance
> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=aHR0cDovL2ZhY2NvdW4udW5jLmVkdQ%3D%3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
>
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> Facebook
> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=aHR0cHM6Ly93d3cuZmFjZWJvb2suY29tL3VuY2ZhY3VsdHlnb3Y%3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
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> Twitter

> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=aHR0cHM6Ly90d2l0dGVyLmNvbS9VTkNGYWNHb3Y%
3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
>
>
>
> Issue 8.1
> September 12, 2013
>
> The UNC-Chapel Hill Office of Faculty Governance
> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=aHR0cDovL2ZhY2NvdW4udW5jLmVkdS8%3D&controller=stats&action=analyse&wysija-
page=1&wysijap=subscriptions>
>
> publishes/Faculty Governance News/ eight times a year. Send information
> to be considered for inclusion toAnne Whisnant
> <mailto:anne_whisnant@unc.edu> on the Monday before an issue is
> scheduled to appear.
> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=aHR0cDovL2ZhY2NvdW4udW5jLmVkdS9uZXdzbGV0dGVyLzIwMTMtMjAxNC8%
3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
>
> 13-3188-OFG-Lapel pin d1d
> <http://faccoun.unc.edu/2013/07/subscriptions/?
email_id=4&user_id=503&urlpassed=aHR0cDovL2ZhY2NvdW4udW5jLmVkdS8yMDEzLzA5L2ZhY3VsdHktY291bmNpbC1hbmQtZ2VuZXJhbC1mYWN1bHR5LW1lZXQtZnJpZGF5LXNlcHR
3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
>
>
>
>
> Faculty Council and General Faculty meet Friday, September 13 in
> Wilson Library
>
> The Faculty Council and General Faculty will meet on *Friday, September
> 13, 2013 from 3-5 pm in the Pleasants Room at the Wilson Library*.
> Please note the new location. All faculty are welcome to come early at
> 2:30pm for beverages ...
>
> Read online.
> <http://faccoun.unc.edu/2013/07/subscriptions/?
email_id=4&user_id=503&urlpassed=aHR0cDovL2ZhY2NvdW4udW5jLmVkdS8yMDEzLzA5L2ZhY3VsdHktY291bmNpbC1hbmQtZ2VuZXJhbC1mYWN1bHR5LW1lZXQtZnJpZGF5LXNlcHR
3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
>
>
> Distinguished Alumna/us Award Call for Nominations (Deadline 9/20)
>
> The Committee on Honorary Degrees and Special Awards invites your
> nominations for Distinguished Alumna and Alumnus Awards to be presented
> at the October 12, 2014, University Day ceremony. Please include
> appropriate biographical information and a statement in support of the
> nomination. Your statement should demonstrate that the nominee has made
> an outstanding contribution to humanity in any walk of life. ...
>
> Read online.
> <http://faccoun.unc.edu/2013/07/subscriptions/?
email_id=4&user_id=503&urlpassed=aHR0cDovL2ZhY2NvdW4udW5jLmVkdS8yMDEzLzA4L2Rpc3Rpbmd1aXNoZWQtYWx1bW5hdXMtYXdhcmQtY2FsbC1mb3Itbm9taW5hdGlvbnMtZGV
3D%3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
>
>
> Rawlings report recalls faculty's 1989 "Betts Report" on athletics
>
> The release last week of the Rawlings Panel report
> <http://faccoun.unc.edu/2013/07/subscriptions/?
email_id=4&user_id=503&urlpassed=aHR0cDovL3Jhd2xpbmdzcGFuZWwud2ViLnVuYy5lZHUv&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
>
> making recommendations for reform in UNC and college athletics called to
> mind for many a very similar report issued in 1989 by a Faculty
> Council-commissioned "Ad Hoc Committee on Athletics and the University,"
> chaired by former Chair of the Faculty Doris Betts. That report made 32
> recommendations for "national ...
>
> Read online.
> <http://faccoun.unc.edu/2013/07/subscriptions/?
email_id=4&user_id=503&urlpassed=aHR0cDovL2ZhY2NvdW4udW5jLmVkdS8yMDEzLzA5L3Jhd2xpbmdzLXJlcG9ydC1yZWNhbGxzLWZhY3VsdHlzLTE5ODktYmV0dHMtcmVwb3J0LW9uL
3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
>
>
> Student-Athlete Academic Initiative Working Group formed
>
> Provost Jim Dean and Athletic Director Bubba Cunningham have formed the
> Student-Athlete Academic Initiative Working Group to examine current
> practices, procedures, policies and other factors that affect
> student-athletes at Carolina. Read more online
> <http://faccoun.unc.edu/2013/07/subscriptions/?
email_id=4&user_id=503&urlpassed=aHR0cDovL3d3dy51bmMuZWR1L2NhbXB1cy11cGRhdGVzL3VuaXZlcnNpdHktbGF1hmNoZXMtc3R1ZGVudC1hdGhsZXRlLWFjYWRlhWljLWluaXRp
3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>.
>
>
> Faculty Executive Committee issues statement in support of Jan Boxill
>
> The Faculty Executive Committee
> <http://faccoun.unc.edu/2013/07/subscriptions/?
email_id=4&user_id=503&urlpassed=aHR0cDovL2ZhY2NvdW4udW5jLmVkdS9jb21taXR0ZWVzLTIvZWxlY3RlZC1jb21taXR0ZWVzL2ZhY3VsdHktZXhlY3V0aXZlLWNvbW1pdHRlZS8%
3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>

>
> approved the following statement at its regular meeting on Monday, July
> 29, 2013: "Steven Bachenheimer, Michael Gerhardt, and Laurie Maffly-Kipp
> (in absentia), join with the following current and former members of the
> UNC Faculty Executive Committee to express our full support for Jan
> Boxill throughout her leadership as Chair ...
>
> Read online.
> <http://faccoun.unc.edu/2013/07/subscriptions/?
email_id=4&user_id=503&urlpassed=aHR0cDovL2ZhY2NvdW4udW5jLmVkdS8yMDEzLzA3L2ZhY3VsdHktZXhlY3V0aXZlLWNvbW1pdHRlZS1pc3N1ZXMtc3RhdGVtZW50LWluLXN1cHE
3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
>
>
> Deadline to order University Day regalia, 9/20
>
> Faculty interested in ordering regalia for University Day must do so by
> September 20th. Late orders will not be accepted. If you are interested
> in ordering, please contact Catherine Stotts, Graduation Products
> Manager at Student Stores, at chstotts@store.unc.edu.
>
>
> Tanner Awards call for nominations
>
> Do you know of an outstanding teacher, mentor, or teaching assistant who
> has inspired you at Carolina? Each year, UNC formally acknowledges the
> central role of teaching and mentoring by recognizing faculty, staff and
> students. The University Committee on Teaching Awards offers numerous
> awards based on nominations by members of our university community.
> Please take a moment to think of those who are deserving of these awards
> and nominate them via the website
> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=aHR0cDovL3Byb3Zvc3QudW5jLmVkdS90ZWFjaGluZy1hd2FyZHM%
3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>.
>
>
> Call for nominations for distinguished professorships in the college
>
> Below three separate calls for nominations for several distinguished
> professorships that the College will appoint as of July 1, 2014 or July
> 1, 2015:
>
> * 2013 Division of Humanities Call for Nominations
>
> <http://faccoun.unc.edu/2013/07/subscriptions/?
email_id=4&user_id=503&urlpassed=aHR0cDovL2ZhY2NvdW4udW5jLmVkdS93cC1jb250ZW50L3VwbG9hZHMvMjAxMy8wOS8yMDEzLVRlcm0tQ2FsbC1mb3ItTm9taW5hdGlvbnMucGR
-page=1&wysijap=subscriptions>
> * 2013 Distinguished Endowed Professorships Call for Nominations
>
> <http://faccoun.unc.edu/2013/07/subscriptions/?
email_id=4&user_id=503&urlpassed=aHR0cDovL2ZhY2NvdW4udW5jLmVkdS93cC1jb250ZW50L3VwbG9hZHMvMjAxMy8wOS9Db2xsZWdlLWNhbGwucGRm&controller=stats&action=an
-page=1&wysijap=subscriptions>
> * 2013 Bowman and Gordon Gray Distinguished Professorships Call for
> Nominations
>
> <http://faccoun.unc.edu/2013/07/subscriptions/?
email_id=4&user_id=503&urlpassed=aHR0cDovL2ZhY2NvdW4udW5jLmVkdS93cC1jb250ZW50L3VwbG9hZHMvMjAxMy8wOS9HcmF5LWNhbGwucGRm&controller=stats&action=analyse
-page=1&wysijap=subscriptions>
>
> Please note that each nomination must be sent via email to Alexis Cline
> in the Dean's Office. Any questions should be directed to her. Alexis
> may be reached at alexis_cline@unc.edu or 919-962-3082. All nominations
> are due *October 7, 2013*.
>
>
> Carolina Seminars Program seeks faculty director
>
> The Office of the Executive Vice Chancellor and Provost seeks a
> UNC-Chapel Hill faculty member to lead the Carolina Seminars Program
> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=aHR0cDovL3d3dy5jYXJvbGluYXNlbWluYXJzLnVuYy5lZHU%
3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>,
>
> a campus-wide initiative established in
> 1990. The mission of the Program is to bring scholars together from
> different departments and schools to study complex problems and issues,
> bridge disciplinary boundaries, and enrich academic discourse. This is
> an internal search open only to current faculty members at The
> University of North Carolina at Chapel Hill. The position is a secondary
> administrative appointment for a full-time faculty member. For more
> information, click here
> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=aHR0cDovL3Byb3Zvc3QudW5jLmVkdS9vcGVuLXBvc2l0aW9ucy8%
3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>.
>
>
> Anne Queen Faculty Commons coffee hours resume
>
> Coffee hours in the Anne Queen Faculty Commons
> <http://faccoun.unc.edu/2013/07/subscriptions/?
email_id=4&user_id=503&urlpassed=aHR0cDovL2ZhY2NvdW4udW5jLmVkdS9mYWN1bHR5LWNvbW1vbnMtYXQtdGhlLWNhbXB1cy15Lw%3D%
3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
>
> resumed on Tuesday, August 20th and will continue until the end of the
> Spring semester on weekdays from 9-11am (except on University holidays).

> Faculty are welcome to enjoy freshly brewed Starbucks coffee, as well as
> an assortment of teas. Faculty who wish to reserve the Anne Queen
> Faculty Commons ...
>
> Read online.
> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=aHR0cDovL2ZhY2NvdW4udW5jLmVkdS8yMDEzLzA4L2FubmUtcXVlZW4tZmFjdWx0eS1jb21tb25zLWNvZmZlZS1ob3Vycy1yZXN1bWUv&controller-page=1&wysijap=subscriptions>
>
>
> Blue Ram extends fall hours
>
> The Blue Ram convenience store, located in the lower level of the Campus
> Y, offers a variety of snacks, coffee, cold beverages, microwavable
> options and many other useful items. Beginning Sept. 3, Blue Ram's fall
> hours of operation will be extended; the new hours are: 7:30 a.m. - 9
> p.m. Mon. - Thurs. and 7:30 a.m. - 4 p.m. on ...
>
> Read online.
> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=aHR0cDovL2ZhY2NvdW4udW5jLmVkdS8yMDEzLzA5L2JsdWUtcmFtLWV4dGVuZHMtZmFsbC1ob3Vycy8%3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
>
>
> University Compliance Line available for confidential reporting
>
> The University's Compliance Line is an option for making a confidential,
> secure report to help the campus community identify and address
> compliance concerns about financial, research, HIPAA or Environment,
> Health and Safety ("EHS") matters on campus in a positive, constructive
> environment. This service is not maintained on the University's systems
> or by University employees. Employees may file confidential reports
> online
> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=aHR0cHM6Ly9zZWN1cmUuZXRoaWNzcG9pbnQuY29tL2RvbWFpbi9lbi9yZXBvcnRfY29tcGFueS5hc3AlMjA%3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>or
>
> by calling 1-866-294-8688.
>
>
> Call for Faculty Council agenda topics
>
> The Agenda Committee of the Faculty Council meets eight times a year,
> usually 7-14 days in advance of the regular Faculty Council meeting to
> set the two-hour agenda (a list of dates is available here
> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=aHR0cDovL3VuY25ld3MudW5jLmVkdS9jb250ZW50L3ZpZXcvMTUxNi84My8%3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>).
>
> If you would like to suggest topics for the meeting agenda, please email
> facultygovernance@unc.edu <mailto:facultygovernance@unc.edu>.
>
>
> Now Hiring FWS Events Assistant II
>
> The Office of Faculty Governance is now hiring a work-study eligible
> student to assist with events. Read the full description below and see
> the posting here
> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=aHR0cHM6Ly9pdHNhcHBzLnVuYy5lZHUvU0lTV29ya1N0dWR5L1dvcmtTdHVkeVNlcnZsZXQ%2FYWN0aW9uPXZpZXdKb2ImYW1wO2lkPTI4MTE%3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>.
>
> Read online.
> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=aHR0cDovL2ZhY2NvdW4udW5jLmVkdS8yMDEzLzA4L25vdy1oaXJpbmctZndzLWV2ZW50cy1hc3Npc3RhbnQtaWkv&controller=stats&action=analys-page=1&wysijap=subscriptions>
>
>
> UNC Faculty Governance by the numbers
>
> The first day of classes seems like a good moment to post a snapshot of
> campuswide faculty governance activity at UNC-Chapel Hill. Here are a
> few things you may not know...Read online.
> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=aHR0cDovL2ZhY2NvdW4udW5jLmVkdS8yMDEzLzA4L3VuYy1mYWN1bHR5LWdvdmVybmFuY2UtYnktdGhlLW51bWJlcnMv&controller=stats&acti-page=1&wysijap=subscriptions>
>
>
> *Upcoming Events*
>
> * September 12: Preserving Your Intellectual Legacy at UNC: An
> Information Session for Faculty, Staff, and Friends Nearing
> Retirement (see below)
> * September 13: Leading Groups and Meetings
>
> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=aHR0cDovL3JlZy5hYmNzaWdudXAuY29tL3JlZy9ldmVudF9wYWdlLmFzcHg%2FZWs9MDA1Mi0wMDA2LTg1MzdiMWVlMWVlODQ3ZmFhNDExOTZlM2E1MjUwYTM1&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
> * September 17: Communication in the Classroom
>
> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=aHR0cDovL3JlZy5hYmNzaWdudXAuY29tL3JlZy9ldmVudF9wYWdlLmFzcHg%2FZWs9MDA1Mi0wMDA2LTMxNTAwMDgwN2RmNTQzYWI4YzFiMzUzZmI2MDY1NThi&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
> * September 25: New PI Training: Roadmap to Research at Carolina
>

> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=aHR0cHM6Ly9hcHBzLnJlc2VhcmNoLnVuYy5lZHUvL2V2ZW50cy9pbmRleC5jZm0%
2FZXZlbnQ9ZXZlbnRzLmV2ZW50RGV0YWlscyZhbXA7ZXZlbnRfa2V5PTE4MkE4MDczRTU3MENBRjk4QzE2OEM4RjM4QTE3Q0I5RjA0RUU4NzE%
3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
> * September 26: Lambeth Lecture in Public Policy featuring former Gov.
> Jim Hunt: "North Carolina is Underinvesting in Education"
>
> <http://faccoun.unc.edu/2013/07/subscriptions/?
email_id=4&user_id=503&urlpassed=aHR0cDovL3B1YmxpY3BvbGljeS51bmMuZWR1L2Fih3V0LzIwMTMtdGhvbWFzLXdpbGxpcy1sYW1iZXRoLWxlY3R1cmUtaW4tcHVibGljLXBvaWxjeQ%
3D%3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
> * September 27:Becoming a More Effective Mentor for Early Career
> Faculty
>
> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=aHR0cDovL3JlZy5hYmNzaWdudXAuY29tL3JlZy9ldmVudF9wYWdlLmFzcHg%
2FZWs9MDA1Mi0wMDA2LWU4N2JmZGM2MGMwNDRkZGJhNzdkYzMzMTJjY2M1YmEy&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
> * September 27: What Does it Take to Be a Community-Engaged Scholar?
>
> <http://faccoun.unc.edu/2013/07/subscriptions/?
email_id=4&user_id=503&urlpassed=aHR0cHM6Ly9hcHBzLnJlc2VhcmNoLnVuYy5lZHUvZXZlbnRz&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
> * September 27: MOOC Forum (see below)
>
>
> MOOC forum to be held for faculty
>
> UNC-Chapel Hill launched its first massive open online course (MOOC) on
> the Coursera
> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=aHR0cHM6Ly93d3cuY291cnNlcmEub3JnL3VuYw%3D%
3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
> platform
> on September 2. Four additional UNC Coursera courses are planned to open
> in the coming year. In order to keep faculty informed about this new
> initiative, an open forum is being held for faculty members in the
> Pleasants Room in Wilson Library on Friday, September 27, from ...
>
> Read online.
> <http://faccoun.unc.edu/2013/07/subscriptions/?
email_id=4&user_id=503&urlpassed=aHR0cDovL2ZhY2NvdW4udW5jLmVkdS8yMDEzLzA5L21vb2MtZm9ydW0tdG8tYmUtaGVsZC1mb3ItZmFjdWx0eS8%
3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
>
>
> Retiring? Learn How to Find a Home for Your Books and Papers
>
> Librarians and archivists will discuss ways to preserve your
> intellectual legacy by donating books, papers, research materials, and
> data to the UNC Library, or placing scholarly materials elsewhere when
> appropriate. Q & A will follow the panel discussion. The event will take
> place Thursday, Sept. 12, 2013, 3 – 5 p.m. at Wilson Special Collections
> Library in the Pleasants Family Assembly Room. RSVP by Sept. 11 to Emily
> Silverman, Associate Director of Library Development, (919) 962-3437 or
> essilver@email.unc.edu
>
> We have migrated our "What were reading" feature to our Facebook page
> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=aHR0cHM6Ly93d3cuZmFjZWJvb2suY29tL3VuY2ZhY3VsdHlnb3Y%
3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
>
> and Twitter account
> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=aHR0cHM6Ly90d2l0dGVyLmNvbS9VTkNGYWNHb3Y%
3D&controller=stats&action=analyse&wysija-page=1&wysijap=subscriptions>
>
> so we can post things as we find them. Please "like" our page and/or
> follow us on Twitter UNCFacGov.
>
> Unsubscribe
> <http://faccoun.unc.edu/2013/07/subscriptions/?
email_id=4&user_id=503&urlpassed=W3Vuc3Vic2NyaWJlX2xphmtd&controller=stats&hash=6b59c96c2b1261fca11f154dc4bf34a4&action=analyse&wysija-
page=1&wysijap=subscriptions>
> -
> Edit your subscription
> <http://faccoun.unc.edu/2013/07/subscriptions/?email_id=4&user_id=503&urlpassed=W3N1YnNjcmlwdGlvbnNfbGlua10%
3D&controller=stats&hash=54c43a0c7fa9d3571e32712bf289c14c&action=analyse&wysija-page=1&wysijap=subscriptions>
>
> From the Office of Faculty Governance
> 200-04 Carr Building, UNC-CH Campus Box 9170
> Phone (919) 962-2146
> Fax (919) 962-5479
> Contact: Anne Whisnant

From:	Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent:	Friday, September 20, 2013 1:55 PM
To:	Siedentop, Nicholas J <nick_siedentop@unc.edu>
Subject:	Fwd: REEES Concentration materials
Attach:	Merger Memo Cover.pdf; REEES Concentration Memo.pdf; MOU Aug20.pdf

---

FYI. Finally.
Bobbi

Bobbi Owen
Senior Associate Dean for Undergraduate Education
Michael R. McVaugh Professor of Dramatic Art

Begin forwarded message:

> **From:** "Tomaskova, Silvia" <tomas@unc.edu>
> **Date:** September 20, 2013 1:53:28 PM EDT
> **To:** "Owen, Bobbi A" <owenbob@unc.edu>
> **Cc:** "Olich, Jacqueline M" <jmolich@email.unc.edu>, "Hartlyn, Jonathan" <hartlyn@unc.edu>, "Johnson, Erica Jane" <ericaj@email.unc.edu>
> **Subject: REEES Concentration materials**
>
> Dear Bobbi,
>
> attached please find the following materials for the Administrative Boards of the College meeting:
>
> 1) a cover letter
> 2) a memo describing the proposed REEES Concentration in the Global Studies MA
> 3) MOU between CSEEES and Global Studies signed by all parties
>
> I have made changes to the memo based on the discussion at the Academic Board of the Graduate School on September 12, 2013 that we (jackie Olich, Erica Johnson and myself) attended. Course renumbering and official submission is currently being handled by Global Studies. Jackie Olich, Associate Director and DGS in RUES, and Erica Johnson, Executive Director in Global Studies are in charge and will complete the submission by the official deadline.
>
> Please let me know if you need any additional materials from me or of you have any questions.
>
> Thank you for your attention to this matter,
>
> Silvia
>
> Silvia Tomášková
> Associate Professor
> Acting Director of CSEEES
> FedEx Global Education Center
> http://cseees.unc.edu/interium-director-appointed
> http://anthropology.unc.edu/people/faculty/stomaskova
> tomas@unc.edu

UNC GLOBAL

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

COLLEGE OF ARTS AND SCIENCES
CENTER FOR SLAVIC, EURASIAN & EAST EUROPEAN STUDIES

FedEx GLOBAL EDUCATION CENTER
CAMPUS BOX 5125
CHAPEL HILL, NC 27599-5125

T 919.962.0901
F 919.962.2494
global.unc.edu/slavic

MEMORANDUM **September 20, 2013**

TO: Bobbi Owen, Senior Associate Dean for Undergraduate Education, College of Arts and Sciences, UNC Chapel Hill

FROM: Silvia Tomášková, PhD, Acting Director, Center for Slavic, Eurasian & East European Studies

SUBJECT: Proposed Concentration in Russian, Eurasian and East European Studies (REEES) in Global Studies MA

The Curriculum in Russian and East European Studies of the Center for Slavic, Eurasian and East European Studies (CSEEES), proposes to add a track dedicated to Russian, Eurasian and East European Studies (REEES) to the Master of Arts in Global Studies program. The new track would offer a regional and language specialization, an addition to the more general and globally focused master's program.

The proposed track builds on the existing MA in Russian and East European Studies, which has been offered at UNC-CH since 1999. Similarly to other area studies centers, the strength of the program has always been in training students in the region's history, culture, politics and languages. While this will continue to be the focus of the concentration, the program will draw upon the opportunities and challenges of new global flows, connections and reconfigurations. Students in the REEES track will gain the opportunity to situate their training and knowledge in a larger and a more comparative framework, working side-by-side with Global Studies MA students pursuing other concentrations.

The CSEEES Advisory Board and the Director of the Center for Slavic, Eurasian and East European Studies discussed this opportunity over an extended period of time in the 2012-13 academic year. We also held several meetings with the leadership of Global Studies and look forward to working together to guide students in the new program. Attached please find the Memorandum of Understanding drawn between the Directors of CSEEES and Global Studies, and a sample of a joint course plan that outlines the two tracks.

Signature:

Silvia Tomášková

Silvia Tomášková
Acting Director, CSEEES

Concentration in Russian, Eurasian and East European Studies (REEES) in Global Studies Master of Arts Program

Background to the program

The interdisciplinary Curriculum in Russian and East European Studies at the University of North Carolina at Chapel Hill has offered MA degrees to a select group of students since 1999. While small in size, the program has excellent graduation and completion rates and just as importantly it has excellent placement rates. Fifty percent of graduates of the program have joined the military or have gone to work in the US government, while the rest work for a range of national and international NGOs, businesses and educational programs. The U.S. Department of Education has recognized the RUES MA as the preeminent program of its kind in the South and the only program of its kind within the UNC system. In the field of Russian, Eurasian and East European Studies, UNC Chapel Hill ranks as one of the premier institutions in the world, on par with programs at Georgetown University, The University of Michigan, University of Wisconsin-Madison, Indiana University at Bloomington, University of Illinois at Urbana-Champaign and The Ohio State University. This recognition is supported by the size of financial awards received from the Department of Education: the Center for Slavic, East European and Eurasian Studies, jointly with our partner Duke University CSEEES, was awarded $2.1 million in the last round of Title VI grants – the largest such award in the United States. The funding is not restricted to graduate students; from academic year 2006-2007 through 2012-2013 UNC CSEEES awarded $1,949,000 in FLAS fellowships to both undergraduate and graduate students. The Center for Slavic, Eurasian and East European Studies has a community of nearly fifty core and affiliated faculty on campus.

Description of the program

Cognizant of the importance of studying global systems and how they play out in different world regions on one hand, and the growth of global studies at UNC Chapel Hill on the other, the leadership of RUES seeks to bring historic strengths in Russian and East European Studies into a conversation with the emerging field of Global Studies. The result, the Concentration in Russian, Eurasian and East European Studies (REEES) in the Global Studies MA will do just that. The program and concentration will equip students with global knowledge and awareness, and provide them with regional specialization. Core courses will be rooted in the post-communist reconfigured region of Eastern Europe and Eurasia, while electives will be chosen particularly from Global Studies and from other relevant academic units. REEES graduates will have the deep regional and language training that employers demand, as well as the broader context to render them competitive on a global stage. With its training in languages, history and politics of a region, the REEES Concentration will complement the Global Studies MA focus on issues with contemporary significance and policy relevance.

The degree is designed to train professionals to handle the multi-dimensional tasks of a complex global society. As a two-year interdisciplinary program, the REEES Concentration in the Global Studies MA will enable students to pursue a rigorous and coherent program of study

of issues with contemporary global significance and policy relevance. All students will start with a solid background basis in the history of the region in the *History of Russia and Eastern Europe course* (HIST 783). Knowledge of history is absolutely essential for understanding contemporaneous conflicts, alliances, and potential solutions to problems in the region. This graduate level 3 credit course has been taught successfully for over a decade and has been the stepping stone for all RUES courses in the past. The historical background will be combined with the gateway course of the Global Studies MA program, *Introduction to Research and Theory in Global Studies* (GLBL 700). In addition to serving as an introductory survey of issues and topics in global studies, this graduate level course will serve the purpose of building the cohort of the incoming class in the Global Studies MA in both tracks. Considering that this is a professional master's degree, an alumni network will be essential for all future graduates of the program. Approved language training will fulfill the remaining credits of the REEES Concentration. Historically all graduates of the RUES MA have undergone language training. We continue to believe that it is essential for all professionals with regional specialties in the global context to have familiarity with foreign languages. Past experience has demonstrated that this will serve the students well in the competitive job market and prepare them for a wide range of career opportunities. Language training may be substituted by methods courses in appropriate academic units for native speakers of the region. This may be carried out only with a prior approval and a consultation of the Director of Graduate Studies of the REEES Concentration.

The second semester of the program will require students in the REEES Concentration to complete one additional required three credit core course: *Identities and Transitions* (GLBL 730, formerly RUES 730). The course has been a required course, successfully building on HIST 783, linking issues of the past with present-day post-shifts, instabilities and new alliances, while connecting them to larger global concerns. REEES Concentration students will continue their language training, for the most part a sequence of the language taken in the first semester. The second semester will provide opportunity for electives focused on thematic Global Studies MA courses or electives from other academic units tailored to specific student interests. REEES Concentration students will be interested in *The Global Economy* (GLBL 701), *Global Politics, Institutions and Societies* (GLBL 702), and we envision particular interest in *Global Migration and Labor Rights* (GLBL 703), given its theoretical and policy importance in Eastern Europe and Eurasia. Although these courses are global in a general nature, enrolled students will work on topics and research seminar papers in their area of interest. REEES Concentration students will be strongly encouraged to enroll in Global Studies MA electives, benefiting from the expertise of the Global Studies MA faculty, while applying the acquired knowledge to the area of their concentration.

All students historically enrolled in the RUES MA have continued their graduate work during the summer following the first year. Language training, either in the relevant country of the region, or at select summer language programs in the United States has been by far the most common path. This will continue to be the course of study in the REEES Concentration, in addition to internships or targeted placements relevant to the student's field of study. Regardless of their

chosen summer experience, students will be registered in the Global Studies MA internship course (GLBL 712).

The second year of the program in the REEES Concentration of the Global Studies MA will focus on the production of an MA Thesis, a path that has been historically taken by all RUES MA students. Students will have to register for *MA Thesis Project* (GLBL 993) both semesters. Under the supervision of the primary advisor, each student will use the Fall semester to choose a topic and draft an outline the MA Thesis. In the Spring semester students will focus on the production of the thesis. Students will also continue with their language training, so that by the end of their program they will have received two years of intensive language instruction. In addition they will choose each semester an elective graduate level course relevant to their thesis topic and a future professional path. All REEES concentrators will be advised to choose electives from the Global Studies MA offerings, GLBL 701, 702 or 703, depending on their interests and availability of offerings in any particular semester.

All Global Studies MA students, regardless of their concentration, will be required to complete 36 credits. Students enrolled in the Concentration in Russian, Eurasian and East European Studies program will satisfy these requirements. In addition, they will be able to pursue intensive language study and a thesis project, as employers have come to expect from graduates with a designated regional expertise.

Justification for the program

The REEES Concentration within a Global Studies MA program will highlight issues of current and emerging global significance as they are situated in a specific region of the world. It will equip highly trained professionals in government, business, education, private and non-profit sectors with knowledge and conceptual skills needed in international work. In-depth knowledge of a region, language skills and the ability to make global connections will prepare graduates of the program for the job market locally, nationally and internationally. Global Studies are inherently interdisciplinary and draw on the strengths of experts in many fields. The REEES Concentration within the Global Studies MA program will build on this expertise and anchor it in a region that continues to be one of central importance to global problems and their potential solutions. The significance of Russia, Eastern Europe and Eurasia will not diminish, even as the region has been re-configured. The need for experts who understand the imbrication of the local and the global in this part of the world continues to be high and we look forward to training professionals with solid education.

Program curriculum

Overview of Two-Year Global Studies MA Course Plan
(already approved)

We recognize that Global Studies MA course offerings will vary based on faculty availability. Student plans will be modified as necessary in consultation with the Director of Graduate Studies.

First Semester:
GLBL 700 Introduction to Research and Theory in Global Studies (3 credits)
GLBL 701 The Global Economy (3 credits)
Elective or 1 methods course appropriate to the student's concentration

Second Semester:
GLBL 702 Global Politics, Institutions and Societies (3 credits)
GLBL 703 Global Migration and Labor Rights (3 credits)
Elective or 1 methods course appropriate to the student's concentration

Third Semester:
GLBL 712 course work, research and/or internship (up to 9 credits)
OR
Elective courses taken at UNC Chapel Hill (up to 9 credits)

Fourth Semester:
GLBL 992 Research and Writing Credit (3 credits)
Electives to fill out the 36 credit requirement

In total: 18 Core Course credit hours taught by Global Studies faculty, and 18 elective credit hours, including up to 9 credit hours earned in internship, field research, and/or classes

Proposed Concentration in Russian, Eurasian and East European Studies (REEES) Course Plan

First Semester:
GLBL 700 Introduction to Research and Theory in Global Studies (3 credits)
HIST 783 History of Russia and Eastern Europe (3 credits)
Approved language course **OR** methods course appropriate to student's concentration (3 credits)

Second Semester:
GLBL 730 (formerly RUES 730) Identities and Transitions (3 credits)
Approved elective: GLBL 702 Global Politics, Institutions and Societies (3 credits) **OR** GLBL 703 Global Migration and Labor Rights (3 credits)

Approved language course **OR** methods course appropriate to student's concentration (3 credits)

Summer
GLBL 712 course work, research and/or internship **OR** approved language study (up to 6 credits)

Third Semester:
GLBL 993 Thesis Project (3 credits)
Approved language course **OR** methods course appropriate to student's concentration (3 credits)
Approved elective: GLBL 701 The Global Economy (3 credits)

Fourth Semester:
GLBL 993 Thesis Project
Approved language course **OR** methods course appropriate to student's concentration (3 credits)
Approved elective: GLBL 702 Global Politics, Institutions and Societies **OR** GLBL 703 Global Migration and Labor Rights (3 credits)

In total: 15 Core Course credit hours, (including 6 MA Thesis credit hours) taught by REEES and Global Studies faculty, 12 Language credit hours taken at UNC-CH or Duke, 9 elective credit hours earned in internship and/or graduate level classes.

Year	Semester	Global Studies MA	Credits	REEES Concentration	Credits
1	1	GLBL 700 Introduction to Research and Theory in Global Studies	3	GLBL 700 Introduction to Research and Theory in Global Studies	3
1	1	GLBL 701 The Global Economy	3	HIST 783 History of Russia and Eastern Europe	3
1	1	Elective	3	Language training	3
1	2	GLBL 702 Global Politics, Institutions and Societies	3	GLBL 730 Identities and Transitions	3
1	2	GLBL 703 Global Migration and Labor Rights	3	Language training II	3
1	2	Elective	3	Elective: GLBL 701, 702, 703	3
	Summer			Language training or GLBL 712 Internship	(up to 6)
2	3	GLBL 712 Internship or	9	GLBL 993 MA Thesis	3
2	3	Elective	above	Language training III	3
2	3	----------	above	Elective: dependent on offering GLBL 701	3
2	4	GLBL 992 Research and Writing	3	GLBL 993 MA Thesis	3
2	4	Elective	3+	Language training IV	3
2	4	----------	above	Elective	3
		Total	**36**		**36**

A comparison with a selection of graduate programs

The graduate programs below were selected for their distinguished reputation in Russian, East European and Eurasian Studies. These programs would potentially compete for similar students as the REEES Concentration in the Global Studies MA at UNC-CH. Similarities and differences are described, highlighting what will distinguish the UNC-CH REEES Concentration program.

1) ***The School of Global and International Studies (SGIS) at Indiana University at Bloomington***:
http://www.indiana.edu/~reeiweb/graduate/degrees.shtml

The Russian and East European Institute (REEI) in the SGIS at Indiana University at Bloomington offers two Master of Arts programs in Russian and East European studies tracks – a regular course based track and a mid-career track for professionals; five three year dual degree programs – MA/MIS combined with a Library and Information Science degree; MA/MLS combined with the same program; MA/MPA combined with a Public and Environmental Affairs degree; MA/MPH combined with a Public Health degree; MA/MBA combined with the Kelley School of Business degree; and one 106 credit degree MA/JD offered jointly with the Law School.

The 3-year programs at IU are geared towards professional fields and provide training for specific careers with a regional focus. The REEES Concentration in the Global Studies MA at UNC-CH will offer a 2-year training that, while region specific, will provide a more general training for a broad range of careers, stressing understanding of local and global connections.

2) ***The University of Texas at Austin, LBJ School of Public Affairs***
http://www.utexas.edu/lbj/degreeprograms/mgps

The Master of Global Policy Studies and Russian Studies dual degree consists of 49 credit hours; the dual program offers two complimentary master's degree programs, completed in three years. A preparation for targeted career paths, the program combines global policy studies with an area concentration.

The program at UT-Austin is offered through the School of Public Affairs, training professionals for a specific policy career. The focus in the area specialization is Russian Studies. The REEES Concentration at UNC-CH will offer a wider range of area training – East European and Eurasian, in addition to Russian studies. The program proposed here will offer topical courses that will address policy implications in a broader context.

3) ***The University of Washington Henry M. Jackson School of International Studies***
http://jsis.washington.edu/advise/catalog/reecas_ma.shtml

The 2-year interdisciplinary MA program in Russian, East European, and Central Asian Studies is designed to provide a terminal degree for students preparing for careers in government and non-governmental organizations, journalism, business, or teaching at the pre-college level.

The UWA program is the closest to the REEES Concentration. Offering language and area training, the program only requires a Research Methods and a Thesis course. Thus we believe that the UNC-CH MA degree will provide a more rigorous training with a common set of skills and knowledge base, preparing our graduates for the job market.

4) ***Georgetown University, School of Foreign Service***
http://ceres.georgetown.edu/academics/ma/
A 42 credit hour program that crosses several disciplines – anthropology, history, economics, government – the MA in Eurasian, Russian and East European Studies is specifically aimed at careers in the foreign service, requiring knowledge of two languages at the advanced level.

The REEES Concentration at UNC-CH will be offered to students interested in a broader range of career paths.

5) ***The University of Michigan, Center for Russian, East European and Eurasian Studies***
http://www.ii.umich.edu/crees/academics/graduate/reesma

An area focused program that provides solid language training, the CREEES at the UMI is currently a part of the Weiser Center for Europe and Eurasia. The 2-year program offers an area and disciplinary concentration. In addition to a standard MA in REEEs, the Center also offers a dual MA degree jointly with the Business School, the Law School, and the School of Public Policy.

The UNC-CH REEES Concentration will differ from the UMI program in its attention to global connections, being a part of the Global Studies MA.

6) ***The University of Toronto, Munk School of Global Affairs***
http://munkschool.utoronto.ca/ceres/study-at-ceres/#graduate

The MA in European, Russian, and Eurasian Studies at the University of Toronto is a 2-year program that distinguishes itself by offering every student a summer or a semester long fieldwork experience in selected countries of Eastern Europe. Similarly to the UMI program, the focus of the MA is specialization in an area with solid language training. Additionally the MA in ERES at the University of Toronto may be combined into a dual degree program MA/JD at the law school, MA in Jewish Studies, or MA in the Collaborative Graduate Program in Ethnic and Pluralism Studies.

Same as above – global connections will make the REEES Concentration program at UNC-CH competitive.

7) ***Carelton University, Institute of European, Russian and Eurasian Studies***
http://www6.carleton.ca/eurus/prospective-students/ma-program/

A 2-year MA in European, Russian and Eurasian Studies is an area specific interdisciplinary program that concentrates on language training and experiential learning through internships. The Ottawa based program is mainly aimed at Canadian students who wish to enter foreign service and/or careers in the Canadian government. The program is most similar to the Georgetown School of Foreign Service MA, thus not being in a direct competition with the new REEES Concentration in the Global Studies MA at UNC-CH.

Attachment: A copy of the signed Memorandum of Understanding between the Curriculum in Russian and East European Studies (RUES) and the Global Studies MA Program.

MEMORANDUM OF UNDERSTANDING
Between the Curriculum in Global Studies and the Curriculum in Russian and East European Studies

The two curricula agree that from July 1, 2014, the Master of Arts (MA) in Russian and East European Studies (RUES) will become a concentration in the MA in Global Studies. Officially, the MA in RUES will become a concentration in the MA in Global Studies (GLBL), with the title Russian, Eurasian, and East European Studies (REEES). Administration of the REEES concentration will be managed by the Director and Advisory Board of the Center for Slavic, Eurasian, and East European Studies (CSEEES), as described below. Administration of the MA in Global Studies as a whole will be managed by the Curriculum in Global Studies (CGS).

The Curriculum in Global Studies and the Curriculum in Russian and East European Studies agree to the following items:

1. The Director of the Center for Slavic, Eurasian, and East European Studies (CSEEES) will serve as the Director of Graduate Studies (DGS) in Russian, Eurasian, and East European Studies (REEES). If the Director of CSEEES does not serve as the DGS for the REEES track, that appointment will be made in consultation with the Chair of Global Studies.
2. The Associate Director of CSEEES shall assist the CSEEES Director in the academic planning, management, instruction, and advising of the REEES concentration.
3. The Advisory Board of the CSEEES, appointed by the Senior Associate Dean for Social Sciences and Global Programs in the College of Arts and Sciences in consultation with the Director of the CSEEES, will constitute the REEES Advisory Board. The Director of Graduate Studies for the MA in Global Studies (GLBL) will serve as an *ex officio* member of the REEES Advisory Board.
4. The Director of Graduate Studies for REEES will work closely with the REEES Advisory Board in carrying out her/his duties.
5. The REEES concentration will have a distinct admission process, coordinated by the REEES Director of Graduate Studies. The Admissions Committee for REEES will continue to be appointed by the Director of CSEEES.
6. The Director of Graduate Studies for the Global Studies MA will be a member of the Admissions Committee for the REEES concentration.
7. The REEES Director of Graduate Studies will be a member of the Admissions Committee for the Global MA concentration.
8. A committee overseeing the Global MA as a whole will be constituted by the Director of Graduate Studies for the MA GLBL, the Director of Graduate Studies for REEES and the Chair of the Curriculum in Global Studies, who will chair it. As the Global MA program evolves and grows, the Chair of the Curriculum in Global Studies may provide for additional members to join this committee.
9. The REEES Advisory Board and the Director of the CSEEES will have responsibility for the intellectual content of the concentration in Russian and East European Studies, including concentration requirements. Any changes in requirements and operations of the REEES Program will be vetted by the REEEES Advisory Board and only made after consultation with the Director of the CSEEES.

10. As a new master's program, the MA in Global Studies will receive one guaranteed master's merit assistantship for two years from The Graduate School. To ease the transition, The Graduate School will also work with the program accordingly to assist in supporting REEES concentration students. After two years, the MA in Global Studies will receive resource allocations from The Graduate School consistent with other master's programs.
11. Students in the REEES concentration will receive academic advising from the REEES Director of Graduate Studies, who will communicate with the Director of Graduate Studies for the Global MA in order to meet administrative requirements and approvals.
12. The existing curricular requirements for the MA RUES will be the basis for the requirements for the REEES concentration, subject to necessary adjustments to satisfy additional credit requirements for the MA in Global Studies. Students in the REEES concentration will be encouraged to take other MA GLBL courses.
13. Existing RUES courses will be given GLBL course numbers and future courses for the REEES concentration will be added with GLBL course numbers.
14. The Department Manager of the CSEEES will continue to provide student services support for the REEES concentration. The CSEEES will continue to make available a workroom for use by REEES students.
15. Advertising of and recruitment for the REEES concentration will be the responsibility of the CSEEES. The CSEEES will continue to maintain a website for promoting and administering the REEES Program. CSEEES will continue to seek funding from external and internal University sources to meet these needs.
16. The CSEEES will continue to administer independently the U.S. Department of Education Title VI programs, including the Foreign Language and Area Studies (FLAS) Fellowships. Students in the MA in Global Studies with interest in languages approved for CSEEES awards are strongly encouraged to apply to CSEEES for FLAS Fellowships.
17. The CSEEES will continue to administer the Graduate Certificate in Russian and East European Studies.
18. The Directors of Graduate Studies for the Global MA and the REEES concentration will jointly prepare revisions to the Global Studies listing in the Graduate Bulletin.
19. The Chairs of the two Curricula will prepare and submit to the College of Arts and Sciences a request for funds to cover any costs associated with the merger of the degree programs.

Agreed to on this day, Aug 20, 2013

Andrew Reynolds, Chair, Curriculum in Global Studies

Robert Jenkins, Director
Curriculum in Russian and East European Studies
and Center for Slavic, Eurasian, and East European Studies

Silvia Tomášková, Acting Director, Fall 2013

Italian 398 * Fall 2013

Narrating the Rise and Fall of Italian Fascism: Between History, Fiction and Film
MW 2:00-3:15
Dey Hall 215

Professor Marisa Escolar
139 Dey Hall
Escolar@email.unc.edu
Office hours: MW 3:15-4:15 and by appointment

Course description: Once defined as "a mysterious object that resists capture by a clear and rational historical definition," fascism has been a frequent subject for Italian writers and directors, and we will examine representations of this moment, paying attention to its translation from fiction to film. At the same time, we will see how the narrative of fascism intertwines with personal conflicts regarding negotiations of gender, sexuality, race and religion, whether the narratives obscure, contradict or echo one another.

Policies

Basic Guidelines for Papers
All papers and assignments should be typewritten, stapled, double-spaced in 12-point Times New Roman font with 1.25" margins. A page is approximately 270 words; a paragraph is approximately 90. When submitting revisions, please submit all previous drafts with my corrections as well. Please don't ask me to submit assignments electronically: I hate to say no.

Late Papers / Assignments
Papers are due at the start of class. Late papers will be dropped 1/3 letter grade per day [A to A- etc.], including papers turned in after class is over. Exceptions may be made in the cases of a documented medical emergency, religious observance and organized, authorized campus activities (sport events, academic conferences, etc.). Completing your assignments on time is essential for your grade, for your progress in the class, and for the class as a whole. Class will be more productive and enjoyable if you come prepared.

Student-Instructor Communication
I encourage you to meet with me to discuss your performance in the class, as well as your papers, both in the planning phases and after you have received my feedback. To do so, please come to office hours or make an appointment via email. I check my email regularly every day before 5 pm, and you can expect a prompt reply. Messages received after 5pm may not be answered until the following day. Likewise, please maintain a valid email address and check sakai regularly for assignments. **Note:** While I am always available to discuss papers in office hours, I cannot *correct* advance drafts nor comment on drafts submitted via email.

Accessibility
All reasonable efforts will be made to accommodate students with disabilities in accordance with university policy. Information about specific resources provided by the Accessibility Resources and Service may be found online at http://accessibility.unc.edu/ or by calling 919-962-8300.

UNC Honor Code

According to the Office of Student Conduct website, "The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected."

"At UNC, plagiarism is defined as "the deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise." (*Instrument of Student Judicial Governance*,Section II.B.1.). Because it is considered a form of cheating, the Office of the Dean of Students can punish students who plagiarize with course failure and suspension." See http://writingcenter.unc.edu/handouts/plagiarism/ and http://studentconduct.unc.edu/ (919-962-0805) for more information.

Although the internet may make plagiarism easier, it also makes it easier to detect. If you are ever in doubt about a specific citation issue, please see me before the paper is due.

Graded work

-**Participation (20%)**: You are expected to keep up with the readings and homework and to participate actively in class discussions. Please have the readings completed by the day they are assigned. If you bring electronic devices to class to access course materials, please only use them for that purpose. Texting or using other social media during class will result in your being marked absent for the day. (If you have an emergency and need to contact someone, please step out into the hallway.)

You are allowed three absences during the semester (including illness, personal travel, etc. – for approved academic, athletic or religious absences, please see me in advance), after which your **final** grade in the course will be dropped 2 points per absence.

-**Discussion forum (20%)** You will have weekly directed writing assignments that you will post on Sakai. You should also familiarize yourself with your classmates' posts to be able to refer to them in discussion. These will be due on Sunday evening by 8pm; no late assignments accepted.

You will **facilitate discussion** (15%) on one of the assigned readings. 48 hours prior to the class that you facilitate, you will submit a series of questions via email to me, and I will give you feedback. By the following class, you will submit a one-page reaction to the experience of facilitating: a summary of what was discussed in terms of content, which questions worked well and which were less successful, etc. Your grade will be based on the questions, the discussion and the reaction paper.

You will write **3 short papers (3 pages) (30%)** on two different novels/films, in which you go beyond the issues raised in class. If you are an Italian major taking this course for credit for the major, please see me about writing some of your assignments in Italian.

You will take a **final exam** (15%) on the day and time scheduled by the registrar. No rescheduling!

Required books:
To buy online:
The Shortcut by Ennio Flaiano, translated by Stuart Hood
Beautiful Antonio by Vitaliano Brancati, translated by Patrick Creagh

Available in the campus bookstore:
Garden of Finzi Continis, Giorgio Bassani
The Conformist, Alberto Moravia
Italian Fascism: Its origins and Developments, **Third edition**, Alexander De Grand

Films - Highly recommended (you must make arrangements to see the entire film prior to the class in which it is discussed; we will not screen films in class)

The Conformist, Bertolucci (available on amazon.com & instant play Netflix)
Bell'Antonio, Marco Bolognini (amazon)
Time to Kill, Giuliano Montaldo (amazon)
Garden of Finzi Continis, Vittorio de Sica (amazon)

Note: this schedule is subject to change with notice, please check Sakai regularly for announcements.

Week1		
Wed Aug 21	Introduction to class	
Week2		
Monday Aug 26	Historical background – De Grand Ch 1-4	
Wed Aug 28	Moravia – Conformist 1-63	
Week3		
Wed Sept 4	De Grand Ch 5-6 Moravia – Conformist 64-107	
Week4		
Monday Sept 9	Moravia – Conformist 108-178	
Wed Sept 11	Moravia – Conformist 179-231	
Week5		
Monday Sept 16	Moravia – Conformist 232-288	
Wed Sept 18	Moravia – Conformist 289-end De Grand Ch 7-9	

Week6		
Monday Sept 23	Bertolucci – Conformist	
Wed Sept 25	Bertolucci – Conformist	
Week7		
Monday Sept 30	Brancati – Beautiful Antonio	
Wed Oct 2	Brancati – Beautiful Antonio	
Week 8		
Monday Oct 7	Brancati – Beautiful Antonio	**Paper 1 due**
Wed Oct 9	Brancati – Beautiful Antonio	
Week 9		
Monday Oct 14	Beautiful Antonio [film]	
Wednesday Oct 16	Beautiful Antonio [film]	
Week 10		
Monday Oct 21	Flaiano – Time to Kill	
Wed Oct 23	Flaiano – Time to Kill	
Week 11		
Monday Oct 28	Flaiano – Time to Kill	**Paper 2 due**
Wed Oct 30	Flaiano – Time to Kill	
Week 12		
Monday Nov 4	Time to Kill [film]	
Wed Nov 6	Time to Kill [film]	
Week 13		
Monday Nov 11	Bassani – Garden	
Wed Nov 13	Bassani – Garden	
Week 14 –		
Monday Nov 18	Bassani – Garden	
Wed Nov 20	Garden [film]	
Week 15 –		
Monday Nov 25	Garden [film]	**Paper 3 due**
Week 16		
Mon Dec 2	**Presentations**	
Wed Dec 4	**Presentations**	

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Monday, September 23, 2013 8:04 AM
To: Abels, Kimberly Town <kabels@unc.edu>
Cc: Woodard, Harold <harold_woodard@unc.edu>
Subject: Fwd: Follow Up on UNC and Upswing
Attach: EA955A5F-0708-4492-A042-5F21055E0D67[1].jpg; EA955A5F-0708-4492-A042-5F21055E0D67[1].jpg

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Please consider and help me respond.
Bobbi

Sent from my iPhone

Begin forwarded message:

From: "Dean, Jr., James W." <James_Dean@unc.edu>
Date: September 23, 2013, 5:55:22 AM CDT
To: "Kielt, Chris" <chris_kielt@unc.edu>
Cc: "Owen, Bobbi A" <owenbob@unc.edu>
Subject: Re: Follow Up on UNC and Upswing

Thanks, Chris. I am copying Bobbi Owen in the College, who can likely tell us who the best person is to send these guys to in order to see if there is any interest. Jim

James W. Dean, Jr.
Executive Vice Chancellor and Provost
University of North Carolina, Chapel Hill
919.962.2198 @TarHeelProvost
james_dean@unc.edu

From: <Kielt>, Chris <chris_kielt@unc.edu>
Date: Saturday, September 21, 2013 7:52 AM
To: James Dean <james_dean@unc.edu>
Subject: FW: Follow Up on UNC and Upswing

Jim,

This student below is an alum (perhaps KF) living locally who came to ITS to see if there was interest in an on-line tutoring application that would allow students to obtain tutoring from UNC tutors. Again, it is on-line, via a SKYPE like capability that was fairly slick and welcoming. It permits scheduling, and might be an enhancement to the current student offerings. Is there a way to connect him to someone in this area so him he can chat about the possibilities? I normally wouldn't press this, but I am sensitive to his institutional connection. Please advise and I can followup or feel free to forward to the appropriate area. Thanks.

Chris

Chris Kielt
Vice Chancellor for Information Technology and Chief Information Officer
The University of North Carolina at Chapel Hill
ITS Manning, Suite 5708
Campus Box 3420
Chapel Hill, NC 27599-3420
(v) 919-962-3444
chris_kielt@unc.edu

From: Alex Pritchett <alex@upswi.ng>
Date: Friday, September 20, 2013 11:31 AM
To: Chris Kielt <chris_kielt@unc.edu>
Cc: Melvin hines <melvin@upswi.ng>, "Eke, Kimberly J" <kim_eke@unc.edu>, Michael Barker <michael_barker@unc.edu>
Subject: Re: Follow Up on UNC and Upswing

Chris,

I wanted to follow up with you to see if you had gotten a chance to consider the option of having Upswing provide unlimited tutoring access at one to students during the midterm period.

From a former student's perspective, I think this would add tremendous value, as students are always looking for assistance during those times. It will also help to build some student-relevant data on the concept of online tutoring.

If you would like, I can come in sometime soon and show you all a demo of what this could look like.

Please let me know your thoughts and whether you would like to consider this moving forward.

All the best,

Alex
--
Alex Pritchett
Founder, Upswing
678-431-9913
http://upswi.ng

On Mon, Sep 16, 2013 at 2:02 PM, Alex Pritchett <alex@upswi.ng> wrote:

Hello Chris, Kim, and Michael,

I hope everything is going well during the first couple of months of the school year. I wanted to (1) Update you on what we have been doing to date, and (2) Provide you an option that could help quickly determine demand for a platform like ours.

Update and Moving Forward:
First, since our meeting, we have deployed the Upswing platform and have gotten about 40 qualified tutors to register in a variety of different subjects.

Last time we met, it was recommended that I reach back out during September and Kim would introduce Upswing to the Academic Advising department. Please let me know if you need any additional information about the team/platform before making the connection.

2-Day Pilot to Test UNC Demand:
Second, I have an idea about how we can help you and your teams affordably determine demand for Upswing at UNC. I would like to provide open access to Upswing for all students in one or more of the libraries in the days leading up to mid-terms.

We would only need one computer to operate this, and it can be used on an unlimited basis during this period. Best of all, the entire experience could be created for no more than $500.

Please let me know your thoughts and whether or not this is something you think your department would want to fund as a pilot.

If you have any additional questions, please feel free to contact me directly.

All the best,

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Founder, Upswing
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Sent: Monday, September 23, 2013 8:06 AM
To: Dean, Jr., James W. <James_Dean@unc.edu>
Cc: Kielt, Chris <chris_kielt@unc.edu>; Owen, Bobbi A <owenbob@unc.edu>
Subject: Re: Follow Up on UNC and Upswing
Attach: EA955A5F-0708-4492-A042-5F21055E0D67[1].jpg

I will talk with Kim Abel's who is the director of the Learning Center and the Writing Center where they have most elements mentioned.
Back to you soon.
Bobbi

Sent from my iPhone

On Sep 23, 2013, at 5:55 AM, "Dean, Jr., James W." <James_Dean@unc.edu> wrote:

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> (v) 919-962-3444
> chris_kielt@unc.edu
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> <EA955A5F-0708-4492-A042-5F21055E0D67[1].jpg>
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> ---
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> **From:** Alex Pritchett <alex@upswi.ng>
> **Date:** Friday, September 20, 2013 11:31 AM
> **To:** Chris Kielt <chris_kielt@unc.edu>
> **Cc:** Melvin hines <melvin@upswi.ng>, "Eke, Kimberly J" <kim_eke@unc.edu>, Michael Barker <michael_barker@unc.edu>
> **Subject:** Re: Follow Up on UNC and Upswing
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> Alex

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Founder, Upswing
678-431-9913
http://upswi.ng

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Founder, Upswing
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<EA955A5F-0708-4492-A042-5F21055E0D67[1].jpg>

From: Owen, Bobbi A </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=OWENBOB>
Sent: Thursday, October 3, 2013 8:13 AM
To: Cline, Alexis L <Alexis_Cline@unc.edu>
Subject: FW: FW: Question on Certificate proposal
Attach: Certificate in Latino Media and Journalism Studies - Full Package.pdf; Certificate Approval (Sponsor).pdf

---

Alexis --
These docs are the correct ones for SADS.
Not the one I sent yesterday.
Bobbi

From: Schmitt, Stephanie
Sent: Wednesday, October 02, 2013 6:45 PM
To: Owen, Bobbi A
Subject: RE: FW: Question on Certificate proposal
Bobbi - here is the proposal and our documentation. They took out the co-sponsorship with ROML and made it JOMC only.
Please just let me know if we need to discuss further.
Thanks -
Stephanie

From: Schmitt, Stephanie
Sent: Wednesday, October 02, 2013 5:45 PM
To: Bobbi Owen
Subject: RE: FW: Question on Certificate proposal
I'll send it all when I'm back online and can access my drive. Yes, JOMC majors only -- this will operate exactly like their other ones, which are really kind of like concentrations.

Stephanie

From: Bobbi Owen [owenbob@unc.edu]
Sent: Wednesday, October 02, 2013 5:41 PM
To: Schmitt, Stephanie
Subject: Re: FW: Question on Certificate proposal

Please do. My recollection is that we were going to take it to the ad board as well because of the implications for College courses.

JOMC majors only - right? No College students can do this.

Bobbi

On 10/2/2013 5:34 PM, Schmitt, Stephanie wrote:

> Bobbi - we approved this one already in May based on your responses back then. If I need to send you the final proposal and approval documentation, I'm happy to.
>
> Thanks -
> Stephanie
>
> ---
>
> **From:** Bobbi Owen [owenbob@unc.edu]
> **Sent:** Wednesday, October 02, 2013 5:32 PM
> **To:** Schmitt, Stephanie
> **Cc:** Lindemann, Erika
> **Subject:** Re: FW: Question on Certificate proposal
>
> This needs to go on the agenda for the next ad board.
> Bobbi
> On 4/4/2013 11:51 AM, Schmitt, Stephanie wrote:
>
>> Bobbi, Erika - I now have a pretty good proposal for the Certificate Program in Latino Media Studies.
>> Is this proposal one that would be required to go to your Board for feedback and approval before I can bring it to our Board? It is for undergraduate students -- JOMC majors (like their others) but involving College departments.
>> Thanks -
>> Stephanie
>>
>> ---
>>
>> **From:** Vargas, Lucila
>> **Sent:** Thursday, April 04, 2013 10:21 AM
>> **To:** Schmitt, Stephanie
>> **Cc:** Roush, Chris
>> **Subject:** Re: Question on Certificate proposal
>> Hello, Stephanie,
>> Thanks you very much for reviewing the proposal. I haven"t been working with anyone at the College of A&S. I will really appreciate your help on this.
>> I'm hoping that you will call a special meeting before the fall semester, but I understand that this may not be possible. We have a senior who is currently enrolled in the Certificate Program and eager to have it in his transcript. He is graduating in the summer.
>> Thanks,
>> Lucila

Chris: FYI

From: <Schmitt>, Stephanie <sschmitt@email.unc.edu>
Date: Wednesday, April 3, 2013 3:04 PM
To: Microsoft Office User <lcvargas@email.unc.edu>
Subject: RE: Question on Certificate proposal

Dear Lucila - thanks for sending the draft over. I think it looks quite good. Do you know if the College of Arts and Sciences will need to hear this proposal or not? They would typical hear them first and then our Board would hear them. I can ask them if you haven't been working with anyone yet. Our last Board meeting was actually last week, but there is a possibility that we will call a special one to hear a follow-up and I might be able to include this one. Otherwise, we would hear this proposal in our first fall semester meeting. So waiting for the final letter would be fine depending on the timing.

Best -
Stephanie

Stephanie Schmitt ▪ Associate Dean for Academics
The Graduate School ▪ The University of North Carolina at Chapel Hill
200 Bynum Hall, CB# 4010, Chapel Hill, NC 27599-4010
(919) 962-6306 ▪ sschmitt@email.unc.edu
Visit us:gradschool.unc.edu

From: Vargas, Lucila
Sent: Tuesday, April 02, 2013 2:37 PM
To: Schmitt, Stephanie
Subject: Question on Certificate proposal

Dear Associate Dean Schmitt,

I have been waiting for about ten days for one of the letters of support for the Certificate in Latino Media and Journalism and it seems that this process is going to take a few more days. It has been complicated because a history class that we would like to include used to be offered by the Dept. of History, but it's now offered by the Institute for the Study of the Americas and the director is on leave.

I'm anxious to submit the proposal. I was wondering if you will be willing to accept it, on a preliminary basis, without this letter.

It's attached, in case you would like to take a look at it. The folder contains the proposal, the letter from the Journalism School, and support letters from Romance Languages, Geography, English, and Music.

Thanks,
Lucila Vargas

--
Bobbi Owen
Senior Associate Dean for Undergraduate Education, and
Michael R. McVaugh Distinguished Professor of Dramatic Art
University of North Carolina at Chapel Hill
CB# 3504, 3011 Steele Building
214 East Cameron Avenue
Chapel Hill, NC 27599-3504
Phone: 919 843-7773
FAX: 919 843-4775

--
Bobbi Owen
Senior Associate Dean for Undergraduate Education, and
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University of North Carolina at Chapel Hill
CB# 3504, 3011 Steele Building
214 East Cameron Avenue
Chapel Hill, NC 27599-3504
Phone: 919 843-7773
FAX: 919 843-4775

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Thursday, August 9, 2007 3:51 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Fwd: Update on Priority Registration
Attach: Text.htm; Update on Priority Registration.msg

For you...

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, August 22, 2007 1:43 PM
To: Bridger, Beth <bridgerb@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Wesson, Andre <se7enthswanceo@yahoo.com>
Cc: Gallo, Larry <athgallo@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>
Subject: Guest Coaches - JMU
Attach: Text.htm

Folks - we have our two Guest Coaches for the JMU game and our lunch guest for the Friday Kickoff Luch w/ Coach Davis!

Cynthia Demetriou - Retention Coordinator in Arts & Sciences
Cynthia's position is new this year and was established as part of the Chancellor's retention initiatives. Cynthia is the person who will developing the new eligibility procedures.
Here is some more information on Cynthia:

BA - English, State University of Stony Brook
Ed.M. - Arts in Education, Harvard University
Professional Experience - Manager of Advisement Systems, Adelphi University

Steve May - Communications, Director of Undergraduate Studies
B.A. and M.A., Purdue University; Ph.D., University of Utah. Interpersonal and Organizational Communication. Dr. May's interests include interpretive and critical studies of organizational communication, post-structuralist theory, and boundaries among work/family, labor/leisure, and private/public. He is currently studying therapeutic discourse in the work place.

Remember, this game is one of our Friday lunch games (used to be Thursday Lunch). Cynthia and Steve will join us for lunch on Friday as will faculty members from Communications and Sociology (including Howard Aldrich, Chair of Soc). Coach Davis will speak at the lunch. The location for this lunch will be the 4th floor recruiting room-12:00 - 1:00.

Cynthia and Steve May will also join us for dinner (4th floor) on game day and on the sidelines for the game.

Now, different this year, Steve Reznick will be participating with us in Guest Coaching duties. So, on the sidelines for JMU will be Steve Reznick, Steve May, Cynthia Demetriou and one member from our staff (academics). Further, Steve Reznick will help with introductions for the Friday lunch.
*sideline passes from Corey

OK - I believe that's all. I'll send updates and Friday lunch #'s first of next week.

RJM

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, September 4, 2007 1:32 PM
To: Williams, Andre <awilliams@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>
Cc: Bridger, Beth <bridgerb@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>
Subject: Guest Coaches for ECU
Attach: Text.htm

Here are the Guest Coach bio's for the ECU game. Please pass this along to the Coaches.

Andre Wesson
Academic Advisor, Arts and Sciences
2004 graduate of UNC, School of Journalism and Mass Communication
Andre is an author, activist, and entrepreneur--and has a long standing commitment to enhancing the lives of young people. Recently published his first book, Mrs. Applebee and the Sunshine Band. Andre has participated with us in football recruiting several times over the past year.

Kyle Brazile
Assistant Director of Undergraduate Admissions
BA, Fisk University
MA, Political Science - University of Chicago
Kyle joined the UNC Admissions Department two years ago. Kyle also teaches freshman seminar courses. Kyle will be working closely with Barbara Polk doing Athletic Admissions.

Joe - please work with Octavus to make sure the guest coaches have their coaches gear, sideline passes, meal and introduction to coaches and team. Thank you.

Let me know if you need anything.

RJM

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, September 26, 2007 10:50 AM
To: Williams, Andre <awilliams@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>
Cc: Gallo, Larry <athgallo@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>
Subject: Guest Coaches for VT
Attach: Text.htm

This weeks Guest Coaches for VT are:

Dr. Margaret (Peggy) Jablonski, Vice Chancellor for Student Affairs

Native of Springfield, Mass
Doctorate, Boston University
Masters Degree, UMass-Amherst
Bachelors Degree, UMass-Amherst

Peggy has worked at Carolina since August of 2004.

Dr. Steve Reznick, Professor of Psychology

Steve is a UNC graduate (Winston-Salem, RJ Reynolds High), who left us for awhile but has been back since 1998, serving as Professor of Psychology and Director of the Program on Developmental Psychology. As of this summer, he is also Associate Dean for First Year Seminars, a job that is keeping him VERY busy. He is also President of the Faculty-Staff Recreation Association (the Farm), Chairs Committee for Priority Registration, member of the Faculty Athletic Committee and the Admissions Sub Committee.

John Blanchard and Beth Bridger will be hosting Peggy and Steve this weekend.

Note - there will not be a Thursday Academic Lunch or a Friday Football Lunch this week. Also, Peggy will be driving herself up for the game and spending part of the game in the VT Presidents box. I believe Peggy and Steve will drive back from VT together. Joe Haydon is confirming the travel plans with Peggy and Steve.

* Please make sure Coach Davis knows who the Guest Coaches are before traveling.

Go Heels!

RJM

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, October 9, 2007 9:58 PM
To: Williams, Andre <awilliams@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; reznick@email.unc.edu
Cc: Gallo, Larry <athgallo@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; fclark@email.unc.edu; Blanchard, John <jgb@uncaa.unc.edu>
Subject: Guest Coaches and Friday Lunch for USC

Folks, here is the Guest Coaching information for the USC game. Sorry for the delay but there were some last minute changes.
The Guest Coaches for this weekend are:

Patrick Grogan from the Registrar Office. Patrick is a Records Analyst working almost exclusively with NCAA and student-athlete issues. Patrick has been very important in working with our Compliance Office formulating and setting up key policies and procedures.

Barbara Polk - Associate Director of Admissions. Barbara is the admissions liaison for the Department of Athletics. Barbara works very closely with the Compliance Department (initial eligibility), Academic Support, and all of our sport coaches.

Both Patrick and Barbara will eat with us on the 4th floor on game day and watch the game from the sideline.

There will be a Faculty Lunch with Coach Davis this Friday. The lunch will be in the 4th floor recruiting room. Please note that the lunch will start at 12:30 to accommodate University Day.
Guests for the Faculty Lunch are:

Guest Coaches - Patrick Grogan and Barbara Polk.

The Registrar's Office:

Alice C. Poehls, Assistant Provost and University Registrar
Crystal Lineberry, Records Analyst, Office of the Registrar
Donna Redman, Associate Director, Office of the Registrar

The Office of Diversity and Multi Cultural Affairs:

Dr. Archie Ervin, Associate Provost and Director
Ms. Terri Houston, Director, Recruitment and Multicultural Programs
Dr. Cookie Newsom, Director, Diversity Education and Research
Ms. Chese'qua Evans, Outreach and Support Coordinator
Mr. Josmell Perez, Multicultural Programs Coordinator
Ms. Lynne Degitz, Communications Specialist
Ms. Beverly Wood, Administrative Assistant
Ms. Margie Scott, Office Assistant

Office of Scholarships and Student Aid:

Jackie Copeland, Assistant Director of Client Services and NCAA, will be joining us with three new members from the financial aid department.

Coach Davis's table:

Patrick Grogan, Office of the Registrar
Barbara Polk, Associate Director of Admissions
Alice Poehls,, University Registrar
Archie Ervin, Associate Provost - Multi Cultural Affairs
Cookie Newsom, Director of Diversity Education
Jackie Copeland, Assistant Director of Scholarships and Student Aid
Steve Reznick, Faculty Department of Psychology, Faculty Athletic Cmt, Admission Cmt, Priority Registration Cmt (Chair)

The Agenda will be the same as the last Faculty Lunch, with times approximatley as follows:

12:30 - Guests arrive

12:50 - Introduce Guest Coaches and Steve Reznick (Robert Mercer)

12:55 - Introduce Coach Davis (Steve Reznick)

1:00 - 1:15 - Coach Davis

1:15 - 1:20 - Video

1:20 - 1:25 - Closing (Robert Mercer)

After the video and everyone finishes lunch a tour of the facility will he offered.

Go Heels!
RJM

* I will be out of the office tomorrow hut will be checking email.

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, November 7, 2007 2:14 PM
To: -Academics <-Academics@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Fwd: On a Roll!
Attach: Text.htm; On a Roll!.msg

Registration Update from Steve Reznick.

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

J. Steven Reznick
Director of Developmental Psychology
(919) 962-9720
(919) 962-2537 FAX
e-mail: reznick@unc.edu

Department of Psychology
College of Arts and Sciences
Campus Box 3270, Davie Hall
Chapel Hill, NC 27599-3270
http://www.unc.edu/depts/psychweb/

November 7, 2007

Letter of Transmittal to Accompany the Proposal for Priority Registration

A complex system of priority registration that is based on assorted traditions, permissions, and precedents has evolved at the University of North Carolina at Chapel Hill. There is a long history of efforts to establish a formal priority registration policy on our campus, and the goal of the Proposal for Priority Registration that is attached here is to provide a transparent, systematic mechanism for administering priority registration under appropriate scrutiny.

Informal conversations in fall 2006 led the Faculty Committee on Athletics to establish a task force to explore the possibility of proposing a priority registration system that would assist varsity athletes and other students who have notably difficult scheduling issues due to their university obligations. I was asked to Chair this task force. The initial members of the task force were Lissa Broome, Jack Evans, George Lensing (all from the Faculty Committee on Athletics), John Blanchard (Department of Athletics), and Robert Mercer (Academic Support Center for Student-Athletes).

To launch this endeavor, I consulted with various individuals regarding the groups of students who should be candidates to be covered by priority registration and the steps that would lead to a registration priority proposal being implemented. Conversations with Senior Associate Dean Bobbi Owen, Provost Bernadette Gray-Little, and Associate Dean of Academic Services Carolyn Cannon indicated that education majors, students with disabilities, and allied health majors were obvious candidates. Also, a plan emerged whereby if the Faculty Committee on Athletics endorsed the task force's proposal, the proposal would then be forwarded to the Registrar, and she would seek advice from the Educational Policy Committee regarding the proposal's merits pursuant to the charge of that committee to act "as a council of advice for the university registrar in administering faculty regulations concerning . . . registration."

To expand the task force's expertise, I consulted with Dean Tom James of the School of Education and on his advice, invited Jane Smith, Licensure Officer and Coordinator of Teacher Recruitment and Retention to join the task force. Subsequently, I also asked Anne Bryan, Director of Student Affairs of the School of Education to join. Beverly Foster, Chair of the Educational Policy Committee and Director of Undergraduate Studies in the School of Nursing; and Harold Woodard, Associate Dean of Student Academic Counseling, also agreed to join the task force.

After an initial meeting in December, the task force met four times and corresponded via e-mail. Our deliberations were focused on preparing the attached Proposal for Priority Registration. This

proposal addresses the general issue of priority registration and does not address enrollment priorities for select groups of students in particular courses (e.g., honor student enrollment in honor's classes, or eligibility for courses with supplemental instruction). Another issue that this proposal does not address is the problem facing a student who is off campus due to a university sanctioned event on the specific day when that student is expected to register for classes. These issues are adequately covered by current policies. It is our understanding that UNC currently allows students with learning disabilities to register before their classmates in order to reduce barriers to their academic success. The present proposal would formalize this policy and extend it to a broader group of students who are deemed eligible.

We consulted with the University Registrar Alice Poehls and Applications Analyst Megan Keefe regarding the feasibility of the plan. The Registrar also helped us compile the registration priority policies at other ACC schools and at universities that we consider to be our "comparables" by updating a report prepared by the previous Registrar, David Lanier, in 2002 (Survey of Registration Priorities for Athletes 2007 – attached). She also gathered new data regarding priority registration policies at our peer institutions (Registration Priority for Athletes and Others at Selected Universities – attached). We also examined information gathered by Robert Mercer concerning registration policies for athletes at schools in the ACC and some of our comparables (SA Registration Procedures at Comparable Universities – attached). On the basis of these data, we are confident that our proposal is feasible and well within the boundaries that have been adopted by comparable institutions.

One important aspect of our deliberations was to determine how many student athletes would be eligible to be considered for priority registration. Under the guidelines of our proposal, the Athletics Department could nominate a student-athlete for priority registration during a semester in which the student's practice obligation is at the NCAA maximum of 20 hours per week. John Blanchard prepared a table (attached) showing the number of weeks per semester in which varsity athletes are practicing at the NCAA maximum of 20 hours per week. One sport (cross country) has no official practices in the spring semester, so under the guidelines of our proposal, athletes who only participate in cross country (and are not members of the track & field team) would not be eligible for priority registration for that semester. Several sports practice at the 20 hour limit for only a few weeks a semester (e.g., baseball and softball in the fall semester). These students could be nominated for priority registration, but the Priority Registration Advisory Committee might advise against it on a sport-by-sport or student-by-student basis.

The Faculty Committee on Athletics reviewed the Proposal on May 1, 2007, endorsed it, and forwarded it to the Educational Policy Committee. Subsequently, Lissa Broome and Jack Evans raised the issue of priority registration with the Executive Committee of the Faculty Council. During the summer of 2007, I met with Student Body President Eve Carson to review the proposal, and I provided documentation to be posted on the Student Government website. I also met with Melissa Exum, Theresa Maitland, Jim Kessler, and Fred Clark to review the implications of this policy for students with special needs.

The Educational Policy Committee reviewed the Priority Registration Proposal on October 10 and October 17, and voted to return the Proposal to the task force with the request that clarifications be made regarding the scope of students who would be covered, the focus on groups of students rather than individual students, the expectations regarding annual reports, and the explicit inclusion of a four-year sunset provision that would require reauthorization of the Proposal after a thorough review by the Educational Policy Committee in collaboration with Faculty Council. A straw poll suggested that Educational Policy Committee members would vote in favor of the proposal if it incorporated the recommended changes.

I consulted with Lissa Broome and reconvened the task force with some change of membership. Specifically, Jane Smith was no longer available, but Anne Bryan continued to represent the School of Education. I also asked Theresa Maitland, Jim Kessler, and Fred Clark to join the task force. Modifications were made in the Proposal to incorporate the suggestions from the Educational Policy Committee. The Faculty Athletics Committee reviewed the revised policy on November 6, 2007 and approved it unanimously. The Educational Policy Committee reviewed the revised policy on November 7, 2007, made one minor modification, and approved it unanimously.

To summarize, we have made a diligent effort to formulate a priority registration system that solves obvious problems and has appropriate limitations and oversight to avoid misuse. The modifications suggested by the Educational Policy Committee are improvements. We look forward to a broad discussion of the proposal, and hopefully, its eventual implementation.

Sincerely,

J. Steven Reznick, Ph.D.
Professor and Director, Program in Child Development

Proposal for Priority Registration – November 7, 2007

Rationale

Some groups of undergraduate students encounter unusual challenges in our registration system that inhibit their academic progress and threaten their timely graduation. For example, students with physical or learning disabilities may require reasonable accommodations in order to reduce barriers to their academic success. Education majors in teaching programs spend the second semester of their senior year off campus as student teachers, and during their junior and senior year must complete specific courses required for certification in their areas of specialization. Nursing students must spend significant amounts of time in clinical rotations in order to meet licensure requirements. Varsity athletes must fit their class schedules with their practice/competition schedules so that they can make progress toward their degrees as required by the University and the NCAA. This proposal suggests a process for priority registration that provides a flexible but transparent approach to these issues.

Mechanism

A process for determining how students qualify for priority registration is described in subsequent paragraphs. Those students who qualify for priority registration will be allowed to register ahead of their cohort. UNC has adopted a new registration ordering plan in which the order in which students register is based on the number of semesters completed. Students who qualify for priority registration would receive the earliest assignment times for their semester cohort. In other words, a sophomore who receives priority registration would register before other sophomores but not before any juniors or seniors.

The Registrar will convene a Priority Registration Advisory Committee (the PRAC) that will meet each semester to review the student groups who have been recommended for priority registration. Members of the PRAC will be appointed by the Registrar and will include faculty, students, and administrators representing a range of interests and expertise. We recommend that the PRAC include some individuals who have had experience in educational policy, academic advising, and disability services.

Each semester, prior to the start of registration, an official who has responsibility for students who are potentially eligible for priority registration (e.g., a Dean, Director, or Department Chair) will send the Registrar a list of students who are recommended for priority registration and a rationale for the need for priority registration given the demands of the students' activities. The Registrar will forward these rationale statements to the PRAC along with a tally of the number of students being proposed (i.e., the Registrar will not give PRAC an actual list of names). In the interest of transparency and accountability, the PRAC's meetings will be open to the public, and all rationale statements and tallies as well as the PRAC's decisions will be publicly available. Having received advice from the PRAC, the Registrar will adjust assignment times for those students who are selected for priority registration.

The PRAC will review summary data regarding the operation of priority registration (e.g., the specific courses that are selected during priority registration) and suggest modifications to the Priority Registration Policy as needed. The Registrar will consult with the PRAC and seek advice from the Educational Policy Committee

regarding any amendments to the Priority Registration Policy. The Registrar will present an annual report to the Educational Policy Committee indicating the number of students who were granted or denied priority registration, and evaluating whether course selection during priority registration appears to be serving its intended purpose.

The Priority Registration Policy proposed here will be in effect for a trial period of four years. After four years, the Registrar will request that the Educational Policy Committee in collaboration with Faculty Council review how well the policy is working and make a formal recommendation regarding whether the policy should be continued as is, modified, or allowed to lapse.

Limitations

As a general rule, we recommend that no more than 25% of the seats in each section be available for priority registration. The Registrar and the PRAC will monitor the distribution of priority registration students across sections to determine whether any sections are being selected disproportionately. If significant over-enrollment occurs in selected courses, the Registrar will work with the department involved so that seat availability in selected courses is capped at 25% during the next priority registration.

Eligibility for Priority Registration

Priority registration will be extended to undergraduate students who encounter unusual challenges in our registration system that inhibit their academic progress and threaten their timely graduation. It is difficult to establish an a priori definition of "unusual", but the Priority Registration Task Force has identified three groups that would be exemplars of these unusual registration challenges. Thus, these student groups are eligible to be considered for priority registration if the students in the group meet any of the following conditions:

- The student engages in an activity that formally represents the University and by virtue of that representation is required to attend practices and events during hours in which classes are offered (e.g., varsity athletes during a semester in which the student's practice obligation is at the NCAA maximum of 20 hours per week);

- The student is enrolled in a degree program requiring that at least one semester be spent off campus (e.g., student teaching), that specific courses in Arts and Sciences be successfully completed in order to obtain licensure (e.g., Education majors), or that requires significant time be devoted to clinical practice (e.g., nursing, allied health, etc); or

- The student has a disability for which priority registration is an approved accommodation.

Other groups that may have comparable registration challenges may be proposed for priority registration by an official who has responsibility for their program (e.g., a Dean, Director, or Department Chair), and these groups will be reviewed by the PRAC. Individual students may not apply directly to the Registrar for priority registration.

From: Cynthia Reynolds <cynthiar@uncaa.unc.edu>
Sent: Friday, January 11, 2008 2:26 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Cc: Williams, Andre <awilliams@uncaa.unc.edu>
Subject: All-ACC Academic Football Team
Attach: Text.htm; 2007 Football Academic All-ACC Form.doc

Corey,
Since these nominations are based on academics AND ATHLETIC performance, I am sending the academic information to you as I cannot be the judge on the athletic aspect.

If you want me to submit all the names that's fine with me.
Please advise.....
Thanks.
cr

From: Cynthia Reynolds <cynthiar@uncaa.unc.edu>
Sent: Monday, April 28, 2008 12:29 PM
To: Simpson, Brannon <bsimpson@uncaa.unc.edu>; Connors, Jeff <jconnors@uncaa.unc.edu>
Cc: Williams, Andre <awilliams@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>
Subject: Su I class schedule
Attach: Text.htm; ath_athlete course breakdown-su i.pdf

I am attaching the current SU I session of classes.
Beth Bridger will send you the most updated tutoring/review schedule we currently have by the end of the day.

PLEASE NOTE: Depending on GRADES and ELIGIBILITY status, we may have to change some classes. As usual, many grades are not up on the system until the day or two (maybe) BEFORE THE SUMMER I SESSION BEGINS. As a consequence, we will not know the FINAL GPA until all grades are posted. We do not control this, so you will need to be flexible (like us) with the time frame that we are given by the faculty.
As we update both classes and review sessions, we will send the templates over to you so that you can make adjustments. Thank you for your continued patience.....

If you have any questions, please let me know.
cynthia

From: Jaimie Lee <jaimielee@uncaa.unc.edu>
Sent: Thursday, January 8, 2009 11:58 AM
To: Williams, Andre <awilliams@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>
Subject: Please read--FW: Article of Interest
Attach: TEXT.htm; Major recruiting tool.pdf

From: "Deborah Stroman" [mailto:dstroman@email.unc.edu]
Sent: Tuesday, January 06, 2009 1:40 PM
To: "Robert Mercer" <rmercer@uncaa.unc.edu>
Cc: "Cynthia Reynolds" <cynthiar@uncaa.unc.edu>, "Octavus Barnes" <obarnes@uncaa.unc.edu>, "Jaimie Lee" <jaimielee@uncaa.unc.edu>
Subject: Article of Interest

Happy new Year!

FYI.

Deborah Stroman, Ph.D., CLU
UNC - Exercise and Sport Science
Sport Administration

College Sport Research Institute
Carolina Sports Business Club
4 Smith Bldg. - CB# 3182
Chapel Hill, NC 27599

919.843.0336
dstro@unc.edu
http://www.unc.edu/depts/exercise/sport_administration

The gap in our economy is between what we have and what we think we ought to have - and that is a moral problem, not an economic one.

Major recruiting tool: “Concierge-style” academic support

The growth industry in big-time college athletics is academic support.

It was just four years ago that we posted a Clips summary of a lengthy New York Times feature about a 16-year old man-child named Michael Oher, a 320-pound left tackle with all the God-given gifts – size, strength, speed, quickness – to protect QBs from the next generation of Lawrence Taylors.

A shoo-in to be a star on a college football field, Oher seemed destined to be a star on Mississippi's football team and a failure in its classrooms.

Oher was the son of a crack-addicted single mom, he could barely read as a teenager, and he shuffled through 11 schools in nine years.

Nonetheless, with some, er, energetic and, ah, creative tutoring and high school correspondence courses (all within the rules, mind you), Oher was accepted into the University of Mississippi.

And now – drum roll please -- at a school that graduates fewer than 60% of all students within six years, Oher has cleared every hurdle and is on track to graduate in just four years.

Oher’s story speaks volumes about the state of big-time college athletics.

Like thousands of student-athletes, Oher benefited from tutoring help and comprehensive academic support services. At Ole Miss, 14 full-time academic support staffers work with student-athletes. More than 60% of the Rebels' 390 athletes receive at least some tutoring, and together they averaged about 1000 sessions a week, in just the fall season.

Many schools spend more than $1 million annually on academic support, with some spending hundreds of thousands of dollars more in 2008 than they did in 2004, the AP found. Eight BCS schools reported spending increases of more than 70% percent in the last five years. Four — South Florida, Illinois, Georgia and Kansas — more than doubled spending.

Helping athletes graduate has become its own academic profession. The National Association of Academic Advisors for Athletics (NAAA) has nearly doubled its membership to around 1000 in just two years.

Some example of investments in academic support:

Ole Miss: a one-year old $5 million renovation to its 23,500 square-foot center.

Mississippi State: a brand new $10 million building.

South Carolina: a new $13 million facility.

Oregon: a new, three-story center is in the planning stages.

Oklahoma: a $7.5 million, 30,000 s.f. facility, plus $2.45 million helping athletes last year.

Amounts spent on helping student-athletes: Florida ($1.67 million), Texas ($1.90 million), Ohio State ($1.89 million), Kentucky ($1.86 million), Tennessee ($1.83 million), Georgia ($1.77 million).

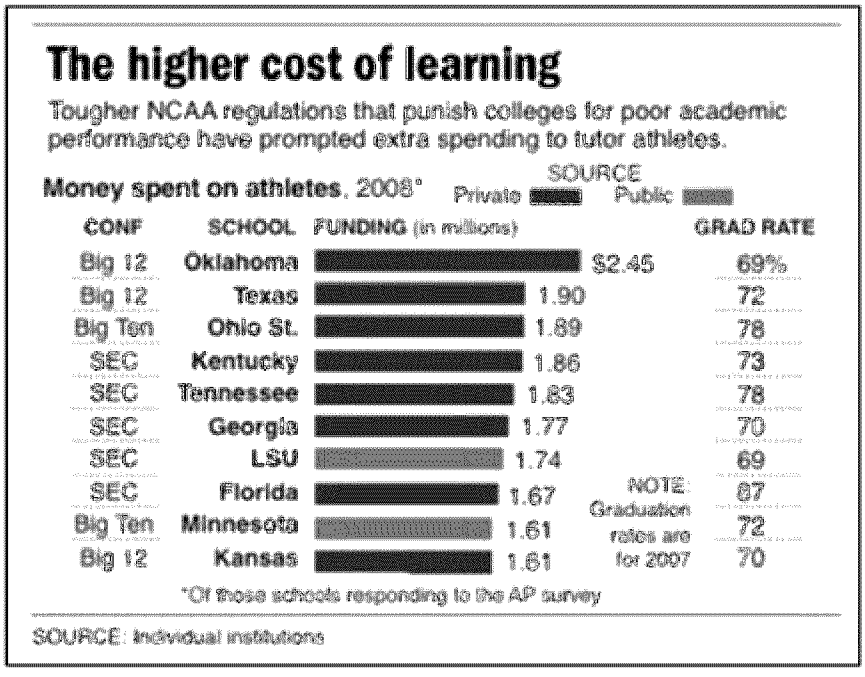

Some say that concierge-style academic support for athletes is unfair because it is not available to the general student population. Others say that when schools recruit underprepared students, and demand thousands of hours of practice and travel time, they owe them extra help. Take your pick.

"It grates," said Kenneth Holum, a University of Maryland professor and chair of the faculty senate. "Why are the athletes more deserving than other students? We try hard to give all the students an equal chance to profit from the material we're providing them, and other students don't have this opportunity."

Oversight is a $64,000 question. Whom do the academic advisers work for? The players? Coaches? The school?

Said Nathan Tublitz, a University of Oregon neuroscientist who works with the Coalition on Intercollegiate Athletics, "It's a straightforward potential conflict of interest." Since programs need athletes to stay eligible, "it's in their best interest to find advisers to make sure they will be eligible, whether they do it the right way or the wrong way," he said.

Other critics say that enhanced academic services contribute to the isolation and "clustering" of student-athletes in certain courses and majors.

Says David Ridpath Ohio University professor, and head of The Drake Group, "The big problem with these academic centers for me is very clear . . . . . The goal is to keep the kids eligible, and there's a big difference between keeping kids eligible and helping them get a viable college education."

More later . . . . . .

This 653 word summary – with attendant commentary – was distilled by College Clips Editor Nick Infante from a 2458 word article entitled "Schools invest in athletes' degrees" by Chris Talbott, from an AP feed on 12-20-08.

The source article can be accessed in its entirety at:
http://www.google.com/hostednews/ap/article/ALeqM5gHz2PBkbyVzDn4EZGXI8Sv_ZhiigD956H

PASS BOOK CHECK

Purpose: *The purpose of reviewing the PASS Book each week with your at-risk students is to have a conversation and working knowledge about the upcoming academic week. This will help you see the "big picture" for these students along with the information from your weekly reports. As noted by our Dean of Students, Dean Sauls, time management is a crucial tool to academic success and avoiding Honor Court situations.*

Students in study table (all Freshmen and Upperclassmen under a 2.3 GPA) are required to fill out their PASS Books.

Upperclassmen do their PASS Book on Fridays
Freshmen do their PASS Book on Sundays

Best day to "check" the PASS Book is Monday as you will then talk with them at the start of the week they have planned for on Friday/Sunday.

1. Check the Green Grade Tracker Sheets for any updated grades
2. Check the Blue Weekly Planning Sheets for the following:
    a. Any upcoming quizzes, tests, papers, projects
    b. Required course readings
    c. "Extra" reminders from the Academic Staff
        i. Advising Appointments
        ii. Professor Office Hours
        iii. Tutor sessions
        iv. Plays/Required Course Events
3. Sign and Date the bottom of Blue Weekly Planning Sheet each week

From: Spencer Welborn <welborn@uncaa.unc.edu>

Sent: Monday, August 8, 2011 4:17 PM

To: Andrew Calder <acalder@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Farley <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Ellen Rehme <rehme@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

Subject: NCAA Degree Completion Program

Attach: TEXT.htm

Coaches:

The nominations for the NCAA Degree Completion Program are now available to former student-athletes via the NCAA website. I bring this to your attention in hopes to solicit some names of former student-athletes that have exhausted their eligibility but are still pursuing their undergraduate degree.

The NCAA established this program to assist student-athletes who have exhausted their eligibility for institutional financial aid (in five years). Applicants must have completed eligibility for athletics-related aid at a Division I member institution before applying and must be within 30 semester hours of their degree requirements.

Student-athletes receiving the award will receive an amount equivalent to tuition and fees, and they will also receive a book allowance based on the number of hours in which they are enrolled.

Please contact me or your Academic Counselor with questions or potential applicants.
Below are the official requirements:
To be considered for this award, the student-athlete must have completed eligibility at an NCAA Division I member institution; enrolled originally in or before January 2007; exhausted institutional eligibility for athletics-related aid (five years) and be within 30 semester hours or 45 quarter hours of completing an undergraduate degree.

All of the applications are reviewed by a committee of representatives from seven NCAA Division I member institutions. Funds ordinarily allow awards to be made to less than one-half of the applicants. Therefore, it is important to stress to your students that they must fill out the application completely and provide supporting documents in order to be considered for this award.

The completed application and supporting documents must be mailed to me at the national office and be postmarked no later than September 23. The committee will make its decisions on funding by October 31.

Spencer B. Welborn
Academic Counselor
Academic Support for Student-Athletes

North Box, Kenan Memorial Stadium
PO Box 2126, CB 3107
Chapel Hill, NC 27599.3107
919-843-2328
welborn@uncaa.unc.edu
www.tarheelblue.com

(mailto:welborn@uncaa.unc.edu)

From: "Kelly, Michael" <mkelly@theacc.org>

Sent: Wednesday, September 5, 2007 9:18 AM

To: amg4v@virginia.edu; Urbanic, Andy <aurbanic@mailer.fsu.edu>; Brooks, Butch <bbrooks@at.gtaa.gatech.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; carolyn_stuart@ncsu.edu; Bell, Corey <cbell@miami.edu>; cgailey@at.gtaa.gatech.edu; Holliday, Corey <cholliday@uncaa.unc.edu>; clarkd@vt.edu; Horning, David <david_horning@ncsu.edu>; Hickson, Dan <dhickson@umd.edu>; Hymel, Don <dhymel@clemson.edu>; Faircloth, Bill <fairclwm@wfu.edu>; Gallup, Barry <gallup@bc.edu>; Capone, Gerry <gcapone@virginia.edu>; grobejb@wfu.edu; Haydon, Joe <haydon@uncaa.unc.edu>; jagodzin@bc.edu; Ballein, John <jballein@vt.edu>; Pate, Joe <joe_pate@ncsu.edu>; Johnston, Andy <johnsta@clemson.edu>; mschneider@miami.edu; pbroglio@umd.edu; pnelson@duaa.duke.edu; swilkshi@mailer.fsu.edu; tbowden@clemson.edu; Sales, Tony <tony@duaa.duke.edu>

Cc: Swofford, John <jswofford@theacc.org>

Subject: Week 1 kickoff stats

Attach: TEXT.htm; image001.gif; image002.gif; 2007 ACC Football Kickoff Stats Comparison.xls

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In light of the kickoff rule changes for this season, we thought we would start tracking some cumulative conference stats on this play. Attached is what we tracked this week. For next week and beyond, we will determine a baseline comparison number from last year's stats, but at least wanted to get you what we have at this point. If there are other specific aspects of this report you would like to see in future weeks, please let me know and we will make every effort to accommodate.

Thank you. Have a great week.

Michael Kelly

Associate Commissioner/Football Operations

Atlantic Coast Conference

4512 Weybridge Lane

Greensboro, NC 27407

336-854-8787x270

mkelly@theacc.org

The 2007 Dr Pepper ACC Championship Game will be played on Saturday, December 1st in Jacksonville Municipal Stadium at 1pm on ABC

	A	B	C	D	E	F	G	H	I	J
1	**ACC FOOTBALL KICKOFF 2007**									
2	Year To Date Averages:	9.9	8.5	182.4	1.0	0.3	0	0.1		
3	YTD Avg. Kick Return	21.5								
4	**Game**	**Kickoffs**	**Kickoffs Returned**	**Return Yards**	**Touchback**	**Kickoff OB**	**Re-kick**	**35 Yard Line**		
5	Connectict @ Duke	13	11	265	2	0	0	0		
6	ECU @ VT	6	2	40	3	1	0	0		
7	Marshall @ Miami	8	7	157	0	1	0	1		
8	Wake Forest @ Boston College	12	11	200	1	0	0	0		
9	JMU @ North Carolina	10	8	101	1	0	0	0		
10	UCF @ NC State	11	11	265	0	0	0	0		
11	Villanova @ Maryland	9	9	219	0	0	0	0		
12	Florida State @ Clemson	10	9	212	1	0	0	0		
13										
14	**Total**	**79**	**68**	**1459**	**8**	**2**				
15	**Average**	**9.9**	**8.5**	**182.4**	**1.0**	**0.3**	**Average Kick Return Week=**		**21.5**	
16										
17										
18										

	A	B	C	D	E	F	G	H	I	J
19	**Week 2**	**Off. & Def. Plays**		**No. of Possessions**	**PTS**	**Victory Margin**	**Length of Game (TV)**	**Length of Game (non-TV)**	**Avg. Length of all games**	**Notes**
20										
21										
22										
23										
24										
25										
26										
27	**Total**	**0**		**0**	**0**	**0**				
28	**Average**	**#DIV/0!**		**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**3:23**	**#DIV/0!**	
29										
30										
31										
32	**Week 3**	**Off. & Def. Plays**		**No. of Possessions**	**PTS**	**Victory Margin**	**Length of Game (TV)**	**Length of Game (non-TV)**	**Avg. Length of all games**	**Notes**
33										
34										
35										
36										
37										
38										
39										
40										
41										
42	**Total**	**0**		**0**	**0**	**0**				
43	**Average**	**#DIV/0!**		**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**		**#DIV/0!**	
44										
45										
46										
47	**Week 4**	**Off. & Def. Plays**		**No. of Possessions**	**Points**	**Victory Margin**	**Length of Game (TV)**	**Length of Game (non-TV)**	**Avg. Length of all games**	**Notes**
48										
49										
50										
51										
52										
53										
54										
55										
56										
57	**Total**	**0**		**0**	**0**	**0**				
58	**Average**	**#DIV/0!**		**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**2:49**	**#DIV/0!**	
59										
60										
61										
62	**Week 5**	**Off. & Def. Plays**		**No. of Possessions**	**Points**	**Victory Margin**	**Length of Game (TV)**	**Length of Game (non-TV)**	**Avg. Length of all games**	**Notes**
63										

	A	B	C	D	E	F	G	H	I	J
64										
65										
66										
67										
68										
69	**Total**	**0**		**0**	**0**	**0**				
70	**Average**	**#DIV/0!**		**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**2:48**	**#DIV/0!**	
71										
72										
73										
74	**Week 6**	**Off. & Def. Plays**		**No. of Possessions**	**Points**	**Victory Margin**	**Length of Game (TV)**	**Length of Game (non-TV)**	**Avg. Length of all games**	**Notes**
75										
76										
77										
78										
79										
80										
81	**Total**	**0**		**0**	**0**	**0**				
82	**Average**	**#DIV/0!**		**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**		**#DIV/0!**	
83										
84										
85										
86	**Week 7**	**Off. & Def. Plays**		**No. of Possessions**	**Points**	**Victory Margin**	**Length of Game (TV)**	**Length of Game (non-TV)**	**Avg. Length of all games**	**Notes**
87										
88										
89										
90										
91										
92										
93	**Total**	**0**		**0**	**0**	**0**				
94	**Average**	**#DIV/0!**		**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**2:44**	**#DIV/0!**	
95										
96										
97										
98	**Week 8**	**Off. & Def. Plays**		**No. of Possessions**	**Points**	**Victory Margin**	**Length of Game (TV)**	**Length of Game (non-TV)**	**Avg. Length of all games**	**Notes**
99										
100										
101										
102										
103										
104	**Total**	**0**		**0**	**0**	**0**				
105	**Average**	**#DIV/0!**		**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**		**#DIV/0!**	
106										
107										
108										

	A	B	C	D	E	F	G	H	I	J
109	**Week 9**	**Off. & Def. Plays**		**No. of Possessions**	**Points**	**Victory Margin**	**Length of Game (TV)**	**Length of Game (non-TV)**	**Avg. Length of all games**	**Notes**
110										
111										
112										
113	**Total**	**0**		**0**	**0**	**0**				
114	**Average**	**#DIV/0!**		**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**		**3:04**	
115										
116										
117										
118	**Week 10**	**Off. & Def. Plays**		**No. of Possessions**	**Points**	**Victory Margin**	**Length of Game (TV)**	**Length of Game (non-TV)**	**Avg. Length of all games**	**Notes**
119										
120										
121										
122	**Total**	**0**		**0**	**0**	**0**				
123	**Average**	**#DIV/0!**		**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**		**#DIV/0!**	
124										
125										
126										
127	**Week 11**	**Off. & Def. Plays**		**No. of Possessions**	**Points**	**Victory Margin**	**Length of Game (TV)**	**Length of Game (non-TV)**	**Avg. Length of all games**	**Notes**
128										
129										
130										
131										
132										
133	**Total**	**0**		**0**	**0**	**0**				
134	**Average**	**0**		**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**		**#DIV/0!**	
135										
136										
137										
138	**Week 12**	**Off. & Def. Plays**		**No. of Possessions**	**Points**	**Victory Margin**	**Length of Game (TV)**	**Length of Game (non-TV)**	**Avg. Length of all games**	**Notes**
139										
140										
141										
142										
143										
144	**Total**	**0**		**0**	**0**	**0**				
145	**Average**	**#DIV/0!**		**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**		**#DIV/0!**	
146										
147										
148										
149	**Week 13**	**Off. & Def. Plays**		**No. of Possessions**	**Points**	**Victory Margin**	**Length of Game (TV)**	**Length of Game (non-TV)**	**Avg. Length of all games**	**Notes**
150										
151										
152										

	A	B	C	D	E	F	G	H	I	J
153										
154										
155	Total	0		0	0	0				
156	Average	#DIV/0!		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		3:11	
157										
158										
159										
160	Week 14	Off. & Def. Plays		No. of Possessions	Points	Victory Margin	Length of Game (TV)	Length of Game (non-TV)	Avg. Length of all games	Notes
161										
162										
163										
164	Total	0		0	0	0				
165	Average	#DIV/0!		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!	
166										
167										

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Wednesday, October 10, 2007 3:46 PM
To: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Martin, John <jmartin@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>
Subject: Fwd: FW: ABC College Football Map - Week 7 - October 13th 3:30pm
Attach: FW_ ABC College Football Map - Week 7 - October 13th 3_30pm.msg

---

Folks,

FYI ~ just in case you haven't seen this yet! Please feel free to share this information with whomever you wish!

HAVE A GOOD DAY!

Larry

From: "Kelly, Michael" <mkelly@theacc.org>
Sent: Wednesday, October 10, 2007 3:36 PM
To: Gallo, Larry <athgallo@uncaa.unc.edu>
Subject: FW: ABC College Football Map - Week 7 - October 13th 3:30pm
Attach: 10-13-07 ESPN on ABC CFB 330pm.pdf; CFB 10-13-07 330pm.dat

---

Fyi..

-----Original Message-----
From: "Schaefer, Daniel R." <Daniel.R.Schaefer@espn.com>
To: "Bret Gilliland" <bgilliland@themwc.com>; "Duane Lindberg" <dlindberg@pac-10.org>; "Kelly, Michael" <mkelly@theacc.org>; "Finn, Mike" <mfinn@theacc.org>; "mrudner@bigten.org" <mrudner@bigten.org>; "tima@big12sports.com" <tima@big12sports.com>; "Tom Odjakjian" <todjakjian@bigeast.org>
Sent: 10/10/2007 12:11 PM
Subject: ABC College Football Map - Week 7 - October 13th 3:30pm

> Attached is the official ABC College Football map for Saturday October
> 13th at 3:30pm. The distribution breakout for the window is:
>
> Game Distribution Percentages
>
> Wisconsin @ Penn State - 36% (HD)
> South Carolina @ North Carolina - 29% (HD)
> Arizona @ USC - 20%
> Texas A&M @ Texas Tech - 15%
>
> ESPN Reverse Mirror
>
> Wisconsin @ Penn State is in the remainder of the USA and is HD on
> ESPN - 64%. Total of 100% coverage between ABC and ESPN.
> South Carolina @ North Carolina is in the ABC Big 10 territory and is
> SD on ESPN - 36%. Total of 65% coverage between ABC and ESPN.
>
>
>
> Dan Schaefer
> ESPN Programming
> 47 W. 66th St. 13th flr.
> New York, NY 10023
> 212.456.4094
> <<10-13-07 ESPN on ABC CFB 330pm.pdf>> <<CFB 10-13-07 330pm.dat>>
>
>
>

College Football Presented by Best Buy - ESPN on ABC
Wisconsin @ Penn State, South Carolina @ North Carolina, Texas A&M @ Texas Tech, Arizona @ USC
Saturday, October 13, 2007 3:30PM - 7:00PM ET (12:30PM - 4:00PM PT)

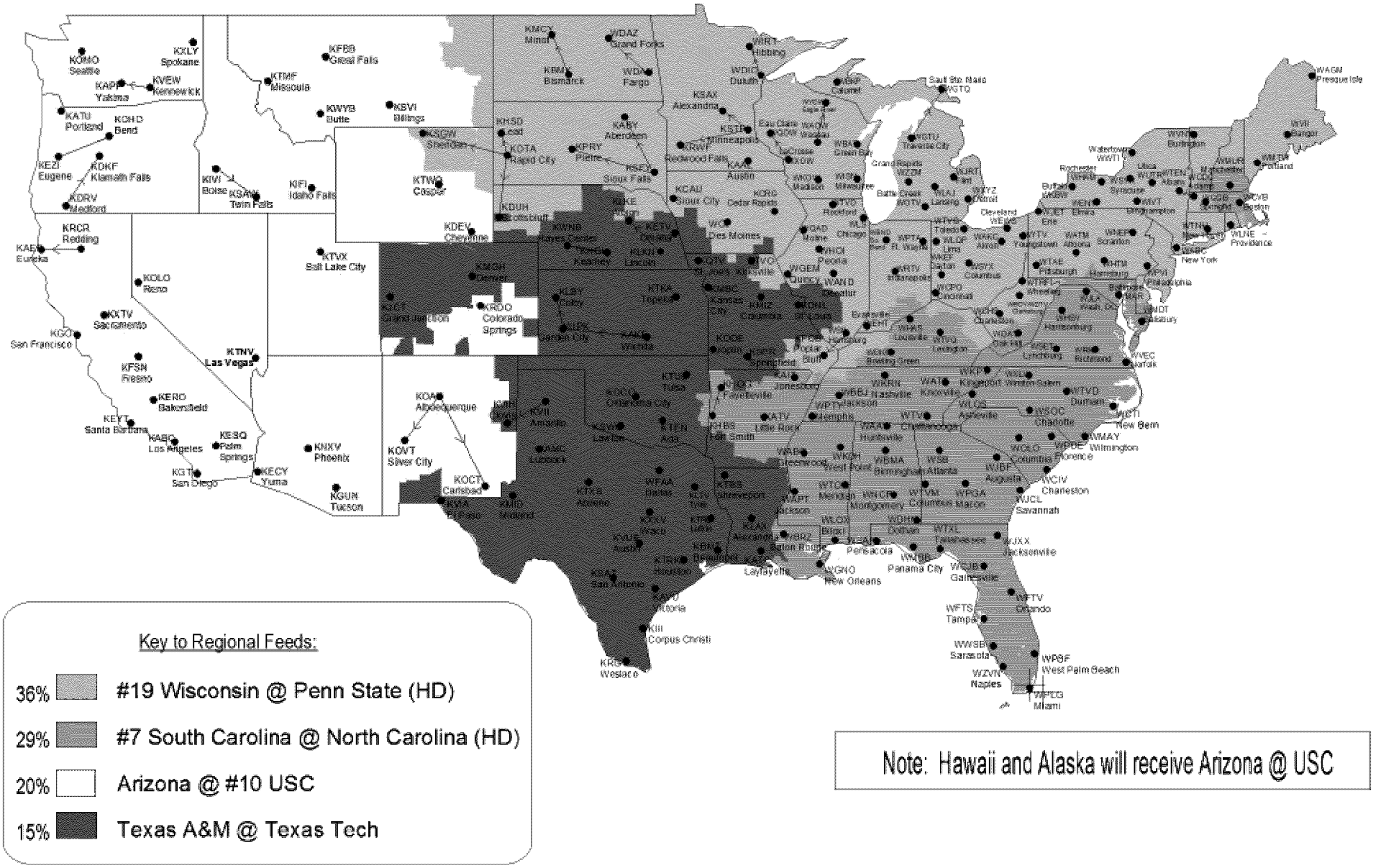

College Football Presented by Best Buy - ESPN on ABC
Wisconsin @ Penn State, South Carolina @ North Carolina, Texas A&M @ Texas Tech, Arizona @ USC
Saturday, October 13, 2007 3:30PM - 7:00PM ET (12:30PM - 4:00PM PT)

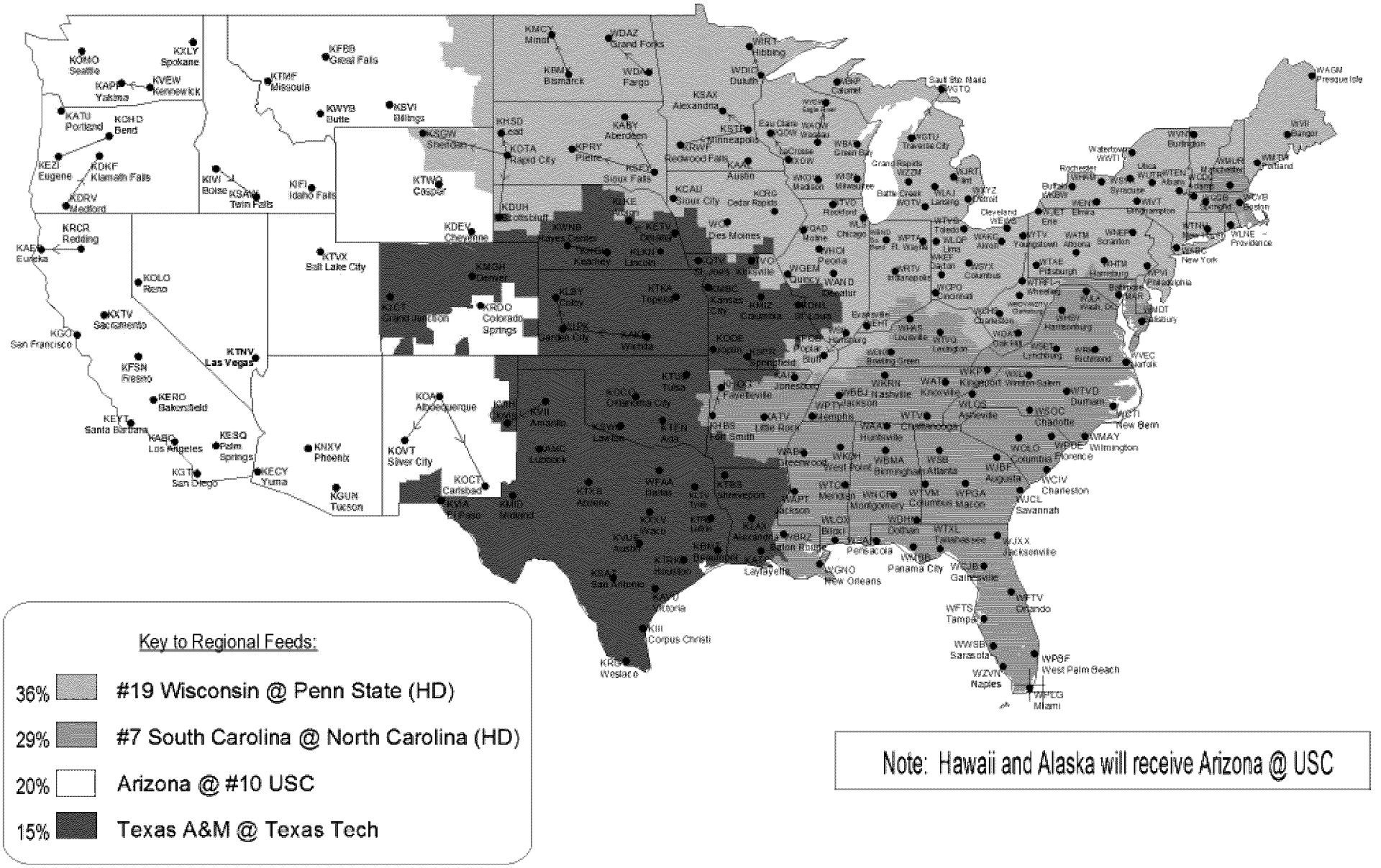

From: "Kelly, Michael" <mkelly@theacc.org>

Sent: Wednesday, December 12, 2007 11:54 AM

To: amg4v@virginia.edu; FSU, Andy Urbanic- <aurbanic@mailer.fsu.edu>; Stock, Adina <azstock@gw.fis.ncsu.edu>; barry.gallup@bc.edu; Davis, Paul <butchdavis@uncaa.unc.edu>; Joyce, Barry <bvjoyce@gw.fis.ncsu.edu>; Walters-VT, Cara <caraw@vt.edu>; carolyn_stuart@ncsu.edu; Bell, Corey <cbell@miami.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; clarkd@vt.edu; Conwayml@bc.edu; Hickson, Dan <dhickson@umd.edu>; Hymel, Don <dhymel@CLEMSON.EDU>; Horning, David <djhornin@gw.fis.ncsu.edu>; Scott, David A. <dscott@miami.edu>; Culler, Ellen <eculler@uncaa.unc.edu>; Faircloth, Bill <fairclwm@wfu.edu>; Capone, Gerry <gc6y@virginia.edu>; grobejb@wfu.edu; Haydon, Joe <haydon@uncaa.unc.edu>; Hickman, Brett <hickmabv@wfu.edu>; Hilderbrand, Van <hilderv@CLEMSON.EDU>; Bauman, Jason <jb3t@virginia.edu>; Ballein, John <jballein@vt.edu>; Jagodzinski, Jeff <jeffrey.jagodzinski.1@bc.edu>; Gilbert, Jeff <JGilbert@at.gtaa.gatech.edu>; Greenwell, James <jgreenw1@umd.edu>; Johnston, Andy <johnsta@CLEMSON.EDU>; kano@bc.edu; DU, Mitch Moser- <mitch.moser@duaa.duke.edu>; mschneider@miami.edu; pbroglio@umd.edu; Griffin, Paul <pgriffin@at.gtaa.gatech.edu>; NCSU, Shannon Yates- <shannon_yates@ncsu.edu>; swilkshi@mailer.fsu.edu; tbowden@CLEMSON.EDU; VT, Tom Gabbard- <tgabbard@vt.edu>; Sales, Tony <tony@duaa.duke.edu>; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Subject: ACC Football Championship Game Future Sites

Attach: TEXT.htm; image001.gif; image003.gif; CGR.doc

Attached is some important information regarding the future of our Championship Game that I thought you would be interested in. Thanks for your support!

Michael Kelly

Associate Commissioner/Football Operations

Atlantic Coast Conference

4512 Weybridge Lane

Greensboro, NC 27407

336-854-8787x270

mkelly@theacc.org

The 2007 Dr Pepper ACC Championship Game will be played on Saturday, December 1st in Jacksonville Municipal Stadium at 1pm on ABC

ATLANTIC COAST CONFERENCE

OFFICE OF THE COMMISSIONER

FOR IMMEDIATE RELEASE
Wednesday, December 12, 2007

ACC Announces Future Sites for Football Championship Game

GREENSBORO, NC—The Atlantic Coast Conference has awarded its future Football Championship Games to Tampa Bay and to Charlotte, John Swofford, the Commissioner of the ACC, announced Wednesday.

Swofford announced that the league has awarded its football title game to Tampa Bay for the 2008 and 2009 seasons and to Charlotte for the 2010 and 2011 seasons. The decision was reached unanimously Wednesday morning on a conference call of the league's athletics directors and faculty athletics representatives which culminated a seven-month bid and selection process which began last June.

The sequencing of the cities was largely influenced by a city-wide convention in Charlotte in 2008, which limited access to key Uptown hotels and ancillary event areas. The awarding of the Championship Game for four years allowed the Conference to meet each city's request to host the event for a consecutive two-year period.

"We are extremely excited about the future of the ACC Football Championship game at these sites," said Swofford. "Both Tampa Bay and Charlotte are tremendous destinations in terms of their football venue, community support and partnership with the Atlantic Coast Conference. Both locations have outstanding leadership as well as surrounding communities that have embraced the opportunity to continue the growth of our championship game."

The ACC's Football Championship Games on December 6, 2008 and December 5, 2009 will be held at Raymond James Stadium, home of the Tampa Bay Buccaneers of the National Football League, the Outback Bowl, as well as Super Bowls XXXV (2001) and XLIII (2009).

4512 WEYBRIDGE LANE • GREENSBORO, NC 27407 • P.O. DRAWER ACC • GREENSBORO, NC 27417-6724 • (336) 854-8787
MEDIA RELATIONS & VIDEO SERVICES (336) 851-6062 • MEDIA RELATIONS FAX (336) 854-8797 • ADMINISTRATION FAX (336) 316-6097

"We are excited about the opportunity to not only host, but to also grow this game to a level that's befitting of the Atlantic Coast Conference," said Jeff Adams, Chairman of the Tampa Bay Sports Commission. "Based on the overwhelming support we have received from the Tampa Bay community, we are confident that we will meet and exceed the ACC's expectations."

The Conference's title games on December 4, 2010 and December 3, 2011 will be held at Bank of America Stadium, home of the NFL's Carolina Panthers and the Meineke Car Care Bowl.

"Charlotte is delighted to have been chosen to host the 2010 and 2011 ACC Football Championship Games," said Tim Newman, CEO of the Charlotte Regional Visitors Authority.

"With many amenities coming on line by 2010 including the NASCAR Hall of Fame and several new hotels and entertainment venues within walking distance of Bank of America Stadium, ACC fans will have a great time in Charlotte for those games.

"We wish Tampa Bay much success for 2008 and 2009 and look forward to bringing the Championship to a great centralized location for all ACC Fans in 2010 and 2011. Many fans will get a preview of what Charlotte now offers when we host the 2008 ACC Men's Basketball Championship next March."

The first three Dr Pepper ACC Football Championship Games were held in Jacksonville, Fla. Ticket information for the 2008 Dr Pepper ACC Football Championship Game can be found by visiting www.accchampionship.com. --ACC--

MEDIA ADVISORY:

ACC FOOTBALL CHAMPIONSHIP

ATLANTIC COAST CONFERENCE

OFFICE OF THE COMMISSIONER

MEDIA TELECONFERENCE
Wednesday, December 12, 2007

The ACC will hold a media teleconference today at 3:30 pm to discuss the new sites for the ACC's football title game. Those present on the call will be John Swofford, Commissioner of the ACC; Jeff Adams, Chairman, Tampa Bay Sports Commission; and Tim Newman, Chief Executive Officer of the Charlotte Regional Visitor's Authority.

To access the call, dial 1-785-424-1052

- ACC -

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BOSTON COLLEGE • CLEMSON UNIVERSITY• DUKE UNIVERSITY• FLORIDA STATE UNIVERSITY• GEORGIA INSTITUTE OF TECHNOLOGY
UNIVERSITY OF MARYLAND • UNIVERSITY OF MIAMI • UNIVERSITY OF NORTH CAROLINA • NORTH CAROLINA STATE UNIVERSITY
UNIVERSITY OF VIRGINIA • VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY • WAKE FOREST UNIVERSITY

From: "Finn, Mike" <mfinn@theacc.org>

Sent: Thursday, January 10, 2008 4:20 PM

To: agoff@umd.edu; bberndt@duaa.duke.edu; caldwejh@wfu.edu; fema.phillips.1@bc.edu; helmsc@vt.edu; jwb8q@virginia.edu; mmeleney@admin.fsu.edu; philip_moses@ncsu.edu; plabaw@at.gtaa.gatech.edu; rbell@miami.edu; rbowman@clemson.edu; Mercer, Robert <rmercer@uncaa.unc.edu>

Cc: Alleva, Joe <Alleva@acpub.duke.edu>; Al Groh, Virginia <amg4v@virginia.edu>; annabelle_vaughan@ncsu.edu; Andy Urbanic, Florida State <aurbanic@mailer.fsu.edu>; Bbrooks@at.gtaa.gatech.edu; Bryan Johnston, Virginia Tech <blj@vt.edu>; Morrison, Brian <bmorrison@theacc.org>; btimoth@clemson.edu; Chris Cameron, Boston College <Cameroch@bc.edu>; Tom O'Brien, N C State <carolyn_stuart@ncsu.edu>; Corey Bell, Miami <cbell@miami.edu>; Art Chase, Duke <chasea@duaa.duke.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Littlepage, Craig <ckl9e@virginia.edu>; Frank Beamer, Virginia Tech <clarkd@vt.edu>; Cheryl Watts, Georgia Tech <cwatts@athletics.gatech.edu>; David Horning, N C State <david_horning@ncsu.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Dean Buchan, Georgia tech <dbuchan@athletics.gatech.edu>; David Cutcliffe, Duke <dcutcliffe@duaa.duke.edu>; Doug Dull, Maryland <ddull@umd.edu>; Dan Hickson, Maryland <Dhickson@umd.edu>; Dan Radakovich, Georgia Tech <drad@at.gtaa.gatech.edu>; David Scott, Miami <dscott@miami.edu>; dwc5g@virginia.edu; Debbie Yow, Maryland <dyow@umd.edu>; Elliott, Finebloom Florida State <efineblm@mailer.fsu.edu>; Williams Faircloth, Wake Forest <fairclwm@wfu.edu>; Barry Gallup, Boston College <Gallup@bc.edu>; Gerry Capone, Virginia <gc6y@virginia.edu>; Gene DeFilippo, Boston College <Gene.d@bc.edu>; Jim Grobe, Wake Forest <grobejb@wfu.edu>; Jeff Jagodzinski, Boston College <jagodzin@bc.edu>; John Ballein, Virginia Tech <jballein@vt.edu>; Dave Hart, Florida State <jgreve@mailer.fsu.edu>; Jim Daves, Virginia <jimdaves@virginia.edu>; Andy Johnston, Clemson <johnsta@clemson.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Kerwin Lonzo, Miami <klonzo@miami.edu>; Fowler, Lee <lee_fowler@ncsu.edu>; Colley, Mike <mcc7k@virginia.edu>; Mark Pray, Miami <mpray@miami.edu>; Mike Stamus, Georgia Tech <mstamus@at.gtaa.gatech.edu>; Pat Norris, NC State <pat_norris@ncsu.edu>; Ralph Friedgen, Maryland <pbroglio@umd.edu>; Paul Dee, Miami <pdee@miami.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Matt Plizga, Duke <Plizga@duaa.duke.edu>; Rick Korch, Miami <rkorch@miami.edu>; rlwilson@mailer.fsu.edu; Randy Shannon, Miami <rshannon@miami.edu>; Steve Shutt, Wake Forest <shuttsj@wfu.edu>; sid@duke.edu; Kirschner, Steve <skirschner@uncaa.unc.edu>; Shawn Nestor, Maryland <snestor@umd.edu>; Bobby Bowden, Florida State <swilkshi@mailer.fsu.edu>; Paul Johnson, Georgia Tech <tanton@athletics.gatech.edu>; Tommy Bowden, Clemson <Tbowden@clemson.edu>; Tony Sales, Duke <Tony@duaa.duke.edu>; Tom O'brien, NC State <tp_obrien@ncsu.edu>; Tina Thomas, Florida State <tthomas@mailer.fsu.edu>; Vanderford, Teresa <tvanderford@uncaa.unc.edu>; Dave Smith, Virginia Tech <vtsid@vt.edu>; Jim Weaver, Virginia Tech <weaverj@vt.edu>; Ron Wellman, Wake Forest <wellmanr@wfu.edu>; Scott Wortman, Wake Forest <wortmasm@wfu.edu>; Terry Don Phillips, Clemson University <wpamela@clemson.edu>

Subject:

Attach: TEXT.htm; 2007 Football Academic All-ACC Form.doc; 2007 Football Academic All-ACC Letter.doc

---

To: ACC Academic Advisors

From: Mike Finn, Associate Commissioner, Football Media Relations

Re: 2007 Football ACC All-Academic Team

Date: January 10, 2008

Attached are the nomination forms for the 2007 Football All-Academic Teams. The All-ACC Academic Teams are based on a combination of the student-athlete's academic achievement and athletic performance.

Nominate any player who achieved a minimum 3.00 grade-point average for his/her last semester/quarter and has at least a cumulative 3.00 GPA for his/her career.

Starting this academic year, the all-academic teams for both the fall and winter sports will be solely based on the student-athlete's academic performance through the fall semester; whereas, in the past, the winter sports student-athlete's performances have been based on both the fall and winter semesters.

The reason for the change was due to the winter sports' (basketball, wrestling, track and swimming and diving) previous summer announcements lacked impact and media exposure.

The All-ACC Academic teams for the fall sports will be announced at their regular schedule in late January. The All-ACC Academic teams for the winter sports will be announced in late February.

The All-ACC Academic team nomination forms are attached.

If you wish to submit your form electronically, please be sure to save the document before sending it via email to ensure that the information you entered is not lost. You may also print the completed form out and submit your nominations via fax (336-369-1211). Once nominations are received the All-ACC Academic Teams will be selected by a committee appointed by the Commissioner.

Once nominations are received the All-ACC Academic Teams will be selected by a committee appointed by the Commissioner. The deadline for All-Academic teams and Scholar Athletes of the Year will be Friday, January 25, 2008.

Mike Finn(mfinn@theacc.org)

Associate Commissioner for Football Media Relations

2007 All-ACC Academic Football Team
Nomination Form

		School:			

The following student-athletes must have a minimum GPA of 3.00 for both the last semester and for their careers.

Name	Class	Major	GPA Semester	GPA Career	Office Use Only

Academic Advisor Name:		**Date:**	

Return by Friday, January 25, 2008 to Mike Finn, Associate Commissioner at the following:

Email Address:	mfinn@theacc.org	**Fax Number:**	336-369-

			1211

To: ACC Academic Advisors

From: Mike Finn, Associate Commissioner, Football Media Relations

Re: 2007 Football ACC All-Academic Team

Date: January 21, 2015

Attached are the nomination forms for the **2007 Football All-Academic Teams**. The All-ACC Academic Teams are based on a combination of the student-athlete's academic achievement and athletic performance.

> **Nominate any player who achieved a minimum 3.00 grade-point average for his/her last semester/quarter and has at least a cumulative 3.00 GPA for his/her career.**

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Mike Finn(mfinn@theacc.org)
Associate Commissioner for Football Media Relations

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Friday, November 13, 2009 2:28 PM
To: Davis, Paul <butchdavis@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>
Subject: Fwd:
Attach: TEXT.htm; Mail.msg

FYI, Gentlemen! Wanted to be certain that you all received this.

Larry

From: "Kelly, Michael" <mkelly@theacc.org>
Sent: Friday, November 13, 2009 2:22 PM
To:
Bcc: Corey Holliday; Corey Holliday <cholliday@uncaa.unc.edu>
Subject:
Attach: TEXT.htm; image001.jpg; ACC Bowl Analysis-Comparison-09.pdf

---

Fyi...here is an update as of last weekend's results...good luck this weekend.

Michael Kelly
Associate Commissioner
Communications & Football Operations
Atlantic Coast Conference
4512 Weybridge Lane
Greensboro, NC 27407
336-854-8787x270
mkelly@theacc.org<mailto:mkelly@theacc.org>

www.theACC.com<http://www.theACC.com>
www.RepresentACC.com<http://www.RepresentACC.com>
www.TheRoadtoTampaBay.com<http://www.TheRoadtoTampaBay.com>

[cid:image001.jpg@01CA646A.8C9B7630]

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Michael Kelly

Associate Commissioner

Communications & Football Operations

Atlantic Coast Conference

4512 Weybridge Lane

Greensboro, NC 27407

336-854-8787x270

mkelly@theacc.org

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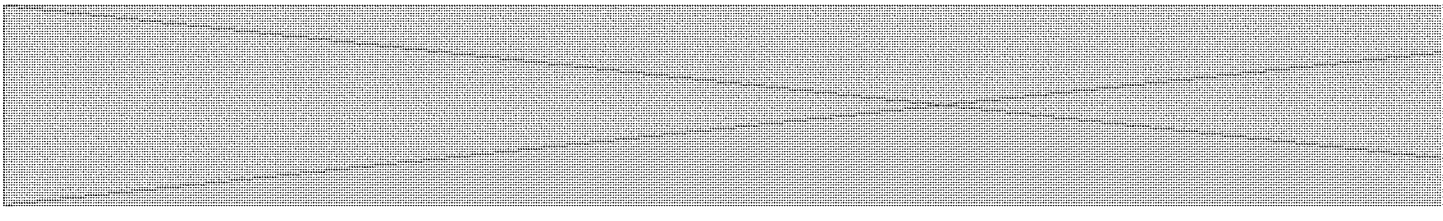

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Michael Kelly

Associate Commissioner

Communications & Football Operations

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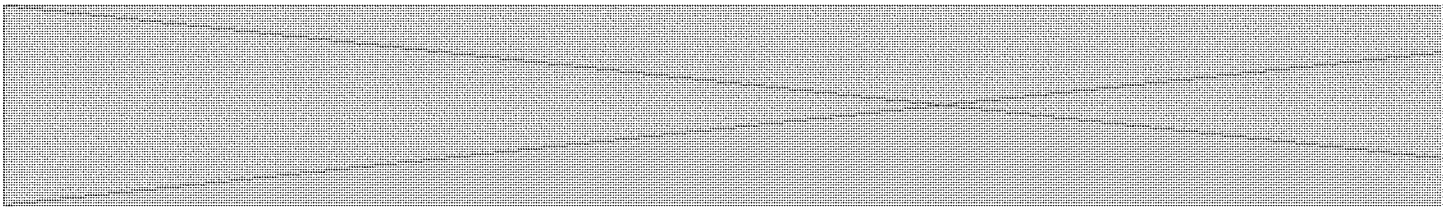

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From: "Finn, Mike" <mfinn@theacc.org>

Sent: Friday, November 19, 2010 1:55 PM

To: Paul Davis <butchdavis@uncaa.unc.edu>; Virginia Tech Frank Beamer <clarkd@vt.edu>; Duke David Cutcliffe <dcutcliffe@duaa.duke.edu>; Clemson Dabo Swinney <edougla@clemson.edu>; Wake Forest Jim Grobe <grobejb@wfu.edu>; Maryland Mike Lynn <lynn@umd.edu>; Virginia MikeLondon <mlondon@virginia.edu>; NC State Natalie Brincefield <natalie_brincefield@ncsu.edu>; Maryland Ralph Friedgen <pbroglio@umd.edu>; Pamela Higley <phigley@uncaa.unc.edu>; Miami Randy Shannon <rshannon@miami.edu>; Florida State Jimbo Fisher <slcross@fsu.edu>; Boston College Frank Spaziani <spaziani@bc.edu>; Georgia Tech Paul Johnson <tanton@athletics.gatech.edu>; NC State Tom O'brien <tp_obrien@ncsu.edu>

Cc: Annabelle Vaughan (E-mail) <annabelle_vaughan@ncsu.edu>; Florida State AndyUrbanic <aurbanic@mailer.fsu.edu>; Miami Brent Blaylock <b.blaylock@miami.edu>; Boston College Suzanne Baker <bakersn@bc.edu>; Duke BenBlevins <bblevins@duaa.duke.edu>; Clemson BrianHennessy <bhennes@clemson.edu>; Virginia Tech Bryan Johnston <blj@vt.edu>; Brian Morrison <bmorrison@theacc.org>; NC State Brandon Yopp <Brandon_yopp@ncsu.edu>; Florida State Bob Thomas <bthomas2@fsu.edu>; Tim Bourret (E-mail) <btimoth@clemson.edu>; Miami ChrisFreet <c.freet@miami.edu>; Boston College Chris Cameron <Cameroch@bc.edu>; Miami Corey Bell <cbell@miami.edu>; Duke Art Chase <chasea@duaa.duke.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Craig Littlepage <ckl9e@virginia.edu>; Florida State Chuck Walsh <cwalsh@fsu.edu>; NC State Debbie Yow <d_yow@ncsu.edu>; N C State David Horning <david_horning@ncsu.edu>; Dick Baddour <dbaddour@uncaa.unc.edu>; Georgia tech Dean Buchan <dbuchan@athletics.gatech.edu>; Maryland Doug Dull <ddull@umd.edu>; Virginia Dot Kirby <dkirby@virginia.edu>; Georgia Tech Dan Radakovich <drad@at.gtaa.gatech.edu>; Rich Murray (E-mail) <dwc5g@virginia.edu>; Wake Forest Williams Faircloth <fairclum@wfu.edu>; BostonCollege Barry Gallup <Gallup@bc.edu>; Virginia Gerry Capone <gc6y@virginia.edu>; BostonCollege Gene DeFilippo <Gene.d@bc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; Miami Kirby Hocutt <hocutt@miami.edu>; Virginia Tech John Ballein <jballein@vt.edu>; Maryland JermalGriffin <jgriff@umd.edu>; Virginia Jim Daves <jimdaves@virginia.edu>; Clemson Andy Johnston <johnsta@clemson.edu>; Georgia Tech Jason Snider <jsnider@athletics.gatech.edu>; John Swofford <jswofford@theacc.org>; Kevin Best <kbest@uncaa.unc.edu>; Maryland Kevin Anderson <kevina@umd.edu>; NC State Kit Hughes <kit_hughes@ncsu.edu>; Florida State Kerwin Lonzo <klonzo@fsu.edu>; Duke Kevin White <kwhite@duaa.duke.edu>; Georgia Tech Mike Huff <mhuff@athletics.gatech.edu>; Michael Kelly <mkelly@theacc.org>; Miami MyrnaSchneider <mschneider@miami.edu>; Georgia Tech Mike Stamus <mstamus@at.gtaa.gatech.edu>; Wake Forest Gary Petit <petitgm@wfu.edu>; North Carolina Pamela Higley <phigley@unc.edu>; Duke MattPlizga <Plizga@duaa.duke.edu>; Duke Peggy Nelson <pnelson@duaa.duke.edu>; Wake Forest Bonnie Rae <raebe@wfu.edu>; Miami Robert Dunning <rdunning@miami.edu>; Rob Wilson (E-mail) <rlwilson@mailer.fsu.edu>; Florida State RandySpetman <rspetman@fsu.edu>; Georgia Tech Seth Gerard <sgerard@athletics.gatech.edu>; Florida State Sue Hall <shall@admin.fsu.edu>; WakeForest Steve Shutt <shuttsj@wfu.edu>; Steve Kirschner <skirschner@uncaa.unc.edu>; Maryland Shawn Nestor <snestor@umd.edu>; Duke Tony Sales <Tony@duaa.duke.edu>; Virginia Vince Briedis <vb7s@virginia.edu>; Virginia Tech Dave Smith <vtsid@vt.edu>; Virginia Tech Jim Weaver <weaverj@vt.edu>; Wake Forest Ron Wellman <wellmanr@wfu.edu>; Wake Forest Scott Wortman <wortmasm@wfu.edu>; Clemson University Terry Don Phillips <wpamela@clemson.edu>

Subject: ACC Football Awards and Championship Game Memo
Attach: TEXT.htm

Attached and below is a memo which details the media responsibilities of the head football coach if your team qualifies for the 2010 ACC Championship Game, or if you or one of your student-athletes are selected to receive any of the major ACC Football Awards such as the Coach, Player or Rookies of the Year or the Jacobs Blocking Trophy, the Jim Tatum or Brian Piccolo Awards.

Please read this document carefully and respond appropriately.

Thanks for your prompt attention to this and good luck this weekend.

Mike Finn
Associate Commissioner
Football Communications

Memorandum

TO: ACC Head Football Coaches

FR: Mike Finn, ACC

RE: 2010 Dr Pepper ACC Football Championship Game Weekend

DA: November 19, 2010

CC: John Swofford

Michael Kelly

ACC Athletics Directors

ACC Football Operations Directors

ACC Sports Information Directors

With the 2010 Dr Pepper Atlantic Coast Conference Football Championship Game approximately two weeks away I wanted to remind you of your responsibilities, should your team qualify to play the ACC Championship Game, or should you or one of your players be chosen any of the following ACC Football Awards by the Atlantic Coast Conference Media Association (ACSMA) or by the Conference itself:

1. ACC Coach of the Year
2. ACC Offensive, Defensive and Overall Rookie of the Year
3. ACC Offensive, Defensive and Overall Player of the Year
4. The ACC Jacobs Blocking Trophy (top blocker in the ACC)
5. The Jim Tatum Award (top football scholar-athlete)
6. The Brian Piccolo Award (most courageous football student-athlete)

ACC Awards Winners, Friday, Dec. 3, ACC Night of Legends, 6-10 pm

If you or one of your players are chosen for any of the above awards, they will need to appear at the ACC Night of Legends which will be held on Friday, December 3 at the Charlotte Convention Center, beginning at 6 pm. The ACC will pay for transportation and hotel costs and we would strongly suggest the award winners be in Charlotte by noon on Friday if possible. Allison Doughty (adoughty@theacc.org; 336-854-8787, ext. 265), Associate Director of Football Operations, will contact you or your Sports Information Director to make travel arrangements on Sunday, November 28, or as soon as the voting on the Awards are complete. You or your player are invited to be in Charlotte for the entire weekend and, if available, would be introduced to the Bank of America Stadium crowd during the Championship Game on Saturday, but your lone obligation is to be present or to make sure your player is present for the Night of Legends on Friday. We would encourage you to accompany your player to the Night of Legends as well. Ground transportation and a host will be provided to each coach and player by the Charlotte Local Organizing Committee. If you are not participating in the Championship Game your hotel accommodations will be at the Championship Headquarters which is the Charlotte Westin Hotel at 601 South College Street in Charlotte, 28202 (704-375-2600).

Should your team be in the Championship Game please be aware of the following responsibilities:

Sunday, Nov. 28-Coaches Teleconference, 4 pm

You will take part in a Media Teleconference for the Championship Game on Sunday, Nov. 28. The Head Coach of the Coastal Division champion will be on the call from 4-4:30 pm, while the Atlantic Division Champion Head Coach will be on the call from 4:30-5 pm

Monday, Nov. 29-Players Teleconference, 11:30 am

Three of your prominent, starting players will need to be available for a Teleconference with the media on Monday,

Nov. 29 at the following times:

11:30-11:38 am-Coastal Division Player One

11:38-11:46 am-Coastal Division Player Two

11:46-11:54 am-Coastal Division Player Three

11:55-12:03 pm-Atlantic Division Player One

12:03-12:11 pm-Atlantic Division Player Two

12:11-12:19 pm-Atlantic Division Player Three

Friday, Dec. 3-Dr Pepper ACC Championship Game Press Conference, 1 p.m.

Both participating head coaches will take part in the Championship Game Press Conference, which will be held in the Panthers Auditorium of Bank of America Stadium, and which will begin at 1 pm and will end at 2 pm. From 1 p.m. until 1:30, the Coastal Division Head Coach will be with the print and electronic media, while the Atlantic Division Head Coach will be interviewed by ESPN and the ACC Network. From 1:30 until 2 pm, the Atlantic Division Head Coach will be with the print and electronic media and the Coastal Division Head Coach will be interviewed by ESPN and the ACC Network.

Friday, Dec. 3-Team practices at Bank of America Stadium Stadium, 2:20-4:30 p.m.

Pre-Game practice at Bank of America Stadium is optional. However, should you choose to have a practice, the first 15 minutes of the practice will be open to media still and video photographers.

Saturday, Dec. 4-Dr Pepper ACC Championship Post-Game Press Conference

After the game, the winning coach and team will remain on the field to accept the ACC Championship Game Trophy from Commissioner Swofford. Due to the late starting time of the Championship Game and while waiting for the Awards Presentation to be set up, the winning football coach will be interviewed by a "pool reporter" on the field following his post-game interview for broadcast television. Mike Hogewood of the ACC Network will serve as the "pool reporter." This interview will be relayed live into the media work room and the media interview room for media who are writing on deadline. After the awards ceremony, the winning coach and team will head to the locker room for a 10-minute "cooling-off" period. Following the "cooling off" period for the losing team, the coach and one player will appear in the interview area (Panthers Auditorium) for a 10-minute interview session. The winning coach and two players will then follow immediately thereafter. Designated players from both teams will be made available to the media in designated areas adjacent to the respective team locker rooms.

Please Note:

Regardless of any personal regular-season radio or television contracts, the coach is first obligated to the entire media staffing the championship game and must report to then interview room immediately after the 10-minute cooling-off period. The coach cannot delay a post game interview with the covering media to conduct a program for a single, radio, newspaper, television or internet reporter unless requested to grant a short interview (not to exceed four minutes) by ABC/ESPN. After fulfilling this commitment to the entire media covering the game, the coach and player may participate in special interviews.

Failure to comply with these rules and regulations may subject the coach and/or institution to a fine by the Commissioner.

Should you have any questions regarding any of the above, please feel free to contact me (336-316-6091; mfinn@theacc.org), Michael Kelly (336-854-8787, ext. 270; mkelly@theacc.org) or Allison Doughty (336.854.8787 ext. 265; adoughty@theacc.org) at the Conference Office.

M+ SecureStor Stored: total 29076bytes;
Attachment Link: http://archive02.uncaa.unc.edu/643a85cb7904d6e4c534e73929f38de3
File Name: 2010 ACC Champ. Gm. Coaches Memo, 11-18-10.pdf
Expiry Date: Thu, 17 Feb 2011 14:03:15 -0500
Size: 29076bytes

From: Joe Haydon <haydon@uncaa.unc.edu>

Sent: Friday, February 16, 2007 6:13 PM

To: Williams, Andre <awilliams@uncaa.unc.edu>; Haithcock, Brenda <bhaithcock@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Adams, Clarissa <cadams@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Pagano, Chuck <cpagano@uncaa.unc.edu>; Williams, Charlie <cwilliams@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Blake, John <jblake@uncaa.unc.edu>; Boyce, Jeremy <jboyce@uncaa.unc.edu>; Connors, Jeff <jconnors@uncaa.unc.edu>; Dunn, John <jdunn@uncaa.unc.edu>; Lovett, John <jlovett@uncaa.unc.edu>; Shoop, John <jshoop@uncaa.unc.edu>; Browning, Kenny <kbrowning@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Hagen, Steve <shagen@uncaa.unc.edu>; Pittman, Sam <spittman@uncaa.unc.edu>; Terlecky, Shawn <sterlecky@uncaa.unc.edu>; Thigpen, Tommy <tthigpen@uncaa.unc.edu>; Vanderford, Teresa <tvanderford@uncaa.unc.edu>

Subject: 2007 Signees.xls

Attach: Text.htm; 2007 Signees.xls

Attached is the updated information sheet on our 2007 signees. The one handed out in staff meeting today did not include the recruits' addresses and e-mails. This one does.

Joe

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Wednesday, April 11, 2007 4:14 PM
To: -Head Coaches <-Head Coaches@uncaa.unc.edu>
Cc: -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: IMPORTANT: Amateurism Clearinghouse Update - Request for Final Certification

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Coaches,
I have an update from the Amateurism Clearinghouse. Please contact all of your prospects right away to inform them that they must return to the Clearinghouse website to finalize their answers to the amateurism questionnaire and to formally request a final amateurism certification in order for a final certification decision to be made.

After April 7 the Clearinghouse began issuing final amateurism certification decisions for those prospects who have made the request. Prospects need to log in with their personal identification number and check the box titled Final Authorization for amateurism certification. Prospects who have not registered with the Clearinghouse as of today, will be able to request a final certification immediately upon completion of the amateurism questionnaire. It is the prospects responsibility to log in to their record and complete this step. It is important to note that NO final amateurism certification will be rendered without the prospects request. The sooner they take care of this, the sooner this step in the initial eligibility certification process will be behind us, (although, we, as an institution, must continue to monitor their amateur status until they arrive for the fall semester). Please inform them that once they make the request for a final cert, they can no longer make changes or additions to their amateurism questionnaire. That being said, it is important for them to update/include all of their participation information at this time.

Shoshanna has been sending you weekly status reports with notes regarding your prospects who still need to complete the questionnaire as well as those who need to adjust their answers as instructed. Hopefully you are finding this helpful and that you are contacting your prospects with this information. We will continue to update you on final certifications that become available in the near future.

If you have any question about this, please let me know. Remember that this is a new process, and like any new process it will have its fair share of kinks to work through that could take some time. With that being, all the more reason to have your prospects jump on this as soon as possible.

Thank you very much for your prompt attention to this important matter for the eligibility of your prospects.

Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

From: Joe Haydon <haydon@uncaa.unc.edu>
Sent: Monday, April 23, 2007 5:37 PM
To: Bridger, Beth <bridgerb@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>
Cc: Williams, Andre <awilliams@uncaa.unc.edu>; bjpolk@email.unc.edu; Blanchard, John <jgb@uncaa.unc.edu>
Subject: Football Walk On Slots
Attach: TEXT.htm; 2. 2007 Walk-on Slots.xls

Attached is an updated list of our preferred walk-on slots for football. The final 2 slots have not yet been finalized.

Please let me know if you have any questions.

Joe

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Monday, September 24, 2007 10:53 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Corey - this is what Barbara and Steve have - I'll have Doug send you our list today. RJM
Attach: Text.htm; Athlete Committee Cases 2004-2007.xls

Corey - this is what Barbara and Steve have - I'll have Doug send you our list today. RJM

From: Admissions <mpyecha@admissions.unc.edu>

Sent: Wednesday, October 15, 2008 11:58 AM

To: Calder, Andrew <acalder@uncaa.unc.edu>; Grant, A.J. <ajgrant@uncaa.unc.edu>; Dorrance, Anson <anson@uncaa.unc.edu>; Anundsen, Sara <anundsen@uncaa.unc.edu>; Pettigrew, Antonio <apettigrew@uncaa.unc.edu>; bfarley@iuncaa.unc.edu; Haithcock, Brenda <bhaithcock@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Breneman, Janelle <breneman@uncaa.unc.edu>; Lacrosse), Joseph Carl Breschi (Ath <breschi@email.unc.edu>; Sharp, Baden <bsharp@uncaa.unc.edu>; Smith, Beverly <bsmith@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Garth, Christy <cgarth@uncaa.unc.edu>; Holliday, Corey <choliday@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; Cook, Jennifer <cookjr@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Smith, Charlotte <csmith@uncaa.unc.edu>; Somoano, Carlos <csomoano@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Hill, Don <dhill@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Ducar, Chris <ducar@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Lindsey, Erin <elindsey@uncaa.unc.edu>; Fulton, Grant <gfulton@uncaa.unc.edu>; Paradine, Greg <gparadine@uncaa.unc.edu>; (gwpall@aol.com), BillPalladino; Haydon, Joe <haydon@uncaa.unc.edu>; Haase, Jerod <jhaase@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Jensen, Jack <jjensen@uncaa.unc.edu>; Negalha, Jeff <jnegalha@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Webb, Josh <jwebb@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Law, Greg <lawdawg@uncaa.unc.edu>; Gerraughty, Laura <lgerraughty@uncaa.unc.edu>; McCay, Matthew <mccay@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Fencing), Ronald C Miller (Ath <miller@uncaa.unc.edu>; Whittlesey, Michael <mjwhit@uncaa.unc.edu>; Litzinger, Mike <mlitzinger@uncaa.unc.edu>; Faustin-Parker, Nadine <nfaustinparker@uncaa.unc.edu>; Sander, Tom <pacman@uncaa.unc.edu>; Barnes, Phil <pbarnes@uncaa.unc.edu>; Earley, Patricia <pearley@uncaa.unc.edu>; Myers, Pat <pmyers@uncaa.unc.edu>; DeSelm, Rich <richdeselm@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Arthur-Wong, Stephen <sawong@uncaa.unc.edu>; Forbes, Scott <sforbes@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Jackson, Scott <sjackson@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Robinson, Steve <srobo@uncaa.unc.edu>; Filar, Travis <tfilar@uncaa.unc.edu>; Phillips, Tripp <tphillips@uncaa.unc.edu>; Williams, Tracey <twilliams@uncaa.unc.edu>; Lawrence, Kevin <uncdiving@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>

Cc: (Admissions), Barbara J Polk <bpolk@admissions.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; (Admissions), Kyle H Brazile <kbrazile@admissions.unc.edu>

Subject: Prospect Form

Attach: TEXT.htm; Athlete Prospect Form.doc

Dear All,

I hope everyone is well. I'm writing with a quick reminder about your prospect lists. If you have not already done so, please get your lists to me (mpyecha@admissions.unc.edu<mailto:mpyecha@admissions.unc.edu>) by November 1. We want to make sure your students are well identified as we begin to read applications for the 2008 entering class.

Also, the faculty committee will be meeting on October 29 to review committee cases for the early signing period. If you have a prospect that is a definite, or potential, committee case, please talk with John Blanchard ASAP. The October 29 meeting is the only one currently schedule prior to November signing so we want to make sure everyone/thing is covered.

If you have any questions, please let me know.

Thanks! - Missy

Missy Pyecha
Assistant to the Director of Undergraduate Admissions
University of North Carolina at Chapel Hill
Campus Box 2200, Jackson Hall
Chapel Hill, NC 27599
mpyecha@admissions.unc.edu<mailto:mpyecha@admissions.unc.edu>
(919) 962-5292
(919) 962-9149 (fax)

Athlete Prospect Form

Please return to the Office of Undergraduate Admissions
bdever@unc.edu or call 919-843-0373

Sport:	Contact Name:
Campus Box #:	Phone Number:

Name of Prospect:	First:	Middle:	Last:
Address:	City:	State:	Zip:
Students Email Address:			
Social Security Number:	Date of Birth:		
High School Attending:	City:	State:	
Anticipated Entry Date to UNC:			

Name of Prospect:	First:	Middle:	Last:
Address:	City:	State:	Zip:
Students Email Address:			
Social Security Number:	Date of Birth:		
High School Attending:	City:	State:	
Anticipated Entry Date to UNC:			

Name of Prospect:	First:	Middle:	Last:
Address:	City:	State:	Zip:
Students Email Address:			
Social Security Number:	Date of Birth:		
High School Attending:	City:	State:	
Anticipated Entry Date to UNC:			

Name of Prospect:	First:	Middle:	Last:
Address:	City:	State:	Zip:
Students Email Address:			
Social Security Number:	Date of Birth:		
High School Attending:	City:	State:	
Anticipated Entry Date to UNC:			

From: Joe Haydon <haydon@uncaa.unc.edu>

Sent: Friday, May 28, 2010 10:00 AM

To: Kaufman, Art <akaufman@uncaa.unc.edu>; Mogridge, Allen <amogridge@uncaa.unc.edu>; Williams, Charlie <cwilliams@uncaa.unc.edu>; Withers, Everett <ewithers@uncaa.unc.edu>; Blake, John <jblake@uncaa.unc.edu>; Shoop, John <jshoop@uncaa.unc.edu>; Browning, Kenny <kbrowning@uncaa.unc.edu>; Pittman, Sam <spittman@uncaa.unc.edu>; Douglas, Troy <tdouglas@uncaa.unc.edu>

Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Van Horn, Chris <cvanhorn@uncaa.unc.edu>; Gattis, Joshua <jgattis@uncaa.unc.edu>; Berry, Marcus <mberry@uncaa.unc.edu>; Buscemi, Michael <mbuscemi@uncaa.unc.edu>; McCleary, Norris <nmcclear@uncaa.unc.edu>; Overton, Brian <overton@uncaa.unc.edu>; Powers, Jared <powersja@uncaa.unc.edu>; Pommerening, Rory <rmp1893@uncaa.unc.edu>; Sisa, Stephen <sisa@uncaa.unc.edu>

Subject: Academic Summary - 2011 Recruits

Attach: TEXT.htm; 2. SUMMARY - 2011 Prospects.xlsx

Coaches,

Attached is the updated summary of all transcript reviews that we've done for the class of 2011. You should have received a copy of each individual recruit in your area. If you have not received it or would like another, please let me know so that I can get you one.

I'll send out another update after you return with additional transcripts from this final week of spring recruiting.

Joe

From: Joe Haydon <haydon@uncaa.unc.edu>

Sent: Monday, June 7, 2010 8:31 AM

To: Kaufman, Art <akaufman@uncaa.unc.edu>; Mogridge, Allen <amogridge@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Williams, Charlie <cwilliams@uncaa.unc.edu>; Withers, Everett <ewithers@uncaa.unc.edu>; Blake, John <jblake@uncaa.unc.edu>; Shoop, John <jshoop@uncaa.unc.edu>; Browning, Kenny <kbrowning@uncaa.unc.edu>; Pittman, Sam <spittman@uncaa.unc.edu>; Douglas, Troy <tdouglas@uncaa.unc.edu>

Cc: Holliday, Corey <cholliday@uncaa.unc.edu>; Van Horn, Chris <cvanhorn@uncaa.unc.edu>; Gattis, Joshua <jgattis@uncaa.unc.edu>; Berry, Marcus <mberry@uncaa.unc.edu>; Buscemi, Michael <mbuscemi@uncaa.unc.edu>; McCleary, Norris <nmcclear@uncaa.unc.edu>; Overton, Brian <overton@uncaa.unc.edu>; Powers, Jared <powersja@uncaa.unc.edu>; Pommerening, Rory <rmp1893@uncaa.unc.edu>; Sisa, Stephen <sisa@uncaa.unc.edu>

Subject: Academic Summary - 2011 prospects

Attach: TEXT.htm; 2. SUMMARY - 2011 Prospects.xlsx

Coaches,

Attached is the update academic summary for all 2011 prospects that we have completed transcript evaluations on. If you have any others, please bring them to my office to be evaluated.

Joe

From: Joe Haydon <haydon@uncaa.unc.edu>

Sent: Thursday, June 23, 2011 3:13 PM

To: Art Kaufman <akaufman@uncaa.unc.edu>; Allen Mogridge <amogridge@uncaa.unc.edu>; Paul Davis <butchdavis@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Joe Robinson <joerob@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Troy Douglas <tdouglas@uncaa.unc.edu>

Cc: Corey Holliday <cholliday@uncaa.unc.edu>; Keith Heckendorf <heckendo@uncaa.unc.edu>; Jason Onyebuagu <jonye@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Michael Buscemi <mbuscemi@uncaa.unc.edu>; Brian Overton <overton@uncaa.unc.edu>; Rory Pommerening <rmp1893@uncaa.unc.edu>; Stephen Sisa <sisa@uncaa.unc.edu>

Subject: Academic Summary - 2012 Prospects

Attach: TEXT.htm; 2. SUMMARY - 2012 Prospects.xlsx

Coaches,

Attached is the academic summary sheet for all 2012 prospects that I have received transcripts for as of today. You should already have received the individual review for each of your prospects on the list. Please let me know if you have any questions.

Joe

Joe Haydon
Director of Football Operations
University of North Carolina
Phone: 919.843.2572
Fax: 919.962.0393
haydon@uncaa.unc.edu

From: "Polk, Barbara Jo" <bpolk@admissions.unc.edu>

Sent: Tuesday, July 19, 2011 10:24 PM

To: A.J. Grant <ajgrant@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@email.unc.edu>; Marcus D Berry <berrymd@email.unc.edu>; Brie Farley <bfarley@email.unc.edu>; Boo Laura Michelle Gillette <bgillet@email.unc.edu>; Brian J Kalbas <bkalbas@email.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Christy Lynn Garth <cgarth@email.unc.edu>; Corey L Holliday <cholliday@unc.edu>; Conrad D Jr Mock <cmock@email.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Derek P Galvin <derekg@email.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Edward Stefanski <estefans@email.unc.edu>; Mike Fox <foxc@email.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Joseph F Haydon <haydon@unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Josh Webb <jdwebb@email.unc.edu>; Jerod A Haase <jhaase@email.unc.edu>; Joe Randall Holladay <jhollada@email.unc.edu>; Jeff Negalha <jnegalha@unc.edu>; Joseph A Sagula <jsagula@unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Cary J Kolat <kolat@email.unc.edu>; MarkAndrew Sapp <masapp@email.unc.edu>; Patrick Jacob Myers <patmyers@email.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Penny Jernigan <pennyj@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Rodney S Forbes <rsforbes@email.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott C Jackson <scjackso@email.unc.edu>; Sylvia R Hatchell <shatchel@email.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Carlos M Somoano <somoano@email.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Steve A Robinson <srobo@email.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

Cc: bjpolk@unc.edu; John Blanchard <jgb@uncaa.unc.edu>; Kyle H. Brazile <kbrazile@admissions.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Missy Pyecha <mpyecha@admissions.unc.edu>

Subject: Admissions Update

Attach: TEXT.htm

Dear All,

I hope everyone is enjoying the summer and finding a little time for some much deserved R and R.

Even as the summer heats up (literally), we are preparing for the 2011-2012 application year. With that in mind, I write to update you on a few changes in the admissions process and in the way our staff will work with you during the coming year.

The Application
As you may/not have heard, we have joined the Common Application Organization and, as members, will be using the Common Application this year. All first year and transfer applicants, except those applying for a health affairs program, will apply with either the Common Application or the CFNC application. We will no longer have the UNC-only application. Students can visit our web site, www.admissions.unc.edu<http://www.admissions.unc.edu>, to find links to these application sites or they can go directly to the sites. The address for the Common Application is www.commonapp.org<http://www.commonapp.org>. The address for CFNC is www.cfnc.org<http://www.cfnc.org>. Either application is fine with us, although most of your out-of-state recruits will be more familiar with the Common Application. Applications should be submitted electronically, although both sites offer the student the option of downloading an application form. Please let us know if you have a recruit who is interested in applying for one of the public health majors and we□ll provide you with the information for that application.

Application Fee
The application fee is now $80.00. As always, we will happily accept a few waiver request submitted by the student□s counselor. Transfer students may request that someone in their current school□s financial aid office submit the waiver request on their behalf.

Application Deadlines
We anticipate an increase in the number of applications we will receive this year as a result of our joining the Common Application. In order to accommodate this increase, we have adjusted our application deadlines. The new deadlines and notification dates are as follows:

Early action:	Deadline of October 15 and notification on/around January 30
Regular deadline:	Deadline of January 5 and notification on/around March 23

Prospect Form
Attached is an updated version of the prospect form and we ask that you begin using the attached in lieu of the former version. We have made a few minor changes to the form. The most significant change can be found above the signature line. There you will find a place to indicate if you would like us to send a pre-admit letter. We will ONLY send that letter if you check □yes□ to this question. Also, please note the following message at the top of the form:

THIS FORM MUST BE COMPLETED ELECTRONICALLY. HANDWRITTEN FORMS WILL BE RETURNED TO THE SUBMITTING COACH AND WILL NOT BE PROCESSED FOR REVIEW. INCOMPLETE FORMS WILL ALSO BE RETURNED FOR COMPLETION.

Having a completed form that is legible is essential!!!!

Committee Case Definition
We are now considering the SAT writing section in our admissions decisions for all applicants. With that in mind, we are adding this test component to the official committee case definition. Any one of the following SAT scores will result in the student being an official committee case: critical reading score below 420, a writing score below 420, a math score below 400 or a combined critical reading and math score below 900.

Admissions Staffing
As many of you know, Herb Davis, one of our associate directors, retired at the end of May. Rather than hire someone to take over Herb□s role, we have consolidated and reassigned responsibilities. Kyle has assumed increased responsibilities in our office and will no longer be the contact for any specific team. He will, however, continue to work closely with us in the early evaluation and review of transfer students. I will once again be the contact for all teams. Missy will retain her role in working with Lance and being available to assist in a variety of other ways. These changes are now in effect.

I apologize for the length of this message but wanted to pass all of this information on to you as quickly as possible. We are working with John and Beth to identify the earliest available time we can meet with you to answer your questions and address your concerns. In the meantime, please feel free to either call, email or stop by for a visit if you have questions about these changes or anything else related to admissions.

Enjoy what is left of the summer. I look forward to seeing you soon.

Barbara

Barbara Polk

Deputy Director
Office of Undergraduate Admissions
University of North Carolina at Chapel Hill
919-966-3989

M+ SecureStor Stored: total 162494bytes;
Attachment Link: http://archive92.uncaa.unc.edu/3ff32691299ebf8b47d263f0fb4afc03
File Name: Athlete Prospect Form 2011 7.15.11.pdf
Expiry Date: Mon, 17 Oct 2011 22:24:24 -0400
Size: 162494bytes

From: "Polk, Barbara Jo" <bpolk@admissions.unc.edu>

Sent: Wednesday, August 17, 2011 6:20 PM

To: Phil Barnes <pbarnes@uncaa.unc.edu>

Cc: A.J. Grant <ajgrant@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@email.unc.edu>; Marcus D Berry <berrymd@email.unc.edu>; Brie Farley <bfarley@email.unc.edu>; Boo Laura Michelle Gillette <bgillet@email.unc.edu>; bjpolk@unc.edu; Brian J Kalbas <bkalbas@email.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Christy Lynn Garth <cgarth@email.unc.edu>; Corey L Holliday <cholliday@unc.edu>; Conrad D Jr Mock <cmock@email.unc.edu>; Dennis C Craddock <dennisc@email.unc.edu>; Derek P Galvin <derekg@email.unc.edu>; Rich L DeSelm <deselm@email.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@email.unc.edu>; Eric Edward Stefanski <estefans@email.unc.edu>; Mike Fox <foxc@email.unc.edu>; Joseph F Haydon <haydon@unc.edu>; Jan M. Mann <janmann@email.unc.edu>; Josh Webb <jdwebb@email.unc.edu>; Jerod A Haase <jhaase@email.unc.edu>; Joe Randall Holladay <jhollada@email.unc.edu>; Jeff Negalha <jnegalha@unc.edu>; Joseph A Sagula <jsagula@unc.edu>; Cary J Kolat <kolat@email.unc.edu>; Karen C Shelton <kshelton@email.unc.edu>; Patricia Earley <martinso@email.unc.edu>; Mark Andrew Sapp <masapp@email.unc.edu>; Missy Pyecha <mpyecha@admissions.unc.edu>; Patrick Jacob Myers <patmyers@email.unc.edu>; PhilipE Barnes <pebarnes@email.unc.edu>; Penny Jernigan <pennyj@email.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Ron Miller <rmiller2@email.unc.edu>; Rodney S Forbes <rsforbes@email.unc.edu>; Stephen M Frazier Wong <sawong@email.unc.edu>; Scott C Jackson <scjackso@email.unc.edu>; Sylvia R Hatchell <shatchel@email.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Carlos M Somoano <somoano@email.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Steve A Robinson <srobo@email.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>; Grant Fulton <wfulton@email.unc.edu>

Subject: RE: Admissions Prospect Form

Attach: TEXT.htm

Dear Phil, (with a copy to other coaches)
Thanks for the question. It□s definitely a good one!
Leaving the middle name blank does not make the form incomplete. In some cases the student may not have a middle name or prefers not to use it. As long as we have the address, date of birth, email, parent alum, disciplinary action information, education information, sport, responses to the □other questions□ and signature, the form will be considered complete.
A quick additional note about the disciplinary information: I know that in the early stages of learning about a prospect you may not have had the opportunity to learn about the student□s disciplinary record. If you are indicating that you are unsure about providing a slot, you may submit the prospect form with the disciplinary question unanswered. At the time you wish to provide a slot, however, we do need the answer to the disciplinary/criminal/legal action question.
Thanks, again, for asking.
Barbara

Barbara Polk
Deputy Director
Office of Undergraduate Admissions
University of North Carolina at Chapel Hill
919-966-3989

From: Phil Barnes [mailtoarnes@uncaa.unc.edu]
Sent: Wednesday, August 17, 2011 5:28 PM
To: Polk, Barbara Jo
Subject: RE: Admissions Prospect Form

Hi Barbara,

Hope you had a good summer...does leaving the middle name section "blank" make the Athlete Prospect Form "incomplete"? Thanks. -Phil

www.carolinalacrossecamps.com<http://www.carolinalacrossecamps.com/>
****
Phil Barnes
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>>> "Polk, Barbara Jo" <bpolk@admissions.unc.edu<mailto:bpolk@admissions.unc.edu>> 7/19/2011 10:23 PM >>>
Dear All,

I hope everyone is enjoying the summer and finding a little time for some much deserved R and R.

Even as the summer heats up (literally), we are preparing for the 2011-2012 application year. With that in mind, I write to update you on a few changes in the admissions process and in the way our staff will work with you during the coming year.

The Application
As you may/not have heard, we have joined the Common Application Organization and, as members, will be using the Common Application this year. All first year and transfer applicants, except those applying for a health affairs program, will apply with either the Common Application or the CFNC application. We will no longer have the UNC-only application. Students can visit our web site, www.admissions.unc.edu<http://www.admissions.unc.edu>, to find links to these application sites or they can go directly to the sites. The address for the Common Application is www.commonapp.org<http://www.commonapp.org>. The address for CFNC is www.cfnc.org<http://www.cfnc.org>. Either application is fine with us, although most of your out-of-state recruits will be more familiar with the Common Application. Applications should be submitted electronically, although both sites offer the student the option of downloading an application form. Please let us know if you have a recruit who is interested in applying for one of the public health majors and we'll provide you with the information for that application.

Application Fee
The application fee is now $80.00. As always, we will happily accept a few waiver request submitted by the student's counselor. Transfer students may request that someone in their current school's financial aid office submit the waiver request on their behalf.

Application Deadlines
We anticipate an increase in the number of applications we will receive this year as a result of our joining the Common Application. In order to accommodate this increase, we have adjusted our application deadlines. The new deadlines and notification dates are as follows:

Early action:	Deadline of October 15 and notification on/around January 30
Regular deadline:	Deadline of January 5 and notification on/around March 23

Prospect Form
Attached is an updated version of the prospect form and we ask that you begin using the attached in lieu of the former version. We have made a few minor changes to the form. The most significant change can be found above the signature line. There you will find a place to indicate if you would like us to send a pre-admit letter. We will ONLY send that letter if you check "yes" to this question. Also, please note the following message at the top of the form:

THIS FORM MUST BE COMPLETED ELECTRONICALLY. HANDWRITTEN FORMS WILL BE RETURNED TO THE SUBMITTING COACH AND WILL NOT BE PROCESSED FOR REVIEW. INCOMPLETE FORMS WILL ALSO BE RETURNED FOR COMPLETION.

Having a completed form that is legible is essential!!!!

Committee Case Definition
We are now considering the SAT writing section in our admissions decisions for all applicants. With that in mind, we are adding this test component to the official committee case definition. Any one of the following SAT scores will result in the student being an official committee case: critical reading score below 420, a writing score below 420, a math score below 400 or a combined critical reading and math score below 900.

Admissions Staffing
As many of you know, Herb Davis, one of our associate directors, retired at the end of May. Rather than hire someone to take over Herb's role, we have consolidated and reassigned responsibilities. Kyle has assumed increased responsibilities in our office and will no longer be the contact for any specific team. He will, however, continue to work closely with us in the early evaluation and review of transfer students. I will once again be the contact for all teams. Missy will retain her role in working with Lance and being available to assist in a variety of other ways. These changes are now in effect.

I apologize for the length of this message but wanted to pass all of this information on to you as quickly as possible. We are working with John and Beth to identify the earliest available time we can meet with you to answer your questions and address your concerns. In the meantime, please feel free to either call, email or stop by for a visit if you have questions about these changes or anything else related to admissions.

Enjoy what is left of the summer. I look forward to seeing you soon.

Barbara

Barbara Polk
Deputy Director
Office of Undergraduate Admissions
University of North Carolina at Chapel Hill
919-966-3989

From: "Polk, Barbara Jo" <bpolk@admissions.unc.edu>

Sent: Friday, October 21, 2011 9:02 AM

To: A.J. Grant <ajgrant@uncaa.unc.edu>; Albert A IV Dorrance <anson@email.unc.edu>; Sara Anundsen <anundsen@email.unc.edu>; Marcus D Berry <berrymd@email.unc.edu>; Brie Farley <bfarley@email.unc.edu>; Boo Laura Michelle Gillette <bgillet@email.unc.edu>; Brian J Kalbas <bkalbas@email.unc.edu>; Joe Breschi <breschi@email.unc.edu>; Christy Lynn Garth <cgarth@email.unc.edu>; Corey L Holliday <cholliday@unc.edu>; Conrad D Jr Mock <cmock@email.unc.edu>; Dennis C Craddock <dennisc@email.unc.edu>; Derek P Galvin <derekg@email.unc.edu>; Rich L DeSelm <deselm@email.unc.edu>; Donna J Papa <djp@email.unc.edu>; Chris Ducar <ducar@unc.edu>; Eric Edward Stefanski <estefans@email.unc.edu>; Mike Fox <foxc@email.unc.edu>; Joseph F Haydon <haydon@unc.edu>; Jan M. Mann <janmann@email.unc.edu>; Josh Webb <jdwebb@email.unc.edu>; Jerod A Haase <jhaase@email.unc.edu>; Joe Randall Holladay <jhollada@email.unc.edu>; Jeff Negalha <jnegalha@unc.edu>; Joseph A Sagula <jsagula@unc.edu>; Jennifer Townsend <jtownsend@uncaa.unc.edu>; Cary J Kolat <kolat@email.unc.edu>; Karen C Shelton <kshelton@email.unc.edu>; Patricia Earley <martinso@email.unc.edu>; MarkAndrew Sapp <masapp@email.unc.edu>; Patrick Jacob Myers <patmyers@email.unc.edu>; Philip E Barnes <pebarnes@email.unc.edu>; Penny Jernigan <pennyj@email.unc.edu>; Peter William Watson <pwwatson@email.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Ron Miller <rmiller2@email.unc.edu>; Rodney S Forbes <rsforbes@email.unc.edu>; Sampson L Paul <sampaul@email.unc.edu>; Stephen M Frazier Wong <sawong@email.unc.edu>; Scott C Jackson <scjackso@email.unc.edu>; Sarah K Haney <shaney@email.unc.edu>; Sylvia R Hatchell <shatchel@email.unc.edu>; Jennifer S Levy <slinger@email.unc.edu>; Carlos M Somoano <somoano@email.unc.edu>; Steve A Robinson <srobo@email.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Grant Fulton <wfulton@email.unc.edu>

Cc: bjpolk@unc.edu; John Blanchard <jgb@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Missy Pyecha <mpyecha@admissions.unc.edu>

Bcc: Corey Holliday <cholliday@uncaa.unc.edu>

Subject: Admissions Update

Attach: TEXT.htm

Dear All,

As you review your weekly reports you may begin to see the following notation in our comment section: PALR. That simply lets us know that you have requested a pre-admit letter. Don□t be too concerned if it does not appear for everyone for whom you have requested a letter. We are in the process of updating the records and have not quite gotten through the entire list yet. It should, however, be there by the time the reports run next week. In addition, we will continue to note if the pre-admit letter is actually being mailed and the date it is being mailed. If you have requested a letter but we cannot send it for some reason, that will be explained in the comments section.

You may also see □No slot/pre-admit requested□. That is simply an easy/quick way for us to note whether a letter has been requested. There is no additional impact on that student□s review. If the situation changes and you would like to request a pre-admit letter, just send an email to Missy and me and we will get the letter in the mail or explain why we cannot send one.

As a reminder, when submitting a prospect form, please include the student□s full name and the one email address the student wants to use in the admissions process. Without these pieces of information, we cannot guarantee that we will be able to identify the correct student. In addition, as you review the reports, please let us know if you see students listed who you are no longer recruiting. Once they have been identified, you will see the □NLR□ notation in our comments.

We have also had a change in the review of committee cases. After much discussion, the committee has decided that we may remove cases from committee consideration. This will be done just as it has been done in the past, on a case-by-case basis. As this happens, the appropriate note will be added to the comments section of the report. While we will use discretion in removing cases, we will not remove anyone who is MCR or MAR deficient.

I will be away from the office October 25-30 but will be available by email. If you need us for anything, please feel free to send me an email or contact Missy.

Please let me know if you have any questions/concerns. Thanks and have a great, winning weekend!

Barbara

Barbara Polk
Deputy Director
Office of Undergraduate Admissions
University of North Carolina at Chapel Hill
919-966-3989

From: Lance Markos <markos@uncaa.unc.edu>
Sent: Friday, July 23, 2010 8:36 PM
To: Paul Davis <butchdavis@uncaa.unc.edu>
Cc: Amy Herman <ajschae@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Kevin Best <kbest@uncaa.unc.edu>
Subject: RE: NFLPA rule
Attach: TEXT.htm; UAAA.pdf; 1988 Kentucky statute.pdf; 1988 Florida statute.pdf; 1989 Oklahoma statute.pdf

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Coach Davis,

There doesn't seem to be anything like that to ever come from the NCAA or the NFLPA. It wasn't until the NFLPA put in their current rule in 2007 that either organization limited contact with currently enrolled student-athletes.

The most likely source of that type of prohibition is a past state statute. Most states have not adopted the Uniform Athlete Agents Act (UAAA) - see attached - to make things as consistent as possible. But back in the late 1980's, there seemed to be a run on individual states putting their own laws in to place regarding sports agents.

I've found the different restrictions for three of them from around that time - Oklahoma, Florida, and Kentucky - and they all vary slightly in what kind of contact agents can have with student-athletes prior to exhausting eligibility. For instance, Kentucky prohibited any kind of contact until after they exhausted while Florida did not. Oklahoma was actually in the middle because they prohibited contact until after exhausting except for a university overseen interview period prior to the student's final season.

If you need anything else, just let us know. Thanks!!

Lance

>>> <butchdavis@uncaa.unc.edu> 7/23/2010 2:29 PM >>>

Lance:
There was a one time a rule that make it completely illegal for players to talk to agents. When specifically did this rule change? Also, look into any legislation that prohibits financial planners from talking to college student-athletes no matter their year/age.
Thanks!
Butch Davis
Head Football Coach
UNC Tar Heels
919-962-9141-office

From: Lance Markos [mailto:markos@uncaa.unc.edu]
Sent: Thursday, July 22, 2010 4:20 PM
To: Corey Holliday; Kevin Best
Cc: Amy Herman
Subject: NFLPA rule

Corey and Kevin,

The rule that prohibits agents from having contact with players until after their junior year is actually an NFLPA rule and it went in to effect in 2007. It sounds like the rule change came about partly due to pressure from college coaches, according to one thing I found. The NCAA doesn't have anything that prohibits interaction between the two parties.

Attached is a document from the NCAA that goes in to the do's and don'ts of the NFLPA's regulations. If you need anything else, just let us know. Thanks!!

Lance

N.C. Gen. Stat. §§ 78C- 85-105 (2003)

Article 9.
Uniform Athlete Agents Act.

§ 78C-85. Title.

This Article may be cited as the "Uniform Athlete Agents Act". (2003-375, s. 2.)

§ 78C-86. Definitions.

The following definitions apply in this Article:

(1) Agency contract. - An agreement in which a student-athlete authorizes a person to negotiate or solicit on behalf of the student-athlete a professional-sports-services contract or an endorsement contract.

(2) Athlete agent. - An individual who enters into an agency contract with a student-athlete or, directly or indirectly, recruits or solicits a student-athlete to enter into an agency contract. The term includes an individual who represents to the public that the individual is an athlete agent. The term does not include a spouse, parent, sibling, or guardian of the student-athlete or an individual acting solely on behalf of a professional sports team or professional sports organization.

(3) Athletic director. - An individual responsible for administering the overall athletic program of an educational institution or, if an educational institution has separately administered athletic programs for male students and female students, the athletic program for males or the athletic program for females, as appropriate.

(4) Contact. - A communication, direct or indirect, between an athlete agent and a student-athlete to recruit or solicit the student-athlete to enter into an agency contract.

(5) Endorsement contract. - An agreement under which a student-athlete is employed or receives consideration to use on behalf of the other party any value that the student-athlete may have because of publicity, reputation, following, or fame obtained because of athletic ability or performance.

(6) Intercollegiate sport. - A sport played at the collegiate level for which eligibility requirements for participation by a student-athlete are established by a national association for the promotion or regulation of collegiate athletics.

(7) Person. - An individual, company, corporation, partnership, association, or any other legal or commercial entity.

(8) Professional-sports-services contract. - An agreement under which an individual is employed or agrees to render services as a player on a professional sports team, with a professional sports organization, or as a professional athlete.

(9) Record. - Information that is inscribed on a tangible medium or that is stored in an electronic or other medium and is retrievable in perceivable form.

(10) Registration. - A certificate issued by the Secretary of State evidencing that a person has satisfied the requirements of an athlete agent pursuant to this Article.

(11) Student-athlete. - An individual who engages in, is eligible to engage in, or may be eligible in the future to engage in any intercollegiate sport. If an individual is permanently ineligible to participate in a particular intercollegiate sport, the individual is not a student-athlete for purposes of that sport. (2003-375, s. 2.)

§ 78C-87. Service of process; subpoenas.

(a)By acting as an athlete agent in this State, a nonresident individual appoints the Secretary of State as the individual's agent for service of process in any civil action in this State related to the individual's acting as an athlete agent in this State.

(b) The Secretary of State may issue subpoenas for any material that is relevant to the administration of this Article. (2003-375, s. 2.)

§ 78C-88. Athlete agents; registration required; exceptions; void contracts.

(a)Except as otherwise provided in this section, an individual may not act as an athlete agent in this State without holding a certificate of registration under G.S. 78C-90 or G.S. 78C-92.

(b) Before being issued a certificate of registration, an individual may act as an athlete agent in this State for all purposes except signing an agency contract if: (i) a student-athlete or another person acting on behalf of the student-athlete initiates communication with the individual; and (ii) within seven days after an initial act as an athlete agent, the individual submits an application for registration as an athlete agent in this State.

(c) A North Carolina licensed and resident attorney may act as an athlete agent in this State for all purposes without registering pursuant to this section if the attorney neither advertises directly for, nor solicits, any student-athlete by representing to any person that the attorney has special experience or qualifications with regard to representing student-athletes and represents no more than two student-athletes.

(d) An agency contract resulting from conduct in violation of this section is void, and the athlete agent shall return any consideration received under the contract. (2003-375, s. 2.)

§ 78C-89. Registration as athlete agent; form; requirements.

(a)An individual seeking registration as an athlete agent shall submit an application for registration to the Secretary of State in a form prescribed by the Secretary of State. The application must be in the name of an individual and, except as otherwise provided in subsection

(b) of this section, signed or otherwise authenticated by the applicant under penalty of perjury and must state or contain the following:

(1) The name of the applicant and the address of the applicant's principal place of business.
(2) The name of the applicant's business or employer, if applicable.
(3) Any business or occupation engaged in by the applicant for the five years immediately preceding the date of submission of the application.
(4) A description of the applicant's: a. Formal training as an athlete agent. b. Practical experience as an athlete agent. c. Educational background relating to the applicant's activities as an athlete agent.
(5) The names and addresses of three individuals not related to the applicant who are willing to serve as references.
(6) The name, sport, and last known team for each individual for whom the applicant acted as an athlete agent during the five years immediately preceding the date of submission of the application.
(7) The names and addresses of all persons who are: a. With respect to the athlete agent's business if it is not a corporation, the partners, members, officers, managers, associates, or profit-sharers of the business. b. With respect to a corporation employing the athlete agent, the officers, directors, and any shareholder of the corporation having an interest of five percent (5%) or greater.
(8) Whether the applicant or any person named under subdivision (7) of this subsection has been convicted of a crime that, if

committed in this State, would be a crime involving moral turpitude or a felony and identify the crime.

(9) Whether there has been any administrative or judicial determination that the applicant or any person named under subdivision (7) of this subsection has made a false, misleading, deceptive, or fraudulent representation.

(10) Any instance in which the conduct of the applicant or any person named under subdivision (7) of this subsection resulted in the imposition of a sanction, suspension, or declaration of ineligibility to participate in an interscholastic or intercollegiate athletic event on a student-athlete or educational institution.

(11) Any sanction, suspension, or disciplinary action taken against the applicant or any person named under subdivision (7) of this subsection arising out of occupational or professional conduct.

(12) Whether there has been any denial of an application for, suspension or revocation of, or refusal to renew the registration or licensure of the applicant or any person named under subdivision (7) of this subsection as an athlete agent in any state.

(b) An individual who has submitted an application for registration or licensure as an athlete agent in another state or who holds a certificate of registration or licensure as an athlete agent in another state may submit a copy of the application and certificate in lieu of submitting an application in the form prescribed pursuant to subsection (a) of this section. The Secretary of State shall accept the application and the certificate from the other state as an application for registration in this State if the application to the other state satisfied all of the following criteria:

(1) Was submitted in the other state within six months immediately preceding the submission of the application in this State and the applicant certifies that the information contained in the application is current.

(2) Contains information substantially similar to or more comprehensive than that required in an application submitted in this State.

(3) Was signed by the applicant under penalty of perjury.

(c) An application filed under this section is a "public record" within the meaning of Chapter 132 of the General Statutes. (2003-375, s. 2.)

§ 78C-90. Certificate of registration; issuance or denial; renewal.

(a) Except as otherwise provided in subsection (b) of this section, the Secretary of State shall issue a certificate of registration to an individual who complies with G.S. 78C-89(a) or whose application has been accepted under G.S. 78C-89(b).

(b) The Secretary of State may refuse to issue a certificate of registration if the Secretary of State determines that the applicant has engaged in conduct that has a significant adverse effect on the applicant's fitness to act as an athlete agent. In making the determination, the Secretary of State may consider whether the applicant has:

(1) Been convicted of a crime that, if committed in this State, would be a crime involving moral turpitude or a felony.
(2) Made a materially false, misleading, deceptive, or fraudulent representation in the application or as an athlete agent.
(3) Engaged in conduct that would disqualify the applicant from serving in a fiduciary capacity.
(4) Engaged in conduct prohibited by G.S. 78C-98.
(5) Had a registration or licensure as an athlete agent suspended, revoked, or denied or been refused renewal of registration or licensure as an athlete agent in any state.
(6) Engaged in conduct the consequence of which was that a sanction, suspension, or declaration of ineligibility to participate in an interscholastic or intercollegiate athletic event was imposed on a student-athlete or educational institution.
(7) Engaged in conduct that significantly adversely reflects on the applicant's credibility, honesty, or integrity.

(c) In making a determination under subsection (b) of this section, the Secretary of State shall consider: (i) how recently the conduct occurred; (ii) the nature of the conduct and the context in which it occurred; and (iii) any other relevant conduct of the applicant.

(d) An athlete agent may apply to renew a registration by submitting an application for renewal in a form prescribed by the Secretary of State. The application for renewal must be signed by the applicant under penalty of perjury and must contain current information on all matters required in an original registration.

(e) An individual who has submitted an application for renewal of registration or licensure in another state, in lieu of submitting an application for renewal in the form prescribed pursuant to subsection (d) of this section, may file a copy of the application for renewal and a valid certificate of

registration or licensure from the other state. The Secretary of State shall accept the application for renewal from the other state as an application for renewal in this State if the application to the other state satisfied the following:

(1) Was submitted in the other state within six months immediately preceding the filing in this State and the applicant certifies the information contained in the application for renewal is current.

(2) Contains information substantially similar to or more comprehensive than that required in an application for renewal submitted in this State.

(3) Was signed by the applicant under penalty of perjury.

(f) A certificate of registration or a renewal of a registration is valid for one year.

(g) An application filed under this section is a "public record" within the meaning of Chapter 132 of the General Statutes. (2003-375, s. 2.)

§ 78C-91. Suspension; revocation; refusal to renew registration.

(a) The Secretary of State may suspend, revoke, or refuse to renew a registration for conduct that would have justified denial of registration under G.S. 78C-90(b).

(b) The Secretary of State may deny, suspend, revoke, or refuse to renew a certificate of registration or licensure only after proper notice and an opportunity for a hearing in accordance with the Administrative Procedures Act pursuant to Article 3 of Chapter 150B of the General Statutes. (2003-375, s. 2.)

§ 78C-92. Temporary registration.

The Secretary of State may issue a temporary certificate of registration while an application for registration or renewal of registration is pending. (2003-375, s. 2.)

§ 78C-93. Registration; renewal of fees.

An application for registration or renewal of registration must be accompanied by a fee in the following amount:

(1) Application for registration $200.00

(2) Application for registration based upon a certificate of registration or licensure issued by another state 200.00

(3) Application for renewal of registration 200.00

(4) Application for renewal of registration based upon an application for renewal of registration or licensure submitted in another state 200.00. (2003-375, s. 2.)

§ 78C-94. Required form of contract.

(a) An agency contract must be in a record, signed or otherwise authenticated by the parties.

(b) An agency contract must state or contain the following:

(1) The amount and method of calculating the consideration to be paid by the student-athlete for services to be provided by the athlete agent under the contract and any other consideration the athlete agent has received or will receive from any other source for entering into the contract or for providing the services.

(2) The name of any person not listed in the application for registration or renewal of registration who will be compensated because the student-athlete signed the agency contract.

(3) A description of any expenses that the student-athlete agrees to reimburse.

(4) A description of the services to be provided to the student-athlete.

(5) The duration of the contract.

(6) The date of execution.

(c) An agency contract must contain, in close proximity to the signature of the student-athlete, a conspicuous notice in boldface type in capital letters stating:

WARNING TO STUDENT-ATHLETE

IF YOU SIGN THIS CONTRACT:

(1) YOU SHALL LOSE YOUR ELIGIBILITY TO COMPETE AS A STUDENT-ATHLETE IN YOUR SPORT;

(2) IF YOU HAVE AN ATHLETIC DIRECTOR, WITHIN 72 HOURS AFTER ENTERING INTO THIS CONTRACT, BOTH YOU AND YOUR ATHLETE AGENT MUST NOTIFY YOUR ATHLETIC DIRECTOR;

(3) YOU WAIVE YOUR ATTORNEY-CLIENT PRIVILEGE WITH RESPECT TO THIS CONTRACT AND CERTAIN INFORMATION RELATED TO IT; AND

(4) YOU MAY CANCEL THIS CONTRACT WITHIN 14 DAYS AFTER SIGNING IT. CANCELLATION OF THIS CONTRACT SHALL NOT REINSTATE YOUR ELIGIBILITY.

(d) An agency contract that does not conform to this section is voidable by the student-athlete. If a student-athlete voids an agency contract, the student-athlete is not required to pay any consideration under the contract or to return any consideration received from the athlete agent to induce the student-athlete to enter into the contract.

(e) The athlete agent shall give a record of the signed or otherwise authenticated agency contract to the student-athlete at the time of execution.

(f) The waiver of attorney-client privilege does not affect those privileges between client and attorney when the attorney is not an athlete agent. (2003-375, s. 2.)

§ 78C-95. Notice to educational institution.

(a)Within 72 hours after entering into an agency contract or before the next scheduled athletic event in which the student-athlete may participate, whichever occurs first, the athlete agent shall give notice in a record of the existence of the contract to the athletic director of the educational institution at which the student-athlete is enrolled or the athlete agent has reasonable grounds to believe the student-athlete intends to enroll.

(b) Within 72 hours after entering into an agency contract or before the next athletic event in which the student-athlete may participate, whichever occurs first, the student-athlete shall inform the athletic director of the educational institution at which the student-athlete is enrolled that he or she has entered into an agency contract. (2003-375, s. 2.)

§ 78C-96. Student-athlete's right to cancel.

(a)A student-athlete may cancel an agency contract by giving notice of the cancellation to the athlete agent in a record within 14 days after the contract is signed.

(b) A student-athlete may not waive the right to cancel an agency contract.

(c) If a student-athlete cancels an agency contract, the student-athlete is not required to pay any consideration under the contract or to return any consideration received from the athlete agent to induce the student-athlete to enter into the contract. (2003-375, s. 2.)

§ 78C-97. Required records; waiver of attorney-client privilege.

(a)An athlete agent shall retain the following records for a period of five years:

(1) The name and address of each individual represented by the athlete agent.

(2) Any agency contract entered into by the athlete agent.

(3) Any direct costs incurred by the athlete agent in the recruitment or solicitation of a student-athlete to enter into an agency contract.

(b) Records required to be retained by subsection (a) of this section are open to inspection by the Secretary of State during normal business hours.

(c) Where a student-athlete enters into an agency contract regulated under this Article, the student-athlete will be deemed to waive the attorney-client privilege with respect to records

required to be retained by subsection (a) of this section, subject to G.S. 78C-94(f). (2003-375, s. 2.)

§ 78C-98. Prohibited conduct.

(a) An athlete agent, with the intent to induce a student-athlete to enter into an agency contract, shall not:

(1) Give any materially false or misleading information or make a materially false promise or representation.

(2) Furnish anything of value to a student-athlete before the student-athlete enters into the agency contract.

(3) Furnish anything of value to any individual other than the student-athlete or another registered athlete agent.

(b) An athlete agent shall not intentionally:

(1) Initiate contact with a student-athlete unless the athlete agent is registered under this Article.

(2) Refuse or fail to retain or permit inspection of the records required to be retained by G.S. 78C-97.

(3) Fail to register as required by G.S. 78C-88.

(4) Provide materially false or misleading information in an application for registration or renewal of registration.

(5) Predate or postdate an agency contract.

(6) Fail to notify a student-athlete before the student-athlete signs or otherwise authenticates an agency contract for a particular sport that the signing or authentication shall make the student-athlete ineligible to participate as a student-athlete in that sport. (2003-375, s. 2.)

§ 78C-99. Criminal penalties.

An athlete agent who violates any provision under G.S. 78C-98(a) is guilty of a Class I felony. (2003-375, s. 2.)

§ 78C-100. Civil remedies.

(a) An educational institution has a right of action against an athlete agent or a former student-athlete for damages caused by a violation of this Article. In an action under this section, the court may award costs and reasonable attorneys' fees to the prevailing party.

(b) Damages suffered by an educational institution under subsection (a) of this section include losses and expenses incurred because, as a result of the conduct of an athlete agent or former student-athlete, the educational institution was injured by a violation of this Article or was penalized, disqualified, or suspended from participation in athletics by: (i) a national association for the promotion and regulation of athletics; (ii) an athletic conference; or (iii) reasonable

self-imposed disciplinary action taken to mitigate sanctions likely to be imposed by an athletic organization.

(c) A right of action under this section does not accrue until the educational institution discovers, or by the exercise of reasonable diligence would have discovered, the violation by the athlete agent or former student-athlete.

(d) Any liability of the athlete agent or the former student-athlete under this section is several and not joint.

(e) This Article does not restrict rights, remedies, or defenses of any person under law or equity. (2003-375, s. 2.)

§ 78C-101. Administrative penalty.

The Secretary of State may assess a civil penalty against an athlete agent not to exceed twenty-five thousand dollars ($25,000) for a violation of this Article. (2003-375, s. 2.)

§ 78C-102. Uniformity of application and construction.

In applying and construing this Uniform Act, consideration must be given to the need to promote uniformity of the law with respect to its subject matter among states that enact it. (2003-375, s. 2.)

§ 78C-103. Electronic Signatures in Global and National Commerce Act.

The provisions of this Article governing the legal effect, validity, or enforceability of electronic records or signatures, and of contracts formed or performed with the use of those records or signatures, conform to the requirements of section 102 of the Electronic Signatures in Global and National Commerce Act, Pub. L. 106-229, 114 Stat. 464 (2000), and supersede, modify, and limit the Electronic Signatures in Global and National Commerce Act. (2003-375, s. 2.)

§ 78C-104. Severability.

If any provision of this Article or its application to any person or circumstance is held invalid, the invalidity does not affect other provisions or applications of this Article which can be given effect without the invalid provision or application, and to this end the provisions of this Article are severable. (2003-375, s. 2.)

§ 78C-105. Rules.

The Secretary of State may, in accordance with Chapter 150B of the General Statutes, adopt rules necessary to carry out the provisions of this Article. (2003-375, s. 2.)

Kentucky employs a seemingly much simpler solution to address agent misconduct by prohibiting any contact whatsoever with an athlete until the expiration of his collegiate eligibility. The Kentucky legislation imposes a criminal prohibition on recruiting or soliciting, directly or indirectly, a student athlete to enter into an agent contract, professional sports services contract, or other sports related contract before the student athlete's eligibility for collegiate athletics has expired (Kentucky Athlete Agents Act of 1988). The statute does not prohibit activity by agents once an athlete's eligibility has expired, and, like many of the more recent statutes, has no agent registration requirement (Cosgrove, 1990).

Nevada has also followed this current trend of choosing not to impose licensing and registration requirements on sport agents. Rather, its regulatory scheme, emphasizes the potential damage which can flow from an agent whose activities have caused a student athlete or institution to violate rules of the NCAA to which the institution is a member. Nevada became one of the first states to statutorily list the specific revenue items that may be considered in calculating a damage claim against an unscrupulous agent, including loss of television revenue, a decline in ticket sales, loss of post-season revenue, and other opportunities through which the institution would have realized revenue if the NCAA rules had not been violated (Nevada Athlete Agents Act of 1989). Tennessee has enacted similar provisions (Tennessee Athlete Agents Act of 1988).

Agent-specific legislation has not been the panacea many anticipated. States have appeared less than enthusiastic to devote their limited resources to policing legislative requirements. Not surprisingly, agents prone to abuse have ignored these statutory provisions and continued to conduct business as usual. In addition, differing state requirements have created an administrative nightmare for many honest agents doing business in several states. This, coupled with a perceived lack of enforcement, often encourages the breach of these provisions. State legislation is also criticized as being primarily designed to keep student athletes eligible and playing for state universities, rather than protecting the athletes and their future professional careers, since many classes of athletes are left unprotected by most legislative schemes. State regulatory efforts also, for the most part, create no objective standards for competency to which an agent must rise for entry into the profession. As evidenced throughout this discussion, the failure to require special training of athlete-agents is one of the major difficulties with the industry as a whole. Finally, a potentially fatal flaw of state-by-state regulation is that such laws may not pass constitutional muster. Under the commerce clause of the United States Constitution, Congress is authorized to regulate interstate and foreign commerce. The regulation of sports agents would appear to be within the federal commerce power since many agents do operate simultaneously in many different states (Dunn, 1988).

■ OTHER REGULATORY EFFORTS

Agent-specific legislation is not the only legal means used to regulate the conduct of athlete agents. Other common law or statutory remedies, while not specifically directed at agents, have been used to attempt to control their abusive conduct. For example, the common law civil remedies of breach of contract,

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and/or after the signing of a representation contract, waiting periods for valid contracts, the creation of causes of action in favor of colleges and universities for agent misconduct resulting in damages, and an abandonment or modification of the onerous registration requirements common in earlier legislative schemes (Rodgers, 1989-90).

The statement of legislative intent in the first section of the Florida statute illustrates the focus of this current legislative trend:

> The Legislature finds that dishonest or unscrupulous practices by agents who solicit representation of student athletes can cause significant harm to student athletes and the academic institutions for which they play. It is the intent of the Legislature to protect the interests of student athletes and academic institutions by regulating the activities of athlete agents which involve student athletes at colleges or universities in the state. (Florida Athlete Agents Act of 1988).

The Florida statute is arguably the most stringent in the country, as the state targets both the agent and the athlete for civil and criminal penalties for statutory violations (Rodgers, 1988-89). Indicative of the current legislative trend, the Florida statute does not, for example, prohibit contact between an athlete and an agent prior to the expiration of the athlete's collegiate eligibility. It does, however, sanction offering inducements to sign, and requires both the athlete and the agent to give notification of the signing of a representation contract prior to participating in any athletic event or within 72 hours of the signing, whichever first occurs. The athlete is given 10 days after this notification to rescind the contract. Failure to notify renders the contract void and also constitutes a criminal offense for both the athlete and the agent (Florida Athlete Agents Act of 1988). Only Florida, Iowa and South Carolina have such a provision imposing criminal sanctions on athletes for failing to give notice of signing (Rodgers, 1988-89). Florida's statute also holds the student or agent liable in damages that result to the college from an athlete's subsequent ineligibility if the student or agent fails to notify the athletic director that the student has entered into a contract (Florida Athlete Agents Act of 1988).

Other legislative schemes incorporate a variety of novel provisions which deserve some mention. The Indiana statute provides another example of notice provisions; however, in Indiana, the notice by the agent to the athletic director of the university or college involved is required 10 days prior to the execution of the representation contract (Indiana Failure to Disclose Recruitment Act of 1988). Only Georgia, Ohio and Minnesota have a similar provision requiring this prior notice (Rodgers, 1988-89).

Minnesota is one of only a few states that specifically include non-collegiate athletes within the scope of its legislation. The Minnesota statutory definition of "student athlete" includes not only current college athlete but "any individual who may be eligible to engage in collegiate sports in the future" (Minnesota Athlete Agents Act of 1988). High school athletes, for example, such as baseball or hockey players who are commonly drafted out of high school, are protected under the Minnesota statute but would not receive the same protection under most other state regulatory schemes. Only Louisiana, Maryland, Mississippi, Oklahoma, and Kentucky have similar provisions (Rodgers, 1988-89).

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Oklahoma Act requires sports agents to fill out an application and provide information concerning the sports agent's occupation, training, and experience in areas such as contracts, contract negotiation, complaint resolution, arbitration or civil resolution of contract disputes, federal income taxation, and federal estate planning.[122] Another similarity between the two acts is that the Oklahoma Act requires sports agents to file copies of the fee schedule and proposed contract with the Secretary of State.[123]

The Oklahoma Act's sanctions for violations are also similar to those of the California Act. For example, the Secretary of State may suspend or revoke a sports agent's registration for any violations of the Oklahoma Act.[124] Also, any sports agent who knowingly or intentionally violates the Act is guilty of a misdemeanor and subject to a five-hundred dollar fine, imprisonment of one year, or both.[125]

Despite many of the similarities to the California Act, the Oklahoma Act is aimed at regulating a sports agent's involvement with athletes at the amateur level. As a result, the Oklahoma Act focuses particularly on a sports agent's involvement with Oklahoma NCAA students and Oklahoma non-NCAA students.[126] For example, section 821.64(A)(6) of the Oklahoma Act is similar to section 12.3 of the NCAA Bylaws in that it focuses on a contractual agreement between a sports agent and an student-athlete in which a sports agent agrees to represent a student-athlete in negotiations with professional sports teams.[127] However, to compensate for such a provision and to help Oklahoma NCAA student-athletes plan for a possible career in professional sports, the Oklahoma Act permits an NCAA college or university to sponsor sports agent interviews on its campus before

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122. *Id.* at § 821.62(C)(3).

123. *Id.* at § 821.63(C)(E).

124. OKLA. STAT. ANN. tit. 70, § 821.62(I) (West 1989).

125. *Id.* at § 821.66(A).

126. The Act is particularly aimed at two types of athletes. First, the Act covers "Oklahoma NCAA athletes." An Oklahoma NCAA athlete is generally "any athlete who is eligible to participate in intercollegiate sports contests as a member of a sports team at an institution of higher education that is located in this state and that is a member of the National Collegiate Athletic Association." Second, the Act covers "Oklahoma non-NCAA" athletes. An Oklahoma non-NCAA athlete is generally "an athlete in a team sport who resides in this state who is not an Oklahoma NCAA athlete." *Id.* at § 821.61(4)(5).

127. OKLA. STAT. ANN. tit. 70, § 821.64(A)(8) (West 1989) states that a registered sports agent may not:

> . . . [C]ontact, directly or indirectly, an Oklahoma NCAA athlete to discuss the athlete agent's representation of the athlete in the marketing of the athlete's athletic ability or reputation or enter into any agreement, written or oral, by which the athlete agent will represent the athlete until after completion of the athlete's last intercollegiate contest, including postseason games, and may not enter an agreement before the athlete's last intercollegiate contest that purports to take effect at a time after that contest is completed.

Id. at § 821.64(A)(8).

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the student-athlete's final year of NCAA eligibility.[128] To be eligible to participate in the interviewing process, sports agents must be registered with the Oklahoma Secretary of State and agree to represent a student-athlete only when the student-athlete's NCAA eligibility has expired.[129]

Despite the Oklahoma Act's apparent attempt to build and expand upon the California Act, the Oklahoma Act has many limitations. For example, one provision states that a maximum fee limitation can only be applied to multi-year contracts negotiated by a sports agent between an Oklahoma non-NCAA athlete and a professional sports team.[130] Such a restriction places no maximum fee limitation on single year contracts, on individual sport contracts, and on contracts involving Oklahoma NCAA athletes.[131] Consequently, a sports agent can charge an athlete any amount as compensation when negotiating single year contracts, individual contracts, and contracts involving Oklahoma NCAA athletes.[132] The maximum fee limitation further provides that a sports agent may not collect, in any twelve month period, a fee that exceeds the amount the athlete would receive under the contract during that twelve month period.[133] A sports agent thus could collect up to 100 percent of an athlete's compensation. Such a restriction is not a limitation at all because sports agents could conceivably charge fees that equal the amount which an athlete receives as compensation.

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128. *Id.* at § 821.65. This section also provides that the sports agents must follow the specific rules of each institution the sports agents interview at regarding the time, place, and duration of the interviews. Also, the interviews must be conducted in "that final year during a period not to exceed ten consecutive days." *Id.*

129. *Id.*

130. OKLA. STAT. ANN. tit. 70, § 821.63(D) (West 1989) states:

> If a multi-year professional sport services contract is negotiated by a registered athlete agent for an Oklahoma non-NCAA athlete who has never before signed a contract of employment with a professional sports team, the athlete agent many not collect, in any twelve-month period, for the services of the agent in negotiating the contract, a fee that exceeds the amount the athlete will receive under the contract in that twelve-month period.

Id.

131. Note, *supra* note 4, at 1058. *See also* Sobel, *supra* note 59, at 759 (stating that at first glance, the Oklahoma Act appears to have a maximum fee limitation. However, on inspection, it is obvious that the Act only covers a narrow class of athletes, and insofar as amounts are concerned, "are more generous towards agents than any of the other agent regulation plans.").

132. Note, *supra* note 4, at 1058 ("By excluding single-year and individual sport contracts and those involving NCAA athletes from its fee restriction, the measure has extremely limited impact.").

133. OKLA. STAT. ANN. tit. 70, § 821.63(D) (West 1989). Apparently, this provision was aimed at high school players and was intended to prevent sports agents from collecting and charging fees based on a player's "signing bonus" that would exceed the amount the player would actually receive. Sobel, *supra* note 59, at 760.

HeinOnline -- 24 Val. U. L. Rev. 502 1989-1990

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Friday, December 3, 2010 6:09 AM
To: Amy Herman <ajschae@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Paul Davis <butchdavis@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; jack_evans@unc.edu; joanna@unc.edu; Lissa Broome <lbroome@email.unc.edu>; Leslie Chambers Strohm <Leslie_Strohm@unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Steve Keadey <sckeadey@email.unc.edu>
Subject: LA TIMES: T.J. SIMERS Teague Egan, the student agent with the go...
Attach: TEXT.htm; IMAGE.jpg; IMAGE_1.jpg

FYI ~ interesting and very concerning!

Thanks,
Larry

This is why college athletes need to be careful

T.J. SIMERSTeague Egan, the student agent with the golf cart, could be taking USC on a dangerous ride

Sterling Brewster, left, and Teague Egan of 1st Round Enterprises with their golf cart. (Mel Melcon / Los Angeles Times)

T.J. Simers (http://www.latimes.com/sports/columnists/la-columnist-tsimers,0,1973522.columnist) Egan says he wants to 'represent every USC kid' in the NFL, but his friendships with Trojans players such as freshman running back Dillon Baxter could represent trouble with the NCAA. The big mystery: Why did the NFL Players Assn. certify him as an agent?
By T.J. Simers
November 29, 2010.
Meet Teague Egan, noted golf cart chauffeur, and the country's first certified NFL (http://www.latimes.com/topic/sports/football/nfl-ORSPT000007.topic) student agent, well meaning, he says, but with the potential to destroy USC (http://www.latimes.com/topic/education/colleges-universities/university-of-southern-california-OREDU000019271.topic)'s hopes of recovering from NCAA (http://www.latimes.com/topic/sports/national-collegiate-athletic-association-OREDU0000001.topic) sanctions.

A budding entrepreneur, Egan is probably known best in USC circles for not knowing the rules as a certified NFL agent, resulting in the one-game suspension of Dillon Baxter.

His goal now is to represent four to six of his friends, who also happen to be USC football players, in the upcoming NFL draft signing them as clients as soon as Sunday.

He says he has no written agreement or understanding with any of the football players, which would be an NCAA violation. But he knows his friends, he says, and he knows it will happen.

"Like [NFL agent] Drew Rosenhaus who represented every Miami kid after going to school at Miami," he says. "I intend to represent every USC kid."

It prompts the question does USC have enough compliance officers on staff?

Anywhere else maybe it's just an offbeat story, but holy Reggie Bush (http://www.latimes.com/topic/sports/football/reggie-bush-PESPT008576.topic), it sure looks like the wrong place and wrong time to interject a headstrong 22-year-old student agent.

"I was in the bar the other night and all of them [football players] came in," Egan says. "We were all there together and they said they had my back; we're still all friends. They said it's absurd they are being told who they can and can't be friends with."

Did you buy them a round of drinks? I asked, knowing he's an agent looking to sign clients and the fact his dad owns Alamo Car Rental and has been funding his son's efforts.

"No, not anymore," he says, the "anymore" just one more concern for USC's compliance officers.

Under National Football League Players Assn. guidelines, once Egan became certified Oct. 1 as an agent, he could no longer have any relationship with his "friends," if they were underclassmen football players. But as Egan will tell you, Baxter is one of his friends. Baxter is also a freshman.

"When he became an NFL agent, he poisoned the well," says David Roberts, USC's vice president for athletic compliance. "And everybody who works for him is painted with the same brush."

Egan and his partners contend they were friends with football players long before he became an agent. It's the rebel in him. He would prefer to argue the validity of the rules now, and changes that should be made, rather than necessarily following them.

As Egan will tell you, he's got places to go even if it is in a golf cart, which has not been registered per USC rules and never should have been on campus.

"My aspirations and goals are bigger than anybody you have ever met in life," Egan says, and he certainly sounds like Drew Rosenhaus.

As ambitious as Egan is, the NFLPA essentially legitimized a "runner" in certifying a USC student an agent. It's a dreadful precedent at a time when officials are already talking about the need for more control over agents and runners.

In this case, sometimes a friend, as far as players are concerned, and sometimes an agent, who admits, "I can afford to pick up the tab for friends, because I come from a blessed background."

The NFLPA has some explaining to do, which is going to be hard to do if officials remain in hiding. I understand the NFLPA's embarrassment.

The NFLPA doesn't certify anyone as an agent unless they have both undergraduate and advance degrees. Egan doesn't graduate until May.

Egan asked for a waiver based on his experience as a negotiator, his whole, short life already an experience.

In high school he spent $4,000 of his dad's money trying to develop a bottle with two compartments to make it easier to pour mixed drinks. He put together a plan to put a retractable roof over the Miami Dolphins (http://www.latimes.com/topic/sports/football/miami-dolphins-ORSPT000189.topic)' stadium, flying around the country to talk to experts.

He moved on to college, noticing there were no fast food places near the USC freshman dorms. He wanted to open a pizza parlor.

Later he went into the party business, calling it "1st Round Entertainment." He promised downtown L.A. clubs large crowds in exchange for a percentage of drinks sold. To draw crowds, he offered free admission, a free drink and limo rides.

"We had four limos and piled 50 kids at a time into them," he says. "Cost us $1,100."

Egan says he, along with three student partners, took a loss on the four parties they arranged. But it still met with NFLPA approval.

Fast forward to summer 2009, Egan's 21st birthday and a vacation in Nantucket. He's no struggling entrepreneur.

He's listening to a pair of rappers and gets the idea to start 1st Round Records. He signs Sam Adams when maybe other kids would've been drinking them, and a short time later Adams' "Boston's Boy" album is No. 1 on iTunes. Then Egan opens an office at Sunset and La Brea. Doesn't every college senior?

How appropriate that one of Adams' songs is "Driving Me Crazy," USC blindsided by the NFLPA's willingness to certify one of its students as an NFL agent and now trying to get a grip on it.

"It's unfortunate, but he's got the keys to a pretty powerful machine," Roberts says. "And unless it's operated properly and ethically, there could be consequences for a lot of people."

Egan has no such concerns, he says, shifting his attention to discussions he's currently having with Lady Gaga's (http://www.latimes.com/topic/entertainment/music/lady-gaga-PECLB0017764580.topic) manager and a possible partnership with Anil Ambani, the sixth-richest man in the world.

Believe him or not, maybe think of him as a rich kid at play or the next millionaire, but before he heads off to his macroeconomics class, he says, "I'm just getting started."

And here USC thought it might finally be finished with the NCAA.

t.j.simers@latimes.com

1ST ROUND

From: Cynthia Reynolds <cynthiar@uncaa.unc.edu>
Sent: Friday, April 4, 2003 11:14 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Fwd: Re: Greetings, Dr. Jordan.
Attach: Re_ Greetings, Dr. Jordan..msg

For your information.....

From: Rick Steinbacher <rsteinbacher@uncaa.unc.edu>
Sent: Wednesday, April 16, 2003 8:03 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>
Subject: 2003 Incoming Class Status Form
Attach: 03 onboarding tracking.xls

Cynthia and Corey,

Attached is the list of 40 incoming players with their status listed as I know it. The first 26 are the GIAs and the next 14 are the walk ons. The admit status codes are as follows:

COMPLETE - Admitted and application is in and processed. Cynthia, you should be able to pull up their PID #s in your system now.

Admitted - Admitted but application is not yet completed.

HOLD - On hold (prep school signees)

Cynthia, call me to discuss this when you get it.

Thanks,

Rick

From: Rick Steinbacher <rsteinbacher@uncaa.unc.edu>
Sent: Friday, April 25, 2003 9:37 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>
Subject: frosh onboarding form
Attach: 03 onboarding tracking.xls

Cynthia and Corey,

Attached is my most recent tracking form. Cynthia, call me when you get a chance so we can discuss the new names and next steps.

Also, we are up to 13 guys for the 6/23 & 6/24 CTOPs. That will be the big one!

Rick

From: Rick Steinbacher <rsteinbacher@uncaa.unc.edu>
Sent: Tuesday, April 29, 2003 8:29 AM
To: Reynolds, Cynthia <cynthiar@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: My Latest info
Attach: 03 onboarding tracking.xls; 03 signees summer plans.xls

---

per my voicemail let's try to talk through this this afternoon.

Rick

From: Rick Steinbacher <rsteinbacher@uncaa.unc.edu>
Sent: Wednesday, June 4, 2003 10:26 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Fwd: Reminder: Work Plans & Performance Reviews
Attach: Reminder_ Work Plans & Performance Reviews.msg

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work plan and performance reviews attached

From: Joyce Dalgleish <joyced@uncaa.unc.edu>

Sent: Tuesday, June 3, 2003 8:58 AM

To: Gales, Bobby <bgales@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; McPherson, Dawn <dmcpherson@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Culler, Ellen <eculler@uncaa.unc.edu>; Basnight, Gail <gbasnight@uncaa.unc.edu>; Bunting, John <jb43@uncaa.unc.edu>; Cake, Johnny <jcake@uncaa.unc.edu>; Holbrook, Jennifer <jholbrook@uncaa.unc.edu>; Crowder, Ken <kcrowder@uncaa.unc.edu>; Robinson, Kevin <krob@uncaa.unc.edu>; Rhodes, Linda <lrhodes@uncaa.unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Bunting, Mike <mbunting@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Wilkinson, Mike <mhwgolf@uncaa.unc.edu>; Teague, Norwood <nteague@uncaa.unc.edu>; Fowler, Ross <rfowler@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Harris, Stacey <sharris@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Cc: Conway, Connie <cconway@uncaa.unc.edu>; Holt, Joan <jholt@uncaa.unc.edu>; Nipper, Joan <jnipper@uncaa.unc.edu>; Duffy, Kathy <kduffy@uncaa.unc.edu>; Snyder, Lee <lsnyder@uncaa.unc.edu>

Subject: Reminder: Work Plans & Performance Reviews

Attach: WPPR Memo.03-04.doc; WorkPlan2002.doc; PerformanceReview2002.doc

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Thanks to those of you who have submitted your reviews, a reminder (to those who have not had the chance to conduct WPPRs for your staff) of the dead-line for SPA performance reviews sent in this previous memo. If you have any questions please let me know, as the dead-line is quickly approaching.

Joyce

It's that time again!!! Attached you will find the memo concerning Work Plans and Performance Reviews as well as the forms to complete your reviews and adjustments to work plans. Please be sure to note the deadline for submission of these forms (June 6). It is extremely important that all forms are completed and returned to my office by the deadline in order for ratings to be entered into the system. Ratings not entered will result in increases not being awarded---should the legislature award increases this year, which at this time we have not decision. Thanks in advance for your prompt attention to this matter, and please call if you have any questions.

Joyce Dalgleish
2-7850

M E M O R A N D U M

May 6, 2003

TO: Dick Baddour, Martina Ballen, Gail Basnight, John Bunting, Mike Bunting, Johnny Cake, Ken Crowder, Ellen Culler, Ross Fowler, Mike Fox, Bobby Gales, Clint Gwaltney, Stacey Harris, Sylvia Hatchell, Jennifer Holbrook, Steve Kirschner, Dawn McPherson, Robert Mercer, Beth Miller, Dominic Morelli, Linda Rhodes, Kevin Robinson, Willie Scroggs, Rick Steinbacher, Norwood Teague, Michael Wilkinson

FROM: Larry Gallo and Joyce Dalgleish

RE: Performance Reviews for SPA Employees

It is time to complete the Annual Performance Reviews for the **period ending May 31, 2003**. This is also the appropriate time to update Work Plans for each employee. If the Work Plan is current and does not need updating, simply submit a copy of the current Plan and write at the top in red ink "Work Plan remains the same for the period to end May 31, 2004". If the Work Plan has changed, please submit a new Work Plan Form (copy attached) for the period ending May 31, 2004. The Performance Review should be completed on the most current form, a copy of which is attached. (**REMINDER**: the Work Plan and Performance Review cycle is June 1 to May 31).

Upon completion of each evaluation and work plan:

1. give a copy of each to the employee.
2. keep a copy of each for your files.
3. **send the original** WORK PLAN on which the Performance Review was based to my office for our files.
4. **send the original** PERFORMANCE REVIEW to my office for our files.
5. **send the original** Work Plan for the period ending May 31, 2004 (if revised), or a copy of the current unchanged Work Plan (indicate "Remains unchanged for the period ending May 31, 2004" at the top) to my office for our files.

As required by the Office of State Personnel, we must report over-all Performance Reviews on each employee, and retain a copy of each Work Plan on which they were evaluated. **Please note that Performance Reviews, Work Plans on which the reviews were based and the Work Plans for the period ending May 31, 2004 should be completed and returned to our office NO LATER THAN June 6, 2003.**

Evaluations must be reported to Employee Records and entered into the Payroll system in order for any increases that may be awarded to be recognized in paychecks a current basis. **It is imperative that you complete and return your performance reviews by the aforementioned date. Reviews not received by this deadline will result in the employee not receiving increases for which they may be eligible.**

Please be advised that the Legislature has not yet made any decisions concerning increases for 2003-2004. I will notify you immediately as soon as that information is available.

If you have any questions concerning this process, please call Joyce at 962-7850.

Attachments

M E M O R A N D U M

May 6, 2003

TO: Dick Baddour, Martina Ballen, Gail Basnight, John Bunting, Mike Bunting, Johnny Cake, Ken Crowder, Ellen Culler, Ross Fowler, Mike Fox, Bobby Gales, Clint Gwaltney, Stacey Harris, Sylvia Hatchell, Jennifer Holbrook, Steve Kirschner, Dawn McPherson, Robert Mercer, Beth Miller, Dominic Morelli, Linda Rhodes, Kevin Robinson, Willie Scroggs, Rick Steinbacher, Norwood Teague, Michael Wilkinson

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May 6, 2003

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FROM: Larry Gallo and Joyce Dalgleish

RE: Performance Reviews for SPA Employees

It is time to complete the Annual Performance Reviews for the **period ending May 31, 2003**. This is also the appropriate time to update Work Plans for each employee. If the Work Plan is current and does not need updating, simply submit a copy of the current Plan and write at the top in red ink "Work Plan remains the same for the period to end May 31, 2004". If the Work Plan has changed, please submit a new Work Plan Form (copy attached) for the period ending May 31, 2004. The Performance Review should be completed on the most current form, a copy of which is attached. (**REMINDER**: the Work Plan and Performance Review cycle is June 1 to May 31).

Upon completion of each evaluation and work plan:

1. give a copy of each to the employee.
2. keep a copy of each for your files.
3. **send the original** WORK PLAN on which the Performance Review was based to my office for our files.
4. **send the original** PERFORMANCE REVIEW to my office for our files.
5. **send the original** Work Plan for the period ending May 31, 2004 (if revised), or a copy of the current unchanged Work Plan (indicate "Remains unchanged for the period ending May 31, 2004" at the top) to my office for our files.

As required by the Office of State Personnel, we must report over-all Performance Reviews on each employee, and retain a copy of each Work Plan on which they were evaluated. **Please note that Performance Reviews, Work Plans on which the reviews were based and the Work Plans for the period ending May 31, 2004 should be completed and returned to our office NO LATER THAN June 6, 2003.**

Evaluations must be reported to Employee Records and entered into the Payroll system in order for any increases that may be awarded to be recognized in paychecks a current basis. **It is imperative that you complete and return your performance reviews by the aforementioned date. Reviews not received by this deadline will result in the employee not receiving increases for which they may be eligible.**

Please be advised that the Legislature has not yet made any decisions concerning increases for 2003-2004. I will notify you immediately as soon as that information is available.

If you have any questions concerning this process, please call Joyce at 962-7850.

Attachments

From: Lisa Deibler <deibler@uncaa.unc.edu>

Sent: Friday, June 27, 2003 11:13 AM

To: Calder, Andrew <acalder@uncaa.unc.edu>; Dorrance, Anson <anson@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Smith-Taylor, Charlotte <csmith@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Comfort, Frank <fcswim@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Bunting, John <jb43@uncaa.unc.edu>; Callen, Jennifer <jcallen@uncaa.unc.edu>; Haase, Jerod <jhaase@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Law, Greg <lawdawg@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Robinson, Steve <srobo@uncaa.unc.edu>; Williams, Tracey <twilliams@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>

Cc: Schaeperkoetter, Amy <ajschae@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>

Subject: 2003-2004 Recruiting Calendars

Coaches -
You may access your 2003-2004 recruiting calendars at the following link:
http://www1.ncaa.org/membership/membership_svcs/recruiting_calendars/index.html
Please let me know if you have questions or concerns. Thank you!
- Lisa

Dr. Carolyn Callahan, University of Virginia
Faculty Representative

Dr. G. Wayne Clough, Georgia Tech
President

Paul Dee, University of Miami
Director of Athletics

John Rocovich, Virginia Tech
Rector of Board of Visitors

John Swofford, Atlantic Coast Conference
Commissioner

Jim Weaver, Virginia Tech
Director of Athletics

Ron Wellman, Wake Forest University
Athletic Director

BRIAN MORRISON: We will begin the press conference with opening statements from the panel members. Following the opening statements we will then have a question and answer session. I'd like to at this time introduce Dr. Wayne Clough President of ***Georgia Tech***. {PRIVATE }

DR. G. WAYNE CLOUGH: Thank you, Brian. It's my pleasure to welcome everybody with what we believe is a historic press conference for the Atlantic Coast Conference. I am speaking on behalf of my colleagues. It is a group of the nations most distinguished presidents and chancellors that whom for the past few months have worked long and hard on behalf of the welfare of our great conference.

The issue of expansion of our conference has obviously recently been the subject of considerable press coverage but this topic has been on our agenda for all of our meetings for many years every since I have been here, which is nine years. Expansion is a topic we don't take lightly because of the many ramifications it has for our student athletes, our alumni, our boards of trustees, friends and publics.

We believe the ACC is a very special conference where student athletes have the opportunity to excel at the highest level both in athletics and as students. We put the welfare of our student athletes at the top of our list of concerns in all of our discussions. We also value the common heritage of all of our member institutions as being among the nations' top research universities. For 50 years the ACC has been committed to the best of collegiate sports and we believe our record speaks to this ethic.

Over time our conference has expanded as the appropriate circumstances presented themselves. The possibility of further expansion of our conference has been a natural and ongoing topic of discussion because of rapid changes in the national picture for intercollegiate athletics and contacts that are made from time to time with us by other universities about their interest in possibly being members of the ACC. The Council of Presidents and the Commissioner are charged with maintaining the strength of our conference for the present as well as for the generations that will follow. This calls for us to consider from time to time the potential of expansion and the optimum size of the membership of the conference. Our process in deciding issues related to expansion is deliberative and governed by our bylaws. Some would call it the process too slow. But it does allow for careful consideration of all points of view and many of these when you have to consider all of the constituencies and the points of view that we must represent as presidents.

In regards to this particular stage of ACC expansion we developed a set of guiding principles, what we call upon, to help us make our decisions. It considered matters such as student welfare, financial stability, similarity of institutional cultures, academic compatibility and future opportunities.

In the end our process produced what is a logical and positive result. And we're here today to formally welcome two knew members to the ***Atlantic Coast Conference***. They have indicated their willingness to join with us in making a great conference and even better one and they bring very considerable strengths in all aspects of intercollegiate athletics. We also satisfied that they have nationally recognized university profile and institutional cultures that fit with the existing membership of the ACC.

Even though in the past we have not shared membership in athletics conference with either of these two schools, we haven't placed multiple interactions on the playing fields as well

as through research and student learning activities that we believe makes the prospect for expansion with these universities very positive.

We expect all of these to be reinforced now that these institutions are joining us in the ACC. to Virginia Tech and all of our colleagues there at this fine institution we're pleased to welcome you to the ACC. It's been a long time coming. We look forward to the strengths of Virginia Tech will forward us by a strong national and international reputation.

Maybe we'll get to finish that game ***John***, one of these days that was stopped because a little lightning storm some day in the near future.

To the University of Miami and our colleagues there, President Shalala, we're pleased to welcome you to the ACC. Extending the geographic footprint of the ACC to the south Florida and using your distinguished representation will enhance our impact as a conference nationally as well as globally. Working with these outstanding new members, both through shared academic and athletics agendas, we believe the best days of the ACC lie ahead.

Now it's my pleasure to turn the podium over to our Commissioner, John Swofford. But in doing so, I want to state in the strongest terms on behalf of all of my colleagues on the Council of Presidents how much we appreciate his diligence, patience, and hard work in helping us reach the conclusion on conference expansion. .

JOHN SWOFFORD: Thank you, President Clough. Obviously we have been through a very thorough analysis of our future as a conference and I believe that with the decision of our Council of Presidents we have landed at a superb place. This exercise has been about positioning our conference for the future, to ensure that the best opportunity exists for our member schools to continue to reach their full potential athletically as individual institutions as well as to continue to reach our full potential collectively as a conference.

With the addition of the University of Miami and Virginia Tech, that most definitely has been accomplished.

Both Miami and Virginia Tech are institutionally academically, athletically and geographically compatible with our nine current members. In short, they both fit. This is the ACC's fourth expansion. The ACC started very quickly with expansion when ***Virginia*** was asked into the League about six months after the League was formed. Followed by Georgia Tech in 1978 and most recently of course, with Florida State in 1991 each extension of the ***Atlantic Coast Conference*** benefited the League, it's student athletes, and it's fans. I have no doubt that this expansion and extension will do the same.

The ACC is stronger today than yesterday and may well be at its strongest point in its history. We're also much better equipped as a conference to meet the challenge of tomorrow in a successful way. Some would like the world to always stay as it is and I understand that. Sometimes I would like that as well. But it seldom, if ever, does in athletics, or in any other part of life, our conference from our strategic planning committee to our athletics directors and faculty representatives, and on through the Council of Presidents, came to the conclusion that our best path in a changing landscape was to grow. And I believe that a superb decision was reached to invite Miami and Virginia Tech to join us.

We're thrilled that Dr. Shalala and ***Paul Dee*** at the University of Miami that Dr. ***Steger*** and ***Jim Weaver*** and John Rocovich at Virginia Tech have chosen to accept our invitation to join the ***Atlantic Coast Conference***. I think that this will truly enhance all of us and we're here tonight to celebrate Virginia Tech and the University of Miami becoming an integral part of the ***Atlantic Coast Conference***.

We look forward to having you as colleagues and having you as a part of what we consider to be a very special family. And Jim and Paul, if you will stand up a minute I have got something to give to the two of you.

The one thing I think I figured out too if you look at our seal over there, President Clough, this really didn't come up in the discussion, but maybe one reason we ended up where we did and landing where we landed which I think is a terrific place to be for the future of our League, is that we couldn't figure out how to do a different seal and we could keep the same seal and simply add two stars in various places within the footprint and keep it that way. But certainly the fact that you are already here, you are a part of the geographic footprint of the League and fit in every other way, I think makes this a very special occasion and certainly as I said earlier the right fit for Miami, for Virginia Tech and for the ***Atlantic Coast Conference***. We have got a little -- I think we got the right colors here, ACC and Miami and ACC hat. I have got to tell you when Paul and President Shalala called me Monday morning about 10:30, the first comment was ready or not here we come (laughter). And that was a good sign, I thought. And the second comment was President Shalala saying ***John***, I don't know if you could imagine this but Paul is

actually jumping up and down. (Laughter).

PAUL DEE: He's given an overstatement. (Laughter).

JOHN SWOFFORD: I have yet to be able to imagine that. Welcome, we're looking forward to working with you. I am giving this to you on behalf of the nine Athletic Directors that will be your colleague in the ACC and we're thrilled to death that you will be with us.

PAUL DEE: Thank you very much (applause).

Jim, you could probably jump higher than Paul. But for many years a number of people have felt that Virginia Tech was a natural fit in the Atlantic Coast Conference and I am just glad and our League is just thrilled that that time has finally come. We welcome you and look forward to working with you.

JIM WEAVER: Thank you very much. (Applause).

DR. G. WAYNE CLOUGH: Thank you, ***John***. I'd like to call on ***Ron Wellman*** the Athletic Director of Wake Forest University.

RON WELLMAN: Thank you, President Clough. Paul told me a little bit ago that he will demonstrate his 43-inch vertical leap immediately after this and that has been part of the one-on-one interviews so you will all want to be a part of that I am sure. So Paul, we look forward to that.

Tonight we welcome two outstanding institutions, to the ACC Virginia Tech and Miami we're thrilled to have them as a part of our conference.

They have a strong leadership, they have outstanding programs and they are literally a perfect fit for the ACC. As you well know and have documented daily in the media this has been a long twisting unpredictable and oftentimes frustrating path to this wonderful conclusion. I want to tell you that we would not be here tonight if it weren't for the strength of the leadership in the ACC office. ***John*** Swofford and his staff did a superb job of ushering this process from the beginning to the very end. They have demonstrated strength, sensitivity, diplomacy, determination throughout the process, and all of the faculty, Athletic Directors and Athletic Directors and Presidents of the ACC are grateful for what they did. Anyone can hold the helm at sea when the waters are calm. Rarely are the waters calm during this process; yet our Commissioner forged ahead and weathered all of the storms. As a result tonight the ACC is stronger than it was a few days ago. We welcome Virginia Tech and Miami to our group. We look forward to working with them very, very closely in the future, and we thank ***John*** and his staff for the superb leadership that they have demonstrated over the last some people say two months, I say two years. Thank you very much. (Applause).

DR. G. WAYNE CLOUGH: I'd like to introduce Dr Carolyn Callahan of the University of Virginia.

DR. CAROLYN CALLAHAN: I want you to know that I warned everybody that it was very dangerous to let a faculty member get behind a lectern since we only speak in one hour segments - been trained that way. I just saw some of you look at your watches. What I want to say is that I see the ACC now having reached a point after many months of deliberations and possibly walking along what appeared to be a very meandering path to a point where we're positioned to have great opportunity in the future. Our journeys lead us to a point where we're welcoming two great new partners into our League with eager anticipation of a great future. Our job now is to make sure we take advantage of the opportunities that are afforded by the new Alliance. So we recognize we must begin the hard work of integrating our two new partners into a League that has pride in its academics and it's athletics, both in its high profile sports and in its Olympic sports but we look forward to that task with excitement and high expectations because we see so many opportunities to build on the academics and athletics relationships that many of us already have with Virginia Tech and to extend academic invitations and athletics competitions to the University of Miami.

Now also comes a time, I think, when we have to move beyond considering the position of the ACC in the athletics world beyond the academy and athletics reputations of the institutions, beyond the opportunities offered to the coaches and the ADs in the conference to considering the most important people of all and that's our student athletes and their welfare.

The real success of this merger will be the extent to which we can use our abilities to create a League where the student athlete experience is maximized in the classroom and on the fields and in the courts. The ACC and its member institutions old and new are after all, about both quality educational programs, and opportunities for creating the most competitive athletics environments that we can. We're looking out for our students, our student athletes, and their welfare; that's the most critical part of this League. Our charge now is to work toward ensuring that the ACC continues to be a League based on academy

excellence, mutual respect, and sportsmanship as they coexist with keen athletic competition.

(Applause)

. JOHN ROCOVICH: Virginia Tech is pleased to received an invitation for membership in the Atlantic Coast Conference. It confirms that the ACC and its member schools hold our athletics program and our university in high regard. We share historic cultural and geographical ties with those universities. We have academic partnerships with many of them. With the strength of our athletics program and our status as a leading research university, we believe we're a great fit for the ACC. To illustrate several of those partnerships, the university in Virginia Tech operate – the University of Virginia and Virginia Tech operate together for off-campus graduate centers within the state and the University of Virginia and ***Virginia*** Tech are also partners with Corillean (phonetic) health systems in the unique Corillean biomedical institute. Wake Forest University and Virginia Tech began in 2001 a joint school of biomedical engineering offering joint degrees. ***Maryland***, Georgia Tech, ***North Carolina*** State, UVA and Virginia Tech are partners in running the NASA National Institute of Aerospace. Duke, Georgia Tech and Virginia Tech, among others, are partners in the National Lightrail (phonetic) project, an effort to link super high speed computers at major southern research universities. Duke, Florida State, Georgia Tech, North Carolina State, ***Virginia*** and Virginia Tech are university partners with the University of Tennessee at the U.S. department of Energy, Oakridge National laboratory. The University of Maryland and Virginia Tech have jointly operated a regional college of veterinary medicine now for over 25 years on both campuses. So you can see we have many long-term partnerships with ACC schools in the academic realm.

Our board of visitors discussed Virginia Tech's membership at a special meeting last Wednesday. I can tell you that our board of visitors is unequivocal and unanimous in its strong support for our move to the conference. We hardly accept this invitation. We're deeply grateful to ***John***, the President of the University of Virginia who has worked tirelessly for us seeking the best outcome for Virginia Tech. We acknowledge the many efforts of governor Mark Warner (ph)to seek resolution to the conflict and to seek an optimal situation for the two conferences and for Virginia Tech. We thank Attorney General Gerry Kilgore (ph) for his efforts. We also thank the ACC Commissioner ***John*** Swofford for bringing this opportunity to closure and for his visions, seeing the future of intercollegiate athletics and we thank our numerous supporters.

Let me address a point that I know the media would like me to discuss, the decision by the ***Atlantic Coast Conference*** to expand by adding teams from the BIG EAST conference has been stressful for all the schools involved. My university has been in an especially difficult and problematic spot. In a rapidly evolving situation where circumstances change, sometimes even by the hour, it is only possible to make decisions based on what is known at a particular moment. Although circumstances have been changed, our mission has remained constant. To act in the best interest of our university where I have the privilege to serve as rector of the Board of Visitors.

Given the inevitability of the ACC expansion our geographic proximity, our historic and cultural affinities as we will as current academic partnerships with many of these schools, it is clear that the affiliation with the ACC is in the best long-term interest and is the best fit for Virginia Tech and our extended university community.

As a backdrop to the current situation it's useful to note that people in this region have floated ideas across many decades about our reaffiliation with the ACC schools. Many of the current ACC schools comprised along with Virginia Tech the original Southern Conference in the first part of the 20th century an affiliation we shared for 30 years. More than half of our alumni live in ***Virginia*** or the Carolinas, the heart of traditional ACC country. We share similar academic profiles with many of these schools.

The sports framework for the extended Virginia Tech family includes the ACC, of all the BIG EAST schools considered by the ACC, only Virginia Tech shares this similarity, history, and proximity.

Regardless of what others may say, or the many unsolicited recommendations we have received, we have acted to position Virginia Tech for the future and this future is the very best future that we could have. The ACC has extended an offer of admission to the conference. It is clearly in the best long-term interest of our institution. As a public university, Virginia Tech is responsible to multiple constituencies, but first and foremost our obligation is to our students. Although I am concerned about the impact on other institutions, we must take the best long-term approach for the future of our institution.

In summary let me restate how pleased and indeed delighted we are with this move to the

Atlantic Coast Conference. I have tremendous respect for the faculty, students, and administrators at all of the ACC schools. Some of the nations best universities share this affiliation. It is very happy day for Virginia Tech. We have a strong fan base, we have an excellent sports venue, we have talented student athletes and coaches and a record of athletic success. The hokey nation is proud today. We look forward to a long and productive relationship with the Atlantic Coast Conference. Thank you. (Applause).

DR. G. WAYNE CLOUGH: Thank you, ***John***, after this you can explain to all the rest of the ACC schools what a hokey is, okay. Now I'd like to introduce Jim Weaver Director of Athletics of Virginia Tech.

JIM WEAVER: Thank you. I appreciate the opportunity to be here this evening. I regret that president ***Steger*** had plane problems and weather problems in Atlanta for this should be his evening as the leader of our university.

We're very pleased and very proud about the opportunity to join the Atlantic Coast Conference and I must tell you that and it is well documented that President Steger and Menis Ridenour (phonetic) and I made a visit there. I think it was about a 40 minute visit with John on the 6th of May, and when I looked at the pictures of the past commissioners and saw that the first commissioner was ***Jim Weaver***, and then I saw that the third commissioner was Bob James, who went to high school with my mother and father, I knew things would turn out well at the end of the process.

ACC affiliation is though Virginia Tech has finally come home since as John Rocovich alluded to in his remarks we have had so many prior relationships with the institutions in the ACC.

Our constituency is very excited about this special moment and I am so proud for them this evening.

In addition, I am proud for our university to be associated with such outstanding academic institutions as the members of the Atlantic Coast Conference.

This is also, ladies and gentlemen, a wonderful challenge for our coaches and for our student athletes at Virginia Tech and for them, I am excited. We'll do our very best to be a first class representative and member in all aspects of our athletics department. Our goal is to continue to develop a broad based athletics program inclusive of all 21 sports and our affiliation as a new member of the Atlantic Coast Conference will help that goal become reality. Thank you. (Applause).

DR. G. WAYNE CLOUGH: Let me ask our master high jumper Mr. ***Paul Dee*** to come forward. I would also like to mention for some of you who may not know it most of the schools in the southern portion of the ACC, Georgia Tech included, play regular sports schedules with Miami and we have a long standing baseball connection, tennis, all of our sports play regularly with Miami, so this -- bringing Miami in will actually make it easier to get some of these things done. Paul.

PAUL DEE: It's terrific to be in such a wonderful new group of people. I have a whole new constituency that will laugh at my jokes. But on behalf of President Shalala, who tonight was unable to be with us, she sends her thanks and her regrets. Her regrets at not being able to be with us this evening and her thanks for the tremendous invitation and the tremendous opportunity that has been provided to the University of Miami to become a member of the Atlantic Coast Conference.

Many years ago when Florida State came in to the conference - maybe not that many years ago - but the University of Miami was an independent (inaudible) Florida State as well. We went different ways. We had the benefit have coming to this conference and we have seen all of the things that it meant to them and to their fine university and all of them were not lost on us as we watched them grow into a tremendous university through this conference. They are our friends. We look forward to the friendships of all of the other schools in this conference.

As well, the friendship of Virginia Tech, having gone from very beginnings in 1990 to create a conference out of basically nothing, eight athletic directors getting together in ***Providence***, Rhode Island and saying we can play football and we can play with the best of them, we can play at the highest levels. And we did. And it was the people like Virginia Tech and the other schools of the BIG EAST. In coming here tonight, is bitter sweet for me and for the University of Miami because we really do wish to accept this invitation in the way that it is intended and the way it is meant but we also leave behind great friends and great universities in the BIG EAST conference that we hope we'll continue to compete with and to be friends with as we move forward.

I want to thank the presidents of the ***Atlantic Coast Conference*** for their efforts and for their invitation; for the administration for working this through for as long as it took to stay there and keep a steady hands-on the teller and John, you did just a tremendous job and we're very, very

appreciative of that. To the Athletics Administrators, particularly the Athletic Directors, another call that offered advice, counsel, and other things left on my answering machine. (Laughter) I really appreciated those as well most often filled with humor but certainly a warm invitation to join this conference.

Our faculty, are too a person, pleased and thrilled to becoming into the Atlantic Coast Conference, to be affiliated with and to be part of this great conference of not only athletics but of academics. I have several coaches who aren't quite as pleased, but they look forward to that in many ways. It was very interesting the other day we started counting and about nine of our coaches have in one way or the other been affiliated with the Atlantic Coast Conference, particularly Jim Morris and Perry Clark. Jim was the head baseball coach at ***Georgia Tech***. Perry Clark was assistant basketball coach at ***Georgia Tech***. Our assistant rowing coaches were from Duke. Head men's tennis coach was from Duke. Women's soccer coach and volleyball coach both from the University of Maryland. So we have an understanding and they have an understanding of what it takes to compete in this League and to a person, every single one of them was highly supportive of the university's move even though it meant that they would have to improve -- that they would have to work harder; that they would have to recruit harder. They really believed in what this League meant. It meant to them as students and as coaches and soon will mean to our students and the rest of our coaches. Again we're extremely pleased to be here. We're looking forward to the relationships that we'll build and the ones that we have, we're looking forward to extend. We want to thank all of you for this great invitation and for this great opportunity. Thank you (applause).

DR. G. WAYNE CLOUGH: It's been an interesting journey to get to this point. We're very proud to have arrived at this station with our great new colleagues. Regards to Donna Shalala and Charlie ***Steger***. We want to see them soon at our next ACC Presidents meeting.

BRIAN MORRISON: Thank you. We'll go ahead and open it to questions.

QUESTION & ANSWER SESSION

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Q. Over the past 50 years the ACC has developed great rivalries in all sports and especially in the triangle. What steps will be taken to ensure that these rivalries continue while building new rivalries at the same time?

JOHN SWOFFORD: Well, that will be a fundamental aspect of our scheduling policy is once we have the input of our Athletic Directors and all of these Athletic Directors, the 11, in our discussions from a staff's standpoint and in all the different scenarios that had been run and discussed with the Athletic Directors, one common thread through all of that is a desire to maintain those special rivalries that do exist throughout the conference and certainly that will be a fundamental aspect of our scheduling policy. Right now with 11, you don't necessarily have to reinvent the wheel because the Big-10 has been operating quite effectively as 11 since Penn State joined that conference. But what we need to do is probably take a look at the Big-10 model as a jumping off place in terms of our scheduling policies with an 11-member conference and then see if we need to change or tweak that to meet the desires that other institutions have. One thing you want to do is to keep this as the best you can for the athletes, the best you can for the fans, and those kinds of natural rivalries are huge a huge plus, for the fans, for the athletes, they are a huge plus in our television negotiations as well. So there's every reason in the world to maintain those as best you possibly can.

Q. Jim, on May 16 the League decided to pursue three other schools. At that time did you think you guys were out of the running and describe your emotions the night, I assume Dr. ***Steger*** *called and said you guys were in. How did you feel?*

JIM WEAVER: How about if I answer the second part first and tell you I was elated when he called me, I guess it was Tuesday night or Wednesday night a week ago, the days have run together so I can't remember exactly which day it was. On May 16 which I think was the day that they – the ACC indicated the three schools that they were going to have dialogue with and we were not one of those three, the question was did I think we would get to this point? The answer is at that point the honest answer is no.

Q. Mr. Dee, when we all left Ponte Vedre on May 20 what would you say the percentage was that you'd end up in a conference whether it be this one or the BIG EAST with Virginia Tech?

PAUL DEE: At that time it was very interesting meetings that we had just concluded. There were different sides that had expressed

themselves. At that time as we were leaving was when I believe it became clear that there would be three schools that would go a little further in the process. I don't know that we ever thought about it in the sense of with or without Virginia Tech because there was the prospect that at that time or at least early on that there could be a conference of 13 and that that might be a possibility. ***Virginia*** Tech has been just an outstanding member of the conference that we have been in for the last thirteen years. All of the relationships that we have had including sharing National Championship games in our League and losing some football games have all been at Virginia Tech so they have been great friends of ours. Whether we thought about it or didn't, at that particular time it worked out very well.

Q. Commissioner, you have said you are very pleased with the outcome of this process in terms of where the presidents ended up. Procedurally if you had to do this over again and maybe next year you will have to do it over again, are there some things that you would do differently?

JOHN SWOFFORD: I think so. I think any time you go through a procedure of this nature that you don't go through very often that you -- I think you'd be foolish not to look back on it and see what you could learn from it and what could be adjusted and tweaked and changed for the betterment of the process. I don't think there's any question about that and we'll -- we'll do that. I think you should do that -- even if you felt completely comfortable with the procedure you should do that.

Q. Could you share with us one or two thoughts that you had specifically what you might do differently and could you enlighten us on what it's like to be on a conference call with this many people for this long?

JOHN SWOFFORD: (Laughs). Well, since you mentioned conference calls I think -- and I think that President Clough will probably want to speak to this too -- and I don't want to spend a whole lot of time talking about process because tonight is about the new members that are coming into the League, but there are two aspects of it that I would suggest that Jim and I have talked about this already a little bit is that one, you probably need more in-face meetings and fewer conference calls because I think the dynamics of being in the room with people is simply healthier for decision-making than conference calls. As hard as that might be with people that are as busy as presidents and travel as much as presidents and chancellors do. The other, quite frankly, is a process that puts us on a campus with an invitation not to follow, you know, I don't think that -- that part of the process very candidly didn't treat a couple of schools fairly in my estimation and didn't treat our own League fairly in my estimation. I think we need to look at that very candidly. Both are easily fixed, easily addressed. And I think we'll probably take a look at our bylaws which I think are fundamentally sound, but the world is probably very different today in terms of the information age and the fluidity of it and the fluidity of our decisions are made and change than when those bylaws were written in terms of expansion. So I think we'll take a fresh look at that as well.

But the point I would emphasize is in the end, I think we have ended up with a superb decision for the future of the Atlantic Coast Conference in two terrific institutions joining us that fit in every way.

DR. G. WAYNE CLOUGH: If I could change anything it would be that we would schedule conference calls -- instead of scheduling conference calls that are supposed to last an hour that end up lasting three hours, I'd really like to see them scheduled for three hours and only last an hour. I think everybody needs to understand that as we went through this -- the process that we had to go through by the bylaws, that each of us had to answer to a lot of constituencies and while, in some peoples' mind, I would get emails from people saying, please, make up your mind - but I was representing student athletes, alumni, boards that I have to answer to, and other constituencies, so each time we had a discussion it required a discussion with other constituencies and that just took a while. We would like to have shortened it and any time when we do this again certainly we'll look for a more efficient process in getting the decision making done.

Q. Commissioner, just wanted to ask if you could go over a little bit of your plan for the format for the League. You mentioned using the Big-10 as a model if it's 11. Can you talk about if you are allowed to have a Championship game eventually with 11, whether you divide into divisions at that point and if you could just discuss some of those scenarios.

JOHN SWOFFORD: Well, right now our anticipation is that we'll be operating as an 11-team League without divisions and we start there. We had made a decision as a League that had we gone to 12 we would not have divisions in basketball. But we would in football. And in most

of our Olympic sports there would be no need to have divisions as there will be no need to have divisions in the Olympic sports with 11. We'll need to talk about the men's and women's basketball tournament formats. That's probably you know, we want the input of our schools and the coaches and so forth before making that decision. It's really their decision to make, but that's not particularly complicated, quite frankly. I mean, there's an obvious format that probably we'll go with that will work that will, in all likelihood, add two games on Thursday to the one that we already have so there are three games on Thursday; then you are right back on Friday to the same format for the tournament.

If the NCAA changes its rule in terms of the football Championship game and reduces the number from 12 to 10, for instance, then we're going to have a conference call with all of you media representatives and ask you to vote on how to divide 11 teams into two equal and comparable divisions with one with 6 and one with 5 (laughter). That will be the trickiest part, you know, if we end up with that situation. I am sure it's doable. I don't have the answer tonight as to how it's doable, but that will be a challenge we'll meet one way or another.

Q. Dr. Clough, my understanding, correct me if I am wrong, you are on the Board of Directors of the 18 person group that will make the determination whether to change the bylaw that allows 10 or 11 -- can you talk about that, would you be, I mean, what do you think the chances of that happening are and the process?

DR. G. WAYNE CLOUGH: Clearly I would be supportive of it. As you mentioned, there are 18 votes there that have to be swung the way the NCAA legislated process works, first step is you have to go to the management counsel, Jack Evans is here from the University of North Carolina, represents the ACC on a management council. Those folks process and develop the legislation which works its way up to the Board of Directors. I would think that given our discussions and our expansion of our conference a lot of people will be interested in revising this rule. One of the challenges is of the 18 schools that are there a relatively small number of them are Division 1-A – they are Division 1s but not Division 1-As. So I think the temperature has to be taken of those schools as much as those who represent the Division 1-A conferences. And I don't know at this point what their feelings would be. Certainly the ACC is going to go forward with a recommendation that we attempt to do this.

Q. While I understand this is a night of celebration to welcome two new members, there has been a lot of talk about the perception of the ACC the way things have been handled, the way things have gone down throughout this whole process. Fence mending has been a phrase that has been thrown about and a lot. What steps would you want to take at this point to repair that reputation and also if someone could identify the members of the Council of Presidents that are here tonight.

DR. G. WAYNE CLOUGH: I don't know that fence mending is quite the right term. Certainly the ACC Council of Presidents and I am sure the AD and the faculty reps are like a family and in any family you are not going to agree on everything at any given time, but we have a history of once we decide to do something we all band together and go forward. We have a great record of collegiality on the Council of Presidents. It's been something I have just been thrilled about in my service with the ACC representing Georgia Tech. We'll do the same thing here. We're going to all band together because we have two new members, we want to bring in our family and develop that strong rapport that we have had for a long time. I think the conference needs to continue to work to say the things that are the right things about this conference. We still stand for what we believe is the best in college athletics. That hasn't changed. We may not have pulled this off in the best way possible and we're willing to admit that we had a less than perfect process, but at the same time, the outcome is a great outcome. And the conference hasn't changed.

Are other members of the Council of Presidents? I think I may be the only one here tonight.

Q. Dr. Shalala talked about maybe going to 12 teams at some point; that there was some assurance. Could you explain what that assurance is and what a timetable would be?

JOHN SWOFFORD: Well, I don't know that – and Wayne may want to respond to that too. I think right now we are where we are which is at 11. I think that a number of our schools, a number of our presidents are very interested at some given point in looking at 12. There's no particular timetable for that. I don't think any absolute guarantee that it will happen, but there's certainly a certain interest level with the number of our schools in continuing to look at that if there should be an opportunity that our presidents ultimately

feel is the right fit.

DR. G. WAYNE CLOUGH: Well, just first of all, there have been no conference calls scheduled on this subject I can guarantee you. We're going to take a rest.

But we obviously looked very hard at the possibility of going to 12 and I think there's a sentiment to do that, there's a certain logic to it. But we're not in any rush at this point. We think we have got two great new members and we need a little time to bring them into the fold and get going with our two new members before we jump to any other conclusions.

Q. Commissioner, if the legislation doesn't change and it stays with 11 and you don't have a Conference Championship, how do you plan to raise the revenues to allow all the 11 schools to get to reep the kind of financial rewards that the nine schools were receiving in the ACC?

JOHN SWOFFORD: Well, we think that it is workable and doable. The biggest challenge is really in the early years of this and this is a decision on the part of the conference as well as on the part of Miami and Virginia Tech, I am sure, that's for the long haul, and positions, this group of schools and this conference in a manner that gives it the greatest stability for the future in every respect. I think that it would be fair to say that many in our conference throughout this evaluation felt that there may well have been greater risk in staying at nine than going to 10 or 11 or 12.

Q. President Clough, can you tell me did you presidents vote on these two schools as a group or one each and what was the tally?

DR. G. WAYNE CLOUGH: I don't want to get into the vote breakdowns, but we made a decisions on Miami and Virginia Tech independently. We felt that we wanted both of them to come, but if one should not decide then certainly we hoped the other one would come. In other words, they were treated as individuals. Although we thought it was a great package we saw these institutions as separate institutions with great individual strengths and we wanted to treat them with that respect.

Q. Commissioner, what was the vote tally of these two schools?

JOHN SWOFFORD: I can't give you the vote tally but it had to be -- obviously there had to be at least 7 affirmative votes.

Q. Commissioner, now that Miami and Virginia Tech are in the League and a lot has been said about renegotiating the television contract for football, how much leverage do you expect to take to the negotiating table with them on board?

JOHN SWOFFORD: I think it is considerable. A lot of things go into contract negotiations, some of which you have no control over such as the timing and the state of the economy and the state of the marketplace when you go there. And that could be a considerable difference from you know, during a 6 to 12 month period. Sometimes you hit that very, very well and we have done that in the past and other times you don't hit it as well. So those are the uncontrollables, but in terms of the football television contract, first thing that we'll do is sit down and talk with our current partners at Jefferson Pilot, ESPN and ABC to talk about renegotiating the last two years of the current contract. After that when Virginia Tech and Miami are in for the third year and obviously the negotiations will take place prior to that point in time, but that becomes a jumping off place because that's a new contract from there forward. We're bringing in two schools that bring a lot across the board in this area and in all areas, but specific to football, it's two perennial national caliber football programs, both of whom have a superb history of television ratings and they bring that to the table which is most definitely leverage and they bring tremendous added inventory, if you will, in terms of the games that can be selected within our conferences as well as some non-conference games to potential bidders for the football television contract as well. So I think there's you know, significant -- we have been helped significantly in that particular regard with the addition of these two programs.

I think in terms of football while we're on it, I think we have also been strengthened significantly in terms of whatever happens in post-season football, you know, whether that's a continuation of the BCS or something similar to it, or even if the BCS went away and we were back to conferences having their own Tie-ins with Bowl games, you know, I think we're in excellent shape in that regard. So from a competitive standpoint, I think when you look at Olympic sports across the board, and then when you look at women's basketball, when you look at men's basketball, and the tremendous history and tradition that's here in the ***Atlantic Coast Conference*** and then you look at the football programs that now make up the ACC, it's exciting, I think. I think it's exciting for our athletes, exciting for our fans. Because there's an awful lot of balance there you know, and maybe at

some schools, with this sport and other schools with this sport and some with, you know, with both right now, but the strength of those programs in the ACC at this point in time with the addition of these two schools is tremendous.

Q. What again is the entry fee for the schools and has any sort of payment schedule been set up?

JOHN SWOFFORD: It's a $2 million entry fee and that's tied very consistently to what Virginia Tech and Florida State paid when they came into the League not the dollars themselves, but it's tied to the assets of the conference at that time and payment schedule is something that we're talking about right now. And is something we want you know, that's just about negotiating that out and making it work for our current institutions as well as the two institutions coming in.

Q. Dr. Clough, just wondering what might drive the push for 12 team what factor or factors?

DR. G. WAYNE CLOUGH: Well, I think again, going back through our deliberations we talked a lot about it. We talked about 13 and 14, and it has to work financially and it has to work in terms of the characteristics that we look for in an institution and those we believe are embodied in the two institutions that are here today. So I would think first of all, it would have to be the right institutions, somebody who brought characteristics that we would be very much looking for and has to financially work, and we certainly want to give consideration to the student welfare issues and how far one has to travel to get your playing done, things like that, it would be a series of factors that would go into it. But as I said we're not in a particular rush at this point in time. But at the same time we have had ample discussion that would say that there's a real strong sentiment to go to 12 at some point, but we're not in a rush.

Q. With the two schools joining the League in 2004 would each of you describe the process you will be going through retooling your football schedule and how soon do you see your schools having enough games to compete for the Championship?

JIM WEAVER: Quite honestly I think it's going to be easier for Paul and I to retool our schedules than it will be for some of the current member institutions simply because we had a series scheduled with ***North Carolina*** and NC State over the next four years, we began at Carolina in 04, 05 and 06 were State and 07 we concluded at home with Carolina and also ***Virginia***, which was a non-conference game will now be a conference contest for us. From our perspective next year we have LSU on the road, Western Michigan at home and we would anticipate maintaining the relationship that we have had which has been a long standing one is ***West Virginia***, so in theory the ***Virginia*** and ***West Virginia*** games having gone from a non-conference for ***Virginia*** and conference for ***West Virginia*** would flip-flop.

PAUL DEE: Back when we were an independent in 1990, 1991 and we decided to go to into the BIG EAST conference we had to reschedule 72 games over a 10 year period. This one I don't think will be very difficult at all because we'll simply substitute the 7 teams that we haven't been playing regularly, of course we played Florida State and that would be the 8th conference game, and substitute the other 7 for the 7 other games we played in the BIG EAST and then we would continue as we have to play non-conference schedule and this years non-conference schedule is Florida State, Florida and Tennessee, so be interesting down the road we play -- kids like to play games elsewhere; that's why we came into the League; that's why we're going to continue to play.

Q. You think maybe by 2004 each of you will be able to play 8 games against ACC schools.

JIM WEAVER: Yes.

PAUL DEE: Yes.

Q. Commissioner, can you talk about your level of apprehension this weekend waiting for the Miami vote after it was delayed, the latter part of last week and Paul, can you talk a little bit about the balancing act that you had to go through President Shalala I think said yesterday that the BIG EAST was desperate to keep you and the ACC was desperate to have you. Talk a little bit about that process through the weekend.

PAUL DEE: I would just say that President Shalala keeps her own counsel (laughter).

JOHN SWOFFORD: And that's what he told me which worried me a little bit.

PAUL DEE: I don't know that the word desperate might be best used here. It was an extremely interesting time to go through. The one thing that I can tell you about President Shalala is that she keeps her options open and we went through a tremendous series of discussions over the last 72 hours before the decision was made in part on Sunday evening and finally on Monday morning. She went through a lot of discussion.

She spoke to a tremendous number of people, our trustees, members of our staff, our coaches, she talked to our coaches a great deal. They had a great deal of influence on her and then she and I spoke for a good long time about a lot of issues on Sunday afternoon, we spent some time together at her home and I think that we understood the dilemmas that were there and we clearly had to select the best position for the University of Miami and as we said yesterday in our press conference that we really talking -- the one thing we really began to focus on that I think that in anything that you do of this magnitude, you must do it with a long, long reach. We had to look into the future and the stability of the University of Miami's athletics programs for many years to come. This was not a decision about a year, two years, or a series, or a series with some friends. This was about making a commitment to an organization to an athletic conference and to an academic conference and I think that that really became the focus of the decision making for President Shalala.

JOHN SWOFFORD: First of all, I said last week when President Shalala announced and told me that they were going to take the weekend to make their decision, I said at that time that I had fully respected that and understood that for the very reasons that Paul just spoke about. So I had absolutely no issues with that. Paul and I and Jeff Elliott and Wayne Roberts spent a lot of time on the phone on Friday and we had some more conversation on Saturday. I actually offered asked President Shalala and Paul if it could would be a good idea to fly down to Miami and sit and talk -- if there was anything left that they wanted to talk through, that we needed to finetune or discuss that were issues with them, that they wanted to talk through any further that I would immediately fly to Miami for the weekend and President Shalala said, John, I have a golf game scheduled on Saturday and on Sunday and if you come down here and mess either one of those up I am going to be very upset with you. I took that to mean that I probably shouldn't come to Miami. (Laughter). So I didn't. But nice weekend here in Greensboro, my wife Nora and I went to a movie and then went out and played nine holes of golf. She drove the cart and I pretended to be a golfer, just the two of us and enjoyed that a great deal and called all my AD's and said you know, when you get a chance this weekend pick up the phone and call ***Paul Dee*** and called some of my presidents and said when you get a chance this weekend call President Shalala and then just sort of you know, let go of it. You reach a point in a lot of these kinds of things where you have done everything that you can do. You just want to make certain that you don't leave any stone unturned and I think Paul and President Shalala both made it plain that they had everything that they needed to have from us in order to make the decision that they would make and you know, once you are comfortable with that you respect that and wait for an answer and fortunately that answer came about 10:30 Monday morning rather than 4 o'clock in the afternoon.

Q. Paul, USC travelled down to open your new basketball facility to play there. Go into a little detail about what that facility means for your basketball program and what it going to bring to the table of the ACC and direct of your basketball program?

PAUL DEE: One of the areas of where our program had not been fully funded and fully taken care of was our basketball programs. Miami had been over the years very successful in football and baseball and in fact from 1971 to 1985 we dropped basketball because we didn't have a place to play. The city of Miami didn't have a place to play -- well we had different places to play but we were like the Miami nomads, I think in the history of the university we played at 16 different venues in the city, the largest of which sat about 10. We played in a theater -- those of you that came down to the Hyatt Hotel and saw us play in a theater everybody was in their comfortable seats and on a stage was a court. We have had some interesting venues. But it had always been important to us that as a university to have our own facility, and through the help of a number of people and our fans, we were able to construct a brand new facility as you said and we opened it this January the 4th, and we had the great fortune to have that building opened with a great university ***North Carolina*** and we felt that it would be no more fitting way there and -- to bring in one of the great basketball teams in the country to help us open that arena. I don't know what word to use next but we won. And for those of you that saw it was a great game. ***Rice*** hits at the buzzer to go into overtime and we have a great game, but the night before we have been in Phoenix and played in the National Championship game in football and was quite a weekend to play in football and play at that high level and go home and open an arena that we wanted for 75 years, and we were just very proud that the university now has that facility and that facility is available as we move forward in this League.

JOHN SWOFFORD: I would add to that if I may, that knowing the tradition and history and importance of basketball in the ***Atlantic Coast***

Conference that Miami now having an on-campus facility was a real plus in terms of our ADs and presidents in the ACC.

Q. Commissioner, had you spoken about trying to keep a long the natural rivalries alive. Speak to the addition of that what are maybe of the biggest headaches as far as scheduling and -- (inaudible) ---

JOHN SWOFFORD: Initially we won't break into two divisions so that's really not an issue at this point in time. May become one in the future and basically I think whether it's in basketball or in football you have a situation in football where everybody will not play everybody every year and so the challenge there is to set up -- maintain the rivalries that you want to maintain on an annual basis, but then set up a rotation that's reasonable and fair and attractive and in basketball you would have some that would be -- you'd play some teams twice in a year home and home but others you would not, so you'd have to set up, you know, a similar type of rotation. And in terms of the particulars and specifics of that we're just not there yet. That's something we'll sit down with our schools and Athletic Directors inclusive of Jim and Paul before finalizing that. But certainly it's doable.

Q. What do you constitute the BCS League, there's some question whether the BIG EAST is one ---

JOHN SWOFFORD: Well, I think that's something that we'll just have to talk about when things settle a bit more. I would go into it expecting that the BIG EAST will make some changes, whether it's two more or more than two, would be my guess. And then I think there would have to be an evaluation with the Bowls, with ABC, the current contract holder and with the BCS board as to what that means. My guess is and quite frankly my hope would be that the BIG EAST, when that's all said and done would remain a BCS partner.

Q. When it comes to times to decide this is it too simplistic to say that the BCS commissioners to owe the BIG EAST one or is it still a product of the market place and the Bowls and ABC and everything else?

JOHN SWOFFORD: Well, I don't know. I think both of those things could enter into it. We're in the middle of a contract that includes you know, the conferences as listed and I can't speak -- it is something I have not been a part of a decision on, Dennis, at this point in time, so there's only so much I can really say about it.

Q. (Inaudible) if we went through 12 we would have a great conference, if we went to nine we would have a great conference. Now you have got 11, but where does the basic appeal come from to make a -- (inaudible) the group has been quoted extensively in numerous newspapers talking about the only thing that works is 12. It's very difficult for me to understand where all these 12 are coming from and how the mega conferences is the only way to go?

JOHN SWOFFORD: Well, I think the 12 comes obviously from that being the number to have the championship football game at the conference level and go into the two divisions and I think the fact that the perception and I think it's a real one that the Big-12 conference is stronger than the Big 8 or the Southwest Conference was, that the Southeastern Conference is stronger as 12 than it has ever been and I'd say both those conferences you know, the SEC basketballWise has gotten actually stronger as a 12-member conference, I think is fair to say. So I think that's where the perception comes from.

*Q. Commissioner, now with basketball players down in South Florida, now in **Virginia** can you go -- have you thought about all the locations for the athletics coast tournaments in the future about the spots about --*

JOHN SWOFFORD: We're already on what was a 10-ear rotation so we haven't talked about it beyond the current rotation, which takes us through 2011, so we're -- we have got a few years, I think, before we start talking about extending that.

Q. To try to maintain the rivalries that you have within a 16 games basketball schedule would it be possible to do as they do in the Big-10 have some non-conference ACC teams playing some non-conference games and also if it takes -- if it took 7 votes to get something done with nine, with 11, how many votes does it take to get something done now?

JOHN SWOFFORD: It's a simple majority in anything other than expansion.

Q. For expansion?

JOHN SWOFFORD: To get something done. In terms of are you asking in terms of expansion itself?

Q. Yes.

JOHN SWOFFORD: That's something that we will need to determine.

Q. Possible non-conference getting --

JOHN SWOFFORD: Sure, that's possible. If schools in the conference wanted to do that you know, they could do that; whether any will have an interest in doing so remains to be seen.

I think that's done a few times in the Big-10. Fred may know – Fred how many – not very often, I don't think, but.

VOICE: Last year had --

JOHN SWOFFORD: One, Indiana Purdue with –

VOICE: Yes.

JOHN SWOFFORD: But they weren't playing because of the rotations so they decided to play a non-conference game, is that the first time that they have done that?

VOICE: First that I know of.

Q. So much has been made about football. We were left with the impression that some of the basketball players felt that they have not been considered enough particularly the importance that basketball has played in this League through the years. Could you address that?

JOHN SWOFFORD: I think that this is a decision that's made totally as a conference and the normal processes that the AD, faculty rep, presidential level with the people on those campuses making the determination as to who they bring in an advisory capacity on the individual campuses. This has been discussed with football and basketball coaches, men's and women's basketball coaches over -- somebody help me, but probably over the last two or three spring meetings that we have had there have been discussions with the coaches' groups about the concept of expansion.

Q. When this all began two months ago there was very little talk of geographic footprint. Whether it worked out that way by playing or not, there's some talk about it now, did you learn anything by that and if and when you go to 12 will geographic footprint have a much larger role in determining what happens?

JOHN SWOFFORD: Well, President Clough may want to address this. I think what we learned from it ultimately is that in terms of a consensus and in reaching the 7-vote level that – that may be geography in the footprint came to mean more at the end of the process than it appeared to mean at the beginning and during a large part of the process because I do think that had something to do with bringing us to the consensus of where the presidents ended up.

DR. G. WAYNE CLOUGH: Well, I would just add that I think that was one of those definitely in the details kinds of issues that as we got closer and closer to thinking about a decision that we realized it was something that you needed to include in the mix and we in the early days we might not have thought about it as much as perhaps we did. We certainly appreciate the fact that for example in Florida almost all of the schools in the ACC have a large number of alumni and that's a great fit for us because that means we have got a lot of fans down in Florida, they will love our relationships and rivalries that we'll develop with Miami in addition to the great ones we already have with Florida State. As we got further into the process we started looking at a lot more of the details where our alumni really were, where we recruit our student from all those kinds of issues, so all played part and parcel in the decision process.

BRIAN MORRISON: I'd like to thank the Members of the Panel tonight for taking part in this press conference. That concludes the question and answer session. I'd like to thank you again for participating tonight and to the media.

From: Cynthia Reynolds <cynthiar@uncaa.unc.edu>
Sent: Tuesday, July 8, 2003 3:57 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Cc: Markos, Lance <markos@uncaa.unc.edu>
Subject: Academic Eligibility-Football Handbook
Attach: Football Student Handout-Academic Requirements.xls

Corey,
Take a look at this grid to see if it looks ok to you.
If ok. then please let Lance know. If not, I'm open to suggestions....
I do not think it is necessary to have the %'s noted. If they have completed
the necessary Degree hours, they will meet the minimum % for satisfactory progress.

This is to replace the former page in the handbook....

Academic Eligibility

Year of Initial
Collegiate Enrollment

Fall 2003 and after

Prior to Fall 2003
(Fall 2002, 2001,2000,1999)

Student-athletes must meet two sets of eligibility requirements. UNC eligibility requirements must be met in order for the student to return to the University each year. NCAA requirements must be met in order for the student-athlete to participate in athletics each year.
The above grid represents minimum requirements for UNC and NCAA academic and athletic eligibility.

7/8/2003

Academic Eligibility

Entering **3rd Semester** of Enrollment at UNC	Entering **5th Semester** of Enrollment at UNC	Entering **7th Semester** of Enrollment at UNC	Entering **9th Semester** of Enrollment at UNC
1.800 cum GPA 24 Degree Hours >=18 credits earned during academic year (Fa & Sp)	1.900 cum GPA 51 Degree Hours >=18 credits earned during academic year (Fa & Sp)	2.000 cum GPA 78 Degree Hours >=18 credits earned during academic year (Fa & Sp)	2.000 cum GPA 105 Degree Hours >=18 credits earned during academic year (Fa & Sp)
1.500 cum GPA 24 Degree Hours >=18 credits earned during academic year (Fa & Sp)	1.800 cum GPA 51 Degree Hours >=18 credits earned during academic year (Fa & Sp) **	1.900 cum GPA 78 Degree Hours >=18 credits earned during academic year (Fa & Sp) **	2.000 cum GPA 105 Degree Hours >=18 credits earned during academic year (Fa & Sp) **

7/8/2003

From: Lisa Deibler <deibler@uncaa.unc.edu>
Sent: Friday, July 25, 2003 3:21 PM
To: Calder, Andrew <acalder@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; Smith-Taylor, Charlotte <csmith@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Bunting, John <jb43@uncaa.unc.edu>; Haase, Jerod <jhaase@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Law, Greg <lawdawg@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Robinson, Steve <srobo@uncaa.unc.edu>; Williams, Tracey <twilliams@uncaa.unc.edu>
Cc: Schaeperkoetter, Amy <ajschae@uncaa.unc.edu>
Subject: Color-Coded Recruiting Calendars

Coaches -
The NCAA has created color-coded recruiting calendars. Please find information about them and links to them below. Please contact me with questions and concerns. Thanks!
- Lisa

Development of Color Coded Recruiting Calendars. Color-coded recruiting calendars are being added to the NCAA website. Currently, all DI sports color coded calendars (for those sports that have recruiting calendars) are already posted on the page where the individual sport calendars appear. The links below show examples for men's and women's basketball. We have added a link to the recruiting calendars on the right side menu of the Administrators Home Page. Other color-coded recruiting calendars in both divisions are soon to follow. Please click on the links below to review the basketball calendars in adobe format. Just scroll to the bottom of the page to access the calendars. (Contact: Bo Kerin)

http://www1.ncaa.org/membership/membership_svcs/recruiting_calendars/2003-04/DIFootball

http://www1.ncaa.org/membership/membership_svcs/recruiting_calendars/2003-04/DIMensbasketball

http://www1.ncaa.org/membership/membership_svcs/recruiting_calendars/2003-04/DIWomensbball

http://www1.ncaa.org/membership/membership_svcs/recruiting_calendars/2003-04/DIBaseball

http://www1.ncaa.org/membership/membership_svcs/recruiting_calendars/2003-04/DISoftball

http://www1.ncaa.org/membership/membership_svcs/recruiting_calendars/2003-04/DIWomensVolleyball

http://www1.ncaa.org/membership/membership_svcs/recruiting_calendars/2003-04/DIMensLacrosse

03 Training Camp *FINAL 7/31/03*

August 2003

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4 4 pm Families Barbeque w/ Basketball at the Sanctuary	5 Team Reporting Day	6 5 Day Acclimatization 1 Practice (1) Helmets	7 5 Day Acclimatization 1 Practice (2) Helmets	8 5 Day Acclimatization Picture Day 1 Practice (3) Helmets & Sh Pads	9 5 Day Acclimatization 1 Practice (4) Helmets & Sh Pads
10 5 Day Acclimatization 1 Practice (5) Full Pads	11 1st Day of Multiple Sessions & Walk Thrus 2 Practices (6&7)	12 1 Practice (8)	13 2 Practices (9&10)	14 1 Practice (11) Officials Kenan Stadium Ladies Clinic	15 2 Practices (12&13)	16 1 Practice (14) Officials Kenan Stadium Manteo Fish Fry "Meet the Heels"
17 Move from Avery to Permanent Housing 1 Practice (15)	18 2 Practices (16&17)	19 1 Practice (18)	20 2 Practices (19&20) Officials Kenan Stadium "Big Hitters Day"	21 1 Practice (21)	22 2 Practices (22&23)	23 1 Practice (24) Officials Kenan Stadium

24 1 Practice (25) 31	25 Players Day Off	26 1 Practice (26) Fall Semester Classes Begin	27 1 Practice (27)	28 1 Practice (28)	29 1 Practice (29)	30 Florida State (HOME) 8 PM

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	A	B	C	D
1	**Tuesday, August 5th, 2003 - Team Reporting Day**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	10:00 AM		STAFF MEETING	
4	12:00 PM	1:00 PM	FROSH REPORT TO AVERY DORM	1:00
5	1:00 PM	4:00 PM	FROSH DORM CHECK-IN / PHYSICALS	3:00
6	4:30 PM	5:30 PM	FROSH PARENTS' MEETING (SWOFFORD AUDITORIUM)	1:00
7	5:30 PM	7:00 PM	FROSH PARENT'S PICNIC (NORTH BOX)	1:30
8	4:00 PM	5:00 PM	VARSITY REPORT TO AVERY DORM	1:00
9	4:00 PM	5:00 PM	VARSITY DORM CHECK-IN	1:00
10	6:30 PM	7:30 PM	VARSITY DINNER - TRAINING TABLE	1:00
11	7:45 PM	9:00 PM	COMPLIANCE MEETING	1:15
12	9:10 PM	10:30 PM	TEAM MEETINGS	1:20
13	10:45 PM		BEDCHECK	

	A	B	C	D
1	**Wednesday, August 6th, 2003**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	9:00 AM	BREAKFAST	2:00
5	8:00 AM	9:00 AM	FROSH EQUIPMENT ISSUE	1:00
6	9:00 AM	10:30 AM	OFFENSE MEETS / DEFENSE LIFT (1:10) & EQUIP ISSUE (0:20)	1:30
7	10:30 AM	12:00 PM	DEFENSE MEETS / OFFENSE LIFT (1:10) & EQUIP ISSUE (0:20)	1:30
8	12:00 PM	1:00 PM	LUNCH	1:00
9	1:00 PM		STAFF MEETING	
10	1:00 PM	3:00 PM	REST TIME (HORN IN DORMS)	2:00
11	3:00 PM	4:00 PM	TAPING / TREATMENTS	1:00
12	3:35 PM	5:15 PM	FROSH FLEX (0:10) AND ORIENTATION PRACTICE (0:90)	1:40
13	4:20 PM	4:30 PM	VARSITY FLEX	0:10
14	4:30 PM	5:15 PM	VARSITY CONDITIONING TEST	0:45
15	5:15 PM	5:25 PM	BREAK	0:10
16	5:25 PM	6:35 PM	PRACTICE - FROSH & VARSITY (HELMETS ONLY)	1:10
17	7:00 PM	8:00 PM	DINNER	1:00
18	8:00 PM	9:00 PM	SPECIAL TEAMS ORGANIZATIONAL MEETING (ENTIRE TEAM)	1:00
19	9:00 PM	10:15 PM	POSITION MEETINGS	1:15
20	10:15 PM	10:30 PM	SNACKS	0:15
21	10:30 PM		STAFF MEETING	
22	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**Thursday, August 7th, 2003**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	7:25 AM		WAKE UP (HORN IN DORMS)	
4	7:30 AM	8:30 AM	BREAKFAST	1:00
5	8:30 AM	10:30 AM	LIFESKILLS MEETINGS	2:00
6	10:45 AM	12:00 PM	POSITION MEETINGS (FINISH STRENGTH TESTING)	1:15
7	12:00 PM	1:00 PM	LUNCH	1:00
8	1:00 PM		STAFF MEETING	
9	1:00 PM	2:00 PM	TAPING / TREATMENTS	1:00
10	2:00 PM	2:45 PM	SPECIAL TEAMS MEETINGS	0:45
11	2:45 PM	3:45 PM	POSITION MEETINGS	1:00
12	4:05 PM	7:05 PM	PRACTICE (HELMETS ONLY)	3:00
13			POST PRACTICE SESSION	
14	7:30 PM	8:30 PM	DINNER	1:00
15	8:30 PM	8:55 PM	SPECIAL TEAMS MEETINGS	0:25
16	9:00 PM	10:00 PM	POSITION MEETINGS	1:00
17	10:00 PM		SNACKS	
18	10:30 PM		STAFF MEETING	
19	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**Friday, August 8th, 2003 - Picture Day**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:00 AM	BREAKFAST	1:00
5	8:00 AM		ALL PLAYERS IN LOCKER ROOM	
6	8:30 AM	10:00 AM	PICTURE DAY	1:30
7	10:00 AM	10:30 AM	MEDIA DAY	0:30
8	11:00 AM	11:25 AM	TEAM MEETING - SWOFFORD AUDITORIUM	0:25
9	11:30 AM	12:30 PM	FROSH LIFTING	1:00
10	11:30 AM	1:00 PM	LUNCH	1:30
11	1:00 PM		STAFF MEETING	
12	1:00 PM	2:00 PM	TAPING / TREATMENTS	1:00
13	2:00 PM	2:45 PM	SPECIAL TEAMS MEETINGS	0:45
14	2:45 PM	3:45 PM	POSITION MEETINGS	1:00
15	4:05 PM	7:05 PM	PRACTICE (HELMETS & SHOULDER PADS)	3:00
16			POST PRACTICE SESSION	
17	7:30 PM	8:30 PM	DINNER	1:00
18	8:30 PM	8:55 PM	SPECIAL TEAMS MEETINGS	0:25
19	9:00 PM	10:00 PM	POSITION MEETINGS	1:00
20	10:00 PM		SNACKS	
21	10:30 PM		STAFF MEETING	
22	10:45 PM		BEDCHECK	

	A	B	C	D
1	**Saturday, August 9th, 2003**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:45 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:00 AM	BREAKFAST	1:00
5	8:00 AM	12:00 PM	FROSH ACADEMIC ORIENTATION	4:00
6	8:00 AM	10:00 AM	VARSITY POSITION MEETINGS / LIFTING	2:00
7			8:00 AM - 9:00 AM OFFENSE MEETS / DEFENSE LIFTS	1:00
8			9:00 AM - 10:00 AM DEFENSE MEETS / OFFENSE LIFTS	1:00
9	10:30 AM	12:30 PM	VARSITY AGENT DAY	2:00
10	12:00 PM	1:00 PM	LUNCH	1:00
11	1:00 PM		STAFF MEETING	
12	1:00 PM	2:00 PM	TAPING / TREATMENTS	1:00
13	2:00 PM	2:45 PM	SPECIAL TEAMS MEETINGS	0:45
14	2:45 PM	3:45 PM	POSITION MEETINGS	1:00
15	4:05 PM	7:05 PM	PRACTICE (HELMETS & SHOULDER PADS)	3:00
16			POST PRACTICE SESSION	
17	7:30 PM	8:30 PM	DINNER	1:00
18	8:30 PM	8:55 PM	SPECIAL TEAMS MEETINGS	0:25
19	9:00 PM	10:00 PM	POSITION MEETINGS	1:00
20	10:00 PM		SNACKS	
21	10:30 PM		STAFF MEETING	
22	10:45 PM		BEDCHECK	

	A	B	C	D
1	**Sunday, August 10th, 2003**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	9:25 PM		WAKE UP (HORN IN DORMS)	
4	9:30 AM	10:30 AM	BREAKFAST	1:00
5	10:30 AM	11:30 AM	LIFTING	1:00
6	12:00 PM		CHAPEL SERVICE - OPTIONAL	
7	12:00 PM	1:00 PM	LUNCH	1:00
8	1:00 PM		STAFF MEETING	
9	1:00 PM	2:00 PM	TAPING / TREATMENTS	1:00
10	2:00 PM	2:45 PM	SPECIAL TEAMS MEETINGS	0:45
11	2:45 PM	3:45 PM	POSITION MEETINGS	1:00
12	4:05 PM	7:05 PM	PRACTICE (FULL PADS)	3:00
13			POST PRACTICE SESSION	
14	7:30 PM	8:30 PM	DINNER	1:00
15	8:30 PM	8:55 PM	SPECIAL TEAMS MEETINGS	0:25
16	9:00 PM	10:00 PM	POSITION MEETINGS	1:00
17	10:00 PM		SNACKS	
18	10:30 PM		STAFF MEETING	
19	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**Monday, August 11th, 2003**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:10 AM	BREAKFAST / TAPING / TREATMENTS	1:10
5	8:10 AM	8:55 AM	POSITION MEETINGS	0:45
6	9:15 AM	9:35 AM	WALK THRU (CARRY PADS)	0:20
7	9:35 AM	11:50 AM	PRACTICE	2:15
8			9:35 - 9:55 COMPETITIVE BLITZ / OPPONENT SCRIPTS	:20
9			9:55 - 10:05 FLEX	:10
10			10:05 - 10:15 SPECIAL TEAMS: PUNT	:10
11			10:15 - 11:00 IND / GROUP	:45
12			11:00 - 11:15 9 X 7 (12 PLAYS) / 1 X 1 WR&DB	:15
13			11:15 - 11:35 7 X 7	:20
14			11:35 - 11:50 TEAM (1 SPECIAL TEAM SITUTATION)	:15
15	12:00 PM	1:30 PM	LUNCH	1:30
16	1:00 PM		STAFF MEETING	
17	1:00 PM	3:15 PM	REST TIME (HORN IN DORMS)	2:15
18	3:30 PM	5:10 PM	DINNER / TAPING	1:40
19	3:30 PM	4:15 PM	SPECIAL TEAMS MEETING (:15, :15, :15)	0:45
20	5:10 PM	6:25 PM	POSITION MEETINGS	1:15
21	6:45 PM	7:05 PM	WALK THRU (CARRY PADS)	0:20
22	7:05 PM	9:25 PM	PRACTICE	2:20
23			7:05 - 7:15 FLEX	:10
24			7:15 - 7:25 SPECIALISTS	:10
25			7:25 - 8:00 IND / GROUP (FOLLOWED BY BREAK IF NEEDED)	:35
26			8:00 - 8:08 SPECIAL TEAMS PHASE 1	:08
27			8:08 - 8:28 7 X 7	:20
28			8:28 - 8:58 TEAM (FOLLOWED BY BREAK IF NEEDED)	:30
29			8:58 - 9:06 SPECIAL TEAMS PHASE 2	:08
30			9:06 - 9:11 PAT / FG	:05
31			9:11 - 9:21 TEAM SITUATION	:10
32			9:21 - 9:25 CONDITIONING	:04
33	9:45 PM		SNACKS	
34	10:00 PM		STAFF MEETING	
35	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**Tuesday, August 12th, 2003**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	7:55 AM	BREAKFAST / TREATMENTS	0:55
5	8:00 AM	8:50 AM	SPECIAL TEAMS MEETINGS / WALK THRU (NON SP TEAMERS - MEETINGS)	0:50
6	9:00 AM	10:10 AM	OFFENSE MEETS / DEFENSE LIFTS	1:10
7	10:15 AM	11:25 AM	DEFENSE MEETS / OFFENSE LIFTS	1:10
8	11:35 AM	12:15 PM	WALK THRU - KENAN STADIUM (:20 O/D WALK THRU, :20 TEAM WALK THRU)	0:40
9	12:30 PM	1:30 PM	LUNCH	1:00
10	1:00 PM		STAFF MEETING	
11	1:30 PM	2:30 PM	REST TIME (HORN IN DORMS)	1:00
12	2:30 PM	3:45 PM	TAPING / TREATMENTS	1:15
13	3:45 PM	4:05 PM	WALK THRU (INDOOR FACILITY)	0:20
14	4:05 PM	7:05 PM	PRACTICE (CARRY PADS)	3:00
15			4:05 - 4:20 COMPETITIVE BLITZ / OPPONENT SCRIPTS (INDOOR)	:15
16			4:20 - 4:30 FLEX (INDOOR)	:10
17			4:30 - 4:40 SPECIALISTS (DRILL WORK INCLUDED)	:10
18			4:40 - 5:10 IND / GROUP (FOLLOWED BY BREAK IF NEEDED)	:30
19			5:10 - 5:20 SPECIAL TEAMS: PUNT	:10
20			5:20 - 5:35 9 X 7 (12 PLAYS) / 1 X 1 WR&DB	:15
21			5:35 - 5:45 SPECIAL TEAMS PHASE 2 (FOLLOWED BY BREAK IF NEEDED)	:10
22			5:45 - 6:05 7 X 7	:20
23			6:05 - 6:35 TEAM	:30
24			6:35 - 6:40 PAT / FG OR SPECIAL TEAMS PHASE 3	:05
25			6:40 - 6:55 TEAM SITUATION (1 SPECIAL TEAM SITUATION)	:15
26			6:55 - 7:00 CONDITIONING	:05
27	7:00 PM	8:15 PM	DINNER	1:15
28	8:15 PM	8:45 PM	SPECIAL TEAMS MEETING	0:30
29	8:45 PM	10:00 PM	POSITION MEETINGS	1:15
30	10:00 PM		SNACKS	
31	10:15 PM		STAFF MEETING	
32	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**Wendesday, August 13th, 2003**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:10 AM	BREAKFAST / TAPING / TREATMENTS	1:10
5	8:10 AM	8:55 AM	POSITION MEETINGS	0:45
6	9:15 AM	9:35 AM	WALK THRU (CARRY PADS)	0:20
7	9:35 AM	11:50 AM	PRACTICE	2:15
8			9:35 - 9:55 COMPETITIVE BLITZ / OPPONENT SCRIPTS	:20
9			9:55 - 10:05 FLEX	:10
10			10:05 - 10:15 SPECIAL TEAMS: PUNT	:10
11			10:15 - 11:00 IND / GROUP	:45
12			11:00 - 11:15 9 X 7 (12 PLAYS) / 1 X 1 WR&DB	:15
13			11:15 - 11:35 7 X 7	:20
14			11:35 - 11:50 TEAM (1 SPECIAL TEAM SITUTATION)	:15
15	12:00 PM	1:30 PM	LUNCH	1:30
16	1:00 PM		STAFF MEETING	
17	1:00 PM	3:15 PM	REST TIME (HORN IN DORMS)	2:15
18	3:30 PM	5:10 PM	DINNER / TAPING	1:40
19	3:30 PM	4:15 PM	SPECIAL TEAMS MEETING (:15, :15, :15)	0:45
20	5:10 PM	6:25 PM	POSITION MEETINGS	1:15
21	6:45 PM	7:05 PM	WALK THRU (CARRY PADS)	0:20
22	7:05 PM	9:25 PM	PRACTICE	2:20
23			7:05 - 7:15 FLEX	:10
24			7:15 - 7:25 SPECIALISTS	:10
25			7:25 - 8:00 IND / GROUP (FOLLOWED BY BREAK IF NEEDED)	:35
26			8:00 - 8:08 SPECIAL TEAMS PHASE 1	:08
27			8:08 - 8:28 7 X 7	:20
28			8:28 - 8:58 TEAM (FOLLOWED BY BREAK IF NEEDED)	:30
29			8:58 - 9:06 SPECIAL TEAMS PHASE 2	:08
30			9:06 - 9:11 PAT / FG	:05
31			9:11 - 9:21 TEAM SITUATION	:10
32			9:21 - 9:25 CONDITIONING	:04
33	9:45 PM		SNACKS	
34	10:00 PM		STAFF MEETING	
35	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**Thursday, August 14th, 2003 - Ladies Football Clinic**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	7:55 AM	BREAKFAST / TREATMENTS	0:55
5	8:00 AM	8:50 AM	SPECIAL TEAMS MEETINGS / WALK THRU (NON SP TEAMERS - MEETINGS)	0:50
6	9:00 AM	10:10 AM	OFFENSE MEETS / DEFENSE LIFTS	1:10
7	10:15 AM	11:25 AM	DEFENSE MEETS / OFFENSE LIFTS	1:10
8	11:35 AM	12:15 PM	WALK THRU - KENAN STADIUM (:20 O/D WALK THRU, :20 TEAM WALK THRU)	0:40
9	12:30 PM	1:30 PM	LUNCH	1:00
10	1:00 PM		STAFF MEETING	
11	1:30 PM	2:30 PM	REST TIME (HORN IN DORMS)	1:00
12	2:30 PM	3:45 PM	TAPING / TREATMENTS	1:15
13	3:45 PM	4:05 PM	WALK THRU (KENAN STADIUM)	0:20
14	4:05 PM	7:05 PM	PRACTICE (CARRY PADS) - KENAN STADIUM	3:00
15			4:05 - 4:20 COMPETITIVE BLITZ / OPPONENT SCRIPTS (KENAN)	:15
16			4:20 - 4:30 FLEX (KENAN)	:10
17			4:30 - 4:40 SPECIALISTS (DRILL WORK INCLUDED)	:10
18			4:40 - 5:10 IND / GROUP (FOLLOWED BY BREAK IF NEEDED)	:30
19			5:10 - 5:20 SPECIAL TEAMS: PUNT	:10
20			5:20 - 5:35 9 X 7 (12 PLAYS) / 1 X 1 WR&DB	:15
21			5:35 - 5:45 SPECIAL TEAMS PHASE 2 (FOLLOWED BY BREAK IF NEEDED)	:10
22			5:45 - 6:05 7 X 7	:20
23			6:05 - 6:35 TEAM	:30
24			6:35 - 6:40 PAT / FG OR SPECIAL TEAMS PHASE 3	:05
25			6:40 - 6:55 TEAM SITUATION (1 SPECIAL TEAM SITUATION)	:15
26			6:55 - 7:00 CONDITIONING	:05
27	7:00 PM	8:15 PM	DINNER	1:15
28	8:15 PM	8:45 PM	SPECIAL TEAMS MEETING	0:30
29	8:45 PM	10:00 PM	POSITION MEETINGS	1:15
30	10:00 PM		SNACKS	
31	10:15 PM		STAFF MEETING	
32	10:45 PM		BEDCHECK	
33	**Ladies Football Clinic**			
34	TBD		TBD	
35			USE THE TOMMY HUNT TAPE	
36			SCHEDULE TIME FOR SPECIAL TEAMS	

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	A	B	C	D
1	**Friday, August 15th, 2003**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:10 AM	BREAKFAST / TAPING / TREATMENTS	1:10
5	8:10 AM	8:55 AM	POSITION MEETINGS	0:45
6	9:15 AM	9:35 AM	WALK THRU (CARRY PADS)	0:20
7	9:35 AM	11:50 AM	PRACTICE	2:15
8			9:35 - 9:55 COMPETITIVE BLITZ / OPPONENT SCRIPTS	:20
9			9:55 - 10:05 FLEX	:10
10			10:05 - 10:15 SPECIAL TEAMS: PUNT	:10
11			10:15 - 11:00 IND / GROUP	:45
12			11:00 - 11:15 9 X 7 (12 PLAYS) / 1 X 1 WR&DB	:15
13			11:15 - 11:35 7 X 7	:20
14			11:35 - 11:50 TEAM (1 SPECIAL TEAM SITUTATION)	:15
15	12:00 PM	1:30 PM	LUNCH	1:30
16	1:00 PM		STAFF MEETING	
17	1:00 PM	3:15 PM	REST TIME (HORN IN DORMS)	2:15
18	3:30 PM	5:10 PM	DINNER / TAPING	1:40
19	3:30 PM	4:15 PM	SPECIAL TEAMS MEETING (:15, :15, :15)	0:45
20	5:10 PM	6:25 PM	POSITION MEETINGS	1:15
21	6:45 PM	7:05 PM	WALK THRU (CARRY PADS)	0:20
22	7:05 PM	9:25 PM	PRACTICE	2:20
23			7:05 - 7:15 FLEX	:10
24			7:15 - 7:25 SPECIALISTS	:10
25			7:25 - 8:00 IND / GROUP (FOLLOWED BY BREAK IF NEEDED)	:35
26			8:00 - 8:08 SPECIAL TEAMS PHASE 1	:08
27			8:08 - 8:28 7 X 7	:20
28			8:28 - 8:58 TEAM (FOLLOWED BY BREAK IF NEEDED)	:30
29			8:58 - 9:06 SPECIAL TEAMS PHASE 2	:08
30			9:06 - 9:11 PAT / FG	:05
31			9:11 - 9:21 TEAM SITUATION	:10
32			9:21 - 9:25 CONDITIONING	:04
33	9:45 PM		SNACKS	
34	10:00 PM		STAFF MEETING	
35	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**Saturday, August 16th, 2003 - Scrimmage / "Meet the Heels" Day**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	7:55 AM	BREAKFAST / TREATMENTS	0:55
5	8:00 AM	8:50 AM	SPECIAL TEAMS MEETINGS / WALK THRU (NON SP TEAMERS - MEETINGS)	0:50
6	9:00 AM	9:45 AM	OFFENSE MEETS / DEFENSE LIFTS	0:45
7	9:50 AM	10:35 AM	DEFENSE MEETS / OFFENSE LIFTS	0:45
8	10:45 AM	11:25 AM	WALK THRU - KENAN STADIUM (:20 O/D WALK THRU, :20 TEAM WALK THRU)	0:40
9	11:30 AM	1:00 PM	LUNCH / TAPING / TREATMENTS	1:30
10	12:00 PM		STAFF MEETING	
11	1:00 PM	1:55 PM	POSITION MEETINGS	0:55
12	2:15 PM	5:15 PM	PRACTICE - **SCRIMMAGE - KENAN STADIUM**	3:00
13	5:30 PM	6:30 PM	DINNER - MANTEO FISH FRY	1:00
14	7:00 PM	8:30 PM	MEET THE HEELS (FAN APPRECIATION) DAY	1:30
15	9:00 PM		SNACKS	
16	9:30 PM		STAFF MEETING	
17	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**Sunday, August 17th, 2003 - MOVING DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	7:55 AM		WAKE UP (HORN IN DORMS)	
4	8:00 AM	9:00 AM	BREAKFAST / TREATMENTS	1:00
5	8:30 AM	9:00 AM	CHAPEL SERVICE - OPTIONAL	0:30
6	9:00 AM	12:00 PM	MOVE OUT OF AVERY INTO PERMANENT HOUSING	3:00
7	12:00 PM	1:00 PM	LUNCH / TAPING / TREATMENTS	1:00
8	1:00 PM		STAFF MEETING	
9	1:30 PM	3:25 PM	POSITION MEETINGS (REVIEW SCRIMMAGE TAPE, INCLUDE BREAKS)	1:55
10	3:45 PM	4:05 PM	WALK THRU	0:20
11	4:05 PM	7:05 PM	PRACTICE (CARRY PADS)	3:00
12			4:05 - 4:20 COMPETITIVE BLITZ / OPPONENT SCRIPTS (INDOOR)	:15
13			4:20 - 4:30 FLEX (INDOOR)	:10
14			4:30 - 4:40 SPECIALISTS (DRILL WORK INCLUDED)	:10
15			4:40 - 5:10 IND / GROUP (FOLLOWED BY BREAK IF NEEDED)	:30
16			5:10 - 5:20 SPECIAL TEAMS: PUNT	:10
17			5:20 - 5:35 9 X 7 (12 PLAYS) / 1 X 1 WR&DB	:15
18			5:35 - 5:45 SPECIAL TEAMS PHASE 2 (FOLLOWED BY BREAK IF NEEDED)	:10
19			5:45 - 6:05 7 X 7	:20
20			6:05 - 6:35 TEAM	:30
21			6:35 - 6:40 PAT / FG OR SPECIAL TEAMS PHASE 3	:05
22			6:40 - 6:55 TEAM SITUATION (1 SPECIAL TEAM SITUATION)	:15
23			6:55 - 7:00 CONDITIONING	:05
24	7:00 PM	8:15 PM	DINNER	1:15
25	8:15 PM	8:45 PM	SPECIAL TEAMS MEETING	0:30
26	8:45 PM	10:00 PM	POSITION MEETINGS	1:15
27	10:00 PM		SNACKS	
28	10:15 PM		STAFF MEETING	
29	10:45 PM		CURFEW	

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	A	B	C	D
1	**Monday, August 18th, 2003**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP	
4	7:00 AM	8:10 AM	BREAKFAST / TAPING / TREATMENTS	1:10
5	8:10 AM	8:55 AM	POSITION MEETINGS	0:45
6	9:15 AM	9:35 AM	WALK THRU (CARRY PADS)	0:20
7	9:35 AM	11:50 AM	PRACTICE	2:15
8			9:35 - 9:55 COMPETITIVE BLITZ / OPPONENT SCRIPTS	:20
9			9:55 - 10:05 FLEX	:10
10			10:05 - 10:15 SPECIAL TEAMS: PUNT	:10
11			10:15 - 11:00 IND / GROUP	:45
12			11:00 - 11:15 9 X 7 (12 PLAYS) / 1 X 1 WR&DB	:15
13			11:15 - 11:35 7 X 7	:20
14			11:35 - 11:50 TEAM (1 SPECIAL TEAM SITUTATION)	:15
15	12:00 PM	1:30 PM	LUNCH	1:30
16	1:00 PM		STAFF MEETING	
17	1:00 PM	3:15 PM	REST TIME	2:15
18	3:30 PM	5:10 PM	DINNER / TAPING	1:40
19	3:30 PM	4:15 PM	SPECIAL TEAMS MEETING (:15, :15, :15)	0:45
20	5:10 PM	6:25 PM	POSITION MEETINGS	1:15
21	6:45 PM	7:05 PM	WALK THRU (CARRY PADS)	0:20
22	7:05 PM	9:25 PM	PRACTICE	2:20
23			7:05 - 7:15 FLEX	:10
24			7:15 - 7:25 SPECIALISTS	:10
25			7:25 - 8:00 IND / GROUP (FOLLOWED BY BREAK IF NEEDED)	:35
26			8:00 - 8:08 SPECIAL TEAMS PHASE 1	:08
27			8:08 - 8:28 7 X 7	:20
28			8:28 - 8:58 TEAM (FOLLOWED BY BREAK IF NEEDED)	:30
29			8:58 - 9:06 SPECIAL TEAMS PHASE 2	:08
30			9:06 - 9:11 PAT / FG	:05
31			9:11 - 9:21 TEAM SITUATION	:10
32			9:21 - 9:25 CONDITIONING	:04
33	9:45 PM		SNACKS	
34	10:00 PM		STAFF MEETING	
35	10:45 PM		CURFEW	

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	A	B	C	D
1			**Tuesday, August 19th, 2003**	
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP	
4	7:00 AM	7:55 AM	BREAKFAST / TREATMENTS	0:55
5	8:00 AM	8:50 AM	SPECIAL TEAMS MEETINGS / WALK THRU (NON SP TEAMERS - MEETINGS)	0:50
6	9:00 AM	10:10 AM	OFFENSE MEETS / DEFENSE LIFTS	1:10
7	10:15 AM	11:25 AM	DEFENSE MEETS / OFFENSE LIFTS	1:10
8	11:35 AM	12:15 PM	WALK THRU - KENAN STADIUM (:20 O/D WALK THRU, :20 TEAM WALK THRU)	0:40
9	12:30 PM	1:30 PM	LUNCH	1:00
10	1:00 PM		STAFF MEETING	
11	1:30 PM	2:30 PM	REST TIME	1:00
12	2:30 PM	3:45 PM	TAPING / TREATMENTS	1:15
13	3:45 PM	4:05 PM	WALK THRU (INDOOR FACILITY)	0:20
14	4:05 PM	7:05 PM	PRACTICE (CARRY PADS)	3:00
15			4:05 - 4:20 COMPETITIVE BLITZ / OPPONENT SCRIPTS (INDOOR)	:15
16			4:20 - 4:30 FLEX (INDOOR)	:10
17			4:30 - 4:40 SPECIALISTS (DRILL WORK INCLUDED)	:10
18			4:40 - 5:10 IND / GROUP (FOLLOWED BY BREAK IF NEEDED)	:30
19			5:10 - 5:20 SPECIAL TEAMS: PUNT	:10
20			5:20 - 5:35 9 X 7 (12 PLAYS) / 1 X 1 WR&DB	:15
21			5:35 - 5:45 SPECIAL TEAMS PHASE 2 (FOLLOWED BY BREAK IF NEEDED)	:10
22			5:45 - 6:05 7 X 7	:20
23			6:05 - 6:35 TEAM	:30
24			6:35 - 6:40 PAT / FG OR SPECIAL TEAMS PHASE 3	:05
25			6:40 - 6:55 TEAM SITUATION (1 SPECIAL TEAM SITUATION)	:15
26			6:55 - 7:00 CONDITIONING	:05
27	7:00 PM	8:15 PM	DINNER	1:15
28	8:15 PM	8:45 PM	SPECIAL TEAMS MEETING	0:30
29	8:45 PM	10:00 PM	POSITION MEETINGS	1:15
30	10:00 PM		SNACKS	
31	10:15 PM		STAFF MEETING	
32	10:45 PM		CURFEW	

	A	B	C	D
1	**Wednesday, August 20th, 2003 - Night Game Routine / Big Hitters Day**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP	
4	7:00 AM	8:10 AM	BREAKFAST / TAPING / TREATMENTS	1:10
5	8:10 AM	8:55 AM	POSITION MEETINGS	0:45
6	9:15 AM	9:35 AM	WALK THRU (CARRY PADS)	0:20
7	9:35 AM	11:50 AM	PRACTICE	2:15
8			9:35 - 9:55 COMPETITIVE BLITZ / OPPONENT SCRIPTS	:20
9			9:55 - 10:05 FLEX	:10
10			10:05 - 10:15 SPECIAL TEAMS: PUNT	:10
11			10:15 - 11:00 IND / GROUP	:45
12			11:00 - 11:15 9 X 7 / 1 X 1 WR&DB (12 PLAYS)	:15
13			11:15 - 11:35 7 X 7	:20
14			11:35 - 11:50 TEAM (1 SPECIAL TEAM SITUTATION)	:15
15	12:00 PM	1:30 PM	LUNCH	1:30
16	1:00 PM		STAFF MEETING (JB at Chapel Hill Sports Club)	
17	1:00 PM	4:00 PM	REST TIME	3:00
18	4:30 PM	5:00 PM	PRE GAME MEAL	0:30
19	5:00 PM	5:30 PM	OFFENSE TAPE	0:30
20	5:30 PM	6:00 PM	DEFENSE TAPE	0:30
21	6:00 PM	6:15 PM	OFFENSE AND DEFENSE MEETING	0:15
22	6:15 PM	6:30 PM	TEAM MEETING (REVIEW SPECIAL TEAMS RULES)	0:15
23	7:00 PM	7:30 PM	PRE GAME WARM UP BEGINS - KENAN STADIUM	0:30
24			INDIVIDUAL / GROUP PERIODS	0:00
25			7 X 7	0:00
26	7:30 PM	9:00 PM	TEAM PERIODS / GAME SCRIPT - KENAN STADIUM	1:30
27	9:30 PM		SNACKS	
28	9:30 PM		STAFF MEETING	
29	10:45 PM		CURFEW	
30	**Big Hitters Schedule**			
31	5:00 PM	5:50 PM	Staff Meeting (Swofford Auditorium)	0:50
32	6:00 PM	7:00 PM	Dinner (North Box)	1:00
33	7:00 PM	9:00 PM	Watch Practice (North Box or Sideline)	2:00

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	A	B	C	D
1			**Thursday, August 21st, 2003**	
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP	
4	7:00 AM	7:55 AM	BREAKFAST / TREATMENTS	0:55
5	8:00 AM	8:50 AM	SPECIAL TEAMS MEETINGS / WALK THRU (NON SP TEAMERS - MEETINGS)	0:50
6	9:00 AM	10:10 AM	OFFENSE MEETS / DEFENSE LIFTS	1:10
7	10:15 AM	11:25 AM	DEFENSE MEETS / OFFENSE LIFTS	1:10
8	11:35 AM	12:15 PM	WALK THRU - KENAN STADIUM (:20 O/D WALK THRU, :20 TEAM WALK THRU)	0:40
9	12:30 PM	1:30 PM	LUNCH	1:00
10	1:00 PM		STAFF MEETING	
11	1:30 PM	2:30 PM	REST TIME	1:00
12	2:30 PM	3:45 PM	TAPING / TREATMENTS	1:15
13	3:45 PM	4:05 PM	WALK THRU (INDOOR FACILITY)	0:20
14	4:05 PM	7:05 PM	PRACTICE (CARRY PADS)	3:00
15			4:05 - 4:20 COMPETITIVE BLITZ / OPPONENT SCRIPTS (INDOOR)	:15
16			4:20 - 4:30 FLEX (INDOOR)	:10
17			4:30 - 4:40 SPECIALISTS (DRILL WORK INCLUDED)	:10
18			4:40 - 5:10 IND / GROUP (FOLLOWED BY BREAK IF NEEDED)	:30
19			5:10 - 5:20 SPECIAL TEAMS: PUNT	:10
20			5:20 - 5:35 9 X 7 (12 PLAYS) / 1 X 1 WR&DB	:15
21			5:35 - 5:45 SPECIAL TEAMS PHASE 2 (FOLLOWED BY BREAK IF NEEDED)	:10
22			5:45 - 6:05 7 X 7	:20
23			6:05 - 6:35 TEAM	:30
24			6:35 - 6:40 PAT / FG OR SPECIAL TEAMS PHASE 3	:05
25			6:40 - 6:55 TEAM SITUATION (1 SPECIAL TEAM SITUATION)	:15
26			6:55 - 7:00 CONDITIONING	:05
27	7:00 PM	8:15 PM	DINNER	1:15
28	8:15 PM	8:45 PM	SPECIAL TEAMS MEETING	0:30
29	8:45 PM	10:00 PM	POSITION MEETINGS	1:15
30	10:00 PM		SNACKS	
31	10:15 PM		STAFF MEETING	
32	10:45 PM		CURFEW	

	A	B	C	D
1			**Friday, August 22nd, 2003**	
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP	
4	7:00 AM	8:10 AM	BREAKFAST / TAPING / TREATMENTS	1:10
5	8:10 AM	8:55 AM	POSITION MEETINGS	0:45
6	9:15 AM	9:35 AM	WALK THRU (CARRY PADS)	0:20
7	9:35 AM	11:50 AM	PRACTICE	2:15
8			9:35 - 9:55 COMPETITIVE BLITZ / OPPONENT SCRIPTS	:20
9			9:55 - 10:05 FLEX	:10
10			10:05 - 10:15 SPECIAL TEAMS: PUNT	:10
11			10:15 - 11:00 IND / GROUP	:45
12			11:00 - 11:15 9 X 7 (12 PLAYS) / 1 X 1 WR&DB	:15
13			11:15 - 11:35 7 X 7	:20
14			11:35 - 11:50 TEAM (1 SPECIAL TEAM SITUTATION)	:15
15	12:00 PM	1:30 PM	LUNCH	1:30
16	1:00 PM		STAFF MEETING	
17	1:00 PM	3:15 PM	REST TIME	2:15
18	3:30 PM	5:10 PM	DINNER / TAPING	1:40
19	3:30 PM	4:15 PM	SPECIAL TEAMS MEETING (:15, :15, :15)	0:45
20	5:10 PM	6:25 PM	POSITION MEETINGS	1:15
21	6:45 PM	7:05 PM	WALK THRU (CARRY PADS)	0:20
22	7:05 PM	9:25 PM	PRACTICE	2:20
23			7:05 - 7:15 FLEX	:10
24			7:15 - 7:25 SPECIALISTS	:10
25			7:25 - 8:00 IND / GROUP (FOLLOWED BY BREAK IF NEEDED)	:35
26			8:00 - 8:08 SPECIAL TEAMS PHASE 1	:08
27			8:08 - 8:28 7 X 7	:20
28			8:28 - 8:58 TEAM (FOLLOWED BY BREAK IF NEEDED)	:30
29			8:58 - 9:06 SPECIAL TEAMS PHASE 2	:08
30			9:06 - 9:11 PAT / FG	:05
31			9:11 - 9:21 TEAM SITUATION	:10
32			9:21 - 9:25 CONDITIONING	:04
33	9:45 PM		SNACKS	
34	10:00 PM		STAFF MEETING	
35	10:45 PM		CURFEW	

	A	B	C	D
1	**Saturday, August 23rd, 2003 - Early Game Routine**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	7:55 AM		WAKE UP	
4	8:00 AM	8:45 AM	PRE GAME MEAL	0:45
5	8:45 AM	9:15 AM	OFFENSE TAPE	0:30
6	9:15 AM	9:45 AM	DEFENSE TAPE	0:30
7	9:45 AM	10:00 AM	OFFENSE AND DEFENSE MEETINGS	0:15
8	10:00 AM	10:15 AM	TEAM MEETING (REVIEW SPECIAL TEAMS RULES)	0:15
9	10:30 AM	11:30 AM	PRE GAME WARM UP BEGINS - KENAN STADIUM	1:00
10			INDIVIDUAL / GROUP PERIODS	
11			7 X 7	
12	11:30 AM	1:00 PM	TEAM PERIODS / GAME SCRIPT - KENAN STADIUM	1:30
13	2:00 PM		BUSSES DEPART FOR MAGGIANO'S LITTLE ITALY	
14	2:30 PM	4:00 PM	DINNER - MAGGIANO'S LITTLE ITALY	1:30
15	4:00 PM		BUSSES RETURN TO KENAN FOOTBALL CENTER	

From: Cynthia Reynolds <cynthiar@uncaa.unc.edu>
Sent: Friday, August 1, 2003 12:33 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Fall 2003 Guest Coaches and Letter Templates
Attach: FlorinLetter F2003-Home.DOC; Fall2003GuestCoaches.xls

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Corey,
If you have any questions, let me know. Please remember this is a working document (Excell) and that it will undoubtedly change as I get responses from the faculty.
The letters will go out on Tuesday (doug is on vacation until Monday) and I will be following up with the faculty the week I return.

Please call me (cell phone) regarding any grade situations. I will be taking home all eligibility sheets and susan maloy has copies. Please communicate with her rather than Jenny, as Jenny is not aware of ncaa rules as they pertain to satisfactory progress towards degree, degree credits, etc.....

thanks.
cr

If you get the media guides can you have them put them in my office while I'm gone?

FALL 2003 GUEST COACHES

	A	B	C	D	E	F	G	H	I	J	K	L
1	Game	H / A	Guest Coach	Position	Department	Phone	Email	Confirmed	Bio	Gift	Sideline	Add. Tickets
2												
3	**Florida State**	Home	John Florin	Associate Professor	Geography	962.3879	jflorin@email.unc.edu					
4	August 30		Peter J. Robinson	Professor	Geography	962.3875	pjr@email.unc.edu					
5			Crr									
6												
7	**Syracuse**	Home	Jan M. Boxill	Associate Chair	Philosophy	962.3317	jmboxill@email.unc.edu					4
8	September 06		Matt Yager	Academic Advisor	Academic Advising	843.8924	matt_yager@unc.edu					
9			Crr									
10												2
11												
12	**Wisconsin**	Away	Carolyn C. Cannon	Associate Dean	Academic Advising	966.5116	ccannon@email.unc.edu					
13	September 20		Robert J. Cannon	Equal Opport Officer	Equal Opportunity Office / ADA Office	966.3576	rcannon@email.unc.edu					
14			Robert J. Mercer	Director	ASPSA	962.9534	rmercer@uncaa.unc.edu					
15			Crr									
16												
17	**NC State**	Away	Raymond E. Dooley	Professor / Chair	Dramatic Art	962.8272	rdooley@email.unc.edu					
18	September 27		Rebecca Bailey	Tutor / Mentor	English	929.5818	no email					
19			Jo / Mn									
20												
21	**Virginia**	Home	Barbara J. Osborne	Assistant Professor	Exercise & Sport Science	962.5173	b_osborne@unc.edu					
22	October 4		Sherry L. Salyer	Lecturer	Exercise & Sport Science	962.6947	salyer@email.unc.edu					
23			Crr									
24												
25	**East Carolina**	Away	Ronald W. Hyatt	Professor	Exercise & Sport Science	962.1109	rhyatt@email.unc.edu					
26	October 11		Frederick O. Mueller	Professor / Chair	Exercise & Sport Science	962.5171	mueller@email.unc.edu					
27												
28			???									
29												
30	**Arizona State**	Home	Julius E. Nyang'Oro	Chair	African/African American Studies	962.1513	jen321@email.unc.edu					
31	October 18											
32	Homecoming		???									
33												
34												
35	**Clemson**	Away	Frederick W. Vogler	Professor	Romance Languages	962.1037	fwvogler@email.unc.edu					
36	October 25		G. Arturo Velasquez	Lecturer	African/African American Studies	962.2503	avelasqu@email.unc.edu					
37												
38			Jo / Mn									
39												
40	Game	H / A	Guest Coach	Position	Department	Phone	Email	Confirmed	Bio	Size	Sideline	Add. Tickets
41												
42	**Maryland**	Away	Karen M. Gill	Sr. Associate Dean	Undergraduate Education	843.7773	kgill@email.unc.edu					
43	November 01		Fred M. Clark	Professor/Assoc. Dean	Romance Languages / Academic Serv.	963.8911	fclark@email.unc.edu					
44			Robert J. Mercer	Director	ASPSA	962.9534	rmercer@uncaa.unc.edu					
45			Crr									
46												
47												
48	**Wake Forest**	Home	Jane Danielwicz	Assoc. Professor	Director of Composition / English	962.692	janedan@email.unc.edu					
49	November 08		Dixie Spiegel	Sr. Assoc. Dean	School of Education	966-7000	dispiege@email.unc.edu					
50			???									

FALL 2003 GUEST COACHES

	A	B	C	D	E	F	G	H	I	J	K	L
51												
52	**Georgia Tech**	Away	Judith W. Wegner	Faculty Chair/Professor	School of Law	962.4113	judith_wegner@unc.edu					
53	November 15		Patricia S. Parker	Assistant Professor	Communication Studies	962.4939	psparker@email.unc.edu					
54												
55			Crr / Jo									
56												
57	**Duke**	Home	Donald G. Mathews	Professor / Acad. Advisor	History / Academic Advising	962.5553	dgmathew@email.unc.edu					
58	November 22		Marilyn Wyrick	Academic Advisor	Academic Advising	843.892	wyrick@email.unc.edu					
59												
60												
61			Crr									
62												
63	**Other Faculty**		Sarah Weiss	Assistant Professor	Music	962.8773	sweiss@email.unc.edu					
64			Jason M. Latouche	Lecturer	Sociology	962.1007	jlatouch@email.unc.edu					
65			Norman Peart	??	Sociology		norman_peart@unc.edu					
66			Faculty	Misc	Undergraduate Advising Committee							
67												
68												
69												
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75												
76												

From: Cynthia Reynolds <cynthiar@uncaa.unc.edu>
Sent: Wednesday, August 13, 2003 10:20 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Re: Game week schedule

Just a quick comment....

Many schedules need modifications. But most of those changes will not interfere with Monday afternoon practice. The guys scheduled for labs or specific classes on Monday afternoons are most likely already scheduled and I can determine that once I pull all the schedules. (I don't recall too many conflicts, but there are some)

I will be looking at schedules once I complete the compliance Satisf. Progrss sheets for eligibility. Once I pull those I can copy to you, but many will be changed once the guys can get online to add/drop starting the 23rd of August.

cr

>>> Corey Holliday 08/13/03 09:42AM >>>
Here's the FSU game week schedule. Let me know if you have any concerns or suggestions. Once the semester starts, we will pencil in study table on Sunday nights, unfortunately like last year the earliest it will be able to start will be 7:45 pm (but as the season went on Coach Bunting changed the Sunday routine and study table started at 7:00 pm). On Monday (September 8th and 15th), we may have to practice (which is usually the player's day off) in the evening because of the open week schedule and the Bruce Springsteen concert, so if you could send over the guys class schedules we can plan practice times for those two weeks.

Thanks

From: Cynthia Reynolds <cynthiar@uncaa.unc.edu>
Sent: Thursday, August 14, 2003 6:59 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Staff Retreat

Corey,
The entire Academic Staff will be out of the office tomorrow. (Friday 15)
If you need to speak to me, please call me on my cell. I will be in meetings most
of the day, but there will be times that we will break and I can call you back if you need
to speak to me.

Academic eligibility evals are done from my end and going up to the Registrar
tomorrow or Monday. All is well.
I'll be looking at schedules this weekend
and next week. I'll touch base on Monday.
Have a good weekend.
cr

From: Steve Kirschner <skirschner@uncaa.unc.edu>

Sent: Friday, August 15, 2003 3:05 PM

To: Dorrance, Anson <anson@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Holliday, Corey <choliday@uncaa.unc.edu>; coachmock@uncaa.unc.edu; Craddock, Dennis <craddock@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Gelin, Dana <dgelin@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Lohse, Dave <dlohse@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Culler, Ellen <eculler@uncaa.unc.edu>; Comfort, Frank <fcswim@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Evans, Jack <jack_evans@unc.edu>; Moeser, James <james_moeser@unc.edu>; Bunting, John <jb43@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Martin, John <jmartin@uncaa.unc.edu>; Montgomery, John <jmont@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Snyder, Lee <lsnyder@uncaa.unc.edu>; Kupec, Matt <matt_kupec@unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Bowers, Matt <mbowers@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; McFarland, Mike <mike_mcfarland@unc.edu>; Davis, Nancy <nancy_davis@unc.edu>; Teague, Norwood <nteague@uncaa.unc.edu>; Feagans, Rob <rfeagans@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; MacDonald, Scott <smacdonald@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>; Teague, William <wmt1953@aol.com>; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Subject: Clemson sets six top goals

Clemson sets six top goals

By Duane Rankin
CLEMSON BUREAU
drankin@greenvillenews.com

CLEMSON - Clemson University revealed Thursday six priority goals within its strategic plan designed to improve the athletic department.

With an emphasis on providing a comfortable environment for minority student-athletes and constructing "championship quality facilities," the plan was developed by Carr Sports Associates of Gainesville, Fla., over the last year at a cost of $60,000.

"This document will become our reference point or road map for how we proceed at Clemson," Clemson athletic director Terry Don Phillips said. "It will be on a board in our conference rooms and it will be something we review on a daily basis to keep us on track in terms of achieving the goals set out in the report."

Phillips commissioned the consulting team that included former Atlantic Coast Conference commissioner Gene Corrigan and two other former athletic administrators, Gerald O'Dell and Bill Carr.

Carr Sports Associates made four visits to Clemson and worked 712 total hours on the plan. Phillips did similar work while serving as Oklahoma State athletic director.

"We were able to generate a net gain of about $1 million a year to the

athletic department (at Oklahoma State), after the debt service," he said. "I don't know that we could have done it and really stayed on point all the way without the strategic plan."

Clemson's 150-page document outlined 14 goals in its efforts to achieve the university's 2010 goals for athletics. The six priority goals, not ranked in order, are:

* Create a multicultural academic and social environment conducive to the success of minority student-athletes.
* Improve athletics' position within the ACC and NCAA Division I.
* Improve student-athlete retention and academic success.
* Ensure ACC and NCAA rules compliance and institutional control.
* Generate sufficient revenues to support athletics' strategic direction.
* Plan and build championship quality facilities.

Included in the report were numerous charts comparing Clemson to other athletic departments in the ACC, Southeastern Conference and NCAA.

The WestZone project at Memorial Stadium, already in the works under Phillips' direction, is mentioned in the plan and will provide a revenue stream to help finance other facility projects.

One area highlighted in the strategic plan is a comparison of athletic budgets and student athletic fees at Clemson to other ACC schools.

Clemson ranks seventh in money derived from annual student athletic fees. Maryland tops the ACC with a $303 annual fee to students that generates $7.5 million in athletic department revenue. Clemson charges students $78, which generates $1 million a year.

The note in the report says, "increase pending," but Phillips backed away from confirming that he plans to raise student fees for athletics.

"I can't say it's pending, but we're certainly going to address that issue and see what alternatives there are," Phillips said.

The report states: "While there are political sensitivities on the subject, student fees are a possible source of additional revenue for Clemson athletics. Because of multiple state budget cuts that have reduced Clemson's state funding by 26 percent in two years, student fees have already increased substantially."

Phillips said those cuts in funding by the state only add to the need for a strategic plan.

The strategic plan reinforces President James Barker's 2010 goals for athletics, which includes winning a national football championship, two championships in Olympic sports and making two Final Four appearances in basketball.

Steve Kirschner
Associate AD for Communications
University of North Carolina

(O) 919-962-7258
(H) 919-968-1531
(Fax) 919-962-0612
(cell) 919-201-2196

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, August 29, 2003 10:01 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>
Cc: Gallo, Larry <athgallo@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>
Subject: Eligibility Memo
Attach: Eligibility Memo To Rick Steinbacher 1 03-04.doc

Rick and Corey,
Attached is the memo listing the guys who are eligible to compete. There are a few of them who are still not in 12 hours, but Cynthia will take care of that by the end of the day today.

Thanks,
Susan

Matthew A. Sweeney (E-mail)

Name:	Matthew Sweeney
Full Name:	Matthew A. Sweeney (E-mail)
Organization:	National Football Foundation and College Hall of Fame
Title:	Special Projects Coordinator
Telephone Number (Work Voice):	(973) 829-1933
Telephone Number (Work Fax):	(973) 829-1737
Address (Work):	22 Maple Ave. Morristown, NJ 07960-5251 United States of America
Delivery Label (Work):	22 Maple Ave. Morristown, NJ 07960-5251 United States of America
Electronic Mail Address (Preferred Internet):	msweeney@footballfoundation.com

vCard Version: 2.1 | Revision: 20020125T145105Z

The National Football Foundation and College Hall of Fame

Nomination for National Scholar-Athlete Postgraduate Scholarship Awards

Based on:
1. Outstanding football ability and performance displayed throughout collegiate career
2. Outstanding academic application and achievement at the collegiate level
3. Outstanding campus / community leadership and citizenship

- ONLY ONE NOMINEE MAY BE SUBMITTED PER INSTITUTION -

*****Please check box and return if you do not have a nominee this year:** ☐

- ALL CATEGORIES MUST BE COMPLETED -

Nominee:_____
(*First*) (*Middle*) (*Last*)

University/College (undergraduate):_____

Division (**Please Circle One**): I-A I-AA II III NAIA Conference: _____

Height: _____ Weight: _____ Date of Birth: _____ SS#: _____

Major field of study:_____ Minors: _____

On-Campus Address:_____

Home Address:_____

Home Phone:_____Cell Phone:_____Email:_____

Academic honors and accomplishments: _____

Please *attach more pages if necessary*

_____

_____ Date of Graduation: _____

Grade point average with grading system used:_____

Position(s) and Years Lettered: _____

_____

Games played/started (college career):_____Games played/started (So far this season): _____

Football accomplishments:_____

Please *attach more pages if necessary*

_____

Head Coach: _____

Campus Activities/Leadership/Citizenship: _____

Please *attach more pages if necessary*

_____

_____

_____

_____

Anticipated field of postgraduate study (and school): _____

_____

Additional comments: _____

Please *attach more pages if necessary*

_____

_____

Director of Athletics: _____ Signed: _____
(Director of Athletics)

Sports Information Director: _____ Signed: _____
(Sports Information Director)

SID Phone: _____ Email: _____

Institution: _____

Athletic Dept. Address: _____

Send nominations to: Date: _____

2003 Scholar-Athlete Nominations
National Football Foundation
and College Hall of Fame, Inc.
22 Maple Avenue
Morristown, NJ 07960

Please attach!!!

⇒ **official transcript of grades**
⇒ **(optional) glossy black and white head and shoulder photo**
⇒ **and any other pertinent information on nominee**

DEADLINE FOR NOMINATIONS:

SEPTEMBER 15, 2003

THE NATIONAL FOOTBALL FOUNDATION AND COLLEGE HALL OF FAME, INC.

2003 SCHOLAR-ATHLETE AWARDS
"The Most Prestigious Scholarships In College Football Since 1959"

CRITERIA

The qualifications are as follows:

- The nominee must be a senior or a graduate student, and in his final year of eligibility.
- The nominee must have attained a minimum grade point average of 3.0 on a 4.0 scale.
- The nominee must have shown superior academic application and performance.
- The nominee must have shown outstanding football ability and performance as a first team player.
- The nominee must have demonstrated outstanding school leadership and citizenship.

Only one candidate per institution may be submitted.

The National Football Foundation's Awards Committee utilizes a 40-40-20 grading system, whereby up to 40 points may be credited towards academic accomplishments; 40 points towards football performance; 20 points awarded for school/civic/community activities. **ALL FOOTBALL PLAYING INSTITUTIONS (I-A, I-AA, II, III and NAIA) ARE ENCOURAGED TO MAKE A NOMINATION.**

It was 44 years ago when The National Football Foundation unveiled an entirely new concept in college football, -- its National Scholar-Athlete program. In the history of American sports, this was the first time an organization honored young men, not only for their ability as football players, but also for their academic and civic leadership. The Foundation's National Scholar-Athlete Awards program consists of graduate fellowships, which are awarded on an annual basis to a select group of college football players in their senior year of eligibility who have demonstrated outstanding academic application and performance, exemplary school and community leadership and citizenship, and superior football performance, throughout their amateur career.

This fall, The National Football Foundation's Awards Committee will again select approximately 15 scholar-athletes from across the country for graduate fellowships, granting each $18,000 towards their postgraduate studies. The recipients will be selected from Division I-A, I-AA, II, III, and the NAIA. The college football Scholar-Athlete of the year will be awarded the Vincent dePaul Draddy Trophy, a $25,000 fellowship dedicated in memory of the Foundation's former chairman.

In addition to the $18,000 postgraduate scholarships, the Foundation also awards supplemental grants in specialized areas of postgraduate study. Scholarship winners may be eligible for these additional grants ranging from $1,000 to $5,000.

The recipients selected are guests of The National Football Foundation in New York for a two-day stay at the Waldorf-Astoria Hotel. They will be guests of honor, along with the Class of 2003 Division I-A inductees to the College Football Hall of Fame, at the 46th Annual Awards Dinner to be held December 9, 2003.

From: Rick Steinbacher <rsteinbacher@uncaa.unc.edu>
Sent: Thursday, May 6, 2004 9:58 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Fwd: WPPR Performance Review and Work Plan time
Attach: WPPR Performance Review and Work Plan time.msg

From: Joyce Dalgleish <joyced@uncaa.unc.edu>

Sent: Tuesday, May 4, 2004 10:06 AM

To: Bitting, Angie <abitting@uncaa.unc.edu>; Gales, Bobby <bgales@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; McPherson, Dawn <dmcpherson@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Culler, Ellen <eculler@uncaa.unc.edu>; Basnight, Gail <gbasnight@uncaa.unc.edu>; Bunting, John <jb43@uncaa.unc.edu>; Cake, Johnny <jcake@uncaa.unc.edu>; Holbrook, Jennifer <jholbrook@uncaa.unc.edu>; Crowder, Ken <kcrowder@uncaa.unc.edu>; Robinson, Kevin <krob@uncaa.unc.edu>; Rhodes, Linda <lrhodes@uncaa.unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Bunting, Mike <mbunting@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Wilkinson, Mike <mhwgolf@uncaa.unc.edu>; Perkins, Michael <mperkins@uncaa.unc.edu>; Teague, Norwood <nteague@uncaa.unc.edu>; Fowler, Ross <rfowler@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Harris, Stacey <sharris@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Cc: Gallo, Larry <athgallo@uncaa.unc.edu>; Conway, Connie <cconway@uncaa.unc.edu>; Hawkins, Diane <dhawkins@uncaa.unc.edu>; Holt, Joan <jholt@uncaa.unc.edu>; Duffy, Kathy <kduffy@uncaa.unc.edu>; Snyder, Lee <lsnyder@uncaa.unc.edu>

Subject: WPPR Performance Review and Work Plan time

Attach: WPPR Memo.04-05(May04).doc; WPPRworkplanDec2003.doc; WPPRperformreviewDec203.doc

---

It's that time again!!! Attached you will find the following:

1. The memo concerning Work Plans and Performance Reviews
2. Work Plan form
3. Performance Review form

PLEASE NOTE: the deadline for submission of these forms (June 2). It is extremely important that all forms are completed and returned to my office by the deadline in order for ratings to be entered into the system. Ratings not entered will result in increases not being awarded---should the legislature award increases this year, which at this time not decisions have been made by the legislature. Thanks in advance for your prompt attention to this matter, and please call if you have any questions.

Joyce Dalgleish
2-7850

P.S. Information on EPA Non-faculty evaluations will follow under a separate cover.

M E M O R A N D U M

May 4, 2004

TO: Dick Baddour, Martina Ballen, Gail Basnight, Angie Bitting, John Bunting, Mike Bunting, Johnny Cake, Ken Crowder, Ellen Culler, Ross Fowler, Mike Fox, Bobby Gales, Clint Gwaltney, Stacey Harris, Sylvia Hatchell, Jennifer Holbrook, Steve Kirschner, Dawn McPherson, Robert Mercer, Beth Miller, Dominic Morelli, Michael Perkins, Linda Rhodes, Kevin Robinson, Willie Scroggs, Rick Steinbacher, Norwood Teague, Michael Wilkinson, Roy Williams

FROM: Larry Gallo and Joyce Dalgleish

RE: Performance Reviews for SPA Employees

It is time to complete the Annual Performance Reviews for the **period ending May 31, 2004**. This is also the appropriate time to update Work Plans for each employee. If the Work Plan is current and does not need updating, simply submit a copy of the current Plan and write at the top in red ink "Work Plan remains the same for the period to end May 31, 2005". If the Work Plan has changed, please submit a new Work Plan Form (copy attached) for the period ending May 31, 2005. The Performance Review should be completed on the most current form, a copy of which is attached. (**REMINDER**: the Work Plan and Performance Review cycle is June 1 to May 31).

Upon completion of each evaluation and work plan:

1. give a copy of each to the employee.
2. keep a copy of each for your files.
3. **send the original** WORK PLAN on which the Performance Review was based to my office for our files.
4. **send the original** PERFORMANCE REVIEW to my office for our files.
5. **send the original** Work Plan for the period ending May 31, 2005 (if revised), or a copy of the current unchanged Work Plan (indicate "Remains unchanged for the period ending May 31, 2005" at the top) to my office for our files.

As required by the Office of State Personnel, we must report over-all Performance Reviews on each employee, and retain a copy of each Work Plan on which they were evaluated. **Please note that Performance Reviews, Work Plans on which the reviews were based and the Work Plans for the period ending May 31, 2005 should be completed and returned to our office NO LATER THAN June 2, 2004.**

Evaluations must be reported to Employee Records and entered into the Payroll system in order for any increases that may be awarded to be recognized in paychecks a current basis. **It is imperative that you complete and return your performance reviews by the aforementioned date. Reviews not received by this deadline will result in the employee not receiving increases for which they may be eligible.**

Please be advised that the Legislature has not yet made any decisions concerning increases for 2004-2005. I will notify you immediately as soon as that information is available.

If you have any questions concerning this process, please call Joyce at 962-7850.

Attachments

M E M O R A N D U M

May 4, 2004

TO: Dick Baddour, Martina Ballen, Gail Basnight, Angie Bitting, John Bunting, Mike Bunting, Johnny Cake, Ken Crowder, Ellen Culler, Ross Fowler, Mike Fox, Bobby Gales, Clint Gwaltney, Stacey Harris, Sylvia Hatchell, Jennifer Holbrook, Steve Kirschner, Dawn McPherson, Robert Mercer, Beth Miller, Dominic Morelli, Michael Perkins, Linda Rhodes, Kevin Robinson, Willie Scroggs, Rick Steinbacher, Norwood Teague, Michael Wilkinson, Roy Williams

FROM: Larry Gallo and Joyce Dalgleish

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May 4, 2004

TO: Dick Baddour, Martina Ballen, Gail Basnight, Angie Bitting, John Bunting, Mike Bunting, Johnny Cake, Ken Crowder, Ellen Culler, Ross Fowler, Mike Fox, Bobby Gales, Clint Gwaltney, Stacey Harris, Sylvia Hatchell, Jennifer Holbrook, Steve Kirschner, Dawn McPherson, Robert Mercer, Beth Miller, Dominic Morelli, Michael Perkins, Linda Rhodes, Kevin Robinson, Willie Scroggs, Rick Steinbacher, Norwood Teague, Michael Wilkinson, Roy Williams

FROM: Larry Gallo and Joyce Dalgleish

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Please be advised that the Legislature has not yet made any decisions concerning increases for 2004-2005. I will notify you immediately as soon as that information is available.

If you have any questions concerning this process, please call Joyce at 962-7850.

Attachments

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Thursday, July 21, 2005 5:47 PM
To: Dorrance, Anson <anson@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Comfort, Frank <fcswim@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Bunting, John <jb43@uncaa.unc.edu>; Holbrook, Jennifer <jholbrook@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>
Cc: Herman, Amy S. <ajschae@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Hoard, Debra <dhoard@uncaa.unc.edu>; Haase, Jerod <jhaase@uncaa.unc.edu>; Griggs, Kathy <kgriggs@uncaa.unc.edu>; Rhodes, Linda <lrhodes@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Harris, Stacey <sharris@uncaa.unc.edu>; Vanderford, Teresa <tvanderford@uncaa.unc.edu>
Subject: 2005 FALL SEMESTER SCHEDULE OF HEAD COACHES' MEETINGS

Colleagues:

I have listed below the schedule of dates for the Head Coaches' Meetings during the 2005 Fall Semester. PLEASE REMEMBER TO NOTIFY DR. BETH MILLER IF YOU ARE UNABLE TO ATTEND ANY OF THE MEETINGS.

If you should have any questions concerning this schedule of meetings, please contact Dr. Miller or me. Take care and I trust you are enjoying the summer! SEE YOU AT THE COACHES' RETREAT on Wednesday, August 23, 2005.

All the best,
Larry

2005 FALL SEMESTER HEAD COACHES' MEETINGS

August 23	Tuesday	Coaches' Retreat	12:15 PM - 5:30 PM (lunch will be served)	Koury Conference Room
August 31	Wednesday	State of the Department Meeting	8:00 AM	Swofford Auditorium Kenan Football Center
September 21	Wednesday	Coaches' Meeting	8:30 AM	Koury Conference Room
October 17	Monday	Coaches' Meeting	8:30 AM	Koury Conference Room
November 16	Wednesday	Coaches' Meeting	8:30 AM	Koury Conference Room
December 7	Wednesday	Coaches' Meeting	8:30 AM	Koury Conference Room

** PLEASE NOTE - THE KOURY CONFERENCE ROOM IS LOCATED IN THE FRONT SECTION OF THE KOURY NATATORIUM

From: Larry Gallo <athgallo@uncaa.unc.edu>

Sent: Friday, July 22, 2005 9:22 AM

To: Dorrance, Anson <anson@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Comfort, Frank <fcswim@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Bunting, John <jb43@uncaa.unc.edu>; Holbrook, Jennifer <jholbrook@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>

Cc: Herman, Amy S. <ajschae@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Hoard, Debra <dhoard@uncaa.unc.edu>; Haase, Jerod <jhaase@uncaa.unc.edu>; Griggs, Kathy <kgriggs@uncaa.unc.edu>; Rhodes, Linda <lrhodes@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Harris, Stacey <sharris@uncaa.unc.edu>; Vanderford, Teresa <tvanderford@uncaa.unc.edu>

Subject: 2005 Fall Semester Schedule of Head Coaches' Meetings

Attach: coaches mtgs.xls

Folks,

Given my lack of prowess with technology, I thought I would send you another schedule of meetings that is "more legible," especially if you desire to print the schedule. The email I sent you yesterday with the meetings' schedule, well if you print it, IT LOOKS BRUTAL, and may be tough to read!!! Thus, see the attachment and print it if you wish!

Sorry for this "double sending" of the meetings' schedule, and have a great day!

Enjoy your weekend!

Larry

	A	B	C	D
1				
2				
3				
4			**2005 Fall Semester Head Coaches' Meetings**	
5				
6	August 23	Tuesday	Coaches' Retreat	
7				
8				
9	August 31	Wednesday	State of the Dept Meeting	
10				
11				
12	September 21	Wednesday	Coaches' Meeting	
13				
14	October 17	Monday	Coaches' Meeting	
15				
16	November 16	Wednesday	Coaches' Meeting	
17				
18	December 7	Wednesday	Coaches' Meeting	
19				
20				
21	** Please note-The Koury Conference Room is located in the front section of the Koury Natatorium			

	E	F	G
1			
2			
3			
4			
5			
6	12:15PM-5:30PM		Koury Conference Room
7			(lunch will be served)
8			
9	8:00AM		Swofford Auditorium
10			(Kenan Football Center)
11			
12	8:30AM		Koury Conference Room
13			
14	8:30 AM		Koury Conference Romm
15			
16	8:30 AM		Koury Conference Room
17			
18	8:30 AM		Koury Conference Room
19			
20			
21			

From: Larry Gallo <athgallo@uncaa.unc.edu>

Sent: Wednesday, November 30, 2005 3:38 PM

To: Dorrance, Anson <anson@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Comfort, Frank <fcswim@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Bunting, John <jb43@uncaa.unc.edu>; Holbrook, Jennifer <jholbrook@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>

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Subject: 2006 Spring Semester Schedule - Head Coaches' Meetings

Attach: 2006 Spring Coaches.doc

Colleagues:

Attached is the Head Coaches' Meeting Schedule for the 2006 Spring Semester. If you should have any questions, please do not hesitate to contact either Dr. Beth Miller or me. As a reminder, please give advance notice to Dr. Miller or me if you are unable to attend a meeting.

Thank you for your cooperation and attention.

Larry

2006 Spring Coaches' Meetings

January 17	Tuesday	8:30 AM	Koury Conference Room
February 15	Wednesday	8:30 AM	Koury Conference Room
March 29	Wednesday	8:30 AM	Koury Conference Room
April 25	Tuesday	8:30 AM	Koury Conference Room

Koury Conference Room=Educational Foundation Conference Room located in Koury Natatorium

From: Rick Steinbacher <rsteinbacher@uncaa.unc.edu>
Sent: Monday, May 15, 2006 1:47 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Fwd: SPA Performance Reviews
Attach: SPA Performance Reviews.msg

From: Joyce Dalgleish <joyced@uncaa.unc.edu>

Sent: Monday, May 1, 2006 2:02 PM

To: Bitting, Angie <abitting@uncaa.unc.edu>; Gales, Bobby <bgales@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Conway, Connie <cconway@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; McPherson, Dawn <dmcpherson@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Culler, Ellen <eculler@uncaa.unc.edu>; Basnight, Gail <gbasnight@uncaa.unc.edu>; Bunting, John <jb43@uncaa.unc.edu>; Cake, Johnny <jcake@uncaa.unc.edu>; Holbrook, Jennifer <jholbrook@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Crowder, Ken <kcrowder@uncaa.unc.edu>; Robinson, Kevin <krob@uncaa.unc.edu>; Rhodes, Linda <lrhodes@uncaa.unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Bunting, Mike <mbunting@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Wilkinson, Mike <mhwgolf@uncaa.unc.edu>; Perkins, Michael <mperkins@uncaa.unc.edu>; Teague, Norwood <nteague@uncaa.unc.edu>; Fowler, Ross <rfowler@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Harris, Stacey <sharris@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Sabo, Tim <tsabo@uncaa.unc.edu>; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Cc: Stone, Cynthia <cstone@uncaa.unc.edu>; Duffy, Kathy <kduffy@uncaa.unc.edu>; Snyder, Lee <lsnyder@uncaa.unc.edu>; Parler, Susan <susanparler@uncaa.unc.edu>

Subject: SPA Performance Reviews

Attach: Text.htm; WPPR Memo.06-07(May06).doc; WPPRperformreviewDec203.doc; WPPRworkplanDec2003.doc

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Please see attached memo and required forms. Please call if you have questions.
Thanks,
Joyce

Please see attached memo and required forms. Please call if you have questions.
Thanks,
Joyce

Please see attached memo and required forms. Please call if you have questions.
Thanks,
Joyce

Please see attached memo and required forms. Please call if you have questions.
Thanks,
Joyce

From: Larry Gallo <athgallo@uncaa.unc.edu>

Sent: Tuesday, August 1, 2006 11:33 AM

To: Dorrance, Anson <anson@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Comfort, Frank <fcswim@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Bunting, John <jb43@uncaa.unc.edu>; Haase, Jerod <jhaase@uncaa.unc.edu>; Holbrook, Jennifer <jholbrook@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Vanderford, Teresa <tvanderford@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>

Cc: Herman, Amy S. <ajschae@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>

Subject: 2006 FALL SEMESTER - HEAD COACHES MEETINGS SCHEDULE

Attach: HEAD COACHES.doc

Colleagues:

Attached is the Head Coaches' Meeting Schedule for the 2006 Fall Semester. PLEASE REMEMBER TO CONTACT DR. BETH MILLER IF YOU ARE UNABLE TO ATTEND ANY MEETING. If you should have any questions concerning the schedule of meetings, please contact either Dr. Miller or me.

Take care and I trust you are enjoying the summer! SEE YOU AT THE COACHES' RETREAT ON MONDAY, AUGUST 21, 2006!

Thank you and all the best!

Larry

HEAD COACHES' MEETING SCHEDULE
FALL SEMESTER, 2006

Monday, August 21	**(Coaches' Retreat)**	12:15 PM	Koury Conference Room
Monday, September 18		8:30 AM	Koury Conference Room
Monday, October 16		8:30 AM	Koury Conference Room
Tuesday, November 14		8:30 AM	Koury Conference Room
Wednesday, December 6		8:30 AM	Koury Conference Room

Please note that meeting times and location may be subject to change

2005-2006 ACC Academic Honor Roll

Boston College (359)

Joseph Adams 1 ..... Ice Hockey
Kristin Allain 1 ..... Softball
Carrie Amarante 1 ..... Sailing
Jamen Amato 1 ..... Soccer
Claire Arpin 1 ..... Rowing
Nicholas Asselin 1 ..... Baseball
Gregory Avallon 1 ..... Skiing
Brittany Barry 1 ..... Lacrosse
Charles Bayer 1 ..... Sailing
Lilly Beck 1 ..... Sailing
Joshua Beekman 1 ..... Football
Meghan Benedetto 1 ..... Skiing
Chelsea Benson 1 ..... Swim
Jeffrey Benson 1 ..... Swim
Daniel Berglund 1 ..... Football
Julia Berkowitz 1 ..... Field Hockey
Daniel Bertram 1 ..... Ice Hockey
Ella Bieze 1 ..... Swim
Peter Bing 1 ..... Skiing
Eric Bjerke 1 ..... Golf
Lizette Blohm 1 ..... Lacrosse
Erin Blood 1 ..... Ice Hockey
Kevin Boggan 1 ..... Baseball
Peter Bohlin 1 ..... Skiing
Joanna Boland 1 ..... Lacrosse
Amanda Booth 1 ..... Softball
Holly Boucher 1 ..... Swim
Ernest Bourassa 1 ..... Sailing
Kendall Bourke 1 ..... Track
Carolyn Bowman 1 ..... Swim
Margaret Brogan 1 ..... Field Hockey
Amy Bromann 1 ..... Swim
Amanda Brooks 1 ..... Softball
Richard Brown 1 ..... Football
Sarah Buonomo 1 ..... Soccer
Laurel Burdick 1 ..... Track
Emily Burke 1 ..... Rowing
Sarah Burns 1 ..... Rowing
Carrie Byler 1 ..... Swim
Caroline Byron 1 ..... Swim
Elizabeth Byron 1 ..... Swim
Steven Cadoret 1 ..... Baseball
Casey Calvert 1 ..... Rowing
Corey Cameron 1 ..... Skiing
Louis Canelli 1 ..... Track
Emily Cannon 1 ..... Golf
Krista Capece 1 ..... Swim
Lauren Carey 1 ..... Rowing
Patrick Carey 1 ..... Track
Michael Cartwright 1 ..... Swim
Meghan Casey 1 ..... Swim
Erin Cassidy 1 ..... Rowing
Christopher Caulfield 1 ..... Track
Mallory Champa 1 ..... Track
Thomas Chandler 1 ..... Swim
Amanda Chase 1 ..... Field Hockey
Dasha Cherkasov 1 ..... Tennis
Maria Cicero 1 ..... Track
Theresa Cirelle 1 ..... Soccer
Erin Cobb 1 ..... Swim
Brendan Collins 1 ..... Track
Kristen Coon 1 ..... Track
Erin Corsini 1 ..... Softball
Sarah Courtney 1 ..... Ice Hockey
Arianna Criscione 1 ..... Soccer
Shauna Culhane 1 ..... Lacrosse
Matthew Curley 1 ..... Fencing
Patrick Curley 1 ..... Fencing
David Currid 1 ..... Football
Kristen Curtis 1 ..... Swim
MaryGene Dane 1 ..... Soccer
Creighton Davis 1 ..... Swim
Meghan Davis 1 ..... Lacrosse
Katie DeBlois 1 ..... Lacrosse
Mary Defilippo 1 ..... Field Hockey
Anna Dehen 1 ..... Rowing
Brian Dempsey 1 ..... Football
Patrick Dietz 1 ..... Sailing
Jenna DiNovis 1 ..... Swim
Kelsey Dippold 1 ..... Rowing
Alison Diquollo 1 ..... Fencing
Bob Dirks 1 ..... Field Hockey
Robert Dittrich 1 ..... Baseball
Kathleen Donovan 1 ..... Rowing
Frances Dow 1 ..... Sailing
Edward Dunlap 1 ..... Basketball
Jason Duran 1 ..... Skiing
Bradie Dwyer 1 ..... Swim
Kevin Dziubek 1 ..... Fencing
Jillian Edmonds 1 ..... Track
Karim El Nokali 1 ..... Football
Andrew Ellerhorst 1 ..... Fencing
Amy Elliott 1 ..... Swim
Johanna Ellison 1 ..... Ice Hockey
David Emerson 1 ..... Track
Alyssa Emrick 1 ..... Field Hockey
Steven Engelhardt 1 ..... Track
Meghan Fardelmann 1 ..... Ice Hockey
Jessica Fazekas 1 ..... Track
Lauren Ferrara 1 ..... Rowing
Heather Ferron 1 ..... Soccer
Brendon Ferullo 1 ..... Soccer
Anne Filer 1 ..... Softball
Kerry Fino 1 ..... Swim
Paula Finsness 1 ..... Sailing
Jessica Flinn 1 ..... Track
Katharine Flynn 1 ..... Rowing
Emily Fong 1 ..... Swim
Peter Frates 1 ..... Baseball
Elizabeth Friel 1 ..... Golf
Trevor Frierson 1 ..... Track
Alan Frith 1 ..... Sailing
Mary Gallivan 1 ..... Soccer
Kimberly Garcia 1 ..... Swim
Keegan Garnsey 1 ..... Skiing
Lauren Gaspary 1 ..... Rowing
Caitlin Gillen 1 ..... Field Hockey
Nancy Gillis 1 ..... Ice Hockey
Lauren Gillooly 1 ..... Sailing
Leigh Going 1 ..... Swim
Paula Gonzalez 1 ..... Rowing
Kristen Goodby 1 ..... Sailing
Caitlin Gordon 1 ..... Rowing
Taylor Gorman 1 ..... Track
James Granello 1 ..... Golf
Sarah Graner 1 ..... Swim
Mark Green 1 ..... Swim
Alexandra Grimley 1 ..... Skiing
Ian Griswold 1 ..... Fencing
Michael Grosso 1 ..... Sailing
Kaitlin Guenette 1 ..... Track
Chelsea Halbmaier 1 ..... Track
Ty Hall 1 ..... Football
Emily Hannigan 1 ..... Lacrosse
Christina Harostock 1 ..... Skiing
Emily Harper 1 ..... Fencing
Colleen Harris 1 ..... Ice Hockey
Peter Harrold 1 ..... Ice Hockey
Laura Harvey 1 ..... Soccer
Abigail Hasebroock 1 ..... Volleyball
Gregory Hassel 1 ..... Track
Caroline Hayes 1 ..... Swim
Mary Heitkamp 1 ..... Track
Alicia Henry 1 ..... Track
Ryan Henry 1 ..... Track
Stephen Hepburn 1 ..... Soccer
Anne Hessberg 1 ..... Track
Jennifer Heyde 1 ..... Track
Karen Hill 1 ..... Rowing
Kasey Hill 1 ..... Track
Patton Hindle 1 ..... Rowing
Louis Hinnant 1 ..... Basketball
Kara Hoisington 1 ..... Skiing
Timothy Holden 1 ..... Golf
Kimberly Hopkin 1 ..... Softball
Julie Howe 1 ..... Sailing
Megan Hurd 1 ..... Swim
Jan Ingvalson 1 ..... Rowing
Nathan Jeanes 1 ..... Baseball
Kelsey Johnson 1 ..... Volleyball
Chelsea Jones 1 ..... Track
Catherine Joyce 1 ..... Lacrosse
Nikoll Julien 1 ..... Swim
Elizabeth Kadison 1 ..... Lacrosse
Molly Kane 1 ..... Lacrosse
Joseph Kansao 1 ..... Fencing
Lara Kapura 1 ..... Fencing
Bronwen Kelly 1 ..... Field Hockey
Kristen Kelly 1 ..... Rowing
Kyle Kelly 1 ..... Golf
Kristin Kenney 1 ..... Volleyball

2005-2006 ACC Academic Honor Roll

Soma Kesthely 1 ..... Tennis
Elizabeth Keyser 1 ..... Rowing
Jeffrey Klatsky 1 ..... Track
Benjamin Kocarnik 1 ..... Track
Daniel Kollar 1 ..... Swim
Trey Koziol 1 ..... Football
Lia Krautmanis 1 ..... Volleyball
Daniel LaFave 1 ..... Track
Alexis Lake 1 ..... Track
Christopher Lauderdale 1 ..... Fencing
Sabrina Lazzari 1 ..... Field Hockey
Brenna Leahy 1 ..... Field Hockey
Jane Leahy 1 ..... Fencing
Nicole LeFrancois 1 ..... Rowing
Daniel Lennon 1 ..... Football
Joseph Lesniak 1 ..... Track
Anthony Liberti 1 ..... Skiing
Nichole Lister 1 ..... Track
Whitney Lomax 1 ..... Rowing
Peter Lowe 1 ..... Fencing
Patrick Lynch 1 ..... Football
Jenna Macchi 1 ..... Softball
Lisa Macchia 1 ..... Basketball
Tracy Maciolek 1 ..... Rowing
Patricia Mack 1 ..... Rowing
Kristen Madden 1 ..... Field Hockey
Mark Maglio 1 ..... Football
Joseph Maloy 1 ..... Swim
Sebastian Mansson 1 ..... Track
Kimberly Marakovits 1 ..... Rowing
Stephanie Mariconda 1 ..... Fencing
Sarah Marshall 1 ..... Basketball
James Marten 1 ..... Football
Katharine Martin 1 ..... Swim
Jennifer Maurer 1 ..... Soccer
Lindsey McArdle 1 ..... Soccer
David McCredo 1 ..... Fencing
Tara McKennett 1 ..... Lacrosse
Lacey McKeon 1 ..... Track
Melissa McLane 1 ..... Track
Kia McNeill 1 ..... Soccer
Kerri McNicholas 1 ..... Soccer
Michael McNulty 1 ..... Swim
Patrick Mellea 1 ..... Track
Thatcher Merrill 1 ..... Skiing
Holley Mesuda 1 ..... Swim
Issey Maholo 1 ..... Soccer
Elizabeth Millar 1 ..... Rowing
April Millado 1 ..... Soccer
Christopher Miller 1 ..... Football
Lee Mirasolo 1 ..... Ice Hockey
Satoshi Mitsuda 1 ..... Soccer
Jeanine Moore 1 ..... Swim
Michael Moore 1 ..... Swim
Erin Morley 1 ..... Sailing
Bryan Murphy 1 ..... Football
Kara Musso 1 ..... Track
Meghan Nadolski 1 ..... Soccer

Allison Nagle 1 ..... Sailing
Lindsey Nash 1 ..... Tennis
Thomas Nececkas 1 ..... Swim
Mario Nicholas 1 ..... Soccer
Dorota Niemczewska 1 ..... Volleyball
Matthew Northrup 1 ..... Swim
Carol O'Connor 1 ..... Fencing
Justine O'Connor 1 ..... Sailing
Gregory O'Kane 1 ..... Fencing
Stephanie Olchowski 1 ..... Ice Hockey
Meaghan O'Malley 1 ..... Fencing
Timothy Orazem 1 ..... Sailing
Anna O'Regan 1 ..... Track
Elizabeth Orofino 1 ..... Rowing
Heather Page 1 ..... Swim
Kathryn Page 1 ..... Swim
Marguerite Palisoul 1 ..... Field Hockey
Angela Pandolfo 1 ..... Softball
Danielle Pandolfo 1 ..... Softball
Lauren Parks 1 ..... Field Hockey
Carla Pellegrini 1 ..... Rowing
Caitlin Peterson 1 ..... Skiing
Brittany Pierpont 1 ..... Volleyball
Martha Pitt 1 ..... Sailing
Katherine Quaglia 1 ..... Field Hockey
Alison Quandt 1 ..... Ice Hoceky
Brooke Queenan 1 ..... Basketball
Shawn Radman 1 ..... Skiing
Kathryn Rankin 1 ..... Rowing
Carolyn Rayburn 1 ..... Track
Katelyn Reabe 1 ..... Swim
Robert Reed 1 ..... Golf
Bridget Regan 1 ..... Rowing
Julie Regan 1 ..... Track
Allan Rego 1 ..... Skiing
Alden Reid 1 ..... Sailing
Heather Reid 1 ..... Sailing
Michael Reiser 1 ..... Tennis
Lauren Reliford 1 ..... Track
Kathrin Ress 1 ..... Basketball
Jacqueline Reyes 1 ..... Soccer
Ryne Reynoso 1 ..... Baseball
Samuel Richardson 1 ..... Fencing
Christine Riley 1 ..... Sailing
Alexander Rios 1 ..... Fencing
Timothy Ritchie 1 ..... Track
Thayer Rosenberg 1 ..... Rowing
Patrick Ross 1 ..... Football
Verena Rost 1 ..... Volleyball
Allison Rust 1 ..... Swim
Caitrin Ryan 1 ..... Lacrosse
Brian Sargenti 1 ..... Swim
Jillian Savoy 1 ..... Field Hockey
Catharine Saylor 1 ..... Lacrosse
Kathryn Saylor 1 ..... Swim
Jessica Schmierer 1 ..... Sailing
Mary Schneck 1 ..... Soccer
Cory Schneider 1 ..... Ice Hockey

Heather Schofield 1 ..... Rowing
Jason Sechrist 1 ..... Tennis
Garrett Seeger 1 ..... Football
Chrstine Shaughnessy 1 ..... Rowing
Vincent Shen 1 ..... Swim
John Siravo 1 ..... Football
James Slattery 1 ..... Track
Jeffrey Sloan 1 ..... Sailing
Maeve Sloane 1 ..... Swim
Lara Smilnak 1 ..... Golf
Christine Smith 1 ..... Basketball
Courtney Smith 1 ..... Swim
Kathleen Smyth 1 ..... Track
Elizabeth Snyder 1 ..... Swim
Erica Sorensen 1 ..... Swim
Daniel Springer 1 ..... Track
Emily Stegner 1 ..... Volleyball
Julia Stone 1 ..... Track
Cristin Stuart 1 ..... Ice Hockey
Ryan Sturma 1 ..... Golf
Kara Succoso 1 ..... Soccer
Katherine Sullivan 1 ..... Rowing
Patrick Sullivan 1 ..... Football
Tanya Suryoutomo 1 ..... Swim
Kari Sveum 1 ..... Swim
Robert Swanke 1 ..... Football
Szilvia Szegedi 1 ..... Tennis
Maggie Taverna 1 ..... Ice Hockey
Kathleen Taylor 1 ..... Soccer
Victoria Thelin 1 ..... Swim
Jonathan Thomas 1 ..... Track
Ashley Thompson 1 ..... Track
Britney Thompson 1 ..... Softball
Ryan Thompson 1 ..... Football
Tori Thompson 1 ..... Volleyball
Brian Tichenor 1 ..... Swim
Maura Tierney 1 ..... Fencing
Rachel Tinquist 1 ..... Lacrosse
Amy Triche 1 ..... Fencing
Nicola Tufts 1 ..... Track
James Unis 1 ..... Football
Cara Valeri 1 ..... Track
Patrick Viklund 1 ..... Track
Katherine Wagoner 1 ..... Lacrosse
Andrew Wallman 1 ..... Skiing
Stephen Walsh 1 ..... Track
Courtney Weinshank 1 ..... Rowing
Aimee Wessel 1 ..... Rowing
Kristen Whalley 1 ..... Volleyball
Brenton Wheatley 1 ..... Track
Alyson Whitehead 1 ..... Sailing
Drew Wiechnicki 1 ..... Track
Lauren Wiedmeier 1 ..... Ice Hockey
Jazzmen Williams 1 ..... Football
Courtney Willson 1 ..... Soccer
Brooke Wilson 1 ..... Lacrosse
Jessica Wilson 1 ..... Ice Hockey
Brianna Wilson-Byrne 1 ..... Soccer

2005-2006 ACC Academic Honor Roll

Christopher Wilson-Byrne 1.....Swim
Diana Winings 1.....Swim
Maura Winston 1.....Sailing
Morgan Woodcock 1 ..... Volleyball
Mari Wunschel 1 .....Swim
Jaehoon Yang 1 ..... Fencing
Scott Yoon 1 ..... Golf
Sara York 1 .....Field Hockey
Clara Yum 1 ..... Fencing
Jeremy Zagorski 1.....Track
Quinn Ziatyk 1.....Sailing
Peter Zimmermann 1 ..... Cross Country
Kurt Zwald 1 .....Swim
Courtney Zwirko 1.....Lacrosse

2005-2006 ACC Academic Honor Roll

Clemson (195)

Kati Aggas 1 ..... Swimming
Danny Alge 4 ..... Track
Chris Allen 1 ..... Baseball
Jill Allen 2 ..... Swimming
Liz Averyt 1 ..... Rowing
Matt Balderston 2 ..... Swimming
Jennifer Barton 4 ..... Track
Mackenzie Bartz 1 ..... Rowing
Meg Bendik 1 ..... Rowing
Andy Bergren 1 ..... Swimming
Julie Bolt 1 ..... Soccer
William Bond 1 ..... Baseball
Vernita Boone 2 ..... Rowing
Laura Boozer 2 ..... Volleyball
Caroline Borgan 1 ..... Rowing
Barbi Breimann 3 ..... Rowing
Blair Brendle 2 ..... Rowing
Katie Bridges 1 ..... Volleyball
Sarah Broeker 3 ..... Rowing
Corey Brown 1 ..... Track
Lisa Brown 1 ..... Track
Sam Bryfczynski 1 ..... Track
Mark Buchholz 2 ..... Soccer
Greg Burana 3 ..... Soccer
Chris Carey 3 ..... Football
Nichole Carlton 4 ..... Swimming
Peg Carter 1 ..... Swimming
Martin Catalioto 3 ..... Golf
Sarah Cefalu 3 ..... Swimming
Zach Cerny 1 ..... Football
Brad Chalk 2 ..... Baseball
Cole Chason 3 ..... Football
Roy Cheney 2 ..... Track
Sean Clark 2 ..... Baseball
Kay Clarke 2 ..... Tennis
Ashley Clay 1 ..... Swimming
Josh Cribb 5 ..... Baseball
Jay Crout 3 ..... Swimming
Claire Cuda 1 ..... Swimming
Herman Demmink 3 ..... Baseball
Thea Dix 1 ..... Track
Marquita Dortch 1 ..... Track
Sue Eckman 2 ..... Volleyball
Josh Elam 1 ..... Track
Elizabeth Embler 1 ..... Track
Kim Faerber 3 ..... Soccer
Nelson Faerber 1 ..... Football
Stephen Faris 3 ..... Baseball
Abbey Fernandez 1 ..... Rowing
Chris Fidrych 2 ..... Baseball
Drew Fiorenza 2 ..... Baseball
Bradley Flowers 1 ..... Football
Sunday Ford 1 ..... Track
Amanda Frist 1 ..... Basketball
Amber Funk 1 ..... Soccer
Stephen Furr 4 ..... Football
Brittney Gamble 3 ..... Rowing
Sean Geary 1 ..... Swimming
Kathi Gerber 1 ..... Tennis
Fraser Gerth 1 ..... Soccer
Bradley Gibson 5 ..... Soccer
Allison Graham 4 ..... Soccer
Jen Grove 2 ..... Swimming
Ben Hall 2 ..... Baseball
Cliff Hammonds 2 ..... Basketball
Taylor Harbin 2 ..... Baseball
Sarah Hayward 1 ..... Rowing
Candice Hein 4 ..... Soccer
Ford Heiner 2 ..... Rowing
Bryce Herrington 1 ..... Swimming
Katie Hicks 3 ..... Swimming
Randi Hinton 1 ..... Track
Brent Hobbs 2 ..... Track
Doug Hogan 2 ..... Baseball
Chris Howard 2 ..... Baseball
Thomas Hunter 1 ..... Football
Greg Isaacs 3 ..... Track
Elizabeth Jennings 2 ..... Rowing
Lizzy Jobe 2 ..... Soccer
Annie Johnson 1 ..... Rowing
Candice Johnson 1 ..... Track
Joel Johnson 3 ..... Swimming
Molly Johnson 1 ..... Soccer
Lauren Johnston 2 ..... Soccer
Beth Jordan 1 ..... Track
Ben Kanoy 4 ..... Swimming
Chelsea Kautz 4 ..... Rowing
Dan Kazilionis 2 ..... Swimming
Ian Keller 1 ..... Tennis
Aaron Kelly 1 ..... Football
Andrew Kessler 3 ..... Track
Brian Knapp 1 ..... Track
Paul Koenke 1 ..... Tennis
Rochelle Kokayko 1 ..... Track
Sander Koning 2 ..... Tennis
David Kopp 2 ..... Baseball
Cassy Larussa 1 ..... Swimming
Paige Ledford 1 ..... Soccer
Jay Lumpkins 1 ..... Track
Jimmy Maners 1 ..... Football
Leslie Mansfield 2 ..... Volleyball
Lauren Marriott 1 ..... Track
Alex Martin 2 ..... Baseball
Ben Martin 1 ..... Golf
Meghan McCleskey 3 ..... Rowing
Sarah McClurg 4 ..... Soccer
Melanie McDaniel 1 ..... Rowing
Rachel McLaurin 1 ..... Track
Patrice McMillan 2 ..... Track
Britten Meyer 3 ..... Soccer
Jen Miata 2 ..... Swimming
Greg Middleton 3 ..... Swimming
Matt Morris 1 ..... Basketball
Daniel Moskos 1 ..... Baseball
David Newton 1 ..... Soccer
Thomas Niemeier 1 ..... Swimming
Avery Oldfield 1 ..... Soccer
Michelle Parkhurst 1 ..... Swimming
Alex Pearson 2 ..... Football
Clay Pendleton 2 ..... Track
Stephanie Permar 3 ..... Soccer
Tia Perry 1 ..... Track
Casey Phillips 4 ..... Track
Amanda Pirovitz 2 ..... Swimming
Stephen Poole 4 ..... Golf
Sarah Porri 1 ..... Swimming
Andy Porter 1 ..... Track
Catheryne Porter 1 ..... Track
Brian Possee 1 ..... Swimming
Patrick Raisor 2 ..... Swimming
Caroline Rash 1 ..... Track
Jaclyn Rath 4 ..... Rowing
Nicole Rau 1 ..... Rowing
Tribble Reese 1 ..... Football
Brian Regone 2 ..... Swimming
Rachel Regone 1 ..... Swimming
Charlie Roberts 4 ..... Soccer
Dawn Robertson 2 ..... Volleyball
Ashley Robinson 1 ..... Track
Shawan Robinson 4 ..... Basketball
Elyse Roenick 1 ..... Rowing
Parker Rogers 1 ..... Soccer
Scott Rosman 1 ..... Soccer
Brittany Ross 1 ..... Volleyball
Ryan Roushandel 2 ..... Soccer
Jeff Routh 2 ..... Soccer
Kim Routh 2 ..... Swimming
Jessica Rutter 1 ..... Track
Carol Salge 1 ..... Tennis
Carlyn Sander 1 ..... Swimming
Whitney Sandison 1 ..... Swimming
Suzanne Sawicki 1 ..... Rowing
Lia Schendel 1 ..... Soccer
Kelly Schneider 3 ..... Soccer
Jessica Scott 3 ..... Swimming
Ashley Shafer 4 ..... Swimming
Jessica Shain 3 ..... Soccer
Lucas Shires 1 ..... Track
Zack Siefert 1 ..... Golf
Charmayne Smith 1 ..... Track
Kim Smith 1 ..... Rowing
Ope Sobanjo 3 ..... Track
Gabrielle Solek-Tefft 3 ..... Tennis
Brian Sorrells 3 ..... Football
Brandon Speweik 1 ..... Football
Meghan Stanton 4 ..... Volleyball
Meghan Steiner 2 ..... Volleyball
Chris Stone 1 ..... Football
Preston Stone 1 ..... Football
Megan Stuermann 2 ..... Rowing
Kristin Thompson 4 ..... Track

2005-2006 ACC Academic Honor Roll

Taylor Thompson 1 ..... Swimming
Brett Twente 3 ..... Tennis
Meagan Ucci 1 ..... Rowing
Kelly Urso 4 ..... Swimming
Havird Usry 1 ..... Soccer
Micah Usry 1 ..... Soccer
Federica Vanadrichem 1 ..... Tennis
Lydia Vandenbergh 4 ..... Soccer
Suzanne Van Fleet 2 ..... Rowing
Amanda Vaughan 2 ..... Swimming
Matt Vaughn 1 ..... Baseball
Kathryn Wait 3 ..... Rowing
Jessica Watcke 3 ..... Swimming
Abdur Watkins 1 ..... Track
Elizabeth Weichel 4 ..... Rowing
Kristen Weinacker 4 ..... Rowing
Emilie Wells 3 ..... Swimming
Sarah Wippermann 4 ..... Swimming
Frank Wrenn 1 ..... Golf
Jesse Yanutola 1 ..... Basketball
Susan Yenser 1 ..... Basketball
Julia Young 1 ..... Rowing
Ali Zacker 1 ..... Swimming
P.J. Zocchi 2 ..... Baseball

2005-2006 ACC Academic Honor Roll

Duke (362)

Jennifer Alleva 3 ..... Soccer
Laura Anderson 4 ..... Lacrosse
Lauren Archer 2 ..... Tennis
Michelle Aristeo 2 ..... Swimming
Joseph Atas 1 ..... Tennis
Brandon Ayers 4 ..... Wrestling
Patrick Bailey 2 ..... Football
Anthony Bajoczky 3 ..... Baseball
Alison Bales 3 ..... Basketball
Sean Bani 1 ..... Fencing
John Barone 1 ..... Wrestling
Kyle Barrett 1 ..... Swimming
Lavdrim Bauta 4 ..... Football
William Bell 2 ..... Cross Country
Alexandra Bellis 1 ..... Rowing
Robert Benion 4 ..... Football
Jeffrey Blickman 2 ..... Baseball
Melanie Blohm 1 ..... Swimming
Amanda Blumenherst 1 ..... Golf
Carmen Bognanno 4 ..... Soccer
Tonia Boock 2 ..... Rowing
Emma Boston 1 ..... Cross Country
Kirsten Bostrom 4 ..... Field Hockey
Daniel Bowling 2 ..... Football
Sara Brandt 1 ..... Fencing
Liza Braun 1 ..... Lacrosse
John Brockardt 2 ..... Indoor Track
Amy Brown 2 ..... Swimming
Christopher Brown 3 ..... Tennis
Michael Bruno 3 ..... Fencing
Mark Buha 2 ..... Cross Country
Jacquelyn Burmeister 1 ..... Rowing
Stephanie Butnick 1 ..... Fencing
Mark Campisano 1 ..... Swimming
Paul Campitelli 1 ..... Football
Shelley Capito 2 ..... Volleyball
Kristin Cargill 3 ..... Tennis
Susanna Carls 1 ..... Volleyball
Edward Carrington 1 ..... Lacrosse
Daniel Casanas 1 ..... Football
Ian Cassidy 1 ..... Indoor Track
Pavelid Castaneda 1 ..... Soccer
Michael Catalino 1 ..... Lacrosse
Scott Champagne 1 ..... Swimming
Tomasz Charowski 2 ..... Soccer
Simon Cheng 3 ..... Football
Patrick Chidnese 1 ..... Football
Jane Chong 1 ..... Rowing
Kathleen Chrest 3 ..... Lacrosse
Anne Clark 1 ..... Swimming
Tyler Clarke 2 ..... Indoor Track
Rachel-Rose Cohen 3 ..... Soccer
Kevin Coleman 3 ..... Lacrosse
Ashley Coll 3 ..... Lacrosse
Thomas Colven 1 ..... Indoor Track
Gregory Conforti 1 ..... Soccer
Michael Cooper 2 ..... Football
John Cornwell 4 ..... Fencing
Joshua Coveleski 1 ..... Lacrosse
Andrea Crane 2 ..... Soccer
Andrea Crosby 3 ..... Lacrosse
Joseph Danfield 1 ..... Wrestling
Matthew Danforth 2 ..... Indoor Track
Cedric Dargan 4 ..... Football
Carolyn Davis 1 ..... Lacrosse
Michael DegliObizzi 1 ..... Wrestling
Megan Del Monte 1 ..... Lacrosse
Mark DellaVolpe 2 ..... Indoor Track
Clelia Deltour 2 ..... Tennis
Randy DeSmyter 2 ..... Football
James Dickey 2 ..... Golf
Marian Dickinson 1 ..... Field Hockey
Michael DiMarco 3 ..... Fencing
Scott Doerr 1 ..... Wrestling
Eric Dooley 1 ..... Indoor Track
Samuel Doran 3 ..... Fencing
Edward Douglas 3 ..... Lacrosse
William Dowling 4 ..... Football
Ronald Drummer 1 ..... Football
Nicole Dudek 3 ..... Field Hockey
Paul Dudley 1 ..... Soccer
Graham Dugoni 1 ..... Soccer
John Dukes 3 ..... Football
Russell Durfee 1 ..... Baseball
Joel East 4 ..... Football
Lindsey Edwards 2 ..... Indoor Track
Leisha Elmore 2 ..... Rowing
David Evans 4 ..... Lacrosse
Anna Farias-Eisner 1 ..... Cross Country
Jonathan Fay 3 ..... Indoor Track
Kendrall Felder 1 ..... Football
Meghan Ferguson 3 ..... Lacrosse
Tiare Ferguson 2 ..... Cross Country
Rebekah Fergusson 3 ..... Soccer
Samantha Fisher 4 ..... Volleyball
Catherine FitzHugh 4 ..... Indoor Track
Daniel Flannery 3 ..... Lacrosse
Elizabeth Floyd 2 ..... Field Hockey
Jessica Foley 4 ..... Basketball
Carolyn Ford 4 ..... Soccer
Jonathan Fox 2 ..... Cross Country
Leah Frank-Finney 4 ..... Rowing
Jennifer Fraser 4 ..... Cross Country
Danielle Freedman 3 ..... Lacrosse
Justin Freeman 1 ..... Football
Nathan Freiman 1 ..... Baseball
Patricia Frost 3 ..... Swimming
James Gallagher 1 ..... Baseball
Christina Germinario 1 ..... Lacrosse
Aaron Glover 2 ..... Wrestling
Spencer Goldstein 2 ..... Fencing
Lauren Gonzalez 1 ..... Swimming
Kimberly Gordon 3 ..... Rowing
Julia Goyer 3 ..... Tennis
Julia Granger 4 ..... Swimming
Kathleen Grant 4 ..... Field Hockey
Bonnie Gregory 2 ..... Rowing
Jacob Grodzinsky 1 ..... Golf
Anna Grzebien 2 ..... Golf
Geary Gubbins 1 ..... Cross Country
Andrew Guidry 2 ..... Football
Kate Guthrie 2 ..... Swimming
Casey Hales 2 ..... Football
Kaitlin Hancock 3 ..... Lacrosse
Willene Hare 1 ..... Indoor Track
Cameron Harms 1 ..... Wrestling
Lea Harrell 3 ..... Indoor Track
Kathryn Harrington 4 ..... Swimming
Krista Harryman 3 ..... Rowing
Leslie Hartford 3 ..... Swimming
Erin Hathorn 2 ..... Soccer
Kelly Hathorn 1 ..... Soccer
Alexis Hausfeld 2 ..... Volleyball
Erik Henkelman 4 ..... Lacrosse
Anna Hinshaw 1 ..... Rowing
Heidi Hollenbeck 3 ..... Soccer
Clara Horowitz 3 ..... Cross Country
Dorothy Hubbard 3 ..... Fencing
Megan Huether 3 ..... Lacrosse
Kimberly Imbesi 1 ..... Lacrosse
Tara Iyer 1 ..... Tennis
Wendy Jaglom 1 ..... Indoor Track
Elizabeth Jenke 1 ..... Cross Country
Timothy Jepson 2 ..... Soccer
Leigh Jester 2 ..... Lacrosse
Allie Johnson 2 ..... Lacrosse
Lara Jones 2 ..... Indoor Track
Virginia Kane 1 ..... Rowing
Michael Kaplanis 3 ..... Football
Christine Kariya 1 ..... Rowing
Audrey Karman 1 ..... Fencing
Michael Kecman 2 ..... Wrestling
Patrick Keenum 3 ..... Wrestling
William Kennedy 3 ..... Cross Country
Anne Kercsmar 3 ..... Fencing
Kyle Kershner 2 ..... Cross Country
William Kimmitt 2 ..... Football
Sarah Kirchhofer 2 ..... Lacrosse
Justin Kitchen 1 ..... Football
Daniel Kramer 3 ..... Soccer
Sheila Kramer 1 ..... Soccer
Kyle Kreick 1 ..... Baseball
Tyler Krieg 3 ..... Football
Keith Krieger 3 ..... Cross Country
Catherine Krom 1 ..... Lacrosse
Frederick Krom 2 ..... Lacrosse
Westley Kuser 1 ..... Wrestling
Erin Lamb 2 ..... Indoor Track
Steven Lattanzio 1 ..... Football
Theodore Lauzen 3 ..... Fencing
Adam Lesser 1 ..... Wrestling

2005-2006 ACC Academic Honor Roll

Virginia Levanas 2 ..... Volleyball
Colin Lewis 1 ..... Indoor Track
Julia Lewis 4 ..... Swimming
Mary Lilley 1 ..... Rowing
Charles Lin 3 ..... Fencing
Rachel Link 1 ..... Field Hockey
Hilary Linton 1 ..... Field Hockey
Sally Liu 1 ..... Indoor Track
Christopher Loftus 2 ..... Soccer
Daniel Loftus 1 ..... Lacrosse
Cara-Lynn Lopresti 2 ..... F. Hockey
John Maletis 1 ..... Cross Country
Melissa Mang 1 ..... Tennis
Daniel Mangiapani 4 ..... Baseball
Shelly Marshall 3 ..... Soccer
Annie Massart 3 ..... Fencing
Henry Mathies 2 ..... Indoor Track
Zachary Maurides 1 ..... Football
Jessica McBride 1 ..... Lacrosse
Sarah McCabe 2 ..... Soccer
Jacob McCafferty 3 ..... Swimming
Kelly McCann 1 ..... Soccer
Jackson McClam 1 ..... Fencing
Anthony McDevitt 3 ..... Lacrosse
Christie McDonald 1 ..... Soccer
Shayna McGeehan 2 ..... Field Hockey
Madeline McKeever 1 ..... Cross Country
Kellan McKeon 2 ..... Wrestling
Brian McNiff 4 ..... Indoor Track
Chiara McPhee 2 ..... Fencing
Lee Melchionni 2 ..... Basketball
Michelle Menser 3 ..... Lacrosse
Meredith Metcalf 1 ..... Rowing
Sally Meyerhoff 3 ..... Cross Country
Gregory Meyers 2 ..... Football
Iraina Miles 1 ..... Rowing
Daniel Miller 1 ..... Soccer
Alexis Morant 4 ..... Soccer
Christine Morgan 4 ..... Field Hockey
Rebecca Moros 1 ..... Soccer
Brett Morrell 3 ..... Indoor Track
Bryce Mueller 1 ..... Golf
Justin Mullen 1 ..... Swimming
Adam Murray 1 ..... Baseball
Alexa Namba 1 ..... Swimming
Daniel Narvey 4 ..... Cross Country
Allison Nesbitt 3 ..... Indoor Track
Kathryn Ness 4 ..... Swimming
Aiyana Newton 2 ..... Lacrosse
Mindy Nguyen 1 ..... Indoor Track
Eli Nichols 4 ..... Football
Glenn Nick 4 ..... Lacrosse
Addison Nuding 1 ..... Wrestling
Sean O'Brien 1 ..... Baseball
Mallory O'Connell 1 ..... Swimming
Megan O'Connell 2 ..... Rowing
Nicholas O'Hara 3 ..... Lacrosse
Ayanga Okpokowuruk 1 ..... Football
Daniel Oppedisano 3 ..... Lacrosse
Richard Orr 3 ..... Soccer
Peter Osterland 2 ..... Swimming
Daniel Otero 1 ..... Baseball
Meghan O'Toole 2 ..... Rowing
Lindsay Owen 2 ..... Cross Country
Joseph Pagliuca 3 ..... Basketball
Daniel Palmer 4 ..... Baseball
Jennifer Pandolfi 2 ..... Golf
Patrick Parish 3 ..... Cross Country
Ryan Pascioni 1 ..... Soccer
Sam Payton 1 ..... Lacrosse
William Pearce 2 ..... Swimming
Matthew Perkins 2 ..... Basketball
James Perry 4 ..... Baseball
Tiffany Perry 4 ..... Volleyball
Francesca Polvere 2 ..... Rowing
Zachary Pope 1 ..... Soccer
Theresa Poulos 3 ..... Fencing
Lauren Powell 1 ..... Rowing
Samantha Prouty 2 ..... Rowing
Lorraine Quinn 1 ..... Soccer
Bradford Ramsey 1 ..... Soccer
Jonathan Redick 2 ..... Basketball
Alexander Reinhart 1 ..... Cross Country
Kelly Reynolds 1 ..... Indoor Track
Sara Reynolds 1 ..... Swimming
Tarana Riddick 1 ..... Rowing
Matthew Rinehart 2 ..... Swimming
Jonathan Rising 3 ..... Football
Katie Roark 1 ..... Soccer
Brian Robinson 2 ..... Fencing
Jessica Robinson 1 ..... Tennis
Peter Rodrigues 3 ..... Tennis
Jaclyn Rodriguez 1 ..... Swimming
Natasha Roetter 3 ..... Cross Country
Anna Rogers 2 ..... Swimming
Andrew Roland 4 ..... Football
Alexander Romero 3 ..... Cross Country
Dana Rosenberg 2 ..... Swimming
Shannon Rowbury 4 ..... Cross Country
Amanda Rowland 1 ..... Swimming
Christopher Rowland 1 ..... Track
Stefan Rozycki 4 ..... Tennis
Matthew Rumsey 2 ..... Football
Sarah Salem 3 ..... Volleyball
Charles Salmen 4 ..... Cross Country
Marcus Salmen 3 ..... Cross Country
Kendall Samuelson 2 ..... Tennis
Jesse Sandberg 2 ..... Swimming
Rachel Sanford 1 ..... Lacrosse
James Saris 1 ..... Baseball
Kenneth Sauer 3 ..... Lacrosse
Brett Sauers 2 ..... Swimming
Bryan Scarborough 3 ..... Swimming
Allison Schafer 2 ..... Fencing
Stephen Schoeffel 1 ..... Lacrosse
Kate Seibert 2 ..... Soccer
Michelle Seibert 1 ..... Cross Country
Rachel Shack 2 ..... Lacrosse
Peter Shaheen 1 ..... Football
Daniel Shankle 1 ..... Indoor Track
Sarah Shapiro 3 ..... Rowing
Jennifer Shull 2 ..... Volleyball
Simon Sidelnik 2 ..... Swimming
Scott Siegel 3 ..... Soccer
Kathleen Simon 1 ..... Cross Country
Zachary Smith 2 ..... Football
Andrew Sobel 2 ..... Fencing
Javier Socorro 2 ..... Baseball
Danielle Spearman 2 ..... Swimming
Laura Stanley 4 ..... Cross Country
Nicholas Stefanow 1 ..... Football
Alexandra Stein 1 ..... Fencing
Laughlin Stewart 1 ..... Fencing
Luke Stewart 3 ..... Indoor Track
Jonathan Stokke 3 ..... Tennis
Alexander Stone 2 ..... Tennis
Amy Stopford 3 ..... Field Hockey
Andrew Storm 3 ..... Swimming
Amber Straight 3 ..... Rowing
Lauren Strange 2 ..... Indoor Track
Nora Stupp 4 ..... Swimming
Laura Suchoski 1 ..... Field Hockey
Alison Sundberg 3 ..... Swimming
Jessica Tanner 1 ..... Indoor Track
Brett Taylor 3 ..... Indoor Track
Stephanie Taylor 2 ..... Swimming
Nicolas Testerman 4 ..... Fencing
Daniel Theodoridis 1 ..... Lacrosse
Bruce Thompson 4 ..... Lacrosse
Katherine Tobin 3 ..... Rowing
Megan Toney 1 ..... Swimming
Nicholas Trombold 1 ..... Indoor Track
Julie Tromp 1 ..... Field Hockey
Peter Truszkowski 1 ..... Fencing
Daniel Tulley 1 ..... Wrestling
Michael Tunick 1 ..... Wrestling
Lindsay Van Alstine 1 ..... Cross Country
Wade Van Sickle 1 ..... Wrestling
Debra Vento 3 ..... Indoor Track
Michael Videira 2 ..... Soccer
Kristen Waagbo 3 ..... Lacrosse
Luke Waggoner 1 ..... Swimming
Benjamin Wales 1 ..... Wrestling
John Walsh 3 ..... Lacrosse
Ludovic Walter 4 ..... Tennis
Abigail Waner 1 ..... Basketball
Emily Waner 2 ..... Basketball
Michael Ward 1 ..... Lacrosse
Kimberly Wathey 3 ..... Lacrosse
Zachary Weisberg 3 ..... Wrestling
Robert Wellington 2 ..... Lacrosse
Katrina Weschler 1 ..... Rowing
Diana Westly 1 ..... Swimming
DeAndre' White 2 ..... Football

2005-2006 ACC Academic Honor Roll

Philip Wightman 1 ..... Wrestling
Matthew Williams 1 ..... Baseball
Mistie Williams 1 ..... Basketball
Shelden Williams 1 ..... Basketball
Matthew Wilson 1 ..... Lacrosse
Ade Wise 1 ..... Indoor Track
Frederick Woelfel 1 ..... Soccer
Andrew Wolcott 1 ..... Baseball
William Wolcott 3 ..... Lacrosse
Ryan Wood 1 ..... Football
Carlton Woodard 1 ..... Football
Elizabeth Wort 4 ..... Cross Country
Michael Young 2 ..... Lacrosse
Matthew Zash 4 ..... Lacrosse
Tory Zawacki 2 ..... Tennis
Jennifer Zika 3 ..... Tennis
Kirill Zikanov 1 ..... Indoor Track

2005-2006 ACC Academic Honor Roll

Florida State (187)

Ganiyat Adeduntan 4 ..... Basketball
Romy Altmann 1 ..... Swimming
Jacintha Anderson 2 ..... Track
Travis Anderson 1 ..... Baseball
Trey Andress 2 ..... Cross Country
Richard Andrews 1 ..... Cross Country
Nikki Anthony 2 ..... Basketball
Itam Antigha 1 ..... Football
Alvaro Bada 2 ..... Track
Andrew Bailey 1 ..... Tennis
Kandia Batchelor 2 ..... Track
Stefanie Bechler 3 ..... Cross Country
Luke Beevor 2 ..... Cross Country
Brian Blasewitz 1 ..... Football
Jonas Blixt 2 ..... Golf
Porsche Bonnett 2 ..... Track
Laura Bowerman 2 ..... Cross Country
Carly Brieske 4 ..... Softball
Whitney Brummett 2 ..... Golf
Jordan Bryant 2 ..... Soccer
Tiffiny Buckelew 1 ..... Basketball
Jaclyn Burch 3 ..... Golf
Darrell Burston 2 ..... Football
Brian Calyore 2 ..... Football
Leilani Caraballo 2 ..... Track
David Castillo 5 ..... Football
Ricardo Chambers 1 ..... Track
Sam Chang 1 ..... Tennis
Bruce Chapman 1 ..... Track
Charles Cleveland 2 ..... Baseball
Sean Compton 2 ..... Football
Stephan Connor 1 ..... Swimming
J.P. Cook 3 ..... Track
Kevin Cook 2 ..... Cross Country
Charlie Cotton 3 ..... Track
Lauren Cousart 1 ..... Golf
Peter Crane 2 ..... Swimming
Kimberly Crawford 1 ..... Volleyball
Eric Critzer 2 ..... Cross Country
Kevin Crowley 2 ..... Football
Javier Cruz 2 ..... Cross Country
Jacob Davis 2 ..... Golf
Scott Derner 1 ..... Swimming
Daniel Diaz 1 ..... Baseball
Whitney Eber 1 ..... Tennis
Paul Erben 3 ..... Swimming
Miranda Foley 2 ..... Tennis
Paymon Forootanshad 2 ..... Football
Mara Freshour 1 ..... Basketball
Matt Frith 2 ..... Track
Marcus Gadson 1 ..... Football
Carey Galuppi 4 ..... Softball
Javier Garcia-Tunon 2 ..... Track
Billie Anne Gay 3 ..... Softball
Elizabeth Gianeskis 2 ..... Soccer
Michael Gianeskis 1 ..... Football
Alicia Gladden 3 ..... Basketball
Sarah Griffin 3 ..... Volleyball
Kirsten Hagen 1 ..... Track
Amanda Hahn 2 ..... Cross Country
Christopher Hall 2 ..... Football
Kyler Hall 3 ..... Football
Matthew Hammond 1 ..... Swimming
Audrey Hand 2 ..... Track
Carissa Hanna 1 ..... Swimming
Kimberly Haskins 2 ..... Golf
Elise Hatfield 2 ..... Swimming
Naikeya Heath 2 ..... Track
Bryan Henry 2 ..... Baseball
Brian Hoff 1 ..... Basketball
Kim Hoffer 2 ..... Softball
Quiana Holsey 2 ..... Track
Kylen Huntwork 1 ..... Swimming
Matt Hurley 4 ..... Track
Joseph Hyde 2 ..... Baseball
Natasha Jacob 4 ..... Softball
Brittany Janson 1 ..... Track
Lacy Janson 5 ..... Track
Garrett Johnson 4 ..... Track
Holly Johnson 3 ..... Basketball
Willie Jones 4 ..... Football
Derek Jones 1 ..... Swimming
Thomas Keane 1 ..... Football
Meredith Kelly 1 ..... Cross Country
Ashley Kemp 1 ..... Golf
Alexander Kennon 3 ..... Swimming
Abbie King 2 ..... Swimming
Selin Kuralay 1 ..... Soccer
Jason Lakritz 1 ..... Cross Country
Benjamin Lampkin 1 ..... Football
Thomas Lancashire 3 ..... Cross Country
Caroline Larsson 4 ..... Golf
Courtney Laster 1 ..... Cross Country
Roosevelt Lawson 1 ..... Football
LaToya Legree 2 ..... Track
Andrew Lemoncello 2 ..... Cross Country
Adrienne Lufkin 3 ..... Cross Country
Mary Magee 1 ..... Cross Country
Ryne Malone 1 ..... Baseball
Neil Malpass 1 ..... Baseball
Korey Mangum 1 ..... Football
Suzanna Mansour 1 ..... Tennis
Tapiwa Marobela 2 ..... Tennis
Brent Marsh 1 ..... Baseball
Megan Matherly 1 ..... Swimming
Kaley Matthews 1 ..... Cross Country
Melissa May 1 ..... Softball
Lakendra McColumn 4 ..... Track
John McKnight 1 ..... Football
Leah McNaughton 2 ..... Track
Matthew Meinrod 3 ..... Football
Kathryn Metka 1 ..... Swimming
Alina Mihailescu 4 ..... Tennis
Hubert Mitchell 2 ..... Track
Ashley Montagnese 1 ..... Cross Country
Cedric Nabe 1 ..... Track
LaQuinta Neely 2 ..... Basketball
Lindsey Nelson 1 ..... Track
Torstein Nevestad 1 ..... Golf
Kara Newell 2 ..... Cross Country
Cynthia Niako 1 ..... Track
Derek Nicholson 1 ..... Football
Tommy Noyes 2 ..... Track
Lisa Nystrom-Skold 1 ..... Tennis
Viola Odebrecht 1 ..... Soccer
Jesse Outlaw 1 ..... Football
Hillary Palumbo 1 ..... Track
Janine Pariente 1 ..... Swimming
Daniel Parvin 1 ..... Football
Robyn Petrovich 1 ..... Softball
Gerald Posey 1 ..... Baseball
Kate Purcell 3 ..... Track
Stacy Rademacher 2 ..... Swimming
Michael Rice 1 ..... Swimming
Caroline Robertson 1 ..... Swimming
Shane Robinson 2 ..... Baseball
Dranadia Roc 1 ..... Basketball
Katherine Ronan 3 ..... Swimming
Steve Roof 3 ..... Swimming
Joel Roycik 2 ..... Swimming
Jessica Rushing 3 ..... Track
Cameron Russell 1 ..... Swimming
John Rye 2 ..... Baseball
Anna Rynarzewska 1 ..... Tennis
Melissa Samokishyn 2 ..... Soccer
Jeremie Samuel 1 ..... Football
Mark Sauls 4 ..... Baseball
Matthew Savage 1 ..... Golf
Katrin Schmidt 1 ..... Soccer
Wyatt Sexton 3 ..... Football
Kathryn Skaggs 2 ..... Swimming
Jessica Skower 3 ..... Volleyball
Antone Smith 1 ..... Football
Michelle Snyder 1 ..... Softball
Kristin Sordel 2 ..... Golf
Joshua Spivey 2 ..... Baseball
Kendrick Stewart 1 ..... Football
Ryan Strauss 2 ..... Baseball
Jonathas Sucupira 2 ..... Tennis
Jae Thaxton 1 ..... Football
Zrinka Tomic 1 ..... Volleyball
Luke Tucker 1 ..... Baseball
Meredith Urban 3 ..... Cross Country
Jessica Vaccaro 2 ..... Soccer
Kirsten Van-De-Ven 1 ..... Soccer
Jeffrey Vivo 1 ..... Swimming
Julia Vola 1 ..... Cross Country
Erin Voss 2 ..... Track
Adam Wallace 4 ..... Golf
Candace Walls 3 ..... Cross Country
Kristin Walls 3 ..... Cross Country

2005-2006 ACC Academic Honor Roll

Jerome Walters 1.....Football
Drew Weatherford 2.....Football
Wlaa Weeks 1.....Football
Chris Westerhof 2.....Tennis
Jared Whipkey 4.....Football
Lydia Willemse 1..... Track
Alycia Williams 1 ..... Track
Cathleen Willy 2 .....Cross Country
Abigail Wilshire 1.....Cross Country
Andrew Wilson 5 .....Basketball
Elliott Wood 1..... Track
Veronica Wootson 1 ..... Softball
Christina Woytalewicz 1 ..... Cross Country
Mami Yamaguchi 1 ..... Soccer
Kyle Young 2 ..... Swimming
Matthew Zitani 1 ..... Basketball

2005-2006 ACC Academic Honor Roll

Georgia Tech (147)

Miguel Amador 1 ... Track
Giuliett Ancora 2 ... Basketball
Kelly Anderson 3 ... Tennis
Camelia Andrews 1 ... Track
Kacie Anson 1 ... Tennis
Mike Barbosa 5 ... Golf
Kira Barcus 4 ... Track
Nicholas Barwig 1 ... Football
Travis Bell 3 ... Football
Chris Bishop 1 ... Track
Ryan Bishop 1 ... Swimming
Scott Blackmon 1 ... Tennis
Jake Blackwood 1 ... Football
Steven Blackwood 3 ... Baseball
Brad Brezina 1 ... Football
Jeffrey Burton 2 ... Swimming
Gary Cage 1 ... Basketball
Roberto Castro 3 ... Golf
Mary Chind 3 ... Track
Tashard Choice 1 ... Football
Alana Clooten 1 ... Track
Adam Cohan 2 ... Golf
Noah Copeland 1 ... Swimming
Susan Cross 1 ... Track
Jay Dantzler 1 ... Baseball
Natalie Darraugh 1 ... Track
Jason Davis 1 ... Football
Jill Davis 1 ... Track
Tyler Davis 1 ... Football
Barbie Daymude 3 ... Track
Brandy Depland 3 ... Track
Meghan DeVinney 1 ... Swimming
Matt Didia 1 ... Track
Raenard Dillard 2 ... Track
Peter Doblar 2 ... Swimming
David Dragoo 2 ... Golf
Stephanie England 2 ... Swimming
Sheila Eshraghi 1 ... Track
Brad Feltes 1 ... Baseball
Blake Fertitta 3 ... Track
Ofer Finkler 1 ... Swimming
Michael Fisher 1 ... Baseball
Liz Foster 3 ... Swimming
Daniel Giglio 1 ... Track
Ashley Guerrant 1 ... Basketball
Tim Gustafson 2 ... Baseball
Taylor Hall 2 ... Golf
Whitney Haller 1 ... Softball
Josh Hammel 3 ... Track
Maria Hampton 2 ... Track
Jason Haniger 1 ... Baseball
Natanya Harper 3 ... Swimming
Megan Harpring 1 ... Basketball
Laura Heiser 1 ... Swimming
David Herren 3 ... Track
Christopher Hicks 1 ... Baseball
Jason Howard 4 ... Swimming
Brian Huff 4 ... Swimming
Kristina Hull 2 ... Softball
Jared Hyatt 2 ... Baseball
Lee Hyde 1 ... Baseball
Brian James 1 ... Football
Gregory Johnson 1 ... Track
Adam Jones 5 ... Track
Caroline Jones 1 ... Swimming
Thomas Jordan 3 ... Golf
Nikki Kaminskas 1 ... Volleyball
Matthew Kamp 1 ... Football
Masato Kan 1 ... Track
Ashley Keck 1 ... Track
Teemu Kettunen 4 ... Swimming
Ashlee Kidd 2 ... Track
Veronica Kinard 1 ... Track
Matt Kinsel 1 ... Track
Amanda Korell 2 ... Swimming
Ashley Kracke 4 ... Swimming
Nisha Kurian 2 ... Track
Jacob Kwasnik 2 ... Swimming
Lindsey Laband 3 ... Volleyball
Andriane Lapsley 1 ... Track
Kevin Larsen 2 ... Golf
William Lee 1 ... Swimming
Elena Linn 2 ... Track
Theresa Mahfood 2 ... Track
Eric Massey 2 ... Track
Becky McCraw 1 ... Softball
Katie McGraw 2 ... Swimming
Mari McLeod 1 ... Swimming
Andrew Miller 1 ... Swimming
Callie Miller 1 ... Volleyball
Kristi Miller 2 ... Tennis
Robert Miller 2 ... Swimming
Katie Mohs 2 ... Volleyball
Kyle Mooneyham 1 ... Football
Aileen Morales 1 ... Softball
Sam Morgan 2 ... Swimming
Taylor Narewski 3 ... Track
Allie Niekamp 1 ... Volleyball
David North 1 ... Tennis
Adamm Oliver 1 ... Football
Alex Paquette 1 ... Football
Colin Peek 1 ... Football
Cheytoria Phillips 2 ... Basketball
Laurissa Prystaj 4 ... Swimming
Marko Rajevac 1 ... Tennis
Jennifer Randall 1 ... Volleyball
Zachary Rath 1 ... Tennis
Chris Reis 3 ... Football
Darryl Richard 2 ... Football
Ryan Riebesell 2 ... Swimming
Stephanie Robbins 1 ... Volleyball
Travis Rogers 2 ... Football
Brad Rulon 1 ... Baseball
Chase Sasser 3 ... Track
Joe Scroggins 2 ... Track
Blair Shimandle 1 ... Softball
Lyndsay Shosho 4 ... Tennis
Abby Showers 1 ... Volleyball
Alison Silverio 3 ... Tennis
Jenny Sims 2 ... Track
Alison Skala 1 ... Swimming
Kevin Skenes 1 ... Swimming
Andrew Smith 1 ... Football
Mauricio Sousa 1 ... Swimming
Paul Specht 1 ... Track
Mellany Stanislaus 1 ... Track
Ulrike Stegemann 1 ... Volleyball
Vesna Stojanovska 1 ... Swimming
Elizabeth Stowe 2 ... Swimming
James Taylor 1 ... Track
Ryan Tinkoff 1 ... Baseball
Matthew Trester 3 ... Track
Nazar Trilisky 2 ... Track
Kevin Tuminello 3 ... Football
Gregory Tunning 1 ... Swimming
Ryan Turner 2 ... Baseball
Alex Van Heuven 1 ... Track
Lindsey Vincent 1 ... Track
Alison Walker 3 ... Swimming
Jewel Welch 3 ... Track
Mario West 1 ... Basketball
Alexander Williams 2 ... Swimming
Jacob Wilson 1 ... Swimming
Kentrina Wilson 1 ... Basketball
Blake Wood 1 ... Baseball
Sarah Wood 2 ... Softball
Emily Yandle 2 ... Track

2005-2006 ACC Academic Honor Roll

Maryland (254)

Jerry Afari 1 ..... Wrestling
Thomas Alford 2 ..... Lacrosse
Oluwatoni Aluko 2 ..... Cross Country
Paul Andrews 3 ..... Lacrosse
Jasmine Artis 3 ..... Cross Country
Elizabeth Babcock 1 ..... Cross Country
Marianne Baker 1 ..... Tennis
Emily Beach 1 ..... Field Hockey
Jennifer Belak 2 ..... Softball
Keith Bernard 2 ..... Wrestling
Kendall Beveridge 2 ..... Field Hockey
Kevin Biringer 1 ..... Baseball
Gewn Birnkrant 1 ..... Lacrosse
Elijah Black 2 ..... Wrestling
Lindsey Bonomo 1 ..... Gymnastics
Meghan Booth 1 ..... Softball
Richard Booth 1 ..... Cross Country
Erin Brennan 1 ..... Cross Country
Amelia Bresani 1 ..... Soccer
Mary Brown 2 ..... Volleyball
Allison Buote 1 ..... Lacrosse
Ramona But 3 ..... Tennis
Roberto Cabrera 2 ..... Swimming
Kelly Calkin 2 ..... Golf
Elizabeth Capelle 1 ..... Lacrosse
Allison Carney 2 ..... Cross Country
Charmaine Carr 4 ..... Basketball
Sean Carr 1 ..... Wrestling
Laura Chiriaco 2 ..... Comp Cheer
Gini Chukura 1 ..... Basketball
Renee Clarke 2 ..... Cross Country
John Closs 1 ..... Swimming
Adam Cohn 2 ..... Golf
Michael Coleman 2 ..... Tennis
Jenny Collins 1 ..... Lacrosse
Lynne Cooper 1 ..... Lacrosse
Meredith Cooper 1 ..... Comp Cheer
Janelle Corrie 2 ..... Comp Cheer
Philip Costa 1 ..... Football
Richard Costa 1 ..... Football
Anthony Costanzo 1 ..... Lacrosse
Leah Cowdrey 1 ..... Cross Country
Delia Cox 4 ..... Lacrosse
Mimi Cuff 1 ..... Comp Cheer
Jacqueline De Los Santos 1 ..... Comp Cheer
Adam Decosmo 2 ..... Wrestling
Simone Dekker 4 ..... Soccer
Jennifer Dent 4 ..... Tennis
Laura Desobry 2 ..... Soccer
Gabrielle DeToll 1 ..... Swimming
Jacob Dipiazza 1 ..... Swimming
Linh-Yen Do 1 ..... Cross Country
Stephanie Doiron 3 ..... Volleyball
Shay Doron 3 ..... Basketball
Meredith Doyle 1 ..... Volleyball
Charles Durakis 1 ..... Baseball
Jason Eccleston 2 ..... Swimming
Kristina Edmonds 2 ..... Field Hockey
Maurice Edu 2 ..... Soccer
Patrick Fay 3 ..... Track
Paul Feeley 1 ..... Lacrosse
Julia Felix 1 ..... Cross Country
Orsolya Ferenczy 1 ..... Water Polo
Angela Ferg 1 ..... Gymnastics
Jennifer Fink 1 ..... Swimming
Scott Fink 2 ..... Tennis
Maya Finkler 1 ..... Swimming
Morgan Fishbein 2 ..... Gymnastics
Kaitlyn Fitzgerald 1 ..... Cross Country
Michael Fleg 5 ..... Track
Courtney Fletcher 1 ..... Comp Cheer
Megan Fox 3 ..... Field Hockey
Mack Frost 1 ..... Football
Lauren Gamble 1 ..... Soccer
Greg Gaston 1 ..... Football
Stefan Geisen 1 ..... Swimming
Beth Gillming 2 ..... Volleyball
Kyle Glennon 1 ..... Swimming
Kenneth Golaszewski 1 ..... Swimming
Matthew Goldberg 2 ..... Football
Julia Graca 2 ..... Tennis
Alicia Grater 1 ..... Field Hockey
Earl Gray 1 ..... Track
Ayesha Gregory 1 ..... Cross Country
John Griffin 1 ..... Football
Florent Groberg 1 ..... Track
Christopher Gronkowski 1 ..... Football
Daniel Gronkowski 2 ..... Football
Kari Grow 2 ..... Comp Cheer
Brian Grubel 3 ..... Track
Joshua Haines 2 ..... Wrestling
Katherine Hannum 1 ..... Cross Country
Kyle Harger 2 ..... Wrestling
Brent Hargest 3 ..... Lacrosse
Brendan Healy 4 ..... Lacrosse
Melissa Heitz 1 ..... Soccer
Lynn Hernandez 2 ..... Cross Country
Meghan Higgins 3 ..... Lacrosse
Zachary Hinton 1 ..... Lacrosse
Elana Hoffman 2 ..... Lacrosse
Spencer Hollerith 1 ..... Wrestling
Allison Houseal 2 ..... Water Polo
Paula Infante Vermehren 1 ..... Field Hockey
Dawn Jackson 1 ..... Water Polo
Adam James 1 ..... Wrestling
Brian Jarosinski 3 ..... Baseball
Deanna Jefferson 1 ..... Comp Cheer
Laurel Jefferson 3 ..... Cross Country
Ashleigh Jobson 1 ..... Water Polo
Bria Johnson 4 ..... Cross Country
Kirsten Jones 2 ..... Swimming
Linzi Jones 2 ..... Field Hockey
Juliann Jordan 1 ..... Water Polo
Rebecca Kadushin 1 ..... Water Polo
Nikole Kastner 1 ..... Comp Cheer
Kristina Keegan 3 ..... Cross Country
Danielle Keeley 1 ..... Field Hockey
Ryan Kennett 1 ..... Wrestling
Stephen King 2 ..... Soccer
Gretchen Kittelberger 2 ..... Gymnastics
Bryndis Klein 1 ..... Water Polo
Lindsey Klein 2 ..... Softball
James Knox 1 ..... Wrestling
Mary Koch 3 ..... Cross Country
Krisztina Kovacs 4 ..... Swimming
Allison Kuzniar 2 ..... Water Polo
Laurel Laidlaw 1 ..... Water Polo
Ryan Lang 4 ..... Lacrosse
Crystal Langhorne 2 ..... Basketball
Kaleena Laputka 3 ..... Swimming
Mary Larson 1 ..... Cross Country
Louis-Xavier Lavallee 1 ..... Tennis
Brittany Lee-Richardson 1 ..... Cross Country
Inbal Levavi 4 ..... Swimming
Ashley Levine 3 ..... Gymnastics
Madeleine Lovette 1 ..... Golf
Kimberly Lowe 1 ..... Gymnastics
Michael Maceroli 2 ..... Wrestling
Kelly MacWhinnie 2 ..... Golf
Casie Madden 1 ..... Comp Cheer
Hannah Madej 1 ..... Soccer
Mallory Mahar 3 ..... Soccer
Danielle Malagari 1 ..... Soccer
Melissa Mark 1 ..... Cross Country
Matthew Maropis 3 ..... Baseball
Zachary Marshall 1 ..... Football
Rachel Martinez 3 ..... Gymnastics
Tyler McCandless 1 ..... Cross Country
Molly McCourt 3 ..... Lacrosse
Ryan McDonald 2 ..... Football
Jaimee McDowell 2 ..... Cross Country
Shelley McDuff 2 ..... Soccer
Kerry McFadden 3 ..... Water Polo
Medley McGuire 1 ..... Softball
Colleen McShane 2 ..... Water Polo
Daniel Mellies 1 ..... Baseball
Neda Mihneva 2 ..... Tennis
Anthony Miller 3 ..... Swimming
Meaghan Mohr 1 ..... Water Polo
Marie Moorman 1 ..... Lacrosse
Edward Murphy 4 ..... Lacrosse
Meredith Nelles 1 ..... Softball
Kelsey Nelligan 1 ..... Gymnastics
Aurelie Noirez 3 ..... Basketball
Toyosi Ogunkua 1 ..... Track
John O'Rourke 3 ..... Tennis
Tiffani Otey 2 ..... Comp Cheer
Martin Ott 2 ..... Swimming
Seth Overbey 2 ..... Baseball
Amanda Paizs 1 ..... Soccer
Joseph Palumbo 2 ..... Baseball

2005-2006 ACC Academic Honor Roll

Robert Parker 2 ..... Wrestling
Mandy Pascual 5 ..... Gymnastics
Allison Pascucci 1 ..... Comp Cheer
Ben Pfinsgraff 3 ..... Baseball
Charles Pinto 3 ..... Wrestling
Adam Podlesh 3 ..... Football
Catherine Popadiuk 2 ..... Water Polo
Gregory Powell 2 ..... Football
Kathryn Princiotto 1 ..... Lacrosse
Katherine Pumphrey 2 ..... Lacrosse
Katie Purcell 1 ..... Cross Country
Erik Putkonen 2 ..... Swimming
Stephanie Pyle 3 ..... Swimming
John Reaves 1 ..... Cross Country
Mollie Reese 2 ..... Lacrosse
Devin Regan 1 ..... Track
Whitney Reigel 2 ..... Softball
Jessica Reno 2 ..... Golf
Nicole Resnick 2 ..... Soccer
Jeffrey Reynolds 1 ..... Lacrosse
Kathryn Richards 2 ..... Lacrosse
Amanda Robotti 1 ..... Cross Country
Brooke Rogers 2 ..... Tennis
Katelyn Rogus 1 ..... Cross Country
Nicole Rose 2 ..... Swimming
Susannah Rowe 1 ..... Field Hockey
Michael Rozak 1 ..... Baseball
Kelly Rozumalski 2 ..... Soccer
Rebecca-Jane Ruppert 4 ..... Gymnastics
Daniel Ryan 3 ..... Cross Country
Andrew Schlaffer 2 ..... Wrestling
Sarah Scholl 1 ..... Field Hockey
Virginia Scott 3 ..... Gymnastics
Masha Senic 3 ..... Tennis
Tim Shepard 2 ..... Swimming
Anna Sheveland 3 ..... Soccer
Daniel Shillingburg 1 ..... Baseball
Zakiya Shivers 2 ..... Cross Country
Danielle Siebert 4 ..... Cross Country
Joseph Simpson 1 ..... Cross Country
Yelena Skalinskaya 1 ..... Swimming
Richard Slosson 3 ..... Lacrosse
Christina Smith 2 ..... Cross Country
Dana Smith 1 ..... Comp Cheer
Megan Smith 1 ..... Swimming
Stephanie Smith 3 ..... Volleyball
Emily Smoak 2 ..... Swimming
Sarah Sommaripa 1 ..... Lacrosse
Gerald Spessard 1 ..... Baseball
Marisa St Louis 2 ..... Gymnastics
Christopher Starr 3 ..... Swimming
Luke Stauffer 2 ..... Wrestling
Sarah Stein 2 ..... Cross Country
Kathryn Stepanek 1 ..... Golf
Veronika Subertova 1 ..... Tennis
Michael Sufczynski 1 ..... Baseball
Barbara Sumrall 3 ..... Water Polo
David Tamberrino 4 ..... Lacrosse
Bradley Taylor 2 ..... Baseball
Jennifer Thackston 2 ..... Water Polo
Eric Thomasson 1 ..... Swimming
Kathleen Tomasello 2 ..... Comp Cheer
Margaret Trainor 3 ..... Golf
Ashley Tremblay 3 ..... Cross Country
Kathryn Trotter 2 ..... Golf
Melissa Trusty 3 ..... Cross Country
Emily Trycinski 1 ..... Field Hockey
Anne Turro 2 ..... Comp Cheer
Lindsey Ubrun 1 ..... Softball
Andreas Vaage-Nilsen 1 ..... Tennis
Christen Vagts 1 ..... Water Polo
Lisa Valentine 2 ..... Lacrosse
Lindsay Waldron 1 ..... Comp Cheer
Meredith Walkiewicz 1 ..... Comp Cheer
Nicholas Ward 1 ..... Lacrosse
Abbey Welch 2 ..... Softball
Martha Whistler 1 ..... Swimming
Whitney Wides 2 ..... Softball
Devon Williams 1 ..... Softball
Jordan Wilson 1 ..... Baseball
Joshua Wilson 3 ..... Football
Taylor Zanelotti 2 ..... Lacrosse
Kimberly Ziegler 2 ..... Field Hockey

2005-2006 ACC Academic Honor Roll

Miami (104)

Ross Abramson 1 ..... Football
Lauren Alford 2 ..... Soccer
Kelly Amsler 1 ..... Rowing
Brian Asbury 1 ..... Basketball
Hannah Bae 2 ..... Rowing
Andrew Bain 1 ..... Football
Audrey Banada 2 ..... Tennis
Allison Bardowell 2 ..... Swimming
Richard Bernard 2 ..... Track
Thomas Berry 2 ..... Cross Country
Heather Bounds 2 ..... Diving
Julie Brooks 1 ..... Soccer
Grant Brown 2 ..... Football
Michelle Bruin 2 ..... Volleyball
Corynn Carino 1 ..... Soccer
Amy Caron 2 ..... Swimming
Zachery Castiglione 2 ..... Cross Country
Marenda Chamberlin 2 ..... Rowing
Olivia Charbonneau 1 ..... Rowing
Tracy Coffy 1 ..... Track
Audra Cohen 1 ..... Tennis
Laura Coltman 2 ..... Rowing
Sarah Conlon 2 ..... Rowing
Laura Cordner 1 ..... Rowing
Lindsay Curtin 2 ..... Soccer
Marianne Curtis 2 ..... Basketball
Emerson Davis 2 ..... Swimming
Sara Duncan 1 ..... Volleyball
Brenda Faluade 1 ..... Track
Jessica Fern 1 ..... Cross Country
Benny Fernandez 1 ..... Football
Caroline Fernandez 1 ..... Rowing
Jorge Fernandez 1 ..... Football
Mandy Fricton 2 ..... Golf
Nancy Gajos 2 ..... Swimming
Ann Gallo 2 ..... Volleyball
Chelsea Garner 2 ..... Soccer
Jessica Gillman 2 ..... Soccer
Joseph Girardi 1 ..... Football
Jimmy Graham 1 ..... Basketball
Sarah Greyer 1 ..... Rowing
Marcy Gunning 1 ..... Rowing
Joey Harper 1 ..... Track
Charlotte Hillery 1 ..... Rowing
Emy Huntsman 2 ..... Rowing
Kelly Jennings 2 ..... Football
Khalil Jones 2 ..... Football
Kaitlin Kozak 2 ..... Volleyball
Bethany Krawec 2 ..... Rowing
Megan Leydecker 2 ..... Rowing
Angela Lowe 1 ..... Swimming
Sarah Lozier 1 ..... Swimming
Kristen Lunak 2 ..... Swimming
Lauren McAdam 2 ..... Soccer
Jack McClinton 1 ..... Basketball
Allison McElhaney 2 ..... Cross Country
Casey McGinn 2 ..... Track
Katie McInvale 2 ..... Cross Country
Ciara Michel 2 ..... Volleyball
Amy Miller 2 ..... Cross Country
Eric Miller 1 ..... Cross Country
Akilah Moore 2 ..... Soccer
Emily Mowery 1 ..... Tennis
Kaitlin Nazario 1 ..... Track
Madison Nesbitt 1 ..... Rowing
Gregory Olsen 2 ..... Football
Alex Paley 2 ..... Track
Julieanne Parker 2 ..... Rowing
Andrew Parsons 2 ..... Track
Anabelle Paulino 1 ..... Golf
Jonathan Peattie 2 ..... Football
Urd Pederson 1 ..... Golf
Matthew Perrelli 1 ..... Football
Kenneth Phillips 1 ..... Football
Delia Phlatts 2 ..... Cross Country
Matt Pipho Pipho 1 ..... Football
Christina Rau 1 ..... Swimming
Maggie Ravenna 1 ..... Swimming
Paulette Ricks-Chambers 1 ..... Soccer
Jill Robinson 2 ..... Volleyball
Lindsay Rohrs 2 ..... Cross Country
Josip Rupena 1 ..... Tennis
Jonathan Scheiner 2 ..... Cross Country
Josie Shinn 1 ..... Golf
Liz Skidmore 1 ..... Rowing
Rachel Sporko 1 ..... Rowing
Jessica Stegman 1 ..... Soccer
Jessica Steward 1 ..... Golf
Lauren Stewart 2 ..... Track
Sarah Stocks 2 ..... Rowing
Jonathan Stratton 2 ..... Basketball
David Strimple 2 ..... Football
Jonathan Teske 2 ..... Football
Hallie Turkish 2 ..... Swimming
Ashley Via 2 ..... Rowing
Tess Waresmith 1 ..... Diving
Valerie Webb 1 ..... Rowing
Stephanie Webber 2 ..... Track
Karen Wiley 2 ..... Rowing
Molly Wilson 1 ..... Rowing
Kelly Withum 2 ..... Swimming
Anthony Wollschlager 2 ..... Football
Ashley Woods 1 ..... Volleyball
Christine Zwiegers 1 ..... Swimming

2005-2006 ACC Academic Honor Roll

North Carolina (275)

Jon Albrecht 4 ... Swimming
Jess Allen 1 ... Lacrosse
Ty Allison 1 ... Soccer
Sara Anundsen 2 ... Tennis
La'Tangela Atkinson 1 ... Basketball
Meghan Austin 2 ... Basketball
Yael Averbuch 1 ... Soccer
Brock Baker 1 ... Cross Country
Amanda Barnes 1 ... Lacrosse
Lucy Barrios 2 ... Rowing
Chelsea Barth 1 ... Rowing
Blake Beach 2 ... Soccer
Amy Beaver 1 ... Volleyball
Emmanuel Bello 2 ... Cross Country
Barden Berry 1 ... Golf
Robbie Bittner 3 ... Swimming
Ryan Blair 3 ... Lacrosse
David Boole 3 ... Soccer
Marie Bounds 1 ... Field Hockey
Melinda Bowman 1 ... Rowing
Shannon Boyle 3 ... Golf
Jocelyn Brault 1 ... Lacrosse
Bekah Brinkley 1 ... Volleyball
Katie Brooks 1 ... Lacrosse
Breanna Brown 1 ... Softball
Lizzy Bruce 4 ... Swimming
Courtney Bumpers 4 ... Gymnastics
Adam Burkhart 1 ... Fencing
Aaron Burns 1 ... Swimming
Sean Burrus 2 ... Fencing
McKenzie Byrd 4 ... Volleyball
Michael Callahan 1 ... Soccer
Benjamin Carlotti 2 ... Tennis
Autumn Carroll 1 ... Rowing
Emily Carroll 4 ... Swimming
Brian Chacos 1 ... Football
John Choate 1 ... Football
Christie Clark 2 ... Volleyball
Jenn Cook 1 ... Lacrosse
Christin Cotten 1 ... Rowing
Crystal Cox 2 ... Softball
Sydney Crane 1 ... Golf
Erin Cutrell 2 ... Swimming
Joe Dailey 1 ... Football
Nathan Danneman 3 ... Fencing
David Dashiell 1 ... Wrestling
Philipa Davies 1 ... Track
Kim Davis 1 ... Swimming
Samantha Deal 2 ... Swimming
Brooke Dieringer 3 ... Lacrosse
Reine Duffy 1 ... Rowing
Pablo Durana 3 ... Cross Country
Karli Eller 4 ... Soccer
Brianna Eskola 1 ... Volleyball
Kelly Esposito 1 ... Soccer
Anna Evans 3 ... Softball
Colleen Farley 1 ... Track
Alexander Ferrer 2 ... Fencing
Laura Filip 1 ... Diving
Kendall Fletcher 2 ... Soccer
Mary Ford 1 ... Rowing
Jonathan Fox 2 ... Swimming
Monica Frailing 1 ... Cross Country
Betsy Frederick 1 ... Soccer
Meg Freshwater 1 ... Lacrosse
Mary Margaret Gamblin 2 ... Swimming
Emma Garcia 1 ... Rowing
Eric Gardner 3 ... Fencing
Whitney Gelin 1 ... Softball
Pell George 1 ... Lacrosse
Chris Germani 2 ... Soccer
Julie Gladchuk 3 ... Lacrosse
Josh Glasco 1 ... Swimming
Cari Gleisner 1 ... Rowing
Sheena Gordon 1 ... Track
Ben Grafchik 2 ... Swimming
Fletcher Gregory 2 ... Lacrosse
Sebastian Guejman 1 ... Tennis
Lenny Gullan 2 ... Tennis
Ayca Guralp 3 ... Fencing
Drew Habeck 1 ... Lacrosse
Kayla Hackett 1 ... Rowing
Jamie Hanssen 2 ... Lacrosse
Jacqueline Harkema 2 ... Fencing
Ariel Harris 2 ... Soccer
Ashlyn Harris 1 ... Soccer
Hanes Harris 1 ... Tennis
Hilary Hartman 2 ... Field Hockey
Anna Hay 2 ... Cross Country
Benton Heimsath 1 ... Fencing
Tristan Heinrich 2 ... Tennis
Kyle Henderson 3 ... Lacrosse
Charlie Henson 1 ... Football
Mikel Hester 4 ... Gymnastics
Joslin Higgins 3 ... Softball
Lindsay Higgins 1 ... Lacrosse
Paige Hill 1 ... Fencing
Sheena Hill 1 ... Rowing
Tom Hodges 4 ... Lacrosse
Emily Hoffman 1 ... Cross Country
Catherine Hofmann 1 ... Golf
Kristen Hordy 2 ... Lacrosse
Jonathan Hovis 2 ... Baseball
Justin Hughes 2 ... Soccer
Jeremy Hyder 2 ... Cross Country
Rachel Hylton 2 ... Fencing
Camilla Ihenetu 5 ... Volleyball
Seth Ingersoll 1 ... Fencing
Romi Irons 3 ... Golf
Lindsey Jannach 1 ... Track
Stephanie Jansma 1 ... Volleyball
Rhian Jenks 3 ... Track
Ben Johnson 2 ... Football
Tyra Johnson 1 ... Track
Bryan Jones 4 ... Fencing
Christina Juras 2 ... Lacrosse
Megan Kaltenbach 1 ... Cross Country
Lauren Karatanevski 1 ... Diving
Joseph Kedra 1 ... Football
Jennifer Keith 2 ... Swimming
Shawna Kelly 2 ... Gymnastics
Heather Kendell 2 ... Field Hockey
Alex Kenley 1 ... Diving
Brendan Kereiakes 1 ... Fencing
Cassie King 2 ... Cross Country
Doug Kingston 5 ... Golf
Jennifer Kling 3 ... Fencing
Georgia Kloss 3 ... Cross Country
Grace Ko 2 ... Fencing
Courtney Krolikoski 3 ... Fencing
Marija Kurtovic 2 ... Track
Keith Laabs 2 ... Swimming
Erica LaGrow 2 ... Lacrosse
Sallie Lampron 4 ... Fencing
Elizabeth Lancaster 3 ... Lacrosse
Jonathan Lane 1 ... Football
Ann Laney 1 ... Golf
Erek Latzka 1 ... Track
Angela Lauten 2 ... Gymnastics
Jamie Lawrence 1 ... Fencing
Cameron Lewis 1 ... Soccer
Kate Lewis 2 ... Diving
Becky Lillemoe 2 ... Lacrosse
Sean Link 2 ... Lacrosse
Chris Litchford 2 ... Soccer
Cecilia Liu 4 ... Gymnastics
Steven Loy 1 ... Fencing
Raian Luchici 2 ... Tennis
Chase MacFarland 1 ... Golf
Aly Mandour 2 ... Tennis
Ben Mark 2 ... Lacrosse
Tanja Markovic 2 ... Tennis
Patrick Marsh 2 ... Football
Beth Marushak 2 ... Golf
Elizabeth Marx 1 ... Rowing
Erika Matheis 2 ... Diving
Jessica Maxwell 1 ... Soccer
Marissa May 2 ... Softball
Meghan May 1 ... Cross Country
Bobby McAuley 1 ... Lacrosse
Matthias McCall 1 ... Lacrosse
Melissa McCarthy 2 ... Lacrosse
Amber McCoy 1 ... Fencing
Andrew McElduff 2 ... Lacrosse
Alison McGinnis 2 ... Track
Lindsay McIlvain 1 ... Swimming
Lisy McIntee 1 ... Rowing
Edythe McNamee 3 ... Rowing
Andrew Miller 1 ... Baseball
Brooke Miller 1 ... Field Hockey
Katie Miller 2 ... Golf

2005-2006 ACC Academic Honor Roll

Megan Mitzel 2 ..... Rowing
Mark Mohr 2 ..... Swimming
Jock Moore 2 ..... Football
Josh Moore 2 ..... Golf
Liz Morris 2 ..... Field Hockey
Meghan Morris 2 ..... Fencing
Andrew Moss 1 ..... Lacrosse
Mike Munnelly 2 ..... Lacrosse
Leea Murphy 1 ..... Soccer
Michael Murphy 1 ..... Football
Spencer Nadolsky 2 ..... Wrestling
Jennifer Nelms 2 ..... Basketball
Theresa Nicholas 1 ..... Softball
Michael Norton 2 ..... Football
Dani Nyenhuis 1 ..... Volleyball
Ted Odgers 2 ..... Soccer
Tom O'Leary 1 ..... Football
Pat O'Meara 1 ..... Lacrosse
Heather O'Reilly 2 ..... Soccer
Victor Ornelas 1 ..... Cross Country
Philip Owen 2 ..... Swimming
Jaclyn Pardini 1 ..... Track
Chelsea Parks 1 ..... Lacrosse
Meredith Peck 1 ..... Fencing
Andrew Pennink 1 ..... Fencing
Justin Phillips 2 ..... Football
Steven Piantadosi 3 ..... Fencing
Nicolette Pisha 2 ..... Fencing
Lauren Portnow 4 ..... Rowing
John Powell 1 ..... Fencing
Joseph Prendergast 3 ..... Fencing
Jordan Price 1 ..... Fencing
Ariadne Prior-Grosch 2 ..... Fencing
Katy Pritchett 1 ..... Diving
Lauren Prussing 1 ..... Volleyball
Kyle Ralph 2 ..... Football
William Randolph 1 ..... Fencing
Taylor Rayfield 4 ..... Volleyball
Emily Reardon 3 ..... Swimming
Laura Reichert 1 ..... Tennis
Kelly Renzi 2 ..... Lacrosse
Ian Reynolds 2 ..... Track
Robert Riesen 1 ..... Golf
Jennifer Ritchey 4 ..... Fencing
Laura Rock 3 ..... Rowing
Anna Rodenbough 1 ..... Soccer
Miranda Ross 3 ..... Gymnastics
Morgan Russell 3 ..... Lacrosse
Ryan Salone 1 ..... Football
Byron Sanders 3 ..... Basketball
Gia Santoro 4 ..... Diving
Mary Sasson 1 ..... Rowing
Eleanor Saunders 1 ..... Rowing
Adam Schauer 3 ..... Swimming
Jeff Schroeder 2 ..... Tennis
Sarah Scott 1 ..... Swimming
Stephanie Scurachio 1 ..... Lacrosse
Jessica Sell 3 ..... Basketball
Ryan Shaver 1 ..... Cross Country
Bobby Shaw 2 ..... Wrestling
Claire Smith 3 ..... Gymnastics
Sterling Smith 1 ..... Soccer
Becky Smock 2 ..... Swimming
Chandler Sours 1 ..... Rowing
Jay Spence 2 ..... Football
Matt Spencer 1 ..... Baseball
Adriann Spinks 3 ..... Rowing
Morgan Stengel 1 ..... Cross Country
Lindsey Stover 1 ..... Lacrosse
Lee Superville 2 ..... Soccer
Robby Swendiman 2 ..... Swimming
Kristen Tadlock 3 ..... Lacrosse
Lindsay Tarpley 3 ..... Soccer
Kelly Taylor 1 ..... Lacrosse
Lauren Taylor 1 ..... Volleyball
Lisa Tegethoff 3 ..... Gymnastics
Reyshawn Terry 1 ..... Basketball
Tristram Thomas 1 ..... Cross Country
Chris Thurber 1 ..... Cross Country
Tyler Trice 1 ..... Baseball
Courtney Turco 3 ..... Gymnastics
Sara Uribe 1 ..... Rowing
Jonathan VanAssen 3 ..... Swimming
Ryan Vanhoy 1 ..... Cross Country
Jessica Wacker 1 ..... Fencing
Brittany Walker 2 ..... Golf
Adam Warren 1 ..... Baseball
Andrew Wasserman 2 ..... Football
Josh Weavil 1 ..... Diving
Rock Wells 2 ..... Football
Dave Werry 4 ..... Lacrosse
Emily Williams 1 ..... Rowing
Ford Williams 1 ..... Soccer
Kathryn Winz 1 ..... Rowing
Karl Wishart 2 ..... Tennis
Katie Wood 1 ..... Rowing
Kelly Woodruff 2 ..... Swimming
Patrick Woodruff 4 ..... Swimming
Christopher Woods 1 ..... Football
Ruby Woodside 1 ..... Rowing
Victor Worsley 1 ..... Football
Alice Xu 2 ..... Gymnastics
Julie Yates 2 ..... Soccer
Lisette Yorke 1 ..... Rowing

2005-2006 ACC Academic Honor Roll

NC State (184)

Elyse Adams 1 ..... Gymnastics
Taylor Adams 1 ..... Cross Country
Marilynn Angell 1 ..... Cross Country
Lyle Babcock 1 ..... Swimming
Lorraine Ballerano 4 ..... Golf
Hunter Banks 1 ..... Football
Andrew Barbee 1 ..... Football
Neils Barringer 1 ..... Tennis
Allison Barry 3 ..... Tennis
Lauren Barry 3 ..... Tennis
Lindsay Barwegen 2 ..... Swimming
William Baskervill 1 ..... Football
Amy Baskwell 3 ..... Swimming
Jamie Batey 1 ..... Soccer
Robert Bedsole 1 ..... Cross Country
Andrea Bentley 2 ..... Volleyball
Molly Birmingham 1 ..... Golf
Philip Blackwelder 1 ..... Swimming
Kelley Blakewood 1 ..... Volleyball
Jennifer Bland 4 ..... Swimming
Caroline Blount 2 ..... Softball
William Booth 4 ..... Swimming
Danielle Boucher 2 ..... Cross Country
Ronnie Bouemboue 1 ..... Soccer
Jennifer Boyd 3 ..... Cross Country
Joseph Bracker 3 ..... Soccer
Jeffrey Breese 4 ..... Wrestling
Joel Brookens 1 ..... Baseball
David Brown 2 ..... Football
Megan Buescher 3 ..... Soccer
Jonathan Bui 2 ..... Soccer
Ammer Cabrera 1 ..... Baseball
Crisann Calvo 3 ..... Gymnastics
Shawn Carroll 1 ..... Volleyball
Nandita Chandrasekar 3 ..... Tennis
Emily Clabaugh 3 ..... Swimming
Eddie Clemmons 1 ..... Football
Amy Cochran 4 ..... Volleyball
John Coman 2 ..... Wrestling
Kathryn Creech 1 ..... Swimming
John Crews 3 ..... Cross Country
Hugh Cronin 1 ..... Soccer
Brian Crowder 1 ..... Swimming
Molly Culberson 3 ..... Swimming
Garrett Cummings 4 ..... Wrestling
Joseph Cutler 2 ..... Baseball
Megan Dalthorp 2 ..... Softball
Georgia Davis 3 ..... Cross Country
John Deraney 2 ..... Football
Scott Dettloff 4 ..... Swimming
Marquetta Dickens 1 ..... Basketball
Stephen Dickens 2 ..... Track
Lauren Doughtie 1 ..... Golf
Jalil Dozier 1 ..... Wrestling
Chase Duncan 1 ..... Golf
Jason Duncan 3 ..... Baseball
Shaina Ervin 3 ..... Softball
Andrew Evans 2 ..... Football
Elizabeth Faulkner 3 ..... Gymnastics
Stephen Felton 1 ..... Football
Stephen Furst 3 ..... Cross Country
Santiago Fusilier 2 ..... Soccer
Christopher Gambino 1 ..... Wrestling
Heather Gelbard 3 ..... Softball
Rami Ghanayem 3 ..... Soccer
Lisa Gott 1 ..... Softball
Brett Hagmann 1 ..... Football
Kenneth Hamlin 1 ..... Football
Austin Hampton 1 ..... Swimming
Blair Harkey 2 ..... Softball
Lauren Harling 2 ..... Golf
Michael Helikson 1 ..... Football
Elena Helmerick 1 ..... Cross Country
Jemissa Hess 1 ..... Cross Country
Kelly Higgins 2 ..... Volleyball
Seth Hoffman 4 ..... Swimming
Jonathan Holt 1 ..... Football
Robert Hubbard 2 ..... Baseball
Karla Hutton 3 ..... Soccer
Aiwane Iboaya 1 ..... Volleyball
Brooke Isley 2 ..... Softball
Melissa Jamerino 3 ..... Swimming
Amanda Jones 3 ..... Gymnastics
Jason Jones 1 ..... Track
Rachel Katz 2 ..... Gymnastics
Magin Kebert 2 ..... Cross Country
Amy Kelly 2 ..... Cross Country
Jacob Kensmoe 1 ..... Baseball
Haddon Kirk 4 ..... Soccer
Laura Klem 3 ..... Softball
Branden Knapp 2 ..... Baseball
Thomas Knight 1 ..... Rifle
Jessica Koenig 2 ..... Swimming
Christopher Kollar 3 ..... Cross Country
Adeola Kosoko 4 ..... Volleyball
Tami Krzeszewski 1 ..... Soccer
Luke Lathan 1 ..... Football
Jesse Ledbetter 5 ..... Wrestling
Kelsey Lee 1 ..... Gymnastics
William Lee 4 ..... Football
Andrew Lester 1 ..... Swimming
TaJaron Lewis 2 ..... Track
Lucy Lindsey 1 ..... Swimming
Julia Lucas 1 ..... Cross Country
Matthew Lytle 3 ..... Soccer
Jonathan MaCrae 1 ..... Football
MacKenzie Mangum 1 ..... Softball
Christina Mann 3 ..... Soccer
Michelle Massey 1 ..... Soccer
Jenna Matino 1 ..... Rifle
Benjamin McCauley 1 ..... Basketball
Christopher McCoy 2 ..... Basketball
Stephen Mellor 1 ..... Swimming
Matthew Minnick 2 ..... Track
Nancy Mountcastle 3 ..... Golf
Laura Neely 2 ..... Swimming
Abigail Nelkie 5 ..... Cross Country
Bryan Nieman 1 ..... Basketball
Jessica O'Rourke 1 ..... Soccer
Marian Outland 3 ..... Gymnastics
Jennifer Patterson 3 ..... Softball
Jed Paulsen 2 ..... Football
Mackenzie Payne 1 ..... Gymnastics
Kathryn Pegg 1 ..... Swimming
Julianna Pitts 1 ..... Track
Sarah Jo Pleasants 1 ..... Rifle
Ryan Pond 1 ..... Baseball
Beth Poore 3 ..... Softball
Monica Pope 2 ..... Basketball
Michele Popple 4 ..... Cross Country
Suzanne Price 3 ..... Gymnastics
Armand Quenum 2 ..... Track
Melissa Rabe 3 ..... Volleyball
Kasey Rhyne 1 ..... Volleyball
Otis Ricks 1 ..... Football
Kenneth Ritchie 1 ..... Football
Julia Roach 2 ..... Tennis
Ty Roach 2 ..... Wrestling
Kristina Roth 2 ..... Cross Country
Megan Rumley 1 ..... Track
Bruce Russell 1 ..... Football
Kyle Rutter 1 ..... Baseball
Megan Sadler 3 ..... Soccer
Bryant Salter 1 ..... Soccer
Will Shaw 3 ..... Tennis
Ashley Shepard 1 ..... Gymnastics
Doug Shiveler 1 ..... Football
Lauren Singer 2 ..... Gymnastics
Erica Smith 1 ..... Swimming
Kendall Smith 4 ..... Swimming
Wesley Smith 3 ..... Cross Country
Lauren Spence 1 ..... Gymnastics
Phillip Stafford 4 ..... Cross Country
Elin StahlJohansson 2 ..... Tennis
Jonathan Still 1 ..... Baseball
Rachel Stockdale 3 ..... Basketball
Marcus Stone 1 ..... Football
John Strandberg, Jr 1 ..... Golf
Laura Strother 3 ..... Track
Natalie Swisher 2 ..... Swimming
Eric Taylor 2 ..... Football
Brittany Tinsley 1 ..... Cross Country
Wesley Tucker 1 ..... Golf
Karlie Urbaniak 1 ..... Volleyball
Lucinda Vance 1 ..... Gymnastics
Joel VandenEnde 1 ..... Rifle
Tibor Vegh 2 ..... Cross Country
Daniel Velez 1 ..... Swimming
Jessica Vincent 1 ..... Golf
Antonio Walker 1 ..... Football
Ashley Wallace 1 ..... Volleyball

2005-2006 ACC Academic Honor Roll

Brie Ward 3..... Track
Jacob Watkins 1 .....Football
Jennifer Webster 1..... Track
Jay Weinacker, Jr 1.....Tennis
Nathaniel Weiss 1..... Soccer
Matthew Wickwire 1..... Football
Christopher Widman 1.....Soccer
Danielle Wilhelm 1.....Basketball
Jessica Willems 2..... Softball
Cassandra Williams 1.....Track
Banks Wood 2 .....Golf
Tabitha Woodard 2 ..... Track
Jessie Yester 2..... Cross Country

2005-2006 ACC Academic Honor Roll

Virginia (221)

Nick Joseph Alparone 1 ..... Wrestling
Zac Mark Anderson 1 ..... Wrestling
Jackie Apple 1 ..... Swimming
Danny Lee Artusio 1 ..... Wrestling
Kyle Allen Artusio 1 ..... Wrestling
Keshia Ashe 2 ..... Track
Marshal Ausberry 1 ..... Football
Jacqueline Bailey 2 ..... Track
Stefan Bartl 1 ..... Swimming
Elaine Bennett 4 ..... Swimming
Ryan Berg 4 ..... Swimming
Matt Bernstine 2 ..... Baseball
Jennifer Grace Beury 1 ..... Cross Country
Amber Bialas 2 ..... Swimming
Amy Kathryn Bilmanis 1 ..... Track
Katherine Blair 4 ..... Field Hockey
Sarah Blair 2 ..... Rowing
Kellen Blassingame 2 ..... Track
Schafer Bomstein 2 ..... Rowing
Claire Elizabeth Bordley 1 ..... Lacrosse
Katherine Bounds 2 ..... Field Hockey
Allison Brennan 2 ..... Rowing
Douglas Brody 4 ..... Lacrosse
Susan Kaye Brooks 1 ..... Cross Country
Patrick Buchanan 2 ..... Lacrosse
Rachael Burke 2 ..... Swimming
Ryan Burke 3 ..... Soccer
Chase Burns 1 ..... Football
Gillian Lucy Anne Burton 1 ..... Rowing
William Byrd III 2 ..... Golf
Melissa Caldwell 2 ..... Volleyball
Kierstie Cameron 2 ..... Softball
William Campbell 3 ..... Basketball
Andrew Donnelly Carraway 1 ..... Baseball
Kevin Michael Carson 1 ..... Track
Sara Marshall Casscells 1 ..... Cross Country
Catherine Maureen Chambers 1 ..... Lacrosse
Kelsie Chaudoin 2 ..... Rowing
Kevin Coale 1 ..... Lacrosse
Darrin Cohen 1 ..... Tennis
Joseph Francesco Colaluca 1 ..... Soccer
Kimberly Connors 2 ..... Lacrosse
Erin Corgan 2 ..... Swimming
Elizabeth Ann Cornelison 1 ..... Field Hockey
Eryn Ferrier Correa 1 ..... Cross Country
Adam Whipp Cristman 1 ..... Soccer
Elea Crockett 3 ..... Softball
Michael Culver 2 ..... Lacrosse
Alyssa Curmaci 2 ..... Field Hockey
Anne Dawson 1 ..... Swimming
Christina De Vries 2 ..... Soccer
Jennifer Dolson 2 ..... Cross Country
David Dougherty 2 ..... Swimming
Andrew Dumm 3 ..... Cross Country
Mary Eddy 2 ..... Rowing
Margaretha Gordon Ehret 1 ..... Field Hockey
Michelle Ellison 2 ..... Rowing
Jordan Marie Elway 1 ..... Lacrosse
Yvonne Epp 2 ..... Rowing
James Erickson 2 ..... Cross Country
Adam Fassnacht 3 ..... Lacrosse
Tomika Ferguson 2 ..... Track
Peter Bernard Ferrara 1 ..... Wrestling
John Fizer 1 ..... Golf
Jan Foerster 1 ..... Cross Country
Micheal Joseph Forkin 1 ..... Basketball
Steven Curtis Frames 1 ..... Cross Country
Kara Frederick 3 ..... Soccer
Alli Fries 1 ..... Soccer
Vanessa Ann Furman 1 ..... Rowing
Matthew Gambale 3 ..... Cross Country
Steve Giannone 1 ..... Lacrosse
Jeremy Chance Gilmore 1 ..... Baseball
Taylor Ann Gilmore 1 ..... Rowing
Charlie Glazer 2 ..... Lacrosse
Stephanie Glover 2 ..... Swimming
Tyler Gordon 2 ..... Swimming
Katie Gordon 3 ..... Swimming
Ashley Gore 2 ..... Track
Sarah Strong Goss 1 ..... Rowing
Kirsten Graslie 2 ..... Rowing
Jackie Greer 4 ..... Softball
Will Grove 1 ..... Baseball
Sarah Rosemary Hackman 1 ..... Lacrosse
Tom Hagan 3 ..... Baseball
Michael Hagos 2 ..... Cross Country
Marcus Hamilton 4 ..... Football
Kenton Harris 2 ..... Swimming
Drew Harrison 3 ..... Soccer
Megan Havrilla 2 ..... Lacrosse
Shannon Hawrylo 4 ..... Cross Country
Carter Henderson 1 ..... Golf
Tyler Martin Hendry 1 ..... Track
Tim Henry 2 ..... Baseball
Stephen Hiltner 2 ..... Track
Sean Hinkle 2 ..... Soccer
Whitney Holstun 1 ..... Softball
Erin Horn 4 ..... Softball
Ryan Hudson 2 ..... Baseball
Sarah Huffman 2 ..... Soccer
Ryan Hurley 2 ..... Swimming
Huma Husain 3 ..... Cross Country
Andrew Tobey Jesien 1 ..... Cross Country
Ben Allen Johnson 1 ..... Wrestling
Brent Jones 1 ..... Wrestling
Drew Jordan 1 ..... Lacrosse
Eric Kelley 4 ..... Swimming
Sarah Ann Kennelley 1 ..... Rowing
Emily Kirkwood 3 ..... Volleyball
Sarah Kirkwood 2 ..... Volleyball
Melanie Ann Kok 1 ..... Rowing
Lisa Krolikowski 4 ..... Volleyball
Casey Edward Lambert 1 ..... Baseball
Alicia LaRoche 4 ..... Track
Meredith Lazarus 4 ..... Lacrosse
Tyler Leachman 3 ..... Lacrosse
Diane Leigh 2 ..... Rowing
Nikki Lieb 4 ..... Lacrosse
Danielle Nicole Light 1 ..... Cross Country
Soeren Martin Lindner 1 ..... Cross Country
Mia Link 3 ..... Field Hockey
Sara Marie Lippa 1 ..... Rowing
Jared Little 1 ..... Lacrosse
Crystal MacLeod 2 ..... Rowing
Kerry Maher 2 ..... Rowing
Simon Manka 1 ..... Football
Ashley Mayo 2 ..... Golf
Kira Mayo 3 ..... Golf
Elizabeth McCann 2 ..... Rowing
Ashley Collier McCulloch 1 ..... Lacrosse
Tara McKnight 2 ..... Basketball
Julie McLaughlin 2 ..... Swimming
Brian McReynolds 3 ..... Wrestling
Kevin Michael Meehan 1 ..... Cross Country
Chris James Meleski 1 ..... Swimming
Pat Mellors 2 ..... Swimming
Nick Meros 1 ..... Tennis
Chelsea Metz 4 ..... Lacrosse
Nick Meythaler 4 ..... Tennis
Lauren Mielbrecht 1 ..... Golf
Marko Miklo 2 ..... Tennis
Celeste Miles 1 ..... Soccer
Michael Miller 2 ..... Swimming
Sarah Miller 3 ..... Field Hockey
Kristin Milot 2 ..... Cross Country
Caitlin Mixter 2 ..... Rowing
Christine Monaghan 1 ..... Rowing
Victoria Moore 3 ..... Rowing
Jessica Ashley Morgan 1 ..... Lacrosse
Valerie Catherine Morini 1 ..... Rowing
J.J. Morrissey 1 ..... Lacrosse
Brett James Murphy 1 ..... Swimming
Ryan Murphy 2 ..... Cross Country
Josh Myers 3 ..... Baseball
Meghan O'Leary 3 ..... Softball
Megan Ann O'Malley 1 ..... Lacrosse
Lindsay Osco 3 ..... Volleyball
Christopher Ourisman 1 ..... Lacrosse
Haley Parker 1 ..... Swimming
Geoff Parrish 1 ..... Swimming
Lindsey Pereira 2 ..... Tennis
Emily Perilli 1 ..... Volleyball
Kathryn Pettine 2 ..... Track
John Phillips 2 ..... Football
Katie Phillips 2 ..... Field Hockey
Annemarie Pitts 3 ..... Rowing
Matthew Poskay 3 ..... Lacrosse
Lindsey Preuss 2 ..... Softball
Katherine Read 2 ..... Cross Country
Jen Redmond 1 ..... Soccer
Amber Joy Reyes 1 ..... Track

2005-2006 ACC Academic Honor Roll

Janine Ricci 3 ..... Cross Country
Eric Riley 1 .....Tennis
Ameyalli Rios-Alba 1 .....Rowing
Tiffany Roberts 3..... Track
Michael Robertson 3 .....Football
Lindsay Robinson 3.....Golf
Lara Rodriguez 3 .....Softball
Benjamin Rubeor 2 ..... Lacrosse
Kyle Rudzinski 2 ..... Soccer
Taylor Russo 2..... Volleyball
Anna Samaha 2.....Rowing
Tom Santi 1 .....Football
Becky Sauerbrunn 2..... Soccer
Megan Schuelke 2 ..... Track
Kathryn Anne Shannon 1 ..... Lacrosse
Andrew Reed Shiembob 1..... Basketball
Sally Shonk 3.....Golf
Kristen Simpson 2 ..... Golf
Phillip Sims 1..... Football
Patrick Slebonick 1..... Football
Rachel Smith 3..... Golf
Scott Smith 3..... Wrestling
Taylor Smith 3 .....Cross Country
Brooke Sorber 3 ..... Softball
Bianca Rose Spinosa 1..... Rowing
Bryan Stahl 1.....Swimming
Anna Steenrod 1 .....Swimming
Jenny Steiner 3 .....Swimming
P.J Sullivan 2 .....Swimming
Kelly Margarita Swain 1 .....Cross Country
Sarah Tacke 1..... Softball
Jessica Taylor 3 ..... Softball
Kathryn Tershel 2..... Track
Drew Thompson 2 .....Lacrosse
Michael Timms 2..... Lacrosse
CarlyTruitt 1.....Golf
David Anthony Vitto 1..... Track
Conrad Von Borsig 1.....Golf
Matthew Ward 3..... Lacrosse
Krista Mccoy Warner 1 .....Rowing
Shane Kalani Warren 1 ..... Baseball
Jessica Leigh Wasilewski 1 ..... Lacrosse
Daniel Wellman 1.....Football
Elizabeth Pearson Welsh 1.....Rowing
Claudia Cole Wies 1.....Rowing
Leah Wigger 3 .....Golf
Karla Wilburn 2 .....Softball
Roger Williams 2..... Cross Country
Siedah Janaya Williams 1 ..... Basketball
Lee Yang 3.....Golf

2005-2006 ACC Academic Honor Roll

Virginia Tech (177)

Paul Ahern 1 ..... Cross Country
Jennifer Albrecht 2 ..... Volleyball
James Anderson 2 ..... Football
Andrea Angelos 2 ..... Soccer
David Atkiss 2 ..... Cross Country
Alexander Baden 1 ..... Soccer
Shota Ban 1 ..... Soccer
Christian Barlow 1 ..... Cross Country
Jessica Battle 1 ..... Track & Field
Inga Beermann 1 ..... Tennis
Adam Bingaman 2 ..... Track
Justin Born 1 ..... Football
Jessica Botzum 2 ..... Swimming
Brent Bowden 1 ..... Football
Nicholas Bowers 2 ..... Baseball
Matthew Boyd 1 ..... Golf
Katie Boyle 1 ..... Lacrosse
Akil Burgess 2 ..... Tennis
Cory Byrd 1 ..... Football
Beth Byrum 2 ..... Swimming
Kristen Callan 2 ..... Track
Millie Campbell 2 ..... Swimming
Pete Cancila 1 ..... Swimming
Emily Chen 1 ..... Swimming
Rider Clauss 2 ..... Cross Country
Amanda Cloyd 1 ..... Volleyball
Bradley Collins 1 ..... Soccer
Coleman Collins 2 ..... Basketball
William Collins 2 ..... Track
Kendall Cones 1 ..... Track & Field
Brittany Cook 2 ..... Basketball
Terri Coover 1 ..... Lacrosse
Chelsea Cramp 1 ..... Tennis
Drew Czekanski 1 ..... Soccer
Kathryn Danyko 1 ..... Cross Country
Claire Dickey 1 ..... Swimming
Jennifer Dietz 2 ..... Cross Country
Brandon Dillard 1 ..... Football
Scott Dillie 1 ..... Soccer
Lauren Dillon 2 ..... Swimming
Jud Dunlevy 1 ..... Football
Anat Elazari 2 ..... Tennis
Matthew Ells 1 ..... Soccer
Katie Esbrook 1 ..... Volleyball
Tommy Evans 2 ..... Swimming
Jessica Fanning 2 ..... Cross Country
Tasmin Fanning 1 ..... Cross Country
Britt Faulkner 2 ..... Lacrosse
Rashad Ferebee 1 ..... Football
Samantha Ference 2 ..... Cross Country
Daniel Forgeng 2 ..... Track
Christen Fratter 2 ..... Lacrosse
Brandon Frye 2 ..... Football
Gregory Fryman 2 ..... Baseball
Jessica Galindo 1 ..... Lacrosse
Sean Glennon 2 ..... Football
Jacqueline Gray 2 ..... Lacrosse
Sherlenia Green 1 ..... Track & Field
Christina Griel 1 ..... Lacrosse
Kyle Guglielmo 1 ..... Track & Field
Emily Guschke 2 ..... Swimming
Amber Hall 1 ..... Basketball
Heather Hallberg 2 ..... Soccer
Rachel Hamilton 1 ..... Track
Kristin Hart 1 ..... Cross Country
Laura Haskins 1 ..... Basketball
Kimberly Hickey 1 ..... Soccer
Becky Horning 2 ..... Swimming
Jonas Houseright 1 ..... Football
Scott Hudson 1 ..... Swimming
Stephen Huntzinger 2 ..... Track
Claire Jakabcin 2 ..... Swimming
Ashley James 2 ..... Tennis
Cathy Jansen 1 ..... Volleyball
Mallory Jones 1 ..... Soccer
Stephanie Jones 2 ..... Lacrosse
Stephanie Jones 1 ..... Swimming
Liz Kapp 2 ..... Volleyball
Ashleigh Keats 2 ..... Track
Bryana Keenan 2 ..... Lacrosse
Jeff King 1 ..... Football
Sarah King 1 ..... Volleyball
Ashley Kinser 2 ..... Soccer
Gunild Kreb 1 ..... Track & Field
Natalie Kretzer 1 ..... Tennis
Allie Kupec 2 ..... Volleyball
Albert Larregola 1 ..... Tennis
Daniel LeClere 1 ..... Wrestling
Theron Leet 1 ..... Wrestling
Adriana Lemaitre 1 ..... Basketball
Mauri Liberati 1 ..... Soccer
Jessica Long 2 ..... Tennis
Laura Lunn 2 ..... Swimming
Erin Mahony 2 ..... Track
Brian Markley 2 ..... Track
Melissa Markowski 2 ..... Volleyball
Cameron Martin 1 ..... Football
Kendal Martin 1 ..... Softball
Carrie Mason 2 ..... Basketball
Katie Maynard 1 ..... Softball
Molly McCall 2 ..... Soccer
Matthew McGahey 2 ..... Baseball
Abbey McGrath 2 ..... Track
Jordan McHorney 1 ..... Swimming
William McMillin 1 ..... Football
Patrick Moffat 1 ..... Track & Field
Andrew Montgomery 2 ..... Cross Country
Meagan Montgomery 1 ..... Track
William Montgomery 1 ..... Football
Karie Morrison 2 ..... Softball
Heather Mullis 2 ..... Cross Country
Caitlin Murphy 1 ..... Softball
Matej Muza 1 ..... Track & Field
Benjamin Nason 1 ..... Soccer
Mary Elizabeth Newton 2 ..... Soccer
Jacqueline Nicholson 2 ..... Track
Antonio North 1 ..... Football
Dorian Nunley 1 ..... Softball
Erin Ota 1 ..... Softball
Brandon Pace 2 ..... Football
Christopher Padilla 1 ..... Cross Country
Phillip Padilla 1 ..... Cross Country
Robert Parker 1 ..... Football
Rosemary Patterson 2 ..... Lacrosse
Tiffany Pearsall 2 ..... Swimming
Dustin Pickle 1 ..... Football
Lindsay Pieper 2 ..... Lacrosse
McKinley Price 2 ..... Football
Laurie Beth Puglisi 1 ..... Soccer
Arvid Puranen 2 ..... Tennis
Matthew Reidy 1 ..... Football
Callie Rhodes 2 ..... Softball
Jenna Rhodes 1 ..... Softball
Talita Ribeiro 1 ..... Swimming
Gregory Roach 2 ..... Soccer
Reaves Robinette 2 ..... Tennis
Ignaci Roca 2 ..... Tennis
Kelsy Rokey 1 ..... Softball
Kyra Rosow 1 ..... Track
William Royal 1 ..... Football
Joseph Samaniuk 2 ..... Track
Neil Savage 2 ..... Swimming
Warren Schaeffer 2 ..... Baseball
Kathryn Schilling 2 ..... Lacrosse
Diana Sciambi 1 ..... Track & Field
Alexey Sergeev 1 ..... Tennis
Natalie Sherbak 2 ..... Cross Country
Harrison Simmons 1 ..... Swimming
Sara Smith 1 ..... Swimming
Mallory Soldner 2 ..... Soccer
Britni Spruill 2 ..... Track
Chad Steuck 1 ..... Soccer
Scott Stoehr 1 ..... Baseball
Caroline Stolle 1 ..... Softball
Megan Stone 2 ..... Softball
Ashley Stoutland 1 ..... Soccer
Kendra Sytsma 1 ..... Volleyball
Bryan Thomas 1 ..... Baseball
Zachary Thomas 2 ..... Cross Country
Grant Throckmorton 1 ..... Football
Angela Tincher 2 ..... Softball
Jordan Trott 2 ..... Football
Kjersti Trout 2 ..... Soccer
Jurrian van der Vaart 1 ..... Golf
Duncan Vick 2 ..... Track
Jason Vick 1 ..... Cross Country
Jennifer Wade 2 ..... Track
Carl Wakely 2 ..... Golf
Taylor Walsh 1 ..... Soccer
Casey Warner 1 ..... Lacrosse
Robert Waskiewicz 1 ..... Baseball

2005-2006 ACC Academic Honor Roll

Carlton Weatherford 1 ..... Football
Andrew Weaver 1 ..... Golf

Wake Forest (132)

Ashley Homitz 1 ..... Volleyball
Grant Achilles 2 ..... Baseball
Jill Ahrens 3 ..... Track
Wesley Allen 5 ..... Soccer
Diane Anderson 1 ..... Track
Erin Baldwin 1 ..... Soccer
Grey Ballard 4 ..... Soccer
Brandon Bartholomew 2 ..... Track
Joseph Bates 2 ..... Tennis
Anne Bersagel 5 ..... Track
Barr Blanton 1 ..... Golf
Maeke Boreel 4 ..... Field Hockey
Erin Borhart 4 ..... Volleyball
Hanna Bremler 2 ..... Track
John Buck 4 ..... Basketball
Kip Byrum 2 ..... Baseball
Daniel Callahan 3 ..... Football
Jayme Cargnoni 2 ..... Soccer
Joshua Carter 1 ..... Track
Christina Carter 1 ..... Soccer
Alonzo Chisolm 1 ..... Football
Caitlin Chrisman 2 ..... Track
Will Clayton 1 ..... Soccer
Laura Colven 2 ..... Soccer
John Compton 2 ..... Track
Jordan Craig 1 ..... Golf
Lauren Crandall 3 ..... Field Hockey
Samuel Cronin 1 ..... Soccer
Camelyn Dillon 1 ..... Soccer
Jenna Doane 1 ..... Volleyball
Kaitlyn Doe 2 ..... Soccer
Michelle Duffey 1 ..... Track
Ashley Dunigan 1 ..... Track
Allan Dykstra 1 ..... Baseball
Brendan Enick 3 ..... Baseball
Martha Ferger 1 ..... Field Hockey
Erin Franklin 3 ..... Track
Nathaniel Frazier 2 ..... Baseball
Louis Frazier 3 ..... Football
Kristina Gagliardi 2 ..... Field Hockey
Westin Galloway 2 ..... Track
Robert Gielow 1 ..... Track
Andy Goff 2 ..... Baseball
Amanda Goins 2 ..... Golf
Jamie Webster 2 ..... Lacrosse
Andrew Wells 2 ..... Baseball

Alimer Gonzalez 2 ..... Soccer
Matt Hammond 2 ..... Baseball
Elizabeth Hankinson 2 ..... Track
Kristina Hanley 2 ..... Soccer
Raymond Harbert 2 ..... Track
Kristi Harshman 3 ..... Field Hockey
Klarysa Henry 2 ..... Volleyball
Casey Hill 1 ..... Football
Nannette Hill 1 ..... Golf
Alexandra Hirsch 3 ..... Tennis
Robert Hoekstra 1 ..... Basketball
Margaret Horne 2 ..... Soccer
Ben Hunter 1 ..... Baseball
Lindsey Jaco 3 ..... Soccer
Ana Jerman 1 ..... Tennis
Porsché Jones 3 ..... Basketball
Orval Jones 1 ..... Football
Joy Juskowich 4 ..... Golf
Justin Keadle 1 ..... Baseball
Kristen Kemp 3 ..... Soccer
Molly Kennedy 2 ..... Track
Ottie Kerley 2 ..... Track
Katherine Kokkinos 1 ..... Soccer
Sarah Kozey 4 ..... Soccer
Eric Kristensen 1 ..... Baseball
Mary-Margaret Langston 1 ..... Volleyball
Frank Lawler 1 ..... Track
Michael Lepore 1 ..... Basketball
Justin Lichtfuss 1 ..... Soccer
Brett Linnenkohl 2 ..... Baseball
Douglas Manchester 1 ..... Golf
Amanda McBean 1 ..... Track
Julie McKenna 4 ..... Golf
Charles Mellies 3 ..... Baseball
Ariel Meyers 3 ..... Field Hockey
Jill Miller 5 ..... Track
Justin Moose 2 ..... Soccer
Catherine Muehleib 2 ..... Track
Natalie Mullikin 1 ..... Volleyball
Lindsay Neuberger 3 ..... Track
Adriane Nicholas 4 ..... Volleyball
Eric Niesen 1 ..... Baseball
Kerri Norton 2 ..... Track
Blakely Offutt 2 ..... Tennis
Robert West 1 ..... Baseball
Brent Wilkins 1 ..... Tennis

Matthew Owen 3 ..... Track
Lauren Peterson 1 ..... Volleyball
Meredith Placer 1 ..... Track
Sierra Poske 1 ..... Tennis
Kyle Reifers 3 ..... Golf
Elizabeth Remy 3 ..... Soccer
Sarah Riddle 1 ..... Basketball
Daniel Rosaia 1 ..... Baseball
Nicole Schappert 1 ..... Track
Trey Schmidt 1 ..... Football
Melanie Schneider 2 ..... Soccer
Selina Sekulic 1 ..... Track
Zac Selmon 2 ..... Football
Brian Shust 3 ..... Baseball
Michelle Sikes 3 ..... Track
Margaret Simons 2 ..... Golf
Katherine Skarbek 2 ..... Soccer
Amy Smerdzinski 1 ..... Soccer
Jamie Sobolewski 1 ..... Track
Sean Souders 1 ..... Baseball
Ashley Spooner 1 ..... Track
Casey Sterk 3 ..... Baseball
Sean Stevens 4 ..... Track
Liron Strauss 4 ..... Tennis
Elizabeth Strunk 2 ..... Basketball
Ruth Supica 3 ..... Soccer
Christian Tara 1 ..... Tennis
Alexandra Tchangoue 1 ..... Basketball
Jon Temple 2 ..... Football
Jeremy Thompson 2 ..... Football
Taylor Toombs 2 ..... Soccer
Marcus Tracy 1 ..... Soccer
Julian Valentin 2 ..... Soccer
Steven Vallos 1 ..... Football
Phillip Warsaw 1 ..... Track
Bradley Wharton 1 ..... Track
Jamie Whitten 2 ..... Field Hockey
Taylor Wildman 2 ..... Track
Christy Williams 2 ..... Volleyball
Kelly Wood 1 ..... Field Hockey
Ben Wooster 1 ..... Football
Andrew Wright 1 ..... Soccer
Alex Yates 2 ..... Golf
Kyle Young 3 ..... Baseball

2005-2006 ACC Academic Honor Roll

Annual Total ACC Academic Honor Roll

1957	96	1970	258	1983 **	478	1996	1422
1958	81	1971	333	1984	543	1997	1549
1959	99	1972	354	1985	484	1998	1552
1960	106	1973	379	1986	530	1999	1631
1961	126	1974	503	1987	640	2000	1664
1962	134	1975	496	1988	776	2001	1711
1963	138	1976	428	1989	817	2002	1731
1964	166	1977	366	1990	903	2003	1762
1965	149	1978	393	1991	947	2004	1810
1966	177	1979	377	1992	1062	2005 ^^	2227
1967	192	1980	397	1993	1151	2006 ++	2597
1968	235	1981	319	1994	1176		
1969	230	1982	387	1995	1184		

** denotes first year for inclusion of women's sports
^^ denotes first year for inclusion of Miami and Virginia Tech
++denotes first year for inclusion of Boston College

RELEASE AT WILL
WEDNESDAY, AUGUST 9, 2006

Atlantic Coast Conference Announces 2005-06 Academic Honor Roll

GREENSBORO, N.C. – The 50th annual Atlantic Coast Conference Academic Honor Roll, noting academic excellence by student-athletes for the 2005-06 school year, was released today by Commissioner John D. Swofford.

The Honor Roll is comprised of those student-athletes who participated in a varsity-level sport and registered a grade point average of 3.0 or better for the full academic year. In its first season as a 12-member league, the ACC set the conference record for the 20th consecutive year as 2,597 student-athletes were honored for their hard work in the classroom this past season. Duke led the conference in total selections for the 18th-straight year placing 362 student-athletes on the list. The Blue Devils narrowly edged Boston College for the top spot as the Eagles placed 359 athletes on this year's Academic Honor Roll. North Carolina was third with 275, while Maryland was fourth with 254. Virginia tallied 221 student-athletes, followed by Clemson (195), Florida State (187), NC State (184), Virginia Tech (177), Georgia Tech (147), Wake Forest (132) and Miami (104).

Headlining this year's Honor Roll are 16 five-time honorees from seven different schools. Florida State and Wake Forest each had three, five-time honorees, while Clemson, Georgia Tech, Maryland, North Carolina and NC State all had two a piece. The five-time honorees included Clemson's Josh Cribb and Bradley Gibson; Florida State's David Castillo, Lacy Janson and Andrew Wilson; Georgia Tech's Mike Barbosa and Adam Jones; Maryland's Michael Fleg and Mandy Pascual; North Carolina's Camilla Iheneto and Doug Kingston; NC State's Jesse Ledbetter and Abigail Kelkie; and Wake Forest's Wesley Allen, Anne Bersagel and Jill Miller.

Florida State's Garrett Johnson, a four-time member of the ACC Honor Roll, was named a Rhodes Scholar in 2006 and is the league's first Rhodes Scholar athlete since 1987. Johnson led the Seminoles to their first team Outdoor Track & Field National Championship this past year, while earning a pair of individual national titles in the shot put during the indoor and outdoor seasons.

Also included on this year's list were National Players of the Year in Duke's J.J. Redick, Georgia Tech's Kristi Miller, Maryland's Paula Infante, North Carolina's Andrew Miller and Virginia's Matt Ward. Redick, winner of the Sullivan Award as the country's top amateur athlete and ACC Male Athlete of the Year, led the Blue Devils to the ACC regular season and tournament championships. Miller was named the Honda Player of the Year in women's tennis as she led the Yellow Jackets to their second-straight conference championship. Infante was tabbed the ACC Female Athlete of the Year guiding the Terrapins to the 2005 NCAA Field Hockey national title. A first-team All-American, Infante was the recipient of the Honda Award. Selected as the sixth overall pick in the 2006 MLB Draft, junior south paw Andrew Miller of North Carolina won the Roger Clemens Award, given to the nation's top collegiate pitcher. Miller was also selected as Baseball America's Player of the Year. Ward claimed the Tewaaraton Trophy after leading the Cavaliers to the men's lacrosse national championship and a perfect 17-0 season with a 15-7 win over Massachusetts in the title match.

Wake Forest's Anne Bersagel, a five-time ACC Honor Roll honoree and the 2005-06 ESPN the Magazine Academic All-American Member of the Year was also featured on this year's list. NC State's Shaina Ervin, the 2006 ACC Softball Tournament MVP and a three-time Honor Roll member, led the Wolfpack to their first-ever ACC Softball Championship in just their third season of existence.

Miami's Kelly Jennings, a first-team All-American and the Seattle Seahawks' first round draft pick in the 2006 NFL Draft, was honored for the second time in his career. Also receiving honors for the second time in her career was Virginia Tech's Angela Tincher, the ACC Softball Player and Pitcher of the Year this past season.

Boston College women's basketball player Brooke Queenan and Clemson men's soccer player Bradley Gibson were both named to the Academic Honor Roll and are recipients of the 2006 ACC Weaver-James-Corrigan postgraduate scholarships.

A complete listing of the student-athletes on the 2005-06 ACC Honor Roll follows:

2005-2006 ACC Academic Honor Roll

Boston College (359): Joseph Adams 1 - Ice Hockey; Kristin Allain 1 - Softball; Carrie Amarante 1 - Sailing; Jamen Amato 1 - Soccer; Claire Arpin 1 - Rowing; Nicholas Asselin 1 - Baseball; Gregory Avallon 1 - Skiing; Brittany Barry 1 - Lacrosse; Charles Bayer 1 - Sailing; Lilly Beck 1 - Sailing; Joshua Beekman 1 - Football; Meghan Benedetto 1 - Skiing; Chelsea Benson 1 - Swim; Jeffrey Benson 1 - Swim; Daniel Berglund 1 - Football; Julia Berkowitz 1 - Field Hockey; Daniel Bertram 1 - Ice Hockey; Ella Bieze 1 - Swim; Peter Bing 1 - Skiing; Eric Bjerke 1 - Golf; Lizette Blohm 1 - Lacrosse; Erin Blood 1 - Ice Hockey; Kevin Boggan 1 - Baseball; Peter Bohlin 1 - Skiing; Joanna Boland 1 - Lacrosse; Amanda Booth 1 - Softball; Holly Boucher 1 - Swim; Ernest Bourassa 1 - Sailing; Kendall Bourke 1 - Track; Carolyn Bowman 1 - Swim; Margaret Brogan 1 - Field Hockey; Amy Bromann 1 - Swim; Amanda Brooks 1 - Softball; Richard Brown 1 - Football; Sarah Buonomo 1 - Soccer; Laurel Burdick 1 - Track; Emily Burke 1 - Rowing; Sarah Burns 1 - Rowing; Carrie Byler 1 - Swim; Caroline Byron 1 - Swim; Elizabeth Byron 1 - Swim; Steven Cadoret 1 - Baseball; Casey Calvert 1 - Rowing; Corey Cameron 1 - Skiing; Louis Canelli 1 - Track; Emily Cannon 1 - Golf; Krista Capece 1 - Swim; Lauren Carey 1 - Rowing; Patrick Carey 1 - Track; Michael Cartwright 1 - Swim; Meghan Casey 1 - Swim; Erin Cassidy 1 - Rowing; Christopher Caulfield 1 - Track; Mallory Champa 1 - Track; Thomas Chandler 1 - Swim; Amanda Chase 1 - Field Hockey; Dasha Cherkasov 1 - Tennis; Maria Cicero 1 - Track; Theresa Cirelle 1 - Soccer; Erin Cobb 1 - Swim; Brendan Collins 1 - Track; Kristen Coon 1 - Track; Erin Corsini 1 - Softball; Sarah Courtney 1 - Ice Hockey; Arianna Criscione 1 - Soccer; Shauna Culhane 1 - Lacrosse; Matthew Curley 1 - Fencing; Patrick Curley 1 - Fencing; David Currid 1 - Football; Kristen Curtis 1 - Swim; MaryGene Dane 1 - Soccer; Creighton Davis 1 - Swim; Meghan Davis 1 - Lacrosse; Katie DeBlois 1 - Lacrosse; Mary Defilippo 1 - Field Hockey; Anna Dehen 1 - Rowing; Brian Dempsey 1 - Football; Patrick Dietz 1 - Sailing; Jenna DiNovis 1 - Swim; Kelsey Dippold 1 - Rowing; Alison Diquollo 1 - Fencing; Bob Dirks 1 - Field Hockey; Robert Dittrich 1 - Baseball; Kathleen Donovan 1 - Rowing; Frances Dow 1 - Sailing; Edward Dunlap 1 - Basketball; Jason Duran 1 - Skiing; Bradie Dwyer 1 - Swim; Kevin Dziubek 1 - Fencing; Jillian Edmonds 1 - Track; Karim El Nokali 1 - Football; Andrew Ellerhorst 1 - Fencing; Amy Elliott 1 - Swim; Johanna Ellison 1 - Ice Hockey; David Emerson 1 - Track; Alyssa Emrick 1 - Field Hockey; Steven Engelhardt 1 - Track; Meghan Fardelmann 1 - Ice Hockey; Jessica Fazekas 1 - Track; Lauren Ferrara 1 - Rowing; Heather Ferron 1 - Soccer; Brendon Ferullo 1 - Soccer; Anne Filer 1 - Softball; Kerry Fino 1 - Swim; Paula Finsness 1 - Sailing; Jessica Flinn 1 - Track; Katharine Flynn 1 - Rowing; Emily Fong 1 - Swim; Peter Frates 1 - Baseball; Elizabeth Friel 1 - Golf; Trevor Frierson 1 - Track; Alan Frith 1 - Sailing; Mary Gallivan 1 - Soccer; Kimberly Garcia 1 - Swim; Keegan Garnsey 1 - Skiing; Lauren Gaspary 1 - Rowing; Caitlin Gillen 1 - Field Hockey; Nancy Gillis 1 - Ice Hockey; Lauren Gillooly 1 - Sailing; Leigh Going 1 - Swim; Paula Gonzalez 1 - Rowing; Kristen Goodby 1 - Sailing; Caitlin Gordon 1 - Rowing; Taylor Gorman 1 - Track; James Granello 1 - Golf; Sarah Graner 1 - Swim; Mark Green 1 - Swim; Alexandra Grimley 1 - Skiing; Ian Griswold 1 - Fencing; Michael Grosso 1 - Sailing; Kaitlin Guenette 1 - Track; Chelsea Halbmaier 1 - Track; Ty Hall 1 - Football; Emily Hannigan 1 - Lacrosse; Christina Harostock 1 - Skiing; Emily Harper 1 - Fencing; Colleen Harris 1 - Ice Hockey; Peter Harrold 1 - Ice Hockey; Laura Harvey 1 - Soccer; Abigail Hasebroock 1 - Volleyball; Gregory Hassel 1 - Track; Caroline Hayes 1 - Swim; Mary Heitkamp 1 - Track; Alicia Henry 1 - Track; Ryan Henry 1 - Track; Stephen Hepburn 1 - Soccer; Anne Hessberg 1 - Track; Jennifer Heyde 1 - Track; Karen Hill 1 - Rowing; Kasey Hill 1 - Track; Patton Hindle 1 - Rowing; Louis Hinnant 1 - Basketball; Kara Hoisington 1 - Skiing; Timothy Holden 1 - Golf; Kimberly Hopkin 1 - Softball; Julie Howe 1 - Sailing; Megan Hurd 1 - Swim; Jan Ingvalson 1 - Rowing; Nathan Jeanes 1 - Baseball; Kelsey Johnson 1 - Volleyball; Chelsea Jones 1 - Track; Catherine Joyce 1 - Lacrosse; Nikoll Julien 1 - Swim; Elizabeth Kadison 1 - Lacrosse; Molly Kane 1 - Lacrosse; Joseph Kansao 1 - Fencing; Lara Kapura 1 - Fencing; Bronwen Kelly 1 - Field Hockey; Kristen Kelly 1 - Rowing; Kyle Kelly 1 - Golf; Kristin Kenney 1 - Volleyball; Soma Kesthely 1 - Tennis; Elizabeth Keyser 1 - Rowing; Jeffrey Klatsky 1 - Track; Benjamin Kocarnik 1 - Track; Daniel Kollar 1 - Swim; Trey Koziol 1 - Football; Lia Krautmanis 1 - Volleyball; Daniel LaFave 1 - Track; Alexis Lake 1 - Track; Christopher Lauderdale 1 - Fencing; Sabrina Lazzari 1 - Field Hockey; Brenna Leahy 1 - Field Hockey; Jane Leahy 1 - Fencing; Nicole LeFrancois 1 - Rowing; Daniel Lennon 1 - Football; Joseph Lesniak 1 - Track; Anthony Liberti 1 - Skiing; Nichole Lister 1 - Track; Whitney Lomax 1 - Rowing; Peter Lowe 1 - Fencing; Patrick Lynch 1 - Football; Jenna Macchi 1 - Softball; Lisa Macchia 1 - Basketball; Tracy Maciolek 1 - Rowing; Patricia Mack 1 - Rowing; Kristen Madden 1 - Field Hockey; Mark Maglio 1 - Football; Joseph Maloy 1 - Swim; Sebastian Mansson 1 - Track; Kimberly Marakovits 1 - Rowing; Stephanie Mariconda 1 - Fencing; Sarah Marshall 1 - Basketball; James Marten 1 - Football; Katharine Martin 1 - Swim; Jennifer Maurer 1 - Soccer; Lindsey McArdle 1 - Soccer; David McCredo 1 - Fencing; Tara McKennett 1 - Lacrosse; Lacey McKeon 1 - Track; Melissa McLane 1 - Track; Kia McNeill 1 - Soccer; Kerri McNicholas 1 - Soccer; Michael McNulty 1 - Swim; Patrick Mellea 1 - Track; Thatcher Merrill 1 - Skiing; Holley Mesuda 1 - Swim; Issey Maholo 1 - Soccer; Elizabeth Millar 1 - Rowing; April Millado 1 - Soccer; Christopher Miller 1 - Football; Lee Mirasolo 1 - Ice Hockey; Satoshi Mitsuda 1 - Soccer; Jeanine Moore 1 - Swim; Michael Moore 1 - Swim; Erin Morley 1 - Sailing; Bryan Murphy 1 - Football; Kara Musso 1 - Track; Meghan Nadolski 1 - Soccer; Allison Nagle 1 - Sailing; Lindsey Nash 1 - Tennis; Thomas Nececkas 1 - Swim; Mario Nicholas 1 - Soccer; Dorota Niemczewska 1 - Volleyball; Matthew Northrup 1 - Swim; Carol O'Connor 1 - Fencing; Justine O'Connor 1 - Sailing; Gregory O'Kane 1 - Fencing; Stephanie Olchowski 1 - Ice Hockey; Meaghan O'Malley 1 - Fencing; Timothy Orazem 1 - Sailing; Anna O'Regan 1 - Track; Elizabeth Orofino 1 - Rowing; Heather Page 1 - Swim; Kathryn Page 1 - Swim; Marguerite Palisoul 1 - Field Hockey; Angela Pandolfo 1 - Softball; Danielle Pandolfo 1 - Softball; Lauren Parks 1 - Field Hockey; Carla Pellegrini 1 - Rowing; Caitlin Peterson 1 - Skiing; Brittany Pierpont 1 - Volleyball; Martha Pitt 1 - Sailing; Katherine Quaglia 1 - Field Hockey; Alison Quandt 1 - Ice Hoceky; Brooke Queenan 1 - Basketball; Shawn Radman 1 - Skiing; Kathryn Rankin 1 - Rowing; Carolyn Rayburn 1 - Track; Katelyn Reabe 1 - Swim; Robert Reed 1 - Golf; Bridget Regan 1 - Rowing; Julie Regan 1 - Track; Allan Rego 1 - Skiing; Alden Reid 1 - Sailing; Heather Reid 1 - Sailing; Michael Reiser 1 - Tennis; Lauren Reliford 1 - Track; Kathrin Ress 1 - Basketball; Jacqueline Reyes 1 - Soccer; Ryne Reynoso 1 - Baseball; Samuel Richardson 1 - Fencing; Christine Riley 1 - Sailing; Alexander Rios 1 - Fencing; Timothy Ritchie 1 - Track; Thayer Rosenberg 1 - Rowing; Patrick Ross 1 - Football; Verena Rost 1 - Volleyball; Allison Rust 1 - Swim; Caitrin Ryan 1 - Lacrosse; Brian Sargenti 1 - Swim; Jillian Savoy 1 - Field Hockey; Catharine Saylor 1 - Lacrosse; Kathryn Saylor 1 - Swim; Jessica Schmierer 1 - Sailing; Mary Schneck 1 - Soccer; Cory Schneider 1 - Ice Hockey; Heather Schofield 1 - Rowing; Jason Sechrist 1 - Tennis; Garrett Seeger 1 - Football; Chrstine Shaughnessy 1 - Rowing; Vincent Shen 1 - Swim; John Siravo 1 - Football; James Slattery 1 - Track; Jeffrey Sloan 1 - Sailing; Maeve Sloane 1 - Swim; Lara Smilnak 1 - Golf; Christine Smith 1 - Basketball; Courtney Smith 1 - Swim; Kathleen Smyth 1 - Track; Elizabeth Snyder 1 - Swim; Erica Sorensen 1 - Swim; Daniel Springer 1 - Track; Emily Stegner 1 - Volleyball; Julia Stone 1 - Track; Cristin Stuart 1 - Ice Hockey; Ryan Sturma 1 - Golf; Kara Succoso 1 - Soccer;

Katherine Sullivan 1 - Rowing; Patrick Sullivan 1 - Football; Tanya Suryoutomo 1 - Swim; Kari Sveum 1 - Swim; Robert Swanke 1 - Football; Szilvia Szegedi 1 - Tennis; Maggie Taverna 1 - Ice Hockey; Kathleen Taylor 1 - Soccer; Victoria Thelin 1 - Swim; Jonathan Thomas 1 - Track; Ashley Thompson 1 - Track; Britney Thompson 1 - Softball; Ryan Thompson 1 - Football; Tori Thompson 1 - Volleyball; Brian Tichenor 1 - Swim; Maura Tierney 1 - Fencing; Rachel Tinquist 1 - Lacrosse; Amy Triche 1 - Fencing; Nicola Tufts 1 - Track; James Unis 1 - Football; Cara Valeri 1 - Track; Patrick Viklund 1 - Track; Katherine Wagoner 1 - Lacrosse; Andrew Wallman 1 - Skiing; Stephen Walsh 1 - Track; Courtney Weinshank 1 - Rowing; Aimee Wessel 1 - Rowing; Kristen Whalley 1 - Volleyball; Brenton Wheatley 1 - Track; Alyson Whitehead 1 - Sailing; Drew Wiechnicki 1 - Track; Lauren Wiedmeier 1 - Ice Hockey; Jazzmen Williams 1 - Football; Courtney Willson 1 - Soccer; Brooke Wilson 1 - Lacrosse; Jessica Wilson 1 - Ice Hockey; Brianna Wilson-Byrne 1 - Soccer; Christopher Wilson-Byrne 1 - Swim; Diana Winings 1 - Swim; Maura Winston 1 - Sailing; Morgan Woodcock 1 - Volleyball; Mari Wunschel 1 - Swim; Jaehoon Yang 1 - Fencing; Scott Yoon 1 - Golf; Sara York 1 - Field Hockey; Clara Yum 1 - Fencing; Jeremy Zagorski 1 - Track; Quinn Ziatyk 1 - Sailing; Peter Zimmermann 1 - Cross Country; Kurt Zwald 1 - Swim; Courtney Zwirko 1 - Lacrosse

Clemson (195): Kati Aggas 1 - Swimming; Danny Alge 4 - Track; Chris Allen 1 - Baseball; Jill Allen 2 - Swimming; Liz Averyt 1 - Rowing; Matt Balderston 2 - Swimming; Jennifer Barton 4 - Track; Mackenzie Bartz 1 - Rowing; Meg Bendik 1 - Rowing; Andy Bergren 1 - Swimming; Julie Bolt 1 - Soccer; William Bond 1 - Baseball; Vernita Boone 2 - Rowing; Laura Boozer 2 - Volleyball; Caroline Borgan 1 - Rowing; Barbi Breimann 3 - Rowing; Blair Brendle 2 - Rowing; Katie Bridges 1 - Volleyball; Sarah Broeker 3 - Rowing; Corey Brown 1 - Track; Lisa Brown 1 - Track; Sam Bryfczynski 1 - Track; Mark Buchholz 2 - Soccer; Greg Burana 3 - Soccer; Chris Carey 3 - Football; Nichole Carlton 4 - Swimming; Peg Carter 1 - Swimming; Martin Catalioto 3 - Golf; Sarah Cefalu 3 - Swimming; Zach Cerny 1 - Football; Brad Chalk 2 - Baseball; Cole Chason 3 - Football; Roy Cheney 2 - Track; Sean Clark 2 - Baseball; Kay Clarke 2 - Tennis; Ashley Clay 1 - Swimming; Josh Cribb 5 - Baseball; Jay Crout 3 - Swimming; Claire Cuda 1 - Swimming; Herman Demmink 3 - Baseball; Thea Dix 1 - Track; Marquita Dortch 1 - Track; Sue Eckman 2 - Volleyball; Josh Elam 1 - Track; Elizabeth Embler 1 - Track; Kim Faerber 3 - Soccer; Nelson Faerber 1 - Football; Stephen Faris 3 - Baseball; Abbey Fernandez 1 - Rowing; Chris Fidrych 2 - Baseball; Drew Fiorenza 2 - Baseball; Bradley Flowers 1 - Football; Sunday Ford 1 - Track; Amanda Frist 1 - Basketball; Amber Funk 1 - Soccer; Stephen Furr 4 - Football; Brittney Gamble 3 - Rowing; Sean Geary 1 - Swimming; Kathi Gerber 1 - Tennis; Fraser Gerth 1 - Soccer; Bradley Gibson 5 - Soccer; Allison Graham 4 - Soccer; Jen Grove 2 - Swimming; Ben Hall 2 - Baseball; Cliff Hammonds 2 - Basketball; Taylor Harbin 2 - Baseball; Sarah Hayward 1 - Rowing; Candice Hein 4 - Soccer; Ford Heiner 2 - Rowing; Bryce Herrington 1 - Swimming; Katie Hicks 3 - Swimming; Randi Hinton 1 - Track; Brent Hobbs 2 - Track; Doug Hogan 2 - Baseball; Chris Howard 2 - Baseball; Thomas Hunter 1 - Football; Greg Isaacs 3 - Track; Elizabeth Jennings 2 - Rowing; Lizzy Jobe 2 - Soccer; Annie Johnson 1 - Rowing; Candice Johnson 1 - Track; Joel Johnson 3 - Swimming; Molly Johnson 1 - Soccer; Lauren Johnston 2 - Soccer; Beth Jordan 1 - Track; Ben Kanoy 4 - Swimming; Chelsea Kautz 4 - Rowing; Dan Kazilionis 2 - Swimming; Ian Keller 1 - Tennis; Aaron Kelly 1 - Football; Andrew Kessler 3 - Track; Brian Knapp 1 - Track; Paul Koenke 1 - Tennis; Rochelle Kokayko 1 - Track; Sandel Koning 2 - Tennis; David Kopp 2 - Baseball; Cassy Larussa 1 - Swimming; Paige Ledford 1 - Soccer; James Lumpkins 1 - Track; Jimmy Maners 1 - Football; Leslie Mansfield 2 - Volleyball; Lauren Marriott 1 - Track; Alex Martin 2 - Baseball; Ben Martin 1 - Golf; Meghan McCleskey 3 - Rowing; Sarah McClurg 4 - Soccer; Melanie McDaniel 1 - Rowing; Rachel McLaurin 1 - Track; Patrice McMillan 2 - Track; Britten Meyer 3 - Soccer; Jen Miata 2 - Swimming; Greg Middleton 3 - Swimming; Matt Morris 1 - Basketball; Daniel Moskos 1 - Baseball; David Newton 1 - Soccer; Thomas Niemeier 1 - Swimming; Avery Oldfield 1 - Soccer; Michelle Parkhurst 1 - Swimming; Alex Pearson 2 - Football; Clay Pendleton 2 - Track; Stephanie Permar 3 - Soccer; Tia Perry 1 - Track; Casey Phillips 4 - Track; Amanda Pirovitz 2 - Swimming; Stephen Poole 4 - Golf; Sarah Porri 1 - Swimming; Andy Porter 1 - Track; Catheryne Porter 1 - Track; Brian Possee 1 - Swimming; Patrick Raisor 2 - Swimming; Caroline Rash 1 - Track; Jaclyn Rath 4 - Rowing; Nicole Rau 1 - Rowing; Tribble Reese 1 - Football; Brian Regone 2 - Swimming; Rachel Regone 1 - Swimming; Charlie Roberts 4 - Soccer; Dawn Robertson 2 - Volleyball; Ashley Robinson 1 - Track; Shawan Robinson 4 - Basketball; Elyse Roenick 1 - Rowing; Parker Rogers 1 - Soccer; Scott Rosman 1 - Soccer; Brittany Ross 1 - Volleyball; Ryan Roushandel 2 - Soccer; Jeff Routh 2 - Soccer; Kim Routh 2 - Swimming; Jessica Rutter 1 - Track; Carol Salge 1 - Tennis; Carlyn Sander 1 - Swimming; Whitney Sandison 1 - Swimming; Suzanne Sawicki 1 - Rowing; Lia Schendel 1 - Soccer; Kelly Schneider 3 - Soccer; Jessica Scott 3 - Swimming; Ashley Shafer 4 - Swimming; Jessica Shain 3 - Soccer; Lucas Shires 1 - Track; Zack Siefert 1 - Golf; Charmayne Smith 1 - Track; Kim Smith 1 - Rowing; Ope Sobanjo 3 - Track; Gabrielle Solek-Tefft 3 - Tennis; Brian Sorrells 3 - Football; Brandon Speweik 1 - Football; Meghan Stanton 4 - Volleyball; Meghan Steiner 2 - Volleyball; Chris Stone 1 - Football; Preston Stone 1 - Football; Megan Stuermann 2 - Rowing; Kristin Thompson 4 - Track; Taylor Thompson 1 - Swimming; Brett Twente 3 - Tennis; Meagan Ucci 1 - Rowing; Kelly Urso 4 - Swimming; Havird Usry 1 - Soccer; Micah Usry 1 - Soccer; Federica Vanadrichem 1 - Tennis; Lydia Vandenbergh 4 - Soccer; Suzanne Van Fleet 2 - Rowing; Amanda Vaughan 2 - Swimming; Matt Vaughn 1 - Baseball; Kathryn Wait 3 - Rowing; Jessica Watcke 3 - Swimming; Abdur Watkins 1 - Track; Elizabeth Weichel 4 - Rowing; Kristen Weinacker 4 - Rowing; Emilie Wells 3 - Swimming; Sarah Wippermann 4 - Swimming; Frank Wrenn 1 - Golf; Jesse Yanutola 1 - Basketball; Susan Yenser 1 - Basketball; Julia Young 1 - Rowing; Ali Zacker 1 - Swimming; P.J. Zocchi 2 - Baseball

Duke (362): Jennifer Alleva 3 - Soccer; Laura Anderson 4 - Lacrosse; Lauren Archer 2 - Tennis; Michelle Aristeo 2 - Swimming; Joseph Atas 1 - Tennis; Brandon Ayers 4 - Wrestling; Patrick Bailey 2 - Football; Anthony Bajoczky 3 - Baseball; Alison Bales 3 - Basketball; Sean Bani 1 - Fencing; John Barone 1 - Wrestling; Kyle Barrett 1 - Swimming; Lavdrim Bauta 4 - Football; William Bell 2 - Cross Country; Alexandra Bellis 1 - Rowing; Robert Benion 4 - Football; Jeffrey Blickman 2 - Baseball; Melanie Blohm 1 - Swimming; Amanda Blumenherst 1 - Golf; Carmen Bognanno 4 - Soccer; Tonia Boock 2 - Rowing; Emma Boston 1 - Cross Country; Kirsten Bostrom 4 - Field Hockey; Daniel Bowling 2 - Football; Sara Brandt 1 - Fencing; Liza Braun 1 - Lacrosse; John Brockardt 2 - Indoor Track; Amy Brown 2 - Swimming; Christopher Brown 3 - Tennis; Michael Bruno 3 - Fencing; Mark Buha 2 - Cross Country; Jacquelyn Burmeister 1 - Rowing; Stephanie Butnick 1 - Fencing; Mark Campisano 1 - Swimming; Paul

2005-2006 ACC Academic Honor Roll

Campitelli 1 - Football; Shelley Capito 2 - Volleyball; Kristin Cargill 3 - Tennis; Susanna Carls 1 - Volleyball; Edward Carrington 1 - Lacrosse; Daniel Casanas 1 - Football; Ian Cassidy 1 - Indoor Track; Pavelid Castaneda 1 - Soccer; Michael Catalino 1 - Lacrosse; Scott Champagne 1 - Swimming; Tomasz Charowski 2 - Soccer; Simon Cheng 3 - Football; Patrick Chidnese 1 - Football; Jane Chong 1 - Rowing; Kathleen Chrest 3 - Lacrosse; Anne Clark 1 - Swimming; Tyler Clarke 2 - Indoor Track; Rachel-Rose Cohen 3 - Soccer; Kevin Coleman 3 - Lacrosse; Ashley Coll 3 - Lacrosse; Thomas Colven 1 - Indoor Track; Gregory Conforti 1 - Soccer; Michael Cooper 2 - Football; John Cornwell 4 - Fencing; Joshua Coveleski 1 - Lacrosse; Andrea Crane 2 - Soccer; Andrea Crosby 3 - Lacrosse; Joseph Danfield 1 - Wrestling; Matthew Danforth 2 - Indoor Track; Cedric Dargan 4 - Football; Carolyn Davis 1 - Lacrosse; Michael DegliObizzi 1 - Wrestling; Megan Del Monte 1 - Lacrosse; Mark DellaVolpe 2 - Indoor Track; Clelia Deltour 2 - Tennis; Randy DeSmyter 2 - Football; James Dickey 2 - Golf; Marian Dickinson 1 - Field Hockey; Michael DiMarco 3 - Fencing; Scott Doerr 1 - Wrestling; Eric Dooley 1 - Indoor Track; Samuel Doran 3 - Fencing; Edward Douglas 3 - Lacrosse; William Dowling 4 - Football; Ronald Drummer 1 - Football; Nicole Dudek 3 - Field Hockey; Paul Dudley 1 - Soccer; Graham Dugoni 1 - Soccer; John Dukes 3 - Football; Russell Durfee 1 - Baseball; Joel East 4 - Football; Lindsey Edwards 2 - Indoor Track; Leisha Elmore 2 - Rowing; David Evans 4 - Lacrosse; Anna Farias-Eisner 1 - Cross Country; Jonathan Fay 3 - Indoor Track; Kendrall Felder 1 - Football; Meghan Ferguson 3 - Lacrosse; Tiare Ferguson 2 - Cross Country; Rebekah Fergusson 3 - Soccer; Samantha Fisher 4 - Volleyball; Catherine FitzHugh 4 - Indoor Track; Daniel Flannery 3 - Lacrosse; Elizabeth Floyd 2 - Field Hockey; Jessica Foley 4 - Basketball; Carolyn Ford 4 - Soccer; Jonathan Fox 2 - Cross Country; Leah Frank-Finney 4 - Rowing; Jennifer Fraser 4 - Cross Country; Danielle Freedman 3 - Lacrosse; Justin Freeman 1 - Football; Nathan Freiman 1 - Baseball; Patricia Frost 3 - Swimming; James Gallagher 1 - Baseball; Christina Germinario 1 - Lacrosse; Aaron Glover 2 - Wrestling; Spencer Goldstein 2 - Fencing; Lauren Gonzalez 1 - Swimming; Kimberly Gordon 3 - Rowing; Julia Goyer 3 - Tennis; Julia Granger 4 - Swimming; Kathleen Grant 4 - Field Hockey; Bonnie Gregory 2 - Rowing; Jacob Grodzinsky 1 - Golf; Anna Grzebien 2 - Golf; Geary Gubbins 1 - Cross Country; Andrew Guidry 2 - Football; Kate Guthrie 2 - Swimming; Casey Hales 2 - Football; Kaitlin Hancock 3 - Lacrosse; Willene Hare 1 - Indoor Track; Cameron Harms 1 - Wrestling; Lea Harrell 3 - Indoor Track; Kathryn Harrington 4 - Swimming; Krista Harryman 3 - Rowing; Leslie Hartford 3 - Swimming; Erin Hathorn 2 - Soccer; Kelly Hathorn 1 - Soccer; Alexis Hausfeld 2 - Volleyball; Erik Henkelman 4 - Lacrosse; Anna Hinshaw 1 - Rowing; Heidi Hollenbeck 3 - Soccer; Clara Horowitz 3 - Cross Country; Dorothy Hubbard 3 - Fencing; Megan Huether 3 - Lacrosse; Kimberly Imbesi 1 - Lacrosse; Tara Iyer 1 - Tennis; Wendy Jaglom 1 - Indoor Track; Elizabeth Jenke 1 - Cross Country; Timothy Jepson 2 - Soccer; Leigh Jester 2 - Lacrosse; Allie Johnson 2 - Lacrosse; Lara Jones 2 - Indoor Track; Virginia Kane 1 - Rowing; Michael Kaplanis 3 - Football; Christine Kariya 1 - Rowing; Audrey Karman 1 - Fencing; Michael Kecman 2 - Wrestling; Patrick Keenum 3 - Wrestling; William Kennedy 3 - Cross Country; Anne Kercsmar 3 - Fencing; Kyle Kershner 2 - Cross Country; William Kimmitt 2 - Football; Sarah Kirchhofer 2 - Lacrosse; Justin Kitchen 1 - Football; Daniel Kramer 3 - Soccer; Sheila Kramer 1 - Soccer; Kyle Kreick 1 - Baseball; Tyler Krieg 3 - Football; Keith Krieger 3 - Cross Country; Catherine Krom 1 - Lacrosse; Frederick Krom 2 - Lacrosse; Westley Kuser 1 - Wrestling; Erin Lamb 2 - Indoor Track; Steven Lattanzio 1 - Football; Theodore Lauzen 3 - Fencing; Adam Lesser 1 - Wrestling; Virginia Levanas 2 - Volleyball; Colin Lewis 1 - Indoor Track; Julia Lewis 4 - Swimming; Mary Lilley 1 - Rowing; Charles Lin 3 - Fencing; Rachel Link 1 - Field Hockey; Hilary Linton 1 - Field Hockey; Sally Liu 1 - Indoor Track; Christopher Loftus 2 - Soccer; Daniel Loftus 1 - Lacrosse; Cara-Lynn Lopresti 2 - Field Hockey; John Maletis 1 - Cross Country; Melissa Mang 1 - Tennis; Daniel Mangiapani 4 - Baseball; Shelly Marshall 3 - Soccer; Annie Massart 3 - Fencing; Henry Mathies 2 - Indoor Track; Zachary Maurides 1 - Football; Jessica McBride 1 - Lacrosse; Sarah McCabe 2 - Soccer; Jacob McCafferty 3 - Swimming; Kelly McCann 1 - Soccer; Jackson McClam 1 - Fencing; Anthony McDevitt 3 - Lacrosse; Christie McDonald 1 - Soccer; Shayna McGeehan 2 - Field Hockey; Madeline McKeever 1 - Cross Country; Kellan McKeon 2 - Wrestling; Brian McNiff 4 - Indoor Track; Chiara McPhee 2 - Fencing; Lee Melchionni 2 - Basketball; Michelle Menser 3 - Lacrosse; Meredith Metcalf 1 - Rowing; Sally Meyerhoff 3 - Cross Country; Gregory Meyers 2 - Football; Iraina Miles 1 - Rowing; Daniel Miller 1 - Soccer; Alexis Morant 4 - Soccer; Christine Morgan 4 - Field Hockey; Rebecca Moros 1 - Soccer; Brett Morrell 3 - Indoor Track; Bryce Mueller 1 - Golf; Justin Mullen 1 - Swimming; Adam Murray 1 - Baseball; Alexa Namba 1 - Swimming; Daniel Narvey 4 - Cross Country; Allison Nesbitt 3 - Indoor Track; Kathryn Ness 4 - Swimming; Aiyana Newton 2 - Lacrosse; Mindy Nguyen 1 - Indoor Track; Eli Nichols 4 - Football; Glenn Nick 4 - Lacrosse; Addison Nuding 1 - Wrestling; Sean O'Brien 1 - Baseball; Mallory O'Connell 1 - Swimming; Megan O'Connell 2 - Rowing; Nicholas O'Hara 3 - Lacrosse; Ayanga Okpokowuruk 1 - Football; Daniel Oppedisano 3 - Lacrosse; Richard Orr 3 - Soccer; Peter Osterland 2 - Swimming; Daniel Otero 1 - Baseball; Meghan O'Toole 2 - Rowing; Lindsay Owen 2 - Cross Country; Joseph Pagliuca 3 - Basketball; Daniel Palmer 4 - Baseball; Jennifer Pandolfi 2 - Golf; Patrick Parish 3 - Cross Country; Ryan Pascioni 1 - Soccer; Sam Payton 1 - Lacrosse; William Pearce 2 - Swimming; Matthew Perkins 2 - Basketball; James Perry 4 - Baseball; Tiffany Perry 4 - Volleyball; Francesca Polvere 2 - Rowing; Zachary Pope 1 - Soccer; Theresa Poulos 3 - Fencing; Lauren Powell 1 - Rowing; Samantha Prouty 2 - Rowing; Lorraine Quinn 1 - Soccer; Bradford Ramsey 1 - Soccer; Jonathan Redick 2 - Basketball; Alexander Reinhart 1 - Cross Country; Kelly Reynolds 1 - Indoor Track; Sara Reynolds 1 - Swimming; Tarana Riddick 1 - Rowing; Matthew Rinehart 2 - Swimming; Jonathan Rising 3 - Football; Katie Roark 1 - Soccer; Brian Robinson 2 - Fencing; Jessica Robinson 1 - Tennis; Peter Rodrigues 3 - Tennis; Jaclyn Rodriguez 1 - Swimming; Natasha Roetter 3 - Cross Country; Anna Rogers 2 - Swimming; Andrew Roland 4 - Football; Alexander Romero 3 - Cross Country; Dana Rosenberg 2 - Swimming; Shannon Rowbury 4 - Cross Country; Amanda Rowland 1 - Swimming; Christopher Rowland 1 - Indoor Track; Stefan Rozycki 4 - Tennis; Matthew Rumsey 2 - Football; Sarah Salem 3 - Volleyball; Charles Salmen 4 - Cross Country; Marcus Salmen 3 - Cross Country; Kendall Samuelson 2 - Tennis; Jesse Sandberg 2 - Swimming; Rachel Sanford 1 - Lacrosse; James Saris 1 - Baseball; Kenneth Sauer 3 - Lacrosse; Brett Sauers 2 - Swimming; Bryan Scarborough 3 - Swimming; Allison Schafer 2 - Fencing; Stephen Schoeffel 1 - Lacrosse; Kate Seibert 2 - Soccer; Michelle Seibert 1 - Cross Country; Rachel Shack 2 - Lacrosse; Peter Shaheen 1 - Football; Daniel Shankle 1 - Indoor Track; Sarah Shapiro 3 - Rowing; Jennifer Shull 2 - Volleyball; Simon Sidelnik 2 - Swimming; Scott Siegel 3 - Soccer; Kathleen Simon 1 - Cross Country; Zachary Smith 2 - Football; Andrew Sobel 2 - Fencing; Javier Socorro 2 - Baseball; Danielle Spearman 2 - Swimming; Laura Stanley 4 - Cross Country; Nicholas Stefanow 1 - Football; Alexandra Stein 1 - Fencing; Laughlin Stewart 1 - Fencing; Luke Stewart 3 - Indoor Track; Jonathan Stokke 3 - Tennis; Alexander Stone 2 - Tennis; Amy Stopford 3 - Field Hockey; Andrew Storm 3 - Swimming; Amber Straight 3 - Rowing; Lauren Strange 2 - Indoor Track; Nora Stupp 4 - Swimming; Laura Suchoski 1 - Field Hockey; Alison Sundberg 3 - Swimming; Jessica Tanner 1 - Indoor Track; Brett Taylor 3 - Indoor Track;

Stephanie Taylor 2 - Swimming; Nicolas Testerman 4 - Fencing; Daniel Theodoridis 1 - Lacrosse; Bruce Thompson 4 - Lacrosse; Katherine Tobin 3 - Rowing; Megan Toney 1 - Swimming; Nicholas Trombold 1 - Indoor Track; Julie Tromp 1 - Field Hockey; Peter Truszkowski 1 - Fencing; Daniel Tulley 1 - Wrestling; Michael Tunick 1 - Wrestling; Lindsay Van Alstine 1 - Cross Country; Wade Van Sickle 1 - Wrestling; Debra Vento 3 - Indoor Track; Michael Videira 2 - Soccer; Kristen Waagbo 3 - Lacrosse; Luke Waggoner 1 - Swimming; Benjamin Wales 1 - Wrestling; John Walsh 3 - Lacrosse; Ludovic Walter 4 - Tennis; Abigail Waner 1 - Basketball; Emily Waner 2 - Basketball; Michael Ward 1 - Lacrosse; Kimberly Wathey 3 - Lacrosse; Zachary Weisberg 3 - Wrestling; Robert Wellington 2 - Lacrosse; Katrina Weschler 1 - Rowing; Diana Westly 1 - Swimming; DeAndre' White 2 - Football; Philip Wightman 1 - Wrestling; Matthew Williams 1 - Baseball; Mistie Williams 1 - Basketball; Shelden Williams 1 - Basketball; Matthew Wilson 1 - Lacrosse; Ade Wise 1 - Indoor Track; Frederick Woelfel 1 - Soccer; Andrew Wolcott 1 - Baseball; William Wolcott 3 - Lacrosse; Ryan Wood 1 - Football; Carlton Woodard 1 - Football; Elizabeth Wort 4 - Cross Country; Michael Young 2 - Lacrosse; Matthew Zash 4 - Lacrosse; Tory Zawacki 2 - Tennis; Jennifer Zika 3 - Tennis; Kirill Zikanov 1 - Indoor Track

Florida State (187): Ganiyat Adeduntan 4 - Basketball; Romy Altmann 1 - Swimming; Jacintha Anderson 2 - Track; Travis Anderson 1 - Baseball; Trey Andress 2 - Cross Country; Richard Andrews 1 - Cross Country; Nikki Anthony 2 - Basketball; Itam Antigha 1 - Football; Alvaro Bada 2 - Track; Andrew Bailey 1 - Tennis; Kandia Batchelor 2 - Track; Stefanie Bechler 3 - Cross Country; Luke Beevor 2 - Cross Country; Brian Blasewitz 1 - Football; Jonas Blixt 2 - Golf; Porsche Bonnett 2 - Track; Laura Bowerman 2 - Cross Country; Carly Brieske 4 - Softball; Whitney Brummett 2 - Golf; Jordan Bryant 2 - Soccer; Tiffiny Buckelew 1 - Basketball; Jaclyn Burch 3 - Golf; Darrell Burston 2 - Football; Brian Calyore 2 - Football; Leilani Caraballo 2 - Track; David Castillo 5 - Football; Ricardo Chambers 1 - Track; Sam Chang 1 - Tennis; Bruce Chapman 1 - Track; Charles Cleveland 2 - Baseball; Sean Compton 2 - Football; Stephan Connor 1 - Swimming; J.P. Cook 3 - Track; Kevin Cook 2 - Cross Country; Charlie Cotton 3 - Track; Lauren Cousart 1 - Golf; Peter Crane 2 - Swimming; Kimberly Crawford 1 - Volleyball; Eric Critzer 2 - Cross Country; Kevin Crowley 2 - Football; Javier Cruz 2 - Cross Country; Jacob Davis 2 - Golf; Scott Derner 1 - Swimming; Daniel Diaz 1 - Baseball; Whitney Eber 1 - Tennis; Paul Erben 3 - Swimming; Miranda Foley 2 - Tennis; Paymon Forootanshad 2 - Football; Mara Freshour 1 - Basketball; Matt Frith 2 - Track; Marcus Gadson 1 - Football; Carey Galuppi 4 - Softball; Javier Garcia-Tunon 2 - Track; Billie Anne Gay 3 - Softball; Elizabeth Gianeskis 2 - Soccer; Michael Gianeskis 1 - Football; Alicia Gladden 3 - Basketball; Sarah Griffin 3 - Volleyball; Kirsten Hagen 1 - Track; Amanda Hahn 2 - Cross Country; Christopher Hall 2 - Football; Kyler Hall 3 - Football; Matthew Hammond 1 - Swimming; Audrey Hand 2 - Track; Carissa Hanna 1 - Swimming; Kimberly Haskins 2 - Golf; Elise Hatfield 2 - Swimming; Naikeya Heath 2 - Track; Bryan Henry 2 - Baseball; Brian Hoff 1 - Basketball; Kim Hoffer 2 - Softball; Quiana Holsey 2 - Track; Kylen Huntwork 1 - Swimming; Matt Hurley 4 - Track; Joseph Hyde 2 - Baseball; Natasha Jacob 4 - Softball; Brittany Janson 1 - Track; Lacy Janson 5 - Track; Garrett Johnson 4 - Track; Holly Johnson 3 - Basketball; Willie Jones 4 - Football; Derek Jones 1 - Swimming; Thomas Keane 1 - Football; Meredith Kelly 1 - Cross Country; Ashley Kemp 1 - Golf; Alexander Kennon 3 - Swimming; Abbie King 2 - Swimming; Selin Kuralay 1 - Soccer; Jason Lakritz 1 - Cross Country; Benjamin Lampkin 1 - Football; Thomas Lancashire 3 - Cross Country; Caroline Larsson 4 - Golf; Courtney Laster 1 - Cross Country; Roosevelt Lawson 1 - Football; LaToya Legree 2 - Track; Andrew Lemoncello 2 - Cross Country; Adrienne Lufkin 3 - Cross Country; Mary Magee 1 - Cross Country; Ryne Malone 1 - Baseball; Neil Malpass 1 - Baseball; Korey Mangum 1 - Football; Suzanna Mansour 1 - Tennis; Tapiwa Marobela 2 - Tennis; Brent Marsh 1 - Baseball; Megan Matherly 1 - Swimming; Kaley Matthews 1 - Cross Country; Melissa May 1 - Softball; Lakendra McColumn 4 - Track; John McKnight 1 - Football; Leah McNaughton 2 - Track; Matthew Meinrod 3 - Football; Kathryn Metka 1 - Swimming; Alina Mihailescu 4 - Tennis; Hubert Mitchell 2 - Track; Ashley Montagnese 1 - Cross Country; Cedric Nabe 1 - Track; LaQuinta Neely 2 - Basketball; Lindsey Nelson 1 - Track; Torstein Nevestad 1 - Golf; Kara Newell 2 - Cross Country; Evelyn Niako 1 - Track; Derek Nicholson 1 - Football; Tommy Noyes 2 - Track; Lisa Nystrom-Skold 1 - Tennis; Viola Odebrecht 1 - Soccer; Jesse Outlaw 1 - Football; Hillary Palumbo 1 - Track; Janine Pariente 1 - Swimming; Daniel Parvin 1 - Football; Robyn Petrovich 1 - Softball; Gerald Posey 1 - Baseball; Kate Purcell 3 - Track; Stacy Rademacher 2 - Swimming; Michael Rice 1 - Swimming; Caroline Robertson 1 - Swimming; Shane Robinson 2 - Baseball; Dranadia Roc 1 - Basketball; Katherine Ronan 3 - Swimming; Steve Roof 3 - Swimming; Joel Roycik 2 - Swimming; Jessica Rushing 3 - Track; Cameron Russell 1 - Swimming; John Rye 2 - Baseball; Anna Rynarzewska 1 - Tennis; Melissa Samokishyn 2 - Soccer; Jeremie Samuel 1 - Football; Mark Sauls 4 - Baseball; Matthew Savage 1 - Golf; Katrin Schmidt 1 - Soccer; Wyatt Sexton 3 - Football; Kathryn Skaggs 2 - Swimming; Jessica Skower 3 - Volleyball; Antone Smith 1 - Football; Michelle Snyder 1 - Softball; Kristin Sordel 2 - Golf; Joshua Spivey 2 - Baseball; Kendrick Stewart 1 - Football; Ryan Strauss 2 - Baseball; Jonathas Sucupira 2 - Tennis; Jae Thaxton 1 - Football; Zrinka Tomic 1 - Volleyball; Luke Tucker 1 - Baseball; Meredith Urban 3 - Cross Country; Jessica Vaccaro 2 - Soccer; Kirsten Van-De-Ven 1 - Soccer; Jeffrey Vivo 1 - Swimming; Julia Vola 1 - Cross Country; Erin Voss 2 - Track; Adam Wallace 4 - Golf; Candace Walls 3 - Cross Country; Kristin Walls 3 - Cross Country; Jerome Walters 1 - Football; Drew Weatherford 2 - Football; Wlaa Weeks 1 - Football; Chris Westerhof 2 - Tennis; Jared Whipkey 4 - Football; Lydia Willemse 1 - Track; Alycia Williams 1 - Track; Cathleen Willy 2 - Cross Country; Abigail Wilshire 1 - Cross Country; Andrew Wilson 5 - Basketball; Elliott Wood 1 - Track; Veronica Wootson 1 - Softball; Christina Woytalewicz 1 - Cross Country; Mami Yamaguchi 1 - Soccer; Kyle Young 2 - Swimming; Matthew Zitani 1 - Basketball

Georgia Tech (147): Miguel Amador 1 - Track; Giuliett Ancora 2 - Basketball; Kelly Anderson 3 - Tennis; Camelia Andrews 1 - Track; Kacie Anson 1 - Tennis; Mike Barbosa 5 - Golf; Kira Barcus 4 - Track; Nicholas Barwig 1 - Football; Travis Bell 3 - Football; Chris Bishop 1 - Track; Ryan Bishop 1 - Swimming; Scott Blackmon 1 - Tennis; Jake Blackwood 1 - Football; Steven Blackwood 3 - Baseball; Brad Brezina 1 - Football; Jeffrey Burton 2 - Swimming; Gary Cage 1 - Basketball; Roberto Castro 3 - Golf; Mary Chind 3 - Track; Tashard Choice 1 - Football; Alana Clooten 1 - Track; Adam Cohan 2 - Golf; Noah Copeland 1 - Swimming; Susan Cross 1 - Track; Jay Dantzler 1 - Baseball; Natalie Darraugh 1 - Track; Jason Davis 1 - Football; Jill Davis 1 - Track; Tyler Davis 1 - Football; Barbie Daymude 3 - Track; Brandy Depland 3 - Track; Meghan DeVinney 1 - Swimming; Matt Didia 1 - Track; Raenard Dillard 2 - Track; Peter Doblar 2 - Swimming; David Dragoo 2 - Golf; Stephanie England 2 - Swimming; Sheila Eshraghi 1 - Track; Brad Feltes 1 - Baseball; Blake Fertitta 3 - Track; Ofer Finkler 1 - Swimming; Michael Fisher 1 - Baseball; Liz Foster 3 - Swimming; Daniel

Giglio 1 - Track; Ashley Guerrant 1 - Basketball; Tim Gustafson 2 - Baseball; Taylor Hall 2 - Golf; Whitney Haller 1 - Softball; Josh Hammel 3 - Track; Maria Hampton 2 - Track; Jason Haniger 1 - Baseball; Natanya Harper 3 - Swimming; Megan Harpring 1 - Basketball; Laura Heiser 1 - Swimming; David Herren 3 - Track; Christopher Hicks 1 - Baseball; Jason Howard 4 - Swimming; Brian Huff 4 - Swimming; Kristina Hull 2 - Softball; Jared Hyatt 2 - Baseball; Lee Hyde 1 - Baseball; Brian James 1 - Football; Gregory Johnson 1 - Track; Adam Jones 5 - Track; Caroline Jones 1 - Swimming; Thomas Jordan 3 - Golf; Nikki Kaminskas 1 - Volleyball; Matthew Kamp 1 - Football; Masato Kan 1 - Track; Ashley Keck 1 - Track; Teemu Kettunen 4 - Swimming; Ashlee Kidd 2 - Track; Veronica Kinard 1 - Track; Matt Kinsel 1 - Track; Amanda Korell 2 - Swimming; Ashley Kracke 4 - Swimming; Nisha Kurian 2 - Track; Jacob Kwasnik 2 - Swimming; Lindsey Laband 3 - Volleyball; Andriane Lapsley 1 - Track; Kevin Larsen 2 - Golf; William Lee 1 - Swimming; Elena Linn 2 - Track; Theresa Mahfood 2 - Track; Eric Massey 2 - Track; Becky McCraw 1 - Softball; Katie McGraw 2 - Swimming; Mari McLeod 1 - Swimming; Andrew Miller 1 - Swimming; Callie Miller 1 - Volleyball; Kristi Miller 2 - Tennis; Robert Miller 2 - Swimming; Katie Mohs 2 - Volleyball; Kyle Mooneyham 1 - Football; Aileen Morales 1 - Softball; Sam Morgan 2 - Swimming; Taylor Narewski 3 - Track; Allie Niekamp 1 - Volleyball; David North 1 - Tennis; Adamm Oliver 1 - Football; Alex Paquette 1 - Football; Colin Peek 1 - Football; Cheytoria Phillips 2 - Basketball; Laurissa Prystaj 4 - Swimming; Marko Rajevac 1 - Tennis; Jennifer Randall 1 - Volleyball; Zachary Rath 1 - Tennis; Chris Reis 3 - Football; Darryl Richard 2 - Football; Ryan Riebesell 2 - Swimming; Stephanie Robbins 1 - Volleyball; Travis Rogers 2 - Football; Brad Rulon 1 - Baseball; Chase Sasser 3 - Track; Joe Scroggins 2 - Track; Blair Shimandle 1 - Softball; Lyndsay Shosho 4 - Tennis; Abby Showers 1 - Volleyball; Alison Silverio 3 - Tennis; Jenny Sims 2 - Track; Alison Skala 1 - Swimming; Kevin Skenes 1 - Swimming; Andrew Smith 1 - Football; Mauricio Sousa 1 - Swimming; Paul Specht 1 - Track; Mellany Stanislaus 1 - Track; Ulrike Stegemann 1 - Volleyball; Vesna Stojanovska 1 - Swimming; Elizabeth Stowe 2 - Swimming; James Taylor 1 - Track; Ryan Tinkoff 1 - Baseball; Matthew Trester 3 - Track; Nazar Trilisky 2 - Track; Kevin Tuminello 3 - Football; Gregory Tunning 1 - Swimming; Ryan Turner 2 - Baseball; Alex Van Heuven 1 - Track; Lindsey Vincent 1 - Track; Alison Walker 3 - Swimming; Jewel Welch 3 - Track; Mario West 1 - Basketball; Alexander Williams 2 - Swimming; Jacob Wilson 1 - Swimming; Kentrina Wilson 1 - Basketball; Blake Wood 1 - Baseball; Sarah Wood 2 - Softball; Emily Yandle 2 - Track

Maryland (254): Jerry Afari 1 - Wrestling; Thomas Alford 2 - Lacrosse; Oluwatoni Aluko 2 - Cross Country; Paul Andrews 3 - Lacrosse; Jasmine Artis 3 - Cross Country; Elizabeth Babcock 1 - Cross Country; Marianne Baker 1 - Tennis; Emily Beach 1 - Field Hockey; Jennifer Belak 2 - Softball; Keith Bernard 2 - Wrestling; Kendall Beveridge 2 - Field Hockey; Kevin Biringer 1 - Baseball; Gewn Birnkrant 1 - Lacrosse; Elijah Black 2 - Wrestling; Lindsey Bonomo 1 - Gymnastics; Meghan Booth 1 - Softball; Richard Booth 1 - Cross Country; Erin Brennan 1 - Cross Country; Amelia Bresani 1 - Soccer; Mary Brown 2 - Volleyball; Allison Buote 1 - Lacrosse; Ramona But 3 - Tennis; Roberto Cabrera 2 - Swimming; Kelly Calkin 2 - Golf; Elizabeth Capelle 1 - Lacrosse; Allison Carney 2 - Cross Country; Charmaine Carr 4 - Basketball; Sean Carr 1 - Wrestling; Laura Chiriaco 2 - Comp Cheer; Gini Chukura 1 - Basketball; Renee Clarke 2 - Cross Country; John Closs 1 - Swimming; Adam Cohn 2 - Golf; Michael Coleman 2 - Tennis; Jenny Collins 1 - Lacrosse; Lynne Cooper 1 - Lacrosse; Meredith Cooper 1 - Comp Cheer; Janelle Corrie 2 - Comp Cheer; Philip Costa 1 - Football; Richard Costa 1 - Football; Anthony Costanzo 1 - Lacrosse; Leah Cowdrey 1 - Cross Country; Delia Cox 4 - Lacrosse; Mimi Cuff 1 - Comp Cheer; Jacqueline De Los Santos 1 - Comp Cheer; Adam Decosmo 2 - Wrestling; Simone Dekker 4 - Soccer; Jennifer Dent 4 - Tennis; Laura Desobry 2 - Soccer; Gabrielle DeToll 1 - Swimming; Jacob Dipiazza 1 - Swimming; Linh-Yen Do 1 - Cross Country; Stephanie Doiron 3 - Volleyball; Shay Doron 3 - Basketball; Meredith Doyle 1 - Volleyball; Charles Durakis 1 - Baseball; Jason Eccleston 2 - Swimming; Kristina Edmonds 2 - Field Hockey; Maurice Edu 2 - Soccer; Patrick Fay 3 - Track ; Paul Feeley 1 - Lacrosse; Julia Felix 1 - Cross Country; Orsolya Ferenczy 1 - Water Polo; Angela Ferg 1 - Gymnastics; Jennifer Fink 1 - Swimming; Scott Fink 2 - Tennis; Maya Finkler 1 - Swimming; Morgan Fishbein 2 - Gymnastics; Kaitlyn Fitzgerald 1 - Cross Country; Michael Fleg 5 - Track; Courtney Fletcher 1 - Comp Cheer; Megan Fox 3 - Field Hockey; Mack Frost 1 - Football; Lauren Gamble 1 - Soccer; Greg Gaston 1 - Football; Stefan Geisen 1 - Swimming; Beth Gillming 2 - Volleyball; Kyle Glennon 1 - Swimming; Kenneth Golaszewski 1 - Swimming; Matthew Goldberg 2 - Football; Julia Graca 2 - Tennis; Alicia Grater 1 - Field Hockey; Earl Gray 1 - Track; Ayesha Gregory 1 - Cross Country; John Griffin 1 - Football; Florent Groberg 1 - Track; Christopher Gronkowski 1 - Football; Daniel Gronkowski 2 - Football; Kari Grow 2 - Comp Cheer; Brian Grubel 3 - Track; Joshua Haines 2 - Wrestling; Katherine Hannum 1 - Cross Country; Kyle Harger 2 - Wrestling; Brent Hargest 3 - Lacrosse; Brendan Healy 4 - Lacrosse; Melissa Heitz 1 - Soccer; Lynn Hernandez 2 - Cross Country; Meghan Higgins 3 - Lacrosse; Zachary Hinton 1 - Lacrosse; Elana Hoffman 2 - Lacrosse; Spencer Hollerith 1 - Wrestling; Allison Houseal 2 - Water Polo; Paula Infante Vermehren 1 - Field Hockey; Dawn Jackson 1 - Water Polo; Adam James 1 - Wrestling; Brian Jarosinski 3 - Baseball; Deanna Jefferson 1 - Comp Cheer; Laurel Jefferson 3 - Cross Country; Ashleigh Jobson 1 - Water Polo; Bria Johnson 4 - Cross Country; Kirsten Jones 2 - Swimming; Linzi Jones 2 - Field Hockey; Juliann Jordan 1 - Water Polo; Rebecca Kadushin 1 - Water Polo; Nikole Kastner 1 - Comp Cheer; Kristina Keegan 3 - Cross Country; Danielle Keeley 1 - Field Hockey; Ryan Kennett 1 - Wrestling; Stephen King 2 - Soccer; Gretchen Kittelberger 2 - Gymnastics; Bryndis Klein 1 - Water Polo; Lindsey Klein 2 - Softball; James Knox 1 - Wrestling; Mary Koch 3 - Cross Country; Krisztina Kovacs 4 - Swimming; Allison Kuzniar 2 - Water Polo; Laurel Laidlaw 1 - Water Polo; Ryan Lang 4 - Lacrosse; Crystal Langhorne 2 - Basketball; Kaleena Laputka 3 - Swimming; Mary Larson 1 - Cross Country; Louis-Xavier Lavallee 1 - Tennis; Brittany Lee-Richardson 1 - Cross Country; Inbal Levavi 4 - Swimming; Ashley Levine 3 - Gymnastics; Madeleine Lovette 1 - Golf; Kimberly Lowe 1 - Gymnastics; Michael Maceroli 2 - Wrestling; Kelly MacWhinnie 2 - Golf; Casie Madden 1 - Comp Cheer; Hannah Madej 1 - Soccer; Mallory Mahar 3 - Soccer; Danielle Malagari 1 - Soccer; Melissa Mark 1 - Cross Country; Matthew Maropis 3 - Baseball; Zachary Marshall 1 - Football; Rachel Martinez 3 - Gymnastics; Tyler McCandless 1 - Cross Country; Molly McCourt 3 - Lacrosse; Ryan McDonald 2 - Football; Jaimee McDowell 2 - Cross Country; Shelley McDuff 2 - Soccer; Kerry McFadden 3 - Water Polo; Medley McGuire 1 - Softball; Colleen McShane 2 - Water Polo; Daniel Mellies 1 - Baseball; Neda Mihneva 2 - Tennis; Anthony Miller 3 - Swimming; Meaghan Mohr 1 - Water Polo; Marie Moorman 1 - Lacrosse; Edward Murphy 4 - Lacrosse; Meredith Nelles 1 - Softball; Kelsey Nelligan 1 - Gymnastics; Aurelie Noirez 3 - Basketball; Toyosi Ogunkua 1 - Track; John O'Rourke 3 - Tennis; Tiffani Otey 2 - Comp Cheer; Martin Ott 2 - Swimming; Seth Overbey 2 - Baseball; Amanda Paizs 1 - Soccer; Joseph Palumbo 2 - Baseball; Robert Parker 2 - Wrestling; Mandy Pascual 5 - Gymnastics; Allison Pascucci 1 - Comp Cheer; Ben Pfinsgraff 3 - Baseball; Charles Pinto 3 - Wrestling; Adam Podlesh 3 - Football; Catherine

Popadiuk 2 - Water Polo; Gregory Powell 2 - Football; Kathryn Princiotto 1 - Lacrosse; Katherine Pumphrey 2 - Lacrosse; Katie Purcell 1 - Cross Country; Erik Putkonen 2 - Swimming; Stephanie Pyle 3 - Swimming; John Reaves 1 - Cross Country; Mollie Reese 2 - Lacrosse; Devin Regan 1 - Track; Whitney Reigel 2 - Softball; Jessica Reno 2 - Golf; Nicole Resnick 2 - Soccer; Jeffrey Reynolds 1 - Lacrosse; Kathryn Richards 2 - Lacrosse; Amanda Robotti 1 - Cross Country; Brooke Rogers 2 - Tennis; Katelyn Rogus 1 - Cross Country; Nicole Rose 2 - Swimming; Susannah Rowe 1 - Field Hockey; Michael Rozak 1 - Baseball; Kelly Rozumalski 2 - Soccer; Rebecca-Jane Ruppert 4 - Gymnastics; Daniel Ryan 3 - Cross Country; Andrew Schlaffer 2 - Wrestling; Sarah Scholl 1 - Field Hockey; Virginia Scott 3 - Gymnastics; Masha Senic 3 - Tennis; Tim Shepard 2 - Swimming; Anna Sheveland 3 - Soccer; Daniel Shillingburg 1 - Baseball; Zakiya Shivers 2 - Cross Country; Danielle Siebert 4 - Cross Country; Joseph Simpson 1 - Cross Country; Yelena Skalinskaya 1 - Swimming; Richard Slosson 3 - Lacrosse; Christina Smith 2 - Cross Country; Dana Smith 1 - Comp Cheer; Megan Smith 1 - Swimming; Stephanie Smith 3 - Volleyball; Emily Smoak 2 - Swimming; Sarah Sommaripa 1 - Lacrosse; Gerald Spessard 1 - Baseball; Marisa St Louis 2 - Gymnastics; Christopher Starr 3 - Swimming; Luke Stauffer 2 - Wrestling; Sarah Stein 2 - Cross Country; Kathryn Stepanek 1 - Golf; Veronika Subertova 1 - Tennis; Michael Sufczynski 1 - Baseball; Barbara Sumrall 3 - Water Polo; David Tamberrino 4 - Lacrosse; Bradley Taylor 2 - Baseball; Jennifer Thackston 2 - Water Polo; Eric Thomasson 1 - Swimming; Kathleen Tomasello 2 - Comp Cheer; Margaret Trainor 3 - Golf; Ashley Tremblay 3 - Cross Country; Kathryn Trotter 2 - Golf; Melissa Trusty 3 - Cross Country; Emily Trycinski 1 - Field Hockey; Anne Turro 2 - Comp Cheer; Lindsey Ubrun 1 - Softball; Andreas Vaage-Nilsen 1 - Tennis; Christen Vagts 1 - Water Polo; Lisa Valentine 2 - Lacrosse; Lindsay Waldron 1 - Comp Cheer; Meredith Walkiewicz 1 - Comp Cheer; Nicholas Ward 1 - Lacrosse; Abbey Welch 2 - Softball; Martha Whistler 1 - Swimming; Whitney Wides 2 - Softball; Devon Williams 1 - Softball; Jordan Wilson 1 - Baseball; Joshua Wilson 3 - Football; Taylor Zanelotti 2 - Lacrosse; Kimberly Ziegler 2 - Field Hockey

Miami (104): Ross Abramson 1 - Football; Lauren Alford 2 - Soccer; Kelly Amsler 1 - Rowing; Brian Asbury 1 - Basketball; Hannah Bae 2 - Rowing; Andrew Bain 1 - Football; Audrey Banada 2 - Tennis; Allison Bardowell 2 - Swimming; Richard Bernard 2 - Track; Thomas Berry 2 - Cross Country; Heather Bounds 2 - Diving; Julie Brooks 1 - Soccer; Grant Brown 2 - Football; Michelle Bruin 2 - Volleyball; Corynn Carino 1 - Soccer; Amy Caron 2 - Swimming; Zachery Castiglione 2 - Cross Country; Marenda Chamberlin 2 - Rowing; Olivia Charbonneau 1 - Rowing; Tracy Coffy 1 - Track; Audra Cohen 1 - Tennis; Laura Coltman 2 - Rowing; Sarah Conlon 2 - Rowing; Laura Cordner 1 - Rowing; Lindsay Curtin 2 - Soccer; Marianne Curtis 2 - Basketball; Emerson Davis 2 - Swimming; Sara Duncan 1 - Volleyball; Brenda Faluade 1 - Track; Jessica Fern 1 - Cross Country; Benny Fernandez 1 - Football; Caroline Fernandez 1 - Rowing; Jorge Fernandez 1 - Football; Mandy Fricton 2 - Golf; Nancy Gajos 2 - Swimming; Ann Gallo 2 - Volleyball; Chelsea Garner 2 - Soccer; Jessica Gillman 2 - Soccer; Joseph Girardi 1 - Football; Jimmy Graham 1 - Basketball; Sarah Greyer 1 - Rowing; Marcy Gunning 1 - Rowing; Joey Harper 1 - Track; Charlotte Hillery 1 - Rowing; Emy Huntsman 2 - Rowing; Kelly Jennings 2 - Football; Khalil Jones 2 - Football; Kaitlin Kozak 2 - Volleyball; Bethany Krawec 2 - Rowing; Megan Leydecker 2 - Rowing; Angela Lowe 1 - Swimming; Sarah Lozier 1 - Swimming; Kristen Lunak 2 - Swimming; Lauren McAdam 2 - Soccer; Jack McClinton 1 - Basketball; Allison McElhaney 2 - Cross Country; Casey McGinn 2 - Track; Katie McInvale 2 - Cross Country; Ciara Michel 2 - Volleyball; Amy Miller 2 - Cross Country; Eric Miller 1 - Cross Country; Akilah Moore 2 - Soccer; Emily Mowery 1 - Tennis; Kaitlin Nazario 1 - Track; Madison Nesbitt 1 - Rowing; Gregory Olsen 2 - Football; Alex Paley 2 - Track; Julieanne Parker 2 - Rowing; Andrew Parsons 2 - Track; Anabelle Paulino 1 - Golf; Jonathan Peattie 2 - Football; Urd Pederson 1 - Golf; Matthew Perrelli 1 - Football; Kenneth Phillips 1 - Football; Delia Phlatts 2 - Cross Country; Matt Pipho Pipho 1 - Football; Christina Rau 1 - Swimming; Maggie Ravenna 1 - Swimming; Paulette Ricks-Chambers 1 - Soccer; Jill Robinson 2 - Volleyball; Lindsay Rohrs 2 - Cross Country; Josip Rupena 1 - Tennis; Jonathan Scheiner 2 - Cross Country; Josie Shinn 1 - Golf; Liz Skidmore 1 - Rowing; Rachel Sporko 1 - Rowing; Jessica Stegman 1 - Soccer; Jessica Steward 1 - Golf; Lauren Stewart 2 - Track; Sarah Stocks 2 - Rowing; Jonathan Stratton 2 - Basketball; David Strimple 2 - Football; Jonathan Teske 2 - Football; Hallie Turkish 2 - Swimming; Ashley Via 2 - Rowing; Tess Waresmith 1 - Diving; Valerie Webb 1 - Rowing; Stephanie Webber 2 - Track; Karen Wiley 2 - Rowing; Molly Wilson 1 - Rowing; Kelly Withum 2 - Swimming; Anthony Wollschlager 2 - Football; Ashley Woods 1 - Volleyball; Christine Zwiegers 1 - Swimming

North Carolina (275): Jon Albrecht 4 - Swimming; Jess Allen 1 - Lacrosse; Ty Allison 1 - Soccer; Sara Anundsen 2 - Tennis; La'Tangela Atkinson 1 - Basketball; Meghan Austin 2 - Basketball; Yael Averbuch 1 - Soccer; Brock Baker 1 - Cross Country; Amanda Barnes 1 - Lacrosse; Lucy Barrios 2 - Rowing; Chelsea Barth 1 - Rowing; Blake Beach 2 - Soccer; Amy Beaver 1 - Volleyball; Emmanuel Bello 2 - Cross Country; Barden Berry 1 - Golf; Robbie Bittner 3 - Swimming; Ryan Blair 3 - Lacrosse; David Boole 3 - Soccer; Marie Bounds 1 - Field Hockey; Melinda Bowman 1 - Rowing; Shannon Boyle 3 - Golf; Jocelyn Brault 1 - Lacrosse; Bekah Brinkley 1 - Volleyball; Katie Brooks 1 - Lacrosse; Breanna Brown 1 - Softball; Lizzy Bruce 4 - Swimming; Courtney Bumpers 4 - Gymnastics; Adam Burkhart 1 - Fencing; Aaron Burns 1 - Swimming; Sean Burrus 2 - Fencing; McKenzie Byrd 4 - Volleyball; Michael Callahan 1 - Soccer; Benjamin Carlotti 2 - Tennis; Autumn Carroll 1 - Rowing; Emily Carroll 4 - Swimming; Brian Chacos 1 - Football; John Choate 1 - Football; Christie Clark 2 - Volleyball; Jenn Cook 1 - Lacrosse; Christin Cotten 1 - Rowing; Crystal Cox 2 - Softball; Sydney Crane 1 - Golf; Erin Cutrell 2 - Swimming; Joe Dailey 1 - Football; Nathan Danneman 3 - Fencing; David Dashiell 1 - Wrestling; Philipa Davies 1 - Track; Kim Davis 1 - Swimming; Samantha Deal 2 - Swimming; Brooke Dieringer 3 - Lacrosse; Reine Duffy 1 - Rowing; Pablo Durana 3 - Cross Country; Karli Eller 4 - Soccer; Brianna Eskola 1 - Volleyball; Kelly Esposito 1 - Soccer; Anna Evans 3 - Softball; Colleen Farley 1 - Track; Alexander Ferrer 2 - Fencing; Laura Filip 1 - Diving; Kendall Fletcher 2 - Soccer; Mary Ford 1 - Rowing; Jonathan Fox 2 - Swimming; Monica Frailing 1 - Cross Country; Betsy Frederick 1 - Soccer; Meg Freshwater 1 - Lacrosse; Mary Margaret Gamblin 2 - Swimming; Emma Garcia 1 - Rowing; Eric Gardner 3 - Fencing; Whitney Gelin 1 - Softball; Pell George 1 - Lacrosse; Chris Germani 2 - Soccer; Julie Gladchuk 3 - Lacrosse; Josh Glasco 1 - Swimming; Cari Gleisner 1 - Rowing; Sheena Gordon 1 - Track; Ben Grafchik 2 - Swimming; Fletcher Gregory 2 - Lacrosse; Sebastian Guejman 1 - Tennis; Lenny Gullan 2 - Tennis; Ayca Guralp 3 - Fencing; Drew Habeck 1 - Lacrosse; Kayla Hackett 1 - Rowing; Jamie Hanssen 2 - Lacrosse; Jacqueline Harkema 2 - Fencing; Ariel Harris 2 - Soccer; Ashlyn Harris 1 - Soccer; Hanes Harris 1 - Tennis; Hilary Hartman 2 - Field Hockey; Anna Hay 2 - Cross Country; Benton Heimsath 1 - Fencing; Tristan Heinrich 2 - Tennis; Kyle Henderson 3 - Lacrosse; Charlie Henson 1 -

Football; Mikel Hester 4 - Gymnastics; Joslin Higgins 3 - Softball; Lindsay Higgins 1 - Lacrosse; Paige Hill 1 - Fencing; Sheena Hill 1 - Rowing; Tom Hodges 4 - Lacrosse; Emily Hoffman 1 - Cross Country; Catherine Hofmann 1 - Golf; Kristen Hordy 2 - Lacrosse; Jonathan Hovis 2 - Baseball; Justin Hughes 2 - Soccer; Jeremy Hyder 2 - Cross Country; Rachel Hylton 2 - Fencing; Camilla Ihenetu 5 - Volleyball; Seth Ingersoll 1 - Fencing; Romi Irons 3 - Golf; Lindsey Jannach 1 - Track; Stephanie Jansma 1 - Volleyball; Rhian Jenks 3 - Track; Ben Johnson 2 - Football; Tyra Johnson 1 - Track; Bryan Jones 4 - Fencing; Christina Juras 2 - Lacrosse; Megan Kaltenbach 1 - Cross Country; Lauren Karatanevski 1 - Diving; Joseph Kedra 1 - Football; Jennifer Keith 2 - Swimming; Shawna Kelly 2 - Gymnastics; Heather Kendell 2 - Field Hockey; Alex Kenley 1 - Diving; Brendan Kereiakes 1 - Fencing; Cassie King 2 - Cross Country; Doug Kingston 5 - Golf; Jennifer Kling 3 - Fencing; Georgia Kloss 3 - Cross Country; Grace Ko 2 - Fencing; Courtney Krolikoski 3 - Fencing; Marija Kurtovic 2 - Track; Keith Laabs 2 - Swimming; Erica LaGrow 2 - Lacrosse; Sallie Lampron 4 - Fencing; Elizabeth Lancaster 3 - Lacrosse; Jonathan Lane 1 - Football; Ann Laney 1 - Golf; Erek Latzka 1 - Track; Angela Lauten 2 - Gymnastics; Jamie Lawrence 1 - Fencing; Cameron Lewis 1 - Soccer; Kate Lewis 2 - Diving; Becky Lillemoe 2 - Lacrosse; Sean Link 2 - Lacrosse; Chris Litchford 2 - Soccer; Cecilia Liu 4 - Gymnastics; Steven Loy 1 - Fencing; Raian Luchici 2 - Tennis; Chase MacFarland 1 - Golf; Aly Mandour 2 - Tennis; Ben Mark 2 - Lacrosse; Tanja Markovic 2 - Tennis; Patrick Marsh 2 - Football; Beth Marushak 2 - Golf; Elizabeth Marx 1 - Rowing; Erika Matheis 2 - Diving; Jessica Maxwell 1 - Soccer; Marissa May 2 - Softball; Meghan May 1 - Cross Country; Bobby McAuley 1 - Lacrosse; Matthias McCall 1 - Lacrosse; Melissa McCarthy 2 - Lacrosse; Amber McCoy 1 - Fencing; Andrew McElduff 2 - Lacrosse; Alison McGinnis 2 - Track; Lindsay McIlvain 1 - Swimming; Lisy McIntee 1 - Rowing; Edythe McNamee 3 - Rowing; Andrew Miller 1 - Baseball; Brooke Miller 1 - Field Hockey; Katie Miller 2 - Golf; Megan Mitzel 2 - Rowing; Mark Mohr 2 - Swimming; Jock Moore 2 - Football; Josh Moore 2 - Golf; Liz Morris 2 - Field Hockey; Meghan Morris 2 - Fencing; Andrew Moss 1 - Lacrosse; Mike Munnelly 2 - Lacrosse; Leea Murphy 1 - Soccer; Michael Murphy 1 - Football; Spencer Nadolsky 2 - Wrestling; Jennifer Nelms 2 - Basketball; Theresa Nicholas 1 - Softball; Michael Norton 2 - Football; Dani Nyenhuis 1 - Volleyball; Ted Odgers 2 - Soccer ; Tom O'Leary 1 - Football; Pat O'Meara 1 - Lacrosse; Heather O'Reilly 2 - Soccer; Victor Ornelas 1 - Cross Country; Philip Owen 2 - Swimming; Jaclyn Pardini 1 - Track; Chelsea Parks 1 - Lacrosse; Meredith Peck 1 - Fencing; Andrew Pennink 1 - Fencing; Justin Phillips 2 - Football; Steven Piantadosi 3 - Fencing; Nicolette Pisha 2 - Fencing; Lauren Portnow 4 - Rowing; John Powell 1 - Fencing; Joseph Prendergast 3 - Fencing; Jordan Price 1 - Fencing; Ariadne Prior-Grosch 2 - Fencing; Katy Pritchett 1 - Diving; Lauren Prussing 1 - Volleyball; Kyle Ralph 2 - Football; William Randolph 1 - Fencing; Taylor Rayfield 4 - Volleyball; Emily Reardon 3 - Swimming; Laura Reichert 1 - Tennis; Kelly Renzi 2 - Lacrosse; Ian Reynolds 2 - Track; Robert Riesen 1 - Golf; Jennifer Ritchey 4 - Fencing; Laura Rock 3 - Rowing; Anna Rodenbough 1 - Soccer; Miranda Ross 3 - Gymnastics; Morgan Russell 3 - Lacrosse; Ryan Salone 1 - Football; Byron Sanders 3 - Basketball; Gia Santoro 4 - Diving; Mary Sasson 1 - Rowing; Eleanor Saunders 1 - Rowing; Adam Schauer 3 - Swimming; Jeff Schroeder 2 - Tennis; Sarah Scott 1 - Swimming; Stephanie Scurachio 1 - Lacrosse; Jessica Sell 3 - Basketball; Ryan Shaver 1 - Cross Country; Bobby Shaw 2 - Wrestling; Claire Smith 3 - Gymnastics; Sterling Smith 1 - Soccer; Becky Smock 2 - Swimming; Chandler Sours 1 - Rowing; Jay Spence 2 - Football; Matt Spencer 1 - Baseball; Adriann Spinks 3 - Rowing; Morgan Stengel 1 - Cross Country; Lindsey Stover 1 - Lacrosse; Lee Superville 2 - Soccer; Robby Swendiman 2 - Swimming; Kristen Tadlock 3 - Lacrosse; Lindsay Tarpley 3 - Soccer; Kelly Taylor 1 - Lacrosse; Lauren Taylor 1 - Volleyball; Lisa Tegethoff 3 - Gymnastics; Reyshawn Terry 1 - Basketball; Tristram Thomas 1 - Cross Country; Chris Thurber 1 - Cross Country; Tyler Trice 1 - Baseball; Courtney Turco 3 - Gymnastics; Sara Uribe 1 - Rowing; Jonathan VanAssen 3 - Swimming; Ryan Vanhoy 1 - Cross Country; Jessica Wacker 1 - Fencing; Brittany Walker 2 - Golf; Adam Warren 1 - Baseball; Andrew Wasserman 2 - Football; Josh Weavil 1 - Diving; Rock Wells 2 - Football; Dave Werry 4 - Lacrosse; Emily Williams 1 - Rowing; Ford Williams 1 - Soccer; Kathryn Winz 1 - Rowing; Karl Wishart 2 - Tennis; Katie Wood 1 - Rowing; Kelly Woodruff 2 - Swimming; Patrick Woodruff 4 - Swimming; Christopher Woods 1 - Football; Ruby Woodside 1 - Rowing; Victor Worsley 1 - Football; Alice Xu 2 - Gymnastics; Julie Yates 2 - Soccer; Lisette Yorke 1 - Rowing

NC State (184): Elyse Adams 1 - Gymnastics; Taylor Adams 1 - Cross Country; Marilynn Angell 1 - Cross Country; Lyle Babcock 1 - Swimming; Lorraine Ballerano 4 - Golf; Hunter Banks 1 - Football; Andrew Barbee 1 - Football; Neils Barringer 1 - Tennis; Allison Barry 3 - Tennis; Lauren Barry 3 - Tennis; Lindsay Barwegen 2 - Swimming; William Baskervill 1 - Football; Amy Baskwell 3 - Swimming; Jamie Batey 1 - Soccer; Robert Bedsole 1 - Cross Country; Andrea Bentley 2 - Volleyball; Molly Birmingham 1 - Golf; Philip Blackwelder 1 - Swimming; Kelley Blakewood 1 - Volleyball; Jennifer Bland 4 - Swimming; Caroline Blount 2 - Softball; William Booth 4 - Swimming; Danielle Boucher 2 - Cross Country; Ronnie Bouemboue 1 - Soccer; Jennifer Boyd 3 - Cross Country; Joseph Bracker 3 - Soccer; Jeffrey Breese 4 - Wrestling; Joel Brookens 1 - Baseball; David Brown 2 - Football; Megan Buescher 3 - Soccer; Jonathan Bui 2 - Soccer; Ammer Cabrera 1 - Baseball; Crisann Calvo 3 - Gymnastics; Shawn Carroll 1 - Volleyball; Nandita Chandrasekar 3 - Tennis; Emily Clabaugh 3 - Swimming; Eddie Clemmons 1 - Football; Amy Cochran 4 - Volleyball; John Coman 2 - Wrestling; Kathryn Creech 1 - Swimming; John Crews 3 - Cross Country; Hugh Cronin 1 - Soccer; Brian Crowder 1 - Swimming; Molly Culberson 3 - Swimming; Garrett Cummings 4 - Wrestling; Joseph Cutler 2 - Baseball; Megan Dalthorp 2 - Softball; Georgia Davis 3 - Cross Country; John Deraney 2 - Football; Scott Dettloff 4 - Swimming; Marquetta Dickens 1 - Basketball; Stephen Dickens 2 - Track; Lauren Doughtie 1 - Golf; Jalil Dozier 1 - Wrestling; Chase Duncan 1 - Golf; Jason Duncan 3 - Baseball; Shaina Ervin 3 - Softball; Andrew Evans 2 - Football; Elizabeth Faulkner 3 - Gymnastics; Stephen Felton 1 - Football; Stephen Furst 3 - Cross Country; Santiago Fusilier 2 - Soccer; Christopher Gambino 1 - Wrestling; Heather Gelbard 3 - Softball; Rami Ghanayem 3 - Soccer; Lisa Gott 1 - Softball; Brett Hagmann 1 - Football; Kenneth Hamlin 1 - Football; Austin Hampton 1 - Swimming; Blair Harkey 2 - Softball; Lauren Harling 2 - Golf; Michael Helikson 1 - Football; Elena Helmerick 1 - Cross Country; Jemissa Hess 1 - Cross Country; Kelly Higgins 2 - Volleyball; Seth Hoffman 4 - Swimming; Jonathan Holt 1 - Football; Robert Hubbard 2 - Baseball; Karla Hutton 3 - Soccer; Aiwane Iboaya 1 - Volleyball; Brooke Isley 2 - Softball; Melissa Jamerino 3 - Swimming; Amanda Jones 3 - Gymnastics; Jason Jones 1 - Track; Rachel Katz 2 - Gymnastics; Magin Kebert 2 - Cross Country; Amy Kelly 2 - Cross Country; Jacob Kensmoe 1 - Baseball; Haddon Kirk 4 - Soccer; Laura Klem 3 - Softball; Branden Knapp 2 - Baseball; Thomas Knight 1 - Rifle; Jessica Koenig 2 - Swimming; Christopher Kollar 3 - Cross Country; Adeola Kosoko 4 - Volleyball; Tami Krzeszewski 1 - Soccer; Luke Lathan 1 - Football; Jesse Ledbetter 5 - Wrestling; Kelsey Lee 1 - Gymnastics; William Lee 4 - Football; Andrew Lester 1 - Swimming; TaJaron Lewis 2 - Track; Lucy Lindsey 1 - Swimming; Julia Lucas 1 - Cross

Country; Matthew Lytle 3 - Soccer; Jonathan MaCrae 1 - Football; MacKenzie Mangum 1 - Softball; Christina Mann 3 - Soccer; Michelle Massey 1 - Soccer; Jenna Matino 1 - Rifle; Benjamin McCauley 1 - Basketball; Christopher McCoy 2 - Basketball; Stephen Mellor 1 - Swimming; Matthew Minnick 2 - Track; Nancy Mountcastle 3 - Golf; Laura Neely 2 - Swimming; Abigail Nelkie 5 - Cross Country; Bryan Nieman 1 - Basketball; Jessica O'Rourke 1 - Soccer; Marian Outland 3 - Gymnastics; Jennifer Patterson 3 - Softball; Jed Paulsen 2 - Football; Mackenzie Payne 1 - Gymnastics; Kathryn Pegg 1 - Swimming; Julianna Pitts 1 - Track; Sarah Jo Pleasants 1 - Rifle; Ryan Pond 1 - Baseball; Beth Poore 3 - Softball; Monica Pope 2 - Basketball; Michele Popple 4 - Cross Country; Suzanne Price 3 - Gymnastics; Armand Quenum 2 - Track; Melissa Rabe 3 - Volleyball; Kasey Rhyne 1 - Volleyball; Otis Ricks 1 - Football; Kenneth Ritchie 1 - Football; Julia Roach 2 - Tennis; Ty Roach 2 - Wrestling; Kristina Roth 2 - Cross Country; Megan Rumley 1 - Track; Bruce Russell 1 - Football; Kyle Rutter 1 - Baseball; Megan Sadler 3 - Soccer; Bryant Salter 1 - Soccer; Will Shaw 3 - Tennis; Ashley Shepard 1 - Gymnastics; Doug Shiveler 1 - Football; Lauren Singer 2 - Gymnastics; Erica Smith 1 - Swimming; Kendall Smith 4 - Swimming; Wesley Smith 3 - Cross Country; Lauren Spence 1 - Gymnastics; Phillip Stafford 4 - Cross Country; Elin StahlJohansson 2 - Tennis; Jonathan Still 1 - Baseball; Rachel Stockdale 3 - Basketball; Marcus Stone 1 - Football; John Strandberg, Jr 1 - Golf; Laura Strother 3 - Track; Natalie Swisher 2 - Swimming; Eric Taylor 2 - Football; Brittany Tinsley 1 - Cross Country; Wesley Tucker 1 - Golf; Karlie Urbaniak 1 - Volleyball; Lucinda Vance 1 - Gymnastics; Joel VandenEnde 1 - Rifle; Tibor Vegh 2 - Cross Country; Daniel Velez 1 - Swimming; Jessica Vincent 1 - Golf; Antonio Walker 1 - Football; Ashley Wallace 1 - Volleyball; Brie Ward 3 - Track; Jacob Watkins 1 - Football; Jennifer Webster 1 - Track; Jay Weinacker, Jr 1 - Tennis; Nathaniel Weiss 1 - Soccer; Matthew Wickwire 1 - Football; Christopher Widman 1 - Soccer; Danielle Wilhelm 1 - Basketball; Jessica Willems 2 - Softball; Cassandra Williams 1 - Track; Banks Wood 2 - Golf; Tabitha Woodard 2 - Track; Jessie Yester 2 - Cross Country

Virginia (221) Nick Joseph Alparone 1 - Wrestling; Zac Anderson 1 - Wrestling; Jackie Apple 1 - Swimming; Danny Lee Artusio 1 - Wrestling; Kyle Allen Artusio 1 - Wrestling; Keshia Ashe 2 - Track; Marshal Ausberry 1 - Football; Jacqueline Bailey 2 - Track; Stefan Bartl 1 - Swimming; Elaine Bennett 4 - Swimming; Ryan Berg 4 - Swimming; Matt Bernstine 2 - Baseball; Jennifer Grace Beury 1 - Cross Country; Amber Bialas 2 - Swimming; Amy Kathryn Bilmanis 1 - Track; Katherine Blair 4 - Field Hockey; Sarah Blair 2 - Rowing; Kellen Blassingame 2 - Track; Schafer Bomstein 2 - Rowing; Claire Elizabeth Bordley 1 - Lacrosse; Katherine Bounds 2 - Field Hockey; Allison Brennan 2 - Rowing; Douglas Brody 4 - Lacrosse; Susan Kaye Brooks 1 - Cross Country; Patrick Buchanan 2 - Lacrosse; Rachael Burke 2 - Swimming; Ryan Burke 3 - Soccer; Chase Burns 1 - Football; Gillian Lucy Anne Burton 1 - Rowing; William Byrd III 2 - Golf; Melissa Caldwell 2 - Volleyball; Kierstie Cameron 2 - Softball; William Campbell 3 - Basketball; Andrew Donnelly Carraway 1 - Baseball; Kevin Michael Carson 1 - Track; Sara Marshall Casscells 1 - Cross Country; Catherine Maureen Chambers 1 - Lacrosse; Kelsie Chaudoin 2 - Rowing; Kevin Coale 1 - Lacrosse; Darrin Cohen 1 - Tennis; Joseph Francesco Colaluca 1 - Soccer; Kimberly Connors 2 - Lacrosse; Erin Corgan 2 - Swimming; Elizabeth Ann Cornelison 1 - Field Hockey; Eryn Ferrier Correa 1 - Cross Country; Adam Whipp Cristman 1 - Soccer; Elea Crockett 3 - Softball; Michael Culver 2 - Lacrosse; Alyssa Curmaci 2 - Field Hockey; Anne Dawson 1 - Swimming; Christina De Vries 2 - Soccer; Jennifer Dolson 2 - Cross Country; David Dougherty 2 - Swimming; Andrew Dumm 3 - Cross Country; Mary Eddy 2 - Rowing; Margaretha Gordon Ehret 1 - Field Hockey; Michelle Ellison 2 - Rowing; Jordan Marie Elway 1 - Lacrosse; Yvonne Epp 2 - Rowing; James Erickson 2 - Cross Country; Adam Fassnacht 3 - Lacrosse; Tomika Ferguson 2 - Track; Peter Bernard Ferrara 1 - Wrestling; John Patrick Fizer 1 - Golf; Jan Foerster 1 - Cross Country; Micheal Joseph Forkin 1 - Basketball; Steven Curtis Frames 1 - Cross Country; Kara Frederick 3 - Soccer; Allison Charlotte Fries 1 - Soccer; Vanessa Ann Furman 1 - Rowing; Matthew Gambale 3 - Cross Country; John Steven Giannone 1 - Lacrosse; Jeremy Chance Gilmore 1 - Baseball; Taylor Ann Gilmore 1 - Rowing; Charles Glazer 2 - Lacrosse; Stephanie Glover 2 - Swimming; Elizabeth Gordon 2 - Swimming; Katherine Gordon 3 - Swimming; Ashley Gore 2 - Track; Sarah Strong Goss 1 - Rowing; Kirsten Graslie 2 - Rowing; Jacquelyn Greer 4 - Softball; William Bradley Grove 1 - Baseball; Sarah Rosemary Hackman 1 - Lacrosse; Thomas Hagan 3 - Baseball; Michael Hagos 2 - Cross Country; Marcus Hamilton 4 - Football; Kenton Harris 2 - Swimming; Andrew Harrison 3 - Soccer; Megan Havrilla 2 - Lacrosse; Shannon Hawrylo 4 - Cross Country; Carter Lynch Henderson 1 - Golf; Tyler Martin Hendry 1 - Track; Timothy Henry 2 - Baseball; Stephen Hiltner 2 - Track; Sean Hinkle 2 - Soccer; Whitney Donnet Holstun 1 - Softball; Erin Horn 4 - Softball; Ryan Hudson 2 - Baseball; Sarah Huffman 2 - Soccer; Ryan Hurley 2 - Swimming; Huma Husain 3 - Cross Country; Andrew Tobey Jesien 1 - Cross Country; Benjamin Allen Johnson 1 - Wrestling; Brendan Reed Jones 1 - Wrestling; Drew Cleary Jordan 1 - Lacrosse; Eric Kelley 4 - Swimming; Sarah Ann Kennelley 1 - Rowing; Emily Kirkwood 3 - Volleyball; Sarah Kirkwood 2 - Volleyball; Melanie Ann Kok 1 - Rowing; Lisa Krolikowski 4 - Volleyball; Casey Edward Lambert 1 - Baseball; Alicia Laroche 4 - Track; Meredith Lazarus 4 - Lacrosse; Jane Leachman 3 - Lacrosse; Diane Leigh 2 - Rowing; Nikki Lieb 4 - Lacrosse; Danielle Nicole Light 1 - Cross Country; Soeren Martin Lindner 1 - Cross Country; Mia Link 3 - Field Hockey; Sara Marie Lippa 1 - Rowing; Jared Little 1 - Lacrosse; Crystal MacLeod 2 - Rowing; Kerry Maher 2 - Rowing; Simon Manka 1 - Football; Ashley Mayo 2 - Golf; Kira Mayo 3 - Golf; Elizabeth McCann 2 - Rowing; Ashley Collier McCulloch 1 - Lacrosse; Tara McKnight 2 - Basketball; Julie McLaughlin 2 - Swimming; Brian McReynolds 3 - Wrestling; Kevin Michael Meehan 1 - Cross Country; Chris Meleski 1 - Swimming; Pat Mellors 2 - Swimming; Nick Meros 1 - Tennis; Chelsea Metz 4 - Lacrosse; Nick Meythaler 4 - Tennis; Lauren Mielbrecht 1 - Golf; Marko Miklo 2 - Tennis; Celeste Miles 1 - Soccer; Michael Miller 2 - Swimming; Sarah Miller 3 - Field Hockey; Kristin Milot 2 - Cross Country; Caitlin Mixter 2 - Rowing; Christine Monaghan 1 - Rowing; Victoria Moore 3 - Rowing; Jessica Ashley Morgan 1 - Lacrosse; Valerie Catherine Morini 1 - Rowing; J.J. Morrissey 1 - Lacrosse; Brett Murphy 1 - Swimming; Ryan Murphy 2 - Cross Country; Josh Myers 3 - Baseball; Meghan O'Leary 3 - Softball; Megan Ann O'Malley 1 - Lacrosse; Lindsay Osco 3 - Volleyball; Christopher Ourisman 1 - Lacrosse; Haley Parker 1 - Swimming; Geoff Parrish 1 - Swimming; Lindsey Pereira 2 - Tennis; Emily Perilli 1 - Volleyball; Kathryn Pettine 2 - Track; John Phillips 2 - Football; Katie Phillips 2 - Field Hockey; Annemarie Pitts 3 - Rowing; Matthew Poskay 3 - Lacrosse; Lindsey Preuss 2 - Softball; Katherine Read 2 - Cross Country; Jen Redmond 1 - Soccer; Amber Joy Reyes 1 - Track; Janine Ricci 3 - Cross Country; Eric Riley 1 - Tennis; Ameyalli Rios-Alba 1 - Rowing; Tiffany Roberts 3 - Track; Michael Robertson 3 - Football; Lindsay Robinson 3 - Golf; Lara Rodriguez 3 - Softball; Benjamin Rubeor 2 - Lacrosse; Kyle Rudzinski 2 - Soccer; Taylor Russo 2 - Volleyball; Anna Samaha 2 - Rowing; Tom Santi 1 - Football; Becky Sauerbrunn 2 - Soccer; Megan Schuelke 2 - Track; Kathryn Anne Shannon 1 - Lacrosse; Andrew Reed Shiembob 1 - Basketball;

Sally Shonk 3 - Golf; Kristen Simpson 2 - Golf; Phillip Sims 1 - Football; Patrick Slebonick 1 - Football; Rachel Smith 3 - Golf; Scott Smith 3 - Wrestling; Taylor Smith 3 - Cross Country; Brooke Sorber 3 - Softball; Bianca Rose Spinosa 1 - Rowing; Bryan Stahl 1 - Swimming; Anna Steenrod 1 - Swimming; Jenny Steiner 3 - Swimming; P.J. Sullivan 2 - Swimming; Kelly Margarita Swain 1 - Cross Country; Sarah Tacke 1 - Softball; Jessica Taylor 3 - Softball; Kathryn Tershel 2 - Track; Drew Thompson 2 - Lacrosse; Michael Timms 2 - Lacrosse; Carly Truitt 1 - Golf; David Anthony Vitto 1 - Track; Conrad Von Borsig 1 - Golf; Matthew Ward 3 - Lacrosse; Krista Mccoy Warner 1 - Rowing; Shane Kalani Warren 1 - Baseball; Jessica Leigh Wasilewski 1 - Lacrosse; Daniel Wellman 1 - Football; Elizabeth Pearson Welsh 1 - Rowing; Claudia Cole Wies 1 - Rowing; Leah Wigger 3 - Golf; Karla Wilburn 2 - Softball; Roger Williams 2 - Cross Country; Siedah Janaya Williams 1 - Basketball; Lee Yang 3 - Golf

Virginia Tech (177) Paul Ahern 1 - Cross Country; Jennifer Albrecht 2 - Volleyball; James Anderson 2 - Football; Andrea Angelos 2 - Soccer; David Atkiss 2 - Cross Country; Alexander Baden 1 - Soccer; Shota Ban 1 - Soccer; Christian Barlow 1 - Cross Country; Jessica Battle 1 - Track & Field; Inga Beermann 1 - Tennis; Adam Bingaman 2 - Track; Justin Born 1 - Football; Jessica Botzum 2 - Swimming; Brent Bowden 1 - Football; Nicholas Bowers 2 - Baseball; Matthew Boyd 1 - Golf; Katie Boyle 1 - Lacrosse; Akil Burgess 2 - Tennis; Cory Byrd 1 - Football; Beth Byrum 2 - Swimming; Kristen Callan 2 - Track; Millie Campbell 2 - Swimming; Pete Cancila 1 - Swimming; Emily Chen 1 - Swimming; Rider Clauss 2 - Cross Country; Amanda Cloyd 1 - Volleyball; Bradley Collins 1 - Soccer; Coleman Collins 2 - Basketball; William Collins 2 - Track; Kendall Cones 1 - Track & Field; Brittany Cook 2 - Basketball; Terri Coover 1 - Lacrosse; Chelsea Cramp 1 - Tennis; Drew Czekanski 1 - Soccer; Kathryn Danyko 1 - Cross Country; Claire Dickey 1 - Swimming; Jennifer Dietz 2 - Cross Country; Brandon Dillard 1 - Football; Scott Dillie 1 - Soccer; Lauren Dillon 2 - Swimming; Jud Dunlevy 1 - Football; Anat Elazari 2 - Tennis; Matthew Ells 1 - Soccer; Katie Esbrook 1 - Volleyball; Tommy Evans 2 - Swimming; Jessica Fanning 2 - Cross Country; Tasmin Fanning 1 - Cross Country; Britt Faulkner 2 - Lacrosse; Rashad Ferebee 1 - Football; Samantha Ference 2 - Cross Country; Daniel Forgeng 2 - Track; Christen Fratter 2 - Lacrosse; Brandon Frye 2 - Football; Gregory Fryman 2 - Baseball; Jessica Galindo 1 - Lacrosse; Sean Glennon 2 - Football; Jacqueline Gray 2 - Lacrosse; Sherlenia Green 1 - Track & Field; Christina Griel 1 - Lacrosse; Kyle Guglielmo 1 - Track & Field; Emily Guschke 2 - Swimming; Amber Hall 1 - Basketball; Heather Hallberg 2 - Soccer; Rachel Hamilton 1 - Track; Kristin Hart 1 - Cross Country; Laura Haskins 1 - Basketball; Kimberly Hickey 1 - Soccer; Becky Horning 2 - Swimming; Jonas Houseright 1 - Football; Scott Hudson 1 - Swimming; Stephen Huntzinger 2 - Track; Claire Jakabcin 2 - Swimming; Ashley James 2 - Tennis; Cathy Jansen 1 - Volleyball; Mallory Jones 1 - Soccer; Stephanie Jones 2 - Lacrosse; Stephanie Jones 1 - Swimming; Liz Kapp 2 - Volleyball; Ashleigh Keats 2 - Track; Bryana Keenan 2 - Lacrosse; Jeff King 1 - Football; Sarah King 1 - Volleyball; Ashley Kinser 2 - Soccer; Gunild Kreb 1 - Track & Field; Natalie Kretzer 1 - Tennis; Allie Kupec 2 - Volleyball; Albert Larregola 1 - Tennis; Daniel LeClere 1 - Wrestling; Theron Leet 1 - Wrestling; Adriana Lemaitre 1 - Basketball; Mauri Liberati 1 - Soccer; Jessica Long 2 - Tennis; Laura Lunn 2 - Swimming; Erin Mahony 2 - Track; Brian Markley 2 - Track; Melissa Markowski 2 - Volleyball; Cameron Martin 1 - Football; Kendal Martin 1 - Softball; Carrie Mason 2 - Basketball; Katie Maynard 1 - Softball; Molly McCall 2 - Soccer; Matthew McGahey 2 - Baseball; Abbey McGrath 2 - Track; Jordan McHorney 1 - Swimming; William McMillin 1 - Football; Patrick Moffat 1 - Track & Field; Andrew Montgomery 2 - Cross Country; Meagan Montgomery 1 - Track; William Montgomery 1 - Football; Karie Morrison 2 - Softball; Heather Mullis 2 - Cross Country; Caitlin Murphy 1 - Softball; Matej Muza 1 - Track & Field; Benjamin Nason 1 - Soccer; Mary Elizabeth Newton 2 - Soccer; Jacqueline Nicholson 2 - Track; Antonio North 1 - Football; Dorian Nunley 1 - Softball; Erin Ota 1 - Softball; Brandon Pace 2 - Football; Christopher Padilla 1 - Cross Country; Phillip Padilla 1 - Cross Country; Robert Parker 1 - Football; Rosemary Patterson 2 - Lacrosse; Tiffany Pearsall 2 - Swimming; Dustin Pickle 1 - Football; Lindsay Pieper 2 - Lacrosse; McKinley Price 2 - Football; Laurie Puglisi 1 - Soccer; Arvid Puranen 2 - Tennis; Matthew Reidy 1 - Football; Callie Rhodes 2 - Softball; Jenna Rhodes 1 - Softball; Talita Ribeiro 1 - Swimming; Gregory Roach 2 - Soccer; Reaves Robinette 2 - Tennis; Ignaci Roca 2 - Tennis; Kelsy Rokey 1 - Softball; Kyra Rosow 1 - Track; William Royal 1 - Football; Joseph Samaniuk 2 - Track; Neil Savage 2 - Swimming; Warren Schaeffer 2 - Baseball; Kathryn Schilling 2 - Lacrosse; Diana Sciambi 1 - Track & Field; Alexey Sergeev 1 - Tennis; Natalie Sherbak 2 - Cross Country; Harrison Simmons 1 - Swimming; Sara Smith 1 - Swimming; Mallory Soldner 2 - Soccer; Britni Spruill 2 - Track; Chad Steuck 1 - Soccer; Scott Stoehr 1 - Baseball; Caroline Stolle 1 - Softball; Megan Stone 2 - Softball; Ashley Stoutland 1 - Soccer; Kendra Sytsma 1 - Volleyball; Bryan Thomas 1 - Baseball; Zachary Thomas 2 - Cross Country; Grant Throckmorton 1 - Football; Angela Tincher 2 - Softball; Jordan Trott 2 - Football; Kjersti Trout 2 - Soccer; Jurrian van der Vaart 1 - Golf; Duncan Vick 2 - Track; Jason Vick 1 - Cross Country; Jennifer Wade 2 - Track; Carl Wakely 2 - Golf; Taylor Walsh 1 - Soccer; Casey Warner 1 - Lacrosse; Robert Waskiewicz 1 - Baseball; Carlton Weatherford 1 - Football; Andrew Weaver 1 - Golf; Jamie Webster 2 - Lacrosse; Andrew Wells 2 - Baseball; Robert West 1 - Baseball; Brent Wilkins 1 - Tennis

Wake Forest (132): Ashley Homitz 1 - Volleyball; Grant Achilles 2 - Baseball; Jill Ahrens 3 - Track; Wesley Allen 5 - Soccer; Diane Anderson 1 - Track; Erin Baldwin 1 - Soccer; Grey Ballard 4 - Soccer; Brandon Bartholomew 2 - Track; Joseph Bates 2 - Tennis; Anne Bersagel 5 - Track; Barr Blanton 1 - Golf; Maeke Boreel 4 - Field Hockey; Erin Borhart 4 - Volleyball; Hanna Bremler 2 - Track; John Buck 4 - Basketball; Kip Byrum 2 - Baseball; Daniel Callahan 3 - Football; Jayme Cargnoni 2 - Soccer; Joshua Carter 1 - Track; Christina Carter 1 - Soccer; Alonzo Chisolm 1 - Football; Caitlin Chrisman 2 - Track; Will Clayton 1 - Soccer; Laura Colven 2 - Soccer; John Compton 2 - Track; Jordan Craig 1 - Golf; Lauren Crandall 3 - Field Hockey; Samuel Cronin 1 - Soccer; Camelyn Dillon 1 - Soccer; Jenna Doane 1 - Volleyball; Kaitlyn Doe 2 - Soccer; Michelle Duffey 1 - Track; Ashley Dunigan 1 - Track; Allan Dykstra 1 - Baseball; Brendan Enick 3 - Baseball; Martha Ferger 1 - Field Hockey; Erin Franklin 3 - Track; Nathaniel Frazier 2 - Baseball; Louis Frazier 3 - Football; Kristina Gagliardi 2 - Field Hockey; Westin Galloway 2 - Track; Robert Gielow 1 - Track; Andy Goff 2 - Baseball; Amanda Goins 2 - Golf; Alimer Gonzalez 2 - Soccer; Matt Hammond 2 - Baseball; Elizabeth Hankinson 2 - Track; Kristina Hanley 2 - Soccer; Raymond Harbert 2 - Track; Kristi Harshman 3 - Field Hockey; Klarysa Henry 2 - Volleyball; Casey Hill 1 - Football; Nannette Hill 1 - Golf; Alexandra Hirsch 3 - Tennis; Robert Hoekstra 1 - Basketball; Margaret Horne 2 - Soccer; Ben Hunter 1 - Baseball; Lindsey Jaco 3 - Soccer; Ana Jerman 1 - Tennis; Porsché Jones 3 - Basketball; Orval Jones 1 - Football; Joy Juskowich 4 - Golf; Justin Keadle 1 - Baseball; Kristen Kemp 3 - Soccer; Molly Kennedy 2 - Track; Ottie Kerley 2 - Track; Katherine Kokkinos 1 - Soccer; Sarah Kozey 4 - Soccer; Eric Kristensen 1 - Baseball; Mary-Margaret Langston 1 - Volleyball; Frank Lawler 1 - Track; Michael Lepore 1 - Basketball; Justin Lichtfuss 1 - Soccer; Brett Linnenkohl 2 - Baseball;

2005-2006 ACC Academic Honor Roll

Douglas Manchester 1 - Golf; Amanda McBean 1 - Track; Julie McKenna 4 - Golf; Charles Mellies 3 - Baseball; Ariel Meyers 3 - Field Hockey; Jill Miller 5 - Track; Justin Moose 2 - Soccer; Catherine Muehleib 2 - Track; Natalie Mullikin 1 - Volleyball; Lindsay Neuberger 3 - Track; Adriane Nicholas 4 - Volleyball; Eric Niesen 1 - Baseball; Kerri Norton 2 - Track; Blakely Offutt 2 - Tennis; Matthew Owen 3 - Track; Lauren Peterson 1 - Volleyball; Meredith Placer 1 - Track; Sierra Poske 1 - Tennis; Kyle Reifers 3 - Golf; Elizabeth Remy 3 - Soccer; Sarah Riddle 1 - Basketball; Daniel Rosaia 1 - Baseball; Nicole Schappert 1 - Track; Trey Schmidt 1 - Football; Melanie Schneider 2 - Soccer; Selina Sekulic 1 - Track; Zac Selmon 2 - Football; Brian Shust 3 - Baseball; Michelle Sikes 3 - Track; Margaret Simons 2 - Golf; Katherine Skarbek 2 - Soccer; Amy Smerdzinski 1 - Soccer; Jamie Sobolewski 1 - Track; Sean Souders 1 - Baseball; Ashley Spooner 1 - Track; Casey Sterk 3 - Baseball; Sean Stevens 4 - Track; Liron Strauss 4 - Tennis; Elizabeth Strunk 2 - Basketball; Ruth Supica 3 - Soccer; Christian Tara 1 - Tennis; Alexandra Tchangoue 1 - Basketball; Jon Temple 2 - Football; Jeremy Thompson 2 - Football; Taylor Toombs 2 - Soccer; Marcus Tracy 1 - Soccer; Julian Valentin 2 - Soccer; Steven Vallos 1 - Football; Phillip Warsaw 1 - Track; Bradley Wharton 1 - Track; Jamie Whitten 2 - Field Hockey; Taylor Wildman 2 - Track; Christy Williams 2 - Volleyball; Kelly Wood 1 - Field Hockey; Ben Wooster 1 - Football; Andrew Wright 1 - Soccer; Alex Yates 2 - Golf; Kyle Young 3 - Baseball

Annual Total ACC Academic Honor Roll

1957	96
1958	81
1959	99
1960	106
1961	126
1962	134
1963	138
1964	166
1965	149
1966	177
1967	192
1968	235
1969	230
1970	258
1971	333
1972	354
1973	379
1974	503
1975	496
1976	428
1977	366
1978	393
1979	377
1980	397
1981	319
1982	387
1983 **	478
1984	543
1985	484
1986	530
1987	640
1988	776
1989	817
1990	903
1991	947
1992	1062
1993	1151
1994	1176
1995	1185
1996	1422
1997	1549
1998	1552
1999	1631
2000	1664
2001	1711
2002	1731
2003	1762
2004	1810
2005 ^^	2227
2006 ++	2597

** denotes first year for inclusion of women's sports
^^ denotes first year for inclusion of Miami and Virginia Tech
++ denotes first year for inclusion of Boston College

From: Larry Gallo <athgallo@uncaa.unc.edu>

Sent: Tuesday, December 12, 2006 1:31 PM

To: Dorrance, Anson <anson@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Comfort, Frank <fcswim@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Haase, Jerod <jhaase@uncaa.unc.edu>; Holbrook, Jennifer <jholbrook@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; DeSelm, Rich <richdeselm@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>

Cc: Miller, Beth <bmiller@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Holland, Janine <jholland@uncaa.unc.edu>; Griggs, Kathy <kgriggs@uncaa.unc.edu>; Harris, Stacey <sharris@uncaa.unc.edu>

Subject: 2007 SPRING SEMESTER - HEAD COACHES' MEETING SCHEDULE

Attach: 2007 Spring Sem. Coaches Mtgs..doc

Colleagues,

Attached is the FINAL HEAD COACHES' MEETING SCHEDULE FOR THE 2007 SPRING SEMESTER. Please remember to CONTACT DR. BETH MILLER IF YOU ARE UNABLE TO ATTEND ANY MEETING. If you should have any questions concerning the schedule of these meetings, please contact Dr. Miller or me.

Take care and best wishes to both you and your family for a very HAPPY HOLIDAY SEASON!

Thank you and all the best.

Larry Gallo, Jr.

2007 Spring Semester Coaches' Meetings

January 17	Wednesday	8:30 AM	Koury Conference Room
February 14	Wednesday	8:30 AM	Koury Conference Room
March 28	Wednesday	8:30 AM	Koury Conference Room
April 30	Monday	8:30 AM	Koury Conference Room

Koury Conference Room ~ located in Koury Natatorium

Thank you,

Larry Gallo, Jr.

December 12, 2006

Duke University
DURHAM
NORTH CAROLINA
27708

February 15, 2007

President Richard Brodhead
207 Allen Building
Duke University
Durham, NC 27708

Dear Dick:

We are pleased to submit the enclosed "*Report of the Campus Culture Initiative Steering Committee*". Since last April, when you established this Committee; we have been engaged in a thoughtful and comprehensive consideration of Duke's campus culture and ways to improve it. We have examined issues, analyzed data, and engaged in multiple conversations with individuals and groups across campus. We have arrived at a framing of fundamental and interrelated issues that guided our consideration of our recommendations. Although campus culture is broad, we understood that our focus was primarily on undergraduate life and recognize that there is additional work to be done with regard to graduate and professional students, staff, and the larger community.

The Committee's report and recommendations reflect the general sense of the majority of the Committee. Given the Committee's size and the diverse views of its members, it is not surprising that there were differences among members about issues and recommendations. The Committee, however, at its meeting today "endorsed this report as a thoughtful reflection of its work."

The Committee recognizes that this report is just one point in an ongoing conversation that must be sustained, and that the entire University community – students, faculty, staff, and alumni – must now engage in the discussion and the process of implementation through its regular administrative and deliberative processes.

We wish to underscore the effectiveness of the CCI Committee's structure and function–a committee comprised of faculty, students, staff, and alumni that engaged in collaborative problem solving across the units of academics, student affairs, athletics, campus services, and admissions. The Committee enjoyed the challenge of its charge and its sense of common purpose in working to make Duke an even greater community. With the submission of this report, the CCI Steering Committee concludes its work.

Bob Thompson

Robert J. Thompson. Jr.
Chair, Campus Culture Initiative Steering Committee

Larry Moneta
Vice-Chair, Campus Culture Initiative Steering Committee

THE REPORT OF THE CAMPUS CULTURE INITIATIVE STEERING COMMITTEE
FEBRUARY, 2007

OVERVIEW

Duke University is a university of the 21st century, emboldened and challenged by the dynamics of a changing world. Situated where it is—the global north, the United States, the American South—and designed as a research institution of higher learning, Duke has developed its identity, vision, and reputation over the years. By now, it has experienced a remarkable rise to prominence in the top echelon of the nation's research universities. This success has been fueled by the recruitment and support of outstanding faculty and students, by an innovative undergraduate curriculum, by dynamic graduate and professional schools, and by what former President Sanford referred to as Duke's "outrageous ambition" to become one of the great national and international centers of teaching and learning. As always, however, Duke is, and must be, in dialogue with the surrounding world about which its mission – academic, ethical, and social – is to produce, transmit, and transform knowledge. In an era of heightened mobility, ethnic diversity, economic flux, and digital circuitry, the University faces particular challenges in preparing students and pursuing research that deals with the complexities of today's world. As a leading research institution that is committed to teaching students to have the savvy, sensitivity, and skills to be global citizens, Duke University was intended to be, and is, more than an ivory tower. We reaffirm our commitment to being a worldly institution, one that takes seriously its place in the world and the place all of us—as students, faculty, and staff—assume both at Duke and in the wider world beyond.

Over the past fifteen years, Duke has systematically set a course to strengthen the undergraduate experience: these efforts began with the transformation of East as a first-year campus and have continued with the implementation of a new liberal arts curriculum, a residential plan that brought all sophomores to West, the creation of the West-Edens link and Keohane quad, and the current plans for re-imagining Central Campus. The Campus Culture Initiative represents yet another step in this ongoing process, identifying challenges and opportunities to move Duke forward to the next stage of its institutional development.

The Steering Committee has worked over a nine-month period to engage in a thoughtful and collaborative conversation about the Duke community, to gain a richer understanding of campus culture, to identify areas of strength as well as areas where there are problems or issues, and to make recommendations for improvement. In this process, the Committee recognized the momentum and accomplishment of the University; it reaffirmed that much good can and should be said about the Duke community. At the same time, it came to better understand how Duke is experienced differentially by different members of its community, that there are often pressures for conformity which work against our institutional vision as an inclusive academic community, and that engaging the notion of "difference" more deeply and directly will enable the University to accelerate its rise to the top.

To address these challenges, the CCI Steering Committee identified six interconnected areas for focusing attention and making recommendations:

- Curriculum and Experiential Learning
- Faculty-Student Interaction
- Residential Life, Dining, and Social Life
- Alcohol
- Athletics
- Admissions

The Committee recognizes that stewardship of the Duke community must be a collaborative process involving all its members, and that this report and its recommendations will need to be discussed and refined on a variety of levels – by the University's administration, faculty, students, and alumni. Indeed, the entire Duke community must take ownership and play a significant role in considering thoughtfully how best to enhance campus culture. The work ahead is to join together in this conversation with a sustained commitment to the University's advancement.

It is the hope of the Campus Culture Initiative Steering Committee that this report and its corresponding recommendations will promote important conversations, significantly help strengthen campus culture, and further advance Duke as an even greater and more excellent community of teaching and learning.

THE REPORT OF THE CAMPUS CULTURE INITIATIVE STEERING COMMITTEE
FEBRUARY, 2007

Since its founding in 1838 as Union Institute and transformation in 1924 into Trinity College, Duke University has experienced a remarkable rise to prominence in the top echelon of the nation's research universities. This change has been fueled by the recruitment and support of outstanding faculty and students, by an innovative undergraduate curriculum, and by dynamic graduate and professional schools, – in short, by what former President Sanford referred to as Duke's "outrageous ambition" to become one of the great national and international centers of teaching and learning. Complementing this pursuit of excellence has been a commitment to strategic analysis and self-evaluation to identify ways to strengthen the University as a whole. As a young university, Duke is particularly proud of its institutional flexibility and creativity, as well as its institutional courage not to shy away from tough issues.

While Duke continually strives to move forward, it has always had much of which to be proud. The University is proud of its students, faculty, and staff who constantly work hard to realize the ideals of a great university, who contribute on a daily basis to their individual and collective growth, and who have outstanding accomplishments in the generation, transmission, and application of knowledge in the service of society. Duke is renowned for the quality of its programs, the progress it has made in becoming a more diverse community, and its commitment to excellence in all of its endeavors.

As we move forward in a world increasingly characterized by change and the fragmentation of many communities, Duke – no less than other universities and our society as a whole – faces challenges. But great universities are those that change to meet significant challenges, and thereby act as agents of change through their leadership. If universities are to continue to nurture in students the ability to succeed in their personal and professional lives, they must find more effective ways for students to gain a deeper understanding of themselves and others, to develop even greater cross-cultural respect and appreciation, and to commit more readily to use knowledge in the service of society. Only by asking students and faculty alike to engage more fully in building community can universities instill in their students the ability to work toward common ground and, thereby, prepare them for leadership in the 21st century.

I. THE CAMPUS CULTURE INITIATIVE AND ITS PROCESS

Within this context, last spring's lacrosse event and its ensuing controversies evoked strong emotions and discussions about issues of race and gender, class and privilege, difference and respect, athletics and academics, and town and gown. While these social and cultural issues have long been of concern in our larger society and on Duke's campus, these events publicly challenged Duke to closely re-examine itself to find more effective ways to enhance the sense of social responsibility and mutual respect among members of its community. To assess the extent to which the University's institutional practices promote these values and behaviors and to make recommendations for

strengthening Duke's campus community, in April 2006 President Brodhead launched the Campus Culture Initiative (CCI; see Appendix 1: Committee Charge).

The work of the Campus Culture Initiative Steering Committee has been multifaceted, proceeding in four phases. In spring 2006, the Committee began to frame its approach to the charge and organize its work (see Appendix 2: Steering Committee Membership). From the beginning, the Committee sought to utilize relevant existing data[1] on aspects of campus culture, including the annual surveys conducted through the Office of Institutional Research and specific studies, such as the Campus Life and Learning Project and those conducted through the Trinity College Office of Assessment. In addition, the Committee connected with other groups and offices on campus that had relevant information and perspectives, such as the Women's Center, the Mary Lou Williams Center, the Center for Lesbian, Gay, Bisexual, and Transgender Life, and the Council on Civic Engagement. Over summer 2006, the Committee's work entered a second phase in which it focused on identifying key issues and opportunities for improvement and gathering data relevant to these issues. Over the Fall 2006 semester, the Committee analyzed and integrated information, formulated questions, and garnered input from the larger campus community through Town Hall meetings with faculty, students, and staff, and an array of individual and small group sessions (see Appendix 3: List of Meetings). During this time, members of the Committee met with the Presidential Council, provided updates to the University Board of Trustees, and gave the President a November 2006 oral report. The final phase began in January 2007, when the Committee developed a vision of undergraduate campus culture and formulated a set of interrelated recommendations to realize this vision, as represented in this report.

The report and recommendations presented here reflect the general sense of the majority of the Committee. Given the size of the committee and the diverse views of its members, it is not surprising that there were differences among members about specific issues and recommendations. The CCI Steering Committee, however, endorses this report as a reflection of its work.

The Committee understands that this report and the 28 recommendations it proposes will need to be subsequently discussed and considered on a variety of levels; it also recognizes that a number of committees appointed by the Provost, the Arts and Sciences Council, and the Academic Council are also concurrently working on issues critical to campus culture. Stewardship of the Duke community must be a collaborative process involving all its members, including administrators, faculty, students, and alumni. Indeed, the entire Duke community must take ownership and play a significant role in considering thoughtfully how best to enhance campus culture. The task now is to join together in this conversation with a sustained commitment to the University's advancement and to the necessary and essential work that lies ahead.

[1] The nature of the measures and corresponding data varied from controlled, longitudinal, panel studies of representative cohorts of students in the Campus Life and Learning Project, through surveys conducted annually across private research universities, to information and perspectives reported by individuals.

II. Duke as a Dynamic Institution

Universities are dynamic, continually evolving places, and in many ways, Duke University is synonymous with institutional change. From its earliest days as the Brown Schoolhouse to its conversion to Trinity College and subsequently to our modern-day University, Duke has taken advantage of opportunities and circumstances to adapt and transform itself. Duke has risen from a predominately regional university several decades ago to a national and international one of the highest rank today. And its trajectory has been particularly steep in recent decades. Over the past fifteen years, Duke has systematically set a course to strengthen the undergraduate experience. Some would argue that the 1995 conversion of East Campus to the First Year Campus marks the beginning of the University's recent commitment to enhance the undergraduate experience. Subsequent to that highly transformative decision, undergraduate reforms have included dramatic enhancements to curricular and experiential learning opportunities, the development of the Community Standard, new residential models and requirements, and a marked increase in the diversity of the student body. Simultaneously, faculty composition, roles, and demands have undergone their own transformation, as Duke's prowess as a research university grew exponentially. Students, too, have changed as the criteria for admissions have become more challenging.

The stimuli for these important changes in Duke as an educational institution have sometimes come from intentional institutional planning and thoughtful deliberation about the University's future, as was the case with the Duke's strategic plans, *Building on Excellence* (2001) and *Making a Difference* (2006). At other times, Duke has implemented changes, prompted by unanticipated circumstances, events, and incidents – both internal and external to the campus community, such as the 1968 MLK Vigil. In a moment that represents the impetus from unanticipated events, the Campus Culture Initiative represents another imperative for critical self-reflection. The University's challenge at this juncture is to take maximum advantage of this moment in its history to experience another transformative episode, one that future generations will look back to with the same regard and appreciation as they do for earlier decisions that expanded the Duke community physically, intellectually, demographically, and geographically.

III. The Committee's Guiding Vision: The Duke Academic Community

Foundational to the CCI, and to this report, is a vision of what Duke University – as an academic community and undergraduate culture – aims to achieve and embrace. Over the past decades, Duke has worked to provide a strong liberal education tailored to the particular strengths of a research university. Duke's institutional self-definition is reflected in its strategic plan, *Making a Difference* (September 2006), a principal goal of which is to foster in the University's graduates the ability to generate, evaluate, and apply knowledge in the service of society, and to become leaders who make a positive difference in the world.

To develop fully their abilities and talents, undergraduates must engage meaningfully in the life of the Duke academic community. An academic community can be viewed as an

interactive and ongoing conversation in which the community and its members grow in wisdom and understanding through inquiry and interaction. This conversation is not just confined to the classroom, but extends to every aspect of campus life and is the underlying narrative running through both academic and social encounters. Participation in this conversation is a privilege of being part of an academic community, and no social group should be excluded from that conversation; indeed, the quality of the conversation and scope of learning is significantly enhanced by the diversity of identities, experiences, and thoughts, and by the respectful nature of all participants' interactions. At Duke, this conversation takes place at a university founded recently enough to prize vision, ambition, and courage in the ongoing task of creating its own identity. The setting of the Duke conversation, by its location, is in the South, a region in which certain social groups have historically been excluded, and, by its time, in a period in which commitments to personal freedom and individual achievement, concerns over psychological stress and cultural diversity, and demands for moral engagement and social responsibility co-exist in complex ways. The University has a critical responsibility to ensure that this conversation is conducted along the lines of inclusion, civility, and respect, and in consonance with its institutional commitments and values. To exercise this responsibility, the University must work to recognize and empower those whose conduct of the conversation has been most enhancing for the community and those in whose lives and work the conversation has borne most fruit, and to identify and alter behaviors and habits that inhibit or devalue the conversation to which Duke aspires.

IV. Insights framing Committee recommendations

The CCI Steering Committee's work has focused on improvements that would realize and enhance its vision for Duke's undergraduate education. In this process, the Committee identified much good that can, and should, be said about the Duke community. At the same time, the Committee came to better understand problems that exist – ranging from simple acts of uncivil speech and intolerance to what some have called a "culture of excess" – and it worked to identify points of progress that could help Duke achieve its institutional aspirations. As the Committee wrestled with issues central to campus culture, it gained several insights that informed its thinking and its recommendations. The Committee came to appreciate the extent to which Duke needs to better articulate the meaning and educational value of difference in an academic community and the extent to which Duke needs to engage difference more deeply and directly. It came to a fuller awareness that strong forces currently exist for conformity to a particular view of what it means to be a Duke student. It understood the need to give stronger affirmation to alternatives to purported norms and to foster greater development of personal responsibility and community accountability. Finally, in framing its recommendations, the Committee came to endorse the integrative value of the University's "developmental model," which sees students' growth and development as a progression over the course of their four college years.

ENGAGING DIFFERENCE

Last spring's events evoked intense feelings, which had accumulated over time, and reactions on campus and beyond were polarized along dimensions of difference and group identities: gender/sexuality, race and ethnicity, and athletics. The Committee realized anew that gender/sexuality matters, that race and ethnicity matter, and that athletics matters in complicated ways. This is not to say that each member of these groups felt or expressed the same thoughts, but group identities were one contributing factor to the polarization that occurred. The sense of identity that an individual derives from being a member of a group serves basic needs for belongingness, distinctiveness, and respect, providing group members with an interpretive lens to bring meaning to the social world and their place in it. Group identities, however, also can have negative consequences, such as stereotyping, viewing others negatively, and pressures for conformity.

The strong reactions to the events of last spring were not confined to social life but also pervaded the classroom and larger community, threatening the belief of many that they belonged to, and were valued members of, the Duke and Durham communities. Some comments and opinions expressed were perceived by other members of the community to be hostile and insensitive to the possibility that others might feel differently. Some women and members of minority groups, and some athletes and their coaches felt devalued by the university community. Others could not understand how their commitments and good work – in race relations or community service, for example – seemed to be discounted so easily. The campus community was taken aback by the feelings and views expressed that often revealed fundamentally different experiences and perceptions of Duke along racial and gender lines.

Race: On Duke's campus, there are those for whom race, ethnicity, and identity are a daily concern; there are others for whom these are not concerns; and still others who seem unaware of these concerns at all. In short, Duke is experienced differentially, and despite efforts of students, former students, faculty, and administrators to address issues of race and ethnicity, some students, faculty, and staff do not always feel welcome. Indeed, reports to the President's Council on Black Affairs and statements from the Black Student Alliance have persistently highlighted race and ethnicity-based issues regarding housing, classroom culture, and social life experienced by Duke's students of color, including experiences with and/or perception of racial disrespect. These concerns have not been limited to Black students, but have also been expressed by other racial and affinity groups.

One response was to undertake the Campus Life and Learning Project to further the University's understanding of the multiple and interrelated factors that influence the quality of the educational experiences of undergraduate students from different racial and ethnic groups in Trinity College and the Pratt School of Engineering. Funded by the Andrew W. Mellon Foundation and subsequently by the University, this longitudinal project studied two consecutive cohorts of Duke students (those enrolling in 2001 and

2002 and graduating in 2005 and 2006). Some of the findings now available from the project indicate that:

- Across different racial and ethnic groups, student networks during the first two years, at best, remain as racially or ethnically homogeneous as they were during high school. At worst, they become even less racially or ethnically diverse.
- Black students as a group have lower GPAs than white students, even when adjusted for pre-college differences in test scores and background.
- In their first year at Duke, about 15% of Black students reported that Duke instructors treated them badly because of their race/ethnicity, compared with about 10% of Asian students, 8% of Biracial or Multiracial students, 5% of Latino students, and less than 3% of White students.
- During their second year at Duke, about 44% of Black students reported discrimination by faculty/staff, students, or other members of the university community, compared to about 28 % of Biracial or Multiracial students, 19% of Asian and Latino students, and about 11% of White students. When Black students were asked about where discrimination occurred, the responses were about evenly divided between residence hall, classroom, and other on-campus locations, with a smaller minority reporting off-campus locations.

These findings emphasize the degree to which race continues to matter and illustrate the gap that remains between Duke's aspirations and the perceptions and experiences of some minority students. In response to these findings regarding academic performance, Trinity College has implemented a system to track relevant markers and to assess ongoing initiatives through the Academic Resource Center. In addition, the University is currently in the process of establishing an ombudsman as a resource for students to pursue incidents of discrimination.

Survey data gathered annually by Duke's Office of Institutional Research provides information about students from Duke and a cohort of 20 private universities. These data address a number of issues important to campus life including the range of interactions across racial and ethnic boundaries, and the relationship of this interaction to students' intellectual and personal development:

- Duke Caucasian students and fraternity and sorority members are less likely than their peers at comparable institutions to engage in interactions with diverse peers.
- Duke students are less likely than their peers at comparable institutions to indicate that college contributed to their development in ability to relate well to others.
- Across cohorts and institutions, students who had substantial interracial interaction report significantly higher levels of skill development with regard to formulating creative ideas, relating well to others, functioning effectively as a team, identifying moral and ethical issues, developing an awareness of social problems, and appreciating the arts.

These findings are important because meaningful and sustained interaction across racial and ethnic boundaries is necessary, for both majority and minority cultures, to realize the

full educational benefits of a diverse community. Moreover, contemporary homeplaces and workplaces – those within and outside of the United States – are complex, requiring students to develop and negotiate a more nuanced relationship with difference.

Gender/Sexuality: Gender and sexuality matter at Duke in complex ways, both inside and outside the classroom. In an attempt to understand this complexity of the experiences of female, male and transgendered students and of gay, bisexual, and heterosexual sexualities, the Committee called upon a number of sources, including the research of the Women's Initiative, the experience of the Women's Center, faculty in Women's Studies, the work of the Lesbian, Gay, Bisexual, and Transgendered (LGBT) Task Force, findings from the Campus Life and Learning Project, and discussions with undergraduate students. Where available, the Committee relied on data gathered and analyzed across these various sources. Although troubling and intolerable aspects of campus culture such as incidents of sexual assaults and homophobia occur but are underreported for a number of reasons, these are no less deserving of the University's attention. The Committee took seriously the concerns and reported experiences of the many individuals with whom it spoke.

Academically, Duke's female students perform well. In the graduating class of 2006, for example, women as a group had a higher grade point average than men, and among Trinity students, more women than men completed a thesis for graduation with distinction. The classroom situation for the LGBT community understandably cannot be assessed with markers of group performance, such as grade point average or graduation with distinction. Comments by the LGBT community, however, indicated varying degrees of perceived enlightenment on the part of students and faculty about issues and perspectives that effect classroom dynamics.

There were aspects of social life that were characterized as problematic with regard both to gender and sexuality. Here, the Committee identified a number of issues to be addressed: aspects of the social environment that communicates disrespect of women and alternative sexuality, sexual assault fueled partly by a party scene that includes significant amounts of drinking, and the control of social space predominately by heterosexual males.

The Women's Initiative, as well as the Committee's own discussions, revealed a social environment often disempowering for women. Some Duke women describe a cultural ethos that is contradictory: women, like men, assume (and are expected to assume) high career ambitions, yet their social capital is often judged by physical appearance and sexuality. A number of students expressed the view that women's self-esteem is dependent upon attention and approval of men. One consequence of this social dynamic appears to be in some areas of student leadership, where women are significantly underrepresented.

Regarding contemporary relationships, college life has been described as lacking a dating culture, and intimacy is pursued more through hook-ups: casual sexualized connections that do not lead to a longstanding relationship. Most students acknowledge the presence of a hook-up culture that is heavily influenced by alcohol. While some find this to be

simply the state of affairs and some say it is empowering to all, including women, problematic aspects include the fine line between sexual acquiescence and assault and the pressure women feel to engage in a sexual activity in which much of their social capital is invested. Both men and women often describe this aspect of social culture as problematic.

Concerns about women's self esteem and sexual assault were linked repeatedly to a characterization of social space at Duke as "male-dominated." Controlling the real estate means setting the rules of social engagement which can undercut gender as well as sexual equity and lead to assault. Some members of the LGBT community report experiencing these same social dynamics. The LGBT Task Force has described Duke's campus as one where policies are often in fact gay- (or bi-, or transgender-) friendly but where the lived experience of LGBT students is that of intolerance, exclusion, and harassment.

In summary, these understandings about the social dynamics of race, gender, and sexuality converge, indicating that one aspect of the University's campus culture that puts its institutional and educational vision at risk is the perception and experience by some that Duke is an "alternative unfriendly" environment. Clearly, to improve campus culture, Duke must achieve a more inclusive academic community. To do so, the University needs to craft policies and practices that promote a more common identity as members of a community in which people of all backgrounds share a common purpose and values, treat each other with respect, engage differences, and hold themselves and each other responsible for acting in accordance with these shared core values.

Last spring's events revealed that Duke must do better in learning how to engage difference constructively. The University needs to go beyond fostering the expectation of tolerance for differences in cultures, beliefs, opinions, and behaviors, beyond learning "to agree to disagree" to avoid conflict. The University needs to promote moving beyond tolerance to respect and beyond "just putting up with" differences to finding positive value in each individual and the diversity among us. Respect is manifested in affirmation of the worth of traditions and identities other than one's own and in the civility with which members of the community engage each other. Authentic engagement with difference will at times result in conflict. Just as the conversation cannot end with superficial tolerance of difference, it also need not end with conflict, and the University's challenge is to prepare students for the increasing clashes of cultures and beliefs and their engagement and comfort with those who are culturally different. Engaging differences fosters more complex thinking and leads to greater self-understanding and identification of other possibilities and ways of life. To realize the educational benefits of difference, however, Duke must function as a community that fosters openness to new ideas and ways of thinking and that promotes fuller engagement with difference. *A diverse, inclusive, and engaged community that affirms difference is the social context necessary for the transformative educational experience that Duke intends to provide.*

FORCES FOR CONFORMITY AND BUILDING COMMUNTIY

The identity of an institution evolves over time and is shaped and reshaped by its members. Through its work, the Committee has come to understand the power of the ways in which the Duke campus is viewed, experienced, and portrayed by its members,

as well as by those outside of the campus community. In particular, the "W*ork hard-Play hard*," "*Day time Duke-Night time Duke*" and "*Effortless Perfection*" depictions of the "typical" Duke student reflect a strongly expressed view of the purported norm for being a Duke student that, in turn, becomes a formative and self-perpetuating force. Similarly, others provide depictions of campus culture and Duke students that can quickly be over generalized as the norm. For example, the most extreme representation of the social hierarchy, the "Duke 500" presented in *Rolling Stone,*[2] exists on campus but certainly does not reflect the experiences of the majority of Duke students. Whatever the actual number of these students might be, however, their influence is disproportionate. Students readily acknowledge pressures to conform to this purported Duke norm and their apprehensions about being accepted if they should choose an alternative way or identity.

The University as a community has the opportunity and responsibility to challenge the purported norm, to define what is, and what is not, normative for Duke, and reset the default more positively. Duke's challenge is to focus its efforts on presenting multiplicity and variety as the actual norm, with many ways to engage the opportunities for growth and fun provided in an academic community. Privileging inevitably communicates values, and the University must examine whom it is privileging and for what purposes, from admissions through funding and space allocation policies and procedures for academic, residential, and social groups.

Just as the Duke community is learning to constructively engage difference, it is also learning how to encourage its members to live up to the highest aspirations of the community and how to hold itself and each other accountable to act in accordance with community expectations for integrity, respect, and civility. Force and coercion have no place in an academic community that relies on reason, dialogue, and the competition of ideas. It is in this regard that the University must challenge the purported norms for social behavior. Through the efforts of the Honor Council and the Academic Integrity Council, the "Duke Community Standard" has evolved over time as an aspirational statement of student behavior that recognizes that students share with faculty and staff the responsibility for promoting a climate of integrity. Last summer, the Provost charged a committee to review the Community Standard and the ways in which the policy and practices could be more effective in promoting a culture of integrity in all academic and non-academic endeavors.

The University also has a responsibility to be clear about expectations and enforcement policies and the ways in which these are essential for the well-being of individuals and for the well-being and work of the University community. As students mature, they develop the capacities for self-regulation and civic engagement necessary not only for their own intellectual and personal growth but also for the health of the community. As with education in general, community development is at its best a collaborative process involving all members of the community. Duke University seeks to foster this collaborative responsibility among students, faculty, and staff for the stewardship of the community in the pursuit of its common goals.

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[2] Janet Reitman, "Sex & Scandal at Duke," *Rolling Stone Magazine,* Issue 1002 (June 15, 2006), pp. 70-109.

DEVELOPMENTAL FRAMEWORK

The University recognizes that its students are quite accomplished on entering Duke but yet are still in a formative process of neurocognitive, personal, and social development. Furthermore, undergraduates have important developmental tasks to accomplish in their transition from adolescence to adulthood. The fundamental goal of undergraduate education is to enhance development and foster this transition. Foremost among these developmental tasks that students have to accomplish is to come to terms with new capabilities for thinking, feeling, and acting and to shape their identity accordingly. A second task is developing autonomy, not just in terms of independence, but also with regard to the capacities for self-motivation and self-regulation. The capacity for self-regulation emerges with neurocognitive development, which continues to occur during the undergraduate years, and the development of autonomy is fostered by social environments that afford choice and freedom from external pressure to behave or think in a certain way. A third task is to continue the process of developing competencies. This means not just acquiring knowledge and skills, but also the capacities for independent thought and discernment and interpersonal skills in terms of the capacity for empathy. This also means developing cultural competence as a component of one's character, which requires acceptance that heritage and experiences influence how individuals see themselves and others and openness to moving out of one's comfort zone to engage differences.

Duke's challenges are to recognize the inherent individual differences in the rate of development, to mitigate the forces that promote conformity to a particular view of what it means to be a Duke student, and to promote independence of thought and multiple ways of being. Duke's opportunity is to provide a campus culture in which openness and engagement with difference of all types – intellectual, cultural, social, religious, and socioeconomic – are expected and supported and to more effectively integrate the curricular and co-curricular dimensions of the undergraduate experience. To do so, the University must ask in what ways do academic, social, residential, dining, athletic, and recreational components of the undergraduate experience contribute to students developing the skills, dispositions, and character necessary for productive and meaningful lives.

V. RECOMMENDATIONS OF THE CAMPUS CULTURE STEERING COMMITTEE

Building upon these understandings, the Steering Committee identified six interconnected areas for calling issues into question and making recommendations: Curriculum and Experiential Learning; Faculty-Student Interaction; Residential Life, Social Life, and Dining; Alcohol; Athletics; and Admissions. The Committee believes that, taken together, these recommendations could significantly make a difference in Duke's campus culture, encourage students to take a fuller and richer advantage of their undergraduate experience, and better prepare them for leadership in the 21st century.

CURRICULUM AND EXPERIENTIAL LEARNING

Duke has accomplished something rare in higher education, which is a point of pride and national recognition: it has successfully revised the Arts and Sciences general education curriculum and established inquiry-based learning, multiple modes of inquiry, and crossing boundaries of knowledge as its defining characteristics. The Cross-Cultural Inquiry mode, in particular, relates to the Campus Culture Initiative. Currently, students are required to take two Cross Cultural courses to enhance their abilities to evaluate complex and difficult issues from multiple perspectives, to identify culture and cultural difference across time or place, and to encourage critical and responsible attention to issues of identity, diversity, globalization, and power.

Some 36% (1,091/3,054) of all Arts and Sciences courses now carry the Cross Cultural Inquiry code. Review of Cross Cultural Inquiry courses by offering department indicates the following distribution: Language and Literature (30%), History (12%), Cultural Anthropology (5%), African and African-American Studies (4%), and Women's Studies (2%). These data suggest that opportunities to engage cultural differences in an international context are more prevalent than those within a national context. The intent of this curricular requirement, however, was to ensure that Duke students develop the cross-cultural competencies to address the difference that confront us on a daily basis in this country. As the requirement now stands, it is not clear that all students will have this type of curricular experience before graduation. Therefore, one way to promote more understanding of, and engagement with, difference is to further refine the Cross Cultural Inquiry requirements to address differences of importance in the United States, and specifically, differences associated with race, ethnicity, class, religious, gender, and/or sexual preference. Discussions should also be initiated with the Pratt School about incorporating a similar curricular expectation for engineering students.

Duke has also been a leader in developing experiential learning as a pedagogy of engagement, in which the lessons of the classroom are applied and tested in real-world environments. In recent years, Duke has pioneered research-service-learning (RSL), which combines service-learning with community-based research. These sorts of real world experiences can lead students to develop an increased sensitivity to difference, a greater capacity for perspective-taking, and a deeper commitment to social justice. Engagement with the community – whether understood as Duke, Durham, the region, or the world – can also help to integrate individual student lives, foster connections between curricular and co-curricular spheres, and strengthen the many communities in which they are members.

The University needs to strengthen its civic engagement activities on campus and build a fuller and richer infrastructure to link students, faculty, and staff working in the areas of service and civic engagement across divisional, departmental, and curricular/co-curricular lines. Such resources as the Council on Civic Engagement, the Community Service Center, the Office of Service-Learning, and the "Learning to Make a Difference" website provide support for faculty and students engaged in civic, service, and community-based activities. The University, however, needs to commit significant resources to increase the

breadth and depth of civic engagement among Duke undergraduates and to create a Center for Civic Engagement to bring and coordinate, under one administrative umbrella, various current parallel efforts. Such a Center could offer workshops and faculty support to help integrate service-learning, community-based research, and service into the undergraduate experience.

And finally, Duke needs to seek ways to continue to explore issues of difference within its institutional and community discourse. One initiative to launch such a dialogue might be to host a conference "*Engaging Difference in the 21st Century*." Such a conference would build on the 1997 academic conference "*What Difference Does Difference Make?*" This latter event laid the foundation for curricular initiatives, Multicultural Center programs, and connections of faculty advisors with ethnic and affinity groups. Establishing a series of such programs on a regular basis would ensure a continuous infusion of ideas, perspectives, and approaches into the campus dialogue and curricular and co-curricular initiatives.

To enhance the curriculum and experiential learning, the Steering Committee offers the following recommendations:

1. *Modify the Cross Cultural Inquiry curricular requirements so that one of the two required courses has a primary focus on racial, ethnic, class, religious, and/or sexual/gender differences in the United States*
2. *Develop the necessary infrastructure to support and promote an increased array of experiential learning opportunities – international, domestic, and those that focus on Durham – that connect to substantive areas of scholarship and institutional priorities and that address one or more of these objectives: creating community, engaging difference, and promoting cross-cultural understanding*
3. *Initiate ongoing forums on issues of difference through such means as a conference that promotes dialogue and guides consideration of approaches and initiatives*

FACULTY-STUDENT INTERACTION

The rise in Duke University's status as a major research university has been achieved by maximizing the scholarly reputation and productivity of its faculty. Correspondingly, there has been less recognition given to faculty teaching, engagement with students outside of the classroom, and service to the academic community. To recruit and/or retain exceptional scholars, teaching responsibilities have often been reduced, and scholarly productivity is accurately perceived to be what matters most in decisions of tenure and promotion, compensation, and status in one's field. Changes in faculty culture are necessary, therefore, if Duke is to accomplish its vision as a great research university committed to undergraduate education.

While scholarly productivity must continue to be the primary faculty expectation, it can no longer be sufficient. What is needed is a new social contract between the University and the faculty that establishes the expectation that all regular rank faculty appointments in Arts and Sciences, the Pratt School of Engineering, and the Nicholas School of

Environment and Earth and Ocean Sciences have three primary responsibilities: scholarship, teaching/mentoring, and service to the academic community. These expectations, however, cannot be envisioned in terms of "one size fits all." Rather, the specific distribution of efforts will be individually specified and vary over time depending on responsibilities and research productivity.

To enable and better support faculty scholarship, teaching/mentoring, and service, the Committee recommends several changes to be further developed, discussed, and evaluated through collaborative efforts with faculty and Deans of Arts and Sciences, the Pratt School of Engineering, and the Nicholas School of the Environment and Earth Sciences. Among these are the consideration of an expanded leave policy to reward teaching and service through increased leave time, a more equitable distribution of teaching loads across departments, and redefining teaching loads to include mentoring as well as standard courses and service to the academic community. Furthermore, Duke must more intentionally align graduate and undergraduate education; for example, recent efforts to promote "vertically integrated research teams" of undergraduates and graduate students and their faculty mentors that support more undergraduate independent studies and theses and also provide valuable assistance and supervision experience to graduate students, has proven to be effective across a number of disciplines.

The University must also decrease the faculty administrative burden and streamline its often inefficient model for faculty governance by closely examining the number, size, and mode of functioning of committees and faculty bodies. For example, the Steering Committee identified more than 70 standing committees at just the university and school levels, and faculty often function on these committees as individuals, rather than as a representative of their departments or programs.

In addition to considerations of faculty time, the University must continue its efforts to promote the rigor and quality of undergraduate education, the quality of teaching and learning spaces, and teaching and research supervision. Duke's strategic plan calls for each department and program to institute a regular review of its curriculum, pedagogical approaches, and advising program. Departments and programs will need support to develop rigorous methods for the evaluation of teaching and learning and ensure that independent studies and theses are rigorous, require sustained student engagement and result in substantial academic papers or presentations that are evaluated and graded in accordance with the highest standards. Just such efforts are already underway in several departments with the assistance of the Trinity College Office of Assessment.

Enhanced faculty-student interaction is central to strengthening Duke's campus culture. The Spring 2005 Enrolled Student Survey, administered by Duke's Office of Institutional Research, provides one indication of student appraisal of current faculty-student interaction: when asked to evaluate how well Duke fosters faculty-student interactions outside of the classroom, 45% responded "very poor or poor" and 9% responded "well or very well." When asked to indicate the greatest single barrier to out-of-class interactions, 17% responded "lack of faculty interest" whereas 39% reported "lack of student interest" and 28% indicated the "lack of venues." Over the years, faculty have also expressed frustration when there is little undergraduate response to their efforts to make themselves available outside of the classroom; office hours and academic advising sessions routinely go unused by students. Thus, faculty-student interaction outside of the classroom is one

area for improvement in which there is both a shared desire and a shared sense of responsibility. The challenge is how to effectively promote meaningful and mutually rewarding faculty-student interaction outside of the classroom.

The Steering Committee recognizes that little can be expected from just increased faculty "push" for engagement with students and that increased "pull" by students is also needed for specific engagements to have personal value. The Committee heard many examples of successful and mutually rewarding engagements, and what they had in common was a connection of students and faculty around a mutual interest that often began in, but carried beyond, the classroom. As the number of students undertaking an independent study or thesis have increased, both faculty and students recognize the "value added" of directly engaging undergraduates in the inquiry and discovery processes.

In addition to mentoring research, the University must also seek to increase opportunities for faculty to engage with students in their social and residential lives. Faculty sponsorship of House Courses and extracurricular interest groups, such as in the visual and performing arts, provide venues for such intersection of interests. The Faculty-in-Residence Program has also proven to be an effective vehicle for outside of the classroom interactions and is in the process of being extended to include West and Central Campus. The expanded system of Residential Coordinators facilitates the hosting of programs in quads around specific themes or topics selected by students to which faculty are invited. Programs that enable faculty and students to dine together are successful but underutilized, and point to the compelling need to address the segmented dining practices and facilities that function as food courts rather than opportunities and places for community interaction.

Duke has made admirable gains in increasing the presence of women and minority faculty. At times, however, the impression has been that increasing diversity and increasing excellence were two separate, rather than related, objectives. Furthermore, the presence of women and minority faculty is as important for fostering faculty-student interaction as it is for academic excellence. Efforts to attract women and minority faculty to Duke will be enhanced by communicating diversity as a goal and value intimately attached to its institutional goal of excellence in research and undergraduate education.

To strengthen the role of faculty in the life of undergraduates and to enhance faculty-student interaction, the Steering Committee offers the following recommendations:

1. *Reaffirm faculty engagement with undergraduates as a core value of Duke University; make changes with regard to recruitment, leaves, teaching/mentoring loads; and decrease administrative burdens to better support the balance of faculty scholarship with teaching/mentoring responsibilities*
2. *Adopt a more efficient and effective approach to faculty service on committees by reducing the proliferation and size of faculty committees and by instituting a representational model of faculty committee assignment*
3. *Support faculty and departmental efforts to enhance the coherence, rigor, and quality of undergraduate teaching and learning experiences*

4. *Provide incentives and increase support for students to engage with a faculty mentor around a question/project that results in a thesis and increase opportunities for faculty to engage with students around areas of mutual interest*
5. *Redouble efforts to recruit women and minority faculty by emphasizing diversity not as an add-on activity, but as a value intimately attached to Duke's central institutional goal of excellence*

RESIDENTIAL LIFE, SOCIAL LIFE, AND DINING

One of the strengths of Duke's undergraduate education is that it is grounded in the context of a residential experience. As a residential university, Duke seeks to foster a richly diverse environment that supports classroom learning, promotes opportunities for students to connect with each other and with faculty to develop a strong and enduring sense of belonging, and provides opportunities for students to grow and develop, especially as they wrestle with issues of identity, autonomy and responsibility. The University seeks to build a residential community where students traverse intellectual and cultural boundaries across generations and over time, gaining cultural competency as a lived experience. In this type of community, relationships are rooted in mutual respect and civility, the dignity and self worth of all members are celebrated, and its members feel safe and secure.

Duke's residential life plan maps directly onto the University's developmental model, a model that currently integrates the vision for the East and West Campus experiences and that will be fully realized with the redevelopment of Central Campus. Each of these three campuses has a unique role to play: East Campus, with its diverse mix of all first-year students in its residential houses, provides a more inward looking orientation to the life and values of the academy and an opportunity to for students to develop their voices as members of a community. West Campus, with its system of quads, is intended to provide sophomores and upper-class students with deeper and more substantial intellectual and social engagements in preparation for more independent experiences, such as study abroad, service learning, and internships. Finally, Central Campus, with its apartment style-living and planned rich environment of language departments, cultural opportunities, and the arts, will provide the culmination, refining and consolidating students' intellectual and personal skills and fostering increased interaction with the Durham community and the world beyond Duke.

In 1995, the University launched the first phase of this model when it redesigned East as the first-year campus and enhanced the first-year experience through such means as the Focus Program, the Faculty-in-Residence Program, the Freshman Advisory Counselor Program, the Marketplace, Lilly Library programming and outreach, an expanded first-year Orientation, residentially-based first-year advising, and the development of East Campus "neighborhoods," all of which taken together provide an extensive array of support and interaction. The success of the East Campus experience in developing community and affirming the diversity of the first-year class is generally acknowledged; indeed, a common phrase on campus is that "Duke has done the first year right."

One of the positive aspects of the decision to house all first-year students on East Campus was that it captures the inherent diversity in the class. In contrast, "self-segregation" along racial lines became evident on the upper-class residences on West Campus, Trent Hall, and Central Campus. Indeed, even before students finished their first year, social hierarchies began to emerge and be reaffirmed through selective living group recruitment and housing choices. One of the motivations to close Trent Hall, build the West-Edens Link, and require all sophomores to live on West campus was to create more West Campus residential space to address perceived inequities in assignment and to have West Campus and Central Campus better reflect the racial composition of the undergraduate population. Some small gains were achieved in this regard, but in Fall 2006, the percentage of the respective racial and ethnic groups who resided on West Campus was 81.1% of the Caucasian students, 76.1% of the Hispanic/Latino students, 72.7 % of the Asian students, and only 58.4% of the African Americans students.

The decision to have all sophomores live on West resulted in sophomore minority students no longer having the option to live on Central. In conjunction with that policy change, the University made explicit commitments to minority students and to women to take steps to make West Campus more welcoming, including the movement of selective living groups out of the main quad residence halls. In addition, Student Affairs has been actively and incrementally restructuring and enhancing the West Campus experience through such efforts as the configuration of six West Campus quads, the establishment of quad councils, the expansion of the Faculty-in-Residence program on West, and the phased renovation of the plaza, West Union, and the West Campus residence halls.

While all of these initiatives have sought to carry over to West Campus the sense of the diverse community that characterizes East Campus, two significant factors undercut these efforts: the lack of social space and the privilege given to selective living groups to control West Campus residential and social space.

There is compelling and long-recognized need for social spaces on West Campus that can accommodate large group activities. Creating new large group spaces is absolutely key to the Committee's recommendations to improve undergraduate social life. Such spaces would provide equity of access for any quad, fraternity or sorority, organization, or social group to host events, and programming could be instituted in such venues to promote large, inclusive student gatherings of students. Finally, large group social space is essential in moving parties and other gatherings out of dormitory rooms.

The privilege given to selective living groups, and to men in particular, affects campus culture disproportionately. Of the 2,690 beds on West Campus in 2006-07, 793 beds (30%) are assigned to selective living groups, with fraternities occupying 443 beds (16%), and other selective living groups occupying 350 beds (13%). Of those in selective living groups, 77% are male and 23% are female. The privileging and distribution of space in any community is a tangible symbol of its priorities. Access to real estate means setting the rules of social engagement, and the University must face the fact that residential space, and control of it, continues to be experienced as gendered and alternative unfriendly because of the way it favors certain groups. The current differential

room assignment process, which distinguishes between selective living groups and other student blocks, is neither equitable nor does it reflect Duke's obligation to empower all students fairly.

Moreover, it is important to remember that East Campus previously afforded space to women as the historic Woman's College and, subsequent to the incorporation of the Woman's College into Trinity College, to those who sought an alternative to the West Campus living experience. One unanticipated outcome of the creation of the first-year campus was the elimination of an alternative housing environment for those students who sought to avoid the West Campus social culture. Students not wishing to engage in the "*Work-hard-Play hard*" culture of West Campus often moved to Central or off campus, further disrupting campus community. While the anticipated development of Central as a vibrant upper-class campus will address some of the need for different types of residential and social spaces, to fully realize the potential of an undergraduate living and learning community welcoming to all, Duke must promote a system of housing that fosters a more diverse and inclusive community, enables group affiliations and a wider variety of social programming, and assures more equitable distribution and governance of residential and social space.

For these reasons, the Steering Committee believes that, in conjunction with establishing new social and dining spaces on West Campus and the opening of new residential space on Central Campus, the preferential assignment of residential space to selective living groups must be discontinued. It is important to emphasize that the Committee's recommendation to discontinue the assignment of residential space to selective living groups is not based on a concern about the value of selective living and social/affinity groups but rather the recognition that the historical process of assigning common residential space to groups is inequitable in the context of the varied demographic character of the community that Duke has become. It also does not foster the engagement with difference that is an educational imperative for residential and social, as well as academic, life. While decoupling residential space and selective living groups is necessary to address the inequities of privileging control of social space, the Committee recognizes the need to foster social/affinity groups and Greek organizations that promote the development of friendships, camaraderie, common purpose, and social networks.

Dining and related facilities must also better support the University's educational and programmatic goals. The current dining experience was designed years ago to reflect managerial, financial and service assumptions that were then regarded as appropriate. These assumptions included expectations that undergraduate dining would generate university revenues as part of a larger array of auxiliary operations (including the bookstore, parking and housing operations), all expected to support institutional financial needs. Duke Dining has been nationally regarded for its attention to the student consumer marketplace and for enabling cost-effective, customer-friendly, and choice-oriented service. As a result, the dining program emphasizes speed, variety, and cost effectiveness. Moreover, this auxiliary model of dining has minimized capital investments in facilities. Consequently, the Marketplace (currently providing fewer than 400 seats to support the nearly 1,700 students, plus faculty and staff on East Campus) has not been expanded, nor

are the dining facilities in West Union and the Bryan Center adequate, comfortable, or up-to-date. Only a handful of niche alternatives sprinkled throughout academic buildings, such as the Refectory, the von der Heyden Pavilion, and Twinnies Café, offer the sort of positive, engaging dining facilities conducive to fostering community. Significant improvements to residential, dining and social facilities are necessary to provide a contemporary student life infrastructure – one that will foster faculty-student interaction, student self-governance and entertainment, and student inter-group interactions. Further, dining, in particular, should not be viewed as a for-profit operation or even a break-even operation; rather, the university should acknowledge that subsidizing dining represents an important mechanism for creating the infrastructure of a positive campus climate.

These changes in residential life and dining will augment social life by creating venues for interaction, both small and large, and by promoting social organizations within each of the University's three campuses. Duke has a rich array of social, religious, service, and thematic groups that have the opportunity to enrich the lives of their respective members and the community as a whole by aspiring to, and affirming what is best in these traditions. Thus, Duke can advance toward the vision of a "community of communities" engaged in common purpose.

To improve residential life, social life, and dining, the Steering Committee offers the following recommendations:

1. *Use the opportunity provided by the Central Campus project to re-envision and expand residential, dining, and social space on the West and East campuses*
2. *Establish the quad as the residential social organizational structure on West Campus to foster interaction within and between diverse communities and groups*
3. *Create additional spaces on West Campus, particularly large group spaces, accessible by all student social organizations/groups, which can be used for dining and/or social functions*
4. *Assign West Campus housing, in concert with the opening of Central Campus and the creation of additional social spaces on West, through a policy that enables small, non-contiguous blocking of students,*[3] *but discontinues the practice of assigning housing to selective living groups and social/affinity/interest groups*
5. *Change the Dining Services model so that operations are oriented towards community building among students, and between faculty, students, and staff; in particular, Dining Services should not be run as a profit center, but rather be an investment by the university in the social environment of the community*

[3] The Committee seeks to enable small groups of a size less than 12 students to live together, but not to allow contiguous blocks that would dominate the space; that is, rooms may be adjacent within the block, but blocks may not be contiguous within a quad. The particular number of students in the block is not specified because some degrees of freedom will be needed as implementation proceeds and to realize the intention in spaces of varying sizes and configurations with the residence halls.

ALCOHOL

Alcohol issues are not one single problem, but rather a series of three, interrelated problems that are viewed in multiple ways: "bad behavior," "impaired health," and "lost weekends." All three tend to involve heavy drinking – drunkenness – rather than drinking *per se*. With regard to bad behavior, drinking is a factor in much of the serious misbehavior, assault, property damage, injury, unwanted sex, and neighborhood disruption involving undergraduates. Drinking also creates a substantial legal liability to the University and is a significant risk to Duke's reputation. In terms of impaired health, a large minority of undergraduates engage in heavy drinking on a regular basis, putting their academic performance and their health at risk. Recent biomedical research on adolescent brain development underscores that heavy drinking can cause brain damage. The immediate threat is that students will be injured while drunk. Overdose appears to be a particular problem for first-year students: 37 were transported to the Emergency Room last year, and there were 7 transports of first-year students just during orientation week this year. The risk of another alcohol-related death in the Duke community is very real. Furthermore, several dozen students are seen in CAPS every year with serious symptoms of alcoholism, and far more than that will graduate with a heavy-drinking habit. Alcohol use also complicates other mental health problems and heightens impulsive behavior, both contributing to and creating high risk in vulnerable students. Beyond bad behavior and impaired health is the problem of alcohol-induced lost weekends; much weekend social life at Duke is organized around getting drunk, an activity that is alluring for many students, but ultimately unsatisfying. Where, how, and with whom Duke students socialize are important influences on campus culture.

The Office of Institutional Research surveys provide data on how Duke undergraduates report their experiences compared with their peers at comparable institutions and the relationship of partying to studying and academic performance:

- Duke students report higher levels of drinking in college and more frequent binge drinking (three or more occasions of 5 or more drinks in the last 2 weeks) than their peers at comparable institutions. It is, however, Duke students in Greek letter organizations, not independents, who set Duke apart from its comparison schools.[4]
- Duke students report less time studying and more time partying than their peers at comparable institutions.[5]
- Students who spend more time partying and binge drinking tend to devote significantly less time to studying and have significantly lower academic performance in comparison to other students.

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[4] For example, in the 2003 survey, binge drinking was reported by 43% of Duke fraternity members and 29% of sorority members compared to 14% non-fraternity and 8% non-sorority members.

[5] For example in the 2003 survey, 20% of Duke students compared to 29% of their peers reported studying 20 or more hours a week and 14% of Duke students reported partying 11 or more hours a week compared to 9% of their peers.

These data indicate the degree to which Duke's challenges and opportunities relate to alcohol. The Committee identified a number of alcohol concerns that require further, systematic, evaluation, the first of which relates to the dilemma faced by professional staff because of the state law establishing 21 as the minimum drinking age. While universities do not sanction underage drinking, their policies often reflect a selective enforcement policy that targets some kinds of drinking and not others. This approach, taken by Duke and most other residential campuses, underscores the lack of clarity in current philosophy and policies. A focus on infractions around drinking leads to a punitive approach to drinking, while an emphasis on the lack of a healthy social life leads to an educational approach without sanctions. The right balance in terms of individual and community well-being needs to be determined through systematic study.

Duke's current array of programs, official rules, and informal enforcement practices lacks operational clarity. A survey of a number of professional staff members found that their top priority was to have clear guidance about how they should respond to alcohol-related infractions. The operational norms are further confused by the tradition of officials tolerating overt violations on some occasions, such as occur at tailgating, basketball bonfires, and Last Day of Classes. The lack of a clear set of principles for enforcement is a particular burden for Resident Advisers and Residential Counselors, and in October 2004, the Campus Council passed a resolution urging Residence Life and Housing Services to set clear enforcement priorities.

Complicating these issues is the fact that Duke lacks adequate treatment services. While Counseling and Psychological Services (CAPS) has the capacity to diagnose and mount brief interventions for students with serious drinking problems, it is not equipped to provide longer-term treatment. This lack of intensive local outpatient treatment options results in tremendous difficulties referring Duke students for treatment while they remain enrolled. Furthermore, many students' health insurance policies do not provide adequate coverage for this type of treatment, resulting in significant barriers to accessing appropriate care.

Finally, the University lacks what public-health workers call a system for monitoring progress against alcohol-related problems involving Duke students. There is currently no regular report of indicators of alcohol abuse and harmful consequences that could be used as a basis for judging whether the Duke trend is favorable or unfavorable and as a basis for evaluating specific interventions. Developing a useful formal monitoring system compels the University to clearly delineate its goals and corresponding policies and procedures to evaluate, and be accountable as a community, for its progress. This requires creating a system, based on public health principles, to identify incidents of dangerous levels of drinking and drunken behavior to determine trends and patterns and evaluate interventions. It also requires adopting an empirically-grounded framework, including an annual survey, systematic studies, and review of each case of alcohol overdose, to guide policy and initiatives, and within which to evaluate the effectiveness of practices.

To promote a more responsible approach to the culture of campus drinking, the Steering Committee offers the following interrelated recommendations:

1. *Re-orient social life on campus to reduce the centrality of alcohol and enable more non-alcohol events and venues*
2. *Establish attractive venues for controlled distribution of alcohol for students of age, including a large space able to accommodate 300-400 people*
3. *Clarify alcohol regulations and enforce these regulations consistently. Specifically, target disorderly and disrespectful behavior and dangerous drinking*
4. *Increase staffing and resources for the oversight of policies and practices and for alcohol/substance abuse prevention and treatment services*
5. *Implement an evidence-based approach, based upon public health principles, to alcohol policy, initiatives, and accountability.*

ATHLETICS

Athletics is an important element in the identity of Duke University. Division I competition within the NCAA has been a distinctive source of prestige and distinction, serving as a common bond across the entire University, across generations, and between the University and the community, of which Duke's men's and women's basketball successes are perhaps the most obvious examples. Duke has taken pride in its success in athletics. This success has several dimensions, embodied in commonly heard statements such as "great athletics and great academics," "Duke doesn't cheat," and in the fact that Duke student-athletes reflect the make up of the institution as a whole and graduate at the same rate as non-athletes.

Nationally, however, there are strong and persistent forces that create an "athletic-academic divide," between varsity athletics, on the one hand, and academic life on the other, particularly at selective universities and colleges. As documented in Bowen and Levin's 2003 book, *Reclaiming the Game: College Sports and Educational Values*,[6] the demands on student-athletes are ever-increasing in terms of early specialization, and practice, training, and travel times, while the expectations for academic engagement also are increasing. These national trends impact Duke as well, resulting in measurable differences between student athletes and non-athletes in terms of preparation, experiences, and academic performance, differences that are growing and evident across all three sports tiers of student athletes, both men and women. The athletic culture, in general, is perceived by some to be characterized by a sense of privilege, abuse of alcohol, sexual objectification, and anti-intellectualism. While most Duke athletes are representative and responsible members of the academic community, they increasingly report being subjected to negative stereotypes by members of the academic community.

The Steering Committee recognizes that there are divergent views about the role and place of athletics at Duke University and suggests that the essential question to be addressed is: "How can Duke make the adjustments necessary to continue to participate

[6] William G. Bowen and Sarah H. Levin, *Reclaiming the Game: College Sports and Educational Values*, Princeton: Princeton University Press, 2003.

in the NCAA at the Division I level in all sports and achieve its aspirations to be a great university?" In particular, the Committee identified important areas of common concern: admissions, time demands, and oversight.

Most of the 600 student athletes currently enrolled at Duke compile fine academic records, graduate on time, and contribute significantly to the undergraduate community. In fact, they would be valued members of the University community and role models whether or not they were engaged in a varsity sport. Concerns increasingly arise, however, because of competitive recruitment pressures that place students' academic performance and full participation in campus life at risk. This risk has become clear recently, in the wake of a university decision to allow football, with its many more scholarships, to recruit more athletes at the lower levels of admissions criteria as do men's and women's basketball, the other Tier 1 revenue sport athletes. Analyses conducted over the last four years indicate that this decision has increased the number of students who are not adequately prepared to benefit from, or contribute to, the work of the academic community, even with enhanced academic support services. This places Duke's admirable graduation rates at risk, reinforces negative stereotypes, and does not serve the best interests of these students themselves, their peers, or their faculty. In addition, varsity athletes, as a group, are disproportionately concentrated in fewer than half a dozen majors in the humanities and social sciences and in certain classes both within and beyond those majors. The admissions trade-offs extend beyond Tier 1 revenue sports. Up until the entering class of 2000, with the exception of men's and women's basketball and football, there were no significant group differences in the admissions profile of student-athletes playing the other sports and non-athletes. That is no longer the case: all three tiers of athletes now differ from non-athletes and from each other in Admissions Reader Rating scores.

In 1987, the NCAA took steps to legislate the length of the playing season, confining Division I teams to half the year (26 weeks) for "traditional" and "non-traditional" seasons. "The intent was to reduce the pressure on students to devote an inordinate amount of time to varsity sports," write Bowen and Levin, "but by the fall of 1998 it was obvious that students were spending more, not less, time on athletics."[7] They further recommend that "Seasons should be shorter; …determined efforts should be made to ensure that 'voluntary' activities are truly voluntary," and guidelines should "flatly prohibit missing a class, lab, or seminar for practice."[8] All the trends in recent years, however, have placed more – not fewer – demands upon student athletes, a situation that can place their health at risk and take an undue toll on the participants, their peers, and the institution as a whole. An important step that needs to be taken to lessen the athletics-academics divide is to work to mitigate athletic practice and travel time demands.

In terms of oversight, the University must bridge the academic and athletic divide by better integrating athletics in the undergraduate administrative structure, by making greater use of faculty on the Athletic Council, and by involving faculty in decisions about admissions and athletic policies. Such steps would foster the integration of student

[7] Bowen and Levin, p.281.
[8] Bowen and Levin, p. 282, 283.

athletes, as well as their coaches and support staff, in Duke's undergraduate educational mission.

The Steering Committee offers the following recommendations regarding athletics:

1. *Integrate athletics with the undergraduate administrative structure for academic and social life, including faculty membership on oversight committees*
2. *Raise the low end of the admissions requirements for athletes*
3. *Reduce the number of athletes admitted near the low end and reduce the number of teams afforded the prerogative to recruit athletes near the low end*
4. *Ensure full participation of student-athletes in campus academic and social life by decreasing practice and travel time demands on student-athletes*
5. *Provide academic support services for athletes that are targeted to the development of learning styles and skills essential for full participation in undergraduate academic life*

ADMISSIONS AND RECRUITMENT

By many measures, the admissions office has done an outstanding job of contributing to the rise in Duke University's prominence. Particularly with regard to increasing diversity, the admissions office has had a transformative impact, as reflected in the 41% students of color in the Class of 2010. The admissions office has also been responsive to university initiatives, as evidenced most recently by increasing the admission of students with artistic talents and engaging faculty in the review process for those applicants. A number of studies have been commissioned to better understand the characteristics of those who are and who are not attracted to Duke and why. There have also been ongoing appraisals of how Duke is perceived, whether current perceptions are accurate, and how the University might want to be perceived. Similarly there has been important consideration of the Duke brand and its influence on admissions, and there has been productive discussion about how the University might want to sharpen and refine its profile.

Over the years, the overall quality of Duke's students has risen. Students increasingly matriculate with extraordinary records of accomplishment and subsequently take advantage of the University's opportunities for intellectual growth. There are, however, some who do not engage fully in the intellectual work of the community. The University is concerned by the lack of some students' openness to new experiences and the kinds of deep learning that are the goals of liberal education and that provide a strong foundation for future life and work. Duke seeks to be a magnet for students who have the requisite openness and commitment to engagement necessary to benefit from, and contribute to, the full range of its educational experiences. As an indication of this intuitional priority, the Committee suggests evaluating applicants' response to a required application essay question on engagement and experiences with difference. In addition, faculty should be more integrally involved in the admissions decisions of students, athletes and non-athletes alike, by extending the model of Pratt faculty involvement to Trinity.

To ensure that the University represents this full range of educational experience, Duke must increase financial aid to attract minority students and international students at the top of the applicant pool. The University must aggressively recruit high-achieving

applicants from underrepresented groups by appealing more to those students' intellectual accomplishments and by reaching out to a more diverse group of schools and communities. To make the recruitment process as effective as possible, the University should review its recruitment materials, processes, and events to see that they align with its commitment to engaging difference and showcase its many cultures and communities. The Committee also recommends that the University improve its ethnically-based recruitment weekends with a more academic focus and communicate that Duke's approach to recognizing differences is through inclusiveness, not segmentation.

Admission selection criteria must also be reviewed to ensure full participation of all undergraduates in campus life. Accordingly, the Committee recognizes the need to raise the low end of the admissions standards, including those for legacies, development candidates, and athletes, so that all admitted students not only have the potential to graduate but have the preparation and commitment necessary to contribute fully to the intellectual life of the community.

To conduct this review effectively, the Committee recognizes the need to develop an admissions feedback system on student performance and an analysis of experiences that promote success during students' Duke academic careers. By institutionalizing such a system, the University will have information critical to inform and continuously refine admissions metrics, such as the Reader Rating system, admissions targets, and recruitment goals. This feedback system should complement a regular review of all components of the recruitment process, thereby ensuring consistency with the Duke's institutional values and goals of admitting students who respect and seek a community whose wealth of ideas and opportunities for learning represent the highest standards of excellence, who seek and achieve intellectual discipline and personal integrity, who are able to participate fully in the university's academic requirements, and who model, in conduct and commitment, the university's value of diversity and excellence.

To enhance the University's recruitment and admissions process, the Steering Committee offers the following recommendations:

1. *Increase the role of faculty in the admissions process*
2. *Ensure that recruitment materials, processes, and events communicate Duke's commitment to engaging difference and showcase Duke's many cultures and communities*
3. *Aggressively recruit international students and high-achieving applicants from underrepresented groups and increase financial aid to attract those students*
4. *Raise the low end of the admissions standards so that all students have the preparation and commitment to contribute fully to the intellectual life of the community*
5. *Develop a feedback system for student performance and a regular review of the recruitment process to ensure alignment with Duke's institutional goals*

CONCLUSION: CONTINUING THE CONVERSATION

From the beginning, the Campus Culture Initiative Steering Committee has sought to engage in a thoughtful and collaborative conversation about the Duke community, to gain a richer understanding of campus culture, and to identify areas of strength and make recommendations to advance Duke to the next stage in its institutional development. Over the past eight months, the Committee met weekly to engage actively with, and to examine critically essential and interrelated aspects of undergraduate life. It has reviewed historical data, research reports, and surveys; it has held student, staff and faculty discussion forums; and it has invited comments from members of the Duke and Durham communities. The Committee has engaged in individual conversations with numerous students and student groups, it has read e-mails and messages that have come to its attention, and it has met with those who sought to share their views. The recommendations proposed above reflect the Committee's collective sense of the next steps needed to significantly enhance the undergraduate experience.

The Committee recognizes that it has outlined an ambitious array of recommendations that will need be further discussed and implemented through the University's regular administrative processes. Some recommendations, such as how to promote civic engagement, support initiatives that are already under consideration, while others, such as changing the dining model, have significant budgetary implications. Still others, such as changes in faculty culture, will need extensive deliberations within departments and across schools. Indeed, the entire Duke community must play a significant role in considering thoughtfully how best to enhance campus culture. The real work ahead is to join in this conversation with a sustained commitment to the University's advancement.

At the same time, the Committee also acknowledges that there is much that it has not done. Using its charge as a baseline, the CCI Steering Committee intentionally focused its work on the undergraduate experience and did not address issues of campus culture related to other constituencies, such as graduate and professional students, staff, or the larger Durham community. Time also did not allow the Committee the opportunity to forge connections with similar initiatives to address University culture, such as those underway in the Division of Human Resources. The Committee did, however, find the CCI Committee structure and function – a committee broadly comprised of faculty, students, staff, alumni and a committee that collectively engaged in collaborative problem-solving across the units of academics, student affairs, athletics, campus services, and admissions – an effective model for strategic planning.

Great universities are dynamic and continually evolving institutions that adapt to, and promote, cultural change. Duke University has a tradition of excellence and vitality that fosters growth and innovation. In fact, Duke's commitment to advancement is among its most sterling characteristics. It is the hope of the Campus Culture Initiative Steering Committee that its work and recommendations can help strengthen campus culture and further advance Duke as an even greater and more excellent community of teaching and learning.

APPENDICES

Appendix 1: President Brodhead's Charge to the Campus Culture Initiative

Appendix 2: Members of the Campus Culture Initiative Steering Committee

Appendix 3: Meeting List

Campus Culture Initiative: Charge to the Steering Committee
Richard H. Brodhead, President
April 18, 2006

Allegations springing from the party held by the men's lacrosse team have prompted strong feelings and much discussion about issues of race and gender, class and privilege, difference and respect, and campus and community. These issues have been of concern both on this campus and in our larger society for many years. Duke University has done much in the past to address these issues; nonetheless, we must use this occasion to take the measure of our campus culture and see where it could be improved. We need to promote a culture where all students seek to take responsibility for their behavior and to be fully respectful of the rights of others.

Duke has a tradition of stepping forward to address issues of fundamental importance to our educational mission. These have ranged from the defense of academic freedom, to increasing diversity, to curricular reform, to issues affecting women. In addressing campus culture, I encourage the Steering Committee to articulate a vision of what Duke can be, analyzing existing practices and formulating initiatives needed to realize the vision.

I ask that the Steering Committee:

- Formulate a clear statement of the values and behaviors that should guide Duke students in their relations with others;
- Evaluate and suggest improvements in the ways students develop personal responsibility, social responsibility, and civic engagement;
- Assess how students relate to each other and other members of the campus and community across bounds of race, gender and other social divisions and recommend ways to promote mutual respect;
- Assess the extent to which our institutional practices promote the values and behaviors we expect of students;
- Assess the role that faculty play in the development of student values and behavior, and make recommendations for increasing interaction between students and faculty in campus life; and
- Recommend initiatives to promote a more responsible approach to the culture of campus drinking, since alcohol abuse underlies many forms of thoughtless and dangerous conduct.

I ask that the Steering Committee provide me with an interim report of its work in progress no later than December 1, 2006, and a final report of findings and recommendations no later than May 1, 2007.

APPENDIX 2: CAMPUS CULTURE INITIATIVE STEERING COMMITTEE

Chair: Robert Thompson, Vice Provost for Undergraduate Education and Dean of Trinity College
Vice Chair: Larry Moneta, Vice President for Student Affairs

Faculty:
Anne Allison, Chair and Professor, Department of Cultural Anthropology
Philip Cook, Professor, Sanford Institute of Public Policy
Robert Cook-Deegan, Director, IGSP Center for Genome Ethics, Law and Policy
Jeffrey Forbes, Assistant Professor of the Practice, Department of Computer Science
Noah Pickus, Associate Director, Kenan Institute for Ethics*
Marie Lynn Miranda, Associate Research Professor, Nicholas School of the Environment
Barry Myers, Professor, Department of Biomedical Engineering
Suzanne Shanahan, Assistant Professor, Department of Sociology
Peter Wood, Professor, Department of History

Administrators:
Zoila Airall, Assistant Vice President for Student Affairs
Steve Nowicki, Dean of the Natural Sciences
Ben Reese, Vice President of Institutional Equity
Jackie Silar, Associate Athletics Director
Sam Wells, Dean of the Chapel

Students:
Trisha Bailey ('07)
Melissa Mang ('09)**
Chauncey Nartey ('07)
Iman Washington ('07)
Elliott Wolf ('08)

Graduate Student:
Audrey Ellerbee (G '09)

Alumni:
Charlotte Clark T '79, MEM '83 (Durham, NC)
J. Derek Penn T '79 B '84 (New York, New York)

* Replaced Elizabeth Kiss in June 2006 after Kiss's departure for Agnes Scott College to serve as its President
** Served through the end of summer 2006

APPENDIX 3: MEETING LIST

Between April 2006 and February 2007, the Campus Culture Initiative Steering Committee met on a weekly basis (32 meetings), as subgroups (25 meetings), and as conveners of special topics (14).

This appendix lists the guests invited to the Steering Committee and subcommittee meetings, meetings with the community, and meetings with Duke's senior leadership.

Co-Chair Robert Thompson had individual meetings with Robyn Wiegman (Women's Studies), Richard Hain (Mathematics), Joe Alleva (Athletics), Clint Davidson (Human Resources), Kemel Dawkins (Campus Services) and Jim Wulforst (Dining) about the Campus Culture Initiative. Thompson also met with 13 undergraduates, and Co-Chair Larry Moneta met with 4 undergraduates in individual meetings specifically about CCI outside of the list of meetings with student groups.

CCI Meetings with Senior Leadership

Date	Senior Leaders	CCI Steering Committee Participants
5/8/2006	Brodhead	Bob Thompson, Larry Moneta
8/7/2006	Brodhead	Bob Thompson
11/13/2006	Brodhead, Haltom, Lange, Riddell	Bob Thompson, Larry Moneta
11/16/2006	Brodhead, Lange	CCI Conveners
11/28/2006	Senior Leadership Group	Bob Thompson
11/28/2006	Brodhead	Bob Thompson, Larry Moneta
12/4/2006	Brodhead	CCI Conveners
12/13/2006	Senior Leadership Group	Bob Thompson, Larry Moneta
1/29/2007	Brodhead, Lange	Bob Thompson, Larry Moneta
2/14/2007	President's Council	Bob Thompson, Larry Moneta

CCI Meetings with Community

Student Groups and Organizations

Date	Audience	CCI Steering Committee Participants
8/30/2006	DSG Legislature	Larry Moneta
Sep-06	Baldwin Scholars	Zoila Airall
Sep-06	Campus Council	Larry Moneta
9/19/2006	Alspaugh Dialogue - Alcohol	Bob Cook-Deegan, Elliott Wolf
9/25/2006	Intercommunity council	Larry Moneta
10/5/2006	Residential Advisors	Larry Moneta
10/12/2006	LGBT Center - Alliance & Common Ground	Suzanne Shanahan
10/13/2006	Residential Advisors	Larry Moneta
10/15/2006	NPHC (National Pan Helenic Council)	Karla Holloway, Zoila Airall
10/16/2006	Beaufort Program student leaders	Larry Moneta
10/27/2006	Alspaugh Dialogue - Dean Sue on Culture at Duke: 'Old Duke, New Duke' and 'We Work Hard, We Play Hard'	Bob Cook-Deegan
10/18/2006	Residential Advisors	Larry Moneta
10/18/2006	Order of Omega	Larry Moneta
10/23/2006	BSA, NCCU students	Zoila Airall, Bob Thompson, Trisha Bailey, Chauncey Nartey, Iman Washington
10/25/2006	DSG Legislature	Robert Thompson, Zoila Airall
11/6/2006	Open session with Greeks	Larry Moneta, Zoila Airall, Charlotte Clark
11/6/2006	STUD (Students to Unite Duke)	Iman Washington
11/14/2006	Graduate & Professional Student council	Robert Thompson , Larry Moneta
12/5/2006	ASA	Iman Washington, Chauncey Nartey
12/7/2006	BSA	Iman Washington, Chauncey Nartey

Faculty Bodies

Date	Audience	CCI Steering Committee Participants
9/28/2006	A&S Department Chairs	Anne Allison, Steve Nowicki, Bob Thompson
10/12/2006	A&S Council	Robert Thompson
10/31/2006 - 11/1/2006	DUS Meetings	Robert Thompson

Town Hall Meetings

Date	Audience	CCI Steering Committee Participants
10/24/2006	Town hall meeting - faculty	Robert Thompson, Karla Holloway, Peter Wood, Trisha Bailey, Elliott Wolf
10/25/2006	Town hall meeting - students	Robert Thompson, Zoila Airall, Elliott Wolf, Audrey Ellerbee, Iman Washington
10/26/2006	Town hall meeting - staff	Robert Thompson, Zoila Airall, Elliott Wolf, Jacki Silar

CCI Meetings with Community

Small Group Sessions for undergraduates

Date	Audience	CCI Steering Committee Participants
9/13/2006	Small Gp Session - Gender/Sexuality	Anne Allison
9/13/2006	Small Gp Session - Race	Zoila Airall
9/15/2006	Small Gp Session - Athletics	*canceled*
9/15/2006	Small Gp Session - Athletics	*canceled*
9/17/2006	Small Gp Session - Alcohol	Suzanne Shanahan
9/20/2006	Small Gp Session - Race	Ben Reese, Zoila Airall
9/20/2006	Small Gp Session - Gender/Sexuality	Suzanne Shanahan
9/27/2006	Small Gp Session - Gender/Sexuality	Anne Allison
10/4/2006	Small Gp Session - Gender/Sexuality	Anne Allison, Suzanne Shanahan, Robert Thompson

Meetings with Boards, Alumni Groups

Date	Audience	CCI Steering Committee Participants
9/29/2006	Board of Trustees Undergraduate Affairs Group	Bob Thompson, Larry Moneta
9/29/2006	Homecoming panel on CCI	Noah Pickus, Suzanne Shanahan, Sam Wells, Chauncey Nartey, Trisha Bailey
11/10/2006	Trinity Board of Visitors	Bob Thompson
12/1/2006	Board of Trustees Undergraduate Affairs Group	Bob Thompson, Larry Moneta
12/1/2006	Board of Trustees, Emeriti	Bob Thompson, Larry Moneta
12/2/2006	Board of Trustees - full Board	Bob Thompson, Larry Moneta
2/23/2007	Board of Trustees Undergraduate Affairs Group	Bob Thompson, Larry Moneta
2/23/2007	Board of Trustees - full Board	Bob Thompson, Larry Moneta

Staff

Date	Audience	CCI Steering Committee Participants
11/1/2006	Undergraduate Leadership Group	Bob Thompson, Larry Moneta
11/29/2006	CAPS staff	Larry Moneta
12/18/2006	OSAF retreat	Larry Moneta
1/16/2007	Community discourse w/Student Affairs Staff	Larry Moneta

Guests Invited to CCI Meetings

Date	Guests	Office	CCI Meeting
5/11/2006	Richard Brodhead, Richard Riddell	President	Steering Committee
5/18/2006	David Jamieson-Drake	Office of the Provost, Institutional Research	Steering Committee
6/22/2006	Scott Swartzwelder	Clinical Professor of Psychiatry and Psychology and Neuroscience	Alcohol Subcommittee
	Stephen Bryan	Judicial Affairs	
6/29/2006	Bill Purdy, Jean Hansen	Student Health	Alcohol Subcommittee
6/30/2006	Michelle Rasmussen	Director, Academic Advising Center	Gender/Sexuality Subcommittee
	Joe Gonzales	Director of Second-Year Experience Coalition	
7/27/2006	Kathleen Smith	Chair of the on-campus Athletics Council and Faculty Athletics Representative	Athletics Subcommittee
8/10/2006	Kerstin Kemel	Head Coach, Women's Lacrosse Team	Athletics Subcommittee
8/24/2006	Melanie Mitchell	Kenan Institute for Ethics	Steering Committee
8/31/2006	Christoph Guttentag, Leonard Satterwhite	Admissions Office	Steering Committee
9/14/2006	George McLendon	Arts & Sciences	Steering Committee
9/15/2006	Janie Long	Director, LGBT Center	Gender/Sexuality Subcommittee
10/6/2006	Donna Lisker	Director, Women's Center	Gender/Sexuality Subcommittee
10/12/2006	Kemel Dawkins	Campus Services	Steering Committee
12/14/2006	David Malone, Tony Brown	Council on Civic Engagement	Steering Committee

From: Larry Gallo <athgallo@uncaa.unc.edu>

Sent: Sunday, July 15, 2007 12:29 PM

To: Dorrance, Anson <anson@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Haase, Jerod <jhaase@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; DeSelm, Rich <richdeselm@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>

Cc: Miller, Beth <bmiller@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Holbrook, Jennifer <jholbrook@uncaa.unc.edu>; Griggs, Kathy <kgriggs@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Harris, Stacey <sharris@uncaa.unc.edu>; Maynor, Terri <tmaynor@uncaa.unc.edu>; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Subject: 2007 FALL SEMESTER - HEAD COACHES' MEETING SCHEDULE

Attach: FALL '07 HEAD COACHES MTGS..doc

Colleagues,

Attached is the FINAL HEAD COACHES' MEETING SCHEDULE FOR THE 2007 FALL SEMESTER. Please remember to CONTACT DR. BETH MILLER OR LARRY GALLO, JR. IF YOU ARE UNABLE TO ATTEND ANY MEETING. If you should have any questions concerning the schedule of these meetings, please contact Dr. Miller or me.

Take care, and best wishes to both you and your family for a very enjoyable remainder of the summer!

Thank you and all the best.

Larry Gallo, Jr.

HEAD COACHES' MEETING SCHEDULE
FALL SEMESTER, 2007

Monday, August 20	**(Coaches' Retreat)**	12:15 PM	Koury Conference Room
Monday, September 17		8:30 AM	Koury Conference Room
Tuesday, October 16		8:30 AM	Koury Conference Room
Monday, November 12		8:30 AM	Koury Conference Room
Thursday, December 6		8:30 AM	Koury Conference Room

Please note that meeting times and location may be subject to change!

From: Steve Kirschner <skirschner@uncaa.unc.edu>

Sent: Thursday, November 29, 2007 2:18 AM

To: Herman, Amy <ajschae@uncaa.unc.edu>; Dorrance, Anson <anson@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; coachmock@uncaa.unc.edu; Craddock, Dennis <craddock@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Dibbert, Doug <doug_dibbert@unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Culler, Ellen <eculler@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Evans, Jack <jack_evans@unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Holbrook, Jennifer <jholbrook@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Moeser, James <JMoeser@unc.edu>; Montgomery, John <jmont@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Katz, Lisa <lisa_katz@unc.edu>; Kupec, Matt <matt_kupec@unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Beale, Michael <mbeale@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; McFarland, Mike <mike_mcfarland@unc.edu>; Davis, Nancy <nancy_davis@unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; DeSelm, Rich <richdeselm@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Vanderford, Teresa <tvanderford@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>; Teague, William <wmt1953@aol.com>; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Subject: Tar Heel athletic program earns top billing from STACK magazine.

North Carolina Program Ranked No. 1

Tar Heel athletic program earns top billing from STACK magazine.

Nov. 27, 2007

Magazine's "Elite 50" First to Rank Colleges Based on Academics, Athletic Opportunity and Overall Performance

New York, NY -- The University of North Carolina ranked No. 1 on STACK magazine's first ever college list of the nation's premier academic and NCAA Football, basketball and other Division I sports programs. Combining the best in athletics with the best in academia, the "Elite 50" list, announced today at www.stack.com/elite 50 , will be available in 5,500 high schools nationwide beginning Tuesday, November 27th, in STACK's November/December 2007 issue.

The 2008 edition of the "Elite 50" marks the first time any media outlet has released a stand-alone ranking of the country's leading college sports programs based on academics, athletic opportunity and overall performance. The "Elite 50" rankings also include sport-specific rankings for 14 individual NCAA sports including football, basketball and soccer as well as video tours of some of the "Elite 50" colleges through a branded STACK TV channel on www.stack.com .

The "Elite 50" methodology combines important academic and athletic data with STACK's internal research. The schools are ranked using key measures of

academic and athletic performance; overall academic rankings via U.S. News & World Report, athlete graduation rates, athlete indexes, national sport-specific rankings, championship history, professional successes, atmosphere, coaching staff tenure and more. This methodology enables athletes and parents to make an informed choice on an unbiased side-by-side comparison of sports programs. For more information on the "Elite 50" methodology, visit www.stack.com/elite50 .

About STACK
STACK is a multimedia high school sports brand that educates, inspires and entertains athletes. Through its formal partnerships with more than 7,000 high schools, STACK connects with millions of high school athletes each month. The STACK franchise includes STACK.com, STACKTV, MySTACK, STACK Magazine (500,000 circ.) and STACK Events. Since February 2005, STACK has pioneered in delivering safe and effective sports performance information and lifestyle content to this hard-to-reach market segment. STACK was founded by two former collegiate athletes, Chad Zimmerman and Nick Palazzo, to fight the burgeoning steroid epidemic among high school athletes and now is quickly expanding to help all athletes improve their performance safely and effectively. For more information, visit www.stack.com .

Click here to find out more!

The complete list, published in the November/December issue of STACK and available online at www.stack.com/elite50 , includes:

1.) University of North Carolina
2.) Stanford University
3.) University of Texas
4.) University of California, Los Angeles
5.) Duke University
6.) University of Florida
7.) University of Michigan
8.) University of Southern California
9.) Ohio State University
10.) University of Wisconsin
11.) University of Virginia
12.) Notre Dame
13.) University of Georgia
14.) University of California at Berkeley
15.) University of Tennessee
16.) Louisiana State University
17.) Auburn University
18.) University of Illinois
19.) Penn State University
20.) Florida State University
21.) Rice University
22.) University of Washington
23.) Arizona State University
24.) University of Maryland
25.) Georgetown University
26.) Northwestern University
27.) Texas A&M
28.) University of Minnesota
29.) Oregon State University
30.) Clemson University
31.) Boston College
32.) Georgia Tech
33.) Vanderbilt University
34.) University of Connecticut
35.) Wake Forest University
36.) Rutgers University
37.) University of Kansas

38.) Cornell University
39.) University of Nebraska
40.) University of Louisville
41.) Brigham Young University
42.) Southern Methodist University
43.) University of Arizona
44.) California State University at Fullerton
45.) University of Portland
46.) Michigan State University
47.) University of Colorado
48.) Indiana University
49.) Baylor University
50.) Purdue University

Steve Kirschner
Associate Director of Athletics for Communications
University of North Carolina

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(fax) 919-962-0612

stevekirschner@unc.edu
TarHeelBlue.com

From: Larry Gallo <athgallo@uncaa.unc.edu>

Sent: Thursday, January 3, 2008 2:21 PM

To: Dorrance, Anson <anson@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Haase, Jerod <jhaase@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; DeSelm, Rich <richdeselm@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>

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Subject: 2008 SPRING SEMESTER - HEAD COACHES' MEETING SCHEDULE

Attach: SPRING 2008 HEAD COACHES MTGS..doc

Colleagues,

Attached is the FINAL HEAD COACHES' MEETING SCHEDULE FOR THE 2008 SPRING SEMESTER. Please remember to CONTACT BETH MILLER OR LARRY GALLO, JR. IF YOU ARE UNABLE TO ATTEND ANY MEETING. If you should have any questions concerning the schedule of these meetings, please contact Dr. Miller or me.

Take care, and best wishes to both you and your family for a very enjoyable and successful 2008 !

Thank you and all the best.

Larry Gallo, Jr.

HEAD COACHES' MEETING SCHEDULE
SPRING SEMESTER, 2008

Tuesday, January 15	8:30 AM
Monday, February 18	8:30 AM
Monday, March 17	8:30 AM
Monday, April 28	8:30 AM

NOTE: THE LOCATION **OF THESE MEETINGS IS STILL TO BE DETERMINED. HOWEVER, LET US PLAN TO MEET IN THE MEETING ROOM (216) LOCATED ON THE SECOND FLOOR OF THE ERNIE WILLIAMSON ATHLETICS CENTER (EWAC).**

Please note that meeting times and location may be subject to change!

From: Steve Kirschner <skirschner@uncaa.unc.edu>

Sent: Monday, January 14, 2008 4:56 PM

To: Herman, Amy <ajschae@uncaa.unc.edu>; Dorrance, Anson <anson@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; coachmock@uncaa.unc.edu; Craddock, Dennis <craddock@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Dibbert, Doug <doug_dibbert@unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Culler, Ellen <eculler@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Evans, Jack <jack_evans@unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Holbrook, Jennifer <jholbrook@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Montgomery, John <jmont@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Beale, Michael <mbeale@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; DeSelm, Rich <richdeselm@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Vanderford, Teresa <tvanderford@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>; Teague, William <wmt1953@aol.com>; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Subject: Q and A with Mr. Baddour

Question and answer session with Director of Athletics Dick Baddour on the settlement of the lawsuit between former women□s soccer player Melissa Jennings and Coach Anson Dorrance. The case was settled on January 14, 2008.

Why did Coach Dorrance and the University choose to settle now?

Because it is the right time for it to end. Neither the plaintiff nor the university see the benefit in proceeding further and Anson and his family certainly agree that enough is enough. For more than nine years, he□s had to defend himself in a case we believe has no merit. Think of how long that is. This case has lasted through nine soccer seasons, which is hard to believe. We came to a resolution four years ago with Debbie Keller and we thought the Jennings side of the case would be over soon after that. Here we are four years later. Nothing was resolved today that couldn□t have been resolved in 1998.

What do you mean by that?

Anson apologized to Ms. Jennings in 1998 for making comments in jest that the University thought, and in hindsight he agreed, were inappropriate. That□s what Anson apologized for in 1998 and it□s the exact same apology he is giving in 2008. The only difference is that the University is paying the plaintiff $385,000, which is intended to reimburse her for most of the attorneys□ fees she accumulated over the nine-year history of this case.

Did you settle because you thought Coach Dorrance would lose at trial?

Absolutely and unequivocally not. In fact, our attorneys have said for years that the best the plaintiffs could hope to do is get the case to trial. Two of the courts that ruled on the suit said there wasn□t enough substance to even send the case to trial. A third court said there was, but the legal

standard it used to determine that was to accept as fact everything the plaintiff claimed. And even then, that court was split.

So why settle if the University thought it would win?

No one wins in a trial, especially in a case like this. Our feeling is that even if we win the case as we would expect, the truth would get lost in the allegations, headlines, and the uninformed legal analysis that plays out in the media on a 24-hour basis. Anson□s reputation and integrity have been on the line for more than nine years and they have held up just fine, but he shouldn□t have to also endure a trial if we can find an endgame through a settlement.

You have to look between the lines and see what makes the most financial sense to all parties involved, not just the legal points. If this goes to trial and the University and Anson win as we expect, the plaintiffs are out of pocket at least $400,000, plus whatever additional attorneys□ fees they spend during a trial. So it makes sense for them to settle to recoup attorneys□ fees.

If it goes to trial and the court finds in favor of the plaintiff, even in the amount of $1, then the plaintiff could recover all of her attorneys□ fees from the University. We□d have to pay the attorneys□ fees AND we would have gone through a trial. That□s a risk that isn□t worth taking.

Why did the University settle for a higher amount than with the other plaintiff four years ago?

That□s the cost of our legal system. Ms. Jennings had four more years of attorneys, depositions, court proceedings, appeals, etc□ A lot of the legal work in this case occurred in the last four or five years, so it makes sense that the attorneys for the Jennings would have incurred more fees.

Where does the money come from?

It was paid from the athletic department□s 2007-08 operating budget. We certainly didn□t plan for this type of expenditure when we put together our budget for this academic year, but we will work diligently to find ways to account for it without negatively impacting our overall program.

Was Coach Dorrance asked to contribute to the settlement?

No. We have stood in support of Anson since the suit was filed. Nothing that has happened since 1998 has caused us to feel different about Anson or how we viewed the case. We supported him then, we support him now, and we stand up for our people and take responsibility as a department for the financial terms of the settlement.

Will Coach Dorrance be further disciplined by the University and/or the athletic department?

The allegations that were made in 1998 were unprecedented. There were no allegations against him in the 20 years before the plaintiffs made their claims and there have been no allegations of a similar nature in the 10 years since. Anson apologized for some comments he made in jest, and was reprimanded by the University back in 1998, but there was nothing he did that warranted this type of legal action. Anson has been a tremendous representative of the University of North Carolina for more than 30 years.

What have you heard from the current and former players?

Support □□ their overwhelming support for Anson, for Coach (Bill) Palladino and for the University of North Carolina. You have to remember back to August 1998. When this case was filed and we held the press conference to announce that it had been filed, we all wondered how it would affect the

soccer program and Anson□s ability to move forward as head coach. What happened? As soon as our press conference ended, the players on the 1998 team held their own press conference and stated in no uncertain terms that they were in unanimous support of Anson and of their belief that this case had no merit.

Many players wanted to testify on Anson□s behalf and it was tempting to pass on the settlement opportunity to allow that to occur. No one can tell the world about Anson and the program better than the players. That□s why, when Anson recruits high school soccer players to play for UNC, the best recruiters we have are the current players.

Is there anything positive that has come as a result of this entire case?

In a way that you wished never had to happen, we found out just how much the young women who have played here love competing for Anson and the University of North Carolina. We heard from player after player who said they became what they did in life because of the incredibly challenging, yet positive impact Anson, Bill, Chris (Ducar) and others in the program have had on them. Look, we□ve always known Anson is a great coach. But put the wins and the championships aside, because in the bigger scheme, they don□t matter. It□s about people and we are in the business of educating young people. And when all is said and done, we are so much better for having Anson as part of our program, our University and our lives. We heard it over and over.

Steve Kirschner
Associate Director of Athletics for Communications
University of North Carolina

(office) 919-962-7258
(home) 919-968-1531
(mobile) 919-475-2695
(fax) 919-962-0612

stevekirschner@unc.edu
TarHeelBlue.com

From: Larry Gallo <athgallo@uncaa.unc.edu>

Sent: Tuesday, July 15, 2008 7:41 AM

To: Dorrance, Anson <anson@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Breschi, Joe <breschi@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Haase, Jerod <jhaase@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; DeSelm, Rich <richdeselm@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>

Cc: Miller, Beth <bmiller@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Holbrook, Jennifer <jholbrook@uncaa.unc.edu>; Holland, Janine <jholland@uncaa.unc.edu>; Griggs, Kathy <kgriggs@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Harris, Stacey <sharris@uncaa.unc.edu>; Maynor, Terri <tmaynor@uncaa.unc.edu>; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Subject: 2008 FALL SEMESTER HEAD COACHES' MEETING SCHEDULE ~ FINAL

Attach: FALL '08 HEAD COACHES MTGS..doc

Colleagues,

Attached is the FINAL HEAD COACHES' MEETING SCHEDULE FOR THE 2008 FALL SEMESTER. Please remember to CONTACT DR. BETH MILLER OR LARRY GALLO, JR. IF YOU ARE UNABLE TO ATTEND ANY MEETING. If you should have any questions concerning the schedule of these meetings, please contact Dr. Miller or me.

Take care, and best wishes to both you and your family for a very enjoyable remainder of the summer!

Thank you and all the best.

Larry Gallo, Jr.

HEAD COACHES' MEETING SCHEDULE
FALL SEMESTER, 2008

Monday, August 18	12:15 PM
Wednesday, September 17	8:30 AM
Monday, October 20	8:30 AM
Monday, November 10	8:30 AM
Wednesday, December 10	8:30 AM

ALL MEETINGS WILL BE IN THE EDUCATIONAL FOUNDATION BOARD ROOM LOCATED ON THE FIRST FLOOR OF THE ERNIE WILLIAMSON ATHLETICS CENTER (Please note that meeting dates, times, and location may be subject to change!)

From: Larry Gallo <athgallo@uncaa.unc.edu>

Sent: Friday, December 19, 2008 4:58 PM

To: Dorrance, Anson <anson@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Breschi, Joe <breschi@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Haase, Jerod <jhaase@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; DeSelm, Rich <richdeselm@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>

Cc: Miller, Beth <bmiller@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Holland, Janine <jholland@uncaa.unc.edu>; Griggs, Kathy <kgriggs@uncaa.unc.edu>; Lynch, Nadia <nlynch@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Harris, Stacey <sharris@uncaa.unc.edu>; Maynor, Terri <tmaynor@uncaa.unc.edu>; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Subject: 2009 SPRING SEMESTER HEAD COACHES' MEETING SCHEDULE ~ FINAL

Attach: SPRING '09 HEAD COACHES MTGS..doc

Colleagues,

Attached is the FINAL HEAD COACHES' MEETING SCHEDULE FOR THE 2009 SPRING SEMESTER. Please remember to CONTACT DR. BETH MILLER OR LARRY GALLO, JR. IF YOU ARE UNABLE TO ATTEND ANY MEETING. If you should have any questions concerning the schedule of these meetings, please contact Dr. Miller or me.

Take care, and best wishes to both you and your family for a very enjoyable HOLIDAY SEASON!

Thank you, and all the best.

Larry Gallo, Jr.

HEAD COACHES' MEETING SCHEDULE
SPRING SEMESTER, 2009

Tuesday, January 13	8:30 AM
Tuesday, February 17	8:30 AM
Tuesday, March 17	8:30 AM
Tuesday, April 28	8:30 AM

ALL MEETINGS WILL BE IN THE EDUCATIONAL FOUNDATION BOARD ROOM LOCATED ON THE FIRST FLOOR OF THE ERNIE WILLIAMSON ATHLETICS CENTER (Please note that meeting dates, times, and location may be subject to change!)

The Place of Athletics at Carolina

J. Steven Reznick

(~750 words for the Institute for the Arts and Humanities newsletter "perspectives" section, described as "a short comment on an issue of interest to the university community. Due May 1."

Varsity athletics competition is a vibrant component of campus life at the University of North Carolina at Chapel Hill. Our recent national championships in men's basketball, women's soccer, and field hockey; our perennial strength in baseball, women's basketball, and men's and women's tennis; and our ongoing reemergence in football and men's lacrosse highlight the overall competitive success of our 28 varsity squads. This success on the field is complemented with comparable success in the classroom. The NCAA has established various metrics for assessing a squad's academic performance on the basis of graduation rates, grades, and progress towards degree. We monitor the data carefully, and all 28 of our varsity squads are consistently rated at impressive levels for all metrics.

Students chose to enroll at Carolina for various reasons, and our exciting athletics success is one of the many opportunities for engagement and entertainment within Carolina's outstanding social fabric. Further, strong varsity sports create a context in which club sports, intramurals, and recreational activities attain a high level of sophistication and participation. It is not coincidental that Lifetime Fitness is one of the "foundations" in our undergraduate curriculum!

My service on our Faculty Athletics Committee, our Undergraduate Admissions Committee, and the Athletics Council has given me an intimate perspective on Carolina athletics, and the more I have seen, the more impressed I have become with our unwavering commitment to doing the right thing in the right way for the right reasons. Carolina athletics fares extremely well in comparison to our competition, but the more important metric is our quality as viewed from various absolute perspectives.

Leadership. Athletics at Carolina has been shaped in many ways by Athletics Director Richard "Dicky" Baddour, who replaced John Swofford in that position in 1997. As Chancellor Hooker noted when Mr. Baddour was appointed, " … Dick's familiarity with, and inside knowledge of, Carolina athletics made him the top choice." With a BA in economics and an MA in education , both from UNC, over two decades of affiliation with the Athletics Department, and a moral compass that never drifts from the exemplary path, Mr. Baddour's leadership has maintained integrity as the central component in Carolina athletics.

Leadership is not just a top-down phenomenon. The Carolina Leadership Academy, which was the first program of its kind in collegiate athletics, was designed by Mr. Baddour and Associate Athletics Director John Blanchard to help our student-athletes, coaches and athletics administrators develop leadership skills to enhance success on and off the playing field. When Myles Brand celebrated the Academy's first birthday in 2005, his praise was appropriately exuberant: "This is an excellent example of putting the value and values of college athletics to work in enhancing the leadership among those involved in college sports."

Process. On some campuses, the Athletics Department is essentially a free-standing castle protected by a moat and drawbridge. At Carolina, the Athletics Department collaborates with the broader University community on all major decisions. For example, in 2004, Carolina confronted the possibility of using advertising at sports venues to help balance the Athletic Department's budget and make sure that our scholarship program and Olympic sports programs were strongly supported. A Task Force that included faculty, staff, students, trustees, and alumni explored the issue, various campus constituency groups were consulted, and a carefully crafted resolution emerged recommending that advertising be introduced in a limited and tasteful way. This open process, which addressed a serious financial challenge but balanced it with campus values, is not the modus operandi at many of the institutions that compete with us in the highest echelon of college athletics.

Another example of exemplary process is priority registration. Many of our peer institutions have an opaque system of priority registration in which student-athletes are allowed to register for courses before all other students. At Carolina, the policy that defines student groups who are eligible for priority registration was created by a task force representing a wide array of stakeholders, was reviewed by the Educational Policy Committee, and was approved by a vote of the Faculty Council. Student-athletes are one of many student groups at Carolina who are allowed to request permission to register before their classmates, but applications are scrutinized in a public meeting by a Priority Registration Advisory Committee composed of faculty, staff, and students before priority registration opportunities are granted.

Outreach. Why do we often see high school students on campus on their way to participate in a state championship? The N.C. High School Athletic Association, which was founded almost a century ago by famed UNC Professor Dr. Louis Round Wilson and UNC President Dr. Francis P. Venable, is a non-profit corporation that administers the state's interscholastic athletic program for 361 member schools and over 130,000 athletes annually. The NCHSAA's offices are located on University property on Finley Golf Course Road. The Department of Athletics, with endorsement from the University administration, hosts as many high school championships as possible to help us attain our goal of providing service to the state.

The Athletics Department is also doing a great job of reaching out to our campus community to engage them in the broad world of varsity athletics. One prime example is the series of Faculty/Staff Family Days generously hosted by the Athletics Department with the goal of connecting faculty and staff with Athletics Department representatives and with the coaches and players of some of our less well known varsity sports. The Family Day events held this semester at women's basketball, women's tennis, women's and men's lacrosse, baseball and softball were fun for all. For me, I learned a lot about lacrosse from former men's lacrosse coach and now Senior Associate Athletics Director Willie Scroggs' "Lacrosse 101" presentation, and that knowledge has encouraged me to follow our men's and women's lacrosse teams through their impressive seasons.

Given my current perspective on the exemplary role of Carolina athletics in our academic community, I am very disappointed when I hear a negative opinion about Carolina athletics that is based on inaccurate data. I do not want to sound like Pollyanna here, but I know that it is useful to pursue the facts before adopting opinions about Carolina athletics. For example, the Kenan Stadium construction goals are about renovation and not expansion; priority registration is about helping students who face unusual challenges and not about privileging athletes; and coaches salaries are based on market forces and are paid from the Athletics Department budget, which supports all 28 varsity sports and is almost completely self-sufficient. If you have questions or concerns about the place of athletics at Carolina, please ask our Faculty Athletics Committee to investigate. In the meantime, Go Heels!

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Wednesday, October 7, 2009 11:36 AM
To: Dargis, Kurt A. <Kurt.A.Dargis@espn.com>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Culler, Ellen <eculler@uncaa.unc.edu>; Martin, John <jmartin@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Robinson, Kevin <krob@uncaa.unc.edu>; Beale, Michael <mbeale@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>
Subject: UNC-Chapel Hill Spring Football Game ~ 2010
Attach: TEXT.htm

Kurt,

I trust all is well!

Coach Davis and our administration has made a final decision that our 2010 Spring Football Game will be on Saturday, April 10th at 3:00 PM Eastern Time. If you should have any questions or concerns, please contact me as soon as possible. We are in our initial planning stages for this event and plan to proceed with this date and game time.

Have a great week!

Take care, and all the best.

Regards,
Larry

From: Larry Gallo <athgallo@uncaa.unc.edu>

Sent: Saturday, December 5, 2009 11:36 AM

To: Dorrance, Anson <anson@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Breschi, Joe <breschi@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Mann, Jan <janmann@uncaa.unc.edu>; Haase, Jerod <jhaase@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; DeSelm, Rich <richdeselm@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>

Cc: Bitting, Angie <abitting@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Andrews, Clara <candrews@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Holland, Janine <jholland@uncaa.unc.edu>; Griggs, Kathy <kgriggs@uncaa.unc.edu>; Lynch, Nadia <nlynch@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Harris, Stacey <sharris@uncaa.unc.edu>; Maynor, Terri <tmaynor@uncaa.unc.edu>; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Subject: 2010 SPRING SEMESTER HEAD COACHES' MEETING SCHEDULE ~ FINAL

Attach: TEXT.htm; SPRING 2010 HEAD COACHES MTGS..doc

Colleagues,

Attached is the FINAL HEAD COACHES' MEETING SCHEDULE FOR THE 2010 SPRING SEMESTER. Please remember to CONTACT DR. BETH MILLER OR LARRY GALLO, JR. IF YOU ARE UNABLE TO ATTEND ANY MEETING.

If you should have any questions concerning the schedule of these meetings, please contact Dr. Miller or me.

Take care, and best wishes to both you and your family for a very ENJOYABLE HOLIDAY SEASON!

Thank you, and all the best.

Larry Gallo, Jr.

HEAD COACHES' MEETING SCHEDULE
SPRING SEMESTER, 20010

Tuesday, January 12	8:30 AM
Wednesday, February 17	8:30 AM
Tuesday, March 16	8:30 AM
Wednesday, April 28	8:30 AM

ALL MEETINGS WILL BE IN THE EDUCATIONAL FOUNDATION BOARD ROOM LOCATED ON THE FIRST FLOOR OF THE ERNIE WILLIAMSON ATHLETICS CENTER (Please note that meeting dates, times, and location may be subject to change!)

From: Josh Boone <jboone@uncaa.unc.edu>

Sent: Monday, June 6, 2011 3:30 PM

To: Angie Bitting <abitting@uncaa.unc.edu>; Andrew Calder <acalder@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Amy Herman <ajschae@uncaa.unc.edu>; Angie King <aking@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; Alisa Rawls Minshall <arawls@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Farley <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Clarissa Adams <cadams@uncaa.unc.edu>; Clara Andrews <candrews@uncaa.unc.edu>; Connie Conway <cconway@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Charlotte Smith <csmith@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Cynthia Stone <cstone@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Donna Cheek <dcheek@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Don Hill <dhill@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Dominic Morelli <dmorelli@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Clare Duffy <duffyce@uncaa.unc.edu>; Ellen Culler <eculler@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jaci Field <jfield@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Jane High <jhigh@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Joan Holt <jholt@uncaa.unc.edu>; John Inman <jinman@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; John Brunner <johnnyb@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Kathy Duffy <kduffy@uncaa.unc.edu>; Kathy Griggs <kgriggs@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Lee Snyder <lsnyder@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Melinda Joines <mjoines@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Mary Alyson Touloupas <mtouloup@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Butch Davis <pbdavis@ad.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pamela Higley <phigley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Ellen Rehme <rehme@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Brianna Apple <santeramo@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Sarah Humphries <shumphri@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Shelly Streett <sjgreen@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sara Koenig <skoenig@uncaa.unc.edu>; Shane Parrish <sparrish@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Sandy Restivo <srestivo@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Sharon Wagner <swagner@uncaa.unc.edu>; Tyler Adams

<tadams@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Trey Parnell <tparnell@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Teresa Vanderford <tvanderford@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>; Nate Yarbrough <yarbrough@uncaa.unc.edu>; Chad Zwierlein <zwierlein@uncaa.unc.edu>

Subject: Business Office - June 13th - 16th

Attach: TEXT.htm

The Business Office will have several staff members (Chad, Clare, Mike, Stephen & Josh) attending the College Athletic Business Management Association's convention from June 13th thru June 16th.

We will be checking our email during this time and hope to respond when appropriate.

If you have an emergency, please call Aaron York at 962-5196 or Diane Crocker at 843-9270.

If you are unable to reach them, contact Josh (919-724-2032).

Since we are near the end of the fiscal year, please plan to conduct your business with our office this week.

Thanks for your help.

Let me know if you have any concerns.

Joshua N. Boone
Athletic Business Office
University of North Carolina
PO Box 2126
Chapel Hill, NC 27515

Phone: 919-962-5200
Fax: 919-962-0667
www.tarheelblue.com

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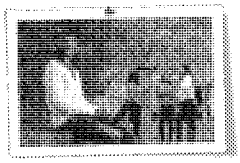

Understanding Minority Male Persistence and Encouraging Student Success

Cynthia Demetriou[1], Ed.M. and Candice Powell[2], M.Ed.
Office of Undergraduate Education
Undergraduate Retention

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

Introduction and Theoretical Framework

Historically, higher education research has had an inherent pathology with a focus on repairing students' problems (Shankar & Hulme, 2006). To this end, much research education was studies fail to present an approach to why they succeed. Strength-based approaches to the study of undergraduate retention involve studying successful students. Studying what is right with students may illuminate new aspects of students' college experience which can in turn be applied to supporting all students.

The University of North Carolina at Chapel Hill has strong undergraduate graduation rates (70% of the entry cohort graduated within 4 years). However, minority male students are significantly less likely than non-minority males to graduate in a timely manner. African American, Hispanic, and Native American males are among the least likely to persist.

Purpose

Minority male failure to persist is widely studied (Lee, Sanders & Williams, 2005; Cuyjet, 2006; Griffin, Gonzales, Cole Pearson, Archibeque, Fransmanski, & Van Landingham, 2006; Gordon, 2004). Far less studies have examined the experiences of successful minority males (Fries-Britt, 2006; Harper, 2006). To inform best practices for retention, the authors conducted a study to explore the academic experiences of successful minority males at UNC-Chapel Hill. Study objects included:

- Describe minority male persistence at UNC-Chapel Hill.
- Identify characteristics and behaviors of successful minority male students at UNC-Chapel Hill.
- Collect student recommendations for enhancing the support of minority male students.

Method

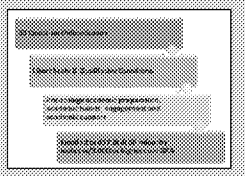

Analysis

Quantitative → Survey results of successful students and non-students

Qualitative → Focus groups of successful students and non-students

Preliminary Findings

Successful minority male students at UNC-Chapel Hill:

I. **Are skilled at academic self-management**
II. **Have self-awareness of their academic strengths**
III. **Engage in learning activities outside of the classroom**
IV. **Are likely to intentionally engage with non-minority students**
V. **May or may not participate in mentorship**

I. Academic Self-Management

Academic self-management is control over internal and external factors influencing academic performance, including perspectives, characteristics or behaviors (Zimmerman, 2000).

*Responses demonstrated **self-agency** and **intrinsic motivation** to success in college. When asked which people had the most influence on their to excel academically, 92% of respondents ranked himself as having the highest influence. Other options included academic advisor, instructor, peers, family or other.*

92% of respondents indicated their "desire to excel" more influenced their academic success, followed closely by persistence (90%).

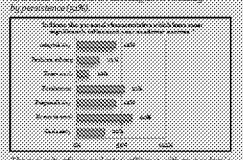

The majority of respondents (93%) met with an academic advisor two times in the previous semester.

50% of respondents indicated they modify their plans as their goals change and grow.

70% of respondents in course time management contributed to their academic success.

II. Awareness of Academic Strengths

93% of respondents indicated that they strongly agree or agree that they are aware of their non-academic strengths.

80% of respondents chose their academic major based on their interest in the subject. 79% chose their major because it aligned with their natural strengths and skills.

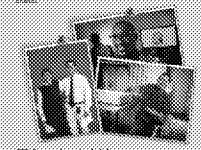

III. Learning Activities Outside of the Classroom

Learning experiences outside of the classroom appears to contribute significantly to the success of the majority of respondents.

- *80% of respondents indicated learning experiences outside of the classroom contributed greatly to their academic success*

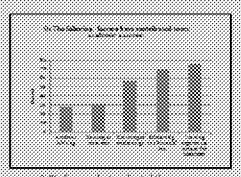

- *50% of respondents indicated they were involved in an on-campus student organization*
- *67% of respondents participated in Undergraduate Research*

IV. Engagement with Non-Minority Students

An analysis of qualitative responses found engagement with non-minority students and non-minority-centered student organizations contributed to strong experiments (academic success).

> ***Q: What advice would you give a new minority male student at Carolina? (Response studies responses)***
>
> "Take a risk. Meet new people, be open to new experiences, and don't have your friends, people of your race, their resources, and sources your comfort zone."
>
> "Focus and engage."
>
> "Know you belong and seek the help/resources you need. Also, be open to learning new cultures."
>
> "Be aware of your surroundings and explore the many people and resources on campus."

V. Mentorship

About half of respondents indicated that they had a mentor who supported their academic success.

Most mentors were male (78%), with the majority being split between an equal percentage of white and African American mentors (35%, respectively). Most mentors were faculty members (43%).

50% of respondents who indicated they have a mentor said their mentor relationship is based on personality, and is not affiliated with any formal program.

Study Limitations

The response rate was just under 50%.

The newly defined successful, in part, by a good or higher cum GPA. Students with a cum GPA of 2.0 could also be defined as successful. The study may have benefited from changing the definition of success.

Findings are not generalizable to all minority male students. The study focused on a distinct group of students at a competitive, public research institution.

Discussion

A significant number of colleges and universities have created formal minority male mentoring programs (Cuyjet, 2006). An analysis of the survey responses in this study indicate that mentorship appears to be helpful, but not necessarily essential, for a significant majority of respondents. Very few respondents were mentored as result of a formal mentoring program.

Recommendations

Important goals for the University moving forward will be to intentionally:

- Encourage sustainable academic self-management skills that contribute to increased motivation, confidence and resiliency.
- Help minority male students identify their academic strengths and discover an aligning academic path.
- Encourage involvement in learning experiences outside of the classroom with diverse peers that challenge them cognitively, socially and culturally.

1. Director, Undergraduate Retention, University of North Carolina at Chapel Hill
2. Coordinator for Undergraduate Retention, University of North Carolina at Chapel Hill

UNC

CAROLINA BLACK CAUCUS

Celebrating Our Community

From: Carolina Black Caucus <paperlesspost@paperlesspost.com>
Sent: Friday, February 17, 2012 10:45 AM
To: Corey L Holliday <cholliday@unc.edu>
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: Welcome Reception for Dr. Taffye Clayton
Attach: TEXT.htm; envelope.jpeg

[Click to View Card] <http://www.paperlesspost.com/events/1546732-aef78464/replies/35878361-60020c0c>
[cid:guest-35878361-60020c0c@local] <http://www.paperlesspost.com/events/1546732-aef78464/replies/35878361-60020c0c>

View invitation: paperless.ly/zSox7T<http://paperless.ly/zSox7T>
Add to: Google Calendar<http://www.google.com/calendar/event?action=TEMPLATE&text=Welcome+Reception+for+Dr.+Taffye+Clayton+&dates=20120223T224500Z%2F20120224T000000Z&details=http%3A%2F%2Fwww.paperlesspost.com%2Fevents%2F1546732-aef78464%2Freplies%2F35878361-60020c0c&sprop=website%3Awww.paperlesspost.com&location=The+Carolina+Club+-+Royal+Room%2C+550+Stadium+Dr.%2C+Chapel+Hill%2C+NC>
Outlook<http://www.paperlesspost.com/events/1546732-aef78464/replies.vcs> , iCal<http://www.paperlesspost.com/events/1546732-aef78464/replies.ics>

Welcome Reception for Dr. Taffye Clayton
Thursday, February 23rd from 5:45 PM to 7:00 PM
The Carolina Club - Royal Room
550 Stadium Dr., Chapel Hill, NC

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[pixel]

From: "Butch Davis" <butchdavis@uncaa.unc.edu>
Sent: Thursday, April 2, 2009 9:28 AM
To: Baddour, Dick <dbaddour@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Budget Meeting Recap - March 31, 2009
Attach: TEXT.htm

Dear Dickie:

Below is a list of items we discussed in areas that the Football Program will be as conscientious with respect to budget concerns in an attempt to hold costs down:

1. Nike spending:

a. Every effort to stay within the allotment, as well as dialogue with Nike about unnecessary purchases.

2. Bowl game:

a. As stated, the $300,000 bowl overrun will be brought up at the ACC meetings (per Mike Kelly), that the costs have dramatically increased in the last four years for hotels, meals, transportation, etc. It also includes band members as well as bonuses for coaches for salaries that have increased since 2004.

3. Travel Party for road games:

a. Again, a discussion at the ACC meeting regarding the possibility for a cap on the number not to put the visiting team at a disadvantage competitively. An additional 6, 8, 10, 12 players is minimal.

4. Other expenses:

a. The area of most significant opportunity to save money is by downgrading from 767 to 757 aircraft for road trips. This should save approximately $100,000 for the UCONN and Boston College games.

5. Overtime:

a. The reclassification of Andre Williams and Marcus Berry from SPA to EPA and the possibility of Dominic Morelli should provide some reduction in overtime. A much more conscientious approach to using Equipment support (Jason and Mark), IT support (David), Video support (Darryl) and administrative support has dramatically been reduced since 2007.

Other areas that potentially could save funds:

A. Carolina Blues trip - $5,000

B. Lettermen's Weekend (golf and meal) - $25,000

C. Bus transportation to VA Tech game ($12,000) versus flying ($105,000) - $93,000 savings

D. Big Hitters Fall Preview in August (shirt and meal) - $10,000

E. Recruiting costs went down 2007 to 2008 $35,000

F. The Football Play Day (golf and meal) - $2,500

G. Wives/Senior Staff/VIP's Trip - $15,000

H. Eliminate Football 101 (women)

I. Eliminate monthly (Friday) Academic Luncheons - $10,000

J. Reduce the number of non-football attendees to the Football Senior Banquet- $1,500 - $2,000

K. Signing Day Reception - limit the number of invited guests to those who actually contribute to our recruiting efforts - $2,500 reduction

It is my understanding in including the contingency funds that may become available at some point during the summer, that we will have $565,830 which should be allocated by priority:

Group A Priorities:

. Players' locker room renovation - $300,000

. Building graphics - 2nd and 5th floor - $164,000

. Swofford chair replacements - $30,000

. Desks and conference tables - 4th floor - $75,000

. Training Table buffet line - $50,000

Group B Priorities:

. Building graphics - 1st floor hallways (price to be determined by Kevin Best)

. Steam room renovation - $35,000

. Tunnel renovation - $30,000

. Building graphics - Hall of Honor - $163,950

Group C Priorities:

. Practice field fence repair and replacement - $25,000

. Practice field pole repositioning - $10,000 (I question this cost estimate)

. Practice field video tower - $25,000

o None of category C priorities should be started without my approval

When you return from Detroit, we should discuss the two new elevators at Kenan Football Center.

Butch Davis

919-962-9141-office

919-962-9174-fax

From: Dominic Morelli <dmorelli@uncaa.unc.edu>

Sent: Thursday, June 19, 2008 7:17 AM

To: Davis, Brad <bdavis@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Williams, Charlie <cwilliams@uncaa.unc.edu>; Withers, Everett <ewithers@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Bettcher, James <jbettcher@uncaa.unc.edu>; Blake, John <jblake@uncaa.unc.edu>; Lovett, John <jlovett@uncaa.unc.edu>; Shoop, John <jshoop@uncaa.unc.edu>; Browning, Kenny <kbrowning@uncaa.unc.edu>; Hagen, Steve <shagen@uncaa.unc.edu>; Pittman, Sam <spittman@uncaa.unc.edu>; Thigpen, Tommy <tthigpen@uncaa.unc.edu>

Subject: Height and weight and partial week

Attach: height & wt skill&line.xls; partial week 616-618.xls

The spreadsheets for height and weight and partial week campers for Skill and Lineman Camp are attached.

From: Dominic Morelli <dmorelli@uncaa.unc.edu>

Sent: Friday, July 17, 2009 9:24 AM

To: jay_perdue@abss.k12.nc.us; mike.briggs@dpsnc.net

Cc: Kaufman, Art <akaufman@uncaa.unc.edu>; Mogridge, Allen <amogridge@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Van Horn, Chris <cvanhorn@uncaa.unc.edu>; Williams, Charlie <cwilliams@uncaa.unc.edu>; Withers, Everett <ewithers@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Bettcher, James <jbettcher@uncaa.unc.edu>; Blake, John <jblake@uncaa.unc.edu>; Shoop, John <jshoop@uncaa.unc.edu>; Browning, Kenny <kbrowning@uncaa.unc.edu>; Callahan, Kirk <kcallahan@uncaa.unc.edu>; King, Kevin <kking@uncaa.unc.edu>; Berry, Marcus <mberry@uncaa.unc.edu>; Halverson, Doug <sdhalverson@uncaa.unc.edu>; Pittman, Sam <spittman@uncaa.unc.edu>; Trulock, Scott <strulock@uncaa.unc.edu>; Douglas, Troy <tdouglas@uncaa.unc.edu>; Satterfield, Wes <wsatterfield@uncaa.unc.edu>

Subject: Carolina 7 on 7 Beast on the Hill Camp Information

Attach: 7on7 camp coach proced.doc; Rules for 7 on 7 Passing Tournament.doc

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Attached are documents that explain registration procedures and rules for our 7 on 7 Beast on the Hill camp which is Friday, July 24th. If you have questions please let me know. Thanks!!!

Carolina 7 on 7 Football Camp coaches,

We just wanted to drop you a note to clarify some of the procedures for our camp.

*) **Registration Information** – Registration will be held at Eddie Smith Indoor Facility (near the football practice fields – across from Boshamer baseball stadium). Registration will begin at 8:00 AM Friday, July 24th. If you have not sent all applications and forms in yet please do so prior to your arrival. At this late date unless you are using Fed Ex or express mail - you can bring money, applications, physicals and permission slips when you come. You may also FAX this information to (919) 962-8634. **Please remember we must have an application, physical, permission and payment for <u>each</u> camper prior to their participation.**

*) **Permission forms** - please make sure that these are signed by the parents or guardian and you bring them to registration or send prior to registration.

*) **Preparticipation Forms** – please be sure the form (verified with parent or guardian signature) that attests that the athlete has had a physical within the last calendar year (sometime between 7/24/08 – 7/24/09) is ready to be presented, if it has not been already submitted. We do not have to have actual physical forms, only this form signed attesting to the fact that they have had that physical.

*) **Payment** – we ask that individuals pay with cash only at registration **– no personal checks are accepted!** We will however take checks for a school or booster club. We will adhere to this policy due to the high number of returned NSF checks last year.

*) **Parking** – If you are bringing a bus you can come directly to Eddie Smith Indoor Facility drop your team off and we will assist you. Since it is a work day we will have to park the buses at the Dean Smith Center parking lot. Tell your players to remove anything they may need for the day since the bus will be parked a long distance from the action.

*) **Items to bring** – Make sure your players bring cleats as well as a shoe to wear on astro-turf (an astro-turf shoe, basketball bottom shoe or running type shoe) and helmets. You can bring footballs – especially if your quarterbacks are more comfortable with your brand football. We will supply footballs if you wish – we use Nike 3005. **Please bring 2 colors of practice jerseys or scrimmage vests also.**

If you have further questions please call our camp phone (919) 942-9747 or call Dominic Morelli (919) 843-1387 or Coach Browning (919) 966-2575.

Thank you for all your cooperation and assistance. We are looking forward to having a great camp and we are excited about having you here.

Carolina Football Camp Staff

DIRECTIONS TO CAROLINA FOOTBALL CAMP

FROM VIRGINIA, MARYLAND AND POINTS NORTH

Take I-85 South toward Durham, NC. At exit 174 stay left and follow US 15-501 South. Cross I-40 and go two miles. Take the left exit on the 15-501 By-Pass (exit is marked UNC-Chapel Hill). Once you are in Chapel Hill you will pass University Mall on your right and continue on to the next exit for Hwy 54 West. Take a left at the 1st light on to Country Club Drive then take an immediate right on to Ridge Road. Follow Ridge past until just before Boshamer Baseball stadium (on your left) and turn right into Eddie Smith parking lot.

FROM GREENSBORO, WINSTON-SALEM AND POINTS WEST

Take I-85 North toward Durham. Exit just past Burlington on Hwy NC 54 East (marked Chapel Hill). Follow 54 E approximately 25 miles to the second stop light and turn left on to Manning Dr. (marked Dean E. Smith Center and Kenan Stadium). Follow Manning Drive and take a right at the 1st light on to Ridge Road, go past Ramshead parking deck and Stadium Drive both on the left. You will see Boshamer Baseball stadium (on your left) and turn left into Eddie Smith parking lot.

FROM RALEIGH AND POINTS EAST

Take I-40 West toward Chapel Hill. Exit at 54 West, exit 273A (marked Chapel Hill) and follow 54 approximately 4 miles. Just past Glenn Lennox Shopping Center on your right and Harris Teeter on your left you will go under the first overpass of Hwy 54 West take a left at the 1st light on to Country Club Drive then take an immediate right on to Ridge Road. Follow Ridge until just before Boshamer Baseball stadium (on your left) and turn right into Eddie Smith parking lot.

FROM PITTSBORO, SANFORD AND POINTS SOUTH

Take US 15-501 North toward Chapel Hill over NC 54 overpass – you will then be on Columbia Street. At the 3rd light (start counting lights with the 1st light being the light at the end of the overpass) take a right on Manning Drive. Follow Manning past the hospital – take a left at the 7th light on to Ridge Road go past Ramshead parking deck and Stadium Drive both on the left. You will see Boshamer Baseball stadium (on your left) and turn left into Eddie Smith parking lot.

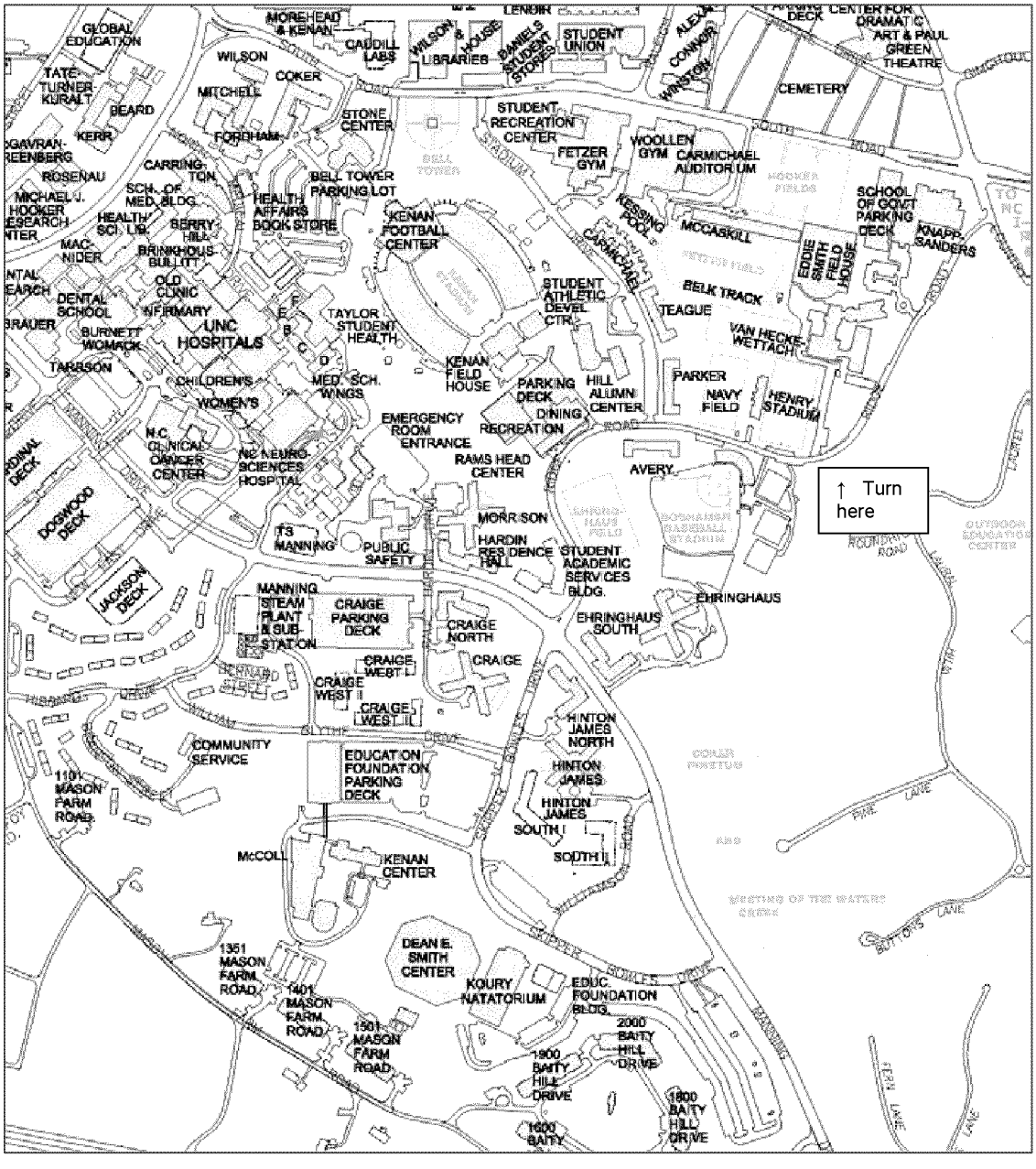
↑ Turn here
MOREHEAD & KENAN
GLOBAL EDUCATION
TATE-TURNER-KURALT
BEARD
KERR
WILSON
COKER
MITCHELL
FORDHAM
STONE CENTER
CADDILL LABS
WILSON LIBRARIES
LENOIR
STUDENT UNION
STUDENT RECREATION CENTER
FETZER GYM
WOOLLEN GYM
CARMICHAEL AUDITORIUM
CENTER FOR DRAMATIC ART & PAUL GREEN THEATRE
CEMETERY
ROSENAU
CARRINGTON
SCH. OF MED. BLDG.
HEALTH SCI. LIB.
SERRY HILL
BRINKHOUS-BULLITT
MAC-NIDER
OLD CLINIC
DENTAL SCHOOL
INFIRMARY
BURNETT WOMACK
TARBSON
UNC HOSPITALS
CHILDREN'S
WOMEN'S
MED. SCH. WINGS
HEALTH AFFAIRS BOOK STORE
BELL TOWER PARKING LOT
KENAN FOOTBALL CENTER
TAYLOR STUDENT HEALTH
KENAN FIELD HOUSE
PARKING DECK
DINING
RECREATION
HILL ALUMNI CENTER
STUDENT ATHLETIC DEVEL CTR.
KESSING POOL
CARMICHAEL
MCCASKILL
BELK TRACK
TEAGUE
EDDIE SMITH FIELD HOUSE
SCHOOL OF GOVT PARKING DECK
KNAPP-SANDERS
VAN HECKE-WETTACH
PARKER
NAVY FIELD
HENRY STADIUM
AVERY
EMERGENCY ROOM ENTRANCE
RAMS HEAD CENTER
N.C. CLINICAL CANCER CENTER
NC NEURO SCIENCES HOSPITAL
DOGWOOD DECK
JACKSON DECK
MORRISON
HARDIN RESIDENCE HALL
STUDENT ACADEMIC SERVICES BLDG.
PUBLIC SAFETY
MANNING
MANNING STEAM PLANT & SUB-STATION
CRAIGE PARKING DECK
CRAIGE NORTH
CRAIGE
CRAIGE WEST I
CRAIGE WEST II
CRAIGE WEST III
EHRINGHAUS
EHRINGHAUS SOUTH
HINTON JAMES NORTH
HINTON JAMES
HINTON JAMES SOUTH I
HINTON JAMES SOUTH II
COMMUNITY SERVICE
EDUCATION FOUNDATION PARKING DECK
1101 MASON FARM ROAD
McCOLL
KENAN CENTER
DEAN E. SMITH CENTER
KOURY NATATORIUM
EDUC. FOUNDATION BLDG.
1351 MASON FARM ROAD
1401 MASON FARM ROAD
1501 MASON FARM ROAD
1900 BATTY HILL DRIVE
2000 BATTY HILL DRIVE
1800 BATTY HILL DRIVE
1600 BATTY
MEETING OF THE WATERS CREEK
FIRE LANE
BUTTONS LANE
FERN LANE
SOUTH ROAD
STADIUM DRIVE
MANNING DRIVE
BOWLES DRIVE
BLYTHE DRIVE
WILLIAMS DRIVE
BERNARD STREET
HOOKER FIELDS
BELL TOWER
KENAN STADIUM
BOWMAN GRAY STADIUM
OUTDOOR EDUCATION CENTER

Rules for 7 on 7 Passing Tournament

1. **Field Dimensions:**
   A. Field Length—45 yards long
   B. Field Width—160 feet
   C. End Zone—10 yards deep

2. **Starting the Game:**
   A. A time keeper will be designated. All games will begin and end on the person's instructions. He will also announce the time remaining at the 10, 5 and 2 minute marks.
   B. Flip coin to determine which team will have first possession.
   C. First team listed on game schedule wears dark jersey color.
   D. Team in white will always align their team on the right sideline facing the end zone; team in dark will always align their team on the left sideline facing the end zone.
   E. Ball is placed on the right hashmark at the 45 year line.
   F. Referee will announce score before each offensive possession begins.

3. **Moving the Ball:**
   A. No kicking or punting
   B. Possession always begins at the 45 yard line at the right hash. No penalty will be assessed in excess of the 45 yd. line (loss of down will be assessed instead)
   C. Offenses always move in the same direction
   D. No player may run with the ball from a scrimmage play
   E. ***The offense must gain 10 yards for a first down***
   F. ***On all first down plays, the ball will be placed at the nearest 5yd. line***. (Example: if first down is obtained on the 34 yard line, ball will be placed on the 35 yard line so that the line to gain is always a five yard line.)

4. **Special Rules:**
   A. Blocking is permitted with arms extended (no shoulder blocking)
   B. Receiver/Ball carrier is legally down when touched below the neck with one or both hands. (Excessive force by shoving, pushing, or striking a blow will be penalized by automatic first down and 5 yards.) Expulsion of a player(s) if ruled unsportsmanlike & flagrant).
   C. Fumbles are dead balls at the spot with the last team retaining possession. **A muffed snap is not a fumble/dead ball**. The 4 second count remains in effect on snaps.
   D. Each **team will have 45 seconds to snap the ball once it has been marked down** (clock restarts on whistle ending previous play); **delay of game penalty will be loss of down plus 5 yards**
   E. The QB is allowed 4 seconds ("4 Carolina count") to throw the ball.
   F. A sack results in loss of down and –five yards from LOS

G. Game manager is placed on the sideline to record score and keep time for his field and to assist with crowd/player control.
H. Defenders must play ball on all throws (don't go through receiver); avoid collisions. Defenders may jam with hands, but not with face mask or shoulders.
I. Off-sides results in a five yard penalty and the play is dead
J. Illegal formation results in a five yard penalty.
K. Offensive and defensive pass interference penalties follow high school rules.
L. Interceptions may be returned ("blocking" rule applies). If an interception is returned beyond the 45 yard line (the offensive origination point); it is a touchdown and point after attempt should ensue.
M. Offensive team is responsible for retrieving and returning the ball to the previous spot or the new scrimmage spot. Clock does not stop and any delay by offense in retrieving and returning the ball to the referee will result in a delay of game and will be a 5 yard penalty from the succeeding spot.
N. The offensive center is not an eligible receiver. The ball must be snapped from the ground between the snapper's legs.
O. No taunting or "trash talking." (5 yd. penalty & expulsion if flagrant)
P. Players involved in fighting may be ejected from the game and tournament. If a team fight occurs, the team may be ejected from the tournament.
Q. Defense plays with 7 pass defenders (no rusher); team may substitute freely as in a game
R. Offense plays with 7 players; center may be used to snap only
S. Coaches--one offensive coach may be in the huddle, then move 10 yards behind the LOS once his team breaks the huddle. **Other coaches must be on the sidelines**

5. **Scoring:**
   6 points awarded for a TD, 1 point for PAT from 3 yard line, **2 point PAT from 10 yard line** (interception on PAT is dead ball) Official score is kept by field referee and recorded by game manager.

6. **Tie Breaker:**
   A. If there is a tie in standings, head to head is the first tie breaker. The second tie breaker is total points, the third is total points allowed, and the fourth is a coin flip.
   B. In overtime, after coin flip to determine first possession, teams will alternate 4 down series from the 10 yard line. A winner is determined when one team scores more during its possession than the other team scores.

7. **Time:**
   A. ***The games will last 25 minutes with a running clock.***
   B. No time outs. (**Exception**: Injuries. Both games on the field will halt until player(s) can be removed as soon as safety dictates.).

8. **Awards:**
   A. Championship awards will be presented for Flight I and Flight II
   B. Runners-up awards will be presented for Flight I and Flight II

Sportsmanship is of the utmost importance. This should be a positive event to help all teams to improve their skills and knowledge, to avoid injuries, and to prepare for the upcoming season.

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Monday, May 21, 2012 9:33 AM

To: Andrew Calder <acalder@uncaa.unc.edu>; Andrew Dubs <adubs@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Angie King <aking@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brenda Haithcock <bhaithcock@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Blake Anderson <blakeand@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Chris Kapilovic <ckap@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Cynthia Stone <cstone@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Donna Cheek <dcheek@uncaa.unc.edu>; Davian Clarke <dclarke@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Dan Disch <disch@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; David Duggan <dtduggan@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Gunter Brewer <gbrew@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Hubert Davis <hidavis@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Julie Domina <jdomina@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Joan Holt <jholt@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Jason Onyebuagu <jonye@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Vic Koenning <koenning@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Larry Fedora <lfedora@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Melinda Joines <mjoines@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nadia Lynch <nlynch@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pamela Higley <phigley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Shelly Streett <sjgreen@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tommy Davis <tommyd@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Teresa Vanderford <tvanderford@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>; Walt Bell <wbell@uncaa.unc.edu>

Cc: Amy Herman <ajschae@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Beth

Miller <bmiller@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; Dominic Morelli <dmorelli@uncaa.unc.edu>; -Equipment Managers <-Equipment Managers@uncaa.unc.edu>; Jaci Field <jfield@uncaa.unc.edu>; Jason Freeman <jfreeman@uncaa.unc.edu>; Travis Hipps <jthipps@uncaa.unc.edu>; Ken Crowder <kcrowder@uncaa.unc.edu>; Kathy Griggs <kgriggs@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Samantha Kirby <slkirby5@uncaa.unc.edu>; Steve Miller <smiller@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>; Tyson Lusk <tslusk@uncaa.unc.edu>

Subject: Camp Season is Here!

Attach: TEXT.htm

Coaches,

As we approach summer camp season, please review the below Educational Column issued 3 years ago by the NCAA. The questions/answers included are still applicable this year. Please let us know if you have any questions about the information this column contains.

Thanks,
Amy

Educational Column
Attendance Restrictions at Institutional and Noninstitutional Camps/Clinics and Material Benefits Provided at Institutional Camps/Clinics (I)Date Published: April 9, 2009
Item Ref: 1

NCAA Division I institutions should note that pursuant to NCAA Bylaw 13.12.1.2, an institution's sports camp or clinic must be open to any and all entrants. An institutional camp or clinic is any camp that is owned or operated by the institution or an athletics department staff member at the institution and includes participants who are prospective student-athletes. An institution may limit the attendance at its sports camps and clinics only by number, age, grade level and/or gender. Further, Bylaw 13.12.2.3.3 permits athletics department personnel, in sports other than basketball, to serve in any capacity at a noninstitutional, privately owned camp or clinic that involves prospective student-athletes as participants, provided the camp is operated in accordance with restrictions applicable to institutional camps (e.g., open to any and all entrants, no free or reduced admission to or employment of athletics award winners, etc.). Finally, in accordance with Bylaw 13.12.1.5.4, prospective student-athletes may receive material benefits (e.g., awards, prizes, apparel) from an institution's sports camp or clinic only if the cost of the material benefits is included in the admissions fees charged for the camp or clinic.
Recently, the NCAA Division I Legislative Council reviewed issues related to the promotion of institutional camps and clinics. The council issued an official interpretation determining that an institution may advertise or promote an institutional camp or clinic in any way, provided any camp or clinic advertisement or promotion (e.g., camp brochure, Web site, newspaper or magazine advertisement) stipulates that the camp or clinic is open to any and all entrants (limited only by number, age, grade level and/or gender). The following questions and answers are designed to assist Division I institutions in the correct application of these bylaws.
Attendance Restrictions
Question: Is it permissible for an institution to limit the attendance at a sports camp or clinic based on the skill level of the participants (e.g., elite athletes, letter award winners, high school varsity athletes)?
Answer: No, it is not permissible for an institution to limit the attendance at a sports camp or clinic in any way based on skill level. The only permissible limitations on attendance are number, age, grade level and/or gender.
Question: May an institution advertise or promote an institutional sports camp or clinic as an "elite" camp or clinic?
Answer: Yes, an institution may use any words or phrases to advertise or promote its institutional camps and clinics, provided the advertisement or promotion states that the camp or clinic is open to any and all entrants, in accordance with camps and clinics legislation.
Question: If it appears that an institutional camp or clinic is open to any and all entrants (e.g., no reference to elite camp) is an institution required to include a specific statement stipulating that the camp or clinic is open to any and all entrants on all advertisements or promotions for the camp or clinic?
Answer: Yes, all institutional camp and clinic advertisements and promotions must include a statement stipulating that the camp or clinic is open to any and all entrants, regardless of how the camp or clinic is advertised.
Question: May an institution include a statement or description in a camp or clinic advertisement that states advanced techniques will be taught at a camp or clinic without violating the attendance restriction regulations?
Answer: Yes, a statement or description may be included in an advertisement to inform potential participants of the level of instruction that will be provided at the camp or clinic, including advanced techniques, to allow the participants to make an informed

decision about attendance at the camp or clinic. The advertisement, however, must stipulate that the camp or clinic is open to any and all entrants, in accordance with camps and clinics legislation.
Question: May an institution advertise and/or conduct a camp or clinic as a position camp? For example, may a volleyball program conduct a "setter's camp"??
Answer: Yes, institutions may conduct position camps provided no level of experience, skill or ability is required and the camp is open to any and all entrants. Any advertisements must include a statement stipulating that the camp or clinic is open to any and all entrants, in accordance with camps and clinics legislation.
Question: May an institution conduct an "invitation only" camp?
Answer: No. "Invitation only" camps are not permissible because attendance it is not open to any and all entrants, limited only by number, age, grade level and/or gender.
Question: Is it permissible for a coach to invite certain prospective student-athletes to a camp that is open to any and all entrants?
Answer: Yes, an institution's coach may invite certain prospective student-athletes to a camp, provided the camp is open to any and all entrants. However, an institution may not provide any type of priority registration for specific prospects. Additionally, an institution must abide by all applicable recruiting legislation when inviting certain prospects to a camp. For example, a coach may not call or write a prospective student-athlete in ninth grade to extend a camp invitation.
Question: May an institution reserve spots at a camp or clinic for specific prospective student-athletes?
Answer: No, an institution is not permitted to reserve spots at a camp or clinic for specific prospective student-athletes. For example, if a camp is limited to the first 100 entrants, the institution may not reserve 25 of the 100 places for the coach's top recruits. The coach would be permitted to invite those 25 recruits; however, if any of them are not within the first 100 to register, they would not be permitted to attend the camp or clinic.
Question: Is it permissible for an institution to conduct team camps without violating camps and clinics attendance restriction legislation?
Answer: Yes, an institution is permitted to conduct a team camp. A team camp must be open to any and all teams limited only by number of teams, age of the members of the teams, grade level of members of the teams (e.g., high school, middle school) and/or the gender of the teams.
It should also be noted that the promotion of team camps is held to the same restrictions as any other institutional sports camp or clinic. Therefore, team camp advertisements and promotions must include a statement stipulating that the camp is open to any and all teams, limited only by number, age, grade level and/or gender.
Question: May an institution's athletics department staff member work at a noninstitutional camp or clinic that is advertised as an elite camp or clinic?
Answer: Yes, provided the camp is conducted in accordance with the legislation regulating institutional camps or clinics. Therefore, in order for an athletics department staff member to be employed on a salaried or volunteer basis at a noninstitutional camp or clinic, advertisements or promotional materials must stipulate that the camp or clinic is open to any and all entrants. Athletics department administrators (e.g., rules compliance personnel) are encouraged to review noninstitutional camps/clinics advertisements and promotional materials prior to permitting coaches and other athletics department staff members to be employed.
Provision of Apparel and Awards
Question: May an institution provide apparel and/or other merchandise (e.g., equipment, posters, gifts) to camp or clinic participants?
Answer: Yes, an institution may provide apparel and/or merchandise to camp and clinic participants, provided the total cost of the items is included in each camp or clinic participant's admissions fee. If the cost of the items is not included in each participant's admissions fee, then the institution is providing participants an impermissible benefit. For example, if an institution provides each camp participant a basketball and a shirt valued at $45 but the camp admissions fee for each participant is only $40, the institution has provided an impermissible benefit to each participant who received those items.
Question: May an institution provide apparel and/or other merchandise (e.g., equipment, posters, gifts) that it receives free of charge or at a reduced rate to camp participants without including the normal retail cost of the item(s) in the participants admissions fee?
Answer: No, the institution must assign normal-retail value to the item(s) it provides to camp participants regardless of whether the institution received the item(s) free of charge or at a reduced rate. The normal-retail value of the item(s) must be included in the participants' admissions fee.
Question: Per Bylaw 13.12.1.5.4, the cost of awards received by prospective student-athletes at an institutional camp or clinic must be included in the admissions fees charged to participants at the camp. Does the full cost of each award have to be included in the admissions fee for each camp participant even though not all camp participants will receive an award? For example, if all awards provided at the camp cost $100, does the $100 have to be included in each camp participant's admissions fee?
Answer: No, the full cost of each award does not need to be included in each participant's admissions fees. However, the full cost of the awards must be included collectively in the admissions fee for all camp participants. For example, if the total cost of all awards to be given out at an institutional camp or clinic is $100 and the camp attendance is capped at 100 participants, each individual admissions fee would have to include an additional $1 used to cover the awards provided at the camp or clinic.
[References: Division I Bylaws 13.2 (offers and inducements), 13.12.1.1 (definition), 13.12.1.2 (attendance restriction), 13.12.1.5.4 (awards); 13.12.2.3.3 (other noninstitutional privately owned camps/clinics -- sports other than basketball) official interpretations (1/15/09, Item Ref. 2-a and 10/30/08, Item Ref. 1, which has been archived) and a staff interpretation (8/19/88 Item Ref. f, which has been archived)]

From: Lance Markos <markos@uncaa.unc.edu>

Sent: Wednesday, June 13, 2012 10:36 AM

To: Andrew Calder <acalder@uncaa.unc.edu>; Andrew Dubs <adubs@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Billy Lee <billylee@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Blake Anderson <blakeand@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Chris Kapilovic <ckap@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Davian Clarke <dclarke@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Dan Disch <disch@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; David Duggan <dtduggan@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Gunter Brewer <gbrew@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Hubert Davis <hidavis@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Jason Onyebuagu <jonye@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Vic Koenning <koenning@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Larry Fedora <lfedora@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tommy Davis <tommyd@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>; Walt Bell <wbell@uncaa.unc.edu>

Cc: Amy Herman <ajschae@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Samantha Kirby <slkirby5@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>

Subject: Summer Camp forms

Attach: TEXT.htm; Free or Reduced Admission Roster.pdf; Outside Coaches Employment Roster.pdf; Student-Athlete Employment Roster.pdf

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Coaches,

Attached are the three required compliance forms for Summer Camps - the Free/Reduced Admission roster, the Outside Coaches Employment roster, and the Student-Athlete Employment roster - that we need submitted in our office.

If you haven't already submitted these forms, please do so prior to camp. If you are unable to complete these forms until after camp in order for us to have the most accurate information, that is fine but we will place holds for camp documentation in August if we do not have these forms for any June or July camps.

If you have any questions, just let me know. Thanks!!

Lance

THE UNIVERSITY OF NORTH CAROLINA

Free or Reduced Admission Roster

Camper/Group Name	Grade Last Completed	If Prospect-Aged, is He/She a H.S. Award Winner or Recruited by UNC?	Camp Session	Indicate Amount of Fee Reduction	Fee Explanation*

Sport

Camp Director Signature Date

Office of Compliance Signature Date

***Indicate one of the following**:

"**CAD**" = Child of athletics department/camp staff member;
"**GD**" = Group discount;
"**O**" = Other (please explain).

THE UNIVERSITY OF NORTH CAROLINA

Outside Coaches Employment Roster

Per NCAA Bylaw 13.12.2.2, *High School, Preparatory School, or Two-Year-College Coaches*, a member institution or employees of its athletics department may employ coaches outside of its athletic program staff, provided:

a) The coach receives compensation that is commensurate with the going rate for camp counselors of like teaching ability and camp experience;
b) The coach is not paid on the basis of the value the coach may have for the employer because of his/her reputation or contacts with prospects; and
c) The coach is not compensated based on the number of campers he/she sends to camp.

Please complete the following chart **in its entirety** and submit to the Compliance Office at least one week prior to the first camp.

Coach's Name	School/Team Coached	Camp Dates	Duties Performed	Pay Per Camp/ Total Pay

Sport

Camp Director Signature Date

Compliance Office Signature Date

THE UNIVERSITY OF NORTH CAROLINA

Student-Athlete Employment Roster

Per NCAA Bylaws 13.12.2.1 and 13.12.2.1.5, in sports other than football, a member institution or employees of its athletics department may employ student-athletes as counselors in an institutional camp/clinic, provided:

a) The student-athlete performs duties that are of a general supervisory nature (in addition to any coaching and officiating assignments).
b) Compensation to the student-athlete must be commensurate with the going rate for camp counselors of like teaching ability and camp experience.
c) A student-athlete who only lectures or demonstrates may not be paid.

Please complete the following chart **in its entirety** and submit to the Compliance Office at least one week prior to the first camp. **Note that international student-athletes must have written permission from the International Center prior to working summer camps**.

Student-Athlete	Camp Dates	Duties Performed	Pay Per Camp/ Total Pay

Sport

Camp Director Date

Athletics Director (or designee) Date

From: "Carolyn C. Cannon" <ccannon@email.unc.edu>
Sent: Friday, March 4, 2005 4:37 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: pilot mentioring program
Attach: ccannon.vcf

Hi Corey and Cricket,

I write this email to ensure that I am clear about the purpose and goals of the proposed pilot mentoring program, and understand the duties and responsibilities of the mentor and the prot□g□. Please clarify the following for me:

* It is my understanding that the Department of Athletics and the Academic Support Program will coordinate the program. Faculty/staff/administrators would serve as mentors, but not be involved in planning the details and coordinating the "group" efforts of the program. Is this correct?
* Is this a faculty mentoring program in which student athletes will be paired with just faculty? If that is not the case, I suggest renaming the program to reflect the involvement of other University personnel.
* What does it mean to be a "faculty/staff" coordinator? What is your plan if a "subcommittee" incoming first year student who does not want to participate in this pilot program? The program cannot be mandatory. How will you market it to □selected□ incoming first year students?
* What are profiles-GPA, SAT, HS Class Rank? Do mentors need "profiles" as much as they need general information about the student with whom they will mentor? Basic information such as favorite subjects, career/academic goals, interests, hobbies, likes, dislikes, hometown, etc., would be helpful. What do students expect or want from a relationship with a faculty/staff mentor?
* Should "mentors" provide students with biographical information? What information does students need think this program would be worth their while?
* How will you advertise the pilot program to faculty/staff? If you have more potential mentors than prot□g□s, how will you select participants for the program? What will you do to ensure that interested faculty/staff are not discouraged if they are not selected to be mentors for the pilot?
* Is it possible to have the mentor and prot□g□ meet before the beginning of the fall semester? The beginning of a new academic year is always extremely busy, and often overwhelming for new students. How about introductory meetings during the summer? Some of them will be here for Summer Bridge, summer orientation, and summer school.

Thanks for asking for feedback. I look forward to hearing from you soon.

Best,
Carolyn

--
Carolyn C. Cannon
Associate Dean of Academic Advising
The College of Arts and Sciences and the General College
Campus Box 3110, 213 Steele Building
The University of North Carolina
Chapel Hill, NC 27599-3110
(919) 966-5116

begin:vcard
fn:Carolyn Cannon
n:Cannon;Carolyn
org:College of Arts and Sciences & General College;Academic Advising Program
adr;dom:;;Campus Box 3110, 213 Steele Building;Chapel Hill;NC;27599-3110
email;internet:ccannon@email.unc.edu
title:Associate Dean
tel;work:919.966.5116
tel;fax:919.962.6888
x-mozilla-html:TRUE
url:http://www.unc.edu/advising
version:2.1
end:vcard

From: <butchdavis@uncaa.unc.edu>
Sent: Tuesday, June 10, 2008 2:43 PM
To: Eyles', 'John <jge@cs.unc.edu>
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: Reply from Coach Davis
Attach: TEXT.htm

Dear Mr. Eyles

I sincerely appreciate your taking time to write. It's extremely important to me and our staff that we present ourselves in a first-class manner. We feel it is an honor and a privilege to coach at UNC. As the Head Football Coach, I constantly have dialogue with our staff about the importance of embracing the community as well as the members of the University's faculty and staff.

In your email, you were indicate you are unable to identify with any certainty that the individual you encountered is even a member of our coaching or football support staff. I would be extremely surprised if it was a member of our staff as we do not use the track nor the bleachers for a training area. You may have encountered a member of one of the other 27 UNC sports with his wife, girlfriend, or assistant coach that commonly and routinely use the track as a training area. It's conceivable this individual is a member of the University's grounds crew. Regardless, I'm very sorry that you were insulted.

If you like, I could share this information with the individual in the Athletic Department that's responsible for the grounds crew staff, as this staff doesn't fall under my area of responsibility. As to your request to train on the track and the bleachers that adjoin the facility, that is something you should take up with the men's and women's track program. I have no responsibility over those facilities. Additionally, I have absolutely no control over parking.

I would be very sad and disappointed if it was a member of our staff, but I will use your email as another opportunity to remind our coaches and staff of our obligation to be leaders and role models in the community.

Coach Butch Davis

919-962-9141-office

919-962-9174-fax

From: <butchdavis@uncaa.unc.edu>
Sent: Thursday, October 2, 2008 8:30 AM
To: Markos, Lance <markos@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Question
Attach: TEXT.htm

Thanks Lance for taking the time to respond, but your response doesn't answer the question at all. Notre Dame was caught with a computer in the press box during the game. My question is, since they are not a member of a conference does that mean there's no penalties?

Head Coach Butch Davis

919-962-9141-office

919-962-9174-fax

From: Lance Markos <markos@uncaa.unc.edu>
Sent: Thursday, October 2, 2008 9:53 AM
To: Davis, Paul <butchdavis@uncaa.unc.edu>
Cc: Herman, Amy <ajschae@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Re: Question
Attach: TEXT.htm

Coach Davis,

The NCAA could hit them with an Ethical Conduct charge - bylaw 10.01.1 - since what they did goes against the principle of "fair play" stated in that bylaw. It could be something that the school self-reports, imposes their own penalties, and hopes that the NCAA accepts those penalties as a resolution to the matter. If the school chose to ignore it, I think it's possible that the NCAA would ask the school why they don't think there is an ethical conduct issue. Although Notre Dame is not a member of a conference in football, we believe that it does violate NCAA rules governing ethical conduct.

If the school or the NCAA imposed penalties, we do not know what they would be. One would hope that the institution would handle the matter internally and satisfy all issues relating to ethical conduct.

I hope this helps answer your question. Thanks and good luck this weekend!!

Lance

>>> <butchdavis@uncaa.unc.edu> 10/2/2008 8:29 AM >>>

Thanks Lance for taking the time to respond, but your response doesn□t answer the question at all. Notre Dame was caught with a computer in the press box during the game. My question is, since they are not a member of a conference does that mean there□s no penalties?

Head Coach Butch Davis
919-962-9141-office
919-962-9174-fax

From: <butchdavis@uncaa.unc.edu>
Sent: Thursday, October 16, 2008 8:46 AM
To: Baddour, Dick <dbaddour@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>; Maynor, Terri <tmaynor@uncaa.unc.edu>
Subject: Notre Dame Officiating
Attach: TEXT.htm; SKMBT_C30008101608460.pdf

Here are Doug Rhoads' comments regarding our questions on the officiating of the Notre Dame Game.

Butch Davis

919-962-9141-office

919-962-9174-fax

Re: Notre Dame
Doug Rhoads' comments

KICKING:

PLAY 1: #37 OFFSIDES (Yes-Missed call by U)
PLAY 2: BLOCK IN THE BACK(agree. Missed call by SJ)
PLAY 3: BLOCK IN THE BACK (agree-Missed call by LJ)
PLAY 4: DT JUMPING AND LANDING ON PATFG (Unable to accurately determine if "leaper" started more than one yard behind LOS and was moving forward. He does land on a layer. Can't tell for sure...looks like foul)

OFFENSE:

***PLAY 5: 40 LEADS WITH HELMET ON QB* (agree- this is actually "spearing")**

PLAY 6: HOLDING ON 88. DEFENDER THROWS BLOCKER MORE THEN BEING HELD (Defender can use his hands to ward off and throw potential blocker off of himself. Not a clear foul; would not call)

PLAY :7 CATCH BY #1. BALL CONTROLLED BY TWO HANDS – LEFT FOOT DOWN, FOLLOWED BY RIGHT FOOT TOE DRAG – HIP (*Clarification of Catch/NO Catch -*

1) A player must gain complete control of the ball and get it to a position where that player could do something else germane to the game

2) If a player is upright and untouched and has completed #1 above and steps out of bounds or in the end zone – he has completed the catch. You must be absolutely sure and the video evidence must be indisputable that the entire catch process has been met

3) If a player is airborne with or without contact in the process of making the catch – when that player comes to the ground he must maintain possession of the ball

This was a very close reversal…but I concur that it was correctly called. These plays have been the subject of much discussion nationally for the past few years and the above language was agreed upon at the national NCAA/CFO clinic.)

DEFENSE:

PLAY 8: HOLD ON 54 (agree..but restriction is slight and quick)
PLAY 9: HOLD ON 41 (agree)
PLAY 10: HOLD ON 9 (yes)
PLAY 11: HOLD ON 9 (Yes)
PLAY 12: GUARD TACKLING 9 (Video shows jersey is grabbed-foul)
PLAY 13: HOLD ON 52 (minimal restriction)
PLAY 14: HOLD ON 97 (yes- agree)
PLAY 15: HOLD ON 9 (grab & restrict/ video supports jersey is grabbed and pulled)

From: "Butch Davis" <butchdavis@uncaa.unc.edu>
Sent: Monday, January 5, 2009 3:04 PM
To: Gallo, Larry <athgallo@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Duke Football Game
Attach: TEXT.htm

Dear Larry:

In response to the emails sent during our bowl week:

. I didn't agree with Coach Cutcliffe regarding moving the game from the end of the season

. I don't think that should be used as our request to the ACC

I appreciate your contacting Michael Kelly and Commissioner Swofford to clarify UNC's position.

Coach Butch Davis

919-962-9141-office

919-962-9174-fax

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Monday, January 5, 2009 8:02 PM
To: Davis, Paul <butchdavis@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>
Subject: Re: Duke Football Game

Coach Davis,

I agree with the two points you have stated in your email. I spoke to the Conference Office about this matter before our bowl game and they fully understand that you did not agree with moving the Duke game from the last game of the season, and that this is not our request to the ACC Office for the 2009 season.

Our one request to the ACC Office for the 2009 season is that we don't play a home game on Saturday, October 31st. The Town of Chapel Hill has asked us to assist them in controlling the potential crowd in Chapel Hill on Halloween. Thus, not having a scheduled game in Chapel Hill on October 31st will assist The Town with their "crowd control efforts!"

On what date the Duke football game or any ACC opponent's future game will be played is in the hands of the Conference Office.

Thanks so much, and if you should have any further questions, please do not hesitate to contact me. Happy New Year!

Take care,
Larry

>>> "Butch Davis" <butchdavis@uncaa.unc.edu> 1/5/2009 3:04 PM >>>
Dear Larry:

In response to the emails sent during our bowl week:

. I didn't agree with Coach Cutcliffe regarding moving the game from the end of the season

. I don't think that should be used as our request to the ACC

I appreciate your contacting Michael Kelly and Commissioner Swofford to clarify UNC's position.

Coach Butch Davis

919-962-9141-office

919-962-9174-fax

From: Dick Baddour <dbaddour@uncaa.unc.edu>
Sent: Monday, March 2, 2009 8:44 AM
To: Davis, Paul <butchdavis@uncaa.unc.edu>
Cc: Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Holliday, Corey <choliday@uncaa.unc.edu>
Subject: Re: ACC Tournament Tickets
Attach: TEXT.htm

We've got 10 tickets held for the staff. You have four for your use as well.

Dick Baddour
Director of Athletics
The University of North Carolina
P O Box 2126
Chapel Hill, NC 27515

>>> On 2/27/2009 at 1:53 PM, in message <00fd01c9990c$a3a77dd0$eaf67970$@unc.edu>, "Butch Davis" <butchdavis@uncaa.unc.edu> wrote:

Dickie:

Our coaching staff greatly appreciated what you did last year in allowing them to receive tickets to the ACC Tournament. Their excitement for UNC Basketball hasn□t diminished this year. Is there any way possible we could secure 12 tickets for our coaching staff for this year□s Tournament?

Please let me know your thoughts or what steps I need to take.

Thanks for your time and consideration!

Butch
919-962-9141-office
919-962-9174-fax

From: "Butch Davis" <butchdavis@uncaa.unc.edu>
Sent: Friday, March 20, 2009 10:40 AM
To: Williams, Andre <awilliams@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Connors, Jeff <jconnors@uncaa.unc.edu>; Berry, Marcus <mberry@uncaa.unc.edu>; Trulock, Scott <strulock@uncaa.unc.edu>
Cc: Gallo, Larry <athgallo@uncaa.unc.edu>
Subject: NFL
Attach: TEXT.htm

Just a heads-up, it's that time of year again. The NFL Draft is at the end of April. Many of the clubs have their own security or they hire security to do background checks on potential Draft-eligible players. I want to remind you that it is our policy that no one speaks to these individuals without prior approval from me.

Should you be contacted or approached, politely inform them that you must receive permission from the Head Coach. I remind you in dealing with NFL coaches and scouts, there are HIPPA laws that protect sensitive information about individuals. We do not want to put ourselves in the situation that could damage the University of North Carolina, our football program, or our student-athletes.

Please inform those individuals that work with and for you of this policy. If you have any questions on how to answer once permission is granted, feel free to contact me. Thank you for your cooperation on this matter.

Coach Butch Davis

919-962-9141-office

919-962-9174-fax

From: "Butch Davis" <butchdavis@uncaa.unc.edu>
Sent: Thursday, April 30, 2009 10:33 AM
To: Baddour, Dick <dbaddour@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Football Team Meals
Attach: TEXT.htm

Dear Dickie:

We've recently made a decision concerning the meal plans for the football team. After speaking with Jen Ketterly, Scott Trulock, Jeff Connors, Corey Holliday, beginning this fall we will serve lunch as opposed to breakfast. We will continue to provide two meals per day. The lunch option appears to be the most favorable for all concerned.

If you have any questions, please give me a call. I look forward to seeing you and Lynda Friday night at the Super Big Hitters dinner.

Butch

919-962-9141-office

919-962-9174-fax

From: Shelly Green <sjgreen@uncaa.unc.edu>
Sent: Tuesday, July 14, 2009 2:02 PM
To: Davis, Paul <butchdavis@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Coach Exam Results
Attach: FBall Staff Results.doc

Coach Davis,

Attached is a memo listing the results of NCAA Coaching Exam as recorded by the ACC. Please contact Susan Maloy or myself if you have any questions.

Shelly Green
Compliance Assistant
Compliance Office
University of North Carolina at Chapel Hill

o: 919.962.7851
c: 919.824.2235
f: 919.962.6002

From: <butchdavis@uncaa.unc.edu>
Sent: Tuesday, September 22, 2009 9:51 AM
To: Baddour, Dick <dbaddour@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>; Maynor, Terri <tmaynor@uncaa.unc.edu>
Subject: Kenan Football Stadium Renovations
Attach: TEXT.htm

Good Morning Dickie:

Thank you for coming over yesterday and going through Phases One and Two. The preliminary plan on Phase Two looks terrific!

Two items we did not discuss, one of which I definitely think should be a part of Phase Two, is the redo of the playing field. There's been a lot of discussion on the soil composition and how poorly the turf responds each year. Consideration should also be given to moving the hedges against the walls and adding field turf to the exterior of the game field. Previous quotes to redo the field seemed somewhat reasonable and the timing, if you're doing any major renovations to the end zone, probably makes sense.

The second item is will a Letterman's Lounge/Room be a part of the end zone project. Many have contacted Corey to see if such a room will be included.

Please give me your thoughts on these two items.

Butch

919-962-9141-office

919-962-9174-fax

From: "Butch Davis" <butchdavis@uncaa.unc.edu>
Sent: Wednesday, September 23, 2009 9:06 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: FW: Kenan Football Stadium Renovations
Attach: TEXT.htm

FYI . . .

From: Dick Baddour [mailto:dbaddour@uncaa.unc.edu]
Sent: Wednesday, September 23, 2009 8:51 AM
To: Paul Davis
Subject: Re: Kenan Football Stadium Renovations

Thanks. I am very pleased with Phase II right now.

We'll look at the field and side lane area and get back to you. Right now, we have not included space for a letterman's lounge as we need all we have to replace and enhance what is there (as you know). We'll take a look at the space and see what (if anything) can be done. As it stands now, we are not replacing the Rams Rooms for the same reason.

Thanks for your suggestions.

Dick Baddour

Director of Athletics

The University of North Carolina

P O Box 2126

Chapel Hill, NC 27515

>>> On 9/22/2009 at 9:50 AM, in message <00b101ca3b8b$b6ec1aa0$24c44fe0$@unc.edu>, <butchdavis@uncaa.unc.edu> wrote:

Good Morning Dickie:

Thank you for coming over yesterday and going through Phases One and Two. The preliminary plan on Phase Two looks terrific!

Two items we did not discuss, one of which I definitely think should be a part of Phase Two, is the redo of the playing field. There□s been a lot of discussion on the soil composition and how poorly the turf responds each year. Consideration should also be given to moving the hedges against the walls and adding field turf to the exterior of the game field. Previous quotes to redo the field seemed somewhat reasonable and the timing, if you□re doing any major renovations to the end zone, probably makes sense.

The second item is will a Letterman s Lounge/Room be a part of the end zone project. Many have contacted Corey to see if such a room will be included.

Please give me your thoughts on these two items.

Butch

919-962-9141-office

919-962-9174-fax

From: Andre Williams <awilliams@uncaa.unc.edu>
Sent: Tuesday, October 13, 2009 9:59 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Fw: Community Involvement
Attach: Mail.msg

Coach can you help me with this? Where did this come from?
A. Williams BlackBerry
-----Original Message-----
From: <butchdavis@uncaa.unc.edu>
To: Andre Williams <awilliams@uncaa.unc.edu>

Sent: 10/13/2009 9:58:35 AM
Subject: Community Involvement

Andre:

It is imperative that you stress to our players it is a mandatory requirement that they participate in at least one community-related activity each semester or they may lose their scholarship. Please ensure you have activities available for their participation.

Thanks for your help!

UNC Tar Heel Football

Head Coach Butch Davis

From: <butchdavis@uncaa.unc.edu>
Sent: Tuesday, October 13, 2009 9:59 AM
To: Williams, Andre <awilliams@uncaa.unc.edu>
Subject: Community Involvement
Attach: TEXT.htm; image001.jpg

Andre:

It is imperative that you stress to our players it is a mandatory requirement that they participate in at least one community-related activity each semester or they may lose their scholarship. Please ensure you have activities available for their participation.

Thanks for your help!

UNC Tar Heel Football

Head Coach Butch Davis

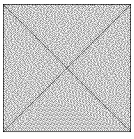

Andre:

It is imperative that you stress to our players it is a **mandatory** requirement that they participate in at least one community-related activity each semester or they may lose their scholarship. Please ensure you have activities available for their participation.

Thanks for your help!

UNC Tar Heel Football

Head Coach Butch Davis

From: <butchdavis@uncaa.unc.edu>
Sent: Wednesday, November 11, 2009 12:30 PM
To: Gallo, Larry <athgallo@uncaa.unc.edu>
Cc: Williams, Andre <awilliams@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Freshmen Housing
Attach: TEXT.htm; ATT00246.jpg

Hello Larry:

It has come to my attention that some of the incoming Men□s Basketball freshmen live at the Rams Village. I think that□s great. It□s an awesome place and the best fit for our student-athletes.

With our next class of incoming freshmen, some of which will be coming in January, I□ve asked Corey and Andre to look into living space for them at Rams Village.

Butch Davis

Head Football Coach

UNC Tar Heels

919-962-9141

From: "Dick Baddour" <dbaddour@uncaa.unc.edu>
Sent: Monday, December 21, 2009 10:51 AM
To: Trulock, Scott <strulock@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@UNC.EDU>
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: Fwd: RE: Spatting research
Attach: TEXT.htm

Let me know what you think.

Dick Baddour
Director of Athletics
The University of North Carolina
P O Box 2126
Chapel Hill, NC 27515

>>> On 12/18/2009 at 8:47 PM, in message <200912190147.nBJ1lo9l020903@barrierL241.nike.com>, "Morris, Kit" <Kit.Morris@nike.com> wrote:

Mr. Baddour,

Thanks for this information. I will circulate it among folks in Sports Marketing, Cleated Footwear and the NIKE Sports Research Lab. In the meantime, here is the list of schools provided by our Football Category which they report are spat-free:

Penn State
Virginia Tech
Texas
TCU
Clemson
West Virginia
Oregon State
BYU
Miami
Pittsburgh
LSU
Iowa
Georgia Tech
Boise State
Rutgers
Mississippi
Wake Forest
Colorado
East Carolina
Connecticut
Best wishes for the weekend.
Kind regards,

Kit

From: Dick Baddour [mailto:dbaddour@uncaa.unc.edu]
Sent: Friday, December 18, 2009 10:22 AM
To: Morris, Kit
Subject: Fwd: Spatting research

Kit,

This is the research I told you about. Another is on the way.

All the best.

Dick Baddour
Director of Athletics
The University of North Carolina
P O Box 2126
Chapel Hill, NC 27515

>>> On 12/18/2009 at 12:19 PM, in message <4B2B81EA.AC92.00A9.0@uncaa.unc.edu>, Scott Trulock <strulock@uncaa.unc.edu> wrote:

Mr. Baddour

I have attached the research article I referenced in our meeting. We will investigate further and pass on additional research articles on this issue.

Thanks for your help. We'll see you next week.

Take care,

Scott Trulock, MA ATC LAT
Head Athletic Trainer for Football
University of North Carolina at Chapel Hill
919-962-0102

From: "Dick Baddour" <dbaddour@uncaa.unc.edu>
Sent: Tuesday, January 12, 2010 8:42 AM
To: Davis, Paul <butchdavis@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@unc.edu>
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: Questions
Attach: TEXT.htm; UNC Meineke Car Care Bowl - 2009.pptx

Coach,

I have answered each of your questions below.

- How many tickets did we sell to our bowl game?

For the 2009 Meineke Car Care Bowl we sold 12,810 tickets directly from the UNC Athletics Ticket office. Many more tickets were sold to Carolina fans via ticketmaster and other bowl sources but we cannot track those as Carolina Fans.

- How much marketing did we do to bowl game sell tickets?

The marketing plan that we presented to the Meineke Car Care bowl is attached. This is the plan we followed to market ticket sales.

- Were you disappointed in the bowl game turnout?

Yes. Anytime we do not completely sell out a home game or a bowl game I am disappointed. I think there were several factors that limited our bowl game sales this season including the sales directly from our ticket office and overall bowl sales:

- The game date of 12/26 (day after Christmas) vs. two days after Christmas in 2008 and five days after Christmas in 2004. Some of our most ardent supporters who never miss home games or bowl games told us even they could not attend this year as their Christmas weekend plans were set with family.
- Economic Times Impact. Unemployment in North Carolina remains very high, this impacts our fan base and their ability to pay for $40 - $90 each tickets and the cost of traveling to and attending bowl games.
- Two years in a row to the same bowl game. This impact is certainly smaller than the date proximity to Christmas, but did have an impact.
- Pittsburgh sold only about 7,000 tickets to the game. Last year West Virginia sold over 20,000 tickets. This had a major impact on the overall game attendance and atmosphere.
- Losing our final regular season game.

- How did the 2008 bowl game compare in the above against our 2009 bowl game?

In 2008 we sold 22,200 tickets for the Meineke Car Care bowl directly from our office and many more were again sold to Carolina fans via ticketmaster and other bowl sources which we cannot track. The marketing elements we used in 2008 were very similar to those used in 2009. We spent approximately 25% more on marketing this year, as we added additional newspaper and radio advertisements when the initial response was slower than last year.

Coach, while I am disappointed in the turnout I am confident that we executed a solid and aggressive plan to market the bowl tickets. The factors listed above are by no means excuses, rather they are real factors we are working to overcome. Our tickets, marketing and Rams Club staffs are jointly developing plans to ensure that we are doing all we can do to market Carolina Athletics so we can continue to enjoy and grow the tremendous support we have had for many years. Additionally

the ACC is preparing a detailed report of tickets sales, attendance, and TV ratings for all bowl games for this year and previous years. We will use this report (expected to be completed in late January) to refine our planning and compare our results to other ACC schools and schools from other conferences. Some preliminary information indicates that other schools saw significant reductions in number of bowl tickets sold this year (i.e. Clemson - 4,000 for the Music City Bowl).

If you have any further questions or would like to discuss further, please let me know.

Dick Baddour
Director of Athletics
The University of North Carolina
P O Box 2126
Chapel Hill, NC 27515

CAROLINA FOOTBALL

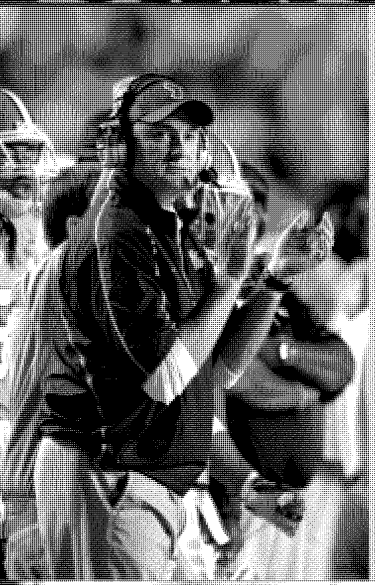

2009 Tar Heels

8 – 3

(as of 11/21/09)

5 wins vs. Bowl Teams

Tremendous fan support

Excellence on and off the field

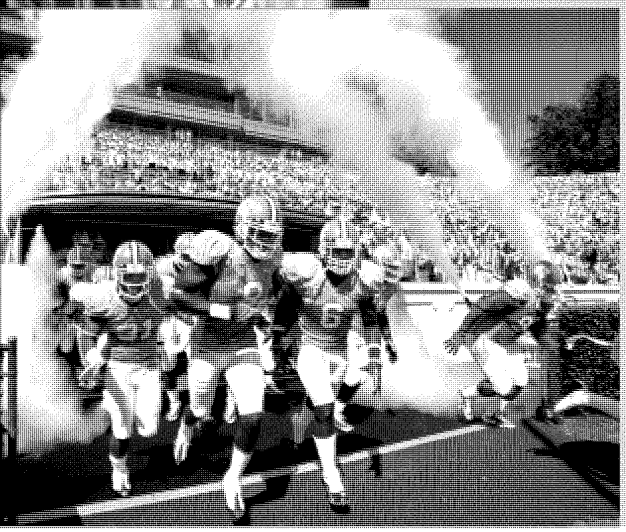

meineke car care BOWL

CAROLINA FOOTBALL

- Carolina enters the final week of the regular season with a **8 – 3 record**, including wins over four bowl eligible teams, **ECU, Virginia Tech, Miami and Boston College,** and a 5th that needs one win to become bowl eligible, **Connecticut**. Carolina has won four games in a row including victories over **#14 Virginia Tech** in Blacksburg, **# 12 Miami** in Chapel Hill, Duke and Boston College.

- Carolina has won **eight games** in **back-to-back seasons** for the first time since 1996 and 1997.

- Carolina has sold **over 35,000 season tickets** for two years in a row in **2008 and 2009**.

- Carolina's average home attendance of **56,607 per game** in 2009 is the second year in a row over 56,000.

- **Head Coach Butch Davis** has a 71 – 36 career record and is widely regarded as **one of the best coaches in college football.**

CAROLINA FOOTBALL

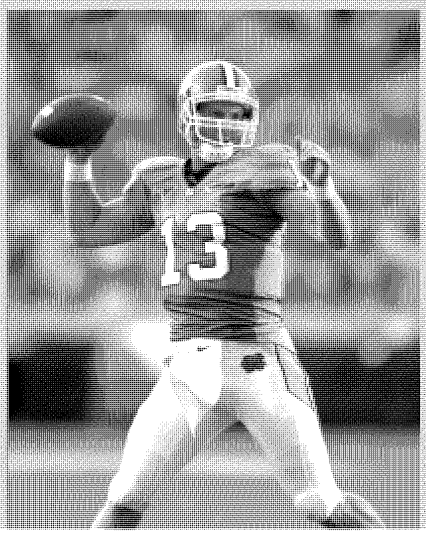

- Carolina's defense is ranked **#5 in the country**, allowing just 261.6 yards per game. The Tar Heels are also **#7 in pass efficiency defense**, **#11 in run defense**, and **#12 in scoring defense**. Carolina's defense is the **#1 ranked unit in the ACC**.

- Carolina's **big play defense** has set a school record with **508 interception return yards** this season. That is the **most in the country** (the #2 team in the country has 396 interception return yards).

- Carolina ranks **fifth in the country in tackles for loss**, led by **All-America Candidate Robert Quinn** who is sixth in the country in sacks and seventh in tackles for loss.

- Carolina is **sixth in the nation** with **19 interceptions**, led by safety **Deunta Williams** with six and cornerback **Kendric Burney** with five (two for TDs).

- Junior Quarterback **T.J. Yates** is **2nd all-time at UNC** in passing yards, touchdowns, completions and completion percentage.

- Junior Tailback **Ryan Houston** has **18 career rushing touchdowns** including 9 in 2009.

- Carolina is **3 – 1 on the road** this year with wins at **Connecticut**, at **Virginia Tech** and at **Boston College**.

CAROLINA FOOTBALL

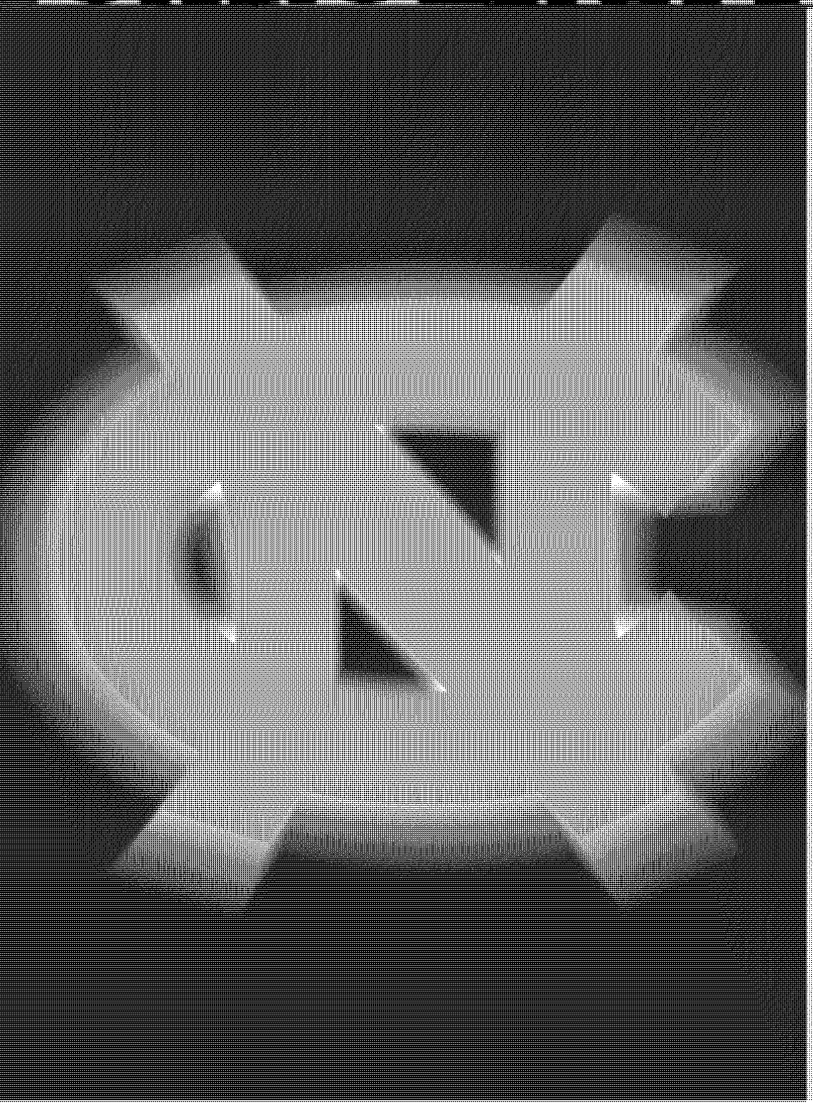

The University of North Carolina
A National Brand

- North Carolina finished **2nd in the 2008 – 2009 Learfield Sports NACDA Directors' Cup** for excellence across all sports.

- **Sports Illustrated** ranked North Carolina as the **4th most successful athletic program** for all sports in 2007 – 2008.

- UNC has been ranked **# 1 in Collegiate Licensing sales** for 5 of the last 8 years and has always been in the top 10. The next closest ACC school was 16th in the country last year.

- UNC's athletic website, TarHeelBlue.com, is **the number one (1) visited website in CBS Sports On-Line network** of 120+ Division 1 schools.

- The Tar Heel Sports Radio Network has **a monthly state-wide audience of over 1,000,000 listeners** (for both football and basketball).

CAROLINA FOOTBALL

The University of North Carolina
General Alumni Association
A brief look……..

UNC has the following alumni numbers:

Total Alumni Distribution by State / City:

North Carolina	**138,103**
Charlotte	16,144
Georgia	**10,820**
Atlanta	9,000
Florida	**9,735**
Jacksonville	1,000
Orlando	1,100
Tennessee	**3,885**
Nashville	1,400

There are over 65 active alumni chapters and 190,000 alumni spread throughout the Southeast

CAROLINA FOOTBALL

2009 UNC Meineke Car Care Bowl – Marketing Plan

- **Meineke Car Care Bowl Page activated on TarHeelBlue.com as soon as team is selected**:
  Fans can immediately buy tickets as well as receive travel info; etc.
  Carolina Athletics is already accepting pre orders for all possible bowl games.

- **List-serv emails sent to 70,000 fans** via Tar Heel News Flash to promote ticket sales and bowl events.

- Emails sent via General Alumni Association in North Carolina, South Carolina, Virginia, Georgia, Tennessee, Florida and Wash, D.C. **(over 120,000 emails)** to promote ticket sales, travel information and bowl events.

- Tar Heels Today publication sent to all Ram's Club members **(14,000 emails)** to promote ticket sales, travel information and bowl events.

Scouting report: Roy Williams
Page 10

TAR HEELS TODAY

THE RAMS CLUB

Monday, November 23, 2009 | Vol. 1 Issue 10

Jeffrey R. Carbaugh/
Insert AP WORD Williams, a former receiver, struck a Heisman-like pose on one of his rushes.

MANY HAPPY RETURNS

By Dave Lavin

CHESTNUT HILL, Mass. —

TARHEELBLUE.COM
GAME COVERAGE

Turn to page 6 for the latest Carolina bowl picture

INTERACT

In 2001 Carolina sold 20,000 Chick Fil A Peach Bowl Tickets
(the game was sold out)

In 2004 Carolina sold 31,000 Continental Tire Bowl Tickets

In 2008 Carolina sold 23,000 Meineke Car Care Bowl Tickets
(the game was sold out)

CAROLINA FOOTBALL

Meineke Car Care Bowl Marketing Plan

- **Live reads and commercial spots** on the Tar Heel Sports Radio Network (14 December Broadcasts).
- **OnLine Video Marketing on TarHeelBlue.com.**
- Newspaper and Radio Advertisements throughout the **state of North Carolina.**
- All advertisements will promote **bowl game ticket sales, travel information** and **bowl week events.**

CAROLINA FOOTBALL

Meineke Car Care Bowl Marketing Plan

- **Press Release emphasizing fantastic first week of ticket sales**, also to include Fan Events planned during Meineke Car Care Bowl week.
- **Social Media Campaign** (Twitter, Facebook, YouTube, Text Alerts, I Phone and Blackberry applications) will be used to **market tickets to Carolina Fans worldwide**.
- **Video Board advertisements** promoting Bowl Tickets and Bowl week activities at all **home men's basketball games** (4 home games).

CAROLINA FOOTBALL

From: <butchdavis@uncaa.unc.edu>
Sent: Wednesday, April 14, 2010 11:02 AM
To: Gwaltney, Clint <cgwaltney@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Personal Favor
Attach: TEXT.htm

Hello Clint:

I hope you are doing well. Great job last weekend with the Spring Game. What a phenomenal day for our football program and the University!

As a personal favor to me, could you possibly improve the seat location for the upcoming season tickets purchased by Thomas C. Shea, MD? Dr. Shea is the Director of UNC's Bone Marrow and Stem Cell Transplant Program for the Lineberger Comprehensive Cancer Center. He purchases his tickets as a member of UNC faculty, but has indicated his assigned seats are located towards the end zone and in the "nosebleed" section. I would greatly appreciate it if we could improve the location of his seats.

Please let me know if you can facilitate this change and what steps Dr. Shea would need to take to secure.

Thanks for your time and consideration.

Best regards,

Butch Davis

From: <butchdavis@uncaa.unc.edu>
Sent: Wednesday, April 21, 2010 2:31 PM
To: Baddour, Dick <dbaddour@uncaa.unc.edu>
Cc: Gallo, Larry <athgallo@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Maynor, Terri <tmaynor@uncaa.unc.edu>
Subject: 2012 Season Opener
Attach: TEXT.htm

Dear Dickie:

I received a call this morning, Wednesday, April 21st, from Dave Brown at ESPN inquiring about the possibility of us playing in Texas Stadium for our opening game of the 2012 season against possibly Texas Tech University.

I am copying Larry Gallo on this email. Sometime in the near future if Larry and I could visit about this game it would be greatly appreciated. We currently have six home games in 2012. We would have to decide if the exposure for this type of game provides enough of a benefit to forego a 7th home game.

I'd like to hear your thoughts. Whenever you get a chance you can reply to this email or give me a call.

Butch Davis

Head Football Coach

UNC Tar Heels

919-962-9141

From: <butchdavis@uncaa.unc.edu>
Sent: Monday, May 24, 2010 3:40 PM
To: Baddour, Dick <dbaddour@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Fields
Attach: TEXT.htm

Dear Dickie:

I know this may seem like a redundant topic, but I am frustrated, disappointed, and very upset at the state of our playing fields and practice fields. This has been an on-going concern and a point of frustration and aggravation since I accepted the head coaching job.

Each spring followed by the summer and the season, the field at Navy Field has been a disaster. We have issues of poor sodding, terrible footing, ill-timed and poor attempts at fixing the problems. I honestly feel issues exist relating to safety. I believe we have had three major surgeries as a direct result of poor field conditions. As I have told you in the past, if this was the NFL, the Players' Union would probably sue the team. and agents would not let their players work on fields in this poor condition. My personal opinion is that this has hurt us in performance and recruiting. We are in serious jeopardy of not having a field for our football camps that begin in two weeks. There is no reasonable expectation that a sodded field can be ready in two weeks. We have not had one single activity on this field since April 9th (I assume that's six weeks ago). This field could have been sodded within this timeframe.

Our off-season conditioning program takes an enormous hit as we cannot work out in the Eddie Smith Center because of conflicts with other sports. We are constantly asked to stay off Navy Field in the spring and the summer. I have sent to you a DVD that I would like for you to view in its entirety. It will take about three minutes for you to get an appreciation for the poor condition of this field. I would very much like to discuss continued problem at your earliest possible convenience.

Please let me know when an appropriate time exists for us to discuss this situation.

Butch Davis

Head Football Coach

UNC Tar Heels

919-962-9141-office

From: <butchdavis@uncaa.unc.edu>
Sent: Monday, June 7, 2010 8:28 AM
To: Gallo, Larry <athgallo@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; holden@unc.edu
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: Scheduling
Attach: TEXT.htm

Good Morning:

I'd like to make you aware of the NCSU 2010 football schedule. As you will recall, I have been a proponent of Thursday night football games for our program. There are several major factors that make these games desirable, not only from a marketing/branding and exposure across the country, there is a distinct competitive advantage to playing on Thursday night. In most cases Thursday night games get you ten days of practice, preparation, and the opportunity to get injured players healthier to participate in the game, not to mention a significantly more electric game day atmosphere.

This year NCSU will play at home on Thursday, September 16th against Cincinnati, followed by nine days of rest, preparation and extra practice time for Georgia Tech. Then on Thursday, October 28th they will again be coming off twelve days after a non-conference ECU game before they play FSU, followed by nine days before they play Clemson on November 6th .

1. Three major highly talented teams in the ACC
2. They will get additional practices, opportunities to get well
3. Two of the three are followed by non-conference games

Hopefully, you can see the competitive disadvantage for our program and a willingness in the future for us to accept Thursday night opportunities and to manage our scheduling to accommodate our team with some of these advantages.

Butch Davis

Head Football Coach

UNC Tar Heels

919-962-9141-office

From: "Butch Davis" <ButchDavis@uncaa.unc.edu>
Sent: Monday, June 7, 2010 8:29 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: FW: Scheduling
Attach: TEXT.htm

From: Butch Davis [mailto:ButchDavis@uncaa.unc.edu]
Sent: Monday, June 07, 2010 8:28 AM
To: 'Dick Baddour'; holden@unc.edu; 'Larry Gallo'
Subject: Scheduling

Good Morning:

I'd like to make you aware of the NCSU 2010 football schedule. As you will recall, I have been a proponent of Thursday night football games for our program. There are several major factors that make these games desirable, not only from a marketing/branding and exposure across the country, there is a distinct competitive advantage to playing on Thursday night. In most cases Thursday night games get you ten days of practice, preparation, and the opportunity to get injured players healthier to participate in the game, not to mention a significantly more electric game day atmosphere.

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Butch Davis

Head Football Coach

UNC Tar Heels

919-962-9141-office

From: <butchdavis@uncaa.unc.edu>
Sent: Monday, July 19, 2010 8:00 AM
To: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: Drug Testing
Attach: TEXT.htm

Dear John:

We haven't had an opportunity to speak recently concerning the UNC drug testing policy. I had a conversation with Corey Holliday recently and he felt that we were moving closer to possibly having an amendment to the policy that would allow for an individual to somewhat earn back a strike by going 18 months passing all drug tests and adherence to all education and counseling requirements. As you have asked before, I think this would be a very proactive approach and would allow us to potentially call for more random tests.

I know that Melissa Exum was on board with this philosophy, but unfortunately she is no longer with us. Could you give Corey or me an update?

I hope you've enjoyed a good summer. I look forward to hearing from you soon.

Butch Davis

Head Football Coach

UNC Tar Heels

919-962-9141-office

From: <butchdavis@uncaa.unc.edu>
Sent: Tuesday, July 27, 2010 4:00 PM
To: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: Football Parking
Attach: TEXT.htm

Dear Roger:

Thank you very much for your willingness to be involved in trying to help us resolve our parking situation. For complete understanding, the reason that we feel like our student-athletes need some "special" consideration relating to parking is the frequency, irregularity, and the amount of time that our players required to be at our facility. A typical day for our student-athletes usually involves:

1. 7am - treatment, rehab, and medical evaluations

a. A high percentage of players are required to lift in the morning before attending classes; many others choose to lift on days when they don't have classes that day

2. The possibility of meetings with coaches, Player Programs, Academic Support, tutoring, etc. exists in the mornings and early afternoons around their classroom schedules

3. Lunch is provided at the facility from 11am - 2pm

4. Players are encouraged to come in at their convenience around their free-time to watch and study opponent film on their own

5. We have a four-hour window from 2pm - 6pm when we meet with our players, install game plans, practice, receive treatment and therapy after practice, and review practice film

6. Dinner is served at the facility from 5:30 - 7pm

7. Probably 65% of our players are required to attend mandatory study hall in the evenings from 7 - 9-9:30pm

In any given year, we have somewhere in the neighborhood of 30 - 40 football players that live off-campus and are willing to purchase parking permits. They require parking that allows them the ability to frequently come and go throughout the course of the day because of the above schedule.

For all previous years, we have been allowed to issue parking permits that enabled our student-athletes to park under the stadium. This accommodated the majority for the aforementioned schedule. Since parking will no longer be allowed to anyone under the stadium, this has necessitated finding parking for all of our coaches, football support staff, and other football employees in addition to our student-athletes.

I am very sensitive as to how difficult it is on any college campus to accommodate parking needs. Dickie has done an excellent job in finding parking places for our staff. It is my understanding that no parking places in the new parking garage can be used by students. I don't know if that's true or not. There are a couple of hundred potentially available parking places in Rams Head Deck. Currently, we have 15 players that have paid for parking permission for the Rams Head Deck. We still have more than 20 players that were not allotted Rams Head Deck parking. Public Safety would like for them to park at the Smith Center. Because of the frequent number of times our players have to go back and forth to the Football Center, this is less than an ideal solution. If our players were just coming to campus and staying in one place for 12 hours it could be workable solution, but that's not the scenario with our student-athletes.

Roger, I really appreciate any help you can give. I hope that this email provides you with the necessary background, but if you need further clarification please feel free to give me a call.

Best regards,

Butch

From: <butchdavis@uncaa.unc.edu>
Sent: Tuesday, July 27, 2010 4:19 PM
To: 'Roger Perry' <RPerry@ewp-nc.com>
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: FW: Football Parking
Attach: TEXT.htm

Dear Roger:

Thank you very much for your willingness to be involved in trying to help us resolve our parking situation. For complete understanding, the reason that we feel like our student-athletes need some "special" consideration relating to parking is the frequency, irregularity, and the amount of time that our players are required to be at our facility. A typical day for our student-athletes usually involves:

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7. Probably 65% of our players are required to attend mandatory study hall in the evenings from 7 - 9/9:30pm

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For all previous years, we have been allowed to issue parking permits that enabled our student-athletes to park under the stadium. This accommodated the majority for the aforementioned schedule. Since parking will no longer be allowed to anyone under the stadium, this has necessitated finding parking for all of our coaches, football support staff, and other football employees in addition to our student-athletes.

I am very sensitive as to how difficult it is on any college campus to accommodate parking needs. Dickie has done an excellent job in finding parking places for our staff. It is my understanding that no students can park in the new Bell Tower Deck. There are a couple of hundred potentially available parking spaces in Rams Head Deck. Currently, we have 15 players that have paid for parking permits for the Rams Head Deck. We still have more than 20 players that were not allowed to purchase parking permits for the Rams Head Deck. Public Safety would like for them to park at the Dean Smith Center. Because of how frequently our players need access to the Football Center, this is less than an ideal solution. If our players were just coming to campus and staying for 12 hours it could be workable solution, but that's not the scenario with our student-athletes.

Roger, I really appreciate any help you can give. I hope that this email provides you with the necessary background, but if you need further clarification please feel free to give me a call.

Best regards,

Butch

From: <butchdavis@uncaa.unc.edu>
Sent: Tuesday, August 17, 2010 3:40 PM
To: John W. Harris <jharris@lincolnharris.com>
Cc: Johnny Harris <ltucker@lincolnharris.com>
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: Hello from Butch Davis
Attach: TEXT.htm

Good Afternoon Johnny:

I hope you're having a great summer. I tried to call this morning and the receptionist indicated you were on the road. I wanted to make sure that you knew I would love for you to be on the sidelines with the team in Atlanta. I'm saving four sideline passes for you to use for yourself and anyone else that you would like to join you. Certainly do not feel like you have to stay on the sidelines if you would prefer to be sitting in the stadium. I truly understand. I just want you to know how much I appreciate you and I want to make these available if you would like them.

I also heard a tiny rumor that you and Quail Hollow might be given the PGA Championship in the future. That would be awesome!

I'd love to talk to you sometime soon and get your feelings about Dustin Johnson and the ruling at this weekend's PGA Championship.

Have a great summer. I look forward to talking to you and seeing you soon. Give my best to Deborah.

Warmest regards,

Butch Davis

Head Football Coach

UNC Tar Heels

919-962-9141-office

From: Nicky Hudson <nhudson@uncaa.unc.edu>
Sent: Tuesday, January 14, 2003 9:02 AM
To: Fasp Coaches; Holliday, Corey <cholliday@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>
Subject: Intership Flyer
Attach: Internship Flyer.doc

Coaches,

Please print and post the attached flyer concerning the Internship Fair. Note that the Alumni Center is next to the Academic Center.

Thanks.

Nicky

with

Internships

UCS Internship Fair

Thursday, Jan. 23

10:00 am-3:00 pm

Alumni Center

From: Lisa Deibler <deibler@uncaa.unc.edu>

Sent: Friday, May 17, 2002 6:40 PM

To: Dorrance, Anson <anson.uncaa.uncathletics@uncaa.unc.edu>; MacKinnon, Bob <bobmackinnon.uncaa.uncathletics@uncaa.unc.edu>; Holliday, Corey <cholliday.uncaa.uncathletics@uncaa.unc.edu>; Craddock, Dennis <craddock.uncaa.uncathletics@uncaa.unc.edu>; Galvin, Derek <derekg.uncaa.uncathletics@uncaa.unc.edu>; Papa, Donna J. <djp.uncaa.uncathletics@uncaa.unc.edu>; Bolowich, Elmar <ebolowich.uncaa.uncathletics@uncaa.unc.edu>; Comfort, Frank <fcswim.uncaa.uncathletics@uncaa.unc.edu>; Furtek, Joel <furtek.uncaa.uncathletics@uncaa.unc.edu>; Haus, John <heel37.uncaa.uncathletics@uncaa.unc.edu>; Callen, Jennifer <jcallen.uncaa.uncathletics@uncaa.unc.edu>; Inman, John <jinman.uncaa.uncathletics@uncaa.unc.edu>; Sagula, Joe <jsagula.uncaa.uncathletics@uncaa.unc.edu>; Shelton, Karen <kcs.uncaa.uncathletics@uncaa.unc.edu>; Lam, William C. <lam.uncaa.uncathletics@uncaa.unc.edu>; Fox, Mike <mfox.uncaa.uncathletics@uncaa.unc.edu>; Austin, Sally <saustin.uncaa.uncathletics@uncaa.unc.edu>; Hatchell, Sylvia <shatchell.uncaa.uncathletics@uncaa.unc.edu>; Paul, Sam <spaul.uncaa.uncathletics@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax.uncaa.uncathletics@uncaa.unc.edu>

Cc: Gallo, Larry <athgallo.uncaa.uncathletics@uncaa.unc.edu>; blaise_faint@unc.edu; Blanchard, John <jgb.uncaa.uncathletics@uncaa.unc.edu>; mitchler@email.unc.edu

Subject: Renewals and Terminations of Athletic Grants-In-Aid

Please note:
$2,300 is the cost of the largest meal plan (14 meals per week) offered by UNC Chapel Hill Dining Services for 2002-2003. The cost of the largest meal plan must be used to calculate equivalencies. However, student-athletes receiving board in their athletic grants-in-aid will receive $3,532 ($1,766 for Fall 2002 and $1,766 for Spring 2003). Please contact me with questions and concerns. Thank you for your attention to this matter.

From: Amy Schaeperkoetter <ajschae@uncaa.unc.edu>

Sent: Tuesday, May 27, 2003 1:58 PM

To: -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Hooker, Dan <dhooker@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>; Basnight, Gail <gbasnight@uncaa.unc.edu>; Gatz, Greg <ggg@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; heelsdoc@unc.edu; Blanchard, John <jgb@uncaa.unc.edu>; Davis, Marc <jmskate@uncaa.unc.edu>; Olson, Jennifer <jolson@uncaa.unc.edu>; Crowder, Ken <kcrowder@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Raynor, Leigh <leigh@uncaa.unc.edu>; Brnardic, Marisa <marisa@uncaa.unc.edu>; Greco, Michelle <mgreco@uncaa.unc.edu>; Melchiorre, Rachel <rachel@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; smays@email.unc.edu; Miller, Steve <smiller@uncaa.unc.edu>; tbricknr@email.shs.unc.edu; McKinney, Thomas <thomasmckinney@uncaa.unc.edu>; ttaft@med.unc.edu

Cc: Gallo, Larry <athgallo@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Deibler, Lisa <deibler@uncaa.unc.edu>; scwright@email.unc.edu

Subject: Summer Conditioning

Attach: Summer Conditioning Regulations.doc

Coaches and support staff,

Please see the attached outline detailing various regulations for summer activities, including summer conditioning with the strength staff, medical expenses, academic services and training room facilities, and workout apparel. This information applies to all sports other than football. Football staff, please ignore this email. You have your own set of regulations...

Regulations vary, depending on the status of the student-athlete or prospect. Therefore, it is critical that you be aware of each possible situation. In addition, please remember that all activity during the summer MUST BE VOLUNTARY. A definition of voluntary is included at the conclusion of the outline.

It is important that you share this information with all members of your staff, especially those who might not have received or read this email. Feel free to contact me if you have any questions. Thanks for your attention to this important issue.

Amy

Summer Conditioning

INVOLVEMENT OF STRENGTH AND CONDITIONING COACHES

1) With Current Student-Athletes
    a. Must have **department-wide responsibilities*** in order to be able to design and conduct specific workout programs for student-athletes during vacation periods (e.g., summer)
2) With Incoming Freshmen and 2-Year Transfers (**who have signed NLI's**)*
    a. Cannot prearrange conditioning activities for them
    b. Can only perform normal duties and responsibilities associated with the supervision of the weight room
    c. Cannot work directly with the prospective student-athletes
3) With Incoming Freshmen and 2-and 4-Year Transfers (**who have not signed NLI's**)*
    a. Cannot permit them to participate in voluntary weight-lifting or conditioning activities on our campus **unless the facilities are open to the public***
    b. Can only perform normal duties and responsibilities associated with the supervision of the weight room
    c. Cannot work directly with the prospective student-athletes

INCOMING FRESHMEN AND 2-YEAR TRANSFERS WHO **HAVE SIGNED** NLI'S:

1) Are permitted to use weight facilities that are closed to the public
2) May participate in voluntary weight lifting or conditioning activities in the presence of a strength and conditioning coach, **but all conditions in (2) above are applicable**

INCOMING FRESHMEN AND 2-AND 4-YEAR TRANSFERS WHO **HAVE NOT SIGNED** NLI'S (WALK-ONS):

1) May not participate in weight lifting or conditioning activities on the institution's campus unless the facilities are open to the public
2) May participate in voluntary weight lifting or conditioning activities in the presence of a strength and conditioning coach, **but all conditions in (3) above are applicable**

* *Clarifications*:

1) <u>Department-Wide Responsibilities</u>:
    a. Job description must include duties that extend beyond one sport
    b. Could include working as a strength coach with at least one other sport, having Olympic sport weight room supervision hours, or having supervisory responsibilities over strength coaches that work with other sports
2) <u>Open to the Public</u>:
    a. Can be limited to the extent of being open to only Faculty and Students with valid identification (e.g., Student Recreation Center policies)
    b. Can have certain hours when facilities are open to the public (e.g., 8 am – noon: reserved for current student-athletes; noon – 4 pm: open to the public)
    c. Incoming freshmen who have not signed NLI's would be limited to the time period when the facility is open to the public
3) <u>Work with Incoming Freshmen and Transfers</u>:
    a. Strength coaches may provide them a written program for their workouts in the summer prior to full-time enrollment, **provided they have signed NLI's or have been officially accepted for enrollment by the institution**

b. However, the strength coach cannot, in any way, lead them through the program in the weight room
c. It is not permissible to circumvent this rule by allowing incoming freshmen to work out alongside current student-athletes who are being led through the same program by the strength coach, as this would constitute indirect administration of the program to the incoming freshmen
d. He/She can only be involved in the workout for supervisory (safety) purposes

MISCELLANEOUS SUMMER REGULATIONS:

1) Medical Expenses:
   a. An institution may provide medical expenses (including rehab and physical therapy expenses) for any student-athlete who sustains an injury while participation in voluntary conditioning activities during the summer that are conducted by an institution's strength and conditioning coach with department-wide duties
   b. An institution may not provide medical expenses for injuries sustained by a student-athlete engaging in voluntary summer conditioning activities that are not conducted by the strength and conditioning coach
   c. Since incoming freshmen and transfers are not permitted to participate in activities conducted by the strength and conditioning coach, the institution is not permitted to cover any medical expenses for these individuals
2) Academic Support Services and Training Room Facilities:
   a. If a prospect (high school, juco transfer) **has signed an NLI and is enrolled in the institution's summer term before his/her initial enrollment**, he/she may receive academic support services and utilize the institution's training room facilities
   b. If a 4-year transfer **has signed a written offer of financial aid and/or admission and is enrolled at the institution during the summer before full-time enrollment**, he/she may utilize these services
   c. If a prospect (high school, juco transfer) **has not signed an NLI, he/she may not utilize these services**
3) Summer Workout Apparel/Equipment:
   a. It is permissible for student-athletes to use institutional apparel during the summer (per the institution's normal issuance and retrieval policy), and the student-athletes may use institutional laundry services for this apparel
   b. It is permissible for student-athletes to retain and use institutional athletics equipment (per the institution's normal equipment policy) during a summer vacation period
   c. **It is not permissible to provide incoming freshmen or transfers with summer workout apparel,** as it is prior to their enrollment during a regular term of study (fall, spring) at the institution

ALL SUMMER WORKOUTS MUST BE VOLUNTARY (Per Bylaw 17.02.13):

1) The student-athlete must not be required to report back to a coach or other athletics department staff member (for example, strength coach, trainer, manager) any information related to the activity. In addition, no athletics department staff member who observes the activity (for example, strength coach, trainer, manager) may report back to the student-athlete's coach any information related to the activity;
2) The activity must be initiated and requested solely by the student-athlete. Neither the institution nor any athletics department staff member may require the student-athlete to participate in the activity at any time. However, it is permissible for an athletics department staff member to provide

information to student-athletes related to available opportunities for participating in voluntary activities (for example, times when the strength and conditioning coach will be on duty in the weight room or on the track). In addition, for student-athletes who have initiated a request to engage in voluntary activities, the institution or an athletics department staff member may assign specific times for student-athletes to use institutional facilities for such purposes and inform the student-athletes of the times in advance;

3) The student-athlete's attendance and participation in the activity (or lack thereof) may not be recorded for the purpose or reporting such information to coaching staff members or other student-athletes; and
4) The student-athlete may not be subject to penalty if he or she elects not to participate in the activity. **In addition, neither the institution nor any athletics department staff member may provide recognition or incentives (for example, awards) to a student-athlete based on his or her attendance or performance in the activity**.

From: Steve Kirschner <skirschner@mail.uncaa.unc.edu> <skirschner@uncaa.unc.edu>

Sent: Tuesday, June 3, 2003 12:30 PM

To: Dorrance, Anson <anson@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Culler, Ellen <eculler@uncaa.unc.edu>; Comfort, Frank <fcswim@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Evans, Jack <jack_evans@unc.edu>; Bunting, John <jb43@uncaa.unc.edu>; Callen, Jennifer <jcallen@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Montgomery, John <jmont@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Lam, William C. <lam@uncaa.unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Pope, Mike <mpope@uncaa.unc.edu>; Teague, Norwood <nteague@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Subject: NCAA will allow athletes to keep frequent-flier miles

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NCAA will allow athletes to keep frequent-flier miles

By Seattle Times news services
E-mail this article
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Although the prospective cost of travel for schools in an expanded Atlantic Coast Conference has raised concerns among administrators, student-athletes in the ACC and other Division I schools might soon like the idea of long commercial-airline flights and the longer the better.

Effective Aug. 1, the NCAA will allow Division I athletes to accumulate frequent-flier miles earned during travel to and from intercollegiate competition. The rule, adopted by the Division I Board of Directors in April, is consistent with the intent of legislation passed in 2001 that permits athletes to receive miscellaneous benefits that have no cost to the athlete's school.

No athletes figure to accumulate more points than those competing for Hawaii of the Western Athletic Conference. Every trip by a Hawaii team to the mainland, the vast majority of which are on commercial flights, covers thousands of miles.

Hawaii reports that its men's basketball team and men's and women's swimming team each logged about 57,400 air miles during the 2002-03 season. Consumer Reports magazine approximates the value of each frequent-flier mile at 2 cents. That would have made the Hawaii men's basketball road trips worth about $1,148 per player.

Steve Kirschner
Associate AD for Communications
University of North Carolina

(O) 919-962-7258
(H) 919-968-1531
(Fax) 919-962-0612
(cell) 919-201-2196

From: Amy Schaeperkoetter <ajschae@uncaa.unc.edu>
Sent: Thursday, April 1, 2004 5:24 PM
To: Bunting, John <jb43@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>
Cc: Calder, Andrew <acalder@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: Summer School Forms
Attach: FB, MBB, WBB Recommendation Form.doc

Coaches,

Tomorrow (Friday) in campus mail, you will be receiving the Summer School 2004 Award Recommendation packet. For those of you that would prefer to do these forms on computer, I am attaching the Recommendation form to this email. If you choose this route, please complete them, print them out, then sign and return them to me.

As always, let me know if you have any questions.

Thanks,
Amy

Summer 2004

Award Recommendation

Sport: _____

Name: _____
Last First

PID: _____

☐ Resident (R) ☐ Non-Resident (NR)

First Session Award

Tuition, Fees, Room, Board, and Books for _____ credit hours

Online course credit hours (if applicable) _____

☐ On-Campus Room ☐ Off-Campus Room Check

Second Session Award

Tuition, Fees, Room, Board, and Books for _____ credit hours

Online course credit hours (if applicable) _____

☐ On-Campus Room ☐ Off-Campus Room Check

_____ _____ _____
Head Coach Signature Date

_____
Academic Support Signature Date

_____
Compliance Signature Date

_____
Office of Scholarships and Student Aid Signature Date

cc: Head Coach
Compliance
Office of Scholarships and Student Aid
Student Accounts and University Receivables
Student-Athlete

From: Larry Gallo <athgallo@uncaa.unc.edu>

Sent: Tuesday, July 6, 2004 9:38 AM

To: Coates, Alivian <acoates@uncaa.unc.edu>; Dorrance, Anson <anson@uncaa.unc.edu>; Kalbas, Brian <bjkalb@wm.edu>; Blutreich, Brian <blu@uncaa.unc.edu>; Smith, Beverly <bsmith@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; Warren, Kendra <coachmack@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Hill, Don <dhill@uncaa.unc.edu>; Johnson, Don <djohnson@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Comfort, Frank <fcswim@uncaa.unc.edu>; Paradine, Greg <gparadine@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Bunting, John <jb43@uncaa.unc.edu>; Haase, Jerod <jhaase@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Lodes, Jim <jlodes@uncaa.unc.edu>; Wilson, Jill <jlytle@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Webb, Josh <jwebb@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Law, Greg <lawdawg@uncaa.unc.edu>; Fogt, Laura <lfogt@uncaa.unc.edu>; Burnett, Michael <mburnett@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Whittlesey, Michael <mjwhit@uncaa.unc.edu>; Martinson, Patricia <pmartinson@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Ann Toro, Tari <tatoro@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>

Cc: Rawls, Alisa <arawls@uncaa.unc.edu>; Dastur, Armin <armin@uncaa.unc.edu>; Haithcock, Brenda <bhaithcock@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Cheek, Donna <dcheek@uncaa.unc.edu>; Hooker, Dan <dhooker@uncaa.unc.edu>; Marbry, Delaine <dmarbry@uncaa.unc.edu>; Parker, Andrew <drewp@uncaa.unc.edu>; eheather@email.unc.edu; Holt, Joan <jholt@uncaa.unc.edu>; Davis, Marc <jmskate@uncaa.unc.edu>; Nipper, Joan <jnipper@uncaa.unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Sander, Tom <pacman@uncaa.unc.edu>; smays@email.unc.edu; Wagner, Sharon <swagner@uncaa.unc.edu>; ttaft@med.unc.edu

Subject: URGENT: S-A MEDICAL INSURANCE INFORMATION !!!

Attach: ATHLETE INSURANCE INFORMATION.doc

Folks:

The world of health insurance continues to become an increasingly costly issue for our society. Needless to say, this issue continues to be a very difficult challenge for those of us in the field of intercollegiate athletics.

At Carolina, our medical expenses are escalating each and every year (i.e., during 2003-04 fiscal year, an increase of approximately $150,000) to a point that we all need to help in "getting our arms around" this financial drain on our Department. Therefore, I am requesting you to assist in obtaining medical insurance information from your respective sport's student-athletes. Folks, this is a must, and it is imperative that this be done before your student-athletes engage in any type of voluntary or mandatory team practices throughout the ENTIRE YEAR!!!

* A student-athlete who does not return the medical insurance form will not be allowed to participate in any practice until the form is received.
* This form must be completed by each student-athlete and/or, his/her parent/legal guardian regardless of whether or not they have their own medical insurance!
* The athletic trainer assigned to your sport will review your roster to ascertain if every student-athlete/parent/legal guardian on your roster has completed and returned the insurance form.

This email has been sent to each head coach, selected assistant coaches, administrative assistants/directors of operations of certain sports, and some team secretaries. Therefore, there is no excuse for not obtaining this medical insurance information from your

student-athletes according to the time table I shall describe below.

Procedures:

1. Print off the attached document - "medical insurance information form"

2. Mail the form to the parents/legal guardians of each of your student-athletes that you are expecting to be on your squad list during the 2004-05 year (i.e., returnees, transfers, incoming freshmen, medical exempts - EVERYONE!!)

3. The forms are to be returned either to you or one of your staff members

4. Once you have received the completed forms from ALL of your 2004-05 student-athletes, alphabetize the forms, attach a current 2004-05 roster, and give the forms to your respective sport's head athletic trainer. The trainer will review the forms and then send them to the appropriate staff in the Sports Medicine Unit of the Student Health Center.

5. This process should be completed, according to the above policy, by Friday, August 6, 2004.

Thank you for your immediate attention to this very important welfare issue concerning our student-athletes. Please be very diligent in obtaining this information in a timely fashion. I appreciate your cooperation and assistance in advance.

I am hopeful you are enjoying your summer. Take care.

Larry

Please return completed form as soon as possible with copy of insurance card, front and back to:
Head Coach (**Sport Specific**)
UNC Department of Athletics
P.O. Box 2126
Chapel Hill, NC 27515

INSURANCE INFORMATION OF STUDENT ATHLETES

Student's Name:_____

Date of Birth: _____/____/_____ SPORT:_____SEX: M_____F___

IS YOUR SON/DAUGHTER COVERED BY HEALTH INSURANCE? YES_____ NO_____
IF YES, PLEASE COMPLETE BELOW. PLEASE SUBMIT COPY OF INSURANCE CARD, FRONT AND BACK.

Policyholder's Name:_____Date of Birth:___/____/____

S.S.#:_____Relationship to Student:_____

Address, City, State, Zip:_____

Phone Number:_____

Policyholder's Employer:_____

Address, City, State, Zip:_____

Employer's Phone:_____

Full-time:_____Part-time:_____Retired:_____Self-employed:_____

Is this policy an HMO_____ PPO_____

If this policy requires pre-authorization from a primary care physician before services can be rendered, please complete the following:

Physician:_____ Phone Number:_____

Do you have a separate prescription drug policy? Yes_____ No_____
If so, please give name and address and/or submit claim forms. Please include a copy of your drug card, front and back.

Name:_____Address:_____

I give my permission to the Division of Sports Medicine to file a claim for medical services with the above health care insurer. According to NCAA regulations, I understand that any insurance payments I receive must be returned to be placed on my child's account.

Parent's Signature:_____ Date:_____

If this information changes during the school year, please contact the Division of Sports Medicine (919) 966-3655.

From: Larry Gallo <athgallo@uncaa.unc.edu>

Sent: Friday, July 30, 2004 7:58 AM

To: Coates, Alivian <acoates@uncaa.unc.edu>; Dorrance, Anson <anson@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Blutreich, Brian <blu@uncaa.unc.edu>; Smith, Beverly <bsmith@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; Warren, Kendra <coachmack@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Hill, Don <dhill@uncaa.unc.edu>; Johnson, Don <djohnson@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Comfort, Frank <fcswim@uncaa.unc.edu>; Paradine, Greg <gparadine@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Bunting, John <jb43@uncaa.unc.edu>; Haase, Jerod <jhaase@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Lodes, Jim <jlodes@uncaa.unc.edu>; Wilson, Jill <jlytle@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Webb, Josh <jwebb@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Law, Greg <lawdawg@uncaa.unc.edu>; Fogt, Laura <lfogt@uncaa.unc.edu>; Burnett, Michael <mburnett@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Whittlesey, Michael <mjwhit@uncaa.unc.edu>; Martinson, Patricia <pmartinson@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Ann Toro, Tari <tatoro@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>

Cc: Rawls, Alisa <arawls@uncaa.unc.edu>; Dastur, Armin <armin@uncaa.unc.edu>; Haithcock, Brenda <bhaithcock@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Cheek, Donna <dcheek@uncaa.unc.edu>; Hooker, Dan <dhooker@uncaa.unc.edu>; Marbry, Delaine <dmarbry@uncaa.unc.edu>; Parker, Andrew <drewp@uncaa.unc.edu>; eheather@email.unc.edu; Holt, Joan <jholt@uncaa.unc.edu>; Davis, Marc <jmskate@uncaa.unc.edu>; Nipper, Joan <jnipper@uncaa.unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Sander, Tom <pacman@uncaa.unc.edu>; smays@email.unc.edu; Wagner, Sharon <swagner@uncaa.unc.edu>; ttaft@med.unc.edu

Subject: Fwd: Reminder!!!! URGENT: S-A MEDICAL INSURANCE INFORMATION !!!

Attach: URGENT_ S-A MEDICAL INSURANCE INFORMATION !!!.msg

Folks,

This email is to serve as a reminder to you to continue your due diligence regarding this request. You all received the attachment (email) on July 6th.

Thank you for your continuing attention to this very important request.

Have a good day!

Larry Gallo Jr.

From: Larry Gallo <athgallo@uncaa.unc.edu>

Sent: Tuesday, July 6, 2004 9:38 AM

To: Coates, Alivian <acoates@uncaa.unc.edu>; Dorrance, Anson <anson@uncaa.unc.edu>; Kalbas, Brian <bjkalb@wm.edu>; Blutreich, Brian <blu@uncaa.unc.edu>; Smith, Beverly <bsmith@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; Warren, Kendra <coachmack@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Hill, Don <dhill@uncaa.unc.edu>; Johnson, Don <djohnson@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Comfort, Frank <fcswim@uncaa.unc.edu>; Paradine, Greg <gparadine@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Bunting, John <jb43@uncaa.unc.edu>; Haase, Jerod <jhaase@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Lodes, Jim <jlodes@uncaa.unc.edu>; Wilson, Jill <jlytle@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Webb, Josh <jwebb@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Law, Greg <lawdawg@uncaa.unc.edu>; Fogt, Laura <lfogt@uncaa.unc.edu>; Burnett, Michael <mburnett@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Whittlesey, Michael <mjwhit@uncaa.unc.edu>; Martinson, Patricia <pmartinson@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Ann Toro, Tari <tatoro@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>

Cc: Rawls, Alisa <arawls@uncaa.unc.edu>; Dastur, Armin <armin@uncaa.unc.edu>; Haithcock, Brenda <bhaithcock@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Cheek, Donna <dcheek@uncaa.unc.edu>; Hooker, Dan <dhooker@uncaa.unc.edu>; Marbry, Delaine <dmarbry@uncaa.unc.edu>; Parker, Andrew <drewp@uncaa.unc.edu>; eheather@email.unc.edu; Holt, Joan <jholt@uncaa.unc.edu>; Davis, Marc <jmskate@uncaa.unc.edu>; Nipper, Joan <jnipper@uncaa.unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Sander, Tom <pacman@uncaa.unc.edu>; smays@email.unc.edu; Wagner, Sharon <swagner@uncaa.unc.edu>; ttaft@med.unc.edu

Subject: URGENT: S-A MEDICAL INSURANCE INFORMATION !!!

Attach: ATHLETE INSURANCE INFORMATION.doc

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* The athletic trainer assigned to your sport will review your roster to ascertain if every student-athlete/parent/legal guardian on your roster has completed and returned the insurance form.

This email has been sent to each head coach, selected assistant coaches, administrative assistants/directors of operations of certain sports, and some team secretaries. Therefore, there is no excuse for not obtaining this medical insurance information from your student-athletes according to the time table I shall describe below.

Procedures:

1. Print off the attached document - "medical insurance information form"

2. Mail the form to the parents/legal guardians of each of your student-athletes that you are expecting to be on your squad list during the 2004-05 year (i.e., returnees, transfers, incoming freshmen, medical exempts - EVERYONE!!)

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5. This process should be completed, according to the above policy, by Friday, August 6, 2004.

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I am hopeful you are enjoying your summer. Take care.

Larry

Please return completed form as soon as possible with copy of insurance card, front and back to:
Head Coach (**Sport Specific**)
UNC Department of Athletics
P.O. Box 2126
Chapel Hill, NC 27515

INSURANCE INFORMATION OF STUDENT ATHLETES

Student's Name:_____

Date of Birth: _____/____/_____ SPORT:_____SEX: M_____F___

IS YOUR SON/DAUGHTER COVERED BY HEALTH INSURANCE? YES_____ NO_____
IF YES, PLEASE COMPLETE BELOW. PLEASE SUBMIT COPY OF INSURANCE CARD, FRONT AND BACK.

Policyholder's Name:_____Date of Birth:___/____/____

S.S.#:_____Relationship to Student:_____

Address, City, State, Zip:_____

Phone Number:_____

Policyholder's Employer:_____

Address, City, State, Zip:_____

Employer's Phone:_____

Full-time:_____Part-time:_____Retired:_____Self-employed:_____

Is this policy an HMO_____ PPO_____

If this policy requires pre-authorization from a primary care physician before services can be rendered, please complete the following:

Physician:_____ Phone Number:_____

Do you have a separate prescription drug policy? Yes_____ No_____
If so, please give name and address and/or submit claim forms. Please include a copy of your drug card, front and back.

Name:_____Address:_____

I give my permission to the Division of Sports Medicine to file a claim for medical services with the above health care insurer. According to NCAA regulations, I understand that any insurance payments I receive must be returned to be placed on my child's account.

Parent's Signature:_____ Date:_____

If this information changes during the school year, please contact the Division of Sports Medicine (919) 966-3655.

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Friday, September 24, 2004 10:46 AM
To: -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>
Cc: Miller, Beth <bmiller@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Hooker, Dan <dhooker@uncaa.unc.edu>; ttaft@med.unc.edu
Subject: Fwd: Lightning Warning System
Attach: Lightning Warning System.msg; severe weather.doc

Folks,

I know Dan Hooker emailed some information to you a few days ago about one of mother nature's most deadly forces - lightning. After speaking with Dan, we noticed that not all of the Head and Assistant Coaches in our Department received this very important information. Thus, I have attached this information, and once again, sent it to all of you. I am sorry to "fill your in box" with more email if you have already received this information. Both Dan and I wanted to be certain that all of our coaches received these two lightning safety policies. Please feel free to share this very important safety information with whomever you wish, especially if they do not have email!

Thank you for your attention and cooperation. Have a good day and best of luck!

Take care,
Larry Gallo Jr.

From: Dan Hooker <dhooker@uncaa.unc.edu>

Sent: Tuesday, September 21, 2004 4:28 PM

To: acalder@uncaa.unc.edu; anson@uncaa.unc.edu; apowell@uncaa.unc.edu; athgallo@uncaa.unc.edu; awalker@uncaa.unc.edu; blawing@uncaa.unc.edu; blu@uncaa.unc.edu; bmiller@uncaa.unc.edu; bpalladino@uncaa.unc.edu; brewer@uncaa.unc.edu; bsimpson@uncaa.unc.edu; carykolat@uncaa.unc.edu; cburkey@uncaa.unc.edu; cd@uncaa.unc.edu; cholbrook@uncaa.unc.edu; coachmack@uncaa.unc.edu; craddock@uncaa.unc.edu; csmith@uncaa.unc.edu; cwerley@uncaa.unc.edu; dbaddour@uncaa.unc.edu; dbell@uncaa.unc.edu; dcrowell@uncaa.unc.edu; derekg@uncaa.unc.edu; djohnson@uncaa.unc.edu; djp@uncaa.unc.edu; dmorelli@uncaa.unc.edu; dsanders@uncaa.unc.edu; ducar@uncaa.unc.edu; ebolowich@uncaa.unc.edu; eculler@uncaa.unc.edu; fcswim@uncaa.unc.edu; ggg@uncaa.unc.edu; gparadine@uncaa.unc.edu; heel37@uncaa.unc.edu; hhunter@uncaa.unc.edu; jcake@uncaa.unc.edu; jconnors@uncaa.unc.edu; jfield@uncaa.unc.edu; jfreeman@uncaa.unc.edu; jgute@uncaa.unc.edu; jhaase@uncaa.unc.edu; jholladay@uncaa.unc.edu; jinman@uncaa.unc.edu; jmskate@uncaa.unc.edu; jsagula@uncaa.unc.edu; jweb@uncaa.unc.edu; jwithrow@uncaa.unc.edu; kbrowning@uncaa.unc.edu; kcs@uncaa.unc.edu; mburnett@uncaa.unc.edu; mfox@uncaa.unc.edu; mhwgolf@uncaa.unc.edu; msanders@uncaa.unc.edu; mtbiker@uncaa.unc.edu; nhogge@uncaa.unc.edu; rfowler@uncaa.unc.edu; rmiller@uncaa.unc.edu; rsteinbacher@uncaa.unc.edu; rwilliams@uncaa.unc.edu; saustin@uncaa.unc.edu; shatchell@uncaa.unc.edu; skhaney@uncaa.unc.edu; soliaro@uncaa.unc.edu; spaul@uncaa.unc.edu; srobo@uncaa.unc.edu; stacicreech@uncaa.unc.edu; tranquill@uncaa.unc.edu; uncwlax@uncaa.unc.edu; wscroggs@uncaa.unc.edu

Subject: Lightning Warning System

Attach: Lightning_Policy_(ACC_Tourn).do.doc

Everyone,
There was a recent incident of a lightning strike death of an athlete at a high school in Texas. The ESPN story is at http://sports.espn.go.com/sports/news/story?id=1883226 . They describe it as a bolt from the blue first strike. With this in mind, I asked our weatherdata service to give me some follow-up on this event and whether our system would be helpful to us to avoid this type of tragedy here.
The weatherdata research showed that this was not a first strike that there was some cloud cover and a previous strike had been recorded within a 12 mile radius of the site of the fatal strike 18 minutes prior to the fatal strike. The lesson for us from this is our weather service would have warned us of any activity like the activity in this incident and we would have been able to warn our athletes to be in a lightning safe shelter in plenty of time to avoid an event. The mistake that the coaches in Texas made was to ignore the weather and think that just because there was no or little rain that there was no danger. Coaches should be alert to possible weather as they prepare for practice and if there is a question about a lightning storm, then consult the training staff for more information. When a warning is given, heed the warning, clear the field by going to a lightning safe structure. Sitting in a car without contact with the doors or metal from the car is safer than an open structure. Only resume practice when there is an all clear from the weather service. Please keep this in mind when you are scheduling outdoor practices or conditioning. I have attached our lightning policy for your review, please call if you have any questions. Thanks, Dan

Atlantic Coast Conference Championships
(Proposal)

Severe Weather / Lightning Policy

Lightning is a dangerous phenomenon. Athletic teams that practice and compete outdoors are at risk when there is inclement weather. The Atlantic Coast Conference has developed a lightning safety policy to minimize the risk of injury from a lightning strike to participating student-athletes, coaches, staff, and guests. To monitor severe weather, the ACC game operations official and the facility manager will utilize a professional weather monitoring service. This professional weather monitoring service will provide up-to-date reports on approaching weather.

Prior to competition, the ACC game operations official will meet and greet umpires, officials or referees and explain that there is a means to monitor severe weather. When a storm is in the vicinity of practice or competition, the weather service will activate a communication system that will notify a game operation official and a member of the sports medicine staff of the weather warning. The communication system will be comprised of a text message on a pager and via a fax that will be sent to a designated machine at the host site. The information will include the beginning and the ending times of the weather warning and the type of weather activity expected. One person from ACC game operations and one person from the host sports medicine team may contact the weather service directly to clarify any information.

When the storm is (10-15 miles away – this distance should be specific to the site of the championship and the time required for safe evacuation of the playing area), practice or competitions should stop and the athletes should exit to designated safe area. When the storm passes 10 miles away from the grounds or the weather warning is canceled, then activity may resume. The host site will have established the designated safe area and the time needed to access this area. The distance of the weather front warning may need to be adjusted depending on the evacuation time needed reach the designated safe area.

The decision to stop activity and have the athletes exit the outdoor facility when adverse weather occurs will be made as follows:

-Before the start of the competition; the ACC game operations official and umpires will monitor the weather and make a decision to suspend activity in the event of imminent lightning or other weather related hazards to play. For lightning, this is based on recorded ground strikes within a 10 mile radius of the event. This distance may be adjusted depending on the time required for a safe evacuation.

-Once the contest has begun; the umpires will be advised by the game operation official of weather related problems requiring their attention and will have the ability to suspend play

at anytime. If the weather system continues to be a threat, they may suspend play for the duration of the weather warning. During the suspension, the umpires will consult with the game operations official to determine the projected weather delay.

-During practices; the host sports medicine staff will communicate the presence of adverse weather to the coaches. The coach should activate the evacuation policy until conditions clear.

If the team is asked to exit the field, they should go to the designated safe area and remain there until activity is allowed to resume by the game officials, coach or athletic trainers.

UNIVERSITY OF NORTH CAROLINA
ATHLETIC DEPARTMENT

SEVERE WEATHER/LIGHTNING SAFETY

Lightning is the most consistent and significant weather hazard that may affect intercollegiate athletics. The University of North Carolina subscribes to the Weather Data, Inc. Service. When there is a storm containing lightning in the vicinity of the UNC campus, the weather service pages the Sports Medicine alphanumeric pagers with specific information.

If the weather becomes a concern during an event or practice and you do not have an alphanumeric pager, please call Fetzer Athletic Training Room (962-2067) or page Dan (216-1922) or Chris (216-2277) for weather information. **DO NOT CALL** the weather service directly.

Everyone should be removed from the outdoor facility when lightning is approximately 10 miles away. Games or practice may resume when the storm has moved through and the closest lightning is beyond the 10-mile radius. The decision to remove people from an outdoor facility due to threatening weather will be made as follows:

1. Prior to a game, the athletic trainer will advise the games operations staff about weather related issues. The games operation staff has the responsibility to cancel delay or allow play.
2. During a game, the athletic trainer will advise the game officials about weather related issues. The game officials have the responsibility to stop and restart or cancel the game.
3. Prior to and during practice, the athletic trainer will advise the coach about weather related issues. The coach has the responsibility to cancel, delay, stop and restart the practice. The athletic training staff will follow the above protocol and will not remain on the field if the coach ignores the weather warning. The athletic training staff can get real time information from the Weather Data Service so the practice opportunity can be maximized.

If weather information is needed to help with practice or event planning, Dan Hooker (216-1922) and Chris Hirth (216-2277) can initiate calls to the Weather Data Service for forecasting. Weather Data's predications are excellent for imminent weather events but long-range forecast are equivalent to the National Weather Service or the local television meteorologist. If the forecast calls for thundershowers, call the Fetzer Athletic Training Room (962-2067) for an update before going out to practice and once at the practice site make sure communication devices are operational before beginning practice.

If the team is removed from the field, everyone should go to the closest safe structure and remain there until given an all clear by game official, coach or athletic trainer. The following safe structures have been identified for each facility:

SITE	SAFE STRUCTURES
1. Fetzer Field/Track	Field house, Soccer Center, Carmichael Auditorium, Woollen Gym
2. Navy Field	Locker Rooms, Boshamer Stadium, Offices/locker rooms
3. Boshamer Stadium	Locker Rooms
4. Kenan Stadium	Locker Rooms
5. Finley Practice Fields	Soccer Trailer, Vehicles
6. Softball Field	Vehicles
7. Tennis Center	Indoor Facility
8. University Lake	Boathouse

Coaches should also be familiar with the flash-to-bang method of estimating how far away lightning is occurring. Thunder always accompanies lightning, even though its audible range can be diminished due to background noise in the immediate environment and its distance from the observer. To use the flash-to-bang method, count the seconds from the time the lightning is sighted to when the clap of thunder is heard. Divide this number by 5 to obtain how far away (in miles) the lightning is occurring. For example, if an individual counts 15 seconds between seeing the flash and hearing the bang, 15 divided by 5 equals 3; therefore the lightning is approximately 3 miles away.

As a minimum, the National Severe Storms Laboratory (NSSL) strongly recommends that by the time the monitor obtains a flash-to-bang count of 30 seconds, all individuals should have left the athletic site and reached a safe structure or location.

According to the NCAA Committee on Competitive Safeguards and Medical Aspects of Sports, if individuals are unable to reach a safe structure, find a thick grove of small trees surrounded by taller trees or a dry ditch. Assume a crouched position on the ground with only the balls of the feet touching the ground, wrap your arms around your knees and lower your head. Minimize contact with the ground, because lightning current often enters a victim through the ground rather than by a direct overhead strike. Minimize your body's surface area and minimize contact with the ground. **DO NOT LIE FLAT!** Stay away from the tallest trees or objects (such as light poles or flag poles), individual trees, standing pools of water, and open fields. Avoid being the highest object in a field. **Do not take shelter under a single, tall tree.**

The NSSL staff recommends that everyone should ideally wait at least 30 minutes after the last flash of lightning or sound of thunder before returning to the field or activity.

8/19/02

From: Mary Ball <maryball@uncaa.unc.edu>

Sent: Tuesday, August 23, 2005 8:54 AM

To: -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Batt, J. <batt@uncaa.unc.edu>; bjpolk@unc.edu; Miller, Beth <bmiller@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; ciocca@email.unc.edu; Lane, Cricket <cricket@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Bebbs, Debra <dhoard@uncaa.unc.edu>; Hooker, Dan <dhooker@uncaa.unc.edu>; McPherson, Dawn <dmcpherson@uncaa.unc.edu>; evansj@bschool.unc.edu; Basnight, Gail <gbasnight@uncaa.unc.edu>; gregoryc@email.unc.edu; -Head Coaches <-Head Coaches@uncaa.unc.edu>; jackie_copeland@unc.edu; james_moeser@unc.edu; Boone, Josh <jboone@uncaa.unc.edu>; Cake, Johnny <jcake@uncaa.unc.edu>; Connors, Jeff <jconnors@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Montgomery, John <jmont@uncaa.unc.edu>; joanna@unc.edu; Best, Kevin <kbest@uncaa.unc.edu>; Crowder, Ken <kcrowder@uncaa.unc.edu>; lschimm@email.unc.edu; Ballen, Martina <mballen@uncaa.unc.edu>; Perkins, Michael <mperkins@uncaa.unc.edu>; Teague, Norwood <nteague@uncaa.unc.edu>; pgrogran@email.unc.edu; Mercer, Robert <rmercer@uncaa.unc.edu>; rucinski@email.unc.edu; Kirschner, Steve <skirschner@uncaa.unc.edu>; strohm@email.unc.edu; tbrickne@email.unc.edu; Smith, Tim <tdsmith@uncaa.unc.edu>; ttaft@med.unc.edu; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Subject: Corrections to 05-06 NCAA Manual

Attach: Corrections Chart.doc

All,

Attached please find a chart listing corrections to the 2005-06 NCAA Division I Manual. The chart focuses on substantive changes and bylaw cite corrections. If you have any questions, feel free to contact the Compliance office.

Thanks,

Mary

Mary Ball
Compliance Office
University of North Carolina at Chapel Hill
P.O. Box 2126
Dean E. Smith Center
Chapel Hill, NC 27515
(919) 962-7851
maryball@uncaa.unc.edu

Corrections to the 2005-06 NCAA Division I Manual*

Page(s)	Bylaw	Correction
93	13.1.3.1.2	Additional text added (**correction noted in bold and underlined**). 13.1.3.1.2 Exception -- Men's Basketball. In men's basketball, an institution is permitted to make one telephone call per month to a prospect [or the prospect's parents or legal guardian(s)] on or after June 15 of the prospect's sophomore year in high school through July 31 of the prospect's junior year in high school. An institution is permitted to make two telephone calls **per week** to a prospect [or the prospect's relatives or legal guardian(s)] beginning August 1 prior to the prospect's senior year in high school. An institution is permitted to make one telephone call per week to a two-year college prospect [or the prospect's parents or legal guardian(s)].
100	13.1.8.8-(a)-(4)	Bylaw cite is incorrect. Please replace 30.17 with 30.16.
100	13.1.8.8-(b)-(2)	Bylaw cite is incorrect. Please replace 30.18 with 30.17.
124	13.12.1.1.2	Additional text added (**correction noted in bold and underlined**). 13.12.1.1.2 Football and Basketball. An institution's football camp or clinic may be conducted only during two periods of 15-consecutive days in the months of June and July or any calendar week (Sunday through Saturday) that includes days of those months (e.g., May 28-June 3), unless such activities meet the provisions regarding developmental clinics set forth in Bylaw 13.11.3.1. The dates of the two 15-day periods must be on file in the office of the athletics director. An institution's basketball camp or clinic may be conducted only during the months of June, July and August, **or any calendar week (Sunday through Saturday) that includes days of those months** unless such activities meet the provisions regarding developmental clinics set forth in Bylaw 13.11.3.1. Violations of this bylaw shall be considered institutional violations per Constitution 2.8.1; however, such violations shall not affect the prospective student-athlete's eligibility.
127	13.12.3-(a)	Bylaw cite is incorrect. Please replace 30.18 with 30.16.
128	13.12.3-(b)	Bylaw cite is incorrect. Please replace 30.18 with 30.17.

Corrections to the 2005-06 NCAA Division I Manual*

Page(s)	Bylaw	Correction
148 and 149	14.3.1.1-(a)	Under "Additional academic courses," please remove reference to computer science. As of August 1, 2005, computer science course can be used only if the high school grants graduation credit in mathematics or natural/physical science and the courses appear on the high-school's core course list as a math or science course.
164	14.4.3.5-(a)	Remove "not" in the last sentence of the bylaw (**correction noted in bold and <u>underlined</u>**). 14.4.3.5 Exceptions to Progress-Toward-Degree Rule. (a) Missed term**.** One time during a student-athlete's entire period of collegiate enrollment, the provisions of Bylaw 14.4.3.1-(b)-(1) may be prorated at 12 hours per term of actual attendance if the student-athlete misses a complete term or consecutive terms during an academic year, subject to the following conditions: (1) The student-athlete engaged in no outside competition in the sport during the academic term or terms in which the student was not in attendance; and (2) At the time of certification, the student has fulfilled the progress-toward-degree requirements per Bylaw 14.4.3.1 for the terms in which the student was in attendance. A transfer student from a two-year college is not eligible to utilize this one-time exception during the first academic year of residence at the certifying institution in order to maintain eligibility during the second year in residence. **<u>Hours earned while enrolled as a part-time student during the "missed term" may be counted in meeting the progress-toward-degree requirements</u>**.

Corrections to the 2005-06 NCAA Division I Manual*

Page(s)	Bylaw	Corrections
171	14.4.3.6-(a)	Additional text added (**correction noted in bold and <u>underlined</u>**). (a) Medical absence. The credit hours required under the progress-toward-degree regulation of Bylaws 14.4.3.1 **<u>(b) and (c)</u>** and 14.4.3.5-(c) may be prorated at nine hours per term of actual attendance during an academic year in which a student misses a term or is unable to complete a term as a full-time student as a result of an injury or illness.
215	15.5.7.1.1.2.3.1	Bylaw cite in the first sentence is missing a number. 15.5.7.1.2.3 should read 15.5.7.1.1.2.3.
218	Figure 15-1	The footnote for the "Institutional Employee Dependent Tuition Benefit" should be 5 not 7.
240	17.02.11.4	The reference to football should be removed from this bylaw. It should read as follows: 17.02.11.4 First Day of Practice. The first day of practice may be conducted on the day when the last practice unit occurs, which is determined by counting backward from the day of the first permissible regularly scheduled contest. For example, in women's volleyball, practice may be held on the day that the 29th practice unit actually occurs, counting backward from the day of the first permissible regularly scheduled contest.
265	17.8.3	The reference to rugby is incorrect. Please replace with equestrian.
411-12	30.11.2-(b)	Additional text added (**correction noted in bold and <u>underlined</u>**). (b) September 16 through Tuesday of the week following the initial date for the spring signing of the National Letter of Intent [except for (1), (2), (3) **<u>, (4) (5) and (6)</u>** below] Women's basketball staff members shall not exceed 85 recruiting person days (see Bylaw 13.02.10). Academic year evaluations are limited to scholastic events.*:
412	30.11.3-(a)-(2)	Please remove the word "calendar" in between "42" and "days." Please see 13.1.8.9.3 and ER-2005-17 for details on the change.
428-29	31.2.3.3	The two references to "season of participation" is incorrect. Please replace "participation" with "competition."

* The LSDBi contains the most up to date version of the Division I Manual.

The National Collegiate Athletic Association
August 22, 2005 BN:jh

From: Amy S. Herman <ajschae@uncaa.unc.edu>
Sent: Wednesday, April 25, 2007 3:05 PM
To: Connors, Jeff <jconnors@uncaa.unc.edu>
Cc: Compliance; Williams, Andre <awilliams@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>
Subject: FB Discretionary Time: 17.02.14
Attach: TEXT.htm

Coach Connors,

See below for the answer to your question. Unfortunately, during discretionary weeks, it is NOT permissible for strength and conditioning coaches to conduct workouts for student-athletes, even if they request that you do so. You may be there for safety and monitoring purposes only. You may provide them with a written workout, obviously, but it is up to them to conduct it on their own.

Thanks,
Amy

>>> "Babcock, Lindsey" <lbabcock@theacc.org> 4/25/2007 2:56 PM >>>

Amy,
Good question. During discretionary time the S/C coaches may be present for safety reasons ONLY and may NOT actually put them through a workout, even if the sa requests it.
Lindsey

Lindsey K. Babcock
AtlanticCoastConference
Compliance & Governance
336-854-8787 ext. 249

From:Amy S. Herman [mailto:ajschae@uncaa.unc.edu]
Sent: Wednesday, April 25, 2007 1:32 PM
To: Babcock, Lindsey
Subject: FB Discretionary Time: 17.02.14

Lindsey,

This bylaw reads that "if the student-athlete opts to workout, the strength and conditioning coach may monitor the facility in use for health and safety purposes".

If the student-athlete asks the S/C coach to put them through a speed workout, would that be permissible under this legislation? The S/C coach would actually be conducting the workout.

Thanks,

Amy
--- Scanned by M+ Guardian Messaging Firewall ---

From: Amanda Cooley <acooley@uncaa.unc.edu>
Sent: Tuesday, June 12, 2007 2:12 PM
To: Davis, Paul <butchdavis@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: CCE
Attach: Butch Davis.doc

Coach,

Please see attachment for CCE results.

Thanks

Amanda K. Cooley
UNC Athletics
Compliance Intern
919.843.4738

From: Amanda Cooley <acooley@uncaa.unc.edu>
Sent: Tuesday, June 12, 2007 2:14 PM
To: Browning, Kenny <kbrowning@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: CCE
Attach: Kenny Browning.doc

Coach,

Please see attachment for CCE results.

Thanks

Amanda K. Cooley
UNC Athletics
Compliance Intern
919.843.4738

From: Amanda Cooley <acooley@uncaa.unc.edu>
Sent: Tuesday, June 12, 2007 2:16 PM
To: Thigpen, Tommy <tthigpen@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: CCE
Attach: Tommy Thigpen.doc

Coach,

Please see attachment for CCE results.

Thanks

Amanda K. Cooley
UNC Athletics
Compliance Intern
919.843.4738

From: Amanda Cooley <acooley@uncaa.unc.edu>
Sent: Tuesday, June 12, 2007 2:17 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>
Subject: CCE
Attach: Corey Holliday.doc

Coach,

Please see attachment for CCE results.

Thanks

Amanda K. Cooley
UNC Athletics
Compliance Intern
919.843.4738

From: Amanda Cooley <acooley@uncaa.unc.edu>
Sent: Tuesday, June 12, 2007 2:18 PM
To: Haydon, Joe <haydon@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: CCE
Attach: Joe Haydon.doc

Coach,

Please see attachment for CCE results.

Thanks

Amanda K. Cooley
UNC Athletics
Compliance Intern
919.843.4738

From: Amanda Cooley <acooley@uncaa.unc.edu>
Sent: Tuesday, June 12, 2007 2:18 PM
To: Dunn, John <jdunn@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: CCE
Attach: John Dunn.doc

Coach,

Please see attachment for CCE results.

Thanks

Amanda K. Cooley
UNC Athletics
Compliance Intern
919.843.4738

From: Amanda Cooley <acooley@uncaa.unc.edu>
Sent: Tuesday, June 12, 2007 2:19 PM
To: Terlecky, Shawn <sterlecky@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: CCE
Attach: Shawn Terlecky.doc

Coach,

Please see attachment for CCE results.

Thanks

Amanda K. Cooley
UNC Athletics
Compliance Intern
919.843.4738

From: Amanda Cooley <acooley@uncaa.unc.edu>
Sent: Tuesday, June 12, 2007 2:19 PM
To: Williams, Andre <awilliams@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: CCE
Attach: Andre Williams.doc

Coach,

Please see attachment for CCE results.

Thanks

Amanda K. Cooley
UNC Athletics
Compliance Intern
919.843.4738

From: Amanda Cooley <acooley@uncaa.unc.edu>
Sent: Tuesday, June 12, 2007 2:20 PM
To: Hagen, Steve <shagen@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: CCE
Attach: Steve Hagen.doc

Coach,

Please see attachment for CCE results.

Thanks

Amanda K. Cooley
UNC Athletics
Compliance Intern
919.843.4738

From: Amanda Cooley <acooley@uncaa.unc.edu>
Sent: Tuesday, June 12, 2007 2:21 PM
To: Williams, Charlie <cwilliams@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: CCE
Attach: Charlie Williams.doc

Coach,

Please see attachment for CCE results.

Thanks

Amanda K. Cooley
UNC Athletics
Compliance Intern
919.843.4738

From: Amanda Cooley <acooley@uncaa.unc.edu>
Sent: Tuesday, June 12, 2007 2:22 PM
To: Blake, John <jblake@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: CCE
Attach: John Blake.doc

Coach,

Please see attachment for CCE results.

Thanks

Amanda K. Cooley
UNC Athletics
Compliance Intern
919.843.4738

From: Amanda Cooley <acooley@uncaa.unc.edu>
Sent: Tuesday, June 12, 2007 2:22 PM
To: Pagano, Chuck <cpagano@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: CCE
Attach: Chuck Pagano.doc

Coach,

Please see attachment for CCE results.

Thanks

Amanda K. Cooley
UNC Athletics
Compliance Intern
919.843.4738

From: Amanda Cooley <acooley@uncaa.unc.edu>
Sent: Tuesday, June 12, 2007 2:23 PM
To: Shoop, John <jshoop@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: CCE
Attach: John Shoop.doc

Coach,

Please see attachment for CCE results.

Thanks

Amanda K. Cooley
UNC Athletics
Compliance Intern
919.843.4738

From: Amanda Cooley <acooley@uncaa.unc.edu>
Sent: Tuesday, June 12, 2007 2:24 PM
To: Lovett, John <jlovett@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: CCE
Attach: John Lovett.doc

Coach,

Please see attachment for CCE results.

Thanks

Amanda K. Cooley
UNC Athletics
Compliance Intern
919.843.4738

From: Amanda Cooley <acooley@uncaa.unc.edu>
Sent: Tuesday, June 12, 2007 2:24 PM
To: Pittman, Sam <spittman@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: CCE
Attach: Sam Pittman.doc

Coach,

Please see attachment for CCE results.

Thanks

Amanda K. Cooley
UNC Athletics
Compliance Intern
919.843.4738

From: Amanda Cooley <acooley@uncaa.unc.edu>
Sent: Tuesday, June 12, 2007 2:25 PM
To: Vollono, James <jpv@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: CCE
Attach: James Vollono.doc

Coach,

Please see attachment for CCE results.

Thanks

Amanda K. Cooley
UNC Athletics
Compliance Intern
919.843.4738

From: Amanda Cooley <acooley@uncaa.unc.edu>
Sent: Tuesday, June 12, 2007 2:25 PM
To: Bettcher, James <jbettcher@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: CCE
Attach: James Bettcher.doc

Coach,

Please see attachment for CCE results.

Thanks

Amanda K. Cooley
UNC Athletics
Compliance Intern
919.843.4738

From: Amanda Cooley <acooley@uncaa.unc.edu>
Sent: Tuesday, June 12, 2007 2:26 PM
To: Satterfield, Wes <wsatterfield@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: CCE
Attach: Wesley Satterfield.doc

Coach,

Please see attachment for CCE results.

Thanks

Amanda K. Cooley
UNC Athletics
Compliance Intern
919.843.4738

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Monday, July 16, 2007 12:18 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>
Cc: Miller, Beth <bmiller@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Lohse, Dave <dlohse@uncaa.unc.edu>; Evans, Jack <EvansJ@kenan-flagler.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>
Subject: Updated 2007 Required Reports to Prospects
Attach: 2005-06 APR Report Explanation Sheet.pdf

Coaches,
Please accept this email as a follow-up to the email and hard copy memo that you received from Shelly Green, which included all of the reports and documents that are required to send to prospects at the earliest opportunity after the institution's first arranged in-person encounter with the prospect (i.e., Graduation Rates, GSR, and APR reports and the NCAA banned drug list and initial eligibility standards).

The attached PDF is an updated APR Report Explanation Sheet for the 2005-06 APR report that is now required to send to prospects. This Explanation Sheet can also be found on the J drive in the Official Visits file. This document is self explanatory, and would be helpful to prospects as they review and attempt to understand our APR report. Please attach this document to the APR report that you send to all of your prospects throughout 2007-08.

Let us know if you have any questions.

Thank you,
Susan

Susan Maloy
Assistant Athletic Director for Certification and Eligibility
UNC Department of Athletics
919-962-9892 (office)
919-962-6002 (fax)
sbmaloy@uncaa.unc.edu

Information about the NCAA Division I Academic Progress Rate Report

The 2005-06 NCAA Division I Academic Progress Rate (APR) Public Reports have been prepared by the NCAA, based on information provided by each Division I institution. All Division I institutions are required to distribute this report to prospective student-athletes and parents.

The APR report provides information about student-athletes at the institution who received athletics financial aid or for teams that do not award athletics aid, were recruited by the institution.

The report gives information about the academic progress and retention of student-athletes at the institution for the 2003-04, 2004-05 and 2005-06 academic years, unless otherwise noted. Once available, four years of data will be compiled to calculate a team's multiyear APR. The report provides an APR for each sport at the institution and national APR averages for various subgroups.

The APR is based on each student-athlete, having the opportunity to earn two points during each regular academic term of full-time enrollment (e.g., fall semester). One point is awarded if the student-athlete is academically eligible to compete the following regular academic term (or has graduated). The other point is awarded if the student-athlete returns to the institution as a full-time student the next regular academic term. The APR is calculated by adding all points earned by student-athletes over the past three academic years and dividing that number by the total possible points that could have been earned. That number is then multiplied by 1,000.

When a team's academic performance, measured by that team's APR, falls below 925, that team becomes subject to penalties if any student-athlete on that team did not return to the institution as a full-time student and was not academically eligible when the student-athlete left the institution. This penalty is known as a contemporaneous penalty and potentially limits the amount of athletics aid that the team may award.

A team becomes subject to incremental historical penalties each year the team's APR is below 900. These penalties range from an Occasion-One Penalty of a public warning to an Occasion-Four Penalty that could affect the institution's Division I membership status. After receiving a public warning, an institution's team must have a multiyear APR of at least 900 for three consecutive years or the team will be subject to the next level of penalties.

The Report

The APR report lists an institution's sponsored sports. The overall number of teams reporting data for that sport is listed in parentheses next to each sport.

The multiyear APR is the APR that is calculated based on academic data reported by institutions from the 2003-04, 2004-05 and 2005-06 academic years. Footnotes at the bottom of the report provide further clarification of issues that affect the APR:

a. (*) This symbol indicates that the data cell contains information about three or fewer student-athletes and due to federal privacy regulations, these data are not published.

b. (+) This symbol indicates that the team is not subject to a contemporaneous penalty due to a squad-size adjustment. Until the full four-year data set is available, a squad-size adjustment will be used for purposes of applying penalties. The squad-size adjustment helps ensure that low-performing teams are accurately identified given the smaller than intended data set.

c. (^) This symbol indicates that the team is not subject to a contemporaneous penalty because the team is performing better than the institution's general student body. If the team's graduation rate, based on the multiyear APR, is significantly better than the general student body, the team receives a waiver of any penalty.

d. (@) This symbol indicates that the team is not subject to historical penalties because the team has demonstrated academic improvement and a favorable comparison based on other academic or institutional factors.

e. (~) This symbol indicates that the team is not subject to historical penalties due to a squad-size adjustment. Until the full four-year data set is available, a squad-size adjustment will be used for purposes of applying penalties. The squad-size adjustment helps ensure that low-performing teams are accurately identified given the smaller than intended data set.

f. (%) This symbol indicates that the team is not subject to contemporaneous or historical penalties because the team's APR is based on one year of academic data.

g. (!) This symbol indicates that the team is not subject to historical penalties because the team's APR is based on two years of academic data.

The APR report also compares a team's APR with the APR of other Division I teams and ranks them by percentile. It is important to note that a team with a perfect APR of 1,000 may be ranked in the 80th percentile (0 = low rank, 100 = high rank) due to the large number of teams with this rate.

A team's APR (not percentile rank) is compared in several additional categories. A team's APR is compared to the average APR for all Division I teams in that particular sport. Additionally, a team's APR is further compared to the average APR of other teams in that particular sport at public institutions and private institutions. Finally, a team's APR is compared to the average

APR for teams in that particular sport at Football Bowl Subdivision institutions, NCAA Football Championship Subdivision institutions and Division I institutions. Bowl Subdivision and Football Championship Subdivision institutions sponsor football while Division I institutions do not.

From: "Kelly, Michael" <mkelly@theacc.org>
Sent: Wednesday, November 21, 2007 6:34 PM
To: amg4v@virginia.edu; Davis, Paul <butchdavis@uncaa.unc.edu>; carolyn_stuart@ncsu.edu; cgailey@at.gtaa.gatech.edu; clarkd@vt.edu; grobejb@wfu.edu; Jagodzinski, Jeff <jeffrey.jagodzinski.1@bc.edu>; mschneider@miami.edu; pbroglio@umd.edu; pnelson@duaa.duke.edu; swilkshi@mailer.fsu.edu; tbowden@clemson.edu
Cc: FSU, Andy Urbanic- <aurbanic@mailer.fsu.edu>; barry.gallup@bc.edu; Brooks, Butch <BBrooks@at.gtaa.gatech.edu>; Bell, Corey <cbell@miami.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Hickson, Dan <dhickson@umd.edu>; Horning, David <djhornin@gw.fis.ncsu.edu>; Faircloth, Bill <fairclwm@wfu.edu>; Capone, Gerry <gc6y@virginia.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Ballein, John <jballein@vt.edu>; Johnston, Andy <johnsta@clemson.edu>; Sales, Tony <tony@duaa.duke.edu>
Subject: Football Specific Proposals--NCAA
Attach: TEXT.htm; image001.gif; image003.gif; Football.pdf

ACC Head Football Coaches:

Attached is a chart that our compliance office put together to summarize the 2007-08 proposals specific to Football. Your respective Faculty Athletics Representatives are in the process of formulating institutional positions on these proposals for meetings next week so in the unlikely event that you have not been consulted about these by someone within your athletic department as of yet, I wanted to be sure you have this so that you could touch base with your AD or FAR if necessary regarding your thoughts.

Best wishes to all of you this weekend. Happy Thanksgiving!

Michael Kelly

Associate Commissioner/Football Operations

Atlantic Coast Conference

4512 Weybridge Lane

Greensboro, NC 27407

336-854-8787x270

mkelly@theacc.org

The 2007 Dr Pepper ACC Championship Game will be played on Saturday, December 1st in Jacksonville Municipal Stadium at 1pm on ABC

Football

Proposal Number	Title	Intent	Rationale	Source	Effective Date
2007-16-A	PERSONNEL AND RECRUITING — LIMITATIONS ON THE NUMBER AND DUTIES OF COACHES — RECRUITING COORDINATION FUNCTIONS	To eliminate the restriction that all recruiting coordination functions must be performed by a countable coach, while maintaining the prohibition that only an authorized countable coach may place calls to prospective student-athletes and be involved in off-campus recruitment activities.	Twelve years ago, recruiting coordinators were banned in football in an attempt to limit the size of football programs. Those efforts were not successful. Since the ban, football staff sizes have increased substantially. The combination of an increase in staff with a sharp limit on what these staff members can actually do has resulted in countless hours spent defining "recruiting coordination" and "clerical tasks," and in repeated attempts to regulate trivial activities such as ordering food for a recruiting banquet or preparing an official visit itinerary. Last year, the recruiting coordination ban was extended to all sports. Similar problems applying the legislation are now appearing in every sport and are having a particular impact on the role of volunteer coaches in the recruiting process. Most of the banned activities are administrative or logistical in nature, existing in the area between clerical and actual recruitment of prospective student-athletes. Since noncoaching administrators are already prohibited from all off-campus recruiting, no arms race in recruiting will break out if recruiting coordination is permitted. There is no inherent recruiting advantage in hiring noncoaching personnel since they cannot recruit prospective student-athletes. Administrative personnel decisions should be left to institutional discretion, not regulated by legislation.	Pacific-10 Conference.	August 01, 2008

Football

Proposal Number	Title	Intent	Rationale	Source	Effective Date
2007-18	PERSONNEL AND RECRUITING — LIMITATIONS ON THE NUMBER AND DUTIES OF COACHES — RECRUITING COORDINATION FUNCTIONS — EXCEPTION — NONCOACHING STAFF MEMBER — AFTER NATIONAL LETTER OF INTENT SIGNING OR OTHER WRITTEN COMMITMENT	To permit a noncoaching staff member to make telephone calls to or receive telephone calls from a prospective student-athlete (or the prospective student-athlete's parents, legal guardians or coaches) and prepare general recruiting correspondence (including electronic correspondence) to a prospective student-athlete (or the prospective student-athlete's parents or legal guardians), provided the prospective student-athlete has signed a National Letter of Intent or, for those institutions not using the National Letter of Intent in a particular sport or for a prospective-student-athlete who is not eligible to sign a National Letter of Intent (e.g., four-year college transfer), the institution's written offer of admission and/or financial aid.	As a general rule, an individual is considered to be a prospective student-athlete until he or she enrolls full time or participates in regular practice sessions. However, once a National Letter of Intent has been signed or, for those not eligible to sign an NLI (e.g., four-year transfer, institution does not subscribe), an offer of admission and/or financial aid has been accepted, an individual has committed to an institution and the recruitment process is, for all practical purposes, completed. Exceptions for communication with a prospective student-athlete after the signing of a National Letter of Intent (or acceptance of written offer of financial aid or admission) currently exist, but these exceptions are limited in scope. Any telephone calls or written correspondence with a prospective student-athlete concerning his or her recruitment after he or she has signed a National Letter of Intent (or an offer of admission and/or financial aid) would be minimal. Further, this proposal would allow an institution's chancellor or president, faculty athletics representative or director of athletics to send a congratulatory note to a prospective student-athlete after he or she has signed a National Letter of Intent (or an offer of admission and/or financial aid).	Big 12 Conference.	August 01, 2008
2007-32	RECRUITING — PERMISSIBLE RECRUITERS AND EVALUATIONS — HEAD COACH RESTRICTIONS — SPRING EVALUATION PERIOD — FOOTBALL	In football, to specify that the head coach shall not engage in off-campus recruiting activities during the April 15 through May 31 evaluation period.	It has become increasingly difficult for head football coaches to avoid contact with prospective student-athletes during the spring evaluation period. When head football coaches visit a high school while school is in session, they are in close proximity to students. In addition, the visibility of many high-profile coaches results in frequent unavoidable contact with any number of students. This proposal is intended to eliminate contact between a prospective student-athlete and head football coach during the spring evaluation period by prohibiting the head football coach from engaging in off-campus recruiting during the spring evaluation period. This proposal will also decrease the number of needless secondary violations and a significant amount of distrust that has occurred among coaches because of the difficulty in avoiding contact with prospective student-athletes during the spring evaluation period.	Southeastern Conference.	Immediate

Football

Proposal Number	Title	Intent	Rationale	Source	Effective Date
2007-36	RECRUITING — TELEPHONE CALLS TO PROSPECTIVE STUDENT-ATHLETES — PERMISSIBLE CALLERS — EXCEPTIONS — STRENGTH AND CONDITIONING COACHES	To permit strength and conditioning coaches to receive telephone calls from a prospective student-athlete, provided the calls relate to summer conditioning programs and such calls occur after the prospective student-athlete has signed a National Letter of Intent (NLI) or, for those institutions not subscribing to the NLI, after the signed acceptance of the institution's written offer of admission and/or financial aid.	For the safety of prospective student-athletes, institutional strength and conditioning coaches should be permitted to receive telephone calls from prospective student-athletes to discuss questions and/or proper techniques regarding summer conditioning programs. Other noncoaching staff members with sport-specific responsibilities are permitted to initiate and receive telephone calls, provided the calls relate only to general pre-enrollment administrative issues. Strength and conditioning coaches would only receive telephone calls. Moreover, there is no recruiting advantage since the prospective student-athletes have already signed a National Letter of Intent (NLI) (or, for those institutions not subscribing to the NLI, a written offer of admission and/or financial aid) with the institution.	Mountain West Conference.	August 01, 2008
2007-39	RECRUITING — CONTACTS AND EVALUATIONS — CONTACTS AFTER NATIONAL LETTER OF INTENT SIGNING OR OTHER WRITTEN COMMITMENT — FOOTBALL — CONTACTS DURING SPRING EVALUATION PERIOD — EDUCATIONAL INSTITUTION STAFF MEMBER PRESENCE	In football, to specify that during the spring evaluation period, coaching staff members may make two contacts with a prospective student-athlete who has signed a National Letter of Intent (or, for those institutions not subscribing to the National Letter of Intent, after the prospective student-athlete's signed acceptance of the institution's written offer of admission and/or financial aid) at the prospective student-athlete's educational institution and require that a staff member from the prospective student-athlete's educational institution (e.g., coach, academic counselor, principal) must be present during such contacts; further, to specify that any visit to the educational institution that includes only contact with a signed prospective student-athlete during the spring evaluation period shall be considered one of the institution's two permissible days at that institution.	Currently, football coaches may only have contact with prospective student-athletes who have signed a National Letter of Intent at their educational institutions during a contact period. Although coaches evaluate at educational institutions during the spring evaluation period, they must make other arrangements to have contact with the signed prospective student-athletes at other locations, such as a home or restaurant. This restriction creates greater recruiting costs and unnecessary bureaucracy. There is a benefit to prospective student-athletes when their coaches continue to monitor their academic progress. Allowing such contact to occur at the prospective student-athletes' educational institutions where academic counselors are also present, will result in better academic evaluations and will permit coaches to be more efficient during a busy recruiting period. Since the prospective student-athlete has already signed with the institution, there is no recruiting advantage gained by allowing such contacts.	NCAA Division I Championships/ Competition Cabinet (Football Issues Committee).	August 01, 2008

Football

Proposal Number	Title	Intent	Rationale	Source	Effective Date
2007-40	RECRUITING — CONTACTS AND EVALUATIONS — CONTACTS AFTER NATIONAL LETTER OF INTENT SIGNING OR OTHER WRITTEN COMMITMENT — FOOTBALL — CONTACTS DURING SPRING EVALUATION PERIOD	In football, to specify that during the spring evaluation period, coaching staff members may make two contacts with a prospective student-athlete who has signed a National Letter of Intent (or, for those institutions not subscribing to the National Letter of Intent, after the prospective student-athlete's signed acceptance of the institution's written offer of admission and/or financial aid) at the prospective student-athlete's educational institution; further, to specify that any visit to the educational institution that includes only contact with a signed prospect during the spring evaluation period shall be considered one of the institution's two permissible days at that institution.	This proposal would make the legislation related to football similar to most other sports by permitting coaches additional contact with prospects who have signed a National Letter of Intent or other written commitment. Such contact would be permitted when a coach is visiting an educational institution during the spring evaluation period, which provides coaches a cost effective opportunity to visit with prospects who have signed to attend the institution.	Southeastern Conference.	August 01, 2008
2007-42	RECRUITING — CONTACTS AND EVALUATIONS — FOOTBALL EVALUATIONS — SCHOLASTIC ACTIVITIES	In football, to specify that all evaluations shall be limited to regularly scheduled high school, preparatory school and two-year college contests, practices and regular scholastic activities involving prospective student-athletes enrolled at that institution.	Despite attempts to curb the increasing number of nonscholastic recruiting events in football, member institutions are continuing to see these events increase in frequency and sophistication. These events permit individuals with little or no role in the education of prospective student-athletes to become involved in their lives for the primary purpose of testing the prospective student-athletes' athletics ability. This proposal disassociates coaches from this activity before "third parties" become common in the sport of football. The intent of this proposal mirrors that of the original intent behind the current legislation regarding nonscholastic activities, that is, coaches should only attend legitimate high school and junior college practices and contests. It is in the best interests of prospective student-athletes to encourage that their time be spent in participation in scholastic activities, thereby giving them the necessary time to focus on their academic endeavors.	Southeastern Conference.	Immediate

Football

Proposal Number	Title	Intent	Rationale	Source	Effective Date
2007-43	RECRUITING — CONTACTS AND EVALUATIONS — FOOTBALL EVALUATIONS — SPRING EVALUATION PERIOD — SCHOLASTIC EVALUATIONS ONLY	In football, to specify that evaluations conducted during the spring evaluation period shall be limited to regularly scheduled high school, preparatory school and two-year college contests, tournaments and practices, and regular scholastic activities conducted under the supervision of a high school, preparatory school or two-year college coach.	This proposal is designed to place greater emphasis on the scholastic environment in the recruitment of prospective student-athletes. The recent proliferation of nonscholastic camps, clinics and combines, in which organizers attempt to showcase a prospective student-athlete's talents, has created an unhealthy recruiting environment that affects verbal commitments, media attention and college-choice decisions. It also has placed unnecessary pressure on prospective student-athletes to prepare for and attend these events during the academic year, potentially interfering with academic commitments. This proposal strives to increase the involvement of the prospective student-athlete's coach, to emphasize the importance of the scholastic environment and to establish a more appropriate and effective evaluation so that sound judgments can be made in the recruiting process. Football coaches still will be able to evaluate prospective student-athletes at non-football scholastic activities (e.g., district track meets, high school baseball tournaments). Further, football coaches will continue to be prohibited from evaluating prospects at events devoted to agility, flexibility, speed or strength tests (e.g., combines), even if such activity is conducted by a scholastic entity.	NCAA Division I Championships/ Competition Cabinet (Football Issues Committee).	August 01, 2008
2007-44	RECRUITING — OFFERS AND INDUCEMENTS AND TRYOUTS — USE OF ACADEMIC SUPPORT SERVICES/TRAINING-ROOM FACILITIES IN ALL SPORTS — VOLUNTARY SUMMER CONDITIONING IN FOOTBALL AND BASKETBALL	To eliminate the requirement that a prospective student-athlete must have signed a National Letter of Intent (NLI) (or, for an institution that does not use the NLI, a written offer of admission and/or financial aid) in order to receive academic support services and use the institution's training room facilities; further to specify that a student who is enrolled in the institution's summer term prior to the student's initial, full-time enrollment at the certifying institution may be provided such services and, in football and basketball, participate in voluntary conditioning activities during the summer with an athletic department's strength and conditioning coach.	Many incoming "walk-on" prospective student-athletes attend summer school prior to their initial enrollment to become acclimated to college studies as do those prospective student-athletes on athletics aid. Since "walk-on" student-athletes do not receive athletics aid during the summer, they are treated differently than those who are on athletics aid. Specifically, if they are enrolled in summer school, although athletics is not paying for their enrollment, they are precluded from using the academic center for academic needs or training-room facilities for medical needs during the summer prior to the start of the academic year or preseason practice. Additionally, "walk-on" prospective student-athletes are not permitted to work out in team weight rooms and participate in team strength and conditioning workouts during the summer. This proposal would allow "walk-on" prospective student-athletes to use the same academic support services and training-room facilities that incoming students can use if they are on athletics aid and it allows them to participate in the same voluntary athletically related activities. As a matter of student-athlete well-being, all prospective student-athletes should be treated the same during the summer.	Southeastern Conference and Southern Conference.	Immediate

Football

Proposal Number	Title	Intent	Rationale	Source	Effective Date
2007-54-A	ADMINISTRATIVE REGULATIONS — RECRUITING CALENDARS — FOOTBALL BOWL SUBDIVISION — FALL EVALUATION PERIOD — 42 EVALUATION DAYS	In bowl subdivision football, to specify that the fall evaluation period shall consist of 42 evaluation days during the months of September, October and November selected at the discretion of the institution and designated in writing in the office of the director of athletics.	Based on current legislation, bowl subdivision football coaching staffs typically send all seven coaches on the road for six days during the fall evaluation period. In contrast, championship subdivision football coaching staffs use the same number of recruiting person days (42) but are able to allocate those days as needed rather than being limited to sending seven coaches out to recruit on six days. The championship subdivision model permits flexibility such that one day of recruiting may involve three coaches on the road conducting evaluations, while the next evaluation day may involve six coaches. This more flexible approach results in more efficient use of travel and time, as coaches are able to schedule specific opportunities to observe prospective student-athletes rather than being required to use an evaluation day simply because other members of the coaching staff need to be on the road for recruiting purposes during a particular day.	Southeastern Conference.	August 01, 2008
2007-54-B	ADMINISTRATIVE REGULATIONS — RECRUITING CALENDARS — FOOTBALL BOWL SUBDIVISION — FALL EVALUATION PERIOD — 42 EVALUATION DAYS — SIX DAYS PER COACH	In bowl subdivision football, to specify that the fall evaluation period shall consist of 42 evaluation days during the months of September, October and November selected at the discretion of the institution and designated in writing in the office of the director of athletics; further, to specify that each authorized off-campus recruiters shall be limited to six evaluations days during the period.	This alternative proposal would permit the flexibility in scheduling recruiting evaluations intended by Proposal No. 2007-54-A, but would limit each individual coach to no more than six visits, thereby spreading the burden across the members of the coaching staff and avoiding one individual coach from becoming virtually a full-time recruiter.	Pacific-10 Conference.	August 01, 2008

Football

Proposal Number	Title	Intent	Rationale	Source	Effective Date
2007-75	FINANCIAL AID — INITIAL COUNTERS — FOOTBALL — MIDYEAR REPLACEMENT	In football, to permit an institution to replace a counter who graduates midyear or during the previous academic year (including summer) with a student-athlete who was an initial counter in a previous academic year and is returning to the institution after time spent on active duty in the armed services or on an official church mission.	This proposal provides an institution with flexibility in awarding athletics aid to football student-athletes who previously were counters and return to the institution after time spent on active duty in the armed services or on an official church mission. Currently, an institution is not permitted to replace a midyear graduate with an individual who initially enrolls at the institution, receives athletics aid and subsequently serves time in the military or on an official church mission because they are no longer an initial counter on re-enrolling at the institution. This creates a difficult situation for the student-athlete and the institution in that the institution is either placed at a significant competitive disadvantage by carrying fewer scholarships during the fall, while in season, or the re-entering student-athlete is forced to pay his own way on returning from his service, even though he was on athletics aid prior to leaving. This proposal permits an institution to provide aid to a student-athlete without a detrimental effect based on his military or church service.	Mountain West Conference.	August 01, 2008
2007-91	PLAYING AND PRACTICE SEASONS — FOOTBALL — PRESEASON PRACTICE — ACADEMIC ORIENTATION — FIRST-TIME PARTICIPANTS — INDIVIDUAL PHOTOGRAPHS	In football, to specify that an institution may take individual photographs of participating student-athletes after the evening meal on the academic orientation day.	Institutions that have an academic orientation day on the day prior to the start of the five-day acclimatization period are permitted to issue equipment and conduct medical exams after the evening meal on the academic orientation day. Allowing institutions to take individual photographs of the student-athletes who have participated in the academic orientation would have a minimal effect on the student-athletes' time and would provide a substantial benefit to sports information directors.	Big East Conference.	Immediate
2007-92	PLAYING AND PRACTICE SEASONS — FOOTBALL — ACCLIMATIZATION PERIOD AND SPRING PRACTICE — PROTECTIVE EQUIPMENT	In football, to specify that a student-athlete may wear lightweight, upper body protective gear (e.g., shock vest, spider pads, padded shirt) during the first two days of the acclimatization period and during noncontact spring practice sessions.	The contact that occurs during the first two days of the acclimatization period and during the noncontact spring practice sessions could potentially cause bruises to the upper body if a helmet strikes a student-athlete inadvertently. Student-athletes will be better protected from any advertent injuries that may occur during the noncontact practice days by wearing lightweight, upper body protective gear.	Big East Conference.	Immediate

From: "Butch Davis" <butchdavis@uncaa.unc.edu>
Sent: Friday, February 22, 2008 10:38 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: FW: Ruling Question
Attach: TEXT.htm

From: Butch Davis [mailto:butchdavis@uncaa.unc.edu]
Sent: Thursday, February 21, 2008 2:53 PM
To: 'Halpin, Ty'
Subject: RE: Ruling Question

Thanks for your help.

From: Halpin, Ty [mailto:THalpin@ncaa.org]
Sent: Thursday, February 21, 2008 2:14 PM
To: butchdavis@uncaa.unc.edu
Subject: RE: Ruling Question

Coach Davis:

Unfortunately, I am not the right person to answer your question. I work with the rules of competition, not recruiting, etc.

I will forward your message to Dennis Poppe and Damani Leach of our football staff for guidance and an answer.

Thank you for your e-mail.

Regards,

Ty

From: Pamela Higley [mailto:phigley@uncaa.unc.edu] On Behalf Of butchdavis@uncaa.unc.edu
Sent: Thursday, February 21, 2008 1:52 PM
To: Halpin, Ty
Subject: Ruling Question

Dear Ty:

Could you please explain to me the reasoning behind eliminating the head coach from the Spring Evaluation Period?

I have always felt that this was an extraordinarily important time to get to know and build relationships with high school coaches, guidance counselors, as well as an opportunity to evaluate the specific athletic skills of the players we may potentially recruit.

If you could reply to me with the reasoning and if there is any possibility that this ruling will be overturned.

Thank you in advance for your attention.

Regards,

Butch Davis,

Head Coach - UNC Football

919-962-9141-office

919-962-9174-fax

This email and any attachments may contain confidential and privileged information. If you are not the intended recipient, please notify the sender immediately by return email, delete this message and destroy any copies. Any dissemination or use of this information by a person other than the intended recipient is unauthorized and may be illegal.

THE COMPLIANCE NEWSLETTER

UNC Department of Athletics

APRIL 1, 2008 ***VOLUME XIV, NUMBER 8***

AWARDS BANQUETS

As the end of the year approaches and you are planning your banquets, please remember that **family members and friends of all student-athletes, including those who have exhausted their eligibility (e.g., seniors), must pay the per person cost for attending the banquet**. NCAA legislation (Bylaw 16.6.1.6) allows us to cover banquet costs only for the student-athletes and their spouses and children. All other relatives and friends must pay to attend. The price to attend must include the cost of the meal, as well as linen rental, serving fees, cost of paper goods, catering charges, gratuities, etc. In order to calculate a per-person fee, divide the total cost for the event by the number of attendees.

COACHES CERTIFICATION EXAM

The Coaches Certification Exam for the 2008-09 academic year will be held on Thursday, May 29, 2008 in the Swofford Auditorium on the second floor of the Kenan Football Center. Beginning at 9 am, prior to the exam, the ACC will conduct an hour-long review session. Coaches, please mark your calendar to attend this exam and RSVP to Susan Maloy if you have not already done so. Please bring your 2007-08 NCAA manual to the exam. **UNC requires that all coaching staff members, including volunteer coaches and Directors of Operations, prepare for and take the exam, even if they do not recruit off-campus.**

NLI SIGNING PERIOD

The spring NLI signing period for all sports other than basketball, football, soccer, field hockey, and track and field begins April 9th and runs through August 1st. Coaching staff members from sports utilizing this signing period may make **unlimited** telephone calls to a prospect from April 9th through April 11th.

Please note that the sports associated with this NLI signing period are in a dead period from Monday, April 7th through Thursday, April 10th.

Men's and women's basketball spring signing period begins April 16th and ends May 21st. Basketball coaches may make **unlimited** phone calls to a prospect from April 16th through April 18th.

Please note that the sport of basketball is in a dead period from Monday, April 14th through Thursday, April 17th.

During a dead period, it is not permissible to make in-person recruiting contacts or evaluations on or off the UNC campus. This also prohibits official or unofficial visits to UNC's campus, as well as the provision of complimentary admissions to prospects for campus athletics contests. Please see Bylaw 13.02.4.4 for more details.

REMINDERS

- The deadline to submit all summer athletics grant-in-aid forms to Amy Herman is April 11, 2008.
- The deadline to submit all renewal and termination of athletics grant-in-aid forms to Amy Herman is April 25, 2008.
- Please submit all camp brochures to Lance Markos.

Please contact the Compliance Office at 2-6000 with any questions about this information.

April Recruiting Calendar

Baseball
Contact Period April 1-6; 11-30
Dead Period April 7-10

Men's Basketball
Contact Period April 1-3; 10 (noon)-13; 18-30
Dead Period April 3-10 (noon); 14-17

Women's Basketball
Contact Period April 1-3; 18-22
Dead Period April 4-10; 14-17
Quiet Period April 11-13; 23-30

Football
Quiet Period April 1-14
Evaluation Period April 15-30

Gymnastics
Contact Period April 1-6; 27 (noon)-30
Dead Period April 7-10; 23-27 (noon)

Men's Lacrosse
Contact Period April 1-6; 11-30
Dead Period April 7-10

Women's Lacrosse
Contact Period April 1-6: 11-30
Dead Period April 7-10

Softball
Contact Period April 1-6; 11-30
Dead Period April 7-10

Track/Cross Country
Contact Period April 1-30

Volleyball
Contact Period April 1-6; 11-30
Dead Period April 7-10

Other Sports
Contact Period April 1-6; 11-30
Dead Period April 7-10

POST-NATIONAL LETTER OF INTENT

After prospects have signed NLI's, coaching staffs are permitted to contact them through unlimited phone calls and text messaging.

On the calendar day **after** a prospective student-athlete signs an NLI, coaches are also permitted unlimited contacts with or evaluations of the prospect. Any contact at the prospective student-athlete's educational institution in football and men's basketball shall be confined to the permissible contact periods.

However, no contacts can be made during dead periods, and contact at the site of a prospects competition is still governed by Bylaw 13.1.7.2. Other sport-specific regulations might also exist — see Bylaws 13.1.6 and 13.1.7.

THE COMPLIANCE NEWSLETTER

UNC Department of Athletics

JULY 1, 2008 ***VOLUME XIV, NUMBER 11***

July Recruiting Calendar

Baseball
Contact Period: July 1-31

Men's Basketball
Quiet Period: July 1-5
Evaluation Period: July 6-15
Dead Period: July 16-21
Evaluation Period: July 22-31

Women's Basketball
Quiet Period: July 1-5
Evaluation Period: July 6-15
Dead Period: July 16-21
Evaluation Period: July 22-31

Football
Quiet Period: July 1-31

Men's Lacrosse
Contact Period: July 1-31

Women's Lacrosse
Contact Period: July 1-31

Softball
Contact Period: July 1-31

Track/Cross Country
Contact Period: July 1-31

Volleyball
Contact Period: July 1-31

Other Sports
Contact Period: July 1-31

COACHES CERTIFICATION EXAM

The group Coaches Certification Exams are complete for the 2008-09 academic year. Individuals still needing to take the exam must contact Jack Evans on their own to schedule a test date. Remember that your 2007-08 certification expires on July 31st, at which time you will no longer be permitted to recruit off campus until you have passed the 2008-09 exam. Please bring your 2007-08 NCAA manual to the exam. **UNC requires that all coaching staff members, including volunteer coaches and Directors of Operations, prepare for and take the exam, even if they do not recruit off-campus.** Dr. Evans' contact information is as follows: jack_evans@unc.edu , 843-2025

ELIGIBILITY MEETINGS

Susan Maloy will be notifying coaches regarding your scheduled team eligibility meeting. Remember that student-athletes may not participate in any countable athletically-related activity (e.g., 8-hour conditioning) prior to signing the Drug Testing Consent Form or completing their physical/updated medical history with their athletic trainer.

FEE-FOR-LESSON INSTRUCTION

Student-athletes can receive compensation for teaching sports skills in his or her sport on a fee-for-lesson basis, but numerous NCAA rules apply. **Prior to providing lessons, student-athletes must complete the appropriate paperwork.** Coaches should contact the Compliance Office for copies of this form.

PLAYING/PRACTICE SEASON PAPERWORK

Head coaches received playing/practice season paperwork last month. These need to be turned into Susan Maloy by Friday, July 25th.

CAMP

At least 1 week prior to the start of each camp, complete and submit the following forms to Lance in the Compliance Office:

- *Student-Athlete Employment Roster*
- *Outside Coaches Employment Roster*
- *Free or Reduced Admission Roster*

These forms should be signed and submitted even if they do not apply to your particular camps.

Please remember that all compliance documentation must be submitted on a monthly basis and is due by the 10th day of the following month. For the month of June, this includes Telephone Logs and Contact Logs. Please contact Shelly Green (2-7851) if you have any questions.

MEDICAL INSURANCE FORM AND PRESCRIPTION MEDICATION DOCUMENTATION

Coaches, per the email you received from Larry Gallo on 6/30/08, please send blank medical insurance forms to **all** student-athletes on your roster for the 2008-09 academic year, including returning, incoming, transfers, and medically-exempt student-athletes. This form must be completed by each student-athlete, regardless of whether or not they have their own medical insurance. You should then submit completed forms to the athletic trainer assigned to your sport.

All forms must be turned in to your athletic trainer by Thursday, July 31st. Student-athletes who do not return the medical insurance form will not be allowed to participate in any practice activities until their form is received. The form is located on the J: drive in the Compliance folder

Also explained in the email from Larry Gallo is the new NCAA policy on required documentation for student-athletes who are taking prescription medication for any reason, including, but not limited to, learning disabilities (such as ADHD). Because of the newer, and stricter, standards, it is imperative that student-athletes obtain appropriate documentation from their treating physicians and submit it to our Sports Medicine staff as soon as possible. Instructions regarding what paperwork is necessary and when/how it should be submitted was included in the 6/30/08 email from Larry Gallo.

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Friday, August 1, 2008 2:06 PM

To: aboard@email.unc.edu; antoniot@email.unc.edu; bjpolk@unc.edu; bok@email.unc.edu; cderickson@unc.edu; cflack@email.unc.edu; cjbox@email.unc.edu; clineberry@unc.edu; drunyan@unc.edu; dstroman@email.unc.edu; -Everyone <-Everyone@uncaa.unc.edu>; fclark@email.unc.edu; garland_hershey@unc.edu; gbberry@email.unc.edu; gscowell@email.unc.edu; gus@email.unc.edu; hack@smootpsych.com; helen.tauchen@unc.edu; Holden_Thorp@unc.edu; jack_evans@unc.edu; jackie_copeland@unc.edu; jmboxill@email.unc.edu; joanna@unc.edu; kathie_harris@unc.edu; katsaoun@email.unc.edu; kbrazile@admissions.unc.edu; lensing@email.unc.edu; Leslie_Strohm@unc.edu; lissa_broome@unc.edu; mbusby@email.unc.edu; mfmoore@email.unc.edu; mnusbaum@email.unc.edu; mpyecha@admissions.unc.edu; noelle_granger@med.unc.edu; ort@email.unc.edu; Rachel.Willis@unc.edu; reznick@email.unc.edu; rkgayle@email.unc.edu; sam_chhorm@unc.edu; southall@email.unc.edu; sportlaw@unc.edu; tkrobert@email.unc.edu; wildem@ils.unc.edu

Subject: Compliance Newsletter - August, 2008

Attach: TEXT.htm; 8-1-08.pdf

All,

See attached for the August, 2008 edition of the Compliance Newsletter.

Thanks,

Amy Herman
Assistant AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

THE COMPLIANCE NEWSLETTER

UNC Department of Athletics

AUGUST 1, 2008 ***VOLUME XIV, NUMBER 1***

August Recruiting Calendar

Baseball
Contact Period during August

Men's Basketball
Quiet Period during August

Women's Basketball
Quiet Period during August

Football
Quiet Period during August

Men's Lacrosse
Contact Period: Aug. 1 - 4
Quiet Period: Aug. 5 - 11
Dead Period: Aug. 12 - 31

Women's Lacrosse
May select seven (7) contact-only (no evaluation) days for August and submit them in writing to Compliance

All other days: Quiet Period

Track/Cross Country
Quiet Period: Aug. 1 - 9
Contact Period: Aug. 10 - 31

Softball
Contact Period during August

Volleyball
Contact Period during August

Other Sports
Contact Period during August

Welcome to the first edition of the 2008-09 The Compliance Newsletter.

CONTACT WITH PROSPECTS

Telephone Calls: It is now permissible for any non-coaching institutional staff member to make and receive phone calls from NLI signees and their parents. Please note that this does NOT apply to incoming prospects who are eligible to sign an NLI, but have not done so (e.g., walk-on student-athletes). Only head and assistant coaches are permitted to make phone calls to, and receive them from, these individuals.

Written Correspondence: Additionally, any institutional staff member may now create and send general correspondence to prospects. All regulations governing this correspondence (i.e., restrictions in content and time period for sending) are still applicable.

Please contact the Compliance Office with any questions about this new legislation.

OFFICIAL VISIT REQUIRED PAPERWORK

At least five days prior to an official visit, the Compliance Office must have a copy of the Official Visit Approval Form, along with a transcript and appropriate test scores. The Student-Athlete Host Entertainment Form, as well as the Guidelines for Prospective Student-Athletes Form, must be submitted to the Compliance Office within one week following the official visit.

PHOTOGRAPHING PROSPECTS

Though it IS permissible for UNC staff members to photograph prospects when they are on their official visits to campus (to keep on file for future media guides, etc., after they potentially sign with us), it is NOT permissible to print the pictures for the prospects or send the pictures to them or their coaches via email. These pictures can be taken for internal purposes only.

DROP/ADD CLASS APPROVAL

Each semester (fall, spring, and summer), after the last day to drop a course using the web registration system, student-athletes must obtain written approval from their athletics academic counselor, in addition to their Arts & Sciences academic advisor, in order to add or drop a course. **PLEASE NOTE** that student-athletes must continue to attend class in the course(s) they wish to drop until written approval from both their advisor and counselor has been obtained.

TEAM ELIGIBILITY MEETINGS

Student-athletes are not allowed to participate in any countable athletically-related activities until they have completed the required eligibility paperwork! If any student-athlete is unable to attend their scheduled team eligibility meeting, arrangements can be made for the student-athlete to attend a meeting scheduled at another date and time. A student-athlete may also schedule an individual eligibility meeting (if no other options work with his/her schedule). Please contact Susan Maloy (2-9892) with any questions or schedule concerns.

NEW LEGISLATION: MEALS IN CONJUNCTION WITH COMPETITION

As of 8/1/08, coaches now have the following options with regard to meals in association with home and away competitions:

Home Games: For home competitions, institutions may provide student-athletes with meals beginning the evening prior to competition (dinner) and continuing at the institution's discretion until the student-athletes are released after competition. Following their release, student-athletes may receive either an additional meal or $15 in cash (but not both).

Away Games: For away competitions, coaches must choose one of the following two options:

1) **Option 1**: Provide student-athletes with 3 meals per day (or cash allowance if a meal is not provided), plus a pre- or post-game meal on game day; or
2) **Option 2**: Provide meals at the institution's discretion once the student-athlete reports on call until the team returns to campus.

Provision of cash: It should be noted that if Option 1 is chosen, cash MAY be provided in lieu of any of the three daily permissible meals. Additionally, upon return to campus, it is permissible, under Option 1, to provide a student-athlete with $15 in cash.

HOWEVER, if an institution chooses to provide meals per Option 2 (unlimited meals at the discretion of the institution), **AT NO TIME** can the institution provide the student-athletes with cash (including the $15 permitted under Option 1 upon return to campus).

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Wednesday, October 15, 2008 3:03 PM
To: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Gonnella, Paul <pgonnella@uncaa.unc.edu>
Cc: -Compliance <-Compliance@uncaa.unc.edu>
Subject: Fwd: FW: impermissible event

Colleagues,

Please read ~ a heads up to you all. If you should have any questions, please do not hesitate to call a member of our Compliance Staff!

Thank you and have a good day!

Take care,
Larry Gallo, Jr.

>>> "Babcock, Lindsey" <lbabcock@theacc.org> 10/15/2008 2:37 PM >>>
FYI Everyone - This was forwarded to me from another conference as a heads-up. You may want to share it with your staff you think they might be planning on attending this event.

Lindsey

Lindsey K. Babcock
Atlantic Coast Conference
Director of Compliance & Governance
336-854-8787
336-369-0065 (fax)
lbabcock@theacc.org<mailto:lbabcock@theacc.org>

_____
Sent: Monday, October 13, 2008 10:00 AM
Subject: impermissible event
Importance: High

FYI - the following e-mail may have found its way to your football coach's computer. The event DOES NOT meet the requirements of Bylaw 13.1.8.9.4. It is not a permissible event for your staff to attend. If you visit the Copperhead's web site (http://www.carolinacopperheads.org/NCHScombine.html). The event DOES NOT meet the requirements of Bylaw 13.1.8.9.4. It is not a permissible event for your staff to attend.

Greetings Head Football Coach & Staff ,

You and your staff, or athletics representative, are invited to be VIP guests at the NC High School Copperheads Combine in Raleigh NC, Oct. 26th, 1-4pm.
This event is a football combine that is harboring NC and regional talent that is not already committed or decided upon Division I schools. It is also an opportunity to see, and promote your program to rising high school athletes before their Senior year.
This combine is for NC based colleges and universities to recruit from, and to show case your university football program to high school players from all across the State.

You and your staff have the option of a University promotions tent for the Expo portion of the Combine, or you may just observe the event and enjoy our Private VIP Hospitality Tent catered by Entree Vous. Under Armour will be providing VIP / NFL guests as well.

This event is being sponsored by Under Armour, Omega Sports, PrepChamps.com, and Johnson-Lambe.

We hope you take advantage of this great opportunity and accept our invitation to a new annual NC event!
Please RSVP (groe@carolinacopperheads.org<mailto:groe@carolinacopperheads.org>) by Oct. 24th so that we may include you and your staff on the VIP Guest List.

The NC High School Copperheads Combine
Cardinal Gibbons High School (across from NC State's Carter Stadium)
1401 Edwards Mill Rd.
Raleigh NC 27607
Oct. 26, 2008 from 1-4pm
www.CarolinaCopperheads.org<http://www.carolinacopperheads.org/>
--
Best Regards,

Glenn Roe
Carolina Copperheads
Youth Football & Cheerleading
919.460.6265
www.CarolinaCopperheads.org<http://www.CarolinaCopperheads.org>

From: Lance Markos <markos@uncaa.unc.edu>
Sent: Thursday, November 6, 2008 5:27 PM
To: Herman, Amy <ajschae@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Re: FW: NCAA Infractions Penalties Article
Attach: TEXT.htm

Coach Davis,

From the information that is currently out there, it appears the NCAA is still developing it's case. Their efforts seem to hinge on the court case that's still in progress against Reggie Bush from one of the guys who provided Bush's family with housing. Bush's lawyers have been dragging out the case and Bush and his family have yet to be formally deposed. It appears that the NCAA is waiting on their testimony in order to solidify their case since the Bush's have refused to cooperate with their investigators and the NCAA is unable to compel them to cooperate. If the case gets settled prior to any testimony, it will be interesting to see what the NCAA does. By refusing to cooperate, USC may be susceptible to an Ethical Conduct violation per bylaw 10.1 (a), as well.

Below is an article from a couple of weeks ago that gives an update on the situation. I wish there was more substantial information to update you with but right now, it seems to just be ongoing.

If you have any other questions, just let us know. Thanks and good luck this weekend!!

Lance

http://www.latimes.com/sports/football/nfl/la-sp-bush23-2008oct23,0,4771602.story
(http://www.signonsandiego.com/sports/nfl/20081022-9999-1s22agent.html)

>>> "Pamela Higley" <phigley@uncaa.unc.edu> 11/6/2008 3:57 PM >>>
I just read this email in respect to the NCAA Infractions Committee on violators. I found it interesting.

What progress has been made by the NCAA regarding the University of Southern California providing cash, cars and housing for football players such as Reggie Bush, Carson Palmer and Matt Leinert, etc. It has been over two years . . . what's the status?

Pamela Holt-Higley
Executive Assistant to
Head Coach Butch Davis
919-962-9141-office
919-962-9174-fax

-----Original Message-----
From: Larry Gallo [mailto:athgallo@uncaa.unc.edu]
Sent: Wednesday, November 05, 2008 12:35 PM
To: -Everyone
Cc: jack_evans@unc.edu
Subject: Re: NCAA Infractions Penalties Article

Folks,

Although you may not think it may be necessary to share this article (I have provided both the link to the original article and have pasted the article in this email) with the EVERYONE email list in our Department, I thought it was best to do so because "this type of stuff" will certainly effect EVERYONE in a Department of Athletics and would also cause many hardships within the University community.

Thanks so much and be careful out there!

Larry

http://www.usatoday.com/sports/college/2008-10-29-infractions-committee_N.htm?loc=interstitialskip

NCAA infractions committee looks to get tough on serious violators

By Steve Wieberg, USA TODAY

Responding to complaints that it has been too soft, the NCAA's infractions committee is preparing to come down harder on college athletics' serious rules violators - returning to television sanctions, giving closer consideration to postseason bans and widening the use of scholarship cuts.
It also wants to levy monetary fines.

Josephine Potuto, a Nebraska law professor who is the immediate past chairman of the infractions committee, will lay out the recommendations Thursday to the association's Division I Board of Directors, which meets in Indianapolis. Though NCAA rules already provide for many of the measures, Potuto said the panel is looking for a go-ahead to move more aggressively than it has in recent years.

"The committee feels that, over the years, the penalties really have gotten out of synch with the magnitude of violations," Potuto said Wednesday.

"Increasingly, there were people on campus saying, 'There's no teeth here. Did they lose any scholarships? Were they taken out of the postseason? Were wins vacated? And if not, it couldn't have been a big case.' Only certain penalties really signal seriousness to anybody."

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The NCAA's penalty structure has gone largely unchanged since 1985 and invited skepticism - some of it internal - that it effectively deters cheating in an era when the financial stakes and pressures in major-college athletics continue to rise.

Even in serious cases involving illicit extra benefits, recruiting and other competitive-edge violations, the punishment sometimes don't measure up to sanctions now in place for teams' academic deficiencies. Those start with scholarship cuts and escalate to recruiting and practice restrictions and ultimately postseason bans.

The prospective crackdown would subject offenders to:

The first bans on TV appearances in Division I since 1996. The restriction would extend to "all modes of video transmission," including video streaming and other internet appearances.

More scholarship cuts. Now limited to cases involving financial-aid violations, they would become "the norm" in all serious cases.

Fines, which the committee would assess sparingly but across a wider array of sports. They currently affect only basketball and programs forced to return shares of NCAA tournament revenue.

More bans on postseason appearances. Among other things, that would become a "presumptive" penalty in cases involving academic fraud and repeat violations.

Tournament or football bowl bans have been assessed in eight of 40 major infractions cases involving Division I schools in the past 3 1/2 years. But in only three, most recently involving Texas Southern softball in July, was the action initiated by the NCAA (the five remaining bans were self-imposed by schools and folded into a wider array of penalties handed down by the infractions committee).

One trend unlikely to change is the NCAA's reluctance to hit offending athletics programs with its strongest sanction, a ban on practice and competition - a complete shutdown known as the death penalty.

"I know that, often, the media talk about the fact that the committee is not imposing it in cases that have been extremely egregious," Potuto said. "But the thing that set SMU apart (in 1987, the only time the death penalty has been imposed in Division I) was the institutional effort by high-level administrators to hide the fact that they were committing violations - and repeatedly hide it. In the cases at least over the time I've sat on the committee, we have not had that circumstance.

"It's still in there for the kind of case where there's not only a failure of institutional control but an unethical-conduct approach. But in other cases where there are really serious violations - particularly if we ramp up the penalties now - there are other ways to get at those violations without effectively shutting down a program."

Schools have learned to come clean and cooperate in investigations, most anticipating it will help their case and ultimately minimize sanctions. Notably, Potuto's committee also is asking the NCAA board to eliminate that tack as a damage-control strategy.

A proposed rules change would stipulate: "Full and complete cooperation in investigations and in disclosure of violations is an obligation of membership and does not mitigate sanctions imposed on either institutions or their staff members." Failure to cooperate would represent an "independent violation."

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Comments: (24)Showing: Newest first Oldest first

sports medic wrote: 2d 3h ago
Translation - We ready to take a hard line against the next Ohio Valley Conference, Gateway Conference or SWAC team that commits the smallest infraction to prove that we are doing something about the problem. For BCS conference teams it will be business as usual.

Recommend | Report Abuse

macer wrote: 3d 7h ago
The NCAA is a joke regarding violations: when is the NCAA going to make a decision on Reggie Bush, for example?

I nominate Bobby Knight to be employed by Miles Brand to oversee investigations of rules violations on the part of NCAA members! Knight was supposedly squeaky clean as a coach. I wonder if Knight has a cell phone like the last coach at Indiana?

Recommend | Report Abuse

just-thinking wrote: 5d 1h ago
The "Death Penalty" does more to injure the students than the institutions. Some of these kids (a few at least) actually do want an education and see an athletic scholarship as their ticket to higher education. If the NCAA imposes a "death penalty" then there must be a provision that the college/university offer all students on athletic scholarships an equivalent credit against tuition costs to continue their academic pursuits. Once the kids are taken care of, let the Athletic Departments suffer whatever fate is warranted.

Recommend | Report Abuse

BIG DELI wrote: 5d 1h ago
I believe that there should be a committee formed from the conferences that are the watchdogs over the NCAA guys, just to make sure they aren't over looking some things.

Recommend | Report Abuse

12 pack wrote: 5d 2h ago
The "Death Penalty" is a thing of the past. Hasn't happened since SMU and won't happen again for a long time. Too much money/revenue for the NCAA to lose!

Recommend | Report Abuse

Ludovic wrote: 5d 13h ago
So Cal wrote: 9h 19m ago

captship wrote: 8h 57m ago
unreal that USC is even in the top 10!
****
You really need to get over your penis envy of USC. Name one school that has a better record in BCS Bowls over the last six years.
****
Well, DUH! Did you even read the article So Cal?

USC should have been given the "Death Penalty" in football over playing Reggie Bush while he was on the payroll. The NCAA looked the other way over the Holy Land of Southern Cal. Any other school in FBS would have had to return the Heisman Trophy and forfeit all it's games during the Bush era.

LSU has 2 Crystal Footballs in their trophy case. USC has only one.

The paper trophy (AP) means nothing.

Recommend | Report Abuse

12 pack wrote: 5d 21h ago
47croc wrote: 10m ago
The NCAA's infractions committee has been looking the other way since 1985, If they really want to do something attach the sanctions imposed also to the Head Coach This way he can't jump a sinking ship and sail away free & clear with another school.

The NCAA needs to correct the problem at it's source, the Head Coach.

I agree. The stinking agents need to be held accountable too. They know what they are doing is wrong! The NCAA won't do squat.....too much money to lose. Not to mention how they got burned by Rick Nueheisel and Jerry Tarkanian! Some one needs to police the NCAA!

Recommend | Report Abuse

47croc wrote: 5d 22h ago
The NCAA's infractions committee has been looking the other way since 1985, If they really want to do something attach the sanctions imposed also to the Head Coach This way he can't jump a sinking ship and sail away free & clear with another school.

The NCAA needs to correct the problem at it's source, the Head Coach.

Recommend 1 | Report Abuse

So Cal wrote: 5d 22h ago
captship wrote: 8h 57m ago
unreal that USC is even in the top 10!
****
You really need to get over your penis envy of USC. Name one school that has a better record in BCS Bowls over the last six years.

Recommend | Report Abuse

Bill G wrote: 6d ago
Part of this 'supposed' reform needs to be attached to coaches too. Look at how many coaches have left after they get their university in trouble, just to be picked up for a huge contract to coach at another school leaving all of their punishment behind. Penalties need to follow the coaches! Perfect example: Cell-vin Sampson... the NCAA should have NEVER allowed him to even be able to go to Indiana after his previous actions. I have no attachment to either school... it's a system-wide problem that needs to be addressed immediately! Plus, if the coach's program is guilty of major violations, there should be a mandatory forfeit of contract buyouts. It kills me to see a guilty coach walk away from a university with a $500,000 'severance pay' in-hand. Don't reward the criminals!

Recommend | Report Abuse

More comments on this story: 1 2 3 Next

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From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Tuesday, July 14, 2009 10:27 AM
To: Davis, Paul <butchdavis@uncaa.unc.edu>
Cc: Compliance; Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Re: Endorsement
Attach: TEXT.htm

Coach Davis,

This sounds like a recruiting service? Is that right? A company that will identify recruitable prospects for colleges?

If I'm understanding its business correctly, then you are not permitted to endorse such a company. Bylaw 11.3.2.5 (copied below) precludes such an endorsement by athletics department staff members.

Please let me know if I'm mistaken about the role of the company.

Thanks,
Amy

11.3.2.5 Recruiting Service Consultants.

Institutional athletics department staff members may not endorse, serve as consultants or participate on advisory panels for any recruiting or scouting service involving prospective student-athletes. (Adopted: 1/16/93)

>>> "Butch Davis" <butchdavis@uncaa.unc.edu> 7/14/2009 10:19 AM >>>

Hello Amy.

Would you please research and advise if it is legal for me to make a video endorsement for a website that will be trying to identify prospective college athletes (not limited to football). This is a start-up company and I have a relationship with the principal.

Please let me know as soon as possible. Thanks!

Coach Davis
919-962-9141-office
919-962-9174-fax

From: "Butch Davis" <butchdavis@uncaa.unc.edu>
Sent: Wednesday, July 29, 2009 4:12 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: FW: FB Proposals
Attach: TEXT.htm; Football Proposals 2009-10.doc

FYI . . . there's always a possibility that he may ask or talk to you about this at some point. pjhh

From: Lyons, Shane [mailto:slyons@theacc.org]
Sent: Wednesday, July 29, 2009 3:52 PM
To: Al Groh; Bobby Bowden; Butch Davis; Dabo Swinney; David Cutcliffe; Frank Beamer; Frank Spaziani; Jim Grobe; Paul Johnson; Ralph FriedgeN; Randy Shannon; Tom O'Brien
Cc: Swofford, John; Kelly, Michael
Subject: FB Proposals

ACC Football Coaches:

It was good to see you earlier this week in Greensboro. Please find attached the NCAA proposals that have been placed in the 2009-10 NCAA Legislative cycle that I briefly reviewed during our meeting. As mentioned these proposals will be voted on in January 2010 and some may be carried forward to the April 2010 meetings. The conference office will solicit institutional positions on all the proposals in November through your athletic directors and faculty athletics representatives. Please feel free to share with them your support or opposition on these proposals at that time.

On another matter, I was asked to put together a few talking points about the concept of permitting student-athletes to participate in six or less games without losing a season of eligibility. These may be helpful when talking with your athletics directors, faculty athletics representatives and Presidents/Chancellors. This is not intended to be an all-inclusive list but some general talking points:

. Do not describe this concept as being 4.5 years of eligibility.

. Do describe this concept as being an exception for the sport of football to indicate that a s/a would only use a season of competition if they competed in more than six games. If a s/a does compete in more than six games they would use one of their four season of eligibility.

. Would maintain the 4 years of eligibility, but this would be an exception to the current NCAA rules that stipulates that a student loses an entire season of eligibility by competing in one play in a contest.

. The NCAA five-year time clock would remain applicable.

. Would help coaches manage roster in better way.

. Can be used to motivate freshmen athletes since they would have an opportunity to compete.

. Would eliminate the NCAA medical hardship waivers. Thus, eliminating questions of whether a s/a actually had an incapacitating injury for that season or not.

As Commissioner Swofford indicated during the meeting, the ACC Council of Presidents will meet September 8-9 on the campus of Boston College and will review this topic at that time. Any discussions that can occur on your campus prior to this meeting would be helpful.

I hope this helps. Good luck with your upcoming season!

Best regards,

Shane

Football Related Proposals in the 2009-10 Legislative Cycle

Title	Source	Intent	Rationale
PERSONNEL -- BOWL SUBDIVISION FOOTBALL -- EMPLOYMENT WITHIN SEVEN YEARS OF GRADUATION OR EXHAUSTING ELIGIBILITY	Southeastern Conference	In bowl subdivision football, to specify that a graduate assistant coach shall have either obtained a baccalaureate degree or exhausted eligibility within the seven calendar years prior to the individual's employment.	There has been a proliferation of graduate assistant coach positions in football being filled by individuals with significant coaching experience. Originally, the graduate assistant position was intended as a developmental opportunity rather than as a position filled by a person with years of coaching experience. This proposal is intended to establish criteria that serves to better define the graduate assistant position as being a role filled by an individual with little or no coaching experience, which is associated with a relatively short time following the individual's completion of their initial baccalaureate degree program or completion of the individual's collegiate athletics eligibility.
RECRUITING -- TRYOUTS -- COMPETITION AGAINST PROSPECTIVE STUDENT-ATHLETES -- FOOTBALL	Southeastern Conference	In football, to specify that an institution (including varsity or subvarsity levels) shall not participate in a contest against any team that includes a prospective student-athlete.	Current legislation permits the scheduling of football contests, typically involving junior varsity teams, against preparatory schools, junior colleges or other non-collegiate opponents that include prospective student-athletes. These contests may result in a substantial financial payment being made to visiting teams or in recruiting activities involving

Title	Source	Intent	Rationale
			visiting team members taking place around these contests. Similar to recent action in basketball, which removed teams of comprised of prospective student-athletes as permissible opponents during exhibition games, this legislation is intended to preclude contests against teams of prospects in the sport of football. This legislation will remove a potentially questionable practice that may be associated with undue influence involving those involved teams of prospective student-athletes, and will also eliminate recruiting activity that may occur around contests involving prospective student-athletes.
ADMINISTRATIVE REGULATIONS -- RECRUITING CALENDARS -- FOOTBALL	Patriot League	In football, to revise the recruiting calendar to eliminate the quiet periods in January, as specified.	The original intent of the current recruiting calendar format was to provide for a total of six (6) contact weeks (Sunday through Saturday) during the winter contact period. Contact opportunities in January are critical for football programs that are trying to finalize their recruiting efforts prior to the National Letter of Intent signing period; however the current format creates the potential to lose recruiting opportunities in early January depending on how the calendar falls, and specifically when January 1st falls on a mid-week day. This revision would not increase the number of permissible contacts, but rather would ensure that the January contact period was consistent and allowed for the maximum number of January contact days on an annual basis. In addition, extending the first dead period through January 3 protects the original intent of providing an uninterrupted holiday season for both prospects and coaches.
RECRUITING -- EVALUATION DAYS -- FOOTBALL -- SPRING EVALUATION PERIOD -- 168 DAYS	Southeastern Conference	In football, to specify that the spring evaluation period shall consist of 168 evaluation days (excluding Memorial Day and Sundays) from April 15 through May 31, selected at the discretion of the institution and designated in writing in the	During the fall evaluation period, football coaches now have the flexibility to schedule evaluation opportunities on a day-to-day basis. This recruiting day approach permits efficient use of time and travel resources by only requiring use of recruiting opportunities during days when such a need exists, rather than forcing seven coaches to be on the road simultaneously due to a limit on the number of recruiting

Title	Source	Intent	Rationale
		office of the director of athletics.	weeks. By using the existing four week approach, which includes seven coaches engaged in off-campus evaluations on six days each week, it is possible to establish a 168 recruiting day limit. This flexible approach results in more efficient use of travel and time, as coaches are able to schedule specific opportunities to observe prospective student-athletes. This approach has worked well in the fall, and it is believed that the same concept should be adopted during the spring evaluation period.
RECRUITING -- LETTER-OF-INTENT PROGRAMS, FINANCIAL AID AGREEMENTS -- LIMITATION ON NUMBER -- FOOTBALL	Southeastern Conference	To limit the number of football prospective student-athletes who sign a National Letter of Intent (NLI) and/or institutional offer of financial aid with a member institution to no more than 28 from the February initial signing date through May 31st of each year.	Current NCAA legislation limits an institution to 25 initial football counters each academic year; however, neither the NCAA nor the NLI regulations preclude an institution from signing any number of football prospective student-athletes to a National Letter of Intent or institutional written offer of financial aid. Some institutions are signing an excessive number of football prospective student-athletes. This proposal encourages institutional personnel to discuss academic and admission criteria of each prospective student-athlete, rather than simply athletic ability, prior to sending the prospect a NLI or written offer of financial aid. This proposal should reduce the number of prospects signed by an institution that are unlikely to qualify academically through the NCAA Eligibility Center.
RECRUITING -- LETTER-OF-INTENT PROGRAMS, FINANCIAL AID AGREEMENTS -- NO WRITTEN OFFER PRIOR TO AUGUST 1 -- FOOTBALL	Big East Conference	In football, to specify that institutions are not permitted to provide a prospective student-athlete, directly or indirectly, with any type of written athletic scholarship offer until August 1st prior to the prospective student-athlete's senior year in high school.	Over the years a culture has developed in football in which prospective student-athletes are receiving letters from coaches at the beginning of their junior year in high school that essentially offer athletic scholarships. Although they are not able to sign a National Letter of Intent until their senior year, many prospective student-athletes view the early scholarship offer letters they receive as binding legal documents. This proposal will not only eliminate the time and resources spent by institutions to produce the above-mentioned letters, but will also eliminate the tremendous amount of confusion that exists among prospective student-

Title	Source	Intent	Rationale
			athletes when the letters are received.
RECRUITING -- OFFICIAL VISIT -- FIRST OPPORTUNITY TO VISIT -- JUNE IMMEDIATELY PRIOR TO SENIOR YEAR -- FOOTBALL	Big Ten Conference	In football, to specify that an institution may provide an official visit to a prospective student-athlete in June immediately preceding his senior year in high school.	Allowing official visits in June addresses a few distinct policy considerations. First, official visits for football prospects during the fall and winter can be challenging both in terms of logistics and the quality of the visit due to various issues (e.g., occurrence during the academic year, during the season for both the institution and prospect, during the holidays, during bowl participation, etc.). June is a period of time that is more likely to be convenient for all parties involved, and is a time when rising seniors commonly visit campuses as part of the process of choosing a college. Next, the need for early accurate assessments of a prospect's ability to succeed academically and assimilate culturally in a collegiate environment has never been more important. Higher quality visits in June (due to the opportunity for increased interaction between the staff and prospects) would lead to better assessments by both the institution and prospect. Moreover, by June, institutions will be able to assess the prospect's academic performance through spring of the junior year. This proposal would not affect individual or institutional limits on official visits, and all other legislation relating to official visits would continue to apply unchanged.
RECRUITING -- SPORTS CAMPS AND CLINICS -- TIME PERIOD FOR CONDUCTING CAMPS OR CLINICS -- FOOTBALL	Southern Conference	In football, to permit coaches to conduct and be employed at institutional or noninstitutional camps anytime during the months of June, July and August or any calendar week (Sunday through Saturday) that includes days of those months.	Under the current rule, an institution's football camp may be conducted only during two periods of 15 consecutive days in the months of June and July or any calendar week (Sunday through Saturday) that includes days of those months. In addition, coaches may only be employed at other camps (both institutional and noninstitutional) during these same two periods of 15 consecutive days. Given its restrictive nature, the current rule makes it extremely difficult for assistant coaches to work at other institutional and noninstitutional camps throughout the summer. Employment at other institutional and noninstitutional camps provides

Title	Source	Intent	Rationale
			assistant coaches with a means to supplement their income and serves as an important opportunity for professional development. Increasing the time period during which an institution's football camp may be conducted will alleviate scheduling conflicts that exist on campuses where numerous sports compete for access to a limited numer of facilities during the summer months.
RECRUITING -- SPORTS CAMPS AND CLINICS -- EMPLOYMENT AT NONINSTITUTIONAL CAMPS OR CLINICS AT ANY LOCATION -- FOOTBALL	Ivy Group	To allow football coaches to work at non-institutional/privately owned camps outside of a 50 mile radius from the institution.	To allow assistant coaches in particular to gain more coaching and camp/clinic experience. Additionally, allows coaches more flexibility in finding summer employment during the two 15 day declared periods. Original intent of the imposition of the 50 mile radius was to limit only institutional football camps from happening in locations other than the vicinity of the institution.
PLAYING AND PRACTICE SEASONS -- FOOTBALL -- FIRST CONTEST -- 14 WEEKS PRIOR TO DECEMBER 1	Conference USA	In football, to specify that an institution shall not play its first contest (game or scrimmage) with outside competition prior to the Thursday that is 14 weeks prior to December 1.	The number of weekends in the sport of football varies from year to year. Allowing institutions the opportunity to complete twelve football contests in a fixed playing season that always includes fourteen Saturdays prior to December 1st will permit greater flexibility in scheduling and establish consistency. Additionally, a standard playing season is in the best interest of student-athlete welfare inasmuch as it helps them fulfill academic obligations by increasing the total number of weekends off over the course of a twelve game season. Results of the GOALS and SCORE surveys reveal that football student-athletes reported more hours spent on athletics during the season. Further, stress reactions (e.g., physical and mental health issues) were reported at the highest rates among football players in the FBS subdivision.
PLAYING AND PRACTICE SEASONS -- FOOTBALL -- OUT OF SEASON ATHLETICALLY RELATED ACTIVITIES -- SUMMER CONDITIONING PERIOD	Mountain West Conference	In football, to specify that an institution may designate any consecutive eight week period outside the academic year as its summer conditioning period.	Proposal 2002-84 was adopted, in part, to reduce time commitments of student-athletes by designating legislative discretionary time. By permitting an institution to designate their summer conditioning time period it will allow more flexibility based on the institution's academic year calendar. The institution will be able to schedule their summer

Title	Source	Intent	Rationale
			conditioning time periods around the summer school terms that their student-athletes attend and are already on campus. In addition, by keeping the summer conditioning time period at nine weeks it will continue to provide all institutions the same amount of time to be involved in summer conditioning and not create any competitive disadvantages.
PERSONNEL -- FOOTBALL -- CONTACT AND EVALUATION OF PROSPECTIVE STUDENT-ATHLETES -- EXCEPTION -- FALL EVALUATION PERIOD -- WEEK IN WHICH NO COMPETITION IS SCHEDULED -- 10 COACHES AT ANY ONE TIME	Southeastern Conference	In football, during the fall evaluation period, to allow 10 coaches to recruit off-campus during a week (Sunday through Saturday) in which no competition is scheduled.	The recent change to calculate fall evaluation opportunities based upon evaluation days provides an opportunity for additional flexibility in use of evaluation opportunities. During a week (defined as Sunday through Saturday) when a football program has no games scheduled, all coaching staff members are able to travel for evaluation purposes due to the lack of practice and game preparation. Use of this open week to complete evaluations of prospective student-athletes is an efficient use of time and reduces the requirement for late night travel to a game sight after an evaluation during the day prior to an institution's game. There will be no increase in the total travel related to evaluations conducted during the fall since the evaluation day limit will remain at 42.
PERSONNEL -- FOOTBALL -- SUCCESSOR TO HEAD COACH ON CURRENT COACHING STAFF	Big East Conference	In football, to specify that a member of the coaching staff who has been publically designated as the successor to the head coach shall be subject to all legislation applicable to the head coach.	In recent years football programs have begun to publicly announce that an individual on its current staff will become the institution's next head football coach when the current head football coach retires. In addition to being an assistant coach, this person has also been given the title of "head coach in waiting." As the membership has supported legislative initiatives to restrict the off-campus recruiting activities of the head football coach, this designation has provided a distinct recruiting advantage. This proposal would eliminate that advantage by mandating that the "head coach in waiting" adhere to all legislation applicable to the head football coach.
PERSONNEL -- GRADUATE ASSISTANT COACH -- BOWL SUBDIVISION FOOTBALL --	Big 12 Conference	To allow graduate assistant coaches to coach while enrolled in less than 50 percent of the institution's	This application is similar to the current legislation for a student-athlete in their final semester/quarter. Graduate Assistant Coaches who need less than 50 percent of the

Title	Source	Intent	Rationale
LESS THAN 50 PERCENT OF FULL-TIME ENROLLMENT DURING FINAL TERM		minimum regular graduate program of studies, provided the student is enrolled in the final semester or quarter of the graduate program and the institution certifies that the student is carrying (for credit) the courses necessary to complete degree requirements.	institution's minimum regular graduate program of studies to graduate should be held to the same standards as a student-athlete who is eligible to compete in his/her last year of eligibility and who requires less than a full-time course load to graduate (see Bylaw 14.1.8.2.1.3). Graduate Assistant Coaches who meet all other requirements to serve in such capacity, should not be penalized for their academic success nor held to a higher standard than a student-athlete in this regard.

From: Joe Haydon <haydon@uncaa.unc.edu>
Sent: Friday, February 5, 2010 10:45 AM
To: Kaufman, Art <akaufman@uncaa.unc.edu>; Mogridge, Allen <amogridge@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Williams, Charlie <cwilliams@uncaa.unc.edu>; Withers, Everett <ewithers@uncaa.unc.edu>; Blake, John <jblake@uncaa.unc.edu>; Shoop, John <jshoop@uncaa.unc.edu>; Browning, Kenny <kbrowning@uncaa.unc.edu>; Pittman, Sam <spittman@uncaa.unc.edu>; Douglas, Troy <tdouglas@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>; Berry, Marcus <mberry@uncaa.unc.edu>; Overton, Brian <overton@uncaa.unc.edu>; Pommerening, Rory <rmp1893@uncaa.unc.edu>
Subject: Spring Evaluations - Rule Clarification
Attach: TEXT.htm

Coaches,

I want to clarify a discussion point from yesterday's staff meeting. We were discussing the rule change for spring evaluations and that we will be using 168 evaluation days rather than 4 designated evaluation weeks. However, this new rule does not go into effect until next spring (Spring 2011). So, this year we will still have to determine our 4 weeks that we will be 'out' recruiting and then have up to 7 coaches 'ON' each day, just as we have done in previous years. The new rule is below.

Joe

2009-27

Status: ADOPTED, Effective 8/1/2010

Intent: In football, to specify that the spring evaluation period shall consist of 168 (216 for U.S. service academies)evaluation days (excluding Memorial Day and Sundays) from April 15 through May 31, selected at the discretion of the institution and designated in writing in the office of the director of athletics.

Rationale: During the fall evaluation period, football coaches now have the flexibility to schedule evaluation opportunities on a day-to-day basis. This recruiting-day approach permits efficient use of time and travel resources by only requiring use of recruiting opportunities during days when such a need exists, rather than forcing seven coaches to be on the road simultaneously due to a limit on the number of recruiting weeks. By using the existing four-week approach, which includes seven coaches engaged in off-campus evaluations on six days each week, it is appropriate to establish a 168 recruiting day limit during the spring evaluation period. This flexible approach results in more efficient use of travel and time, as coaches are able to schedule specific opportunities to observe prospective student-athletes. Further, this approach has worked well in the fall. The same concept should be adopted for the spring evaluation period.

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Thursday, May 20, 2010 1:58 PM
To: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>
Subject: Prospects Attending Professional Tryouts/Workouts on Visits
Attach: TEXT.htm

All,

Coach Davis asked me about this issue this morning at the exam. Please note that Bylaws 13.6.7.10 and 13.7.2.8 (copied below) prohibit us from allowing prospects on official or unofficial visits to attend professional tryout or workout activities. This would include our Pro Timing Day.

Coach mentioned that we have tentatively scheduled a Junior Day around our Pro Timing Day for next year, so that prospects can observe those activities. Unfortunately, this will not be permissible.
Please let me know if you have any questions about this.

Thanks,
Amy

13.6.7.10 Professional Tryout or Workout Activities.

During an official visit, a prospective student-athlete may not attend events in which professional tryout or workout activities occur. (See Bylaw 13.7.2.8.) (Adopted: 1/8/07)
13.7.2.8 Professional Tryout or Workout Activities.

During an unofficial visit, a prospective student-athlete may not attend events in which professional tryout or workout activities occur. (See Bylaw 13.6.7.10.) (Adopted: 1/8/07)

>>> Amy S. Herman 1/22/2007 2:04 PM >>>
Corey, Joe, and Andre,

The NCAA passed legislation making it impermissible for prospects to attend professional tryouts/workout activities while they are on an official or unofficial visit to campus. This would include, as an example, Pro Timing Day.

I believe you indicated that we do not use this as an entertainment activity for prospects on visits, so it hopefully will not be an issue.

Let me know if you have any questions.

Thanks,
Amy

THE UNIVERSITY OF NORTH CAROLINA

Coaches Designation Form (Football)

ACADEMIC YEAR 2010-2011

Per NCAA Bylaw 11.7.2, any individual who engages in coaching activities, regardless of compensation, must be designated as a Head Coach, Assistant Coach, Graduate Assistant Coach, or Undergraduate Assistant Coach and must fall within the coaching limitations set forth for Division I-A Football.

Please complete this form in accordance with the Division I-A Football regulations.

Head Coach _____

Assistant Coach _____

Assistant Coach _____

Assistant Coach _____

Assistant Coach _____

Assistant Coach _____

Assistant Coach _____

Assistant Coach _____

Assistant Coach _____

Assistant Coach _____

Graduate Assistant Coach _____

Graduate Assistant Coach _____

Undergraduate Assistant Coach _____

I certify that the above individuals are the only ones who will engage in any coaching activities with my team unless otherwise approved by the Office of Compliance. In addition, I acknowledge that it is my responsibility to review all applicable personnel legislation with my coaching staff.

Head Coach Signature _____ Date _____

Office of Compliance Signature _____ Date _____

From: Joe Haydon <haydon@uncaa.unc.edu>
Sent: Friday, March 4, 2011 12:26 PM
To: Art Kaufman <akaufman@uncaa.unc.edu>; Allen Mogridge <amogridge@uncaa.unc.edu>; Paul Davis <butchdavis@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Pamela Higley <phigley@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Troy Douglas <tdouglas@uncaa.unc.edu>
Cc: Amy Herman <ajschae@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Brian Overton <overton@uncaa.unc.edu>; Rory Pommerening <rmp1893@uncaa.unc.edu>
Subject: No Calls next week
Attach: TEXT.htm

Coaches,

This is a reminder that beginning this Sunday March 6th, through Saturday, March 12th, you will not be allowed to make any calls to recruits. This includes:

- No calls to our signees
- No calls to preferred walk-ons or potential preferred walk-ons
- No calls to other Senior prospects or JC prospects

Thank you for your attention to this.

Joe

Joe Haydon
Director of Football Operations
University of North Carolina
Phone: 919.843.2572
Fax: 919.962.0393
haydon@uncaa.unc.edu

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Friday, March 4, 2011 3:09 PM

To: Andrew Calder <acalder@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Angie King <aking@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; Anthony Parker <aparker@uncaa.unc.edu>; Alisa Rawls Minshall <arawls@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Farley <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brenda Haithcock <bhaithcock@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Charlotte Smith <csmith@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Cynthia Stone <cstone@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Donna Cheek <dcheek@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Don Hill <dhill@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Delaine Marbry <dmarbry@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Elmar Bolowich <ebolowich@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Joan Holt <jholt@uncaa.unc.edu>; John Inman <jinman@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Kathy Griggs <kgriggs@uncaa.unc.edu>; Kirin Kumar <kkumar@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Nadia Lynch <nlynch@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Butch Davis <pbdavis@ad.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pamela Higley <phigley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Ellen Rehme <rehme@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Shelly Streett <sjgreen@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Sharon Wagner <swagner@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Travis Filar <tfilar@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

Cc: Larry Gallo <athgallo@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Erin Lindsey <elindsey@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Rory Pommerening <rmp1893@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>

Subject: Written Offers Of Aid to Prospects
Attach: TEXT.htm

Coaches,

As you know, legislation is now in effect (beginning August 1, 2010) that prohibits institutions from providing a written offer of ahtletics aid, or indicating in any way in writing to a prospect that an athletics GIA will be offered, prior to August 1 of the prospect's senior year (Bylaw 13.9.2.2, copied below).

The NCAA issued an official interpretation today that says that it is also not permissible for an institution to provide this information in writing indirectly to a prospect. For example, coaches are not able to send written information of this nature to prospects' relatives, friends, high school/prep school coaches, guidance counselors, etc.

In other words, no written offer of aid can be provided to the prospect or anyone associated with the prospect prior to August 1st of the prospect's senior year.

Please let us know if you have any questions about this. I'm including both the bylaw and the interp below.

Thanks,
Amy

13.9.2.2 Written Offer of Aid Before Signing Date.

Prior to August 1 of a prospective student-athlete's senior year in high school, an institution shall not provide a written offer of athletically related financial aid or indicate in writing to the prospective student-athlete that an athletically related grant-in-aid will be offered by the institution. On or after August 1 of a prospective student-athlete's senior year in high school, an institution may indicate in writing to a prospective student-athlete that an athletically related grant-in-aid will be offered by the institution; however, the institution may not permit the prospective student-athlete to sign a form indicating his or her acceptance of such an award before the initial signing date in that sport in the National Letter of Intent program. (Revised: 4/29/10 effective 8/1/10)

Official Interpretation
Indirect Written Offer of Aid Before Signing Date (I)
Date Published: March 4, 2011
Type: Official Interpretation Item Ref: 2

Interpretation:
The committee confirmed that prior to August 1 of a prospective student-athlete's senior year in high school, it is not permissible for an institution to indirectly (e.g., through relatives, friends, high school, preparatory school, two-year college coach or any other individual responsible for teaching or directing an activity in which a prospective student-athlete is involved) provide a written offer of athletically related financial aid or indicate in writing to the prospective student-athlete that an athletically related grant-in-aid will be offered by the institution.
[References: NCAA Bylaws 13.4.1 (recruiting materials); 13.9 (letter-of-intent programs, financial aid agreements); and 13.9.2.2 (written offer of aid before signing date); and a staff interpretation (3/2/11, Item No. a), which has been archived]

Amy Herman
Associate AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
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919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Tuesday, March 15, 2011 3:48 PM

To: Andrew Calder <acalder@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; Anthony Parker <aparker@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Farley <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <choliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Charlotte Smith <csmith@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Don Hill <dhill@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; John Inman <jinman@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Kirin Kumar <kkumar@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Butch Davis <pbdavis@ad.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Ellen Rehme <rehme@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

Cc: Larry Gallo <athgallo@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Erin Lindsey <elindsey@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>

Subject: Head Coaches Meeting Compliance Information (3.15.2011)

Attach: TEXT.htm; 3-15-11 Head Coaches Meeting Agenda (with notes).doc

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Coaches,

See attached for the compliance agenda from the head coaches' meeting this morning (along with some notes that explain the topic). Note that all pieces of legislation covered on the agenda were included in the massive legislation document I sent earlier this spring after the legislation passed. I am attaching that document here, again, for ease of reference.

Please be very aware of the effective dates of the various pieces of legislation, as many of them do not go into effect until August 1, 2011!

Please let us know if you have any questions about the material included.

Thanks,
Amy

Amy Herman
Associate AD for Compliance

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Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

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ajschae@uncaa.unc.edu

Head Coaches Meeting

Tuesday, March 15, 2011

1) Finalizing Amateurism Certifications, April 1st (Lance)
   - *On April 1st, all Fall, 2011 incoming students need to finalize their amateurism status with the NCAA Eligibility Center*
   - *This should only take about 5 minutes online and everyone should be done with this by April 8 to ensure a timely certification*

2) Admissions Applications (Lance)
   - *Deadline 2 admit letters will be sent out Friday*
   - *For those who still are missing items for their applications, please let me know if they are having trouble getting things to Admissions so that we can set up a plan to assist*

3) Coaches Certification Exam (Susan)
   - *Thursday, May 19, 2011*
   - *Review Session @ 10a, Exam to Follow*
   - *Swofford Auditorium (Kenan FB Center)*

4) ACS Update (Amy or Lance)
   - *All staffs will be required to use ACS for recruiting information beginning in Summer, 2011*
   - *Phone calls and text messages will all be monitored through this system, so coaches will be required to have all prospects' phone numbers entered into the system*
   - *If staffs choose to continue with other companies, they will still be required to input all required data into ACS (resulting in duplicated efforts)*
   - *Questions about system should be referred to Lance*

5) Legislation (Amy)
   - *2010-70 (**Immediate**): Summer Financial Aid to walk-ons during summer prior to receiving aid in fall*
   - *2010-21 (**Immediate**): "Tagging" during June, July, and August (no more than # of coaches in any day)*
   - *2010-47(**Immediate**): Video-Only Services*
   - *2010-85 (**May 1, 2011**): First Aid/CPR Certification for Strength Coaches; Sports Med Staff Authority during Voluntary Workouts Conducted by Strength Coach*
   - *2010-79 (**August 1, 2011**): Comp Admission to parents/guardians of seniors for one awards banquet*
   - *2010-84 (**August 1, 2011**): Increase in participation award values ($100 for seniors and $50 in other categories)*
   - *2010-65 (**August 1, 2011**): Change in definition of "recruited" for financial aid purposes – have to identify 2 different recruited statuses for each prospect*

- *2010-69-B (**August 1, 2011**): Legitimate outside scholarships (provided no connection between donor and institution) no longer will have to count against team limits, regardless of criteria for scholarship*
- *2010-31 (**August 1, 2011**): After prospect signs NLI or returns financial deposit: non-coaches can call, PSA can make unofficial visits during dead periods, telephone calls are unlimited, and electronic communication is unlimited*
- *2010-38-B (**August 1, 2011**): No media guides to PSAs on storage devices – email links or attachments only*
- *2010-41-A (**August 1, 2011**): Up to 2 additional comp tickets for unofficial visits to a PSA with a non-traditional family (additional parents only)*
- *2010-75 (**August 1, 2012**): Books up to $800 in equivalency calculations*

6) Compliance Staffing Updates (Amy)
   - *Erin last day is 3/18*
   - *Susan moving to academic center in near future*
   - *Amy maternity leave ~ 4/15/11*
   - *New Financial Aid person (hopefully early-mid April)*

From: Lance Markos <markos@uncaa.unc.edu>

Sent: Friday, April 1, 2011 9:51 AM

To: Andrew Calder <acalder@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Farley <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Charlotte Smith <csmith@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Don Hill <dhill@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; John Inman <jinman@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Kirin Kumar <kkumar@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Butch Davis <pbdavis@ad.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Ellen Rehme <rehme@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

Cc: Amy Herman <ajschae@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>

Subject: Requesting Final Amateurism Certifications

Attach: TEXT.htm; Requesting Final Amateurism Certification.pdf

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Coaches,

Today is the first day your Class of 2011's can request a finalized amateurism certification with the Eligibility Center. We want each prospect to have this completed no later than one week from today on April 8. Attached are instructions on how to request the certification online through their Eligibility Center portals; the process should only take about 5 minutes.

If you have any questions, just let me know. Thanks!!

Lance

Requesting Final Amateurism Certification

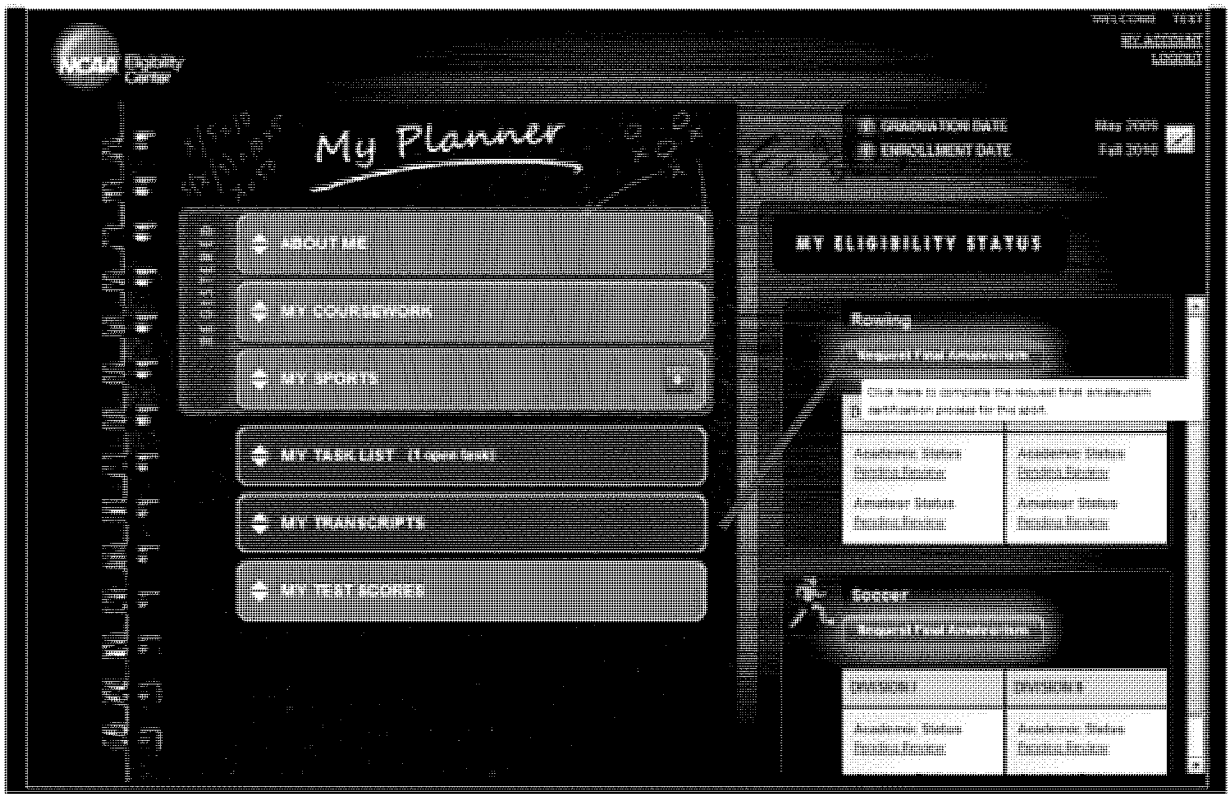

- Navigate to your "My Planner" page by logging onto your account at www.eligibilitycenter.org.

- Then select the red "Request Final Amateurism" button to begin.

Notes:

- There is a tool tip that says "Click here to complete the request final amateurism certification process for this sport" which is displayed when you place the mouse over the red button.

- **The "My Eligibility Status" section is only displayed if a successful payment has been made for your registration (via credit card or e-check) or has been marked as "Fee Waiver Approved."** College-bound student-athletes who have not paid or have a fee waiver pending will not be able to view the "My Eligibility Status" section and, therefore, cannot "Request Final Amateurism Certification."

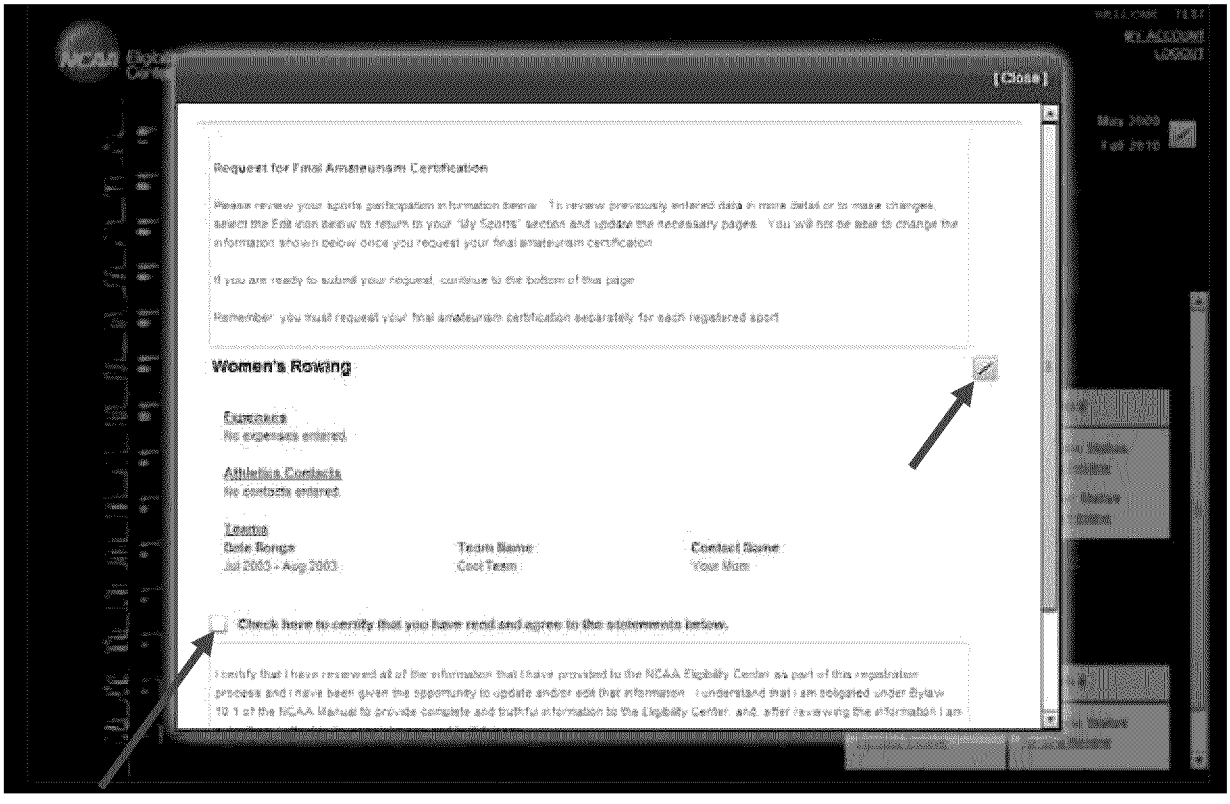

- This page requires you to review your sports participation information and to check the box certifying that you have read and agree to the statements at the bottom of the page.

- You can click the edit icon (in the shape of a pencil) if you need to update any information. If you select this button, it will take you back to the "My Sports" section for this sport to make changes or review more details. Then, you will need to start the final amateurism request process at the beginning from the "My Planner" page.

- The "Continue – Request Final" button will not be available until you have checked the box stating you have read and agree to the statements on the page.

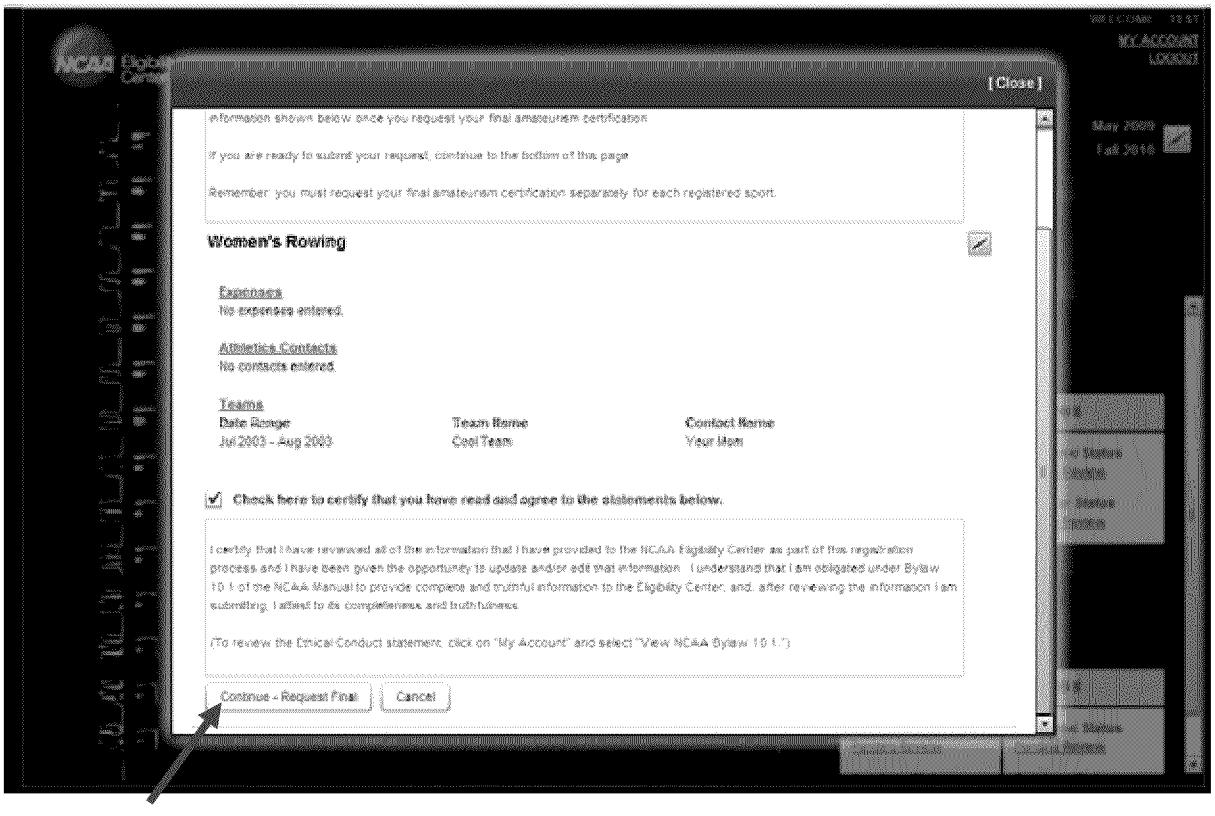

- Once you have read and agree to the statements, click the "Continue – Request Final" button.

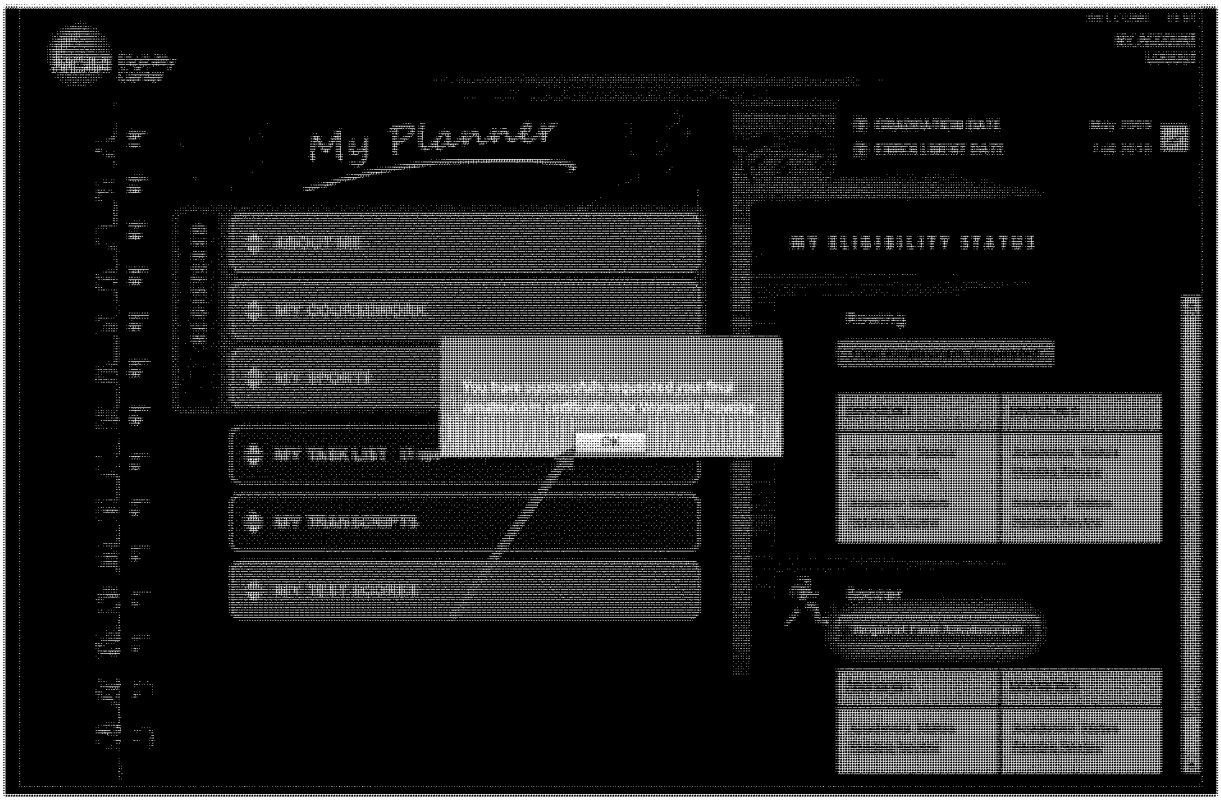

- An orange box will appear stating "You have successfully requested your final amateurism certification for (your sport)."
- Click "Ok."

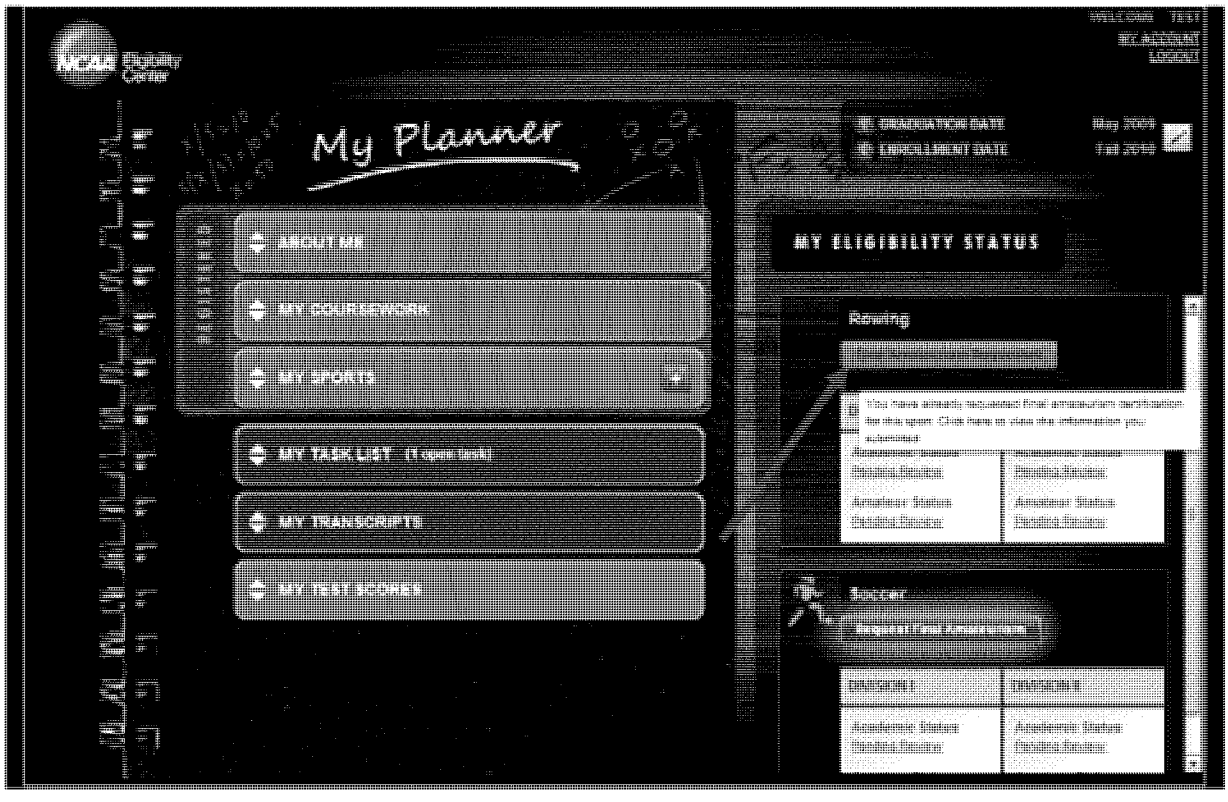

- The button will now appear blue (completed) and should read: "Final Amateurism Requested."

  Note: There is a tool tip that says "You have already requested final amateurism certification for this sport. Click here to view the information you submitted." It is displayed when you place the mouse over the blue button.

- If you click the blue button, you will get a read-only version of your sports-participation information (screen shot on Page No. 2).

- Once you have requested your final amateurism for a sport, you can no longer edit the information you provided.

***If you have registered for other sports you plan to participate in, follow the same instructions to request final amateurism for each sport.**

- Once you have completed your request(s), click on "My Task List" to mark this task(s) as complete.

NOTE: Each college-bound student-athlete will only get <u>one</u> task assigned, regardless of how many sports he or she has selected during registration.

- Under the "Open Tasks" tab, click the box to mark the "Request Final Amateurism Certification" task as complete.

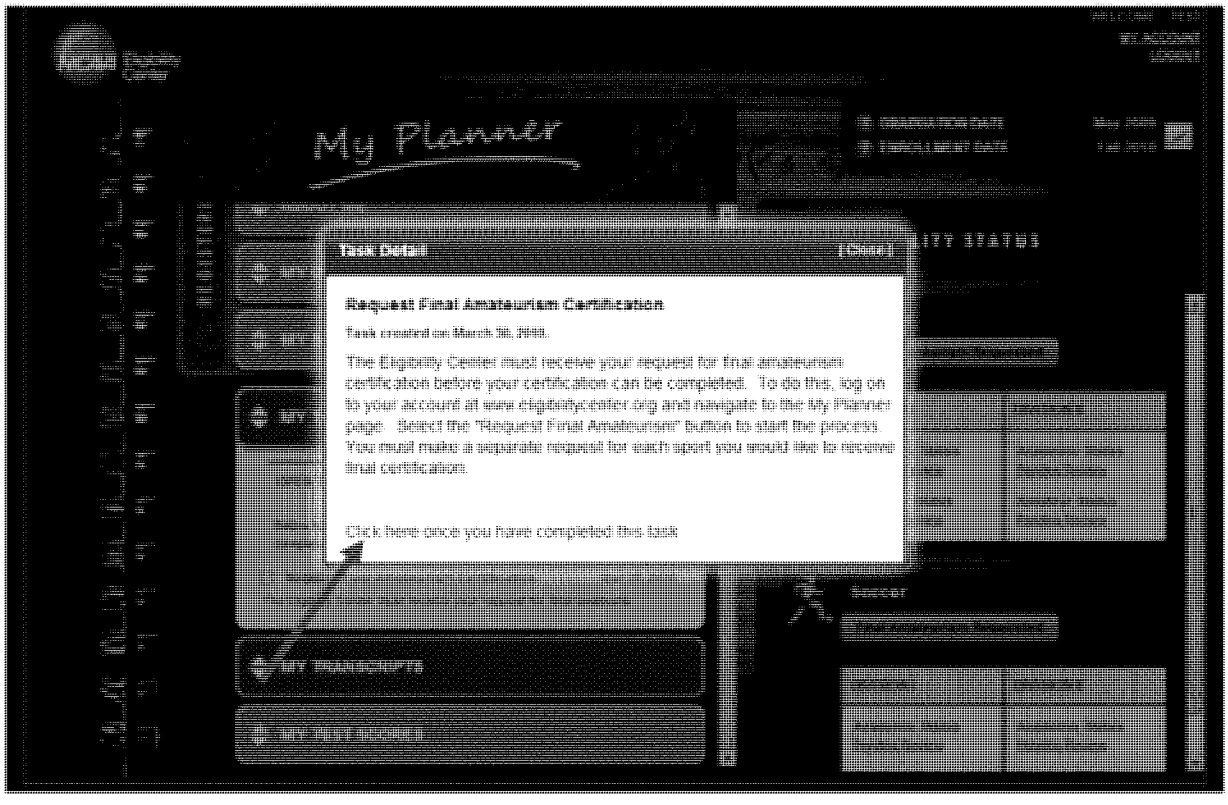

- Click the green text "Click here once you have completed this task" to confirm you have successfully completed the task.

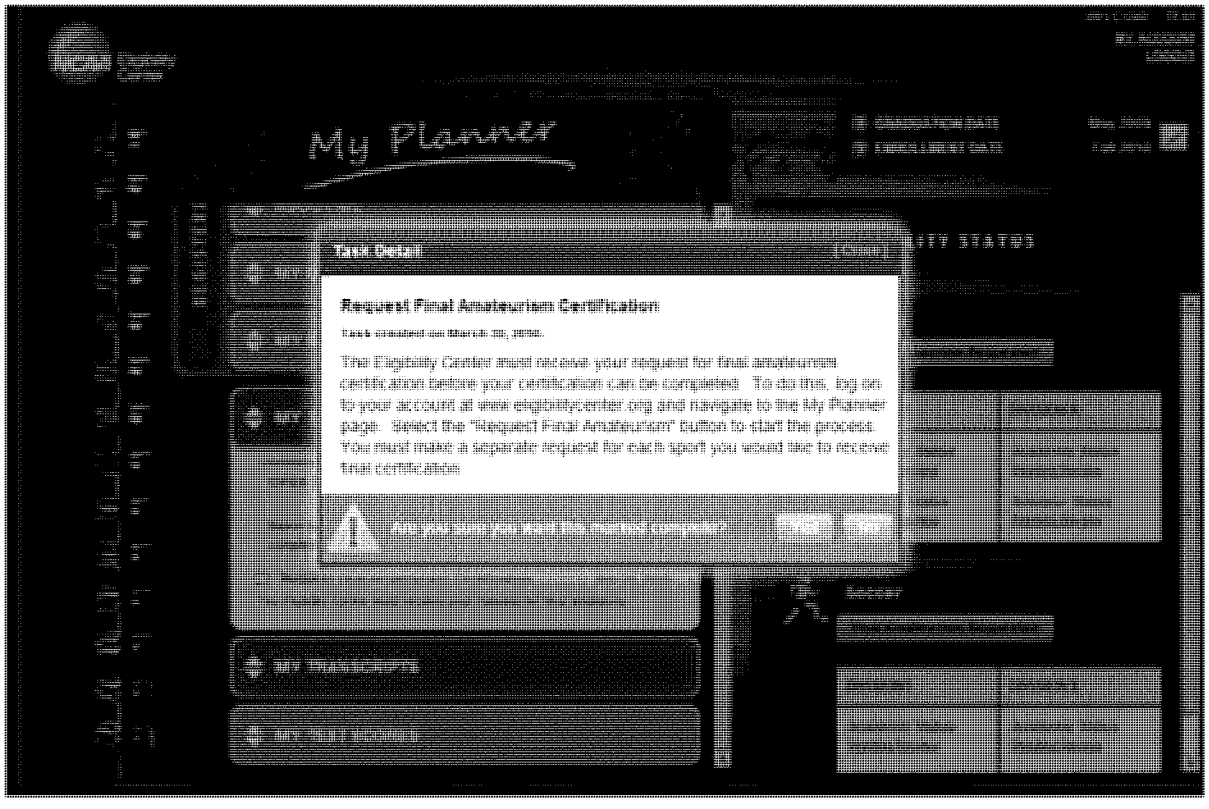

- Confirm you are sure you want to mark this task as complete by clicking "Yes" or "No."

- If you have no other tasks to complete, your task bar will turn blue. You can view this task or any other completed tasks under the "Completed Tasks" tab.

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Friday, May 6, 2011 7:51 PM

To: Andrew Calder <acalder@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Farley <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Charlotte Smith <csmith@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Don Hill <dhill@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; John Inman <jinman@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Kirin Kumar <kkumar@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Butch Davis <pbdavis@ad.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Ellen Rehme <rehme@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

Cc: Larry Gallo <athgallo@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>

Subject: MORE: beRecruited.com Issue

Attach: TEXT.htm

All,

See below for an update. I love how the NCAA doesn't really say that this service is okay, but they seem to be going in that direction...

Do any of you utilize this service? Let me know if you do, please.

Thanks,
Amy

>>> "Babcock, Lindsey" <lbabcock@theacc.org> 5/6/2011 4:33 PM >>>

Please see the information below that was provided by Leeland regarding beRecruited.com.

Have a great weekend!
Lindsey

Lindsey K. Babcock
Assistant Commissioner, Compliance & Governance
Atlantic Coast Conference
LBabcock@theacc.org
336-854-8787 (phone)
336-369-0065 (fax)

From: Zeller, Leeland [mailto:lzeller@ncaa.org]
Sent: Thursday, May 05, 2011 3:54 PM
To: Babcock, Lindsey; Jill Redmond; Doug King
Cc: Lyons, Shane; Ed Pasque
Subject: beRecruited.com Issue
Importance: High

All,

I□m sure you all have been engrossed in the issues related to □beRecruited.com.□ After various staff discussions over the last few days, the information below provides the background and analysis on the issue:

Shortly following the adoption of Proposal No. 2009-56 in January 2010, questions were raised regarding the level of analysis that was necessary to satisfy the legislation. In April 2010, a modification of wording was adopted to clarify that in the information it provides to institutions, a recruiting service must provide individual analysis beyond demographic information or ranking for each prospective student-athlete in the information it disseminates. The intent of the modification was to require services to provide more information than general statements about prospective-student-athletes, such as the college level for which the prospect might be best suited (e.g., FBS prospect, FCS prospect) or skill level (e.g., excellent shooter).

Soon after the adoption of the modification of wording, based on the history and intent of the modification, the membership was provided (through conference contact correspondence and during regional rules seminars) more information regarding the individual analysis requirement of Bylaw 13.14.3-(e). The legislation does not require a recruiting service to provide its own analysis of individual prospects. The legislation is satisfied if the recruiting service provides information beyond demographics and rankings by which an institution (coach) may make an athletic or academic analysis of the individual prospect, regardless of the source of the information.

Demographic information, such as basic roster information (e.g., height/weight/class/position) and/or rankings or general statements of skill level are not enough. Such general information does not provide the institution with information from which it may make an athletic or academic analysis of a specific individual.

Specific examples were provided of information beyond demographic information or rankings that would satisfy the legislation. Among those examples were 40-yard times (an individual athletics assessment) and grade-point averages (an individual academic assessment). Such information provides some individual analysis for an institution to use in determining its level of interest in recruiting the prospect. If for example, the institution does not recruit linebackers who do not run at least 4.7 in the 40, this information provides analysis of each individual□s speed (as opposed to general statements such as □good speed in pads□ or □has adequate game speed□).

Therefore, based on a review of the history and intent of the legislation, and the information previously provided to the membership and various recruiting services, the individual information provided by □beRecruited.com□ (e.g., academic transcript, athletics statistics, letter of recommendation from coach) satisfies the requirement in Bylaw 13.14.3-(e) that the service provide individual analysis beyond demographic information or rankings for each prospect.

Thanks,

Leeland Zeller
Associate Director of Academic and Membership Affairs
National Collegiate Athletic Association
Phone: 317-917-6222
Fax: 317-917-6991

This email and any attachments may contain NCAA confidential and privileged information. If you are not the intended recipient, please notify the sender immediately by return email, delete this message and destroy any copies. Any dissemination or use of this information by a person other than the intended recipient is unauthorized and may be illegal.

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Monday, June 6, 2011 8:49 AM

To: Andrew Calder <acalder@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Angie King <aking@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; Alisa Rawls Minshall <arawls@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Farley <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brenda Haithcock <bhaithcock@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Charlotte Smith <csmith@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Cynthia Stone <cstone@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Donna Cheek <dcheek@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Don Hill <dhill@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Joan Holt <jholt@uncaa.unc.edu>; John Inman <jinman@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Kathy Griggs <kgriggs@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Nadia Lynch <nlynch@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Butch Davis <pbdavis@ad.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pamela Higley <phigley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Ellen Rehme <rehme@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Shelly Streett <sjgreen@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Sharon Wagner <swagner@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

Cc: Larry Gallo <athgallo@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>

Subject: Prospects Who Repeat Junior Year

Attach: TEXT.htm

All,

I'm sure the situation described below happens fairly rarely, but wanted to share this with you anyway. Please let us know if you have any questions.

Thanks,
Amy

Contact with a Prospective Student-Athlete who Repeats Junior Year (I) Date Published: June 3, 2011
Type: Staff Interpretation
Item Ref: a

Interpretation:
The academic and membership affairs staff confirmed that an institution may make off-campus, in-person contact with a prospective student-athlete beginning July 1 following completion of his or her junior year even if the prospect will repeat the junior year; however, once the prospect begins classes as a junior for the following academic year, no further contact may occur until July 1 following the academic year or the first day of classes of the prospective student-athlete□s senior year, whichever is earlier.
[References: NCAA Division I Bylaw 13.1.1.1 (time period for off-campus contacts -- general rule; and staff interpretation (4/24/91, Item No. b), which has been archived]

From: Lance Markos <markos@uncaa.unc.edu>

Sent: Monday, June 27, 2011 4:35 PM

To: Andrew Calder <acalder@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Farley <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Charlotte Smith <csmith@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Don Hill <dhill@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; John Inman <jinman@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Butch Davis <pbdavis@ad.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Ellen Rehme <rehme@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

Cc: Amy Herman <ajschae@uncaa.unc.edu>; Alisa Rawls Minshall <arawls@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Brenda Haithcock <bhaithcock@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; Cynthia Stone <cstone@uncaa.unc.edu>; Josh Boone <jboone@uncaa.unc.edu>; Joan Holt <jholt@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Michael Perkins <mperkins@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Shelly Streett <sjgreen@uncaa.unc.edu>; Sara Koenig <skoenig@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>

Subject: Reporting Recruiting Activities

Attach: TEXT.htm; Coaches - Are you ready for July 1_.msg

Coaches,

Starting July 1, all sports will now be required to report all of their recruiting activities to the Compliance Office through ACS. For those sports who have not been using the system to report these activities for the past year, you will now need to begin doing so starting in July. This includes:

Off-Campus Contacts
Evaluations (except for the summer months when evaluations do not count)

You'll notice that the list above does not include phone call logs. That is because we will now be importing both cell phone and office phone records in to ACS to monitor recruiting phone calls. This will also allow us to monitor text messages.

In lieu of reporting phone calls to the compliance office, all sports will now be required to have completed contact information for all of their recruits loaded in to ACS. This includes any contact information for the prospect's parents as well as for the students themselves. (NOTE: You may still choose to log them for communication purposes among the staff.) It is incumbent upon each coaching staff to keep these records current for the sake of accuracy of our institutional monitoring efforts.

Also, ACS will be holding a training session on some of the basics as we get ready for the upcoming recruiting cycle later this week. The attached email has the details on how to register and I strongly encourage anyone to participate, especially those for whom which the recruiting piece is going to be new.

If you have any questions, just let me know. Thanks!!

Lance

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Thursday, June 30, 2011 11:38 AM

To: Andrew Calder <acalder@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Farley <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Charlotte Smith <csmith@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Don Hill <dhill@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; John Inman <jinman@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Butch Davis <pbdavis@ad.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Ellen Rehme <rehme@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

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Subject: UPDATE: New Phone Call Legislation

Attach: TEXT.htm

All,

The deadline for override votes has passed, and the legislation discussed below DID receive the 100 votes necessary to suspend the legislation until further action. Therefore, it will NOT go into effect on August 1st, and everyone should continue to operate under the

regulations set forth in the current legislation.

The Legislative Council and Board of Directors will meet in the coming weeks to determine if a change to the legislation is warranted. If they do not make changes, the legislation will be voted on at Convention in January through the override process. If they DO make changes, the legislation will go back into an override period.

We will keep you informed of any changes that take place. For now, it's business as usual with the legislation currently in your NCAA Manual. Please let us know if you have any questions about this!

Thanks,
Amy

>>> Amy Herman 6/22/2011 3:39 PM >>>
Coaches,

See below for an update regarding the new telephone call legislation that goes into effect August 1, 2011. As you'll see, it's received enough override votes to get voted on by the membership in January. However, since it hasn't received enough votes to actually suspend it, the legislation will be in effect from August 1 until the vote in January. Just FYI that you need to be prepared for it come August 1.

Let us know if you have any questions.

Thanks,
Amy

>>> "Babcock, Lindsey" <lbabcock@theacc.org> 6/22/2011 3:04 PM >>>

FYI as of this afternoon 2010-30 has 38 override votes. Therefore the Legislative Council and Board of Directors will discuss the proposal again and it will be up for an override vote by the membership in January. As a reminder, this legislation will remain in effect as of August 1, 2011. So coaches, in all sports other than football, need to be prepared for this to apply at least from August 1st through January.

Please forward to your staff as appropriate.

Thanks,
Lindsey

2010-30
RECRUITING -- TELEPHONE CALLS -- TIME PERIOD FOR TELEPHONE CALLS -- SPORTS OTHER THAN FOOTBALL

Intent: In sports other than football, to specify that an institution may make one telephone call per month to an individual (or the individual's relatives or legal guardians) on or after June 15 at the conclusion of the individual's sophomore year in high school through July 31 after the individual's junior year in high school, two telephone calls per week beginning August 1 prior to the individual's senior year in high school, and one telephone call per week to a two-year or four-year college prospective student-athlete (or the prospective student-athlete's relatives or legal guardians); further, in sports other than football for which a defined recruiting calendar applies, to specify that during a contact period that occurs on or after August 1 before an individual's senior year in high school, telephone calls may be made at the institution's discretion.

A. Bylaws: Amend 13.1.3, as follows:
13.1.3 Telephone Calls.
13.1.3.1 Time Period for Telephone Calls -- General Rule Sports Other Than Football. Telephone In sports other than football, telephone calls to an individual (or his or her relatives or legal guardians) may not be made before July 1 following the completion of his or her junior June 15 at the conclusion of the individual's sophomore year in high school (subject to the exceptions below); thereafter, staff members shall not make such telephone calls more than once per week. Thereafter, an institution may make telephone calls to an individual (or the individual's relatives or legal guardians) as follows:
(a) One telephone call per month on or after June 15 at the conclusion of the individual's sophomore year in high school through July 31 following the individual's junior year in high school.
(b) Two telephone calls per week beginning August 1 prior to the individual's senior year in high school.
(c) One telephone call per week to a two-year or four-year college prospective student-athlete (or the prospective student-athlete's relatives or legal guardians).
(d) In sports for which a defined recruiting calendar applies (see Bylaw 13.17), during a contact period that occurs on or after August 1 before an individual's senior year in high school, telephone calls may be made at the institution's discretion.
13.1.3.1.1 Exception -- Baseball, Cross Country/Track and Field, Men's Lacrosse, Women's Lacrosse, Softball and Women's Volleyball. In baseball, cross country/track and field, men's lacrosse, women's lacrosse, softball and women's volleyball, telephone

calls to an individual (or his or her relatives or legal guardians) may not be made before July 1 following the completion of his or her junior year in high school. Thereafter, such telephone calls shall be limited to once per week outside a contact period, but may be made at the institution's discretion during a contact period.
13.1.3.1.2 Exception -- Football. In football, one telephone call to an individual (or the individual's relatives or legal guardians) may be made from April 15 through May 31 of the individual's junior year in high school. Additional telephone calls to an individual (or the individual's relatives or legal guardians) may not be made before September 1 of the beginning of the individual's senior year in high school. Thereafter, such telephone contact is limited to once per week outside a contact period, but may be made at the institution's discretion during a contact period.
13.1.3.1.3 Exception -- Men's Basketball. In men's basketball, an institution is permitted to make one telephone call per month to an individual (or the individual's relatives or legal guardians) on or after June 15 of the individual's sophomore year in high school through July 31 of the individual's junior year in high school. Thereafter, outside a contact period, an institution is permitted to make two telephone calls per week to an individual (or the individual's relatives or legal guardians) beginning August 1 before the individual's senior year in high school. Outside a contact period, an institution is permitted to make one telephone call per week to a two-year or four-year college prospective student-athlete (or the prospective student-athlete's relatives or legal guardians). During a contact period that occurs after August 1 prior to an individual's senior year in high school, telephone calls may be made at the institution's discretion.
13.1.3.1.4 Exception -- Women's Basketball. In women's basketball, telephone calls may be made to an individual (or the individual's relatives or legal guardians) as follows:
(a) One telephone call during the month of April of the individual's junior year in high school on or after the Thursday after the conclusion of the NCAA Division I Women's Final Four.
(b) One telephone call during the month of May of the individual's junior year in high school.
(c) One telephone call on or after June 1 through June 20 of the individual's junior year in high school.
(d) One telephone call on or after June 21 through June 30 of the individual's junior year in high school.
(e) Three telephone calls during the month of July following the individual's junior year in high school, with not more than one telephone call per week [see Bylaw 13.1.6.2.2-(c)].
(f) Thereafter, one telephone call per week outside a contact period and unlimited telephone calls during a contact period.
13.1.3.1.4.1 Additional Restrictions -- Additional Communication With a Parent or Legal Guardian Who Serves on Staff of a Nonscholastic Team -- Women's Basketball. An In women's basketball, an institution may not have any additional communication with a parent or legal guardian of a prospective student-athlete who serves on the staff of his or her daughter's nonscholastic team unless the parent or legal guardian also serves as a head coach of his or her daughter's scholastic team and the additional communication is unrelated to recruitment of his or her daughter.
13.1.3.1.4.2 Additional Restrictions -- July Evaluation Periods -- Women's Basketball. In women's basketball, during the July evaluation periods, all communication with a prospective student-athlete, the prospective student-athlete's relatives or legal guardians, the prospective student-athlete's coach or any individual associated with the prospective student-athlete as a result of the prospective student-athlete's participation in basketball, directly or indirectly, is prohibited.
13.1.3.1.4.2.1 Exception -- Communication After National Letter of Intent Signing or Other Written Commitment -- Women's Basketball. In women's basketball, an institution may communicate with a prospective student-athlete (or the prospective student-athlete's relatives, legal guardians or coach) during the July evaluation periods, provided the prospective student-athlete has graduated from high school and signed a National Letter of Intent with the institution. For an institution not using the National Letter of Intent in women's basketball or for those prospective student-athlete's not eligible to sign the National Letter of Intent, communication may occur during the July evaluation periods, provided the prospective student-athlete has graduated from high school and signed the institution's written offer of admission and/or financial aid.
13.1.3.1.5 Exception -- Men's Ice Hockey. In men's ice hockey, an institution is permitted to make one telephone call per month to an individual (or the individual's relatives or legal guardians) on or after June 15 at the conclusion of the individual's sophomore year in high school through July 31 after the individual's junior year in high school. An institution is permitted to make one telephone call per week to an individual (or the individual's relatives or legal guardians) beginning August 1 following completion of the individual's junior year in high school.
13.1.3.1.6 Exception -- Women's Ice Hockey. In women's ice hockey, an institution is permitted to make one telephone call to an individual (or the individual's relatives or guardians) who is a resident of a foreign country on or after July 7 through July 31 following the completion of the individual's sophomore year in high school. An institution is permitted to make one telephone call per week to an individual (or the individual's relatives or legal guardians) beginning July 7 following completion of the individual junior year in high school.
13.1.3.2 Time Period for Telephone Calls -- Football. In football, telephone calls to an individual (or his or her relatives or legal guardians) may not be made before April 15 of the individual's junior year in high school. One telephone call to an individual (or the individual's relatives or legal guardians) may be made from April 15 through May 31 of the individual's junior year in high school. Additional telephone calls to an individual (or the individual's relatives or legal guardians) may not be made before September 1 of the beginning of the individual's senior year in high school. Thereafter, such telephone contact is limited to once per week outside a contact period, but may be at the institution's discretion during a contact period.
[13.1.3.1.7 through 13.1.3.1.8 renumbered as 13.1.3.3 through 13.1.3.4 unchanged.]
13.1.3.25 Additional Regulations.
[13.1.3.2.1 renumbered as 13.1.3.5.1, unchanged.]
13.1.3.25.2 Telephone Calls Initiated by Prospective Student-Athlete at His or Her Expense. Institutional coaching staff members (see Bylaw 13.1.3.47.1) may receive telephone calls placed by a prospective student-athlete at the prospective student-athlete's own expense at any time, including before July 1 following June 15 at the conclusion of the prospective student-athlete's junior sophomore year in high school.

[13.1.3.3 through 13.1.3.4 renumbered as 13.1.3.6 through 13.1.3.7, unchanged.]
13.1.3.58 Nonpermissible Callers.
[13.1.3.5.1 renumbered as 13.1.3.8.1, unchanged.]
[13.1.3.5.1.1 renumbered as 13.1.3.8.1.1, unchanged.]
13.1.3.58.2 Enrolled Student-Athletes. Enrolled student-athletes or other enrolled students shall not make or participate in telephone calls to prospective student-athletes at the direction of a coaching staff member or financed by the institution or a representative of its athletics interests; however, they may receive telephone calls at the expense of the prospective student-athlete on or after July 1 following the completion June 15 at the conclusion of the prospective student-athlete's junior sophomore year in high school. An enrolled student-athlete may receive telephone calls made at the expense of a prospective student-athlete prior to July 1 following the completion June 15 at the conclusion of the prospective student-athlete's junior sophomore year in high school, provided there is no direct or indirect involvement by athletics department staff.
[13.1.3.5.2.1 renumbered as 13.1.3.8.2.1, unchanged.]
13.1.3.69 Collect and Toll-Free Telephone Calls. Institutional coaching staff members (see Bylaw 13.1.3.47.1) may accept collect and toll-free (e.g., 1-800, 1-888) telephone calls placed by a prospective student-athlete and the prospective student-athlete's parents and legal guardians, provided the calls are placed not earlier than July 1 following completion June 15 at the conclusion of the prospective student-athlete's junior sophomore year in high school.
13.1.3.6.1 Exception -- Men's Basketball. In men's basketball, institutional coaching staff members may accept collect telephone calls placed by a prospective student-athlete and the prospective student-athlete's parents and legal guardians, provided the calls are placed not earlier than the conclusion of the prospective student-athlete's sophomore year in high school. The institution may use a toll-free number to receive such calls from a prospective student-athlete and the prospective student-athlete's parents or legal guardians.

13.1.3.6.2 Exception -- Women's Basketball. In women's basketball, institutional coaching staff members may accept collect and toll-free telephone calls placed by a prospective student-athlete and the prospective student-athlete's parents and legal guardians, provided the calls are not placed earlier than the date on which an institution may begin placing telephone calls to the prospective student-athlete (see Bylaw 13.1.3.1.3).
[13.1.3.7 renumbered as 13.1.3.10, unchanged.]
B. Bylaws: Amend 13.15.2.2, as follows:
13.15.2.2 Collect and Toll-Free Telephone Calls. Institutional coaching staff members (see Bylaw 13.1.3.47.1) may accept collect and toll-free (e.g., 1-800, 1-888) telephone calls placed by a prospective student-athlete and prospective student-athlete's parents and legal guardians, provided the calls are placed no earlier than July 1 following completion June 15 at the conclusion of the prospective student-athlete□s junior sophomore year in high school.
Source: NCAA Division I Recruiting and Athletics Personnel Issues Cabinet

Effective Date: August 1, 2011

Proposal Category: Amendment

Topical Area: Recruiting

Rationale: This proposal applies the current telephone call rule in men's basketball to all sports other than football. Based on the examination of the current recruiting model and feedback received from the membership, this proposal will help to bring uniformity to the telephone calls legislation. The proposal excludes football due to the fact that the current legislation is specific to the spring evaluation period. This legislative change will provide the opportunity, in most sports, for communication on a limited basis with prospective student-athletes at an earlier time. Such communication may be used to better assess a prospective student-athlete's academic preparedness and provide guidance regarding his or her high school academic curriculum. Such access would assist both institutions and prospective student-athletes in making sound recruiting evaluations and decisions. With the introduction of legislative proposals restricting verbal offers of athletics aid until July 1 following the completion of an individual's junior year in high school, additional opportunities are necessary to assist in developing a relationship between a coach and a prospective student-athlete and for a coach to obtain key information about a prospective student-athlete prior to making any verbal or written offers of financial aid.

Estimated Budget Impact: None.

Impact on Student-Athlete's Time (Academic and/or Athletics): None.

Position Statement(s):
Women's Basketball Issues Committee The committee supports the proposal and agrees with the sponsor's rationale, but notes that the sponsor should consider modifying the provision that permits two telephone calls per week beginning August 1 prior to the individual's senior year in high school to one telephone call per week.

History

Jun 08, 2010:
Submit; Submitted for consideration.

Jun 09, 2010:

Recruiting and Athletics Personnel Issues Cabinet, Sponsored

Aug 20, 2010:
Women's Basketball Issues Committee, Recommends Approval

Aug 20, 2010:
Women's Basketball Issues Committee, Recommends Modification; (See position statement.)

Jan 13, 2011:
Leg Council Init Review, Forwarded for Membership Comment

Jan 16, 2011:
Comment Period; Start of Comment Period

Mar 16, 2011:
Comment Period; End of Comment Period; (Official Comment Totals: Support = 1, Oppose = 2, Abstain = 0)

Apr 12, 2011:
Leg Council Final Review, Adopted; Pending Possible Board of Directors Review

Apr 28, 2011:
Adopted, Override Period; No Action Taken by the Board of Directors

Apr 29, 2011:
Adopted, Override Period; Start of Override Period

Jun 27, 2011:
Adopted, Override Period; End of Override Period; (Number of Override Requests = 38)

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From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Friday, July 22, 2011 11:03 AM

To: Andrew Calder <acalder@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Farley <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Butch Davis <pbdavis@ad.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Ellen Rehme <rehme@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

Cc: Amy Herman <ajschae@uncaa.unc.edu>; Angie King <aking@uncaa.unc.edu>; Alisa Rawls Minshall <arawls@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Brenda Haithcock <bhaithcock@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; Cynthia Stone <cstone@uncaa.unc.edu>; Donna Cheek <dcheek@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Joan Holt <jholt@uncaa.unc.edu>; Kathy Griggs <kgriggs@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Nadia Lynch <nlynch@uncaa.unc.edu>; Pamela Higley <phigley@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Shelly Streett <sjgreen@uncaa.unc.edu>; Sharon Wagner <swagner@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>

Subject: Friday Rules Education Tidbit

Attach: TEXT.htm

All,

Happy Friday! Thought I would drop you a quick rules education email regarding contact with prospects who are involved in competition...

Please note that 13.1.6.2 prohibits contact (including telephone contact) with prospects who are competing or have reported on-call for competition. This includes situations in which a prospect might call you!

Therefore, if you ever answer a call from a prospect and the prospect notifies you that...

1) He/She has a competition later that day;
2) He/She has reported on-call with his/her team and is traveling to a competition; or
3) He/She is involved in a tournament that lasts several consecutive days.

...you must immediately terminate the call to prevent a violation.

Please let us know if you have any questions about this.

Thanks, and have a great weekend!

Amy

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Associate AD for Compliance

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From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Monday, August 15, 2011 12:41 PM

To: Andrew Calder <acalder@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Farley <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Ellen Rehme <rehme@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

Cc: Amy Herman <ajschae@uncaa.unc.edu>; Angie King <aking@uncaa.unc.edu>; Alisa Rawls Minshall <arawls@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Brenda Haithcock <bhaithcock@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; Cynthia Stone <cstone@uncaa.unc.edu>; Dick Baddour <dbaddour@uncaa.unc.edu>; Donna Cheek <dcheek@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Joan Holt <jholt@uncaa.unc.edu>; Kathy Griggs <kgriggs@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Nadia Lynch <nlynch@uncaa.unc.edu>; Pamela Higley <phigley@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Shelly Streett <sjgreen@uncaa.unc.edu>; Sharon Wagner <swagner@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>

Subject: Prospects Participating in Recreational Activities During Visits

Attach: TEXT.htm

All,

As we approach the beginning of the academic year and the start of prospects' official and unofficial visits to campus, I need to remind all of you of the regulations in place regarding prospects participating in workouts or other recreational activities (e.g., pick-up games) with both current student-athletes and former student-athletes.

This email will be long, but it is critical that you read it thoroughly and fully understand all of its implications.

Bylaw 13.11.2.2, copied below, outlines the general regulation in place concerning these activities. Essentially, the activities cannot be organized or observed by members of the coaching staff (including strength and conditioning staff), nor can they be designed to test the athletics ability of the prospect.

As you can imagine, with a bylaw this basic, there are multiple interpretations of which you should be aware. I'm including the text of several of them below, as well, but will provide a summary here:

1) The facility does not have to be open to the general public if the prospect will be utilizing the facility solely with current student-athletes. However, if there is a fee associated with use of the facility, the prospect must pay the going rate associated with the use of that facility;

2) We may NOT provide workout apparel to a prospect who wishes to participate in these activities on our campus. He/She must supply his/her own clothing/shoes;

3) THIS ONE'S A BIT TRICKY: If a prospect wishes to engage in any recreational activities (e.g., pick-up games) with current and former student-athletes, the prospect must "initiate all the arrangements" and the facility must be open to the general public.

The question, of course, is "what does initiate all the arrangements" mean?!? Our interpretation of this is that the prospect must be the individual that asks either the coaches or the current student-athlete(s) if he/she can engage in these activities. Prospects can certainly not be expected to reserve/set up an institutional facility or contact all current/former student-athletes, which we believe is why the NCAA staff used the word "initiate" in their interpretation (copied below). Therefore, our stance on this is that the prospects simply need to be the ones to ask about the opportunity to engage in these activities. Once a prospect asks for the opportunity, it is then fine for the current student-athletes to assist in formalizing the arrangements. BUT THE PROSPECT MUST ASK FIRST, and the facility must be open to the public if former student-athletes are participating; and

4) The involvement of former student-athletes in these activities is a topic that is currently being reviewed by the NCAA staff. So please be on the lookout for future updates on this from me. As it currently stands, however, provided the interp copied below in green is met in its entirety, it remains permissible. Note that the last line of the interp states that "no recruitment activities occur".

This phrase is the sticking point in the mind of the NCAA. There is some indication that the NCAA staff believes that simply engaging in a pick-up game together results in a "recruitment activity" between the former student-athlete and the prospect. Certainly there is a fine line between scrimmage-related talk (e.g., "Get back on D!") and talk that would cross the line into recruiting, (e.g., "Sure would be fun to see you playing with these guys next year!"), which is why the NCAA is concerned.

Therefore, while we, as a compliance staff, are not going to tell you that prospects are not allowed to scrimmage with former student-athletes, we DO believe it's important that you understand that we are responsible for the actions taken by our former student-athletes/boosters. As a result, if a former student-athlete does engage in impermissible recruiting conversations with prospects, the NCAA will likely deal with it harshly, since we knowingly put the prospect and the former student-athlete into a situation where a violation was possible, maybe even likely.

Our advice to you is this: If you DO permit your prospects to scrimmage/work out with former student-athletes, ALL PARTIES (i.e., the prospects, the current student-athletes, and the former student-athletes) should be instructed as to what is permissible conversation. The Compliance staff would be happy to have this discussion with the parties involved if you believe that would be helpful in preventing a violation. If there is any concern at all about their ability to abide by these regulations, the joint activity should not be permitted.

Please let us know if you have any questions about this information. As I stated earlier, we will update you accordingly should the NCAA change their stance on this issue.

Thanks,
Amy

13.11.2.2 Recreational Activities.

A prospective student-athlete visiting a member institution may participate in physical workouts or other recreational activities during a visit to an institution's campus, provided such activities:
(a) Are not organized or observed by members of the athletics department coaching staff; and
(b) Are not designed to test the athletics abilities of the prospective student-athlete. (Revised: 1/11/94)

Staff Interpretation
Recreational Activities During Official or Unofficial Visit (I)Date Published: May 13, 2011
Item Ref: 1

Interpretation:
The academic and membership affairs staff determined that during an official or unofficial visit, a prospective student-athlete may participate in recreational activities in a facility (on- or off-campus) that is not open to the general public (e.g., campus recreation center, golf course, swimming pool), provided such activities are not organized or observed by members of the athletics department coaching staff (including strength and conditioning coaches) and are not designed to test the athletics abilities of the prospective student-athlete. Further, in situations in which there is a fee associated with the use of the facility (e.g., guest fee at a private facility used by the institution for practice or competition, admission fee for open swim session at institutional recreation center), a prospective student-athlete shall pay the going rate associated with the use of that facility.
[References: NCAA Division I Bylaws 12.1.2.1.6 (preferential treatment, benefits, or services), 13.2 (offers and inducements), 13.6 (official (paid) visit), 13.7 (unofficial (nonpaid) visit) and 13.11.2.2 (recreational activities); staff interpretations (5/26/10, Item No. 1) and (9/4/08, Item No. a), which has been archived]

Official Interpretation
Providing workout apparel to a prospect during campus visitsDate Published: August 25, 1994
Item Ref: 2

Interpretation:
2. Providing workout apparel to a prospect during campus visits: An institution may not provide workout apparel to a prospect who wishes to participate in recreational activities during a visit to an institution's campus. [References: NCAA Bylaws 13.12.2.3 (recreational activities) and 13.2.1 (offers and inducements -- general regulations)]

Staff Interpretation
Prospective Student-Athlete Arranging 'Pick-Up' Game with Enrolled or Former Student-AthleteDate Published: October 5, 1994
Item Ref: c

Interpretation:
c. Prospective Student-Athlete Arranging "Pick-Up" Game with Enrolled or Former Student-Athlete: The legislative services staff confirmed that it is permissible for a prospective student-athlete to arrange a "pick-up" game with an enrolled student-athlete or a former student- athlete, provided all the arrangements are initiated by the prospect, the facilities are open to the general public if the institution's facilities are used and no recruitment activities occur. [References: 13.12.1 (tryouts -- prohibited activities); 13.12.2.3 (recreational activities), and 1994 Official Notice, Proposal No. 167]

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From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Friday, August 19, 2011 8:41 AM

To: Andrew Calder <acalder@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Angie King <aking@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; Alisa Rawls Minshall <arawls@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Farley <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brenda Haithcock <bhaithcock@uncaa.unc.edu>; Bobby Hundley <bhundley@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Jeffrey Camarati <camarati@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; -Communications <-Communications@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Cynthia Stone <cstone@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Donna Cheek <dcheek@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Dana Gelin <dgelin@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Dave Lohse <dlohse@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Dave Schmidt <dschmidt@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Joan Holt <jholt@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kevin Best <kbest@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Kathy Griggs <kgriggs@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Lee Snyder <lsnyder@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Matt Bowers <mbowers@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Nadia Lynch <nlynch@uncaa.unc.edu>; Nathan Thorp <nthorp@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pamela Higley <phigley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rick Brewer <rbrewer@uncaa.unc.edu>; Ellen Rehme <rehme@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Stephen Sisa <sisa@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Shelly Streett <sjgreen@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Steve Kirschner <skirschner@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Sharon Wagner <swagner@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy

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Cc: Larry Gallo <athgallo@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>

Subject: Posting Videos/Photos of SAs in Voluntary Summer Workouts - Follow-up

Attach: TEXT.htm

All,

Wanted you to see this information below. I believe it is consistent with what we've told you all before when asked about this situation, so it should not be new to any of you, but please let me know if you have any questions.

Thanks,
Amy

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>>> "Babcock, Lindsey" <lbabcock@theacc.org> 8/18/2011 3:54 PM >>>

Hi Everyone

I just wanted to follow-up on this information that Seth sent out to you all a few weeks ago. On last week s CCACA call I raised this issue with the group. After discussion the following was agreed upon:

A. Posting Videos/pictures of student-athletes participating in summer voluntary workouts

Kathleen Batterson, Colonial, indicated that she had received several questions regarding the permissibility of an institution posting videos/pictures of its student-athletes participating in voluntary workouts over the summer. The group agreed that an institution posting this information would be impermissible. Babcock asked the group for feedback regarding the media taking footage and including clips of these workouts on news broadcasts. The media taking footage is much hard to monitor and define exactly what is permissible. Institutions should not play a role in assisting media entities in getting access to the student-athletes during the workouts. The group agreed that although media including pictures or videos of voluntary workouts in news stories or broadcasts might be permissible, these scenarios would need to be dealt with on a case by case basis.

This is more consistent with where we ve been with this issue in the past. Let us know if you have any further questions.
Thanks,
Lindsey

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From: Barwick, Seth
Sent: Wednesday, July 27, 2011 4:50 PM
To: Aaron Aaker; Aimee Carpenter; Alex Dominato; Alex Eaton; Amy Herman; Anne Marie Rossi; Art Markos; Bert Locklin; Brad Woody; Brandi Kerrigan; Bret Cowley; Bridget McSorley; Carly Pariseau; Carrie Doyle; Cathy Jones; Christopher B. Kennedy; Cindy Hartmann; Cody Gambler; Courtney Vinson; Craig Anderson; Dan Raben; Dan Trump; David Reed; Deborah Foley; Heather Robertson; Jennifer Santiago; Jerome Rodgers; Jim Booz; Jim Curry; Jody Smith; Julie Heyde; Karen Kelly; Kirsten Elleby; Lance Markos; Larry Gallo Jr.; Mary Giardina; Michelle Lee; Natalie Lutz; NC State Intern; Niesha Campbell; Robin Pate; Shane Kelley; Stephanie Ellison; Steve Flippen; Susan Maloy; Tim Parker; Todd Hairston; Todd Mesibov; Tom Timmermans; Tony Hernandez; Trever Wright; Vanessa Fuchs; Vicki Sarfo-Kantaka; Yadira Reyes
Cc: Lyons, Shane; Brown, Shamaree
Subject: FW: [CCACA] Posting Videos/Photos of SAs in Voluntary Summer Workouts

Hello Group,

Please note the following information, which was shared over the CCACA listserve. Let us know if you have any questions.
Lately several of our institution□s Media Relations people have asked questions about posting videos and action shots of current student-athletes, and incoming student-athletes enrolled in summer school, showing them participating in voluntary summer workouts. SID□s are searching for stories for their schools□ websites to have some □Fan News□ during this □slow□ time. In some instances the local TV stations are filming summer workouts for their local news broadcasts (which may be permissible per Bylaw 12.5.3-(b), Media Activities Outside the Playing Season), and then the institution wants to post the segment on the school□s website. It is not permissible to post videos or even still photos showing SAs (including incoming SAs in summer school) participating in summer workouts. We referenced the following bylaw and secondary violations .
Bylaw: 17.02.13 - Voluntary Athletically Related Activities.
In order for any athletically related activity to be considered "voluntary," all of the following conditions must be met: (Adopted: 4/18/01)
(a) The student-athlete must not be required to report back to a coach or other athletics department staff member (e.g., strength coach, trainer, manager) any information related to the activity. In addition, no athletics department staff member who observes the activity (e.g., strength coach, trainer, manager) may report back to the student-athlete's coach any information related to the activity;
(b) The activity must be initiated and requested solely by the student-athlete. Neither the institution nor any athletics department staff member may require the student-athlete to participate in the activity at any time. However, it is permissible for an athletics department staff member to provide information to student-athletes related to available opportunities for participating in voluntary activities (e.g., times when the strength and conditioning coach will be on duty in the weight room or on the track). In addition, for students who have initiated a request to engage in voluntary activities, the institution or an athletics department staff member may assign specific times for student-athletes to use institutional facilities for such purposes and inform the student-athletes of the time in advance;
(c) The student-athlete's attendance and participation in the activity (or lack thereof) may not be recorded for the purposes of reporting such information to coaching staff members or other student-athletes; and
(d) The student-athlete may not be subjected to penalty if he or she elects not to participate in the activity. In addition, neither the institution nor any athletics department staff member may provide recognition or incentives (e.g., awards) to a student-athlete based on his or her attendance or performance in the activity.
[Note: Coaching staff members may be present during permissible skill-related instruction pursuant to Bylaws 17.1.6.2.2 and 17.1.6.2.3] (Revised: 4/29/04 effective 8/1/04)
Student-Athlete Reinstatement/Secondary Case

Secondary Case Number:
46186

SA Reinstatement Case Number:
0

Secondary Decision Date:
October 7, 2010

SA Reinstatement Decision Date:

Division: I
Involved Sports: Men's Basketball
Facts: An institution staff member posted a workout video of former SAs and current SAs on Facebook. The assistant athletic director for compliance discovered the posting, but on the following day the video post had been removed. The head coach had informed the institution staff member to have the post removed. Neither the head coach nor any institution staff members view the video.
Additional Facts: Level II
Institution Action: Compliance office met with involved staff member and advised that he cannot publish or record any information

during summer voluntary workouts. Letter of admonishment issued to involved staff member. Since it was the head coach's due diligence that caused the posting to be removed, no further actions were taken.
Enforcement Action: Filed.
Eligibility Action:
STAFF:
Rationale:
STAFF:
References

Legislative References

Div.
Number
Title

I
17.02.13
Voluntary Athletically Related Activities.

Other

Interpretations: 0

Education Column: 0

Student-Athlete Reinstatement/Secondary Case

Secondary Case Number:
41561

SA Reinstatement Case Number:
0

Secondary Decision Date:
October 2, 2009

SA Reinstatement Decision Date:

Division: I
Involved Sports: Men's Basketball
Facts: During the summer of 2009, the director of men's basketball operations videotaped men's basketball student-athletes participating in voluntary strength and conditioning activities. Specifically, the director of men's basketball operations videotaped a voluntary summer workout and the sports information director posted the video on the institution's official athletics Web site. The director of men's basketball operations and the sports information director mistakenly believed that it was permissible inasmuch as they did not explicitly mention in the video that it was a summer workout and the video included game footage from the previous academic year. The video was not viewed by any coaches and was taken down immediately once the violation was discovered.
Additional Facts: ---
Institution Action: Rules education was conducted with the director of basketball operations, the sports information staff, and the men's basketball team and coaches. A letter of admonishment will be issued to the director of basketball operations and the director of sports information.
Enforcement Action: No further action. Please note that relief from the standard penalty was provided in this instance.
Eligibility Action:
STAFF:
Rationale:

Thanks,
Seth

J. Seth Barwick

Compliance & Student-Athlete Programs Intern
Atlantic Coast Conference
sbarwick@theacc.org
336.854.8787 ext: 278

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Friday, August 26, 2011 2:06 PM

To: Andrew Calder <acalder@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Farley <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Robinson <joerob@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Ellen Rehme <rehme@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Stephen Sisa <sisa@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

Cc: Amy Herman <ajschae@uncaa.unc.edu>; Angie King <aking@uncaa.unc.edu>; Alisa Rawls Minshall <arawls@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Brenda Haithcock <bhaithcock@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; Cynthia Stone <cstone@uncaa.unc.edu>; Donna Cheek <dcheek@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Joan Holt <jholt@uncaa.unc.edu>; Kathy Griggs <kgriggs@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Nadia Lynch <nlynch@uncaa.unc.edu>; Pamela Higley <phigley@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Shelly Streett <sjgreen@uncaa.unc.edu>; Sharon Wagner <swagner@uncaa.unc.edu>; Tom

Timmermans <timmermans@uncaa.unc.edu>

Subject: Text Messaging Exception After Commitment

Attach: TEXT.htm

Coaches,

I got a question yesterday from a coach asking about when it becomes permissible for athletics department staff members to send text messages to walk-on prospects. I thought now was as good a time as any to remind ALL of you about the regulations concerning text messages, keeping in mind that the regulation precluding text messages to prospects also precludes sending them to prospects' relatives or legal guardians.

In terms of when the exception kicks in after a prospect makes a commitment to the institution... I've included the text of the actual bylaws below, but the bottom line is that we can begin sending unlimited text messages to prospects in either of the following two situations:

1) The DAY AFTER the prospect signs an NLI/ASA (so if he/she sign on a Wednesday, we can start sending text messages on Thursday); or

2) The DAY AFTER the institution receives an enrollment deposit from a walk-on prospect.

Obviously if you're hoping to use #2 above, you'll need to verify with us that the walk-on prospect has submitted his/her enrollment deposit prior to sending him/her a text message.

Please let me know if you have any questions about this.

Thanks,
Amy

13.4.1.2 Electronic Transmissions.

Electronically transmitted correspondence that may be sent to a prospective student-athlete (or the prospective student-athlete's parents or legal guardians) is limited to electronic mail and facsimiles. (See Bylaw 13.1.6.2.) All other forms of electronically transmitted correspondence (e.g., Instant Messenger, text messaging) are prohibited. Color attachments may be included with electronic mail correspondence, provided the attachment only includes information that is not created for recruiting purposes, except for items that are specifically permitted as printed recruiting materials (e.g., questionnaires), a media guide and video and audio materials, as permitted in Bylaw 13.4.1.5. Attachments other than a media guide and permissible video and audio materials shall not include any animation, audio or video clips and there shall be no cost (e.g., subscription fee) associated with sending the item attached to the electronic mail correspondence. [D] (Adopted: 4/28/05 effective 8/1/05, Revised: 12/12/06, 4/26/07 effective 8/1/07, 4/15/08, 4/29/10 effective 8/1/10, 1/15/11 effective 8/1/11)
13.4.1.2.1 Exception -- Electronic Transmissions After Commitment.

There shall be no limit on the forms of electronically transmitted correspondence sent to a prospective student-athlete (or the prospective student-athlete's relatives or legal guardians) beginning the calendar day after one of the following events occurs: (Adopted: 1/15/11 effective 8/1/11)
(a) The prospective student-athlete signs a National Letter of Intent (NLI) or the institution's written offer of admission and/or financial aid; or
(b) The institution receives a financial deposit in response to the institution's offer of admission.

Amy Herman
Associate AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)

ajschae@uncaa.unc.edu

From: Lance Markos <markos@uncaa.unc.edu>

Sent: Wednesday, August 31, 2011 11:46 AM

To: Andrew Calder <acalder@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Robinson <joerob@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Stephen Sisa <sisa@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

Subject: Countable Hours and Participation Log Instructions

Attach: TEXT.htm; To Log Countable Hours in ACS.docx; To Track S-A Participation in ACS.docx

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Coaches,

See attached for instructions on logging Countable Hours and Participation Logs. Logging Countable Hours started with the first day of classes for everyone, so there is a week in August that will need to be submitted by the September 10th deadline.

If you have any questions, just let me know. Thanks!!

Lance

To Log Countable Hours in ACS

1. Log-In to ACS using this link
    a. https://incontrol.acsathletics.com/Login.aspx
2. Select the 'Team Manager' tab and then click on Athletes in the sub-menu that appears.
3. Using the check boxes on the far right of each student-athlete's row, select those athletes that you wish to update.
    a. If you wish to select the whole team, check the box in the light blue bar in the header row above the first athlete on the list.
4. Once you have selected those athletes you wish to update, go to the Functions drop down menu slightly above the list of athletes on the right hand side.
5. Select 'Log Hours' and click Go.
6. On the next screen, select the week that you wish to update from the dropdown list of available weeks.
7. You will then be given the 7 days listed in the week you selected. Each day will have 4 dropdown menus in which you can select the type of activity and the duration of the activity.
    a. NOTE – we will be requiring that you submit the duration of the activity, similar to how we have always done it, as opposed to listing the time of day the activity took place.
    b. You will also have every student you selected in step 3 listed below the activities.
8. You may update the hours without submitting them to the Compliance Office by selecting either the 'Apply Changes to Displayed Athletes' button or the 'Apply Changes to Selected Athletes' button. Either option will allow you to return at a later date to update the hours and submit them at that time.
9. After Applying Changes to the athletes, their daily and weekly hour totals will be updated below.
10. Once you are satisfied with the accuracy of the information, you should select the 'Review Logs for this Week' button.
    a. Clicking this button will automatically display every student-athlete and the hours you have logged for them that week, regardless of whether or not you actually just updated them.
11. When you are satisfied that the hours are accurate, you must then click the 'Submit Hours to Compliance' button to formally submit them.
    a. Only after you complete this step will you officially be done for that week.

To Track S-A Participation in ACS

1. Log-In to ACS using this link
    a. https://incontrol.acsathletics.com/Login.aspx
2. Select the 'Team Manager' tab and then click on Competition Schedule in the sub-menu that appears.
3. The approved schedule will appear for your sport with a list of each event. Following the completion of a competition, click the 'Not Submitted' link in the Participation Log Status column.
    a. Note that this link will only be available after the date of the contest passes.
4. The following screen then displays each student-athlete on your roster with the option to check either 'Yes' for participating in the game or 'No' if they did not participate.
    a. The list of student-athletes for a particular game will reflect the roster as it stood at the time of the contest.
5. Once you've made the changes necessary for that specific competition, you may click either the 'Save and Return' button or the 'Save and Submit to Compliance' button, as you choose.
6. If you want to mass update all the student-athletes on your roster, you may check the 'Participated in Event' checkbox in the upper right under the Mass Update Participation Log field and then click 'Update Values'. Once the values are updated, you must then click a Save button in order for the information to be retained.

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Tuesday, September 6, 2011 9:41 PM

To: Andrew Calder <acalder@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Robinson <joerob@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Stephen Sisa <sisa@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

Cc: Amy Herman <ajschae@uncaa.unc.edu>; Angie King <aking@uncaa.unc.edu>; Alisa Rawls Minshall <arawls@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Brenda Haithcock <bhaithcock@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; Cynthia Stone <cstone@uncaa.unc.edu>; Dick Baddour <dbaddour@uncaa.unc.edu>; Donna Cheek <dcheek@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Joan Holt <jholt@uncaa.unc.edu>; Kathy Griggs <kgriggs@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Nadia Lynch <nlynch@uncaa.unc.edu>; Pamela Higley <phigley@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Shelly Streett <sjgreen@uncaa.unc.edu>; Sharon Wagner

<swagner@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>

Subject: Contemporaneous Phone Call Documentation

Attach: TEXT.htm; Telephone Call Documentation.msg; Further NCAA Info Re_ Telephone Call Documentation.msg

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Coaches,

With our transition to ACS for monitoring phone records, I thought it important to remind you of how the NCAA views voicemail messages left by coaches and situations in which family members of prospects might answer a phone call and inform you that the prospect is not home.

The applicable NCAA regulation is that if a coach makes telephone contact with a family member of a prospect, for example, and the conversation is not in excess of a greeting, it does not have to count against the call limits. For this to take effect, though, it would not be permissible for the coach to have ANY sort of recruiting conversation with the parents!

Unfortunately, the NCAA does not put a "time limit" on when a call becomes countable. Therefore, it's not really possible for us to put phone calls into a nice "box", so to speak, and say that, for example, any call that exceeds 1 minute "counts", and any call that registers as only 1 minute doesn't. As we all know, many a recruiting conversation can occur in less than one minute, and a "chatty" parent can make nothing more than a greeting exceed 2 minutes.

Because it is impossible to tell from a phone record what conversation, if any, took place between the coach who placed the call and the individual who answered (or voicemail, for that matter), the NCAA expects that coaches and institutions to take contemporaneous notes at the time of the call that will serve as documentation, should a question arise in the future.

For example, if a coach dials a prospect and leaves only a brief greeting on his/her voicemail, the coach should immediately make note in the prospect's file (preferably in ACS) that a non-countable call was placed at this date/time. Therefore, if the ACS system "flags" future calls as a potential violation, the coach will have documentation FROM THAT DAY to explain that the original call wasn't a countable one. This is the only "acceptable" answer to the NCAA.

So, while coaches no longer have to keep written phone logs for compliance purposes (due to us being able to upload all calls into ACS for monitoring), it IS still critical for coaches to maintain documentation to explain circumstances in which it might appear to our electronic monitoring system that a violation occurred.

To provide additional information on this subject, I am attaching two emails that were sent to you back in 2008 on this same topic. While much of them will include redundant information, I ask that you again read through them carefully so that you know what is expected in terms of documentation.

Please let us know if you have any questions.

Thanks,
Amy

Amy Herman
Associate AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

From: <Amy Herman>
Sent: Wednesday, July 30, 2008 11:09 AM
To:
Subject: Telephone Call Documentation
Attach: Header

Coaches,

We have received information from the NCAA, of which you all must be aware, regarding its stance on the enforcement of telephone call legislation.

In light of the recent NCAA violation cases at the University of Oklahoma and Indiana University involving excessive phone calls to prospects, the NCAA has released a formal statement clarifying its stance on the enforcement of telephone call legislation. For purposes of managing these two, and other similar, infractions cases, the NCAA enforcement staff established a "three-minute rule" by which to determine if a phone call would be considered a "countable" call toward NCAA telephone call limitations. The NCAA, in its latest statement, has indicated that this approach was taken in order to manage cases that involved voluminous calls in a fair and reasonable manner, since there was no contemporaneous documentation that could assist them through the process.

When word of this "3-minute rule" became public, some institutions incorrectly assumed that calls under 3 minutes in length were not countable calls toward the NCAA limitations on telephone calls (e.g., one call per week). Therefore, the NCAA believed it necessary to not only refute this interpretation, but also to make it clear to the membership how future infractions cases of this nature will be reviewed.

First and foremost, all telephone calls made to a prospect will be presumed to be a countable telephone contact. Therefore,any call made after the permissible call(s) is presumably a violation. To avoid potential issues in this area, the NCAA is now requiring that coaches keep contemporaneous documentation (e.g., phone logs/records) that indicate why the additional calls were necessary and NOT a violation (e.g., dropped call immediately returned). No longer will retroactive notes be sufficient for substantiating the occurrence of calls beyond the number permitted by NCAA legislation.

So what does this mean for you? Essentially, each time you have to place a call to a prospect AFTER you have already made the permissible telephone call(s) for that week/month, you will need to be sure to log the additional call on your phone logs and include an explanation as to why the call was made and why it was permissible. The best example is that of a dropped call. If you call a prospect for your one permissible call that week, and the call is dropped, you must: a) return the call IMMEDIATELY, and b) log the additional call, along with a note indicating that the return call was necessary because the first call was dropped. Therefore, if we ever have to compare your phone logs with your actual phone company records, we will have timely notes taken by you that explain the additional call.

I do not think that this will require much additional work on your part, since I am hopeful each of you is completing your phone logs "as you go", anyway. But we do ask that you take the necessary steps to protect yourselves and your program from future questioning within the realm of telephone calls.

Please let me know if you have any questions regarding these expectations.

Thanks,
Amy

Amy Herman
Assistant AD for Compliance

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From: Amy Herman
Sent: Wednesday, July 30, 2008 11:09 AM
To: -Asst Head Coaches@uncaa.unc.edu; -Head Coaches@uncaa.unc.edu
Cc: bmiller@uncaa.unc.edu; -Compliance@uncaa.unc.edu; dbaddour@uncaa.unc.edu
Subject: Telephone Call Documentation

From: <Amy Herman>
Sent: Tuesday, August 5, 2008 9:12 PM
To:
Subject: Further NCAA Info Re: Telephone Call Documentation
Attach: Header

Coaches,

Just passing on to you further information just released by the NCAA regarding the issue I explained last week. Please let me know if you have any questions. Much of this information is reiterating what I have already passed on to you, but there is some new information, particularly in the last paragraph about videoconferencing.

As before, let us know if you have any questions about this information.

Thanks,
Amy

Educational Column -- Issues Related to Telephone Calls (I)Date Issued: Aug 05, 2008
Type: Ed. Column
Item Ref: 1

Interpretation:
NCAA Division I institutions should note that pursuant to NCAA Bylaw 13.1.3.1, telephone calls to prospective student-athletes are limited generally to one call per week. In accordance with Bylaw 13.1.3.1.6, once the limit on permissible calls has been reached, an institution is prohibited from initiating another call during that same time period, regardless of whether direct conversation occurs during the additional call. Therefore, once a coach has made the permissible number of calls to a prospective student-athlete during a particular time period, the coach is not permitted to leave a voice message or have direct communication with the prospective student-athlete regardless of the length of the message or conversation.
Further, institutions should note that in determining whether a telephone call is countable, the institution must consider the content of the call and not necessarily the duration of the call, as the legislation does not specify a duration at which a call is considered countable. For example, if a coach calls a prospective student-athlete and is told the prospective student-athlete is unavailable, the call is not countable provided the coach ends the conversation without discussion of recruitment. However, if a coach calls a prospective student-athlete and is told the prospective student-athlete is unavailable, but the coach leaves a message regarding the merits of the program, the call is countable as recruitment has occurred regardless of the length of the call. Further, the use of automated or prerecorded voice messaging services by institutions is considered a countable call. Therefore, if a coach uses an automated or prerecorded voice messaging service to call prospective student-athletes and the voice messaging service leaves a message for a prospective student-athlete, the call is countable.
Additionally, when a telephone call is dropped (e.g., wireless service is lost), a second call initiated by the institution to the prospective student-athlete is presumed to be in violation of NCAA legislation. However, if an institution has contemporaneous documentation that the additional call was a continuation of the original call, the institution would not be required to self-report a violation. Institutions should assess whether the call was dropped inadvertently and/or for reasons beyond control of the institution and/or prospective student-athletes. For example, there is a difference between the prospective student-athlete ending the call because it was an inconvenient time and the coach's mobile phone dropping the call when driving through a tunnel. The institution has the burden of demonstrating that a second call that is a continuation of a dropped call should not be a violation by maintaining contemporaneous documentation.
Finally, Bylaw 13.02.14 specifies that videoconferencing and the use of videophones are considered telephone calls. Pursuant to Bylaw 13.1.3.2.2, if a prospective student-athlete initiates and pays the expenses of a telephone call (or videoconference), the call is not considered a countable telephone call. However, if an

institution's coach conducts a videoconference with a prospective student-athlete at the prospective student-athlete's high school and the prospective student-athlete uses the high school videoconference equipment at no cost, even if the prospective student-athlete initiates the call to the coach from the high school, the videoconference is considered a countable telephone call because the prospective student-athlete is not paying for the expense of the videoconference.
[References: NCAA Bylaws 13.02.14 (telephone calls), 13.1.3.1 (time period for telephone calls - general rule), 13.1.3.1.6 (application of telephone call limitations) and 13.1.3.2.2 (telephone calls initiated by prospective student-athlete at prospective student-athlete's expense); and a staff interpretation (2/6/91, Item Ref. f)]

>>> Amy Herman 7/30/2008 11:09 AM >>>

Coaches,

We have received information from the NCAA, of which you all must be aware, regarding its stance on the enforcement of telephone call legislation.

In light of the recent NCAA violation cases at the University of Oklahoma and Indiana University involving excessive phone calls to prospects, the NCAA has released a formal statement clarifying its stance on the enforcement of telephone call legislation. For purposes of managing these two, and other similar, infractions cases, the NCAA enforcement staff established a “three-minute rule” by which to determine if a phone call would be considered a “countable” call toward NCAA telephone call limitations. The NCAA, in its latest statement, has indicated that this approach was taken in order to manage cases that involved voluminous calls in a fair and reasonable manner, since there was no contemporaneous documentation that could assist them through the process.

When word of this “3-minute rule” became public, some institutions incorrectly assumed that calls under 3 minutes in length were not countable calls toward the NCAA limitations on telephone calls (e.g., one call per week). Therefore, the NCAA believed it necessary to not only refute this interpretation, but also to make it clear to the membership how future infractions cases of this nature will be reviewed.

First and foremost, all telephone calls made to a prospect will be presumed to be a countable telephone contact. Therefore,any call made after the permissible call(s) is presumably a violation. To avoid potential issues in this area, the NCAA is now requiring that coaches keep contemporaneous documentation (e.g., phone logs/records) that indicate why the additional calls were necessary and NOT a violation (e.g., dropped call immediately returned). No longer will retroactive notes be sufficient for substantiating the occurrence of calls beyond the number permitted by NCAA legislation.

So what does this mean for you? Essentially, each time you have to place a call to a prospect AFTER you have already made the permissible telephone call(s) for that week/month, you will need to be sure to log the additional call on your phone logs and include an explanation as to why the call was made and why it was permissible. The best example is that of a dropped call. If you call a prospect for your one permissible call that week, and the call is dropped, you must: a) return the call IMMEDIATELY, and b) log the additional call, along with a note indicating that the return call was necessary because the first call was dropped. Therefore, if we ever have to compare your phone logs with your actual phone company records, we will have timely notes taken by you that explain the additional call.

I do not think that this will require much additional work on your part, since I am hopeful each of you is completing your phone logs "as you go", anyway. But we do ask that you take the necessary steps to protect yourselves and your program from future questioning within the realm of telephone calls.

Please let me know if you have any questions regarding these expectations.

Thanks,
Amy

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Assistant AD for Compliance

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From: Amy Herman
Sent: Wednesday, July 30, 2008 11:09 AM
To: -Asst Head Coaches@uncaa.unc.edu; -Head Coaches@uncaa.unc.edu
Cc: bmiller@uncaa.unc.edu; -Compliance@uncaa.unc.edu; dbaddour@uncaa.unc.edu
Subject: Telephone Call Documentation

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Tuesday, September 13, 2011 12:51 PM

To: Andrew Calder <acalder@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Robinson <joerob@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Stephen Sisa <sisa@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

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Subject: Volunteer Coaches Attending On-Campus Sporting Events

Attach: TEXT.htm

Coaches,

Please be aware that NCAA legislation (11.01.5) precludes institutions from providing volunteer coaches with complimentary admissions to games in sports other than their own. Therefore, it is not permissible, for example, to provide a volunteer coach in an Olympic sport with a complimentary admission for a football game, even if that volunteer is involved in on-campus recruiting activities with prospects (e.g., official visits).

If a volunteer coach is involved in recruiting activities with prospects on-campus and wishes to attend a game with that prospect, the volunteer coach will have to personally purchase a ticket to the game.

It's a lousy rule. I agree. But, unfortunately, "it is what it is".

Thanks,
Amy

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From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Wednesday, September 21, 2011 12:12 PM

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Subject: Athletics Publications Educational Column

Attach: TEXT.htm; Athletics Publications.pdf

All,

Please see attached for an Educational Column that was released yesterday by the NCAA. I don't believe anything in here will be "new" to you, but thought it best to send it around for your review. As always, contact us with questions.

Thanks,
Amy

Amy Herman
Associate AD for Compliance

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Title:

Recruiting -- Recruiting Materials -- Athletics Publications -- Provision of Athletics Publications to Prospective Student-Athletes (I)

Item Ref: 4

Date Published: September 19, 2011

Educational Column:

NCAA Division I institutions should note that an institution may produce a printed media guide; however, an institution shall not provide a printed media guide or any printed athletics publication not listed in NCAA Bylaw 13.4.1.1 to a prospective student-athlete, his or her parents or legal guardians, the prospective student-athlete's educational institution or any individual involved in the coaching of a prospective student-athlete. However, an institution may provide a media guide to a prospective student athlete via electronic mail, hyperlink or post the media guide on its website.

Further, it is not permissible to make a printed media guide or any other printed athletics publication not listed in Bylaw 13.4.1.1 available free of charge to a prospective student-athlete, his or her parents or legal guardians, the prospective student-athlete's educational institution or any individual involved in the coaching of a prospective student-athlete, even if such publications are available to other members or the general public free of charge. Finally, an institution may not create a printed portfolio of information (e.g., pictures) to be used in the recruiting process.

The following questions and answers are designed to assist the Division I membership with the application of this legislation. Please note that when a prospective student-athlete is referenced it also includes his or her parents or legal guardians, the prospective student-athlete's educational institution or any individual involved in the coaching of a prospective student-athlete.

Question No. 1: May an institution produce more than one media guide?

Answer: No. Institutions may have only one official media guide per sport; that being the publication that is provided to the media and related to the institution's sports program.

Question No. 2: If an institution produces a printed media guide, do the color, size and page restrictions apply?

Answer: Yes. A printed media guide remains limited to only one color of print inside the cover, a size not in excess of 8 ½ by 11 inches and a length of 208 pages. Any supplemental information (e.g., historical information, records) related to the media guide may be posted on the institution's website, printed in black and white and provided to the media.

Question No. 3: May an institution produce additional athletics publications (e.g., spring football prospectus, yearbook) and provide them to prospective student-athletes?

Answer: If an institution produces an additional athletics publication pursuant to Bylaw 13.4.1.3, posts the publication on the institution's website and it was not created for recruiting purposes, it may be sent to a prospective student-athlete via electronic mail as an attachment or a hyperlink. Further, such information may be printed on plain white paper with black ink and provided to a prospective student-athlete as an attachment to general correspondence, via facsimile or during a permissible on- or off-campus contact.

Question No. 4: If an institution produces a printed media guide, does the electronic version that is provided to prospective student-athletes have to be an exact reproduction of the printed media guide?

Answer: Yes. The electronic version of an institution's printed media guide must be an exact reproduction of the printed media guide.

Question No. 5: If an institution only produces an electronic media guide, do the color, size and page restrictions apply?

Answer: No, the color, size and page restrictions are not applicable if an institution only produces an electronic media guide.

Question No. 6: May an institution provide a printed media guide that is not created for recruiting purposes to a prospective student-athlete?

Answer: Regardless of whether a printed media guide is created for recruiting purposes, it is not permissible to provide it to a prospective student-athlete. It is also not permissible to print an electronic version of a media guide and provide it to a prospective student-athlete regardless of whether it is created for recruiting purposes.

Question No. 7: If an institution contracts with a third party to produce its printed media guides, is it permissible for a prospective student-athlete to receive a printed media guide from the third party free of charge?

Answer: No. The third party is acting on behalf of the institution to produce the printed media guide; therefore, it is not permissible for a prospective student-athlete to receive a printed media guide from the third party free of charge.

Question No. 8: If an institution sells its printed media guides to the general public (e.g., at the institution's bookstore), is it permissible for a prospective student-athlete to purchase a copy of the printed media guide?

Answer: Yes. Provided the media guide is purchased in the same manner and at the same cost as is available to the general public, it is permissible for a prospective student-athlete to purchase a printed media guide from the institution.

[References: NCAA Division I Bylaws 13.4.1 (recruiting materials); 13.4.1.1 (printed recruiting materials); 13.4.1.1.2 (athletics publication); 13.4.1.1.2.1 (media guide restrictions); 13.4.1.2 (electronic transmissions); 13.4.1.3 (other recruiting materials) and staff interpretation (7/6/10 Item No. 1) which has been archived]

Notice about Educational Columns: Educational columns and hot topics are intended to assist the membership with the correct application of legislation and/or interpretations by providing clarifications, reminders and examples. They are based on legislation and official and staff interpretations applicable at the time of publication. Therefore, educational columns and hot topics are binding to the extent that the legislation and interpretations on which they are based remain applicable. Educational columns are posted on a regular basis to address a variety of issues and hot topics are posted as necessary in order to address timely issues.

References

Legislative References		
Div.	Number	Title
I	13.4.1	Recruiting Materials.
I	13.4.1.3	Other Recruiting Materials.
I	13.4.1.1	Printed Recruiting Materials.
I	13.4.1.1.2.1	Media Guide Restrictions.
I	13.4.1.1.2	Athletics Publication.
I	13.4.1.2	Electronic Transmissions.

Other
References Educational Columns: 0
Educational Columns: 0
Proposals: 0

Date Printed: September 21, 2011

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Thursday, September 22, 2011 2:38 PM

To: Andrew Calder <acalder@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Art Kaufman <akaufman@uncaa.unc.edu>; Angie King <aking@uncaa.unc.edu>; Allen Mogridge <amogridge@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; Alisa Rawls Minshall <arawls@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brenda Haithcock <bhaithcock@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Cynthia Stone <cstone@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Donna Cheek <dcheek@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Joan Holt <jholt@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Robinson <joerob@uncaa.unc.edu>; Jason Onyebuagu <jonye@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Kathy Griggs <kgriggs@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Melinda Joines <mjoines@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Nadia Lynch <nlynch@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pamela Higley <phigley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Stephen Sisa <sisa@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Shelly Streett <sjgreen@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Sharon Wagner <swagner@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Troy Douglas <tdouglas@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tommy Davis <tommyd@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Teresa Vanderford <tvanderford@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence

	<uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>
Cc:	Larry Gallo <athgallo@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>
Subject:	9/20/11 Head Coaches' Meeting Compliance Agenda/Notes
Attach:	TEXT.htm; 9.20.2011, Meeting #2.docx; 9.20.2011 Attachment.docx

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All,

See attached for the agenda, and accompanying brief notes, that were discussed at the Head Coaches' meeting on Tuesday morning. We wanted all of you to have the opportunity to review this and discuss the topics with your head coaches who were in attendance at the meeting. Please let us know if you have any questions about this information.

Thanks,
Amy

Amy Herman
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Head Coaches' Meeting Agenda
(2011-2012 Academic Year, #2)
Tuesday, September 20, 2011

1) Official Visit Flight Times (48-hour Limit and Paying for Return Flight) (Amy)

If you are booking flights for prospects, both legs should be booked within ~51 hours of each other to stay within the 48-hour rule for length of visits. If a prospect wishes to stay in Chapel Hill for personal reasons after the official visit, we are NOT ABLE to pay for his/her return trip home. We would then only be able to pay for the first leg. In addition, we can have no further contact with the prospect after the 48 hours is over. Contact the Compliance Office prior to making this type of arrangement.

The Official Visit Approval Form has been edited to require coaches to provide copies of flight itineraries for prospects.

2) Recruits on Campus Visits (e.g., contact with boosters, former student-athletes) (Amy)

It is not permissible for prospects to have contact with boosters or former student-athletes when they are on campus for official or unofficial visits. Since they are on our campus, we are responsible for keeping prospects away from these individuals. Please take necessary steps to do so.

3) Tracking Student-Athlete Participation in ALL Contests (Susan/Lance)

Coaching staffs should be tracking individual student-athlete participation on a game-by-game basis in ACS. These records must be maintained throughout the season and will be monitored for completion on a regular basis. Instructions for tracking in ACS are attached.

To Track S-A Participation in ACS

1. Log-In to ACS using this link
    a. https://incontrol.acsathletics.com/Login.aspx

2. Select the 'Team Manager' tab and then click on Competition Schedule in the sub-menu that appears.

3. The approved schedule will appear for your sport with a list of each event. Following the completion of a competition, click the 'Not Submitted' link in the Participation Log Status column.
    a. Note that this link will only be available after the date of the contest passes.

4. The following screen then displays each student-athlete on your roster with the option to check either 'Yes' for participating in the game or 'No' if they did not participate.
    a. The list of student-athletes for a particular game will reflect the roster as it stood at the time of the contest.

5. If the event is more than one date or more than one contest, you must update their participation for each date or each contest. Click the "Continue to Next" box right above the roster on the left in order to advance to the next date or contest and repeat step #4 above.

6. Once you've made the changes necessary for that specific competition, you may click either the 'Save and Return' button or the 'Save and Submit to Compliance' button, as you choose.

7. If you want to mass update all the student-athletes on your roster, you may check the 'Participated in Event' checkbox in the upper right under the Mass Update Participation Log field and then click 'Update Values'. Once the values are updated, you must then click a Save button in order for the information to be retained.

From: Larry Gallo <athgallo@uncaa.unc.edu>

Sent: Saturday, September 24, 2011 5:30 AM

To: Andrew Calder <acalder@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Art Kaufman <akaufman@uncaa.unc.edu>; Allen Mogridge <amogridge@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Robinson <joerob@uncaa.unc.edu>; Jason Onyebuagu <jonye@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Stephen Sisa <sisa@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Troy Douglas <tdouglas@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tommy Davis <tommyd@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

Cc: Amy Herman <ajschae@uncaa.unc.edu>; Jackie Copeland <jackie_copeland@unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Sara Koenig <skoenig@uncaa.unc.edu>

Subject: Re: Financial Aid Estimate

Attach: TEXT.htm

Tom:

Thank you for this work ~ I am sure that it will be most helpful to all those involved with this process, especially to our coaches, financial aid staff, and prospective student-athletes.

Also, thank you Coach Mock and Sara Koenig for your efforts with this ~ much appreciated.

Take care, and have a good weekend.

Larry Gallo, Jr.

>>> Tom Timmermans 9/23/2011 2:02 PM >>>
Coaches,

In the past, if you wanted to find out if a PSA qualified for institutional financial aid you had to go through Jackie Copeland. Well, no longer!

The office of Scholarships and Student Aid (Jackie's office) has an online calculator, and with some information from the PSA and his/her parents, you can get an estimate in minutes.

All you have to do is:

1. Send the attached form to the PSA to gather the necessary information.

2. Once you receive the completed form from the PSA, go to the online calculator at https://npc.collegeboard.org/student/app/unc and follow the instructions.

Props go out to C.D Mock and Sara Koenig for putting together the PSA information form and Jackie Copeland for providing all of these estimates in the past. Thanks!

Let me know if you have any questions,

Tom Timmermans
Assistant Director of Compliance

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From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Friday, October 7, 2011 9:51 AM

To: Andrew Calder <acalder@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Art Kaufman <akaufman@uncaa.unc.edu>; Allen Mogridge <amogridge@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Robinson <joerob@uncaa.unc.edu>; Jason Onyebuagu <jonye@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Stephen Sisa <sisa@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Troy Douglas <tdouglas@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tommy Davis <tommyd@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

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Subject: Expenses for Recruiting

Attach: TEXT.htm

Coaches,

See below for an Ed Column that was released yesterday by the NCAA. It's pretty self-explanatory, but the bottom line is that our coaches should never receive funding from an outside entity to cover recruiting expenses. For example, it is not permissible for a recruiting service, club team coach, or event operator to pay expenses for our coaches to attend an event for recruiting purposes. Expenses for recruiting must always be covered by the institution.

Please let us know if you have any questions about this.

Thanks,
Amy

Educational Column
Expenses from a Recruiting Service of Event Operator (I/II/III)Date Published: October 6, 2011
Item Ref: a

Educational Column:
NCAA member institutions should note that all funds for the recruitment of prospective student-athletes shall be deposited directly with the member institution, which shall be exclusively and entirely responsible for the manner in which such funds are expended. Therefore, it is not permissible for any outside organization or individual (e.g., recruiting or scouting service, event operator) to provide institutional coaching staff members with expenses (e.g., travel, lodging) to attend any event for recruiting purposes. Such expenses are considered funds donated for recruiting purposes and such funds must be deposited directly with the member institution, as opposed to being provided directly to an institutional coaching staff member(s). Further, any individual or organization that provides funds directly to the athletics department would be considered a representative of athletics interests and subject to all legislation applicable to that status (e.g., contact, telephone and evaluation restrictions).
[References: NCAA Division I Bylaws 13.1.2.4 (other restrictions, athletics representatives) and 13.14.4 (slush funds), Division II Bylaw 13.1.2.3 (other restrictions), Division III Bylaws 13.02.11 (representative of athletics interests) and 13.01.4 (recruiting by representatives of athletics interests), Divisions I and II Bylaws 13.02.14 (representatives of athletics interests) and 13.14.4 (slush funds), Divisions I, II and III Bylaw 13.14.1 (institutional control)]

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From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Friday, October 7, 2011 10:51 AM

To: Andrew Calder <acalder@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Art Kaufman <akaufman@uncaa.unc.edu>; Allen Mogridge <amogridge@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Robinson <joerob@uncaa.unc.edu>; Jason Onyebuagu <jonye@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Stephen Sisa <sisa@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Troy Douglas <tdouglas@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tommy Davis <tommyd@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

Cc: Angie King <aking@uncaa.unc.edu>; Alisa Rawls Minshall <arawls@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Brenda Haithcock <bhaithcock@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; Cynthia Stone <cstone@uncaa.unc.edu>; Dick Baddour <dbaddour@uncaa.unc.edu>; Donna Cheek <dcheek@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Joan Holt <jholt@uncaa.unc.edu>; Kathy Griggs <kgriggs@uncaa.unc.edu>; Leea Murphy <ldmurphy@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Melinda Joines <mjoines@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Nadia Lynch <nlynch@uncaa.unc.edu>; Pamela Higley

<phigley@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Shelly Streett <sjgreen@uncaa.unc.edu>; Sharon Wagner <swagner@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>; Teresa Vanderford <tvanderford@uncaa.unc.edu>; Tychius Cowdin <tychnine@uncaa.unc.edu>

Subject: Fwd: Ram Rules: PLEASE READ - "Friend" UNC Compliance!

Attach: TEXT.htm; IMAGE.gif; IMAGE.aspx_ID=0

Coaches,

Below is an email that went out to all student-athletes through ACS this morning. If you are concerned that your student-athletes might not read it, please take the time to follow-up with them in whatever manner you believe they will respond. The request we make is very simple. They simply need to "friend" Varsi Mon on Facebook, at the address listed in the email.

I've given them a deadline of next Wednesday. Please help us to get this taken care of.

Thanks,
Amy

Amy Herman
Associate AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

>>> "Amy Herman" <ajschae@uncaa.unc.edu> 10/7/2011 10:31 AM >>>
This Email Was Sent From University of North Carolina.
If you cannot view the images in this email, PLEASE CLICK HERE (http://links.onmarketer-428.com/v/gkb25th24izu3pj67lgautsepe).
This message includes the following attachments:
[Download Attachment: SocialNetworkingPolicy_11874.docx] (http://links.onmarketer-428.com/LinkClick.ashx/gkb25th24izu3pj67lgautsepe/itpvo5ugkate5hs4xhnw2mqg5a)

Hi! This is Amy in the UNC Compliance Office. We hope you're wrapping up a great week of classes and are excited about the weekend!

As you know, the Department of Athletics has a Social Network Monitoring Policy (attached for your reference). Through this policy, we require that sport staff members regularly monitor the social networking sites of our student-athletes. One of the ways we are going to be doing this is through a central Facebook and Twitter page that will assist us electronically.

In order to do this, however, we must require that each of you "friend" the following Facebook page. The web address to do so is:

http://www.facebook.com/people/Varsi-Mon/100003018361696 (http://links.onmarketer-428.com/LinkClick.ashx/gkb25th24izu3pj67lgautsepe/2zpe3z4s7jqevcpdmnt7bb5hge)

For those of you that have Facebook accounts, we ask that each of you go to this link and click on "Add Friend" in the top right corner. That's all you have to do - we'll take it from there!

PLEASE COMPLETE THIS TASK NO LATER THAN WEDNESDAY, OCTOBER 12TH.

Thanks for your assistance with this. Your coaches are aware that this is taking place, and they will be in touch with you should you fail to "friend" this site by next Wednesday. Feel free to contact us with any questions or concerns.

Have a great weekend!

Amy Herman
Associate AD for Compliance
UNC Athletics

If you did not wish to receive this, please unsubscribe (http://links.onmarketer-428.com/u/gkb25th24izu3pj67lgautsepe).

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Friday, October 7, 2011 11:33 AM

To: Angie Bitting <abitting@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Hirth <chirth@email.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Dan Hooker <dhooker@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Greg Gatz <ggg@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jaci Field <jfield@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Jonas Sahratian <jonas@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Thomas Myslinski <myslinski@uncaa.unc.edu>; Nina Walker <nwalker@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sally Mays <smays@email.unc.edu>; Scott Oliaro <soliaro@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Scott Trulock <strulock@uncaa.unc.edu>; Terri Jo Rucinski <tjrucinski@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

Cc: Amy Herman <ajschae@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Mike Bunting <mbunting@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Richie Grimsley <rgrimsley@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>; Willie Scroggs <wscroggs@uncaa.unc.edu>

Subject: Submission of Facility Use Forms

Attach: TEXT.htm; UNC Facilities Use Policy (July, 2011).docx

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All,

Late last month, each of you received a memo and a binder in campus mail from Willie Scroggs that detailed our new Facility Use Policy (attached for your reference). In the letter, you were requested to maintain the binder and make sure that all former student-athletes or non-enrolled student-athletes signed/completed the enclosed forms in the following manner:

1) Appendix D: Signed once per academic year by each individual who utilizes the facility
2) Appendix E: Recorded use for each and every instance of facility use

In an attempt to make monitoring of these forms as easy as possible, we will proceed with the following plan:

1) All "Appendix D" documents should be forwarded to me upon their completion. Copies should be maintained on-file in the facility, as well. Since these must only be completed once each year, I believe it is easiest to just submit them as they are completed. If you have any on-file to-date, please go ahead and forward them to me through campus mail (being sure to keep copies for yourself).

2) Maintenance of Appendix E will obviously be an ongoing process. Therefore, we will monitoring of it in the same manner we currently handle other compliance documentation. At the end of each calendar month, the prior month's Appendix E should be submitted to me through campus mail, with copies kept on-file in the facility. If the facility was not used by any non-student-athletes (including former student-athletes) during the preceding month, the facility supervisor should send me an email indicating that no Appendix E will be turned in for that month.

Please let me know if you have any questions. We appreciate your assistance with this important monitoring process.

Thanks,
Amy

Amy Herman
Associate AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

August 11, 2011

UNC Athletics Department Facilities Use Policy

This UNC Athletics Department Facilities Use Policy ("Policy") governs the policies, procedures and requirements of the Department of Athletics ("Department") of the University of North Carolina at Chapel Hill ("UNC") for the use of facilities under the control of the Department.

This policy applies to all indoor and outdoor athletic facilities controlled by the Department including, but not limited to: Kenan Stadium, Dean E. Smith Center, Koury Natatorium, Carmichael Arena, Boshamer Stadium, Eddie Smith Field House, Cone-Kenfield Tennis Center, Finley Golf Course, Chapman Golf Center, Henry Stadium, Anderson Softball Stadium, Fetzer Field, Belk Track, McCaskill Soccer Center, Finley Athletic Fields, Hamrick Cross Country Course, University Lake Boat House, any and all indoor meeting spaces within any of the above listed facilities, as well as the surrounding areas (excluding parking lots and decks).

The scheduling of Department facilities shall be administered by the designees of the Director of Athletics. Priority is given to UNC intercollegiate programs for facility use. Intercollegiate programs need to provide schedules for practice and meeting times to the Department as far in advance as possible. All requests for the use of Department facilities need to be written and, if approved, will be posted by a designee of the Director of Athletics on the "Athletic Facility Schedule" for confirmation.

Recognized UNC groups and Non-UNC groups must submit a request for facility use in writing, using the form attached to this Policy as **Appendix B**. This request will be administered by the appropriate facility designee. Conditions for use will be detailed, including costs associated with the use (e.g. facility use fee, expenses, etc.). These expenses and conditions for approved use are subject to compliance with all UNC, State and NCAA regulations and policies.

Facility use by outside groups is subject to availability and the adherence to this Policy. At least one facility staff person may be required to be on-site during facility usage. Additional set-up items must be approved by the Department. When using the designated facility, the group members are only authorized to enter the approved areas of the facility. Any unauthorized access to areas not specified in the contract without permission may result in additional fees and forfeiture of future rights to use the facilities. Please visit www.dps.unc.edu/Parking/parkingnav.cfm for visitor parking information.

Camps, Clinics and Individual Lessons

Camps, clinics and/or private lessons held in or on Department facilities must be approved by the appropriate Department Senior Staff member, scheduled through Department Facility Use Policy and subject to the following conditions:

- Compliance with all policies of the UNC and the NCAA
- Sports camps are charged $2 per camper per day, plus any camp related expenses

- Clinics, with revenue going back to the applicable UNC sport program, are charged any expenses incurred outside their normal program operation
- Private lessons are charged a percentage of the fee charged to cover facility use

Failure to comply with these required conditions could result in the loss of the right to host future camps, clinics, or private lessons at Department facilities.

Use of Sports Medicine Facilities and Athletic Trainers

- Non-UNC enrolled athletes may not utilize current Athletic Training equipment or personnel without the prior approval of the Director or Associate Director of Sports Medicine or appropriate designee.
- UNC Sports Medicine may require a document to be signed by non-UNC enrolled athletes releasing UNC Sports Medicine from liability for First Aid related injuries caused during or after participation at a UNC Athletic Facility and treatment by a UNC Sports Medicine Staff member (**Appendix D**).
- Individuals undergoing rehabilitation care from a UNC Sports Medicine Staff member will be considered a Private Patient for billing purposes and will be responsible for all charges for treatment and supplies used in their care.

Use of Athletic Department Facilities by Non-Current Athletes

- A document must be signed annually by non-UNC enrolled athletes using any UNC Athletic controlled Weight Room, Sports Medicine Facility, Indoor or Outdoor Field or Court acknowledging their compliance with any and all UNC and NCAA laws, rules and regulations (**Appendix D**).
- A log must be signed prior to each use of these facilities with the appropriate Facility Supervisor in order to track the frequency of use of the Facility (**Appendix E**).
- The Department has the right to revoke the facility use privilege of anyone who does not comply or whose behavior is detrimental to the Department in the Department's sole discretion.

Terms and Provisions for Facility Use for UNC and Non-UNC Groups:

- **1. Fee and Charges:** The facility use rates for each facility controlled by the Department are described in **Appendix A**. In addition to the facility use fee, the group or individual using the Department facility ("Facility User") also will be required to pay any abnormal clean-up charges assessed after an event, the costs of any other maintenance or other services required to support that particular event, as well as the hourly or overtime rate (depending on the time of day of the event) of a Facility worker to be on site prior to, during and after an event. A detailed listing of all additional costs will be provided to each Facility User prior to the execution of the Facility Use Agreement.
- **2. Equipment & Special Requirements:** Certain events held in facilities may require additional tables, chairs, athletic equipment, and/or related special equipment. If not included in facility use rates above, in some instances the Department may have these

items available for use at an additional charge or items may be rented from an outside group with all costs to be borne by the Facility User.

- **3. Insurance & Liability:** Non-UNC affiliated Facility Users shall provide to UNC a certificate of liability insurance from a carrier acceptable to UNC, as evidence of insurance coverage for the use of the Facility and the event. This insurance shall be primary coverage, and will contain no terms allowing the insurer to be subrogated to the rights of any injured or damaged person or entity. Insurance shall be in the following minimum amounts (Combined Single Limit): $1,000,000.00 per occurrence and $2,000,000 annual aggregate. A waiver of liability must be agreed to by the Facility User.
- **4. Catering:** Any group wishing to retain catering services in Kenan Stadium or other Department facilities must use the Department's contracted caterer (absent an exception granted by the Department). This caterer is the only caterer approved to use the kitchen area in the Blue Zone. Please contact Tar Heel Athletic Hospitality (Lizzie Stewart 843-3058) or the current contracted caterer of the Department regarding catering. If the contracted caterer chooses not to provide catering for the event, the leasing party may contract for food and beverage service through another caterer. However, caterers other than the contracted caterer may not have access to the kitchen areas in the Blue Zone.
- **5. Event and Technical Services:** For events requiring technical services, the Department will charge a fee for video or P.A. set-up, background music, etc. Requests for these services should be made through your event coordinator after room use approval is received from Athletic Facility Management. Field lighting for night time events held in various facilities will not be provided unless approved prior to the event. An additional fee will be charged.
- **6. Security:** The type and degree of security required to support a Facility User's event (if any) will depend upon the facility and nature of the event. UNC Campus Police, when required, will be booked by a Facility Manager, or agent of. All expenses associated with the provision of security during events held in facilities will be borne by the Facility User.
- **7. Parking Regulations:** Facility User shall become aware of, and comply with, all UNC parking regulations and rules. Facility User and its guests shall be subject to those rules and regulations. No dedicated or reserved parking spaces are available to Facility User. Unless specifically written otherwise above, Facility User is not gaining limited or exclusive access to any parking lots or facilities of the UNC.
- **8. Procedure to Request Use of Facilities:** To reserve the facility use date of a Department facility, Facility Users should contact the designated Department contact for the appropriate facility and submit a written request using the Facility Request Form (**Appendix B**):
    - Once date is approved and confirmed, discussions will begin regarding room specific questions, set up arrangements, catering information, and to arrange for contract issuance and payment requirements.
    - Upon the Department's receipt and approval of a completed Facility Use Request Form (**Appendix B**), a Facility Use Agreement (**Appendix C**) will be forwarded to the Facility User for execution. Once the Department has received two copies of the Facility Use Agreement signed by the Facility User, the Department will sign the document and return a fully executed copy to the Facility User. Once the Facility Use Agreement is signed and submitted, Facility User may cancel its use

of the reserved facility, but may incur a cancellation charge as more specifically described in the Facility Use Agreement.
    - Facility User must also present a Certificate of Insurance to the appropriate Facility Manager prior to facility use. The terms of insurance coverage are stated in Item #3 above.
    - Department Staff are instructed to follow this process and use designated forms.
- Due to UNC Intercollegiate sports program usage of each venue and Department use, facility requests will not be reviewed any earlier than 6 months prior to requested date of use.
- This Policy is subject to change from time to time at the discretion of the Department.
- All matters not expressly herein provided for shall be in the discretion of the Department.

Disclaimer

The views and opinions of individuals or groups holding events at UNC Athletic Department Facilities do not necessarily state or reflect those of the University of North Carolina's Department of Athletics or their employees.

August 11, 2011

Appendix A

Facility	UNC Athletics Facility Use Fee	UNC Group Facility Use Fee	Non-UNC Group Facility Use Fee	Contact Person
Anderson Softball Complex Belk Track/Fetzer Field Cross Country Course Finley Fields Henry Stadium/Navy Field Astroturf University Lake Boat House	None	University Group - $1.00/participant/half day	$300/day	Kevin Robinson--919-218-2051 krob@uncaa.unc.edu Approval by Willie Scroggs
Boshamer Stadium	None	University Group - $1.00/participant/half day	$300/day	Dave Arendas--919-962-6999 darendas@uncaa.unc.edu Approval by Mike Bunting
Carmichael Arena	None	$1,750	$3,500	Stacey Harris--919-962-0463 sharris@uncaa.unc.edu Approval by Beth Miller
Cone-Kenfield Tennis Center	None	N/A		Sam Paul--919-962-6060 spaul@uncaa.unc.edu Approval by Willie Scroggs
Dean E. Smith Center	None	$2,500	$5,000	Angie Bitting--919-962-7777 abitting@uncaa.unc.edu Approval by Clint Gwaltney
Eddie Smith Field House	None	N/A	$800	Jaci Field--919-843-4635 jfield @uncaa.unc.edu Approval by Willie Scroggs
Finley Golf Course/ Chapman Golf Center	None	N/A	All-inclusive course closure fee: Mon- Thurs: $6,500/day Fri-Sun: $7,500/day	Johnny Cake--919-843-7399 jcake@uncaa.unc.edu
Koury Natatorium	None	N/A	$500/day	Angie Bitting--919-962-7777 abitting@uncaa.unc.edu Approval by Clint Gwaltney
Kenan Stadium Pope Box	None	$1,000	$1,000	James Spurling--919-962-7873 jspurling@uncaa.unc.edu Approval by Mike Bunting
Kenan Stadium Blue Zone	None	$500	$2,500	Richie Grimsley--919-452-9472 rgrimsley@uncaa.unc.edu Approval by Mike Bunting

***Facility Use Fees do not include any expenses incurred during the event including, but not limited to: staffing, additional equipment, damage, etc.

Appendix B

REQUEST FOR USE OF UNC ATHLETIC DEPARTMENT FACILITIES

All UNC Athletic Department events have priority and all other events are scheduled on a first-come, first-serve basis. Special arrangements such as table and chair set-up, must be coordinated with the appropriate Facility Manager at least one week prior to the event.

It is the responsibility of the organization reserving the Facility to ensure that all set-up arrangements are made.

Reservations must be made in advance by completing this form.

Today's date: _____ **Facility Requesting:**_____

Name: _____ **Phone #:**_____

Email: _____

Department/Organization:_____

Name of Event: _____

Date of Event: _____

Brief Description: _____

_____

_____

_____

Time of Event:_____

Approximately How Many Will be attending: _____

****

Please return this form, contract and the attached diagram (if applicable) to the appropriate Athletic Facility contact.

Appendix C

UNC Athletic Department Facility Use Agreement

The following conditions for use of UNC Athletic Department Facilities have been established and must be adhered to by the group or individual reserving the facility:

- Date and Time of Event
- Expenses, in addition to the Facility Fee, can include, but are not limited to, any additional clean-up charges assessed after an event, the costs of any other maintenance or other services required to support that particular event, as well as the hourly or overtime rate (depending on the time of day of the event) of a Facility worker to be on site prior to, during and after an event.
- No food is allowed in the Facility unless it is catered by the caterer currently under contract with the representative of UNC Athletics with a designated pick-up and clean-up time. If the contracted caterer does not cater the event another caterer may be used. Contact for catering information is through Tar Heel Athletic Hospitality.
- Proof of insurance and must be provided at least three (3) days prior to the event.
- Reservation must be made in advance by contacting the appropriate Facility Manager and completing the **Request for use form**.
- Special set-up arrangements must be made with the appropriate Facility Manager at least fourteen (14) days prior to the event.
- In the event of a cancellation or change, the appropriate Facility Manager must be contacted three (3) days in advance.
- Clean-up immediately following the event.
- Facility Users must comply with any/all UNC and NCAA laws, rules and regulations.
- Facility User releases and forever discharges UNC and the Department from any and all liability, claims, and demands of whatever kind of nature, either in law or in equity, which arise or may hereafter arise from or in connection with its use of the facility, including, without limitation, any liability or claim that the Facility User may have against any of these entities with respect to any personal injury, illness, death, property loss, or property damage that may result from its use of the facility.

- Facility User shall indemnify UNC against any and all liability, claims, and costs of whatsoever kind of nature, for injury to or death of any persons, for loss or damage to any property in connection with or in any way incident to or arising out of this agreement, resulting in whole, or in part from the acts or omissions of the Facility User.

Facility:_____ Date and Time:_____ Facility Fee:$_____

Estimated Expenses:_____

I have read and understand the above contract.

_____ _____

Group Representative and Contact Phone Number **Date**

Appendix D

The University of North Carolina at Chapel Hill (UNC) Department of Athletics Facility Use Form for Outside Individuals (Including Former Student-Athletes)

- Individuals (including former UNC student-athletes) who are employed as or serve as liaisons between agents, runners, or financial advisors, or whose employment is in any way related to representation of players, are not permitted to use facilities.

- Individuals (including former UNC student-athletes) may not provide material benefits of any kind (e.g., meals, lodging, transportation, clothing, jewelry, training expenses, etc.) directly to any current student-athlete, even former teammates, without the express written consent of the UNC Compliance staff.

- Should an individual wish to provide any benefits to any current UNC student-athlete, he/she must, in advance, request permission from the UNC Compliance staff.

- Failure to abide by these regulations may jeopardize the eligibility of current UNC student-athletes. Violations of this policy will be dealt with severely and could result in the disassociation from the UNC Department of Athletics.

- If I become injured while I am in an athletics facility and UNC Sports Medicine Staff are available for first aid care, I will waive my liability for their acts of first aid. It is my expressed intent that this release and hold harmless agreement shall bind the members of my family and spouse, if I am alive, and my heirs, assigns and personal representative, if I am deceased, and shall be deemed as a RELEASE, WAIVE, DISCHARGE, and CONVENTION TO SUE the above named RELEASEES. I further agree that this Waiver of Liability and Hold Harmless Agreement shall be constructed in accordance with the laws of the State of North Carolina.

- UNC Sports Medicine offers medical services for the recovery from sports injuries and illnesses. Former student-athletes seeking such care will need to follow the procedures to set up a private patient account with UNC Sports Medicine. Campus Health Service will generate charges for this care. Medical liability will be established as the individual becomes a patient in the Campus Health System and will be governed by the laws of the state of North Carolina.

I have read, understand and will comply with the above conditions established for Facility Use by the UNC Department of Athletics.

Printed Name: _____

Signature: _____ Date:_____

UNC Staff Member Name (Printed):_____

Signature:_____ Date:_____

Appendix E

Non-UNC Student-Athlete Sign in Sheet

NAME	DATE	TIME	SIGNATURE

From: Tom Timmermans <timmermans@uncaa.unc.edu>

Sent: Friday, October 14, 2011 2:21 PM

To: Andrew Calder <acalder@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Art Kaufman <akaufman@uncaa.unc.edu>; Allen Mogridge <amogridge@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Robinson <joerob@uncaa.unc.edu>; Jason Onyebuagu <jonye@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Stephen Sisa <sisa@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Troy Douglas <tdouglas@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tommy Davis <tommyd@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

Cc: Amy Herman <ajschae@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>

Subject: NLI Signing Tutorial

Attach: TEXT.htm; IMAGE.png

Coaches,

The NCAA has released a NLI Signing Tutorial which can be found at http://www.ncaa.org/wps/wcm/connect/nli/nli/signing+tutorial/index.html. The tutorial explains everything you have always wanted to know about the NLI and what the signing of the NLI exactly means for both the PSA and institution. So if a PSA ever asks, please direct him/her to the tutorial.

Let me know if you have any questions,

Tom

From: Peal, Susan [mailto:speal@ncaa.org]
Sent: Friday, October 14, 2011 1:07 PM
To: Peal, Susan
Subject: NLI Update - Signing Tutorial

Conference Administrators: Please forward to your member institutions.

The Signing Tutorial has been added to the NLI website: www.national-letter.org . Make sure your coaches and prospective student-athletes check this out. The Signing Tutorial is an audio-visual feature that takes the PSA step-by-step through the NLI Provisions and Signing Page.

Thank you!
Susan

Susan S. Peal
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(http://www.buttonshut.com/Get-Button-Huts-Code/Twitter-Buttons-2508.html)twitter.com/NLIinsider

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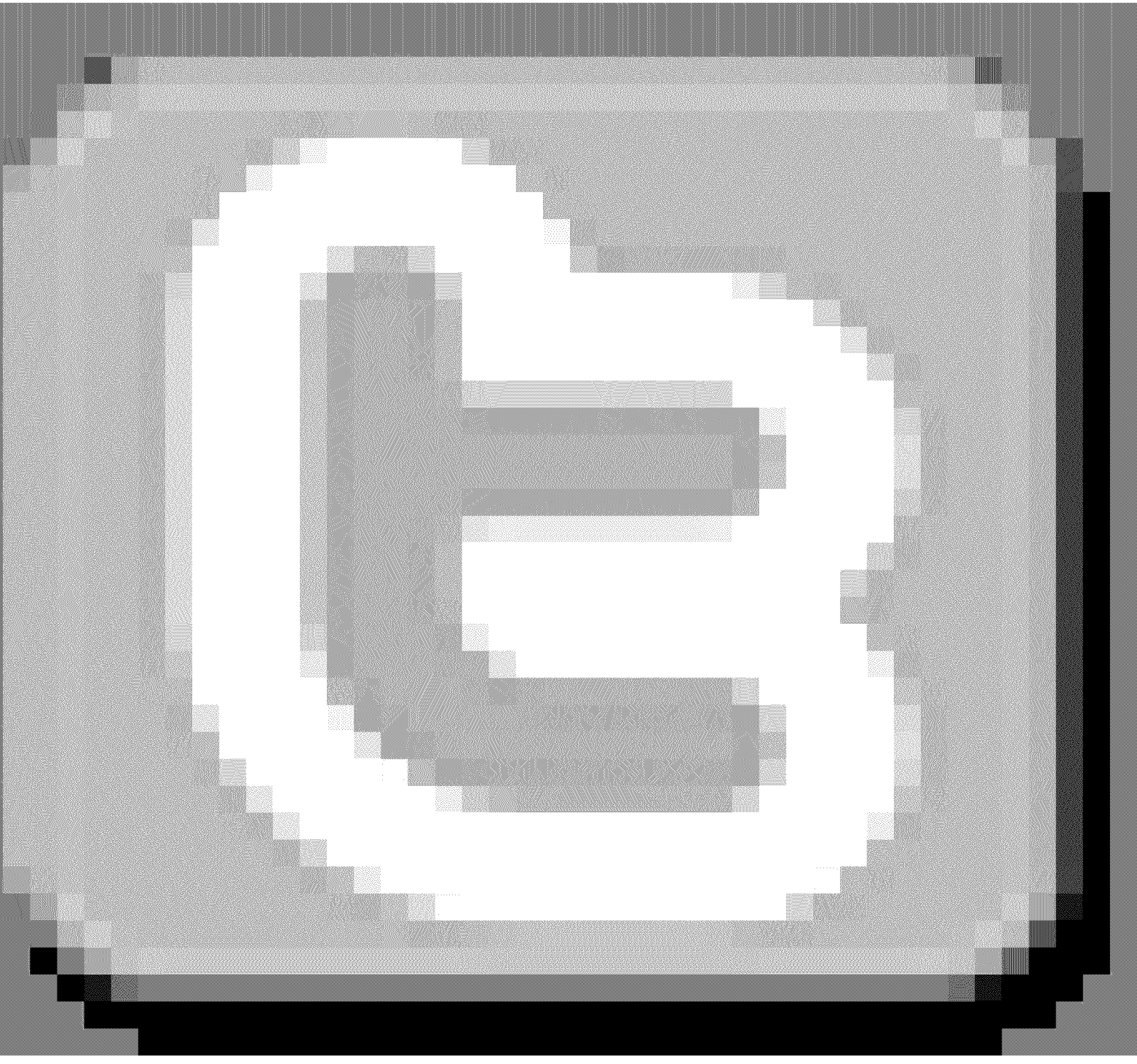

From: Tom Timmermans <timmermans@uncaa.unc.edu>

Sent: Thursday, October 20, 2011 12:49 PM

To: Andrew Calder <acalder@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Art Kaufman <akaufman@uncaa.unc.edu>; Allen Mogridge <amogridge@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Robinson <joerob@uncaa.unc.edu>; Jason Onyebuagu <jonye@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Stephen Sisa <sisa@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Troy Douglas <tdouglas@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tommy Davis <tommyd@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

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Subject: NLI/ASA Reminder: Change in book amount starting next August

Attach: TEXT.htm

Coaches,

Just a quick reminder. The book amount starting August 1, 2012 will have the dollar value of $800 instead of $400. Please keep this in mind while completing your ASA requests and when calculating your projected equivalency.

Thanks,

Tom

15.5.3.2.1 Additional Requirements. Effective Date: August 1, 2012

Previous Cite: 15.5.3.2.1 Additional Requirements. (https://web1.ncaa.org/LSDBi/exec/bylawSearch?bylawSearchSubmit=Get%20Selected%20Items&multiple=21476&division=1&adopted=0)Next Cite: 15.5.3.2.2 Exceptions. (https://web1.ncaa.org/LSDBi/exec/bylawSearch?bylawSearchSubmit=Get%20Selected%20Items&multiple=18247&division=1&adopted=0)

(c) Books shall count for calculation purposes as $800 in the denominator. If a student-athlete receives any portion of a book allowance for the academic year, the institution must use $800 in the denominator and numerator for books, regardless of the actual cost of the books. (Revised: 1/15/11 effective 8/1/12)

Tom Timmermans
Assistant Director of Compliance

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From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Friday, October 21, 2011 9:29 AM

To: Andrew Calder <acalder@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Art Kaufman <akaufman@uncaa.unc.edu>; Allen Mogridge <amogridge@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Robinson <joerob@uncaa.unc.edu>; Jason Onyebuagu <jonye@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Stephen Sisa <sisa@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Troy Douglas <tdouglas@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tommy Davis <tommyd@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

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Subject: Fall Break Expenses

Attach: TEXT.htm

Coaches,

Better late than never with this reminder...

For those teams required to remain on campus for in-season (i.e., 20-hour week) practice or competition during Fall Break, we are permitted to provide expenses to your student-athletes for room, board, transportation, and entertainment.

Room and Board
It is permissible to provide either an actual meal or the per diem for that meal for up to three meals per day. Additionally, to assist with maintaining proper nutrition during this period, it is also permissible for you to provide an additional meal to your student-athletes during fall break (Thursday through Sunday). However, you may ONLY provide a meal in this scenario - it is not permissible for you to provide per diem for that additional meal.

It is also permissible to provide expenses for housing to student-athletes during Fall Break. For those students who stay at their parent's home during break, it is not permissible to provide housing expenses. However, it remains permissible to provide meals to such students.

Transportation
We may, of course, provide student-athletes with actual transportation expenses for travel from campus to competition sites and back to campus. If a student-athlete travels to the event site from a site other than campus, we may provide expenses equaling the cost of travel from campus to the event site and back. The student-athlete must pay any additional costs associated with his/her altered trip.

Entertainment
Finally, we may pay the ACTUAL costs, but may NOT provide cash, for reasonable entertainment during the course of Fall Break. The entertainment must be within a 30-mile radius from campus, unless it is in conjunction with a contest.

As a reminder, it is only permissible for us to provide these Fall Break expenses if the student-athletes are "in-season" in their 20-hour playing season, and are required to remain on-campus during the break for practice and/or competition. Programs in their declared "off-season" (8-hour weeks) are NOT permitted to provide ANY expenses to their student-athletes during Fall Break.

Fall Break officially began at 5 p.m. on Wednesday, October 19th. If you have any questions, please let us know.

Thanks,
Amy

Amy Herman
Associate AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

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ajschae@uncaa.unc.edu

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Monday, October 24, 2011 9:11 AM

To: Andrew Calder <acalder@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Art Kaufman <akaufman@uncaa.unc.edu>; Allen Mogridge <amogridge@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Robinson <joerob@uncaa.unc.edu>; Jason Onyebuagu <jonye@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Stephen Sisa <sisa@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Troy Douglas <tdouglas@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tommy Davis <tommyd@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

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Subject: Field Preparation - Countable Activity

Attach: TEXT.htm

Coaches,

See below. Thought this would be a good reminder for you all concerning field preparation by student-athletes and how that time must count toward daily and weekly time limits.

Thanks,
Amy

Amy Herman
Associate AD for Compliance

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Department of Athletics
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>>> Jennifer Condaras <jcondaras@bigeast.org> 10/24/2011 8:45 AM >>>

The baseball team practiced yesterday afternoon for three hours. Prior to practicing, the coaches instructed the student-athletes to remove the tarps and prepare the field for practice. It took the student-athletes an hour to get the field ready.

How many hours of countable athletically related activities did the baseball student-athletes participate in yesterday?

A. 3 hours
B. 4 hours
C. All practices count as 1 hour
D. Practice is not considered a countable athletically related activity

The answer is B. NCAA Staff Interpretation- 10/20/11- Student-Athlete Performing Required Work other than Regular Employment (I)- states that any work performed by a student-athlete (e.g., field or facility preparation for practice or competition) that is required, supervised or monitored by a coaching staff member (including strength and conditioning coaches) or noncoaching staff member with sports specific responsibilities, other than regular employment in accordance with NCAA employment legislation, is a countable athletically related activity.
[References: NCAA Division I Bylaws 11.7.1.1.1.1.1 (exception -- noncoaching staff member with sport-specific responsibilities), 12.4.1 (criteria governing compensation to student-athletes), 15.2.7 (employment) and 17.02.1 (countable athletically related activities); and a staff interpretation (8/9/91, Item No. a), which has been archived]

Jennifer M. Condaras
Assistant Commissioner for Compliance
BIG EAST Conference
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From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Monday, October 24, 2011 10:23 AM

To: Anson Dorrance <anson@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Hirth <chirth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Dan Hooker <dhooker@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Greg Gatz <ggg@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jaci Field <jfield@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Jonas Sahratian <jonas@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Thomas Myslinski <myslinski@uncaa.unc.edu>; Nina Walker <nwalker@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Richie Grimsley <rgrimsley@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sally Mays <smays@email.unc.edu>; Scott Oliaro <soliaro@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Scott Trulock <strulock@uncaa.unc.edu>; Terri Jo Rucinski <tjrucinski@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>; Willie Scroggs <wscroggs@uncaa.unc.edu>

Cc: Amy Herman <ajschae@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>

Subject: Updated Appendix D and E for Facility Use Policy

Attach: TEXT.htm; Revised Appendix D and E.pdf; UNC Facilities Use Policy (July, 2011).docx

---

All,

I have started receiving some forms pursuant to the email copied below. Through that process, I have discovered an oversight in the development of the forms that makes tracking quite difficult - we failed to put "Sport" and "Facility" lines on the documents!

I have edited the forms and am attaching the revised versions to this email in PDF format. I am also attaching the complete (corrected) policy as a Word document. Please start using the new forms immediately.

As a reminder, the staff member responsible for maintaining and collecting the Appendices should sign and date the Appendix D's before sending them to my office. If they're not signed when I receive them, I'll have to send them back to you!

Please let us know if you have any questions.

Thanks,
Amy

>>> Amy Herman 10/7/2011 11:33 AM >>>

All,

Late last month, each of you received a memo and a binder in campus mail from Willie Scroggs that detailed our new Facility Use Policy (attached for your reference). In the letter, you were requested to maintain the binder and make sure that all former student-athletes or non-enrolled student-athletes signed/completed the enclosed forms in the following manner:

1) Appendix D: Signed once per academic year by each individual who utilizes the facility
2) Appendix E: Recorded use for each and every instance of facility use

In an attempt to make monitoring of these forms as easy as possible, we will proceed with the following plan:

1) All "Appendix D" documents should be forwarded to me upon their completion. Copies should be maintained on-file in the facility, as well. Since these must only be completed once each year, I believe it is easiest to just submit them as they are completed. If you have any on-file to-date, please go ahead and forward them to me through campus mail (being sure to keep copies for yourself).

2) Maintenance of Appendix E will obviously be an ongoing process. Therefore, we will monitoring of it in the same manner we currently handle other compliance documentation. At the end of each calendar month, the prior month's Appendix E should be submitted to me through campus mail, with copies kept on-file in the facility. If the facility was not used by any non-student-athletes (including former student-athletes) during the preceding month, the facility supervisor should send me an email indicating that no Appendix E will be turned in for that month.

Please let me know if you have any questions. We appreciate your assistance with this important monitoring process.

Thanks,
Amy

Amy Herman
Associate AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

Appendix D

The University of North Carolina at Chapel Hill (UNC) Department of Athletics Facility Use Form for Outside Individuals (Including Former Student-Athletes)

- Individuals (including former UNC student-athletes) who are employed as or serve as liaisons between agents, runners, or financial advisors, or whose employment is in any way related to representation of players, are not permitted to use facilities.

- Individuals (including former UNC student-athletes) may not provide material benefits of any kind (e.g., meals, lodging, transportation, clothing, jewelry, training expenses, etc.) directly to any current student-athlete, even former teammates, without the express written consent of the UNC Compliance staff.

- Should an individual wish to provide any benefits to any current UNC student-athlete, he/she must, in advance, request permission from the UNC Compliance staff.

- Failure to abide by these regulations may jeopardize the eligibility of current UNC student-athletes. Violations of this policy will be dealt with severely and could result in the disassociation from the UNC Department of Athletics.

- If I become injured while I am in an athletics facility and UNC Sports Medicine Staff are available for first aid care, I will waive my liability for their acts of first aid. It is my expressed intent that this release and hold harmless agreement shall bind the members of my family and spouse, if I am alive, and my heirs, assigns and personal representative, if I am deceased, and shall be deemed as a RELEASE, WAIVE, DISCHARGE, and CONVENTION TO SUE the above named RELEASEES. I further agree that this Waiver of Liability and Hold Harmless Agreement shall be constructed in accordance with the laws of the State of North Carolina.

- UNC Sports Medicine offers medical services for the recovery from sports injuries and illnesses. Former student-athletes seeking such care will need to follow the procedures to set up a private patient account with UNC Sports Medicine. Campus Health Service will generate charges for this care. Medical liability will be established as the individual becomes a patient in the Campus Health System and will be governed by the laws of the state of North Carolina.

I have read, understand and will comply with the above conditions established for Facility Use by the UNC Department of Athletics.

Printed Name: _____ Sport: _____

Signature: _____ Date: _____

UNC Staff Member Name (Printed):_____

Signature:_____ Date:_____

Appendix E

Non-UNC Student-Athlete Sign in Sheet

Facility Name: _____

NAME	DATE	TIME	SIGNATURE

August 11, 2011

UNC Athletics Department Facilities Use Policy

This UNC Athletics Department Facilities Use Policy ("Policy") governs the policies, procedures and requirements of the Department of Athletics ("Department") of the University of North Carolina at Chapel Hill ("UNC") for the use of facilities under the control of the Department.

This policy applies to all indoor and outdoor athletic facilities controlled by the Department including, but not limited to: Kenan Stadium, Dean E. Smith Center, Koury Natatorium, Carmichael Arena, Boshamer Stadium, Eddie Smith Field House, Cone-Kenfield Tennis Center, Finley Golf Course, Chapman Golf Center, Henry Stadium, Anderson Softball Stadium, Fetzer Field, Belk Track, McCaskill Soccer Center, Finley Athletic Fields, Hamrick Cross Country Course, University Lake Boat House, any and all indoor meeting spaces within any of the above listed facilities, as well as the surrounding areas (excluding parking lots and decks).

The scheduling of Department facilities shall be administered by the designees of the Director of Athletics. Priority is given to UNC intercollegiate programs for facility use. Intercollegiate programs need to provide schedules for practice and meeting times to the Department as far in advance as possible. All requests for the use of Department facilities need to be written and, if approved, will be posted by a designee of the Director of Athletics on the "Athletic Facility Schedule" for confirmation.

Recognized UNC groups and Non-UNC groups must submit a request for facility use in writing, using the form attached to this Policy as **Appendix B**. This request will be administered by the appropriate facility designee. Conditions for use will be detailed, including costs associated with the use (e.g. facility use fee, expenses, etc.). These expenses and conditions for approved use are subject to compliance with all UNC, State and NCAA regulations and policies.

Facility use by outside groups is subject to availability and the adherence to this Policy. At least one facility staff person may be required to be on-site during facility usage. Additional set-up items must be approved by the Department. When using the designated facility, the group members are only authorized to enter the approved areas of the facility. Any unauthorized access to areas not specified in the contract without permission may result in additional fees and forfeiture of future rights to use the facilities. Please visit www.dps.unc.edu/Parking/parkingnav.cfm for visitor parking information.

Camps, Clinics and Individual Lessons

Camps, clinics and/or private lessons held in or on Department facilities must be approved by the appropriate Department Senior Staff member, scheduled through Department Facility Use Policy and subject to the following conditions:

- Compliance with all policies of the UNC and the NCAA
- Sports camps are charged $2 per camper per day, plus any camp related expenses

- Clinics, with revenue going back to the applicable UNC sport program, are charged any expenses incurred outside their normal program operation
- Private lessons are charged a percentage of the fee charged to cover facility use

Failure to comply with these required conditions could result in the loss of the right to host future camps, clinics, or private lessons at Department facilities.

Use of Sports Medicine Facilities and Athletic Trainers

- Non-UNC enrolled athletes may not utilize current Athletic Training equipment or personnel without the prior approval of the Director or Associate Director of Sports Medicine or appropriate designee.
- UNC Sports Medicine may require a document to be signed by non-UNC enrolled athletes releasing UNC Sports Medicine from liability for First Aid related injuries caused during or after participation at a UNC Athletic Facility and treatment by a UNC Sports Medicine Staff member (**Appendix D**).
- Individuals undergoing rehabilitation care from a UNC Sports Medicine Staff member will be considered a Private Patient for billing purposes and will be responsible for all charges for treatment and supplies used in their care.

Use of Athletic Department Facilities by Non-Current Athletes

- A document must be signed annually by non-UNC enrolled athletes using any UNC Athletic controlled Weight Room, Sports Medicine Facility, Indoor or Outdoor Field or Court acknowledging their compliance with any and all UNC and NCAA laws, rules and regulations (**Appendix D**).
- A log must be signed prior to each use of these facilities with the appropriate Facility Supervisor in order to track the frequency of use of the Facility (**Appendix E**).
- The Department has the right to revoke the facility use privilege of anyone who does not comply or whose behavior is detrimental to the Department in the Department's sole discretion.

Terms and Provisions for Facility Use for UNC and Non-UNC Groups:

- **1. Fee and Charges:** The facility use rates for each facility controlled by the Department are described in **Appendix A**. In addition to the facility use fee, the group or individual using the Department facility ("Facility User") also will be required to pay any abnormal clean-up charges assessed after an event, the costs of any other maintenance or other services required to support that particular event, as well as the hourly or overtime rate (depending on the time of day of the event) of a Facility worker to be on site prior to, during and after an event. A detailed listing of all additional costs will be provided to each Facility User prior to the execution of the Facility Use Agreement.
- **2. Equipment & Special Requirements:** Certain events held in facilities may require additional tables, chairs, athletic equipment, and/or related special equipment. If not included in facility use rates above, in some instances the Department may have these

items available for use at an additional charge or items may be rented from an outside group with all costs to be borne by the Facility User.

- **3. Insurance & Liability:** Non-UNC affiliated Facility Users shall provide to UNC a certificate of liability insurance from a carrier acceptable to UNC, as evidence of insurance coverage for the use of the Facility and the event. This insurance shall be primary coverage, and will contain no terms allowing the insurer to be subrogated to the rights of any injured or damaged person or entity. Insurance shall be in the following minimum amounts (Combined Single Limit): $1,000,000.00 per occurrence and $2,000,000 annual aggregate. A waiver of liability must be agreed to by the Facility User.
- **4. Catering:** Any group wishing to retain catering services in Kenan Stadium or other Department facilities must use the Department's contracted caterer (absent an exception granted by the Department). This caterer is the only caterer approved to use the kitchen area in the Blue Zone. Please contact Tar Heel Athletic Hospitality (Lizzie Stewart 843-3058) or the current contracted caterer of the Department regarding catering. If the contracted caterer chooses not to provide catering for the event, the leasing party may contract for food and beverage service through another caterer. However, caterers other than the contracted caterer may not have access to the kitchen areas in the Blue Zone.
- **5. Event and Technical Services:** For events requiring technical services, the Department will charge a fee for video or P.A. set-up, background music, etc. Requests for these services should be made through your event coordinator after room use approval is received from Athletic Facility Management. Field lighting for night time events held in various facilities will not be provided unless approved prior to the event. An additional fee will be charged.
- **6. Security:** The type and degree of security required to support a Facility User's event (if any) will depend upon the facility and nature of the event. UNC Campus Police, when required, will be booked by a Facility Manager, or agent of. All expenses associated with the provision of security during events held in facilities will be borne by the Facility User.
- **7. Parking Regulations:** Facility User shall become aware of, and comply with, all UNC parking regulations and rules. Facility User and its guests shall be subject to those rules and regulations. No dedicated or reserved parking spaces are available to Facility User. Unless specifically written otherwise above, Facility User is not gaining limited or exclusive access to any parking lots or facilities of the UNC.
- **8. Procedure to Request Use of Facilities:** To reserve the facility use date of a Department facility, Facility Users should contact the designated Department contact for the appropriate facility and submit a written request using the Facility Request Form (**Appendix B**):
    - Once date is approved and confirmed, discussions will begin regarding room specific questions, set up arrangements, catering information, and to arrange for contract issuance and payment requirements.
    - Upon the Department's receipt and approval of a completed Facility Use Request Form (**Appendix B**), a Facility Use Agreement (**Appendix C**) will be forwarded to the Facility User for execution. Once the Department has received two copies of the Facility Use Agreement signed by the Facility User, the Department will sign the document and return a fully executed copy to the Facility User. Once the Facility Use Agreement is signed and submitted, Facility User may cancel its use

of the reserved facility, but may incur a cancellation charge as more specifically described in the Facility Use Agreement.
    - Facility User must also present a Certificate of Insurance to the appropriate Facility Manager prior to facility use. The terms of insurance coverage are stated in Item #3 above.
    - Department Staff are instructed to follow this process and use designated forms.
- Due to UNC Intercollegiate sports program usage of each venue and Department use, facility requests will not be reviewed any earlier than 6 months prior to requested date of use.
- This Policy is subject to change from time to time at the discretion of the Department.
- All matters not expressly herein provided for shall be in the discretion of the Department.

Disclaimer

The views and opinions of individuals or groups holding events at UNC Athletic Department Facilities do not necessarily state or reflect those of the University of North Carolina's Department of Athletics or their employees.

August 11, 2011

Appendix A

Facility	UNC Athletics Facility Use Fee	UNC Group Facility Use Fee	Non-UNC Group Facility Use Fee	Contact Person
Anderson Softball Complex Belk Track/Fetzer Field Cross Country Course Finley Fields Henry Stadium/Navy Field Astroturf University Lake Boat House	None	University Group - $1.00/participant/half day	$300/day	Kevin Robinson--919-218-2051 krob@uncaa.unc.edu Approval by Willie Scroggs
Boshamer Stadium	None	University Group - $1.00/participant/half day	$300/day	Dave Arendas--919-962-6999 darendas@uncaa.unc.edu Approval by Mike Bunting
Carmichael Arena	None	$1,750	$3,500	Stacey Harris--919-962-0463 sharris@uncaa.unc.edu Approval by Beth Miller
Cone-Kenfield Tennis Center	None	N/A		Sam Paul--919-962-6060 spaul@uncaa.unc.edu Approval by Willie Scroggs
Dean E. Smith Center	None	$2,500	$5,000	Angie Bitting--919-962-7777 abitting@uncaa.unc.edu Approval by Clint Gwaltney
Eddie Smith Field House	None	N/A	$800	Jaci Field--919-843-4635 jfield @uncaa.unc.edu Approval by Willie Scroggs
Finley Golf Course/ Chapman Golf Center	None	N/A	All-inclusive course closure fee: Mon- Thurs: $6,500/day Fri-Sun: $7,500/day	Johnny Cake--919-843-7399 jcake@uncaa.unc.edu
Koury Natatorium	None	N/A	$500/day	Angie Bitting--919-962-7777 abitting@uncaa.unc.edu Approval by Clint Gwaltney
Kenan Stadium Pope Box	None	$1,000	$1,000	James Spurling--919-962-7873 jspurling@uncaa.unc.edu Approval by Mike Bunting
Kenan Stadium Blue Zone	None	$500	$2,500	Richie Grimsley--919-452-9472 rgrimsley@uncaa.unc.edu Approval by Mike Bunting

***Facility Use Fees do not include any expenses incurred during the event including, but not limited to: staffing, additional equipment, damage, etc.

Appendix B

REQUEST FOR USE OF UNC ATHLETIC DEPARTMENT FACILITIES

All UNC Athletic Department events have priority and all other events are scheduled on a first-come, first-serve basis. Special arrangements such as table and chair set-up, must be coordinated with the appropriate Facility Manager at least one week prior to the event.

It is the responsibility of the organization reserving the Facility to ensure that all set-up arrangements are made.

Reservations must be made in advance by completing this form.

Today's date: _____ **Facility Requesting:**_____

Name: _____ **Phone #:**_____

Email: _____

Department/Organization:_____

Name of Event: _____

Date of Event: _____

Brief Description: _____

_____

_____

_____

Time of Event:_____

Approximately How Many Will be attending: _____

****

Please return this form, contract and the attached diagram (if applicable) to the appropriate Athletic Facility contact.

Appendix C

UNC Athletic Department Facility Use Agreement

The following conditions for use of UNC Athletic Department Facilities have been established and must be adhered to by the group or individual reserving the facility:

- Date and Time of Event
- Expenses, in addition to the Facility Fee, can include, but are not limited to, any additional clean-up charges assessed after an event, the costs of any other maintenance or other services required to support that particular event, as well as the hourly or overtime rate (depending on the time of day of the event) of a Facility worker to be on site prior to, during and after an event.
- No food is allowed in the Facility unless it is catered by the caterer currently under contract with the representative of UNC Athletics with a designated pick-up and clean-up time. If the contracted caterer does not cater the event another caterer may be used. Contact for catering information is through Tar Heel Athletic Hospitality.
- Proof of insurance and must be provided at least three (3) days prior to the event.
- Reservation must be made in advance by contacting the appropriate Facility Manager and completing the **Request for use form**.
- Special set-up arrangements must be made with the appropriate Facility Manager at least fourteen (14) days prior to the event.
- In the event of a cancellation or change, the appropriate Facility Manager must be contacted three (3) days in advance.
- Clean-up immediately following the event.
- Facility Users must comply with any/all UNC and NCAA laws, rules and regulations.
- Facility User releases and forever discharges UNC and the Department from any and all liability, claims, and demands of whatever kind of nature, either in law or in equity, which arise or may hereafter arise from or in connection with its use of the facility, including, without limitation, any liability or claim that the Facility User may have against any of these entities with respect to any personal injury, illness, death, property loss, or property damage that may result from its use of the facility.

- Facility User shall indemnify UNC against any and all liability, claims, and costs of whatsoever kind of nature, for injury to or death of any persons, for loss or damage to any property in connection with or in any way incident to or arising out of this agreement, resulting in whole, or in part from the acts or omissions of the Facility User.

Facility:_____ Date and Time:_____ Facility Fee:$_____

Estimated Expenses:_____

I have read and understand the above contract.

_____ _____

Group Representative and Contact Phone Number **Date**

Appendix D

The University of North Carolina at Chapel Hill (UNC) Department of Athletics Facility Use Form for Outside Individuals (Including Former Student-Athletes)

- Individuals (including former UNC student-athletes) who are employed as or serve as liaisons between agents, runners, or financial advisors, or whose employment is in any way related to representation of players, are not permitted to use facilities.

- Individuals (including former UNC student-athletes) may not provide material benefits of any kind (e.g., meals, lodging, transportation, clothing, jewelry, training expenses, etc.) directly to any current student-athlete, even former teammates, without the express written consent of the UNC Compliance staff.

- Should an individual wish to provide any benefits to any current UNC student-athlete, he/she must, in advance, request permission from the UNC Compliance staff.

- Failure to abide by these regulations may jeopardize the eligibility of current UNC student-athletes. Violations of this policy will be dealt with severely and could result in the disassociation from the UNC Department of Athletics.

- If I become injured while I am in an athletics facility and UNC Sports Medicine Staff are available for first aid care, I will waive my liability for their acts of first aid. It is my expressed intent that this release and hold harmless agreement shall bind the members of my family and spouse, if I am alive, and my heirs, assigns and personal representative, if I am deceased, and shall be deemed as a RELEASE, WAIVE, DISCHARGE, and CONVENTION TO SUE the above named RELEASEES. I further agree that this Waiver of Liability and Hold Harmless Agreement shall be constructed in accordance with the laws of the State of North Carolina.

- UNC Sports Medicine offers medical services for the recovery from sports injuries and illnesses. Former student-athletes seeking such care will need to follow the procedures to set up a private patient account with UNC Sports Medicine. Campus Health Service will generate charges for this care. Medical liability will be established as the individual becomes a patient in the Campus Health System and will be governed by the laws of the state of North Carolina.

I have read, understand and will comply with the above conditions established for Facility Use by the UNC Department of Athletics.

Printed Name: _____ Sport: _____

Signature: _____ Date: _____

UNC Staff Member Name (Printed):_____

Signature:_____ Date:_____

Appendix E

Non-UNC Student-Athlete Sign in Sheet

Facility Name: _____

NAME	DATE	TIME	SIGNATURE

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Wednesday, October 26, 2011 8:36 PM

To: Andrew Calder <acalder@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Art Kaufman <akaufman@uncaa.unc.edu>; Angie King <aking@uncaa.unc.edu>; Allen Mogridge <amogridge@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; Alisa Rawls Minshall <arawls@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brenda Haithcock <bhaithcock@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Cynthia Stone <cstone@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Donna Cheek <dcheek@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Joan Holt <jholt@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Robinson <joerob@uncaa.unc.edu>; Jason Onyebuagu <jonye@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Kathy Griggs <kgriggs@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Melinda Joines <mjoines@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nadia Lynch <nlynch@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pamela Higley <phigley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Stephen Sisa <sisa@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Shelly Streett <sjgreen@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Sharon Wagner <swagner@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Troy Douglas <tdouglas@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tommy Davis <tommyd@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Teresa Vanderford <tvanderford@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

Cc: Larry Gallo <athgallo@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>

Subject: Quick Hitter - Officials for Practice

Attach: TEXT.htm; IMAGE.png

Coaches and Staff,

See below from the ACC. I feel like this is pretty obvious, since this would clearly be an on-court/field activity, but a reminder never hurts!

Thanks,
Amy

Amy Herman
Associate AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

>>> "Babcock, Lindsey" <lbabcock@theacc.org> 10/26/2011 4:15 PM >>>

Noncoaching Staff Members Officiating in Practice
The NCAA clarified repeatedly that noncoaching staff members are not permitted to do any ON-COURT or ON-FIELD activities. Officiating during practice is an on-court activity. Therefore, a noncoaching staff member (e.g., DOBO, Admin Asst.) would not be permitted to officiate during practice. It□s been made very simple that these individuals may not do anything on the court or field.

Lindsey K. Babcock
Assistant Commissioner, Compliance & Governance
Atlantic Coast Conference
LBabcock@theacc.org
336-854-8787 (phone)
336-369-0065 (fax)

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Thursday, February 2, 2012 2:21 PM

To: Andrew Calder <acalder@uncaa.unc.edu>; Andrew Dubs <adubs@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Art Kaufman <akaufman@uncaa.unc.edu>; Angie King <aking@uncaa.unc.edu>; Allen Mogridge <amogridge@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brenda Haithcock <bhaithcock@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Blake Anderson <blakeand@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Chris Kapilovic <ckap@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Cynthia Stone <cstone@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Donna Cheek <dcheek@uncaa.unc.edu>; Davian Clarke <dclarke@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Dan Disch <disch@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; David Duggan <dtduggan@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Gunter Brewer <gbrew@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Joan Holt <jholt@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Robinson <joerob@uncaa.unc.edu>; Jason Onyebuagu <jonye@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Kathy Griggs <kgriggs@uncaa.unc.edu>; Vic Koenning <koenning@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Larry Fedora <lfedora@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Melinda Joines <mjoines@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nadia Lynch <nlynch@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pamela Higley <phigley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Stephen Sisa <sisa@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Shelly Streett <sjgreen@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Sharon Wagner <swagner@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Troy Douglas <tdouglas@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tommy Davis <tommyd@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Teresa Vanderford <tvanderford@uncaa.unc.edu>;

Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>; Walt Bell <wbell@uncaa.unc.edu>

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Subject: 1.18.12 Head Coaches' Meeting Notes

Attach: TEXT.htm; 1.18.2012, Meeting #5.docx

All,

Please see attached for a summary of compliance topics reviewed at the January 18th Head Coaches Meeting.

There are two things, specifically, that I would like to mention regarding these notes:

1) Please read #3 carefully, as it reflects a change in the reviewing of off-campus recruiting expense reports. Effective immediately, all contacts and evaluations must be logged into ACS before we (the Compliance Staff) will be able to approve expense reports associated with off-campus travel.

2) I understand there was fairly lengthy discussion regarding the topic of contact surrounding prospects' competition. Specifically concerning to the coaches were situations in which teams of prospects "stop by" campus en route to competition. Since they have "reported on call" for competition at this point, NCAA regulations prevent us from having contact with them on these sorts of visits.

Should such situations arise, we suggest the following approach:

Should an institutional staff member (coach, administrative assistant, etc.) receive a phone call from, or be approached on-campus by, a team in-transit to competition, it is critical that the individual make very clear the NCAA regulations on the issue. If the team wishes to have a tour of campus, they should be directed to the Admissions Office. Unfortunately, it would not be permissible for sport-specific staff members to provide either a campus tour or an athletics facility tour. Once these regulations have been explained, the staff member should cease all contact with the prospects.

I hope this clarifies the issues in question, but please contact us if you have more specific questions.

Thanks,
Amy

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Associate AD for Compliance

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Head Coaches' Meeting Agenda
(2011-2012 Academic Year, #5)

Wednesday, January 18, 2012

1) Legislation Update re: Grant-In-Aid Changes (Tom)

--There will be an override vote held in February regarding multi-year grants
--Legislation that would have exempted institutional aid from counting toward team limits (in combination with athletics aid) and the additional $2,000 "Miscellaneous Expense Allowance" is being reconsidered. Alternative proposal will be presented in April. Legislation is suspended, so we're back to all institutional aid counting if the s-a receives any GIA, and the $2,000 "Miscellaneous Expense Allowance" cannot be offered until further notice. We have to honor agreements for early signing period signees.
--Amy will send out emails with other legislative actions soon

2) NLI Signing Day – February 1 (Tom)

--Field Hockey, Football, Soccer, Track
--January 30 – February 2: Dead Period
--Unlimited Phone Calls (sport-specific)
--Text messaging can begin THE DAY AFTER the PSA signs (e.g., February 2nd)

3) Off-Campus Recruiting Expense Reports (Lance)

--As a result of recommendations made by the ACC during our Compliance Review in the fall, the Compliance staff will now be reviewing all off-campus recruiting expense reports
--<u>All contacts and evaluations must be logged into ACS before associated expense reports can be approved by our staff</u>; if we receive an expense report that is not logged in ACS, we will contact you and remind you to do so

4) Rules Education on Contact with Prospects Surrounding Competition (Lance)

--Bylaws 13.1.6.2 and 13.1.6.2.2
--"Contact" below includes in-person, passing of notes, verbally relaying information through a third party, and placing telephone calls to the prospect
--No contact with PSA on day or days of competition prior to the contest (In MBB, no contact with PSA, relatives, or legal guardians during entire day (before, during, AND after the contest)
--No contact once PSA reports on-call with his/her team (<u>including to travel to away contests</u>), even if such travel or reporting occurs days before the contest
--This precludes coaches from having any contact with teams who might stop by UNC on their way to a tournament elsewhere to practice, tour campus, etc. Should a team stop by unannounced, it would be permissible to direct them to the Admissions Office for a campus tour. No sport-specific employee (e.g., coach, Director of Operations) should provide any sort of campus or facility tour under these circumstances.
--If PSA is participating in a tournament on consecutive days, no contact until after final competition on the final day of the tournament
--If there is an "off" day during a tournament, can contact PSA after he/she has been released on the day before the "off" day
--If a team is on an extended road trip, can have contact with PSA after the first competition and before travel for the next competition commences
--Remember that the word "contact" above applies to telephone calls from a coach to a PSA, too!
--However, in sports other than basketball, if a PSA calls a coach while the PSA is on-call for competition, he/she can accept the call

--Coaches cannot send electronic correspondence to a PSA when the PSA is on-call and at the competition site; however, if the PSA is on-call but NOT at the competition site, coaches can send electronic correspondence

--Bottom Line: If you are unsure about permissible contact surrounding competition, call a Compliance staff member prior to the contact!

5) **Varsity Monitor Update – Social Media Monitoring Policy (Lance and Beth)**

--Coaches should still peruse sites, especially Twitter, but formal reporting not necessary with Varsity Monitor in place

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Wednesday, February 15, 2012 9:13 AM

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Subject: Head Coaches' Meeting Information (February, 2012)

Attach: TEXT.htm; 2.14.2012, Meeting #6.docx; UNC Recruiting Handbook (effective 2.1.09).doc; Proposed New Violation Structure (Jan, 2012).pdf; Proposed New Penalty Matrix (Jan, 2012).pdf

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Coaches,

Please see attached for the Compliance agenda and various handouts that we discussed at the Head Coaches' meeting yesterday. Assistant coaches (and head coaches that were not present), please review these documents carefully and let us know if you have any questions.

Thanks,
Amy

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Head Coaches' Meeting Agenda
(2011-2012 Academic Year, #6)

Tuesday, February 14, 2012

1) **Recruiting Policy (Amy)**
   --Expectations of coaches outlined on the "Guidelines for Athletics Department Staff" page
   --Link to University Alcohol Policy: http://www.unc.edu/campus/policies/studentalcohol.html
   --Department of Athletics' Policy requires that administrators and head coaches require that the entertainment of prospects not involve the use of alcohol
   --Coaches should review the policy with entire team at the beginning of the recruiting season

2) **Proposed Changes in Violation Structure and Penalty Matrix (Amy)**
   --Handout (Charts)

3) **Rules Education Position Update (Amy)**
   --Natalie Lutz has been hired to this full-time position.

4) **ACS Training (Lance)**
   --ACS Staff will be on-campus on February 23rd and 24th
   --Contact Lance to schedule a time for advanced training in any area of ACS

University of North Carolina at Chapel Hill
Department of Athletics

Recruiting Handbook

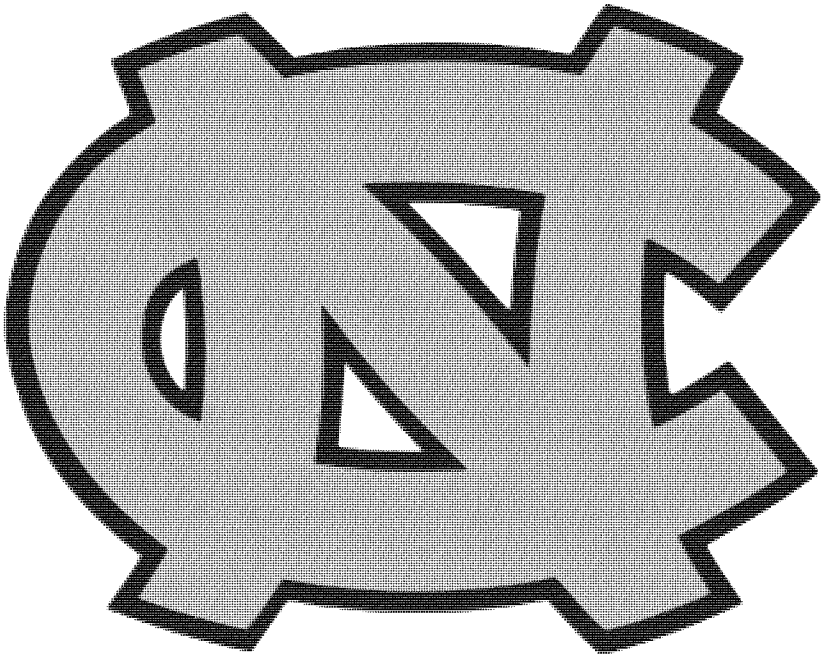

Effective 12/1/04, Revised 2/1/09

The University of North Carolina Athletics Mission Statement

The University of North Carolina at Chapel Hill Department of Athletics' mission is to sponsor a broad-based athletics program that provides educational and athletics opportunities to allow young men and women to grow, develop, and serve the interests of the University by complementing and enhancing its diversity and quality of life. Coaches, as educators, are fundamental to this process. In keeping with the University's efforts to offer programs of regional and national acclaim, the Department's athletics programs strive for competitive excellence within the Atlantic Coast Conference (ACC) and with other similar institutions. Through its athletics programs, the University seeks to unite students, faculty, staff, and alumni in a common and shared experience. The Department seeks to contribute to the diversity of the University by offering opportunities for enhanced racial, ethnic, cultural, and geographic representation.

The University of North Carolina Recruiting Philosophy

The University of North Carolina at Chapel Hill (UNC) is committed to providing prospective student-athletes meaningful opportunities to make informed decisions whether to pursue their academic and athletics futures at UNC. Recruiting visits bring prospective student-athletes to campus as part of their decision-making processes on where to enroll. These visits are to be a mutual exploration by prospective student-athletes and institutional officials, especially athletics personnel, regarding whether the institution and the prospective student-athletes are a good fit for each other. This philosophy is based on the concept that the prospective student-athletes are making decisions about where to pursue their academic and athletics futures, while, concurrently, the institution is evaluating prospective student-athletes' abilities to contribute to the University and athletics programs.

The primary consideration in selecting activities for these visits, therefore, should be to provide information that will assist prospective student-athletes and their families in making these decisions. Appropriate behavior is expected of all prospective student-athletes who visit the campus.

Athletics department personnel are expected to provide an educational experience in an environment that conforms to University and NCAA policies and missions. Student-athlete hosts are expected to adhere to these policies, as well as to provide all prospective student-athletes with safe and insightful student experiences at UNC. Finally, prospective student-athletes should behave in a manner consistent with the expectations of all UNC student-athletes, adhering to all ACC and NCAA regulations, as well as all State and federal laws.

Violations of the guidelines will be reported to the Director of Athletics. All suspected violations will be investigated thoroughly and dealt with seriously. Any infraction(s) found to be in violation of any of the guidelines will be reported to the Faculty Athletics Representative, Chancellor, ACC, and NCAA.

Development of Recruiting Policies

The Committee on Recruiting for the University of North Carolina at Chapel Hill began collecting information and meeting in early 2004. Through its diverse membership from both the Department of Athletics and the campus community, the committee gathered and reviewed information on all aspects of the University's on-campus recruiting processes. The Board of Trustees was also informed of the thorough review of the recruiting processes.

Information was obtained from the Committee, the Student-Athlete Advisory Committee, coaches groups, conversations with the ACC, and other universities. The Committee established a subcommittee to analyze the information collected.

The subcommittee developed this recruiting handbook that includes a recruiting philosophy statement, guidelines and concepts, and updated recruiting forms. It also establishes procedures for athletics administrators, head coaches, student hosts, and prospective student-athletes.

After consultation with faculty, student-athletes, and coaches regarding both the collection of receipts from student-athlete hosts and prospects (for student host money) as well as the establishment of a curfew/regulation of unstructured time, the subcommittee decided not to institute department-wide policies enacting these regulations. Instead, these decisions will be left to the discretion of each sport's head coach. The subcommittee believes the guidelines currently in place will create the "safe and insightful student experiences" the institution strives to provide to prospective student-athletes.

The handbook was reviewed by the Committee on Recruiting, the Faculty Committee on Athletics, and the Chancellor. The final copy will be on file with the Faculty Athletics Representative, the Chancellor, and the ACC office. It will also be distributed to head coaches, athletics administrators, and student hosts. In the event that changes to the recruiting policy are deemed necessary, the above individuals will be given the opportunity to comment on the proposed changes. Once changes are finalized, the Chancellor and Director of Athletics will formally approve the changes, and an approved version (along with the signatures of these two individuals) will be submitted to the ACC office.

GUIDELINES FOR ATHLETICS DEPARTMENT STAFF

The goal of campus recruiting visits is to provide prospective student-athletes with the opportunities to make informed decisions about their future academic and athletics careers at the collegiate level. These guidelines are intended to provide institutional staff members with the information necessary to provide these opportunities in a manner consistent with the regulations set forth by the NCAA.

Recruiting is a vital component for the success of our athletics program. Our goal is to attract not only great student-athletes, but also great people, who will enhance the overall University environment in a positive fashion. It is our responsibility to make sure all prospective student-athletes have positive and safe visits.

1. In preparation for an official visit, coaches will send a letter to prospective student-athletes, outlining expectations and describing available opportunities for the visit. If permitted by NCAA regulations, this information will also be provided to prospective student-athletes arranging unofficial visits to campus.
2. If air transportation is provided to prospective student-athletes to and from an official campus visit, the flights must be via a commercial airline at coach class airfare with no upgrades. Prospective student-athletes may be picked up at the airport by any member of the athletics department.
3. If prospective student-athletes drive to campus by personal or rental cars, mileage reimbursement may be provided at the rate used by UNC for institutional staff members. It is not permissible to cover the cost of prospective student-athletes' rental cars.
4. Student hosts must be either current student-athletes or students who are part of the institution's regular program for providing campus tours to prospective students. Student host regulations will be discussed at team eligibility meetings, and all student hosts will receive a copy of the recruiting handbook.
5. Head coaches (or their representatives) will meet with the student hosts and prospective student-athletes to set expectations for behavior and review the guidelines and forms. Head coaches will also provide the prospective student-athletes and hosts with visit itineraries that include contact information for necessary individuals (e.g., coaching/administrative staff, student-athletes).
6. Student hosts and prospective student-athletes must abide by all local, State, and federal laws, along with UNC, ACC, and NCAA regulations. Upon arrival, prospective student-athletes and their student hosts must sign the applicable forms (Guidelines for Prospective Student-Athletes, Student-Athlete Host Entertainment Form, Unofficial Visit Declaration) indicating that they will not engage in inappropriate behavior (e.g., drinking, use of drugs, gambling). By signing these forms, prospective student-athletes and student hosts will affirm their understanding of the guidelines. At the conclusion of an official visit, prospective student-athletes must sign a form (Prospect Official Visitation Form) affirming their visits' conformity to all UNC, ACC, and NCAA regulations.
7. When transporting prospective student-athletes around campus during official visits, coaches must use their personal vehicles or institutional vehicles generally used by personnel to transport prospective students on campus tours. Student hosts may also use their personal vehicles. Prospective student-athletes may not be provided with cars to use during their visit.
8. Prospective student-athletes (and prospective student-athletes' parents or legal guardians) must be housed either on campus with student hosts or in standard lodging. Those staying in dorms on unofficial visits must pay the $10 per night housing charge specified by UNC Housing. For those on official visits being housed in hotels, rooms may not be suites or include special accessories, such as Jacuzzis, unless those amenities are available to all patrons at that specific establishment. It is not permissible to decorate, in any degree, prospects' rooms of lodging, regardless of their location (e.g., hotel, dormitory, etc.).
9. The meals provided to prospective student-athletes and their parents or legal guardians on official visits should be comparable to those meals given to student-athletes during the academic year. Each day,

the institution may provide 3 meals and a reasonable snack (e.g., pizza, hamburger). On unofficial visits, meals cannot be purchased for prospective student-athletes or their parents or legal guardians.

10. Personalized recruiting aids (e.g., personalized jerseys, lockers, audio/video scoreboard presentations) and simulated game-day activities during prospective student-athletes' visits are prohibited. Prospective student-athletes may be present in the locker room before or after a competition. During the competition, however, prospective student-athletes must be seated in the regular seating areas. It is not permissible to publicize prospective student-athletes' visits in any way.
11. During campus visits, prospective student-athletes, student hosts, and coaches are prohibited from participating in activities involving the consumption of alcohol, drug use, or any violations of criminal law.
12. Gambling, of any type, during visits is prohibited.
13. Harassment, of any type, is impermissible. This includes, but is not limited to, racial, sexual, or religious harassment. Providing or purchasing sexual favors, purchasing or viewing pornography, or any other involvement with sexually-explicit material is inappropriate and strictly prohibited.
14. Campus visits should include meetings with Academic Support Program staff (e.g., team's academic counselor, Director of Student-Athlete Development), along with other campus personnel, if possible (e.g., meeting with faculty, attending class). At a minimum, the coach should review the academic packet, which is provided by the academic counselor, with the prospective student-athletes.
15. During official and unofficial visits, 3 complimentary admissions to campus athletics contests may be provided to prospective student-athletes and anyone accompanying them on the visit. The names of the prospective student-athletes and their relatives or friends must be placed on a pass list. Prospective student-athletes and their relatives or friends must sign the pass list and show identification to be admitted. No hard tickets may be issued.
16. Application of these guidelines will be monitored by the Compliance Office and designated coaches.

Your compliance with these guidelines is absolutely necessary and greatly appreciated. Appropriate disciplinary actions will be in accordance with University policy.

University Alcohol Policy

The University has a detailed policy concerning the use of alcohol by students. The following is a summary of the University Alcohol Policy. Students are responsible for knowing the full content of the policy. A complete copy of the policy may be obtained at http://www.unc.edu/campus/policies/studentalcohol.html or from the Student Affairs Office (966-4042).

Students under the age of 21 may not buy, possess, or consume alcoholic beverages. Students 21 and older may possess and consume alcohol in residence hall rooms, but may not sell or give alcohol to anyone under 21. Common source containers of alcohol (e.g., kegs) are not permitted on campus. Possession or consumption of alcohol is not permitted at any campus athletics event or performance or at any outdoor campus location. No student activities fees or other funds of a recognized student group may be used to buy alcohol.

If you are found to be in violation of the University Alcohol Policy you may:

- be referred for counseling, assessment, and/or alcohol education
- have your housing contract terminated
- be placed on housing contract probation
- receive a written reprimand
- be required to make restitution
- be referred to the Student Judicial System

As a member of the Community, you may:

- lose your driver's license
- be convicted of a felony or a misdemeanor
- obtain a criminal record, accrue fines, and possibly serve jail time

This is the University's Alcohol Policy. Both Student Hosts and Prospective Student-Athletes are required to abide by this policy.

Effective 12/1/04, Revised 2/1/09

Department of Athletics' Alcohol Policy

The Department of Athletics' policy regarding the use of alcohol at departmental events is as follows:

a. Alcohol may not be purchased or consumed during team travel.
b. Alcohol may not be served or consumed during team functions.
c. Alcohol may not be purchased by administrators or coaches for consumption by student-athletes.

Departmental events including prospective student-athletes and enrolled student-athletes may not involve the use of alcohol. In regard to prospective student-athletes, administrators and head coaches must require that the entertainment of prospective student-athletes not involve the use of alcohol. In regard to enrolled student-athletes, alcohol may not be served at gatherings held after athletics contests.

This is the Department of Athletics' Alcohol Policy. Head Coaches, Administrators, Student Hosts, and Prospective Student-Athletes are required to abide by this policy.

Effective 12/1/04, Revised 2/1/09

Key Points to Hosting a Recruit

1. When you know you are hosting a prospective student-athlete, plan ahead. Plan an itinerary with your coach and teammates. Make planning and hosting a team effort.
2. Establish a relationship with the prospective student-athlete based on trust and sincerity.
3. If you have a prior engagement (e.g., meeting with professor, study table) and it is not feasible for you to take your guest with you, you MUST make arrangements with a reliable teammate to stay with your guest for the time that you are away.
4. Treat the prospective student-athlete in the manner which typifies our athletics program. Give them a taste of the distinctive environment which makes UNC unique.
5. Be aware that your impression of the prospective student-athlete will be of interest to your coaches and teammates.
6. In the case of an EMERGENCY, notify the proper authorities immediately.
7. It is permissible for you to communicate with prospective student-athletes after they leave campus; however, it must be on your own initiative and cannot be at the direction of your coaching staff. Give the prospect your contact information (e.g., email address, instant messaging screen name) at the conclusion of the visit. Tell the prospect that he/she can contact you with any questions they may have after leaving campus.

Hosting Checklist

_____ Get as much information as possible from your coach about the prospective student-athlete.

_____ Have the prospective student-athlete complete the questionnaire.

_____ Check your schedule. Do you have any tests, projects, or homework assignments that you will need time to work on while the prospective student-athlete is visiting?

_____ Plan your hosting duties with teammates to allow for studying, if necessary.

_____ Determine the classes the prospective student-athlete will attend. Have him or her attend some classes in his or her potential major.

_____ Notify your dorm RA that you are having a guest (if applicable).

_____ Meet with your coach and the prospective student-athlete.

_____ Sign the Student-Athlete Host Entertainment Form.

_____ Get to know the prospective student-athlete. Find out his or her interests. What does he or she like to do with friends? Does he or she have any questions about UNC that you can answer?

THE UNIVERSITY OF NORTH CAROLINA

Unofficial Visit Declaration

We are pleased that you are visiting The University of North Carolina at Chapel Hill on an unofficial recruiting visit. The NCAA and the University have developed rules and regulations regarding unofficial visits. We have listed them below so that you may be aware of our policies.

1. You are permitted to visit our campus at your own expense an unlimited number of times, and these visits can occur at any point in your high school career.

2. UNC is not permitted to pay ANY expenses while you are visiting our campus. This includes transportation costs, housing, meal, or beverage expenses, and the cost of any entertainment. You are responsible for all of these expenses during your visit.

3. You may receive 3 complimentary admissions to a UNC athletics event. Admission must be through a pass list, as hard tickets will not be provided. These tickets can be used by you and anyone accompanying you on your visit.

4. If additional tickets are needed, you must purchase them in the same manner as any other member of the general public. UNC is not able to reserve additional tickets for prospects on an unofficial visit.

5. UNC can only transport you to view off-campus practice and competition sites in your sport, attend home athletics contests at a local facility, or view other institutional facilities within 30 miles of the campus. All other transportation is your responsibility.

6. UNC cannot provide you with parking privileges to utilize while attending a campus athletics event.

7. UNC cannot provide you with any gifts while you are on campus. This includes clothing, equipment, and UNC memorabilia. Game programs can be provided during an unofficial visit.

8. If you choose to stay in a UNC dorm during your visit, you are required to pay the regular institutional rate, which is $10 per night.

Please complete at the conclusion of the unofficial visit and submit to the Compliance Office:

Date(s) of Unofficial Visit: _____ # Complimentary Tickets: _____ Event(s): _____

Names/Relationships of those accompanying prospect _____

I, _____, affirm that the above rules and procedures were followed during my unofficial visit to The University of North Carolina.

Prospect's Signature _____ Date _____

Head Coach's Signature _____ Date _____

Compliance Office Approval _____ Date Received _____ Comp. Tickets _____

Effective 12/1/04, Revised 2/1/09

THE UNIVERSITY OF NORTH CAROLINA

Student-Athlete Host Entertainment Form

Prospect _____ Sport _____

Student-Athlete Host _____ SSN _____

Date(s) of Official Visit _____

Student Host Instructions (per NCAA Rules and Regulations):

These guidelines have been established to ensure that each prospect's visit to our campus is an enriching one. Serving as a student host is an important service to UNC and the Department of Athletics. Appropriate conduct is required of you by UNC, ACC, and NCAA standards:

1. You must be enrolled full-time at UNC.
2. You will be provided money with which to entertain only the prospect and his/her parents, legal guardians, or spouse. This money may not exceed $30/day, with an additional $15/day for each additional prospect that you entertain.
3. You may not give the prospect cash, nor may you use the entertainment funds to purchase or provide the prospect with alcohol, drugs, or gifts of value (e.g. souvenirs or clothing items).
4. You may not transport the prospect or anyone accompanying him/her more than 30 miles from campus.
5. No UNC institutional staff member or athletics booster may provide or arrange for you an automobile to use to transport the prospect or anyone accompanying him/her.
6. You should not allow the prospect to have a recruiting conversation, either on or off campus, with former student-athletes, alumni, or boosters of the athletics program. If an unplanned meeting occurs, only an exchange of greetings is permissible.
7. You may allow the prospect to participate in a workout or recreational activity during his/her visit, provided the activity is not organized or observed by members of the coaching staff and is not designed to test the athletics ability of the prospect.
8. You may receive a complimentary admission to a campus athletics event, provided you are accompanying a prospect to that event.
9. You may not allow the prospect to use alcohol or drugs during the visit. Underage drinking (below 21) is illegal in the State of North Carolina. In addition, you may not engage in any activity that violates criminal law.
10. The University of North Carolina at Chapel Hill will not tolerate harassment of any kind (e.g., racial, sexual, religious) by anyone associated with our athletics teams. You, as a student host, must be aware of the University's position on this type of activity and work to ensure that prospects you are hosting conduct themselves appropriately. Providing or purchasing sexual favors, purchasing or viewing pornography, or involving yourselves with any other sexually-explicit material is inappropriate and strictly prohibited.
11. You, along with prospects, must adhere to ACC and NCAA bylaws, as well as all State and federal laws, prohibiting gambling.

Your compliance with these guidelines is absolutely necessary and greatly appreciated. Failure to agree with and adhere to all guidelines may result in one or more of the following disciplinary actions: reprimand, probation, suspension, termination of grant-in-aid, cancellation of eligibility, or dismissal from the athletics program. You may also be subject to any penalties set forth by the University.

My signature below indicates that

- I have read and understand the above rules governing my role as a student host.
- I will use the $_____ provided me to host the prospect(s) named above in a manner consistent with the above regulations.
- I will return any unused funds to my head coach.

Host Signature _____ **Date** _____

Head Coach Signature _____ **Date** _____

Effective 12/1/04, Revised 2/1/09

APPROVED:

Office of Compliance Signature _____ **Date** _____

THE UNIVERSITY OF NORTH CAROLINA

Guidelines for Prospective Student-Athletes

Prospect _____ Sport _____

Student-Athlete Host _____ Administering Coach _____

Arrival Date and Time ____/____/____ ____:____ AM/PM (circle one)

Departure Date and Time ____/____/____ ____:____ AM/PM (circle one)

We are pleased that you are visiting the University of North Carolina on an official recruiting visit. The NCAA and the University have developed rules and regulations regarding official visits. We have listed them below so that you may be aware of our policies.

1. You may take **no more than 5** expense-paid visits to Division I or II institutions, and only 1 of these may be taken to UNC.
2. The length of an official visit may not exceed 48 hours. This period begins when you first arrive on the UNC campus. If you remain at UNC after this time period has expired, you are responsible for any expenses associated with your return trip home.
3. UNC may pay round-trip expenses for you (e.g., mileage reimbursement, coach airfare). Unless your family or friends accompanied you in the same car, these individuals are responsible for their own travel expenses. No one associated with UNC may provide a car for your use during the official visit.
4. UNC may pay your actual costs for reasonable expenses (e.g. meals, lodging) incurred while traveling to and from campus on an official visit.
5. Entertainment may only be provided to you, your parents or guardians, and your spouse, and must occur within 30 miles of campus. Entertainment funds may not be used to purchase alcohol, drugs, or gifts of value (e.g. souvenirs or clothing).
6. You may not receive cash for entertainment purposes, nor may gifts, souvenirs, or athletics gear be given to you free of charge or at a reduced rate.
7. You, along with two people accompanying you, may receive complimentary admission, via a pass list, to a regular season campus athletics event, but such seating must be in the general seating area of the facility.
8. At no point is it permissible for you to have a recruiting conversation with former student-athletes, alumni, or boosters of the athletics program at UNC.
9. You may not participate in a physical workout or recreational activity that is organized or observed by any member(s) of UNC's coaching staff.
10. The use of alcohol or drugs during official visits is not allowed. Underage drinking (below 21) is illegal in the State of North Carolina. In addition, you may not engage in any activity that violates criminal law.
11. You must adhere to ACC and NCAA bylaws, as well as all State and federal laws, which prohibit gambling.
12. The University of North Carolina at Chapel Hill will not tolerate harassment of any kind (e.g., racial, sexual, religious) by anyone associated with our athletics teams. Student hosts are aware of the University's position on this type of activity, and work to ensure that the prospects they host conduct themselves appropriately. Providing or purchasing sexual favors, purchasing or viewing pornography, or involving yourself with any other sexually-explicit material is inappropriate and strictly prohibited.
13. If you have any concern about conduct during your visit, you are encouraged to talk to the head coach or an athletics administrator.

Your cooperation and adherence to these guidelines is absolutely necessary and greatly appreciated. Appropriate behavior is expected of our current student-athletes, as well. This is a great chance to experience the impressive opportunities available to student-athletes on the UNC campus. We hope you enjoy your visit!

To be signed by the prospective student-athlete and coach at the BEGINNING of the official visit:

- I have reviewed the above provisions and agree to abide by them on my official visit.

Prospect's Signature: _____ Date: _____

Administering Coach's Signature: _____ Date: _____

To be signed by the prospective student-athlete and coach at the CONCLUSION of the official visit:

- I affirm that I have conducted myself in accordance with the above guidelines for the duration of my official visit.

Effective 12/1/04, Revised 2/1/09

Prospect's Signature: _____ Date: _____

Administering Coach's Signature: _____ Date: _____

Dear

Congratulations on selecting the University of North Carolina at Chapel Hill as one of your official visits. You will be stepping onto 729 acres of one of America's most beautiful campuses and visiting one of the nation's top public universities (ranked 5th in the nation), as stated by U.S. News and World Report magazine's 2009 "America's Best Colleges" guide. UNC students have a long tradition of outstanding achievement in the classroom, on the playing field, and beyond.

UNC athletics is committed to providing educational and athletics opportunities that will allow our student-athletes to grow, develop, and continue to achieve. This visit is a mutual exploration. Along with allowing us to get to know you better, your visit will expose you to the exceptional opportunities available at UNC to develop academic scholarship, athletics excellence, leadership, and community service throughout your collegiate career.

We expect that your behavior during your visit will reflect the kind of behavior that we expect of all UNC student-athletes. We want you to have a wonderfully exciting and safe trip to our campus. Please take time to read all the information regarding your official visit and fill out the Prospective Student-Athlete Questionnaire available online at www.tarheelblue.com. This questionnaire will assist your host in planning your visit. In addition, the NCAA website (www.ncaa.org) might contain information that you will find useful throughout the recruiting process.

This is a great chance to understand the impressive opportunities available to student-athletes on the UNC campus. We hope you enjoy your visit!

Sincerely,

Proposed New Violation Structure

New Violation Structure:	**Level I**	**Level II**	**Level III**	**Level IV**
Definitions:	A Level I violation is a violation that seriously undermines or threatens the integrity of any of the NCAA enduring values [student-athlete (SA) success, the collegiate model, amateurism as a student model, competitive equity], including any violation that provides or is intended to provide a significant or extensive recruiting, competitive or other advantage, or significant or extensive impermissible benefit. Multiple Level II, III and/or IV violations may collectively be considered as a Level I violation. Individual conduct that is unethical may be classified as a Level I violation, even if the underlying institutional violations are not considered Level I.	A Level II violation is a violation that provides or is intended to provide a minimal to significant recruiting, competitive or other advantage; or includes a minimal to significant impermissible benefit; or involves a pattern of or systemic violations in a particular area. Multiple Level III and/or IV violations may collectively be considered as a Level II violation. Some limited individual conduct that is unethical or dishonest may be classified as a Level II violation, even if the underlying institutional violations are not considered Level II.	A Level III violation is a violation that is isolated or limited in nature; provides no more than a minimal recruiting, competitive or other advantage; and does not include more than a minimal impermissible benefit. Multiple Level IV violations may collectively be considered as a Level III violation.	A Level IV violation is a violation that is inadvertent and isolated; limited or technical in nature; results in a negligible, if any, recruiting, competitive or other advantage; or negligible, if any, impermissible benefit. Level IV violations will not impact eligibility.
Types of current violations that would be included in each category under the new structure:	Egregious major violations or cases. The "worst of the worst."	Significant violations or cases. Those that currently are borderline between secondary and major ("soft major/serious secondary").	Violations that provide some advantage or impermissible benefit that warrant staff review ("solid secondary" cases).	Minor or technical violations or cases. Those that do not result in any appreciable advantage and/or are not of national significance.
Types of violations that would be included in each category (not exclusive):	• Lack of institutional control (LOIC). • Significant failure to monitor (FTM) violations (e.g., intentional, negligent disregard). • Academic fraud. • Compromising an investigation and/or lying to investigators. • Other unethical-conduct violations. • Reckless indifference to or intentional conduct demonstrating lack of head coach control (current Bylaw 11.1.2.1). • "Buying players" and other "big money" violations. • Intentional violations or a blatant disregard for rules. • Other significant or extensive recruiting violations that provide, or were intended to provide, a significant or extensive advantage. • Significant extra benefits provided to enrolled student-athletes.	• Systemic violations that are not LOIC, intentional or negligent disregard or a significant FTM. • Intentional violations that do not rise to Level I. • Lack of head coach control that does not rise to a Level I threshold (current Bylaw 11.1.2.1). • Multiple recruiting violations (e.g., high volume of calls, violations related to the same prospect). • Violations that provide more than a minimal but less than an extensive/significant advantage or benefit.	• Inadvertent violations that are isolated or limited in nature. • Violations that result in no more than a minimal recruiting advantage (e.g., impermissible evaluations and recruiters). • Most extra benefit, financial aid, academic eligibility violations that are not extensive (e.g., loans, eligibility certification).	• Camp brochures. • Recruiting correspondence related to size, paper limitations. • Institutional promotional activities. • No IRL activation prior to official visit. • Other minor, paperwork and technical violations.

Proposed New Violation Structure

New Violation Structure (cont.):	**Level I**	**Level II**	**Level III**	**Level IV**
Examples of violations that could be included in each category (not exclusive):	• Institution is found to have lacked control of its athletics program. • Assistant coach arranged for tutor to write papers and provide answers to test questions for SAs in an English course. • Head coach arranged for booster to provide $25,000 and a job to prospective student-athlete's (PSA's) mother. • Women's soccer coach provides false and misleading information to investigators regarding involvement in an underlying secondary violation (only coach's violation is Level I; institution's violation is Level III). • Women's track coach permits two ineligible SAs to compete in multiple contests under the names of two eligible SAs who were not present at the events.	• Men's basketball coaches made 68 impermissible telephone calls and sent 42 impermissible text messages to 6 different PSAs over a 9-month period. • Football coaches had 3 impermissible contacts with a PSA, including one home visit during the dead period prior to the NLI signing date; provided PSA with impermissible transportation to make an unofficial visit; and provided $75 in impermissible benefits to PSA. • Assistant football coach knowingly attended a football camp at another institution outside of the two established 15-day periods. Assistant coach admitted to not only attending the camp, but doing so after he had been instructed not to attend. (Only the coach's conduct is Level II; the institutional violation is Level III.)	• Baseball SA competed in 3 contests prior to having his amateurism certified by the NCAA Eligibility Center. • Institution exceeded the permissible number of counters in women's volleyball by one during the 2009-10 academic year. • Assistant women's basketball coach telephoned a PSA prior to April of the PSA's junior year in high school. • Football program had personalized nameplates of PSAs hanging in locker room during PSA's official visit. • On multiple occasions, institution sent recruiting correspondence to PSAs prior to the permissible date.	• Institution used too big of an envelope to send recruiting correspondence to PSA. • SA's picture was not in camp counselor section of camp brochure. • Institution provided cream cheese with the bagels available to SAs.

New Violation Structure (cont.):	**Level I**	**Level II**	**Level III**	**Level IV**
Examples of actual major infractions cases and how they would be classified under the new structure:	• Violations involving 3 former athletics academic support services staff members involved in academic fraud with numerous SAs; impermissible benefits; lack of institutional control. • Ineligible competition; financial aid and extra benefits; impermissible telephone contact; recruiting inducements; unethical conduct; lack of institutional control. • Former head men's tennis coach provided more than $12,000 in impermissible financial aid to 5 men's tennis SAs over six years; impermissible loan; unethical conduct; improper certification; failure to monitor. • Unethical conduct by men's basketball coaching staff relating to academic fraud by providing substantial portions of course work for multiple SAs; providing false and misleading information; failure to monitor. • Impermissible phone calls and text messages; impermissible inducements; impermissible entertainment; impermissible recruiting of a PSA by a booster; unethical conduct; failure of the head coach to promote an atmosphere of compliance; failure to monitor.	• Extra benefits involving 201 SAs misusing the institution's textbook distribution program; failure to monitor. • Impermissible early transmission of recruiting materials (923 emails sent to 30 PSAs during a 1-year period). • Impermissible recruiting by a booster; extra benefits; failure to monitor. • High volume of impermissible telephone calls and text messages. • Exceeding football coaching staff limitations; playing and practice season violations; failure to monitor. • Over 7 years, 26 baseball SAs employed by the baseball program in the institution's work-study program received approximately $61,552 for work they did not perform; failure to monitor.	N/A	N/A

Proposed New Violation Structure

New Violation Structure (cont.):	**Level I**	**Level II**	**Level III**	**Level IV**
Processing:	COI panel – 6-7 (all voting members) • COI would consist of 18-24 individuals: 3-4 current or former presidents, vice-presidents or other senior institutional administrators; 3-4 faculty; 3-4 conference; 3-4 directors of athletics (ADs) or associate ADs (compliance); 3-4 former coaches; 3-4 public members with preference given to members of the judiciary. A minimum of 4-5 positions shall be allocated for women, and a minimum of 4-5 positions shall be allocated to ethnic minorities. At least one from each subgroup would be randomly selected to hear a case. • Chair (who is appointed by NCAA president) retains discretion to determine panel composition (expertise considerations), but assumption is panel selected randomly. • Each 6-7-person panel would have a vice-chair. Several individuals will be pre-identified as vice-chairs, and one vice-chair will be randomly selected for each panel. • Institution/involved individual could petition for hearing by an expanded COI panel consisting of 11 members (chair, 6-7-person panel selected to hear case and 3-4 other members) but only if the matter is of Association-wide import (matters of first impression, change from previous precedent, etc.). 11-person COI panel has discretion to grant or deny petition, or to expand panel size on its own initiative. • Hearings for Level I cases scheduled on a minimum of 10 occasions in a calendar year at national office.	COI panel – minimum of 3 (all voting members) • Members randomly chosen from pool of COI members. • Each 3-person panel would have a vice-chair. Several individuals will be pre-identified as vice-chairs, and one vice-chair will be randomly selected for each panel. • Cases may be reviewed via prehearing with a COI member to determine Level I or II processing. • Any Level II case may be reviewed on the written record at the request and agreement of the involved parties. • No expanded COI panel review available. • Hearings will be conducted via video-conference, unless an in-person hearing is requested, and will be presumed to be 4 hours or less. • Hearings for Level II cases scheduled each month. • Staff will provide NOA, which will include all evidence relied upon to support allegations, to institution and involved individuals, and will no longer produce a case summary. (Information contained in case summary would now be in NOA). Staff may produce a rebuttal brief to institution's/involved individual's response. • Time for institutions, and possibly involved individuals, if agreement, for submitting responses to NOA may be reduced from 90 to 60 days.	Staff • Staff determines violations and penalties. • Database available to membership identifies case precedent penalties.	Conference • Possible peer review. • Possible staff review on annual or quarterly basis.

Proposed New Violation Structure

New Violation Structure (cont.):	**Level I**	**Level II**	**Level III**	**Level IV**
Processing (cont):	• Full 18-24-member COI would meet at least once per year in person, with possible conference calls/videoconferences at other times, to discuss policy and procedural matters. • Cases may be reviewed via prehearing with a COI member to determine Level I or II processing. • Staff will provide Notice of Allegations (NOA), which will include all evidence relied upon to support allegations, to institution and involved individuals, and will no longer produce a case summary. (Information contained in case summary would now be in NOA). Staff may produce a rebuttal brief to institution's/involved individual's response. • Time for institutions, and possibly for involved individuals, if agreement, for submitting responses to NOA may be reduced from 90 to 60 days. • Staff/institutions/involved individuals will be required to submit allegations/responses online. • Hearing transcripts should be received by the COI within two weeks of the hearing. • Infractions report should be released to NCAA within four weeks after receiving hearing transcript. • Five or more media-savvy COI members pre-identified to hold press conferences, one randomly selected for each 6-7-person panel. • Accompanying recommendation is to increase the size of the COI staff.	• Institution has option of using "Rocket Docket" whereby responses are due within 30 days of receipt of NOA, and hearing will be conducted within 30 days of receipt of response. • Staff/institutions/involved individuals will be required to submit responses online. • Hearing transcript should be received by the COI within two weeks of the hearing. • Infractions report should be released to NCAA within four weeks after receiving transcript. • Five or more media-savvy COI members pre-identified to hold press conferences, one randomly selected for each 3-person panel. • Summary disposition (SD) process is available for Level II cases. SDs will be reviewed by a minimum 3-person COI panel. New SD process will be developed so that SD report can also serve as the infractions report. • For SDs in which there is disagreement on penalties, an expedited hearing will occur.		

New Violation Structure (cont.):	Level I	Level II	Level III	Level IV
Processing (con't):	• SD process is available; will be reviewed by a minimum 6-7person COI panel. New SD process will be developed so that SD report can also serve as the infractions report. • For SDs in which there is disagreement on penalties, an expedited hearing will occur.			

Appeal:	IAC
	• IAC currently consists of 5 members. IAC believes current structure can handle workload.
	• IAC workload will be monitored with option of moving to 10 individuals (two pools of 5).
	  ○ Chair (who is appointed by NCAA president) retains discretion to determine panel composition (expertise considerations), but assumption is panel selected randomly.
	  ○ Each 5-person panel would have a vice-chair.
	• Appeals will be considered via written submission, videoconference or in-person hearing.
	• Hearings are prescheduled.
	• (1) Pool of 4 or more individuals (e.g., FARs, public members with legal backgrounds, etc.) OR (2) designation of existing COI members to serve as NCAA membership advocates/representatives during appeals (similar to current COI appeal coordinators). These individuals will attend COI hearings and deliberations, but not participate. These positions will be staffed by COI staff (which needs to be expanded).
	• For in-person and videoconference hearings, transcripts should be received within two weeks of the hearing.
	• IAC report should be released to NCAA within four weeks after receiving transcript.
		IAC panel of 3
		• Chair (who is appointed by NCAA president) retains discretion to determine panel composition (expertise considerations), but assumption is panel selected randomly.
		• Each 3-person panel would have a vice-chair.
		• Appeals will be considered via written submission, videoconference or in-person hearing.
		• Pool of 4 or more individuals (e.g., FARs, public members with legal backgrounds, etc.) or designation of existing COI members to serve as NCAA membership advocates/ representatives during appeals (similar to current COI appeal coordinators). These individuals will attend COI hearings and possibly participate in COI deliberations.
		• For videoconference hearings, transcripts should be received within two weeks of the hearing.
		• IAC report should be released to NCAA within four weeks after receiving transcript.
			COI panel of 3
			• Appeal on written record only, after staff has reconsidered appropriateness of penalty.
				Conference
				• Appeal opportunity, if any, would be up to the conference.

Proposed Penalty Matrix
(WORKING DRAFT)
Version No. 3 (January 30, 2012)

Violation Level I	**Violation Level II**	**Competition Penalties: Postseason Ban *Competition penalties may be used singularly or in combination**		
Significant Aggravation		3(+) years		
Aggravation		2 to 3 years		
Standard		1 to 2 years		
Mitigation	Aggravation	0 to 1 year		
Significant Mitigation	Standard	0		
	Mitigation	0		
Violation Level I	**Violation Level II**	**Financial Penalties: Fine (Percent of total budget for sport program)**	**Financial Penalties: Negate revenue from sport program for years in which violations occurred**	**Financial Penalties: Reduce or eliminate NCAA monetary distribution for sports sponsorhip and/or grants-in-aid**
Significant Aggravation		3 to 5% (+)	Impose this penalty if greater than percent of budget fine.	Alternative financial penalty.
Aggravation		2 to 4%	Impose this penalty if greater than percent of budget fine.	Alternative financial penalty.
Standard		1 to 3%		Alternative financial penalty.
Mitigation	Aggravation	0 to 1%		Alternative financial penalty.
Significant Mitigation	Standard	0 to .5%		Alternative financial penalty.
	Mitigation	0 to .25%		Alternative financial penalty.
Violation Level I	**Violation Level II**	**Scholarship Reductions of Involved Sport(s) Program(s)**		
Significant Aggravation		37.5 to 50% (+)	(Reduction taken at first available opportunity.)	
Aggravation		25 to 37.5%		
Standard		12.5 to 25%		
Mitigation	Aggravation	0 to 12.5%		
Significant Mitigation	Standard	0 to 5%		
	Mitigation	0 to 2.5%		

Proposed Penalty Matrix
(WORKING DRAFT)
Version No. 3 (January 30, 2012)

Violation Level I	Violation Level II	Show-Cause Order	Restrictions	
Significant Aggravation		10 (+) years	All athletically related duties	
Aggravation		5 to 10 years	All athletically related duties	
Standard		2 to 5 years	All athletically related duties	
Mitigation	Aggravation	1 to 3 years	All athletically related duties	
Significant Mitigation	Standard	1 to 2 years	All or partial coaching and recruiting duties (including game suspensions)	
	Mitigation	0 to 1 year	All or partial coaching and recruiting duties (including game suspensions)	
Violation Level I	**Violation Level II**	**Head Coach Restrictions (game suspensions via show cause for II, I, 2, 1)**		
Significant Aggravation		60 to 100%		
Aggravation		40 to 75%		
Standard		20 to 50%		
Mitigation	Aggravation	15 to 40%		
Significant Mitigation	Standard	10 to 30%		
	Mitigation	5 to 20%		
Violation Level I	**Violation Level II**	**Recruiting Restrictions**		
Significant Aggravation		37.5 to 50% (+)		
Aggravation		25 to 37.5%		
Standard		12.5 to 25 %		
Mitigation	Aggravation	0 to 12.5%		
Significant Mitigation	Standard	0 to 5%		
	Mitigation	0 to 2.5%		
Violation Level I	**Violation Level II**	**Probation**		
Significant Aggravation		6 to 10 (+) years		
Aggravation		4 to 8 years		
Standard		2 to 6 years		
Mitigation	Aggravation	1 to 4 years		
Significant Mitigation	Standard	0 to 2 years		
	Mitigation	0 to 1 year		
NCAA/01/30/12/CS8:ajw				

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Monday, February 20, 2012 10:53 AM

To: Andrew Calder <acalder@uncaa.unc.edu>; Andrew Dubs <adubs@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Art Kaufman <akaufman@uncaa.unc.edu>; Allen Mogridge <amogridge@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Blake Anderson <blakeand@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Chris Kapilovic <ckap@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Davian Clarke <dclarke@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Dan Disch <disch@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; David Duggan <dtduggan@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Gunter Brewer <gbrew@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Robinson <joerob@uncaa.unc.edu>; Jason Onyebuagu <jonye@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Vic Koenning <koenning@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Larry Fedora <lfedora@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Stephen Sisa <sisa@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Troy Douglas <tdouglas@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tommy Davis <tommyd@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>; Walt Bell <wbell@uncaa.unc.edu>

Cc: Angie King <aking@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Brenda Haithcock <bhaithcock@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Bubba Cunningham <bubbac@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; Cynthia Stone <cstone@uncaa.unc.edu>; Donna Cheek <dcheek@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Joan Holt <jholt@uncaa.unc.edu>; Kathy Griggs

<kgriggs@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Melinda Joines <mjoines@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Nadia Lynch <nlynch@uncaa.unc.edu>; Pamela Higley <phigley@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Shelly Streett <sjgreen@uncaa.unc.edu>; Sharon Wagner <swagner@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>; Teresa Vanderford <tvanderford@uncaa.unc.edu>

Subject: Working Outside Camps - Form Required!

Attach: TEXT.htm; Noninstitutional Privately Owned Camps and Clinics.pdf

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Coaches,

This email applies to all sports other than Basketball and Football, as coaches/non-coaching staff members in those sports cannot work outside camps (with the sole exception of FB GA's).

For the rest of you, in order for UNC coaches and non-coaching staff members to work outside (non-UNC) camps, we have to be certain that these camps meet the various NCAA regulations in place for institutional camps (e.g., open to any and all entrants, no free or reduced admission to PSAs, etc.).

Regarding these requirements, the latest issue we've come across is situations in which the camp requires campers to obtain nominations from coaches, or otherwise appears to limit attendance based on the skill level of the camper. Just as we can't limit our UNC camps in this manner, neither can outside camps at which you wish to work. Per 13.4.3.1.2.1, if a camp is advertised or promoted toward a particular audience (e.g., elite camp), the advertisements or promotion of such camp must clearly indicate that the camp is open to any and all entrants (limited only by number, age, grade level, and/or gender).

While we have had a form in place to monitor this and all other outside camp requirements for several years, I wanted to be sure that all of you are aware of it and are pro-active in getting it completed PRIOR to working any outside camps. Failure to do so could result not only in a violation of institutional policies, but also in an NCAA violation, should the camp end up not meeting the various regulations in place.

Please see attached for this form. In order to assist us in monitoring the promotional materials associated with these camps, we have added a place for you to include the website link for the camp materials, If no such website advertisement exists, we ask that you submit to us a hard copy of the materials (e.g., camp brochure) along with the completed form.

Because there is really no other way for us to know if you are working outside camps, we must rely on you to be sure to take the steps necessary to complete these forms. Please let us know if you have any questions about this process.

Thanks,
Amy

Amy Herman
Associate AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

THE UNIVERSITY OF NORTH CAROLINA

Noninstitutional Privately Owned Camps/Clinics

In accordance with NCAA Bylaw 13.12.2.3.3, *Other Noninstitutional Privately Owned Camps/Clinics*, an institution's athletics department personnel may serve in any capacity (e.g., counselor, guest lecturer, consultant) in a noninstitutional, privately owned camp or clinic, provide the camp or clinic is operated in accordance with restrictions applicable to institutional camps. More specifically:

- An institution's basketball coaches and basketball-specific noncoaching staff members may not work outside camps, as they are limited to being employed only at their own institution's camps/clinics.
- In the sport of football, participation is limited to on-field Graduate Assistants (one camp each) during two periods of 15 consecutive days in the months of June and July or any calendar week that includes days of those months (as identified by football staff for institutional summer camps).
- The purpose of the camp or clinic must be designed to improve overall skills and general knowledge in the sport. The camp or clinic should include specialized instruction and may not be conducted as a tryout camp devoted primarily to agility, flexibility, speed and strength tests for prospects.
- The camp or clinic shall be open to any and all entrants (limited only by number and age). The camp or clinic may not select participants on an invitation-only basis or reserve spots for specific prospects.
- Promotional materials for the camp must indicate that the camp is open to any and all entrants.
- The camp or clinic shall not employ or give free or reduced admission privileges to any high-school, preparatory school or two-year college athletics award winner.
- A representative of an institution's athletics interests shall not pay a prospect's expenses to attend the sports camp or clinic.
- The camp or clinic shall not permit or arrange for a prospect to operate a concession to sell items related to or associated with the camp.
- Awards received from the camp or clinic must be included in the admission fees charged to the participants in the camp or clinic.
- No coach may serve (either on a salaried or a volunteer basis) in any capacity in a camp or clinic established, sponsored, or conducted by an individual or organization that provides recruiting or scouting services concerning prospects.

We, _____ (Athletics Department Staff Member) and

_____ (Camp/Clinic Representative), ensure that the

_____ (Camp/Clinic) is operated in accordance with NCAA Bylaw 13.13.2.3.3, *Other Noninstitutional Privately Owned Camps/Clinics*, as described above.

Camp Dates: _____

Camp Website: _____

_____ _____

Signature of Athletics Department Staff Member Date

_____ _____

Signature of Camp/Clinic Representative Date

_____ _____

Compliance Office Approval Date

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Monday, February 20, 2012 6:30 PM

To: Andrew Calder <acalder@uncaa.unc.edu>; Andrew Dubs <adubs@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Art Kaufman <akaufman@uncaa.unc.edu>; Allen Mogridge <amogridge@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Blake Anderson <blakeand@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Chris Kapilovic <ckap@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Davian Clarke <dclarke@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Dan Disch <disch@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; David Duggan <dtduggan@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Gunter Brewer <gbrew@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Robinson <joerob@uncaa.unc.edu>; Jason Onyebuagu <jonye@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Vic Koenning <koenning@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Larry Fedora <lfedora@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Stephen Sisa <sisa@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Troy Douglas <tdouglas@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tommy Davis <tommyd@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>; Walt Bell <wbell@uncaa.unc.edu>

Cc: Larry Gallo <athgallo@uncaa.unc.edu>; Aaron York <ayork@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Bubba Cunningham <bubbac@uncaa.unc.edu>; -Business Office <-Business Office@uncaa.unc.edu>; Diane Crocker <dcrocker@uncaa.unc.edu>; Clare Duffy <duffyce@uncaa.unc.edu>; Josh Boone <jboone@uncaa.unc.edu>; Chris Keyes <kckeyes@uncaa.unc.edu>; Lance Markos

<markos@uncaa.unc.edu>; Martina Ballen <mballen@uncaa.unc.edu>; Michael Perkins <mperkins@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Stephen Boyd <sboyd@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>; Chad Zwierlein <zwierlein@uncaa.unc.edu>

Subject: Signing Cell Phone Bills

Attach: TEXT.htm

Coaches and Sport-Specific Non-Coaching Staff,

Each month, you receive a copy of your cell phone bill through campus mail. As you know, these bills must be signed, dated, and returned promptly to Stephen Boyd in the Business Office. This applies to all coaches and staff members who have Departmentally-issued cell phones.

In response to a recommendation from our recent Compliance Review, we will be adding a statement to your cell phone bills that reads as follows:

"My signature below certifies that, to the best of my knowledge, all recruiting calls I made this month were permissible per NCAA regulations."

At the bottom of this stamped statement will be a signature/date line for you to complete. This will be the only location on the bill that you will need to sign and date before returning it to Stephen through campus mail.

Please let us know if you have any questions or concerns about this slight tweak in the processing of cell phone bills.

Thanks,
Amy

Amy Herman
Associate AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

From: Tom Timmermans <timmermans@uncaa.unc.edu>

Sent: Tuesday, March 13, 2012 1:13 PM

To: Andrew Calder <acalder@uncaa.unc.edu>; Andrew Dubs <adubs@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Blake Anderson <blakeand@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Chris Kapilovic <ckap@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Davian Clarke <dclarke@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Dan Disch <disch@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; David Duggan <dtduggan@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Gunter Brewer <gbrew@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Jason Onyebuagu <jonye@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Vic Koenning <koenning@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Larry Fedora <lfedora@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tommy Davis <tommyd@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>; Walt Bell <wbell@uncaa.unc.edu>

Cc: Amy Herman <ajschae@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>

Subject: Award forms

Attach: TEXT.htm; IMAGE.jpg; IMAGE.bmp; UNC_Annual Participation Award.pdf; UNC_Special Event Participation.pdf; UNC_Championship Award.pdf; UNC_Special Achievement Award.pdf

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Coaches,

Last fall, we as a compliance office underwent an ACC review. One of the recommendations from this review is to start tracking the awards given to student-athletes for participating in collegiate athletics. The NCAA has four different award categories. They are:

Annual Participation Award

Student-athletes can be given an award each year for participating in intercollegiate athletics. The values of UNC Monogram Awards, team-specific participation awards, and senior participation awards are combined to determine whether the limits (underclassmen: $225 Seniors: $425) have been met.
Complete this form at the end of your playing season.

Special Event Participation Award

Student-athletes who were eligible to participate in a special event (e.g., Conference championship contest or tournament, postseason NCAA championship contest or tournament, postseason bowl) may receive an award for their participation in such event.
Complete this form at the end of your playing season.

Championship Award

Student-athletes who were eligible to participate in the championship event may receive an award for winning an individual or team Conference (regular season or tournament) or National Championship.
Complete this form at the end of your playing season

Special Achievement Award

Awards may be provided each year to individual student-athletes and teams to recognize special achievements, honors, and distinctions. There are lots of different types of special achievement awards (e.g., team MVP, scholar-athlete, MIP).
Complete this form at the end of your playing season.

All forms must be completed at the end of your team's playing season and submitted to Tom Timmermans in the Compliance Office. Forms are required for all awards provided to student-athletes, beginning with the current (2011-2012) academic year.

All of the forms are attached but can also be found on the J drive (J -> Compliance -> Awards and Benefits).

Please don't hesitate to call or email with questions.

Thanks,
Tom

Tom Timmermans | Assistant Director of Compliance/Fin. Aid | University of North Carolina
Office 919.962.7851 |Cell 919.259.4442 |Fax 919.962.6002
Compliance: The Carolina Way| tarheelblue.com (http://www.tarheelblue.com/compliance/unc-compliance.html) |
(https://twitter.com/#!/UNCcompliance)
(https://twitter.com/#!/UNCcompliance) (https://twitter.com/#!/UNCcompliance)

Carolina Athletics

Annual Participation Award

Coaches: Per NCAA Bylaw 16.1.4.1, student-athletes can be given an award each year for participating in intercollegiate athletics. The values of UNC Monogram Awards, team-specific participation awards, and senior participation awards are combined to determine whether the limits set forth below have been met. Please complete this form at the end of your playing season.

Sport: (Choose sport) Academic Year:

Monetary Limits

Underclassmen: $225 total Seniors: $425 total

Restrictions on Timing of Award

Student-athletes may receive annual participation awards once per year, per sport. Awards may not be provided to student-athletes prior to the day of the final home game of the regular season.

Values

A. MONOGRAM AWARDS

First Year Monogram Award	Fleece Jacket	$37.00
Second Year Monogram Award	Letter Jacket	$60.00
Third Year Monogram Award	Blanket	$65.00
Fourth Year Monogram Award	Ring	$109.00

B. GENERAL AWARDS (e.g., team photo)

Description of Item(s)	Value

C. SENIOR PARTICIPATION AWARDS

Awarded to seniors who have exhausted their eligibility (e.g., flowers, photos, jerseys, equipment)

Description of Item(s)	Value

Student-Athlete Name	Class	Awards Received	Total Amount
	Choose		
	Choose		
	Choose		
	Choose		
	Choose		
	Choose		
	Choose		
	Choose		
	Choose		
	Choose		
	Choose		
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	Choose		
	Choose		
	Choose		
	Choose		

I understand the NCAA regulation set forth above (Bylaw 16.1.4) regarding the restrictions in place for annual participation awards. My signature certifies that, to the best of my knowledge, the information provided above regarding awards provided to my student-athletes is correct.

Head Coach Signature: Date:

Compliance Office Approval: Date:

Submit

Print

Compliance: The Carolina Way

Carolina Athletics

Special Event Participation Award

Coaches: Per NCAA Bylaw 16.1.4.1, student-athletes who were eligible to participate in a special event may receive an award for their participation. Please select below the special event(s) in which your team participated and give a description and value of the awards provided to eligible student-athletes.

Sport: (Choose sport) Academic Year:

	Type of Award	Max. Value of Award	Permissible Awarding Agencies
☐	Participation in Conference championship contest or tournament.	$375*	- UNC - Management of event (may include Conference)
☐	Participation in postseason NCAA championship contest or tournament	$375 - UNC No limit - NCAA	- UNC - NCAA
☐	Participation in all-star game or postseason bowl	$400 - UNC $550 - Event	- UNC - Management of event
☐	Participation in other established meets, tournaments, and featured individual competition	$400*	- UNC - Management of event

Event name:

* The combined value of all awards received for participation in this type of event from UNC and the management of the event may not exceed this value.

Description of award(s)	Value

Recipient(s) (e.g., entire team, John Doe)

I understand the NCAA regulation set forth above (Bylaw 16.1.4.1) regarding the restrictions in place for special event participation awards. My signature certifies that, to the best of my knowledge, the information provided above regarding awards provided to my student-athletes is correct.

Head Coach Signature: Date:

Compliance Office Approval: Date:

Submit by e-mail

Compliance: The Carolina Way

Print

Carolina Athletics

Championship Award

Coaches: Congratulations on winning a Conference or National Championship! Per NCAA Bylaw 16.1.4.2, student-athletes who were eligible to participate in the championship event may receive an award for winning an individual or team Conference or National Championship. Please select below the championship that your team won and give a description and value of the awards provided to eligible student-athletes.

Sport: (Choose sport) Academic Year:

	Type of Award	Max. Value of Award	Permissible Awarding Agencies
☐	National Championship conducted by the NCAA	$415*	- UNC** - Conference**
☐	National Championship not conducted by NCAA	$415*	- UNC** - Conference**
☐	Conference Championship – regular season	$325*#	- UNC** - Conference**
☐	Conference Championship – postseason contest or tournament	$325*#	- UNC** - Conference**

* Each awarding agency may provide separate awards up to the maximum amount identified
# The combined value of both awards shall not exceed $325 if UNC wins the conference regular-season and postseason championships.
** Award may be provided by another organization recognized by UNC or Conference to act in its place.

Description of award(s)	Value

Recipient(s) (e.g., entire team, John Doe)

I understand the NCAA regulation set forth above (Bylaw 16.1.4.2) regarding the restrictions in place for championship awards. My signature certifies that, to the best of my knowledge, the information provided above regarding awards provided to my student-athletes is correct.

Head Coach Signature: Date:

Compliance Office Approval: Date:

Submit

Print

Compliance: The Carolina Way

Contact the UNC Compliance Office at: (919) 962-6000 *compliance@uncaa.unc.edu * tarheelblue.com

Carolina Athletics

Special Achievement Award

Coaches: Per NCAA Bylaw 16.1.4.3, awards may be provided each year to individual student-athletes and teams to recognize special achievements, honors, and distinctions. Please select below the special achievement award that your team won and give a description and value of the awards provided to eligible student-athletes.

Sport: (Choose sport) Academic Year:

	Type of Award	Max. Value of Award	Permissible Awarding Agencies
☐	Special attainments or contribution to team's season (e.g., scholar-athlete, MVP, MIP)	$175	- UNC
☐	MVP – special event*	$325	- UNC - Conference - Organization approved by UNC or Conf.
☐	MVP – bowl game or all-star contest	$350	- Sponsoring entity
☐	Established regional/national recognition Awards (e.g., Wade Trophy, Heisman Trophy)	$325	- Management of award program
☐	Trophy recognizing established national award	Unlimited	- Management of award program
☐	Trophy recognizing Conference "athlete of the year"	$1,500	- Conference
☐	Special performance in single contest or during Limited time period (e.g., player of the game)	$80 (certificate, medal or plaque only)	- Conference - Outside organization (e.g., local business)
☐	Hometown award	$80	- Group located in SA's hometown (other than UNC's booster club)

Award Recipient

Award Category (e.g., MVP, MIP)

Description of Award(s) (e.g., plaque)

Value

Award Recipient

Award Category (e.g., MVP, MIP)

Description of Award(s) (e.g., plaque)

Value

Award Recipient

Award Category (e.g., MVP, MIP)

Description of Award(s) (e.g., plaque)

Value

Award Recipient

Award Category (e.g., MVP, MIP)

Description of Award(s) (e.g., plaque)

Value

Award Recipient

Award Category (e.g., MVP, MIP)

Description of Award(s) (e.g., plaque)

Value

Award Recipient

Award Category (e.g., MVP, MIP)

Description of Award(s) (e.g., plaque)

Value

Award Recipient

Award Category (e.g., MVP, MIP)

Description of Award(s) (e.g., plaque)

Value

Award Recipient

Award Category (e.g., MVP, MIP)

Description of Award(s) (e.g., plaque)

Value

Award Recipient

Award Category (e.g., MVP, MIP)

Description of Award(s) (e.g., plaque)

Value

I understand the NCAA regulation set forth above (Bylaw 16.1.4.3) regarding the restrictions in place for special achievement awards. My signature certifies that, to the best of my knowledge, the information provided above regarding awards provided to my student-athletes is correct.

Head Coach Signature: Date:

Compliance Office Approval: Date:

Submit by e-mail Print

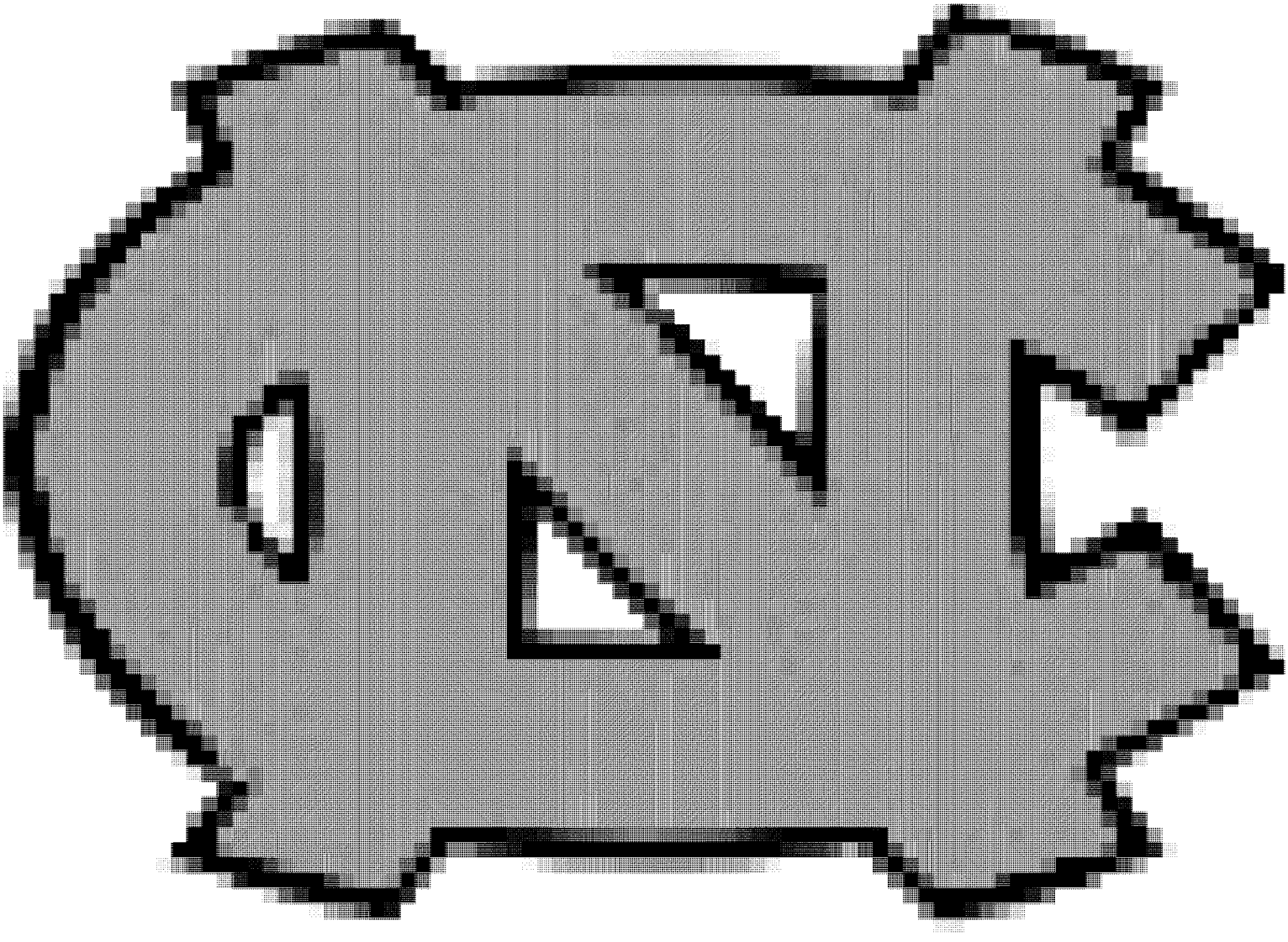

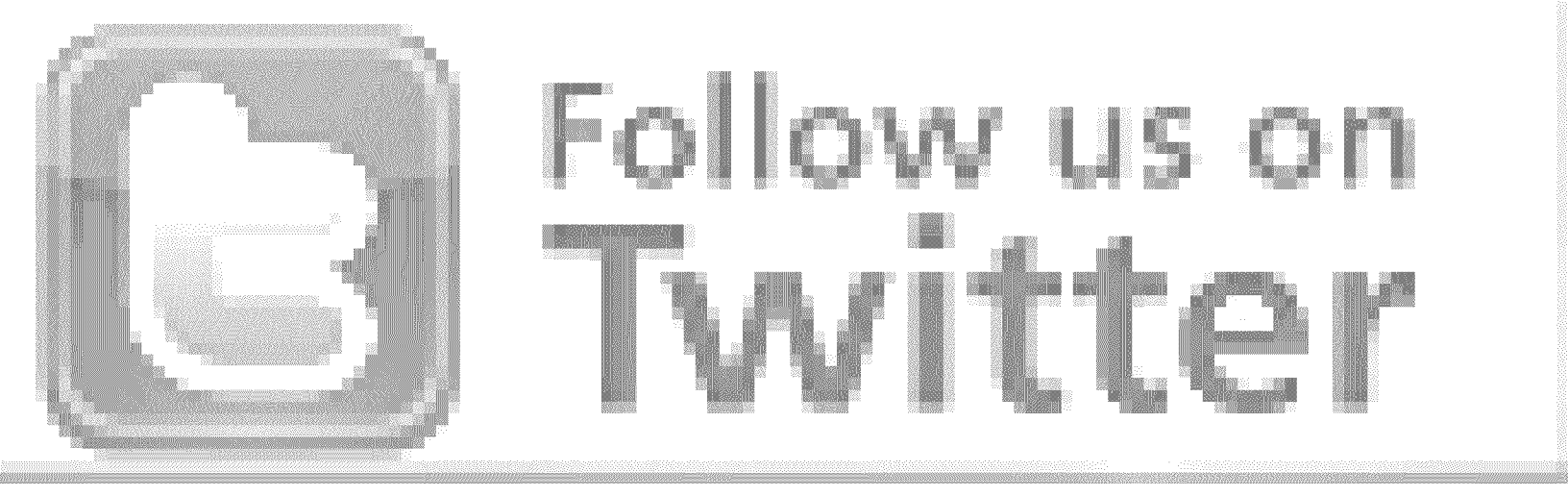
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Carolina Compliance

Prospective Student-Athlete Housing

To be completed by all incoming UNC student-athletes (Deadline: July 1st before initial year of enrollment)

Name: _____ Sport: _____

Cell: _____ E-mail: _____

Anticipated date of arrival in Chapel Hill: _____

Will you live anywhere else in the Chapel Hill area before moving in to your dorm room? ☐ Yes ☐ No

If no, please sign and submit the form. If yes, please complete the following:

Reason for early arrival: _____

Local address: _____

Rent: $ _____ ☐ per month ☐ per week ☐ per day

Will you have a roommate(s)? ☐ Yes ☐ No If yes, complete the below roommate information.

Roommate Name	Relationship *(e.g., UNC student-athlete, uncle)*	Phone Number

Did any UNC coach or staff member assist you in arranging this housing? ☐ Yes ☐ No

If yes, please explain: _____

Did any UNC student-athlete assist you in arranging this housing? ☐ Yes ☐ No

If yes, please explain: _____

Who else assisted you in arranging this housing? _____

My signature certifies that, to the best of my knowledge, the above information is accurate. If my housing plans change, I understand that I MUST notify the Compliance Office at (919) 962-6000 or compliance@uncaa.unc.edu.

Prospective Student-Athlete Signature: _____ Date: _____

Compliance Approval: _____ Date: _____

Submit by e-mail | **Print and mail to: UNC Compliance, P.O. Box 2126, Chapel Hill NC, 27515**

Compliance: The Carolina Way

ICE MILLER LLP
LEGAL COUNSEL

New Type of Violation Regarding PSA Summer Housing Found by Infractions Committee
Collegiate Sports Practice
October, 2011

The September 13, 2011, NCAA Division I Committee on Infractions Public Infractions Report regarding Boise State University noted several violations involving coaches who arranged free or reduced cost housing in the local community for prospective student-athletes ("PSAs") during the summer prior to their initial enrollment at Boise State. The Committee also cited Boise State for a lack of institutional control for, among other reasons, failing to implement and monitor policies and procedures to comply with NCAA rules about arranging housing for PSAs. Among other sanctions, the Committee imposed a scholarship reduction on the football program for three consecutive years. On September 27th, Boise State announced it would appeal the multi-year reduction in football scholarships, but not the other findings or penalties.

The PSAs' receipt of free or reduced cost housing clearly violated NCAA rules regarding offers and inducements set forth in Bylaws 13.2.1 and 13.2.1.1-(h). In prior infractions cases, the Committee has often highlighted this area as one the Committee expects schools to carefully monitor for compliance. However, in conjunction with an apparently new analysis of the bylaws governing this area which Boise State received from the NCAA Academic and Membership Affairs staff, the Committee also found a major violation when Boise State's coaches arranged local summer housing for PSAs even when the PSAs paid full and fair value for their expenses and documented their payments.

Specifically, in Finding B-2-b of the Report, the Committee stated the following:

> "The violations in the summer of 2009 occurred because of the coaches' involvement in the arrangements for housing. The committee noted that none of the prospective student-athletes were enrolled in an academic program during the summer of 2009 and, therefore, were not eligible to receive institutional housing. Under NCAA legislation, each such prospect would have been required to find alternative housing in the locale of the institution, which could include an apartment that would require signing a lease and providing a deposit, a hotel or potentially residing in a day-to-day extended-stay motel. All of these options would have resulted in a significantly higher cost to the prospect. It would have been permissible for a prospect to contact a student-athlete on his own initiative and made arrangements to stay with the student-athlete. **The concern here is that the coaches' arrangement of housing with student-athletes enabled prospective student-athletes to save time, effort and perhaps money. Regardless of the valuation, these violations are significant** because the provision of the impermissible housing opportunities allowed prospective student-athletes to participate in voluntary workouts; become acclimated to the campus;

> and engage in practices conducted by football student-athletes, all without having to incur the burden associated with finding independent housing options." (emphasis added)

The Committee has never before found a violation merely because coaches helped signed PSAs secure housing, as long as the PSAs paid their expenses and documented their payments. All of case precedents cited by the Committee in the Boise State Report involved some free or reduced cost housing. Likewise, the NCAA's LSDBi database does not include any interpretations or educational columns indicating that coaches who arrange local summer housing for signed PSAs violate NCAA recruiting rules, in the absence of a free or reduced cost arrangement (or an after-the-fact determination that a PSA was supposed to pay, but no one made sure he did).

The full extent of this new application of the bylaws is unclear. Boise State Finding B-2-b involved a situation in which twenty-three football prospects moved into the community during one summer. The football coaches were heavily involved in arranging for many of the PSAs' housing. According to the Committee, the PSAs would have incurred "significantly higher cost[s]" to reside in Boise for the period in question but for the housing arrangements facilitated by the coaches. According to the language of the Report, it "would have been permissible" for the PSAs to contact Boise State's current student-athletes "on [their] own initiative" and agree to the same local summer housing terms that the coaches arranged. Therefore, although the Boise State coaches' conduct triggered a violation, it is unclear whether lesser involvement by a coach in arranging summer housing would result in a violation. For example, it is unclear whether a coach who occasionally, non-systematically helps signed PSAs find summer housing with current student-athletes violates NCAA recruiting rules even when those PSAs pay full and fair value for the summer housing. However, based upon the Boise State case, such conduct should be considered to be a possible violation and not assumed to be permissible.

The decision in Boise State places institutions on further notice that they need to closely monitor payments for <u>and the arrangement of</u> PSAs' local summer housing in order to ensure compliance with NCAA legislation.

To further discuss lessons from the Boise State case or other NCAA compliance issues, contact Ice Miller's Collegiate Sports Practice team.

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Wednesday, May 23, 2012 10:49 AM

To: Andrew Calder <acalder@uncaa.unc.edu>; Andrew Dubs <adubs@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Blake Anderson <blakeand@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Chris Kapilovic <ckap@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Davian Clarke <dclarke@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Dan Disch <disch@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; David Duggan <dtduggan@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Gunter Brewer <gbrew@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Hubert Davis <hidavis@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Jason Onyebuagu <jonye@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Vic Koenning <koenning@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Larry Fedora <lfedora@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tommy Davis <tommyd@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>; Walt Bell <wbell@uncaa.unc.edu>

Cc: Larry Gallo <athgallo@uncaa.unc.edu>; Kathy Griggs <kgriggs@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Samantha Kirby <slkirby5@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>

Subject: Please Update Your Squad Lists!

Attach: TEXT.htm; Change of Status Form.pdf

Coaches,

As we enter the summer, we need to get each team's squad list up-to-date, in terms of graduates, transfers, etc.

There are many reasons for this - here are a few off the top of my head:

1) So we can have squad lists ready for summer NCAA Drug Testing
2) So we can stop sending these former student-athletes rules education materials through ACS emails and text messages
3) So Varsity Monitor can stop monitoring their social networking sites

I'm attaching a blank Change of Status form. Please go through your 2011-2012 roster and send us a copy of this form for each student-athlete who, for whatever reason, is no longer a part of your team. These should be either sent hard copy or emailed to Tom.

Thanks,
Amy

Carolina Athletics

Change of Status

Coaches: Please use this form to indicate a student-athlete's change in status during the academic year. Indicating a change in status facilitates the maintenance of squad list.

Student-Athlete Name:

Sport: (Choose Sport)

PID:

Reason: (Choose Reason)

If other, explain:

Effective Date:

Student-Athlete on GIA: ☐ Yes ☐ No

Date to Terminate Aid: ☐ Now ☐ End of Sem. ☐ End of Year

Send Termination Letter: ☐ Now ☐ End of Sem. ☐ End of Year

Form Completed By: Date:

Submit by e-mail **Print and send to Tom Timmermans (Compliance)**

E-mail CC: Academic support, Sports medicine, Equipment Room, Athletics Communications, Fin. Aid. Office, Sport Administrator, Registrar Office, Campus Health, Public Transportation, Varsity Monitor.

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Friday, June 1, 2012 10:31 PM
To: Andrew Calder <acalder@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Cynthia Stone <cstone@uncaa.unc.edu>; Dominic Morelli <dmorelli@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Nadia Lynch <nlynch@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>
Cc: Amy Herman <ajschae@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Aaron York <ayork@uncaa.unc.edu>; -Business Office <-Business Office@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; Diane Crocker <dcrocker@uncaa.unc.edu>; Clare Duffy <duffyce@uncaa.unc.edu>; Josh Boone <jboone@uncaa.unc.edu>; Chris Keyes <kckeyes@uncaa.unc.edu>; Kathy Griggs <kgriggs@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Martina Ballen <mballen@uncaa.unc.edu>; Michael Perkins <mperkins@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Stephen Boyd <sboyd@uncaa.unc.edu>; Samantha Kirby <slkirby5@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>; Chad Zwierlein <zwierlein@uncaa.unc.edu>
Subject: Recruiting/Scouting Services - NCAA Approval
Attach: TEXT.htm

Men's and Women's Basketball and Football staffs,

Effective today, we can only be subscribed to recruiting/scouting services that have been approved by the NCAA. The NCAA list has been posted at the below website:

http://web1.ncaa.org/scouting/school_search

(Note that you must have an ncaa.org log-in to be able to access this site.)

We will need for one individual from each sport to submit to us a list of all recruiting/scouting services to which we have current subscriptions. We will review the list for their NCAA certification. If they do not appear on the NCAA's list, we will have to immediately cease using the service and cancel our subscription.

Please submit this list to us ASAP, as it would be a violation were we to use an uncertified service as of today. If you are unsure as to whether a service meets the definition of a "scouting service", please include it in your list and we can work to make that determination.

Additionally, in advance of any future subscriptions being purchased, we will need to include documentation of the service's NCAA certification with the paperwork for the check request. Without this documentation, the Business Office should not process the request for payment.

Thanks for your help with this.

Amy

Amy Herman
Associate AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

From: <butchdavis@uncaa.unc.edu>
Sent: Monday, July 21, 2008 7:46 AM
To: ofstein@email.unc.edu
Cc: Williams, Andre <awilliams@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Summer School Housing Conduct
Attach: TEXT.htm

Dear Ms. Ofstein:

I would like to apologize for the unacceptable conduct of several of our players. I regret the disruptions and inconveniences caused by the poor decision making of these individuals.

I have very high expectations of our players. I expect all of our players to be respectful of others and behave in a first-class manner. We have addressed the issues sited in your July 15th email and have reminded all of our players of our expectations for their behavior.

Again, I apologize and hope such incidents and behavior does not reoccur.

Regards,

Coach Butch Davis

919-962-9141-office

919-962-9174-fax

From: efpatterson@unc.edu <noreply@unc.edu>
Sent: Tuesday, August 30, 2005 10:08 AM
To: efpatterson@unc.edu
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: INFORMATIONAL: UNC Employee Forum's Dell Computer Initiative--34% more off negotiated price

---

The UNC Employee Forum has worked with Dell to provide an additional 34% off the UNC Employee Forum Computer Initiative Price. Use the code on the coupon at http://forum.unc.edu/DATG473_unc.htm to order directly from the Dell UNC Employee Forum Computer Initiative site.

This coupon is in addition to the 12% discount and special offers that are normally available through the UNC Employee Forum Computer Initiative.

The coupon code will go live at 10:00 CST on Tuesday, August 30, and is available to the first 4000 customers or ends on September 6, 2005, whichever comes first.

To get to the UNC Employee Forum Computer Initiative Web site, go to www.unc.edu/forum and click on the link for the Computer Initiative.

Ernie Patterson
Vice Chair
UNC Employee Forum
Chapel Hill, NC

This email is sponsored by: UNC Employee Forum

==========
"INFORMATIONAL:" email will only be sent to those who have indicated
that they do want to receive mass email. To set your
informational mass email preference, go to the on-line
directory web site at http://www.ais.unc.edu/campus_dir/.
Select "Modify Directory Information".

From: Joyce Dalgleish <joyced@uncaa.unc.edu>

Sent: Friday, February 23, 2007 2:07 PM

To: Bitting, Angie <abitting@uncaa.unc.edu>; Rawls, Alisa <arawls@uncaa.unc.edu>; Gales, Bobby <bgales@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Andrews, Clara <candrews@uncaa.unc.edu>; Conway, Connie <cconway@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Warren, Kendra <coachmack@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Cheek, Donna <dcheek@uncaa.unc.edu>; Marbry, Delaine <dmarbry@uncaa.unc.edu>; McPherson, Dawn <dmcpherson@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Parker, Andrew <drewp@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>; Culler, Ellen <eculler@uncaa.unc.edu>; Gatz, Greg <ggg@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Holbrook, Jennifer <jholbrook@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Holt, Joan <jholt@uncaa.unc.edu>; Nipper, Joan <jnipper@uncaa.unc.edu>; Brunner, John <johnnyb@uncaa.unc.edu>; Duffy, Kathy <kduffy@uncaa.unc.edu>; Robinson, Kevin <krob@uncaa.unc.edu>; Law, Greg <lawdawg@uncaa.unc.edu>; Snyder, Lee <lsnyder@uncaa.unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Bunting, Mike <mbunting@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Wilkinson, Mike <mhwgolf@uncaa.unc.edu>; Perkins, Michael <mperkins@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Harris, Stacey <sharris@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Wagner, Sharon <swagner@uncaa.unc.edu>; Sabo, Tim <tsabo@uncaa.unc.edu>

Cc: Gallo, Larry <athgallo@uncaa.unc.edu>; Harris, Tracy <tuh@uncaa.unc.edu>

Subject: Important Payroll Matters

Attach: Text.htm

Due to new procedures with time sensitive deadlines mandated by the federal government in the pay-rolling of new employees, ALL new temporary AND student employees must come to our office to complete their paperwork. PLEASE NOTE: this must be done on the employee's FIRST work day--with no exception. Paperwork may no longer be processed in advance, as mandated by federal regulations governing certain processes that all state agencies must now adhere to. HOWEVER, before a non-student temporary employee can start work, they must complete the criminal background investigation form, which you may completed in your area and sent to our office. Once the Office of Public Safety notifies us of the results, we will contact the hiring supervisor to notify you know that the employee can begin work (the crim check does not apply to student employees).

Please contact Tracy Harris (2-7852) or myself (2-7850) to arrange a time for the new employee to come to our office on their first day of work.

A FEW OTHER REMINDERS:

1. PLEASE contact Joyce PRIOR to entering into an agreement to pay someone for services rendered to be sure that we can in fact employee the individual.
2. Timesheet deadline reminder: timesheets are due to Tracy Harris by 10:00 on the Monday following payday. Several areas are turning timesheets in much later than this deadline, and this is creating a delay in the delivery of timesheets to payroll services.
3. Please share this information with those who may need to be made aware of these changes and updates but may not be on the recipient list or have access to email.

Please let me know if you have any questions, and thank you in advance for your prompt attention to these matters.

Joyce & Tracy

From: Joyce Dalgleish <joyced@uncaa.unc.edu>

Sent: Monday, February 26, 2007 10:44 AM

To: Bitting, Angie <abitting@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; McPherson, Dawn <dmcpherson@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>; Culler, Ellen <eculler@uncaa.unc.edu>; Gatz, Greg <ggg@uncaa.unc.edu>; Cake, Johnny <jcake@uncaa.unc.edu>; Holbrook, Jennifer <jholbrook@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Holt, Joan <jholt@uncaa.unc.edu>; Brunner, John <johnnyb@uncaa.unc.edu>; Crowder, Ken <kcrowder@uncaa.unc.edu>; Duffy, Kathy <kduffy@uncaa.unc.edu>; Law, Greg <lawdawg@uncaa.unc.edu>; Snyder, Lee <lsnyder@uncaa.unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Bunting, Mike <mbunting@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Wilkinson, Mike <mhwgolf@uncaa.unc.edu>; Perkins, Michael <mperkins@uncaa.unc.edu>; Fowler, Ross <rfowler@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Harris, Stacey <sharris@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Sabo, Tim <tsabo@uncaa.unc.edu>

Cc: Gallo, Larry <athgallo@uncaa.unc.edu>; Harris, Tracy <tuh@uncaa.unc.edu>

Subject: New time management system

Attach: Text.htm

As many of you may have read, the University is transitioning to a new time management system. This system has been in the design stages for quite some time, and we have been informed that they hope to "go live" with this new system the end of 2007. This transition will occur in stages, so the whole campus will not be converted at one time.

That being said, I have made arrangements for one of the project managers to come give a presentation/focus meeting for this system. It is essential that at least one person from your area who has signature authority for timesheets to attend this meeting so that you can see first hand this new system, and also to assist you in making plans in your area for managing this computerized system.

This time management system will effect ALL employees, SPA and EPA.

The meeting is scheduled for Tuesday, March 13th at 10:00 a.m. in the Educational Foundation Koury Natatorium conference room.

Please let me know who will be attending from your area so that we have an idea of how many will be attending.

Thanks for your attention to this important matter, and please let me know if you have any questions.

Joyce

From: Joyce Dalgleish <joyced@uncaa.unc.edu>

Sent: Thursday, May 1, 2008 4:51 PM

To: Bitting, Angie <abitting@uncaa.unc.edu>; Gales, Bobby <bgales@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; McPherson, Dawn <dmcpherson@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Culler, Ellen <eculler@uncaa.unc.edu>; Cake, Johnny <jcake@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Holbrook, Jennifer <jholbrook@uncaa.unc.edu>; Holland, Janine <jholland@uncaa.unc.edu>; Montgomery, John <jmont@uncaa.unc.edu>; Cleary, Ken <kcleary@uncaa.unc.edu>; Crowder, Ken <kcrowder@uncaa.unc.edu>; Robinson, Kevin <krob@uncaa.unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Beale, Michael <mbeale@uncaa.unc.edu>; Bunting, Mike <mbunting@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Wilkinson, Mike <mhwgolf@uncaa.unc.edu>; Perkins, Michael <mperkins@uncaa.unc.edu>; Steffer, Mark <msteffer@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Fowler, Ross <rfowler@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Harris, Stacey <sharris@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; Maynor, Terri <tmaynor@uncaa.unc.edu>; Sabo, Tim <tsabo@uncaa.unc.edu>; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Cc: Gallo, Larry <athgallo@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>

Subject: Career Banding letters and information

Attach: TEXT.htm

I just wanted to say thanks to all of you for taking the time out of your schedules to attend the Career Banding training sessions for managers and supervisors. It was quite a lot of information to take in and process for all of us. I am in the process of getting packets ready for each of you that will include letters for each of the employees you are responsible for, and I have also put together folders with information that I hope will help you become more familiar with the new system, and facilitate your communicating the new information to your employees. Please review all of the information prior to giving employees in your areas their letters, and please contact me asap with your questions or concerns. I have a feeling that you may get the "Joyce Dalgleish....is on the phone" message, so please leave a message or email me and I will get back with you as soon as possible. It is my hope to get this information to you by the close of business tomorrow (Friday, May 2nd).
Please note, as stated in our sessions, that some employees may have concerns about where their POSITIONS were "walked over" into the new system, and assure them that their salaries are not effected with the changes.
Once again, MANY THANKS for attending the sessions, and thanks in advance for your assistance and patience as we all make the transition together.

Joyce

From: Dick Baddour <dbaddour@uncaa.unc.edu>
Sent: Wednesday, February 21, 2007 9:23 AM
To: Adams, Charlie <cadams1@email.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>
Subject: Re: Additional info

That sounds like a good idea. Somehow, maybe we can find $10,000 in Chapel Hill.

>>> Charlie Adams <cadams1@email.unc.edu> 2/20/2007 10:07 AM >>>
Good morning. I failed to include two items when I emailed you yesterday. To stay in Chapel Hill and cover football and basketball we are going to need at least $10.000.00 more in sponsorship. Obviously, to bring an additional football championship we will need close to $20,000.00 in sponsorship and to bring in two additional football championships it will take close to $40,000.00 in additional sponsorship.This of course will be dependent if we are able to continue to cover indoor track, tennis and swimming if it returns to Chapel Hill.

Give all of this some thought and maybe we can get together in March for further discussion of these issues. I certainly hope we can resolve these issues to the the satisfaction of the NCHSAA and UNC athletics.

Have a good day.

Charlie

PS Good luck with your men and women's winter sports programs.

From: Kevin Robinson <krob@uncaa.unc.edu>
Sent: Wednesday, August 18, 2010 3:40 PM
To: bucky@sportsfacilitiesinsights.com; Paul Davis <butchdavis@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Dick Baddour <dbaddour@uncaa.unc.edu>; Willie Scroggs <wscroggs@uncaa.unc.edu>
Subject: Itinerary - Sports Facilities Insights
Attach: TEXT.htm; SportsFacilitiesInsightsItinerary.doc

I have attached the itinerary for Bucky Trotter, owner of Sports Facilities Insights, for the next two days.

Kevin T. Robinson
Director of Facilities
University of North Carolina -Athletic Department
919-843-5099

Itinerary

Bucky Trotter, Owner
Sports Facilities Insights

Thursday, August 19th, 2010

1:51 pm	Arrive RDU on US Airway Flight # 1444
2:30 pm – 3:30 pm	Site visit at Navy Field with Kevin Robinson
3:30 pm – 4:00 pm	Site visit at Kenan Stadium with Kevin Robinson
4:30 pm – 6:30 pm	Meeting with Willie Scroggs and Kevin Robinson at 220 Finley Golf Course Road
7:00 pm	Dinner at 411 West

Friday, August 20th, 2010

6:30 am	Pick up from Marriott on Hwy 54
7:00 am	Breakfast at Cafe Carolina - Meadowmont
8:30 am	FB practice
9:00 am - 10:00 am	Open
10:00 am	Leave campus
11:15 am	Depart RDU on US Airways Flight # 2673

From: Rick Steinbacher <rsteinbacher@uncaa.unc.edu>

Sent: Sunday, September 7, 2003 3:04 PM

To: Powell, Andre' <apowell@uncaa.unc.edu>; Haithcock, Brenda <bhaithcock@uncaa.unc.edu>; Lawing, Brad <blawing@uncaa.unc.edu>; Brewer, Gunter <brewer@uncaa.unc.edu>; Burkey, Chris <cburkey@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; ciocca@email.unc.edu; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Crowell, Dean <dcrowell@uncaa.unc.edu>; Hooker, Dan <dhooker@uncaa.unc.edu>; Huxtable, Dave <dhuxtable@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Grimsley, Richie <grimsley@uncaa.unc.edu>; Hunter, Hal <hhunter@uncaa.unc.edu>; House, Matt <housemat@uncaa.unc.edu>; Connors, Jeff <jconnors@uncaa.unc.edu>; Fleming, Jim <jfleming@uncaa.unc.edu>; Freeman, Jason <jfreeman@uncaa.unc.edu>; Kerr, Jeff <jkerr@uncaa.unc.edu>; Olson, Jennifer <jolson@uncaa.unc.edu>; Roberts, Justin <jroberts@uncaa.unc.edu>; Webster, James <jweb@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Browning, Kenny <kbrowning@uncaa.unc.edu>; Robinson, Kevin <krob@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>; Nixon, Michelle <mnixon@uncaa.unc.edu>; Hogge, Nathanial <nhogge@uncaa.unc.edu>; Schiralli, Nick <nschiralli@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Tate, Robert <rtate@uncaa.unc.edu>; Allen, Chris <shicken@uncaa.unc.edu>; Oliaro, Scott <soliaro@uncaa.unc.edu>; Restivo, Sandy <srestivo@uncaa.unc.edu>; Wagner, Sharon <swagner@uncaa.unc.edu>; Maynor, Terri <tmaynor@uncaa.unc.edu>; Tranquill, Gary <tranquill@uncaa.unc.edu>; ttaft@med.unc.edu; Vanderford, Teresa <tvanderford@uncaa.unc.edu>

Subject: Final Open Week Schedule

Attach: open week schedule-2003.xls

	A	B	C	D	E	F	G
1	**Open Week Schedule - Players**						
2	**Sunday, September 7th**						
3	**Travel Squad**			**Non-Travel Squad**			
4	1:00 PM		Mandatory Injury Check				
5	2:00 PM	2:55 PM	Mandatory Lift (Travel Squad)				
6	3:15 PM	3:30 PM	Team Meeting				
7	3:35 PM	4:05 PM	Special Teams Meetings	3:15 PM	5:25 PM	Mandatory Lift	
8	4:10 PM	5:25 PM	Position Meetings				
9	5:45 PM	6:50 PM	Practice	5:45 PM	6:50 PM	Practice	
10	7:00 PM	8:00 PM	Dinner	7:00 PM	8:00 PM	Dinner	
11	7:45 PM	9:45 PM	Study Hall	7:45 PM	9:45 PM	Study Hall	
12	**Monday, September 8th**						
13	6:00 AM	3:30 PM	Mandatory Lift - Travel Squad (50 minutes)				
14	12:30 PM	2:00 PM	Study Hall				
15	3:30 PM	5:00 PM	Gambling Presentation - North Box - All Players				
16	**Travel Squad**			**Non-Travel Squad**			
17	5:00 PM	6:00 PM	Dinner - All Players	5:00 PM	6:00 PM	Dinner	
18	6:00 PM	6:25 PM	Special Teams Meetings	6:00 PM	7:00 PM	Mandatory Lift	
19	6:30 PM	7:00 PM	Position Meetings				
20	7:20 PM	7:30 PM	Flex	7:20 PM	7:30 PM	Flex	
21	7:30 PM	7:35 PM	Specialists on field	7:30 PM	7:35 PM	Specialists	
22	7:35 PM	9:10 PM	Practice	7:35 PM	9:10 PM	Practice	
23	**Tuesday, September 9th**						
24	6:00 AM	2:00 PM	Mandatory Lift - Travel Squad (50 minutes)				
25	7:00 AM	8:00 AM	Treatment for all injured players				
26	7:00 AM	9:00 AM	Breakfast				
27	12:30 PM	2:00 PM	Study Hall				
28	**Travel Squad**			**Non-Travel Squad**			
29	2:30 PM	2:55 PM	Special Teams Meetings	2:30 PM	4:00 PM	Mandatory Lift	
30	3:00 PM	4:00 PM	Position Meetings				
31	4:20 PM	4:30 PM	Flex	4:20 PM	4:30 PM	Flex	
32	4:30 PM	4:35 PM	Specialists on field	4:30 PM	4:35 PM	Specialists	
33	4:35 PM	6:05 PM	Practice	4:35 PM	6:05 PM	Practice	
34				6:05 PM	6:30 PM	Scout Periods	
35	6:00 PM	7:30 PM	Dinner	6:00 PM	7:30 PM	Dinner	
36	**Wednesday, September 10th**						
37	6:00 AM	2:00 PM	Mandatory Lift - Travel Squad (50 minutes)				
38	7:00 AM	8:00 AM	Treatment for all injured players				
39	7:00 AM	9:00 AM	Breakfast				
40	12:30 PM	2:00 PM	Study Hall				
41	**Travel Squad**			**Non-Travel Squad**			
42	1:30 PM	2:30 PM	Individual Photos - Kenan	1:30 PM	2:30 PM	Ind Photos - Kenan	
43	2:30 PM	2:55 PM	Special Teams Meetings	2:30 PM	3:50 PM	Mandatory Lift	
44	3:00 PM	3:50 PM	Position Meetings				
45	4:05 PM	4:20 PM	Team Photo - Kenan Stadium	4:05 PM	4:20 PM	Team Photo - Kenan	
46	4:40 PM	4:50 PM	Flex	4:40 PM	4:50 PM	Flex	
47	4:50 PM	4:55 PM	Specialists on field	4:50 PM	4:55 PM	Specialists	
48	4:55 PM	6:20 PM	Practice	4:55 PM	6:20 PM	Practice	
49				6:20 PM	6:45 PM	Scout Periods	
50	6:00 PM	7:30 PM	Dinner	6:00 PM	7:30 PM	Dinner	
51	**Thursday, September 11th**						
52	6:00 AM	2:00 PM	Mandatory Lift - Travel Squad (50 minutes)				
53	7:00 AM	8:00 AM	Treatment for all injured players				
54	7:00 AM	9:00 AM	Breakfast				
55	12:30 PM	2:00 PM	Study Hall				
56	**Travel Squad**			**Non-Travel Squad**			
57	2:30 PM	2:55 PM	Special Teams Meetings	2:30 PM	3:30 PM	Mandatory Lift	

	A	B	C	D	E	F	G
58	3:00 PM	3:30 PM	Position Meetings				
59	3:50 PM	4:00 PM	Flex	3:50 PM	4:00 PM	Flex	
60	4:00 PM	4:05 PM	Specialists on field	4:00 PM	4:05 PM	Specialists	
61	4:05 PM	6:05 PM	Practice	4:05 PM	6:05 PM	Practice	
62				6:05 PM	6:30 PM	Scout Periods	
63	6:00 PM	7:30 PM	Dinner	6:00 PM	7:30 PM	Dinner	
64	**Friday, September 12th**						
65	6:00 AM		Team Run				
66	**ALL CLASSES WILL BE CHECKED FOR ATTENDANCE**						
67	**Saturday, September 13th - OFF DAY**						
68	**Sunday, September 14th - OFF DAY**						

September 8, 2003

Our first road trip of the 2003 season is less than two weeks away. Kickoff for the Wisconsin game has been set for 11:00 AM central standard time. We will depart from the Kenan Football Center at 9:00 AM on Friday, September 19th. Please make plans to be on the busses at least 10 minutes early so we can leave on time. Parking at the Kenan Football Center is extremely limited. All employees with permits please park in your permit zone (Bell Tower, S-8, etc.). All students (players, managers, trainers, video, etc.) should carpool together as much as possible to reduce the number of cars and park inside the stadium gates (Gate 2 or 6). We encourage all couples traveling together on the trip to ride together with their spouse. We will return home immediately following the ball game and should arrive back at the Football center at approximately 9:00 pm on Saturday, September 20th.

Unlike years past, new FAA rules require all chartered aircraft passengers to be screened prior to boarding. In addition to passengers, all CARRY ON baggage must be screened. Any checked bags (for our charters checked bags are those that are left under the busses and loaded directly into the cargo area of the plane) do NOT have to be screened. In order to minimize delays from these new FAA rules, we will ask all of our travel party members to follow guidelines that other NFL, MLB, and NCAA teams have instituted. Please DO NOT plan to carry any baggage on the plane. When you get to the busses on Friday place your bags underneath the busses. Airport baggage handlers will then load all baggage under the bus onto the plane. If there are any items that you absolutely **must** have on the plane with you, please pack only the needed items in a clear, plastic zip lock bag (we will have these available for you as you board the busses). This will allow the screeners to quickly review your items without opening the bag. A list of prohibited carry on items is attached. We will follow these procedures on both our outbound flight to Madison, and on our return flight back to RDU. You must have with you a valid driver's license or other government issued photo identification.

Our dress code for coaches and staff will remain as it was last year, coat and tie on the outbound flight, and team sweat suits (casual) on the return flight. Our players will wear team sweat suits on both flights. Please minimize any jewelry or other metal items worn on either flight as this will again slow down the screening process.

If you have any questions about our trip or travel procedures please call me (919-962-9119) or Lance Markos (919-843-2572). We look forward to a great trip!

Rick Steinbacher

Attachments: Wisconsin Travel Itinerary
FAA Permitted and Prohibited Items

prepare for takeoff

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Permitted and Prohibited Items

Prohibited items are weapons, explosives, incendiaries, and include items that are seemingly harmless but may be used as weapons—the so-called "dual use" items. You may not bring these items to security checkpoints without authorization.

If you bring a prohibited item to the checkpoint, you may be criminally and/or civilly prosecuted or, at the least, asked to rid yourself of the item. A screener and/or Law Enforcement Officer will make this determination, depending on what the item is and the circumstances. This is because bringing a prohibited item to a security checkpoint—even accidentally—is illegal.

Your prohibited item may be detained for use in an investigation and, if necessary, as evidence in your criminal and/or civil prosecution. If permitted by the screener or Law Enforcement Officer, you may be allowed to: consult with the airlines for possible assistance in placing the prohibited item in checked baggage; withdraw with the item from the screening checkpoint at that time; make other arrangements for the item, such as taking it to your car; or, voluntarily abandon the item. Items that are voluntarily abandoned cannot be recovered and will not be returned to you.

The following chart outlines items that are permitted and items that are prohibited in your carry-on or checked baggage. You should note that some items are allowed in your checked baggage, but not your carry-on. Also pay careful attention to the "Notes" included at the bottom of each section – they contain important information about restrictions.

The prohibited and permitted items chart is not intended to be all-inclusive and is updated as necessary. To ensure everyone's security, the screener may determine that an item not on the prohibited items chart is prohibited. In addition, the screener may also determine that an item on the permitted chart is dangerous and therefore may not be brought through the security checkpoint.

The chart applies to flights originating within the United States. Please check with your airline or travel agent for restrictions at destinations outside of the United States.

For updates and for more information, call our Consumer Response Center toll-free at 1-866-289-9673 or email TellTSA@tsa.dot.gov.

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Can I take it?	Carry-on	Checked
Personal Items		
Cigar Cutters	Yes	Yes
Corkscrews	Yes	Yes
Cuticle Cutters	Yes	Yes
Eyeglass Repair Tools (including screwdrivers)	Yes	Yes
Eyelash Curlers	Yes	Yes
Knitting and Crochet Needles	Yes	Yes
Knives, round-bladed butter or plastic	Yes	Yes
Lighters *	**Yes ***	**No**
Nail Clippers	Yes	Yes
Nail Files	Yes	Yes
Personal care or toiletries with aerosols, in limited quantities (such as hairsprays, deodorants)	Yes	Yes
Safety Razors (including disposable razors)	Yes	Yes
Scissors-plastic or metal with blunt tips	Yes	Yes
Scissors-metal with pointed tips	**No**	Yes
Toy Transformer Robots	Yes	Yes
Toy Weapons (if not realistic replicas)	Yes	Yes
Tweezers	Yes	Yes
Umbrellas (allowed in carry-on baggage once they have been inspected to ensure that prohibited items are not concealed)	Yes	Yes
Walking Canes (allowed in carry-on baggage once they have been inspected to ensure that prohibited items are not concealed)	Yes	Yes

* You may take up to 2 butane lighters and/or safety matches in your carry-on baggage. You cannot pack lighters in your checked baggage. "Torch" lighters are not allowed in either checked baggage or carry-on baggage.

Note Some personal care items containing aerosol are regulated as hazardous materials. The FAA regulates hazardous materials. This information is summarized at http://asi.faa.gov/Passenger.asp

Medication and Special Needs Devices		
Braille Note-Taker, Slate and Stylus, Augmentation Devices	Yes	Yes
Diabetes-Related Supplies/Equipment, (once inspected to ensure prohibited items are not concealed) including: insulin and insulin loaded dispensing products; vials or box of individual vials; jet injectors; pens; infusers; and preloaded syringes; and an unlimited number of unused syringes, when accompanied by insulin; lancets; blood glucose meters; blood glucose meter test strips; insulin pumps; and insulin pump supplies. Insulin in any form or dispenser must be properly marked with a professionally printed label identifying the medication or manufacturer's name or pharmaceutical label.	Yes	Yes
Nitroglycerine pills or spray for medical use (if properly marked with a professionally printed label identifying the medication or manufacturer's name or pharmaceutical label)	Yes	Yes
Prosthetic Device Tools and Appliances, including drill, allen wrenches, pullsleeves used to put on or remove prosthetic devices, if carried by the individual with the prosthetic device or his or her companion	Yes	Yes

Transportation Security Administration

prepare for takeoff

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Can I take it?	Carry-on	Checked
Electronic Devices		
Camcorders	Yes	Yes
Camera Equipment The checked baggage screening equipment will damage undeveloped film in camera equipment. We recommend that you either put undeveloped film and cameras containing undeveloped film in your carry-on baggage or take undeveloped film with you to the checkpoint and ask the screener to conduct a hand-inspection.	Yes	Yes
Laptop Computers	Yes	Yes
Mobile Phones	Yes	Yes
Pagers	Yes	Yes
Personal Data Assistants (PDA's)	Yes	Yes
Note Check with your airline or travel agent for restrictions on the use of these and other electronic items during your flight.		
Sharp Objects		
Box Cutters	No	Yes
Ice Axes/Ice Picks	No	Yes
Knives (any length and type except round-bladed, butter, and plastic cutlery)	No	Yes
Meat Cleavers	No	Yes
Razor-Type Blades, such as box cutters, utility knives, razor blades not in a cartridge, but excluding safety razors	No	Yes
Sabers	No	Yes
Scissors – metal with pointed tips Scissors with plastic or metal blunt tips are permitted in your carry-on.	No	Yes
Swords	No	Yes
Note Any sharp objects in checked baggage should be sheathed or securely wrapped to prevent injury to baggage handlers and inspectors.		
Sporting Goods		
Baseball Bats	No	Yes
Bows and Arrows	No	Yes
Cricket Bats	No	Yes
Golf Clubs	No	Yes
Hockey Sticks	No	Yes
Lacrosse Sticks	No	Yes
Pool Cues	No	Yes
Ski Poles	No	Yes
Spear Guns	No	Yes
Note Any sharp objects in checked baggage should be sheathed or securely wrapped to prevent injury to baggage handlers and security screeners.		

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Can I take it?	Carry-on	Checked
Guns and Firearms		
Ammunition Check with your airline or travel agent to see if ammunition is permitted in checked baggage on the airline you are flying. If ammunition is permitted, it must be declared to the airline at check-in. Small arms ammunitions for personal use must be securely packed in fiber, wood or metal boxes, or other packaging specifically designed to carry small amounts of ammunition. Ask about limitations or fees, if any, that apply.	No	Yes
BB guns	No	Yes
Compressed Air Guns	No	Yes
Firearms	No	Yes
Flare Guns	No	No
Gun Lighters	No	No
Gun Powder	No	No
Parts of Guns and Firearms	No	Yes
Pellet Guns	No	Yes
Realistic Replicas of Firearms	No	Yes
Starter Pistols	No	Yes
Note Check with your airline or travel agent to see if firearms are permitted in checked baggage on the airline you are flying. Ask about limitations or fees, if any, that apply. Firearms carried as checked baggage MUST be unloaded, packed in a locked hard-sided gun case, and declared to the airline at check-in. Only you, the passenger, may have the key or combination.		
Tools		
Axes and Hatchets	No	Yes
Cattle Prods	No	Yes
Crowbars	No	Yes
Hammers	No	Yes
Drills (including cordless portable power drills)	No	Yes
Saws (including cordless portable power saws)	No	Yes
Screwdrivers (except those in eyeglass repair kits)	No	Yes
Tools (including but not limited to wrenches and pliers)	No	Yes
Wrenches and Pliers	No	Yes
Note Any sharp objects in checked baggage should be sheathed or securely wrapped to prevent injury to baggage handlers and security screeners.		
Martial Arts/Self Defense Items		
Billy Clubs	No	Yes
Black Jacks	No	Yes
Brass Knuckles	No	Yes
Kubatons	No	Yes
Mace/Pepper Spray One 118 ml or 4 Fl. oz. container of mace or pepper spray is permitted in checked baggage provided it is equipped with a safety mechanism to prevent accidental discharge. For more information on these and other hazardous materials, visit http://asi.faa.gov/Passenger.asp	No	Yes
Martial Arts Weapons	No	Yes
Night Sticks	No	Yes
Nunchakus	No	Yes

Transportation Security Administration

prepare for takeoff

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Can I take it?	Carry-on	Checked
Martial Arts/Self Defense Items		
Stun Guns/Shocking Devices	No	Yes
Throwing Stars	No	Yes
Note Any sharp objects in checked baggage should be sheathed or securely wrapped to prevent injury to baggage handlers and security screeners.		
Explosive Materials		
Blasting caps	No	No
Dynamite	No	No
Fireworks	No	No
Flares in any form	No	No
Hand Grenades	No	No
Plastic Explosives	No	No
Flammable Items		
Aerosol (any except for personal care or toiletries in limited quantities)	No	No
Fuels (including cooking fuels and any flammable liquid fuel)	No	No
Gasoline	No	No
Gas Torches	No	No
Lighter Fluid	No	No
Strike-anywhere Matches	No	No
Turpentine and paint thinner	No	No
Note There are other hazardous materials that are regulated by the FAA. This information is summarized at http://asi.faa.gov/Passenger.asp		
Disabling Chemicals and Other Dangerous Items		
Chlorine for pools and spas	No	No
Compressed Gas Cylinders (including fire extinguishers)	No	No
Liquid Bleach	No	No
Spillable Batteries (except those in wheelchairs)	No	No
Spray Paint	No	No
Tear Gas	No	No
Note There are other hazardous materials that are regulated by the FAA. This information is summarized at http://asi.faa.gov/Passenger.asp		

UNIVERSITY OF NORTH CAROLINA
WISCONSIN GAME
GENERAL ITINERARY

FRIDAY, SEPTEMBER 19TH, 2003

9:00 AM	BUSES DEPART KENAN FOOTBALL CENTER FOR RDU
9:30 AM	ARRIVE RDU INTERNATIONAL AIRPORT
10:00 AM	DEPART RDU AIRPORT DELTA CHARTER FLIGHT #9814
11:45 AM (cst)	ARRIVE DANE COUNTY REGIONAL AIRPORT, MADISON, WI
12:15 PM	BUSES DEPART FOR CAMP RANDALL STADIUM
12:45 PM	ARRIVE CAMP RANDALL STADIUM
1:00 PM	PRACTICE - CAMP RANDALL STADIUM
2:00 PM	BUSES DEPART FOR MARRIOT MADISON WEST
2:30 PM	HOTEL CHECK IN - MARRIOTT MADISON WEST

SATURDAY, SEPTEMBER 20TH, 2003

8:30 AM	BUSES DEPART MARRIOTT MADISON WEST FOR CAMP RANDALL STADIUM
9:00 AM	BUSES ARRIVE CAMP RANDALL STADIUM
11:00:00 AM	KICKOFF: **BEAT WISCONSIN**
Post Game	DEPART FOR AIRPORT: BOARD DELTA CHARTER FLIGHT #9814
4:30 PM	DEPART DANE COUNTY REGIONAL AIRPORT, MADISON, WI
8:00 PM (est)	ARRIVE RDU INTERNATIONAL AIRPORT
8:30 PM	DEPART RDU FOR KENAN FOOTBALL CENTER
9:00 PM	ARRIVE KENAN FOOTBALL CENTER

INDEPENDENT INVESTIGATIVE COMMISSION

EXAMINING THE UNIVERSITY OF COLORADO'S ATHLETIC RECRUITMENT PRACTICES

Final Report to the University of Colorado Board of Regents

May 14, 2004

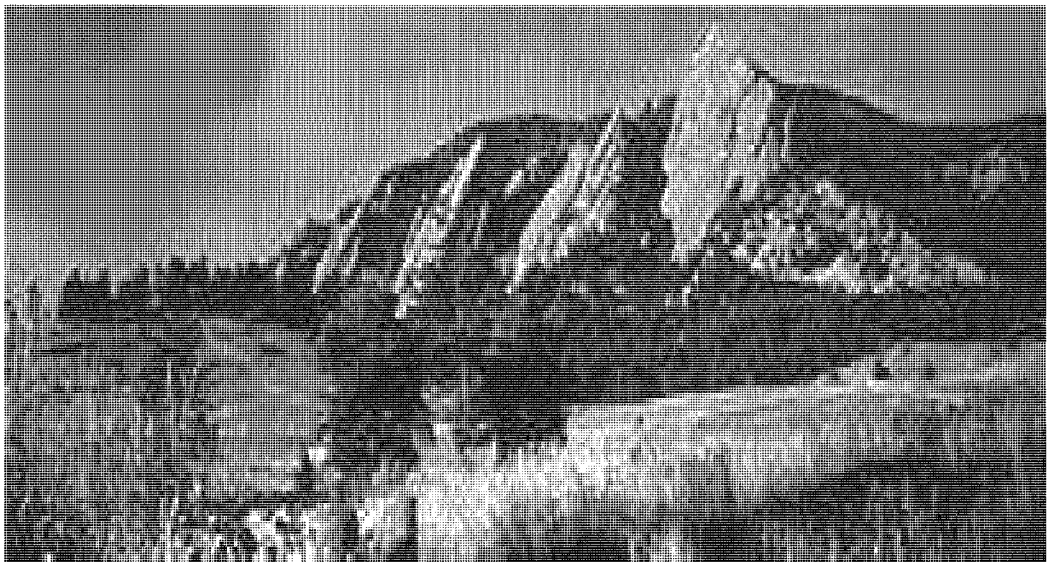

Independent Investigative Commission
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Peggy Lamm, *Co-chair*
Jean E. Dubofsky
Phillip H. Porter Jr.
Jacqueline St. Joan

Joyce Lawrence, *Co-chair*
Jean McAllister
David Powell Jr.
Luis Rovira

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INTRODUCTION

Background

At least nine women have alleged sexual assault by University of Colorado football recruits or players dating back to 1997. Three have filed federal Title IX lawsuits against the University and numerous depositions have been taken. In January 2004, the deposition of Boulder District Attorney Mary Keenan[1] was released to the public. Keenan testified that she put the University on notice in February 1998 to stop using sex and alcohol to lure recruits. The governor and legislature threatened to convene inquiries unless the University launched its own investigation.

The University's Board of Regents adopted the resolution creating the Independent Investigative Commission on February 6, 2004, directing the Commission to:

- Examine the University's and Boulder Campus' policies and programs, and the implementation of those policies and programs, in the areas of sexual misconduct, student conduct, and alcohol and substance abuse awareness;
- Examine the Boulder Campus' athletic policies and programs with respect to sexual conduct and alcohol use, and the implementation of those policies and programs, including specifically the question of whether sex and alcohol are used as recruiting tools in the football recruiting program; and
- Provide a report to the Board of Regents containing the findings and recommendations of the Committee.

Methodology

From March 2 through May 14, 2004, Commissioners held 15 meetings and heard from 56 witnesses. These included University administrators and employees, football players and their parents, law enforcement officers, victim advocates and sexual-assault prevention experts. The Commission also reviewed more than 20,000 pages of documents, including sworn deposition testimony and exhibits from Lisa Simpson v. University of Colorado; internal memos, e-mails, handwritten notes and other correspondence; and disciplinary, criminal justice, recruiting and academic records. Thousands more

pages of policy manuals and financial records also were examined, including: sexual assault and sexual harassment protocols; alcohol and drug policies; NCAA, Big 12 and University rule books; and student and team handbooks.

The Commission made 10 Colorado Public Record Act requests to various agencies and dozens of informal requests to the University. It also retained a private investigator whose 85 interviews included current and former student-athletes, recruits and their parents, coaches and Athletic Department personnel. A nationwide, toll-free tip line (866-277-3200) established through Colorado Crime Stoppers and the Colorado Department of Public Safety produced 81calls, with 26 confidential and anonymous tips being forwarded to the private investigator. Crime Stoppers referred five calls to the special prosecutor.

Finally, Commissioners spent countless hours individually seeking information from a variety of people.

The results of these efforts form the basis for the findings and recommendations contained in this report.

To frame its investigation, the Commission focused on four critical incidents and the University's responses to them: the party and alleged sexual assault of a teenage girl by two recruits in 1997; the parties of December 68, 2001, and alleged sexual assault of student Lisa Simpson; the harassment and alleged rape of Katie Hnida; and the alleged rape of Athletic Department employee "Jane Doe."

Commissioners addressed four specific areas of inquiry:

- How was football recruiting conducted?
- Were sex and alcohol used as recruiting tools in the football program?
- Who knew about misconduct, and what actions did they take?
- What cultural influences were at play on campus and within the Athletic Department?

This report considers University, Athletic Department and football program policies and procedures as they relate to the football program generally and recruiting specifically. It also identifies campus cultural deficiencies that failed to predict and prevent dangerous situations involving football players, recruits and students.

The Commission offered a public forum for the issues facing the University. The panel is encouraged that investigations by the special prosecutor and outside University counsel will continue, and that findings and recommendations from Dr. John DiBiaggio, the president's special assistant, will complement the Commission's work.

Before turning to a detailed discussion of its findings and recommendations, the Commission acknowledges that the vast majority of student-athletes who compete on behalf of the University do so without bringing disrepute to the institution, the Buffalo athletic program, their coaches or teammates. Student-athletes devote an extraordinary amount of time and energy to their sports, providing entertainment and a source of pride for many in the University community. Student-athletes also provide diversity that might be difficult to achieve without athletic scholarships. Finally, the Commission understands that the University belongs to a highly competitive athletic conference. Other teams in the conference are located in communities that are more supportive of their football teams than Boulder is of the University's program. The tension between academics and athletics is particularly keen at the University of Colorado.

EXECUTIVE SUMMARY

The 50 findings and recommendations presented in this report focus both on the narrow questions asked of the Commission and on more sweeping related issues of campus and Athletic Department culture, personnel and compensation matters, admission and academic standards, sexual-assault protocols and alcohol abuse. Some of the recommendations could result in groundbreaking change. Others simply document the common-sense ideas expressed during the Commission's open hearings.

The Commission urges adoption of the Boulder Faculty Assembly recommendations[2] on institutional control and accountability to consolidate, integrate and codify responsibilities for the Athletic Department within the University. The athletic director should no longer report directly to the chancellor, but rather to the provost, who can provide more attentive supervision. In addition, the vice chancellor for Student Affairs should be required to develop, implement and coordinate campus-wide policies relating to sexual assault, sexual harassment and alcohol abuse, including those for the Athletic Department, and should report directly to the president and the chancellor on these matters.

The issues addressed in this report are not limited to the University of Colorado. The Commission's investigation only reaffirms the cultural challenges facing the nation today. Across the country, intercollegiate athletics have been undermined by a hyper-competitive recruiting "arms race" that is complicated by the presence of big money, lucrative media and easy access to alcohol and sex.

Sex, Alcohol and Recruiting

There is evidence demonstrating that sex, alcohol and drugs were used as football recruiting tools by some player-hosts and possibly a football recruiting assistant. Some player-hosts, who were chosen by coaches, used sex, alcohol and drugs to entertain recruits during official recruiting visits in hopes of enticing recruits to come to the University. There is no clear evidence that University officials knowingly sanctioned this or had direct involvement. There is widespread agreement that sex and

alcohol have long been staples of recruiting activities here and nationwide. Here, coaches and administrators knew or should have known this and did not take sufficient corrective action until March 2004. They did not fully explain the rules concerning recruit behavior to player-hosts or enforce the rules with consistent discipline. Hosts and coaches also did not adequately supervise the recruits.

Accountability

The University's leadership must be held accountable for systemic failings that jeopardized students' safety and allowed for ongoing misconduct in the football recruiting program.

The Commission recommends that President Elizabeth Hoffman evaluate whether Chancellor Richard Byyny, Athletic Director Richard Tharp and Head Football Coach Gary Barnett are capable of and committed to providing the leadership necessary to effect profound changes in culture, structure and reporting systems at the University.

Byyny and Tharp failed to effectively communicate and develop solutions to identified recruiting problems. This is reflected in Byyny's repeated requests for the Athletic Department to assert greater control over recruits, Tharp's lack of response to Byyny, his immediate supervisor, and Byyny's lack of follow-through with Tharp. Byyny, Tharp and Barnett minimized the importance of the recruiting problems, and the coach and his assistants provided insufficient supervision of recruits. Barnett behaved with insensitivity toward issues of sexual assault and sexual harassment and did not follow protocols in these areas.

Regents also should evaluate whether Hoffman can provide the leadership and vision needed to restore the University's integrity and reputation. As the University's chief administrator, Hoffman failed to exercise sufficient oversight until pressured by the governor and lawmakers. Regents, too, should examine what they have or have not done to advance the principles of the Knight Foundation Commission on Intercollegiate Athletics since their endorsement of them in 1992.

AREA OF INQUIRY NO. 1: HOW WAS RECRUITING CONDUCTED?

Competitive football demands competitive recruiting. Every year, about 115 Division I-A football programs jockey to attract the attention of a few top-flight recruits by offering scholarships, quality academics, unparalleled social experiences and a chance to join a celebrated football program. Coaches crisscross the country hoping a personal appearance in the living room of a recruit's home will make the difference, and recruits drop in on campus to experience a weekend at a big-time football school.

Against this backdrop, the NCAA, conferences and each institution all seek to keep the recruiting process from corrupting high school prospects, players, the university at large and everyone else with an interest in intercollegiate athletics. The task is daunting. From the 2003-04 Big 12 Conference Handbook:

> "One of the most visible areas in intercollegiate athletics is in the recruitment of student-athletes by member institutions. Staff members of the athletic departments have the primary responsibility for wholesome conditions and honorable conduct of individuals participating in the recruitment of student-athletes."[3]

But for decades, recruiting excesses have plagued intercollegiate athletics, including a 1962 scandal at the University of Colorado. In recognition of these difficulties, the first Knight Foundation Commission on Intercollegiate Athletics found in 1991 that:

> "Recruiting, the bane of the college coach's life, is one area particularly susceptible to abuse. While most institutions and coaches recruit ethically and within the rules, some clearly do not. Recruiting abuses are the most frequent cause of punitive action by the NCAA."[4]

The University of Colorado proved no exception. In October 2002, the NCAA's Committee on Infractions placed the University on probation for two years for 53 recruiting violations. Most dated back to Coach Rick Neuheisel's tenure, but the Committee found that the University demonstrated a lack of institutional control and accountability by failing to monitor the head coach and his staff. It called the violations "pervasive and systemic." Twenty-three of the violations involved improper contact

with recruits, known as "bumping." The Committee found that the sheer number of violations constituted a pattern of behavior and increased the case to a "major infractions" category. Other violations included excessive expense reimbursements, excessive entertainment and providing apparel and clothing to recruits.

Several University officials, in their appearances before this Commission, downplayed the severity of the infractions by citing the University's strong record of self-reporting and noting that the infractions were "minor" in nature. Karen Morrison, the University's director of NCAA compliance, said her office annually self-reports about 20 secondary or minor infractions, considered violations that do not result in significant competitive advantage. A recent internal audit of the football program uncovered two secondary infractions and calls by former employee Nathan Maxcey on his University-issued cell phone to an escort service.

The NCAA rules governing recruiting are voluminous. The Commission agrees with University officials who complain that they are cumbersome and laborious. The NCAA rules fail to address standards of behavior, leaving it up to each institution to establish rules governing substance abuse and sexual misconduct. Even proposed reforms from the NCAA's recruiting task force do not address behavioral issues. The Commission observes that the NCAA has adopted rules governing the number of logos a player can wear, yet fails to adopt rules governing more substantial and potentially life-threatening issues such as alcohol use, acquaintance rape and other inappropriate behavior.

David Hansburg, the University's director of football operations, provided the Commission with a detailed description of recruiting under NCAA, Big 12, University and football team rules.[5] The football program, with overall annual expenses of $19 million, spends $315,000 a year on recruiting. The recruiting process begins each February with a paper review of 4,000 to 5,000 high school players. At the end of May, up to seven recruiters at a time (10 coaches per team are allowed to make recruiting trips) are dispatched to their respective geographical areas around the country. They pick up transcripts and film, talk with coaches, teachers and parents, and watch spring practices from the sidelines. Face-to-face contact with a recruit is prohibited, although coaches can make one phone call to a recruit in May. The overall number of prospects is whittled to 400 by the end of May, and the number further narrowed

down over the summer. Official recruiting visits to campus begin in September, and from November to January, coaches can visit a recruit at home.

Each University is allowed up to 62 official visits a year from prospects, and each prospect can visit up to five schools but can make only one official visit to each school.

Once on campus, the bulk of a recruit's time is structured: meetings with academic advisers and assistant coaches; campus and facility tours; and dinner with coaches, players and parents. An Ambassador program, which is being discontinued, paired recruits primarily with female students who escorted them around campus and answered questions about classes, the surrounding community and other topics.

Football players also have been assigned to serve as "hosts" for recruits during their visits to campus. The coaching staff attempted to match hosts and recruits based on common interests. Player-hosts said those interests included whether they liked to party. Hosts often were underclassmen because coaches felt that recruits related better to younger players.

NCAA rules allow a university to provide a recruit up to three meals a day, with no limit on the cost. The University also provides a $30-per-day entertainment stipend to player-hosts to be spent on the recruit for unstructured evening activities such as going to the movies or bowling. Nothing in the NCAA rules expressly forbids players or hosts from providing alcohol to underage recruits or from taking them to bars or strip clubs. Hiring a stripper to appear at a party for recruits would, however, be deemed "excessive entertainment."

Coach Barnett's Player Handbook, Athletic Department policy, verbal briefings by the coach to the team and the "Student Host Form" [6] address hosts responsibilities but do not make it clear that hosts should stop or report recruit misconduct. The head coach helped select hosts, but he did not personally spell out the responsibilities and expectations to them, and some players were too immature, unwilling or ill-trained to take responsibility for their recruits.

Four player-hosts were involved in the events of December 7, 2001, during which alcohol and marijuana were provided to recruits. Their recruits later engaged in sexual activity at Lisa Simpson's apartment. Two of the player-hosts had hosted several times during that recruiting season, more often than any other players. All four player-hosts later pleaded guilty to contributing to the delinquency of a minor. One of them told the court during sentencing:

> "The whole goal is to have top recruits come from all over the nation to your school because that's the future of the team. … (But) recruiting is a thing that we don't volunteer for. We're picked for it. And I feel that the position we're placed in is that we're supposed to take these recruits out, you know, show them a good time." [7]

In their depositions, two player-hosts said they could not control what recruits do, and were not told it was their responsibility to do so. When asked if he thought it was wrong for recruits to engage in group sex and excessive drinking, one answered, "I can't control what they want to do. That's their decision to make. I can't really comment if I thought that was wrong or not. That's their decision to make."

That host described Barnett as a tough disciplinarian who often lectures the team about the evils of alcohol and brings in speakers to talk about rape, sexual assault and acquaintance rape. The coach also tells players to avoid sleeping with women who are drunk. But the host said the only thing coaches say about how to spend free time with their recruits on a Friday or Saturday night is to stay out of trouble.

One of the player-hosts told the court that student-athletes can't be held solely responsible for recruiting failures:

> "The guidelines need to be addressed because I guarantee you that this isn't the first time that this has happened, and it probably won't be the last. But I think it has to stop at the top and go down, starting from the coaches or maybe even the university to the coaches."

Barnett told the Commission that all hosts are empowered to halt inappropriate recruit behavior, but some chose not to in regards to the December 7, 2001, incident. Barnett conceded, however, that if hosts were unclear about expectations and responsibilities, the coaches failed to clearly explain them.

His rule, as explained to players, is that if their mothers would approve, if the recruit's mother would approve, and if they wouldn't mind reading about it in the newspaper, then it's probably OK.

Four current football players appeared before the Commission: Daniel Jolly, Joel Klatt, Dusty Sprague and Sam Wilder. When asked if they would intervene if their recruit was engaged in inappropriate or illegal behavior, two said they would, even though coaches never instructed them to do so. One described it as an "unspoken expectation."

The players also told the panel that during their own recruiting visits to the University they were either not offered alcohol or sex or chose not to drink alcohol if it was present. One player said he wanted to make an unimpaired decision about where to play football.

Based on all of the above information, the Commission makes the following findings and recommendations:

Finding:

1) Troubles with recruiting are well-documented at universities across the nation. At the University of Colorado, alcohol and sex were made available to some recruits when they accompanied player-hosts to private parties late at night. Hosts either felt that providing sex and alcohol was part of showing a recruit a good time, or felt no responsibility or obligation to keep recruits out of trouble or were untrained to do so.

Recommendations:

1-A) Acknowledge the inherent risks involved when 17-year-old recruits are brought to campus and that coaches have a duty to supervise the recruits. Acknowledge that coaches must use care in the selection of football recruits to ensure that recruits will graduate and are unlikely to engage in inappropriate behavior.

1-B) Hold the athletic director and the head coach responsible for implementing and enforcing the recruiting changes announced in March 2004 by President Hoffman and Chancellor Byyny,[8] including: (a) Official recruiting visits occur only after football season ends; (b) campus visits limited to 24 to 36 hours with an 11 p.m. curfew; (c) no private parties or unsupervised time during University-sponsored visits; (d) elimination of "hosts" and "ambassadors;" and (e) recruits receive University tours like all other prospective students.

1-C) Increase faculty participation in recruiting visits as suggested in the Boulder Faculty Assembly report. Include discussions that illustrate the importance of informal learning in an academic community. Emphasize the importance of academics and the help available to student-athletes to develop good study habits and earn degrees that will lead to meaningful employment.

Finding:

2) The NCAA presently defers to individual institutions on numerous matters, including standards of behavior, while including seemingly superfluous sections in its rule book. This creates a patchwork of inconsistent policies and may have contributed to a proliferation of behavioral abuses around the country.

Recommendations:

2-A) Encourage the NCAA to adopt recruiting rules similar to those now being implemented at the University of Colorado.

2-B) Encourage the NCAA to adopt a rule that adds consumption of alcoholic beverages by underage student-athletes as minor infractions that could lead to sanctions.

2-C) Encourage the NCAA to return to a rule that does not allow freshmen to play on varsity athletic squads.

2-D) Encourage the NCAA to adopt the Knight Commission report recommendation that universities be barred from post-season competition unless 50 percent of team members are graduating or completing the year's academic courses.

2-E) Encourage the NCAA to eliminate financial incentives for coaches who win; such incentives undermine academic achievement as primary.

2-F) Encourage the NCAA to adopt rules that hold coaches accountable for off-the-field player behavior.

2-G) Oppose the NCAA's apparent attempts at further professionalizing student athletics, such as adding another playoff-level game pitting the top two teams of the Bowl Championship Series.

AREA OF INQUIRY NO. 2: WERE SEX AND ALCOHOL USED AS RECRUITING TOOLS IN THE FOOTBALL RECRUITING PROGRAM?

Players, parents, coaches and administrators say that many recruiting experiences are innocent and wholesome, free of alcohol and sex. Many former recruits described their evening free time as "boring," where the main activity involved playing PlayStation video games in their host's dorm room or apartment.

Nevertheless, it is common knowledge that sex and alcohol are a pervasive part of the American football recruiting experience. Coach Barnett and Athletic Director Tharp told the Commission that because alcohol is ingrained in the college experience and culture, recruits often are exposed to alcohol during official campus visits.

Therefore, it is reasonable to believe that Barnett and his assistant coaches knew or should have known about the use of sex and alcohol by recruits and hosts and of the potential for harm. The more complicated question is: did administrators and coaches quietly condone the use of alcohol and sex?

Reports to Commissioners suggest that Tharp was heard on more than one occasion saying that coaches had to maintain a façade of "plausible deniability" – a term commonly understood to mean a purposeful lack of documentation or witnesses who could confirm that those in authority had necessary information – with respect to allegations of partying by recruits and hosts. The implication of what one former Athletic Department employee called a "don't ask, don't tell" policy is that Athletic Department leaders did not want to know, because if they didn't know, they could assert that there was no problem.

It is clear, however, that administrators and coaches failed to clearly explain rules, responsibilities and standards of expected behavior to player-hosts. They failed to adequately supervise hosts and recruits. Some hosts felt pressured to impress recruits and resorted to providing alcohol, drugs and sex, including visits to strip clubs and the hiring of strippers.

In his appearance before the Commission, Tharp said the allegation that anyone in the Athletic Department encouraged, condoned, or winked at the use of alcohol or sex as a recruiting tool is false.

Barnett said the accusation that coaches had prior knowledge about inappropriate behavior is absolutely untrue.

Despite claims that hosts clearly understood their responsibilities, the most recent recruiting season provides evidence to the contrary. A high school recruit who visited the University in January 2004 said football players took him to a strip club, where he drank a beer, and then to a party, where he continued drinking and engaged in consensual sex with a female student.

The circumstances surrounding Nathan Maxcey, a football recruiting assistant from June 2002 to July 2003, also raise numerous questions. Maxcey admits to making 15 calls on his University-issued cell phone to a Broomfield call-girl service, but said they only resulted in a single sexual liaison for him. Through their attorneys, three call girls say Maxcey paid at least $2,000 in cash over a 45-day period and arranged sex for other young men at the Omni Hotel. Maxcey's duties included picking up recruits from the airport when they arrived in Colorado and checking them in to the Omni Hotel by their curfew after they had spent the evening with their host. Maxcey denies that he obtained escorts for recruits or players. The Commission expects the special prosecutor will investigate this matter more fully.

Over the weekend of December 6-8, 2001, 10 recruits visited the University. According to deposition testimony, on December 6 at least one recruit had sex with female students at the Omni Hotel, where the recruits were staying. Two other recruits told their host they did not have sex and that CU was "weak" because they hadn't "hooked up" with any girls. One of the girls from the Omni Hotel party and one of the football player-hosts discussed inviting the recruits to a party the following night, December 7.

The partying at Lisa Simpson's apartment began the afternoon of December 7 with a shot-drinking contest. Over in the dormitories, football player-hosts and recruits started partying that evening, smoking marijuana provided by a player and drinking alcohol. The female student from the night before and one of the player-hosts then arranged for the players and their recruits to join the Simpson party. The hosts expected sex would be available at the party for their recruits, suggesting they wanted to do whatever they could to show them a good time.

"These are the top recruits from around the nation," one of the hosts said in his October 30, 2003, deposition. "They're the future of our team."

Recruits engaged in group sex with women at the party, although there is a dispute as to whether the sex was consensual. One of the recruits who had complained the night before about CU being "weak" was later accused of sexually assaulting Simpson at her apartment.

AREA OF INQUIRY NO. 3: WHO KNEW ABOUT MISCONDUCT, & WHAT ACTIONS DID THEY TAKE?

Today's circumstances date directly to December 6, 1997, when a group of local teenage girls arrived at the Harvest House hotel in Boulder. One of the 16-year-old girls was dating a 21-year-old football player and had brought along some friends to party with the player and two football recruits. One girl, age 17, alleged she was sexually assaulted by the recruits in one of the hotel rooms, although the Boulder County District Attorney's Office declined to file sexual-assault charges. Prosecutors did charge the player with contributing to the delinquency of a minor for providing the alcohol, and the University's Office of Judicial Affairs sanctioned him for allowing alcohol and girls in the recruits' hotel rooms.

Chancellor Byyny learned of the Harvest House incident by reading about it in the newspaper five weeks later. Later that day, January 15, 1998, he sent Athletic Director Tharp an e-mail:

> "I worry about the oversight we have of the recruits while they are in our charge. Allegedly the recruits were all drinking beer in their rooms. I realize we don't have control over immature potential students. However, we should clearly spell out our rules, responsibilities and expectations."

At a February 18, 1998, meeting, Boulder County District Attorney Alex Hunter and Assistant District Attorneys Peter Hofstrom and Mary Keenan explained to Byyny, Athletic Director Tharp and Robert Chichester, who at the time worked in the University Counsel's Office and later became an associate athletic director, that sexual-assault charges would not be filed in the Harvest House case. However, in her deposition, Keenan testified that she also told University officials she believed the party was designed to provide sex to the recruits and that she was putting everyone on notice and delivering a message that it needed to stop.

Keenan said she and Hunter advised the University to establish written zero-tolerance policies regarding alcohol use and sexual conduct surrounding recruiting. She said she and Hunter offered to help review old policies and craft new ones and provide sexual-assault and sexual-harassment training.

In his appearance before the Commission and in his deposition, Byyny agreed the meeting was critical because it forced the University to review its policies and procedures. Even before the meeting, Byyny had asked the athletic director to review policies and procedures and set up training sessions for coaches and staff. But Byyny told the Commission he did not recall Keenan mentioning that she believed women were being made available to recruits.

Tharp also disputes that Keenan had clearly put the University on notice. If she had, Tharp asked the Commission, where was the follow-up on her part? He said the meeting was not a seminal moment and such gatherings of University and community leaders "happened all the time."

In his deposition, Chichester concurred with Keenan's recollection of the meeting and criticized Tharp for failing to make changes requested by Byyny (Chichester declined to appear before the Commission). Notes taken during the meeting by Chichester and the executive assistant to the chancellor also support Keenan's version of events.

Exchange of Memos

On April 23, 1998, Byyny sent Tharp a memo confirming his earlier request for new written policies regarding student-athlete behavior, including a zero-tolerance rule for violations that threatened the health, safety, welfare or property of student-athletes and others. Byyny also called for the policy to "address the expected responsibility and accountability of the members of the coaching staffs" who are involved in recruiting, training and the education of student-athletes.

Tharp replied on May 15, 1998, saying that then-Associate Athletic Director of Student Services Rich Cardillo was meeting with coaches and based on their input would draft departmental policies. A letter also would be sent to every recruit prior to an official recruiting visit, outlining standards of behavior, including a prohibition against the use of alcohol or tobacco. However, Tharp wrote he was concerned that creating the additional Athletic Department policies requested by Byyny "would hold our (student-athletes) to a higher standard."

> "The campus Standards of Conduct provides all of the students guidelines for a safe and equitable existence while attending CU. An additional 'code' for student-athletes would result in additional consequences. These consequences affect athletes differently than they do normal students."

The changes made to the recruiting program in 1998 were minor and did not provide player-hosts with specific instructions or training regarding the supervision of recruits, even though newly re-written policies spelled out a prohibition on alcohol and tobacco for recruits. The University should have accepted the district attorney's offer to help craft policies and procedures and provide training. All of these failures contributed to the climate that existed when the events of December 7, 2001, occurred.

The chancellor admitted to the Commission that the changes did not go far enough. The athletic director said in his deposition and to the Commission that he did not believe he was being ordered to make changes. The chancellor said he did want tighter controls, but that he was relying on the athletic director and coaches to implement them. The chancellor also failed to ensure that he and the athletic director agreed on what "zero tolerance" meant and what the discipline for any serious infractions of the new behavioral standards would be.

There is no indication that Byyny actively followed up on his requests to the athletic director. Tharp evaded, resisted and ignored his superior's wishes and perhaps delegated too much responsibility to Cardillo. The chancellor had little control over the Athletic Department, allowing the director to get away with only minor changes. In the end, the chancellor held the ultimate responsibility for effecting change.

Lack of Notice

When Gary Barnett, a former assistant football coach at the University, returned as head coach in 1999, no one informed him about the 1997 Harvest House incident or the February 1998 meeting between University officials and the District Attorney's Office. Byyny acknowledged during his Commission appearance that it was an oversight, and Tharp conceded he now wishes he had told the coach.

These omissions are troubling, especially since Tharp told the Commission he is particularly sensitive to notification issues. The sensitivity stems, in part, from the fact that he was never notified about the Harvest House incident by then-Coach Neuheisel. Tharp said he learned about it five weeks after it happened through the same newspaper account Byyny had read. Tharp said he verbally scolded Neuheisel for failing to immediately notify him. The coach had determined it was not a big deal because no criminal charges were being filed, the athletic director told the Commission.

Tharp said he also was angered that Neuheisel never formally informed hosts, either in writing or verbally, that they were not to allow liquor or women in the recruits' hotel rooms. That Tharp did not put the verbal reprimand in writing or impose additional sanctions points to another failing within the Athletic Department – matters of discipline are not well-documented and not meted out with consistency.

Lack of immediate notification also proved to be a problem in the December 7, 2001, incident at Lisa Simpson's apartment. It took four days before Barnett learned what happened through the media, despite earlier knowledge by some members of his staff. Moreover, it wasn't until after December 7, 2001, that the chancellor and University Counsel's Office notified President Hoffman about the 1997 incident and 1998 meeting with the District Attorney's Office, which may have inhibited her ability to exercise leadership that might have prevented the events of December 7, 2001.

Failures to communicate information up the administrative chain occurred with two other incidents, those involving former student-athlete Katie Hnida and Athletic Department employee "Jane Doe." Those cases are discussed in the next section of this report.

By examining the 1997, 2001, Hnida and Jane Doe incidents, and relying in part on the NCAA's definition of "institutional control," [9] the Commission discovered numerous failings by a variety of personnel, gaps in policies and procedures, and lapses in implementation of those policies. According to the NCAA's Committee on Infractions, institutional control is lacking if policies and procedures are inadequate or are not being monitored and enforced by someone in a position of responsibility, authority and control.

Repeated Requests

After the District Attorney's Office decided not to file sexual-assault charges in connection with the December 7, 2001, incident, Byyny again embarked on a campaign to further revise the recruiting program, an apparent effort to seize control of the situation. After a series of meetings over the next few months with vice chancellors, the athletic director, the football coach and others, Byyny sent a memo to Tharp and Barnett on April 17, 2002:

> "I am directing you to … institute the following improvements:
>
> - Notify student athlete recruits and their parents in writing of our conduct and behavior expectations in advance of their recruiting visits,
> - Establish strict curfews and reporting mechanisms for visiting high school student recruits, as we do for other high school recruits,
> - Increase adult supervision of high school recruits throughout their visits,
> - Only use well-trained upperclassmen to serve as hosts for student recruits, and
> - Prepare well-structured itineraries for campus visits and ensure that the itineraries are followed.
>
> In addition, I expect you to institute an educational program for all current student athletes that emphasizes the high standards of behavior we expect from student-athletes as ambassadors of the university; informs them of the consequences of misbehavior; and underscore their responsibility for setting a positive example for the young student athletes coming after them.
>
> Please prepare a written manual or handbook that outlines the Football Program's recruiting policies and practices in advance of the next academic year. I would like to review this manual at your earliest convenience."

Two months later, in another memo to the athletic director, Byyny again requested changes in policies and procedures, calling for a re-visiting of the principles of the Arizona Accord. The Accord states that it is the duty of sports leadership to promote sportsmanship and foster good character by teaching, enforcing, advocating and modeling six core principles: trustworthiness, respect, responsibility, fairness, caring and good citizenship. The University endorsed the Accord in 2000.

Byyny called for the Athletic Department staff and coaches to:

- Set a standard of excellence and expectations for student-athletes.
- Establish a goals-and-objectives manual called Athletics 2010 that would include a statement advocating character, ethics and sportsmanship.
- Implement the changes in the April 17 memo.
- Work and communicate more closely with the offices of Student Affairs and Judicial Affairs, including notifying Judicial Affairs whenever a student-athlete violates team rules, NCAA rules or the University's Student Code of Conduct.
- Work closely with Student Affairs to develop a Life Skills program for student-athletes; review and improve drug and alcohol awareness programs for student-athletes; implement an "orientation and transition" program to help student-athletes adjust to the campus culture; provide a part-time psychologist from Student Affairs to be in-residence at the Dal Ward Athletic Center.

The memo concluded:

"I have been deeply troubled by some of the incidents of the past year. The time has come to take decisive action to improve our goals, standards, communication and programming.

I am charging you, as Director of the Athletic Department, with responsibility to make the necessary improvements in the Department before the start of the fall semester."

Tharp responded with an August 20, 2002, memo. In it, he said a former prosecutor had addressed the team the previous night about the legal consequences of inappropriate behavior. And on the upcoming Sunday, national sexual-assault-prevention expert and Heisman Trophy runner-up Donald G. McPherson would address all student-athletes and then deliver additional remarks to the football team.

Tharp also noted specific changes to the recruiting program:

- A new 1 a.m. curfew with a hotel check-in procedure.
- Better criteria for player-host selection and direct acknowledgement of behavioral expectations for hosts, including hosts signing a form.
- Copies of letters to be sent individually to recruits, parents and high school coaches.
- Establishment of a new Life Skills coordinator position.

In October 2002, Byyny reiterated his request that only mature upperclassmen serve as hosts for recruits.

These all seemed to be positive steps to avoid repeats of the 1997 and 2001 incidents. But Tharp continued to ignore Byyny's preference for upperclassmen hosts. It wasn't until 2003 that Life Skills classes became mandatory for scholarship student-athletes. The revised "Student Host Form" still did not mention that it was inappropriate to provide alcohol to recruits or expose them to other risky situations. And Barnett remained reluctant to make some changes to the recruiting program, including the imposition of a recruit curfew, saying it would hinder his ability to attract blue-chip recruits because other schools did not impose a curfew.

In his deposition, Chichester testified that Barnett indicated he could not control the actions of recruits and therefore could not be held accountable for those actions. Chichester also testified it was his impression that Barnett felt the December 7, 2001, incident was nothing more than women showing recruits a good time and that it happened all over the country. The coach, Chichester testified, was frustrated at how difficult it was to get recruits admitted because of high University academic standards.

Barnett came to the defense of one of the two recruits who allegedly sexually assaulted Lisa Simpson on December 7, 2001. Other University officials, concerned about campus safety, recommended that Barnett halt his pursuit of the prospect. Barnett refused to do so. He told the Commission he was simply trying to allow due process to run its course and to protect the rights of the recruit.

Barnett also did not assume the responsibility of personally briefing individual hosts about proper behavior. Barnett told the Commission he now wishes he had talked personally with the hosts rather than delegating that authority, but he also said the CEO of an organization cannot micro-manage everything.

All of these matters lead to the conclusion that, at least until March 2004, the University lacked "institutional control" of football recruiting due to inadequate policies and procedures, inadequate

monitoring and communication of existing policies and procedures, and inappropriate delegation of responsibility for supervision of recruits to student-athletes who were not given adequate training or authority to be held responsible for recruit conduct.

The Commission would be remiss if it did not acknowledge the positive steps taken by Barnett after his return to the University in 1999. He created and annually updates a Player Handbook that includes material on alcohol abuse, sexual assault and acquaintance rape. He has handed down 48 suspensions to 34 different players, including revoking spring semester scholarships for the four players involved in the events of December 7, 2001. He also forbade those players from ever hosting again.

In the final analysis, because football programs and athletic departments nationwide are allowed to operate outside an institution's mainstream hierarchical structure, the potential for abuse and misconduct is great. Here, the football coach and athletic director operated with little oversight from the president or chancellor.

In summary:

- Byyny failed to follow through on his directives to increase controls and supervision of recruits first in 1997 and again in 2001. He allowed the Athletic Department to operate autonomously for years, and consequently failed to implement the University's stated goal of putting academics above winning on the playing field. Applying the NCAA's "Principles on Institutional Control," the Commission finds that until recently the chancellor exerted little if any authority or oversight over the Athletic Department.

- Tharp evaded and ignored repeated directives to implement policy changes and failed to place appropriate boundaries around the football coach. The athletic director espoused a philosophy of "plausible deniability" when faced with accusations of misconduct by student-athletes and employees; isolated himself from his staff and has not given his full attention to his responsibilities; contributed to the Athletic Department's isolation from the rest of the campus; and failed to provide adequate sexual-assault and sexual-harassment prevention training for employees and student-athletes.

- Barnett has been widely praised for being a strong leader and a firm disciplinarian. He continues, however, to resist some recruiting changes and demonstrates an unproductive defensive attitude. He and his coaching staff provided insufficient supervision of recruits, and he did not follow proper protocols regarding sexual assault and sexual harassment on at least two occasions.

Dr. DiBiaggio told the Commission that university presidents must regain control in order to restore respectability to intercollegiate athletics. And Myles Brand, the head of the NCAA, believes that coaches must be held accountable for off-the-field behavior of players and recruits.

This Commission endorses both suggestions, and through its finding and recommendations offers guidance on how to achieve those goals.

Findings & Recommendations:

Athletic Department Integration

Finding:

3) The Athletic Department has long been allowed to operate without strong oversight from the chancellor or president. Dating back to 1998, the athletic director and football coaches have largely disregarded or been slow to respond to directives from the chancellor to tighten up the recruiting process.

Recommendations:

3-A) Integrate the administration of the Athletic Department with the University administration. Restructure oversight of the Athletic Department, according to the proposal made by the Boulder Faculty Assembly, with the athletic director reporting directly to the provost, who should work in close cooperation with the vice chancellor for Student Affairs. The president and chancellor should maintain strict supervision over the management of the Athletic Department.

3-B) Create an Athletic Governing Board, as proposed by the Boulder Faculty Assembly, to operate in an advisory capacity to the provost, overseeing all aspects of Athletics Department policy and operations.

3-C) The University's faculty representative to the NCAA should be a regular faculty member. The provost currently serves as the faculty representative.

Student-Athlete Discipline/Notification Protocols

Finding:

4) There is no functional system for notifying upper-level administrators of disciplinary actions or sanctions against student-athletes. Documentation and reporting of student-

athlete disciplinary actions are inconsistent and often untimely. For instance, players involved in the December 7, 2001, incident were allowed to play in the Fiesta Bowl. The Athletic Department also appears not to be following a 2002 chancellor's request that the athletic director notify Judicial Affairs whenever a student-athlete violates team rules, NCAA rules or the University's Code of Conduct.

Recommendations:

4-A) Require all disciplinary matters to be put in writing and resolved in a timely fashion.

4-B) Require coaches to maintain detailed disciplinary records for violations of the Student Code of Conduct. Compile a monthly report for the athletic director, vice chancellor, provost and chancellor. Publish a report at the end of each academic year documenting the number of infractions and their sanctions. The records also must be delivered to each supervisor annually during self-evaluation.

4-C) Require coaches or Athletic Department personnel to report all violations by student-athletes of the Code of Conduct to the Office of Judicial Affairs within 24 hours. Create a system for timely notification of violations of the Code of Conduct to upper-level administrators.

4-D) Develop and implement sanctions for coaches who fail to identify, document and provide appropriate discipline for infractions.

Finding:

5) There are no protocols or guidelines concerning how, when or if student-athletes should notify coaches about contact with law enforcement or when confronted with potential civil penalties.

Recommendation:

5-A) Establish written guidelines regarding the notification of coaches about criminal or civil allegations for inclusion in Player Handbooks and distribution to all players.

CULTURAL INFLUENCES ON THE ATHLETIC DEPARTMENT

In the words of Chancellor Byyny, this is a "teachable moment" that has created an opportunity to inspect, evaluate, transform and improve.

But before change can occur, the University needs a clearer understanding of the scope of sexual assault and alcohol abuse, both on and off the Boulder campus, and of the academic and social culture that exists within the Athletic Department. Campus-wide, the Office of Judicial Affairs issued 2,068 disciplinary sanctions for alcohol use, 327 sanctions for drug use, five for sexual assault and 97 for sexual harassment in 2002-03. The University Police Department also logged 357 alcohol arrests and summonses, 79 drug arrests and summonses, and 22 sex-offense arrests in 2003.

Lisa Simpson's stepfather, Rick Burd, told the Commission that a number of women have told him and his wife that they have been sexually assaulted. In a May 9, 2002, letter to Athletic Director Tharp, the CU Parents Association raised this question: "We know that only a few athletes are involved in this (December 7, 2001) incident, but we now wonder how many other incidents like this there might be that go unnoticed, except by the participants."

Until February 2004, two incidents did go unnoticed.

In the first incident, former place-kicker Katie Hnida, the only woman ever to play football as a Buffalo, alleged in a February *Sports Illustrated* article that she was raped by another player in 2000. Hnida had not reported the allegations to police. Coach Barnett said he was unaware of an assault until the article appeared. Barnett said, however, that he had verbally disciplined a player for calling Hnida a sexually derogatory name and that position coaches also put the player through extra drills.

But by not reporting the harassment to the Office of Sexual Harassment, Barnett violated University sexual harassment policy. The policy states:

> "Any supervisor who experiences, witnesses or receives a written or oral report or complaint of sexual harassment or retaliation shall promptly report it to a campus sexual harassment officer."

The University's Code of Conduct did not require mandatory reporting of the harassment to the Office of Judicial Affairs, although in 2002 Byyny directed the athletic director to report any student-athlete violations of the Conduct Code to Judicial Affairs. In this case, that would have required the coach first to have informed the athletic director, something he did not do.

Barnett's failure to report to the Office of Sexual Harassment demonstrates an inability to differentiate violations of team rules that may be handled internally from misconduct that gives rise to the duty to involve other University authorities. In addition, Barnett's response to a reporter's question at a February 17, 2004, news conference was inappropriate and insensitive:

> "Well, it was obvious Katie was not very good. She was awful. OK. And so guys – you know what guys do? They respect your ability. I mean, you could be 90 years old, but if you can go out and play, they respect you. Well, Katie was a girl. And not only was she a girl, she was terrible. OK. And there is no other way to say it. She couldn't kick the ball through the uprights."

Equally disturbing is an e-mail from Barnett to Tharp earlier that day: "How aggressive should I be re; katie….sexual conquests by her etc." [10] The Commission received a copy of this correspondence after Barnett's April 13, 2004, appearance and was unable to question him about it. The Commission also was unable to ask the coach about the perception that he treats top-performing players with greater leniency than other players.

The second incident involves "Jane Doe," the Athletic Department employee who alleges a player raped her in September 2001. Director of Sports Medicine Steve Willard guided Jane Doe to victim services and tried to accommodate her wishes.

Willard facilitated a meeting with Jane Doe, himself and Barnett. Willard and Barnett say Jane Doe requested the meeting, although Jane Doe disputes that. Regardless, Jane Doe now claims that during the meeting Barnett intimidated her into not pressing charges.[11] Undisputed is the fact that Barnett told Jane Doe he would support the player if the situation turned into a case of "he said, she said."

That neither Willard nor Barnett reported the matter to the athletic director or the Office of Judicial Affairs illustrates a recurring failure in the reporting process. Tharp said he did not learn of this incident until January 2004.

The experiences of Katie Hnida and Jane Doe also indicate that Athletic Department and coaching personnel took greater pains to provide referrals and services to male players, including arranging counseling for Jane Doe's perpetrator, than to victim care and to following proper reporting protocols.

While Barnett is to be praised for his Player Handbook and the material it covers, including alcohol, drugs, acquaintance rape and rape-prevention strategies, the Hnida and Jane Doe incidents underscore the need for ongoing, interactive training by outside professionals both for staff and student-athletes. For example, all acquaintance rapes are "he said, she said" situations and do not warrant a lesser response than stranger rapes. These incidents also highlight how the football program and Athletic Department remain insulated from the many cultural changes happening around them, including advancements in the handling of sexual assault and harassment matters.

Academic & Institutional Isolation

Without question, college football and the 85 scholarships available through the University of Colorado offer many young men an educational opportunity they might otherwise not be able to afford. But over the years, the University's football program and Athletic Department – like so many across the country – have become isolated and cut off from the rest of the institution. They have operated with little oversight or control from the Office of the Chancellor, giving rise to the culture that exists within the department today and also allowing the academic performance of athletes to lag. The football program spends almost $425,000 a year on special academic counseling and tutoring for players.

In recent years, the University's overall graduation rate has been about 67 percent, while the rate for football players has ranged from 36 percent to 53 percent. The football program interprets the data differently, saying that in 2003, 24 of 26 players who exhausted their eligibility graduated, for a rate of 92 percent. In 2004, the rate will be 82 percent, with 14 of 17 players who exhausted their eligibility

graduating. Barnett told the Commission the NCAA has recently named the University as one of the top 20 schools in the country for football-player graduation.

To end the department's segregation and improve academic performance, a University-wide Graduation Committee on Athletics called in June 1998 for more complete integration of student-athletes into the academic fold.[12] It urged the Athletic Department "to place more emphasis on academic successes and the importance of graduating, by developing an internal ethos which places a high value on academic achievement and success."

The committee also recommended that the "Athletic Director's and the coaches' annual evaluations include an assessment of how well they are meeting explicit expectations regarding the academic achievement and graduation rates of student athletes in their programs. At a minimum, student-athletes' graduation rates should be at least as high as those for non-athletes, and it may be reasonable to expect even higher rates in some programs."

Recommendations made this month by the CU-Boulder Faculty Senate Assembly also offer valuable suggestions toward fully integrating athletics into the University.

Alcohol Abuse & Sexual Violence

As noted earlier, alcohol remains a pervasive problem on American college campuses generally and in Boulder specifically. Nearly 63 percent of CU-Boulder students have been classified as "binge drinkers," according to Dr. Robert Maust, chairman of the University's Standing Committee on Substance Abuse, compared with 44 percent nationwide. Sixty bars, night clubs and liquor stores sell alcohol within a one-mile radius of campus, and in some instances, beer is cheaper than water, Dr. Maust told the Commission. Dr. Henry Wechsler, a lead researcher with the Harvard School of Public Health's College Alcohol Study (CAS),[13] says that if a university competes in Division I athletics and has fraternities and sororities, it will probably have a higher incidence of binge drinking. A recent CAS report found that in 90 percent of all college-age sexual assaults, alcohol was involved. Outside the University environment, the figure is closer to 50 percent.

Rape is the most common form of violence on American college campuses today, according to a U.S. Department of Justice study.[14] Ninety percent of college rapes are acquaintance rapes. A separate study estimates 350 sexual assaults a year for every 10,000 women enrolled in a university. CU-Boulder's female student population is 13,700. And as the Commission heard from various experts, only an estimated 5 percent to 35 percent of victims actually report the crime to authorities. Most victims cite fears of being vilified – of being blamed, not believed, embarrassed or publicly shamed – as reasons for not reporting. Many also blame themselves, especially if they were drinking.

Findings & Recommendations:

Sexual Assault/Sexual Harassment

Finding:

6) Athletic Department personnel are not well-versed in current research and practices related to sexual assault, sexual harassment and substance abuse prevention and intervention. Coaches and other staff members are improperly deciding whether sexual assault, sexual harassment or alcohol infractions have occurred. They are making untrained, inconsistent and at times improper decisions about victim and alleged perpetrator interventions and reporting.

Intervention to prevent sexual misconduct is not a broadly accepted part of student culture. Some student-athletes remain inadequately trained when, as bystanders, they witness inappropriate sexual behavior.

Recommendations:

6-A) Solicit specific proposals from the director of the Office of Victim Assistance. The director submitted a comprehensive set of suggestions to the Commission and they are attached.[15]

6-B) University sexual-assault policies and procedures need review and updating, and their implementation needs tighter oversight. Ensure the protocols mirror those for sexual harassment, are consistent from department to department and establish clear procedures for reporting and for victim and perpetrator intervention.

6-C) The Office of Victim Assistance or Office of Sexual Harassment must take the lead on any intervention. No interventions are to occur without their direct involvement.

6-D) Consider modifying sexual-assault reporting protocols to allow for the use of anonymous identifiers in the internal reporting of sexual assaults.

6-E) Direct the chancellor to assign a small team of experienced campus leaders with expertise in sexual assault and sexual harassment to create a comprehensive plan for first response to allegations of sexual assault.

6-F) Provide sophisticated, ongoing and mandatory training to University administrators, faculty and staff, senior Athletic Department officials, all coaches and trainers, and student-athletes in sexual assault, sexual harassment and alcohol abuse awareness and prevention, including bystander education. Use campus resources and external experts to provide the training.

6-G) Introduce the MVP Program (Mentors in Violence Prevention Program) of the National Consortium for Academics and Sports to all student-athletes in celebration of National Student-Athlete Day, an NCAS program that recognizes the leadership of student-athletes and their service to the community.

6-H) To prevent conflicts of interest for the University Counsel's Office, create a separate legal position within the Office of Victim Assistance to advise victims of their legal rights and options.

6-I) Maintain the telephone tip-line established by the Commission to make it easier for victims, witnesses or others with knowledge of misconduct to anonymously report those activities.

Alcohol

Finding:

7) Alcohol and drug use are considered one of the biggest problems facing universities across the country and here in Boulder. At the University, weekend drinking begins on Thursday night because of the lack of classes on Fridays. The Boulder and campus police departments also do not aggressively enforce under-age drinking laws.

Recommendations:

7-A) Implement the new "two strikes" rule for alcohol infractions. Students who receive two alcohol-related citations would be suspended. Parents would be notified after the first offense. Provide a system for appropriate referrals to alcohol treatment when necessary after a first strike.

7-B) Return to an academic schedule that includes substantive class work on Fridays in an effort to end a Thursday night start to the weekend.

7-C) Support more aggressive enforcement of laws prohibiting underage drinking, including sanctions against landlords who regularly rent to students who host large parties where alcohol is available to underage students. Support more aggressive ticketing of underage drinkers.

Academics

Finding:

8) About 73 percent of the football team was admitted to the University with an Index score below the recognized score required of other students. The Index score is based on SAT or ACT scores and high school grade-point average or high school class ranking. NCAA minimum standards for admission are a combined 820 SAT score and 2.5 core curriculum grade-point average.

Recommendations:

8-A) Decrease over time and according to a formula the percentage of football players admitted below the Index-score minimum and through an admissions "window." Explore the use of alternative assessment tools for admission to the University.

8-B) Establish a "floor" Index score for admission of student-athletes that is no greater than 10 percentage points less than the Index score for the general student body. The minimum Index score for admission to the University currently is 103.

8-C) Set a specific goal for graduation of football players and demonstrate progress towards that goal every year.

8-D) Encourage and enable student-athletes to spend more time with other students. Direct the Faculty Athletic Committee to meet regularly with the athletic director and football and basketball coaches. Encourage faculty to include football players in group discussions or social events. Require freshmen football players to attend regular student orientation at the beginning of freshman year. Require Life Skills classes for all freshmen, not just freshmen student-athletes on scholarships. Small-class courses should focus on values clarification, critical thinking and peer culture, and include material and presentations from on-campus sexual-assault and substance-abuse prevention programs.

Finding:

9) Athletic Department compensation does not correspond to the department's stated priorities of education over winning because it fails to reward the athletic director or coaches for academic achievements. In Coach Barnett's 2003 amended employment contract,[16] the only reference to academics is as follows: "Coach Barnett shall … encourag(e), in conjunction with the University faculty and administration, the academic progress of student-athletes towards graduation … " In his August 2003 request to Chancellor Byyny for a performance bonus, Athletic Director Tharp cited nine achievements in 2002-03, and only one referenced academics (improved grade-point averages and graduation rates).[17]

Recommendation:

9-A) Tie performance reviews and compensation for coaches and athletic director to recognized standards for measuring student-athlete retention, graduation rates and academic progress. The recognized standards for measurement of graduation rates are defined by the U.S. Department of Education's National Center for Education Statistics and are reported in the Integrated Postsecondary Education Data System. Academic incentives should be financially equal to incentives for winning.

Gender & Racial Equity

Finding:

10) Based on a review of 2001 and 2003 self-studies of gender-equity issues, many male and female employees believe the Athletic Department atmosphere is less supportive of women than it is of men. Perceptions of discrimination undermine employee morale and student-athletes learn to undervalue the workplace abilities of women. As of September 2003, 77 percent of coaches and 68 percent of Athletic Department administrators were male. Jeannie Dixon, a former Athletic Department employee, told the Commission that Tharp once told her that the department has and always will be run as a "good old boys" network. But Megan Rogers, a recruiting assistant for the football program, said she has been treated with nothing but respect. Anne Kelly, the University's women's golf coach, concurred in a May 5, 2004, letter to the Commission. She said she receives the same salary, budget and benefits as her male counterparts.

Recommendation:

10-A) Set goals to achieve gender equity within the Athletic Department in hiring, pay, promotions and benefits.

Finding:

11) In 2003-04, there were just 85 African-American freshmen on the Boulder campus and 448 African-American undergraduates out of more than 24,000 undergraduates. Forty percent of the football team is composed of African-American players.

Recommendations:

11-A) Encourage campus-wide recruitment of diverse student populations to enhance the educational experience of all students and increase interest in the school by African-Americans and other minorities.

11-B) Recommit to a community-outreach and mentoring program that provides role models for student-athletes in a variety of areas, including law enforcement. Mentors should reflect or be sensitive to the race and ethnicity of student-athletes.

11-C) Require the inclusion of information and material sensitive to issues of race and discrimination in all training programs.

Finding:

12) The University is presently the subject of intense public scrutiny and negative media coverage..

Recommendation:

12-A) Launch a promotional campaign to publicize the positive achievements of students, athletes and faculty.

CONCLUSION

The mandate for change must come from the top. The Board of Regents and the President's Office should take responsibility for setting the direction of the University of Colorado's philosophy of firm institutional control of athletics by reaffirming the Knight Commission Statement of Principles. The Board of Regents should explicitly endorse and reaffirm presidential authority in all matters of athletics governance.

The University is a fine academic institution with a number of highly regarded and sophisticated programs. The Commission recognizes that inadequate public financial support for the University is requiring an extraordinary amount of time and energy on the part of top administrators. But it is time for the administration to exert more institutional control over the Athletic Department.

INDEXES

COMMISSION MEETING DATES & WITNESSES

March 2, 2004
No witnesses at this meeting

March 9, 2004
John DiBiaggio, Special Assistant to University of Colorado President Elizabeth Hoffman
Jane Cracraft, Private Investigator
Fred Ramirez, Private Investigator
Steve Snyder, Private Investigator
Susan Payne, Director, Colorado Crime Stoppers

March 16, 2004
Karen Morrison, University of Colorado Associate Athletic Director/Director of NCAA Compliance
Lindsey Babcock, University of Colorado Assistant Director of Compliance
Robert Maust, chairman, University of Colorado Standing Committee on Substance Abuse

March 23, 2004
Phil DiStefano, University of Colorado Provost and Executive Vice Chancellor for Academic Affairs
Ron Stump, University of Colorado Vice Chancellor for Student Affairs
Matthew Lopez-Phillips, Director, University of Colorado Judicial Affairs
Elease Robbins, University of Colorado Associate Vice Chancellor for Student Affairs, Dean of Students
Anne Munch, Executive Director, Colorado's Ending Violence Against Women Multidisciplinary Training Team
Theresa Wroe, Prevention Education Coordinator, Colorado Coalition Against Sexual Assault

March 30, 2004
Janine D'Anniballe, Executive Director, Moving to End Sexual Assault (MESA)

April 6, 2004
David Hansburg, University of Colorado Director of Football Operations
Mark Beckner, Chief, Boulder Police Department
James Fadenrecht, Chief, University of Colorado Police Department
Joe Pelle, Sheriff, Boulder County
Billi Hazel, former University of Colorado student

April 7, 2004
Brian Cabral, University of Colorado Interim Head Football Coach
Daniel Jolly, freshman football player
Joel Klatt, sophomore football player
Dusty Sprague, freshman football player
Sam Wilder, senior football player

April 12, 2004,
Kathy Redmond, Founder, National Coalition Against Violent Athletes
Ric Porreca, University of Colorado Senior Vice Chancellor and Chief Financial Officer
Jon Burianek, University of Colorado Senior Associate Athletic Director for Business Affairs
Judson Herd, University of Colorado Assistant Vice Chancellor and Controller
Steve Lower, President, Hardbodies Entertainment

April 13, 2004
Gary Barnett, University of Colorado, Head Football Coach

April 19, 2004
Richard Byyny, University of Colorado-Boulder Chancellor
Amy Robertson, University of Colorado Director of Victim Assistance

April 23, 2004
Richard Tharp, University of Colorado Athletic Director
Mark and Ruth Ackermann, parents of football player
Paul Eberhart, parent of football player
Gary Klatt, parent of football player
Patty Klopfenstein, parent of football player
Jodi Mossoni, parent of football player
Nancy Polumbus, parent of football player
Renee Robinson, parent of football player
Dave Tufts, parent of football player
Megan Rogers, Recruiting Assistant, University of Colorado Football Program
Don Spicely, Officer, Boulder Police Department
David Bruno, Attomey to Don Spicely
Steve Willard, Director of Sports Medicine, University of Colorado Athletic Department

April 26, 2004
Elizabeth Hoffman, President, University of Colorado
Sarah Hering, student, Students Advocating for Fair and Equal Treatment (SAFE-T)
Stacey Kellogg, student, Students Advocating for Fair and Equal Treatment (SAFE-T)
Shalini Swaroop, student, Students Advocating for Fair and Equal Treatment (SAFE-T)

May 4, 2004
Karen and Richard Burd, mother and step-father of Lisa Simpson
Jeannie Dixon, former University of Colorado Assistant Athletic Director for Community Relations
Col. Debra Gray, Vice Commandant of Cadets, United States Air Force Academy
Lt. Col. Chris Luedtke, Director, Commander's Action Group, Assistant Professor of Military Strategic Studies, United States Air Force Academy

May 11, 2004
No witnesses

May 14, 2004
No witnesses

DOCUMENTS REVIEWED DURING THE INVESTIGATION

Below is a generalized accounting of documents reviewed by the Commission:

Academics

- Graduation rates for student-athletes
- Life Skills syllabus

Admissions

- Admissions policies for student-athletes

Alcohol and Drugs

- Folsom Field alcohol policy
- Alcohol/drug website materials
- University statements and statistics
- Harvard School of Public Health College Alcohol Studies (1993, 1997, 2000)

Athletic Department

- Ambassador Program rosters and guidelines
- Diversity Report
- Mission Statement and Department Vision
- Annual performance ratings (1996-2003)

Depositions and Exhibits (Lisa Simpson v. University of Colorado)

- William R. Abbott
- Gary Barnett
- Karen D. Burd
- Richard Byyny
- Robert Chichester
- Timothy P. Delaria
- James Fadenrecht
- David Hansburg
- Elizabeth Hoffman
- Michelle Irving
- Mary T. Keenan
- E.J. Kreis III
- James Martin

- Karen Morrison
- Vincent Andrew Okruch
- Redacted
- Redacted
- Redacted
- Redacted
- Redacted
- Redacted
- Redacted
- Redacted
- Elaine Rottinghaus
- Lisa Simpson
- Ronald J. Stump
- Richard A. Tharp
- Mary Jo White
- Brian Winkelbauer

Financial

- Financial and compliance audits of the Athletic Department
- Budgetary summary for Athletics Department
- Internal audits of Athletic Department (1999-present)
- Athletic Department annual budget (2003-04)
- Football program budget (2003-04)
- Budgeted revenue and expenses by sport (2003-04)
- CU Foundation account balances

Football Program

- Recruiting guidelines
- Official recruiting visit itinerary
- Official visits roster (2000-04)
- Player Handbook
- Faculty resignation letters
- Suspensions (1999-2004)
- Self-reported ethnic make-up of football players

Judicial Affairs

- Summary of disciplinary actions against football players

NCAA

- NCAA audit final report
- NCAA general rules and recruiting guidelines
- Big 12 Conference Handbook
- University compliance log
- University violations and waiver chart
- University NCAA compliance manual

Personnel

- Evaluations/performance ratings for Byyny, Tharp and Barnett

Phone Records

- Nathan Maxcey

Sexual Harassment/Sexual Assault

- University Sexual Assault/ Intimate Partner Violence Response Protocol
- Sexual assault statistical report
- Sexual harassment policies and procedures, including Athletic Department protocols
- Sexual harassment statistical report

Travel and Payment Vouchers

- Food, lodging, mileage and entertainment expenses for recruiting visits

University

- Administrative organizational chart
- Ralphie's Guide to Student Life

Other documents included copies of e-mails, hand-written notes, personnel records and policy manuals.

COMMISSIONER BIOGRAPHIES

Co-Chairman Peggy Lamm

Co-Chairman Lamm is the executive director of the Bighorn Center for Public Policy in Denver. Lamm also chairs the Board of Trustees for Adams State College and is the former chair of the Colorado Commission on Higher Education. Lamm is a former member of the Colorado House of Representatives. She earned a Bachelor of Science degree from Emporia State University.

Co-Chairman Joyce Lawrence

Co-Chairman Lawrence served as president of the Pueblo City Council and four terms in the Colorado House of Representatives. Lawrence served on the Health, Environment, Welfare and Institutions, Transportation/Energy, Education and Information & Technology committees, as vice chair of the Judiciary Committee and as chairman of the Capital Development Committee. She graduated from Borgess School of Nursing, earned a B.S.N. from the University of Michigan and an M.B.A. from the University of Phoenix.

Commissioner Jean Dubofsky

Commissioner Dubofsky is an attorney in private practice in Boulder specializing in appellate law. Dubofsky served as a justice of the Colorado Supreme Court from 1979 to 1987. Dubofsky was the lead counsel in the successful challenge against Amendment 2, Colorado's anti-gay constitutional amendment. Dubofsky earned her undergraduate degree at Stanford University and her law degree from Harvard Law School. She has an honorary doctorate from the University of Colorado.

Commissioner Jean McAllister

Commissioner McAllister is the executive director for the Colorado Coalition Against Sexual Assault. McAllister has served on the coalition's board of directors since 1994, including four years as chair of the board from 1996 to 2000. McAllister most recently was the program administrator for the Colorado Department of Human Services' Domestic Abuse Assistance Program. She earned a B.A. from the University of Northern Colorado and a master's degree from the University of Denver.

Commissioner Phillip H. Porter Jr.

Commissioner Porter is a bishop and founder of All Nations Church of God in Christ in Aurora. Porter is the former chairman of the board of Promise Keepers. Porter worked for the Colorado Civil Rights Commission and is active in Seniors Inc., Open Door Youth Gang Alternatives, Citizens Concerned About Minorities in Aurora and several ministerial alliances. He integrated and earned a B.A. from Phillips University and attended the University of Denver, Denver Seminary, and Inter-Denominational Seminary in Atlanta.

Commissioner David D. Powell Jr.
Commissioner Powell is an employment attorney and shareholder with the Denver law firm Brownstein, Hyatt & Farber. He co-chairs the Employment Practice Group. Powell earned a B.A. from the University of Santa Clara and a law degree from the University of California at Los Angeles. Before entering private practice, Powell served as a deputy district attorney in the Denver District Attorney's Office and worked as a law clerk for the Honorable John L. Kane Jr. of the United States District Court in Denver.

Commissioner Luis Rovira
Commissioner Rovira served as a Denver District Court judge from 1976 to 1979 and on the Colorado Supreme Court from 1979 to 1995, the last five years as chief justice. Since retirement, Rovira has been associated with the Judicial Arbiter Group, which specializes in mediation and arbitration cases. He earned undergraduate and law degrees from the University of Colorado.

Commissioner Jacqueline St. Joan
Commissioner St. Joan is an attorney with expertise as a special advocate for children in high-conflict divorce cases. As a former Denver judge, St. Joan also specializes in alternative dispute resolution and conducts family law arbitration and appeals. St. Joan is a part-time instructor at Metro State College and serves on the Colorado Bar Association's Executive Council of the Family Law Section. St. Joan was the first president of Project Safeguard. She earned a law degree from the University of Denver and a master's degree from the University of Colorado.

ACKNOWLEDGEMENTS

The Commission would like to acknowledge the following for their contributions:

- The Commission staff: Charles S. Brown Jr., Evan Dreyer, Andrea Lee, and Becky Lennahan for many long hours of hard work spent furthering the Commission's efforts; Assistant Attomeys General John Sleeman and Nancy Wahl for their sound legal advice; private investigator Steve Snyder for interviewing many people in a short period of time; and editor Michelle P. Fulcher for reviewing the report.

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- The Commission's contact at the University of Colorado, Jeremy Hueth, for his work in obtaining information requested by the Commission.

ENDNOTES

[1]Deposition of Mary Keenan, Lisa Simpson v. University of Colorado, Case No. 02-RB-2390

[2]Boulder Faculty Assembly recommendations, attached

[3]Big 12 Conference Handbook, page 23

[4]Knight Foundation Commission on Intercollegiate Athletics, March 1991, page 4

[5]David Hansburg football recruiting binder, provided to Commission on April 6, 2004

[6]"Student Host Form," attached

[7]Sentencing transcript, Boulder District Court, Case Nos. 2002-CR725 & 727

[8]New (2004-2005) CU Football Official Visit Guidelines, attached

[9]NCAA Committee on Infractions "Principles of Institutional Control," attached

[10]E-mail from Gary Barnett to Tharp, February 17, 2004, attached

[11]Affidavit of Jane Doe to the Commission, April 22, 2004, attached

[12]Graduation Committee on Athletics letter to Byyny, Tharp and Phil DiStefano, June 24, 1998

[13]Harvard School of Public Health's College Alcohol Studies (2001, 2002, 2004)

[14]"Acquaintance Rape of College Students" study, U.S. Department of Justice, August 7, 2003

[15]Recommendations from the Office of Victim Assistance, May 1, 2004, attached

[16]Barnett's amended employment contract, March 2003

[17]Memo from Tharp to Byyny, August 13, 2003

DRAFT

A PROPOSAL FOR REFORM OF INTERCOLLEGIATE ATHLETICS AT THE UNIVERSITY OF COLORADO AT BOULDER

Submitted by the Special Committee on Athletics Reform
Boulder Faculty Assembly

May 6, 2004

E. Scott Adler, Associate Professor of Political Science, *Chair*
Elizabeth Bradley, Professor and Chair of Computer Science
Theodore P. Snow, Professor of Astrophysical and Planetary Sciences
Barbara Bintliff, Nicholas Rosenbaum Professor of Law and BFA Chair, *member ex officio*

Preamble

The faculty of the University of Colorado at Boulder recognizes that intercollegiate athletics can play an important and beneficial role in a vibrant educational community. For this to happen, the campus must have an athletic department that advances the mission of the University and shares the faculty's values and priorities for higher education. Unfortunately, intercollegiate athletics has come to operate almost independently of the academic enterprise, and has become dismissive of the primary mission of the institution. This is an intolerable situation. Athletics must be restored to its role as a component of, and not separate from, the academic mission of the university. It is the obligation of the faculty and administration of this university, life-long educators and leaders in academe, to use the recent events highlighting problems within the Athletic Department as an impetus to meaningful and lasting reforms in the management and oversight of intercollegiate athletics. This document is our proposal for such reforms.

By offering this document, we do not pass judgment on the personnel of the UCB Athletic Department or take a position about the allegations made against the department or certain student-athletes. We recognize the underlying problems that have arisen through the allocation of resources and efforts expended to develop a major intercollegiate sports program. We are proposing a new model for oversight of the intercollegiate athletics programs that will integrate the Athletic Department and the student-athletes more fully into the academic life of the campus, while establishing safeguards and controls that will help avoid predicaments such as those we face currently from arising in the future.

The Role of Athletics at the University

The mission of CU-Boulder is:

> to advance and impart knowledge across a comprehensive range of disciplines to benefit the people of Colorado, the nation, and the world by educating undergraduate and graduate students in the accumulated knowledge of humankind, discovering new knowledge through research and creative work, and fostering critical thought, artistic creativity, professional competence, and responsible citizenship.

This mission is primarily carried out through the academic programs of the university, which are and must remain paramount among the many activities and initiatives in which the institution engages.

Participation in athletics can teach teamwork and cooperation; reinforce the importance of self-discipline as learned through practice and repetition; require memorization, and synthesis and analysis of complex information; demand quick decision-making and clear communication; and give focus and structure to the participants' lives. The knowledge and skills learned through participation on an athletic team translate directly to the

academic sphere, and are valuable components of a complete education. Athletics can also be a highly visible outreach program for the university, and can build a sense of community among students, faculty, staff, alumni, and the public.

However, the lessons learned through athletics can only fit within the campus mission and complement academic lessons when the Athletics Department operates like all other campus departments, in a supporting role to the academic endeavor. Any other arrangement will subvert the educational experience of the student-athletes and create the kind of autonomous Athletics Department found at UCB today. The student-athletes will be exploited for their physical abilities and their education will become a subsidiary activity. The welfare of UCB's student-athletes is a matter of great concern to the faculty. We are deeply committed to providing the best educational experience for all our students.

Moreover, what should not be forgotten is that a winning football or basketball program has never and will never boost the academic reputation of a university. To the contrary, it has been proven time and again that excessive emphasis on big-time college athletics may result in misplaced priorities and unethical and even illegal behavior that cause embarrassment, comprise the integrity of often respectable and talented educators, waste untold sums of money, and unnecessarily tarnish the overall reputation of what is otherwise a world-class teaching and research institution.

Dispelling the Myths about College Athletics

The challenges the CU Athletic Department and the University are facing currently are not unique to our program nor are they exclusively confined to athletics. The problems result from a combination of causes, including an over-dependence of athletics on commercial interests and influences, a win-at-all-costs atmosphere, a perceived need to participate in the "arms race" of better facilities and higher coaching salaries as a means of staying competitive, the recruitment of athletes who do not meet the normal academic standards of the institution, and insufficient oversight by the university administration and faculty. All of these issues face nearly every NCAA Division I university.

Dr. James Duderstadt, former president of the University of Michigan and an authority on big-time college athletics, very much supports the belief that the issues and problems plaguing intercollegiate athletics have become extremely damaging to the mission of higher education. He wrote in the new epilogue to his book, Intercollegiate Athletics and the American University:

> "*my growing conviction [is] that big-time college sports do far more damage to the university, to its students and faculty, its leadership, its reputation and credibility, than most realize—or at least are willing to admit.... Far too many of our athletics programs exploit young people, recruiting them with the promise of a college education—or a lucrative professional career—only to have the majority of Division 1-A football and basketball players achieve neither. Scandals in intercollegiate*

athletics have damaged the reputations of many of our colleges and universities. Big time college football and basketball have put inappropriate pressure on university governance, as boosters, politicians, and the media attempt to influence governing boards and university leadership. The impact of intercollegiate athletics on university culture and values has been damaging, with inappropriate behavior of both athletes and coaches, all too frequently tolerated and excused. So too, the commercial culture of the entertainment industry that characterizes college football and basketball is not only orthogonal to academic values, but it was corrosive and corruptive to the academic enterprise."

It is our conviction that the financial pressures, the lure of nationwide exposure, the extraordinary support of ardent boosters, and the perquisites and status of a winning athletic program have, over the years, eroded the once-clear standing of academics as the fundamental purpose of the university and allowed the pursuit of athletic fame to overshadow educational programs.

The fact is that several widely accepted beliefs about the advantages of big-time college sports simply do not comport with reality:

Myth No. 1: Athletic Departments make money for universities.
This is very rarely the case and has never been true at the University of Colorado. At almost every Division I university (and at every university in Divisions II and III), the Athletic Department spends more money that it raises. Only in rare and short-lived instances have major college athletic programs run in the black, and to get there it often requires fancy accounting (i.e., shifting certain athletics-related expenses over to the university's general budget, etc.). It is almost always the case that Athletic Departments require significant annual infusions of funds from either the general budget of the university, student fees, or a direct state allocation.

At CU, the Athletic Department receives close to $1million annually from the Chancellor's budget, over $400,000 from the University president, and over $1.3 million from student fees, accounting for 7 to 10 percent of the Athletic Department's budget. And this does not include other subsidies that athletics receives in the form of licensing fees, infrastructure support such as buildings, campus physical space, and various other services that are not charged back to athletics.

Myth No. 2: Winning athletic programs result in financial contributions to universities.
There is no reliable statistical evidence that demonstrates this is true. In fact, to the contrary, there are a number of studies that show this relationship does not exist at all and that losing programs do not experience any appreciable loss in contributions to the university's general fund (see, for example, Unpaid Professionals, by Andrew Zimbalist – an economics professor at Smith College). There are isolated instances where winning football and basketball programs have resulted in temporary increases in giving specifically to the athletic departments, but that does not benefit the academic mission of the university.

Moreover, an important cost to the university is often overlooked in fundraising around college athletics – namely the "opportunity costs." For every donation that is earmarked for athletics, a potential donor to other programs is removed from the pool. In some instances, when campaigns for athletic fund-raising are directed at alumni who normally give to the general fund of their alma mater, increases in contributions to the Athletic Department actually coincide with decreases in giving to university's general funds.

Myth No. 3: A good athletic department helps the reputation of the university.
While there is some anecdotal evidence that shows that winning athletic programs can increase applications for admissions, this benefit is short-lived, and normally accrues to schools whose athletics reputations were weak prior to some singular success in sports that created increased visibility. Statistical studies have shown that in general, winning sports programs rarely result in a greater number of applications; do not result in any higher quality of applicant; and do not improve the admissions yield (the percent of admitted students who end up enrolling). Most importantly, athletic programs that encounter scandal and NCAA sanctions could very well experience severely damaged reputations, along with decreases in contributions to the academic general fund. We already know of one instance where a unit of CU-Boulder may be missing out on a major donation by a corporation that does not want its reputation tarnished by the football recruiting allegations. (For more complete information, see Zimbalist 2001 or the NCAA's report, "The Empirical Effects of Collegiate Athletics: An Interim Report.")

Proposals for Reform of the CU Department of Intercollegiate Athletics

For a reform effort to work, it must be initiated and guided by the highest levels of authority at CU — the Chancellor, the President, and the Regents. The faculty agrees with President Hoffman and Chancellor Byyny that UCB's athletic reforms should serve as a national model and see the recent football recruiting changes as a step in that direction. When asked how those reforms would affect CU's competitiveness on the playing field, the President and the Chancellor responded that there were higher principles than simply competing for star athletes. We are in agreement with this statement, too. This is precisely the viewpoint that should guide decisions for revamping the Athletic Department. However, meaningful reorganization of athletics at CU requires a wholesale transformation in how we think of the Athletic Department — the way it serves students, its fiscal relationship with the rest of the campus, and its place in fulfilling the educational mission of the university.

In November of 1992 the Regents of the University of Colorado adopted a resolution endorsing the principles of the first Knight Commission on Intercollegiate Athletics. Among those principles were calls for: improved progress toward degree and higher graduation rates of students on athletic scholarships; greater fiscal control of Athletic Departments; and a general increase in institutional authority and accountability over athletic programs. As far as we can tell, very little has actually been done at CU to advance these principles. We cannot simply wait for system-wide rules changes to trickle down from the Big 12 or NCAA before the university reasserts its authority over the

athletic program. The NCAA is an aggregation of its members and thus long-standing and meaningful change must bubble up from the bottom.

Like many other campuses around the country, diffusion of and confusion about duties has led to miscommunications about who is responsible for supervising the behavior of student-athletes and coaches. The result is that those with oversight cannot maintain adequate control, and often are not aware of the specific details of athletics management.

Adhering to academic values will allow UCB to regain control of its athletics program and serve as a model for the nation. Any university can be a leader in athletic reform; most won't because of a lack of will and fear of public reprisals. We at UCB have no choice; we must lead or be judged a failure in the eyes of the entire nation. Therefore, we submit the following proposals for athletic reform.

We propose a two-tiered set of reforms. One tier describes changes that should be made on campus as quickly as possible. The other tier is aimed at a national audience and, to be effective, will require the participation of many other universities, major athletic conferences, and the NCAA. Some of the proposals reinforce many of the positive things already occurring in the CU Athletic Department. Others are meant to reverse negative and disturbing trends.

Tier I Reforms:
Proposals for Immediate Changes

1. Ensure the well-being of all UCB student-athletes.

We must not forget that the students who come to UCB on athletic scholarships are, first and foremost, students. Our purpose is to make sure that the young men and women who enroll at the University of Colorado, athletes or not, attend class and study in a safe environment and leave with the knowledge and skills to prepare them for advanced degrees and/or the competitive work world. We must not bring students here who are not prepared to succeed, and we cannot set them up for failure when they arrive. UCB must do everything it can to ensure that the students who participate in intercollegiate athletics here are as qualified for admissions as all other students, and are able to keep pace with the demanding curriculum and educational requirements of a major research university. We must insist on a safe campus, where each student is respected and mechanisms are provided for peaceful dispute resolution. Student-athletes must be integrated fully into the campus life, to enhance their social and emotional development, which is crucial to a complete education. To this end, we propose the following:

a. Student-athletes must meet the same admissions standards as other students. While the Athletic Department does a very good job most of the time of recruiting students who are able to succeed in the rigorous academic environment of CU, this is not universally the case. Certain teams recruit an excessive number of students who barely meet the minimum standards for admission – these are students who are admitted through the "window." Whereas only about 10-15 percent of the entering class at CU is admitted

in such fashion, "window" admits may consist of more than 75 percent of some athletic teams. This would not be of concern in and of itself if we had evidence that these students were consistently performing and graduating at rates equivalent to the student body as a whole. However, they are not. Therefore, the use of the admissions "window" for athletes must be severely limited to those who have compelling, non-athletic-based qualifications. Students recruited and admitted to UCB with athletic scholarships should reflect the profile of the student body as a whole; that is, athletes should be admitted "through the window" in approximately the same proportion as the entire entering class. This should be calculated by team, not across the entire Athletic Department.

In addition, we recommend a review of the policies governing the use of continuing education courses to maintain athletic eligibility, and suggest that the review be in the context of a more comprehensive evaluation of the use of continuing education courses for matriculated students.

b. Involve faculty more actively in student-athlete recruitment. As admissions requirements are strengthened for athletes, faculty must assist in the recruitment process to help prospective students understand the challenges of university study and to assist the campus in its admissions decisions. We propose a formal collaboration between the Athletics Department, the Admissions Office, and the Boulder Faculty Assembly, in which faculty from each department will participate in the process of recruiting student-athletes. Faculty members will work with head coaches on a regular basis, to arrange meetings with athletic recruits and their parents (in person or by phone) to discuss academic programs, graduation requirements, and other aspects of the educational program.

c. Restrict the number of athletic scholarships and post-season play for teams with poor academic performance and graduation rates. In conjunction with the raising of admission standards for athletic teams, we propose the requirements that individual athletes make appropriate progress toward degree each year and teams graduate their athletes at rates consistent with that of the student body as a whole. Inability to meet these academic standards will result in loss of scholarships and/or ineligibility for post-season play. The NCAA Division I Board of Directors has just adopted a package of reforms that includes these very changes, we urge CU to be out in front on academic reforms by instituting them immediately and unilaterally.

d. Include student-athlete academic performance as a component of coaches' performance evaluations. One of the best ways to encourage strong academic performance by student-athletes, and discourage abuse of them, is to make clear to the coaches the consequences of academic failure. Coaches' yearly performance evaluations should include measurable goals and objectives tied to their teams' academic performance. Minimal standards will be set by the new Athletics Governing Board (see recommendations below) that will be based on the NCAA's new guidelines for evaluating graduation rates and progress toward degree.

e. Require every intercollegiate athletics coach attend one or more specialized academic support programs each year. Coaches have a strong and continuing relationship with the student-athletes in their sports, and are in a position to influence student behavior and attitudes. Coaches engage in teaching activities, both on and off the field, and often can spot a student experiencing academic difficulty before others would notice the problems. They can help the student-athlete to work through issues or encourage him or her to seek help earlier than other professionals. The coaches should be provided with on-going training, possibly through the Boulder Campus Faculty Teaching Excellence Program, in academic support topics. This training would also reinforce in the coaches their unique role in the educational process of student-athletes.

f. Create a handbook for coaches and athletic department personnel. A resource book should be developed for all for coaches and athletic department personnel that: provides information on how to monitor the academic progress of students; lists resources to which students in need can be referred; covers sexual harassment and sexual assault awareness and details responsibilities of campus personnel in reporting suspected cases; describes the organization of the campus and gives contact information for the various departments; and includes other relevant and necessary information. This should improve communications between coaches and student-athletes, and can make the Department more responsive to the needs of its students.

g. Review and revise all student-athlete handbooks.
A thorough review and revision should be undertaken of all student-athlete handbooks for every sport. Content should be standardized for those topics that apply to all student-athletes. In particular, standardized information should be provided that: lists services for students in need of academic, health, or emotional assistance; covers sexual harassment and sexual assault awareness, including listing policies and reporting requirements; describes the organization of the Athletic Department and campus and gives contact information for offices and personnel; explains class attendance policies, and requirements for requesting excused absences for competitions; and includes other relevant and necessary information.

2. Clarify institutional control and accountability

a. Consolidate all responsibility for Boulder Campus intercollegiate athletics in the Office of the Chancellor. The University's Board of Regents' Intercollegiate Athletics Policy 13-C (June 27, 1996) gives oversight responsibility of the Department of Intercollegiate Athletics to the Boulder Chancellor, but delegates representational, media, and public relations functions to the Office of the President. This should be changed. It is confusing, and blurs normal channels of reporting and supervision. It undermines the ability of the Boulder Campus to create and maintain a unified and integrated program of activities that enhance its educational mission. It obscures the role of athletics as that of supporting academics and provides the Athletic Department with an excuse to claim a special status, apart from other campus functions.

b. Integrate academic department administrative functions into general campus administrative procedures. The integration of the Athletic Department's Academic Support Services into the campus Office of Student Affairs has been largely successful. It should serve as a model for the similar incorporation of the Athletic Department's financial services and administration into pre-existing campus structures. We strongly recommend that there be a comprehensive review of all Athletic's Academic Support Services functions, including the use of tutors and other services offered student-athletes, to ensure comparability with the services offered all students.

i. Financial Services. The relationship between the Athletic Department financial and business affairs and the campus must be formalized. We propose that the Senior Associate Athletic Director for Facilities, Development and Business Affairs be subject to the same reporting requirements as all other department budget officers. Effectively, he should become an agent of the Campus' Senior Vice Chancellor/CFO. All aspects of the Athletics Department budget should be subject to the same oversight as the budgets of other departments.

In conjunction with this action, we recommend an immediate and comprehensive review of the entire budget and strategic needs of the Athletics Department. Special attention should be paid to the dependence of the Department on University support, arrangements with coaches regarding outside compensation, the football stadium expansion and financing, and long-range forecasts and planning for the financial future of athletics.

ii. Athletics Administration. To promote better communication and ensure that Athletics Department decision-making is consistent with the educational mission of the campus, we propose that the Director of Intercollegiate Athletics report to the Boulder Campus Provost and Executive Vice Chancellor's Office. The Provost coordinates the activities of almost all units on campus, and reports directly to the Chancellor; it is appropriate that he or she also directly supervise intercollegiate athletics, coordinating with the Vice Chancellors and the proposed Athletics Governing Board (see below) as appropriate. The Athletic Director should be involved in campus policy boards, as appropriate, perhaps as a member of the Council of Deans (in a role similar to the Dean of the Libraries or the Dean of Continuing Education) or other group.

c. Develop and codify responsibility of Athletic Department employees for compliance with all applicable rules and regulations. We propose that the campus faculty and administration develop an athletics "Sarbanes-Oxley Corporate Responsibility" document that outlines authority, responsibility, and accountability for all levels of Athletics Department employees. This document will eliminate confusion over responsibility for NCAA guidelines, Big 12 procedures, state and federal law, and university guidelines. Head coaches will be required to certify that the activities of their student-athletes and assistant coaches comply with the guidelines and rules of the Athletic Department, the University, the conference, and the NCAA, including those regarding recruiting and admissions, academic eligibility, and student conduct. The Athletic Director, Provost, Chancellor, and Board of Regents must review and approve

such certification. Procedures must be developed that specify sanctions where rules infractions or inappropriate certification have occurred.

3. Provide faculty oversight through creation of an Athletics Governing Board

Shared governance is a basic operating principle of the University and the Boulder Campus. Faculty and administration should share policy-making responsibilities and oversight of intercollegiate athletics, similar to other shared oversight responsibilities (for example, over academic programs, building and construction, information technology, budgets, etc.). Accordingly, we propose several changes in athletics governance that allow faculty to play a critical role in athletics decision-making and oversight. These changes coincide very closely with the principles outlined in *Coalition on Intercollegiate Athletics*' memorandum, "Campus Athletics Governance, the Faculty Role: Principles, Proposed Rules, and Guidelines" < http://www.math.umd.edu/~jmc/COIA/Gov.html>.

First, we propose that the duties of the Faculty Athletics Representative (an NCAA-mandated position) conform to principles in the COIA document (currently being considered for adoption by the FAR Association). In particular, we recommend that the position be filled by a regular faculty member. The FAR should be provided with the resources and support to ensure his/her independence from the Athletic Department, and to make certain his/her fair representation of the sentiments and priorities of the faculty at the conference and NCAA levels. Second, we propose the creation of an Athletics Governing Board ("AGB"), which will consist of faculty, academic administrators, athletics department officials, and students; each member will serve a finite term. The AGB must be composed of a majority of faculty and academic administrators. The Faculty Athletics Representative will serve on the AGB, ex officio. The Boulder Faculty Assembly will appoint the majority of the faculty members of the AGB. The AGB will report to and serve in an advisory capacity to the Provost, overseeing all aspects of Athletics Department policy and operations. The AGB will not replace the current BFA Committee on Intercollegiate Athletics, which will be maintained as the faculty's independent advisory body on athletics policies and issues; membership on the AGB and the BFA Committee on Intercollegiate Athletics may overlap. The AGB will be required to provide regular informational reports to the BFA.

The AGB will have specific responsibilities for (among other things): setting admissions standards for student-athletes, which may not conflict with general admissions standards; conducting recruitment and hiring searches for major Athletic Department personnel, including head coaches of each sport and the Athletic Director, and providing input into yearly job performance evaluations and personnel actions; reviewing all long-range strategic and fiscal plans and policies, and making recommendations to the Provost regarding their approval. The composition and duties of this panel generally follow the guidelines laid out in the COIA document.

Tier II Reforms:
Leading a National Debate on the Role of Athletics in Higher Education

Not all necessary reforms are feasible if implemented unilaterally. Many changes not only require alterations in NCAA or conference policies and bylaws, but also a transformation of how our culture regards intercollegiate athletics at its highest levels of competition. We are calling for a national debate on the mission and goals of higher education and how college sports can further those goals; we must have a better perspective on this issue. Of one thing we can be sure: it is not the place of our nation's universities and colleges to serve as high-priced athletic entertainment or development programs for major professional sports leagues.

Moreover, university administrators and governing boards need to take stock of their choices and ask themselves *why* they are spending millions to build or expand a stadium or bring a high profile coach to campus. These are not actions that will improve in any way the academics of their institution, and in the long run place an ever-increasing burden on their athletic departments to raise larger and larger sums of money. Ultimately such choices drain resources away from the teaching and research side of higher education and put their institutions at risk of serious and damaging embarrassment.

We therefore call upon the Board of Regents of the University of Colorado, the University's President, the Boulder Campus Chancellor, and the Boulder Campus' Athletic Director to become a force for change in college sports. We urge them to work within the NCAA and the athletic conferences, the appropriate academic and administrative associations, and with the public to redefine the role of athletics within the setting of higher education and identify necessary changes in the existing system of intercollegiate athletics. Simultaneously, the faculty will work through the Faculty Athletics Representative and their participation in the Coalition on Intercollegiate Athletics to effect these changes.

To begin the debate, the faculty proposes discussion of the following three topics:

1. Putting Academics First

- ***Length of athletic schedules and practice time***

  Athletic schedules and practice time should not place on an undue burden on the lives and academic needs of students. Competition seasons for some sports are far too long and too many games are scheduled mid-week, requiring students to spend excessive amounts of time away from campus. Furthermore, it is quite common for post-season tournaments and championships to run into finals periods, requiring last-minute absences during a crucial time in the academic schedule. Athletic programs often will increase the length of their football schedules in order to generate the needed revenue to feed their ever-expanding budgets. All of these choices come at real costs to the students.

- ***Improving academic standards***

Efforts must be strengthened at all universities to ensure that no compromises are made on admissions, academic standards, and graduation rates for students who participate in intercollegiate athletics – no matter what sport. While the universities themselves must ultimately be accountable for the quality of their students, the best way to achieve both broad improvements in academics and a level playing field for all schools is to institute more rigorous standards by changing policies at the conference or NCAA level. One item that should be up for further consideration is returning to a system of ineligibility for freshmen – this is an idea advocated by former University of North Carolina Basketball Coach Dean Smith, among others.

- ***Alternative avenues to professional sports careers***

Through the NCAA, university administrators and athletic directors should apply pressure on professional sports leagues (particularly the NFL and NBA) to provide more realistic development programs for young men and women who wish to play professional sports but do not wish to attend college.

2. Halting the Athletics "Arms Race"

- ***Getting perspective on athletics spending***

A sense of perspective needs to be reintroduced into the planning and operations of athletic department budgets. Schools need to establish active controls over athletics spending such as those proposed above for CU. Again, this can probably best be achieved by changes in the bylaws of the NCAA requiring universities to take tighter control through incorporation of Athletic Department finances into the general budgetary procedures of the institution. As part of the fiscal reforms, the NCAA should institute a national standard for athletics accounting similar to the "Generally Accepted Accounting Principles." Furthermore, academic administrators and faculty need to discourage the false hope that excessive athletic spending and the building of potentially winning football and basketball programs can somehow propel the academic side of institutions into greatness. Many more schools will fail in this effort than will succeed.

- ***Reconsidering Athletic Scholarships***

There needs to be intensified discussion about the policies and process of awarding athletic grant-in-aid scholarships. This is often one of the major expenditures, if not the largest expenditure, for an athletic program. There should be serious consideration of a number of reform proposals including: reducing the number of football scholarship athletes; eliminating the ability of coaches to unilaterally "pull" scholarships once they are awarded; and moving to a more need-based system of financial aid for athletes.

- ***Coaches salaries***

Coaches' salaries have spiraled out of control. At some institutions, compensation packages for coaches have gone well beyond the $1 million mark, often making athletic coaches the highest paid university employee. Such high salaries can place a

significant strain on athletic department budgets and send an unfortunate signal that athletic victories are valued well beyond academic achievement. Individual universities must make realistic assessments about how coaching salaries and compensation packages fit into both athletic department solvency and university priorities and goals.

3. Reining in the Commercialization of College Sports

Perhaps one of the more fundamental problems facing our major universities with respect to intercollegiate athletics is the over-commercialization of high-profile sports (such as football and basketball) and the undue influence of the sports media and television networks. The fuel that propelled the skyrocketing costs of college athletic programs is the revenue generated from television broadcasts of football and basketball, and the redistribution of revenue from the NCAA for the year-end basketball tournament.

Among the changes that could help in de-emphasizing the commercialization of college sports are: a stronger control by university administrators and faculty on the scheduling of athletic events; tighter limitations on the use of the university name in sports-related commercial endeavors (e.g. summer sports camps, television programs, etc.); a minimization of commercial intrusions in sporting events and venues (with a specific prohibition of alcohol and tobacco advertising); and a prohibition on the use of athletes as vehicles for advertisers.

Student Host Form

INSTRUCTIONS

A student host is required to adhere to the following rules by the State of Colorado, the Athletic Department, the NCAA and the Big XII Conference:

1. You must be enrolled in a full-time program of studies at the University of Colorado-Boulder.

2. A maximum of **$30.00** per day may be provided to cover the entertainment expenses of both yourself and the prospect. You may be provided with an additional **$15.00** per day for each additional prospect entertained by you. The money provided may only be used to entertain you, the prospect, the prospect's parents (legal guardian) or spouse. Other students may assist with the hosting of the prospect but shall pay for their own entertainment. No cash may be given to the prospect or anyone else.

3. You may not use the entertainment funds to purchase, or otherwise provide the prospect with, gifts of value (e.g., souvenirs, clothing, etc.).

4. You may not use any vehicle provided or arranged for by any institution staff member, booster or representative of our athletics interests.

5. You may not transport the prospect or anyone accompanying the prospect more than 30 miles from the campus.

6. You should not allow recruiting conversations to occur, on- or off-campus, between the prospect and a booster of the athletics program. If an unplanned meeting occurs, only an exchange of greetings is permissible.

7. You may receive a complimentary admission to a home athletics contest when accompanying a prospect.

8. Neither you nor the prospect can pay for additional entertainment above and beyond the $30/day provided to you by the Athletic Department.

9. You are responsible for turning in any remaining cash from the funds advanced. State of Colorado fiscal rules require that you provide a receipt for any purchase of $25.00 or greater.

I CERTIFY THAT I HAVE READ THE ABOVE INSTRUCTIONS AND HEREBY ACKNOWLEDGE THE RECEIPT OF $ 60 FOR THE PURPOSE OF HOSTING:

[redacted]
Prospective Student Athlete's Name (print)

[redacted]
Student Host (Print)

[redacted]
Student Host (Sign)

12/12/03
Date

NEW (2004-2005) CU FOOTBALL OFFICIAL VISIT GUIDELINES

The following regulations will be put into effect for official football visits beginning in the 2004-2005 recruiting season.

- Football recruiting visits to campus will occur primarily after completion of the regular football season, with only a few exceptions such as visits by local recruits or other extraordinary circumstances approved by the Office of the Chancellor.
- Since the visits would take place off-season, it provides the coaches more time and energy to spend with the recruits. It will also reduce the amount of disruption to current student-athletes.
- Recruitment visits will be limited to a one night stay, rather than a two-night stay.
- Prospective student-athletes will arrive the late afternoon or evening prior to the recruitment day and depart in the late afternoon or the evening of recruitment day. This limits the amount of unsupervised time while the recruit is visiting.
- We have eliminated the host responsibility for students.
- Recruits will be supervised by their parents or a designated coach during their visit.
- On the night of arrival, curfew will be set at 11:00 p.m. and will be documented by a designated coach.
- Recruitment day will be scheduled and supervised by Athletics Department staff and will include:
    - Breakfast with coaches and players
    - Meetings with faculty members and academic advisors
    - Review of campus academic expectations, support services and sportsmanship issues
    - Review of campus and program policies, processes and expectations regarding alcohol and drug use, sexual and other assault, date rape, sexual harassment and the Student Code of Conduct
    - Meetings with football staff, departmental staff and players, perhaps most important our current student athletes.
    - A mandatory exit interview and protocol for the exit interview with each recruit that visits our campus.
    - Departure for home in the late afternoon or evening of the recruitment day

Additionally, we will continue our existing rules and policies as follows:

- The Head Football Coach will continue to communicate the recruiting expectations to prospective student-athletes.
- Prior to the visits, letters will continue to be sent to student-athletes, parents, and high school coaches explaining expectations and behavioral standards.
- Recruits are prohibited from using alcohol and drugs and engaging in activities that violate team rules, campus policies or laws during the recruitment visit.

Coaches, student athletes and recruits will be required to adhere to all NCAA regulations prior to and during a recruiting visit.

PRINCIPLES OF INSTITUTIONAL CONTROL
AS PREPARED BY THE NCAA COMMITTEE ON INFRACTIONS

A. "CONTROL" IS DEFINED IN COMMON-SENSE TERMS.
In determining whether there has been a lack of institutional control when a violation of NCAA rules has been found it is necessary to ascertain what formal institutional policies and procedures were in place at the time the violation of NCAA rules occurred and whether those policies and procedures, if adequate, were being monitored and enforced. It is important that policies and procedures be established so as to deter violations and not merely to discover their existence after they have taken place. In a case where proper procedures exist and are appropriately enforced, especially when they result in the prompt detection, investigation and reporting of the violations in question, there may be no lack of institutional control although the individual or individuals directly involved may be held responsible.

In a situation in which adequate institutional procedures exist, at least on paper, a practical, common-sense approach is appropriate in determining whether they are adequately monitored and enforced by a person in "control." Obviously, general institutional control is exercised by the chief executive officer of a member institution. However, it is rare that the chief executive officer will make decisions specifically affecting the operations of the institution's athletics program. Instead, the day-to-day duties of operation, including compliance with NCAA rules, will have been delegated to subordinates either by specific action or by the creation of appropriate job descriptions. Moreover, it is usually left to senior subordinates, such as the director of athletics, further to delegate various duties regarding compliance with NCAA rules.

In most institutions, especially those with large and varied athletics programs, such delegations are made to a number of individuals who are expected to exercise control over compliance with regard to specific aspects of the program. The specific obligations of such individuals should be in writing, and not merely an understanding among the senior officials of the university and the athletics department. Not only the director of athletics, but other officials in the athletics department, the faculty athletics representative, the head coaches and the other institutional administrators outside of the athletics department responsible for such matters as the certification of athletes for financial aid, practice and competition, are expected to assume a primary role in ensuring compliance. Even though specific action has been taken to place responsibility elsewhere, these individuals will be assumed to be operating on behalf of the institution with respect to those responsibilities that are logically within the scope of their positions. Their failure to control those matters so as to prevent violations of NCAA rules will be considered the result of a lack of institutional control.

B. VIOLATIONS THAT DO NOT RESULT FROM A LACK OF INSTITUTIONAL CONTROL.
An institution cannot be expected to control the actions of every individual who is in some way connected with its athletics program. The deliberate or inadvertent violation of a rule by an individual who is not in charge of compliance with rules that are violated will not be considered to be due to a lack of institutional control:

- if adequate compliance measures exist;
- if they are appropriately conveyed to those who need to be aware of them;
- if they are monitored to ensure that such measures are being followed; and
- if, on learning that a violation has occurred, the institution takes swift action.

C. ACTS THAT ARE LIKELY TO DEMONSTRATE A LACK OF INSTITUTIONAL CONTROL.
The following examples of a lack of institutional control are not exclusive, but they should provide important guidance to institutions as to the proper control of their NCAA compliance affairs.

1. A person with compliance responsibilities fails to establish a proper system for compliance or fails to monitor the operations of a compliance system appropriately.
When an individual is responsible for ensuring that a particular rule or set of rules is not violated, that person will be considered to be exercising institutional control. That individual must not only ensure that the rules are known by all who need to know them but must also make proper checks to ensure that the rules are being followed.

It is important for institutions to understand that the mere compilation and distribution of rules and regulations, along with written compliance procedures, is not sufficient if no one regularly checks on the actual operations of the system.

2. A person with compliance responsibilities does not take steps to alter the system of compliance when there are indications the system is not working.
If a system of control is in place, a single deviation by a member of the athletics staff or a representative of the institution's athletics interests will not be considered a lack of institutional control. However, if there are a number of violations, even if they all are minor, indicating that the compliance system is not operating effectively, the person(s) responsible cannot ignore the situation, but must take steps to correct the compliance system.

3. A supervisor with overall responsibility for compliance, in assigning duties to subordinates, so divides responsibilities that, as a practical matter, no one is, or appears to be, directly in charge.
The failure to designate who is responsible for ensuring compliance with NCAA rules is a serious breach of the obligations of a university athletics administrator. Individuals are unable to operate appropriately if they are uncertain of their duties and obligations. Moreover, those subordinates who are not in charge must know who is. They need to know the person or persons to whom they can turn for advice before taking an action that may be questionable. They also need to know to whom and how to report violations that come to their attention.

4. Compliance duties are assigned to a subordinate who lacks sufficient authority to have the confidence or respect of others.
A supervisor may be acting in good faith when assigning responsibility for compliance to an athletics department secretary, or a student intern, or to someone who does not have stature in the organization. Nevertheless, that very action often makes it appear that the institution is not serious about compliance. If coaches, alumni, boosters and others do not respect the person responsible, they may well ignore that individual. Violations that occur may then be considered the result of a lack of institutional control.

5. The institution fails to make clear, by its words and its actions, that those personnel who willfully violate NCAA rules, or who are grossly negligent in applying those rules, will be disciplined and made subject to discharge.
Any operating compliance system may be thwarted by an individual who acts secretly in violation of the rules or who fails to ascertain whether a questionable action is or is not permissible. If an institution does not make clear that individual violations of NCAA rules will result in disciplinary action against the involved individual, and if it does not actually discipline those who are found to have violated such rules, it has opened the door to permitting further violations. In such a case, future violations of an individual nature will constitute failures of institutional control.

6. The institution fails to make clear that any individual involved in its intercollegiate athletics program has a duty to report any perceived violations of NCAA rules and can do so without fear of reprisals of any kind.
Compliance is everyone's obligation. Loyalty to one's coworkers, student-athletes, or athletics boosters cannot take precedence over loyalty to the institution and its commitment to comply with NCAA rules. There is a lack of institutional control if individuals are afraid to report violations because they have reason to fear that if they make such a report there will be negative consequences.

7. A director of athletics or any other individual with compliance responsibilities fails to investigate or direct an investigation of a possible significant violation of NCAA rules or fails to report a violation properly.
When a director of athletics or any other individual with compliance responsibilities has been informed of, or learns that there exists a possible significant violation of NCAA rules, and then fails to ensure that the matter is properly investigated, there is a lack of institutional control. Similarly, if an actual violation of NCAA rules comes to the attention of the director of athletics or a person with compliance responsibilities and there is a failure to report the violation through appropriate institutional channels to a conference to which the institution belongs and to the NCAA, such failure constitutes a lack of institutional control.

8. A head coach fails to create and maintain an atmosphere for compliance within the program the coach supervises or fails to monitor the activities of assistant coaches regarding compliance.
A head coach has special obligation to establish a spirit of compliance among the entire team, including assistant coaches, other staff and student-athletes. The head coach must generally observe the activities of assistant coaches

and staff to determine if they are acting in compliance with NCAA rules. Too often, when assistant coaches are involved in a web of serious violations, head coaches profess ignorance, saying that they were too busy to know what was occurring and that they trusted their assistants. Such a failure by head coaches to control their teams, alone or with the assistance of a staff member with compliance responsibilities, is a lack of institutional control.

This is not to imply that every violation by an assistant coach involves a lack of institutional control. If the head coach sets a proper tone of compliance and monitors the activities of all assistant coaches in the sport, the head coach cannot be charged with the secretive activities of an assistant bent on violating NCAA rules.

D. COMPLIANCE MEASURES IN PLACE AT THE TIME OF VIOLATION AS A FACTOR IN DETERMINING WHETHER OR NOT THERE HAS BEEN A LACK OF INSTITUTIONAL CONTROL.

Institutions are eager to learn what measures can be taken to reduce the likelihood that in the event a violation does occur, it will result in a finding of a lack of institutional control. The following are some of the steps that assist an institution in avoiding such a finding. It must be emphasized,
however, that the presence of such measures are not a guarantee against such a finding. The way in which the measures are carried out and the attitude toward compliance within the institution are vital factors.

1. The NCAA rules applicable to each operation are readily available to those persons involved in that operation.

Those individuals involved in recruiting activities should have ready access to the recruiting rules, and those university staff members engaged in determining eligibility for financial aid, practice and competition should have ready access to the NCAA rules governing those matters.

2. Appropriate forms are provided to persons involved in specific operations to ensure that they will properly follow NCAA rules.

With respect to certain operations, specific forms or checklists can be of great help in assuring compliance with NCAA rules. Clerical employees may find the rules themselves daunting. But if they can follow a form, many problems can be obviated. This is certainly true with regard to such matters as ensuring that student-athletes do not receive excessive financial aid individually or by sport, that initial eligibility standards are met, and that continuing eligibility standards are properly enforced.

3. A procedure is established for timely communication among various university offices regarding determinations that affect compliance with NCAA rules.

For example, there should be a method of direct communication between the registrar and the department of athletics so that the latter learns at once if an enrolled student-athlete drops a course that brings that student-athlete below the required number of units for eligibility to participate.

4. Meaningful compliance education programs are provided for personnel engaged in athletically related operations.

It is important that new personnel, both coaches and administrative staff members, receive training regarding NCAA rules that are relevant to their positions shortly after beginning employment. The institution should also continue to educate its staff by conducting compliance sessions on a regular basis for all involved personnel as refresher courses, with an emphasis on changes in NCAA rules. Not infrequently, persons who have been involved in intercollegiate athletics for many years and who violate long-standing rules attempt to excuse their actions on the grounds that they were unaware that their activities constituted a violation. On occasion such personnel rely on long outdated interpretations of legislation that have been eliminated or dramatically altered for a number of years.

Obviously the nature and strength of the compliance education program is of significance. Educational programs run by the NCAA and by various conference offices may, because of the expertise of those involved, be superior to training by in-house personnel.

5. Informational and educational programs are established to inform athletics boosters of the limitations on their activities under NCAA rules and of the penalties that can arise if they are responsible for rule violations.

Distribution of rules education materials (e.g. brochures and articles) to season ticket holders is significant as are special programs for booster organizations.

6. Informational and educational programs are established for student-athletes regarding the rules that they must follow.
All institutions conduct information sessions for student-athletes and obtain the required signed statements from each. However, the extent to which these are truly informative and are taken seriously varies. The extent to which these sessions are made important by the institution is a significant factor.

7. An internal monitoring system is in place to ensure compliance with NCAA rules.
It is of significance if, on a regular basis, a person (or persons) charged with monitoring compliance frequently checks operations throughout the athletics department and related departments of the university. Such a person should make certain that required forms are being utilized and utilized properly. A compliance person should speak with all coaches frequently and regularly to find out if they have any concerns or questions about what they can or cannot do or what they have already done. A compliance person should be aware of what actions have been taken with regard to a variety of areas, including recruitment, awarding of financial aid, practice requirements and travel arrangements.

From time to time the compliance person should meet with student-athletes in the various sports to see if any problems exist. All potential violations must be reported and an investigation must ensue in accordance with appropriate institutional procedures. Other internal monitoring measures are also of significance, including one-on-one meetings between coaches and the athletics director, and meetings of university committees on athletics in which student-athletes and others are involved.

8. An external audit of athletics compliance is undertaken at reasonable intervals.
An important control exists if an independent university or outside unit undertakes audits of the athletics enterprise to determine if there have been violations of NCAA rules and to suggest changes in operating methods and procedures wherever such action could eliminate the danger of future violations.

9. The chief executive officer and other senior administrators make clear that they demand compliance with NCAA rules and that they will not tolerate those who deliberately violate the rules or do so through gross negligence.
It is an important factor when the senior administrators in an institution by word and, when necessary, by action make clear that compliance is vital. The pressure to run a winning program must not overcome the dedication of the institution to ethical conduct in all aspects of its athletics program and to compliance with NCAA regulations.

The institution and its staff members have a long history of self-detecting, self-reporting and self-investigating all potential violations.

Institutional Control at CU – Sample efforts

1. The Chancellor of the Boulder Campus will meet at least once annually with all members of the Athletic Department to emphasize institutional control and adherence to compliance rules and procedures.

2. The Director of Compliance will meet with the Compliance Committee on a bi-monthly basis to discuss compliance issues. The Compliance Committee consists of the Faculty Athletics Representative, Athletic Director, Compliance staff, Registrar, a member of the Faculty Assembly, and a representative of the Chancellor's Office.

3. The Director of Compliance will meet with the Director of Athletics on an "as required" basis as the situation may require.

4. An annual State of Compliance Report will be made to the Compliance Committee and the Chancellor's representative.

5. An annual letter and/or rules summary will be sent to boosters (donors) advising them of their limited role and conveying to them an explanation of rules compliance.

Gary Barnett

From: Gary Barnett
Sent: Tuesday, February 17, 2004 8:31 AM
To: 'Dick Tharp (E-mail)'
Subject: hnida

How aggressive shoould I be re; katie....sexual conquests by her etc.

AFFIDAVIT OF ALLISON HERREN LEE

1. I, Allison Herren Lee, am an attorney with the law firm of Sherman & Howard, LLC, Denver, Colorado.

2. I represent the woman who filed police report no. P01-16069 with the Boulder Police Department in September, 2001.

3. I personally observed the woman referred to in paragraph 2 above sign the statement attached hereto as Exhibit A, using the pseudonym of Jane Doe.

Dated this 22nd day of April, 2004.

Allison Herren Lee

STATE OF COLORADO)
) SS.
COUNTY OF DENVER)

The foregoing instrument was acknowledged before me this 22nd day of April, 2004, by Allison Herren Lee.

Notary Public

My Commission Expires:

My Commission Expires 1/2/2006

GRACE M. RUSSELL NOTARY PUBLIC STATE OF COLORADO

Exhibit A to Affidavit of Allison Herren Lee

STATEMENT OF JANE DOE

I am the victim who filed police report no. P01-16069, with the Boulder Police Department in September, 2001 after I was raped by a CU football player. This is my account of what happened to me during the Fall of 2001.

On Friday, September 28, 2001, I was raped by a CU football player. My account of the rape is in the police report. At the time of the rape, I was 19 years old, a student at CU and I also worked in the Athletic Department. I was scheduled to work on Saturday, September 29, and so I went in to work. I was very upset, and my co-workers asked me several times what was wrong. I did not tell them. Later that night, I called a rape crisis center. They told me to go to the hospital, and I did.

On Sunday, I went in to work and told a member of the staff about the rape. He said he would tell my boss Steve Willard, and have him call me. That night, Steve called me at home, and said he did not want to talk about it over the phone, so we agreed to meet in his office early Monday morning (October 1). We did meet on Monday morning in Steve's office. I told him the details about the rape, and I also told him that I had gone to the hospital, gotten a rape kit and talked to the police. Steve seemed very upset and concerned, and worried about me and my well-being. Steve said he really didn't know what to do in a situation like this and that he would get back to me. Steve gave me the number for CU victim assistance, and I called them.

Later that day, Steve asked me if I wanted to meet with Gary Barnett, Brian Winklebauer and him and tell them all what happened to me. The meeting was not my idea or request, but after thinking it over I decided it was good idea for them to hear directly from me what had happened. I was a little nervous, but I thought I needed to do it. We had the meeting in Mr. Barnett's office. Mr. Barnett, Mr. Winklebauer and Steve were there. I have no idea why Mr. Barnett told the Commission that Mr. Winklebauer was not at this meeting. I remember very clearly that he was. My father also remembers that Steve told him that Mr. Winklebauer was at the meeting, and my father wrote that fact down in his calendar when it happened.

At the beginning of the meeting, Mr. Barnett said that he wanted to hear my side of the story. I told the three of them the details of the rape just as I had told the police. Mr. Barnett asked me twice during the meeting if I planned to press charges. I had not made up my mind at that point what I wanted to do, and I told him that I didn't know yet whether I would press charges. He also asked me what kind of evidence I had. I told him I had gotten a rape kit. He told me that if I did press charges my life would change. When he asked me the second time about whether I was going to press charges, I told him again that I didn't know. I asked him what he would do with respect to the player. He told me that he was the player's coach, not his father and he would not punish him. He asked me what I wanted to see happen, and I told him that, at the least, I wanted to see the player get some treatment so that he would not do to someone else what he had

done to me. I did not say to Mr. Barnett, as he said to the Commission and in a press statement, that I did not want the player punished or kicked off the team.

Mr. Barnett apparently had not yet spoken to the player, because he told me that if he spoke to the player, and the player had a different story, he would support the player. He did not say that he would support the player "emotionally," he just said that he would support him. This comment, along with all of the other things that he said in the meeting, did intimidate me and did convince me not to press charges. I believed that I would go through a painful and difficult ordeal, and probably at the end, the player would not be convicted because it would be my word against his and he would have the support of Mr. Barnett and the CU football program behind him.

A week or so after the meeting, Steve asked me if it would help or if it was okay for the player to write me a letter of apology. I told him that would be okay. According to Mr. Barnett's statement to the Commission, he corrected the letter for grammar, but didn't actually read it. I don't know whether Steve read it or not, but Steve is the one who gave the letter to me a few days later.

My decision not to press charges against the player was a difficult one, and since that time my family and I have tried to put these events behind us. I have never filed any lawsuit against CU, and I have never asked for or received any money from CU or anyone else as a result of my rape. For the sake of myself and my family, I wish to remain anonymous to the public so I'm not using my real name or the player's name in this statement. However, CU officials, CU's attorneys and Mr. Barnett, know who I am and they know the name of the player. I have been subpoenaed as a witness in the lawsuit against CU, and at my deposition, I will make these statements under oath.

Although my privacy is important to me, the reason I'm telling my story to the Commission now is not to help or hurt any persons involved, but simply to help myself and other women out there so that this does not keep happening.

Jane Doe

Jane Doe

Date: 4/21/02

May 1, 2004

To: **Independent Investigative Commission**

From: **Amy Robertson, LCSW, Director**
University of Colorado at Boulder Office of Victim Assistance

Introduction

This memorandum is in response to the Commission's request for recommendations from the CU Office of Victim Assistance. Our office also asked several campus and community constituencies for input, although the final recommendations are specifically from our office.

First, we provide the guiding principles that give some background to these recommendations. Second, we provide recommendations for prevention, education, and risk reduction programs for all students including athletes. Third, we provide recommendations for altering existing sexual assault policies and response systems. Forth, we provide recommendations for faculty and staff training. And last, we provide recommendations for campus and athletic department climate change.

I am appending two additional items: a summary of our current Department of Justice Violence Against Women on campus grant initiatives as well as a letter from a colleague in the Boulder community who asked us to pass along her letter.

While this is by no means an exhaustive list of recommended changes or enhancements, we believe it represents the issues of highest priority based on our knowledge of the existing efforts to address violence affecting the University community. We also recognize the concerns surrounding sexual violence exist throughout the university community as well as the larger society.

Guiding Principles

- Leadership within CU-Boulder—and the Athletics Department specifically—need to recognize their ability and responsibility to change an environment that contributes to sexual violence, and make a commitment to doing so. Education and training are ineffective and even counterproductive if authority figures or leaders undermine, devalue or dismiss the messages.

- Effective education, training, and support services concerning sexual violence, whether on an individual or systemic level, must take into account the interrelationship of race, class, gender, ability, and sexual orientation.

- College-aged students are more vulnerable to sexual assault than any other age group. National research demonstrates that only 1 out of 5 sexual assaults are reported and that false reports are rare (less than 5%). When victims receive

effective support, they are more likely to engage with the criminal justice system and other systems of accountability. However, encouraging reporting can be damaging to victims if responders lack training or are unclear about their role, or if response systems are overly convoluted or more focused on institutional liability than on responsiveness to the needs of victims. When a victim's needs are respected and they receive knowledgeable, client-focused support services they are better able to make a clear decision surrounding reporting the incident, which can substantially reduce the development of secondary mental health problems. The basic cause of trauma from violence (sex assault, intimate partner violence, and stalking) is loss of personal safety, control, and trust. Therefore, any successful response to such incidents must factor in the need for survivors to have some understanding and control of the investigative and sanctioning processes they may go through.

Recommendations:

Education/Prevention with all students

- **Mandatory First Year Experience course for all incoming/ transfer students**

Most of the risk reduction and education is limited by time frame currently. One shot educational efforts are not as effective as more sustained venues for continued conversation and skill building. A mandatory "First Year Experience" class could address the many issues that significantly affect students' ability to live and learn in an academic community. In the first year students are at risk when they enter a large institution and attempt to build community through alcohol and drug use and unsupervised extra-academic activities. A smaller class focused on values clarification, critical thinking about peer culture, as well as building community and relationships would significantly build protective factors for students.

- **Separate gender education options**

Research indicates that students learn best about sexual violence and values clarification when they have some opportunity to learn in a single gender environment. Therefore, we recommend creating a position for a professional coordinator focusing on supporting men in learning skills in the area of violence prevention to complement the current education programs.

Best educational practices include attention to teaching bystanders ways to intervene when they see a situation that is risky. Research says that men know who the problem guys are who they "wouldn't want dating their sister," but often they are confused about how to intervene, fear the judgment of peers, or fear of a physical confrontation. Addressing these issues and promoting the idea that they are setting a standard and giving voice to their values helps bystanders overcome inhibitions about speaking out, taking

action, and intervening. This is an important developmental task for college students in learning how to skillfully participate in community.

Education/Prevention for Student-Athletes

- **Institutional support for comprehensive, ongoing training and consultation with a national high credibility person (e.g. Don MacPherson or Jackson Katz) with expertise in sexual violence.** The key to successful training is to contract with someone who has the credibility to work with the coaching and other professional athletic staff. This training should also include development of collaborative connections with campus and local community resources. It would be helpful to build in accountability to have this person communicate with someone outside the Athletic Department.

- **We support the institutionalization of the Life Skills classes for student-athletes;** we recognize that some students, like those involved in revenue generating Division 1 athletic teams have unique pressures which call for specialized education. Attendance should be mandatory.

Sexual Assault Response/Policies

- **Support the process of rewriting campus response protocols to be clearer about reporting requirements, official reporting venues, and processes for Sexual Harassment, Judicial Affairs, and criminal justice system.** This process must balance institutional accountability with the need for victim privacy and control. General response protocols should be easily accessible on the web and well-publicized. Training should be accessible to non-English speaking staff, and the training curriculum must include a cultural sensitivity and competence component. This training will not be geared to make people experts in responding to sexual assault but that everyone should be prepared to make appropriate referrals and fulfill reporting requirements.

- **Create a formal campus review venue (Team Meeting) for sexual assault, domestic violence, and stalking cases for on-campus and campus-related cases.** This collaborative case review would formalize the informal practices that have helped cases to proceed in terms of consistent processes and just outcomes. This team would complement and be somewhat analogous to the model used in the Boulder County District Attorney's office (Sexual Assault/Domestic Violence Prosecution Team), and would include involved community resources like Boulder Police Department, Safehouse, MESA, Social Services, etc. This routine communication system would contribute to early and consistent information sharing (to the degree allowable by law) and collaboration among Sexual Harassment, Judicial Affairs, Housing, Office of Victim Assistance, University PD, Dean of Students, and other involved units within the University.

- **Implement the recommended changes in recruiting policies and practices with the Athletic Department.**

Faculty/Staff Training

Staff and faculty have relationships with students who may view them as trusted resources within the campus community. In turn, professors, teaching assistants, coaches, custodial staff, and administrative support staff must be prepared to appropriately respond to disclosures. When employees are thus empowered, necessary resources and services can be mobilized without delay as well as communicate to appropriate reporting officials (police, sexual harassment officer, or judicial affairs officer).

- **Repeat mandatory training for all staff and faculty (including leadership) on updated reporting and response protocols covering Sexual Harassment Policy, Title IX, and crime reporting obligations.**

- **Performance plan accountability for attendance and compliance with these trainings and policies.** Tenure and promotions for faculty should also include this accountability.

- **Judicial Affairs, Office of Sexual Harassment Policy, and CU Police Department provide feedback/reporting on units to university administration which may have problems in consistent implementation of sexual assault training and response policies and protocols.** Although this communication currently takes place, a clearer and more consistent practice will aid administrators in recommending accountability as well as more intensive training/problem solving for departments or units with repeated reporting/implementation problems.

- **More resources are necessary to implement these additional training and investigative responsibilities as Sexual Harassment, Judicial Affairs, and Victim Assistance are already stretched.**

- **Funding should cover continuing education for all investigators (CUPD, Judicial Affairs, and Sexual Harassment) to continue to demonstrate commitment to best practices in this complicated area of expertise.**

Campus Climate

Sexual assault does not happen in a vacuum. Many people have been harmed in the various situations which bring us to this investigatory commission. As we move forward to create change, intervention must take complex realities into account in order to be credible to students, families, staff, and faculty. Interpersonal violence has different meanings in different communities. For instance, research says that sexual assault is most often prosecuted most vigorously when victims are white women and assailants are

men of color. Women of color may fear that their assaults will not be taken seriously by white dominated systems. Staff may fear that sexual harassment of lower status employees by students will not be treated as seriously, sexual harassment of men by men may be seen as an acceptable form of hazing and less serious etc. In spite of which incidents receive more media attention, the majority of sexual assaults happen between people of the same race. On a predominantly white campus, most assailants reported to our office are white men. It is naïve and destructive to our communities when we do not take the reality of these perceptions/realities into account in attempting to change climates.

Qualified educators must come from a broad variety of life experience and identities and be able to address the complexities of these issues. We are attaching a letter from a professional colleague raising concerns about the lack of inclusion of women of color in addressing the current situation. We share her concern in finding better avenues for more complex dialogue on issues of race, class, and gender as it relates to these serious issues, as well as finding more ways to include women of color experts in violence.

Recommendations:

- **Urge upper administrators to seek continuing education and consultation on best practices in creating sustainable leadership and cultural change on issues of institutional values, violence, and structural inequity.**

- **Follow previously stated recommendations related to prevention/education, staff/faculty training, and response/policies.**

Athletics climate

- **Administrative accountability: athletics should be more directly accountable to Boulder campus leadership.** From our vantage point, based on the public statements by Athletic Department leadership, we have serious concerns about their willingness and commitment to address these issues. We have not seen evidence that Athletics Department leadership has shown an adequate frame of reference to come to grips with the current situation.

- **Reduce isolation of athletics; support new Life Skills Coordinator and other Athletic staff in continuing to increase their collaborations with Student Affairs and using existing campus resources.**

From our experience and national research, all male environments are a risk factor. They can be isolated, enforcing overly narrow images of what it means to be male —they are also a potent context for men to examine assumptions about masculinity and creating a dialogue that will help men take responsibility for positive masculinity. Many university community members are unaware of the subtle ways they support sexually exploitive behavior. Male leadership which is sophisticated about these issues, willing to connect

with other university components, respectful of other university professionals and non-athletes can create a substantial difference in culture.

Note that isolation of a unit is a risk factor—other university units may have similar cultures. When a unit culture is more insular, that unit is less likely to recognize problematic trends and issues. Assess other units needs based on our experiences with the Athletics Department.

Department of Justice Grant to Reduce Violence Against Women on Campus

In October 2001, the University of Colorado at Boulder (UCB) was awarded a $350,000 Grant to Reduce Violence Against Women on Campus.

Below, we provide a brief listing of UCB's project goals/ objectives and the program's achievements as of April 2004.

GOAL 1: CREATE A SAFER, MORE SUPPORTIVE ENVIRONMENT FOR SURVIVORS OF SEXUAL ASSAULT (SA), INTIMATE PARTNER VIOLENCE (IPV), and STALKING.

Objective 1.1: Better coordinate our on-campus and off-campus response with survivors.

- ✓ *Enhanced Existing University Interpersonal Violence Response Network.* 40 active campus and community members coordinated grant efforts, formed task groups to address underserved groups and male inclusion efforts. Hosted the June '03 CALCASA Technical Assistance Institute attended by representatives from 60 universities from across the nation as well as 30 representatives of CU's campus and community partners. The conferences are an opportunity for VAWA grantees to come together and discuss violence against women issues and to share best practices.
- ✓ *Developed Victim Service Delivery Protocols.* Created both general response protocol and several departmental-specific response protocols.
- ✓ *Developed More Victim-Responsive Policies.* Revised Student Code of Conduct through the Office of Judicial Affairs. April 2003 national judicial affairs expert consulted during a two-day on-campus visit.
- ✓ *Produced Better Trained First Responders through "No Wrong Door" Training/Outreach program.* Identified and provided training for 2500 people in over 100 training sessions, including Resident Life staff, mental health professionals, Student Affairs staff, Women's Resource Center staff, local rape crisis center staff/volunteers, academic advisors, and campus-community focused staff and peer staff working with diverse student populations.
- ✓ *Collaborating with community partner SAFEHOUSE to produce a Train the Trainer manual.* This manual will supplement the training for first responders and will contain essential material for an effective and timely response to intimate partner violence situations.

Objective 1.2: Comprehensive services for survivors.

- ✓ *Provided Survivors of Violence Against Women with Safety, Legal/Judicial, Academic, Housing, Financial, and Medical Advocacy.*
- ✓ *Established and Implemented an Emergency Victims' Fund.* Established fund-of-last-resort for emergency housing and sexual assault exam coverage.
- ✓ *Improved Marketing Efforts for Victim Services* (see social marketing campaign).

GOAL 2: STRENGTHEN POLICIES, PROTOCOLS AND COLLABORATIVE EFFORTS TO INCREASE REPORTING AND BETTER HOLD OFFENDERS ACCOUNTABLE.

Objective 2.1: Significantly increase reporting and awareness of reporting options and resources.

- ✓ *Increased Awareness of Reporting Options.* Completed and Distributed VAW anonymous reporting forms to all student services units, see above "No Wrong Door" Responder Training.
- ✓ *Developed Website.* Developed site map and resource/link listing. Phase I of web development completed—website established and basic information on the site. Website to be refined in phase II scheduled to be completed during summer of 2004.

Objective 2.2: Strengthen criminal justice process and campus judicial processes.

- ✓ *Reviewed Student Code of Conduct.* See code revision.
- ✓ *Improved Law Enforcement Investigative Response to VAW.* Created DV/IPV and stalking trainings

with interactive theater project: delivered to CUPD law enforcement officers. Partnered with CUPD to provide a two-day County-wide law enforcement training with national expert Joanne Archambault in June 2003 on non-stranger sexual assault: trained ~60 police officers and advocates.

- ✓ *Significantly Enhanced Training for All Judicial Affairs Staff, Hearing Board Members, and Appeal Readers on All VAW Related Areas.*
- ✓ *Moving to End Sexual Assault (MESA) and Boulder County Safehouse provided numerous trainings within the campus community on sexual offending behaviors, sexual assault risk, and intimate partner violence.*

GOAL 3: CAMPUS CLIMATE – DEVELOP AND ENHANCE PROGRAMS FOR THE CAMPUS COMMUNITY TO CHANGE ATTITUDES, BELIEFS, AND BEHAVIORS TO REDUCE VIOLENCE AGAINST WOMEN.

Objective 3.1: Expand prevention efforts and significantly increase students' knowledge about issues and resources.

- ✓ *Enhanced Student Outreach, Prevention, and Education Initiatives.* Conducted 13 50-minute sessions at each summer orientation mandated for all incoming students on all VAW topics using Interactive Theater. Formed an Interactive Theater Troupe of 12 actors that provided over 50 performances to ~10,000 University community members including same-sex sexual assault scenario. The CU Rape and Gender Education (COURAGE) peer educators provided over 80 presentations to ~4,500 students on grant-related areas. Held monthly forums on VAW on specific topics for staff on campus.
- ✓ *Created Social Marketing Campaign on VAW.* Developing interactive Website. Assisted Colorado Coalition Against Sexual Assault in creating "Stimulate Conversation" sexual assault poster campaign with well-attended press conference release. Expanding poster campaign to include intimate partner violence. Creating several mini-resource centers in diverse locations with VAW materials in multiple languages to raise awareness of resources and services for underrepresented populations on campus.
- ✓ *Offered Subsidy for On-Campus Women's Self-Defense Classes.* Provided trainings which addressed both stranger and non-stranger sexual assault dynamics.

Objective 3.2 and 3.3 Enhanced outreach to diverse, underserved groups and non-traditional students.

- ✓ *Developed Extended Peer Network.* During 1st phase of the grant filled six peer violence prevention and outreach positions to provide resource development and education for diverse constituencies with collaboration among the COURAGE program, Women's Resource Center, Cultural Unity Center, Family Housing (international/non-traditional students), and the Gay, Lesbian, Bisexual, Transgender Resource Center which worked with the above mentioned constituencies. Most of these positions are now being supported by the University in this current phase of the grant. Conducting regular educational workshops for students of color, first generation students, and international students on VAW issues in collaboration with campus partners. In process of coordinating victim outreach and services to our disabled campus constituents.

From: Lisa Calderon, Boulder County Safehouse

I have been very disappointed with the lack of inclusion of women of color's voices in this process or an analysis of the race/class/gender issues at play. This process has reminded me of the book titled. "All of the Women Are White, All of the Blacks are Men, But Some of Us Are Brave" meaning that the only ones who are readily identified as having legitimacy in public discourse about issues of institutional oppression are usually males of color and white women .

There seemed to be a very intentional and appropriate emphasis on including African American men on this panel. Since many of the accused are African American males, it is necessary to have representation from members of the Black community sensitive to the historical implications of rape accusations. Since the allegations involve rape, it is equally important to have experts on violence against women whether they be from the sexual assault or domestic violence identified fields.

However, white women dominate the panel as leaders and experts thereby typically leaving no room for women of color at the table. At least one of these panelists has been challenged by women of color advocates about her perpetuation of racism in the victim services arena. It would have been more appropriate to identify a violence against women's expert who was able to bring expertise about the complexity of how race, class and gender collide with what is or isn't going on at CU.

At least one accuser is a woman of color, at least one CU regent believes racial overtones are at play, at least one Black male has been racially profiled and wrongly accused, and there are many outraged women of color who have been left without a voice on this panel. It is irresponsible to act as if race doesn't matter to this critical dialogue.

Like everyone else concerned about violence in the Boulder community, organizing women of color eagerly await the panels findings and recommendations in the hope they will work to make the campus safer for everyone. However, we will also work to hold those accountable who fail to continue to overlook or tokenize the participation of women of color in the next proposed steps.

Lisa M. Calderon, M.L.S., J.D.
Director of Advocacy Services
Boulder County Safehouse
office: 303-449-8623
835 North St. Boulder, CO 80304
lisac@bouldercountysafehouse.org

From: Rick Steinbacher <rsteinbacher@uncaa.unc.edu>
Sent: Wednesday, July 28, 2004 4:18 PM
To: Powell, Andre' <apowell@uncaa.unc.edu>; Haithcock, Brenda <bhaithcock@uncaa.unc.edu>; Lawing, Brad <blawing@uncaa.unc.edu>; Brewer, Gunter <brewer@uncaa.unc.edu>; Burkey, Chris <cburkey@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Hunter, Hal <hhunter@uncaa.unc.edu>; House, Matt <housemat@uncaa.unc.edu>; Bunting, John <jb43@uncaa.unc.edu>; Gutekunst, John <jgute@uncaa.unc.edu>; Webster, James <jweb@uncaa.unc.edu>; Browning, Kenny <kbrowning@uncaa.unc.edu>; Sanders, Marvin <msanders@uncaa.unc.edu>; Hogge, Nathanial <nhogge@uncaa.unc.edu>; Schiralli, Nick <nschiralli@uncaa.unc.edu>; Tranquill, Gary <tranquill@uncaa.unc.edu>; Vanderford, Teresa <tvanderford@uncaa.unc.edu>
Subject: Fwd: Football media links
Attach: Football media links.msg

Coaches,

The attached may be helpful to you for recruiting. It is a website that immediately links you to all major newspapers in the ACC. If you need help learning how to use this let me know.

Rick

From: Michelle Nixon <mnixon@uncaa.unc.edu>
Sent: Wednesday, August 11, 2004 5:58 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Cc: Reynolds, Cynthia <cynthiar@uncaa.unc.edu>
Subject: Academic Day Agenda
Attach: TEXT.htm; Academic Day Agenda 04.doc

Here you go.

NCAA Academic Day
August 12, 2004

Preparation:
Gather materials: lined paper, envelopes, sharpened pencils, copies of question form, attendance sheet
Write abbrev. agenda on board
Write on Easel: Login and password
Cynthia, Jenny and Michelle's email addresses

Agenda:

8:00 am Take attendance
Move students to sit up front
Introduction to players/Discuss services available at Academic Support Center
Building rules and expectations (quiet, other advisors and meetings)
Discuss how representing self, team, family, athletes, freshman class, etc.
Brainstorm behaviors with students and write on board
Mutual respect (listen to others)
Actively participate (contribute, follow directions)
Break students into 2 groups (count off by twos)

A. Half the group do writing assessment
(spread students out)
- free write on goals (academic and football)
- specific questions on worksheet
  - 3 things excited/nervous/unique
- Write an academic, football, or other goal on slip of paper and seal in envelope with their name on it for us to return to them at end of year

B. Half the group to Computer Lab (with Christy S. and Ken B.)
- Onyens and Passwords: auto response questions for forgotten passwords
- Security issues (copyright policy, viruses, etc.)
- Help desk, Resnet
- Student Central: PINS, Registering, stops, grades, schedules (and finding your classes), privacy flags
- Common network problems
- open email, send to Jenny, Michelle & cc: Cynthia

8:30 – 9:30 Session I
5 minute break
9:40 – 10:40 Session II (Switch and repeat with other half of the group)
11:00 – 11:45 Library tour at UL with Lisa N.
Review expectations prior to leaving:
Stay with group
Acting as representing
Listen and stay quiet
Pick up maps at Bookstore
12:00 Players return to Stadium

Michelle Nixon **Jennifer Olson**
Academic Support Center for Student-Athletes
The University of North Carolina at Chapel Hill, Kenan Field House, Ridge Road, P.O. Box 2126, CB# 8550, Chapel Hill, NC 27515

From: Rick Steinbacher <rsteinbacher@uncaa.unc.edu>
Sent: Thursday, April 7, 2005 11:08 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Letter
Attach: TEXT.htm; summer on boarding letter.doc

Guys, please take a quick look at this if you can. I am going to email and mail it out here later today. Let me know if you see any problems.

Rick

April 7, 2005

First Last
Address
City, ST Zip

Dear First,

The past weekend in Chapel Hill has been a great one. We concluded Spring Practice and all of our players and coaches are excited about what we accomplished and about getting ready for a great year in 2005. On Monday night we watched and then celebrated as our Men's basketball team (including our own Jesse Holley and Brooks Foster) won the National Championship. Great week to be a Tar Heel!

In an effort to make your transition from High School to UNC as easy as possible we are trying out a new system of communication this year. Each of you will be receiving this letter via US Mail. Those of you for whom we have email addresses will also be receiving this via email. If you do NOT get the email and would like to be included in our email distribution list, please call me at 919-962-9119 and leave me your email address (preferably both the player's email address and one parent's email address).

As summer school and the 2005 – 2006 academic year approaches, there are three key things we need to make sure you take care of. We also want you to know whom to contact to help you with each:

1 – Carolina Football OnBoarding Paperwork: This included all of the forms that we have previously sent you. For those of you who have completed and returned all of them thank you for getting this done. If you have not completed them and returned them, please do so immediately. If we are still missing any items from you next week, I will mail you an additional copy of each form we are missing. These items include:

1. UNC Freshman Application for Fall 2005 Admission
2. Freshman General Information Form
3. Football Sizing Form
4. UNC Medical History and Immunization Form
5. 2005 Summer School Response Card

If you have any questions regarding these forms please contact me (Rick Steinbacher) at 919-962-9119 or via email at rsteinbacher@uncaa.unc.edu.

2 – Summer School and Fall 2005 Housing Contracts: In the next week Corey Holliday, Assistant Director of Athletics for Football Student Athlete Development, will mail (and email) you a letter and forms that need to be completed for both summer school and Fall 2005 housing. If you have any questions regarding housing, please contact Corey at 919-962-9114 or via email at cholliday@uncaa.unc.edu.

3 – CTOPS (Orientation) and Summer School Registration: Cynthia Reynolds, Associate Director of the Academic Support Program for Student Athletes and Lead Counselor for Football will be helping you handle these two items. All incoming freshman must participate in the two day orientation program called CTOPS. Also, for those of you planning to attend summer school, we must complete your registration for the two classes you will be taking. Cynthia will mail (and email) you a letter in the next ten days outlining this process. If you have any questions regarding CTOPS or Summer School Registration please contact Cynthia at 919-962-9893 or via email at cynthiar@uncaa.unc.edu.

Have a great spring and we look forward to seeing you all in Chapel Hill again soon!

Rick Steinbacher
Director of Football Operations

From: Rick Steinbacher <rsteinbacher@uncaa.unc.edu>
Sent: Thursday, April 21, 2005 4:46 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Follow Up Docs
Attach: TEXT.htm; summer onboarding workshops.xls; 05 recruiting admissions summary.xls

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Attached are:

1 - the summer onboarding workshop schedule we came up with

2 - my most recent onboarding tracking file

Rick

	A	B	C	D	E	F
1		Date	Begin	End	Notes	Owner
2		M-F (Beginning June 23rd)	12:00 PM	1:00 PM	Study Table (Review Sessions)	CRR
3	1	Wednesday, June 22nd	FB-TBD	FB-TBD	Football Onboarding (Physical, Equip Fitting, etc.)	CH / RS
4	2	Monday, June 27th	7:30 PM	9:00 PM	Collegiate Transition	Cricket
5	3	Wednesday, June 29th	3:00 PM	5:00 PM	Writing Sample / LD Screening / Computer Training	CRR
6	4	Thursday, June 30th	7:30 PM	9:00 PM	Time Management / Strees Management	Cricket
7	5	Tuesday, July 5th	7:30 PM	9:00 PM	Collegiate Financial Management / Budgeting	Cricket / CH
8	6	Wednesday, July 6th	3:00 PM	5:00 PM	Campus Tour - Key Buildings	Cricket / CH
9	7	Thursday, July 7th	7:30 PM	9:00 PM	Carolina Leadership Academy	Cricket / CH
10	8	Monday, July 11th	7:30 PM	9:00 PM	CHSB	Cricket / CH
11	9	Wednesday, July 13th	3:00 PM	5:00 PM	Melissa Exum / Terri Houston / Campus Y	CH / RS
12	10	Thursday, July 14th	7:30 PM	9:00 PM	TBD - Cricket	Cricket
13	11	Monday, July 18th	7:30 PM	9:00 PM	TBD - Cricket	Cricket
14	12	Wednesday, July 20th	3:00 PM	5:00 PM	Melissa Exum / Terri Houston / Campus Y	CH / RS
15	13	Thursday, July 21st	7:30 PM	9:00 PM	Cookout at JB's House / Guest Speaker	CH / RS
16	14	Monday, July 25th	7:30 PM	9:00 PM	Career Planning	Cricket
17	15	Wednesday, July 27th	3:00 PM	5:00 PM	Final Exam Preparation	CRR

From: Rick Steinbacher <rsteinbacher@uncaa.unc.edu>

Sent: Monday, July 18, 2005 4:42 PM

To: Herman, Amy S. <ajschae@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; ciocca@email.unc.edu; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Crowell, Dean <dcrowell@uncaa.unc.edu>; Hooker, Dan <dhooker@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Grimsley, Richie <grimsley@uncaa.unc.edu>; Connors, Jeff <jconnors@uncaa.unc.edu>; Freeman, Jason <jfreeman@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Robinson, Kevin <krob@uncaa.unc.edu>; Beale, Michael <mbeale@uncaa.unc.edu>; Teague, Norwood <nteague@uncaa.unc.edu>; Allen, Chris <shicken@uncaa.unc.edu>; Oliaro, Scott <soliaro@uncaa.unc.edu>; ttaft@med.unc.edu

Subject: CONFIDENTIAL - Draft Schedule for 2005 Football Training Camp

Attach: TEXT.htm; 2005 unc football training camp calendar.rtf; Carolina Football Training Camp 2005-MASTER.xls

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Attached is a draft calendar and a draft daily schedule for our 2005 training camp. Our coaches are reviewing this this week and we will begin to finalize it Friday and early next week. Please review and let me know of any questions / concerns / suggestions prior to this coming Friday. The daily schedule is an excel file with a tab per day at the bottom.

Also, Coach Bunting wants to have an "all building" meeting on Wednesday, August 3rd to review the final schedule together. Please mark that date and time for that meeting at 8:30 am on the 3rd of August.

Thanks,

Rick

DRAFT – 7/18/05: 2005 Training Camp Schedule, August 2005

Sun	Mon	Tue	Wed	Thu	Fri	Sat
7	8	9 KFC Open Golf & Picnic	10	11 Training Camp Reporting Day	12 Practice 1 (Shorts) Acclimatization DAY ONE SCHEDULE	13 Practice 2 (Shorts) Acclimatization MEET THE HEELS / PICTURE DAY SCHEDULE MEDIA TRAINING?? 10:30 AM PICTURE DAY 1:30 PM MEET THE HEELS DAY
14 Practice 3 (1/2 Pads) Acclimatization ACCLIMATIZATION SCHEDULE LIFESKILLS / FROSH ORIENT / AGENT DAY	15 Practice 4 (1/2 Pads) Acclimatization ACCLIMATIZATION SCHEDULE LIFESKILLS / FROSH ORIENT / AGENT DAY	16 Practice 5 (Full Pads) Acclimatization ACCLIMATIZATION SCHEDULE LIFESKILLS / FROSH ORIENT / AGENT DAY	17 Practice 6 Practice 7 TWO A DAY SCHEDULE JB: Chapel Hill Sports Club	18 Practice 8 ONE A DAY SCHEDULE	19 Practice 9 Practice 10 (Light) TWO A DAY SCHEDULE	20 Practice 11 Scrimmage 3:30 GAME ROUTINE SCHEDULE
21 Players Move to Permanent Housing Practice 12 North Carolina Recruiting Day RECRUITING DAY SCHEDULE	22 Practice 13 Practice 14 TWO A DAY SCHEDULE	23 Practice 15 ONE A DAY SCHEDULE	24 Practice 16 Practice 17 TWO A DAY SCHEDULE	25 Practice 18 ONE A DAY SCHEDULE	26 Practice 19 MAGGIANO'S DAY SCHEDULE	27 Off Day for Players
28 Off Day For Players	29 Practice 20 LAST DAY OF CAMP SCHEDULE	30 Fall Semester Classes Begin Practice 21 ONE A DAY SCHEDULE W/CLASS	31 Practice 22 Scrimmage Big Hitters Night Replay Testing NIGHT GAME ROUTINE SCHEDULE	**September** 1 Practice 23 ONE A DAY SCHEDULE W/CLASS	2 Practice 24 ONE A DAY SCHEDULE W/CLASS	3 Practice 25 Georgia Tech vs. Auburn 8:45 PM GAME SITUATION SCRIPT SCHEDULE
4 Off Day For Players	5 Practice 26	6 Practice 27	7 Practice 28	8 Practice 29	9	10 Georgia Tech (AWAY) @ 3:30 PM

© PrintableCalendar.ca

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	A	B	C	D
1	THURSDAY, AUGUST 11, 2005 - TEAM REPORTING DAY			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	11:00 AM		STAFF MEETING	
4	2:00 PM	3:00 PM	FROSH REPORT TO TEAGUE DORM	1:00
5	2:00 PM	4:00 PM	FROSH DORM CHECK-IN / PHYSICALS	2:00
6	4:30 PM	5:30 PM	FROSH PARENTS' MEETING (SWOFFORD AUDITORIUM)	1:00
7			FROSH PLAYERS INCLUDED IN PARENT'S MEETING	
8	5:30 PM	7:00 PM	FROSH PARENT'S PICNIC (NORTH BOX)	1:30
9	3:30 PM	4:30 PM	UPPERCLASSMEN REPORT TO TEAGUE: DORM CHECK IN	1:00
10	6:30 PM	7:30 PM	UPPERCLASSMEN DINNER - TRAINING TABLE	1:00
11	7:45 PM	9:00 PM	COMPLIANCE MEETING	1:15
12	9:10 PM	10:30 PM	TEAM MEETING	1:20
13	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**FRIDAY, AUGUST 12TH, 2005 - FIRST DAY OF PRACTICE**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:30 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:00 AM	UPPERCLASSMEN: CONDITIONING TEST - NAVY FIELD	1:00
5	7:00 AM	7:30 AM	FROSH: FUNCTIONAL TESTING - NAVY FIELD	0:30
6	7:30 AM	8:00 AM	FROSH EQUIPMENT ISSUE - LOCKER ROOM	0:30
7	8:00 AM	9:00 AM	BREAKFAST	1:00
8	9:00 AM	10:30 AM	OFFENSE MEETS / DEFENSE LIFT (1:10) & EQUIP ISSUE (0:20)	1:30
9	10:30 AM	12:00 PM	DEFENSE MEETS / OFFENSE LIFT (1:10) & EQUIP ISSUE (0:20)	1:30
10	12:00 PM	1:00 PM	LUNCH	1:00
11	1:00 PM		STAFF MEETING	
12	1:00 PM	3:00 PM	REST TIME (HORN IN DORMS)	2:00
13	3:00 PM	4:00 PM	TAPING / TREATMENTS	1:00
14	3:30 PM	4:30 PM	FROSH FLEX (0:10) AND ORIENTATION PRACTICE (0:50)	1:00
15	4:20 PM	4:30 PM	UPPERCLASSMEN FLEX	0:10
16	4:30 PM	6:20 PM	PRACTICE - FROSH & VARSITY (HELMETS ONLY)	1:50
17	7:00 PM	8:00 PM	DINNER	1:00
18	8:00 PM	9:00 PM	SPECIAL TEAMS ORGANIZATIONAL MEETING (ENTIRE TEAM)	1:00
19	9:00 PM	10:15 PM	POSITION MEETINGS	1:15
20	10:15 PM	10:30 PM	SNACKS	0:15
21	10:30 PM		STAFF MEETING	
22	10:45 PM		BEDCHECK	
23				
24	***ONE ONE HOUR WALK THRU IS PERMISSABLE (DURING AM MEETING TIME?)			

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	A	B	C	D
1	**SAT, AUGUST 13TH, 2005 - PICTURE DAY & MEET THE HEELS DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:00 AM	BREAKFAST	1:00
5	8:00 AM	8:50 AM	POSITION MEETINGS	0:50
6	9:00 AM	10:00 AM	WALK THRU - KENAN STADIUM	1:00
7	10:00 AM		PLAYERS DRESS FOR PICTURE DAY	
8	10:30 AM	12:00 PM	PICTURE DAY	1:30
9	12:00 PM	1:00 PM	LUNCH	1:00
10	12:00 PM	12:30 PM	MEDIA INTERVIEWS: SELECT PLAYERS	0:30
11	12:30 PM	1:00 PM	JOHN BUNTING PRESS CONFERENCE	0:30
12	1:15 PM		JOHN BUNTING ADDRESSES KID'S CLUB IN NORTH BOX	
13	1:15 PM		ALL PLAYERS DRESSED AND IN LOCKER ROOM	
14	1:30 PM		MEET THE HEELS DAY: PLAYER INTRODUCTIONS	
15	1:45 PM	2:30 PM	MEET THE HEELS DAY: PLAYER AUTOGRAPH SESSION	0:45
16	2:45 PM	4:15 PM	DINNER / TAPING / TREATMENTS	1:30
17	4:15 PM	5:00 PM	SPECIAL TEAMS MEETINGS	0:45
18	5:00 PM	6:00 PM	POSITION MEETINGS	1:00
19	6:20 PM	9:20 PM	PRACTICE (HELMETS ONLY)	3:00
20			POST PRACTICE SESSION (FROSH & OTHERS)	
21	10:00 PM		SNACKS: HEAVY	
22	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**SUNDAY, AUGUST 14TH, 2005**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	8:25 AM		WAKE UP (HORN IN DORMS)	
4	8:30 AM	9:30 AM	BREAKFAST	1:00
5	9:30 AM	10:30 AM	POSITION MEETINGS	1:00
6	10:45 AM	11:45 AM	WALK THRU - KENAN STADIUM	1:00
7	12:00 PM	12:30 PM	CHAPEL SERVICE: OPTIONAL: SWOFFORD	0:30
8	12:00 PM	1:00 PM	LUNCH	1:00
9	1:00 PM		STAFF MEETING	
10	1:00 PM	2:00 PM	TAPING / TREATMENTS	1:00
11	2:00 PM	2:45 PM	SPECIAL TEAMS MEETINGS	0:45
12	2:45 PM	3:45 PM	POSITION MEETINGS	1:00
13	4:05 PM	7:05 PM	PRACTICE (1/2 PADS)	3:00
14			POST PRACTICE SESSION (FROSH & OTHERS)	
15	7:30 PM	8:30 PM	DINNER	1:00
16	8:30 PM	8:55 PM	SPECIAL TEAMS MEETINGS	0:25
17	9:00 PM	10:00 PM	POSITION MEETINGS	1:00
18	10:00 PM		SNACKS	
19	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**MONDAY, AUGUST 15TH, 2005**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:00 AM	BREAKFAST	1:00
5	8:00 AM	12:00 PM	FROSH: ACADEMIC ORIENTATION - ACADEMIC CTR.	4:00
6	8:00 AM	8:50 AM	UPPERCLASSMEN OFFENSE MEETS / DEFENSE LIFTS	0:50
7	9:00 AM	9:50 AM	UPPERCLASSMEN DEFENSE MEETS / OFFENSE LIFTS	0:50
8	10:00 AM	12:00 PM	UPPERCLASSMEN AGENT DAY	2:00
9	12:00 PM	1:00 PM	LUNCH	1:00
10	1:00 PM		STAFF MEETING	
11	1:00 PM	2:00 PM	TAPING / TREATMENTS	1:00
12	2:00 PM	2:45 PM	SPECIAL TEAMS MEETINGS	0:45
13	2:45 PM	3:45 PM	POSITION MEETINGS	1:00
14	4:05 PM	7:05 PM	PRACTICE (1/2 PADS)	3:00
15			POST PRACTICE SESSION (FROSH & OTHERS)	
16	7:30 PM	8:30 PM	DINNER	1:00
17	8:30 PM	8:55 PM	SPECIAL TEAMS MEETINGS	0:25
18	9:00 PM	10:00 PM	POSITION MEETINGS	1:00
19	10:00 PM		SNACKS	
20	10:45 PM		BEDCHECK	
21				
22	***ONE ONE HOUR WALK THRU IS PERMISSABLE (DURING AM MEETING TIME?)			

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	A	B	C	D
1			**TUESDAY, AUGUST 16TH, 2005**	
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:00 AM	BREAKFAST	1:00
5	8:00 AM	8:50 AM	OFFENSE MEETS / DEFENSE LIFTS	0:50
6	9:00 AM	9:50 AM	DEFENSE MEETS / OFFENSE LIFTS	0:50
7	10:00 AM	12:00 PM	LIFESKILLS (ALL PLAYERS): SWOFFORD AUDIT.	2:00
8	12:00 PM	1:00 PM	LUNCH	1:00
9	1:00 PM		STAFF MEETING	
10	1:00 PM	2:00 PM	TAPING / TREATMENTS	1:00
11	2:00 PM	2:45 PM	SPECIAL TEAMS MEETINGS	0:45
12	2:45 PM	3:45 PM	POSITION MEETINGS	1:00
13	4:05 PM	7:05 PM	PRACTICE (FULL PADS)	3:00
14			POST PRACTICE SESSION (FROSH & OTHERS)	
15	7:30 PM	8:30 PM	DINNER	1:00
16	8:30 PM	8:55 PM	SPECIAL TEAMS MEETINGS	0:25
17	9:00 PM	10:00 PM	POSITION MEETINGS	1:00
18	10:00 PM		SNACKS	
19	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**WEDNESDAY, AUGUST 17TH, 2005: STANDARD TWO A DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:10 AM	BREAKFAST / TAPING / TREATMENTS	1:10
5	8:30 AM	8:50 AM	WALK THRU (CARRY PADS)	0:20
6	8:50 AM	11:00 AM	PRACTICE	2:10
7	11:45 AM	12:45 PM	LUNCH	1:00
8	1:00 PM		STAFF MEETING	
9	1:00 PM	3:00 PM	REST TIME (HORN IN DORMS)	2:00
10	3:15 PM	4:00 PM	SPECIAL TEAMS MEETING (:15, :15, :15)	0:45
11	3:45 PM	4:45 PM	DINNER / TAPING	1:00
12	4:45 PM	6:00 PM	POSITION MEETINGS	1:15
13	6:20 PM	6:40 PM	WALK THRU (CARRY PADS)	0:20
14	6:40 PM	8:50 PM	PRACTICE	2:10
15	9:30 PM		SNACKS	
16	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**THURSDAY, AUGUST 18TH, 2005: STANDARD ONE A DAY W/ WALK THRU**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	7:55 AM	BREAKFAST / TREATMENTS	0:55
5	8:00 AM	8:50 AM	SPECIAL TEAMS MEETINGS / WALK THRU (NON SP TEAMERS - MEETINGS)	0:50
6	9:00 AM	10:10 AM	OFFENSE MEETS / DEFENSE LIFTS	1:10
7	10:15 AM	11:25 AM	DEFENSE MEETS / OFFENSE LIFTS	1:10
8	11:35 AM	12:15 PM	WALK THRU - KENAN STADIUM (:20 O/D WALK THRU, :20 TEAM WALK THRU)	0:40
9	12:30 PM	1:30 PM	LUNCH	1:00
10	1:00 PM		STAFF MEETING	
11	1:30 PM	2:30 PM	REST TIME (HORN IN DORMS)	1:00
12	2:30 PM	3:30 PM	TAPING / TREATMENTS	1:00
13	3:30 PM	4:10 PM	POSITION MEETINGS	0:40
14	4:30 PM	7:05 PM	PRACTICE (CARRY PADS)	2:35
15	7:15 PM	8:45 PM	DINNER	1:30
16	8:45 PM	9:10 PM	SPECIAL TEAMS MEETING	0:25
17	9:15 PM	10:00 PM	POSITION MEETINGS	0:45
18	10:00 PM		SNACKS	
19	10:30 PM		STAFF MEETING	
20	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**FRIDAY, AUGUST 19TH, 2005: STANDARD TWO A DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:10 AM	BREAKFAST / TAPING / TREATMENTS	1:10
5	8:30 AM	8:50 AM	WALK THRU (CARRY PADS)	0:20
6	8:50 AM	11:00 AM	PRACTICE	2:10
7	11:45 AM	12:45 PM	LUNCH	1:00
8	1:00 PM		STAFF MEETING	
9	1:00 PM	3:00 PM	REST TIME (HORN IN DORMS)	2:00
10	3:15 PM	4:00 PM	SPECIAL TEAMS MEETING (:15, :15, :15)	0:45
11	3:45 PM	4:45 PM	DINNER / TAPING	1:00
12	4:45 PM	6:00 PM	POSITION MEETINGS	1:15
13	6:20 PM	6:40 PM	WALK THRU (CARRY PADS)	0:20
14	6:40 PM	8:50 PM	PRACTICE	2:10
15	9:30 PM		SNACKS	
16	10:45 PM		BEDCHECK	

	A	B	C	D	E	F
1	**SATURDAY, AUGUST 20TH, 2005 - SCRIMMAGE**					
2	**Start Time**	**End Time**	**Event**	**Duration**		
3	8:30 AM		WAKE UP			
4	9:00 AM	9:30 AM	BREAKFAST / TREATMENTS	0:30		
5	9:45 AM	10:45 AM	OFFENSE AND DEFENSE MEETINGS / POSITION MEETINGS	1:00		
6	12:00 PM	1:00 PM	TAPING / TREATMENTS	1:00		
7	12:30 PM	1:15 PM	PRE GAME MEAL	0:45		
8	1:20 PM	1:30 PM	TEAM SPECIAL TEAMS MEETING	0:10		
9	2:15 PM		PRE GAME WARM UP ROUTINE			
10	3:30 PM	5:30 PM	PRACTICE / SCRIMMAGE	2:00		
11	6:00 PM	7:00 PM	DINNER	1:00		
12	7:00 PM	7:25 PM	SPECIAL TEAMS MEETINGS	0:25		
13	7:30 PM	8:30 PM	POSITION MEETINGS	1:00		
14	8:30 PM		SNACKS			
15	10:45 PM		BEDCHECK			
16						
17	**PRE GAME WARM UP ROUTINE - Saturday, August 20th - Kickoff at 3:30 PM**					
18			**TIME ON GAME CLOCK**			
19	QBS & CENTERS ON FIELD FOR SNAPS THEN RETURN FOR GROUP 2 FLEX					
20	**GROUP 1 - SPECIALISTS (KICKERS, PUNTERS, SNAPPERS, HOLDERS, RETURNERS)**					
21		2:15 PM	**85:00**	FLEX (LOCKER ROOM)		
22			**70:00**	GROUP 1 LEAVES FOR FIELD		
23			**68:00**	GROUP 1 ON FIELD		
24	**GROUP 2 - QB, WR, TE, RB, LB, DB**				**LEAVE LOCKER ROOM**	
25		2:30 PM	**70:00**	FLEX (LOCKER ROOM)	DB:	55:30
26			**55:00**	GROUP 2 LEAVES FOR FIELD	TE:	55:00
27			**53:00**	GROUP 2 ON FIELD	QB/RB/WR:	54:30
28					LB:	54:00
29	**GROUP 3 - OL, DL, DE**					
30		2:45 PM	**55:00**	FLEX (LOCKER ROOM)		
31			**45:00**	GROUP 3 LEAVES FOR FIELD		
32			**44:00**	GROUP 3 ON FIELD		
33						
34			**46:00**	PAT & GO	3	
35			**43:00**	TEAM WARM UP	3	
36			**40:00**	INDIVIDUAL ROUTES / OL AND DL IND	3	
37			**37:00**	SWITCH ENDS ON ROUTES	3	
38			**34:00**	7 ON 7 / PASS RUSH	4	
39			**30:00**	TEAM (INCL. GL)	4	
40			**26:00**	PUNT (TITE, SKY)	1	
41			**25:00**	FIELD GOAL / FG BLOCK	2	
42			**23:00**	TEAM LEAVES FIELD		
43			*****Game Clock will be reset to 10:00 after team leaves field*****			
44		3:30 PM	**00:00**	KICKOFF		

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	A	B	C	D
1	**SUNDAY, AUGUST 21ST - MOVING DAY / RECRUITING DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	7:55 AM		WAKE UP (HORN IN DORMS)	
4	8:00 AM	9:00 AM	BREAKFAST / TREATMENTS	1:00
5	9:00 AM	10:00 AM	POSITION MEETINGS (SCRIMMAGE REVIEW)	1:00
6	10:00 AM	1:00 PM	MOVE OUT OF TEAGUE INTO PERMANENT HOUSING	3:00
7	12:30 PM	1:00 PM	CHAPEL SERVICE (OPTIONAL): SWOFFORD AUDITORIUM	0:30
8	12:00 PM	2:00 PM	LUNCH / TAPING: AVAILABLE TO RECRUITS	2:00
9	2:00 PM	2:30 PM	SPECIAL TEAMS MEETING	0:30
10	2:30 PM	3:15 PM	POSITION MEETINGS (PRACTICE INSTALLATION)	0:45
11	3:35 PM	5:35 PM	PRACTICE	2:00
12	5:45 PM	7:15 PM	DINNER: AVAILABLE TO RECRUITS	1:30
13	7:15 PM	7:55 PM	SPECIAL TEAMS MEETING	0:40
14	8:00 PM	9:00 PM	POSITION MEETINGS	1:00
15	9:00 PM		SNACKS	
16	9:00 PM		STAFF MEETING (Personnel)	
17	10:45 PM		CURFEW	
18	**RECRUITS SCHEDULE**			
19	12:00 PM	1:30 PM	LUNCH: AVAILABLE TO RECRUITS	
20	12:30 PM		CHAPEL SERVICE (OPTIONAL): SWOFFORD AUDITORIUM	
21	12:30 PM	1:30 PM	ARRIVAL / CHECK IN	
22	1:30 PM		RECRUITING DAY PROGRAM: BLANCHARD, HOLLIDAY, BALLEN	
23	2:30 PM		RECRUITS ATTEND POSITION MEETINGS	
24	2:30 PM		PARENTS ATTEND SUPPORT PROGRAM MEETING (SID, SPORTS MED, ETC.)	
25	3:35 PM	5:35 PM	RECRUITS AND PARENTS ATTEND PRACTICE	
26			POST PRACTICE: JOHN BUNTING & MATT KUPEC ADDRESS RECRUITS	
27	5:45 PM	7:15 PM	DINNER: AVAILABLE TO RECRUITS	

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	A	B	C	D
1	**MONDAY, AUGUST 22ND, 2005: STANDARD TWO A DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:10 AM	BREAKFAST / TAPING / TREATMENTS	1:10
5	8:30 AM	8:50 AM	WALK THRU (CARRY PADS)	0:20
6	8:50 AM	11:00 AM	PRACTICE	2:10
7	11:45 AM	12:45 PM	LUNCH	1:00
8	1:00 PM		STAFF MEETING	
9	1:00 PM	3:00 PM	REST TIME (HORN IN DORMS)	2:00
10	3:15 PM	4:00 PM	SPECIAL TEAMS MEETING (:15, :15, :15)	0:45
11	3:45 PM	4:45 PM	DINNER / TAPING	1:00
12	4:45 PM	6:00 PM	POSITION MEETINGS	1:15
13	6:20 PM	6:40 PM	WALK THRU (CARRY PADS)	0:20
14	6:40 PM	8:50 PM	PRACTICE	2:10
15	9:30 PM		SNACKS	
16	10:45 PM		CURFEW	

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	A	B	C	D
1	**TUESDAY, AUGUST 23RD, 2005: STANDARD ONE A DAY W/ WALK THRU**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	7:55 AM	BREAKFAST / TREATMENTS	0:55
5	8:00 AM	8:50 AM	SPECIAL TEAMS MEETINGS / WALK THRU (NON SP TEAMERS - MEETINGS)	0:50
6	9:00 AM	10:10 AM	OFFENSE MEETS / DEFENSE LIFTS	1:10
7	10:15 AM	11:25 AM	DEFENSE MEETS / OFFENSE LIFTS	1:10
8	11:35 AM	12:15 PM	WALK THRU - KENAN STADIUM (:20 O/D WALK THRU, :20 TEAM WALK THRU)	0:40
9	12:30 PM	1:30 PM	LUNCH	1:00
10	1:00 PM		STAFF MEETING	
11	1:30 PM	2:30 PM	REST TIME (HORN IN DORMS)	1:00
12	2:30 PM	3:30 PM	TAPING / TREATMENTS	1:00
13	3:30 PM	4:10 PM	POSITION MEETINGS	0:40
14	4:30 PM	7:05 PM	PRACTICE (CARRY PADS)	2:35
15	7:15 PM	8:45 PM	DINNER	1:30
16	8:45 PM	9:10 PM	SPECIAL TEAMS MEETING	0:25
17	9:15 PM	10:00 PM	POSITION MEETINGS	0:45
18	10:00 PM		SNACKS	
19	10:30 PM		STAFF MEETING	
20	10:45 PM		CURFEW	

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	A	B	C	D
1	**WEDNESDAY, AUGUST 24TH, 2005: STANDARD TWO A DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:10 AM	BREAKFAST / TAPING / TREATMENTS	1:10
5	8:30 AM	8:50 AM	WALK THRU (CARRY PADS)	0:20
6	8:50 AM	11:00 AM	PRACTICE	2:10
7	11:45 AM	12:45 PM	LUNCH	1:00
8	1:00 PM		STAFF MEETING	
9	1:00 PM	3:00 PM	REST TIME (HORN IN DORMS)	2:00
10	3:15 PM	4:00 PM	SPECIAL TEAMS MEETING (:15, :15, :15)	0:45
11	3:45 PM	4:45 PM	DINNER / TAPING	1:00
12	4:45 PM	6:00 PM	POSITION MEETINGS	1:15
13	6:20 PM	6:40 PM	WALK THRU (CARRY PADS)	0:20
14	6:40 PM	8:50 PM	PRACTICE	2:10
15	9:30 PM		SNACKS	
16	10:45 PM		CURFEW	

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	A	B	C	D
1	**THURSDAY, AUGUST 25TH, 2005: STANDARD ONE A DAY W/ WALK THRU**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	7:55 AM	BREAKFAST / TREATMENTS	0:55
5	8:00 AM	8:50 AM	SPECIAL TEAMS MEETINGS / WALK THRU (NON SP TEAMERS - MEETINGS)	0:50
6	9:00 AM	10:10 AM	OFFENSE MEETS / DEFENSE LIFTS	1:10
7	10:15 AM	11:25 AM	DEFENSE MEETS / OFFENSE LIFTS	1:10
8	11:35 AM	12:15 PM	WALK THRU - KENAN STADIUM (:20 O/D WALK THRU, :20 TEAM WALK THRU)	0:40
9	12:30 PM	1:30 PM	LUNCH	1:00
10	1:00 PM		STAFF MEETING	
11	1:30 PM	2:30 PM	REST TIME (HORN IN DORMS)	1:00
12	2:30 PM	3:30 PM	TAPING / TREATMENTS	1:00
13	3:30 PM	4:10 PM	POSITION MEETINGS	0:40
14	4:30 PM	7:05 PM	PRACTICE (CARRY PADS)	2:35
15	7:15 PM	8:45 PM	DINNER	1:30
16	8:45 PM	9:10 PM	SPECIAL TEAMS MEETING	0:25
17	9:15 PM	10:00 PM	POSITION MEETINGS	0:45
18	10:00 PM		SNACKS	
19	10:30 PM		STAFF MEETING	
20	10:45 PM		CURFEW	

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	A	B	C	D
1	**FRIDAY, AUGUST 26TH, 2005 - MAGGIANOS DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:00 AM	BREAKFAST / TREATMENTS	1:00
5	8:00 AM	8:30 AM	SPECIAL TEAMS MEETING	0:30
6	8:30 AM	9:15 AM	POSITION MEETINGS	0:45
7	9:35 AM	12:35 PM	PRACTICE	3:00
8	1:30 PM		BUSSES DEPART FOR MAGGIANO'S	
9	1:45 PM	3:00 PM	LUNCH AT MAGGIANO'S	1:15
10	3:15 PM		BUSSES RETURN TO FOOTBALL CENTER	
11			**PLAYERS EXCUSED FOR THE WEEKEND**	
12				
13				
14	**LADIES CLINIC**			
15			SCHEDULE - TBD	

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	A	B	C	D
1	URDAY, AUGUST 27TH, 2005 - PLAYERS			
2	Start Time	End Time	Event	Duration
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				

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	A	B	C	D
1	NDAY, AUGUST 28TH, 2005 - PLAYERS C			
2	Start Time	End Time	Event	Duration
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				

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	A	B	C	D
1	**MONDAY, AUGUST 29TH, 2005**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:00 AM	2:00 PM	MANDATORY LIFT	
4			TREATMENT FOR ALL INJURED PLAYERS	
5	8:00 AM	9:00 AM	BREAKFAST: OPTIONAL	1:00
6	8:30 AM		STAFF MEETING	
7	12:00 PM	1:00 PM	LUNCH: MANDATORY ALL PLAYERS	1:00
8	1:00 PM	2:30 PM	TAPING / TREATMENTS	1:30
9	2:30 PM	2:55 PM	SPECIAL TEAMS MEETING	0:25
10	3:00 PM	3:50 PM	POSITION MEETINGS	0:50
11	4:10 PM	4:30 PM	WALK THRU	0:20
12	4:30 PM	6:30 PM	PRACTICE	2:00
13	6:45 PM	8:15 PM	DINNER	1:30
14	10:45 PM		CURFEW	

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	A	B	C	D
1	**TUESDAY, AUGUST 30TH, 2005 - 1ST DAY OF CLASSES**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:00 AM	2:00 PM	MANDATORY LIFT	
4	7:00 AM	8:00 AM	TREATMENT FOR ALL INJURED PLAYERS	1:00
5	7:00 AM	9:00 AM	BREAKFAST	2:00
6	8:30 AM		STAFF MEETING	
7	1:00 PM	2:30 PM	TAPING / TREATMENTS	1:30
8	2:30 PM	2:55 PM	SPECIAL TEAMS MEETING	0:25
9	3:00 PM	3:50 PM	POSITION MEETINGS	0:50
10	4:10 PM	4:30 PM	WALK THRU	0:20
11	4:30 PM	6:30 PM	PRACTICE	2:00
12	6:45 PM	8:15 PM	DINNER	1:30
13	10:45 PM		CURFEW	

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	A	B	C	D
1	**WEDNESDAY, AUGUST 31ST, 2005 - BIG HITTERS DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:00 AM	2:00 PM	MANDATORY LIFT	
4	7:00 AM	8:00 AM	TREATMENT FOR ALL INJURED PLAYERS	1:00
5	7:00 AM	9:00 AM	BREAKFAST	2:00
6	8:30 AM		STAFF MEETING	
7	3:30 PM	4:30 PM	PRE GAME MEAL	1:00
8	4:30 PM	5:00 PM	OFFENSE TAPE	0:30
9	5:00 PM	5:30 PM	DEFENSE TAPE	0:30
10	5:30 PM	5:45 PM	OFFENSE AND DEFENSE MEETING	0:15
11	5:45 PM	6:00 PM	TEAM MEETING (INCL SPECIAL TEAMS)	0:15
12	6:15 PM	7:00 PM	PRE GAME WARM UP ROUTINE - KENAN STADIUM	0:45
13	7:00 PM	8:30 PM	TEAM PERIODS / GAME SCRIPT - KENAN STADIUM	1:30
14	10:45 PM		CURFEW	
15	**Big Hitters Schedule**			
16	5:00 PM	5:50 PM	Big Hitters Meeting - Swofford Auditorium - NEED TO RETHINK BASED ON NEW TIME	
17	6:00 PM	7:00 PM	Dinner - North Box	
18	7:00 PM	9:00 PM	Watch Practice - North Box or Sideline	
19	**PRE GAME WARM UP ROUTINE - NIGHT GAME ROUTINE - 8/31/05 @ 7:00 PM**			
20	**TIME ON GAME CLOCK**			
21	6:15 PM	**45:00**	TEAM ON FIELD	
22		**43:00**	TEAM WARM UP	
23		**33:00**	INDIVIDUAL ROUTES / OL AND DL IND	
24		**29:00**	SWITCH ENDS ON ROUTES	
25		**25:00**	7 ON 7 / PASS RUSH	
26		**21:00**	TEAM (INCL. GL)	
27		**17:00**	PUNT (TITE, SKY)	
28		**15:00**	FIELD GOAL / FG BLOCK	
29		**13:00**	TEAM LEAVES FIELD	
30		**6:30**	**Pre Game Prayer**	
31		**6:00**	**Pre Game Talk - Coach Bunting**	
32		**5:40**	**Live Video Board Shot inside Locker Room**	
33		**5:00**	**Captains Leave for Field**	
34		**5:00**	**Depart Inner Locker Room - Assemble at Tunnel Doors**	
35		**4:30**	**Open Tunnel Doors - File into Tunnel (Live on Video Board)**	
36		**3:30**	**Team Takes Field**	
37	7:00 PM	**00:00**	KICKOFF - SCRIMMAGE	

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	A	B	C	D
1	**THURSDAY, SEPTEMBER 1ST, 2005**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:00 AM	2:00 PM	MANDATORY LIFT	
4	7:00 AM	8:00 AM	TREATMENT FOR ALL INJURED PLAYERS	1:00
5	7:00 AM	9:00 AM	BREAKFAST	2:00
6	8:30 AM		STAFF MEETING	
7	1:00 PM	2:30 PM	TAPING / TREATMENTS	1:30
8	2:30 PM	2:55 PM	SPECIAL TEAMS MEETING	0:25
9	3:00 PM	3:50 PM	POSITION MEETINGS	0:50
10	4:10 PM	4:30 PM	WALK THRU	0:20
11	4:30 PM	6:30 PM	PRACTICE	2:00
12	6:45 PM	8:15 PM	DINNER	1:30
13	10:45 PM		CURFEW	

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	A	B	C	D
1	**FRIDAY, SEPTEMBER 2ND, 2005**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:00 AM	2:00 PM	MANDATORY LIFT	
4	7:00 AM	8:00 AM	TREATMENT FOR ALL INJURED PLAYERS	1:00
5	7:00 AM	9:00 AM	BREAKFAST	2:00
6	8:30 AM		STAFF MEETING	
7	1:00 PM	2:30 PM	TAPING / TREATMENTS	1:30
8	2:30 PM	2:55 PM	SPECIAL TEAMS MEETING	0:25
9	3:00 PM	3:50 PM	POSITION MEETINGS	0:50
10	4:10 PM	4:30 PM	WALK THRU	0:20
11	4:30 PM	6:30 PM	PRACTICE	2:00
12	6:45 PM	8:15 PM	DINNER	1:30
13	10:45 PM		CURFEW	

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	A	B	C	D
1	**SATURDAY, SEPTEMBER 3RD, 2005**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3			SCHEDULE TBD	
4				
5			GAME SITUATION SCRIPT	
6				
7	8:45 PM		GEORGIA TECH VS. AUBURN	
8			ESPN	
9				
10				
11				
12				
13				

FINAL - 8/3/05: 2005 Training Camp Schedule, August 2005

Sun	Mon	Tue	Wed	Thu	Fri	Sat
7	8	9	10	11	12	13
		KFC Open Golf & Picnic				
Training Camp Reporting Day DAY ONE SCHEDULE PICTURE DAY 10:30 AM	PICTURE DAY 1:30 PM	Practice 1 (Shorts) Acclimatization Practice 2 (Shorts) Acclimatization MEET THE HEELS / MEET THE HEELS				
14	15	16	17	18	19	20
Practice 3 (1/2 Pads) Acclimatization ACCLIMATIZATION SCHEDULE				Practice 4		
(1/2 Pads) Acclimatization ACCLIMATIZATION SCHEDULE FORIENT/AGENTS				Practice 5		
(Full Pads) Acclimatization ACCLIMATIZATION SCHEDULE FROSH ORIENT				Practice 6		
Practice 7 TWO A DAY SCHEDULE JB: ChHillSports Club			Practice 8 ONE A DAY SCHEDULE			
Practice 9 Practice 10 (Light) TWO A DAY SCHEDULE				Practice 11 Scrimmage SCRIMMAGE SCHEDULE ACC Officials10:30am		
21	22	23	24	25	26	27
Players Move to Permanent Housing Practice		12 North Carolina Recruiting Day RECRUITING DAY				
Practice 13 Practice 14 TWO A DAY SCHEDULE				Practice 15 ONE A DAY SCHEDULE		
Practice 16 Practice 17 TWO A DAY SCHEDULE						
Practice 18 ONE A DAY SCHEDULE			Practice 19 MAGGIANO'S DAY SCHEDULE			
Off Day for Players						
28	29	30	31	**September**	1	2
Off Day For Players	Practice 20 LAST DAY	OF CAMP SCHEDULE		Fall		
Semester Classes Begin Practice 21 ONE A DAY SCHEDULE W/CLASS				Practice 22 Scrimmage Big Hitters Night Replay Testing NIGHT GAME ROUTINE SCHEDULE ACC Officials 6:30 PM		
Practice 23 ONE A DAY SCHEDULE W/CLASS				Practice 24 ONE A DAY SCHEDULE W/CLASS		
Practice 25 Georgia Tech vs. Auburn 8:45 PM GAME SITUATION SCRIPT SCHEDULE						
4	5	6	7	8	9	10
Off Day For Players	Practice 26	Practice 27	Practice 28	Practice 29		
Georgia Tech (AWAY) @ 3:30 PM						

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	A	B	C	D
1	**THURSDAY, AUGUST 11, 2005 - TEAM REPORTING DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	11:00 AM		STAFF MEETING	
4	2:00 PM	3:00 PM	FROSH REPORT TO TEAGUE DORM	1:00
5	2:00 PM	4:00 PM	FROSH DORM CHECK-IN / PHYSICALS	2:00
6	4:30 PM	5:30 PM	FROSH PARENTS' MEETING (SWOFFORD AUDITORIUM)	1:00
7			FROSH PLAYERS INCLUDED IN PARENT'S MEETING	
8	5:30 PM	7:00 PM	FROSH PARENT'S PICNIC (NORTH BOX)	1:30
9	3:30 PM	4:30 PM	UPPERCLASSMEN REPORT TO TEAGUE: DORM CHECK IN	1:00
10	6:30 PM	7:30 PM	UPPERCLASSMEN DINNER - TRAINING TABLE	1:00
11	7:45 PM	9:00 PM	COMPLIANCE MEETING	1:15
12	9:10 PM	10:30 PM	TEAM MEETING	1:20
13	10:45 PM		BEDCHECK	

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	A	B	C	D
1			**FRIDAY, AUGUST 12TH, 2005 - FIRST DAY OF PRACTICE**	
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:30 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:00 AM	UPPERCLASSMEN: CONDITIONING TEST - NAVY FIELD	1:00
5	7:00 AM	7:30 AM	FROSH: FUNCTIONAL TESTING - NAVY FIELD	0:30
6	7:30 AM	8:00 AM	FROSH EQUIPMENT ISSUE - LOCKER ROOM	0:30
7	8:00 AM	9:00 AM	BREAKFAST	1:00
8	9:00 AM	10:30 AM	OFFENSE MEETS / DEFENSE LIFT (1:10) & EQUIP ISSUE (0:20)	1:30
9	10:30 AM	12:00 PM	DEFENSE MEETS / OFFENSE LIFT (1:10) & EQUIP ISSUE (0:20)	1:30
10	12:00 PM	1:00 PM	LUNCH	1:00
11	1:00 PM		STAFF MEETING	
12	1:00 PM	3:00 PM	REST TIME (HORN IN DORMS)	2:00
13	3:00 PM	4:00 PM	TAPING / TREATMENTS	1:00
14	3:30 PM	4:10 PM	FROSH FLEX (0:10) AND ORIENTATION PRACTICE (0:30)	0:40
15	4:20 PM	4:35 PM	WALK THRU - NAVY PRACTICE FIELDS	0:15
16	4:35 PM	4:45 PM	FLEX	0:10
17	4:45 PM	6:30 PM	PRACTICE - FROSH & VARSITY (HELMETS ONLY)	1:45
18	7:00 PM	8:30 PM	DINNER	1:30
19	8:30 PM	9:00 PM	SPECIAL TEAMS ORGANIZATIONAL MEETING (ENTIRE TEAM)	0:30
20	9:00 PM	10:15 PM	POSITION MEETINGS	1:15
21	10:15 PM	10:30 PM	SNACKS	0:15
22	10:30 PM		STAFF MEETING	
23	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**SAT, AUGUST 13TH, 2005 - PICTURE DAY & MEET THE HEELS DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:00 AM	BREAKFAST	1:00
5	8:00 AM	8:50 AM	POSITION MEETINGS	0:50
6	9:00 AM	10:00 AM	WALK THRU - KENAN (O/D 30 MINS, SP TMS 20 MINS)	1:00
7	10:00 AM		PLAYERS DRESS FOR PICTURE DAY	
8	10:30 AM	12:00 PM	PICTURE DAY	1:30
9	12:00 PM	1:00 PM	LUNCH	1:00
10	12:00 PM	12:30 PM	MEDIA INTERVIEWS: SELECT PLAYERS	0:30
11	12:30 PM	1:00 PM	JOHN BUNTING PRESS CONFERENCE	0:30
12	1:15 PM		JOHN BUNTING ADDRESSES KID'S CLUB IN NORTH BOX	
13	1:15 PM		ALL PLAYERS DRESSED AND IN LOCKER ROOM	
14	1:30 PM		MEET THE HEELS DAY: PLAYER INTRODUCTIONS	
15	1:45 PM	2:30 PM	MEET THE HEELS DAY: PLAYER AUTOGRAPH SESSION	0:45
16	2:45 PM	4:15 PM	DINNER / TAPING / TREATMENTS	1:30
17	4:15 PM	5:00 PM	SPECIAL TEAMS MEETINGS	0:45
18	5:00 PM	6:00 PM	POSITION MEETINGS	1:00
19	6:20 PM	6:35 PM	WALK THRU	0:15
20	6:35 PM	9:00 PM	PRACTICE (HELMETS ONLY)	2:25
21			POST PRACTICE SESSION (FROSH & OTHERS)	
22	9:30 PM		SNACKS: HEAVY	
23	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**SUNDAY, AUGUST 14TH, 2005**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	8:25 AM		WAKE UP (HORN IN DORMS)	
4	8:30 AM	9:30 AM	BREAKFAST	1:00
5	9:30 AM	10:30 AM	POSITION MEETINGS	1:00
6	10:45 AM	11:45 AM	WALK THRU - KENAN (O/D 30 MINS, SP TMS 20 MINS)	1:00
7	12:00 PM	12:30 PM	CHAPEL SERVICE: OPTIONAL: SWOFFORD	0:30
8	12:00 PM	1:00 PM	LUNCH	1:00
9	1:00 PM		STAFF MEETING	
10	1:00 PM	2:00 PM	TAPING / TREATMENTS	1:00
11	2:15 PM	2:45 PM	SPECIAL TEAMS MEETINGS	0:30
12	2:45 PM	3:45 PM	POSITION MEETINGS	1:00
13	4:05 PM	4:20 PM	WALK THRU	0:15
14	4:20 PM	6:50 PM	PRACTICE (1/2 PADS)	2:30
15			POST PRACTICE SESSION (FROSH & OTHERS)	
16	7:30 PM	8:30 PM	DINNER	1:00
17	8:30 PM	8:55 PM	SPECIAL TEAMS MEETINGS	0:25
18	9:00 PM	10:00 PM	POSITION MEETINGS	1:00
19	10:00 PM		SNACKS	
20	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**MONDAY, AUGUST 15TH, 2005**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:00 AM	BREAKFAST	1:00
5	8:00 AM	1:00 PM	FROSH: ACADEMIC ORIENTATION - ACADEMIC CTR.	5:00
6	8:00 AM	8:50 AM	UPPERCLASSMEN OFFENSE MEETS / DEFENSE LIFTS	0:50
7	9:00 AM	9:50 AM	UPPERCLASSMEN DEFENSE MEETS / OFFENSE LIFTS	0:50
8	10:00 AM	12:00 PM	UPPERCLASSMEN: LIFESKILLS - SWOFFORD AUD	2:00
9	12:00 PM	1:00 PM	LUNCH	1:00
10	1:00 PM		STAFF MEETING	
11	1:00 PM	2:00 PM	TAPING / TREATMENTS	1:00
12	2:15 PM	2:45 PM	SPECIAL TEAMS MEETINGS	0:30
13	2:45 PM	3:45 PM	POSITION MEETINGS	1:00
14	4:05 PM	4:20 PM	WALK THRU - NAVY PRACTICE FIELDS	0:15
15	4:20 PM	6:50 PM	PRACTICE (1/2 PADS)	2:30
16			POST PRACTICE SESSION (FROSH & OTHERS)	
17	7:30 PM	8:30 PM	DINNER	1:00
18	8:30 PM	8:55 PM	SPECIAL TEAMS MEETINGS	0:25
19	9:00 PM	10:00 PM	POSITION MEETINGS	1:00
20	10:00 PM		SNACKS	
21	10:45 PM		BEDCHECK	

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	A	B	C	D
1	TUESDAY, AUGUST 16TH, 2005			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:00 AM	BREAKFAST / TREATMENTS	1:00
5	8:00 AM	9:00 AM	LIFESKILLS - SWOFFORD AUD	1:00
6	9:00 AM	9:50 AM	OFFENSE MEETS / DEFENSE LIFTS	0:50
7	10:00 AM	10:50 AM	DEFENSE MEETS / OFFENSE LIFTS	0:50
8	11:00 AM	12:00 PM	WALK THRU - KENAN (O/D 30 MINS, SP TMS 20 MINS)	1:00
9	12:00 PM	1:00 PM	LUNCH	1:00
10	1:00 PM		STAFF MEETING	
11	1:00 PM	2:00 PM	TAPING / TREATMENTS	1:00
12	2:15 PM	2:45 PM	SPECIAL TEAMS MEETINGS	0:30
13	2:45 PM	3:45 PM	POSITION MEETINGS	1:00
14	4:05 PM	4:20 PM	WALK THRU	0:15
15	4:20 PM	6:50 PM	PRACTICE (FULL PADS)	2:30
16			POST PRACTICE SESSION (FROSH & OTHERS)	
17	7:30 PM	8:30 PM	DINNER	1:00
18	8:30 PM	8:55 PM	SPECIAL TEAMS MEETINGS	0:25
19	9:00 PM	10:00 PM	POSITION MEETINGS	1:00
20	10:00 PM		SNACKS	
21	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**WEDNESDAY, AUGUST 17TH, 2005: STANDARD TWO A DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:10 AM	BREAKFAST / TAPING / TREATMENTS	1:10
5	8:30 AM	8:50 AM	WALK THRU (CARRY PADS)	0:20
6	8:50 AM	11:00 AM	PRACTICE	2:10
7	11:45 AM	12:45 PM	LUNCH	1:00
8	1:00 PM		STAFF MEETING	
9	1:00 PM	3:00 PM	REST TIME (HORN IN DORMS)	2:00
10	3:15 PM	4:00 PM	SPECIAL TEAMS MEETING (:15, :15, :15)	0:45
11	3:45 PM	4:45 PM	DINNER / TAPING	1:00
12	4:45 PM	6:00 PM	POSITION MEETINGS	1:15
13	6:20 PM	6:40 PM	WALK THRU (CARRY PADS)	0:20
14	6:40 PM	8:50 PM	PRACTICE	2:10
15	9:30 PM		SNACKS	
16	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**THURSDAY, AUGUST 18TH, 2005: STANDARD ONE A DAY W/ WALK THRU**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	7:55 AM	BREAKFAST / TREATMENTS	0:55
5	8:00 AM	8:30 AM	SPECIAL TEAMS MEETINGS	0:30
6	8:30 AM	9:40 AM	OFFENSE MEETS / DEFENSE LIFTS	1:10
7	9:45 AM	10:55 AM	DEFENSE MEETS / OFFENSE LIFTS	1:10
8	11:05 AM	12:05 PM	WALK THRU - KENAN STADIUM (:20 O/D WALK THRU, :20 TEAM, :20 SP TMS)	1:00
9	12:15 PM	1:30 PM	LUNCH	1:15
10	1:00 PM		STAFF MEETING	
11	1:30 PM	2:30 PM	REST TIME (HORN IN DORMS)	1:00
12	2:30 PM	3:30 PM	TAPING / TREATMENTS	1:00
13	3:30 PM	4:10 PM	POSITION MEETINGS	0:40
14	4:30 PM	7:05 PM	PRACTICE (CARRY PADS)	2:35
15	7:15 PM	8:45 PM	DINNER	1:30
16	8:45 PM	9:10 PM	SPECIAL TEAMS MEETING	0:25
17	9:15 PM	10:00 PM	POSITION MEETINGS	0:45
18	10:00 PM		SNACKS	
19	10:30 PM		STAFF MEETING	
20	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**FRIDAY, AUGUST 19TH, 2005: STANDARD TWO A DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:10 AM	BREAKFAST / TAPING / TREATMENTS	1:10
5	8:30 AM	8:50 AM	WALK THRU (CARRY PADS)	0:20
6	8:50 AM	11:00 AM	PRACTICE	2:10
7	11:45 AM	12:45 PM	LUNCH	1:00
8	1:00 PM		STAFF MEETING	
9	1:00 PM	3:00 PM	REST TIME (HORN IN DORMS)	2:00
10	3:15 PM	4:00 PM	SPECIAL TEAMS MEETING (:15, :15, :15)	0:45
11	3:45 PM	4:45 PM	DINNER / TAPING	1:00
12	4:45 PM	6:00 PM	POSITION MEETINGS	1:15
13	6:20 PM	6:40 PM	WALK THRU (CARRY PADS)	0:20
14	6:40 PM	8:50 PM	PRACTICE	2:10
15	9:30 PM		SNACKS	
16	10:45 PM		BEDCHECK	

	A	B	C	D	E	F
1	**SATURDAY, AUGUST 20TH, 2005 - SCRIMMAGE**					
2	**Start Time**	**End Time**	**Event**	**Duration**		
3	7:00 AM		WAKE UP			
4	7:30 AM	9:00 AM	BREAKFAST / TAPING / TREATMENTS	1:30		
5	9:00 AM	9:15 AM	OFFENSE AND DEFENSE MEETINGS / POSITION MEETINGS	0:15		
6	9:15 AM	9:30 AM	TEAM SPECIAL TEAMS MEETING	0:15		
7	10:00 AM	11:15 AM	PRE GAME WARM UP ROUTINE	1:15		
8	11:15 AM	1:00 PM	PRACTICE / SCRIMMAGE	1:45		
9	1:30 PM	2:30 PM	LUNCH: MANTEO FISH FRY, CONCOURSE	1:00		
10	2:45 PM	3:15 PM	SPECIAL TEAMS MEETINGS	0:30		
11	3:20 PM	4:50 PM	POSITION MEETINGS	1:30		
12	10:45 PM		BEDCHECK			
13						
14	**PRE GAME WARM UP ROUTINE - Saturday, August 20th**					
15			**TIME ON GAME CLOCK**			
16	QBS & CENTERS ON FIELD FOR SNAPS THEN RETURN FOR GROUP 2 FLEX					
17	**GROUP 1 - SPECIALISTS (KICKERS, PUNTERS, SNAPPERS, HOLDERS, RETURNERS)**					
18		10:00 AM	**85:00**	FLEX (LOCKER ROOM)		
19			**70:00**	GROUP 1 LEAVES FOR FIELD		
20			**68:00**	GROUP 1 ON FIELD		
21	**GROUP 2 - QB, WR, TE, RB, LB, DB**				**LEAVE LOCKER ROOM**	
22		10:15 AM	**70:00**	FLEX (LOCKER ROOM)	DB:	55:30
23			**55:00**	GROUP 2 LEAVES FOR FIELD	TE:	55:00
24			**53:00**	GROUP 2 ON FIELD	QB/RB/WR:	54:30
25					LB:	54:00
26	**GROUP 3 - OL, DL, DE**					
27		10:30 AM	**55:00**	FLEX (LOCKER ROOM)		
28			**45:00**	GROUP 3 LEAVES FOR FIELD		
29			**44:00**	GROUP 3 ON FIELD		
30						
31			**46:00**	PAT & GO	3	
32			**43:00**	TEAM WARM UP	3	
33			**40:00**	INDIVIDUAL ROUTES / OL AND DL IND	3	
34			**37:00**	SWITCH ENDS ON ROUTES	3	
35			**34:00**	7 ON 7 / PASS RUSH	4	
36			**30:00**	TEAM (INCL. GL)	4	
37			**26:00**	PUNT (TITE, SKY)	1	
38			**25:00**	FIELD GOAL / FG BLOCK	2	
39			**23:00**	TEAM LEAVES FIELD		
40			*****Game Clock will be reset to 10:00 after team leaves field*****			
41		11:15 AM	**00:00**	KICKOFF		

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	A	B	C	D
1	**SUNDAY, AUGUST 21ST - MOVING DAY / RECRUITING DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	8:25 AM		WAKE UP (HORN IN DORMS)	
4	8:30 AM	9:30 AM	BREAKFAST / TREATMENTS	1:00
5	9:30 AM	10:00 AM	TEAM MEETING - SWOFFORD AUDITORIUM (NEW TICKET SIGN UP PROCEDURES)	0:30
6	10:00 AM	1:00 PM	MOVE OUT OF TEAGUE INTO PERMANENT HOUSING	3:00
7	12:30 PM	1:00 PM	CHAPEL SERVICE (OPTIONAL): SWOFFORD AUDITORIUM	0:30
8	12:00 PM	2:00 PM	LUNCH / TAPING: LUNCH AVAILABLE TO RECRUITS	2:00
9	2:00 PM	2:30 PM	SPECIAL TEAMS MEETING	0:30
10	2:30 PM	3:15 PM	POSITION MEETINGS (PRACTICE INSTALLATION)	0:45
11	3:35 PM	5:35 PM	PRACTICE	2:00
12	5:45 PM	7:15 PM	DINNER: AVAILABLE TO RECRUITS	1:30
13	7:15 PM	7:55 PM	SPECIAL TEAMS MEETING	0:40
14	8:00 PM	9:00 PM	POSITION MEETINGS	1:00
15	9:00 PM		SNACKS	
16	9:00 PM		STAFF MEETING (Personnel)	
17	10:45 PM		CURFEW	
18	**RECRUITS SCHEDULE**			
19	12:00 PM	1:30 PM	LUNCH: AVAILABLE TO RECRUITS	
20	12:30 PM		CHAPEL SERVICE (OPTIONAL): SWOFFORD AUDITORIUM	
21	12:30 PM	1:30 PM	ARRIVAL / CHECK IN	
22	1:30 PM		RECRUITING DAY PROGRAM: BLANCHARD, HOLLIDAY, BALLEN	
23	2:30 PM		RECRUITS ATTEND POSITION MEETINGS	
24	2:30 PM		PARENTS ATTEND SUPPORT PROGRAM MEETING (SID, SPORTS MED, ETC.)	
25	3:35 PM	5:35 PM	RECRUITS AND PARENTS ATTEND PRACTICE	
26			POST PRACTICE: RECRUITS TO LOCKER ROOM WITH POSITION GROUPS	
27			POST PRACTICE: JOHN BUNTING & MATT KUPEC ADDRESS RECRUITS	
28	5:45 PM	7:15 PM	DINNER: AVAILABLE TO RECRUITS	

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	A	B	C	D
1	**MONDAY, AUGUST 22ND, 2005: STANDARD TWO A DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:10 AM	BREAKFAST / TAPING / TREATMENTS	1:10
5	8:30 AM	8:50 AM	WALK THRU (CARRY PADS)	0:20
6	8:50 AM	11:00 AM	PRACTICE	2:10
7	11:45 AM	12:45 PM	LUNCH	1:00
8	1:00 PM		STAFF MEETING	
9	1:00 PM	3:00 PM	REST TIME (HORN IN DORMS)	2:00
10	3:15 PM	4:00 PM	SPECIAL TEAMS MEETING (:15, :15, :15)	0:45
11	3:45 PM	4:45 PM	DINNER / TAPING	1:00
12	4:45 PM	6:00 PM	POSITION MEETINGS	1:15
13	6:20 PM	6:40 PM	WALK THRU (CARRY PADS)	0:20
14	6:40 PM	8:50 PM	PRACTICE	2:10
15	9:30 PM		SNACKS	
16	10:45 PM		CURFEW	

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	A	B	C	D
1	**TUESDAY, AUGUST 23RD, 2005: STANDARD ONE A DAY W/ WALK THRU**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	7:55 AM	BREAKFAST / TREATMENTS	0:55
5	8:00 AM	8:30 AM	SPECIAL TEAMS MEETINGS	0:30
6	8:30 AM	9:40 AM	OFFENSE MEETS / DEFENSE LIFTS	1:10
7	9:45 AM	10:55 AM	DEFENSE MEETS / OFFENSE LIFTS	1:10
8	11:05 AM	12:05 PM	WALK THRU - KENAN STADIUM (:20 O/D WALK THRU, :20 TEAM, :20 SP TMS)	1:00
9	12:15 PM	1:30 PM	LUNCH	1:15
10	1:00 PM		STAFF MEETING	
11	1:30 PM	2:30 PM	REST TIME (HORN IN DORMS)	1:00
12	2:30 PM	3:30 PM	TAPING / TREATMENTS	1:00
13	3:30 PM	4:10 PM	POSITION MEETINGS	0:40
14	4:30 PM	7:05 PM	PRACTICE (CARRY PADS)	2:35
15	7:15 PM	8:45 PM	DINNER	1:30
16	8:45 PM	9:10 PM	SPECIAL TEAMS MEETING	0:25
17	9:15 PM	10:00 PM	POSITION MEETINGS	0:45
18	10:00 PM		SNACKS	
19	10:30 PM		STAFF MEETING	
20	10:45 PM		CURFEW	

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	A	B	C	D
1	**WEDNESDAY, AUGUST 24TH, 2005: STANDARD TWO A DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:10 AM	BREAKFAST / TAPING / TREATMENTS	1:10
5	8:30 AM	8:50 AM	WALK THRU (CARRY PADS)	0:20
6	8:50 AM	11:00 AM	PRACTICE	2:10
7	11:45 AM	12:45 PM	LUNCH	1:00
8	1:00 PM		STAFF MEETING	
9	1:00 PM	3:00 PM	REST TIME (HORN IN DORMS)	2:00
10	3:15 PM	4:00 PM	SPECIAL TEAMS MEETING (:15, :15, :15)	0:45
11	3:45 PM	4:45 PM	DINNER / TAPING	1:00
12	4:45 PM	6:00 PM	POSITION MEETINGS	1:15
13	6:20 PM	6:40 PM	WALK THRU (CARRY PADS)	0:20
14	6:40 PM	8:50 PM	PRACTICE	2:10
15	9:00 PM	10:00 PM	NEW TICKET SIGN UP TUTORING - TRAINING TABLE	1:00
16	9:30 PM		SNACKS	
17	10:45 PM		CURFEW	

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	A	B	C	D
1	**THURSDAY, AUGUST 25TH, 2005: STANDARD ONE A DAY W/ WALK THRU**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	7:55 AM	BREAKFAST / TREATMENTS	0:55
5	8:00 AM	8:30 AM	SPECIAL TEAMS MEETINGS	0:30
6	8:30 AM	9:40 AM	OFFENSE MEETS / DEFENSE LIFTS	1:10
7	9:45 AM	10:55 AM	DEFENSE MEETS / OFFENSE LIFTS	1:10
8	11:05 AM	12:05 PM	WALK THRU - KENAN STADIUM (:20 O/D WALK THRU, :20 TEAM, :20 SP TMS)	1:00
9	12:15 PM	1:30 PM	LUNCH	1:15
10	1:00 PM		STAFF MEETING	
11	1:30 PM	2:30 PM	REST TIME (HORN IN DORMS)	1:00
12	2:30 PM	3:30 PM	TAPING / TREATMENTS	1:00
13	3:30 PM	4:10 PM	POSITION MEETINGS	0:40
14	4:30 PM	7:05 PM	PRACTICE (CARRY PADS)	2:35
15	7:15 PM	8:45 PM	DINNER	1:30
16	8:45 PM	9:10 PM	SPECIAL TEAMS MEETING	0:25
17	9:15 PM	10:00 PM	POSITION MEETINGS	0:45
18	10:00 PM		SNACKS	
19	10:30 PM		STAFF MEETING	
20	10:45 PM		CURFEW	
21	11:00 PM		TICKET SIGN UP PRACTICE DUE ONLINE (PLAYERGUEST.COM)	

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	A	B	C	D
1	**FRIDAY, AUGUST 26TH, 2005 - MAGGIANOS DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:00 AM	BREAKFAST / TREATMENTS	1:00
5	8:00 AM	8:30 AM	SPECIAL TEAMS MEETING	0:30
6	8:30 AM	9:15 AM	POSITION MEETINGS	0:45
7	9:35 AM	11:35 AM	PRACTICE	2:00
8	12:30 PM	1:30 PM	NFLPA PRESENTATION: MERTON HANKS	1:00
9	1:30 PM		BUSSES DEPART FOR MAGGIANO'S	
10	1:45 PM	3:00 PM	LUNCH AT MAGGIANO'S	1:15
11	3:15 PM		BUSSES RETURN TO FOOTBALL CENTER	
12			**PLAYERS EXCUSED FOR THE WEEKEND**	
13				
14				
15	**LADIES CLINIC**			
16			SCHEDULE - TBD	

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	A	B	C	D
1	DAY, AUGUST 27TH, 2005 - PLAYE			
2	Start Time	End Time	Event	Duration
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				

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	A	B	C	D
1	AY, AUGUST 28TH, 2005 - PLAYER			
2	Start Time	End Time	Event	Duration
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				

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	A	B	C	D
1	**MONDAY, AUGUST 29TH, 2005**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:00 AM	2:00 PM	MANDATORY LIFT (30 MINUTES)	
4			TREATMENT FOR ALL INJURED PLAYERS	
5	8:00 AM	9:00 AM	BREAKFAST: OPTIONAL	1:00
6	8:30 AM		STAFF MEETING	
7	12:00 PM	1:00 PM	LUNCH: MANDATORY ALL PLAYERS	1:00
8	1:00 PM	2:30 PM	TAPING / TREATMENTS	1:30
9	2:30 PM	2:55 PM	SPECIAL TEAMS MEETING	0:25
10	3:00 PM	3:50 PM	POSITION MEETINGS	0:50
11	4:10 PM	4:30 PM	WALK THRU	0:20
12	4:30 PM	6:30 PM	PRACTICE	2:00
13	6:45 PM	8:15 PM	DINNER	1:30
14	10:45 PM		CURFEW	

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	A	B	C	D
1	**TUESDAY, AUGUST 30TH, 2005 - 1ST DAY OF CLASSES**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	7:00 AM	8:00 AM	TREATMENT FOR ALL INJURED PLAYERS	1:00
4	7:00 AM	9:00 AM	BREAKFAST	2:00
5	8:30 AM		STAFF MEETING	
6	1:00 PM	2:30 PM	TAPING / TREATMENTS	1:30
7	2:30 PM	2:55 PM	SPECIAL TEAMS MEETING	0:25
8	3:00 PM	3:50 PM	POSITION MEETINGS	0:50
9	4:10 PM	4:30 PM	WALK THRU	0:20
10	4:30 PM	6:30 PM	PRACTICE	2:00
11	6:45 PM	8:15 PM	DINNER	1:30
12	10:45 PM		CURFEW	

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	A	B	C	D
1	**WEDNESDAY, AUGUST 31ST, 2005 - BIG HITTERS DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:00 AM	2:00 PM	MANDATORY LIFT (60 MINUTES)	
4	7:00 AM	8:00 AM	TREATMENT FOR ALL INJURED PLAYERS	1:00
5	7:00 AM	9:00 AM	BREAKFAST	2:00
6	8:30 AM		STAFF MEETING	
7	3:30 PM	4:30 PM	PRE GAME MEAL	1:00
8	4:30 PM	5:00 PM	OFFENSE TAPE	0:30
9	5:00 PM	5:30 PM	DEFENSE TAPE	0:30
10	5:30 PM	5:45 PM	OFFENSE AND DEFENSE MEETING	0:15
11	5:45 PM	6:00 PM	TEAM MEETING (INCL SPECIAL TEAMS)	0:15
12	6:15 PM	7:00 PM	PRE GAME WARM UP ROUTINE - KENAN STADIUM	0:45
13	7:00 PM	8:30 PM	TEAM PERIODS / GAME SCRIPT - KENAN STADIUM	1:30
14	10:45 PM		CURFEW	
15	**Big Hitters Schedule**			
16	5:00 PM	5:50 PM	Big Hitters Meeting - Kenan Stadium North Box	
17	6:00 PM	7:00 PM	Dinner - North Box	
18	7:00 PM	9:00 PM	Watch Practice - North Box or Sideline	
19	**PRE GAME WARM UP ROUTINE - NIGHT GAME ROUTINE - 8/31/05 @ 7:00 PM**			
20	**TIME ON GAME CLOCK**			
21	6:15 PM	**45:00**	TEAM ON FIELD	
22		**43:00**	TEAM WARM UP	
23		**33:00**	INDIVIDUAL ROUTES / OL AND DL IND	
24		**29:00**	SWITCH ENDS ON ROUTES	
25		**25:00**	7 ON 7 / PASS RUSH	
26		**21:00**	TEAM (INCL. GL)	
27		**17:00**	PUNT (TITE, SKY)	
28		**15:00**	FIELD GOAL / FG BLOCK	
29		**13:00**	TEAM LEAVES FIELD	
30		**6:30**	**Pre Game Prayer**	
31		**6:00**	**Pre Game Talk - Coach Bunting**	
32		**5:40**	**Live Video Board Shot inside Locker Room**	
33		**5:00**	**Captains Leave for Field**	
34		**5:00**	**Depart Inner Locker Room - Assemble at Tunnel Doors**	
35		**4:30**	**Open Tunnel Doors - File into Tunnel (Live on Video Board)**	
36		**3:30**	**Team Takes Field**	
37	7:00 PM	**00:00**	KICKOFF - SCRIMMAGE	

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	A	B	C	D
1	**THURSDAY, SEPTEMBER 1ST, 2005**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	7:00 AM	8:00 AM	TREATMENT FOR ALL INJURED PLAYERS	1:00
4	7:00 AM	9:00 AM	BREAKFAST	2:00
5	8:30 AM		STAFF MEETING	
6	1:00 PM	2:30 PM	TAPING / TREATMENTS	1:30
7	2:30 PM	2:55 PM	SPECIAL TEAMS MEETING	0:25
8	3:00 PM	3:50 PM	POSITION MEETINGS	0:50
9	4:10 PM	4:30 PM	WALK THRU	0:20
10	4:30 PM	6:30 PM	PRACTICE	2:00
11	6:45 PM	8:15 PM	DINNER	1:30
12	10:45 PM		CURFEW	

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	A	B	C	D
1	**FRIDAY, SEPTEMBER 2ND, 2005**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:00 AM	2:00 PM	MANDATORY LIFT (30 MINUTES)	
4	7:00 AM	8:00 AM	TREATMENT FOR ALL INJURED PLAYERS	1:00
5	7:00 AM	9:00 AM	BREAKFAST	2:00
6	8:30 AM		STAFF MEETING	
7	1:00 PM	2:30 PM	TAPING / TREATMENTS	1:30
8	2:30 PM	2:55 PM	SPECIAL TEAMS MEETING	0:25
9	3:00 PM	3:50 PM	POSITION MEETINGS	0:50
10	4:10 PM	4:30 PM	WALK THRU	0:20
11	4:30 PM	6:30 PM	PRACTICE	2:00
12	6:45 PM	8:15 PM	DINNER	1:30
13	10:45 PM		CURFEW	

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	A	B	C	D
1	**SATURDAY, SEPTEMBER 3RD, 2005**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3			SCHEDULE TBD	
4				
5			GAME SITUATION SCRIPT	
6				
7	8:45 PM		GEORGIA TECH VS. AUBURN	
8			ESPN	
9				
10				
11				
12				
13				

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Permitted and Prohibited Items

Prohibited items are weapons, explosives, incendiaries, and include items that are seemingly harmless but may be used as weapons—the so-called "dual use" items. You may not bring these items to security checkpoints without authorization.

If you bring a prohibited item to the checkpoint, you may be criminally and/or civilly prosecuted or, at the least, asked to rid yourself of the item. A screener and/or Law Enforcement Officer will make this determination, depending on what the item is and the circumstances. This is because bringing a prohibited item to a security checkpoint—even accidentally—is illegal.

Your prohibited item may be detained for use in an investigation and, if necessary, as evidence in your criminal and/or civil prosecution. If permitted by the screener or Law Enforcement Officer, you may be allowed to: consult with the airlines for possible assistance in placing the prohibited item in checked baggage; withdraw with the item from the screening checkpoint at that time; make other arrangements for the item, such as taking it to your car; or, voluntarily abandon the item. Items that are voluntarily abandoned cannot be recovered and will not be returned to you.

The following chart outlines items that are permitted and items that are prohibited in your carry-on or checked baggage. You should note that some items are allowed in your checked baggage, but not your carry-on. Also pay careful attention to the "Notes" included at the bottom of each section – they contain important information about restrictions.

The prohibited and permitted items chart is not intended to be all-inclusive and is updated as necessary. To ensure everyone's security, the screener may determine that an item not on the prohibited items chart is prohibited. In addition, the screener may also determine that an item on the permitted chart is dangerous and therefore may not be brought through the security checkpoint.

The chart applies to flights originating within the United States. Please check with your airline or travel agent for restrictions at destinations outside of the United States.

For updates and for more information, call our Consumer Response Center toll-free at 1-866-289-9673 or email TellTSA@tsa.dot.gov.

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Can I take it?	Carry-on	Checked
Personal Items		
Cigar Cutters	Yes	Yes
Corkscrews	Yes	Yes
Cuticle Cutters	Yes	Yes
Eyeglass Repair Tools (including screwdrivers)	Yes	Yes
Eyelash Curlers	Yes	Yes
Knitting and Crochet Needles	Yes	Yes
Knives, round-bladed butter or plastic	Yes	Yes
Lighters *	**Yes ***	**No**
Nail Clippers	Yes	Yes
Nail Files	Yes	Yes
Personal care or toiletries with aerosols, in limited quantities (such as hairsprays, deodorants)	Yes	Yes
Safety Razors (including disposable razors)	Yes	Yes
Scissors-plastic or metal with blunt tips	Yes	Yes
Scissors-metal with pointed tips	**No**	Yes
Toy Transformer Robots	Yes	Yes
Toy Weapons (if not realistic replicas)	Yes	Yes
Tweezers	Yes	Yes
Umbrellas (allowed in carry-on baggage once they have been inspected to ensure that prohibited items are not concealed)	Yes	Yes
Walking Canes (allowed in carry-on baggage once they have been inspected to ensure that prohibited items are not concealed)	Yes	Yes

* You may take up to 2 butane lighters and/or safety matches in your carry-on baggage. You cannot pack lighters in your checked baggage. "Torch" lighters are not allowed in either checked baggage or carry-on baggage.

Note Some personal care items containing aerosol are regulated as hazardous materials. The FAA regulates hazardous materials. This information is summarized at http://asi.faa.gov/Passenger.asp

Medication and Special Needs Devices		
Braille Note-Taker, Slate and Stylus, Augmentation Devices	Yes	Yes
Diabetes-Related Supplies/Equipment, (once inspected to ensure prohibited items are not concealed) including: insulin and insulin loaded dispensing products; vials or box of individual vials; jet injectors; pens; infusers; and preloaded syringes; and an unlimited number of unused syringes, when accompanied by insulin; lancets; blood glucose meters; blood glucose meter test strips; insulin pumps; and insulin pump supplies. Insulin in any form or dispenser must be properly marked with a professionally printed label identifying the medication or manufacturer's name or pharmaceutical label.	Yes	Yes
Nitroglycerine pills or spray for medical use (if properly marked with a professionally printed label identifying the medication or manufacturer's name or pharmaceutical label)	Yes	Yes
Prosthetic Device Tools and Appliances, including drill, allen wrenches, pullsleeves used to put on or remove prosthetic devices, if carried by the individual with the prosthetic device or his or her companion	Yes	Yes

Transportation Security Administration

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Can I take it?	Carry-on	Checked
Electronic Devices		
Camcorders	Yes	Yes
Camera Equipment The checked baggage screening equipment will damage undeveloped film in camera equipment. We recommend that you either put undeveloped film and cameras containing undeveloped film in your carry-on baggage or take undeveloped film with you to the checkpoint and ask the screener to conduct a hand-inspection.	Yes	Yes
Laptop Computers	Yes	Yes
Mobile Phones	Yes	Yes
Pagers	Yes	Yes
Personal Data Assistants (PDA's)	Yes	Yes
Note Check with your airline or travel agent for restrictions on the use of these and other electronic items during your flight.		
Sharp Objects		
Box Cutters	No	Yes
Ice Axes/Ice Picks	No	Yes
Knives (any length and type except round-bladed, butter, and plastic cutlery)	No	Yes
Meat Cleavers	No	Yes
Razor-Type Blades, such as box cutters, utility knives, razor blades not in a cartridge, but excluding safety razors	No	Yes
Sabers	No	Yes
Scissors – metal with pointed tips Scissors with plastic or metal blunt tips are permitted in your carry-on.	No	Yes
Swords	No	Yes
Note Any sharp objects in checked baggage should be sheathed or securely wrapped to prevent injury to baggage handlers and inspectors.		
Sporting Goods		
Baseball Bats	No	Yes
Bows and Arrows	No	Yes
Cricket Bats	No	Yes
Golf Clubs	No	Yes
Hockey Sticks	No	Yes
Lacrosse Sticks	No	Yes
Pool Cues	No	Yes
Ski Poles	No	Yes
Spear Guns	No	Yes
Note Any sharp objects in checked baggage should be sheathed or securely wrapped to prevent injury to baggage handlers and security screeners.		

Transportation Security Administration

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Can I take it?	Carry-on	Checked
Guns and Firearms		
Ammunition Check with your airline or travel agent to see if ammunition is permitted in checked baggage on the airline you are flying. If ammunition is permitted, it must be declared to the airline at check-in. Small arms ammunitions for personal use must be securely packed in fiber, wood or metal boxes, or other packaging specifically designed to carry small amounts of ammunition. Ask about limitations or fees, if any, that apply.	No	Yes
BB guns	No	Yes
Compressed Air Guns	No	Yes
Firearms	No	Yes
Flare Guns	No	No
Gun Lighters	No	No
Gun Powder	No	No
Parts of Guns and Firearms	No	Yes
Pellet Guns	No	Yes
Realistic Replicas of Firearms	No	Yes
Starter Pistols	No	Yes
Note Check with your airline or travel agent to see if firearms are permitted in checked baggage on the airline you are flying. Ask about limitations or fees, if any, that apply. Firearms carried as checked baggage MUST be unloaded, packed in a locked hard-sided gun case, and declared to the airline at check-in. Only you, the passenger, may have the key or combination.		
Tools		
Axes and Hatchets	No	Yes
Cattle Prods	No	Yes
Crowbars	No	Yes
Hammers	No	Yes
Drills (including cordless portable power drills)	No	Yes
Saws (including cordless portable power saws)	No	Yes
Screwdrivers (except those in eyeglass repair kits)	No	Yes
Tools (including but not limited to wrenches and pliers)	No	Yes
Wrenches and Pliers	No	Yes
Note Any sharp objects in checked baggage should be sheathed or securely wrapped to prevent injury to baggage handlers and security screeners.		
Martial Arts/Self Defense Items		
Billy Clubs	No	Yes
Black Jacks	No	Yes
Brass Knuckles	No	Yes
Kubatons	No	Yes
Mace/Pepper Spray One 118 ml or 4 Fl. oz. container of mace or pepper spray is permitted in checked baggage provided it is equipped with a safety mechanism to prevent accidental discharge. For more information on these and other hazardous materials, visit http://asi.faa.gov/Passenger.asp	No	Yes
Martial Arts Weapons	No	Yes
Night Sticks	No	Yes
Nunchakus	No	Yes

Transportation Security Administration

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Can I take it?	Carry-on	Checked
Martial Arts/Self Defense Items		
Stun Guns/Shocking Devices	No	Yes
Throwing Stars	No	Yes
Note Any sharp objects in checked baggage should be sheathed or securely wrapped to prevent injury to baggage handlers and security screeners.		
Explosive Materials		
Blasting caps	No	No
Dynamite	No	No
Fireworks	No	No
Flares in any form	No	No
Hand Grenades	No	No
Plastic Explosives	No	No
Flammable Items		
Aerosol (any except for personal care or toiletries in limited quantities)	No	No
Fuels (including cooking fuels and any flammable liquid fuel)	No	No
Gasoline	No	No
Gas Torches	No	No
Lighter Fluid	No	No
Strike-anywhere Matches	No	No
Turpentine and paint thinner	No	No
Note There are other hazardous materials that are regulated by the FAA. This information is summarized at http://asi.faa.gov/Passenger.asp		
Disabling Chemicals and Other Dangerous Items		
Chlorine for pools and spas	No	No
Compressed Gas Cylinders (including fire extinguishers)	No	No
Liquid Bleach	No	No
Spillable Batteries (except those in wheelchairs)	No	No
Spray Paint	No	No
Tear Gas	No	No
Note There are other hazardous materials that are regulated by the FAA. This information is summarized at http://asi.faa.gov/Passenger.asp		

	A	B
1	**UNIVERSITY OF NORTH CAROLINA**	
2	**LOUISVILLE GAME**	
3	**SUPPORT STAFF & GUEST ITINERARY**	
4		
5	**FRIDAY, OCTOBER 7TH, 2005**	
6		
7	12:45 PM	BUSES DEPART KENAN FOOTBALL CENTER FOR RDU
8	1:15 PM	ARRIVE RDU INTERNATIONAL AIRPORT
9		BOARD DELTA CHARTER FLIGHT # 9814
10	2:00 PM	DEPART FOR LOUISVILLE
11	3:30 PM	ARRIVE LOUISVILLE AIRPORT
12	4:15 PM	BUSES DEPART FOR PAPA JOHN'S STADIUM
13	4:30 PM	ARRIVE PAPA JOHN'S STADIUM
14	4:45 PM	STADIUM WALK THRU
15	5:30 PM	DEPART FOR MARRIOTT LOUISVILLE DOWNTOWN (502) 627-5045
16	5:45 PM	ARRIVE MARRIOTT LOUISVILLE DOWNTOWN
17		
18		
19	**SATURDAY, OCTOBER 8TH, 2005**	
20		
21	2:15 PM	DEPART MARRIOTT DOWNTOWN FOR PAPA JOHN'S STADIUM
22	2:30 PM	ARRIVE PAPA JOHN'S STADIUM
23	3:10 PM	PRE-GAME WARM-UP BEGINS
24	4:35 PM	KICKOFF: ***BEAT LOUISVILLE***
25		
26	**POST GAME**	DEPART FOR SDF AIRPORT: BOARD DELTA CHARTER FLIGHT # 9814
27		SEAT ASSIGNMENT WILL BE ON YOUR ITINERARY
28		
29	10:00 PM	DEPART LOUISVILLE AIRPORT FOR RALEIGH DURHAM AIRPORT
30	11:30 PM	ARRIVE RALEIGH DURHAM AIRPORT - DEPART FOR FOOTBALL CENTER
31	12:15:00 AM (Sunday)	ARRIVE KENAN FOOTBALL CENTER

	A	B
1		
2		
3	**1:00 PM**	
4		
5	**5:30 PM**	**7:30 PM**
6	**7:30 PM**	
7		
8		
9		
10		
11	**Travel Squad**	
12	**6:00 AM**	**2:00 PM**
13	**7:00 AM**	**8:00 AM**
14	**7:00 AM**	**9:00 AM**
15	**12:30 PM**	**2:00 PM**
16	**2:00 PM**	**4:00 PM**
17	**4:00 PM**	**5:15 PM**
18	**5:15 PM**	**6:00 PM**
19	**6:00 PM**	**6:30 PM**
20	**6:30 PM**	**6:45 PM**
21	**7:05 PM**	**8:15 PM**
22		
23		
24	**JV Squad**	
25	**7:00 AM**	**8:00 AM**
26	**7:00 AM**	**9:00 AM**
27	**12:30 PM**	**2:00 PM**
28	**1:00 PM**	**2:00 PM**
29	**2:00 PM**	**3:00 PM**
30	**3:00 PM**	
31	**4:00 PM**	
32		
33	**Travel Squad**	
34	**6:00 AM**	**2:00 PM**
35	**7:00 AM**	**8:00 AM**
36	**7:00 AM**	**9:00 AM**
37	**12:30 PM**	**2:00 PM**
38	**2:30 PM**	**2:55 PM**
39	**3:00 PM**	**3:30 PM**
40	**3:50 PM**	**4:00 PM**
41	**4:00 PM**	**5:30 PM**
42	**5:45 PM**	**7:00 PM**
43		
44	**6:00 AM**	**2:00 PM**
45	**7:00 AM**	**8:00 AM**
46	**7:00 AM**	**9:00 AM**
47	**12:30 PM**	**2:00 PM**
48	**2:30 PM**	**2:55 PM**
49	**3:00 PM**	**3:30 PM**
50	**3:50 PM**	**4:00 PM**
51	**4:00 PM**	**5:30 PM**
52	**5:45 PM**	**7:00 PM**
53		
54	**No Lifting / Practice - Attend All Classes (Will be Checked)**	
55		
56	**8:00 PM**	
57	Heal, Freshen, Lift, Condition, Pre Miami	

	C	D	E	F	G	H	I
1	Open Week - Players' Schedule						
2	SUNDAY, OCTOBER 9th						
3	Mandatory Injury Check						
4	All players that played in the game & all players on injury report						
5	Study Table						
6	Freshman CREED Meeting - Academic Center						
7	***All Juniors Must Meet with Cynthia Reynolds between						
8	Monday and Thursday To Prepare for Class Registration***						
9	Junior Registration: Saturday, October 15th						
10	MONDAY, OCTOBER 10th						
11		Non Travel Squad					
12	Mandatory Lift (by class schedule)						
13	Treatment for all injured players	7:00 AM	8:00 AM	Treatment for all injured players			
14	Breakfast	7:00 AM	9:00 AM	Breakfast			
15	Study Table	12:30 PM	2:00 PM	Study Table			
16	Juniors See Cynthia for Registration	2:00 PM	4:00 PM	Juniors See Cynthia for Registration			
17	Pos Mtgs - Game Tape	4:30 PM	5:45 PM	Lift			
18	Dinner	5:45 PM	6:30 PM	Dinner			
19	Team Special Teams Meetings						
20	Team Meeting	6:30 PM	6:45 PM	Team Meeting			
21	Practice	7:05 PM	8:15 PM	Practice			
22		8:15 PM	9:00 PM	JV Practice			
23	TUESDAY, OCTOBER 11th						
24		Non JV Travel Squad			Non JV, Non-Travel Squad		
25	Treatment for all injured players	7:00 AM	8:00 AM	Treatment for all injured players	7:00 AM	8:00 AM	Treatments
26	Breakfast	7:00 AM	9:00 AM	Breakfast	7:00 AM	9:00 AM	Breakfast
27	Study Hall	12:30 PM	2:00 PM	Study Hall	12:30 PM	2:00 PM	Study Hall
28	Pre Game Meal - Training Table						
29	Taping	2:30 PM	3:00 PM	Position Meetings	2:30 PM	3:30 PM	Mandatory Lift
30	Pre Game Warm Up - All JV in Locker Room	3:00 PM	4:00 PM	Dinner	3:30 PM	4:00 PM	Dinner
31	Kickoff - Beat Hargrave						
32	WEDNESDAY, OCTOBER 12th						
33							
34	Mandatory Lift - Travel Squad	Non-Travel Squad					
35	Treatment for all injured players	7:00 AM	8:00 AM	Treatments			
36	Breakfast	7:00 AM	9:00 AM	Breakfast			
37	Study Hall	12:30 PM	2:00 PM	Study Hall			
38	Special Teams Meetings	2:30 PM	3:30 PM	Mandatory Lift			
39	Position Meetings						
40	Flex	3:50 PM	4:00 PM	Flex			
41	Practice	4:00 PM	5:30 PM	Practice			
42	Dinner	5:45 PM	7:00 PM	Dinner			
43	THURSDAY, OCTOBER 13th						
44	Mandatory Lift - Travel Squad	Non-Travel Squad					
45	Treatment for all injured players	7:00 AM	8:00 AM	Treatment for all injured players			
46	Breakfast	7:00 AM	9:00 AM	Breakfast			
47	Study Hall	12:30 PM	2:00 PM	Study Hall			
48	Special Teams Meetings	2:30 PM	3:30 PM	Mandatory Lift			
49	Position Meetings						
50	Flex	3:50 PM	4:00 PM	Flex			
51	Practice	4:00 PM	5:30 PM	Practice			
52	Dinner	5:45 PM	7:00 PM	Dinner			
53	FRIDAY, OCTOBER 14th						
54							
55	SUNDAY, OCTOBER 16th						
56	Mandatory Team Meeting - All Players - Swofford Auditorium						
57							

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13	Connors Notes:
14	**Monday Off from Lifting**
15	Back Off
16	Dyn Warm Up
17	Lift Upper Only
18	
19	Hal Hunter
20	Marvin Sanders
21	Early Flights
22	
23	
24	Med / Hard Conditioning
25	
26	Shells (Spider Pads)
27	
28	
29	
30	
31	
32	
33	
34	Heel Drill
35	
36	1/2 Pads
37	
38	
39	
40	
41	
42	
43	
44	Hard Conditioning
45	
46	1/2 Pads
47	
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	A	B
58	Ind, 7 x 7, Tm vs. Scouts, Tm O v D Carded	
59	W/TH: Ind (12-15), Team O v D Carded, Sp Tms Drill (8-10), 7 x 7, Miami Scout (15-20), Fast 1v1 (2 min, etc.), Conditioning	

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Wednesday, January 11, 2006 5:38 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>
Cc: -Compliance <-Compliance@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Martin, John <jmartin@uncaa.unc.edu>; Hines, John A. <john@northwestsports.org>; Best, Kevin <kbest@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; Yasutomi, Emily <yasutomi@uncaa.unc.edu>
Subject: Fwd: FW: [CCACA] FW: Reminders for the upcoming 2006 NFL Draft
Attach: FW_ [CCACA] FW_ Reminders for the upcoming 2006 NFL Draft.msg

---

Folks,

FYI. Please feel free to share this information with whomever you wish!

Thank you,
Larry

From: "Babcock, Lindsey" <lbabcock@theacc.org>
Sent: Wednesday, January 11, 2006 5:20 PM
To: Herman, Amy S. <ajschae@uncaa.unc.edu>; am@virginia.edu; anordmann@miami.edu; Gallo, Larry <athgallo@uncaa.unc.edu>; ckennedy@acpub.duke.edu; dfoley@miami.edu; hmcatee@mailer.fsu.edu; hugesk@wfu.edu; jcondaras@bigeast.org; jcunnin@umd.edu; jerome.rodgers.1@bc.edu; jko3b@virginia.edu; jon_fagg@ncsu.edu; jpootrakul@duaa.duke.edu; jrigler@clemson.edu; jwb8q@virginia.edu; kcunning@umd.edu; kjbrummett@yahoo.com; kkuhr@miami.edu; koost@bc.edu; ltroester23@hotmail.com; Markos, Lance <markos@uncaa.unc.edu>; Ball, Mary <maryball@uncaa.unc.edu>; michelle_lee@ncsu.edu; mpm03@fsu.edu; pgrayso@clemson.edu; piscetmf@wfu.edu; pkey@miami.edu; Pogach, Andy <pogach@uncaa.unc.edu>; rcobb@at.gtaa.gatech.edu; rminnix@mailer.fsu.edu; rod_johnson@ncsu.edu; saellis@clemson.edu; sandyj@vt.edu; sara.sikorski.1@bc.edu; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; schof@umd.edu; skm6f@virginia.edu; thernandez@miami.edu; tparker@vt.edu; tullyca@bc.edu; wsf3h@virginia.edu
Cc: Wood, Eric <ewood@theacc.org>; Lyons, Shane <slyons@theacc.org>
Subject: FW: [CCACA] FW: Reminders for the upcoming 2006 NFL Draft
Attach: TEXT.htm

Lindsey K. Babcock

Compliance & Governance

Atlantic Coast Conference

336-854-8787

_____

From: Jackie Campbell [mailto:jcampbell@atlantic10.org]
Sent: Wednesday, January 11, 2006 5:19 PM
To: ccaca-talk@lists.pac-10.org
Subject: [CCACA] FW: Reminders for the upcoming 2006 NFL Draft

FYI!

Jackie Campbell

Associate Commissioner

Atlantic 10 Conference

215/545-6678

_____

From: Newman, Rachel [mailto:rnewman@ncaa.org]
Sent: Wednesday, January 11, 2006 5:15 PM
To: Carolayne Henry; Jackie Campbell
Cc: Cretors, Angie; Garner, Deana; Hostetter, Brad;
athelia.doggette@nflplayers.com; Fernandesk@nfl.com
Subject: Reminders for the upcoming 2006 NFL Draft

Hi Jackie and Carolyn-

Can you please forward the following information to the CCACA list serve?

The 2006 NFL draft is April 29-30, 2006 and the date by which an early entry candidate must declare is January 15th.

Here are some additional dates with regards to the NFL Draft that may be of assistance:

1. Date of the draft: April 29-30, 2006

2. Date that underclassman would need to declare for the draft: midnight on January 15th

3. Deadline to withdraw from the draft: midnight on January 19th (72 hours from the January 15th deadline)

4. Date of the NFL Combine: Feb 22-28 in Indianapolis, IN

Contact information for the NFL and NFLPA:

Kevin Fernandes, National Football League Manager of Player Personnel: 212-450-2357

Athelia Doggette, NFL Players Association: 202-463-2236

NCAA Bylaw 12.2.4.2.3: An enrolled student-athlete (as opposed to a prospective student-athlete) in Division I-A and I-AA football may enter the National Football League draft one time during his collegiate career without jeopardizing eligibility in that sport, provided the student-athlete is not drafted by any team in that league and the student-athlete declares his intention to resume intercollegiate participation within 72-hours following the National Football League draft declaration date. The student-athlete's declaration of intent shall be in writing to the institution's director of athletics.

Link to the NCAA's "Guide to A Career in Professional Athletics"

http://www.ncaa.org/library/general/career_in_pro_athletics/2004-05/2004-05_career_pro_athletics.pdf <http://www.ncaa.org/library/general/career_in_pro_athletics/2004-05/2004-05_career_pro_athletics.pdf>

Please feel free to contact the AGA staff if you have any additional questions.

Rachel Newman-Baker

Director of Agent, Gambling and Amateurism Activities

National Collegiate Athletic Association

PO Box 6222

Indianapolis, IN 46206

Phone: 317/917-6222

Fax: 317/917-6073

rnewman@ncaa.org

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From: Corey Holliday <cholliday@uncaa.unc.edu>
Sent: Tuesday, April 4, 2006 11:07 AM
To: Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Connors, Jeff <jconnors@uncaa.unc.edu>; Oliaro, Scott <soliaro@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>
Subject: Player Evaluations
Attach: Text.htm; Auxillary Player Evaluations.xls; 2006 Player Evaluation Forms.pub; Corey Holliday4.vcf

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Coach Bunting is having the whole staff (position coaches, trainers, strength and conditioning staff and academics) evaluate each scholarship student-athlete. Please complete the attached spreadsheet (Auxiliary Player Evaluations) with the appropriate information as it pertains to your area of responsibility. For example:
Rating Scale: Zero (0) / Inadequate(1) / Below Average (2) / Average (3) / Can Win With (4) / Champion (5)

Academic Example:
If the season started today and the S-A is ineligible he would be rated a 1.
If the S-A is eligible but working below his potential he would be rated a 2.

Training Room Example:
If the S-A is never in the training room and you have no contact with him, he would be rated a 5.
Does the S-A show up in the training room with the desired attitude, effort, etc., if so he would be rated a 4.
If the S-A consistently misses treatment, appointments and has a bad attitude in the training room he would be rated a 1.

Additionally:
If the S-A has no redeeming qualities in your area of expertise, he would be rated a 0.
Please also add any comments you feel may be helpful in evaluating the S-A in your area or other area listed on the evaluation form (2006 Player Evaluation Forms).

If you have any questions please let me know as soon as possible. Coach Bunting would like to have all this information returned to Corey Holliday by 5pm on Wednesday, April 5th so it can be compiled for Thursday morning staff meeting.

Corey Holliday
Associate Athletic Director
University of North Carolina
Kenan Football Center
P.O. Box 2126
Chapel Hill, NC 27515
919-962-9114 (W)
919-962-0393 (FAX)

Full Name: Holliday, Corey
Last Name: Holliday
First Name: Corey

Business Phone: 962-9114

E-mail: cholliday@uncaa.unc.edu

2006 Training Camp Schedule, August 2006 FINAL (8-2-06)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
July 30	July 31	1	2	3	4	5
				Training Camp Reporting Day	Practice 1 (Shorts) Acclimatization Day One Schedule (Shorts) Acclimatization Picture Day	Practice 2
6	7	8	9	10	11	12
Practice 3 (1/2 Pads) Acclimatization Lifeskills	Acclimatization Chapel Service	Practice 5 (Full Pads) Acclimatization Lifeskills	Practice 4 (1/2 Pads)			
Practice 6 Practice 7	Practice 8	Practice 9 Practice 10				
Practice 11 Scrimmage Manteo Fish Fry Agent Seminar Meet the Heels Day						
13	14	15	16	17	18	19
Players Move to Permanent Housing Practice 12		Practice 13 Practice 14				
Practice 15	Practice 16 Practice 17		Practice 18			
Practice 19	Off Day for Players					
20	21	22	23	**24**	25	26
Off Day For Players	Practice 20 Rookie Show		Practice 21 Night Game Routine			
Scrimmage Big Hitters Night Instant Replay	Fall Semester Classes Begin No Practice		Practice 22			
One A Day Schedule with Class	Practice 23 One A Day Schedule with Class		Practice 24			
Game Situation Script Schedule						
27	28	29	30	31	1	2
Off Day For Players	Practice 25	Practice 26	Practice 27	Practice 28		
Practice 29	Rutgers (HOME) @ 3:30 PM					

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	A	B	C	D
1	THURSDAY, AUGUST 3RD, 2006: TEAM REPORTING DAY			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	11:00 AM		STAFF MEETING	
4	2:00 PM	3:00 PM	FROSH REPORT TO TEAGUE DORM	1:00
5	2:00 PM	4:00 PM	FROSH DORM CHECK-IN / PHYSICALS	2:00
6	4:30 PM	5:30 PM	FROSH PARENTS' MEETING (SWOFFORD AUDITORIUM)	1:00
7			FROSH PLAYERS INCLUDED IN PARENT'S MEETING	
8	5:30 PM	7:00 PM	FROSH PARENT'S & PLAYERS DINNER (NORTH BOX): COACHES INCLUDED	1:30
9	3:30 PM	4:30 PM	UPPERCLASSMEN REPORT TO TEAGUE: DORM CHECK IN	1:00
10	6:30 PM	7:30 PM	UPPERCLASSMEN DINNER - TRAINING TABLE	1:00
11	7:45 PM	9:00 PM	COMPLIANCE MEETING	1:15
12	9:10 PM	10:30 PM	TEAM MEETING	1:20
13	10:45 PM		BEDCHECK	

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	A	B	C	D	E
1	FRIDAY, AUGUST 4TH, 2006: STANDARD ACCLIMATIZATION (PM PRACTICE)				
2	**Start Time**	**End Time**	**Event**	**Duration**	
3	6:30 AM		WAKE UP (HORN IN DORMS)		
4	7:00 AM	8:00 AM	UPPERCLASSMEN: CONDITIONING TEST - NAVY FIELD	1:00	
5	7:00 AM	7:30 AM	FROSH: FUNCTIONAL TESTING - NAVY FIELD	0:30	
6	7:30 AM	8:00 AM	FROSH EQUIPMENT ISSUE - LOCKER ROOM	0:30	3 hrs of rest
7	8:00 AM	9:00 AM	BREAKFAST	1:00	
8	9:00 AM	10:30 AM	OFFENSE MEETS / DEFENSE LIFT (1:10) & EQUIP ISSUE (0:20)	1:30	
9	10:30 AM	12:00 PM	DEFENSE MEETS / OFFENSE LIFT (1:10) & EQUIP ISSUE (0:20)	1:30	
10	12:00 PM	1:00 PM	LUNCH	1:00	
11	1:00 PM		STAFF MEETING		
12	1:00 PM	2:00 PM	REST TIME (HORN IN DORMS)	1:00	
13	2:00 PM	3:00 PM	TAPING / TREATMENTS	1:00	
14	3:00 PM	3:30 PM	SPECIAL TEAMS MEETINGS	0:30	
15	3:30 PM	4:45 PM	POSITION MEETINGS	1:15	
16	5:05 PM	7:05 PM	PRACTICE # 1 (HELMETS & SHORTS) - NAVY FIELDS	2:00	change to 2:00 hrs
17			POST PRACTICE SESSION (FROSH & OTHERS)		
18	7:30 PM	8:30 PM	DINNER	1:00	
19	8:30 PM	9:00 PM	TEAM SPECIAL TEAMS MEETINGS (ENTIRE TEAM - ORGANIZATIONAL)	0:30	
20	9:00 PM	10:00 PM	POSITION MEETINGS	1:00	
21	10:00 PM		SNACKS		
22	10:45 PM		BEDCHECK		
23					
24			Seniors have priority when getting taped		
25					
26			Treatments on time (7:00 am)		
27					
28			Seniors up front in middle during team meeting		

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	A	B	C	D
1	**SATURDAY, AUGUST 5TH, 2006: STANDARD ACCLIMATIZATION (AM PRACTICE)**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:45 AM	BREAKFAST / TREATMENTS / TAPING	1:45
5	7:30 AM	8:00 AM	SPECIAL TEAMS MEETINGS	0:30
6	8:45 AM	10:00 AM	POSITION MEETINGS	1:15
7	10:20 AM	10:40 AM	WALK THRU (SEPARATE) - NAVY FIELDS	0:20
8	10:40 AM	1:15 PM	PRACTICE # 2 (HELMETS & SHORTS) - NAVY PRACTICE FIELDS	2:35
9			POST PRACTICE SESSION (FROSH & OTHERS)	
10	2:30 PM		STAFF MEETING	
11	1:30 PM	3:00 PM	LUNCH	1:30
12	3:00 PM		PLAYERS DRESS FOR PICTURE DAY	
13	3:30 PM	4:45 PM	PICTURE DAY	1:15
14	4:30 PM	6:00 PM	DINNER	1:30
15	4:45 PM	5:15 PM	MEDIA INTERVIEWS: SELECT PLAYERS	0:30
16	5:15 PM	5:45 PM	JOHN BUNTING PRESS CONFERENCE	0:30
17	6:00 PM	6:30 PM	SPECIAL TEAMS MEETINGS	0:30
18	6:30 PM	8:00 PM	OFFENSE MEETS / DEFENSE LIFTS (1 HR LIFT)	1:30
19	7:45 PM	9:15 PM	DEFENSE MEETS / OFFENSE LIFTS (1 HR LIFT)	1:30
20	9:15 PM		SNACKS	
21	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**SUNDAY, AUGUST 6TH, 2006: STANDARD ACCLIMATIZATION (AM PRACTICE)**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:45 AM	BREAKFAST / TREATMENTS / TAPING	1:45
5	7:30 AM	8:00 AM	SPECIAL TEAMS MEETINGS	0:30
6	8:45 AM	10:00 AM	POSITION MEETINGS	1:15
7	10:20 AM	10:40 AM	WALK THRU (SEPARATE) - NAVY FIELDS	0:20
8	10:40 AM	1:15 PM	PRACTICE # 3 (1/2 PADS) - NAVY PRACTICE FIELDS	2:35
9			POST PRACTICE SESSION (FROSH & OTHERS)	
10	2:30 PM		STAFF MEETING	
11	1:30 PM	3:00 PM	LUNCH	1:30
12	3:00 PM	5:00 PM	REST TIME (HORN IN DORMS)	2:00
13	4:30 PM	5:00 PM	CHAPEL SERVICE: OPTIONAL: SWOFFORD	0:30
14	5:00 PM	6:00 PM	POSITION MEETINGS	1:00
15	6:15 PM	7:05 PM	WALK THRU - KENAN (O/D 30 MINS, SP TMS 20 MINS)	0:50
16	7:30 PM	8:30 PM	DINNER	1:00
17	8:30 PM	9:00 PM	SPECIAL TEAMS MEETINGS	0:30
18	9:00 PM	10:00 PM	POSITION MEETINGS	1:00
19	10:00 PM		SNACKS	
20	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**MONDAY, AUGUST 7TH, 2006: STANDARD ACCLIMATIZATION (AM PRACTICE)**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:45 AM	BREAKFAST / TREATMENTS / TAPING	1:45
5	7:30 AM	8:00 AM	SPECIAL TEAMS MEETINGS	0:30
6	8:45 AM	10:00 AM	POSITION MEETINGS	1:15
7	10:20 AM	10:40 AM	WALK THRU (SEPARATE) - NAVY FIELDS	0:20
8	10:40 AM	1:15 PM	PRACTICE # 4 (1/2 PADS) - NAVY PRACTICE FIELDS	2:35
9			POST PRACTICE SESSION (FROSH & OTHERS)	
10	2:30 PM		STAFF MEETING	
11	1:30 PM	3:00 PM	LUNCH	1:30
12	3:00 PM	4:00 PM	REST TIME (HORN IN DORMS)	1:00
13	4:15 PM	5:15 PM	LIFESKILLS - SWOFFORD AUD	1:00
14	5:15 PM	6:05 PM	OFFENSE MEETS / DEFENSE LIFTS	0:50
15	6:15 PM	7:05 PM	DEFENSE MEETS / OFFENSE LIFTS	0:50
16	7:05 PM	7:45 PM	DINNER	0:40
17	7:45 PM	8:15 PM	SPECIAL TEAMS MEETINGS	0:30
18	8:15 PM	9:15 PM	POSITION MEETINGS	1:00
19	9:25 PM	10:15 PM	WALK THRU - KENAN (O/D 30 MINS, SP TMS 20 MINS)	0:50
20	10:30 PM		SNACKS	
21	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**TUESDAY, AUGUST 8TH, 2006: STANDARD ACCLIMATIZATION (AM PRACTICE)**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:45 AM	BREAKFAST / TREATMENTS / TAPING	1:45
5	7:30 AM	8:00 AM	SPECIAL TEAMS MEETINGS	0:30
6	8:45 AM	10:00 AM	POSITION MEETINGS	1:15
7	10:20 AM	10:40 AM	WALK THRU (SEPARATE) - NAVY FIELDS	0:20
8	10:40 AM	1:15 PM	PRACTICE # 5 (FULL PADS) - NAVY PRACTICE FIELDS	2:35
9			POST PRACTICE SESSION (FROSH & OTHERS)	
10	2:30 PM		STAFF MEETING	
11	1:30 PM	3:00 PM	LUNCH	1:30
12	3:00 PM	4:00 PM	REST TIME (HORN IN DORMS)	1:00
13	4:15 PM	5:15 PM	LIFESKILLS - SWOFFORD AUD	1:00
14	5:15 PM	6:05 PM	OFFENSE MEETS / DEFENSE LIFTS	0:50
15	6:15 PM	7:05 PM	DEFENSE MEETS / OFFENSE LIFTS	0:50
16	7:05 PM	7:45 PM	DINNER	0:40
17	7:45 PM	8:15 PM	SPECIAL TEAMS MEETINGS	0:30
18	8:15 PM	9:15 PM	POSITION MEETINGS	1:00
19	9:25 PM	10:15 PM	WALK THRU - KENAN (O/D 30 MINS, SP TMS 20 MINS)	0:50
20	10:30 PM		SNACKS	
21	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**WEDNESDAY, AUGUST 9TH, 2006: STANDARD TWO A DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:10 AM	BREAKFAST / TAPING / TREATMENTS	1:10
5	8:30 AM	8:50 AM	WALK THRU (CARRY PADS)	0:20
6	8:50 AM	11:00 AM	PRACTICE # 6 (FULL PADS) - NAVY FIELDS	2:10
7	11:45 AM	12:45 PM	LUNCH	1:00
8	1:00 PM		STAFF MEETING	
9	1:00 PM	3:00 PM	REST TIME (HORN IN DORMS)	2:00
10	3:15 PM	3:45 PM	SPECIAL TEAMS MEETING (:10, :10, :10)	0:30
11	3:15 PM	4:30 PM	DINNER / TAPING	1:15
12	4:30 PM	5:45 PM	POSITION MEETINGS	1:15
13	6:05 PM	6:25 PM	WALK THRU (CARRY PADS)	0:20
14	6:25 PM	8:35 PM	PRACTICE # 7 (1/2 PADS) - NAVY FIELDS	2:10
15	9:00 PM		SNACKS	
16	10:45 PM		BEDCHECK	

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	A	B	C	D
1	**THURSDAY, AUGUST 10TH, 2006: STANDARD ONE A DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:45 AM	BREAKFAST / TREATMENTS / TAPING	1:45
5	7:30 AM	8:00 AM	SPECIAL TEAMS MEETINGS	0:30
6	8:45 AM	10:00 AM	POSITION MEETINGS	1:15
7	10:20 AM	10:40 AM	WALK THRU (SEPARATE) - NAVY FIELDS	0:20
8	10:40 AM	1:15 PM	PRACTICE # 8 (FULL PADS) - NAVY PRACTICE FIELDS	2:35
9	2:30 PM		STAFF MEETING	
10	1:30 PM	3:00 PM	LUNCH	1:30
11	3:00 PM	4:15 PM	REST TIME (HORN IN DORMS)	1:15
12	4:30 PM	5:00 PM	SPECIAL TEAMS MEETINGS	0:30
13	5:00 PM	6:30 PM	OFFENSE MEETS / DEFENSE LIFTS (1 HR LIFT)	1:30
14	6:15 PM	7:45 PM	DEFENSE MEETS / OFFENSE LIFTS (1 HR LIFT)	1:30
15	7:45 PM	8:15 PM	DINNER / SNACKS TO GO	0:30
16	10:45 PM		BEDCHECK	
17				
18			nutrition	
19			30 mins coaches	
20			15 - 30 mins players	

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	A	B	C	D
1	FRIDAY, AUGUST 11TH, 2006: STANDARD TWO A DAY			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:10 AM	BREAKFAST / TAPING / TREATMENTS	1:10
5	8:30 AM	8:50 AM	WALK THRU (CARRY PADS)	0:20
6	8:50 AM	11:00 AM	PRACTICE # 9 (FULL PADS) - NAVY FIELDS	2:10
7	11:45 AM	12:45 PM	LUNCH	1:00
8	1:00 PM		STAFF MEETING	
9	1:00 PM	3:00 PM	REST TIME (HORN IN DORMS)	2:00
10	3:15 PM	3:45 PM	SPECIAL TEAMS MEETING (:10, :10, :10)	0:30
11	3:15 PM	4:30 PM	DINNER / TAPING	1:15
12	4:30 PM	5:45 PM	POSITION MEETINGS	1:15
13	6:05 PM	6:25 PM	WALK THRU (CARRY PADS)	0:20
14	6:25 PM	8:35 PM	PRACTICE # 10 (1/2 PADS) - NAVY FIELDS	2:10
15	9:00 PM		SNACKS	
16	10:45 PM		BEDCHECK	

	A	B	C	D	E	F	G	H
1	**SATURDAY, AUGUST 12TH, 2006 - SCRIMMAGE**							
2	**Start Time**	**End Time**	**Event**	**Duration**			Kickoff Coverage - 2 plays	2
3	8:00 AM		WAKE UP (HORN IN DORMS)				1 v 1 - 12 plays	12
4	8:30 AM	9:30 AM	BREAKFAST / TAPING / TREATMENTS	1:00			2 & 3 v 2 & 3 - 15 plays	15
5	10:15 AM	10:30 AM	OFFENSE AND DEFENSE MEETINGS / POSITION MEETINGS	0:15			Punt - 2 plays	2
6	10:30 AM	10:45 AM	TEAM SPECIAL TEAMS MEETING	0:15			1 v 1 - 8 plays	8
7	11:15 AM	12:00 PM	PRE GAME WARM UP ROUTINE	0:45			2 & 3 v 2 & 3 - 12 plays	12
8	12:00 PM	2:30 PM	PRACTICE # 11 (FULL PADS) / SCRIMMAGE - KENAN STAD.	2:30			Punt Return - 2 plays	2
9	3:00 PM	4:30 PM	LUNCH: MANTEO FISH FRY, CONCOURSE	1:30			3rd Down 1 v 1 (1, 4, 8, 11)	4
10	4:30 PM	6:00 PM	AGENT DAY	1:30			3rd Down 2 & 3 v 2 & 3 (1,4,8,11)	4
11	6:15 PM		JOHN BUNTING ADDRESSES KID'S CLUB IN NORTH BOX					
12	6:15 PM		ALL PLAYERS DRESSED AND IN LOCKER ROOM					
13	6:45 PM		MEET THE HEELS DAY: PLAYER INTRODUCTIONS					
14	7:00 PM	8:00 PM	MEET THE HEELS DAY: PLAYER AUTOGRAPH SESSION	1:00				
15	8:15 PM	9:15 PM	DINNER / SNACKS TO GO	1:00			Redzone 1 v 1 - 9 plays	9
16	12:00 AM		BEDCHECK	0:00			Redzone 2 & 3 v 2 & 3 - 9 plays	9
17							2 minute 1 v 1	6
18	**PRE GAME WARM UP ROUTINE - Saturday, August 12th, 2006**						2 minute 2 & 3 v 2 & 3	6
19			**TIME ON GAME CLOCK**				Goalline 1 v 1 - 4 plays	4
20	**Prior to Team Flex: QBs & Cs Exchange, Kickers / Punters loosen up on own**							
21		11:15 AM	**55:00**	TEAM FLEX - KENAN STADIUM				
22								
23			**43:00**	TEAM WARM UP	3			
24			**40:00**	INDIVIDUAL ROUTES / OL AND DL IND	3			
25			**37:00**	SWITCH ENDS ON ROUTES	3			
26			**34:00**	7 ON 7 / PASS RUSH	4			
27			**30:00**	TEAM (INCL. GL)	4			
28			**26:00**	PUNT (TITE, SKY)	1			
29			**25:00**	FIELD GOAL / FG BLOCK	2			
30			**23:00**	TEAM LEAVES FIELD				
31			*****Game Clock will be reset to 10:00 after team leaves field*****					
32		12:00 PM	**00:00**	KICKOFF				

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	A	B	C	D
1	**SUNDAY, AUGUST 13TH, 2006: MOVING DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP (HORN IN DORMS)	
4	7:00 AM	8:00 AM	BREAKFAST / TREATMENTS	1:00
5	8:00 AM	10:00 AM	POSITION MEETINGS - SCRIMMAGE VIDEO REVIEW	2:00
6	10:00 AM	1:00 PM	MOVE OUT OF TEAGUE INTO PERMANENT HOUSING	3:00
7	12:30 PM	1:00 PM	CHAPEL SERVICE (OPTIONAL): SWOFFORD AUDITORIUM	0:30
8	12:00 PM	2:00 PM	LUNCH / TAPING	2:00
9	2:00 PM	2:45 PM	SPECIAL TEAMS MEETINGS - SCRIMMAGE VIDEO REVIEW	0:45
10	2:45 PM	3:30 PM	POSITION MEETINGS (PRACTICE INSTALLATION)	0:45
11	3:50 PM	5:50 PM	PRACTICE # 12 (SHELLS) - NAVY FIELDS	2:00
12	6:30 PM	7:45 PM	DINNER	1:15
13	7:45 PM	8:15 PM	SPECIAL TEAMS MEETING	0:30
14	8:15 PM	9:15 PM	POSITION MEETINGS	1:00
15	9:15 PM		SNACKS	
16	9:30 PM		STAFF MEETING (PERSONEL)	
17	10:45 PM		CURFEW	

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	A	B	C	D
1	**MONDAY, AUGUST 14TH, 2006: STANDARD TWO A DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP	
4	7:00 AM	8:10 AM	BREAKFAST / TAPING / TREATMENTS	1:10
5	8:30 AM	8:50 AM	WALK THRU (CARRY PADS)	0:20
6	8:50 AM	11:00 AM	PRACTICE # 13 (FULL PADS) - NAVY FIELDS	2:10
7	11:45 AM	12:45 PM	LUNCH	1:00
8	1:00 PM		STAFF MEETING	
9	1:00 PM	3:00 PM	REST TIME	2:00
10	3:15 PM	3:45 PM	SPECIAL TEAMS MEETING (:10, :10, :10)	0:30
11	3:15 PM	4:30 PM	DINNER / TAPING	1:15
12	4:30 PM	5:45 PM	POSITION MEETINGS	1:15
13	6:05 PM	6:25 PM	WALK THRU (CARRY PADS)	0:20
14	6:25 PM	8:35 PM	PRACTICE # 14 (1/2 PADS) - NAVY FIELDS	2:10
15	9:00 PM		SNACKS	
16	10:45 PM		CURFEW	

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	A	B	C	D
1	**TUESDAY, AUGUST 15TH, 2006: STANDARD ONE A DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP	
4	7:00 AM	8:45 AM	BREAKFAST / TREATMENTS / TAPING	1:45
5	7:30 AM	8:00 AM	SPECIAL TEAMS MEETINGS	0:30
6	8:45 AM	10:00 AM	POSITION MEETINGS	1:15
7	10:20 AM	10:40 AM	WALK THRU (SEPARATE) - NAVY FIELDS	0:20
8	10:40 AM	1:15 PM	PRACTICE # 15 (FULL PADS) - NAVY PRACTICE FIELDS	2:35
9	2:30 PM		STAFF MEETING	
10	1:30 PM	3:00 PM	LUNCH	1:30
11	3:00 PM	4:15 PM	REST TIME	1:15
12	4:30 PM	5:00 PM	SPECIAL TEAMS MEETINGS	0:30
13	5:00 PM	6:30 PM	OFFENSE MEETS / DEFENSE LIFTS (1 HR LIFT)	1:30
14	6:15 PM	7:45 PM	DEFENSE MEETS / OFFENSE LIFTS (1 HR LIFT)	1:30
15	7:45 PM	8:15 PM	DINNER / SNACKS TO GO	0:30
16	10:45 PM		CURFEW	

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	A	B	C	D
1	**WEDNESDAY, AUGUST 16TH, 2006: STANDARD TWO A DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP	
4	7:00 AM	8:10 AM	BREAKFAST / TAPING / TREATMENTS	1:10
5	8:30 AM	8:50 AM	WALK THRU (CARRY PADS)	0:20
6	8:50 AM	11:00 AM	PRACTICE # 16 (FULL PADS) - NAVY FIELDS	2:10
7	11:45 AM	12:45 PM	LUNCH	1:00
8	1:00 PM		STAFF MEETING	
9	1:00 PM	3:00 PM	REST TIME	2:00
10	3:15 PM	3:45 PM	SPECIAL TEAMS MEETING (:10, :10, :10)	0:30
11	3:15 PM	4:30 PM	DINNER / TAPING	1:15
12	4:30 PM	5:45 PM	POSITION MEETINGS	1:15
13	6:05 PM	6:25 PM	WALK THRU (CARRY PADS)	0:20
14	6:25 PM	8:35 PM	PRACTICE # 17 (1/2 PADS) - NAVY FIELDS	2:10
15	9:00 PM		SNACKS	
16	10:45 PM		CURFEW	

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	A	B	C	D
1	**THURSDAY, AUGUST 17TH, 2006: STANDARD ONE A DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP	
4	7:00 AM	8:45 AM	BREAKFAST / TREATMENTS / TAPING	1:45
5	7:30 AM	8:00 AM	SPECIAL TEAMS MEETINGS	0:30
6	8:45 AM	10:00 AM	POSITION MEETINGS	1:15
7	10:20 AM	10:40 AM	WALK THRU (SEPARATE) - NAVY FIELDS	0:20
8	10:40 AM	1:15 PM	PRACTICE # 18 (FULL PADS) - NAVY PRACTICE FIELDS	2:35
9	2:30 PM		STAFF MEETING	
10	1:30 PM	3:00 PM	LUNCH	1:30
11	3:00 PM	4:15 PM	REST TIME	1:15
12	4:30 PM	5:00 PM	SPECIAL TEAMS MEETINGS	0:30
13	5:00 PM	6:30 PM	OFFENSE MEETS / DEFENSE LIFTS (1 HR LIFT)	1:30
14	6:15 PM	7:45 PM	DEFENSE MEETS / OFFENSE LIFTS (1 HR LIFT)	1:30
15	7:45 PM	8:15 PM	DINNER / SNACKS TO GO	0:30
16	10:45 PM		CURFEW	

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	A	B	C	D
1	**FRIDAY, AUGUST 18TH, 2006**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:55 AM		WAKE UP	
4	7:00 AM	8:00 AM	BREAKFAST / TREATMENTS / TAPING	1:00
5	8:00 AM	8:30 AM	SPECIAL TEAMS MEETING	0:30
6	8:30 AM	9:45 AM	POSITION MEETINGS	1:15
7	10:05 AM	12:35 PM	PRACTICE # 19 (FULL PADS) - NAVY FIELDS	2:30
8	1:30 PM		BUSSES DEPART FOR RESTAURANT	
9	2:00 PM	3:15 PM	LUNCH AT RESTAURANT	1:15
10	3:30 PM		BUSSES RETURN TO FOOTBALL CENTER	
11			**PLAYERS EXCUSED FOR THE WEEKEND**	
12				
13				

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	A	B	C	D
1	DAY, AUGUST 19TH, 2006: PLAYE			
2	**Start Time**	**End Time**	**Event**	**Duration**
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				

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	A	B	C	D
1	AY, AUGUST 20TH, 2006: PLAYER			
2	Start Time	End Time	Event	Duration
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				

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	A	B	C	D	E	F	G
1	**MONDAY, AUGUST 21ST, 2006: LAST DAY OF CAMP SCHEDULE**						
2	**Start Time**	**End Time**	**Event**	**Duration**			
3	8:00 AM		TREATMENT FOR ALL INJURED PLAYERS			15	w/t
4	8:00 AM	9:00 AM	BREAKFAST / TREATMENTS	1:00		10	flex
5	8:30 AM		STAFF MEETING				
6	9:00 AM	10:00 AM	POSITION MEETINGS: VIDEO REVIEW	1:00			
7	10:00 AM	10:30 AM	MANDATORY LIFT: ALL SKILL PLAYERS	0:30		10	team run / pa pass
8	10:30 AM	11:00 AM	MANDATORY LIFT: ALL COMBO PLAYERS	0:30		12	team teach
9	11:00 AM	11:30 AM	MANDATORY LIFT: ALL LINEMAN	0:30		10	kor
10	11:30 AM	1:30 PM	LUNCH / TAPING / TREATMENTS	2:00		12	carolina drill
11	1:30 PM	2:00 PM	SPECIAL TEAMS MEETING	0:30		15	7 x 7
12	2:00 PM	3:00 PM	POSITION MEETINGS	1:00		20	team
13	3:20 PM	3:40 PM	WALK THRU	0:20		5	xp / fg
14	3:40 PM	6:10 PM	PRACTICE # 20 - NAVY FIELDS	2:30		5	sp tms sit
15	6:30 PM	7:45 PM	DINNER	1:15			conditioning
16	7:45 PM		TEAM MEETING - ROOKIE SHOW				
17	10:45 PM		CURFEW				
18						114	2 hrs 22 mins
19						8	spec
20						57	

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	A	B	C	D
1	**TUESDAY, AUGUST 22ND, 2006: BIG HITTERS DAY**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	8:00 AM	9:00 AM	TREATMENT FOR ALL INJURED PLAYERS	1:00
4	8:00 AM	10:00 AM	BREAKFAST	2:00
5	8:30 AM		STAFF MEETING	
6	10:00 AM	12:00 PM	ACADEMIC MEETING	2:00
7	12:00 PM	1:00 PM	LUNCH	1:00
8	1:00 PM	3:00 PM	ON CAMPUS ACADEMIC TIME OR OTHER ASSIGNED ACADEMIC MEETING	2:00
9	3:30 PM	4:30 PM	PRE GAME MEAL	1:00
10	4:30 PM	4:45 PM	OFFENSE AND DEFENSE MEETING	0:15
11	4:45 PM	5:00 PM	TEAM SPECIAL TEAMS MEETING	0:15
12	5:00 PM	6:00 PM	TAPING / TREATMENTS	1:00
13	6:15 PM	7:00 PM	PRE GAME WARM UP ROUTINE - KENAN STADIUM	0:45
14	7:00 PM	9:00 PM	PRACTICE # 21 (FULL PADS) SCRIMMAGE - KENAN STADIUM	2:00
15	10:45 PM		CURFEW	
16	**Big Hitters Schedule**			
17	5:00 PM	5:30 PM	ALL COACHES IN HALL OF HONOR / NORTH BOX	
18	5:30 PM	6:20 PM	Big Hitters Meeting - Kenan Stadium North Box	
19			Big Hitters Presentation	
20	6:30 PM	7:00 PM	Dinner - North Box	
21	7:00 PM	9:00 PM	Watch Practice - North Box or Sideline	
22	**PRE GAME WARM UP ROUTINE - NIGHT GAME ROUTINE - 8/22/06 @ 7:00 PM**			
23	**TIME ON GAME CLOCK**			
24	5:30 PM	**90:00**	GAME CLOCK STARTS	
25	6:15 PM	**45:00**	TEAM ON FIELD	
26		**43:00**	TEAM FLEX / TEAM WARM UP	
27		**33:00**	INDIVIDUAL ROUTES / OL AND DL IND	
28		**30:00**	SWITCH ENDS ON ROUTES	
29		**27:00**	7 ON 7 / PASS RUSH	
30		**23:00**	TEAM (INCL. GL)	
31		**19:00**	PUNT (TITE, SKY)	
32		**18:00**	FIELD GOAL / FG BLOCK	
33		**16:00**	TEAM LEAVES FIELD	
34		**6:45**	**"Everybody Up"**	
35		**6:30**	**Pre Game Prayer**	
36		**6:00**	**Pre Game Talk - Coach Bunting**	
37		**5:20**	**Live Video Board Shot inside Locker Room**	
38		**5:00**	**Captains Leave for Field**	
39		**5:00**	**Depart Inner Locker Room - Assemble at Tunnel Doors**	
40		**4:30**	**Open Tunnel Doors - File into Tunnel (Live on Video Board)**	
41		**3:30**	**Team Takes Field**	
42	7:00 PM	**00:00**	KICKOFF - SCRIMMAGE	

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	A	B	C	D
1	**WEDNESDAY, AUGUST 23RD, 2006: FIRST DAY OF CLASSES**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:00 AM	2:00 PM	MANDATORY LIFT BY CLASS SCHEDULE (60 MINUTES)	
4	7:00 AM	8:00 AM	TREATMENT FOR ALL INJURED PLAYERS	1:00
5	7:00 AM	9:00 AM	BREAKFAST	2:00
6	8:30 AM		STAFF MEETING	
7	2:30 PM	3:15 PM	SPECIAL TEAMS MEETINGS - SCRIMMAGE REVIEW	0:45
8	3:15 PM	5:15 PM	POSITION MEETINGS - SCRIMMAGE REVIEW	2:00
9	5:15 PM	6:15 PM	DINNER	1:00
10	10:45 PM		CURFEW	

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	A	B	C	D
1	**THURSDAY, AUGUST 24TH, 2006: ONE A DAY WITH CLASS SCHEDULE**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:00 AM	2:00 PM	MANDATORY LIFT (30 MINUTES)	
4	7:00 AM	8:00 AM	TREATMENT FOR ALL INJURED PLAYERS	1:00
5	7:00 AM	9:00 AM	BREAKFAST	2:00
6	8:30 AM		STAFF MEETING	
7	1:00 PM	2:30 PM	TAPING / TREATMENTS	1:30
8	2:30 PM	3:00 PM	SPECIAL TEAMS MEETING	0:30
9	3:00 PM	4:00 PM	POSITION MEETINGS	1:00
10	4:20 PM	4:30 PM	WALK THRU	0:10
11	4:30 PM	6:30 PM	PRACTICE # 22 - NAVY FIELDS	2:00
12	6:45 PM	8:00 PM	DINNER	1:15
13	10:45 PM		CURFEW	

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	A	B	C	D
1	**FRIDAY AUGUST 25TH, 2006: ONE A DAY WITH CLASS SCHEDULE**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	6:00 AM	2:00 PM	MANDATORY LIFT (30 MINUTES)	
4	7:00 AM	8:00 AM	TREATMENT FOR ALL INJURED PLAYERS	1:00
5	7:00 AM	9:00 AM	BREAKFAST	2:00
6	8:30 AM		STAFF MEETING	
7	1:00 PM	2:30 PM	TAPING / TREATMENTS	1:30
8	2:30 PM	3:00 PM	SPECIAL TEAMS MEETING	0:30
9	3:00 PM	4:00 PM	POSITION MEETINGS	1:00
10	4:20 PM	4:30 PM	WALK THRU	0:10
11	4:30 PM	6:30 PM	PRACTICE # 23 - NAVY FIELDS	2:00
12	6:45 PM	8:00 PM	DINNER	1:15
13	8:00 PM		TEAM MEETING	
14	10:45 PM		CURFEW	
15				
16			ACC / Big 10 Field Hockey Tournament - Teams Practicing at Navy 10 am - 11am	
17			4 pm - 5 pm, 6 pm 7 - pm	

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	A	B	C	D
1	**SATURDAY, AUGUST 26TH, 2006: GAME SITUATION SCRIPT**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	11:45 AM	12:45 PM	LUNCH / TAPING / TREATMENTS	1:00
4	12:45 PM	1:15 PM	SPECIAL TEAMS MEETINGS	0:30
5	1:15 PM	2:30 PM	POSITION MEETINGS	1:15
6	3:00 PM	3:20 PM	WALK THRU: KENAN STADIUM	0:20
7	3:20 PM	3:30 PM	FLEX: KENAN STADIUM	0:10
8	3:30 PM	5:00 PM	PRACTICE # 24 GAME SITUATION SCRIPT: KENAN STADIUM	1:30
9				

From: Rick Steinbacher <rsteinbacher@uncaa.unc.edu>
Sent: Wednesday, August 2, 2006 7:35 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; ketterly@email.unc.edu
Subject: Fwd: Final 2006 Carolina Football Training Camp Schedule
Attach: Final 2006 Carolina Football Training Camp Schedule.msg

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Jen,

Attached is the final schedule. We did not work in the nutritionist meetings as Coach Bunting wants to let them know about that a day or two before.

Thanks!

Rick

2006 Training Camp Schedule, August 2006 FINAL (8-2-06)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
July 30	July 31	1	2	3	4	5
				Training Camp Reporting Day	Practice 1 (Shorts) Acclimatization Day One Schedule (Shorts) Acclimatization Picture Day	Practice 2
6	7	8	9	10	11	12
Practice 3 (1/2 Pads) Acclimatization Lifeskills	Acclimatization Chapel Service	Practice 5 (Full Pads) Acclimatization Lifeskills	Practice 4 (1/2 Pads)			
Practice 6 Practice 7	Practice 8	Practice 9 Practice 10				
Practice 11 Scrimmage Manteo Fish Fry Agent Seminar Meet the Heels Day						
13	14	15	16	17	18	19
Players Move to Permanent Housing Practice 12		Practice 13 Practice 14				
Practice 15	Practice 16 Practice 17		Practice 18			
Practice 19	Off Day for Players					
20	21	22	23	**24**	25	26
Off Day For Players	Practice 20 Rookie Show		Practice 21 Night Game Routine			
Scrimmage Big Hitters Night Instant Replay	Fall Semester Classes Begin No Practice		Practice 22			
One A Day Schedule with Class	Practice 23 One A Day Schedule with Class		Practice 24			
Game Situation Script Schedule						
27	28	29	30	31	1	2
Off Day For Players	Practice 25	Practice 26	Practice 27	Practice 28		
Practice 29	Rutgers (HOME) @ 3:30 PM					

2006 Training Camp Schedule, August 2006 FINAL (8-2-06)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
July 30	July 31	1	2	3	4	5
				Training Camp Reporting Day	Practice 1 (Shorts) Acclimatization Day One Schedule (Shorts) Acclimatization Picture Day	Practice 2
6	7	8	9	10	11	12
Practice 3 (1/2 Pads) Acclimatization Lifeskills	Acclimatization Chapel Service	Practice 5 (Full Pads) Acclimatization Lifeskills	Practice 4 (1/2 Pads)			
Practice 6 Practice 7	Practice 8	Practice 9 Practice 10				
Practice 11 Scrimmage Manteo Fish Fry Agent Seminar Meet the Heels Day						
13	14	15	16	17	18	19
Players Move to Permanent Housing Practice 12		Practice 13 Practice 14				
Practice 15	Practice 16 Practice 17		Practice 18			
Practice 19	Off Day for Players					
20	21	22	23	**24**	25	26
Off Day For Players	Practice 20 Rookie Show		Practice 21 Night Game Routine			
Scrimmage Big Hitters Night Instant Replay	Fall Semester Classes Begin No Practice		Practice 22			
One A Day Schedule with Class	Practice 23 One A Day Schedule with Class		Practice 24			
Game Situation Script Schedule						
27	28	29	30	31	1	2
Off Day For Players	Practice 25	Practice 26	Practice 27	Practice 28		
Practice 29	Rutgers (HOME) @ 3:30 PM					

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	A	B	C	D
1	**SATURDAY, AUGUST 26TH, 2006: GAME SITUATION SCRIPT**			
2	**Start Time**	**End Time**	**Event**	**Duration**
3	11:00 AM	11:20 AM	SPECIAL TEAMS MEETING	0:20
4	11:25 AM	12:25 PM	POSITION MEETINGS	1:00
5	12:25 PM	1:20 PM	PRE GAME MEAL / TAPING / TREATMENTS	0:55
6	1:20 PM	1:30 PM	TEAM MEETING	0:10
7				
8				
9	**PRE GAME WARM UP ROUTINE - DAY GAME ROUTINE - 8/26/06 @ 3:30 PM**			
10	**TIME ON GAME CLOCK**			
11	2:00 PM	**90:00**	GAME CLOCK STARTS	
12				
13	**GROUP 1 - SPECIALISTS (KICKERS, PUNTERS, SNAPPERS, HOLDERS, RETURNERS)**			
14	2:05 PM	**85:00**	FLEX (LOCKER ROOM)	
15		**70:00**	GROUP 1 LEAVES FOR FIELD	
16		**68:00**	GROUP 1 ON FIELD	
17				
18	**GROUP 2 - QB, WR, TE, RB, LB, DB**			
19	2:20 PM	**70:00**	FLEX (LOCKER ROOM)	
20		**55:00**	GROUP 2 LEAVES FOR FIELD	
21		**53:00**	GROUP 2 ON FIELD	
22				
23	**GROUP 3 - OL, DL, DE**			
24	2:35 PM	**55:00**	FLEX (LOCKER ROOM)	
25		**45:00**	GROUP 3 LEAVES FOR FIELD	
26		**44:00**	GROUP 3 ON FIELD	
27				
28		**46:00**	PAT & GO	
29		**43:00**	TEAM WARM UP	
30		**40:00**	INDIVIDUAL ROUTES / OL AND DL IND	
31		**37:00**	SWITCH ENDS ON ROUTES	
32		**34:00**	7 ON 7 / PASS RUSH	
33		**30:00**	TEAM (INCL. GL)	
34		**26:00**	PUNT (TITE, SKY)	
35		**25:00**	FIELD GOAL / FG BLOCK	
36		**23:00**	TEAM LEAVES FIELD	
37		**6:45**	**"Everybody Up"**	
38		**6:30**	**Pre Game Prayer**	
39		**6:00**	**Pre Game Talk - Coach Bunting**	
40		**5:20**	**Live Video Board Shot inside Locker Room**	
41		**5:00**	**Captains Leave for Field**	
42		**5:00**	**Depart Inner Locker Room - Assemble at Tunnel Doors**	
43		**4:30**	**Open Tunnel Doors - File into Tunnel (Live on Video Board)**	
44		**3:30**	**Team Takes Field**	
45	3:30 PM	**00:00**	KICKOFF - SCRIMMAGE	

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Friday, February 15, 2008 5:32 AM
To: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Trulock, Scott <strulock@uncaa.unc.edu>
Subject: Possible Rule Changes

Gentlemen,

Wanted to make you aware of this ~ I am sure some of you may have already heard about these possibilities.

Take care and have a good day!

Larry

http://www.ncaa.org/wps/portal/home?WCM_GLOBAL_CONTEXT=/wps/wcm/connect/NCAA/NCAA+News/NCAA+News+Online/2008/Assocation-wide/Football+rules+panel+addresses+timing%2C+safety

From: "Butch Davis" <butchdavis@uncaa.unc.edu>
Sent: Monday, July 7, 2008 11:01 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: FW: Senior Addresses
Attach: TEXT.htm; 2008-09 SENIORS.xlsx

Attached is a roster Melinda created last week. pjhh

From: Beth Miller [mailto:bmiller@uncaa.unc.edu]
Sent: Monday, July 07, 2008 9:24 AM
To: -Head Coaches
Cc: Alisa Rawls; Larry Gallo; Corey Holliday; C.B. McGrath; Dick Baddour; Donna Cheek; Delaine Marbry; Greg Paradine; John Blanchard; Jerod Haase; Joan Holt; Josh Webb; Stacey Harris
Subject: Senior Addresses

Folks,

As in past years, Dick Baddour would like to send a letter to your seniors, asking for their support and leadership in eliminating any hazing, initiation or "right of passage" activities on your team for the upcoming year.

Please send me the names and current addresses of your seniors by July 15, so this letter can be sent to them prior to their return to the University in August.

We will send you a copy of the letter and the UNC Hazing Policy. We also ask that you call your captains prior to their return to campus, to discuss the seriousness of hazing and their leadership role against any hazing activities.....I realize your captains may be seniors and have received the letter from Dick Baddour, but we would like for them to also hear the message from you, as their head coach. If you have not selected your 2008-09 captains, please discuss this important issue with them as soon as they are selected. You should also discuss with your entire team, as soon as possible upon their return, that no form of hazing will be tolerated by the University or Athletic Dept. and could result in dismissal from the team.

If you have any questions, please let me know

Thank you for your assistance with this important issue.

~Beth

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Wednesday, June 3, 2009 12:37 PM
To: Davis, Paul <butchdavis@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>
Subject: 2009 Football Kick Times

Gentlemen:

Associate Commissioner of the Atlantic Coast Conference, Michael Kelly, just informed me of the following game times:

1. September 5, 2009 ~ CITADEL 6:00 PM (per our decision) ~ no TV, but will be on ESPN 360

2. September 12, 2009 ~ at UConn To Be Determined (either 12:00 Noon or 3:30 PM) as of now, either ESPN, ESPN2, or ESPNU

3. September 19, 2009 ~ EAST CAROLINA 12:00 Noon ~ NATIONAL TV ON ESPN OR ESPN2

This is all that is known at this present time. I shall keep you informed as information regarding our game times becomes available.

Thank you,
Larry

From: Amy Herman <ajschae@uncaa.unc.edu>
Sent: Tuesday, February 12, 2008 5:37 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Cc: Compliance
Subject: Fwd: 2008 Football Preseason Dates
Attach: Mail.msg

I'm sure you got this straight from the ACC, but wanted to make sure!

Amy

From: "Babcock, Lindsey" <lbabcock@theacc.org>

Sent: Tuesday, February 12, 2008 1:31 PM

To: aaker@bc.edu; Cooley, Amanda <acooley@uncaa.unc.edu>; Herman, Amy <ajschae@uncaa.unc.edu>; am@virginia.edu; Groh, Al <amg4v@virginia.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; bbattle@mailer.fsu.edu; bcowley@mailer.fsu.edu; blocklin@vt.edu; Davis, Paul <butchdavis@uncaa.unc.edu>; byrdsm@wfu.edu; carly.pariseau@bc.edu; O'Brien, Tom <carolyn_stuart@ncsu.edu>; cbwoody@clemson.edu; cea3f@virginia.edu; ckennedy@acpub.duke.edu; Beamer, Frank <clarkd@vt.edu>; dfoley@miami.edu; dtrump@umd.edu; ebookwalter@mailer.fsu.edu; ellebykc@wfu.edu; gfeather@umd.edu; Grobe, Jim <grobejb@wfu.edu>; hairstct@wfu.edu; herobert@vt.edu; Jagodzinski, Jeff <jagodzin@bc.edu>; jerome.rodgers.1@bc.edu; jgarner@athletics.gatech.edu; jisrael@miami.edu; jon_fagg@ncsu.edu; jpootrakul@duaa.duke.edu; jwb8q@virginia.edu; jwhite@clemson.edu; kcunning@umd.edu; klouis@at.gtaa.gatech.edu; lgomez@umd.edu.; Markos, Lance <markos@uncaa.unc.edu>; megan_finch@ncsu.edu; michelle_lee@ncsu.edu; Friedgen, Ralph <mmattia@umd.edu>; Shannon, Randy <mschneider@miami.edu>; Broglio, Paula <pbroglio@umd.edu>; Cutcliffe, David <pnelson@duaa.duke.edu>; pparker@at.gtaa.gatech.edu; rcobb@vt.edu; reed@miami.edu; rminnix@mailer.fsu.edu; saellis@clemson.edu; sara.sikorski.1@bc.edu; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; sclacherty@miami.edu; Bowden, Bobby <shall@admin.fsu.edu>; Green, Shelly <sjgreen@uncaa.unc.edu>; Johnson, Paul <tanton@athletics.gatech.edu>; Bowden, Tommy <tbowden@clemson.edu>; thernandez@miami.edu; tmesibov@duaa.duke.edu; tparker@vt.edu; wsf3h@virginia.edu

Cc: Doughty, Allison <adoughty@theacc.org>; Wood, Eric <ewood@theacc.org>; Finn, Mike <mfinn@theacc.org>; Kelly, Michael <mkelly@theacc.org>; Lyons, Shane <slyons@theacc.org>

Subject: 2008 Football Preseason Dates

Attach: TEXT.htm; 2008 Preseason dates.xls

Hi Everyone -

Attached you will find the permissible start dates for the 2008 football season for all ACC institutions. Please let me know if you have any questions regarding this document.

Thanks,

Lindsey

Lindsey K. Babcock

Atlantic Coast Conference

Director of Compliance & Governance

336-854-8787

336-369-0065 (fax)

lbabcock@theacc.org

From: Larry Gallo <athgallo@uncaa.unc.edu>

Sent: Thursday, July 9, 2009 9:34 AM

To: Dorrance, Anson <anson@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Breschi, Joe <breschi@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Mann, Jan <janmann@uncaa.unc.edu>; Haase, Jerod <jhaase@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; DeSelm, Rich <richdeselm@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>

Cc: Bitting, Angie <abitting@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Andrews, Clara <candrews@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Holland, Janine <jholland@uncaa.unc.edu>; Griggs, Kathy <kgriggs@uncaa.unc.edu>; Lynch, Nadia <nlynch@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Harris, Stacey <sharris@uncaa.unc.edu>; Maynor, Terri <tmaynor@uncaa.unc.edu>; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Subject: 2009 FALL SEMESTER HEAD COACHES' MEETING SCHEDULE ~ FINAL

Attach: FALL '09 HEAD COACHES MTGS..doc

Colleagues,

Attached is the FINAL HEAD COACHES' MEETING SCHEDULE FOR THE 2009 FALL SEMESTER. Please remember to CONTACT DR. BETH MILLER OR LARRY GALLO, JR. IF YOU ARE UNABLE TO ATTEND ANY MEETING.

If you should have any questions concerning the schedule of these meetings, please contact Dr. Miller or me.

Take care, and best wishes to both you and your family for a very ENJOYABLE REMAINDER OF THE SUMMER!

Thank you, and all the best.

Larry Gallo, Jr.

HEAD COACHES' MEETING SCHEDULE
FALL SEMESTER, 2009

Monday, August 24	12:00 NOON
Tuesday, September 22	8:30 AM
Tuesday, October 20	8:30 AM
Tuesday, November 17	8:30 AM
Monday, December 14	8:30 AM

ALL MEETINGS WILL BE IN THE EDUCATIONAL FOUNDATION BOARD ROOM LOCATED ON THE FIRST FLOOR OF THE ERNIE WILLIAMSON ATHLETICS CENTER (Please note that meeting dates, times, and location may be subject to change!)

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Wednesday, October 7, 2009 1:54 PM
To: Dargis, Kurt A. <Kurt.A.Dargis@espn.com>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Culler, Ellen <eculler@uncaa.unc.edu>; Martin, John <jmartin@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Robinson, Kevin <krob@uncaa.unc.edu>; Beale, Michael <mbeale@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>
Subject: RE: UNC-Chapel Hill Spring Football Game ~ 2010
Attach: TEXT.htm

Thanks very much, Kurt! We appreciate your cooperation.

Regards,
Larry

>>> "Dargis, Kurt A." <Kurt.A.Dargis@espn.com> 10/7/2009 11:44 AM >>>
Larry,

I'll put you in our schedule at 3pm ET. Thanks for your assistance on this.

Kurt

From: Larry Gallo [mailto:athgallo@uncaa.unc.edu]
Sent: Wednesday, October 07, 2009 11:36 AM
To: Dargis, Kurt A.
Cc: Paul Davis; Clint Gwaltney; Corey Holliday; Dick Baddour; Ellen Culler; John Martin; Kevin Best; Kevin Robinson; Michael Beale; Rick Steinbacher; Steve Kirschner
Subject: UNC-Chapel Hill Spring Football Game ~ 2010

Kurt,

I trust all is well!

Coach Davis and our administration has made a final decision that our 2010 Spring Football Game will be on Saturday, April 10th at 3:00 PM Eastern Time. If you should have any questions or concerns, please contact me as soon as possible. We are in our initial planning stages for this event and plan to proceed with this date and game time.

Have a great week!

Take care, and all the best.

Regards,
Larry

Please consider the environment before printing this e-mail.

From: Joe Haydon <haydon@uncaa.unc.edu>
Sent: Friday, August 27, 2010 2:25 PM
To: Paul Davis <butchdavis@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Brandon Fanney <fanney@uncaa.unc.edu>; John Brunner <johnnyb@uncaa.unc.edu>; James Spurling <jspurling@uncaa.unc.edu>; Kevin Robinson <krob@uncaa.unc.edu>
Cc: Dominic Morelli <dmorelli@uncaa.unc.edu>; Jason Freeman <jfreeman@uncaa.unc.edu>
Subject: William and Mary Walk-Thru
Attach: TEXT.htm

Please note: William & Mary has requested a 2pm walk-thru time in Kenan Stadium on Friday, October 29th (weather permitting). Brandon Fanney will communicate with them regarding the logistics. Jonathan Small, their DFO is their primary contact (757-221-3337).

Thanks,
Joe

From: Joe Haydon <haydon@uncaa.unc.edu>

Sent: Monday, September 3, 2007 9:31 AM

To: Gallo, Larry <athgallo@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; Haithcock, Brenda <bhaithcock@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Simpson, Brannon <bsimpson@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Ciocca, Mario <ciocca@email.unc.edu>; Pagano, Chuck <cpagano@uncaa.unc.edu>; Williams, Charlie <cwilliams@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Sanders, Darryl <dsanders@uncaa.unc.edu>; Kessler, Eric <ekessler@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Barnwell, Jayne <jbarnwell@uncaa.unc.edu>; Blake, John <jblake@uncaa.unc.edu>; Cole, Jeremy <jcole@uncaa.unc.edu>; Connors, Jeff <jconnors@uncaa.unc.edu>; Dunn, John <jdunn@uncaa.unc.edu>; Freeman, Jason <jfreeman@uncaa.unc.edu>; Lovett, John <jlovett@uncaa.unc.edu>; Shoop, John <jshoop@uncaa.unc.edu>; Spurling, James <jspurling@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Browning, Kenny <kbrowning@uncaa.unc.edu>; Ketterly, Jen <ketterly@uncaa.unc.edu>; Harbor, Kerry <kharbor@uncaa.unc.edu>; Robinson, Kevin <krob@uncaa.unc.edu>; Murphy, Leea <ldmurphy@uncaa.unc.edu>; Joines, Melinda <mjoines@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Halverson, Doug <sdhalverson@uncaa.unc.edu>; Hagen, Steve <shagen@uncaa.unc.edu>; Allen, Chris <shicken@uncaa.unc.edu>; Petitto, Sam <spetitto@uncaa.unc.edu>; Pittman, Sam <spittman@uncaa.unc.edu>; Terlecky, Shawn <sterlecky@uncaa.unc.edu>; Trulock, Scott <strulock@uncaa.unc.edu>; Thigpen, Tommy <tthigpen@uncaa.unc.edu>; Vanderford, Teresa <tvanderford@uncaa.unc.edu>

Subject: ECU Game - Team Travel Itinerary

Attach: TEXT.htm; East Carolina Game Itinerary.xls

Attached is the 'tentative' travel itinerary for this weekend's game at East Carolina. I will send out the final itinerary on either Wednesday or Thursday. Please let me know if you have any questions.

Joe

Joe Haydon
Director of Football Operations
University of North Carolina
919.843.2572
Fax: 919.962.0393
haydon@uncaa.unc.edu

	A	B
1	UNIVERSITY OF NORTH CAROLINA FOOTBALL	
2	**EAST CAROLINA GAME**	
3	**TEAM ITINERARY**	
4		
5	**THURSDAY, SEPTEMBER 6th, 2007**	
6	6:00 PM	TRAVEL SQUAD MEETS WITH COACH DAVIS: Swofford Auditorium
7		
8	**FRIDAY, SEPTEMBER 7th, 2007**	
9	11:45 AM	**SPECIAL TEAMS MEETING:** Swofford Auditorium
10	12:15 PM	**MEETINGS**
11		**OFFENSE:** Offensive Team Meeting Room
12		**DEFENSE:** Swofford Auditorium
13	1:00 PM	**PRACTICE:** Kenan Stadium
14	2:45 PM	**BUSES DEPART FOR HILTON GREENVILLE, NC (Box Lunch on Bus)**
15	5:00 PM	ARRIVE HILTON GREENVILLE - CHECK IN
16	5:45 PM	**TEAM DINNER:** Ballrooms E & F
17	6:15 PM	**BUSES DEPART FOR MOVIE THEATRE**
18	6:30 PM	ARRIVE AT MOVIE THEATRE: TEAM MOVIE
19	8:45 PM	ARRIVE AT HILTON HOTEL
20	9:00 PM	**OFFENSE/DEFENSE MEETINGS**
21		**OFFENSE:** Ballroom D
22		**DEFENSE:** Ballroom C
23	9:30 PM	**TEAM MEETING WITH COACH DAVIS**
24	9:45 PM	**SNACKS:**
25	11:30 PM	**LIGHTS OUT**
26		
27	**SATURDAY, SEPTEMBER 8th, 2007**	
28	7:30 AM	EARLY RISERS BREAFAST: (Optional) Ballrooms E & F
29	8:30 AM	**WAKE UP**
30	8:30 AM	**MASS:** Ballroom D (Optional)
31	9:00 AM	**CHAPEL:** Ballroom D (Optional)
32	9:30 AM	**BREAKFAST:** Ballrooms E & F
33	10:30 AM	**SPECIAL TEAMS MEETING:** Ballroom C
34	11:00 AM	**OFFENSE/DEFENSE MEETINGS**
35	11:30 AM	**WALK THRU**
36	1:00 PM	TAPING ROOM OPENS: Greenville Room
37	2:00 PM	PRE GAME MEAL: Ballrooms E & F
38	3:15 PM	**OFFENSE/DEFENSE MEETINGS**
39	3:30 PM	**BUSES DEPART HOTEL FOR DOWDY-FICKLEN STADIUM**
40	4:00 PM	ARRIVE DOWDY-FICKLEN STADIUM
41	4:40 PM	PRE GAME WARM UP BEGINS
42	5:39 PM	TEAM LEAVES FIELD
43	6:00 PM	TEAM LEAVES LOCKER ROOM
44	6:01 PM	TEAM TAKES FIELD
45	6:05 PM	KICKOFF: ***BEAT EAST CAROLINA***
46		
47	**POST GAME**	DEPART GREENVILLE, NC FOR CHAPEL HILL, NC
48	Aprox 1:00 AM	ARRIVE KENAN FOOTBALL CENTER
49		
50	**The Meal time listed on this itinerary is the MANDATORY reporting time for each meal**	
51		
52	***See reverse side for Sunday and Monday's Schedule*	

	A	B
53		

	A	B
54	**TEAM ITINERARY CONTINUED**	
55		
56	**SUNDAY, SEPTEMBER 9th, 2007**	
57	12:00 PM - 1:00 PM	**ALL INJURIES AND ILLNESSES REPORT TO TRAINING ROOM**
58	1:30 PM - 2:30 PM	LIFT AND FLUSH-OUT
59	3:00 PM	TEAM MEETING
60	3:15 PM	SPECIAL TEAMS MEETING
61	3:45 PM	OFFENSE/DEFENSE MEETINGS
62	5:15 PM	PRACTICE
63	6:00 PM	DINNER
64	7:00 PM	STUDY TABLE
65		
66		
67	**MONDAY, SEPTEMBER 10th, 2007**	
68	7:00 AM	**ALL INJURIES AND ILLNESSES REPORT TO TRAINING ROOM**
69		Players Day Off

From: Joe Haydon <haydon@uncaa.unc.edu>

Sent: Thursday, September 20, 2007 9:14 AM

To: Gallo, Larry <athgallo@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; Haithcock, Brenda <bhaithcock@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Simpson, Brannon <bsimpson@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Ciocca, Mario <ciocca@email.unc.edu>; Pagano, Chuck <cpagano@uncaa.unc.edu>; Williams, Charlie <cwilliams@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Sanders, Darryl <dsanders@uncaa.unc.edu>; Kessler, Eric <ekessler@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Barnwell, Jayne <jbarnwell@uncaa.unc.edu>; Blake, John <jblake@uncaa.unc.edu>; Cole, Jeremy <jcole@uncaa.unc.edu>; Connors, Jeff <jconnors@uncaa.unc.edu>; Dunn, John <jdunn@uncaa.unc.edu>; Freeman, Jason <jfreeman@uncaa.unc.edu>; Lovett, John <jlovett@uncaa.unc.edu>; Shoop, John <jshoop@uncaa.unc.edu>; Spurling, James <jspurling@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Browning, Kenny <kbrowning@uncaa.unc.edu>; Ketterly, Jen <ketterly@uncaa.unc.edu>; Harbor, Kerry <kharbor@uncaa.unc.edu>; Robinson, Kevin <krob@uncaa.unc.edu>; Murphy, Leea <ldmurphy@uncaa.unc.edu>; Joines, Melinda <mjoines@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Halverson, Doug <sdhalverson@uncaa.unc.edu>; Hagen, Steve <shagen@uncaa.unc.edu>; Allen, Chris <shicken@uncaa.unc.edu>; Petitto, Sam <spetitto@uncaa.unc.edu>; Pittman, Sam <spittman@uncaa.unc.edu>; Terlecky, Shawn <sterlecky@uncaa.unc.edu>; Trulock, Scott <strulock@uncaa.unc.edu>; ttaft@med.unc.edu; Thigpen, Tommy <tthigpen@uncaa.unc.edu>; Vanderford, Teresa <tvanderford@uncaa.unc.edu>

Subject: USF Game - Final Team Itinerary

Attach: TEXT.htm; USF Game - Team Itinerary.xls

Attached is the final team itinerary for this weekend's trip to South Florida.

Joe

	A	B
1	UNIVERSITY OF NORTH CAROLINA FOOTBALL	
2	**SOUTH FLORIDA GAME**	
3	**TEAM ITINERARY**	
4	**(The UNC pass gate will be on the South Side of the Stadium between GATES C & D)**	
5		
6	**THURSDAY, SEPTEMBER 20th, 2007**	
7	6:00 PM	TRAVEL SQUAD MEETS WITH COACH DAVIS: Swofford Auditorium
8		
9	**FRIDAY, SEPTEMBER 21st, 2007**	
10	10:30 AM	**SPECIAL TEAMS MEETING:** Swofford Auditorium
11	11:00 AM	**MEETINGS**
12		**OFFENSE:** Offensive Team Meeting Room
13		**DEFENSE:** Swofford Auditorium
14	11:45 AM	**PRACTICE:** Kenan Stadium
15	*(12:45 PM)*	*(Support Staff Buses Depart for RDU)*
16	1:30 PM	**TEAM BUSES DEPART** FOR RDU
17	1:55 PM	ARRIVE RDU INTERNATIONAL AIRPORT
18		BOARD DELTA CHARTER FLIGHT #9814
19	2:45 PM	DEPART FOR TAMPA INTERNATIONAL AIRPORT
20	4:30 PM	ARRIVE TPA AIRPORT
21	4:55 PM	BUSES DEPART FOR GRAND HYATT TAMPA BAY
22	5:10 PM	ARRIVE GRAND HYATT TAMPA BAY: CHECK IN
23	**ALL MEETING ROOMS ARE LOCATED ON THE 2ND FLOOR**	
24	5:30 PM	**MASS:** Pelican Room (Optional)
25	6:00 PM	**TEAM DINNER:** Snowy Egret Room
26	7:45 PM	**CHAPEL:** Pelican Room (Optional)
27	8:30 PM	**TEAM MEETING W/ COACH DAVIS:** Sandhill Crane Room
28	8:45 PM	**TEAM/SPECIAL TEAMS MEETING**
29	9:15 PM	**OFFENSE/DEFENSE MEETINGS**
30		**OFFENSE:** Herring Gull Room
31		**DEFENSE:** Sandhill Crane Room
32	9:45 PM	**SNACKS:** Snowy Egret Room
33	10:30 PM	**LIGHTS OUT**
34		
35	**SATURDAY, SEPTEMBER 22nd, 2007**	
36	7:45 AM	**WAKE UP**
37	7:45 AM	TRAINING ROOM OPENS: Roseate Spoonbill Room
38		(Non Starters Must be taped before Pre-Game Meal)
39	8:30 AM	**PRE GAME MEAL:** Snowy Egret Room
40	9:10 AM	**OFFENSE/DEFENSE MEETINGS** (BRING TRAVEL BAGS)
41	9:30 AM	**BUSES DEPART HOTEL** FOR RAYMOND-JAMES STADIUM
42	9:50 AM	ARRIVE RAYMOND-JAMES STADIUM
43	10:42 AM	PRE GAME WARM UP BEGINS
44	11:41 AM	TEAM LEAVES FIELD
45	11:58 AM	TEAM TAKES FIELD
46	12:00 PM	COIN TOSS
47	12:02 PM	KICKOFF: ***BEAT SOUTH FLORIDA***
48		
49	**POST GAME**	DEPART FOR TPA AIRPORT
50	Aprox 6:00 PM	DEPART TPA AIRPORT FOR RDU
51	Aprox 7:45 PM	ARRIVE RDU - DEPART FOR KENAN FOOTBALL CENTER
52	Aprox 8:30 PM	ARRIVE KENAN FOOTBALL CENTER

9/25/2014 11:25 PM

	A	B
53		
54	**The Meal time listed on this itinerary is the MANDATORY reporting time for each meal**	
55	A Blessing will be said 5 minutes after the reporting time for each meal	
56		
57	***See reverse side for Sunday and Monday's Schedule*	

	A	B
58	**TEAM ITINERARY CONTINUED**	
59		
60	**SUNDAY, SEPTEMBER 23rd, 2007**	
61	12:00 PM	**ALL INJURIES AND ILLNESSES REPORT TO TRAINING ROOM**
62	1:30 PM - 2:30 PM	LIFT AND FLUSH-OUT
63	3:00 PM	TEAM MEETING
64	3:15 PM	SPECIAL TEAMS MEETING
65	3:45 PM	OFFENSE/DEFENSE MEETINGS
66	5:15 PM	PRACTICE
67	6:00 PM	DINNER
68	7:00 PM	STUDY TABLE
69		
70		
71	**MONDAY, SEPTEMBER 24th, 2007**	
72	7:00 AM	**ALL INJURIES AND ILLNESSES REPORT TO TRAINING ROOM**
73		Players Day Off

From: Joe Haydon <haydon@uncaa.unc.edu>

Sent: Monday, September 24, 2007 11:11 AM

To: Gallo, Larry <athgallo@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; Haithcock, Brenda <bhaithcock@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Simpson, Brannon <bsimpson@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Ciocca, Mario <ciocca@email.unc.edu>; Pagano, Chuck <cpagano@uncaa.unc.edu>; Williams, Charlie <cwilliams@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Sanders, Darryl <dsanders@uncaa.unc.edu>; Kessler, Eric <ekessler@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Barnwell, Jayne <jbarnwell@uncaa.unc.edu>; Blake, John <jblake@uncaa.unc.edu>; Cole, Jeremy <jcole@uncaa.unc.edu>; Connors, Jeff <jconnors@uncaa.unc.edu>; Dunn, John <jdunn@uncaa.unc.edu>; Field, Jaci <jfield@uncaa.unc.edu>; Freeman, Jason <jfreeman@uncaa.unc.edu>; Lovett, John <jlovett@uncaa.unc.edu>; Shoop, John <jshoop@uncaa.unc.edu>; Spurling, James <jspurling@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Browning, Kenny <kbrowning@uncaa.unc.edu>; Ketterly, Jen <ketterly@uncaa.unc.edu>; Harbor, Kerry <kharbor@uncaa.unc.edu>; Robinson, Kevin <krob@uncaa.unc.edu>; Murphy, Leea <ldmurphy@uncaa.unc.edu>; Joines, Melinda <mjoines@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Halverson, Doug <sdhalverson@uncaa.unc.edu>; Hagen, Steve <shagen@uncaa.unc.edu>; Allen, Chris <shicken@uncaa.unc.edu>; Petitto, Sam <spetitto@uncaa.unc.edu>; Pittman, Sam <spittman@uncaa.unc.edu>; Terlecky, Shawn <sterlecky@uncaa.unc.edu>; Trulock, Scott <strulock@uncaa.unc.edu>; ttaft@med.unc.edu; Thigpen, Tommy <tthigpen@uncaa.unc.edu>; Vanderford, Teresa <tvanderford@uncaa.unc.edu>

Subject: Virginia Tech Game Itinerary

Attach: TEXT.htm; VaTech Game - Team Itinerary.xls

Attached is the tentative itinerary for this weekend's game at Virginia Tech.

Joe

	A	B
1	UNIVERSITY OF NORTH CAROLINA FOOTBALL	
2	**VIRGINIA TECH GAME**	
3	**TEAM ITINERARY**	
4	(UNC Player-Guest Ticket gate is located at the South End Ticket Booth)	
5		
6	**THURSDAY, SEPTEMBER 27th, 2007**	
7	6:00 PM	TRAVEL SQUAD MEETS WITH COACH DAVIS: Swofford Auditorium
8		
9	**FRIDAY, SEPTEMBER 28TH, 2007**	
10	10:30 AM	SPECIAL TEAMS MEETING: Swofford Auditorium
11	11:00 AM	MEETINGS
12		**OFFENSE:** Offensive Team Meeting Room
13		**DEFENSE:** Swofford Auditorium
14	11:45 AM	PRACTICE: Kenan Stadium
15	1:15 PM	LUNCH: Training Table
16	1:45 PM	TEAM BUSES DEPART FOR ROANOKE, VA
17	5:00 PM	ARRIVE WYNDHAM ROANOKE HOTEL: CHECK IN
18	5:30 PM	MASS: Salons F & G (Optional)
19	6:00 PM	TEAM DINNER: Salon D
20	7:45 PM	CHAPEL: Salons F & G (Optional)
21	8:30 PM	TEAM MEETING W/ COACH DAVIS: Conference Theater
22	8:45 PM	TEAM/SPECIAL TEAMS MEETING: Conference Theater
23	9:15 PM	OFFENSE/DEFENSE MEETINGS
24		**OFFENSE:** Conference Theater
25		**DEFENSE:** Salons F & G
26	9:45 PM	SNACKS: Salon D
27	10:30 PM	LIGHTS OUT
28		
29	**SATURDAY, SEPTEMBER 29th, 2007**	
30	7:30 AM	WAKE UP
31	7:30 AM	TRAINING ROOM OPENS: Salons 3 & 4
32		(Non Starters Must be taped before Pre-Game Meal)
33	8:15 AM	PRE GAME MEAL: Salon D **(BRING TRAVEL BAGS)**
34	8:40 AM	OFFENSE/DEFENSE MEETINGS
35	9:00 AM	BUSES DEPART HOTEL FOR LANE STADIUM
36	10:00 AM	ARRIVE LANE STADIUM
37		PRE GAME WARM UP BEGINS
38		TEAM LEAVES FIELD
39		TEAM TAKES FIELD
40		COIN TOSS
41	12:10 PM	KICKOFF: ***BEAT VIRGINIA TECH***
42		
43	**POST GAME**	DEPART FOR CHAPEL HILL
44	Aprox 8:00 PM	ARRIVE KENAN FOOTBALL CENTER
45		
46	**The Meal time listed on this itinerary is the MANDATORY reporting time for each meal**	
47	A Blessing will be said 5 minutes after the reporting time for each meal	
48		
49	***See reverse side for Sunday and Monday's Schedule*	

9/25/2014 11:25 PM

	A	B
50	**TEAM ITINERARY CONTINUED**	
51		
52	**SUNDAY, SEPTEMBER 30TH, 2007**	
53	12:00 PM	**ALL INJURIES AND ILLNESSES REPORT TO TRAINING ROOM**
54	12:30 PM - 1:30 PM	OFFENSE LIFT AND FLUSH-OUT
55	1:30 PM - 2:30 PM	DEFENSE LIFT AND FLUSH-OUT
56	3:00 PM	TEAM MEETING
57	3:15 PM	SPECIAL TEAMS MEETING
58	3:45 PM	OFFENSE/DEFENSE MEETINGS
59	5:15 PM	PRACTICE
60	6:00 PM	DINNER
61	7:00 PM	STUDY TABLE
62		
63		
64	**MONDAY, OCTOBER 1ST, 2007**	
65	7:00 AM	**ALL INJURIES AND ILLNESSES REPORT TO TRAINING ROOM**
66		Players Day Off

From: Joe Haydon <haydon@uncaa.unc.edu>

Sent: Thursday, October 11, 2007 6:55 PM

To: Gallo, Larry <athgallo@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; Haithcock, Brenda <bhaithcock@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Simpson, Brannon <bsimpson@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Ciocca, Mario <ciocca@email.unc.edu>; Pagano, Chuck <cpagano@uncaa.unc.edu>; Williams, Charlie <cwilliams@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Sanders, Darryl <dsanders@uncaa.unc.edu>; Kessler, Eric <ekessler@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Barnwell, Jayne <jbarnwell@uncaa.unc.edu>; Blake, John <jblake@uncaa.unc.edu>; Cole, Jeremy <jcole@uncaa.unc.edu>; Connors, Jeff <jconnors@uncaa.unc.edu>; Dunn, John <jdunn@uncaa.unc.edu>; Field, Jaci <jfield@uncaa.unc.edu>; Freeman, Jason <jfreeman@uncaa.unc.edu>; Lovett, John <jlovett@uncaa.unc.edu>; Shoop, John <jshoop@uncaa.unc.edu>; Spurling, James <jspurling@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Browning, Kenny <kbrowning@uncaa.unc.edu>; Ketterly, Jen <ketterly@uncaa.unc.edu>; Harbor, Kerry <kharbor@uncaa.unc.edu>; Robinson, Kevin <krob@uncaa.unc.edu>; Murphy, Leea <ldmurphy@uncaa.unc.edu>; Joines, Melinda <mjoines@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Halverson, Doug <sdhalverson@uncaa.unc.edu>; Hagen, Steve <shagen@uncaa.unc.edu>; Allen, Chris <shicken@uncaa.unc.edu>; Petitto, Sam <spetitto@uncaa.unc.edu>; Pittman, Sam <spittman@uncaa.unc.edu>; Terlecky, Shawn <sterlecky@uncaa.unc.edu>; Trulock, Scott <strulock@uncaa.unc.edu>; ttaft@med.unc.edu; Thigpen, Tommy <tthigpen@uncaa.unc.edu>; Vanderford, Teresa <tvanderford@uncaa.unc.edu>

Subject: Updated Team Itinerary

Attach: TEXT.htm; South Carolina Game - Team Itinerary.xls

Attached is the updated team itinerary for this weekend's game vs. South Carolina. It is the same as the itinerary that is in the travel packets that we handed out after practice.

Joe

	A	B
1	UNIVERSITY OF NORTH CAROLINA FOOTBALL	
2	**SOUTH CAROLINA GAME**	
3	**TEAM ITINERARY**	
4		
5	**THURSDAY, OCTOBER 11th, 2007**	
6	6:00 PM	TRAVEL SQUAD MEETS WITH COACH DAVIS: Swofford Auditorium
7		
8	**FRIDAY, OCTOBER 12th, 2007**	
9	2:15 PM	SPECIAL TEAMS MEETING: Swofford Auditorium
10	2:45 PM	MEETINGS
11		OFFENSE: Offensive Team Meeting Room
12		DEFENSE: Swofford Auditorium
13	3:30 PM	PRACTICE: Kenan Stadium
14	5:00 PM	MASS: Swofford Auditorium (Optional)
15	5:30 PM	TEAM DINNER: Training Table
16	5:50 PM	BUSES DEPART FOR MOVIE THEATRE
17	6:35 PM	ARRIVE MOVIE THEATRE: TEAM MOVIE
18	9:00 PM	ARRIVE AT MARRIOTT RTP - CHECK IN
19	9:15 PM	CHAPEL: Salons A & B (Optional)
20	9:35 PM	TEAM MEETING WITH COACH DAVIS: Salons A & B
21	9:50 PM	OFFENSE/DEFENSE MEETINGS
22		OFFENSE: Salon A
23		DEFENSE: Salon B
24	10:20 PM	SNACKS: Salons C & D
25	11:00 PM	LIGHTS OUT
26		
27	**SATURDAY, OCTOBER 13th, 2007**	
28	8:30 AM	WAKE UP
29	8:30 AM	BREAKFAST OPENS: Salons C & D
30	9:00 AM	MANDATORY REPORTING TIME FOR BREAKFAST
31	9:15 AM	TEAM/SPECIAL TEAMS MEETING: Salons A & B
32	9:45 AM	OFFENSE/DEFENSE MEETINGS & WALK-THRU
33	11:00 AM	TRAINING ROOM OPENS: Durham Room
34	11:45 AM	PRE GAME MEAL: Salons C & D
35	12:45 PM	OFFENSE/DEFENSE MEETINGS
36	12:55 PM	DEPART MARRIOTT FOR KENAN STADIUM
37	1:15 PM	OLD WELL WALK
38	1:30 PM	ARRIVE KENAN STADIUM
39	2:13 PM	PRE GAME WARM UP BEGINS
40	3:12 PM	TEAM LEAVES FIELD
41	3:29 PM	TEAM TAKES FIELD
42	3:31 PM	COIN TOSS
43	3:33 PM	KICKOFF: ***BEAT SOUTH CAROLINA***
44		
45	**The Meal time listed on this itinerary is the MANDATORY reporting time for each meal**	
46	A Blessing will be said 5 minutes after the reporting time for each meal	
47		
48	***See reverse side for Sunday and Monday's Schedule*	

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	A	B
49	**TEAM ITINERARY CONTINUED**	
50		
51	**SUNDAY, OCTOBER 14th, 2007**	
52	***(All cars must be parked in the Bell Tower Lot. DO NOT park in the Stadium)***	
53	12:00 PM	ALL INJURIES AND ILLNESSES REPORT TO TRAINING ROOM
54	12:30 PM - 1:30 PM	OFFENSE LIFT AND FLUSH-OUT
55	1:30 PM - 2:30 PM	DEFENSE LIFT AND FLUSH-OUT
56	3:00 PM	TEAM MEETING
57	3:15 PM	SPECIAL TEAMS MEETING
58	3:45 PM	OFFENSE/DEFENSE MEETINGS
59	5:15 PM	PRACTICE
60	6:00 PM	DINNER
61	7:00 PM	STUDY TABLE
62		
63	**MONDAY, OCTOBER 15th, 2007**	
64	7:00 AM	ALL INJURIES AND ILLNESSES REPORT TO TRAINING ROOM
65		Players Day Off
66	7:00 PM	Life Skills Seminar @ Caroll Hall Room 111 - MANDATORY

From: Joe Haydon <haydon@uncaa.unc.edu>

Sent: Thursday, October 25, 2007 9:06 AM

To: Gallo, Larry <athgallo@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; Haithcock, Brenda <bhaithcock@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Simpson, Brannon <bsimpson@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Ciocca, Mario <ciocca@email.unc.edu>; Pagano, Chuck <cpagano@uncaa.unc.edu>; Williams, Charlie <cwilliams@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Sanders, Darryl <dsanders@uncaa.unc.edu>; Kessler, Eric <ekessler@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Barnwell, Jayne <jbarnwell@uncaa.unc.edu>; Blake, John <jblake@uncaa.unc.edu>; Cole, Jeremy <jcole@uncaa.unc.edu>; Connors, Jeff <jconnors@uncaa.unc.edu>; Dunn, John <jdunn@uncaa.unc.edu>; Field, Jaci <jfield@uncaa.unc.edu>; Freeman, Jason <jfreeman@uncaa.unc.edu>; Lovett, John <jlovett@uncaa.unc.edu>; Shoop, John <jshoop@uncaa.unc.edu>; Spurling, James <jspurling@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Browning, Kenny <kbrowning@uncaa.unc.edu>; Ketterly, Jen <ketterly@uncaa.unc.edu>; Harbor, Kerry <kharbor@uncaa.unc.edu>; Robinson, Kevin <krob@uncaa.unc.edu>; Murphy, Leea <ldmurphy@uncaa.unc.edu>; Joines, Melinda <mjoines@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Halverson, Doug <sdhalverson@uncaa.unc.edu>; Hagen, Steve <shagen@uncaa.unc.edu>; Allen, Chris <shicken@uncaa.unc.edu>; Petitto, Sam <spetitto@uncaa.unc.edu>; Pittman, Sam <spittman@uncaa.unc.edu>; Terlecky, Shawn <sterlecky@uncaa.unc.edu>; Trulock, Scott <strulock@uncaa.unc.edu>; tedavis@nortel.com; ttaft@med.unc.edu; Thigpen, Tommy <tthigpen@uncaa.unc.edu>; Vanderford, Teresa <tvanderford@uncaa.unc.edu>

Subject: Wake Forest Game - Updated Team Itinerary

Attach: TEXT.htm; Wake Forest Game - Team Itinerary.xls

Attached is the updated team itinerary for this weekend's game at Wake Forest.

Joe

	A	B
1	UNIVERSITY OF NORTH CAROLINA FOOTBALL	
2	**WAKE FOREST GAME**	
3	**TEAM ITINERARY**	
4		
5	**THURSDAY, OCTOBER 25th, 2007**	
6	6:00 PM	TRAVEL SQUAD MEETS WITH COACH DAVIS: Swofford Auditorium
7		
8	**FRIDAY, OCTOBER 26th, 2007**	
9	2:15 PM	SPECIAL TEAMS MEETING: Swofford Auditorium
10	2:45 PM	MEETINGS
11		**OFFENSE:** Offensive Team Meeting Room
12		**DEFENSE:** Swofford Auditorium
13	3:30 PM	PRACTICE: Kenan Stadium
14	5:00 PM	MASS: Swofford Auditorium (Optional)
15	5:20 PM	TEAM DINNER: Training Table
16	5:50 PM	BUSES DEPART FOR GREENSBORO, NC
17	7:10 PM	ARRIVE AT GREENSBORO-HIGH POINT AIRPORT MARRIOTT
18	8:00 PM	CHAPEL: Grand Ballroom F & G (Optional)
19	8:30 PM	TEAM MEETING WITH COACH DAVIS: Grand Ballroom E
20	8:45 PM	TEAM/SPECIAL TEAMS MEETING: Grand Ballroom E
21	9:15 PM	OFFENSE/DEFENSE MEETINGS
22		**OFFENSE:** Grand Ballroom F & G
23		**DEFENSE:** Grand Ballroom E
24	9:45 PM	SNACKS: Grand Ballroom A - D
25	10:30 PM	LIGHTS OUT
26		
27	**SATURDAY, OCTOBER 27th, 2007**	
28	7:30 AM	WAKE UP
29	7:30 AM	TRAINING ROOM OPENS: Raleigh Room (All Non-Starters must be taped)
30	8:15 AM	PRE GAME MEAL: Grand Ballroom A - D
31	9:05 AM	OFFENSE/DEFENSE MEETINGS
32	9:20 AM	DEPART MARRIOTT FOR GROVES STADIUM
33	10:00 AM	ARRIVE GROVES STADIUM
34	10:50 AM	PRE GAME WARM UP BEGINS
35	11:49 AM	TEAM LEAVES FIELD
36	12:07 PM	TEAM TAKES FIELD
37	12:08 PM	COIN TOSS
38	12:10 PM	KICKOFF: ***BEAT WAKE FOREST***
39		
40	POST GAME	DEPART GROVES STADIUM FOR CHAPEL HILL, NC
41	APRROX 6:00 PM	ARRIVE KENAN FOOTBALL CENTER
42		
43	**The Meal time listed on this itinerary is the MANDATORY reporting time for each meal**	
44	A Blessing will be said 5 minutes after the reporting time for each meal	
45		
46	***See reverse side for Sunday and Monday's Schedule*	

9/25/2014 11:25 PM

	A	B
47	**TEAM ITINERARY CONTINUED**	
48		
49	**SUNDAY, OCTOBER 28th, 2007**	
50	12:00 PM	ALL INJURIES AND ILLNESSES REPORT TO TRAINING ROOM
51	12:30 PM - 1:30 PM	OFFENSE LIFT AND FLUSH-OUT
52	1:30 PM - 2:30 PM	DEFENSE LIFT AND FLUSH-OUT
53	3:00 PM	TEAM MEETING
54	3:15 PM	SPECIAL TEAMS MEETING
55	3:45 PM	OFFENSE/DEFENSE MEETINGS
56	5:15 PM	PRACTICE
57	6:00 PM	DINNER
58	7:00 PM	STUDY TABLE
59		
60	**MONDAY, OCTOBER 29th, 2007**	
61	7:00 AM	ALL INJURIES AND ILLNESSES REPORT TO TRAINING ROOM
62		Players Day Off

From: Joe Haydon <haydon@uncaa.unc.edu>

Sent: Monday, November 5, 2007 8:23 PM

To: Gallo, Larry <athgallo@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; Haithcock, Brenda <bhaithcock@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Simpson, Brannon <bsimpson@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Ciocca, Mario <ciocca@email.unc.edu>; Pagano, Chuck <cpagano@uncaa.unc.edu>; Williams, Charlie <cwilliams@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Sanders, Darryl <dsanders@uncaa.unc.edu>; Kessler, Eric <ekessler@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Barnwell, Jayne <jbarnwell@uncaa.unc.edu>; Blake, John <jblake@uncaa.unc.edu>; Cole, Jeremy <jcole@uncaa.unc.edu>; Connors, Jeff <jconnors@uncaa.unc.edu>; Dunn, John <jdunn@uncaa.unc.edu>; Field, Jaci <jfield@uncaa.unc.edu>; Freeman, Jason <jfreeman@uncaa.unc.edu>; Lovett, John <jlovett@uncaa.unc.edu>; Shoop, John <jshoop@uncaa.unc.edu>; Spurling, James <jspurling@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Browning, Kenny <kbrowning@uncaa.unc.edu>; Ketterly, Jen <ketterly@uncaa.unc.edu>; Harbor, Kerry <kharbor@uncaa.unc.edu>; Robinson, Kevin <krob@uncaa.unc.edu>; Murphy, Leea <ldmurphy@uncaa.unc.edu>; Joines, Melinda <mjoines@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Halverson, Doug <sdhalverson@uncaa.unc.edu>; Hagen, Steve <shagen@uncaa.unc.edu>; Allen, Chris <shicken@uncaa.unc.edu>; Petitto, Sam <spetitto@uncaa.unc.edu>; Pittman, Sam <spittman@uncaa.unc.edu>; Terlecky, Shawn <sterlecky@uncaa.unc.edu>; Trulock, Scott <strulock@uncaa.unc.edu>; ttaft@med.unc.edu; Thigpen, Tommy <tthigpen@uncaa.unc.edu>; Vanderford, Teresa <tvanderford@uncaa.unc.edu>

Subject: NC State Game - team itinerary

Attach: TEXT.htm; NC State Game - Team Itinerary.xls

Attached is the tentative team itinerary for this weekend's game at NC State.

	A	B
1	UNIVERSITY OF NORTH CAROLINA FOOTBALL	
2	**NC STATE GAME**	
3	**TEAM ITINERARY**	
4		
5	**THURSDAY, NOVEMBER 8th, 2007**	
6	6:00 PM	TRAVEL SQUAD MEETS WITH COACH DAVIS: Swofford Auditorium
7		
8	**FRIDAY, NOVEMBER 9th, 2007**	
9	2:15 PM	SPECIAL TEAMS MEETING: Swofford Auditorium
10	2:45 PM	MEETINGS
11		**OFFENSE**: Offensive Team Meeting Room
12		**DEFENSE**: Swofford Auditorium
13	3:30 PM	PRACTICE: Kenan Stadium
14	5:00 PM	MASS: Swofford Auditorium (Optional)
15	5:30 PM	TEAM DINNER: Training Table
16	6:00 PM	BUSES DEPART FOR HOTEL
17	6:30 PM	ARRIVE AT MARRIOTT RTP - CHECK IN
18	7:45 PM	CHAPEL: Salons A & B (Optional)
19	8:30 PM	TEAM MEETING WITH COACH DAVIS: Salons A & B
20	8:45 PM	TEAM/SPECIAL TEAMS MEETING: Salons A & B
21	9:15 PM	OFFENSE/DEFENSE MEETINGS
22		**OFFENSE**: Salon A
23		**DEFENSE**: Salon B
24	9:45 PM	**SNACKS**: Salons C & D
25	10:30 PM	**LIGHTS OUT**
26		
27	**SATURDAY, NOVEMBER 10th, 2007**	
28	7:30 AM	WAKE UP
29	7:30 AM	TRAINING ROOM OPENS: Durham Room (All Non-Starters must be taped)
30	8:15 AM	PRE GAME MEAL: Salons C & D
31	9:25 AM	OFFENSE/DEFENSE MEETINGS
32	9:40 AM	DEPART MARRIOTT FOR CARTER-FINLEY STADIUM
33	10:00 AM	ARRIVE CARTER-FINELY STADIUM
34		PRE GAME WARM UP BEGINS
35		TEAM LEAVES FIELD
36		TEAM LEAVES LOCKER ROOM
37		TEAM TAKES FIELD
38		COIN TOSS
39	12:00 PM	KICKOFF: ***BEAT NC STATE***
40		
41	**The Meal time listed on this itinerary is the MANDATORY reporting time for each meal**	
42	A Blessing will be said 5 minutes after the reporting time for each meal	
43		
44	***See reverse side for Sunday and Monday's Schedule*	

	A	B
45	**TEAM ITINERARY CONTINUED**	
46		
47	**SUNDAY, NOVEMBER 11th, 2007**	
48	12:00 PM	ALL INJURIES AND ILLNESSES REPORT TO TRAINING ROOM
49	12:30 PM - 1:30 PM	OFFENSE LIFT AND FLUSH-OUT
50	1:30 PM - 2:30 PM	DEFENSE LIFT AND FLUSH-OUT
51	3:00 PM	TEAM MEETING
52	3:15 PM	SPECIAL TEAMS MEETING
53	3:45 PM	OFFENSE/DEFENSE MEETINGS
54	5:15 PM	PRACTICE
55	6:00 PM	DINNER
56	7:00 PM	STUDY TABLE
57		
58	**MONDAY, NOVEMBER 12th, 2007**	
59	7:00 AM	ALL INJURIES AND ILLNESSES REPORT TO TRAINING ROOM
60		Players Day Off

From: "Dick Baddour" <dbaddour@uncaa.unc.edu>
Sent: Tuesday, August 4, 2009 8:30 AM
To: Thorp, Holden <holden_thorp@unc.edu>
Cc: Gallo, Larry <athgallo@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: Re: away football
Attach: TEXT.htm

It was fun last night and so much appreciated by the staff. We've got you down for these and we'll get you details as they develop.

Dick Baddour
Director of Athletics
The University of North Carolina
P O Box 2126
Chapel Hill, NC 27515

>>> On 8/3/2009 at 9:47 PM, in message <ED8FEB8A94CA43A1BEE4F2FE225016BC@depts.unc.edu>, "Holden Thorp" <holden_thorp@unc.edu> wrote:
Dicky,
Great night tonight. Wonderful having everyone over. Here's what we're thinking for away football:

Sept 11-12 (Springfield and Storrs) - John, Holden, Patti
Sept 25-26 (Atlanta) - Holden and Patti
Nov 20-21 (Boston) - Holden and X (Probably John, but I may bring someone else - just put me down for 2)

(Barbara, please put these down as leaving on Fri at 12 and all day Sat.)

Go Heels!
Holden

H. Holden Thorp, Chancellor
The University of North Carolina at Chapel Hill
CB#9100
Chapel Hill, NC 27599-9100
(919)962-1365

From: Joe Haydon <haydon@uncaa.unc.edu>
Sent: Tuesday, September 21, 2010 7:04 PM
To: Art Kaufman <akaufman@uncaa.unc.edu>; Allen Mogridge <amogridge@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brannon Simpson <bsimpson@uncaa.unc.edu>; Paul Davis <butchdavis@uncaa.unc.edu>; Charlie Coiner <ccoiner@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Chris Van Horn <cvanhorn@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Jeff Connors <jconnors@uncaa.unc.edu>; Joshua Gattis <jgattis@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Kevin King <kking@uncaa.unc.edu>; Brandell Lewis <lewisbr@uncaa.unc.edu>; Michael Buscemi <mbuscemi@uncaa.unc.edu>; Norris McCleary <nmcclear@uncaa.unc.edu>; Jared Powers <powersja@uncaa.unc.edu>; Robert Tate <rtate@uncaa.unc.edu>; Doug Halverson <sdhalverson@uncaa.unc.edu>; Stephen Sisa <sisa@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Scott Trulock <strulock@uncaa.unc.edu>; Troy Douglas <tdouglas@uncaa.unc.edu>
Cc: Dominic Morelli <dmorelli@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>
Subject: Rutgers Game - Travel Details for Coaches and Primary Support Staff
Attach: TEXT.htm

To all Coaches and Primary Support Staff:

In the e-mail below, I have included the details of the trip to New Jersey. Please read everything carefully and do not hesitate to call or e-mail me with any questions that you may have. Travel packets that include itinerary, bus list, travel squad, etc, will be distributed Thursday afternoon.

FRIDAY:
- When you arrive Friday morning, please park in your regularly assigned parking area. Meetings begin at 9:30 AM followed by practice in Kenan Stadium and then Lunch in the training table. The 3 team buses will depart at 12:30 PM from in Front of the Kenan Football Center.

- We will be flying a Delta Chartered flight from RDU to Newark International Airport (EWR). There will be a snack bag in every seat along with a Gatorade and a Water. I have summarized our flight procedures below. Please read them carefully.

- Once we arrive at EWR airport, We will then go directly to the team hotel (same hotel that we stayed at in 2008) for check-in. We will get to the hotel at approximately 4:00 PM. We will not be going to the Stadium for a walk-thru on Friday.

Team Hotel:
Embassy Suites - Piscataway
121 Centennial Ave
Piscataway, NJ 08854
732-980-0500
http://embassysuites1.hilton.com/en_US/es/hotel/PISNJES-Embassy-Suites-Piscataway-Somerset-New-Jersey/index.do
(http://www.marriott.com/hotels/travel/atlrb-renaissance-waverly-hotel/)

SATURDAY:
- All buses will depart for Rutgers Stadium at 1:15 PM. We will arrive at Rutgers Stadium at 1:30 PM. Post game: the buses will depart for the airport 1 hour after the end of the game.

DRESS CODE:
The dress code for coaches and staff will be 'coat and tie' for the flight on Friday, so please dress in 'Business' attire. The return trip following the game will be casual attire.

FLIGHT PROCEDURES:
Since we will be flying on a Delta Charter Friday morning and Saturday night, please review our flight procedures below:

IDs: MAKE SURE YOU HAVE YOUR DRIVER'S LICENCE WITH YOU FOR THE FLIGHTS!!! IT IS MANDATORY THAT

YOU BRING ONE. IF YOU DO NOT HAVE A DRIVER'S LICENSE MAKE SURE YOU HAVE YOUR UNC ONE CARD AND A SOCIAL SECURITY CARD IF POSSIBLE. (This message is for everyone!)

AIRPORT SCREENING PROCEDURES
As they have done in the past several years, FAA rules require all chartered aircraft passengers to be screened prior to boarding. All carry-on baggage will be thoroughly screened at the airport. Any checked bags (for our charters checked bags are those that are left under the buses and loaded directly into the cargo area of the plane) do NOT have to be screened. The TSA's list of permitted and prohibited items can be found on the following link:
http://www.tsa.gov/travelers/airtravel/prohibited/permitted-prohibited-items.shtm

If you have any questions about our trip or travel procedures please call me (919-843-2572). We look forward to a great trip and Go Heels!

Joe

Joe Haydon
Director of Football Operations
University of North Carolina
Phone: 919.843.2572
Fax: 919.962.0393
haydon@uncaa.unc.edu

From: "Butch Davis" <butchdavis@uncaa.unc.edu>
Sent: Wednesday, February 21, 2007 9:37 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: FW: Additional info

Do I need to show to Coach or wait until you and Dick meet, etc.?

-----Original Message-----
From: Dick Baddour [mailto:dbaddour@uncaa.unc.edu]
Sent: Wednesday, February 21, 2007 9:23 AM
To: Charlie Adams
Cc: Paul Davis; Corey Holliday; Rick Steinbacher
Subject: Re: Additional info

That sounds like a good idea. Somehow, maybe we can find $10,000 in Chapel Hill.

>>> Charlie Adams <cadams1@email.unc.edu> 2/20/2007 10:07 AM >>>
Good morning. I failed to include two items when I emailed you yesterday. To stay in Chapel Hill and cover football and basketball we are going to need at least $10.000.00 more in sponsorship. Obviously, to bring an additional football championship we will need close to $20,000.00 in sponsorship and to bring in two additional football championships it will take close to $40,000.00 in additional sponsorship.This of course will be dependent if we are able to continue to cover indoor track, tennis and swimming if it returns to Chapel Hill.

Give all of this some thought and maybe we can get together in March for further discussion of these issues. I certainly hope we can resolve these issues to the the satisfaction of the NCHSAA and UNC athletics.

Have a good day.

Charlie

PS Good luck with your men and women's winter sports programs.

From: <butchdavis@uncaa.unc.edu>
Sent: Friday, December 7, 2007 12:57 PM
To: Montgomery, John <jmont@unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Major Donor Function
Attach: TEXT.htm

Hello John:

I'm so glad you were able to join us last night for our Senior Banquet. I hope you enjoyed yourself.

I wanted to check with you to see if you were planning to put together another Football Major Donor Function like the one held this past May. It was a great event. Not only from the perspective of "football", but it also allowed Tammy and me the opportunity to meet some terrific people.

I don't have record of all who were invited, just a listing of those who actually attended. If you are planning another event, I'd appreciate the opportunity to review the invitation list before they are distributed. Additionally, if they were not included last year I would like to include:

. Mercer Reynolds

. Charlie Lowdermilk

. Maurice Koury

As I said, this was a great event and I am hopeful we can do it again this year. Please let me know your thoughts at your earliest possible convenience.

Best regards,

Coach Butch Davis

919-962-9141-office

919-962-9174-fax

From: <butchdavis@uncaa.unc.edu>
Sent: Tuesday, January 8, 2008 9:43 AM
To: cverburg@raleighchamber.org
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: 2008 Greater Raleigh Sports Council - Evening of Champions
Attach: TEXT.htm

Thank you very much for your invitation to attend the 2008 Greater Raleigh Sports Council Evening of Champions. It sounds like a great event. Unfortunately, my schedule will not allow me to attend this year's event.

Should it be appropriate for someone from our program to attend this Evening, please let me know.

Again, thank you for your invitation. I wish you the best success with this year's event!

Regards,

Butch Davis

Head Coach, Tar Heel Football

919-962-9141-office

919-962-9174-fax

From: <butchdavis@uncaa.unc.edu>
Sent: Wednesday, February 13, 2008 8:47 AM
To: Baddour, Dick <dbaddour@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>; Maynor, Terri <tmaynor@uncaa.unc.edu>
Subject: UPDATE - Coach Davis - Favor Please
Attach: TEXT.htm

Dick:

I was just updated: We have 40 recruits confirmed for this weekend and each recruit will bring two guests. Our total Recruiting guests could easily reach 120 for this weekend. Unfortunately, we have only 80 recruiting tickets for the basketball game.

I share this information so you can see how critically important our request is for use of this auxiliary media box.

Again, thanks for your time and consideration.

Butch Davis

919-962-9141-office

919-962-9174-fax

From: Pamela Higley [mailto:phigley@uncaa.unc.edu] On Behalf Of butchdavis@uncaa.unc.edu
Sent: Wednesday, February 13, 2008 8:38 AM
To: 'Dick Baddour'
Cc: 'Corey Holliday'; 'Terri Maynor'
Subject: Coach Davis - Favor Please

Good Morning Dick:

We have major Junior Recruiting visits with weekend with 25 significantly high profile recruits and their parents coming to Chapel Hill for a Saturday presentation and I need a personal favor from you. Would you please speak to Steve Kirschner . . . there is a small, little auxiliary media box next to our recruit section at the Smith Center that is typically left unused or used for overflow; could we request from Steve those 10-12 seats for these visiting parents? This courtesy would be extremely helpful in our recruiting efforts.

Please let me know as soon as possible if we can have this space. Thanks

very much for your time and consideration.

Regards,

Butch Davis

919-962-9141-office

919-962-9174-fax

C: Scott Trulock

Jeff Connors

FYI . . Attendance <u>not</u> required

From: "Butch Davis" <butchdavis@uncaa.unc.edu>
Sent: Wednesday, May 21, 2008 3:30 PM
To: Allen, Chris <shicken@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: FW: Webb Electronics quote
Attach: TEXT.htm; image001.jpg

In response to Russell's email, Coach said that you need to get back to Russell and his partner and advise the outcome. Once you have spoken to them, please let me know as Coach will follow-up with a written thank you, etc.

Thanks!

From: Russell Maryland [mailto:russell@webbelectronics.com]
Sent: Tuesday, May 20, 2008 4:41 PM
To: butchdavis@uncaa.unc.edu
Subject: Webb Electronics quote

Pam can you help me? I am trying to get some feedback from Coach on a Video system quote that my company sent to him at the beginning of the month. Coach Davis had said that he needed to check on budgetary concerns before he could proceed. I have talked to Corey and Coach Blake already but I haven't heard back yet. I know Coach is busy on "the Circuit" but I just wanted to know where his thoughts are on this.

Thanks in advance,

Russell Maryland
Sales Representative
Webb Electronics, Ltd.
1410 Westway Circle
Carrollton, TX 75006
Tel: 866-999-9322
Fax: 972-245-4517
Direct: 972-242-5400 x-139
Email: russell@webbelectronics.com
Web: <http://www.webbelectronics.com/> www.webbelectronics.com
<http://www.webbelectronics.com/> Image removed by sender.

From: <butchdavis@uncaa.unc.edu>
Sent: Wednesday, July 16, 2008 9:07 AM
To: Baddour, Dick <dbaddour@uncaa.unc.edu>; Montgomery, John <jmont@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>; Holland, Janine <jholland@uncaa.unc.edu>; Maynor, Terri <tmaynor@uncaa.unc.edu>
Subject: Lettermen Meeting
Attach: TEXT.htm

Dear Dick and John:

After exhaustive efforts, we have been unable to set-up a meeting that would include you, me, Brent Milgrom, and Battle Wall. Please go forward and set up a meeting based upon your availability. If I am available, I will attend.

Coach Davis

919-962-9141-office

919-962-9174-fax

From: "Butch Davis" <butchdavis@uncaa.unc.edu>
Sent: Wednesday, July 16, 2008 1:31 PM
To: 'DiAmico, Cecelia' <cdiamico@theacc.org>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: RE: Commissioner Swofford/Invitation to visit UNC
Attach: TEXT.htm

Hello Cecelia:

We're thrilled Commissioner Swofford can visit us on August 12th for lunch and our practice.

In planning lunch, please let me know if the Commissioner has any menu preferences or dietary constraints.

Unfortunately, our Kenan Football Center parking lot is currently under major construction. We don't know when it will be reopened. Please contact me August 8th or 11th and I'll provide you with parking information.

Thanks for getting back to me so quickly. I'll look forward to our future contact.

Regards,

Pamela Holt-Higley

Executive Assistant to

Head Coach Butch Davis

919-962-9141-office

919-962-9174-fax

From: DiAmico, Cecelia [mailto:cdiamico@theacc.org]
Sent: Wednesday, July 16, 2008 1:02 PM
To: phigley@uncaa.unc.edu
Cc: butchdavis@uncaa.unc.edu
Subject: Commissioner Swofford/Invitation to visit UNC

Hi Pamela,

Commissioner Swofford is available on August 12 to visit for lunch and practice per your email to him of July 15. If you could let me know where he is to park, etc. that would be helpful.

Thanks.

Cecelia DiAmico

Executive Assistant to the Commissioner

P. O. Drawer ACC

Greensboro, NC 27417

336.854.8787

cdiamico@theacc.org

DECEMBER 2008

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3 CLASSES END	4 READING DAY	5 EXAMS	6 EXAMS
7	8 EXAMS	9 EXAMS	10 READING DAY *SHARE YOUR CHRISTMAS SHOPPING*	11 EXAMS	12 EXAMS RECRUITING WEEKEND **FOOTBALL BANQUET 6PM** NCHSAA 2A - 7:30PM	13 **AM PRACTICE** RECRUITING WEEKEND NCHSAA 4A - 11AM ORAL ROBERTS vs UNC @6PM
14 COMMENCEMENT 2PM NCHSAA 4A - 3PM **PM MEETINGS/ PRACTICE**	15 **PM PRACTICE**	16 **PM PRACTICE** WIVES' CHRISTMAS DINNER	17 **PM PRACTICE**	18 **PM PRACTICE** EVANSVILLE vs UNC @7PM	19 **PM PRACTICE**	20 FAMILY DAY
21 FAMILY DAY DEAD PERIOD	22 **ARRIVE AT:** **MEINEKE CAR BOWL** **CHARLOTTE, NC** **(DRIVE)**	23	24	25	26	27 **MEINEKE CAR BOWL** **1PM**
28 RUTGERS vs UNC @7:30PM DEAD PERIOD	29 **COACHES OFF**	30 **COACHES OFF**	31 **COACHES OFF**			

JANUARY 2009

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 **COACHES OFF**	2 **COACHES OFF**	3
4 CONTACT WEEK BOSTON COLLEGE vs UNC @5:30	5 **COACHES OFF**	6 **COACHES BACK RECRUITING**	7 College of Charleston vs UNC @9PM	8	9 OFFICIAL VISIT WEEKEND QUIET PERIOD	10 OFFICIAL VISIT WEEKEND QUIET PERIOD
11 AFCA CONVENTION DEAD PERIOD	12 AFCA CONVENTION FIRST DAY OF CLASSES DEAD PERIOD	13 AFCA CONVENTION DEAD PERIOD	14 AFCA CONVENTION DEAD PERIOD	15 DEAD PERIOD	16 OFFICIAL VISIT WEEKEND QUIET PERIOD	17 OFFICIAL VISIT WEEKEND MIAMI vs UNC @9PM QUIET PERIOD
18 CONTACT WEEK	19 **HOLIDAY**	20	21 SCHOLARSHIP DINNER @6PM CLEMSON vs UNC @9PM	22	23 OFFICIAL VISIT WEEKEND	24 OFFICIAL VISIT WEEKEND
25 CONTACT WEEK	26	27	28	29	30 OFFICIAL VISIT WEEKEND	31 OFFICIAL VISIT WEEKEND Tentative JR RECRUITING DAY

FEBRUARY 2009

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3 MARYLAND vs UNC @8PM	4 ***NATIONAL SIGNING DAY*** **SIGNING DAY PARTY @5PM**	5	6 **NC HIGH SCHOOL CLINC in GREENSBORO**	7 **NC HIGH SCHOOL CLINC in GREENSBORO** VIRGINIA VS UNC @4PM
8	9 **COACHES OFF**	10 **COACHES OFF**	11 **COACHES OFF**	12 **COACHES OFF**	13 **COACHES OFF**	14
15	16 6 AM WORKOUTS	17 6 AM WORKOUTS	18 6 AM WORKOUTS NC STATE vs UNC @8PM	19 6 AM WORKOUTS	20 6 AM WORKOUTS	21
22	23 6 AM WORKOUTS	24 6 AM WORKOUTS	25 6 AM WORKOUTS	26 6 AM WORKOUTS	27 6 AM WORKOUTS	28 Tentative JR RECRUITING DAY GEORGIA TECH vs UNC @12noon

From: "Butch Davis" <butchdavis@uncaa.unc.edu>
Sent: Tuesday, January 6, 2009 11:06 AM
To: Papa, Donna J. <djp@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: 2009 Softball Season
Attach: TEXT.htm

Hello Coach Papa:

Thanks so much for your nice letter and for asking me to throw out the first pitch at one of your 2009 games.

Potentially, April 1st may work. We have practice scheduled for that day so I'll have to let you know within the next week or so if I can work it out.
If my delay in a firm commitment is not workable for you I do understand.

Thanks again for the honor and I'll get back to you soon.

Coach Davis

919-962-9141-office

919-962-9174-fax

From: "Butch Davis" <butchdavis@uncaa.unc.edu>
Sent: Friday, June 19, 2009 10:13 AM
To: Baddour, Dick <dbaddour@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: "Secrecy"
Attach: TEXT.htm

The article below encouraged me to ask, what's our policy? Please advise.

Butch

919-962-9141-office

919-962-9174-fax

Secrecy 101

By JILL RIEPENHOFF and TODD JONES
The Columbus (Ohio) Dispatch

Sunday, June 14, 2009 1:52 PM MDT

Across the country, many major-college athletic departments keep their NCAA troubles secret behind a thick veil of black ink or Wite-Out.

Alabama. Cincinnati. Florida. Florida State. Ohio State. Oklahoma. Oregon State. Utah. Wyoming. They all censor information in the name of student privacy, invoking a 35-year-old federal law whose author says it has been twisted and misused by the universities.

Former U.S. Sen. James L. Buckley said it's time for Congress to rein in the Family Educational Rights and Privacy Act, which he crafted to keep academic records from public view.

A six-month Dispatch investigation found that FERPA, as it's commonly called, is a law with many conflicting interpretations. And that makes it virtually impossible to decipher what is going on inside a $5 billion college-sports world that is funded by fans, donors, alumni, television networks and, at most schools, taxpayers.

"Some clarity would be helpful to us," said Ohio State President E. Gordon Gee.

The Dispatch learned of the wildly different legal interpretations by sending public-records requests for athletics-related documents to all 119 colleges in the Football Bowl Subdivision (formerly Division I-A). The goal was to gauge their openness and use of the FERPA law.

The requests sought airplane flight manifests for football-team travel to road games; lists of people designated to receive athletes' complimentary admission to football games; football players' summer-employment documents; and reports of NCAA violations.

The records could help shed light on the inner workings of college-sports programs, including identifying the people who have access to athletes -- some of whom are boosters and agents who, if acting improperly, can bring shame and fines to an entire athletic department.

In some cases, documents were unobtainable because of substantial fees charged by schools. For example, Maryland wanted $35,330 to produce the same documents that more than half the schools provided free.

Of the 69 schools that provided information:

* More than 80 percent released unedited information from ticket lists.

* About half did not censor flight manifests.

* Twenty percent gave full information about summer jobs held by football players.

* Ten percent provided unedited NCAA violations.

The results stunned Buckley, a retired federal judge from Connecticut who, as a U.S. senator, crafted the law to shield students' report cards and transcripts. He can't understand why any information about athletes would be withheld.

"Those examples provide zero harm to the kids," he said.

No one disputes that grades are and should be private.

But today, privacy is extended to athletes who have gambled, accepted payoffs, cheated, cashed in on their notoriety, and even sexually abused others.

It is extended to coaches who have broken recruiting rules or committed academic fraud at a time when the average salary for a head football coach is more than $1 million a year.

It is extended to rogue boosters and even to an ESPN broadcaster named in school records.

"That's not what we intended," Buckley, 86, recently told The Dispatch in a rare interview. "The law needs to be revamped. Institutions are putting their own meaning into the law."

Nebraska, Nevada and West Virginia, for example, refused to release any documents on NCAA violations in the name of student privacy.

Utah State and Texas A&M, however, didn't withhold or censor any information.

Florida blacked out nearly every word of NCAA violations involving its football and basketball teams, but it didn't censor as heavily such details about other sports.

FERPA is the reason the University of Cincinnati said it blacked out every word of an NCAA infraction involving members of its men's basketball team between 2002 and 2004, during Bob Huggins' tenure as coach.

FERPA is the reason the University of Kentucky said it didn't identify any of the men's basketball players who ate free meals last year at a booster's restaurant.

FERPA is the reason Ohio State strips most names from every record -- including its own letterhead on faxes.

"I think we have been transparent. We provided the records. What's been removed was the personally identifiable information of the student," said Jan Neiger, a lawyer in OSU's general counsel's office. "We wouldn't give you the record at all if we wanted to shield something."

Many violations across the country remain unknown to fans, faculty members and the public, diminishing accountability at a time when an NCAA study shows that schools are increasingly using more general-fund money, sometimes including state tax dollars, to pay for athletics as higher-education costs soar.

"Things have gone wild," Buckley said. "These are ridiculous extensions. One likes to think common sense would come into play. Clearly, these days, it isn't true."

Transparency lost

Critics of big-time college athletics say that keeping records secret hides disparities in the treatment of men and women, whites and blacks, star athletes and walk-on players.

Without full disclosure, it's hard to tell how athletes are treated, said Donald Jackson, a Montgomery, Ala., lawyer who has represented athletes, coaches and universities in NCAA matters.

"The extension of the legislation was never intended for [the protection of] Smooth Sonny Johnson, the booster at X University, who slides quarterback Joe Smith $500 for coming to his house to deliver the newspaper," Jackson said. "But that is the practice."

And some universities are covering up criminal behavior in the name of student privacy, say Jackson and other advocates of transparency.

Critics also say that the way athletic rule-breaking is handled is like the fox watching the henhouse, based on the relationship between the NCAA and the universities. The NCAA board comprises college presidents, and colleges are expected to initially investigate themselves.

"It's a way for them to whitewash some pretty serious crimes," said Frank LoMonte, a lawyer and executive director of the Student Press Law Center, an organization based in Washington, D.C., that advocates for student journalists. "What you have is a system that is flawed."

Law bred confusion

The crux of the problem dates to 1974, when Congress passed FERPA to protect "education records."

Over the years, the U.S. Department of Education, which was tapped to oversee student-privacy compliance, has used its broad authority to interpret what can be made public without consent.

"All over the country, there are lawyers who curse the law," said Lawrence White, consultant to university counsel at New Mexico. "FERPA is so clear. We have no discretion."

At New Mexico, flight manifests and ticket lists, for example, are not "education records."

Texas Tech, however, has a different view. It heavily redacted ticket lists and job information but not flight manifests. When asked about the inconsistencies between schools, Texas Tech senior associate general counsel Victor Mellinger said, "They made a mistake. If they've got student names, they're protected by FERPA."

The current interpretation of the law gives schools wide latitude to decide what is and isn't public within nonacademic records. At one school, an "education record" is a document disclosing student grades and coursework, while at another, any document containing a student's name is deemed an "education record."

It's akin to a speeding law that makes it illegal for drivers to exceed the limit but never tells them the limit. So schools, in effect, can decide for themselves how fast or slow they want to go, and many drive slowly.

About a third of the public Bowl Subdivision universities are like Sunday drivers. They interpret the law so cautiously that virtually every record, document or report -- from the mundane to the inflammatory -- is stripped of athletes' names and other key details.

The federal Education Department, however, said there might be problems.

"It sounds like some institutions are using this act to hide things," said Paul Gammill, who recently took over the federal Education Department office that monitors FERPA compliance and interprets its intent. "Our office is as concerned about its use as its misuse."

Schools found to have a "policy or practice" of violating student privacy risk losing federal funding, including student financial aid, which has never happened during the past 35 years.

"If the federal guidance leaves latitude, then you're going to get different institutions interpreting it differently, because some of them want to disclose more and some of them don't," said Ohio Attorney General Richard Cordray. "That kind of guidance isn't very helpful. ... It's more like we're saying we're punting and leaving it up to you."

Cordray has pledged to work with Ohio universities to decide what is and isn't public. He said he also plans to take the issue to the National Association of Attorneys General and to press Congress for a clear definition.

Gee said that while FERPA lacks clarity, "Congress has other problems. It's not the biggest issue facing higher education."

And OSU Registrar Brad Myers questioned whether Congress should get involved in that level of detail.

"We've taken an approach that we think is very thoughtful, very serious," Myers said. "There isn't an exact, magic, definitional answer."

But without clearer definition from the Department of Education or Congress on access to university records, the law remains murky at best.

Scandals cloaked

Open records would help the public better understand the scandals that have rocked some of the most prominent athletics programs in the country in the past decade.

Ohio State has reported its own athletes to the NCAA for receiving money, housing and free dental care from boosters, cashing in on their notoriety, and failing drug tests.

At Oklahoma in 2006, three football players received pay from a booster for jobs never performed.

At Florida State, dozens of athletes from multiple sports, including football and men's basketball, cheated on tests.

Rogue boosters tripped up athletes and recruits at Alabama in 2002. The school faced the NCAA Committee on Infractions again in May because athletes misused the money they received to buy textbooks.

At Illinois in 2003, a booster befriended a recruit who went on to play for the Illini football team. For two years, the booster supplied the athlete with housing, car use and money for a no-work job.

All of those schools deleted names and many details of such violations from public records.

Those violations resulted in financial losses, damaged reputations and, in some cases, forfeiture of athletic victories.

The Final Four banners were removed from Ohio State's Value City Arena because of NCAA rule-breaking. That violation involved former men's basketball coach Jim O'Brien's gift of money to a potential recruit and illegal benefits and academic help given to another player. Those violations cost the school more than $1.3 million in legal fees and NCAA penalties.

Florida State currently is spending about $200,000 to appeal one sanction of its numerous NCAA penalties in the cheating scandal. It is trying to preserve football victories so that Bobby Bowden might retire as the winningest football coach in college history.

"We're never going to fix collegiate athletics unless they lift the veil of secrecy," said David Ridpath, an assistant professor of sport administration at Ohio University and a member of the Drake Group, a national network of college professors who lobby for academic integrity in college athletics. Many of their efforts are hampered by confining and conflicting interpretations of FERPA, they say.

"People need to know the truth," Ridpath said.

Athletes warned

To play college sports, athletes must forfeit some privacy, and most colleges tell them as much from the moment they enroll.

Schools require them to sign an NCAA waiver each fall that says, in part, "you agree to disclosure of your educational records."

Universities use similar waiver forms for various reasons, and they prove handy when the NCAA and universities want to publicly pat backs for academic achievement.

Yet, when it comes to providing information about athletes who have done something embarrassing or costly to their schools, university and NCAA officials are far less forthcoming.

But the NCAA waiver also says this: "Information regarding any infractions matter in which you may be involved may be published or distributed to third parties."

Critics of the broadly interpreted application of FERPA say the waiver allows release of information when an athlete runs afoul of its rules.

"I don't think it does," argued Kevin Lennon, vice president of academic affairs and membership affairs at the NCAA. He said the NCAA says it can speak publicly about an athlete only to clarify inaccurate media reports.

Critics say the NCAA, which is run by a board of college presidents, is the universities and that school officials act as agents of the NCAA when investigating rule-breaking. Universities, for example, investigate

themselves, set their own punishments and then report findings to NCAA officials for approval.

The federal Education Department says the waiver gives only the NCAA -- those who physically work in its Indianapolis headquarters -- permission to release information, if it so chooses. However, the waiver doesn't say that.

"The department's interpretation is flat-out crazy," said LoMonte, of the Student Press Law Center. "Once you have a signed waiver, you can't hide behind FERPA anymore."

Yet, the law seemed irrelevant last month when the NCAA publicly admonished an University of Iowa wrestler by name for shoving an opponent after a match.

Records opened

A university's cloak of privacy last year upended the life of an Ohio native and promising pitcher at Oklahoma State.

The NCAA and Oklahoma State invoked FERPA when they suspended sophomore Andy Oliver last May from the school's baseball team.

Oliver, of northeastern Ohio, hired a sports lawyer to help him decide whether to enter the amateur draft as a senior at Vermilion High School in 2006.

That lawyer sent a letter to the NCAA last May to report that Oliver had broken collegiate amateur rules because he hired an agent.

Oliver hired another lawyer, who asked to see the NCAA investigative file.

"They were claiming FERPA," said Rick Johnson, a Cleveland lawyer. "It's not an education record, but they say it is. And this is Andy asking for his file."

Johnson sued the NCAA in Ohio to restore Oliver's eligibility, and the NCAA wanted all documents filed in the case to be kept confidential.

David Price, NCAA vice president of enforcement, said that airing the case publicly would harm the organization's ability to investigate.

"Many of these sources (a) have requested and have been promised anonymity, and (b) could be adversely affected if their participation was disclosed," Price said in an affidavit. "Without an expectation of confidentiality, individuals are afraid to come forward with relevant information because they fear retaliation, accusations of disloyalty, media scrutiny, litigation, and so on."

An Erie County judge denied the NCAA's request this month, ruling that reports of rule-breaking are not education records.

In February, Judge Tygh Tone ordered Oliver back on the mound.

The incident has left Johnson wondering how many others have had similar NCAA experiences.

"How does the public know if these kids are getting a fair shake?" Johnson said. "Why is the public not allowed to know the athlete was caught cheating? Why is this so secret? It's only secret because they don't want the public to know what they do to these kids."

Whistleblower praised

Former Ohio State athletic director Andy Geiger tried the paternalistic

approach when he learned five years ago that former quarterback Troy Smith had accepted $500 from a booster.

"People don't need to know everything," Geiger told The Dispatch in 2004 when questioned about the allegation.

For days, Geiger and football coach Jim Tressel would not explain the broken rule that led to Smith's suspension from the Alamo Bowl that year.

Then Geoffrey Webster, a Columbus lawyer and Ohio State fan who uncovered the payment, went public.

Before giving money to Smith, booster Robert Q. Baker had tripped up at least two other Ohio State football players. But those problems didn't become public until after the Smith incident.

If not for Webster's intervention, it's impossible to know how many other players might have been approached by Baker, now banned by Ohio State from his luxury suite at Ohio Stadium. Baker was not banned until after public disclosure of the facts.

Smith's acceptance of the cash amounted to an NCAA misdemeanor. Such violations can result in lost playing time and requirements to pay money to a charity.

Schools report hundreds of secondary violations every year. They include cases of athletes gambling (Arizona, Ohio University and Toledo). They include cases of athletes using their scholarship book money to buy supplies for friends (Ball State, Florida State and Georgia). They include athletes providing alcohol to recruits (New Mexico, Ohio State and Texas Tech).

Most athletes involved in those cases were suspended from practice and games as punishment, making clear to observant fans that something was amiss. Coaches often say such players "violated team rules."

Even so, their secrets are safe at some universities because of FERPA.

From: <butchdavis@uncaa.unc.edu>
Sent: Tuesday, September 8, 2009 12:39 PM
To: Baddour, Dick <dbaddour@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: 2010 Schedule
Attach: TEXT.htm

Good Morning Dickie:

I had a brief conversation last week with Corey touching base about next year's schedule. I wanted to make sure that our one ACC request is that we host a Thursday night game during the fall break, similar to this year and because of the LSU game, we needed to move the William and Mary game to the second half of the season and that this is okay if necessary.

Butch

919-962-9141-office

919-962-9174-fax

From: <butchdavis@uncaa.unc.edu>
Sent: Thursday, November 19, 2009 3:10 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: FW: Football Series
Attach: TEXT.htm; image002.jpg

Please follow-up with Larry at your earliest possible convenience.

Thank you!

Butch Davis

Head Football Coach

UNC Tar Heels

919-962-9141

From: Keith Tribble [mailto:ktribble@athletics.ucf.edu]
Sent: Wednesday, November 18, 2009 6:21 PM
To: lgallo@uncaa.unc.edu
Cc: David Chambers; dbaddour@uncaa.unc.edu; butchdavis@uncaa.unc.edu
Subject: Football Series

Larry:

Great win last week against Miami. Please pass on my congrats to Butch. I know you have been working with Dave Chambers on the series but I just wanted to know if we are closer to getting the dates on the book. As I indicated to you it would work great for us to have you start the series in Orlando in 2013 and for us to return to Chapel Hill in 2014. I could also look at a series in 2017- 18 starting in Chapel Hill. I would love to wrap this up as soon as we can. Let me know if you have any questions or concerns. All the best.

Keith R. Tribble

Director of Athletics/Exec. VP

UCF Athletics Association, Inc.

P.O. Box 163555

Orlando, FL 32816-3555

407.823.2261 - Phone

407.823.1274 - Fax

ktribble@athletics.ucf.edu

www.ucfathletics.com

UCF_Knights_Head_H_3C

From: Beth Miller <bmiller@uncaa.unc.edu>
Sent: Thursday, February 13, 2003 9:50 AM
To: anson.uncaa.uncathletics; craddock.uncaa.uncathletics; derekg.uncaa.uncathletics; djp.uncaa.uncathletics; ebolowich.uncaa.uncathletics; fcswim.uncaa.uncathletics; heel37.uncaa.uncathletics; jb43.uncaa.uncathletics; jcallen.uncaa.uncathletics; jinman.uncaa.uncathletics; jsagula.uncaa.uncathletics; kcs.uncaa.uncathletics; lam.uncaa.uncathletics; md2344.uncaa.uncathletics; mfox.uncaa.uncathletics; saustin.uncaa.uncathletics; shatchell.uncaa.uncathletics; skhaney.uncaa.uncathletics; spaul.uncaa.uncathletics; uncwlax.uncaa.uncathletics
Cc: Gallo, Larry <athgallo@uncaa.unc.edu>; MacKinnon, Bob <bobmackinnon@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Harris, Stacey <sharris@uncaa.unc.edu>
Subject: 2003-04 GIA on-campus housing

Hi Everyone,

I now have housing contract applications for student-athletes who are currently in Univ. housing, have room as part of their GIA and would like to return next year. Please come by my office to pick them up or let Stacey Harris or me know how many you will need, and we will send them to you. They should NOT sign up on the WEB.

The process is as follows:

1. Coach gives housing contract application to student-athlete
2. Student-athlete completes form and takes it to the Cashier's Office in Bynum Hall to be validated by Mr. Blaise Faint, indicating they are receiving an athletic GIA
3. Student brings validated contract back to coach
4. Coach reviews contract and forwards to Beth Miller for room assignment
5. Due March 7, 2003

Coaches, I also need for you to give me a list of all of your rooming requests, freshmen and returning. Please put these in priority order for room location and indicate roommate preference, if you have one. I will work with you on this as much as possible to meet the requests.

For all returning student-athletes who do not have room as part of their GIA, they must go through the normal housing recontracting process, the same as all other students. Please make sure they know this so they don't miss the deadline. They can sign up on the WEB.

If you have any questions, please let me know.

Thank you,
Beth

From: "Peggy Cotton" <peggy_cotton@unc.edu>
Sent: Tuesday, October 12, 2004 3:39 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; coachmock@uncaa.unc.edu; Papa, Donna J. <djp@uncaa.unc.edu>; Collins', 'Don <dlcollin@email.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Gatz, Greg <ggg@uncaa.unc.edu>; Palladino', 'Bob <gwpall@aol.com>; Shelton, Karen <kcs@uncaa.unc.edu>; Lyczkowski', 'Mark <markorralo@aol.com>; Burnett, Michael <mburnett@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Whittlesey, Michael <mjwhit@uncaa.unc.edu>; Erlenbach, Randy <reswim@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Gotwals', 'Kandy <spiritxpress@aol.com>; Slingluff', 'Jennifer <uncwlax@uncaa.edu>; Smith', 'William <wmsmitty30@mac.com>
Cc: Wells, Lisa C. <lcwells@email.unc.edu>
Subject: 2005 Summer Conference Housing
Attach: TEXT.htm

Hi Everyone,

Believe it or not, our 2005 summer planning process is underway. I would like for you to provide me with your program's tentative dates, number of rooms, with or with/out linen and any other special requests within the next week. Also, feel free to use this opportunity to provide me with your 04 summer feedback.

Please do not hesitate to call if you should have any questions. Looking forward to working with you this upcoming summer!

Peggy

Peggy Cotton

Summer Conference Operations Manager

University of North Carolina at Chapel Hill

Department of Housing and Residential Education

Carr Building, CB# 5500

Chapel Hill, NC 27599-5500

Tel.: (919) 962-5239

Fax: (919) 843-0794

Email: <mailto:peggy_cotton@unc.edu> peggy_cotton@unc.edu

From: "Peggy Cotton" <peggy_cotton@unc.edu>
Sent: Friday, October 7, 2005 11:04 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; coachmock@uncaa.unc.edu; Papa, Donna J. <djp@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Gatz, Greg <ggg@uncaa.unc.edu>; Palladino', 'Bob <gwpall@aol.com>; Shelton, Karen <kcs@uncaa.unc.edu>; Lyczkowski', 'Mark <markorralo@aol.com>; Burnett, Michael <mburnett@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Whittlesey, Michael <mjwhit@uncaa.unc.edu>; Erlenbach, Randy <reswim@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Gotwals', 'Kandy <spiritxpress@aol.com>; Williams, Tracey <twilliams@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>; Smith', 'William <wmsmitty30@mac.com>
Cc: dallard@email.unc.edu
Subject: Summer Conference Housing Evaluation Survey
Attach: TEXT.htm; 05 Sum Conf Evaluation.doc

Hello everyone:

Please complete the attached evaluation survey document. It is very important that you complete this evaluation. You will need to return it to me by Friday, October 14th. Let me know if the deadline date is a problem. This survey will be used as a tool to help improve our summer operations services. We want to continue to help provide a better environment for your camps. If you should need to contact me I will be on vacation from October 10-14th. I will return on Monday, October 17th.

Peggy

Peggy Cotton

Summer Conference Operations Manager

University of North Carolina at Chapel Hill

Department of Housing and Residential Education

Carr Building, CB# 5500

Chapel Hill, NC 27599-5500

Tel.: (919) 962-5239

Fax: (919) 843-0794

Email: <mailto:peggy_cotton@unc.edu> peggy_cotton@unc.edu

2005 Summer Conference Housing Evaluation

This evaluation is to provide a constructive method of improving the operation of Summer Conference Operations. Please be honest and open in making your comments that is concerning yourself and other staff members. Return the completed evaluation to Peggy Cotton.

Overall did this year's summer conference operations fulfill your expectation?
(Circle one)
1 dissatisfied 2 dissatisfied 3 neutral 4 satisfied 5 very satisfied

What were your expectations?
(Comments: use other side of form for more space.)

How satisfied were you with the summer Community Director's overall performance?
(Circle one)
1 dissatisfied 2 dissatisfied 3 neutral 4 satisfied 5 very satisfied

How satisfied were you with the summer Community Coordinator's overall performance?
(Circle one)
1 dissatisfied 2 dissatisfied 3 neutral 4 satisfied 5 very satisfied

How satisfied were you with the Summer Assistants overall performance?
(Circle one)
1 dissatisfied 2 dissatisfied 3 neutral 4 satisfied 5 very satisfied

How satisfied were you with the Conference Manager's overall performance?
(Circle one)
1 dissatisfied 2 dissatisfied 3 neutral 4 satisfied 5 very satisfied

How satisfied were you with the Assistant Director's overall performance?
(Circle one)
1 dissatisfied 2 dissatisfied 3 neutral 4 satisfied 5 very satisfied

How satisfied were you with maintaining cooperative lines of communication with the summer conference staff?
(Circle one)
1 dissatisfied 2 dissatisfied 3 neutral 4 satisfied 5 very satisfied

Was the Community Director consistent with contacting you or staff promptly during emergencies and when important situations occurred in a timely manner?
(Circle one)

(If, No explain) *Yes* *No* *Sometimes*

What is the best process and mode of communications for you to successfully be notified or contacted? *(Comment)*

Would you and your staff like to have a mandatory meeting *(scheduled prior to your arrival or during your arrival day)* **with the Community Directory and Community Coordinator?**
(Circle one)

(Explain Why) *Yes* *No* *Sometimes*

Did you have problems with trash issues?

(If, Yes explain) *Yes* *No* *Sometimes*

Did you have problems with the check-in and out procedures?

(If, Yes explain) *Yes* *No* *Sometimes*

Did you request a walk through (to check all of your participants' rooms) with a summer conference staff prior to your departure?

(If, No explain why) *Yes* *No*

Did you experience any problems with your linen request?

(If, Yes explain) *Yes* *No* *Sometimes*

Where you pleased with our staff's customer service?
(Circle one)
1 dissatisfied *2 dissatisfied* *3 neutral* *4 satisfied* *5 very satisfied*

Identify any negative aspects about your Summer Conference Housing experience.
(Comment)

Identify any positive aspects about your Summer Conference Housing experience.
(Comment)

Name _____

The University of North Carolina at Chapel Hill
Division of Student Affairs
Department of Housing and Residential Education

Conference Services Rates 2006

May 31 – July 31, 2006

CAMPUS HOUSING RATES*

Air-Conditioned with Linens		
Daily	Weekly	Monthly
$51.00	$306.00	$1,122.00

Air-Conditioned without Linens		
Daily	Weekly	Monthly
$41.00	$246.00	902.00

NON Air-Conditioned with Linens		
Daily	Weekly	Monthly
$42.00	$252.00	$924.00

NON Air-Conditioned without Linens		
Daily	Weekly	Monthly
$36.00	$216.00	$792.00

- PLEASE NOTE: ALL RATES ARE CHARGED ON A PER-ROOM BASIS.

From: Beth Miller <bmiller@uncaa.unc.edu>

Sent: Monday, February 26, 2007 5:12 PM

To: Dorrance, Anson <anson@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Comfort, Frank <fcswim@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>

Cc: Calder, Andrew <acalder@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; Holbrook, Chad <cholbrook@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Warren, Kendra <coachmack@uncaa.unc.edu>; Somoano, Carlos <csomoano@uncaa.unc.edu>; Vogt, Catherine <cvswim@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Ducar, Chris <ducar@uncaa.unc.edu>; DeSelm, Rich <richdeselm@uncaa.unc.edu>; Harris, Stacey <sharris@uncaa.unc.edu>

Subject: 2007-08 Housing

Attach: Text.htm

Folks,

We now have the housing Residence Hall Application forms for your GIA student-athletes who will live on campus next year. Please come by to pick them up for your team or let Stacey or me know how many you need and we will send them to you. If upperclassmen with room GIA want to be in a GIA room, they should not register online; however, if they do not have room GIA, they MUST register on line with other students.

The process is the same as the past several years....The Residence Hall form will need to be completed by the athlete, taken to the cashier's office for scholarship validation, returned to you and then you will send the completed, validated forms to me. I would like to have these forms by March 23, which is the week after Spring Break.

Also, I need a list of the incoming freshmen you want to help with on campus housing, with PID (if you have it), ASAP. Some of you have already sent your freshmen names, but I do not have PID numbers. I will send this list to housing so they can pull those online applications and not assign them to a random room. It is difficult moving athletes to a GIA room once they are assigned randomly by housing, so I would like to prevent as much of this as possible.

Once again, thank you for your attention and cooperation with this process. If you have any questions, please let me know.

Beth

Housing & Residential Education
The University of North Carolina at Chapel Hill

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
SUMMER CONFERENCE RESERVATION FORM
Summer 2008

Date Submitted: _____

Conference/Group Name _____
Conference/Group Contact: _____
Contact Address: _____
_____
Telephone Number: _____ Email: _____

Dates Requested: _____
Number of Rooms Requested _____
Age Group of Participants: _____

**Do not include in this section the number of staff and staff rooms.*
***A guaranteed number must be given 14 days prior to arrival or the original count will be billed.*

Group Staff Presence

Provided by group, please check one

( ) NO
( ) If YES, please provide *Number of Staff* _____

- *Number of Staff in Single Room(s)* _____
- *Number of Staff in Double Room(s)* _____

Special needs:

Payment Method

( ) Check
Billing Name: _____
Billing Address: _____
_____
_____

( ) AJ-1
Billing Dept: _____
Billing Dept. Code: _____
Account Number: _____
Billing Address: _____
_____
_____

Building Preference

Please see page 3 for building availability and assignment priority system.

1. _____
2. _____
3. _____

Check In / Check Out

- Check in/Check out location: _____
- Check in date and time: _____
- Check out date and time: _____
- Special Needs: _____
- Desk / Staffing Needs: _____

- Early Arrivals?
  - No
  - Yes # _____
    - Date: _____
    - Time: _____

Departmental Sponsorship

A. Are you sponsored by a UNC-CH department? ***(circle one)*** ***Yes*** ***No***

(Note: Departmental sponsorship means that revenue generated from the conference/camp must revert back to the sponsoring department. ***Groups not sponsored by a campus department are required to show proof of $1 million liability insurance policy naming the University as beneficiary.*** *A copy of the policy must be submitted with the signed Summer Operations contract.)*

B. If yes:

Department name _____

Your signature: _____

Department Chairperson's signature: _____

Special Request *For adult and educational groups, and conference/camp personnel only*

Linens requested? *(circle one)* Yes No

Linen packet includes 2 sheets, 1 towel, 1 pillowcase, soap, and cup

Pillows requested? *(circle one)* Yes No

Blankets requested? *(circle one)* Yes No

Telecommunication Services requested? *(circle one)* Yes No

Phones required:	YES	# _____	NO
Cable required:	YES	# _____	NO
Internet availabilities required:	YES	# _____	NO

Special needs:

Participants with disabilities? *(circle one)* Yes No

If yes, list needs: _____

Office/Meeting space requested? *(circle one)* Yes No

If yes, where? _____

Other requests: _____

Additional Campus Services

Please (√) an interest in any of the following services:

**See page 4 for UNC's Service Referral List for contact information.*

( ) ***Parking*** arrangements.
( ) ***Dining/Catering*** arrangements.
( ) ***Gym/pool passes.***
( ) ***Computer lab*** reservations.
( ) ***Classroom*** reservations in an academic building.
( ) ***Meeting Space*** within Housing Seminar Classrooms
( ) ***Union*** reservations.
( ) ***One Card Access*** (pre-pay for campus services; all on one card)
( ) ***Outdoor Recreation Center*** reservations.
( ) ***Conference Planning Assistance*** (Friday Center can handle all event planning details)

2008 CONFERENCE BUILDING AVAILABILITY

Building	**Occupancy**	**A/C**
Alderman	89	Yes
Avery	226	Yes
Aycock	99	Yes
Craige	633	95/AC
Craige North	231	Yes
Ehringhaus	626	114/AC
Graham	93	Yes
Hardin	190	Yes
Horton	276	Yes
Kenan	133	Yes
McIver	85	Yes
Morrison	856	Yes
Parker	167	Yes
Ram Village (Adult Conferences)	913	Yes
Ruffin	97	Yes
Spencer	148	Yes
Teague	170	Yes
Whitehead	99	Yes

ASSIGNMENT PRIORITY SYSTEM

1. ***Summer School***
2. ***C-TOPS Orientation***
3. ***Summer Bridge, Project Uplift, Upward Bound***
4. ***Faculty/Educational groups with departmental sponsors***
   a. These groups will be placed in priority order based on the size of the group.
   **Larger groups accommodated first.*
   b. Revenue must revert back to the sponsoring department.
5. ***Athletic/Youth groups with departmental sponsorship***
   a. Placed in priority order based on the size of the group.
   b. Revenue must revert back to sponsoring department.
6. ***Faculty/Educational groups without departmental sponsorship***
   a. Placed in priority order based on the size of the group.
   b. Must provide proof of one million dollar liability insurance policy.
   Athletic/Youth groups without departmental sponsorship
   a. Placed in priority order based on the size of the group.
   b. Must provide proof of one million dollar liability insurance policy.
7. ***Any non-University sponsored groups***
   a. Must provide proof of one million dollar liability insurance policy.

Please complete and return to:

Conference Housing
CB #5500
SASB
Chapel Hill, NC 27599
summeroperations@unc.edu
919.962.1588

2008 Campus Service Providers List

Department	Contact Person	Email Address	Phone #
Classroom Reservation Scheduling	Karla McClure	scheduling_office@listserv.unc.edu	(919) 962-6093
One Card Office	Nathan Shafer	NSS@aux-services.unc.edu	(919) 962-1385
Campus Recreation *(Access to Gym & Pool)*	Paul Dunlop (Gym) Eamonn Lanigan (Pool)	pdunlop@email.unc.edu elanigan@email.unc.edu	(919) 962-7285 (919)962-2268
Carolina Dining Services *(Rams Head-Chase Dining Halls)*	Skip Herrod, Food Services Director	JLHERROD@aux-services.unc.edu	(919) 843-9661 (O) (919) 730-1095 (C)
Carolina Catering Services	Neal Petersen	napeterson@aux-services.unc.edu	(919) 962-0336
Parking & Transportation	Nancy Fearrington	nbf@dps.psafety.unc.edu	(919) 962-4424 (Main ofc.- 962-3951) (Fax- 962-2572)
Friday Center *(Conference Planning Assistance)*	Gloria Farrar	gfarrar@email.unc.edu	(919) 962-2598
Carolina Union *(Meeting Room Reservations)*	Erika Bozeman	Boze2004@email.unc.edu	(919) 962-4408 (919) 962-3719
Challenge Course "Ropes" Program	Lizzie Lange	challengecourse@unc.edu	(919) 962-4179
Production Services	Geoff Baldwin	gbaldwin@unc.edu	(919) 962-6887
ResNet	Chris Williams Jeremy Buenviaje, Asst.	scorcher@email.unc.edu	(919) 259-3294 (919) 259-3296
Summer Operations Director	Scott Iverson	siverson@email.unc.edu	(919) 962-2063
Coordinator for Conference Operations	Vacant		
Assistant Coordinator for Conference Operations	Vacant		(919) 962-5239

Please use this list for referral information for campus services. You are encouraged to contact the department directly as soon as possible if you will need services for your particular program or camp.

From: Beth Miller <bmiller@uncaa.unc.edu>

Sent: Friday, January 11, 2008 4:00 PM

To: Dorrance, Anson <anson@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; DeSelm, Rich <richdeselm@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>

Cc: Calder, Andrew <acalder@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Somoano, Carlos <csomoano@uncaa.unc.edu>; Vogt, Catherine <cvswim@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Ducar, Chris <ducar@uncaa.unc.edu>; Paradine, Greg <gparadine@uncaa.unc.edu>; Holbrook, Jennifer <jholbrook@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Faustin-Parker, Nadine <nfaustinparker@uncaa.unc.edu>; Harris, Stacey <sharris@uncaa.unc.edu>

Subject: Housing for 2008-09

Attach: TEXT.htm

Folks,

I understand some in-coming freshmen have received a mailing from the admissions office that includes housing information.

I wanted to let you know that, as far as I know now, our housing assignment process will be the same as last year:

1. Freshmen complete the online housing application.....you MUST send me a list of the freshmen you want to help with housing location, including PID #, when you get it. If you don't send me the names, housing will assign them a room, rather than us.

2. Send me a list of your incoming freshmen with roommate preferences. The names should be in priority order for housing location.

2. Returning student-athletes, with room as part of his/her GIA, will complete a paper Housing Re-Contract form. I will let you know when I receive these forms, so you can get them and give to your student-athletes.

3. A returning student-athlete who DOES NOT have room as part of his/her GIA, MUST follow the online housing sign-up process, just as all other students.

***Very soon, I will need to give the housing office an estimation of the number of apartments we will need in Ram Village. Please check with your returning student-athletes and let me know how many, with roommates, would like to be in a Ram Village apartment next year. These must be upperclassmen with room as part of their GIA.

If you have any questions, please let me know. I will send further information when I receive it from housing.

Thanks,
~Beth

From: Beth Miller <bmiller@uncaa.unc.edu>

Sent: Thursday, February 21, 2008 4:40 PM

To: Dorrance, Anson <anson@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; DeSelm, Rich <richdeselm@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>

Cc: Calder, Andrew <acalder@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; Holbrook, Chad <cholbrook@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Vogt, Catherine <cvswim@uncaa.unc.edu>; Ducar, Chris <ducar@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Faustin-Parker, Nadine <nfaustinparker@uncaa.unc.edu>; Sander, Tom <pacman@uncaa.unc.edu>; Harris, Stacey <sharris@uncaa.unc.edu>

Subject: Returning Student-Athlete Housing for 2008-09

Attach: TEXT.htm

Folks,

As I mentioned in our Head Coaches' meeting on Tuesday, we have the 2008-09 Housing Re-Contracting forms available. These are for current student-athletes, with room as part of their athletic scholarship, who wish to live on-campus next year. You can let Stacey or me know how many forms you need and we will send them to you, or you can come by my office to pick them up. These forms must be completed for all on-campus housing requests.....residence halls and Ram Village Apts. There is a separate form for athletes who are living off-campus, but want to live on-campus next year. Please specify if you need any of the off-campus to on-campus forms.

The completed forms are due to me by March 19, 2008.

PROCEDURE:

1. Coach obtains housing forms and distributes to athletes

2. Athlete completes form and takes it to the Cashier's Office (2215 SASB North) for GIA validation

3. Athlete returns validated form to coach

4. Coach submits forms to Beth Miller by MARCH 19, 2008

If you have any questions, please let me know.

Thanks,
~Beth

From: Beth Miller <bmiller@uncaa.unc.edu>

Sent: Wednesday, January 12, 2011 4:01 PM

To: Anson Dorrance <anson@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Donna J. Papa <djp@uncaa.unc.edu>; Elmar Bolowich <ebolowich@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Butch Davis <pbdavis@ad.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Jenny Slingluff-Levy <uncwlax@uncaa.unc.edu>

Cc: Andrew Calder <acalder@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Dick Baddour <dbaddour@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>

Subject: 2011-12 Housing

Attach: TEXT.htm

Folks,

Below is some information regarding on-campus housing for 2011-12.....as far as I know, the housing assignment process will be the same as last year:

1. The first thing: Please let me know the student-athletes who would like to live in Ram Village, so I can try to accommodate them as much as possible These are only upperclassmen with ROOM as part of their Grant-in-Aid. I need these names by Jan. 28 !!

2. If you have student-athletes who do not have room as part of their GIA and would like to live in Ram Village, they should go through the regular housing sign-up process, which I previously sent to you. You can submit those names to me, also.....but indicate they do not have room GIA. I'll put them on a waiting list to be considered, if they do not receive an apartment through the regular housing process. I will not know until May or June if they can be accommodated, so they should consider other housing alternatives, in case they do not get in Ram Village.

3. The priority for Ram Village will be given to those with room GIA, with preference based on class, ie Sr., Jr., Soph. If spaces are still available, those with GIA that does not include room will be considered, based on class.

4. Freshmen complete the online housing application.....you MUST send me a list of the freshmen you want to help with housing location, including PID #, when you get it. If you don't send me names, the housing office will assign them a room, rather than us.

5. When you send me the list of incoming freshmen, please include roommate preferences. The names should be in priority order for housing location. Feel free to suggest a dorm and I'll locate them accordingly, dependent upon available space.

6. Returning student-athletes, with room as part of GIA, will complete a paper Housing Re-Contract Form. I will let you know when I receive these forms, so you can get them and give to your student-athletes. They will complete the form, take it to the cashier's office for GIA validation, return the form to you and you get it to me.

7. A returning student-athlete who DOES NOT have room as part of his/her GIA, MUST follow the University online housing sign-up process, just as all other students. Please tell them not to miss the housing deadlines, if they want to remain on campus.

If you have any questions regarding this process, please let me know.

Thanks,
~Beth

Mack, Ken

X-GWTYPE:	USER
Full Name:	Mack, Ken
Telephone Number (Work):	843-2000
Organization:	;Education Foundation
Electronic Mail Address (Work Preferred Ngw):	kmack@uncaa.unc.edu
Name:	Ken Mack

vCard Version: 2.1

From: Comm Lines, Char/SCIC <Dan.Orner@thehartford.com>
Sent: Friday, October 26, 2007 9:57 AM
To: cholliday@unc.edu; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; obarnes@email.unc.edu; Mercer, Robert <rmercer@uncaa.unc.edu>
Cc: barth@email.unc.edu; jchoate@email.unc.edu
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: Fellow Tar Heel Dan Orner
Attach: TEXT.htm; CORE.doc

FYI:

Just wanted to reach out to fellow Tar Heels see if there might be of any seniors with interest for the job below (see word doc.) starting in January. Please pass this on to any interested and have them contact me if they have any questions. They would start with a competitive base $40k+ and basically get paid to get your masters in insurance with out having to go to grad school. They basically are looking for candidates with strong work ethic and quality individuals.

<<CORE.doc>>

Dan Orner
Middle Market Sales Underwriter
The Hartford Insurance Co.
8711 University East Drive
Charlotte, NC 28213
Phone: (877) 853-2582 ext.:7703
Fax: (704) 921-4678
Email: dan.orner@thehartford.com
All New Business Submissions go to:

MMNBCharlotteSSO@thehartford.com OR Fax: 1-(800) 270-4946
ALL ENDORSEMENT REQUESTS: agency.services@thehartford.com OR EBC
Electronic Business Center: <http://ebc.thehartford.com/>
NEW MIDDLE MARKET WEB-SITE: <http://mb.thehartford.com/>
Hartford Financial Products: http://www.hfpinsurance.com
Hartford Bond Department: www.1stepsurety.com
> Request for Loss Runs:
> salossrunsteam@thehartford.com or
> fax 1-877-905-0457

> _____
> From: Zulueta, John (Comm Lines, Detroit/RO)
> Sent: Friday, October 26, 2007 9:29 AM
> To: Orner, Dan (Comm Lines, Char/SCIC)
> Subject: CORE.doc
>
>

****
This communication, including attachments, is
for the exclusive use of addressee and may contain proprietary,
confidential and/or privileged information. If you are not the intended
recipient, any use, copying, disclosure, dissemination or distribution is
strictly prohibited. If you are not the intended recipient, please notify
the sender immediately by return e-mail, delete this communication and
destroy all copies.
****

Underwriter Trainee
The Hartford Financial Services Group—FORTUNE 100
Location: San Antonio, TX or Charlotte, NC

WHY JOIN THE HARTFORD?
Founded in 1810, The Hartford Financial Services Group, Inc. is one of the nation's largest investment and insurance companies in the U.S. To millions of our customers -- businesses, groups and individuals -- The Hartford stag logo is a trusted symbol of dependability. As a global leader in insurance, asset management, and financial service products, we offer professionals every possibility for growth. Whether we're helping customers or building careers, we're experts at creating the kind of advantages that help people reach their goals.

WHAT ARE WE LOOKING FOR?
- A bachelor's degree in Risk Management and Insurance, Business Administration, Finance and Accounting, Economics, Marketing, or Liberal Arts with a cumulative GPA of 3.0 or above or an equivalent combination of education and experience is preferred.
- Excellent written and verbal communication with strong sales and marketing skills.
- Strong sales and business acumen.
- High energy self starter, good decision maker with an entrepreneurial spirit.
- Solid time management skills.
- Computer savvy- experience with MS office suite.
- Mobility to relocate is required to San Antonio, TX or Charlotte, NC---relocation assistance provided by The Hartford.

WHAT IS THE COMPENSATION OPPORTUNITY?
At The Hartford, our compensation philosophy is simple: we pay competitive salaries and we reward performance. In addition, you will be eligible to participate in our comprehensive benefits program including medical insurance, a 401(k) Plan, an Employee Stock Purchase Plan and more.

WHAT ARE THE RESPONSIBILITIES OF THE POSITION?
The Commercial Underwriting trainee program is designed to prepare you for the commercial insurance market.

- Trainees complete a formal 16 week training program in San Antonio, TX or Charlotte, NC. This program is the 1st phase of several levels of training that will continue throughout your career in underwriting.
- Achieve standards established for success in the program by completing daily assignments, including reading of text materials, completion of on-line courses, case study work, exams, and general activities.
- Actively participate in class by asking questions, volunteering answers, and assisting teammates as appropriate.
- Participate fully with the other trainees on any group/team activities, as assigned by the training manager.
- Adhere to The Hartford's employment policies and procedures, including attendance and professionalism in the workplace.

Beyond the 16 week training period you will:
- Build and leverage personal relationships with key customers that allow The Hartford to obtain new accounts as well as retain and expand sales to existing accounts. Identify customers needs and demonstrate how The Hartford's products and services can meet those needs.
- Achieve the operating plan objectives via new business production through frequent interaction with assigned agents in order to significantly increase The Hartford's penetration of the agent's existing books of business.
- Review insurance policy submissions and determine appetite to underwrite, underwrite and price new renewal business, and present quotes to the agent.
- Maintain knowledge of the regional office strategic direction and plan, including goals and objectives to achieve profit and growth.
- Become the carrier of choice by communicating, publicizing, and providing training to agents and their staff on new products and programs.
- Plan and prioritize work activities to achieve desired results within necessary time frames.
- Effectively use on-line resources, automation tools, and computer software packages.
- Continuously develop and strengthen the skills required for success in the sales underwriting position to prepare for additional responsibility.

WHAT ELSE CAN YOU TELL ME?

The Hartford's Underwriting Development Program can be the route to a life-long business career in commercial underwriting. Working within an entrepreneurial environment, our development programs will give you technical underwriting skills and knowledge to be and integral part of our world class insurance company.

From: "Schoeneck, Joe" <Joe.Schoeneck@ejgallo.com>

Sent: Wednesday, January 16, 2008 9:51 AM

To: (email.unc), Jay Anhorn <anhorn@email.unc.edu>; (unc), Carl Anderson <Carl_Anderson@unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; (unc), Donna Bauman <donna_bauman@unc.edu>; (email.unc), Richard A Gooner <gooner@email.unc.edu>; (unc), Julie Pendergraph <jmpender@email.unc.edu>; (uncaa.unc), Lindsey Nichols <lnichols@uncaa.unc.edu>; Lane, Laura R. <lrlane@email.unc.edu>; (unc), Lisa Bowden <ltbowden@email.unc.edu>; (unc), Marcia B Harris <Marcia_harris@unc.edu>; (unc), Nicholas M Didow <Nick_Didow@unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; (unc), Patricia Harms <patricia_harms@unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; (unc), Jeff Sackaroff <sackarof@email.unc.edu>; (unc), Timothy J Stiles <tim_stiles@unc.edu>; (unc), Vergie A. Taylor <vataylor@email.unc.edu>; (unc), Lora Wical <wical@unc.edu>

Cc: Harkness, Jarron <Jarron.Harkness@ejgallo.com>; Casey, Jim <Jim.Casey@ejgallo.com>; Wilson (Waehner), Michelle <Michelle.Wilson1@ejgallo.com>; Hsiao, Thomas <Thomas.Hsiao@ejgallo.com>

Subject: E&J Gallo Winery On-Campus Recruiting at UNC

Attach: TEXT.htm

Hello. My name is Joe Schoeneck and I will be taking over for Thomas Hsiao as the Regional Manager of Recruiting and Training for the E&J Gallo Winery. I wanted to take this opportunity to introduce myself to you as we enter into this semester's recruiting events. I have been with the E&J Gallo Winery for seven years and have held many different positions varying from sales to brand marketing. I was recruited on campus and have graduated from the same Management Development Program that we recruit for on your campus, so I know the importance of the program and everyone involved in the success of it. I am thrilled to be working with each of you and am confident that together we can help graduating students meet their potential in the professional world. I am looking forward to meeting each of you and will be reaching out for you individually over the next week to discuss the past, present, and future of recruiting efforts on your campus. In continuing to offer students and faculty all we can, please do not hesitate to reach out for me if there is anything I can do for you or for your students.

All the Best,

Joe

Cell (407) 619-3283

Joe Schoeneck | Regional Manager: Training & Recruiting | Phone: 704.759.2041 | Fax: 704.759.0923 | Email: joe.schoeneck@ejgallo.com
<mailto:joe.schoeneck@ejgallo.com>

**** This message is for the designated recipient only and may contain privileged/confidential information. If you have received it in error, please delete and notify the sender immediately. Any other use of the email by you is prohibited ****

From: "Butch Davis" <butchdavis@uncaa.unc.edu>
Sent: Tuesday, December 9, 2008 7:03 AM
To: Williams, Andre <awilliams@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: FW: ACC Internship (For Seniors)
Attach: ACC Internship 2009.doc; Sun Sports Production Job_Description.doc; ACC Job Description.doc; Disney Job Description.doc; FOX Job Description.doc; Orange Bowl Committee Job_Description.doc; Sun Sports Marketing Job_Description.doc

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-----Original Message-----
From: Spencer B. Welborn [mailto:welborn@uncaa.unc.edu]
Sent: Monday, December 08, 2008 4:18 PM
To: -Head Coaches
Cc: Brent Blanton; Cynthia Reynolds; Kym N. Orr; Wayne Walden
Subject: ACC Internship (For Seniors)

Coaches:

Please share the attached flyer with all of your seniors.

This internship is through the ACC for ethnic minorities and women who are interested in pursuing a career in sport management. I have attached a flyer describing the internship and a job description for each individual internship.

Advisors, please let me know if you have seniors who you think would be interested as well.

Thanks so much,

Spencer Welborn

Spencer B. Welborn
Academic Counselor
Academic Support for Student-Athletes
Kenan Field House
919-843-2328
welborn@uncaa.unc.edu
www.tarheelblue.com

(mailto:welborn@uncaa.unc.edu)

ATLANTIC COAST CONFERENCE INTERSHIP!!!

Nominations are Due January 28
(See Spencer by Jan. 5)

What: ACC Futures Internship
When: August 2008 – June 2009 (1 calendar year)
Where: Greensboro, NC: Orlando, FL: Atlanta, GA: or Miami, FL
Who: Minority Males and All Women(Seniors)

The ACC Futures Program

Atlantic Coast Conference, Sunshine Network,
FOX Sports Net South, Disney's Wide World of Sports

PROGRAM DESCRIPTION

In August of 1995, the Atlantic Coast Conference joined with regional sports television networks Home Team Sports, now Comcast (Washington, DC), Sunshine Network (Orlando, FL), and FOX Sports Net South (Atlanta, GA) in a landmark six-year agreement to televise over 350 hours of special ACC programming annually. That agreement was renewed and expanded in 2001. Highlighting the yearly coverage is a live 22-game women's basketball package, 30-game men's basketball package, a live eight-game baseball package, overall coverage of 22 ACC Championship events, and the weekly ACC *Live* magazine highlight show. Cumulatively, the agreement provides the member institutions of the ACC the best broadcast of Olympic-sport television coverage in the country.

In November of 1997, the Atlantic Coast Conference and Disney's Wide World of Sports began their partnership when Disney hosted the 1997 ACC Men's Soccer Tournament. Disney has since hosted the 1998, 1999, and 2000 Baseball Blast, the 1998 ACC Outdoor Track and Field Championships, the 1998 ACC Women's Soccer Tournament, the 1999 ACC Volleyball Championship, and the 2001 ACC Spring Sports Festival.

As an additional aspect of the programming and event relationships, the five entities also committed to develop a special internship program for graduating minority student-athletes at Atlantic Coast Conference universities (currently only five). **Six interns will be selected each year**, with a start date of August 1. Two internships will consist of one year in the ACC Office in Greensboro, NC; one internship will consist of one year with FOX Sports Net South in Atlanta, GA; another internship will consist of one year with the Sunshine Network in Orlando, FL; and the final internship will consist of one year with Disney's Wide World of Sports in Orlando, FL. The intention of the programs is to provide the interns with a strong background in televised sports, athletics administration, or event management. The ultimate goal is to produce qualified candidates for employment in intercollegiate athletics, the television industry, or event management.

Selection of the six interns will be made by administrators from the Atlantic Coast Conference, Sunshine Network, FOX Sports Net South and Disney's Wide World of Sports.

If you are interested in any of the internships listed please contact Spencer Welborn in Academic Services or email him at wellborn@uncaa.unc.edu

BY JANUARY 5

Production Internship

Number of Positions Available: 1
Location: Orlando, FL

Internship Overview

The intern will be involved in all aspects of planning, production, and daily operations for original programs airing on Sun Sports & FSN Florida. The networks' production department creates a wide variety of programming, ranging from live professional and college game coverage, pregame and postgame coverage, and original studio-based shows.

The intern's duties will include:

- Coordination of production information sheets for studio productions
- Research and prepare show topics
- Participate in weekly planning meetings to coordinate event coverage
- Coordinate & prepare content for studio show graphics
- Assist in field production; work with feature producers and camera operators on event coverage and interviews
- Regularly pitch content and segment ideas; help determine questioning and content for planned interviews, features, and shows
- Assist in feature production; log interviews and feature content, making recommendations for stories with feature producers and editors
- Assist in show preparation with studio show producers; work with show rundowns, assist in the control room during live studio shows
- Assist in writing and editing process

The intern will also be given opportunities to observe and participate in live sporting event production.

Company Overview

Sun Sports and **FSN Florida**, part of Fox Sports Net, are two regional sports networks serving fans primarily in the state of Florida. Offering one of the most comprehensive regional sports TV schedules in the country, **FSN Florida** and **Sun Sports** are home to Miami Heat and Orlando Magic basketball, Florida Marlins and Tampa Bay Devil Rays baseball, and Tampa Bay Lightning and Florida Panthers hockey as well as multi-sport coverage featuring the University of Florida, Florida State University, and the University of Miami.

Sun Sports and FSN Florida also produce a variety of original studio shows in Orlando, including extensive live pre and postgame coverage of college football, the Emmy Award winning *Chevy Florida Fishing Report*, the behind-the-scenes series *Under The Lights*, and a Monday night college football talk show, *Tailgate Overtime*. The studio is located on the backlot of Universal Studios Florida, in Orlando.

This environment provides an excellent opportunity for students interested all aspects of sports television to receive hands-on working experience in the industry. The two networks produce over 1000 live events per calendar year.

Qualifications

Sun Sports / FSN Florida aims to provide a positive environment for students to supplement their education with hands-on working experience in the television industry. This experience will prepare interns for a future career in sports television. Sun Sports / FSN Florida works actively with colleges to ensure applicants meet necessary criteria set forth by the student's university.

Student Guidelines

Students will be selected for the internship based on an interview with a representative of Sun Sports / FSN Florida, letters of recommendation, and the student's passion and interest in starting a career in sports television. Our goal is for interns to learn through active participation in the television production process.

Atlantic Coast Conference

Championships Intern Responsibilities

- Assist the ACC Associate Commissioner and the Assistant Director of Championships in the planning and administration of 21 ACC Olympic Sports Championships (11 women's and 10 men's), in the following areas:

    - Preparing and updating championship manuals
    - Producing all neutral site credentials and parking passes
    - Coordinating site logistics such as hospitality, signage, awards and various other duties particular to each championship
    - Preparing officials and medical staff information
    - Communicating with host institutional personnel/neutral site staff
    - Summarizing and filing post-championship surveys
    - Organizing, sorting, packaging and delivering all Championship gifts

- Prepare supplemental material for conference sport committee meetings, as well as produce and distribute minutes from these meetings. *(Please see attached, sample schedule of Committee Meetings from 2008-2009.)*
- Assist in the preparation of the Sport Committee Report and supplemental documents.
- Assist with the research, organization, and charting of information for future ACC Championship endeavors and projects
- Serve as the primary ACC contact to various vendors of championship participant gifts and equipment (prepare charts with contact and shipping information)
- Provide championship and campus information for the official Atlantic Coast Conference website, www.theacc.com.
- Assist with the preparation of regular season policies and procedures guides.
- Update and maintain the Sportsmanship Incident Chart for all Olympic Sports.
- Extensive use of Microsoft Word (charts, memorandums, calendars), Microsoft Excel (budget projects), Microsoft PowerPoint (presentations), Internet Explorer (research) and Adobe InDesign and Acrobat (manuals).
- Travel to all Olympic Sport championships and assist in various capacities. *(Please see the attached, sample Championship schedule from 2008-2009.)*
- Package necessary equipment and signage for use at the Championships.
- Oversee inventory of championship equipment.
- Various other duties as assigned by the Championships department.

2008-2009 ACC CHAMPIONSHIPS

Men's and Women's Cross Country	University of North Carolina	November 1, 2008
Women's Soccer	WakeMed Soccer Park (Cary, NC)	November 5, 7, & 9, 2008
Field Hockey	Duke University	November 6, 7 & 9, 2008
Men's Soccer	WakeMed Soccer Park (Cary, NC)	November 11, 12, 14 & 16, 2008
Women's Swimming and Diving and Men's Diving	University of Maryland	February 18 – 21, 2009
Men's Swimming	University of Maryland	February 25 – 28, 2009
Men's and Women's Indoor Track	Virginia Polytechnic Institute & State University	February 26 – 28, 2009
Wrestling	Virginia Polytechnic Institute & State University	March 7, 2009
Women's Golf	Sedgefield Country Club (Greensboro, NC)	April 17-19, 2009
Men's and Women's Outdoor Track and Field	University of Miami	April 16-18, 2009
Men's and Women's Tennis	Cary Tennis Center (Cary, NC)	April 16-19, 2009
Men's Golf	The Old North State Club, Uwharrie Point (New London, NC)	April 17-19, 2009
Rowing	Lake Hartwell (Hosted by Clemson University)	April 18, 2009
Women's Lacrosse	Virginia Polytechnic Institute & State University	April 23, 24 & 26, 2009
Men's Lacrosse	University of North Carolina	April 24 & 26, 2009
Softball	North Carolina State University	May 8 - 10, 2009
Baseball	Durham Athletic Park (Durham, NC)	May 20-24, 2009

2008-2009 COMMITTEE MEETINGS/CONFERENCE CALLS
(Chronological)

Sport	Location	Meeting Date	Time
Baseball	Board Room	Thursday, September 4, 2008	11:00 a.m. – 4:00 p.m.
M&W Swimming	Board Room	Tuesday, September 9, 2008	11:00 a.m. – 4:00 p.m.
Softball	Board Room	Wednesday, September 10, 2008	11:00 a.m. – 4:00 p.m.
Wrestling	Board Room	Thursday, September 11, 2008	11:00 a.m. – 4:00 p.m.
Track	Board Room	Wednesday, September 17, 2008	11:00 a.m. – 4:00 p.m.
Women's Lacrosse	Board Room	Monday, September 22, 2008	11:00 a.m. – 4:00 p.m.
Men's Lacrosse	Board Room	Tuesday, September 23, 2008	11:00 a.m. – 4:00 p.m.
Women's Golf	Conference Call	Wednesday, October 15, 2008	10:00 a.m. – 12:00 p.m.
Head Athletic Trainers	Board Room	Monday, December 8, 2008	11:00 a.m. – 4:00 p.m.
Field Hockey	Board Room	Tuesday, December 9, 2008	11:00 a.m. – 4:00 p.m.
M & W Tennis	Board Room and Library	Tuesday, December 16, 2008	11:00 a.m. – 4:00 p.m. (M/W separately) 12:00 noon (M/W together)
Women's Soccer	Board Room	Tuesday, January 6, 2009	11:00 a.m. – 4:00 p.m.
Rowing	Conference Call	Wednesday, January 14, 2009	11:00 a.m. – 1:00 p.m.
Men's Soccer	Board Room	Tuesday, January 20, 2009	11:00 a.m. – 4:00 p.m.
Volleyball	Board Room	Tuesday, February 3, 2009	11:00 a.m. – 4:00 p.m.
Men's Golf	Board Room	Tuesday, February 10, 2009	11:00 a.m. – 4:00 p.m.

DISNEY'S WIDE WORLD OF SPORTS™
Intern Program

The ACC Intern interviews are specifically being recruited for our Sports Event Management Team. The following is a description of the area:

Sports Event Management

- The intern will be mentored by the Sports Event Managers on the Disney Created Team, which creates, owns, and operates sporting events at *Disney's Wide World of Sports*™ complex. They will learn the types of information the Sales Manager collects to determine the value of events, including the importance of both event profitability and strategic considerations, and observe event contract negotiations. The intern will be provided the opportunity to actively participate in the decision making process by assisting the Sports Event Manager in the following areas:
    - Researching existing events, gathering information on event history, merchandise sales, marketing tools, hotel forecasting, and sponsorship opportunities.
    - Conducting venue analysis and preparing logistics plans.
    - Assisting in event budget preparation and reconciliation.

- The intern will also be given the opportunity to observe and participate in the planning, organizing and managing of a variety of events in different sports at Disney Wide World of Sports Complex. The intern will be encouraged to fully participate in the management of events by assisting the Sports Events Managers in the following areas:
    - Interfacing with Facility Management and other Walt Disney World departments to insure that all requirements of the event are met.
    - Participate in client site visits and event itineraries.
    - Plan, implement, and execute events -- including setup, registration, guest communication, equipment inventory/ordering, labor planning, and post event recaps.
    - Hands on guest and client interaction in a high paced atmosphere.

- Candidate should be detail oriented, able to multitask, willing to learn & go the extra mile, energetic, and take ownership of a project from start to finish.

DISNEY'S WIDE WORLD OF SPORTS™
Intern Program

Overview of the Program

Disney's Wide World Sports™ complex at the WALT DISNEY WORLD Resort in Lake Buena Vista, Florida, is "The World's best designed multi-sports venue for athletes and fans alike where the drama and exhilarating fun of sports unfold every single day".

The complex contains seven venues for a variety of sports:

- Fieldhouse
- Baseball Stadium
- Baseball Quadraplex
- Softball Quadraplex
- Tennis Complex
- Youth Baseball Fields
- Track and Field Complex
- Sports Fields
- Cross Country Course

Disney Sports Attractions, Inc. is responsible for the programming, event management, marketing, merchandise, sponsorship and facility operations at *Disney's Wide World of Sports*™ complex and the *Walt Disney World Speedway*™, as well as business planning and development for future growth of the complex and the sports business at the WALT DISNEY WORLD® Resort.

This environment provides the perfect laboratory for students in all aspects of sports to receive an integrated learning and working experience. No other location provides the diversity and magnitude of possibilities.

Number of Positions Available

Each year Disney Sports will choose fifteen to twenty interns for a period of six months to one year. One Sports Event Management position is assigned for our ACC Student each year.

Qualifications

The goals of the Disney Sports Intern Program are to provide an inclusive environment for graduate students and special program students from across the country and the world to supplement their classroom studies with a wide variety of practical learning and working experiences. Disney Sports will work with colleges and universities to choose students based on established criteria and approved by the college.

DISNEY'S WIDE WORLD OF SPORTS™
Intern Program

Student Guidelines
Student interns must be enrolled during the time of the internship in a program with a college or university participating in the Disney Sports Intern Program (see above guidelines for colleges and universities).

Students will be selected based upon the recommendation of their college or university and personal interviews with representatives of Disney Sports. They will be selected for our program based on the following:

* Personal Interview with Disney Sports Representative
* Letters of recommendation
* Desire and passion for the sports industry and for Walt Disney World©
* Community involvement and volunteerism

The program will encourage participation by minorities and women and may provide additional scholarship funds for deserving students to participate in the program if they otherwise would be unable to do so.

The ultimate goal of the program is to provide the student with the kind of real world experience that will make them the top "draft picks" in the job market. This will be done by recruiting the top students from the top colleges and universities, training and developing these students and encouraging organizations with jobs to offer to look at the WDW Intern Program as the training ground for their future employees.

DISNEY'S WIDE WORLD OF SPORTS™
Intern Program

Educational Learning Components

The Disney Sports Intern program will allow the student to learn from professionals in a real-world, work environment by partnering the student with professionals in the chosen disciplines who will serve as their mentor and teacher. The program will also include the educational component of classroom learning, writing assignments, group sharing, on the job learning/training and reading assignments.

Classroom Learning

Students will attend classroom learning presentations at least once a month. Some presentations may be specifically tailored to the students, while others may be part of a combined learning program for all Disney Sports staff members.

Sharing/Teaching Each Other

All interns will meet every month, as a group, for 2 - 4 hours. Students will be asked to share experiences, exchange information, and have opportunities to "teach" one another.

On the Job Learning

All interns will be given the opportunity for hands on learning. Supervisors are instructed to provide constant mentoring and teaching. Interns will be given meaningful work experience.

Reading Assignments

Professionals of all kinds have one thing in common, to keep themselves up to date on the latest innovations in their profession…they read! Interns will be expected to read extensively in their chosen discipline. Interns will be given specific publications and periodicals to read.

CABLE NETWORKS

POSITION DESCRIPTION

TITLE	JOB TYPE #	GRADE
ACC Futures Intern		

DEPT. NAME	JOB GROUP	PAY FREQ.	PAY CLASS	EEO / FLSA
Production				

DIVISION	COMPANY	LOCATION
	Fox Sports Net-South	Atlanta

EFF. DATE	REVISED DATE	DIV. APPROVAL	H.R. APPROVAL
	3/30/06		

Position Summary - Summarize the job in three sentences or less, defining the type of supervision (minimal, general, close) the position has/will have.

- Gain valuable, working knowledge of FSN South, the nation's largest sports regional sports network and SportSouth.
- Specifically, learn the process in the production of ACC All Access, the weekly sports magazine show focused on the stories of the student athletes in the ACC. Editing of videotape, non-linear editing and writing for TV are job functions.
- During College Basketball season, duties include working with outside vendors, freelance producers, and other networks to trade video melt reels, make dubs, and provide support to remote productions.
- Assist in other productions, events, pre-game shows, specials and news, as assigned.
- General supervision by the supervising Producer of ACC All Access, with close supervision by show's Line Producer and Associate Producers
- Time spent in all other functional units within the business including Programming, Promotions, Public Relations, National Ad Sales, Local Ad Sales, Affiliate Sales, Marketing, and Administration.

Reports to: Producer

Position Scope – The following describes the responsibility or impact of this position in terms of employees supervised, annual budget, and/or potential company revenue (i.e.: sales, scheduling/programming, investing, marketing, new business, etc.).

Number and title of employee(s) position supervises: [x] Non-exempt: _____
[ ] Exempt: _____ [ ] Supv./Mgr./Dir.: _____
Budget amount responsible for: _____
Potential negative financial impact of decision making: _____
Potential revenue and source: _____
Other: The position is paid by the ACC office.

Essential Functions – The following is a list of duties and responsibilities that are required of this position, that answer the question "Why does this position exist?". Other duties may be assigned. A job classification does not and cannot state all the tasks and duties required of an employee for any given job.

	% of time spent	Listed in order of importance:
1.	*80%*	Assist in the production of ACC Programming (ACC All Access & College Basketball Previews)
2.	*10%*	Work with other departments, as an observer.
3.	*5%*	Participate in remote productions, as assigned.
4.	*5%*	Participate in meetings and conference calls related to productions, as required.

TITLE				JOB TYPE #	GRADE
ACC Futures Intern					
DEPT. NAME	JOB GROUP	PAY FREQ.	PAY CLASS	EEO / FLSA	
Production					
DIVISION	COMPANY		LOCATION		
	Fox Sports Net-South		Atlanta		
EFF. DATE	REVISED DATE	DIV. APPROVAL		H.R. APPROVAL	
	3/30/06				

Other Duties (secondary, or non-essential):

- Work with associate producers and outside sources for trade and footage acquisition.
- Log all acquired footage. Tape dubbing, as assigned. Other duties, as assigned.

Qualification Requirements - To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required to satisfactorily perform each essential duty.

Education / Experience - 4-year degree preferred, in Communications, Broadcasting or Radio/TV/Film, or quivalent work experience. Some experience in show production and/or technical operations.

Language / Communication - Excellent written and verbal communication skills needed

Mathematical Skills -

Reasoning Skills -

Other Skills / Requirements –

- Strong organizational skills
- Ability to work without supervision and under pressure
- Computer software: Windows 95, Microsoft Word, Excel, and Outlook
- Creative ability to perform job efficiently and effectively.
- Some familiarity with studio production and remote production facilities.

Physical Demands - The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally = one-third or less; frequently = one-third to two-thirds; regularly = more than two-thirds time spent.

- Frequently required use of hands and fingers to write, manipulate telephone and computer keyboard. Regularly required to hear, talk and use close vision. Occasionally required to bend and lift up to 30 pounds. Must be able to drive a car. Must be willing to travel often and attend live sports events.

Typical tools, equipment and materials utilized:

- Computer, telephone, printer, calculator, copier, and fax machine. Full use of production equipment, Beta SP or Non linear edit facilities and inner workings of remote production facilities.

Work Environment – The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

- This position works primarily in the office and sometimes in the field at live sports venues.

Position: Orange Bowl Committee Assistantship

RESPONSIBILITIES

Executive Operations

- Assist Chief Operating Officer on day-to-day administration, special events and projects including but not limited to correspondence, expense reports, travel arrangements and conference calls.
- Assist Vice President of Executive Administration and Coordinator of Executive Operations on day-to-day administration, special events and projects, as directed by COO.
- Assist the Chief Operating Officer and Vice President of Executive Administration with the research, presentation and management of annual plans and budgets.
- Assist Executive Office with Football Committee administration, including travel preparation, gift administration, meeting preparation and Scout School.
- Assist with coordination of Executive Office events, including but not limited to, Scout School, Selection Sunday party, Commissioners' Retreat and Summer Splash.
- Update and assemble Football Committee Handbook, including updating college football executive database.
- Develop, present and manage event staffing plans.
- Develop, present and manage event operational task lists.
- Develop, present and distribute gift items for various VIP programs.
- Other duties as assigned by Chief Executive Officer, Chief Operating Officer and Vice President of Executive Administration.

FedEx Orange Bowl (January)

- Assist the Executive Office with the coordination and hosting of the FedEx Orange Bowl.
- Assist the Director of Membership Services with the preparation and coordination of the President's Dinner and the Orange Bowl Committee Game-Day Celebration.
- Assist the Executive Assistant to the CEO and the Director of Membership Services with VIP hospitality in the President and CEO's suites at the game.
- Assist with the coordination of the 50th Reunion and serve as staff liaison during the FedEx Orange Bowl Festival.
- Assist in production of a comprehensive Conference Guide for each conference.
- Assist with the coordination of transportation for teams, conferences and VIPs with courtesy cars, limousines and buses.
- Assist Events Department as directed prior to the following events and on event day at the Orange Bowl Sponsors Golf Classic, the Orange Bowl Kickoff Party, the MetroPCS

Orange Bowl Basketball Classic, the Bacardi Rhapsody in Orange, the AvMed Orange Bowl Coaches Luncheon and any additional events in need of support.

BCS Commissioners' Retreat (February) and Summer Splash (Spring/Summer)

- Work with the Marketing Department to develop collateral items for event, including signage, manual covers, itinerary templates, etc.
- Assist with the selection and ordering of gifts.
- Create and produce invitations, manuals and daily itineraries
- Assist with coordination of events, dinners and activities
- Create and maintain staffing plans and task lists.

Orange Bowl Youth Sports Program (Fall)

- Participate in OBYFL programming including but not limited to "Park of the Week" program, Orange Bowl Cheer and Dance Championships, OBYFL Championships.

General

- Must be available to work ALL Orange Bowl Committee events (weekdays and weekends) including but not limited to the Orange Bowl Youth Football League, OBYFL Championships and the Orange bowl Cheer and Dance Championships.
- Position may not hold any other paid employment while working for Orange Bowl Committee.

The Orange Bowl Committee (OBC) was created in 1935. Its mission then was to generate tourism to South Florida through an annual football game and supporting Festival. Since that time, the not-for-profit 329-member, all-volunteer organization has expanded its reach beyond the city to become a foundation of the South Florida community.

Presently, the FedEx Orange Bowl has grown into a month-long calendar of events affectionately known as the Orange Bowl Festival, offering a top-notch college football game, as well as other sports, entertainment and community events. In addition to the football game, the Festival includes events such as the MetroPCS Orange Bowl Basketball Classic at the Bank Atlantic Center, the Washington Mutual Orange Bowl Fan Fest at Margaret Pace Park, the Orange Bowl Youth Football League Championships, the Orange Bowl Cheer and Dance Championships and more. The Orange Bowl festival attracts more than 150,000 visitors to the South Florida community annually.

In January 2009, in addition to the FedEx Orange Bowl, the OBC is hosting the BCS National Championship Game with an additional week-long calendar of events celebrating college football's national title game.

The OBC offices are centrally located in the community of Miami Lakes, in Miami-Dade County close and just south of Broward County. The full-time staff and assistantships surpass 40 nearer to the Festival, while the committee membership exceeds 325. We hire an additional 1,500 volunteers during the Orange Bowl Festival, 20 "Patch Patrol" Street Team members and 10 Junior Hosts for the Festival.

An OBC assistantship position is an excellent opportunity for applicants who desire to make a career in sports entertainment and gain experience working in numerous South Florida sports and entertainment venues. Candidates should be highly motivated, well organized and be able to handle several events at once. Extensive hours required at times. Candidate will need own transportation in Miami and will need to secure housing.

Sun Sports/FSN Florida Marketing Internship

Number of Positions Available: 1
Location: Orlando, FL

Company Overview

Sun Sports and **FSN Florida**, part of Fox Sports, are regional networks that produce over 1000 live events per calendar year serving fans primarily in the state of Florida. Offering one of the most comprehensive regional sports TV schedules in the country, **FSN Florida** and **Sun Sports** are home to Miami HEAT and Orlando Magic basketball, Florida Marlins and Tampa Bay Rays baseball, and Tampa Bay Lightning and Florida Panthers hockey, as well as, multi-sport coverage featuring the University of Florida and Florida State University.

Sun Sports and FSN Florida also produce a variety of original studio shows in Orlando, including extensive live pre and post-game coverage of college football, the Emmy Award winning *Chevy Florida Fishing Report*, the behind-the-scenes series *Under the Lights*, and the college football talk show *Tailgate Overtime*.

This coveted internship provides an excellent environment for students-athletes interested in all aspects of sports television to receive hands-on working experience in the industry, while making numerous contacts via networking opportunities with the college administrators plus executives in the MLB, NBA and NHL.

Job Description

- Working in conjunction with the Director of Marketing/Creative Services on a $1.8M marketing plan to promote both network brands and programming statewide.
- Acting as primary contact (after Director of Marketing) with advertising agencies on execution and fulfillment of the campaigns that properly position the network brands in market via partnerships with media outlets (outdoor, print, and radio) and or third party client opportunities.
- Implementing marketing commitments/elements of professional and collegiate broadcasting/marketing contracts with the HEAT, Magic, Lightning, Panthers, Marlins, Rays, UF and FSU to best position our brands and objectives with our properties including, but not limited to, promotions, presenting game sponsors, signage, special event marketing, on-site activations, promo spot production, joint merchandise opportunities, integrated sales efforts, client functions and community outreach.
- Conceptualize, compose, produce and edit specialty on-air promotions, radio spots, cross promotional materials, contest spots, client commercials, integrated sales marketing promotions and PSAs plus promote network programming through drops, live reads, squeeze backs, studio tickers, elevators and lower thirds.
- Produce and execute promotional spots and/or commercials in conjunction with college and professional properties for branding, charities, and tune in messaging purposes.
- Managing event marketing. Ordering premium items for all network departments; schedule special events and receptions; and coordinate talent appearances.

- Work in conjunction with Affiliate Sales to present promotions and unique marketing opportunities to all cable and satellite systems in the state including bright house networks, Comcast and Direct TV.
- Assists in driving, compiling, and researching ratings for live sports events plus all existing original programming such as Chevy Florida Fishing Report, and Tailgate Overtime via network promotion, brand management, event marketing, on-air elements, spot production and web site exposure.
- Spearhead street and grass roots on-site marketing at FSU and UF football/basketball games plus MLB, NHL, MLB playoff games if necessary.

Requirements

- Good oral and written communication skills are needed.
- Good organizational and project management skills are needed.
- Knowledge of Microsoft Office applications, including Word, Excel, Powerpoint and Outlook is necessary. Knowledge of Photoshop is preferred.
- A working knowledge of sports including college football/basketball, MLB, NBA and NHL.
- The ability to multi-task and work in a fast paced environment is essential.

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Tuesday, January 13, 2004 3:23 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Fwd: Janssen Peak Performance Newsletter - Jan. 2004
Attach: Janssen Peak Performance Newsletter - Jan. 2004.msg

This has a good tip on success. I thought you might enjoy it. John

John Blanchard
Senior Associate Director of Athletics
University of North Carolina
(919) 962-9533
Fax: (919) 843-2327

From: Jeff Janssen <jeff@jeffjanssen.com>
Sent: Tuesday, October 5, 2004 11:00 AM
To:
Cc: Jorgensen, Eric <ericj@uncaa.unc.edu.GWIA.uncathletics@uncaa.unc.edu>; Calder, Andrew <acalder@uncaa.unc.edu>; Coates, Alivian <acoates@uncaa.unc.edu>; Dorrance, Anson <anson@uncaa.unc.edu>; Powell, Andre' <apowell@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Lawing, Brad <blawing@uncaa.unc.edu>; Blutreich, Brian <blu@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Palladino, Dino <bpalladino@uncaa.unc.edu>; Brewer, Gunter <brewer@uncaa.unc.edu>; Smith, Beverly <bsmith@uncaa.unc.edu>; Kolat, Cary <carykolat@uncaa.unc.edu>; Mock, C D <cd@uncaa.unc.edu>; Holbrook, Chad <cholbrook@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Hansen, Chris <chswim@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; Kaya, Adem <coachadem@uncaa.unc.edu>; Warren, Kendra <coachmack@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; cricket-uncaa.unc.edu@jeffjanssen.com; Somoano, Carlos <csomoano@uncaa.unc.edu>; Werley, Cindy <cwerley@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Hill, Don <dhill@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Ducar, Chris <ducar@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Comfort, Frank <fcswim@uncaa.unc.edu>; Lanham, Glen <glanham@uncaa.unc.edu>; Paradine, Greg <gparadine@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Hunter, Hal <hhunter@uncaa.unc.edu>; Bunting, John <jb43@uncaa.unc.edu>; Cone, John <jcone@uncaa.unc.edu>; Gutekunst, John <jgute@uncaa.unc.edu>; Haase, Jerod <jhaase@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Lodes, Jim <jlodes@uncaa.unc.edu>; Wilson, Jill <jlytle@uncaa.unc.edu>; Johnson, Gregory <johnson@uncaa.unc.edu>; Pereira, Jackie <jpereira@uncaa.unc.edu>; Roberts, Justin <jroberts@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Webster, James <jweb@uncaa.unc.edu>; Withrow, Jana <jwithrow@uncaa.unc.edu>; Browning, Kenny <kbrowning@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Law, Greg <lawdawg@uncaa.unc.edu>; Baylor, Laura <lbaylor@uncaa.unc.edu>; Burnett, Michael <mburnett@uncaa.unc.edu>; Smith, Meg <megsmith@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Whittlesey, Michael <mjwhit@uncaa.unc.edu>; Schiralli, Nick <nschiralli@uncaa.unc.edu>; Sander, Tom <pacman@uncaa.unc.edu>; Martinson, Patricia <pmartinson@uncaa.unc.edu>; Erlenbach, Randy <reswim@uncaa.unc.edu>; Jarman, Randy <rjarman@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Williams, Roger <rwilliams@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Johnson, Shelley <shelljo@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Robinson, Steve <srobo@uncaa.unc.edu>; Still, Scott <sstill@uncaa.unc.edu>; Ann Toro, Tari <tatoro@uncaa.unc.edu>; Tranquill, Gary <tranquill@uncaa.unc.edu>; Williams, Tracey <twilliams@uncaa.unc.edu>; Lawrence, Kevin <uncdiving@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>
Subject: Carolina Leadership Academy Mtg. Reminders

UNC Coaches and Staff,

A couple of quick reminders about our upcoming workshops for you and your student-athletes:

October 10 - Sunday - RISING STARS
Rising Stars will meet this Sunday from 7:00-8:30 pm in the

Auditorium of the Kenan Fieldhouse (Academic Center).

October 11 - Monday - HEAD AND ASSISTANT COACHES
Head coaches will meet from 8:30-10:00 am in the Rams Room Extension in Kenan Fieldhouse. Assistant coaches will follow from 10:30-noon.

October 11 - Monday - ALL VETERAN LEADERS
Special program at the Chapel Hill Fire Station #4 at Airport Road and Weaver Dairy Road. (1695 Airport Road) Program starts at 7:25 pm. Coaches and staff are welcome too - just let me know by the end of the week so we can have enough pizza for you.

October 25 - Monday - SENIOR ADMINISTRATIVE STAFF

Thanks for your continued enthusiasm for and support of this ground-breaking program. Please let me know if you have comments or questions. I look forward to seeing you soon!

Jeff

--
Discover why the nation's top business leaders and sports coaches turn to Jeff Janssen to help them build winning teams...
http://www.jeffjanssen.com

Jeff Janssen, M.S.
Peak Performance Coach

phone: 1-888-721-TEAM
fax: (919) 303-4338
address: 102 Horne Creek Court, Cary, NC 27519

Author of: The Team Captain's Leadership Manual * Championship Team Building * The Seven Secrets of Successful Coaches

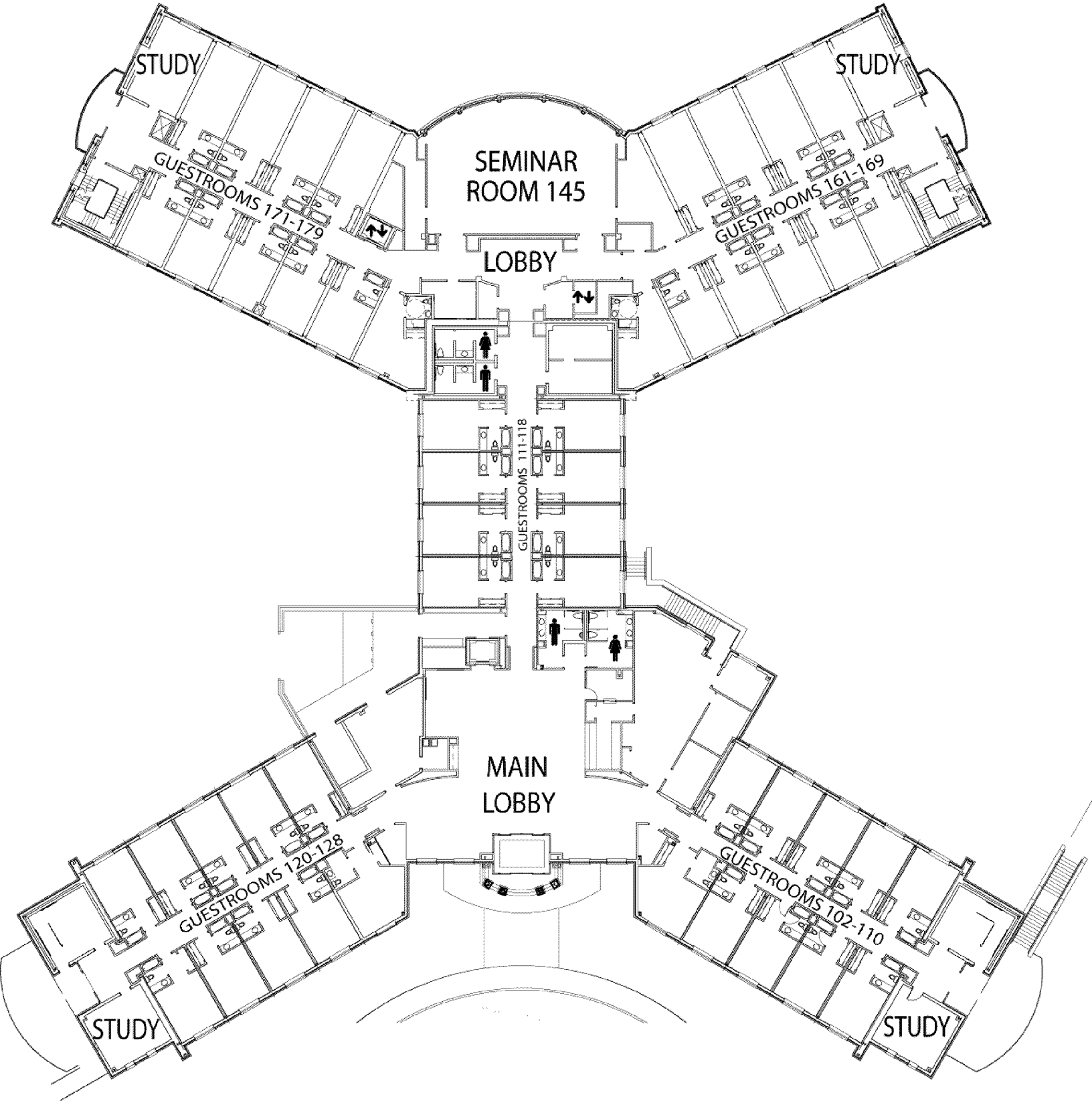
STUDY
STUDY
SEMINAR
ROOM 145
GUESTROOMS 171-179
GUESTROOMS 161-169
LOBBY
GUESTROOMS 111-118
MAIN
LOBBY
GUESTROOMS 120-128
GUESTROOMS 102-110
STUDY
STUDY

SPORTS MANAGEMENT INSTITUTE 2008 - UNIVERSITY OF NORTH CAROLINA

	Sunday, June 15	Monday, June 16	Tuesday, June 17	Wednesday, June 18	Thursday, June 19	Friday, June 20	Saturday, June 21
8:00 AM		8:00 AM - Bus Departs					
		8:15 AM - Program Opening	8:10 AM - Bus Departs	8:10 AM - Bus Departs	8:10 AM - Bus Departs	8:10 AM - Bus Departs	8:10 AM - Bus Departs
8:30 AM		8:30 AM to 11:45 AM	8:30 AM to 10:00 AM	8:30 AM to 11:45 AM	8:30 AM to 11:45 AM	8:30 AM to 10:00 AM	8:30 AM to 11:30 AM
9:00 AM			Understanding the Millennials			Television & College Athletics	
9:30 AM		Presentation Skills - A Practical Approach	10:00 AM - Break	Financial Decision-Making & Budgets	Marketing	10:00 AM - Break	Seven Secrets of Successful Leaders
10:00 AM			10:15 AM to 11:45 AM			10:15 AM to 11:45 AM	
10:30 AM			Athletics Fundraising - Your Role within the Department & University			A Career in Athletics Administration	
11:00 AM							
11:30 AM		11:45 AM to 12:45 PM	11:45 AM to 12:45 PM	11:45 AM to 12:45 PM	11:45 AM to 12:45 PM	11:45 AM to 12:30 PM	11:30 AM to 12:00 PM Program Conclusion
12:00 PM		Lunch	Lunch	Lunch	Lunch	Lunch	
12:30 PM						12:30 PM to 1:30 PM	
1:00 PM		12:45 PM to 4:00 PM	12:45 PM to 4:00 PM	12:45 PM to 2:15 PM	12:45 PM to 4:00 PM	Break	
1:30 PM				Do You Want to Win? How Administrators Can Best Serve Their Coaches		1:30 PM - Bus Departs	
2:00 PM		Legal Issues in College Athletics	Strategic Planning	2:15 PM - Project Discussion	Negotiation Skills	1:45 PM to 3:15 PM	
2:30 PM				2:30 PM +		Athletics Facilities - From Concept to Completion	
3:00 PM						3:15 PM - Break	
3:30 PM						3:30 PM to 6:30 PM	
4:00 PM		4:00 PM to 6:10 PM	4:00 PM to 6:20 PM		4:00 PM to 6:00 PM		
4:30 PM							
5:00 PM		Break	Break	Free Time	Break	Tour of Athletics Facilities	
5:30 PM							
6:00 PM	6:00 PM - Bus Departs	6:10 PM - Bus Departs	6:20 PM - Bus Departs		6:00 PM - Bus Departs		
	6:30 PM to 9:00 PM	6:30 PM to 9:00 PM	6:30 PM to 9:00 PM		6:30 PM to 9:00 PM	6:30 PM to 9:00 PM	
6:30 PM	Welcome Dinner	Panel Athletic Directors	Casual BBQ		Panel Athletics & The University	Casual Dinner	
9:00 PM	9:00 PM to 12:00 AM Hospitality Suite Open	9:00 PM to 12:00 AM Hospitality Suite Open	9:00 PM to 12:00 AM Hospitality Suite Open	9:00 PM to 12:00 AM Hospitality Suite Open	9:00 PM to 12:00 AM Hospitality Suite Open	9:00 PM to 12:00 AM Hospitality Suite Open	

2008-09 Sports Management Institute Class

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CAROLINA LEADERSHIP ACADEMY

"Developing World-class Leaders for a Lifetime of Service and Success"

Rising Stars Program Info and Application Form

"Our coaches were clear – the single most important characteristic necessary to build a winning program is *leadership* among the student-athletes."

- Dick Baddour, UNC Director of Athletics

Rising Stars Program Description

Rising Stars is a comprehensive, year-long leadership development program designed to prepare selected UNC sophomore and junior student-athletes to become effective leaders for their teams. The intensive, 10-module program provides UNC student-athletes with the foundational insights and skills necessary to become effective Leaders by Example and Vocal Leaders. Please read over the description of the Rising Stars program and apply if you are interested.

Goals of Rising Stars Program

This program will help emerging leaders:

- clearly understand the responsibilities, risks, and rewards of leadership;
- recognize their personal strengths and areas for improvement as leaders;
- develop skills to be strong Leaders by Example and set the stage for Vocal Leadership;
- support the current Veteran Leaders of the team by word and action;
- assume leadership responsibility for their class and the one(s) below;
- develop a stronger and more trusted relationship/partnership with their coaches; and
- prepare emerging leaders to smoothly succeed outgoing Veteran Leaders

Rising Stars Program Information

- There will be **10 Rising Stars workshops** scheduled on **Monday nights (6:45-8:00pm)** throughout the school year. Consequently, you must schedule your fall and spring classes to not conflict.
- Attendance at all workshops is required unless you are excused because of competition, class meeting/project, or team travel and have provided **advance written notification** to your coach and the Carolina Leadership Academy.
- **Two unexcused absences** and you will be dropped from the program.
- Also, we require that you be physically present at 70% of the workshops: you must attend 7 out of the 10 workshops. **70% attendance policy** allows you to remain in good standing with the program.
- Participation in the **CREED** program is a **pre-requisite** for further involvement in the Carolina Leadership Academy.

APPLICATION

If you would like to apply for the Rising Stars program, please complete this application and return it by **April 1st** to your head coach or to Shelley Johnson (CB 3107) or via email (shelljo@uncaa.unc.edu). Notifications of acceptance will be sent **April 15th**.

Contact Information

Name

Sport

E-Mail Address

Year in School (upcoming)

Eligibility & Availability

Have you satisfactorily completed the CREED program?	yes	no
Are you available on Mondays during the fall and spring semesters from 6:45-8:00pm?	yes	no
Will you be able to attend at least 7 of the 10 workshops throughout the program?	yes	no
Are you aware of the 2 unexcused absence policy?	yes	no

Essay

Why are you interested in becoming a part of the Rising Stars program?

Agreement and Signature

By applying to the Rising Stars program, I commit to attend the workshops, complete the readings/assignments, contribute my comments/questions and learn more about leading myself and others as I prepare to be an effective leader for my team, my school and beyond.

Name (printed)

Signature

Date

Thank you for completing this application form and for your interest in the Rising Stars program.

LEADERSHIP DEPTH CHART

SEASON	LEADERS	READINESS	STRENGTHS	WEAKNESSES	DEVELOPMENT PLAN

From: Dana Gelin <dgelin@uncaa.unc.edu>
Sent: Tuesday, January 17, 2012 2:21 PM
To: Anson Dorrance <anson@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Larry Fedora <lfedora@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>
Cc: Corey Holliday <cholliday@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Nadia Lynch <nlynch@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>
Subject: Compiling a list of outstanding alums
Attach: TEXT.htm

Hi coaches,
At the suggestion of one of your colleagues, I am compiling a list of outstanding student-athlete alumni for use in recruiting. The thinking is that it would be great to show a broad view of some of the things that former Tar Heel student-athletes from all sports have gone on to do.
To that end, at your earliest convenience please send me 3-5 former student-athletes from your sport who have gone on to interesting, outstanding and/or notable careers. Ideally, we'll have a wide range, everything from CEOs to artists to physicians to members of the military.

This is the info I'm looking for:
Dana Gelin, women's tennis, Head of Surgery at UNC Hospitals
(If you have the years that person competed here, great. Otherwise I can look that up.)

Many thanks for your participation. My hope is that this will be helpful info for everyone -- as soon as I have it compiled, I'll share it with all of you.
If you have any questions, please let me know.

best,
Dana Gelin
Dana Gelin
Associate Director of Athletic Communications
University of North Carolina
P.O. Box 2126
Chapel Hill, NC 27515
(919) 962-0083
dgelin@uncaa.unc.edu
www.tarheelblue.com

From: Rick Steinbacher <rsteinbacher@uncaa.unc.edu>
Sent: Tuesday, December 30, 2008 9:39 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Angell, Jones <jangell@uncaa.unc.edu>; Haase, Jerod <jhaase@uncaa.unc.edu>; High, Jane <jhigh@uncaa.unc.edu>; Cleary, Ken <kcleary@uncaa.unc.edu>; Law, Greg <lawdawg@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>; Lynch, Nadia <nlynch@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>
Subject: State Board of Education / Department of Public Instruction PSAs
Attach: boe dpi memo to coaches - 12-30-08.pdf

All - please see the attached memo.

Thanks,

Rick

Memo

To: Coach Butch Davis, Coach Sylvia Hatchell, Coach Roy Williams
From: Rick Steinbacher Rich
Re: State Board of Education / Department of Public Instruction Public Service Announcements
Date: December 30th, 2008
Cc: Dick Baddour, Lance Markos, Corey Holliday, Greg Law, Jerod Haase, Jones Angell, Ken Cleary

The North Carolina State Board of Education has a subsidiary called the Department of Public Instruction. This agency has been given a financial grant by the state legislature to promote healthy behaviors (eating right, exercising, etc.) among elementary, middle school, and high school students in the state of North Carolina. One idea they have for doing this, is having our athletes and coaches record audio and video public service announcements encouraging North Carolina students to eat right and exercise.

Lance Markos in our compliance office has approved this concept as permissible under NCAA bylaws, and Dick Baddour has approved the concept as well. I think it can be a very positive campaign for our athletic department to have our athletes and coaches sharing these messages across the state of North Carolina on radio, television, and in schools.

The Department of Public Instruction plans to use some of their grant money to purchase air time on our Tar Heel Sports Network to air these public service announcements on the radio during men's and women's basketball games this coming semester. We would also play the video messages on TarHeelBlue.com, and they would put them on their North Carolina Healthy Schools website. They also have a television channel that broadcasts from their offices in Raleigh to every elementary, middle school and high school in the state of North Carolina and would air these messages via that channel.

I want to make you aware of this campaign, answer any concerns you may have, and ask permission to have one of your student athletes participate in the initial messages. With your permission, we would coordinate a time with the student athletes (working with Corey, Greg, Jerod) to record one audio and one video message. It should take at most 15 – 20 minutes of time for the student athletes to do this. We would ask them to dress in their respective team sweat suits and record the audio and then the video message. The student athletes I initially suggest are as follows, but if you would rather us ask someone else, we'll use whomever you wish:

Football:	Ryan Taylor
Women's Basketball:	Rashanda McCants
Men's Basketball:	Marcus Ginyard

Participation in this campaign is completely voluntary for the student athletes and I'll make sure they know that. The scripts they would be reading from for both the audio and video messages are attached.

Once we record the initial student athlete messages, we will be asking head coaches in the department to participate as well, in the same way. If you have an interest in participating in this campaign yourself, please let me know.

The Department of Public Instruction hopes that this campaign will have an impact on the students across North Carolina. They also hope that the campaign attracts the attention of sponsors who would underwrite future messages allowing them to make this campaign larger throughout the state.

Please let me know if you have any questions about the above. Best way to reach me is via cell phone at 919-606-6354.

Exercise

Hi, I'm _____ and I play/coach _____ at Carolina.

Exercise helps you learn, feel better and get in a good mood by balancing the chemicals in your body.

So get some physical activity every day; you will notice a difference!

(from North Carolina Healthy Schools and Department of Instruction)

Physical Education

Hi, I'm _____ and I play/coach _____ at Carolina.

Physical Education taught me stay fit, but also how to use my skills in different games and learn to solve problems.

Please support quality physical education for North Carolina students.

(from North Carolina Healthy Schools and Department of Instruction)

Physical Activity

Hi, I'm _____ and I coach _____ at Carolina.

I remember playing outside after school until supper. Let's encourage our kids to play outside and invite friends over.

Please make time to be physically active at least 60 minutes each day.

(from North Carolina Healthy Schools and Department of Instruction)

From: Rick Steinbacher <rsteinbacher@uncaa.unc.edu>
Sent: Thursday, August 27, 2009 8:15 PM
To: Davis, Paul <butchdavis@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>
Subject: NFL Music
Attach: TEXT.htm; Bucs-Playlist-12-28-2008.pdf

Coach,

We have requested music lists from most NFL teams and have specifically targeted five teams (rated as the five best places for game atmosphere) for follow up calls to get their lists.

1. Packers
2. Steelers
3. Texans
4. Patriots
5. Ravens

All teams have said they will get us their list but as of yet we have only gotten the Tampa Bay Buccaneers. We will stay on the five teams to get their lists as quickly as we can.

The Tampa Bay list is attached. We will review this for ideas to add to our game day list. If you have specific ones you would like to have played let us know.

Thanks!

Rick

Click Effects Audio 6.0

BMI Activity Report

Report Generated on
December 28, 2008

Date Played	Title	Artist	Time Played	Duration	% Completed
28-Dec-08	Right Now (Na Na Na)	Akon	11:30:08 AM	3:50	98%
28-Dec-08	Bleeding Love	Leona Lewis	11:33:54 AM	3:56	99%
28-Dec-08	4 Minutes	Madonna	11:37:46 AM	3:25	99%
28-Dec-08	Forever	Chris Brown	11:41:08 AM	4:30	99%
28-Dec-08	Womanizer	Britney Spears	11:45:34 AM	3:39	99%
28-Dec-08	See You Again	Miley Cryus	11:49:10 AM	3:02	97%
28-Dec-08	Burnin Up	Jona Brothers	11:52:08 AM	2:50	99%
28-Dec-08	Crush	David Archuleta	11:54:54 AM	3:24	99%
28-Dec-08	Disturbia	Rihanna	11:58:15 AM	3:54	99%
28-Dec-08	Disturbia	Rihanna	11:58:15 AM	3:54	99%
28-Dec-08	Seventeen Forever	Metro Station	12:02:06 PM	2:48	99%
28-Dec-08	Miss Independent	Ne-Yo	12:04:50 PM	3:47	99%
28-Dec-08	Hot N Cold	Katy Perry	12:08:34 PM	3:36	99%
28-Dec-08	Gotta Be Somebody	Nickelback	12:12:07 PM	3:57	99%
28-Dec-08	So What	Pink	12:16:00 PM	3:32	99%
28-Dec-08	Love Story	Taylor Swift	12:19:28 PM	2:16	59%
28-Dec-08	Just Dance	Lady Gaga	12:21:41 PM	0:27	11%
28-Dec-08	Don't Stop Believin' (Dance Mix)	Journey	12:22:05 PM	4:51	82%
28-Dec-08	Eye Of The Tiger	Soccer Theme	12:26:53 PM	2:26	61%
28-Dec-08	Eye Of The Tiger	Survivor	12:26:53 PM	2:26	61%
28-Dec-08	Love Lockdown	Kayne West	12:29:16 PM	2:49	64%
28-Dec-08	Let it Rock	Kevin Rudolph	12:32:02 PM	3:44	97%
28-Dec-08	DB #1 In The Air Tonight	Phil Collins	12:35:47 PM	2:12	55%
28-Dec-08	Right Now	Van Halen	12:37:56 PM	1:08	22%
28-Dec-08	Yo Ho	Movie Theme	12:45:47 PM	0:21	35%
28-Dec-08	Imperial March	Movie Theme	12:52:00 PM	0:40	50%
28-Dec-08	Let's Get It Started	Black Eyed Peas	12:52:37 PM	0:56	32%
28-Dec-08	In the Ayer	Flo Rida	12:53:29 PM	3:30	97%
28-Dec-08	Danger Zone	Kenny Loggins	12:58:56 PM	0:25	12%
28-Dec-08	Crazy Train	Ozzy Osbourne	1:02:17 PM	0:31	11%
28-Dec-08	Now Put Your Hands Together -- Def - Beats Only	Jock Rock	1:03:17 PM	0:13	50%
28-Dec-08	Longtime	Boston	1:04:24 PM	0:15	5%
28-Dec-08	CBS Bumper Music	Tv Theme	1:04:36 PM	0:15	50%
28-Dec-08	Entersandman	Metallica	1:06:00 PM	0:35	16%
28-Dec-08	Yo - Ho A Pirates Life -- JB -- Hook	Jona Brothers	1:09:16 PM	0:25	46%
28-Dec-08	CBS Bumper Music	Tv Theme	1:12:05 PM	0:12	40%

BMI Activity Report

Report Generated on December 28, 2008

Date Played	Title	Artist	Time Played	Duration	% Completed
28-Dec-08	Yo Ho	Movie Theme	1:13:29 PM	0:26	44%
28-Dec-08	Hells Bells	AC/DC	1:13:52 PM	0:14	5%
28-Dec-08	CBS Bumper Music	Tv Theme	1:16:29 PM	0:20	66%
28-Dec-08	The Sweet Escape -- Hook	Gwen Stephani	1:18:00 PM	0:32	39%
28-Dec-08	CBS Bumper Music	Tv Theme	1:20:59 PM	0:08	26%
28-Dec-08	The Black Pearl -- Pirates	Movie Theme	1:22:15 PM	0:22	49%
28-Dec-08	I Don't Care -- Hook	Fall Out Boy	1:22:37 PM	0:23	30%
28-Dec-08	CBS Bumper Music	Tv Theme	1:24:43 PM	0:11	36%
28-Dec-08	Welcome To The Jungle -- KO	Guns N Roses	1:26:12 PM	0:37	14%
28-Dec-08	CBS Bumper Music	Tv Theme	1:30:10 PM	0:08	26%
28-Dec-08	Keep Getting Better (Clean) -- Hook	Christina Aquilera	1:31:54 PM	0:16	33%
28-Dec-08	CBS Bumper Music	Tv Theme	1:35:55 PM	0:07	23%
28-Dec-08	Move Shake	Cheer	1:36:22 PM	1:02	100%
28-Dec-08	Forever -- Hook	Chris Brown	1:37:48 PM	0:09	10%
28-Dec-08	CBS Bumper Music	Tv Theme	1:38:59 PM	0:11	36%
28-Dec-08	I Don't Wanna Stop	Ozzy Osbourne	1:40:02 PM	0:57	24%
28-Dec-08	CBS Bumper Music	Tv Theme	1:46:01 PM	0:13	43%
28-Dec-08	Kickstart My Heart	Moltley Crue	1:47:09 PM	1:11	27%
28-Dec-08	CBS Bumper Music	Tv Theme	1:48:29 PM	0:08	26%
28-Dec-08	See You Again -- Hook	Miley Cryus	1:50:00 PM	0:30	44%
28-Dec-08	Ain't No Stopping Us Now -- TD	Barry White	1:57:33 PM	0:34	57%
28-Dec-08	Ain't No Stopping Us Now -- TD	Barry White	1:58:21 PM	0:41	69%
28-Dec-08	Barbossa Is Hungry -- Pirates	Movie Theme	1:58:59 PM	0:35	20%
28-Dec-08	Chinese Democracy	Guns N Roses	1:59:31 PM	1:26	40%
28-Dec-08	Now Put Your Hands Together -- Def - Beats Only	Jock Rock	2:01:14 PM	0:26	100%
28-Dec-08	I Saw Her Standing - Hook	Beatles	2:06:40 PM	0:24	32%
28-Dec-08	CBS Bumper Music	Tv Theme	2:09:24 PM	0:09	30%
28-Dec-08	Single Ladies - Cheer	Cheer	2:09:37 PM	1:12	100%
28-Dec-08	Going Out Of My Head -- Hook	Fat Boy Slim	2:11:39 PM	0:18	27%
28-Dec-08	We Will Rock You	Queen	2:12:25 PM	0:15	12%
28-Dec-08	Don't Stop The Music -- Hook	Rhiana	2:12:58 PM	0:38	100%
28-Dec-08	Thunderstruck -- Def Hook Intro	AC/DC	2:14:35 PM	0:34	45%
28-Dec-08	Crowd Chant	Joe Satriani	2:17:41 PM	0:40	21%
28-Dec-08	Raise Your Hands	Bon Jovi	2:19:20 PM	1:24	34%
28-Dec-08	Girlfriend -- Hook	Avril Lavine	2:20:57 PM	0:20	21%
28-Dec-08	He's A Pirate -- Pirates	Movie Theme	2:21:40 PM	0:38	47%

BMI Activity Report

Report Generated on December 28, 2008

Date Played	Title	Artist	Time Played	Duration	% Completed
28-Dec-08	Life Is A Highway	Rascal Flatts	2:22:15 PM	1:59	44%
28-Dec-08	Life In The Fast Lane	Eagles	2:24:11 PM	0:39	14%
28-Dec-08	Vehicle	Ides Of March	2:24:47 PM	0:20	10%
28-Dec-08	Truckin	Grateful Dead	2:25:04 PM	0:44	15%
28-Dec-08	In Love With A Girl	Gavin Degraw	2:25:45 PM	3:18	97%
28-Dec-08	Skull & Crossbones - Pirates	Movie Theme	2:29:00 PM	1:35	47%
28-Dec-08	West Side Rumble	NFL Films	2:31:44 PM	1:10	40%
28-Dec-08	Start Me Up	Rolling Stones	2:33:00 PM	2:19	67%
28-Dec-08	Any Way You Want It -- Hook	Journey	2:35:34 PM	0:23	26%
28-Dec-08	CBS Bumper Music	Tv Theme	2:38:14 PM	0:11	36%
28-Dec-08	Planet Hell	Nightwish	2:38:22 PM	0:43	76%
28-Dec-08	Yo Ho	Movie Theme	2:39:01 PM	0:58	98%
28-Dec-08	Highway To Hell -- Def Hook	AC/DC	2:39:55 PM	0:25	37%
28-Dec-08	Now Put Your Hands Together -- Def - Beats Only	Jock Rock	2:41:40 PM	0:14	54%
28-Dec-08	CBS Bumper Music	Tv Theme	2:43:10 PM	0:14	46%
28-Dec-08	Danger Zone	Kenny Loggins	2:44:06 PM	0:59	29%
28-Dec-08	That's Just The Way We Roll -- Hook	Jona Brothers	2:45:02 PM	0:08	10%
28-Dec-08	CBS Bumper Music	Tv Theme	2:47:27 PM	0:27	89%
28-Dec-08	Birthday	Beatles	2:48:16 PM	0:47	33%
28-Dec-08	The Waiting	Tom Petty	2:49:00 PM	0:49	26%
28-Dec-08	Pump It -- Hook	Black Eyed Peas	2:50:08 PM	0:15	29%
28-Dec-08	Ain't No Stopping Us Now -- TD	Barry White	2:51:42 PM	0:35	59%
28-Dec-08	Ain't No Stopping Us Now -- TD	Barry White	2:52:38 PM	0:28	47%
28-Dec-08	A New Game	NFL Films	2:53:34 PM	1:00	52%
28-Dec-08	Flying High Again	Ozzy Osbourne	2:54:31 PM	0:29	11%
28-Dec-08	Hells Bells	AC/DC	2:55:23 PM	0:21	7%
28-Dec-08	Now Put Your Hands Together -- Def - Beats Only	Jock Rock	2:59:20 PM	0:14	54%
28-Dec-08	Another One Bites -- Stinger	Queen	2:59:58 PM	0:11	61%
28-Dec-08	CBS Bumper Music	Tv Theme	3:01:22 PM	0:20	66%
28-Dec-08	Busy Child	Crystal Method	3:01:38 PM	1:17	19%
28-Dec-08	New Year's Day	U2	3:02:51 PM	0:16	5%
28-Dec-08	4 Minutes -- Hook	Madonna	3:03:04 PM	0:31	45%
28-Dec-08	CBS Bumper Music	Tv Theme	3:11:04 PM	0:13	43%
28-Dec-08	Do It Well -- Cheer	Cheer	3:11:37 PM	1:07	100%
28-Dec-08	Push It To The Limit -- Hook	Corbin Bleu	3:13:04 PM	0:10	13%
28-Dec-08	Ain't No Stopping Us Now -- TD	Barry White	3:14:12 PM	0:47	79%

Click Effects Audio 6.0

BMI Activity Report

Report Generated on December 28, 2008

Date Played	Title	Artist	Time Played	Duration	% Completed
28-Dec-08	Awake	Godsmack	3:15:52 PM	0:53	22%
28-Dec-08	Now Put Your Hands Together -- Def - Beats Only	Jock Rock	3:16:59 PM	0:19	73%
28-Dec-08	I Feel Good	James Brown	3:19:35 PM	0:18	11%
28-Dec-08	I Like The Way	Body Rockers	3:20:57 PM	0:44	39%
28-Dec-08	Ain't No Stopping Us Now -- TD	Barry White	3:22:38 PM	0:34	57%
28-Dec-08	Ain't No Stopping Us Now -- TD	Barry White	3:23:29 PM	0:36	60%
28-Dec-08	Yo Ho	Movie Theme	3:25:03 PM	0:19	32%
28-Dec-08	Crazy Train	Ozzy Osbourne	3:25:19 PM	0:50	18%
28-Dec-08	CBS Bumper Music	Tv Theme	3:26:21 PM	0:12	40%
28-Dec-08	Welcome To The Jungle -- KO	Guns N Roses	3:27:52 PM	0:31	12%
28-Dec-08	CBS Bumper Music	Tv Theme	3:31:50 PM	0:15	50%
28-Dec-08	I Disappear	Metallica	3:33:53 PM	0:18	7%
28-Dec-08	Don't Stop Believin' -- Hook	Journey	3:34:27 PM	0:22	26%
28-Dec-08	Take It Easy	Eagles	3:36:21 PM	0:32	15%
28-Dec-08	Hey Ho Let's Go -- Hook	Ramones	3:36:50 PM	0:11	18%
28-Dec-08	CBS Bumper Music	Tv Theme	3:40:23 PM	0:25	83%
28-Dec-08	Hawaii-Five O	The Ventures	3:40:44 PM	0:24	22%
28-Dec-08	Just Dance -- Hook	Lady Gaga	3:41:05 PM	0:14	16%
28-Dec-08	Will & Elizabeth -- Pirates	Movie Theme	3:41:40 PM	0:30	25%
28-Dec-08	So What -- Hook	Pink	3:42:07 PM	0:19	21%
28-Dec-08	Now Put Your Hands Together -- Def - Beats Only	Jock Rock	3:43:08 PM	0:15	58%
28-Dec-08	S.O.S.	Rhiana	3:44:42 PM	1:21	34%
28-Dec-08	Beat It -- FOB -- Hook	Fall Out Boy	3:46:13 PM	0:29	40%
28-Dec-08	Volcano	Jimmy Buffett	3:49:34 PM	0:25	13%
28-Dec-08	Sad But True -- Deff Hook	Metallica	3:50:20 PM	0:10	12%
28-Dec-08	My Sharona	The Knack	3:53:50 PM	1:06	23%
28-Dec-08	Tequila	The Champs	3:57:08 PM	0:46	43%
28-Dec-08	CBS Bumper Music	Tv Theme	3:58:39 PM	0:10	33%
28-Dec-08	Scrub Da Ground	Cheer	3:58:56 PM	1:16	100%
28-Dec-08	Hells Bells	AC/DC	4:00:14 PM	0:31	10%
28-Dec-08	Rock N Roll Train	AC/DC	4:02:55 PM	1:29	35%
28-Dec-08	Somebody Told Me -- Hook	The Killers	4:04:39 PM	0:15	19%
28-Dec-08	Steppin Out	Joe Jackson	4:09:52 PM	4:04	98%
28-Dec-08	Next Year	Foo Fighters	4:13:53 PM	3:16	98%
28-Dec-08	Home	Daughtry	4:17:06 PM	1:54	46%

From: Rick Steinbacher <rsteinbacher@uncaa.unc.edu>
Sent: Monday, August 31, 2009 9:27 PM
To: Davis, Paul <butchdavis@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Robinson, Kevin <krob@uncaa.unc.edu>; Grimsley, Richie <rgrimsley@uncaa.unc.edu>
Subject: Kenan Football Center Flags
Attach: TEXT.htm

Coach,

Wanted to let you know what the plan is for the flag poles at Kenan Stadium. There are 10 new flag poles on top of the Kenan Football Center and their are 8 more (4 on each side) on the North and South Sides of the Stadium. The plan is as follows:

Kenan Football Center
1 - Interlocking NC Flag (will be ACC Flag for Citadel game if we don't get a new NC Flag in time)
2 - Boston College Flag and Clemson Flag
3 - Florida State Flag and Maryland Flag
4 - NC State Flag and Wake Forest Flag
5 (taller pole) - United States of America Flag
6 (taller pole) - State of North Carolina Flag
7 - Duke Flag and Georgia Tech Flag
8 - Miami Flag and North Carolina Flag (Interlocking NC Flag)
9 - Virginia Flag and Virginia Tech Flag
10 - Interlocking NC Flag (will be ACC Flag for Citadel game if we don't get a new NC Flag in time)

Kenan Stadium North and South Sides Poles 1 - 8
All will be Interlocking NC Flags

Please let me know if you have any questions or concerns.

Thanks,

Rick

From: Rick Steinbacher <rsteinbacher@uncaa.unc.edu>
Sent: Wednesday, September 16, 2009 10:06 PM
To: Davis, Paul <butchdavis@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>
Subject: Fwd: Music Update
Attach: TEXT.htm; Broncos_vs_Bears_Playlist.xls; Broncos_vs_Cardinals_Playlist.xls; butch post uconn.mp3

Coach Davis,

NFL Teams are very slow in getting us music lists, we will keep begging for them. I sent you the Tampa Bay Bucs list and attached is the Denver Broncos. Also, we've been in touch with "pro sports deejays" about some unique music that can be played at our games and what is seen in pro sports stadiums. Based on the Tampa and Denver lists and the pro sports deejays, below is a list of new songs we are looking at working in, mainly a mixture of rap and rock.

Motley Crue--Kickstart My Heart
Game Brothers/Lil Wayne--Priceless
Kanye West--Good Morning
Lil Jon--Give It All You Got
Fabulous--Throw it In The Bag

Also, I have attached your post game interview (MP3 file) from the U Conn game with Woody. I have shared this with some folks close to me and just wanted to tell you that your comments about "the lessons playing competitive sports teaches you about life...never quit on anything" were awesome. I am thankful every day for having had the opportunity to learn those lessons playing college football and your comments in that interview summed up for me the number one reason why college athletics and college football are such an awesome thing. Just wanted to let you know how true I thought those comments were.

Good Luck vs. East Carolina,

Rick

	A	B	C
1	**BMI SPORTS LOG MUSIC REPORT TEMPLATE**		
2			
3	Team Name:	Denver Broncos	
4			
5	Date Played	Time Played	Song Title
6	8/30/2009	16:03:58	I'm Burning For You
7	8/30/2009	16:08:12	Semi-Charmed Life
8	8/30/2009	16:12:26	A Hard Day's Night
9	8/30/2009	16:14:39	Jammin Broncos
10	8/30/2009	16:17:56	Synchronicity II [2003 Stereo Remastered Version]
11	8/30/2009	16:22:42	Honky Tonk Badonkadonk (Album
12	8/30/2009	16:26:28	(You Can Still) Rock In America
13	8/30/2009	16:30:29	My Best Friend's Girl (Lp Version)
14	8/30/2009	16:33:57	American Boy Broncos
15	8/30/2009	16:38:11	Long Train Runnin (Album Versi
16	8/30/2009	16:40:26	Oh Yeah
17	8/30/2009	16:44:55	Yes (Clean)
18	8/30/2009	16:47:42	Jump (Clean)
19	8/30/2009	16:50:56	Sunday Bloody Sunday
20	8/30/2009	16:55:23	NUMB ENCORE
21	8/30/2009	16:58:31	Electric Feel
22	8/30/2009	17:02:07	Imma Zoe (Clean)
23	8/30/2009	17:05:46	Get Up (Clean)
24	8/30/2009	17:08:45	Go (Clean)
25	8/30/2009	17:12:49	Swagga Like Us (Clean)
26	8/30/2009	17:16:47	Crazy Train
27	8/30/2009	17:22:58	Turn My Swag On (Clean)
28	8/30/2009	17:26:12	Rapper's Delight [Single/Album Version]/Single/Album Version
29	8/30/2009	17:31:03	Know Your Enemy
30	8/30/2009	17:33:57	Go Getta
31	8/30/2009	17:37:32	Welcome To The World [Album Version (Edited)]/Album Version (Edited)
32	8/30/2009	17:39:18	Galvanize (Album Version)
33	8/30/2009	17:39:31	Galaxy Bounce
34	8/30/2009	17:47:46	Lets Get Crazy
35	8/30/2009	17:49:21	Slither
36	8/30/2009	17:56:23	Rollover D.J
37	8/30/2009	17:58:41	I Gotta Feeling
38	8/30/2009	18:05:08	Thunderstruck
39	8/30/2009	18:17:05	Run It (Ins)
40	8/30/2009	18:26:40	Last Night (Ins)
41	8/30/2009	18:27:26	The Sign
42	8/30/2009	18:39:57	Rumors (ins)
43	8/30/2009	18:48:47	Kickstart My Heart (Edit)
44	8/30/2009	18:51:46	Crazy (ins)
45	8/30/2009	18:58:32	Boom Boom Pow

	D	E	F
1			
2			
3			
4			
5	Artist Name	Duration	Performance Count
6	Blue Oyster Cult	Full Song	1
7	Third Eye Blind	Full Song	1
8	Beatles	Full Song	1
9	Bob Marley	Full Song	1
10	The Police	Full Song	1
11	Trace Adkins	Full Song	1
12	Night Ranger	Full Song	1
13	The Cars	Full Song	1
14	Estelle	Full Song	1
15	The Doobie Brothers	Full Song	1
16	Chickenfoot	Full Song	1
17	LMFAO	Full Song	1
18	Flo Rida Feat Nelly Furtado	Full Song	1
19	U2	Full Song	1
20	Jay Z	Full Song	1
21	MGMT	Full Song	1
22	Black Dada	Full Song	1
23	50 Cent	Full Song	1
24	Triple C's Feat Rick Ross Birdman	Full Song	1
25	T.I. Jay Z	Full Song	1
26	Ozzy Osborne	Full Song	1
27	Soulja Boy	Full Song	1
28	The Sugarhill Gang	Full Song	1
29	Green Day	Full Song	1
30	Young Jeezy Feat R Kelly	Full Song	1
31	Kevin Rudolf	Full Song	1
32	The Chemical Brothers	Full Song	1
33	Chemical Brothers	Full Song	1
34	Cassie Feat Akon	Full Song	1
35	Velvet Revolver	Full Song	1
36	Jet	0-30 Seconds	1
37	Black Eyed Peas	0-30 Seconds	1
38	Acdc	0-30 Seconds	1
39	Chris Brown	0-30 Seconds	1
40	Diddy	0-30 Seconds	1
41	Ace of Base	0-30 Seconds	1
42	Lindsay Lohan	0-30 Seconds	1
43	Motley Crue	0-30 Seconds	1
44	Gnarlz Barkley	0-30 Seconds	1
45	Black Eyed Peas	0-30 Seconds	1

	A	B	C
46	8/30/2009	19:13:33	Good Vibrations
47	8/30/2009	19:14:28	Pon De Replay (Ins)
48	8/30/2009	19:14:56	R.O.C.K. In The U.S.A. (A Salu
49	8/30/2009	19:19:00	The Pretender
50	8/30/2009	19:25:17	Ymca Broncos Edit
51	8/30/2009	19:31:24	Let It Rock (Full Edit)
52	8/30/2009	19:35:37	Come On Feel The Noise
53	8/30/2009	19:38:33	Too Much Time On My Hands Bron
54	8/30/2009	19:43:37	Hey Ya! [Radio Mixclub Mix]
55	8/30/2009	19:44:16	Galvanize (Album Version)
56	8/30/2009	19:52:32	The Heart Of Rock Roll (Singl
57	8/30/2009	19:54:15	Hollywood (Clean)
58	8/30/2009	19:58:09	What You Know (Clean)
59	8/30/2009	20:01:00	Machine Gun
60	8/30/2009	20:02:17	Let's Go
61	8/30/2009	20:08:27	Rock Star - Instrumental
62	8/30/2009	20:09:46	Tootsie Roll
63	8/30/2009	20:26:42	BOOGIE BUMPER
64	8/30/2009	20:27:51	Crowd Chant
65	8/30/2009	20:36:10	Rock N Roll All Night
66	8/30/2009	20:39:59	Are You Gonna Go My Way
67	8/30/2009	20:44:07	Tic Tac Dough Theme
68	8/30/2009	20:45:07	What You Know (Clean)
69	8/30/2009	20:49:54	Poker Face (ins)
70	8/30/2009	20:52:32	Poker Face (ins)
71	8/30/2009	20:53:06	Footloose
72	8/30/2009	21:09:06	It Takes Two
73	8/30/2009	21:10:05	Walk This Way
74	8/30/2009	21:12:22	My Sharona
75	8/30/2009	21:13:17	Remember The Name (Instrumental)
76	8/30/2009	21:16:51	Rocky Mountain High
77	8/30/2009	21:21:19	Superheroes
78	8/30/2009	21:24:25	Hold On Loosely
79	8/30/2009	21:28:50	Sweet Emotion Broncos
80	8/30/2009	21:32:29	Take On Me
81	8/30/2009	21:36:03	5 Oclock Somewhere
82	8/30/2009	21:39:44	It's Still Rock And Roll To Me
83	8/30/2009	21:42:24	Shake Your Tail Feather
84	8/30/2009	21:44:56	Hook (Radio) 83 Bpm
85	8/30/2009	21:49:31	Runaway
86	8/30/2009	21:53:07	Let Me Take You Home Tonight
87			
88			
89			
90			
91			

	D	E	F
46	Marky Mark And The Funky Bunch	0-30 Seconds	1
47	Rhianna	0-30 Seconds	1
48	John Mellencamp	0-30 Seconds	1
49	Foo Fighters	0-30 Seconds	1
50	Village People	0-30 Seconds	1
51	Kevin Rudolph	0-30 Seconds	1
52	Quiet Riot	0-30 Seconds	1
53	Styx	0-30 Seconds	1
54	Outkast	0-30 Seconds	1
55	The Chemical Brothers	0-30 Seconds	1
56	Huey Lewis The News	0-30 Seconds	1
57	Rip	0-30 Seconds	1
58	T.I.	0-30 Seconds	1
59	The Commodores	0-30 Seconds	1
60	Ozzy	0-30 Seconds	1
61	Da Shop Boyz	0-30 Seconds	1
62	69 Boyz	0-30 Seconds	1
63	BIG BAD VOODOO DADDY	0-30 Seconds	1
64	Joe Satriani	0-30 Seconds	1
65	Kiss	0-30 Seconds	1
66	Lenny Kravitz	0-30 Seconds	1
67	TV Show Themes	0-30 Seconds	1
68	T.I.	0-30 Seconds	1
69	Lady GaGa	0-30 Seconds	1
70	Lady GaGa	0-30 Seconds	1
71	Kenny Loggins	0-30 Seconds	1
72	Rob Base & DJ E-Z Rock	0-30 Seconds	1
73	Run-D.M.C.	0-30 Seconds	1
74	The Knack	0-30 Seconds	1
75	Fort Minor (Featuring Styles Of Beyond)	0-30 Seconds	1
76	John Denver	Full Song	1
77	EDGUY	Full Song	1
78	38 Special	Full Song	1
79	Aerosmith	Full Song	1
80	Aha	Full Song	1
81	Alan Jackson	Full Song	1
82	Billy Joel	Full Song	1
83	Blues Bros.	Full Song	1
84	Blues Traveler	Full Song	1
85	Bon Jovi	Full Song	1
86	Boston	Full Song	1
87			
88			
89			
90			
91			

	A	B	C
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93			
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95			

	D	E	F
92			
93			
94			
95			

	A	B	C	D	E
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9					

	A	B	C	D	E
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9					

	A	B	C	D
1	**BMI SPORTS LOG MUSIC REPORT TEMPLATE**			
2				
3	Team Name:	Denver Broncos		
4				
5	Date Played	Time Played	Song Title	Artist Name
6	9/3/2009	16:58:38	Cruel Summer	Abrina
7	9/3/2009	17:02:13	Hold On Loosely	38 Special
8	9/3/2009	17:06:38	Its Alright	311
9	9/3/2009	17:09:56	Tears Of A Clown	English Beat
10	9/3/2009	17:12:24	September-Original	Earth Wind And Fire
11	9/3/2009	17:15:49	Drivin' Back To Denver	Railbenders
12	9/3/2009	17:18:18	How You Remind Me	Nickelback
13	9/3/2009	17:21:49	Welcome All Again	Collective Soul
14	9/3/2009	17:24:15	Hot Blooded	Foreigner
15	9/3/2009	17:27:05	All Summer Long	Kid Rock
16	9/3/2009	17:34:35	Riddler's Revenge	Six Flags
17	9/3/2009	17:35:37	Refugee	Tom Petty & The Heartbreakers
18	9/3/2009	17:38:45	Cheap Sunglasses (Lp Version)	Zz Top
19	9/3/2009	17:40:23	Even Flow (Remastered 2008)	Pearl Jam
20	9/3/2009	17:45:13	Family Reunion	Saliva
21	9/3/2009	17:48:49	1000 Stacks (Clean)	Nelly
22	9/3/2009	17:52:53	New Divide	Linkin Park
23	9/3/2009	17:57:07	Million Bucks (Clean)	Maino Feat Swizz Beatz
24	9/3/2009	18:00:09	Always Strapped (Clean)	Lil Wayne
25	9/3/2009	18:03:28	OK You're Right (Clean)	50 Cent
26	9/3/2009	18:06:18	Plush [LP Version]/LP Version	Stone Temple Pilots
27	9/3/2009	18:10:01	Live Your Life (Clean)	TI Feat Rihanna
28	9/3/2009	18:13:52	Can I Get A... [Soundtrack Version]/Soundtrack Version	Jay-Z
29	9/3/2009	18:18:26	Beat It [Single Version]/Single Version	Michael Jackson
30	9/3/2009	18:23:21	Halle Berry (Clean)	Hurricane Chris
31	9/3/2009	18:26:42	My Life Your Entertainment (Clean)	TI
32	9/3/2009	18:31:34	Here I Come	Toby
33	9/3/2009	18:35:04	Enter Sandman	Metallica
34	9/3/2009	18:39:13	Sultans Of Swing	Dire Straits
35	9/3/2009	18:40:47	Daft Punk- Da Funk (Chemical Brothers Remix)	Daft Punk
36	9/3/2009	18:41:54	Galaxy Bounce	Chemical Brothers
37	9/3/2009	18:45:52	Axel f	Crazy Frog
38	9/3/2009	18:47:30	Stand Up For Rock N Roll (Edit)	Airbourne
39	9/3/2009	18:51:27	Slither	Velvet Revolver
40	9/3/2009	18:53:24	Thunderstruck	Acdc
41	9/3/2009	18:55:29	Re-Education (Through Labor)	Rise Against
42	9/3/2009	19:02:27	Let It Rock (Full Edit)	Kevin Rudolph
43	9/3/2009	19:05:07	Can't Stop The Rock	Apollo 440
44	9/3/2009	19:06:58	Get Ready For This (Album Version)	2 Unlimited
45	9/3/2009	19:16:22	What You Know (Clean)	T.I.

	E	F
1		
2		
3		
4		
5	Duration	Performance Count
6	Full Song	1
7	Full Song	1
8	Full Song	1
9	Full Song	1
10	Full Song	1
11	Full Song	1
12	Full Song	1
13	Full Song	1
14	Full Song	1
15	Full Song	1
16	Full Song	1
17	Full Song	1
18	Full Song	1
19	Full Song	1
20	Full Song	1
21	Full Song	1
22	Full Song	1
23	Full Song	1
24	Full Song	1
25	Full Song	1
26	Full Song	1
27	Full Song	1
28	Full Song	1
29	Full Song	1
30	Full Song	1
31	Full Song	1
32	Full Song	1
33	Full Song	1
34	Full Song	1
35	Full Song	1
36	Full Song	1
37	Full Song	1
38	Full Song	1
39	Full Song	1
40	Full Song	1
41	Full Song	1
42	0-30 Seconds	1
43	0-30 Seconds	1
44	0-30 Seconds	1
45	0-30 Seconds	1

	A	B	C	D
46	9/3/2009	19:21:33	Right Now (Ins)	Akon
47	9/3/2009	19:22:39	Daily Grind-Broncos	Nfl Films
48	9/3/2009	19:26:29	False Pretenses	Red Jumpsuit Apparatus
49	9/3/2009	19:32:43	Crazy (ins)	Gnarlz Barkley
50	9/3/2009	19:33:27	The Sign	Ace of Base
51	9/3/2009	20:07:19	Get Up (Ins)	Ciara
52	9/3/2009	20:07:39	Shake Your Groove Thing	Peaches & Herb
53	9/3/2009	20:16:27	Rumors (ins)	Lindsay Lohan
54	9/3/2009	20:23:09	Heavy BRONCOS	Collective Soul
55	9/3/2009	20:23:44	My Sharona	The Knack
56	9/3/2009	20:25:33	Bohemian Rapsody (FULL Song)	Queen
57	9/3/2009	20:33:11	Galvanize (Album Version)	The Chemical Brothers
58	9/3/2009	20:34:28	Gold	Gold
59	9/3/2009	20:40:51	Rockin Into The Night	38 Special
60	9/3/2009	20:43:00	Swagga Like Us (Clean)	T.I. Jay Z
61	9/3/2009	20:45:13	Stomp to My Beat	DDR
62	9/3/2009	20:50:27	Sharp Dressed Man	Strike One
63	9/3/2009	21:00:11	Patron Tequila (Instrumental)	Paradiso Girls ft Lil Jon
64	9/3/2009	21:01:13	Apache Jump On It Mix	Sugarhill
65	9/3/2009	21:05:26	Turn My Swag On (Clean)	Soulja Boy
66	9/3/2009	21:12:30	No Reason	Sum 41
67	9/3/2009	21:16:47	The Way I Are Instrumental	Timbaland Feat. Keri Hilson
68	9/3/2009	21:18:29	I Luv It	Young Jeezy
69	9/3/2009	21:35:26	The Champion In Me	3 Doors Down
70	9/3/2009	21:36:08	Jackpot Theme	TV Show Themes
71	9/3/2009	21:36:48	Fire Burning (Clean)	Sean Kingston
72	9/3/2009	21:41:15	Ready Set Go	X2
73	9/3/2009	21:48:00	Theres Only One Way To Rock	Sammy Hagar
74	9/3/2009	21:52:53	Ready Set Go	X2
75	9/3/2009	22:03:36	Celebrate-Broncos	Kool And The Gang
76				
77				
78				
79				
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81				
82				
83				
84				

	E	F
46	0-30 Seconds	1
47	0-30 Seconds	1
48	0-30 Seconds	1
49	0-30 Seconds	1
50	0-30 Seconds	1
51	0-30 Seconds	1
52	0-30 Seconds	1
53	0-30 Seconds	1
54	0-30 Seconds	1
55	0-30 Seconds	1
56	0-30 Seconds	1
57	0-30 Seconds	1
58	0-30 Seconds	1
59	0-30 Seconds	1
60	0-30 Seconds	1
61	0-30 Seconds	1
62	0-30 Seconds	1
63	0-30 Seconds	1
64	0-30 Seconds	1
65	0-30 Seconds	1
66	0-30 Seconds	1
67	0-30 Seconds	1
68	0-30 Seconds	1
69	0-30 Seconds	1
70	0-30 Seconds	1
71	0-30 Seconds	1
72	0-30 Seconds	1
73	0-30 Seconds	1
74	0-30 Seconds	1
75	Full Song	1
76		
77		
78		
79		
80		
81		
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83		
84		

	A	B	C	D	E
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	A	B	C	D	E
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From: Steve Kirschner <skirschner@uncaa.unc.edu>

Sent: Thursday, September 24, 2009 10:11 AM

To: Herman, Amy <ajschae@uncaa.unc.edu>; Dorrance, Anson <anson@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Hundley, Bobby <bhundley@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Breschi, Joe <breschi@uncaa.unc.edu>; Camarati, Jeff <camarati@uncaa.unc.edu>; Gallo, Chris <cgallo@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; coachmock@uncaa.unc.edu; Craddock, Dennis <craddock@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Gelin, Dana <dgelin@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Lohse, Dave <dlohse@uncaa.unc.edu>; Dibbert, Doug <doug_dibbert@unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Culler, Ellen <eculler@uncaa.unc.edu>; Thorp, Holden <Holden_Thorp@unc.edu>; Evans, Jack <jack_evans@unc.edu>; Mann, Jan <janmann@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Martin, John <jmartin@uncaa.unc.edu>; Montgomery, John <jmont@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Moon, Karen <Karenm@dev.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Snyder, Lee <lsnyder@uncaa.unc.edu>; Kupec, Matt <matt_kupec@unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Beale, Michael <mbeale@uncaa.unc.edu>; Bowers, Matt <mbowers@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; McFarland, Mike <mike_mcfarland@unc.edu>; Davis, Nancy <nancy_davis@unc.edu>; Lynch, Nadia <nlynch@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; DeSelm, Rich <richdeselm@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>; Teague, William <wmt1953@aol.com>; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Subject: FAQs for Thursday night football game

Listed below are answers to some of the most frequently asked questions about the University of North Carolina's Thursday night football game vs. Florida State, Oct. 22, 2009

What time is the game?
Carolina vs. Florida State will kick off at 8 p.m.

What time do the gates open at Kenan Stadium?
The stadium will open to fans at 6:30 p.m.

What time will the parking lots open to fans with parking permits?
Parking lots will open to vehicles with proper permits at 5:30 p.m. There are no classes that day as the university is on Fall Break, but staff and faculty will be working and will occupy those lots during the day. The lots will be cleared and available for football parking at 5:30 p.m. Limited public parking in the Manning Lot, Jackson Deck and Cardinal Deck also will become available at 5:30 p.m. for $10.

Are there any parking lots that are traditionally used for Saturday games that are not available for the Thursday game?
The only two lots where there will be a change from normal football parking procedures are the Dogwood Deck and the Children's & Women's Hospital Lot, which are located near the hospital on Manning Drive. Rams Club members who normally have parking permits in those areas will receive parking passes in

a new location for the Thursday night game.

Where should people park if they arrive on campus prior to 5:30 p.m.?
Permitted campus lots are scheduled to be available at 5:30 p.m., however Town of Chapel Hill municipal lots will operate under normal conditions. Metered parking spaces and pay parking lots are available in downtown Chapel Hill.

What time will Tar Heel Town open?
Tar Heel Town, located on Polk Place between South Building and Wilson Library, will open at 5:30 p.m.

Will the Carolina football team make the Old Well Walk?
Coach Butch Davis and the Tar Heels will participate in the traditional walk from the Old Well through Tar Heel Town beginning at approximately 5:45 p.m.

Is Tar Heel Express operating and at what times?
Tar Heel Express will operate as normal. Shuttles will begin from University Mall, Friday Center Park and Ride and "Touch DownTown" Lots three hours prior to game time (5 p.m.). Shuttles will begin from Jones Ferry Park and Ride and Southern Village Park and Ride 1.5 Hours prior to game time (6:30 p.m.).

Is the University operating on a normal Thursday schedule?
The University will alter the time at which the work day ends on Oct. 22 to allow all University staff and faculty ample time to leave campus and avoid the expected traffic congestion. On October 22, 2009, the regular work day hours will be changed from 8:00-5:00 pm to 8:00-3:00 PM. By moving the end of the work day to 3:00 pm on this day, those leaving campus at 3:00 pm should encounter significantly less traffic and experience reduced inconvenience.

Will University buses for students and staff be affected?
Campus buses will operate under a normal schedule throughout the day.

Is UNC Hospitals operating on a normal Thursday schedule?
UNC Hospitals will operate as normal, with the exception of campus clinics. In order to help alleviate traffic congestion and provide the best customer service possible, the on campus clinics will close at 3 p.m. on Thursday, October 22nd.

Where should fans with Recreational Vehicles (RVs) park?
RV parking is available at the Friday Center after 4 p.m. on Thursday, Oct. 22. There is no RV parking on campus on Wednesday evening or Thursday.

Will residential streets in Chapel Hill be affected?
To help facilitate the mobility of fire, rescue and police vehicles, several roadways will be restricted from approximately 3 p.m. - 8:30 p.m. and 11 p.m. - 1 a.m. Local residents in the impacted areas will be contacted in advance and provided special instructions. On game night, residents may be asked to show access permits or valid driver's licenses for the restricted access neighborhoods.

Steve Kirschner
Associate Director of Athletics for Communications
University of North Carolina

(office) 919-962-7258
(home) 919-968-1531
(mobile) 919-475-2695
(fax) 919-962-0612

stevekirschner@unc.edu

TarHeelBlue.com

Mailing address:
UNC Athletic Communications
2nd Floor Dean Smith Center
300 Skipper Bowles Drive
Chapel Hill NC 27515

From: <butchdavis@uncaa.unc.edu>
Sent: Monday, January 4, 2010 11:06 AM
To: Baddour, Dick <dbaddour@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Questions
Attach: TEXT.htm

Hello Dickie:

Could you please respond to the following:

. How many tickets did we sell to our bowl game?

. How much marketing did we do to bowl game sell tickets?

. Were you disappointed in the bowl game turnout?

. How did the 2008 bowl game compare in the above against our 2009 bowl game?

Thanks much!

Butch Davis

Head Football Coach

UNC Tar Heels

919-962-9141

From: "Butch Davis" <butchdavis@uncaa.unc.edu>
Sent: Tuesday, April 22, 2008 1:03 PM
To: russell@webbelectronics.com
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>; Echstenkamper', 'Mike <Mike.Echstenkamper@aia.com>
Subject: RE: UNC and Night of Champions
Attach: TEXT.htm

Hi Russell:

I'll share your reply with Coach. He'll be thrilled. We'll look forward to hearing from you next week. pjhh

From: Russell Maryland [mailto:russell@webbelectronics.com]
Sent: Tuesday, April 22, 2008 12:14 PM
To: butchdavis@uncaa.unc.edu
Cc: 'Mike Echstenkamper'; 'Corey Holliday'
Subject: RE: UNC and Night of Champions

Pam, Coach Davis, and all,

That sounds like something for me to do. Let me make sure that I don't have any conflicts with work or home. I have been tellling Rose and the kids About how nice the UNC campus is. I might just make a College Road Trip out of it and fly them out myself. I will let you know for sure at the beginning of next week if that is OK.

Thanks,

Russ M.

-----Original Message-----
From: Pamela Higley [mailto:phigley@uncaa.unc.edu] On Behalf Of butchdavis@uncaa.unc.edu
Sent: Tuesday, April 22, 2008 9:47 AM
To: Russell Maryland
Cc: 'Mike Echstenkamper'; 'Corey Holliday'
Subject: UNC and Night of Champions

Dear Russell:

It was really great to see you. . I hope something will be worked out regarding our Video needs.

I hope you know how much I respect and admire you. The character and integrity you possess have helped you represent yourself well from the time

you were a freshman to the wonderful husband and father you are today.

I wanted to plant a possible idea in your mind. On Wednesday, July 30th, we will be hosting the Second Annual Night of Champions in Chapel Hill. This is an FCA/Athletes-in-Action kick-off for local high school football players (40+ schools invited), as well as for our team. We try to include Christian-motivated speakers, show highlight films, and feed the kids. If this is something in which you'd consider participating, I'd pay your travel expenses and offer a speaker's fee. Please give me a call and we can discuss the details. I certainly understand if your schedule doesn't permit.

I look forward to hearing from you soon. Please give all my best to Rose!

Warmest regards,

Coach Davis

919-962-9141-office

919-962-9174-fax

From: <butchdavis@uncaa.unc.edu>
Sent: Wednesday, February 6, 2008 7:51 AM
To: Ketterly', 'Jennifer <ketterly@email.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>; Trulock, Scott <strulock@uncaa.unc.edu>
Subject: Football Training Table
Attach: TEXT.htm

Jen Ketterly

I hope the second semester is going well for you.

This is an extraordinarily critical time for our football players. It is the period of the year where we're at the highest level of work load that we ask of our players. We have a significant number of players that we're trying to get bigger, stronger, and more powerful. Some we've asked to put on muscle mass, some we've asked to reduce body fat and to lose weight. The dining hall has stopped using the Dot System to identify foods that would greatly benefit our players in identifying their specific needs.

I think it's extremely important that you have a strong presence during the week at breakfasts and dinners to monitor our players, be available for questions, to inquire, and to continue to educate our players. It was brought to my attention that you have not been to Kenan Football Center these first few weeks of the second semester. It's very important for you to have a presence to reinforce good nutrition. I hate to see the strides we started to make in the fall be put on the back-burner and take an insignificant role.

I hope to see you at the Training Table on a regular basis in the very near future. With your help, our team will get bigger, stronger, more powerful and win games!

Coach Davis

919-962-9141-office

919-962-9174-fax

From: "Jennifer Ketterly" <ketterly@email.unc.edu>
Sent: Wednesday, February 6, 2008 5:49 PM
To: Davis, Paul <butchdavis@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>; Hooker, Dan <dhooker@uncaa.unc.edu>; Trulock, Scott <strulock@uncaa.unc.edu>
Subject: RE: Football Training Table
Attach: TEXT.htm

Coach Davis,

Thank you for your email and for speaking with me directly about your concerns. I can appreciate the importance of this time of year as it relates to next season and recognize that this is the very best time of year for the players to address weight related goals and improve performance.

I hate to hear that you have been given word that I haven't been in the facility this semester or working toward the goals of the program. Just to give you a quick summary, as early as the week of Jan 7th I have been addressing needs for spring training. I've worked with the strength staff and Domo to get our pre- and post-workout supplements in here, talked informally with Coach C and met with Scott T re: players with spring weight goals. I also created tracking sheets for following spring progress (they are posted on the server so that Jeff, Scott and I can share data) and have worked with Gatorade to get some equipment enhancements for the facility. I am currently working with the department of exercise and sport science to secure our use of the bod pod for our upcoming body composition reassessments. In addition, I have seen players at my office in sports medicine as arranged by the sports med staff, and continue to always have Wednesday afternoons devoted to football related administrative duties, player management, or other.

In addition to the work that has been going on, I hear what you are saying about availability at the training table. As of this afternoon I have adjusted my clinical schedule to be able to address this cause. The plan of action includes adding the following:

TUESDAYS 8-9am Breakfast

WEDNESDAYS 5:00-7:00pm Dinner

THURSDAYS 8-9am Breakfast

and reinstating weekly training table management meetings with the Aramark Supervisors while improving the dot system

I hope you feel this is an acceptable short term solution. As you may know,

my current position oversees the needs of all our teams here at UNC and I am doing my best to balance and address those needs. It has become clear over the past couple years that our need has outpaced our resource with regard to sports nutrition. The Sports Medicine administration and I have proposed and requested expanded resources in this area for the upcoming year.

As part of this proposal we have discussed and outlined a long term vision for the services. Justifiably, the football program's needs are at the top of our priority list and have driven many of our discussions. If you have the opportunity to lend a voice of support to the athletic administration and express your interest and the program's need for additional sports nutrition time and resources, it may help reinforce and justify our proposal. We are requesting an additional full time nutritionist for the coming year and I would be interested in talking with you about the possibility of incorporating the nutrition services into the plans for the stadium's endzone renovation project. This proximity to the program could help further expand accessibility and availability.

Thank you again for your continued support and communication.

Sincerely,

Jen

Go 'Heels!

Jen Ketterly MS, RD

Director of Sports Nutrition

University of North Carolina

phone: (919) 962-9356

email: ketterly@email.unc.edu

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From: Pamela Higley [mailto:phigley@uncaa.unc.edu] On Behalf Of butchdavis@uncaa.unc.edu
Sent: Wednesday, February 06, 2008 7:51 AM
To: 'Jennifer Ketterly'
Cc: 'Corey Holliday'; 'Scott Trulock'
Subject: Football Training Table

Jen Ketterly

I hope the second semester is going well for you.

This is an extraordinarily critical time for our football players. It is the period of the year where we're at the highest level of work load that we ask of our players. We have a significant number of players that we're trying to get bigger, stronger, and more powerful. Some we've asked to put on muscle mass, some we've asked to reduce body fat and to lose weight. The dining hall has stopped using the Dot System to identify foods that would greatly benefit our players in identifying their specific needs.

I think it's extremely important that you have a strong presence during the week at breakfasts and dinners to monitor our players, be available for questions, to inquire, and to continue to educate our players. It was brought to my attention that you have not been to Kenan Football Center these first few weeks of the second semester. It's very important for you to have a presence to reinforce good nutrition. I hate to see the strides we started to make in the fall be put on the back-burner and take an insignificant role.

I hope to see you at the Training Table on a regular basis in the very near future. With your help, our team will get bigger, stronger, more powerful and win games!

Coach Davis

919-962-9141-office

919-962-9174-fax

From: Joyce Dalgleish <joyced@uncaa.unc.edu>

Sent: Wednesday, May 2, 2007 3:05 PM

To: Bitting, Angie <abitting@uncaa.unc.edu>; Gales, Bobby <bgales@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; McPherson, Dawn <dmcpherson@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Culler, Ellen <eculler@uncaa.unc.edu>; Basnight, Gail <gbasnight@uncaa.unc.edu>; Boone, Josh <jboone@uncaa.unc.edu>; Cake, Johnny <jcake@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Holbrook, Jennifer <jholbrook@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Montgomery, John <jmont@uncaa.unc.edu>; Crowder, Ken <kcrowder@uncaa.unc.edu>; Robinson, Kevin <krob@uncaa.unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Bunting, Mike <mbunting@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Wilkinson, Mike <mhwgolf@uncaa.unc.edu>; Perkins, Michael <mperkins@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Fowler, Ross <rfowler@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Harris, Stacey <sharris@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Maynor, Terri <tmaynor@uncaa.unc.edu>; Sabo, Tim <tsabo@uncaa.unc.edu>; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Cc: Gallo, Larry <athgallo@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>; Holt, Joan <jholt@uncaa.unc.edu>; Duffy, Kathy <kduffy@uncaa.unc.edu>

Subject: WPPR Time!!!

Attach: TEXT.htm; WPPR Memo.07-08(May07).doc; WPPRperformreviewDec203.doc; WPPRworkplanDec2003.doc

---

Attached you will find a memo outlining the WPPR process, and the most current Work Plan and Performance Review forms. Please note that this process MUST be completed and all forms returned to my office NO LATER THAN June 1, 2007. If you have any questions, please let me know.

Thanks,
Joyce

M E M O R A N D U M

May 1, 2007

TO:	Dick Baddour	Martina Ballen	Gail Basnight	Angie Bitting	John Blanchard
	Joshua Boone	Mike Bunting	Johnny Cake	Ken Crowder	Ellen Culler
	Butch Davis	Ross Fowler	Mike Fox	Bobby Gales	Clint Gwaltney
	Stacey Harris	Sylvia Hatchell	Jennifer Holbrook	Joe Holladay	Corey Holliday
	Pamela Holt-Higley	Steve Kirschner	Terri Maynor	Dawn McPherson	Robert Mercer
	BethMiller	Dominic Morelli	Sam Paul	Michael Perkins	Kevin Robinson
	Tim Sabo	Willie Scroggs	Rick Steinbacher	Michael Wilkinson	Roy Williams

FROM: Larry Gallo and Joyce Dalgleish

RE: Performance Reviews for SPA Employees

It is once again time to complete the Annual SPA Performance Reviews for the **period ending May 31, 2007**. Work Plans for each employee may also be update during this process. If Work Plans are current and do not need updating, simply submit a copy of the current Plan and write at the top in red ink "Work Plan remains the same for the period to end May 31, 2008". If the Work Plan has changed, please submit a new Work Plan Form (copy attached) for the period ending May 31, 2008. The Performance Review should be completed on the most current form, a copy of which is attached. (**REMINDER**: the Work Plan and Performance Review cycle is June 1 to May 31).

Upon completion of each evaluation and work plan, and in order to satisfy the Office of State Personnel reporting requirements:

1. be sure that the employee, supervisor and next highest level supervisor have signed all forms.
2. give a copy of each to the employee.
3. keep a copy of each for your files.
4. **send the following to our office NO LATER THAN JUNE 1, 2007:**

the original copy of the WORK PLAN for the period ending May 31, 2007.
the original copy of the PERFORMANCE REVIEW.
the original copy of the Work Plan for the period ending May 31, 2008 (if revised), **or** a copy of the current unchanged Work Plan (indicate "Remains unchanged for the period ending May 31, 2008" at the top).

NOTE: employees must be under a work plan for 4 months in order to be evaluated. If you have employees in your work unit hired since the last review cycle, and for whom you have not written a work plan, you **must** do so at this time. If you have questions about this please call Joyce.

Evaluations must be reported to Employee Records and entered into the Payroll system in order for any increases that may be awarded to be recognized in paychecks a current basis. **It is imperative that you complete and return your performance reviews by the aforementioned date. Reviews not received by this deadline will result in the employee not receiving increases for which they may be eligible.**

Please be advised that the Legislature has not yet made any decisions concerning increases for 2007-2008. You will be notified as soon as that information is available.

If you have any questions concerning this process, please call Joyce at 962-7850.

Attachments

The University of North Carolina at Chapel Hill
Office of Human Resources

PERFORMANCE REVIEW

Type of Review:	Annual	Interim	Other	Work Planning Period Ending:

Employee's Name: _____ _____
Last First MI PID #

_____ _____
Dept. Name Dept. #

Classification Title: _____ Position Number: _____

Date Appointed To This Position: _____

Supervisor Completing This Form: _____

Date Performance Review was Completed: _____

Instructions

During the Work Planning Period, the supervisor documents in Part I of this form the employee's Actual Performance for each Principal Function. The supervisor records specific results achieved and the "behaviors" (i.e., knowledge, skills, abilities and methods) demonstrated to produce the results. When documenting Actual Performance, describe the quality, quantity or other appropriate measures as described in the Performance Standards.

Throughout the Performance Review process, the supervisor and the employee refer to the Principal Functions and Performance Standards that comprise the employee's Work Plan. To evaluate the employee's performance, the supervisor compares the employee's Actual Performance with the Performance Standards [Performance Indicator(s)] in the Work Plan.

Based on the review of the employee's Actual Performance, the supervisor determines the appropriate Performance Rating for each Principal Function and records that rating under Part I, "Performance Rating," using the North Carolina Rating Scale. (The numbers under Part I, "Principal Function" coincide with the Principal Function numbers shown on the employee's Work Plan.)

The supervisor completes Parts I, II, and III and discusses the employee's performance with the next higher level supervisor. After reaching an agreement on the proposed evaluation, the supervisor conducts the Performance Review Interview with the employee. Proposed performance ratings may be revised based on the supervisor-employee Performance Review Interview.

As part of the Performance Review meeting and discussion, the employee adds comments, if any, in Part V and signs the form. The supervisor gives a copy of the signed and completed form to the employee, retains the original in the department file and informs the employee where the original is filed.

PERFORMANCE REVIEW

Part I – Evaluation of Performance for each Principal Function

For the Work Planning Period Ending: _____

Employee's Name: _____ _____
Last First MI PID#

Use this Part to record information about Actual Performance to be discussed with the employee during the Interim and Annual Performance Reviews. You may add additional rows (or remove rows) to the table below to match the number of principal functions on the employee's Work Plan. Cells will expand as needed.

Principal Function #	Actual Performance	Performance Rating

PERFORMANCE REVIEW

Part II - Supervisor's Summary Evaluation Statement

Part III - Overall Evaluation

Check the Overall Evaluation on the Annual Performance Review. (Assigning an overall evaluation is optional for Interim and other reviews.)

Outstanding Performance	Very Good Performance	Good Performance	Below Good Performance	Unsatisfactory Performance

Part IV - Employee Appeals

An employee may appeal the Overall Evaluation, the rating on one or more principal functions, or explanatory remarks on the Annual Performance Review by completing a "Level A Appeal of Performance Management Decision," and forwarding it to his/her department head within 15 calendar days from the date he/she receives the completed Performance Review. A "Level A Appeal of Performance Management Decision," is available from the Office of Human Resources website or the Employee Services Department. As provided by the General Assembly and rules issued by the Office of State Personnel, an employee also may appeal the non-award of a Performance Increase or Bonus when eligible; or the amount of such award. Interim or other performance reviews are not appealable.

Part V - Employee's Comments (optional)

___ I agree with this evaluation.
___ I do not agree with this evaluation.

Employee Comments (optional)**:**

Part VI - Signatures

(The employee is required to sign this form. The signature indicates only that the performance interview was held, not agreement with the statements or ratings contained in it.)

Employee's Signature	Supervisor's Signature	Next Higher Supervisor's Signature
Date	Date	Date

The University of North Carolina at Chapel Hill
Office of Human Resources

WORK PLAN
(PRINCIPAL FUNCTIONS AND PERFORMANCE STANDARDS)

This Work Plan is for the Work Planning Period beginning _____ and ending _____

Employee's Name: _____ _____
Last First MI PID #

Department: _____ _____
Dept. Name Dept. #

Classification Title: _____ Position Number: _____

Date Appointed to this Position: _____

Supervisor Completing this Form: _____

Date Work Plan was Completed: _____

Instructions

The Supervisor completes this form prior to the Work Planning Conference and discusses the Work Plan with the employee during the conference. As appropriate, revisions may be made to the Work Plan. The supervisor gives a signed copy to the employee and retains the original for the department file.

Principal Functions and Performance Standards

List Principal Functions for this position, beginning with the most important. Principal Functions can be identified by reviewing previous Work Plans and position descriptions, interviewing employees, or by conducting a job analysis to determine the current major duties and responsibilities of the position.

Under each Principal Function, the Supervisor indicates the Performance Standard(s), the Performance Indicator(s) at the "**Good Performance**" level, and the Source(s) of Data to be used in evaluation.

Space for six Principal Functions has been provided in the following table as a framework for entering this information consistently. You may add or delete table rows as needed. Cells will expand as needed.

WORK PLAN
(PRINCIPAL FUNCTIONS AND PERFORMANCE STANDARDS)

PRINCIPAL FUNCTION	PRINCIPAL FUNCTIONS AND PERFORMANCE STANDARDS

1 Principal Function:

Enter description of principal function here

Performance Standards:

Enter description of performance standards here

Performance Indicator(s) and Source(s) of Data:

Enter description of performance indicators here

2 Principal Function:

Enter description of principal function here

Performance Standards:

Enter description of performance standards here

Performance Indicator(s) and Source(s) of Data:

Enter description of performance indicators here

3 Principal Function:

Enter description of principal function here

Performance Standards:

Enter description of performance standards here

WORK PLAN
(PRINCIPAL FUNCTIONS AND PERFORMANCE STANDARDS)

PRINCIPAL FUNCTION	PRINCIPAL FUNCTIONS AND PERFORMANCE STANDARDS

Performance Indicator(s) and Source(s) of Data:

Enter description of performance indicators here

4 **Principal Function:**

Enter description of principal function here

Performance Standards:

Enter description of performance standards here

Performance Indicator(s) and Source(s) of Data:

Enter description of performance indicators here

5 **Principal Function:**

Enter description of principal function here

Performance Standards:

Enter description of performance standards here

Performance Indicator(s) and Source(s) of Data:

Enter description of performance indicators here

6 **Principal Function:**

Enter description of principal function here

WORK PLAN
(PRINCIPAL FUNCTIONS AND PERFORMANCE STANDARDS)

PRINCIPAL FUNCTION	PRINCIPAL FUNCTIONS AND PERFORMANCE STANDARDS

Performance Standards:

Enter description of performance standards here

Performance Indicator(s) and Source(s) of Data:

Enter description of performance indicators here

WORK PLAN
(PRINCIPAL FUNCTIONS AND PERFORMANCE STANDARDS)

Throughout the Work Planning Period the supervisor should track performance by periodically reviewing the employee's Actual Performance and maintaining documentation about that performance. The supervisor will then summarize the performance information and record it on the "Performance Review" document. This information forms the basis for performance-related discussions during the Work Planning Period. It is also discussed during the Interim Review and the Performance Review at the end of the Work Planning Period.

SIGNATURES:

The supervisor has reviewed this Work Plan with me.
(The employee is required to sign this form. The signature indicates only that the principal functions and performance expectations have been reviewed with the employee, not agreement with them.)

Employee's Signature	Supervisor's Signature	Next Higher Supervisor's Signature
Date	Date	Date

WORK PLAN
(PRINCIPAL FUNCTIONS AND PERFORMANCE STANDARDS)

DEVELOPMENT PLAN

Employee's Name: _____ _____
Last First MI PID#

This is for the Work Planning Period beginning _____ and ending _____

Instructions

The Supervisor works with the employee to design a Development Plan to help the employee succeed in his/her job. The Development Plan specifies the actions the employee is to take to acquire knowledge, skills and abilities necessary for successful performance on the present job, or to document any growth opportunities in which the employee is participating. Sample activities include:

- Regularly scheduled on-the-job training sessions to improve skills
- Complete introductory computer course
- Attend Telephone Techniques workshop
- Other self-development activities

When identifying developmental activities, the supervisor should review course or training content for its relevance to the employee's Principal Functions and Performance Standards. Provide the level of detail appropriate for the activity. Target dates for achieving the items in the Development Plan should be listed, along with a brief description of the assistance or support to be provided by the supervisor or others.

The Development Plan is strongly recommended for all employees. A Development Plan is mandatory for an employee whose performance of any expectation is less than the "Good Performance" level as of the Interim Review, the Annual Review, or any other significant time during the cycle. If there are no performance deficiencies or new skills required to maintain performance at or above the "Good Performance" level, an employee may elect not to participate in optional training and development activities. A statement to that effect should be recorded below, and the worksheet initialed and dated as provided.

Have Development Activities been scheduled for this Performance Period?	**YES**	**NO**

Activity	**Support**	**Target Date**

Employee's Signature _____ Supervisor's Signature _____ Next Higher Supervisor's Signature _____

Date _____ Date _____ Date _____

From: Joyce Dalgleish <joyced@uncaa.unc.edu>

Sent: Thursday, May 24, 2007 9:53 AM

To: Bitting, Angie <abitting@uncaa.unc.edu>; Gales, Bobby <bgales@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Holliday, Corey <choliday@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; McPherson, Dawn <dmcpherson@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Culler, Ellen <eculler@uncaa.unc.edu>; Basnight, Gail <gbasnight@uncaa.unc.edu>; Boone, Josh <jboone@uncaa.unc.edu>; Cake, Johnny <jcake@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Holbrook, Jennifer <jholbrook@uncaa.unc.edu>; Holladay, Joe <jholladay@uncaa.unc.edu>; Montgomery, John <jmont@uncaa.unc.edu>; Crowder, Ken <kcrowder@uncaa.unc.edu>; Robinson, Kevin <krob@uncaa.unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Bunting, Mike <mbunting@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Wilkinson, Mike <mhwgolf@uncaa.unc.edu>; Perkins, Michael <mperkins@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Fowler, Ross <rfowler@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Harris, Stacey <sharris@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Maynor, Terri <tmaynor@uncaa.unc.edu>; Sabo, Tim <tsabo@uncaa.unc.edu>; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Cc: Gallo, Larry <athgallo@uncaa.unc.edu>; Roberts, Doug <droberts@uncaa.unc.edu>; Holt, Joan <jholt@uncaa.unc.edu>; Duffy, Kathy <kduffy@uncaa.unc.edu>

Subject: WPPR Time!!! (REMINDER)

Attach: TEXT.htm; WPPR Memo.07-08(May07).doc; WPPRperformreviewDec203.doc; WPPRworkplanDec2003.doc

---

Just a friendly reminder of the deadline for WPPR's to be submitted to my office. Please let me know if you have any questions.
Thanks,
Joyce

Attached you will find a memo outlining the WPPR process, and the most current Work Plan and Performance Review forms. Please note that this process MUST be completed and all forms returned to my office NO LATER THAN June 1, 2007. If you have any questions, please let me know.

Thanks,
Joyce

M E M O R A N D U M

May 1, 2007

TO:	Dick Baddour	Martina Ballen	Gail Basnight	Angie Bitting	John Blanchard
	Joshua Boone	Mike Bunting	Johnny Cake	Ken Crowder	Ellen Culler
	Butch Davis	Ross Fowler	Mike Fox	Bobby Gales	Clint Gwaltney
	Stacey Harris	Sylvia Hatchell	Jennifer Holbrook	Joe Holladay	Corey Holliday
	Pamela Holt-Higley	Steve Kirschner	Terri Maynor	Dawn McPherson	Robert Mercer
	BethMiller	Dominic Morelli	Sam Paul	Michael Perkins	Kevin Robinson
	Tim Sabo	Willie Scroggs	Rick Steinbacher	Michael Wilkinson	Roy Williams

FROM: Larry Gallo and Joyce Dalgleish

RE: Performance Reviews for SPA Employees

It is once again time to complete the Annual SPA Performance Reviews for the **period ending May 31, 2007**. Work Plans for each employee may also be update during this process. If Work Plans are current and do not need updating, simply submit a copy of the current Plan and write at the top in red ink "Work Plan remains the same for the period to end May 31, 2008". If the Work Plan has changed, please submit a new Work Plan Form (copy attached) for the period ending May 31, 2008. The Performance Review should be completed on the most current form, a copy of which is attached. (**REMINDER**: the Work Plan and Performance Review cycle is June 1 to May 31).

Upon completion of each evaluation and work plan, and in order to satisfy the Office of State Personnel reporting requirements:

1. be sure that the employee, supervisor and next highest level supervisor have signed all forms.
2. give a copy of each to the employee.
3. keep a copy of each for your files.
4. **send the following to our office NO LATER THAN JUNE 1, 2007:**

the original copy of the WORK PLAN for the period ending May 31, 2007.
the original copy of the PERFORMANCE REVIEW.
the original copy of the Work Plan for the period ending May 31, 2008 (if revised), **or** a copy of the current unchanged Work Plan (indicate "Remains unchanged for the period ending May 31, 2008" at the top).

NOTE: employees must be under a work plan for 4 months in order to be evaluated. If you have employees in your work unit hired since the last review cycle, and for whom you have not written a work plan, you **must** do so at this time. If you have questions about this please call Joyce.

Evaluations must be reported to Employee Records and entered into the Payroll system in order for any increases that may be awarded to be recognized in paychecks a current basis. **It is imperative that you complete and return your performance reviews by the aforementioned date. Reviews not received by this deadline will result in the employee not receiving increases for which they may be eligible.**

Please be advised that the Legislature has not yet made any decisions concerning increases for 2007-2008. You will be notified as soon as that information is available.

If you have any questions concerning this process, please call Joyce at 962-7850.

Attachments

The University of North Carolina at Chapel Hill
Office of Human Resources

PERFORMANCE REVIEW

Type of Review:	Annual	Interim	Other	Work Planning Period Ending:

Employee's Name: _____ _____
Last First MI PID #

_____ _____
Dept. Name Dept. #

Classification Title: _____ Position Number: _____

Date Appointed To This Position: _____

Supervisor Completing This Form: _____

Date Performance Review was Completed: _____

Instructions

During the Work Planning Period, the supervisor documents in Part I of this form the employee's Actual Performance for each Principal Function. The supervisor records specific results achieved and the "behaviors" (i.e., knowledge, skills, abilities and methods) demonstrated to produce the results. When documenting Actual Performance, describe the quality, quantity or other appropriate measures as described in the Performance Standards.

Throughout the Performance Review process, the supervisor and the employee refer to the Principal Functions and Performance Standards that comprise the employee's Work Plan. To evaluate the employee's performance, the supervisor compares the employee's Actual Performance with the Performance Standards [Performance Indicator(s)] in the Work Plan.

Based on the review of the employee's Actual Performance, the supervisor determines the appropriate Performance Rating for each Principal Function and records that rating under Part I, "Performance Rating," using the North Carolina Rating Scale. (The numbers under Part I, "Principal Function" coincide with the Principal Function numbers shown on the employee's Work Plan.)

The supervisor completes Parts I, II, and III and discusses the employee's performance with the next higher level supervisor. After reaching an agreement on the proposed evaluation, the supervisor conducts the Performance Review Interview with the employee. Proposed performance ratings may be revised based on the supervisor-employee Performance Review Interview.

As part of the Performance Review meeting and discussion, the employee adds comments, if any, in Part V and signs the form. The supervisor gives a copy of the signed and completed form to the employee, retains the original in the department file and informs the employee where the original is filed.

PERFORMANCE REVIEW

Part I – Evaluation of Performance for each Principal Function

For the Work Planning Period Ending: _____

Employee's Name: _____ _____
Last First MI PID#

Use this Part to record information about Actual Performance to be discussed with the employee during the Interim and Annual Performance Reviews. You may add additional rows (or remove rows) to the table below to match the number of principal functions on the employee's Work Plan. Cells will expand as needed.

Principal Function #	Actual Performance	Performance Rating

PERFORMANCE REVIEW

Part II - Supervisor's Summary Evaluation Statement

Part III - Overall Evaluation

Check the Overall Evaluation on the Annual Performance Review. (Assigning an overall evaluation is optional for Interim and other reviews.)

Outstanding Performance	Very Good Performance	Good Performance	Below Good Performance	Unsatisfactory Performance

Part IV - Employee Appeals

An employee may appeal the Overall Evaluation, the rating on one or more principal functions, or explanatory remarks on the Annual Performance Review by completing a "Level A Appeal of Performance Management Decision," and forwarding it to his/her department head within 15 calendar days from the date he/she receives the completed Performance Review. A "Level A Appeal of Performance Management Decision," is available from the Office of Human Resources website or the Employee Services Department. As provided by the General Assembly and rules issued by the Office of State Personnel, an employee also may appeal the non-award of a Performance Increase or Bonus when eligible; or the amount of such award. Interim or other performance reviews are not appealable.

Part V - Employee's Comments (optional)

___ I agree with this evaluation.
___ I do not agree with this evaluation.

Employee Comments (optional)**:**

Part VI - Signatures

(The employee is required to sign this form. The signature indicates only that the performance interview was held, not agreement with the statements or ratings contained in it.)

Employee's Signature	Supervisor's Signature	Next Higher Supervisor's Signature
Date	Date	Date

The University of North Carolina at Chapel Hill
Office of Human Resources

WORK PLAN
(PRINCIPAL FUNCTIONS AND PERFORMANCE STANDARDS)

This Work Plan is for the Work Planning Period beginning _____ and ending _____

Employee's Name: _____ _____
Last First MI PID #

Department: _____ _____
Dept. Name Dept. #

Classification Title: _____ Position Number: _____

Date Appointed to this Position: _____

Supervisor Completing this Form: _____

Date Work Plan was Completed: _____

Instructions

The Supervisor completes this form prior to the Work Planning Conference and discusses the Work Plan with the employee during the conference. As appropriate, revisions may be made to the Work Plan. The supervisor gives a signed copy to the employee and retains the original for the department file.

Principal Functions and Performance Standards

List Principal Functions for this position, beginning with the most important. Principal Functions can be identified by reviewing previous Work Plans and position descriptions, interviewing employees, or by conducting a job analysis to determine the current major duties and responsibilities of the position.

Under each Principal Function, the Supervisor indicates the Performance Standard(s), the Performance Indicator(s) at the "**Good Performance**" level, and the Source(s) of Data to be used in evaluation.

Space for six Principal Functions has been provided in the following table as a framework for entering this information consistently. You may add or delete table rows as needed. Cells will expand as needed.

WORK PLAN
(PRINCIPAL FUNCTIONS AND PERFORMANCE STANDARDS)

PRINCIPAL FUNCTION	PRINCIPAL FUNCTIONS AND PERFORMANCE STANDARDS

1 Principal Function:

Enter description of principal function here

Performance Standards:

Enter description of performance standards here

Performance Indicator(s) and Source(s) of Data:

Enter description of performance indicators here

2 Principal Function:

Enter description of principal function here

Performance Standards:

Enter description of performance standards here

Performance Indicator(s) and Source(s) of Data:

Enter description of performance indicators here

3 Principal Function:

Enter description of principal function here

Performance Standards:

Enter description of performance standards here

WORK PLAN
(PRINCIPAL FUNCTIONS AND PERFORMANCE STANDARDS)

PRINCIPAL FUNCTION	PRINCIPAL FUNCTIONS AND PERFORMANCE STANDARDS

Performance Indicator(s) and Source(s) of Data:

Enter description of performance indicators here

4 **Principal Function:**

Enter description of principal function here

Performance Standards:

Enter description of performance standards here

Performance Indicator(s) and Source(s) of Data:

Enter description of performance indicators here

5 **Principal Function:**

Enter description of principal function here

Performance Standards:

Enter description of performance standards here

Performance Indicator(s) and Source(s) of Data:

Enter description of performance indicators here

6 **Principal Function:**

Enter description of principal function here

WORK PLAN
(PRINCIPAL FUNCTIONS AND PERFORMANCE STANDARDS)

PRINCIPAL FUNCTION	PRINCIPAL FUNCTIONS AND PERFORMANCE STANDARDS

Performance Standards:

Enter description of performance standards here

Performance Indicator(s) and Source(s) of Data:

Enter description of performance indicators here

WORK PLAN
(PRINCIPAL FUNCTIONS AND PERFORMANCE STANDARDS)

Throughout the Work Planning Period the supervisor should track performance by periodically reviewing the employee's Actual Performance and maintaining documentation about that performance. The supervisor will then summarize the performance information and record it on the "Performance Review" document. This information forms the basis for performance-related discussions during the Work Planning Period. It is also discussed during the Interim Review and the Performance Review at the end of the Work Planning Period.

SIGNATURES:

The supervisor has reviewed this Work Plan with me.
(The employee is required to sign this form. The signature indicates only that the principal functions and performance expectations have been reviewed with the employee, not agreement with them.)

Employee's Signature	Supervisor's Signature	Next Higher Supervisor's Signature
Date	Date	Date

WORK PLAN
(PRINCIPAL FUNCTIONS AND PERFORMANCE STANDARDS)

DEVELOPMENT PLAN

Employee's Name: _____ _____
Last First MI PID#

This is for the Work Planning Period beginning _____ and ending _____

Instructions

The Supervisor works with the employee to design a Development Plan to help the employee succeed in his/her job. The Development Plan specifies the actions the employee is to take to acquire knowledge, skills and abilities necessary for successful performance on the present job, or to document any growth opportunities in which the employee is participating. Sample activities include:

- Regularly scheduled on-the-job training sessions to improve skills
- Complete introductory computer course
- Attend Telephone Techniques workshop
- Other self-development activities

When identifying developmental activities, the supervisor should review course or training content for its relevance to the employee's Principal Functions and Performance Standards. Provide the level of detail appropriate for the activity. Target dates for achieving the items in the Development Plan should be listed, along with a brief description of the assistance or support to be provided by the supervisor or others.

The Development Plan is strongly recommended for all employees. A Development Plan is mandatory for an employee whose performance of any expectation is less than the "Good Performance" level as of the Interim Review, the Annual Review, or any other significant time during the cycle. If there are no performance deficiencies or new skills required to maintain performance at or above the "Good Performance" level, an employee may elect not to participate in optional training and development activities. A statement to that effect should be recorded below, and the worksheet initialed and dated as provided.

Have Development Activities been scheduled for this Performance Period?	**YES**	**NO**

Activity	**Support**	**Target Date**

Employee's Signature _____ Supervisor's Signature _____ Next Higher Supervisor's Signature _____

Date _____ Date _____ Date _____

From: "Jennifer Ketterly" <ketterly@email.unc.edu>
Sent: Tuesday, September 8, 2009 11:45 AM
To: Davis, Paul <butchdavis@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: RE: From Coach Davis
Attach: TEXT.htm

Coach Davis,

I apologize for the Fueling Station not being stocked and available as it should have been this morning. I had put one of my staff in charge of this function and they have obviously failed in the consistent execution. I'll address the issue today and ensure that this does not happen again.

Apologies for failing the program in this way.

Sincerely,

Jen

Jen Ketterly MS, RD

Director of Sports Nutrition

University of North Carolina

(919) 962-9356

ketterly@email.unc.edu

From: Pamela Higley [mailto:phigley@uncaa.unc.edu] On Behalf Of butchdavis@uncaa.unc.edu
Sent: Tuesday, September 08, 2009 8:13 AM
To: ketterly@email.unc.edu
Cc: cholliday@uncaa.unc.edu
Subject: From Coach Davis

Good Morning:

Tuesday morning there was no product available for the players on the

fueling station. No cups, juice or drinks. No bread or bagels, no fresh fruit, etc. Can you please pay closer attention. This is not a minor detail. This is happening too often.

Pamela Holt-Higley

Executive Assistant to

Head Coach Butch Davis

919-962-9141-office

919-962-9174-fax

From: <hr@unc.edu>
Sent: Wednesday, November 3, 2010 8:33 PM
To: cholliday@unc.edu; no_reply@unc.edu
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: FORMAL NOTICE: Revisions to SPA Grievance Policy

To: All Permanent Employees
From: Gena Carter, Senior Director, Employee & Management Relations
Office of Human Resources

The State Personnel Commission has approved revisions to the University's SPA Grievance Policy, effective January 1, 2011.

An advance copy of the revised SPA Grievance Policy is available on the Office of Human Resources website at: http://hr.unc.edu/employee-relations/.

MAJOR CHANGES

-- With permission of the grievant or respondent, support persons are allowed to speak on behalf of the grievant or respondent during the opening and/or closing remarks of the Step 2 hearing. Previously, support persons were not allowed to speak.

-- The number of work hours that an employee can apply to working on their grievance has been changed from 12 hours to 8 hours to align with State requirements.

-- Items that can be grieved have been changed to align more closely with State policy. However, the UNC-Chapel Hill policy continues to offer broader coverage under the SPA Grievance Policy than other state agencies or universities. The University also provides alternative dispute resolution programs to address issues that are not grievable.

-- The performance appeals policy has been integrated into the grievance policy and is no longer a separate process.

-- The policy has been streamlined and provides a list of definitions. Forms have been updated and new help documents have been created to assist all participants through the process.

Refer to the policy for more information.

WHAT IS GRIEVABLE?

-- Disciplinary action
-- Harassment
-- Discrimination
-- Retaliation
-- Annual performance appraisal

-- Performance-based pay decision
-- Policy violation
-- Inaccurate or misleading information in personnel file

Refer to the policy for specific requirements.

OVERVIEW OF THE GRIEVANCE PROCESS

STEP 1: The employee ('grievant') has 30 calendar days from the date of the event (or knowledge of the event) being grieved to submit a grievance filing form to Employee & Management Relations (E&MR) in the Office of Human Resources. E&MR will send the grievance to a 'respondent' (usually, the second- or third-level supervisor of the grievant) who has 10 calendar days to submit a written response to E&MR.

STEP 2: The grievant has 10 calendar days from the date of receiving the Step 1 response to submit a Step 2 appeal to E&MR, which will schedule a hearing within a month of the filing. A panel of three volunteer SPA employees will hear statements from the grievant and respondent and will review additional information they submit. The panel submits a report and recommendation to the Chancellor within 10 calendar days of the hearing.

FINAL AGENCY DECISION: The Chancellor has 10 calendar days to review the panel report and recommendation and make a final decision for the University on the issue.

FURTHER APPEAL: For some issues, the Chancellor's decision is final. Other issues may be appealed within 30 calendar days of receiving the Chancellor's decision to the State's Office of Administrative Hearings.

AVAILABLE SUPPORT

The Grievance Coordinator in the Office of Human Resources can assist employees in understanding their rights under the SPA Grievance Policy and help with the filing process.

'Support persons' are volunteer SPA and EPA non-faculty employees of the University trained by the Office of Human Resources who can assist a grievant in completing filing forms, gathering supporting information, attend grievance-related meetings with the grievant, and attend the Step 2 hearing. With their grievant's or respondent's permission, support persons are allowed to speak on their behalf during the opening and/or closing remarks of the Step 2 hearing. The support person cannot represent or serve as an attorney for the grievant. The Grievance Coordinator keeps a list of trained support persons.

Starting January 1, 2011, the Office of Human Resources website will include additional guidance materials that can assist employees with the grievance process.

INFORMATION SESSIONS

The following general information sessions will be held to provide an overview of the grievance policy and related resources. No advance registration is required. Attendance at these sessions can be considered work time with advanced scheduling approval of your supervisor.

Monday, November 15, 2010
10:00 am - 11:30 am
Pleasants Assembly Room, Wilson Library

Monday, November 15, 2010
5:15 pm - 6:45 pm
Cheek Clark Bldg. Room 110

Wednesday, November 17, 2010
6:30 am - 7:45 am
Stone Center Auditorium

Wednesday, November 17, 2010
2:00 pm - 3:30 pm
1131 Bioinformatics

Friday, November 19, 2010
6:30 am - 7:45 am
Stone Center Auditorium

Monday, November 29, 2010
10:00 am - 11:30 am
Stone Center / Hitchcock Room

HEARING PANELIST AND SUPPORT PERSON TRAINING

If you are interested in serving as a support person and/or grievance hearing panelist, the Office of Human Resources is offering multiple training sessions in January and February. Additional training opportunities will be offered later in the year. You must have your supervisor's approval to participate as a support person or hearing panelist. Additional information about this training will be sent in a separate communication.

QUESTIONS

If you have questions about this policy, please contact Employee & Management Relations in the Office of Human Resources, 104 Airport Drive, Chapel Hill, NC 27599-1045. Phone: 919.843.3444. Email: emr@unc.edu.

This email is sponsored by: Office of Human Resources

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Tuesday, March 21, 2006 2:47 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>
Subject: Fwd: Re: Probation
Attach: Re_ Probation.msg

More information on the new proposal. Call or email if you have questions. RJM

From: Bobbi Owen <owenbob@unc.edu>
Sent: Tuesday, March 21, 2006 2:38 PM
To: Poehls, Alice <apoehls@email.unc.edu>
Cc: Blanchard, John G <johnblanchard@unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Re: Probation
Attach: ToolboxRevisited.pdf; owenbob.vcf

2.0 not 3.0.

The working plan is that all first year students stay in school regardless of how they do during their first semester (if they do really poorly, they will be asked to "consult with a member of the academic advising retention team."

The first time a student finds him or herself in trouble - they would be automatically put on probation. Only after a semester of probation would they become ineligible - with the current methods of restoring good standing still in place (summer school, on-line, self-paced studies). I am attaching what looks like the standard hours and gpa requirements. No more review, no more warning.

It's technically possible to be here for three semesters in a row before ending up ineligible.

Bobbi
****

DRAFT:

A student who enters the University after July 1, 2007 must meet the following minimum requirements:

A. a 2.000 cumulative grade point average and 24 academic semester hours passed (cumulative) to begin the third semester-in-residence. Any student who does not have at least a 2.000 cumulative GPA and 9 academic hours passed by the beginning of their second semester in residence will be required to consult with a member of the advising program retention team

B. a 2.000 cumulative grade point average and 36 academic semester hours passed (cumulative) to begin the fourth semester-in-residence;

C. a 2.000 cumulative grade point average and 51 academic semester hours passed (cumulative) to begin the fifth semester-in-residence;

D. a 2.000 cumulative grade point average and 63 academic semester hours passed (cumulative) to begin the sixth semester-in-residence;

E. a 2.000 cumulative grade point average and 78 academic semester hours passed (cumulative) to begin the seventh semester-in-residence;

F. a 2.000 cumulative grade point average and 90 academic semester hours passed (cumulative) to begin the eighth semester-in-residence;

G. a 2.000 cumulative grade point average and 105 academic semester hours passed (cumulative) to begin the ninth semester-in-residence.

/Notes/

Except for degree programs that require enrollment beyond a ninth semester, permission to enroll in a tenth semester or beyond must be secured in advance from the appropriate officials in the college or school in which the student is enrolled. A minimum of 2.000 cumulative GPA is required to enter a 10th semester or beyond.

****

I am also attaching the "Toolbox Revisited Report" which has much of interest. It suggests that course drops without penalty and waivers of

good standing without penalty do little good over the long term as
students do not accept responsibility for their actions.

Bobbi

Alice Poehls wrote:
> Hi John and Robert,
>
> I have spoken to Bobbi Owen and want to summarize what I learned from
> her. The interpretation of the new eligibility rules that I gave to
> you, Robert, do not seem to agreee with the intentions of the College.
>
> Bobbi agrees that we need to include some language in the
> catalog/bulletin that says "good standing" means the ability to
> register. When you are on probation , you will be able to register
> and thus it would follow that you are in "good standing."
>
> Bobbi said that they are committed to a "one probation" concept. That
> means, once dismissed, it would be unusual to be re-admitted on
> probation. Further, the student who is probated and then reaches a
> 3.0 for a semester or two, could be dismissed if the student fell
> below 3.0, even if it had been several semesters since the student was
> on "probation."
>
> Bobbi is happy to discuss these items. Thanks.\
>
> Alice
>

THE TOOLBOX REVISITED

Paths to Degree Completion From High School Through College

U.S. Department of Education

THE TOOLBOX REVISITED

Paths to Degree Completion from High School Through College

Clifford Adelman
Senior Research Analyst
Policy, Research, and Evaluation Staff
Office of Vocational and Adult Education
U.S. Department of Education

U.S. Department of Education
Margaret Spellings
Secretary

Office of Vocational and Adult Education
Beto Gonzalez
Acting Assistant Secretary

February 2006

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Adelman, C. *The Toolbox Revisited: Paths to Degree Completion From High School Through College.* Washington, D.C.: U.S. Department of Education, 2006.

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or **order online** at: www.ed.gov/pubs/edpubs.html.

This report is also available on the Department's Web site at:
www.ed.gov/rschstat/research/pubs/toolboxrevisit/index.html

On request, this publication is available in alternate formats, such as Braille, large print, or computer diskette. For more information, please contact the Department's Alternative Format Center at (202) 260-0852 or (202) 260-0818.

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Executive Summary

The Toolbox Revisited is a data essay that follows a nationally representative cohort of students from high school into postsecondary education, and asks what aspects of their formal schooling contribute to completing a bachelor's degree by their mid-20s. The universe of students is confined to those who attended a four-year college at any time, thus including students who started out in other types of institutions, particularly community colleges.

The core question, data source, and legacy

The core question is not about basic "access" to higher education. It is not about persistence to the second term or the second year following postsecondary entry. It is about completion of academic credentials—the culmination of opportunity, guidance, choice, effort, and commitment.

To answer the question, *The Toolbox Revisited* uses the most recently completed of the national grade-cohort longitudinal studies conducted by the National Center for Education Statistics. This study, known as the NELS:88/2000, began with a national sample of eighth-graders in 1988. They were scheduled to be in the 12th grade and graduate from high school in 1992. They were followed through December 2000. In addition to regular interviews with these students, the data set on which this essay draws includes the critical components of high school and college transcripts, and the transcript data are the principal sources for the academic history observed.

The Toolbox Revisited was designed as a replication of a noted previous study published by the U.S. Department of Education, *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment* (1999), hereinafter referred to as "the original *Tool Box,*" which based its analysis on a national cohort of high school students who were scheduled to graduate in 1982, and who were followed through 1993. The question naturally arose as to whether the hypotheses and analyses based on that cohort's history would hold up in the story of the slightly overlapping 1992–2000 period.

We have learned a great deal in a very short time from numerous initiatives of states and private foundations to prepare high school students better for higher education, and from major federal stimuli under the *No Child Left Behind* legislation to jump start the process of academic momentum prior to high school. One of the reasons for examining the academic history of the NELS:88/2000 cohort is that its students attended high school after the wave of reforms in the 1980s that followed the critique of U.S. education offered by the seminal report, *A Nation at Risk* (1983), and, hence, may provide some clues as to the likely outcomes of current reform efforts.

Much has changed in other ways, too, since the High School Class of 1982 (the subjects of the original *Tool Box*) moved through their scheduled 12th grade and through postsecondary education. A dramatically higher proportion of high school seniors of all race/ethnicity groups continue their education, though access gaps remain (Wirt et al. 2005, indicator 22). Postsecondary attendance patterns among traditional-age students have become far more

complex, with nearly 60 percent of undergraduates attending more than one institution, and 35 percent of this group crossing state lines in the process; community college transfer rates rising nearly 10 percentage points; one out of eight undergraduates based in four-year institutions using community colleges to fill in pieces of their curriculum, and another eight percent "swirling" back and forth between the four-year and two-year sectors. Dual-enrollment while in high school, credit-by-examination, and use of summer terms all added to the dynamic mix of time and space that marked student pathways in the1990s.

With all this change, we still measure something called "college graduation rates" with anachronistic formulas that do not track students through increasingly complex paths to degrees. As a result, we do not understand what is really going on. The dominant language accompanying analyses bemoaning putatively low graduation rates is a language of "attrition," with students labeled "at risk" or "minimally college-qualified," and leaking out of "pipelines."

This study looks at student histories derived from transcript records in a different way and with a different tone. It follows the student, not the institution, because it is the *student's* success that matters to families—and to the nation. It allows the maximum length of postsecondary time for the High School Class of 1992, 8.5 years, for students to earn degrees no matter how many institutions they attend. It notes that if the history of the Class of 1982 were truncated at 8.5 years, there has been a decent improvement in bachelor's degree attainment among non-incidental students (those who earned more than 10 credits, i.e. "made a go of it") who attended a four-year college at any time (from 60 to 66 percent). It is natural to ask how this happened, to identify the moments and aspects of schooling that may have made a difference, and to reflect on what might make the most difference in the future for narrowing degree-completion gaps by race/ethnicity. In that task, *The Toolbox Revisited* looks for the features of academic history that are realistically subject to change by institutions whose principal business is the generation, preservation, and dissemination of knowledge. While acknowledging that for degree-completion rates to improve, students themselves must respond, and that their response does not occur in a vacuum, the features of student histories that are the domain of this inquiry do not include social and psychological variables attendant on the passage from adolescence to adulthood.

It is important to note that, as was the case for the original *Tool Box*, the student universe for *The Toolbox Revisited* constitutes roughly half who reach the 12th grade (table 1). It does not include students who failed to graduate from high school, those who earned General Education Diplomas (GEDs), those who had not enrolled in any postsecondary institution by the age of 26, and those who entered the postsecondary system but never attended a bachelor's degree-granting institution. The resulting demographics are slightly more female, slightly less minority, less with a second language background, and a higher socioeconomic status distribution than the cohort as a whole (table 2).

Organization

We learned from critiques of the original *Tool Box* to sort the chronology of events with greater care. There are seven steps in the analysis of *The Toolbox Revisited*, each of which involves a

collection of variables that are investigated in terms of the degree to which they help us explain bachelor's degree completion for the population of students under investigation:

Step 1: Demographic background and high school history
Step 2: Postsecondary entrance (timing and type of institution)
Step 3: First postsecondary year history (curriculum and performance)
Step 4: Factors of financing postsecondary education in the early years
Step 5: Postsecondary attendance patterns
Step 6: Extended postsecondary history (curriculum and performance)
Step 7: Final model, with complete academic history

This essay also takes an important pause outside the steps of the core statistical model to consider the characteristics of student progress through the *second* year following postsecondary entry.

As each step of the statistical model of student history is set forth, it is pointed out where the results are similar to the findings of the original *Tool Box* with its earlier population, and where they diverge. All seven steps are subsequently assembled together in one place (table 29) so that the reader can observe the factors that have *consistently* contributed to degree completion.

Principal Stories and Guidance

This executive summary offers themes, highlights, and implications of the data for those who comment on secondary and higher education and make decisions about institutional or system policy—editorial writers, legislators, researchers, education administrators.

Two national longitudinal studies, a decade apart, have told similar stories. When the second story reinforces the first—and sheds even more light—something has to be right, and it behooves us to pay attention. Both of them provide support for current efforts to improve the quality of high school curricula and the participation in those curricula of ever larger proportions of students. Both of them provide guidance for college and community college processes likely to lead students to degree completion.

Some of what was learned from the original *Tool Box* was taken to heart at the secondary school level, and, in some respects, we are seeing positive results in academic curricular participation in high schools. But counting Carnegie units[1] in English or science is not the same as describing and validating what students have learned, and whether that learning links smoothly to the performance expectations of the postsecondary world. *The Toolbox Revisited* says we have more to do, that the bulk of our task lies both after the college matriculation line, and in communication and outreach between postsecondary institutions and high schools. How do we

[1]A Carnegie unit is the basic credit system for U.S. secondary schools. It is generally recognized as representing a full year (36-40 weeks) in a specific class meeting four or five times per week for 40-50 minutes per class session (Martinez and Bray 2002).

learn what we have to do? By following students in the richness and complexity of their postsecondary histories.

Curriculum, starting in high school, and continuing

However complex students' attendance patterns, the principal story line leading to degrees is that of content. What one learns is what one studies, and what one brings to economic and community life. The story starts in high school, but merely crossing the bridge to college or community college doesn't mean the story is over. Furthermore, the bridge is not always aligned with the road on the other side.

The academic intensity of the student's high school curriculum still counts more than anything else in precollegiate history in providing momentum toward completing a bachelor's degree. At the highest level of a 31-level scale describing this academic intensity (see Appendix F), one finds students who, through grade 12 in1992, had accumulated:

3.75 or more Carnegie units of English
3.75 or more Carnegie units of mathematics
highest mathematics of either calculus, precalculus, or trigonometry
2.5 or more Carnegie units of science *or* more than 2.0 Carnegie units of core laboratory science (biology, chemistry, and physics)
more than 2.0 Carnegie Units of foreign languages
more than 2.0 Carnegie Units of history and social studies
1.0 or more Carnegie Units of computer science
more than one Advanced Placement course
no remedial English; no remedial mathematics

These are minimums. In fact, students who reached this level of academic curriculum intensity accumulated much more than these threshold criteria (see table F1), and 95 percent of these students earned bachelor's degrees (41 also percent earned master's, first professional, or doctoral degrees) by December 2000.

Provided that high schools offer these courses, students are encouraged or required to take them, and, in the case of electives, students *choose* to take them, just about everybody could accumulate this portfolio. Unfortunately, not all high schools present adequate opportunity-to-learn, and some groups of students are excluded more than others. Latino students, for example, are far less likely to attend high schools offering trigonometry (let alone calculus) than white or Asian students. Students from the lowest socioeconomic status (SES) quintile attend high schools that are much less likely to offer any math above Algebra 2 than students in the upper SES quintiles (table 6). If we are going to close gaps in preparation—and ultimate degree attainment—the provision of curriculum issue has to be addressed. In recent years, colleges and community colleges have begun to provide these courses to high school students, and distance learning provides additional options if students have access to the technology. The hypothetical

consequences of participating in curriculum configurations approaching that illustrated above for Latino degree completion rates, in particular, are stunning (table 32).

There is a quantitative theme to the curriculum story that illustrates how students cross the bridge onto and through the postsecondary landscape successfully. The highest level of mathematics reached in high school continues to be a key marker in precollegiate momentum, with the tipping point of momentum toward a bachelor's degree now firmly above Algebra 2. But in order for that momentum to pay off, earning credits in truly college-level mathematics on the postsecondary side is *de rigeur*. The world has gone quantitative: business, geography, criminal justice, history, allied health fields—a full range of disciplines and job tasks tells students why math requirements are not just some abstract school exercise. By the end of the second calendar year of enrollment, the gap in credit generation in college-level mathematics between those who eventually earned bachelor's degrees and those who didn't is 71 to 38 percent (table 21). In a previous study, the author found the same magnitude of disparity among community college students in relation to earning a terminal associate degree (Adelman 2005a). The math gap is something we definitely have to fix.

A dominant feature of academic histories that cannot really be assessed until the end of the second year following college entry is the extent to which students successfully completed credits in a range of "gateway" courses. It is at this point that the postsecondary curricular story line fully emerges, with ratios of participation in the "gateways" between those who ultimately earned degrees and those who did not running 6:1 in American literature, 4:1 in general chemistry, and more than 3:1 in precalculus, micro/macroeconomics, introduction to philosophy, and world civilization (table 20). These gaps in curricular participation argue for academic administrators to identify their key gateway courses and regularly monitor participation.

College and community college expectations for their first-year students in those gateway courses—expressed through examinations, paper and laboratory assignments—need to be more public. Examples such as those offered by the American Diploma Project in its report, *Ready or Not: Creating a High School Diploma That Counts* (2004), should be shared with larger audiences than policymakers and others who habitually read such reports. Parents should see those assignments even if they don't understand them; high school teachers should ponder them to assess whether their exiting students are likely to be prepared; and, most importantly, high school students have got to see them as road signs to their next education destination. *The Toolbox Revisited* advocates making these examples part and parcel of admissions packets, publicity brochures, and Web sites. There is risk in this: Some students may be scared away. But there is no better way to enhance articulation and preparedness than to display what students can expect.

Postsecondary benchmarks

In both colleges and community colleges, the curriculum story line intersects attendance patterns and performance in ways that set benchmarks for academic advisement and intervention:

- Less than 20 credits by the end of the first calendar year of enrollment (no matter in what term one started, whether summer, fall, winter, spring) is a serious drag on degree completion. The original *Tool Box* told the same story. It is all the more reason to begin the transition process in high school with expanded dual enrollment programs offering true postsecondary course work so that students enter higher education with a *minimum* of 6 additive credits to help them cross that 20-credit line. Six is good, 9 is better, and 12 is a guarantee of momentum.
- We falsely believe that beginning students drop out of higher education in appalling numbers by the end of their scheduled first academic year of attendance. In fact, about 90 percent of traditional-age beginning students turn up somewhere (maybe not at the first school attended) and at some time (maybe not in the fall term) during the subsequent calendar academic year (which we measure as July 1 through June 30). However impressive this percentage, the *quality* of persistence counts more, and, for a third of these students, the quality of persistence leaves much to be desired (table 17). *The Toolbox Revisited* urges that institutions monitor and report the quality (as much as the fact) of persistence.
- More than 60 percent of the students in the sample under investigation enrolled during summer terms. Undergraduates are not only more geographically mobile, but have shattered observance of the traditional academic calendar. Summer term credits are more than metaphors for high octane persistence: Earning more than 4 credits during those terms held a consistently positive relationship to degree completion, and gave African-American students, in particular, a significant boost in hypothetical graduation rates (table 32). College and community college administrators can be very creative in expanding the use of summer terms.

Student uses of time

The example of summer-term credits, particularly in combination with the complex multi-institutional attendance patterns, underscores another theme of *The Toolbox Revisited*: Student uses of time in undergraduate careers are now more important than their uses of place. In other words, *when* students do something academic has a more significant relationship to degree completion than *where* they do it. For example:

- For the High School Class of 1982 (the subjects of the original *Tool Box)*, timing of entry to postsecondary education never rose to a level of statistical significance in the analysis, whereas variables for the type of institution first entered played inconsistent but positive roles in explaining degree completion. A decade later, with a higher proportion of high school students continuing to college, the situation was reversed (table 13). What this means is that recruitment efforts have to insure that students enter postsecondary education immediately following high school graduation. The longer students wait, the less likely they will finish a degree.

- The only characteristic of the first institution of attendance to be admitted to statistical analysis was selectivity, but it never rose above the threshold of significance. Quite frankly, one isn't worried about degree completion for the 5 percent of traditional-age undergraduates who enter highly selective colleges. One is more concerned with the rest of the river—particularly the 78 percent who start in either nonselective four-year colleges or open-door community colleges.
- The original *Tool Box* study declined to confront part-time status and its effects. If one is using transcripts as evidence, there are a number of problems in determining which students are part-time and when. *The Toolbox Revisited* found a way around these problems to mark whether a student's enrollment intensity *ever* fell into part-time status, i.e., less than 12 credits per semester or its equivalent. Part-time attendance by whatever means, as Carroll (1989) labeled it, proved "hazardous" to degree completion health (table 24; table 29).
- In longitudinal studies extending for as long a period of postsecondary time as does the NELS:88/2000 (8.5 calendar years), a student is allowed stop-out periods totaling one semester or its equivalent (e.g., two quarters), exclusive of summer terms, and still be considered "continuously enrolled." Continuous enrollment is a factor of attendance patterns, and another marker of the student's use of time. It proves to be overpowering: with 16 other variables in play, continuous enrollment increases the probability of degree completion by 43 percent (table 27). The original *Tool Box* offered the same message, arguing for assiduous monitoring of student stop-out periods. Put another way: Keep the student continuously enrolled, even part-time (less damaging than excessive stop-out periods).

Purposeful migration versus "swirling"

The complexity of student postsecondary enrollment patterns, already a notable phenomenon for the population under study in the original *Tool Box*, accelerated in the subsequent cohort. The construction of the NELS:88/2000 postsecondary transcript files took advantage of what we learned from more sophisticated institutional and state system tracking studies of the 1990s; hence, some new attendance pattern variables were available and others (those describing different kinds of multi-institutional attendance) refined.

What we found for the students of the 1992-2000 period was this:

- Formal transfer from a community college to a four-year college and formal transfer from one four-year college to another were positively associated with degree completion, but wandering from one school to another was not.

In fact, the nomadic multi-institutional attendance behavior increasingly known as 'swirling,' held a significant and negative relationship to degree completion (table 24, table 39). These statements are a very simple untangling of complex realities.

The basic question asked of the transcript data—did a student attend only one school or more than one?—begins a process of inquiry to determine *how* the student attended second and third institutions. Given very taut definitions of what transfer means, we are advised to ensure that multi-institutional attendance is purposeful and productive. For that, we require much better student tracking systems than we currently possess, and regular contact with students in motion.

Student academic performance

More than the original *Tool Box*, *The Toolbox Revisited* recognizes that the path of student academic performance, marked by grades, is a reflection of quality of effort, and pays off. It starts in high school: Academic curriculum participation is still the strongest of the precollegiate momentum indicators, but between the 1980s and 1990s, class rank/GPA moved markedly ahead of senior year test score in its contribution to students' overall "Academic Resources" index, a composite indicator of high school curriculum intensity, class rank/GPA, and senior year scores on a 90-minute exam best described as a mini, enhanced SAT (see p. 16 and Glossary).

This story continues on the postsecondary side of the matriculation line:

- Earning grades that place one in the top 40 percent of first-year GPA for the whole cohort is a strong—and positive—contributor to academic momentum, and remains in the account of degree completion throughout the histories of both the class of 1982 and the class of 1992 (table 15).

- The theme of quality-of-student-effort, reflected in grades, is strengthened when the canvas covers the student's entire undergraduate career. In the original *Tool Box*, the variable describing the *trend* in students' GPA had only two reference points: first calendar year and final GPA. For *The Toolbox Revisited*, there are three such points: first calendar year GPA, cumulative GPA for the first two calendar years, and GPA as of the last date of attendance, whether or not a degree was earned. A rising trend in grades fits with attainment (table 25), contributing positively and significantly (table 26).

A story twice told should be a story to which we listen

Both the original *Tool Box* and *The Toolbox Revisited* revealed that one of the most degree-crippling features of undergraduate histories is an excessive volume of courses from which the student withdrew *without penalty* and those the student repeated. We set this up as a ratio, and marked those who withdrew from or repeated 20 percent or more of their course attempts. Doing so cuts the probability of completing a degree in half (table 27)!

The withdrawals counted here are not "drop" grades that apply during standard drop-and-add periods at the beginning of terms. They are the result of institutional policies that allow withdrawals without penalty after the drop-and-add period. No-credit repeats are standard fare

in remedial courses, but when they reach destructive levels the question arises as to how many times an institution allows a student to repeat a course. Think of it this way: Every non-penalty withdrawal and no-credit repeat means that a seat in a course is not available to someone else. Add those seats up, and admission to an institution may not be available to someone else. Excessively lax withdrawal and repeat policy, then, ultimately blocks general access. And in terms of degree completion, such policies do students no favors.

What Does Not Count in The Account of Completion?

- Students' education "anticipations" (the consistency and level of their vision of how far they will get in school) were not significant at any step of the logistic account for the High School Class of 1992. This is a change from the position of the "anticipations" variable in the original *Tool Box*, where it ducked in and out of significance. The new message is more clear: Among students who attend a four-year college at some time, expectations are distinctly secondary to one's uses of academic time and to one's academic performance.

- Whereas grants and student work-study were modestly significant contributors to degree momentum at *early* stages of students' postsecondary careers in the history of the High School Class of 1982, the data on finance mechanisms for the High School Class of 1992 are poor, and the results inconclusive. Analysts are directed instead to the Beginning Postsecondary Students longitudinal studies, which contain detailed financial aid data (but skeletal information on high school histories and postsecondary course work).

- Of student demographic characteristics, only one—socioeconomic status—was significantly associated with degree completion, though in a modest manner. Gender and race/ethnicity were never significant in the logistic narrative, even though some *indirect* effects of these key demographic characteristics would probably be found in other statistical models. When each race/ethnicity group was treated as an independent variable, the basic story did not change.

- Both a dichotomous variable marking any remedial work in the first calendar year of attendance, and an elaborate variable describing types and extent of remediation over the course of a student's entire undergraduate career were employed in the analysis, but to no avail. The same procedure was used in the original *Tool Box*, where the variables were admitted to the statistical model but did not reach the threshold of significance. Sufficient numbers of students who took remedial classes successfully moved through them so that remediation did not make a strategic difference in degree completion.

- Half of the students in the sample for *The Toolbox Revisited* who earned bachelor's degrees changed their major along the way. It was natural to ask whether change-of-major had any influence on degree attainment. It did not,

principally because, with few exceptions, community college transfer students come in to the four-year institution from a general studies program and automatically are classified as "change-of-major" the minute they enter a specific program at the four-year school.

Students as active, responsible participants

The Toolbox Revisited does not treat students as passive creatures whose fate is wholly molded by schools and colleges. It demonstrates that, within the population of traditional-age students who attend a four-year college at any time (obviously including community college transfers), we *can* improve graduation rates and close some of the gaps in completion by race/ethnicity and socioeconomic status. But it also argues that there is a limit to what we can realistically do unless students respond to highly targeted advice and prodding.

The analysis of *The Toolbox Revisited* identifies features of academic history that are most tractable in terms of second party intervention. But there is also something we might dub "first party intervention." Once the modest echoes of socioeconomic status are accounted for, each step of academic history offers *students* a set of decisions that require the commitment of time and effort likely to yield the return of earning a degree. Provided there is opportunity, the choices made by students, beginning with high school curriculum and quality of effort in high school, allow subsequent leverage. Entering a postsecondary institution directly from high school, earning 20 or more credits in the first calendar year of enrollment, and performing well enough in that first calendar year to fall in the top 40 percent of a GPA distribution build on previous academic investments, and are all signs of commitment.

Subsequent choices that may not be reflected in a bounded period of time, such as excessive course withdrawals, prove to be poor decisions with negative returns, breaking accumulated momentum. Other configurations of choice, including summer-term credit generation, meeting the challenge of college-level mathematics, effort required to yield a rising GPA, and most of all, remaining continuously enrolled, all reflect continuing leverage of attainment. This is what academic momentum is all about. While these choices do not take place in a social and psychological vacuum, this is a story about the intersection of student choice with the structures of opportunity offered by institutions whose first order of business is the distribution of knowledge. It is not a story about growing up, although that happens along the way.

Degree Completion: How High Can We Go? How Much Can the Gaps Be Closed?

In Part V of *The Toolbox Revisited*, three different national longitudinal studies conducted during the 1990s are set side-by-side, so as to demonstrate a remarkable degree of agreement on the rate of bachelor's degree completion for students who started out in four-year colleges (granted, that is only part of the broader universe addressed in this essay). Looking at the concordance of these three sources (table 30), it is fair to say that:

- A third of traditional-age students who started in a four-year college earned a bachelor's degree from the same school in the "traditional" four-year period.

- Between 54 and 58 percent earned the degree from the same school in which they began within six years of entry.
- When the option of earning a degree from a different four-year college than the one in which these students commenced study, the six-year completion rates are in the 62–67 percent range.
- Only the NELS:88/2000 extends the time period for earning a degree beyond six years; at 8.5 years, its degree completion rate for students who started in a four-year college approaches 70 percent.

However, it is unfortunate to note that despite increased participation of minority students to postsecondary education over the past quarter century, the gap in bachelor's degree completion between whites and Asians, on the one hand, and Latinos and African-Americans, on the other, remains wide.

What features of academic history might close the gaps, and by how much?

The data-driven exercise in Part V of *The Toolbox Revisited* can be characterized as "reasoned speculation." From the NELS:88/2000, we start with a degree completion gap between whites and Asians vis-a-vis African-Americans of 15 percent; and with reference to Latinos, 22 percent. We go back through our analysis and ask what factors:

(a) consistently contributed to bachelor's degree completion at all stages of the model in which they were "in play," and

(b) were most subject to change by external parties with little-to-modest—but creative—effort that might improve the portrait of degree completion.

Five factors stand out, four of which affect small populations in which minority students are over-represented. Small populations can add up. These factors are:

1. **First-year credit generation**, i.e., the goal of making sure that postsecondary students end their first calendar year of enrollment with 20 or more additive credits.

2. The problem of **excessive no-penalty withdrawals and no-credit repeats**, which affect 10 percent of the cohort. Institutional policy and advising can cut the incidence of withdrawals and repeats in half.

3. **Use of summer terms**. Strategic enrollment management can move more sections of high demand courses into summer terms, offer credit-bearing internships in summer terms, and engage in other creative initiatives that will also smooth out the utilization of institutional resources over what has become an "academic calendar year."

4. **No delay of entry.** This is a matter of recruitment strategy among high school students whose commitment to postsecondary education is less than fervid. The later they show up, the more their postsecondary fate is in jeopardy.

5. **The high school curriculum component of "Academic Resources."** This is not a case of "little-to-modest" effort or a small population. It is a megawork in progress, much of which depends on students' reading skills on entering high school. If students cannot read close to grade level, the biology textbook, the math problems, the history documents, the novel—all will be beyond them. And if high schools are not offering a full academic curriculum, there is little hope.

But with those five factors in mind, and assuming full student response and success, *potential* degree completion rates were hypothesized based on the records of NELS:88/2000 high school graduates by race/ethnicity (table 32) and socioeconomic status quintile (table 34). Virtually every one of these factors contributed to closing degree completion gaps, but none more than high school academic curriculum participation—which, to repeat, is criterion-referenced, hence, open to everyone to rank at or near the top. For African-American students, the combination of moving into the top 40 percent of the high school academic curriculum intensity index plus earning more than four credits during postsecondary summer terms would lower the degree completion gap vis-a-vis white and Asian students from 15 percent to 6 percent. For students from the lowest socioeconomic status quintile, moving into the top 40 percent of the academic curriculum intensity index and entering postsecondary education directly from high school would improve degree completion from 36 to 59 percent. For Latino students, the same steps would improve degree completion from 45 to 69 percent. Does that mean that future degree completion rates will look like those in tables 32 and 34 if everyone meets the criteria on all five counts? No; not everybody will make it. But the tables suggest just where the improvements could be dramatic—and for whom.

Messages to Students and Commentators

Student responsibility (the intersection of choice with opportunity) is a major theme of *The Toolbox Revisited* in a way that was only implicit in the original *Tool Box*. The essay concludes with some recommendations for students, who are partners in their own education fate, who shouldn't wait around for someone else to do something for them, and who are rarely addressed in studies of attainment.

The concluding messages also reflect on the dissonant data of public discourse on high school graduation rates, college attrition rates, and college graduation rates, examples of consequent "scare stories" that do not help us identify and address real problems, and a plea for creativity and cooperation in developing better student tracking systems. These messages also urge a considerable change in the language we use in describing what happens to students from a negative rhetoric that assumes passivity to one that respects students as active players, seeking and discovering paths to their education goals.

A Guide for Reading Tables and Terms

Interchangeable terms

This essay frequently compares the histories of two grade-cohort longitudinal studies carried out by the National Center for Education Statistics (NCES). Each of these studies can be referenced in a number of ways, and all of these references are used.

The following labels for the longitudinal study that began with a national sample of 10th-graders in 1980, the High School and Beyond/Sophomore cohort, are interchangeable:

HS&B/So
High School Class of 1982
class of 1982 (where inter-cohort comparisons of 12th-graders are at issue)

"High School & Beyond/Sophomore cohort" will also be spelled out when the entire longitudinal study, including all its data set components, is the subject.

The following labels for the longitudinal study that began with a national sample of eighth-graders in 1988, the National Education Longitudinal Study of 1988, are interchangeable:

NELS:88/2000
High School Class of 1992
class of 1992 (where inter-cohort comparisons of 12th-graders are at issue)

On reading tables in this study, part 1: Descriptive cross-tabulations

All tables in this study are constructed to meet the statistical standards for table presentation of the National Center for Education Statistics (NCES 2002a). They are stand-alone tables, so that if they are reproduced outside the context of the essay, they tell a complete, self-contained story. To ensure a complete story, the descriptive cross-tabulations in this document include the standard errors of the estimates. The reason for this election—instead of placing tables of standard errors in an appendix—is to enable the reader to judge, on the spot, whether the difference between any two estimates is statistically significant. While the text draws the reader's attention to statistically significant (and insignificant) estimates important to the narrative, it does not comment on all statistically significant estimates. In general, the formula invoked for statistical significance is the simple student's *t* test:

$$t = (P_1 - P_2) \div \overline{(se_1^2 + se_2^2)}$$

where P_1 and P_2 are the percentage estimates to be compared and se_1 and se_2 are the corresponding standard errors. If $t > 1.96$, one has a statistically significant difference at $p < .05$ (which means that the probability that this observation would occur by chance is less than 1 in 20), a standard marker. In the case of multiple comparisons, the critical value for *t* rises.[2]

[2]For technical issues concerning standard errors and multiple comparisons, see Appendix D.

Variances in estimates

The reader will often find that estimates for the same phenomenon will differ somewhat, e.g., in one table a bachelor's degree completion rate is 69.3 percent, in another table, 64.6 percent. These differences are due to the definition of the universe (i.e., who are we counting?) for each table and the weight employed in the calculation.

On reading tables in this study, part 2: Logistic models

The core analytic method employed in *The Toolbox Revisited* is a logistic regression, and there are a baker's dozen tables in both the text and appendices that present the results of logistic models. There are many ways in which researchers have presented these results (Peng, So, St. John, and Stage 2002), and a number of statistics are employed in these representations. *The Toolbox Revisited* employs the following for each row of these tables:

The name of the variable—Variable names were created so that the realities to which they refer are self-evident.

The unadjusted parameter estimate—also known as the log odds, or the natural logarithm of the odds of the outcome of interest happening, e.g., whether a bachelor's degree was earned. The reader should note whether the sign for this estimate indicates a positive or negative relationship to bachelor's degree completion, as well as the magnitude of the estimate (though that alone does not indicate whether the estimate is significant).

The adjusted standard error of measurement for the estimate—Some researchers will say that this statistic is not necessary. The author provides it because, without it, one could not verify the accuracy of the other statistics on the row. We need the adjustment because NCES longitudinal studies are based on complex sampling designs. The adjusted standard error is calculated by multiplying the simple standard error by the Root Design Effect for students who offer non-missing values for all variables in the logistic model at issue (see Appendix D).

The t statistic—This is the measure that opens the gate to the judgment of degree of significance for the variable in question on that row. Again, some researchers will say that this statistic is not necessary because in the next column, the p statistic indicating degree of significance is provided. The author offers the t statistic because a minimum t of 0.765 was selected as a threshold for keeping a variable in the sequence of logistic models, and the reader should see those instances where a variable fails to meet that criterion. Why 0.765? In any statistics textbook, one will find an appendix with a table of relationships between levels of significance (p values) and t-values for two-tailed significance tests according to the number of degrees of freedom (number of variables in a model minus one). If one goes to the column for the lowest level of significance in this standard table ($p < .50$), and scrolls down to the t-value for the smallest number of

variables used in any of the logistic models in *The Toolbox Revisited*, three, one will find it equal to 0.765. This is a very generous threshold.

The *p* statistic—This notation tells us whether the observed relationship would occur by chance, and, if so, at what ratio of chance. A *p* of <.05 says that the odds of the relationship between independent and dependent variables in that model occurring by chance are less than 1 in 20. This is also known as a 95 percent confidence level. In all of the logistic models in *The Toolbox Revisited* there are variables that do not meet the *t* requirements for even a marginal level of significance ($p < .10$). All variables with a *p* of <.10 or better are highlighted in bold.

Delta-p is the critical statistic for telling the story of the association of the parameter estimate with degree completion. It says that every unit change in the independent variable changes the *probability* that X will happen by Y percent—and the Y is indicated by the Delta-p, e.g., 0.1285 would be translated in the text as 12.9 percent. The statement of change in probability is not a linear statement, and is always the result of relationships among the variables in a particular logistic model. It certainly should not be read as a statement of cause or prediction.

Three decision rules

In indicating whether a variable was used in the logistic models of *The Toolbox Revisited*, three criteria were observed:

- Any statistical software package (the Statistical Analysis System, or SAS, was used in this report) allows one to set a threshold of statistical significance for a variable to be admitted to a multivariate model. The default threshold is that 95 percent confidence level, represented as $p < .05$. For both the original *Tool Box* and *The Toolbox Revisited* this threshold was changed to a much more generous .2, i.e., the probability that the variable would be admitted by chance is less than 1 in 5. The purpose of the more generous threshold is to allow more variables to "compete," so to speak, within the boundaries of a statistical model, and then to see which variables survive.
- As noted above, the survival indicator in a model was a *t* value set to 0.765. If a variable failed to exceed that value when utilized in the step of the logistic series in which it was introduced, it was not carried forward to subsequent steps.
- Collinearity—Think of the Venn diagrams you learned in high school mathematics. If each circle in the Venn diagram represents a variable, you don't want a situation where two or more of them overlap to a point approaching an eclipse, for if they do, analysis of either one is impossible. There are special statistics for determining the extent of collinearity, and these were employed to determine when this situation arose. When it arose, one of the variables had to be dropped. This often happens when one variable is a major component of another, e.g., family income in relation to socioeconomic status. The narrative will describe these cases. For further comments on collinearity, see Appendix D.

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Organization of This Data Essay

The following is a brief outline of *The Toolbox Revisited* so the reader knows what to expect.

Part I: Background. The introduction presents the basic question, the data sets invoked, the purposes and statistics of the investigation, and the demography of the subject universe.

Part II: Variables Explored and Used in This Analysis. This short section of the study lists all the independent variables that were considered and provides brief definitions and basic statistical characteristics. A summary figure (pp. 20–21) indicates which of these met the criteria for inclusion in the logistic narrative of Parts III and IV. A more elaborate glossary (pp.179–193) provides details on the construction of these variables, allied data and commentary, and will be of particular interest to researchers.

Part III: What Is and What Happens Before Matriculation. Here we begin the chronological narrative, using both descriptive and multivariate data, of what ultimately made a difference in bachelor's degree attainment by December 2000 for 1992 12th-graders who attended a four-year college at any time. Part III begins with background demographic characteristics, then adds the critical components of high school academic history.

Part IV: Matriculation and Beyond. This section continues the cumulative steps of the logistic narrative, starting with the characteristics of entry to the postsecondary world, and continuing with first calendar year performance, financing considerations, attendance patterns, and extended performance (that is, taking students' entire undergraduate careers into account). It includes a special consideration for the second calendar year of enrollment and concludes its logistic narrative with attention to two very powerful variables: continuous enrollment and the ratio of course withdrawals and repeats to the number of all courses attempted.

Part V: Closing the Gap. Having demonstrated how the universe of independent variables is related to degree completion, *The Toolbox Revisited* then asks two questions: (1) To what extent do the major national data sets agree on "graduation rates"? And (2) Given what we have learned about what makes a difference in degree completion, what variables provide the most promising guidance for closing the gap in graduation rates, by race/ethnicity and socioeconomic status, for students who attend a four-year college at any time?

Part VI: The Missing Element of This Story. A key missing part of the story that is a by-product of the limited features of the NELS:88/2000 is addressed in this section: the content standards of high school and postsecondary course work. Other brief "excursions"—timing and reasons for permanent ("status") drop out from college, and time-to-degree—are placed in Appendices H and K respectively.

Part VII: Messages. Finally, *The Toolbox Revisited* offers some messages—to students and to those who engage in public discourse about the issues we have covered—and highlights the major conclusions of the study.

Appendices: With one exception, appendices are presented in the order in which they are cited in the text. The exception is the last appendix, Appendix L, that contains a variety of reference tables on miscellaneous topics raised in the text.

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Part I
Background

This study explores the academic resources and momentum students build through their high school and college careers, and analyzes the relationships between those factors and degree completion rates. It departs from most previous research on attainment by focusing on the details of students' high school and college curricula and academic performance that are available from transcript records. Its principal data are drawn from the National Education Longitudinal Study of 1988 (hereafter referred to as the NELS:88/2000 or just NELS). This longitudinal study followed a national sample of over 12,000 students (representing a weighted 2.9 million students) from the time they were in the eighth grade in 1988 to roughly age 26 or 27 in December 2000.

In round numbers, of the high school graduates in this cohort, 83 percent engaged in some form of postsecondary education by age 26, and 68 percent attended a four-year college at some time. Of those who earned any credits from four-year colleges at any time (which includes a substantial proportion of students who began postsecondary study in community colleges), 66 percent earned a bachelor's degree.

While the 66 percent completion rate sounds impressive for a mass system of higher education, it masks an unhappy differential by race/ethnicity, and more so by socioeconomic status. As we strive to improve high school graduation rates, to invite greater numbers of high school graduates into the postsecondary system, simply to maintain—let alone improve—our completion rates will take a great deal of effort. We need constructive guidance and benchmarks.

This study was designed as a follow-up and replication of a previous attempt to provide that guidance—*Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment* (hereafter referred to as the original *Tool Box*).[3] Since its publication in 1999, the original *Tool Box* has become one of the most frequently cited works in public discussions about—and initiatives to improve—the preparation of students for higher education. Its most visible uses have included the presentations of the Texas "Master Scholars" program (2002), the revisions in entrance requirements for the University of North Carolina system (2000), standards goals set by the Illinois Board of Higher Education (2001), and suggestions of the Education Commission of the States for state high school graduation policies (2001). It was summarized in major litigation addressed to inequities in opportunity-to-learn in high schools (e.g., *Daniel v. California* 1999), and in the research literature, its analyses of both precollegiate preparation and post-matriculation attendance patterns and performance have also been marked (e.g., Horn and Kojaku, 2001; Zucker & Dawson, 2001; Cabrera and La Nasa, 2001) and improved on (DesJardins, McCall, Ahlburg and Moye, 2002; Cabrera, Burkum, and LaNasa 2005).

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[3]Out of print but available at http://www.ed.gov/students/prep/college/thinkcollege/early/aboutus/edlite-resources.html.

The analyses in the original *Tool Box* were based on the High School & Beyond/Sophomore cohort longitudinal study (hereafter occasionally referred to as the HS&B/So), the second of the U.S. Department of Education's national grade-cohort longitudinal studies,[4] which followed a national sample of 10th-graders from 1980 to1992 in surveys and to September 1993 on postsecondary transcripts. As with all of the grade cohort longitudinal studies carried out by the National Center for Education Statistics,[5] test scores are included in the database, along with surveys of parents, school teachers, and school administrators. The modal high school graduation year for the HS&B/So was 1982, and student age at the conclusion of the study was 29 or 30.

The HS&B/So data, while compelling, are now somewhat dated. There were considerable changes in both the demography and postsecondary entrance behavior of high school seniors in the comparatively short span of the decade between 1982 and 1992. Appendix A highlights contrasts in selected background characteristics of all 12th-graders in the two longitudinal studies cohorts. Some of these changes have been frequently observed (higher proportion of minority students, westward and southward movements of populations, higher proportion of high school seniors entering higher education and planning to earn a bachelor's degree), and some rarely observed (higher proportion who grew up in mixed-ethnicity neighborhoods, and a higher proportion with parents who indicated some postsecondary education). The question naturally arises as to whether the hypotheses and analyses based on the history of the High School & Beyond/Sophomore cohort would hold up in the story of the NELS:88/2000. The NELS history offers a more contemporary account,[6] one that, in terms of secondary school records, may reflect the high school curriculum reforms of the mid- and later-1980s[7] that followed the discussion of the report of the National Commission on Excellence in Education, *A Nation at Risk* (1983). *The Toolbox Revisited* follows the same path of analysis using the NELS:88/2000 as did its predecessor with the HS&B/So. In that sense, it is a replication. It is a modified replication, however, because it introduces new constructs based on critiques of the original *Tool Box* and because it offers a more refined chronology of steps from high school to the end of a student's undergraduate education.

A substantial amount of the analyses and endorsements that followed the original *Tool Box* revived the flagging "seamless" K–16 themes of the 1980s post-*Nation at Risk* reform effort. In an October 2000 policy brief that visited these issues, the Education Commission of the States reminded people of what most of the 1980s reform reports did not address: the fact that K-12 and postsecondary systems are governed in very different ways, even in the public sector of postsecondary, and that there is a consequent "disconnect" of substantial dimensions (Education

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[4]The first was the National Longitudinal Study of the High School Class of 1972 (1972–86).

[5]For a description of the grade-cohort studies, see Appendix B.

[6]A fourth-grade-cohort longitudinal study is currently in progress. Called the ELS2002, it began with a national sample of 10th-graders in 2002 and is expected to run at least through 2012. We obviously will have to wait some years before we see its full results.

[7]For an account of changes in high school graduation requirements in the years immediately following issuance of *A Nation at Risk*, see Stedman and Jordan (1986).

Commission of the States 2000). The metaphor of bridges (Venezia, Kirst and Antonio 2003) and the rhetoric of disconnect (e.g., Conley 2003) created a more sophisticated focus of analysis than the reform reports of the 1980s embraced. The major work that sought to build new bridges and connect the disconnects underscored the obligation of the system not merely to assure college "access," but degree completion, with curriculum playing the key role. While "degree completion," in public discourse, refers to the bachelor's degree, the same principles apply to associate degrees granted principally by community colleges as well (Adelman 2005a).

What Did the Original *Tool Box* Say?—And Based on What Kind of Evidence?

In a nutshell, here are the major conclusions of the High School & Beyond/Sophomore-based *Answers in theTool Box* analysis:

1) Of three traditional measures of precollegiate educational history—curriculum configuration, academic performance (on a scale that combines class rank and GPA), and assessed general learned abilities (a senior year mini-SAT)—the intensity and quality of one's secondary school curriculum was the strongest influence not merely on college entrance, but more importantly, on bachelor's degree completion for students who attended a four-year college at any time. The highest level of mathematics the student reached in high school played a significant role in the strength of the curriculum configuration. One of the major contributions of *Tool Box* not only to the literature, but to practice as well, was to change what was understood by the "entry characteristics"of students by digging out and demonstrating the power of the academic intensity of secondary school curriculum over combinations of standardized test scores and grades.

2) By moving into the top two quintiles of the curriculum measure and completing a high school mathematics course beyond Algebra 2, African-American students who started out in a four-year college would hypothetically increase their bachelor's degree attainment rate from 45 percent to 73 percent; Latino students who did the same would hypothetically increase their bachelor's degree attainment rate from 61 percent to 79 percent.[8] These increases were significantly greater than those for white and Asian students under this scenario, and, more importantly, were considerably greater than the influence of moving into the top two quintiles of either test scores or class rank/GPA. In other words, curriculum counts, particularly for minority students.

3) The three traditional precollegiate measures can be combined in a composite measure of "Academic Resources." This measure had continuing, statistically significant relationships with bachelor's degree completion in both linear and (more appropriately and convincingly) logistic regression sequences involving four post-matriculation steps (blocks of variables for financial aid, attendance patterns, first-year performance, and extended postsecondary performance).

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[8]For African-American students in the HS&B/So who reached the 12th grade and entered postsecondary education, 52.3 percent started in four-year colleges, a percentage that rose to 54.2 in the NELS:88/2000. The comparable percentages for Latino students, who are more likely to start in community colleges, were 38.9 percent for the HS&B/So and 38.6 percent for the NELS:88/2000. For white students, the proportions starting in four-year colleges were 54.3 percent for the HS&B/So and 57.4 percent in the NELS:88/2000.

4) Post-matriculation behaviors and attendance patterns that were strongly and positively associated with bachelor's degree attainment were continuous enrollment, transfer from a community college to a four-year institution after more than 10 credits earned at the community college, and the *trend* in students' grades.

5) Post-matriculation behaviors and attendance patterns that had a strong negative influence on bachelor's degree attainment were the ratio of courses from which the student withdrew or repeated to all courses attempted, and earning less than 20 credits in the first calendar year of postsecondary attendance.

6) Socioeconomic status had a modest and diminishing association with bachelor's degree attainment. Minority status had a modest negative association until performance (first-year performance and continuing performance) was taken into account, at which point it had no effect Gender had no effect at any stage of the model. The only demographic variable to have a strong (and in this case, negative) association with degree completion was becoming a parent by age 20.

The overall message was about academic momentum and what adds to that momentum at each stage of a student's history from secondary school onward. The evidence was archival, was treated in the tradition of quantitative history (Elder, Pavalko, and Clipp 1993; Clubb, Austin and Kirk 1989; Haskins and Jeffrey 1990), and like this essay, did not claim causality.

Why use these data sets?

There are three types of national data sets available to construct longitudinal analyses such as the original *Tool Box* and this replication, but only one type of data set—the NCES transcript-based grade-cohort study—is truly suited to the task. The other two are (1) the Cooperative Institutional Research Project (CIRP) occasional longitudinal follow-ups to its annual survey of entering college freshmen, and (2) the NCES Beginning Postsecondary Students studies (BPS). Each of these has its virtues, and will be revisited in Part V of this study when we compare what three different longitudinal studies of the 1990s say about degree-completion rates. The CIRP produces an enormous amount of information on student attitudes, values, and college experiences, and does so with large samples of (principally) entering four-year college students. Its occasional longitudinal follow-ups involve sufficient history (e.g., six or nine years) to track not only long-term undergraduate completion rates, but also postbaccalaureate education (Astin 1993). The BPS longitudinal studies are shorter (five or six years), not dependent on institutional decisions to participate (as is the CIRP), inclusive of students of all ages at entry, and, as befits their principal population sample (a subset of the triennial National Postsecondary Student Aid Study), contain very strong and reliable financial aid data. The BPS study of 1995/96–2001 will be used at a number of points in this study to expand the range of our observations.

However, in both cases, all features of precollegiate history must be rendered as exogenous variables. The high school histories provided by students in CIRP are retrospective, and the precollegiate histories in the Beginning Postsecondary Students studies derive from a combination of retrospective offerings by students and accounts on the student information

questionnaires for those who took either the Scholastic Assessment Test (SAT) or American College Test (ACT) within the two years prior to the BPS start date (nearly half the students in the BPS studies did *not* take either exam). As Kahn and Nauta (2001) demonstrated, there is an inevitable loss of accuracy in the process of these retrospections.

On the other hand, the very nature of a longitudinal study population assembled in the 10th grade (High School & Beyond/Sophomore cohort) or eighth grade (NELS:88/2000) renders precollegiate history endogenous to analytic models. The transcript-base overrides student accounts and provides far more detail than either paper-and-pencil surveys (used by CIRP) or computer-assisted telephone interviews (used by the BPS studies) can provide.

Every data set sacrifices something. No data set is constructed with the questions a particular researcher may have a decade later, so variables are derived and secondary. The High School & Beyond/Sophomore study and the NELS:88/2000 are wanting in many ways where the other studies are strong: financial aid (BPS), and changes in values and opinions (CIRP). But as stories about the core activities we call education, they are unsurpassed by the others.

Purposes and Statistics of This Monograph

The primary purpose of this monograph is to trace the elements of academic momentum as they played out in the secondary school and college history of the High School Class of 1992 (through December 2000) compared with the parallel history of the High School Class of 1982 that was the foundation for the original *Tool Box* study. In the process, the analysis is enriched by including variables we learned to construct or modify on the basis of commentaries and critiques of *Tool Box*, and by a more accurate chronological order in presentation of those variables. The portrait of academic momentum that emerges is a framework within which more sophisticated analyses can be pursued, and within which ameliorative policies (the tools) can be advocated. This study does not pretend to answer complex questions about indirect effects of home, peer, school, and postsecondary institution interactions, but rather trusts future research to deal with those issues.

A secondary task is to demonstrate the construction of a replication when the two data sources, a decade apart, are presumably parallel, but turn out to be something less (for a key example, see Appendix C). The principal encouragement for the replication is that the bachelor's degree attainment rate for students who attended a four-year college at any time remained the same despite differences in the length of cohort history: 65.6 percent for the HS&B/So over 11 years, and 66.5 percent for the NELS:88/2000 cohort over 8.5 years (Adelman 2004a, table 2.2, p. 21). If the HS&Beyond/So history were truncated at 8.5 years, the bachelor's degree attainment rate would have been 59.7 percent. From this perspective there was a marked improvement in degree completion for traditional age college students over the two decades in question. It is natural to ask how this happened, and if the answers to that question provide any guidance for the future.

In terms of statistical technique, both the original *Tool Box* and *The Toolbox Revisited* use simple logistic regression, not structural equations or other path models that are common to causal inquiries or searches for indirect effects, e.g., of discrete aspects of school or college environments (Dey and Astin 1993). A logistic regression is focused on an event that either happens or it doesn't. The dependent variable is dichotomous: yes or no. The independent variables are judged within each model by the degree to which they contribute to what happened in relation to or controlling for all other independent variables in the model (Hair, Anderson, Tatham, and Black 1995).

There are a number of ways of expressing this "degree." One is by an "odds ratio," which, expressed in a simple way, is a ratio of the odds that X will happen given a unit of change in the independent variable to the odds of X not happening, and ultimately shows the strength of association between the independent and dependent variables—with the closer the odds ratio to 1, the less the strength of the association.[9] This was the measure used in the original *Tool Box*. Another way of expressing the value of the contribution of an independent variable is by a "Delta-p" statistic that says every unit change in the independent variable changes the *probability* that X will happen by Y percent given the values of the other variables in the model (Peterson 1985; Cabrera 1994). The narrative of *The Toolbox Revisited* relies on Delta-p,[10] and the logistic model tables provide Delta-p statistics only for those parameter estimates that are statistically significant since there is no way to determine the statistical significance of the Delta-p itself (Cabrera 1994).[11]

But in this paper there is a major methodological departure from the original *Tool Box* study: there are seven (and not five) steps in the model employed, all driven by the empirical history of the NELS:88/2000 students. Following St. John, Paulsen, and Starkey (1996), the blocks of variables in each step were entered "in a sequence that parallels the order in which students pass through well-established stages of persistence behavior" (p. 194) on their way toward bachelor's degree completion (or not). Each of the seven steps, too, is cumulative. That is, variables in one step that meet the statistical criteria for remaining in the model are carried forward to the next step. This extended accounting, which we will call a "logistic narrative," allows "a meaningful examination of the direct effects of variables on persistence, as well as their interactions with the variables entered in successive steps" (St. John, Paulsen, and Starkey 1996, p. 194).

The reader can already tell that there is a great deal of technical material in this presentation, but it is presented in the spirit of the U.S. Department of Education's goal of building a culture of evidence. The author trusts that reports such as *The Toolbox Revisited* will contribute to the

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[9] Odds ratios, as Peng, So, Stage, and St. John (2002) remind us, are not odds. Their interpretation is not as transparent as the original *Tool Box* assumed them to be. And while an R^2 statistic is presented in the logistic tables of this study, it cannot be read the way one would interpret an R^2 in a linear regression, i.e., it does not indicate the percent of variance in the dependent variable that is explained by the independent variables (Long, 1997). For that reason, it is called a "pseudo R^2" (Cabrera 1994) and is one of a number of measures of goodness-of-fit. As blocks of variables are added to the model in the stepwise manner followed here, the pseudo R^2 should increase.

[10] For the computation of Delta-p, I am using a shortcut recommended by Paul Allison of the University of Pennsylvania: bp(1-p), where b is the logistic coefficient and p is the probability for the dependent variable in the model. This heuristic produces slightly higher values than the formula advanced by Petersen (1985).

[11] For all technical issues, please see Appendix D.

attainment of that goal. Some of the technical material is placed in appendices so that researchers have access to documentation, and all readers have access to reference material.

Who Are We Talking About? And Who Are We *NOT* Talking About?

As was the case for the original *Tool Box*, the basic universe of analysis in *The Toolbox Revisited* does *not* consist of everybody who started out in the cohort. We have to be very clear about this. The basic question of both studies is:

> What demographic, high school performance, postsecondary entry, and postsecondary history (attendance patterns, academic performance) factors are convincingly associated with bachelor's degree attainment for 12th-graders who subsequently attended a four-year college at any time in their undergraduate careers?

This is not a question about completing high school, completing high school on time, or completing high school on time with a standard diploma (as opposed to a GED or certificate of attendance).[12]

This is not a question about entering the postsecondary system. We are not talking about "access." Nor is it a question about "persistence" to the second term or the second year following entry to postsecondary education. It certainly is not about "retention" in the same institution to the second term or the second year.

This is a question about *completion* of academic credentials—the culmination of opportunity, advisement, choice, effort, and commitment.

The question is carefully worded. The universe does not include people who never reached the 12th grade. In fact, as a consequence of the sampling design and weighting of the two longitudinal studies, both essays include only those students who were in the 12th grade *in the same year*,[13] along with those who graduated from high school. The definition of the universe also requires that we have demographic information, high school transcripts,[14] test scores, and postsecondary transcripts for everybody whose careers are subject to analysis. Not everybody can present all this information, and, with rare exceptions (involving some aspects of high school records, and as explained in Appendix C) both the original *Tool Box* and *The Toolbox Revisited* decline to impute any of this information.

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[12]For details on the high school graduation status of those who were eighth-graders in 1988, see Appendix L, table L1.

[13]For details on those in the NELS:88/2000 cohort who, though in the 12th grade in 1992 along with others, had previously been held back at least one year in the course of their schooling, see Appendix L, table L2.

[14]Only 21.3 percent (s.e. = 1.17) of the NELS:88/2000 who were in the 12th grade in 1992 were missing high school transcripts, compared with 73.7 percent (s.e. = 2.58) of those who had either dropped out of high school or were not in-grade. Nearly 100 percent of the former group graduated from high school with a standard diploma.

There are two other notable features of the basic question. First, both essays argue that, regardless of what students *say* on a survey about their education expectations, it is what they actually *do* that counts. So the only students we can talk about honestly with respect to bachelor's degree attainment are those who set foot in a bachelor's degree-granting institution at some time. This criterion obviously includes students who started their postsecondary careers in community colleges and other types of sub-baccalaureate institutions. Second, the term used to describe the relationship between the dozens of independent variables describing demography, high school performance, postsecondary entry, and postsecondary history and the dependent variable of bachelor's degree completion is "convincingly associated." Neither essay claims "cause" or "prediction."

To illustrate how these conditions restrict the universe, let us start with 2.93 million 1988 eighth-graders in the NELS:88/2000 cohort. Table 1 lays out the stages of contraction of the basic population until we reach the subject universe of this study.

Table 1. From macro to micro: Contraction of the universe of 1988 eighth-graders to the universe subject to analysis in *The Toolbox Revisited*

Description of Universe	Percent	Descending weighted N[a]
A. Initial universe of 1988 eighth-graders	100.0	2.93M
B. Of (A), those who were in the 12th grade in 1992	83.6 (0.98)	2.45M
C. Of (B), those who continued to postsecondary education at any time through December 2000	81.7 (1.28)	2.0M
D. Of (C), those who presented complete high school transcripts, test scores,[b] complete postsecondary transcript records, and socioeconomic status information	80.5 (1.01)	1.61M
E. Of (D), those who attended a four-year college at any time.	73.5 (1.00)	1.19M
Net percentage of 1988 eighth-graders in the universe	41	1.19M
Net percentage of 1992 12th-graders in the universe	51	1.19M

[a]Like other NCES longitudinal studies, the NELS:88/2000 cohort is a stratified sample, in which each student is assigned a weight to represent other similar students in the cohort (see Curtin, Ingels, Wu, and Heuer 2002).
[b] See definition of SRTSQUIN in Glossary.
NOTES: Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: NELS:88/2000 postsecondary transcript files (NCES 2003-402 and Supplement).

Looking more closely at our universe in terms of the types of schools attended, we find that 20.2 percent (s.e. = 1.13) started in community colleges, and 41.0 percent (s.e. = 1.29) earned credits from community colleges, whether or not they started at community colleges. While we will describe the attendance patterns of the NELS:88/2000 cohort in more detail later, the point is that the universe under analysis is not limited to those who attended *only* four-year institutions, and that the community college plays a significant role in the careers of the group of students under consideration.

To repeat: Our subject universe consists of half the 1992 12th-grade students in the NELS:88/2000 cohort. We are *not* talking about:

- students who did not graduate from high school or those who graduated with something other than a standard diploma (G.E.D. or Certificate of Attendance);
- students for whom we do not have full high school records (transcripts, grades, test scores);
- students for whom socioeconomic status could not be determined;
- students who did not enter any postsecondary institution by December 2000, when they were 26 or 27 years old; and
- students who entered the postsecondary system, but never set foot in a bachelor's degree-granting institution.

That is the other half. Some 22.2 per cent (s.e. = 1.05) of 1992 12th-graders who attended a four-year college at any time are in this "other half" because they are missing key information that excludes them from the universe under analysis. Readers interested in the demographic differences between included and excluded students due to missing data elements are referred to Appendix E.

Comparative demography of the subject universe

Given the strong boundaries drawn around the subject universe, how does its demography compare to less restrictive definitions? Table 2 sets out the major demographic categories, and compares the target subject universe with (a) all 1988 eighth-graders who participated in the last survey of the NELS:88/2000 in 2000, (b) all participants in the 1992 survey, whether or not they were in school or in the 12th grade,[15] and (c) all 1992 12th-graders who attended *any* postsecondary institution by December 2000.

As readers work from left to right across the columns of table 2, they will notice that gender balances are even until the moment of entry to postsecondary education, at which point women pull ahead of men. The same type of observation applies to the race/ethnicity distribution: At the point of entry to postsecondary education, the proportion of African-Americans, Latinos, and American Indians declines, while that of whites and Asians rises. In the universe for this study,

[15]The reader should note that, unlike the High School & Beyond/Sophomore cohort study, the NELS:88/2000 sample was "refreshed" in 1992 to be representative of 12th-graders in that year. The "refreshed" students are included in our analyses.

Table 2. For each of four definitions of the universe of students in the NELS:88/2000, percentage distribution by gender, race/ethnicity, socioeconomic status quintile, and second language background

Demographic variable	1988 eighth-graders	All 1992 survey participants	All 1992 12th-graders who entered postsecondary education	1992 12th-graders who attended a four-year college at any time and met other criteria to be subjects of this study[a]
Gender				
Men	49.7 (1.01)	49.9 (0.83)	46.5 (0.93)	48.8 (1.27)
Women	50.3 (1.01)	50.1 (0.83)	53.5 (0.93)	51.2 (1.27)
Race/ethnicity				
White	71.7 (1.50)	71.5 (1.30)	74.9 (1.29)	78.2 (1.31)
African-American	12.9 (1.26)	12.7 (0.94)	10.3 (0.90)	9.4 (1.03)
Latino	10.5 (0.87)	10.4 (0.84)	9.1 (0.88)	7.0 (0.72)
Asian	3.5 (0.32)	3.7 (0.31)	4.8 (0.43)	4.7 (0.42)
American Indian	1.4 (0.43)	1.7 (0.55)	0.7 (0.23)	0.6 (0.18)
Second language background				
Nonnative speaker of English	8.6 (0.68)	10.1 (0.83)	10.0 (0.90)	7.4 (0.67)
Native speaker of English from a second language household	3.3 (0.33)	2.7 (0.21)	2.4 (0.23)	2.2 (0.28)
Socioeconomic status quintile				
Highest quintile	21.3 (0.92)	21.1 (0.88)	29.1 (1.08)	38.5 (1.52)
2nd quintile	20.8 (0.79)	21.0 (0.69)	25.3 (0.88)	26.4 (1.24)
3rd quintile	20.7 (1.10)	19.8 (0.68)	20.2 (0.73)	17.7 (0.85)
4th quintile	19.6 (0.83)	19.2 (0.66)	15.4 (0.61)	11.7 (0.59)
Lowest quintile	17.6 (0.93)	18.9 (0.85)	10.0 (0.73)	6.8 (0.50)

[a]1992 12th-graders with known socioeconomic status and high school records (transcripts and test scores), who graduated from high school by December 1996, and attended a four-year college at any time.

NOTES: Standard errors are in parentheses. Columns for gender, race/ethnicity, and socioeconomic status quintile may not add to 100.0 percent due to rounding.

SOURCE: National Center for Education Statistics: NELS:88/2000 postsecondary transcript files (NCES 2003-402 and Supplement).

the proportion of whites rises even further, while that of Asians, American Indians, and African-Americans[16] holds steady, and that of Latinos declines. There are no statistically significant differences in the proportion of students who were nonnative speakers of English[17] until the final boundaries are drawn for the universe for this study.

The most dramatic and expected changes in the distributions of table 2 are by socioeconomic status quintile, with quantum leaps in the proportion of students from the top two quintiles as soon as one crosses the postsecondary line, and parallel declines in the proportion of students from the bottom two quintiles. Only the third quintile (the 41st–60th percentile) remains stable until the final contraction of the cohort for the universe used in this study.

What do these demographic changes within the universes of students who might be the subjects for a study mean? *The Toolbox Revisited*—and *Answers in the Tool Box* before it—is a study about students who graduate from high school and go on to college. Given historical data, it is not surprising that this group will evidence a higher SES profile and a lower percentage of under-represented minorities than others in the same grade cohort. Since the 1980s, women have been in the majority in this group.[18] Within our subject universe, demography is not necessarily destiny, as the original *Tool Box* demonstrated. For the comparison group—the other half that either does not graduate from high school, graduates but doesn't continue its education, or graduates and continues but never at a four-year college—*The Toolbox Revisited* says: If we want more people to wind up with at least a bachelor's degree in life, here are some guidelines based on the experience of people who tried.

Summary of Part I

What do *Answers in the Tool Box* and *The Toolbox Revisited* do, and what do they not do? Both studies use the histories of 12th-graders who subsequently attended a four-year college at any time (entered in any term and not just the fall term, entered as part-time as well as full-time students, entered in community colleges as well as four-year institutions) to indicate what factors in those histories are associated with completing a bachelor's degree—not in four years, not in six years, but whenever the longitudinal tracking ended (8.5 years from high school graduation for the class of 1992; 11 years for the class of 1982). They do not ascribe cause or pretend to predict. They recognize that what is associated with degree completion in one generation may not be associated with it in the next, or that the strength of association may change. Conditions and populations change, after all. Rigid prediction is a risky call, and besides, that's not what the data and statistical standards allow one to do.

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[16]The difference in the African-American proportion of the two universes is not statistically significant.

[17]Nonnative speakers were defined as those who said their first language was not English and, in grade 10 and/or 12 (the 1992 survey) indicated that they spoke to their mothers most or all of the time in their first language.

[18]Though to the extent to which the group includes students who commenced their postsecondary studies in community colleges—and it does—that majority will be a little less.

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Part II
Variables Explored and Used in This Analysis

With two major exceptions—high school academic curriculum intensity and the composite high school performance variable we call "Academic Resources," both of which are covered in Part III—the construction and allied information for most of the variables explored in *The Toolbox Revisited* are detailed in the Glossary (starting on p. 179). Whenever the reader asks for details on "How was that defined?" or "How did they get that?" the Glossary is the place to go.

The purpose of this section is to provide the reader with an advance reference list of the variables considered and used in this analysis. The reader should keep in mind that "variables" are *representations* of realities (e.g., first-year college grades) or constructs (e.g., transfer). We use them as a shorthand.

The variables listed and described are presented in the order of the steps of the logistic narrative for which they were considered. The collection represents neither a "fishing expedition" nor a "mind dump," as a majority of the variables considered were determined by the attempt to replicate the original *Tool Box* study with a more recent parallel cohort. A quick summary of their properties can be found in figure1.

Demographic background variables defined

1) NNSE—Nonnative speaker of English. A dichotomous variable marking those students whose first language was not English *and* who, in grade 12, reported that they conversed in that language with their mothers most or all of the time.

2) IMMIG—Parent immigrant status. A dichotomous variable indicating whether the student's parents were immigrants to the United States within the previous 10 years.

3) BROSIS—Number of siblings. A dichotomous variable marking students with three or more siblings, versus those with one, two, or none.

4) FIRSTGEN—First generation postsecondary student. A dichotomous variable indicating students for whom neither father nor mother ever attended a postsecondary institution.

5) FAMINC—Family income. This variable was first set in six bands, then trichotomized to yield upper-, mid-range, and low-income populations.

6) URBAN—A dichotomous variable indicating whether the student's high school was located in an urban area.

7) NEWCHILD—A dichotomous variable to mark students, male or female, who became parents by the time they were 20 years old.

8) RACE—A dichotomous race/ethnicity variable, with under-represented minority (African-American, Latino, and American Indian) = 1 and White and Asian = 0.

9) GENDER—A dichotomous variable in which male = 1 and female = 0.

10) SESQUINT—Socioeconomic status quintile. See Glossary.

High school background variables defined

1) EDUANTIC—Education anticipations. A three-level variable: (a) consistently (in grades 10 and 12) expected to earn a bachelor's degree; (b) raised expectations to the bachelor's degree between grades 10 and 12; and (c) either lowered expectations from the bachelor's level between grades 10 and 12 or never expected to earn a bachelor's degree.

2) CLSSRNKQ—High school class rank/GPA quintile. See Glossary and Appendix C for accounts of construction and limited imputation, respectively.

3) SRTSQUIN—Senior year test score quintile. A test of general learned abilities was administered to NELS high school seniors and the results set out in percentiles. For those who did not take that test but for whom SAT or ACT scores were available, those scores were substituted using an equipercentile concordance methodology, weighted, and set out in quintiles. See Glossary for a more detailed account.

4) HIGHMATH—Highest level of mathematics reached in high school. A five-level variable with calculus and precalculus at the high end and Algebra 1 and prealgebra at the low end. See Glossary.

5) SCIMOM—High school momentum in science and mathematics. A three-level variable combining highest level of mathematics with numbers of credits earned in core laboratory science. See Glossary.

6) FLAN—Number of units of foreign language in high school on a five-level scale.

7) ADVANCE—Number of Advanced Placement (AP) courses. Three values based simply on the number of AP courses recorded: three or more, one or two, and none. See Glossary for a full account of identifying AP course work.

8) HSCURRQ—Academic intensity of high school curriculum, in quintiles. This variable is the core of the analysis of students' precollegiate histories, and, hence, is described in detail in Part III and Appendix F.

9) ACRES—Academic Resources. A quintile index representing a composite of students' pre-collegiate attainment (curriculum plus class rank/GPA plus senior year test score). ACRES is the dominant precollegiate variable in both the original *Tool Box* and *The Toolbox Revisited.* The construction of this variable is described in detail in Part III.

Postsecondary entry variables defined

1) FIRST4—A dichotomous variable indicating whether the first postsecondary institution attended by the student was a four-year college.

2) DOCT—Another dichotomous variable indicating whether the first postsecondary institution attended was a doctoral degree-granting institution.

3) SELECT—A dichotomous variable indicating that the first institution attended by the student was either highly selective or selective.[19] See Glossary for details on selectivity.

4) NODELAY—A dichotomous variable marking students who entered postsecondary education within seven months of high school graduation.

5) ACCELCRD—Acceleration credits. A sum of all college credits earned by both course work prior to high school graduation and by examination. The values of this variable were set at three levels: more than 4 credits, 1–4, and zero.

First-year performance variables defined

1) LOWCRED—A dichotomous variable marking students who earned less than 20 additive credits earned in the first calendar year of attendance. For descriptive data on the relationship between number of credits earned in the first year and highest degree, see Appendix L, table L4.

2) FRSHGRAD—GPA in the first calendar year of attendance. Grade point averages were determined for the first *full calendar year* of postsecondary attendance and were then set out in quintiles. FRSHGRAD is a dichotomous variable that divides the highest two quintiles from the other three.

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[19]Institutional selectivity in the postsecondary files of all three grade-cohort longitudinal studies conducted by the National Center for Education Statistics has five values: highly selective, selective, nonselective, open-door, and not ratable. The first three of these values were based on the selectivity cells developed by the Cooperative Institutional Research Project (CIRP) at UCLA for its annual survey (since 1966) or entering freshmen. For the distribution of NELS:88/2000 postsecondary students by selectivity of first institution attended, see Appendix L, table L3.

3) FREM—A dichotomous variable indicating any remedial course work in the first calendar year of attendance.

4) FCOLMATH—Another dichotomous variable indicating whether the student earned any credits in college-level mathematics during the calendar year following first enrollment. "College-level mathematics" was defined to include college algebra, finite math, statistics, precalculus, calculus,[20] and a category of "liberal arts mathematics" courses that require the equivalent of high school Algebra 2 as a prerequisite, and include such topics as game theory, basic combinatorics, and foundations of numerical methods.

Financing postsecondary schooling variables

There are three dichotomous financing variables in both *Answers in the Tool Box* and *The Toolbox Revisited*: GRANTS, LOANS, and STUWORK. Each indicates only whether the student used that form of financing during his/her early postsecondary career. The reader is referred to the text of Part IV for elaboration.

Attendance pattern variables defined

1) TRANSFER—community college to four-year. With students going back and forth between community colleges and four-year colleges, it is important to mark transfer as a permanent change of venue, a migration that is formally recognized by system rules. A transfer student is one who (a) started in a community college, (b) earned more than 10 credits from the community college before (c) enrolling in a four-year college and (d) earning more than 10 credits from the four-year college. The only time limit set for these changes of venue and credit accumulation is the length of the longitudinal study. In the case of the NELS:88/2000, that means 8.5 years from the modal high school graduation data of June 1992. This is a dichotomous variable.

2) FOURTRAN—A dichotomous variable indicating transfer from one four-year college to another. The algorithm for classic transfer from a community college to a four-year college was fairly easy to construct. But to distinguish a true four-year-to-four-year college transfer required an indirect route. See Glossary for details.

3) MULTINS—A dichotomous variable indicating that the student attended more than one institution. This is a macro-vision of otherwise multidirectional student behavior.

4) SUMMER—Number of credits earned during summer terms, set in three bands: more than 4, 1–4, and none.

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[20]The category of "calculus" includes not only the standard sequence but also special "short calculus" or "brief calculus" courses, and specialized introductions to calculus for business, economics, and life science majors.

5) PARTTIME—A dichotomous variable tagging students whose enrollment intensity was *ever* part-time. The construction of this variable involves complex algorithms, and the reader is referred to the Glossary for details. (For an account of enrollment intensity in both the NELS:88/2000 and the Beginning Postsecondary Students longitudinal study of 1995/96–2001, see Appendix L, table L5).

Extended postsecondary performance variables defined

1) TREND—Trend in student's GPA: rising, flat, or falling. Cumulative undergraduate GPA was measured at three points in time—at the end of the first calendar year following initial enrollment, at the end of the first two calendar years following initial enrollment, and at the end of the student's undergraduate career, no matter when that occurred. See Glossary for further elaboration.

2) CUMMATH—Number of credits earned in college-level mathematics: more than 4, 1–4, and 0.

3) CHANMAJ—A dichotomous change-of-major variable. See Glossary for a full description.

Final factors variables defined

1) NOSTOP—In all three NCES postsecondary transcript-based grade-cohort studies, noncontinuous enrollment was defined as *more than* a one semester (or its equivalent, e.g., two quarters) stop-out period. In the dichotomous variable, NOSTOP, the student is considered continuously enrolled even with one semester (or two quarters) off.

2) WRPT Ratio—A dichotomous variable. On one side of the dividing line are students who withdrew from or repeated 20 percent or more of all courses in which they enrolled (ratio of non-penalty withdrawal and no-credit repeat grades to all grades received).

Summary: Locus of Responsibility

Figure 1 presents the basic statistical characteristics for 39 of the major variables described above that were either tested, used in trials, and/or employed in the final logistic narrative of *The Toolbox Revisited.* Seven of these variables describe demographic characteristics, and another three label types of financial aid that ultimately are offshoots of demography. Of the remaining 29 variables, 14 are principally matters of student choice (e.g., changed major), five are indicators of student academic effort (e.g., first-year grades), seven reflect interactions of student choice plus student effort plus opportunity to learn (e.g., highest high school math), two mark interactions of student effort and institutional judgment or guidance (e.g., first-year remediation), and one (education anticipations) reflects student experience, attainment, and self-assessment, along with the encouragement of family and peers. The student is at the center of all these representations. The locus of responsibility for the way each of these variables will tilt lies as much with the student as with external forces. *The Toolbox Revisited* is optimistic that most students can make it all come out right. We will return to this optimism in Part VII.

Figure 1. Values, means, standard deviations, use of variables considered, and step no., if used, in the logistic narrative of *The Toolbox Revisited*, with universe confined to 1992 12th-graders with complete high school records and known socioeconomic status who attended a four-year college at any time through December 2000

Variable	Values	Programming name	Mean	S.D.[a]	Used	Step no.	Relationship to variables in the original *Tool Box*
Nonnative speaker of English	2[b]	NNSE	0.1472	0.3544	No		New
First generation student	2	FIRSTGEN	0.1664	0.3725	Trial only		New
Number of siblings (more than 2 = 1)	2	BROSIS	0.2912	0.4543	Trial only		New
Race/ethnicity (minority = 1)	2	RACE	0.1678	0.3737	Yes	1–5	Carried forward
Gender (male = 1)	2	GENDER	0.4677	0.4990	Yes	1–7	Carried forward
Socioeconomic status quintile	5	SESQUINT	3.6909	1.2840	Yes	1–7	Carried forward
Family income	3	FAMINC	4.0792	1.5641	Trial Only		New
Became parent by age 20	2	PARENT	0.0282	0.1655	Yes	1–7	Carried forward
Education anticipations (consistency and level)	3	EDUANTIC	2.8747	0.4120	Yes	1–7	Modified
Highest high school math (prealgebra to calculus)	5	HIGHMATH	3.0030	1.3560	Trial only		Carried forward
High school science momentum	3	SCIMOM	2.1146	0.8837	Trial only		New
High school foreign language units	5	FLAN	3.3662	1.1617	Trial only		New
Advanced Placement	3	ADVANCED	1.2493	0.5833	Trial only		New
High school curriculum intensity	5	HSCURRQ	3.7424	1.1860	Trial only		New
Senior year test score quintile	5	SRTESTQ	3.8533	1.1752	Trial only		New
High school class rank/GPA quintile	5	CLSSRNKQ	3.6272	1.2965	Trial only		New
Academic Resources quintile	5	ACRES	3.6703	1.2130	Yes	1–7	Carried forward
No delay of postsecondary entry	2	NODELAY	0.9351	0.2463	Yes	2–7	Carried forward
Acceleration credits	3	ACCEL	1.4076	0.7546	Yes	2	New

See notes at end of figure.

Figure 1. Values, means, standard deviations, and use of variables considered, and step no., if used, in the logistic narrative of *The Toolbox Revisited,* with universe confined to 1992 12th-graders with complete high school records and known socioeconomic status who attended a four-year college at any time through December 2000—continued

Variable	Values	Programming name	Mean	S.D.[a]	Used	Step #	Relationship to variables in *Answers in the Tool Box*
First school was a four-year	2	FIRST4	0.7842	0.4114	No		Carried forward
First school was doctoral	2	DOCT	0.3764	0.4845	No		Carried forward
First school was selective	2	SELECT	0.2348	0.4239	Yes	1–7	Carried forward
Less than 20 credits in first calendar year	2	LOWCRED	0.2045	0.4034	Yes	3–7	Carried forward
First calendar year grades	2	FRESHGRD	0.4320	0.4954	Yes	3–7	Carried forward
Any first calendar year remediation	2	FREM	0.2204	0.4146	Yes	3–6	New
Any first year college-level math	2	FCOLMTH	0.5294	0.4992	Yes	3–5	New
Grants/scholarships	2	GRANTS	0.4972	0.5000	No		Carried forward
Loans	2	LOANS	0.3180	0.4658	No		Carried forward
Work-Study/campus job	2	STUWORK	0.3016	0.4590	Yes	4	Carried forward
Attended multiple institutions	2	MULTINS	0.6180	0.4859	Yes	5–7	Modified
Community college transfer	2	TRANSFER	0.1377	0.3446	Yes	5–7	Carried forward
Four-year to four-year transfer	2	FOURTRAN	0.1476	0.3547	Yes	5–7	New
Summer-term credits	3	SUMMER	2.1577	0.9184	Yes	5–7	New
Ever part-time	2	EVERPT	0.3342	0.4717	Yes	5–7	New
Trend in GPA (rising, flat, falling)	3	TREND	2.1733	0.7311	Yes	6–7	Modified
All credits in college-level math	3	MATH	2.2305	0.8388	Yes	6–7	New
Changed major	2	CHANMAJ	0.4765	0.4995	No		New
Continuous enrollment	2	CONTIN	0.7984	0.4012	Yes	7	Carried forward
Ratio of withdrawal/repeat grades to all courses attempted	2	WRPRATIO	0.0905	0.2870	Yes	7	Carried forward
Remedial problem (type and amount of remediation)	5	REMPROB	3.8960	1.4730	No		Carried forward

[a] Standard deviation.
[b] A value of 2 indicates a dichotomous variable, i.e. yes (1) and no (0).
SOURCE: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement)

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Part III
What Is and What Happens Before Matriculation

There are at least three distinct ways of setting up Step 1 in the progression of multivariate analyses that lead us to appreciate what makes a difference (and how much of a difference) in completing a bachelor's degree for students who attended a four-year college at any time. The first step covers both student demographics and high school performance. Let us cover the demographics first because they do not present complex analytic choices.

What If We Knew Nothing Except Demography?

The demographic background of students is marked as of a set moment in time (in our case, in grade 12). It is what students look like, where they are living, their parents' education(s), occupation(s), and income(s), and other features of the student's family. Demographic characteristics may be subject to special attention in education policy from local to national levels, but, with the exception of the student's marital and parental status, are not subject to change.

Demographic variables are normally considered in the context of other aspects of student experience, behaviors, and attitudes when attainment of any kind (e.g., high school graduation, test scores, grades, college degree) is the dependent variable. Indeed, that is the way this analysis treats demographic characteristics. But to demonstrate what happens to the demographic variables in the analysis, this section opens with a stark presentation. If someone asked us to explain bachelor's degree completion for 1992 12th-graders who subsequently attended a four-year college at any time, and all we knew about them were demographics, what would the various associations of demography with degree attainment look like?

Table 3 presents a logistic exploration that started with nine demographic variables described in Part II above. The socioeconomic status quintile variable is not included, but two of its components (family income and parents' highest level of education) are present to serve as proxies for SES. Two of the nine demographic variables—whether the student was a nonnative speaker of English and family immigrant status—were not accepted into the logistic equation.

Whether there were nine variables or seven, however, this logistic model fails to reach significance as a *model,* regardless of whether independent variables within the model turn out to be significant. The t value for the intercept falls below the threshold of 0.765 this study uses for keeping independent variables under consideration, and the proportion of concordant probabilities predicted at 63 percent is the lowest–by far–of any logistic model in this study.

Of the independent variables within the model, four are significant, even though that significance is undercut by the statistical characteristics of the model as a whole. The most significant ($p < 0.01$) is first generation college status, with a Delta-p statistic that says the probability of completing a bachelor's degree is reduced by roughly 21 percent for first generation students.

Race/ethnicity and gender are significant at $p <.05$, with the messages of the Delta-p that minority status reduces the probability of earning a bachelor's degree by 17 percent, and being male reduces that probability by 11 percent. Falling in the highest third of family income is marginally significant.

Table 3. Logistic account of the relationships among major demographic variables and bachelor's degree attainment for 1992 12th-graders who attended a four-year college at any time

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	0.2250	0.1869	0.69		
Race/ethnicity	**-0.7257**	**0.1434**	**2.90**	**0.05**	**-0.1660**
Gender	**-0.4760**	**0.1072**	**2.54**	**0.05**	**-0.1089**
Parenthood	-1.6285	0.5255	1.77	†	†
Siblings	-0.3619	0.1109	1.87	†	†
Family income	**0.3870**	**0.1111**	**2.00**	**0.10**	**0.0885**
First generation	**-0.9137**	**0.1420**	**3.69**	**0.01**	**-0.2089**
Urban high school	0.1839	0.1217	0.87	†	†

†Variable did not reach the minimum level of significance (p<.10) in a two-tailed test.
NOTES: Statistically significant variables are in bold. $G^2 = 6288.09$; $df=5144$; $G^2/df = 1.222$; $X^2(df) = 413.76(7)$; pseudo $R^2 = .077$. Proportion of concordant probabilities predicted = 63.0. Root design effect = 1.75.
SOURCE: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

But the most important message is the failure of the purely demographic analysis itself. If the statistical model does not reach a convincing level of significance, and all the variables inside the model are basically cut from the same cloth, then even if some of those variables are significant within the model, the cloth is frayed. That failure sets up a hypothesis that will unravel in the course of subsequent steps of the logistic narrative: Among students who attended a four-year college at any time, student demographics and family demographics may have, at best, indirect connections with degree completion. In fact, at the moment high school academic history is included in the multivariate account, demography plays a considerably reduced role at the same time that the logistic model becomes more persuasive.

High School Background and History

This is where the academic momentum story begins, where the major contributions of the original *Tool Box* were most prominent, and where the story continues to be of considerable importance.

There were four core high school background and performance variables in the first step of the logistic inquiry in the original *Tool Box*: senior year test score, a combined index of class rank and GPA, academic curriculum intensity, and the student's education "anticipations." The first three of these variables were combined in a composite index of "Academic Resources" that proved to have lasting positive repercussions through students' postsecondary histories.

Before we examine the results of the Step 1 logistic model, we should (a) revisit education "anticipations," and (b) provide a detailed account of how *The Toolbox Revisited* deals with high school curriculum.

"Anticipations" versus "aspirations"

Both the original *Tool Box* and this study employ a variable that some people will interpret as indicating students' education "aspirations." But this construct is carefully labeled "anticipations," and is *not* based on the student's answer to a question asked only once (for example, in a 12th-grade survey or in a freshman registration line). Rather, "anticipations" is built from sets of questions asked in both the 10th grade and the 12th grade, and describes the *consistency* and *level* of the student's abstract expectations and concrete plans.

Perhaps as a by-product of the national visibility of discussions on secondary-to-postsecondary transitions that followed the release of *A Nation at Risk* in1983, along with a burst in recruitment of minority students by both colleges and professionally-oriented organizations such as the National Action Committee for Minorities in Engineering, the proportion of 12th-graders who *consistently* expected to earn at least a bachelor's degree more than doubled from 22.5 percent (s.e. = 0.58) among 1982 12th-graders to 59.4 percent (s.e. = 1.02) among 1992 12th-graders. Continuing one's education after high school, at some point and "in some form of postsecondary education" is now a norm of expectations among high school graduates: 92.6 percent (s.e. = 0.54) of NELS:88/2000 students who graduated from high school with any kind of diploma, whether "on-time" in 1992 or later, expected to continue their education in a postsecondary setting. That which is a norm of behavior is like breathing in and breathing out. When virtually everyone expects to continue, the serious curricular "disconnect" between K-12 and postsecondary systems eloquently dissected by Venezia, Kirst, and Antonio (2003) is even more fraught with hazards and ironies. "Anticipations," one can surmise, will not play as significant a role in a logistic account of bachelor's degree completion as it did in the original *Tool Box*.[21]

To aspire is an active concept. In our ordinary usage, it means to hope, seek, wish, or yearn. When Kao and Tienda (1998) describe "aspirations" as "a realistic evaluation of likely outcomes" (p. 352), they are not describing "aspirations" as we normally understand the term. Qian and Blair (1999), too, indicate that they use the "aspirations" to describe expectations or plans

[21]Even there, the variable floated in and out of significance over the steps of the logistic model (see Adelman 1999, pp. 80–81).

"rather than a wish" (p. 622). And that's just the point: With these rare exceptions, the literature on education "aspirations" consistently confounds an emotively-laden term applied to motivation, desire, or drive with an assessment of possibility based in experience (Mezias 1988). Underneath the consistency-by-level construct of the educational "anticipations" variable used in both the original *Tool Box* and in this study is what Kao and Tienda (1998) document as a growth from abstract attitudes about a very distant possibility when students are in junior high school to a rational judgment based on both school experience and input from parents and peers as the time draws closer to high school graduation. There is no doubt that the consistency-by-level formulation of our anticipations variable is influenced by what happens to students between grades 10 and 12.

A different interpretation of expectations is implicit in Venezia, Kirst, and Antonio (2003): Expectations become assumptions, more passive than "aspirations." Their principal thesis—that students falsely assume that the momentum inherent in a high school diploma is sufficient not merely to enter a postsecondary environment ("the easy part," in their words) but to complete a credential—is all the more powerful when these assumptions end in less than completion. The principal culprit lies in poorly articulated (secondary-to-postsecondary) curricula (Conley 2005), a topic addressed in Part VI of this essay.

Academic Intensity of Secondary School Curriculum

Think of a series of moving walkways in an airport. Passengers expect that one leads to the next, and don't think too much about what's happening along the way. What the most perceptive of contemporary analysts of the curriculum paths from high schools into colleges of any kind have observed (Venezia, Kirst and Antonio; and Conley) might be described as a disconnect in both the location and speed of these successive moving walkways, so that the passengers stepping mindlessly off the first and heading to the second trip, stumble into the moving hand rail, and desperately grasp at their luggage so that it doesn't get stuck in the space between the two segments. This issue was imperfectly highlighted in the original *Tool Box* and is worth extended preliminary attention here.

The "differential course work" hypothesis, originating in the work of Pallas and Alexander (1983) and Alexander and Pallas (1984) in relation to high school test scores, and validated by *Answers in the Tool Box* with a longer time frame and a bachelor's degree attainment dependent variable, remains the core of the presentation in *The Toolbox Revisited* as well. With these forebears as guidance, we are going to look at the components of the curriculum variable, alternative presentations of those components for multivariate analyses, and some critiques of the measure. In the past decade, a number of short-hand representations of the high school curriculum, e.g., the New Basics as advocated in *A Nation at Risk* (1983), "minimum college-qualified" (Berkner and Chavez 1997), and "track location" (Lucas 1999; Lucas and Berends 2002) have become common in both the research literature and the general press. The New Basics are the best known of these heuristics. The highest level of these "new basics"

—which simply counted Carnegie units[22] (four of English, three each of mathematics, science, and social studies, and two of foreign language)—has been labeled "rigorous" (McCormick 1999), even though three units of mathematics could amount to no more than plane geometry and the science in question could lack any laboratory components. After the publication of the original *Tool Box*, the literature added criteria for highest level of math, core laboratory science, and Advanced Placement course work to the judgment of "rigor," and sought a trichotomous presentation with labels such as "core curriculum or less," "mid-level," and "rigorous" (Horn and Kojaku 2001).

Quite frankly, the word "rigorous" is somewhat of a misnomer since a course requiring a high concentration of intellectual effort can be presented in a relaxed manner with comparatively low standards for success. Put another way, calculus or laboratory chemistry, for example, can be taught in a very laid-back fashion, while an otherwise "ordinary" survey of U.S. history can require the search for, discovery, and cataloguing of original source material, readings in archival methods, and frequent examinations and project presentations with criterion-referenced grading standards. Both the original *Tool Box* and *The Toolbox Revisited* prefer the term, "academic intensity," defend the continuous variable of academic curriculum intensity as a more flexible language of accounting, and decline to invoke labels of "college qualified," "at risk," and others.

The academic curriculum intensity variable is called HSCURRQ. It takes a weighted distribution of NELS:88/2000 students across 31 levels of academic curriculum intensity and quality (there were 40 levels in the records of the High School Class of 1982, the subjects of the original *Tool Box*), and divides the distribution by quintile. Each level of academic curriculum intensity is a distinct configuration of numbers of Carnegie units[23] earned in core academic areas and other distinct notations about students' course of study. For example, in both data sets, at the highest level, one finds students who, between grades 9 and 12, accumulated.[24]

3.75 or more Carnegie units of English;
3.75 or more Carnegie units of mathematics;
highest mathematics of either calculus, precalculus, or trigonometry;
2.5 or more Carnegie units of science *or* more than 2.0 Carnegie units of core laboratory science (biology, chemistry, and physics);
more than 2.0 Carnegie units of foreign languages;
more than 2.0 Carnegie units of history and/or social studies;
more than 1 Advanced Placement course; and
no remedial English; no remedial mathematics.

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[22]A Carnegie unit is the basic credit system for U.S. secondary schools. It is generally recognized as representing a full year (36–40 weeks) in a specific class meeting four or five times per week for 40–50 minutes per class session (Martinez and Bray 2002).

[23]It is important to note that the Carnegie unit thresholds indicated, e.g., 3.75 units of English, are not determined *a priori*, but rather from the empirical distribution of Carnegie units standardized across the NELS high school transcripts in their edited version. See the descriptive windows for all the high school curriculum variables on the NCES data sets in CD # 2003-402 and its June 2004 Supplement.

[24]For mean numbers of Carnegie units earned in major curriculum areas, see Appendix L, table L6.

These are minimums. In fact, at the highest level of academic curricular intensity, students had accumulated an average of 4.30 Carnegie units of English, 4.34 units of mathematics (94 percent having reached precalculus or calculus), 3.63 units of core laboratory science, 3.76 units of foreign languages, and 3.79 units of history and other social studies, along with an average of three AP courses. That is an impressive portfolio.

To this particular configuration, the NELS:88/2000 version of the highest level of academic curriculum intensity adds any Carnegie units in "computer science," a far more frequent and integrated elective in the high school curriculum by 1990, when the NELS students were in the 10th grade, as opposed to 1980, when the High School & Beyond/So students were in the 10th grade (the mass availability and marketing of PCs began in 1984).

Each subsequent level in a descending logical cascade subtracts something from this configuration (see Appendix F) until a relatively smooth distribution is achieved. Nothing is perfect in these algorithmic adjustments; and whatever lumpiness in distribution remains is assuaged in the quintile version.

In light of recent literature on the effects of AP course-taking versus scores on AP examinations (e.g., Geiser and Santelices 2004; Klopfenstein and Thomas 2005), it is important to note that in both the original *Tool Box* and in this study, AP course work is *not* treated as a discrete variable, rather as *part* of the overall index of academic curricular intensity. However, in a moment we will demonstrate what happens when AP is invoked as a distinct independent variable in alternative constructions of the first step of our core logistic model.

The basic critique of this account of high school curriculum has much merit: Numbers of courses (expressed in Carnegie units) in specific subject areas are not equivalent to high content standards or performance standards in those courses (Barth and Haycock 2004). In the cascading curriculum levels of the Academic Intensity variable, a student could accumulate three units of watered down history and social studies and still have three units. A national transcript accounting has no way of knowing what is demanded in thousands of history and social studies courses offered in 1100 high schools, a point made in the staff research for *A Nation at Risk* (see Adelman 1983). The only domestic examples available for those who argue for test-driven high content standards in individual high school subjects such as U.S. history or chemistry or Algebra 2 are the College Board achievement tests (now called SAT II) and the New York State Regents. Some other states (e.g., Michigan) have tests in place for merit-based scholarships that cover broad areas of the curriculum (e.g., math, science) and language skills (reading, writing) but not specific subjects. In this respect, they are closer to the ACT examination, though at a less demanding level (Bishop 2004). The high school transcripts that serve as our evidence are very inconsistent in entering SAT II subject exam scores, so we have nothing on which to rely for an external validation of content. Getting beyond course titles to content standards is addressed in Part VI of this study.

Altonji's work (1996) offers a second important critique. He would have us control high school curriculum variables for school effects and "quality of courses," but admits that whatever one tries for proxy measures, the results would be "imperfect." Altonji draws our attention to the fact that more than half the variance in the mean number of Carnegie units earned in academic

subjects by the NLS-72 cohort[25] was across schools, indicating disparities in opportunity to learn, teacher quality, and student talents and proclivities. One might put Altonji's conclusion more baldly: Students from higher SES backgrounds attend high schools that serve similar students, schools in which parental expectations and involvement are high, and schools in which curriculum offerings and teacher quality follow SES demands and can afford to do so because the tax base is higher. These students tend to enter college and earn degrees at higher rates than students from "lesser" backgrounds and from schools that accompany those backgrounds, therefore, the influence of the academic intensity of high school curriculum will be overstated.

The implicit response of the original *Tool Box* made explicit in *The Toolbox Revisited* is that there are inequities in opportunity to learn and proclivity to learn that are reflected in the geo-demography of schools, but in a logistic account of bachelor's degree attainment in which the results are reported with the Delta-p statistic, socioeconomic status will modulate some of the effects of curriculum. The message encourages all high schools to offer the requisite curricula, to make sure they have teachers who can deliver that curricula, to believe that their students can all reach higher levels of academic intensity in preparation, and to encourage their students to do so—no matter what students' intentions for subsequent education or work may be. As the principles of the *No Child Left Behind* legislation are applied in high schools, this is a large part of what they mean.

Highest level of mathematics and changes in high school course-taking

In comparing the high school records of the HS&B/So (High School Class of 1982) with those of the NELS:88/200 (High School Class of 1992), and looking only at earned Carnegie units, what we principally witness is an improvement of precollegiate preparation of students in mathematics

Table 4. Percentage of 1982 and 1992 12th-graders in academic high school programs whose high school curriculum fell below selected content and intensity thresholds

	Class of 1982		Class of 1992	
Curriculum markers	**All 12th-graders**	**In academic program**	**All 12th-graders**	**In academic program**
Percent of students with:				
Highest level of mathematics *less than* Algebra 2	60.2 (0.78)	35.4 (1.02)	37.7 (1.11)	24.2 (1.24)
Maximum of one year of core laboratory science	60.1 (0.82)	37.1 (1.04)	34.3 (1.17)	21.0 (1.22)
Maximum of one year of foreign language	28.3 (0.88)	14.3 (0.75)	41.5 (1.30)	28.4 (1.47)

NOTES: "Core laboratory science" is confined to biology, chemistry, and physics. Standard errors are in parentheses. Weighted N for students in academic program: HS&B/So = 1.5M; NELS:88/2000 = 1.8M.
SOURCES: High School & Beyond/Sophomore Cohort (NCES 2000-194) and NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

[25]The National Longitudinal Study of the High School Class of 1972, the first, most elaborate, and longest (1972–86) of the NCES grade-cohort longitudinal studies

and science, a change that affects the amount of remediation necessary in four-year colleges, as well as mathematics course-taking at the college-level (Adelman, Daniel, and Berkovits 2003). We also note an unsettling increase in the percentage of students taking a maximum of one year of foreign language course work (though that percentage spread might be mitigated somewhat if we accounted for the increase in bilingual heritage language users between the two cohorts). Table 4 sets forth some basic threshold markers in these curricular areas.

Thresholds are suggestive, but not conclusive, of the shape of change in curricular preparation. By reverse logic, table 4 says only that X percent of students are getting beyond point Q in secondary school study. It does not say how far beyond, and that may make more of a difference in academic momentum. The mathematics analysis in the original *Tool Box* was a proxy for the general metaphor of momentum, and it may be instructive to compare the results of those calculations—a distribution and a logistic—to what emerges from the NELS:88/2000 involving all the rungs on the "math ladder." Tables 5, 6, and 7 do so, confining their universes only to students who were in the 12th grade in the year they were scheduled to be in the 12th grade. They do not restrict the universes to those who entered postsecondary education, let alone to those attended four-year colleges at some time. These are very inclusive groups.

Table 5 confirms other observations in these data sets: The efforts following *A Nation at Risk* to move students further ahead in high school mathematics had positive results. Higher proportions of students were reaching Algebra 2 and higher levels. Bachelor's degree attainment rates for those who moved at least one step beyond Algebra 2 in high school were stable, but declined at every level at or below Algebra 2. Table 5 provides a framework that needs to be validated in a more convincing way, and that is the purpose of table 7. Table 7 presents the results of logistic analyses and does so in odds ratios (departing from the presentation of other logistics in *The Toolbox Revisited*) to match the way in which this table was presented in the original *Tool Box* study.[26]

From the write-ups and presentations of the original *Tool Box* study a principle for high school curriculum guidance arose: "One step beyond Algebra 2 doubles the odds that you will earn a bachelor's degree." What does that mean, i.e., how does one read table 7? An odds ratio indicates that every unit of change in an independent variable (in this case, each step up the math ladder) increases the odds of X happening versus the odds of X *not* happening by Y (the odds ratio). For table 7, the data for the full model—using only highest mathematics and socioeconomic status quintile—are presented first, in bold. In both cohorts, the odds ratio says that every step up the math ladder multiplies the odds of earning a bachelor's degree by roughly 2.5 versus an odds ratio for each step up the socioeconomic status quintile measure of 1.68 (for the class of 1982) and 1.78 (for the class of 1992). These data are statistically significant ($p < .05$ or better).

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[26]The High School Class of 1982 data in table 7 are slightly different from those in the previous presentation in *Answers in the Tool Box* (table 6, page 17) because a more accurate 12th-grade flag for that data set has been developed to match the NELS:88/2000.

Table 5. Bachelor's degree attainment rate by highest level of mathematics reached in high school by 1982 and 1992 12th-graders

	Class of 1982		Class of 1992	
Level of math	Percentage reaching this level of math	Earned bachelor's	Percentage reaching this level of math	Earned bachelor's
Calculus	5.2 (0.36)	82.1 (2.45)	9.7 (0.54)	83.3 (2.72)
Precalculus	4.8 (0.37)	75.9 (2.43)	10.8 (0.65)	74.6 (2.04)
Trigonometry	9.3 (0.51)	64.7 (2.32)	12.1 (0.81)	60.0 (3.32)
Algebra 2	24.6 (0.75)	46.4 (1.54)	30.0 (1.08)	39.3 (2.31)
Geometry	16.3 (0.65)	31.0 (1.92)	14.2 (0.87)	16.7 (1.87)
Algebra 1	21.8 (0.69)	13.4 (1.33)	16.5 (0.92)	7.0 (1.24)
Pre-algebra	18.0 (0.66)	5.4 (1.19)	6.7 (0.53)	3.9 (1.34)

NOTES: Standard errors are in parentheses. The columns for level of math may not add to 100.0 percent due to rounding.

SOURCES: National Center for Education Statistics: High School & Beyond/Sophomore Cohort (NCES 2000-194) and NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

The balance of the table takes each level of high school mathematics, and runs a logistic regression *for that level*, with bachelor's degree completion as the dependent variable, and SES quintile as the sole control. For the class of 1982, reaching calculus in high school increased the odds of earning a bachelor's degree by a very impressive 8.18 to 1. For the class of 1992, the odds ratio for calculus was still in the same range at 7.52 to 1. The parameter estimates for the calculus line are almost identical (2.102 versus 2.018). These are consistent results.

When one looks at the columns in table 7 for the class of 1982, one notices that the sign of the parameter estimate moves from negative to positive territory between geometry and Algebra 2, and the value of the parameter estimate rises above 1.0 between Algebra 2 and trigonometry. The odds ratio more than doubles in each of those steps, but only in the step between Algebra 2 and trigonometry (the "one step beyond") is the parameter also positive. For the class of 1992, all those relationships move up one rung on the "math ladder," principally because a higher percentage of this group (than the percentage for the class of 1982) reached precalculus or calculus while a lower percentage failed to get as far as Algebra 2. The critical boundary for math momentum now lies firmly beyond Algebra 2.

But therein lies the rub, for not everyone has the chance to reach beyond Algebra 2. Differential lack of opportunity-to-learn was a major theme in the original *Tool Box* and is just as prominent a theme in this study of a cohort a decade later. Table 6 illustrates this unhappy situation. It asks what proportion of students—by race/ethnicity and socioeconomic status quintile—attended high schools that offered key math courses beyond Algebra 2.

If mathematics momentum is as important as we contend it to be, one can see the ripples of opportunity—or lack of opportunity—that start in high school offerings. In the matter of calculus, Latino students and those from any socioeconomic status quintile other than the highest are at a distinct disadvantage with respect to the opportunity even to confront the subject. African-American students join the other groups in less access to both trigonometry and statistics. While this issue will be revisited, it deserves underscoring here: The task of providing quality secondary school curricula to *everybody*, the *paths* to AP, the *paths* to the kind of learning challenges students will face in higher education, is enormous. If the promise of *No Child Left Behind* is to be realized at the secondary school level, it is first and foremost through the equitable provision of opportunity-to-learn.

Table 6. Percentage of 1992 12th-graders who attended high schools that offered courses[a] in statistics, trigonometry, and calculus, by race/ethnicity and socioeconomic status quintile

	Percent attending high schools that offered:		
Demographic group	Calculus	Trigonometry	Statistics
Race/ethnicity			
White	58.6 (1.67)	76.9 (1.29)	27.7 (1.62)
African-American	50.8 (4.14)	67.0 (3.90)	19.5 (2.71)
Latino	44.6 (4.04)	59.9 (3.55)	18.2 (2.44)
Asian	61.3 (4.31)	71.9 (3.61)	30.1 (3.94)
Socioeonomic status quintile			
Highest quintile	71.6 (1.93)	83.1 (1.64)	34.0 (2.30)
2nd quintile	56.2 (2.32)	73.2 (2.13)	27.1 (2.01)
3rd quintile	54.1 (2.39)	71.4 (2.33)	24.9 (1.92)
4th quintile	49.3 (2.46)	70.3 (2.28)	20.3 (1.80)
Lowest quintile	43.5 (2.86)	63.7 (2.66)	18.5 (2.06)

[a] Responses are based on surveys of school administrators and math teachers of NELS students in 1990. Where the administrator did not answer the question, the math teachers did not indicate that they taught the subject, and students did not earn any credits in the subject, the calculation assumes that the school did not offer the subject. This approach may underestimate the percentage of high school offering the subjects at issue.

NOTES: Standard errors are in parentheses.

SOURCES: National Center for Education Statistics: NELS:88/94 (NCES 96-130), and NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

Since "highest high school mathematics" is a critical sorting component in the construction of the composite variable describing the academic intensity of a student's secondary school curriculum, the ramifications of more students completing courses beyond Algebra 2, it is hypothesized, will ironically diminish (however modestly) the explanatory power of curriculum and raise the power of academic performance (class rank/GPA). To illustrate with a metaphor: If it was said that a student who reaches precalculus in high school and earns a C has a better chance of finishing a bachelor's degree than a student who gets only as far as Algebra 2 with an A-, we now have to raise the bar for performance in precalculus to at least a B- in order for the prediction to hold.

Table 7. The math ladder for 1982 and 1992 12th-graders: Odds ratios and parameter estimates of earning a bachelor's degree at each rung, controlling for socioeconomic status quintile

	1982 12th-graders				1992 12th-graders			
Variable	Odds ratio	parameter estimate	Adjusted standard error	*p*<	Odds ratio	parameter estimate	Adjusted standard error	*p*<
Highest math	**2.56**	**0.938**	**.0426**	**.01**	**2.50**	**0.918**	**.0467**	**.01**
Socioeconomic status quintile	**1.68**	**0.520**	**.0359**	**.02**	**1.78**	**0.571**	**.0449**	**.05**
By highest level of mathematics:								
Calculus	8.18	2.102	.0426	.01	7.52	2.018	.1936	.05
Precalculus	6.34	1.846	.1895	.05	4.91	1.591	.1592	.05
Trigonometry	3.76	1.352	.1267	.05	3.05	0.860	.1422	.10
Algebra 2	1.82	0.599	.0867	.05	0.89	-0.115	.1030	†
Geometry	0.63	-0.468	.1108	†	0.24	-1.434	.1812	.10
Algebra 1	0.19	-1.666	.1386	.02	0.07	-2.688	.2788	.10
Pre-algebra	0.06	-2.778	.2614	.05	0.05	-3.088	.6684	†

† Variable did not reach the minimum level of significance (p < .10) in a two-tailed test.

NOTES: For both 1982 and 1992 12th-graders, the universe consists of all students for whom highest mathematics in high school could be determined, SES data were available, and highest postsecondary credential at the end of the cohort study period was known. Root design effect for the high school class of 1982 (HS&B/So cohort)=1.59; root design effect for the high school class of 1992 (NELS:88/2000 cohort)=1.98. NELS:88/2000 goodness-of-fit data for the full model: G^2 = 8289.25; *df* = 9135; G^2/df = 0.91; percent concordant probabilities predicted = 84.3. HS&B/So cohort goodness-of-fit data for the full model: G^2 = 8371.74; *df* = 9288; G^2/df = 0.892; percent concordant probabilities predicted = 80.0.

SOURCES: High School & Beyond/Sophomore Cohort (NCES 2000-194); NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

The general improvement in the high school curriculum profile of the NELS:88/2000 cohort is reflected, at least among students who subsequently attended a four-year college at any time, in diminished postsecondary remediation for that population. Table 8 sets out the distribution of what in the original *Tool Box* study was called the "remedial problem," a logical cascade that distinguishes not only the amount of remediation a student takes in college, but also the kind of remediation at issue. The logical cascade begins with remedial reading, then sorts out those students whose only remediation consists of one or two courses in mathematics, then divides the balance of the remedial population between those who required more than two remedial courses and those who required only one. The type of remediation at issue for both these residual populations is usually writing, but also includes courses devoted to basic study skills and general developmental work. If the population included students who never attended a four-year college, this distribution would look very different.[27]

Table 8. Percentage of 1982 and 1992 12th-graders who attended a four-year college at any time, by type and amount of remedial courses taken in postsecondary education

Type and amount of remediation	High School Class of 1982	High School Class of 1992
Any remedial reading	10.0 (0.56)	7.8 (0.72)
Remedial math only (1–2 courses)	14.0 (0.65)	9.8 (0.65)
More than 2 remedial courses of any kind other than reading	14.5 (0.72)	8.9 (0.64)
Only 1 remedial course other than reading	9.0 (0.50)	6.5 (0.41)
No remedial courses	52.5 (1.04)	66.9 (1.07)

NOTES: (1) Standard errors are in parentheses. (2) Columns may not add to 100.0 percent due to rounding.
SOURCES: High School & Beyond/Sophomore Cohort (NCES 2000-194) and NELS:88/2000 Postsecondary Transcript Files (2003-402).

[27]Among all NELS:88/2000 students who participated in the 1992 survey and subsequently attended *only* community colleges, 64.5 percent (s.e. = 1.88) took at least one remedial course and 43.7 percent (s.e. = 1.98) took more than one. Among those who attended only sub-baccalaureate trade schools, which often do not require remediation, 32.4 percent (s.e. = 5.89) took at least one remedial course and 21.9 percent (s.e. = 6.07) took more than one. There is a considerable difference between the norms and requirements of community colleges versus those of other sub-baccalaureate institutions in the matter of remediation, and we should not mix the two in analyses of remediation.

Summary of high school curriculum and performance variables

To remind the reader of our tools before heading into Step 1 of the logistic narrative: For the high school curriculum components of the analysis we have a composite variable called HSCURRQ, and four variables set forth in Part II above describing discrete components of HSCURRQ that we can test as proxy measures for the composite—highest level of mathematics, science momentum (a combination of highest math and core laboratory science credits), foreign language credits, and number of Advanced Placement courses. In a moment all these will appear in a correlation matrix that will provide a preview of how they might play out in multivariate analyses.

For our other performance measures, we bring forward from Part II a quintile presentation of the student's high school class rank/GPA, and a quintile presentation of senior year test score.

Academic Resources

The original *Tool Box* advanced a notion explored and developed by Karl Alexander of Johns Hopkins and his associates in numerous exemplary contributions to the research literature: A student's academic background was far more important than demographic variables such as gender, race/ethnicity, family composition, and socioeconomic status in relation to test performance (Alexander and Pallas 1984), entering higher education (Thomas, Alexander, and Eckland 1979), and, in one study, degree completion (Alexander, Riordan, Fennessey and Pallas 1982). How does one reflect a composite idea of "academic background" of students coming out of high school and into postsecondary education? The key measure of Academic Resources (or ACRES, as the original *Tool Box* variable was called in order to elicit the idea of academic cultivation), combined curricular record, academic performance (class rank/GPA) as an indicator of student effort, and an external measure in the form of performance on tests of general learned abilities. These three components, as we have seen, are set out in quintiles. To get a preliminary idea of their relative strength in relation to bachelor's degree completion and to equalize the conditions of judging degree-completion rates by performance quintiles, table 9 takes all on-time high school graduates in 1992 and indicates the percentage who completed a bachelor's degree by December 2000 by quintile of each of the three components of Academic Resources. To be included in table 9, the student's record had to contain positive values for all three components.

Table 9 offers some hints of what multivariate analysis will confirm. Compared to the distributions for academic curriculum intensity and class rank/GPA, the test score quintile variable yields weaker degree completion rates in its highest two quintiles. This is a clear sign that the test score quintile will not have as strong an association with degree completion as the curriculum and performance factors. At first glance, it looks as if class rank/GPA will be fairly dependable, but it has one minor bump. The reader is directed in table 9 to the percentage of eventual bachelor's recipients from the lowest quintile of class rank/GPA (13 percent) compared to the percent of bachelor's degree completers in the lowest quintile of test scores and academic curriculum (about 9 percent in both cases). The differences are statistically significant in a

descriptive account such as that of table 9, but how meaningful they turn out to be must await a multivariate context. In the meantime, one would posit that the class rank/GPA measure may not prove as strong as the curriculum measure.

Table 9. Percentage of on-time 1992 high school graduates who continued their education in any postsecondary institution who completed bachelor's degrees by December 2000, by quintile performance in the three component variables of Academic Resources

	Percent completing bachelor's degree				
Population	Quintiles of Academic Resources components				
	Highest	Second	Third	Fourth	Lowest
All on-time1992 high school graduates who continued to postsecondary education at any time					
Curriculum	81.7 (1.50)	60.5 (2.14)	35.5 (1.93)	23.4 (1.99)	8.7 (1.37)
Class rank/GPA	78.8 (1.47)	59.1 (2.24)	40.3 (2.11)	25.7 (2.16)	13.0 (1.94)
Senior test score	74.9 (1.72)	53.9 (1.92)	37.2 (2.16)	26.7 (2.41)	8.9 (1.31)

NOTES: Standard errors are in parentheses. Weighted N = 1.6M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

A multivariate analysis involving these variables, in fact, confirms our suspicions, and its results are presented in table 10. The model is the foundation for construction of the composite variable, Academic Resources, and is derived from ratios of the standardized beta estimates of the three high school performance indicators produced by a logistic regression with bachelor's degree attainment as the dependent variable and no controls (the logistic regression itself can be found in Appendix L, table L7). The change in these ratios between those for the High School Class of 1982 and those for the High School Class of 1992, while still leaving academic curriculum with the highest weight, narrows the gap between curriculum and performance, and lowers the strength of test scores as a component of Academic Resources. Given the differences in overall participation in the variable, i.e., the proportion of 12th-graders for whom all three components have positive values, some of the change may be an artifice of the NELS:88/2000 data set. But the principal message is one observed when commenting on the change in the distribution of students by highest level of mathematics studied in high school: The higher the average level of mathematics attainment, the more student effort, reflected in grades, will count. This theme will continue to play out when our story crosses the matriculation line into postsecondary education; and it was one of the principal points made by DesJardins, McCall, Ahlburg and Moye (2002) in their critique of the original *Tool Box* study.

When using all three measures—curriculum, class rank, and ACT test score—in a traditional linear analysis predicting first-year college grades, Pike and Saupe (2002) found curriculum to be the strongest, though their curriculum variable was dichotomous (students either meeting or not meeting the entrance specifications for a selective state university), which would naturally increase its power. Even when they introduced indirect effects of high school characteristics —control (private/public), size, mean ACT score of students, and mean proportion of students who attended the university—the parameter estimates for this curriculum variable were significantly greater than those for test scores or class rank. While *The Toolbox Revisited* is not in the business of predicting first-year grades, it is gratifying to note research that has similar respect for the propulsive power of course of study.

Table 10. Component weights of the high school Academic Resources variable for 1982 12th-graders and 1992 12th-graders who presented positive values for all three components

Components of Academic Resources	1982 12th-graders	1992 12th-graders
Academic curriculum intensity	.41	.42
Classrank/GPA	.30	.33
Senior test score	.29	.25

NOTE: Columns will add to 1.00.
SOURCES: High School & Beyond/Sophomore cohort (NCES 2000-194), and NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

A second message bears repeating from its formulation in the original *Tool Box*: Student effort in curriculum participation and performance over the three *years* of high school (grades 10 to 12) reflected in the transcript data is worth considerably more than performance on a three-*hour* test on a Saturday morning. Test scores are a natural consequence of the academic intensity of curriculum and quality of student effort reflected in grades, and the weakening position of the test score variable in the ACRES configuration for the NELS:88/2000 cohort is a natural outcome of improvements in academic curriculum participation of the post-*A Nation at Risk* era.

Correlations

Now that we have all the precollegiate variables explained and in place, the process of bringing zoom and macro lenses of multivariate analysis to bear begins. The first stage sets forth a correlation matrix of precollegiate academic variables including three outcomes: on-time high school graduation, basic postsecondary "access," and bachelor's degree completion. Table 11 presents the Pearson's *r* results. Some of these correlations are weak, suggesting that one or both of the variables in question will not add to the explanatory power of a logistic regression. On-time high school graduation, for the most noted example, is not related to anything (this was also true in the parallel correlation matrix in the original *Tool Box*). Other relationships are not surprising, e.g., Advanced Placement has almost no bearing on entering postsecondary education (96.7 percent [s.e. = 1.48] of NELS 12th-graders with any AP courses entered the postsecondary sphere, versus 75.9 percent [s.e. = 1.01] of those with no AP course work).

Table 11. Correlations of major precollege Academic Resources variables and high school graduation status, college entry, and bachelor's degree attainment by December 2000 for 1992 12th-graders

	Curriculum intensity quintile (CURRQ)	AP courses (APCRS)	Highest math (5 levels) (HMATH)	Science momentum (3 levels) (SCIMOM)	Foreign language (3 levels) (FLAN)	Class rank/GPA quintile (RANK)	Senior test quintile (TEST)	On-time HS grad, standard diploma (ONTIME)	Post-secondary entry (PSENT)
CURRQ	-----	0.368	0.777	0.774	0.645	0.572	0.581	0.167*	0.352
APCRS		-----	0.438	0.366	0.270	0.326	0.317	0.050*	0.111*
HMATH			-----	0.869	0.519	0.618	0.634	0.124*	0.301
SCIMOM				-----	0.489	0.594	0.578	0.118*	0.279
FLAN					-----	0.430	0.510	0.146*	0.338
RANK						----	0.566	0.185*	0.298
TEST							-----	0.138*	0.313
ONTIME								-----	0.168*
PSENT									-----
BACHELOR'S	0.524	0.319	0.538	0.530	0.451	0.493	0.469	0.129*	0.332

NOTE: All estimates except those noted with an asterisk are statistically significant at p<.05 or better.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

True to its position in the construction of the composite academic curriculum intensity variable (abbreviated here as CURRQ), in fact, Advanced Placement does not exhibit as strong a correlation with the composite as do the mathematics, science momentum, and foreign language components. Why? Because AP is invoked as a sorting criterion in only six of those 31 levels of academic curriculum intensity (see Appendix F), while highest mathematics is invoked in 25 levels, foreign languages in 18, and core laboratory science or all science in 30. Common sense says that we will find higher correlations of these other components with the composite curriculum variable.

But among those other components, the correlation between the highest level of mathematics and science momentum (which includes highest math in its definition) is so strong (0.869) as to set off collinearity bells. The clear message is to use only one of them in any multivariate analysis. The highest level of mathematics was dropped because the variable represents only one curricular area, whereas SCIMOM carries two. Likewise, following Pedhazur's (1982) rules of thumb for identifying potential collinearity problems from correlations, table 11 advises that if we use the high school academic curriculum index, we should not invoke either highest level of math or science momentum in the same multivariate model.

The only other observations of the correlation matrix of table 11 worth special attention are:

- When bachelor's degree completion is the reference point, the relative correlations of the curriculum, class rank/GPA, and test score variables are in roughly the same relationship observed in the more complex construction of the composite Academic Resources variable: Curriculum exhibits the strongest correlation, followed by class rank/GPA, followed by test score.
- However, when the referent variable is simply entering postsecondary education, (a) the correlation coefficients are much lower, and (b) the test score variable is slightly stronger than class rank/GPA.

The bottom line of these two conclusions: What counts for completion will be more potent than what counts for mere entrance (the "easy part," in the words of Venezia, Kirst, and Antonio, 2003).

Step 1: The First Logistics

In the commentaries and critiques of these aspects of the original *Tool Box*, two potent questions were raised:

> 1) Is a composite variable such as Academic Resources, a variable that yokes together very different types of measures (a basically qualitative curriculum index, class rank and GPA, test score), as convincing as these measures taken separately in any multivariate account of degree completion (DesJardins, McCall, Ahlburg, and Moye 2002)?
>
> 2) Unlike class rank/GPA and senior test score, the academic curriculum intensity variable is built from components, some of which are high profile in their own right, e.g., Advanced Placement and highest level of mathematics reached in high school. If we substitute the major components for the composite in an account of degree completion, will they be as convincing?

In light of these questions, three distinct ways of setting up the first step in the progression of logistic analyses that lead us to appreciate what makes a difference (and how much of a difference) in completing a bachelor's degree for students who attended a four-year college at any time were explored. The first step covers both student demographics and high school performance.

What happens to all those demographic variables in the "demography only" logistic of table 3 when these three competing approaches were tried out? With the exception of gender, race/ethnicity, and becoming a parent by age 20, the minute the high school performance variables enter, the demographic variables disappear. Taken individually, none of them—first postsecondary generation status, second language dominant, recent immigrant status, family income, number of siblings, and urbanicity of community in which the student's high school was located—meet the statistical criteria for either entering or staying in the logistic models employed in this study. But two of these variables, family income and level of parents' education, play dominant roles in the construct of socioeconomic status, which itself more than qualifies for the logistic treatment.

Repetition of a special note on the components of the high school academic curriculum intensity variable is necessary in the context of this first step in the logistic narrative. With the exception of Klopfenstein and Thomas (2005), a spate of recent reports and commentaries on the Advanced Placement program (e.g., College Board 2005) claim that the original *Tool Box* demonstrated the unique power of AP course work in explaining bachelor's degree completion. To put it gently, this is a misreading. AP is only a *component* of the academic curriculum intensity in both the original *Tool Box* and this replication. But to test the misreadings, AP was tried out as one of three variables that might serve as proxies for curriculum intensity. The other two variables tested as substitutes were a measure of momentum in science (SCIMOM) which includes elements of HIGHMATH and Carnegie units earned in both core laboratory science and all science courses, and number of Carnegie units earned in foreign languages.

So, three distinct approaches to logistic regression models were tried out for Step 1. The first, table 12, keeps the composite variable Academic Resources, and includes nothing else. The second divided Academic Resources into its three components. And the third dropped the high school academic curriculum intensity variable and replaced it with its three proxy components: science momentum, foreign language study, and AP.

Which one of these three versions should be carried forward in the stepwise analysis? In the first version (table 12), maintaining the composite of Academic Resources, only Academic Resources and socioeconomic status quintile are statistically significant (though with a p value of <0.10, SES is a barely influential presence) The Delta-p statistic says that each step up the five-quintile ladder of Academic Resources improves the probability of degree completion by about 15 percent. The Delta-p applied to socioeconomic status quintile says that for each step the probability of degree completion increases by about 7 percent. Expectations do not make a difference, and the demographic variables, while all carrying negative parameter estimates, do not meet the criteria for statistical significance either. Message: At this stage, and in this formulation, the composite representation of student learning in high school, Academic Resources, is a very persuasive construct.

The second and third versions of the Step 1 logistic can be found in Appendix G, and both are far less convincing. In the second version, Academic Resources was divided into its three components: curriculum, performance (class rank/GPA), and test score. The test score component, with a t statistic of 0.35 (far below the threshold requirement of 0.765), disqualifies this version from the logistic narrative. This result also reinforces our previous observation that when both academic curriculum participation and the quality of student effort within that curriculum (grades) improve, test scores will automatically rise and paradoxically become less important with reference to the dependent variable of degree completion.

In the third version of Step 1, of the three proxy variables for high school academic curriculum intensity, only science momentum (that combination of highest level of math and number of Carnegie units in core laboratory science) emerged as statistically significant. Neither Advanced Placement nor foreign language study reached the threshold level of significance, and, with a t statistic of 0.75, foreign language study was on the borderline of disqualification in terms of further consideration. The senior test score quintile variable did not even meet the minimum statistical criterion for entrance. Had we taken this version forward into subsequent stages of student history we would have only one proxy for high school curriculum (science momentum), and no traces of the external measurement of general learned abilities that the senior year test

score quintile conveys. At least the composite index of high school performance, Academic Resources, includes a trace of external assessment.

Table 12. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time—demographic and high school background, version 1: Using the composite variable for high school Academic Resources

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-4.2762	0.6360	3.10	.05	
Academic Resources quintile	**0.6439**	**0.0662**	**4.48**	**0.01**	**0.14924**
Socioeconomic status quintile	**0.2912**	**0.0621**	**2.16**	**0.10**	**0.06749**
Education expectations	0.6272	0.2065	1.40	†	†
Race/ethnicity	-0.4093	0.1941	0.97	†	†
Gender	-0.4633	0.1485	1.44	†	†
Parenthood	-1.5757	0.4790	1.51	†	†

† Variables did not meet threshold criterion for statistical significance.
NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 2.17. $G^2 = 5315.44$; $df = 4919$; $G^2/df = 1.081$; X^2 (df) =1074.9 (6); pseudo $R^2 = 0.204$; percent concordant predicted probabilities = 77.5.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Summary decision: The composite variable, Academic Resources, stays in the logistic narrative; other versions of representing high school performance fail.

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Part IV
Matriculation and Beyond: The Features of Postsecondary History

On reflection, the original *Tool Box* made a mistake in the order and boundaries of the blocks of variables entered in its analysis. Following high school background, and tracking students who ultimately attended a four-year college at any time, it jumped first to financial aid, for which the High School & Beyond/Sophomore data set contained detailed information (including unobtrusive Pell Grant files) covering the first four years of a student's postsecondary history. It then considered a configuration of attendance patterns that covered everything from the timing of entry to postsecondary education to extended aspects of attendance such as whether the student *ever* left his or her first institution of enrollment and *never* returned to that institution. Thirdly, it followed this mixture of time periods with a block of first-year performance indicators. The order and content of these three blocks of variables scrambled time and student history.

The Toolbox Revisited unscrambles that sequence so that momentum can be more clearly observed. We begin with the transition from secondary school to postsecondary matriculation, and focus on timing of entry and type of first institution. We then move on to first-year performance, the importance of which is fully justified by the research literature. Only after accounting for the first year do we confront financial aid (which, in the NELS:88/2000 data set, covers only the first two years of post-high school history, and is the weakest section of the study, by far).[28] Longer-term attendance patterns and extended performance (curriculum and trends in grades) come later, as they should.

In shaping the universe for analysis so that a full history is visible, one minor change to the boundaries will be exercised. The NELS:88/2000 cohort was scheduled to graduate from high school in the spring of 1992. Not all of them did, so the upper boundary for high school graduation will now be set at December 1996. Very few cases are affected,[29] but, as the NELS history ends in December 2000, the point of changing the upper boundary is to allow enough time for late high school graduates to build a postsecondary history.

In entering this sequence, the reader should note that the master program generating the mass of student-level variables included on the restricted NCES data sets of transcript-based files for both the HS&B/So cohort and the NELS:88/2000 was basically the same, hence, there were no

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[28]Financial aid comes *after* first-year performance because the story line is more interested in the potential relationship of aid to completion among those who are *already enrolled*. If the topic was initial access, then the financial aid package for the first year would be part of the postsecondary entry configuration of variables. The NELS:88/2000 unfortunately does not allow us to distinguish modes of financing postsecondary education in the first year from those of the second year.

[29] Those who earned a high school diploma of any kind *after* December 1996 constituted 2.7 percent of all 1992 12th-graders (s.e. = 0.16) and 0.7 percent of all 1992 12th-graders who subsequently attended a four-year college (s.e.= 0.16).

algorithmic differences that would account for change in student behaviors such as attendance patterns and academic performance. There are minor exceptions, and these will be noted in the narrative.

Step 2: Matriculation

The research literature has long held that where one starts out in higher education has enormous consequences, particularly with reference to completing degrees (Velez 1985). The vast majority (78.7 percent; s.e. = 1.15) of the universe under study here started out in a four-year college. Do any characteristics of that first institution stand out in multivariate analysis?

Only selectivity of the first institution was admitted to the Step 2 logistic model (the fact that the institution was a four-year college was not admitted). To be sure, there are other characteristics of the first institution of attendance. But if the dichotomous "selective" variable turns out to have but modest, if any, significance in the account, it is unlikely that other stock institutional characteristics—size, control, residential/commuter ratio—will have any influence, either. The best of the institutional characteristics variables in the literature is probably Stoecker, Pascarella and Wolfle's (1988) "size." This is not a simple measure, rather a factorial scale that includes total enrollment, student/faculty ratio, and public control. However attractive the concept, institutional size rarely breaks through as a stand-alone factor in literature with large national samples because of student taste—some like it large, some like it small—and taste is too variant. All this does not mean that where one starts out is irrelevant to completion, rather it directs our attention to other features of student academic history. More to the point, with 64.8 percent (s.e. = 1.06) of NELS:88/2000 students who attended a four-year college at some time attending more than one institution, and 26 percent (s.e. = 1.01) attending more than two, the task of ascribing influence to institutional characteristics is daunting (for a discussion of this issue, see pp. 81–84).

In addition to the selectivity variable (SELECT), Step 2 includes NODELAY, a marker for direct entry to postsecondary education following high school graduation. It also includes a new variable, ACCELCRD, made possible by the construction of the NELS:88/2000 postsecondary transcript file to reflect the practice of dual-enrollment that expanded during the period the High School Class of 1992 was attending high school and that has become much more visible since then. ACCELCRD sums all college credits earned by course work prior to high school graduation, along with credits earned by examination—including AP, the College Level Examination Program (CLEP), and institutional challenge exams. Most of these credits were earned either prior to matriculation or during the first term of enrollment, though some were earned at later points in the student's undergraduate career. A previous brief analysis of this phenomenon (Adelman 2004a, pp. 55–56) suggested that acceleration might have a bearing on degree completion since the descriptive data indicated a positive relationship between the number of "acceleration" credits earned and both (a) high school academic curriculum intensity quintile and (b) selectivity of the first institution attended.

Table 13 sets forth the relationships of the variables in play at the postsecondary matriculation stage to bachelor's degree completion for students who attended a four-year college at any time. Academic Resources is still in a commanding position, and the Delta-p statistic indicates that with each step up the quintiles of Academic Resources the probability of completion increases by 12.8 percent. Socioeconomic status quintile is still significant, though again, marginally so. Of all the new variables, no delay of entry alone is statistically significant, and its Delta-p says that students who enter college directly from high school increase the probability of bachelor's degree attainment by 21.2 percent, a very persuasive marker.

Table 13. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: Postsecondary entry phase

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-4.2124	0.6588	2.02	0.01	
Academic Resources quintile	**0.5541**	**0.0715**	**3.54**	**0.01**	**0.1283**
Socioeconomic status quintile	**0.2859**	**0.0643**	**2.03**	**0.10**	**0.0662**
Education expectations	0.3462	0.2032	0.78	†	†
No delay of entry	**0.9161**	**0.2224**	**1.88**	**0.10**	**0.2121**
Selectivity of first institution	0.4470	0.2301	0.89	†	†
Acceleration credits	0.1904	0.1196	0.73	†	†
Race	-0.4709	0.2130	1.01	†	†
Gender	-0.4627	0.1540	1.37	†	†
Parenthood	-0.9639	0.4597	0.96	†	†

[a] Variables did not meet threshold criterion for statistical significance

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 2.19. G^2 = 5060.17; *df* =4913; G^2/df = 1.030; X^2 (df) = 1101.0 (9); pseudo R^2 = 0.2127; percent concordant predicted probabilities = 78.5.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

The selectivity of the first institution of attendance, while yielding a positive parameter estimate, does not reach the threshold of significance, and the *t* value for acceleration credits, at 0.73, falls just below the threshold for retention in the overall statistical model. The case of acceleration credits is one for which the author hoped for a better outcome, but once a rule is set, it is observed: The variable is dropped from subsequent steps. The demographic variables are

retained, but don't tell us much. And education expectations barely stays under consideration with a *t* value of 0.78. Beattie's human capital analysis (2002) downplayed education expectations as a central feature of explaining outcomes, particularly in consideration of group differences. It turns out that, even with a more sophisticated variable (our "anticipations") than the customary way of marking "aspirations," Beattie is right.

Step 3: First-Year Performance

Now that we have our universe of 1992 12th-graders in college, no matter where they started out, the most prominent initial marker of progress is a configuration of first-year academic performance indicators—and by "first year" is meant the *first calendar year* following the month in which the student first enrolled in their "true" first postsecondary institution after high school graduation.[30]

Most research on the critical first year of postsecondary education takes as its subjects students who start out in the fall term, and, by custom-and-usage, measures of retention (whether term-to-term or year-to-year) begin with fall enrollments. The transcript data, however, teach us that not all students commence postsecondary study in the fall term, and that there is a modest bias in drawing a universe based on fall term beginners only. For all 1992 12th-graders who entered postsecondary education at any time, 82.1 percent (s.e. = 0.83) started in the fall term, 5.8 percent (s.e. = 0.46) started in the summer term, and 12.1 percent (s.e. = 0.71) began in the winter or spring terms (depending on local academic calendars). While the full data on first term of entrance are presented in Appendix L, tables L8a and L8b, it is important to note here that Latino and African-American students are less likely than white students to commence postsecondary study in the fall term, and the same is true when students from lower socioeconomic status quintiles are compared with students from the highest socioeconomic status quintile. Any measure of retention or completion that confines its universe to students who began their postsecondary careers in the fall term is, to put it gently, grossly incomplete.

The cumulative number of variables qualifying for the logistic narrative increases by 50 percent when our field of vision opens out to first-year performance. The logistic model of the original *Tool Box* included three first-year performance variables, two of which were major contributors to understanding degree completion, and are carried forward: a marker for earning less than 20 credits in the first calendar year and a tag for students whose first calendar year GPA fell in the top 40 percent of the GPA distribution for that period. *The Toolbox Revisited* adds dichotomous variables indicating whether the student took any remedial courses in the first calendar year, and

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[30]The "true" first institution of attendance excludes (1) colleges and community colleges in which the student was enrolled prior to high school graduation; (2) institutions in which the student was enrolled during the summer immediately following high school graduation and prior to fall term postsecondary entry (unless the institution was the same in both periods); and (3) "false starts," that is, cases in which the student enrolled, but then withdrew during the first term of attendance, only to enroll and complete course work in a different institution at a later point in time (in these cases, the second institution is the "true first institution"). The true first *date* of attendance is the first month of enrollment at the true first institution.

whether the student earned any credits in college-level mathematics during that period. The mathematics variable, identified as potentially potent by Astin and Astin (1993), represents a major departure in the way *The Toolbox Revisited* approaches its subject, for it introduces the potential association of *postsecondary* curriculum with degree completion (the original *Tool Box* did not raise this issue).

The first calendar year of attendance is the year in which students' preparation for postsecondary education is most sorely tested (Pascarella and Terenzini 1991), and in which both remediation and college-level mathematics study serve as indicators of that preparation. The lower division curriculum sets out course "gateways" through which students must pass in both universities (Hanson 1998) and community colleges (Boughan 2001). Every school can identify its list from high enrollment courses[31] and there is no question that most of these gateways require a direct connection to the content of high school curricula that define "readiness." Remediation stalls student momentum toward those gateways; college-level mathematics itself is a gateway.

In a different approach, American College Testing (2004) defines "college readiness" as a remediation-free postsecondary experience, and sets its benchmarks for "readiness" as

> . . . The level of achievement [based on ACT test scores] for students to have a high probability of success (a 75 percent chance of earning a course grade of C or better, a 50 percent chance of earning a B or better) in such credit-bearing college courses as English Composition, [College] Algebra, and Biology. . . (p. 1).

With all due respect to ACT, earning a C—or even a B—in college algebra is not why most students go to school. There are better ways to benchmark, starting with the Academic Resources index of total high school performance in which curriculum (including highest level of mathematics reached in secondary school) dominates and test scores do not. Instead of a grade in a single course, we then acknowledge the proportion of students who completed credits in *any* of five core college-level math courses during the first year of attendance, and, among those who became non-incidental students (i.e., earned at least an adjusted semester's worth of credits), the proportion who *ever* completed credits in those courses. In table 14, one notes right away that among those who start in community colleges and complete college-level math courses in the first year, college algebra is the dominant math course. Among those who start in four-year colleges, it is not the dominant math course, even though it ranks at the top in terms of student participation.[32]

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[31]Hanson's (1998) list from the University of Texas at Austin ranges from Ecology, Evolution, and Society, to Introduction to U.S. and Texas Government, to General Psychology, to Calculus I and II for Science and Engineering Students.

[32]For more discrete details on credits earned in college-level mathematics, the reader is directed to table L9, Appendix L.

Ironically, the ACT study helps explain why curriculum quality emerges as more influential than test scores in building the Academic Resources composite, and justifies continuing to track curriculum (in this case, using mathematics momentum) across the matriculation line. The test scores are dependent variables that respond directly to increases in the concentration and level of study in each of the major secondary school content areas (see, e.g., Florida Department of Education 2005). The ACT study sees value-added in each step up the math curriculum ladder in terms of scores on the ACT math test. So when the dependent variable is degree completion, it is this curriculum—more than the test score—that sets the value-added tone.

Table 14. Percentage of 1992 12th-graders who earned credits in five categories of college-level mathematics courses in the first calendar year of attendance, and among non-incidental students,[a] the percentage who ever earned credits in those five categories, by type of institution first attended

College-level math category	Percent completing during first calendar year of attendance, starting in:		Among all students earning more than 10 credits, percent who ever earned credits in
	Four-year colleges	Community colleges	
College algebra	21.7 (1.01)	17.0 (1.19)	28.2 (0.92)
Precalculus	18.6 (0.85)	4.9 (0.77)	17.4 (0.69)
Calculus	17.6 (0.96)	1.6 (0.26)	16.8 (0.74)
Finite mathematics	4.6 (0.54)	0.9 (0.30)	6.4 (0.46)
Statistics, probability	5.3 (0.42)	2.3 (0.58)	19.6 (0.82)

[a] A non-incidental student is defined as one who earned more than 10 undergraduate credits.
NOTES: Standard errors are in parentheses. Weighted Ns: four-year college beginners = 1.14M; community college beginners = 789k; all who earned more than 10 credits = 1.84M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

But does that mean that curriculum continues to have the same influence in a postsecondary setting? The issue comes up twice in the sequence of logistic models, first in table 15, which presents the results of the Step 3 logistic: first-year performance variables. What do we see?

- Earning less than 20 credits in the first calendar year following postsecondary entry is a distinct drag on degree completion. The Delta-p says that falling below the 20-credit threshold lessens the probability of completing a bachelor's degree by a *third*!

- First-year grades, a proxy for both student effort and acclimation to the academic demands of a new environment (Pascarella and Terenzini 1991), move in the opposite direction from low credits: If one's first-year GPA falls in the top two quintiles, the probability of earning a degree increases by nearly 22 percent.

Table 15. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: First postsecondary year performance

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-3.5834	0.6054	3.33	0.01	
Academic Resources quintile	**0.3419**	**0.0699**	**2.75**	**0.01**	**0.0754**
Socioeconomic status quintile	**0.2879**	**0.0569**	**2.84**	**0.01**	**0.0635**
Education expectations	0.4040	0.1794	1.27	†	†
Selectivity of first institution	0.4059	0.1979	1.15	†	†
No delay of entry	0.8153	0.2779	1.65	†	†
Low credits in first year	**-1.5299**	**0.1669**	**5.15**	**0.001**	**-0.3372**
First-year grades	**0.9919**	**0.1541**	**3.62**	**0.01**	**0.2186**
College-level math in first year	0.3603	0.1479	1.37	†	†
Any first-year remediation	0.4963	0.1722	1.62	†	†
Race	-0.3471	0.1906	1.02	†	†
Gender	-0.3414	0.1372	1.40	†	†
Parenthood	-1.0277	0.3965	1.46	†	†

† Variables did not meet threshold criterion for statistical significance

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 1.78. $G^2 = 4411.64$; $df = 4764$; $G^2/df = 0.926$; X^2 (df) = 1516.37(12); pseudo $R^2 = 0.2893$; percent concordant predicted probabilities = 83.3.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

- Academic Resources and socioeconomic status are the only other statistically significant variables. The Delta-p story for socioeconomic status quintile remains at roughly the same level: Each step up the SES ladder increases the probability of degree completion for this population by 6 percent or so. The Delta-p strength for Academic Resources, however, falls from 12.8 percent in the postsecondary entry model to 7.5 percent here, a natural consequence of the introduction of other competing curricular and grade-based variables.

- The two new curricular variables for remediation and college-level mathematics produce *t* statistics that justify carrying them forward, but do not reach even a threshold statistical significance level of $p<0.10$.

In the last observation there is a surprise that calls out for explanation. The parameter estimate for remediation in the first year is positive, not negative as conventional wisdom would assume. Students in this group who took any remedial courses in the first year earned bachelor's degrees at a 48.7 percent rate (s.e. = 2.70) compared to 69.9 percent (s.e. = 1.26) of those who did not take remedial courses in the first year (not in table). That is a significant and meaningful difference from which, one might assume, remediation would be a negative. But there are other variables in this model that determine the sign and strength of the parameter estimate and its statistical significance. In a study of the academic careers of traditional-age community college students, the author found that remediation (one dichotomous variable marking any remedial reading, and one multi-level variable based on type and number of remedial courses) did not affect either transfer or (for students who did not transfer) completion of an associate degree (Adelman 2005a). Other recent research, using a very sophisticated targeting of students whose need for remediation may differ according to the school they enter, goes beyond the finding that remediation is not a drag on degree completion to demonstrate that, in terms of persistence, remediation yields decidedly positive results (Bettinger and Long 2005). Two studies do not make for a definitive conclusion, but the evidence that students who successfully pass through remedial course work gain momentum toward degrees is beginning to build.

As for the other variables in the Step 3 model, we note that NODELAY drops out of the statistically significant range with an indirect message of "once a student is in college, their performance counts more than when they arrived." In other words, the ramifications of delayed entry can be overcome, but only with the kind of considerable effort reflected in first-year credit accumulation and first-year grades. The reader will note of table 16, however, that when financial aid variables are part of the logistic model, NODELAY rises back above the significance threshold.

Step 4. Adding Financial Aid to the Equation

There is a major difference between the High School & Beyond/So and NELS:88/2000 data sets in the nature and temporal coverage of financial aid information. For the HS&B/So, an unobtrusive Pell Grant file provided data on at least one type of grant-in-aid. Student reports covered four years (1982–86) of other types of grants-in-aid, loans, and work (including, but not confined to, college work-study from all sources) while enrolled. Three dichotomous variables resulted: GRANT, LOAN, and STUWORK. In the original *Tool Box* study, based on the HS&B/So data, GRANTS and STUWORK were modestly significant contributors to the explanation of bachelor's degree completion in both the financial aid and attendance pattern steps of the model, but fell below the threshold of statistical significance as soon as first-year and extended performance factors were taken into consideration.

The NELS:88/2000 financial aid information covered the period 1992–94 only, i.e., the first two years following the modal high school graduation date for the cohort. In the initial input versions of the data in 1994 (the third NELS follow-up survey), the information was provided by students for each institution attended, and in answer to the question, simply phrased, "besides your previous savings, how are you paying for this?" The options were grants, loans, work, parents, and other forms of aid. For students who attended more than one institution during the 1992–94 period, it is thus possible for different combinations of financial aid types to be attached to the

discrete attendance cases. For our purposes, if a student reported using any one form of financial aid or support (grants, loans, work-study or campus job) at *any* institution attended, a positive entry was recorded for that *type* of financial aid or support for that student.

Table 16: Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: Postsecondary financing

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-3.5855	0.6048	3.33	0.01	
Academic Resources quintile	**0.3362**	**0.0701**	**2.69**	**0.02**	**0.0751**
Socioeconomic status quintile	**0.2902**	**0.0571**	**2.86**	**0.02**	**0.0648**
Education expectations	0.3993	0.1788	1.25	†	†
No delay of entry	**0.7854**	**0.1980**	**2.23**	**0.05**	**0.1754**
Selectivity of first institution	0.3962	0.1980	1.12	†	†
First-year grades	**0.9878**	**0.1541**	**3.60**	**0.01**	**0.2207**
College-level math in first year	0.3673	0.1480	1.39	†	†
Low credits in first year	**-1.5148**	**0.1674**	**5.08**	**0.001**	**-0.3384**
Any first-year remediation	0.4967	0.1722	1.62	†	†
Work-study or campus job	0.1785	0.1528	0.66	†	†
Race	-0.3504	0.1906	1.03	†	†
Gender	-0.3379	0.1374	1.38	†	†
Parenthood	-1.0293	0.3959	1.46	†	†

† Variables did not meet threshold criterion for statistical significance
NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 1.78. G^2 = 4396.88; *df* =4763; G^2/df = 0.923; X^2 (df) = 1519.14(13); pseudo R^2 = 0.2915; percent concordant predicted probabilities = 83.4.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

For those who ask about the importance of initial financial aid package offerings to students' choice of where to enter the postsecondary system, the NELS:88/2000 is of little help. The Beginning Postsecondary Students longitudinal study of 1995/96–2001, on the other hand, has the data elements but does not provide convincing guidance: For traditional-age students (i.e., those who began at age 20 or younger)in the BPS95/96–2001, 7 percent (s.e. = 0.7) of those who

started at four-year colleges and had applied to more than one school and 3.4 percent (s.e. = 1.6) of those who started at community colleges and had applied to more than one school said the financial aid package was the principal reason for their selection.[33] Such percentages do not merit further inquiry.

We come to Step 4 of the logistic model, then, with a weak collection of dichotomous financial aid variables, and the results must be judged in that light. As table 16 reveals, only the variable indicating whether the student received College Work-Study funds from any source or held a campus job was even admitted to the *Toolbox Revisited* model, and even then, produced a *t* statistic of 0.66, below the 0.765 required for carrying forward to the next step. Before that next step is taken, though, this narrative needs an important pause.

A Critical Pause for the Second Calendar Year

The literature on postsecondary persistence, retention, and attrition has historically taken its pauses and measures at the end of the student's first academic year. A more constructive notion for plotting the path of academic momentum on the far side of the postsecondary matriculation line may be to give students two full calendar years following the initial date of enrollment before taking their progress pulses, yet the research on this possibility has been surprisingly limited to date (see Smith 1995, and Nora, Barlow and Crisp 2005).[34] Looking backwards from the final degree completion status of our NELS:88/2000 universe to mark cumulative change to the end of the second calendar year following entry on key indicators provides a richer framework for advisement.

"Retention" and its paradoxes

No national database will support the assertion that a quarter of four-year college entrants and half of community college entrants "do not return for their second year" (Kazis 2004, p. 4). Contrary to this negative conventional wisdom, the proportion of students in the universe for this study who "persisted" to the second postsecondary year is substantial. The definition of "persistence" is active and student-centered, marks a calendar academic year as July 1 through the following June 30, and runs as follows:

> Whenever the student first enrolls and earns credits in postsecondary education (summer, fall, winter, spring) marks the first academic calendar year of their postsecondary history.
>
> If the student enrolls and earns credits at *any* time and at *any* institution during the next academic calendar year, that student has "persisted."

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[33]National Center for Education Statistics, BPS95/96–2001 Data Analysis System; NCES 2003-173.

[34]Nora, Barlow, and Crisp (2005) offer a potentially promising analysis of a cohort at one nonselective four-year institution that is undercut somewhat by lack of data on age distribution and the fact that retention and six-year graduation rates are confined to that institution. But the authors include cumulative GPA to the second year, enrollment intensity, remediation, three core courses (what this study calls "gateways"), and a rough course withdrawal factor—all of which speak in favor of their approach.

"Retention," which puts the student in a passive role vis-a-vis a specific institution, is not the right word to describe this sequence: It's "persistence." There are two important points to underscore: (1) This definition reveals an extremely high rate of persistence, but (2) whether we talk about institutional "retention" or student "persistence," the true measure is not the fact of the event, rather the *quality* of the student's record going forward. The second academic calendar year offers students the opportunity to recapture any lack of momentum of the first. In that respect, the second year may be even more important than the first.

The unhappy paradoxes of retention rates and retention quality[35] are revealed in table 17. The universe for the table is confined to students with complete records. The proportion of students who enrolled sometime, somewhere in the second academic calendar year following entrance to postsecondary education is about 90 percent for all NELS:88/2000 postsecondary students and 96 percent for those with standard high school diplomas who subsequently attended a four-year college at some time (and in this group, just about everybody who started in community colleges). These data ought to destroy the mythologies of low first-to-second year retention (which, by the formulas most commonly applied, include only students who started full-time and in the fall semester and returned to the same school the following fall semester). This account gives students credit for persisting, and gives students who started in sub-baccalaureate trade schools credit for earning a certificate in their first year and then going on their way.[36]

However, this account also shows that, even when one confines the universe to the group being followed in *The Toolbox Revisited*, roughly one out of five entered the second year with low credit momentum, and roughly one out of six carried low first year GPAs. The overlap, too, is considerable: 40 percent of those coming out of their first year with fewer than 20 credits were also in the bottom quintile of first year GPA (not in table). Low credit momentum is also due to the number of courses taken in the first year, with 41.7 percent (s.e. = 2.46) of those who earned less than 20 credits attempting seven or fewer courses—a proxy for part-time status—versus 2 percent (s.e. = 0.27) of those who emerged with 20 or more credits. The reason for counting course attempts and not credit attempts is a by-product of the volume of remedial courses (which do not carry additive credits). Half of the low first-year credit group were tied up in remediation, versus 17 percent of those who reached or exceeded the 20-credit threshold.

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[35]As Tinto (1987) noted, "The point of retention efforts is not merely that individuals be kept in college, but that they be retained so as to be further educated." (p. 136) Poor retention quality significantly lowers the odds of further education.

[36]The persistence rates for all 1992 12th-graders noted in this paragraph are slightly different from those previously reported (Adelman 2004a, table 3.4, p. 42), where the weight for known postsecondary participants (not the weight for students with complete records) was used.

Table 17. Percentage of 1992 12th-graders with complete postsecondary records who persisted in postsecondary education from their first calendar year of enrollment to a second calendar year, by type of institution first attended, and, of those who persisted, percentage with lagging first-year performance

Student group	Persisted	Earned one-year certificate	Did not persist	Of those who persisted, first-year performance indicators: Less than 20 credits	In lowest GPA quintile
All 12th-graders	89.7 (0.57)	0.9 (0.13)	9.4 (0.55)	33.2 (1.12)	17.4 (0.81)
Type of first institution					
Four-year college	95.2 (0.59)	0.1 (0.03)	4.7 (0.59)	15.9 (0.91)	15.2 (0.86)
Community college	84.0 (1.12)	0.4 (0.10)	15.6 (1.11)	60.7 (1.93)	21.5 (1.76)
Other sub-bacca-laureate	71.5 (3.06)	14.8 (2.52)	13.7 (2.01)	31.4 (5.17)	11.9 (2.70)
All with standard high school diploma by December 1996 who attended a four-year college at any time	95.8 (0.50)	0.1 (0.03)	4.2 (0.50)	21.9 (0.98)	15.5 (0.88)
Type of first institution					
Four-year college	95.2 (0.59)	0.1 (0.03)	4.7 (0.59)	15.9 (0.91)	15.2 (0.86)
Community college	97.9 (0.87)	2.1 (0.87)	#	44.0 (2.93)	15.7 (2.72)
Other sub-bacca-laureate	Low N[a]	Low N[a]	Low N[a]	Low N[a]	Low N[a]

Rounds to zero.
[a] Reporting standard not met.
NOTES: Standard errors are in parentheses. Row totals for the three persistence/retention columns may not add to 100.0 percent due to rounding. Weighted N for all 12th-graders with complete postsecondary records: 1.88M; for all 12th-graders with complete postsecondary records who attended a four-year college at any time and who earned a standard high school diploma by December 1996: 1.38M
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Momentum at the end of the second calendar year

First-year background certainly helps explain some of what transpires in student histories by the end of the second year. Tables 18 and 19 offer a skeleton of two-year performance so that future research on the momentum hypothesis can become more sophisticated than this outing. The information is presented in two separate tables to make sure the messages are clear. The most overwhelming phenomenon to note in table 18 is that by the end of the second calendar year, those who never earned their bachelor's degree were already 25 credits behind those who did (57.4 credits earned by those who eventually received a bachelor's degree versus 31.6 for those who did not earn the degree), and for those who were behind, there was no difference between starting in a four-year college and starting in a community college. One set of "culprits" was attendance pattern related: lower percentage full time, lower percentage continuously enrolled, lower percentage getting to and beyond 20 credits in the first calendar year. All these factors decrease the probability of completion.

Credit momentum is clearly in play. For the universe of this study, the mean number of credits earned within two calendar years of the date of entry was 49.5 (s.e. = 0.51). It takes a lot of work in the second calendar year for those whose additive credit totals in the first year were less than 20 to reach that mean, and only 3.6 percent (s.e. = 1.03) did, compared with 77.6 percent (s.e. = 1.02) for those who earned 20 or more credits in the first year.

But a second set of negative vectors is clearly that of academic performance. In table 18 the spread in mean grade point average between those who eventually earned the degree and those who did not is substantial by the end of the second year, and it is not surprising that nearly one in five of those who never earned any credential had already become status dropouts (see table 19). The data remind us of a common sense fact that few analysts or commentators ever acknowledge when writing about student academic careers after high school: A measurable proportion of postsecondary students will not perform well (for GPAs of status dropouts, by timing of permanent departure from postsecondary education, see Appendix H, table H4). Higher education has standards, and some students will, in fact, be placed on academic probation or be formally dismissed for academic reasons, i.e., flunk out. These compressed signals are not as likely to be entered on official records as graduation with honors (*cum laude*, etc.). [37]

[37]Compressed signals are used to mark extremes of academic performance. The American Association of Collegiate Registrars and Admissions Officers has reported that 90 percent of its member institutions enter graduation with honors on transcripts (AACRAO 2002), and, in a 2005 survey of transcript practices , found that 70 percent enter academic probation or dismissal (www.aacrao.org/pro_development/surveys/transcript05.htm).

Table 18. Of 1992 12th-graders who earned a standard high school diploma by December 1996 and attended a four-year college at any time, credits earned and GPA at the end of the second year following initial enrollment in postsecondary education, and extended postsecondary attendance and performance markers, by ultimate bachelor's degree status

Selected attendance and academic performance markers	Of those who earned bachelor's		Of those who attended a four-year college, but did not earn bachelor's	
Earned 20 or more credits in first year	90.8 (0.79)		46.8 (1.88)	
Always full-time	79.3 (1.04)		37.9 (1.85)	
Continuously enrolled	93.5 (0.58)		45.7 (1.93)	
Cumulative credits and GPA two years from entry				
	average credits	mean GPA	average credits	mean GPA
All students in universe	57.4 (0.35)	2.91 (0.14)	31.6 (0.86)	2.13 (0.36)
Started in four-year college	58.8 (0.30)	2.92 (0.14)	32.1 (0.85)	2.03 (0.39)
Started in community college	49.2 (1.30)	2.84 (0.42)	31.6 (2.20)	2.37 (0.81)
If no remedial courses in first year	58.8 (0.36)	2.97 (0.14)	34.1 (1.13)	2.19 (0.32)

NOTES: Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table 19 serves another function in the narrative, namely, to look back from the end of the longitudinal study in December 2000, and ask what percentage of postsecondary students were no longer enrolled and had not earned a credential of any kind, by timing of the gap between their first month and last month of enrollment? These students are called "status dropouts" (though they may return to postsecondary education at a later date). While the general subject of timing and reasons for departure is elaborated in Appendix H, table 19 looks at the eventual dropout population only by their status at the end of the second year of attendance. It says, very simply that:

(a) of those who never earned a credential, 23 percent became status dropouts by the end of the second year;

(b) of all those who ultimately became status dropouts over an 8.5 year period, roughly a third did so by the end of the second year;

(c) for those who dropped out in either the first or second year, GPAs were decidedly below thresholds required for degrees, but

(d) when asked why they left without a degree, less than 6 percent cited academic reasons (also see Appendix H, table H2).

Yes, the status dropout rate proves higher during the first year than the second, but by the end of the second year, the loss of academic momentum is very evident.

Table 19. Status dropout rates at the end of the second year following initial enrollment in postsecondary education of 1992 12th-graders who attended a four-year college at any time, and allied academic performance data

Timing of departure	Percent of those who never earned a degree who became status dropouts	Percent of all who ultimately became status dropouts	Mean grade point average at end of enrollment	Percentage of dropouts who said they left for academic reasons
Left postsecondary without credential, never returned:				
during first 11 months	13.1 (1.62)	19.1 (1.33)	1.68 (0.81)	5.9 (1.92)
during months 12–23 after first enrollment	10.3 (1.26)	13.3 (1.56)	1.98 (0.68)	5.6 (1.40)

NOTES: Standard errors are in parentheses. Weighted N for status dropouts in first two years = 103k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Curriculum gateways

As significant in the panorama of student performance through the end of the second calendar year are rates of participation in specific courses identified as curricular gateways in four-year colleges by Hanson (1998) and in community colleges by Boughan (2001). The taxonomy of postsecondary courses used to code the transcripts for both the High School & Beyond/ Sophomore cohort and the NELS:88/2000 data files includes over 1100 discrete course categories[38] of which 645 were used to answer the following question: "What percentage of students in the *Toolbox Revisited* universe successfully completed credits in each course category between the month they first entered postsecondary education to a point two calendar years later?" Table 20 presents the 25 academic course categories[39] in which the highest percentage of those who eventually earned bachelor's degrees garnered credits during that time span, and for each course category, also presents matching percentages for students who attended a four-year college at any time but who did not complete a bachelor's degree.

[38]The most recent version, *Taxonomy of Postsecondary Courses Based on the National Transcript Samples, 2003*, is available at www.ed.gov/rschstat/research/pubs/empircurr/index.html.

[39]Though their enrollments were substantial, physical education activities, health information, physical conditioning, orientation, and personal development courses were excluded.

Table 20. Of 1992 12th-graders who earned a standard high school diploma by December 1996 and attended a four-year college at any time, course participation rates by the end of the second year following initial enrollment in postsecondary education, by ultimate degree status

	Percentage of students who earned credits by the end of the second year following initial enrollment	
Course	Earned bachelor's	Did not earn bachelor's
English composition	82.3 (1.03)	53.4 (1.40)
General psychology	61.5 (1.18)	32.2 (1.19)
General biology	35.2 (1.24)	12.4 (0.87)
Introduction to sociology	34.4 (1.12)	19.6 (1.08)
U.S. history surveys	32.6 (1.22)	14.9 (0.97)
Micro/macroeconomics	30.3 (1.14)	9.3 (0.88)
General chemistry	30.1 (1.05)	7.5 (0.74)
College algebra	26.7 (1.20)	13.9 (0.94)
U.S. government	25.3 (1.12)	10.4 (0.74)
Calculus	23.7 (1.11)	3.2 (0.43)
Precalculus	22.4 (0.95)	5.8 (0.68)
Oral communication	20.4 (1.03)	11.0 (0.72)
Introduction to philosophy	18.9 (1.05)	5.0 (0.49)
Literature: general	18.9 (1.03)	5.0 (0.56)
Spanish: intro and intermed	18.8 (1.01)	5.9 (0.61)
Western civilization	17.0 (0.93)	6.5 (0.62)
Introduction to computing[a]	15.8 (0.90)	10.9 (0.81)
Introductory accounting	15.7 (0.81)	7.2 (0.56)
Statistics (mathematics)	14.4 (0.79)	3.7 (0.68)
World civilization	12.1 (0.93)	4.0 (0.50)
General physics	12.1 (0.83)	2.3 (0.42)
Public speaking	11.2 (0.78)	6.2 (0.67)
Music appreciation	10.9 (0.84)	3.8 (0.45)
Drama criticism/history	10.7 (0.73)	2.9 (0.46)
American literature	10.3 (0.71)	1.7 (0.28)

[a] This is not "introduction to computer science."

NOTES: Standard errors are in parentheses. Weighted N for bachelor's recipients = 935k; for those who did not earn bachelor's = 513k. All row estimate comparisons are significant at $p<.05$.

SOURCE: National Center for Education Statistics: NELS:88/2000 postsecondary transcript files (NCES 2003-402 and Supplement).

This is a story that moves curriculum details forward from high school. It is empirically-driven, which is to say that the volume of course participation identifies the gateways for both community college transfer students and those who started in four-year colleges in the NELS:88/2000 cohort. Given the disparity in the number of credits accumulated by the end of the second academic calendar year between those who eventually earned the bachelor's degree and those who did not, the spreads in participation rates in these 25 course categories are not surprising. The ratios of these percentage participation rate contrasts are 7:1 in calculus, 6:1 in American literature, 5:1 in general physics, 4:1 in general chemistry, and more than 3:1 in precalculus, micro/macroeconomics, introduction to philosophy, general literature surveys, statistics, history/criticism of drama, and world civilization. These courses cover the full range of traditional lower-division distribution requirements (akin to pick one from bin A, two from bin C, etc.) in four-year colleges and general studies associate degree requirements (the bulk of the transfer curriculum) in community colleges, with the standard non-remedial English composition and college algebra the most visible gateways for the community college group (Boughan 2001).

The list of 25 discrete categories in table 20 invites aggregation and, with aggregation, the inclusion of other lower division courses that serve gateway roles. For example, there are four college-level mathematics courses among the 25, and they certainly can be aggregated as we have already done in our assessment of first-year performance. General biology is not the only introductory biology course category in the taxonomy used. Some institutions still use a zoology-botany sequence; others open the study of life forms with cellular biology; others, still, offer the option of human biology as a starting point. All of these course categories are in the taxonomy, and joining them with general biology in an aggregate allows a broader and more accurate coverage of participation in gateways to upper division course work requiring a grounding in the biological sciences.

Table 21 takes this alternative approach to describing the curricular participation of students who earned bachelor's degrees and those who did not. Table 21 uses 14 aggregate gateways, two of which are single-course categories repeated from table 20 (general psychology and micro/macroeconomics). While Appendix I provides a listing of all course categories under each aggregate, a few notes are necessary in the text:

- Humanities other than literature covers multidisciplinary introductions to the humanities, introduction to philosophy, ethics, and introduction to religious studies (usually a comparative religions survey). It does not include foreign languages.

- "Foundation business" is included for two reasons. First, business fields have historically claimed the largest percentage of majors among traditional-age bachelor's degree completers and a substantial proportion of associate degrees awarded to traditional-age students by community colleges (Adelman 2004a, tables 5.1, p. 61 and 5.4, p. 65). Secondly, prospective business majors appear to take at least one introductory gateway course in the area during their first two years (introduction to business, business law or business legal environment, and/or introductory accounting).

Table 21 displays not only the percentage of students in the bachelor's and no-bachelor's groups who earned credits in each of the 14 aggregates, but also, for those who earned any credits in the aggregates, the average number of credits earned. The reader will notice first, that the use of aggregates narrows the difference in participation rates between the two groups. For example, in the category of standard English composition, the difference in participation rates between those who eventually earned a bachelor's degree and those who didn't is 82.3 percent to 53.4 percent (table 20); but when the category becomes "college-level writing," and includes technical writing, creative writing, and advanced essay, the participation difference narrows to 84.5 percent to 68.6 percent. That is still a significant gap, though not as severe as others in table 21. For the record, the credits earned in the aggregates of table 21 account for 59 percent of all credits earned by students in this study during their first two years of postsecondary education.

Table 21. Of 1992 12th-graders who earned a standard high school diploma by December 1996 and attended a four-year college at any time, participation rates in lower-division course category aggregates and average number of credits earned in each aggregate by the end of the second year following enrollment in postsecondary education, by ultimate degree status

	Earned bachelor's degree by December 2000		Did not earn bachelor's degree by December 2000	
Course aggregate[a]	Percentage completing credits	Average credits earned	Percentage completing credits	Average credits earned
College-level writing	84.5 (0.95)	4.96 (.046)	68.6 (2.05)	4.83 (.091)
Oral communication	35.6 (1.21)	3.38 (.054)	26.2 (1.59)	3.15 (.080)
Computer-related	24.5 (1.03)	3.42 (.057)	17.2 (1.52)	3.31 (.091)
Intro biological sciences	42.1 (1.25)	5.21 (.088)	22.3 (1.53)	4.96 (.160)
Intro physical sciences	40.2 (1.15)	7.46 (.142)	15.8 (1.33)	5.79 (.223)
College-level mathematics	70.5 (1.20)	6.30 (.103)	37.5 (1.87)	5.34 (.225)
Core history	56.0 (1.27)	3.04 (.132)	34.6 (1.82)	4.13 (.099)
General psychology	61.5 (1.18)	3.33 (.030)	42.0 (1.95)	3.32 (.082)
Micro/macroeconomics	30.3 (1.14)	4.69 (.088)	13.1 (1.35)	3.86 (.112)
Humanities except literature	38.2 (1.24)	4.20 (.140)	19.1 (1.50)	3.55 (.124)
Literature	45.1 (1.30)	4.48 (.087)	19.8 (1.39)	3.84 (.144)
Core social sciences	62.6 (1.27)	4.57 (.080)	42.8 (1.85)	4.22 (.115)
Visual/graphic arts	17.3 (0.96)	5.12 (.230)	10.1 (0.98)	5.47 (.488)
Foundation business	19.9 (0.88)	5.17 (.120)	14.2 (1.41)	4.86 (.227)

[a]For a listing of courses under each aggregate, see Appendix I.

NOTES: Standard errors are in parentheses. Weighted N for those who earned bachelor's degrees: 935k; for those who did not earn bachelor's degrees: 513k.

SOURCE: National Center for Education Statistics: NELS:88/2000 postsecondary transcript files (NCES 2003-402 and Supplement).

At the same time—and with few exceptions—the differences in average credits earned in the 14 aggregates are negligible, statistically insignificant, or meaningless—or all three of the above. In other words, when students who did *not* earn a degree took courses in these aggregates, they earned credits at the same rate as those who *did* earn the degree. The problem is still that a much lower percentage of those who did not earn degrees even pass through these gateways.

What does this account of the second calendar year mean?

The sequence of steps of the logistic narrative of what matters in degree completion in *The Toolbox Revisited* moves from first-year performance (with an apostrophe of financial aid considerations) to longer-term vistas of attendance patterns and extended performance. It does not make a distinct stop at the end of the second year. And yet by the end of students' second year, a significant spread in credit generation, academic performance, and curricular participation has opened up between those who eventually completed bachelor's degrees and those who did not. An event history account appropriate to the analysis of withdrawal (e.g., DesJardins, Ahlburg, and McCall 1999) would include a measurement at this point. So as the logistic narrative heads into consideration of attendance patterns (Step 5), the reader might ask what would happen if we took first year-credits and first-year GPA and replaced those variables with *second*-year cumulative measures.

An experimental logistic was constructed in response to that hypothetical question (see Appendix L, table L10). What happened? The Delta-p statistic for the credits variable barely budged and the Delta-p for GPA declined but slightly, i.e., at first glance, it doesn't make a difference whether one uses first- or cumulative second-year measures. At the same time, though, the strength of that cumulative second-year credits substitute[40] wreaked havoc on critical variables that would otherwise be highlighted under attendance patterns, e.g., community college transfer and four-year-to-four-year transfer. As we will note in a moment, disentangling the consequences of different kinds of multi-institutional attendance is more critical to the analysis of degree completion than status at the end of the second year.

What about the gateway lower-division courses taken by the end of the second calendar year? Are any of them key portals to degrees? Beyond college-level writing (a requirement) and college-level mathematics, this is not a fair question, for the answer depends on a student's major and the requirements of the degree-granting department. Consider an English major who took general physics, the introductory micro/macroeconomics sequence, and introduction to design to satisfy distribution requirements. None of these courses (which are gateways to upper-division offerings in other fields) is a portal to completing a degree in English, though one could argue that they provide literature majors with analytic tools, reference points, and contexts that can only

[40]The variable for cumulative credits to the end of the second calendar academic year was constructed in a manner different from the dichotomous presentation of first calendar academic year credits. Cumulative credits is a categorical variable with four levels based on empirical mean credits earned and standard deviation (49 and 19 respectively): 0–29, 30–49, 50–69, and 70 or more.

enrich their interpretive powers. In fact, it could also be argued that the distribution courses gathered in the 14 aggregates of table 21 are secondary in propulsive power to the second level of course work in specific fields. For example, "everybody" takes general psychology, but those who log experimental psychology and developmental psychology are establishing a beachhead in the field, and those courses become the real portals to the degree.

One might use the number of curricular "gateways" through which students had passed by the end of their second calendar academic year as an independent variable, but the national samples with which we work in grade-cohort longitudinal studies would require consensus of academic administrators as to the curricular locations and expected threshold numbers of these gateways, and that consensus is simply not available. In fact, given the variety of presentations of postsecondary curricula across over 3,000 degree-granting institutions, that consensus may be impossible. This is ultimately a matter for local configuration and analysis (for a course cluster approach, see Zhai, Ronco, Feng, and Feiner 2001) as well for future research that would revisit the differential course work hypothesis in *postsecondary* contexts that appeared in the literature a decade ago (e.g., Ratcliff et al. 1995; Kroc, Howard, Hull, and Woodard 1997). As this pause in the narrative of *The Toolbox Revisited* demonstrates, though, those analyses cannot be profitably engaged on the basis of the student's first-year work alone. The second year is just as important.

Step 5: Postsecondary Attendance Patterns

One of the principal contributions of *Answers in the Tool Box* was to document, on a national scale, what college and community college registrars, institutional research officers, and enrollment managers had known for some time: the increasingly complex enrollment patterns of postsecondary students (Hearn 1992; Kearney, Townsend, and Kearney 1995). This complexity has steadily accelerated since the 1970s, when the first high school cohort tracked by the National Center for Education Statistics attended college (for historical comparisons of multi-institutional attendance patterns, see Appendix L, table L11). It is not merely a case of the proportion of non-incidental[41] undergraduates attending more than one school increasing from 47 to 57 percent;[42] it is more a question of *how* they attended more than one school, and in what combinations and order (Adelman 2004a, pp. 45–50).

The most critical distinction on this dynamic landscape is between transfer and multi-institutional attendance. Transfer is a migration that is formally recognized by system rules, a sequential movement from a *de jure* status in one institution to a *de jure* status at a second institution (or third, or fourth). Furthermore, the student's stay at the second institution is not a short visit. So, for example, the beginning community college student who earns 46 credits at the first school and 5 credits at the second is a multi-institutional student not a transfer student. In the context of

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[41]"Non-incidental" means students who earned more than 10 credits in their undergraduate careers. Those who earned 10 or fewer credits do not accumulate enough history for analysis of attendance patterns.

[42]Kuh et al. (2001) found that 53.2 percent of the 32 thousand seniors who participated in the 2000 National Survey of Student Engagement had attended more than one institution.

a four-year student's history, earning 102 credits at the first school (ultimately, the degree-granting school), 21 credits at a different four-year college and 9 credits at a community college along the way, involves a situation in which *credits* are transferred, not the student. But the student who begins at a community college and earns 44 credits at the community college before attending a four-year college, then earns 55 credits from the four-year college and is still enrolled at the four-year college at the end of our tracking period is a transfer student.

Whether and how students attend more than one school may also depend on student performance in the first calendar year of enrollment. Using the five-year Beginning Postsecondary Students longitudinal study of 1989–94, McCormick (2003) demonstrated that for students who started in four-year institutions, the higher the first-year self-reported GPA, the more likely the student would stay put, whereas for students who started in two-year colleges, a higher GPA was associated with transfer, hence, with multi-institutional attendance. Do these findings hold up in a transcript-based longitudinal study such as the NELS:88/2000? Table 22 outlines the corroboration: For four-year college students, McCormick's observation is unconditionally seconded; for community college students, the difference between attending one school and two schools strongly supports the argument.

Table 22. Relationships of grade point average (GPA) in the first year of attendance to number of institutions attended by 1992 12th-graders, by type of first institution attended

Type and number of institutions	First year GPA
Started in four-year college	
One institution	2.74 (0.03)
Two institutions	2.61 (0.04)
Three or more institutions	2.53 (0.04)
Started in community college	
One institution	2.39 (0.05)
Two institutions	2.59 (0.04)
Three or more institutions	2.45 (0.09)

NOTES: Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

The students in the subject universe of this study were even more mobile than the NELS:88/2000 cohort as a whole: 35.9 percent (s.e. = 1.17) attended only one institution, compared with 46.2 percent (s.e. =1.04) of all NELS students who earned any postsecondary credits. And our subjects were more likely to attend *more than two* institutions than the larger universe (25.3 percent (s.e. = 1.15) versus 20 percent (s.e. = 0.81). This higher degree of

mobility invites us to identify the deeper structures of attendance so that we can better sort the relationships between starting point, performance, migration, and degree completion.

For those students who attended more than one school, table 23 lays out some basic patterns. One should be very careful in reading them. The universe consists of the 64 percent of 1992 12th-graders who not only attended a four-year school at any time *but also* attended more than one institution as undergraduates. Institutional mobility is built into the definition. It is not surprising (in fact, it is outrightly redundant) that reverse transfers do not earn bachelor's degrees and that classic community college transfers who earn bachelor's degrees receive them from an institution other than the one first entered.

Those obvious observations aside, the most intriguing students in this configuration are what de los Santos and Wright (1990), Borden (2004), and others have called "swirlers." The basic definition of "swirling" follows a pattern first observed in the High School & Beyond/ Sophomore cohort data and was labeled "alternating sectoral enrollment." In this pattern, the student starts in either a four-year college or a community college, and moves back and forth between them for at least one cycle, accumulating more than 10 credits from both sectors in the process. In the sample isolated in table 23, 63 percent of these cycles began in four-year colleges

Table 23. Combinations of institutions attended by 1992 12th-graders who attended a four-year college at any time who also attended more than one school, and percentage earning bachelor's degrees under each combination

		Earned bachelor's degree	
Institutional combination	Percent attending	Total	From other than first institution
Two or more four-year colleges	31.8 (1.41)	82.3 (1.52)	42.3 (2.57)
Reverse transfer (four-year to community college)	9.7 (1.00)	<0.1 (0.42)	N.A.
Community college to four-year college (including classic transfers)	24.0 (1.37)	58.1 (2.97)	99.7 (0.26)
Alternating sectoral enrollment ("swirling")	15.4 (1.24)	39.1 (3.77)	69.7 (4.55)
Four-year-college-based student attending community colleges for incidental course work	14.3 (1.01)	86.4 (2.32)	24.6 (4.39)
Other combinations	4.7 (0.62)	4.6 (1.42)	45.1 (13.5)

NOTES: Standard errors are in parentheses. Column for attending may not add to 100.0 percent due to rounding. Weighted N=753k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

and 37 percent in community colleges (s. e. = 3.98; not in table). Furthermore, 57.6 percent of the students engaged in just one cycle of alternating enrollment while 42.4 percent rotated through two or more alternating cycles of attendance (s.e. = 4.05; not in table). Among the major categories of students who attended more than one school in table 23 there is a broad range of bachelor's degree completion rates (39 to 86 percent), and the "swirlers" are at the low end of that range.

What's the point? Attendance patterns, as accounted for in the history of the High School Class of 1982 (the HS&B/So), presented paradoxes. As a dichotomous variable in the original *Tool Box*, multi-institutional attendance evidenced no association with bachelor's degree attainment; classic community college transfer bore strong and positive fruit; but the more general phenomenon of attending more than one institution and not returning to the first institution of enrollment evidenced a strong negative relationship to degree completion. These paradoxes are unwound in table 24, the logistic account of the associations between the increasingly complex postsecondary attendance patterns of the 1990s and degree completion.

As befits the topic of attendance patterns, the variables considered and admitted to the Step 5 logistic model are those of time and place:

Ever part-time:	flagging those students who, at some time in their undergraduate careers, enrolled part-time in an academic term other than a summer term;
Summer:	number of credits earned during summer terms in three bands: none, 1–4, and more than 4;
Classic transfer:	community college to four-year after earning more than 10 credits from the community college;
Four-to-four:	four-year college to four-year college transfer; and
Multiple schools:	marking students who attended more than one institution, whether they formally transferred or not.

Actually, one major time-related attendance pattern variable is purposefully left out of the equation, continuous enrollment—or NOSTOP, as it is abbreviated. NOSTOP was one of the most powerful of the postsecondary history variables in the original *Tool Box*. Given the length of the grade-cohort postsecondary histories in the longitudinal studies,[43] a student was allowed a one-semester (or its equivalent, and exclusive of summer terms) stop-out period and still considered continuously enrolled. When this variable is entered into the logistic model, its positive value and extraordinary statistical significance do not permit us to ascertain fully how

[43]Up to 12 years for the High School Class of 1972 (NLS-72), 11 years for the High School Class of 1982 (HS&B/So), and 8.5 years for the High School Class of 1992 (NELS:88/2000).

Table 24. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: Postsecondary attendance patterns

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-4.6208	0.7114	3.68	0.001	
Academic Resources quintile	**0.3648**	**0.0773**	**2.67**	**0.02**	**0.0804**
Socioeconomic status quintile	**0.2790**	**0.0621**	**2.55**	**0.05**	**0.0615**
Education expectations	0.5165	0.1985	1.47	†	†
No delay of entry	**0.9468**	**0.3064**	**1.75**	**0.10**	**0.2087**
Selectivity of first institution	0.5176	0.2155	1.36	†	†
First-year grades	**0.9295**	**0.1687**	**3.12**	**0.01**	**0.2049**
College math in first year	0.3121	0.1608	1.10	†	†
Any first-year remediation	0.3261	0.1876	0.99	†	†
Low credits in first year	**-1.1934**	**0.1853**	**3.65**	**0.001**	**-0.2712**
Classic community college transfer	**0.9518**	**0.2252**	**2.40**	**0.05**	**0.2097**
Four-to-four transfer	**0.7020**	**0.2271**	**1.75**	**0.10**	**0.1547**
Multiple schools	**-0.7509**	**0.1908**	**2.23**	**0.05**	**-0.1655**
Summer-term credits[a]	**0.6517**	**0.0866**	**4.26**	**0.001**	**0.1436**
Ever part-time	**-1.6067**	**0.1551**	**5.87**	**0.001**	**-0.3545**
Race	-0.3481	0.2096	0.94	†	†
Gender	-0.2955	0.1498	1.12	†	†
Parenthood	-0.8677	0.4246	1.16	†	†

† Variables did not meet threshold criterion for statistical significance.

[a] Set in three bands: 0, 1–4, and more than 4.

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 1.76. $G^2 = 3749.31$; $df = 4759$; $G^2/df = 0.788$; X^2 (df) = 1984.37(17); pseudo $R^2 = 0.3813$; percent concordant predicted probabilities = 88.1.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

the other variables in the model are interacting. Its strength deflates the associative contribution of other factors in student performance that might better illuminate the dynamics of degree completion. Hence, in *The Toolbox Revisited*, we set aside NOSTOP until the last possible moment, the final Step 7.

All five attendance pattern variables introduced in table 24 break the barriers of significance at this stage of model-building:

- Ever part-time: Whether the student was ever part-time, a decidedly negative influence on degree completion. The Delta-p statistic tells us that part-time status reduces the probability of completion by over 35 percent. While previous research has documented the extent to which part-time enrollment pulls students off the "persistence track" (Carroll 1989), the 35 percent reduction in probability seems high given the fact that nearly half of the NELS:88/2000 postsecondary students were part-time at some time. Students are inconsistent in their understanding of what part-time means, and under a more generous definition of the concept, the reduction in probability dropped to 30 percent—still a puzzlingly high number (see definition of PARTTIME in the Glossary).

- Summer-term credits: The more, the better. That is, each step up the short ladder of summer-term credits increases the probability of completion by 14.4 percent.

- Classic community college transfer: The significance of transfer is solid at $p < .05$, and the Delta-p says that the probability of completion for a transfer student increases by 21 percent. At one point in the construction of this variable for the NELS:88/2000 cohort, a flag was added to indicate whether the student's first enrollment at the four-year college occurred within four years of entry to the community college. This attempted refinement of a time-sensitive variable did not change its position in the Step 5 logistic model. Given the fact that many students who ultimately transfer move back and forth between community colleges and four-year institutions, it is very difficult to determine the precise moment of transfer, i.e., the season on the academic clock at which both institutions recognize a permanent change in status for the student. A flag for first date of attendance at the four-year school does not help.

- Four-year to four-year transfer: This variable is not as strong as community college transfer. Its statistical significance is marginal at $p < .10$. The Delta-p says that those who started in a four-year college and transferred to another four-year college increased the probability of earning a bachelor's degree by 15 percent. Some 18.5 percent (s.e. = 0.86) of those who started in four-year colleges transferred to another four-year college. In comparing those who transferred to those who didn't, one could say only that the more selective the first institution attended, the less likely the student would transfer.[44]

[44]Only 5.4 percent (s.e. = 1.54) of NELS students who started in highly selective four-year colleges transferred to another four-year college, versus 15.7 percent (s.e. = 1.71) for those who began in selective institutions and 20.0 percent (s.e. = 0.99) for those who started in nonselective four-year schools.

- Multi-institutional attendance: In the steps of the logistic model of the original *Tool Box*[45] in which it appeared, the parameter estimates for this variable were -0.009, 0.015, and -0.077, and with odds ratios ranging from 0.93 to 1.02. All these data are basically flat and inconsequential. The situation in *The Toolbox Revisited* is different. In light of the two transfer variables and the ostensive intersection of multi-institutional attendance with transfer, what does this variable say by coming out of a logistic model with a Delta-p indicating that attendance at more than one school reduces the probability of earning a bachelor's degree by about 16.5 percent? While further probing of the issue is advised, it appears that the message of the three variables (community college transfer, four-year to four-year transfer, and multi-institutional attendance) is that formal transfer is more effective than broader patterns of multi-institutional attendance, including simultaneous enrollment and "swirling." This common sense encourages institutions to track and guide apparent nomads toward formal transfer.

Of the other statistically significant variables in this step, even though Academic Resources and socioeconomic status quintile are receding in time, they are not so receding in strength, and are very much with the explanation of degree completion. In this new configuration, no delay of entry to postsecondary education and first-year grades are actually stronger than they were in Step 4 in their positive parameter estimates and Delta-p statistics. The negative consequences of earning fewer than 20 credits in the first calendar year following initial enrollment is also among the continuing statistically significant variables, though with a lower parameter estimate and Delta-p statistic than observed in tables 15 (first-year performance logistic) and 16 (financing logistic). What counts continues to count.

And what counts less but remains statistically acceptable for presentation includes: (a) the set of basic demographic variables that has been in the logistic narrative from the beginning, (b) education expectations (which are proving far weaker for the High School Class of 1992 than they were for the High School Class of 1982), and (c) two curricular features of the first year of postsecondary attendance (remedial course work and credits in college-level mathematics) that are about to be reconstructed in Step 6, when we extend the temporal scope of curricular experience to a student's entire undergraduate career.

Step 6: Extended Postsecondary Performance

Both the attendance pattern variables and those covered in this step (and the next) are distinguished from first-year performance considerations (Step 3) by the temporal reach of the observed behaviors. All the variables from Step 5 are carried forward. We then ask what additional key academic measures span the full range of a student's undergraduate history—from entrance through the first calendar year of attendance, and beyond.

As previously noted, consideration of continuous enrollment has been set aside for the last step in the logistic model sequence. Of other extended performance variables, what was called the "DWI Index" in the original *Tool Box* and is described more prosaically here as the ratio of courses from which the student withdrew or repeated to all courses for which the student

[45] Adelman (1999), table 39, pp. 80-81.

enrolled, also is set aside for the last step, as it is another case of a very strong variable that would overwhelm other extended performance measures that the reader should see play out.

The block of variables entered for the first time in Step 6 includes two reconstructions of curriculum-related factors originally presented within the confines of the first calendar year of attendance: type and extent of remedial problems (replacing first-year remediation), and cumulative credits in college-level mathematics (replacing first-year credits). "Remedial Problem" (see page 34 and table 8 above and description in the Glossary, p. 190) was not admitted to the model, while cumulative mathematics credits was easily admitted.

The variable marking the *trend* in cumulative student grade point averages at three points in time is an improvement over its predecessor in the original *Tool Box* (which offered only two points of reference). Event-history analysts would no doubt want to see more points than three, but more points than three would result in the loss of more students than the 22 percent already lost by insisting on three (due principally to cases in which the true date of first attendance could not be determined).

Table 25 offers a descriptive account of the three trend populations (rising, flat, and declining) in terms of average cumulative GPAs at each measurement point, the average elapsed undergraduate time period (in years) that is covered by those three markers, and the proportion of each group that earned a bachelor's degree. The purpose of presenting table 25 is to demonstrate that the permutations of relationships between GPAs at the three moments of measurement work, and the results evidence *prima facie* sense. Students with rising GPAs are more likely to earn bachelor's degrees than those in the other two groups, and students with falling GPAs seem more likely to spend more time as undergraduates (though the differences here are not great). The reader will also note that for the plurality of students, grades were flat over an average undergraduate stay of roughly four and three-quarter calendar years.

Table 25. Three trends in postsecondary grade point average (GPA) of 1992 12th-graders who attended a four-year college at any time through December 2000 and offered complete postsecondary records, by GPA at three points in time, average undergraduate time, and percentage earning bachelor's degree

	Average GPA					
GPA trend	First calendar year	First two calendar years	At end of undergraduate career	Average elapsed undergrad time	Percentage earning bachelor's degree	**Percentage of all in group**
Rising	2.43 (0.30)	2.64 (0.28)	2.93 (0.18)	4.76 (0.57)	73.5 (1.80)	**37.0 (1.09)**
Flat	2.72 (0.25)	2.63 (0.27)	2.73 (0.26)	4.79 (0.59)	65.5 (1.63)	**43.9 (1.10)**
Falling	3.09 (0.29)	2.90 (0.29)	2.70 (0.30)	4.92 (0.81)	63.8 (2.38)	**19.1 (0.89)**

NOTES: Standard errors are in parentheses. Column for percent of all in group may not add to 100.0 percent due to rounding. Weighted Ns: rising GPA = 415k; flat GPA = 486k; falling GPA = 215k.
SOURCE: National Center for Education Statistics: NELS:88\2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Changing majors: Not a rare phenomenon

St. John et al. (2004) complained that research on persistence pays inadequate attention to college major. Agreed. There are a number of problems with the extant research when major is an issue, not the least of which is the definition of "persistence" as within-year, i.e., fall to spring, and no attention to *change*-of-major. Stoecker, Pascarella and Wolfle (1988) paid considerable heed to major field, found some race-by-field interactions in a structural equation model, and did so within the context of a nine-year longitudinal study with degree completion as the dependent variable (a better framework than that used by others). But they faced problems of tracking change of major, moment of decision on major, the problem of students who drop out without a major, and the exclusion of community college transfers.

In response to these difficulties, the Step 6 extended postsecondary performance model tried out a variable that marks change of major. This variable was not accepted into the model, principally as a by-product of overlapping characteristics with the community college transfer variable, as virtually all community college transfers "change major" from general studies to a specific field on entrance to a four-year college (see Glossary, p. 191). But it is worth noting that 50 percent (s.e. = 1.26) of NELS:88/2000 bachelor's degree recipients changed majors at least once, and that this estimate comes very close to Simpson's (1987) estimate of 48 percent for a 1976–84 cohort. The 50 percent mark thus appears to be a strong reference point.

All the elements are now in place for the stage of analysis that examines student histories through the end of their undergraduate careers (with the exception of continuous enrollment and the ratio of withdrawals and repeats to all courses). The logistic for Step 6 is presented in table 26. There are three major observations:

> 1) Race/ethnicity, never statistically significant in steps 1 through 5, does not even qualify for entry under extended postsecondary performance. Performance variables overwhelm demography. At this key inflection point in the analysis of degree completion, it appears race/ethnicity doesn't matter (Light and Strayer 2002), though it may be operating as an indirect effect through other variables. But to test what happens in a different way, the Step 6 logistic model was run defining "minority" separately for each of the four major race/ethnicity groups. This test was run at this point in the logistic narrative because Step 7 introduces two very powerful variables that would bury race/ethnicity indicators. The model itself emerged significant for white students, but not for African-American, Latino, or Asian students. For white students, all the significant variables in table 26 were the same except for four-year to four-year transfer, which dropped below the threshold of significance. For Latino students, the only statistically significant variable within a nonsignificant model (t = 1.37 with 10 degrees of freedom) was whether the student had ever been part-time. For African-American students, the only statistically significant variables within a nonsignificant model (t =1.70 with 13 degrees of freedom) were summer-term credits and whether the student had ever enrolled part-time. For Asian students, nothing was significant within a nonsignificant model (t = 0.34 with 13 degrees of freedom).

Table 26. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: Extended postsecondary performance

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-5.8188	0.7996	4.12	0.001	
Academic Resources quintile	**0.3147**	**0.0799**	**2.23**	**0.05**	**0.0667**
Socioeconomic status quintile	**0.3066**	**0.0628**	**2.77**	**0.02**	**0.0650**
Education expectations	0.3825	0.2075	1.04	†	†
No delay of entry	0.7798	0.3208	1.38	†	†
Selectivity of first institution	0.4103	0.2225	1.04	†	†
Any first-year remediation	0.2969	0.1920	0.88	†	†
Low credits in first year	**-1.0822**	**0.1957**	**3.13**	**0.01**	**-0.2294**
Classic transfer	**0.8391**	**0.1273**	**2.12**	**0.05**	**0.1779**
Four-year to four-year transfer	**0.7192**	**0.2285**	**1.78**	**0.10**	**0.1525**
Multiple schools	**-1.0523**	**0.2005**	**2.97**	**0.01**	**-0.2231**
Summer-term credits[a]	**0.5299**	**0.0900**	**3.34**	**0.01**	**0.1123**
Ever part-time	**-1.6696**	**0.1599**	**5.92**	**0.001**	**-0.3539**
Cumulative college math credits[a]	**0.5456**	**0.0994**	**3.11**	**0.01**	**0.1157**
Trend in grades	**0.5813**	**0.1119**	**2.94**	**0.01**	**0.1232**
First-year grades	**1.1619**	**0.1860**	**3.54**	**0.01**	**0.2463**
Gender	-0.3518	0.1578	1.26	†	†
Parenthood	-0.9058	0.4318	1.19	†	†

† Variables did not meet threshold criterion for statistical significance

[a] Set in three bands: 0, 1–4, and more than 4.

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 1.76. $G^2 = 3355.32$; $df = 4632$; $G^2/df = 0.745$; X^2 (df) = 1965.7 (18); pseudo $R^2 = 0.3984$; percent concordant predicted probabilities = 89.3.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

2) The new cumulative college-level math credits variable proves its worth, with a Delta-p statistic that says for every move up the credit-range the probability of earning a bachelor's degree increases by 11.8 percent, putting it in the same range of influence as summer-term credits and trend in grades.

3) When trend in grades is added to the variable block, the influence of first-year grades increases, in part because, by definition, a rising GPA trend requires a lower starting point. In fact, the first-year GPA quintile factor is twice as strong, measured in Delta-p, than the trend.

We also note variables carried forward and remaining statistically significant in the model:

- As predicted, Academic Resources continues to lose some of its power as students move further away in time from high school performance. There are too many intervening experiences. In Step 1, the Delta-p said that for each rung up the quintile Academic Resources scale, the probability of earning a bachelor's degree increased by nearly 15 percent (see table 12 above). At this point, that increase in probability is 6.6 percent. Tested separately (see Appendix J), the tolerance collinearity statistic for Academic Resources dipped close to a 0.50 mark that was set for a caution light. While still acceptable, the tolerance statistic indicates that, at this point in a stepwise logistic with 17 other variables, a Venn diagram would show the circle for Academic Resources overlapping (but not eclipsing) many of the other variables in the model.

- Socioeconomic status quintile continues to evidence some explanatory power, and with a Delta-p that basically doesn't change from model to model. In this model, moving up each step of the SES quintile ladder increases the probability of earning a bachelor's degree by 6.5 percent. SES would assume a more significant dynamic, as Cabrera, Burkum, and LaNasa (2005) have demonstrated with the HS&B/So cohort, if one entered the entire logistic narrative by SES quintile, and the elaboration of that dynamic will be left to future research.

- The echoes of first-year credit generation are still noteworthy. The Delta-p says that dropping below 20 credits will decrease the probability of bachelor's degree attainment by 22.4 percent.

- Whether the student was ever part-time remains a very strong negative, with a Delta-p unchanged from its first appearance in the attendance pattern model.

- Earning credits during summer terms is still good advice, though each step of that variable now adds 11.2 percent to the probability of earning a bachelor's degree, as opposed to 14.4 percent when it was first introduced under attendance patterns.

- Both the classic community college transfer variable and the four-year-to-four-year transfer variable stay in the model with positive contributions to the

probability of degree completion of 18 percent and 15 percent respectively, even as the multi-institutional variable strengthens with a negative parameter estimate and a restraining influence of 22 percent on the probability of degree completion. This tension continues to challenge analysis.

The only other variable carried forward, but losing statistical significance is that indicating no delay of entry. No delay, which has bounced above and below the line of statistical significance, now drops below.

Lastly, what has not counted in previous steps of the model still does not count: education anticipations, selectivity of first institution, first year remediation, gender, and parenthood.

Three major themes emerge in this penultimate step of logistic analysis:

- The combination of the strength of Academic Resources (composite high school performance, dominated by academic curriculum intensity) and cumulative college-level math credits underscores the power of curricular momentum on both sides of the matriculation line.

- A group of attendance and performance factors, including part-time status at some point, low credit momentum coming out of the first calendar year of enrollment, and multi-institutional attendance apparently colored by "swirling" and not formal transfer, are strong restraints on academic momentum.

- Validating the event history critique of the original *Tool Box* offered by DesJardins, McCall, Ahlburg, and Moye (2002), two measures of GPA—first-year and trend—reflecting the quality of student effort, are very positive contributors to degree completion. The stronger position of the class rank/GPA quintile variable within Academic Resources reinforces this message. Grades count; and yes, there is a competitive message here, since our GPA scales and quintile breaks are relative, not absolute.

Step 7: Final Factors

The very last step in the logistic narrative takes all 17 variables from the extended postsecondary performance model of table 26, and adds the two strongest variables from the original *Tool Box* analysis. One of these, a dichotomous variable for continuous enrollment called NOSTOP, is a staple of analyses of postsecondary careers (e.g., Carroll 1989; Astin 1993; Horn 1998; Berkner, He, and Cataldi 2002).

The second of these notable variables is not such a staple of analysis. It is the ratio of courses from which the student withdrew *without penalty* and those the student repeated to all courses in which the student enrolled. This is a rare topic in the higher education literature, and was last

seen in the major journals in Adams and Becker (1990), though the number of course withdrawals appears on the check list of elements in analyses of time-to-degree (Knight 2002, 2004b). The ratio counts course attempts, not credits. Withdrawals without penalty are not the same as courses "dropped" within set periods most colleges and community colleges mark for "drop-and-add," and dropped courses are not included in the ratio. As for no-credit repeats: Less than 4 percent of respondents to the 2002 survey of grading practices conducted by the American Association of Collegiate Registrars and Admissions Officers indicated their institutions did *not* allow repeats; fully 55 percent indicated that a student could repeat *any* course for a better grade; and 55 percent indicated that students could repeat a course as often as they liked (AACRAO 2002). These proportions suggest a very lenient environment. Nothing here involves penalty grades. These are all cases of noncredit grades. The variable WRPT Ratio is dichotomous: On one side of the dividing line are students who withdrew from or repeated 20 percent or more of all courses for which they enrolled.

Table 27 presents the final step of the logistic model for *The Toolbox Revisited*. The power of the last two variables entered is instantly obvious:

- Withdrawing from or repeating 20 percent or more of courses decreases the probability of earning a bachelor's degree by nearly half!!!

- Remaining continuously enrolled increases the probability of degree completion by 43.4 percent.

As a consequence of the introduction of NOSTOP and the WRPT Ratio, remediation in the first calendar year, a weakening variable from the point of its introduction, is forced out of the model. Its attempted replacement, the more elaborate description of type and intensity of undergraduate remedial problems (REMPROB), was tried out again, and again did not qualify to enter the model. As noted previously, remediation appears to be a neutral factor in this account.

The marker for earning less than 20 credits in the first year of attendance, previously a strong contributor to the model, is turned on its head in the final step, and drops below the threshold of significance. Why? Principally because, as table 28 demonstrates, nearly 60 percent of those who wound up withdrawing from or repeating 20 percent or more of the courses for which they registered were *already withdrawing from and repeating 20 percent or more of their courses in the first year*. When one withdraws without penalty, one earns zero credits. When one repeats a course, one earns credits only once (assuming one passes, of course). What the relationships in table 28 strongly suggest is that low credit production in the first year is a logical consequence of withdrawal and repeat behavior. If we allow negative momentum to start early, the consequences will snowball. The phenomenon argues for more intense academic advising and monitoring, more accurate placement, and (in some cases) more sensible credit loads in the first calendar year of enrollment.

Table 27. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: Final factors, with complete academic history

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-7.6637	0.8827	4.89	0.001	
Academic Resources quintile	**0.2766**	**0.0847**	**1.84**	**0.10**	**0.0583**
Socioeconomic status quintile	**0.2974**	**0.0685**	**2.45**	**0.05**	**0.0627**
Education anticipations	0.4162	0.2211	1.06	†	†
No delay of entry	0.7848	0.3515	1.26	†	†
Selectivity of first institution	0.4436	0.2432	1.03	†	†
First-year grades	**1.1020**	**0.1119**	**3.14**	**0.01**	**0.2323**
Low credits in first year	-0.6553	0.2165	1.71	†	†
Classic community college transfer	0.7186	0.2488	1.63	†	†
Four-to-four transfer	0.6832	0.2509	1.53	†	†
Multiple schools	**-0.7306**	**0.2174**	**1.89**	**0.10**	**-0.1540**
Summer-term credits[a]	**0.5628**	**0.0553**	**3.25**	**0.01**	**0.1186**
Ever part-time	**-1.1739**	**0.1009**	**3.71**	**0.01**	**-0.2474**
Cumulative college math credits[a]	**0.4993**	**0.1075**	**2.62**	**0.02**	**0.1053**
Trend in grades	**0.5879**	**0.1211**	**2.74**	**0.02**	**0.1240**
WRPT ratio[b]	**-2.3078**	**0.4246**	**3.06**	**0.01**	**-0.4865**
Continuous enrollment	**2.0601**	**0.2211**	**5.25**	**0.001**	**0.4343**
Gender	-0.3233	0.1715	1.06	†	†
Parenthood	-0.8511	0.4627	1.04	†	†

†Variables did not meet threshold criterion for statistical significance

[a] Set in three bands: 0, 1–4, and more than 4.

[b] Ratio of withdrawal (W) and no-credit repeat (NCR) grades to all grades received.

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 1.76. G^2 = 2993.12; *df* = 4595; G^2/df = 0.651; X^2 (df) =2260.53 (18); pseudo R^2 = 0.4382; Percent concordant predicted probabilities = 91.8.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Lastly, the variable marking swirling multi-institutional attendance continues to be negative —though marginally significant with $p <. 10$—in table 27 at the same time that both community college transfer and four-year-to-four-year transfer variables fall out of significance altogether. In this final accounting, then, all three type of multi-institutional accounts fade in associative power in the face of behaviors that transcend institutional effects: continuous enrollment and academic performance reflected in grades.

Table 28. To what extent does the final ratio of undergraduate course withdrawal and no-credit repeat grades reflect the ratio and volume of withdrawal and no-credit repeat grades in the first calendar year of enrollment? Answers from the history of 1992 12th-graders who attended a four-year college at any time

Final ratio of withdrawals and no-credit repeats to all courses attempted	Percent for whom first-year withdrawal and repeat ratio was 20 percent or higher	Number of withdrawals and no-credit repeats in the first year		
		None	One	Two or more
Less than 20 percent	5.4 (0.60)	66.7 (1.15)	22.7 (1.06)	10.6 (0.71)
20 percent or higher	57.5 (3.93)	13.7 (2.05)	20.3 (3.17)	66.0 (3.62)

NOTES: Standard errors are in parentheses. Weighted N for those with a ratio of no-penalty withdrawals and no-credit repeats to all courses attempted of 20 percent or higher: 106k; of those with a ratio below 20 percent: 1.08M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Summing Up the Logistic Narrative

Parts III and IV of *The Toolbox Revisited* have walked the reader, sometimes painstakingly, through the consideration of independent variables for each of the seven roughly chronological steps from high school background to extended postsecondary performance. At the end of each step, a logistic account of what was associated with completion of bachelor's degrees for 1992 12th-graders who attended a four-year college at any time was offered. The logistic account applied to students' histories as of that particular moment only. Step 7, of course, offered the concluding account.

But to judge the full sweep of these seven steps, we ought to see them together in the same table. Table 29 allows summative statements about the changing strength of independent variables, the continuity of what counts, and required goodness-of-fit statistics for the whole model. Let's start with the goodness-of-fit statistics because they validate the model. The reader can find them at the bottom of the second page of the table. Everything that is supposed to happen in a stepwise logistic model (Cabrera 1994; Menard 1995) happens. The G^2 (also called the "maximum likelihood function") falls with each step; G^2/df (degrees of freedom in this calculation is the product of the unweighted number of students in the model minus the number of variables

in the model) also falls with each step, though perhaps too much in Step 7. The chi square statistic is a little more erratic, but rises as it is supposed to. So do the pseudo R^2 and the percent of concordant probabilities predicted at each step. These results are a relief to any analyst .

Table 29 includes all the variables that were entered at any of the seven steps of the logistic account, even if they were not carried forward to subsequent steps because they did not meet the *t* statistic threshold criterion that was set at 0.765. In this manner, we can see where these variables were introduced and where they fell out of the model (the first "X" in the table marks the spot). Race/ethnicity is the most noted example because it was present from the beginning, and even though it was never statistically significant, it qualified to be retained until extended postsecondary performance variables were introduced. In Step 7—and because race/ethnicity is a sensitive factor in public discourse on education—another approach was tried out whereby each of the four major race/ethnicity groups was treated as an independent variable in the model. Only the Asian student variable qualified for entry, but wound up with a *t* statistic less than 0.50.

Another "casualty"—though for a very different reason—is the variable describing credits in college-level mathematics in the first calendar year. This variable was purposefully replaced in Step 6 (extended postsecondary performance) by cumulative credits in college-level mathematics across the student's entire undergraduate career because it was more appropriate to the temporal framework. First-year college-level math was never significant, but its more expansive replacement was, as might be expected from comparative participation rates in college-level mathematics by the end of the *second* calendar year of enrollment (table 21).

Another virtue of the presentation in table 29 is that because all statistically significant variables are highlighted in bold, the reader can swiftly identify what was consistently meaningful among the potential associations with bachelor's degree completion for this group of students. From the moment of their introduction, the following factors met the criteria:

- Academic Resources quintile
- Socioeconomic status quintile
- Low (less than 20) credits in the first calendar year of attendance
- First calendar year GPA
- Summer-term credits
- Ever part-time
- Trend in GPA
- Cumulative "career" credits in college-level mathematics

And no delay of entry to postsecondary education from high school evidenced positive and significant association with degree completion in half the stages of the logistic narrative in which it was in play.

Table 29. Seven steps of a logistic regression model with bachelor's degree attainment by age 26 or 27 as the outcome for 1992 12th-graders who attended a four-year college at any time

	Background		Entry		First Year		Financing		Attendance Patterns		Extended Performance		Final Factors	
	Para-meter	Delta-p	Para-meter	Delta-p	Para-meter	Delta-p	Para-meter	Delta-p	Para-meter	Delta-p	Para-meter	Delta-p	Para-meter	Delta-p
Intercept	-4.28		-4.21		-3.58		-3.59		-4.70		-5.85		-7.94	
Academic Resources	**0.644*** **	**0.1492**	**0.554*** **	**0.1283**	**0.342*** **	**0.0754**	**0.336***	**0.075**	**0.371***	**0.081**	**0.312***	**0.066**	**0.277~**	**0.058**
Anticipations	0.627		0.346		0.404		0.339		0.553		0.386		0.416	
SES quintile	**0.291~**	**0.0675**	**0.286~**	**0.0662**	**0.288*** **	**0.0635**	**0.290***	**0.065**	**0.282***	**0.062**	**0.307** **	**0.065**	**0.297***	**0.063**
Race/ethnicity	-0.409		-0.471		-0.347		-0.350		-0.370		X		X	
Gender	-0.463		-0.463		-0.341		-0.338		-0.280		-0.349		-0.323	
Parenthood	-1.576		-0.964		-1.027		-1.029		-0.913		-.933		-0.851	
First institution was selective			0.447		0.406		0.396		0.493		0.399		0.444	
No delay entry			**0.916~**	**0.2121**	0.815		**0.785** **	**0.175**	**0.980~**	**0.216**	0.825		0.785	
Acceleration			0.190		X		X		X		X		X	
Low credits					**-1.53+**	**-0.337**	**-1.52+**	**-0.338**	**-1.19+**	**-0.263**	**-1.058** **	**-0.175**	0.655	
First-year grades					**0.992*** **	**0.2186**	**0.988** **	**0.221**	**0.916*** **	**0.202**	**1.148*** **	**0.243**	**1.102** **	**0.232**
First-year remediation					0.496		0.497		0.319		0.295		X	
First-year college math					0.360		0.367		0.318		X		X	

Work-study							0.179		X		X		X	
Multiple schools									-0.751*	-0.166	-1.052	-0.223	-0.731~	-0.154
Classic transfer									0.952*	0.208	0.839*	0.178	0.719	
Summer credits									0.654+	0.144	0.530***	0.112	0.563***	0.119
Ever part-time									-1.61+	-0.354	-1.67+	-0.353	-1.17***	-0.247
Four-to-four transfer									0.702~	0.155	0.719~	0.152	0.683	
GPA trend											0.566**	0.119	0.588*	0.124
Cumulative college math											0.521*	0.110	0.499**	0.105
WRPT ratio[a]													-2.31***	-0.487
No stop													2.02+	0.426
Root design effect		2.17		2.19		1.78		1.78		1.76		1.76		1.76	
G^2		5315.44		5060.17		4411.64		4396.88		3749.31		3452.61		2993.12	
df		4919		4913		4764		4763		4759		4632		4595	
G^2/df		1.081		1.030		0.926		0.923		0.788		0.745		0.651	
X^2 (df)		1074.9 (5)		1101.0 (9)		1516.4 (11)		1519.1 (12)		1984.2 (17)		1965.7 (17)		2260.5 (18)	
Pseudo R^2		0.204		0.213		0.289		0.292		0.381		0.398		0.438	
Percent concordant probabilities predicted		77.5		78.5		83.3		83.4		88.1		89.3		91.8	

[a] Ratio of withdrawal (W) and no-credit repeat (NCR) grades to all grades received.
NOTES: Keys to significance levels: ~ = .10; * = .05; ** = .02; *** = .01; + = .001. X = variable did not meet criterion to be carried forward.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

When one adds the withdrawal/repeat ratio and continuous enrollment (which appear only in the last step of model-building), some rough themes emerge. Of the ten independent variables, three involve **uses of time** (continuous enrollment, ever part-time, summer-term credits); and four clearly reflect different aspects of **academic performance** (high school Academic Resources, first-year GPA, trend in grades, low-credits in the first year, and the withdrawal/repeat ratio).

Under the temporal theme, no delay of entry floats in and out of statistical significance. Some might say, e.g., of no delay of entry, that the fact a variable is significant in one step of the logistic and not in another "does not always mean that different effects are operating" (Anaya 1999, p. 507). One of the reasons that the logistic narrative provides collinearity statistics (see Appendix J) is to reassure the reader that, for whatever reason a variable ducks in and out of significance, it is not because it is excessively tangled up with other variables. The "tolerance" collinearity statistic for no delay of entry is consistently in the high comfort zone.

Summary of Parts III and IV: Investment Behaviors

When we look across the series of ingredients that rise to the top of strength of association with degree completion, we can interpret them in terms of what Noxel and Katunich (1998) called an "investment model," though this author prefers "investment behaviors," a microscale version of human capital. Once the modest consequences of socioeconomic status are accounted for, each step offers students a set of decisions that require the commitment of time and effort likely to yield a future benefit. These decisions move students, sometimes smoothly and sometimes less so, toward the degree. The choices made, beginning with high school curriculum (from the available curriculum—which is an opportunity-to-learn issue) and quality of effort in high school (reflected in class rank/GPA), allow subsequent leverage. Entering a postsecondary institution directly from high school, earning 20 or more credits in the first calendar year of enrollment, and performing well enough in that first calendar year to fall in the top 40 percent of a GPA distribution build on previous investment, and are all signs of commitment. Subsequent choices that may not be reflected in a bounded period of time, such as excessive course withdrawals, prove to be poor decisions with negative returns, breaking accumulated momentum. Other configurations of choice, including summer-term credit generation, meeting the challenge of college-level mathematics, effort that yields a rising GPA, and most of all, remaining continuously enrolled, all reflect continuing leverage of attainment. This is what academic momentum is all about.

Tinto's (1987) approach is just as direct: Students have responsibilities, and are expected to invest time on behalf of their own learning. Yes, in his words, students have the right "to refuse education" (p. 135), but since the primary commerce of the institution is education, those who refuse should not be surprised if (in his very delicate phrasing) the institution exercises its "right . . . to be selective in its judgments as to who should be further educated" (p. 135). One begins to see why student choice (and the responsibility inherent in student choice) emerges not only as a dominant theme of *The Toolbox Revisited* as well, but as the principal challenge to academic advising and counseling from secondary through postsecondary education.

One grants that a great deal more is going on in the lives of traditional-age students at the same time. They are not bloodless. The literature on persistence has included not only a mass of psychological and social considerations (Harmston 2004; Hu and St. John 2001; Kahn and Nauta 2001; Robbins et al. 2004), but also basic aspects of maturation such as physical fitness (Zhang and Richards 1998), nutrition, roommate conflicts, dating problems, time management (Purcell and Clark 2002), and personality-environment congruences and dissonances (Feldman, Smart, and Ethington 2004). Studies such as Stage's investigation of "motivational orientation" (1989) are also valuable in that they override stock demographic explanations and identify "subsets of college students who might react similarly to college experiences" and, hence, assist advisers and student service personnel. Our data sources do not include these factors.

What the Literature Calls "Institutional Effects"

A major strand of the literature on postsecondary retention derives from Tinto's (1987) constructs of academic and social integration, constructs that contributed to the emergence of the National Survey of Student Engagement (Kuh 2001) and its use by hundreds of institutions in assessing the effects of environments on student behaviors. The reason Tinto's work generated such a continuing elaboration and response is a combination of its elegance and *prima facie* common sense. At whatever age they start out, entering postsecondary students are not empty vessels; they come with demographic characteristics and high school experiences (and, if there is a gap of years between high school graduation and postsecondary entry, work experiences and family formation as well) that condition and shade where and how they enter the postsecondary system. Once at an institution, these background characteristics interact with the academic processes and social environment of that institution to yield varying degrees of determination to persist and complete credentials. Institutional culture, including habits of faculty interactions with students outside of the formal classroom and opportunities for a variety of peer group interactions, plays a significant role in Tinto's models of academic and social integration.

It is not surprising that the mass of studies drawing on Tinto's work are institution-specific or use institutional characteristics as independent variables. To attain enough depth on all these features of student lives so that direct and indirect influences can be mapped through path analysis requires extraordinary probing, which is best carried out in institutional contexts where adequate samples can be assembled. Even if we employed hierarchical linear models to illuminate the relationships between nested characteristics of individuals within institutions and outcomes such as GPA, we would need much larger samples of students within each institution than the NELS:88/2000 provides.[46]

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[46]In a case of a continuous dependent variable for student engagement, and sets of independent variables describing both student and institutional characteristics (half of them continuous), Porter (2005) demonstrates the statistical superiority of multilevel analysis versus Ordinary Least Squares analysis. There are three significant differences between Porter's illustration and the story line of *The Toolbox Revisited* : (1) the dependent variable (bachelor's degree attainment) and most of the independent variables in this data essay are dichotomous, hence, our method is logistic, not linear, (2) Porter's model assumes that students attend only one institution, whereas more than half the students in this analysis attended two or more, and (3) while multilevel analyses can create models for institutions "even for schools with few student observations" (Porter 2005, p. 110), of the 3,258 institutions in the NELS:88/2000 postsecondary transcript files, 1,003 had only one student in the sample. An institution-level model with a population of one is out-of-scope.

With the student as the unit of analysis, and 25 percent of the students in the universe we are examining attending *more than two* institutions as undergraduates, the calculation of institutional effects becomes problematic. For the students who attended only one four-year college, the weighting of institutional characteristics such as those Titus (2004) admits into his analysis of three-year persistence at the same institution (e.g., control, size, selectivity, degree of residentiality, and percent female, etc.) are fairly easy to plot. But for those who attended more than one institution, a weighting scheme for the influence of each institutional characteristic based on the proportion of undergraduate time each student spent in different institutions would be necessary. For a student who earned 26 credits at a community college, 30 credits at a four-year baccalaureate residential college, and 75 credits at an urban university, the ratios would dilute the very meaning—let alone effect—of any single institutional characteristic. This example is not a fantasy. Consider, for example, the credit accumulation at each school attended by two sets of students from the NELS:88/2000 who attended three institutions as undergraduates (fig. 2).

Figure 2. Examples of credits earned at each institution attended by 1992 12th-graders who earned standard high school diplomas by December 1996, attended a four-year college at some time, earned a bachelor's degree, and attended three institutions as undergraduates, by type of transfer

	Credits earned at each school attended		
Student cases	School #1	School #2	School #3
Community college transfers			
#1	66 (community coll)	34 (four-year)	62 (four-year)
#2	32 (community coll)	28 (community coll)	90 (four-year)
#3	41 (community coll)	18 (four-year)	64 (four-year)
Four-year-to-four-year transfers[a]			
#1	24	36	92
#2	36	21	88
#3	25	30	79

[a] All three schools attended by these three students were four-year colleges.
SOURCE: National Center for Education Statistics. NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

How does one evaluate indirect effects of institutional characteristics and experiences (class size, contact with faculty, peer group interactions, etc.) for these students? Does one weight each potential effect by the percentage of credits earned at each school in relation to all credits earned? Can one somehow arrive at a consolidated index for each effect across schools? How would one compare these indices to those for students who attended only two institutions? To those for students who attended only one? All six of the students in figure 2 above earned bachelor's degrees. For students who did *not* earn bachelor's degrees but who attended three institutions,

what is the minimum threshold of credits one would set at each institution attended before trying to determine the range of institutional characteristics and student experiences that might have some degree of association with the dependent variable? Across all patterns of inter-institutional "traffic" (Astin and Astin 1993), is there a common effects metric that encompasses mere excursions (incidental attendance at second or third institutions), true migration (formal transfer), and the nomadic behavior described as "swirling"? The author tried to develop a descriptive framework of excursion, migration, fragmentation, and discovery for this task, but with less than satisfactory results (Adelman 2004b). Certainly, there are more sophisticated models that can address the rhetorical questions above, but they risk both neglect or devaluation of life-changing experiences at institutions where a student spent comparatively little time and earned few credits, and false identification of effects that can be very fleeting.

Postsecondary student attendance patterns have rendered consolidated institutional-effects analyses moot. For that reason, these analyses are best carried out within the context of individual institutions (no matter where else the student goes to school). This study does not belittle the constructs of institutional effects and assessment efforts such as those of the National Survey of Student Engagement (NSSE) at all. For college and community college administrators, these assessments count a great deal in determining the kinds of environmental adjustments likely to intensify student involvement with institutional services as well as to heighten student satisfaction with instruction, even if the student is present for only 24 credits.

Even so, many of the variables of institutional effects analyses (and that includes high schools as well as colleges and community colleges) are sufficiently beyond the control of administrators so that the practical implications of whatever paths one delineates as productive are limited. Yes, high schools can change the structure of opportunity-to-learn, e.g., by not even offering arithmetic or watered-down pre-algebra and simultaneously conveying a clear message to students that they can meet the challenge of higher level math (Lee, Croninger, and Smith 1997). And the postsecondary level can follow suit, e.g., community colleges can refuse to teach arithmetic or basic algebra. Neither of these strategies is micromanagement, and, however some may wish otherwise, neither is likely to be implemented on a large scale. At the postsecondary level, the very conditions of control shift: An administrator cannot change the fact that the institution was not the student's first choice and that he or she is determined to transfer from the moment of first registration; there is no drug to prescribe for a student with severe homesickness; one cannot—and should not—prevent the student from changing majors for the second time; no college authority has any influence on the romantic life and angst of 20 year-olds that may affect their involvement with academic pursuits (Okun, Taub, and Witter 1986); administrators can't sand down every potentially hard edge of their schools. Furthermore, there is a natural capacity limit to truly meaningful contact with faculty outside the classroom. To use examples from the National Survey of Student Experience, how many faculty can deans deploy for student participation in faculty research projects or for students to work with faculty on committees and

student life programs?[47] The larger and/or less residential the institution, the less the opportunity for student-faculty interaction in other than casual or ritualistic activities (Hu and Kuh 2002).

To repeat: The NELS:88/2000 does not reach the details of student development or institution-specific student experiences accounted for in other research lines. The elaborate connections between student background characteristics, social and psychological predispositions, initial perceptions and responses to a particular postsecondary environment, strength of goal commitments, etc. in relation to not only the fact but also the pace of student progress toward a credential—all of which have been explored and documented by the touchstone giants of postsecondary student outcomes research (Astin, Pascarella and Terenzini, Cabrera, Tinto)—lie beyond the scope of national longitudinal studies. That is not an excuse for the "economic" reading, broadly construed, of academic momentum. We all know that the many investment decisions made by students along their paths through postsecondary education do not occur in social and psychological vacuums. But the archival data on which this study draws isolate moments in which student choice intersects the structures of opportunity offered by institutions whose first order of business—and first order reason for existing in our society and economy—is the generation, preservation, and distribution of knowledge. This is a story about taking advantage of that mission; it is not a story about growing up, although that happens along the way.

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[47]Kuh et al. (2001) reported that less than 20 percent of seniors in 2000 indicated experiencing these modes of nonstandard faculty contact. By 2004, that proportion had not changed, while 58 percent of seniors indicated they had talked often or very often with faculty outside of class about their grades (a ritualistic interaction that shouldn't carry much weight in assessments of student/faculty contact). See www.nsse.iub.edu/~nsse/2004_annual_ report/html/responses _senior sfi.html. (Accessed 7/31/05).

Part V
Closing the Gap

One of the principal objectives of the *No Child Left Behind* legislation as it works its way through grades K–8 is to close the gaps in achievement between minority and majority students. When that objective is extended to high schools, as this essay underscores in Part III above, we have no adolescent left behind. And when extended to postsecondary schooling, as the logistic narrative has done, our objective is to leave no young adult behind, either. While race/ethnicity itself was not a significant variable in that narrative, the fact of an unhappy gap remains in degree completion—which means that there are residual echoes of experience by race/ethnicity that affect education outcomes. It is not the intention of this monograph to explore these echoes (there are far more sophisticated techniques and far more knowledgeable researchers than the author to engage in that task). But if we focus on the academic story line, we can at least draw some parameters of possibility for assisting minority students.

Two issues attendant on this observation are now addressed: our confidence in degree completion rates, and what might contribute to closing the gap between majority and minority populations in degree completion.

Bachelor's completion rates: Some remarkable agreements

The most prescient and eloquent statement of the problems attendant on our romance with graduation rates was offered a decade ago by Ronco (1996):

> Performance, even in relatively straightforward terms like graduation and retention, eludes our attempts to measure it. Students no longer march lockstep through four years of college to graduation. The educational model of the new millennium will likely be characterized more by lifelong learning, where students move among various kinds of higher education institutions, stopping in and out as their lifestyles and educational needs dictate. Enrollment patterns like these make indicators like four- or even six-year graduation rates for first-time, full-time freshmen largely irrelevant. Transfer students deprive both the sending and receiving institution of retention and graduation credit. (p. 1).

But accepting the object of policy affections for a moment, the most enduring context for the analyses of *The Toolbox Revisited* involves what its predecessor called the Dow Jones Industrial Average accountability measure of U.S. higher education: the proportion of entering undergraduates who earn a bachelor's degree. There are very few truly reliable national portraits of degree completion because there are very few data sources of convincing scope and magnitude. The task requires a longitudinal study with a tested sampling design and matching weights. The technology for a full census of completion does not yet exist.

Ewell (2004) has reminded us that a *student-based* indicator of completion leads to assessments of the benefits of higher education to the entire society and economy. An *institution-based* indicator does none of that, though there is no question that the institution is responsible for contributing to the student's discovery of intellect and path to attainment. While the student is obviously more important, institutions are partners.

There are three recent national accounts of bachelor's degree completion for students who started out in postsecondary education together that can demonstrate how these two indicators, student and institutional, play out.[48] Each account comes from a different data set:

1. The NELS:88/2000 that is the subject of *The Toolbox Revisited.* To repeat its major characteristics: The temporal term is a maximum of 8.5 years (1992–2000) from the month of entrance, no matter when that happens and at what enrollment intensity (full-time or part-time). This is a grade cohort, with all students roughly the same age.
2. A six-year longitudinal study, based on the Cooperative Institutional Research Project's (CIRP) data, that followed 1994 entering college freshmen to 2000 (Astin and Oseguera 2002). While dominated by traditional-age students, this cohort is not wholly homogenous in terms of age at entrance, but is confined to those who started out, full-time, at 262 four-year colleges, weighted to represent beginning full-time freshmen at all public and not-for-profit private four-year colleges (for-profit four-year colleges are not included).
3. Another 6-year longitudinal study, 1995/6 through 2001, conducted by NCES as a spin-off from the massive Congressionally-mandated National Postsecondary Student Aid Study. We have used this data set, the Beginning Postsecondary Students longitudinal study, previously. Beginning students of all ages and enrollment intensities (full-time, part-time, and mixed) are included.

Let us set these three data sets side-by-side, adjust the two NCES databases to match both each other and the CIRP database, and then assess how much they disagree with each other. We will confine both the NELS:88/2000 and the BPS 95/96–2001 to those who started out in four-year colleges, limit the dates of entry of the NELS:88/2000 cohort to the same year (1992) and, most importantly, put an upper bound on age at date of entry in the Beginning Postsecondary Students of 20. Table 30 offers these comparisons.

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[48]There are other large longitudinal studies of degree completion, but their samples of institutions and students are not representative. For example, Saupe, Smith and Xin (1999) used the Consortium for Student Retention Data Exchange information from 174 public four-year colleges to track six-year (1989–96) institutional graduation rates. While these 174 institutions enrolled nearly half of entering four-year college students in 1989, they represent a class, not a universe. For another, but more dated example, Stoecker, Pascarella, and Wolfle (1988) used a 1980 CIRP follow-up to an initial 1971 sample of roughly 10,000 students who had attended only one four-year college in the interim. Some 487 college and universities were represented. Stocker, Pascarella, and Wolfle were interested in institutional effects, so their restriction of the universe to students who had attended only one school is justified, and their findings revealing. But that doesn't justify using the conclusions as a generalized model of degree completion—certainly not under contemporary conditions of student mobility. For state-level postsecondary longitudinal studies, only Florida has produced data sets comparable to the national accounts.

Given the conditions under which degree completion is judged, the conclusions of these three data sets do not differ that much from each other. We can say that roughly a third of traditional-age students who start in a four-year college will earn a bachelor's degree from the *same* school in the traditional four-year period, and that between 54 and 58 percent will earn the degree from the same school in which they began within six years of entry. When the option of earning a degree from a *different* four-year college than the one in which these students commenced study is included (in the NELS:88/2000 and BPS 95/96–2001), six-year degree completion rates for traditional-age students are in the 62–67 percent range. Only when the temporal boundaries are extended to 8.5 years in the NELS:88/2000 does degree attainment for those who started in four-year colleges approach 70 percent, and Florida state longitudinal studies show a similar rate (Johnson, Coles, and Thomas 2004).

Table 30. Bachelor's degree completion rates for students who began in four-year colleges according to three different national longitudinal studies of the 1990s

	Percent completing bachelor's degree		
Bachelor's degree completion modes	NELS:88/2000 1992–2000	Cooperative Institutional Research Project (CIRP) 1994–2000[a]	Beginning postsecondary students 1995–2001
Bachelor's from same school in 4 years	30.9 (1.14)	36.4	33.1 (1.3)
Bachelor's from a different school in 4 years	3.0 (0.30)	Not available	2.3 (0.3)
Bachelor's from same school in 6 years	52.9 (1.27)	57.6	53.7 (1.2)
Bachelor's from a different school in 6 years	11.3 (0.79)	Not available	8.1 (0.4)
Bachelor's from same school in 8.5 years	55.3 (1.24)	60.6[b]	Not available
Bachelor's from different school in 8.5 years	14.1 (0.84)	Not available	Not available
Total degree completion:	69.3 (1.16)	60.6[b]	61.8 (1.2)

[a] As reported in Astin and Oseguera (2002). Standard errors are not available.
[b] In Astin and Oseguera, this cumulative figure includes students who were still enrolled at their institution of first attendance at the end of six years.
NOTES: Standard errors for the NELS:88/2000 and BPS95/96–2001are in parentheses.
SOURCES: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement) and Beginning Postsecondary Students Longitudinal Study, 1995/96–2001, Data Analysis System (NCES 2003-173). Astin and Oseguera (2002).

Degree Completion: How High Can It Go?

If roughly seven out of ten traditional-age students who start in a four-year college—and roughly two out of three who ever attend a four-year college—graduate within eight and one-half years, how likely is it that the rate will improve, by how much, and among what groups? When looking back at the factors consistently contributing to bachelor's degree completion in table 29 and asking which are most subject to change by external parties with little to modest, but creative, effort, a few stand out, and encourage speculation. All depend on student response. In the words of Tinto's (1987) astute guidance:

> Though . . . institutions owe each admitted student an equal degree of attention, it does not follow that institutions should be held accountable for the equal education of all admitted students. To absolve . . . [students] of at least partial responsibility for their own education is to make a serious error. (p. 135)

Let's look at each of the more promising levers, and then explore what the configuration of change in behaviors and policy might suggest for upper boundaries of degree completion and the closing of the gap in completion among race/ethnicity groups.

1) **Less than 20 credits in the first calendar year of enrollment**: Approximately nine percent of those who entered four-year colleges at any time earned between 15 and 19 credits in their first calendar year, with African-Americans and Latinos overrepresented.[49] Within this group, only 35 percent (s.e. = 3.05) earned bachelor's degrees compared with 77.7 percent (s.e. = 0.99) of those who earned 20 or more credits. Fifteen to nineteen credits is close enough to 20 to be optimistic: If we know more about who students are and where they come from, colleges and community colleges can target dual enrollment efforts to yield at least six additive credits for these students, thus pushing them across the 20-credit line. But we do know something about these students, and our optimism must be tempered by the facts that 15.3 percent (s.e. = 2.49) of them were assigned to remedial reading in their first postsecondary year, an overlapping 34.5 percent (s.e. = 3.93) never reached Algebra 2 in high school, and only 27.9 percent (s.e. = 2.96) earned any college-level mathematics credits in that first year. For the residual group (about six percent of those who enrolled in a four-year colleges at any time), suburban high school students from the Pacific and Southwest Central census divisions[50] are overrepresented, and provide some geo-direction for dual-enrollment policy targeting.

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[49]Some 7.4 percent (s.e. = 0.56) of white students earned between 15 and 19 credits in their first calendar year of attendance, compared with 11.1 (s.e.=1.86) of African-Americans and 18.5 percent (s.e. = 3.30) of Latinos.

[50]The Pacific census division includes California, Oregon, Washington, Alaska, and Hawaii; the Southwest Central encompasses Texas, Oklahoma, Arkansas, and Louisiana.

2) **Ratio of non-penalty withdrawals and no-credit repeat courses to all courses attempted**: For about 10 percent of the NELS:88/2000 cohort who attended a four-year college at any time, this ratio was 20 percent or higher. That is, this group of students withdrew from or repeated at least one out of every five courses in which they enrolled, behavior negatively associated with degree completion. Compared with white students, all minority groups are overrepresented.[51] What would happen if institutions limited the number of no-penalty withdrawals and no-credit repeats students were allowed to accumulate, converting these cases above a given threshold to penalty grades? This is a risky proposition and difficult to model because we do not always know why students withdraw from courses after the customary drop/add periods (Adams and Becker 1990). Students repeat courses to earn better or passing grades. In the case of remedial work, the repeat is required, and the list of courses with the highest ratios of withdrawal and repeat grades is dominated by remedial offerings (Adelman 2004a, table 6.6, p. 84). In other cases, repeats are a luxury. Since no-penalty course withdrawals and no-credit repeats increase time-to-degree measurably for those who earn degrees (Adelman 2004a, table 6.2b, p. 79; Knight 2004b; Noxel and Katunich 1998), and since these behaviors have a rippling effect by blocking other students from seats, often in high demand courses, it is in institutions' self-interest to limit the practice. Intensified advisory care to student credit loads (Szafran 2001) and more precise placement criteria should help.

A good example of the way this might work is provided by Eno, McLaughlin, Brozovsky, and Sheldon (1998), who predicted difficulty ratings for specific courses likely to be taken by entering freshmen in their institution on the basis of both overall high school GPA and, more importantly, grades in specific high school courses. The hypotheses for each student within each course were then set against the empirical record of students' actual performance in the college course at issue. The information assists students' advisers with indications of which courses a student might find particularly difficult. The likelihood of no-penalty withdrawals or no-credit repeat grades is attenuated by delaying students' engagement with those courses until they have gathered the requisite momentum elsewhere in the college curriculum.

3) **Use of summer terms**: As table 31 suggests, earning more than four credits during summer terms may have a considerable influence on the degree completion rates of African-American students in particular. That is, 78.2 percent (s.e. = 4.12) of those who started in four-year colleges and exceeded this threshold earned bachelor's degrees, compared with 21.2 percent (s.e. = 4.59) of those who did not earn summer-term credits at all. The difference was also significant for white students, but not to the same degree. Parallel comparisons for Latinos and Asians were not statistically significant.

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[51]Some 8.3 percent (s.e.= 0.68) of white students were in the high ratio category, versus 12.2 percent (s.e. = 3.04) of Asian students, 12.3 percent (s.e. = 1.96) of African-American students, and 19.6 percent (s.e. = 3.56) of Latinos.

Table 31. Of 1992 12th-graders who started their postsecondary careers in four-year colleges, percentage who earned bachelor's degrees by December 2000, by number of credits earned in summer terms, by race/ethnicity

	Percentage earning bachelor's degrees by December 2000		
	Number of summer-term credits		
Race/ethnicity	None	1–4	More than 4
All	56.2 (1.99)	68.1 (2.78)	79.7 (1.29)
White	59.8 (2.22)	74.2 (2.58)	82.2 (1.19)
African-American	21.2 (4.59)	42.5 (10.3)	78.2 (4.12)
Latino	48.6 (7.14)	28.3 (7.15)	56.4 (6.21)
Asian	66.8 (10.3)	70.0 (13.0)	77.9 (7.08)

NOTES: Standard errors are in parentheses. Weighted N=1.14M.
SOURCE: National Center for Education Statistics: NELS:88/2000 postsecondary transcript files (NCES 2003-402 and Supplement).

Summer-term enrollment that results in more than four additive credits works for just about everybody (we saw that in the multivariate analyses). While it surprisingly does not shorten time-to-degree for those who earn degrees (see Appendix K), summer credits are associated with higher graduation rates for everyone except Latino students. It is thus in an institution's self-interest to encourage the use of summer-term work, either at the institution itself or at another school. Ways of approaching this goal shy of tuition discounting include moving some of the offerings of high demand courses from the traditional academic-year terms into the summer term, offering summative course work in the major in the summer term, and recruiting students for credit-bearing internships and cooperative education placements in the summer terms. Academic administrators in cooperation with strategic enrollment managers can be very creative.

4) **The high school curriculum component of Academic Resources:** One of the more dramatic illustrations of the potential influence of high school performance on bachelor's degree attainment in the original *Tool Box* isolated four major race/ethnicity groups, confined each to those who entered a four-year college directly from on-time high school graduation, and compared two estimates: the bachelor's degree attainment rate for everyone versus the bachelor's degree attainment rate for those who were in the top 40 percent on each of the three component measures of Academic Resources (curriculum, class rank/GPA, and senior year test score). Though undercut by the fact that, in multivariate analyses, race/ethnicity does not play much of a role in bachelor's degree completion, the cross-tabulation of these estimates suggested that the criterion-referenced curriculum variable had the potential to boost African-American degree completion by 28

percent and Latino degree completion by 18 percent (though that datum was statistically shaky) and white students' degree completion by 10 percent. For Asian students of the period, test scores made more of a difference than either curriculum or class rank/GPA.

Class rank/GPA and senior year test score are not criterion referenced, and while performing better in high school in terms of grades and tests improved degree completion in the original *Tool Box*, it was by lesser magnitudes. It was observed that "in a happy paradox, *everybody* can be in the 'highest 40 percent' on the [criterion-referenced] curriculum measure," whereas that is not true for test scores or class rank (Adelman 1999, p. 85). Content counts, particularly for minority students, and the influence of special preparation programs supports that conclusion (Ishitani and Snider 2004)

Does this analysis still hold, particularly as we have already observed improvements in academic curriculum participation by the High School Class of 1992 compared with the High School Class of 1982 (see tables 4 and 5 above)? That depends on what else is in the mix of factors associated with degree completion, and unlike the original analysis of this feature in *Answers in the Tool Box*, the other factors are matters of *postsecondary* entry and *postsecondary* academic behavior.

How might the four factors just highlighted, along with direct entry to higher education following high school graduation, cumulatively influence bachelor's degree completion for the core universe of this study, the subjects of table 29? To remind the reader just who these students are:

- they were 12th-graders in 1992;
- they earned a standard high school diploma (not a GED) by December1996 (as the NELS transcript records conclude in December 2000, an honest account of degree completion should allow the student at least four years to reach that mark);
- they attended a four-year college at any time (20 percent started in community colleges, and those who started in community colleges earned an average of 52 credits [s.e. = 1.58] from community colleges and 59.5 credits [s.e. = 1.92] from four-year colleges); and
- their postsecondary records were complete, i.e., no transcripts were missing.

Table 32 takes this group, and first sets down a base bachelor's degree completion rate for the entire cohort by four major race-ethnicity groups.[52] The table then enters five key conditions influencing degree attainment that are subject to the initiatives and control of second parties, and marks the *potential* bachelor's degree completion rate for students meeting the thresholds of those cumulative conditions. As each condition is added to the cumulation, the universe narrows for the NELS:88/2000 cohort, and as it narrows, hypothetical degree completion rates rise. One could choose a different sequence of conditions, but the bottom line would be the same.

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[52]There were too few American Indians in the base group to follow through a narrowing population as conditions for academic momentum were added.

Table 32. Hypothetical cumulative consequences of variables critical to bachelor's degree completion for 1992 12th-graders who earned a standard high school diploma by December 1996, attended a four-year college at any time, and whose postsecondary records were complete, by race/ethnicity

	Percentage earning bachelor's degree				
Cumulative conditions	**White**	**African-American**	**Latino**	**Asian**	**All**
1)Baseline, no conditions	**67.6 (1.18)**	**52.1 (4.26)**	**45.4 (3.74)**	**67.9 (4.71)**	**64.6 (1.12)**
2) No delay of entry	71.0 (1.22)	54.6 (4.49)	50.5 (3.79)	68.2 (4.89)	67.9 (1.15)
3) No delay, top 40 percent of high school curriculum, and highest high school mathematics above Algebra 2	85.6 (1.50)	65.9 (8.57)	69.2 (6.33)	91.5 (1.96)	84.1 (1.40)
4) No delay, top 40 percent of high school curriculum, and more than four credits in summer terms	90.6 (1.31)	84.6 (5.95)	69.2 (8.12)	92.6 (2.27)	89.1 (1.30)
5) No delay, top 40 percent of high school curriculum, more than four credits in summer terms, and 20 or more credits in first calendar year of attendance	92.6 (1.23)	88.2 (5.28)	71.9 (9.07)	93.9 (2.16)	91.4 (1.24)
6) No delay, top 40 percent of high school curriculum, more than four credits in summer terms, 20 or more credits in first calendar year, and less than 10 percent of grades were withdrawals or no-credit repeats	95.5 (0.98)	94.3 (4.62)	79.4 (11.1)	95.3 (2.20)	94.6 (1.07)

NOTES: Standard errors are in parentheses. Weighted Ns for each cumulative step: (1) 1.45M; (2) 1.33M; (3) 712k; (4) 621k; (5) 310k; (6) 273k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

These are statistical coincidences, not causes. The subjunctive is very strong in this presentation. The standard errors indicate that not all these changes would be statistically significant, particularly for minority students, but that phenomenon, too, is a consequence of a shrinking population at each step. No delay of entry is invoked as the first condition because it results in the least shrinkage, leaving a larger population with which to assess the other four factors.

All five conditions of table 32 are criterion-referenced. That is, everyone can meet those conditions; everyone can cross those thresholds. The populations could be much larger. Does that mean that future degree completion rates will look like those in this table if everyone meets the criteria on all five counts? No: We know that not everybody will make it. We have already marked and acknowledged that some students will flunk out or become status dropouts for other reasons. But the table suggests just where the improvements are likely to be dramatic—and for whom. Some examples, by race/ethnicity, would be instructive.

For **Latino** students, high school academic curriculum attainment and entering college directly from high school provide the greatest leaps in degree completion, narrowing the gap with white students from 22.2 percent in the base rate to 16.4 percent. But little else narrows the gap much further. Postsecondary summer-term participation, for an obvious case, yields something of a zero, and getting across the 20-credit line in the first year of attendance appears to do little for Latino graduation rates (though if the sequence of conditions were different, it would do more). If we are looking carefully at this fastest growing population in the United States, we pour our efforts into high school preparation above everything else. A decade from now, we will be able to assess better whether postsecondary behaviors become more impressive contributors.

For **white** and **Asian** students, moving into the top 40 percent of the high school academic curriculum intensity index and completing high school mathematics beyond Algebra 2 also is the strongest engine among these variables for boosting college graduation rates. Earning more than four summer-term credits adds something for white students, but nothing to speak of for Asian students. The other factors may contribute minor momentum, but once one reaches a hypothetical 90 percent completion rate, subsequent improvements are not meaningful.

For **African-American** students, who start out at a higher bachelor's degree completion rate than do Latinos, the high school academic curriculum factor does not close the degree completion gap by a statistically significant amount, but earning more than four credits in summer terms offers a stunning boost, narrowing the completion gap vis-a-vis white students from 15.5 percent to 6 percent. The momentum provided by this high-octane persistence behavior continues through the first calendar year credits criterion and avoidance of no-penalty withdrawals and no-credit repeat grades until, at the bottom line of the hypothetical rates set forth in table 32, African-American degree completion rates would be no different from those of whites and Asians.

What did African-American students in the NELS:88/2000 cohort universe who attended a four-year college at any time study during summer terms? A transcript-based account can be very revealing—and in this case, positively so. Using 110 aggregate course categories, table 33 displays the 15 categories accounting for the highest percentages of summer-term credits earned.

Table 33. Percentage of credits earned during undergraduate summer terms by African-American 1992 12th-graders in aggregate course categories

Category	Percent of total summer-term credits
Business other than accounting and administrative science	5.5
Chemistry	5.1
Physical education activities/health information	4.9
College-level mathematics[a]	4.1
College-level writing[b]	3.7
General biology	3.3
Psychology other than general psych	3.0
Physics	2.8
U.S. history surveys, American Civilization	2.8
Micro/macroeconomics	2.6
Accounting	2.5
Calculus	2.5
Foreign languages	2.4
Liberal studies/general humanities/general social science	2.1
Oral communication/public speaking	2.0
Total for top 15 categories	46.7

[a] Includes college algebra, finite mathematics, precalculus, and statistics.
[b] Includes standard English composition, technical writing, creative writing, and advanced essay.
NOTE: The calculation is a "credit ratio" in which the unit of analysis is the course category. All student-weighted earned credits from all course categories are added, with the total a finite glass of 100 percent that becomes the denominator for subsequent calculations. No standard errors are produced.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

This is a very respectable list for anyone. It advises advisers: Point out to African-American students that their peers have proved (a) summer-term credit production is a benefit, and (b) the student can concentrate in the summer terms on the kind of critically demanding and critical gateway courses that might not otherwise be in as intense focus during an academic year term. The learning goes deeper under single-subject concentration. Examples include organic chemistry, calculus, and experimental psychology. To repeat: There are values in summer-term credit production for everybody, but if summer-term credit production looks like it benefits a particular group more than others, that needs to be said. If we don't know why the benefits seem more significant for African-American students, let us submit the issue to future research.

Is the story for low-SES students the same?

Reviewers of drafts of this document asked whether the same type of analysis could be performed by socioeconomic status, since we know that the gap in degree completion between the highest and lowest SES quintiles is far wider than any pair of race/ethnicity comparisons (Adelman 2004a, table 3.1, p.34). The lowest SES quintile group is small: only 6 percent of the

1.43 million 1992 12th-graders who graduated from high school by December 1996 with a regular diploma and who attended a four-year college at some time. These students completed bachelor's degrees at a rate of 35.9 percent, compared with 55.4 percent for students in the middle (3rd) SES quintile, and 79.7 percent for students in the highest SES quintile. Perhaps the best illustration of what might close the gap for them is to compare their hypothetical rates of completion with students from the middle and highest quintiles, and table 34 does so. We use the same levers as variables because they are subject to second-party action. But we have to stop after the step where summer-term credits are added in because (a) in extending the data beyond the boundaries of table 34, subsequent variables in the cumulative sequence (first-year credit threshold and withdrawal/repeat limits) do not add anything to the degree completion rates of low-SES students, and (b) the standard errors of the estimates have risen to the point at which comparisons between the lowest SES quintile group and the middle group are not statistically significant. The data of table 34, though, send clear messages: Despite obviously great limitations inherent in low socioeconomic status, the most promising engine of momentum for

Table 34. Hypothetical cumulative consequences of variables critical to bachelor's degree completion for 1992 12th-graders from the lowest, middle, and highest socioeconomic status quintiles who earned a standard high school diploma by December 1996, attended a four-year college at any time, and whose postsecondary records were complete

Cumulative conditions	Percentage earning bachelor's degree		
	Lowest SES quintile	Middle (3rd) SES quintile	Highsest SES quintile
1) Baseline, no conditions	35.9 (3.74)	55.4 (2.34)	79.7 (1.50)
2) No delay of entry	39.9 (4.18)	59.7 (2.47)	81.3 (1.46)
3) No delay, top 40 percent of high school curriculum, and highest high school mathematics above Algebra 2	58.7 (6.14)	72.5 (3.71)	89.0 (1.21)
4) No delay, top 40 percent of high school curriculum, highest high school math above Algebra 2, and more than 4 credits in summer terms	59.6 (9.73)	82.2 (5.26)	91.2 (1.25)

NOTES: Standard errors are in parentheses. Weighted Ns for each cumulative step: (1) 1.43M; (2) 1.31M; (3) 546k; (4) 260k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

these students is a strengthened high school curricular background, and achieving that objective requires greater attention to the provision of curriculum and the quality of learning environments in schools attended by these students, no matter where those schools are located. Even then, the degree completion gap between the lowest and highest SES quintile would be 32 percent.

The bottom line on degree completion

In reporting the proportion of college students who complete bachelor's degrees, there seem to be as many answers as there are observers. A number of rules are recommended:

1. Use transcript-based data sources. They do not lie; they do not exclude.
2. Follow the student, not the institution. Community college transfer students are followed to determine degree completion. Do it for everybody! And if one insists on institutional graduation rates, give the institution credit for students who transfer in. We don't do that now.
3. Do not restrict the universe to students who entered higher education only in the fall term and only full-time (otherwise one excludes half of an entering cohort).
4. Do not mix your 18 year-old daughter and your 34 year-old brother-in-law in the same analytic of degree completion. They live on different planets of life's responsibilities. In other words, institutions should consider ledgers indicating degree completion rates separately by age bracket at the point of entry, and national accounts should follow suit.
5. The only people for whom bachelor's degree completion rates should be calculated are those who actually enrolled at a bachelor's degree-granting institution at some time.

All these common sense rules, respectful of students and their families, were observed in *The Toolbox Revisited*—and in *Answers in the Tool Box* before it.

The elaborate multivariate analyses of Parts III and IV of this essay provided a framework within which academic momentum toward bachelor's degree completion (not toward something else such as first-year GPA or second-year retention) could be tracked and judged, but without race/ethnicity as a vector. When we extract from this framework the most tractable variables and examine their potential repercussions in terms of closing degree completion gaps by race/ethnicity, there is no question that the academic intensity of secondary school curriculum continues to serve as the engine of subsequent academic momentum, and that the use of summer terms for substantive, highly focused postsecondary coursework is an effective booster to that engine. Both these variables are mixtures of the student's use of time and the mastery of content.

But what does "academic intensity" or "an academically 'rigorous' curriculum" really mean? What content, postsecondary as well as secondary, could be labeled as "challenging," that is, the knowledge toward which students eagerly reach as opposed to unenthusiastically slog through? These questions are part of a large missing component in this study. Part VI of this essay will reflect on that component with the greater care it deserves.

Part VI
The Missing Element of This Story

There is (at least) one major missing element of the story line in both the original *Tool Box* and *The Toolbox Revisited*, and some important questions readers might have asked in the course of the logistic narrative that should be addressed. The missing element, a by-product of the limitations of the NCES grade-cohort longitudinal studies database, is content standards in high school curricula. Postsecondary curricula, which are far more complex in organization, offer a different framework for assessing potential student learning.

Beyond Course Titles to Content Standards

In the years following the release of *A Nation at Risk* (1983), a standing one-liner on the lecture and conference circuit ran something like "we've changed the marquée on the theater, but the show inside is still the same." The marquée carried the course titles, and for better or worse, that is what our grade-cohort longitudinal studies transcript files rely on. As Shireman (2004) has concisely put it, "If schools just change the names of the courses . . .students will not have learned anything more" (p. 4). In building the NELS:88/2000 data files, we discovered that in some high schools, "precalculus" on a transcript could mean any mathematics prior to calculus, including Algebra 1. On the postsecondary transcripts we often ran across cases of professorial marketing with course titles such as "Tooth Brush," "Dots to Dinosaurs," "Time After Time," and (yes) "Good Books" that even online catalogues could not explain. The postsecondary transcripts also carried 3-credit courses in topics such as social event planning, daily living skills, and "appreciation of sports" that, when the syllabi were examined online, could be offered to junior high school students. One has to acknowledge the limitations of the data source, in addition to its virtues. But the limitations, in these cases, were serendipitous because the online search for concrete clues to the content of course work was dispiriting.

Over the past two decades, states have paid increasing attention to content standards for elementary and junior high school curricula, and the *No Child Left Behind* legislation has stimulated a period of intense review and refinement of these standards. But as *Achieve* pointed out in its review of state high school graduation requirements (2004), similar detailed sets of content standards at the secondary school level are rare. We get generalized requirements that reference course titles such as "11th-grade English" or "Applied Biology," and have no idea what precise learning objectives will be pursued. There have been exceptions, of course, with mathematics being an often revisited subject and in ways that demonstrated the difference between what should be expected of all high school graduates and what should be expected of entering postsecondary students (California Education Roundtable 1997).

The past five years in particular have witnessed the birth and expansion of a number of large-scale efforts to get beyond Carnegie unit credit counting to comprehensive criterion-referenced statements of what graduating high school students should know and be able to do in order to

"succeed" in postsecondary environments. By "succeed" is meant completing degrees (see, e.g., American Association of Universities 2003; Achieve 2004). We have also witnessed the growth of high profile alternative approaches to secondary-postsecondary transitions such as "early college high schools." These efforts have been aided and abetted by comparative analyses of emerging state high school exit examinations and the content and knowledge-objectives of lower division college courses (Conley 2003; Venezia, Kirst, and Antonio 2003). The American Diploma Project (Achieve 2004) pushes beyond general knowledge-objectives to include samples of college assignments (e.g., profit-maximizing output analyses in microeconomics, pH calculations for a complex solution in introductory chemistry, an essay assignment on Plato's distinction between thinking and belief in introductory philosophy) and workplace tasks (e.g., a bank loan officer's assessment of an application from a corporation for $1.7 million to purchase two corporate aircraft, a report requiring measurements of DC supply voltage for diffusion furnaces in semiconductor manufacturing and analysis of furnace regulator modification costs, and the determination of dosages in an insulin therapy regimen). These are superb examples of digging below the credit count to the stuff of learning.

Granting that the academic quality and intensity of one's high school curriculum is a key determinant of postsecondary success, there is no assurance that either the standards of secondary school performance, content coverage, or challenge of the material will come close to the threshold demands of either four-year or community colleges. For the vast majority of high school graduates, who will not attend selective institutions, the "disconnect" is considerable. Indeed, Venezia, Kirst and Antonio (2003) urge everyone to pay more attention than that to which the media are accustomed to the "broad access colleges," including community colleges, because the service of these institutions to the bulk of the nation's postsecondary learners has the greatest potential to better "the civic and economic well-being" of every state and region (p. 46).

It is with that in mind that the work of the American Diploma Project (2004) is noteworthy because the sample assignments and examination questions selected signal precisely the kind of learning expected of the bulk of the nation's postsecondary newcomers. Such assignments and questions provide clear expectations for students entering community college occupational programs as well as those moving into the general education portions of postsecondary education. The microeconomics problems come from a community college, the chemistry from a research university.

Previews of the future and their risks

In fact, it could be argued that these previews of lower-division postsecondary learning objectives and tasks should be part and parcel of 11th- and 12th-grade curricula, equally accessible to students intending traditional lines to a bachelor's degree and those following career and technical education paths that *may* include the bachelor's, but certainly involve the occupationally oriented community college associate degrees. We can get to these levels through a modest amount of dual-enrollment for many students, but for those for whom dual enrollment is inaccessible, special postsecondary preview modules could be offered either by high school

faculty with the requisite knowledge or by visiting college and community college faculty.[53] Somehow, students should have a taste of what will be expected, and whether their current knowledge and skills puts them at least on the threshold of those expectations, if not beyond. Some may argue that such previews will scare some students away from continuing their education or that some secondary school teachers will resist the intrusion. One has to be optimistic in both cases, and come to the task with the conviction that it's worth the risk. The risk to academic momentum of not providing these opportunities is greater.

While each state bears principal authority and responsibility for linking the curricular pathways of secondary and postsecondary sectors (Venezia et al. 2005), the examples set forth by the American Diploma Project and the "previews of the future" strategies described above do not treat state borders as Maginot lines. And for good reason: Roughly one out of four undergraduates (and one out of three African-American students) in *The Toolbox Revisited* universe started their postsecondary careers in a state other than that in which they graduated high school. The geographic mobility of our traditional-age postsecondary populations suggests that, at the least, multistate regions (e.g., South Atlantic) should be considered productive information zones for providing those concrete signals of expectations and specific examples of quality postsecondary student work.

Moving the messages to students, families, and school teachers

Let's take the best of what is offered by reports such as that of the American Diploma Project and books such as Conley's recent (2005) *College Knowledge*, and move it out to much larger audiences than policymakers and others who habitually read such reports and books. It might be more helpful for each college and community college to include in its information packages for prospective students a sample of those examination questions and assignments in courses typically taken by lower-division students. One might go even further and provide examples of exemplary student responses—even less-than-exemplary student responses—to those examination questions and assignments.

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[53]Dual enrollment has made huge strides since the NELS:88/2000 cohort went to high school. Some 38 states now have formal policies (Karp, Bailey, Hughes, and Fermin 2004), though these vary widely in terms of what is offered and by whom, who pays tuition, who gets credit toward what, academic eligibility, grade levels, course enrollment limits, and whether credits earned are placed in escrow (though that varies more by institution than state). The 2002–03 NCES survey of dual enrollment practices at postsecondary institutions distinguished between high school students who took courses within formal agreements and those who took courses outside of those agreements. Our NELS:88/2000 transcript data cannot make that distinction, so they lump together all postsecondary credits earned at colleges or community colleges prior to the date of high school graduation.

Kleiner and Lewis (2005) estimate that 813,000 high school students took courses at postsecondary institutions, either within and/or outside of dual enrollment programs and agreements, in 2002–03, compared with the weighted 213,000 NELS:88/2000 students who earned any postsecondary credits through dual enrollment during their high school years (1989–92). While not exactly comparable populations, those figures are testimony to the growth of student participation in these arrangements.

A quarter century ago, the Educational Testing Service worked on developing an experimental examination to assess lower division college competencies across a matrix of cognitive operations (e.g., analysis, synthesizing) and general curricular areas (e.g., science, humanities). Called "Academic Competences in General Education," the questions were open-ended (not multiple-choice) and required responses that could be composed in roughly 10 minutes. For example, one question went something like this:

> Suppose a new method for producing energy had been developed that, when brought on-stream, would have the effect of slowing the rotation of the Earth from 24 to 26 hours. Before we can flip the switch on this new form of energy, an Environmental Impact Statement (EIS) must be filed. What would be the chapter headings and major sub-headings of that EIS ? You need not fill in the details, but the most important questions about the potential effects of a 26-hour day ought to be included.

In a trial of the examination, faculty sorted student responses to questions such as "Earth's Rotation" into piles of descending quality. They then described what the students whose responses were rated most highly did to earn that rating, turned to the second most highly rated collection of responses and arrived at a consensus of what these students did *not* do that the first group did—and so on down the line of the piles of student papers they had rated until a level euphemistically described as "nonresponsive" was reached. The faculty descriptions were subsequently aggregated and ironed out as performance criteria. One could then turn to incoming freshmen with this question, along with an example of a first-rate response and an example of a fourth-rate response (out of seven levels), show them the performance criteria and say, "This is what you can expect to be able to do by the middle of next year; would you be better than the fourth level now?" A light goes on somewhere—or should—when entering students see that what it takes to respond effectively to the "Earth's Rotation" question draws on a selection of knowledge from economics and business, psychology, international relations, world history, cultural anthropology, physical geography, technologies, visual arts—all in addition to the core sciences. More important, the light goes on when students see a good example of how to put all this together in an outline of a document that is as much a product of daily work life as it is a college exercise.

And a similar light can go on among high school seniors as well, nearly all of whom think they are going on to something called "college," but have little idea what that means beyond the fact that they will no longer be bound by school rules. Prospective students are not the only audience for this information: Their families and high school teachers are equal players. Not all parents will understand the assignments, laboratories, and examination questions, but certainly they will sense, from the examples, that postsecondary education is serious business, that their children will not get through with a carefree study schedule, that colleges and community colleges have standards, and that such examples are typical of what their children will learn. Inevitably (being optimistic about this) they will be proud enough at the prospect to ask their children to be prepared. High school teachers reading these assessment "prods" will have to reflect on the extent to which their graduating seniors possess the academic foundations and momentum to

respond successfully. To the extent to which high school teachers have doubts, they may adjust the form and content of their own assignments, laboratories, and examinations. Students are bound to be the beneficiaries of the resulting "postsecondary practice runs."

Postsecondary dimensions of content

At the postsecondary level, the issue of content is somewhat easier to address, but only in the context of a student's entire undergraduate record. We know that students completing organic chemistry enrolled in the course not only with general chemistry as a background, but also mathematics at at least the precalculus level. We know that students completing a course in American economic history would have a very difficult time without prior learning in both U.S. history writ large and the standard introductory micro/macroeconomics sequence. A course in the psychological and cultural components of health care in a community college allied health program will probably not be offered to anyone without previous course work in general psychology. The chances that a fine arts degree candidate's transcript shows an entry for a course in color and color theory without prior foundations and studio courses are remote. In higher education, we can use the second- and third-level courses in a field as rough confirmations of learning at the introductory level. There is a sufficient lattice-work within disciplines to track traces of content from one point on the scaffolding to another. No, the traces inherent in second- and third-level courses in a field are not in themselves content standards, and nuance is expected from school to school, but there is a generalizeable quality to these content cues. In fact, the generalizeable portions of upper-division curricula are what one is likely to see on the Graduate Record Examination Board's subject matter examinations. This topic witnessed a surge of interest in the 1980s (for a paradigmatic analysis, see Oltman 1982), and is worth renewed exploration.

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Part VII
Concluding Messages

Compared to its predecessor, *Answers in the Tool Box*, the preponderance of the *Toolbox Revisited* story has been on the postsecondary side of the matriculation line. Implicitly, it calls on colleges, universities, and community colleges to be a great deal more interventionary in the precollegiate world, to be more self-reflective about the paths they offer from high school through their own territories. It also calls on them both to fortify their institutional research capacities and integrate them more intimately with academic advising and course scheduling. As noted above, we are witnessing measurable ferment on the high school side of the passage, and as the principles of the *No Child Left Behind* legislation move beyond grade 8, we will see more. The higher education sector cannot sleep through these changes.

To students as agents of their own futures

Beyond that fundamental banner of institutional fortification, there are three sets of messages impelled by both studies. The first set is for entering high school students who, when asked, blithely shrug that "of course I'm going to finish college."

1. Just because you say you will continue your education after high school and earn a college credential doesn't make it happen. Wishing doesn't do it; preparation does! So . . .

2. Take the challenging course work in high school, and don't let anyone scare you away from it. Funny thing about it, but you learn what you study, so if you take up these challenges, your test scores will inevitably be better (if you are worried about that). If you cannot find the challenge in the school's offerings, point out where it is available on-line, and see if you can get it that way. There are very respectable Web sites offering full courses in precalculus, introductory physics, humanities, music theory, and computer programming, for example.

3. Read like crazy! Expand your language space! Language is power! You will have a lot less trouble in understanding math problems, biology textbooks, or historical documents you locate on the Web. Chances are you won't be wasting precious credit hours on remedial courses in higher education.

4. If you don't see it now, you will see it in higher education: The world has gone quantitative: business (obviously), geography, criminal justice, history, allied health fields—a full range of disciplines and job tasks tells you why math requirements are not just some abstract school exercise. So come out of high school with more than Algebra 2, making sure to include math in your senior year course work, and when you enter higher education, put at least one college-level math course under your belt in the first year–no matter what your eventual major.

5. When you start to think seriously about postsecondary options, log on to college and community college Web sites and look not so much for what they tell you of how wonderful life is at Old Siwash, but what they *show* you of the kinds of assignments and examination questions given in major gateway courses you will probably take. If you do not see these indications of what to expect, push! Ask the schools for it! These assignments and questions are better than SAT or ACT preparation manuals in terms of what you need to complete degrees.

6. See if your nearest community college has a dual-enrollment agreement with your school system, allowing you to take significant general education or introductory occupational courses for credit while you are still in high school. Use a summer term or part of your senior year to take advantage, and aim to enter higher education with at least six credits earned this way—preferably more.

7. You are ultimately responsible for success in education. You are the principal actor. The power is yours. Seize the day—or lose it!

Given the story lines of *The Toolbox Revisited,* it is obvious that students are partners in their own education fate, and shouldn't wait around for someone else to do something to them or for them.

Public discourse, part 1: Dissonant data and their discontents

The second set of messages is for those who engage in public discourse on education in general, secondary-to-postsecondary transitions, and ultimately, degree completion rates (with all stops in-between). We have some problems here.

Foremost among these problems is the sheer volume of dissonant statistics that are thrown around about student progress, and all the labels of "at risk," "minimal college-qualified," and "failure" that get pasted to populations in the process. The "at risk" labeling default has gone so far as to turn students into "patients," whose "illnesses" must be diagnosed and followed up with early intervention, intensive intervention, and continuous intervention (Seidman 2005, p. 298) that may even continue after graduation—and for "a modest fee" (p. 299). The data dissonance and deficit language cloud perceptions and preclude constructive policy. We all have considerable cleaning up to do.

On any given day, the public will be offered a half-dozen different statistics on high school graduation rates, college-enrollment rates, college completion rates, grades, and time-to-degree. The data will appear in respectable academic journals in articles that were reviewed by peers who often are experts on statistical technique and (at best) novices on the data sources. Or they will appear in publications and on Web sites of respectable organizations, even though they were never reviewed by anyone outside the organization. Anything that appears between respectable

covers is taken as authoritative, and once it moves into the mainstream press and onto the home pages, we read the headlines but not the footnotes. Inference runs rampant.[54]

For any of these statistics, we never ask who is in the denominator: that is, who are we counting, and who are we not counting—and how? As a consequence, what often pours out are scare stories that make for good press and bad policy. The bad data-driven scare story, in fact, has become the preferred narrative. We are scared by stagnant high school graduation rates over a 30 year period during which the size of the grade cohorts declined significantly then expanded dramatically with the baby boom echo, and during which we witnessed increased immigration from countries with mandatory school attendance ages much lower than ours. By an alternative view, it's amazing we have maintained a stable high school graduation rate (the quality of high school curriculum aside). The same alternative view could be advanced with reference to rates of postsecondary credentialing: It's remarkable we are maintaining the same degree-granting rates in the face of significantly higher enrollments (unless, of course, we are awarding an excess of cheap degrees).

Dissonance by age and season: A plea for honest tracking

The source of many unnerving postsecondary stories is one of the most grievous errors in analyses of student progress: including in the denominator students who started their postsecondary careers at age 29, 36, or 47 along with the mass of students who entered the postsecondary universe at age 18 or 19. Common sense says that a 19-year-old and a 31-year-old are on completely different life trajectories, and the national data from the Beginning Postsecondary Students longitudinal studies back up the common sense. When the newspaper story uses the term, "college students," most adults think of their children, not their brother-in-law or their coworker. Community and four-year college administrators know the difference, and provide academic programs, scheduling and services for those different populations.

But what are they to do when the press and the news Web sites complain that nearly half of entering students do not return for their second year or that the graduation rate is *only* 50 percent (thus assuming everyone else is a dropout), and they are called before legislative committees and boards of trustees to explain? There is an enormous difference by age at entry to the postsecondary system in these measures, and an even greater distortion when one restricts the

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[54]For example, consider the following statement in a respectable publication: "One of the key reasons that low income students have such low completion rates in postsecondary education is that many work long hours in order to be able to afford college. They struggle to balance work with part-time enrollment in college . . ." (Allen, Goldberger, and Steinberg 2004, p. 222). The data source for this assertion is the National Postsecondary Student Aid Study of 2000, a one-year snapshot that includes no "completion rate" data. Analyses of the NPSAS 2000 data files show that the statement does not reach the threshold of justification unless one divides the population by age bracket. At that point, one finds that, and among traditional-age students (presumably the group referenced by the scare), poor kids are no more likely to be working longer hours at their jobs than anyone else, though they are more likely to use their wages for education expenses. That, at least, is an honest statement—for a snapshot population. And it is not what we really would want to know.

definitions of what it means to "return to" or "graduate from" to those who started in the fall term, full-time, and who came back to or earned a degree from the same school. That denominator knocks out half of traditional-age students from the calculation, and denies the realities of geographic mobility that the Bureau of the Census—let alone NCES longitudinal studies—has documented for the 20-something population (Schachter 2004; Adelman 2005b). Policies designed to "retain" students who have already moved to another state or who are *de facto* ghosts by not being included in the retention denominator in the first place are, at best, wastes of energy.

What is *not* a waste of energy is the task of developing more universal and efficient student tracking systems, and recapturing the headlines from the mongers of scare. There are those who will not accept NCES national longitudinal studies on the grounds that they are samples (no matter how scientific the sampling design), that we can only afford to start one every six or 10 years, and then have to wait for people to age and accumulate academic history by which time, the grievance goes, "the data are old." Impatient to simulate instant longitudinal cohorts, they impute sequences of data from different sources and with denominators that include "projections," and produce shock data that cannot be validated by any sensible reference points, e.g., that only 18 percent of ninth-graders will earn an associate or bachelor's degree within the subsequent ten years (National Center for Public Policy and Higher Education 2004).[55]

But even the best of state tracking systems and the services of the independent National Student Clearinghouse information system that currently (2005) covers about 2900 institutions (and cites a burgeoning interest in including high schools in the universe), will not produce the wealth of information that a NELS:88/2000 or a Beginning Postsecondary Students study yield. This essay cannot recommend policy in these matters, but it can recommend creativity and cooperation, serious reading of the papers and reports from Florida's tracking system (e.g., Whitfield and Howat 1999; Goodman, Latham, Copa, and Wright 2001; Goodman, Copa, and Wright 2004; Johnson, Coles, and Thomas 2004), and reflection followed by activistic innovation, and will wager that the long-term results look better than the scare stories assume.

Public discourse, part 2: The language we use

Language does more than reflect reality—it creates reality as well. There are considerable problems with the language used in describing what happens to students in our education system, and our choice of terms sets boundaries and colors of reality. The boundaries and colors, in turn, condition the terms of policy. Let us illustrate with a few paired terms. These are contrary rhetorics, and this study frankly admits to taking sides in their contention. But it does so in order to urge a positive tone that, not so by-the-way, legislators, superintendents of schools, college presidents and other leaders would prefer to use. The language of leadership is a "can do" language, not a punitive rhetoric.

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[55]There has never been a national longitudinal study of ninth-graders. But we do have a national longitudinal study of eighth-graders—the NELS:88/2000—with transcripts, not imputations, projections, and dubious math. If we follow these eighth-graders, including high school dropouts, all the way through to age 26, ultimately 34 percent earned either an associate or bachelor's degree (see the full account offered in Appendix L, table L12). That percentage at least puts us in range of doing better. If we accept the putative (and utterly false) 18 percent, we risk abandoning all hope and effort.

"Attrition" versus "Persistence." When "attrition" is the governing term, we worry about students who (it appears) leave school or college, and seek explanations for departure that have included theories of organizational turnover (Bean 1983) and failures of academic and social integration (Tinto 1987). At the first sign of exit—even though the student may return—we turn to negativity. There has to be something wrong here, we say. The student was "at risk," the institution did not respond—we witness a cycle of blame.

When "persistence" is the governing term, we take our directions from students. What did they do that resulted in attainment? What structures of opportunity do we need to offer so that future students can follow the same paths? What do we think works? Can we test it out? This is a far more positive approach. This essay endorses it: Drop "attrition," embrace "persistence"!

"Retention" versus "Persistence." Institutions "retain"; students "persist." If our language is governed by "retention" all we see are institutions determined to hold on to students, keeping them in places that may be unproductive, at all costs, and for the sake of their public ratings. If our language follows student "persistence," on the other hand, we see those individuals making a series of rational choices that take advantage of the opportunities offered by institutions so as both to discover true interests and reach productive ends. Tinto would not object if the rhetoric of leaving an institution was turned into a saga of discovery. Students may go elsewhere; they may take extended time off from higher education; but ultimately they may judge the change as positive and not a result of failure (Tinto 1987, pp. 132–33). In the rhetoric of "retention," students are passive: Something is done to them, and that "something" assumes a deficit model. Under the rhetoric of "persistence" they are actors shaping their fate, with a model of success in mind. Wouldn't anyone rather have success?

"Pipelines" versus "Paths." As Bach et al. (2000) noted—and others have followed—there is no linear path to a degree, particularly for students who start out in community colleges. The default "pipeline" metaphor, used to describe presumably linear learning experiences and environmental sequences, is wholly inadequate to describe student behavior. Pipelines are unidirectional closed spaces, and under the "pipeline" metaphor students are passive creatures (as in "retention") swept along or dropping out of the space completely through leaks at the joints. But student behavior doesn't look like that at all: It moves in starts and stops, sideways, down one path to another and perhaps circling back. Liquids move in pipes; people don't.

At the high school level, for example, a student can acquire momentum in science through a combination of statistics and biology, on the one hand, or physics and calculus, on the other. These are different paths, but who is to say that, once in a four-year or community college, these students could not move in very different directions? The students entering a community college with the statistics and biology background thinking they were heading for further study in allied health fields could easily discover business and computer programming, and transfer to a four-year college to pursue an academic program in management information systems with both quantitative background and empirical habits of mind born of study in the life sciences. The paths to degrees offer many such intersections.

Under the "pipeline" metaphor, we look for easy (sometimes glib) causalities along a single line of explanation. "Paths," on the other hand, allow for multiple analyses and discoveries of tools that suggest (but do not predict) productive routes to education goals. This essay obviously endorses "paths."

Reiterations

Virtually all reviewers of drafts of this study recommended a concluding reiteration of its major themes and conclusions. Three configurations of themes and conclusions stand out in response:

First, there was a story about curriculum, the content of schooling, that was compelling in its secondary school dimensions in the original *Tool Box*, and is even more compelling now on both secondary and postsecondary stages. What you study, how much of it, how deeply, and how intensely has a great deal to do with degree completion. All of this is common sense, but requires equitable execution with emphasis on primary tools, which in this story means that:

- Secondary schools must provide maximum opportunity-to-learn, by which we mean not merely course titles, but course substance. If we seek better preparation for any kind of postsecondary education—occupational, professional or traditional arts and sciences—we have to ratchet up the challenge of content.

- Postsecondary institutions have got to be active players and reinforcers at the secondary school level—particularly in partnership with schools that are not providing or inspiring students—with opportunity to learn at those ratcheted-up levels of content. Pep talks, family visits, recruitment tours, and guidance in filling out application and financial aid forms are not enough.

- Indeed, the first year of postsecondary education has to begin in high school, if not by AP then by the growing dual enrollment movement or other, more structured current efforts (for examples, see Hughes, Karp, Fermin and Bailey 2005). If all traditional-age students entered college or community college with a minimum of 6 credits of "real stuff," not fluff, their adaptation in the critical first year will not be short-circuited by either poor placement or credit overload.

Second, this curriculum story, joined by nuances of attendance patterns that turn out to have significant leverage, continues into higher education. These features of the saga of degree completion are rarely attended to, and all provide tools to enhance completion rates.

- It's not merely getting beyond Algebra 2 in high school any more: The world demands advanced quantitative literacy, and no matter what a student's postsecondary field of study—from occupationally-oriented programs through traditional liberal arts— more than a ceremonial visit to college-level mathematics is called for.

- Academic advisers and counselors have to target every first-time student for at least 20 additive credits by the end of the first calendar year of enrollment. We saw the same consequences in the original *Tool Box*, though now we understand better that the chances of making up for anything less than 20 credits diminish rapidly in the second year. Community colleges have some special challenges here, given increasing rates of transfer among traditional-age students. With 6 credits of dual-enrollment course work, even part-time students can reach 20 credits in the first calendar year, and community colleges enroll the bulk of traditional-age part-time students.

- Excessive no-penalty withdrawals and no-credit repeats appear to do irreparable damage to the chances of completing degrees. This phenomenon was also observed in the original *Tool Box*. Twice advised, institutions might think very seriously about tightening up, with bonuses of increased access and lower time-to-degree.

- More than incidental use of summer terms has proven to be a degree-completion lever with convincing fulcrum. It's part of the calendar-year frame in which students are increasingly participating. Four-year and community colleges can entice students into fuller use of summer terms with creative scheduling.

Third, in contrast to their treatment in the mass of literature on academic progress, students are explicit, rather than implicit, in *The Toolbox Revisited.* They are respected adults playing large roles in their own destinies. What we call "variables" are not bloodless abstractions: they are signs of what students do; and our messages are about where and when the green lights and caution lights will flash along the paths toward degrees. While we trust that school and college actions will not leave them behind, they have equal responsibilities.

Legacy

These are limited beginnings of change in the terms of the enterprise with which any reader of this document is concerned. They are honest terms and do not pretend to predict, rather help us draw a background tapestry against which we can judge just how well we are doing for our children as they cross the cusp of adulthood. The terms derive from the story; the story derives from the wisdom of the U.S. Department of Education in establishing and maintaining its longitudinal studies; and our subsequent discussions and enlightenment derive from the leadership of the National Center for Education Statistics in executing those studies and providing us with archives of information that are the envy of other nations. All of this constitutes an unmatchable legacy.

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APPENDIX A

Changes in Demography, Geo-Demography, and Postsecondary Entry From the High School & Beyond/Sophomores to the NELS:88/2000

Table A1. Contrasts in the percentage distributions of selected demographic backgrounds, postsecondary plans, and postsecondary entry behavior of 1982 and 1992 12th-graders

	1982 (HS&B/So)	1992 (NELS:88/2000)
Parents' highest level of education		
Less than high school graduate	12.2 (0.47)	8.1 (0.59)
High school graduate	32.4 (0.66)	19.5 (0.79)
Some postsecondary	29.8 (0.58)	41.2 (0.92)
Bachelor's degree	12.7 (0.45)	17.0 (0.71)
Graduate or first professional	12.9 (0.55)	14.2 (0.74)
Race/ethnicity		
White	77.5 (0.77)	72.2 (1.32)
African-American	12.6 (0.63)	12.0 (0.96)
Latino	7.1 (0.33)	10.1 (0.89)
Asian	1.5 (0.16)	4.3 (0.37)
American Indian	1.3 (0.19)	1.5 (0.43)
Proportion of same race in childhood neighborhood		
10 percent or less	4.5 (0.26)	6.3 (0.43)
11–50 percent	8.4 (0.43)	11.7 (0.63)
51–85 percent	16.8 (0.59)	24.1 (0.82)
More than 85 percent	70.3 (0.83)	57.9 (1.13)
Proportion from second language backgrounds		
All 12th-graders	5.5 (0.30)	9.4 (0.84)
White	1.8 (0.19)	2.0 (0.29)
African-American	1.2 (0.29)	3.1 (1.41)
Latino	40.5 (2.18)	50.9 (3.12)
Asian	55.1 (4.11)	48.0 (3.48)
American Indian	17.9 (5.12)	28.5 (16.7)

See notes at end of table.

Table A1. Contrasts in the percentage distributions of selected demographic backgrounds, postsecondary plans, and postsecondary entry behavior of 1982 and 1992 12th-graders—continued

	1982 (HS& B/So)	1992 (NELS:88/2000)
Became parent by age 20	9.0 (0.41)	10.8 (0.65)
Urbanicity of high school community		
Urban	20.2 (1.26)	28.3 (1.53)
Suburban	49.3 (1.55)	40.9 (1.72)
Rural	30.6 (1.31)	30.8 (1.66)
Census division of high school		
New England	6.7 (0.61)	4.6 (0.80)
Mid-Atlantic	16.7 (0.57)	14.6 (1.01)
East North Central	20.6 (0.60)	17.4 (0.84)
West North Central	7.9 (0.41)	8.5 (0.56)
South Atlantic	16.1 (0.62)	17.1 (0.90)
East South Central	5.3 (0.20)	6.6 (0.52)
West South Central	10.1 (0.51)	11.5 (0.70)
Mountain	4.8 (0.31)	6.3 (0.59)
Pacific	11.8 (0.55)	13.3 (0.78)
Highest level of education planned		
High school or less	19.5 (0.60)	5.9 (0.52)
Postsecondary vocational	23.9 (0.58)	12.0 (0.76)
2+ years of college	15.7 (0.46)	14.2 (0.64)
Bachelor's degree	22.6 (0.53)	35.5 (0.81)
Graduate degree	18.3 (0.53)	32.6 (0.90)
Entered postsecondary education within 8.5 years[a] of scheduled high school graduation	59.0 (0.67)	77.3 (0.87)
Of those who continued to postsecondary, entered within 7 months of high school graduation[b]	77.1 (0.74)	82.6 (0.82)

[a] 8.5 years is the maximum time between the modal high school graduation date and the concluding date for the longitudinal study for the NELS:88/2000, that is, June 1992 through December 2000. The HSB/So is cut to match.
[b] See definition of "no delay" in the glossary, p. 186.
NOTES: Where applicable, columns may not add to 100.0 percent due to rounding. Standard errors are in parentheses. Weighted Ns: High School & Beyond/Sophomores = 3.3M; NELS:88/2000 = 2.6M.
SOURCES: National Center for Education Statistics: High School & Beyond/Sophomore cohort (NCES 2000-194) and NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

APPENDIX B

Principal Features of the NCES Grade-cohort Longitudinal Studies

There are four grade-cohort longitudinal studies designed and conducted by the National Center for Education Statistics. Three of these have been completed:

- National Longitudinal Study of the High School Class of 1972 (NLS-72), started with a cohort of seniors in the spring of 1972, concluded in 1986;
- High School and Beyond, with a cohort of seniors in 1980, concluded in 1986, and another cohort of sophomores in 1980 (HS&B), concluded in 1993; and
- National Education Longitudinal Study of 1988, initiated with an eighth-grade class in 1988 (NELS:88), concluded in 2000.

The data from these studies are available in both public release and restricted (license required) form on CD-ROM, with electronic code books (ECBs) listing all variables, with descriptions and distributions.

The fourth, the Education Longitudinal Study of 2002 (ELS:2002), starting with a sample of 20,000 10th-grade students in the spring of 2002, is in progress.

Curtin, Ingels, Wu, and Heuer (2002) offer a figure with a temporal presentation of the four longitudinal studies,[56] highlighting their component and comparison points. Each of the studies begins with a national probability sample involving a stratified sample of schools and a random sample of students within the target grade in those schools. Schools in minority communities are over-sampled. In some cases, the samples are refreshed at later points in the longitudinal study (NELS:88 in 1990 and 1992)[57] and, in some cases, augmented at a later point (NLS-72 in 1973).

Each of these longitudinal studies includes a great deal more information than what is used in *The Toolbox Revisited.* Not all of them are comparable in terms of the depth with which various topics are explored. The surveys of the NLS-72 were focused wholly on students, whereas those

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[56]Curtin, T.R., Ingels, S.J., Wu, S., and Heuer, R (2002). *National Education Longitudinal Study of 1988: Base-Year to Fourth Follow-up Data File User's Manual* (NCES 2003-323). Washington, DC: U.S. Department of Education, National Center for Education Statistics (http://nces.ed.gov/pubs2002/2002323.pdf, p.3).

[57]As Lucas and Berends (2002) remind us, the high schools attended by students in the NELS study are not a true representative sample. The reason stems from the decision to begin the longitudinal study in the eighth grade. When students move into high schools from the eighth grade (or, in some districts, from the ninth grade), it is impossible for the sampling framework to be based on high schools. Roughly 1,000 middle schools and junior high schools became 4,000 high schools by grade 10, and there was no way to follow the students into all 4,000 of those schools. So the NELS sample was refreshed in 10th and 12th grades to reflect the total enrolled population in those years (Ingels et al. 1994), and , by necessity, the refreshing was based in the high schools in which the vast majority of the existing NELS cohort students were enrolled.

of the subsequent longitudinal studies included parents, teachers, and secondary school administrators. The cognitive tests administered in the 12th grade to the NLS-72 cohort were administered in the 10th and 12th grades to subsequent cohorts, thus enabling measures of intellectual growth. High school course-taking for the NLS-72 was summarized and reported by the school, whereas for the HS&B/Sophomore cohort and NELS:88/2000 high school course-taking was derived directly from transcripts. And the postsecondary transcripts for the NELS:88/2000 were used to fill in missing information from the high school transcripts in that cohort. Labor market histories were far more detailed in the NLS-72 and HS&B/Sophomore cohort than they were for the NELS:88/2000. Military records exist for the NLS-72 but not for any subsequent study. Student financial aid information included an unobtrusive Pell Grant file for the HS&B/Sophomore cohort, and that for the NELS:88/2000 included data from the National Student Loan Data System (though this file requires more cleaning and reconstruction in order to be truly helpful).[58]

Lastly, the shift from paper-and-pencil survey response forms to computer-assisted telephone interviews (CATI) in the1990s constricted the range of questions asked (e.g., there was no time to ask students about reasons for changing majors, reasons for transferring from one college to another, and degrees of satisfaction with different aspects of postsecondary experience), whereas the NLS-72 paper survey forms covered these topics in some depth.

Nonetheless, the archives of these data sets are the richest we have to explore the nature of secondary and postsecondary education and its consequences in the early adult life histories of Americans over the past 30 years.

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[58]See the brief discussion of financial aid data in the NELS:88/2000 in Adelman, C. *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972-2000.* Washington, DC: U.S. Department of Education, 2004, p. 98.

APPENDIX C

Differences Between the High School & Beyond/Sophomore Cohort and NELS:88/2000 High School Record Variables, and Limited Imputation Procedures for the NELS:88/2000

The principal portions of the data sets in question are secondary school transcripts and allied information derived from survey questionnaires and computer assisted telephone interviews (CATI). The secondary school transcripts were collected and coded by the same contractor for both data sets, but the returns were very different. The High School & Beyond/Sophomore cohort began with a stratified national sample of secondary schools, all of which agreed to participate in the project and provide transcripts, access to teachers and administrators. The NELS:88/2000 began with a national stratified sample of schools with eighth grades, all of which agreed to participate in the project and provide appropriate information. As noted above in Appendix B, when students moved into high schools, the NELS sample was refreshed in10th and 12th grades to reflect the total enrolled population in those years (Ingels et al. 1998), and, by necessity, the refreshing was based in the high schools in which the vast majority of the existing NELS cohort students were enrolled. The analysis file created for this study includes the12th grade refreshed sample, but some of the high schools that were not part of the original stratified sample did not provide transcripts.

At the postsecondary level, on the other hand, the transcript return rate increased from 89 percent for the HS&B/So to 93 percent for the NELS:88/2000 (Curtin, Ingels, Wu, and Heuer 2002), and the proportion of postsecondary participants with complete records increased from 88 to 97 percent.

Editorial processes

The postsecondary transcript-based versions of both data sets were edited by the same person (the author of this study), and with the same rules, a feature that increases reliability at the price of intra-coder bias. If one thinks of two sets of archival documents: secondary and postsecondary transcripts for two cohorts, i.e., four data files, in only one did the editor actually see the paper documents submitted by institutions, namely, the postsecondary transcript files of the NELS. These artifacts contained information that allowed corrections and fill-ins for missing information on the secondary school transcript files, e.g., state location of high school, high school graduation date, high school diploma type, Advanced Placement course credits (by examination), and SAT and ACT test scores. Hence, the presentation of secondary school transcripts on the restricted file with the postsecondary transcript data (NCES CD#2003-402) is more accurate than it is on earlier NELS restricted files. After a year of use, a supplement to NCES 2003-402 was issued in June 2004, containing further refinement of both high school and college transcript-derived variables, in addition to new derived variables.

Missing data and limited imputation

The analysis files for both this study and *Answers in the Tool Box* used high school transcripts with complete records for at least grades 10–12. But the NELS:88/2000 transcript data, as well as test score data, fell short of the HS&Beyond/So coverage, even after preparation of the 2004 Supplement to the original NELS Postsecondary Files that included the second round of corrections and fill-ins of missing information on the high school transcripts.

Table C1. Unweighted percentage of 1982 and 1992 12th-graders missing precollegiate academic performance data

	HS&B/So	NELS:88/2000	After Supplement
Performance variables			
Curriculum measure	18%	14%	14%
Class rank/GPA	13	20	17
Senior test score	9	14	14
One or more measures	**18**	**24**	**21**

SOURCES: High School & Beyond/Sophomore cohort (NCES #2000-194); NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Class rank/GPA, the combined high school class rank/grade point average quintile, is the major problem in the comparison displayed in table C1. In both data sets this variable (called "CLSSRNKQ" for programming purposes) was constructed in the same way, but the input data initially yielded a far smaller universe for the NELS than was the case for the HS&B/So.

The construction of this variable begins with class rank, expressed as a percentile, for students whose high school graduating classes are greater than 10. Class rank was chosen for the base reference because it overrides variability in local grading practices. Not all high schools compute class rank, so for a significant percentage of students, this datum is missing. For these missing cases (as well as for the students from very small high schools), the variable construction turns to high school grade point average (where available, and only for students with three years or more of course work in all high schools attended). In both data sets, all known cases of high school GPA were weighted and set out in quintiles. The missing cases of class rank, by quintile, were then substituted by the GPA quintile (the correlation between the two quintile scales was .84).

However, there are two significant differences in data input between the HS&B/So and the NELS:88/2000. First, the HS&B/So grade point average was for academic courses only, whereas in the NELS, the GPA applied to all courses. Second, by the time of the NELS histories, some high schools evidently were indicating neither class rank nor cumulative GPA of

any kind on transcripts (either that or the original data entry for the NELS high school transcripts did not compute GPA). While 13 percent of the HS&B/So students were missing the combined CLSRANKQ variable, half again of that proportion (20 percent) of the NELS students lacked a CLSSRNKQ value (see Glossary for further details and citations).

This difference would have serious consequences in the replication of the original *Tool Box* hypotheses. The universe of NELS students with positive CLSSRNKQ values was initially smaller than those for the curriculum variable (HSCURRQ) and senior year test score (SRTSQUIN). Since the multivariate analyses of both *Tool Box* studies depend on positive values for all three variables, the composite variable built from a partition of the three would overestimate the value of CLSSRNKQ at the expense of the other two components. In preparing the analysis file for this study, plausible values for missing cases of CLSSRNKQ were imputed when values for both curriculum quintile (HSCURRQ) and test score quintile (SRTSQUIN) were positive and equal, e.g., both were in the third quintile. In these cases, CLSSRNKQ was assigned the same value as the other two variables. The impact of this imputation strategy lowered the unweighted missing cases of CLSSRNKQ from 20 to 17 percent, and the unweighted cases of NELS:88/2000 students missing one or more of the high school performance variables from 24 to 21 percent (see table C1).

Bias and potential imputation.

Even after this revision, a problem remained, and a multiple imputation procedure was followed (Herzog and Rubin 1983). In the original edited version of the NELS high school transcript data that appears on NCES data CD 2003-402 (March 2003), and modified by its June 2004 supplement, some 17.3 percent of the students were missing CLSSRNKQ, 13.8 percent were missing HSCURRQ, and 13.5 percent were missing SRTSQUIN. Under NCES statistical standards, CLSSRNKQ would have to be evaluated, since the proportion of students with non-missing values was less than 85 percent.[59]

The formula used to determine the nonresponse (i.e., missing) bias in these three variables was:

> A*(b-c) where A is the percent of students missing data, b is the percent of those missing data who did NOT earn a bachelor's degree, and c is the percent of those not missing data who did not earn a bachelor's degree.

To obtain the relative bias with respect to the estimate, the result of this formula is divided by b.

The initial nonresponse bias rates for the three variables were:

	Bias	Relative bias
HSCURRQ	0.015	0.021
CLSSRNKQ	0.034	0.049
SRTSQUIN	0.039	0.048

[59]See NCES 2002b.

In other words, for example, if the estimate for the curriculum variable was based only on those with positive values, it would overestimate the percent who did not earn bachelor's degrees by 2 percent. These are all small biases, and would not threaten tests of statistical significance. But the missing cases were less than random: Students who never entered postsecondary education by age 26 or 27 were overrepresented, and those who never graduated from high school or who were still enrolled in high school after the scheduled graduation of the class in 1992 would not show complete transcript records in1992.

In order to increase the number of students with positive and plausible values for all three components of the Academic Resources variable, another limited imputation was undertaken, focused on class rank/GPA. The first question identified, of all students who were in the 12th grade in 1992 and for whom the file showed positive values for both the curriculum (HSCURRQ) and test score (SRTSQUIN) variables:

1) those who also showed a positive quintile value for class rank/GPA (CLSSRNKQ), and were in the *same quintile* on all three measures.	16.6%
2) those who were in the same quintile on both curriculum and test score measures, also had a positive quintile value for class rank/GPA, but the rank of this quintile differed from the others by $\pm$ 1.	13.4
3) those who were in the same quintile on both curriculum and test score measures, but were missing class rank/GPA.	2.7
4) those who were missing class rank/GPA, and whose quintile positions on curriculum and test score measures differed by 1.	2.5
5) those who were in the same quintile on both curriculum and test score measures, also had a positive quintile value for class rank/GPA, but the rank of this quintile differed from the others by > 1.	5.8
6) those who were not in the same quintile on both curriculum and test score measures, whether or not class rank/GPA was missing.	59.0

The focus of imputation was on those members of groups 3 and 4 whose high school transcripts registered 12 or more academic Carnegie units. This small group was then examined for *prima facie* anomalies in variables such as postsecondary attendance, selectivity of first institution of attendance (if any), and postsecondary remedial work. There were none. An algorithm was then developed that assigned a value to CLSSRNKQ, as follows: (1) where HSCURREV = SRTSQUIN, the class rank/GPA quintile was assigned the same value; (2) where the difference between HSCURREV and SRTSQUIN was $\pm$1, CLSSRNKQ was assigned the lower value in half the cases, and the higher value in the other half.

The result reduced the proportion of missing ("nonresponse") cases of CLSSRNKQ from 17.3 to 15.8 percent. The nonresponse bias rates improved as follows:

	Before imputation	After imputation
Bias rate	0.034	0.019
Relative bias	0.049	0.026

The consequent reconstruction of Academic Resources

The proportion of students with non-missing values for all three components of the Academic Resources index rose from 70 to 72 percent as a result of the imputation described above. However small the increase, it required a recalculation of the comparative weights of the three components of Academic Resources, in the following steps:

a) A logistic regression was run with bachelor's degree attainment as the dependent variable, the three components as independent variables, and a universe limited to1992 12th-graders. The ratios of the standardized beta coefficients for each of the independent variables produce the weights for each variable in the composite. The changes between the earlier version of these weightings and the post-imputation version are small, but required, as table C2 shows.

Table C2. Differences in ratios of standardized betas for the three components of the Academic Resources composite, before and after limited imputation of missing class rank/GPA data for 1992 12th-graders

	Partition weight	
Component of Academic Resources	Before imputation	After imputation
Curriculum	41.9	42.4
Class rank/GPA	32.9	32.5
Senior-year test score	25.2	25.1

SOURCE: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

b) Each of the three components is then multiplied by its weight brought forward from the logistic model. So, for example, a student in the third quintile of HSCURRQ is credited with 1.272 points (3*0.424). The points are added, then weighted by the enhanced NELS high school transcript weight for those in the 12th grade in 1992 (F4F2HWT), then set out in quintiles of Academic Resources. The difference in distributions of the values of Academic Resources, before and after imputation, are indicated in table C3.

Table C3. Differences in distribution of 1992 12th-graders across the values of the Academic Resources composite variable, before and after limited imputation of missing class rank/GPA data

	Percent distribution of students	
Values of Academic Resources	Before imputation	After imputation
Missing	29.9	27.9
Highest quintile	14.3	14.6
2nd quintile	13.3	14.3
3rd quintile	14.2	14.7
4th quintile	13.9	13.6
Lowest quintile	14.3	14.9

SOURCE: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

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APPENDIX D

Technical Issues

Accuracy of estimates and standard errors

There are different kinds of statistics in *The Toolbox Revisited*, and all of them are estimates derived from student samples. Two kinds of error occur when samples are at issue: errors in sampling itself, particularly when relatively small subpopulations (for example, American Indians) are involved; and nonsampling errors. Even in surveys as large as the three grade-cohort longitudinal studies used in this monograph, sampling errors can affect estimates of statistical significance.

Non-sampling errors are more serious. A good example of a non-sampling error would be the fact that transcripts are missing for some students in all three grade-cohort studies. The transcripts are missing either because the student did not tell the interviewer that he or she attended the school (and there were no transfer credits on another transcript to identify the school); the school refused to send the transcript; the school could not find the transcript; the information sent by the school was not really a transcript; or while the student may have enrolled at the school he or she never registered for courses and did not generate a record. In this case, we can mitigate the effect of missing transcripts by differential weighting of the population, and, indeed, for both the High School and Beyond/Sophomore and NELS:88/2000 files, the analyst is given a choice of weights, one of which is confined to students with complete records (see the discussion of weights and flags below). Weighting, though, will not address the panoply of nonsampling errors.

The effects of sampling and non-sampling errors ripple through databases. To judge the accuracy of any analysis, one needs to explicate and judge these effects. When the unit of analysis is the student, this is a straightforward issue because the original samples in the longitudinal studies consisted of students. For example, when questions are asked about the proportion of students who earned credits in an aggregate category of courses (e.g., table 21), the questions are about nonrepetitive behaviors of the students who were sampled. The descriptive comparisons in *The Toolbox Revisited* dealing with non-repetitive student behaviors require invocation of the Students'*t* statistic to determine whether the difference between two independent estimates is significant. The formula for computing Students' *t* values is:

$$t = \frac{(P_1 - P_2)}{(se_1^2 + se_2^2)}$$

where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are the corresponding standard errors. In this case, if $t \geq 1.96$, one has a statistically significant difference at $p < .05$, a standard marker. For the judgments of statistical significance in all cross-tabulations in this document, an Excel template developed by MPR Associates for the production of reports to the National Center for Education Statistics, was used.

The formula becomes more complex, however, for multiple comparisons among categories of an independent variable such as race/ethnicity. For multiple comparisons, the critical value for *t* rises depending on the number of comparisons that can be made in the family of the independent

variable. For race/ethnicity presented in five categories, there are10 possible comparisons, so the significance level of each test must be $p \leq .05/10$ or $p \leq .005$. To determine the significance level of t values in any comparison of means or proportions, the result should be matched against standard published tables of significance levels for two-tailed hypothesis testing.

When estimates are not independent, a covariance term must be added to the Students' t formula

$$t = \frac{(P_1 - P_2)}{(se_1^2 + se_2^2) - 2(r)se_1se_2}$$

where r is the correlation between the two estimates. The determination of correlations requires a statistical software package, such as SAS or SPSS, and the invocation of proper weights for the comparison.

Because none of the longitudinal studies invoked in *The Toolbox Revisited* was based on a simple random sample of students, the technique for estimating sampling error involves a more complex approach known as the Taylor series method. To produce Taylor series standard errors, the estimates presented used AM, a program developed by Jon Cohen and associates at the American Institutes for Research under contract to the National Center for Education Statistics.

Flags and weights

Each of the grade-cohort studies used in this monograph carries a complex set of flags and weights to mark the populations for which estimates are to be generated. The selection of these flags and weights is very important for both the accuracy and meaningfulness of estimates.

For the postsecondary transcript sample of the High School and Beyond/Sophomore cohort (HS&B/So), the process was somewhat complex. Using the weights for the first follow-up survey (1982, the scheduled 12th-grade year for this cohort), three postsecondary transcript weights were developed. The first was based on a ratio of the sum of weights for all students in the 1982 panel who subsequently (in surveys of 1984, 1986 or 1992) claimed to have attended a postsecondary institution to the sum of weights for those for whom a transcript validating the claim was subsequently received. The ratio was then modified by factors derived from the stratification cells in the 1982 survey design to create multipliers that were applied to the raw weights for the students for whom transcripts were received or for whom postsecondary attendance was imputed from survey storylines. This is a generous formulation for all likely postsecondary participants.

The second High School and Beyond/Sophomore weight involved the same procedure as the first but a more restrictive ratio applied to those students for whom a true postsecondary transcript was received. These students are more than "likely" participants; they are "known participants." The third weight followed the same procedure as the second, but confined the population to only those students with complete postsecondary records (i.e., no missing transcripts). This weight is used in analyses of credit production and grades, since complete records are necessary for the analysis of both these features of student academic history. These weights are labeled PSEWT1, PSEWT2, and PSEWT3, respectively.

To accompany these weights for the comparisons that hold the population to students who were in the 12th grade in 1982, a special flag, SENRFLAG, was constructed from variables in the HS&B/So that described student status in 1982. Using the given flag for participation in the 1982 cohort sample would be insufficient and not wholly accurate because not all students were in the 12th grade in 1982, e.g., students who graduated early from high school in 1981. But there were also students who were labeled "early graduates" on the data set (and thus candidates for exclusion from a 12th-grade flag) whose high school graduation date was listed as 1982. Early graduates were excluded, and erroneously labeled "early graduates" were included in the population with SENRFLAG = 1. If these students were not participants in the 1982 panel (even if postsecondary transcripts were received) their weight = 0. Using the 1982 panel weight alone without this flag will not produce an accurate universe of 1982 12th-graders.

For all calculations of HS&B/So data in this document, SENRFLAG = 1, and the appropriate PSE weight invoked.

The weights and flags for the NELS:88/2000 are more complex, still, because the cohort, established in the eighth grade, was "refreshed" twice: first, to be representative of the census of 10th-graders in 1990, and second, to be representative of the census of 12th-graders in 1992. The weights deriving from the 1992 12th-grade refreshing are at the core of weights subsequently developed for the postsecondary transcript sample. The same three postsecondary weight types developed for the High School and Beyond/Sophomores were employed here, but in combination with the 12th-grade (second follow-up survey, or F2) weight and the student's presence in the final (2000) survey panel, F4. In addition, a set of weights based on the NELS high school transcripts in combination with the three postsecondary weight types also was developed when questions arise concerning the relationship between secondary school variables derived from high school transcripts and postsecondary variables derived from postsecondary transcripts.

The most frequently used NELS:88/2000 weights in *The Toolbox Revisited* are:

F4F2P2WT	For all known postsecondary participants who were 12th-graders in 1992.
F4F2HP3W	For all postsecondary participants with complete records who were 12th-graders in 1992 and for whom high school transcripts are also part of the file.
F4F2P3WT	For all postsecondary participants with complete records who were 12th-graders in 1992.

As in the case of the High School and Beyond/Sophomore cohort, a special flag was developed for 12th-graders in 1992. The existing flag on the NELS:88/2000 files excluded over 250 students who, in fact, were awarded high school diplomas in the spring of 1992 and who carry positive weights for the panel (the descriptive windows of the Electronic Code Book for the fourth follow up survey of 2000 offer no reasons or clues for this anomaly). These students are included in the flag, GRADE12A, used in this monograph.

The weighted Ns for samples used in a table are provided in the notes to the tables. Even if the same weight and flag is used on two tables, the weighted Ns may differ slightly because missing values in a particular variable are excluded from the calculations.

Multivariate analyses

For all multivariate analyses in this monograph, special procedures were employed in accordance with the complex sampling designs of NCES longitudinal studies. These procedures are in the spirit, though not exactly to the letter, of those discussed and recommended by Thomas and Heck (2001). Thomas and Heck recommended alternative ways of producing both regression models and their adjusted standard errors in a single step, as opposed to the two-stage procedure used in this study. The reader should be aware that the software employed in this study, AM, correctly estimates standard errors associated with complex, cluster samples.

For any model, an adjusted weight based on the population with non-missing values on all variables in the model was calculated, in the following steps:

1. A weight appropriate to the question was selected. For example, for determinants of transfer from a community college to a four-year college, the weight for NELS students with received postsecondary transcripts, F4F2P2WT, was chosen.
2. A simple tabulation of the dependent variable was then run for students who evidenced positive (non-missing) values for all variables in the model. Call this universe A. The selected weight was invoked.
3. The log of the program for step 2 produces both unweighted and weighted Ns for universe A.
4. The selected weight is then adjusted by what Thomas and Heck (2001) refer to as NORMWT, i.e., the weighted N / unweighted N of universe A.
5. The selected weight is then multiplied by the NORMWT, thus adjusting the effective sample size.
6. The example would look as follows:

   F4F2P2WT / (f4f2p2wtA / unweighted N for A configuration of variables)

7. The result becomes a variable in its own right, a weight with a name, e.g., COREWT1.

A root design effect (DEFT) reflects the effect of departures from simple random sampling, and in the methodology reports for the NELS:88/2000, is calculated for sub-populations on each of a selection of variables (Haggerty et al. 1996; Curtin, Ingels, Wu, and Heuer 2002). For any logistic model in *The Toolbox Revisited*, a DEFT based on the population with non-missing values on all variables in the model was calculated in order to adjust the standard errors produced by statistical packages such as SAS (used in the production of this study). The DEFT is calculated in three steps:

1. The requisite data for a simple standard error are produced by the same equation used for NORMWT, and set out as follows:

$$\sqrt{\frac{p(1-p)}{N}} = \text{s.e.}$$

2. A matching Taylor series standard error is produced by AM software with the same dependent variable and equation, with the population filtered by positive (non-missing) values for the same variables used in the equation in step 1. The Taylor series s.e. takes into account both stratum and primary sampling unit in combination with the weight selected, hence accounting for the complex sampling design.

3. The DEFT = Taylor Series s.e. / simple s.e.

Every discrete multivariate analysis has a unique DEFT. The DEFTs for the NELS:88/2000 are rather substantial, e.g., 1.83, reflecting not only the original sampling design in 1988 but also the successive "refreshings" of the sample in 1990 and (for the analyses in this monograph) in 1992.[60] They are used to adjust the standard errors in the multivariate analyses, and hence reduce the likelihood of overestimating the effects of independent variables. The effect of the DEFT also is reflected in the production of the *F* and *t* statistics, for which the formulas used are:

$$\left(\frac{\beta}{\text{s.e.} \times \text{DEFT}}\right)^2 = F$$

and

$$\sqrt{\frac{F}{\text{DEFT}^2}} = t$$

In the logistic models employed in *The Toolbox Revisited*, the level of significance of the *t* statistic—*p*—for a two-tailed test is determined by reference to a standard table of critical values of *t* that can be found in any statistics textbook.

Collinearity data

This study includes Appendix J with tolerance statistics for collinearity for all the logistic model tables in order to assure the reader that the independent variables included in the models do not exhibit a nearly perfect linear relationship, in other words, that they do not overlap to such an extent that analysis of each variable, taken singly, is impossible. There are sometimes situations in which one variable is part of the definition of another, e.g., family income in relationship to

[60]Curtin, Ingels, Wu, and Heuer (2002) report the mean DEFT for all students in the fourth follow-up (2000) survey of the NELS as 1.954 (p. 209). The range of DEFTs in *The Toolbox Revisited* is 1.76 to 2.19.

socioeconomic status or multi-institutional attendance in relation to transfer. In cases such as these, collinearity statistics are produced as by-products of Ordinary Least Squares regressions for the variables in the logistic models.

Of these by-products, tolerance is the statistic of choice: It measures how well one independent variable can be predicted by other independent variables in the model, and is equal to $1-R^2$ for that variable. Ideally one would want this predictive relationship to be close to 1. The literature (e.g., Belsley, Kun, and Welsch 1980) suggests that there are no hard and fast rules for determining collinearity using either tolerance or its inverse, variance inflation, but that, in general, a tolerance reading of .20 or less evidences collinearity problems. This study adopted a tolerance threshold of 0.50, i.e., any reading above that threshold indicates no serious collinearity problem. Any indication below that point required further investigation of the independent variable(s) in question through correlation matrices. If the variables in question were part of the constructs of other variables, a choice was made as to which variable would be dropped. Dropping independent variables is one of the recommended options when potential multicollinearity arises (Knight 2004).

APPENDIX E

Populations Included and Excluded From the Study Universe

The population subject to analysis in *The Toolbox Revisited* consisted of 1992 12th-graders who subsequently attended a four-year college at any time through December 2000, who earned their high school diploma by December 1996, who presented complete high school transcript records and a senior year test score, whose postsecondary records were complete, and whose socioeconomic status was known. But there are other students who participated in the 1992 NELS:88/2000 survey and who subsequently attended a four-year college at some time who are not part of this population principally because (a) one or more of these data elements were missing or (b) because they were not in the 12th grade in 1992.

It is natural to ask about the demographic characteristics of the students who are excluded from the analysis because they are missing data or because they were not in the 12th grade in 1992, compared with the demographic characteristics of the students who *are* included. In order to compare distributions of this comparative demography, we include all 1992 survey participants.

Considering those who attended a four-year college at some time but were nonparticipants because one or more of the key data elements were missing, key contrasts include:

- A higher proportion of minority students than white students;
- A higher proportion of students who were 20 years old or older in 1992 than those who were less than 20 years old;
- A higher proportion of students from the lowest third of family income distribution than those from higher income levels;
- A higher proportion of first-generation students than those whose parents had either some college or who had earned at least a bachelor's degree;
- A higher proportion of nonnative speakers of English than those from English monolingual backgrounds;
- A higher proportion of those with three or more siblings than those who were either only children or had one or two siblings;
- A higher proportion of those who became parents by age 20 than those who did not;
- A higher proportion of those who had been retained in grade at least once than those who were never held back; and
- A higher proportion of those who came from high schools in urban areas than those from suburban or rural areas.

Some 60 percent of this group was missing only one of the key data elements, but it was a very important one: a high school transcript.

Of nonparticipants because they were not in the 12th grade in 1992, we notice distinctively higher proportions by age (20 years or older), origin in a second language household (though not among nonnative speakers of English), and parental status, and among those who had been retained in grade and those who earned General Education Diplomas.

Table E1. Percentage distribution of participants in the 1992 survey of the NELS:88/2000 by participation status in *The Toolbox Revisited* universe, by demographic and schooling background characteristics

Characteristics	Participants in the universe of this study	Nonparticipants[a] who were 12th-graders in 1992	Nonparticipants[a] who were *not* 12th-graders in 1992
All students	77.8 (1.11)	20.6 (1.05)	1.6 (0.33)
By gender			
Male	76.5 (1.57)	21.3 (1.46)	2.2 (0.57)
Female	79.2 (1.35)	19.8 (1.34)	1.0 (0.22)
By race/ethnicity			
White	81.1 (1.08)	18.0 (1.07)	0.9 (0.20)
African-American	64.3 (4.44)	30.0 (4.04)	5.7 (2.72)
Latino	66.2 (4.11)	29.6 (3.99)	4.2 (1.19)
Asian	73.2 (5.09)	26.6 (5.09)	0.1 (0.09)
American Indian	53.6 (12.8)	43.1 (13.0)	2.4 (2.30)
By age in 1992			
Missing	48.5 (9.15)	51.5 (9.15)	#
20 or older	41.6 (8.56)	47.9 (9.52)	10.4 (4.86)
Under 20	79.2 (1.06)	19.3 (1.01)	1.5 (0.34)
By family income			
Missing	70.8 (3.02)	27.1 (2.55)	2.2 (1.24)
Highest third	81.5 (1.44)	17.3 (1.41)	1.2 (0.37)
Middle third	80.1 (1.79)	19.2 (1.79)	0.7 (0.17)
Lowest third	71.3 (1.74)	25.2 (2.60)	3.5 (1.12)
By postsecondary generational status			
Missing	66.2 (4.08)	33.4 (4.07)	0.4 (0.24)
First generation	73.7 (2.73)	23.8 (2.74)	2.5 (0.68)
Parents had some college	78.3 (1.72)	19.2 (1.60)	2.5 (0.74)
Parents earned bachelor's	81.2 (1.34)	18.1 (1.32)	0.7 (0.27)
By second language background			
Nonnative speakers	68.8 (3.78)	28.9 (3.73)	2.3 (0.81)
From second language households	68.3 (5.48)	22.5 (4.94)	9.2 (4.06)
Monolingual English	79.0 (1.12)	19.7 (1.08)	1.3 (0.35)

See notes at end of table.

Table E1. Percentage distribution of participants in the 1992 survey of the NELS:88/2000 by participation status in *The Toolbox Revisited* universe, by demographic and schooling background characteristics—continued

Characteristics	Participants in the universe of this study	Nonparticipants[a] who were 12th-graders in 1992	Nonparticipants[a] who were *not* 12th-graders in 1992
By number of siblings			
None	76.0 (4.37)	23.3 (4.39)	0.6 (0.31)
One or two	81.8 (1.15)	17.2 (1.13)	1.0 (0.24)
Three or more	71.8 (2.04)	25.5 (1.87)	2.7 (0.84)
By parenthood			
Parent by age 20	64.6 (5.38)	22.5 (4.07)	12.9 (4.62)
Not a parent by age 20	78.3 (1.10)	20.5 (1.07)	1.2 (0.25)
Held back in grade at least once			
Missing	59.2 (6.33)	38.5 (6.21)	2.3 (1.11)
Yes	62.9 (4.85)	30.4 (4.54)	6.7 (2.64)
No	79.9 (1.07)	18.9 (1.04)	1.2 (0.31)
By urbanicity of high school location			
Urban	69.9 (2.36)	27.1 (2.15)	2.9 (0.99)
Suburban	80.1 (1.58)	19.0 (1.57)	0.9 (0.28)
Rural	83.9 (1.71)	14.9 (1.71)	1.2 (0.29)
By type of high school diploma[b]			
Standard	79.0 (1.07)	20.5 (1.06)	0.5 (0.13)
GED	8.7 (2.56)	23.6 (6.49)	67.7 (7.10)

[a] Nonparticipants are defined as students who were either (a) missing data on senior year test score or socioeconomic status or both, (b) missing an in-scope high school transcript, (c) graduated from high school in January 1997 or later, (d) presented an incomplete postsecondary record, and/or (e) were not in the 12th grade in 1992.
[b] A tiny percentage who received a certificate of attendance was included with the GEDs.
Rounds to zero.
NOTES: Standard errors are in parentheses. Universe consists of students who participated in the 1992, 1994, and 2000 follow-ups of the NELS:88/2000 and who attended a four-year college at some time. Weighted N=1.45M.
SOURCE: National Center for Education Statistics, NELS:88/2000 Postsecondary Transcript Files, NCES 2003-402 and Supplement.

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APPENDIX F

Gradations of Academic Intensity of High School Curriculum

The following figure sets forth the 31 gradations (in descending value) of academic curriculum intensity and quality as used in the development of the Academic Resources index and variable for the NELS:88/2000 cohort. The figures in the boxes represent the minimum rounded number of Carnegie units required for the gradation on a given *row*. Where a cell is empty, there are no minimum requirements. Where a cell indicates "none" (for remedial math and remedial English), it means that no remedial work is allowed for that gradation. Where the cell for AP courses indicates zero, that means the student did not take any AP courses, not a minimum. For the NELS:88/2000 cohort, computer science was not nearly as widely offered as it is today. Therefore, computer-related credits were brought into play only to disaggregate lumps in the distribution. Total high school academic credits is an empirically-derived factor that comes into play only in the very lowest gradations.

The basic five-subject credit thresholds were constructed in the course of examining the edited, coded transcript data for students who were known high school graduates with graduation dates through Dec.31, 1996. The editorial process paid particular attention to all cases that showed less than 16 total high school credits. Where the evidence strongly suggested dissonance with other variables in the student's record, all transcript records from that student's *school* were examined. Where nonstandard credit metrics were found, they were adjusted with reference to state standards for high school graduation (Medrich, Brown, and Henke 1992), and major components (e.g., mathematics, English, etc.) multiplied or divided by as much as (but no more than) two. For example, when a group of students from the same high school showed 40–45 Carnegie units in a state that required 20 for an academic diploma, the editorial process cut those 40–45 units in half—across all subjects in which they were given. The editorial process also Windsorized cases of total Carnegie unit counts above 32, adjusting the major components down one-by-one, and dropped fragmentary transcripts with less than 6 Carnegie unit counts.

As noted in the parallel appendix in the original *Tool Box*:

> These gradations of academic intensity and quality are based on the history of one national high school class that was scheduled to graduate in 1982. The next graduating class for which we possess similar data is that of 1992. While the specific number of Carnegie units, APs, and remedial indicators might change, the basic form and principles of the gradations will probably not change. This presentation of the possibilities of high school curricular attainment is criterion-referenced: theoretically, *everybody* can reach gradation level #1. (p. 114)

The account of curriculum for the class of 1982 had 40 gradations. This account, for the class of 1992, has 31. One implication of the shrinking number of gradations is that, in fact, more students were moving up the academic intensity ladder, clustering at higher criterion-referenced levels.

Table F1 presents the actual mean number of Carnegie units earned in core academic fields, irrespective of the theoretical thresholds, for students in each of the five quintiles of academic intensity derived from the 31 more detailed gradations.

Figure 3. Curriculum components of the 31 gradations of the high school academic intensity measure of the NELS:88/2000, by Carnegie unit minimums

Grada-tion	English	Math	Science	Foreign Langs	Hist and Soc Stu	Highest Math	Remed Math	Remed English	APs	Computer Science	Total Academ Units
1	3.75	3.75	>2.0*	>2.0	>2.0	>Alg2	None	None	>1	>0	
2	3.75	3.75	>2.0	>2.0	>2.0	>Alg2	None	None	>0		
3	3.75	3.75	>2.0	>2.0	>2.0	>Alg2	None	None	0	1.0	
4	3.75	3.75	3.0	>2.0	>2.0	>Alg2	None	None			
5	3.5	3.0	2.0	2.0	2.0	>Alg2	None	None	>1		
6	3.5	3.0	2.0	2.0	2.0	>Alg2	None	None	>0		
7	3.5	3.5	2.0	2.0	2.0	>Alg2	None	None	0	0.5	
8	3.5	3.0	2.0	2.0	2.0	>Alg2	None	None	0	1.0	
9	3.0	3.0	2.0	2.0	2.0	Alg2	None	None	>0		
10	3.5	3.5	2.0	2.0	2.0	Alg2	None	None	0	>0	
11	3.5	3.5	2.5	2.0	2.0	Alg2	None	None	0		
12	3.0	2.0	1.0		1.0	>Alg2	None	None	>0		
13	3.0	2.5	2.0	1.0	2.0	>Alg2	None	None	0		
14	3.0	2.5	2.0*		2.0	>Alg2	None	None	0		
15	3.0	2.5	2.0*	2.0	2.0	Alg2	None	None	0	>0	
16	3.0	2.5	2.0	2.0	2.0	Alg2	None	None	0		
17	3.0	2.5	1.0	1.0	2.0	<Alg2	None	None	0		
18	3.0	3.0	1.5	1.0	1.5	<Alg2		None			
19	2.5	3.0	1.5	1.0	1.5	Alg2	None				
20	2.5	2.5	1.5	0.5	1.0	<Alg2			0		≥12
21	2.5	2.5	2.0		1.0	Alg2	Net 0			>0	≥12
22	2.5	2.5	1.0		1.0		Net 0			>0	≥12
23	2.5	2.0	2.0		1.5	<Alg2	Net 0				≥12
24	2.5	2.0	2.0		1.5	<Alg2	Net 0			1.0	
25	2.5	2.0	1.0		0.5	Alg2	Net 0	None			
26	2.5	2.0	1.0			<Alg2	None	None			≥12
27	2.5	2.0	1.0		1.0		Net 0				

28	2.5	1.5	1.0		0.5		Net 1				
29	2.5	1.5	1.0		0.5						
30	2.0	1.0	0.5		0.5						
31											≥6

NOTES: (1) Net 1 means the sum of total mathematics credits minus remedial mathematics credits was 0.5 or less, i.e., if remedial math appeared at all on a student's transcript, it was a major presence; Net 0 means the sum of total mathematics credits minus remedial mathematics credits was more than 0.5, i.e. of remedial math appeared at all on a student's transcript, it was a minor presence.
(2) The figures in the cells for English, math, science, foreign languages, and history and social studies represent the minimum rounded number of Carnegie units required for the gradation on a given row. Where a box is empty, there are no minimum requirements.
(3) An asterisk in a cell for science credits indicates core laboratory science (biology, chemistry, and physics).
(4) The reference points for highest level of mathematics studied in high school are higher than Algebra 2 (>Alg2), Algebra 2 (Alg2), and less than Algebra 2 (<Alg2). Where there is no entry in the cell, there is no highest mathematics requirement for that row.
(5) Minimum requirements for total high school academic Carnegie units, e.g., =>12 and =>6, come into play only in the very lowest gradations of the curriculum distribution.
(6) When the distribution of students across these 31 levels is weighted and then aggregated to quintiles, the quintile breaks are as follows: 1–8 (highest quintile), 9–15 (2nd quintile), 16–20 (3rd quintile), 21–25 (4th quintile), and 26–31 (lowest quintile).
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

Table F1. Of 1992 12th-graders with complete high school transcripts, mean Carnegie units earned in core high school academic fields, percent of students whose highest level of high school mathematics was above Algebra 2, and mean number of Advanced Placement (AP) courses, by quintile of academic curriculum intensity

	Core high school academic curriculum fields							
Academic curriculum intensity quintile	English	Math	Core lab science	Foreign lan-guages	History and social studies	Com-puter science	Percent with highest math above Algebra 2	Total AP courses
Highest	4.27	4.10	3.20	3.09	3.70	0.74	96.4	0.644
2nd	4.17	3.81	2.71	2.23	3.62	0.56	64.7	0.068
3rd	4.23	3.11	1.99	1.98	3.47	0.59	0	0.003
4th	4.10	2.98	1.36	0.74	3.44	0.61	0.71	0.019
Lowest	3.43	1.81	0.94	0.62	2.82	0.28	0.05	0.006

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

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APPENDIX G

Logistic Models for Two Alternative Presentations of High School Academic Background

Table G1. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time, version 2: Demographic and high school background using the three components of Academic Resources as discrete variables

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p	Tolerance[a]
Intercept	-4.7580	0.6530	3.33	0.02		
Curriculum quintile	**0.3782**	**0.0738**	**2.34**	**0.05**	**0.0878**	0.6729
Class rank/ GPA quintile	**0.3886**	**0.0712**	**2.49**	**0.05**	**0.0899**	0.6268
Senior test score quintile	0.0581	0.0754	0.35	†	†	0.6079
Socioeconomic status quintile	**0.3075**	**0.0638**	**2.20**	**0.10**	**0.0712**	0.8632
Education expectations	0.5351	0.2020	1.21	†	†	0.8949
Race	-0.5191	0.2020	1.17	†	†	0.8757
Gender	-0.4076	0.1525	1.22	†	†	0.9477
Parenthood	-1.6210	0.4834	1.53	†	†	0.9721

† Variables did not meet threshold criterion for statistical significance

[a] For details on Tolerance, see Appendix D.

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by design effect = 2.17. $G^2 = 5206.65$; $df = 4943$; $G^2/df = 1.0529$; X^2 (df) = 33.78 (8); pseudo $R^2 = 0.227$; percent concordant predicted probabilities = 78.9.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table G2. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time, version 3: Demographic and high school background using three proxy variables for high school academic curriculum intensity

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p	Tolerance[a]
Intercept	-5.0792	0.6795	3.41	0.01		
Advanced placement	0.8931	0.2715	1.50	†	†	0.8462
Science momentum	**0.4005**	**0.0990**	**1.85**	**0.10**	**0.0927**	0.6341
Foreign language	0.1163	0.0708	0.75	†	†	0.7843
Class rank / GPA quintile	**0.3317**	**0.0703**	**2.15**	**0.10**	**0.0768**	0.6475
Socioeconomic status quintile	**0.2957**	**0.0638**	**2.12**	**0.10**	**0.0685**	0.8597
Education expectations	0.5305	0.2055	1.18	†	†	0.8960
Race	-0.4740	0.1963	1.10	†	†	0.9234
Gender	-0.4022	0.1569	1.17	†	†	0.9036
Parenthood	-1.6042	0.4838	1.51	†	†	0.9730

†Variables did not meet threshold criterion for statistical significance

[a] For details on Tolerance, see Appendix D.

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by design effect = 2.19. G^2 = 5193.69; *df = 4939*; G^2/df = 1.0515; X^2 (df) = 33.94 (9); pseudo R^2 = 0.229; percent concordant predicted probabilities = 79.2.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

APPENDIX H

The Timing of Departure

When this narrative took up the topic of the second calendar year of student histories and pointed out that roughly one out of five of our subjects had become status dropouts by that point, the question naturally arose: What happens to all those students who leave after the first year—or even the first semester—when most attrition occurs? How does one account for them? We need to provide some corrective data in this excursion, since we considered status dropout status only in the context of the paradoxes of first-to-second year persistence.

With rare exceptions (e.g., Tinto 1987), most attrition studies are (a) short-term, as in first year to second year, without allowing for the fact that students who skip the second year may return in the third or fourth years, and (b) limited to attrition at the same institution, without allowing that the student who can no longer be found at Old Siwash may, in fact, be enrolled at Greentree Valley Community College. Students who leave one school and attend another one are not dropouts—they are most likely transfers. Tinto (1987) made that point a long time ago, and it should be obvious. If they are not transfers, they may be on temporary "excursions" or more sustained voyages that end in either fragments or "discovery" (Adelman 2004b).

Given the systemwide perspective and the length of a longitudinal study such as the NELS:88/2000, a more sophisticated question about withdrawal can be asked, looking backwards from the last month of the longitudinal study (December 2000):

> What percentage of traditional-age students who entered postsecondary education during this period are no longer enrolled—anywhere—and never completed a credential of any kind, by timing of the gap between their first month and last month of enrollment?

This question follows the student—wherever the student goes. It tells us who became a "status dropout" by age 26 or 27 (which does not preclude even these students from returning at a later moment). And it tells us *when* the student became a status dropout, setting up an inquiry concerning the reasons for departure that follows Tinto's (1988) common sense suggestion that these reasons change by point of departure. Table H1 sets forth these data for *all* 1992 12th-graders who entered postsecondary education, by type of institution first attended.

Yes, the highest attrition rate in postsecondary education occurs in the first year (Schutz and Malo 2003), but table H1 shows that the proportion of traditional-age students who leave in the first year and never return is not radically higher than the proportion of those who leave at later points in time, and differs by type of institution first attended. Consider the face validity of these data: The mean number of credits earned by students who ultimately became status dropouts, by period of departure, matches roughly what one would expect—half or less of the full-time norm for the period. Proportion, however, is not the ideal way to assess the phenomenon.

Event-history accounts of attrition offer a more enlightening approach (e.g., Ronco 1996; DesJardins, Ahlburg, and McCall, 1999). The driving force of event history is risk or hazard, as befits a methodology derived from medical history analyses (Singer and Willett 1991), as in:

given the patient's medical momentum and other configurations of the patient's life-style, demography, and environment, when is the patient at risk of dying (the ultimate censoring event) if the patient did not die last year? The flip side of risk in event history is survival. While the purpose of this study stops short of survival analysis, the first step involved in setting up risk modeling involves determining hazard probabilities, and these are instructive in light of the

Table H1. Percentage of 1992 12th-graders who entered postsecondary education and withdrew without completing any credential by December 2000, by timing of withdrawal and institution of first attendance

Withdrawal behavior and its timing	Institution of First Attendance: Four-year	Community college	Other sub-bacc[a]	Mean credits	**Percent of all**
Left postsecondary without a credential and did not return					
Left within 11 months of first enrollment	4.6 (0.59)	14.6 (1.13)	15.5 (2.77)	9.85 (0.54)	**8.9 (0.58)**
Left within 12–23 months	3.3 (0.41)	11.0 (1.32)	6.5 (1.50)	21.64 (0.99)	**6.7 (0.59)**
Left within 24–47 months	4.9 (0.41)	12.5 (1.11)	4.6 (1.05)	39.88 (1.62)	**7.9 (0.50)**
Left within 48–102 months and not enrolled in 2000	8.7 (0.73)	14.3 (1.23)	4.0 (1.62)	58.29 (2.68)	**10.6 (0.65)**
No credential but still enrolled in 2000	4.7 (0.52)	9.2 (0.94)	1.8 (0.85)	70.98 (3.56)	**6.4 (0.47)**
Earned credential	73.8 (1.09)	38.4 (1.67)	67.7 (3.55)	124.73 (0.90)	**59.5 (1.05)**

[a] Sub-baccalaureate institutions other than community colleges.
NOTES: Standard errors are in parentheses. Columns may not add to 100 percent due to rounding. "Credentials" can be certificates, associate degrees, or bachelor's degrees.
SOURCE: National Center for Education Statistics: NELS:88\2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

first-year performance variables used in our analysis. That is, if we start at the first month of the first term of attendance and, for each calendar year following that point, asked what percentage of students left the postsecondary system with no degree and had not returned to school by December 2000, changing the denominator for each year to the number of students who remained in the system, we have a "declining risk set" (Ronco 1996) that serves as a rough guideline for the timing of potential dropout. The annual metric is obviously more even than the time brackets chosen for table H1.

The "declining risk set" for this study is presented in table H2. To summarize: For all postsecondary students, the risks of becoming a status dropout are highest in the first year, decline through the fourth year, flatten out through the sixth year, and decline after that. For students who attended a four-year college at any time, the risks of becoming a status dropout are much lower across the temporal board, are slightly higher in the first year, drop and then flatten from the second year through the sixth, and drop again after that. This is only the first step—and hardly the final analysis—of event history, but is perhaps a more accurate way of describing the parameters for understanding the phenomenon of when students leave postsecondary education.

Table H2. Declining "hazard probabilities" for 1992 12th-graders who entered postsecondary education, by calendar year following first date of enrollment

	"Hazard probabilities" for leaving without a degree	
Departure timing for those who never returned by December 2000	All students	All who attended a four-year institution at any time
First calendar year	.102	.039
Second calendar year	.061	.029
Third calendar year	.048	.030
Fourth calendar year	.039	.027
Fifth calendar year	.037	.027
Sixth calendar year	.041	.029
Seventh calendar year	.031	.025
More than seven calendar years	.026	.020

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

The reader of table H1 will note that community college beginners exit sooner than do students who started at four-year colleges, and are more likely to still be enrolled at the end of the longitudinal study period. While there is comparatively little variance in the pace of permanent dropout for students who started in community colleges when the periods between the first and the fourth year are considered, there is no question that beyond that point, attrition slows. The same cannot be said for the pace of status dropout for students who started in four-year colleges: The rate of permanent attrition appears to be stable over time, a finding slightly different from that of the "declining risk set" approach, and a product of the clumping of years in table H1. As for sub-baccalaureate institutions other than community colleges, which specialize in short-term certificate programs, the status dropout rate drops dramatically from the first year to the second and subsequent periods.

Advancing on Tinto's (1988) suggestion, Eaton and Bean (1995) hypothesize that the factors affecting attrition are different for first-year students who withdraw from higher education versus the factors that come into play for students who leave at later points in time. Unfortunately, Eaton and Bean could not investigate that hypothesis because their study was confined to first-year and second-year students at one institution (a public research university), and bracketed

only one year's account of retention/attrition (for a similar inquiry, see Patrick 2001). The NELS: 88/2000 data, on the other hand, offer 8.5 years and a myriad of institutional types in which to explore and detail the boundaries of the issue. As Ronco (1996) notes, the timing and duration of "enrollment events" is a critical framework for identifying factors associated with graduation, transfer, and stop-out—the three modes of "exit" from an institution.

Table H3 provides a framework for future consideration of the differential attrition hypothesis. The literature on the putatively sophisticated economic decisionmaking of adolescents with respect to entering higher education, even in the face of uncertainty of returns (Altonji 1993), can be extended to reasons for leaving a path to postsecondary credentials. As Beattie (2002) points out, human capital theory is not rigid: it recognizes something called individual taste or proclivity that may be only tangentially related to group membership (e.g., ethnicity, gender, family income). At the least, students already in the postsecondary system know that they will eventually be better off for their education efforts (or they wouldn't have been there in the first place). So, what did the students in our universe who did not complete a bachelor's degree program (and who were not still enrolled as degree candidates at the end of the 8.5 year period) tell us of their reasons for leaving, by period during which they became status dropouts?

Table H3. Reasons for leaving postsecondary education without credentials by timing of exit: 1992 12th-graders who entered postsecondary education by December 1996

	Percent offering these reasons for leaving postsecondary education				
Timing of withdrawal	**Finances**	**Job/ Military**	**Academic**	**Personal/ Family**	**Mood/ Lifestyle**
Left postsecondary without a credential and did not return					
Left within 11 months of first enrollment	19.7 (3.10)	14.8 (2.03)	5.9 (1.92)	31.5 (3.51)	25.9 (3.99)
Left within 12-23 months	25.2 (5.19)	11.0 (2.81)	5.6 (1.40)	42.6 (6.19)	12.7 (2.23)
Left within 24-47 months	19.4 (3.60)	17.4 (2.69)	3.6 (0.99)	35.2 (3.78)	20.5 (2.30)
Left within 48-102 months and not enrolled in 2000	17.8 (2.19)	18.9 (2.45)	7.7 (2.46)	29.3 (4.04)	21.2 (3.21)

NOTES: Rows will not add to 100.0 because (a) student responses to questions about reasons for departure are not mutually exclusive, and (b) a category for "other" is not included. Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

When the NELS:88/2000 students were asked (in the spring of 2000) why they left school, they were offered a list of reasons (though only 17 percent of students responding to the question indicated more than one reason). As table H3 indicates, personal and family reasons for departure dominate all other reasons for students who left postsecondary education without a credential between the 12th and 47th month following the first month of enrollment. The same factor ranks at the top versus all other factors except mood/lifestyle for students who left in the first year and students who left after the fourth year. Strictly financial reasons are not as prominent in students' judgment as some contend. "Job/military considerations" might be considered "financial," but there is too much ambiguity in that category of response to leap to that conclusion. Some 6.6 percent (s.e. = 0.47) of the1992 12th-graders subsequently served in the military, but 14.9 percent (s.e. = 4.95) of status dropouts who cited financial reasons for leaving school had served in the military, and an identical 14.9 percent (s.e. = 3.84) who cited "job/military considerations" for leaving had served in the military. If the NELS files had offered a more complete labor market history, we might be able to resolve the ambiguities.

As a partial confirmation of these observations, consider the work of Li and Killian (1999), who surveyed 622 students of all ages and levels who left a large state flagship university in 1997 (present in the winter term but not the following fall) and elicited 45 discrete reasons for departure. First, Li and Killian discovered that 20 percent of these students were not really dropouts at all, rather either transfers to other institutions (principally for reasons of academic program or location) or stop-outs with intentions of returning. Of the remaining students, 43 percent left for academic reasons (e.g., didn't like the program, classes too large, poor performance), 34 percent left for personal reasons (e.g., unstated personal problems, location issues including homesickness, illness, "social" reasons), and 20 percent for financial reasons. Of the financial reasons, Li and Killian advise us that "individual patterns of money management, more than family income" may be responsible for financially-driven attrition (p. 12), and that if we are going to understand attrition at all so that student affairs officers can establish realistic efforts to address what is within the control of the institution to assist, we have to dig below the level of large-scale concepts of academic and social integration. There is a considerable range of reasons that students leave an institution, and, as Li and Killian point out, students usually have more than one reason for departure. We can't control homesickness; we can help students deal with money management.

As for academic reasons for departure, table H4 reveals that compared to those who earned bachelor's degrees, no one in the departure universe was performing very well, no matter when they left, and even though a tiny percentage (see table H3) cited academic reasons for walking away. Braxton, Brier, and Hossler (1988) argue that when students are asked about their reasons for withdrawal in post-hoc surveys, they offer "socially acceptable rationalizations." We should hence be appropriately wary of the percentage distributions in table H3. Given the low percentage of students who cited academic reasons, and GPAs and cumulative credits for the same students that can be described as, at best, marginal, there is some indirect support for this contention.

Table H4. Mean postsecondary GPAs of 1992 12th-graders who withdrew without completing any credential, by timing of withdrawal, and compared with GPAs of those who had not completed a credential but were still enrolled in 2000, and those who earned bachelors degrees by December 2000

Departure behavior and timing	Mean grade point average: In first calendar year of attendance	Through second calendar year of attendance	Entire undergraduate record
Left postsecondary without a credential and did not return			
Left within 1st 11 months of first enrollment	2.10 (0.091)	2.10 (0.091)	2.10 (0.091)
Left within 12–23 months	2.30 (0.057)	2.08 (0.058)	1.83 (0.100)
Left within 24–47 months	2.31 (0.049)	2.26 (0.046)	2.03 (0.060)
Left within 48–102 months	2.10 (0.059)	2.02 (0.054)	2.03 (0.050)
No credential, but still enrolled	2.14 (0.069)	2.08 (0.069)	2.19 (0.078)
Earned bachelor's degree	2.89 (0.015)	2.91 (0.014)	3.04 (0.011)

NOTE: Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: NELS:88\2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

APPENDIX I

Course Categories Included in Aggregates for Participation Rates In the First Two Calendar Academic Years of Attendance

Aggregate	Course categories
College-level writing	English composition; technical writing; creative writing; advanced essay
Oral communications	Oral communications; public speaking/debate; voice
Computer-related	Introduction to computer science; introduction to computing; computer programming: general
Introductory biological sciences	General biology; human biology; cellular biology; zoology: general; botany: general
Introductory physical sciences	General chemistry; general physics; general geology
College-level mathematics	College algebra, liberal arts mathematics, finite mathematics, statistics, precalculus, calculus
Core history	Western civilization, world history, U.S. history surveys, European history 1789–present, Asian history, African history, Latin-American history
General psychology	[single course category]
Micro/macroeconomics	[single course category]
Humanities other than literature and foreign languages	Humanities: general; introduction to philosophy; ethics (philosophy); religious studies surveys; interdisciplinary humanities; arts/humanities
Literature	Literature: general; introductions to poetry, fiction, drama, non-fiction prose; English literature; American literature; Afro-American literature
Core social sciences	Anthropology: general; cultural anthropology; geography: general; introduction to political science; U.S. government; introduction to sociology
Visual/graphic arts	Visual communications; introduction to design; fine arts: introduction; art history; drawing
Foundation business	General business principles; business law/legal environment; introduction to accounting

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APPENDIX J

Collinearity Statistic (Tolerance) for the Seven Steps of the Logistic Narrative

Variable	Step 1 table 12	Step 2 table 13	Step 3 table 15	Step 4 table 16	Step 5 table 24	Step 6 table 26	Step 7 table 27
Academic Resources quintile	0.8618	0.7454	0.5672	0.5638	0.5631	0.5554	0.5957
Socioeconomic status quintile	0.8761	0.8638	0.8505	0.8494	0.8452	0.8851	0.8893
Race/ethnicity	0.9198	0.9231	0.9068	0.9065	0.8977	[c]	[c]
Gender	0.9712	0.9623	0.9404	0.9403	0.9351	0.9187	0.9184
Parenthood by age 20	0.9734	0.9653	0.9443	0.9441	0.9409	0.9409	0.9409
Education anticipations	0.9071	0.8930	0.8517	0.8515	0.8460	0.8458	0.8468
Selectivity of first institution	[a]	0.8296	0.8342	0.8330	0.8143	0.8233	0.8195
No delay of entry	[a]	0.9034	0.8663	0.8599	0.8633	0.8698	0.8664
Acceleration credits	[a]	0.8862	[b]	[b]	[b]	[b]	[b]
Low credits in first year	[a]	[a]	0.7645	0.7611	0.7125	0.7096	0.6860
First-year grades	[a]	[a]	0.8427	0.8410	0.8246	0.7619	0.7646
First-year remediation	[a]	[a]	0.7586	0.7585	0.7462	0.7759	[c]
First-year college-level math	[a]	[a]	0.7439	0.7435	0.7688	[d]	[d]
Work-study	[a]	[a]	[a]	0.9563	[b]	[b]	[b]
Multiple institutions	[a]	[a]	[a]	[a]	0.6671	0.7976	0.6601
Classic transfer	[a]	[a]	[a]	[a]	0.7216	0.7985	0.7049
Four-to-four transfer	[a]	[a]	[a]	[a]	0.7801	0.9426	0.7731
Summer-term credits	[a]	[a]	[a]	[a]	0.8926	0.9030	0.8978
Ever part-time	[a]	[a]	[a]	[a]	0.8192	0.8056	0.7130
Trend in grades	[a]	[a]	[a]	[a]	[a]	0.9093	0.9136
Cumulative college math	[a]	[a]	[a]	[a]	[a]	0.8166	0.8089
Continuous enrollment	[a]	[a]	[a]	[a]	[a]	[a]	0.7595
Withdrawal/repeat ratio	[a]	[a]	[a]	[a]	[a]	[a]	0.7816

[a] Variable not included at this step of the logistic narrative.
[b] Variable did not qualify to be carried forward to the next step of the logistic narrative.
[c] Variable did not meet criterion for entry into the model at this step of the logistic narrative.
[d] Replaced by cumulative college math in these steps of the logistic narrative.
NOTE: For definition of tolerance and discussion of collinearity, see Appendix D.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

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APPENDIX K

So They Earned a Degree! Now, How Long Did It Take Them?

The second most frequently asked question about U.S. higher education concerns time to degree. Despite accumulating evidence over the past quarter-century, the normative benchmark for completing a bachelor's degree has remained at four elapsed academic years. Our ideal seems not only to get it over with, but to get it over with in normative time. An altruistic argument in favor of the normative is that when students finish in a timely manner, they make room for others, i.e., completion keeps the access channels open. Yet recipients of bachelor's degrees are adults who have made a variety of decisions concerning competing goals and obligations that often do not include finishing a degree in four years. For example, if one looks at all recipients of bachelor's degrees in 1999–2000, and asks when they commenced their studies and how old they were when the degree was awarded, one finds that 62.8 percent (s.e. = 1.5) of the 7.5 percent of bachelor's degree recipients who were over 40 in 2000 started out in postsecondary education before 1980. At a minimum, the elapsed time to degree for these people was 20 years (in fact, the average was over 27 years). Of the 9.2 percent (s.e. = 0.4) of degree completers who were between 30 and 39 in 2000, 73.3 percent (s.e. = 1.7) entered postsecondary education prior to 1990, so, at a minimum, the elapsed time to degree for these people was 10 years (in fact, the average was nearly 15 years).[61]

The key phrase for our purposes is "elapsed time," as that is the customary way of measuring time to degree. It is not surprising that the older the baccalaureate recipient, then more likely that student had taken at least two years off from higher education, and the more likely that their principal reason for doing so was "change in family status," as in becoming a parent and raising children. The reader might consider, in passing, when complaints are raised about excessive time to degree, whether our system of higher education should be "blamed" for providing the opportunity for adults with different life trajectories to return to school and complete degrees, even if the time between initial enrollment and degree award is 15 or more years. That is the practical meaning of elapsed time.

There is an obvious difference between elapsed and enrolled time. When DesJardins, Ahlburg, and McCall (2002) investigated factors leading to "timely graduation," they confined one of their universes to students who had never stopped out—not even for the one term this study allows stop-out without labeling the student a non-continuous enrollee.[62] If we followed this mode of analysis, we could focus in on student *uses* of enrolled time to determine what contributed to and what detracted from year-by-year progress. Knight (2002) includes types and timing of

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[61] All data in this paragraph were generated from the National Center for Education Statistics: Baccalaureate and Beyond Longitudinal Study, 2000: Data Analysis System.

[62] The research here involved a "competing risks" model in which the histories of students who had never stopped out were compared to the histories of those who had stopped out, hence, embraced both elapsed and enrolled time.

remediation, majors and changes-of-major, course withdrawals and repeats, course failures, credit hours earned and grades in general education courses, hours per week working and studying, and first-year grade point average among variables reflecting different aspects of the uses of time.[63] Volkwein and Lorang (1996) took up the phenomenon of students with extended time-to-degree because they purposefully carried lighter credit loads. Why did they carry less than the 15 credit per semester norm for the institution that served as the site for this study? To enhance GPA (an objective which precipitated dropping difficult courses), and to generate more free time, some of which was for work or family responsibilities, or both. Some respondents also cited difficulty of enrolling in a course "at the time I wanted," a phenomenon familiar to anyone who has worked student registration lines.

We also know that many disciplines require credit hour production that, when translated into standardized semester metrics, exceed the 120 credits that would be produced by students who attended only during the regular academic year and carried a standardized full-time load of 15 credits per semester. In a survey of 91 public universities in all 50 states, Pitter, LeMon, and Lanham (1996) found combinations of university and program requirements ranging from 122–124 credits in social sciences, foreign languages, psychology, mathematics, and protective services, for example, to 130–142 credits in such fields as engineering, architecture, and health professions (e.g., nursing, physical therapy, etc.). They also confirm our observation of five-year bachelor's degree programs in pharmacy, for a noted case, with a median credit requirement of 161. Any requirement above 120 credits will either add time to degree or encourage students to (a) earn credits by examination, including Advanced Placement, (b) attend during summer terms, and/or (c) carry credit loads in excess of 15 per semester in order to graduate "on time".[64] As Garcia (1994) observed, whether the student is a community college transfer or a native student in a four-year college, the "basic recipe" for completing a bachelor's degree within the standard "templates for time-to-degree is to maintain continuous enrollment and to earn more than 30 semester units each academic year" (p. 8). Sounds simple, but the list of diverting phenomena is long, complex, and often best assessed for *indirect* effects, as Garcia has done, using path analysis.

What we learn from these studies of the uses of enrolled time in relation to normative models of time to degree is what to include in both descriptive and multivariate accounts of elapsed time—and elapsed time is the measure used in both the original *Tool Box* and *The Toolbox Revisited.* The descriptive statistics are offered to the reader in Appendix L, table L13, but some basic observations are worth repeating here. First, the mean elapsed time to degree for bachelor's recipients in the NELS:88/2000 was 4.58 calendar years, and the median time (which

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[63]Knight's list for a "hypothesized model of effects upon total semesters elapsed" (Knight 2002, p. 6) also includes provisions for variables derived from student surveys that are parallel to those used in the National Survey of Student Engagement, e.g., in Kuh et al. 2001.

[64]The small number of NELS:88/2000 bachelor's recipients who completed the degree in three elapsed calendar years or less entered with a mean of 10.6 acceleration credits (s.e. = 2.81) and subsequently accumulated a mean of 12.2 credits during summer terms (s.e. = 1.94).

is probably more meaningful) was 4.24 calendar years.[65] Shorter time to degree is observable among students from the highest quintile of high school Academic Resources, students who first entered highly selective institutions, among those who brought more than four acceleration credits across the matriculation line, and among those who attended only one school. Considerably longer time to degree is observable among those who attended three or more schools, among both community college to four-year college and four-year-to-four-year transfer students, among those who took more than one remedial course, those who were not continuously enrolled, and those who majored in the physical sciences. Most of these relationships confirm common sense.

But it is the multivariate analysis that will tell us what counts, and that is the purpose of table K1. Table K1 presents a linear (Ordinary Least Squares) regression in which the dependent variable, time to degree, is set on a scale with four values: more than 6 calendar years, 5–6 years, 4–5 years, and less than 4 calendar years (which encompasses the normative four-year degree). With one exception, a dichotomous variable indicating whether the student ever engaged in a cooperative education or internship course, the independent variables selected were those previously explored and (in most cases) used in the logistic narrative of Part IV of this study. The statistically significant independent variables are highlighted in bold. How do we read the table? What do we see?

On reading the table: First, the R^2 indicates that this linear model accounts for half the variance in timing of bachelor's degree completion for the NELS:88/2000 cohort. That's a very convincing level. Second, the positive parameter estimates mark variables that add time to degree, while the negative parameter estimates indicate variables that shrink it. Third, the following variables did not meet the significance threshold for entering the model (set at $p < .05$): race/ethnicity, becoming a parent by age 20, multi-institutional attendance, and freshman year remediation.

There is no question of the major contributors to extended time to degree:

1. Excessive no-penalty course withdrawals (W) and no-credit repeats (NCR)—Damaging to degree completion, these are just as damaging to time to degree. Yes, we can keep students continuously enrolled, but if much of that enrollment is nullified by withdrawals and repeats, we have what Tinto calls retention without education. It's worse, though, because every seat at every available hour in every facility of an institution of higher education is at stake, and every seat marked with a W or NCR bars another student from sitting down. When the blocked seats reach a critical mass, general access is impeded as well. This observation is worth repeating.

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[65]Broh (1991) presented an intriguing argument for an alternative time to degree calculation that began with the *median*, not the mean, and included students who had not finished the degree but who were still enrolled as degree candidates. In *The Toolbox Revisited*, the median for students who had completed degrees is 4.24 calendar years. Including students who had not earned degrees by December 2000 but who were still enrolled as bachelor's candidates, the median time to degree would be 4.49—very close to the mean of 4.58.

2. Transfer, both classic community college to four-year, and four-year to four-year—As previously noted, transfer often involves a hiatus in enrollment and extra effort to meet prerequisite requirements at the new institution.
3. Change of major—Garcia (1994) observed that the more times the student changed major, the greater the elapsed time to degree. Knight (2002, 2004a, 2004b) also includes multiple changes of major among the set of variables with significant impact on both enrolled and elapsed time.
4. Whether the student was ever part-time—Since our variable for part-time attendance was constructed partly with reference to course withdrawals that, in effect, produced lighter course loads, the result here backs up the conclusions of Volkwein and Lorang (1996).

Table K1. Ordinary Least Squares regression indicating factors influencing time-to-degree for 1992 12th-graders who earned bachelor's degrees by December 2000

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Partial R-square[a]
Intercept	3.5227	0.2703	8.41	0.001	
WRPRATIO[b]	**4.5126**	**0.4314**	**6.75**	**0.001**	**0.1946**
Continuous enrollment	**-1.2149**	**0.0854**	**9.18**	**0.001**	**0.1287**
Community college transfer	**0.4789**	**0.0632**	**4.89**	**0.001**	**0.0616**
Four-to-four transfer	**0.3685**	**0.0553**	**4.30**	**0.001**	**0.0358**
Ever part-time	**0.3813**	**0.0496**	**4.96**	**0.001**	**0.0274**
Remedial problem[c]	**0.1322**	**0.0344**	**2.48**	**0.05**	**0.0232**
Freshman GPA quintile	**0.0758**	**0.0186**	**2.63**	**0.02**	**0.0109**
Changed major	**0.1711**	**0.0431**	**2.56**	**0.02**	**0.0055**
SES quintile	**-0.0563**	**0.0174**	**2.09**	**0.10**	**0.0028**
Selective first institution	-0.1227	0.0470	1.69	†	0.0045
Academic Resources quintile	-0.0551	0.0233	1.53	†	0.0052
First-year low credits	0.1717	0.0800	1.39	†	0.0015
GPA trend	-0.0518	0.0288	1.16	†	0.0024
No delayed entry	0.1922	0.1190	1.04	†	0.0014
Co-ops or internships	-0.0736	0.0508	0.87	†	0.0007
Education anticipations	-0.1324	0.0497	1.11	†	0.0006
Gender	0.0623	0.0388	1.04	†	0.0010
					$R^2 = 0.5052$
					Adjusted $R^2 = 0.5056$

†Variable did not meet minimum criterion for statistical significance in this model.
[a] Indicates the contribution of each variable to the explanation of variance, the total R^2.
[b] Ratio of no-penalty withdrawals and no-credit repeats to all courses attempted.
[c] See Glossary, p. 191.
NOTES: Root design effect = 1.55. Statistically significant variables are highlighted in bold. Weighted N=922k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

And there is no question concerning which variables will contract time to degree: continuous enrollment and no remediation (the highest value of the "total remediation" variable). Socioeconomic status is a marginally significant contributor to lower time to degree, while the position of freshman year GPA quintile as a contributor to extended time to degree is somewhat puzzling.

Of those variables that were admitted to the linear model but failed to reach the threshold of statistical significance, enrollment in cooperative education or internship courses deserves special attention because it raises contrasting policy options with respect to influences on time to degree. Knight (2004b) observes that:

> Timely degree completion is not all that matters in terms of college student outcomes. Both analytical and student self-report evidence supports the fact that enrollment in cooperative education classes, involvement in internships, etc., while extending time-to-degree, significantly improves student learning and skill development, affective outcomes, career prospects, and the like. Significantly reducing time-to-degree could perhaps demand a trade-off against other long-term (and maybe more important) outcomes. (p. 14).

It turns out that the NELS:88/2000 baccalaureate students who engaged in cooperative education or internships or clinical externships did not take longer than others to complete degrees. But Knight is really asking readers to reflect on the principal objectives of conducting a baccalaureate enterprise. The modes of instructional delivery in professional and applied fields, in particular, often include carefully designed, graded experience in occupational environments, involving considerable time commitments that lie beyond the classroom. If we say to a school of engineering, "You can't offer cooperative education any more and cannot require more than 128 credits for a degree," what do we accomplish in terms of the quality of student learning and the quality of engineering graduates?

In contrasting spirit, if we observe institutions in which students can withdraw from courses, without penalty, as much as 10 weeks into a 14-week semester, a volume of withdrawals equivalent to 15 percent of all credits offered by the institution in a calendar year, and the average time to degree for native students at that institution to be well over five calendar years, we would accomplish a great deal by a tightening of course withdrawal policy. Here is a prime candidate for future research governed by quasi-experimental design: Find two comparable institutions (mission, size, demography, distribution of majors), one with lax withdrawal rules, the other with restrictive rules. The hypothesis, from everything learned in this data essay: An institution that restricts course withdrawal policy will witness higher graduation rates and shorter average time to degree.

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APPENDIX L

Tables and Comments on Miscellaneous Topics Raised in the Text

Table L1. Percentage of 1988 eighth-graders who graduated from high school, by timing and type of high school diploma (if any), by gender, race/ethnicity, and socioeconomic status quintile

Population	Graduated by July 1992 with standard diploma	Graduated by July 1992 with GED	Graduated after July 1992 with standard diploma	Graduated after July 1992 with GED	Had not graduated by December 2000
All 1988 eighth-graders	78.3 (1.08)	2.6 (0.38)	4.7 (0.44)	5.1 (0.50)	9.3 (0.84)
Race/ethnicity					
White	82.4 (1.06)	2.3 (0.40)	3.1 (0.36)	4.4 (0.54)	7.8 (0.85)
African-American	63.2 (4.59)	4.6 (1.86)	11.2 (2.39)	9.0 (2.22)	12.0 (3.27)
Latino	66.1 (3.34)	2.5 (0.44)	7.6 (1.28)	6.9 (1.16)	16.9 (3.16)
Asian	93.4 (1.90)	0.4 (0.18)	1.6 (0.57)	0.9 (0.35)	3.7 (1.81)
American Indian	61.6 (7.71)	2.9 (1.24)	11.3 (5.59)	4.3 (2.39)	20.0 (7.26)
Gender					
Male	77.1 (1.61)	2.2 (0.41)	5.1 (0.66)	5.2 (0.80)	10.4 (1.37)
Female	79.6 (1.28)	2.9 (0.63)	4.2 (0.58)	5.1 (0.58)	8.3 (0.92)
Socioeconomic status quintile					
Highest	94.8 (1.12)	0.5 (0.17)	2.0 (0.58)	1.6 (0.75)	1.1 (0.49)
2nd quintile	84.1 (1.90)	3.7 (1.30)	4.4 (0.96)	3.6 (0.80)	4.3 (1.02)
3rd quintile	83.4 (1.99)	2.4 (0.66)	4.2 (1.01)	5.3 (1.38)	4.7 (0.73)
4th quintile	70.5 (2.55)	2.9 (0.80)	5.9 (1.00)	7.7 (1.34)	13.0 (2.42)
Lowest	54.1 (2.61)	3.6 (0.83)	7.5 (1.25)	8.0 (1.15)	26.8 (2.80)
Urbanicity of high school community					
Urban	73.7 (2.32)	2.8 (0.75)	7.1 (1.15)	6.7 (1.12)	9.7 (1.67)
Suburban	81.3 (1.41)	2.6 (0.74)	4.2 (0.62)	4.3 (0.77)	7.6 (0.92)
Rural	80.5 (1.85)	2.3 (0.35)	3.0 (0.46)	4.6 (0.71)	9.6 (1.76)

NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L2. Percentage distribution of high school graduation status, postsecondary participation and degree completion of students in the 1992 NELS:88/2000 survey, by retention in-grade

	Was student ever retained in grade?		
	No	Yes	Indeterminable
Population			
All students:	73.0 (0.94)	17.8 (0.90)	9.2 (0.71)
Education Attainment			
High school completion			
Academic diploma	90.6 (0.67)	58.6 (2.44)	57.1 (3.50)
GED and other	4.7 (0.43)	20.2 (2.28)	14.8 (2.31)
Did not complete	3.8 (0.52)	18.9 (1.86)	26.7 (3.60)
Indeterminable	0.9 (0.18)	2.2 (0.61)	1.4 (0.37)
Postsecondary entry	81.3 (0.86)	48.7 (2.23)	47.5 (3.53)
Highest degree			
No postsecondary	18.7 (0.86)	51.3 (2.23)	52.5 (3.53)
No degree	35.1 (0.90)	35.0 (2.17)	29.1 (2.93)
Certificate	3.7 (0.32)	3.7 (0.65)	4.1 (1.22)
Associate	6.2 (0.41)	3.2 (0.61)	4.8 (1.33)
Bachelor's or above	36.4 (1.00)	6.8 (0.82)	9.5 (1.91)
Highest degree of those who entered postsecondary			
No degree	40.5 (1.01)	69.0 (2.60)	57.8 (5.19)
Certificate	4.8 (0.43)	9.1 (1.59)	9.8 (3.23)
Associate	8.0 (0.54)	6.2 (0.95)	10.7 (2.86)
Bachelor's	46.7 (1.10)	15.6 (1.83)	21.7 (4.05)

NOTES: (1) Standard errors are in parentheses. (2) Column totals for high school completion and highest degree may not add to 100.0 percent due to rounding. (3) Weighted Ns for all students: Never retained in grade = 2.298M; retained in grade = 560k; indeterminable = 291k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES #2003-402 and Supplement).

Table L3. Percentage distribution of 1992 12th-graders who entered postsecondary education, by selectivity of first institution of attendance, by standard demographics

	Selectivity of first institution of attendance				
Population	Highly selective	Selective	Non-selective	Open-door	Not ratable[a]
All students	3.2 (0.43)	12.2 (0.66)	40.4 (1.02)	41.6 (1.13)	2.6 (0.31)
Gender					
Male	3.4 (0.58)	12.3 (0.86)	38.2 (1.40)	44.0 (1.50)	2.1 (0.39)
Female	3.0 (0.51)	12.1 (0.84)	42.2 (1.30)	39.6 (1.44)	3.1 (0.42)
Race/ethnicity					
White	2.4 (0.32)	13.2 (0.78)	42.5 (1.15)	39.6 (1.24)	2.3 (0.34)
African-American	5.1 (2.30)	7.5 (1.59)	41.7 (3.36)	42.4 (3.98)	3.2 (0.82)
Latino	2.8 (1.23)	7.9 (2.31)	28.5 (3.09)	56.2 (3.40)	4.5 (1.47)
Asian	12.9 (3.09)	15.4 (2.35)	30.6 (3.11)	38.4 (3.84)	2.7 (1.37)
American Indian	#	6.7 (3.02)	29.7 (8.55)	62.2 (9.33)	1.4 (1.07)
Socioeconomic status quintile					
Highest	7.3 (1.05)	25.1 (1.47)	45.6 (1.67)	20.6 (1.60)	1.3 (0.55)
2nd quintile	2.1 (0.85)	10.2 (0.99)	42.7 (1.93)	43.4 (2.07)	1.6 (0.33)
3rd quintile	0.4 (0.13)	6.0 (0.72)	40.2 (1.97)	50.3 (2.10)	3.0 (0.52)
4th quintile	0.8 (0.29)	4.8 (0.76)	35.2 (1.97)	55.7 (2.06)	3.5 (0.70)
Lowest quintile	1.3 (1.08)	3.8 (0.95)	29.9 (3.07)	58.9 (3.36)	6.1 (1.44)

Rounds to zero.

[a] Includes less-than-two-year trade schools, conservatories (music and art), and schools of divinity.

NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding. Weighted N=2.03M.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L4. Descriptive relationship of number of credits earned in the first calendar year of attendance by 1992 12th-graders to highest degree earned by December 2000

	Highest degree earned by December 2000				
Number of credits in first year	None	Certificate	Associate	Bachelor's or higher	**Percentage of all students**
0–10	84.6 (1.44)	6.4 (0.98)	5.4 (0.88)	3.6 (0.75	**24.5 (0.94)**
11–19	63.9 (2.27)	4.9 (0.88)	12.0 (1.65)	19.2 (1.70)	**16.5 (0.73)**
20–29	27.5 (1.39)	3.8 (0.75)	8.4 (0.79)	60.3 (1.60)	**31.0 (0.83)**
30 or more	10.6 (0.86)	5.1 (0.66)	7.9 (0.83)	76.5 (1.31)	**27.9 (0.81)**
Among those who attended a four-year college at any time, number of credits earned in first year					
0–10	75.8 (3.15)	4.9 (1.50)	8.8 (2.18)	10.4 (2.11)	**12.4 (0.88)**
11–19	53.9 (2.82)	2.1 (0.55)	12.1 (2.22)	31.9 (2.51)	**14.1 (0.70)**
20–29	24.2 (1.39)	2.0 (0.79)	5.0 (0.62)	68.9 (1.59)	**38.8 (1.01)**
30 or more	8.4 (0.81)	0.6 (0.16)	3.4 (0.48)	87.6 (0.93)	**34.8 (0.94)**

NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding. Weighted N for all 1992 12th-graders = 2.09M; for those who attended a four-year college at any time:1.47M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L5. Percentage distribution of enrollment intensity over six years (1995/96–2001) of students who started out in postsecondary education in 1995/96, by age as of December 1995

Age at entry	Enrollment intensity		
	Full-time only	Part-time only	Both full-time and part-time
All Students	47.0 (1.1)	12.2 (0.8)	40.7 (1.0)
Less than 21	51.8 (1.1)	4.4 (0.5)	43.8 (1.1)
21–23	40.0 (3.8)	18.7 (3.1)	41.3 (1.1)
24–29	30.2 (3.7)	35.5 (4.6)	34.3 (4.2)
30 and older	32.1 (3.1)	42.9 (3.5)	25.0 (2.8)

NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding.
SOURCE: National Center for Education Statistics: Beginning Postsecondary Students Longitudinal Study, 1995/96–2001, Data Analysis System (NCES 2003-171).

As the reader will notice, about 48 percent of traditional-age students in the BPS longitudinal study of 1995/96-2001 told us that they attended part-time at some point in their undergraduate careers. In contrast, only 38 percent of the NELS:88/2000 postsecondary cohort indicated in their 2000 CATI interviews that they had attended part-time at any time. Are the two cohorts, three years apart in their modal starting date, that different? No.

NELS:88/2000:

Part-time by student report	37.7
Part-time by transcript evidence	9.7
Total part-time	47.4

BPS95/96–2001 students who started before they were 21:

Always part-time	4.4
Mixed full-time and part-time	43.8
Total part-time	48.2

So a dichotomous variable indicating whether the student *ever* attended part-time can be included in the logistic model in Step 5 (attendance patterns).

Table L6. Mean Carnegie unit credits earned in grades 10–12 by (a) all 1992 12th-graders and (b) by those of known socioeconomic status who attended a four-year college at any time and for whom high school transcript records and senior year test scores were complete

	Mean Carnegie units earned by:	
Category of earned credits	All 1992 12th-graders	All 1992 12th-graders who are the subjects of *The Toolbox Revisited*[a]
All high school credits	17.93 (0.09)	18.74 (0.09)
All academic credits	16.06 (0.09)	17.13 (0.09)
All vocational credits	1.28 (0.03)	1.01 (0.03)
English	4.11 (0.02)	4.18 (0.02)
Mathematics	3.39 (0.03)	3.61 (0.03)
Foreign language	1.98 (0.04)	2.31 (0.04)
Science	3.14 (0.03)	3.39 (0.03)
Social sciences	3.55 (0.03)	3.64 (0.03)

[a] These students are the same as those described under (b) in the title of this table.

NOTES: Standard errors are in parentheses. Weighted N for all 1992 12th-graders: 2.62M. Weighted N for 1992 12th-graders who graduated from high school by December 1996, attended a four-year college at any time, and were of known socioeconomic status: 1.41M.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L7. Logistic account of the three components of Academic Resources in relation to bachelor's degree attainment for all 1992 12th-graders with complete records for all three components

Variable	Parameter estimate	Adjusted standard error	F	*t*	*p*	Standard-ized estimate	Odds Ratio
Intercept	-5.3515	0.2348	529.46	11.12	0.01		
Curriculum intensity	0.6273	0.0568	122.17	5.39	0.02	0.4672	1.87
Classrank/GPA	0.4700	0.0529	79.05	4.34	0.05	0.3686	1.60
Senior test score	0.3649	0.0561	42.25	3.17	0.10	0.2785	1.44

NOTES: Standard errors adjusted by root design effect=2.05; universe consists of 1992 12th-graders with high school transcript records and senior year test scores. Percent of concordant probabilities predicted: 85.1; G^2=7536.7; *df*=8280; G^2/df=90.9; X^2 (df)=2977.32 (3).

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L8a. First season of postsecondary attendance of NELS:88/2000 students (a) who participated in the 1992 NELS survey and (b) who were 12th-graders in 1992 and subsequently attended a four-year college

	All students in 1992 survey	12th-graders in 1992 with full high school records who attended a four-year college
First season of attendance		
Summer term	5.8 (0.46)	4.4 (0.49)
Fall term	82.1 (0.83)	91.3 (0.65)
Winter or spring terms	12.1 (0.71)	4.3 (0.37)

Table L8b. Percentage of two groups of NELS:88/2000 postsecondary students who entered in the fall term: (a) All who participated in the 1992 NELS survey and (b) those who were 12th-graders in 1992 and subsequently attended a four-year college, by race/ethnicity and socioeconomic status quintile

	Percent Entering in the Fall Term	
	All students in 1992 survey	12th-graders in 1992 with full high school records who attended a four-year college
By race/ethnicity		
White	84.3 (0.84)	92.3 (0.54)
African-American	73.8 (3.53)	85.7 (4.28)
Latino	73.9 (2.19)	86.1 (3.49)
Asian	83.3 (3.54)	89.9 (3.77)
American Indian	85.1 (5.82)	97.1 (2.87)
By socioeconomic status quintile		
Highest	92.2 (0.73)	93.7 (0.81)
2nd quintile	83.3 (1.85)	90.6 (1.66)
3rd quintile	79.6 (1.68)	90.8 (1.04)
4th quintile	77.4 (1.83)	89.9 (1.32)
Lowest	66.0 (2.96)	82.7 (3.62)

NOTES: Standard errors are in parentheses. Weighted Ns: 1992 survey participants = 2.18M; 1992 12th-graders who attended a four-year college at any time and who presented full high school records = 1.18M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L9. Percentage of 1992 12th-graders earning credits in college-level math courses, both in the first calendar year of attendance and cumulatively, by number of credits earned in college-level mathematics, and type and selectivity of first institution of attendance

Characteristics of first institution	Number of credits in all college-level math courses earned in the first calendar year of attendance: None	1-4	More than 4
Type of first institution			
Four-year	44.2 (1.20)	30.2 (1.02)	25.6 (0.98)
Community college	82.1 (1.22)	12.0 (1.00)	6.0 (0.75)
Other sub-baccalaureate	89.2 (2.72)	9.5 (2.70)	1.3 (0.51)
Selectivity of first institution			
Highly selective	25.1 (5.69)	26.9 (4.24)	48.0 (5.32)
Selective	26.9 (1.98)	32.0 (2.38)	41.1 (2,28)
Nonselective	51.3 (1.26)	30.1 (1.15)	18.6 (0.91)
Open-door	82.4 (1.17)	11.8 (0.96)	5.8 (0.73)
Not ratable	92.4 (2.51)	3.7 (2.09)	3.9 (1.42)

	Number of credits in all college-level math courses earned at any time in the undergraduate careers of students who earned more than 10 undergraduate credits[a]: None	1–4	5–9	More than 9
Type of first institution				
Four-year	23.2 (0.96)	26.3 (0.96)	28.9 (0.92)	21.5 (0.99)
Community college	52.8 (1.82)	21.4 (1.47)	16.1 (1.29)	9.6 (1.01)
Other sub-baccalaureate	79.1 (3.88)	12.4 (3.62)	6.1 (1.70)	2.4 (0.83)
Selectivity of first institution				
Highly selective	18.1 (5.44)	17.8 (3.53)	18.0 (3.34)	46.1 (5.33)
Selective	16.5 (1.74)	21.1 (2.21)	31.9 (2.13)	20.5 (2.16)
Nonselective	25.4 (1.02)	29.1 (1.14)	28.7 (1.09)	16.8 (0.94)
Open-door	54.2 (1.77)	21.2 (1.43)	15.6 (1.24)	9.1 (0.92)
Not ratable	88.0 (3.10)	2.7 (1.14)	7.9 (2.65)	1.4 (0.81)

[a] The "more than 10 undergraduate credits" criterion excludes incidental students.

NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding. Weighted N for all 1992 12th-graders = 2.09M; for those who earned more than ten credits: 1.83M.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L10. Logistic account of factors associated with bachelor's degree completion for 1992 12th-graders who attended a four-year college at any time, using second-year cumulative credits and second-year cumulative GPA

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	- 6.2118	.7595	4.63	.001	----
GPA through second year	**0.7585**	**.1826**	**2.37**	**.05**	**0.1672**
Credits through second year	**1.1780**	**.1054**	**6.34**	**.001**	**0.2597**
No delay of entry	0.8852	.3240	1.55	†	†
SES quintile	**0.2636**	**.0651**	**2.29**	**.05**	**0.0581**
Education expectations	0.5402	.2031	1.51	†	†
Academic Resources quintile	**0.3345**	**.0821**	**2.31**	**.05**	**0.0737**
Ever part-time	**-1.3259**	**.1611**	**4.66**	**.001**	**-0.2923**
Summer-term credits	**0.5273**	**.0929**	**3.29**	**.01**	**0.1162**
Race/ethnicity	-0.3327	.2186	0.86	†	†
Gender	-0.1998	.1574	0.72	†	†
Parenthood by age 20	-0.8960	.4535	1.12	†	†
Multiple institutions	-0.5354	.1874	1.62	†	†
Community college transfer	0.6251	.2151	1.65	†	†
First institution was selective	0.4008	.2248	1.01	†	†
College-level math in first year	0.2064	.1692	0.69	†	†
First-year remediation	0.2940	.1929	0.86	†	†

† Variables did not meet threshold criterion for statistical significance.

NOTES: Standard errors adjusted by root design effect = 1.71. Delta-p computed only for statistically significant variables (in bold). Universe consists of all 1992 12th-graders who participated in postsecondary education, whose records indicated positive values for all variables in the model, and whose transcript records were complete. Weighted N = 1.5M. $G^2 = 3477.1$; df=4759; $G^2/df = 0.73$; X^2 (df)= 2272.2 (17); p = 0.0001. Proportion concordant predicted probabilities = 90.4 percent.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L11. Institutional attendance patterns of 1982 and 1992 12th-graders who subsequently earned more than 10 postsecondary credits[a]

Attendance characteristics	Class of 1982	Class of 1992
Number of schools attended		
One	46.9 (0.82)	43.5 (1.06)
Two	33.8 (0.75)	35.1 (0.93)
More than two	19.3 (0.63)	21.5 (0.84)
For those who attended more than one school:		
Attended in more than one state	39.5 (1.21)	35.7 (1.36)
Institutional combinations:		
Four-year only	38.9 (1.21)	27.5 (1.17)
Reverse transfer[b]	7.6 (0.60)	8.2 (0.76)
Community college transfer	18.1 (0.90)	22.1 (1.12)
Alternating/simultaneous[c]	10.2 (0.67)	13.8 (1.01)
Four-year student with incidental community college[d]	[e]	12.7 (0.90)
Four-year plus other sub-baccalaureate	4.9 (0.46)	1.8 (0.36)
Community college only	10.2 (0.69)	9.1 (0.71)
Community college and other sub-baccalaureate	5.3 (0.50)	3.0 (0.33)
Sub-baccalaureate trade school only	1.1 (0.22)	0.3 (0.20)
Other combinations	3.6 (0.51)	1.5 (0.31)

[a] The reason for excluding incidental students (those who earned 10 or fewer credits) is that they provide an insufficient history for judging multi-institutional attendance.
[b] Student began in four-year institution, did not earn a degree, and transferred to a community college.
[c] Student moved back and forth between four-year and two-year institutions, or attended two institutions at the same time, or did both.
[d] Student was based in a four-year institution, and earned 10 or fewer credits, principally during summer terms, from community colleges. This measure was not available in the High School & Beyond/Sophomore cohort transcript file.
[e] Category was not available in the High School & Beyond/Sophomore cohort transcript files (NCES 2000-194).
NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding. Weighted N for those who earned more than ten credits: 1.83M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L12. Percentage distribution of final (December 2000) education status of 1988 eighth-graders, by type and timing of high school diploma (if any), and including those who did not earn high school diplomas

Secondary/postsecondary status	Percent
1) Earned standard high school diploma by July 1992 and	
Earned at least a bachelor's degree	29.1 (0.94)
Associate degree was highest earned credential	4.7 (0.28)
Certificate was highest earned credential	2.8 (0.24)
No degree, but still enrolled in 2000	4.6 (0.33)
No degree, not enrolled in 2000	23.6 (0.79)
Never entered postsecondary education	13.1 (1.10)
2) Earned standard high school diploma *after* July 1992 and	
Earned at least a bachelor's degree	0.2 (0.12)
Associate degree was highest earned credential	0.3 (0.14)
Certificate was highest earned credential	0.2 (0.04)
No degree, but still enrolled in 2000	0.4 (0.14)
No degree, not enrolled in 2000	1.9 (0.29)
Never entered postsecondary education	1.6 (0.23)
3) Earned GEDs or certificates of attendance and	
Earned at least a bachelor's degree	0.1 (0.03)
Associate degree was highest earned credential	0.2 (0.05)
Certificate was highest earned credential	0.4 (0.14)
No degree, but still enrolled in 2000	0.8 (0.22)
No degree, not enrolled in 2000	2.8 (0.38)
Never entered postsecondary education	3.9 (0.46)
4) Others	
Did not graduate from high school, but entered postsecondary	1.0 (0.42)
Did not graduate from high school, no postsecondary	6.7 (0.65)
Indeterminable high school graduation status	1.7 (0.37)

NOTES: Standard errors are in parentheses. Percent column may not add to 100.0 due to rounding. Weight used throughout this table is the F4BYWT with a base year (1988) flag. F4BYWT covers NELS:88/2000 students who were in both the base year (1988) sample and the 2000 follow-up survey sample. Weighted N=2.93M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L13. Mean elapsed time to bachelor's degree[a] for all 1992 12th-graders who earned the degree by December 2000, by demographics, academic background, and attendance pattern characteristics

Student characteristic	Mean elapsed calendar years to degree	Standard deviation	Standard error
All NELS:88/2000 bachelor's	4.58	1.098	0.028
By Academic Resources quintile			
Highest quintile	4.23	0.914	0.042
2nd quintile	4.63	1.089	0.045
3rd quintile	4.94	1.091	0.071
4th quintile	4.98	1.206	0.137
Lowest quintile	5.54	1.095	0.161
By socioeconomic status quintile			
Highest quintile	4.40	1.018	0.044
2nd quintile	4.66	1.131	0.056
3rd quintile	4.74	1.089	0.060
4th quintile	4.83	1.201	0.084
Lowest quintile	4.87	1.113	0.120
By education anticipations			
Bachelor's consistent	4.49	1.051	0.029
Raised to bachelor's	4.90	1.138	0.067
Lowered from bachelor's	5.14	1.303	0.218
By selectivity of first institution			
Highly selective	3.92	0.741	0.093
Selective	4.32	0.987	0.071
Nonselective	4.53	1.026	0.031
Open-door	5.39	1.165	0.070
Not rated	4.85	1.412	0.481
By number of acceleration credits			
None	4.67	1.105	0.034
1–4	4.46	1.006	0.083
5–8	4.38	1.005	0.081
9 or more	4.28	1.101	0.088

See notes at end of table.

Table L13. Mean elapsed time to bachelor's degree[a] for all 1992 12th-graders who earned the degree by December 2000, by demographics, academic background, and attendance pattern characteristics—continued

Student characteristic	Mean elapsed calendar years to degree	Standard deviation	Standard error
By number of schools attended			
One	4.30	0.825	0.034
Two	4.66	1.143	0.048
Three or more	5.04	1.254	0.063
By transfer status			
Community college to four-year	5.43	1.162	0.071
Four-year to four-year	5.09	1.197	0.060
No transfer	4.43	1.015	0.030
By continuity of enrollment			
Continuously enrolled	4.44	0.941	0.024
Noncontinuous	6.68	1.114	0.101
By number of remedial courses			
None	4.43	1.042	0.033
One	4.94	1.117	0.071
More than one	5.33	1.092	0.068
Bachelor's degree major			
Business	4.56	1.083	0.072
Education	4.72	1.193	0.088
Engineering/architecture	4.71	1.019	0.089
Math/computer science	4.45	0.915	0.161
Physical sciences	4.99	1.293	0.194
Biological sciences	4.41	0.998	0.063
Health sciences/services	4.66	1.131	0.081
Humanities	4.35	1.134	0.143
Fine and performing arts	4.61	1.183	0.144
Social sciences	4.50	1.062	0.058
Applied social sciences[b]	4.68	1.033	0.066

[a] From first true date of attendance to degree award date.
[b] Includes communications, public administration, criminal justice, social work, family and community services, and leisure studies and recreation.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

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GLOSSARY

VARIABLES AND THEIR CONSTRUCTION

This glossary serves not only to expand the definition of the variables considered for *The Tool-box Revisited*, but also to provide details on their construction and allied guidance for interpretation that the reader may find helpful. As in Part II of this study, the presentation follows the order of the seven steps of the logistic narrative.

Where the initial definition of the variables in Part II was simple and transparent, e.g., GENDER, no further elaboration is provided here. Nearly all these variables were either taken directly or derived from other variables on NCES 2003-402 and its June 2004 Supplement.

Step 1a: Demographic Background

NNSE (Nonnative speaker of English)—New in this analysis.

The most notable demographic change between postsecondary students from the High School Class of 1982 and those from the High School Class of 1992 was a doubling of those who not only came from households where English was a second language, but who themselves were users of the heritage language. More than half of both Asian and Latino postsecondary students were so classified (Adelman 2004a, table 1.3, p. 9).

IMMIG (Family immigrant status)—New in this analysis.

Allied to second language background is the immigrant status of families. A dichotomous variable, IMMIG, was created to indicate whether the student's parents were immigrants to the United States within the previous 10 years. Among those who attended a four-year college at any time, 27.5 percent (s.e. = 3.33) of Asian students and 8.8 percent (s.e. = 1.61) of Latino students came from recent immigrant families. The dichotomous variable did not meet the minimum *t* criterion for retention in the demographic logistic model. Nonresponse bias undermines this variable: Responses from nearly 15 percent of the NELS:88/2000 families are missing.

BROSIS (Number of siblings)—New in this analysis.

Some research has indicated that students from larger families have more difficulty entering and successfully participating in higher education (Stage and Hossler 1989; Leigh and Gil 2003; Perkhounkova, McLaughlin, and Noble 2004). The dichotomous variable, BROSIS, marks students with three or more siblings versus those with one, two, or none.

FIRSTGEN (First generation postsecondary student)—New in this analysis.

A dichotomous variable under which the criterion for first-generation status is that *neither* parent had attended a postsecondary institution. Parents' education status was reported by parents themselves, not by students. The discrepancy between students' understandings of their parents' education status and parental accounts was demonstrated in the original *Tool Box* (p. 36): For the High School Class of 1982, only 50 percent of the students with at least one parent who had

earned a bachelor's degree (but not a graduate degree) could correctly describe their parents' achievement. Parents' highest level of education is a key component of socioeconomic status, and the original *Tool Box* did not test it separately.

FAMINC (Family income)—New in this analysis.

Family income in 1991 (the year before NELS students were scheduled to be in the 12th grade) was reported by parents, and set in six bands with a fairly even distribution of all respondents across those bands. In 2005 dollars (adjusted for a Gross Domestic Product deflator[66] of 1.288), as shown in figure 4, these bands were:

Figure 4. 1991 family income bands used in the NELS:88/2000 in 2005 dollars

Income band	Income range ($000)
Highest	96.6 and higher
Second	64.4–96.5
Third	45.1–64.3
Fourth	32.2–45.0
Fifth	19.3–32.1
Lowest	Less than 19.3

SOURCES: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement); *Budget of the United States Government: Historical Tables, Fiscal Year 2005*, table 10.1.

For purposes of our analysis, the bands were combined in pairs—highest two, middle two, and lowest two—to produce a trichotomy. This version is used in the Step1a logistic model (demographic characteristics only), along with FIRSTGEN, as one of the proxies for socioeconomic status.

NEWCHILD (Parenthood by age 20)—Carried forward from *Answers in the Tool Box.*

The variable, abbreviated as NEWCHILD, is a dichotomous marking of students (of either sex) who became parents by age 20. It was a powerful, negative, and consistently significant variable through all stages of the logistic story of the HS&B/So. A decade later, the rate of early parenthood had changed. For the entire cohort of the HS&B/So, 11.6 percent (s.e. = 0.43) became parents by age 20, a proportion that rose to 16.4 percent (s.e. = 0.92) for the NELS:88/2000. For those who ever entered a postsecondary institution, these percentages drop in half. Georges (2000) would remind us of the common sense that students who became parents by age 20 were not likely to enter college at all by that time. Indeed, 59.4 percent (s.e. = 2.30) of

[66]For the GDP deflator calculator, go to http://www1.jsc.nasa.gov/bu2/inflateGDP.html

the NELS:88/2000 participants who had children by 1994 did not enter any postsecondary institution by 2000, compared with 20.9 percent (s.e. = 0.89) of those who did not become parents by 1994.[67]

SESQUINT (Socioeconomic status quintile)—Carried forward from the original *Tool Box*.

In NCES longitudinal studies, socioeconomic status (abbreviated SES) is a composite index of family income, parents' highest level of education, prestige of parents' occupations, and the presence of items such as books, regular newspapers, and a computer in the student's household. Parents provide this information, and the 1992 parent interview was the primary source. The NELS:88/2000 files presented this index in centiles, as did the HS& Beyond/So file before it. To match quintile presentations of high school curriculum intensity, high school class rank/Grade Point Average, 12th-grade test score, and the composite variable, Academic Resources (see below), the centile scale was collapsed to quintiles. SES is an anchor of the education attainment literature, with recent studies enlightening our understanding of the complex ways students of different SES backgrounds experience higher education (e.g., Walpole 2003).

Step 1b: High School Background

EDUANTIC (Education anticipations)—Modified from *Answers in the Tool Box*.

In both the original *Tool Box* and *The Toolbox Revisited*, this is a composite variable describing the consistency and level of the student's education expectations, hence, goal commitment (Allen and Nora 1995). It departs considerably from measures of student education "aspirations" that are based on the student's answer to a single question at one moment in time. The variable was built from matched pairs of questions asked in grades 10 and 12. The High School & Beyond/Sophomore cohort surveys included six pairs of questions: highest level of education expected, planned dominant activity in the year following high school graduation, timing of college entry, choice of a two-year or four-year college as entry point, lowest level of education with which the student would be satisfied, and whether the student would be disappointed if he or she did not graduate from college.

The NELS:88/2000 version does not have as strong a base. Only two pairs of questions were asked in grades 10 and 12 that feed into the construction: highest level of education expected and timing of college entry.[68] In grade12 only, the respondent was asked what was the most likely type of postsecondary institution he or she would enter: four-year, two-year, or trade school, and the answer to this question also was used in building the variable. But the lack of parallelism

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[67]These percentages are based on the entire panel of participants in 1992 who also participated in the 1994 and 2000 follow-up surveys.

[68]Georges (2000) used a similar level-of-expectations by consistency-of-expectations construct for parental visions of their children's future education in the NELS:88/2000 cohort. Parents were interviewed on this issue when students were in the eighth grade and again when students were scheduled to be in the 12th grade.

between the HS&B/So survey and the NELS:88/2000 lead to revisiting the NELS categories and applying stricter algorithmic standards to yield an education anticipations variable closer to the structure of its predecessor, as displayed in figure 5.

Even after this construction, the education anticipations variable required an adjustment. Unlike the quintile variables for curriculum, class rank/GPA, and senior year test score, in which meanings are linear, the five-level anticipations variable is categorical. For purposes of multivariate analysis, the five levels were reduced to three as follows: (1) consistently expected to earn a bachelor's degree; (2) raised expectations to the bachelor's degree between grades 10 and 12; and (3) either lowered expectations from the bachelor's level between grades 10 and 12 or never expected to earn a bachelor's degree. The result is still a categorical variable, but the reference point—expectations for earning a bachelor's degree—is now constant in all three values.

Figure 5. Comparison of the education anticipations composite variable in the High School & Beyond/Sophomore cohort and the NELS:88/2000: Changes in students' expectations between grade 10 and grade 12

HS& B/So	NELS:88/2000
Bachelor's consistent	Bachelor's consistent
Raised to bachelor's	Raised to bachelor's
Lowered from bachelor's to some college; associate consistent	Lowered from bachelor's to some college, inconsistent
Lowered to no degree; associate inconsistent	Raised to some college; consistent "some college"
No degree plans, don't know	Sub-baccalaureate, including high school diploma or less

SOURCES: National Center for Education Statistics: High School & Beyond/Sophomore cohort, NCES 2000-194; NELS:88/2000 Postsecondary Transcript Files, NCES 2003-402.

CLSSRNKQ (Class rank/GPA quintile)—Carried forward from the original *Tool Box*.

This variable is a composite of high school class rank and GPA quintile. In both the HS&B/So and NELS:88/2000 data sets the composite was constructed in roughly the same way. The construction is described in detail in Appendix C, but the key features are worth repeating here.

The construction of this variable began with class rank, expressed as a percentile, for students whose high school graduating classes were larger than 10. Class rank was chosen for the base

reference because it overrides variability in local grading practices,[69] and responds to the divergence between stable scores on standardized tests such as the SAT or ACT and rising GPAs among the college bound (College Board 1998). Not all high schools compute class rank,[70] so for a significant percentage of students, this datum is missing. For these missing cases (as well as for the students from very small high schools), the variable construction turns to high school GPA (where available, and only for students with three or more years of course work). Basing a percentage scale first on class rank, and filling in the missing values with available GPAs from a matched scale using an equipercentile concordance methodology (Houston and Sawyer 1991), weighting the combined scale and cutting it by quintiles solves some of the bias and validity problems that would result from relying on GPA alone.

SRTSQUIN (Senior year test score quintile)—Carried forward from the original *Tool Box*.

SRTSQUIN is the quintile version of a senior year test score. Comparing the HS&B/So to the NELS:88/2000, this variable had the least variation in construction among the precollegiate academic performance variables. In both data sets, composite scores on an "enhanced mini-SAT" given to survey participants in the 12th grade were set out in percentiles. For missing cases, ACT scores were first converted to the SAT scale using ACT's equipercentile concordance methodology (accounting for the 1989 revision of the ACT test battery), and a combined SAT/ACT variable constructed. Scores on this variable were set out in percentiles, and filled in for missing cases of the senior year test score percentile using the equipercentile concordance method. SRTSQUIN reduces the noise in the lumpy distribution with a quintile presentation. Despite these efforts, 14 percent of the students in the NELS:88/2000 database are missing a senior year test measure, compared to 9 percent in the HS&B/So (see Appendix C). It must be acknowledged that the construction of SRTSQUIN combines low-stakes test scores with high-stakes test scores, though it is unclear how that ultimately affects a quintile presentation.

HIGHMATH (Highest level of mathematics reached in high school)—Carried forward from the original *Tool Box*.

In the original construction of this variable in both the HS&B/So and NELS:88/2000 data sets, some editing of the original coding of high school mathematics courses was required in light of postsecondary transcript evidence. For example, if the original coding in 1992 judged the student's highest level of high school mathematics to be "geometry," and the student's postsecondary transcript record of 2000 showed enrollment and completion of "Calculus III" in the first semester of college, then it was obvious that the original coder did not know the

---

[69]Among the divergent policies found by the College Board (1998): (a) 9 percent of high schools do not use A-F or numeric grading systems; (b) 8 percent of high schools do not give credit for grades lower than C-; (c) 19 percent of high schools are in districts where grading systems vary; and (d) 43 percent of high schools exclude some courses when calculating GPA.

[70]In its survey of high school grading practices, the College Board (1998) found that 19 percent of high schools did not calculate class rank.

difference between "geometry" and "analytic geometry," and the student's high school record had to be adjusted accordingly. HIGHMATH is considered a categorical variable (as opposed to a continuous variable) because the distance between its levels cannot be judged as ordinal.

SCIMOM (High school momentum in science and mathematics)—New in this analysis.

This variable has three values: (1) A student who reached a level of math beyond Algebra 2 and who earned three or more Carnegie units in core laboratory science was labeled as having sufficient momentum in STEM (Science, Technology, Engineering, and Mathematics)-oriented fields to enhance that momentum even further in a postsecondary environment (whether or not they chose to do so). (2) Students who reached Algebra 2 but no higher, and accumulated more than 1.5 units of core laboratory science exhibited "modest" science momentum, and (3) those whose high school records fell short of "modest" on either the mathematics or science criteria were labeled "weak-to-minimal" in terms of science momentum. SCIMOM is one of three variables tested together as proxies for the combined measure of the academic intensity of a student's high school curriculum, HSCURRQ.

FLAN (Number of units of foreign language in high school)—New in this analysis.

This variable was developed as part of a configuration of proxies for academic curriculum intensity so that we could test the proxies against the consolidated academic curriculum index, HSCURRQ, described on pages 24–27 and in Appendix F. FLAN indicates the number of Carnegie units earned in high school foreign language study, and has five values: more than 3 units, from 2.01 to 3 units, from 1.01 to 2 units, from 0.1 to 1 unit, and 0 units. FLAN is one of three variables tested as proxies for HSCURRQ.

ADVANCE (Number of Advanced Placement courses)—New in this analysis.

This variable was constructed with three values based simply on the number of AP courses recorded: three or more, one or two, and none. It was tested, along with SCIMOM and FLAN, as a proxy for the consolidated academic curriculum index, HSCURRQ.

The identification of Advanced Placement course work in the NELS:88/2000 was a complex task.The version of the NELS:88/2000 high school transcripts to which researchers have referred in the past understates participation in AP courses, though it was difficult to say precisely by how much. Two proxy measures were employed to create the first version of an AP variable on the data file used in this study:[71] AP test scores recorded on the high school transcripts and AP entries on the postsecondary transcripts (which do not include test scores). These were combined to yield 7 percent of the NELS:88/2000 12th-graders, compared with the College Board's

[71]NCES CD 2003-402.

estimate of approximately 11 percent of 1992 12th-graders having taken AP courses.[72] Not everyone who takes AP courses takes AP examinations, and while that might explain some of the gap in the estimates, it still left an uncomfortable discrepancy between the NELS and College Board accounts of Advanced Placement volume.

In light of this low yield and anomalies in the data, a new approach was taken in the work that produced the 2004 Supplement to the original NCES 2003-402 files. Enough new cases of AP course taking (*not* courses labeled "honors" or just "advanced") were identified to raise the proportion of NELS 12th-graders with AP courses to 9.4 percent.[73]

Step 2: Postsecondary Entry

FIRST4 (First school attended was a four-year college)—Carried forward from *Answers in the Tool Box.*

The dichotomous variable indicating whether the first institution attended by the student was a four-year school was active in the original *Tool Box* account, but did not qualify for entry into the model in this replication. It is not clear why this should be the case. Some 81.9 percent (s.e. = 0.82) of the class of 1982 who attended a four-year college at any time started at a four-year college, versus 78.1 percent (s.e. = 1.04) of the class of 1992. There is no meaningful difference in those numbers.

DOCT (First school attended was a doctoral degree-granting institution)—Carried forward from the original *Tool Box.*

Another dichotomous variable indicating that the first institution attended by the student was not only a four-year college, but a doctoral degree-granting school. In the original *Tool Box*, this variable was admitted to the steps of the logistic model but was never statistically significant. In *The Toolbox Revisited* analysis, this variable did not qualify for entrance in the model, even though roughly similar percentages of students who attended a four-year college at any time started in a doctoral degree-granting institution (33.8 percent; s.e. = 1.06 for the HS&B/So versus 34.1 percent; s.e. = 1.11 for the NELS:88/2000).

---

[72]See indicator #14 in *The Condition of Education, 1999*. Washington, D.C.: National Center for Education Statistics, 1999, p. 56.

[73]This approach began by isolating students who were consistent in their claims to have taken an "advanced placement course," planned to take an AP test, and reported taking at least one AP test between 1990 and 1993. From this group, those for whom AP course work had already been recorded were dropped. The balance were first matched against the HIGHMATH variable. For students who reached calculus or precalculus, responses to another question as to whether they took the course to earn college credit were invoked. If the student responded positively, the record was credited with an AP course. College transcripts were also examined for foreign language study at advanced levels in the first year of attendance (along with more than 2 years of foreign language study in high school), etc. Where matches were found, the student record was credited with an AP course.

The variable indicating the selectivity of the first institution of attendance (SELECT) is, to a large extent, confounded with doctoral degree-granting status (55 percent of the NELS:88/2000 students who started at doctoral degree-granting institutions started at either selective or highly selective schools).

SELECT (Selectivity of first institution attended)—Carried forward from the original *Tool Box.*

A dichotomous variable indicating that the first institution attended by the student was either highly selective or selective.[74] Some 4.1 percent (s.e. 0.49) of the universe for this study started in highly selective institutions (e.g., Princeton, the University of California at Berkeley, and Harvey Mudd). Another 17.8 percent (s.e. = 0.98) began their postsecondary careers in selective institutions (principally flagship state universities such as Michigan-Ann Arbor, North Carolina-Chapel Hill, Wisconsin-Madison, and Texas-Austin). More than half of the universe of students in this study (56.3 percent; s.e. = 1.32) commenced study in nonselective four-year colleges, and 20.7 percent (s.e. = 1.19) in open-door institutions, a category that is just about identical to community colleges. For the previous cohort of students from the High School Class of 1982, selectivity of first institution had a modestly positive and statistically significant association with degree completion until the last step of that analysis, extended postsecondary performance. Readers interested in the distribution of first institutional selectivity by race/ethnicity, gender, and socioeconomic status are referred to Appendix L, table L3.

NODELAY (Direct entry to postsecondary education following high school)—Carried forward from the original *Tool Box.*

This dichotomous variable was built from a simple distinction: Among students for whom we know both the month and year of high school graduation and the month and year of a transcript-documented attendance in a postsecondary institution following high school graduation, is the difference (a) seven months or less, (b) 8–18 months, or (c) more than 18 months? The first of these options is regarded as "direct entry." Dual enrollment courses do not count in this determination. The student who graduates from high school in June has until the following January to enroll and be judged "no delay." To those who might question the seven month allowance and argue for four months, one would point to a small percentage of graduates with April commencement dates who would be judged late entrants in September under a four-month rule.

---

[74] Institutional selectivity in the postsecondary files of all three grade-cohort longitudinal studies conducted by the National Center for Education Statistics has five values: highly selective, selective, nonselective, open-door, and not ratable. The first three of these values were based on the selectivity cells developed by the Cooperative Institutional Research Project (CIRP) at UCLA for its annual survey (since 1966) of entering freshmen. Community colleges and area vocational-technical institutes (AVTIs) were assigned the value of "open-door." Theological seminaries, music conservatories, and sub-baccalaureate vocational schools were considered "not ratable."

ACCELCRD (Credits earned prior to high school graduation and by examination)—New in this analysis.

ACCELCRD sums all college credits earned by course work prior to high school graduation, along with credits earned by examination—including Advanced Placement, College Level Examination Program (CLEP), and institutional challenge exams (the majority of these—in the records of the NELS:88/2000—in foreign languages). Most of these credits were earned either prior to matriculation or during the first term of enrollment, though some were earned at later points in the student's undergraduate career. The ACCELCRD values were set at three levels: more than 4 credits, 1–4, and zero.

Step 3: First-year Performance

LOWCRED (Less than 20 additive credits earned in the first calendar year of attendance)— Carried forward from *Answers in the Tool Box.*

A dichotomous variable built on an analysis of the mean number of additive credits (those that count toward degrees) earned by all postsecondary students in the first calendar year following the date of first enrollment. The threshold at which this broad population began to earn any credentials (including certificates and associate degrees) was 20 credits (in the NELS:88/2000 population, 20.252 credits, to be precise; s.e. = 1.016). LOWCRED is an early momentum indicator with enduring consequences. As table L4 in Appendix L demonstrates, the more additive credits earned in the first year, the more likely a degree will be completed.

FRSHGRAD (Grade point average in the first calendar year of attendance)—Carried forward from the original *Tool Box.*

Grade point averages were determined for the first *full calendar year* of postsecondary attendance, and were then set out in quintiles. FRSHGRAD is a dichotomous variable that divides the highest two quintiles from the other three. For the history of the HS&B/So used in the original *Tool Box* study, the dividing line was 2.70. For that of the NELS:88/2000 used in *The Tool- box Revisited*, the line is drawn at 2.88. The difference reflects the general trend in GPAs of the two cohorts (see Adelman 2004a, table 6.1, p. 78).

FREM (Any remedial course work in the first calendar year of attendance)—New in this analysis.

FREM is a dichotomous variable marking students who took any remedial courses during the first calendar year of attendance. Three variations on first-year remediation were tried out in the process of arriving at this formulation: one that focused only on remedial reading, another on remedial math, and a third on all types of remediation. The dichotomous version of the latter was the only form that could meet the minimal statistical criteria for entrance into the stepwise logistic model and allow us to track any association of early remediation with degree completion.

Step 4: Financial Aid

In general, the NCES grade-cohort longitudinal studies have been weak on financial aid information, where as the event-cohort Beginning Postsecondary Students longitudinal studies have offered a panoply of financing data. For example, if we were to ask about grants or scholarships received in the first year of attendance (1995–96) for the BPS:95/96–2001 by traditional-age students who attended a four-year college at some time, we would find the information indicated in table Glossary-1.

We would know, too, that for those who received grants/scholarships in 1995/96, the amount constituted an average of 69.3 percent (s.e. = 1.0) of all aid received, and covered 33.4 percent (s.e. = 0.7) of the price of attendance for the 1995–96 academic year. We could easily break these averages out by type of institution first attended. And we would know more, as the BPS:95/96–2001 covers PLUS (Parent Loan for Undergraduate Students) loans, Perkins loans, Stafford loans (subsidized and unsubsidized), need-based aid by source, merit-aid by source, Pell grants, SEOG (Supplementary Educational Opportunity Grants) grants, and other types of financial aid. If the grade-cohort longitudinal studies such as the NELS:88/2000 had gathered even a third of this information, a much richer analysis would be possible—though not necessarily an analysis demonstrating a significant association of types, amounts, and ratios of financial aid to degree completion.

Table Glossary-1. Percentage of 1995/96 beginning postsecondary students 20 years old and younger who attended a four-year college at any time, and received grants or scholarships in 1995/96, by source and average amount of award, and bachelor's degree attainment rate by 2001

			Percent earning bachelor's degree by 2001	
Source of grant	Percent receiving grant	Average amount of grant	Received grant or scholarship	Did not receive grant or scholarship
All sources	54.6 (1.3)	$4506.00 (170.7)	59.8 (1.4)	49.1 (1.9)
Federal	23.2 (1.0)	1958.60 (34.0)	47.8 (1.9)	57.1 (1.4)
State	19.1 (1.0)	1757.40 (68.8)	58.6 (2.0)	54.0 (1.4)
Institution	31.9 (1.3)	4312.00 (208.0)	67.5 (1.7)	49.0 (1.5)
Other	16.1 (0.7)	1529.60 (73.5)	71.1 (2.0)	51.9 (1.4)

NOTE: Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: Beginning Postsecondary Students Longitudinal Study, 1995/96–2001, Data Analysis System (NCES 2003-173).

Step 5: Attendance Patterns

FOURTRAN (Transfer from one four-year college to another)—New in this analysis.

The algorithm for classic transfer from a community college to a four-year college was fairly easy to construct. But to distinguish a true four-year-to-four-year college transfer required an indirect route. In the final survey of NELS longitudinal study (2000), respondents who attended any postsecondary institution(s) were asked whether they ever "transferred credits." One cannot equate the yes/no answer to that question with institutional transfer. One group of four-year-to-four-year transfers was easy to identify: those who started in a four-year college and earned a bachelor's degree from a different four-year college. The second group was defined by the following attendance characteristics: They started in a four-year college, attended at least two four-year colleges, earned more than 30 credits from four-year colleges, were *not* reverse transfers, and earned less than 20 credits from community colleges and other sub-baccalaureate institutions. For the most part, these students did not earn bachelor's degrees, but they accumulated an average of 85.6 credits (s.e.=3.57) from four-year colleges. Of those who did not earn a degree, 34.6 percent (s.e. = 4.17) were still enrolled and degree-candidates in 2000.

MULTINS (Student attended more than one postsecondary institution as an undergraduate)—Carried forward from *Answers in the Tool Box.*

MULTINS is a dichotomous variable indicating that the student attended more than one institution. This is a macro-vision of otherwise multidirectional student behavior. One might suspect that when MULTINS, TRANSFER, and FOURTRAN are in the same logistic model, at least one of these variables will evidence an unacceptable degree of collinearity. But within the context of the universe under study in *The Toolbox Revisited*, the correlation between community college transfer (TRANSFER) and MULTINS is 0.3363 and that between four-year-to-four-year transfer (FOURTRAN) and MULTINS is 0.3246. These are modestly positive, but not so high as to indicate collinearity problems. What that may mean is that the three independent variables are making distinctly different statements in the context of the logistic regressions in which they appear.

SUMMER (Number of credits earned during summer terms)—New in this analysis.

Attendance and credit generation during summer terms turned out to be a strong proxy for high-octane persistence among community college students (Adelman 2005a), and was, hence, brought into the model for the population of those who attended a four-year college at any time. The variable was set by three bands of the number of credits earned in this manner: more than 4, 1–4, and 0. Some 54.8 percent (s.e. = 0.92) of all 1992 12th-graders who continued their education earned credits in at least one summer term; 61.1 percent (s.e. = 0.96) of those who earned more than 10 credits did so, as did 63.2 percent (s.e. = 1.10) of the universe on which this essay focuses. Given the magnitude of those percentages, it is not so much the fact of using summer terms, but the volume of credit generation that should count.

PARTTIME (Was the student's enrollment intensity *ever* part-time?)—New in this analysis.

The original *Tool Box* declined to confront part-time status and its effects. If one is using transcripts as evidence, there are a number of problems in determining which students are part-

time and when. This issue deserves extended attention, with support drawn from very different data sources (see, e.g., O'Toole, Stratton, and Wetzel 2003). Even if one standardizes credits on a semester metric across over 3000 institutions in the NELS:88/2000 postsecondary transcript files, it is often difficult to know what is considered "part-time" in term X at institution Y in program Z. With over 60 percent of students earning credits in summer terms, we would be obligated to include such terms in an account of enrollment intensity, and the question, "What is 'full-time' in a summer term?" would have to be answered in each institution. In the last survey of the NELS:88/2000 cohort in 2000, students were asked whether they had ever "attended less than full time." Despite the ambiguity of the phrasing and students' understanding of what "less than full time means," student responses were accepted as the first stage of creating a variable indicating part-time status at some point in their careers. In their 1994 interviews, students were also asked about their enrollment intensity status at the first institution they attended. When they indicated part-time, that fact overrode any denial of part-time status in their 2000 interview. Proximate judgment supercedes retrospection.

The second stage in developing this rough proxy draws on the transcripts and the notion of reducing credit load to part-time status. To identify students who may start with a full-time schedule but reduce it to part-time intensity by withdrawing from courses, we take the average credit load per semester for bachelor's degree recipients—14.2 (average annual load of 30.8 minus the sum of summer-term credits, credits by examination, and dual enrollment credits divided by two)—and ask by what percentage that figure would have to fall to bring the student's credit load below the threshold for full-time status (12 credits). The answer is 16.2 percent. So for the sake of this crude proxy measure, it is assumed that students who withdrew from attempted credits at 16.2 percent rate or higher were—or became—part-time at some time. With that group added to students who indicated part-time status in the course of their 2000 interviews, the proportion of NELS students who were part-time at some time in the undergraduate careers was 47.4 percent—compared with 48.2 percent of traditional-age students in the BPS longitudinal study of 1995/96–2001 (for an account of enrollment intensity in both data sets, see Appendix L, table L5).

Step 6: Extended Postsecondary Performance

REMPROB (Nature and intensity of remedial work)—Carried forward from *Answers in the Tool Box.*

In both the original *Tool Box* and *The Toolbox Revisited*, REMPROB describes the nature and extent of a student's remedial course work without the boundary of the first calendar year of attendance. For that reason, when REMPROB is tried out in the logistic narrative at the stage of extended postsecondary performance, it replaces the freshman year remediation variable (FREM).

REMPROB is created by an if-then-else logic that starts with remedial reading as the most serious of remedial problems,[75] and works its logical steps as follows:

---

[75]For an elaboration of REMPROB in relation to student demographic backgrounds, high school performance, and degree attainment, see Adelman 2004a, pp. 87–94, and Wirt, et al. (2000), indicator 14, p. 52 and supplemental tables (p. 152).

1. Any remedial reading
2. Two or more remedial courses (not reading, and, if math, more than two)
3. One or two courses of remedial mathematics only
4. One remedial course (not reading, not math, thus leaving writing, language arts, and general basic skills)
5. No remedial course work

For the sake of presentation in the logistic sequence, REMPROB is a dichotomous variable in which remedial reading plus more than one remedial course falls on one side of the border, and all other remediation (including no remediation) on the other side. In the original *Tool Box*, REMPROB was admitted into the model, but did not reach the threshold of statistical significance. In *The Toolbox Revisited*, REMPROB did not meet the minimum statistical standard for entry into the model when it was invoked in Step 6.

TREND (Trend in student's grade point average)—Modified from previous presentation in the original *Tool Box*.

This variable describes the trend in a student's postsecondary grade point average (GPA), and applies only to those students with complete undergraduate transcript records and computable GPAs. In its original *Tool Box* version, two reference points were used: end of the first calendar year GPA, and final undergraduate GPA. From these two markers, one could observe whether GPA was rising, flat, or falling, using a ratio of final GPA to first-year GPA. Ratios in the .95 to 1.05 range were judged to indicate no change, with ratios above 1.05 indicating a rising GPA, and ratios below 0.95 indicating a falling GPA. For a slightly better set of markers, the NELS:88/2000 postsecondary transcript files thus added a variable for GPA two years after entry. With three points of reference, ratios are not invoked, rather relationships (greater, less than, or equal to)—and at three points in time. From the permutations of these relationships one can determine whether the trend was rising, flat/inconsistent, or falling.

CUMMATH (Number of credits earned in college-level mathematics)—New in this analysis.

This variable, setting out cumulative credits earned in college-level mathematics in three bands (more than four, 1–4, and 0) replaces the parallel variable for first-year college-level mathematics credits in the context of an extended postsecondary history account. The motivation for including this curriculum marker is the same: Even if postsecondary students do not concentrate their studies in science, technology, engineering, or mathematics/computer science (STEM), their quantitative background will be called upon (in business and the social sciences, in particular). Student academic momentum, it is hypothesized, will be as much enhanced by quantitative study on the post-matriculation side of education history as it was in secondary school.

CHANMAJ (Change of major)—New in this analysis.

If transcripts are our principal source of evidence, the only moment at which we are sure of a student's major is the moment of degree award. Sometimes, the NELS:88/2000 transcripts with no degree indicated a major, which was verified by hand-and-eye reading by two judges only when the transcript carried a minimum of 15 credits and the major field indicated carried a minimum of 12. But that still leaves a large swath of missing accounts of students' major. It is wholly possible, for example, that a student earning a B.S. in computer science changed majors

twice along the way, and in two different institutions. In the matter of major—and change-of-major—the transcript is not as credible as the student. So the last NELS survey in 2000 asked students whether they had changed majors at any time, but unfortunately did not ask "from what to what."

A dichotomous change-of-major variable was developed and tried out for this study. Basically, it took the universe of students who said they changed majors, and added to that universe community college transfer students who moved from general studies to a discrete major, and cases where the student presented two transcripts with no degrees but different majors. It also took student responses in 1994 to questions about their major at the first institution attended and that at the most recent institution attended. Where the student reported two different disciplinary majors, e.g. electrical engineering at the first institution and biology at the most recent institution, that, too, was marked as a change of major no matter what the student told interviewers in 2000. Unfortunately, all these steps created a collinearity problem with the TRANSFER variable, and CHANMAJ did not qualify for entrance into the logistic narrative. On the other hand, it was admitted and played a notable role in the linear account of time to degree (see Appendix J).

Step 7: Final Model

NOSTOP (Continuous enrollment)—Carried forward from *Answers in the Tool Box.*

Given the extended potential undergraduate periods of 12 years (National Longitudinal Study of the High School Class of 1972), 11 years (High School and Beyond/Sophomores), or 8.5 years (NELS:88/2000), it makes no sense to describe stop-out behavior as one semester or its equivalent. In all three NCES postsecondary transcript-based grade-cohort studies, non-continuous enrollment was defined as *more than* a one semester (or its equivalent, e.g., two quarters) stop-out period. In the dichotomous variable, NOSTOP, the student is considered continuously enrolled even with one semester (or two quarters) off. From the moment of its introduction, NOSTOP was the strongest independent variable in the logistic narrative of the original *Tool Box*.

WRPT Ratio (Ratio of non-penalty withdrawal and no-credit repeat grades to all grades received)—Carried forward from the original *Tool Box.*

In the original *Tool Box*, this variable was called the DWI (drops, withdrawals, and incompletes) index. DWI is not a wholly accurate acronym. What is really described is a ratio in which the number of courses from which the student withdrew without penalty *plus* those the student repeated is the numerator, and the total number of courses in which the student enrolled is the denominator. The ratio counts course attempts, not credits. Withdrawals without penalty are not the same as courses "dropped" within set periods that most colleges and community colleges mark for "drop-and-add." Courses "dropped" are not included in the ratio. Nothing here involves penalty grades. All cases at issue are noncredit grades. The variable WRPT ratio is dichotomous: On one side of the dividing line are students who withdrew from or repeated 20 percent or more of all courses in which they enrolled.

THE TOOLBOX REVISITED

Paths to Degree Completion From High School Through College

U.S. Department of Education

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Executive Summary

The Toolbox Revisited is a data essay that follows a nationally representative cohort of students from high school into postsecondary education, and asks what aspects of their formal schooling contribute to completing a bachelor's degree by their mid-20s. The universe of students is confined to those who attended a four-year college at any time, thus including students who started out in other types of institutions, particularly community colleges.

The core question, data source, and legacy

The core question is not about basic "access" to higher education. It is not about persistence to the second term or the second year following postsecondary entry. It is about completion of academic credentials—the culmination of opportunity, guidance, choice, effort, and commitment.

To answer the question, *The Toolbox Revisited* uses the most recently completed of the national grade-cohort longitudinal studies conducted by the National Center for Education Statistics. This study, known as the NELS:88/2000, began with a national sample of eighth-graders in 1988. They were scheduled to be in the 12th grade and graduate from high school in 1992. They were followed through December 2000. In addition to regular interviews with these students, the data set on which this essay draws includes the critical components of high school and college transcripts, and the transcript data are the principal sources for the academic history observed.

The Toolbox Revisited was designed as a replication of a noted previous study published by the U.S. Department of Education, *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment* (1999), hereinafter referred to as "the original *Tool Box,*" which based its analysis on a national cohort of high school students who were scheduled to graduate in 1982, and who were followed through 1993. The question naturally arose as to whether the hypotheses and analyses based on that cohort's history would hold up in the story of the slightly overlapping 1992–2000 period.

We have learned a great deal in a very short time from numerous initiatives of states and private foundations to prepare high school students better for higher education, and from major federal stimuli under the *No Child Left Behind* legislation to jump start the process of academic momentum prior to high school. One of the reasons for examining the academic history of the NELS:88/2000 cohort is that its students attended high school after the wave of reforms in the 1980s that followed the critique of U.S. education offered by the seminal report, *A Nation at Risk* (1983), and, hence, may provide some clues as to the likely outcomes of current reform efforts.

Much has changed in other ways, too, since the High School Class of 1982 (the subjects of the original *Tool Box*) moved through their scheduled 12th grade and through postsecondary education. A dramatically higher proportion of high school seniors of all race/ethnicity groups continue their education, though access gaps remain (Wirt et al. 2005, indicator 22). Postsecondary attendance patterns among traditional-age students have become far more

complex, with nearly 60 percent of undergraduates attending more than one institution, and 35 percent of this group crossing state lines in the process; community college transfer rates rising nearly 10 percentage points; one out of eight undergraduates based in four-year institutions using community colleges to fill in pieces of their curriculum, and another eight percent "swirling" back and forth between the four-year and two-year sectors. Dual-enrollment while in high school, credit-by-examination, and use of summer terms all added to the dynamic mix of time and space that marked student pathways in the1990s.

With all this change, we still measure something called "college graduation rates" with anachronistic formulas that do not track students through increasingly complex paths to degrees. As a result, we do not understand what is really going on. The dominant language accompanying analyses bemoaning putatively low graduation rates is a language of "attrition," with students labeled "at risk" or "minimally college-qualified," and leaking out of "pipelines."

This study looks at student histories derived from transcript records in a different way and with a different tone. It follows the student, not the institution, because it is the *student's* success that matters to families—and to the nation. It allows the maximum length of postsecondary time for the High School Class of 1992, 8.5 years, for students to earn degrees no matter how many institutions they attend. It notes that if the history of the Class of 1982 were truncated at 8.5 years, there has been a decent improvement in bachelor's degree attainment among non-incidental students (those who earned more than 10 credits, i.e. "made a go of it") who attended a four-year college at any time (from 60 to 66 percent). It is natural to ask how this happened, to identify the moments and aspects of schooling that may have made a difference, and to reflect on what might make the most difference in the future for narrowing degree-completion gaps by race/ethnicity. In that task, *The Toolbox Revisited* looks for the features of academic history that are realistically subject to change by institutions whose principal business is the generation, preservation, and dissemination of knowledge. While acknowledging that for degree-completion rates to improve, students themselves must respond, and that their response does not occur in a vacuum, the features of student histories that are the domain of this inquiry do not include social and psychological variables attendant on the passage from adolescence to adulthood.

It is important to note that, as was the case for the original *Tool Box*, the student universe for *The Toolbox Revisited* constitutes roughly half who reach the 12th grade (table 1). It does not include students who failed to graduate from high school, those who earned General Education Diplomas (GEDs), those who had not enrolled in any postsecondary institution by the age of 26, and those who entered the postsecondary system but never attended a bachelor's degree-granting institution. The resulting demographics are slightly more female, slightly less minority, less with a second language background, and a higher socioeconomic status distribution than the cohort as a whole (table 2).

Organization

We learned from critiques of the original *Tool Box* to sort the chronology of events with greater care. There are seven steps in the analysis of *The Toolbox Revisited*, each of which involves a

collection of variables that are investigated in terms of the degree to which they help us explain bachelor's degree completion for the population of students under investigation:

Step 1: Demographic background and high school history
Step 2: Postsecondary entrance (timing and type of institution)
Step 3: First postsecondary year history (curriculum and performance)
Step 4: Factors of financing postsecondary education in the early years
Step 5: Postsecondary attendance patterns
Step 6: Extended postsecondary history (curriculum and performance)
Step 7: Final model, with complete academic history

This essay also takes an important pause outside the steps of the core statistical model to consider the characteristics of student progress through the *second* year following postsecondary entry.

As each step of the statistical model of student history is set forth, it is pointed out where the results are similar to the findings of the original *Tool Box* with its earlier population, and where they diverge. All seven steps are subsequently assembled together in one place (table 29) so that the reader can observe the factors that have *consistently* contributed to degree completion.

Principal Stories and Guidance

This executive summary offers themes, highlights, and implications of the data for those who comment on secondary and higher education and make decisions about institutional or system policy—editorial writers, legislators, researchers, education administrators.

Two national longitudinal studies, a decade apart, have told similar stories. When the second story reinforces the first—and sheds even more light—something has to be right, and it behooves us to pay attention. Both of them provide support for current efforts to improve the quality of high school curricula and the participation in those curricula of ever larger proportions of students. Both of them provide guidance for college and community college processes likely to lead students to degree completion.

Some of what was learned from the original *Tool Box* was taken to heart at the secondary school level, and, in some respects, we are seeing positive results in academic curricular participation in high schools. But counting Carnegie units[1] in English or science is not the same as describing and validating what students have learned, and whether that learning links smoothly to the performance expectations of the postsecondary world. *The Toolbox Revisited* says we have more to do, that the bulk of our task lies both after the college matriculation line, and in communication and outreach between postsecondary institutions and high schools. How do we

[1]A Carnegie unit is the basic credit system for U.S. secondary schools. It is generally recognized as representing a full year (36-40 weeks) in a specific class meeting four or five times per week for 40-50 minutes per class session (Martinez and Bray 2002).

learn what we have to do? By following students in the richness and complexity of their postsecondary histories.

Curriculum, starting in high school, and continuing

However complex students' attendance patterns, the principal story line leading to degrees is that of content. What one learns is what one studies, and what one brings to economic and community life. The story starts in high school, but merely crossing the bridge to college or community college doesn't mean the story is over. Furthermore, the bridge is not always aligned with the road on the other side.

The academic intensity of the student's high school curriculum still counts more than anything else in precollegiate history in providing momentum toward completing a bachelor's degree. At the highest level of a 31-level scale describing this academic intensity (see Appendix F), one finds students who, through grade 12 in1992, had accumulated:

3.75 or more Carnegie units of English
3.75 or more Carnegie units of mathematics
highest mathematics of either calculus, precalculus, or trigonometry
2.5 or more Carnegie units of science *or* more than 2.0 Carnegie units of core laboratory science (biology, chemistry, and physics)
more than 2.0 Carnegie Units of foreign languages
more than 2.0 Carnegie Units of history and social studies
1.0 or more Carnegie Units of computer science
more than one Advanced Placement course
no remedial English; no remedial mathematics

These are minimums. In fact, students who reached this level of academic curriculum intensity accumulated much more than these threshold criteria (see table F1), and 95 percent of these students earned bachelor's degrees (41 also percent earned master's, first professional, or doctoral degrees) by December 2000.

Provided that high schools offer these courses, students are encouraged or required to take them, and, in the case of electives, students *choose* to take them, just about everybody could accumulate this portfolio. Unfortunately, not all high schools present adequate opportunity-to-learn, and some groups of students are excluded more than others. Latino students, for example, are far less likely to attend high schools offering trigonometry (let alone calculus) than white or Asian students. Students from the lowest socioeconomic status (SES) quintile attend high schools that are much less likely to offer any math above Algebra 2 than students in the upper SES quintiles (table 6). If we are going to close gaps in preparation—and ultimate degree attainment—the provision of curriculum issue has to be addressed. In recent years, colleges and community colleges have begun to provide these courses to high school students, and distance learning provides additional options if students have access to the technology. The hypothetical

consequences of participating in curriculum configurations approaching that illustrated above for Latino degree completion rates, in particular, are stunning (table 32).

There is a quantitative theme to the curriculum story that illustrates how students cross the bridge onto and through the postsecondary landscape successfully. The highest level of mathematics reached in high school continues to be a key marker in precollegiate momentum, with the tipping point of momentum toward a bachelor's degree now firmly above Algebra 2. But in order for that momentum to pay off, earning credits in truly college-level mathematics on the postsecondary side is *de rigeur*. The world has gone quantitative: business, geography, criminal justice, history, allied health fields—a full range of disciplines and job tasks tells students why math requirements are not just some abstract school exercise. By the end of the second calendar year of enrollment, the gap in credit generation in college-level mathematics between those who eventually earned bachelor's degrees and those who didn't is 71 to 38 percent (table 21). In a previous study, the author found the same magnitude of disparity among community college students in relation to earning a terminal associate degree (Adelman 2005a). The math gap is something we definitely have to fix.

A dominant feature of academic histories that cannot really be assessed until the end of the second year following college entry is the extent to which students successfully completed credits in a range of "gateway" courses. It is at this point that the postsecondary curricular story line fully emerges, with ratios of participation in the "gateways" between those who ultimately earned degrees and those who did not running 6:1 in American literature, 4:1 in general chemistry, and more than 3:1 in precalculus, micro/macroeconomics, introduction to philosophy, and world civilization (table 20). These gaps in curricular participation argue for academic administrators to identify their key gateway courses and regularly monitor participation.

College and community college expectations for their first-year students in those gateway courses—expressed through examinations, paper and laboratory assignments—need to be more public. Examples such as those offered by the American Diploma Project in its report, *Ready or Not: Creating a High School Diploma That Counts* (2004), should be shared with larger audiences than policymakers and others who habitually read such reports. Parents should see those assignments even if they don't understand them; high school teachers should ponder them to assess whether their exiting students are likely to be prepared; and, most importantly, high school students have got to see them as road signs to their next education destination. *The Toolbox Revisited* advocates making these examples part and parcel of admissions packets, publicity brochures, and Web sites. There is risk in this: Some students may be scared away. But there is no better way to enhance articulation and preparedness than to display what students can expect.

Postsecondary benchmarks

In both colleges and community colleges, the curriculum story line intersects attendance patterns and performance in ways that set benchmarks for academic advisement and intervention:

- Less than 20 credits by the end of the first calendar year of enrollment (no matter in what term one started, whether summer, fall, winter, spring) is a serious drag on degree completion. The original *Tool Box* told the same story. It is all the more reason to begin the transition process in high school with expanded dual enrollment programs offering true postsecondary course work so that students enter higher education with a *minimum* of 6 additive credits to help them cross that 20-credit line. Six is good, 9 is better, and 12 is a guarantee of momentum.
- We falsely believe that beginning students drop out of higher education in appalling numbers by the end of their scheduled first academic year of attendance. In fact, about 90 percent of traditional-age beginning students turn up somewhere (maybe not at the first school attended) and at some time (maybe not in the fall term) during the subsequent calendar academic year (which we measure as July 1 through June 30). However impressive this percentage, the *quality* of persistence counts more, and, for a third of these students, the quality of persistence leaves much to be desired (table 17). *The Toolbox Revisited* urges that institutions monitor and report the quality (as much as the fact) of persistence.
- More than 60 percent of the students in the sample under investigation enrolled during summer terms. Undergraduates are not only more geographically mobile, but have shattered observance of the traditional academic calendar. Summer term credits are more than metaphors for high octane persistence: Earning more than 4 credits during those terms held a consistently positive relationship to degree completion, and gave African-American students, in particular, a significant boost in hypothetical graduation rates (table 32). College and community college administrators can be very creative in expanding the use of summer terms.

Student uses of time

The example of summer-term credits, particularly in combination with the complex multi-institutional attendance patterns, underscores another theme of *The Toolbox Revisited*: Student uses of time in undergraduate careers are now more important than their uses of place. In other words, *when* students do something academic has a more significant relationship to degree completion than *where* they do it. For example:

- For the High School Class of 1982 (the subjects of the original *Tool Box)*, timing of entry to postsecondary education never rose to a level of statistical significance in the analysis, whereas variables for the type of institution first entered played inconsistent but positive roles in explaining degree completion. A decade later, with a higher proportion of high school students continuing to college, the situation was reversed (table 13). What this means is that recruitment efforts have to insure that students enter postsecondary education immediately following high school graduation. The longer students wait, the less likely they will finish a degree.

- The only characteristic of the first institution of attendance to be admitted to statistical analysis was selectivity, but it never rose above the threshold of significance. Quite frankly, one isn't worried about degree completion for the 5 percent of traditional-age undergraduates who enter highly selective colleges. One is more concerned with the rest of the river—particularly the 78 percent who start in either nonselective four-year colleges or open-door community colleges.
- The original *Tool Box* study declined to confront part-time status and its effects. If one is using transcripts as evidence, there are a number of problems in determining which students are part-time and when. *The Toolbox Revisited* found a way around these problems to mark whether a student's enrollment intensity *ever* fell into part-time status, i.e., less than 12 credits per semester or its equivalent. Part-time attendance by whatever means, as Carroll (1989) labeled it, proved "hazardous" to degree completion health (table 24; table 29).
- In longitudinal studies extending for as long a period of postsecondary time as does the NELS:88/2000 (8.5 calendar years), a student is allowed stop-out periods totaling one semester or its equivalent (e.g., two quarters), exclusive of summer terms, and still be considered "continuously enrolled." Continuous enrollment is a factor of attendance patterns, and another marker of the student's use of time. It proves to be overpowering: with 16 other variables in play, continuous enrollment increases the probability of degree completion by 43 percent (table 27). The original *Tool Box* offered the same message, arguing for assiduous monitoring of student stop-out periods. Put another way: Keep the student continuously enrolled, even part-time (less damaging than excessive stop-out periods).

Purposeful migration versus "swirling"

The complexity of student postsecondary enrollment patterns, already a notable phenomenon for the population under study in the original *Tool Box*, accelerated in the subsequent cohort. The construction of the NELS:88/2000 postsecondary transcript files took advantage of what we learned from more sophisticated institutional and state system tracking studies of the 1990s; hence, some new attendance pattern variables were available and others (those describing different kinds of multi-institutional attendance) refined.

What we found for the students of the 1992-2000 period was this:

- Formal transfer from a community college to a four-year college and formal transfer from one four-year college to another were positively associated with degree completion, but wandering from one school to another was not.

In fact, the nomadic multi-institutional attendance behavior increasingly known as 'swirling,' held a significant and negative relationship to degree completion (table 24, table 39). These statements are a very simple untangling of complex realities.

The basic question asked of the transcript data—did a student attend only one school or more than one?—begins a process of inquiry to determine *how* the student attended second and third institutions. Given very taut definitions of what transfer means, we are advised to ensure that multi-institutional attendance is purposeful and productive. For that, we require much better student tracking systems than we currently possess, and regular contact with students in motion.

Student academic performance

More than the original *Tool Box*, *The Toolbox Revisited* recognizes that the path of student academic performance, marked by grades, is a reflection of quality of effort, and pays off. It starts in high school: Academic curriculum participation is still the strongest of the precollegiate momentum indicators, but between the 1980s and 1990s, class rank/GPA moved markedly ahead of senior year test score in its contribution to students' overall "Academic Resources" index, a composite indicator of high school curriculum intensity, class rank/GPA, and senior year scores on a 90-minute exam best described as a mini, enhanced SAT (see p. 16 and Glossary).

This story continues on the postsecondary side of the matriculation line:

- Earning grades that place one in the top 40 percent of first-year GPA for the whole cohort is a strong—and positive—contributor to academic momentum, and remains in the account of degree completion throughout the histories of both the class of 1982 and the class of 1992 (table 15).

- The theme of quality-of-student-effort, reflected in grades, is strengthened when the canvas covers the student's entire undergraduate career. In the original *Tool Box*, the variable describing the *trend* in students' GPA had only two reference points: first calendar year and final GPA. For *The Toolbox Revisited*, there are three such points: first calendar year GPA, cumulative GPA for the first two calendar years, and GPA as of the last date of attendance, whether or not a degree was earned. A rising trend in grades fits with attainment (table 25), contributing positively and significantly (table 26).

A story twice told should be a story to which we listen

Both the original *Tool Box* and *The Toolbox Revisited* revealed that one of the most degree-crippling features of undergraduate histories is an excessive volume of courses from which the student withdrew *without penalty* and those the student repeated. We set this up as a ratio, and marked those who withdrew from or repeated 20 percent or more of their course attempts. Doing so cuts the probability of completing a degree in half (table 27)!

The withdrawals counted here are not "drop" grades that apply during standard drop-and-add periods at the beginning of terms. They are the result of institutional policies that allow withdrawals without penalty after the drop-and-add period. No-credit repeats are standard fare

in remedial courses, but when they reach destructive levels the question arises as to how many times an institution allows a student to repeat a course. Think of it this way: Every non-penalty withdrawal and no-credit repeat means that a seat in a course is not available to someone else. Add those seats up, and admission to an institution may not be available to someone else. Excessively lax withdrawal and repeat policy, then, ultimately blocks general access. And in terms of degree completion, such policies do students no favors.

What Does Not Count in The Account of Completion?

- Students' education "anticipations" (the consistency and level of their vision of how far they will get in school) were not significant at any step of the logistic account for the High School Class of 1992. This is a change from the position of the "anticipations" variable in the original *Tool Box*, where it ducked in and out of significance. The new message is more clear: Among students who attend a four-year college at some time, expectations are distinctly secondary to one's uses of academic time and to one's academic performance.

- Whereas grants and student work-study were modestly significant contributors to degree momentum at *early* stages of students' postsecondary careers in the history of the High School Class of 1982, the data on finance mechanisms for the High School Class of 1992 are poor, and the results inconclusive. Analysts are directed instead to the Beginning Postsecondary Students longitudinal studies, which contain detailed financial aid data (but skeletal information on high school histories and postsecondary course work).

- Of student demographic characteristics, only one—socioeconomic status—was significantly associated with degree completion, though in a modest manner. Gender and race/ethnicity were never significant in the logistic narrative, even though some *indirect* effects of these key demographic characteristics would probably be found in other statistical models. When each race/ethnicity group was treated as an independent variable, the basic story did not change.

- Both a dichotomous variable marking any remedial work in the first calendar year of attendance, and an elaborate variable describing types and extent of remediation over the course of a student's entire undergraduate career were employed in the analysis, but to no avail. The same procedure was used in the original *Tool Box*, where the variables were admitted to the statistical model but did not reach the threshold of significance. Sufficient numbers of students who took remedial classes successfully moved through them so that remediation did not make a strategic difference in degree completion.

- Half of the students in the sample for *The Toolbox Revisited* who earned bachelor's degrees changed their major along the way. It was natural to ask whether change-of-major had any influence on degree attainment. It did not,

principally because, with few exceptions, community college transfer students come in to the four-year institution from a general studies program and automatically are classified as "change-of-major" the minute they enter a specific program at the four-year school.

Students as active, responsible participants

The Toolbox Revisited does not treat students as passive creatures whose fate is wholly molded by schools and colleges. It demonstrates that, within the population of traditional-age students who attend a four-year college at any time (obviously including community college transfers), we *can* improve graduation rates and close some of the gaps in completion by race/ethnicity and socioeconomic status. But it also argues that there is a limit to what we can realistically do unless students respond to highly targeted advice and prodding.

The analysis of *The Toolbox Revisited* identifies features of academic history that are most tractable in terms of second party intervention. But there is also something we might dub "first party intervention." Once the modest echoes of socioeconomic status are accounted for, each step of academic history offers *students* a set of decisions that require the commitment of time and effort likely to yield the return of earning a degree. Provided there is opportunity, the choices made by students, beginning with high school curriculum and quality of effort in high school, allow subsequent leverage. Entering a postsecondary institution directly from high school, earning 20 or more credits in the first calendar year of enrollment, and performing well enough in that first calendar year to fall in the top 40 percent of a GPA distribution build on previous academic investments, and are all signs of commitment.

Subsequent choices that may not be reflected in a bounded period of time, such as excessive course withdrawals, prove to be poor decisions with negative returns, breaking accumulated momentum. Other configurations of choice, including summer-term credit generation, meeting the challenge of college-level mathematics, effort required to yield a rising GPA, and most of all, remaining continuously enrolled, all reflect continuing leverage of attainment. This is what academic momentum is all about. While these choices do not take place in a social and psychological vacuum, this is a story about the intersection of student choice with the structures of opportunity offered by institutions whose first order of business is the distribution of knowledge. It is not a story about growing up, although that happens along the way.

Degree Completion: How High Can We Go? How Much Can the Gaps Be Closed?

In Part V of *The Toolbox Revisited*, three different national longitudinal studies conducted during the 1990s are set side-by-side, so as to demonstrate a remarkable degree of agreement on the rate of bachelor's degree completion for students who started out in four-year colleges (granted, that is only part of the broader universe addressed in this essay). Looking at the concordance of these three sources (table 30), it is fair to say that:

- A third of traditional-age students who started in a four-year college earned a bachelor's degree from the same school in the "traditional" four-year period.

- Between 54 and 58 percent earned the degree from the same school in which they began within six years of entry.
- When the option of earning a degree from a different four-year college than the one in which these students commenced study, the six-year completion rates are in the 62–67 percent range.
- Only the NELS:88/2000 extends the time period for earning a degree beyond six years; at 8.5 years, its degree completion rate for students who started in a four-year college approaches 70 percent.

However, it is unfortunate to note that despite increased participation of minority students to postsecondary education over the past quarter century, the gap in bachelor's degree completion between whites and Asians, on the one hand, and Latinos and African-Americans, on the other, remains wide.

What features of academic history might close the gaps, and by how much?

The data-driven exercise in Part V of *The Toolbox Revisited* can be characterized as "reasoned speculation." From the NELS:88/2000, we start with a degree completion gap between whites and Asians vis-a-vis African-Americans of 15 percent; and with reference to Latinos, 22 percent. We go back through our analysis and ask what factors:

(a) consistently contributed to bachelor's degree completion at all stages of the model in which they were "in play," and

(b) were most subject to change by external parties with little-to-modest—but creative—effort that might improve the portrait of degree completion.

Five factors stand out, four of which affect small populations in which minority students are over-represented. Small populations can add up. These factors are:

1. **First-year credit generation**, i.e., the goal of making sure that postsecondary students end their first calendar year of enrollment with 20 or more additive credits.

2. The problem of **excessive no-penalty withdrawals and no-credit repeats**, which affect 10 percent of the cohort. Institutional policy and advising can cut the incidence of withdrawals and repeats in half.

3. **Use of summer terms**. Strategic enrollment management can move more sections of high demand courses into summer terms, offer credit-bearing internships in summer terms, and engage in other creative initiatives that will also smooth out the utilization of institutional resources over what has become an "academic calendar year."

4. **No delay of entry.** This is a matter of recruitment strategy among high school students whose commitment to postsecondary education is less than fervid. The later they show up, the more their postsecondary fate is in jeopardy.

5. **The high school curriculum component of "Academic Resources."** This is not a case of "little-to-modest" effort or a small population. It is a megawork in progress, much of which depends on students' reading skills on entering high school. If students cannot read close to grade level, the biology textbook, the math problems, the history documents, the novel—all will be beyond them. And if high schools are not offering a full academic curriculum, there is little hope.

But with those five factors in mind, and assuming full student response and success, *potential* degree completion rates were hypothesized based on the records of NELS:88/2000 high school graduates by race/ethnicity (table 32) and socioeconomic status quintile (table 34). Virtually every one of these factors contributed to closing degree completion gaps, but none more than high school academic curriculum participation—which, to repeat, is criterion-referenced, hence, open to everyone to rank at or near the top. For African-American students, the combination of moving into the top 40 percent of the high school academic curriculum intensity index plus earning more than four credits during postsecondary summer terms would lower the degree completion gap vis-a-vis white and Asian students from 15 percent to 6 percent. For students from the lowest socioeconomic status quintile, moving into the top 40 percent of the academic curriculum intensity index and entering postsecondary education directly from high school would improve degree completion from 36 to 59 percent. For Latino students, the same steps would improve degree completion from 45 to 69 percent. Does that mean that future degree completion rates will look like those in tables 32 and 34 if everyone meets the criteria on all five counts? No; not everybody will make it. But the tables suggest just where the improvements could be dramatic—and for whom.

Messages to Students and Commentators

Student responsibility (the intersection of choice with opportunity) is a major theme of *The Toolbox Revisited* in a way that was only implicit in the original *Tool Box*. The essay concludes with some recommendations for students, who are partners in their own education fate, who shouldn't wait around for someone else to do something for them, and who are rarely addressed in studies of attainment.

The concluding messages also reflect on the dissonant data of public discourse on high school graduation rates, college attrition rates, and college graduation rates, examples of consequent "scare stories" that do not help us identify and address real problems, and a plea for creativity and cooperation in developing better student tracking systems. These messages also urge a considerable change in the language we use in describing what happens to students from a negative rhetoric that assumes passivity to one that respects students as active players, seeking and discovering paths to their education goals.

A Guide for Reading Tables and Terms

Interchangeable terms

This essay frequently compares the histories of two grade-cohort longitudinal studies carried out by the National Center for Education Statistics (NCES). Each of these studies can be referenced in a number of ways, and all of these references are used.

The following labels for the longitudinal study that began with a national sample of 10th-graders in 1980, the High School and Beyond/Sophomore cohort, are interchangeable:

HS&B/So
High School Class of 1982
class of 1982 (where inter-cohort comparisons of 12th-graders are at issue)

"High School & Beyond/Sophomore cohort" will also be spelled out when the entire longitudinal study, including all its data set components, is the subject.

The following labels for the longitudinal study that began with a national sample of eighth-graders in 1988, the National Education Longitudinal Study of 1988, are interchangeable:

NELS:88/2000
High School Class of 1992
class of 1992 (where inter-cohort comparisons of 12th-graders are at issue)

On reading tables in this study, part 1: Descriptive cross-tabulations

All tables in this study are constructed to meet the statistical standards for table presentation of the National Center for Education Statistics (NCES 2002a). They are stand-alone tables, so that if they are reproduced outside the context of the essay, they tell a complete, self-contained story. To ensure a complete story, the descriptive cross-tabulations in this document include the standard errors of the estimates. The reason for this election—instead of placing tables of standard errors in an appendix—is to enable the reader to judge, on the spot, whether the difference between any two estimates is statistically significant. While the text draws the reader's attention to statistically significant (and insignificant) estimates important to the narrative, it does not comment on all statistically significant estimates. In general, the formula invoked for statistical significance is the simple student's *t* test:

$$t = (P_1 - P_2) \div \overline{(se_1^2 + se_2^2)}$$

where P_1 and P_2 are the percentage estimates to be compared and se_1 and se_2 are the corresponding standard errors. If $t > 1.96$, one has a statistically significant difference at $p < .05$ (which means that the probability that this observation would occur by chance is less than 1 in 20), a standard marker. In the case of multiple comparisons, the critical value for *t* rises.[2]

[2]For technical issues concerning standard errors and multiple comparisons, see Appendix D.

Variances in estimates

The reader will often find that estimates for the same phenomenon will differ somewhat, e.g., in one table a bachelor's degree completion rate is 69.3 percent, in another table, 64.6 percent. These differences are due to the definition of the universe (i.e., who are we counting?) for each table and the weight employed in the calculation.

On reading tables in this study, part 2: Logistic models

The core analytic method employed in *The Toolbox Revisited* is a logistic regression, and there are a baker's dozen tables in both the text and appendices that present the results of logistic models. There are many ways in which researchers have presented these results (Peng, So, St. John, and Stage 2002), and a number of statistics are employed in these representations. *The Toolbox Revisited* employs the following for each row of these tables:

The name of the variable—Variable names were created so that the realities to which they refer are self-evident.

The unadjusted parameter estimate—also known as the log odds, or the natural logarithm of the odds of the outcome of interest happening, e.g., whether a bachelor's degree was earned. The reader should note whether the sign for this estimate indicates a positive or negative relationship to bachelor's degree completion, as well as the magnitude of the estimate (though that alone does not indicate whether the estimate is significant).

The adjusted standard error of measurement for the estimate—Some researchers will say that this statistic is not necessary. The author provides it because, without it, one could not verify the accuracy of the other statistics on the row. We need the adjustment because NCES longitudinal studies are based on complex sampling designs. The adjusted standard error is calculated by multiplying the simple standard error by the Root Design Effect for students who offer non-missing values for all variables in the logistic model at issue (see Appendix D).

The t statistic—This is the measure that opens the gate to the judgment of degree of significance for the variable in question on that row. Again, some researchers will say that this statistic is not necessary because in the next column, the p statistic indicating degree of significance is provided. The author offers the t statistic because a minimum t of 0.765 was selected as a threshold for keeping a variable in the sequence of logistic models, and the reader should see those instances where a variable fails to meet that criterion. Why 0.765? In any statistics textbook, one will find an appendix with a table of relationships between levels of significance (p values) and t-values for two-tailed significance tests according to the number of degrees of freedom (number of variables in a model minus one). If one goes to the column for the lowest level of significance in this standard table ($p < .50$), and scrolls down to the t-value for the smallest number of

variables used in any of the logistic models in *The Toolbox Revisited*, three, one will find it equal to 0.765. This is a very generous threshold.

The *p* statistic—This notation tells us whether the observed relationship would occur by chance, and, if so, at what ratio of chance. A *p* of <.05 says that the odds of the relationship between independent and dependent variables in that model occurring by chance are less than 1 in 20. This is also known as a 95 percent confidence level. In all of the logistic models in *The Toolbox Revisited* there are variables that do not meet the *t* requirements for even a marginal level of significance ($p < .10$). All variables with a *p* of <.10 or better are highlighted in bold.

Delta-p is the critical statistic for telling the story of the association of the parameter estimate with degree completion. It says that every unit change in the independent variable changes the *probability* that X will happen by Y percent—and the Y is indicated by the Delta-p, e.g., 0.1285 would be translated in the text as 12.9 percent. The statement of change in probability is not a linear statement, and is always the result of relationships among the variables in a particular logistic model. It certainly should not be read as a statement of cause or prediction.

Three decision rules

In indicating whether a variable was used in the logistic models of *The Toolbox Revisited*, three criteria were observed:

- Any statistical software package (the Statistical Analysis System, or SAS, was used in this report) allows one to set a threshold of statistical significance for a variable to be admitted to a multivariate model. The default threshold is that 95 percent confidence level, represented as $p < .05$. For both the original *Tool Box* and *The Toolbox Revisited* this threshold was changed to a much more generous .2, i.e., the probability that the variable would be admitted by chance is less than 1 in 5. The purpose of the more generous threshold is to allow more variables to "compete," so to speak, within the boundaries of a statistical model, and then to see which variables survive.
- As noted above, the survival indicator in a model was a *t* value set to 0.765. If a variable failed to exceed that value when utilized in the step of the logistic series in which it was introduced, it was not carried forward to subsequent steps.
- Collinearity—Think of the Venn diagrams you learned in high school mathematics. If each circle in the Venn diagram represents a variable, you don't want a situation where two or more of them overlap to a point approaching an eclipse, for if they do, analysis of either one is impossible. There are special statistics for determining the extent of collinearity, and these were employed to determine when this situation arose. When it arose, one of the variables had to be dropped. This often happens when one variable is a major component of another, e.g., family income in relation to socioeconomic status. The narrative will describe these cases. For further comments on collinearity, see Appendix D.

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Organization of This Data Essay

The following is a brief outline of *The Toolbox Revisited* so the reader knows what to expect.

Part I: Background. The introduction presents the basic question, the data sets invoked, the purposes and statistics of the investigation, and the demography of the subject universe.

Part II: Variables Explored and Used in This Analysis. This short section of the study lists all the independent variables that were considered and provides brief definitions and basic statistical characteristics. A summary figure (pp. 20–21) indicates which of these met the criteria for inclusion in the logistic narrative of Parts III and IV. A more elaborate glossary (pp.179–193) provides details on the construction of these variables, allied data and commentary, and will be of particular interest to researchers.

Part III: What Is and What Happens Before Matriculation. Here we begin the chronological narrative, using both descriptive and multivariate data, of what ultimately made a difference in bachelor's degree attainment by December 2000 for 1992 12th-graders who attended a four-year college at any time. Part III begins with background demographic characteristics, then adds the critical components of high school academic history.

Part IV: Matriculation and Beyond. This section continues the cumulative steps of the logistic narrative, starting with the characteristics of entry to the postsecondary world, and continuing with first calendar year performance, financing considerations, attendance patterns, and extended performance (that is, taking students' entire undergraduate careers into account). It includes a special consideration for the second calendar year of enrollment and concludes its logistic narrative with attention to two very powerful variables: continuous enrollment and the ratio of course withdrawals and repeats to the number of all courses attempted.

Part V: Closing the Gap. Having demonstrated how the universe of independent variables is related to degree completion, *The Toolbox Revisited* then asks two questions: (1) To what extent do the major national data sets agree on "graduation rates"? And (2) Given what we have learned about what makes a difference in degree completion, what variables provide the most promising guidance for closing the gap in graduation rates, by race/ethnicity and socioeconomic status, for students who attend a four-year college at any time?

Part VI: The Missing Element of This Story. A key missing part of the story that is a by-product of the limited features of the NELS:88/2000 is addressed in this section: the content standards of high school and postsecondary course work. Other brief "excursions"—timing and reasons for permanent ("status") drop out from college, and time-to-degree—are placed in Appendices H and K respectively.

Part VII: Messages. Finally, *The Toolbox Revisited* offers some messages—to students and to those who engage in public discourse about the issues we have covered—and highlights the major conclusions of the study.

Appendices: With one exception, appendices are presented in the order in which they are cited in the text. The exception is the last appendix, Appendix L, that contains a variety of reference tables on miscellaneous topics raised in the text.

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Part I
Background

This study explores the academic resources and momentum students build through their high school and college careers, and analyzes the relationships between those factors and degree completion rates. It departs from most previous research on attainment by focusing on the details of students' high school and college curricula and academic performance that are available from transcript records. Its principal data are drawn from the National Education Longitudinal Study of 1988 (hereafter referred to as the NELS:88/2000 or just NELS). This longitudinal study followed a national sample of over 12,000 students (representing a weighted 2.9 million students) from the time they were in the eighth grade in 1988 to roughly age 26 or 27 in December 2000.

In round numbers, of the high school graduates in this cohort, 83 percent engaged in some form of postsecondary education by age 26, and 68 percent attended a four-year college at some time. Of those who earned any credits from four-year colleges at any time (which includes a substantial proportion of students who began postsecondary study in community colleges), 66 percent earned a bachelor's degree.

While the 66 percent completion rate sounds impressive for a mass system of higher education, it masks an unhappy differential by race/ethnicity, and more so by socioeconomic status. As we strive to improve high school graduation rates, to invite greater numbers of high school graduates into the postsecondary system, simply to maintain—let alone improve—our completion rates will take a great deal of effort. We need constructive guidance and benchmarks.

This study was designed as a follow-up and replication of a previous attempt to provide that guidance—*Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment* (hereafter referred to as the original *Tool Box*).[3] Since its publication in 1999, the original *Tool Box* has become one of the most frequently cited works in public discussions about—and initiatives to improve—the preparation of students for higher education. Its most visible uses have included the presentations of the Texas "Master Scholars" program (2002), the revisions in entrance requirements for the University of North Carolina system (2000), standards goals set by the Illinois Board of Higher Education (2001), and suggestions of the Education Commission of the States for state high school graduation policies (2001). It was summarized in major litigation addressed to inequities in opportunity-to-learn in high schools (e.g., *Daniel v. California* 1999), and in the research literature, its analyses of both precollegiate preparation and post-matriculation attendance patterns and performance have also been marked (e.g., Horn and Kojaku, 2001; Zucker & Dawson, 2001; Cabrera and La Nasa, 2001) and improved on (DesJardins, McCall, Ahlburg and Moye, 2002; Cabrera, Burkum, and LaNasa 2005).

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[3]Out of print but available at http://www.ed.gov/students/prep/college/thinkcollege/early/aboutus/edlite-resources.html.

The analyses in the original *Tool Box* were based on the High School & Beyond/Sophomore cohort longitudinal study (hereafter occasionally referred to as the HS&B/So), the second of the U.S. Department of Education's national grade-cohort longitudinal studies,[4] which followed a national sample of 10th-graders from 1980 to1992 in surveys and to September 1993 on postsecondary transcripts. As with all of the grade cohort longitudinal studies carried out by the National Center for Education Statistics,[5] test scores are included in the database, along with surveys of parents, school teachers, and school administrators. The modal high school graduation year for the HS&B/So was 1982, and student age at the conclusion of the study was 29 or 30.

The HS&B/So data, while compelling, are now somewhat dated. There were considerable changes in both the demography and postsecondary entrance behavior of high school seniors in the comparatively short span of the decade between 1982 and 1992. Appendix A highlights contrasts in selected background characteristics of all 12th-graders in the two longitudinal studies cohorts. Some of these changes have been frequently observed (higher proportion of minority students, westward and southward movements of populations, higher proportion of high school seniors entering higher education and planning to earn a bachelor's degree), and some rarely observed (higher proportion who grew up in mixed-ethnicity neighborhoods, and a higher proportion with parents who indicated some postsecondary education). The question naturally arises as to whether the hypotheses and analyses based on the history of the High School & Beyond/Sophomore cohort would hold up in the story of the NELS:88/2000. The NELS history offers a more contemporary account,[6] one that, in terms of secondary school records, may reflect the high school curriculum reforms of the mid- and later-1980s[7] that followed the discussion of the report of the National Commission on Excellence in Education, *A Nation at Risk* (1983). *The Toolbox Revisited* follows the same path of analysis using the NELS:88/2000 as did its predecessor with the HS&B/So. In that sense, it is a replication. It is a modified replication, however, because it introduces new constructs based on critiques of the original *Tool Box* and because it offers a more refined chronology of steps from high school to the end of a student's undergraduate education.

A substantial amount of the analyses and endorsements that followed the original *Tool Box* revived the flagging "seamless" K–16 themes of the 1980s post-*Nation at Risk* reform effort. In an October 2000 policy brief that visited these issues, the Education Commission of the States reminded people of what most of the 1980s reform reports did not address: the fact that K-12 and postsecondary systems are governed in very different ways, even in the public sector of postsecondary, and that there is a consequent "disconnect" of substantial dimensions (Education

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[4]The first was the National Longitudinal Study of the High School Class of 1972 (1972–86).

[5]For a description of the grade-cohort studies, see Appendix B.

[6]A fourth-grade-cohort longitudinal study is currently in progress. Called the ELS2002, it began with a national sample of 10th-graders in 2002 and is expected to run at least through 2012. We obviously will have to wait some years before we see its full results.

[7]For an account of changes in high school graduation requirements in the years immediately following issuance of *A Nation at Risk*, see Stedman and Jordan (1986).

Commission of the States 2000). The metaphor of bridges (Venezia, Kirst and Antonio 2003) and the rhetoric of disconnect (e.g., Conley 2003) created a more sophisticated focus of analysis than the reform reports of the 1980s embraced. The major work that sought to build new bridges and connect the disconnects underscored the obligation of the system not merely to assure college "access," but degree completion, with curriculum playing the key role. While "degree completion," in public discourse, refers to the bachelor's degree, the same principles apply to associate degrees granted principally by community colleges as well (Adelman 2005a).

What Did the Original *Tool Box* Say?—And Based on What Kind of Evidence?

In a nutshell, here are the major conclusions of the High School & Beyond/Sophomore-based *Answers in theTool Box* analysis:

1) Of three traditional measures of precollegiate educational history—curriculum configuration, academic performance (on a scale that combines class rank and GPA), and assessed general learned abilities (a senior year mini-SAT)—the intensity and quality of one's secondary school curriculum was the strongest influence not merely on college entrance, but more importantly, on bachelor's degree completion for students who attended a four-year college at any time. The highest level of mathematics the student reached in high school played a significant role in the strength of the curriculum configuration. One of the major contributions of *Tool Box* not only to the literature, but to practice as well, was to change what was understood by the "entry characteristics"of students by digging out and demonstrating the power of the academic intensity of secondary school curriculum over combinations of standardized test scores and grades.

2) By moving into the top two quintiles of the curriculum measure and completing a high school mathematics course beyond Algebra 2, African-American students who started out in a four-year college would hypothetically increase their bachelor's degree attainment rate from 45 percent to 73 percent; Latino students who did the same would hypothetically increase their bachelor's degree attainment rate from 61 percent to 79 percent.[8] These increases were significantly greater than those for white and Asian students under this scenario, and, more importantly, were considerably greater than the influence of moving into the top two quintiles of either test scores or class rank/GPA. In other words, curriculum counts, particularly for minority students.

3) The three traditional precollegiate measures can be combined in a composite measure of "Academic Resources." This measure had continuing, statistically significant relationships with bachelor's degree completion in both linear and (more appropriately and convincingly) logistic regression sequences involving four post-matriculation steps (blocks of variables for financial aid, attendance patterns, first-year performance, and extended postsecondary performance).

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[8]For African-American students in the HS&B/So who reached the 12th grade and entered postsecondary education, 52.3 percent started in four-year colleges, a percentage that rose to 54.2 in the NELS:88/2000. The comparable percentages for Latino students, who are more likely to start in community colleges, were 38.9 percent for the HS&B/So and 38.6 percent for the NELS:88/2000. For white students, the proportions starting in four-year colleges were 54.3 percent for the HS&B/So and 57.4 percent in the NELS:88/2000.

4) Post-matriculation behaviors and attendance patterns that were strongly and positively associated with bachelor's degree attainment were continuous enrollment, transfer from a community college to a four-year institution after more than 10 credits earned at the community college, and the *trend* in students' grades.

5) Post-matriculation behaviors and attendance patterns that had a strong negative influence on bachelor's degree attainment were the ratio of courses from which the student withdrew or repeated to all courses attempted, and earning less than 20 credits in the first calendar year of postsecondary attendance.

6) Socioeconomic status had a modest and diminishing association with bachelor's degree attainment. Minority status had a modest negative association until performance (first-year performance and continuing performance) was taken into account, at which point it had no effect Gender had no effect at any stage of the model. The only demographic variable to have a strong (and in this case, negative) association with degree completion was becoming a parent by age 20.

The overall message was about academic momentum and what adds to that momentum at each stage of a student's history from secondary school onward. The evidence was archival, was treated in the tradition of quantitative history (Elder, Pavalko, and Clipp 1993; Clubb, Austin and Kirk 1989; Haskins and Jeffrey 1990), and like this essay, did not claim causality.

Why use these data sets?

There are three types of national data sets available to construct longitudinal analyses such as the original *Tool Box* and this replication, but only one type of data set—the NCES transcript-based grade-cohort study—is truly suited to the task. The other two are (1) the Cooperative Institutional Research Project (CIRP) occasional longitudinal follow-ups to its annual survey of entering college freshmen, and (2) the NCES Beginning Postsecondary Students studies (BPS). Each of these has its virtues, and will be revisited in Part V of this study when we compare what three different longitudinal studies of the 1990s say about degree-completion rates. The CIRP produces an enormous amount of information on student attitudes, values, and college experiences, and does so with large samples of (principally) entering four-year college students. Its occasional longitudinal follow-ups involve sufficient history (e.g., six or nine years) to track not only long-term undergraduate completion rates, but also postbaccalaureate education (Astin 1993). The BPS longitudinal studies are shorter (five or six years), not dependent on institutional decisions to participate (as is the CIRP), inclusive of students of all ages at entry, and, as befits their principal population sample (a subset of the triennial National Postsecondary Student Aid Study), contain very strong and reliable financial aid data. The BPS study of 1995/96–2001 will be used at a number of points in this study to expand the range of our observations.

However, in both cases, all features of precollegiate history must be rendered as exogenous variables. The high school histories provided by students in CIRP are retrospective, and the precollegiate histories in the Beginning Postsecondary Students studies derive from a combination of retrospective offerings by students and accounts on the student information

questionnaires for those who took either the Scholastic Assessment Test (SAT) or American College Test (ACT) within the two years prior to the BPS start date (nearly half the students in the BPS studies did *not* take either exam). As Kahn and Nauta (2001) demonstrated, there is an inevitable loss of accuracy in the process of these retrospections.

On the other hand, the very nature of a longitudinal study population assembled in the 10th grade (High School & Beyond/Sophomore cohort) or eighth grade (NELS:88/2000) renders precollegiate history endogenous to analytic models. The transcript-base overrides student accounts and provides far more detail than either paper-and-pencil surveys (used by CIRP) or computer-assisted telephone interviews (used by the BPS studies) can provide.

Every data set sacrifices something. No data set is constructed with the questions a particular researcher may have a decade later, so variables are derived and secondary. The High School & Beyond/Sophomore study and the NELS:88/2000 are wanting in many ways where the other studies are strong: financial aid (BPS), and changes in values and opinions (CIRP). But as stories about the core activities we call education, they are unsurpassed by the others.

Purposes and Statistics of This Monograph

The primary purpose of this monograph is to trace the elements of academic momentum as they played out in the secondary school and college history of the High School Class of 1992 (through December 2000) compared with the parallel history of the High School Class of 1982 that was the foundation for the original *Tool Box* study. In the process, the analysis is enriched by including variables we learned to construct or modify on the basis of commentaries and critiques of *Tool Box*, and by a more accurate chronological order in presentation of those variables. The portrait of academic momentum that emerges is a framework within which more sophisticated analyses can be pursued, and within which ameliorative policies (the tools) can be advocated. This study does not pretend to answer complex questions about indirect effects of home, peer, school, and postsecondary institution interactions, but rather trusts future research to deal with those issues.

A secondary task is to demonstrate the construction of a replication when the two data sources, a decade apart, are presumably parallel, but turn out to be something less (for a key example, see Appendix C). The principal encouragement for the replication is that the bachelor's degree attainment rate for students who attended a four-year college at any time remained the same despite differences in the length of cohort history: 65.6 percent for the HS&B/So over 11 years, and 66.5 percent for the NELS:88/2000 cohort over 8.5 years (Adelman 2004a, table 2.2, p. 21). If the HS&Beyond/So history were truncated at 8.5 years, the bachelor's degree attainment rate would have been 59.7 percent. From this perspective there was a marked improvement in degree completion for traditional age college students over the two decades in question. It is natural to ask how this happened, and if the answers to that question provide any guidance for the future.

In terms of statistical technique, both the original *Tool Box* and *The Toolbox Revisited* use simple logistic regression, not structural equations or other path models that are common to causal inquiries or searches for indirect effects, e.g., of discrete aspects of school or college environments (Dey and Astin 1993). A logistic regression is focused on an event that either happens or it doesn't. The dependent variable is dichotomous: yes or no. The independent variables are judged within each model by the degree to which they contribute to what happened in relation to or controlling for all other independent variables in the model (Hair, Anderson, Tatham, and Black 1995).

There are a number of ways of expressing this "degree." One is by an "odds ratio," which, expressed in a simple way, is a ratio of the odds that X will happen given a unit of change in the independent variable to the odds of X not happening, and ultimately shows the strength of association between the independent and dependent variables—with the closer the odds ratio to 1, the less the strength of the association.[9] This was the measure used in the original *Tool Box*. Another way of expressing the value of the contribution of an independent variable is by a "Delta-p" statistic that says every unit change in the independent variable changes the *probability* that X will happen by Y percent given the values of the other variables in the model (Peterson 1985; Cabrera 1994). The narrative of *The Toolbox Revisited* relies on Delta-p,[10] and the logistic model tables provide Delta-p statistics only for those parameter estimates that are statistically significant since there is no way to determine the statistical significance of the Delta-p itself (Cabrera 1994).[11]

But in this paper there is a major methodological departure from the original *Tool Box* study: there are seven (and not five) steps in the model employed, all driven by the empirical history of the NELS:88/2000 students. Following St. John, Paulsen, and Starkey (1996), the blocks of variables in each step were entered "in a sequence that parallels the order in which students pass through well-established stages of persistence behavior" (p. 194) on their way toward bachelor's degree completion (or not). Each of the seven steps, too, is cumulative. That is, variables in one step that meet the statistical criteria for remaining in the model are carried forward to the next step. This extended accounting, which we will call a "logistic narrative," allows "a meaningful examination of the direct effects of variables on persistence, as well as their interactions with the variables entered in successive steps" (St. John, Paulsen, and Starkey 1996, p. 194).

The reader can already tell that there is a great deal of technical material in this presentation, but it is presented in the spirit of the U.S. Department of Education's goal of building a culture of evidence. The author trusts that reports such as *The Toolbox Revisited* will contribute to the

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[9] Odds ratios, as Peng, So, Stage, and St. John (2002) remind us, are not odds. Their interpretation is not as transparent as the original *Tool Box* assumed them to be. And while an R^2 statistic is presented in the logistic tables of this study, it cannot be read the way one would interpret an R^2 in a linear regression, i.e., it does not indicate the percent of variance in the dependent variable that is explained by the independent variables (Long, 1997). For that reason, it is called a "pseudo R^2" (Cabrera 1994) and is one of a number of measures of goodness-of-fit. As blocks of variables are added to the model in the stepwise manner followed here, the pseudo R^2 should increase.

[10] For the computation of Delta-p, I am using a shortcut recommended by Paul Allison of the University of Pennsylvania: bp(1-p), where b is the logistic coefficient and p is the probability for the dependent variable in the model. This heuristic produces slightly higher values than the formula advanced by Petersen (1985).

[11] For all technical issues, please see Appendix D.

attainment of that goal. Some of the technical material is placed in appendices so that researchers have access to documentation, and all readers have access to reference material.

Who Are We Talking About? And Who Are We *NOT* Talking About?

As was the case for the original *Tool Box*, the basic universe of analysis in *The Toolbox Revisited* does *not* consist of everybody who started out in the cohort. We have to be very clear about this. The basic question of both studies is:

> What demographic, high school performance, postsecondary entry, and postsecondary history (attendance patterns, academic performance) factors are convincingly associated with bachelor's degree attainment for 12th-graders who subsequently attended a four-year college at any time in their undergraduate careers?

This is not a question about completing high school, completing high school on time, or completing high school on time with a standard diploma (as opposed to a GED or certificate of attendance).[12]

This is not a question about entering the postsecondary system. We are not talking about "access." Nor is it a question about "persistence" to the second term or the second year following entry to postsecondary education. It certainly is not about "retention" in the same institution to the second term or the second year.

This is a question about *completion* of academic credentials—the culmination of opportunity, advisement, choice, effort, and commitment.

The question is carefully worded. The universe does not include people who never reached the 12th grade. In fact, as a consequence of the sampling design and weighting of the two longitudinal studies, both essays include only those students who were in the 12th grade *in the same year*,[13] along with those who graduated from high school. The definition of the universe also requires that we have demographic information, high school transcripts,[14] test scores, and postsecondary transcripts for everybody whose careers are subject to analysis. Not everybody can present all this information, and, with rare exceptions (involving some aspects of high school records, and as explained in Appendix C) both the original *Tool Box* and *The Toolbox Revisited* decline to impute any of this information.

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[12]For details on the high school graduation status of those who were eighth-graders in 1988, see Appendix L, table L1.

[13]For details on those in the NELS:88/2000 cohort who, though in the 12th grade in 1992 along with others, had previously been held back at least one year in the course of their schooling, see Appendix L, table L2.

[14]Only 21.3 percent (s.e. = 1.17) of the NELS:88/2000 who were in the 12th grade in 1992 were missing high school transcripts, compared with 73.7 percent (s.e. = 2.58) of those who had either dropped out of high school or were not in-grade. Nearly 100 percent of the former group graduated from high school with a standard diploma.

There are two other notable features of the basic question. First, both essays argue that, regardless of what students *say* on a survey about their education expectations, it is what they actually *do* that counts. So the only students we can talk about honestly with respect to bachelor's degree attainment are those who set foot in a bachelor's degree-granting institution at some time. This criterion obviously includes students who started their postsecondary careers in community colleges and other types of sub-baccalaureate institutions. Second, the term used to describe the relationship between the dozens of independent variables describing demography, high school performance, postsecondary entry, and postsecondary history and the dependent variable of bachelor's degree completion is "convincingly associated." Neither essay claims "cause" or "prediction."

To illustrate how these conditions restrict the universe, let us start with 2.93 million 1988 eighth-graders in the NELS:88/2000 cohort. Table 1 lays out the stages of contraction of the basic population until we reach the subject universe of this study.

Table 1. From macro to micro: Contraction of the universe of 1988 eighth-graders to the universe subject to analysis in *The Toolbox Revisited*

Description of Universe	Percent	Descending weighted N[a]
A. Initial universe of 1988 eighth-graders	100.0	2.93M
B. Of (A), those who were in the 12th grade in 1992	83.6 (0.98)	2.45M
C. Of (B), those who continued to postsecondary education at any time through December 2000	81.7 (1.28)	2.0M
D. Of (C), those who presented complete high school transcripts, test scores,[b] complete postsecondary transcript records, and socioeconomic status information	80.5 (1.01)	1.61M
E. Of (D), those who attended a four-year college at any time.	73.5 (1.00)	1.19M
Net percentage of 1988 eighth-graders in the universe	41	1.19M
Net percentage of 1992 12th-graders in the universe	51	1.19M

[a]Like other NCES longitudinal studies, the NELS:88/2000 cohort is a stratified sample, in which each student is assigned a weight to represent other similar students in the cohort (see Curtin, Ingels, Wu, and Heuer 2002).
[b] See definition of SRTSQUIN in Glossary.
NOTES: Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: NELS:88/2000 postsecondary transcript files (NCES 2003-402 and Supplement).

Looking more closely at our universe in terms of the types of schools attended, we find that 20.2 percent (s.e. = 1.13) started in community colleges, and 41.0 percent (s.e. = 1.29) earned credits from community colleges, whether or not they started at community colleges. While we will describe the attendance patterns of the NELS:88/2000 cohort in more detail later, the point is that the universe under analysis is not limited to those who attended *only* four-year institutions, and that the community college plays a significant role in the careers of the group of students under consideration.

To repeat: Our subject universe consists of half the 1992 12th-grade students in the NELS:88/2000 cohort. We are *not* talking about:

- students who did not graduate from high school or those who graduated with something other than a standard diploma (G.E.D. or Certificate of Attendance);
- students for whom we do not have full high school records (transcripts, grades, test scores);
- students for whom socioeconomic status could not be determined;
- students who did not enter any postsecondary institution by December 2000, when they were 26 or 27 years old; and
- students who entered the postsecondary system, but never set foot in a bachelor's degree-granting institution.

That is the other half. Some 22.2 per cent (s.e. = 1.05) of 1992 12th-graders who attended a four-year college at any time are in this "other half" because they are missing key information that excludes them from the universe under analysis. Readers interested in the demographic differences between included and excluded students due to missing data elements are referred to Appendix E.

Comparative demography of the subject universe

Given the strong boundaries drawn around the subject universe, how does its demography compare to less restrictive definitions? Table 2 sets out the major demographic categories, and compares the target subject universe with (a) all 1988 eighth-graders who participated in the last survey of the NELS:88/2000 in 2000, (b) all participants in the 1992 survey, whether or not they were in school or in the 12th grade,[15] and (c) all 1992 12th-graders who attended *any* postsecondary institution by December 2000.

As readers work from left to right across the columns of table 2, they will notice that gender balances are even until the moment of entry to postsecondary education, at which point women pull ahead of men. The same type of observation applies to the race/ethnicity distribution: At the point of entry to postsecondary education, the proportion of African-Americans, Latinos, and American Indians declines, while that of whites and Asians rises. In the universe for this study,

[15]The reader should note that, unlike the High School & Beyond/Sophomore cohort study, the NELS:88/2000 sample was "refreshed" in 1992 to be representative of 12th-graders in that year. The "refreshed" students are included in our analyses.

Table 2. For each of four definitions of the universe of students in the NELS:88/2000, percentage distribution by gender, race/ethnicity, socioeconomic status quintile, and second language background

Demographic variable	1988 eighth-graders	All 1992 survey participants	All 1992 12th-graders who entered postsecondary education	1992 12th-graders who attended a four-year college at any time and met other criteria to be subjects of this study[a]
Gender				
Men	49.7 (1.01)	49.9 (0.83)	46.5 (0.93)	48.8 (1.27)
Women	50.3 (1.01)	50.1 (0.83)	53.5 (0.93)	51.2 (1.27)
Race/ethnicity				
White	71.7 (1.50)	71.5 (1.30)	74.9 (1.29)	78.2 (1.31)
African-American	12.9 (1.26)	12.7 (0.94)	10.3 (0.90)	9.4 (1.03)
Latino	10.5 (0.87)	10.4 (0.84)	9.1 (0.88)	7.0 (0.72)
Asian	3.5 (0.32)	3.7 (0.31)	4.8 (0.43)	4.7 (0.42)
American Indian	1.4 (0.43)	1.7 (0.55)	0.7 (0.23)	0.6 (0.18)
Second language background				
Nonnative speaker of English	8.6 (0.68)	10.1 (0.83)	10.0 (0.90)	7.4 (0.67)
Native speaker of English from a second language household	3.3 (0.33)	2.7 (0.21)	2.4 (0.23)	2.2 (0.28)
Socioeconomic status quintile				
Highest quintile	21.3 (0.92)	21.1 (0.88)	29.1 (1.08)	38.5 (1.52)
2nd quintile	20.8 (0.79)	21.0 (0.69)	25.3 (0.88)	26.4 (1.24)
3rd quintile	20.7 (1.10)	19.8 (0.68)	20.2 (0.73)	17.7 (0.85)
4th quintile	19.6 (0.83)	19.2 (0.66)	15.4 (0.61)	11.7 (0.59)
Lowest quintile	17.6 (0.93)	18.9 (0.85)	10.0 (0.73)	6.8 (0.50)

[a]1992 12th-graders with known socioeconomic status and high school records (transcripts and test scores), who graduated from high school by December 1996, and attended a four-year college at any time.

NOTES: Standard errors are in parentheses. Columns for gender, race/ethnicity, and socioeconomic status quintile may not add to 100.0 percent due to rounding.

SOURCE: National Center for Education Statistics: NELS:88/2000 postsecondary transcript files (NCES 2003-402 and Supplement).

the proportion of whites rises even further, while that of Asians, American Indians, and African-Americans[16] holds steady, and that of Latinos declines. There are no statistically significant differences in the proportion of students who were nonnative speakers of English[17] until the final boundaries are drawn for the universe for this study.

The most dramatic and expected changes in the distributions of table 2 are by socioeconomic status quintile, with quantum leaps in the proportion of students from the top two quintiles as soon as one crosses the postsecondary line, and parallel declines in the proportion of students from the bottom two quintiles. Only the third quintile (the 41st–60th percentile) remains stable until the final contraction of the cohort for the universe used in this study.

What do these demographic changes within the universes of students who might be the subjects for a study mean? *The Toolbox Revisited*—and *Answers in the Tool Box* before it—is a study about students who graduate from high school and go on to college. Given historical data, it is not surprising that this group will evidence a higher SES profile and a lower percentage of under-represented minorities than others in the same grade cohort. Since the 1980s, women have been in the majority in this group.[18] Within our subject universe, demography is not necessarily destiny, as the original *Tool Box* demonstrated. For the comparison group—the other half that either does not graduate from high school, graduates but doesn't continue its education, or graduates and continues but never at a four-year college—*The Toolbox Revisited* says: If we want more people to wind up with at least a bachelor's degree in life, here are some guidelines based on the experience of people who tried.

Summary of Part I

What do *Answers in the Tool Box* and *The Toolbox Revisited* do, and what do they not do? Both studies use the histories of 12th-graders who subsequently attended a four-year college at any time (entered in any term and not just the fall term, entered as part-time as well as full-time students, entered in community colleges as well as four-year institutions) to indicate what factors in those histories are associated with completing a bachelor's degree—not in four years, not in six years, but whenever the longitudinal tracking ended (8.5 years from high school graduation for the class of 1992; 11 years for the class of 1982). They do not ascribe cause or pretend to predict. They recognize that what is associated with degree completion in one generation may not be associated with it in the next, or that the strength of association may change. Conditions and populations change, after all. Rigid prediction is a risky call, and besides, that's not what the data and statistical standards allow one to do.

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[16]The difference in the African-American proportion of the two universes is not statistically significant.

[17]Nonnative speakers were defined as those who said their first language was not English and, in grade 10 and/or 12 (the 1992 survey) indicated that they spoke to their mothers most or all of the time in their first language.

[18]Though to the extent to which the group includes students who commenced their postsecondary studies in community colleges—and it does—that majority will be a little less.

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Part II
Variables Explored and Used in This Analysis

With two major exceptions—high school academic curriculum intensity and the composite high school performance variable we call "Academic Resources," both of which are covered in Part III—the construction and allied information for most of the variables explored in *The Toolbox Revisited* are detailed in the Glossary (starting on p. 179). Whenever the reader asks for details on "How was that defined?" or "How did they get that?" the Glossary is the place to go.

The purpose of this section is to provide the reader with an advance reference list of the variables considered and used in this analysis. The reader should keep in mind that "variables" are *representations* of realities (e.g., first-year college grades) or constructs (e.g., transfer). We use them as a shorthand.

The variables listed and described are presented in the order of the steps of the logistic narrative for which they were considered. The collection represents neither a "fishing expedition" nor a "mind dump," as a majority of the variables considered were determined by the attempt to replicate the original *Tool Box* study with a more recent parallel cohort. A quick summary of their properties can be found in figure1.

Demographic background variables defined

1) NNSE—Nonnative speaker of English. A dichotomous variable marking those students whose first language was not English *and* who, in grade 12, reported that they conversed in that language with their mothers most or all of the time.

2) IMMIG—Parent immigrant status. A dichotomous variable indicating whether the student's parents were immigrants to the United States within the previous 10 years.

3) BROSIS—Number of siblings. A dichotomous variable marking students with three or more siblings, versus those with one, two, or none.

4) FIRSTGEN—First generation postsecondary student. A dichotomous variable indicating students for whom neither father nor mother ever attended a postsecondary institution.

5) FAMINC—Family income. This variable was first set in six bands, then trichotomized to yield upper-, mid-range, and low-income populations.

6) URBAN—A dichotomous variable indicating whether the student's high school was located in an urban area.

7) NEWCHILD—A dichotomous variable to mark students, male or female, who became parents by the time they were 20 years old.

8) RACE—A dichotomous race/ethnicity variable, with under-represented minority (African-American, Latino, and American Indian) = 1 and White and Asian = 0.

9) GENDER—A dichotomous variable in which male = 1 and female = 0.

10) SESQUINT—Socioeconomic status quintile. See Glossary.

High school background variables defined

1) EDUANTIC—Education anticipations. A three-level variable: (a) consistently (in grades 10 and 12) expected to earn a bachelor's degree; (b) raised expectations to the bachelor's degree between grades 10 and 12; and (c) either lowered expectations from the bachelor's level between grades 10 and 12 or never expected to earn a bachelor's degree.

2) CLSSRNKQ—High school class rank/GPA quintile. See Glossary and Appendix C for accounts of construction and limited imputation, respectively.

3) SRTSQUIN—Senior year test score quintile. A test of general learned abilities was administered to NELS high school seniors and the results set out in percentiles. For those who did not take that test but for whom SAT or ACT scores were available, those scores were substituted using an equipercentile concordance methodology, weighted, and set out in quintiles. See Glossary for a more detailed account.

4) HIGHMATH—Highest level of mathematics reached in high school. A five-level variable with calculus and precalculus at the high end and Algebra 1 and prealgebra at the low end. See Glossary.

5) SCIMOM—High school momentum in science and mathematics. A three-level variable combining highest level of mathematics with numbers of credits earned in core laboratory science. See Glossary.

6) FLAN—Number of units of foreign language in high school on a five-level scale.

7) ADVANCE—Number of Advanced Placement (AP) courses. Three values based simply on the number of AP courses recorded: three or more, one or two, and none. See Glossary for a full account of identifying AP course work.

8) HSCURRQ—Academic intensity of high school curriculum, in quintiles. This variable is the core of the analysis of students' precollegiate histories, and, hence, is described in detail in Part III and Appendix F.

9) ACRES—Academic Resources. A quintile index representing a composite of students' pre-collegiate attainment (curriculum plus class rank/GPA plus senior year test score). ACRES is the dominant precollegiate variable in both the original *Tool Box* and *The Toolbox Revisited.* The construction of this variable is described in detail in Part III.

Postsecondary entry variables defined

1) FIRST4—A dichotomous variable indicating whether the first postsecondary institution attended by the student was a four-year college.

2) DOCT—Another dichotomous variable indicating whether the first postsecondary institution attended was a doctoral degree-granting institution.

3) SELECT—A dichotomous variable indicating that the first institution attended by the student was either highly selective or selective.[19] See Glossary for details on selectivity.

4) NODELAY—A dichotomous variable marking students who entered postsecondary education within seven months of high school graduation.

5) ACCELCRD—Acceleration credits. A sum of all college credits earned by both course work prior to high school graduation and by examination. The values of this variable were set at three levels: more than 4 credits, 1–4, and zero.

First-year performance variables defined

1) LOWCRED—A dichotomous variable marking students who earned less than 20 additive credits earned in the first calendar year of attendance. For descriptive data on the relationship between number of credits earned in the first year and highest degree, see Appendix L, table L4.

2) FRSHGRAD—GPA in the first calendar year of attendance. Grade point averages were determined for the first *full calendar year* of postsecondary attendance and were then set out in quintiles. FRSHGRAD is a dichotomous variable that divides the highest two quintiles from the other three.

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[19]Institutional selectivity in the postsecondary files of all three grade-cohort longitudinal studies conducted by the National Center for Education Statistics has five values: highly selective, selective, nonselective, open-door, and not ratable. The first three of these values were based on the selectivity cells developed by the Cooperative Institutional Research Project (CIRP) at UCLA for its annual survey (since 1966) or entering freshmen. For the distribution of NELS:88/2000 postsecondary students by selectivity of first institution attended, see Appendix L, table L3.

3) FREM—A dichotomous variable indicating any remedial course work in the first calendar year of attendance.

4) FCOLMATH—Another dichotomous variable indicating whether the student earned any credits in college-level mathematics during the calendar year following first enrollment. "College-level mathematics" was defined to include college algebra, finite math, statistics, precalculus, calculus,[20] and a category of "liberal arts mathematics" courses that require the equivalent of high school Algebra 2 as a prerequisite, and include such topics as game theory, basic combinatorics, and foundations of numerical methods.

Financing postsecondary schooling variables

There are three dichotomous financing variables in both *Answers in the Tool Box* and *The Toolbox Revisited*: GRANTS, LOANS, and STUWORK. Each indicates only whether the student used that form of financing during his/her early postsecondary career. The reader is referred to the text of Part IV for elaboration.

Attendance pattern variables defined

1) TRANSFER—community college to four-year. With students going back and forth between community colleges and four-year colleges, it is important to mark transfer as a permanent change of venue, a migration that is formally recognized by system rules. A transfer student is one who (a) started in a community college, (b) earned more than 10 credits from the community college before (c) enrolling in a four-year college and (d) earning more than 10 credits from the four-year college. The only time limit set for these changes of venue and credit accumulation is the length of the longitudinal study. In the case of the NELS:88/2000, that means 8.5 years from the modal high school graduation data of June 1992. This is a dichotomous variable.

2) FOURTRAN—A dichotomous variable indicating transfer from one four-year college to another. The algorithm for classic transfer from a community college to a four-year college was fairly easy to construct. But to distinguish a true four-year-to-four-year college transfer required an indirect route. See Glossary for details.

3) MULTINS—A dichotomous variable indicating that the student attended more than one institution. This is a macro-vision of otherwise multidirectional student behavior.

4) SUMMER—Number of credits earned during summer terms, set in three bands: more than 4, 1–4, and none.

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[20]The category of "calculus" includes not only the standard sequence but also special "short calculus" or "brief calculus" courses, and specialized introductions to calculus for business, economics, and life science majors.

5) PARTTIME—A dichotomous variable tagging students whose enrollment intensity was *ever* part-time. The construction of this variable involves complex algorithms, and the reader is referred to the Glossary for details. (For an account of enrollment intensity in both the NELS:88/2000 and the Beginning Postsecondary Students longitudinal study of 1995/96–2001, see Appendix L, table L5).

Extended postsecondary performance variables defined

1) TREND—Trend in student's GPA: rising, flat, or falling. Cumulative undergraduate GPA was measured at three points in time—at the end of the first calendar year following initial enrollment, at the end of the first two calendar years following initial enrollment, and at the end of the student's undergraduate career, no matter when that occurred. See Glossary for further elaboration.

2) CUMMATH—Number of credits earned in college-level mathematics: more than 4, 1–4, and 0.

3) CHANMAJ—A dichotomous change-of-major variable. See Glossary for a full description.

Final factors variables defined

1) NOSTOP—In all three NCES postsecondary transcript-based grade-cohort studies, noncontinuous enrollment was defined as *more than* a one semester (or its equivalent, e.g., two quarters) stop-out period. In the dichotomous variable, NOSTOP, the student is considered continuously enrolled even with one semester (or two quarters) off.

2) WRPT Ratio—A dichotomous variable. On one side of the dividing line are students who withdrew from or repeated 20 percent or more of all courses in which they enrolled (ratio of non-penalty withdrawal and no-credit repeat grades to all grades received).

Summary: Locus of Responsibility

Figure 1 presents the basic statistical characteristics for 39 of the major variables described above that were either tested, used in trials, and/or employed in the final logistic narrative of *The Toolbox Revisited.* Seven of these variables describe demographic characteristics, and another three label types of financial aid that ultimately are offshoots of demography. Of the remaining 29 variables, 14 are principally matters of student choice (e.g., changed major), five are indicators of student academic effort (e.g., first-year grades), seven reflect interactions of student choice plus student effort plus opportunity to learn (e.g., highest high school math), two mark interactions of student effort and institutional judgment or guidance (e.g., first-year remediation), and one (education anticipations) reflects student experience, attainment, and self-assessment, along with the encouragement of family and peers. The student is at the center of all these representations. The locus of responsibility for the way each of these variables will tilt lies as much with the student as with external forces. *The Toolbox Revisited* is optimistic that most students can make it all come out right. We will return to this optimism in Part VII.

Figure 1. Values, means, standard deviations, use of variables considered, and step no., if used, in the logistic narrative of *The Toolbox Revisited*, with universe confined to 1992 12th-graders with complete high school records and known socioeconomic status who attended a four-year college at any time through December 2000

Variable	Values	Programming name	Mean	S.D.[a]	Used	Step no.	Relationship to variables in the original *Tool Box*
Nonnative speaker of English	2[b]	NNSE	0.1472	0.3544	No		New
First generation student	2	FIRSTGEN	0.1664	0.3725	Trial only		New
Number of siblings (more than 2 = 1)	2	BROSIS	0.2912	0.4543	Trial only		New
Race/ethnicity (minority = 1)	2	RACE	0.1678	0.3737	Yes	1–5	Carried forward
Gender (male = 1)	2	GENDER	0.4677	0.4990	Yes	1–7	Carried forward
Socioeconomic status quintile	5	SESQUINT	3.6909	1.2840	Yes	1–7	Carried forward
Family income	3	FAMINC	4.0792	1.5641	Trial Only		New
Became parent by age 20	2	PARENT	0.0282	0.1655	Yes	1–7	Carried forward
Education anticipations (consistency and level)	3	EDUANTIC	2.8747	0.4120	Yes	1–7	Modified
Highest high school math (prealgebra to calculus)	5	HIGHMATH	3.0030	1.3560	Trial only		Carried forward
High school science momentum	3	SCIMOM	2.1146	0.8837	Trial only		New
High school foreign language units	5	FLAN	3.3662	1.1617	Trial only		New
Advanced Placement	3	ADVANCED	1.2493	0.5833	Trial only		New
High school curriculum intensity	5	HSCURRQ	3.7424	1.1860	Trial only		New
Senior year test score quintile	5	SRTESTQ	3.8533	1.1752	Trial only		New
High school class rank/GPA quintile	5	CLSSRNKQ	3.6272	1.2965	Trial only		New
Academic Resources quintile	5	ACRES	3.6703	1.2130	Yes	1–7	Carried forward
No delay of postsecondary entry	2	NODELAY	0.9351	0.2463	Yes	2–7	Carried forward
Acceleration credits	3	ACCEL	1.4076	0.7546	Yes	2	New

See notes at end of figure.

Figure 1. Values, means, standard deviations, and use of variables considered, and step no., if used, in the logistic narrative of *The Toolbox Revisited,* with universe confined to 1992 12th-graders with complete high school records and known socioeconomic status who attended a four-year college at any time through December 2000—continued

Variable	Values	Programming name	Mean	S.D.[a]	Used	Step #	Relationship to variables in *Answers in the Tool Box*
First school was a four-year	2	FIRST4	0.7842	0.4114	No		Carried forward
First school was doctoral	2	DOCT	0.3764	0.4845	No		Carried forward
First school was selective	2	SELECT	0.2348	0.4239	Yes	1–7	Carried forward
Less than 20 credits in first calendar year	2	LOWCRED	0.2045	0.4034	Yes	3–7	Carried forward
First calendar year grades	2	FRESHGRD	0.4320	0.4954	Yes	3–7	Carried forward
Any first calendar year remediation	2	FREM	0.2204	0.4146	Yes	3–6	New
Any first year college-level math	2	FCOLMTH	0.5294	0.4992	Yes	3–5	New
Grants/scholarships	2	GRANTS	0.4972	0.5000	No		Carried forward
Loans	2	LOANS	0.3180	0.4658	No		Carried forward
Work-Study/campus job	2	STUWORK	0.3016	0.4590	Yes	4	Carried forward
Attended multiple institutions	2	MULTINS	0.6180	0.4859	Yes	5–7	Modified
Community college transfer	2	TRANSFER	0.1377	0.3446	Yes	5–7	Carried forward
Four-year to four-year transfer	2	FOURTRAN	0.1476	0.3547	Yes	5–7	New
Summer-term credits	3	SUMMER	2.1577	0.9184	Yes	5–7	New
Ever part-time	2	EVERPT	0.3342	0.4717	Yes	5–7	New
Trend in GPA (rising, flat, falling)	3	TREND	2.1733	0.7311	Yes	6–7	Modified
All credits in college-level math	3	MATH	2.2305	0.8388	Yes	6–7	New
Changed major	2	CHANMAJ	0.4765	0.4995	No		New
Continuous enrollment	2	CONTIN	0.7984	0.4012	Yes	7	Carried forward
Ratio of withdrawal/repeat grades to all courses attempted	2	WRPRATIO	0.0905	0.2870	Yes	7	Carried forward
Remedial problem (type and amount of remediation)	5	REMPROB	3.8960	1.4730	No		Carried forward

[a] Standard deviation.
[b] A value of 2 indicates a dichotomous variable, i.e. yes (1) and no (0).
SOURCE: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement)

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Part III
What Is and What Happens Before Matriculation

There are at least three distinct ways of setting up Step 1 in the progression of multivariate analyses that lead us to appreciate what makes a difference (and how much of a difference) in completing a bachelor's degree for students who attended a four-year college at any time. The first step covers both student demographics and high school performance. Let us cover the demographics first because they do not present complex analytic choices.

What If We Knew Nothing Except Demography?

The demographic background of students is marked as of a set moment in time (in our case, in grade 12). It is what students look like, where they are living, their parents' education(s), occupation(s), and income(s), and other features of the student's family. Demographic characteristics may be subject to special attention in education policy from local to national levels, but, with the exception of the student's marital and parental status, are not subject to change.

Demographic variables are normally considered in the context of other aspects of student experience, behaviors, and attitudes when attainment of any kind (e.g., high school graduation, test scores, grades, college degree) is the dependent variable. Indeed, that is the way this analysis treats demographic characteristics. But to demonstrate what happens to the demographic variables in the analysis, this section opens with a stark presentation. If someone asked us to explain bachelor's degree completion for 1992 12th-graders who subsequently attended a four-year college at any time, and all we knew about them were demographics, what would the various associations of demography with degree attainment look like?

Table 3 presents a logistic exploration that started with nine demographic variables described in Part II above. The socioeconomic status quintile variable is not included, but two of its components (family income and parents' highest level of education) are present to serve as proxies for SES. Two of the nine demographic variables—whether the student was a nonnative speaker of English and family immigrant status—were not accepted into the logistic equation.

Whether there were nine variables or seven, however, this logistic model fails to reach significance as a *model,* regardless of whether independent variables within the model turn out to be significant. The t value for the intercept falls below the threshold of 0.765 this study uses for keeping independent variables under consideration, and the proportion of concordant probabilities predicted at 63 percent is the lowest–by far–of any logistic model in this study.

Of the independent variables within the model, four are significant, even though that significance is undercut by the statistical characteristics of the model as a whole. The most significant ($p < 0.01$) is first generation college status, with a Delta-p statistic that says the probability of completing a bachelor's degree is reduced by roughly 21 percent for first generation students.

Race/ethnicity and gender are significant at $p <.05$, with the messages of the Delta-p that minority status reduces the probability of earning a bachelor's degree by 17 percent, and being male reduces that probability by 11 percent. Falling in the highest third of family income is marginally significant.

Table 3. Logistic account of the relationships among major demographic variables and bachelor's degree attainment for 1992 12th-graders who attended a four-year college at any time

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	0.2250	0.1869	0.69		
Race/ethnicity	**-0.7257**	**0.1434**	**2.90**	**0.05**	**-0.1660**
Gender	**-0.4760**	**0.1072**	**2.54**	**0.05**	**-0.1089**
Parenthood	-1.6285	0.5255	1.77	†	†
Siblings	-0.3619	0.1109	1.87	†	†
Family income	**0.3870**	**0.1111**	**2.00**	**0.10**	**0.0885**
First generation	**-0.9137**	**0.1420**	**3.69**	**0.01**	**-0.2089**
Urban high school	0.1839	0.1217	0.87	†	†

†Variable did not reach the minimum level of significance (p<.10) in a two-tailed test.
NOTES: Statistically significant variables are in bold. $G^2 = 6288.09$; $df=5144$; $G^2/df = 1.222$; $X^2(df) = 413.76(7)$; pseudo $R^2 = .077$. Proportion of concordant probabilities predicted = 63.0. Root design effect = 1.75.
SOURCE: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

But the most important message is the failure of the purely demographic analysis itself. If the statistical model does not reach a convincing level of significance, and all the variables inside the model are basically cut from the same cloth, then even if some of those variables are significant within the model, the cloth is frayed. That failure sets up a hypothesis that will unravel in the course of subsequent steps of the logistic narrative: Among students who attended a four-year college at any time, student demographics and family demographics may have, at best, indirect connections with degree completion. In fact, at the moment high school academic history is included in the multivariate account, demography plays a considerably reduced role at the same time that the logistic model becomes more persuasive.

High School Background and History

This is where the academic momentum story begins, where the major contributions of the original *Tool Box* were most prominent, and where the story continues to be of considerable importance.

There were four core high school background and performance variables in the first step of the logistic inquiry in the original *Tool Box*: senior year test score, a combined index of class rank and GPA, academic curriculum intensity, and the student's education "anticipations." The first three of these variables were combined in a composite index of "Academic Resources" that proved to have lasting positive repercussions through students' postsecondary histories.

Before we examine the results of the Step 1 logistic model, we should (a) revisit education "anticipations," and (b) provide a detailed account of how *The Toolbox Revisited* deals with high school curriculum.

"Anticipations" versus "aspirations"

Both the original *Tool Box* and this study employ a variable that some people will interpret as indicating students' education "aspirations." But this construct is carefully labeled "anticipations," and is *not* based on the student's answer to a question asked only once (for example, in a 12th-grade survey or in a freshman registration line). Rather, "anticipations" is built from sets of questions asked in both the 10th grade and the 12th grade, and describes the *consistency* and *level* of the student's abstract expectations and concrete plans.

Perhaps as a by-product of the national visibility of discussions on secondary-to-postsecondary transitions that followed the release of *A Nation at Risk* in1983, along with a burst in recruitment of minority students by both colleges and professionally-oriented organizations such as the National Action Committee for Minorities in Engineering, the proportion of 12th-graders who *consistently* expected to earn at least a bachelor's degree more than doubled from 22.5 percent (s.e. = 0.58) among 1982 12th-graders to 59.4 percent (s.e. = 1.02) among 1992 12th-graders. Continuing one's education after high school, at some point and "in some form of postsecondary education" is now a norm of expectations among high school graduates: 92.6 percent (s.e. = 0.54) of NELS:88/2000 students who graduated from high school with any kind of diploma, whether "on-time" in 1992 or later, expected to continue their education in a postsecondary setting. That which is a norm of behavior is like breathing in and breathing out. When virtually everyone expects to continue, the serious curricular "disconnect" between K-12 and postsecondary systems eloquently dissected by Venezia, Kirst, and Antonio (2003) is even more fraught with hazards and ironies. "Anticipations," one can surmise, will not play as significant a role in a logistic account of bachelor's degree completion as it did in the original *Tool Box*.[21]

To aspire is an active concept. In our ordinary usage, it means to hope, seek, wish, or yearn. When Kao and Tienda (1998) describe "aspirations" as "a realistic evaluation of likely outcomes" (p. 352), they are not describing "aspirations" as we normally understand the term. Qian and Blair (1999), too, indicate that they use the "aspirations" to describe expectations or plans

[21]Even there, the variable floated in and out of significance over the steps of the logistic model (see Adelman 1999, pp. 80–81).

"rather than a wish" (p. 622). And that's just the point: With these rare exceptions, the literature on education "aspirations" consistently confounds an emotively-laden term applied to motivation, desire, or drive with an assessment of possibility based in experience (Mezias 1988). Underneath the consistency-by-level construct of the educational "anticipations" variable used in both the original *Tool Box* and in this study is what Kao and Tienda (1998) document as a growth from abstract attitudes about a very distant possibility when students are in junior high school to a rational judgment based on both school experience and input from parents and peers as the time draws closer to high school graduation. There is no doubt that the consistency-by-level formulation of our anticipations variable is influenced by what happens to students between grades 10 and 12.

A different interpretation of expectations is implicit in Venezia, Kirst, and Antonio (2003): Expectations become assumptions, more passive than "aspirations." Their principal thesis—that students falsely assume that the momentum inherent in a high school diploma is sufficient not merely to enter a postsecondary environment ("the easy part," in their words) but to complete a credential—is all the more powerful when these assumptions end in less than completion. The principal culprit lies in poorly articulated (secondary-to-postsecondary) curricula (Conley 2005), a topic addressed in Part VI of this essay.

Academic Intensity of Secondary School Curriculum

Think of a series of moving walkways in an airport. Passengers expect that one leads to the next, and don't think too much about what's happening along the way. What the most perceptive of contemporary analysts of the curriculum paths from high schools into colleges of any kind have observed (Venezia, Kirst and Antonio; and Conley) might be described as a disconnect in both the location and speed of these successive moving walkways, so that the passengers stepping mindlessly off the first and heading to the second trip, stumble into the moving hand rail, and desperately grasp at their luggage so that it doesn't get stuck in the space between the two segments. This issue was imperfectly highlighted in the original *Tool Box* and is worth extended preliminary attention here.

The "differential course work" hypothesis, originating in the work of Pallas and Alexander (1983) and Alexander and Pallas (1984) in relation to high school test scores, and validated by *Answers in the Tool Box* with a longer time frame and a bachelor's degree attainment dependent variable, remains the core of the presentation in *The Toolbox Revisited* as well. With these forebears as guidance, we are going to look at the components of the curriculum variable, alternative presentations of those components for multivariate analyses, and some critiques of the measure. In the past decade, a number of short-hand representations of the high school curriculum, e.g., the New Basics as advocated in *A Nation at Risk* (1983), "minimum college-qualified" (Berkner and Chavez 1997), and "track location" (Lucas 1999; Lucas and Berends 2002) have become common in both the research literature and the general press. The New Basics are the best known of these heuristics. The highest level of these "new basics"

—which simply counted Carnegie units[22] (four of English, three each of mathematics, science, and social studies, and two of foreign language)—has been labeled "rigorous" (McCormick 1999), even though three units of mathematics could amount to no more than plane geometry and the science in question could lack any laboratory components. After the publication of the original *Tool Box*, the literature added criteria for highest level of math, core laboratory science, and Advanced Placement course work to the judgment of "rigor," and sought a trichotomous presentation with labels such as "core curriculum or less," "mid-level," and "rigorous" (Horn and Kojaku 2001).

Quite frankly, the word "rigorous" is somewhat of a misnomer since a course requiring a high concentration of intellectual effort can be presented in a relaxed manner with comparatively low standards for success. Put another way, calculus or laboratory chemistry, for example, can be taught in a very laid-back fashion, while an otherwise "ordinary" survey of U.S. history can require the search for, discovery, and cataloguing of original source material, readings in archival methods, and frequent examinations and project presentations with criterion-referenced grading standards. Both the original *Tool Box* and *The Toolbox Revisited* prefer the term, "academic intensity," defend the continuous variable of academic curriculum intensity as a more flexible language of accounting, and decline to invoke labels of "college qualified," "at risk," and others.

The academic curriculum intensity variable is called HSCURRQ. It takes a weighted distribution of NELS:88/2000 students across 31 levels of academic curriculum intensity and quality (there were 40 levels in the records of the High School Class of 1982, the subjects of the original *Tool Box*), and divides the distribution by quintile. Each level of academic curriculum intensity is a distinct configuration of numbers of Carnegie units[23] earned in core academic areas and other distinct notations about students' course of study. For example, in both data sets, at the highest level, one finds students who, between grades 9 and 12, accumulated.[24]

3.75 or more Carnegie units of English;
3.75 or more Carnegie units of mathematics;
highest mathematics of either calculus, precalculus, or trigonometry;
2.5 or more Carnegie units of science *or* more than 2.0 Carnegie units of core laboratory science (biology, chemistry, and physics);
more than 2.0 Carnegie units of foreign languages;
more than 2.0 Carnegie units of history and/or social studies;
more than 1 Advanced Placement course; and
no remedial English; no remedial mathematics.

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[22]A Carnegie unit is the basic credit system for U.S. secondary schools. It is generally recognized as representing a full year (36–40 weeks) in a specific class meeting four or five times per week for 40–50 minutes per class session (Martinez and Bray 2002).

[23]It is important to note that the Carnegie unit thresholds indicated, e.g., 3.75 units of English, are not determined *a priori*, but rather from the empirical distribution of Carnegie units standardized across the NELS high school transcripts in their edited version. See the descriptive windows for all the high school curriculum variables on the NCES data sets in CD # 2003-402 and its June 2004 Supplement.

[24]For mean numbers of Carnegie units earned in major curriculum areas, see Appendix L, table L6.

These are minimums. In fact, at the highest level of academic curricular intensity, students had accumulated an average of 4.30 Carnegie units of English, 4.34 units of mathematics (94 percent having reached precalculus or calculus), 3.63 units of core laboratory science, 3.76 units of foreign languages, and 3.79 units of history and other social studies, along with an average of three AP courses. That is an impressive portfolio.

To this particular configuration, the NELS:88/2000 version of the highest level of academic curriculum intensity adds any Carnegie units in "computer science," a far more frequent and integrated elective in the high school curriculum by 1990, when the NELS students were in the 10th grade, as opposed to 1980, when the High School & Beyond/So students were in the 10th grade (the mass availability and marketing of PCs began in 1984).

Each subsequent level in a descending logical cascade subtracts something from this configuration (see Appendix F) until a relatively smooth distribution is achieved. Nothing is perfect in these algorithmic adjustments; and whatever lumpiness in distribution remains is assuaged in the quintile version.

In light of recent literature on the effects of AP course-taking versus scores on AP examinations (e.g., Geiser and Santelices 2004; Klopfenstein and Thomas 2005), it is important to note that in both the original *Tool Box* and in this study, AP course work is *not* treated as a discrete variable, rather as *part* of the overall index of academic curricular intensity. However, in a moment we will demonstrate what happens when AP is invoked as a distinct independent variable in alternative constructions of the first step of our core logistic model.

The basic critique of this account of high school curriculum has much merit: Numbers of courses (expressed in Carnegie units) in specific subject areas are not equivalent to high content standards or performance standards in those courses (Barth and Haycock 2004). In the cascading curriculum levels of the Academic Intensity variable, a student could accumulate three units of watered down history and social studies and still have three units. A national transcript accounting has no way of knowing what is demanded in thousands of history and social studies courses offered in 1100 high schools, a point made in the staff research for *A Nation at Risk* (see Adelman 1983). The only domestic examples available for those who argue for test-driven high content standards in individual high school subjects such as U.S. history or chemistry or Algebra 2 are the College Board achievement tests (now called SAT II) and the New York State Regents. Some other states (e.g., Michigan) have tests in place for merit-based scholarships that cover broad areas of the curriculum (e.g., math, science) and language skills (reading, writing) but not specific subjects. In this respect, they are closer to the ACT examination, though at a less demanding level (Bishop 2004). The high school transcripts that serve as our evidence are very inconsistent in entering SAT II subject exam scores, so we have nothing on which to rely for an external validation of content. Getting beyond course titles to content standards is addressed in Part VI of this study.

Altonji's work (1996) offers a second important critique. He would have us control high school curriculum variables for school effects and "quality of courses," but admits that whatever one tries for proxy measures, the results would be "imperfect." Altonji draws our attention to the fact that more than half the variance in the mean number of Carnegie units earned in academic

subjects by the NLS-72 cohort[25] was across schools, indicating disparities in opportunity to learn, teacher quality, and student talents and proclivities. One might put Altonji's conclusion more baldly: Students from higher SES backgrounds attend high schools that serve similar students, schools in which parental expectations and involvement are high, and schools in which curriculum offerings and teacher quality follow SES demands and can afford to do so because the tax base is higher. These students tend to enter college and earn degrees at higher rates than students from "lesser" backgrounds and from schools that accompany those backgrounds, therefore, the influence of the academic intensity of high school curriculum will be overstated.

The implicit response of the original *Tool Box* made explicit in *The Toolbox Revisited* is that there are inequities in opportunity to learn and proclivity to learn that are reflected in the geo-demography of schools, but in a logistic account of bachelor's degree attainment in which the results are reported with the Delta-p statistic, socioeconomic status will modulate some of the effects of curriculum. The message encourages all high schools to offer the requisite curricula, to make sure they have teachers who can deliver that curricula, to believe that their students can all reach higher levels of academic intensity in preparation, and to encourage their students to do so—no matter what students' intentions for subsequent education or work may be. As the principles of the *No Child Left Behind* legislation are applied in high schools, this is a large part of what they mean.

Highest level of mathematics and changes in high school course-taking

In comparing the high school records of the HS&B/So (High School Class of 1982) with those of the NELS:88/200 (High School Class of 1992), and looking only at earned Carnegie units, what we principally witness is an improvement of precollegiate preparation of students in mathematics

Table 4. Percentage of 1982 and 1992 12th-graders in academic high school programs whose high school curriculum fell below selected content and intensity thresholds

	Class of 1982		Class of 1992	
Curriculum markers	**All 12th-graders**	**In academic program**	**All 12th-graders**	**In academic program**
Percent of students with:				
Highest level of mathematics *less than* Algebra 2	60.2 (0.78)	35.4 (1.02)	37.7 (1.11)	24.2 (1.24)
Maximum of one year of core laboratory science	60.1 (0.82)	37.1 (1.04)	34.3 (1.17)	21.0 (1.22)
Maximum of one year of foreign language	28.3 (0.88)	14.3 (0.75)	41.5 (1.30)	28.4 (1.47)

NOTES: "Core laboratory science" is confined to biology, chemistry, and physics. Standard errors are in parentheses. Weighted N for students in academic program: HS&B/So = 1.5M; NELS:88/2000 = 1.8M.
SOURCES: High School & Beyond/Sophomore Cohort (NCES 2000-194) and NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

[25]The National Longitudinal Study of the High School Class of 1972, the first, most elaborate, and longest (1972–86) of the NCES grade-cohort longitudinal studies

and science, a change that affects the amount of remediation necessary in four-year colleges, as well as mathematics course-taking at the college-level (Adelman, Daniel, and Berkovits 2003). We also note an unsettling increase in the percentage of students taking a maximum of one year of foreign language course work (though that percentage spread might be mitigated somewhat if we accounted for the increase in bilingual heritage language users between the two cohorts). Table 4 sets forth some basic threshold markers in these curricular areas.

Thresholds are suggestive, but not conclusive, of the shape of change in curricular preparation. By reverse logic, table 4 says only that X percent of students are getting beyond point Q in secondary school study. It does not say how far beyond, and that may make more of a difference in academic momentum. The mathematics analysis in the original *Tool Box* was a proxy for the general metaphor of momentum, and it may be instructive to compare the results of those calculations—a distribution and a logistic—to what emerges from the NELS:88/2000 involving all the rungs on the "math ladder." Tables 5, 6, and 7 do so, confining their universes only to students who were in the 12th grade in the year they were scheduled to be in the 12th grade. They do not restrict the universes to those who entered postsecondary education, let alone to those attended four-year colleges at some time. These are very inclusive groups.

Table 5 confirms other observations in these data sets: The efforts following *A Nation at Risk* to move students further ahead in high school mathematics had positive results. Higher proportions of students were reaching Algebra 2 and higher levels. Bachelor's degree attainment rates for those who moved at least one step beyond Algebra 2 in high school were stable, but declined at every level at or below Algebra 2. Table 5 provides a framework that needs to be validated in a more convincing way, and that is the purpose of table 7. Table 7 presents the results of logistic analyses and does so in odds ratios (departing from the presentation of other logistics in *The Toolbox Revisited*) to match the way in which this table was presented in the original *Tool Box* study.[26]

From the write-ups and presentations of the original *Tool Box* study a principle for high school curriculum guidance arose: "One step beyond Algebra 2 doubles the odds that you will earn a bachelor's degree." What does that mean, i.e., how does one read table 7? An odds ratio indicates that every unit of change in an independent variable (in this case, each step up the math ladder) increases the odds of X happening versus the odds of X *not* happening by Y (the odds ratio). For table 7, the data for the full model—using only highest mathematics and socioeconomic status quintile—are presented first, in bold. In both cohorts, the odds ratio says that every step up the math ladder multiplies the odds of earning a bachelor's degree by roughly 2.5 versus an odds ratio for each step up the socioeconomic status quintile measure of 1.68 (for the class of 1982) and 1.78 (for the class of 1992). These data are statistically significant ($p < .05$ or better).

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[26]The High School Class of 1982 data in table 7 are slightly different from those in the previous presentation in *Answers in the Tool Box* (table 6, page 17) because a more accurate 12th-grade flag for that data set has been developed to match the NELS:88/2000.

Table 5. Bachelor's degree attainment rate by highest level of mathematics reached in high school by 1982 and 1992 12th-graders

	Class of 1982		Class of 1992	
Level of math	Percentage reaching this level of math	Earned bachelor's	Percentage reaching this level of math	Earned bachelor's
Calculus	5.2 (0.36)	82.1 (2.45)	9.7 (0.54)	83.3 (2.72)
Precalculus	4.8 (0.37)	75.9 (2.43)	10.8 (0.65)	74.6 (2.04)
Trigonometry	9.3 (0.51)	64.7 (2.32)	12.1 (0.81)	60.0 (3.32)
Algebra 2	24.6 (0.75)	46.4 (1.54)	30.0 (1.08)	39.3 (2.31)
Geometry	16.3 (0.65)	31.0 (1.92)	14.2 (0.87)	16.7 (1.87)
Algebra 1	21.8 (0.69)	13.4 (1.33)	16.5 (0.92)	7.0 (1.24)
Pre-algebra	18.0 (0.66)	5.4 (1.19)	6.7 (0.53)	3.9 (1.34)

NOTES: Standard errors are in parentheses. The columns for level of math may not add to 100.0 percent due to rounding.

SOURCES: National Center for Education Statistics: High School & Beyond/Sophomore Cohort (NCES 2000-194) and NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

The balance of the table takes each level of high school mathematics, and runs a logistic regression *for that level*, with bachelor's degree completion as the dependent variable, and SES quintile as the sole control. For the class of 1982, reaching calculus in high school increased the odds of earning a bachelor's degree by a very impressive 8.18 to 1. For the class of 1992, the odds ratio for calculus was still in the same range at 7.52 to 1. The parameter estimates for the calculus line are almost identical (2.102 versus 2.018). These are consistent results.

When one looks at the columns in table 7 for the class of 1982, one notices that the sign of the parameter estimate moves from negative to positive territory between geometry and Algebra 2, and the value of the parameter estimate rises above 1.0 between Algebra 2 and trigonometry. The odds ratio more than doubles in each of those steps, but only in the step between Algebra 2 and trigonometry (the "one step beyond") is the parameter also positive. For the class of 1992, all those relationships move up one rung on the "math ladder," principally because a higher percentage of this group (than the percentage for the class of 1982) reached precalculus or calculus while a lower percentage failed to get as far as Algebra 2. The critical boundary for math momentum now lies firmly beyond Algebra 2.

But therein lies the rub, for not everyone has the chance to reach beyond Algebra 2. Differential lack of opportunity-to-learn was a major theme in the original *Tool Box* and is just as prominent a theme in this study of a cohort a decade later. Table 6 illustrates this unhappy situation. It asks what proportion of students—by race/ethnicity and socioeconomic status quintile—attended high schools that offered key math courses beyond Algebra 2.

If mathematics momentum is as important as we contend it to be, one can see the ripples of opportunity—or lack of opportunity—that start in high school offerings. In the matter of calculus, Latino students and those from any socioeconomic status quintile other than the highest are at a distinct disadvantage with respect to the opportunity even to confront the subject. African-American students join the other groups in less access to both trigonometry and statistics. While this issue will be revisited, it deserves underscoring here: The task of providing quality secondary school curricula to *everybody*, the *paths* to AP, the *paths* to the kind of learning challenges students will face in higher education, is enormous. If the promise of *No Child Left Behind* is to be realized at the secondary school level, it is first and foremost through the equitable provision of opportunity-to-learn.

Table 6. Percentage of 1992 12th-graders who attended high schools that offered courses[a] in statistics, trigonometry, and calculus, by race/ethnicity and socioeconomic status quintile

	Percent attending high schools that offered:		
Demographic group	Calculus	Trigonometry	Statistics
Race/ethnicity			
White	58.6 (1.67)	76.9 (1.29)	27.7 (1.62)
African-American	50.8 (4.14)	67.0 (3.90)	19.5 (2.71)
Latino	44.6 (4.04)	59.9 (3.55)	18.2 (2.44)
Asian	61.3 (4.31)	71.9 (3.61)	30.1 (3.94)
Socioeonomic status quintile			
Highest quintile	71.6 (1.93)	83.1 (1.64)	34.0 (2.30)
2nd quintile	56.2 (2.32)	73.2 (2.13)	27.1 (2.01)
3rd quintile	54.1 (2.39)	71.4 (2.33)	24.9 (1.92)
4th quintile	49.3 (2.46)	70.3 (2.28)	20.3 (1.80)
Lowest quintile	43.5 (2.86)	63.7 (2.66)	18.5 (2.06)

[a] Responses are based on surveys of school administrators and math teachers of NELS students in 1990. Where the administrator did not answer the question, the math teachers did not indicate that they taught the subject, and students did not earn any credits in the subject, the calculation assumes that the school did not offer the subject. This approach may underestimate the percentage of high school offering the subjects at issue.

NOTES: Standard errors are in parentheses.

SOURCES: National Center for Education Statistics: NELS:88/94 (NCES 96-130), and NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

Since "highest high school mathematics" is a critical sorting component in the construction of the composite variable describing the academic intensity of a student's secondary school curriculum, the ramifications of more students completing courses beyond Algebra 2, it is hypothesized, will ironically diminish (however modestly) the explanatory power of curriculum and raise the power of academic performance (class rank/GPA). To illustrate with a metaphor: If it was said that a student who reaches precalculus in high school and earns a C has a better chance of finishing a bachelor's degree than a student who gets only as far as Algebra 2 with an A-, we now have to raise the bar for performance in precalculus to at least a B- in order for the prediction to hold.

Table 7. The math ladder for 1982 and 1992 12th-graders: Odds ratios and parameter estimates of earning a bachelor's degree at each rung, controlling for socioeconomic status quintile

	1982 12th-graders				1992 12th-graders			
Variable	Odds ratio	parameter estimate	Adjusted standard error	*p*<	Odds ratio	parameter estimate	Adjusted standard error	*p*<
Highest math	**2.56**	**0.938**	**.0426**	**.01**	**2.50**	**0.918**	**.0467**	**.01**
Socioeconomic status quintile	**1.68**	**0.520**	**.0359**	**.02**	**1.78**	**0.571**	**.0449**	**.05**
By highest level of mathematics:								
Calculus	8.18	2.102	.0426	.01	7.52	2.018	.1936	.05
Precalculus	6.34	1.846	.1895	.05	4.91	1.591	.1592	.05
Trigonometry	3.76	1.352	.1267	.05	3.05	0.860	.1422	.10
Algebra 2	1.82	0.599	.0867	.05	0.89	-0.115	.1030	†
Geometry	0.63	-0.468	.1108	†	0.24	-1.434	.1812	.10
Algebra 1	0.19	-1.666	.1386	.02	0.07	-2.688	.2788	.10
Pre-algebra	0.06	-2.778	.2614	.05	0.05	-3.088	.6684	†

† Variable did not reach the minimum level of significance (p < .10) in a two-tailed test.

NOTES: For both 1982 and 1992 12th-graders, the universe consists of all students for whom highest mathematics in high school could be determined, SES data were available, and highest postsecondary credential at the end of the cohort study period was known. Root design effect for the high school class of 1982 (HS&B/So cohort)=1.59; root design effect for the high school class of 1992 (NELS:88/2000 cohort)=1.98. NELS:88/2000 goodness-of-fit data for the full model: G^2 = 8289.25; *df* = 9135; G^2/df = 0.91; percent concordant probabilities predicted = 84.3. HS&B/So cohort goodness-of-fit data for the full model: G^2 = 8371.74; *df* = 9288; G^2/df = 0.892; percent concordant probabilities predicted = 80.0.

SOURCES: High School & Beyond/Sophomore Cohort (NCES 2000-194); NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

The general improvement in the high school curriculum profile of the NELS:88/2000 cohort is reflected, at least among students who subsequently attended a four-year college at any time, in diminished postsecondary remediation for that population. Table 8 sets out the distribution of what in the original *Tool Box* study was called the "remedial problem," a logical cascade that distinguishes not only the amount of remediation a student takes in college, but also the kind of remediation at issue. The logical cascade begins with remedial reading, then sorts out those students whose only remediation consists of one or two courses in mathematics, then divides the balance of the remedial population between those who required more than two remedial courses and those who required only one. The type of remediation at issue for both these residual populations is usually writing, but also includes courses devoted to basic study skills and general developmental work. If the population included students who never attended a four-year college, this distribution would look very different.[27]

Table 8. Percentage of 1982 and 1992 12th-graders who attended a four-year college at any time, by type and amount of remedial courses taken in postsecondary education

Type and amount of remediation	High School Class of 1982	High School Class of 1992
Any remedial reading	10.0 (0.56)	7.8 (0.72)
Remedial math only (1–2 courses)	14.0 (0.65)	9.8 (0.65)
More than 2 remedial courses of any kind other than reading	14.5 (0.72)	8.9 (0.64)
Only 1 remedial course other than reading	9.0 (0.50)	6.5 (0.41)
No remedial courses	52.5 (1.04)	66.9 (1.07)

NOTES: (1) Standard errors are in parentheses. (2) Columns may not add to 100.0 percent due to rounding.
SOURCES: High School & Beyond/Sophomore Cohort (NCES 2000-194) and NELS:88/2000 Postsecondary Transcript Files (2003-402).

[27]Among all NELS:88/2000 students who participated in the 1992 survey and subsequently attended *only* community colleges, 64.5 percent (s.e. = 1.88) took at least one remedial course and 43.7 percent (s.e. = 1.98) took more than one. Among those who attended only sub-baccalaureate trade schools, which often do not require remediation, 32.4 percent (s.e. = 5.89) took at least one remedial course and 21.9 percent (s.e. = 6.07) took more than one. There is a considerable difference between the norms and requirements of community colleges versus those of other sub-baccalaureate institutions in the matter of remediation, and we should not mix the two in analyses of remediation.

Summary of high school curriculum and performance variables

To remind the reader of our tools before heading into Step 1 of the logistic narrative: For the high school curriculum components of the analysis we have a composite variable called HSCURRQ, and four variables set forth in Part II above describing discrete components of HSCURRQ that we can test as proxy measures for the composite—highest level of mathematics, science momentum (a combination of highest math and core laboratory science credits), foreign language credits, and number of Advanced Placement courses. In a moment all these will appear in a correlation matrix that will provide a preview of how they might play out in multivariate analyses.

For our other performance measures, we bring forward from Part II a quintile presentation of the student's high school class rank/GPA, and a quintile presentation of senior year test score.

Academic Resources

The original *Tool Box* advanced a notion explored and developed by Karl Alexander of Johns Hopkins and his associates in numerous exemplary contributions to the research literature: A student's academic background was far more important than demographic variables such as gender, race/ethnicity, family composition, and socioeconomic status in relation to test performance (Alexander and Pallas 1984), entering higher education (Thomas, Alexander, and Eckland 1979), and, in one study, degree completion (Alexander, Riordan, Fennessey and Pallas 1982). How does one reflect a composite idea of "academic background" of students coming out of high school and into postsecondary education? The key measure of Academic Resources (or ACRES, as the original *Tool Box* variable was called in order to elicit the idea of academic cultivation), combined curricular record, academic performance (class rank/GPA) as an indicator of student effort, and an external measure in the form of performance on tests of general learned abilities. These three components, as we have seen, are set out in quintiles. To get a preliminary idea of their relative strength in relation to bachelor's degree completion and to equalize the conditions of judging degree-completion rates by performance quintiles, table 9 takes all on-time high school graduates in 1992 and indicates the percentage who completed a bachelor's degree by December 2000 by quintile of each of the three components of Academic Resources. To be included in table 9, the student's record had to contain positive values for all three components.

Table 9 offers some hints of what multivariate analysis will confirm. Compared to the distributions for academic curriculum intensity and class rank/GPA, the test score quintile variable yields weaker degree completion rates in its highest two quintiles. This is a clear sign that the test score quintile will not have as strong an association with degree completion as the curriculum and performance factors. At first glance, it looks as if class rank/GPA will be fairly dependable, but it has one minor bump. The reader is directed in table 9 to the percentage of eventual bachelor's recipients from the lowest quintile of class rank/GPA (13 percent) compared to the percent of bachelor's degree completers in the lowest quintile of test scores and academic curriculum (about 9 percent in both cases). The differences are statistically significant in a

descriptive account such as that of table 9, but how meaningful they turn out to be must await a multivariate context. In the meantime, one would posit that the class rank/GPA measure may not prove as strong as the curriculum measure.

Table 9. Percentage of on-time 1992 high school graduates who continued their education in any postsecondary institution who completed bachelor's degrees by December 2000, by quintile performance in the three component variables of Academic Resources

	Percent completing bachelor's degree				
Population	Quintiles of Academic Resources components				
	Highest	Second	Third	Fourth	Lowest
All on-time1992 high school graduates who continued to postsecondary education at any time					
Curriculum	81.7 (1.50)	60.5 (2.14)	35.5 (1.93)	23.4 (1.99)	8.7 (1.37)
Class rank/GPA	78.8 (1.47)	59.1 (2.24)	40.3 (2.11)	25.7 (2.16)	13.0 (1.94)
Senior test score	74.9 (1.72)	53.9 (1.92)	37.2 (2.16)	26.7 (2.41)	8.9 (1.31)

NOTES: Standard errors are in parentheses. Weighted N = 1.6M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

A multivariate analysis involving these variables, in fact, confirms our suspicions, and its results are presented in table 10. The model is the foundation for construction of the composite variable, Academic Resources, and is derived from ratios of the standardized beta estimates of the three high school performance indicators produced by a logistic regression with bachelor's degree attainment as the dependent variable and no controls (the logistic regression itself can be found in Appendix L, table L7). The change in these ratios between those for the High School Class of 1982 and those for the High School Class of 1992, while still leaving academic curriculum with the highest weight, narrows the gap between curriculum and performance, and lowers the strength of test scores as a component of Academic Resources. Given the differences in overall participation in the variable, i.e., the proportion of 12th-graders for whom all three components have positive values, some of the change may be an artifice of the NELS:88/2000 data set. But the principal message is one observed when commenting on the change in the distribution of students by highest level of mathematics studied in high school: The higher the average level of mathematics attainment, the more student effort, reflected in grades, will count. This theme will continue to play out when our story crosses the matriculation line into postsecondary education; and it was one of the principal points made by DesJardins, McCall, Ahlburg and Moye (2002) in their critique of the original *Tool Box* study.

When using all three measures—curriculum, class rank, and ACT test score—in a traditional linear analysis predicting first-year college grades, Pike and Saupe (2002) found curriculum to be the strongest, though their curriculum variable was dichotomous (students either meeting or not meeting the entrance specifications for a selective state university), which would naturally increase its power. Even when they introduced indirect effects of high school characteristics —control (private/public), size, mean ACT score of students, and mean proportion of students who attended the university—the parameter estimates for this curriculum variable were significantly greater than those for test scores or class rank. While *The Toolbox Revisited* is not in the business of predicting first-year grades, it is gratifying to note research that has similar respect for the propulsive power of course of study.

Table 10. Component weights of the high school Academic Resources variable for 1982 12th-graders and 1992 12th-graders who presented positive values for all three components

Components of Academic Resources	1982 12th-graders	1992 12th-graders
Academic curriculum intensity	.41	.42
Classrank/GPA	.30	.33
Senior test score	.29	.25

NOTE: Columns will add to 1.00.
SOURCES: High School & Beyond/Sophomore cohort (NCES 2000-194), and NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

A second message bears repeating from its formulation in the original *Tool Box*: Student effort in curriculum participation and performance over the three *years* of high school (grades 10 to 12) reflected in the transcript data is worth considerably more than performance on a three-*hour* test on a Saturday morning. Test scores are a natural consequence of the academic intensity of curriculum and quality of student effort reflected in grades, and the weakening position of the test score variable in the ACRES configuration for the NELS:88/2000 cohort is a natural outcome of improvements in academic curriculum participation of the post-*A Nation at Risk* era.

Correlations

Now that we have all the precollegiate variables explained and in place, the process of bringing zoom and macro lenses of multivariate analysis to bear begins. The first stage sets forth a correlation matrix of precollegiate academic variables including three outcomes: on-time high school graduation, basic postsecondary "access," and bachelor's degree completion. Table 11 presents the Pearson's *r* results. Some of these correlations are weak, suggesting that one or both of the variables in question will not add to the explanatory power of a logistic regression. On-time high school graduation, for the most noted example, is not related to anything (this was also true in the parallel correlation matrix in the original *Tool Box*). Other relationships are not surprising, e.g., Advanced Placement has almost no bearing on entering postsecondary education (96.7 percent [s.e. = 1.48] of NELS 12th-graders with any AP courses entered the postsecondary sphere, versus 75.9 percent [s.e. = 1.01] of those with no AP course work).

Table 11. Correlations of major precollege Academic Resources variables and high school graduation status, college entry, and bachelor's degree attainment by December 2000 for 1992 12th-graders

	Curriculum intensity quintile (CURRQ)	AP courses (APCRS)	Highest math (5 levels) (HMATH)	Science momentum (3 levels) (SCIMOM)	Foreign language (3 levels) (FLAN)	Class rank/GPA quintile (RANK)	Senior test quintile (TEST)	On-time HS grad, standard diploma (ONTIME)	Post-secondary entry (PSENT)
CURRQ	-----	0.368	0.777	0.774	0.645	0.572	0.581	0.167*	0.352
APCRS		-----	0.438	0.366	0.270	0.326	0.317	0.050*	0.111*
HMATH			-----	0.869	0.519	0.618	0.634	0.124*	0.301
SCIMOM				-----	0.489	0.594	0.578	0.118*	0.279
FLAN					-----	0.430	0.510	0.146*	0.338
RANK						----	0.566	0.185*	0.298
TEST							-----	0.138*	0.313
ONTIME								-----	0.168*
PSENT									-----
BACHELOR'S	0.524	0.319	0.538	0.530	0.451	0.493	0.469	0.129*	0.332

NOTE: All estimates except those noted with an asterisk are statistically significant at p<.05 or better.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

True to its position in the construction of the composite academic curriculum intensity variable (abbreviated here as CURRQ), in fact, Advanced Placement does not exhibit as strong a correlation with the composite as do the mathematics, science momentum, and foreign language components. Why? Because AP is invoked as a sorting criterion in only six of those 31 levels of academic curriculum intensity (see Appendix F), while highest mathematics is invoked in 25 levels, foreign languages in 18, and core laboratory science or all science in 30. Common sense says that we will find higher correlations of these other components with the composite curriculum variable.

But among those other components, the correlation between the highest level of mathematics and science momentum (which includes highest math in its definition) is so strong (0.869) as to set off collinearity bells. The clear message is to use only one of them in any multivariate analysis. The highest level of mathematics was dropped because the variable represents only one curricular area, whereas SCIMOM carries two. Likewise, following Pedhazur's (1982) rules of thumb for identifying potential collinearity problems from correlations, table 11 advises that if we use the high school academic curriculum index, we should not invoke either highest level of math or science momentum in the same multivariate model.

The only other observations of the correlation matrix of table 11 worth special attention are:

- When bachelor's degree completion is the reference point, the relative correlations of the curriculum, class rank/GPA, and test score variables are in roughly the same relationship observed in the more complex construction of the composite Academic Resources variable: Curriculum exhibits the strongest correlation, followed by class rank/GPA, followed by test score.
- However, when the referent variable is simply entering postsecondary education, (a) the correlation coefficients are much lower, and (b) the test score variable is slightly stronger than class rank/GPA.

The bottom line of these two conclusions: What counts for completion will be more potent than what counts for mere entrance (the "easy part," in the words of Venezia, Kirst, and Antonio, 2003).

Step 1: The First Logistics

In the commentaries and critiques of these aspects of the original *Tool Box*, two potent questions were raised:

> 1) Is a composite variable such as Academic Resources, a variable that yokes together very different types of measures (a basically qualitative curriculum index, class rank and GPA, test score), as convincing as these measures taken separately in any multivariate account of degree completion (DesJardins, McCall, Ahlburg, and Moye 2002)?
>
> 2) Unlike class rank/GPA and senior test score, the academic curriculum intensity variable is built from components, some of which are high profile in their own right, e.g., Advanced Placement and highest level of mathematics reached in high school. If we substitute the major components for the composite in an account of degree completion, will they be as convincing?

In light of these questions, three distinct ways of setting up the first step in the progression of logistic analyses that lead us to appreciate what makes a difference (and how much of a difference) in completing a bachelor's degree for students who attended a four-year college at any time were explored. The first step covers both student demographics and high school performance.

What happens to all those demographic variables in the "demography only" logistic of table 3 when these three competing approaches were tried out? With the exception of gender, race/ethnicity, and becoming a parent by age 20, the minute the high school performance variables enter, the demographic variables disappear. Taken individually, none of them—first postsecondary generation status, second language dominant, recent immigrant status, family income, number of siblings, and urbanicity of community in which the student's high school was located—meet the statistical criteria for either entering or staying in the logistic models employed in this study. But two of these variables, family income and level of parents' education, play dominant roles in the construct of socioeconomic status, which itself more than qualifies for the logistic treatment.

Repetition of a special note on the components of the high school academic curriculum intensity variable is necessary in the context of this first step in the logistic narrative. With the exception of Klopfenstein and Thomas (2005), a spate of recent reports and commentaries on the Advanced Placement program (e.g., College Board 2005) claim that the original *Tool Box* demonstrated the unique power of AP course work in explaining bachelor's degree completion. To put it gently, this is a misreading. AP is only a *component* of the academic curriculum intensity in both the original *Tool Box* and this replication. But to test the misreadings, AP was tried out as one of three variables that might serve as proxies for curriculum intensity. The other two variables tested as substitutes were a measure of momentum in science (SCIMOM) which includes elements of HIGHMATH and Carnegie units earned in both core laboratory science and all science courses, and number of Carnegie units earned in foreign languages.

So, three distinct approaches to logistic regression models were tried out for Step 1. The first, table 12, keeps the composite variable Academic Resources, and includes nothing else. The second divided Academic Resources into its three components. And the third dropped the high school academic curriculum intensity variable and replaced it with its three proxy components: science momentum, foreign language study, and AP.

Which one of these three versions should be carried forward in the stepwise analysis? In the first version (table 12), maintaining the composite of Academic Resources, only Academic Resources and socioeconomic status quintile are statistically significant (though with a p value of <0.10, SES is a barely influential presence) The Delta-p statistic says that each step up the five-quintile ladder of Academic Resources improves the probability of degree completion by about 15 percent. The Delta-p applied to socioeconomic status quintile says that for each step the probability of degree completion increases by about 7 percent. Expectations do not make a difference, and the demographic variables, while all carrying negative parameter estimates, do not meet the criteria for statistical significance either. Message: At this stage, and in this formulation, the composite representation of student learning in high school, Academic Resources, is a very persuasive construct.

The second and third versions of the Step 1 logistic can be found in Appendix G, and both are far less convincing. In the second version, Academic Resources was divided into its three components: curriculum, performance (class rank/GPA), and test score. The test score component, with a t statistic of 0.35 (far below the threshold requirement of 0.765), disqualifies this version from the logistic narrative. This result also reinforces our previous observation that when both academic curriculum participation and the quality of student effort within that curriculum (grades) improve, test scores will automatically rise and paradoxically become less important with reference to the dependent variable of degree completion.

In the third version of Step 1, of the three proxy variables for high school academic curriculum intensity, only science momentum (that combination of highest level of math and number of Carnegie units in core laboratory science) emerged as statistically significant. Neither Advanced Placement nor foreign language study reached the threshold level of significance, and, with a t statistic of 0.75, foreign language study was on the borderline of disqualification in terms of further consideration. The senior test score quintile variable did not even meet the minimum statistical criterion for entrance. Had we taken this version forward into subsequent stages of student history we would have only one proxy for high school curriculum (science momentum), and no traces of the external measurement of general learned abilities that the senior year test

score quintile conveys. At least the composite index of high school performance, Academic Resources, includes a trace of external assessment.

Table 12. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time—demographic and high school background, version 1: Using the composite variable for high school Academic Resources

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-4.2762	0.6360	3.10	.05	
Academic Resources quintile	**0.6439**	**0.0662**	**4.48**	**0.01**	**0.14924**
Socioeconomic status quintile	**0.2912**	**0.0621**	**2.16**	**0.10**	**0.06749**
Education expectations	0.6272	0.2065	1.40	†	†
Race/ethnicity	-0.4093	0.1941	0.97	†	†
Gender	-0.4633	0.1485	1.44	†	†
Parenthood	-1.5757	0.4790	1.51	†	†

† Variables did not meet threshold criterion for statistical significance.
NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 2.17. $G^2 = 5315.44$; $df = 4919$; $G^2/df = 1.081$; X^2 (df) =1074.9 (6); pseudo $R^2 = 0.204$; percent concordant predicted probabilities = 77.5.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Summary decision: The composite variable, Academic Resources, stays in the logistic narrative; other versions of representing high school performance fail.

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Part IV
Matriculation and Beyond: The Features of Postsecondary History

On reflection, the original *Tool Box* made a mistake in the order and boundaries of the blocks of variables entered in its analysis. Following high school background, and tracking students who ultimately attended a four-year college at any time, it jumped first to financial aid, for which the High School & Beyond/Sophomore data set contained detailed information (including unobtrusive Pell Grant files) covering the first four years of a student's postsecondary history. It then considered a configuration of attendance patterns that covered everything from the timing of entry to postsecondary education to extended aspects of attendance such as whether the student *ever* left his or her first institution of enrollment and *never* returned to that institution. Thirdly, it followed this mixture of time periods with a block of first-year performance indicators. The order and content of these three blocks of variables scrambled time and student history.

The Toolbox Revisited unscrambles that sequence so that momentum can be more clearly observed. We begin with the transition from secondary school to postsecondary matriculation, and focus on timing of entry and type of first institution. We then move on to first-year performance, the importance of which is fully justified by the research literature. Only after accounting for the first year do we confront financial aid (which, in the NELS:88/2000 data set, covers only the first two years of post-high school history, and is the weakest section of the study, by far).[28] Longer-term attendance patterns and extended performance (curriculum and trends in grades) come later, as they should.

In shaping the universe for analysis so that a full history is visible, one minor change to the boundaries will be exercised. The NELS:88/2000 cohort was scheduled to graduate from high school in the spring of 1992. Not all of them did, so the upper boundary for high school graduation will now be set at December 1996. Very few cases are affected,[29] but, as the NELS history ends in December 2000, the point of changing the upper boundary is to allow enough time for late high school graduates to build a postsecondary history.

In entering this sequence, the reader should note that the master program generating the mass of student-level variables included on the restricted NCES data sets of transcript-based files for both the HS&B/So cohort and the NELS:88/2000 was basically the same, hence, there were no

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[28]Financial aid comes *after* first-year performance because the story line is more interested in the potential relationship of aid to completion among those who are *already enrolled*. If the topic was initial access, then the financial aid package for the first year would be part of the postsecondary entry configuration of variables. The NELS:88/2000 unfortunately does not allow us to distinguish modes of financing postsecondary education in the first year from those of the second year.

[29] Those who earned a high school diploma of any kind *after* December 1996 constituted 2.7 percent of all 1992 12th-graders (s.e. = 0.16) and 0.7 percent of all 1992 12th-graders who subsequently attended a four-year college (s.e.= 0.16).

algorithmic differences that would account for change in student behaviors such as attendance patterns and academic performance. There are minor exceptions, and these will be noted in the narrative.

Step 2: Matriculation

The research literature has long held that where one starts out in higher education has enormous consequences, particularly with reference to completing degrees (Velez 1985). The vast majority (78.7 percent; s.e. = 1.15) of the universe under study here started out in a four-year college. Do any characteristics of that first institution stand out in multivariate analysis?

Only selectivity of the first institution was admitted to the Step 2 logistic model (the fact that the institution was a four-year college was not admitted). To be sure, there are other characteristics of the first institution of attendance. But if the dichotomous "selective" variable turns out to have but modest, if any, significance in the account, it is unlikely that other stock institutional characteristics—size, control, residential/commuter ratio—will have any influence, either. The best of the institutional characteristics variables in the literature is probably Stoecker, Pascarella and Wolfle's (1988) "size." This is not a simple measure, rather a factorial scale that includes total enrollment, student/faculty ratio, and public control. However attractive the concept, institutional size rarely breaks through as a stand-alone factor in literature with large national samples because of student taste—some like it large, some like it small—and taste is too variant. All this does not mean that where one starts out is irrelevant to completion, rather it directs our attention to other features of student academic history. More to the point, with 64.8 percent (s.e. = 1.06) of NELS:88/2000 students who attended a four-year college at some time attending more than one institution, and 26 percent (s.e. = 1.01) attending more than two, the task of ascribing influence to institutional characteristics is daunting (for a discussion of this issue, see pp. 81–84).

In addition to the selectivity variable (SELECT), Step 2 includes NODELAY, a marker for direct entry to postsecondary education following high school graduation. It also includes a new variable, ACCELCRD, made possible by the construction of the NELS:88/2000 postsecondary transcript file to reflect the practice of dual-enrollment that expanded during the period the High School Class of 1992 was attending high school and that has become much more visible since then. ACCELCRD sums all college credits earned by course work prior to high school graduation, along with credits earned by examination—including AP, the College Level Examination Program (CLEP), and institutional challenge exams. Most of these credits were earned either prior to matriculation or during the first term of enrollment, though some were earned at later points in the student's undergraduate career. A previous brief analysis of this phenomenon (Adelman 2004a, pp. 55–56) suggested that acceleration might have a bearing on degree completion since the descriptive data indicated a positive relationship between the number of "acceleration" credits earned and both (a) high school academic curriculum intensity quintile and (b) selectivity of the first institution attended.

Table 13 sets forth the relationships of the variables in play at the postsecondary matriculation stage to bachelor's degree completion for students who attended a four-year college at any time. Academic Resources is still in a commanding position, and the Delta-p statistic indicates that with each step up the quintiles of Academic Resources the probability of completion increases by 12.8 percent. Socioeconomic status quintile is still significant, though again, marginally so. Of all the new variables, no delay of entry alone is statistically significant, and its Delta-p says that students who enter college directly from high school increase the probability of bachelor's degree attainment by 21.2 percent, a very persuasive marker.

Table 13. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: Postsecondary entry phase

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-4.2124	0.6588	2.02	0.01	
Academic Resources quintile	**0.5541**	**0.0715**	**3.54**	**0.01**	**0.1283**
Socioeconomic status quintile	**0.2859**	**0.0643**	**2.03**	**0.10**	**0.0662**
Education expectations	0.3462	0.2032	0.78	†	†
No delay of entry	**0.9161**	**0.2224**	**1.88**	**0.10**	**0.2121**
Selectivity of first institution	0.4470	0.2301	0.89	†	†
Acceleration credits	0.1904	0.1196	0.73	†	†
Race	-0.4709	0.2130	1.01	†	†
Gender	-0.4627	0.1540	1.37	†	†
Parenthood	-0.9639	0.4597	0.96	†	†

[a] Variables did not meet threshold criterion for statistical significance

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 2.19. G^2 = 5060.17; *df* =4913; G^2/df = 1.030; X^2 (df) = 1101.0 (9); pseudo R^2 = 0.2127; percent concordant predicted probabilities = 78.5.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

The selectivity of the first institution of attendance, while yielding a positive parameter estimate, does not reach the threshold of significance, and the *t* value for acceleration credits, at 0.73, falls just below the threshold for retention in the overall statistical model. The case of acceleration credits is one for which the author hoped for a better outcome, but once a rule is set, it is observed: The variable is dropped from subsequent steps. The demographic variables are

retained, but don't tell us much. And education expectations barely stays under consideration with a *t* value of 0.78. Beattie's human capital analysis (2002) downplayed education expectations as a central feature of explaining outcomes, particularly in consideration of group differences. It turns out that, even with a more sophisticated variable (our "anticipations") than the customary way of marking "aspirations," Beattie is right.

Step 3: First-Year Performance

Now that we have our universe of 1992 12th-graders in college, no matter where they started out, the most prominent initial marker of progress is a configuration of first-year academic performance indicators—and by "first year" is meant the *first calendar year* following the month in which the student first enrolled in their "true" first postsecondary institution after high school graduation.[30]

Most research on the critical first year of postsecondary education takes as its subjects students who start out in the fall term, and, by custom-and-usage, measures of retention (whether term-to-term or year-to-year) begin with fall enrollments. The transcript data, however, teach us that not all students commence postsecondary study in the fall term, and that there is a modest bias in drawing a universe based on fall term beginners only. For all 1992 12th-graders who entered postsecondary education at any time, 82.1 percent (s.e. = 0.83) started in the fall term, 5.8 percent (s.e. = 0.46) started in the summer term, and 12.1 percent (s.e. = 0.71) began in the winter or spring terms (depending on local academic calendars). While the full data on first term of entrance are presented in Appendix L, tables L8a and L8b, it is important to note here that Latino and African-American students are less likely than white students to commence postsecondary study in the fall term, and the same is true when students from lower socioeconomic status quintiles are compared with students from the highest socioeconomic status quintile. Any measure of retention or completion that confines its universe to students who began their postsecondary careers in the fall term is, to put it gently, grossly incomplete.

The cumulative number of variables qualifying for the logistic narrative increases by 50 percent when our field of vision opens out to first-year performance. The logistic model of the original *Tool Box* included three first-year performance variables, two of which were major contributors to understanding degree completion, and are carried forward: a marker for earning less than 20 credits in the first calendar year and a tag for students whose first calendar year GPA fell in the top 40 percent of the GPA distribution for that period. *The Toolbox Revisited* adds dichotomous variables indicating whether the student took any remedial courses in the first calendar year, and

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[30]The "true" first institution of attendance excludes (1) colleges and community colleges in which the student was enrolled prior to high school graduation; (2) institutions in which the student was enrolled during the summer immediately following high school graduation and prior to fall term postsecondary entry (unless the institution was the same in both periods); and (3) "false starts," that is, cases in which the student enrolled, but then withdrew during the first term of attendance, only to enroll and complete course work in a different institution at a later point in time (in these cases, the second institution is the "true first institution"). The true first *date* of attendance is the first month of enrollment at the true first institution.

whether the student earned any credits in college-level mathematics during that period. The mathematics variable, identified as potentially potent by Astin and Astin (1993), represents a major departure in the way *The Toolbox Revisited* approaches its subject, for it introduces the potential association of *postsecondary* curriculum with degree completion (the original *Tool Box* did not raise this issue).

The first calendar year of attendance is the year in which students' preparation for postsecondary education is most sorely tested (Pascarella and Terenzini 1991), and in which both remediation and college-level mathematics study serve as indicators of that preparation. The lower division curriculum sets out course "gateways" through which students must pass in both universities (Hanson 1998) and community colleges (Boughan 2001). Every school can identify its list from high enrollment courses[31] and there is no question that most of these gateways require a direct connection to the content of high school curricula that define "readiness." Remediation stalls student momentum toward those gateways; college-level mathematics itself is a gateway.

In a different approach, American College Testing (2004) defines "college readiness" as a remediation-free postsecondary experience, and sets its benchmarks for "readiness" as

> . . . The level of achievement [based on ACT test scores] for students to have a high probability of success (a 75 percent chance of earning a course grade of C or better, a 50 percent chance of earning a B or better) in such credit-bearing college courses as English Composition, [College] Algebra, and Biology. . . (p. 1).

With all due respect to ACT, earning a C—or even a B—in college algebra is not why most students go to school. There are better ways to benchmark, starting with the Academic Resources index of total high school performance in which curriculum (including highest level of mathematics reached in secondary school) dominates and test scores do not. Instead of a grade in a single course, we then acknowledge the proportion of students who completed credits in *any* of five core college-level math courses during the first year of attendance, and, among those who became non-incidental students (i.e., earned at least an adjusted semester's worth of credits), the proportion who *ever* completed credits in those courses. In table 14, one notes right away that among those who start in community colleges and complete college-level math courses in the first year, college algebra is the dominant math course. Among those who start in four-year colleges, it is not the dominant math course, even though it ranks at the top in terms of student participation.[32]

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[31]Hanson's (1998) list from the University of Texas at Austin ranges from Ecology, Evolution, and Society, to Introduction to U.S. and Texas Government, to General Psychology, to Calculus I and II for Science and Engineering Students.

[32]For more discrete details on credits earned in college-level mathematics, the reader is directed to table L9, Appendix L.

Ironically, the ACT study helps explain why curriculum quality emerges as more influential than test scores in building the Academic Resources composite, and justifies continuing to track curriculum (in this case, using mathematics momentum) across the matriculation line. The test scores are dependent variables that respond directly to increases in the concentration and level of study in each of the major secondary school content areas (see, e.g., Florida Department of Education 2005). The ACT study sees value-added in each step up the math curriculum ladder in terms of scores on the ACT math test. So when the dependent variable is degree completion, it is this curriculum—more than the test score—that sets the value-added tone.

Table 14. Percentage of 1992 12th-graders who earned credits in five categories of college-level mathematics courses in the first calendar year of attendance, and among non-incidental students,[a] the percentage who ever earned credits in those five categories, by type of institution first attended

College-level math category	Percent completing during first calendar year of attendance, starting in:		Among all students earning more than 10 credits, percent who ever earned credits in
	Four-year colleges	Community colleges	
College algebra	21.7 (1.01)	17.0 (1.19)	28.2 (0.92)
Precalculus	18.6 (0.85)	4.9 (0.77)	17.4 (0.69)
Calculus	17.6 (0.96)	1.6 (0.26)	16.8 (0.74)
Finite mathematics	4.6 (0.54)	0.9 (0.30)	6.4 (0.46)
Statistics, probability	5.3 (0.42)	2.3 (0.58)	19.6 (0.82)

[a] A non-incidental student is defined as one who earned more than 10 undergraduate credits.
NOTES: Standard errors are in parentheses. Weighted Ns: four-year college beginners = 1.14M; community college beginners = 789k; all who earned more than 10 credits = 1.84M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

But does that mean that curriculum continues to have the same influence in a postsecondary setting? The issue comes up twice in the sequence of logistic models, first in table 15, which presents the results of the Step 3 logistic: first-year performance variables. What do we see?

- Earning less than 20 credits in the first calendar year following postsecondary entry is a distinct drag on degree completion. The Delta-p says that falling below the 20-credit threshold lessens the probability of completing a bachelor's degree by a *third*!

- First-year grades, a proxy for both student effort and acclimation to the academic demands of a new environment (Pascarella and Terenzini 1991), move in the opposite direction from low credits: If one's first-year GPA falls in the top two quintiles, the probability of earning a degree increases by nearly 22 percent.

Table 15. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: First postsecondary year performance

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-3.5834	0.6054	3.33	0.01	
Academic Resources quintile	**0.3419**	**0.0699**	**2.75**	**0.01**	**0.0754**
Socioeconomic status quintile	**0.2879**	**0.0569**	**2.84**	**0.01**	**0.0635**
Education expectations	0.4040	0.1794	1.27	†	†
Selectivity of first institution	0.4059	0.1979	1.15	†	†
No delay of entry	0.8153	0.2779	1.65	†	†
Low credits in first year	**-1.5299**	**0.1669**	**5.15**	**0.001**	**-0.3372**
First-year grades	**0.9919**	**0.1541**	**3.62**	**0.01**	**0.2186**
College-level math in first year	0.3603	0.1479	1.37	†	†
Any first-year remediation	0.4963	0.1722	1.62	†	†
Race	-0.3471	0.1906	1.02	†	†
Gender	-0.3414	0.1372	1.40	†	†
Parenthood	-1.0277	0.3965	1.46	†	†

† Variables did not meet threshold criterion for statistical significance

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 1.78. $G^2 = 4411.64$; $df = 4764$; $G^2/df = 0.926$; X^2 (df) = 1516.37(12); pseudo $R^2 = 0.2893$; percent concordant predicted probabilities = 83.3.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

- Academic Resources and socioeconomic status are the only other statistically significant variables. The Delta-p story for socioeconomic status quintile remains at roughly the same level: Each step up the SES ladder increases the probability of degree completion for this population by 6 percent or so. The Delta-p strength for Academic Resources, however, falls from 12.8 percent in the postsecondary entry model to 7.5 percent here, a natural consequence of the introduction of other competing curricular and grade-based variables.

- The two new curricular variables for remediation and college-level mathematics produce *t* statistics that justify carrying them forward, but do not reach even a threshold statistical significance level of $p<0.10$.

In the last observation there is a surprise that calls out for explanation. The parameter estimate for remediation in the first year is positive, not negative as conventional wisdom would assume. Students in this group who took any remedial courses in the first year earned bachelor's degrees at a 48.7 percent rate (s.e. = 2.70) compared to 69.9 percent (s.e. = 1.26) of those who did not take remedial courses in the first year (not in table). That is a significant and meaningful difference from which, one might assume, remediation would be a negative. But there are other variables in this model that determine the sign and strength of the parameter estimate and its statistical significance. In a study of the academic careers of traditional-age community college students, the author found that remediation (one dichotomous variable marking any remedial reading, and one multi-level variable based on type and number of remedial courses) did not affect either transfer or (for students who did not transfer) completion of an associate degree (Adelman 2005a). Other recent research, using a very sophisticated targeting of students whose need for remediation may differ according to the school they enter, goes beyond the finding that remediation is not a drag on degree completion to demonstrate that, in terms of persistence, remediation yields decidedly positive results (Bettinger and Long 2005). Two studies do not make for a definitive conclusion, but the evidence that students who successfully pass through remedial course work gain momentum toward degrees is beginning to build.

As for the other variables in the Step 3 model, we note that NODELAY drops out of the statistically significant range with an indirect message of "once a student is in college, their performance counts more than when they arrived." In other words, the ramifications of delayed entry can be overcome, but only with the kind of considerable effort reflected in first-year credit accumulation and first-year grades. The reader will note of table 16, however, that when financial aid variables are part of the logistic model, NODELAY rises back above the significance threshold.

Step 4. Adding Financial Aid to the Equation

There is a major difference between the High School & Beyond/So and NELS:88/2000 data sets in the nature and temporal coverage of financial aid information. For the HS&B/So, an unobtrusive Pell Grant file provided data on at least one type of grant-in-aid. Student reports covered four years (1982–86) of other types of grants-in-aid, loans, and work (including, but not confined to, college work-study from all sources) while enrolled. Three dichotomous variables resulted: GRANT, LOAN, and STUWORK. In the original *Tool Box* study, based on the HS&B/So data, GRANTS and STUWORK were modestly significant contributors to the explanation of bachelor's degree completion in both the financial aid and attendance pattern steps of the model, but fell below the threshold of statistical significance as soon as first-year and extended performance factors were taken into consideration.

The NELS:88/2000 financial aid information covered the period 1992–94 only, i.e., the first two years following the modal high school graduation date for the cohort. In the initial input versions of the data in 1994 (the third NELS follow-up survey), the information was provided by students for each institution attended, and in answer to the question, simply phrased, "besides your previous savings, how are you paying for this?" The options were grants, loans, work, parents, and other forms of aid. For students who attended more than one institution during the 1992–94 period, it is thus possible for different combinations of financial aid types to be attached to the

discrete attendance cases. For our purposes, if a student reported using any one form of financial aid or support (grants, loans, work-study or campus job) at *any* institution attended, a positive entry was recorded for that *type* of financial aid or support for that student.

Table 16: Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: Postsecondary financing

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-3.5855	0.6048	3.33	0.01	
Academic Resources quintile	**0.3362**	**0.0701**	**2.69**	**0.02**	**0.0751**
Socioeconomic status quintile	**0.2902**	**0.0571**	**2.86**	**0.02**	**0.0648**
Education expectations	0.3993	0.1788	1.25	†	†
No delay of entry	**0.7854**	**0.1980**	**2.23**	**0.05**	**0.1754**
Selectivity of first institution	0.3962	0.1980	1.12	†	†
First-year grades	**0.9878**	**0.1541**	**3.60**	**0.01**	**0.2207**
College-level math in first year	0.3673	0.1480	1.39	†	†
Low credits in first year	**-1.5148**	**0.1674**	**5.08**	**0.001**	**-0.3384**
Any first-year remediation	0.4967	0.1722	1.62	†	†
Work-study or campus job	0.1785	0.1528	0.66	†	†
Race	-0.3504	0.1906	1.03	†	†
Gender	-0.3379	0.1374	1.38	†	†
Parenthood	-1.0293	0.3959	1.46	†	†

† Variables did not meet threshold criterion for statistical significance
NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 1.78. G^2 = 4396.88; *df* =4763; G^2/df = 0.923; X^2 (df) = 1519.14(13); pseudo R^2 = 0.2915; percent concordant predicted probabilities = 83.4.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

For those who ask about the importance of initial financial aid package offerings to students' choice of where to enter the postsecondary system, the NELS:88/2000 is of little help. The Beginning Postsecondary Students longitudinal study of 1995/96–2001, on the other hand, has the data elements but does not provide convincing guidance: For traditional-age students (i.e., those who began at age 20 or younger)in the BPS95/96–2001, 7 percent (s.e. = 0.7) of those who

started at four-year colleges and had applied to more than one school and 3.4 percent (s.e. = 1.6) of those who started at community colleges and had applied to more than one school said the financial aid package was the principal reason for their selection.[33] Such percentages do not merit further inquiry.

We come to Step 4 of the logistic model, then, with a weak collection of dichotomous financial aid variables, and the results must be judged in that light. As table 16 reveals, only the variable indicating whether the student received College Work-Study funds from any source or held a campus job was even admitted to the *Toolbox Revisited* model, and even then, produced a *t* statistic of 0.66, below the 0.765 required for carrying forward to the next step. Before that next step is taken, though, this narrative needs an important pause.

A Critical Pause for the Second Calendar Year

The literature on postsecondary persistence, retention, and attrition has historically taken its pauses and measures at the end of the student's first academic year. A more constructive notion for plotting the path of academic momentum on the far side of the postsecondary matriculation line may be to give students two full calendar years following the initial date of enrollment before taking their progress pulses, yet the research on this possibility has been surprisingly limited to date (see Smith 1995, and Nora, Barlow and Crisp 2005).[34] Looking backwards from the final degree completion status of our NELS:88/2000 universe to mark cumulative change to the end of the second calendar year following entry on key indicators provides a richer framework for advisement.

"Retention" and its paradoxes

No national database will support the assertion that a quarter of four-year college entrants and half of community college entrants "do not return for their second year" (Kazis 2004, p. 4). Contrary to this negative conventional wisdom, the proportion of students in the universe for this study who "persisted" to the second postsecondary year is substantial. The definition of "persistence" is active and student-centered, marks a calendar academic year as July 1 through the following June 30, and runs as follows:

> Whenever the student first enrolls and earns credits in postsecondary education (summer, fall, winter, spring) marks the first academic calendar year of their postsecondary history.
>
> If the student enrolls and earns credits at *any* time and at *any* institution during the next academic calendar year, that student has "persisted."

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[33]National Center for Education Statistics, BPS95/96–2001 Data Analysis System; NCES 2003-173.

[34]Nora, Barlow, and Crisp (2005) offer a potentially promising analysis of a cohort at one nonselective four-year institution that is undercut somewhat by lack of data on age distribution and the fact that retention and six-year graduation rates are confined to that institution. But the authors include cumulative GPA to the second year, enrollment intensity, remediation, three core courses (what this study calls "gateways"), and a rough course withdrawal factor—all of which speak in favor of their approach.

"Retention," which puts the student in a passive role vis-a-vis a specific institution, is not the right word to describe this sequence: It's "persistence." There are two important points to underscore: (1) This definition reveals an extremely high rate of persistence, but (2) whether we talk about institutional "retention" or student "persistence," the true measure is not the fact of the event, rather the *quality* of the student's record going forward. The second academic calendar year offers students the opportunity to recapture any lack of momentum of the first. In that respect, the second year may be even more important than the first.

The unhappy paradoxes of retention rates and retention quality[35] are revealed in table 17. The universe for the table is confined to students with complete records. The proportion of students who enrolled sometime, somewhere in the second academic calendar year following entrance to postsecondary education is about 90 percent for all NELS:88/2000 postsecondary students and 96 percent for those with standard high school diplomas who subsequently attended a four-year college at some time (and in this group, just about everybody who started in community colleges). These data ought to destroy the mythologies of low first-to-second year retention (which, by the formulas most commonly applied, include only students who started full-time and in the fall semester and returned to the same school the following fall semester). This account gives students credit for persisting, and gives students who started in sub-baccalaureate trade schools credit for earning a certificate in their first year and then going on their way.[36]

However, this account also shows that, even when one confines the universe to the group being followed in *The Toolbox Revisited*, roughly one out of five entered the second year with low credit momentum, and roughly one out of six carried low first year GPAs. The overlap, too, is considerable: 40 percent of those coming out of their first year with fewer than 20 credits were also in the bottom quintile of first year GPA (not in table). Low credit momentum is also due to the number of courses taken in the first year, with 41.7 percent (s.e. = 2.46) of those who earned less than 20 credits attempting seven or fewer courses—a proxy for part-time status—versus 2 percent (s.e. = 0.27) of those who emerged with 20 or more credits. The reason for counting course attempts and not credit attempts is a by-product of the volume of remedial courses (which do not carry additive credits). Half of the low first-year credit group were tied up in remediation, versus 17 percent of those who reached or exceeded the 20-credit threshold.

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[35]As Tinto (1987) noted, "The point of retention efforts is not merely that individuals be kept in college, but that they be retained so as to be further educated." (p. 136) Poor retention quality significantly lowers the odds of further education.

[36]The persistence rates for all 1992 12th-graders noted in this paragraph are slightly different from those previously reported (Adelman 2004a, table 3.4, p. 42), where the weight for known postsecondary participants (not the weight for students with complete records) was used.

Table 17. Percentage of 1992 12th-graders with complete postsecondary records who persisted in postsecondary education from their first calendar year of enrollment to a second calendar year, by type of institution first attended, and, of those who persisted, percentage with lagging first-year performance

Student group	Persisted	Earned one-year certificate	Did not persist	Of those who persisted, first-year performance indicators: Less than 20 credits	In lowest GPA quintile
All 12th-graders	89.7 (0.57)	0.9 (0.13)	9.4 (0.55)	33.2 (1.12)	17.4 (0.81)
Type of first institution					
Four-year college	95.2 (0.59)	0.1 (0.03)	4.7 (0.59)	15.9 (0.91)	15.2 (0.86)
Community college	84.0 (1.12)	0.4 (0.10)	15.6 (1.11)	60.7 (1.93)	21.5 (1.76)
Other sub-bacca-laureate	71.5 (3.06)	14.8 (2.52)	13.7 (2.01)	31.4 (5.17)	11.9 (2.70)
All with standard high school diploma by December 1996 who attended a four-year college at any time	95.8 (0.50)	0.1 (0.03)	4.2 (0.50)	21.9 (0.98)	15.5 (0.88)
Type of first institution					
Four-year college	95.2 (0.59)	0.1 (0.03)	4.7 (0.59)	15.9 (0.91)	15.2 (0.86)
Community college	97.9 (0.87)	2.1 (0.87)	#	44.0 (2.93)	15.7 (2.72)
Other sub-bacca-laureate	Low N[a]	Low N[a]	Low N[a]	Low N[a]	Low N[a]

Rounds to zero.
[a] Reporting standard not met.
NOTES: Standard errors are in parentheses. Row totals for the three persistence/retention columns may not add to 100.0 percent due to rounding. Weighted N for all 12th-graders with complete postsecondary records: 1.88M; for all 12th-graders with complete postsecondary records who attended a four-year college at any time and who earned a standard high school diploma by December 1996: 1.38M
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Momentum at the end of the second calendar year

First-year background certainly helps explain some of what transpires in student histories by the end of the second year. Tables 18 and 19 offer a skeleton of two-year performance so that future research on the momentum hypothesis can become more sophisticated than this outing. The information is presented in two separate tables to make sure the messages are clear. The most overwhelming phenomenon to note in table 18 is that by the end of the second calendar year, those who never earned their bachelor's degree were already 25 credits behind those who did (57.4 credits earned by those who eventually received a bachelor's degree versus 31.6 for those who did not earn the degree), and for those who were behind, there was no difference between starting in a four-year college and starting in a community college. One set of "culprits" was attendance pattern related: lower percentage full time, lower percentage continuously enrolled, lower percentage getting to and beyond 20 credits in the first calendar year. All these factors decrease the probability of completion.

Credit momentum is clearly in play. For the universe of this study, the mean number of credits earned within two calendar years of the date of entry was 49.5 (s.e. = 0.51). It takes a lot of work in the second calendar year for those whose additive credit totals in the first year were less than 20 to reach that mean, and only 3.6 percent (s.e. = 1.03) did, compared with 77.6 percent (s.e. = 1.02) for those who earned 20 or more credits in the first year.

But a second set of negative vectors is clearly that of academic performance. In table 18 the spread in mean grade point average between those who eventually earned the degree and those who did not is substantial by the end of the second year, and it is not surprising that nearly one in five of those who never earned any credential had already become status dropouts (see table 19). The data remind us of a common sense fact that few analysts or commentators ever acknowledge when writing about student academic careers after high school: A measurable proportion of postsecondary students will not perform well (for GPAs of status dropouts, by timing of permanent departure from postsecondary education, see Appendix H, table H4). Higher education has standards, and some students will, in fact, be placed on academic probation or be formally dismissed for academic reasons, i.e., flunk out. These compressed signals are not as likely to be entered on official records as graduation with honors (*cum laude*, etc.). [37]

[37]Compressed signals are used to mark extremes of academic performance. The American Association of Collegiate Registrars and Admissions Officers has reported that 90 percent of its member institutions enter graduation with honors on transcripts (AACRAO 2002), and, in a 2005 survey of transcript practices , found that 70 percent enter academic probation or dismissal (www.aacrao.org/pro_development/surveys/transcript05.htm).

Table 18. Of 1992 12th-graders who earned a standard high school diploma by December 1996 and attended a four-year college at any time, credits earned and GPA at the end of the second year following initial enrollment in postsecondary education, and extended postsecondary attendance and performance markers, by ultimate bachelor's degree status

Selected attendance and academic performance markers	Of those who earned bachelor's		Of those who attended a four-year college, but did not earn bachelor's	
Earned 20 or more credits in first year	90.8 (0.79)		46.8 (1.88)	
Always full-time	79.3 (1.04)		37.9 (1.85)	
Continuously enrolled	93.5 (0.58)		45.7 (1.93)	
Cumulative credits and GPA two years from entry				
	average credits	mean GPA	average credits	mean GPA
All students in universe	57.4 (0.35)	2.91 (0.14)	31.6 (0.86)	2.13 (0.36)
Started in four-year college	58.8 (0.30)	2.92 (0.14)	32.1 (0.85)	2.03 (0.39)
Started in community college	49.2 (1.30)	2.84 (0.42)	31.6 (2.20)	2.37 (0.81)
If no remedial courses in first year	58.8 (0.36)	2.97 (0.14)	34.1 (1.13)	2.19 (0.32)

NOTES: Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table 19 serves another function in the narrative, namely, to look back from the end of the longitudinal study in December 2000, and ask what percentage of postsecondary students were no longer enrolled and had not earned a credential of any kind, by timing of the gap between their first month and last month of enrollment? These students are called "status dropouts" (though they may return to postsecondary education at a later date). While the general subject of timing and reasons for departure is elaborated in Appendix H, table 19 looks at the eventual dropout population only by their status at the end of the second year of attendance. It says, very simply that:

(a) of those who never earned a credential, 23 percent became status dropouts by the end of the second year;

(b) of all those who ultimately became status dropouts over an 8.5 year period, roughly a third did so by the end of the second year;

(c) for those who dropped out in either the first or second year, GPAs were decidedly below thresholds required for degrees, but

(d) when asked why they left without a degree, less than 6 percent cited academic reasons (also see Appendix H, table H2).

Yes, the status dropout rate proves higher during the first year than the second, but by the end of the second year, the loss of academic momentum is very evident.

Table 19. Status dropout rates at the end of the second year following initial enrollment in postsecondary education of 1992 12th-graders who attended a four-year college at any time, and allied academic performance data

Timing of departure	Percent of those who never earned a degree who became status dropouts	Percent of all who ultimately became status dropouts	Mean grade point average at end of enrollment	Percentage of dropouts who said they left for academic reasons
Left postsecondary without credential, never returned:				
during first 11 months	13.1 (1.62)	19.1 (1.33)	1.68 (0.81)	5.9 (1.92)
during months 12–23 after first enrollment	10.3 (1.26)	13.3 (1.56)	1.98 (0.68)	5.6 (1.40)

NOTES: Standard errors are in parentheses. Weighted N for status dropouts in first two years = 103k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Curriculum gateways

As significant in the panorama of student performance through the end of the second calendar year are rates of participation in specific courses identified as curricular gateways in four-year colleges by Hanson (1998) and in community colleges by Boughan (2001). The taxonomy of postsecondary courses used to code the transcripts for both the High School & Beyond/ Sophomore cohort and the NELS:88/2000 data files includes over 1100 discrete course categories[38] of which 645 were used to answer the following question: "What percentage of students in the *Toolbox Revisited* universe successfully completed credits in each course category between the month they first entered postsecondary education to a point two calendar years later?" Table 20 presents the 25 academic course categories[39] in which the highest percentage of those who eventually earned bachelor's degrees garnered credits during that time span, and for each course category, also presents matching percentages for students who attended a four-year college at any time but who did not complete a bachelor's degree.

[38]The most recent version, *Taxonomy of Postsecondary Courses Based on the National Transcript Samples, 2003*, is available at www.ed.gov/rschstat/research/pubs/empircurr/index.html.

[39]Though their enrollments were substantial, physical education activities, health information, physical conditioning, orientation, and personal development courses were excluded.

Table 20. Of 1992 12th-graders who earned a standard high school diploma by December 1996 and attended a four-year college at any time, course participation rates by the end of the second year following initial enrollment in postsecondary education, by ultimate degree status

	Percentage of students who earned credits by the end of the second year following initial enrollment	
Course	Earned bachelor's	Did not earn bachelor's
English composition	82.3 (1.03)	53.4 (1.40)
General psychology	61.5 (1.18)	32.2 (1.19)
General biology	35.2 (1.24)	12.4 (0.87)
Introduction to sociology	34.4 (1.12)	19.6 (1.08)
U.S. history surveys	32.6 (1.22)	14.9 (0.97)
Micro/macroeconomics	30.3 (1.14)	9.3 (0.88)
General chemistry	30.1 (1.05)	7.5 (0.74)
College algebra	26.7 (1.20)	13.9 (0.94)
U.S. government	25.3 (1.12)	10.4 (0.74)
Calculus	23.7 (1.11)	3.2 (0.43)
Precalculus	22.4 (0.95)	5.8 (0.68)
Oral communication	20.4 (1.03)	11.0 (0.72)
Introduction to philosophy	18.9 (1.05)	5.0 (0.49)
Literature: general	18.9 (1.03)	5.0 (0.56)
Spanish: intro and intermed	18.8 (1.01)	5.9 (0.61)
Western civilization	17.0 (0.93)	6.5 (0.62)
Introduction to computing[a]	15.8 (0.90)	10.9 (0.81)
Introductory accounting	15.7 (0.81)	7.2 (0.56)
Statistics (mathematics)	14.4 (0.79)	3.7 (0.68)
World civilization	12.1 (0.93)	4.0 (0.50)
General physics	12.1 (0.83)	2.3 (0.42)
Public speaking	11.2 (0.78)	6.2 (0.67)
Music appreciation	10.9 (0.84)	3.8 (0.45)
Drama criticism/history	10.7 (0.73)	2.9 (0.46)
American literature	10.3 (0.71)	1.7 (0.28)

[a] This is not "introduction to computer science."

NOTES: Standard errors are in parentheses. Weighted N for bachelor's recipients = 935k; for those who did not earn bachelor's = 513k. All row estimate comparisons are significant at $p<.05$.

SOURCE: National Center for Education Statistics: NELS:88/2000 postsecondary transcript files (NCES 2003-402 and Supplement).

This is a story that moves curriculum details forward from high school. It is empirically-driven, which is to say that the volume of course participation identifies the gateways for both community college transfer students and those who started in four-year colleges in the NELS:88/2000 cohort. Given the disparity in the number of credits accumulated by the end of the second academic calendar year between those who eventually earned the bachelor's degree and those who did not, the spreads in participation rates in these 25 course categories are not surprising. The ratios of these percentage participation rate contrasts are 7:1 in calculus, 6:1 in American literature, 5:1 in general physics, 4:1 in general chemistry, and more than 3:1 in precalculus, micro/macroeconomics, introduction to philosophy, general literature surveys, statistics, history/criticism of drama, and world civilization. These courses cover the full range of traditional lower-division distribution requirements (akin to pick one from bin A, two from bin C, etc.) in four-year colleges and general studies associate degree requirements (the bulk of the transfer curriculum) in community colleges, with the standard non-remedial English composition and college algebra the most visible gateways for the community college group (Boughan 2001).

The list of 25 discrete categories in table 20 invites aggregation and, with aggregation, the inclusion of other lower division courses that serve gateway roles. For example, there are four college-level mathematics courses among the 25, and they certainly can be aggregated as we have already done in our assessment of first-year performance. General biology is not the only introductory biology course category in the taxonomy used. Some institutions still use a zoology-botany sequence; others open the study of life forms with cellular biology; others, still, offer the option of human biology as a starting point. All of these course categories are in the taxonomy, and joining them with general biology in an aggregate allows a broader and more accurate coverage of participation in gateways to upper division course work requiring a grounding in the biological sciences.

Table 21 takes this alternative approach to describing the curricular participation of students who earned bachelor's degrees and those who did not. Table 21 uses 14 aggregate gateways, two of which are single-course categories repeated from table 20 (general psychology and micro/macroeconomics). While Appendix I provides a listing of all course categories under each aggregate, a few notes are necessary in the text:

- Humanities other than literature covers multidisciplinary introductions to the humanities, introduction to philosophy, ethics, and introduction to religious studies (usually a comparative religions survey). It does not include foreign languages.

- "Foundation business" is included for two reasons. First, business fields have historically claimed the largest percentage of majors among traditional-age bachelor's degree completers and a substantial proportion of associate degrees awarded to traditional-age students by community colleges (Adelman 2004a, tables 5.1, p. 61 and 5.4, p. 65). Secondly, prospective business majors appear to take at least one introductory gateway course in the area during their first two years (introduction to business, business law or business legal environment, and/or introductory accounting).

Table 21 displays not only the percentage of students in the bachelor's and no-bachelor's groups who earned credits in each of the 14 aggregates, but also, for those who earned any credits in the aggregates, the average number of credits earned. The reader will notice first, that the use of aggregates narrows the difference in participation rates between the two groups. For example, in the category of standard English composition, the difference in participation rates between those who eventually earned a bachelor's degree and those who didn't is 82.3 percent to 53.4 percent (table 20); but when the category becomes "college-level writing," and includes technical writing, creative writing, and advanced essay, the participation difference narrows to 84.5 percent to 68.6 percent. That is still a significant gap, though not as severe as others in table 21. For the record, the credits earned in the aggregates of table 21 account for 59 percent of all credits earned by students in this study during their first two years of postsecondary education.

Table 21. Of 1992 12th-graders who earned a standard high school diploma by December 1996 and attended a four-year college at any time, participation rates in lower-division course category aggregates and average number of credits earned in each aggregate by the end of the second year following enrollment in postsecondary education, by ultimate degree status

	Earned bachelor's degree by December 2000		Did not earn bachelor's degree by December 2000	
Course aggregate[a]	Percentage completing credits	Average credits earned	Percentage completing credits	Average credits earned
College-level writing	84.5 (0.95)	4.96 (.046)	68.6 (2.05)	4.83 (.091)
Oral communication	35.6 (1.21)	3.38 (.054)	26.2 (1.59)	3.15 (.080)
Computer-related	24.5 (1.03)	3.42 (.057)	17.2 (1.52)	3.31 (.091)
Intro biological sciences	42.1 (1.25)	5.21 (.088)	22.3 (1.53)	4.96 (.160)
Intro physical sciences	40.2 (1.15)	7.46 (.142)	15.8 (1.33)	5.79 (.223)
College-level mathematics	70.5 (1.20)	6.30 (.103)	37.5 (1.87)	5.34 (.225)
Core history	56.0 (1.27)	3.04 (.132)	34.6 (1.82)	4.13 (.099)
General psychology	61.5 (1.18)	3.33 (.030)	42.0 (1.95)	3.32 (.082)
Micro/macroeconomics	30.3 (1.14)	4.69 (.088)	13.1 (1.35)	3.86 (.112)
Humanities except literature	38.2 (1.24)	4.20 (.140)	19.1 (1.50)	3.55 (.124)
Literature	45.1 (1.30)	4.48 (.087)	19.8 (1.39)	3.84 (.144)
Core social sciences	62.6 (1.27)	4.57 (.080)	42.8 (1.85)	4.22 (.115)
Visual/graphic arts	17.3 (0.96)	5.12 (.230)	10.1 (0.98)	5.47 (.488)
Foundation business	19.9 (0.88)	5.17 (.120)	14.2 (1.41)	4.86 (.227)

[a]For a listing of courses under each aggregate, see Appendix I.

NOTES: Standard errors are in parentheses. Weighted N for those who earned bachelor's degrees: 935k; for those who did not earn bachelor's degrees: 513k.

SOURCE: National Center for Education Statistics: NELS:88/2000 postsecondary transcript files (NCES 2003-402 and Supplement).

At the same time—and with few exceptions—the differences in average credits earned in the 14 aggregates are negligible, statistically insignificant, or meaningless—or all three of the above. In other words, when students who did *not* earn a degree took courses in these aggregates, they earned credits at the same rate as those who *did* earn the degree. The problem is still that a much lower percentage of those who did not earn degrees even pass through these gateways.

What does this account of the second calendar year mean?

The sequence of steps of the logistic narrative of what matters in degree completion in *The Toolbox Revisited* moves from first-year performance (with an apostrophe of financial aid considerations) to longer-term vistas of attendance patterns and extended performance. It does not make a distinct stop at the end of the second year. And yet by the end of students' second year, a significant spread in credit generation, academic performance, and curricular participation has opened up between those who eventually completed bachelor's degrees and those who did not. An event history account appropriate to the analysis of withdrawal (e.g., DesJardins, Ahlburg, and McCall 1999) would include a measurement at this point. So as the logistic narrative heads into consideration of attendance patterns (Step 5), the reader might ask what would happen if we took first year-credits and first-year GPA and replaced those variables with *second*-year cumulative measures.

An experimental logistic was constructed in response to that hypothetical question (see Appendix L, table L10). What happened? The Delta-p statistic for the credits variable barely budged and the Delta-p for GPA declined but slightly, i.e., at first glance, it doesn't make a difference whether one uses first- or cumulative second-year measures. At the same time, though, the strength of that cumulative second-year credits substitute[40] wreaked havoc on critical variables that would otherwise be highlighted under attendance patterns, e.g., community college transfer and four-year-to-four-year transfer. As we will note in a moment, disentangling the consequences of different kinds of multi-institutional attendance is more critical to the analysis of degree completion than status at the end of the second year.

What about the gateway lower-division courses taken by the end of the second calendar year? Are any of them key portals to degrees? Beyond college-level writing (a requirement) and college-level mathematics, this is not a fair question, for the answer depends on a student's major and the requirements of the degree-granting department. Consider an English major who took general physics, the introductory micro/macroeconomics sequence, and introduction to design to satisfy distribution requirements. None of these courses (which are gateways to upper-division offerings in other fields) is a portal to completing a degree in English, though one could argue that they provide literature majors with analytic tools, reference points, and contexts that can only

[40]The variable for cumulative credits to the end of the second calendar academic year was constructed in a manner different from the dichotomous presentation of first calendar academic year credits. Cumulative credits is a categorical variable with four levels based on empirical mean credits earned and standard deviation (49 and 19 respectively): 0–29, 30–49, 50–69, and 70 or more.

enrich their interpretive powers. In fact, it could also be argued that the distribution courses gathered in the 14 aggregates of table 21 are secondary in propulsive power to the second level of course work in specific fields. For example, "everybody" takes general psychology, but those who log experimental psychology and developmental psychology are establishing a beachhead in the field, and those courses become the real portals to the degree.

One might use the number of curricular "gateways" through which students had passed by the end of their second calendar academic year as an independent variable, but the national samples with which we work in grade-cohort longitudinal studies would require consensus of academic administrators as to the curricular locations and expected threshold numbers of these gateways, and that consensus is simply not available. In fact, given the variety of presentations of postsecondary curricula across over 3,000 degree-granting institutions, that consensus may be impossible. This is ultimately a matter for local configuration and analysis (for a course cluster approach, see Zhai, Ronco, Feng, and Feiner 2001) as well for future research that would revisit the differential course work hypothesis in *postsecondary* contexts that appeared in the literature a decade ago (e.g., Ratcliff et al. 1995; Kroc, Howard, Hull, and Woodard 1997). As this pause in the narrative of *The Toolbox Revisited* demonstrates, though, those analyses cannot be profitably engaged on the basis of the student's first-year work alone. The second year is just as important.

Step 5: Postsecondary Attendance Patterns

One of the principal contributions of *Answers in the Tool Box* was to document, on a national scale, what college and community college registrars, institutional research officers, and enrollment managers had known for some time: the increasingly complex enrollment patterns of postsecondary students (Hearn 1992; Kearney, Townsend, and Kearney 1995). This complexity has steadily accelerated since the 1970s, when the first high school cohort tracked by the National Center for Education Statistics attended college (for historical comparisons of multi-institutional attendance patterns, see Appendix L, table L11). It is not merely a case of the proportion of non-incidental[41] undergraduates attending more than one school increasing from 47 to 57 percent;[42] it is more a question of *how* they attended more than one school, and in what combinations and order (Adelman 2004a, pp. 45–50).

The most critical distinction on this dynamic landscape is between transfer and multi-institutional attendance. Transfer is a migration that is formally recognized by system rules, a sequential movement from a *de jure* status in one institution to a *de jure* status at a second institution (or third, or fourth). Furthermore, the student's stay at the second institution is not a short visit. So, for example, the beginning community college student who earns 46 credits at the first school and 5 credits at the second is a multi-institutional student not a transfer student. In the context of

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[41]"Non-incidental" means students who earned more than 10 credits in their undergraduate careers. Those who earned 10 or fewer credits do not accumulate enough history for analysis of attendance patterns.

[42]Kuh et al. (2001) found that 53.2 percent of the 32 thousand seniors who participated in the 2000 National Survey of Student Engagement had attended more than one institution.

a four-year student's history, earning 102 credits at the first school (ultimately, the degree-granting school), 21 credits at a different four-year college and 9 credits at a community college along the way, involves a situation in which *credits* are transferred, not the student. But the student who begins at a community college and earns 44 credits at the community college before attending a four-year college, then earns 55 credits from the four-year college and is still enrolled at the four-year college at the end of our tracking period is a transfer student.

Whether and how students attend more than one school may also depend on student performance in the first calendar year of enrollment. Using the five-year Beginning Postsecondary Students longitudinal study of 1989–94, McCormick (2003) demonstrated that for students who started in four-year institutions, the higher the first-year self-reported GPA, the more likely the student would stay put, whereas for students who started in two-year colleges, a higher GPA was associated with transfer, hence, with multi-institutional attendance. Do these findings hold up in a transcript-based longitudinal study such as the NELS:88/2000? Table 22 outlines the corroboration: For four-year college students, McCormick's observation is unconditionally seconded; for community college students, the difference between attending one school and two schools strongly supports the argument.

Table 22. Relationships of grade point average (GPA) in the first year of attendance to number of institutions attended by 1992 12th-graders, by type of first institution attended

Type and number of institutions	First year GPA
Started in four-year college	
One institution	2.74 (0.03)
Two institutions	2.61 (0.04)
Three or more institutions	2.53 (0.04)
Started in community college	
One institution	2.39 (0.05)
Two institutions	2.59 (0.04)
Three or more institutions	2.45 (0.09)

NOTES: Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

The students in the subject universe of this study were even more mobile than the NELS:88/2000 cohort as a whole: 35.9 percent (s.e. = 1.17) attended only one institution, compared with 46.2 percent (s.e. =1.04) of all NELS students who earned any postsecondary credits. And our subjects were more likely to attend *more than two* institutions than the larger universe (25.3 percent (s.e. = 1.15) versus 20 percent (s.e. = 0.81). This higher degree of

mobility invites us to identify the deeper structures of attendance so that we can better sort the relationships between starting point, performance, migration, and degree completion.

For those students who attended more than one school, table 23 lays out some basic patterns. One should be very careful in reading them. The universe consists of the 64 percent of 1992 12th-graders who not only attended a four-year school at any time *but also* attended more than one institution as undergraduates. Institutional mobility is built into the definition. It is not surprising (in fact, it is outrightly redundant) that reverse transfers do not earn bachelor's degrees and that classic community college transfers who earn bachelor's degrees receive them from an institution other than the one first entered.

Those obvious observations aside, the most intriguing students in this configuration are what de los Santos and Wright (1990), Borden (2004), and others have called "swirlers." The basic definition of "swirling" follows a pattern first observed in the High School & Beyond/ Sophomore cohort data and was labeled "alternating sectoral enrollment." In this pattern, the student starts in either a four-year college or a community college, and moves back and forth between them for at least one cycle, accumulating more than 10 credits from both sectors in the process. In the sample isolated in table 23, 63 percent of these cycles began in four-year colleges

Table 23. Combinations of institutions attended by 1992 12th-graders who attended a four-year college at any time who also attended more than one school, and percentage earning bachelor's degrees under each combination

		Earned bachelor's degree	
Institutional combination	Percent attending	Total	From other than first institution
Two or more four-year colleges	31.8 (1.41)	82.3 (1.52)	42.3 (2.57)
Reverse transfer (four-year to community college)	9.7 (1.00)	<0.1 (0.42)	N.A.
Community college to four-year college (including classic transfers)	24.0 (1.37)	58.1 (2.97)	99.7 (0.26)
Alternating sectoral enrollment ("swirling")	15.4 (1.24)	39.1 (3.77)	69.7 (4.55)
Four-year-college-based student attending community colleges for incidental course work	14.3 (1.01)	86.4 (2.32)	24.6 (4.39)
Other combinations	4.7 (0.62)	4.6 (1.42)	45.1 (13.5)

NOTES: Standard errors are in parentheses. Column for attending may not add to 100.0 percent due to rounding. Weighted N=753k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

and 37 percent in community colleges (s. e. = 3.98; not in table). Furthermore, 57.6 percent of the students engaged in just one cycle of alternating enrollment while 42.4 percent rotated through two or more alternating cycles of attendance (s.e. = 4.05; not in table). Among the major categories of students who attended more than one school in table 23 there is a broad range of bachelor's degree completion rates (39 to 86 percent), and the "swirlers" are at the low end of that range.

What's the point? Attendance patterns, as accounted for in the history of the High School Class of 1982 (the HS&B/So), presented paradoxes. As a dichotomous variable in the original *Tool Box*, multi-institutional attendance evidenced no association with bachelor's degree attainment; classic community college transfer bore strong and positive fruit; but the more general phenomenon of attending more than one institution and not returning to the first institution of enrollment evidenced a strong negative relationship to degree completion. These paradoxes are unwound in table 24, the logistic account of the associations between the increasingly complex postsecondary attendance patterns of the 1990s and degree completion.

As befits the topic of attendance patterns, the variables considered and admitted to the Step 5 logistic model are those of time and place:

Ever part-time:	flagging those students who, at some time in their undergraduate careers, enrolled part-time in an academic term other than a summer term;
Summer:	number of credits earned during summer terms in three bands: none, 1–4, and more than 4;
Classic transfer:	community college to four-year after earning more than 10 credits from the community college;
Four-to-four:	four-year college to four-year college transfer; and
Multiple schools:	marking students who attended more than one institution, whether they formally transferred or not.

Actually, one major time-related attendance pattern variable is purposefully left out of the equation, continuous enrollment—or NOSTOP, as it is abbreviated. NOSTOP was one of the most powerful of the postsecondary history variables in the original *Tool Box*. Given the length of the grade-cohort postsecondary histories in the longitudinal studies,[43] a student was allowed a one-semester (or its equivalent, and exclusive of summer terms) stop-out period and still considered continuously enrolled. When this variable is entered into the logistic model, its positive value and extraordinary statistical significance do not permit us to ascertain fully how

[43]Up to 12 years for the High School Class of 1972 (NLS-72), 11 years for the High School Class of 1982 (HS&B/So), and 8.5 years for the High School Class of 1992 (NELS:88/2000).

Table 24. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: Postsecondary attendance patterns

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-4.6208	0.7114	3.68	0.001	
Academic Resources quintile	**0.3648**	**0.0773**	**2.67**	**0.02**	**0.0804**
Socioeconomic status quintile	**0.2790**	**0.0621**	**2.55**	**0.05**	**0.0615**
Education expectations	0.5165	0.1985	1.47	†	†
No delay of entry	**0.9468**	**0.3064**	**1.75**	**0.10**	**0.2087**
Selectivity of first institution	0.5176	0.2155	1.36	†	†
First-year grades	**0.9295**	**0.1687**	**3.12**	**0.01**	**0.2049**
College math in first year	0.3121	0.1608	1.10	†	†
Any first-year remediation	0.3261	0.1876	0.99	†	†
Low credits in first year	**-1.1934**	**0.1853**	**3.65**	**0.001**	**-0.2712**
Classic community college transfer	**0.9518**	**0.2252**	**2.40**	**0.05**	**0.2097**
Four-to-four transfer	**0.7020**	**0.2271**	**1.75**	**0.10**	**0.1547**
Multiple schools	**-0.7509**	**0.1908**	**2.23**	**0.05**	**-0.1655**
Summer-term credits[a]	**0.6517**	**0.0866**	**4.26**	**0.001**	**0.1436**
Ever part-time	**-1.6067**	**0.1551**	**5.87**	**0.001**	**-0.3545**
Race	-0.3481	0.2096	0.94	†	†
Gender	-0.2955	0.1498	1.12	†	†
Parenthood	-0.8677	0.4246	1.16	†	†

† Variables did not meet threshold criterion for statistical significance.

[a] Set in three bands: 0, 1–4, and more than 4.

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 1.76. $G^2 = 3749.31$; $df = 4759$; $G^2/df = 0.788$; X^2 (df) = 1984.37(17); pseudo $R^2 = 0.3813$; percent concordant predicted probabilities = 88.1.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

the other variables in the model are interacting. Its strength deflates the associative contribution of other factors in student performance that might better illuminate the dynamics of degree completion. Hence, in *The Toolbox Revisited*, we set aside NOSTOP until the last possible moment, the final Step 7.

All five attendance pattern variables introduced in table 24 break the barriers of significance at this stage of model-building:

- Ever part-time: Whether the student was ever part-time, a decidedly negative influence on degree completion. The Delta-p statistic tells us that part-time status reduces the probability of completion by over 35 percent. While previous research has documented the extent to which part-time enrollment pulls students off the "persistence track" (Carroll 1989), the 35 percent reduction in probability seems high given the fact that nearly half of the NELS:88/2000 postsecondary students were part-time at some time. Students are inconsistent in their understanding of what part-time means, and under a more generous definition of the concept, the reduction in probability dropped to 30 percent—still a puzzlingly high number (see definition of PARTTIME in the Glossary).

- Summer-term credits: The more, the better. That is, each step up the short ladder of summer-term credits increases the probability of completion by 14.4 percent.

- Classic community college transfer: The significance of transfer is solid at $p < .05$, and the Delta-p says that the probability of completion for a transfer student increases by 21 percent. At one point in the construction of this variable for the NELS:88/2000 cohort, a flag was added to indicate whether the student's first enrollment at the four-year college occurred within four years of entry to the community college. This attempted refinement of a time-sensitive variable did not change its position in the Step 5 logistic model. Given the fact that many students who ultimately transfer move back and forth between community colleges and four-year institutions, it is very difficult to determine the precise moment of transfer, i.e., the season on the academic clock at which both institutions recognize a permanent change in status for the student. A flag for first date of attendance at the four-year school does not help.

- Four-year to four-year transfer: This variable is not as strong as community college transfer. Its statistical significance is marginal at $p < .10$. The Delta-p says that those who started in a four-year college and transferred to another four-year college increased the probability of earning a bachelor's degree by 15 percent. Some 18.5 percent (s.e. = 0.86) of those who started in four-year colleges transferred to another four-year college. In comparing those who transferred to those who didn't, one could say only that the more selective the first institution attended, the less likely the student would transfer.[44]

[44]Only 5.4 percent (s.e. = 1.54) of NELS students who started in highly selective four-year colleges transferred to another four-year college, versus 15.7 percent (s.e. = 1.71) for those who began in selective institutions and 20.0 percent (s.e. = 0.99) for those who started in nonselective four-year schools.

- Multi-institutional attendance: In the steps of the logistic model of the original *Tool Box*[45] in which it appeared, the parameter estimates for this variable were -0.009, 0.015, and -0.077, and with odds ratios ranging from 0.93 to 1.02. All these data are basically flat and inconsequential. The situation in *The Toolbox Revisited* is different. In light of the two transfer variables and the ostensive intersection of multi-institutional attendance with transfer, what does this variable say by coming out of a logistic model with a Delta-p indicating that attendance at more than one school reduces the probability of earning a bachelor's degree by about 16.5 percent? While further probing of the issue is advised, it appears that the message of the three variables (community college transfer, four-year to four-year transfer, and multi-institutional attendance) is that formal transfer is more effective than broader patterns of multi-institutional attendance, including simultaneous enrollment and "swirling." This common sense encourages institutions to track and guide apparent nomads toward formal transfer.

Of the other statistically significant variables in this step, even though Academic Resources and socioeconomic status quintile are receding in time, they are not so receding in strength, and are very much with the explanation of degree completion. In this new configuration, no delay of entry to postsecondary education and first-year grades are actually stronger than they were in Step 4 in their positive parameter estimates and Delta-p statistics. The negative consequences of earning fewer than 20 credits in the first calendar year following initial enrollment is also among the continuing statistically significant variables, though with a lower parameter estimate and Delta-p statistic than observed in tables 15 (first-year performance logistic) and 16 (financing logistic). What counts continues to count.

And what counts less but remains statistically acceptable for presentation includes: (a) the set of basic demographic variables that has been in the logistic narrative from the beginning, (b) education expectations (which are proving far weaker for the High School Class of 1992 than they were for the High School Class of 1982), and (c) two curricular features of the first year of postsecondary attendance (remedial course work and credits in college-level mathematics) that are about to be reconstructed in Step 6, when we extend the temporal scope of curricular experience to a student's entire undergraduate career.

Step 6: Extended Postsecondary Performance

Both the attendance pattern variables and those covered in this step (and the next) are distinguished from first-year performance considerations (Step 3) by the temporal reach of the observed behaviors. All the variables from Step 5 are carried forward. We then ask what additional key academic measures span the full range of a student's undergraduate history—from entrance through the first calendar year of attendance, and beyond.

As previously noted, consideration of continuous enrollment has been set aside for the last step in the logistic model sequence. Of other extended performance variables, what was called the "DWI Index" in the original *Tool Box* and is described more prosaically here as the ratio of courses from which the student withdrew or repeated to all courses for which the student

[45] Adelman (1999), table 39, pp. 80-81.

enrolled, also is set aside for the last step, as it is another case of a very strong variable that would overwhelm other extended performance measures that the reader should see play out.

The block of variables entered for the first time in Step 6 includes two reconstructions of curriculum-related factors originally presented within the confines of the first calendar year of attendance: type and extent of remedial problems (replacing first-year remediation), and cumulative credits in college-level mathematics (replacing first-year credits). "Remedial Problem" (see page 34 and table 8 above and description in the Glossary, p. 190) was not admitted to the model, while cumulative mathematics credits was easily admitted.

The variable marking the *trend* in cumulative student grade point averages at three points in time is an improvement over its predecessor in the original *Tool Box* (which offered only two points of reference). Event-history analysts would no doubt want to see more points than three, but more points than three would result in the loss of more students than the 22 percent already lost by insisting on three (due principally to cases in which the true date of first attendance could not be determined).

Table 25 offers a descriptive account of the three trend populations (rising, flat, and declining) in terms of average cumulative GPAs at each measurement point, the average elapsed undergraduate time period (in years) that is covered by those three markers, and the proportion of each group that earned a bachelor's degree. The purpose of presenting table 25 is to demonstrate that the permutations of relationships between GPAs at the three moments of measurement work, and the results evidence *prima facie* sense. Students with rising GPAs are more likely to earn bachelor's degrees than those in the other two groups, and students with falling GPAs seem more likely to spend more time as undergraduates (though the differences here are not great). The reader will also note that for the plurality of students, grades were flat over an average undergraduate stay of roughly four and three-quarter calendar years.

Table 25. Three trends in postsecondary grade point average (GPA) of 1992 12th-graders who attended a four-year college at any time through December 2000 and offered complete postsecondary records, by GPA at three points in time, average undergraduate time, and percentage earning bachelor's degree

	Average GPA					
GPA trend	First calendar year	First two calendar years	At end of undergraduate career	Average elapsed undergrad time	Percentage earning bachelor's degree	**Percentage of all in group**
Rising	2.43 (0.30)	2.64 (0.28)	2.93 (0.18)	4.76 (0.57)	73.5 (1.80)	**37.0 (1.09)**
Flat	2.72 (0.25)	2.63 (0.27)	2.73 (0.26)	4.79 (0.59)	65.5 (1.63)	**43.9 (1.10)**
Falling	3.09 (0.29)	2.90 (0.29)	2.70 (0.30)	4.92 (0.81)	63.8 (2.38)	**19.1 (0.89)**

NOTES: Standard errors are in parentheses. Column for percent of all in group may not add to 100.0 percent due to rounding. Weighted Ns: rising GPA = 415k; flat GPA = 486k; falling GPA = 215k.
SOURCE: National Center for Education Statistics: NELS:88\2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Changing majors: Not a rare phenomenon

St. John et al. (2004) complained that research on persistence pays inadequate attention to college major. Agreed. There are a number of problems with the extant research when major is an issue, not the least of which is the definition of "persistence" as within-year, i.e., fall to spring, and no attention to *change*-of-major. Stoecker, Pascarella and Wolfle (1988) paid considerable heed to major field, found some race-by-field interactions in a structural equation model, and did so within the context of a nine-year longitudinal study with degree completion as the dependent variable (a better framework than that used by others). But they faced problems of tracking change of major, moment of decision on major, the problem of students who drop out without a major, and the exclusion of community college transfers.

In response to these difficulties, the Step 6 extended postsecondary performance model tried out a variable that marks change of major. This variable was not accepted into the model, principally as a by-product of overlapping characteristics with the community college transfer variable, as virtually all community college transfers "change major" from general studies to a specific field on entrance to a four-year college (see Glossary, p. 191). But it is worth noting that 50 percent (s.e. = 1.26) of NELS:88/2000 bachelor's degree recipients changed majors at least once, and that this estimate comes very close to Simpson's (1987) estimate of 48 percent for a 1976–84 cohort. The 50 percent mark thus appears to be a strong reference point.

All the elements are now in place for the stage of analysis that examines student histories through the end of their undergraduate careers (with the exception of continuous enrollment and the ratio of withdrawals and repeats to all courses). The logistic for Step 6 is presented in table 26. There are three major observations:

> 1) Race/ethnicity, never statistically significant in steps 1 through 5, does not even qualify for entry under extended postsecondary performance. Performance variables overwhelm demography. At this key inflection point in the analysis of degree completion, it appears race/ethnicity doesn't matter (Light and Strayer 2002), though it may be operating as an indirect effect through other variables. But to test what happens in a different way, the Step 6 logistic model was run defining "minority" separately for each of the four major race/ethnicity groups. This test was run at this point in the logistic narrative because Step 7 introduces two very powerful variables that would bury race/ethnicity indicators. The model itself emerged significant for white students, but not for African-American, Latino, or Asian students. For white students, all the significant variables in table 26 were the same except for four-year to four-year transfer, which dropped below the threshold of significance. For Latino students, the only statistically significant variable within a nonsignificant model (t = 1.37 with 10 degrees of freedom) was whether the student had ever been part-time. For African-American students, the only statistically significant variables within a nonsignificant model (t =1.70 with 13 degrees of freedom) were summer-term credits and whether the student had ever enrolled part-time. For Asian students, nothing was significant within a nonsignificant model (t = 0.34 with 13 degrees of freedom).

Table 26. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: Extended postsecondary performance

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-5.8188	0.7996	4.12	0.001	
Academic Resources quintile	**0.3147**	**0.0799**	**2.23**	**0.05**	**0.0667**
Socioeconomic status quintile	**0.3066**	**0.0628**	**2.77**	**0.02**	**0.0650**
Education expectations	0.3825	0.2075	1.04	†	†
No delay of entry	0.7798	0.3208	1.38	†	†
Selectivity of first institution	0.4103	0.2225	1.04	†	†
Any first-year remediation	0.2969	0.1920	0.88	†	†
Low credits in first year	**-1.0822**	**0.1957**	**3.13**	**0.01**	**-0.2294**
Classic transfer	**0.8391**	**0.1273**	**2.12**	**0.05**	**0.1779**
Four-year to four-year transfer	**0.7192**	**0.2285**	**1.78**	**0.10**	**0.1525**
Multiple schools	**-1.0523**	**0.2005**	**2.97**	**0.01**	**-0.2231**
Summer-term credits[a]	**0.5299**	**0.0900**	**3.34**	**0.01**	**0.1123**
Ever part-time	**-1.6696**	**0.1599**	**5.92**	**0.001**	**-0.3539**
Cumulative college math credits[a]	**0.5456**	**0.0994**	**3.11**	**0.01**	**0.1157**
Trend in grades	**0.5813**	**0.1119**	**2.94**	**0.01**	**0.1232**
First-year grades	**1.1619**	**0.1860**	**3.54**	**0.01**	**0.2463**
Gender	-0.3518	0.1578	1.26	†	†
Parenthood	-0.9058	0.4318	1.19	†	†

† Variables did not meet threshold criterion for statistical significance

[a] Set in three bands: 0, 1–4, and more than 4.

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 1.76. $G^2 = 3355.32$; $df = 4632$; $G^2/df = 0.745$; X^2 (df) = 1965.7 (18); pseudo $R^2 = 0.3984$; percent concordant predicted probabilities = 89.3.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

2) The new cumulative college-level math credits variable proves its worth, with a Delta-p statistic that says for every move up the credit-range the probability of earning a bachelor's degree increases by 11.8 percent, putting it in the same range of influence as summer-term credits and trend in grades.

3) When trend in grades is added to the variable block, the influence of first-year grades increases, in part because, by definition, a rising GPA trend requires a lower starting point. In fact, the first-year GPA quintile factor is twice as strong, measured in Delta-p, than the trend.

We also note variables carried forward and remaining statistically significant in the model:

- As predicted, Academic Resources continues to lose some of its power as students move further away in time from high school performance. There are too many intervening experiences. In Step 1, the Delta-p said that for each rung up the quintile Academic Resources scale, the probability of earning a bachelor's degree increased by nearly 15 percent (see table 12 above). At this point, that increase in probability is 6.6 percent. Tested separately (see Appendix J), the tolerance collinearity statistic for Academic Resources dipped close to a 0.50 mark that was set for a caution light. While still acceptable, the tolerance statistic indicates that, at this point in a stepwise logistic with 17 other variables, a Venn diagram would show the circle for Academic Resources overlapping (but not eclipsing) many of the other variables in the model.

- Socioeconomic status quintile continues to evidence some explanatory power, and with a Delta-p that basically doesn't change from model to model. In this model, moving up each step of the SES quintile ladder increases the probability of earning a bachelor's degree by 6.5 percent. SES would assume a more significant dynamic, as Cabrera, Burkum, and LaNasa (2005) have demonstrated with the HS&B/So cohort, if one entered the entire logistic narrative by SES quintile, and the elaboration of that dynamic will be left to future research.

- The echoes of first-year credit generation are still noteworthy. The Delta-p says that dropping below 20 credits will decrease the probability of bachelor's degree attainment by 22.4 percent.

- Whether the student was ever part-time remains a very strong negative, with a Delta-p unchanged from its first appearance in the attendance pattern model.

- Earning credits during summer terms is still good advice, though each step of that variable now adds 11.2 percent to the probability of earning a bachelor's degree, as opposed to 14.4 percent when it was first introduced under attendance patterns.

- Both the classic community college transfer variable and the four-year-to-four-year transfer variable stay in the model with positive contributions to the

probability of degree completion of 18 percent and 15 percent respectively, even as the multi-institutional variable strengthens with a negative parameter estimate and a restraining influence of 22 percent on the probability of degree completion. This tension continues to challenge analysis.

The only other variable carried forward, but losing statistical significance is that indicating no delay of entry. No delay, which has bounced above and below the line of statistical significance, now drops below.

Lastly, what has not counted in previous steps of the model still does not count: education anticipations, selectivity of first institution, first year remediation, gender, and parenthood.

Three major themes emerge in this penultimate step of logistic analysis:

- The combination of the strength of Academic Resources (composite high school performance, dominated by academic curriculum intensity) and cumulative college-level math credits underscores the power of curricular momentum on both sides of the matriculation line.

- A group of attendance and performance factors, including part-time status at some point, low credit momentum coming out of the first calendar year of enrollment, and multi-institutional attendance apparently colored by "swirling" and not formal transfer, are strong restraints on academic momentum.

- Validating the event history critique of the original *Tool Box* offered by DesJardins, McCall, Ahlburg, and Moye (2002), two measures of GPA—first-year and trend—reflecting the quality of student effort, are very positive contributors to degree completion. The stronger position of the class rank/GPA quintile variable within Academic Resources reinforces this message. Grades count; and yes, there is a competitive message here, since our GPA scales and quintile breaks are relative, not absolute.

Step 7: Final Factors

The very last step in the logistic narrative takes all 17 variables from the extended postsecondary performance model of table 26, and adds the two strongest variables from the original *Tool Box* analysis. One of these, a dichotomous variable for continuous enrollment called NOSTOP, is a staple of analyses of postsecondary careers (e.g., Carroll 1989; Astin 1993; Horn 1998; Berkner, He, and Cataldi 2002).

The second of these notable variables is not such a staple of analysis. It is the ratio of courses from which the student withdrew *without penalty* and those the student repeated to all courses in which the student enrolled. This is a rare topic in the higher education literature, and was last

seen in the major journals in Adams and Becker (1990), though the number of course withdrawals appears on the check list of elements in analyses of time-to-degree (Knight 2002, 2004b). The ratio counts course attempts, not credits. Withdrawals without penalty are not the same as courses "dropped" within set periods most colleges and community colleges mark for "drop-and-add," and dropped courses are not included in the ratio. As for no-credit repeats: Less than 4 percent of respondents to the 2002 survey of grading practices conducted by the American Association of Collegiate Registrars and Admissions Officers indicated their institutions did *not* allow repeats; fully 55 percent indicated that a student could repeat *any* course for a better grade; and 55 percent indicated that students could repeat a course as often as they liked (AACRAO 2002). These proportions suggest a very lenient environment. Nothing here involves penalty grades. These are all cases of noncredit grades. The variable WRPT Ratio is dichotomous: On one side of the dividing line are students who withdrew from or repeated 20 percent or more of all courses for which they enrolled.

Table 27 presents the final step of the logistic model for *The Toolbox Revisited*. The power of the last two variables entered is instantly obvious:

- Withdrawing from or repeating 20 percent or more of courses decreases the probability of earning a bachelor's degree by nearly half!!!

- Remaining continuously enrolled increases the probability of degree completion by 43.4 percent.

As a consequence of the introduction of NOSTOP and the WRPT Ratio, remediation in the first calendar year, a weakening variable from the point of its introduction, is forced out of the model. Its attempted replacement, the more elaborate description of type and intensity of undergraduate remedial problems (REMPROB), was tried out again, and again did not qualify to enter the model. As noted previously, remediation appears to be a neutral factor in this account.

The marker for earning less than 20 credits in the first year of attendance, previously a strong contributor to the model, is turned on its head in the final step, and drops below the threshold of significance. Why? Principally because, as table 28 demonstrates, nearly 60 percent of those who wound up withdrawing from or repeating 20 percent or more of the courses for which they registered were *already withdrawing from and repeating 20 percent or more of their courses in the first year*. When one withdraws without penalty, one earns zero credits. When one repeats a course, one earns credits only once (assuming one passes, of course). What the relationships in table 28 strongly suggest is that low credit production in the first year is a logical consequence of withdrawal and repeat behavior. If we allow negative momentum to start early, the consequences will snowball. The phenomenon argues for more intense academic advising and monitoring, more accurate placement, and (in some cases) more sensible credit loads in the first calendar year of enrollment.

Table 27. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time: Final factors, with complete academic history

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	-7.6637	0.8827	4.89	0.001	
Academic Resources quintile	**0.2766**	**0.0847**	**1.84**	**0.10**	**0.0583**
Socioeconomic status quintile	**0.2974**	**0.0685**	**2.45**	**0.05**	**0.0627**
Education anticipations	0.4162	0.2211	1.06	†	†
No delay of entry	0.7848	0.3515	1.26	†	†
Selectivity of first institution	0.4436	0.2432	1.03	†	†
First-year grades	**1.1020**	**0.1119**	**3.14**	**0.01**	**0.2323**
Low credits in first year	-0.6553	0.2165	1.71	†	†
Classic community college transfer	0.7186	0.2488	1.63	†	†
Four-to-four transfer	0.6832	0.2509	1.53	†	†
Multiple schools	**-0.7306**	**0.2174**	**1.89**	**0.10**	**-0.1540**
Summer-term credits[a]	**0.5628**	**0.0553**	**3.25**	**0.01**	**0.1186**
Ever part-time	**-1.1739**	**0.1009**	**3.71**	**0.01**	**-0.2474**
Cumulative college math credits[a]	**0.4993**	**0.1075**	**2.62**	**0.02**	**0.1053**
Trend in grades	**0.5879**	**0.1211**	**2.74**	**0.02**	**0.1240**
WRPT ratio[b]	**-2.3078**	**0.4246**	**3.06**	**0.01**	**-0.4865**
Continuous enrollment	**2.0601**	**0.2211**	**5.25**	**0.001**	**0.4343**
Gender	-0.3233	0.1715	1.06	†	†
Parenthood	-0.8511	0.4627	1.04	†	†

†Variables did not meet threshold criterion for statistical significance

[a] Set in three bands: 0, 1–4, and more than 4.

[b] Ratio of withdrawal (W) and no-credit repeat (NCR) grades to all grades received.

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by root design effect = 1.76. G^2 = 2993.12; *df* = 4595; G^2/df = 0.651; X^2 (df) =2260.53 (18); pseudo R^2 = 0.4382; Percent concordant predicted probabilities = 91.8.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Lastly, the variable marking swirling multi-institutional attendance continues to be negative —though marginally significant with $p <. 10$—in table 27 at the same time that both community college transfer and four-year-to-four-year transfer variables fall out of significance altogether. In this final accounting, then, all three type of multi-institutional accounts fade in associative power in the face of behaviors that transcend institutional effects: continuous enrollment and academic performance reflected in grades.

Table 28. To what extent does the final ratio of undergraduate course withdrawal and no-credit repeat grades reflect the ratio and volume of withdrawal and no-credit repeat grades in the first calendar year of enrollment? Answers from the history of 1992 12th-graders who attended a four-year college at any time

Final ratio of withdrawals and no-credit repeats to all courses attempted	Percent for whom first-year withdrawal and repeat ratio was 20 percent or higher	Number of withdrawals and no-credit repeats in the first year		
		None	One	Two or more
Less than 20 percent	5.4 (0.60)	66.7 (1.15)	22.7 (1.06)	10.6 (0.71)
20 percent or higher	57.5 (3.93)	13.7 (2.05)	20.3 (3.17)	66.0 (3.62)

NOTES: Standard errors are in parentheses. Weighted N for those with a ratio of no-penalty withdrawals and no-credit repeats to all courses attempted of 20 percent or higher: 106k; of those with a ratio below 20 percent: 1.08M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Summing Up the Logistic Narrative

Parts III and IV of *The Toolbox Revisited* have walked the reader, sometimes painstakingly, through the consideration of independent variables for each of the seven roughly chronological steps from high school background to extended postsecondary performance. At the end of each step, a logistic account of what was associated with completion of bachelor's degrees for 1992 12th-graders who attended a four-year college at any time was offered. The logistic account applied to students' histories as of that particular moment only. Step 7, of course, offered the concluding account.

But to judge the full sweep of these seven steps, we ought to see them together in the same table. Table 29 allows summative statements about the changing strength of independent variables, the continuity of what counts, and required goodness-of-fit statistics for the whole model. Let's start with the goodness-of-fit statistics because they validate the model. The reader can find them at the bottom of the second page of the table. Everything that is supposed to happen in a stepwise logistic model (Cabrera 1994; Menard 1995) happens. The G^2 (also called the "maximum likelihood function") falls with each step; G^2/df (degrees of freedom in this calculation is the product of the unweighted number of students in the model minus the number of variables

in the model) also falls with each step, though perhaps too much in Step 7. The chi square statistic is a little more erratic, but rises as it is supposed to. So do the pseudo R^2 and the percent of concordant probabilities predicted at each step. These results are a relief to any analyst .

Table 29 includes all the variables that were entered at any of the seven steps of the logistic account, even if they were not carried forward to subsequent steps because they did not meet the *t* statistic threshold criterion that was set at 0.765. In this manner, we can see where these variables were introduced and where they fell out of the model (the first "X" in the table marks the spot). Race/ethnicity is the most noted example because it was present from the beginning, and even though it was never statistically significant, it qualified to be retained until extended postsecondary performance variables were introduced. In Step 7—and because race/ethnicity is a sensitive factor in public discourse on education—another approach was tried out whereby each of the four major race/ethnicity groups was treated as an independent variable in the model. Only the Asian student variable qualified for entry, but wound up with a *t* statistic less than 0.50.

Another "casualty"—though for a very different reason—is the variable describing credits in college-level mathematics in the first calendar year. This variable was purposefully replaced in Step 6 (extended postsecondary performance) by cumulative credits in college-level mathematics across the student's entire undergraduate career because it was more appropriate to the temporal framework. First-year college-level math was never significant, but its more expansive replacement was, as might be expected from comparative participation rates in college-level mathematics by the end of the *second* calendar year of enrollment (table 21).

Another virtue of the presentation in table 29 is that because all statistically significant variables are highlighted in bold, the reader can swiftly identify what was consistently meaningful among the potential associations with bachelor's degree completion for this group of students. From the moment of their introduction, the following factors met the criteria:

- Academic Resources quintile
- Socioeconomic status quintile
- Low (less than 20) credits in the first calendar year of attendance
- First calendar year GPA
- Summer-term credits
- Ever part-time
- Trend in GPA
- Cumulative "career" credits in college-level mathematics

And no delay of entry to postsecondary education from high school evidenced positive and significant association with degree completion in half the stages of the logistic narrative in which it was in play.

Table 29. Seven steps of a logistic regression model with bachelor's degree attainment by age 26 or 27 as the outcome for 1992 12th-graders who attended a four-year college at any time

	Background		Entry		First Year		Financing		Attendance Patterns		Extended Performance		Final Factors	
	Para-meter	Delta-p	Para-meter	Delta-p	Para-meter	Delta-p	Para-meter	Delta-p	Para-meter	Delta-p	Para-meter	Delta-p	Para-meter	Delta-p
Intercept	-4.28		-4.21		-3.58		-3.59		-4.70		-5.85		-7.94	
Academic Resources	**0.644*** **	**0.1492**	**0.554*** **	**0.1283**	**0.342*** **	**0.0754**	**0.336***	**0.075**	**0.371***	**0.081**	**0.312***	**0.066**	**0.277~**	**0.058**
Anticipations	0.627		0.346		0.404		0.339		0.553		0.386		0.416	
SES quintile	**0.291~**	**0.0675**	**0.286~**	**0.0662**	**0.288*** **	**0.0635**	**0.290***	**0.065**	**0.282***	**0.062**	**0.307** **	**0.065**	**0.297***	**0.063**
Race/ethnicity	-0.409		-0.471		-0.347		-0.350		-0.370		X		X	
Gender	-0.463		-0.463		-0.341		-0.338		-0.280		-0.349		-0.323	
Parenthood	-1.576		-0.964		-1.027		-1.029		-0.913		-.933		-0.851	
First institution was selective			0.447		0.406		0.396		0.493		0.399		0.444	
No delay entry			**0.916~**	**0.2121**	0.815		**0.785** **	**0.175**	**0.980~**	**0.216**	0.825		0.785	
Acceleration			0.190		X		X		X		X		X	
Low credits					**-1.53+**	**-0.337**	**-1.52+**	**-0.338**	**-1.19+**	**-0.263**	**-1.058** **	**-0.175**	0.655	
First-year grades					**0.992*** **	**0.2186**	**0.988** **	**0.221**	**0.916*** **	**0.202**	**1.148*** **	**0.243**	**1.102** **	**0.232**
First-year remediation					0.496		0.497		0.319		0.295		X	
First-year college math					0.360		0.367		0.318		X		X	

Work-study							0.179		X		X		X	
Multiple schools									-0.751*	-0.166	-1.052	-0.223	-0.731~	-0.154
Classic transfer									0.952*	0.208	0.839*	0.178	0.719	
Summer credits									0.654+	0.144	0.530***	0.112	0.563***	0.119
Ever part-time									-1.61+	-0.354	-1.67+	-0.353	-1.17***	-0.247
Four-to-four transfer									0.702~	0.155	0.719~	0.152	0.683	
GPA trend											0.566**	0.119	0.588*	0.124
Cumulative college math											0.521*	0.110	0.499**	0.105
WRPT ratio[a]													-2.31***	-0.487
No stop													2.02+	0.426
Root design effect		2.17		2.19		1.78		1.78		1.76		1.76		1.76	
G^2		5315.44		5060.17		4411.64		4396.88		3749.31		3452.61		2993.12	
df		4919		4913		4764		4763		4759		4632		4595	
G^2/df		1.081		1.030		0.926		0.923		0.788		0.745		0.651	
X^2 (df)		1074.9 (5)		1101.0 (9)		1516.4 (11)		1519.1 (12)		1984.2 (17)		1965.7 (17)		2260.5 (18)	
Pseudo R^2		0.204		0.213		0.289		0.292		0.381		0.398		0.438	
Percent concordant probabilities predicted		77.5		78.5		83.3		83.4		88.1		89.3		91.8	

[a] Ratio of withdrawal (W) and no-credit repeat (NCR) grades to all grades received.
NOTES: Keys to significance levels: ~ = .10; * = .05; ** = .02; *** = .01; + = .001. X = variable did not meet criterion to be carried forward.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

When one adds the withdrawal/repeat ratio and continuous enrollment (which appear only in the last step of model-building), some rough themes emerge. Of the ten independent variables, three involve **uses of time** (continuous enrollment, ever part-time, summer-term credits); and four clearly reflect different aspects of **academic performance** (high school Academic Resources, first-year GPA, trend in grades, low-credits in the first year, and the withdrawal/repeat ratio).

Under the temporal theme, no delay of entry floats in and out of statistical significance. Some might say, e.g., of no delay of entry, that the fact a variable is significant in one step of the logistic and not in another "does not always mean that different effects are operating" (Anaya 1999, p. 507). One of the reasons that the logistic narrative provides collinearity statistics (see Appendix J) is to reassure the reader that, for whatever reason a variable ducks in and out of significance, it is not because it is excessively tangled up with other variables. The "tolerance" collinearity statistic for no delay of entry is consistently in the high comfort zone.

Summary of Parts III and IV: Investment Behaviors

When we look across the series of ingredients that rise to the top of strength of association with degree completion, we can interpret them in terms of what Noxel and Katunich (1998) called an "investment model," though this author prefers "investment behaviors," a microscale version of human capital. Once the modest consequences of socioeconomic status are accounted for, each step offers students a set of decisions that require the commitment of time and effort likely to yield a future benefit. These decisions move students, sometimes smoothly and sometimes less so, toward the degree. The choices made, beginning with high school curriculum (from the available curriculum—which is an opportunity-to-learn issue) and quality of effort in high school (reflected in class rank/GPA), allow subsequent leverage. Entering a postsecondary institution directly from high school, earning 20 or more credits in the first calendar year of enrollment, and performing well enough in that first calendar year to fall in the top 40 percent of a GPA distribution build on previous investment, and are all signs of commitment. Subsequent choices that may not be reflected in a bounded period of time, such as excessive course withdrawals, prove to be poor decisions with negative returns, breaking accumulated momentum. Other configurations of choice, including summer-term credit generation, meeting the challenge of college-level mathematics, effort that yields a rising GPA, and most of all, remaining continuously enrolled, all reflect continuing leverage of attainment. This is what academic momentum is all about.

Tinto's (1987) approach is just as direct: Students have responsibilities, and are expected to invest time on behalf of their own learning. Yes, in his words, students have the right "to refuse education" (p. 135), but since the primary commerce of the institution is education, those who refuse should not be surprised if (in his very delicate phrasing) the institution exercises its "right . . . to be selective in its judgments as to who should be further educated" (p. 135). One begins to see why student choice (and the responsibility inherent in student choice) emerges not only as a dominant theme of *The Toolbox Revisited* as well, but as the principal challenge to academic advising and counseling from secondary through postsecondary education.

One grants that a great deal more is going on in the lives of traditional-age students at the same time. They are not bloodless. The literature on persistence has included not only a mass of psychological and social considerations (Harmston 2004; Hu and St. John 2001; Kahn and Nauta 2001; Robbins et al. 2004), but also basic aspects of maturation such as physical fitness (Zhang and Richards 1998), nutrition, roommate conflicts, dating problems, time management (Purcell and Clark 2002), and personality-environment congruences and dissonances (Feldman, Smart, and Ethington 2004). Studies such as Stage's investigation of "motivational orientation" (1989) are also valuable in that they override stock demographic explanations and identify "subsets of college students who might react similarly to college experiences" and, hence, assist advisers and student service personnel. Our data sources do not include these factors.

What the Literature Calls "Institutional Effects"

A major strand of the literature on postsecondary retention derives from Tinto's (1987) constructs of academic and social integration, constructs that contributed to the emergence of the National Survey of Student Engagement (Kuh 2001) and its use by hundreds of institutions in assessing the effects of environments on student behaviors. The reason Tinto's work generated such a continuing elaboration and response is a combination of its elegance and *prima facie* common sense. At whatever age they start out, entering postsecondary students are not empty vessels; they come with demographic characteristics and high school experiences (and, if there is a gap of years between high school graduation and postsecondary entry, work experiences and family formation as well) that condition and shade where and how they enter the postsecondary system. Once at an institution, these background characteristics interact with the academic processes and social environment of that institution to yield varying degrees of determination to persist and complete credentials. Institutional culture, including habits of faculty interactions with students outside of the formal classroom and opportunities for a variety of peer group interactions, plays a significant role in Tinto's models of academic and social integration.

It is not surprising that the mass of studies drawing on Tinto's work are institution-specific or use institutional characteristics as independent variables. To attain enough depth on all these features of student lives so that direct and indirect influences can be mapped through path analysis requires extraordinary probing, which is best carried out in institutional contexts where adequate samples can be assembled. Even if we employed hierarchical linear models to illuminate the relationships between nested characteristics of individuals within institutions and outcomes such as GPA, we would need much larger samples of students within each institution than the NELS:88/2000 provides.[46]

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[46]In a case of a continuous dependent variable for student engagement, and sets of independent variables describing both student and institutional characteristics (half of them continuous), Porter (2005) demonstrates the statistical superiority of multilevel analysis versus Ordinary Least Squares analysis. There are three significant differences between Porter's illustration and the story line of *The Toolbox Revisited* : (1) the dependent variable (bachelor's degree attainment) and most of the independent variables in this data essay are dichotomous, hence, our method is logistic, not linear, (2) Porter's model assumes that students attend only one institution, whereas more than half the students in this analysis attended two or more, and (3) while multilevel analyses can create models for institutions "even for schools with few student observations" (Porter 2005, p. 110), of the 3,258 institutions in the NELS:88/2000 postsecondary transcript files, 1,003 had only one student in the sample. An institution-level model with a population of one is out-of-scope.

With the student as the unit of analysis, and 25 percent of the students in the universe we are examining attending *more than two* institutions as undergraduates, the calculation of institutional effects becomes problematic. For the students who attended only one four-year college, the weighting of institutional characteristics such as those Titus (2004) admits into his analysis of three-year persistence at the same institution (e.g., control, size, selectivity, degree of residentiality, and percent female, etc.) are fairly easy to plot. But for those who attended more than one institution, a weighting scheme for the influence of each institutional characteristic based on the proportion of undergraduate time each student spent in different institutions would be necessary. For a student who earned 26 credits at a community college, 30 credits at a four-year baccalaureate residential college, and 75 credits at an urban university, the ratios would dilute the very meaning—let alone effect—of any single institutional characteristic. This example is not a fantasy. Consider, for example, the credit accumulation at each school attended by two sets of students from the NELS:88/2000 who attended three institutions as undergraduates (fig. 2).

Figure 2. Examples of credits earned at each institution attended by 1992 12th-graders who earned standard high school diplomas by December 1996, attended a four-year college at some time, earned a bachelor's degree, and attended three institutions as undergraduates, by type of transfer

	Credits earned at each school attended		
Student cases	School #1	School #2	School #3
Community college transfers			
#1	66 (community coll)	34 (four-year)	62 (four-year)
#2	32 (community coll)	28 (community coll)	90 (four-year)
#3	41 (community coll)	18 (four-year)	64 (four-year)
Four-year-to-four-year transfers[a]			
#1	24	36	92
#2	36	21	88
#3	25	30	79

[a] All three schools attended by these three students were four-year colleges.
SOURCE: National Center for Education Statistics. NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

How does one evaluate indirect effects of institutional characteristics and experiences (class size, contact with faculty, peer group interactions, etc.) for these students? Does one weight each potential effect by the percentage of credits earned at each school in relation to all credits earned? Can one somehow arrive at a consolidated index for each effect across schools? How would one compare these indices to those for students who attended only two institutions? To those for students who attended only one? All six of the students in figure 2 above earned bachelor's degrees. For students who did *not* earn bachelor's degrees but who attended three institutions,

what is the minimum threshold of credits one would set at each institution attended before trying to determine the range of institutional characteristics and student experiences that might have some degree of association with the dependent variable? Across all patterns of inter-institutional "traffic" (Astin and Astin 1993), is there a common effects metric that encompasses mere excursions (incidental attendance at second or third institutions), true migration (formal transfer), and the nomadic behavior described as "swirling"? The author tried to develop a descriptive framework of excursion, migration, fragmentation, and discovery for this task, but with less than satisfactory results (Adelman 2004b). Certainly, there are more sophisticated models that can address the rhetorical questions above, but they risk both neglect or devaluation of life-changing experiences at institutions where a student spent comparatively little time and earned few credits, and false identification of effects that can be very fleeting.

Postsecondary student attendance patterns have rendered consolidated institutional-effects analyses moot. For that reason, these analyses are best carried out within the context of individual institutions (no matter where else the student goes to school). This study does not belittle the constructs of institutional effects and assessment efforts such as those of the National Survey of Student Engagement (NSSE) at all. For college and community college administrators, these assessments count a great deal in determining the kinds of environmental adjustments likely to intensify student involvement with institutional services as well as to heighten student satisfaction with instruction, even if the student is present for only 24 credits.

Even so, many of the variables of institutional effects analyses (and that includes high schools as well as colleges and community colleges) are sufficiently beyond the control of administrators so that the practical implications of whatever paths one delineates as productive are limited. Yes, high schools can change the structure of opportunity-to-learn, e.g., by not even offering arithmetic or watered-down pre-algebra and simultaneously conveying a clear message to students that they can meet the challenge of higher level math (Lee, Croninger, and Smith 1997). And the postsecondary level can follow suit, e.g., community colleges can refuse to teach arithmetic or basic algebra. Neither of these strategies is micromanagement, and, however some may wish otherwise, neither is likely to be implemented on a large scale. At the postsecondary level, the very conditions of control shift: An administrator cannot change the fact that the institution was not the student's first choice and that he or she is determined to transfer from the moment of first registration; there is no drug to prescribe for a student with severe homesickness; one cannot—and should not—prevent the student from changing majors for the second time; no college authority has any influence on the romantic life and angst of 20 year-olds that may affect their involvement with academic pursuits (Okun, Taub, and Witter 1986); administrators can't sand down every potentially hard edge of their schools. Furthermore, there is a natural capacity limit to truly meaningful contact with faculty outside the classroom. To use examples from the National Survey of Student Experience, how many faculty can deans deploy for student participation in faculty research projects or for students to work with faculty on committees and

student life programs?[47] The larger and/or less residential the institution, the less the opportunity for student-faculty interaction in other than casual or ritualistic activities (Hu and Kuh 2002).

To repeat: The NELS:88/2000 does not reach the details of student development or institution-specific student experiences accounted for in other research lines. The elaborate connections between student background characteristics, social and psychological predispositions, initial perceptions and responses to a particular postsecondary environment, strength of goal commitments, etc. in relation to not only the fact but also the pace of student progress toward a credential—all of which have been explored and documented by the touchstone giants of postsecondary student outcomes research (Astin, Pascarella and Terenzini, Cabrera, Tinto)—lie beyond the scope of national longitudinal studies. That is not an excuse for the "economic" reading, broadly construed, of academic momentum. We all know that the many investment decisions made by students along their paths through postsecondary education do not occur in social and psychological vacuums. But the archival data on which this study draws isolate moments in which student choice intersects the structures of opportunity offered by institutions whose first order of business—and first order reason for existing in our society and economy—is the generation, preservation, and distribution of knowledge. This is a story about taking advantage of that mission; it is not a story about growing up, although that happens along the way.

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[47]Kuh et al. (2001) reported that less than 20 percent of seniors in 2000 indicated experiencing these modes of nonstandard faculty contact. By 2004, that proportion had not changed, while 58 percent of seniors indicated they had talked often or very often with faculty outside of class about their grades (a ritualistic interaction that shouldn't carry much weight in assessments of student/faculty contact). See www.nsse.iub.edu/~nsse/2004_annual_ report/html/responses _senior sfi.html. (Accessed 7/31/05).

Part V
Closing the Gap

One of the principal objectives of the *No Child Left Behind* legislation as it works its way through grades K–8 is to close the gaps in achievement between minority and majority students. When that objective is extended to high schools, as this essay underscores in Part III above, we have no adolescent left behind. And when extended to postsecondary schooling, as the logistic narrative has done, our objective is to leave no young adult behind, either. While race/ethnicity itself was not a significant variable in that narrative, the fact of an unhappy gap remains in degree completion—which means that there are residual echoes of experience by race/ethnicity that affect education outcomes. It is not the intention of this monograph to explore these echoes (there are far more sophisticated techniques and far more knowledgeable researchers than the author to engage in that task). But if we focus on the academic story line, we can at least draw some parameters of possibility for assisting minority students.

Two issues attendant on this observation are now addressed: our confidence in degree completion rates, and what might contribute to closing the gap between majority and minority populations in degree completion.

Bachelor's completion rates: Some remarkable agreements

The most prescient and eloquent statement of the problems attendant on our romance with graduation rates was offered a decade ago by Ronco (1996):

> Performance, even in relatively straightforward terms like graduation and retention, eludes our attempts to measure it. Students no longer march lockstep through four years of college to graduation. The educational model of the new millennium will likely be characterized more by lifelong learning, where students move among various kinds of higher education institutions, stopping in and out as their lifestyles and educational needs dictate. Enrollment patterns like these make indicators like four- or even six-year graduation rates for first-time, full-time freshmen largely irrelevant. Transfer students deprive both the sending and receiving institution of retention and graduation credit. (p. 1).

But accepting the object of policy affections for a moment, the most enduring context for the analyses of *The Toolbox Revisited* involves what its predecessor called the Dow Jones Industrial Average accountability measure of U.S. higher education: the proportion of entering undergraduates who earn a bachelor's degree. There are very few truly reliable national portraits of degree completion because there are very few data sources of convincing scope and magnitude. The task requires a longitudinal study with a tested sampling design and matching weights. The technology for a full census of completion does not yet exist.

Ewell (2004) has reminded us that a *student-based* indicator of completion leads to assessments of the benefits of higher education to the entire society and economy. An *institution-based* indicator does none of that, though there is no question that the institution is responsible for contributing to the student's discovery of intellect and path to attainment. While the student is obviously more important, institutions are partners.

There are three recent national accounts of bachelor's degree completion for students who started out in postsecondary education together that can demonstrate how these two indicators, student and institutional, play out.[48] Each account comes from a different data set:

1. The NELS:88/2000 that is the subject of *The Toolbox Revisited.* To repeat its major characteristics: The temporal term is a maximum of 8.5 years (1992–2000) from the month of entrance, no matter when that happens and at what enrollment intensity (full-time or part-time). This is a grade cohort, with all students roughly the same age.
2. A six-year longitudinal study, based on the Cooperative Institutional Research Project's (CIRP) data, that followed 1994 entering college freshmen to 2000 (Astin and Oseguera 2002). While dominated by traditional-age students, this cohort is not wholly homogenous in terms of age at entrance, but is confined to those who started out, full-time, at 262 four-year colleges, weighted to represent beginning full-time freshmen at all public and not-for-profit private four-year colleges (for-profit four-year colleges are not included).
3. Another 6-year longitudinal study, 1995/6 through 2001, conducted by NCES as a spin-off from the massive Congressionally-mandated National Postsecondary Student Aid Study. We have used this data set, the Beginning Postsecondary Students longitudinal study, previously. Beginning students of all ages and enrollment intensities (full-time, part-time, and mixed) are included.

Let us set these three data sets side-by-side, adjust the two NCES databases to match both each other and the CIRP database, and then assess how much they disagree with each other. We will confine both the NELS:88/2000 and the BPS 95/96–2001 to those who started out in four-year colleges, limit the dates of entry of the NELS:88/2000 cohort to the same year (1992) and, most importantly, put an upper bound on age at date of entry in the Beginning Postsecondary Students of 20. Table 30 offers these comparisons.

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[48]There are other large longitudinal studies of degree completion, but their samples of institutions and students are not representative. For example, Saupe, Smith and Xin (1999) used the Consortium for Student Retention Data Exchange information from 174 public four-year colleges to track six-year (1989–96) institutional graduation rates. While these 174 institutions enrolled nearly half of entering four-year college students in 1989, they represent a class, not a universe. For another, but more dated example, Stoecker, Pascarella, and Wolfle (1988) used a 1980 CIRP follow-up to an initial 1971 sample of roughly 10,000 students who had attended only one four-year college in the interim. Some 487 college and universities were represented. Stocker, Pascarella, and Wolfle were interested in institutional effects, so their restriction of the universe to students who had attended only one school is justified, and their findings revealing. But that doesn't justify using the conclusions as a generalized model of degree completion—certainly not under contemporary conditions of student mobility. For state-level postsecondary longitudinal studies, only Florida has produced data sets comparable to the national accounts.

Given the conditions under which degree completion is judged, the conclusions of these three data sets do not differ that much from each other. We can say that roughly a third of traditional-age students who start in a four-year college will earn a bachelor's degree from the *same* school in the traditional four-year period, and that between 54 and 58 percent will earn the degree from the same school in which they began within six years of entry. When the option of earning a degree from a *different* four-year college than the one in which these students commenced study is included (in the NELS:88/2000 and BPS 95/96–2001), six-year degree completion rates for traditional-age students are in the 62–67 percent range. Only when the temporal boundaries are extended to 8.5 years in the NELS:88/2000 does degree attainment for those who started in four-year colleges approach 70 percent, and Florida state longitudinal studies show a similar rate (Johnson, Coles, and Thomas 2004).

Table 30. Bachelor's degree completion rates for students who began in four-year colleges according to three different national longitudinal studies of the 1990s

	Percent completing bachelor's degree		
Bachelor's degree completion modes	NELS:88/2000 1992–2000	Cooperative Institutional Research Project (CIRP) 1994–2000[a]	Beginning postsecondary students 1995–2001
Bachelor's from same school in 4 years	30.9 (1.14)	36.4	33.1 (1.3)
Bachelor's from a different school in 4 years	3.0 (0.30)	Not available	2.3 (0.3)
Bachelor's from same school in 6 years	52.9 (1.27)	57.6	53.7 (1.2)
Bachelor's from a different school in 6 years	11.3 (0.79)	Not available	8.1 (0.4)
Bachelor's from same school in 8.5 years	55.3 (1.24)	60.6[b]	Not available
Bachelor's from different school in 8.5 years	14.1 (0.84)	Not available	Not available
Total degree completion:	69.3 (1.16)	60.6[b]	61.8 (1.2)

[a] As reported in Astin and Oseguera (2002). Standard errors are not available.
[b] In Astin and Oseguera, this cumulative figure includes students who were still enrolled at their institution of first attendance at the end of six years.
NOTES: Standard errors for the NELS:88/2000 and BPS95/96–2001are in parentheses.
SOURCES: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement) and Beginning Postsecondary Students Longitudinal Study, 1995/96–2001, Data Analysis System (NCES 2003-173). Astin and Oseguera (2002).

Degree Completion: How High Can It Go?

If roughly seven out of ten traditional-age students who start in a four-year college—and roughly two out of three who ever attend a four-year college—graduate within eight and one-half years, how likely is it that the rate will improve, by how much, and among what groups? When looking back at the factors consistently contributing to bachelor's degree completion in table 29 and asking which are most subject to change by external parties with little to modest, but creative, effort, a few stand out, and encourage speculation. All depend on student response. In the words of Tinto's (1987) astute guidance:

> Though . . . institutions owe each admitted student an equal degree of attention, it does not follow that institutions should be held accountable for the equal education of all admitted students. To absolve . . . [students] of at least partial responsibility for their own education is to make a serious error. (p. 135)

Let's look at each of the more promising levers, and then explore what the configuration of change in behaviors and policy might suggest for upper boundaries of degree completion and the closing of the gap in completion among race/ethnicity groups.

1) **Less than 20 credits in the first calendar year of enrollment**: Approximately nine percent of those who entered four-year colleges at any time earned between 15 and 19 credits in their first calendar year, with African-Americans and Latinos overrepresented.[49] Within this group, only 35 percent (s.e. = 3.05) earned bachelor's degrees compared with 77.7 percent (s.e. = 0.99) of those who earned 20 or more credits. Fifteen to nineteen credits is close enough to 20 to be optimistic: If we know more about who students are and where they come from, colleges and community colleges can target dual enrollment efforts to yield at least six additive credits for these students, thus pushing them across the 20-credit line. But we do know something about these students, and our optimism must be tempered by the facts that 15.3 percent (s.e. = 2.49) of them were assigned to remedial reading in their first postsecondary year, an overlapping 34.5 percent (s.e. = 3.93) never reached Algebra 2 in high school, and only 27.9 percent (s.e. = 2.96) earned any college-level mathematics credits in that first year. For the residual group (about six percent of those who enrolled in a four-year colleges at any time), suburban high school students from the Pacific and Southwest Central census divisions[50] are overrepresented, and provide some geo-direction for dual-enrollment policy targeting.

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[49]Some 7.4 percent (s.e. = 0.56) of white students earned between 15 and 19 credits in their first calendar year of attendance, compared with 11.1 (s.e.=1.86) of African-Americans and 18.5 percent (s.e. = 3.30) of Latinos.

[50]The Pacific census division includes California, Oregon, Washington, Alaska, and Hawaii; the Southwest Central encompasses Texas, Oklahoma, Arkansas, and Louisiana.

2) **Ratio of non-penalty withdrawals and no-credit repeat courses to all courses attempted**: For about 10 percent of the NELS:88/2000 cohort who attended a four-year college at any time, this ratio was 20 percent or higher. That is, this group of students withdrew from or repeated at least one out of every five courses in which they enrolled, behavior negatively associated with degree completion. Compared with white students, all minority groups are overrepresented.[51] What would happen if institutions limited the number of no-penalty withdrawals and no-credit repeats students were allowed to accumulate, converting these cases above a given threshold to penalty grades? This is a risky proposition and difficult to model because we do not always know why students withdraw from courses after the customary drop/add periods (Adams and Becker 1990). Students repeat courses to earn better or passing grades. In the case of remedial work, the repeat is required, and the list of courses with the highest ratios of withdrawal and repeat grades is dominated by remedial offerings (Adelman 2004a, table 6.6, p. 84). In other cases, repeats are a luxury. Since no-penalty course withdrawals and no-credit repeats increase time-to-degree measurably for those who earn degrees (Adelman 2004a, table 6.2b, p. 79; Knight 2004b; Noxel and Katunich 1998), and since these behaviors have a rippling effect by blocking other students from seats, often in high demand courses, it is in institutions' self-interest to limit the practice. Intensified advisory care to student credit loads (Szafran 2001) and more precise placement criteria should help.

A good example of the way this might work is provided by Eno, McLaughlin, Brozovsky, and Sheldon (1998), who predicted difficulty ratings for specific courses likely to be taken by entering freshmen in their institution on the basis of both overall high school GPA and, more importantly, grades in specific high school courses. The hypotheses for each student within each course were then set against the empirical record of students' actual performance in the college course at issue. The information assists students' advisers with indications of which courses a student might find particularly difficult. The likelihood of no-penalty withdrawals or no-credit repeat grades is attenuated by delaying students' engagement with those courses until they have gathered the requisite momentum elsewhere in the college curriculum.

3) **Use of summer terms**: As table 31 suggests, earning more than four credits during summer terms may have a considerable influence on the degree completion rates of African-American students in particular. That is, 78.2 percent (s.e. = 4.12) of those who started in four-year colleges and exceeded this threshold earned bachelor's degrees, compared with 21.2 percent (s.e. = 4.59) of those who did not earn summer-term credits at all. The difference was also significant for white students, but not to the same degree. Parallel comparisons for Latinos and Asians were not statistically significant.

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[51]Some 8.3 percent (s.e.= 0.68) of white students were in the high ratio category, versus 12.2 percent (s.e. = 3.04) of Asian students, 12.3 percent (s.e. = 1.96) of African-American students, and 19.6 percent (s.e. = 3.56) of Latinos.

Table 31. Of 1992 12th-graders who started their postsecondary careers in four-year colleges, percentage who earned bachelor's degrees by December 2000, by number of credits earned in summer terms, by race/ethnicity

	Percentage earning bachelor's degrees by December 2000		
	Number of summer-term credits		
Race/ethnicity	None	1–4	More than 4
All	56.2 (1.99)	68.1 (2.78)	79.7 (1.29)
White	59.8 (2.22)	74.2 (2.58)	82.2 (1.19)
African-American	21.2 (4.59)	42.5 (10.3)	78.2 (4.12)
Latino	48.6 (7.14)	28.3 (7.15)	56.4 (6.21)
Asian	66.8 (10.3)	70.0 (13.0)	77.9 (7.08)

NOTES: Standard errors are in parentheses. Weighted N=1.14M.
SOURCE: National Center for Education Statistics: NELS:88/2000 postsecondary transcript files (NCES 2003-402 and Supplement).

Summer-term enrollment that results in more than four additive credits works for just about everybody (we saw that in the multivariate analyses). While it surprisingly does not shorten time-to-degree for those who earn degrees (see Appendix K), summer credits are associated with higher graduation rates for everyone except Latino students. It is thus in an institution's self-interest to encourage the use of summer-term work, either at the institution itself or at another school. Ways of approaching this goal shy of tuition discounting include moving some of the offerings of high demand courses from the traditional academic-year terms into the summer term, offering summative course work in the major in the summer term, and recruiting students for credit-bearing internships and cooperative education placements in the summer terms. Academic administrators in cooperation with strategic enrollment managers can be very creative.

4) **The high school curriculum component of Academic Resources:** One of the more dramatic illustrations of the potential influence of high school performance on bachelor's degree attainment in the original *Tool Box* isolated four major race/ethnicity groups, confined each to those who entered a four-year college directly from on-time high school graduation, and compared two estimates: the bachelor's degree attainment rate for everyone versus the bachelor's degree attainment rate for those who were in the top 40 percent on each of the three component measures of Academic Resources (curriculum, class rank/GPA, and senior year test score). Though undercut by the fact that, in multivariate analyses, race/ethnicity does not play much of a role in bachelor's degree completion, the cross-tabulation of these estimates suggested that the criterion-referenced curriculum variable had the potential to boost African-American degree completion by 28

percent and Latino degree completion by 18 percent (though that datum was statistically shaky) and white students' degree completion by 10 percent. For Asian students of the period, test scores made more of a difference than either curriculum or class rank/GPA.

Class rank/GPA and senior year test score are not criterion referenced, and while performing better in high school in terms of grades and tests improved degree completion in the original *Tool Box*, it was by lesser magnitudes. It was observed that "in a happy paradox, *everybody* can be in the 'highest 40 percent' on the [criterion-referenced] curriculum measure," whereas that is not true for test scores or class rank (Adelman 1999, p. 85). Content counts, particularly for minority students, and the influence of special preparation programs supports that conclusion (Ishitani and Snider 2004)

Does this analysis still hold, particularly as we have already observed improvements in academic curriculum participation by the High School Class of 1992 compared with the High School Class of 1982 (see tables 4 and 5 above)? That depends on what else is in the mix of factors associated with degree completion, and unlike the original analysis of this feature in *Answers in the Tool Box*, the other factors are matters of *postsecondary* entry and *postsecondary* academic behavior.

How might the four factors just highlighted, along with direct entry to higher education following high school graduation, cumulatively influence bachelor's degree completion for the core universe of this study, the subjects of table 29? To remind the reader just who these students are:

- they were 12th-graders in 1992;
- they earned a standard high school diploma (not a GED) by December1996 (as the NELS transcript records conclude in December 2000, an honest account of degree completion should allow the student at least four years to reach that mark);
- they attended a four-year college at any time (20 percent started in community colleges, and those who started in community colleges earned an average of 52 credits [s.e. = 1.58] from community colleges and 59.5 credits [s.e. = 1.92] from four-year colleges); and
- their postsecondary records were complete, i.e., no transcripts were missing.

Table 32 takes this group, and first sets down a base bachelor's degree completion rate for the entire cohort by four major race-ethnicity groups.[52] The table then enters five key conditions influencing degree attainment that are subject to the initiatives and control of second parties, and marks the *potential* bachelor's degree completion rate for students meeting the thresholds of those cumulative conditions. As each condition is added to the cumulation, the universe narrows for the NELS:88/2000 cohort, and as it narrows, hypothetical degree completion rates rise. One could choose a different sequence of conditions, but the bottom line would be the same.

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[52]There were too few American Indians in the base group to follow through a narrowing population as conditions for academic momentum were added.

Table 32. Hypothetical cumulative consequences of variables critical to bachelor's degree completion for 1992 12th-graders who earned a standard high school diploma by December 1996, attended a four-year college at any time, and whose postsecondary records were complete, by race/ethnicity

	Percentage earning bachelor's degree				
Cumulative conditions	**White**	**African-American**	**Latino**	**Asian**	**All**
1)Baseline, no conditions	**67.6 (1.18)**	**52.1 (4.26)**	**45.4 (3.74)**	**67.9 (4.71)**	**64.6 (1.12)**
2) No delay of entry	71.0 (1.22)	54.6 (4.49)	50.5 (3.79)	68.2 (4.89)	67.9 (1.15)
3) No delay, top 40 percent of high school curriculum, and highest high school mathematics above Algebra 2	85.6 (1.50)	65.9 (8.57)	69.2 (6.33)	91.5 (1.96)	84.1 (1.40)
4) No delay, top 40 percent of high school curriculum, and more than four credits in summer terms	90.6 (1.31)	84.6 (5.95)	69.2 (8.12)	92.6 (2.27)	89.1 (1.30)
5) No delay, top 40 percent of high school curriculum, more than four credits in summer terms, and 20 or more credits in first calendar year of attendance	92.6 (1.23)	88.2 (5.28)	71.9 (9.07)	93.9 (2.16)	91.4 (1.24)
6) No delay, top 40 percent of high school curriculum, more than four credits in summer terms, 20 or more credits in first calendar year, and less than 10 percent of grades were withdrawals or no-credit repeats	95.5 (0.98)	94.3 (4.62)	79.4 (11.1)	95.3 (2.20)	94.6 (1.07)

NOTES: Standard errors are in parentheses. Weighted Ns for each cumulative step: (1) 1.45M; (2) 1.33M; (3) 712k; (4) 621k; (5) 310k; (6) 273k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

These are statistical coincidences, not causes. The subjunctive is very strong in this presentation. The standard errors indicate that not all these changes would be statistically significant, particularly for minority students, but that phenomenon, too, is a consequence of a shrinking population at each step. No delay of entry is invoked as the first condition because it results in the least shrinkage, leaving a larger population with which to assess the other four factors.

All five conditions of table 32 are criterion-referenced. That is, everyone can meet those conditions; everyone can cross those thresholds. The populations could be much larger. Does that mean that future degree completion rates will look like those in this table if everyone meets the criteria on all five counts? No: We know that not everybody will make it. We have already marked and acknowledged that some students will flunk out or become status dropouts for other reasons. But the table suggests just where the improvements are likely to be dramatic—and for whom. Some examples, by race/ethnicity, would be instructive.

For **Latino** students, high school academic curriculum attainment and entering college directly from high school provide the greatest leaps in degree completion, narrowing the gap with white students from 22.2 percent in the base rate to 16.4 percent. But little else narrows the gap much further. Postsecondary summer-term participation, for an obvious case, yields something of a zero, and getting across the 20-credit line in the first year of attendance appears to do little for Latino graduation rates (though if the sequence of conditions were different, it would do more). If we are looking carefully at this fastest growing population in the United States, we pour our efforts into high school preparation above everything else. A decade from now, we will be able to assess better whether postsecondary behaviors become more impressive contributors.

For **white** and **Asian** students, moving into the top 40 percent of the high school academic curriculum intensity index and completing high school mathematics beyond Algebra 2 also is the strongest engine among these variables for boosting college graduation rates. Earning more than four summer-term credits adds something for white students, but nothing to speak of for Asian students. The other factors may contribute minor momentum, but once one reaches a hypothetical 90 percent completion rate, subsequent improvements are not meaningful.

For **African-American** students, who start out at a higher bachelor's degree completion rate than do Latinos, the high school academic curriculum factor does not close the degree completion gap by a statistically significant amount, but earning more than four credits in summer terms offers a stunning boost, narrowing the completion gap vis-a-vis white students from 15.5 percent to 6 percent. The momentum provided by this high-octane persistence behavior continues through the first calendar year credits criterion and avoidance of no-penalty withdrawals and no-credit repeat grades until, at the bottom line of the hypothetical rates set forth in table 32, African-American degree completion rates would be no different from those of whites and Asians.

What did African-American students in the NELS:88/2000 cohort universe who attended a four-year college at any time study during summer terms? A transcript-based account can be very revealing—and in this case, positively so. Using 110 aggregate course categories, table 33 displays the 15 categories accounting for the highest percentages of summer-term credits earned.

Table 33. Percentage of credits earned during undergraduate summer terms by African-American 1992 12th-graders in aggregate course categories

Category	Percent of total summer-term credits
Business other than accounting and administrative science	5.5
Chemistry	5.1
Physical education activities/health information	4.9
College-level mathematics[a]	4.1
College-level writing[b]	3.7
General biology	3.3
Psychology other than general psych	3.0
Physics	2.8
U.S. history surveys, American Civilization	2.8
Micro/macroeconomics	2.6
Accounting	2.5
Calculus	2.5
Foreign languages	2.4
Liberal studies/general humanities/general social science	2.1
Oral communication/public speaking	2.0
Total for top 15 categories	46.7

[a] Includes college algebra, finite mathematics, precalculus, and statistics.
[b] Includes standard English composition, technical writing, creative writing, and advanced essay.
NOTE: The calculation is a "credit ratio" in which the unit of analysis is the course category. All student-weighted earned credits from all course categories are added, with the total a finite glass of 100 percent that becomes the denominator for subsequent calculations. No standard errors are produced.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

This is a very respectable list for anyone. It advises advisers: Point out to African-American students that their peers have proved (a) summer-term credit production is a benefit, and (b) the student can concentrate in the summer terms on the kind of critically demanding and critical gateway courses that might not otherwise be in as intense focus during an academic year term. The learning goes deeper under single-subject concentration. Examples include organic chemistry, calculus, and experimental psychology. To repeat: There are values in summer-term credit production for everybody, but if summer-term credit production looks like it benefits a particular group more than others, that needs to be said. If we don't know why the benefits seem more significant for African-American students, let us submit the issue to future research.

Is the story for low-SES students the same?

Reviewers of drafts of this document asked whether the same type of analysis could be performed by socioeconomic status, since we know that the gap in degree completion between the highest and lowest SES quintiles is far wider than any pair of race/ethnicity comparisons (Adelman 2004a, table 3.1, p.34). The lowest SES quintile group is small: only 6 percent of the

1.43 million 1992 12th-graders who graduated from high school by December 1996 with a regular diploma and who attended a four-year college at some time. These students completed bachelor's degrees at a rate of 35.9 percent, compared with 55.4 percent for students in the middle (3rd) SES quintile, and 79.7 percent for students in the highest SES quintile. Perhaps the best illustration of what might close the gap for them is to compare their hypothetical rates of completion with students from the middle and highest quintiles, and table 34 does so. We use the same levers as variables because they are subject to second-party action. But we have to stop after the step where summer-term credits are added in because (a) in extending the data beyond the boundaries of table 34, subsequent variables in the cumulative sequence (first-year credit threshold and withdrawal/repeat limits) do not add anything to the degree completion rates of low-SES students, and (b) the standard errors of the estimates have risen to the point at which comparisons between the lowest SES quintile group and the middle group are not statistically significant. The data of table 34, though, send clear messages: Despite obviously great limitations inherent in low socioeconomic status, the most promising engine of momentum for

Table 34. Hypothetical cumulative consequences of variables critical to bachelor's degree completion for 1992 12th-graders from the lowest, middle, and highest socioeconomic status quintiles who earned a standard high school diploma by December 1996, attended a four-year college at any time, and whose postsecondary records were complete

Cumulative conditions	Percentage earning bachelor's degree		
	Lowest SES quintile	Middle (3rd) SES quintile	Highsest SES quintile
1) Baseline, no conditions	35.9 (3.74)	55.4 (2.34)	79.7 (1.50)
2) No delay of entry	39.9 (4.18)	59.7 (2.47)	81.3 (1.46)
3) No delay, top 40 percent of high school curriculum, and highest high school mathematics above Algebra 2	58.7 (6.14)	72.5 (3.71)	89.0 (1.21)
4) No delay, top 40 percent of high school curriculum, highest high school math above Algebra 2, and more than 4 credits in summer terms	59.6 (9.73)	82.2 (5.26)	91.2 (1.25)

NOTES: Standard errors are in parentheses. Weighted Ns for each cumulative step: (1) 1.43M; (2) 1.31M; (3) 546k; (4) 260k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

these students is a strengthened high school curricular background, and achieving that objective requires greater attention to the provision of curriculum and the quality of learning environments in schools attended by these students, no matter where those schools are located. Even then, the degree completion gap between the lowest and highest SES quintile would be 32 percent.

The bottom line on degree completion

In reporting the proportion of college students who complete bachelor's degrees, there seem to be as many answers as there are observers. A number of rules are recommended:

1. Use transcript-based data sources. They do not lie; they do not exclude.
2. Follow the student, not the institution. Community college transfer students are followed to determine degree completion. Do it for everybody! And if one insists on institutional graduation rates, give the institution credit for students who transfer in. We don't do that now.
3. Do not restrict the universe to students who entered higher education only in the fall term and only full-time (otherwise one excludes half of an entering cohort).
4. Do not mix your 18 year-old daughter and your 34 year-old brother-in-law in the same analytic of degree completion. They live on different planets of life's responsibilities. In other words, institutions should consider ledgers indicating degree completion rates separately by age bracket at the point of entry, and national accounts should follow suit.
5. The only people for whom bachelor's degree completion rates should be calculated are those who actually enrolled at a bachelor's degree-granting institution at some time.

All these common sense rules, respectful of students and their families, were observed in *The Toolbox Revisited*—and in *Answers in the Tool Box* before it.

The elaborate multivariate analyses of Parts III and IV of this essay provided a framework within which academic momentum toward bachelor's degree completion (not toward something else such as first-year GPA or second-year retention) could be tracked and judged, but without race/ethnicity as a vector. When we extract from this framework the most tractable variables and examine their potential repercussions in terms of closing degree completion gaps by race/ethnicity, there is no question that the academic intensity of secondary school curriculum continues to serve as the engine of subsequent academic momentum, and that the use of summer terms for substantive, highly focused postsecondary coursework is an effective booster to that engine. Both these variables are mixtures of the student's use of time and the mastery of content.

But what does "academic intensity" or "an academically 'rigorous' curriculum" really mean? What content, postsecondary as well as secondary, could be labeled as "challenging," that is, the knowledge toward which students eagerly reach as opposed to unenthusiastically slog through? These questions are part of a large missing component in this study. Part VI of this essay will reflect on that component with the greater care it deserves.

Part VI
The Missing Element of This Story

There is (at least) one major missing element of the story line in both the original *Tool Box* and *The Toolbox Revisited*, and some important questions readers might have asked in the course of the logistic narrative that should be addressed. The missing element, a by-product of the limitations of the NCES grade-cohort longitudinal studies database, is content standards in high school curricula. Postsecondary curricula, which are far more complex in organization, offer a different framework for assessing potential student learning.

Beyond Course Titles to Content Standards

In the years following the release of *A Nation at Risk* (1983), a standing one-liner on the lecture and conference circuit ran something like "we've changed the marquée on the theater, but the show inside is still the same." The marquée carried the course titles, and for better or worse, that is what our grade-cohort longitudinal studies transcript files rely on. As Shireman (2004) has concisely put it, "If schools just change the names of the courses . . .students will not have learned anything more" (p. 4). In building the NELS:88/2000 data files, we discovered that in some high schools, "precalculus" on a transcript could mean any mathematics prior to calculus, including Algebra 1. On the postsecondary transcripts we often ran across cases of professorial marketing with course titles such as "Tooth Brush," "Dots to Dinosaurs," "Time After Time," and (yes) "Good Books" that even online catalogues could not explain. The postsecondary transcripts also carried 3-credit courses in topics such as social event planning, daily living skills, and "appreciation of sports" that, when the syllabi were examined online, could be offered to junior high school students. One has to acknowledge the limitations of the data source, in addition to its virtues. But the limitations, in these cases, were serendipitous because the online search for concrete clues to the content of course work was dispiriting.

Over the past two decades, states have paid increasing attention to content standards for elementary and junior high school curricula, and the *No Child Left Behind* legislation has stimulated a period of intense review and refinement of these standards. But as *Achieve* pointed out in its review of state high school graduation requirements (2004), similar detailed sets of content standards at the secondary school level are rare. We get generalized requirements that reference course titles such as "11th-grade English" or "Applied Biology," and have no idea what precise learning objectives will be pursued. There have been exceptions, of course, with mathematics being an often revisited subject and in ways that demonstrated the difference between what should be expected of all high school graduates and what should be expected of entering postsecondary students (California Education Roundtable 1997).

The past five years in particular have witnessed the birth and expansion of a number of large-scale efforts to get beyond Carnegie unit credit counting to comprehensive criterion-referenced statements of what graduating high school students should know and be able to do in order to

"succeed" in postsecondary environments. By "succeed" is meant completing degrees (see, e.g., American Association of Universities 2003; Achieve 2004). We have also witnessed the growth of high profile alternative approaches to secondary-postsecondary transitions such as "early college high schools." These efforts have been aided and abetted by comparative analyses of emerging state high school exit examinations and the content and knowledge-objectives of lower division college courses (Conley 2003; Venezia, Kirst, and Antonio 2003). The American Diploma Project (Achieve 2004) pushes beyond general knowledge-objectives to include samples of college assignments (e.g., profit-maximizing output analyses in microeconomics, pH calculations for a complex solution in introductory chemistry, an essay assignment on Plato's distinction between thinking and belief in introductory philosophy) and workplace tasks (e.g., a bank loan officer's assessment of an application from a corporation for $1.7 million to purchase two corporate aircraft, a report requiring measurements of DC supply voltage for diffusion furnaces in semiconductor manufacturing and analysis of furnace regulator modification costs, and the determination of dosages in an insulin therapy regimen). These are superb examples of digging below the credit count to the stuff of learning.

Granting that the academic quality and intensity of one's high school curriculum is a key determinant of postsecondary success, there is no assurance that either the standards of secondary school performance, content coverage, or challenge of the material will come close to the threshold demands of either four-year or community colleges. For the vast majority of high school graduates, who will not attend selective institutions, the "disconnect" is considerable. Indeed, Venezia, Kirst and Antonio (2003) urge everyone to pay more attention than that to which the media are accustomed to the "broad access colleges," including community colleges, because the service of these institutions to the bulk of the nation's postsecondary learners has the greatest potential to better "the civic and economic well-being" of every state and region (p. 46).

It is with that in mind that the work of the American Diploma Project (2004) is noteworthy because the sample assignments and examination questions selected signal precisely the kind of learning expected of the bulk of the nation's postsecondary newcomers. Such assignments and questions provide clear expectations for students entering community college occupational programs as well as those moving into the general education portions of postsecondary education. The microeconomics problems come from a community college, the chemistry from a research university.

Previews of the future and their risks

In fact, it could be argued that these previews of lower-division postsecondary learning objectives and tasks should be part and parcel of 11th- and 12th-grade curricula, equally accessible to students intending traditional lines to a bachelor's degree and those following career and technical education paths that *may* include the bachelor's, but certainly involve the occupationally oriented community college associate degrees. We can get to these levels through a modest amount of dual-enrollment for many students, but for those for whom dual enrollment is inaccessible, special postsecondary preview modules could be offered either by high school

faculty with the requisite knowledge or by visiting college and community college faculty.[53] Somehow, students should have a taste of what will be expected, and whether their current knowledge and skills puts them at least on the threshold of those expectations, if not beyond. Some may argue that such previews will scare some students away from continuing their education or that some secondary school teachers will resist the intrusion. One has to be optimistic in both cases, and come to the task with the conviction that it's worth the risk. The risk to academic momentum of not providing these opportunities is greater.

While each state bears principal authority and responsibility for linking the curricular pathways of secondary and postsecondary sectors (Venezia et al. 2005), the examples set forth by the American Diploma Project and the "previews of the future" strategies described above do not treat state borders as Maginot lines. And for good reason: Roughly one out of four undergraduates (and one out of three African-American students) in *The Toolbox Revisited* universe started their postsecondary careers in a state other than that in which they graduated high school. The geographic mobility of our traditional-age postsecondary populations suggests that, at the least, multistate regions (e.g., South Atlantic) should be considered productive information zones for providing those concrete signals of expectations and specific examples of quality postsecondary student work.

Moving the messages to students, families, and school teachers

Let's take the best of what is offered by reports such as that of the American Diploma Project and books such as Conley's recent (2005) *College Knowledge*, and move it out to much larger audiences than policymakers and others who habitually read such reports and books. It might be more helpful for each college and community college to include in its information packages for prospective students a sample of those examination questions and assignments in courses typically taken by lower-division students. One might go even further and provide examples of exemplary student responses—even less-than-exemplary student responses—to those examination questions and assignments.

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[53]Dual enrollment has made huge strides since the NELS:88/2000 cohort went to high school. Some 38 states now have formal policies (Karp, Bailey, Hughes, and Fermin 2004), though these vary widely in terms of what is offered and by whom, who pays tuition, who gets credit toward what, academic eligibility, grade levels, course enrollment limits, and whether credits earned are placed in escrow (though that varies more by institution than state). The 2002–03 NCES survey of dual enrollment practices at postsecondary institutions distinguished between high school students who took courses within formal agreements and those who took courses outside of those agreements. Our NELS:88/2000 transcript data cannot make that distinction, so they lump together all postsecondary credits earned at colleges or community colleges prior to the date of high school graduation.

Kleiner and Lewis (2005) estimate that 813,000 high school students took courses at postsecondary institutions, either within and/or outside of dual enrollment programs and agreements, in 2002–03, compared with the weighted 213,000 NELS:88/2000 students who earned any postsecondary credits through dual enrollment during their high school years (1989–92). While not exactly comparable populations, those figures are testimony to the growth of student participation in these arrangements.

A quarter century ago, the Educational Testing Service worked on developing an experimental examination to assess lower division college competencies across a matrix of cognitive operations (e.g., analysis, synthesizing) and general curricular areas (e.g., science, humanities). Called "Academic Competences in General Education," the questions were open-ended (not multiple-choice) and required responses that could be composed in roughly 10 minutes. For example, one question went something like this:

> Suppose a new method for producing energy had been developed that, when brought on-stream, would have the effect of slowing the rotation of the Earth from 24 to 26 hours. Before we can flip the switch on this new form of energy, an Environmental Impact Statement (EIS) must be filed. What would be the chapter headings and major sub-headings of that EIS ? You need not fill in the details, but the most important questions about the potential effects of a 26-hour day ought to be included.

In a trial of the examination, faculty sorted student responses to questions such as "Earth's Rotation" into piles of descending quality. They then described what the students whose responses were rated most highly did to earn that rating, turned to the second most highly rated collection of responses and arrived at a consensus of what these students did *not* do that the first group did—and so on down the line of the piles of student papers they had rated until a level euphemistically described as "nonresponsive" was reached. The faculty descriptions were subsequently aggregated and ironed out as performance criteria. One could then turn to incoming freshmen with this question, along with an example of a first-rate response and an example of a fourth-rate response (out of seven levels), show them the performance criteria and say, "This is what you can expect to be able to do by the middle of next year; would you be better than the fourth level now?" A light goes on somewhere—or should—when entering students see that what it takes to respond effectively to the "Earth's Rotation" question draws on a selection of knowledge from economics and business, psychology, international relations, world history, cultural anthropology, physical geography, technologies, visual arts—all in addition to the core sciences. More important, the light goes on when students see a good example of how to put all this together in an outline of a document that is as much a product of daily work life as it is a college exercise.

And a similar light can go on among high school seniors as well, nearly all of whom think they are going on to something called "college," but have little idea what that means beyond the fact that they will no longer be bound by school rules. Prospective students are not the only audience for this information: Their families and high school teachers are equal players. Not all parents will understand the assignments, laboratories, and examination questions, but certainly they will sense, from the examples, that postsecondary education is serious business, that their children will not get through with a carefree study schedule, that colleges and community colleges have standards, and that such examples are typical of what their children will learn. Inevitably (being optimistic about this) they will be proud enough at the prospect to ask their children to be prepared. High school teachers reading these assessment "prods" will have to reflect on the extent to which their graduating seniors possess the academic foundations and momentum to

respond successfully. To the extent to which high school teachers have doubts, they may adjust the form and content of their own assignments, laboratories, and examinations. Students are bound to be the beneficiaries of the resulting "postsecondary practice runs."

Postsecondary dimensions of content

At the postsecondary level, the issue of content is somewhat easier to address, but only in the context of a student's entire undergraduate record. We know that students completing organic chemistry enrolled in the course not only with general chemistry as a background, but also mathematics at at least the precalculus level. We know that students completing a course in American economic history would have a very difficult time without prior learning in both U.S. history writ large and the standard introductory micro/macroeconomics sequence. A course in the psychological and cultural components of health care in a community college allied health program will probably not be offered to anyone without previous course work in general psychology. The chances that a fine arts degree candidate's transcript shows an entry for a course in color and color theory without prior foundations and studio courses are remote. In higher education, we can use the second- and third-level courses in a field as rough confirmations of learning at the introductory level. There is a sufficient lattice-work within disciplines to track traces of content from one point on the scaffolding to another. No, the traces inherent in second- and third-level courses in a field are not in themselves content standards, and nuance is expected from school to school, but there is a generalizeable quality to these content cues. In fact, the generalizeable portions of upper-division curricula are what one is likely to see on the Graduate Record Examination Board's subject matter examinations. This topic witnessed a surge of interest in the 1980s (for a paradigmatic analysis, see Oltman 1982), and is worth renewed exploration.

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Part VII
Concluding Messages

Compared to its predecessor, *Answers in the Tool Box*, the preponderance of the *Toolbox Revisited* story has been on the postsecondary side of the matriculation line. Implicitly, it calls on colleges, universities, and community colleges to be a great deal more interventionary in the precollegiate world, to be more self-reflective about the paths they offer from high school through their own territories. It also calls on them both to fortify their institutional research capacities and integrate them more intimately with academic advising and course scheduling. As noted above, we are witnessing measurable ferment on the high school side of the passage, and as the principles of the *No Child Left Behind* legislation move beyond grade 8, we will see more. The higher education sector cannot sleep through these changes.

To students as agents of their own futures

Beyond that fundamental banner of institutional fortification, there are three sets of messages impelled by both studies. The first set is for entering high school students who, when asked, blithely shrug that "of course I'm going to finish college."

1. Just because you say you will continue your education after high school and earn a college credential doesn't make it happen. Wishing doesn't do it; preparation does! So . . .

2. Take the challenging course work in high school, and don't let anyone scare you away from it. Funny thing about it, but you learn what you study, so if you take up these challenges, your test scores will inevitably be better (if you are worried about that). If you cannot find the challenge in the school's offerings, point out where it is available on-line, and see if you can get it that way. There are very respectable Web sites offering full courses in precalculus, introductory physics, humanities, music theory, and computer programming, for example.

3. Read like crazy! Expand your language space! Language is power! You will have a lot less trouble in understanding math problems, biology textbooks, or historical documents you locate on the Web. Chances are you won't be wasting precious credit hours on remedial courses in higher education.

4. If you don't see it now, you will see it in higher education: The world has gone quantitative: business (obviously), geography, criminal justice, history, allied health fields—a full range of disciplines and job tasks tells you why math requirements are not just some abstract school exercise. So come out of high school with more than Algebra 2, making sure to include math in your senior year course work, and when you enter higher education, put at least one college-level math course under your belt in the first year–no matter what your eventual major.

5. When you start to think seriously about postsecondary options, log on to college and community college Web sites and look not so much for what they tell you of how wonderful life is at Old Siwash, but what they *show* you of the kinds of assignments and examination questions given in major gateway courses you will probably take. If you do not see these indications of what to expect, push! Ask the schools for it! These assignments and questions are better than SAT or ACT preparation manuals in terms of what you need to complete degrees.

6. See if your nearest community college has a dual-enrollment agreement with your school system, allowing you to take significant general education or introductory occupational courses for credit while you are still in high school. Use a summer term or part of your senior year to take advantage, and aim to enter higher education with at least six credits earned this way—preferably more.

7. You are ultimately responsible for success in education. You are the principal actor. The power is yours. Seize the day—or lose it!

Given the story lines of *The Toolbox Revisited,* it is obvious that students are partners in their own education fate, and shouldn't wait around for someone else to do something to them or for them.

Public discourse, part 1: Dissonant data and their discontents

The second set of messages is for those who engage in public discourse on education in general, secondary-to-postsecondary transitions, and ultimately, degree completion rates (with all stops in-between). We have some problems here.

Foremost among these problems is the sheer volume of dissonant statistics that are thrown around about student progress, and all the labels of "at risk," "minimal college-qualified," and "failure" that get pasted to populations in the process. The "at risk" labeling default has gone so far as to turn students into "patients," whose "illnesses" must be diagnosed and followed up with early intervention, intensive intervention, and continuous intervention (Seidman 2005, p. 298) that may even continue after graduation—and for "a modest fee" (p. 299). The data dissonance and deficit language cloud perceptions and preclude constructive policy. We all have considerable cleaning up to do.

On any given day, the public will be offered a half-dozen different statistics on high school graduation rates, college-enrollment rates, college completion rates, grades, and time-to-degree. The data will appear in respectable academic journals in articles that were reviewed by peers who often are experts on statistical technique and (at best) novices on the data sources. Or they will appear in publications and on Web sites of respectable organizations, even though they were never reviewed by anyone outside the organization. Anything that appears between respectable

covers is taken as authoritative, and once it moves into the mainstream press and onto the home pages, we read the headlines but not the footnotes. Inference runs rampant.[54]

For any of these statistics, we never ask who is in the denominator: that is, who are we counting, and who are we not counting—and how? As a consequence, what often pours out are scare stories that make for good press and bad policy. The bad data-driven scare story, in fact, has become the preferred narrative. We are scared by stagnant high school graduation rates over a 30 year period during which the size of the grade cohorts declined significantly then expanded dramatically with the baby boom echo, and during which we witnessed increased immigration from countries with mandatory school attendance ages much lower than ours. By an alternative view, it's amazing we have maintained a stable high school graduation rate (the quality of high school curriculum aside). The same alternative view could be advanced with reference to rates of postsecondary credentialing: It's remarkable we are maintaining the same degree-granting rates in the face of significantly higher enrollments (unless, of course, we are awarding an excess of cheap degrees).

Dissonance by age and season: A plea for honest tracking

The source of many unnerving postsecondary stories is one of the most grievous errors in analyses of student progress: including in the denominator students who started their postsecondary careers at age 29, 36, or 47 along with the mass of students who entered the postsecondary universe at age 18 or 19. Common sense says that a 19-year-old and a 31-year-old are on completely different life trajectories, and the national data from the Beginning Postsecondary Students longitudinal studies back up the common sense. When the newspaper story uses the term, "college students," most adults think of their children, not their brother-in-law or their coworker. Community and four-year college administrators know the difference, and provide academic programs, scheduling and services for those different populations.

But what are they to do when the press and the news Web sites complain that nearly half of entering students do not return for their second year or that the graduation rate is *only* 50 percent (thus assuming everyone else is a dropout), and they are called before legislative committees and boards of trustees to explain? There is an enormous difference by age at entry to the postsecondary system in these measures, and an even greater distortion when one restricts the

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[54]For example, consider the following statement in a respectable publication: "One of the key reasons that low income students have such low completion rates in postsecondary education is that many work long hours in order to be able to afford college. They struggle to balance work with part-time enrollment in college . . ." (Allen, Goldberger, and Steinberg 2004, p. 222). The data source for this assertion is the National Postsecondary Student Aid Study of 2000, a one-year snapshot that includes no "completion rate" data. Analyses of the NPSAS 2000 data files show that the statement does not reach the threshold of justification unless one divides the population by age bracket. At that point, one finds that, and among traditional-age students (presumably the group referenced by the scare), poor kids are no more likely to be working longer hours at their jobs than anyone else, though they are more likely to use their wages for education expenses. That, at least, is an honest statement—for a snapshot population. And it is not what we really would want to know.

definitions of what it means to "return to" or "graduate from" to those who started in the fall term, full-time, and who came back to or earned a degree from the same school. That denominator knocks out half of traditional-age students from the calculation, and denies the realities of geographic mobility that the Bureau of the Census—let alone NCES longitudinal studies—has documented for the 20-something population (Schachter 2004; Adelman 2005b). Policies designed to "retain" students who have already moved to another state or who are *de facto* ghosts by not being included in the retention denominator in the first place are, at best, wastes of energy.

What is *not* a waste of energy is the task of developing more universal and efficient student tracking systems, and recapturing the headlines from the mongers of scare. There are those who will not accept NCES national longitudinal studies on the grounds that they are samples (no matter how scientific the sampling design), that we can only afford to start one every six or 10 years, and then have to wait for people to age and accumulate academic history by which time, the grievance goes, "the data are old." Impatient to simulate instant longitudinal cohorts, they impute sequences of data from different sources and with denominators that include "projections," and produce shock data that cannot be validated by any sensible reference points, e.g., that only 18 percent of ninth-graders will earn an associate or bachelor's degree within the subsequent ten years (National Center for Public Policy and Higher Education 2004).[55]

But even the best of state tracking systems and the services of the independent National Student Clearinghouse information system that currently (2005) covers about 2900 institutions (and cites a burgeoning interest in including high schools in the universe), will not produce the wealth of information that a NELS:88/2000 or a Beginning Postsecondary Students study yield. This essay cannot recommend policy in these matters, but it can recommend creativity and cooperation, serious reading of the papers and reports from Florida's tracking system (e.g., Whitfield and Howat 1999; Goodman, Latham, Copa, and Wright 2001; Goodman, Copa, and Wright 2004; Johnson, Coles, and Thomas 2004), and reflection followed by activistic innovation, and will wager that the long-term results look better than the scare stories assume.

Public discourse, part 2: The language we use

Language does more than reflect reality—it creates reality as well. There are considerable problems with the language used in describing what happens to students in our education system, and our choice of terms sets boundaries and colors of reality. The boundaries and colors, in turn, condition the terms of policy. Let us illustrate with a few paired terms. These are contrary rhetorics, and this study frankly admits to taking sides in their contention. But it does so in order to urge a positive tone that, not so by-the-way, legislators, superintendents of schools, college presidents and other leaders would prefer to use. The language of leadership is a "can do" language, not a punitive rhetoric.

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[55]There has never been a national longitudinal study of ninth-graders. But we do have a national longitudinal study of eighth-graders—the NELS:88/2000—with transcripts, not imputations, projections, and dubious math. If we follow these eighth-graders, including high school dropouts, all the way through to age 26, ultimately 34 percent earned either an associate or bachelor's degree (see the full account offered in Appendix L, table L12). That percentage at least puts us in range of doing better. If we accept the putative (and utterly false) 18 percent, we risk abandoning all hope and effort.

"Attrition" versus "Persistence." When "attrition" is the governing term, we worry about students who (it appears) leave school or college, and seek explanations for departure that have included theories of organizational turnover (Bean 1983) and failures of academic and social integration (Tinto 1987). At the first sign of exit—even though the student may return—we turn to negativity. There has to be something wrong here, we say. The student was "at risk," the institution did not respond—we witness a cycle of blame.

When "persistence" is the governing term, we take our directions from students. What did they do that resulted in attainment? What structures of opportunity do we need to offer so that future students can follow the same paths? What do we think works? Can we test it out? This is a far more positive approach. This essay endorses it: Drop "attrition," embrace "persistence"!

"Retention" versus "Persistence." Institutions "retain"; students "persist." If our language is governed by "retention" all we see are institutions determined to hold on to students, keeping them in places that may be unproductive, at all costs, and for the sake of their public ratings. If our language follows student "persistence," on the other hand, we see those individuals making a series of rational choices that take advantage of the opportunities offered by institutions so as both to discover true interests and reach productive ends. Tinto would not object if the rhetoric of leaving an institution was turned into a saga of discovery. Students may go elsewhere; they may take extended time off from higher education; but ultimately they may judge the change as positive and not a result of failure (Tinto 1987, pp. 132–33). In the rhetoric of "retention," students are passive: Something is done to them, and that "something" assumes a deficit model. Under the rhetoric of "persistence" they are actors shaping their fate, with a model of success in mind. Wouldn't anyone rather have success?

"Pipelines" versus "Paths." As Bach et al. (2000) noted—and others have followed—there is no linear path to a degree, particularly for students who start out in community colleges. The default "pipeline" metaphor, used to describe presumably linear learning experiences and environmental sequences, is wholly inadequate to describe student behavior. Pipelines are unidirectional closed spaces, and under the "pipeline" metaphor students are passive creatures (as in "retention") swept along or dropping out of the space completely through leaks at the joints. But student behavior doesn't look like that at all: It moves in starts and stops, sideways, down one path to another and perhaps circling back. Liquids move in pipes; people don't.

At the high school level, for example, a student can acquire momentum in science through a combination of statistics and biology, on the one hand, or physics and calculus, on the other. These are different paths, but who is to say that, once in a four-year or community college, these students could not move in very different directions? The students entering a community college with the statistics and biology background thinking they were heading for further study in allied health fields could easily discover business and computer programming, and transfer to a four-year college to pursue an academic program in management information systems with both quantitative background and empirical habits of mind born of study in the life sciences. The paths to degrees offer many such intersections.

Under the "pipeline" metaphor, we look for easy (sometimes glib) causalities along a single line of explanation. "Paths," on the other hand, allow for multiple analyses and discoveries of tools that suggest (but do not predict) productive routes to education goals. This essay obviously endorses "paths."

Reiterations

Virtually all reviewers of drafts of this study recommended a concluding reiteration of its major themes and conclusions. Three configurations of themes and conclusions stand out in response:

First, there was a story about curriculum, the content of schooling, that was compelling in its secondary school dimensions in the original *Tool Box*, and is even more compelling now on both secondary and postsecondary stages. What you study, how much of it, how deeply, and how intensely has a great deal to do with degree completion. All of this is common sense, but requires equitable execution with emphasis on primary tools, which in this story means that:

- Secondary schools must provide maximum opportunity-to-learn, by which we mean not merely course titles, but course substance. If we seek better preparation for any kind of postsecondary education—occupational, professional or traditional arts and sciences—we have to ratchet up the challenge of content.

- Postsecondary institutions have got to be active players and reinforcers at the secondary school level—particularly in partnership with schools that are not providing or inspiring students—with opportunity to learn at those ratcheted-up levels of content. Pep talks, family visits, recruitment tours, and guidance in filling out application and financial aid forms are not enough.

- Indeed, the first year of postsecondary education has to begin in high school, if not by AP then by the growing dual enrollment movement or other, more structured current efforts (for examples, see Hughes, Karp, Fermin and Bailey 2005). If all traditional-age students entered college or community college with a minimum of 6 credits of "real stuff," not fluff, their adaptation in the critical first year will not be short-circuited by either poor placement or credit overload.

Second, this curriculum story, joined by nuances of attendance patterns that turn out to have significant leverage, continues into higher education. These features of the saga of degree completion are rarely attended to, and all provide tools to enhance completion rates.

- It's not merely getting beyond Algebra 2 in high school any more: The world demands advanced quantitative literacy, and no matter what a student's postsecondary field of study—from occupationally-oriented programs through traditional liberal arts— more than a ceremonial visit to college-level mathematics is called for.

- Academic advisers and counselors have to target every first-time student for at least 20 additive credits by the end of the first calendar year of enrollment. We saw the same consequences in the original *Tool Box*, though now we understand better that the chances of making up for anything less than 20 credits diminish rapidly in the second year. Community colleges have some special challenges here, given increasing rates of transfer among traditional-age students. With 6 credits of dual-enrollment course work, even part-time students can reach 20 credits in the first calendar year, and community colleges enroll the bulk of traditional-age part-time students.

- Excessive no-penalty withdrawals and no-credit repeats appear to do irreparable damage to the chances of completing degrees. This phenomenon was also observed in the original *Tool Box*. Twice advised, institutions might think very seriously about tightening up, with bonuses of increased access and lower time-to-degree.

- More than incidental use of summer terms has proven to be a degree-completion lever with convincing fulcrum. It's part of the calendar-year frame in which students are increasingly participating. Four-year and community colleges can entice students into fuller use of summer terms with creative scheduling.

Third, in contrast to their treatment in the mass of literature on academic progress, students are explicit, rather than implicit, in *The Toolbox Revisited.* They are respected adults playing large roles in their own destinies. What we call "variables" are not bloodless abstractions: they are signs of what students do; and our messages are about where and when the green lights and caution lights will flash along the paths toward degrees. While we trust that school and college actions will not leave them behind, they have equal responsibilities.

Legacy

These are limited beginnings of change in the terms of the enterprise with which any reader of this document is concerned. They are honest terms and do not pretend to predict, rather help us draw a background tapestry against which we can judge just how well we are doing for our children as they cross the cusp of adulthood. The terms derive from the story; the story derives from the wisdom of the U.S. Department of Education in establishing and maintaining its longitudinal studies; and our subsequent discussions and enlightenment derive from the leadership of the National Center for Education Statistics in executing those studies and providing us with archives of information that are the envy of other nations. All of this constitutes an unmatchable legacy.

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APPENDIX A

Changes in Demography, Geo-Demography, and Postsecondary Entry From the High School & Beyond/Sophomores to the NELS:88/2000

Table A1. Contrasts in the percentage distributions of selected demographic backgrounds, postsecondary plans, and postsecondary entry behavior of 1982 and 1992 12th-graders

	1982 (HS&B/So)	1992 (NELS:88/2000)
Parents' highest level of education		
Less than high school graduate	12.2 (0.47)	8.1 (0.59)
High school graduate	32.4 (0.66)	19.5 (0.79)
Some postsecondary	29.8 (0.58)	41.2 (0.92)
Bachelor's degree	12.7 (0.45)	17.0 (0.71)
Graduate or first professional	12.9 (0.55)	14.2 (0.74)
Race/ethnicity		
White	77.5 (0.77)	72.2 (1.32)
African-American	12.6 (0.63)	12.0 (0.96)
Latino	7.1 (0.33)	10.1 (0.89)
Asian	1.5 (0.16)	4.3 (0.37)
American Indian	1.3 (0.19)	1.5 (0.43)
Proportion of same race in childhood neighborhood		
10 percent or less	4.5 (0.26)	6.3 (0.43)
11–50 percent	8.4 (0.43)	11.7 (0.63)
51–85 percent	16.8 (0.59)	24.1 (0.82)
More than 85 percent	70.3 (0.83)	57.9 (1.13)
Proportion from second language backgrounds		
All 12th-graders	5.5 (0.30)	9.4 (0.84)
White	1.8 (0.19)	2.0 (0.29)
African-American	1.2 (0.29)	3.1 (1.41)
Latino	40.5 (2.18)	50.9 (3.12)
Asian	55.1 (4.11)	48.0 (3.48)
American Indian	17.9 (5.12)	28.5 (16.7)

See notes at end of table.

Table A1. Contrasts in the percentage distributions of selected demographic backgrounds, postsecondary plans, and postsecondary entry behavior of 1982 and 1992 12th-graders—continued

	1982 (HS& B/So)	1992 (NELS:88/2000)
Became parent by age 20	9.0 (0.41)	10.8 (0.65)
Urbanicity of high school community		
Urban	20.2 (1.26)	28.3 (1.53)
Suburban	49.3 (1.55)	40.9 (1.72)
Rural	30.6 (1.31)	30.8 (1.66)
Census division of high school		
New England	6.7 (0.61)	4.6 (0.80)
Mid-Atlantic	16.7 (0.57)	14.6 (1.01)
East North Central	20.6 (0.60)	17.4 (0.84)
West North Central	7.9 (0.41)	8.5 (0.56)
South Atlantic	16.1 (0.62)	17.1 (0.90)
East South Central	5.3 (0.20)	6.6 (0.52)
West South Central	10.1 (0.51)	11.5 (0.70)
Mountain	4.8 (0.31)	6.3 (0.59)
Pacific	11.8 (0.55)	13.3 (0.78)
Highest level of education planned		
High school or less	19.5 (0.60)	5.9 (0.52)
Postsecondary vocational	23.9 (0.58)	12.0 (0.76)
2+ years of college	15.7 (0.46)	14.2 (0.64)
Bachelor's degree	22.6 (0.53)	35.5 (0.81)
Graduate degree	18.3 (0.53)	32.6 (0.90)
Entered postsecondary education within 8.5 years[a] of scheduled high school graduation	59.0 (0.67)	77.3 (0.87)
Of those who continued to postsecondary, entered within 7 months of high school graduation[b]	77.1 (0.74)	82.6 (0.82)

[a] 8.5 years is the maximum time between the modal high school graduation date and the concluding date for the longitudinal study for the NELS:88/2000, that is, June 1992 through December 2000. The HSB/So is cut to match.
[b] See definition of "no delay" in the glossary, p. 186.
NOTES: Where applicable, columns may not add to 100.0 percent due to rounding. Standard errors are in parentheses. Weighted Ns: High School & Beyond/Sophomores = 3.3M; NELS:88/2000 = 2.6M.
SOURCES: National Center for Education Statistics: High School & Beyond/Sophomore cohort (NCES 2000-194) and NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

APPENDIX B

Principal Features of the NCES Grade-cohort Longitudinal Studies

There are four grade-cohort longitudinal studies designed and conducted by the National Center for Education Statistics. Three of these have been completed:

- National Longitudinal Study of the High School Class of 1972 (NLS-72), started with a cohort of seniors in the spring of 1972, concluded in 1986;
- High School and Beyond, with a cohort of seniors in 1980, concluded in 1986, and another cohort of sophomores in 1980 (HS&B), concluded in 1993; and
- National Education Longitudinal Study of 1988, initiated with an eighth-grade class in 1988 (NELS:88), concluded in 2000.

The data from these studies are available in both public release and restricted (license required) form on CD-ROM, with electronic code books (ECBs) listing all variables, with descriptions and distributions.

The fourth, the Education Longitudinal Study of 2002 (ELS:2002), starting with a sample of 20,000 10th-grade students in the spring of 2002, is in progress.

Curtin, Ingels, Wu, and Heuer (2002) offer a figure with a temporal presentation of the four longitudinal studies,[56] highlighting their component and comparison points. Each of the studies begins with a national probability sample involving a stratified sample of schools and a random sample of students within the target grade in those schools. Schools in minority communities are over-sampled. In some cases, the samples are refreshed at later points in the longitudinal study (NELS:88 in 1990 and 1992)[57] and, in some cases, augmented at a later point (NLS-72 in 1973).

Each of these longitudinal studies includes a great deal more information than what is used in *The Toolbox Revisited.* Not all of them are comparable in terms of the depth with which various topics are explored. The surveys of the NLS-72 were focused wholly on students, whereas those

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[56]Curtin, T.R., Ingels, S.J., Wu, S., and Heuer, R (2002). *National Education Longitudinal Study of 1988: Base-Year to Fourth Follow-up Data File User's Manual* (NCES 2003-323). Washington, DC: U.S. Department of Education, National Center for Education Statistics (http://nces.ed.gov/pubs2002/2002323.pdf, p.3).

[57]As Lucas and Berends (2002) remind us, the high schools attended by students in the NELS study are not a true representative sample. The reason stems from the decision to begin the longitudinal study in the eighth grade. When students move into high schools from the eighth grade (or, in some districts, from the ninth grade), it is impossible for the sampling framework to be based on high schools. Roughly 1,000 middle schools and junior high schools became 4,000 high schools by grade 10, and there was no way to follow the students into all 4,000 of those schools. So the NELS sample was refreshed in 10th and 12th grades to reflect the total enrolled population in those years (Ingels et al. 1994), and , by necessity, the refreshing was based in the high schools in which the vast majority of the existing NELS cohort students were enrolled.

of the subsequent longitudinal studies included parents, teachers, and secondary school administrators. The cognitive tests administered in the 12th grade to the NLS-72 cohort were administered in the 10th and 12th grades to subsequent cohorts, thus enabling measures of intellectual growth. High school course-taking for the NLS-72 was summarized and reported by the school, whereas for the HS&B/Sophomore cohort and NELS:88/2000 high school course-taking was derived directly from transcripts. And the postsecondary transcripts for the NELS:88/2000 were used to fill in missing information from the high school transcripts in that cohort. Labor market histories were far more detailed in the NLS-72 and HS&B/Sophomore cohort than they were for the NELS:88/2000. Military records exist for the NLS-72 but not for any subsequent study. Student financial aid information included an unobtrusive Pell Grant file for the HS&B/Sophomore cohort, and that for the NELS:88/2000 included data from the National Student Loan Data System (though this file requires more cleaning and reconstruction in order to be truly helpful).[58]

Lastly, the shift from paper-and-pencil survey response forms to computer-assisted telephone interviews (CATI) in the1990s constricted the range of questions asked (e.g., there was no time to ask students about reasons for changing majors, reasons for transferring from one college to another, and degrees of satisfaction with different aspects of postsecondary experience), whereas the NLS-72 paper survey forms covered these topics in some depth.

Nonetheless, the archives of these data sets are the richest we have to explore the nature of secondary and postsecondary education and its consequences in the early adult life histories of Americans over the past 30 years.

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[58]See the brief discussion of financial aid data in the NELS:88/2000 in Adelman, C. *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972-2000.* Washington, DC: U.S. Department of Education, 2004, p. 98.

APPENDIX C

Differences Between the High School & Beyond/Sophomore Cohort and NELS:88/2000 High School Record Variables, and Limited Imputation Procedures for the NELS:88/2000

The principal portions of the data sets in question are secondary school transcripts and allied information derived from survey questionnaires and computer assisted telephone interviews (CATI). The secondary school transcripts were collected and coded by the same contractor for both data sets, but the returns were very different. The High School & Beyond/Sophomore cohort began with a stratified national sample of secondary schools, all of which agreed to participate in the project and provide transcripts, access to teachers and administrators. The NELS:88/2000 began with a national stratified sample of schools with eighth grades, all of which agreed to participate in the project and provide appropriate information. As noted above in Appendix B, when students moved into high schools, the NELS sample was refreshed in10th and 12th grades to reflect the total enrolled population in those years (Ingels et al. 1998), and, by necessity, the refreshing was based in the high schools in which the vast majority of the existing NELS cohort students were enrolled. The analysis file created for this study includes the12th grade refreshed sample, but some of the high schools that were not part of the original stratified sample did not provide transcripts.

At the postsecondary level, on the other hand, the transcript return rate increased from 89 percent for the HS&B/So to 93 percent for the NELS:88/2000 (Curtin, Ingels, Wu, and Heuer 2002), and the proportion of postsecondary participants with complete records increased from 88 to 97 percent.

Editorial processes

The postsecondary transcript-based versions of both data sets were edited by the same person (the author of this study), and with the same rules, a feature that increases reliability at the price of intra-coder bias. If one thinks of two sets of archival documents: secondary and postsecondary transcripts for two cohorts, i.e., four data files, in only one did the editor actually see the paper documents submitted by institutions, namely, the postsecondary transcript files of the NELS. These artifacts contained information that allowed corrections and fill-ins for missing information on the secondary school transcript files, e.g., state location of high school, high school graduation date, high school diploma type, Advanced Placement course credits (by examination), and SAT and ACT test scores. Hence, the presentation of secondary school transcripts on the restricted file with the postsecondary transcript data (NCES CD#2003-402) is more accurate than it is on earlier NELS restricted files. After a year of use, a supplement to NCES 2003-402 was issued in June 2004, containing further refinement of both high school and college transcript-derived variables, in addition to new derived variables.

Missing data and limited imputation

The analysis files for both this study and *Answers in the Tool Box* used high school transcripts with complete records for at least grades 10–12. But the NELS:88/2000 transcript data, as well as test score data, fell short of the HS&Beyond/So coverage, even after preparation of the 2004 Supplement to the original NELS Postsecondary Files that included the second round of corrections and fill-ins of missing information on the high school transcripts.

Table C1. Unweighted percentage of 1982 and 1992 12th-graders missing precollegiate academic performance data

	HS&B/So	NELS:88/2000	After Supplement
Performance variables			
Curriculum measure	18%	14%	14%
Class rank/GPA	13	20	17
Senior test score	9	14	14
One or more measures	**18**	**24**	**21**

SOURCES: High School & Beyond/Sophomore cohort (NCES #2000-194); NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Class rank/GPA, the combined high school class rank/grade point average quintile, is the major problem in the comparison displayed in table C1. In both data sets this variable (called "CLSSRNKQ" for programming purposes) was constructed in the same way, but the input data initially yielded a far smaller universe for the NELS than was the case for the HS&B/So.

The construction of this variable begins with class rank, expressed as a percentile, for students whose high school graduating classes are greater than 10. Class rank was chosen for the base reference because it overrides variability in local grading practices. Not all high schools compute class rank, so for a significant percentage of students, this datum is missing. For these missing cases (as well as for the students from very small high schools), the variable construction turns to high school grade point average (where available, and only for students with three years or more of course work in all high schools attended). In both data sets, all known cases of high school GPA were weighted and set out in quintiles. The missing cases of class rank, by quintile, were then substituted by the GPA quintile (the correlation between the two quintile scales was .84).

However, there are two significant differences in data input between the HS&B/So and the NELS:88/2000. First, the HS&B/So grade point average was for academic courses only, whereas in the NELS, the GPA applied to all courses. Second, by the time of the NELS histories, some high schools evidently were indicating neither class rank nor cumulative GPA of

any kind on transcripts (either that or the original data entry for the NELS high school transcripts did not compute GPA). While 13 percent of the HS&B/So students were missing the combined CLSRANKQ variable, half again of that proportion (20 percent) of the NELS students lacked a CLSSRNKQ value (see Glossary for further details and citations).

This difference would have serious consequences in the replication of the original *Tool Box* hypotheses. The universe of NELS students with positive CLSSRNKQ values was initially smaller than those for the curriculum variable (HSCURRQ) and senior year test score (SRTSQUIN). Since the multivariate analyses of both *Tool Box* studies depend on positive values for all three variables, the composite variable built from a partition of the three would overestimate the value of CLSSRNKQ at the expense of the other two components. In preparing the analysis file for this study, plausible values for missing cases of CLSSRNKQ were imputed when values for both curriculum quintile (HSCURRQ) and test score quintile (SRTSQUIN) were positive and equal, e.g., both were in the third quintile. In these cases, CLSSRNKQ was assigned the same value as the other two variables. The impact of this imputation strategy lowered the unweighted missing cases of CLSSRNKQ from 20 to 17 percent, and the unweighted cases of NELS:88/2000 students missing one or more of the high school performance variables from 24 to 21 percent (see table C1).

Bias and potential imputation.

Even after this revision, a problem remained, and a multiple imputation procedure was followed (Herzog and Rubin 1983). In the original edited version of the NELS high school transcript data that appears on NCES data CD 2003-402 (March 2003), and modified by its June 2004 supplement, some 17.3 percent of the students were missing CLSSRNKQ, 13.8 percent were missing HSCURRQ, and 13.5 percent were missing SRTSQUIN. Under NCES statistical standards, CLSSRNKQ would have to be evaluated, since the proportion of students with non-missing values was less than 85 percent.[59]

The formula used to determine the nonresponse (i.e., missing) bias in these three variables was:

> A*(b-c) where A is the percent of students missing data, b is the percent of those missing data who did NOT earn a bachelor's degree, and c is the percent of those not missing data who did not earn a bachelor's degree.

To obtain the relative bias with respect to the estimate, the result of this formula is divided by b.

The initial nonresponse bias rates for the three variables were:

	Bias	Relative bias
HSCURRQ	0.015	0.021
CLSSRNKQ	0.034	0.049
SRTSQUIN	0.039	0.048

[59]See NCES 2002b.

In other words, for example, if the estimate for the curriculum variable was based only on those with positive values, it would overestimate the percent who did not earn bachelor's degrees by 2 percent. These are all small biases, and would not threaten tests of statistical significance. But the missing cases were less than random: Students who never entered postsecondary education by age 26 or 27 were overrepresented, and those who never graduated from high school or who were still enrolled in high school after the scheduled graduation of the class in 1992 would not show complete transcript records in1992.

In order to increase the number of students with positive and plausible values for all three components of the Academic Resources variable, another limited imputation was undertaken, focused on class rank/GPA. The first question identified, of all students who were in the 12th grade in 1992 and for whom the file showed positive values for both the curriculum (HSCURRQ) and test score (SRTSQUIN) variables:

1) those who also showed a positive quintile value for class rank/GPA (CLSSRNKQ), and were in the *same quintile* on all three measures.	16.6%
2) those who were in the same quintile on both curriculum and test score measures, also had a positive quintile value for class rank/GPA, but the rank of this quintile differed from the others by $\pm$ 1.	13.4
3) those who were in the same quintile on both curriculum and test score measures, but were missing class rank/GPA.	2.7
4) those who were missing class rank/GPA, and whose quintile positions on curriculum and test score measures differed by 1.	2.5
5) those who were in the same quintile on both curriculum and test score measures, also had a positive quintile value for class rank/GPA, but the rank of this quintile differed from the others by > 1.	5.8
6) those who were not in the same quintile on both curriculum and test score measures, whether or not class rank/GPA was missing.	59.0

The focus of imputation was on those members of groups 3 and 4 whose high school transcripts registered 12 or more academic Carnegie units. This small group was then examined for *prima facie* anomalies in variables such as postsecondary attendance, selectivity of first institution of attendance (if any), and postsecondary remedial work. There were none. An algorithm was then developed that assigned a value to CLSSRNKQ, as follows: (1) where HSCURREV = SRTSQUIN, the class rank/GPA quintile was assigned the same value; (2) where the difference between HSCURREV and SRTSQUIN was $\pm$1, CLSSRNKQ was assigned the lower value in half the cases, and the higher value in the other half.

The result reduced the proportion of missing ("nonresponse") cases of CLSSRNKQ from 17.3 to 15.8 percent. The nonresponse bias rates improved as follows:

	Before imputation	After imputation
Bias rate	0.034	0.019
Relative bias	0.049	0.026

The consequent reconstruction of Academic Resources

The proportion of students with non-missing values for all three components of the Academic Resources index rose from 70 to 72 percent as a result of the imputation described above. However small the increase, it required a recalculation of the comparative weights of the three components of Academic Resources, in the following steps:

a) A logistic regression was run with bachelor's degree attainment as the dependent variable, the three components as independent variables, and a universe limited to1992 12th-graders. The ratios of the standardized beta coefficients for each of the independent variables produce the weights for each variable in the composite. The changes between the earlier version of these weightings and the post-imputation version are small, but required, as table C2 shows.

Table C2. Differences in ratios of standardized betas for the three components of the Academic Resources composite, before and after limited imputation of missing class rank/GPA data for 1992 12th-graders

	Partition weight	
Component of Academic Resources	Before imputation	After imputation
Curriculum	41.9	42.4
Class rank/GPA	32.9	32.5
Senior-year test score	25.2	25.1

SOURCE: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

b) Each of the three components is then multiplied by its weight brought forward from the logistic model. So, for example, a student in the third quintile of HSCURRQ is credited with 1.272 points (3*0.424). The points are added, then weighted by the enhanced NELS high school transcript weight for those in the 12th grade in 1992 (F4F2HWT), then set out in quintiles of Academic Resources. The difference in distributions of the values of Academic Resources, before and after imputation, are indicated in table C3.

Table C3. Differences in distribution of 1992 12th-graders across the values of the Academic Resources composite variable, before and after limited imputation of missing class rank/GPA data

	Percent distribution of students	
Values of Academic Resources	Before imputation	After imputation
Missing	29.9	27.9
Highest quintile	14.3	14.6
2nd quintile	13.3	14.3
3rd quintile	14.2	14.7
4th quintile	13.9	13.6
Lowest quintile	14.3	14.9

SOURCE: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

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APPENDIX D

Technical Issues

Accuracy of estimates and standard errors

There are different kinds of statistics in *The Toolbox Revisited*, and all of them are estimates derived from student samples. Two kinds of error occur when samples are at issue: errors in sampling itself, particularly when relatively small subpopulations (for example, American Indians) are involved; and nonsampling errors. Even in surveys as large as the three grade-cohort longitudinal studies used in this monograph, sampling errors can affect estimates of statistical significance.

Non-sampling errors are more serious. A good example of a non-sampling error would be the fact that transcripts are missing for some students in all three grade-cohort studies. The transcripts are missing either because the student did not tell the interviewer that he or she attended the school (and there were no transfer credits on another transcript to identify the school); the school refused to send the transcript; the school could not find the transcript; the information sent by the school was not really a transcript; or while the student may have enrolled at the school he or she never registered for courses and did not generate a record. In this case, we can mitigate the effect of missing transcripts by differential weighting of the population, and, indeed, for both the High School and Beyond/Sophomore and NELS:88/2000 files, the analyst is given a choice of weights, one of which is confined to students with complete records (see the discussion of weights and flags below). Weighting, though, will not address the panoply of nonsampling errors.

The effects of sampling and non-sampling errors ripple through databases. To judge the accuracy of any analysis, one needs to explicate and judge these effects. When the unit of analysis is the student, this is a straightforward issue because the original samples in the longitudinal studies consisted of students. For example, when questions are asked about the proportion of students who earned credits in an aggregate category of courses (e.g., table 21), the questions are about nonrepetitive behaviors of the students who were sampled. The descriptive comparisons in *The Toolbox Revisited* dealing with non-repetitive student behaviors require invocation of the Students'*t* statistic to determine whether the difference between two independent estimates is significant. The formula for computing Students' *t* values is:

$$t = \frac{(P_1 - P_2)}{(se_1^2 + se_2^2)}$$

where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are the corresponding standard errors. In this case, if $t \geq 1.96$, one has a statistically significant difference at $p < .05$, a standard marker. For the judgments of statistical significance in all cross-tabulations in this document, an Excel template developed by MPR Associates for the production of reports to the National Center for Education Statistics, was used.

The formula becomes more complex, however, for multiple comparisons among categories of an independent variable such as race/ethnicity. For multiple comparisons, the critical value for *t* rises depending on the number of comparisons that can be made in the family of the independent

variable. For race/ethnicity presented in five categories, there are10 possible comparisons, so the significance level of each test must be $p \leq .05/10$ or $p \leq .005$. To determine the significance level of t values in any comparison of means or proportions, the result should be matched against standard published tables of significance levels for two-tailed hypothesis testing.

When estimates are not independent, a covariance term must be added to the Students' t formula

$$t = \frac{(P_1 - P_2)}{(se_1^2 + se_2^2) - 2(r)se_1se_2}$$

where r is the correlation between the two estimates. The determination of correlations requires a statistical software package, such as SAS or SPSS, and the invocation of proper weights for the comparison.

Because none of the longitudinal studies invoked in *The Toolbox Revisited* was based on a simple random sample of students, the technique for estimating sampling error involves a more complex approach known as the Taylor series method. To produce Taylor series standard errors, the estimates presented used AM, a program developed by Jon Cohen and associates at the American Institutes for Research under contract to the National Center for Education Statistics.

Flags and weights

Each of the grade-cohort studies used in this monograph carries a complex set of flags and weights to mark the populations for which estimates are to be generated. The selection of these flags and weights is very important for both the accuracy and meaningfulness of estimates.

For the postsecondary transcript sample of the High School and Beyond/Sophomore cohort (HS&B/So), the process was somewhat complex. Using the weights for the first follow-up survey (1982, the scheduled 12th-grade year for this cohort), three postsecondary transcript weights were developed. The first was based on a ratio of the sum of weights for all students in the 1982 panel who subsequently (in surveys of 1984, 1986 or 1992) claimed to have attended a postsecondary institution to the sum of weights for those for whom a transcript validating the claim was subsequently received. The ratio was then modified by factors derived from the stratification cells in the 1982 survey design to create multipliers that were applied to the raw weights for the students for whom transcripts were received or for whom postsecondary attendance was imputed from survey storylines. This is a generous formulation for all likely postsecondary participants.

The second High School and Beyond/Sophomore weight involved the same procedure as the first but a more restrictive ratio applied to those students for whom a true postsecondary transcript was received. These students are more than "likely" participants; they are "known participants." The third weight followed the same procedure as the second, but confined the population to only those students with complete postsecondary records (i.e., no missing transcripts). This weight is used in analyses of credit production and grades, since complete records are necessary for the analysis of both these features of student academic history. These weights are labeled PSEWT1, PSEWT2, and PSEWT3, respectively.

To accompany these weights for the comparisons that hold the population to students who were in the 12th grade in 1982, a special flag, SENRFLAG, was constructed from variables in the HS&B/So that described student status in 1982. Using the given flag for participation in the 1982 cohort sample would be insufficient and not wholly accurate because not all students were in the 12th grade in 1982, e.g., students who graduated early from high school in 1981. But there were also students who were labeled "early graduates" on the data set (and thus candidates for exclusion from a 12th-grade flag) whose high school graduation date was listed as 1982. Early graduates were excluded, and erroneously labeled "early graduates" were included in the population with SENRFLAG = 1. If these students were not participants in the 1982 panel (even if postsecondary transcripts were received) their weight = 0. Using the 1982 panel weight alone without this flag will not produce an accurate universe of 1982 12th-graders.

For all calculations of HS&B/So data in this document, SENRFLAG = 1, and the appropriate PSE weight invoked.

The weights and flags for the NELS:88/2000 are more complex, still, because the cohort, established in the eighth grade, was "refreshed" twice: first, to be representative of the census of 10th-graders in 1990, and second, to be representative of the census of 12th-graders in 1992. The weights deriving from the 1992 12th-grade refreshing are at the core of weights subsequently developed for the postsecondary transcript sample. The same three postsecondary weight types developed for the High School and Beyond/Sophomores were employed here, but in combination with the 12th-grade (second follow-up survey, or F2) weight and the student's presence in the final (2000) survey panel, F4. In addition, a set of weights based on the NELS high school transcripts in combination with the three postsecondary weight types also was developed when questions arise concerning the relationship between secondary school variables derived from high school transcripts and postsecondary variables derived from postsecondary transcripts.

The most frequently used NELS:88/2000 weights in *The Toolbox Revisited* are:

F4F2P2WT	For all known postsecondary participants who were 12th-graders in 1992.
F4F2HP3W	For all postsecondary participants with complete records who were 12th-graders in 1992 and for whom high school transcripts are also part of the file.
F4F2P3WT	For all postsecondary participants with complete records who were 12th-graders in 1992.

As in the case of the High School and Beyond/Sophomore cohort, a special flag was developed for 12th-graders in 1992. The existing flag on the NELS:88/2000 files excluded over 250 students who, in fact, were awarded high school diplomas in the spring of 1992 and who carry positive weights for the panel (the descriptive windows of the Electronic Code Book for the fourth follow up survey of 2000 offer no reasons or clues for this anomaly). These students are included in the flag, GRADE12A, used in this monograph.

The weighted Ns for samples used in a table are provided in the notes to the tables. Even if the same weight and flag is used on two tables, the weighted Ns may differ slightly because missing values in a particular variable are excluded from the calculations.

Multivariate analyses

For all multivariate analyses in this monograph, special procedures were employed in accordance with the complex sampling designs of NCES longitudinal studies. These procedures are in the spirit, though not exactly to the letter, of those discussed and recommended by Thomas and Heck (2001). Thomas and Heck recommended alternative ways of producing both regression models and their adjusted standard errors in a single step, as opposed to the two-stage procedure used in this study. The reader should be aware that the software employed in this study, AM, correctly estimates standard errors associated with complex, cluster samples.

For any model, an adjusted weight based on the population with non-missing values on all variables in the model was calculated, in the following steps:

1. A weight appropriate to the question was selected. For example, for determinants of transfer from a community college to a four-year college, the weight for NELS students with received postsecondary transcripts, F4F2P2WT, was chosen.
2. A simple tabulation of the dependent variable was then run for students who evidenced positive (non-missing) values for all variables in the model. Call this universe A. The selected weight was invoked.
3. The log of the program for step 2 produces both unweighted and weighted Ns for universe A.
4. The selected weight is then adjusted by what Thomas and Heck (2001) refer to as NORMWT, i.e., the weighted N / unweighted N of universe A.
5. The selected weight is then multiplied by the NORMWT, thus adjusting the effective sample size.
6. The example would look as follows:

   F4F2P2WT / (f4f2p2wtA / unweighted N for A configuration of variables)

7. The result becomes a variable in its own right, a weight with a name, e.g., COREWT1.

A root design effect (DEFT) reflects the effect of departures from simple random sampling, and in the methodology reports for the NELS:88/2000, is calculated for sub-populations on each of a selection of variables (Haggerty et al. 1996; Curtin, Ingels, Wu, and Heuer 2002). For any logistic model in *The Toolbox Revisited*, a DEFT based on the population with non-missing values on all variables in the model was calculated in order to adjust the standard errors produced by statistical packages such as SAS (used in the production of this study). The DEFT is calculated in three steps:

1. The requisite data for a simple standard error are produced by the same equation used for NORMWT, and set out as follows:

$$\sqrt{\frac{p(1-p)}{N}} = \text{s.e.}$$

2. A matching Taylor series standard error is produced by AM software with the same dependent variable and equation, with the population filtered by positive (non-missing) values for the same variables used in the equation in step 1. The Taylor series s.e. takes into account both stratum and primary sampling unit in combination with the weight selected, hence accounting for the complex sampling design.

3. The DEFT = Taylor Series s.e. / simple s.e.

Every discrete multivariate analysis has a unique DEFT. The DEFTs for the NELS:88/2000 are rather substantial, e.g., 1.83, reflecting not only the original sampling design in 1988 but also the successive "refreshings" of the sample in 1990 and (for the analyses in this monograph) in 1992.[60] They are used to adjust the standard errors in the multivariate analyses, and hence reduce the likelihood of overestimating the effects of independent variables. The effect of the DEFT also is reflected in the production of the *F* and *t* statistics, for which the formulas used are:

$$\left(\frac{\beta}{\text{s.e.} \times \text{DEFT}}\right)^2 = F$$

and

$$\sqrt{\frac{F}{\text{DEFT}^2}} = t$$

In the logistic models employed in *The Toolbox Revisited*, the level of significance of the *t* statistic—*p*—for a two-tailed test is determined by reference to a standard table of critical values of *t* that can be found in any statistics textbook.

Collinearity data

This study includes Appendix J with tolerance statistics for collinearity for all the logistic model tables in order to assure the reader that the independent variables included in the models do not exhibit a nearly perfect linear relationship, in other words, that they do not overlap to such an extent that analysis of each variable, taken singly, is impossible. There are sometimes situations in which one variable is part of the definition of another, e.g., family income in relationship to

[60]Curtin, Ingels, Wu, and Heuer (2002) report the mean DEFT for all students in the fourth follow-up (2000) survey of the NELS as 1.954 (p. 209). The range of DEFTs in *The Toolbox Revisited* is 1.76 to 2.19.

socioeconomic status or multi-institutional attendance in relation to transfer. In cases such as these, collinearity statistics are produced as by-products of Ordinary Least Squares regressions for the variables in the logistic models.

Of these by-products, tolerance is the statistic of choice: It measures how well one independent variable can be predicted by other independent variables in the model, and is equal to $1-R^2$ for that variable. Ideally one would want this predictive relationship to be close to 1. The literature (e.g., Belsley, Kun, and Welsch 1980) suggests that there are no hard and fast rules for determining collinearity using either tolerance or its inverse, variance inflation, but that, in general, a tolerance reading of .20 or less evidences collinearity problems. This study adopted a tolerance threshold of 0.50, i.e., any reading above that threshold indicates no serious collinearity problem. Any indication below that point required further investigation of the independent variable(s) in question through correlation matrices. If the variables in question were part of the constructs of other variables, a choice was made as to which variable would be dropped. Dropping independent variables is one of the recommended options when potential multicollinearity arises (Knight 2004).

APPENDIX E

Populations Included and Excluded From the Study Universe

The population subject to analysis in *The Toolbox Revisited* consisted of 1992 12th-graders who subsequently attended a four-year college at any time through December 2000, who earned their high school diploma by December 1996, who presented complete high school transcript records and a senior year test score, whose postsecondary records were complete, and whose socioeconomic status was known. But there are other students who participated in the 1992 NELS:88/2000 survey and who subsequently attended a four-year college at some time who are not part of this population principally because (a) one or more of these data elements were missing or (b) because they were not in the 12th grade in 1992.

It is natural to ask about the demographic characteristics of the students who are excluded from the analysis because they are missing data or because they were not in the 12th grade in 1992, compared with the demographic characteristics of the students who *are* included. In order to compare distributions of this comparative demography, we include all 1992 survey participants.

Considering those who attended a four-year college at some time but were nonparticipants because one or more of the key data elements were missing, key contrasts include:

- A higher proportion of minority students than white students;
- A higher proportion of students who were 20 years old or older in 1992 than those who were less than 20 years old;
- A higher proportion of students from the lowest third of family income distribution than those from higher income levels;
- A higher proportion of first-generation students than those whose parents had either some college or who had earned at least a bachelor's degree;
- A higher proportion of nonnative speakers of English than those from English monolingual backgrounds;
- A higher proportion of those with three or more siblings than those who were either only children or had one or two siblings;
- A higher proportion of those who became parents by age 20 than those who did not;
- A higher proportion of those who had been retained in grade at least once than those who were never held back; and
- A higher proportion of those who came from high schools in urban areas than those from suburban or rural areas.

Some 60 percent of this group was missing only one of the key data elements, but it was a very important one: a high school transcript.

Of nonparticipants because they were not in the 12th grade in 1992, we notice distinctively higher proportions by age (20 years or older), origin in a second language household (though not among nonnative speakers of English), and parental status, and among those who had been retained in grade and those who earned General Education Diplomas.

Table E1. Percentage distribution of participants in the 1992 survey of the NELS:88/2000 by participation status in *The Toolbox Revisited* universe, by demographic and schooling background characteristics

Characteristics	Participants in the universe of this study	Nonparticipants[a] who were 12th-graders in 1992	Nonparticipants[a] who were *not* 12th-graders in 1992
All students	77.8 (1.11)	20.6 (1.05)	1.6 (0.33)
By gender			
Male	76.5 (1.57)	21.3 (1.46)	2.2 (0.57)
Female	79.2 (1.35)	19.8 (1.34)	1.0 (0.22)
By race/ethnicity			
White	81.1 (1.08)	18.0 (1.07)	0.9 (0.20)
African-American	64.3 (4.44)	30.0 (4.04)	5.7 (2.72)
Latino	66.2 (4.11)	29.6 (3.99)	4.2 (1.19)
Asian	73.2 (5.09)	26.6 (5.09)	0.1 (0.09)
American Indian	53.6 (12.8)	43.1 (13.0)	2.4 (2.30)
By age in 1992			
Missing	48.5 (9.15)	51.5 (9.15)	#
20 or older	41.6 (8.56)	47.9 (9.52)	10.4 (4.86)
Under 20	79.2 (1.06)	19.3 (1.01)	1.5 (0.34)
By family income			
Missing	70.8 (3.02)	27.1 (2.55)	2.2 (1.24)
Highest third	81.5 (1.44)	17.3 (1.41)	1.2 (0.37)
Middle third	80.1 (1.79)	19.2 (1.79)	0.7 (0.17)
Lowest third	71.3 (1.74)	25.2 (2.60)	3.5 (1.12)
By postsecondary generational status			
Missing	66.2 (4.08)	33.4 (4.07)	0.4 (0.24)
First generation	73.7 (2.73)	23.8 (2.74)	2.5 (0.68)
Parents had some college	78.3 (1.72)	19.2 (1.60)	2.5 (0.74)
Parents earned bachelor's	81.2 (1.34)	18.1 (1.32)	0.7 (0.27)
By second language background			
Nonnative speakers	68.8 (3.78)	28.9 (3.73)	2.3 (0.81)
From second language households	68.3 (5.48)	22.5 (4.94)	9.2 (4.06)
Monolingual English	79.0 (1.12)	19.7 (1.08)	1.3 (0.35)

See notes at end of table.

Table E1. Percentage distribution of participants in the 1992 survey of the NELS:88/2000 by participation status in *The Toolbox Revisited* universe, by demographic and schooling background characteristics—continued

Characteristics	Participants in the universe of this study	Nonparticipants[a] who were 12th-graders in 1992	Nonparticipants[a] who were *not* 12th-graders in 1992
By number of siblings			
None	76.0 (4.37)	23.3 (4.39)	0.6 (0.31)
One or two	81.8 (1.15)	17.2 (1.13)	1.0 (0.24)
Three or more	71.8 (2.04)	25.5 (1.87)	2.7 (0.84)
By parenthood			
Parent by age 20	64.6 (5.38)	22.5 (4.07)	12.9 (4.62)
Not a parent by age 20	78.3 (1.10)	20.5 (1.07)	1.2 (0.25)
Held back in grade at least once			
Missing	59.2 (6.33)	38.5 (6.21)	2.3 (1.11)
Yes	62.9 (4.85)	30.4 (4.54)	6.7 (2.64)
No	79.9 (1.07)	18.9 (1.04)	1.2 (0.31)
By urbanicity of high school location			
Urban	69.9 (2.36)	27.1 (2.15)	2.9 (0.99)
Suburban	80.1 (1.58)	19.0 (1.57)	0.9 (0.28)
Rural	83.9 (1.71)	14.9 (1.71)	1.2 (0.29)
By type of high school diploma[b]			
Standard	79.0 (1.07)	20.5 (1.06)	0.5 (0.13)
GED	8.7 (2.56)	23.6 (6.49)	67.7 (7.10)

[a] Nonparticipants are defined as students who were either (a) missing data on senior year test score or socioeconomic status or both, (b) missing an in-scope high school transcript, (c) graduated from high school in January 1997 or later, (d) presented an incomplete postsecondary record, and/or (e) were not in the 12th grade in 1992.
[b] A tiny percentage who received a certificate of attendance was included with the GEDs.
Rounds to zero.
NOTES: Standard errors are in parentheses. Universe consists of students who participated in the 1992, 1994, and 2000 follow-ups of the NELS:88/2000 and who attended a four-year college at some time. Weighted N=1.45M.
SOURCE: National Center for Education Statistics, NELS:88/2000 Postsecondary Transcript Files, NCES 2003-402 and Supplement.

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APPENDIX F

Gradations of Academic Intensity of High School Curriculum

The following figure sets forth the 31 gradations (in descending value) of academic curriculum intensity and quality as used in the development of the Academic Resources index and variable for the NELS:88/2000 cohort. The figures in the boxes represent the minimum rounded number of Carnegie units required for the gradation on a given *row*. Where a cell is empty, there are no minimum requirements. Where a cell indicates "none" (for remedial math and remedial English), it means that no remedial work is allowed for that gradation. Where the cell for AP courses indicates zero, that means the student did not take any AP courses, not a minimum. For the NELS:88/2000 cohort, computer science was not nearly as widely offered as it is today. Therefore, computer-related credits were brought into play only to disaggregate lumps in the distribution. Total high school academic credits is an empirically-derived factor that comes into play only in the very lowest gradations.

The basic five-subject credit thresholds were constructed in the course of examining the edited, coded transcript data for students who were known high school graduates with graduation dates through Dec.31, 1996. The editorial process paid particular attention to all cases that showed less than 16 total high school credits. Where the evidence strongly suggested dissonance with other variables in the student's record, all transcript records from that student's *school* were examined. Where nonstandard credit metrics were found, they were adjusted with reference to state standards for high school graduation (Medrich, Brown, and Henke 1992), and major components (e.g., mathematics, English, etc.) multiplied or divided by as much as (but no more than) two. For example, when a group of students from the same high school showed 40–45 Carnegie units in a state that required 20 for an academic diploma, the editorial process cut those 40–45 units in half—across all subjects in which they were given. The editorial process also Windsorized cases of total Carnegie unit counts above 32, adjusting the major components down one-by-one, and dropped fragmentary transcripts with less than 6 Carnegie unit counts.

As noted in the parallel appendix in the original *Tool Box*:

> These gradations of academic intensity and quality are based on the history of one national high school class that was scheduled to graduate in 1982. The next graduating class for which we possess similar data is that of 1992. While the specific number of Carnegie units, APs, and remedial indicators might change, the basic form and principles of the gradations will probably not change. This presentation of the possibilities of high school curricular attainment is criterion-referenced: theoretically, *everybody* can reach gradation level #1. (p. 114)

The account of curriculum for the class of 1982 had 40 gradations. This account, for the class of 1992, has 31. One implication of the shrinking number of gradations is that, in fact, more students were moving up the academic intensity ladder, clustering at higher criterion-referenced levels.

Table F1 presents the actual mean number of Carnegie units earned in core academic fields, irrespective of the theoretical thresholds, for students in each of the five quintiles of academic intensity derived from the 31 more detailed gradations.

Figure 3. Curriculum components of the 31 gradations of the high school academic intensity measure of the NELS:88/2000, by Carnegie unit minimums

Grada-tion	English	Math	Science	Foreign Langs	Hist and Soc Stu	Highest Math	Remed Math	Remed English	APs	Computer Science	Total Academ Units
1	3.75	3.75	>2.0*	>2.0	>2.0	>Alg2	None	None	>1	>0	
2	3.75	3.75	>2.0	>2.0	>2.0	>Alg2	None	None	>0		
3	3.75	3.75	>2.0	>2.0	>2.0	>Alg2	None	None	0	1.0	
4	3.75	3.75	3.0	>2.0	>2.0	>Alg2	None	None			
5	3.5	3.0	2.0	2.0	2.0	>Alg2	None	None	>1		
6	3.5	3.0	2.0	2.0	2.0	>Alg2	None	None	>0		
7	3.5	3.5	2.0	2.0	2.0	>Alg2	None	None	0	0.5	
8	3.5	3.0	2.0	2.0	2.0	>Alg2	None	None	0	1.0	
9	3.0	3.0	2.0	2.0	2.0	Alg2	None	None	>0		
10	3.5	3.5	2.0	2.0	2.0	Alg2	None	None	0	>0	
11	3.5	3.5	2.5	2.0	2.0	Alg2	None	None	0		
12	3.0	2.0	1.0		1.0	>Alg2	None	None	>0		
13	3.0	2.5	2.0	1.0	2.0	>Alg2	None	None	0		
14	3.0	2.5	2.0*		2.0	>Alg2	None	None	0		
15	3.0	2.5	2.0*	2.0	2.0	Alg2	None	None	0	>0	
16	3.0	2.5	2.0	2.0	2.0	Alg2	None	None	0		
17	3.0	2.5	1.0	1.0	2.0	<Alg2	None	None	0		
18	3.0	3.0	1.5	1.0	1.5	<Alg2		None			
19	2.5	3.0	1.5	1.0	1.5	Alg2	None				
20	2.5	2.5	1.5	0.5	1.0	<Alg2			0		≥12
21	2.5	2.5	2.0		1.0	Alg2	Net 0			>0	≥12
22	2.5	2.5	1.0		1.0		Net 0			>0	≥12
23	2.5	2.0	2.0		1.5	<Alg2	Net 0				≥12
24	2.5	2.0	2.0		1.5	<Alg2	Net 0			1.0	
25	2.5	2.0	1.0		0.5	Alg2	Net 0	None			
26	2.5	2.0	1.0			<Alg2	None	None			≥12
27	2.5	2.0	1.0		1.0		Net 0				

28	2.5	1.5	1.0		0.5		Net 1				
29	2.5	1.5	1.0		0.5						
30	2.0	1.0	0.5		0.5						
31											≥6

NOTES: (1) Net 1 means the sum of total mathematics credits minus remedial mathematics credits was 0.5 or less, i.e., if remedial math appeared at all on a student's transcript, it was a major presence; Net 0 means the sum of total mathematics credits minus remedial mathematics credits was more than 0.5, i.e. of remedial math appeared at all on a student's transcript, it was a minor presence.
(2) The figures in the cells for English, math, science, foreign languages, and history and social studies represent the minimum rounded number of Carnegie units required for the gradation on a given row. Where a box is empty, there are no minimum requirements.
(3) An asterisk in a cell for science credits indicates core laboratory science (biology, chemistry, and physics).
(4) The reference points for highest level of mathematics studied in high school are higher than Algebra 2 (>Alg2), Algebra 2 (Alg2), and less than Algebra 2 (<Alg2). Where there is no entry in the cell, there is no highest mathematics requirement for that row.
(5) Minimum requirements for total high school academic Carnegie units, e.g., =>12 and =>6, come into play only in the very lowest gradations of the curriculum distribution.
(6) When the distribution of students across these 31 levels is weighted and then aggregated to quintiles, the quintile breaks are as follows: 1–8 (highest quintile), 9–15 (2nd quintile), 16–20 (3rd quintile), 21–25 (4th quintile), and 26–31 (lowest quintile).
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

Table F1. Of 1992 12th-graders with complete high school transcripts, mean Carnegie units earned in core high school academic fields, percent of students whose highest level of high school mathematics was above Algebra 2, and mean number of Advanced Placement (AP) courses, by quintile of academic curriculum intensity

	Core high school academic curriculum fields							
Academic curriculum intensity quintile	English	Math	Core lab science	Foreign lan-guages	History and social studies	Com-puter science	Percent with highest math above Algebra 2	Total AP courses
Highest	4.27	4.10	3.20	3.09	3.70	0.74	96.4	0.644
2nd	4.17	3.81	2.71	2.23	3.62	0.56	64.7	0.068
3rd	4.23	3.11	1.99	1.98	3.47	0.59	0	0.003
4th	4.10	2.98	1.36	0.74	3.44	0.61	0.71	0.019
Lowest	3.43	1.81	0.94	0.62	2.82	0.28	0.05	0.006

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402).

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APPENDIX G

Logistic Models for Two Alternative Presentations of High School Academic Background

Table G1. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time, version 2: Demographic and high school background using the three components of Academic Resources as discrete variables

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p	Tolerance[a]
Intercept	-4.7580	0.6530	3.33	0.02		
Curriculum quintile	**0.3782**	**0.0738**	**2.34**	**0.05**	**0.0878**	0.6729
Class rank/ GPA quintile	**0.3886**	**0.0712**	**2.49**	**0.05**	**0.0899**	0.6268
Senior test score quintile	0.0581	0.0754	0.35	†	†	0.6079
Socioeconomic status quintile	**0.3075**	**0.0638**	**2.20**	**0.10**	**0.0712**	0.8632
Education expectations	0.5351	0.2020	1.21	†	†	0.8949
Race	-0.5191	0.2020	1.17	†	†	0.8757
Gender	-0.4076	0.1525	1.22	†	†	0.9477
Parenthood	-1.6210	0.4834	1.53	†	†	0.9721

† Variables did not meet threshold criterion for statistical significance

[a] For details on Tolerance, see Appendix D.

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by design effect = 2.17. $G^2 = 5206.65$; $df = 4943$; $G^2/df = 1.0529$; X^2 (df) = 33.78 (8); pseudo $R^2 = 0.227$; percent concordant predicted probabilities = 78.9.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table G2. Logistic account of factors associated with earning a bachelor's degree in the history of 1992 12th-graders who attended a four-year college at any time, version 3: Demographic and high school background using three proxy variables for high school academic curriculum intensity

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p	Tolerance[a]
Intercept	-5.0792	0.6795	3.41	0.01		
Advanced placement	0.8931	0.2715	1.50	†	†	0.8462
Science momentum	**0.4005**	**0.0990**	**1.85**	**0.10**	**0.0927**	0.6341
Foreign language	0.1163	0.0708	0.75	†	†	0.7843
Class rank / GPA quintile	**0.3317**	**0.0703**	**2.15**	**0.10**	**0.0768**	0.6475
Socioeconomic status quintile	**0.2957**	**0.0638**	**2.12**	**0.10**	**0.0685**	0.8597
Education expectations	0.5305	0.2055	1.18	†	†	0.8960
Race	-0.4740	0.1963	1.10	†	†	0.9234
Gender	-0.4022	0.1569	1.17	†	†	0.9036
Parenthood	-1.6042	0.4838	1.51	†	†	0.9730

†Variables did not meet threshold criterion for statistical significance

[a] For details on Tolerance, see Appendix D.

NOTES: Statistically significant variables are highlighted in bold. Standard errors adjusted by design effect = 2.19. G^2 = 5193.69; *df = 4939*; G^2/df = 1.0515; X^2 (df) = 33.94 (9); pseudo R^2 = 0.229; percent concordant predicted probabilities = 79.2.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

APPENDIX H

The Timing of Departure

When this narrative took up the topic of the second calendar year of student histories and pointed out that roughly one out of five of our subjects had become status dropouts by that point, the question naturally arose: What happens to all those students who leave after the first year—or even the first semester—when most attrition occurs? How does one account for them? We need to provide some corrective data in this excursion, since we considered status dropout status only in the context of the paradoxes of first-to-second year persistence.

With rare exceptions (e.g., Tinto 1987), most attrition studies are (a) short-term, as in first year to second year, without allowing for the fact that students who skip the second year may return in the third or fourth years, and (b) limited to attrition at the same institution, without allowing that the student who can no longer be found at Old Siwash may, in fact, be enrolled at Greentree Valley Community College. Students who leave one school and attend another one are not dropouts—they are most likely transfers. Tinto (1987) made that point a long time ago, and it should be obvious. If they are not transfers, they may be on temporary "excursions" or more sustained voyages that end in either fragments or "discovery" (Adelman 2004b).

Given the systemwide perspective and the length of a longitudinal study such as the NELS:88/2000, a more sophisticated question about withdrawal can be asked, looking backwards from the last month of the longitudinal study (December 2000):

> What percentage of traditional-age students who entered postsecondary education during this period are no longer enrolled—anywhere—and never completed a credential of any kind, by timing of the gap between their first month and last month of enrollment?

This question follows the student—wherever the student goes. It tells us who became a "status dropout" by age 26 or 27 (which does not preclude even these students from returning at a later moment). And it tells us *when* the student became a status dropout, setting up an inquiry concerning the reasons for departure that follows Tinto's (1988) common sense suggestion that these reasons change by point of departure. Table H1 sets forth these data for *all* 1992 12th-graders who entered postsecondary education, by type of institution first attended.

Yes, the highest attrition rate in postsecondary education occurs in the first year (Schutz and Malo 2003), but table H1 shows that the proportion of traditional-age students who leave in the first year and never return is not radically higher than the proportion of those who leave at later points in time, and differs by type of institution first attended. Consider the face validity of these data: The mean number of credits earned by students who ultimately became status dropouts, by period of departure, matches roughly what one would expect—half or less of the full-time norm for the period. Proportion, however, is not the ideal way to assess the phenomenon.

Event-history accounts of attrition offer a more enlightening approach (e.g., Ronco 1996; DesJardins, Ahlburg, and McCall, 1999). The driving force of event history is risk or hazard, as befits a methodology derived from medical history analyses (Singer and Willett 1991), as in:

given the patient's medical momentum and other configurations of the patient's life-style, demography, and environment, when is the patient at risk of dying (the ultimate censoring event) if the patient did not die last year? The flip side of risk in event history is survival. While the purpose of this study stops short of survival analysis, the first step involved in setting up risk modeling involves determining hazard probabilities, and these are instructive in light of the

Table H1. Percentage of 1992 12th-graders who entered postsecondary education and withdrew without completing any credential by December 2000, by timing of withdrawal and institution of first attendance

Withdrawal behavior and its timing	Institution of First Attendance: Four-year	Community college	Other sub-bacc[a]	Mean credits	**Percent of all**
Left postsecondary without a credential and did not return					
Left within 11 months of first enrollment	4.6 (0.59)	14.6 (1.13)	15.5 (2.77)	9.85 (0.54)	**8.9 (0.58)**
Left within 12–23 months	3.3 (0.41)	11.0 (1.32)	6.5 (1.50)	21.64 (0.99)	**6.7 (0.59)**
Left within 24–47 months	4.9 (0.41)	12.5 (1.11)	4.6 (1.05)	39.88 (1.62)	**7.9 (0.50)**
Left within 48–102 months and not enrolled in 2000	8.7 (0.73)	14.3 (1.23)	4.0 (1.62)	58.29 (2.68)	**10.6 (0.65)**
No credential but still enrolled in 2000	4.7 (0.52)	9.2 (0.94)	1.8 (0.85)	70.98 (3.56)	**6.4 (0.47)**
Earned credential	73.8 (1.09)	38.4 (1.67)	67.7 (3.55)	124.73 (0.90)	**59.5 (1.05)**

[a] Sub-baccalaureate institutions other than community colleges.
NOTES: Standard errors are in parentheses. Columns may not add to 100 percent due to rounding. "Credentials" can be certificates, associate degrees, or bachelor's degrees.
SOURCE: National Center for Education Statistics: NELS:88\2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

first-year performance variables used in our analysis. That is, if we start at the first month of the first term of attendance and, for each calendar year following that point, asked what percentage of students left the postsecondary system with no degree and had not returned to school by December 2000, changing the denominator for each year to the number of students who remained in the system, we have a "declining risk set" (Ronco 1996) that serves as a rough guideline for the timing of potential dropout. The annual metric is obviously more even than the time brackets chosen for table H1.

The "declining risk set" for this study is presented in table H2. To summarize: For all postsecondary students, the risks of becoming a status dropout are highest in the first year, decline through the fourth year, flatten out through the sixth year, and decline after that. For students who attended a four-year college at any time, the risks of becoming a status dropout are much lower across the temporal board, are slightly higher in the first year, drop and then flatten from the second year through the sixth, and drop again after that. This is only the first step—and hardly the final analysis—of event history, but is perhaps a more accurate way of describing the parameters for understanding the phenomenon of when students leave postsecondary education.

Table H2. Declining "hazard probabilities" for 1992 12th-graders who entered postsecondary education, by calendar year following first date of enrollment

	"Hazard probabilities" for leaving without a degree	
Departure timing for those who never returned by December 2000	All students	All who attended a four-year institution at any time
First calendar year	.102	.039
Second calendar year	.061	.029
Third calendar year	.048	.030
Fourth calendar year	.039	.027
Fifth calendar year	.037	.027
Sixth calendar year	.041	.029
Seventh calendar year	.031	.025
More than seven calendar years	.026	.020

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

The reader of table H1 will note that community college beginners exit sooner than do students who started at four-year colleges, and are more likely to still be enrolled at the end of the longitudinal study period. While there is comparatively little variance in the pace of permanent dropout for students who started in community colleges when the periods between the first and the fourth year are considered, there is no question that beyond that point, attrition slows. The same cannot be said for the pace of status dropout for students who started in four-year colleges: The rate of permanent attrition appears to be stable over time, a finding slightly different from that of the "declining risk set" approach, and a product of the clumping of years in table H1. As for sub-baccalaureate institutions other than community colleges, which specialize in short-term certificate programs, the status dropout rate drops dramatically from the first year to the second and subsequent periods.

Advancing on Tinto's (1988) suggestion, Eaton and Bean (1995) hypothesize that the factors affecting attrition are different for first-year students who withdraw from higher education versus the factors that come into play for students who leave at later points in time. Unfortunately, Eaton and Bean could not investigate that hypothesis because their study was confined to first-year and second-year students at one institution (a public research university), and bracketed

only one year's account of retention/attrition (for a similar inquiry, see Patrick 2001). The NELS: 88/2000 data, on the other hand, offer 8.5 years and a myriad of institutional types in which to explore and detail the boundaries of the issue. As Ronco (1996) notes, the timing and duration of "enrollment events" is a critical framework for identifying factors associated with graduation, transfer, and stop-out—the three modes of "exit" from an institution.

Table H3 provides a framework for future consideration of the differential attrition hypothesis. The literature on the putatively sophisticated economic decisionmaking of adolescents with respect to entering higher education, even in the face of uncertainty of returns (Altonji 1993), can be extended to reasons for leaving a path to postsecondary credentials. As Beattie (2002) points out, human capital theory is not rigid: it recognizes something called individual taste or proclivity that may be only tangentially related to group membership (e.g., ethnicity, gender, family income). At the least, students already in the postsecondary system know that they will eventually be better off for their education efforts (or they wouldn't have been there in the first place). So, what did the students in our universe who did not complete a bachelor's degree program (and who were not still enrolled as degree candidates at the end of the 8.5 year period) tell us of their reasons for leaving, by period during which they became status dropouts?

Table H3. Reasons for leaving postsecondary education without credentials by timing of exit: 1992 12th-graders who entered postsecondary education by December 1996

	Percent offering these reasons for leaving postsecondary education				
Timing of withdrawal	**Finances**	**Job/ Military**	**Academic**	**Personal/ Family**	**Mood/ Lifestyle**
Left postsecondary without a credential and did not return					
Left within 11 months of first enrollment	19.7 (3.10)	14.8 (2.03)	5.9 (1.92)	31.5 (3.51)	25.9 (3.99)
Left within 12-23 months	25.2 (5.19)	11.0 (2.81)	5.6 (1.40)	42.6 (6.19)	12.7 (2.23)
Left within 24-47 months	19.4 (3.60)	17.4 (2.69)	3.6 (0.99)	35.2 (3.78)	20.5 (2.30)
Left within 48-102 months and not enrolled in 2000	17.8 (2.19)	18.9 (2.45)	7.7 (2.46)	29.3 (4.04)	21.2 (3.21)

NOTES: Rows will not add to 100.0 because (a) student responses to questions about reasons for departure are not mutually exclusive, and (b) a category for "other" is not included. Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

When the NELS:88/2000 students were asked (in the spring of 2000) why they left school, they were offered a list of reasons (though only 17 percent of students responding to the question indicated more than one reason). As table H3 indicates, personal and family reasons for departure dominate all other reasons for students who left postsecondary education without a credential between the 12th and 47th month following the first month of enrollment. The same factor ranks at the top versus all other factors except mood/lifestyle for students who left in the first year and students who left after the fourth year. Strictly financial reasons are not as prominent in students' judgment as some contend. "Job/military considerations" might be considered "financial," but there is too much ambiguity in that category of response to leap to that conclusion. Some 6.6 percent (s.e. = 0.47) of the1992 12th-graders subsequently served in the military, but 14.9 percent (s.e. = 4.95) of status dropouts who cited financial reasons for leaving school had served in the military, and an identical 14.9 percent (s.e. = 3.84) who cited "job/military considerations" for leaving had served in the military. If the NELS files had offered a more complete labor market history, we might be able to resolve the ambiguities.

As a partial confirmation of these observations, consider the work of Li and Killian (1999), who surveyed 622 students of all ages and levels who left a large state flagship university in 1997 (present in the winter term but not the following fall) and elicited 45 discrete reasons for departure. First, Li and Killian discovered that 20 percent of these students were not really dropouts at all, rather either transfers to other institutions (principally for reasons of academic program or location) or stop-outs with intentions of returning. Of the remaining students, 43 percent left for academic reasons (e.g., didn't like the program, classes too large, poor performance), 34 percent left for personal reasons (e.g., unstated personal problems, location issues including homesickness, illness, "social" reasons), and 20 percent for financial reasons. Of the financial reasons, Li and Killian advise us that "individual patterns of money management, more than family income" may be responsible for financially-driven attrition (p. 12), and that if we are going to understand attrition at all so that student affairs officers can establish realistic efforts to address what is within the control of the institution to assist, we have to dig below the level of large-scale concepts of academic and social integration. There is a considerable range of reasons that students leave an institution, and, as Li and Killian point out, students usually have more than one reason for departure. We can't control homesickness; we can help students deal with money management.

As for academic reasons for departure, table H4 reveals that compared to those who earned bachelor's degrees, no one in the departure universe was performing very well, no matter when they left, and even though a tiny percentage (see table H3) cited academic reasons for walking away. Braxton, Brier, and Hossler (1988) argue that when students are asked about their reasons for withdrawal in post-hoc surveys, they offer "socially acceptable rationalizations." We should hence be appropriately wary of the percentage distributions in table H3. Given the low percentage of students who cited academic reasons, and GPAs and cumulative credits for the same students that can be described as, at best, marginal, there is some indirect support for this contention.

Table H4. Mean postsecondary GPAs of 1992 12th-graders who withdrew without completing any credential, by timing of withdrawal, and compared with GPAs of those who had not completed a credential but were still enrolled in 2000, and those who earned bachelors degrees by December 2000

Departure behavior and timing	Mean grade point average: In first calendar year of attendance	Through second calendar year of attendance	Entire undergraduate record
Left postsecondary without a credential and did not return			
Left within 1st 11 months of first enrollment	2.10 (0.091)	2.10 (0.091)	2.10 (0.091)
Left within 12–23 months	2.30 (0.057)	2.08 (0.058)	1.83 (0.100)
Left within 24–47 months	2.31 (0.049)	2.26 (0.046)	2.03 (0.060)
Left within 48–102 months	2.10 (0.059)	2.02 (0.054)	2.03 (0.050)
No credential, but still enrolled	2.14 (0.069)	2.08 (0.069)	2.19 (0.078)
Earned bachelor's degree	2.89 (0.015)	2.91 (0.014)	3.04 (0.011)

NOTE: Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: NELS:88\2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

APPENDIX I

Course Categories Included in Aggregates for Participation Rates In the First Two Calendar Academic Years of Attendance

Aggregate	Course categories
College-level writing	English composition; technical writing; creative writing; advanced essay
Oral communications	Oral communications; public speaking/debate; voice
Computer-related	Introduction to computer science; introduction to computing; computer programming: general
Introductory biological sciences	General biology; human biology; cellular biology; zoology: general; botany: general
Introductory physical sciences	General chemistry; general physics; general geology
College-level mathematics	College algebra, liberal arts mathematics, finite mathematics, statistics, precalculus, calculus
Core history	Western civilization, world history, U.S. history surveys, European history 1789–present, Asian history, African history, Latin-American history
General psychology	[single course category]
Micro/macroeconomics	[single course category]
Humanities other than literature and foreign languages	Humanities: general; introduction to philosophy; ethics (philosophy); religious studies surveys; interdisciplinary humanities; arts/humanities
Literature	Literature: general; introductions to poetry, fiction, drama, non-fiction prose; English literature; American literature; Afro-American literature
Core social sciences	Anthropology: general; cultural anthropology; geography: general; introduction to political science; U.S. government; introduction to sociology
Visual/graphic arts	Visual communications; introduction to design; fine arts: introduction; art history; drawing
Foundation business	General business principles; business law/legal environment; introduction to accounting

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APPENDIX J

Collinearity Statistic (Tolerance) for the Seven Steps of the Logistic Narrative

Variable	Step 1 table 12	Step 2 table 13	Step 3 table 15	Step 4 table 16	Step 5 table 24	Step 6 table 26	Step 7 table 27
Academic Resources quintile	0.8618	0.7454	0.5672	0.5638	0.5631	0.5554	0.5957
Socioeconomic status quintile	0.8761	0.8638	0.8505	0.8494	0.8452	0.8851	0.8893
Race/ethnicity	0.9198	0.9231	0.9068	0.9065	0.8977	[c]	[c]
Gender	0.9712	0.9623	0.9404	0.9403	0.9351	0.9187	0.9184
Parenthood by age 20	0.9734	0.9653	0.9443	0.9441	0.9409	0.9409	0.9409
Education anticipations	0.9071	0.8930	0.8517	0.8515	0.8460	0.8458	0.8468
Selectivity of first institution	[a]	0.8296	0.8342	0.8330	0.8143	0.8233	0.8195
No delay of entry	[a]	0.9034	0.8663	0.8599	0.8633	0.8698	0.8664
Acceleration credits	[a]	0.8862	[b]	[b]	[b]	[b]	[b]
Low credits in first year	[a]	[a]	0.7645	0.7611	0.7125	0.7096	0.6860
First-year grades	[a]	[a]	0.8427	0.8410	0.8246	0.7619	0.7646
First-year remediation	[a]	[a]	0.7586	0.7585	0.7462	0.7759	[c]
First-year college-level math	[a]	[a]	0.7439	0.7435	0.7688	[d]	[d]
Work-study	[a]	[a]	[a]	0.9563	[b]	[b]	[b]
Multiple institutions	[a]	[a]	[a]	[a]	0.6671	0.7976	0.6601
Classic transfer	[a]	[a]	[a]	[a]	0.7216	0.7985	0.7049
Four-to-four transfer	[a]	[a]	[a]	[a]	0.7801	0.9426	0.7731
Summer-term credits	[a]	[a]	[a]	[a]	0.8926	0.9030	0.8978
Ever part-time	[a]	[a]	[a]	[a]	0.8192	0.8056	0.7130
Trend in grades	[a]	[a]	[a]	[a]	[a]	0.9093	0.9136
Cumulative college math	[a]	[a]	[a]	[a]	[a]	0.8166	0.8089
Continuous enrollment	[a]	[a]	[a]	[a]	[a]	[a]	0.7595
Withdrawal/repeat ratio	[a]	[a]	[a]	[a]	[a]	[a]	0.7816

[a] Variable not included at this step of the logistic narrative.
[b] Variable did not qualify to be carried forward to the next step of the logistic narrative.
[c] Variable did not meet criterion for entry into the model at this step of the logistic narrative.
[d] Replaced by cumulative college math in these steps of the logistic narrative.
NOTE: For definition of tolerance and discussion of collinearity, see Appendix D.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

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APPENDIX K

So They Earned a Degree! Now, How Long Did It Take Them?

The second most frequently asked question about U.S. higher education concerns time to degree. Despite accumulating evidence over the past quarter-century, the normative benchmark for completing a bachelor's degree has remained at four elapsed academic years. Our ideal seems not only to get it over with, but to get it over with in normative time. An altruistic argument in favor of the normative is that when students finish in a timely manner, they make room for others, i.e., completion keeps the access channels open. Yet recipients of bachelor's degrees are adults who have made a variety of decisions concerning competing goals and obligations that often do not include finishing a degree in four years. For example, if one looks at all recipients of bachelor's degrees in 1999–2000, and asks when they commenced their studies and how old they were when the degree was awarded, one finds that 62.8 percent (s.e. = 1.5) of the 7.5 percent of bachelor's degree recipients who were over 40 in 2000 started out in postsecondary education before 1980. At a minimum, the elapsed time to degree for these people was 20 years (in fact, the average was over 27 years). Of the 9.2 percent (s.e. = 0.4) of degree completers who were between 30 and 39 in 2000, 73.3 percent (s.e. = 1.7) entered postsecondary education prior to 1990, so, at a minimum, the elapsed time to degree for these people was 10 years (in fact, the average was nearly 15 years).[61]

The key phrase for our purposes is "elapsed time," as that is the customary way of measuring time to degree. It is not surprising that the older the baccalaureate recipient, then more likely that student had taken at least two years off from higher education, and the more likely that their principal reason for doing so was "change in family status," as in becoming a parent and raising children. The reader might consider, in passing, when complaints are raised about excessive time to degree, whether our system of higher education should be "blamed" for providing the opportunity for adults with different life trajectories to return to school and complete degrees, even if the time between initial enrollment and degree award is 15 or more years. That is the practical meaning of elapsed time.

There is an obvious difference between elapsed and enrolled time. When DesJardins, Ahlburg, and McCall (2002) investigated factors leading to "timely graduation," they confined one of their universes to students who had never stopped out—not even for the one term this study allows stop-out without labeling the student a non-continuous enrollee.[62] If we followed this mode of analysis, we could focus in on student *uses* of enrolled time to determine what contributed to and what detracted from year-by-year progress. Knight (2002) includes types and timing of

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[61] All data in this paragraph were generated from the National Center for Education Statistics: Baccalaureate and Beyond Longitudinal Study, 2000: Data Analysis System.

[62] The research here involved a "competing risks" model in which the histories of students who had never stopped out were compared to the histories of those who had stopped out, hence, embraced both elapsed and enrolled time.

remediation, majors and changes-of-major, course withdrawals and repeats, course failures, credit hours earned and grades in general education courses, hours per week working and studying, and first-year grade point average among variables reflecting different aspects of the uses of time.[63] Volkwein and Lorang (1996) took up the phenomenon of students with extended time-to-degree because they purposefully carried lighter credit loads. Why did they carry less than the 15 credit per semester norm for the institution that served as the site for this study? To enhance GPA (an objective which precipitated dropping difficult courses), and to generate more free time, some of which was for work or family responsibilities, or both. Some respondents also cited difficulty of enrolling in a course "at the time I wanted," a phenomenon familiar to anyone who has worked student registration lines.

We also know that many disciplines require credit hour production that, when translated into standardized semester metrics, exceed the 120 credits that would be produced by students who attended only during the regular academic year and carried a standardized full-time load of 15 credits per semester. In a survey of 91 public universities in all 50 states, Pitter, LeMon, and Lanham (1996) found combinations of university and program requirements ranging from 122–124 credits in social sciences, foreign languages, psychology, mathematics, and protective services, for example, to 130–142 credits in such fields as engineering, architecture, and health professions (e.g., nursing, physical therapy, etc.). They also confirm our observation of five-year bachelor's degree programs in pharmacy, for a noted case, with a median credit requirement of 161. Any requirement above 120 credits will either add time to degree or encourage students to (a) earn credits by examination, including Advanced Placement, (b) attend during summer terms, and/or (c) carry credit loads in excess of 15 per semester in order to graduate "on time".[64] As Garcia (1994) observed, whether the student is a community college transfer or a native student in a four-year college, the "basic recipe" for completing a bachelor's degree within the standard "templates for time-to-degree is to maintain continuous enrollment and to earn more than 30 semester units each academic year" (p. 8). Sounds simple, but the list of diverting phenomena is long, complex, and often best assessed for *indirect* effects, as Garcia has done, using path analysis.

What we learn from these studies of the uses of enrolled time in relation to normative models of time to degree is what to include in both descriptive and multivariate accounts of elapsed time—and elapsed time is the measure used in both the original *Tool Box* and *The Toolbox Revisited.* The descriptive statistics are offered to the reader in Appendix L, table L13, but some basic observations are worth repeating here. First, the mean elapsed time to degree for bachelor's recipients in the NELS:88/2000 was 4.58 calendar years, and the median time (which

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[63]Knight's list for a "hypothesized model of effects upon total semesters elapsed" (Knight 2002, p. 6) also includes provisions for variables derived from student surveys that are parallel to those used in the National Survey of Student Engagement, e.g., in Kuh et al. 2001.

[64]The small number of NELS:88/2000 bachelor's recipients who completed the degree in three elapsed calendar years or less entered with a mean of 10.6 acceleration credits (s.e. = 2.81) and subsequently accumulated a mean of 12.2 credits during summer terms (s.e. = 1.94).

is probably more meaningful) was 4.24 calendar years.[65] Shorter time to degree is observable among students from the highest quintile of high school Academic Resources, students who first entered highly selective institutions, among those who brought more than four acceleration credits across the matriculation line, and among those who attended only one school. Considerably longer time to degree is observable among those who attended three or more schools, among both community college to four-year college and four-year-to-four-year transfer students, among those who took more than one remedial course, those who were not continuously enrolled, and those who majored in the physical sciences. Most of these relationships confirm common sense.

But it is the multivariate analysis that will tell us what counts, and that is the purpose of table K1. Table K1 presents a linear (Ordinary Least Squares) regression in which the dependent variable, time to degree, is set on a scale with four values: more than 6 calendar years, 5–6 years, 4–5 years, and less than 4 calendar years (which encompasses the normative four-year degree). With one exception, a dichotomous variable indicating whether the student ever engaged in a cooperative education or internship course, the independent variables selected were those previously explored and (in most cases) used in the logistic narrative of Part IV of this study. The statistically significant independent variables are highlighted in bold. How do we read the table? What do we see?

On reading the table: First, the R^2 indicates that this linear model accounts for half the variance in timing of bachelor's degree completion for the NELS:88/2000 cohort. That's a very convincing level. Second, the positive parameter estimates mark variables that add time to degree, while the negative parameter estimates indicate variables that shrink it. Third, the following variables did not meet the significance threshold for entering the model (set at $p < .05$): race/ethnicity, becoming a parent by age 20, multi-institutional attendance, and freshman year remediation.

There is no question of the major contributors to extended time to degree:

1. Excessive no-penalty course withdrawals (W) and no-credit repeats (NCR)—Damaging to degree completion, these are just as damaging to time to degree. Yes, we can keep students continuously enrolled, but if much of that enrollment is nullified by withdrawals and repeats, we have what Tinto calls retention without education. It's worse, though, because every seat at every available hour in every facility of an institution of higher education is at stake, and every seat marked with a W or NCR bars another student from sitting down. When the blocked seats reach a critical mass, general access is impeded as well. This observation is worth repeating.

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[65]Broh (1991) presented an intriguing argument for an alternative time to degree calculation that began with the *median*, not the mean, and included students who had not finished the degree but who were still enrolled as degree candidates. In *The Toolbox Revisited*, the median for students who had completed degrees is 4.24 calendar years. Including students who had not earned degrees by December 2000 but who were still enrolled as bachelor's candidates, the median time to degree would be 4.49—very close to the mean of 4.58.

2. Transfer, both classic community college to four-year, and four-year to four-year—As previously noted, transfer often involves a hiatus in enrollment and extra effort to meet prerequisite requirements at the new institution.
3. Change of major—Garcia (1994) observed that the more times the student changed major, the greater the elapsed time to degree. Knight (2002, 2004a, 2004b) also includes multiple changes of major among the set of variables with significant impact on both enrolled and elapsed time.
4. Whether the student was ever part-time—Since our variable for part-time attendance was constructed partly with reference to course withdrawals that, in effect, produced lighter course loads, the result here backs up the conclusions of Volkwein and Lorang (1996).

Table K1. Ordinary Least Squares regression indicating factors influencing time-to-degree for 1992 12th-graders who earned bachelor's degrees by December 2000

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Partial R-square[a]
Intercept	3.5227	0.2703	8.41	0.001	
WRPRATIO[b]	**4.5126**	**0.4314**	**6.75**	**0.001**	**0.1946**
Continuous enrollment	**-1.2149**	**0.0854**	**9.18**	**0.001**	**0.1287**
Community college transfer	**0.4789**	**0.0632**	**4.89**	**0.001**	**0.0616**
Four-to-four transfer	**0.3685**	**0.0553**	**4.30**	**0.001**	**0.0358**
Ever part-time	**0.3813**	**0.0496**	**4.96**	**0.001**	**0.0274**
Remedial problem[c]	**0.1322**	**0.0344**	**2.48**	**0.05**	**0.0232**
Freshman GPA quintile	**0.0758**	**0.0186**	**2.63**	**0.02**	**0.0109**
Changed major	**0.1711**	**0.0431**	**2.56**	**0.02**	**0.0055**
SES quintile	**-0.0563**	**0.0174**	**2.09**	**0.10**	**0.0028**
Selective first institution	-0.1227	0.0470	1.69	†	0.0045
Academic Resources quintile	-0.0551	0.0233	1.53	†	0.0052
First-year low credits	0.1717	0.0800	1.39	†	0.0015
GPA trend	-0.0518	0.0288	1.16	†	0.0024
No delayed entry	0.1922	0.1190	1.04	†	0.0014
Co-ops or internships	-0.0736	0.0508	0.87	†	0.0007
Education anticipations	-0.1324	0.0497	1.11	†	0.0006
Gender	0.0623	0.0388	1.04	†	0.0010
					$R^2 = 0.5052$
					Adjusted $R^2 = 0.5056$

†Variable did not meet minimum criterion for statistical significance in this model.
[a] Indicates the contribution of each variable to the explanation of variance, the total R^2.
[b] Ratio of no-penalty withdrawals and no-credit repeats to all courses attempted.
[c] See Glossary, p. 191.
NOTES: Root design effect = 1.55. Statistically significant variables are highlighted in bold. Weighted N=922k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

And there is no question concerning which variables will contract time to degree: continuous enrollment and no remediation (the highest value of the "total remediation" variable). Socioeconomic status is a marginally significant contributor to lower time to degree, while the position of freshman year GPA quintile as a contributor to extended time to degree is somewhat puzzling.

Of those variables that were admitted to the linear model but failed to reach the threshold of statistical significance, enrollment in cooperative education or internship courses deserves special attention because it raises contrasting policy options with respect to influences on time to degree. Knight (2004b) observes that:

> Timely degree completion is not all that matters in terms of college student outcomes. Both analytical and student self-report evidence supports the fact that enrollment in cooperative education classes, involvement in internships, etc., while extending time-to-degree, significantly improves student learning and skill development, affective outcomes, career prospects, and the like. Significantly reducing time-to-degree could perhaps demand a trade-off against other long-term (and maybe more important) outcomes. (p. 14).

It turns out that the NELS:88/2000 baccalaureate students who engaged in cooperative education or internships or clinical externships did not take longer than others to complete degrees. But Knight is really asking readers to reflect on the principal objectives of conducting a baccalaureate enterprise. The modes of instructional delivery in professional and applied fields, in particular, often include carefully designed, graded experience in occupational environments, involving considerable time commitments that lie beyond the classroom. If we say to a school of engineering, "You can't offer cooperative education any more and cannot require more than 128 credits for a degree," what do we accomplish in terms of the quality of student learning and the quality of engineering graduates?

In contrasting spirit, if we observe institutions in which students can withdraw from courses, without penalty, as much as 10 weeks into a 14-week semester, a volume of withdrawals equivalent to 15 percent of all credits offered by the institution in a calendar year, and the average time to degree for native students at that institution to be well over five calendar years, we would accomplish a great deal by a tightening of course withdrawal policy. Here is a prime candidate for future research governed by quasi-experimental design: Find two comparable institutions (mission, size, demography, distribution of majors), one with lax withdrawal rules, the other with restrictive rules. The hypothesis, from everything learned in this data essay: An institution that restricts course withdrawal policy will witness higher graduation rates and shorter average time to degree.

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APPENDIX L

Tables and Comments on Miscellaneous Topics Raised in the Text

Table L1. Percentage of 1988 eighth-graders who graduated from high school, by timing and type of high school diploma (if any), by gender, race/ethnicity, and socioeconomic status quintile

Population	Graduated by July 1992 with standard diploma	Graduated by July 1992 with GED	Graduated after July 1992 with standard diploma	Graduated after July 1992 with GED	Had not graduated by December 2000
All 1988 eighth-graders	78.3 (1.08)	2.6 (0.38)	4.7 (0.44)	5.1 (0.50)	9.3 (0.84)
Race/ethnicity					
White	82.4 (1.06)	2.3 (0.40)	3.1 (0.36)	4.4 (0.54)	7.8 (0.85)
African-American	63.2 (4.59)	4.6 (1.86)	11.2 (2.39)	9.0 (2.22)	12.0 (3.27)
Latino	66.1 (3.34)	2.5 (0.44)	7.6 (1.28)	6.9 (1.16)	16.9 (3.16)
Asian	93.4 (1.90)	0.4 (0.18)	1.6 (0.57)	0.9 (0.35)	3.7 (1.81)
American Indian	61.6 (7.71)	2.9 (1.24)	11.3 (5.59)	4.3 (2.39)	20.0 (7.26)
Gender					
Male	77.1 (1.61)	2.2 (0.41)	5.1 (0.66)	5.2 (0.80)	10.4 (1.37)
Female	79.6 (1.28)	2.9 (0.63)	4.2 (0.58)	5.1 (0.58)	8.3 (0.92)
Socioeconomic status quintile					
Highest	94.8 (1.12)	0.5 (0.17)	2.0 (0.58)	1.6 (0.75)	1.1 (0.49)
2nd quintile	84.1 (1.90)	3.7 (1.30)	4.4 (0.96)	3.6 (0.80)	4.3 (1.02)
3rd quintile	83.4 (1.99)	2.4 (0.66)	4.2 (1.01)	5.3 (1.38)	4.7 (0.73)
4th quintile	70.5 (2.55)	2.9 (0.80)	5.9 (1.00)	7.7 (1.34)	13.0 (2.42)
Lowest	54.1 (2.61)	3.6 (0.83)	7.5 (1.25)	8.0 (1.15)	26.8 (2.80)
Urbanicity of high school community					
Urban	73.7 (2.32)	2.8 (0.75)	7.1 (1.15)	6.7 (1.12)	9.7 (1.67)
Suburban	81.3 (1.41)	2.6 (0.74)	4.2 (0.62)	4.3 (0.77)	7.6 (0.92)
Rural	80.5 (1.85)	2.3 (0.35)	3.0 (0.46)	4.6 (0.71)	9.6 (1.76)

NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L2. Percentage distribution of high school graduation status, postsecondary participation and degree completion of students in the 1992 NELS:88/2000 survey, by retention in-grade

	Was student ever retained in grade?		
	No	Yes	Indeterminable
Population			
All students:	73.0 (0.94)	17.8 (0.90)	9.2 (0.71)
Education Attainment			
High school completion			
Academic diploma	90.6 (0.67)	58.6 (2.44)	57.1 (3.50)
GED and other	4.7 (0.43)	20.2 (2.28)	14.8 (2.31)
Did not complete	3.8 (0.52)	18.9 (1.86)	26.7 (3.60)
Indeterminable	0.9 (0.18)	2.2 (0.61)	1.4 (0.37)
Postsecondary entry	81.3 (0.86)	48.7 (2.23)	47.5 (3.53)
Highest degree			
No postsecondary	18.7 (0.86)	51.3 (2.23)	52.5 (3.53)
No degree	35.1 (0.90)	35.0 (2.17)	29.1 (2.93)
Certificate	3.7 (0.32)	3.7 (0.65)	4.1 (1.22)
Associate	6.2 (0.41)	3.2 (0.61)	4.8 (1.33)
Bachelor's or above	36.4 (1.00)	6.8 (0.82)	9.5 (1.91)
Highest degree of those who entered postsecondary			
No degree	40.5 (1.01)	69.0 (2.60)	57.8 (5.19)
Certificate	4.8 (0.43)	9.1 (1.59)	9.8 (3.23)
Associate	8.0 (0.54)	6.2 (0.95)	10.7 (2.86)
Bachelor's	46.7 (1.10)	15.6 (1.83)	21.7 (4.05)

NOTES: (1) Standard errors are in parentheses. (2) Column totals for high school completion and highest degree may not add to 100.0 percent due to rounding. (3) Weighted Ns for all students: Never retained in grade = 2.298M; retained in grade = 560k; indeterminable = 291k.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES #2003-402 and Supplement).

Table L3. Percentage distribution of 1992 12th-graders who entered postsecondary education, by selectivity of first institution of attendance, by standard demographics

	Selectivity of first institution of attendance				
Population	Highly selective	Selective	Non-selective	Open-door	Not ratable[a]
All students	3.2 (0.43)	12.2 (0.66)	40.4 (1.02)	41.6 (1.13)	2.6 (0.31)
Gender					
Male	3.4 (0.58)	12.3 (0.86)	38.2 (1.40)	44.0 (1.50)	2.1 (0.39)
Female	3.0 (0.51)	12.1 (0.84)	42.2 (1.30)	39.6 (1.44)	3.1 (0.42)
Race/ethnicity					
White	2.4 (0.32)	13.2 (0.78)	42.5 (1.15)	39.6 (1.24)	2.3 (0.34)
African-American	5.1 (2.30)	7.5 (1.59)	41.7 (3.36)	42.4 (3.98)	3.2 (0.82)
Latino	2.8 (1.23)	7.9 (2.31)	28.5 (3.09)	56.2 (3.40)	4.5 (1.47)
Asian	12.9 (3.09)	15.4 (2.35)	30.6 (3.11)	38.4 (3.84)	2.7 (1.37)
American Indian	#	6.7 (3.02)	29.7 (8.55)	62.2 (9.33)	1.4 (1.07)
Socioeconomic status quintile					
Highest	7.3 (1.05)	25.1 (1.47)	45.6 (1.67)	20.6 (1.60)	1.3 (0.55)
2nd quintile	2.1 (0.85)	10.2 (0.99)	42.7 (1.93)	43.4 (2.07)	1.6 (0.33)
3rd quintile	0.4 (0.13)	6.0 (0.72)	40.2 (1.97)	50.3 (2.10)	3.0 (0.52)
4th quintile	0.8 (0.29)	4.8 (0.76)	35.2 (1.97)	55.7 (2.06)	3.5 (0.70)
Lowest quintile	1.3 (1.08)	3.8 (0.95)	29.9 (3.07)	58.9 (3.36)	6.1 (1.44)

Rounds to zero.

[a] Includes less-than-two-year trade schools, conservatories (music and art), and schools of divinity.

NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding. Weighted N=2.03M.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L4. Descriptive relationship of number of credits earned in the first calendar year of attendance by 1992 12th-graders to highest degree earned by December 2000

	Highest degree earned by December 2000				
Number of credits in first year	None	Certificate	Associate	Bachelor's or higher	**Percentage of all students**
0–10	84.6 (1.44)	6.4 (0.98)	5.4 (0.88)	3.6 (0.75	**24.5 (0.94)**
11–19	63.9 (2.27)	4.9 (0.88)	12.0 (1.65)	19.2 (1.70)	**16.5 (0.73)**
20–29	27.5 (1.39)	3.8 (0.75)	8.4 (0.79)	60.3 (1.60)	**31.0 (0.83)**
30 or more	10.6 (0.86)	5.1 (0.66)	7.9 (0.83)	76.5 (1.31)	**27.9 (0.81)**
Among those who attended a four-year college at any time, number of credits earned in first year					
0–10	75.8 (3.15)	4.9 (1.50)	8.8 (2.18)	10.4 (2.11)	**12.4 (0.88)**
11–19	53.9 (2.82)	2.1 (0.55)	12.1 (2.22)	31.9 (2.51)	**14.1 (0.70)**
20–29	24.2 (1.39)	2.0 (0.79)	5.0 (0.62)	68.9 (1.59)	**38.8 (1.01)**
30 or more	8.4 (0.81)	0.6 (0.16)	3.4 (0.48)	87.6 (0.93)	**34.8 (0.94)**

NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding. Weighted N for all 1992 12th-graders = 2.09M; for those who attended a four-year college at any time:1.47M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L5. Percentage distribution of enrollment intensity over six years (1995/96–2001) of students who started out in postsecondary education in 1995/96, by age as of December 1995

Age at entry	Enrollment intensity		
	Full-time only	Part-time only	Both full-time and part-time
All Students	47.0 (1.1)	12.2 (0.8)	40.7 (1.0)
Less than 21	51.8 (1.1)	4.4 (0.5)	43.8 (1.1)
21–23	40.0 (3.8)	18.7 (3.1)	41.3 (1.1)
24–29	30.2 (3.7)	35.5 (4.6)	34.3 (4.2)
30 and older	32.1 (3.1)	42.9 (3.5)	25.0 (2.8)

NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding.
SOURCE: National Center for Education Statistics: Beginning Postsecondary Students Longitudinal Study, 1995/96–2001, Data Analysis System (NCES 2003-171).

As the reader will notice, about 48 percent of traditional-age students in the BPS longitudinal study of 1995/96-2001 told us that they attended part-time at some point in their undergraduate careers. In contrast, only 38 percent of the NELS:88/2000 postsecondary cohort indicated in their 2000 CATI interviews that they had attended part-time at any time. Are the two cohorts, three years apart in their modal starting date, that different? No.

NELS:88/2000:

Part-time by student report	37.7
Part-time by transcript evidence	9.7
Total part-time	47.4

BPS95/96–2001 students who started before they were 21:

Always part-time	4.4
Mixed full-time and part-time	43.8
Total part-time	48.2

So a dichotomous variable indicating whether the student *ever* attended part-time can be included in the logistic model in Step 5 (attendance patterns).

Table L6. Mean Carnegie unit credits earned in grades 10–12 by (a) all 1992 12th-graders and (b) by those of known socioeconomic status who attended a four-year college at any time and for whom high school transcript records and senior year test scores were complete

	Mean Carnegie units earned by:	
Category of earned credits	All 1992 12th-graders	All 1992 12th-graders who are the subjects of *The Toolbox Revisited*[a]
All high school credits	17.93 (0.09)	18.74 (0.09)
All academic credits	16.06 (0.09)	17.13 (0.09)
All vocational credits	1.28 (0.03)	1.01 (0.03)
English	4.11 (0.02)	4.18 (0.02)
Mathematics	3.39 (0.03)	3.61 (0.03)
Foreign language	1.98 (0.04)	2.31 (0.04)
Science	3.14 (0.03)	3.39 (0.03)
Social sciences	3.55 (0.03)	3.64 (0.03)

[a] These students are the same as those described under (b) in the title of this table.

NOTES: Standard errors are in parentheses. Weighted N for all 1992 12th-graders: 2.62M. Weighted N for 1992 12th-graders who graduated from high school by December 1996, attended a four-year college at any time, and were of known socioeconomic status: 1.41M.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L7. Logistic account of the three components of Academic Resources in relation to bachelor's degree attainment for all 1992 12th-graders with complete records for all three components

Variable	Parameter estimate	Adjusted standard error	F	*t*	*p*	Standard-ized estimate	Odds Ratio
Intercept	-5.3515	0.2348	529.46	11.12	0.01		
Curriculum intensity	0.6273	0.0568	122.17	5.39	0.02	0.4672	1.87
Classrank/GPA	0.4700	0.0529	79.05	4.34	0.05	0.3686	1.60
Senior test score	0.3649	0.0561	42.25	3.17	0.10	0.2785	1.44

NOTES: Standard errors adjusted by root design effect=2.05; universe consists of 1992 12th-graders with high school transcript records and senior year test scores. Percent of concordant probabilities predicted: 85.1; G^2=7536.7; *df*=8280; G^2/df=90.9; X^2 (df)=2977.32 (3).

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L8a. First season of postsecondary attendance of NELS:88/2000 students (a) who participated in the 1992 NELS survey and (b) who were 12th-graders in 1992 and subsequently attended a four-year college

	All students in 1992 survey	12th-graders in 1992 with full high school records who attended a four-year college
First season of attendance		
Summer term	5.8 (0.46)	4.4 (0.49)
Fall term	82.1 (0.83)	91.3 (0.65)
Winter or spring terms	12.1 (0.71)	4.3 (0.37)

Table L8b. Percentage of two groups of NELS:88/2000 postsecondary students who entered in the fall term: (a) All who participated in the 1992 NELS survey and (b) those who were 12th-graders in 1992 and subsequently attended a four-year college, by race/ethnicity and socioeconomic status quintile

	Percent Entering in the Fall Term	
	All students in 1992 survey	12th-graders in 1992 with full high school records who attended a four-year college
By race/ethnicity		
White	84.3 (0.84)	92.3 (0.54)
African-American	73.8 (3.53)	85.7 (4.28)
Latino	73.9 (2.19)	86.1 (3.49)
Asian	83.3 (3.54)	89.9 (3.77)
American Indian	85.1 (5.82)	97.1 (2.87)
By socioeconomic status quintile		
Highest	92.2 (0.73)	93.7 (0.81)
2nd quintile	83.3 (1.85)	90.6 (1.66)
3rd quintile	79.6 (1.68)	90.8 (1.04)
4th quintile	77.4 (1.83)	89.9 (1.32)
Lowest	66.0 (2.96)	82.7 (3.62)

NOTES: Standard errors are in parentheses. Weighted Ns: 1992 survey participants = 2.18M; 1992 12th-graders who attended a four-year college at any time and who presented full high school records = 1.18M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L9. Percentage of 1992 12th-graders earning credits in college-level math courses, both in the first calendar year of attendance and cumulatively, by number of credits earned in college-level mathematics, and type and selectivity of first institution of attendance

Characteristics of first institution	Number of credits in all college-level math courses earned in the first calendar year of attendance: None	1-4	More than 4
Type of first institution			
Four-year	44.2 (1.20)	30.2 (1.02)	25.6 (0.98)
Community college	82.1 (1.22)	12.0 (1.00)	6.0 (0.75)
Other sub-baccalaureate	89.2 (2.72)	9.5 (2.70)	1.3 (0.51)
Selectivity of first institution			
Highly selective	25.1 (5.69)	26.9 (4.24)	48.0 (5.32)
Selective	26.9 (1.98)	32.0 (2.38)	41.1 (2,28)
Nonselective	51.3 (1.26)	30.1 (1.15)	18.6 (0.91)
Open-door	82.4 (1.17)	11.8 (0.96)	5.8 (0.73)
Not ratable	92.4 (2.51)	3.7 (2.09)	3.9 (1.42)

	Number of credits in all college-level math courses earned at any time in the undergraduate careers of students who earned more than 10 undergraduate credits[a]: None	1–4	5–9	More than 9
Type of first institution				
Four-year	23.2 (0.96)	26.3 (0.96)	28.9 (0.92)	21.5 (0.99)
Community college	52.8 (1.82)	21.4 (1.47)	16.1 (1.29)	9.6 (1.01)
Other sub-baccalaureate	79.1 (3.88)	12.4 (3.62)	6.1 (1.70)	2.4 (0.83)
Selectivity of first institution				
Highly selective	18.1 (5.44)	17.8 (3.53)	18.0 (3.34)	46.1 (5.33)
Selective	16.5 (1.74)	21.1 (2.21)	31.9 (2.13)	20.5 (2.16)
Nonselective	25.4 (1.02)	29.1 (1.14)	28.7 (1.09)	16.8 (0.94)
Open-door	54.2 (1.77)	21.2 (1.43)	15.6 (1.24)	9.1 (0.92)
Not ratable	88.0 (3.10)	2.7 (1.14)	7.9 (2.65)	1.4 (0.81)

[a] The "more than 10 undergraduate credits" criterion excludes incidental students.

NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding. Weighted N for all 1992 12th-graders = 2.09M; for those who earned more than ten credits: 1.83M.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L10. Logistic account of factors associated with bachelor's degree completion for 1992 12th-graders who attended a four-year college at any time, using second-year cumulative credits and second-year cumulative GPA

Variable	Parameter estimate	Adjusted standard error	*t*	*p*	Delta-p
Intercept	- 6.2118	.7595	4.63	.001	----
GPA through second year	**0.7585**	**.1826**	**2.37**	**.05**	**0.1672**
Credits through second year	**1.1780**	**.1054**	**6.34**	**.001**	**0.2597**
No delay of entry	0.8852	.3240	1.55	†	†
SES quintile	**0.2636**	**.0651**	**2.29**	**.05**	**0.0581**
Education expectations	0.5402	.2031	1.51	†	†
Academic Resources quintile	**0.3345**	**.0821**	**2.31**	**.05**	**0.0737**
Ever part-time	**-1.3259**	**.1611**	**4.66**	**.001**	**-0.2923**
Summer-term credits	**0.5273**	**.0929**	**3.29**	**.01**	**0.1162**
Race/ethnicity	-0.3327	.2186	0.86	†	†
Gender	-0.1998	.1574	0.72	†	†
Parenthood by age 20	-0.8960	.4535	1.12	†	†
Multiple institutions	-0.5354	.1874	1.62	†	†
Community college transfer	0.6251	.2151	1.65	†	†
First institution was selective	0.4008	.2248	1.01	†	†
College-level math in first year	0.2064	.1692	0.69	†	†
First-year remediation	0.2940	.1929	0.86	†	†

† Variables did not meet threshold criterion for statistical significance.

NOTES: Standard errors adjusted by root design effect = 1.71. Delta-p computed only for statistically significant variables (in bold). Universe consists of all 1992 12th-graders who participated in postsecondary education, whose records indicated positive values for all variables in the model, and whose transcript records were complete. Weighted N = 1.5M. $G^2 = 3477.1$; df=4759; $G^2/df = 0.73$; X^2 (df)= 2272.2 (17); p = 0.0001. Proportion concordant predicted probabilities = 90.4 percent.

SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L11. Institutional attendance patterns of 1982 and 1992 12th-graders who subsequently earned more than 10 postsecondary credits[a]

Attendance characteristics	Class of 1982	Class of 1992
Number of schools attended		
One	46.9 (0.82)	43.5 (1.06)
Two	33.8 (0.75)	35.1 (0.93)
More than two	19.3 (0.63)	21.5 (0.84)
For those who attended more than one school:		
Attended in more than one state	39.5 (1.21)	35.7 (1.36)
Institutional combinations:		
Four-year only	38.9 (1.21)	27.5 (1.17)
Reverse transfer[b]	7.6 (0.60)	8.2 (0.76)
Community college transfer	18.1 (0.90)	22.1 (1.12)
Alternating/simultaneous[c]	10.2 (0.67)	13.8 (1.01)
Four-year student with incidental community college[d]	[e]	12.7 (0.90)
Four-year plus other sub-baccalaureate	4.9 (0.46)	1.8 (0.36)
Community college only	10.2 (0.69)	9.1 (0.71)
Community college and other sub-baccalaureate	5.3 (0.50)	3.0 (0.33)
Sub-baccalaureate trade school only	1.1 (0.22)	0.3 (0.20)
Other combinations	3.6 (0.51)	1.5 (0.31)

[a] The reason for excluding incidental students (those who earned 10 or fewer credits) is that they provide an insufficient history for judging multi-institutional attendance.
[b] Student began in four-year institution, did not earn a degree, and transferred to a community college.
[c] Student moved back and forth between four-year and two-year institutions, or attended two institutions at the same time, or did both.
[d] Student was based in a four-year institution, and earned 10 or fewer credits, principally during summer terms, from community colleges. This measure was not available in the High School & Beyond/Sophomore cohort transcript file.
[e] Category was not available in the High School & Beyond/Sophomore cohort transcript files (NCES 2000-194).
NOTES: Standard errors are in parentheses. Rows may not add to 100.0 percent due to rounding. Weighted N for those who earned more than ten credits: 1.83M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L12. Percentage distribution of final (December 2000) education status of 1988 eighth-graders, by type and timing of high school diploma (if any), and including those who did not earn high school diplomas

Secondary/postsecondary status	Percent
1) Earned standard high school diploma by July 1992 and	
Earned at least a bachelor's degree	29.1 (0.94)
Associate degree was highest earned credential	4.7 (0.28)
Certificate was highest earned credential	2.8 (0.24)
No degree, but still enrolled in 2000	4.6 (0.33)
No degree, not enrolled in 2000	23.6 (0.79)
Never entered postsecondary education	13.1 (1.10)
2) Earned standard high school diploma *after* July 1992 and	
Earned at least a bachelor's degree	0.2 (0.12)
Associate degree was highest earned credential	0.3 (0.14)
Certificate was highest earned credential	0.2 (0.04)
No degree, but still enrolled in 2000	0.4 (0.14)
No degree, not enrolled in 2000	1.9 (0.29)
Never entered postsecondary education	1.6 (0.23)
3) Earned GEDs or certificates of attendance and	
Earned at least a bachelor's degree	0.1 (0.03)
Associate degree was highest earned credential	0.2 (0.05)
Certificate was highest earned credential	0.4 (0.14)
No degree, but still enrolled in 2000	0.8 (0.22)
No degree, not enrolled in 2000	2.8 (0.38)
Never entered postsecondary education	3.9 (0.46)
4) Others	
Did not graduate from high school, but entered postsecondary	1.0 (0.42)
Did not graduate from high school, no postsecondary	6.7 (0.65)
Indeterminable high school graduation status	1.7 (0.37)

NOTES: Standard errors are in parentheses. Percent column may not add to 100.0 due to rounding. Weight used throughout this table is the F4BYWT with a base year (1988) flag. F4BYWT covers NELS:88/2000 students who were in both the base year (1988) sample and the 2000 follow-up survey sample. Weighted N=2.93M.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

Table L13. Mean elapsed time to bachelor's degree[a] for all 1992 12th-graders who earned the degree by December 2000, by demographics, academic background, and attendance pattern characteristics

Student characteristic	Mean elapsed calendar years to degree	Standard deviation	Standard error
All NELS:88/2000 bachelor's	4.58	1.098	0.028
By Academic Resources quintile			
Highest quintile	4.23	0.914	0.042
2nd quintile	4.63	1.089	0.045
3rd quintile	4.94	1.091	0.071
4th quintile	4.98	1.206	0.137
Lowest quintile	5.54	1.095	0.161
By socioeconomic status quintile			
Highest quintile	4.40	1.018	0.044
2nd quintile	4.66	1.131	0.056
3rd quintile	4.74	1.089	0.060
4th quintile	4.83	1.201	0.084
Lowest quintile	4.87	1.113	0.120
By education anticipations			
Bachelor's consistent	4.49	1.051	0.029
Raised to bachelor's	4.90	1.138	0.067
Lowered from bachelor's	5.14	1.303	0.218
By selectivity of first institution			
Highly selective	3.92	0.741	0.093
Selective	4.32	0.987	0.071
Nonselective	4.53	1.026	0.031
Open-door	5.39	1.165	0.070
Not rated	4.85	1.412	0.481
By number of acceleration credits			
None	4.67	1.105	0.034
1–4	4.46	1.006	0.083
5–8	4.38	1.005	0.081
9 or more	4.28	1.101	0.088

See notes at end of table.

Table L13. Mean elapsed time to bachelor's degree[a] for all 1992 12th-graders who earned the degree by December 2000, by demographics, academic background, and attendance pattern characteristics—continued

Student characteristic	Mean elapsed calendar years to degree	Standard deviation	Standard error
By number of schools attended			
One	4.30	0.825	0.034
Two	4.66	1.143	0.048
Three or more	5.04	1.254	0.063
By transfer status			
Community college to four-year	5.43	1.162	0.071
Four-year to four-year	5.09	1.197	0.060
No transfer	4.43	1.015	0.030
By continuity of enrollment			
Continuously enrolled	4.44	0.941	0.024
Noncontinuous	6.68	1.114	0.101
By number of remedial courses			
None	4.43	1.042	0.033
One	4.94	1.117	0.071
More than one	5.33	1.092	0.068
Bachelor's degree major			
Business	4.56	1.083	0.072
Education	4.72	1.193	0.088
Engineering/architecture	4.71	1.019	0.089
Math/computer science	4.45	0.915	0.161
Physical sciences	4.99	1.293	0.194
Biological sciences	4.41	0.998	0.063
Health sciences/services	4.66	1.131	0.081
Humanities	4.35	1.134	0.143
Fine and performing arts	4.61	1.183	0.144
Social sciences	4.50	1.062	0.058
Applied social sciences[b]	4.68	1.033	0.066

[a] From first true date of attendance to degree award date.
[b] Includes communications, public administration, criminal justice, social work, family and community services, and leisure studies and recreation.
SOURCE: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement).

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GLOSSARY

VARIABLES AND THEIR CONSTRUCTION

This glossary serves not only to expand the definition of the variables considered for *The Tool-box Revisited*, but also to provide details on their construction and allied guidance for interpretation that the reader may find helpful. As in Part II of this study, the presentation follows the order of the seven steps of the logistic narrative.

Where the initial definition of the variables in Part II was simple and transparent, e.g., GENDER, no further elaboration is provided here. Nearly all these variables were either taken directly or derived from other variables on NCES 2003-402 and its June 2004 Supplement.

Step 1a: Demographic Background

NNSE (Nonnative speaker of English)—New in this analysis.

The most notable demographic change between postsecondary students from the High School Class of 1982 and those from the High School Class of 1992 was a doubling of those who not only came from households where English was a second language, but who themselves were users of the heritage language. More than half of both Asian and Latino postsecondary students were so classified (Adelman 2004a, table 1.3, p. 9).

IMMIG (Family immigrant status)—New in this analysis.

Allied to second language background is the immigrant status of families. A dichotomous variable, IMMIG, was created to indicate whether the student's parents were immigrants to the United States within the previous 10 years. Among those who attended a four-year college at any time, 27.5 percent (s.e. = 3.33) of Asian students and 8.8 percent (s.e. = 1.61) of Latino students came from recent immigrant families. The dichotomous variable did not meet the minimum *t* criterion for retention in the demographic logistic model. Nonresponse bias undermines this variable: Responses from nearly 15 percent of the NELS:88/2000 families are missing.

BROSIS (Number of siblings)—New in this analysis.

Some research has indicated that students from larger families have more difficulty entering and successfully participating in higher education (Stage and Hossler 1989; Leigh and Gil 2003; Perkhounkova, McLaughlin, and Noble 2004). The dichotomous variable, BROSIS, marks students with three or more siblings versus those with one, two, or none.

FIRSTGEN (First generation postsecondary student)—New in this analysis.

A dichotomous variable under which the criterion for first-generation status is that *neither* parent had attended a postsecondary institution. Parents' education status was reported by parents themselves, not by students. The discrepancy between students' understandings of their parents' education status and parental accounts was demonstrated in the original *Tool Box* (p. 36): For the High School Class of 1982, only 50 percent of the students with at least one parent who had

earned a bachelor's degree (but not a graduate degree) could correctly describe their parents' achievement. Parents' highest level of education is a key component of socioeconomic status, and the original *Tool Box* did not test it separately.

FAMINC (Family income)—New in this analysis.

Family income in 1991 (the year before NELS students were scheduled to be in the 12th grade) was reported by parents, and set in six bands with a fairly even distribution of all respondents across those bands. In 2005 dollars (adjusted for a Gross Domestic Product deflator[66] of 1.288), as shown in figure 4, these bands were:

Figure 4. 1991 family income bands used in the NELS:88/2000 in 2005 dollars

Income band	Income range ($000)
Highest	96.6 and higher
Second	64.4–96.5
Third	45.1–64.3
Fourth	32.2–45.0
Fifth	19.3–32.1
Lowest	Less than 19.3

SOURCES: National Center for Education Statistics: NELS:88/2000 Postsecondary Transcript Files (NCES 2003-402 and Supplement); *Budget of the United States Government: Historical Tables, Fiscal Year 2005*, table 10.1.

For purposes of our analysis, the bands were combined in pairs—highest two, middle two, and lowest two—to produce a trichotomy. This version is used in the Step1a logistic model (demographic characteristics only), along with FIRSTGEN, as one of the proxies for socioeconomic status.

NEWCHILD (Parenthood by age 20)—Carried forward from *Answers in the Tool Box.*

The variable, abbreviated as NEWCHILD, is a dichotomous marking of students (of either sex) who became parents by age 20. It was a powerful, negative, and consistently significant variable through all stages of the logistic story of the HS&B/So. A decade later, the rate of early parenthood had changed. For the entire cohort of the HS&B/So, 11.6 percent (s.e. = 0.43) became parents by age 20, a proportion that rose to 16.4 percent (s.e. = 0.92) for the NELS:88/2000. For those who ever entered a postsecondary institution, these percentages drop in half. Georges (2000) would remind us of the common sense that students who became parents by age 20 were not likely to enter college at all by that time. Indeed, 59.4 percent (s.e. = 2.30) of

[66]For the GDP deflator calculator, go to http://www1.jsc.nasa.gov/bu2/inflateGDP.html

the NELS:88/2000 participants who had children by 1994 did not enter any postsecondary institution by 2000, compared with 20.9 percent (s.e. = 0.89) of those who did not become parents by 1994.[67]

SESQUINT (Socioeconomic status quintile)—Carried forward from the original *Tool Box*.

In NCES longitudinal studies, socioeconomic status (abbreviated SES) is a composite index of family income, parents' highest level of education, prestige of parents' occupations, and the presence of items such as books, regular newspapers, and a computer in the student's household. Parents provide this information, and the 1992 parent interview was the primary source. The NELS:88/2000 files presented this index in centiles, as did the HS& Beyond/So file before it. To match quintile presentations of high school curriculum intensity, high school class rank/Grade Point Average, 12th-grade test score, and the composite variable, Academic Resources (see below), the centile scale was collapsed to quintiles. SES is an anchor of the education attainment literature, with recent studies enlightening our understanding of the complex ways students of different SES backgrounds experience higher education (e.g., Walpole 2003).

Step 1b: High School Background

EDUANTIC (Education anticipations)—Modified from *Answers in the Tool Box*.

In both the original *Tool Box* and *The Toolbox Revisited*, this is a composite variable describing the consistency and level of the student's education expectations, hence, goal commitment (Allen and Nora 1995). It departs considerably from measures of student education "aspirations" that are based on the student's answer to a single question at one moment in time. The variable was built from matched pairs of questions asked in grades 10 and 12. The High School & Beyond/Sophomore cohort surveys included six pairs of questions: highest level of education expected, planned dominant activity in the year following high school graduation, timing of college entry, choice of a two-year or four-year college as entry point, lowest level of education with which the student would be satisfied, and whether the student would be disappointed if he or she did not graduate from college.

The NELS:88/2000 version does not have as strong a base. Only two pairs of questions were asked in grades 10 and 12 that feed into the construction: highest level of education expected and timing of college entry.[68] In grade12 only, the respondent was asked what was the most likely type of postsecondary institution he or she would enter: four-year, two-year, or trade school, and the answer to this question also was used in building the variable. But the lack of parallelism

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[67]These percentages are based on the entire panel of participants in 1992 who also participated in the 1994 and 2000 follow-up surveys.

[68]Georges (2000) used a similar level-of-expectations by consistency-of-expectations construct for parental visions of their children's future education in the NELS:88/2000 cohort. Parents were interviewed on this issue when students were in the eighth grade and again when students were scheduled to be in the 12th grade.

between the HS&B/So survey and the NELS:88/2000 lead to revisiting the NELS categories and applying stricter algorithmic standards to yield an education anticipations variable closer to the structure of its predecessor, as displayed in figure 5.

Even after this construction, the education anticipations variable required an adjustment. Unlike the quintile variables for curriculum, class rank/GPA, and senior year test score, in which meanings are linear, the five-level anticipations variable is categorical. For purposes of multivariate analysis, the five levels were reduced to three as follows: (1) consistently expected to earn a bachelor's degree; (2) raised expectations to the bachelor's degree between grades 10 and 12; and (3) either lowered expectations from the bachelor's level between grades 10 and 12 or never expected to earn a bachelor's degree. The result is still a categorical variable, but the reference point—expectations for earning a bachelor's degree—is now constant in all three values.

Figure 5. Comparison of the education anticipations composite variable in the High School & Beyond/Sophomore cohort and the NELS:88/2000: Changes in students' expectations between grade 10 and grade 12

HS& B/So	NELS:88/2000
Bachelor's consistent	Bachelor's consistent
Raised to bachelor's	Raised to bachelor's
Lowered from bachelor's to some college; associate consistent	Lowered from bachelor's to some college, inconsistent
Lowered to no degree; associate inconsistent	Raised to some college; consistent "some college"
No degree plans, don't know	Sub-baccalaureate, including high school diploma or less

SOURCES: National Center for Education Statistics: High School & Beyond/Sophomore cohort, NCES 2000-194; NELS:88/2000 Postsecondary Transcript Files, NCES 2003-402.

CLSSRNKQ (Class rank/GPA quintile)—Carried forward from the original *Tool Box*.

This variable is a composite of high school class rank and GPA quintile. In both the HS&B/So and NELS:88/2000 data sets the composite was constructed in roughly the same way. The construction is described in detail in Appendix C, but the key features are worth repeating here.

The construction of this variable began with class rank, expressed as a percentile, for students whose high school graduating classes were larger than 10. Class rank was chosen for the base

reference because it overrides variability in local grading practices,[69] and responds to the divergence between stable scores on standardized tests such as the SAT or ACT and rising GPAs among the college bound (College Board 1998). Not all high schools compute class rank,[70] so for a significant percentage of students, this datum is missing. For these missing cases (as well as for the students from very small high schools), the variable construction turns to high school GPA (where available, and only for students with three or more years of course work). Basing a percentage scale first on class rank, and filling in the missing values with available GPAs from a matched scale using an equipercentile concordance methodology (Houston and Sawyer 1991), weighting the combined scale and cutting it by quintiles solves some of the bias and validity problems that would result from relying on GPA alone.

SRTSQUIN (Senior year test score quintile)—Carried forward from the original *Tool Box*.

SRTSQUIN is the quintile version of a senior year test score. Comparing the HS&B/So to the NELS:88/2000, this variable had the least variation in construction among the precollegiate academic performance variables. In both data sets, composite scores on an "enhanced mini-SAT" given to survey participants in the 12th grade were set out in percentiles. For missing cases, ACT scores were first converted to the SAT scale using ACT's equipercentile concordance methodology (accounting for the 1989 revision of the ACT test battery), and a combined SAT/ACT variable constructed. Scores on this variable were set out in percentiles, and filled in for missing cases of the senior year test score percentile using the equipercentile concordance method. SRTSQUIN reduces the noise in the lumpy distribution with a quintile presentation. Despite these efforts, 14 percent of the students in the NELS:88/2000 database are missing a senior year test measure, compared to 9 percent in the HS&B/So (see Appendix C). It must be acknowledged that the construction of SRTSQUIN combines low-stakes test scores with high-stakes test scores, though it is unclear how that ultimately affects a quintile presentation.

HIGHMATH (Highest level of mathematics reached in high school)—Carried forward from the original *Tool Box*.

In the original construction of this variable in both the HS&B/So and NELS:88/2000 data sets, some editing of the original coding of high school mathematics courses was required in light of postsecondary transcript evidence. For example, if the original coding in 1992 judged the student's highest level of high school mathematics to be "geometry," and the student's postsecondary transcript record of 2000 showed enrollment and completion of "Calculus III" in the first semester of college, then it was obvious that the original coder did not know the

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[69]Among the divergent policies found by the College Board (1998): (a) 9 percent of high schools do not use A-F or numeric grading systems; (b) 8 percent of high schools do not give credit for grades lower than C-; (c) 19 percent of high schools are in districts where grading systems vary; and (d) 43 percent of high schools exclude some courses when calculating GPA.

[70]In its survey of high school grading practices, the College Board (1998) found that 19 percent of high schools did not calculate class rank.

difference between "geometry" and "analytic geometry," and the student's high school record had to be adjusted accordingly. HIGHMATH is considered a categorical variable (as opposed to a continuous variable) because the distance between its levels cannot be judged as ordinal.

SCIMOM (High school momentum in science and mathematics)—New in this analysis.

This variable has three values: (1) A student who reached a level of math beyond Algebra 2 and who earned three or more Carnegie units in core laboratory science was labeled as having sufficient momentum in STEM (Science, Technology, Engineering, and Mathematics)-oriented fields to enhance that momentum even further in a postsecondary environment (whether or not they chose to do so). (2) Students who reached Algebra 2 but no higher, and accumulated more than 1.5 units of core laboratory science exhibited "modest" science momentum, and (3) those whose high school records fell short of "modest" on either the mathematics or science criteria were labeled "weak-to-minimal" in terms of science momentum. SCIMOM is one of three variables tested together as proxies for the combined measure of the academic intensity of a student's high school curriculum, HSCURRQ.

FLAN (Number of units of foreign language in high school)—New in this analysis.

This variable was developed as part of a configuration of proxies for academic curriculum intensity so that we could test the proxies against the consolidated academic curriculum index, HSCURRQ, described on pages 24–27 and in Appendix F. FLAN indicates the number of Carnegie units earned in high school foreign language study, and has five values: more than 3 units, from 2.01 to 3 units, from 1.01 to 2 units, from 0.1 to 1 unit, and 0 units. FLAN is one of three variables tested as proxies for HSCURRQ.

ADVANCE (Number of Advanced Placement courses)—New in this analysis.

This variable was constructed with three values based simply on the number of AP courses recorded: three or more, one or two, and none. It was tested, along with SCIMOM and FLAN, as a proxy for the consolidated academic curriculum index, HSCURRQ.

The identification of Advanced Placement course work in the NELS:88/2000 was a complex task.The version of the NELS:88/2000 high school transcripts to which researchers have referred in the past understates participation in AP courses, though it was difficult to say precisely by how much. Two proxy measures were employed to create the first version of an AP variable on the data file used in this study:[71] AP test scores recorded on the high school transcripts and AP entries on the postsecondary transcripts (which do not include test scores). These were combined to yield 7 percent of the NELS:88/2000 12th-graders, compared with the College Board's

[71]NCES CD 2003-402.

estimate of approximately 11 percent of 1992 12th-graders having taken AP courses.[72] Not everyone who takes AP courses takes AP examinations, and while that might explain some of the gap in the estimates, it still left an uncomfortable discrepancy between the NELS and College Board accounts of Advanced Placement volume.

In light of this low yield and anomalies in the data, a new approach was taken in the work that produced the 2004 Supplement to the original NCES 2003-402 files. Enough new cases of AP course taking (*not* courses labeled "honors" or just "advanced") were identified to raise the proportion of NELS 12th-graders with AP courses to 9.4 percent.[73]

Step 2: Postsecondary Entry

FIRST4 (First school attended was a four-year college)—Carried forward from *Answers in the Tool Box.*

The dichotomous variable indicating whether the first institution attended by the student was a four-year school was active in the original *Tool Box* account, but did not qualify for entry into the model in this replication. It is not clear why this should be the case. Some 81.9 percent (s.e. = 0.82) of the class of 1982 who attended a four-year college at any time started at a four-year college, versus 78.1 percent (s.e. = 1.04) of the class of 1992. There is no meaningful difference in those numbers.

DOCT (First school attended was a doctoral degree-granting institution)—Carried forward from the original *Tool Box.*

Another dichotomous variable indicating that the first institution attended by the student was not only a four-year college, but a doctoral degree-granting school. In the original *Tool Box*, this variable was admitted to the steps of the logistic model but was never statistically significant. In *The Toolbox Revisited* analysis, this variable did not qualify for entrance in the model, even though roughly similar percentages of students who attended a four-year college at any time started in a doctoral degree-granting institution (33.8 percent; s.e. = 1.06 for the HS&B/So versus 34.1 percent; s.e. = 1.11 for the NELS:88/2000).

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[72]See indicator #14 in *The Condition of Education, 1999*. Washington, D.C.: National Center for Education Statistics, 1999, p. 56.

[73]This approach began by isolating students who were consistent in their claims to have taken an "advanced placement course," planned to take an AP test, and reported taking at least one AP test between 1990 and 1993. From this group, those for whom AP course work had already been recorded were dropped. The balance were first matched against the HIGHMATH variable. For students who reached calculus or precalculus, responses to another question as to whether they took the course to earn college credit were invoked. If the student responded positively, the record was credited with an AP course. College transcripts were also examined for foreign language study at advanced levels in the first year of attendance (along with more than 2 years of foreign language study in high school), etc. Where matches were found, the student record was credited with an AP course.

The variable indicating the selectivity of the first institution of attendance (SELECT) is, to a large extent, confounded with doctoral degree-granting status (55 percent of the NELS:88/2000 students who started at doctoral degree-granting institutions started at either selective or highly selective schools).

SELECT (Selectivity of first institution attended)—Carried forward from the original *Tool Box.*

A dichotomous variable indicating that the first institution attended by the student was either highly selective or selective.[74] Some 4.1 percent (s.e. 0.49) of the universe for this study started in highly selective institutions (e.g., Princeton, the University of California at Berkeley, and Harvey Mudd). Another 17.8 percent (s.e. = 0.98) began their postsecondary careers in selective institutions (principally flagship state universities such as Michigan-Ann Arbor, North Carolina-Chapel Hill, Wisconsin-Madison, and Texas-Austin). More than half of the universe of students in this study (56.3 percent; s.e. = 1.32) commenced study in nonselective four-year colleges, and 20.7 percent (s.e. = 1.19) in open-door institutions, a category that is just about identical to community colleges. For the previous cohort of students from the High School Class of 1982, selectivity of first institution had a modestly positive and statistically significant association with degree completion until the last step of that analysis, extended postsecondary performance. Readers interested in the distribution of first institutional selectivity by race/ethnicity, gender, and socioeconomic status are referred to Appendix L, table L3.

NODELAY (Direct entry to postsecondary education following high school)—Carried forward from the original *Tool Box.*

This dichotomous variable was built from a simple distinction: Among students for whom we know both the month and year of high school graduation and the month and year of a transcript-documented attendance in a postsecondary institution following high school graduation, is the difference (a) seven months or less, (b) 8–18 months, or (c) more than 18 months? The first of these options is regarded as "direct entry." Dual enrollment courses do not count in this determination. The student who graduates from high school in June has until the following January to enroll and be judged "no delay." To those who might question the seven month allowance and argue for four months, one would point to a small percentage of graduates with April commencement dates who would be judged late entrants in September under a four-month rule.

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[74] Institutional selectivity in the postsecondary files of all three grade-cohort longitudinal studies conducted by the National Center for Education Statistics has five values: highly selective, selective, nonselective, open-door, and not ratable. The first three of these values were based on the selectivity cells developed by the Cooperative Institutional Research Project (CIRP) at UCLA for its annual survey (since 1966) of entering freshmen. Community colleges and area vocational-technical institutes (AVTIs) were assigned the value of "open-door." Theological seminaries, music conservatories, and sub-baccalaureate vocational schools were considered "not ratable."

ACCELCRD (Credits earned prior to high school graduation and by examination)—New in this analysis.

ACCELCRD sums all college credits earned by course work prior to high school graduation, along with credits earned by examination—including Advanced Placement, College Level Examination Program (CLEP), and institutional challenge exams (the majority of these—in the records of the NELS:88/2000—in foreign languages). Most of these credits were earned either prior to matriculation or during the first term of enrollment, though some were earned at later points in the student's undergraduate career. The ACCELCRD values were set at three levels: more than 4 credits, 1–4, and zero.

Step 3: First-year Performance

LOWCRED (Less than 20 additive credits earned in the first calendar year of attendance)— Carried forward from *Answers in the Tool Box.*

A dichotomous variable built on an analysis of the mean number of additive credits (those that count toward degrees) earned by all postsecondary students in the first calendar year following the date of first enrollment. The threshold at which this broad population began to earn any credentials (including certificates and associate degrees) was 20 credits (in the NELS:88/2000 population, 20.252 credits, to be precise; s.e. = 1.016). LOWCRED is an early momentum indicator with enduring consequences. As table L4 in Appendix L demonstrates, the more additive credits earned in the first year, the more likely a degree will be completed.

FRSHGRAD (Grade point average in the first calendar year of attendance)—Carried forward from the original *Tool Box.*

Grade point averages were determined for the first *full calendar year* of postsecondary attendance, and were then set out in quintiles. FRSHGRAD is a dichotomous variable that divides the highest two quintiles from the other three. For the history of the HS&B/So used in the original *Tool Box* study, the dividing line was 2.70. For that of the NELS:88/2000 used in *The Tool- box Revisited*, the line is drawn at 2.88. The difference reflects the general trend in GPAs of the two cohorts (see Adelman 2004a, table 6.1, p. 78).

FREM (Any remedial course work in the first calendar year of attendance)—New in this analysis.

FREM is a dichotomous variable marking students who took any remedial courses during the first calendar year of attendance. Three variations on first-year remediation were tried out in the process of arriving at this formulation: one that focused only on remedial reading, another on remedial math, and a third on all types of remediation. The dichotomous version of the latter was the only form that could meet the minimal statistical criteria for entrance into the stepwise logistic model and allow us to track any association of early remediation with degree completion.

Step 4: Financial Aid

In general, the NCES grade-cohort longitudinal studies have been weak on financial aid information, where as the event-cohort Beginning Postsecondary Students longitudinal studies have offered a panoply of financing data. For example, if we were to ask about grants or scholarships received in the first year of attendance (1995–96) for the BPS:95/96–2001 by traditional-age students who attended a four-year college at some time, we would find the information indicated in table Glossary-1.

We would know, too, that for those who received grants/scholarships in 1995/96, the amount constituted an average of 69.3 percent (s.e. = 1.0) of all aid received, and covered 33.4 percent (s.e. = 0.7) of the price of attendance for the 1995–96 academic year. We could easily break these averages out by type of institution first attended. And we would know more, as the BPS:95/96–2001 covers PLUS (Parent Loan for Undergraduate Students) loans, Perkins loans, Stafford loans (subsidized and unsubsidized), need-based aid by source, merit-aid by source, Pell grants, SEOG (Supplementary Educational Opportunity Grants) grants, and other types of financial aid. If the grade-cohort longitudinal studies such as the NELS:88/2000 had gathered even a third of this information, a much richer analysis would be possible—though not necessarily an analysis demonstrating a significant association of types, amounts, and ratios of financial aid to degree completion.

Table Glossary-1. Percentage of 1995/96 beginning postsecondary students 20 years old and younger who attended a four-year college at any time, and received grants or scholarships in 1995/96, by source and average amount of award, and bachelor's degree attainment rate by 2001

			Percent earning bachelor's degree by 2001	
Source of grant	Percent receiving grant	Average amount of grant	Received grant or scholarship	Did not receive grant or scholarship
All sources	54.6 (1.3)	$4506.00 (170.7)	59.8 (1.4)	49.1 (1.9)
Federal	23.2 (1.0)	1958.60 (34.0)	47.8 (1.9)	57.1 (1.4)
State	19.1 (1.0)	1757.40 (68.8)	58.6 (2.0)	54.0 (1.4)
Institution	31.9 (1.3)	4312.00 (208.0)	67.5 (1.7)	49.0 (1.5)
Other	16.1 (0.7)	1529.60 (73.5)	71.1 (2.0)	51.9 (1.4)

NOTE: Standard errors are in parentheses.
SOURCE: National Center for Education Statistics: Beginning Postsecondary Students Longitudinal Study, 1995/96–2001, Data Analysis System (NCES 2003-173).

Step 5: Attendance Patterns

FOURTRAN (Transfer from one four-year college to another)—New in this analysis.

The algorithm for classic transfer from a community college to a four-year college was fairly easy to construct. But to distinguish a true four-year-to-four-year college transfer required an indirect route. In the final survey of NELS longitudinal study (2000), respondents who attended any postsecondary institution(s) were asked whether they ever "transferred credits." One cannot equate the yes/no answer to that question with institutional transfer. One group of four-year-to-four-year transfers was easy to identify: those who started in a four-year college and earned a bachelor's degree from a different four-year college. The second group was defined by the following attendance characteristics: They started in a four-year college, attended at least two four-year colleges, earned more than 30 credits from four-year colleges, were *not* reverse transfers, and earned less than 20 credits from community colleges and other sub-baccalaureate institutions. For the most part, these students did not earn bachelor's degrees, but they accumulated an average of 85.6 credits (s.e.=3.57) from four-year colleges. Of those who did not earn a degree, 34.6 percent (s.e. = 4.17) were still enrolled and degree-candidates in 2000.

MULTINS (Student attended more than one postsecondary institution as an undergraduate)—Carried forward from *Answers in the Tool Box.*

MULTINS is a dichotomous variable indicating that the student attended more than one institution. This is a macro-vision of otherwise multidirectional student behavior. One might suspect that when MULTINS, TRANSFER, and FOURTRAN are in the same logistic model, at least one of these variables will evidence an unacceptable degree of collinearity. But within the context of the universe under study in *The Toolbox Revisited*, the correlation between community college transfer (TRANSFER) and MULTINS is 0.3363 and that between four-year-to-four-year transfer (FOURTRAN) and MULTINS is 0.3246. These are modestly positive, but not so high as to indicate collinearity problems. What that may mean is that the three independent variables are making distinctly different statements in the context of the logistic regressions in which they appear.

SUMMER (Number of credits earned during summer terms)—New in this analysis.

Attendance and credit generation during summer terms turned out to be a strong proxy for high-octane persistence among community college students (Adelman 2005a), and was, hence, brought into the model for the population of those who attended a four-year college at any time. The variable was set by three bands of the number of credits earned in this manner: more than 4, 1–4, and 0. Some 54.8 percent (s.e. = 0.92) of all 1992 12th-graders who continued their education earned credits in at least one summer term; 61.1 percent (s.e. = 0.96) of those who earned more than 10 credits did so, as did 63.2 percent (s.e. = 1.10) of the universe on which this essay focuses. Given the magnitude of those percentages, it is not so much the fact of using summer terms, but the volume of credit generation that should count.

PARTTIME (Was the student's enrollment intensity *ever* part-time?)—New in this analysis.

The original *Tool Box* declined to confront part-time status and its effects. If one is using transcripts as evidence, there are a number of problems in determining which students are part-

time and when. This issue deserves extended attention, with support drawn from very different data sources (see, e.g., O'Toole, Stratton, and Wetzel 2003). Even if one standardizes credits on a semester metric across over 3000 institutions in the NELS:88/2000 postsecondary transcript files, it is often difficult to know what is considered "part-time" in term X at institution Y in program Z. With over 60 percent of students earning credits in summer terms, we would be obligated to include such terms in an account of enrollment intensity, and the question, "What is 'full-time' in a summer term?" would have to be answered in each institution. In the last survey of the NELS:88/2000 cohort in 2000, students were asked whether they had ever "attended less than full time." Despite the ambiguity of the phrasing and students' understanding of what "less than full time means," student responses were accepted as the first stage of creating a variable indicating part-time status at some point in their careers. In their 1994 interviews, students were also asked about their enrollment intensity status at the first institution they attended. When they indicated part-time, that fact overrode any denial of part-time status in their 2000 interview. Proximate judgment supercedes retrospection.

The second stage in developing this rough proxy draws on the transcripts and the notion of reducing credit load to part-time status. To identify students who may start with a full-time schedule but reduce it to part-time intensity by withdrawing from courses, we take the average credit load per semester for bachelor's degree recipients—14.2 (average annual load of 30.8 minus the sum of summer-term credits, credits by examination, and dual enrollment credits divided by two)—and ask by what percentage that figure would have to fall to bring the student's credit load below the threshold for full-time status (12 credits). The answer is 16.2 percent. So for the sake of this crude proxy measure, it is assumed that students who withdrew from attempted credits at 16.2 percent rate or higher were—or became—part-time at some time. With that group added to students who indicated part-time status in the course of their 2000 interviews, the proportion of NELS students who were part-time at some time in the undergraduate careers was 47.4 percent—compared with 48.2 percent of traditional-age students in the BPS longitudinal study of 1995/96–2001 (for an account of enrollment intensity in both data sets, see Appendix L, table L5).

Step 6: Extended Postsecondary Performance

REMPROB (Nature and intensity of remedial work)—Carried forward from *Answers in the Tool Box.*

In both the original *Tool Box* and *The Toolbox Revisited*, REMPROB describes the nature and extent of a student's remedial course work without the boundary of the first calendar year of attendance. For that reason, when REMPROB is tried out in the logistic narrative at the stage of extended postsecondary performance, it replaces the freshman year remediation variable (FREM).

REMPROB is created by an if-then-else logic that starts with remedial reading as the most serious of remedial problems,[75] and works its logical steps as follows:

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[75]For an elaboration of REMPROB in relation to student demographic backgrounds, high school performance, and degree attainment, see Adelman 2004a, pp. 87–94, and Wirt, et al. (2000), indicator 14, p. 52 and supplemental tables (p. 152).

1. Any remedial reading
2. Two or more remedial courses (not reading, and, if math, more than two)
3. One or two courses of remedial mathematics only
4. One remedial course (not reading, not math, thus leaving writing, language arts, and general basic skills)
5. No remedial course work

For the sake of presentation in the logistic sequence, REMPROB is a dichotomous variable in which remedial reading plus more than one remedial course falls on one side of the border, and all other remediation (including no remediation) on the other side. In the original *Tool Box*, REMPROB was admitted into the model, but did not reach the threshold of statistical significance. In *The Toolbox Revisited*, REMPROB did not meet the minimum statistical standard for entry into the model when it was invoked in Step 6.

TREND (Trend in student's grade point average)—Modified from previous presentation in the original *Tool Box*.

This variable describes the trend in a student's postsecondary grade point average (GPA), and applies only to those students with complete undergraduate transcript records and computable GPAs. In its original *Tool Box* version, two reference points were used: end of the first calendar year GPA, and final undergraduate GPA. From these two markers, one could observe whether GPA was rising, flat, or falling, using a ratio of final GPA to first-year GPA. Ratios in the .95 to 1.05 range were judged to indicate no change, with ratios above 1.05 indicating a rising GPA, and ratios below 0.95 indicating a falling GPA. For a slightly better set of markers, the NELS:88/2000 postsecondary transcript files thus added a variable for GPA two years after entry. With three points of reference, ratios are not invoked, rather relationships (greater, less than, or equal to)—and at three points in time. From the permutations of these relationships one can determine whether the trend was rising, flat/inconsistent, or falling.

CUMMATH (Number of credits earned in college-level mathematics)—New in this analysis.

This variable, setting out cumulative credits earned in college-level mathematics in three bands (more than four, 1–4, and 0) replaces the parallel variable for first-year college-level mathematics credits in the context of an extended postsecondary history account. The motivation for including this curriculum marker is the same: Even if postsecondary students do not concentrate their studies in science, technology, engineering, or mathematics/computer science (STEM), their quantitative background will be called upon (in business and the social sciences, in particular). Student academic momentum, it is hypothesized, will be as much enhanced by quantitative study on the post-matriculation side of education history as it was in secondary school.

CHANMAJ (Change of major)—New in this analysis.

If transcripts are our principal source of evidence, the only moment at which we are sure of a student's major is the moment of degree award. Sometimes, the NELS:88/2000 transcripts with no degree indicated a major, which was verified by hand-and-eye reading by two judges only when the transcript carried a minimum of 15 credits and the major field indicated carried a minimum of 12. But that still leaves a large swath of missing accounts of students' major. It is wholly possible, for example, that a student earning a B.S. in computer science changed majors

twice along the way, and in two different institutions. In the matter of major—and change-of-major—the transcript is not as credible as the student. So the last NELS survey in 2000 asked students whether they had changed majors at any time, but unfortunately did not ask "from what to what."

A dichotomous change-of-major variable was developed and tried out for this study. Basically, it took the universe of students who said they changed majors, and added to that universe community college transfer students who moved from general studies to a discrete major, and cases where the student presented two transcripts with no degrees but different majors. It also took student responses in 1994 to questions about their major at the first institution attended and that at the most recent institution attended. Where the student reported two different disciplinary majors, e.g. electrical engineering at the first institution and biology at the most recent institution, that, too, was marked as a change of major no matter what the student told interviewers in 2000. Unfortunately, all these steps created a collinearity problem with the TRANSFER variable, and CHANMAJ did not qualify for entrance into the logistic narrative. On the other hand, it was admitted and played a notable role in the linear account of time to degree (see Appendix J).

Step 7: Final Model

NOSTOP (Continuous enrollment)—Carried forward from *Answers in the Tool Box.*

Given the extended potential undergraduate periods of 12 years (National Longitudinal Study of the High School Class of 1972), 11 years (High School and Beyond/Sophomores), or 8.5 years (NELS:88/2000), it makes no sense to describe stop-out behavior as one semester or its equivalent. In all three NCES postsecondary transcript-based grade-cohort studies, non-continuous enrollment was defined as *more than* a one semester (or its equivalent, e.g., two quarters) stop-out period. In the dichotomous variable, NOSTOP, the student is considered continuously enrolled even with one semester (or two quarters) off. From the moment of its introduction, NOSTOP was the strongest independent variable in the logistic narrative of the original *Tool Box*.

WRPT Ratio (Ratio of non-penalty withdrawal and no-credit repeat grades to all grades received)—Carried forward from the original *Tool Box.*

In the original *Tool Box*, this variable was called the DWI (drops, withdrawals, and incompletes) index. DWI is not a wholly accurate acronym. What is really described is a ratio in which the number of courses from which the student withdrew without penalty *plus* those the student repeated is the numerator, and the total number of courses in which the student enrolled is the denominator. The ratio counts course attempts, not credits. Withdrawals without penalty are not the same as courses "dropped" within set periods that most colleges and community colleges mark for "drop-and-add." Courses "dropped" are not included in the ratio. Nothing here involves penalty grades. All cases at issue are noncredit grades. The variable WRPT ratio is dichotomous: On one side of the dividing line are students who withdrew from or repeated 20 percent or more of all courses in which they enrolled.

From: "Butch Davis" <ButchDavis@uncaa.unc.edu>

Sent: Wednesday, August 25, 2010 1:31 PM

To: Allen Mogridge <amogridge@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Jodie Barchuk <barchuk@uncaa.unc.edu>; Brenda Haithcock <bhaithcock@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Christopher Luke <cluke@uncaa.unc.edu>; 'Art Kaufman' <coachkaufman@unc.edu>; Chris Van Horn <cvanhorn@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dominic Morelli <dmorelli@uncaa.unc.edu>; Darryl Sanders <dsanders@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; John Blake <jblake@uncaa.unc.edu>; Jeff Connors <jconnors@uncaa.unc.edu>; Jason Freeman <jfreeman@uncaa.unc.edu>; Josh Gattis <jgattis@email.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; James Spurling <jspurling@uncaa.unc.edu>; Kevin Best <kbest@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Kevin King <kking@uncaa.unc.edu>; Leea Murphy <ldmurphy@uncaa.unc.edu>; David Mahecha <mahecha@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Michael Buscemi <mbuscemi@email.unc.edu>; Melinda Joines <mjoines@uncaa.unc.edu>; Norris McCleary II <nmcclear@email.unc.edu>; Brian Overton <overton@uncaa.unc.edu>; Jared Powers <powersja@email.unc.edu>; Rory Pommerening <rmp1893@uncaa.unc.edu>; Doug Halverson <sdhalverson@uncaa.unc.edu>; Stephen Sisa <sisa@email.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Scott Trulock <strulock@uncaa.unc.edu>; tdouglas@email.unc.edu; Teresa Vanderford <tvanderford@uncaa.unc.edu>; 'Mark Yaekel' <yaekel@email.unc.edu>

Subject: Parking at Kenan Football Center

Attach: TEXT.htm

As all of us are aware, parking on campus is at a premium, especially for visitors. We have only four (4) Visitor Parking spots for the Kenan Football Center. To help accommodate our visitors, recruits and their parents, high school coaches, and others please:

- Ask your visitors to try to limit their appointments to one hour or less if at all possible
- Explain they must sign in with our Receptionist upon arrival
- They will receive a temporary Permit allowing them to park in front of Kenan Football Center after you have confirmed their appointment
- If you have a visitor that will be here for more than one hour, encourage them to use the parking available in Rams Deck
- If you have scheduled appointments, it would be very helpful if you would advise our Receptionist the day of the appointment the name of your visitor and the time of their appointment
- If you are contacted about an appointment from someone that you may not have time to see or you do not want to see, please make our Receptionist aware of this so that no permit is issued

- Service Providers:

o Service providers should have Service Vehicle Permits to park in Service Vehicle designated spots

 If no Service Vehicle spots are available at the Football Center, they should park in Service Vehicle spots elsewhere on campus or the Rams Deck

o No Permits will be issued to service providers

 Try to make everyone who may visit the Football Center aware that the Bell Tower Deck is open to the public 5pm 7am Monday through Friday, and all day Saturday and Sunday. During these times, parking is free.

o Hopefully this parking option will help with after school and evening visitors, as well as recruits, parents, and coaches that visit on weekends.

Your anticipated cooperation will be greatly appreciated!

Butch Davis

Head Football Coach

UNC Tar Heels

919-962-9141-office

From: Steve Kirschner <skirschner@mail.uncaa.unc.edu> <skirschner@uncaa.unc.edu>

Sent: Tuesday, October 15, 2002 3:09 PM

To: Dorrance, Anson <anson@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Holliday, Corey <choliday@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Applegate, Dave <dapplegate@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Gelin, Dana <dgelin@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Lohse, Dave <dlohse@uncaa.unc.edu>; Tinson, David <dtinson@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Culler, Ellen <eculler@uncaa.unc.edu>; Comfort, Frank <fcswim@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Bunting, John <jb43@uncaa.unc.edu>; Callen, Jennifer <jcallen@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Montgomery, John <jmont@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Lam, William C. <lam@uncaa.unc.edu>; Snyder, Lee <lsnyder@uncaa.unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Bowers, Matt <mbowers@uncaa.unc.edu>; Doherty, Matt <md2344@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; Teague, Norwood <nteague@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; MacDonald, Scott <smacdonald@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Subject: Avoid Disasters, Make Most of Crises

WHY DO SOME CRISES BECOME DISASTERS?
by Phil Cogan, Executive Vice president
Bernstein Communications, Inc.

Crisis: 1. A crucial or decisive point or situation; a turning point. 2. an unstable condition, as in political, social or economic affairs, involving an impending abrupt or decisive change.

Disaster: 1. An occurrence causing widespread destruction and distress; a catastrophe. 2. A grave misfortune. 3. Informal: A total failure.

In a now widely quoted speech during the 1950s, former president John F. Kennedy noted that "when written in Chinese, the word 'crisis' is composed of two characters. One represents danger and the other represents opportunity."

The maxim illustrates an important and often overlooked point; not all crises lead to disaster. While it is popular to assume that an individual or organization that finds itself "in crisis" is also "in trouble", it is not correct to further assume that the organization ultimately finds itself in the midst of a disaster. Why is that?

First, note that a crisis, as Kennedy observed, isn't automatically and by definition bad. A crisis is "a crucial or decisive point or situation", or "a turning point". Handled properly, it is an opportunity to demonstrate leadership, to navigate out of harm's way. Damage, destruction and distress are not inherent in the definition of crisis; they are components of what a crisis may become, namely a disaster.

Second, let's acknowledge that some organizations in crisis avoid disaster through plain old dumb luck, or if more intellectually palatable, because of fate.

But dumb luck or fate can't account for all instances of disaster avoidance. So what does?

Preparedness stands between crisis and disaster. Political educator Morton C. Blackwell said it succinctly: "In moments of crisis, the initiative passes to those who are best prepared. "

However, preparedness takes many forms. In studying some of these forms of preparedness we may learn why disasters -- grave misfortunes -- happen to some organizations in crisis, while bypassing or less severely affecting others.

Why Some Crises Become Disasters and Others Don't

1. Arrogance (version one): Bad things always happen to the other guy.

   It's human nature to assume that other organizations get into trouble because, well, they're either unlucky or made mistakes. It's also human nature to assume that the same things can't happen to you. End result: no crisis preparedness activities. Period.

2. Arrogance (version two): whatever happens can be handled.

   An aerospace company for whom I provided consulting services put it this way (and this is almost a word-for-word quote): "We hire seasoned professionals and pay them a lot of money. They don't need crisis plans; they just need to do their jobs." End result: no crisis preparedness. Period.

3. Lack of crisis plans, or inadequate crisis plans.

   Some organizations fail through an act of omission; they simply and completely fail to prepare crisis plans. Why? There are many reasons, none relevant in this discussion; they just don't prepare plans.

   Not much better off are their cousin organizations who, in an act of commission, have inadequate plans, sometimes which are nothing more than off-the-shelf, fill-in-the blank, computer-generated plans with little relevance to the organization's activities.

4. Ineffective crisis response training programs.

   Even great crisis plans are useless if the people who are expected to execute them aren't adequately trained. That means training, keyed to the plans, needs to be done by professionals with emergency prevention and response experience, needs to be done regularly, and needs to include new hires and those filling in for people who have departed the organization.

5. Failure to regularly test the adequacy of plans and training.

   How do we know if plans or training will prove adequate when a crisis occurs? Administering a written test, absurd as it sounds, might be better than what many organizations do to test their preparedness, which is nothing.

   Organizations serious about improving preparedness conduct tests ranging from simple "table top" emergency simulations to full-scale, "turn on the sirens and start the smoke machine"

field exercises. Such organizations are the opposite of the proverbial ostrich; rather than hiding their heads in the sand they want to know if they're going to fail, and they want to know when finding out does the greatest good: BEFORE the crisis.

6. Failure to regularly monitor the internal and external environments.

   It was in high school biology classes that many of us learned the fate of organisms that were unable to monitor the environments in which they lived. Unaware of changes in the environment, such as temperature, they often perished because they couldn't or didn't react. Similarly, a failure to detect the presence of predators and either leave the area, hide, or attack also threatened the organism's continued existence.

   Despite the well-known, elemental need to monitor the environment around us, many organizations today routinely ignore what's going on internally and externally to them. The advent of instantaneous global communications and the proliferation of media may make the task more difficult than in the past, but it does not make it any less necessary. Even organizations with the will to act cannot if they deny themselves access to the critical information needed to know WHEN to act.

7. Ignoring or failing to identify crisis warning signs and precursors.

   OK, let's suppose that you've established a very impressive program to monitor what's going on within and without your organization. Your people are generating reams of reports documenting almost everything that's being said, written and rumored about you.

   But he who has the thickest report doesn't necessarily win. More important than volume is ANALYSIS. What does it all mean? Are there trends evident, and if so, do those trends require action or response?

8. Implementing single disciplinary responses to multidisciplinary crises.

   Ever notice how a legal crisis rarely has implications limited to the law? Or how a school's handling of a grading controversy usually involves a range of issues involving parenting, educational policy, rules and regulations, labor unions and psychology? How environmental incidents involve science, land use laws, property rights, healthcare, victim rights and community activism? And notice how all of them seem to involve the media?

   It's no accident that effective and efficient crisis response comes from the creation and actions of effective and efficient crisis response TEAMS; teams made up of representatives of a wide-range of disciplines who, working together, can provide both a comprehensive multidisciplinary analysis of the crisis and a response plan to minimize its effects.

9. The magnitude or severity of the crisis overwhelms the available resources.

   No amount of preparedness guarantees an organization that no crisis will ever become a disaster. Having said that, though, there is ample evidence that establishes that sound crisis preparations almost always mitigate the effects of crises.

10. Crisis preparations focused on preparing for scenario-specific emergencies instead of creating response skills enabling responders to innovate as circumstances require.

    Crisis experts and those who have endured crises will both tell you: actual crises rarely, if ever, happen the way they're described in crisis plans and training. And aside from referring to checklists, phone numbers and resource listings, most people with crisis plans who have responded to crises will tell you that aside from looking at those lists they rarely used the plans.

    Good crisis plans, and the effective training that is based on those plans, should develop general capabilities that permit responders to innovate. Think of crisis plans and training as putting crisis tools into a responder's toolbox. When the time comes to face a crisis, an effectively trained and equipped responder will have the knowledge and skills necessary to know what crisis tools to use and when to use them.

That crisis will strike an organization at one or more points in its history is a given; that the crisis will become a disaster is not. Although not a guarantee of crisis immunity, a comprehensive crisis preparedness program is the best immunization against disaster. To do nothing is to gamble the organization's reputation, resources and future. It is not a good bet.

[Phil Cogan, besides being my executive v.p., was formerly deputy director of the Federal Emergency Management Agency's (FEMA) Office of Emergency Information and Public Affairs.

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Steve Kirschner
Associate AD for Communications
University of North Carolina

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From: Chuck Pagano <cpagano@uncaa.unc.edu>

Sent: Wednesday, April 18, 2007 7:02 AM

To: Herman, Amy S. <ajschae@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Hagen, Steve <shagen@uncaa.unc.edu>; Pittman, Sam <spittman@uncaa.unc.edu>; Terlecky, Shawn <sterlecky@uncaa.unc.edu>; Thigpen, Tommy <tthigpen@uncaa.unc.edu>; Vanderford, Teresa <tvanderford@uncaa.unc.edu>

Subject: Fwd: FW: Natural High

Attach: FW_ Natural High.msg

APPENDIX A

UNC Drug Testing Consent Form
Pursuant to
The University of North Carolina at Chapel Hill Department of Athletics
Statement of Policy Concerning
Substance Abuse Education, Testing, and Counseling Program
for Intercollegiate Athletics

The Board of Governors of The University of North Carolina has mandated that The University of North Carolina at Chapel Hill adopt mandatory testing of student-athletes for banned substances. The University of North Carolina at Chapel Hill has, therefore, adopted this Statement of Policy to comply with the Board of Governors' directive.

> I have read this Statement of Policy. I have been given an opportunity to ask any questions I may have had about the Policy. I understand the Policy and my responsibilities under it, and I have decided voluntarily to participate in the intercollegiate athletics programs to which this Policy applies. I consent to tests for banned substances administered pursuant to this Policy and I consent to notification of my parents or guardians under the circumstances outlined in this Policy.

_____
(Signature of Student-Athlete) (Date)

_____
(Name Printed)

_____
(Signature of at Least One Parent or Guardian, (Date)
if the Student-Athlete is Under Age 18)

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA) AUTHORIZATION

I authorize any physician, team doctor, or other health care provider who is affiliated with my university and from whom I have received health care treatment to disclose the following health information to a Faculty Representative or other authorized representative of the Atlantic Coast Conference:

> All information contained in any of my medical, psychiatric, psychological or other health care services records, including, but not limited to, any treatment records, notes, charts, summaries, reports, diagnoses, films, photographs, x-rays, sketches, diagnostic information, prescriptions, reports to or from third parties relating to my treatment in any way, and dates of service.
>
> I understand that the information in my health record may include information relating to sexually transmitted disease, acquired immunodeficiency syndromes (AIDS), or human immunodeficiency virus (HIV). It may also include information about behavioral or mental health services, and treatment for alcohol and drug abuse.

This health information may be disclosed to and used by the Atlantic Coast Conference for the purposes of determining my eligibility as a student-athlete under National Collegiate Athletic Association (NCAA) guidelines and for processing and considering my petition for waivers of Atlantic Coast Conference rules and NCAA waivers delegated to the Atlantic Coast Conference to administer.

This authorization shall be in force and effect until the completion of my eligibility as a student-athlete as determined under Atlantic Coast Conference rules and NCAA guidelines, at which time this authorization will expire.

I understand that I have the right to revoke this authorization, in writing, at any time by sending my written revocation to the Commissioner of the Atlantic Coast Conference and to the specific physician, team doctor or other health care provider who is affiliated with my university and from whom I have received health care treatment. I understand that the revocation will not apply to information that has already been released in response to this authorization and that my revocation of this authorization may, depending on the circumstances of the revocation, prevent me from obtaining a waiver of Atlantic Coast Conference or NCAA rules.

I understand that authorizing the disclosure of this health information is voluntary. I can refuse to sign this authorization. I also understand that the disclosure of this health information carries with it the potential for re-disclosure by the Atlantic Coast Conference or other recipients and may no longer be protected by federal or state law. However, I also understand that if I refuse to sign this authorization, my petition for waiver will not be processed.

_____ _____

Student-Athlete ***Date***

Institutional Certification: The appropriate undersigned individual certifies that the information set forth is accurate and the requirements of the appropriate NCAA bylaw have been met:

_____ _____

Athletics Director (or designee) ***Date***

_____ _____

Faculty Athletics Representative ***Date***

Submit signed form and all required documentation to:
Eric A. Wood, Director of SA Programs & Compliance
Fax: 336-369-0065

Updated 7/27/09

From: Shelly Green <sjgreen@uncaa.unc.edu>

Sent: Wednesday, June 6, 2007 4:44 PM

To: Herman, Amy <ajschae@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; McGrath, C.B. <cmcgrath@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Lohse, Dave <dlohse@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; jack_evans@unc.edu; Blanchard, John <jgb@uncaa.unc.edu>; Haase, Jerod <jhaase@uncaa.unc.edu>; Montgomery, John <jmont@uncaa.unc.edu>; Markos, Lance <markos@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>

Subject: Updated 2007 Required Reports to Prospects-Email version

Attach: Prospect Info Memo (GR, GSR, APR, Drugs)2.doc; Banned Drug List (2006-07).pdf; 2005-06 APR Public Report.pdf; Information about the Graduation Rates Report.pdf; UNC Federal Graduation Rate and GSR Report.pdf; Guide for the College-Bound Student-Athlete (2006-07).pdf

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Head Coaches & Athletics Staff Members

You will be receiving a hard copy of this email and the attachments via campus mail. As you know, NCAA Bylaw 13.3.1.2 states that, member institutions shall provide the information contained within the Graduation Rates, GSR, and APR reports to prospects at the earliest opportunity after the first arranged in-person encounter with a prospect.

NCAA Bylaw 13.3.2.2 states, member institutions shall provide to prospects the NCAA banned drug list, or the NCAA Web site address at which the list is located. This information must be provided to prospects at the earliest opportunity after the first arranged in-person encounter with the prospect. In no event shall an institution provide the information later than July 1 before the prospect's initial enrollment at the institution. For a prospect whose recruitment is initiated after July 1, the information must be provided at the earliest opportunity.

The NCAA banned drug list currently available is the 2006-2007 list. As soon as a 2007-08 list is made available we will send out that information.

Coaches are required to provide all prospects they are recruiting with information regarding initial eligibility standards. This must take place at the earliest opportunity after a coach begins recruiting a prospect. At the current time, we do not have a specific document with this information, however, detailed initial eligibility information is contained in the NCAA Guide to College-Bound Student-Athletes. This publication must be sent to all prospects via hard copy or electronic form. At this time, the 2007-2008 NCAA Guide for the College- Bound Student-Athlete is only available in hard copy on the NCAA website while the electronic version currently available is the 2006-2007 edition. Hard copies of the NCAA Guide for the College- Bound Student-Athlete may be purchased through the NCAA in packets of 25 for $11.00 if you desire. Otherwise, this information can be found on the J: Drive and is linked below.
(http://www.ncaa.org/library/general/cbsa/2006-07/2006-07_cbsa.pdf)

For your convenience, all documents required to be sent to prospects may also be found no the J Drive (J: -Compliance - Official Visits). Please share this information with your assistant coaches and members of your staff.

If you have any questions please contact Compliance.

NCAA Banned-Drug Classes
2006-2007

The NCAA list of banned-drug classes is subject to change by the NCAA Executive Committee. Contact NCAA education services or www.ncaa.org/health-safety for the current list. The term "related compounds" comprises substances that are included in the class by their pharmacological action and/or chemical structure. **No substance belonging to the prohibited class may be used, regardless of whether it is specifically listed as an example.**

Many nutritional/dietary supplements contain NCAA banned substances. In addition, the U.S. Food and Drug Administration (FDA) does not strictly regulate the supplement industry; therefore purity and safety of nutritional dietary supplements cannot be guaranteed. Impure supplements may lead to a positive NCAA drug test. The use of supplements is at the student-athlete's own risk. Student-athletes should contact their institution's team physician or athletic trainer for further information.

Bylaw 31.2.3. Banned Drugs

The following is a list of banned-drug classes**, with examples of substances under each class:**

(a) Stimulants:

amiphenazole
amphetamine
bemigride
benzphetamine
bromantan
caffeine[1] (guarana)
chlorphentermine
cocaine
cropropamide
crothetamide
diethylpropion
dimethylamphetamine
doxapram
ephedrine
(ephedra, ma huang)
ethamivan
ethylamphetamine
fencamfamine
meclofenoxate
methamphetamine
methylenedioxymethamphetamine
(MDMA, ecstasy)
methylphenidate
nikethamide
pemoline
pentetrazol
phendimetrazine
phenmetrazine
phentermine
phenylephrine
phenylpropanolamine (ppa)
picrotoxine
pipradol
prolintane
strychnine
synephrine
(citrus aurantium, zhi shi, bitter orange)
and related compounds

(b) Anabolic Agents:

anabolic steroids

androstenediol
androstenedione
boldenone
clostebol
dehydrochlormethyl-testosterone
dehydroepiandro-sterone (DHEA)
dihydrotestosterone (DHT)
dromostanolone
epitrenbolone
fluoxymesterone
gestrinone
mesterolone
methandienone
methenolone
methyltestosterone
nandrolone
norandrostenediol
norandrostenedione
norethandrolone
oxandrolone
oxymesterone
oxymetholone
stanozolol
testosterone[2]
tetrahydrogestrinone (THG)
trenbolone
and related compounds

other anabolic agents

clenbuterol

(c) Substances Banned for Specific Sports:

Rifle:

alcohol
atenolol
metoprolol
nadolol
pindolol
propranolol
timolol
and related compounds

(d) Diuretics:

acetazolamide
bendroflumethiazide
benzhiazide
bumetanide
chlorothiazide
chlorthalidone
ethacrynic acid
flumethiazide
furosemide
hydrochlorothiazide
hydroflumethiazide
methyclothiazide
metolazone
polythiazide
quinethazone
spironolactone
triamterene
trichlormethiazide
and related compounds

(e) Street Drugs:

heroin
marijuana[3]
tetrahydrocannabinol (THC)[3]

(f) Peptide Hormones and Analogues:

corticotrophin (ACTH)
human chorionic gonadotrophin (hCG)
leutenizing hormone (LH)
growth hormone(HGH, somatotrophin)
insulin like growth hormone (IGF-1)

All the respective releasing factors of the above-mentioned substances also are banned:

erythropoietin (EPO)
darbypoetin
sermorelin

(g) Definitions of positive depends on the following:

[1]for caffeine—if the concentration in urine exceeds 15 micrograms/ml.

[2]for testosterone—if the administration of testosterone or use of any other manipulation has the result of increasing the ratio of the total concentration of testosterone to that of epitestosterone in the urine to greater than 6:1, unless there is evidence that this ratio is due to a physiological or pathological condition.

[3]for marijuana and THC—if the concentration in the urine of THC metabolite exceeds 15 nanograms/ml.

NCAA Position on Nutritional Supplements

Many nutritional/dietary supplements contain NCAA banned substances. In addition, the U.S. Food and Drug Administration (FDA) does not strictly regulate the supplement industry; therefore, purity and safety of nutritional/dietary supplements cannot be guaranteed. Impure supplements may lead to a positive NCAA drug test. The use of supplements is at the student-athlete's own risk. Student-athletes should contact their institution's team physician or athletic trainer for further information.

NCAA Division I 2005 - 2006 Academic Progress Rate

Public Report

Institution: University of North Carolina, Chapel Hill Date of Report: 04/30/2007

This report is based on academic progress rate (APR) information submitted by member institutions for the 2003-04, 2004-05, and 2005 - 2006 academic years.

[Note: All information contained in this report is for three academic years only, unless otherwise noted. This may lead to very small sample sizes within certain groups. The NCAA anticipates reporting data only on the basis of a four-year rolling rate for all sports when four years of data are available.]

*In accordance with FERPA's interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol.*

The following chart represents by sport APR averages for noted subgroups.

Sport (N)	Multiyear APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I
By Sport - Men's									
Baseball (292)	988	90th-100th	70th-80th	934	923	957	936	933	931
Basketball (333)	993	90th-100th	80th-90th	927	917	947	922	930	932
Cross Country (304)	947	20th-30th	20th-30th	961	952	978	962	960	962
Football (239)	948	70th-80th	20th-30th	931	922	955	934	927	NA
Fencing (20)	1000	80th-90th	90th-100th	974	950	987	969	987	961
Golf (292)	950	30th-40th	30th-40th	962	956	974	967	957	962
Gymnastics (16)	NA	NA	NA	970	968	1000	969	1000	958

* Denotes data representing three or fewer student-athletes - In accordance with FERPA's interpretation of federal privacy regulations, these data are not available.
N/A = No APR
N = Number of teams reporting
Percentile Rank: 0 to 100; 0 = low, 100 = high
^ Denotes APR that does not subject the team to a contemporaneous penalty because the team is performing better than the institution's general student body or based on institutional, athletics and student resources.
+ Denotes APR that does not subject the team to contemporaneous penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 925 for that team to be subject to contemporaneous penalties. Squad-size adjustments will be eliminated when the fourth year of APR data is collected, provided the team's multiyear cohort includes 30 or more student-athletes.
@ Denotes APR that does not subject the team to historical penalties due to the team's demonstrated academic improvement and favorable comparison based on other academic or institutional factors.
~ Denotes APR that does not subject the team to historical penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 900 for that team to be subject to historical penalties. Squad-size adjustments will be eliminated when the fourth year of APR data is collected, provided the team's multiyear cohort includes 30 or more student-athletes.
% Denotes APR based on a one year cohort, not subject to a historical and/or contemporaneous penalty.
! Denotes APR based on a two year cohort, not subject to a historical penalty.

NCAA Division I 2005 - 2006 Academic Progress Rate

Public Report

Institution: University of North Carolina, Chapel Hill

Date of Report: 04/30/2007

Sport (N)	Multiyear APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I
Ice Hockey (59)	NA	NA	NA	970	960	979	976	982	970
Lacrosse (57)	988	60th-70th	70th-80th	967	967	967	974	971	963
Skiing (13)	NA	NA	NA	966	957	985	953	985	955
Soccer (201)	977	80th-90th	60th-70th	952	942	963	947	959	953
Swimming (139)	988	70th-80th	70th-80th	967	960	978	965	969	966
Tennis (268)	992	80th-90th	80th-90th	959	951	972	960	959	962
Track, Indoor (245)	944	40th-50th	20th-30th	950	942	968	948	954	948
Track, Outdoor (266)	944	30th-40th	20th-30th	951	941	972	948	954	951
Volleyball (22)	NA	NA	NA	962	956	970	963	972	961
Water Polo (21)	NA	NA	NA	972	963	977	969	985	961
Wrestling (86)	935	40th-50th	10th-20th	937	930	957	944	935	920
By Sport - Women's									
Basketball (331)	989	90th-100th	80th-90th	960	954	971	958	960	962
Bowling (28)	NA	NA	NA	942	936	960	947	938	964
Cross Country (329)	990	70th-80th	80th-90th	970	965	979	971	972	967
Fencing (25)	1000 !	80th-90th	90th-100th	971	940	989	967	991	946
Field Hockey (79)	988	60th-70th	70th-80th	983	979	986	981	985	982
Golf (234)	1000	80th-90th	90th-100th	973	969	980	980	964	971

* Denotes data representing three or fewer student-athletes - In accordance with FERPA's interpretation of federal privacy regulations, these data are not available.
N/A = No APR
N = Number of teams reporting
Percentile Rank: 0 to 100; 0 = low, 100 = high
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% Denotes APR based on a one year cohort, not subject to a historical and/or contemporaneous penalty.
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NCAA Division I 2005 - 2006 Academic Progress Rate

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Sport (N)	Multiyear APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I
Gymnastics (64)	992	60th-70th	80th-90th	980	978	989	982	985	975
Ice Hockey (34)	NA	NA	NA	977	968	982	984	983	981
Lacrosse (81)	997	80th-90th	90th-100th	983	980	985	990	983	976
Rowing (84)	989	50th-60th	80th-90th	984	978	990	978	989	987
Skiing (15)	NA	NA	NA	959	945	988	938	983	955
Soccer (306)	965	30th-40th	40th-50th	971	965	982	972	969	973
Softball (272)	977	60th-70th	60th-70th	965	958	979	968	964	965
Swimming (190)	997	80th-90th	90th-100th	978	975	984	980	974	981
Tennis (315)	979	50th-60th	60th-70th	970	965	979	973	968	970
Track, Indoor (295)	974	50th-60th	50th-60th	964	958	979	962	967	962
Track, Outdoor (305)	975	50th-60th	60th-70th	965	959	980	963	968	966
Volleyball (316)	993	80th-90th	80th-90th	969	964	979	970	966	971
Water Polo (32)	NA	NA	NA	973	964	981	972	982	968
By Sport - Co-Ed									
Rifle (27)	NA	NA	NA	968	968	970	969	972	960

* Denotes data representing three or fewer student-athletes - In accordance with FERPA's interpretation of federal privacy regulations, these data are not available.
N/A = No APR
N = Number of teams reporting
Percentile Rank: 0 to 100; 0 = low, 100 = high
^ Denotes APR that does not subject the team to a contemporaneous penalty because the team is performing better than the institution's general student body or based on institutional, athletics and student resources.
+ Denotes APR that does not subject the team to contemporaneous penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 925 for that team to be subject to contemporaneous penalties. Squad-size adjustments will be eliminated when the fourth year of APR data is collected, provided the team's multiyear cohort includes 30 or more student-athletes.
@ Denotes APR that does not subject the team to historical penalties due to the team's demonstrated academic improvement and favorable comparison based on other academic or institutional factors.
~ Denotes APR that does not subject the team to historical penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 900 for that team to be subject to historical penalties. Squad-size adjustments will be eliminated when the fourth year of APR data is collected, provided the team's multiyear cohort includes 30 or more student-athletes.
% Denotes APR based on a one year cohort, not subject to a historical and/or contemporaneous penalty.
! Denotes APR based on a two year cohort, not subject to a historical penalty.

INFORMATION ABOUT THE GRADUATION-RATES REPORT

This information sheet and the 2006 NCAA Graduation-Rates Report have been prepared by the NCAA, based on data provided by the institution in compliance with NCAA Bylaw 30.1 and the Federal Student Right-to-Know and Campus Security Act. Each NCAA Division I college or university is required to distribute this sheet and the report to prospective student-athletes and parents, as specified in Bylaw 13.3.1.2.

The graduation-rates report provides information about two groups of students at the college or university identified at the top of the form: (1) all undergraduate students who were enrolled in a full-time program of studies for a degree, and (2) student-athletes who received athletics aid from the college or university for any period of time during their entering year. [Note: Athletics aid is a grant, scholarship, tuition waiver or other assistance from a college or university that is awarded on the basis of a student's athletics ability.]

The report gives graduation information about students and student-athletes entering in 1999. This is the most recent graduating class for which the required six years of information is available. The report provides information about student-athletes who received athletics aid in one or more of eight sports categories: football, men's basketball, baseball, men's track/cross country, men's other sports and mixed sports, women's basketball, women's track/cross country, and other women's sports. For each of those sports categories, it includes information in six self-reported racial or ethnic groups: American Indian or Alaska Native, Asian or Pacific Islander, Black, Hispanic, Non-Resident Alien, White, and Other (not included in one of the other six groups or not available) and the total (all seven groups combined).

A graduation rate (percent) is based on a comparison of the number (N) of students who entered a college or university and the number of those who graduated within six years. For example, if 100 students entered and 60 graduated within six years, the graduation rate is 60 percent. It is important to note that graduation rates are affected by a number of factors: some students may work part-time and need more than six years to graduate, some may leave school for a year or two to work or travel, some may transfer to another college or university, or some may be dismissed for academic deficiencies.

Three different measures of graduation rates are presented in this report: (1) freshman-cohort rate, (2) graduation-success rate (GSR) and (3) exhausted-eligibility rate. The freshman-cohort rate indicates the percentage of freshmen who entered during a given academic year and graduated within six years. The graduation success rate (GSR) adds to the first-time freshmen, those students who entered mid-year, as well as student-athletes who transferred into an institution. In addition, the GSR will subtract students from the entering cohort those who are considered allowable exclusions (those who either die or become permanently disabled, those who leave the school to join the armed forces, foreign services or attend a church mission), **as well as** those who would have been academically eligible to compete had they returned to your institution. The exhausted-eligibility rate indicates the percentage of student-athletes who used all of their athletics eligibility at this college or university and who graduated by August 2005.

1. Graduation-Rates Data. The box at the top of the graduation-rates report provides freshman-cohort graduation rates for all students and for student-athletes who received athletics aid at this college or university. Additionally, this box provides GSR data for the population of student-athletes. [**Note**: Pursuant to the Student-Right-to-Know Act, anytime a cell containing cohort numbers includes only one or two students, the data in that cell and one other will be suppressed so that no individual can be identified.]

    a. All students. This section provides the freshman-cohort graduation rates for all full-time, degree-seeking students by race or ethnic group. It shows the rate for men who entered as freshmen in 1999-00, and the four-class average, which includes those who entered as freshmen in 1996-97, 1997-98, 1998-99 and 1999-00. The same rates are provided for women. The total for 1999-00 is the rate for men and women combined, and the four-class average is for all students who entered in 1996-97, 1997-98, 1998-99 and 1999-00.

b. Student-athletes. This section provides the freshman-cohort graduation rates and also the GSRs for student-athletes in each race and ethnic group who received athletics aid. Information is provided for men and women separately and for all student-athletes.

c. Student-athletes by Sports Categories. This section provides the identified graduation rates as in 1-b for each of the eight sports categories. (The small letters indicate the value of N.)

d. Graduation Rates of Those Exhausting Eligibility. This section provides the graduation rates of student-athletes who entered during the 1990-91 through 1999-00 academic years and exhausted their eligibility at the college or university. The rate indicates the percentage who had graduated by August 2005.

2. Undergraduate Enrollment Data

a. All students. This section indicates the number of full-time, undergraduate, degree-seeking students enrolled for the 2004 fall term and the number of men and women in each racial or ethnic group.

b. Student-athletes. This section identifies how many student-athletes were enrolled for the 2004 fall term and the number of men and women in each racial or ethnic group.

c. Student-athletes by Sports Categories. This section provides the enrollment data as identified in 3-b for each of the eight sports categories.

University of North Carolina, Chapel Hill

FRESHMAN-COHORT GRADUATION RATES	All Students	Student-Athletes #
1999-00 Graduation Rate	84%	73%
Four-Class Average	82%	70%
Student-Athlete Graduation Success Rate		81%

1. Graduation-Rates Data

a. All Students

	Men Freshman Rate				Women Freshman Rate				Total Freshman Rate			
	99-00		4-Class		99-00		4-Class		99-00		4-Class	
	N	%	N	%	N	%	N	%	N	%	N	%
Am.Indian/AN	9	33	36	50	18	78	67	69	27	63	103	62
Asian/PI	72	81	267	82	108	88	408	81	180	85	675	81
Black	123	62	488	63	261	83	1100	76	384	76	1588	72
Hispanic	22	77	63	78	31	87	100	83	53	83	163	81
White	1039	83	4175	82	1666	87	6665	85	2705	85	10840	84
N-R Alien	24	75	68	63	15	60	58	59	39	69	126	61
Other	0	0	0	0	0	0	0	0	0	0	0	0
Total	1289	80	5097	80	2099	86	8398	84	3388	84	13495	82

b. Student-Athletes

	Men Freshman Rate						Women Freshman Rate						Total Freshman Rate					
	99-00		4-Class		GSR		99-00		4-Class		GSR		99-00		4-Class		GSR	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Am.Indian/AN	0	0	***	***	***	***	0	0	***	***	***	***	0	0	***	***	***	***
Asian/PI	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Black	22	59	72	56	65	63	8	88	20	60	20	75	30	67	92	57	85	66
Hispanic	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
White	40	63	152	65	145	79	33	88	131	88	132	94	73	74	283	76	277	86
N-R Alien	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	66	64	237	62	224	73	43	88	158	83	157	91	109	73	395	70	381	81

#Only student-athletes receiving athletics aid are included in this report.

c. Student-Athletes by Sport Category

	Baseball			**Men's Basketball**			**Men's CC/Track**		
	Freshman Rate			Freshman Rate			Freshman Rate		
	99-00	4-Class	GSR	99-00	4-Class	GSR	99-00	4-Class	GSR
Am.Indian/AN	-	-	-	-	-	-	-	-	-
Asian/PI	-	-	-	-	-	-	-	-	-
Black	-	-	0-a	0-a	60-a	60-a	100-a	43-b	50-b
Hispanic	-	-	-	-	50-a	50-a	-	-	-
White	29-b	30-d	65-d	100-a	100-a	100-a	67-a	82-c	92-c
N-R Alien	-	-	-	-	0-a	-	-	-	-
Other	-	-	-	-	-	-	-	-	-
Total	29-b	30-d	61-d	50-a	64-c	70-b	75-a	67-d	79-d

	Football			**Men's Other**		
	Freshman Rate			Freshman Rate		
	99-00	4-Class	GSR	99-00	4-Class	GSR
Am.Indian/AN	-	-	-	-	0-a	0-a
Asian/PI	-	-	-	-	100-a	100-a
Black	60-d	55-e	65-e	-	100-a	100-a
Hispanic	-	-	-	100-a	100-a	67-a
White	75-a	78-d	83-d	68-e	67-e	78-e
N-R Alien	-	-	-	100-a	67-b	71-b
Other	-	-	-	-	-	-
Total	63-e	61-e	70-e	72-e	68-e	77-e

	Women's Basketball			**Women's CC/Track**			**Women's Other**		
	Freshman Rate			Freshman Rate			Freshman Rate		
	99-00	4-Class	GSR	99-00	4-Class	GSR	99-00	4-Class	GSR
Am.Indian/AN	-	-	-	-	-	-	-	0-a	-
Asian/PI	-	-	-	-	-	-	100-a	67-a	67-a
Black	67-a	43-b	50-b	100-a	60-b	82-c	100-a	100-a	100-a
Hispanic	-	-	-	-	-	-	-	100-a	100-a
White	100-a	67-a	67-a	100-a	58-c	70-b	87-e	91-e	97-e
N-R Alien	-	-	-	-	-	-	100-a	50-a	100-a
Other	-	-	-	-	-	-	-	-	-
Total	75-a	50-b	56-b	100-a	59-e	76-e	89-e	90-e	96-e

Values for N (a. 1-5, b. 6-10, c. 11-15, d. 16-20, e. greater than 20)

d. Graduation Rates of Those Exhausting Eligibility (Student-Athletes # entering during 1990-91 through 1999-00)

Number Exhausting Eligibility = 605 Graduation Rate = 89

Only student-athletes receiving athletics aid are included in this report.

2. Undergraduate-Enrollment Data (All full-time students enrolled Fall 2004-2005)

a. All Students	Men N	Women N	Total N
Am.Indian/AN	54	91	145
Asian/PI	436	537	973
Black	520	1180	1700
Hispanic	172	267	439
White	5013	6647	11660
N-R Alien	115	103	218
Other	250	311	561
Total	6560	9136	15696

b. Student-athletes	Men N	Women N	Total N
Am.Indian/AN	0	0	0
Asian/PI	4	1	5
Black	85	26	111
Hispanic	7	4	11
White	166	146	312
N-R Alien	0	1	1
Other	2	5	7
Total	264	183	447

c. Student-Athletes # By Sports Category

Men

	Basketball	Baseball	CC/Track	Football	Other
Am.Indian/AN	0	0	0	0	0
Asian/PI	0	0	1	0	3
Black	12	1	6	62	4
Hispanic	0	1	0	0	6
White	1	26	14	25	100
N-R Alien	0	0	0	0	0
Other	0	0	0	1	1
Total	13	28	21	88	114

Women

	Basketball	CC/Track	Other
Am.Indian/AN	0	0	0
Asian/PI	0	0	1
Black	12	7	7
Hispanic	0	0	4
White	2	15	129
N-R Alien	0	0	1
Other	0	0	5
Total	14	22	147

#Only student-athletes receiving athletics aid are included in this report.

2006-07
Guide for the

College-Bound Student-Athlete

FOLLOW THE TRACK TO SUCCESS — AS A STUDENT-ATHLETE

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For more information, see www.NCAA.org.

Before you begin…

This Guide for the College-Bound Student-Athlete will lead you through a number of important topics, including your academic eligibility, amateurism eligibility, registration with the NCAA Initial-Eligibility Clearinghouse, financial aid and recruiting rules.

We addressed issues for three important groups of readers:

- High school students who hope to participate in college athletics at an NCAA college or university;
- Parents and legal guardians; and
- High school counselors and athletics administrators.

What is the NCAA?

The NCAA, or National Collegiate Athletic Association, was established in 1906 and serves as the athletics governing body for more than 1,280 colleges, universities, conferences and organizations. The national office is in Indianapolis, but the member colleges and universities develop the rules and guidelines for athletics eligibility and athletics competition for each of the three NCAA divisions. The NCAA is committed to the student-athlete and to governing competition in a fair, safe, inclusive and sportsmanlike manner.

The NCAA's membership includes:

- 326 active Division I members;
- 281 active Division II members; and
- 421 active Division III members.

One of the differences among the three divisions is that colleges and universities in Divisions I and II may offer athletics scholarships, while Division III colleges and universities may not.

What is the NCAA Initial-Eligibility Clearinghouse?

The NCAA Initial-Eligibility Clearinghouse (the clearinghouse) is an organization that works with the NCAA to determine a student's eligibility for athletics participation in his or her first year of college enrollment. Students who want to participate in college sports during their first year of enrollment in college must register with the clearinghouse.

Located in Iowa City, Iowa, the clearinghouse staff follows NCAA bylaws and regulations in analyzing and processing a student's high school academic records, ACT or SAT scores, and key information about amateurism participation, to determine the student's initial eligibility.

When to call the clearinghouse

Please contact the clearinghouse when you have questions like these:

- How do I register?
- I have forgotten my PIN. Can I get a new one?
- Some of my classes are not on my high school's list. How can I get a class added?
- My clearinghouse report shows I am missing some material. What is missing?
- Where do I send my transcripts?
- What do the codes on my clearinghouse report mean?
- I have been home schooled. What do I have to do to register?
- I am a high school counselor and I do not know my high school's PIN. Can I find out what it is?
- I am a high school administrator and want to add some core courses to our high school list. How do I do that?

NCAA Initial-Eligibility Clearinghouse
301 ACT Drive
P.O. Box 4043
Iowa City, IA 52243-4043
www.ncaaclearinghouse.net
877/262-1492 (customer service Monday – Friday, 8 a.m. – 5 p.m. Central time)
319/337-1492 (international callers)
319/337-1556 (fax)

When to call the NCAA

Please contact the NCAA when you have questions like these:

- What are the rules and regulations related to initial eligibility?
- What are the rules and regulations related to amateurism?
- What are the regulations about transferring from one college to another?
- What are the rules about athletics scholarships and how can they be reduced or canceled?
- I have a learning disability. Are there any other requirements for me?

NCAA
P.O. Box 6222
Indianapolis, IN 46206-6222
317/917-6222 (customer service Monday – Friday, noon – 4 p.m. Eastern time)

Introduction

Dear Prospective Student-Athlete,

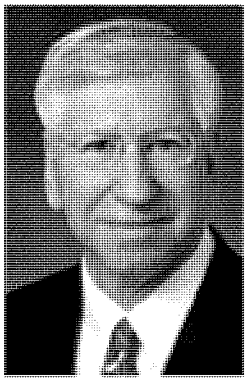

We designed this guide to help you and your family understand the National Collegiate Athletic Association rules for progressing from being a high school athlete to a student-athlete in college.

As you engage in college sports, you'll be inspired to develop an attitude of determination, teamwork, persistence and self-discipline. You will increase your appreciation of life-long education. Work closely with your high school counselors, recruiters and college admissions officers to prepare for your next important step as a collegiate student-athlete.

It's never too early to begin evaluating your wide range of college choices. Get all the information you need on how to choose a college wisely. NCAA institutions range from small schools to large universities, with varying commitments to financial aid and to athletics. The Association's members total more than 1,000 schools, and they are divided into three divisions.

You may qualify – by both your interest and your athletics performance – to become one of more than 360,000 students out of 15 million enrolled nationally in America's colleges and universities who combine education and athletics. Your likelihood of ultimate recruitment into professional leagues is small so, for almost all of you, your years as a student-athlete in college will be preparation for life. As our public service announcements say, "Almost all student-athletes are going pro in something other than sports."

Remember, good athletics is about winning at competition in games. Good academics combined with athletics is about winning in life. So, keep education as your top priority. This new phase of your life can be a wonderful experience that will result in a lifetime of friendships, memories and happiness. Without question, obtaining your college degree is absolutely crucial – to you and to us.

We wish you every success, on the field of play and in the classroom. Student-athletes are the center of our Association.

MYLES BRAND

NCAA President

Amateurism Eligibility Requirements

In response to the NCAA membership's concern about amateurism issues related to both international and domestic students, the clearinghouse will determine the amateurism eligibility of all freshman and transfer prospective student-athletes for initial participation at an NCAA Division I or II member institution. In Division III, certification of an individual's amateurism status is completed by each institution, not the clearinghouse.

If you plan to participate in intercollegiate athletics at an NCAA Division I or II institution in fall 2007 or thereafter, you must have both your academic and amateurism status certified by the clearinghouse before representing the institution in competition.

Beginning in 2006 when you register with the clearinghouse, you will be asked about benefits and activities that might impact your status as an amateur. [Note: If you register with the clearinghouse before the amateurism-related questions are added to the system, you will be asked to return to the clearinghouse Web site and answer the questions. You will not be charged a second registration fee for returning to answer these questions, but you will need the PIN number you created when you initially registered with the clearinghouse.] The information you provide about your athletics participation will be reviewed and a determination will be made as to whether your amateurism status should be certified or if a penalty should be assessed before certification. If a penalty is assessed, you will have an opportunity to appeal the decision.

The following precollegiate enrollment activities will be reviewed:

1. Contracts with a professional team.
2. Salary for participating in athletics.
3. Prize money.
4. Play with professionals.
5. Tryouts, practice or competition with a professional team..
6. Benefits from an agent or prospective agent.
7. Agreement to be represented by an agent.
8. Delayed initial full-time collegiate enrollment to participate in organized sports competition.

Additional information regarding NCAA amateurism rules is available on the NCAA's Web site (www.NCAA.org).

Questions About the Certification of Amateur Status

Who will be certified?
Every prospective student-athlete, both domestic and international, who is attending an NCAA Division I or II institution for the first time, must be certified by the clearinghouse. This includes prospective student-athletes who are transferring from any two- or four-year institutions (including international institutions) that are not members of NCAA Division I or II. Thus, if an individual wants to participate in athletics at an NCAA Division I or II institution, the prospective student-athlete must register with the clearinghouse and submit the appropriate documentation to receive a certification decision.

Do transfer prospective student-athletes also have to register with the clearinghouse?
Every prospective student-athlete who is attending an NCAA Division I or II institution for the first time must be certified by the clearinghouse.

When should I register with the clearinghouse?
Register for the clearinghouse at the beginning of your junior year in high school. The athletics participation section should be updated regularly so that institutions recruiting you will have up-to-date information about you. Be sure to send your high school transcript to the clearinghouse after you have completed at least six semesters of high school coursework.

Is there a registration deadline?
No. However, prospective student-athletes must be certified as an amateur before they may receive an athletics scholarship or practice or compete at a Division I or II institution.

Is there an additional fee to register with the clearinghouse because of the additional questions on athletics participation?
No, there is only one fee to register for the clearinghouse, which covers both the academic and amateurism certification. In addition, there is no reduction of the fee if the prospect does not need an academic certification (e.g., has already served an academic year in residence at a collegiate institution).

May I receive a fee waiver?
Yes, you are eligible for a waiver of the initial-eligibility certification fee if you have already received a fee waiver (not a state voucher) for the ACT or SAT. If you have not been granted a fee waiver by ACT or SAT, then you will NOT be eligible for a waiver of the certification fee. If you are seeking a waiver of the certification fee, you should confirm your eligibility with your high school counselor. Your high school counselor MUST submit an electronic fee waiver confirmation before your registration may be processed.

How often can I update my information?
You can update your information as often as you need until you request a final certification of your amateurism status. At that point, you will no longer be able to update your amateurism information.

Can I receive different amateurism certifications for Division I and Division II?
Yes. Division I and II have different rules, so it is possible that your certification status may be different for each division.

Who can help me complete the amateurism registration process?
Anyone can assist you in completing the process. However, when you have completed the registration process, YOU will be the only person allowed to submit the information to the clearinghouse.

Will a paper copy of the amateurism form be available?
No, the registration form will only be available on the NCAA Initial-Eligibility Clearinghouse Web site and must be completed online.

Questions Relating to the Athletics Participation Section of the Amateurism Clearinghouse

What if I enroll in an NCAA Division I or Division II institution and decide to participate in a sport other than one of the three I had listed on the amateurism clearinghouse registration form?
If you decide to participate in a sport other than the three you listed on the registration form, the institution in which you enroll will be responsible for certifying your amateurism status in that sport.

If I have been participating in events related to my sport for a significant period of time, what events do I need to list on the amateurism registration form?
You should include all events in which you participated, beginning with the ninth grade and thereafter.

Am I automatically ineligible if I violated the amateurism rules?
No. The clearinghouse will review your athletics participation history. If there are violations of the NCAA's amateurism rules, the clearinghouse may certify you with conditions, which must be fulfilled before you are eligible for competition. The conditions will be set based on which rule was violated and the severity of the violation. Such conditions may include repayment of money or sitting out of competition for a specified number of games, or both. In some cases, the clearinghouse may determine that the violations are such that permanent ineligibility for competition is the appropriate penalty.

Can I appeal a certification decision regarding my amateur status?
Yes. The NCAA has an appeals process in place if you choose to appeal the certification decision. You will need to work with an NCAA institution since all appeals must be filed by a member institution.

OVERVIEW OF NCAA DIVISIONS I AND II PRE-ENROLLMENT AMATEURISM BYLAWS

	Permissible in Division I? (Student-athletes first enrolling on or after August 1, 2002.)	Permissible in Division II? (Student-athletes first enrolling on or after August 1, 2001.)
Enters into a Contract with a Professional Team	No	Yes
Accepts Prize Money	Yes. If it is an open event, and does not exceed actual and necessary expenses	Yes
Enters Draft	Yes	Yes
Accepts Salary	No	Yes
Receives Expenses from a Professional Team	No	Yes
Competes on a Team with Professionals	No	Yes
Tryouts with a Professional Team Before Initial Collegiate Enrollment	Yes	
May receive actual and necessary expenses for one visit (up to 48 hours) from each professional team. Self-financed tryouts may be for more than 48 hours.	Yes	
Receives Benefits from an Agent	No	No
Enters into Agreement with an Agent (oral or written)	No	No
Delays Full-Time Collegiate Enrollment and Participates in Organized Competition [If you are charged with season(s) of competition under this rule, you will also have to serve an academic year in residence at the NCAA institution.]	**Tennis and Swimming & Diving:** Have one year after high school graduation to enroll full time in a collegiate institution or will lose one season of intercollegiate competition for each calendar year during which you continue to participate in organized competition. **All Other Sports:** Any participation in organized sports competition during each 12-month period after the student's 21st birthday and prior to initial full-time enrollment in a collegiate institution shall count as one year of varsity competition.	**All Sports:** Must enroll at the next opportunity (excluding summer) immediately after the date that your high school class normally graduates (or the international equivalent) or you will use a season of intercollegiate competition for each calendar year or sports season (subsequent to that date) in which you have participated in organized competition.

The chart above summarizes the Divisions I and II pre-enrollment amateurism rules. In order to assist you in understanding the rules, we have included the following definitions:

Definition of a Professional Team.

In Divisions I and II, a team is considered professional if it declares itself to be professional or provides any player more than actual and necessary expenses for participation on the team.

Actual and necessary expenses are limited to the following:

(a) Meals and lodging directly tied to competition and practice held in preparation for competition;

(b) Transportation (i.e., expenses to and from practice and competition, cost of transportation between home and the training/practice site at the beginning and end of the season);

(c) Apparel, equipment and supplies related to participation on the team;

(d) Coaching and instruction, use of facilities and entry fees;

(e) Health insurance, medical treatment and physical therapy; and

(f) Other reasonable expenses (e.g., laundry money).

Definition of Organized Competition.

In Division I, athletics competition is considered organized if any one of the following conditions exists:

(a) Competition is scheduled and publicized in advance;

(b) Official score is kept;

(c) Individual or team standings are maintained;

(d) Official timer or game officials are used;

(e) Admission is charged;

(f) Teams are regularly formed or team rosters are predetermined;

(g) Team uniforms are used;

(h) A team is privately or commercially sponsored; or

(i) The competition is either directly or indirectly sponsored, promoted or administered by an individual, an organization or any other agency.

In Division II, athletics competition is considered organized if any one of the following criteria are met:

(a) Any team or individual competition or training in which payment (including expenses) is provided to any participant;

(b) Any competition as a result of signing a contract for athletics participation;

(c) Any competition as a result of involvement in a professional draft;

(d) Any competition funded by a professional sports organization;

(e) Any competition funded by a representative of an institution's athletics interest that is not an open event; or

(f) Any practice with a professional athletics team (excluding a 48-hour tryout).

Division I Core GPA and Test Score Sliding Scale

Core GPA	SAT	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

What are core courses?
For a definition of core courses, see information below. See your high school's core-course list at www.ncaaclearinghouse.net.

Academic-Eligibility Requirements

Division I

2006 - 2007

If you enroll in a Division I college between 2006 and 2007 and want to participate in athletics or receive an athletics scholarship during your first year, you must:

- Graduate from high school;
- Complete these 14 core courses:
  - 4 years of English
  - 2 years of math (algebra 1 or higher)
  - 2 years of natural or physical science (including one year of lab science if offered by your high school)
  - 1 extra year of English, math or natural or physical science
  - 2 years of social science
  - 3 years of extra core courses (from any category above, or foreign language, nondoctrinal religion or philosophy);
- Earn a minimum required grade-point average in your core courses; and
- Earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale on this page (for example, a 2.400 core-course grade-point average needs a 860 SAT).

Note: Computer science courses can be used as core courses only if your high school grants graduation credit in math or natural or physical science for them, and if the courses appear on your high school's core-course list as a math or science courses.

You will be a qualifier if you meet the academic requirements listed above. As a qualifier, you:

- Can practice or compete for your college or university during your first year of college;
- Can receive an athletics scholarship during your first year of college; and
- Can play four seasons in your sport if you maintain your eligibility from year to year.

You will be a nonqualifier if you do not meet the academic requirements listed above. As a nonqualifier, you:

- Cannot practice or compete for your college or university during your first year of college;
- Cannot receive an athletics scholarship during your first year of college, although you may receive need-based financial aid; and
- Can play only three seasons in your sport if you maintain your eligibility from year to year (to earn a fourth season you must complete at least 80 percent of your degree before beginning your fifth year of college).

Remember
Meeting the NCAA academic rules does not guarantee your admissions into a college. You must apply for admission.

Division I

2008 and Later

If you enroll in a Division I college in 2008 or later and want to participate in athletics or receive an athletics scholarship during your first year, you must:

- Graduate from high school;
- Complete these 16 core courses:
  - 4 years of English
  - 3 years of math (algebra 1 or higher)
  - 2 years of natural or physical science (including one year of lab science if offered by your high school)
  - 1 extra year of English, math or natural or physical science
  - 2 years of social science
  - **4** years of extra core courses (from any category above, or foreign language, nondoctrinal religion or philosophy);
- Earn a minimum required grade-point average in your core courses; and
- Earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale on page 9 (for example, a 2.400 core-course grade-point average needs a 860 SAT).

Note: Computer science courses can be used as core courses only if your high school grants graduation credit in math or natural or physical science for them, and if the courses appear on your high school's core-course list as a math or science courses.

Division II

2005 and Later

If you enroll in a Division II college in 2005 or later and want to participate in athletics or receive an athletics scholarship during your first year, you must:

- Graduate from high school;
- Complete these 14 core courses:
  - 3 years of English
  - 2 years of math (algebra 1 or higher)
  - 2 years of natural or physical science (including one year of lab science if offered by your high school)
  - 2 extra years of English, math or natural or physical science
  - 2 years of social science
  - 3 years of extra core courses (from any category above, or foreign language, nondoctrinal religion or philosophy);
- Earn a 2.000 grade-point average or better in your core courses; and
- Earn a combined SAT score of 820 or an ACT sum score of 68. There is no sliding scale in Division II.

Note: Computer science courses can be used as core courses only if your high school grants graduation credit in math or natural or physical science for them, and if the courses appear on your high school's core-course list as a math or science courses.

You will be a qualifier if you meet the academic requirements listed above. As a qualifier, you:

- Can practice or compete for your college or university during your first year of college;
- Can receive an athletics scholarship during your first year of college; and
- Can play four seasons in your sport if you maintain your eligibility from year to year.

You will be a partial qualifier if you do not meet all of the academic requirements listed above, but you have graduated from high school **and** meet one of the following:

- The combined SAT score of 820 or ACT sum score of 68; OR
- Completion of the 14 core courses with a 2.000 core-course grade-point average.

As a partial qualifier, you:

- Can practice with your team at its home facility during your first year of college;
- Can receive an athletics scholarship during your first year of college;
- Cannot compete during your first year of college; and
- Can play four seasons in your sport if you maintain your eligibility from year to year.

You will be a nonqualifier if you did not graduate from high school, or, if you graduated and are missing both the core-course grade-point average or minimum number of core courses and the required ACT or SAT scores. As a nonqualifier, you:

- Cannot practice or compete for your college or university during your first year of college;
- Cannot receive an athletics scholarship during your first year of college, although you may receive need-based financial aid; and
- Can play four seasons in your sport if you maintain your eligibility from year to year.

Division III

Division III does not use the NCAA Initial-Eligibility Clearinghouse. Contact your Division III college regarding its policies on financial aid, practice and competition.

Core Courses, Grade-Point Average, Tests & Special Conditions

The amateurism and academic rules on pages 5 through 11 will be used to determine whether you may participate in sports during your first year in college. These rules are not a guide for your admission to college. Each college has its own admission requirements. **Remember, meeting the NCAA academic rules does not guarantee your admission into a college. You must still apply for admission.**

Core Courses

A core course must:

- Be an academic course in one or a combination of these areas: English, mathematics, natural/physical science, social science, foreign language, nondoctrinal religion or philosophy;
- Be four-year college preparatory; and
- Be at or above your high school's regular academic level (no remedial, special education or compensatory courses).

Not all classes you take to meet high school graduation requirements may be used as core courses.

Check your high school's list of approved core courses at the clearinghouse Web site at www.ncaaclearinghouse.net or ask your high school counselor.

Grade-Point Average

How Your Core-Course Grade-Point Average is Calculated
The clearinghouse will calculate the grade-point average of your core courses on a 4.000 scale. The best grades from your NCAA core courses will be used. Grades from additional core courses you took will be used only if they improve your grade-point average.

The clearinghouse will assign the following values to each letter grade:

A – 4 points	**C – 2 points**
B – 3 points	**D – 1 point**

Special High School Grades and Grade-Point Average
If your high school uses numeric grades (like 92 or 93), those grades will be changed to your high school's letter grades (such as A or B). See your high school's grading scale by pulling up your school's list of approved core courses at www.ncaaclearinghouse.net.

If your high school uses plus and minus grades (such as A+ or B–), the plus or minus will not be used to calculate your core-course grade-point average.

If your high school normally "weights" honors or advanced courses, these weighted courses may improve your core-course grade-point average. Your high school must notify the clearinghouse of such weighting. To see if your high school has a weighted scale that is being used for calculating your core-course grade-point average, visit www.ncaaclearinghouse.net for an explanation of how these grade weights are handled.

ACT and SAT Tests

Test-Score Requirements

You must achieve the required score on an SAT or ACT test before your full-time college enrollment. You must do this whether you are a citizen of the United States or of a foreign country. You must take the national test given on one or more of the dates shown below.

National Testing Dates

SAT	ACT
October 14, 2006	September 16, 2006
November 4, 2006	October 28, 2006
December 2, 2006	December 9, 2006
January 27, 2007	February 10, 2007
March 10, 2007	April 14, 2007
May 5, 2007	June 9, 2007
June 2, 2007	

Taking Tests More than Once

You may take the SAT or the ACT more than one time. If you take either test more than once, you may use your best subscore from different tests to meet the minimum test-score requirements. Here is an example:

	Math	Verbal/Critical Reading	Total Score
SAT (10/06)	350	**470**	820
SAT (12/06)	**420**	440	860
Scores used	**420**	**470**	**890**

Your test score will continue to be calculated using the math and verbal/critical reading subsections of the SAT and the math, science, English and reading subsections of the ACT. **The writing component of the ACT or SAT will not be used to determine your qualifier status.**

IMPORTANT CHANGE:
All SAT and ACT test scores **must** be reported to the clearinghouse **directly** from the testing agency. Test scores will **not** be accepted if reported on a high school transcript.
When registering for the SAT or ACT, input the clearinghouse code of 9999 to make sure the score is reported directly to the clearinghouse.

Students With Disabilities: Special Conditions

A student with a disability must meet the same requirements as all other students, but is provided certain accommodations to help meet these requirements. **If you are a student with a diagnosed disability, you will need to let the NCAA know about your disability only if you plan on using core courses after your eighth semester of high school and you plan on attending a Division I college.**

To Document Your Disability

Send the following to the NCAA at the address found on page 2. Do not send this information to the clearinghouse:

- Copy of your professional diagnosis; and
- Copy of your IEP, ITP, 504 plan or statement of accommodations.

(One of the above documents should be dated within the last three years.)

Note: Please include home address, telephone number, student's social security number, and the year of the student's high school graduation.

Core Courses

If you are a high school student with a disability and have received help (for example, taken special classes or received extra time for tests) because of that disability, you are eligible for the following:

- You may use a course that your high school has designed for students with disabilities, if it appears on your high school's list of approved core courses.
- You may take core courses any time before your enrollment as a full-time student in college, even during the summer after your last high school year. Remember, for Division I, you must document your disability with the NCAA to receive this accommodation.

Nonstandard Tests

If you have a disability, you may also take a nonstandard test to satisfy test-score requirements. Follow these guidelines:

- Register for nonstandard testing as described by ACT or SAT, submitting a properly documented and confirmed diagnosis.
- Follow procedures governed by ACT or SAT. (The test may not be administered by a member of your high school athletics department or any NCAA school's athletics department.)
- If you take a nonstandard ACT or SAT, you may take the test on a date other than a national testing date, but you still must achieve the required test score.
- Your high school counselor can help you register to take a nonstandard test.

The GED

The General Education Development (GED) test may, under certain conditions, satisfy the graduation requirement, but it will not satisfy core-course grade-point average, or test-score requirements. Contact the NCAA for information about GED submission.

Home School

Home-schooled students who plan to enroll in a Division I or Division II college must register with the clearinghouse and must meet the same requirements as all other students.

Important
You pick your own PIN. Write your PIN down and keep it handy. You will need it when you are contacting the clearinghouse.

To register, go to www.ncaaclearinghouse.net. Click on **Prospective Student-Athletes**, then **Domestic Student Release Form**, and follow the prompts.

Eligibility Waivers

If you don't meet the academic requirements to be a qualifier, a waiver of the requirements may be filed on your behalf by an NCAA school. Contact the NCAA or the college you will attend for information about the waiver process.

Remember:
The clearinghouse does not use plus or minus grades when figuring out your core-course grade-point average. For example, grades of B+, B and B- will each be worth 3 quality points.

More Questions about Academic Requirements

Here are some questions you may still have after reviewing the previous sections.

Q: How do I know which courses are core courses?

A: You may view your high school's list of NCAA-approved core courses at www.ncaaclearinghouse.net. (On the **General Information** page of that Web site, select **List of Approved Core Courses**). Or, you can ask your high school counselor for the list.

Q: May courses taken in eighth grade satisfy core-course requirements?

A: No. Courses taken in eighth grade will not satisfy core-course requirements.

Q: What is the lowest grade that will be used for a course to count as a core course?

A: The lowest grade is D.

Q: How is my core-course GPA calculated?

A: Your core-course GPA is the average of your best grades achieved for all required core courses. If you have taken extra core courses, those courses will be used in your GPA, only if they improve your GPA.

Q: Will courses taken after my senior year meet core-course requirements?

A: **For Division I, no.** Only courses completed in grades nine through 12 will qualify as core courses for Division I. Courses taken in summer school after your fourth (senior) year cannot be used. If you are missing one or more core courses after high school graduation, you must return to your high school during its regular academic year to take any missing courses and you can't enroll in a Division I college until the fall of the following year. For Division I, you may also retake any core course during that additional year at the same high school and substitute the new grade earned in that repeated year to recalculate your grade-point average.
For Division II, yes. All core courses completed before your full-time enrollment at a Division II college may be used by the clearinghouse.
For Division I students with diagnosed disabilities, yes. If you have a properly diagnosed and documented disability, as described on page 13, you may use one or more core courses completed after high school but before full-time enrollment in college. See page 13 for more information.

Q: May independent-study, Internet and correspondence courses count as core courses?

A: Yes, if the following four conditions are met:
- The course meets core-course requirements (see pages 9 and 10);
- You and the instructor have access to each other during the course so that the instructor can teach, evaluate and provide assistance to you;
- Appropriate academic authorities evaluate your work according to the high school's academic policies; and
- The course is acceptable for any student to take and is placed on your high school transcript.

Q: Do pass-fail grades count?

A: Yes, these grades may satisfy your core-course requirements. The clearinghouse will assign your high school's lowest passing grade for a pass-fail class.

Q: May college courses count as core courses?

A: Yes, a college course may be used as a core course if it is accepted by your high school and if the course:
- Would be accepted for any other student;
- Is on your high school transcript (Division I only) Any college transcripts should also be sent to the clearinghouse, and
- Meets all other requirements for a core course.

Q: How are courses taken over two years counted?

A: A one-year course that is spread over a longer period of time is considered one course and will receive a maximum of one core-course credit. (Example: Algebra 1, spread over two years, would receive one unit of credit.)

Q: How does the NCAA treat courses similar in content?

A: Some approved core courses might be considered duplicates. That is, the content of one course is the same as that of another, even though the classes might have different titles. If you have taken two classes considered to be duplicates, you will receive only one core-course credit (typically for the course with the higher grade). Please ask your high school counselor if you have questions about duplicate courses.

Q: Do courses for students with disabilities count as core courses?

A: Yes. If you have a diagnosed disability, you may use courses designed for students with disabilities to meet NCAA core-course requirements. These courses must appear on the high school's list of approved core courses for a student to receive NCAA credit for the course. These courses must be similar in content and scope as a regular core course offered in that academic area. Check with your high school counselor.

Q: Will credit-by-exam courses meet core-course requirements?

A: No. Courses completed through credit-by-exam may not be used.

Q: Are vocational courses acceptable?

A: No. Traditional vocational courses (e.g., typing, auto mechanics, driver's education and health) are not acceptable.

Q: May my study in a foreign country help me meet core-course requirements?

A: If you attended a secondary school outside the United States for all or part of grades nine through 12, different evaluation procedures will be applied to your international education documents. You must register with the clearinghouse if you completed course work outside the United States and you must submit original-language documents with certified translations for clearinghouse evaluation.

Division I Worksheet

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The clearinghouse will determine your official status after you graduate. Remember to check your high school's list of approved courses for the classes you have taken. Use the folowing scale:

A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality points

English (4 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Example: English 9	.5		A		(.5 x 4) = 2
Total English Units					Total Quality Points

Mathematics (2 years required 2006–2007; 3 years required 2008 and after)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Example: Algebra 1	1.0		B		(1.0 x 3) = 3
Total Mathematics Units					Total Quality Points

Natural/physical science (2 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Total Natural/Physical Science Units					Total Quality Points

Additional year in English, mathematics or natural/physical science (1 year required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Total Additional Units					Total Quality Points

Social science (2 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Total Social Science Units					Total Quality Points

Additional academic courses (3 years required 2006–2007; 4 years required 2008 and after)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Total Additional Academic Units					Total Quality Points

Core Course GPA (14 credits required 2006–2007; 16 required 2008 and after)

Total Quality Points	Total Number of Credits	Core-Course GPA (Total Quality Points/Total Credits)

Division II Worksheet

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The clearinghouse will determine your official status after you graduate. Remember to check your high school's list of approved courses for the classes you have taken. Use the folowing scale:

A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality points

English (3 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Example: English 9	.5		A		(.5 x 4) = 2
Total English Units					Total Quality Points

Mathematics (2 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Example: Algebra 1	1.0		B		(1.0 x 3) = 3
Total Mathematics Units					Total Quality Points

Natural/physical science (2 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Total Natural/Physical Science Units					Total Quality Points

Additional year in English, mathematics or natural/physical science (2 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Total Additional Units					Total Quality Points

Social science (2 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Total Social Science Units					Total Quality Points

Additional academic courses (3 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Total Additional Academic Units					Total Quality Points

Core Course GPA (14 credits required)

Total Quality Points	Total Number of Credits	Core-Course GPA (Total Quality Points/Total Credits)

NCAA Initial-Eligibility Clearinghouse

The clearinghouse evaluates your academic record to determine if you are eligible to participate at a Division I or II college as a freshman student-athlete. (The clearinghouse is not the NCAA, but an organization that performs academic evaluations for the NCAA.)

Clearinghouse Contact Information

NCAA Initial-Eligibility Clearinghouse:
P.O. Box 4043
301 ACT Drive
Iowa City, IA 52243-4043

Package or overnight delivery:
301 ACT Drive
Iowa City, IA 52243-4043

Web address:
www.ncaaclearinghouse.net

Clearinghouse customer service
Representatives are available from 8 a.m. to 5 p.m., Central time, Monday through Friday.

U.S. callers (toll-free):	877/262-1492
International callers:	319/337-1492
Fax:	319/337-1556

Clearinghouse Registration

Complete the Student Release Form

To register with the clearinghouse, you must complete the Student Release Form (SRF), after your junior year, online, and send the clearinghouse the registration fee ($50 for domestic and $75 for international students). This SRF does two things:

- It authorizes each high school you have attended to send the clearinghouse your transcript, test scores, proof of graduation and other necessary academic information.
- It authorizes the clearinghouse to send your academic information to all colleges that request your eligibility status.

Online registration: The only method is to register online. Go online to www.ncaaclearinghouse.net. Select **Prospective Student-Athletes** and click on **Domestic Student Release Form** or **Foreign Student Release Form**. Complete the SRF form online, and include your credit or debit card information to pay the fee. Then follow instructions to complete the transaction.

Print a copy of your completed registration form and both Copy 1 and Copy 2 of the transcript release form. Sign the transcript release forms, and give both to your high school counselor.

When completing the SRF sections, please follow the step-by-step instructions outlined below.

Section I: Student Information
Enter all information accurately, including your Social Security number (SSN) and date of birth. This information must match exactly other data the clearinghouse receives for you (such as high school transcripts and requests from colleges seeking your eligibility status). Be sure you provide an e-mail address that will be active even after you complete high school.

Section II: High School You Now Attend
Enter the name, address and code number of the high school you now attend, along with your expected date of high school graduation. Get your high school code from your counselor or use the code look-up at www.ncaaclearinghouse.net. Click on **Prospective Student-Athletes**, then **List of Approved Core Courses**.

Section III: Schools You Previously Attended
If you have attended more than one school (including summer school) during grades nine, 10, 11 or 12, complete Section III. List all schools you previously attended, starting with the most recent. Make sure to include all schools, whether or not you received grades or credits. If you attended ninth grade in a junior high school located in the same school system in which you later attended high school, do not list the ninth-grade school. If you need to list more schools than space allows, use a separate sheet of paper.

Special instructions for Web users: If you need to enter more than six high schools, contact the clearinghouse at 877/262-1492. Or, once you've registered with the clearinghouse, select **Prospective Student-Athletes**, then **Registered Student Login**, then add information for the additional schools on your record.

Section IV: Personal Identification Number (PIN)
Create a personal identification number (PIN) of four digits (numbers between 0 and 9) that you can easily remember. Do not choose a PIN that might be easily guessed (like your birthday or street address). Record your PIN in the space provided below and keep it in a safe place.

PIN

Check your file status. Once you have submitted your SRF and PIN, you may check your status in one of two ways:

- Visit www.ncaaclearinghouse.net. On the home page, click on **Prospective Student-Athletes**, then **Registered Student Login** (enter your SSN and PIN).
- Call the clearinghouse customer service line at 877/262-1492.

If you have forgotten your PIN, fax or mail your new PIN choice to the clearinghouse, along with your name, address, SSN, date of birth and signature.

Section V: Clearinghouse Communication Method
The clearinghouse may communicate with you by e-mail or regular mail. This will include most correspondence and certification reports. **E-mail correspondence will require that you have submitted a valid e-mail address in Section I of your SRF.** You will need to indicate the option you prefer. We encourage you to select the e-mail option. E-mail will enable you to receive correspondence from the clearinghouse up to two weeks earlier than regular mail.

You may change your communication option or update your e-mail address at www.ncaaclearinghouse.net, or by writing or faxing the clearinghouse.

Section VI: Pay Your Fee (or submit fee waiver)
Your form will be eligible for processing only with payment of an application fee of $50 for domestic students or $75 for international students (or submission of a fee waiver if you have been granted a waiver). You must pay by debit or credit card.

You are eligible for a waiver of the registration fee only if you have already received a waiver of the ACT or SAT fee. Your SRF fee waiver section must then be completed by an authorized high school official and include the school seal. Your waiver may also be submitted online by an authorized high school official. If you have not yet been granted a fee waiver by ACT or SAT, you are not yet eligible for a waiver of the registration fee.

Section VII: Authorization Signature
Carefully examine the entire SRF to make sure you have completed it correctly, included your fee payment authorization and signed it. If you are younger than 18 years old, your parent or legal guardian also must sign.

You will be asked to verify your signature by checking a box to certify your identity. A similar check box and name field is also included for your parent or guardian, who must provide a signature if you are younger than 18.

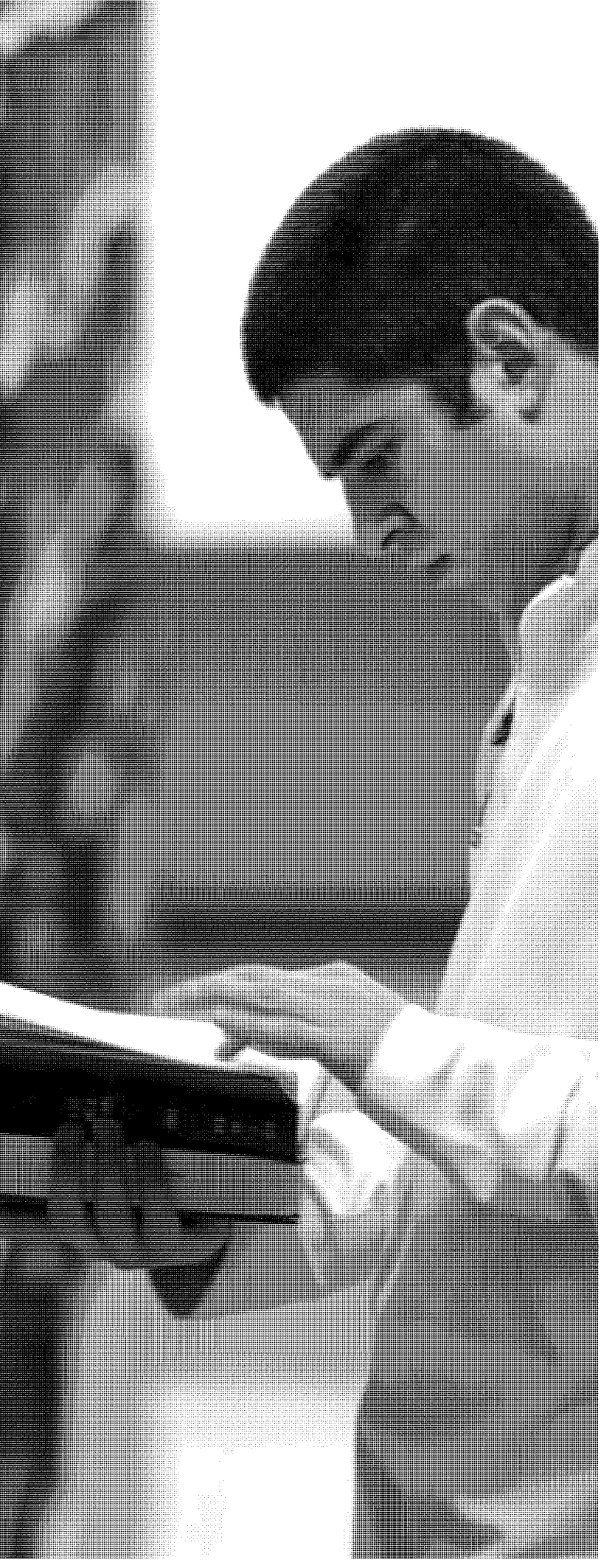

Section VIII: SRF Completion by Your High School
Your high school will complete your registration by sending Copy 1, along with your high school transcript, to the clearinghouse. After graduation, but before your high school closes for the summer, your high school must send Copy 2 to the clearinghouse, along with a copy of your final transcript confirming your high school graduation.
Online registrants also will answer several questions about their amateur status and their past experiences in organized competition. It is important to answer these questions honestly to ensure that your amateur status can be determined.

Keep Track Of Your Courses, Units & Credits
Elsewhere in this guide are two tables to help you keep track of your completed core courses, units, grades and credits you received for them, plus your ongoing grade-point average. Generally, you will receive the same credit at the clearinghouse as you received from your high school. Examples are provided in the English and math sections of both worksheets:

1 trimester unit = 0.33 units
1 semester unit = 0.50 units
1 year = 1.0 unit

Keep Grade-Point Totals for Each Course
Determine your points earned for each course. Multiply the points for the grade by the amount of credit earned. Use the following scale unless your high school has a different scale on file with the clearinghouse:

A – 4 quality points
B – 3 quality points
C – 2 quality points
D – 1 quality point

Remember: The clearinghouse does not use plus or minus grades when figuring your core-course grade-point average. For example, grades of B+, B and B- will each be worth 3 quality points.

Examples of total quality point calculation:

- An A grade (4 points) for a trimester course (0.33 units):
  4 points x 0.33 units = 1.32 total quality points
- An A grade (4 points) for a semester course (0.50 units):
  4 points x 0.50 units = 2.00 total quality points
- An A grade (4 points) for a full-year course (1.00 units):
  4 points x 1.00 units = 4.00 quality points

Calculate Your Overall Grade-Point Average
To calculate your estimated core-course grade-point average, divide the total number of points for all your core courses by the total number of core-course units you have completed.

Note: Your calculation helps you keep track of your grade-point average. The clearinghouse will calculate your official core-course grade-point average once it has received your final transcript.

Example of core-course grade-point average calculation:
- 42 quality points and 14 core-course units
  42/14=3.000 grade-point average

Compare Your Core-Course Grade-Point Average to Division I or II College Requirements
You can check to see if you will meet the academic requirements listed on pages 9 through 11 of this guide by comparing these requirements to the core courses you have completed or are currently taking, and the core-course grade-point average you have calculated based on those core courses.
- If you lack core-course units, which is likely if you have not yet completed high school, make sure you enroll in and complete the courses you still need.
- If you complete more core-course units than you need, the clearinghouse will select the highest grades that meet initial-eligibility requirements to calculate your core-course grade-point average. Please note that it is still necessary to complete the required number of core-course units in each area (for example, two units of social science).
- Contact the clearinghouse staff toll-free at 877/262-1492 if you need help.
- Please talk to your parents or guardians and high school counselor if you have questions.

Check Your Status with the Clearinghouse
After you have registered with the clearinghouse, paid the fee and sent your transcript and SAT or ACT score(s), you may check your status.
- Online by following these simple steps:
  1. Go to www.ncaaclearinghouse.net;
  2. Click on **Prospective Student-Athlete**;
  3. Click on **Registered Student Login**; and
  4. Input SSN and PIN.
- Call customer service at 877/262-1492 from 8 a.m. to 5 p.m. Central time Monday through Friday.

Clearinghouse Questions
Here are some questions you may still have after reviewing the previous section.

Q: Do I have to register with the clearinghouse?
A: Yes. If you want to participate in Division I or II athletics as a freshman, you must register with the clearinghouse. See the first section of this guide for amateurism and academic-eligibility standards that apply to you.

If you have questions:
- Contact the clearinghouse staff toll-free at 877/262-1492; or
- Check the clearinghouse Web site: www.ncaaclearinghouse.net.

Q: Is clearinghouse certification the same as college admission?
A: No. Initial-eligibility certification from the clearinghouse does not guarantee your admission to any Division I or II college. You must apply for college admission separately. The clearinghouse only determines whether you meet NCAA requirements as a freshman student-athlete in a Division I or II college to be able to compete, practice and receive an athletics scholarship.

Q: May I send my academic information directly to the clearinghouse?
A: No. Transcripts must come to the clearinghouse by mail directly from the high school — not from you. Give Copies 1 and 2 of the transcript release form to the counselors at the high school you have attended.
Note: The clearinghouse will not accept faxed transcripts.

Q: Who may see my academic information?
A: The clearinghouse will provide eligibility information only to colleges that request your academic information. If no NCAA college requests your eligibility status, the clearinghouse may not process an eligibility-status certification.

Q: When is the best time for me to register with the clearinghouse?
A: Register after your junior year in high school. If you do not submit all required documents, your file will be incomplete and will be discarded after three years. After that time, you will need to re-register and pay your fee again.

Q: Is there a registration deadline?
A: No. However, you must be certified as a qualifier before you can receive an athletics scholarship or practice or compete at a Division I or II college during your first year of enrollment.

Q: What if I have attended more than one high school?
A: If you have attended multiple high schools since ninth grade, the clearinghouse must receive an official transcript for each school. Transcripts can come directly from each school or from the high school from which you are graduating. Check with your high school counselor.

Q: How may I arrange for the testing agency to send my scores directly to the clearinghouse?
A: When you register to take the ACT or the SAT, mark code "9999" so that the testing agency will send your scores to the clearinghouse. Test scores must be reported to the clearinghouse directly from SAT or ACT. The clearinghouse will not accept test scores reported on high school transcripts.

Questions to Ask as You Consider Colleges

You may want to ask your prospective college coaches the following questions as you consider colleges.

Athletics

1. **What positions will I play on your team?** It is not always obvious. Most coaches want to be flexible, so you might not receive a definite answer.
2. **What other players may be competing at the same position?** The response could give you an idea of when you can expect to be a starter.
3. **Will I be redshirted my first year**? The school's policy on redshirting may impact you both athletically and academically.
4. **What expectations do you have for training and conditioning?** This will reveal the institution's commitment to a training and conditioning program.
5. **How would you best describe your coaching style?** Every coach has a particular style that involves different motivational techniques and discipline. You need to know if a coach's teaching style matches your learning style.
6. **When does the head coach's contract end? How long does the coach intend to stay?** The answer could be helpful. Do not make any assumptions about how long a coach will be at a school. If the coach leaves, does this change your mind about the school/program?
7. **What are preferred, invited and uninvited walk-on situations? How many do you expect to compete? How many earn a scholarship?** Situations vary from school to school.
8. **Who else are you recruiting for my position?** Coaches may consider other student-athletes for every position.
9. **Is medical insurance required for my participation? Is it provided by the college?** You may be required to provide proof of insurance.
10. **If I am seriously injured while competing, who is responsible for my medical expenses?** Different colleges have different policies.
11. **What happens if I want to transfer to another school?** You may not transfer without the permission of your current school's athletics administration. Ask how often coaches grant this privilege and ask for an example of a situation in which permission was not granted.
12. **What other factors should I consider when choosing a college?** Be realistic about your athletics ability and the type of athletics experience you would enjoy. Some student-athletes want to be part of a particular athletics program, even if that means little or no playing time. Other considerations include coaching staff and style. Of course, the ideal is to choose a college or university that will provide you with both the educational and athletics opportunities you want.

Academics

1. **How good is the department in my major? How many students are in the department? What credentials do faculty members hold? What are graduates of the program doing after school?**
2. **What percentage of players on scholarship graduate?** The response will suggest the school's commitment to academics. You might want to ask two follow-up questions:

   1) What percentage of incoming students eventually graduate?

   2) What is the current team's grade-point average?
3. **What academic support programs are available to student-athletes?** Look for a college that will help you become a better student.
4. **If I have a diagnosed and documented disability, what kind of academic services are available?** Special academic services may help you achieve your academic goals.
5. **How many credit hours should I take in season and out of season?** It is important to determine how many credit hours are required for your degree and what pace you will follow to obtain that degree.
6. **Are there restrictions in scheduling classes around practice?** NCAA rules prevent you from missing class for practice.
7. **Is summer school available? If I need to take summer school, will it be paid for by the college?** You may need to take summer school to meet academic and/or graduation requirements.

College Life

1. **What is a typical day for a student-athlete?** The answer will give you a good idea of how much time is spent in class, practice, study and travel. It also will give you a good indication of what coaches expect.
2. **What are the residence halls like?** The response should give you a hint of how comfortable you would be in your room, in study areas, in community bathrooms and at the laundry facilities. Also ask about the number of students in a room, co-ed dorms and the rules governing life in the residence halls.
3. **Must student-athletes live on campus?** If "yes," ask about exceptions.

Financial Aid

1. **How much financial aid is available for both the academic year and summer school? What does your scholarship cover?**
2. **How long does my scholarship last?** Most people think a "full ride" is good for four years, but athletics financial aid is available on a one-year, renewable basis.
3. **What are my opportunities for employment while I am a student?** Find out if you can be employed in season, out of season or during vacation periods.
4. **Exactly how much will the athletics scholarship be? What will and will not be covered?** It is important to understand what college expenses your family is responsible for so you can arrange to pay those. Educational expenses can be paid with student loans and government grants, but it takes time to apply for these. Find out early so you can get something lined up.
5. **Am I eligible for additional financial aid? Are there any restrictions?** Sometimes a student-athlete cannot accept a certain type of scholarship because of NCAA limitations. If you will be receiving other scholarships, let the coach and financial aid officer know so they can determine if you may accept additional dollars.
6. **Who is financially responsible if I am injured while competing**? You need to understand your financial obligations if you suffer an injury while participating in athletics.
7. **Under what circumstances would my scholarship be reduced or canceled?** Coaches should be able to give you some idea of how players are evaluated from year to year and how these decisions are made. The institution may have a policy governing renewal of athletics aid. Ask if such a policy exists and read it.
8. **Are there academic criteria tied to maintaining the scholarship?** Some institutions add academic requirements to scholarships (e.g., minimum grade-point average).
9. **What scholarship money is available after eligibility is exhausted to help me complete my degree?** It may take longer than four years to complete a college degree program. Some colleges assist student-athletes financially as they complete their degrees. Ask how such aid is awarded. You may have to work with the team or in the athletics department to qualify for this aid.
10. **What scholarship money is available if I suffer an athletics career-ending injury?** Not every institution continues to provide an athletics scholarship to a student-athlete who can no longer compete because of a career-ending injury.
11. **Will my scholarship be maintained if there is a change in coaches?** A coach may not be able to answer this, but the athletics director may.

Information for Parents and Guardians

If you are the parent or legal guardian of a potential student-athlete, please pay special attention to the amateurism and academic eligibility and clearinghouse sections.

Amateurism and Academic Eligibility

If your child plans to compete, practice or receive an athletics scholarship at a Division I or II college, he or she must meet the eligibility requirements on pages 5 - 11 of this guide.

Clearinghouse Registration: Transcript and Test-Score Submissions

It is best for your son or daughter to register with the clearinghouse after completion of his or her junior year. Once registered, your son or daughter must ask the high school counselor or registrar to send his or her academic transcripts to the clearinghouse. ACT or SAT test score(s) also must be submitted to the clearinghouse. Your son or daughter must list the clearinghouse as a separate recipient of his or her ACT or SAT scores when he or she takes the test. The test scores must come directly from SAT or ACT. The clearinghouse will not accept test scores reported on the high school transcript.

The clearinghouse will typically review your son's or daughter's high school record and send a preliminary report to him or her, with notification of any missing requirements. A final report may be issued once your son's or daughter's high school submits a final transcript showing high school graduation. Please call the clearinghouse at 877/262-1492 if you have any questions.

How to Monitor Your Son's or Daughter's Eligibility

You may check the clearinghouse Web site at www.ncaaclearinghouse.net to make sure your son or daughter is taking approved courses. A list of core courses should have been submitted to the clearinghouse by your son's or daughter's high school. Check your son's or daughter's schedule before each year in high school to make certain that he or she is taking the required courses.

NCAA colleges may obtain information from the clearinghouse about your son's or daughter's status and progress only if his or her information is specifically requested by that college.

Financial Aid

If your son or daughter is academically eligible to participate in intercollegiate athletics and is accepted as a full-time student at a Division I or II school, he or she may receive athletics-based financial aid from the school. Division I or II financial aid may include tuition and fees, room and board, and books.

Division III institutions do not award financial aid based on athletics ability. A Division III college may award need-based or academically related financial aid.

A nonqualifier may receive only need-based financial aid (aid unrelated to athletics). A nonqualifier also may receive nonathletics aid from private sources or government programs (such as Pell grants). The college financial aid office can provide further information.

It is important to understand several points about athletics scholarships from Divisions I and II schools:

- All athletics scholarships awarded by NCAA institutions are limited to one year and are renewable annually. **There is no such award as a four-year athletics scholarship.**
- Athletics scholarships may be renewed annually for a maximum of five years within a six-year period of continuous college attendance. **Athletics aid may be canceled or reduced at the end of each year.**
- Athletics scholarships are awarded in a variety of amounts, ranging from full scholarships (including tuition, fees, room and board, and books) to very small scholarships (e.g., books only).
- The total amount of financial aid a student-athlete may receive and the total amount of athletics aid a team may receive can be limited. These limits can affect whether a student-athlete may accept additional financial aid from other sources. Ask financial aid officials at the college or university about any other financial aid your son or daughter might be eligible to receive, and how this aid impacts his or her athletics aid limit. **You must inform the college financial aid office about scholarships received from all sources, such as local civic or booster clubs.**

An athletics scholarship is a tremendous benefit to most families, but you should also have a plan to pay for college costs that are not covered by a scholarship (such as travel between home and school). You should also consider how you will finance your son's or daughter's education if the athletics scholarship is reduced or canceled.

National Letter of Intent

The National Letter of Intent (NLI) is a voluntary program administered by the Collegiate Commissioners Association, not by the NCAA. By signing an NLI, your son or daughter agrees to attend the institution for one academic year. In exchange, that institution must provide athletics financial aid for one academic year.

Restrictions are contained in the NLI itself. Read them carefully. These restrictions may affect your son's or daughter's eligibility.

If you have questions about the National Letter of Intent, visit the NLI Web site at www.national-letter.org or call 205/458-3013.

Agents

During high school, your son or daughter might be contacted by an agent who is interested in representing your son or daughter in contract negotiations or for commercial endorsements. Some agents may not identify themselves as agents, but may simply say they are interested in your son's or daughter's general welfare and athletics career. They may offer gifts or other benefits to you and your family.

NCAA rules do not prevent meetings or discussions with an agent. However, your son or daughter will jeopardize his or her eligibility in a sport if he or she agrees, verbally or in writing, to be represented by an agent while attending high school or college, regardless of whether the agreement becomes effective immediately or after his or her last season of college eligibility.

Your son or daughter will also endanger his or her college athletics eligibility if he or she, or your family, accepts benefits or gifts from an agent. If an individual contacts your son or daughter about marketing his or her athletics ability, be careful. If you have concerns, contact your high school coach, director of athletics or the NCAA.

Recruiting

See page 28 for a summary of recruiting rules and terms.

Scouting/Recruiting Services

During high school, your family might be contacted by a scouting/recruiting service. The NCAA does not sanction or endorse any of these services. Remember, a scouting/recruiting service cannot base its fee on the amount of a student's college scholarship. For example, it is impermissible for a recruiting/scouting service to offer a money-back guarantee. If you have any questions, please call the NCAA.

All-Star Contests—Basketball and Football

After your son or daughter completes high school eligibility, but before graduating, he or she may participate in two high school all-star football or basketball contests in each sport. If you have any questions, please call the NCAA.

Transfer Students

If your son or daughter transfers from a two-year or four-year college to an NCAA school, he or she must meet certain requirements before being eligible for practice, competition or financial aid at that college. Order the NCAA Transfer Guide by calling 888/388-9748 or download it from the NCAA Web site at www.NCAA.org. Call the NCAA if you have questions about transfer requirements.

Home School

Home-schooled students who plan to enroll in a Division I or Division II college must register with the clearinghouse, and must meet the same requirements as all other students.

After registering, the home-schooled student must send the following information to the clearinghouse:

- Standardized test score(s) must be on an official transcript from a traditional high school OR be sent directly from the testing agency;
- Transcript listing credits earned and grades (home-school transcript and any other official transcript from other high schools, community colleges, etc.);
- Proof of high school graduation;
- Evidence that home schooling was conducted in accordance with state law; and
- List of texts used throughout home schooling (including text titles, publisher and in which courses the text was used).

Details for High School Counselors and Athletics Administrators

Initial Eligibility

Why an Initial-Eligibility Clearinghouse?

NCAA colleges and institutions agree that it is important for all high school students to meet minimum academic standards to practice or compete in college athletics. The clearinghouse evaluates student courses, grades and test scores, to determine whether students meet NCAA minimum academic requirements. The NCAA membership is committed to academic success and graduation of its student-athletes.

NCAA Initial Eligibility and College Admission are Both Needed

Admission to an NCAA college or university is not the same as NCAA initial eligibility. Each institution decides which students to admit, based on its admissions criteria. Keep in mind that if a student-athlete meets NCAA initial-eligibility standards, that student still may not be admitted to the institution. Likewise, a student-athlete who gains admission to a college or university may not meet NCAA initial-eligibility standards.

Help Students Select Courses

Grades Eight–12

If students take a rigorous college-preparatory curriculum, they are more likely to be successful. Help your students select courses that:

- Meet high school graduation requirements;
- Adequately prepare them for rigorous college work; and
- Meet NCAA initial-eligibility requirements.

Grade 11

- Encourage students to take the ACT or SAT or both.
- When registering for the test, students mustshould select the clearinghouse (code 9999) as a score recipient.
- After completing grade 11, students who plan to participate in college sports at a Division I or II college should register with the clearinghouse. The clearinghouse registration form is available online at www.ncaaclearinghouse.net. **The student should not register before the end of the junior year,** because the clearinghouse cannot process a student's certification until it has received a transcript that shows at least six semesters.
- After the student registers, send the student's transcript to the clearinghouse. The transcript may be sent by regular mail or overnight delivery. **The clearinghouse will not accept faxed transcripts.**

Grade 12

- After graduation, review the student's transcript carefully. Make sure the transcript is accurate before you mail it. Once the clearinghouse receives a final transcript, it will not use an amended final transcript. Remember, faxed transcripts are not acceptable.
- You may check online the list of your graduating high school students who have registered with the clearinghouse, at www.ncaaclearinghouse.net. On the home page, click on **High School Administration**, then on **High School Administrator Login**. After logging in, click on **Graduation List Reports**.

Your High School's List of NCAA-Approved Core Courses

What is the list?

Each high school has its own list of NCAA-approved core courses. For the clearinghouse to use a course in a student's evaluation, the course on the transcript must be on your high school's list.

Where can I find my high school's list?

- Go to www.ncaaclearinghouse.net.
- Select **High School Administration**.
- Click on **List of Approved Core Courses**.
- Follow the prompts.

How can I update my high school's list?

- Go to www.ncaaclearinghouse.net.
- Select **High School Administration**.
- Click on **High School Administrator Login**.
- You will be required to input your high school six-digit code and your high school PIN. If your high school did not select a PIN, or you don't remember your high school PIN, see the login page for directions on how to obtain a PIN.
- After logging in, click on **Submit Core-Course Modifications**. From there, follow the prompts.

Why is this important?

- It is vital that your high school's list of approved core courses is kept up to date.
- This will ensure that your students are given appropriate credit by the clearinghouse for the courses they have taken.
- If you have not reviewed and updated your list in the past year, the eligibility of your students may be affected.
- You must review your list at least once per year.

Core-Course Requirements

Core Courses

A core course is a recognized college-preparatory course taught by a qualified instructor. The course must fulfill a graduation requirement in the appropriate academic area at your high school. Remedial or basic-level courses are not core courses. Your high school's list of approved core courses, once submitted to the clearinghouse, will be available for anyone who wishes to view it on the clearinghouse Web site at www.ncaaclearinghouse.net.

Eighth-grade courses. Eighth-grade courses do not satisfy initial-eligibility requirements.

Courses completed after high school graduation. Courses taken after a student's eighth semester (fourth year) of high school will not satisfy Division I initial-eligibility requirements. In contrast, for Division II, all core courses completed after high school, but before initial full-time enrollment in college, may meet NCAA requirements.

Pass-fail grades. Pass-fail grades may be used to satisfy initial-eligibility requirements, but will be given the high school's lowest passing grade.

Independent study and courses taught on the Internet. Independent-study and Internet courses may satisfy initial-

eligibility requirements if these courses meet core-course requirements. The instructor and student must have access to one another throughout the course, the student's work must be evaluated by appropriate authorities, and the course must appear on the student's high school transcript.

Credit-by-exam and vocational-school courses. Credit-by-exam and vocational-school courses do not satisfy initial-eligibility requirements.

Duplicate course work. If a student completes two classes that are considered to be duplicates (e.g., algebra I and algebra A/B), he or she will only receive core-course credit for one of the classes (typically the course with the higher grade).

Courses for students with disabilities. Students with disabilities may use courses specifically designed for such students. The course must be comparable to a core course in the mainstream curriculum and must appear on your high school's list of approved core courses.
Submit courses for students with disabilities online at www.ncaaclearinghouse.net.

ACT and SAT Scores

Test-score requirements. Students must achieve a required SAT or ACT score (See page 9 for the Division I grade-point average/test-score that corresponds with their core-course grade-point average sliding scale. See page 10 for the Division II requirements.). Students must take the tests under standard testing conditions on a national testing date before their initial, full-time enrollment at college. See the SAT Web site at www.collegeboard.com and the ACT Web site at www.act.org for national testing dates. Dates may also be found on page 12.

Calculation of highest score. If a student has taken the ACT or SAT more than once, that student's highest score from each subtest or subsection will be used to determine his or her score, provided all scores are submitted to the clearinghouse. See page 12 for an example.

NEW INFORMATION. All SAT and ACT test scores must be reported directly from the testing agency to the clearinghouse. The clearinghouse will not accept test scores reported on the high school transcript.

Nonstandard tests. Nonstandard tests are available for students with a diagnosed disability. Please visit the SAT or ACT Web sites for more information on registering for nonstandard tests.

Writing component. The writing component of the ACT and SAT will not be used by the clearinghouse to determine initial eligibility.

NCAA Core-Course Grade-Point Average

Calculation of core-course grade-point average. The NCAA core-course grade-point average is calculated using only those core courses that are accepted and appear on the student's clearinghouse certification report.

Grade values. The following grade values are used in determining a student's grade-point average:

A – 4 quality points
B – 3 quality points
C – 2 quality points
D – 1 quality point

If your high school uses plus and minus grades (such as A+ or B-), the plus or minus will not be used to calculate your core-course grade-point average.

Division I and II core-course grade-point average requirements. Students must achieve a minimum core-course grade-point average to compete at the Division I or II level. The core-course grade-point average for Division I students must correspond with the ACT or SAT score based on the core-course grade-point average and test-score qualifier index on page 9 of this guide. In Division II, a student-athlete must have a minimum core-course grade-point average of at least 2.000.

International students. If you have a student who has been educated in part at a international secondary school, it will be necessary to obtain transcripts from the international institution and send those transcripts and translations, along with the domestic transcript, to the clearinghouse. Students who graduate from high school in the United States will be evaluated under the same rules as all other domestic students.

Computer science reminder. The NCAA no longer accepts computer science courses, unless those courses receive graduation credit in mathematics or natural/physical science, and appear as such on the high school's list of NCAA-approved core courses.

Home school. Students who have been home schooled in whole or in part in grades nine through 12 must register with the clearinghouse. To determine what documents must be submitted to the clearinghouse, please visit the clearinghouse Web site at www.ncaaclearinghouse.net.

Clearinghouse Web Site Features

The following features are available to you as a high school administrator on the clearinghouse Web site.

- **Core-course modifications.** Submit revisions to your high school's core-course list.
- **Updates to clearinghouse contact data.** Update your school's contact name, graduation date, e-mail address, PIN or demographic data.
- **Graduation list reports.** Print a list of registered students from the current graduating class. After graduation, send the clearinghouse a final transcript with proof of graduation for each student on your roster.
- **Contact the clearinghouse.** E-mail inquiry to the clearinghouse is the easiest contact method.
- **Submit a fee waiver.** High school administrators may submit fee waiver verifications for eligible students only if the student received a fee waiver from SAT or ACT.

More information. For more information online, see the clearinghouse Web site at www.ncaaclearinghouse.net.

Recruiting Regulations

Introduction

College coaches must follow the rules outlined in this section. You are expected to follow these rules as well.

Recruiting Terms

Contact. A contact occurs any time a coach has any face-to-face contact with you or your parents off the college's campus and says more than hello. A contact also occurs if a coach has any contact with you or your parents at your high school or any location where you are competing or practicing.

Contact period. During this time, a college coach may have in-person contact with you and/or your parents on or off the college's campus. The coach may also watch you play or visit your high school. You and your parents may visit a college campus and the coach may write and telephone you during this period.

Dead period. The college coach may not have any in-person contact with you or your parents at any time in the dead period. The coach may write and telephone you or your parents during this time.

Evaluation. An evaluation is an activity by a coach to evaluate your academic or athletics ability. This would include visiting your high school or watching you practice or compete.

Evaluation period. The college coach may watch you play or visit your high school, but cannot have any in-person conversations with you or your parents off the college's campus. You and your parents can visit a college campus during this period. A coach may write and telephone you or your parents during this time.

Official visit. Any visit to a college campus by you and your parents paid for by the college. The college may pay the following expenses:

- Your transportation to and from the college;
- Room and meals (three per day) while you are visiting the college; and
- Reasonable entertainment expenses, including three complimentary admissions to a home athletics contest.
- Before a college may invite you on an official visit, you will have to provide the college with a copy of your high school transcript (Division I only) and SAT, ACT or PLAN score.

Prospective student-athlete. You become a "prospective student-athlete" when:

- You start ninth-grade classes; or
- Before your ninth-grade year, a college gives you, your relatives or your friends any financial aid or other benefits that the college does not provide to students generally.

Quiet period. The college coach may not have any in-person contact with you or your parents off the college's campus. The coach may not watch you play or visit your high school during this period. You and your parents may visit a college campus during this time. A coach may write or telephone you or your parents during this time.

Unofficial visit. Any visit by you and your parents to a college campus paid for by you or your parents. The only expense you may receive from the college is three complimentary admissions to a home athletics contest. You may make as many unofficial visits as you like and may take those visits at any time. The only time you cannot talk with a coach during an unofficial visit is during a dead period.

Recruiting Calendars

To look at recruiting calendars for all sports, go to www.NCAA.org.

Summary of recruiting rules for each sport—Division I

	RECRUITING METHOD	MEN'S BASKETBALL	WOMEN'S BASKETBALL	FOOTBALL	OTHER SPORTS
SOPHOMORE YEAR	Recruiting materials	• You may receive brochures for camps and questionnaires. • You may begin receiving recruiting materials June 15 after your sophomore year.	• You may receive brochures for camps and questionnaires.	• You may receive brochures for camps and questionnaires.	• You may receive brochures for camps and questionnaires.
	Telephone calls	• You may make calls to coach at your expense. • College may accept collect calls from you at end of year. • College coach cannot call you.	• You may make calls to coach at your expense only. • College coach cannot call you.	• You may make calls to coach at your expense only. • College coach cannot call you.	• You may make calls to coach at your expense only. • College coach cannot call you. • Ice Hockey—if you are an international prospect, a college coach may call you once in July after sophomore year.
	Off-campus contact	• None allowed.	• None allowed.	• None allowed.	• None allowed.
	Official visit	• None allowed.	• None allowed.	• None allowed.	• None allowed.
	Unofficial visit	• You may make an unlimited number of unofficial visits.	• You may make an unlimited number of unofficial visits.	• You may make an unlimited number of unofficial visits.	• You may make an unlimited number of unofficial visits.
	RECRUITING METHOD	MEN'S BASKETBALL	WOMEN'S BASKETBALL	FOOTBALL	OTHER SPORTS
JUNIOR YEAR	Recruiting materials	• Allowed.	• You may begin receiving September 1 of junior year.	• You may begin receiving September 1 of junior year.	• You may begin receiving September 1 of junior year.
	Telephone calls College coaches may call you	• You may make calls to the coach at your expense. • Once per month beginning June 15, before your junior year, through July 31.	• You may make calls to the coach at your expense. • Once per month in April, May and June 1-20. • Once between June 21 and June 30 after your junior year. • Three times in July after your junior year.	• You may make calls to the coach at your expense. • Once during May of your junior year.	• You may make calls to the coach at your expense. • Once per week starting July 1 after your junior year.
	Off-campus contact	None allowed.	None allowed.	None allowed.	• Allowed starting July 1 after your junior year. • For gymnastics—allowed after July 15 after your junior year.
	Official visit	• None allowed.	• None allowed.	• None allowed.	• None allowed.
	Unofficial visit	• You may make an unlimited number of unofficial visits.	• You may make an unlimited number of unofficial visits.	• You may make an unlimited number of unofficial visits.	• You may make an unlimited number of unofficial visits.

SENIOR YEAR	RECRUITING METHOD	MEN'S BASKETBALL	WOMEN'S BASKETBALL	FOOTBALL	OTHER SPORTS
	Recruiting materials	• Allowed.	• Allowed.	• Allowed.	• Allowed.
	Telephone calls College coaches may call you	• You may make calls to the coach at your expense. • Twice per week beginning August 1.	• You may make calls to the coach at your expense. • Once per week beginning August 1.	• You may make calls to the coach at your expense. • Once per week beginning September 1.	• You may make calls to the coach at your expense. • Once per week.
	Off-campus contact	• Allowed beginning September 9.	• Allowed beginning September 16.	• Allowed beginning November 27.	• Allowed.
	Official visit	• Allowed beginning opening day of classes your senior year. • You are limited to one official visit per college up to a maximum of five official visits to Divisions I and II colleges.	• Allowed beginning opening day of classes your senior year. • You are limited to one official visit per college up to a maximum of five official visits to Divisions I and II colleges.	• Allowed beginning opening day of classes your senior year. • You are limited to one official visit per college up to a maximum of five official visits to Divisions I and II colleges.	• Allowed beginning opening day of classes your senior year. • You are limited to one official visit per college up to a maximum of five official visits to Divisions I and II colleges.
	Unofficial visit	• You may make an unlimited number of unofficial visits.	• You may make an unlimited number of unofficial visits.	• You may make an unlimited number of unofficial visits.	• You may make an unlimited number of unofficial visits.
	Evaluation and contacts	• Up to seven times during your senior year.	• Up to five times during your senior year.	• Up to six times during your senior year.	• Up to seven times during your senior year.
	How often can a coach see me or talk to me off the college's campus?	• A college coach may contact you or your parents/legal guardians not more than three times during your senior year.	• A college coach may contact you or your parents/legal guardians not more than three times during your senior year.	• A college coach may contact you or your parents/legal guardians (including evaluating you off the college's campus), six times. • One evaluation during September, October and November.	• A college coach may contact you or your parents/legal guardians not more than three times during your senior year.

Summary of recruiting rules—Divisions II and III

	DIVISION II	DIVISION III
Recruiting materials	• A coach may begin sending you printed recruiting materials Sepember 1 of your junior year in high school.	• You may receive printed materials anytime.
Telephone calls	• A college coach may call you once per week beginning June 15 between your junior and senior year. • You may make calls to the coach at your expense.	• No limit on number of calls or when they can be made by the college coach. • You may make calls to the coach at your expense.
Off-campus contact	• A college coach can have contact with you or your parents/legal guardians off the college's campus beginning June 15 after your junior year. • A college coach is limited to three in-person contacts off campus.	• A college coach may begin to have contact with you and your parents/legal guardians off the college's campus after your junior year.
Unofficial visits	• You may make an unlimited number of unofficial visits any time.	• You may make an unlimited number of unofficial visits any time.
Official visits	• You may make official visits starting the opening day of classes your senior year. • You may make only one official visit per college and up to a maximum of five official visits to Divisions I and II colleges.	• You may make official visits starting the opening day of classes your senior year. • You may make only one official visit per college.

APPENDIX

Fall Sports

Cross Country (W)
Cross Country (M)
Field Hockey (W)
Football (M)
Soccer (W)
Soccer (M)
Volleyball (W)
Water Polo (M)

Winter Sports

Basketball (W)
Basketball (M)
Bowling (W)
Fencing (M&W)
Gymnastics (W)
Gymnastics (M)
Ice Hockey (W)
Ice Hockey (M)
Rifle (M&W)
Skiing (M&W)
Swimming & Diving (W)
Swimming & Diving (M)
Indoor Track and Field (W)
Indoor Track and Field (M)
Wrestling (M)

Spring Sports

Baseball (M)
Golf (W)
Golf (M)
Lacrosse (W)
Lacrosse (M)
Rowing (W)
Softball (W)
Tennis (W)
Tennis (M)
Outdoor Track and Field (W)
Outdoor Track and Field (M)
Volleyball (M)
Water Polo (W)

NCAA

The NCAA salutes

360,000

student-athletes

participating in

23 sports

at 1,000

member institutions

NCAA Initial-Eligibility Clearinghouse
301 ACT Drive
P.O. Box 4043
Iowa City, IA 52243-4043

www.ncaaclearinghouse.net

877/262-1492
(customer service Monday – Friday, 8 a.m. – 5 p.m. Central time)
319/337-1492 (international callers)

319/337-1556 (fax)

NCAA 52397-3006

From: Joe Haydon <haydon@uncaa.unc.edu>

Sent: Thursday, November 1, 2007 2:50 PM

To: Williams, Andre <awilliams@uncaa.unc.edu>; Haithcock, Brenda <bhaithcock@uncaa.unc.edu>; Bridger, Beth <bridgerb@uncaa.unc.edu>; Simpson, Brannon <bsimpson@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Ciocca, Mario <ciocca@email.unc.edu>; Pagano, Chuck <cpagano@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Williams, Charlie <cwilliams@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Sanders, Darryl <dsanders@uncaa.unc.edu>; Kessler, Eric <ekessler@uncaa.unc.edu>; Exum, Melissa <exum@email.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Barnwell, Jayne <jbarnwell@uncaa.unc.edu>; Blake, John <jblake@uncaa.unc.edu>; Cole, Jeremy <jcole@uncaa.unc.edu>; Connors, Jeff <jconnors@uncaa.unc.edu>; Dunn, John <jdunn@uncaa.unc.edu>; Freeman, Jason <jfreeman@uncaa.unc.edu>; Lovett, John <jlovett@uncaa.unc.edu>; Shoop, John <jshoop@uncaa.unc.edu>; Spurling, James <jspurling@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Browning, Kenny <kbrowning@uncaa.unc.edu>; Ketterly, Jen <ketterly@uncaa.unc.edu>; Harbor, Kerry <kharbor@uncaa.unc.edu>; Robinson, Kevin <krob@uncaa.unc.edu>; Murphy, Leea <ldmurphy@uncaa.unc.edu>; Joines, Melinda <mjoines@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Halverson, Doug <sdhalverson@uncaa.unc.edu>; Hagen, Steve <shagen@uncaa.unc.edu>; Allen, Chris <shicken@uncaa.unc.edu>; Petitto, Sam <spetitto@uncaa.unc.edu>; Pittman, Sam <spittman@uncaa.unc.edu>; Terlecky, Shawn <sterlecky@uncaa.unc.edu>; Trulock, Scott <strulock@uncaa.unc.edu>; Thigpen, Tommy <tthigpen@uncaa.unc.edu>; Vanderford, Teresa <tvanderford@uncaa.unc.edu>

Subject: Official Visit Weekend

Attach: TEXT.htm; Maryland Game - Official Visit Itinerary.xls; OVW 11-03 Player Profiles.xlsx

---

We have 8 official visits for this weekend. I've attached two files. The first is the general itinerary for the official visits this weekend. Each individual recruits' schedule will vary slightly depending on meeting times, arrival & departure times, etc. The second file includes 9 tabs across the bottom. The first tab is a listing of the 8 recruits and then each tab after that is a quick profile of each one. Please contact me if you have any questions.

Joe

Recruits

High School, State

OFFICIAL VISIT

November 3rd - November 5th, 2007

Traveling with:
Academic Interest:
Host:

SATURDAY - Novmeber 3rd, 2007

TIME	ACTIVITY
	Check in at Carolina Inn / Franklin Hotel
11:45 AM	Lunch at Spanky's with Beth Bridger and Cricket Lane
1:15 PM	Campus Tour (including Old Well Walk) / Building Tours
3:00 PM	On Field for Warm-ups
3:45 PM	Kickoff: North Carolina vs. Maryland
Halftime	Snacks in the Staff Room
Post Game	Locker Room Visit (2 recruits meet with Sports Med)
7:30 PM	Dinner in the 4th Floor Kenan Football Center Recruiting Room with Coaches
8:15 PM	Basketball Game at Smith Center
Post Game	Released to Hosts for the evening

SUNDAY - November 4th, 2007

TIME	ACTIVITY
8:45 AM	Wake Up
9:30 AM	Breakfast at Carolina Inn with Coaches
10:30 AM	Academic Meeting - Business School Rm #2500
11:30 AM	Position Meetings (2 recruits meet with Sports Med)
12:15 PM	Equipment Room Tour
1:00 PM	Lunch at Champs/Cheesecake Factory
3:15 PM	Meeting with Coach Connors (Strength and Conditioning)
4:00 PM	Return to the Carolina Inn - Time to Relax / Watch NE-Indy Game / Watch Practice
6:15 PM	Meet in the Lobby of the Carolina Inn
6:30 PM	Dinner Cheesecake Factory or Angus Barn

MONDAY - November 5th, 2007

TIME	ACTIVITY
	Wake Up
	Breakfast at the Carolina Inn
	Depart for RDU

Revised: 9/25/2014 11:27 PM

Joe Haydon - 919.624.7777

From: "Kelly, Michael" <mkelly@theacc.org>
Sent: Wednesday, June 4, 2008 2:00 PM
To: amg4v@virginia.edu; Davis, Paul <butchdavis@uncaa.unc.edu>; clarkd@vt.edu; dcutcliffe@duaa.duke.edu; grobejb@wfu.edu; Jagodzinski, Jeff <jeffrey.jagodzinski.1@bc.edu>; mschneider@miami.edu; pbroglio@umd.edu; pjohnson@athletics.gatech.edu; swilkshi@mailer.fsu.edu; tbowden@CLEMSON.EDU; tp_obrien@ncsu.edu
Cc: Urbanic, Andrew <aurbanic@fsu.edu>; barry.gallup@bc.edu; Bell, Corey F <cbell@miami.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Hickson, Dan <dhickson@umd.edu>; Faircloth, Bill <fairclwm@wfu.edu>; Capone, Gerry <gc6y@virginia.edu>; Harrison, Gerald <gharrison@duaa.duke.edu>; Ballein, John <jballein@vt.edu>; joe_pate@ncsu.edu; Johnston, Andy <johnsta@CLEMSON.EDU>; Snider, Jason <JSnider@at.gtaa.gatech.edu>
Subject: FW: ACC Football
Attach: TEXT.htm

Good afternoon,

The information sent below is sent on behalf of Rob Higgins whom you all met during his presentation at the ACC Spring Meetings in Amelia.

-Michael

From: Rob Higgins [mailto:rhiggins@visittampabay.com]
Sent: Wednesday, June 04, 2008 10:45 AM
To: Kelly, Michael
Subject: ACC Football

ACC Football Coaches:

We hope all is well. We wanted to thank you for the opportunity to provide you with an update for the 2008 ACC Football Championship Game at this year's spring meetings. As we mentioned during our presentation, we hosted our annual Southeast High School Football Combine on May 24th at Raymond James Stadium. With 450 prospective student-athletes participating at the home of the next two ACC Football Championships, the event was a great success and another step towards the continued strong branding of your conference in our community. Each attendee was greeted with a Road to Tampa Bay flyer with each of your season schedules as well as ACC Football Championship signage. We wanted to pass along the results/stats of the combine to aid in your recruiting efforts (below). Please do not hesitate to contact me directly if you have any questions. Thanks.

Sincerely,

Rob Higgins

Executive Director

Tampa Bay Sports Commission

401 E. Jackson St. Suite 2100

Tampa, FL 33602

O- (813) 342-4076

F- (813) 218-3376

RHiggins@VisitTampaBay.com

www.TampaBaySports.org <http://www.TampaBaySports.org>

www.NCAAMarchMadness2008.com <http://www.NCAAMarchMadness2008.com>

www.ACCTampaBay.com <http://www.ACCTampaBay.com>

2007 ACC Men's Basketball Tournament

2008 NCAA Men's Basketball First and Second Rounds

2008 NCAA Women's Final Four

2008 ACC Football Championship

2009 SEC Men's Basketball Tournament

2009 ACC Football Championship

2009 NCAA Women's Volleyball Championship

2012 NCAA Men's Frozen Four

Southeast Football Combine Rosters

Quarterbacks 8:30 AM Session

First

Last

High School

Pos

HT

WT

Grad

ST

Bench Press @ 185

Broad Jump

Forty Yard

Shuttle

AJ

Augustine

Admiral Farragut

QB

6'2"

170

2009

FL

5

8'1

4.97

4.5

Cedric

McCloud

William M Raines

QB

6'2"

210

2009

FL

15

8'2

4.85

4.6

Edwin

Kelly

Southeast

QB

5'11"

201

2009

FL

14

8'11

4.75

4.5

Anthony

Phillips

Robinson

QB

5'9"

200

2009

FL

12

8'9

4.78

4.47

Charles

Dieuseul

Lake Region

QB/SS

6'0"

195

2009

FL

17

9'6

4.62

4.65

Tyler

Turner

Halls

QB/DB

6'2"

185

2009

TN

7

8'5

4.63

4.5

Culler

O'Brien

Sickles

QB/DB

6'0"

185

2009

FL

10

8'10

4.5

4.34

Angel

Rodriguez

Tampa Bay Tech

QB

6'1"

185

2009

FL

5

8'7

4.62

4.18

Rafael

Echemendia

Lake Region

QB

6'2"

175

2009

FL

7

8'4

4.93

4.28

Victor

Moore

Spoto

QB/WR

6'0"

170

2010

FL

0

8'9

4.8

5.03

Joey

Licalzi

Wesley Chapel

QB

6'1"

165

2009

FL

7

6'9

5.5

4.44

Bryan

Shahlamian

Satellite

QB/DB

5'9"

160

2009

FL

8

8'1

4.52

4.50

Jamar

Burns

Spoto

QB/RB

5'11"

155

2010

FL

7

9'1

4.43

4.18

Ricky

Mann

Middleton

QB/WR

5'10"

150

2009

FL

0

8'11

4.74

4.2

CJ

Bennett

Alonso

QB

5'11"

185

2010

FL

4

8'6

4.62

4.59

Alexander

O'Regan

Riverview

QB

6'0"

165

2009

FL

9

7'11

4.72

4.4

Runningbacks 8:30 AM Session

First

Last

High School

Pos

HT

WT

Grad

ST

Bench Press @ 185

Broad Jump

Forty Yard

Shuttle

Eric

Pappas

Satellite

RB/S

6'0"

200

2009

FL

15

9'6

4.93

4.41

Ryan

Rice

Durant

RB

5'11"

197

2009

FL

15

9'5

4.75

4.28

Jordan

Lauther

George Jenkins

RB

5'10"

185

2010

FL

4

7'7

Inj

4.81

David

Canchola

Robinson

RB/DE

5'8"

185

2009

FL

9

8'2

5.09

9.44

Robert

Sigmon

Viera

RB/DB

5'10"

173

2009

FL

11

8'8

4.6

4.33

Damond

Speights

Tampa Bay Tech

RB/WR

5'11"

170

2009

FL

9

8'2

4.5

4.56

Jacquez

Jackson

Boca Ciega

RB/WR

5'11"

165

2009

FL

1

8'2

4.6

4.43

Tavin

Crawford

First Coast

HB/WR

5'9"

165

2009

FL

14

9'2

4.65

4.39

Donovan

Celerin

King St

RB/FS

5'10"

165

2009

FL

11

9'2

4.78

4.82

Rodney

Johnson

Middleton

RB

5'5"

165

2010

FL

13

8'11

4.41

4.32

Darius

Johnson

Boca Ciega

RB

5'11"

164

2009

FL

5

8'6

4.75

4.47

Latavien

Washington

Boca Ciega

RB

5'7"

163

2010

FL

14

7'7

4.57

Inj

Micah

Poole

Clearwater Central Cath

RB/WR

5'7"

150

2009

FL

10

8'8

4.53

4.0

Eric

Lampe

Riverview

RB/OLB

6'0"

190

2009

FL

12

8'3

4.59

4.41

Cody

Verrelli

Alonso

RB

5'5"

172

2011

FL

7

8'4

4.75

4.4

Michael

Hankerson

Blake

WR

5'9"

165

2009

FL

3

8'5

4.78

4.68

Phillip

Floyd

Hillsborough

RB

5'6"

157

2009

FL

9

8'11

4.5

4.04

Jordan

Labby

Buchholz

RB

5'7"

155

2009

FL

6

8'8

4.1

4.25

Jesse

Anaya

Alonso

RB

5'6"

154

2010

FL

7

8'7

4.65

4.35

Wide Receivers 8:30 AM Session

First

Last

High School

Pos

HT

WT

Grad

ST

Bench Press @ 185

Broad Jump

Forty Yard

Shuttle

Javon

Perdue

WM. M Raines

WR

6'2"

205

2009

FL

17

9'4

4.66

4.25

Yemi

Oyegunle

Gaither

WR/LB

5'11"

190

2009

FL

18

9'8

4.59

4.0

Benjamin

Noury

Springstead

WR/S

6'0"

185

2009

FL

4

8'5

4.68

4.31

Ivory

Gadson

Blake

WR/OLB

5'11"

180

2009

FL

11

8'11

4.6

4.41

Blake

Smith

Gaither

WR/DB

5'11"

180

2009

FL

14

8'0

4.95

4.6

Joe

Ceravolo

Sarasota

WR

6'0"

180

2010

FL

13

8'7

4.66

4.37

John

Chandler

Blake

WR

6'0"

175

2009

FL

8

8'10

4.62

4.25

Marcus

Jackson

Lakewood

WR/DB

6'2"

174

2009

FL

1

9'3

4.65

4.28

LaVontae

Armstrong

Boca Ciega

WR/CB

5'9"

165

2009

FL

16

8'11

4.64

4.08

Alan

Rothermel

Newsome

WR

5'9"

165

2009

FL

12

8'1

4.95

4.44

Justen

Davis

Middleton

WR

6'2"

162

2010

FL

3

9'2

4.54

4.06

Darrian

Skinner

Boca Ciega

WR/DB

5'10"

160

2009

FL

7

9'5

4.3

4.16

Aaron

Anderson

Middleton

WR

6'0"

160

2009

FL

11

9'2

4.66

4.5

Rockey

Vann

Ococe

WR/DB

6'1"

160

2009

FL

0

9'4

4.3

4.09

Nelson

Vazquez

Plant

WR

6'1"

160

2009

FL

1

8'10

4.54

4.46

Kory

Strassberg

Alonso

WR

6'2"

175

2009

FL

5

8'5

4.94

4.32

Jorge

Suero

Alonso

WLB

5'10"

175

2009

FL

21

7'7

4.8

4.41

Franklin

Mosley

Alonso

WR

5'11"

170

2011

FL

13

7'9

4.9

4.33

Evan

Jones

Alonso

WR

5'11"

165

2009

FL

12

8'1

4.94

4.36

Defensive Backs 8:30 AM Session

First

Last

High School

Pos

HT

WT

Grad

ST

Bench Press @ 185

Broad Jump

Forty Yard

Shuttle

Marvin

Dexter

Durant

FS

6'0"

190

2009

FL

8

8'2

4.78

4.32

Nick

Edwards

First Coast

DB/K

6'0"

190

2008

FL

9

8'8

4.75

4.34

Scotty

O'Donoghue

Sickles

S/FS

5'10'

185

2010

FL

15

8'10

4.71

4.1

Jeremy

Williams

Blake

SS

5'10"

182

2009

FL

8

8'6

4.84

4.56

Niko

Anthony

Newsome

DB/WR

6'1"

180

2010

FL

4

8'2

4.91

4.56

Michael

Ballard

Tampa Bay Tech

SS

6'0"

180

2009

FL

5

8'11

4.59

Inj

Jerome

Speights

Tampa Bay Tech

FS

6'0"

180

2010

FL

8

9'6

4.71

4.44

Jaquez

Jenkins

Lakewood

DB/QB

6'1"

179

2009

FL

13

9'7

4.3

4.25

Phillip

Jones

Middleton

DB

6'0"

175

2009

FL

6

9'2

4.44

4.16

Kieron

James

Southeast

CB

6'0"

175

2009

FL

11

9'4

4.72

4.09

Marquise

Mulkey

Tampa Bay Tech

SS/LB

5'11"

175

2009

FL

5

9'3

4.63

4.25

Kyle

Holloman

Jefferson

S

5'8"

172

2009

FL

13

9'1

4.78

4.22

Ronnie

Milb

Gaither

DB

5'10"

165

2009

FL

12

9'3

4.62

4.37

Cortney

Baker

Jenkins

OB/SLO

5'9"

165

2009

FL

13

8'10

4.85

4.85

D.D.

Johnson

Tampa Bay Tech

CB

5'9"

165

2009

FL

11

8'8

4.68

4.32

Antonio

Wallace

Tampa Bay Tech

CB

5'10"

165

2009

FL

17

9'5

4.44

4.38

Mario

Crawford

First Coast

SS

5'8"

163

2009

FL

11

10'4

4.45

4.53

Te'trard

Austin

American

DB

5'8"

162

2009

FL

3

8'11

4.62

4.1

Stephon

Mayo

Chattahoochee

DB/WR

5'10"

160

2009

GA

7

9'2

4.52

4.25

Daniel

Jones

Florida

CB/DB

5'10"

160

2010

FL

11

9'6

4.43

4.18

Johnny

Roundtree

Gibbs

DB

5'10"

160

2009

FL

10

8'8

4.66

4.44

Travis

Buie

Middleton

CB

5'9"

160

2009

FL

11

9'9

4.74

4.28

Kenneth

Spain

Jefferson

DB/KR

6'1"

155

2009

FL

10

8'5

4.64

4.25

Budd

McQueen

Durant

DB/RB

5'8"

150

2009

FL

5

8'8

4.52

4.47

James

Ervin

Gibbs

CB/SS

5'10"

155

2009

FL

3

8'6

4.84

4.81

Wille

Timmons III

Riverview

S/LB

6'0"

175

2009

FL

11

9'1

4.42

4.5

Chris

Frierson

Alonso

DB/RB

6'1"

165

2009

FL

7

9'2

4.34

4.1

Chris

Bartolome

Alonso

FS/CB

5'9"

160

2009

FL

8

9'3

4.8

4.2

Rashad

Norton

Buchholz

DB/WR

5'9"

160

2009

FL

10

8'0

4.84

4.75

Nate

Singletary

Hillsborough

CB

5'8"

150

2009

FL

8

9'1

4.32

4.25

Full Backs 8:30 AM Session

First

Last

High School

Pos

HT

WT

Grad

ST

Bench Press @ 185

Broad Jump

Forty Yard

Shuttle

Maurice

Hagens

Tampa Bay Tech

FB

6'1"

235

2010

FL

18

7'3

4.98

4.82

Boomer

Smith

Monterey

FB

6'2"

225

2010

TN

15

8'4

5.0

4.68

Bill

Byrne

East Lake

FB/LB

6'0"

220

2009

FL

21

8'4

5.07

4.53

David

Triplett

Umatilla

FB.LB

5'10"

205

2009

FL

12

7'4

5.17

4.88

Ben

Sams

St. Petersburg

FB/RB

6'0"

200

2009

FL

12

9'0

5.02

4.53

James

Cooke

Leto

FB/LB

5'9"

190

2009

FL

11

9'1

4.9

4.7

Alonzo

Smith

Landmark

FB

6'0"

180

2009

FL

11

9'8

4.73

4.43

Langston

Reason

Hillsborough

FB/LB/MLB

5'9"

210

2009

FL

17

8'0

5.63

4.72

Colin

Mackiewicz

Nature Coast Tech

FB/OLB

6'1"

165

2010

FL

2

9'2

4.82

4.59

Linebackers 8:30 AM Session

First

Last

High School

Pos

HT

WT

Grad

ST

Bench Press @ 185

Broad Jump

Forty Yard

Shuttle

Pierry

Adonis

Alonso

LB/DB

5'9"

164

2011

FL

8

8'6

4.89

4.34

Eddie

General

Trinity Catholic

LB/SS/RB

5'10"

180

2009

FL

21

8'11

4.81

4.53

David

Ragbeer

Alonso

LB

5'9"

185

2009

FL

9

8'1

4.87

4.55

Ben

Harrison

Alonso

LB/K/P

6'0"

185

2009

FL

10

8'3

4.9

4.57

Daryl

Overboy

Alonso

LB

5'10"

190

2009

FL

19

8'2

4.95

4.77

Devin

Ray

Riverview

LB

5'11"

215

2009

FL

14

8'0

5.0

4.62

Kyle

Conwell

Bloomingdale

LB/FB

5'9"

225

2009

FL

10

7'4

5.53

4.72

C.J.

Curran

Bloomingdale

LB

5'7"

170

2009

FL

8

8'3

4.96

4.25

Caleb

Miller

Monterey

OLB/TB

5'11"

175

2009

TN

21

9'3

4.59

4.47

Antwan

Smiley

Clay

LB/SS

5'9"

175

2010

FL

17

8'4

4.81

4.5

Geoffrey

Hayes

East Bay

LB/DE

6'0"

175

2009

FL

14

8'8

4.68

4.72

Chase

Sellers

Pasco

LB/SS

5'10"

180

2010

FL

16

8'6

4.7

4.52

Tyler

Hooks

East Bay

LB

5'11"

185

2009

FL

11

8'9

4.97

4.41

Demetrice

Devlin

Blake

LB

6'0"

200

2009

FL

12

7'9

4.3

4.85

Colton

Bridges

Durant

LB/DE

6'0"

208

2009

FL

14

8'6

4.93

4.53

Trent

Cornwell

Joe E. Newsome

LB

6'1"

210

2009

FL

7

8'2

4.84

4.56

Georges

Jean-Louis

Leto

OLB

6'1"

210

2009

FL

12

8'5

4.83

4.65

Vauchard

Goodridge

Lakewood

LB

6'1"

215

2009

FL

5

8'9

4.82

4.47

Richard

Shockley

Countryside

LB/TE

6'0"

218

2009

FL

Inj

8'8

4.75

4.59

LaVaughn

Ford

Middleton

LB/DE

6'0"

238

2009

FL

13

8'2

5.37

4.71

Linemen 8:30 AM Session

First

Last

High School

Pos

HT

WT

Grad

ST

Bench Press @ 185

Broad Jump

Forty Yard

Shuttle

Ian

Autry

Lakewood

OT

6'6"

275

2009

FL

0

6'0

5.7

5.31

John

Nenos

Gaither

OT

6'5"

313

2009

FL

15

6'4

5.9

5.47

Joshua

Brown

Bradenton Prep

OL/DL

6'2"

312

2009

FL

22

7'2

5.71

4.8

Clarence

Hallager

Eastside

OL/DL

6'3"

299

2009

FL

14

7'2

5.01

5.0

Jacob

Tackenberg

Jefferson

OL/DL

6'3"

290

2009

FL

5

5'11

5.92

5.62

Darryl

Evans

Lakewood

OL/DL

6'0"

286

2009

FL

8

7'3

5.41

4.69

Daniel

Laperriere

Out of Door Academy

OL/OT

6'2"

285

2009

FL

19

7'7

5.5

4.9

Rob

Worthington

Bishop Kenny

LT/DE

6'2"

275

2009

FL

15

7'7

5.16

4.87

Devan

Starr

Lake Region

DT/OT

5'10"

270

2009

FL

21

7'7

4.97

4.93

Khori

Whetstone

Leto

DL/OL

6'3"

265

2009

FL

0

5'8

6.35

5.8

Ryan

Gascon

Riverview

OG/RT

6'4"

280

2009

FL

18

6'6

5.88

5.28

Joel

Urena

Riverview

OL/DL

6'2"

280

2009

FL

11

6'2

5.92

5.44

Brendan

Nowak

Cardinal Mooney

OL

6'3"

250

2009

FL

14

7'4

5.5

4.81

Peter

Anaya

East Bay

OL/DL

6'3"

250

2009

FL

14

7'11

5.28

5.28

Luis

Polanco

Middleton

OL/T

6'4"

240

2009

FL

10

7'11

5.42

4.71

Mylon

Brown

Pasco

DT/OT

6'5"

290

2009

FL

23

6'9

5.54

5.32

Teddy

Eumo

Alonso

DT

5'11"

280

2009

FL

23

7'4

5.82

5.0

Manny

Marmolejos

Alonso

OL/DL

5'11"

265

2009

FL

20

7'4

5.34

5.1

Ian

Hopkins

Alonso

DL

6'2"

255

2010

FL

13

7'6

5.12

4.78

Eddie

Rivera

Alonso

OL

6'0"

255

2009

FL

10

6'10

5.1

5.0

Pierot

Adonis

Alonso

OL/DL

6'1"

250

2010

FL

15

7'9

5.34

4.94

DeAndre

Monts

Hillsborough

DL/OL

5'8"

240

2009

FL

5

8'0

5.71

5.53

Danorris

Mason

Hillsborough

NT

5'10"

235

2009

FL

18

8'5

5.1

4.88

Matthew

Miller

Eastside

DT/LB

5'11"

240

2009

FL

16

8'4

4.93

4.98

Aentonio

Farley

HSCS

DE/LB

6'3"

250

2009

GA

15

8'5

4.9

5.06

Francisco

Marin

Newsome

DE

6'4"

238

2009

FL

18

8'5

4.97

4.69

Andrew

Calvano

Alonso

OL

6'0"

220

2010

FL

10

7'1

5.97

4.91

Chad

Foster

Riverview

DE

6'3"

203

2009

FL

8

8'4

4.94

4.84

Ponce

McNeal

Tampa Bay Tech

DE

6'2"

190

2009

FL

13

9'0

4.53

4.47

Shane

McDougall

Durant

DE/OLB

5'11"

190

2009

FL

16

8'7

4.72

4.5

Andrew

Frazier

Durant

OL/DL

6'0"

235

2009

FL

15

7'1

5.5

4.88

Ken

McAllister

Leto

DL

6'1"

210

2009

FL

9

8'10

4.75

5.15

Xander

Morehouse

Sickles

OL/DL

6'0"

215

2009

FL

16

7'9

5.21

4.9

Victor

Sanchez

Boca Ciega

DE

6'3"

210

2010

FL

5

7'8

4.98

4.91

Antonio

Young

Leto

DL

6'0"

250

2009

FL

11

6'3

5.13

5.53

Clifford

Gordon

Middleton

OL/DL

5'11"

254

2009

FL

13

7'0

5.63

5.56

Orlando

Hernandez

Spoto

OL

5'11'

240

2009

FL

14

8'2

5.45

5.3

Michael

Newman

Robinson

OG

6'1"

230

2009

FL

16

7'8

5.3

4.91

Matt

Childs

Gaither

OL

6'3"

240

2009

FL

19

7'3

5.3

4.94

Surgio

Robinson

Spoto

DE

6'4"

230

2009

FL

10

8'0

5.12

4.85

Markeil

Floyd

Tampa Bay Tech

OT

6'4"

230

2009

FL

5

8'5

4.88

5.0

Ricky

Lang

North Spring

DE/TE

6'3"

230

2009

GA

21

9'1

4.78

4.37

Renaldo

Gordon

Leto

DL/LB

6'0"

228

2009

FL

12

7'6

5.25

4.81

Austin

Devall

Durant

DT/DE

6'3"

225

2009

FL

15

8'5

4.91

4.56

Joshua

Armand

Alonso

DL/LB

6'1"

185

2010

FL

14

8'7

4.85

4.48

Tight Ends 8:30 AM Session

First

Last

High School

Pos

HT

WT

Grad

ST

Bench Press @ 185

Broad Jump

Forty Yard

Shuttle

Ross

Powell

Robinson

TE/OL

6'1"

215

2009

FL

2

6'7

5.47

5.25

Christopher

Rodriguez

Nova

TE

6'5"

210

2009

FL

2

8'9

4.9

4.66

Christian

Lazo

Southeast

TE/FB

5'11"

207

2009

FL

10

7'5

5.16

4.56

Benjamin

Waller

Kent Island

TE/DE

6'5"

200

2009

MD

8

8'2

5.29

4.72

Steven

Wertepny

Sickles

TE/WR

6'2"

190

2009

FL

1

8'11

5.1

4.9

John

Akins

Spoto

TE/DE

6'1'

185

2010

FL

12

7'0

5.21

4.75

Neil

Basford

Bishop Kenny

TE/DE

6'4"

225

2010

FL

7

8'4

4.68

4.59

Reginald

Jackson

Riverview

TE/DE

6'3"

189

2009

FL

5

8'3

4.98

4.28

Jeffery

General

Trinity Catholic

TE/DE/WR

6'1"

160

2010

FL

11

9'0

4.94

4.28

Supplemental Roster 8:30 AM Session

First

Last

High School

Pos

HT

WT

Grad

ST

Bench Press @ 185

Broad Jump

Forty Yard

Shuttle

Chaz

Austin

Brandon

DL/OL

6'2"

315

2009

FL

4

5'10

5.9

6.5

Jarquez

Bradshaw

Brandon

RB/LB

5'8"

154

2009

FL

12

9'1

4.88

4.32

Deandre

Bowers

Brandon

DB/RB

5'10"

180

2009

FL

15

8'9

4.44

4.47

Dominique

Lee

Brandon

DB/WR

5'9"

163

2009

FL

8

8'0

4.72

4.47

Greg

Mcnealy

Brandon

RB/DB

5'3"

145

2009

FL

11

8'11

4.75

4.59

Des

Mcgill

Brandon

WR/DB

6'0"

165

2009

FL

1

8'6

4.65

4.22

Patrick

Walker

Brandon

DB/WR

6'1"

165

2009

FL

12

9'0

4.65

4.28

*Travis

Covington

Brandon

WR

5'11"

170

2011

FL

8

8'7

4.63

4.34

Justin

Mann

Bloomingdale

DE

3

9'5

4.71

4.38

Jose

Bezares

Durant

OL

5'11

230

2009

FL

6

7'2

5.69

4.87

Darius

Bentley

Landmark

RB/WR

5'7"

260

2009

FL

13

8'4

4.58

4.43

DeRon

Armstead

Durant

RB/WR

5'10"

160

2009

FL

3

8'9

4.61

4.47

Justin

Beetz

Nature Coast Tech

LB

5'10"

162

2010

FL

5

8'9

4.87

4.44

Quarterbacks 1:00 PM Session

First

Last

High School

Pos

HT

WT

Grad

ST

Bench Press @ 185

Broad Jump

Forty Yard

Shuttle

Davis

Skinner

The Balles School

QB

6'2"

215

2009

FL

6

9'2

5.12

4.3

Robby

Hern

West Nassau

QB/WR

6'4"

205

2009

FL

15

7'11

4.86

4.42

Anthony

Porterfield

Escanibia

QB

6'3"

203

2009

FL

12

9'0

4.75

4.54

Dustin

Greenwell

Riverdale

QB/WR

6'4"

200

2009

FL

4

8'9

4.8

4.16

Daniel

Reyes

Tarpon

QB

6'0"

197

2009

FL

6

8'7

4.55

4.3

Chase

Boyer

Woodberry Forest

QB

6'4"

191

2009

VA

9

9'3

4.79

4.4

Justin

Fowler

Bell

QB

6'2"

190

2009

FL

15

8'11

4.7

4.2

Andrew

Bolognese

Space Coast

QB/WR

6'3"

188

2009

FL

11

8'0

4.6

4.83

Tony

Cannaday

Middleburg

QB

6'0"

185

2009

FL

10

8'3

4.91

4.49

Jerry

Caplan

Piper

QB

6'2"

185

2009

FL

Inj

7'10

4.5

4.69

Chase

McCallum

Pompano Beach

QB

6'1"

181

2010

FL

10

8'4

5.4

4.6

Walter

Bueso

Dade Christian

QB

5'11"

180

2009

FL

Inj

6'10

4.4

4.63

Errick

Clark Jr

Melbourne

QB/RB

5'11"

177

2009

FL

11

9'3

4.65

4.28

DJ

Clower

Pasco

QB

6'2"

176

2010

FL

6

9'2

4.63

4.81

Erik

Applegate

University School

QB

5'11"

175

2009

FL

11

9'0

4.7

4.25

Zach

Klees

North Florida Christ Sch

QB

6'2"

173

2009

FL

Inj

8'0

4.65

4.44

Todd

Mitchell Porter

Cypress Lake

QB/WR

6'0"

170

2010

FL

6

8'7

4.69

4.34

Stevie

Lockhart

North Port

QB

6'0"

170

2009

FL

8

8'8

4.86

4.38

Jimbo

Wilson

Eav Gallie

QB/RB

6'0"

160

2009

FL

6

8'7

4.49

4.22

Clint

Trickett

N. Florida Christian

QB

6'1"

160

2010

FL

Inj

8'10

4.81

4.25

Aleck

DaGrosa

Palmer Trinity

QB/TE/WR

6'2"

225

2009

FL

2

7'10

5.09

4.63

Austin

Trainor

N. Florida Christian

QB

6'3"

185

2009

FL

6

9'0

4.91

4.31

Runningbacks 1:00 PM Session

First

Last

High School

Pos

HT

WT

Grad

ST

Bench Press @ 185

Broad Jump

Forty Yard

Shuttle

Tevin

Bryant

Braden River

RB/LB

5'9"

231

2010

FL

27

8'5

4.89

4.78

Kevin

Nelson

Gainesville

RB/S

6'1"

215

2010

FL

22

8'7

4.94

4.2

Keir

Booker

AHS

HB/SS

5'11"

200

2009

FL

18

8'10

4.6

4.47

Sean

MacNeill

All Saints Academy

RB/LB

5'9"

195

2009

FL

9

8'5

4.4

4.38

Zac

Davidson

Viera

RB/DE

6'1"

195

2009

FL

21

9'0

4.83

4.43

Brandon

Middleton

Eastside

RB/SS

5'9"

190

2009

FL

11

7'7

4.75

4.62

Logan

Bernhardt

Ransom Everglades

RB/DB

6'0"

186

2009

FL

11

9'7

4.75

4.35

Nick

Viera

Bishop John Snyder

RB/LB

5'8"

185

2009

FL

17

9'3

4.91

4.62

Stephen

Ierulli

Cardinal Mooney

RB

5'8"

185

2009

FL

19

9'0

4.6

4.18

Andre

Shields

Hoover

RB

5'10"

185

2009

AL

21

9'8

4.34

4.12

Branden

Oliver

Miami Southridge

RB/KR

5'9"

185

2009

FL

10

9'0

4.67

4.1

Dawrence

Roberts

Countryside

RB

5'10"

180

2009

FL

10

9'5

4.39

4.5

Andre

Simpson

Eastbay

RB

5'11"

180

2009

FL

7

8'6

4.81

4.62

Jamarius

Green

Pineforest

RB/DB

5'10"

180

2009

FL

24

9'7

4.3

4.22

Shawn

Morris

Pineforest

RB/S

5'10"

180

2009

FL

22

8'9

4.53

4.9

Daquan

Edwards

Rolling Meadows

RB/LB

5'8"

180

2009

IL

26

8'8

4.81

4.43

Greg

McDaniel

Bloomingdale

RB

5'7"

175

2009

FL

15

8'7

4.6

4.5

Kevin

Desmore

Lehigh

RB/OLB

5'10"

175

2009

FL

10

8'4

4.63

4.3

Benjamin

Dexter

St. Andrews

RB/LB

5'11"

172

2010

FL

16

9'9

4.7

4.2

Jamal

White

Santa Fe

HB/WR

5'8"

170

2009

FL

18

8'1

4.7

4.3

Anthony

Gonzalez

Spruce Creek

RB/LB

5'8"

170

2009

FL

12

8'4

4.65

4.44

Corbin

Weaver

Vero Beach

RB/WR

5'8"

166

2009

FL

10

9'4

4.3

4.25

Spencer

Boyd

Cape Coral

RB

5'10"

165

2010

FL

9

9'9

4.31

4.25

Kyle

Peck

George Jenkins

RB/WR

5'8"

165

2010

FL

1

8'6

4.45

4.5

Aaron

Harriott

Hawthorne

RB/FS

5'9"

165

2010

FL

5

8'11

4.47

4.22

Christopher

Flowers

Ridge

RB/DB

5'11"

162

2009

FL

13

9'2

4.25

4.02

Nathen

Hendrickson

Freeport

RB/FS

5'7"

155

2010

FL

6

8'2

4.56

4.78

Troy

McConohie

MICS

RB/OLB

5'6"

155

2009

FL

9

8'10

4.39

4.47

Michael

McAllister

Haines City

RB

5'9"

185

2008

FL

14

9'5

4.56

4.21

Wide Receivers 1:00 PM Session

First

Last

High School

Pos

HT

WT

Grad

ST

Bench Press @ 185

Broad Jump

Forty Yard

Shuttle

Dionte

Ponder

Trinity Catholic

WR

6'0"

184

2010

FL

6

9'3

4.45

4.22

Tashean

Crews

Escambia

WR

6'2"

175

2009

FL

10

7'7

4.82

4.54

Cedric

Corley

Pineforest

WR

6'2"

175

2010

FL

14

8'3

4.95

4.69

Gary

Robinson

Hephzibah

WR/FS

5'11"

170

2010

GA

12

9'11

4.5

4.28

Harrison

Ballard

Viera

WR

6'0"

168

2009

FL

10

9'2

4.75

4.21

Tyler

Rose

Bishop Kenny

WR/NS

6'0"

165

2009

FL

1

8'7

4.43

4.34

Tyler

Mould

Cardinal Mooney

WR/DB

5'10"

165

2009

FL

12

8'6

4.45

4.5

Winfred

Strickland

Cocoa

WR/CB

6'0"

165

2009

FL

14

9'0

4.58

4.34

Khiry

McDonald

Trinity Catholic

WR

6'3"

162

2009

FL

1

8'11

4.63

4.0

Calvin

Robinson

Pineforest

WR/DB

5'8"

160

2010

FL

9

8'7

4.55

4.45

Taylor

Blair

Hagerty

WR/DB

5'10"

150

2009

FL

0

8'10

4.74

4.6

Kyle

Robinson

Viera

WR

6'1"

150

2009

FL

6

8'7

4.52

4.63

Ryan

Lankford

Paxon

WR/K

5'11"

145

2010

FL

1

9'0

4.34

4.37

Justyn

Cole

Melbourne Ctrl Cath

WR

5'8"

142

2009

FL

8

8'1

4.75

4.31

Brandon

Johnson

Knoxville Halls

WR/S

6'1"

190

2009

TN

4

8'7

4.59

4.41

Defensive Backs 1:00 PM Session

First

Last

High School

Pos

HT

WT

Grad

ST

Bench Press @ 185

Broad Jump

Forty Yard

Shuttle

Craig

Montgomery

Cardinal Mooney

DE/TE

6'3"

220

2009

FL

14

9'0

4.8

4.5

Brian

Jackson

Hoover

S

5'10"

192

2009

AL

13

8'7

4.65

4.3

Duane

Allen

Eastbay

S/TE

6'3"

190

2009

FL

2

9'0

4.5

4.69

Gideon

Ajagbe

Ransom Everglades

S/RB

6'1"

195

2010

FL

10

10'0

4.46

3.97

Armond

Maxwell

Gainesville

S

6'1"

187

2009

FL

14

9'6

4.4

4.31

Toriano

Holt

Shaw

SS/WR

6'0"

185

2009

GA

14

9'9

4.53

4.0

Chauncey

Guess

Hardaway

CB

5'10"

180

2009

GA

13

8'4

4.62

4.44

Matthew

Adkins

North Florida Christ

SS/FS

5'10"

180

2009

FL

16

8'0

4.78

4.4

Simon

Harris

Eastside

DB/WR

5'11"

175

2009

FL

4

8'4

4.7

4.53

Ronald

French

Escamba

DB

5'9"

175

2009

FL

10

7'9

5.17

4.6

Ford

Kirkland

North Florida Christian

DB/RB

5'9"

175

2009

FL

14

8'7

4.7

4.4

Joshua

Nixon

Pineforest

CB

5'11"

175

2009

FL

10

9'0

4.66

4.35

Tommy

White

Riverdale

DB/QB

6'0"

175

2009

FL

14

8'4

4.41

4.31

Daniel

Foxwell

Florida

DB/WR

6'1"

165

2010

FL

5

9'8

4.43

4.12

Christian

Harney

Riverdale

C/S

6'1"

173

2009

FL

7

7'11

4.65

4.47

Rossi

Thompson

Bishop Kenny

DB/WR

5'9"

172

2009

FL

12

8'4

4.25

4.59

Duncan

Isiminger

Manatee

DB

5'11'

170

2009

FL

14

10'4

4.37

4.2

Michael

Kjelson

Palmer Trinity

DB/WR

5'7"

170

2009

FL

9

8'0

4.7

4.34

Damion

Stephenson

Royal Palm Beach

CB

5'10"

170

2009

FL

10

8'11

4.78

4.46

Josh

Gentry

Eau Gallie

DB

5'11"

168

2009

FL

12

8'5

4.72

4.69

Justin

Mann

Bloomingdale HS

CB/WR

5'6"

160

2009

FL

9

8'9

4.34

4.15

John

Little

Eastside

ATH/CB

5'10"

160

2009

FL

7

9'7

4.75

4.29

Travis

Williams

Cooper City

DB/WR

5'8"

150

2010

FL

1

8'8

4.65

4.03

Martez

Harris

Interlach

DB/WR

5'10"

150

2009

FL

3

8'8

4.62

4.7

Bradley

Updyke

Lemon Bay

DB/RB

5'8"

145

2009

FL

1

8'11

4.87

4.34

Sean

Johnson

Pace

DB/LB

5'9"

185

2009

FL

26

8'7

4.5

4.44

Michael

Fields

Nature Coast Tech

DB/WR

6'1"

155

2009

FL

3

9'11

4.56

4.31

Full Backs 1:00 PM Session

First

Last

High School

Pos

HT

WT

Grad

ST

Bench Press @ 185

Broad Jump

Forty Yard

Shuttle

Robert

DiMarco

John Carroll

FB/LB

5'10"

210

2009

FL

38

8'1

4.9

4.28

Matt

Pickett

Providence

FB/LB

6'2"

208

2009

NC

21

8'6

4.87

4.5

Billy

Nobles

Space Coast

FB/LB

6'1"

185

2009

FL

14

8'3

4.75

4.38

Scotty

Barletta

Cardinal Mooney

FB/LB

5'11"

190

2009

FL

19

8'8

4.47

4.47

Linebackers 1:00 PM Session

First

Last

High School

Pos

HT

WT

Grad

ST

Bench Press @ 185

Broad Jump

Forty Yard

Shuttle

Kyle

Higginbotham

Bishop Snyder

LB

6'1"

235

2009

FL

16

8'6

5.03

4.6

Ben

Giles

Pace

OLB

6'2"

230

2009

FL

27

8.7

4.7

4.16

Alexander

Black

Pensacola

LB

6'0"

215

2010

FL

21

9'1

4.77

4.56

Dylan

Trotsek

Viera

LB/DE

6'3"

215

2009

FL

21

8.2

4.87

4.75

Roger

Khouri

Ransom Everglades

LB/FB

6'0"

220

2009

FL

27

8'8

4.96

4.47

Elgin

Fedrick

West Oak

LB/FB

6'0"

215

2009

FL

9

8'4

4.73

4.81

Andrew

Singh

Lely

FB/TE

5'9"

210

2009

FL

13

7.6

4.88

4.45

Evan

Neville

Lemon Bay

MLB

6'1"

210

2010

FL

18

7'9

4.78

4.47

Anthony

Session

Cocoa

LB

5'9"

205

2009

FL

21

6'11

4.93

4.6

Jarquise

Buford

Hardaway

LB/FB

6'0"

205

2009

GA

16

8'11

4.53

4.59

Sean

Major

Trinity Catholic

LB

6'0"

205

2009

FL

9

8'5

5.1

4.41

Caleb

Vincent

Hollywood Hills

LB/TE

6'1"

200

2010

FL

3

8'6

4.8

4.5

Ryan

DiMarco

John Carroll

LB/FB

5'9"

200

2009

FL

27

8'0

4.7

4.37

Tyler

Toulson

The Kings Academy

LB

6'1"

200

2009

FL

17

7'10

4.84

4.53

Soloman

Nelson

West Nassau

OLB

6'0"

198

2009

FL

15

9'5

4.37

4.52

Zac

Lord

Escambia

LB

6'0"

195

2010

FL

16

8'6

4.31

4.1

Jarrod

Carmody

Pasco

LB

6'0"

195

2009

FL

8

9'0

5.09

4.63

Jake

Woodham

Arnold

LB

5'11"

190

2009

FL

28

8'5

4.84

4.44

Jason

Pugh

Lemon Bay

LB/RB

5'11"

185

2009

FL

7

9'2

4.64

4.12

Nick

Benenati

Palmer Trinity

LB

5'10"

185

2009

FL

13

7'7

4.95

4.22

Daniel

Kennedy

Lake Region

LB/RB

5'10"

180

2009

FL

16

8'0

5.11

4.72

Shane

Hoskins

Ridgeview

LB.LS

5'11"

180

2009

FL

10

7'10

4.9

4.5

Tim

Saylor

Pasco

MLB/FB

5'11"

175

2009

FL

14

8'3

4.79

4.44

Bobby

Kaneer

Bishop Kenny

LB/RB

5'8"

170

2009

FL

11

8'6

4.63

4.5

Derek

Hickman

Rockledge

LB/S

5'8"

170

2009

FL

6

8'7

4.71

4.5

Blake

Flessner

Cardinal Mooney

LB

6'1"

2010

FL

13

7'9

4.83

4.44

Ryan

Gallagher

Mitchell

LB/FB

5'10"

200

2009

FL

19

7'5

4.81

4.5

Jordan

Bailey

North Port

LB

5'10"

200

2010

FL

14

7'11

4.97

4.66

*Nick

O'Brien

North Port

LB/TE

6'2"

190

2009

FL

2

8'0

4.98

4.6

Linemen 1:00 PM Session

First

Last

High School

Pos

HT

WT

Grad

ST

Bench Press @ 185

Broad Jump

Forty Yard

Shuttle

Morel

Pierre

Everglades-Maramar

L/T

6'3"

330

2009

FL

23

7'0

5.53

5.1

Joseph

Perno

Melbourne Ctrl Cath

OL/OT

6'6"

325

2009

FL

26

6'10

5.64

5.0

William

Nagle

Venice

OL/DL

6'4"

315

2009

FL

20

5'8

5.92

5.59

Zack

Themes

Escambia

G/OT

6'3"

312

2010

FL

16

6'0

5.65

5.69

RJ

Nixon

Wesley Chapel

C

6'4"

300

2010

FL

34

6'7

6.15

5.4

Anthony

Ducksworth

Ocoee

OF

6'3"

295

2009

FL

15

5'8

5.95

5.47

Dave

Fernandez

Cooper City

OT

6'1"

290

2009

FL

19

6'5

5.49

5.22

Thomas

Vonashek

Glynn Academy

OT/LS

6'9"

278

2009

GA

25

8'0

5.15

4.85

Brian

Broadnax

Pineforest

DT

5'11"

271

2010

FL

22

7'10

5.18

4.94

Nate

Sprosty

Cape Coral

G

6'5"

270

2009

FL

19

7'10

5.06

4.84

Tony

Waller

Cape Coral

C/DT

6'2"

265

2009

FL

27

7'6

5.2

4.71

Cotez

Reeves

Shaw

DL/OL

5'11"

260

2009

GA

10

7'10

5.25

4.6

Chance

Hall

Chiefland

G

6'4"

255

2009

FL

10

7'3

5.59

4.81

Jarrett

Hubbard

Eastside/Covington

OT/DT

6'1"

255

2010

GA

23

8'7

5.17

4.5

Jimmie

Colley

Pace

C/OL

6'4"

255

2009

FL

18

8'5

4.88

4.66

Mark

Smith

Cardinal Mooney

RG

6'3"

250

2010

FL

19

7'10

5.18

4.78

Grayson

Weber

Cardinal Mooney

OT/DE

6'4"

250

2010

FL

11

7'2

5.25

5.07

Dalton

McClure

East Bay

OL/DL

6'5"

250

2009

FL

10

7'8

5.12

4.81

Matt

Calcagnini

Lely

OL/DL

6'0"

250

2009

FL

15

6'6

5.32

5.03

Daniel

Davis

Freeport

OL/DL

6'3"

245

2008

FL

12

7'7

5.3

4.78

Dontae

Jones

Eastside Highland

C/DT

6'2"

242

2009

FL

11

6'3

5.8

6.4

Jordan

Cohen

Cooper City

DE/FB/TE

6'1"

240

2009

FL

9

7'11

4.97

4.47

Peyton

McCullers

Eagles View Acad

C/LS

5'11"

240

2009

FL

13

6'9

5.53

5.0

Chris

Mack

Eau Gallie

DT

6'5"

240

2009

FL

2

8'3

5.25

4.5

Jonathan

Mann

Hawthorne

OT

6'3"

240

2011

FL

1

6'6

5.72

5.19

*Bobby

Pitsenbarger

Gainesville

G

6'3"

255

2009

FL

19

7'0

5.34

4.8

Lane

Dodson

Nature Coast Tech

OT/DL

6'5"

250

2009

FL

11

8'0

4.87

4.69

Demearise

Bush

West Oak Academy

DT/FB

5'11"

240

2009

FL

10

8'6

4.9

5.19

Dominick

Booth

JW Mitchell

DT/LB

6'1"

225

2009

FL

19

9'0

4.86

4.6

Chris

Durham

George Jenkins

DL

6'0"

220

2009

FL

14

7'6

5.18

4.81

Clarence

Sconiers

George W. Jenkins

DE/LB

6'1"

216

2009

FL

17

9'2

4.83

4.45

Michael

Gober

Lely

DL/LB

6'2"

215

2009

FL

12

8'3

5.03

4.22

Shawn

Chapman

Rockledge

DL/LB

6'0"

215

2009

FL

21

8'8

4.65

4.53

Geoff

Cliff

Yulee

DL/LG

6'2"

215

2009

FL

1

7'8

5.25

4.75

Zack

Faza

Pasco

DE/LB

6'2"

210

2009

FL

10

7'11

5.0

4.62

Oscar

Ordiales

Cooper City

DT

6'1'

207

2010

FL

5

7'3

5.26

4.63

Aleysis

Boykins

Escambia

DE/LB

6'1"

205

2010

FL

1

7'10

5.3

4.9

Ron

Rings

Pineforest

C

5'10"

200

2009

FL

0

6'5

5.98

5.22

Jake

Tate

Cardinal Mooney

2009

6'0"

190

2009

FL

12

8'6

5.2

4.69

Simon

Lader

Escambia

OL

5'11"

190

2009

FL

3

7'5

5.15

4.82

David

Pierre

Palm Beach Lakes

DE/LB

6'0"

190

2009

FL

10

8'11

4.81

4.57

Eric

Lampert

Palmer Trinity

OL/DL

6'0"

190

2009

FL

7

8'3

4.98

4.53

Odarius

Knight

Pineforest

DE

5'11"

190

2010

FL

3

7'10

5.46

5.0

Kadron

Boone

Pasco

WR

5'11"

250

2009

FL

16

9'2

4.5

4.31

Trevor

Lane

Pasco

G

6'1"

200

2009

FL

19

7'11

4.87

4.75

Tight Ends 1:00 PM Session

First

Last

High School

Pos

HT

WT

Grad

ST

Bench Press @ 185

Broad Jump

Forty Yard

Shuttle

Devin

Bice

Holmes County

TE/DE

6'4"

235

2009

FL

14

8'0

4.87

4.47

Ryan

Hanks

Pace

TE/OL

6'5"

233

2009

FL

22

8'10

4.82

4.56

John

Kohlhauff

Fort Myers

TE/DE

6'2"

230

2009

FL

16

8'7

4.43

4.38

Garett

Secor

Bayshore

TE

6'4"

221

2010

FL

11

8'0

5.0

5.05

Taylor

Livingston

Hagerty

TE/LB

6'1"

215

2009

FL

17

8'8

5.03

4.38

Supplemental Roster 1:00 PM Session

First	Last	High School	Pos	HT	WT	Grad	ST	Bench Press @ 185	Broad Jump	Forty Yard	Shuttle
*Kadron	Boone	Trinity Catholic	WR	6'1"	189	2010	FL	10	8'4	4.48	4.31
*Sean	Watson	Brandon									

WR/DB

5'9"

165

2010

FL

14

9'1

4.65

4.32

*Marquis

Johnson

Royal Palm Beach

LB

5'10"

200

2009

FL

18

8'11

4.8

4.66

*C. Jamall

Lane

Everglades

DB

5'11"

160

2009

FL

0

8'10

4.6

4.22

*Clay

Kessler

Hernando Christian

TE

6'3"

225

2009

FL

22

8'7

4.79

4.5

*Luke

Lehning

Lake Region

MLB

6'0"

180

2010

FL

13

8'10

4.78

4.44

*Lance

Boggio

Lake Region

QB

6'2"

195

2009

FL

8

8'4

4.89

4.69

Joshua

Freeman

Lemon Bay

QB

6'2"

185

2009

FL

6

8'6

4.9

4.44

Joshua

Holloway

Wharton

WR

6'0"

170

2009

FL

2

8'4

4.43

4.16

John

Duncan

Cardinal Mooney

OT/DT

6'1"

230

2009

FL

0

6'10

4.95

4.94

Chase

Boswell

Wharton

11

8'6

4.95

4.22

Joseph

Piper

7

8'8

4.75

4.4

Perontay

Oglesby

East Bay

13

8'3

4.3

4.12

Gregg

Laclair

Bloomingdale HS

RB

5'11"

195

2009

FL

15

8'9

4.67

4.07

Doug

Dice

DT

5'10"

195

2010

FL

21

7'11

4.8

4.69

Rodeshawn

Joseph

Piper

CB

6'1"

175

2009

FL

8

8'9

4.55

4.19

Kadron

Boone

WR

6'1"

190

2010

8

8'7

4.3

4.17

From: Joe Haydon <haydon@uncaa.unc.edu>

Sent: Thursday, October 23, 2008 7:13 PM

To: Flow, Angel <aflow@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; Davis, Brad <bdavis@uncaa.unc.edu>; Haithcock, Brenda <bhaithcock@uncaa.unc.edu>; Simpson, Brannon <bsimpson@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Luke, Christopher <cluke@uncaa.unc.edu>; Van Horn, Chris <cvanhorn@uncaa.unc.edu>; Williams, Charlie <cwilliams@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Sanders, Darryl <dsanders@uncaa.unc.edu>; Withers, Everett <ewithers@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Bettcher, James <jbettcher@uncaa.unc.edu>; Blake, John <jblake@uncaa.unc.edu>; Connors, Jeff <jconnors@uncaa.unc.edu>; Freeman, Jason <jfreeman@uncaa.unc.edu>; Lovett, John <jlovett@uncaa.unc.edu>; Vollono, James <jpv@uncaa.unc.edu>; Shoop, John <jshoop@uncaa.unc.edu>; Spurling, James <jspurling@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Browning, Kenny <kbrowning@uncaa.unc.edu>; Callahan, Kirk <kcallahan@uncaa.unc.edu>; Harbor, Kerry <kharbor@uncaa.unc.edu>; King, Kevin <kking@uncaa.unc.edu>; Murphy, Leea <ldmurphy@uncaa.unc.edu>; Joines, Melinda <mjoines@uncaa.unc.edu>; Ericson, Natalie <natalie_ericson@uncaa.unc.edu>; Barnes, Nathan <nbarnes@uncaa.unc.edu>; Gonnella, Paul <pgonnella@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Halverson, Doug <sdhalverson@uncaa.unc.edu>; Hagen, Steve <shagen@uncaa.unc.edu>; Pittman, Sam <spittman@uncaa.unc.edu>; Trulock, Scott <strulock@uncaa.unc.edu>; Thigpen, Tommy <tthigpen@uncaa.unc.edu>; Vanderford, Teresa <tvanderford@uncaa.unc.edu>; Wallgren, Jacklin <wallgren@uncaa.unc.edu>; Satterfield, Wes <wsatterfield@uncaa.unc.edu>

Subject: Official Visit Weekend - Boston College Game

Attach: TEXT.htm; BC Game Weekend - Official Visits.xlsx

We will be hosting 4 official visits this weekend. I've attached a file that has 8 tabs across the bottom. The first four tabs are the individual itineraries for each of the four recruits. The next 4 tabs are a brief profile on each. Please let me know if you have any questions at all.

Joe

From: "Butch Davis" <butchdavis@uncaa.unc.edu>
Sent: Thursday, August 20, 2009 11:57 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: FW: US News and World Report Magazine Rankings
Attach: TEXT.htm; 20090819170310116.pdf

Coach asked if you thought this information should be shared with our coaches, used in recruiting information, etc. pjhh

From: Dick Baddour [mailto:dbaddour@uncaa.unc.edu]
Sent: Thursday, August 20, 2009 8:38 AM
To: Anson Dorrance; Larry Gallo; Brian Kalbas; Beth Miller; Joe Breschi; Paul Davis; C D Mock; Clint Gwaltney; Dennis Craddock; Derek Galvin; Donna J. Papa; Elmar Bolowich; Jan Mann; John Blanchard; John Inman; Joe Sagula; Karen Shelton; Martina Ballen; Mike Fox; Rich DeSelm; Ron Miller; Rick Steinbacher; Sylvia Hatchell; Sarah Haney; Steve Kirschner; Sam Paul; Jenny Slingluff-Levy; Willie Scroggs; John Montgomery
Cc: Nadia Lynch
Subject: Fwd: US News and World Report Magazine Rankings

F.Y.I.

Dick Baddour
Director of Athletics
The University of North Carolina
P O Box 2126
Chapel Hill, NC 27515

>>> On 8/19/2009 at 4:52 PM, in message <4A8C65FE.9000803@email.unc.edu>, Barbara Leonard <bjleonar@email.unc.edu> wrote:

BOT Members:

Attached please find a memo and 3 attachments that Chancellor Thorp asked that I forward to each of you. Let me know if you have any problems with these documents.

Thanks.

Barbara

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

HOLDEN THORP
Chancellor

103 SOUTH BUILDING
CAMPUS BOX 9100
CHAPEL HILL, NC 27599-9100

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F 919.962.1647
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MEMORANDUM

TO: The Board of Trustees
FROM: Holden Thorp HWT
DATE: August 19, 2009
RE: **U.S. News & World Report** Magazine Rankings

U.S. News has just come out with its annual "America's Best Colleges" rankings. We're fifth among the top public universities. That's the ninth time in a row we've kept that spot among the best public campuses, joining Berkeley (1st), UCLA and Virginia (tied for 2nd) and Michigan (4th). Overall, we're 28th among publics and privates, tied with Tufts and Wake Forest. We were 30th last year and tied with Tufts at 28th the previous year.

Key results include the good news that we posted our best score in faculty resources in a decade, moving to 35th overall from 50th since last year. This category factors in numbers such as class size, faculty compensation over two years and faculty credentials for a score that accounts for 20 percent of the overall ranking. We were also pleased to make the magazine's first-ever list of campuses with a strong commitment to undergraduate teaching. Among public campuses, we tied with Michigan for 6th and were 11th overall when included with the privates.

I would caution against reading too much into these rankings, which fluctuate based on small differences in the overall scores. The same 25 private and five public universities have held the top 30 spots in the U.S. News ranking for the last five years. The rankings are determined by both opinion survey responses and hard data tracking 15 indicators of academic quality – everything from graduation rates to faculty resources to alumni giving. Our overall score this year was 70 – 6 points behind Berkeley, within 2 points of UCLA and Virginia, and only 1 point behind Michigan. Our highest score in the last 11 years was 78, when we ranked 25th overall. Berkeley had an 83 that same year (2000) and ranked 20th overall.

Our prospective and current students, parents, alumni and friends pay attention to the U.S. News rankings, and we will continue to share the results with them. Being the fifth-ranked public university is a reminder that Carolina is among the top universities in America. It's great that we have a reason to be part of this conversation each year. The schools at the top of this list are great company to keep.

For your information, attached are background materials about the rankings, which will become public on the U.S. News Web site (usnews.com) and in the media tomorrow. The executive summary, advance news release and a chart developed by Lynn Williford in the Office of Institutional Research and Assessment detail how we compare with our public peers.

Please don't forward these materials. In return for receiving the rankings in advance, we have agreed not to disseminate them widely until tomorrow morning when the publication embargo ends. Let me know if you have any questions.

cc: President Bowles
Chancellor's Cabinet
Dean's Council

CONFIDENTIAL UNTIL PUBLIC RELEASE

U.S. News & World Report 2009 Rankings Compared to 2008, 2007, 2006, 2005, 2004, 2003, 2002, 2001, 2000 and 1999

Institution Name	National Rank	Overall Score	Academic Reputation (5.0=highest)	Grad/Retention Rank	Aver. Freshmen Retention	Grad Rate Predicted	Grad Rate Actual	% Difference	Faculty Resources Rank	% Classes <20	% Classes 50+	Student/Faculty Ratio	% Fu/time Faculty	Selectivity Rank	SAT/ACT 25th-75th Percentile	Freshmen in top 10% of HS class	Acceptance Rate	Financial Resources Rank	Alumni Giving Rank	Aver. Alumni Giving Rate
UC-Berkeley 2009	21	76	4.7	24	97%	89%	90%	+1	35	60%	15%	15/1	90%	14	1210-1470	98%	22%	43	113	13%
UC-Berkeley 2008	21	77	4.7	25	97%	84%	88%	+4	33	62%	14%	15/1	90%	14	1220-1470	99%	23%	44	118	14%
UC-Berkeley 2007	21	78	4.8	25	97%	85%	89%	+4	38	61%	14%	15/1	91%	14	1200-1450	99%	24%	40	117	14%
UC-Berkeley 2006	21	77	4.7	25	97%	90%	87%	-3	40	59%	15%	15/1	91%	14	1220-1450	99%	27%	39	109	14%
UC-Berkeley 2005	20	79	4.8	27	96%	89%	87%	-2	39	58%	15%	16/1	91%	14	1200-1450	99%	25%	39	110	15%
UC-Berkeley 2004	21	78	4.8	26	96%	87%	85%	-2	39	54%[1]	17%[1]	16/1	92%	13	1190-1440	99%	24%	36	109	15%
UC-Berkeley 2003	21	77	4.7	26	95%	87%	84%	-3	45	54%	17%	16/1	91%	13	1180-1440	99%	24%	39	105	15%
UC-Berkeley 2002	20	78	4.8	23	95%	86%	82%	-4	38	57%	15%	16/1	91%	12	1170-1440	99%	25%	38	92	17%
UC-Berkeley 2001	20	82	4.8	27	95%	86%	83%	-3	37	58%	16%	17/1	92%	11	1200-1450	99%	26%	40	93	18%
UC-Berkeley 2000	20	83	4.8	29	95%	81%	82%	+1	35	58%	16%	17/1	92%	12	1200-1430	98%	27%	42	86	18%
UC-Berkeley 1999	20	76	4.7	29	95%	80%	83%	+3	38	58%	16%	17/1	92%	13	1230-1450	95%	28%	40	81	18%
Michigan 2009	27	71	4.4	27	96%	86%	88%	+2	74	46%	18%	15/1	93%	24	27-31	92%	42%	37	79	17%
Michigan 2008	26	72	4.4	27	96%	81%	88%	+7	72	45%	18%	15/1	92%	18	27-31	92%	50%	35	74	18%
Michigan 2007	25	73	4.5	26	96%	83%	87%	+4	69	45%	17%	15/1	92%	23	27-31	90%	47%	29	83	17%
Michigan 2006	24	75	4.5	28	96%	77%	86%	+9	69	43%	16%	15/1	92%	22	26-31	89%	57%	31	105	15%
Michigan 2005	25	75	4.5	27	96%	79%	87%	+8	60	46%	16%	15/1	92%	24	26-30	90%	62%	29	129	13%
Michigan 2004	22	76	4.6	26	96%	75%	85%	+10	53	49%	16%	15/1	91%	18	26-30	90%	53%	28	120	14%
Michigan 2003	25	75	4.6	26	96%	78%	84%	+6	55	48%	16%	15/1	92%	24	26-30	87%	49%	30	111	15%
Michigan 2002	25	72	4.5	23	95%	76%	83%	+7	55	50%	17%	15/1	91%	32	26-30	69%	52%	38	126	14%
Michigan 2001	25	77	4.6	26	95%	74%	82%	+8	52	50%	15%	16/1	92%	34	25-30	67%	55%	42	141	13%
Michigan 2000	25	78	4.5	24	95%	77%	82%	+5	45	51%	16%	16/1	92%	34	26-30	63%	64%	41	134	13%
Michigan 1999	25	73	4.5	24	94%	76%	83%	+7	43	51%	15%	15/1	92%	30	25-30	63%	59%	36	128	13%
Virginia 2009	24	73	4.3	11	97%	89%	93%	+4	35	50%	14%	15/1	98%	29	1220-1440	88%[2]	37%	64	35	23%
Virginia 2008	23	74	4.3	14	97%	87%	93%	+6	35	49%	14%	15/1	98%	28	1200-1420	87%[2]	35%	63	32	24%
Virginia 2007	23	74	4.3	13	97%	88%	92%	+4	36	49%	15%	15/1	98%	26	1220-1430	88%	37%	57	36	25%
Virginia 2006	24	75	4.3	14	97%	86%	93%	+7	35	47%	16%	15/1	96%	26	1220-1430	86%	38%	56	33	26%
Virginia 2005	23	76	4.3	14	97%	85%	92%	+7	36	49%	16%	15/1	96%	25	1230-1430	84%[2]	39%	55	30	27%
Virginia 2004	22	76	4.3	12	97%	84%	92%	+8	39	48%	15%	16/1	96%	26	1230-1430	85%[2]	39%	49	31	26%
Virginia 2003	21	77	4.4	12	97%	84%	92%	+8	44	48%	15%	16/1	96%	25	1220-1420	84%	39%	54	29	27%
Virginia 2002	23	76	4.3	9	97%	82%	92%	+10	35	49%	15%	16/1	95%	20	1210-1420	82%	38%	66	30	29%
Virginia 2001	21	81	4.4	9	97%	79%	91%	+12	28	50%	15%	15/1	96%	21	1200-1410	83%	39%	66	29	29%
Virginia 2000	20	83	4.4	9	97%	80%	91%	+11	28	50%	14%	16/1	95%	19	1210-1410	82%	34%	64	31	29%
Virginia 1999	22	75	4.3	9	97%	80%	92%	+12	42	44%	16%	13/1	94%	19	1210-1410	79%	34%	62	32	28%
UCLA 2009	24	73	4.2	24	97%	87%	89%	+2	43	54%	20%	16/1	90%	24	1170-1410	97%	23%	25	107	14%
UCLA 2008	25	73	4.2	24	97%	83%	90%	+7	42	53%	20%	16/1	90%	21	1180-1430	97%	24%	26	109	14%
UCLA 2007	25	73	4.2	24	97%	83%	89%	+6	42	54%	20%	16/1	89%	19	1180-1410	97%	26%	26	117	14%
UCLA 2006	26	74	4.3	24	97%	88%	87%	-1	50	51%	21%	18/1	90%	17	1170-1410	97%	27%	24	105	15%
UCLA 2005	25	75	4.3	22	97%	85%	87%	+2	48	50%	22%	18/1	90%	18	1180-1410	97%	23%	24	97	16%
UCLA 2004	25	75	4.3	26	96%	84%	87%	+3	39	50%	22%	18/1	90%	18	1160-1410	97%	24%	22	93	16%
UCLA 2003	26	74	4.3	26	97%	84%	85%	+1	45	49%	23%	18/1	91%	19	1140-1390	97%	24%	22	129	13%
UCLA 2002	25	72	4.3	30	97%	80%	82%	+2	48	49%	24%	17/1	91%	18	1160-1400	97%	27%	26	142	12%
UCLA 2001	26	76	4.3	32	96%	79%	80%	+1	56	47%	24%	17/1	91%	17	1170-1400	97%	29%	28	156	12%
UCLA 2000	25	78	4.3	30	96%	74%	80%	+6	69	43%	28%	18/1	90%	16	1170-1400	97%	29%	27	137	13%
UCLA 1999	25	73	4.3	31	95%	74%	78%	+4	40	41%	26%	18/1	91%	16	1170-1380	97%	33%	28	134	13%
UNC-Chapel Hill 2009	28	70	4.1	32	97%	84%	88%	+4	35	44%	11%	14/1	97%	34	1210-1390	79%	34%	31	38	22%
UNC-Chapel Hill 2008	30	69	4.1	32	96%	81%	83%	+2	50	44%	12%	14/1	98%	34	1210-1400	76%	35%	31	36	23%
UNC-Chapel Hill 2007	28	70	4.2	32	96%	82%	84%	+2	50	47%	11%	14/1	97%	33	1200-1390	76%	34%	31	46	23%
UNC-Chapel Hill 2006	27	72	4.2	32	96%	79%	84%	+5	40	50%	11%	14/1	97%	35	1210-1390	74%	37%	34	45	23%
UNC-Chapel Hill 2005	27	73	4.2	34	95%	77%	81%	+4	39	54%	11%	14/1	97%	34	1190-1390	74%	36%	29	40	24%
UNC-Chapel Hill 2004	29	71	4.2	34	95%	77%	83%	+6	50	51%	12%	14/1	97%	33	1190-1390	70%	37%	28	36	25%
UNC-Chapel Hill 2003	29	70	4.2	33	95%	78%	80%	+2	71	40%	13%	14/1	97%	34	1180-1370	71%	35%	28	41	25%
UNC-Chapel Hill 2002	28	70	4.2	33	95%	73%	79%	+6	63	39%	12%	14/1	97%	34	1150-1370	64%	40%	29	47	25%
UNC-Chapel Hill 2001	28	75	4.2	30	94%	72%	79%	+7	71	41%	12%	14/1	96%	32	1140-1360	65%	37%	31	42	25%
UNC-Chapel Hill 2000	25	78	4.2	28	95%	72%	80%	+8	57	42%	12%	14/1	97%	29	1140-1360	68%	39%	31	41	26%
UNC-Chapel Hill 1999	27	72	4.2	26	94%	70%	82%	+12	70	40%	12%	16/1	96%	28	1130-1340	69%	35%	29	41	26%

Source: U.S. News & World Report America's Best Colleges 2000 - 2010

[1] Data reported to U.S. News & World Report in previous years

[2] Data based on fewer than 51 percent of enrolled freshmen

University of North Carolina at Chapel Hill Summary
U.S. News & World Report 2010 "America's Best Colleges" Rankings

- **5th best public university overall – 9th consecutive year**
  - UC-Berkeley remains 1st, followed by UCLA and Virginia (tied for 2nd) and Michigan (4th).
  - Carolina and these four campuses have traded or tied for the top 5 public spots for years.

- **28th overall (tied with Tufts and Wake Forest) among national universities**
  - Privates dominate the overall rankings because of how resources are weighted in the magazine's formula. (Peer assessment, 25%; graduation and retention rates, 20%; faculty resources, 20%; student selectivity, 15%; financial resources, 10%; alumni giving, 5%; and graduation rate performance, 5%).
  - The same 25 privates and 5 publics have appeared in the top 30 slots for the past 5 years.
  - Overall rankings for the 4 other top publics range from 21st (Berkeley) to 27th (Michigan).
  - UNC ranked 30th last year based on a 1-point drop in the overall ranking score (69 from 70). This year, Carolina's overall score is 70. By comparison, Berkeley's is 76.

- **Demonstrated excellence in areas that show we provide students with a high-quality liberal arts education.** Investments are based on campus priorities, including commitment to teaching, accessibility and affordability, retention and graduation rates, class sizes, as well as faculty resources.
  - Tied with Michigan for 6th among publics and tied for 11th overall for **"a strong commitment to teaching"** based on peer assessments of which campuses have faculty with an unusual commitment to undergraduate teaching.

- **Affirmed national leadership in student accessibility.**
  - 1st among all publics for the 5th consecutive year; 14th overall in *"Great Schools, Great Prices,"* based on academic quality and the net cost of attendance for a student receiving the average level of need-based financial aid.
  - 16th among publics for "least debt" and 24th for the second year in a row overall. Average student debt: $14,936 in the class of 2008; 32% of graduating seniors borrowed.
  - Carolina Covenant enrolled its 6th class this fall. Our study of the first class of Carolina Covenant Scholars shows the program helps students succeed academically. Spawned more than 90 similar programs nationwide.
  - Student selectivity remained 34th among all national campuses.

- **Maintained high marks for first-year retention and graduation rates.**
  - 97% first-year student retention rate up 1 point – comparable to results since 1999. The 4 other top publics remained at 96% or 97%.
  - 88% for the average 6-year graduation rate – up 5 percentage points. Results from the previous 5 years ranged from 80% to 83%. (U.S. News reports 6-year rates instead of 4-year rates. UNC's current 4-year rate is about 77%.)

- **Remained competitive with top public peers on key class size measures.**
  - 44% of UNC course sections enrolled fewer than 20 students – another key UNC measure of excellence. 4th behind Berkeley (60%), UCLA (54%) and Virginia (50%) among leading public peers.

- Only 11% of course sections enrolled 50 or more students; the best mark among the 4 other top public peers for the second year in a row.

- **Posted the best ranking in a decade for the category of faculty resources, extending overall progress since 2003.**
  - Ranked 35th overall – up from 50th last year and in 2007. Ranked 40th in 2006 and between 39th and 50th in the prior 3 years. Previous lows were 71st in 2003 and 2001.
  - The faculty resources category measures undergraduate class size; 2 academic years (2007-08 and 2008-09) of average total faculty compensation (salary and benefits) based on indexes compiled by a consultant and weighted for regional differences; student-faculty ratio; and % of faculty who are full time and have earned highest degree.
  - Overall progress with faculty resources since 2003 reflects results from funding available through the combination of state appropriations from the North Carolina General Assembly, as well as revenue from campus- and school-based tuition increases tied to enhancing academic quality.

- **Tied for 6th among the best undergraduate business programs.**
  - Kenan-Flagler tied for 6th with Texas at Austin and Virginia.
  - Based on peer survey among deans and faculty.
  - Specialties ranked include marketing and management, both 4th.

- **Listed among the "Programs to Look For."**
  - Cited for exemplary first-year experience (seminars and other programs regularly bringing small groups of students together with faculty and staff) and undergraduate research/creative projects.

###

THE UNIVERSITY
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News Release

ADVANCE COPY – NOT FOR DISTRIBUTION Aug. 19, 2009

Embargoed by U.S. News until 12:01 a.m. Thursday, Aug. 20, 2009

Carolina ranks as 5th best public university for 9th consecutive year

(Embargoed) CHAPEL HILL – The University of North Carolina at Chapel Hill ranks fifth among the nation's best public universities for the ninth consecutive year in the latest U.S. News & World Report magazine list.

The rankings appear in the 2010 edition of the "America's Best Colleges" guidebook and will be posted at www.usnews.com Thursday (Aug. 20) at 12:01 a.m.

UC-Berkeley ranked first among public universities, followed by UCLA and Virginia (tied for second), Michigan (fourth) and Carolina (fifth). Among public and private national universities, UNC ranked 28thth, tied with Tufts and Wake Forest universities. Other top public campuses ranked overall between 21st (Berkeley) and 27th (Michigan). Last year, UNC was 30th and tied for 28th the previous year with Tufts.

The rankings – dominated by private universities – are based in part on a formula using opinion survey responses about academic quality from peer campus presidents, provosts or admissions officials. Objective data cover 15 indicators of academic quality in areas such as student graduation and retention rates, faculty resources and credentials, class size, student selectivity, financial resources and alumni giving. Other U.S. News rankings assess affordability, commitment to undergraduate teaching (a new category this year), undergraduate business school programs and innovative undergraduate programs. UNC results included the following:

- 1st among public universities for the 5th consecutive year and 14th overall in **"Great Schools, Great Prices,"** based on academic quality, best value and the net cost of attendance for a student receiving average need-based financial aid in 2008-2009.

- 16th among publics for **"least debt"** and 24th – the same as last year – overall. Average student debt was $14,936 for UNC's class of 2008; 32 percent of graduating seniors borrowed.
- Tied with Michigan for 6th among publics and tied for 11th overall for **"a strong commitment to teaching"** based on peer assessments of which campuses have faculty with an unusual commitment to undergraduate teaching.
- 35th for **faculty resources** – UNC's best showing in this category over the past decade. That's up from 50th the last two years and 40th in 2006. This category, which counts 20 percent of the overall ranking, measures undergraduate class size; two years (2007-08 and 2008-09 academic years) of average total faculty compensation (salary and benefits) based on indexes compiled by a consultant and weighted for regional differences; student-faculty ratio; and percentage of faculty who are full time and have earned their field's highest degree. The other four top publics ranged from 35 (Virginia) to 74 (Michigan) in this category.
- A 97 percent average **first-year retention rate** – up 1 percent from last year and comparable to results since 1999.
- An 88 percent **average six-year graduation rate** – up 5 percentage points from last year. UNC's four-year rate is about 77 percent; U.S. News reports six-year rates.
- 44 percent of **course sections enrolled fewer than 20 students**, while 11 percent of **course sections enrolled 50 or more students**, the best mark among the top five publics.
- Tied for 6th among the **best undergraduate business programs**. Kenan-Flagler Business School tied for 6th with Texas at Austin and Virginia. Kenan-Flagler's marketing and management specialties both ranked 4th.
- Listed among the **"Programs to Look For,"** highlighting outstanding academic programs that lead to student success. Carolina was cited for exemplary first-year experience (seminars and other programs regularly bringing small groups of students together with faculty and staff) and undergraduate research/creative projects.

UNC contact: Mike McFarland, mike_mcfarland@unc.edu, 919-962-8593
U.S. News contact: official@usnews.com (for data research questions)

From: "Joe Haydon" <haydon@uncaa.unc.edu>
Sent: Sunday, November 29, 2009 12:22 PM
To: Kaufman, Art <akaufman@uncaa.unc.edu>; Mogridge, Allen <amogridge@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Williams, Charlie <cwilliams@uncaa.unc.edu>; Withers, Everett <ewithers@uncaa.unc.edu>; Bettcher, James <jbettcher@uncaa.unc.edu>; Blake, John <jblake@uncaa.unc.edu>; Shoop, John <jshoop@uncaa.unc.edu>; Browning, Kenny <kbrowning@uncaa.unc.edu>; Pittman, Sam <spittman@uncaa.unc.edu>; Douglas, Troy <tdouglas@uncaa.unc.edu>; Satterfield, Wes <wsatterfield@uncaa.unc.edu>
Cc: Haithcock, Brenda <bhaithcock@uncaa.unc.edu>; Holliday, Corey <cholliday@unc.edu>; Berry, Marcus <mberry@uncaa.unc.edu>; Overton, Brian <overton@uncaa.unc.edu>; Pommerening, Rory <rmp1893@uncaa.unc.edu>
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: Winter Contact Period
Attach: TEXT.htm

Coaches,

FYI: Beginning today, Sunday, November 29th, through Saturday December 19th is a Contact Period. You have unlimited calls to senior prospects during this time and do not have to record them.

Reminder: If there is a recruit that we are interested in having walk-on, we can only call him once before he is considered a 'recruited' student-athlete.

Joe

From: Larry Gallo <athgallo@uncaa.unc.edu>

Sent: Thursday, July 21, 2011 10:29 AM

To: Amy Herman <ajschae@uncaa.unc.edu>; Art Kaufman <akaufman@uncaa.unc.edu>; Allen Mogridge <amogridge@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Paul Davis <butchdavis@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Joe Robinson <joerob@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Kevin Best <kbest@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Pamela Higley <phigley@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Troy Douglas <tdouglas@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>

Subject: Article ~ "7 vs. 7 Football"

Attach: TEXT.htm

Folks,

An interesting article that has heightened interest and the attention of many! I know that you all are aware of this but just wanted you to see it.

Have a good day!

Larry Gallo, Jr.

http://www.usatoday.com/sports/preps/football/2011-07-19-7-on-7-high-school-summer-football_n.htm

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Sunday, September 18, 2011 10:00 PM

To: Andrew Calder <acalder@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Art Kaufman <akaufman@uncaa.unc.edu>; Allen Mogridge <amogridge@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Robinson <joerob@uncaa.unc.edu>; Jason Onyebuagu <jonye@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Stephen Sisa <sisa@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Troy Douglas <tdouglas@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tommy Davis <tommyd@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

Cc: Angie King <aking@uncaa.unc.edu>; Alisa Rawls Minshall <arawls@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Brenda Haithcock <bhaithcock@uncaa.unc.edu>; Kaye Chase <chasek@uncaa.unc.edu>; Cynthia Stone <cstone@uncaa.unc.edu>; Donna Cheek <dcheek@uncaa.unc.edu>; Andrew Parker <drewp@uncaa.unc.edu>; Joan Holt <jholt@uncaa.unc.edu>; Kathy Griggs <kgriggs@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Melinda Joines <mjoines@uncaa.unc.edu>; Natalie Lutz <nlutz@uncaa.unc.edu>; Nadia Lynch <nlynch@uncaa.unc.edu>; Pamela Higley <phigley@uncaa.unc.edu>; Susan Maloy

<sbmaloy@uncaa.unc.edu>; Stacey Harris <sharris@uncaa.unc.edu>; Shelly Streett <sjgreen@uncaa.unc.edu>; Sharon Wagner <swagner@uncaa.unc.edu>; Tom Timmermans <timmermans@uncaa.unc.edu>; Teresa Vanderford <tvanderford@uncaa.unc.edu>

Subject: New Official Visit Approval Form

Attach: TEXT.htm; Official Visit Approval Form.pdf

Coaches,

Please note that we have made a very minor change to the Official Visit approval process. Effective immediately, if a prospect is flying to UNC for his/her official visit, you will be required to submit a copy of the prospect's flight itinerary with the Official Visit Approval Form.

The revised Official Visit Approval Form that makes note of this requirement is attached.

Thanks,
Amy

Amy Herman
Associate AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

THE UNIVERSITY OF NORTH CAROLINA

Official Visit Approval Form

To be completed by Head Coach:

SPORT _____

Prospect General Information

Name _____ Email Address _____

Address _____ Date of Birth _____

City, State, Zip _____ Phone # _____

High School _____ City, State, Zip _____

Official Visit Information

Begins: Date _____ Time _____ ☐ AM ☐ PM

Ends: Date _____ Time _____ ☐ AM ☐ PM

Is the Prospect Accompanied by Others? ** ____ YES ____ NO (If yes, identify them below)

Name	Relationship
_____	_____
_____	_____
_____	_____

Method of Travel: Commercial Air ☐ **(Must attach copy of flight itinerary)**

Automobile ☐ Identify the owner of the vehicle: _____

Other (please specify) _____

****Please note that UNC <u>may not</u> pay the travel expenses for those accompanying the prospect unless they are traveling in the same automobile as the prospect.**

Please attach copies of transcript(s) and test scores and submit to Compliance Office.

- *If student attended more than one high school, please submit transcripts from each school if at all possible.*
- If transfer student, please include college transcript(s) from either 2-or 4- year institutions.

Head Coach Signature _____ **Date** _____

To be completed by Compliance Office:

High School Transcript(s) _____ College Transcript (s) _____ Test Scores _____

Forty-Eight Hours _____ Registered with Clearinghouse _____ On UNC IRL _____

APPROVED:

Office of Compliance Signature _____ **Date** _____

From: Public Safety <stout4@psafety.unc.edu>
Sent: Thursday, August 12, 2010 9:08 AM
To: cheryl_stout@unc.edu; Corey Holliday <cholliday@uncaa.unc.edu>; Roy (Public Safety) Cox <elcox@psafety.unc.edu>; Lindsey H. (Construction Management) Rose <LHRose@facilities.unc.edu>; Masaya (Facilities Planning) Konishi <Masaya.Konishi@facilities.unc.edu>; Mike Bunting <mbunting@uncaa.unc.edu>; James I. Spurling <spurling@email.unc.edu>; Willie Scroggs <wscroggs@uncaa.unc.edu>
Cc: Larry Gallo <athgallo@uncaa.unc.edu>; Paul Davis <butchdavis@uncaa.unc.edu>
Subject: RE: UNC Bell Tower Newsletter - August 10, 2010
Attach: TEXT.htm

Corey,

I'll try to help with the answers that pertain to parking:

1. Project management will explain the details of construction schedule impacts, but an intercom is being installed at the parking gate so deliveries have access to the reinforced sidewalk. The intercom is an interim solution until the permanent road and access path is developed at the end of the project.

2. Project management.

3. On Saturday, August 14th, the project will remove the spaces along Bell Tower Drive and stripe 2 spaces for the Stone Center's visitors, 1 Service space, and 1 disability space. These spaces will be available on Monday, August 16th.

Let me know if I can help with any additional parking issues.

Cheryl

_____
From: Corey Holliday [mailto:cholliday@uncaa.unc.edu]
Sent: Thursday, August 12, 2010 8:23 AM
To: Spurling, James I.; Rose, Lindsey H. (Construction Management); Konishi, Masaya (Facilities Planning); Cox, Roy (Public Safety); cheryl_stout@unc.edu; Bunting, Michael D Jr.; Scroggs, William E.
Cc: Larry Gallo; Paul Davis
Subject: Re: UNC Bell Tower Newsletter - August 10, 2010

All,

As the Bell Tower Deck prepares to open on Monday, August 16th, there are a few concerns from the Kenan Football Center staff that need to be highlighted and resolved for a smooth transition:

1) Since the inception of this project, James Spurling has discussed with different members of the construction team access for delivery trucks to the Kenan Football Center's second floor kitchen. As of today, we have not received a definite answer as to how 18-wheeler delivery trucks will be able to make deliveries from Bell Tower Drive to the Kenan Football Center. We receive deliveries almost every day of the year from Coca-Cola, FedEx, UPS, Nike, Sysco and many others. They need to know the delivery procedure since stopping directly in front of the Kenan Football Center will impede entering/exiting traffic for the Bell Tower Deck.

2) Kenan Football Center trash containers' new placement is not accessible to our housekeepers/kitchen staff unless they use some form of transportation (golf cart, mini-truck, etc.) to haul trash to the containers. This negatively impacts productivity and efficiency. The spot designated beginning Monday, August 16th for these containers is not the original location in the initial construction plans.

3) No parking space has been assigned for Service Permit holders (University mail delivery, University repair trucks, etc.). This will cause serious traffic issues if the service vehicles decide to park in front of Kenan Football Center and impede entering/exiting traffic for the Bell Tower Deck.

All these concerns have been mentioned several times before but remain inadequately resolved. Your assistance in addressing/resolving these matters will be greatly appreciated. Do not hesitate to contact me for further discussion.

Thanks

Corey Holliday
Associate Athletic Director
University of North Carolina
Kenan Football Center
P.O. Box 2126
Chapel Hill, NC 27515
919-962-9114 (W)
919-962-0393 (FAX)

From: Facilities Planning <Masaya.Konishi@facilities.unc.edu>
Sent: Thursday, August 12, 2010 12:44 PM
To: cheryl_stout@unc.edu; Corey Holliday <cholliday@uncaa.unc.edu>; Roy (Public Safety) Cox <elcox@psafety.unc.edu>; Lindsey H. (Construction Management) Rose <LHRose@facilities.unc.edu>; Mike Bunting <mbunting@uncaa.unc.edu>; James I. Spurling <spurling@email.unc.edu>; Willie Scroggs <wscroggs@uncaa.unc.edu>
Cc: Anna (Facilities Planning) Wu <Anna.Wu@facilities.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Paul Davis <butchdavis@uncaa.unc.edu>; Christopher Ciraulo <Christopher.Ciraulo@som.com>; Dana (Construction Management) Leeson <Dana.Leeson@facilities.unc.edu>; Deborah (Public Safety) Hawkins <dlhawkin@psafety.unc.edu>; Ray (Recycling) Lanier <Ray.Lanier@facilities.unc.edu>
Subject: RE: UNC Bell Tower Newsletter - August 10, 2010
Attach: TEXT.htm

Corey, thanks for meeting with us this morning. Below is a summary of our discussion with James, Cheryl, Debra, Mike, and Lindsey :

1. Sufficient space is available in front of the Football Center for tractor trailer (18 wheelers) to park and make its delivery. It was recommended that delivery avoid peak traffic hours. Parking the tractor trailer in front of the Center will not interfere with the 5 parking spaces (Head Football Coach and 4 Football Center Visitors). Other truck delivery will use the temporary Parking Deck entrance drive and the vehicular/pedestrian path in front of the Parking Deck to access the Football Center's second floor kitchen loading area. An intercom system will be installed at the Parking Deck entrance gate and be connected to the Football Center.

2. Locating the two Football Center's dumpsters adjacent to the second floor area was approved by Ray Lanier, OWRR. An appropriate paving surface will be installed to accommodate garbage trucks and other service and delivery vehicles.

3. Four designated parking (2 Stone Center visitors, 1 ADA and 1 Service) will be provided in front of the Football Center. The two existing dumpsters has been relocated to the south side of this area and will remain in its present location until the site work on the east side of the parking deck has been completed (before 9/18).

4. Old Bell Tower Drive will be a two lane road and the existing on-street parking will be eliminated as of Monday 8/16..

Thanks.
Masaya

Masaya Konishi, RA, LEED AP
Assistant Director for Project Management
Facilities Planning
University of North Carolina at Chapel Hill
CB #1090, Giles F. Horney Building
103 Airport Drive
Chapel Hill, NC 27599-1090
T 919.843.5103 F 919.962.9103

From: Corey Holliday [mailto:cholliday@uncaa.unc.edu]
Sent: Thursday, August 12, 2010 8:23 AM
To: Spurling, James I.; Rose, Lindsey H. (Construction Management); Konishi, Masaya (Facilities Planning); Cox, Roy (Public Safety); cheryl_stout@unc.edu; Bunting, Michael D Jr.; Scroggs, William E.
Cc: Larry Gallo; Paul Davis
Subject: Re: UNC Bell Tower Newsletter - August 10, 2010

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Thanks

Corey Holliday
Associate Athletic Director
University of North Carolina
Kenan Football Center
P.O. Box 2126
Chapel Hill, NC 27515
919-962-9114 (W)
919-962-0393 (FAX)

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Wednesday, May 11, 2005 10:27 AM
To: aazama@fcsports.com; aschaffer@ku.edu; Bob.Grant@wright.edu; Holliday, Corey <cholliday@uncaa.unc.edu>; CR@clemson.edu; david.williams@uwp.edu; dheinel@usc.edu; dsw@u.washingon.edu; enunez@lsu.edu; jhall@at.gtaa.gtech.edu; mbassett@binghamton.edu; mrenwic1@jhuadig.admin.jhu.edu; pmurphy@mail.fairfield.edu; Mercer, Robert <rmercer@uncaa.unc.edu>; Rswanninger@cs.com; russ.sharp@mail.wvu.edu
Cc: jklompmaker@mindspring.com; Sullivan, Kara <Kara_Sullivan@unc.edu>
Subject: Welcome!

SMI Class of '05-06,

On behalf of Mike McGee, founder of SMI and Director of Athletics at the University of South Carolina, and the Executive Committee, I want to welcome you to the Sports Management Institute! I will be your host during your week in Chapel Hill and want you to know that you can call on me for any assistance. Jay Klompmaker, former professor at Kenan-Flagler and dissertation advisor to Dr. McGee on SMI, joins us in welcoming you. Jay will be your "host-for-fun" during the week and will be your first presenter.

Sports Management Institute is widely known as an excellent professional development experience. Its success is due to the partnership that the sponsoring universities have forged between their Athletics Departments and Business Schools. We are blessed at UNC Athletics to have an excellent partner in the Kenan-Flagler Business School.

Kara Sullivan is the Program Manager for Executive Education at Kenan-Flagler and will be the person that makes this experience run for you. She will be contacting you shortly with all the information that you need and will be available to answer any questions you may have about the logistics of your visit.

I am looking forward to meeting you and hosting for your week in Chapel Hill. John

John Blanchard
Senior Associate Director of Athletics
P.O. Box 2126, CB# 8550
Chapel Hill, NC 27515-2126
University of North Carolina
(919) 962-9533
Fax: (919) 843-2327

From: Susan B. Maloy <sbmaloy@uncaa.unc.edu>
Sent: Friday, July 7, 2006 9:13 AM
To: -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>
Cc: bjpolk@email.unc.edu; -Compliance <-Compliance@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: IMPORTANT - NCAA High School Review

Hello All,
As many of you know, the NCAA has been reviewing the academic credentials of approximately 100 high schools in the country over the last few months. As a result of this review, on July 5, 2006 the NCAA released a listing of the high schools who have not been cleared for use in the NCAA's initial eligibility certification process as well as a listing of high schools who have been cleared for only prospects entering college in Fall 2006. Those schools approved only for Fall 2006 are subject to further review. The link below takes you to an article discussing this process, and the article contains a link to the list of high schools affected by this academic review. Please take a few moments to review this important information as it is possible that we could have prospects who are currently attending or have attended some of these high schools/prep schools.

http://www2.ncaa.org/portal/media_and_events/press_room/2006/july/20060705_high_school_review_rls.html

Thank you for your attention to this important matter. I am certain that we will be receiving follow-up information regarding this issue in the coming months which I will be forwarding to you.

Please feel free to contact me if you have any questions.

Thank you,
Susan

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Thursday, November 6, 2003 11:53 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Fwd: INFORMATIONAL: Student Stress Resources
Attach: INFORMATIONAL_ Student Stress Resources.msg

In case you did not receive this message.

John Blanchard
Senior Associate Director of Athletics
University of North Carolina
(919) 962-9533
Fax: (919) 843-2327

From: <dsa@unc.edu>
Sent: Wednesday, November 5, 2003 9:02 PM
To:
Bcc: Corey Holliday; Corey Holliday <cholliday@uncaa.unc.edu>
Subject: INFORMATIONAL: Student Stress Resources

November 5, 2003

Dear Faculty and Staff:

This letter is to serve as a reminder that final examination time can be an unusually stressful time for many students. Since you and your staff are in a position to observe students on a day-to-day basis, we urge you to use this close contact to be alert to students who might need support and assistance, and intervene with these students as you feel appropriate.

Below you will find a list of resources on this campus that are available to students to help them deal with these pressures. Some of these resources are available for direct referral while others are available for collaboration with you and your staff in trying to work with students. The continuing relationship that you have with students is a valuable vehicle through which those who are having difficulty can find assistance.

Sincerely,

Dean L. Bresciani, Ph.D.
Interim Vice Chancellor for Student Affairs

RESOURCES:
Academic Advising
213 Steele Building, 919-966-5116
http://www.unc.edu/depts/advising/

Campus Ministers:
Rev. Caroline Craig, Campus Ministers' Assoc., 919-967-2311
Rev. Frank Dodson, Evangelical Campus Ministries, 919-942-8952

Counseling & Psychological Service (CAPS)
Student Health Services Building, Third Floor
919-966-3658
http://caps.unc.edu//

Dean of Students Office
09 Steele Building, 919- 966-4042
http://studentaffairs.unc.edu/who_we_are/dos/index.html

Center for Healthy Student Behaviors
Student Health Services Building, Second Floor
919-966-6586
http://studenthealth.unc.edu/chsb/

Housing & Residential Education
Carr Building, 919-962-5405
housing@unc.edu

http://housing.unc.edu

LGBT Programs
11 Steele Building, 919-966-4042
http://studentaffairs.unc.edu/who_we_are/dos/lgbt_resource_guide.html

Public Safety Department
Security Services Building, 919-962-8100
http://www.dps.unc.edu/dps/

Scholarships & Student Aid Office
310 Pettigrew Hall, Second Floor
919-962-8396
http://www.ais.unc.edu/sis/ssa/

Student Health Service
General Information, 919-966-2281
http://studenthealth.unc.edu/

University Career Services
219 Hanes Hall, 919-962-6507
http://careers.unc.edu

This email is sponsored by: Office of the Vice Chancellor for Student Affairs

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"INFORMATIONAL:" email will only be sent to those who have indicated
that they do want to receive mass email. To set your
informational mass email preference, go to the on-line
directory web site at http://www.ais.unc.edu/campus_dir/.
Select "Modify Directory Information".

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Thursday, September 16, 2004 4:18 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: article
Attach: The ABCDs of a Student-Athlete.doc

TEAM,

Attached is an article on our unit for the website. I have edited it and want to send it to Steve tomorrow. Please look at it and let me know edits you want to make. Thanks. John

John Blanchard
Senior Associate Director of Athletics
P.O. Box 2126, CB# 8550
Chapel Hill, NC 27515-2126
University of North Carolina
(919) 962-9533
Fax: (919) 843-2327

"The ABCDs of a Student-Athlete"

By: Ronda J. Norman

Besides hours of strenuous practice, exhilarating game days and long hours in the classroom, Carolina student-athletes develop numerous skills that often go unnoticed. With the help of Student-Athlete Services, the Tar Heels are not only focused on winning, but also on their ABCDs of success. These ABCDs include Advancing toward graduation, Building Character and Developing leadership, which is the mission of Student-Athlete Services.

The unit is headed up by John Blanchard, Senior Associate Athletics Director. Blanchard, who worked at Carolina from 1985-1999, went to the University of Minnesota for a time, and returned to Chapel Hill in 2001. He has observed numerous advancements in student-athlete services, which have benefited student-athletes as they learn to manage themselves.

"Coming back to Chapel Hill has been a great experience, because there is a new level of enthusiasm for developing Student-Athlete Services," says Blanchard. "Before, everything was limited to academic support and they were stretched to do everything in student services, which began to dilute academic support. It's been good to come back and start a new unit combining academic support and student development, along with related compliance efforts."

ACADEMIC SUPPORT:

Because advancing toward graduation is so important, the academic support component is the most prominent area of Student-Athlete Services With the largest staff and most resources, Director Robert Mercer leads UNC student-athletes in all areas of academic services, including academic counseling, structured study programs, learning skills development class and major selection, and monitoring of progress towards degree.

Blanchard, Mercer, and Susan Maloy, Assistant Athletics Director for Compliance, also work collaboratively with the academic counselors on initial and continuing eligibility academic progress, and graduation rates. Blanchard and

Maloy also coordinate admissions of student-athletes with the Office of Undergraduate Admissions.

The Academic Support Program for Student-Athletes provides the assistance for student-athletes that they are unable to receive during regular campus hours due to their time-consuming athletic schedule. Even though the academic support program benefits student-athletes, the staff actually reports to the University's College of Arts and Sciences, rather than the athletics department.

"We think it's valuable for our students to have more than just an athletic experience. We want them to have as much of a traditional experience on campus as they can," says Mercer.

Along with other Arts and Sciences support units, such as the Writing Center, Math Help Center, and Learning Center, the Academic Support Program provides supplemental instruction for several classes in the upcoming school year for student-athletes. Mercer has also raised the bar on the level of expertise with his staff by incorporating three learning specialists for the particular needs of student-athletes.

Because of the expectations and requirements placed on student-athletes by the University and the NCAA, Mercer and his colleagues, as well as some student-athletes themselves, feel strongly that time management is their biggest challenge. Blanchard has a slightly different take on time.

"Many believe the key to success is time management, but the reality is you don't manage time," says Blanchard. "The hands of the clock move at the same pace, 24-7. What you manage is yourself. That is the challenge."

STUDENT-ATHLETE DEVELOPMENT:

Dr. Cricket Lane was hired prior to the 2003-04 season as UNC's first Director of Student-Athlete Development. She has worked hard to transform the entire program. Corey Holliday, Assistant Athletics Director for Football Student-Athlete Development, has joined Dr. Lane in the effort, while concentrating on the football student-athletes. With this new structure, the Academic Support Program has been able to focus solely on academics, while Lane and Holliday

have concentrated on assisting student-athletes in leadership and character development, which is an intricate aspect of their ABCDs.

Dr. Lane has implemented new or revised programming that has transformed several key programs for UNC student-athletes. She has brought enhanced structure and increased student-athlete involvement in the Student-Athlete Advisory Council. The Carolina Outreach program has never been more active in the community and Life Skill Workshops are available covering a range of topics to meet the needs of student-athletesfacing the challenges of the highly competitive athletic and academic environment that Carolina offers. Topics vary from issues such as gambling, sexual violence, nutrition, and time and stress management. Holliday has arranged sessions specific to football student-athletes, such as seminars on how to handle agents and talks from former NFL players about the need to attain a college degree.

the Student-Athlete Advisory Council (SAAC), on which she and two other athletes from each team participate in a monthly forum with athletics department administrators to discuss issues of importance to student-athletes.

Through activities sponsored by Carolina Outreach, student-athletes are able to participate in a number of community service projects. Carolina Outreach sets up student-athlete visits to UNC Children's Hospital, collects food and other needy items during the holidays, and participates in Locks-of-Love, the Dance Marathon and Habitat for Humanity.

"People have no idea how many of our student-athletes that do community service," says Lane. "You often hear about the stars who are involved, but there are so many other athletes that talk to kids and play or read with them."

A project called Adopt-a-Classroom sends members from 16 teams to elementary schools on a weekly basis to read and tutor young students. **After athletic events, student-athletes gather to collect remaining food to take to a nearby Soup Kitchen through a program called College Wrap. (needs clarification)**

Carolina Athletics has recently become partners with Gatorade and the School of Public Health in an initiative aimed to combat childhood obesity called "Get Kids in Action." with,. The program is geared to get children active, although not necessarily through playing team sports. Last year, several of Carolina's student-athletes participated in field days at local elementary schools as a part of this program.

Despite all the successes in community activities, Lane is challenged with not being able to accommodate every program because of the large number of requests.

"It's so enlightening because so many people want the help of our athletes," says Lane. "They realize what great role models we have here and want them to come into the schools or community groups for activities."

These programs teach Carolina's student-athletes much more than community service. They are learning valuable leadership skills and aspects of teamwork.

Several student-athletes, including the field hockey team, recently worked side-by-side with a woman as they built her home through Habitat for Humanity.

"We're a bunch of field hockey girls," says Katy Tran, junior and starting goalie for the Field Hockey team. "You don't think we can hammer and build stuff, but we got out there and we did. It helps with the team aspect of everything and makes you appreciate what you have as an athlete here."

With student-athlete development programs such as these, the Tar Heels are able to make a positive impact on the community and be recognized for more than just their athletic performances. Each experience is training for the student-athletes to build character and develop into competitive leaders.

"The community knows what they see, but they do not know the real impact our athletes make in the community, nor the impact the community has on our athletes," Lane says.

Even with the tremendous strides made through the years, there is still more to come in the area of student-athlete services. The athletics department is implementing the Carolina Leadership Academy this fall, a groundbreaking new

initiative. This extensive training program will put a new face on student-athlete development.

Director of Athletics Dick Baddour worked with Blanchard to create the leadership development idea. Leadership training specialist Jeff Janssen will implement the program by establishing hands-on developmental workshops for student-athletes of all classes, coaches and athletic staff.

"We want to establish Carolina not only as a great school and a successful athletics program, but a national model for training and developing leadership skills,"says Baddour.

Baddour hit on the idea after a meeting with the head coaches in which the coaches stressed the importance of developing team leaders.

"The final piece in a championship team is leadership," says women's soccer coach Anson Dorrance, who with 18 national championships is one of the most successful coaches in collegiate history. "The most attractive type of leadership to me is the coach on the field. I want a driving verbal force who won't let standards slip. That's how teams with ordinary talent can win championships. Without leadership, even a team with great talent will struggle to become champions."

Blanchard, Lane, Mercer, and Holliday aspire to expand even more services for student-athletes, including career planning. It's part of the athletic department's understanding of the primary mission of the University as it relates to safeguarding the student-athlete experience.

"What we're trying to do with our leadership initiative, with student development programming, and academic advising is to help student-athletes develop the tools to manage themselves with highly demanding schedules in a highly competitive environment," says Blanchard. "Success in that area will eventually lead to success in all areas."

Sometimes it's as simple as ABCD.

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Tuesday, November 23, 2004 5:38 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: NACDA Daily Review Nov 23, 2004
Attach: NACDA Daily Review Nov 23, 2004.msg

HAVE A HAPPY THANKSGIVING!!!

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From: NACDA <webclips@NACDA.COM>
Sent: Tuesday, November 23, 2004 2:18 PM
To: NACDA_HTML@LIST.TEKGROUP.COM
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: NACDA Daily Review Nov 23, 2004
Attach: TEXT.htm

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Monday, November 29, 2004 4:27 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: NACDA Daily Review Nov 29, 2004
Attach: NACDA Daily Review Nov 29, 2004.msg

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fyi

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From: NACDA <webclips@NACDA.COM>
Sent: Monday, November 29, 2004 2:57 PM
To: NACDA_HTML@LIST.TEKGROUP.COM
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: NACDA Daily Review Nov 29, 2004
Attach: TEXT.htm

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Tuesday, November 30, 2004 5:48 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: NACDA Daily Review Nov 30, 2004
Attach: NACDA Daily Review Nov 30, 2004.msg

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From: NACDA <webclips@NACDA.COM>
Sent: Tuesday, November 30, 2004 2:47 PM
To: NACDA_HTML@LIST.TEKGROUP.COM
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: NACDA Daily Review Nov 30, 2004
Attach: TEXT.htm

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Friday, December 3, 2004 4:58 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Fwd: NACDA Daily Review Dec 03, 2004
Attach: NACDA Daily Review Dec 03, 2004.msg

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From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Tuesday, December 7, 2004 2:10 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Fwd: NACDA Daily Review Dec 07, 2004
Attach: NACDA Daily Review Dec 07, 2004.msg

We are in this with a GKIA article.

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From: NACDA <webclips@NACDA.COM>
Sent: Tuesday, December 7, 2004 1:48 PM
To: NACDA_HTML@LIST.TEKGROUP.COM
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: NACDA Daily Review Dec 07, 2004
Attach: TEXT.htm

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Friday, December 10, 2004 2:22 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Fwd: NACDA Daily Review Dec 10, 2004
Attach: NACDA Daily Review Dec 10, 2004.msg

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From: NACDA <webclips@NACDA.COM>
Sent: Friday, December 10, 2004 1:36 PM
To: NACDA_HTML@LIST.TEKGROUP.COM
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: NACDA Daily Review Dec 10, 2004
Attach: TEXT.htm

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Wednesday, December 15, 2004 3:29 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Fwd: NACDA Daily Review Dec 15, 2004
Attach: NACDA Daily Review Dec 15, 2004.msg

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fyi

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From: NACDA <webclips@NACDA.COM>
Sent: Wednesday, December 15, 2004 12:32 PM
To: NACDA_HTML@LIST.TEKGROUP.COM
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: NACDA Daily Review Dec 15, 2004
Attach: TEXT.htm

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Thursday, December 16, 2004 1:55 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Fwd: NACDA Daily Review Dec 16, 2004
Attach: NACDA Daily Review Dec 16, 2004.msg

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fyi

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From: NACDA <webclips@NACDA.COM>
Sent: Thursday, December 16, 2004 12:39 PM
To: NACDA_HTML@LIST.TEKGROUP.COM
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: NACDA Daily Review Dec 16, 2004
Attach: TEXT.htm

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Monday, December 20, 2004 5:04 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Fwd: NACDA Daily Review Dec 20, 2004
Attach: NACDA Daily Review Dec 20, 2004.msg

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look @ the Minnesota article persuant to class attendance.

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From: NACDA <webclips@NACDA.COM>
Sent: Monday, December 20, 2004 2:09 PM
To: NACDA_HTML@LIST.TEKGROUP.COM
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: NACDA Daily Review Dec 20, 2004
Attach: TEXT.htm

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Wednesday, January 26, 2005 5:02 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Fwd: NACDA Daily Review Jan 26, 2005
Attach: NACDA Daily Review Jan 26, 2005.msg

John Blanchard
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From: NACDA <webclips@NACDA.COM>
Sent: Wednesday, January 26, 2005 11:52 AM
To: NACDA_HTML@LIST.TEKGROUP.COM
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: NACDA Daily Review Jan 26, 2005
Attach: TEXT.htm

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Wednesday, January 26, 2005 7:31 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>
Subject: Fwd: NACDA Daily Review Jan 25, 2005
Attach: NACDA Daily Review Jan 25, 2005.msg

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From: NACDA <webclips@NACDA.COM>
Sent: Tuesday, January 25, 2005 1:07 PM
To: NACDA_HTML@LIST.TEKGROUP.COM
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: NACDA Daily Review Jan 25, 2005
Attach: TEXT.htm

From: John Blanchard <jgb@uncaa.unc.edu>
Sent: Monday, February 28, 2005 8:00 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Fwd: Re: Internship
Attach: Re_ Internship.msg

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fyi

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Fax: (919) 843-2327

From: Robert Mercer <rmercer@uncaa.unc.edu>
Sent: Wednesday, May 4, 2005 9:58 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Fwd: Proposal for Second Summer Session
Attach: Proposal for Second Summer Session.msg

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we need to talk..call or email me..

From: fred clark <fclark@email.unc.edu>
Sent: Wednesday, May 4, 2005 9:24 AM
To: Mercer, Robert <rmercer@uncaa.unc.edu>
Subject: Proposal for Second Summer Session

Robert, I just talked with Bobbi about your proposal to bring in athletes for the second summer session, now that the NCAA will allow you to foot the bill for this. Bobbi's first concern is that this program seems to be in competition with the Summer Bridge. I pointed out that it is not, since it can include athletes from out-of-state, and the Summer Bridge cannot. And your program will also offer some workshops and programs directed specifically to athletes. Her next concern was the courses that you propose that your students take. She believes that the students would benefit more from math and English courses. Engl 10 and Math 10 are both offered in the second session. Bobbi suggests that they take at least one of these and perhaps one of the other two courses that you mentioned yesterday, that is Afam and one EXXS. Her concern, and mine too, is that courses become identified with just athletes, and that a course have predominantly athletes in it. This is what I meant yesterday by my concern with perceptions of the program. But since you will have only about 20 students, and these will be spread out over a number of sections, we may not have a large concentration in any one class. Bobbi's ideas and concerns are real, and I think valid. So, I ask that you think about them and get back in touch with me. In re the three athletes that may qualify for Summer Bridge, and their not attending Summer Bridge but rather second summer session with these other student-athletes, both Bobbi and I think that they that will benefit more from Bridge. I know that it may be difficult for them in that they will see other players doing something different, but let's try it this way this summer. If you have not got their names to Jeanette, please do so and let's see if we cannot get this resolved soon. Also, don't forget that you need to talk to Carolyn Cannon about advising issues. Although I will be gone from May 5-15, I will be online. Let me hear from you. Fred

From: Lindsey Nichols <lnichols@uncaa.unc.edu>
Sent: Thursday, April 20, 2006 5:12 PM
To: Coaches List
Cc: Blanton, Brent <blanton@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Sorensen, Dana <dana12@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Orr, Kym N. <knorr@uncaa.unc.edu>; Weeden, Mary B. <mbw@uncaa.unc.edu>; Willingham, Mary <mwillingham@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>; Yasutomi, Emily <yasutomi@uncaa.unc.edu>
Subject: Job Opportunities
Attach: Text.htm; Cintas Management Trainee_1.doc

Dear Coaches,

I have recently been made aware of the following job opportunities for S-A's:

1. Pfizer Inc.- looking for pharmaceutical sales representatives in various areas. Hiring representatives are hoping to come on campus sometime in the next couple weeks to interview interested student-athletes. Ideally looking for students with GPA of 3.0 or higher (but please have S-A contact me if interested and does not have 3.0!). Please check out www.pfiser.com to learn more about the company and what it has to offer!

2. CRG Recruiters; Cintas Management- looking for students who would enjoy working in a blue/white collar field and would enjoy rotating job functions every 4 months. Manager is a former student-athlete from Duke. Please check out the more detailed description attached.

As always, please contact me with any students who have questions or concerns regarding the job search, resumes, interviewing, etc! I have flexible hours including the weekend that I am available to meet with S-A's.

Thank you for all of your cooperation and support!

Lindsey

Lindsey Nichols
Career Dev. Asst.,Student-Athlete Development
University of North Carolina
Chapel Hill, NC 27515
(919)843-5843
lnichols@uncaa.unc.edu

{ HTMLCONTROL Forms.HTML:Hidden.1 }{ HTMLCONTROL Forms.HTML:Hidden.1 }{ HTMLCONTROL Forms.HTML:Hidden.1 }{ HTMLCONTROL Forms.HTML:Hidden.1 }

Management Trainee

Cintas designs, manufactures, and implements corporate identity uniform programs, and provides entrance mats, restroom supplies, promotional products and first aid and safety products for over 550,000 businesses. Cintas is a publicly held company traded over the Nasdaq National Market under the symbol CTAS, and is a Nasdaq-100 company and component of the Standard & Poor's 500 Index. The company operates over 300 facilities in the U.S. and Canada, including 15 manufacturing plants and seven distribution centers. In addition to having more than five million people wear Cintas clothing each day, Cintas has achieved 36 consecutive years of growth in sales and earnings to date.

Job Description

Description

Cintas is currently looking for a Management Trainee to participate in an extensive, well-structured, two-year training program, designed to provide a strong knowledge of all aspects of our business, as well as the uniform and facility services industries overall. The Management Trainee program combines a series of rotations in various departments and classroom seminars, with the purpose of preparing the individual for what area best matches his or her interests, skills, and abilities. Upon completion of the program, the Management Trainee will be placed in a leadership position in one of several areas, such as Outside Sales, Production Management, Office Management, or Service Management. Driving a van or personal car is required in two of the rotations. The purpose is to prepare the Management Trainee for a General Management or equivalent Corporate or Director function within 5-7 years of experience with Cintas.

Qualifications

- A four year college degree
- A valid driver's license and a safe driving record (please note that candidates who

receive an offer of employment will be subject to a MVR check)
• The ability to do repeated bending, stretching and lifting

• Excellent interpersonal skills
• A strong ability to set and prioritize goals
• Ability to multi-task within a TEAM environment
• The willingness to work long hours in order to achieve required results
• A positive can-do attitude
• Strong motivation to succeed
• Co-op or internship experience in a Customer Service, Sales, Production, or Administrative role, a plus
• A business or otherwise related academic major, a plus
• A leadership/management role in campus or related extracurricular activities, a plus
• Availability to start within two weeks after offer made/accepted, a plus

Our Management Trainee partners enjoy:
• Competitive Pay
• 401(k)/Profit sharing/ESOP
• Medical, Dental and Vision Insurance Package
• Disability and Life Insurance Package
• Paid Vacation and Holidays
• Career Advancement Opportunities

Location: Raliegh, NC

Cintas Corporation is an EEO/Affirmative Action Employer M/F/D/V

Bottom of Form

Please see contact information below for further information.

Arne Klubberud
Competitive Resources Group
Account Manager
arne@crgcoach.com
Office: 678-990-6006 x 21
Toll Free: 866-318-4489 ext 21
Cell: 404-387-0327

From: steve kirschner <skirschner@uncaa.unc.edu>

Sent: Monday, May 1, 2006 11:18 PM

To: Herman, Amy S. <ajschae@uncaa.unc.edu>; Dorrance, Anson <anson@uncaa.unc.edu>; Gallo, Larry <athgallo@uncaa.unc.edu>; Kalbas, Brian <bkalbas@uncaa.unc.edu>; Miller, Beth <bmiller@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; coachmock@uncaa.unc.edu; Craddock, Dennis <craddock@uncaa.unc.edu>; Lane, Cricket <cricket@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Dibbert, Doug <doug_dibbert@unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Culler, Ellen <eculler@uncaa.unc.edu>; Comfort, Frank <fcswim@uncaa.unc.edu>; Haus, John <heel37@uncaa.unc.edu>; Evans, Jack <jack_evans@unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Holbrook, Jennifer <jholbrook@uncaa.unc.edu>; Inman, John <jinman@uncaa.unc.edu>; Moeser, James <JMoeser@unc.edu>; Montgomery, John <jmont@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Katz, Lisa <lisa_katz@unc.edu>; Kupec, Matt <matt_kupec@unc.edu>; Ballen, Martina <mballen@uncaa.unc.edu>; Fox, Mike <mfox@uncaa.unc.edu>; McFarland, Mike <mike_mcfarland@unc.edu>; Davis, Nancy <nancy_davis@unc.edu>; Teague, Norwood <nteague@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>; Miller, Ron <rmiller@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>; Haney, Sarah <skhaney@uncaa.unc.edu>; Kirschner, Steve <skirschner@uncaa.unc.edu>; Paul, Sam <spaul@uncaa.unc.edu>; Vanderford, Teresa <tvanderford@uncaa.unc.edu>; Slingluff-Levy, Jenny <uncwlax@uncaa.unc.edu>; Teague, William <wmt1953@aol.com>; Scroggs, Willie <wscroggs@uncaa.unc.edu>

Subject: Duke committee reports

Attach: judicialreport.pdf; lacrossereport.pdf

Attached are PDF copies of the Duke reports on the lacrosse program (25 pages) and the student judicial process (14 pages).

President Richard H. Brodhead Statement on Committee Reports
Committees examined lacrosse program, university disciplinary processes

Durham, N.C. -- In my April 5 letter to the Duke community, I outlined a series of steps the university would take in response to the controversy raised by the men□s lacrosse team party of March 13. Today I received reports from two of the five committees I announced. We have posted both of these reports on the special website for announcements related to the lacrosse situation.

The first committee, composed of faculty who are current or past members of the University□s Athletic Council, was asked to investigate the behavior of the men□s lacrosse team prior to March 13. They were not asked to investigate any of the events related to the criminal allegation, which is properly the responsibility of the Durham Police and the District Attorney. The committee□s task was to study the conduct of the men□s lacrosse team over the past several years to determine whether the team had a history of □outlier□ behavior and whether conduct violations had been addressed in appropriate ways. This committee was chaired by Professor James Coleman of the Duke Law School.

The second committee, consisting of faculty, students, and administrators from the Academic Council's Student Affairs Committee, was asked to look at

the way Duke deals with problems of student behavior and the applicability of our Community Standard to social life. This committee was chaired by Professor Prasad Kasibhatla of the Nicholas School of the Environment and Earth Sciences.

I encourage you to read these reports, and I am indebted to all who labored to produce them. We now have something we have lacked to date, namely, careful, evidence-based inquiries into student behavior and institutional process. I look forward to discussing the reports with members of the Academic Council and others in the days and weeks ahead. In the meantime, I would offer a few initial observations.

First, concerning the men□s lacrosse team. The Coleman committee□s report tells of a close-knit team that did well academically and excelled athletically but that was irresponsible in its repeated abuse of alcohol. The committee did not, however, find a pattern of racist behavior or sexual abuse. The picture that emerges is complex, with players praised as respectful to employees who worked near the team, and criticized for their inability to learn from multiple citations for inappropriate behavior.

The Coleman committee□s report will give us useful information as we consider the future of men□s lacrosse at Duke in the weeks ahead. In addition, we will begin immediately to improve communication between Student Affairs and the coaches in the area of disciplinary infractions and will clarify a code of conduct for Duke athletes so that it better reflects the role they play in representing the institution.

The committee investigating Duke□s judicial system concluded that the policies and practices governing on-campus and off-campus student behavior are different in ways that require review and refinement. They offer suggestions on how our student judicial system can be made more effective and urge greater involvement by the faculty. They note the recurring theme of irresponsible use of alcohol in many of the issues that come before the student judicial system. They also recommend that we integrate our administration of students□ academic and non-academic life.

I welcome these findings and recommendations. We will set to work this summer to address the recommendations involving clarification of policies and procedures. The committee□s comments on larger issues of student conduct are closely related to the work of the Campus Culture Initiative (CCI), another of the initiatives that I announced on April 5. Accordingly, I will bring the report to the CCI steering committee for its consideration.

Common to both reports is concern with the behavioral consequences of student drinking and how the university implements its policy on alcohol. I share these concerns and recognize that much inappropriate behavior by students is alcohol-related. We should have no illusions that it will be easy to address the issue of alcohol abuse, since this is a national issue on college campuses, one that often begins before students come to college. At the same time, the current situation gives Duke both an obligation and an opportunity to address this issue in a serious way. Most of all, we are committed to using this moment to find ways to educate our students about the meaning of the choices they make.

In closing, I want to express my gratitude to the committee members and most particularly the committee chairs, James Coleman and Prasad Kasibhatla, for taking on this important civic obligation. This campus community is deeply in their debt. I take pride in being part of a community whose members are willing to step forward in times of stress to do the work that needs doing. Our collective life will be better for their efforts.

Richard H. Brodhead
President
Duke University

Steve Kirschner
Associate Director of Athletics for Communications
University of North Carolina

(O) 919-962-7258
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stevekirschner@unc.edu
TarHeelBlue.com

AN EXAMINATION OF STUDENT JUDICIAL PROCESS AND PRACTICES

Report from

Academic Council Student Affairs Committee (ACSAC)

to

President Richard Brodhead

and

Prof. Paul Haagen, Executive Committee of the Academic Council

May 1, 2006

1. INTRODUCTION

1.1 Charge to the Committee

On April 4, 2006, the Academic Council Student Affairs Committee (ACSAC) was charged by Executive Committee of the Academic Council of Duke University to examine the student judicial process and practices. As stated in President Richard Brodhead's letter to the Duke community on April 5, 2006, the review was commissioned to address questions raised within the Duke and Durham communities about the way Duke deals with problems of student behavior and the applicability of the Duke Community Standard to social life. The charge specifically instructed ACSAC to answer the following questions:

- Do the Community Standard and the policies which apply to student behavior adequately convey Duke's values and behavioral expectations?
- Are there distinctions between on campus and off campus behaviors, and is Duke's approach to adjudication of those behaviors appropriate?
- Are there limitations in the policies which prevent various behaviors from being addressed appropriately and effectively?
- How has Duke responded when students face both criminal (or civil) charges as well as campus judicial charges? Has this created problems and should there be changes to our approach?
- Given the requirements of FERPA, how can both the Duke and Durham communities be better informed about disciplinary actions that are taken?

1.2 The Review Process

This review focuses on the judicial process as applicable to undergraduate students. ACSAC began its process of review by obtaining relevant information on Duke's official regulations and policies pertaining to the student judicial process from the Office of Student Affairs. The Committee also sought written input from various individuals on campus with some connection to the student judicial process. These include the heads/chairs of Office of Institutional Equity (OIE), Undergraduate Judicial Board (UJB), University Judicial Board, the Greek Judicial Board (GJB), Appellate Board, Academic Integrity Council (AIC), and Honor Council. Written input was also received from a subgroup of Trinity College Academic Deans, Stephen Bryan (Associate Dean of Students and Director of Judicial Affairs), and Brad Berndt (Assistant Athletic Director). Written input was also received from a number of Duke faculty members in response to a request directed to the members of the Academic Council through the Executive Committee of the Academic Council. In addition, phone interviews were conducted with Ms. Polly Weiss (Office of Institutional Equity), and Dr. Donna Lisker and Dr. Jean Leonard (Women's Center). Input was also received from the Board of the Duke University Black Alumni Connection (DUBAC), by the Concerned Citizens at Duke, 2 Duke parents, and 1 Duke alumnus.

The Committee also considered the views expressed by the community outside Duke. Letters were sent to Mr. John Dagenhart (President, Trinity Park Neighborhood Association), Ms. Risa Foster (ex-President, Trinity Heights Neighborhood Association), and Dr. Nancy Hill (President, Trinity Heights Neighborhood Association) requesting information specifically on unresolved issues relating to the process by which Duke deals with complaints about student misconduct from the residents of the respective neighborhoods. In response, the committee received letters from 2 residents of Trinity Heights and 7 residents of Trinity Park. Two of the Committee members also personally interviewed Ms. Risa Foster, who followed up by forwarding to the Committee several past email exchanges involving student misconduct in the Trinity Heights neighborhood.

Finally, the Committee received input from Durham city officials. The City Manager, Mr. Patrick Baker, and City Councilman Mr. Thomas Stith III and City Councilman Mr. Eugene Brown attended separate Committee meetings. In addition, the chair of the Committee participated in an interview with Captain Ed Sarvis of the Durham Police Department conducted by the committee exploring the lacrosse culture at Duke.

The information gathered during this process was examined and analyzed by the Committee. In particular, the following 8 committee members were involved substantially in the deliberations:

Aura Gimm, faculty, Biomedical Engineering
Prasad Kasibhatla (chair), faculty, Nicholas School of the Environment & Earth Sciences
Jacqueline Looney, Associate Dean for Graduate Student Affairs
Rachel Lovingood, graduate student, Department of Cell Biology
Marjorie McElroy, faculty, Economics
Caroline Haynes, faculty, Associate Dean for Medical Education, School of Medicine
Benjamin Ward, faculty, Philosophy
Gary Ybarra, faculty, Electrical and Computer Engineering

We present below background information relevant to the charge to the Committee and a summary of the key themes that emerged during our deliberations. We follow with a presentation of key findings that are the considered judgment of the Committee, and conclude with a list of recommendations that flow from these findings.

2. BACKGROUND AND DISCUSSION

2.1 The Duke Community Standard (DCS)

The DCS is the University's honor code, and articulates the core values and principles of the institution. The DCS was adopted in the fall of 2003, following a review of the existing Honor Code by the Academic Integrity Council (AIC). It is important to note that, while the DCS is a statement of broad principles, the AIC was formed with the narrower goal of improving the climate of academic integrity on campus. The DCS states:
Duke University is a community of scholars and learners, committed to the principles of honesty, trustworthiness, fairness, and respect for others. Students share with faculty and staff the responsibility for promoting a climate of integrity. As citizens of this community, students are expected to adhere to these fundamental values at all times, in both their academic and non-academic endeavors.

First-year students commit to the principles of the DCS at the start of their studies at Duke by participate in a ceremonial signing of a pledge immediately following convocation. The pledge states:
Students affirm their commitment to uphold the values of the Duke University community by signing a pledge that states:
1. I will not lie, cheat, or steal in my academic endeavors, nor will I accept the actions of those who do.
2. I will conduct myself responsibly and honorably in all my activities as a Duke student.

All students reaffirm their commitment to the principles of the DCS by signing a statement to that effect upon the completion of every academic assignment. The reaffirmation statement states:
"I have adhered to the Duke Community Standard in completing this assignment."
[Student Signature]

The Bulletin of Information and Regulations emphasizes academic integrity in the context of the DCS. Specifically, the bulletin affirms that the DCS not only requires students to uphold the highest standards of academic integrity in their own endeavors, but also obligates students to not accept violations of academic integrity by others.

It is the view of the Committee that the DCS, in and of itself, articulates the core values of the University. However, the focus on academic endeavors in the presentation and affirmation of the DCS during the course of student life, combined with its historical basis, has resulted in the standard being perceived as primarily applicable to integrity in academic endeavors only. To the extent that the DCS is viewed as expressing general standards of behavior, it is perceived as applying principally to interactions within the University community only. It is worth noting that there is widespread agreement with regards to this assessment among the various University constituencies that provided input to the Committee.

2.2 University Judicial Policies and Judicial Process

The specific rules and regulations pertaining to student conduct are codified in the University judicial policies which are published in the Bulletin of Information and Regulations. The policies cover a comprehensive range of academic and non-academic endeavors, including but not limited to: Academic Dishonesty, Alcohol, Disorderly Conduct, Noise, and Sexual Misconduct. The Bulletin of Information and Regulations also details the judicial process involved in adjudicating allegations of student misconduct.

In terms of the Duke judicial process, all cases involving violations of University policy are within the jurisdiction of the Office of Judicial Affairs, which falls within the Division of Student Affairs. The Director of the Office of Judicial Affairs reports to the Dean of Students, who in turn reports to the Vice President for Student Affairs. It is worth noting that a significant fraction of disciplinary cases are resolved informally by Residence Coordinators. During the 2003-2005 period, approximately 70% of disciplinary cases were adjudicated in this manner.

The formal disciplinary process is described in detail in the Bulletin of Information and Regulations and can involve an administrative hearing, an Undergraduate Judicial Board hearing, or a Greek Judicial Board hearing. In practice, most cases involve administrative hearings in which a hearing officer determines responsibility and imposes sanctions if appropriate. Faculty involvement in the judicial process is in the form of participation in Undergraduate Judicial Board hearing panels.

When students are charged criminally, the Office of Judicial Affairs launches an investigation, typically upon receipt of a police report describing the arrest or citation. As stipulated in the Bulletin of Information and Regulations, the judicial process may run concurrent with criminal action. However, if a student requests that the university process be placed on hold until the criminal case is resolved, this request is usually granted. If an allegation is serious and represents a threat to the university community, interim actions may be taken, such as an interim suspension. A challenge to waiting is that the criminal case is often postponed (continued) in the courts, creating an indefinite delay for the University's disciplinary process. Request for postponement have been occasionally granted when the charges have been relatively minor and deferred prosecution has seemed likely.

The Committee's assessment is that the judicial policies are quite comprehensive in scope, and clearly identify conduct that is not in keeping with the core values articulated in the DCS. Nevertheless, there is a disconnect in the sense that the judicial policies are not viewed as being grounded in the DCS. Rather, the judicial policies are perceived as a list of prohibited behaviors which can result in University disciplinary actions. In addition, the Bulletin of Information and Regulations does not highlight and prioritize judicial polices in terms of their importance in relation to the behavioral values expressed in the DCS.

The Committee also notes that there is little faculty engagement in the judicial process, and inadequate reporting of disciplinary actions to faculty governance bodies such as Academic Council and advisory bodies such as Athletic Council. These deficiencies are symbolic of the pervasive disconnect between student academic and non-academic life.

2.3 Alcohol and Student Misconduct

A major issue in the context of this review is Duke's judicial philosophy related to the use and abuse of alcohol. Specifically, the Committee examined the role of alcohol in student misconduct as well as Duke's policies and approach to adjudicating alcohol-related misconduct. We provide below our perspective of the role of alcohol in student misconduct, and follow with a discussion of the extent to which Duke's judicial policies and practices are addressing these issues.

An initial perspective on the role of alcohol in student misconduct can be gained by examining the official disciplinary statistics published by the University. Comprehensive disciplinary statistics for 2003-2005 period are available on the Office of Judicial Affairs website. During this time period, of the 150-170 formal charges filed per year for non-academic judicial violations, 40-50% were specifically for violations of the alcohol policy. In addition, 350-400 student misconduct cases were handled by the Residence Coordinators each year, and a significant fraction of these involved alcohol use and abuse. Examination of the separate alcohol statistics summaries shows that roughly 300-350 violations of the alcohol policy come to the attention of the Office of Judicial Affairs every year. An examination of the judicial statistics related to off-campus misconduct during Fall 2005 is also revealing. Of the 126 violations, 107 were specifically for violation of the alcohol policy. It is worth noting that a majority of these violations arose from charges stemming from a special law enforcement campaign carried out by the North Carolina Alcohol Law Enforcement agency during the first weekend of the Fall 2005 semester. This strongly suggests that the actual number of alcohol policy violations is significantly higher than what is reflected in the official statistics. Finally, there are roughly 30-50 alcohol-related medical calls to DUPD/EMS every year; in general these numbers are not reflected in the disciplinary statistics due the health and safety amnesty clause in the alcohol policy. Furthermore, a perusal of the narrative record related to these calls reveals the severity of alcohol abuse, with a large fraction of cases involving repeated episodes of vomiting and loss of consciousness.

It is also clear that alcohol use and abuse is the major underlying factor in both off-campus and on-campus student misconduct. Conversations with the staff of the Women's Center reveal that alcohol is involved in 70-80% of the roughly 60 cases of sexual assault complaints that are received by the center per year. From an off-campus perspective, neighborhood residents and police are in broad agreement that alcohol abuse underlies most of the 'public nuisance' complaints against students. The same is true for misconduct in on-campus residences. Dean Bryan is categorical in his assessment that alcohol use and abuse is the major underlying factor in terms of student misconduct. This view is endorsed by the review Committee.

The review Committee also finds that there is inconsistent enforcement of the University alcohol policy. This inconsistency is most acutely manifested in the University's tolerance of large-scale violations of its alcohol policy at events such as Tailgate and Last Day of Classes. It is our understanding that these events, which are essentially 'sponsored' by the University, involve egregious violations of the alcohol policy that exceed in severity the violations that are generally adjudicated by the Office of Judicial Affairs. In effect, the University is violating its own written alcohol policies regarding group-sponsored social functions, which state in part
'*A group is responsible for reasonable monitoring of underage drinking and may be sanctioned if the lack of monitoring leads, or could lead, to unsafe/irresponsible behavior and/or community expectations violations. Additionally, groups are expected to ensure that unsafe/irresponsible behavior and/or violations of community expectations do not occur'.*

The Committee concludes that inconsistent enforcement of the University alcohol policy severely undermines its effectiveness.

2.4. Duke-Durham Issues Related to Student Misconduct

The Committee devoted a significant portion of its time to examining issues related to off-campus student misconduct, and Duke's role in dealing with such misconduct. We provide below our assessment of the defining characteristics of these issues and the extent to which Duke is addressing the concerns of the Durham community, and identify issues that remain to be addressed.

We begin by noting that the problem of off-campus student misconduct can generally be viewed as one that is geographically restricted in the sense that most complaints seem to involve the Trinity Height and Trinity Park neighborhoods off East Campus. The complaints typically involve misconduct that can be classified as 'nuisance' associated with large parties involving up to 150-200 students at so-called 'party-houses' in the residential neighborhoods. The typical 'nuisance' behaviors include noise, public urination, and general disorderly conduct. In addition, it is important to note that residents and city officials are uniformly of the opinion that the problem is generally confined to only a small percentage of the off-campus student community. City Councilman Eugene Brown characterized this as the 90/10 problem – 90 % of the problems caused by 10% of the students. Furthermore, the City Manager and City Councilmen expressed the Durham community's appreciation of the educational, economic, and cultural contributions of Duke to the city.

To place the problem of off-campus student misconduct in context, it is worth noting that Duke has a 3-year on-campus residency requirement for its undergraduate students, and has well developed policies related to on-campus residence life. Students who reside on campus must sign a Housing License prior to occupying an on-campus residence. The Bulletin of Information and Regulation states:

'Any conduct that reflects a serious disregard for the rights, health, safety, and security of other occupants of university housing will be reason for revocation of this license and/or disciplinary action'

In contrast, the Bulletin of Information and Regulations does not explicitly discuss behavioral expectations in relation to off-campus student life. The philosophical approach that has been adopted is that students living off-campus have the same rights and responsibilities, and are subject to the same law enforcement sanctions, as other adults in the broader community. Duke's current approach is to give students living off-campus greater freedom in terms of behavioral choices, and intervene judicially only in cases involving arrests/citations and repeated misconduct.

In light of the differences in off-campus and on-campus housing policies, there is a clear perception among the residents who contacted the Committee that Duke has not taken sufficient ownership the problem of off-campus student misconduct. Neighborhood residents complained about the lack of adequate response from the Duke administration to their complaints. One specific suggestion was that a hotline be established for residents to report student misconduct. City officials also indicated that the law enforcement actions that had been undertaken by the city had not acted as an adequate deterrent to such misconduct. The City Manager and City Councilmen we met with were unanimous in their view that it was time for Duke to take bold new steps to address neighborhood concerns about student behaviors. It was suggested that Duke consider the approach taken by Wake Forest University, where off-campus living privileges can be revoked as a disciplinary measure.

There is some, but not uniform, recognition by the community of the steps that Duke has already taken to address off-campus student misconduct. It is generally well known that Duke recently purchased a number of houses off East Campus, and it is believed that this will ameliorate the problem of 'party houses' to some extent. There seems little awareness of the fact that the Office of Student Affairs has recently hired a full-time staff person specifically devoted to off-campus student life. There is almost no recognition of Duke's change in judicial policy whereby all students receiving citations by the Durham Police are subject to Duke's formal disciplinary procedures.

It is the Committee's view that the University has taken noteworthy steps to address neighborhood concerns regarding off-campus student behaviors. However, the full impacts of these measures remain to be determined. The Committee did not find a compelling argument in support of a hotline to report student misconduct. Nevertheless, the Committee notes that behavioral expectations related to off-campus living have not been effectively articulated in the context of Duke's core values embodied in the DCS.

3. FINDINGS

3.1 Do the Community Standard and the policies which apply to student behavior adequately convey Duke's values and behavioral expectations?

3.1.1 The Duke Community Standard (DCS), and the policies that flow from it, articulate Duke's values and behavioral expectations in a broad sense for academic as well as non-academic endeavors

3.1.2 The DCS is however perceived by students and faculty alike to apply primarily to academic endeavors

3.1.3 The DCS, and the policies that flow from it, are further interpreted as applying primarily to interactions within the Duke University community, rather than as a set of principles of good citizenship that are applicable in the broader communities of which the students are a part

3.1.4 There is a lack of on-going education, modeling, and reinforcement of the broad values and behavioral expectations articulated in the DCS and the associated judicial policies

3.2 Are there distinctions between on campus and off campus behaviors, and is Duke's approach to adjudication of those behaviors appropriate?

3.2.1 On-campus and off-campus living experiences are important parts of undergraduate life and education at Duke

3.2.2 Off-campus and on-campus behaviors differ both in terms of the characteristics of events that result in student misconduct and in terms of the community that is impacted by the misconduct; alcohol abuse is however the major underlying factor in both off-campus and on-campus student misconduct

3.2.3 Duke's philosophical approach to adjudication also differs between off-campus and on-campus misconduct, with much less oversight of off-campus conduct; but attempts are underway to minimize these differences

3.2.4 Law enforcement efforts that have been undertaken by the city have not served as an adequate deterrent to off-campus student misconduct

3.2.5 The University has taken noteworthy steps, from both judicial and non-judicial perspectives, to address the problem of off-campus student misconduct; the full impact of these changes is yet to be determined

3.2.6 In sharp contrast to campus residence life, sufficient attention has not been paid to articulating and educating students about behavioral expectations related to off-campus living; this discrepancy is also manifested in the differences between on-campus and off-campus housing policies

3.3 Are there limitations in the policies which prevent various behaviors from being addressed appropriately and effectively?

3.3.1 While University judicial policies are quite comprehensive, they are not presented or perceived as being grounded in the Duke Community Standard other than for academic endeavors

3.3.2 Inconsistent enforcement of the University alcohol policy severely undermines its effectiveness

3.3.3 Furthermore, the judicial policies in general are skewed towards addressing issues involving interactions within the University community, and therefore do not appropriately and effectively address breaches of good citizenship standards involving the broader community

3.3.4 There is little and reluctant faculty engagement in the University judicial process, symbolizing the pervasive disconnect between the academic and non-academic spheres of University life

3.4 How has Duke responded when students face both criminal (or civil) charges as well as campus judicial charges? Has this created problems and should there be changes to our approach?

3.4.1 The current Duke judicial approach when students face both criminal (or civil) charges as well as campus judicial charges seems reasonable

3.5 Given the requirements of FERPA, how can both the Duke and Durham communities are better informed about disciplinary actions that are taken?

3.5.1 There is lack of adequate reporting to, and follow-up discussion with, faculty governance bodies such as Academic Council and advisory bodies such as Athletic Council about disciplinary policies and actions

3.5.2 There is little awareness in the broader community of judicial steps being taken by Duke to address off-campus student misconduct

3.5.3 There is a lack of lasting, non-crisis based engagement by Duke with the larger community concerning off-campus student behaviors

4. RECOMMENDATIONS

The Committee makes its recommendations regarding Duke University's judicial code, policies, and process in the wake of an acute event of student misconduct in an off-campus setting. However, we considered the event in the context of broader educational issues in designing our recommendations, and addressed the adequacy of the statement of values and expectations, the consistency of application of policies in on- and off-campus situations, limitations in the effectiveness of policies and judicial process, and the relationship between the judicial process and that of the legal system and between the University community and the Durham community at large. We endorse the University's efforts in recent years to articulate institutional values and expectations through the design of the Duke Community Standard, to build community relationships through the Duke-Durham Neighborhood Partnership and Office of Community Affairs, to partner with the Durham Police by increasing the role of Duke Police in the communities that surround campus, to gain more oversight of off-campus housing by acquiring properties that house students, and to clarify and more effectively enforce the University alcohol policy. We applaud the more recent Campus Culture Initiative as a means to involve more of the Duke community in conversation and deliberation about values and expectations. Our recommendations are aimed at systemic issues that we believe would extend and lend context to the changes already taking place to ensure that students graduate from Duke University fully prepared to be citizens of an increasingly global community.

We regard the Duke Community Standard (DCS) as a cornerstone of the identity of the University community, and as a critical, overarching statement of institutional values and intentions and a basis for judicial policies. We believe that the central tenet of the DCS should be good citizenship, and that the concept of community should be expanded to include the broader communities in which students interact, reside, or represent the University. Statements of expectations in academic and non-academic matters should flow from this broad tenet, rather than be affirmed separately. We are concerned that the current separate affirmation within the pledge suggests that academic matters are the primary focus of the DCS. In keeping with this more integrated approach under the broad concept of citizenship, we recommend that the ways in which the tenets of the DCS are communicated also be integrated, and that a single Bulletin (perhaps a Bulletin of Undergraduate Education, or BLUE) should incorporate both information on instruction and information on the critical policies that flow from the DCS. The dichotomy between academic and non-academic endeavors is also reflected in the University administration, with distinct academic and student life administrative structures. We recommend examination of the extent and consequences of this divide and consideration of a revised structure and ways to better emphasize an integrated educational experience governed by principles of good citizenship.

While changes in the statement of values and policies are important, we also believe that simply stating or pledging a set of values is only an initial step in internalizing and living them. We also recognize that, given the wonderful and growing diversity of the University community, the words used to state institutional values may not have the same

meaning for everyone. Therefore, we recommend that the DCS be a highlight of ongoing activities after orientation, including activities that challenge the students to grapple with the limits and tensions implied by the DCS and the differences in how others interpret the DCS. Faculty development around explicit modeling and reinforcement of the DCS will be important in this effort as will integration of these activities into academic and non-academic settings.

In order for students to remain aware of the DCS in all their activities, internalization of the standard must be deliberately and consistently promoted through the application and enforcement of policies that derive from the DCS. Inconsistency in the application of policies creates confusion, ambivalence, or cynicism about the validity of and commitment to the DCS. In this regard, we are especially concerned about the inconsistency of application of the alcohol policy. We recognize the complexity of developing and applying a policy that allows students to have 'formative experiences' in the responsible use of alcohol, encourages students to get help if they endanger themselves through using alcohol, and is consistent with the law. We also recognize that students who will go on to have serious problems with alcohol later in life are having 'formative experiences' on college campuses, and that most of the behaviors that cause students to come to the attention of the police, Durham community, and judicial process are alcohol-related. We therefore recommend a broad-based, Presidential-level initiative as part of the Campus Culture Initiative to explore ways to develop policies, educational programming, and a campus culture that consistently discourages the inappropriate use of alcohol.

With a DCS that broadens the definition of 'community', we believe that it would be appropriate to develop an explicit off-campus housing code that reflects the values stated in the DCS, to communicate that clearly at a mandatory meeting to students who register to live off-campus or to study away from Duke, and to implement systematic mechanisms for tracking and reporting disciplinary actions and legal actions against Duke students irrespective of their living circumstances. We recommend that information about such actions be communicated regularly with as much detail as FERPA allows to faculty governance bodies such as the Academic Council, advisory bodies such as the Athletic Council and ACSAC, and to appropriate bodies within the local community. Accurate information about trends in the frequency and magnitude of disciplinary issues and efficacy of current educational and enforcement efforts is key in designing strategies to improve and in engaging the local community in a reality-based partnership.

It is clear that the recent incident of off-campus misconduct by students, irrespective of the outcome of the sexual misconduct allegations, has damaged a still-fragile relationship between the University community and its neighbors, and has overshadowed the less often reported but no less dramatic positive activities of Duke students in Durham. While we recognize efforts by the Office of Judicial Affairs to be responsive to community concerns, we believe a more proactive initiative is needed to display the University's commitment to engage the community in helping to educate students about citizenship. In order to forge a more resilient relationship between the University and local community, we recommend the development of activities intended to introduce Duke students to their

neighbors, their neighbors' concerns, and the expectations of the community regarding citizenship. The disciplinary process for students engaging in misconduct in the community could include options for direct contact and negotiation with neighbors or community service. Regular meetings of stakeholders in this relationship could be convened to discuss problems and design proactive approaches to helping students living off-campus continue to internalize and exemplify the values of the DCS in the greater community.

In summary, we believe that the University needs to refine the Duke Community Standard and pledge to reflect the core principles of good citizenship as guiding activities in all settings, and then follow that refinement with ongoing, intentional activities to promote internalization of the DCS and policies that are consistent with the DCS and consistently applied. The dichotomy between academic and non-academic activities that is currently reflected in the structure of the DCS, bulletins, and the administrative structure should be diminished through integration of those structures in order to reflect that a Duke education encompasses academic and non-academic endeavors that prepare students to be exemplary citizens of the global community. Education in citizenship should continue as students live off-campus or study elsewhere, and the University needs to proactively engage the community in partnering with us to provide and reinforce this education.

The specific recommendations of the Committee are:

- *Modify the DCS so that the central tenet is good citizenship in relation to the University community as well as in relation to the broader communities of which the students are a part*

- *Develop a comprehensive set of programs to educate students about, explicitly model, repeatedly reinforce, and promote internalization of the institutional values articulated in the DCS*

- *Create a Bulletin of Undergraduate Education (BLUE), that would be a synthesis of the current Bulletin of Undergraduate Instruction and essential topics from the Bulletin of Information and Regulations, to give prominence to the integral role of the DCS in fulfilling the mission of Duke*

- *Develop and implement a Presidential-level initiative as part of the broader Campus Culture Initiative with the goal of tackling the major underlying problem of alcohol abuse*

- *Develop an off-campus housing code of conduct and judicial policies pertaining to off-campus living that reflect the values of good citizenship articulated in the DCS*

- *Minimize the disconnect between the academic and non-academic spheres of University life to emphasize that both spheres are integral parts of the general educational experience at Duke; as a first step, rethink the administrative structure to*

integrate student academic and non-academic life to better serve the broad educational mission of the University

- *Codify and implement systematic mechanisms for reporting on disciplinary actions, including Duke-Durham actions, to faculty governance bodies such as Academic Council and advisory bodies such as Athletic Council*

- *Explore creative alternatives to inculcate values of good citizenship in the context of off-campus student life, recognizing that learning to live productively in the global community outside of University walls is an integral part of a Duke education*

- *Convene a group of major stakeholders (university officials, off-campus student representatives, neighborhood residents, Duke and Durham police, and city officials) on a regular basis to discuss and develop pro-active approaches to issues related to off-campus student life, with the goal of partnering in educating students in how to live within the larger community*

REPORT OF THE LACROSSE AD HOC REVIEW COMMITTEE

TO : Richard H. Brodhead, President of Duke University
Paul H. Haagen, Professor of Law and Chair of the Duke University Academic Council

INTRODUCTION

1. The Charge to the Committee

On April 5, 2006, you jointly charged the Ad Hoc Committee as follows:

> . . . [T]o look into the behavior of members of the lacrosse team over the past five years, and specifically the record of both charges of inappropriate social conduct and criminal violations and of official Duke, community and team responses to that conduct and those violations. The Ad Hoc Committee should interview faculty members about classroom behaviors, and receive and take into consideration information from members of the Duke community or from any other knowledgeable source about the conduct of or respect for others shown by members of the team.
>
> The purpose of this review is not to establish the culpability of individual team members for particular instances of inappropriate behavior, but rather to determine whether there are patterns of behavior and inadequate responses to it, that should be addressed at the institutional level. Because there is an ongoing criminal investigation of allegations relating to events on the evening of March 13-14, and because the University must be careful not in any way to interfere or compromise that investigation, the Ad Hoc Committee will not consider any matters subsequent to and including March 13, 2006 that relate to the alleged criminal conduct.
>
> In conducting its review, the Ad Hoc Committee should consider the lacrosse team in comparison to other relevant groups at Duke. . . .

The Committee conducted its review consistently with this charge.

2. The process of the review.

The Committee conducted numerous interviews. For what we considered to be the most important interviews, as many of the members of the Committee as possible were present. Thus, all or a majority of the Committee were present for the following interviews:

<u>Administrators</u>
- Dr. Tallman Trask III, Executive Vice President
- Dr. Larry Moneta, Vice President for Student Affairs
- Sue Wasiolek, Assistant Vice President and Dean of Students
- Stephen Bryan, Associate Dean for Judicial Affairs
- Katherine (Kacie) Wallace, former Associate Dean for Judicial Affairs

- Eddie Hull, Dean of Residential Life and Housing
- Leonard Satterwhite, Senior Associate Director of Admissions

Duke Athletic Department

- Joe Alleva, Athletic Director
- Dr. Kathleen Smith, Chair, Duke Athletic Council
- Dr. Christopher Kennedy, Senior Associate Athletic Director
- Mike Pressler, former Coach of the Lacrosse team
- Brad Berndt, Associate Athletic Director for Academic Services

Police Officials

- Robert Dean, Director of the Duke University Police Department
- Captain Ed Sarvis, Durham Police Department[1]

Various combinations of members of the Committee also conducted numerous other interviews.[2] The additional individuals whom the Committee interviewed in this manner are set out in Exhibit 1.

On March 24, 2006, the entire Committee met with a self-described representative group of parents of current lacrosse players, at their request. The parents were accompanied by three female Duke undergraduates who made statements to the Committee. The Committee also received numerous unsolicited emails and letters from many generations of Duke alumni and from parents and friends of Duke lacrosse players expressing support for the lacrosse program and its coach, vouching for the integrity of the program, and pointing out the program's contributions to the University and to students who participate in the program.[3]

Two members of the Committee interviewed one member of the current lacrosse team, but only because he accompanied his mother to the interview. Although the parents with whom the Committee met encouraged the Committee to interview current members of the team, the Committee declined to do so. We decided that interviewing current members of the team would not contribute significantly to our review. Some members of the team likely would have declined any request for an interview for entirely understandable reasons.

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[1] Captain Sarvis is the former Commander of District 2, which covers the neighborhoods adjacent to Duke's East Campus.

[2] With one exception, the Committee did not promise confidentiality to any of the individuals we interviewed, nor did any individual request confidentiality. The Committee did promise confidentiality to professors we surveyed about the behavior of lacrosse players in their classes. Nevertheless, this report does not unnecessarily attribute specific information or statements to individuals by name. Nor does the report discuss rumors or claims of misconduct for which the individuals reporting them could not provide any factual basis.

[3] The Committee eventually will make the emails and letters a part of the record of its review, under separate cover.

The Committee does not believe that it failed to interview any individual who might have provided information not otherwise available to the Committee that would have materially affected our findings.

Finally, the Committee reviewed documents and statistical information from numerous sources, including the Division of Student Affairs, the Athletic Department, the Duke University Police Department, and the Durham Police Department. We also obtained the public record relating to a criminal matter in the District of Columbia.

3. Lacrosse Culture

"Lacrosse culture" has received a great deal of media attention. In consequence, our committee is obligated to describe our understanding of the phenomenon in relation to the Duke University Men's Lacrosse team.

Duke Lacrosse has been described as having a "clannish" or "pack" culture that is distinct from other Duke athletic teams and organized groups on campus. Like other athletic teams, the strict discipline of training and play enforces community for a significant amount of time both in season and out of season. Lacrosse transfers this community to life off the sports field more fully and more visibly than other Duke teams for a variety of reasons. They are a small enough unit (in contrast to football) to have remarkable social coherence and they are a large enough unit (in contrast to golf) to be socially prominent as a group. The players' backgrounds contribute to that cohesiveness. The majority of the players come from middle-class, suburban families (there are a few players from both very wealthy and from working-class settings). Most members of the team are recruited from the northeast—New York, New Jersey and Maryland are the traditional centers of the sport; many of the players competed against one another in high school. Many of the athletes' families participate fully in their son's athletic events—lacrosse is distinctive for its parent-organized tailgates after lacrosse games, for example.

The lacrosse network may even extend, it seems, to post-graduation employment. Apparently more than other teams, many of the LAX players are second-generation players or have siblings who have played the sport at Duke. In other words, the cohesiveness of the Lacrosse team is an expression of a tightness of a broader order. The committee has not heard evidence that the cohesiveness of this group is either racist or sexist. On the contrary, the coach of the Duke Women's Lacrosse team has expressed her sense of camaraderie that exists between the men's and women's team; members of the men's team, for example, consistently come to the women's games. The current as well as former African American members of the team have been extremely positive about the support the team provided them. [4]

Although parents and Coach Pressler endorse lacrosse's social cohesion as good for individual members and for team performance, it does involve negative aspects. Bad alcohol-related behavior seems to be reinforced rather than mitigated by the group. Responsible senior

[4] The African American player from the 1970s said the only racial slurs that he encountered as a student came from fans of opposing teams.

leadership on the part of team captains seems to have been too often missing. Despite repeated and stern warnings from their coach and his imposition of significant punishments for unacceptable behavior, this behavior continued. The players and their families have expressed deep respect and admiration for Coach Pressler; why then, the Committee wondered, did the players persist in defying him and in failing to live up to his expectation of their conduct? The negative aspects of lacrosse cohesion is a serious problem that requires resolution. It was not, however, a problem that was ever adequately or fully brought to the attention of either Coach Pressler or the players' parents.

FINDINGS

In this section of the report we discuss the lacrosse team's performance at Duke in three areas: academic, athletic, and citizenship.

1. The members of the Duke Lacrosse team have been academically and athletically responsible students. In general, faculty who have had lacrosse players in their classes have not experienced disciplinary problems with the players. Over the last five years, however, many lacrosse players increasingly have been socially irresponsible consumers of alcohol. Their extensive record of repetitive misconduct should have alarmed administrators responsible for student discipline.

a. Academic and athletic performance.

The members of the lacrosse team generally have been academically responsible students.[5]

The Committee surveyed ten members of the Duke faculty in whose courses a significant number of lacrosse players have enrolled.[6] With one exception, those members of the faculty who have been able to identify lacrosse players in their classes report that the students have been engaged and "certainly have caused no problems." The professors report that the students appear to take their academic obligations seriously. Two of the professors told the Committee that when the players had to miss class, they appropriately notified the professor and completed any make-up work. One instructor thought the lacrosse players were willing to defend unpopular positions in class, but had not been disruptive in any way. The students were generally described as polite. Two professors noted that the players tended to "move as a group." One of these professors separated them in class, "simply because a 'team' in a classroom is a particular energy; but this is

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[5] Team members also have volunteered for numerous community service activities, including Verizon Read with the Blue Devils, the Durham chapter of the Special Olympics, the Hurricane Katrina Relief Fund, the mentoring program at the Hope Valley Elementary School, the North Durham Little League, and in lacrosse clinics and camps for the Durham community.

[6] Brad Berndt, the Associate Athletic Director responsible for academic services, identified the professors whom we surveyed.

not different from other team members taking classes together." One professor mentioned that he did not remember "any race or gender related problem caused by this group in my class."[7] Several of the professors we contacted were not aware that they had lacrosse players in their classes. There have been no charges of academic misconduct against any member of the team.

One member of the faculty recently has been a prominent critic of lacrosse players who have enrolled in his course. The professor himself was a lacrosse player in college and a lacrosse coach. He has had many lacrosse players in his history course. Based upon his experience in the Spring of 2004, when he had ten lacrosse players in one of his courses, he wrote a letter to the Dean of Arts & Sciences complaining about the decline in classroom behavior of lacrosse players in particular and athletes in general. The professor's more recent statements about the behavior of lacrosse players have been significantly more negative than what he said in the letter he wrote in 2004. The Committee also spoke with the teaching assistant in the course. She did not think the lacrosse players intentionally intimidated other students, but thought they displayed aggressive body language in class.[8]

Lacrosse players also have performed well academically. In 2005, twenty seven members of the lacrosse team, more than half, made the Atlantic Coast Conference's Academic Honor Roll, more than any other ACC lacrosse team.[9] Between 2001 and 2005, 146 members of the lacrosse team made the Academic Honor Roll, twice as many as the next ACC lacrosse team. The lacrosse team's academic performance generally is one of the best among all Duke athletic teams.

The team also has distinguished itself athletically. Members of the 2005 team, for example, earned numerous honors on the field. The 2005 ACC Player, Rookie, and Coach of the Year were from Duke. The team also received several national honors.[10] The team lost in last year's NCAA championship game. This year's team was ranked second in preseason polls and was one of the favorites to win this year's national championship.

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[7] The Committee interviewed a 1998 Duke graduate who reported that a lacrosse player had tried to intimidate her in a sociology class in 1995. The individual did not complain about the incident at the time. No other person contacted the Committee to report a specific negative classroom experience.

[8] The Committee also received a copy of an email written by another professor who complained about the past behavior of members of the baseball team in his course. He thought "professors ought to report such episodes to Duke higher administration more aggressively." He did not report any negative experience with lacrosse players.

[9] The Academic Honor Roll consists of athletes who have earned a 3.0 average in their courses.

[10] A list of the team's 2005 honors is attached as Exhibit 1.

By all accounts, the lacrosse players are a cohesive, hard working, disciplined, and respectful athletic team. Their behavior on trips is described as exemplary. Players clean the team bus before disembarking. Airline personnel have complimented them for their behavior. They observe curfews. They obey the team's no alcohol rule before games.[11] They are respectful of people who serve the team, including bus drivers, airline personnel, trainers, the equipment manager, the team manager, and the groundskeeper.[12]

Finally, the lacrosse program has a 100% graduation rate. Alumni of the program apparently contribute to the community after college.[13] We received letters of support for the team from two recently graduated former players who are presently serving in Iraq. A remarkable number of alumni are volunteer coaches for their local lacrosse teams. Many are employed in prestigious positions in business, law, and medicine.[14] As evidenced by their support of the current team, alumni of the lacrosse program and their families are fiercely loyal to each other, to the lacrosse program, and to Duke.

b. Social behavior

Paradoxically, in contrast to their exemplary academic and athletic performance, a large number of the members of the team have been socially irresponsible when under the influence of

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[11] The members of the team are forbidden to drink alcohol within 48 hours prior to a game. Nor is alcohol served at the traditional tailgates organized by parents after the team's games, either at home or away.

[12] Both the groundskeeper and the equipment manager spoke about the players' respect for and appreciation of their efforts for the team. They described the members of the team as the best or among the best group of athletes they have served in their long tenures with Duke athletics. Although they give coach Pressler credit for instilling these values in his team, they emphasize that the players themselves are a "special group of young men."

The team's female manager for the last three seasons, a Duke senior, echoed these sentiments.

The equipment manager also mentioned how close the larger lacrosse community was. He said Coach Pressler asked him to put decals on the team's helmet one year to honor the deaths of two students associated with other lacrosse teams.

[13] Alumni from the classes of 1962 to 2005 sent a collection of biographies and personal statements to the Committee. The collection will be made part of the record of this review.

[14] The former coach of the team gave the Committee a list of the jobs his recent players obtained upon graduation, including the jobs that members of the class of 2006 have been offered. The list is attached as Exhibit 2.

alcohol. They have repeatedly violated the law against underage drinking. They have drunk alcohol excessively. They have disturbed their neighbors with loud music and noise, both on-campus and off-campus. They have publicly urinated both on-campus and off. They have shown disrespect for property. Both the number of team members implicated in this behavior and the number of alcohol-related incidents involving them have been excessive compared to other Duke athletic teams. Nevertheless, their conduct has not been different in character than the conduct of the typical Duke student who abuses alcohol. Their reported conduct has not involved fighting, sexual assault or harassment, or racist behavior.[15] Moreover, even the people who have complained about their alcohol-related misconduct often add that the students are respectful and appear genuinely remorseful when they are not drinking.

i. The record of non-academic misconduct

There is no single comprehensive record of the misconduct of Duke students. Nor does the University maintain an official record of the non-academic misconduct of athletes. The Committee therefore examined numerous sources of information in the course of its review. In addition, the Dean for Judicial Affairs compiled a fairly comprehensive list of lacrosse players' misconduct from several sources to which he had access. He also compiled a list of the disciplinary records of other selected Duke athletic teams for comparison with the lacrosse team. The Committee believes disciplinary record of lacrosse players over the last five years has been problematic, especially since the Fall of 2003.

The Committee prepared a chronology of the disciplinary record of the lacrosse team for the period beginning in the Fall of 2000 and ending on March 13, 2006, using data provided by the Dean of Judicial Affairs.[16] The chronology does not include all disciplinary incidents reviewed by the Committee, but it accurately reflects the nature of the players' misconduct over the period reviewed as well as the circumstances in which the conduct occurred.

During the 2000 - 2001, the 2001 - 2002, and the 2002 - 2003 academic years, there were very few disciplinary incidents reported for lacrosse players. See Tables 1, 2, and 3 below. In the Spring of those years, the season during which the team competes, even fewer incidents were reported. Of the incidents that were reported during this three-year period, all but four were

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[15] Very little of the players' misconduct involved women. The one exception was an incident that in which a lacrosse player got into an animated argument with another male student at a local diner. During the course of the argument, the player brushed the other student's girlfriend with his hand. The woman told the Duke police that the physical contact had been accidental.

Another player was charged with assault in the District of Columbia in 2005. Although the incident was not labeled a "hate crime," there was an allegation that the altercation grew out of the victim's objection to being called "gay." See Exhibit 3. The charge in that case is pending.

[16] The chronology is attached as Exhibit 4. The names of the players have been replaced with randomly assigned numbers to preserve the confidentiality of information protected by law.

alcohol-related. The associated conduct of the alcohol related incidents included underage possession of alcohol and public urination. A single incident in the Fall of 2001 involved ten students in a dorm room playing a drinking game; three of the players received disciplinary citations. The players apparently were entertaining a high school student the team was trying to recruit. Two of the non-alcohol incidents involved four students who were cited for trying to remove banners from East Campus. The third incident involved three students hitting golf balls at a campus building; it is not clear whether the players had been drinking. The final non-alcohol incident involved a player smoking marijuana in his dorm room.

Table 1. Disciplinary Incidents (2000 - 2001 Academic Year)

	Fall	Spring	Year
Number of players[17]	2	1	3
Number of incidents	3	2	5
Type of charges	Underage Possession of alcohol Public urination (on-campus)	Theft of pizza Unlawful possession of fireworks	

Table 2. Disciplinary Incidents (2001 - 2002 Academic Year)

	Fall	Spring	Year
Number of players	6	2	8
Number of incidents	5	2	7
Type of charges	Underage Possession of alcohol Playing drinking game On-campus property damage Smoking marijuana in room	Attempted theft of banner Noise policy	

Table 3. Disciplinary Incidents (2002 - 2003 Academic Year)

	Fall	Spring	Year
Number of players	8	0	8

[17] When a player was involved in more than one incident in a semester, he is counted only once for that semester. When a player was involved in incidents in both the Fall and Spring, he is counted once in each semester.

Number of incidents	4	0	4
Type of charges	Alcohol Use Attempted theft of banner On-campus property damage Sending emails		

Beginning in the Fall of 2003, the number of disciplinary incidents involving lacrosse players and the number of lacrosse players cited in these incidents increased noticeably and the misconduct also extended into the Spring semester, the season in which they compete. See Tables 4, 5, and 6.

Table 4. Disciplinary Incidents (2003 - 2004 Academic Year)

	Fall	Spring	Year
Number of players	10	12	22
Number of incidents	9	7	16
Type of charges	Alcohol in dorm room Underage possession of alcohol Noise policy Fire safety in dorm Failure to appear for proceeding Public urination	Underage possession of alcohol Alcohol in dorm room Noise policy Providing false identification Drinking game in dorm room	

Table 5. Disciplinary Incidents (2004 - 2005 Academic Year)

	Fall	Spring	Year
Number of players	5	11	16
Number of incidents	4	6	10
Type of charges	Underage possession of alcohol Drinking Game in dorm room	Noise policy Suspicion of throwing water Accomplice to underage possession Fraudulent use of Duke student card Failure to comply with judicial order Possession of alcohol in dorm room	

Table 6. Disciplinary Incidents (2005 - 2006 Academic Year)

	Fall	Spring[18]	Year
Number of players	10	8	18
Number of incidents	7	3	10
Type of charges	Noise policy (on-campus) Noise ordinance (off-campus) Intoxication Open container of alcohol in car Underage possession of alcohol Public urination Unlawful entry into another student's room Destruction of property (on campus)	Suspicion of damaging property Noise ordinance (off-campus) Drinking party in dorm room	

Two factors appear to have contributed to the noticeable increase in documented incidents beginning in the Fall of 2003. In the Fall of 2002, Duke began to assign Resident Coordinators to the residential dorms. These coordinators lived in the dorms and were responsible for recording and handling administratively disciplinary incidents that occurred there. Eddie Hull, the Dean of Residence Life and Housing, told the Committee that the introduction of the Residential Coordinators greatly increased the eyes and ears monitoring the conduct of students in residential housing; before that, there were no adults with a supervisory function in the residential houses after 5:00 p.m. The Committee's chronology reflects the impact of this change. Of the incidents of misconduct during the 2003 - 2004 academic year, most were handled by the Residential Coordinators in the residential housing and were not immediately reported to the Office of Judicial Affairs. *See* Exhibit 4.

Another factor that likely contributes to the large number of lacrosse players cited for misconduct is their clannish nature. Dean Hull told the Committee that in the 2004 - 2005 academic year, for example, Residential Coordinators had on-going problems with the block of sophomores who lived in a single pod of the Edens Quad on West Campus. These students were responsible for an overwhelming number of the incidents 2004 - 2005. Sophomores also were responsible for most of the incidents during the 2003 - 2004 academic years, and have been responsible for a majority of the incidents during the current academic year.

[18] Through February 4, 2006.

The most common conduct for which disciplinary citations were issued involved drinking games in which several players living in the same residential hall participated. In addition, many of the incidents of misconduct occurred during periods when players did not have academic or athletic obligations, such as the period at the start of the school year after upperclass housing opened but before classes began, on weekends, during school breaks, and in May, after the academic year had ended when the players lived in unsupervised residential housing to complete the team's season.

The Committee also reviewed the records of the Duke Police relating to incidents involving lacrosse players. Although the Duke Police tries to inform the Office of Judicial Affairs of all student misconduct that it investigates, the Duke Police records included some incidents that were not included on the chart that the Dean of Judicial Affairs prepared for the Committee.[19] The nature of the conduct involved, however, was the same as the misconduct reported by the Office of Judicial Affairs, with slightly more conduct involving property damage.

The Committee reviewed the sixteen incidents involving lacrosse players that resulted in citations from the Durham police or agents of the Alcohol Law Enforcement agency.[20] All but two of the incidents involved typical alcohol related misconduct. None of the misconduct involved fighting, sexual assault or harassment, or racial slurs. Some of the incidents were included on the list that the Office of Judicial Affairs prepared for the Committee, but not all. This reflects the informality of the relationship between the University and the Durham Police;

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[19] A chronology of the incidents investigated by the Duke Police is attached as Exhibit 5. The names of the students have been removed to protect the confidentiality of the records. We emphasize that this list has not been edited to remove incidents for which students ultimately were not held responsible or incidents for which a lacrosse player was suspected but ultimately not charged. Most of the incidents investigated by the Duke Police since 2002 involved alcohol related misconduct and property damage.

[20] The list of incidents was reported by the *News & Observer (Raleigh)* on March 28, 2006. The list is attached as Exhibit 6. The Committee did not remove the names of the players because the names were reported by the *News & Observer* and did not come from the university's records. The list contains three citations for which the student ultimately was found not responsible; two students were found not guilty by a judge and the citation in one case was dismissed on a legal technicality. The prosecution in most of the cases was deferred.

The Committee learned that Alcohol Law Enforcement agents and the Durham staged a crackdown on underage student drinking, which resulted in nearly 200 citations being issued to Duke students during the second week of the Fall 2005 semester. This crackdown is reflected in the Committee's chronology.

the police will report informally some off-campus misconduct, but reports are not made in a systematic way.[21]

The Committee also tried to determine the extent to which lacrosse players represented a distinct disciplinary problem in the neighborhoods surrounding Duke's East Campus. We believe the most reliable source of information about the off-campus behavior of lacrosse players was Durham Police Captain Ed Sarvis, the former commander of District 2, the district that includes Trinity Park, Trinity Heights, and Walltown. Risa Foster, the former President of the Trinity Heights Home Owners Association credits Captain Sarvis with the first successful effort to reduce the neighborhood disruptions caused by Duke students in District 2.

Captain Sarvis said the types of student behavior about which residents of District 2 complained included late-night noise and loud parties, excessive drinking, littering, public urination, and some damage to cars parked in the neighborhoods. None of the complaints related to physical assaults of any type.

When he became commander of District 2, Captain Sarvis tried to establish working relationships with Duke, with the students who rented houses in District 2, and with the parents of those students. He thinks some of his efforts yielded an improvement in student behavior in District 2.

Captain Sarvis said lacrosse players did not represent a special or unique problem in District 2; in fact, none of the houses rented by lacrosse players was among the worst of those whose loud parties attracted hundreds of disorderly Duke students on weekends. Although lacrosse players rented a large house at 1206 W. Markham, Captain Sarvis said it was not among the top 10 houses about which neighbors complained the most.[22] Nor did lacrosse players as a group stand out as the worst student offenders. Captain Sarvis said the fraternity-affiliated houses presented a greater challenge to police than any of the houses rented by athletes.[23] The

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[21] The Committee also asked the Durham Police to inform it of any arrests that were recorded for Lacrosse players from 2000 until now. The Committee gave the Police the names of 90 players. The Department would indicate only whether it had arrested any of the players, and the nature of the alleged conduct. The Department had arrest records for 8 of the players. Virtually all of the cases were alcohol-related. According to the Department twelve charges were filed against the eight players: Vandalism, Drunk and Disorderly, Failure to Appear (2 cases),
Public Urination, Indecent Exposure, Underage Possession of Alcohol (3 cases),
Disorderly Conduct/Fighting and Possession of an Open Container of Alcohol in a Vehicle (2 cases).

[22] Captain Sarvis sent the Committee a list of the top ten rental houses that generated the most calls to the police in District 2 between 2003 and 2005. The list is attached as Exhibit 7.

committee senses that since the March 13th incident, some Trinity Park/Trinity Heights residents' legitimate frustrations with Duke students have been inappropriately attributed to lacrosse players.

ii. Lacrosse players compared to other athletes

The Committee asked the Office of Judicial Affairs to provide disciplinary histories for other athletic teams to which we could compare the lacrosse team's record. By all measures that we considered, the disciplinary record of the lacrosse team was noticeably worse that the records of all other athletic teams. A greater percentage of the lacrosse players had disciplinary records than the percentage on all but one other team.[24] A larger percentage of the lacrosse team have been involved in alcohol-related incidents than the percentage of players on all other teams.[25] However, the nature of the incidents in which the lacrosse players were involved did not differ from the nature of incidents in which other athletes were involved.

iii. An attempt to compare apples and apples

The University annually reports statistics relating to student misconduct. These statistics are not as comprehensive as the data examined by the Committee; far fewer incidents of student misconduct are reported. Therefore, in an effort to compare the conduct of lacrosse students to the conduct of Duke students generally, the Committee asked the Office of Judicial Affairs to breakout the cases of lacrosse players from the reports published on its website for the 2004 - 2005 academic year.[26]

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[23] Captain Sarvis referred to rental properties as a "lacrosse house" or a "fraternity house" because those were the tenants; the reference did not mean that the misconduct that took place at the house was the exclusive fault of lacrosse players or fraternity members.

Captain Sarvis said that neighbors of Duke students who called the police often felt harassed afterward. This is consistent with the statement of Risa Foster who reported that two years ago tenants at 1206 West Markham harassed a lesbian couple who had complained to the police about their parties.

[24] The men's golf team had a higher percentage of its members with disciplinary records, but it is significantly smaller than the lacrosse team. The results for all Duke teams are set out in Exhibit 8.

[25] The disciplinary incidents involving athletes from selected teams are set out in Exhibit 9.

[26] The Office of judicial Affairs publishes three types of disciplinary reports. The Office publishes the disciplinary statistics for the undergraduate Judicial System, "Alcohol Statistics at a Glance," and "Off-campus Disciplinary Statistics." Theses reports can be found on the official website of the Duke Office of Judicial Affairs. http://judicial.studentaffairs.duke.edu/

The 47 students on the lacrosse team comprise 0.7 % of the 6,658 Duke students enrolled in the 2004/2005 academic year. For that year, the Office of Judicial Affairs formally handled matters involving 541 students. The Office adjudicated 142 of these cases; forty-five of the cases involved alleged academic misconduct and ninety-seven involved allegations of non-academic misconduct. None of the academic misconduct cases involved lacrosse students. Eleven of the 97 non-academic cases involved lacrosse players (11%). Ten of the cases were adjudicated administratively and one was adjudicated by the University Judicial Board. Five of the eleven cases involved alleged underage possession of alcohol. Four cases involved alleged violations of the Community Standard on alcohol. Two of the cases involved theft (use of another student's Duke card to make food purchases).

Eight of the eleven players with adjudicated cases were sophomores and three were freshmen. None of the lacrosse juniors or seniors was involved in any of the adjudicated cases. Eight of the players were first time offenders (6% of all first time offenders) and three were repeat offenders (15% of all repeat offenders). Six of the complaints against the lacrosse players came from University catering; five came from supervisors in residential housing. Seven of the eleven students were found guilty of at least one of the charges against them (6% of all students found guilty) and four students were acquitted of all charges (23% of all students acquitted).[29]

Four of the students found guilty were placed on disciplinary probation.[30] Three of the students were ordered to provide community service. Two of the students were ordered to apologize to those they had offended. Two students were ordered to participate in educational programs. And one student was given a suspended revocation of his housing license. These sanctions were typical of sanctions generally imposed on Duke students for similar conduct.

The Office of Judicial Affairs published statistics on alcohol-related incidents for the 2004 - 2005 academic year. The Committee asked the office to breakout lacrosse players from those data.[31] One of the two categories of statistics in which lacrosse players appeared related to the nine cases discussed above in which players were formally adjudicated. We were not able to breakout lacrosse players who were subjected to liquor law disciplinary referrals. None of the lacrosse players were involved in any alcohol-related medical calls.

Finally, the Office of Judicial Affairs published an "Off-campus Summary" of incidents in the Fall of 2005. The Office also broke out those data to identify cases involving lacrosse players.[32] The breakout shows the following:

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[29] Only one of the lacrosse players appealed his conviction. The appeal was denied.

[30] Some students received more than one kind of sanction.

[31] The breakout is attached as Exhibit 10.

[32] The breakout is attached at Exhibit 11.

0.75 % (47/6244) Duke undergraduate students were lacrosse players in the Fall of 2005.

4% of the students listed in the chart were LAX players (8/201)
4% of the adjudicated students were LAX players (8/188)
4% of the administrative resolution cases were LAX players (8/187)

4% of total charges-responsible were LAX players (5/126)
2% of total alcohol policy cases were LAX players (2/187)
2% of underage possession cases were LAX players (2/92)
25% of the disorderly conduct cases were LAX players (1/4)
40% of the Other cases were Lax players (2/5)
50% of the noise ordinance cases were LAX players (1/2)
33% of the open container cases were LAX players (1//3)

4% of sanctions involved LAX players (6/138)
5% of warnings involved LAX players (5/106)
6% of written assignments involved LAX players (1/17)

5% of the Total charges-not responsible were LAX players
5% of cases involving alcohol policy were LAX players (4/75)
2% of alcohol-underage cases were LAX players (4/75)
21% of alcohol-unsafe behavior were LAX players (3/14)

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In summary, the non-academic disciplinary record of the lacrosse team that the Committee examined deserved the full attention of the Division of Student Affairs and the Athletic Department. The Committee does not believe that either gave sufficient attention to the conduct.

2. Administrators responsible for the discipline of students were generally aware of the irresponsible conduct of lacrosse players associated with drinking. With the exception of the Office of Judicial Affairs, none of these administrators was especially alarmed by the conduct. Although some administrators claim that they communicated their concerns to Coach Pressler, there is no evidence that they adequately did so.

The most persistent concern of administrators in the Division of Student Affairs and the Athletic Department relating to the conduct of lacrosse players was with their prominent role in the fall Tailgate events, not the team's extensive disciplinary record. Although successive administrators in the Office of Judicial Affairs were generally aware that lacrosse players were often entangled in the disciplinary process, they did not take steps to determine the full extent of the record until the Fall of 2004. When the Dean for Judicial Affairs determined both the number of disciplinary charges against members of the lacrosse team and the number of lacrosse players against whom charges had been filed, various administrators discussed what to do about it. Eventually, administrators brought the disciplinary record of his players to the attention of Coach Pressler. But neither administrators in Student Affairs nor administrators responsible for the Athletic Department adequately conveyed to Coach Pressler any sense of alarm. Nor did the administrators responsible for the Athletic Department demand that Coach Pressler take extraordinary action to address the problem. Indeed, after advising Coach Pressler of his team's problematic disciplinary record, the Athletic Director extended the Coach's contract for an unprecedented three years.

a. Tailgate

There is no dispute among senior administrators in the Division of Student Affairs and the Athletic Department that their primary focus on the behavior of lacrosse players centered around the team's conduct at Tailgate events, not the disciplinary record of the team. Beginning about two years ago, representatives from the Student Affairs and the Athletic Department along with representatives of the Duke University police met to discuss how to control the outrageously excessive behavior of Duke students at Tailgate. In 2005, those meetings focused on getting the lacrosse and baseball teams to help; players from those teams are credited with starting the Tailgate tradition, and were among its most lusty participants.

Tailgate became a source of concern for Student Affairs after the University banned beer kegs from campus in 2001 - 2002. In reaction, students sought ways to circumvent the new policy. One response was to hold tailgate parties before football games. Originally these tailgates, lead by lacrosse and baseball players, were held just off campus, where students thought they could use kegs. The Vice President for Student Affairs appealed to the Athletic Director to get the baseball and lacrosse players to remove the kegs. In the Fall of 2003, the student tailgates had moved to the parking lots around the athletic fields and clashed with tailgate parties being held by opposing fans in the same locations; there also was other misbehavior,

including damage to cars, foul language, and excessive drinking. Eventually, Student Affairs intervened and assumed control over the event.[34]

The Executive Vice President told the Committee that in the summer of 2005, he put pressure on the Athletic Director to enlist the assistance of the baseball and lacrosse coaches to help moderate Tailgate. The Athletic Director met with the two coaches and requested their aid. He did not direct them to respond in any particular way. The baseball coach banned his players from the event. The lacrosse coach took a different approach.

Coach Pressler did not think it was appropriate to ban his team from an event generally open to Duke students and sponsored by Student Affairs. In the Fall of 2005, the group of administrators who monitored Tailgate decided to impose a time limit for the event, to encourage students to stop drinking and attend the football game. Coach Pressler took action that he thought would contribute to that goal. He ordered his players to leave Tailgate fifteen minutes before the football game, to meet him at the flagpole outside the football stadium, and then as a group to attend at least the first half of the game. Administrators in Student Affairs hoped other students would follow the lacrosse players out of Tailgate and into the game because of their prominence in the event.

Coach Pressler told the Committee that his team strictly obeyed his order and left the Tailgate and attended the game. This was corroborated by the assistant lacrosse coach and by the team trainer. Although other students followed the lacrosse players out of the first few Tailgates, they stopped doing so mid-way into the season.

The Vice President for Student Affairs concluded the effort to recruit the lacrosse players to help moderate Tailgate was a failure. He told the Committee, "Our request had been to recruit the team to help start the exodus from the tailgate and for them to help encourage others to head to the football game. That never happened." The failure, however, cannot fairly be blamed on either the lacrosse players or their coach.

The significance of the lacrosse team's behavior at Tailgate is reflected in the fact that the Athletic Director specifically mentioned it in his discussion with Coach Pressler when he renewed the coach's contract in June 2005. That was before Pressler put his Tailgate plan into effect. When the coach's contract was renewed, there was no mention of the team's disciplinary record. The Committee believes it is significant that the Coach's contract was extended for an unprecedented three years.

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[34] Student Affairs established a fenced in location for the event and provided food and non-alcoholic beverages. Robert Dean, Director of the Duke Police, agreed that the area became a law-enforcement-free zone. Administrators from Student Affairs patrolled inside the fence and the Duke police remained outside the perimeter, directing traffic and occasionally warning students about public urination. The Dean of Students said administrators did not police the area for underage drinking; their goal was only to keep drunken students safe and alive.

Although Coach Pressler's response to the demand that he do something about Tailgate did not result in the goal set for students in general, it did result in a change in his team's behavior. The Dean of Students acknowledged that after Coach Pressler intervened in the Fall of 2005, the conduct of lacrosse players at Tailgate improved; the players dispersed at the designated end of the event and did not linger.

Although all of the officials whom we interviewed identified Tailgate as the signature event demonstrating the lacrosse team's excessive behavior, at best they seemed ambivalent about that behavior. The Vice President for Student Affairs, who attended the tailgates along with the Dean of Students, wrote that, "[t]he lacrosse section of the tailgate zone was generally one of the most 'energetic' and by the last game had grown to include a foam machine and foam pit for collective dancing. Actually, it was quite entertaining."

b. The response of administrators to the lacrosse team's disciplinary record

There is no question that the extensive disciplinary record of the lacrosse team came to the attention of administrators in the Fall of 2004. It is equally clear that, perhaps other than the Dean of Judicial Affairs, none of the administrators who knew about the record was alarmed about it or demanded that any extraordinary action be taken to address it.

The focal point of administrators' discussion of the lacrosse team's disciplinary record was a compilation of the record that the Dean of Judicial Affairs prepared in the Fall of 2004.[35] Immediately prior to preparing the document, the dean had estimated that "67% of the team has had a disciplinary history (either formally or informally resolved by RC's/Judicial Affairs)."

On September 8, 2004, before the team's disciplinary record had been compiled, Stephen Bryan, the Dean of Judicial Affairs, and Sue Wasiolek, the Dean of Students, and others met with the coach of the lacrosse team to discuss his players' behavior. The meeting was one of several Student Affairs had with athletic teams; it was not prompted by anything specifically relating to the lacrosse team. The administrators met with the coaches of the lacrosse, basketball, football, baseball and soccer teams. The meetings lasted an hour. As a preview of what he wanted to discuss with Coach Pressler, Bryan forwarded to Pressler an email he had received from a Residential Coordinator, detailing the misconduct of lacrosse players in residential housing, including the suspicion that two lacrosse players had assaulted another student off-campus.[36] Bryan said all of the coaches were supportive in the meetings, including the lacrosse coach. There was no follow up to any of the meetings.

After Bryan complied the lacrosse team's disciplinary record in October 2004, he circulated it among administrators in Student Affairs, and eventually it was sent to Tallman Trask, the Executive Vice President of the University. The report was never discussed at any

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[35] The document prepared by the Dean for Judicial Affairs is attached as Exhibit 12.

[36] This suspicion was never confirmed. The student did not file charges against the suspected players.

Senior Leadership meeting of top University officials, although student conduct at Tailgate was discussed at such meetings. Nor was the report discussed among administrators in Student Affairs.

Although officials in Student Affairs were concerned about the lacrosse team's disciplinary record, none of them appeared to have been alarmed by it. The Dean of Students thought the players conduct was an "irritant," more because of the repetitiveness of their misbehavior than the nature of it. The Vice President of Student Affairs appeared more concerned about the behavior. He thought the team was getting away with things, but he also thought the individual cases had been handled appropriately by Judicial Affairs. He felt the collective significance of the conduct was not being addressed, but he did nothing to make that happen.[37]

Executive Vice President Trask did not think the report was particularly serious He learned from the documented history that lacrosse players liked to hang out as a group and drink beer. When they were caught three or four times a year, they were disciplined, but Trask suggested that the sanctions imposed were not sufficiently severe to act as a deterrent. Based upon that assessment, he did not feel it was necessary for him to intervene, beyond bringing the matter to Athletic Director Joe Alleva's attention.[38]

Before Trask met with Alleva in the late Fall of 2004, apparently no one else had spoken to Alleva about the lacrosse team's disciplinary record. Trask told Alleva there were too many infractions, but added that the record was not serious enough to warrant doing anything drastic to the lacrosse program. Trask showed Alleva a copy of the written disciplinary report, but, according to Alleva, did not give him a copy. Nor did Alleva ask for a copy.

Alleva subsequently met with Pressler to discuss his team's conduct. Pressler did not, at that time, see the written report detailing his team's disciplinary record. Alleva told the Committee that he warned Pressler that his team was "under a microscope." The Committee could not substantiate such a warning. Pressler denies that Alleva or anyone else told him that his team was out of control. Pressler acknowledged that Alleva told him about the meeting with

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[37] In September 2004, in response to an email from Christoph Guttentag, Director, Office of Undergraduate Admissions, suggesting ways in which Admissions might have an impact on the lacrosse team's behavior, Moneta sent Guttentag and others a response proposing a "meeting for key stakeholders to discuss athlete and fan behaviors was warranted." Such a meeting was never held.

The Committee interviewed Leonard Satterwhite erwhhite, Senior Associate Director of Undergraduate Admissions to determine if the University had admitted lacrosse recruits with disciplinary records. In his six years working with admissions for lacrosse recruits, Satterwhite dealt with only two cases in which the recruits had a disciplinary record in high school. He did not think that was a particular problem for lacrosse recruits.

[38] Trask raised the matter with Alleva in his role as Alleva's informal supervisor.

Trask. Alleva told Pressler that his team's misconduct was a problem and he needed to deal with it. Alleva said none of the individual incidents was serious, but the frequency of incidents was a problem. Pressler said Alleva did not tell him that "you're on warning or else." Earlier this year, Alleva suggested to Pressler that he record whenever he disciplined his players for misconduct. Pressler told the Committee that he did so informally and that he notified Kennedy of what action he had taken.

Pressler saw the summary of his team's written disciplinary record for the first time in a meeting in June 2005, which was held to discuss his team's misconduct in the Southgate residential hall in May 2005. As a result of that conduct, Eddie Hull, Dean for Residential Life and Housing, banned the team from further use of the East Campus residential halls after the end of the school year. The team had stayed in dormitories during that period to complete their season.[39]

In response to seeing his team's written disciplinary record in June 2005, Pressler initiated a meeting with Bryan in July 2005 and asked Bryan to notify Pressler and Chris Kennedy whenever a member of his team was cited for any infraction.[40] Bryan subsequently sent Pressler and Chris Kennedy, the Senior Athletic Director, emails describing charges being filed against eight lacrosse players. According to Pressler, four of the charges were subsequently dismissed. Residential Coordinators gave the remaining four players oral warnings. The last email that Bryan sent to Pressler is dated November 14, 2005. After that date, Bryan did not notify Pressler of any additional infractions by his players. Pressler assumed that Bryan was filtering out incidents that did not warrant the coach's attention.

Within the last month, Coach Pressler was asked to annotate the list on non-suspendable charges that Bryan had prepared in October 2004 to indicate both the incidents about which he had been informed and the disciplinary actions that he had taken in response.[41] According to his notations, the coach was largely unaware of most of the incidents. With respect to the incidents of which he was aware, he took additional disciplinary action against either the individual involved, or the entire team when all of the players involved in an incident could not be identified. Most of the discipline imposed by the coach consisted of additional running. In one case, however, the Coach suspended two players from participating in the 2005 post-season, including play in the championship game. The players were not permitted to wear team uniforms or to sit with the team.

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[39] The team also had damaged a dormitory in 2000, under the same circumstances. Hull told the Committee that after the meeting in June 2005, he thought the lacrosse team's conduct was building toward a train wreck. The Committee found nothing in the record prior to March 13, 2006, which reflects that any administrator felt that way.

[40] Bryan occasionally notified Pressler of player misconduct after their meeting in September 2004. But, it "wasn't until the summer of 2005 that [he] made a concerted effort to keep the coach informed of incidents involving his team. . . ."

[41] A copy of the annotated document is attached as Exhibit 13.

Despite their knowledge of the extensive disciplinary record of the lacrosse team, neither the Executive Vice President, the Vice President for Student Affairs, the Dean of Students, nor the Athletic Director followed up the actions they took in the Fall of 2004 to determine if anything had been done to address the problem. Other than the Dean for Judicial Affairs and Coach Pressler, after he was made aware of specific incidents of misconduct, no other administrator appears to have treated the lacrosse team's disciplinary record as a matter of serious concern.

3. The University's ability systematically to monitor and address non-academic and non-suspendable athlete misconduct (and student misconduct generally) is hampered by an approach that is informal to the point of being casual. The result is a process that is arbitrary and often ineffective.

The University is not able systematically to monitor or produce a full account of student conduct. Rather, it relies upon the informal relationships of administrators with each other and, in the case of athlete conduct, the relationship of administrators with coaches, to disseminate information that is critical to the performance of their responsibilities and essential if coaches are to be held responsible for the conduct of their players. The Committee was able to examine the full disciplinary record of the lacrosse team only because of the extraordinary effort of the Office of Judicial Affairs and the Duke Police Department, and with the cooperation of the Durham Police.

In this case, the Director of the Office of Judicial Affairs did not always timely know what disciplinary incidents had occurred in residential halls. A rule that residential coordinators report second disciplinary offenses to the Director was not always observed.

Although the Office of Judicial Affairs and the Duke Police meet regularly to discuss student misconduct, such discussions do not always result in the police reporting all incidents to the Office. Whether the Durham police reports information to the University depends upon who has the information and what relationship he or she has with a member of the Duke Police or an administrator in Student Affairs.

Without the Office of Judicial Affairs having ready access to all relevant information relating to student conduct, there is no way that senior administrators in the Division of Student Affairs or the Athletic Department can discharge their responsibilities. Even with information, however, currently there is no system in place that ensures it will be disseminated to administrators who need it.

The relationship between the Division of Student Affairs and the Athletic Department in dealing with the conduct of the lacrosse team has been based upon personal relationships, not formal systems. The Committee's review reveals the inadequacy of personal relationships as a means of structuring communications between Student Affairs and the Athletic Department. Until Stephen Bryan and Coach Pressler began to communicate directly in July 2005, there was no affective link between Student Affairs and the Athletic Department that permitted the

Department to monitor adequately the conduct of student athletes.

In the past, the Division of Student Affairs has relied primarily upon the personal relationships of the Dean of Students and the Associate Dean of Judicial Affairs to bring disciplinary problems to the attention of individual coaches. Neither the Athletic Director nor administrators to whom the coaches report are regularly included in the process.

The Committee interviewed several coaches as part of this review. All of the coaches agree that Duke athletes should be held to a higher standard of conduct than the standard to which students generally are held. But the coaches all believe strongly that it is unfair to hold them accountable for their players' failure to meet the higher standard if there is no process to ensure that they are notified of disciplinary incidents involving their players. The Committee agrees. The Committee was surprised to learn that most of the coaches do not know the extent to which their players are involved in the disciplinary system. Most assume that their players have not had serious disciplinary problems, but they admit they do not know.

The policy of the Division of Student Affairs is to notify coaches only when their players are charged with suspendable offenses. Even that is done informally, usually by the Dean of Students calling the coach on the telephone; it is never done in writing. Coaches are not routinely notified of non-suspendable offenses such as underage drinking, noise violations, or any of the long list of charges made against the lacrosse players. The Associate Dean for Judicial Affairs summed up the situation:

> . . . we have had no formal policy regarding coach notification, but we try to keep the coaches informed of incidents at least if there is an issue where suspension may result. [The Dean of Students] would often informally communicate these cases to the coach, which served to buffer [Judicial Affairs] from having to deal with coaches who wanted to press on potential outcomes."

4. The University's ability to deal fully with the problem of alcohol is undermined by its own ambivalence toward drinking and the conduct it spawns.

Alcohol is the single greatest factor involved in the unacceptable behavior of Duke students in general and members of the lacrosse team specifically, both on- and off-campus. Drunkenness is the cause of behaviors that represent a serious nuisance to the community and a source of significant personal danger for the student. The University's alcohol policy is reasonable, but it is inconsistently enforced and only ineffectually disciplined. The University's ambivalence is most obviously manifested in the University's tolerance of egregious violations of its own policies at events such as Tailgate and Last Day of Classes, as outlined in the Report of the Committee to investigate the Judicial Procedure. While the alcohol related misconduct by members of the lacrosse team is deplorable, the University is, by its lack of leadership in this area of deep concern, implicated in the alcohol excesses of lacrosse players and of Duke students more generally.

RECOMMENDATIONS

1. Continuance of the Men's Lacrosse Team with appropriate oversight

Although the pattern of misconduct in recent years by the lacrosse players is alarming, the evidence reviewed by the Committee does not warrant suspension of the sport at Duke University next year. While the committee does not find a pattern of egregious player misconduct suggesting that the lacrosse program should be suspended at Duke, the repetitive nature of certain behavioral problems observed in this case require strict oversight and monitoring of the conduct of players in order to correct behavioral problems when they arise.

2. Code of Conduct for Athletes

An explicitly articulated Code of Conduct should be developed for all Duke University athletes. It is clear from our interviews that it is uniformly considered a privilege and an honor to be an athlete at Duke University and a responsibility that cannot be taken lightly. All agreed that Duke athletes should be held to a higher standard than other Duke students. As one coach put it, the spotlight shines brighter on Duke athletes than on other students at Duke and we would add, as recent events have reminded us, it certainly shines intensely on Duke University.

3. Need for Improved Communication between Student Affairs and Athletics

There has been a pattern of inadequate communication within and between the Division of Student Affairs and the Athletic Department at Duke regarding student behavioral violations more generally, and an improved system of communication needs to be developed and implemented.

4. Need for a Clearly Articulated and Enforced Alcohol Policy

The university's own apparent ambiguity regarding underage alcohol consumption conveys inconsistent messages and confuses expectations regarding alcohol. Duke University has fostered a number of problems among its undergraduates, including lacrosse players, by its ambivalent policies toward underage and over-consumption of alcohol at Duke. This problem needs serious review and remediation within the University.

James E. Coleman,Jr., School of Law, Chair
Gary Gereffi, Department of Sociology
Kerry Haynie, Department of Political Science
Prasad Kasibhatla, Nicholas School of the Environment
Tod Laursen, Pratt School of Engineering
Martha Putallaz, Department of Psychology, Social/Health Sciences
Annabel Wharton, Department of Art and Art History

From: Dana Gelin <dgelin@uncaa.unc.edu>
Sent: Tuesday, February 13, 2007 8:15 PM
To: Gallo, Larry <athgallo.uncaa.uncathletics@uncaa.unc.edu>; Miller, Beth <bmiller.uncaa.uncathletics@uncaa.unc.edu>; Brunk, Mary W. <brunk.uncaa.uncathletics@uncaa.unc.edu>; Holliday, Corey <choliday.uncaa.uncathletics@uncaa.unc.edu>; Baddour, Dick <dbaddour.uncaa.uncathletics@uncaa.unc.edu>; Fclark@email.unc.edu; jack_evans@unc.edu; Blanchard, John <jgb.uncaa.uncathletics@uncaa.unc.edu>; Kgil@email.unc.edu; lbroome@email.unc.edu; Mercer, Robert <rmercer.uncaa.uncathletics@uncaa.unc.edu>
Subject: Academics releases -- Tar Heels named to football, field hockey All-ACC Academic teams

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FOR IMMEDIATE RELEASE
UNC ATHLETIC COMMUNICATIONS
FEB. 13, 2007

DAILEY EARNS ALL-ACC ACADEMIC FOOTBALL HONORS

GREENSBORO, N.C. - University of North Carolina quarterback Joe Dailey earned a spot on the 2006 All-Atlantic Coast Conference Academic Football Team, as announced today by Commissioner John Swofford.
To be eligible for consideration, a player must have earned a 3.00 grade point average for the previous semester and maintained a 3.00 cumulative average during his academic career.
An African-American history major, Dailey transferred to North Carolina after two seasons at Nebraska. In his first year of eligibility at UNC, he played in 10 games and started seven, including the last five. He completed 112 of 195 attempts (.574) for 1,316 yards and seven touchdowns.
In Carolina's 45-44 win at Duke, Dailey completed 20 of 31 attempts for a season-high 253 yards, two touchdowns and one interception. He tossed a career-long 83-yard touchdown pass to Hakeem Nicks in the first quarter and had a 39-yard scoring pass to Brooks Foster.

THREE TAR HEELS NAMED TO ALL-ACC ACADEMIC FIELD HOCKEY TEAM

GREENSBORO, N.C. – Three North Carolina field hockey players have been named to the All-Atlantic Coast Conference Academic Team for 2006, announced Tuesday be the league. Heather Kendell, a junior in eligibility last season, was named to the squad for the second year and was joined on the 31-player list by freshmen Riley Foster and Brianna O'Donnell.
To be eligible for consideration, a student-athlete must have earned a 3.00 grade point average for the previous semester and have maintained a 3.00 cumulative average during her academic career.
Kendell, a forward/midfielder, is one of 13 players to repeat on the team after being named to the inaugural All-ACC Academic squad in 2005. An exercise and sport science major from Chapel Hill, she started 20 games last season for the Tar Heels, which finished the season 13-9.
O'Donnell, a goalkeeper, is a journalism major from Collegeville, Pa. Foster, a back, is a nursing major from Fort Worth, Texas. Both first-year players started all 22 games in 2006.

Dana Gelin
Associate Director of Athletic Communications
University of North Carolina
P.O. Box 2126
Chapel Hill, NC 27515
(919) 962-0083
dgelin@uncaa.unc.edu
www.tarheelblue.com

From: Amy S. Herman <ajschae@uncaa.unc.edu>
Sent: Thursday, May 10, 2007 2:35 PM
To: CTOPS
Cc: Dorrance, Anson <anson@uncaa.unc.edu>; Williams, Andre <awilliams@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Craddock, Dennis <craddock@uncaa.unc.edu>; Galvin, Derek <derekg@uncaa.unc.edu>; Papa, Donna J. <djp@uncaa.unc.edu>; Bolowich, Elmar <ebolowich@uncaa.unc.edu>; Sagula, Joe <jsagula@uncaa.unc.edu>; Shelton, Karen <kcs@uncaa.unc.edu>; Austin, Sally <saustin@uncaa.unc.edu>; Hatchell, Sylvia <shatchell@uncaa.unc.edu>
Subject: Updated CTOPS List
Attach: TEXT.htm; 5.10.07 with PIDS.doc

All,

See attached for updated list, which now includes more PIDs, as well as additional student-athletes.

Please let me know if you have any questions about this information.

Thanks,
Amy

From: Octavus Barnes <obarnes@uncaa.unc.edu>
Sent: Tuesday, October 23, 2007 10:35 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Fwd: Susy with Invite, etc.
Attach: TEXT.htm; Susy with Invite, etc..msg

Carey, You think we can get a signed helmet from coach Davis.
Thank You

From: Cricket Lane <cricket@uncaa.unc.edu>
Sent: Tuesday, May 6, 2008 12:34 PM
To: Williams, Andre <awilliams@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>
Cc: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: Re: Football Activities
Attach: Program Layout-Summer.xls

Coach Davis & Andre,

I have attached a copy of the community services opportunity I have so far this summer. I am sure this will grow. We are in the process of putting together visits to the Burn Unit. Just let me know if there's something that you want to set up.

Thanks,
Cricket

>>> "Butch Davis" <butchdavis@uncaa.unc.edu> 4/30/2008 11:10 AM >>>
Hi Cricket:

Coach explained what he's trying to do. I'm going to share this information (probably more than you wanted to know) as it may help you in providing the information he's requested.

Beginning with our summer session, we will be implementing a new discipline program/policy for our players. They will be charged points for discipline infractions (late to class, missed study halls, et.) and with each level of points reached, there will be corresponding progressive steps of discipline. By participating in certain community service opportunities, the players in jeopardy of suffering one of the more progressive steps of discipline, could "earn" points that would be credited to their "account". Therefore, he'd like individual, group, team options that would be available on an on-going basis.

If we could receive your list by next week, that would be great!

Hope this makes sense. Any questions, please let me know.

-----Original Message-----
From: Cricket Lane [mailto:cricket@uncaa.unc.edu]
Sent: Tuesday, April 29, 2008 2:53 PM
To: butchdavis@uncaa.unc.edu
Subject: RE:

Coach Davis,

I am in the process of putting some projects together for the summer. I will have a list to you by next week. Are you looking for something the whole team can do or several smaller projects?

Thanks,
Cricket

-----Original Message-----
From: "butchdavis@uncaa.unc.edu"<butchdavis@uncaa.unc.edu>
Sent: 4/29/08 2:26:21 PM
To: "'Cricket Lane'"<cricket@uncaa.unc.edu>
Cc: "'Andre Williams'"<awilliams@uncaa.unc.edu>, "'Corey Holliday'"<cholliday@uncaa.unc.edu>
Subject:

Dear Cricket:

How are you? I hope you're doing well.

I wanted to ask if you have easy access to a comprehensive list of possible charity events that might be available for our players to participate in during the summertime, e.g., Habitat for Humanity, Children's Hospital (Flashes of Hope), 5 or 10K runs, Cancer awareness, Ronald McDonald House, SECU House, charity golf tournaments players could work, etc. Please either email a list or give me (or Andre Williams) a call to discuss.

I'd appreciate your help!

Coach Butch Davis

919-962-9141-office

919-962-9174-fax

Carolina Outreach
Summer 2008

	A	B	C	D
1	**Program**	**Contact**	**Important Information**	**Important Dates**
2	Habitat for Humanity	Cricket Lane 843-2040	Members of Wednesday and Friday Crews	Mae McLendon 932-7077 x 21
3		cricket@unc.edu	(regular commitment)	mmclendon@orangehabitat.org
4				
5			Tulip Tree Road, Chapel Hill	Blitz May 31 - June 7th
6				
7		Cricket Lane 843-2040	Dinner Program - Meal Groups	weeknights 6pm except Wednesdays
8		cricket@unc.edu	Dinner Program - Meal Groups	Brunch 10am Saturdays and Sundays
9		Laura Webb	Baking	By arrangement
10		laura.webb@chapelhillrmh.net	Works Group - House Maintenance	By arrangement
11		913-2040		
12		Cricket Lane 843-2040	Playroom (forms must be filled out and approved)	Hours 2pm - 4pm and 6pm - 7pm
13	Children's Hospital Visits	cricket@unc.edu	Teams only; individuals must go through	Jodie Skoff 966-4793
14			Volunteer Services (see Cricket)	
15				
16		Jenny Spry 843-0705	Clinic Visits - Cancer Clinic	Weekdays 10am - 2pm (1 hr req)
17		jspry@unch.unc.edu	- Outpatient Clinic	
18		Cricket Lane 843-2040	Blood Drive, Triangle Town Center, Raleigh	Greet Donors - May 31st
19		cricket@unc.edu		
20			Blood Drive, Smith Center, Chapel Hill	Greet Donors - June 3rd 7am - 7pm
21				
22				
23				
24	School Visits		Bright Horizons, Durham	Talk re:sport/academics - Now-August 7am-5pm
25		Cricket Lane 843-2040		
26			Rogers-Herr Middle School, Durham	Talk re:sport/academics - July - August
27				
28			Carolina Kids Camp, Chapel Hill	Tour & Talk - July 21 - 25
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Carolina Outreach
Summer 2008

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Football Lunch Agenda – 2008
[Steve & Robert's Draft Proposal]

8/29 - McNeese State
10/3 - U Conn
11/7 – GA Tech

12:00 – Guests arrive and get lunch

12:15 – While guests finish lunch, we show the video

12:25 – Robert introduces Guest Coaches and VIPs. Then, he introduces Steve

12:30 – Steve gives an overview of the goal of this event and introduces Coach Davis

12:35 – Coach Davis speaks to the group for approximately 10 minutes (or longer if he wants to take questions). When he finishes, Steve thanks him for joining us, and mentions explicitly that he is free to go back to his preparations for tomorrow's game.

12:50 – John talks about Carolina Leadership Academy

1:00 – Cricket talks about Student-Athlete Development

1:10 – Robert talks about the Academic Support Program

Other possible talks:
Compliance? – Faculty will be interested in hearing how much effort we spend on adhering to NCAA rules and avoiding situations where our athletes receive any sort of special treatment from boosters.

Kenan renovation plans? The August 13th University Gazette has an article titled: "Kenan Stadium to add suite and club seating by 2009 season." I think that we need to do some impression management to avoid the knee-jerk response that we are over-spending on football.

1:30 – Party over, optional tour of the Football Center. Offer guests a football poster or some other souvenir?

From: Andre Williams <awilliams@uncaa.unc.edu>
Sent: Wednesday, January 7, 2009 12:30 PM
To: Reynolds, Cynthia <cynthiar@uncaa.unc.edu>
Cc: Bridger, Beth <bridgerb@uncaa.unc.edu>; Lee, Jaimie <jaimielee@uncaa.unc.edu>; Barnes, Octavus <obarnes@uncaa.unc.edu>
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: Football Academic Support Staff Meeting (Jan. 15th)
Attach: 2009 Spring.xlsx

Cynthia,

Coach Davis has requested a "Football Academic Support Staff Meeting", to review our team's Fall 2008 academic performance, on Thursday, January 15th in our 4th floor coaches conference room. A time for this meeting has not been officially scheduled, but I will make sure to inform you when it is determined. Please find below the obvious topics that we need to prepare to discuss.

In addition, Coach would like for you and your staff to attend our Team Meeting on Saturday, January 10th at 2:00 pm.

Topics of Discussion:

A. Academic Performance
1. General Overview
2. Probation Candidates
3. Academically Ineligible Candidates
4. Student-Athletes who still have incomplete courses
5. Student-Athlete who you consider to be at risk

B. Study Table
1. Freshmen Study Hall time/location (need to make sure afternoon study hall does not exceed 2:00 pm during Spring Practice)
2. Upperclassmen Study Hall time/location/student-athletes

C. Class Schedules
1. Need to look at student-athletes who may have classes after 1:00 pm

Best regards,

Andre

From: "Butch Davis" <butchdavis@uncaa.unc.edu>
Sent: Thursday, March 5, 2009 3:40 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: FW: Canadian Football League Open Tryouts
Attach: TEXT.htm; 2009-Open Tryouts.doc

?????

From: Fiona Smith [mailto:fiona@esks.com]
Sent: Thursday, March 05, 2009 3:38 PM
To: fiona@esks.com
Subject: Canadian Football League Open Tryouts

DATE: March 5, 2009

TO: PLEASE DELIVER TO:

. FOOTBALL COACH

. STRENGTH & CONDITIONING COACH

. PRO LIAISON

FROM: PAUL JONES

EDMONTON ESKIMO FOOTBALL CLUB

Re: Free Agent Open Tryouts 2009

The Edmonton Eskimo Football Club is a member of the Canadian Football League. Attached is a listing of the Edmonton Eskimo Open Tryouts for 2009 for your information and for your posting purposes.

We would ask your assistance in making this information available to all interested players who have completed their college eligibility. Also to any former players who may be looking for a tryout opportunity.

Thank you for your assistance, and please do not hesitate to contact me if you require more information.

Paul Jones

Assistant General Manager

Edmonton Eskimo Football Club

PH: (318) 387-6480

www.esks.com <http://www.esks.com/>

EDMONTON ESKIMOS™

2009 Canadian Football League Open Tryouts

The **Thirteen-Time Grey Cup Champion Edmonton Eskimo Football Club** will host **Professional Football Open Tryouts** for the 2009 season at the following locations. **Go to** WWW.ESKS.COM **for more Information.**

When: Saturday March 21, 2009
Where: Rice University
Rice Stadium-6100 S. Main
Houston, Texas
Registrations: 9 am
Workout 10 am-

When: Sunday March 22, 2009
Where: Univ. of Texas at Arlington
Maverick Stadium-1225 W. Mitchell
Arlington, Texas
Registration: 9am
Workout: 10 am

When: Saturday March 28, 2009
Where: The First Baptist Church of Orlando
The Payne Stewart Athletic Complex- 2667 Bruton Blvd.
Orlando, Florida
Registration: 1pm
Workout: 2pm

When: Saturday April 4, 2009
Where: College of San Mateo
(Main Football Field) 1700 W. Hillside Blvd
San Mateo, California
Registrations: 9 am
Workout: 10 am

When: April 5, 2009
Where: Long Beach City College
Veteran's Memorial Stadium- 5000 E.Lew Davis Street
Long Beach, California
Registration: 9am
Workout: 10 am

When: Sunday April 19, 2009
Where: University of Mississippi "Ole Miss"
Indoor Practice Facility- 1810 Manning Way
Oxford, Mississippi
Registration: 9am
Workout: 10 am

When: Sunday May 3, 2009
Where: University of Cincinnati
Nippert Stadium- 2600 Clifton Avenue
Cincinnati, Ohio
Registration: 9 am
Workout: 10 am

When: May 9, 2009
Where: Westlake High School
2370 Union Road SW
Atlanta, Georgia
Registration: 9 am
Workout: 10am

When May 16, 2009
Where: The University of Louisiana at Monroe
Malone Stadium- 308 Warhawk Way
Monroe, Louisiana
Registration: 9 am
Workout: 10 am

FEE: **A $100 (USD) registration fee is payable in cash only on the day of the event. RAIN or SHINE**
Note: **College players must have expired playing eligibility to participate.**
Tests: **40 yard Dash- Broad Jump- Short Shuttle-3-Cone Drills-Individual drills of 1 on 1- will take place**
Note: **Bring Shoes for Grass, Field Turf, and Astro-Turf Surfaces. Bring your own Water.**
Info: **WWW.ESKS.COM or Call Asst Gen. Manager Paul Jones (318) 387-6480-**
Football Ops Manager Dan McKinnon (780) 448- 1536- Scouting Ed Hervey (780) 495-9467
Scouting: Clay Moose (580) 748-2764

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

DEPARTMENT OF ATHLETICS

POLICY AGAINST HAZING AND INITIATION

The Department of Athletics at The University of North Carolina at Chapel Hill has established a Code of Conduct that applies to each student-athlete participating on an intercollegiate athletics team. This code requires respect for human dignity. The Department of Athletics believes that hazing demeans those who participate and is fundamentally incompatible with the standard of integrity expected by the University and its athletics program. In accordance with State of North Carolina law and University policy, hazing or initiations are strictly prohibited, whether or not the person has consented to participation in the activity. Thus, any student-athlete cannot be required, expected, or allowed to participate in any hazing activity for any reason.

Examples of such activities include, but are not limited to, a student-athlete being:

1. Yelled at, cursed or sworn at, humiliated, ridiculed, or physically or psychologically abused;
2. Forced or expected to participate in tattooing, piercing, head shaving, or branding;
3. Forced or expected to wear embarrassing clothing;
4. Forced or expected to drink alcohol;
5. Instructed to participate in calisthenics not related to required conditioning for the sport in which the student-athlete participates;
6. Required to act as personal servant to players;
7. Transported and abandoned;
8. Forced or expected to consume inappropriate concoctions;
9. Expected to associate only with specified people;
10. Required to conduct hunts or quests;
11. Forced to engage in public stunts or buffoonery;
12. Required to engage in or simulate sexual acts;
13. Threatened or physically restrained or abused (such as being held down, tied or taped up, or confined in a small place);
14. Required to appear nude or semi-nude in either public or private places; and/or
15. Expected to damage, destroy, or steal property.

The Department of Athletics is firmly committed to vigilant enforcement of this policy, and will promptly and thoroughly investigate any allegation of hazing or initiation. Should a violation be found, the student-athlete(s) involved will be expelled or suspended from the team for a specified time. The Department of Athletics expects captains, team leaders, and upperclass student-athletes to help insure that such activity not occur. Team sanctions will be imposed if it is determined that hazing was conducted by team members. In addition, the Dean of Students will be notified if the Department of Athletics determines that hazing or initiation has occurred.

Suspected incidents of hazing or initiation, as well as any related concerns, should be reported as soon as possible to either Dick Baddour, Director of Athletics; Larry Gallo, Senior Associate Athletics Director; or Beth Miller, Senior Associate Athletics Director. The Department of Athletics' phone number is (919) 962-6000.

From: Amy Herman <ajschae@uncaa.unc.edu>

Sent: Tuesday, March 15, 2011 1:37 PM

To: Andrew Calder <acalder@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; Anthony Parker <aparker@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Farley <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <choliday@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Charlotte Smith <csmith@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Don Hill <dhill@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; John Inman <jinman@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Kirin Kumar <kkumar@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Nadine Faustin-Parker <nfaustinparker@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Butch Davis <pbdavis@ad.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Ellen Rehme <rehme@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>

Cc: Amy Herman <ajschae@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Beth Miller <bmiller@uncaa.unc.edu>; -Compliance <-Compliance@uncaa.unc.edu>; Erin Lindsey <elindsey@uncaa.unc.edu>; Lance Markos <markos@uncaa.unc.edu>; Susan Maloy <sbmaloy@uncaa.unc.edu>

Subject: Parking Reimbursements for Student-Athletes

Attach: TEXT.htm

Coaches,

As you may recall, there was some discussion early in the academic year regarding the possibility of reimbursing student-athletes for a portion of the cost of an on-campus parking spot, provided they successfully completed the application process (through the Parking

office), were selected to receive a space, and paid for that space themselves upfront.

If you have student-athletes who went through this process and obtained a campus permit, I am prepared to assist them in the next step of reimbursing them for an amount that will be based on each sports' playing season and the amount of academic year time spent at practice and competition.

To begin this process, the student-athletes will need to submit to me a copy of their receipt for the parking pass. The receipt should note their name, the parking lot in which they have a space, as well as the amount that they paid for the pass.

Once I get this information, I will use my (fairly convoluted) formula to determine the amount that we are able to give them in reimbursement. We will then have them complete an SAOF form to start the reimbursement process.

Please forward student-athlete names and receipts to me for those who qualify to take advantage of this. Keep in mind that this is ONLY for student-athletes who purchased passes for the entire academic year. We will NOT be reimbursing student-athletes for daily parking costs (e.g., Rams Head deck) that they might have incurred when choosing to drive onto campus for practice or competition.

Let me know if you have any questions!

Thanks,
Amy

Amy Herman
Associate AD for Compliance

University of North Carolina
Department of Athletics
PO Box 2126
Chapel Hill, NC 27515

919.962.7853 (office)
919.962.6002 (fax)
ajschae@uncaa.unc.edu

From: Spencer Welborn <welborn@uncaa.unc.edu>

Sent: Thursday, October 20, 2011 10:39 AM

To: abblake@email.unc.edu; abcunnin@email.unc.edu; Andrew Calder <acalder@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; agay@email.unc.edu; ahari@email.unc.edu; A.J. Grant <ajgrant@uncaa.unc.edu>; Art Kaufman <akaufman@uncaa.unc.edu>; alexqc@email.unc.edu; alliew@email.unc.edu; almead@email.unc.edu; amckinne@email.unc.edu; Allen Mogridge <amogridge@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; austind@email.unc.edu; avcurry@email.unc.edu; Andre Williams <awilliams@uncaa.unc.edu>; bahamilt@email.unc.edu; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; bhanson@email.unc.edu; bitter@email.unc.edu; Brian Kalbas <bkalbas@uncaa.unc.edu>; blivorio@email.unc.edu; boyajian@email.unc.edu; Bill Palladino <bpalladino@uncaa.unc.edu>; bpellis@email.unc.edu; Joe Breschi <breschi@uncaa.unc.edu>; brownce@email.unc.edu; cameronb@email.unc.edu; Guy Cathro <cathro@uncaa.unc.edu>; cawood@email.unc.edu; C D Mock <cd@uncaa.unc.edu>; cdcooper@email.unc.edu; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; ckbarth@email.unc.edu; clgaskin@email.unc.edu; C B McGrath <cmcgrath@uncaa.unc.edu>; cmeiggs@email.unc.edu; Jennifer Cook <cookjr@uncaa.unc.edu>; coorr@email.unc.edu; coples@email.unc.edu; courtnjb@email.unc.edu; Dennis Craddock <craddock@uncaa.unc.edu>; cskirby@email.unc.edu; Carlos Somoano <csomoano@uncaa.unc.edu>; cvansick@email.unc.edu; Charlie Williams <cwilliams@uncaa.unc.edu>; damiahno@email.unc.edu; Dave Arendas <darendas@uncaa.unc.edu>; ddbrock@email.unc.edu; ddupont@email.unc.edu; Derek Galvin <derekg@uncaa.unc.edu>; djonez@email.unc.edu; Donna Papa <djp@uncaa.unc.edu>; dlguy@email.unc.edu; dmac@email.unc.edu; dramsay@email.unc.edu; dsingley@email.unc.edu; Chris Ducar <ducar@uncaa.unc.edu>; dunster@email.unc.edu; ebehm@email.unc.edu; eeswanso@email.unc.edu; Eric Hoots <ehoots@uncaa.unc.edu>; emoryp@email.unc.edu; emott318@yahoo.com; emshaw@email.unc.edu; emstephe@email.unc.edu; ereed822@gmail.com; erock@email.unc.edu; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; gabarnes@email.unc.edu; Grant Fulton <gfulton@uncaa.unc.edu>; giacco@email.unc.edu; Grant Porter <gtporter@uncaa.unc.edu>; gupton@email.unc.edu; hafkin@email.unc.edu; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; hemm@email.unc.edu; holland7@email.unc.edu; j.watts24@hotmail.com; Jack_McBride@unc.edu; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; jburk7@email.unc.edu; jcgafa@email.unc.edu; jdstalli@email.unc.edu; Matt Jednak <jednak@uncaa.unc.edu>; jenest@email.unc.edu; jennam@email.unc.edu; jennist@email.unc.edu; jflanner@email.unc.edu; jgoss@email.unc.edu; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; jjcooper@email.unc.edu; jjnix@email.unc.edu; Josh Langley <jlangley@uncaa.unc.edu>; jmesser@email.unc.edu; jmusc12@email.unc.edu; Jeff Negalha <jnegalha@uncaa.unc.edu>; jnevans@email.unc.edu; jnshield@email.unc.edu; Joe Robinson <joerob@uncaa.unc.edu>; Jason Onyebuagu <jonye@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; jwbridge@email.unc.edu; Josh Webb <jwebb@uncaa.unc.edu>; kbreddic@email.unc.edu; Kenny Browning <kbrowning@uncaa.unc.edu>; kcowens@email.unc.edu; Karen Shelton <kcs@uncaa.unc.edu>; kefalgow@email.unc.edu; kjasper@email.unc.edu; kkeene@email.unc.edu;

kkgreen@email.unc.edu; kkiss39@email.unc.edu; klarnold@email.unc.edu; klwheele@email.unc.edu; kmessing@email.unc.edu; kmoylan@email.unc.edu; kmreyn@email.unc.edu; knadeau@email.unc.edu; kngibson@email.unc.edu; kschaaf@email.unc.edu; kurso@email.unc.edu; laura318@email.unc.edu; Greg Law <lawdawg@uncaa.unc.edu>; lbrodie@email.unc.edu; lcorey@email.unc.edu; lescobar@email.unc.edu; llingo@email.unc.edu; lsunao@yahoo.com; lubranol@email.unc.edu; mahouse@email.unc.ed; manko@email.unc.edu; Andrew Sapp <masapp@uncaa.unc.edu>; mattkolo@email.unc.edu; Marcus Berry <mberry@uncaa.unc.edu>; mdswaim@email.unc.edu; medawson@email.unc.edu; melyles@email.unc.edu; merletti@email.unc.edu; Mike Fox <mfox@uncaa.unc.edu>; mgs3@email.unc.edu; mhedges@email.unc.edu; mhholman@email.unc.edu; Mick Hokanson <mhokanso@uncaa.unc.edu>; mjevans@email.unc.edu; Mike Litzinger <mlitzinger@uncaa.unc.edu>; mmccomas@email.unc.edu; mmnewman@email.unc.edu; mstaines@email.unc.edu; nhurst@email.unc.edu; norbo@email.unc.edu; npark@email.unc.edu; omendes@email.unc.edu; Tom Sander <pacman@uncaa.unc.edu>; parker25@email.unc.edu; Phil Barnes <pbarnes@uncaa.unc.edu>; pcbarret@email.unc.edu; pcrouch@email.unc.edu; Patricia Earley <pearley@uncaa.unc.edu>; pesacret@email.unc.edu; pfankuch@email.unc.edu; plylerk@email.unc.edu; pmangum@email.unc.edu; Pat Myers <pmyers@uncaa.unc.edu>; pound33@email.unc.edu; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; rafiee@email.unc.edu; rastivo@email.unc.edu; raudenbu@email.unc.edu; rcrabb@email.unc.edu; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; rmlynch@email.unc.edu; ruscoe@email.unc.edu; sashag@email.unc.edu; Stephen Frazier Wong <sawong@uncaa.unc.edu>; sbcooper@email.unc.edu; sbeamon@email.unc.edu; sbleke@email.unc.edu; scodonne@email.unc.edu; sel@email.unc.edu; selist@email.unc.edu; setanner@email.unc.edu; sethb35@email.unc.edu; sfeather@email.unc.edu; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; shegog@email.unc.edu; shouston@unc.edu; Stephen Sisa <sisa@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; sllong@email.unc.edu; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; stevenc@email.unc.edu; swhite1@email.unc.edu; Tyler Adams <tadams@uncaa.unc.edu>; tarkeel@email.unc.edu; tashalee@email.unc.edu; tbrill@email.unc.edu; tbrown19@email.unc.edu; tcmeyer@email.unc.edu; tcwood@email.unc.edu; tdmorton@email.unc.edu; Troy Douglas <tdouglas@uncaa.unc.edu>; tenpenny@email.unc.edu; texan@email.unc.edu; tfergusn@email.unc.edu; tgjurich@email.unc.edu; Trevor Chinn <tjchinn@uncaa.unc.edu>; tmpowell@email.unc.edu; Tommy Davis <tommyd@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; trjones@email.unc.edu; tsharrel@email.unc.edu; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; tzeller@email.unc.edu; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>; verplank@email.unc.edu; vleclere@email.unc.edu; walkerms@email.unc.edu; wilsoncp@email.unc.edu; wschuler@email.unc.edu; yaseka@email.unc.edu; zbrown@email.unc.edu; zhunter@email.unc.edu; zimms@email.unc.edu; zoeyr@email.unc.edu

Subject: Postgraduate Scholarship Opportunity

Attach: TEXT.htm; ACC POSTGRADUATE SCHOLARSHIP Flier.doc

Hello Seniors:

I trust this finds you all doing well and enjoying your last Fall Break as an undergraduate! This email is intended for all senior student-athletes that plan on attending graduate school within the next three academic years.

Please view the attachment regarding the ACC Postgraduate Scholarship opportunity. As a University, we are only allowed to nominate three student-athletes which means the administrators go through a selection process. If interested, it is essential that you send me, Spencer Welborn (welborn@uncaa.unc.edu), a copy of your resume and a cover letter by November 8, 2011.

Please see the attachment for more information.

ACC POSTGRADUATE SCHOLARSHIP
Are you interested in attending graduate school within the next three years? If so, you may be eligible to apply for the annual ACC Postgraduate Scholarship!
The ACC awards a $5,000 postgraduate scholarship for all selected winners of ACC Postgraduate Scholarship. The University of North Carolina is allowed to nominate three student-athletes for this particular award. Please see the criteria below:

To be eligible for consideration an applicant shall have:

1. Distinguished himself/herself academically with an overall minimum accumulative grade point average of 3.00

(a) Completed at least seven semesters; students engaged in undergraduate programs requiring more than four years for a baccalaureate degree shall be considered during their final year of intercollegiate athletic competition.

2. Performed with distinction as a member of a varsity team. Supporting information from coaches should comment on the standing of the nominee relative to others in the conference and nationally.

3. Conducted himself/herself, both on and off the field, in a manner, which has brought credit to himself/herself, his/her institution, intercollegiate athletics, and the ideals and objectives of higher education.

In selecting recipients for this award:

1. The degree of the student□s athletic achievement shall be weighed at least equally with the degree of his/her academic performance.

2. Consideration shall also be given to his/her participation in campus activities other than academic and athletic in which he/she has demonstrated his/her qualities of leadership and has served as an example to his/her fellow students.
4. Applicants must be continuing academic work beyond the baccalaureate degree as a full-time graduate or professional student and have been judged capable of such study by his/her major professor, major department head or dean of the college in which he/she is enrolled. The recipients of the award must use all scholarship money within three academic years from the fall semester after selection.

If you are interested in applying for the ACC Postgraduate Scholarship, please send a resume and cover letter explaining your future plans to Spencer Welborn in the Academic Support Program by November 8, 2011. All applicants will be reviewed and decided on by a group of administrators.

Spencer B. Welborn
Academic Counselor
College of Arts & Sciences
Academic Support for Student-Athletes

Loudermilk Center for Excellence
344 Ridge Road, CB 3107
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919-843-2328 (w)
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From: Spencer Welborn <welborn@uncaa.unc.edu>

Sent: Thursday, October 20, 2011 11:36 AM

To: abblake@email.unc.edu; abcunnin@email.unc.edu; Andrew Calder <acalder@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; agay@email.unc.edu; ahari@email.unc.edu; A.J. Grant <ajgrant@uncaa.unc.edu>; Art Kaufman <akaufman@uncaa.unc.edu>; alexqc@email.unc.edu; alliew@email.unc.edu; almead@email.unc.edu; amckinne@email.unc.edu; Allen Mogridge <amogridge@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; austind@email.unc.edu; avcurry@email.unc.edu; Andre Williams <awilliams@uncaa.unc.edu>; bahamilt@email.unc.edu; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; bhanson@email.unc.edu; bitter@email.unc.edu; Brian Kalbas <bkalbas@uncaa.unc.edu>; blivorio@email.unc.edu; boyajian@email.unc.edu; Bill Palladino <bpalladino@uncaa.unc.edu>; bpellis@email.unc.edu; Joe Breschi <breschi@uncaa.unc.edu>; brownce@email.unc.edu; cameronb@email.unc.edu; Guy Cathro <cathro@uncaa.unc.edu>; cawood@email.unc.edu; C D Mock <cd@uncaa.unc.edu>; cdcooper@email.unc.edu; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; ckbarth@email.unc.edu; clgaskin@email.unc.edu; C B McGrath <cmcgrath@uncaa.unc.edu>; cmeiggs@email.unc.edu; Jennifer Cook <cookjr@uncaa.unc.edu>; coorr@email.unc.edu; coples@email.unc.edu; courtnjb@email.unc.edu; Dennis Craddock <craddock@uncaa.unc.edu>; cskirby@email.unc.edu; Carlos Somoano <csomoano@uncaa.unc.edu>; cvansick@email.unc.edu; Charlie Williams <cwilliams@uncaa.unc.edu>; damiahno@email.unc.edu; Dave Arendas <darendas@uncaa.unc.edu>; ddbrock@email.unc.edu; ddupont@email.unc.edu; Derek Galvin <derekg@uncaa.unc.edu>; djonez@email.unc.edu; Donna Papa <djp@uncaa.unc.edu>; dlguy@email.unc.edu; dmac@email.unc.edu; dramsay@email.unc.edu; dsingley@email.unc.edu; Chris Ducar <ducar@uncaa.unc.edu>; dunster@email.unc.edu; ebehm@email.unc.edu; eeswanso@email.unc.edu; Eric Hoots <ehoots@uncaa.unc.edu>; emoryp@email.unc.edu; emott318@yahoo.com; emshaw@email.unc.edu; emstephe@email.unc.edu; ereed822@gmail.com; erock@email.unc.edu; Eric Stefanski <estefanski@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; gabarnes@email.unc.edu; Grant Fulton <gfulton@uncaa.unc.edu>; giacco@email.unc.edu; Grant Porter <gtporter@uncaa.unc.edu>; gupton@email.unc.edu; hafkin@email.unc.edu; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; hemm@email.unc.edu; holland7@email.unc.edu; j.watts24@hotmail.com; Jack_McBride@unc.edu; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; jburk7@email.unc.edu; jcgafa@email.unc.edu; jdstalli@email.unc.edu; Matt Jednak <jednak@uncaa.unc.edu>; jenest@email.unc.edu; jennam@email.unc.edu; jennist@email.unc.edu; jflanner@email.unc.edu; jgoss@email.unc.edu; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; jjcooper@email.unc.edu; jjnix@email.unc.edu; Josh Langley <jlangley@uncaa.unc.edu>; jmesser@email.unc.edu; jmusc12@email.unc.edu; Jeff Negalha <jnegalha@uncaa.unc.edu>; jnevans@email.unc.edu; jnshield@email.unc.edu; Joe Robinson <joerob@uncaa.unc.edu>; Jason Onyebuagu <jonye@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; jwbridge@email.unc.edu; Josh Webb <jwebb@uncaa.unc.edu>; kbreddic@email.unc.edu; Kenny Browning <kbrowning@uncaa.unc.edu>; kcowens@email.unc.edu; Karen Shelton <kcs@uncaa.unc.edu>; kefalgow@email.unc.edu; kjasper@email.unc.edu; kkeene@email.unc.edu;

kkgreen@email.unc.edu; kkiss39@email.unc.edu; klarnold@email.unc.edu; klwheele@email.unc.edu; kmessing@email.unc.edu; kmoylan@email.unc.edu; kmreyn@email.unc.edu; knadeau@email.unc.edu; kngibson@email.unc.edu; kschaaf@email.unc.edu; kurso@email.unc.edu; laura318@email.unc.edu; Greg Law <lawdawg@uncaa.unc.edu>; lbrodie@email.unc.edu; lcorey@email.unc.edu; lescobar@email.unc.edu; llingo@email.unc.edu; lsunao@yahoo.com; lubranol@email.unc.edu; mahouse@email.unc.ed; manko@email.unc.edu; Andrew Sapp <masapp@uncaa.unc.edu>; mattkolo@email.unc.edu; Marcus Berry <mberry@uncaa.unc.edu>; mdswaim@email.unc.edu; medawson@email.unc.edu; melyles@email.unc.edu; merletti@email.unc.edu; Mike Fox <mfox@uncaa.unc.edu>; mgs3@email.unc.edu; mhedges@email.unc.edu; mhholman@email.unc.edu; Mick Hokanson <mhokanso@uncaa.unc.edu>; mjevans@email.unc.edu; Mike Litzinger <mlitzinger@uncaa.unc.edu>; mmccomas@email.unc.edu; mmnewman@email.unc.edu; mstaines@email.unc.edu; nhurst@email.unc.edu; norbo@email.unc.edu; npark@email.unc.edu; omendes@email.unc.edu; Tom Sander <pacman@uncaa.unc.edu>; parker25@email.unc.edu; Phil Barnes <pbarnes@uncaa.unc.edu>; pcbarret@email.unc.edu; pcrouch@email.unc.edu; Patricia Earley <pearley@uncaa.unc.edu>; pesacret@email.unc.edu; pfankuch@email.unc.edu; plylerk@email.unc.edu; pmangum@email.unc.edu; Pat Myers <pmyers@uncaa.unc.edu>; pound33@email.unc.edu; Pete Watson <pwatson@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; rafiee@email.unc.edu; rastivo@email.unc.edu; raudenbu@email.unc.edu; rcrabb@email.unc.edu; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; rmlynch@email.unc.edu; ruscoe@email.unc.edu; sashag@email.unc.edu; Stephen Frazier Wong <sawong@uncaa.unc.edu>; sbcooper@email.unc.edu; sbeamon@email.unc.edu; sbleke@email.unc.edu; scodonne@email.unc.edu; sel@email.unc.edu; selist@email.unc.edu; setanner@email.unc.edu; sethb35@email.unc.edu; sfeather@email.unc.edu; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; shegog@email.unc.edu; shouston@unc.edu; Stephen Sisa <sisa@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; sllong@email.unc.edu; Sam Paul <spaul@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; stevenc@email.unc.edu; swhite1@email.unc.edu; Tyler Adams <tadams@uncaa.unc.edu>; tarkeel@email.unc.edu; tashalee@email.unc.edu; tbrill@email.unc.edu; tbrown19@email.unc.edu; tcmeyer@email.unc.edu; tcwood@email.unc.edu; tdmorton@email.unc.edu; Troy Douglas <tdouglas@uncaa.unc.edu>; tenpenny@email.unc.edu; texan@email.unc.edu; tfergusn@email.unc.edu; tgjurich@email.unc.edu; Trevor Chinn <tjchinn@uncaa.unc.edu>; tmpowell@email.unc.edu; Tommy Davis <tommyd@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; trjones@email.unc.edu; tsharrel@email.unc.edu; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; tzeller@email.unc.edu; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>; verplank@email.unc.edu; vleclere@email.unc.edu; walkerms@email.unc.edu; wilsoncp@email.unc.edu; wschuler@email.unc.edu; yaseka@email.unc.edu; zbrown@email.unc.edu; zhunter@email.unc.edu; zimms@email.unc.edu; zoeyr@email.unc.edu

Subject: Internship Opportunity for Women and Ethnic Minorities

Attach: TEXT.htm; ACC Internship 2011-12.doc; ACC Job Description - Futures Intern.pdf; Disney Job Description.doc; FOX Job Description.doc; Orange Bowl Job Description.doc; Sun Sports Digital Media Job Description.doc; Sun Sports Marketing Job Description.doc; Sun Sports Production Job Description.doc

Hello All:

Please read the attached flier for possible internship opportunities after graduation. The ACC Futures Program offers six internships to student-athletes from member institutions each academic year. To be eligible, you must complete all degree requirements and graduate in May 2012. The internship will begin the summer of 2012 and last 10 months with a $18,000 stipend. The internships are located in Greensboro, Orlando, Miami and Atlanta.

The ACC Futures Program offers internships in a variety of areas from productions, marketing, and event management. Please read the attached job descriptions and flier for more details regarding this opportunity.

If interested please send all requested material to Spencer Welborn by November 8, 2011.

Spencer B. Welborn
Academic Counselor
College of Arts & Sciences
Academic Support for Student-Athletes

Loudermilk Center for Excellence
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Chapel Hill, NC 27599.3107
919-843-2328 (w)
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welborn@uncaa.unc.edu

(mailto:welborn@uncaa.unc.edu)

ACC FUTURES INTERNSHIP

WHO: **WOMEN AND ETHNIC MINIORITIES**
WHAT: ACC FUTURES INTERNSHIP
WHEN: AUGUST 2012 – JUNE 2013
WHERE: GREENSBORO, NC: ORLANDO, FL: ATLANTA, GA: OR MIAMI, FL
STIPEND: $18,000 FOR 10-MONTH INTERNSHIP

THE ACC FUTURES INTERNSHIP PROGRAM

Atlantic Coast Conference, ESPN Wide World of Sports (formerly Disney), FedEx Orange Bowl, FSN South/SportSouth, Sun Sports/FSN Florida

PROGRAM DESCRIPTION

In August of 1995, the Atlantic Coast Conference joined with regional sports television networks Home Team Sports, now Comcast (Washington, DC), Sunshine Network (Orlando, FL), and FOX Sports Net South (Atlanta, GA) in a landmark six-year agreement to televise over 350 hours of special ACC programming annually. That agreement was renewed and expanded in 2001. Highlighting the yearly coverage is a live 22-game women's basketball package, 30-game men's basketball package, a live eight-game baseball package, overall coverage of 22 ACC Championship events, and the weekly ACC *Live* magazine highlight show. Cumulatively, the agreement provides the member institutions of the ACC the best broadcast of Olympic-sport television coverage in the country.

In November of 1997, the Atlantic Coast Conference and Disney's Wide World of Sports began their partnership when Disney hosted the 1997 ACC Men's Soccer Tournament. Disney has since hosted the 1998, 1999, and 2000 Baseball Blast, the 1998 ACC Outdoor Track and Field Championships, the 1998 ACC Women's Soccer Tournament, the 1999 ACC Volleyball Championship, and the 2001 ACC Spring Sports Festival.

As an additional aspect of the programming and event relationships, the five entities also committed to develop a special internship program for graduating minority student-athletes at Atlantic Coast Conference universities (currently only five). **Six interns will be selected each year**, with a start date of no earlier thanAugust 1. Two internships will consist of one year in the ACC Office in Greensboro, NC; one internship will consist of one year with FOX Sports Net South in Atlanta, GA; another internship will consist of one year with the Sunshine Network in Orlando, FL; and the final internship will consist of one year with Disney's Wide World of Sports in Orlando, FL. The intention of the programs is to provide the interns with a strong background in televised sports, athletics administration, or event management. The ultimate goal is to produce qualified candidates for employment in intercollegiate athletics, the television industry, or event management.

Selection of the six interns will be made by administrators from the Atlantic Coast Conference, Sunshine Network, FOX Sports Net South and Disney's Wide World of Sports.

CRITERIA

To be eligible for consideration, an applicant shall:

1. Be in good academic standing and scheduled to graduate by the conclusion of the spring semester of the current year. Special emphasis will be accorded by the Committee to outstanding overall academic achievement.

2. Have **lettered in a varsity sport** at his or her institution or **served as a student manager.**

3. Have declared his or her intention to enter into a career in athletics administration or television.

4. Have conducted himself/herself, both on and off the field, in a manner which brought credit to himself/herself, the institution, intercollegiate athletics, and the ideals and objectives of American higher education.

5. Interview in-person unless they receive prior approval from the conference office based on extenuating circumstances.

INTERESTED?

Please read the job descriptions of all available internships.

If you are interested in applying for the ACC Futures Internship Program, please send a resume and cover letter explaining your future plans to Spencer Welborn (welborn@uncaa.unc.edu) in the Academic Support Program by **November 8, 2011.**

In your cover letter, please indicate the following:

- Your future plans and how you feel the internship will better develop your skills
- Indicate the four internships that you are most interested and explain your ranking system of your choices.

All applicants will be reviewed and decided on by a group of administrators.

Send all Resumes/Cover Letters to:

Welborn@uncaa.unc.edu by November 8, 2011.

Atlantic Coast Conference

Championships Intern Responsibilities

- Assist the ACC Associate Commissioner and the Assistant Director of Championships in the planning and administration of 21 ACC Olympic Sports Championships (11 women's and 10 men's), in the following areas:

    - Preparing and updating championship manuals
    - Producing all neutral site credentials and parking passes
    - Coordinating site logistics such as hospitality, signage, awards and various other duties particular to each championship
    - Preparing officials and medical staff information
    - Communicating with host institutional personnel/neutral site staff
    - Summarizing and filing post-championship surveys
    - Organizing, sorting, packaging and delivering all Championship gifts
    - Assist with the planning and execution of marketing and promotional activities

- Prepare supplemental material for conference sport committee meetings, as well as produce and distribute minutes from these meetings. *(Please see attached, sample schedule of Committee Meetings from 2008-2009.)*
- Assist in the preparation of the Sport Committee Report and supplemental documents.
- Assist with the research, organization, and charting of information for future ACC Championship endeavors and projects.
- Serve as the primary ACC contact to various vendors of championship participant gifts and equipment (prepare charts with contact and shipping information).
- Provide championship and campus information for the official Atlantic Coast Conference website, www.theacc.com.
- Assist with the preparation of regular season policies and procedures guides.
- Update and maintain the Sportsmanship Incident Chart for all Olympic Sports.
- Extensive use of Microsoft Word (charts, memorandums, calendars), Microsoft Excel (budget projects), Microsoft PowerPoint (presentations), Internet Explorer (research) and Adobe InDesign and Acrobat (manuals).
- Travel to all Olympic Sport championships and assist in various capacities. *(Please see the attached, sample Championship schedule from 2008-2009.)*
- Package necessary equipment and signage for use at the Championships.
- Oversee inventory of championship equipment.
- Various other duties as assigned by the Championships department.

2009-2010 ACC CHAMPIONSHIPS

Men's and Women's Cross Country	NC State University (WakeMed Soccer Park-Cary, NC)	October 31, 2009
Women's Soccer	WakeMed Soccer Park (Cary, NC)	November 4, 6, & 8, 2009
Field Hockey	University of Virginia	November 5, 6 & 8, 2009
Men's Soccer	WakeMed Soccer Park (Cary, NC)	November 10, 11, 13 & 15, 2009
Football	Raymond James Stadium (Tampa, FL)	December 5, 2009
Women's Swimming and Diving and Men's Diving	University of North Carolina Platform Diving – Duke University	February 17-20, 2010
Men's Swimming	University of North Carolina	February 24 – 27, 2010
Men's and Women's Indoor Track	Virginia Polytechnic Institute & State University	February 25 – 27, 2010
Women's Basketball	Greensboro Coliseum Complex	March 4-7, 2010
Wrestling	NC State University *(tentative)*	March 6, 2010
Men's Basketball	Greensboro Coliseum Complex	March 11-14, 2010
Women's Golf	Sedgefield Country Club (Greensboro, NC)	April 16-18, 2010
Men's and Women's Outdoor Track and Field	Clemson University	April 15-17, 2010
Men's and Women's Tennis	Cary Tennis Center (Cary, NC)	April 22-25, 2010
Men's Golf	The Old North State Club, Uwharrie Point (New London, NC)	April 23-25, 2010
Rowing	Lake Hartwell (Hosted by Clemson University)	April 24, 2010
Women's Lacrosse	University of Maryland	April 22, 23 & 25, 2010
Men's Lacrosse	University of Maryland	April 23 & 25, 2010
Softball	Virginia Polytechnic Institute and State University	May 14-16, 2010
Baseball	NewBridge Bank Park Greensboro, NC	May 26-30, 2010

2009-2010 SPORT COMMITTEES CONFERENCE CALLS
(Chronological)

Committee On	Location	Conference Call Date	Time
Wrestling	Library/Conference Call	Thursday, September 3, 2009	9:00 a.m. – 2:00 p.m.
Men's & Women's Swimming & Diving	Library/Conference Call	Tuesday, September 8, 2009	9:00 a.m. – 2:00 p.m.
Softball	Library/Conference Call	Wednesday, September 9, 2009	9:00 a.m. – 2:00 p.m.
Baseball	Library/Conference Call	Thursday, September 10, 2009	9:00 a.m. – 2:00 p.m.
Men's & Women's Track & Cross Country	Library/Conference Call	Wednesday, September 16, 2009	9:00 a.m. – 2:00 p.m.
Women's Lacrosse	Library/Conference Call	Monday, September 21, 2009	9:00 a.m. – 2:00 p.m.
Men's Lacrosse	Library/Conference Call	Tuesday, September 22, 2009	9:00 a.m. – 2:00 p.m.
Women's Golf	Library/Conference Call	Wednesday, October 14, 2009	10:00 a.m. – 2:00 p.m.
Field Hockey	Library/Conference Call	Tuesday, December 8, 2009	9:00 a.m. – 2:00 p.m.
Women's Tennis	Library/Conference Call	Tuesday, December 15, 2009	9:00 a.m. – 2:00 p.m.
Men's Tennis	Library/Conference Call	Wednesday, December 16, 2009	9:00 a.m. – 2:00 p.m.
Women's Soccer	Library/Conference Call	Tuesday, January 5, 2010	9:00 a.m. – 2:00 p.m.
Men's Golf	Library/Conference Call	Tuesday, January 12, 2010	10:00 a.m. – 2:00 p.m.
Women's Rowing	Library/Conference Call	Wednesday, January 13, 2010	10:00 a.m. – 2:00 p.m.
Women's Volleyball	Library/Conference Call	Wednesday, January 20, 2010	9:00 a.m. – 2:00 p.m.
Men's Soccer	Library/Conference Call	Tuesday, January 26, 2010	9:00 a.m. – 2:00 p.m.

Disney Sports Job Description

Program Overview

Disney Sports Graduate Internship Program Overview
Established in 1996, the Disney Sports Graduate Internship Program provides an inclusive environment for graduate students, which centers on a variety of business practices in operating a sports complex. Supplementing their classroom studies, the twelve month internship provides a wide variety of practical learning and experiences.

Disney Sports Attractions, Inc. and its affiliates have numerous responsibilities that contribute to the success of their athletic events. Responsibilities include: programming, event management, marketing, merchandise, sponsorship, and facility operations at *ESPN Wide World of Sports*® Complex, as well as business planning and development for future growth of the complex and the sports business at the *WALT DISNEY WORLD*® Resort.

This environment provides the perfect laboratory for students in all aspects of sports to receive an integrated learning and working experience. No other location provides the diversity and magnitude of possibilities.

Eligibility Requirements

- Grade point average of at least 3.0
- Community involvement, volunteerism, and relevant experience
- Students will be selected based upon the recommendation of their college or university and personal interviews with representatives of Disney Sports.

Number of Positions Available
Each year Disney Sports will select thirty-five to forty interns for a period of 12 months.

Evaluations
We do not provide written evaluations from Disney Sports, however, we will complete any evaluations the school requires to be completed. If exams are part of a student's graduate requirements, proctoring is available through the Intern Program Manager.

Objectives

The goals of the Disney Sports Intern Program are to provide an inclusive environment for graduate students and special program students from across the country and the world to supplement their classroom studies with a wide variety of practical learning and working experiences. Disney Sports will work with colleges and universities to choose students based on established criteria and approved by the college.

Disney Sports Graduate Internship Program Curriculum

The ultimate goal of the program is to position the student as a top "draft pick" in the job market. After they have acquired the knowledge at their college or university, we will provide an environment for them to obtain real world experience.

Technical – Learning Component

The Disney Sports Graduate Intern Program will allow the student to learn from professionals in a real-world, work environment by partnering the student with professionals in the chosen disciplines who will serve as their mentor and teacher. The program will also include the educational component of classroom learning, group sharing, and on the job learning/training.

Leadership-Learning Component
Students will attend classroom-learning presentations once a month. Some presentations may be specifically tailored to the students, while others may be part of a combined learning program for all Disney Sports staff members.

The Disney Sports Graduate Internship program is designed as a twelve month sports management training program, with specific areas of focus for each quarter.

Quarter 1: Getting to know our world; focus on understanding the Disney Company and Disney Sports
Quarter 2: Exploring our world, refining skills & self discovery; focus on Sports Management
Quarter 3: Resume, networking & interviewing skills; focus on completing project work, building relationships
Quarter 4: Job opportunities, interviewing, & project work; focus on continued project and event work and job opportunities

The ACC Intern interviews are specifically being recruited for our Sports Event Management Team and Disney Created Sales Team. The following are the position descriptions:

Sports Event Management

- The intern will be mentored by the Sports Event Managers on the Disney Created Team, which creates, owns, and operates sporting events at *Disney's Wide World of Sports™* complex. They will learn the types of information the Sales Manager collects to determine the value of events, including the importance of both event profitability and strategic considerations, and observe event contract negotiations. The intern will be provided the opportunity to actively participate in the decision making process by assisting the Sports Event Manager in the following areas:
    - Researching existing events, gathering information on event history, merchandise sales, marketing tools, hotel forecasting, and sponsorship opportunities.
    - Conducting venue analysis and preparing logistics plans.
    - Assisting in event budget preparation and reconciliation.

- The intern will also be given the opportunity to observe and participate in the planning, organizing and managing of a variety of events in different sports at Disney Wide World of Sports Complex. The intern will be encouraged to fully participate in the management of events by assisting the Sports Events Managers in the following areas:
    - Interfacing with Facility Management and other Walt Disney World departments to insure that all requirements of the event are met.
    - Participate in client site visits and event itineraries.
    - Plan, implement, and execute events -- including setup, registration, guest communication, equipment inventory/ordering, labor planning, and post event recaps.
    - Hands on guest and client interaction in a high paced atmosphere.

Candidate should be detail oriented, able to multitask, willing to learn & go the extra mile, energetic, and take ownership of a project from start to finish.

Disney Created Sales

Intern(s) must have a passion for sports, prior playing and coaching experience is recommended but not a necessity. Intern(s) must be able to take initiative, be energetic, have a strong work ethic, be outgoing and be able to communicate with guests, staff, coaches and respective leader.

Sales Interns:

- Good knowledge of Field Sports including Soccer, Field Hockey, Lacrosse and Football.
- Have excellent computer skills including Excel, Word, PowerPoint, etc.
- Have financial experience with "Profit and Loss (P&L) statements.
- Be able to communicate via phone in a professional manner.

Generally, the intern will have the opportunity to observe the dynamics of choosing appropriate events for *ESPN's Wide World of Sports*® Complex. They will learn the types of information the Sales Manager collects to determine the value of events, including the importance of both event profitability and strategic considerations, and observe event contract negotiations. All interns will be provided the opportunity to actively participate in the decision making process by assisting the Sports Event Manager in the following areas:

- Researching existing events, gathering information on event history, merchandise sales, and sponsorship opportunities.
- Determine, based on event history, numbers, types and rate categories of hotel rooms to forecast for each event.
- Developing marketing plans and event itineraries.
- Conducting venue analysis and preparing logistics plans.
- Assisting in event budget preparation.

CABLE NETWORKS

POSITION DESCRIPTION

TITLE	JOB TYPE #	GRADE
ACC Futures Intern		

DEPT. NAME	JOB GROUP	PAY FREQ.	PAY CLASS	EEO / FLSA
Production				

DIVISION	COMPANY	LOCATION
	Fox Sports Net-South	Atlanta

EFF. DATE	REVISED DATE	DIV. APPROVAL	H.R. APPROVAL
	3/30/06		

Position Summary - Summarize the job in three sentences or less, defining the type of supervision (minimal, general, close) the position has/will have.

- Gain valuable, working knowledge of FSN South, the nation's largest sports regional sports network and SportSouth.
- Specifically, learn the process in the production of ACC All Access, the weekly sports magazine show focused on the stories of the student athletes in the ACC. Editing of videotape, non-linear editing and writing for TV are job functions.
- During College Basketball season, duties include working with outside vendors, freelance producers, and other networks to trade video melt reels, make dubs, and provide support to remote productions.
- Assist in other productions, events, pre-game shows, specials and news, as assigned.
- General supervision by the supervising Producer of ACC All Access, with close supervision by show's Line Producer and Associate Producers
- Time spent in all other functional units within the business including Programming, Promotions, Public Relations, National Ad Sales, Local Ad Sales, Affiliate Sales, Marketing, and Administration.

Reports to: Producer

Position Scope – The following describes the responsibility or impact of this position in terms of employees supervised, annual budget, and/or potential company revenue (i.e.: sales, scheduling/programming, investing, marketing, new business, etc.).

Number and title of employee(s) position supervises: [x] Non-exempt: _____
[ ] Exempt: _____ [ ] Supv./Mgr./Dir.: _____
Budget amount responsible for: _____
Potential negative financial impact of decision making: _____
Potential revenue and source: _____
Other: The position is paid by the ACC office.

Essential Functions – The following is a list of duties and responsibilities that are required of this position, that answer the question "Why does this position exist?". Other duties may be assigned. A job classification does not and cannot state all the tasks and duties required of an employee for any given job.

	% of time spent	Listed in order of importance:
1.	*80%*	Assist in the production of ACC Programming (ACC All Access & College Basketball Previews)
2.	*10%*	Work with other departments, as an observer.
3.	*5%*	Participate in remote productions, as assigned.
4.	*5%*	Participate in meetings and conference calls related to productions, as required.

TITLE				JOB TYPE #	GRADE
ACC Futures Intern					
DEPT. NAME	JOB GROUP	PAY FREQ.	PAY CLASS	EEO / FLSA	
Production					
DIVISION	COMPANY		LOCATION		
	Fox Sports Net-South		Atlanta		
EFF. DATE	REVISED DATE	DIV. APPROVAL		H.R. APPROVAL	
	3/30/06				

Other Duties (secondary, or non-essential):

- Work with associate producers and outside sources for trade and footage acquisition.
- Log all acquired footage. Tape dubbing, as assigned. Other duties, as assigned.

Qualification Requirements - To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required to satisfactorily perform each essential duty.

Education / Experience - 4-year degree preferred, in Communications, Broadcasting or Radio/TV/Film, or quivalent work experience. Some experience in show production and/or technical operations.

Language / Communication - Excellent written and verbal communication skills needed

Mathematical Skills -

Reasoning Skills -

Other Skills / Requirements –

- Strong organizational skills
- Ability to work without supervision and under pressure
- Computer software: Windows 95, Microsoft Word, Excel, and Outlook
- Creative ability to perform job efficiently and effectively.
- Some familiarity with studio production and remote production facilities.

Physical Demands - The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally = one-third or less; frequently = one-third to two-thirds; regularly = more than two-thirds time spent.

- Frequently required use of hands and fingers to write, manipulate telephone and computer keyboard. Regularly required to hear, talk and use close vision. Occasionally required to bend and lift up to 30 pounds. Must be able to drive a car. Must be willing to travel often and attend live sports events.

Typical tools, equipment and materials utilized:

- Computer, telephone, printer, calculator, copier, and fax machine. Full use of production equipment, Beta SP or Non linear edit facilities and inner workings of remote production facilities.

Work Environment – The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

- This position works primarily in the office and sometimes in the field at live sports venues.

JOB DESCRIPTION

POSITION: ACC ASSISTANTSHIP
DEPARTMENT: Community Relations, Events, Business Office
REPORTS TO: Various – See schedule below
STATUS: Temporary

SUMMARY: This position provides expert support to the Orange Bowl Committee Staff by assisting with the various elements of its Festival, Community and Game Events as well as general office operations.

July 18, 2012 – September 30, 2012

DEPARTMENT: COMMUNITY RELATIONS
REPORTS TO: DIRECTOR OF COMMUNITY RELATIONS

ESSENTIAL FUNCTIONS:

WORK IN CONJUNCTION WITH THE COMMUNITY RELATIONS AND EVENTS DEPARTMENTS ON THE FOLLOWING:

Orange Bowl YFA Cheer & Dance Championships

- Assist with the coordination between OBC departments including media, marketing, merchandising, sales, ticket operations, business and executive.
- Assist with the Production of event manual & script with marketing department.
- Assist with the coordination with facility to provide housekeeping, security and event staffing.
- Assist with the management of all logistical needs including but not limited to entertainment, décor, audio/visual, gifts, etc.
- Assist with the production, installation, dismantle and inventory of event signage and decor.

Orange Bowl YFA Football Championships

- Assist with the coordination between OBC departments including media, marketing, merchandising, sales, ticket operations, business and executive.
- Assist with the Production of event manual & script with marketing department.
- Assist with the coordination with facility to provide housekeeping, security and event staffing.
- Assist with the management of all logistical needs including but not limited to entertainment, décor, audio/visual, gifts, etc.
- Responsible for the production, installation, dismantle and inventory of event signage and decor.

ASSIST THE COMMUNITY OUTREACH DEPARTMENT WITH THE FOLLOWING:

OBYFA

- Participation in OBYFA park of the week
- Attend necessary meetings in reference to operations of Alliance for OBYFA Cheer & Dance Competition and OBYFA Championships, including YFA meetings and individual league football and cheerleading meetings.
- Serve as the secondary operational contact for the OBYFA Cheer & Dance Competition & OBYFA Championships

General

- Assist with the administrative components of the Youth Sports Grant program
- Assist with the administration of various Orange Bowl sponsored scholarship programs
- Assist in the coordination of Orange Bowl community service activities
- Work with the Marketing & Promotions department in executing the administrative and logistical elements of the Orange Bowl Creative Art Contest
- Must be able to work weekdays and weekends

October 3, 2012 – January 27, 2013

DEPARTMENT: EVENTS
REPORTS TO: DIRECTOR OF EVENTS AND TEAM OPERATIONS

ESSENTIAL FUNCTIONS:

WORK IN CONJUNCTION WITH THE COMMUNITY RELATIONS AND EVENTS DEPARTMENTS ON THE FOLLOWING YOUTH SPORTS EVENTS:

Orange Bowl YFA Cheer & Dance Championships

- Assist with the coordination between OBC departments including media, marketing, merchandising, sales, ticket operations, business and executive.
- Assist with the Production of event manual & script with marketing department.
- Assist with the coordination with facility to provide housekeeping, security and event staffing.
- Assist with the management of all logistical needs including but not limited to entertainment, décor, audio/visual, gifts, etc.
- Assist with the production, installation, dismantle and inventory of event signage and decor.

Orange Bowl YFA Football Championships

- Assist with the coordination between OBC departments including media, marketing, merchandising, sales, ticket operations, business and executive.
- Assist with the Production of event manual & script with marketing department.

- Assist with the coordination with facility to provide housekeeping, security and event staffing.
- Assist with the management of all logistical needs including but not limited to entertainment, décor, audio/visual, gifts, etc.
- Responsible for the production, installation, dismantle and inventory of event signage and decor.

ASSIST THE EVENTS DEPARTMENT WITH THE FOLLOWING:

Orange Bowl Rhapsody

- Assist with the coordination and communication associated with the event.
- Produce event manual.
- Assist with the management of all logistical needs including but not limited to entertainment, catering, décor, signage, audio/visual, gifts, etc.
- Support Director of Events and Team Operations in communications with the Orange Bowl Rhapsody committee.

Game Day Fan Zone

- Assist with the overall management of event day logistics.
- Assist with coordination between OBC departments including media, marketing, merchandising, sales, ticket operations, business and executive.
- Produce event manual
- Assist with coordination with facility to provide housekeeping, security and event staffing.
- Supervise relationship with consumable concessions vendor.
- Assist with coordination of staging and audio/visual elements.
- Assist with securing and managing vendors for tent construction, power and sanitation.
- Coordinate with vendors the application and approval process for appropriate permits.
- Assist with coordination of ancillary entertainment and interactive games.
- Assist with the production, installation, dismantle and inventory of event signage and decor.
- Assist with coordination of installation and dismantle of fencing and windscreen.
- Assist with the coordination of participating teams' alumni the potential use of tailgate area for hospitality events.

Hospitality Tents

- Assist with coordination of logistical needs associated with Hospitality Tents.
- Assist with coordination of facility to provide housekeeping, security and event staffing.
- Assist in managing all logistical needs including but not limited to entertainment, catering, décor, audio/visual, gifts, room layout, etc.
- Assist with securing and managing vendors for tent construction, power and sanitation.
- Coordinate with vendors the application and approval process for appropriate permits.
- Assist with the production, installation, dismantle and inventory of event signage and decor.
- Assist with coordination of installation and dismantle of fencing and windscreen.

January 30, 2013 – MAY 31, 2013

DEPARTMENT: BUSINESS OFFICE
REPORTS TO: CONTROLLER

Responsibilities:

- Enter and Process Purchase Orders and Invoices
- Assist with the Processing or Expense Reports
- Backup Receptionist
- Deliver Bank Deposits Daily
- Maintain Certificates of Insurance
- Scanning & Filing of Contracts, Payments, etc.
- Additional Errands as Necessary
- Assist with Miscellaneous Building Related Tasks
- Copying, Faxing & Mailing

General:

- Assist staff with the research, presentation and management of annual plans, budgets and purchase.
- Responsible for the administration of agreements and budget for each assigned event.
- Assist with the development, presentation and management of event staffing plans.
- Development, presentation and management of event operational task lists.
- Coordination of event meetings (both internally and externally) including but not limited to:
  - ⇒ Scheduling
  - ⇒ Agendas
  - ⇒ Minutes
- Other tasks as assigned
- Representation at various South Florida business functions as directed.

Qualifications:

- Strong record of event achievement.
- Highly organized and demonstrated attention to detail.
- Excellent communications and interpersonal skills. Proofreading skills required.
- Proficiency in MS Outlook, Word, Excel and PowerPoint. Photoshop and Publisher a plus.
- Ability to work evenings and weekends.

Note:

- Must be willing to work 40+ hours a week.

FOXSportsFlorida.com Digital Media Internship

Number of Positions Available: 1
Location: Ft. Lauderdale, FL

Company Overview

Sun Sports and FOX Sports Florida, part of Fox Sports, are regional networks that produce over 1000 live events per calendar year serving fans primarily in the state of Florida. Offering one of the most comprehensive regional sports TV schedules in the country, Sun Sports and FOX Sports Florida are home to Miami HEAT and Orlando Magic basketball, Florida Marlins and Tampa Bay Rays baseball, and Tampa Bay Lightning and Florida Panthers hockey, as well as, multi-sport coverage featuring the University of Florida and Florida State University.

FOXSportsFlorida.com is the web site servicing the networks, as well as the regional outlet for FOXSports.com.

This coveted internship provides an excellent environment for student-athletes to receive hands-on working experience in the sports/digital media industry.

Job Description

- Work in conjunction with the Digital Content Manager to create and implement an effective web strategy for FOXSportsFlorida.com.
- Communicate our weekly schedule of events with our support staffs in Houston and Los Angeles.
- Monitor news wires and post relevant stories for our teams.
- Edit/post/write original content for the site.
- Edit photographs and create graphics for use in our news stories.
- Create, upload, and program marketing elements for the site.
- Moderate live chats with regional talent and athletes.
- Assist the production department with creating web exclusive content.
- Meet with members of marketing, production, public relations, and sales in order to organize their contributions for the site.

Requirements

- Excellent written communication skills are essential. Journalism experience preferred.
- Good organizational and project management skills are needed.
- Must possess a working knowledge of sports including college football/basketball, MLB, NBA and NHL.
- Knowledge of Microsoft Office applications, including Word, Excel, and Outlook is necessary.
- Knowledge of Photoshop is preferred.
- Must have the ability to multi-task and work in a fast paced environment.

FOX Sports Florida / Sun Sports Florida Marketing Internship

Number of Positions Available: 1
Location: Ft Lauderdale, FL

Company Overview

FOX Sports Florida and **Sun Sports**, part of Fox Sports, are regional networks that produce over 1000 live events per calendar year serving fans primarily in the state of Florida. Offering one of the most comprehensive regional sports TV schedules in the country, **FOX Sports Florida** and **Sun Sports** are home to Miami HEAT and Orlando Magic basketball, Florida Marlins and Tampa Bay Rays baseball, and Tampa Bay Lightning and Florida Panthers hockey, as well as, multi-sport coverage featuring the University of Florida and Florida State University.

This coveted internship provides an excellent environment for students-athletes interested in all aspects of sports television to receive hands-on working experience in the industry, while making numerous contacts via networking opportunities with the college administrators plus executives in the MLB, NBA and NHL.

Job Description

- Working in conjunction with the Director of Marketing/Creative Services and the Marketing Manager on a marketing plan to promote both network brands and programming statewide.
- Implementing marketing commitments/elements of professional and collegiate broadcasting/marketing contracts with the HEAT, Magic, Lightning, Panthers, Marlins, Rays, UF and FSU to best position our brands and objectives with our properties including, but not limited to, promotions, presenting game sponsors, signage, special event marketing, on-site activations, promo spot production, joint merchandise opportunities, integrated sales efforts, client functions and community outreach.
- Conceptualize, compose, produce and edit specialty on-air promotions, radio spots, cross promotional materials, contest spots, client commercials, integrated sales marketing promotions and PSAs plus promote network programming through live reads, squeeze backs, elevators and lower thirds.
- Produce and execute promotional spots and/or commercials in conjunction with college and professional properties for branding, charities, and tune in messaging purposes.
- Managing event marketing. Ordering premium items for all network departments; schedule special events and receptions; and coordinate talent appearances.
- Work in conjunction with Affiliate Sales to present promotions and unique marketing opportunities to all cable and satellite systems in the state including bright house networks, Comcast and Direct TV.
- Assists in driving, compiling, and researching ratings for live sports events plus all existing original programming via network promotion, brand management, event marketing, on-air elements, spot production and web site exposure.
- Spearhead street and grass roots on-site marketing at FSU and UF football/basketball games plus NBA, NHL, MLB playoff games if necessary.

Requirements

- Good oral and written communication skills are needed.
- Good organizational and project management skills are needed.
- Knowledge of Microsoft Office applications, including Word, Excel, Powerpoint and Outlook is necessary. Knowledge of Photoshop is preferred.
- A working knowledge of sports including college football/basketball, MLB, NBA and NHL.
- The ability to multi-task and work in a fast paced environment is essential.

Production Internship

Number of Positions Available: 1
Location: Orlando, FL

Internship Overview

The intern will be involved in all aspects of planning, production, and daily operations for original programs airing on Sun Sports & FS Florida. The networks' production department creates a wide variety of programming, ranging from live professional and college game coverage, pregame and postgame coverage, and original magazine/profile style shows.

The intern's duties will include:

- Assist in show production -- log interviews and highlights, acquire b-roll video & pictures to support storylines, select music, etc.
- Coordinate production of weekly CFB game teases
- Assist in field production; work with feature producers and camera operators on event coverage and interviews
- Assist in content development, video shoots & edits of video content for company website & Social Media sites
- Participate in weekly planning meetings to coordinate ENG shoots & edits
- Regularly pitch content and segment ideas; help determine questioning and content for planned interviews, features, and shows
- Assist in writing and editing process, music cue reports & organization of tape & music libraries

The intern will also be given opportunities to observe and participate in various live sporting event production.

Company Overview

Sun Sports and **FSN Florida**, part of Fox Sports Net, are two regional sports networks serving fans primarily in the state of Florida. Offering one of the most comprehensive regional sports TV schedules in the country, **FS Florida** and **Sun Sports** are home to NBA's Miami HEAT and Orlando Magic, MLB's Florida Marlins and Tampa Bay Rays baseball, and NHL's Tampa Bay Lightning and Florida Panthers hockey, as well as multi-sport coverage featuring the Florida State University and University of Florida.

Sun Sports and FSN Florida also produce a variety of original programming to support our affiliated teams, "Inside the HEAT," "Inside the Lightning", "Inside the Magic," "Inside the Panthers" & "Inside the Rays" shows, which have garnered multiple Emmy awards.

This environment provides an excellent opportunity for students interested all aspects of sports television to receive hands-on working experience in the industry. The two networks produce over 1000 live events per calendar year.

Qualifications

Sun Sports/FS Florida aims to provide a positive environment for students to supplement their education with hands-on working experience in the television industry. This experience will prepare interns for a future career in sports television. Sun Sports / FS Florida works actively with colleges to ensure applicants meet necessary criteria set forth by the student's university.

Student Guidelines

Students will be selected for the internship based on an interview with a representative of Sun Sports / FSN Florida, letters of recommendation, and the student's passion and interest in starting a career in sports television. Our goal is for interns to learn through active participation in the television production process.

From: Dan Hooker <dhooker@uncaa.unc.edu>

Sent: Tuesday, March 20, 2012 5:35 PM

To: Andrew Calder <acalder@uncaa.unc.edu>; Andrew Dubs <adubs@uncaa.unc.edu>; Andrew DiBitetto <afdibite@uncaa.unc.edu>; A.J. Grant <ajgrant@uncaa.unc.edu>; Anson Dorrance <anson@uncaa.unc.edu>; Sara Anundsen <anundsen@uncaa.unc.edu>; -Asst Head Coaches <-Asst Head Coaches@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Brie Tyler <bfarley@uncaa.unc.edu>; Boo Gillette <bgillet@uncaa.unc.edu>; Brian Kalbas <bkalbas@uncaa.unc.edu>; Blake Anderson <blakeand@uncaa.unc.edu>; Bill Palladino <bpalladino@uncaa.unc.edu>; Joe Breschi <breschi@uncaa.unc.edu>; Guy Cathro <cathro@uncaa.unc.edu>; C D Mock <cd@uncaa.unc.edu>; Chris Feifs <cfeifs@uncaa.unc.edu>; Christy Garth <cgarth@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Chris Kapilovic <ckap@uncaa.unc.edu>; C B McGrath <cmcgrath@uncaa.unc.edu>; Jennifer Cook <cookjr@uncaa.unc.edu>; Dennis Craddock <craddock@uncaa.unc.edu>; Carlos Somoano <csomoano@uncaa.unc.edu>; Dave Arendas <darendas@uncaa.unc.edu>; Davian Clarke <dclarke@uncaa.unc.edu>; Derek Galvin <derekg@uncaa.unc.edu>; Dan Disch <disch@uncaa.unc.edu>; Donna Papa <djp@uncaa.unc.edu>; David Duggan <dtduggan@uncaa.unc.edu>; Chris Ducar <ducar@uncaa.unc.edu>; Eric Hoots <ehoots@uncaa.unc.edu>; Eric Stefanski <estefanski@uncaa.unc.edu>; Gunter Brewer <gbrew@uncaa.unc.edu>; Grant Fulton <gfulton@uncaa.unc.edu>; Grant Porter <gtporter@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; -Head Coaches <-Head Coaches@uncaa.unc.edu>; Jan Mann <janmann@uncaa.unc.edu>; Jason Beaulieu <jbeaulie@uncaa.unc.edu>; Matt Jednak <jednak@uncaa.unc.edu>; Jerod Haase <jhaase@uncaa.unc.edu>; Joe Holladay <jholladay@uncaa.unc.edu>; Josh Langley <jlangley@uncaa.unc.edu>; Jeff Negalha <jnegalha@uncaa.unc.edu>; Jason Onyebuagu <jonye@uncaa.unc.edu>; Joe Sagula <jsagula@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; Josh Webb <jwebb@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Karen Shelton <kcs@uncaa.unc.edu>; Vic Koenning <koenning@uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>; Larry Fedora <lfedora@uncaa.unc.edu>; Andrew Sapp <masapp@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Mike Fox <mfox@uncaa.unc.edu>; Mick Hokanson <mhokanso@uncaa.unc.edu>; Mike Litzinger <mlitzinger@uncaa.unc.edu>; Tom Sander <pacman@uncaa.unc.edu>; Phil Barnes <pbarnes@uncaa.unc.edu>; Patricia Earley <pearley@uncaa.unc.edu>; Pat Myers <pmyers@uncaa.unc.edu>; Eve Rackham <rackham@uncaa.unc.edu>; Rich DeSelm <richdeselm@uncaa.unc.edu>; Ron Miller <rmiller@uncaa.unc.edu>; Stephen Frazier Wong <sawong@uncaa.unc.edu>; Scott Forbes <sforbes@uncaa.unc.edu>; Sylvia Hatchell <shatchell@uncaa.unc.edu>; Scott Jackson <sjackson@uncaa.unc.edu>; Sarah Haney <skhaney@uncaa.unc.edu>; Sam Paul <spaul@uncaa.unc.edu>; Sean Quinn <squinn23@uncaa.unc.edu>; Steve Robinson <srobo@uncaa.unc.edu>; Tyler Adams <tadams@uncaa.unc.edu>; Trevor Chinn <tjchinn@uncaa.unc.edu>; Tommy Davis <tommyd@uncaa.unc.edu>; Tripp Phillips <tphillips@uncaa.unc.edu>; Trisha Stafford-Odom <tsodom@uncaa.unc.edu>; Tracey Williams <twilliams@uncaa.unc.edu>; Kevin Lawrence <uncdiving@uncaa.unc.edu>; Jenny Levy <uncwlax@uncaa.unc.edu>; Walt Bell <wbell@uncaa.unc.edu>

Subject: Fwd: Urineformed: Drug Free Sport's Tip of the Month

Attach: TEXT.htm; IMAGE.gif; IMAGE.jpg; IMAGE.gif_1; IMAGE.gif_2; Dan Hooker.vcf

---

Coaches,

Remind your athletes that we do test for these substances, our testing company continues to develop new test to test for more and more of these products. There is no safe legal alternative. Thanks, Dan

Associate Director of Sports Medicine
University of North Carolina
Chapel Hill, NC 27599
dhooker@uncaa.unc.edu
919 966-1384
>>> "Kathy Turpin" <kturpin@drugfreesport.com> 3/20/2012 4:45 PM >>>

To receive email from Kathy Turpin,
add kturpin@drugfreesport.com to your safe sender list.
View as Web Page (http://www.mynewsletterbuilder.com/tools/refer.php?s=5840328879&u=26065773&v=3&key=c882&skey=8486fc1ebf&url=http%3A%2F%2Fwww.mynewsletterbuilder.com%2Femail%2Fnewsletter%2F1411240717%3Futm_medium%3Demail%26utm_source%3DMyNewsletterBuilder%26utm_content%3D%23subscriber_id%23%26utm_campaign%3DUrineformed%2BDrug%2BFree%2BSports%2BTip%2Bof%2Bthe%2BMonth%2B1411240717%26utm_term%3DView%2Bas%2BWeb%2BPage)

(http://www.mynewsletterbuilder.com/tools/refer.php?s=5840328879&u=26065775&v=3&key=9d38&skey=8486fc1ebf&url=http%3A%2F%2Fwww.drugfreesport.com)

Are Your Athletes Well-Informed Regarding the Dangers and Legalities of Synthetic Drugs?

Spring has arrived! Hopefully you have successfully managed to Spring Forward, are enjoying all the March Madness that this time of year brings in intercollegiate athletics and feel confident that your student-athletes have or will experience a safe and enjoyable Spring Break. Unfortunately, it is a time of year we often hear from institutional clients about the increase in drug-related incidents among their student-athlete population. Many of these incidents are now involving the dangerous and common illegal designer street drug, K2. We want to ensure you have the most up-to-date information on the legality of this drug.

About one year ago the United States Department of Drug Enforcement Administration (DEA) made synthetic marijuana (commonly known as K2) illegal in all 50 states. As of March 1, 2012, the DEA extended the emergency ban for another 6 months because this designer drug continues to pose an imminent threat to public safety. Read here (http://www.mynewsletterbuilder.com/tools/refer.php?s=5840328879&u=26065777&v=3&key=02cf&skey=8486fc1ebf&url=http%3A%2F%2Fwww.justice.gov%2Fdea%2Fextension_of_temporary_placement_of_5_synthetic_cannabinoids_into_schedule1.pdf). In addition, it remains on the NCAA Banned Drug Classes List under the Street Drugs classification.

Even though synthetic marijuana is illegal, manufacturers are still spraying chemicals on plant material marked as "herbal incense," and are selling their product on the Internet and in retail outlets as a "legal" alternative to marijuana. In addition to K2, some of the brand names for synthetic marijuana include Spice, Blaze & Red X Dawn. Institutions must be aware of these messages and the possibility that student-athletes may be using synthetic drugs to avoid testing positive for marijuana. A testing panel that only includes marijuana (THC) will not detect K2.

The dangerous effects of these products are still being reported and seen by poison control centers, hospitals and law enforcement agencies across the US. According to Dr. David Kuntz, Executive Director of Analytical Toxicology at Clinical Reference Laboratory (CRL), some synthetic compounds have been known to be hundreds of times more potent than marijuana, with effects lasting for several hours to several days (Laboratory Testing of K2, Bath Salts, and Other Synthetic Drugs, Webinar presented February 8, 2012). Users are experiencing anxiety, elevated blood pressure, tachycardia, hallucinations, seizures, unconsciousness, tremors and numbness. Suicides and other use-related fatalities have been reported.

The DEA reports that this designer drug has become increasingly popular among teens and young adults. Results from the 2011 Monitoring the Future survey of high school students report 1 in 9 high school seniors (11.4%) reported having used synthetic marijuana in the past year second only to marijuana (Johnston et al, 2012). Read here (http://www.mynewsletterbuilder.com/tools/refer.php?s=5840328879&u=26065779&v=3&key=0221&skey=8486fc1ebf&url=http%3A%2F%2Fmonitoringthefuture.org%2F).

If your athletic department would like to know more about synthetic marijuana and other designer drugs, feel free to contact Drug Free Sport. If your institution is interested in testing for synthetic marijuana, we can help. Currently CRL is testing for the most common synthetic compounds and we are seeing a significant number of positives.

Now Urineformed!

If interested in an educational session for your staff and student-athletes this spring (prior to their departure for the summer), please contact us to schedule one of our expert speakers!

Kathy J. Turpin, Ph.D.
Director of Collegiate Drug Testing

kturpin@drugfreesport.com
816-474-8655 Ext. 128

Questions about dietary supplements?

Who do your student-athletes turn to when they have questions about the safety of dietary supplements? The internet? A local nutrition store?

For NCAA member institutions, our Resource Exchange Center (REC) is here 24/7 to provide accurate and reliable information on dietary supplements. Remind your student-athletes to contact the REC when they need information on dietary supplements and banned substances.

Hotline: 1-877-202-0769
REC Website: www.drugfreesport.com/rec (http://www.mynewsletterbuilder.com/tools/refer.php?s=5840328879&u=26065781&v=3&key=49f0&skey=8486fc1ebf&url=http%3A%2F%2Fwww.drugfreesport.com%2Frec)

The National Center for Drug Free Sport, Inc. □ 2537 Madison Ave. □ Kansas City □ MO □ 64108

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Report Spam (https://www.mynewsletterbuilder.com/tools/abuse_report.php?username=agetchell&send_id=5840328879&email=dhooker@uncaa.unc.edu)
(http://www.mynewsletterbuilder.com) (http://www.enewstandonline.com)

Drug Free Sport™

Urineformed!

Your monthly tip on institutional drug testing from Drug Free Sport

K9
K9

From: Clint Gwaltney <cgwaltney@uncaa.unc.edu>

Sent: Monday, August 30, 2010 4:43 PM

To: Art Kaufman <akaufman@uncaa.unc.edu>; Allen Mogridge <amogridge@uncaa.unc.edu>; Andre Williams <awilliams@uncaa.unc.edu>; Jodie Barchuk <barchuk@uncaa.unc.edu>; Brenda Haithcock <bhaithcock@uncaa.unc.edu>; Brannon Simpson <bsimpson@uncaa.unc.edu>; Paul Davis <butchdavis@uncaa.unc.edu>; Corey Holliday <cholliday@uncaa.unc.edu>; Christopher Luke <cluke@uncaa.unc.edu>; Charlie Williams <cwilliams@uncaa.unc.edu>; Dominic Morelli <dmorelli@uncaa.unc.edu>; Darryl Sanders <dsanders@uncaa.unc.edu>; Everett Withers <ewithers@uncaa.unc.edu>; Joe Haydon <haydon@uncaa.unc.edu>; John Blake <jblake@uncaa.unc.edu>; Jeff Connors <jconnors@uncaa.unc.edu>; Jason Freeman <jfreeman@uncaa.unc.edu>; John Shoop <jshoop@uncaa.unc.edu>; James Spurling <jspurling@uncaa.unc.edu>; Kenny Browning <kbrowning@uncaa.unc.edu>; Brandell Lewis <lewisbr@uncaa.unc.edu>; David Mahecha <mahecha@uncaa.unc.edu>; Marcus Berry <mberry@uncaa.unc.edu>; Melinda Joines <mjoines@uncaa.unc.edu>; Natalie Ericson <natalie_ericson@uncaa.unc.edu>; Pamela Higley <phigley@uncaa.unc.edu>; Robert Tate <rtate@uncaa.unc.edu>; Sam Pittman <spittman@uncaa.unc.edu>; Troy Douglas <tdouglas@uncaa.unc.edu>; Teresa Vanderford <tvanderford@uncaa.unc.edu>; Mark Mark <yaekel@uncaa.unc.edu>

Cc: Amy Herman <ajschae@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; Dick Baddour <dbaddour@uncaa.unc.edu>

Subject: New Ticket Reporting Policy

Attach: Ticket Memo (Identifying Recipients).doc

Please see the attached memo regarding a new ticket reporting policy.

Feel free to contact me with any questions that you might have.

It is a change in the way we have operated in the past, so please pay close attention to what we are asking of you.

This policy will begin with this Saturday's game versus LSU.

Thanks,
Clint

--
Clint Gwaltney
Associate Athletic Director for Smith Center, Ticket and Game Operations
UNC Athletic Department
PO Box 3000
Chapel Hill, NC 27514

800-722-4335
919-962-2296

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

DEPARTMENT OF
ATHLETICS

P.O. BOX 2126
SMITH CENTER
SKIPPER BOWLES DRIVE (DELIVERY)
CHAPEL HILL, NC 27515

T 919.962.6000
F 919.962.6002
www.tarheelblue.com

MEMORANDUM

TO: Football Staff Members

FROM: Clint Gwaltney

DATE: August 30, 2010

RE: Distribution of Tickets

Due to heightened concern by the NCAA regarding the distribution of tickets (complimentary, paid, etc.) by sport-specific staff members (including both coaches and administrators), the Department of Athletics is instituting a new policy by which identified staff members will be required to submit to the Ticket Office, in writing, the names of the individuals to whom they are providing their tickets to both home and away games. Please understand that this in no way restricts your ability to distribute your tickets as you choose, provided you do so in accordance with NCAA recruiting and extra benefit legislation.

This information should be submitted to Clint Gwaltney no later than 5:00 pm on the Monday following each game. For ease of submission, we have included below a form on which you are able to submit this information on a weekly basis.

We appreciate your cooperation as we increase our monitoring efforts in this area.

Date of Game:

Staff Member Name:

Complimentary Ticket Recipients:

1. 2.

3. 4.

5. 6.

7. 8.

INVOICE

****PLEASE INCLUDE COPY OF INVOICE WITH PAYMENT****

Football Office
Corey Holliday
CB# 8550
Chapel Hill, NC 27599
Invoice #E03382

Training Table Meals

Event held on Wednesday, January 28, 2004

70	1/28 Breakfast @ 7.75	542.50
70	1/28 Dinner @ 16.50	1,155.00
70	1/29 Breakfast @ 7.75	542.50
70	1/29 Dinner @ 16.50	1,155.00
70	1/30 Breakfast @ 7.75	542.50
70	2/2 Breakfast @ 7.75	542.50
70	2/2 Dinner @ 16.50	1,155.00
70	2/3 Breakfast @ 7.75	542.50
70	2/3 Dinner @ 16.50	1,155.00
	Subtotal	7,332.50
	Serv Chg	0.00
7%	Taxes	0.00
	Total	7,332.50
	Paid	0.00
	Balance	7,332.50

PAYMENTS MADE

Payment	Date	Method	Acct Code

Carolina Catering
100 Friday Center Drive, CB# 1020
Chapel Hill, NC 27599

From: "Jennifer Ketterly" <ketterly@email.unc.edu>
Sent: Wednesday, August 25, 2010 5:39 PM
To: Paul Davis <butchdavis@uncaa.unc.edu>
Cc: 'Corey Holliday' <cholliday@unc.edu>; James Spurling <jspurling@uncaa.unc.edu>
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: RE: Brunch Food Service for Non-Football Students
Attach: TEXT.htm; image001.gif; image002.jpg; image003.gif

Coach,

It's my hope that this procedure and others will be better attended to as we enter our regularly scheduled meals during the week. I'm disappointed that this was an issue this afternoon as we reviewed and discussed the lunch door policy and procedure with Aramark just yesterday at our 1pm weekly meeting. It was noted that Jerry and/or Todd would ensure the side door entry was accessible.

I'll be sure to help keep an eye on compliance to this procedure. I have also contacted Aramark's director of Dining Services and asked that he specifically speak with his employees again and to take appropriate action if their performance is not acceptable.

As always, thank you for your support and feedback.

Jen

Jen Ketterly MS, RD, CSSD

Director of Sports Nutrition

University of North Carolina

(919) 962-9356

ketterly@email.unc.edu

"Confidentiality notice: This e-mail message, including any attachments, is for the sole use of intended recipients(s) and may contain confidential and

privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message."

From: Butch Davis [mailto:ButchDavis@uncaa.unc.edu]
Sent: Wednesday, August 25, 2010 1:41 PM
To: 'Jennifer Ketterly'
Cc: 'Corey Holliday'; 'James Spurling'
Subject: Brunch Food Service for Non-Football Students

Hello Jen:

In understand we are required to make the Training Table brunch available to all UNC students. To help prevent unauthorized diners/students total access to our facilities, we would like these individuals to use the exterior stairwell to the second floor. The second floor exterior doors should be unlocked when service is ready to begin (11am) and locked when service has concluded (1pm).

Since you, Jerry Greenwood, and Todd Utter all have a keys that work for this exterior door, please ensure that one of you unlocks and locks this door at the above noted times. With the crazy nature of James Spurling's schedule, this responsibility is best handled by you, Jerry and Todd.

Thank you in advance for your assistance.

Butch Davis

Head Football Coach

UNC Tar Heels

919-962-9141-office

CAROLINA

Sports Nutrition

From: Larry Gallo <athgallo@uncaa.unc.edu>

Sent: Thursday, February 8, 2007 8:04 AM

To: alucas@tarheelmonthly.com; Williams, Andre <awilliams@uncaa.unc.edu>; Clarke, Bonnie <bclarke@uncaa.unc.edu>; Haithcock, Brenda <bhaithcock@uncaa.unc.edu>; Davis, Paul <butchdavis@uncaa.unc.edu>; Adams, Clarissa <cadams@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Pagano, Chuck <cpagano@uncaa.unc.edu>; Williams, Charlie <cwilliams@uncaa.unc.edu>; Crowell, Dean <dcrowell@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Sanders, Darryl <dsanders@uncaa.unc.edu>; Driscoll, Greg <gdriscoll@uncaa.unc.edu>; gsobba@tarheelsports.com; Haydon, Joe <haydon@uncaa.unc.edu>; Angell, Jones <jangell@uncaa.unc.edu>; Barnwell, Jayne <jbarnwell@uncaa.unc.edu>; Blake, John <jblake@uncaa.unc.edu>; Boyce, Jeremy <jboyce@uncaa.unc.edu>; Connors, Jeff <jconnors@uncaa.unc.edu>; Martin, John <jmartin@uncaa.unc.edu>; jmb@email.unc.edu; Shoop, John <jshoop@uncaa.unc.edu>; Spurling, James <jspurling@uncaa.unc.edu>; Best, Kevin <kbest@uncaa.unc.edu>; Browning, Kenny <kbrowning@uncaa.unc.edu>; Cleary, Ken <kcleary@uncaa.unc.edu>; Beale, Michael <mbeale@uncaa.unc.edu>; McGlaughon, Andrew <mcglaugh@uncaa.unc.edu>; Higley, Pamela <phigley@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>; Santeramo, Brianna <santeramo@uncaa.unc.edu>; Hagen, Steve <shagen@uncaa.unc.edu>; Allen, Chris <shicken@uncaa.unc.edu>; Oliaro, Scott <soliaro@uncaa.unc.edu>; Pittman, Sam <spittman@uncaa.unc.edu>; Maynor, Terri <tmaynor@uncaa.unc.edu>; Thigpen, Tommy <tthigpen@uncaa.unc.edu>; Vanderford, Teresa <tvanderford@uncaa.unc.edu>

Cc: Baddour, Dick <dbaddour@uncaa.unc.edu>

Subject: SIGNING DAY

Folks,

First of all, I know that I have probably neglected some people in addressing this email, so if you know of anyone in your area who contributed to the overwhelming success of yesterday's SIGNING DAY webcast on www.tarheelblue.com , please forward this email to them ~ I would appreciate it very much.

I do not believe that I have ever witnessed a more impressive or a more classy production as I experienced yesterday. What a fantastic idea! Yesterday's activities speak volumes about the quality of people we have here at Carolina! Needless to say, all of your efforts contributed to the resounding success that Coach Davis and his entire staff experienced during their first of many "grand slam" signing days.

Thank you all for your efforts and enthusiasm with this production. There is no question in my mind that today, around the country, we are the envy of many institutions regarding what we did yesterday to make the 2007 Carolina Football Signing Day a most memorable occurrence.

I know we have many great Carolina moments in sport remaining during the 2006-2007 academic year, but I also know that we all can not wait to be in Kenan Stadium on September 1st !!

Thank you and GO HEELS !!

Regards,
Larry Gallo, Jr.

From: "Steve Reznick" <reznick@email.unc.edu>
Sent: Tuesday, October 2, 2007 12:01 PM
To: Bridger, Beth <bridgerb@uncaa.unc.edu>; Holliday, Corey <cholliday@unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>; Mercer, Robert <rmercer@uncaa.unc.edu>
Bcc: Corey Holliday <cholliday@uncaa.unc.edu>
Subject: Thanks

Football Friends: Thanks very, very much for inviting me to be a Guest Coach at the Va. Tech game and taking such good care of me. I'm sorry that I let you down in terms of the final score, but it was still a great experience, providing memories that I'll cherish forever.

Go Heels!

Steve
****
J. Steven Reznick
Professor, Department of Psychology
Director, Program in Developmental Psychology
Associate Dean for First Year Seminars and Academic Experiences

CB#3270
University of North Carolina
Chapel Hill, NC 27599-3270

Office: 919 962-9720 218 Davie Hall
FAX: 919 962-2537
Home: 919 942-8835
Web: http://www.unc.edu/~reznick/

From: "Butch Davis" <butchdavis@uncaa.unc.edu>
Sent: Thursday, July 17, 2008 7:39 AM
To: Holliday, Corey <cholliday@uncaa.unc.edu>
Subject: FW: [Fwd: Invitation to Visit Tar Heel Football Training Camp]
Attach: TEXT.htm; image002.jpg

FYI

From: Butch Davis [mailto:butchdavis@uncaa.unc.edu]
Sent: Thursday, July 17, 2008 7:19 AM
To: 'Holden Thorp'
Subject: RE: [Fwd: Invitation to Visit Tar Heel Football Training Camp]

This will be great. I understand how challenging your schedule must be. I'll look forward to our luncheon and your return for practice.

I planning lunch, do you have and dietary concerns or preferences?

Regards,

Butch

From: Holden Thorp [mailto:holden_thorp@unc.edu]
Sent: Thursday, July 17, 2008 6:10 AM
To: butchdavis@uncaa.unc.edu
Subject: FW: [Fwd: Invitation to Visit Tar Heel Football Training Camp]

Butch,

Thanks for your note and kind invitation. I think the best we can do is to choose Aug 14. I'll be able to run over for a quick lunch and then I need to be at something from 1-2. When that's over, I can come join the practice for the last hour. Hope this is OK.

Thanks,

Holden

-------- Original Message --------

Subject:

Invitation to Visit Tar Heel Football Training Camp

Date:

Wed, 16 Jul 2008 14:21:11 -0400

From:

<mailto:butchdavis@uncaa.unc.edu> <butchdavis@uncaa.unc.edu>

To:

<mailto:holden@unc.edu> <holden@unc.edu>

CC:

'Corey Holliday' <mailto:cholliday@uncaa.unc.edu> <cholliday@uncaa.unc.edu>

Dear Chancellor Thorp:

I hope this note finds you well and enjoying the transition into your new position.

When we last visited, we discussed the possibility of your stopping by our Training Camp. I wanted to follow-up and offer the following date options:

<!--[if !supportLists]-->* <!--[endif]-->Thursday, August 7th

<!--[if !supportLists]-->* <!--[endif]-->Thursday, August 14th

It would be my pleasure to have you join me at Kenan Football Center for lunch at 12n, followed by attending our practice at 1:30pm.

Please let me know at your earliest possible convenience if you are available to visit us on either of these dates. I look forward to hearing from you.

Best regards,

Coach Butch Davis

919-962-9141-office

919-962-9174-fax

--
Holden Thorp, Chancellor
University of North Carolina at Chapel Hill
103 South Building
CB#9100
Chapel Hill, NC 27599-9100
Office (919) 962-1365
Fax (919(962-1647

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Sunday, August 17, 2008 1:31 AM
To: Williams, Andre <awilliams@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>
Subject: Agent Seminar

Andre,

Thank you so much for the wonderful Agent Seminar you put together for our football student-athletes and their parents/legal guardians. This program was by far the best that we have had at Carolina, and we appreciate all of your efforts. The comments that I heard from our players and parents/legal guardians regarding the program's presenters and its content were extremely positive.

To put it succinctly, this Agent Seminar was simply the best ~ it may me proud of what we as a department of athletics strive to do each and every day in caring for our student-athletes.

Thank you for a job very well done. You should be very proud of your organization of this program.

Take care and all the best!

Larry Gallo, Jr.

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Sunday, December 28, 2008 8:07 AM
To: Williams, Andre <awilliams@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>
Subject: THANK YOU!

Gentlemen,

Well, what does an old guy like me do when I wake up on a morning when for the first time in almost six months and I suddenly realize that we don't have a football game to look forward to? I say THANK YOU for the wonderful season and its experiences provided to many of us and to our fans by our football student-athletes and coaching/administrative staff!

You guys are simply the best to work with, and I cannot begin to express to you enough our appreciation and heartfelt thanks for the organizational qualities and professionalism you exhibited throughout the entire season, and especially during the last three weeks in preparation for the Meinke Car Care Bowl. The entire bowl experience was first class, and this can be attributed to all of you and your great efforts and perseverence.

We all will have to get accustomed to what we just experienced ~ Carolina and football bowl games are going to be synonymous for years to come.

Thank you, get some much deserved rest, and we appreciate you guys a ton! All the best!

Regards,
Larry

From: Dick Baddour <dbaddour@uncaa.unc.edu>
Sent: Tuesday, December 30, 2008 2:01 PM
To: Williams, Andre <awilliams@uncaa.unc.edu>; Gwaltney, Clint <cgwaltney@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>
Subject: Re: THANK YOU!

Well, I'm not old but I absolutely agree with Larry. Wonderful work. You make us proud; the Carolina Way.

Dick Baddour
Director of Athletics
The University of North Carolina
P O Box 2126
Chapel Hill, NC 27515

>>> Larry Gallo 12/28/2008 8:07 AM >>>
Gentlemen,

Well, what does an old guy like me do when I wake up on a morning when for the first time in almost six months and I suddenly realize that we don't have a football game to look forward to? I say THANK YOU for the wonderful season and its experiences provided to many of us and to our fans by our football student-athletes and coaching/administrative staff!

You guys are simply the best to work with, and I cannot begin to express to you enough our appreciation and heartfelt thanks for the organizational qualities and professionalism you exhibited throughout the entire season, and especially during the last three weeks in preparation for the Meinke Car Care Bowl. The entire bowl experience was first class, and this can be attributed to all of you and your great efforts and perseverence.

We all will have to get accustomed to what we just experienced ~ Carolina and football bowl games are going to be synonymous for years to come.

Thank you, get some much deserved rest, and we appreciate you guys a ton! All the best!

Regards,
Larry

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Thursday, July 23, 2009 8:44 PM
To: Holliday, Corey <cholliday@uncaa.unc.edu>; Spurling, James <jspurling@uncaa.unc.edu>; Creech, Karlton <kcreech@uncaa.unc.edu>; Steinbacher, Rick <rsteinbacher@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>; Montgomery, John <jmont@uncaa.unc.edu>
Subject: Congratulations and Thank You to You All

Corey, James, Karlton & Rick ~

I had the pleasure today to tour the Kenan Football Center and view first hand its renovations and additions. Needless to say, this project's results express loud and clear that there was great amount of foresight, planning, and care put forth by all involved.

I know that I can express with strong conviction that you four gentlemen are a huge part of the driving force behind this project's first class results! It is a facility that the University of North Carolina will be proud of for many years to come. I know that this construction has been a labor of love for all of you. Thank you so much for all that you continue to do for Carolina ~ I am privileged and pleased to be a member of Carolina Athletics, but most of all, I am glad that we all are on the same team ~ a team that is not about "I or me," but a team that is about "we and us."

GO HEELS AND THANK YOU!

Larry

P.S. I love the "close the deal room" just at one end of the 5th floor recruiting room ~ I think some of us saw this concept a few years ago at Clemson ~ "great stuff!"

From: Larry Gallo <athgallo@uncaa.unc.edu>
Sent: Monday, December 28, 2009 9:25 AM
To: Williams, Andre <awilliams@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Spurling, James <jspurling@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>; Baddour, Dick <dbaddour@uncaa.unc.edu>
Subject: Thank You Very Much For A Job So Well Done
Attach: TEXT.htm

Gentlemen,

It goes without saying that you don't prepare for postseason activities and a bowl game based upon whether you believe that you will win, lose, or tie.
Needless to say the bowl preparation orchestrated by all of you and your colleagues certainly adhered to this "philosophy."

You guys did everything first class, and your thoroughness and attention to details is unmatched. I believe many people think that bowl games and all associated activities just happen! Well, many of us know that is not the case.

I appreciate being associated with you and I am thankful that you all are true Tar Heels ~ the epitome of professionalism, dignity, and class!

Thank you for everything, and even though the game's final score was not what we all had been hopeful of, our football program continues to make great progress toward elite status due to the great leadership of Coach Davis and his entire football staff!

THANK YOU!

Take care and HAPPY NEW YEAR!

LSU vs. Carolina ~ September 4, 2010 ~ GO HEELS!

Regards,
Larry

From: Dick Baddour <dbaddour@uncaa.unc.edu>
Sent: Tuesday, December 29, 2009 8:43 AM
To: Williams, Andre <awilliams@uncaa.unc.edu>; Holliday, Corey <cholliday@uncaa.unc.edu>; Morelli, Dominic <dmorelli@uncaa.unc.edu>; Haydon, Joe <haydon@uncaa.unc.edu>; Spurling, James <jspurling@uncaa.unc.edu>
Cc: Davis, Paul <butchdavis@uncaa.unc.edu>
Subject: Re: Thank You Very Much For A Job So Well Done
Attach: TEXT.htm

I'm absolutely on board with all Larry said. First class experience for all. Thanks so much.

Dick Baddour
Director of Athletics
The University of North Carolina
P O Box 2126
Chapel Hill, NC 27515

>>> On 12/28/2009 at 9:25 AM, in message <4B38BFD4.3AA : 49 : 41088>, Larry Gallo <athgallo@uncaa.unc.edu> wrote:

Gentlemen,

It goes without saying that you don't prepare for postseason activities and a bowl game based upon whether you believe that you will win, lose, or tie.
Needless to say the bowl preparation orchestrated by all of you and your colleagues certainly adhered to this "philosophy."

You guys did everything first class, and your thoroughness and attention to details is unmatched. I believe many people think that bowl games and all associated activities just happen! Well, many of us know that is not the case.

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THANK YOU!

Take care and HAPPY NEW YEAR!

LSU vs. Carolina ~ September 4, 2010 ~ GO HEELS!

Regards,
Larry

CAROLINA

Sports Nutrition

From: Unspecified Sender
Sent:
To: keene
Subject:

Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

From: Unspecified Sender
Sent:
To: Remus, Dana <dremus@email.unc.edu>
Subject:

Each spring the Tenure and Promotion Committee arranges class visits for those up for review by the committee the following year. According to our records, that includes you. John and Al will visit you Copyright class and Richard and I will visit your Trademark class. We will all work with you to find a good time to visit. We typically like for the visitors to each sit in on two classes (preferably at the same time, but sometimes schedules don't work out). I'll leave it up to each visiting team and you to arrange some good times for the visits. It is also a good idea to send to the visitors in advance a copy of your syllabus and of any readings that are likely to be covered on the days of the visits.
The Committee will also arrange visits to your fall class. You will receive a letter from Dean Boger this summer outlining the timing and procedures for submitting your materials to the committee, but we wanted to go ahead and take care of spring class visits now.
If you have any questions, please be sure and let me know.
Lissa
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

From: Unspecified Sender
Sent:
To:
Subject:

Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Unspecified Sender
Sent:
To: Brown, Michelle <michellebrown@unc.edu>; Renner, Joy J <Joy_Renner@med.unc.edu>; Panter, A. T. <panter@ad.unc.edu>
Subject: RE: names of former student-athletes

Dana Remus, Rowing, Harvard

From: Brown, Michelle
Sent: Thursday, October 31, 2013 1:48 PM
To: Renner, Joy J; Panter, A. T.; Broome, Lissa L
Subject: names of former student-athletes

Hello,
Thank you again for all the suggestions and ideas.
To date, here is the list of names of former student-athletes (faculty and staff) that now work at UNC:
Jim Dean
Mike Roberts
Joe Templeton
Sherry Salyer
Barbara Osborne
Layna Mosley
Gene Nichol
Debbi Stroman
Jan Boxill
Becca Battaglini
Sue Walsh
Jenn Kretchmar
Rick Steinbacher
Clint Wilhelm
Michelle Brown
Susan Maloy
Please let me know if you learn about any others (there may actually be more in Athletics/SAOF, Sports Medicine but we would have to evaluate if we want to include individuals from those groups).
Michelle
Michelle Brown, Ed.D.
Director, Academic Support Program for Student-Athletes
Office of the Executive Vice Chancellor and Provost
The University of North Carolina at Chapel Hill
michellebrown@unc.edu
office: (919) 962-9533
fax: (919)962-8247
344 Ridge Road CB#3107
Loudermilk Center for Excellence
Chapel Hill, NC 27599-3107

From: Unspecified Sender
Sent:
To: Wilkinson, Patti <pattiw@unc.edu>
Subject: Reimbursement Request from Lissa Broome, FAR -- Division IA FAR Annual Conference
Attach: DOC.PDF

From: Unspecified Sender
Sent:
To: Owen, Bobbi A <owenbob@unc.edu>
Cc: Derickson, Christopher P <cderickson@unc.edu>; Owen, Bobbi A <owenbob@unc.edu>
Subject: RE: Fall Meeting?

Thanks, Bobbi. For your available times, I am also available
Sept. 24 from 10 to 11
Oct. 2 after 2:00

From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Wednesday, September 18, 2013 12:38 PM
To: Broome, Lissa L
Cc: Derickson, Christopher P; Owen, Bobbi A
Subject: Re: Fall Meeting?
Thanks for the gentle prompt, Lissa. I can offer Tuesday, September 24 from 8-11 or Wednesday October 2 between 1-4:30. Perhaps 90 minutes.
Bobbi
On 9/18/2013 9:25 AM, Broome, Lissa L wrote:

> Hi Bobbi & Chris – I think it is probably getting to be time to schedule our fall meeting. I am out of town September 23, October 1 & 2, and out all day on October 4 and 17; otherwise I am mostly around.
> Let me know a couple of dates/times that work for you and we'll see what we have in common.
> Thanks,
> Lissa
> Lissa L. Broome
> Wells Fargo Professor of Banking Law
> Director, Center for Banking and Finance
> UNC School of Law
> CB#3380, Van Hecke-Wettach Hall
> Chapel Hill, NC 27599-3380
> 919.962.7066
> http://www.law.unc.edu/centers/banking
> Access my papers on SSRN at: http://ssrn.com/author=248720
>
> Description:
> http://www.law.unc.edu/images/news/media/bankingfinance_w

--
Bobbi Owen
Senior Associate Dean for Undergraduate Education, and
Michael R. McVaugh Distinguished Professor of Dramatic Art
University of North Carolina at Chapel Hill
CB# 3504, 3011 Steele Building
214 East Cameron Avenue
Chapel Hill, NC 27599-3504
Phone: 919 843-7773
FAX: 919 843-4775

From: Unspecified Sender
Sent:
To: Hirsch, Jeffrey Michael <jmhirsch@email.unc.edu>; Weidemaier, Mark <weidemai@email.unc.edu>
Subject: Class Visit to Bernie Burk's Contracts Class

Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Unspecified Sender
Sent:
To: Perrin, Andrew J (andrew_perrin@unc.edu); Cowell, Glynis S. <gscowell@email.unc.edu>
Subject: Info presented at April 2013 FAC Meeting

Andy & Glynis –
I am in the process of adding as attachments to the FAC minutes, the documents that were presented to the committee
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Stifler, Lisa <lstifler@email.unc.edu>
Sent: Friday, November 11, 2011 10:00 AM
To: Jacoby, Melissa B <mjacoby@email.unc.edu>; Gibson, S. Elizabeth <elizabeth_gibson@unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>; Hazen, Thomas L <thazen@unc.edu>
Subject: Internships with FINRA

Professors Jacoby, Gibson, Broome, and Hazen:
You are likely aware of the internship and externship possibilities with the Financial Industry Regulatory Authority, however, I thought I would share this website with you in case you have students who are interested in securities, financial, and regulatory issues.
FINRA hosts a paid summer Corporate Internship Program at various sites around the country. They also offer a semester-long externship program during which students can receive course credit. The website is - http://www.finra.org/AboutFINRA/Careers/p118066.
Best,
Lisa Stifler

Lisa F. Stifler, J.D., M.S.W.
Interim Public Interest Career Counselor
UNC School of Law | CB #3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380

p: 919.962.8505 | f: 919.962.2516
e: lstifler@email.unc.edu

From: Larry Mitchell <[redacted]@gmail.com>
Sent: Wednesday, November 30, 2011 7:20 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Financial careers website

Lissa,

This is a great site about financial careers.

http://www.financialcareerzone.com/

I thought you might want to add a link to it.

Sincerely,

Larry

"The great aim of education is not knowledge but action." -Herbert Spencer

Summary of October 2012 Leadership and Legislative Council Meetings

Below is a summary of activities from the October 2012 Leadership and Legislative Council Meetings. Please see the reports for each council for additional details on the items below. These reports are available on NCAA.org.

Leadership Council – October 11, 2012

Women's Basketball Recruiting Model

- The council discussed the subcommittee's women's basketball recruiting model recommendations and, with the exception of the earlier access (communication beginning September 1 of junior year of high school) and a proposal to allow all four coaches to be off-campus recruiting at the same time, the council supported the recruiting model in concept.
- The council noted that there appears to be support for not having a uniform start date for recruiting contact in all sports as proposed by the Rules Working Group and suggested the Rules Working Group reconsider this concept during its December in-person meeting.
- The council referred the women's basketball recruiting model back to the subcommittee and requested that they determine the best date for initial recruiting contact for women's basketball.

Men's Basketball Legislative Item

- The council recommended that the Board of Directors use its authority to adopt legislation to specify that in the sport of men's basketball, an institution shall not be charged with more than one recruiting opportunity per prospect on a given day, regardless of the number of contacts or number of athletically related activities observed that day.
- The council recommended that the Board of Directors consider applying the legislative change to all sports, including women's basketball.

Discussion of Transfer Issues.

- The council reviewed research data and background information on the history of the transfer regulations and agreed to focus on three areas: (1) Permission to contact, (2) One-time transfer exception and (3) Creating an academic nexus with the transfer regulations.
- The council encouraged the Leadership Council Transfer Issues Subcommittee to explore ways in which to develop additional disincentives for transfer activity as a means of changing behavior in the future.
- Such suggested disincentives could include the following: (1) Create a GPA standard for all transfers, with a failure to meet the standard resulting in the inability to receive aid and/or

practice in the year of residence, (2) Add a loss of a year of eligibility to the year-in-residence requirement or (3) In certain situations, impose a penalty (e.g., scholarship reduction) on institutions when a student-athlete departs (e.g., run off) and arrives (e.g., poached).

Miscellaneous Expense Allowance (e.g., $2000)

- The council agreed to request that the Board further define its desired goal in terms of the concept of a MEA, knowing the desired outcome will better position the Student-Athlete Well-Being Group, as well as the council, to develop alternative models for further consideration.

Rules Working Group

- The group expressed concern for the concepts related to the common start date for recruiting and proposals that may result in benefits going directly to high schools, AAU teams and/or certified events. As such, the council specifically requested the Rules Working Group reconsider Proposal Nos. 13-2 and 13-6.
- The council encouraged the membership to carefully review each of the Rules Working Group proposals and provide feedback to the working group prior to its December 17 in-person meeting.

Enforcement Working Group

- The council received a report of the final recommendations of the Enforcement Working Group that will be acted on by the Board of Directors during its October 30 meeting. The council noted its support for the recommendations.

Agents

- Due to the extended conversations relative to the Rules Working Group proposals, miscellaneous expense allowance and women's basketball recruiting model, the issue of agents was deferred until the January 2013 meeting.

Legislative Council - October 15-16

Championships/Sports Management Cabinet.

- The council received a presentation regarding student-athlete health and safety legislative recommendations. The council provided feedback and sought additional information regarding the student-athlete health and safety legislative recommendations. The Committee on Competitive Safeguards and Medical Aspects of Sport will review the feedback during its December meeting and will provide additional information for the council's review during its January 2013 meeting. During its January 2013 meeting, the council will determine whether to recommend that the Board of Directors adopt the proposals as emergency legislation or to consider the proposals in the next regular legislative cycle.

Legislative Review and Interpretations Committee (LRIC).

- The council approved the official interpretations (References: 7/30/12, Item No. 1 and 9/20/12, Item No. 1) recently issued by the Legislative Review and Interpretations Committee, as recommended. As a result of approving the September 20, 2012, official interpretation (Item No. 1), the council denied an appeal of that interpretation.
- The council declined to modify a previously approved official interpretation (Reference: 7/13/05, Item No. 1) related to the employment of basketball student managers at camps and clinics other than his or her own institution's camps or clinics.
- Finally, the council used its authority to modify two previous council-approved official interpretations as follows:

  a. Noncoaching Non-Sport Specific Staff Members Speaking at Events Involving Prospective Student-Athletes. (I) The Legislative Council determined that a noncoaching athletics department staff member who does not have sport-specific responsibilities (e.g., athletics director, compliance administrator, athletics academic counselor) may have direct contact with prospective student-athletes (or individuals yet to become prospective student-athletes) in conjunction with a speaking engagement related to NCAA rules, provided the event does not include a recruiting presentation and no recruiting conversations occur. Further, an institution may initiate such a speaking engagement, provided it does not occur during a dead period for any sport.
  [References: NCAA Division I Bylaws 13.1.8.1 (banquets or meetings at a prospective student-athlete's educational institution) and 13.1.8.2 (banquets or meetings at locations other than a prospective student-athletes educational institution); and an official interpretation (5/7/87, Item No. 14-c), which has been archived.]

  b. Coaches' Involvement in Local Sports Clubs – No Requirement to Count Evaluations. (I) The Legislative Council determined that a coaching staff member is not required to count evaluations for any observations of prospective student-athletes that occur while he or she is participating in permissible activities and acting on behalf of a local sports club (e.g., coaching or instructional activities, scouting future opponents).
  [References: NCAA Division I Bylaws 13.02.7 (evaluation) and 13.11.2.4 (local sports clubs); and an official interpretation (2/13/92, Item No. 4), which has been archived.]

Legislative Council Subcommittee for Legislative Relief – Injury/Illness of Family Member Waivers.

- The council approved the recommended guidelines for NCAA academic and membership affairs staff review of waiver requests of Bylaw 14.5.5.1 (four-year college transfers) when family injury or illness is part of the mitigation being presented for relief.

  - The new guidelines specify that relief may be provided if:
    (1) The reason for the transfer involves a medically documented life-altering/debilitating injury or illness (including mental illness) to a student-athlete's immediate family member (e.g., mother, father, sibling, child, legal guardian);
    (2) The new institution is within a 100 mile radius of the immediate family member's home; and

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(3) The student-athlete demonstrates some regular ongoing care-giving responsibilities.

Student-Athlete Reinstatement – Key Items (Refer to Supplement No. 31 of Legislative Council materials for specific details of new guidelines).

- **Review of dollar-value withholding guidelines and restitution.** The NCAA Division I Committee on Student-Athlete Reinstatement reviewed and approved new dollar-value based withholding condition guidelines for student-athletes. The guidelines were adjusted to account for inflation. The committee reinforced that the adjusted withholding guidelines do not impact the committee guidelines for violations involving receipt of impermissible benefits from agents or prospective agents.
- **Development of guideline - new agent definition.** The committee reviewed the recent adoption of NCAA Division I Proposal 2011-23, which broadened the definition of an agent based on actions and activities in which the individual engaged, with the purpose of developing withholding condition guidelines for related violations. The committee determined the starting point for withholding will begin at permanent loss of eligibility and the presumption in these cases is that the prospective student-athlete or student-athlete had knowledge of the solicitation.

Other Legislative Issues and Actions.

- **Modification of Wording**. The council adopted a modification of wording (M-2012-3) to clarify that, prior to full-time collegiate enrollment, an individual may accept up to actual and necessary expenses for competition and practice held in preparation for such competition from a professional sports organization that sponsors the event.
- **Tabled Proposals**. The council reviewed two proposals that were tabled during its April meeting [Proposals No. 2011-84-A and 2011-85] and expressed preliminary support and agreed to take action on the proposals during its January 2013 meeting.

ATTACHMENT A

NCAA Division I Legislative Council Positions and Comments on NCAA Working Group on Collegiate Model – Rules Proposals

This attachment includes the Legislative Council's feedback and comments related to Rules Working Group proposals scheduled for consideration by the NCAA Division I Board of Directors in January 2013.

Proposal Number and Title	Intent	Feedback/Comments
RWG PROPOSAL NO. 2-1 -- PRINCIPLES FOR CONDUCT OF INTERCOLLEGIATE ATHLETICS -- COMMITMENTS TO THE COLLEGIATE MODEL	To establish the commitments to the collegiate model applicable to Division I institutions, as specified.	• General support for the shift from competitive equity to the commitment to fair competition, but some council members expressed concern that such a shift may widen the gap between those with significant resources and those with limited resources.
RWG PROPOSAL NO. 11-2 -- ATHLETICS PERSONNEL -- LIMITATIONS ON THE NUMBER AND DUTIES OF COACHES -- ELIMINATION OF RECRUITING COORDINATION FUNCTIONS	To eliminate legislation related to recruiting coordination functions that must be performed by head or assistant coaches.	General support. • Noted the potential impact on the proliferation of noncoaching staff members.
RWG PROPOSAL NO. 11-3-B -- ATHLETICS PERSONNEL -- LIMITATION ON SCOUTING OF OPPONENTS -- IN-PERSON SCOUTING PROHIBITED	To prohibit in-person scouting except for scouting future opponents participating in the same tournament at the same site or the same doubleheader event at the same site.	General support. • Noted current interpretations that permit a coach to attend contests of future opponents that involve a member of the coach's family would continue to apply.

Proposal Number and Title	Intent	Feedback/Comments
RWG PROPOSAL NO. 11-4 -- ATHLETICS PERSONNEL -- LIMITATIONS ON THE NUMBER AND DUTIES OF COACHES -- ELIMINATION OF LIMITATIONS ON NUMBER OF OFF-CAMPUS RECRUITERS AT ANY ONE TIME	To eliminate the limitations on the number of coaches who may recruit off campus at any one time.	General support. • Noted that, in bowl subdivision football and women's rowing, graduate assistant coaches would not be permitted to recruit off campus. • Noted ongoing review to potentially establish recruiting-person days in all sports. • Noted some concerns that at least one coach should remain on campus as a resource to current student-athletes, but recognized that each institution is in the best position to make such decisions. • Noted concern related to the work/life balance of coaches.
RWG PROPOSAL NO. 12-1 -- AMATEURISM -- DEFINITIONS AND APPLICATIONS -- ACTUAL AND NECESSARY EXPENSES	To establish a uniform definition of actual and necessary competition-related expenses.	General support. • Some concern expressed related to the application of "other reasonable expenses" to enrolled student-athletes. Suggested that examples or guidelines be provided to the membership.
RWG PROPOSAL NO. 12-2 – AMATEURISM – DEFINITIONS AND APPLICATIONS - CALCULATION OF ACTUAL AND NECESSARY EXPENSES	To specify that the calculation of an individual's actual and necessary expenses shall be based on expenses incurred during each calendar year (January – December), rather than on an event-by-event basis.	General support. • Noted potential application issues and the need for student-athletes to be educated appropriately. • Would apply to certifications requested for those enrolling on or after August 1, 2013.

Proposal Number and Title	Intent	Feedback/Comments

RWG PROPOSAL NO. 12-3 -- AMATEURISM -- DEFINITIONS AND APPLICATIONS -- LIMITED BENEFIT	To specify that prior to initial full-time enrollment at an NCAA institution, if an individual receives expenses from an otherwise permissible source (e.g., event sponsor, club team) that exceed his or her actual and necessary expenses by $300 or less, the eligibility of the individual shall not be affected; further, to specify that if a student-athlete engages in permissible outside competition and receives expenses from an otherwise permissible source (e.g., event sponsor, club team) that exceed his or her actual and necessary expenses by $300 or less, the eligibility of the student-athlete shall not be affected and the institution is not required to submit a self-report of the infraction.	• Some council members questioned whether the proposal would move Division I away from the amateurism principle.
		• Current student-athlete reinstatement policy does not require repayment for up to $300 over actual and necessary expenses.
		  ○ Some view the current process as appropriate to maintain the standard of amateurism.
		  ○ Others view the current process as bureaucratic and unnecessary.

RWG PROPOSAL NO. 12-4 -- AMATEURISM -- EXPENSES, AWARDS AND BENEFITS -- COMPETITION-RELATED EXPENSES FROM OUTSIDE SPONSOR	To permit an individual to receive actual and necessary expenses from an outside sponsor other than from an agent, a representative of an institution's athletics interests or a professional sports organization, as specified.	• Expressed concerns related to monitoring, particularly as it relates to local or community fundraising efforts that may involve boosters. • Noted that the legislation would extend the application from individual sports only to also include team sports.

Proposal Number and Title	Intent	Feedback/Comments
RWG PROPOSAL NO. 12-5 -- AMATEURISM -- PAYMENT BASED ON PERFORMANCE -- FROM AMATEUR TEAM OR EVENT SPONSOR	In sports other than tennis, to specify that an individual may receive payment based on performance or given on an incentive basis up to actual and necessary competition-related expenses from an amateur team or a sponsor of an event; further, in tennis, to specify that after initial full-time collegiate enrollment, an individual may accept prize money based on his or her place finish or performance in an athletics event.	General support.
RWG PROPOSAL NO. 12-6 -- AMATEURISM -- GENERAL REGULATIONS -- EXCEPTION FOR TRAINING EXPENSES -- GOVERNMENTAL ENTITIES	To specify that an individual may receive actual and necessary training expenses to cover developmental training, coaching, facility usage, equipment, apparel, supplies, comprehensive health insurance, travel, room and board that are provided by a governmental entity.	General support.
RWG PROPOSAL NO. 13-1 -- RECRUITING -- PROSPECTIVE STUDENT-ATHLETE -- STUDENT-ATHLETE ON SIGNING NATIONAL LETTER OF INTENT	To specify that an individual is no longer considered a prospective student-athlete once he or she signs a National Letter of Intent (NLI) (or, for an institution that does not use the NLI in a particular sport, the institution's written offer of admission and/or financial aid).	General support. • Recommends that the Rules Working Group consider extending the exception by which an individual would no longer be considered a prospective student-athlete for purposes of Bylaw 13 to those who sign the institution's written offer of admission and/or financial aid and those from whom institution receives a financial deposit in response to the institution's offer of admission.

Proposal Number and Title	Intent	Feedback/Comments
RWG PROPOSAL NO. 13-2 -- RECRUITING -- INITIAL DATE FOR COMMUNICATION AND IN-PERSON CONTACT	To specify that off-campus contact shall not be made with an individual (or his or her relatives or legal guardians) before the opening day of classes of his or her junior year in high school; further, to specify that communication (e.g., telephone calls, electronic communication) may begin with an individual on or after June 15 at the completion of his or her sophomore year in high school or the opening day of classes of his or her junior year in high school (as designated by the high school), whichever is earlier.	• Noted general support for a uniform date for initial contact and communication with prospective student-athletes for ease of monitoring, but concerns have been expressed by some sports that a uniform date may be too early. • Other dates for some sports may be appropriate. Earlier access not favored by the coaching community in all sports. • Noted that including the summer prior to September 1 of the junior year results in an additional cohort of prospective student-athletes that needs to be monitored.
RWG PROPOSAL NO. 13-3 -- RECRUITING -- DEREGULATION OF MODES AND NUMERICAL LIMITATIONS ON COMMUNICATION	To eliminate restrictions governing modes and numerical limitations on recruiting communication.	General support. • Noted student-athlete perspective that unlimited email and text messages may be sufficient and that unlimited telephone calls and other forms of communication may be intrusive. • Noted that prospective student-athletes and their families are in a position to control the amount of communication.

Proposal Number and Title	Intent	Feedback/Comments
RWG PROPOSAL NO. 13-4 -- RECRUITING -- ELIMINATION OF PUBLICATION OF ADMISSIONS AND GRADUATION DATA, BANNED DRUG LIST AND INITIAL-ELIGIBILITY STANDARDS	To eliminate the legislation related to publishing/providing admissions, graduation rates and NCAA Division I Academic Progress Rate data, banned drug list and initial-eligibility standards to prospective student-athletes.	General support.
RWG PROPOSAL NO. 13-5-B -- RECRUITING -- RECRUITING MATERIALS -- GENERAL CORRESPONDENCE ONLY	To prohibit sending or providing prospective student-athletes any printed recruiting materials other than general correspondence, as specified.	• Expressed a preference for Rules Working Group Proposal No. 13-5-A, which would eliminate the restrictions on recruiting materials. • Expressed concerns related to continued application of restrictions related to recruiting materials, including those on general correspondence and the restriction on attachments to electronic correspondence versus hyperlinks.
RWG PROPOSAL NO. 13-6 -- RECRUITING -- RECRUITING MATERIALS -- ADVERTISEMENTS AND PROMOTIONS -- PERSONALIZED PROMOTIONS PROHIBITED	To eliminate restrictions related to general advertising or promotional materials designed to solicit enrollment of prospective student-athletes, while maintaining prohibitions against personalized promotions.	General opposition. • Expressed concerns related to the potential that entities involved with the participation of prospective student-athletes (e.g., high schools, club teams) may seek to leverage advertisement income for access to prospective student-athletes. • Expressed concerns related to local decision making and management of expenses.

Proposal Number and Title	Intent	Feedback/Comments
RWG PROPOSAL NO. 13-7 -- RECRUITING -- PUBLICITY -- NO RESTRICTIONS AFTER COMMITMENT	To eliminate the restrictions on publicity related to a prospective student-athlete after he or she has signed a National Letter of Intent or the institution's written offer of admission and/or financial aid or after the institution has received his or her financial deposit in response to its offer of admission, as specified.	General support.
RWG PROPOSAL NO. 13-8 -- RECRUITING -- CAMPS AND CLINICS -- PROSPECTIVE AND ENROLLED STUDENT-ATHLETE EMPLOYMENT	To deregulate the camps and clinics employment legislation related to prospective and enrolled student-athletes, as specified; further; in football, to eliminate the participation prohibition on senior prospective student-athletes.	General support. • Noted potential issues related to a student-athlete operating his or her own camp or clinic. • Suggested review and adjustment of the effective date (either before or after summer). • Noted some concerns related to the numbers of football student-athletes who may wish to work at camps.
RWG PROPOSAL NO. 14-1 -- ELIGIBILITY -- ACADEMIC POLICIES AND INCONSEQUENTIAL LEGISLATION	To eliminate or modify specified Bylaw 14 regulations, including legislation that is directly supported by institutional academic policy.	General support. • Noted that a student-athlete will continue to be required to designate a degree entering his or her third year of enrollment to fulfill the percentage-of-degree requirement. The designation must be made pursuant to institutional policy.

Proposal Number and Title	Intent	Feedback/Comments
RWG PROPOSAL NO. 16-1 -- AWARDS, BENEFITS AND EXPENSES -- AWARDS -- AFTER INITIAL FULL-TIME ENROLLMENT AT THE CERTIFYING INSTITUTION	To specify that an institution, conference or the NCAA may provide an award to a student-athlete anytime after his or her initial full-time enrollment at the certifying institution.	General support.
RWG PROPOSAL NO. 16-2 -- AWARDS, BENEFITS AND EXPENSES -- EXPENSES TO RECEIVE NONINSTITUTIONAL AWARDS	To specify that a conference, an institution, the U.S. Olympic Committee, a national governing body or the awarding agency may provide actual and necessary expenses for a student-athlete to receive a noninstitutional award or recognition for athletics or academic accomplishments; further, to specify that actual and necessary expenses may be provided for the student-athlete's parents (or legal guardians), spouse or other relatives to attend the recognition event or awards presentation.	General support.
RWG PROPOSAL NO. 16-3 -- AWARDS, BENEFITS AND EXPENSES -- ACADEMIC AND OTHER SUPPORT SERVICES	To specify that an institution, conference or the NCAA may finance other academic support, career counseling or personal development services that support the success of student-athletes.	General support.

Proposal Number and Title	Intent	Feedback/Comments
RWG PROPOSAL NO. 16-4 -- AWARDS, BENEFITS AND EXPENSES -- MEDICAL AND RELATED EXPENSES AND SERVICES	To specify that an institution, conference or the NCAA may provide medical and related expenses and services to a student-athlete.	General support.
RWG PROPOSAL NO. 16-5 -- AWARDS, BENEFITS AND EXPENSES -- PERMISSIBLE BENEFITS -- STUDENT-ATHLETE'S RELATIVES OR INDIVIDUALS OF A COMPARABLE RELATIONSHIP	To revise all references to a student-athlete's "spouse," "parents," "family member" or "children" in Bylaw 16 to "relative or individual of a comparable relationship"; further, to permit a student-athlete's relative or individual of comparable relationship to receive benefits, as specified.	General support. • Noted that such a standard could result in a significant number of individuals meeting the standard and individuals being added or deleted from such a list on a regular basis. • Noted that the proposal's flexibility allows an institution to make reasonable judgments related to who is an individual of a comparable relationship. Reasonable judgments are those that are not contrary to the intent of the standard. • Suggested that the national office provide guidance to campus administrators to assist in making such judgments.
RWG PROPOSAL NO. 16-6 -- AWARDS, BENEFITS AND EXPENSES -- TEAM ENTERTAINMENT -- IN CONJUNCTION WITH PRACTICE OR COMPETITION	To specify that an institution, conference or the NCAA may provide reasonable entertainment to student-athletes in conjunction with practice or competition.	General support. • Expressed some concerns related to the general flexibility to provide entertainment in conjunction with practice as it relates to institutional management of expenses.

Proposal Number and Title	Intent	Feedback/Comments
RWG PROPOSAL NO. 16-7 -- AWARDS, BENEFITS AND EXPENSES -- EXPENSES PROVIDED BY THE INSTITUTION FOR PRACTICE AND COMPETITION AND NON-COMPETITIVE EVENTS	To specify that an institution may provide actual and necessary expenses to a student-athlete to represent the institution in practice and competition (including expenses for activities/travel that are incidental to practice or competition) and for a student-athlete to represent the institution in noncompetitive events (e.g., goodwill tours, media appearances, student-athlete advisory committee meetings).	General support.
RWG PROPOSAL NO. 16-8 -- AWARDS, BENEFITS AND EXPENSES -- NATIONAL TEAM TRYOUTS, PRACTICE AND COMPETITION	To specify that a student-athlete may receive actual and necessary expenses and reasonable benefits associated with national team practice and competition; further, to specify that an institution may provide actual and necessary expenses for an unlimited number of national team tryouts and championship events.	General support.

Head Coach Responsibilities Regarding Compliance with and Violations of NCAA Rules

What is a head coach's responsibility for ensuring NCAA violations do not occur within his/her program?

As of October 30, 2012, NCAA Division I Bylaw 11.1.2.1 will state that an institution's head coach is **presumed to be responsible for the actions of all assistant coaches and administrators who report, directly or indirectly, to the head coach**. A head coach shall promote an atmosphere of compliance within his or her program and shall monitor the activities of all assistant coaches and administrators involved with the program who report, directly or indirectly, to the coach.

If the NCAA enforcement staff alleges that a head coach violated Bylaw 11.1.2.1 as a result of his/ her involvement in a major/Level I or II violation(s), what could happen?

Pursuant to Bylaw 11.1.2.1, a head coach is presumed responsible for major/Level I and Level II violations (e.g., academic fraud, recruiting inducements) occurring within his or her program unless the coach can show that he or she promoted an atmosphere of compliance and monitored his or her staff. After August 1, 2013, if the Committee on Infractions finds that a head coach violated Bylaw 11.1.2.1, he or she may be suspended, pursuant to a show-cause order, for an entire season for Level I violations and half of a season for Level II violations. The number of contests that a head coach would be suspended from will depend on the severity of the violation(s) committed by his/her staff or the coach himself/ herself.

Are there secondary/Level III violations that may result in a suspension of a head coach?

Yes. Currently, for specific secondary violations that involve the sports of Division I men's basketball (e.g., camp employment) and football (e.g., impermissible recruiters) a head coach and assistant coaches may be suspended for committing secondary violations by the institution at the direction of the enforcement staff.

Beginning August 1, 2013, for **all sports**, suspensions of coaches for designated Level III recruiting violations will be released publicly by the enforcement staff. In addition, a history (most recent five years) of the coach's Level III violations will be made available to member institutions that request such information. The enforcement staff will identify, where possible, which Level III violations were self-reported by the head coach or his/her staff.

<u>Division I Men's Basketball</u>: Effective August 1, 2013, head coaches may be suspended for identified Level III violations committed by assistant coaches on or after August 1, 2013. The assistant men's basketball coach or staff member who commits the violation also would face suspension. The list of identified Level III violations as discussed with the National Association of Basketball Coaches (NABC) includes:

- In-person, off-campus contacts during a dead period [particularly during the National Letter of Intent (NLI) signing dead period].
- Exceeding the permissible number of opportunities with a prospective student-athlete.
- Intentional or significant game-day simulations and/or impermissible recruiting aids.
- Providing team gear or other inducements to prospective student-athletes.
- Violations that occur as a result of engaging nonscholastic third parties in the recruiting process.

- Collective recruiting violations and/or other intentional recruiting violations (e.g., multiple impermissible early phone calls, multiple impermissible contacts, providing inducements).
- Impermissible benefits to student-athletes or inducements to prospective student-athletes by third parties that the coaching staff knows about or is involved with.

Division I Football: Effective August 1, 2013, head coaches may be suspended for identified Level III violations committed by assistant coaches on or after August 1, 2013. The assistant football coach or staff member who commits the violation also would face suspension. The list of identified Level III violations as discussed with the American Football Coaches Association (AFCA) includes:

- In-person, off-campus contacts during a dead period (particularly during the NLI signing dead period).
- Exceeding the permissible number of contacts with a prospective student-athlete.
- Intentional or significant game-day simulations and/or impermissible recruiting aids.
- Providing team gear or other inducements to prospective student-athletes.
- Violations that occur as a result of engaging nonscholastic third parties in the recruiting process (e.g., prescheduled unofficial visits that are impermissibly funded, etc.).
- Collective recruiting violations and/or other intentional recruiting violations (e.g., multiple impermissible early phone calls, multiple impermissible contacts, providing inducements).
- Holding 7-on-7 events on an institution's campus and/or otherwise attending or being involved in nonscholastic events.
- Impermissible benefits to student-athletes or inducements to prospective student-athletes by third parties that the coaching staff knows about or is involved with.
- Providing a written offer of athletically related financial aid to a prospective student-athlete prior to August 1 of the prospect's senior year in high school.

Division I Women's Basketball: Effective August 1, 2013, head coaches may be suspended for identified Level III violations committed by assistant coaches on or after August 1, 2013. The assistant women's basketball coach or staff member who commits the violation also would face suspension. The list of identified Level III violations as discussed with the Women's Basketball Coaches Association (WBCA) includes:

- In-person, off-campus contacts during a dead period (particularly during the NLI signing dead period).
- Exceeding the permissible number of opportunities with a prospective student-athlete.
- Intentional or significant game-day simulations and/or impermissible recruiting aids.
- Providing team gear or other inducements to prospective student-athletes.
- Violations that occur as a result of engaging nonscholastic third parties in the recruiting process
- Collective recruiting violations and/or other intentional recruiting violations (e.g., multiple impermissible early phone calls, multiple impermissible contacts, providing inducements).
- Impermissible benefits to student-athletes or inducements to prospective student-athletes by third parties that the coaching staff knows about or is involved with.
- Providing a written offer of athletically related financial aid to a prospective student-athlete prior to August 1 of the prospect's senior year in high school.

Division I Sports other than Football and Basketball: Per the Working Group on Collegiate Model – Enforcement's direction, the enforcement staff is seeking feedback from coaches and sport associations affiliated with the NCAA regarding head coaches being suspended for identified Level III violations committed by assistant coaches on or after August 1, 2013. The following is the proposed list of Level III (secondary) violations:

- In-person, off-campus contacts during a dead period (particularly during the NLI signing dead period).
- Exceeding the permissible number of contacts with a prospective student-athlete.
- Intentional or significant game-day simulations and/or impermissible recruiting aids.
- Providing team gear or other inducements to prospective student-athletes.
- Violations that occur as a result of engaging nonscholastic third parties in the recruiting process (e.g., prescheduled unofficial visits that are impermissibly funded, etc.).
- Collective recruiting violations and/or other intentional recruiting violations (e.g., multiple impermissible early phone calls, multiple impermissible contacts, providing inducements).
- Impermissible benefits to student-athletes or inducements to prospective student-athletes by third parties that the coaching staff knows about or is involved with.
- Providing a written offer of athletically related financial aid to a prospective student-athlete prior to August 1 of the prospect's senior year in high school.

What can a head coach do to promote an atmosphere of compliance and monitor the activities of his or her staff?

The action plans described below may assist a head coach in promoting an atmosphere of compliance and monitoring the activities of his or her staff.

Action Plan: Communication

A head coach should demonstrate and document a commitment to compliance through ongoing communication with his or her athletics director, compliance staff and coaching staff. The outline below was created to assist a head coach with managing this dialogue.

- Meet with the chancellor or president to discuss his/her expectations for NCAA rules compliance.
- Meet with the athletics director to discuss his/her expectations for NCAA rules compliance. Suggested talking points:
  - Athletics director's philosophy and expectations on rules compliance.
  - Compliance resources for your program.
  - Program's shared responsibility with compliance staff.
  - Establish a plan in writing for continued dialogue with athletics director to discuss the institution's and program's compliance environment and expectations (e.g., regularly scheduled meetings with minutes, etc.).
- Meet with the compliance director to discuss his/her expectations for NCAA rules compliance. Suggested talking points:

- Compliance director's philosophy and expectations on rules compliance.
- Compliance resources for your program.
- Discuss compliance staff's and program's expectations for submitting rules interpretations and waiver requests, and determine how to best resolve any disagreements over the submission of such requests.
- Program's shared responsibility with compliance staff.
- Expectations for reporting actual and potential NCAA rules issues (e.g., immediate action; reporting lines).
- Establish a written plan for continued dialogue with compliance director to discuss the institution's and program's compliance environment and expectations (e.g., regularly scheduled meetings, etc.).
- Establish a written plan for ongoing dialogue between coaching staff and compliance staff to discuss key issues facing the sport and program (e.g., agents, initial eligibility, pre-enrollment amateurism, etc.).

- Meet jointly with the president, athletics director and compliance director to discuss the institution's and program's compliance environment and expectations.
- Meet with coaching and support staff to discuss head coach's expectations for NCAA rules compliance. Include a written document outlining the head coach's commitment to ethical conduct along with suggested talking points:
  - Program's ethical standards.
  - Expectations for reporting actual and potential NCAA rules issues (e.g., immediate action; reporting lines).
  - Review president's, athletics director's and compliance director's philosophy and expectations for rules compliance.
  - Expectations for regular communication between coaching staff and compliance staff.
  - Establish a plan for continued dialogue with staff to discuss the institution's and program's compliance environment and expectations (e.g., regularly scheduled meetings, etc.).
  - Establish ongoing dialogue with staff to review any issues involving prospective student-athletes and current student-athletes (e.g., agents, initial eligibility, pre-enrollment amateurism, etc.).

Action Plan: Monitoring

A head coach also should demonstrate a commitment to compliance through monitoring his or her staff's activities in consultation with the compliance staff. This may include staff meetings with agendas that specifically address compliance issues. The outline below was created to assist a head coach with managing his/her monitoring responsibilities.

- Actively look for red flags of potential violations. For example, if a prospective student-athlete takes an unofficial visit to campus, ask how the prospective student-athlete paid for the trip.
- Ask questions. For example, if a coach is suspicious of a third party or handler being involved in a prospective student-athlete's recruitment, ask questions of the coaching staff about the person. Emphasize the program's ethical standards, set the tone for what is and is not acceptable in dealing with third parties and keep a written record of the conversations.

- In consultation with the compliance director, create written procedures to ensure your staff is monitoring your program's rules compliance. Suggested procedures:
  - Assign a staff liaison(s) to the compliance staff.
  - Assign staff members to monitor specific areas of compliance (e.g., recruiting contacts, initial eligibility, amateurism, telephone contacts).
  - Regularly evaluate staff members to ensure their areas of compliance are monitored and that all responsibilities are executed in a timely manner.
  - Ensure that the entire program has adequate and ongoing compliance training and that there is a plan in place for discussion of important information.
  - Determine reporting lines for resolving actual and potential NCAA rules issues.
  - Determine reporting lines to alert compliance staff of issues involving prospective student-athletes and current student-athletes (e.g., agents, initial eligibility, pre-enrollment amateurism, etc.).
- Regularly solicit feedback from your staff members concerning their areas of compliance and the program's overall compliance environment in order to ensure that the monitoring systems are functioning properly. Ask the staff where the biggest areas for mistakes or ethical traps exist. Where is the grey area and how will the staff deal with it?
- Ensure that the program immediately notifies the compliance staff when concerns or red flags occur related to potential NCAA rules violations. A lack of immediate action by the head coach will be a significant factor in determining whether the head coach met the obligations imposed by Bylaw 11.1.2.1.

Additional Considerations: Documentation

A head coach should document the ways in which he/she has communicated and/or demonstrated a commitment to compliance and be able to produce documentation relating to the procedures in place for monitoring the program's rules compliance. Potential areas for documentation:

- Meetings with athletics director, compliance staff and coaching staff.
- Program's procedures for monitoring specific areas of compliance.
- Reports to compliance of actual and potential NCAA rules issues.
- Monitoring efforts undertaken by the program to ensure that the staff and student-athletes are complying with NCAA rules and compliance obligations.

Please note that the ultimate determination of whether a head coach has exercised proper control over his her program rests with the NCAA Committee on Infractions, and a failure to promote an atmosphere of compliance and/or failure to monitor determination will consider the unique facts and circumstances of each case. There is no way to set forth a checklist of items that will in all circumstances prevent a finding. Further, it is important that you consult with your athletics administration and compliance staff for additional guidance on how to tailor the best action plan for your institution.

Division I Committee on Infractions Case Precedent - NCAA Bylaw 11.1.2.1

The following information is a summary of some of the Division I Committee on Infractions case decisions that included a finding that the head coach failed to promote an atmosphere of compliance and/ or monitor compliance within his or her program and underscore how the action plans may be of use.

Key Takeaways

1. The head coach and staff have an obligation to report potential rules violations and actual rules violations to the administration.

    - Ask your staff about any red flags in a prospect's recruitment or a student-athlete's enrollment and immediately alert compliance.

2. The head coach has an obligation to ensure that his/ her program's monitoring systems are operating properly.

    - Ask your staff about any issues with the program's monitoring systems and alert compliance (e.g., timeliness, accuracy).

3. The head coach and staff have an obligation to consult with compliance staff to determine if their actions are consistent with NCAA rules.

    - Ask compliance staff before acting, especially in areas of grey.

4. The head coach and staff have an obligation to identify situations where circumstances could result in NCAA violations, alert compliance and monitor the situation closely.

Fact Scenarios: Bylaw 11.1.2.1 Violations

The following information summarizes some of the factors that were noted by the Committee on Infractions in public infractions reports when finding that the head coach failed to meet his responsibilities under Bylaw 11.1.2.1.

1. The head coach and staff knew that an agent/booster had a relationship with an elite prospect.

    - The head coach failed to alert the compliance staff and administration of possible improprieties between the agent/booster and prospect.

    - The head coach and staff knew of the prospect's limited financial resources and did not take any steps to determine whether the relationship between the prospect and agent/booster involved violations of NCAA legislation.

- The NCAA Committee on Infractions noted that Bylaw 11.1.2.1 does not require a head coach to investigate wrongdoing, but it does require the head coach to recognize potential problems, address them and report them to the athletics administration.

2. The head coach and staff knew that several incoming two-year institution transfer student-athletes were deficient academically and were taking numerous classes in a short period of time to meet eligibility requirements.

   - The head coach asked his staff only general questions about the prospects' progress and did not ask how the prospects were supporting themselves, how the prospects were traveling around town, how their classes were being paid for and how involved his staff was with the prospects.

   - The head coach failed to involve the compliance staff in monitoring the prospects' situations.

3. The head coach and staff encouraged a booster/high school coach to assist the program in recruiting and believed that the booster's employment as a high school coach superseded his status as a booster.

   - The head coach failed to consult with compliance to determine whether the booster's actions were permissible.

4. The head coach and staff were told that they could not have any involvement with an on-campus nonscholastic even, but the head coach provided the event operator with access to the program's boosters in order to solicit funding for the event.

   - The head coach failed to consult with compliance staff to determine if his interactions with the event operator posed any potential NCAA rules issues.

   - The head coach permitted his incoming assistant coaches to attend the event (during a quiet period) and failed to consult with compliance staff to determine if their attendance was permissible.

5. The institution's men's basketball program's telephone contacts were subject to heightened scrutiny due to past violations.

   - The men's basketball program's system for monitoring telephone contacts was not functioning properly because the coaches were submitting inaccurate information and were not submitting the logs in a timely manner.

   - The head coach had no knowledge that the system was not functioning, and when he was made aware that coaches were not submitting their logs in a timely manner, he failed to resolve the issue with his staff.

- The Committee on Infractions noted that promoting an atmosphere of compliance requires more than general comments about compliance responsibilities.

Fact Scenarios: Monitoring Expectations

The following information summarizes some of the monitoring considerations that were noted by the Committee on Infractions in public infractions reports that predate the adoption of Bylaw 11.1.2.1 (2005).

1. Institution failed to monitor a prospective student-athlete, who was living in the university's locale, the summer prior to initial enrollment.

   - The head coach failed to provide the institution with information about the prospect that would have facilitated the institution's monitoring efforts.

   - Effective rules compliance demands more than providing rules education and requires actually checking to see whether the staff complies with the rules.

2. A prospective student-athlete received impermissible housing from a current student-athlete the summer prior to initial enrollment.

   - The institution should have monitored the prospect's circumstances, particularly as it relates to lodging, because of the heightened possibility for rules violations.

   - The head coach should have inquired about the prospect's lodging and determined whether it was permissible.

3. A booster engaged in numerous impermissible contacts with a prospect and provided the prospect with $4,000 of cash payments while the prospect was residing in the locale of the institution during the summer prior to initial enrollment.

   - The monitoring efforts should have included rules education for the prospect, and the institution should have formally monitored the prospect's presence in the locale of the institution.

   - The prospect's status as an elite prospect should have created a heightened sense of awareness and prompted the institution to increase vigilance and closer monitoring.

4. An international student-athlete, who was a nonqualifer, received cash from the director of basketball operations in order to satisfy financial burdens.

   - The Committee on Infractions noted that when an international student-athlete is also a nonqualifer, who is ineligible to receive athletically related financial aid, the institution has a greater responsibility to monitor the student-athlete in order to avoid potential rules violations.

- Although the director of basketball operations concealed the payments and left no "paper trail," the institution does not avoid responsibility to monitor the situation since the institution had other information available to prompt an inquiry (e.g., nonqualifer, international student-athlete).

5. A booster assisted the men's basketball staff in its recruiting efforts by having impermissible recruiting contacts with prospective student-athletes.

- The Committee on Infractions noted that a head coach is expected to recognize potential NCAA violations and report them to the athletics administration.

- The head coach failed to recognize that the individual's promotion of the institution to prospects caused him to become a booster of the institution.

From: Laura Wurtz McNab, NCAA Associate Director of Enforcement <noreply@qemailserver.com>
Sent: Thursday, November 1, 2012 4:50 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: EWG: Cooperative Principle Survey

Dear Selected NCAA Division I members:

In its October 2012 report to the Division I Board of Directors, the Enforcement Working Group shared recommended concepts and expectations regarding the cooperative principle. The working group is seeking your feedback regarding the cooperative principle concepts and recommendations in order to provide the Board with its final recommendations in April 2013. The October 2012 report and its attachments may be accessed at the following link.

http://www.ncaa.org/wps/myportal/ncaahome?WCM_GLOBAL_CONTEXT=/ncaa/ncaa/legislation+and+governance/working+groups/enforcement

NOTE: You will be prompted to sign in for this website. To register for the membership side of NCAA.org, click on the Membership Login button at the top right of NCAA.org. When the login field appears, click on the word Register to the right of where you would enter your email address. You must use an e-mail address from an NCAA member school or conference. Your password must be 6 to 12 characters in length. If you need assistance, please contact the NCAA at webhelpdesk@ncaa.org .

After reviewing the Cooperative principle - Attachment No. 5 (seven pages) to the October 2012 report, please complete a brief survey, which will provide important feedback to the Enforcement Working Group as to how to proceed with its recommendations to the NCAA Division I Board of Directors. The survey will be available until November 28, 2012.

It should only take 5 to 10 minutes to complete the survey. Please begin by following this link to the survey:

Take the Survey

Please note that the link above is a unique link and will work only for you. Do not forward it.

We greatly appreciate you taking the time to share your thoughts with us. Thank you!

Sincerely,

Laura Wurtz McNab
NCAA Associate Director of Enforcement/ liaison to the Working Group on Collegiate Model - Enforcement

If you are unable to click the link, you may copy and paste the actual link below into your web browser: https://ncaa.qualtrics.com/WRQualtricsSurveyEngine/?Q_DL=d5tBZO3wHUjsuLr_5sR9GmsVdCqyyEZ_MLRP_8qcNcRLO1poaMgl&_=1

From: Beth Miller <bmiller@uncaa.unc.edu>
Sent: Thursday, January 31, 2013 10:12 AM
To: Broome, Lissa L <lbroome@email.unc.edu>; Bubba Cunningham <bubbac@uncaa.unc.edu>
Subject: Fwd: Legislation Override: Prohibition On In-Person Scouting
Attach: Fwd_ Legislation Override_ Prohibition On In-Person Scouting.msg

---

Bubba and Lissa,
Attached is an email from Carlos regarding Proposal 11-3-B, prohibiting in-person scouting of opponents. I believe we were opposed to it, but the majority of ACC schools were in support. I don't know if our opposition is strong enough to submit an "override", but wanted to share this with you. Carlos also attached supporting letters from Men's and Women's Soccer, Men's Lacrosse, Women's Lacrosse, Field Hockey and Ice Hockey Coaches' Associations.
thanks,
~Beth

NCAA Override Procedures

NCAA Division I membership may override the adoption of legislation by the NCAA Legislative Council or the NCAA Board of Directors or the defeat of legislation by the Board of Directors. To call for such action, requests from at least 75 active Division I institutions (25 from the applicable subdivision for football-specific legislation) with voting privileges must be received in the NCAA national.

Override requests must be submitted electronically by using the Legislative Services Database for the Internet (LSDB*i*).

1. To access LSDB*i*, go to the NCAA Web site at www.ncaa.org.
2. Click on the "Membership Login" in the upper right-hand corner of the screen. Login to the membership side of www.ncaa.org using your previously established username and password. If you do not already have a username and password, click on "register" and follow the on-screen instructions. If you have forgotten your previously established password, click "Forgot your password?".
3. Click on "Governance" and then "Login to NCAA Business Apps."
4. On the NCAA Applications Authentication Service screen, enter the same email login ID and password used to log in to the membership side of NCAA.org.
5. Click on the link for LSDB*i* found on the My Applications tab within the Single-Source Sign-On System.
6. Click the "Proposals" tab.
7. Select "Institution/Conference Override Form" under the Forms section.
8. Complete Part A of the form by entering the author's name and title, email address and telephone number and selecting "Save Institution."
9. Select the proposals for which the institution would like to request an override vote and include comments.
10. Select "Submit to the NCAA."

Conferences may file requests for an override vote on behalf of their member institutions. To do so, the conference annually must submit to the Board of Directors its procedures to ensure that the chancellors or presidents have delegated this authority.

If at least 75 institutions (25 from the applicable subdivision for football-specific legislation) call for an override vote, the Legislative Council or Board of Directors will review its action. If the action is not changed, the matter will be set for a vote by the Division I membership. If 125 requests (50 from the applicable subdivision for football-specific legislation) for an override vote are received within 60 days after the adjournment of the Board's latest meeting, the affected legislation will be suspended until final action is taken by the membership.

Please contact Leeland Zeller at the NCAA national office if you have any questions.

IWLCA
Intercollegiate Women's Lacrosse Coaches Association

P.O. Box 1124
Grand Lake, Colorado 80447

January 11, 2013

To The NCAA Board of Directors:

On behalf of the Division I women's lacrosse coaches, the Intercollegiate Women's Lacrosse Coaches Association (IWLCA) is in agreement with the National Soccer Coaches Association of America (NSCAA) and the American Hockey Coaches Association (AHCA) in submitting a request that RWG Proposal 11-3-B, "to prohibit in-person scouting of opponents", be withdrawn from consideration for adoption.

Even though RWG-11-3-B states, *"In most cases, video of future opponents is readily available through institutional exchange, subscription to a recording/dubbing service or internet sites accessible to the general public",* this statement is more words that fact.

The facts are that the quality of video which is exchanged within Division I women's lacrosse varies greatly and in many instances simply subpar. The quality of the video equipment, camera location, videographer expertise, along with the many choices of exchange programs which are often determine by budgets instead of quality are just a few of the variables affecting the exchange process. This sincere lack of digital synergy is a reality for many coaches each and every week.

Additionally, restricting the ability of coaches to attend collegiate games within their own sport, on their own time, is something our coaches feel is detrimental to the growth of the game and their personal and professional development. With the immense growth of women's lacrosse and the coaching pool, the need for greater exposure to watch established programs compete is imperative.

In summary, the IWLCA again requests that RWG-11-3-B be withdrawn from consideration for adoption. The question of attending an intercollegiate contest should simply be an issue of a coach's individual choice regarding the use of their personal time and resources.

Thank you for your consideration, and for your efforts on behalf of intercollegiate athletics.

Sincerely,

Gothard Lane

Gothard Lane
Executive Director
Intercollegiate Women's Lacrosse Coaches Association

January 11, 2013

To The NCAA Board of Directors:

I am writing on behalf of the National Field Hockey Coaches Association to voice opposition to RWG Proposal 11.3B which would prohibit in person scouting of opponents.

When asked by the NCAA to solicit feedback from our members, we surveyed them and 88% of our members supported: 11.3A Deregulation of Scouting of Opponents which would deregulate the restrictions on scouting opponents. This option is best for field hockey and seems more closely aligned with the NCCA's new mission to reduce the volume of unenforceable rules.

Although much of our scouting is done through video interchange there are plenty of instances in which our coach's feel in person scouting is what's best for their team and game preparation.

In making your decision, please consider that the overall goal of the Rules Working Group was to deregulate and remove unenforceable rules. The NFHCA requests that the NCAA Board of Directors vote to defeat Proposal 11.3B so that field hockey coaches can continue to scout their opponents in person.

Thank you for attention to this proposal.

Regards,

Hilary Kuss, NFHCA, Assistant Executive Director

P O Box 13289, Chandler, AZ 85248 Tel . 843-860-9685 Email : Hilary.kuss@nfhca.org

From: Lyris ListManager <lyris@listserv.unc.edu>
Sent: Tuesday, February 5, 2013 2:10 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: boardadvisors error mail

The following members on list boardadvisors have been placed on hold because of their inability to receive email:

margot@nclcdc.org

From: Department of Exercise and Sport Science <orders@eventbrite.com>
Sent: Thursday, February 14, 2013 2:56 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Order Confirmation for 2013 Carl S. Blyth Lecture
Attach: 5510006578-141887720-tickets.pdf

Your order for 2013 Carl S. Blyth Lecture is complete!

Wednesday, March 6, 2013 from 1:00 PM to 2:00 PM (EST)

2013 Carl S. Blyth Lecture
George Watts Alumni Center
UNC Chapel Hill
106 Stadium Drive
Chapel Hill, NC 27599

Your tickets are attached to this email **or download them here. Please print and bring them to the event.**

Or get the mobile app to access tickets on your phone.

Questions about the event? Contact atufts@email.unc.edu

Your Receipt

Feb 14, 2013

Order #: 5510006578-141887720

Name	Type	Quantity
Lissa Broome	2013 Carl S. Blyth Lecture (EXSS Guests)	1

This order is subject to Eventbrite Terms of Service

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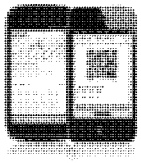

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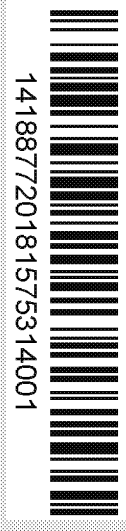

14188772018157531400 1

Event	2013 Carl S. Blyth Lecture	EXSS Exercise and Sport Science University of North Carolina at Chapel Hill
Date+Time	Wednesday, March 6, 2013 from 1:00 PM to 2:00 PM (EST)	Name **Lissa Broome**
Type	**2013 Carl S. Blyth Lecture (EXSS Guests)**	Payment Status **Free Order**
Location	**George Watts Alumni Center** UNC Chapel Hill 106 Stadium Drive Chapel Hill, NC 27599	
Order Info	Ordered by Lissa Broome on **Feb 14, 2013** at 11:56 AM	

Please PRINT and bring your ticket(s) to the event entrance.

14188772018157531400 1

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ATLANTIC COAST CONFERENCE

MEMORANDUM

February 15, 2013

SENT VIA EMAIL

TO: ACC Head Football Coaches

FROM: Brad Hostetter
Senior Associate Commissioner

SUBJECT: New NCAA Recruiting Rules

Commissioner Swofford requested that I advise you on the current status of the recruiting proposals recently adopted by the NCAA Board of Directors in January. We will also be able to discuss additional details on your regularly scheduled conference call Tuesday, February 19th at 11:00 a.m.

The NCAA Rules Working Group, chaired by Clemson President James Barker, has been working for over a year in an effort to minimize unnecessary and/or unenforceable NCAA rules. A few of the proposals have generated significant feedback within the football community since their adoption, including the elimination of rules that require phone calls to prospects to be from head or assistant coaches (Proposal 11-2). Two other adopted proposals generating conversation are the proposals to permit unlimited text messaging and phone calls (Proposal 13-3) and the deregulation of restrictions on recruiting materials (Proposal 13-5-A). A third proposal (Proposal 13-2) that would permit earlier access to prospects (July 1 following the sophomore year and contacts during the junior year of high school) has been tabled until the May 2013 Board of Directors meeting to allow for additional feedback from coaches associations. The adopted proposals are currently scheduled to become effective either July 1 or August 1, 2013 and would not be changed during a two-year period.

While the NCAA has not provided an official reaction to recent statements to the media by football coaches, I suspect that the NCAA staff may work with the Rules Working Group and/or the Board of Directors (chaired by Wake Forest President Nathan Hatch) to determine what options may exist at this point. I believe that there could be several options to consider, ranging from maintaining the current course to delaying implementation of single or select adopted changes. Because there would be several considerations for any possible option, it will be more beneficial to discuss this on the conference call, rather than list them here.

I look forward to updating you on Tuesday and hearing your thoughts on the current state of these changes.

cc: ACC Presidents
ACC Faculty Athletics Representatives
ACC Athletics Directors
John D. Swofford, Commissioner
Michael Strickland, Senior Associate Commissioner
Amy Yakola, Senior Associate Commissioner

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UNIVERSITY OF VIRGINIA • VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY • WAKE FOREST UNIVERSITY

Topics of Discussion Related to RWG Proposals 11-2, 13-3, 13-5-A

RWG Proposal 11-2

Delay effective date for all sports. Recent feedback indicates significant concern with proliferation of athletics department staff as a result of this proposal. Delaying the effective date will allow the proposal to be considered with the broader issue of limits on non-coaching personnel during Phase II of the RWG process. Additionally, this will allow the Leadership Council's Football Recruiting Subcommittee to examine the issue and provide recommendations for that sport.

RWG Proposal 13-3

Option 1: Recent feedback has indicated a desire by the membership to examine 13-3 in conjunction with the on-going review of RWG Proposal 13-2 (initial date for recruiting communication and in-person contact) and recruiting calendars. Accordingly, **delaying the effective date for all sports** will allow the membership time to consider all of these issues together. Under this option, the membership would be subject to the current monitoring burdens in this area until a solution is reached on modifications to the proposal.

Option 2: **In all sports**, maintain current numerical limitations on recruiting communication, but eliminate restrictions governing modes of recruiting communication (e.g., maintain current telephone call limits and permit text messaging).

Option 3: **In the sport of football only,** delay the effective date to allow the Leadership Council's Football Recruiting Subcommittee to examine the issue and provide recommendations for that sport. **In all other sports,** the proposal will remain unchanged.

RWG Proposal 13-5-A

Option 1: **Delay effective date for all sports.** Recent feedback has indicated significant concern for the cost implications of deregulating the recruiting materials legislation. Delaying the effective date for all sports will provide the membership additional time to reconsider RWG Proposal 13-5-B or additional modifications to 13-5-A (e.g., maintaining current restrictions on athletics publications or game programs). Consequently, under this option the membership would be subject to the current monitoring burdens in this area until a solution is reached on modifications to the proposal.

Option 2: **Delay effective day for the sport of football only.** If the concerns referenced in option #1 relate primarily to football, this option would allow the membership to move forward with deregulating this area for all other sports while the Leadership Council's Football Recruiting Subcommittee further examines this issue.

In addition, the staff will issue a confirmation that the proposal does not impact Bylaw 13.2.1, which prohibits institutions from providing any tangible items to prospects that are not printed recruiting materials (e.g., CD, flash drive, Fathead wall graphic).

Full Name: Carol L. Folt
Last Name: Folt
Middle Name: L.
First Name: Carol
Company: UNC Chapel Hill

E-mail: carol.folt@unc.edu

Details Updated 6/8/2013:

Company: UNC Chapel Hill
Job Title: Chancellor
Department: Office of the Chancellor

Details Updated 9/25/2013:

Initials: L ~~C.L.F.~~

Full Name: Folt, Carol Lynn
Last Name: Folt
Middle Name: Lynn
First Name: Carol
Company: UNC Chapel Hill

IM Address: folt@ad.unc.edu

E-mail: /o=unc exchange/ou=exchange administrative group (fydibohf23spdlt)/cn=recipients/cn=south_newchancellor.svc4c9

Details Updated 6/8/2013:

Company: UNC Chapel Hill
Job Title: Chancellor
Department: Office of the Chancellor

Details Updated 9/25/2013:

Initials: L ~~C.L.F.~~

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, June 27, 2013 9:07 AM
To:	Broome, Lissa L <lbroome@email.unc.edu>
Subject:	INFORMATIONAL: Campus Bicycle Master Plan

UNC-CH Creates a Bicycle Master Plan

The University is developing a plan to shape the future of our campus biking environment.

We want you to participate!
Take our bicycle survey at http://go.unc.edu/Xg6q7. It'll only take 5 minutes.

Go to the bicycle master plan website at http://dps.unc.edu/bikeplan to comment on an interactive WikiMap located at http://go.unc.edu/d9Q3F and access other links of interest to the biking community.

The goals of the plan include:
* Making a safe place for everyone to ride - regardless of ability
* A bicycle network that will utilize both on- and off-street facilities through campus and link to off-campus routes
* Assessment of bicycle parking and other programs and policies to support bicycling
* Developing recommendations/projects for a connected bicycle network

The planning effort is led by Facilities Planning in partnership with Public Safety. The designer for the bike plan is Toole Design Group. The bicycle plan is being developed concurrently with one for the Town of Chapel Hill, so that there is seamless integration between the two plans.

Project Schedule
* Summer 2013: Obtain campus input through http://go.unc.edu/d9Q3F
* October 2013: Obtain input through campus open house
* December 2013: Plan complete

With your help, we can make UNC as good a place for biking as it is for basketball!

This email is sponsored by: Public Safety

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Stephens, John B <stephens@sog.unc.edu>
Sent: Thursday, July 18, 2013 2:09 PM
To: Renner, Joy J <Joy_Renner@med.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Subject: FAC - Video project - John away until Aug. 12

Joy, Lissa:
I'll have limited email access during vacation (July 21-Aug 3) and have heavy teaching duties Aug. 5-9.
Will try to respond as best I can.
Joy – per my email about "patterns" in classes, and curiosity about some upper level EXSS courses taking my non-majors who are student-athletes, Roger Kaplan in Academic Advising can provide more information about his observations.
Thanks, John

UNC-SOG graphic

John B. Stephens
Coordinator, Public Dispute Resolution Program
Assoc. Prof. of Public Admin. and Government
School of Government
The University of North Carolina at Chapel Hill
Campus Box 3330
Knapp-Sanders Building
Chapel Hill, NC 27599-3330
T: 919.962.5190 F: 919.962.2705
http://www.sog.unc.edu/node/93

From: Conley, John M <jmconley@email.unc.edu>
Sent: Wednesday, August 7, 2013 4:39 PM
To: Broome, Lissa L <lbroome@email.unc.edu>; Daye, Charles E. <cdaye@email.unc.edu>; gnichol <gnichol@email.unc.edu>; Gerhardt, Michael J <gerhardt@email.unc.edu>; Ardia, David <ardia@email.unc.edu>; Flatt, Victor B <flatt@email.unc.edu>
Subject: Centers in self-study

Lissa and Gentlemen,
I have the unfortunate duty of writing a significant portion of the self-study report (please direct your rants about this process elsewhere; I more than feel your pain). We need a two-paragraph-or-so description of each of the centers. I understand that you are the respective directors—if I'm wrong on that, please let me know right away. I've pasted in below the paragraphs we had in the 2007 report. For each of these centers, I'd be very grateful if the directors would edit and update as necessary. David and Victor, would you please draft something comparable for Media and CLEAR?
There's no rush on this—I'm trying to get a very early start.
Thanks, and let me know if you have questions—
John

1. Center for Banking and Finance

Directed by Professor Lissa Broome, the Center for Banking and Finance was established in July 2000. It sponsors the North Carolina Banking Institute, a continuing legal education program and the *North Carolina Banking Institute* (a journal), both of which were founded in 1997. The journal publishes articles on cutting-edge issues of banking law and regulation written by law students; many articles are drawn from the national experts who speak each year at the Banking Institute. The Center's mission is to support the leadership role played by North Carolina-based financial institutions in the continual evolution of the national financial services industry. The Center provides a variety of support to banking lawyers nationwide.

Through its faculty and student research fellows, the Center for Banking and Finance provides top quality research and written materials on a pro bono or sponsored research basis. The Center has provided logistical and research support to the North Carolina Commissioner of Banks in various research efforts, including the commissioner's efforts to examine systematically and propose updates to the North Carolina banking statutes to ensure the effective, efficient and equitable regulation of banks and savings institutions. The Center advances the teaching of banking and finance both within the School and among practitioners. Since 1997, the Center has sponsored the annual Banking Institute which in recent years, has been held in Charlotte, the home to two of the nation's largest financial institutions. It also sponsors three other annual programs: *The Dan K. Moore Program in Ethics* (since 2002) with a focus on ethical issues of interest to corporate attorneys, *The Consumer Law and Consumer Credit Symposium* as part of the Festival of Legal Learning (since 2001) and *The North Carolina Bank Directors' College* with the North Carolina Office of the Commissioner of Banks (since 2002). The Center also sponsors the Director Diversity Initiative which is supported by external grants. The Initiative also sponsors an annual program, "Broadening Corporate Board Diversity: Earning a Board Seat."

2. Center for Civil Rights

The UNC Center for Civil Rights is committed to the advancement of civil rights and social justice, especially in the American South. It fosters empirical and analytical research, sponsors student inquiry and activities and convenes faculty, visiting scholars, policy advocates and practicing attorneys to confront legal and social issues of greatest concern to racial and ethnic minorities, to the poor and to other potential beneficiaries of civil rights advances. The Center engages in direct client representation as well as policy advocacy. Its advocacy focuses on education, housing and community development, economic justice and voting rights. The Center has a staff of eight and is directed by Clinical Professor of Law Julius L. Chambers; Professor of Law Charles E. Daye serves as the Center's Deputy Director. Ashley Osmond is the senior attorney and a search is underway to fill another full-time attorney position. There are also three attorney fellows on staff (recent law graduates) and an administrative assistant complete the staff.

The Center for Civil Rights produces a number of research materials and reports in addition to briefs and other legal documents. It has presented several important conferences such as *High Poverty Schooling in America: Lessons in Second-Class Citizenship* which brought together over 450 people to examine the best strategies to improve academic achievement, teacher quality and parental satisfaction in high poverty schools. Other conferences have focused on redistricting reform, school resegregation in North Carolina; mending the health care divide to eliminate disparities in access for minority and low income communities; and the historic exclusion of African American, Latino and other minority communities from the municipal boundaries of southern towns.

3. Center on Poverty, Work and Opportunity

Former Senator, John Edwards of North Carolina, brought the nation's attention to the issue of poverty during his first presidential campaign. He carried that work forward to the Center, which he founded in 2005 and directed until December 2006. Professor Marion Crain, who served as Deputy Director, became Director when Senator Edwards announced his candidacy for President of the United States. The Center is guided by an interdisciplinary Advisory Board made up of 18 distinguished professors from various schools and departments at UNC.

The Center's mission – to provide an interdisciplinary, nonpartisan forum to address issues of poverty and work – is exemplified by its activities. First, through speaker events and conferences, the Center raises the visibility of issues pertaining to the poor and provides an opportunity for scholars and thinkers from a variety of disciplines to present their research and connect with each other and practitioners in the field. Past events include a summit and two conferences, the most recent of which was held in November 2007, as well as numerous other panels and speakers covering such diverse topics as education, health, work and the aftermath of Hurricane Katrina.

Second, the Center has produced a number of publications that stimulate academic thought, incentivize further research and bring these important ideas to a larger audience. These include nine policy briefs that the Center commissioned in the fall of 2006; the publication of the proceedings of the Center's 2005 summit in *Employee Rights and Employment Policy Journal*; the Center's book, *Ending Poverty in America: How to Restore the American Dream*, a book whose powerful prescriptive essays are written by some of the nation's leading thinkers and policymakers; and the upcoming publication, in the spring of 2008, of the proceedings from the Center's latest conference in the *Georgetown Journal of Poverty Law and Policy*. The Center also received funding from the Park Foundation to produce a documentary about the working poor in America, and has chosen to focus this project on the invisible workers of the hospitality industry.

Lastly, the Center engages in partnerships, both within the university and with outside entities, in order to encourage an interdisciplinary approach and outreach. The New Orleans Recovery Initiative, undertaken in collaboration with other UNC departments and centers, is such a prototypical project, harnessing the talents of faculty and students at the university to assist the residents of New Orleans' District Six in their rebuilding effort after Hurricane Katrina.

4. Center on Law and Government

Created in 2006, the Center on Law and Government is directed by Professor Michael Gerhardt. It focuses on enriching both students' and the public's understanding of the skills required to address legal issues handled by non-judicial, public authorities. The Center coordinates several activities to broaden students' familiarity with how lawyers may contribute to the formulation of public policy. These activities include sponsoring public lectures by public officials other than judges and justices and providing real world, practical opportunities for students to work directly with federal and state legislators and executive officials. In all of its activities, the Center aims to enrich public discourse about legal decision making outside courts. One of its goals is to facilitate the participation of UNC law faculty as expert witnesses in legislative committee hearings or as pro bono consultants to state and federal legislators.

The Center not only spotlights this history but seeks to strengthen the public service commitment of the University, its faculty, students and graduates. The

School of Law has a number of renowned public law scholars who are knowledgeable about the areas in which public officials, other than judges, address legal issues. The Center provides opportunities for faculty experienced in public policy making to help to train students to work in the areas in which they have excelled. As the Center develops, it will provide opportunities for graduates working on public policy to share their expertise with current students. The Center will publicize the unique achievements of graduates working for and in the Congress, the White House, administrative agencies, Governors' offices, state legislatures, and federal and state agencies and departments.

From: Salaam, Nadera <nadera@email.unc.edu>
Sent: Wednesday, August 14, 2013 9:20 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] State Health Plan Changes for 2014

The State Health Plan will introduce a new health plan option – a consumer directed health plan with a state-funded health reimbursement account – and make significant changes to the current PPO 80/20 Standard plan. The Basic 70/30 plan will change only its name (to the Traditional 70/30 plan); no plan features or benefits will change.

For the 80/20 plan – which will now be called the Enhanced 80/20 plan -- changes include new and enhanced plan options, as well as surcharges on monthly premiums. The surcharges can be offset by wellness credits -- surcharges will be added to employee-only monthly premiums, and any wellness credits you earn can be used to reduce your monthly premium. Surcharges will not be added and credits cannot be earned for dependent coverage.

There are three ways to earn wellness credits towards your premium:

- attest to not smoking or participating in a cessation program
- designate a Primary Care Physician in the enrollment portal
- complete a Health Assessment prior to Oct. 31

The State Health Plan will credit the employee-only monthly premium for each of the above items. For example, if an employee completes the Health Assessment – but does not designate a Primary Care Physician and continues to smoke – they will still receive a partial wellness credit. To receive the full credit – a $50 reduction in your monthly premiums – you must complete all three wellness credit opportunities.
The Consumer Directed Health Plan (CDHP) is a high-deductible medical plan that includes a health reimbursement account (HRA) to help offset the deductible. After the deductible is met, the plan will pay 85 percent of in-network costs. The surcharges and wellness credits noted above will also apply to employee-only CDHP premiums.

What Can Employees Do Now?

- Health Assessment

Employees can take the health assessment now and it will apply to their enrollment in October. The assessment can be completed online (at www.myactivehealth.com/nchealthsmart) or by phone at 800-817-7044 (press option 2).

To take the assessment, you will need your current State Health Plan Subscriber ID. The assessment is a five-minute questionnaire about your medical history, lifestyle and preventive health. As part of the questionnaire, you will be asked your waist measurement, so you may want to have a tape measure handy.

By completing the assessment, you will learn about your risk for developing a chronic health condition, and receive personalized action items to improve overall health and well-being. As an added benefit, if you complete the assessment early, you increase their chances of winning a free iPad®. Now through October 2013, monthly drawings for an iPad® will be held for all eligible State Health Plan members who have completed their health assessment.

Employees can also designate a primary care physician for each covered member before enrollment begins. To do this, log in to https://unc.hrintouch.com and click on the Benefits icon, then click the View/Edit Information link under Section 1 Medical. The primary care provider edit link is listed under the Medical icon. Click the edit link and follow the prompts from there. You can change your primary care provider at any time. A primary care physician can also be set by calling BenefitFocus at 855-859-0966. In addition to the wellness credits, the State Health Plan will be introducing incentives to reduce copays and other costs for healthy choices…..more details to come.

Employee Communications
The State Health Plan will send information directly to employees' homes about the coming enrollment. This is expected to arrive in mid-September. In addition, both the August and September issues of HR Headlines will contain additional employee-focused information about the coming State Health Plan enrollment. We also plan to publish a special HR Headlines issue at the beginning of the enrollment period, which should help you get the word out to employees. We will, as always, send Formal Notice emails as well.

In early September, we will launch a special page on the OHR website with additional information, and we hope to make videos available on specific topics. Lastly, as noted above, Benefits will be holding informational sessions on campus. Dates and locations for those will be announced soon.
Best,
~Nadera

Nadera Salaam, MSHR, PHR | Director of Human Resources | UNC School of Law
5015 Van Hecke-Wettach, CB# 3380 | Chapel Hill, NC 27599-3380
919.962.8509 office | 919.843.1850 fax | nadera@email.unc.edu
IMPORTANT: The contents of this email and any attachments are confidential. They are intended for the named recipient(s) only. If you have received this email by mistake, please notify the sender immediately and do not disclose the contents to anyone or make copies thereof.

Today at Carolina Law: Monday, August 19, 2013

TODAY'S EVENTS

- First Amendment Law Review Orientation

UPCOMING EVENTS

Academics

- First Day of Classes (8/26/2013)
- Trial Advocacy Lectures End (8/26/2013)
- MANDATORY Clinical Programs Orientation Meeting (8/26/2013)
- Labor Day Holiday -- No Classes (9/2/2013)
- "Sowing Struggle: Social Movements and the Future of Corn in Tlaxcala, Mexico" (9/19/2013)

Career Services

- U.S. DOJ Honors and Internship Program Information Session (8/26/2013)

Clinical Programs

- MANDATORY Clinical Programs Orientation Meeting (8/26/2013)

Faculty

- Faculty Speaker Series (9/19/2013)

International Programs

- Welcome Reception for International LL.M. & Exchange Students (8/20/2013)
- Orientation for International LL.M. Students (8/20/2013)
- United States Legal Research and Writing LL.M. course meeting (8/20/2013)

Library

- Orientation for International LL.M. Students (8/20/2013)
- Westlaw Training for WLRC Faculty (8/20/2013)

Scholarships and Student Aid

- Law & Medicine Scholarship (Deadline) (9/2/2013)

Student Events and Organizations

- Banking Journal Orientation (8/20/2013)
- First Amendment Law Review Orientation (8/20/2013)

Writing and Learning Resources Center

- Westlaw Training for WLRC Faculty (8/20/2013)
- Relaxation Break for Law School Community (9/19/2013)

From: Vangelder, Marielle A <mvangeld@email.unc.edu>
Sent: Monday, August 19, 2013 5:17 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Compliance Meetings

Hi Lissa –
Thank you for the note.
We haven't presented to SA's since we made the change to SAF policy. We have updated the slides for the meetings we had with six of our teams today.
Tom has been referencing the 40% reimbursement of the parking pass when he presents that portion. Along with the alarming figure that student-athletes received $47,000 in parking tickets last year!
I have forwarded Michelle the presentation. Lance presents the academic portion and believes it is up to date with ASPSA policies, but I would like Michelle's input any relevant changes she has made.
I spoke with Vince about the drug testing policy. Since it isn't finalized, we will approach the policy in the same manner as we previously had. Once it has been approved, we will distribute to all of our student-athletes via the ACS system so we can track that they all received it. We may also require them to acknowledge both the receipt of the document and all information contained therein.
See you Wednesday evening!
Marielle
Marielle A. vanGelder
Associate Athletic Director
University of North Carolina
Phone: (919) 962-7853
Fax: (919) 962-6002
mvangelder@unc.edu

From: Broome, Lissa L
Sent: Sunday, August 18, 2013 1:21 PM
To: Vangelder, Marielle A
Subject: Compliance Meetings
Hi Marielle –
I was flipping through the squad meeting slides and noticed a couple of things:

- P. 18 – SAF fund. The reference is to clothing for full GIA Pell students. Didn't we change this to Pell students (dropping the full GIA requirement)?
- P. 19 – References portion of parking pass can be reimbursed. If the amount is 40% (that's what I remember), maybe you should say so since that might influence whether a student decides to buy a pass.
- P.24 – You might want to check with Michelle Brown and/or Spencer and Andrea (the new academic advisors working with student-athletes) about the sign-off requirement for dropping a class after 2 weeks. The advisor's signature might be required in addition to the counselor's signature. I'm not sure, but you should double-check if you haven't already done so.
- P. 25 – You might want to be sure Michelle Brown is in accord with this. I realize you are talking about the NCAA definition, but if ASPSA has any different rules, you may want to note them too.

On the outline of the topics to be covered at the evening sessions I saw the Drug Testing Policy. Just a few weeks ago, Joanna Cleveland was working on some changes to the policy. I think everyone in the group agreed with all the changes and the revision that she circulated (which generated some additional tweaks that we all agreed with). You should check with Bubba and/or Vince to be sure that Chancellor Folt has approved these changes to the policy. The policy provides that the AD and the Chancellor may make changes. I just want to be sure that Bubba got this before her and got her agreement.
Thanks,
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: McClanahan, Jon <jonmc@email.unc.edu>
Sent: Tuesday, August 20, 2013 12:41 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Don Hornstein Featured In New Book

For those of you who do not know, Don Hornstein is one of 26 faculty members around the country featured in the newly-released book, What The Best Law Teachers Do. More information about the book can be accessed here, http://www.insidehighered.com/news/2013/08/07/new-book-emphasizes-role-pedagogy-law-schools, and you can buy the book from Harvard University Press, http://www.hup.harvard.edu/catalog.php?isbn=9780674049147.

Congratulations Don. It's quite an honor!

Jon

Jon P. McClanahan
Clinical Associate Professor of Law
Director of Academic Excellence
University of North Carolina School of Law
Appointment Calendar

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 8/20/2013 5:42:46 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Canceled: Dean's Advisory Committee Meetings
Location: Boardroom

Start: 9/3/2013 8:15:00 PM
End: 9/3/2013 9:30:00 PM
Show Time As: Free

Importance: High

Recurrence: Weekly
every Tuesday from 4:15 PM to 5:30 PM
Required Attendees: Broome, Lissa L

From: Bortz, Conrad <cbortz@email.unc.edu>
Sent: Tuesday, August 20, 2013 3:13 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: 2013 board attendees LLB updated
Attach: charlotteAugustmeetingattendees -- LLB.doc

Updated!

Conrad K. Bortz
Business Services, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.843.9288
http://www.law.unc.edu/centers/banking

http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

The world breaks everyone, and afterward, many are strong at the broken places.
E.M. Hemingway

Board of Advisors RSVP list - updated post facto

In Person

B.T. Atkinson, *Bryan Cave LLP*
David Line Batty, *Winston & Strawn LLP*
Melinda Beres, *Hunton & Williams LLP* (for Michael Nedzbala)
Lissa L. Broome, *UNC School of Law*
Conrad Bortz, *UNC School of Law*
R. Lee Burrows, Jr., *Banks Street Partners*
Scott A. Cammarn, *Cadwalader, Wickersham & Taft LLP*
, *North Carolina Banking Institute Journal*
Beth S. DeSimone, *CommunityOne Bancorp*
Anthony Gaeta, *Wyrick Robbins Yates & Ponton LLP*
James T. Hedrick, Jr., *McGuireWoods LLP*
Carol A. Hitselberger, *Mayer Brown LLP*
Eugene M. Katz, *Wells Fargo & Company*
Christopher E. Leon, *Womble Carlyle Sandridge & Rice, LLP*
Meghan McClure Lluberas, *King & Spalding*
Edward P. O'Keefe, *Bank of America*
Paul Pilecki, Kilpatrick Townsend
North Carolina Banking Institute Journal
Amy P. Williams, *K&L Gates LLP*
Kimberly Zirkle, *Moore & Van Allen LLC (for Rick Hazlett)*

By Conference Call

Geoff Adams, *Smith Anderson Blount Dorsett Mitchell & Jernigan, LLP (for* John L. Jernigan)
Nathan Batts, *North Carolina Bankers Association*
Rufus F. Beaty, *TD Bank, N.A.*
Scott M.A. Clark, *Sandler O'Neill + Partners, LP*
A. Patrick Doyle, *Arnold & Porter*
Steven S. Dunlevie, *Womble Carlyle Sandridge & Rice, LLP*
J. Thomas Dunn, *Moore & Van Allen, PLLC, Emeritus*
Kieran J. Fallon, *The PNC Financial Services Group, Inc.*
Kate Gaitner, *Kane Russell Coleman & Logan PC* Kenneth C. Johnston (for Kenneth Johnson)
Leonard H. Gilbert, *Holland & Knight LLP*
Frank A. Hirsch, Jr., *Alston & Bird LLP*
Phillip D. Huber, CFA, *The Hutchison Company*
Gerald P. Hurst, *RBC Bank (Georgia), N.A.*
Robert J. Johnson, Jr., *BB&T*
Mark C. Kanaly, *Alston & Bird, LLP*
Larry Kaplan, *Paul Hastings* (for Jerry Hurst)
William R. Lathan, *Ward and Smith, PA*
Donald C. Lampe, *Morrison & Foerster LLP*
Reginald T. O'Shields, *Federal Home Loan Bank of Atlanta*
Therese Paul, *Fifth Third Bancorp*
Steven D.Poe, *Bell Davis & Pitt*
Henry H. Ralston, *Robinson Bradshaw & Hinson, PA*
Ronald D. Raxter, *Williams Mullen*
Patricia A. Robinson, *Wachtell Lipton*
Ralph N. Strayhorn, *Cape Point Advisory Partners, LLC*
Margaret E. Tahyar, *Davis Polk & Wardwell LLP*
North Carolina Banking Institute Journal
Tom P. Vartanian, *Dechert LLP*
Paul S. Ware, *Bradley Arant Boult Cummings LLP*

ABC –indicates uncertainty on call participation

From: UNC News <news@unc.edu>
Sent: Friday, August 23, 2013 3:07 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] Carolina in the News - August 23, 2013

August 23, 2013

Carolina in the News

Here is a sampling of links and notes about Carolina people and programs cited recently in the media:

International Coverage

Obama's delicate path on race
Agence France-Presse (Wire Service)
...Obama's strategy was shrewd, according to Kareem Crayton, professor of political science at the University of North Carolina. "It's a rational decision, because most people in this country who are voters are not minorities. "In order to win, a candidate needs to reach out to both non-white and white voters alike," he said. But Crayton said that though America was now used to a black First Family, Obama's reticence on race is telling. "It highlights how intractable this issue of race is in political circles."
http://english.astroawani.com/news/show/obamas-delicate-path-on-race-20889

Cowan opens with a nice touch
The Sydney Morning Herald
...As to why he is still powerful, ESPN quotes one of his well-credentialled colleagues, Kevin Guskiewicz, a prominent University of North Carolina neuroscientist: "It's a question that many of us have asked, I mean, I really don't know." The significance is the possible culpability of the NFL in having someone of such little professional expertise in a position where he was most responsible for the welfare of so many players' brains.
http://www.smh.com.au/sport/the-fitz-files/cowan-opens-with-a-nice-touch-20130823-2sgxw.html

Dacia leads charge of emerging market cars in Europe
The Financial Times (United Kingdom)
..."It's the best example of a car developed for emerging markets that has been introduced in developed markets and has been a real success," said Professor Jan-Benedict Steenkamp, author of Brand Breakout, a study of emerging market brands that compete worldwide. "They were far ahead of any other car manufacturer." (Jan-Benedict Steenkamp is Knox Massey Distinguished Professor of Marketing in UNC's Kenan-Flagler Business School.)
http://www.ft.com/intl/cms/s/0/5b7d14b8-feb3-11e2-97dc-00144feabdc0.html?siteedition=intl&siteedition=uk#axzz2cnZuW62g

National Coverage

Home or daycare? What's best for your kid?
The Chicago Tribune
...Still, on average, parents who use day care tend to have higher incomes and fewer kids than those who don't. They are "much more advantaged in almost every way," says Margaret Burchinal, a senior scientist in the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill, who was also involved in the NICHD study.
http://www.chicagotribune.com/sns-wp-wp-slate-bc-parent22-20130822,0,6193589.story

Looking to Genes for the Secret to Happiness (Blog)
The New York Times
...Our genes may have a more elevated moral sense than our minds do, according to a new study of the genetic effects of happiness. They can, it seems, reward us with healthy gene activity when we're unselfish — and chastise us, at a microscopic level, when we put our own needs and desires first. To reach that slightly unsettling conclusion, researchers from the University of North Carolina and the University of California, Los Angeles, had 80 healthy volunteers complete an online questionnaire that asked why they felt satisfied with their lives.
http://well.blogs.nytimes.com/2013/08/23/what-our-genes-reveal-about-true-happiness/?_r=0

Emeritus assisted living workers win $2.2 million settlement
Salon
Emeritus Senior Living, the country's largest assisted living company, has agreed to pay up to $2.2 million to settle claims that it routinely underpaid workers at dozens of its California facilities. ..."When it comes to the direct caregivers, you need to hire people who are dedicated to their work," said Sally Clark Stearns, a professor of health policy at the University of North Carolina Gillings School of Global Public Health. "To do that, you need to pay people sufficient wages to have a stable workforce."
http://www.salon.com/2013/08/22/emeritus_assisted_living_workers_win_2_2_million_settlement_newscred/singleton/

Why My Wife and I Pulled Our Daughter Out of Soccer
The Huffington Post
..."Long-term (brain) damage may have less to do with the number of diagnosed concussions and perhaps more to do with the number of sub-concussive impacts to the head," according to Kevin Guskiewicz, a brain researcher at the University of North Carolina. To that point, the mound of research highlighting the dangers of soccer in general, and heading in particular, is growing larger.
http://www.huffingtonpost.com/ken-reed/why-my-wife-and-i-pulled-_b_3799186.html

A Russian Rite: Revisiting "The Rite of Spring" in Moscow
The Huffington Post
"What do you think of the theory of K and Kh?" asked Professor Severine Neff at a recent conference in Moscow. No, this was not a discussion of the periodic table or component proteins. It was simply an intriguing tangent for a musical event: "Anniversary of a Masterpiece: Centenary of The Rite," also known as "Reassessing The Rite Part II," an academic symposium at the Moscow Tchaikovsky Conservatory centered around the centennial of Stravinsky's ballet The Rite of Spring and a follow-up to last fall's acclaimed conference in Chapel Hill, NC.
http://www.huffingtonpost.com/william-robin/a-russian-rite-revisiting_b_3315248.html
Related Link:
http://www.broadwayworld.com/article/BAM-to-Present-A-RITE-as-Part-of-2013-Next-Wave-Festival-103-5-20130822

PlayMakers Repertory Co. to Stage World Premiere of SURVIVING TWIN, 9/4-8
Broadway World

PlayMakers Repertory Company will present the world premiere of "Surviving Twin," written and performed by Grammy Award-winning singer-songwriter Loudon Wainwright III, Sept. 4-8. The professional theater in residence at the University of North Carolina at Chapel Hill kicks off its 2013/2014 PRC² Series with the limited engagement event, which will be directed by PlayMakers producing artistic director Joseph Haj.
http://www.broadwayworld.com/raleigh/article/PlayMakers-Repertory-Co-to-Stage-World-Premiere-of-SURVIVING-TWIN-94-8-20130822

Regional Coverage

Civil Rights Groups Call for Homeownership to Remain Available, Affordable
The Washington Informer (Washington D.C.)
...A recent joint study by CRL and the Center for Community Capital at the University of North Carolina found that among borrowers who took out a mortgage from 2004-2008 and were current through February of 2011, 60 percent of successful black mortgage borrowers would have been excluded if a 10 percent down payment had been required. A five percent down payment would have excluded 33 percent of successful black borrowers.
http://washingtoninformer.com/news/2013/aug/22/civil-rights-groups-homeownership-remain-available/

Speaker alleges Montclair's public schools are endangered
The Montclair News (New Jersey)
Montclair is the beachhead, and this is D-Day. That's what Walter Farrell, a professor of social work and a fellow in the Center for Urban and Regional Studies at the University of North Carolina at Chapel Hill, , said last night about the aims of the Broad Foundation, to a packed room of about 50 at the monthly meeting of the Montclair branch of the NAACP, held at the offices of Montclair Neighborhood Development Crop, 228 Bloomfield Ave..
http://www.northjersey.com/news/220767961_Speaker_alleges_Montclai_s_public_schools_are_endangered.html

State and Local Coverage

The Fiery Origins of Carolina Bays
The Coastal Review
..."Data negates they [Carolina Bays] were formed at the same time," said Anthony Rodriguez, associate professor of coastal geology at UNC's Institute of Marine Sciences in Morehead City. Rodriguez, along with then-graduate student Matt Waters and UNC associate professor, Michael Piehler, set out to study the origin and evolution of Lake Mattamuskeet, a conglomeration of multiple Carolina Bays in Hyde County on the Albemarle-Pamlico peninsula. Not only did they find no evidence linking these Carolina bays to a cosmic event such as the Younger Dryas extinction, but they also discovered that Lake Mattamuskeet is much younger, by at least 6,000 years, than Carolina bays were assumed to be.
http://nccoast.org/Article.aspx?k=39bbd130-c3e6-46cc-81d5-7fb93db304df

Water monitoring report indicates high levels of bacteria in New Hanover Co. creeks
News 14 Carolina
One coastal county steps up their efforts to improve water quality. This week, New Hanover County released the 2012-2013 water monitoring report, and several creeks continue to show high levels of bacteria. ...Last year, the county reallocated some funds to try and find the source of the problem. They contracted with a marine sciences professor from UNC.
http://triangle.news14.com/content/search/698738/water-monitoring-report-indicates-high-levels-of-bacteria-in-new-hanover-co—creeks

Why you should care about N.C.'s hospital transparency law
The Triangle Business Journal
This week, Gov. Pat McCrory signed a bill to increase hospital pricing transparency. Supporters and detractors mostly gave high level, pontificating responses, but one health care leader took a more nuanced analysis. UNC Health Care COO Dr. Brian Goldstein says that overall it's a "good thing for the public to know what hospitals charge, and what they get paid, for certain services." However he adds that he thinks the bill is "misnamed – or at least incompletely named."
http://www.bizjournals.com/triangle/blog/2013/08/why-you-should-care-about-ncs.html

UNC Health Care opens pelvic clinics in Raleigh, Hillsborough
The Triangle Business Journal
UNC Health Care has opened two clinics in Raleigh and Hillsborough focused on treating women suffering from pelvic disorders. The clinics are the only multidisciplinary care sites in North Carolina and are two of just a handful of clinics in the United States specializing in non-cancerous gynecological problems and female pelvic medicine, according to the health care system.
http://www.bizjournals.com/triangle/news/2013/08/22/unc-health-care-opens-pelvic-clinics.html

Unitary case documents due
The Daily Reflector (Greenville)
Today is the last day for attorneys to submit documents in the Pitt County Schools unitary status case that was heard in July. ...University of North Carolina Center for Civil Rights lawyer Mark Dorosin, the lead lawyer for the Pitt County Coalition for Educating Black Children which sued the school district, said both sides will wait until today to file their final findings of fact and conclusions of law.
http://www.reflector.com/news/unitary-case-documents-due-2141975
Vice Chancellor For Finance And Admin To Leave
WCHL-FM (Chapel Hill)
North Carolina's Vice Chancellor for Finance and Administration, Karol Kain Gray, announced Thursday she will leave the University in October. According to the Daily Tar Heel, Gray will work as the chief financial officer for Applied DNA Sciences, Inc. in New York. Gray is from Long Island and reportedly returning to New York for family reasons.
http://chapelboro.com/news/unc/vice-chancellor-for-finance-and-admin-to-leave/

Carolina Performing arts pays tribute to gospel, fun, more
The Herald-Sun (Durham)
The Jazz at Lincoln Center Orchestra with Wynton Marsalis has always been a popular event in the Carolina Performing Arts season. In years past, the orchestra has sold out well before the date. This fall, conductor Damien Sneed and his choir, Chorale le Chateau, will join Marsalis and company when they present "Abyssinian: A Gospel Celebration," a performance of Marsalis' composition paying homage to the African-American church.
http://www.heraldsun.com/lifestyles/entertainment/x2042200593/Carolina-Performing-arts-pays-tribute-to-gospel-fun-more

Issues and Trends

Public Colleges Endorse Obama Plans on Affordability and Accountability
The Chronicle of Higher Education
Public and state higher-education leaders gave their tentative approval to much of President Obama's proposals on Thursday to make colleges more accountable and affordable. After all, many of the ideas he presented are already being pursued at the state level. In a speech at the University at Buffalo, part of the State University of New York system, Mr. Obama recommended, among other things, Pell Grant "bonuses" for colleges that graduate many recipients of the grants and penalties for colleges with high dropout rates.
http://chronicle.com/article/Public-Colleges-Endorse-Obama/141231/?cid=at&utm_source=at&utm_medium=en

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2013 NCBLJ Calendar – Volume 18				
Day	**Date**	**Time**	**Who**	**Action/Event**
Tuesday	8/20/2012	10:00 AM-Approximately 2:00 6:00 PM-Until	Staff & Editors	Orientation and Durham Bulls game. Meeting at the law school around 6 PM to carpool to the game.
Friday	8/23/2012	8:00 PM	Staff	Topic Proposals Due to Executive Editor
Sunday	8/25/2013	6:30 PM	Executive Board	Topic Assignment. Meeting location TBD.
Monday	9/2/2013	5:00 PM	Staff	Submit to assigned editors and Executive editor thesis, one-page outline, & DETAILED annotated source list (in Bluebook format)
Tuesday	9/3/- 9/4/2013	TBD	Staff & Editors	Meetings b/w Editors and Staff to review thesis, one page outline, annotated sources list
Thursday	9/5/2013	6:30 PM	Editors	Specialized Editing Workshop with Professor Broome
Monday	9/9/2013	5:00 PM	Staff	Submit to Editors Detailed Outline—sample available in orientation binders.
Wednesday	9/11/2013	6:30 PM	Staff & Editors	Writing Workshop and meetings b/w Editors and Staff to review Detailed Outline
Monday	9/16/2013	8:00 PM	Staff	Submit to Editors First Draft
Tuesday	9/17/2013	8:00PM	Editors	Submit to Executive Editor suggested batch based on reading of First Draft
Friday	9/20/2013	12:00 PM	Staff & Editors	Lunch meeting b/w Editors and Staff to review First Draft
Friday	9/27/2013	12:00 PM	Blue Batch	Submit to Editors Second Draft
Monday	9/30/2013	TBD	Blue Batch & Editors	Meetings b/w Editors and Blue Batch Staff to review Second Draft
Friday	10/4/2013	12:00 PM	Red Batch	Submit to Editors Second Draft
Monday	10/7/2013	TBD	Red Batch & Editors	Meetings b/w Editors and Red Batch Staff to review Second Draft
Tuesday	10/8/2013	12:00 PM	White Batch	Submit to Editors Second Draft
Wednesday	10/9/2013	8:00PM	Editors	Submit to Prof. Broome White Batch Second Draft
Friday	10/11/2013	8:00 PM	Blue Batch	Submit to Editors Third Draft
Monday	10/14/2013	8:00 AM	Editors	Submit to Prof. Broome Blue Batch Third Draft
Thursday	10/17/2013	TBD	Staff & Editors	Career Trek (details to follow)
Thurs-Fri	10/17-10/18/2013	NA	Staff & Editors	Fall Break
Sunday	10/20/2013	8:00 PM	Professor Broome	Return to White Batch Second Drafts
Mon-Tues	10/21-10/22/2013	TBD	Staff & Editors	Meetings b/w Editors and White Batch Staff to review Professor Broome comments on Second Draft
Wednesday	10/23/2013	8:00PM	Red Batch	Submit to Editors Third Draft
Sunday	10/27/2013	8:00PM	Professor Broome	Return Blue Batch Third Drafts
Monday	10/28/2013	8:00 AM	Editors	Submit to Prof. Broome Red Batch Third Draft
Mon-Tues	10/28-10/29/2013	TBD	Blue Batch & Editors	Meetings between Editors and Blue Batch Staff to review Prof. Broome comments on Third Draft
Sunday	11/3/2013	8:00 PM	Professor Broome	Return Red Batch Third Drafts
Mon-Tues	11/4/2013	TBD	Red Batch & Editors	Meetings b/w Editors and Red Batch Staff to review Professor Broome comments on Third Draft.
Monday	11/11/2013	8:00 PM	White Batch	Submit to Editors Publication Decision Draft
Wednesday	11/13/2013	8:00 PM	Blue Batch	Submit to Editors Publication Decision Draft
Monday	11/18/2013	8:00 PM	Red Batch	Submit to Editors Publication Decision Draft
Tuesday	11/26/2013	TBD	Editors	Preliminary Publication Decision. Meeting location TBD.

Suggested Topics

1. Topic Name: New Mortgage Rules Announced by the Consumer Financial Protection Bureau (CFPB)

Description: A paper could explore the new mortgage rules, how they will affect consumers, and how they will impact mortgage originators and mortgage servicers. The new rules cover topics such as: qualification and screening standards for loan originators, prohibition of steering incentives, prohibition of "dual compensation," prohibition of waiver of consumer rights, etc. Additionally, the author could identify what problem each change was targeting, and whether the rule is likely to remedy the problem, not remedy the problem, or create a new problem entirely. There are some questions whether the CFPB is extending the bounds of its delegated authority under Dodd-Frank.

Sources:

- *CFPB Releases New Exam Procedures for New Mortgage Rules*, Consumer Financial Protection Bureau, http://www.consumerfinance.gov/pressreleases/the-cfpb-releases-exam-procedures-for-new-mortgage-rules/

- *2013 Real Estate Settlement Procedures Act (Regulation X) and Truth in Lending Act (Regulation Z) Mortgage Servicing Final Rules*, CFPB, http://www.consumerfinance.gov/regulations/2013-real-estate-settlement-procedures-act-regulation-x-and-truth-in-lending-act-regulation-z-mortgage-servicing-final-rules/

- *Summary of the Ability-to-Repay and Qualified Mortgage Rule and the Concurrent Proposal*, CFPB, http://files.consumerfinance.gov/f/201301_cfpb_ability-to-repay-summary.pdf

- CFPB Mortgage Servicing Standards, CWP, http://www.pwc.com/en_US/us/consumer-finance/publications/assets/pwc-cfpb-mortgage-servicing-standard-respa-tila.pdf

- *CFPB Proposes new lending, servicing rules*, HousingWire, http://www.housingwire.com/articles/cfpb-proposes-changes-new-lending-servicing-rules

- American Banker Article: http://www.aba.com/Tools/Ebulletins/Documents/PaymentsUpdateSample.pdf

- CFPB homepage for proposed and final promulgations: http://www.consumerfinance.gov/

- CFPB Monitors the CFPB's actions. For recent developments, see http://www.cfpbmonitor.com/

- Mortgage News Daily article re: current CFPB litigation: http://www.mortgagenewsdaily.com/channels/pipelinepress/08122013-tarp-ny-foreclosure-los.aspx

Additional Sources, particularly regarding rate adjustment notices.

- http://www.lexology.com/library/detail.aspx?g=17d717a0-39b1-4b50-8faf-c982741d3e6f
- http://files.consumerfinance.gov/f/201306_cfpb_compliance-guide_2013-mortgage-servicing-rules.pdf
- http://www.americanbanker.com/issues/178_133/cfpb-finalizes-changes-to-mortgage-rules-1060542-1.html
- http://www.arnoldporter.com/resources/documents/ADV413TheCfpbFinalizesNewMortgageServicingRules.pdf
- http://bankersadvisory.blogspot.com/2013/07/cfpb-issues-new-guidance-on-mortgage.html

2. Topic Name: The Consumer Financial Protection Bureau's (CFPB's) Fair Lending Guidance for Indirect Car Lenders.

**** PROFESSOR BROOME SUGGESTED TOPIC****

Description: The CFPB Bulletin provides that allowing car dealers to exercise discretion in marking up loan pricing might lead to lending price disparities made on a prohibited basis like race or sex. The CFPB also states that the "indirect lenders" (like the banks providing the auto dealer with the funds for financing the car purchase will be viewed as participating in any discriminatory pricing by the car dealers. There appear to be a whole host of issues with this bulletin (at least according to what I read in the Morrison & Foerster memo on the subject. A note could delve into some subset of those issues, depending on the author's areas of interest.

Sources:

- CFPB Bulletin 2013-02
  http://files.consumerfinance.gov/f/201303_cfpb_march_-Auto-Finance-Bulletin.pdf

- Morrison & Foerster client memo raising a number of issues with the Bulletin,
  http://www.mofo.com/files/Uploads/Images/130604-CFPB-Auto-Lenders.pdf

- Other law firms have covered this bulletin and their memos may also suggest issues:
  - http://www.winston.com/siteFiles/Publications/cfpb_Issues.pdf
  - http://www.debevoise.com/files/Publication/909cb718-76dc-4261-a5bc-3cf9dd5f5828/Presentation/PublicationAttachment/2feb52cf-d8dd-4e5f-a5e5-48d045b96280/The%20CFPB%20Issues%20Bulletin%20on%20Indirect%20Auto%20Lending%20and%20Compliance%20with%20the%20Equal%20Cr.pdf
  - http://www.troutmansanders.com/cfpb-announces-plans-to-fundamentally-change-indirect-auto-lending-practices-03-22-2013/

3. Topic Name: CFPB Final Rule on Supervision of Risky NonBanks

**** PROFESSOR BROOME SUGGESTED TOPIC****

Description: A student note could analyze the new Final Rule.

Sources:

- Federal Register Document: http://www.gpo.gov/fdsys/pkg/FR-2013-07-03/pdf/2013-15485.pdf.

- News Sources:
  - http://www.ballardspahr.com/alertspublications/legalalerts/2013-07-02-cfpb-finalizes-procedures-for-supervising-nonbanks-engaged-in-risky-conduct.aspx
  - http://about.bloomberglaw.com/practitioner-contributions/is-cfpb-authorized-to-adopt/
  - http://www.cfpbmonitor.com/2013/07/02/cfpb-ready-to-supervise-nonbanks-engaged-in-conduct-deemed-risky-for-consumers/

4. Topic: Office of the Comptroller of the Currency Revises Bank Appeals Process

Description: On June 7th, the OCC published revisions to its policy governing the manner by which banks may appeal agency decisions and actions. The revisions provide additional guidance on appealable matters and apply to national banks, federal savings associations, and federal branches and agencies. A note could examine why these new regulations were implemented and their potential effects on the appeals process. Of particular interest may be the change in scope of the role of the Ombudsman in the appeals process.

Sources:

- OCC Guidance for Bankers Summary of changes in the bank appeals process: http://www.occ.treas.gov/news-issuances/bulletins/2013/bulletin-2013-15.html

- General information regarding the bank appeals process: http://www.occ.gov/topics/dispute-resolution/bank-appeals/index-bank-appeals.html

- Discussing the appeals process update: http://www.kpmg.com/US/en/IssuesAndInsights/ArticlesPublications/washington-reports/Documents/wrt-11-7-11.pdf

- Discussing the appeals process update: http://www.goodwinprocter.com/Dodd-Frank/Publications/Newsletter%20Articles/Financial%20Services%20Articles/2013_06/18_03.aspx

- Short description of some changes: http://www.ballardspahr.com/alertspublications/legalalerts/2013-06-12-occ-updates-procedures-for-internal-appeals-of-supervisory-decisions.aspx

5. Topic Name: The Federal Energy Regulatory Commission: The Newest Bank Regulator

**** PROFESSOR BROOME SUGGESTED TOPIC****

Description: On July 30 FERC published its accord with JPMorgan Chase in which a unit of JPM will pay $410 million in fines and give backs to settle claims that the unit manipulated bids in the electricity market between 2010 and 2012. The banks claim that they were exploiting a loophole in the law, but FERC fined them based on an anti-manipulation rule that bans a scheme to defraud energy users.

Sources:

- FERC Press Release:
  http://www.ferc.gov/media/news-releases/2013/2013-3/07-30-13.asp

- New Article Summary:
  http://www.businessweek.com/articles/2013-07-17/ferc-flexes-regulatory-muscle-in-talks-with-jp-morgan

6. Topic Name: Financial Stability Oversight Council (FSOC) Designation of Nonbank Systemically Important Financial Institutions (SIFIs)

Description: The Financial Stability Oversight Council has already officially designated AIG and GE Capital as nonbank systemically important financial institutions, with Prudential Insurance and others likely to follow. An article could discuss the parameters for selection, the consequences for chosen entities, and the effect designation as a SIFI can have on the market position of nonbanks.

Sources:

- 12 USC § 5323 (Dodd-Frank § 113) - Authority to require supervision and regulation of certain nonbank financial companies. http://www.gpo.gov/fdsys/pkg/PLAW-111publ203/pdf/PLAW-111publ203.pdf

- Elizabeth D. Festa and Arthur D. Postal, *FSOC votes AIG, Prudential are nonbank SIFIs*, LifeHealthPRO, http://www.lifehealthpro.com/2013/06/03/fsoc-votes-aig-prudential-are-nonbank-sifis

- Basis of the Financial Stability Oversight Council's Final Determination Regarding American International Group, Inc.: http://www.treasury.gov/initiatives/fsoc/designations/Documents/Basis%20of%20Final%20Determination%20Regarding%20American%20International%20Group,%20Inc.pdf

- Basis of the Financial Stability Oversight Council's Final Determination Regarding General Electric Capital Corporation, Inc.: http://www.treasury.gov/initiatives/fsoc/designations/Documents/Basis%20of%20Final%20Determination%20Regarding%20General%20Electric%20Capital%20Corporation,%20Inc.pdf

- *SIFI designation and its potential impact on nonbank financial companies*, Deloitte & Touche LLP, www.deloitte.com%2Fassets%2FDcom-UnitedStates%2FLocal%2520Assets%2FDocuments%2Fus_aers_grr_crs_SIFI%2520Designation%2520%2520_0313.pdf

7. Topic Name: Office of the Comptroller of the Currency and the Federal Reserve adopt a final rule to heighten capital adequacy requirements and implement the Basel III framework.

Description: Under the final rule, minimum requirements will increase for both the quantity and quality of capital held by banking organizations. Consistent with the international Basel framework, the rule includes a new minimum ratio of common equity tier 1 capital to risk-weighted assets of 4.5 percent and a common equity tier 1 capital conservation buffer of 2.5 percent of risk-weighted assets that will apply to all supervised financial institutions. The rule also raises the minimum ratio of tier 1 capital to risk-weighted assets from 4 percent to 6 percent and includes a minimum leverage ratio of 4 percent for all banking organizations. In addition, for the largest, most internationally active banking organizations, the final rule includes a new minimum supplementary leverage ratio that takes into account off-balance sheet exposures. A student note could discuss implementation of the final rule and effects of the final rule on the banking industry.

Sources:

- Federal Register notice:
  http://www.federalreserve.gov/bcreg20130702a.pdf

- Community Bank Guide:
  http://www.federalreserve.gov/commbankguide20130702.pdf

- Statement by Chairman Bernanke:
  http://www.federalreserve.gov/newsevents/press/bcreg/bernanke20130702a.htm

- Statement by Governor Daniel Tarullo:
  http://www.federalreserve.gov/newsevents/press/bcreg/tarullo20130702a.htm

- Statement by Governor Elizabeth Duke:
  http://www.federalreserve.gov/newsevents/press/bcreg/duke20130702a.htm

Professor Broome's Note: This is a very large and complex topic. If someone wants to take it on, I would strongly suggest focusing on one aspect of the new capital requirements or some distinct and manageable sub-issue.

8. Topic Name: Overview of the Office of the Inspector General of the FDIC.

**** PROFESSOR BROOME SUGGESTED TOPIC****

Description: Most people are not aware of this Office and its function in reviewing bank failures that resulted in a loss to the FDIC. A note could place this office in context and discuss some of its recent work, including its Comprehensive Study on the Impact of the Failure of Insured Depository Institutions. Alternatively, a note could be more specific and review the Material Loss Reports of several recent bank failures or NC bank failures.

Sources:

- Official Website:
  http://www.fdicoig.gov/

9. Topic Name: The Future of Fannie Mae and Freddie Mac

Description: Fannie Mae and Freddie Mac have been under government control since 2008. There is much discussion over what should be the future of those institutions. The author should explore the creation and running of Fannie Mae and Freddie Mac and what led to their failure in 2008. The author should further examine how these institutions have been run since 2008, consider ideas in the current debate about the future of these institutions (i.e. whether they should be public or private), and what the pros and cons are of suggested reforms.

Sources:

- *Government Faces Large Hurdles in Unwinding Fannie*, Freddie, American Banker, http://www.americanbanker.com/issues/178_158/Government-Faces-Large-Hurdles-in-Unwinding-Fannie-Freddie-1061367-1.html

- *Fannie Mae and Freddie Mac Profits: A Creative Accounting Technique*, Forbes, http://www.forbes.com/sites/investor/2013/08/12/fannie-mae-and-freddie-mac-profits-a-creative-accounting-technique/

- *Don't Kill Fannie Mae*, NYTimes, http://www.nytimes.com/2013/08/13/opinion/nocera-dont-kill-fannie-mae.html?_r=0

- Obama Outlines Plans For Fannie Mae and Freddie Mac, NYTimes, http://www.nytimes.com/2013/08/07/us/politics/obama-fannie-mae-freddie-mac.html?ref=fanniemae

- Hensarling to Call for Closure of Fannie Mae and Freddie Mac, DallasNews, http://www.dallasnews.com/business/residential-real-estate/20130812-u.s.-rep.-jeb-hensarling-of-dallas-to-call-for-closing-freddie-mac-fannie-mae-in-housing-speech.ece

Professor Broome's Note: This is a broad topic, and should not be tackled unless you can come up with a discrete sub-issue.

10. Topic Name: Examination of Criminal Charges Stemming from the 2008 financial crisis.

Description: There have been relatively few convictions, or even pursuits thereof, for executives of financial institutions that were involved in the 2008 financial crisis. Often, it seems that lower-level mortgage originators are the only persons being punished. The author should explore what criminal actions have been pursued since 2008, against whom, and the outcomes of these actions. The author should then examine why certain individuals and entities faced charges, while others did not, and consider suggestions on how to make key players more accountable.

Sources:

- *Mortgage Execs Sentenced in Fraud Against TARP Bank*, American Banker, http://www.americanbanker.com/issues/178_126/mortgage-execs-sentenced-in-fraud-against-tarp-bank-1060335-1.html?ET=americanbanker:e15971:760782a:&st=email&utm_source=editorial&utm_medium=email&utm_campaign=AB_Washington_Regulatory_070213

- Missing: Stats on Crisis Convictions, WSJournal, http://online.wsj.com/article/SB10001424052702303505504577401911741048088.html

- *Were Bankers Jailed in Past Financial Crises?*, PBS, http://www.pbs.org/wgbh/pages/frontline/business-economy-financial-crisis/untouchables/were-bankers-jailed-in-past-financial-crises/

- *FBI Keeps Wall Street in its Crosshairs*, ABC News, http://abcnews.go.com/Business/fbi-wall-street-crosshairs-lack-convictions/story?id=11047777

- *Financial Crisis Criminal Convictions Show Very Few Convictions*, My Bank Tracker, http://www.mybanktracker.com/news/2009/11/11/financial-crisis-criminal-investigations-show-very-few-convictions/

Professor Broome's Note: This topic is related to 11.

11. Topic Name: Getting Over Arthur Andersen: Coming to Terms with Indicting Corporations

Description: In 2002, the DOJ indicted Arthur Andersen, leading to the demise of a company with 28,000 employees. Since the Enron scandal there has been a clear policy against indicting major corporations. The DOJ will target individuals including top officers. In a pinch, they may even target a smaller subsidiary of a major company to limit the spread of the consequences. However, the current state of affairs has become unsustainable – we're running from our own shadow at this point. Many articles discussing the possibility of criminal liability for major corporates includes a paragraph on Andersen and often invokes the 28,000 employee figure; it's quickly becoming a mythic number. "Perhaps I should have seen that fanatic gleam, the quick response to a phrase, the magic sound of figures; Fifth Column, Third Force, Seventh Day." We need to get over it and come up with a rational approach for dealing with criminal behavior by major corporates. What is it?

Sources:

- Julie Creswell, "A Relentless Prosecutor's Crowning Case," N.Y. TIMES, July 25, 2013, *available at* http://dealbook.nytimes.com/2013/07/25/a-relentless-prosecutors-crowning-case/?pagewanted=print.

- Matt Taibbi, "New Bank Investigations: Real Action, or More of the Same?" TAIBBLOG, Aug. 8, 2013, *available at* http://www.rollingstone.com/politics/blogs/taibblog/new-bank-investigations-real-action-or-more-of-the-same-20130808?print=true.

- Eric Lichtblau, "In Justice Shift, Corporate Deals Replace Trials," *N.Y. Times*, April 9, 2008, *available at* http://www.nytimes.com/2008/04/09/washington/09justice.html?_r=1&pagewanted=all&

- Frank Partnoy, INFECTIOUS GREED (2003) (Chapter 10 – "The Greatest Company in the World" – is about the fall of Enron and provides useful context for understanding Andersen's indictment. Additionally, Partnoy is a law professor and provides top-notch citations.).

- J. Kelly Strader, UNDERSTANDING WHITE COLLAR CRIME (3d ed. 2011).

Professor Broome's Note: This topic is related to 10.

12. Topic Name: United Kingdom Financial Services Act 2012

Description: A new financial regulation came into effect in the UK through the Financial Services Act 2012. Changes in the financial regulatory system include: (1) the Financial Conduct Authority and the Prudential Regulation Authority replaced the Financial Services Authority; (2) the Bank of England is to have overall responsibility for financial stability; and, (3) a new Financial Policy Committee of the Bank of England was created to assist the bank in achieving its financial stability objective. A note may examine significant changes to the UK regulatory structure as a result of the act and potential effects on financial services.

Sources:

- The Financial Services Act 2012:
  http://www.legislation.gov.uk/ukpga/2012/21/contents/enacted

- Presentation slides and lecture notes regarding this legislation, and other updates:
  http://www.aoseminars.com/files/seminar_255/Allen_Overy_seminar_brochure_-_Recent_developments_in_banking_and_finance_law__10_May.PDF

- Harvard Law Blog Update:
  http://blogs.law.harvard.edu/corpgov/2013/03/24/financial-services-act-2012-a-new-uk-financial-regulatory-framework/

- General description of the Act:
  http://www.natlawreview.com/article/corporate-aspects-uk-financial-services-act-2012

- "Key Updates" Summary of the Act:
  http://www.mofo.com/files/Uploads/Images/130415-The-UKs-Financial-Services-Act-2012.pdf

13. Topic Name: Jumpstart Our Business Startups Act (JOBS Act) and its impact on the banking community.

Description: The JOBS Act has started a growing trend among community banks in deregistering stock with the SEC. The JOBS Act increases the threshold for deregistration under the Securities Exchange Act to 1,200 shareholders from the previous threshold of 300 shareholders. Accordingly, community banks and bank holding companies with more than 300 but less than 1,200 shareholders are eligible to deregister with the SEC. A student note could investigate the rationale for this change under the Exchange Act and the implications on the banking industry, particularly whether less regulation of these community banks is advisable.

Sources:

- Law firm article: http://www.leonard.com/insight/community-banking-insight-jobs-act-allows-many-community-banks-deregister-sec

- Bank News Article: http://www.banknews.com/Single-News-Page.51.0.html?&no_cache=1&tx_ttnews%5Btt_news%5D=16372&tx_ttnews%5BbackPid%5D=54&cHash=7cdf3775b5

- ICBA Article: http://www.icba.org/advocacy/policyissuecategory.cfm?IssueID=98&ListID=3987&catName=Corporate%20Governance&sn.ItemNumber=1710

14. Topic Name: Impact of Increased Foreign Corrupt Practices Act Enforcement in Private Equity Investment

Description: FCPA enforcement has increased over the last few years. Now, the increase in enforcement is coming in the private equity investment field. Since the economic downturn, investment funds have relied on sovereign wealth funds to provide critical capital to their troubled investment firms. This increase in collaboration in Asia and Africa has exposed investment firms to bribery and FCPA risks. Of significant interest is how the private equity industry will be affected as a result of these risky investments.

Sources:

- FCPA Enforcement Against Broker Dealers: A new Headache for CCOs, (June 25, 2013) http://corruptioncrimecompliance.com/2013/06/fcpa-enforcement-against-broker-dealers-a-new-headache-for-ccos/

- In the Crossfire Why Private Equity Firms, Investment Funds, & Their managers Should Beware of the Foreign Corrupt Practices Act, http://www.bakerlaw.com/files/Uploads/Documents/News/Articles/LITIGATION/2013/2013-May-Wall-Street-Lawyer-Article.pdf.

- Minimizing FCPA Risk for Private Equity Investors, http://www.acg.org/global/advisorlinkminimizingfcpariskforprivateequityinvestors.aspx.

- Recent Enforcement Trends Indicate increased FCPA Peril for Private Equity Firms, http://about.bloomberglaw.com/practitioner-contributions/fcpa-peril-for-private-equity-firms/

- Private Equity and the Gathering Anti-Corruption Storm, http://www.alixpartners.com/en/LinkClick.aspx?fileticket=yveDAFg4cYw%3d&tabid=972

15. Topic Name: Legalizing Money Laundering Abroad?

Description: In Argentina there is a financial crisis that is threatening to completely ruin the country. Through expropriations and contempt for international law they have pushed away normal allies and aligned themselves closer with Venezuela, Iran, and Cuba. They have recently passed a law that gives government sponsored amnesty to allow any amount of dollars from anywhere in the world to find a home in Argentina, with no questions asked. They justify this by expressing a need for hard currency. However, it appears that it is plagued by drug money and money launders. A student note could explore the effects of nations in crisis legalizing money laundering activities.

Sources:

- Argentina's crazy plan to save the economy through money laundering, June 4, 2013, http://www.foreignpolicy.com/articles/2013/06/04/cristina_fernandez_argentina_money_laundering

- Argentina Tax Amnesty Laundering Free Pass, Opposition Says, http://www.bloomberg.com/news/2013-05-29/argentina-tax-amnesty-laundering-carte-blanche-opposition-says.html

- Argentina Mulls opening its Banks to Money Launders, http://qz.com/85576/argentina-mulls-opening-its-banks-to-money-launderers/

- Argentina Rates Rogue Status for Money Laundering Scheme, http://www.postandcourier.com/article/20130606/PC1002/130609555/1268/argentina-rates-rogue-status-for-money-laundering-scheme&source=RSS

16. Topic Name: The "London Whale" Scandal

Description: JP Morgan reported trading losses from a series of derivative transactions involving credit default swaps. The initial loss estimate was only $2 billion, though the losses could actually total approximately $9 billion. Two former JP Morgan employees who allegedly helped hide the size of the so called "London Whale" will likely face criminal charges in the near future. This scandal has called firm risk management and internal controls into question and attracted significant public attention. The Senate held a hearing in March and termed the situation as a "Case history of derivative risks and abuses." A student note could examine the scandal from the perspective of criminal prosecution or regulatory oversight issues, among others.

Sources:

- U.S. prosecutors file charges against London Whale traders: http://www.reuters.com/article/2013/08/14/us-jpm-whale-charges-idUSBRE97D0QU20130814

- JP Morgan sues trader involved in London Whale Scandal: http://www.lexology.com/library/detail.aspx?g=ee2e4592-13f8-4d4b-858c-a86079a0e162

- Information uncovered during Senate Hearings regarding the London Whale and U.S. Regulators: http://www.bloomberg.com/news/2013-03-21/jpmorgan-silent-partner-revealed-in-whale-fiasco.html

- Video of Senate Committee Hearing regarding London Whale Scandal: http://www.hsgac.senate.gov/subcommittees/investigations/hearings/chase-whale-trades-a-case-history-of-derivatives-risks-and-abuses

- News Summary: http://www.foxbusiness.com/industries/2013/08/15/jpmorgan-bracing-for-big-london-whale-fines-report/

- David Benoit, *The London Whale: Who's Who*, Wall St. J. (Aug. 14, 2013, 11:14 AM), *available at* http://blogs.wsj.com/moneybeat/2013/08/14/the-london-whale-a-whos-who/?mod=WSJ_hpp_sections_markets

- *J.P Morgan loss came on three-legged trade*, Dow Jones Newswires (May 16, 2012), *available at* http://www.efinancialnews.com/story/2012-05-16/jpmorgan-cdxig9-cds-whaletrader?mod=rss-investmentbankinglmod=rss-investmentbankingl&ea9c8a2de0ee111045601ab04d673622

- Maureen Farrell, *Senate on London Whale: Worse than we thought*, CNN MONEY (Mar. 15, 2013, 8:14 AM), http://money.cnn.com/2013/03/14/investing/jpmorgan-senate/index.html.

- *Lessons from the London Whale*, N.Y. TIMES, Jan. 20, 2013, at SR10, *available at* http://www.nytimes.com/2013/01/20/opinion/sunday/lessons-from-the-london-whale.html?_r=0.

- Report of JPMorgan Chase & Co. Management Task Force Regarding 2012 CIO Losses, Jan. 16, 2013, *available at* http://files.shareholder.com/downloads/ONE/2636932294x0x628656/4cb574a0-0bf5-4728-9582-625e4519b5ab/Task_Force_Report.pdf

17. Topic Name: The Effects of the Credit Card Accountability Responsibility and Disclosure Act of 2009

Description: In 2009 President Obama signed into law the Credit CARD Act of 2009 designed to "establish fair and transparent practices relating to the extension of credit under an open end consumer credit plan." Prior to the act, credit card companies (mainly big banks) were accruing enormous profits, substantially in the form of late fees and complex pricing structures that took advantage of consumers not understanding the complexities of the contract. The note could explore the explosion of credit card debt in America, the growth of bank's profits from credit card fees, what the CARD Act was designed to protect against, and whether the act was enough to protect consumers.

Many commentators have also argued that the law had little effect on credit card companies, but the normal downward pricing pressures from the recession has been the real reason there has been any improvement in consumer protection. The note could explore the statistics and explain whether or not the law actually helped consumers.

Furthermore, Elizabeth Warren has been a strong advocate for even more reform legislation.

Sources:

- Remarks by Elizabeth Warren on the CARD Act, "The CARD Act: One Year Later" Feb. 22, 2011, *available at* http://www.treasury.gov/press-center/press-releases/Pages/tg1074.aspx

- Credit Card Accountability Responsibility and Disclosure Act of 2009, Pub. L. No. 111-24, 123 Stat. 1734 (2009).

- Deceptive Marketing, 155 Cong. Rec. S6178-02, 2009 WL 1563717 (2009).

- *CARD Act factsheet*, CONSUMER FIN. PROTECTION BUREAU (Feb. 2011), *available at* http://www.consumerfinance.gov/credit-cards/credit-card-act/feb2011-factsheet/

- Jennifer Saranow Schultz, *What the Credit Card Act Means for You*, N.Y. TIMES (Feb. 22, 2010, 1:38 PM), *available at* http://bucks.blogs.nytimes.com/2010/02/22/what-the-credit-card-act-means-for-you/?_r=0

Professor Broome's Note: Topic would need to be narrowed and focused to avoid repeating articles that have already been written about the CARD Act. There are at least 2 articles published in the NCBI:

- Regina L. Hinson, Credit Card Reform Goes to College, 14 N.C. Banking Inst. 287 (2010).
- Jaclyn Rodriguez, The Credit CARD Act of 2009: An Effective but Incomplete Solution Evidencing the Need for a Federal Regulator, 14 N.C. Banking Inst. 309 (2010).

18. Topic Name: New EU Risk Retention Laws will likely affect cross-border transactions

Description: The European Banking Authority has recently released CRD IV designed to comply with Basel III requirements. CRD IV is a combination of Directives and Regulations. The way the risk retention rules are written, it is likely to affect current and future European investors in many of their investment holdings. The flip side is that US structured finance transactions will need to become CRD IV compliant in order to attract any European investor. This limits the marketability of structured finance transactions or the spread a manager may be able to acquire.

Sources:

- James Marbey & John Goldfinch, Risk Retention Reinvention: Some Questions Answered (May 29, 2013), *available at* http://www.milbank.com/images/content/1/3/13326/AIP-Client-Alert-RiskRetention-Reinvention.pdf

- Rachpal Thind & Matthew Cahill, Changes in EU Risk Retention Rules: Impact on Cross-Boarder Transactions http://www.sidley.com/files/Publication/d4cf4f42-945d-4c83-b360-d9634995f1a7/Presentation/PublicationAttachment/19068d09-2205-45ed-93d2-da4b9dcbf460/WhosWho-Thind_Cahill.pdf

- Directive 2013/36/EU of the European Parliament and of the Council of 26 June 2013, http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2013:176:0338:0436:EN:PDF

- Regulation EU No 575/2013 of the European Parliament and of the Council of 26 June 2013, http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2013:176:0001:0337:EN:PDF

- Rachel Kelly & Richard Fletcher, *CRD IV and CLOs – Revised Risk Retention Requirements: Back to the Drawing Board?*, MACFARLANES (May 2013), *available at* http://www.macfarlanes.com/media/727296/crd%20iv%20and%20clos%20-%20revised%20risk%20retention%20requirements%20-%20back%20to%20the%20drawing%20board.pdf

19. Topic Name: Virtual Currencies (this topic could be challenging, in terms of the degree of technical information in source documents)

Description: Regulators have targeted virtual currencies (particularly Bitcoins) and suggested stricter laws. Bitcoin is a distributed virtual currency that isn't controlled by any government. While it was initially popular for transactions of drugs and other illegal goods, its use has begun to enter the mainstream economy. Online there are lists of businesses that accept Bitcoin as payment; there are even lists of physical world merchants that accept Bitcoin for consumer goods and services. Bitcoin seems different from anything we've seen before. But that leaves open two questions when it comes to the law's treatment of Bitcoin. Is it really so different from anything we've addressed before that our current laws and regulations are inapplicable? Even if it is just that different, could our current laws and regulations be successfully repurposed to effectively manage the legal challenges presented by Bitcoin? FinCEN's regulatory guidance from last spring is an example of just such an attempt to fit Bitcoin into the legal framework we already have in place. New York's top banking regulator published a memo in August calling virtual currency the "virtual wild west for narcotraffickers and other criminals." The concern is that virtual currency exchangers were violating current New York regulations for money transmitters, which require posting collateral and periodic examinations.

Sources:

- Summary regarding virtual currencies: http://www.ecb.int/pub/pdf/other/virtualcurrencyschemes201210en.pdf

- NY State Department of Financial Services Memo: http://www.dfs.ny.gov/about/press2013/memo1308121.pdf

- News Summary regarding NY's potential regulation of virtual currency: http://www.reuters.com/article/2013/08/12/digitalcurrency-regulation-idUSL2N0GD14I20130812

- News Report on FINCEN and virtual currencies: http://www.lexology.com/library/detail.aspx?g=1cd8e8f9-7518-4931-a441-15993ef6b53b

- FINCEN Guidance regarding virtual currencies: http://www.fincen.gov/statutes_regs/guidance/html/FIN-2013-G001.html

- Reuben Grinberg, *Bitcoin: An Innovative Alternative Digital Currency*, 4 HASTINGS SCI. & TECH. L.J. 159 (2012).

- Nikolei M. Kaplanov, *Nerdy Money: Bitcoin, the Private Digital Currency, and the Case Against Its Regulation*, 25 LOY. CONSUMER L. REV. 111 (2012).

- Derek A. Dion, *I'll Gladly Trade You Two Bits on Tuesday for A Byte Today: Bitcoin, Regulating Fraud in the E-Conomy of Hacker-Cash*, U. ILL. J.L. TECH. & POL'Y, Spring 2013, at 165.

- Joshua J. Doguet, *The Nature of the Form: Legal and Regulatory Issues Surrounding the Bitcoin Digital Currency System*, 73 LA. L. REV. 1119 (2013).

- Jon Shazar, "If A Bitcoin Isn't Really Money, Can You Commit Fraud With It?" DEALBREAKER.COM, Aug. 8, 2013, *available at* www.dealbreaker.com/2013/08/if-a-bitcoin-isnt-really-money-can-you-commit-fraud-with-it/.

- Emily Spaven, "US Judge Rules Bitcoin 'is a Currency or Form of Money,'" COINDESK.COM, Aug. 7, 2013, *available at* www.coindesk.com/us-judge-rules-bitcoin-is-a-currency-or-form-of-money/.

- Federal Bureau of Investigation, "Bitcoin Virtual Currency: Intelligence Unique Features Present Distinct Challenges for Deterring Illicit Activity," Intelligence Assessment, Apr. 24, 2012, *available at* www.wired.com/images_blogs/threatlevel/2012/05/Bitcoin-FBI.pdf.

- Tim Fernholz, "You can't stop digital money laundering until you stop secret companies," QUARTZ.COM, Aug. 9, 2013, *available at* www.qz.com/113921/you-cant-stop-digital-money-laundering-until-you-stop-secret-companies/.

- Ben Laurie, *Decentralised Currencies Are Probably Impossible But Let's At Least Make Them Efficient*, July 5, 2011, *available at* http://www.links.org/files/decentralised-currencies.pdf.

- Ben Laurie, *An Efficient Distributed Currency*, July 23, 2011, *available at* http://www.links.org/files/distributed-currency.pdf.

- Karen Freifeld, "N.Y. regulator considers issuing virtual currency guidelines," REUTERS, Aug. 12, 2013, *available at* www.reuters.com/assets/print?aid=USL2N0GD14I20130812.

- Emily Spaven, "SEC charges Texas man for defrauding investors in bitcoin Ponzi scheme," COINDESK.COM, July 23, 2013, *available at* www.coindesk.com/sec-charges-texan-man-for-defrauding-investors-in-bitcoin-ponzi-scheme/.

- Cade Metz, "Judge to Bitcoin: You are Money," WIRED MAGAZINE, Aug. 8, 2013, *available at* www.wired.com/wiredenterprise/2013/08/court-says-bitcoin-is-money/.

- FinCEN, Department of Treasury, Virtual Currencies Guidance, March 18, 2013, *available at* http://www.fincen.gov/statutes_regs/guidance/pdf/FIN-2013-G001.pdf.

- Leo Mirani, "Prepare for the coming deluge of digital currencies—and meet the people who would control them," QUARTZ.COM, Aug. 10, 2013, *available at*

www.qz.com/113227/prepare-for-the-coming-deluge-of-digital-currencies-and-meet-the-people-who-would-control-them/.

- US v. Liberty Reserve, Indictment (2013), *available at* http://online.wsj.com/public/resources/documents/libertyindict.pdf or http://krebsonsecurity.com/wp-content/uploads/2013/05/Liberty-Reserve-et-al.-Indictment.pdf.

- Winklevoss Bitcoin Trust, *S-1 Registration Statement filed with SEC*, July 1, 2013, *available at* http://www.sec.gov/Archives/edgar/data/1579346/000119312513279830/d562329ds1.htm.

- Nathaniel Popper, "New York and U.S. Open Investigations Into Bitcoins," Aug. 13, 2013, *available at* http://dealbook.nytimes.com/2013/08/13/officials-broaden-inquiries-into-oversight-of-bitcoin-and-other-currencies/

20. Topic Name: Mobile Banking

Description: A student note could explore one or more of the issues that arise with the advent of mobile banking and mobile payment technology, for example: (1) regulators jostle for jurisdiction; (2) interaction with Articles 2 (Sales) and 3 (Negotiable Instruments) of the Uniform Commercial Code; and, (3) security concerns and application of anti-money laundering statutes.

Sources:

- Brian Browdie, *Mobile Banking Usage Rises, But So Do Security Concerns: Survey*, American Banker http://www.americanbanker.com/issues/178_63/mobile-banking-usage-rises-but-so-do-security-concerns-survey-1057989-1.html

- Vanessa Pegueros, *Security of Mobile Banking and Payments*, SANS INSTITUTE, www.sans.org/reading_room/whitepapers/ecommerce/security-mobile-banking-payments_34062

- FTC report: http://www.ftc.gov/os/2013/03/130306mobilereport.pdf

- Jenny Hoffman, *Issues in Mobile Banking 1: Implementation Choices*, MICROFINANCE GATEWAY, http://www.microfinancegateway.org/gm/document-1.9.26086/38408_file_BN_51_Issues_in_Mob.pdf

- Jenny Hoffman, *Issues in Mobile Banking 2: Regulatory and Technical Issues*, Microfinance Gateway, http://www.microsave.net/files/pdf/BN_52_Issues_in_Mobile_Banking_2_Regulatory_and_Technical_Issues.pdf

21. Topic Name: SBA Financing in the Real Estate Context: A Viable Option, or a Repetition of Past Mistakes?

Description: Investors are starting to return to the real estate market in the search for good deals left untouched during the financial crisis. Some larger institutional investors are spinning out smaller investment units to take advantage of SBA financing options. Would these smaller units be interested in using SBA funds to take advantage of the resurgent real estate market? What are the particular challenges of SBA loans in this context?

Sources:

- CDC 504 loans, http://www.sba.gov/category/navigation-structure/loans-grants/small-business-loans/sba-loan-programs/real-estate-and-eq

- Nat'l Ass'n of Development Companies, http://www.nadco.org/i4a/pages/index.cfm?pageid=3362

- Hancock and Wilcox on the credit crunch, http://www.sciencedirect.com/science/article/pii/S0378426698000405

- Garmaise and Moskowitz on credit market competition, http://onlinelibrary.wiley.com/doi/10.1111/j.1540-6261.2006.00847.x/abstract?deniedAccessCustomisedMessage=&userIsAuthenticated=false

- Haynes on SBA Loans and High-Risk Borrowers, http://link.springer.com/article/10.1007/BF00390030#page-1

22. Topic Name: SBA loans in the Bankruptcy Context: How Does Government Involvement Change Priority (can narrow to SARE cases if you want)?

Description: The Bankruptcy Code has an elaborate scheme for preference order, but the prevalence of SBA loans (to encourage risk-taking and small business growth) creates a somewhat different type of debtholder- the SBA. How will these loans be treated? Will the governmental agency get paid back before others? How are the courts treating this? How should the courts treat this?

Sources:

- SBA Loan Programs in general, http://www.sba.gov/loanprograms
- Commenter thread on declaring while holding the SBA note, http://www.sba.gov/community/discussion-boards/sba-loan-default-bankruptcy-option
- Bankruptcy options for the small business owner, http://www.sba.gov/community/blogs/community-blogs/small-business-matters/bankruptcy-options-small-business-owner
- BofA on SBA Loan Bankruptcy, https://smallbusinessonlinecommunity.bankofamerica.com/thread/30603
- U.S. Court guide to Chapter 11, http://www.uscourts.gov/FederalCourts/Bankruptcy/BankruptcyBasics/Chapter11.aspx

Professor Broome's Note: I think the issue may be more the surprising result discussed in the B of A thread above. The borrower was an individual (not a business entity) and pledged his house as collateral for the SBA loan. Even though the SBA loan was discharged in the bankruptcy proceeding, the lien remained on the house. If this is true, it is interesting that the SBA could foreclose on the property when the underlying debt is discharged.

23. Topic Name: The American Airlines - US Air Merger: A Guide for the Uninitiated

Description: American Airlines is trying to get a reorganization approved, and part of that reorganization is a merger with U.S. Air. The reorganization has dipped into bankruptcy and has raised numerous issues. A student note could examine one or more issues related to the bankruptcy proceedings.

Sources:

- Dallas news on the 8/13 development, http://www.dallasnews.com/business/airline-industry/20130813-american-airlines-reorganization-now-has-a-big-hole-after-merger-blocked.ece

- Skift (travel website) on what will happen next, http://skift.com/2013/08/14/american-airlines-merger-whats-going-to-happen-next/

- Huffington Post on the 8/13 development, http://www.huffingtonpost.com/2013/08/13/us-airways-american-airlines-merger_n_3748865.html

- JP Hanlon on airline industry (bankruptcy mentions within), http://books.google.com/books?hl=en&lr=&id=e5k_ruQTO50C&oi=fnd&pg=PP2&dq=american+airlines+bankruptcy+merger&ots=IcXVXE7Uro&sig=-ZUDABOfQUzK4OMG3baGKKRnYW4#v=onepage&q=american%20airlines%20bankruptcy%20merger&f=false

- Mathiesen on airline bankruptcies, http://heinonline.org/HOL/LandingPage?collection=journals&handle=hein.journals/jalc61&div=34&id=&page=

24. Topic Name: Eminently Reasonable: Using Eminent Domain on Underwater Mortgages to Force Writedowns

Description: A homeowner is underwater if he or she owes more on a mortgage than the home's current market value. While some such homeowners end up in foreclosure, others continue to pay on schedule. But by some accounts, the negative consequences of this dynamic spread past the contractual participants. Areas with high numbers of underwater homeowners suffer blight like conditions; communities struggle when a high percentage of the residents are underwater.

Prof. Robert Hockett at Cornell Law has proposed using eminent domain to take possession of the mortgage notes on these underwater homes. The note holder would be paid just under the fair market value of the home, the difference being accounted for with expected foreclosure costs. Then the home would be refinanced for the market value of the home (slightly above what was paid to the previous note holder) and the difference would go to the refinancing agent. The city of Richmond, California has decided to move forward with just such a plan.

This has angered a lot of very powerful people. Major banks and mortgage financiers have filed suit against the city seeking an injunction. The FHFA has threatened that communities that use eminent domain this way will be ineligible for FHFA mortgage insurance – as best I can tell this is a death-penalty level threat. It's possible I misunderstand the role of the FHFA, but I think this would bring residential sales to a stop in any community if the agency followed through.

Is this plan constitutional or does it violate the fair value clause? The banks opposed to this plan have argued that this unacceptably burdens interstate commerce, is that true? How much discretion does the FHFA have to make these threats and pursue policy? Will this plan work in recourse states? There's a thousand more directions this could take.

Sources:

- Robert Hockett, "Paying Paul and Robbing No One: An Eminent Domain Solution for Underwater Mortgage Debt," CURRENT ISSUES IN ECONOMICS AND FINANCE, Federal Reserve Bank of New York, volume 19, number 5, (2013) *available at* http://www.newyorkfed.org/research/current_issues/ci19-5.pdf.

- Complaint, Wells Fargo v. City of Richmond, Aug. 7, 2013, *available at* http://online.wsj.com/public/resources/documents/richmond.pdf, (contact @gmail.com for a version with the attached exhibits).

- Complaint, Bank of New York Mellon v. City of Richmond, Aug. 7, 2013, *available at* http://www.law.gmu.edu/assets/files/faculty/BNYMComplaint_w_Exhibits.pdf.

- Jacob Gershman, "Is Mortgage Seizure Plan a Win-Win or Lose-Win?" WALL ST. J., Aug. 8, 2013, *available at* blogs.wsj.com/law/2013/08/08/is-mortgage-seizure-plan-a-win-win-or-lose-win/tab/print/.

- Ben Walsh, "Eminent Controversy," REUTERS, Aug. 8, 2013, *available at* blogs.reuters.com/counterparties/2013/08/08/eminent-controversy/.

- Bloomberg BNA, "Banks, Investors Launch Lawsuit to Stop Use of Eminent Domain to Seize Mortgages," BANKING DAILY, Aug. 9, 2013, available via Bloomberg Law (See Tim Gallina in the library to sign up, contact @gmail.com for this pdf)

- Jody Shenn, Karen Gullo & John Gittelsohn, "Pimco, BlackRock Seek to Bar California Mortgage Seizures," BLOOMBERG, Aug. 8, 2013, *available at* www.bloomberg.com/news/print/2013-08-07/bondholders-sue-california-city-to-block-mortgage-seizures-1-.html.

- Alfred M. Pollard, General Counsel, Federal Housing Finance Agency, *Summary of Comments and Additional Analysis Regarding Input on Use of Eminent Domain to Restructure Mortgages*, Aug. 7, 2013, *available at* http://www.fhfa.gov/webfiles/25418/GCMemorandumEminentDomain.pdf.

- Ilya Somin, *Lawsuit Challenges Richmond, CA's Plan to Use Eminent Domain to Condemn Mortgages*, The Volokh Conspiracy, Aug. 7, 2013, *available at* http://www.volokh.com/2013/08/07/lawsuit-challenges-richmond-cas-plan-to-use-eminent-domain-to-condemn-mortgages/.

- Robert Hockett, *It Takes A Village: Municipal Condemnation Proceedings and Public/private Partnerships for Mortgage Loan Modification, Value Preservation, and Local Economic Recovery*, 18 STAN. J.L. BUS. & FIN. 121 (2012).

- Shaila Dewan, "A City Invokes Seizure Laws to Save Homes," N.Y. TIMES, July 29, 2013, *available at* www.nytimes.com/2013/07/30/business/in-a-shift-eminent-domain-saves-homes.html?pagewanted=2&_r=0&ref=todayspaper&pagewanted=print.

25. Topic Name: The Legacy of a Crisis: A Look Back at the Aftermath of the 2008 Recession

Description: It has been five years since the beginning of the sub-prime mortgage crisis and the resultant economic recession. In this time, much has been written about both the causes and the results of the global economic downturn that many countries are still feeling. A thorough analysis of the crisis and its aftermath would require two separate examinations. First, a compilation of opinions and analyses from experts in the field, both at the onset of the crisis and at the present, would provide a case study in how useful such "experts" are in diagnosing these economic conditions. Second, with the benefit of hindsight and a global perspective, perform a comparison of how different countries dealt with the recession within their own borders.

Sources:

- The 2007-08 Financial Crisis In Review, http://www.investopedia.com/articles/economics/09/financial-crisis-review.asp

- The Financial Crisis: A Timeline of Events and Policy Actions, http://timeline.stlouisfed.org/index.cfm?p=articles&ct_id=10

- A Summary of the Primary Causes of the Housing Bubble and the Resulting Credit Crisis: A Non-Technical Paper, http://www.uvu.edu/woodbury/jbi/volume8/journals/SummaryofthePrimaryCauseoftheHousingBubble.pdf

- The Subprime Lending Crisis: Causes and Effects of the Mortgage Meltdown, http://www.business.cch.com/bankingfinance/focus/news/Subprime_WP_rev.pdf

- The Subprime Mortgage Market Collapse: A Primer on the Causes and Possible Solutions, http://www.heritage.org/research/reports/2008/04/the-subprime-mortgage-market-collapse-a-primer-on-the-causes-and-possible-solutions

Professor Broome's Note: Extremely broad, although the first suggestion above about expert opinions on economic conditions is interesting. The second suggestion is extremely broad. I would suggest narrowing if you go this route.

26. Topic Name: The Student Debt Crisis in America: A Look at the Next Bubble, and Possible Solutions to Avoid It

Description: The current model of financing a college education in America has faced increasing scrutiny in the last few years. Recent developments surrounding the federal government's role in these education loans have brought to the forefront the issue of whether ensuring access to a college education should be a national priority. An analysis of the current cost of education vs. costs in earlier times, as well as a look at repayment rates and debt levels, would provide the context for an informed discussion. Another aspect of this discussion would be providing possible modifications and solutions to the current system, including the possibility of implementing newer methods of financing such as crowd-sourcing or micro-loans.

Sources:

- How The $1.2 Trillion College Debt Crisis Is Crippling Students, Parents And The Economy, http://www.forbes.com/sites/specialfeatures/2013/08/07/how-the-college-debt-is-crippling-students-parents-and-the-economy/

- This Is What Student Loan Debt Is Really Costing the Economy, http://finance.yahoo.com/blogs/the-exchange/student-loan-debt-really-costing-economy-171523549.html

- Student Loan Debt Statistics, http://www.asa.org/policy/resources/stats/

- Spread the Word About Oregon's Creative Solution to the Student Loan Debt Crisis, http://www.thenation.com/blog/175303/spread-word-about-oregons-creative-solution-student-loan-debt-crisis#axzz2c37bCGpb

- Student Loan Crisis Solved -- Next Problem?, http://www.forbes.com/sites/rajsabhlok/2012/12/14/student-loan-crisis-solved-next-problem/

27. Topic Name: When the Party's Over, Who Pays the Bill: The Looming Issues Surrounding the Federal Reserve's Interest Rate and Inflation

Description: One of the Federal Reserve's responses to the recession of 2008 was to keep short-term interest rates at near-zero levels. Many pundits and analysts have predicted that this monetary strategy will have disastrous long-term consequences such as hyper-inflation and "stagflation." An analysis of this issue should include a review of the Fed's recent machinations, their desired results from these moves, and what actually has resulted from these interest rates. These results can then be compared to the predictions from industry observers, as well as similar results from past economic crises.

Sources:

- Bank Problems in 2013 -- and Strategies to Overcome Them, http://www.forbes.com/sites/billconerly/2013/01/11/bank-problems-in-2013-and-strategies-to-overcome-them/

- Fed to keep interest rates at zero amid debate over future leadership, http://www.theguardian.com/business/2013/jul/31/federal-reserve-interest-rates-future-leadership

- Higher interest rates: A bitter pill for banks, http://finance.fortune.cnn.com/2013/07/12/federal-reserve-interest-rates/

- Monetary Policy Basics, http://www.federalreserveeducation.org/about-the-fed/structure-and-functions/monetary-policy/

28. Topic Name: Social Media's effects on the Securities Industry

Description: The advent of social media has led to huge growth for businesses, entrepreneurs, and advertisers. However, it also presents problems in certain other industries, specifically in the securities field. Because of certain disclosure requirements, investment advisers, broker dealers, and executive officers have run into trouble with the use of social media. A student note could examine the interaction between social media and securities law and analyze the recent updates provided by the SEC regarding social media use.

Sources:

- SEC Press Release regarding social media use: http://www.sec.gov/News/PressRelease/Detail/PressRelease/1365171513574#.Ug6ZlJJJO7w

- SEC Netflix Investigation Report: http://www.sec.gov/litigation/investreport/34-69279.pdf

- The Guide to Social Media and the Securities Laws, http://www.mofo.com/files/Uploads/Images/130528-Socia-Media-Securities-Laws.pdf

- SEC Guidance on the use of Social Media for Companies, http://www.mcguirewoods.com/Client-Resources/Alerts/2013/7/SEC-Guidance-Social-Media-for-Companies.aspx

- KEEPING CURRENT: SOCIAL MEDIA: RETAINING AND SUPERVISING SOCIAL MEDIA COMMUNICATIONS UNDER NEW FINRA REGULATORY NOTICE 11-39, 2011-NOV Bus. L. Today 1

- Kevin Etzel, Securities Violations in 140 Characters or Less: Social Media and Its Growing Impact on the Securities Industry, 29 Touro L. Rev. 119, 146 (2012)

- FINRA Guide to the Web for Registered Representatives, http://www.finra.org/industry/issues/advertising/p006118

- SEC National Examination Risk Alert, http://www.sec.gov/about/offices/ocie/riskalert-socialmedia.pdf

29. Topic Name: Impact of 506(c) offerings on the securities industry

Description: Regulation D, 506(c) offerings are securities offerings that allow open advertisement and general solicitation, as long as they only sell to accredited investors. These new rules will be effective on September 23, 2013. The SEC has further proposed new rules that, among other things, require an SEC filing at the start of Rule 506 placements involving general solicitation, the inclusion of additional cautionary legends and disclosures in offering materials as well as a temporary (two-year) requirement to file general solicitation materials with the SEC. One problem with this type of Reg. D offering is that the issuer is required to prove that the investor is an accredited investor, qualified to purchase securities in such an offering. Many in the securities industry believe this new offering type will lead to an overwhelming increase in scam artists, and accordingly, increased incidences of fraud. Others believe the new offering will allow many small issuers to receive funding that was not previously available in the marketplace.

Sources:

- SEC Repeals Ban On General Solicitation In Private Placements, Adds A Disqualification For Bad Actors And Proposes New Reg. D Requirements, Aug. 6, 2013, http://www.mondaq.com/unitedstates/x/256328/Securities/SEC+Repeals+Ban+On+General+Solicitation+In+Private+Placements+Adds+A+Disqualification+For+Bad+Actors+And+Proposes+New+Reg+D+Requirements.

- SEC Loosens Reg D Rules But PE and VC Firms Remain Cautious, http://blogs.wsj.com/privateequity/2013/08/01/sec-loosens-reg-d-rules-but-pe-and-vc-firms-remain-cautious/

- A Trillion Dollar Source of New Funding? The SEC's New Reg D, http://www.forbes.com/sites/cherylsnappconner/2013/07/13/a-trillion-dollar-source-of-new-funding-the-secs-new-reg-d/

- Amendments to Rule 506, http://www.ecfr.gov/cgi-bin/text-idx?SID=866af3249ad9529e7bc4b0e9213ef1da&node=20130724y1.89

- SEC Release 33-9415, final rules, http://www.sec.gov/rules/final/2013/33-9415.pdf

- Bryan Cave update: http://www.bankbryancave.com/2013/08/sec-adopts-final-rules-to-rule-506-private-placements/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+bankbryancave+%28BankBryanCave.com+Feed%29

- Article on Martindale: http://www.martindale.com/securities-law/article_Shipman-Goodwin-LLP_1912326.htm

- Securities Law Advisory, Alston and Bird LLP: http://www.alston.com/Files/Publication/000d9e88-d927-4949-9fbc-

f3b9747caf33/Presentation/PublicationAttachment/fccab808-4222-4581-ad24-f6ecd9ba059f/13-553-JOBS-Act.pdf

30. Topic Name: The Durbin Amendment

**** PROFESSOR BROOME SUGGESTED TOPIC****

Description: The Durbin Amendment was part of the Dodd-Frank Act. There's a comprehensive explanation of it here, http://www.nerdwallet.com/blog/banking/durbin-amendment-explained/. A recent development was that a Federal District Court Judge found that the Federal Reserve Board's rule implementing the Durbin Amendment and capping debit card transaction fees at 24 cents a transaction exceeded the Fed's statutory authority. This particular aspect of the Durbin Amendment is a moving target since the Federal Reserve Board may appeal the ruling. Nevertheless, it would be interesting to analyze the issues presented by the case and talk about what the result should be.

Sources:

- http://www.durbin.senate.gov/public/index.cfm/files/serve?File_id=4e5288ae-10ee-4c91-9fd7-db0ca14d1046

31. Topic Name: Section 1071 of the Dodd-Frank Act

**** PROFESSOR BROOME SUGGESTED TOPIC****

Description: Section 1071 of the Dodd-Frank Act, http://www.gpo.gov/fdsys/pkg/USCODE-2011-title15/pdf/USCODE-2011-title15-chap41-subchapIV-sec1691c-2.pdf, requires the CFPB to begin collecting certain business lending data for women and minority-owned businesses. The CFPB has not yet issued any rules, so a note could discuss the purpose behind this provision (was it to provide data to bring lawsuits based on impermissible discrimination, much like has been done with HMDA data in the mortgage loan area?) and how the CFPB should implement the provision. May be related in some ways to the Fair Lending Guidance for Indirect Car Lenders.

32. Topic Name: Interest Rate Swaps: Community Banks Ability to Circumvent Existing Regulation

Description: Despite the breadth and complexity of Dodd-Frank regulation of derivatives, there are comparatively few key regulations that affect an interest rate swap offered by a typical community bank. Existing regulations, according to many, can be mastered by a community bank. A student note could examine whether regulation needs to be implemented governing community banks to prevent such interest rate swaps.

Sources:

- Associate of Corporate Counsel Article on Lexology: http://www.lexology.com/library/detail.aspx?g=536c0ee5-e3c5-47d7-b0b0-a3100e991ae4

- American Bankers Association: Dodd-Frank and Community Banks article: http://www.aba.com/aba/documents/dfa/dfguide.pdf

- Bloomberg article suggesting that Wall Street was victorious in its war against proposed interest rate swap agency rules: http://www.bloomberg.com/news/2013-05-16/banks-set-to-win-rollback-in-dodd-frank-swap-trade-rules.html

33. Book Review:

Professor Broome's Note: An interesting exercise would be to focus on one or two events from the financial crisis and see how the various players who have written their own books view/remember/recount the same situation. For instance, Ben Bernacke (Fed Chair), Hank Paulson (then Treasury Secretary), and Sheila Bair (then head of the FDIC) have all written their own books. Do they tell the same or different stories? You could also compare to the contemporaneous news accounts of the particular event. Some possible events to focus on might be failure of Lehman Brothers, bail-out of AIG, Congressional approval of TARP funding and how it morphed from buying troubled assets to the government buying stock in banks, failure of Wachovia and purchase by Wells Fargo after Citibank's overture was shunted aside.

Some possible books to select from for a book review or if you are interested in this approach:

- Tower of Basel: The Shadowy History of the Secret Bank that Runs the World by Adam LeBor(May 28, 2013), **http://www.amazon.com/Tower-Basel-Shadowy-History-Secret/dp/161039254X/ref=sr_1_5?s=booksie=UTF8&qid=1376263869&sr=1-5&keywords=banking+books**

- **Bull by the Horns: Fighting to Save Main Street from Wall Street and Wall Street from Itself by Sheila Bair(Sep 25, 2012), http://www.amazon.com/Bull-Horns-Fighting-Street-Itself/dp/B00D1G7SE6/ref=sr_1_25?s=books&ie=UTF8&qid=1376264110&sr=1-25&keywords=banking+books**

- The Federal Reserve and the Financial Crisis by Ben S. Bernanke (Feb 24, 2013), http://www.amazon.com/Federal-Reserve-Financial-Crisis/dp/0691158738/ref=sr_1_26?s=books&ie=UTF8&qid=1376264250&sr=1-26&keywords=banking+books

- **On the Brink: Inside the Race to Stop the Collapse of the Global Financial System Hardcover– by Henry M. Paulson, http://www.amazon.com/On-Brink-Inside-Collapse-Financial/dp/B0051BNTI8/ref=pd_sim_b_4**

- Inside China's Shadow Banking: The Next Subprime Crisis? by Joe Zhang (May 21, 2013), **http://www.amazon.com/Inside-Chinas-Shadow-Banking-ebook/dp/B00D8DKWWM/ref=sr_1_304?s=books&ie=UTF8&qid=1376265039&sr=1-304&keywords=banking+books**

From: Lewis, Brian D <brian-lewis@unc.edu>
Sent: Friday, August 23, 2013 3:33 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] FW: On-Campus Interviews for Week of August 26-30

From: Glenn-Pruitt, Kala V
Sent: Friday, August 23, 2013 1:17 PM
Subject: On-Campus interviews for week of August 26-30

08-27	Morris, Manning & Martin, LLP (Atlanta)	9:00 am - 2:50 pm	4079 - JC Conf Rm	Jason Cordon; Bri
	SOUTHERN ENVIRONMENTAL LAW CENTER (CHAPEL HILL, NC)	9:40 am - 1:50 pm	5066 - Faculty Conf Rm	Kym Hunter; Brie
	United States Marine Corps Judge Advocate Program (Raleigh, NC)	1:10 pm - 6:00 pm	4080 - Conf Room	Captain Christopl
08-28	Hedrick Gardner Kincheloe & Garofalo, L.L.P. (CHARLOTTE, NC)	9:00 am - 5:00 pm	5066 - Faculty Conf Rm	Jenny Mitchell; K
	OFFICE OF THE COMPTROLLER OF CURRENCY (DALLAS, TX)	9:00 am - 5:30 pm	5067 - Faculty Conf Rm	Javier Maymir As
	PATRICK, HARPER & DIXON, LLP (HICKORY, NC)	10:00 am - 4:50 pm	4080 - Conf Rm	Michael P. Thoma
	Patterson & Sheridan, L.L.P. (Greensboro, NC)	2:10 pm - 4:00 pm	4079 - JC Conf Rm	Carleton Clauss
08-29	BRICKER & ECKLER, LLP (COLUMBUS, OH)	9:00 am - 10:20 am	4074 - CSO Suite	Natalie Furniss R
	CLEMENT & WHEATLEY (DANVILLE, VA)	10:00 am - 3:20 pm	3045-C - Library Study Rm	Michael Guanzon
	GRIER FURR & CRISP, P.A. (CHARLOTTE, NC)	9:00 am - 4:50 pm	3045-B Library Study Rm	Christian P. Cherr
	HORNTHAL, RILEY, ELLIS & MALAND LLP (ELIZABETH CITY, NC)	9:00 am - 4:00 pm	3045-D Library Study Rm	Brock Mitchell ; J
	LOWNDES DROSDICK DOSTER KANTOR & REED, P.A. (ORLANDO, FL)	9:00 am - 12:50 pm	4080 - Conf Room	Greg McNeill '85
	US AIR FORCE JAG CORPS (SEYMOUR JOHNSON AFB, NC)	9:00 am - 5:40 pm	4079 - JC Conf Rm	Cpt. Brendan Gro
2013-08-30	FINNEGAN, HENDERSON, FARABOW, GARRETT& DUNNER LLP (WASHINGTON, DC)	3:40 pm - 4:40 pm	4080 - Conf Rm	Paul Sevanich; Ar Monaco

Kala Glenn-Pruitt
Recruiting Administrator
Career Development Office (CDO)
University of North Carolina School of Law
160 Ridge Road – CB #3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
(P) 919.962.0280
(F) 919.962.2516
Post a Job Opportunity or Request an Interview Date

From: Dalcantara, Valeria Xavier <valeria@email.unc.edu>
Sent: Friday, August 23, 2013 3:45 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Don't forget to publish your Sakai course!

[Message was sent to entire Law School Community]
Dear Faculty and Administrative Assistants,
If you have an as yet unpublished Sakai course, please know that students are eagerly attempting to access their course materials!
Publishing is easy, the ' (Publish Now)' button is at the top of the left hand side menu. If you need help performing this task, or simply want it done for you, just send me an email.
Have a wonderful semester!
Valeria
****
Valeria X. D'Alcantara
Instructional Technology Support Specialist
UNC School of Law
5128 Van Hecke-Wettach Hall
919.843.4548

From: Pierce, Catherine Ringo <cringo@email.unc.edu>
Sent: Friday, August 23, 2013 3:54 PM
To: Hirsch, Jeffrey Michael <jmhirsch@email.unc.edu>; Jensen, Kris <krijense@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>; Ardia, David <ardia@email.unc.edu>
Cc: Summers, Bonita A <basummer@email.unc.edu>; Pittman, Teresa C <pittman2@email.unc.edu>; Klinefelter, Anne <klinefel@email.unc.edu>; Williams, Becky <rbwill@email.unc.edu>; Reid, Allison <Allison_Reid@unc.edu>; Hennessey, Tricia <phenness@email.unc.edu>
Subject: Update : Chancellor + Provost Meeting Rescheduled

Dear All,
I apologize that we've had great difficulty with setting a time for this meeting, but we've been at the mercy of the Chancellor's schedule. The meeting has once again been moved. It is now scheduled for Thursday, Aug. 29th at 10:30am. Since Jack's schedule is nuts the rest of the week, we'll go ahead with the planning meeting already scheduled for Monday morning at 11:30am. David, I hadn't had a chance to tell you about that meeting yet, but I nonetheless hope you can make it. Thanks.
Wishing you all great weekends-
Catherine

Catherine Ringo Pierce
Assistant Dean for Policy and Special Assistant to the Dean
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
P(919) 843-2409
F(919)962-1170

From: Pierce, Catherine Ringo <cringo@email.unc.edu>
Sent: Friday, August 23, 2013 4:03 PM
To: Hirsch, Jeffrey Michael <jmhirsch@email.unc.edu>; Jensen, Kris <krijense@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>; Ardia, David <ardia@email.unc.edu>
Cc: Summers, Bonita A <basummer@email.unc.edu>; Pittman, Teresa C <pittman2@email.unc.edu>; Klinefelter, Anne <klinefel@email.unc.edu>; Williams, Becky <rbwill@email.unc.edu>; Reid, Allison <Allison_Reid@unc.edu>; Hennessey, Tricia <phenness@email.unc.edu>
Subject: RE: Update : Chancellor + Provost Meeting Rescheduled

---

Dear All,
I should have been more clear. You only need to attend the planning meeting on Monday morning you've been separately contacted about it.

Catherine
Catherine Ringo Pierce
Assistant Dean for Policy and Special Assistant to the Dean
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
P(919) 843-2409
F(919)962-1170

From: Pierce, Catherine Ringo
Sent: Friday, August 23, 2013 3:54 PM
To: Hirsch, Jeffrey Michael; Jensen, Kris; Broome, Lissa L; Ardia, David (ardia@email.unc.edu)
Cc: Bonita Summers; Teresa Pittman; Anne Klinefelter; Becky Williams; Reid, Allison; Tricia Hennessy
Subject: Update : Chancellor + Provost Meeting Rescheduled
Dear All,
I apologize that we've had great difficulty with setting a time for this meeting, but we've been at the mercy of the Chancellor's schedule. The meeting has once again been moved. It is now scheduled for Thursday, Aug. 29th at 10:30am. Since Jack's schedule is nuts the rest of the week, we'll go ahead with the planning meeting already scheduled for Monday morning at 11:30am. David, I hadn't had a chance to tell you about that meeting yet, but I nonetheless hope you can make it. Thanks.
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Chapel Hill, NC 27599-3380
P(919) 843-2409
F(919)962-1170

From: Dalcantara, Valeria Xavier <valeria@email.unc.edu>
Sent: Friday, August 23, 2013 4:09 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] If you cannot see the Publish Now button

---

[Message was sent to entire Law School Community]
Dear Faculty and Administrative Assistants,
I apologize for not anticipating this: if you do not see the '(Publish Now)' link, it is because you have already published your site. Well done!
Best,
Valeria
****
Valeria X. D'Alcantara
Instructional Technology Support Specialist
UNC School of Law
5128 Van Hecke-Wettach Hall
919.843.4548

From: Pierce, Catherine Ringo <cringo@email.unc.edu>
Sent: Friday, August 23, 2013 4:38 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: Update : Chancellor + Provost Meeting Rescheduled

---

Monday will be in jacks office. Thursday in the board room. Thanks!

Sent from my iPhone

On Aug 23, 2013, at 4:30 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:

> Thanks, Catherine. See you Monday. Where is the meeting?
> Lissa
>
> ---
>
> **From:** Pierce, Catherine Ringo
> **Sent:** Friday, August 23, 2013 3:54 PM
> **To:** Hirsch, Jeffrey Michael; Jensen, Kris; Broome, Lissa L; Ardia, David
> **Cc:** Summers, Bonita A; Pittman, Teresa C; Klinefelter, Anne; Williams, Becky; Reid, Allison; Hennessey, Tricia
> **Subject:** Update : Chancellor + Provost Meeting Rescheduled
> Dear All,
> I apologize that we've had great difficulty with setting a time for this meeting, but we've been at the mercy of the Chancellor's schedule. The meeting has once again been moved. It is now scheduled for Thursday, Aug. 29th at 10:30am. Since Jack's schedule is nuts the rest of the week, we'll go ahead with the planning meeting already scheduled for Monday morning at 11:30am. David, I hadn't had a chance to tell you about that meeting yet, but I nonetheless hope you can make it. Thanks.
> Wishing you all great weekends-
> Catherine
> Catherine Ringo Pierce
> Assistant Dean for Policy and Special Assistant to the Dean
> UNC School of Law
> CB#3380, Van Hecke-Wettach Hall
> Chapel Hill, NC 27599-3380
> P(919) 843-2409
> F(919)962-1170

From: McFarland, Michael B <mike_mcfarland@unc.edu>
Sent: Friday, August 23, 2013 4:42 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: Farmer, Stephen M <sfarmer@admissions.unc.edu>
Subject: RE: Homepage post today about the working group

We'll fix. I had pored over the Faculty Council website and thought I had this right. Thanks for the quick response.

From: Broome, Lissa L
Sent: Friday, August 23, 2013 4:41 PM
To: McFarland, Michael B
Cc: Farmer, Stephen M
Subject: RE: Homepage post today about the working group

Thanks, Mike.
The release references
the Advisory Committee on Undergraduate Admissions Subcommittee on Athletics Admissions
Last year, the name of the subcommittee was changed to Subcommittee on Special Talent.
Lissa

From: McFarland, Michael B
Sent: Friday, August 23, 2013 4:36 PM
To: Cunningham, Bubba; Farmer, Stephen M; Brown, Michelle; Broome, Lissa L; Ille, Vince; ' @gmail.com'
Cc: Dean, Jr., James W.; Moore, Tanya Topolka; Kirschner, Steve
Subject: Homepage post today about the working group

For your information, University Relations has posted a story announcing the launch of the working group on the University's homepage.
Refer to http://www.unc.edu/campus-updates/university-launches-student-athlete-academic-initiative-working-group/
We'll share this today with the Faculty Governance Office, the Chancellor's Cabinet and the Dean's Council. You may also see coverage in campus media including the DTH in addition to the next print edition of The University Gazette, our faculty-staff newspaper.
Mike McFarland
University Relations

From: McFarland, Michael B <mike_mcfarland@unc.edu>
Sent: Friday, August 23, 2013 4:49 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: Courtright, Patty <patty_courtright@unc.edu>
Subject: RE: Homepage post today about the working group

Many thanks. I have 3 different colleagues correcting this now. Should be right on the homepage momentarily.

From: Broome, Lissa L
Sent: Friday, August 23, 2013 4:48 PM
To: McFarland, Michael B
Subject: RE: Homepage post today about the working group
Confirmed it on p. 35 of this document from the annual report of the Advisory Committee on Undergraduate Admissions, http://faccoun.unc.edu/wp-content/uploads/2010/10/UAD2011-2012.pdf.
Lissa

From: McFarland, Michael B
Sent: Friday, August 23, 2013 4:42 PM
To: Broome, Lissa L
Cc: Farmer, Stephen M
Subject: RE: Homepage post today about the working group
We'll fix. I had pored over the Faculty Council website and thought I had this right. Thanks for the quick response.

From: Broome, Lissa L
Sent: Friday, August 23, 2013 4:41 PM
To: McFarland, Michael B
Cc: Farmer, Stephen M
Subject: RE: Homepage post today about the working group
Thanks, Mike.
The release references
the Advisory Committee on Undergraduate Admissions Subcommittee on Athletics Admissions
Last year, the name of the subcommittee was changed to Subcommittee on Special Talent.
Lissa

From: McFarland, Michael B
Sent: Friday, August 23, 2013 4:36 PM
To: Cunningham, Bubba; Farmer, Stephen M; Brown, Michelle; Broome, Lissa L; Ille, Vince; @gmail.com'
Cc: Dean, Jr., James W.; Moore, Tanya Topolka; Kirschner, Steve
Subject: Homepage post today about the working group
For your information, University Relations has posted a story announcing the launch of the working group on the University's homepage.
Refer to http://www.unc.edu/campus-updates/university-launches-student-athlete-academic-initiative-working-group/
We'll share this today with the Faculty Governance Office, the Chancellor's Cabinet and the Dean's Council. You may also see coverage in campus media including the DTH in addition to the next print edition of The University Gazette, our faculty-staff newspaper.
Mike McFarland
University Relations

From: Renner, Joy J <Joy_Renner@med.unc.edu>
Sent: Friday, August 23, 2013 6:23 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: Homepage post today about the working group

Thanks!
I thought he and Carol did a nice job at the Faculty Council retreat this afternoon. I just slipped in for their remarks and Jan's.

Sent from my iPad

On Aug 23, 2013, at 4:41 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:

> Hi Joy –
> See below:
> Lissa
> For your information, University Relations has posted a story announcing the launch of the working group on the University's homepage.
> Refer to http://www.unc.edu/campus-updates/university-launches-student-athlete-academic-initiative-working-group/
> We'll share this today with the Faculty Governance Office, the Chancellor's Cabinet and the Dean's Council. You may also see coverage in campus media including the DTH in addition to the next print edition of The University Gazette, our faculty-staff newspaper.
> Mike McFarland
> University Relations

From:	nobody@notify.unc.edu on behalf of renuka_kelapure@med.unc.edu
Sent:	Friday, August 23, 2013 8:16 PM
To:	Broome, Lissa L <lbroome@email.unc.edu>
Subject:	INFORMATIONAL: Anal Pain study

UNC Mass Mailing List

INFORMATIONAL: Study participants wanted for anal fissure study (18 and older and less than 75 years).

The UNC Center for Functional GI and Motility Disorders is now recruiting participants age 18 or older and ≤ 75to participate in a research study of a new drug named diltiazem for treating patients with anal fissure.
The study is 5 weeks long and requires 4 visits to the UNC CTRC clinic and a phone call visit.

You may be eligible to participate if you are over the age of 18 and less than 75 years, and diagnosed with an anal fissure that has not been treated recently. Participants will receive all tests associated with the study at no cost and will receive up to $425 for completing the study.
For more information about this trial, please contact: Renuka Kelapure(Renuka_kelapure@med.unc.edu)919-843-7892

This study (IRB #12-2219 received IRB approval from the UNC Office of Human Research Ethics on {1-10-13}.

This email is sponsored by: UNC Center for Functional GI and Motility Disorders

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of Stephanie_Wheeler@unc.edu
Sent: Friday, August 23, 2013 8:27 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: INFORMATIONAL: Research opportunity for women who have had breast cancer

---

Dear UNC Community:

Have you or has someone you know been diagnosed with breast cancer and prescribed endocrine therapy pills (also known as anti-estrogen therapy), such as Tamoxifen or an Aromatase Inhibitor (e.g., Femara/Letroxole, Aromasin/Exemestane, or Arimidex/Anastrozole)?

UNC researchers want to understand how women make decisions about taking these drugs. In particular we are interested in hearing from African American women and women who decided NOT to take these medications or who stopped taking these medications early (before the end of the recommended 5 years).

The research study includes a 30-45 minute phone interview and an optional follow-up focus group for selected patients. Your participation will help us better design programs to support women with breast cancer as they make decisions about endocrine therapy. All participants receive $20 upon completion of the interview.

You may be eligible to participate if you:
-Have been diagnosed with early stage breast cancer
-Have estrogen receptor positive or progesterone receptor positive breast cancer
-Were prescribed endocrine therapy
-Either started taking these drugs and stopped, OR never started taking these drugs after they were prescribed

If you are interested and would like to find out if you are eligible to participate, please reply to this email or call Megan Roberts (919.966.7381, mclarker@unc.edu) or Diane Bloom (919.201.9975, bloom.diane@gmail.com).

The principal investigator for this research study is: Stephanie B Wheeler, PhD MPH, Department of Health Policy and Management & Lineberger Comprehensive Cancer Center

This research study has been approved by the University of North Carolina IRB (Biomedical IRB Approval Number, Date, Name: 12-1393, 08/19/2013, Conducting patient focus groups and provider interviews to understand endocrine therapy (ET) initiation and adherence among breast cancer survivors).

This email is sponsored by the Lineberger Comprehensive Cancer Center

This email is sponsored by: Lineberger Comprehensive Cancer Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

Today at Carolina Law: Saturday, August 24, 2013

TODAY'S EVENTS

- Trial Advocacy Intensive Session (MANDATORY)
- Trial Ad Intensive Weekend Session - Regular Class Session
- Trial Ad Intensive Weekend Session - Regular Class Session
- Trial Ad Intensive Weekend Session - Regular Class Session
- Trial Ad Intensive Weekend Session - Regular Class Session
- Trial Ad Intensive Weekend Session - Regular Class Session
- Trial Ad Intensive Weekend Session - Regular Class Session
- Trial Ad Intensive Weekend Session - Regular Class Session
- Trial Ad Intensive Weekend Session - Professor Impeachment Lecture

ONGOING SIGNUPS & OPPORTUNITIES

- Register for North Carolina Law Review Symposium: Health Care Decisions in the New Era of Health Care Reform (Signup ends 10/2/2013)

UPCOMING EVENTS

Academics

- Trial Advocacy Intensive Session (MANDATORY) (8/25/2013)
- Trial Ad Intensive Weekend Session - Regular Class Session (8/25/2013)
- Trial Ad Intensive Weekend Session - Regular Class Session (8/25/2013)
- Trial Ad Intensive Weekend Session - Regular Class Session (8/25/2013)
- Trial Ad Intensive Weekend Session - Regular Class Session (8/25/2013)
- Trial Ad Intensive Weekend Session - Regular Class Session (8/25/2013)
- Trial Ad Intensive Weekend Session - Regular Class Session (8/25/2013)
- Trial Ad Intensive Weekend Session - Regular Class Session (8/25/2013)

Career Development

- Professors in Practice Brown Bag Series: Criminal Law (9/24/2013)

Library

- Westlaw Training (9/24/2013)

Student Events and Organizations

- Kaplan Rep Training Rm 5046 (8/25/2013)

From the Blogs

- Changes in the Reading Room (Carolina Blawg)

From Twitter

UNC BLSA (UNCBLSA) on Twitter

UNC BLSA: Great way to start off the year #kickoffcookout http://t.co/piSL8Wpqrw
10:20 PM Aug 23rd from web

UNC LAW CDO (UNCLAWCDO) on Twitter

UNC LAW CDO: Interested in becoming a Public Interest Peer Mentor (2L/3L) or Mentee (1L)? Deadlines next week, so sign up today! http://t.co/MetT5jbE2Y
10:39 AM Aug 23rd from web

UNC CLEAR (UNCCLEAR) on Twitter

UNC CLEAR: Surveys show that public opinion does not reflect the belief of the majority of the scientific community: that... http://t.co/yaYLAqJSoW
8:44 AM Aug 23rd from Facebook

Doug Edmunds (unclawintotech) on Twitter

Doug Edmunds: Major news - Ballmer Announces Retirement From Microsoft http://t.co/feE1nSSA1S
11:46 AM Aug 23rd from Tweet Button

NCILJ (NCILJ) on Twitter

NCILJ: RT @AP: MORE: U.S. appeals court rules Argentina must pay $1.4 billion in bond default case: http://t.co/hoiQz39YIr -SS
12:15 PM Aug 23rd from web

UNC Pro Bono (UNCProBono) on Twitter

UNC Pro Bono: RT @carolinguis: @UNCProBono We executed 15 documents for patients and their families at UNC Hospitals this morning! #peaceofmind
12:38 PM Aug 23rd from Mobile Web (M5)

UNC School of Law (unc_law) on Twitter

UNC School of Law: RT @JonRWetherbee: 1L v Faculty kickball at @unc_law ! http://t.co/aDnsSKneIx
3:51 PM Aug 23rd from web

From: Birckhead, Tamar R <tbirckhe@email.unc.edu>
Sent: Sunday, August 25, 2013 9:36 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Obama weighs in on legal education

Dear colleagues,

FYI:
http://nyti.ms/1f7XiNA

NYTimes: Obama Says Law School Should Be Two, Not Three, Years

President Obama urged law schools to consider cutting a year of classroom instruction, wading into a hotly debated issue inside the beleaguered legal academy.

Tamar R. Birckhead
Associate Professor and Interim Director of Clinical Programs
University of North Carolina
School of Law
Chapel Hill, North Carolina 27514
919.962.2891
birckhead@unc.edu

From: Muller, Eric L <emuller@email.unc.edu>
Sent: Sunday, August 25, 2013 9:41 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: RE: [law_faculty] Obama weighs in on legal education

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--Eric

Eric L. Muller

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From: Hirsch, Jeffrey Michael <jmhirsch@email.unc.edu>
Sent: Sunday, August 25, 2013 9:51 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Attendance tracking system
Attach: Attendance Tracking Tool Quick Guide - Faculty.docx

Hi all,

Attached is an instruction form on how to use the new attendance system. My apologies for it going out at the last minute; as you know, it's been one of the weeks.

The form is quite short, reflecting the ease of the program, and is worth a read. I'll just reemphasize that there are two main options if you choose to use the system: 1) require only that students use it to note an absence and, if you choose, a lack of preparation; 2) require that students affirmatively note days they are present or absent. Obviously, under either system and what we've done previously, there is the possibility that students will not report honestly (although the student version has an explicit warning that the system responses are covered by the honor code). So, if this is a concern, you will need to use other means to double-check responses (e.g., pass out a surprise sign in sheet in class, visual observations, etc.).

Please let me or Doug know if there are any problems or suggestions.

Thanks.

-Jeff

Using the Attendance Tracking Tool on My Carolina Law

Faculty can now track class attendance quickly and easily via My Carolina Law (MCL), using the new attendance tracking tool. Students can easily enter their attendance every day from the homepage of MCL (see page 3 for a screenshot of the student view). It is up to you whether you will require your students to log their attendance affirmatively each day (by selecting "Yes" or "Yes (Do Not Call on Me)") or only to log their absences (by selecting "No" or "No (Excused)").

After logging into https://my.law.unc.edu, click on the link for Class Attendance Management under Hot Topics (upper left column). You will be at this page:

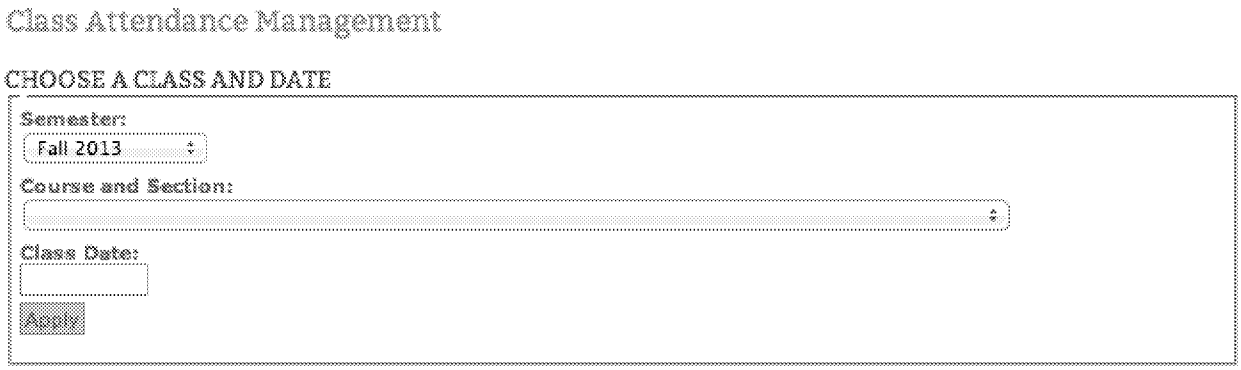

Select the current semester and then select the course you'd like to track. Finally, click in the Class Date field and choose a date from the pop-up calendar.

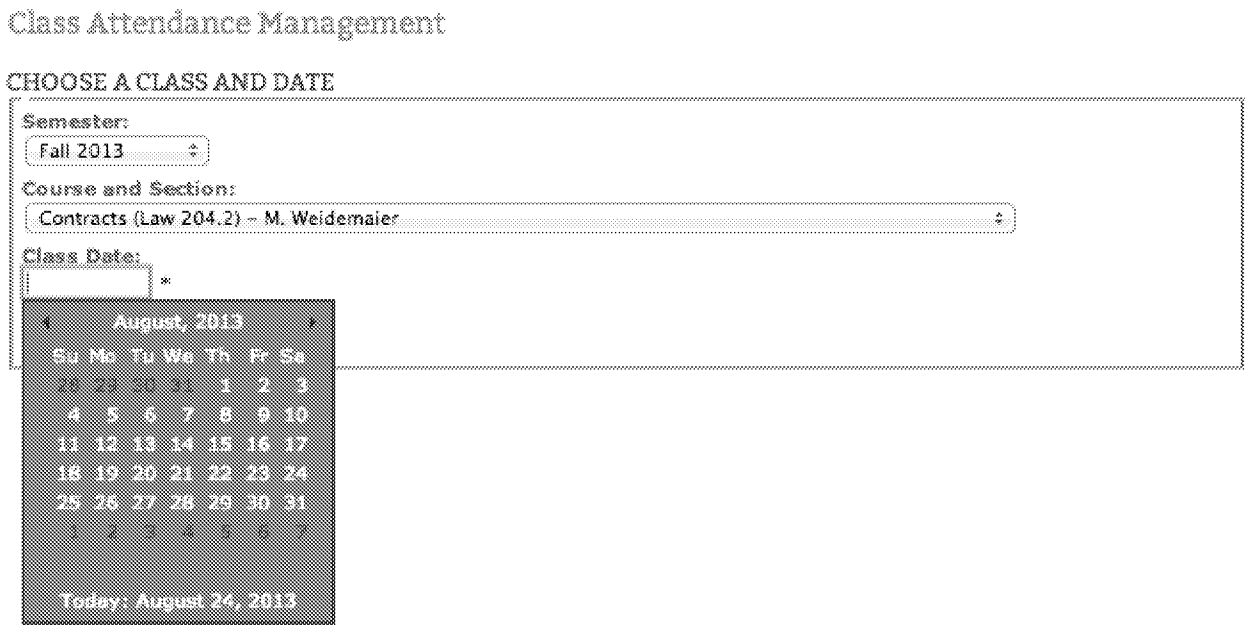

The page will refresh automatically after you select a date and you will see a class roster below. You can sort the results by clicking on the "Attendance?" column (to reveal all the absences at the top of the list, for instance). By default, the page will display only 20 students at a time, but you can reveal all students on one page by selecting the option, " Show All Students On Single Screen." Any notes that students left for you will be displayed in the "Notes for Professor" column.

Class Attendance
Contracts (Law 204.2) - M. Weidemaier
Fall 2013
Monday, August 26, 2013

☑ Show Only Current Roster | ☐ Show All Students On Single Screen

1 2 3 4 5

Student	Attendance?	Notes for Professor	
Al-Zoubi, Sarah M.	(Not Entered)		
Anderson, Christina L.	(Not Entered)		
Armstrong, Melanie P.	(Not Entered)		
Asante, Nana	(Not Entered)		
Ball, Erin M.	(Not Entered)		
Barnett, Kevin E.	(Not Entered)		

(The "Show Only Current Roster "checkbox is intended for upper level courses during drop/add, since some students may wish to record their attendance prior to being officially enrolled in a course. Unchecking this box will reveal any such students' entries.)

If you wish to print a hard copy of the attendance for a given day or for the entire semester to date, use one of the export options below the roster:

Export Current Date's Class Attendance To Excel | Export All Class Attendance To Excel

You'll be prompted to save the file and can then open and print it from Excel.

Here is what the students see on the homepage of MCL:

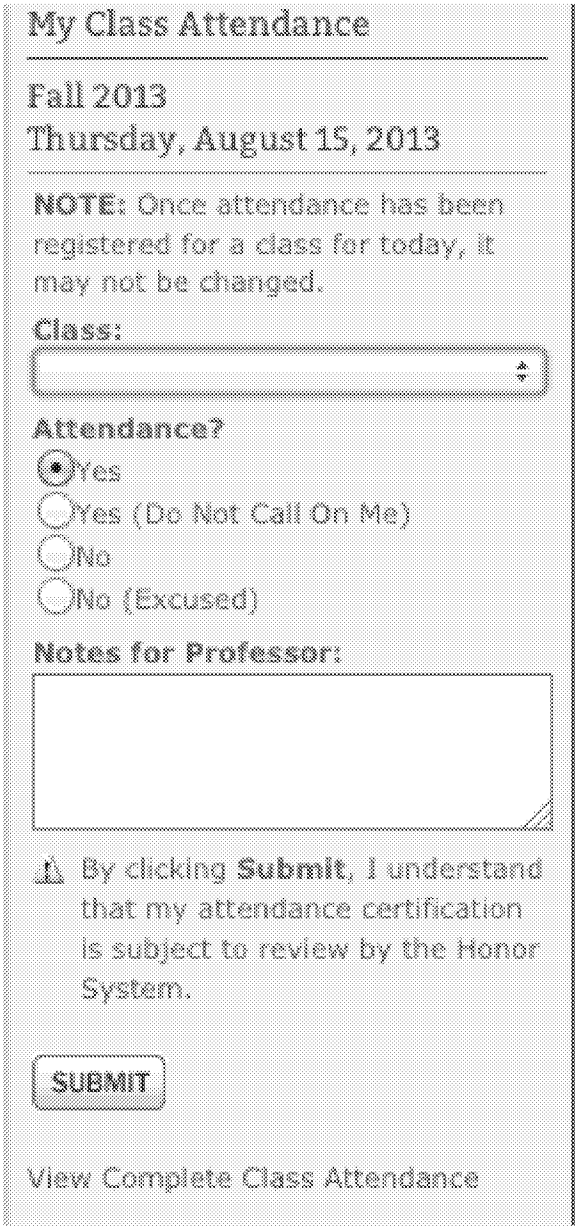

They can enter their daily attendance quickly and easily from this homepage tool. If a student knows he or she will be absent at some date in the future, he or she can enter the information in advance by clicking View Complete Class Attendance and getting a monthly calendar view. Students can also print out a total class attendance record for all courses from the calendar view page. Students have received a separate handout that describes how they can use this new attendance tracking tool.

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Sent: Sunday, August 25, 2013 10:34 AM
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Cc: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: Re: [law_faculty] Obama weighs in on legal education

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From: Kennedy, Joseph E <kennedy4@email.unc.edu>
Sent: Sunday, August 25, 2013 11:44 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: Re: [law_faculty] Obama weighs in on legal education

---

Hey, halving salaries may catch on across the board. More deflationary pressure is probably just what the economy needs!

Sent from my iPhone

On Aug 25, 2013, at 11:15 AM, "Omarova, Saule T" <omarova@email.unc.edu> wrote:

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From: Burk, Bernie <baburk@email.unc.edu>
Sent: Sunday, August 25, 2013 12:49 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: RE: [law_faculty] Obama weighs in on legal education

---

Hello friends,

I don't want to impose on all of you with a post of any length, but I regret that the President has stepped into the debate the way he has. Standing on its own, the recommendation to cut law school to two years is not at all well considered. The President explained his reasoning:

"In the first two years, young people are learning in the classroom," Mr. Obama said. "The third year, they'd be better off clerking or practicing in a firm even if they weren't getting paid that much, but that step alone would reduce the costs for the student."

The cost of law school today is a big problem. But it's not the biggest and most basic problem, in my view. As those of you who follow my writing on this subject already know, What Matters Most right now is that there are way too many seats in way too many law schools, and thus many more new and recent law graduates than there are law jobs. See http://www.thefacultylounge.org/2012/11/what-matters-most-in-legal-ed-these-days.html; and http://www.thefacultylounge.org/2012/11/more-on-what-matters-most-or-paging-dr-pangloss.html.

So yeah, it would be really neat if people spent a year after law school "clerking or practicing in a firm." But most of them can't these days because there aren't anywhere close to enough positions. And if you cut the length of law school by one-third, you're just increasing (by quite a lot) the number of unemployed or underemployed new graduates who AREN'T getting useful practice experience, and are letting their time, effort and investment in law school lie fallow.

Are there ways of dealing with these problems? Sure, but they take planning, resources, and institutional and government support. Just cutting a year off law school is like burning the bridge you have (even if that bridge is being poorly used by a lot of travelers) and announcing it will be really great for anyone who manages to get to the other side of the chasm. One thing you might do is think about improving the bridge you have, as opposed to destroying it, congratulating yourself for saving everyone the toll you used to charge on that nasty old bridge, and wishing everyone the best with their journey.

Just one fella's rather tendentious views.

Bernie
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Assistant Professor of Law
Faculty Fellow, Parr Center for Ethics
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Van Hecke-Wettach Hall
Campus Box No. 3380
Chapel Hill, North Carolina 27599
burk@unc.edu
(o) (919) 962-3688
(c)

-----Original Message-----
From: Omarova, Saule T [mailto:omarova@email.unc.edu]
Sent: Sunday, August 25, 2013 11:15 AM
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From: Turnier, William J <wturnier@email.unc.edu>
Sent: Sunday, August 25, 2013 1:46 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: Re: [law_faculty] Obama weighs in on legal education

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Saule:

You have all the makings of a dean at an expensive private law school.

Bill

Sent from my iPad

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From: Omarova, Saule T <omarova@email.unc.edu>
Sent: Sunday, August 25, 2013 3:55 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
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Subject: Re: [law_faculty] Obama weighs in on legal education

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I can also disassemble and reassemble an AK-47 in under 50 seconds. :)

Sent from my iPhone

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From: Wegner, Judith Welch <judith_wegner@unc.edu>
Sent: Sunday, August 25, 2013 3:56 PM
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Subject: RE: [law_faculty] Obama weighs in on legal education

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Now, now... don't be giving the legislature more ideas about what requirements should be mandated for hiring prospective teachers.--Judith

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>> Sent from my iPhone
>>
>> On Aug 25, 2013, at 10:34 AM, "Turnier, William J" <wturnier@email.unc.edu> wrote:
>>
>>> Also worthy of discussion is Dean Kent Syverud's proposal to solve the problem of the high cost of legal education by halving faculty compensation. He did not indicate if this included salaries of deans.
>>>
>>> Sent from my iPad
>>>
>>> On Aug 25, 2013, at 9:41 AM, "Muller, Eric L" <emuller@email.unc.edu> wrote:
>>>
>>>> This proposal will no doubt cut enrollment in Professor Obama's upper-level racism seminar at the University of Chicago.
>>>> (See
>>>> http://dailycaller.com/wp-content/uploads/2012/09/Obama-Chicago-cou
>>>> rse-shadow-e1348033838345.jpg)
>>>> --Eric
>>>>
>>>> Eric L. Muller
>>>>
>>>> Dan K. Moore Distinguished Professor University of North Carolina
>>>> School of Law CB #3380 Chapel Hill, NC 27599
>>>> (919) 962-7067
>>>>
>>>> Director, Center for Faculty Excellence University of North
>>>> Carolina at Chapel Hill
>>>> 316 Wilson Library, CB #3470
>>>> Chapel Hill, NC 27599
>>>> (919) 962-9968
>>>>
>>>> _____
>>>> From: Birckhead, Tamar R [tbirckhe@email.unc.edu]
>>>> Sent: Sunday, August 25, 2013 9:36 AM
>>>> To: The law_faculty mailing list
>>>> Subject: [law_faculty] Obama weighs in on legal education
>>>>
>>>> Dear colleagues,
>>>>
>>>> FYI:
>>>> http://nyti.ms/1f7XiNA
>>>>
>>>> NYTimes: Obama Says Law School Should Be Two, Not Three, Years
>>>>
>>>> President Obama urged law schools to consider cutting a year of classroom instruction, wading into a hotly debated issue inside the beleaguered legal academy.
>>>>
>>>>
>>>> Tamar R. Birckhead
>>>> Associate Professor and Interim Director of Clinical Programs
>>>> University of North Carolina School of Law Chapel Hill, North
>>>> Carolina 27514
>>>> 919.962.2891
>>>> birckhead@unc.edu

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Sunday, August 25, 2013 8:16 PM
To:	Broome, Lissa L <lbroome@email.unc.edu>
Subject:	INFORMATIONAL: Library Welcome

Dear UNC faculty members,

Welcome back to campus! The Library staff and I look forward to working with you this year.

We invite you and your students to visit our newly redesigned website at http://library.unc.edu/. We've kept important research functionality, while also streamlining access to some of the most-used areas of the site and making it easier to explore the libraries. If you have questions or comments, we invite you to use the "Give Us Your Feedback" link at the bottom of the site.

It is also my pleasure to share with you the Library's new strategic plan, posted online at http://bit.ly/UNCLibStratPlan2013. This plan took shape through conversations with dozens of UNC faculty members, researchers, students, administrators, staff, and friends. We have identified as main themes: working with researchers at all levels throughout the research lifecycle; supporting transformative teaching and learning; and contributing to an informed and engaged community. We hope that the work of this plan will touch many of you in a positive and constructive way in the coming years.

Finally, we would like to remind you of some links that may be of immediate use to you at this point in the semester:

* If you have not already submitted your course reserves, here is how to do so: http://library.unc.edu/reserves/reserve-request-forms/

* Online tutorials that introduce your students to library research, including one about avoiding plagiarism, are here: http://library.unc.edu/instruct/tutorials/

* Librarians are ready to assist you and your students online and in person: http://library.unc.edu/ask/

With all best wishes for a great year,

Sarah Michalak
University Librarian and Associate Provost for University Libraries

This email is sponsored by: University Library

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: James via Dropbox <no-reply@dropboxmail.com>
Sent: Monday, August 26, 2013 4:15 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Reminder: James Dean wants to share "Student Athlete Initiative" with you

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Hi there,

Here's a reminder that James (james_dean@unc.edu) invited you to a Dropbox shared folder called "Student Athlete Initiative" and left you this message:

"Colleagues - thanks for a great first meeting this week. This should allow you to access the Dropbox folder Student Athlete Initiative. There is one file in this box now, which is Debbi's draft framework for processes based on our initial meeting. She has already set up some initial interviews, and we will get back in touch when we are ready to meet again. This initiative will be announced tomorrow, so you may start to get some questions. All the best, Jim"

View folder

Enjoy!
- The Dropbox Team

© 2013 Dropbox

From: Williams, Becky <rbwill@email.unc.edu>
Sent: Monday, August 26, 2013 10:32 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Code for Staff Lounge

Good morning.
I'm sure some of you have noticed there is a new key code on the staff lounge. The code is 543 if you need to get in.
Best,
Becky
Becky Williams, PHR
Director of Administration
UNC School of Law
Email: rbwill@email.unc.edu
Phone: (919) 962-3067

From: UNC News <news@unc.edu>
Sent: Monday, August 26, 2013 1:48 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] Carolina in the News - August 26, 2013

August 26, 2013

Carolina in the News

Here is a sampling of links and notes about Carolina people and programs cited recently in the media:

International Coverage

Islamic scholars experience diversity of Muslim practices at U of T summer program
The Star (Toronto, Canada)
..."These are very real debates that we are having on the academic side, not only in the religious community," said Candace Nixon, an Islamic scholar at the University of North Carolina at Chapel Hill. "It's not so explicitly clear that particular verses mean different things." For Rahaya, the experience, though foreign at first, was ultimately eye-opening. "The idea behind that everybody is welcome, that we are the same — that's something that really touched me," she said.
http://www.thestar.com/news/gta/2013/08/25/islamic_scholars_experience_diversity_of_muslim_practices_at_u_of_t_summer_program.html

Impeach Obama: Red Meat For The Base, Or Do Republicans Have Evidence?
International Business Times
Recent talk from Republican senators and congressmen about impeaching President Barack Obama may serve just to rally the base while members are home on August recess, as a constitutional law expert says conservatives seem to be jumping the gun. ...Probably not, said Michael Gerhardt, a constitutional law professor at the University of North Carolina, Chapel Hill. "Being close to doing something wrong is not the same as doing something wrong," Gerhardt said. "When [Coburn] says perilously close, I guess he needs to be very clear about what he's talking about."
http://www.ibtimes.com/impeach-obama-red-meat-base-or-do-republicans-have-evidence-1397849

National Coverage

More padding the issue of concussions and better helmets
USA Today
...At the June annual meeting of the National Athletic Trainers' Association, University of North Carolina concussion researcher Kevin Guskiewicz told attendees said there is no such thing as a concussion-proof helmet. He said while Helmets prevent fractured skulls, he said, but the brain is still "sloshing around" after a hit. "So those neurons are still being stretched," Guskiewicz said, "86 billion neurons that we have in the human brain. ... There are no studies ... to show that in fact these devices (extra helmet padding) reduce concussion."
http://www.usatoday.com/story/sports/ncaaf/2013/07/30/concussions-college-football-nfl-guardian-caps/2601063/

Get Used to Embryo Adoption
Time
..."It was the idea that their child was walking around, and they couldn't ensure it was having a great life," says lead author Dr. Anne Drapkin Lyerly, an ob-gyn and associate director of the Center for Bioethics at the University of North Carolina at Chapel Hill. "If they couldn't raise that child, many felt that the responsible choice was to make sure they didn't become children in someone else's life. One woman told me, 'I'd rather have them destroyed than born.' "
http://ideas.time.com/2013/08/24/get-used-to-embryo-adoption/?iid=tsmodule

50 Years Later (Opinion-Editorial Column)
The New York Times
...Furthermore, there is some evidence that our schools are becoming more segregated, not less. A study this year by Dana Thompson Dorsey of the University of North Carolina at Chapel Hill found that "students are more racially segregated in schools today than they were in the late 1960s and prior to the enforcement of court-ordered desegregation in school districts across the country."
http://www.nytimes.com/2013/08/24/opinion/blow-50-years-later.html

What Is Economics Good For? (Opinion-Editorial Column)
The New York Times
Recent debates over who is most qualified to serve as the next chairman of the Federal Reserve have focused on more than just the candidates' theory-driven economic expertise. They have touched on matters of personality and character as well. This is as it should be. (Alex Rosenberg is the R. Taylor Cole Professor of Philosophy and chair of the philosophy department at Duke University. ...Tyler Curtain is a philosopher of science and an associate professor of English and comparative literature the University of North Carolina at Chapel Hill.)
http://opinionator.blogs.nytimes.com/2013/08/24/what-is-economics-good-for/?_r=0

Students Lawyer Up
Inside Higher Ed
...Which is why a new law in North Carolina, the first of its kind, has them worried. The legislation, signed into law on Friday, guarantees any student at a public institution in the state the right to legal representation, at the student's expense, during campus judiciary proceedings. ...The law includes an exemption for academic charges such as plagiarism and for hearings where the panel issuing judgment is entirely student-run, as is usually the case at the University of North Carolina at Chapel Hill.
http://www.insidehighered.com/news/2013/08/26/north-carolina-becomes-first-state-guarantee-students-option-lawyer-disciplinary

Regional Coverage

HIV researchers turn to social media for recruits
The Philadelphia Inquirer (Pa.)
...You have to get your message out at a time when people are receptive," said Lindsey Buckingham, a University of North Carolina medical student who spent a gap year at Penn on HVTN 505. "With Grindr, the idea of sex and protection is on people's minds, so our advertisement seemed to really resonate in that space."
http://articles.philly.com/2013-08-25/news/41446166_1_new-hiv-infections-hvtn-505-hiv-prevention

Latino influence seen in new Pocono shops
The Pocono Record (Stroudsburg, Pa.)

...So-called botanicas "are mysterious and wondrous places that deal in mystical and spiritual goods," said Brendan Thornton, assistant professor of Religious Studies at the University of North Carolina at Chapel Hill. "For Latino immigrant communities, they serve as important repositories of religious knowledge and expertise from their native homelands."
http://www.poconorecord.com/apps/pbcs.dll/article?AID=/20130824/NEWS/308240336/-1/news

UVa kicks off 'Big Data' research initiative
The Daily Progress (Charlottesville, Va.)
...Data research institutes are not new. The University of North Carolina at Chapel Hill, Columbia University and the Massachusetts Institute of Technology are just a few schools with similar initiatives. But UVa wants to leverage its traditional strengths in social sciences and the humanities into certain niches in the field.
http://www.newsadvance.com/news/local/article_d3d529de-0df2-11e3-8748-0019bb30f31a.html

Ospreys ready for long trip south
The Union Leader (Manchester, N.H.)
...Art was tagged in May 2012 by a team led by McLeod and Dr. Richard "Rob" Bierregaard, a distinguished visiting research professor at the Department of Biology at the University of North Carolina. Chris Martin, Raptor Biologist with New Hampshire Audubon, also helped with the capture and tagging, which is carried out under strict guidelines and requires both state and federal permits.
http://www.unionleader.com/article/20130826/NEWS01/130829508

State and Local Coverage

A new world of sound
The Herald-Sun (Durham)
Grayson Clamp has lived in a silent world for three years, after he was born without hearing nerves in both ears. But after recent surgery at UNC, 3-year-old Grayson can now hear a dog barking. He can listen to his little brother beat a drum. He can hear the encouraging voices of his mother and father. Friday morning, U.S. Sen. Kay Hagan took a tour of UNC School of Medicine's CASTLE in Durham, also known as the Carolyn J. Brown Center for the Acquisition of Spoken Language Through Listening Enrichment.
http://www.heraldsun.com/news/localnews/x2042201455/A-NEW-WORLD-OF-SOUND
Related Link:
http://www.wral.com/hagan-tours-unc-hearing-center/12812165/

Connecting The Dots On the News Roundtable
"The State of Things" WUNC-FM
...On the topic of civil rights, Omid Safi, Professor of Religious Studies at University of North Carolina at Chapel Hill, wanted to look back on the March on Washington, through a new lens. Safi analyzed Dr. Martin Luther King Jr. as a prophetic figure. "[Prophets] are supposed to challenge you and call you out... When it comes to Martin [Luther King], there's a reason we're interested in freezing him in that moment in 1963. We don't want to look at where he goes in the remaining five years of his life," said Safi.
http://wunc.org/post/connecting-dots-news-roundtable

At the table of brotherhood
The Herald-Sun (Durham)
... N.C. Sen. Floyd McKissick Jr. keeps a few framed photographs of his father on the wall of his law office along North Mangum Street. ...His father, with help from Thurgood Marshall, was the first black man to go to UNC Law School after successfully winning the case of Carmichael v. McKissick. He was a chairman of the Congress of Racial Equality and also fought many civil rights cases in court.
http://www.heraldsun.com/news/localnews/x2042202079/AT-THE-TABLE-OF-BROTHERHOOD

Students press feds to get tough on campus sexual assault
The News & Observer (Raleigh)
Activists have been pressuring the Department of Education this summer to punish colleges and universities that don't comply with the law that prohibits sexual violence on campus. ...Meanwhile, this month a pair of current and former students at the University of North Carolina at Chapel Hill was involved in launching two websites to help other students navigate the complaint process: endrapeoncampus.org and knowyourIX.org.
http://www.newsobserver.com/2013/08/26/3130805/students-press-feds-to-get-tough.html

New test aims for quicker notice of beach water bacteria levels
The Star News (Wilmington)
..."Basically, you've gone to the beach, gotten into the water, there was no sign, and then the next day you hear there's a beach advisory," said Rachel Noble, a professor of environmental biology at the University of North Carolina. "The sample you're hearing about the next morning was taken yesterday when you were swimming."
http://www.starnewsonline.com/article/20130823/ARTICLES/130829825/1177?Title=New-test-allows-for-quicker-notice-of-beach-water-bacteria-levels&tc=ar

UNC Lineberger Comprehensive Cancer Center director appointed
The Herald-Sun (Durham)
Dr. Norman "Ned" Sharpless has been appointed director of the University of North Carolina Lineberger Comprehensive Cancer Center effective Jan. 1. Sharpless succeeds Dr. H. Shelton "Shelley" Earp, who will continue as director of UNC Cancer Care, a role in which he coordinates cancer care and research across the School of Medicine, the University and UNC Health Care System.
http://www.heraldsun.com/business/x2042201382/Career-briefs
UNC Release:
http://news.unchealthcare.org/news/2013/august/dr-norman-sharpless-appointed-director-of-unc-lineberger-comprehensive-cancer-center

Small businesses lament end of NC tax deduction
The News & Observer (Raleigh)
...But while the tax break – which UNC Chapel Hill estimated to be a loss of $336 million a year – was designed to create jobs, it came the same year as 6,400 school employees lost their jobs to help balance the $20 billion state budget. And though the Senate initially capped income eligibility for the tax break, legislators later dropped it, making the deduction apply to roughly 460,000 business owners, including sole proprietors and active shareholders of S corporations, partnerships and limited liability companies.
http://www.newsobserver.com/2013/08/25/3136961/small-businesses-lament-end-of.html

UNC To Install Expansive Wi-Fi Network
WCHL-FM (Chapel Hill)
In a $3 million dollar initiative, all 46 of UNC's on-campus residence halls will have Wi-Fi access by the start of the Spring 2015 semester. Larry Hicks, Director of Housing and Residential Education, says the University will install 2,000 wireless access points that will provide coverage to 3.3 million square feet of residence hall space.
http://chapelboro.com/news/unc/unc-to-install-expansive-wi-fi-network/
Study provides demographic portrait of state's mental health workers
The Winston-Salem Journal
...According to a 2011 study by the Sheps Center for Health Service Research at UNC Chapel Hill, 28 counties do not have a resident psychiatrist, including Alleghany and Ashe.

Seventy counties do not have a child psychiatrist. Only six counties have geriatric psychiatrists, five have addiction psychiatrists and 13 have physicians that specialize in addiction and chemical dependency.
http://www.journalnow.com/news/local/article_686b4698-0de7-11e3-a74b-001a4bcf6878.html

Buncombe commissioners quietly get pay raise
The Black Mountain News
When the issue was hot two years ago, some Buncombe County commissioners had plenty to say about their compensation, which at the time was North Carolina's highest for commissioners. ...Figures from the University of North Carolina School of Government show the total compensation for regular commissioners, a figure that includes travel allowances in some counties, topping $20,000 in at least nine counties for the 2012-13 budget year. More recent figures are not available.
http://www.blackmountainnews.com/article/20130825/NEWS01/308250004/Buncombe-commissioners-quietly-get-pay-raise

Coffee Gate
The News-Herald (Ahoskie)
...(Pauline) Deloatch said she placed a call to Charles Szypszak, Professor of Public Law and Government at the School of Government at UNC-Chapel Hill, seeking his opinion on whether she was within her rights to post such a rule. In his email rely of Aug. 19, Szypszak stated, "You are the custodian of essential public records and have the obligation and authority to adopt reasonable rules and practices for safeguarding them and protecting user access to them. Rules intended to protect records and record systems from damage due to food and drink are common in record keeping and fully within your discretion as the custodian."
http://www.roanoke-chowannewsherald.com/2013/08/22/coffee-gate/

2013 Fall Arts Preview: Best bets
The News & Observer (Raleigh)
...Emil Kang: Director of Carolina Performing Arts series at UNC-Chapel Hill. Pick: "Porsche by Design: Seducing Speed" (Oct. 12-Jan. 20, N. C. Museum of Art, Raleigh. $12-$18; ncartmuseum.org). Because: "I applaud the museum's decision to host its first major design exhibition. These automobiles are among the most iconic ever and have had lasting impact on the auto industry, politics, fashion, movies, business and culture."
http://www.newsobserver.com/2013/08/24/3131071/best-bets-for-fall-season-2013.html
UNC Students Host Free Health Clinics For Kids
WCHL-FM (Chapel Hill)
If your child is in need of a physical exam or vaccines, a UNC student organization has you covered. The Student Health Action Coalition—SHAC for short—is holding two free clinics for K-12 students this September at the Carrboro Community Health Center.
http://chapelboro.com/news/news-around-time/unc-students-host-free-health-clinics-for-kids/

UNC-Chapel Hill's CFO to resign
The Triangle Business Journal
Karol Kain Gray, UNC-Chapel Hill's vice chancellor for finance and administration, will resign her post in October after serving 20 months in the role. As UNC's chief financial officer, she oversaw the university's $3.4 billion budget. She was responsible for the school's financial planning and budgeting; treasury and risk management; facilities planning, construction and operations; purchases and stores; and public safety and environmental health.
http://www.bizjournals.com/triangle/news/2013/08/24/unc-chapel-hills-cfo-to-resign.html
Related Link:
http://www.heraldsun.com/chherald/x2042201207/UNC-s-chief-financial-officer-to-leave

Kirk Ross: The most dangerous time of the year (Commentary)
The Chapel Hill News
...Two decades ago, a major study of pedestrian and bicycle accidents here conducted by graduate students at UNC's Highway Safety Research Center confirmed that early in the semester, when traffic is heavy and many motorists, pedestrians and bicyclists are new to the area, the accident rate shoots up. As the daylight hours shorten in September and October things get worse. That study was done long before cellphones were ubiquitous and turned the distraction level to 11.
http://www.chapelhillnews.com/2013/08/23/3130095/kirk-ross-the-most-dangerous-time.html

Christa Gala: Planning for college no easy task (Commentary)
The Cary News
I was recently on the campus of UNC-Chapel Hill. On move-in day. In the midst of parking woes and throngs of people, it occurred to me that move-in day is a victory for both students and parents. Because college is expensive.
http://www.carynews.com/2013/08/26/3127439/christa-gala-planning-for-college.html
Related Link:
http://www.newsobserver.com/2013/08/25/3130668/john-denny-turning-off-big-spenders.html

Seeing the Invisible: Desperate for dental work, an all-night wait (Opinion-Editorial Column)
The News & Observer (Raleigh)
At the end of July, the N.C. Dental Society's Missions of Mercy spearheaded a massive, two-day free clinic at the Crown Expo Center in Fayetteville. More than 200 dental professionals and nearly 500 other volunteers ensured that nearly 900 grateful souls received desperately needed extractions, fillings, dentures and cleanings – procedures that would have cost half a million dollars on the market. (Gene Nichol is Boyd Tinsley distinguished professor at the UNC School of Law and director of the school's Center on Poverty, Work and Opportunity.)
http://www.newsobserver.com/2013/08/24/3130709/desperate-for-dental-work-an-all.html

Issues and Trends

The legislature's 12.3 percent increase for out-of-state undergraduates is likely to cut applications (Opinion-Editorial Column)
The News & Record (Greensboro)
This looming increase in out-of-state college tuition is a head-scratcher. Is it about bringing tuition rates for UNC universities in line with other schools? Or is it all about raising money? Next fall, UNC-CH, N.C. A&T and two other public universities will have to raise out-of-state undergraduate tuition by a staggering 12.3 percent. All but two of the rest will have to raise out-of-state tuition by 6 percent. This increase was tucked into the budget that Gov. Pat McCrory signed into law last month.
http://www.news-record.com/opinion/columns/article_6240c72a-0c34-11e3-903a-001a4bcf6878.html

Permissiveness rampant (Letter to the Editor)
The News & Observer (Raleigh)
The sheer idiocy of certain aspects of our contemporary "culture" was highlighted by two Aug. 19 editorials: "Driving only" and "UNC's good call." Texting and talking on the phone while driving are in the category of driving while drunk as public hazards. Multi-sex sharing of college and university student housing defies all possibilities that student housing will provide a safe and sane atmosphere for students making the transition from home to the wider world. (Elizabeth S. Ryan, Chapel Hill)
http://www.newsobserver.com/2013/08/25/3130670/elizabeth-s-ryan-permissiveness.html
Related Link:
http://www.newsobserver.com/2013/08/25/3130671/andy-thomason-get-it-right-no.html

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email to leave-33484714-
53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: Edge, Debra Rogers <dedge@email.unc.edu>
Sent: Monday, August 26, 2013 2:02 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Professional Development Balances beginning Balance FY 2013-2014

Debbie Edge
FAS Supervisor
UNC School of Law
CB #3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
(919) 843-6465
dedge@email.unc.edu

From: Edge, Debra Rogers <dedge@email.unc.edu>
Sent: Monday, August 26, 2013 2:08 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] 2nd attempt, PD Balances FY 2013-2014

A paper with your beginning balance for your Faculty Professional Development Account, as of August 21, 2013, is in your mailbox.
If you are out of the area and would like to have the report scanned and emailed to you, please let me know.
Thanks – Debbie
(Please excuse the previous email delivered without the message!)

Debbie Edge
FAS Supervisor
UNC School of Law
CB #3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
(919) 843-6465
dedge@email.unc.edu

From: Wilson, Becky <rkwilson@email.unc.edu>

Sent: Monday, August 26, 2013 2:12 PM

To: Isley, Alice B <agirod@email.unc.edu>; States, Michael James <mstates@email.unc.edu>; Jensen, Kris <krijense@email.unc.edu>; Lewis, Brian D <brian-lewis@unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>; Marsh, Jennifer W <marsh@unc.edu>; Irvine, Mary <mirvine@email.unc.edu>; Cobb, Melissa B <mcobb@email.unc.edu>; Reid, Allison <Allison_Reid@unc.edu>; Westerlund, Lance S <lancew@unc.edu>; Wood-Saltzman, Melissa <melissa_woodsaltzman@unc.edu>; Spangler, Phillip L <pspangle@email.unc.edu>; Edge, Debra Rogers <dedge@email.unc.edu>; Clark, Jennifer L <clarkjen@email.unc.edu>; Salaam, Nadera <nadera@email.unc.edu>; Edmunds, Doug <edmunds@unc.edu>; Sizemore, Beverly A <bevsize@email.unc.edu>; Jones, Sandy <sjones2@email.unc.edu>; Novinsky, Sylvia K <snovinsk@email.unc.edu>; Sessoms, Sharon R <srsessom@email.unc.edu>; Kasprzak, John B <kasprzak@email.unc.edu>; Frey, Patricia T <pfrey@email.unc.edu>

Cc: Williams, Becky <rbwill@email.unc.edu>

Subject: Agenda for Staff Meeting Sept. 5

Do you have any announcements or important info you would like us to share in the staff meeting? Please get your responses to me by Friday, August. 30th. Also please advise if you need time on the agenda and who will be attending for your department. Thanks!

Becky Wilson
UNC Law School Receptionist
CB#3380
Chapel Hill, NC 27599-3380
Phone: 919-962-5106
Fax: 919-843-7939

From: Pogge, Paul <ppogge@unc.edu>
Sent: Monday, August 26, 2013 2:35 PM
To: Fox, Mike <mfox@unc.edu>
Cc: Gallo, Jr., Larry A. <athgallo@unc.edu>; Beale, Michael <michaelbeale@unc.edu>; Brown, Michelle <michellebrown@unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Subject: APR Plan

Mike,
I sent a draft of an APR improvement plan to you by campus mail today for your review. At your earliest convenience, we would welcome any thoughts or questions you have. Thanks for working with us on that.
Best,
Paul

Paul Pogge
Associate Athletic Director
University of North Carolina
450 Skipper Bowles Drive
Chapel Hill, NC 27514
(919)-843-7690
"We educate and inspire through athletics."

From: echo360@unc.edu
Sent: Monday, August 26, 2013 3:22 PM
To: Story, Charles E <cstory@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Subject: Echo Available: broome-banking law (broome-bl-f13) Fall 2013, 2013-08-26 13:00

Blended learning and lecture capture provided by Echo360.

Term Fall 2013
Course broome-banking law
Section f13
Captured 2013-08-26 13:00

Your recording has been processed and your media is ready. Please visit the EchoCenter Course Portal to review your course media and monitor student usage.

Note: Any media marked as Initially Unavailable will need to be made Available (on the EchoServer) before students can view it.

Thank you.

EchoCenter Course Portal

http://lawecho360.ad.unc.edu:8080/ess/portal/section/2a532530-81dc-4b27-a8e8-bdf1a742b46e

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Echoes

Rich Media Playback: http://lawecho360.ad.unc.edu:8080/ess/echo/presentation/fd03177c-a02e-4c14-bf33-fda31bbd723a

Podcast Playback: http://lawecho360.ad.unc.edu:8080/ess/echo/presentation/fd03177c-a02e-4c14-bf33-fda31bbd723a/media.mp3

Echo Feeds

Podcast:http://lawecho360.ad.unc.edu:8080/ess/feed?id=552c4374-2e3e-46ae-a3fb-7f048ea1ada3&type=MP3

Vodcast:http://lawecho360.ad.unc.edu:8080/ess/feed?id=552c4374-2e3e-46ae-a3fb-7f048ea1ada3&type=M4V

Blended learning and lecture capture provided by Echo360.
For additional resources, research and tools for Blended Learning, click HERE.

From: Savasta-Kennedy, Maria S <mskenned@email.unc.edu>
Sent: Monday, August 26, 2013 4:28 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Reminder re September 3rd

Thanks Lissa, everything is on track for September 3.

Maria Savasta-Kennedy
Clinical Professor of Law
Director, Externship Program
UNC School of Law
Chapel Hill, NC
(919) 843-9805
Faculty Profile

From: Broome, Lissa L
Sent: Monday, August 26, 2013 4:24 PM
To: Savasta-Kennedy, Maria S
Cc: Williams, Becky
Subject: Reminder re September 3rd

Hi Maria -- -- I am writing to remind you that we need the materials identified in the attached letter by September 3, 2013.
When you have everything ready, please attach the documents, hit reply all, and Becky Williams can upload these materials for the committee.
Thanks,
Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: UNC News <news@unc.edu>
Sent: Monday, August 26, 2013 4:30 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] UNC News Release -- August 26, 2013

Study provides strongest clues to date for causes of schizophrenia
A new genome-wide association study (GWAS) estimates the number of different places in the human genome that are involved in schizophrenia, say researchers in the School of Medicine at the University of North Carolina at Chapel Hill. In particular, the study identifies 22 locations, including 13 that are newly discovered, that are believed to play a role in causing schizophrenia.
http://uncnews.unc.edu/content/view/6184/107/

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newsclips as: lbroome@email.unc.edu. To unsubscribe send a blank
email to leave-33486422-53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: Vasbinder, Kimberly L <garrabra@email.unc.edu>
Sent: Monday, August 26, 2013 5:07 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Room reservation

Lissa,
I have you in room 5067 but what should I put down for the description?

From: Broome, Lissa L
Sent: Monday, August 26, 2013 5:04 PM
To: Vasbinder, Kimberly L
Subject: Room reservation

Hi Kim –
Is there a small room available (5066 or 5067 or next best alternative) on Thursday, September 5 from 4:30 – 5:45?
Thanks,
Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: nobody@notify.unc.edu on behalf of rbegalle@email.unc.edu
Sent: Monday, August 26, 2013 8:39 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: INFORMATIONAL: Adolescent Research Participants Needed

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The University of North Carolina at Chapel Hill
Biomedical Institutional Review Board
IRB#: 12-1885
Renewal Approved: 8/20/2013

Research Study in Adolescents with (ACL) and without (Healthy) a History of ACL Injury are needed!

Title: The Effects of Anterior Cruciate Ligament Injury and Reconstruction on Lower Extremity Biomechanics and Symmetry in Adolescent Athletes

The UNC Department of Exercise and Sports Science is conducting a research study to examine lower extremity movement and loading patterns in adolescent athletes (between the ages of 12-18) after sustaining an ACL injury with or without meniscus involvement. In addition, Healthy physically active individuals between the ages of 12-18 with no prior history of knee injury are also needed for this research study.

Testing will be performed in a single testing session (~2 hours) in the Sports Medicine Research Laboratory on the UNC campus. A detailed motion analysis report regarding movement and loading will be provided to all subjects as well as key exercises to maintain or improve performance and prevent injury.
If you or someone you know meets the criteria for participation, please contact the primary investigator for more information and scheduling.
Eligibility criteria for this research study are as follows:

ACL Injured Subjects:
* Between the ages of 12-18 years old
* Sustained a unilateral (one side) ACL injury within the past 2 years
* Surgical Intervention ≥ 6 months ago
* Completed supervised rehabilitation
* Full medical clearance to participate in sport
o Currently participating in running, cutting, pivoting sports 2-3 times per week
* Have full medical clearance greater than 6 months ago
* No current symptoms (no redness, swelling, pain)
* No musculoskeletal injury within the past 6 months that limited physical activity for more than 2 days
* No known vestibular or balance disorder that would make it difficult to complete testing

Healthy Subjects:
* Between the ages of 12-18 years
* Currently participating in running, cutting, pivoting sports 2-3 times per week
* No previous history of knee injury
* No previous history of lower extremity surgery or fracture
* No musculoskeletal injury within the past 6 months that limited physical activity for more than 2 days
* No known vestibular or balance disorder that would make it difficult to complete testing

Contact Information for additional information about this research study
Rebecca Begalle, MS, ATC
Sports Medicine Research Laboratory
Department of Exercise and Sport Science
Phone: (919) 962-7187
Email: rbegalle@email.unc.edu

This email is sponsored by: Department of Exercise and Sport Science

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From:	nobody@notify.unc.edu on behalf of asthmastudies@med.unc.edu
Sent:	Monday, August 26, 2013 10:21 PM
To:	Broome, Lissa L <lbroome@email.unc.edu>
Subject:	INFORMATIONAL: Individuals with mild allergic asthma

---

Vegetables such as broccoli, cauliflower, kale and cabbage are particularly rich in a plant chemical called sulforaphane (SFN) which boosts production of certain "defense" enzymes that increase the activity gene expression of antioxidant genes in the nose. In animals, the chemical protection from SFN helps prevent diseases associated with inflammation and cancer among others, and this is currently being studied in humans. Young broccoli sprouts have a particularly high level of SFN compared to other foods.

The purpose of this research study is to see if we can measure these changes in allergic, asthmatic volunteers treated with broccoli sprout homogenates (BSH) or a placebo homogenate. This will be done by obtaining a series of "nasal lavages" or rinses of the nose with salt water, as well as superficial biopsies of the inside lining of the nose, and collecting sputum cells from your lungs.. Using these samples, we will measure the amount of proteins and the amount of inflammation in the nose and and lungs and compare the results when you are given a broccoli sprout homogenate "shake" (high in SFN) or a placebo "shake" (which is low in SFN) during 3 days during 2 different study sessions.

Study requirements include:

* You must be between 18 and 50.
* You should be a healthy nonsmoker, and have allergies and mild asthma, but not require daily medications to control your asthma.
* You should not be pregnant or nursing.
* You should not have intolerance of or aversion to broccoli

Participation will up to 10 weeks, and will require 7 visits lasting 30 min to 3 -1/2 hours.

For additional information and a link to the study consent form, please go to http://www.med.unc.edu/cemalb/studies/

Interested individuals may send an email to marrt@med.unc.edu or call (919) 966-0759 to contact the study coordinator.

Approved 02-2013 by the Biomedical Institutional Review Board. IRB # 13-0056

This e-mail is sponsored by the UNC Center for Environmental Medicine and Lung Biology. This study is funded by the National Institute of Environmental Health Sciences (NIEHS).

This email is sponsored by: CEMALB

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From:	nobody@notify.unc.edu on behalf of fertility@unc.edu
Sent:	Monday, August 26, 2013 10:42 PM
To:	Broome, Lissa L <lbroome@email.unc.edu>
Subject:	INFORMATIONAL: Healthy women needed for pregnancy research study!

Are you or someone you know trying to get pregnant or about to start trying?

TIME TO CONCEIVE is a research study at the University of North Carolina at Chapel Hill that hopes to find a way to accurately measure a woman's fertility. Women between 18 and 44 years of age who are trying to become pregnant or about to start trying are eligible to participate in the study. Women are not eligible to participate if they or their partner have a history of infertility or fertility treatment.

Research study participants only need to attend ONE brief, on-site study visit in Chapel Hill or Raleigh. All other study activities are completed online.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Free online fertility tracker
- Monetary compensation for study activities

There are no medicines or pills to take and no changes to one's daily lifestyle or existing health care routine.

If you or someone you know might be interested in learning more about this study, you can visit our website at www.timetoconceive.org, call us at (919) 843-8246, or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. All information will be kept strictly confidential.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: OB/GYN

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From: nobody@notify.unc.edu on behalf of bpearson@med.unc.edu
Sent: Monday, August 26, 2013 11:07 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: INFORMATIONAL: Seeking women who are 1 year postpartum...

Are you, or is someone you know 1 year postpartum...?

Postpartum Depression Research study seeking healthy women, 12-24 months postpartum, who are NOT currently depressed, not currently breastfeeding, have regular menstrual cycles, and fall into one of the following categories:

1. Have experienced Postpartum Depression
2. Have experienced depression in the past, but not after childbirth
3. Have never experienced depression

All office visits, medical evaluations, and investigational medications related to this study will be provided at no cost to patients. This study requires 4 visits to UNC. $350 compensation upon completion.

For more information, please call Brenda at 843-8084.

Approved 8/27/09 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board. IRB# 07-1353 CTRC# 2649

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only he sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Boger, Jack <jcboger@email.unc.edu>
Sent: Monday, August 26, 2013 11:09 PM
To: Ardia, David <ardia@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>; Hirsch, Jeffrey Michael <jmhirsch@email.unc.edu>; Jensen, Kris <krijense@email.unc.edu>; Pierce, Catherine Ringo <cringo@email.unc.edu>
Cc: Reid, Allison <Allison_Reid@unc.edu>
Subject: Tentative Outline for 8/29 Meeting with Chancellor Folt
Attach: 13Aug29.Chancellor&Provost.Outline.Draft1.docx

Dear Folks,
Here is a tentative outline of the proposed presentation to Chancellor Folt & Provost Dean that I promised earlier today. It is still very much subject to your suggestions and edits. It was very useful today for Kris to remind us that even very short, individualized presentations on all these points would make for a crowded, even an impossible, 90-minute presentation. We'll have to be ready on all issues on Thursday morning, but already ready to shift our direction and/or to jettison some issues to be sure of reaching others the Chancellor or the Provost might want to address in greater detail.
Allison has agreed to try to knit together portions of the PowerPoint for the UNC Campaign Committee presentation earlier this summer with some new visuals to augment the major written points, so that we'll have a handsome visual backdrop for the conversation we hope to encourage. Thanks for everyone's willingness to devote time in the coming days to this 'meet the chancellor' event.
Jack

Draft: 08/26/13

Outline of Presentation to Chancellor Carol Folt & Provost Jim Dean
UNC School of Law
Thursday, August 29, 2013, 10:30 am -12:00 pm

I. **Introduction** – Welcome; introduction of participants; format of the 90 minute conversation (JCB)

II. **Mission**: UNC Law's history, its broad impact on public and private life in North Carolina & the region, and its objective to become 'the finest truly public law school in the nation.' (CP & JCB)

III. **Centers & Institutes**: Initiatives that are exemplary of UNC Law's current scholarly, pedagogical, and policy objectives, including: the Center on Banking & Finance; the Center for Civil Rights; the Center for Law, Environment, Adaptation, and Resources; the Center on Media Law & Policy; the Center on Poverty, Work & Opportunity – plus Centers on Law & Government and the North Carolina Coastal Resources Law, Planning & Policy Center. (LB)

   A. The Center for Banking & Finance (LB)
   B. The Center for Media Law & Policy (DA)

IV. **The National Challenges Facing the Legal Profession, Law Schools, and Prospective Law Students**, including a decline in the demand for legal services, a decline in the demand for entering law graduates, even as tuition costs and average debt among law graduates have both grown dramatically in recent years (JCB)

V. **UNC Law's Strategy to Address the Current National Challenges**
   A. The Strategy to Recruit and Retain Strong Students (CP)
   B. The Strategy to Recruit and Retain an Outstanding Law Faculty (JH)
   C. The Strategy to Build a Meaningful International & LL.M. Programs (LB)
   D. UNC Law's Current Success in Reaching these Goals (JCB)

VI. **The Role of Curriculum Reform & Interdisciplinary Cooperation** in Meeting the School's Strategic Objectives (JH)

VII. **The Centrality of a New Law School Building in Meeting the School's Strategic Objectives** (JB & CP)

VIII. **The Need for Major Fundraising Efforts to Sustain the School's Goals** (KJ)

IX. **The Inevitable Political Challenges Posed by Civil Rights and Anti-poverty Initiatives** (JCB & CP)

X. **The Law School's Deservedly Strong National Reputation**, & the Challenge Presented By *US News* Metrics for All Public Law Schools (JH)

From: nobody@notify.unc.edu on behalf of no-reply@unc.edu
Sent: Monday, August 26, 2013 11:29 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: FORMAL NOTICE: University Teaching Awards

August 23, 2013

TO: Faculty, Staff and Students

FROM: Dr. Pam Joyner
University Teaching Awards Committee Chair

SUBJECT: Nominate an Outstanding Teacher, Mentor, or TA

Do you know of an outstanding teacher, mentor, or teaching assistant who has inspired you at Carolina? Who has helped you learn, grow, and become excited about your education? Who is an outstanding educator that deserves recognition?

Each year, UNC formally acknowledges the central role of teaching and mentoring by recognizing faculty, staff and students. The University Committee on Teaching Awards offers numerous awards based on nominations by members of our university community.

Please take a moment to think of those who are deserving of these awards and nominate them via the website: http://provost.unc.edu/teaching-awards.

Please submit all nominations online.

No individual may receive more than one award.

NOTE: YOUR NOMINATION MUST INCLUDE A LETTER TELLING US WHY THIS TEACHER DESERVES THE AWARD. IF ONLY A NAME IS SUBMITTED, IT IS INVALID AND CANNOT BE CONSIDERED.

You may address questions to me (919-962-0030/ pam_joyner@unc.edu or to Ms. Debbie Stevenson in the Office of the Provost: (962-7882 / debbie_stevenson@unc.edu).

The deadline for submitting nominations is October 1.

The committee will review the nominees, collect additional information about their teaching and recommend winners to the Chancellor. This year, we will select recipients for six types of awards:

Board of Governors Award for Excellence in Teaching: This award is given by the Board of Governors to a tenured faculty member on each UNC campus for excellent and exceptional teaching at the undergraduate level over a sustained period of time.

Distinguished Teaching Awards for Post-Baccalaureate Instruction: Four awards are given to faculty members for exceptional teaching of post-baccalaureate students.

Awards to Faculty for Excellence in Undergraduate Teaching: Five Tanner Awards, One Friday Award, and Two Sitterson Awards are given to full-time faculty members.

Tanner Awards to Graduate Teaching Assistants: Five Tanner Awards are given to graduate teaching assistants for excellence in undergraduate teaching.

Chapman Family Teaching Awards: Four Chapman Family Awards are given to full-time faculty members for excellence in undergraduate teaching.

Mentor Award for Lifetime Achievement: This award acknowledges lifetime contributions to teaching, learning and mentoring beyond the classroom and is not limited to traditional faculty. If you nominate someone for this award, please focus on his or her long-term impact on students.

Thank you for your help in rewarding excellent teaching at Carolina!

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, August 27, 2013 12:43 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: INFORMATIONAL: Performing Arts Special Activities Fund

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2013-14 Performing Arts Special Activities Fund Application Information

What is the Performing Arts Special Activities Fund (PASAF)?

The PASAF supports projects and activities that provide quality performing arts that enhance the creative and cultural environment of our University community and have significant impact on life and learning at UNC.

Projects are supported in all areas of the performing arts. Priority is given to new and innovative projects. Projects that involve multiple units (departments, centers, curricula, programs, etc.) and that are inter-disciplinary are encouraged. We also encourage faculty and staff from all areas of the University to submit applications for projects that include a component of the performing arts in any area of teaching, research, or service.

Although the PASAF has no official maximum grant, awards are seldom made for amounts over $5,000. The PASAF may award partial grants. Previous PASAF funding does not guarantee support in any succeeding year. Funds must be expended in the 2013-2014 academic year.

Who may apply?

Students, faculty and staff from recognized academic or administrative units may apply for funding. If a unit proposes multiple projects, the unit head must prioritize the proposed projects.

Funding criteria:

* Artistic and programmatic quality
* Relationship of proposed activities to departmental priorities, area of study, or research
* Nature and extent of programmatic interpretation, education, or orientation efforts for the benefit of the proposed audience
* Extent of impact, including the number of people served and efforts to broaden and/or diversify your audience
* Extent to which the project serves multiple campus audiences
* Scarcity or availability of comparable services within the given area, i.e., extent to which the project fills a gap
* Managerial and fiscal competence, including the capability of the applicant to carry out the proposed activities

Projects eligible for funding:

The PASAF committee aims to support projects that demonstrate the highest level of artistic integrity. The list below provides examples of the types of projects that are eligible for funding. These are examples only, and funding is not limited to those listed.

* Visiting performing artist and artist-in-residence activities
* Public presentations and performances
* Commissions, premieres, and subsequent performances of new works
* Professional artistic development and training programs for performing artists, such as mentorship and career development activities
* Workshops, conferences, publications, professional development, technical assistance, networks, or on-line resources associated with performances
* Projects that bring together diverse campus and local communities or that reach new audiences

The following are not eligible for funding:

* Major expenditures for the establishment of new student organizations
* Expenditures that should reasonably be covered by department overhead
* Reserve funds
* Debt reductions
* Activities restricted to an organization's membership (funded activities must be open to the university and the broader community and promoted as such)
* Hospitality or entertainment costs for receptions, performances, or fundraising benefits
* Faculty or staff salaries
* Static exhibitions

Successful applicants will be asked to provide a brief report on outreach and impact following project implementation. To apply for support from the Performing Arts Special Activities Fund, submit a

written application of no more than 4 pages that includes the following:

* Goals and objectives of the project
* Project description
* Audience to be served, including number and demographic characteristics
* Overall impact to the arts at UNC-Chapel Hill
* Itemized budget, including personnel and non-personnel expenses, total project costs, costs for which PASAF support is requested, and other sources of support
* Department/Unit head's signature of approval. (Multiple requests from a single unit must be prioritized by the unit head.)

Submit applications to the following address by 5 PM September 20, 2013:

Carol Tresolini
Vice Provost for Academic Initiatives
Office of the Executive Vice Chancellor and Provost
104 South Building
CB #3000
UNC Campus

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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From: Kennedy, Joseph E <kennedy4@email.unc.edu>
Sent: Tuesday, August 27, 2013 7:15 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: Re:[law_faculty] Eric's op-ed in the N&O

Eric has a great op-ed piece in today's N&O discussing Ellie Kinnaird's decision to resign and Ruth Bader Ginsburg's decision not to. Resign yourself to reading it!

http://www.newsobserver.com/2013/08/26/3139192/kinnaird-ginsburg-get-it-exactly.html

From: Kasprzak, John B <kasprzak@email.unc.edu>
Sent: Tuesday, August 27, 2013 8:09 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: States, Michael James <mstates@email.unc.edu>; Camenzind, Hannah Leigh <camenzin@email.unc.edu>
Subject: [law_faculty] Chancellors' Scholars Reception

Hello everyone. This Wednesday from 5:00-6:00, we will be having our annual Chancellors' Scholars Welcome reception. We invite you to join us in the Cowell Boardroom to meet the 2013-2014 Chancellors' Scholars. This will be an opportunity for you and the students to get to know each other a little better. We look forward to you joining us on Wednesday.
Best wishes,
Michael

Michael J. States

Michael J. States, J.D.
Assistant Dean for Admissions
University of North Carolina School of Law
Van Hecke-Wettach Hall
CB 3380
Chapel Hill, NC 27599-3380
919-962-6719
919-843-7939 (fax)

From: Pierce, Catherine Ringo <cringo@email.unc.edu>
Sent: Tuesday, August 27, 2013 10:02 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: Mann, Kelly <kmmann@email.unc.edu>
Subject: [law_faculty] Charlotte Professionalism Dinner
Attach: Faculty Invitation Memo 2013.docx

Dear Faculty,
I'm forwarding the attached memorandum from Kris Jensen in the Office of Advancement.
Best,
Catherine

Catherine Ringo Pierce
Assistant Dean for Policy and Special Assistant to the Dean
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
P(919) 843-2409
F(919)962-1170

MEMORANDUM

TO: Carolina Law Faculty

FROM: Kris Jensen, Associate Dean of Advancement

DATE: August 26, 2013

SUBJECT: Charlotte Professionalism Dinner

Greetings from the Office of Advancement. We hope that you will make plans to join us for this year's Charlotte Professionalism Dinner on Wednesday, September 25th at 6 p.m. at the Charlotte City Club.

Each year, faculty are invited and encouraged to participate in this event. More than 75 lawyers and judges from the Charlotte area will join UNC law students and faculty who will travel to Charlotte to take part in dinner and discussion of an ethical problem (written by Professor Myers.) Charlotte is home to some of our most devoted alumni, some of the State's largest law firm employers, and some of its finest judges and public officials. The attendance of UNC Law faculty members would mean a lot to the visibility of, and support for, Carolina Law in Charlotte, especially in these difficult times.

To simplfy the commute, we have arranged for a bus to take students and faculty to and from the event. If you choose this option, you can board the bus at 3:00 p.m. outside the law school in the upper lot by the Fountain. Faculty members that have participated in the event have found it to be enjoyable. We'd be grateful for your participation.

To RSVP, please contact Kelly Mann, alumni and donor relations coordinator, at kmmann@email.unc.edu or 919-445-0170.

From: Association of American Law Schools <aals@aals.ccsend.com>
Sent: Tuesday, August 27, 2013 10:14 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RFP for Blurring Boundaries Workshop

We are writing to announce the 2014 Midyear Meeting Workshop, Blurring Boundaries in Financial and Corporate Law, being held at the Westin City Center Hotel, Washington, D.C., from June 7 through June 9, 2014. We also want to invite you to submit a proposal to participate in this two-day program, which is designed to explore the various ways in which the lines separating distinct, identifiable areas of theory, policy, and doctrine in business law have begun to break down. Specifically, we seek presentations for the plenary panel (and associated breakout discussions) that will focus on teaching and other pedagogical aspects of financial and corporate law in an era of blurred and blurring boundaries. Details about the program, including deadlines and instructions for the submission of proposals, are available here.

Save the date and submit a proposal! We look forward to seeing you at the workshop in June. More information will be available in coming months.

Planning Committee

Joan MacLeod Heminway, Chair
Kristin N. Johnson
Frank Partnoy
Daniel Schwarcz
Robert B. Thompson

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Association of American Law Schools | 1201 Connecticut Avenue | Suite 800 | Washington | DC | 20036

From: Weisburd, Mark <amw@email.unc.edu>
Sent: Tuesday, August 27, 2013 10:50 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Jones

Lissa:
Shall I
1) go ahead and ask for Jones's help?
2) prepare letters for the two poli sci people for your signature?
Mark
A. Mark Weisburd
Reef C. Ivey II Distinguished Professor of Law
School of Law, University of North Carolina

From: Burk, Bernie <baburk@email.unc.edu>
Sent: Tuesday, August 27, 2013 11:06 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Goodies in the kitchen

My daughter and I baked for a reception we had for my small section this past weekend. Leftover goodies in the kitchen for those prepared to abandon dietary discipline. Enjoy!

Bernie

Bernard A. Burk
Assistant Professor of Law
Faculty Fellow, Parr Center for Ethics
University of North Carolina School of Law
Van Hecke-Wettach Hall
Campus Box No. 3380
Chapel Hill, North Carolina 27599
burk@unc.edu
(o) (919) 962-3688
(c)

From: Anthony Gaeta <tgaeta@wyrick.com>
Sent: Tuesday, August 27, 2013 11:24 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: UNC Center for Banking & Finance

She is working on it; should be able to do so today.

-----Original Message-----
From: Broome, Lissa L [mailto:lbroome@email.unc.edu]
Sent: Tuesday, August 27, 2013 11:12 AM
To: Anthony Gaeta
Subject: RE: UNC Center for Banking & Finance

Hi Tony -- I noticed Tracked Changes on Kelsey L. Penrose's resume. Could your assistant accept the changes and reinsert into the packet or would that be too much of a bother?

Lissa

-----Original Message-----
From: Anthony Gaeta [mailto:tgaeta@wyrick.com]
Sent: Tuesday, August 27, 2013 10:50 AM
To: Broome, Lissa L
Subject: FW: UNC Center for Banking & Finance

Lissa: here is a cover memo and the 17 resumes/personal statements of the editors and staff. At this point I thought it awkward to suggest any board member reach out to any of them if they are in their town since that won't occur until the summer. So my hope is that we highlight any hires from this group and let the Advisory Board know who got hired and where she/he was going. Thoughts?
Will you please go ahead and post on the list serve? Many thanks!

-----Original Message-----
From: Brittany D. Marshall
Sent: Tuesday, August 27, 2013 10:47 AM
To: Anthony Gaeta
Subject: UNC Center for Banking & Finance

-----Original Message-----
From: copyrm@wyrick.com [mailto:copyrm@wyrick.com]
Sent: Tuesday, August 27, 2013 12:12 PM
To: Brittany D. Marshall
Subject:

KM-4050
[00:c0:ee:1b:86:4a]

From: Brown, Michelle <michellebrown@unc.edu>
Sent: Tuesday, August 27, 2013 11:49 AM
To: Broome, Lissa L <lbroome@email.unc.edu>; Panter, A. T. <panter@ad.unc.edu>; Renner, Joy J <Joy_Renner@med.unc.edu>
Subject: FW: ASPSA Advisory Committee

Hello,
FYI
Michelle

From: Dean, Jr., James W.
Sent: Tuesday, August 27, 2013 11:33 AM
To: Brown, Michelle; Strauss, Ronald P.
Subject: RE: ASPSA Advisory Committee
Michelle -- thanks again for this information. I have asked Ron Strauss to move forward with this.
See you soon and best wishes,
Jim

From: Brown, Michelle
Sent: Tuesday, August 20, 2013 1:26 PM
To: Dean, Jr., James W.
Subject: ASPSA Advisory Committee
Jim,
Per the conversation this morning regarding the ASPSA Advisory Committee, here is the information pertaining to the committee members provided by Abigail Panter:
John Stephens (Political Science) and Genna Rae McNeil (History) are moving off the committee. The current members are:

ASPSA Advisory Committee

Kim Abels, Writing Center, 2011-2014	kabels@email.unc.edu
Kenneth Janken, African and Afro-American Studies, 2012-2015	krjanken@email.unc.edu
Abigail Panter (chair), Psychology, 2011-2014	panter@unc.edu
Eileen Parsons, Education, 2011-2014	rparsons@email.unc.edu
Chloe Russell, Academic Advising Program, 2011-2014	cjrussel@email.unc.edu
Sherry Salyer, Exercise and Sports Science, 2011-2014	salyer@email.unc.edu
Isaac Unah, Political Science, 2012-2015	unah@unc.edu

In consultation with Joy Renner, Lissa Broome, Michelle Brown, and Steve Matson (who chaired the ASPSA director search), I can offer a few names for you to consider as potential members.
Mike Waltman (Communications) -- highly recommended
Jonathan Hess (Germanic Studies)
Laurie Langbauer (English)
Bill Kier (Biology)
Allen Glazner (Geology)
Please let me know if you need anything further.
Thank you,
Michelle
Michelle Brown, Ed.D.
Director, Academic Support Program for Student-Athletes
Office of the Executive Vice Chancellor and Provost
The University of North Carolina at Chapel Hill
michellebrown@unc.edu
office: (919) 962-9533
fax: (919)962-8247
344 Ridge Road CB#3107
Loudermilk Center for Excellence
Chapel Hill, NC 27599-3107

From: Pyecha, Missy <mpyecha@admissions.unc.edu>
Sent: Tuesday, August 27, 2013 3:16 PM
To: Mosley, Layna <mosley@unc.edu>; Renner, Joy J <Joy_Renner@med.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>; Brown, Michelle <michellebrown@unc.edu>; Ille, Vince <ille@unc.edu>; Derickson, Christopher P <cderickson@unc.edu>
Cc: Ross, Marnie Elizabeth <marnie_r@unc.edu>
Subject: Reporting of Special Talent Admissions

Hi all. I am so sorry for my delay in finding a convenient time for the committee to meet again. Steve asked that we go ahead and get a meeting on the calendar as soon as possible. As a result, you will be receiving an invite to attend a meeting on Friday, Sept 6 at 3 pm in Carr Conference Room (Rm 302). If you are unable to attend in person but would like to join via conference call, please let me know. Thank you very much for your help. – Missy

Members –
Lynn Williford, Assistant Provost and Director of Institutional Reporting and Assessment
Layna Mosley, Chair, Subcommittee on Special-Talent Admissions
Joy Renner, Chair, Faculty Athletics Committee
Lissa Broome, Faculty Athletics Representative
Michelle Brown, Director, Academic Support Program for Student Athletes
Vince Ille, Senior Associate Director of Athletics
Steve Farmer, Vice Provost for Enrollment and Undergraduate Admissions
Barbara Polk, Senior Associate Director of Undergraduate Admissions
Jen Kretchmar, Senior Assistant Director of Undergraduate Admissions for Research
Chris Derickson, Assistant Provost and University Registrar

Missy Pyecha
Assistant to the Director of Undergraduate Admissions
University of North Carolina at Chapel Hill
Campus Box 2200, Jackson Hall
Chapel Hill, NC 27599
mpyecha@admissions.unc.edu
(919) 962-5292
(919) 962-9149 (fax)

From: Farmer, Stephen M [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=SMFARMER]
Sent: 8/27/2013 7:15:46 PM
To: Polk, Barbara Jo [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Bjpolk]; Williford, Lynn E [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lewillif]; Mosley, Layna [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lmosley]; Renner, Joy J [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Jrenner]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Brown, Michelle [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Michelle J.D. Brown (mbrown3)a5a]; Ille, Vince [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Vincent Gregory Ille (ille)8d0]; Kretchmar, Jen [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Kretchj]; Derickson, Christopher P [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Derickso]

Subject: Reporting of Special Talent Admissions
Location: Carr Conf Rm - 302

Start: 9/6/2013 7:00:00 PM
End: 9/6/2013 8:00:00 PM
Show Time As: Tentative

Required Attendees: Polk, Barbara Jo; Williford, Lynn E; Mosley, Layna; Renner, Joy J; Broome, Lissa L; Brown, Michelle; Ille, Vince; Kretchmar, Jen; Derickson, Christopher P

Working group to figure out what data we should be reporting annually for special talent admissions.

Members –

- Lynn Williford, Assistant Provost and Director of Institutional Reporting and Assessment
- Layna Mosley, Chair, Subcommittee on Special-Talent Admissions – May be able to join via Skype or phone
- Joy Renner, Chair, Faculty Athletics Committee
- Lissa Broome, Faculty Athletics Representative
- Michelle Brown, Director, Academic Support Program for Student Athletes
- Vince Ille, Senior Associate Director of Athletics
- Steve Farmer, Vice Provost for Enrollment and Undergraduate Admissions
- Barbara Polk, Senior Associate Director of Undergraduate Admissions
- Jen Kretchmar, Senior Assistant Director of Undergraduate Admissions for Research
- Chris Derickson, Assistant Provost and University Registrar

From: Faculty Governance
Sent: Tuesday, August 27, 2013 3:47 PM
To: General Faculty <generalfaculty@listserv.unc.edu>
Cc: comm@listserv.unc.edu
Subject: [generalfaculty] Call for nominations: 2014 UNC Distinguished Alumnus/a Awards/Deadline 9/20/13

To: All Faculty
From: UNC Office of Faculty Governance
Dear Colleagues,
The faculty's Committee on Honorary Degrees and Special Awards invites your nominations for **Distinguished Alumna and Alumnus Awards** to be presented at the October 12, 2014, University Day ceremony. These awards recognize UNC-Chapel Hill alumni/ae who have made outstanding contributions to humanity in any walk of life.
The deadline for submissions is **September 20, 2013**.
Nominees must be alumni of the University of North Carolina at Chapel Hill. This includes all persons who were registered for at least one full academic year as a student in residence in any college or school of the University. In general, anyone listed in the General Alumni Association's *Alumni Directory* is eligible except members of the University faculty, staff, and administration. They become eligible two years after separation from the University.
Full information about this award, including criteria, eligibility, and the process for submitting a nomination online, is available at the Distinguished Alumnus and Alumna Awards page of the Faculty Governance website.
If you have any questions, please contact our office.
Sincerely yours,
Joseph S. Ferrell
Secretary of the Faculty
jsferrel@email.unc.edu
Anne Mitchell Whisnant, Ph.D.
Deputy Secretary of the Faculty
anne_whisnant@unc.edu
Office of Faculty Governance
CB# 9170, Carr Building 200-204
Chapel Hill, NC 27599-9170
919-962-2146 (office main number) | 919-962-5479 (fax)
http://faccoun.unc.edu/

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From: UNC News <news@unc.edu>
Sent: Tuesday, August 27, 2013 4:20 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] UNC News Release-- Tuesday, August 27, 2013

Hispanics urged to perform skin self-exams, discuss cancer risk with physicians
More than three-quarters of Hispanics patients in North Carolina aren't performing skin self-exams (SSE) to detect possible skin cancers, and physicians need to do a better job of educating their patients about this potentially life-saving practice, say researchers in the School of Medicine at the University of North Carolina at Chapel Hill.
Study results were reported earlier this year in the Research Letters section of the Archives of Dermatology. [Nota: Una versión español de este comunicado de noticia llega tras la versión Inglés.]
http://uncnews.unc.edu/content/view/6186/107/

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From: North Carolina Bar Association <ncbar@ncbar.ccsend.com>
Sent: Tuesday, August 27, 2013 4:37 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: NCBA e-bar

Tuesday, August 27, 2013 | Volume 13, No. 35

LEGAL COMMUNITY

Veto Effort Falls Short | Gov. McCrory signed House Bill 652 into law Friday, much to the disappointment of the NCBA which had sought to have the legislation vetoed. The new law removes the authority of the Judicial Standards Commission to issue public reprimands and vests all forms of public discipline in the Supreme Court. It also makes disciplinary hearings private, and keeps all case records confidential unless and until the Supreme Court decides to take disciplinary action.

Enacted Legislation | Speaking of new laws, the effective date for several bills enacted during the 2013-14 session of the General Assembly is this coming Sunday, Sept. 1. New laws with effective dates from July 1, 2013 to Jan. 1, 2014 are denoted in the accompanying link.

Swearing-In Ceremonies | As 1,270 applicants who completed the July 2013 bar exam await their results, local and judicial district bars are gearing up for swearing-in ceremonies. Bar groups in Cumberland County (Sept. 4), Mecklenburg County (Sept. 26) and Wake County (Sept. 23) already have their ceremonies set; let us hear from you if your bar association is holding a ceremony and send photos too.

IN THE OFFICE

Practice Management and Legal Tech Tips | The latest from Erik Mazzone, director of the NCBA's Center for Practice Management, includes rollout of the native RocketMatter Android app, tips on using HootSuite to effectively manage your social media efforts, and best practices on using categories and tags to organize your legal blog.

Twitter's Business Benefits | The general assumption is that Twitter is beneficial to small- and medium-sized businesses (SMBs), but how can you tell? Twitter Ads Research asked Market Probe International to survey 500 people over 18 years of age who follow SMBs on Twitter.

Building A Smarter New York Times | As insightful as the New Republic series on The New York Times is, it is also interesting to track how this item found its way into ebar. It begins with a blog post from Kevin O'Keefe about how "Law firms need to leverage stars and relationships, not content," which references "A tip for the New York Times: Monetize people and relationships, not content" from Mathew Ingram, who provides his own insight while referencing the New Republic's excellent series.

Blogs

Pro Bono Volunteers and Internships - Win-Win-Win | Mark Hayes
The New Retirement | NC Law Blog | Mark Scruggs
If Willy Wonka Had a Mobile Website | Law Marketing Blog

Jobs

Immigration Paralegal | Dayna Kelly, PC | Chapel Hill
Dean, School of Law | Elon University | Greensboro
All Jobs (including NCBA positions)

ACROSS THE PROFESSION

Ervin Announces | Judge Sam Ervin IV of the N.C. Court of Appeals has announced his intentions to run for a seat on the N.C. Supreme Court in 2014. Ervin will seek the seat currently held by Justice Mark Martin who is seeking to succeed Chief Justice Sarah Parker following her retirement. Judge Robert N. Hunter Jr. of the N.C. Court of Appeals has also announced his plans to seek the seat currently held by Justice Martin.

HELP Team | Lawyers Mutual has formed a HELP (Handling Emergency Legal Problems) Team to provide quick response in a crisis situation such as a medical emergency or unexpected death. Lawyers Mutual claims attorneys and outside counsel work together using their training and resources to guide lawyers through difficult times.

Mentoring Survey | Leanne Wight, president of the Frontenac Law Association in Kingston, Ontario, is conducting research on mentoring and seeks the input of American lawyers as the comparator group. The survey, which only takes about five minutes to complete, serves as a good reminder of the NCBA's mentoring program. Click here to learn more or to register as a mentor or mentee.

Erasing Criminal Records | Changing laws, coupled with the efforts of lawyers who are volunteering their services to help give people a second chance, have resulted in a drop in the number of North Carolinians with criminal records. NCBA members, including dozens of lawyers from Duke Energy and Parker Poe, are contributing to the cause.

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North Carolina Bar Association | 8000 Weston Parkway | Cary | NC | 27513

From: UNC News <news@unc.edu>
Sent: Tuesday, August 27, 2013 5:06 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] Carolina in the News - August 27, 2013

August 27, 2013

Carolina in the News

Here is a sampling of links and notes about Carolina people and programs cited recently in the media:

National Coverage

2013 National Universities Rankings
Washington Monthly
The University of North Carolina at Chapel Hill was ranked 14th on this years list of top national universities.
http://www.washingtonmonthly.com/college_guide/rankings_2013/national_university_rank.php
Related Link:
http://www.bizjournals.com/bizjournals/washingtonbureau/2013/08/26/is-university-of-california-san-diego.html

State and Local Coverage

Mandated Program Leads To Drop In Domestic Violence
WUNC-FM (Chapel Hill)
Mothers who completed a mandated domestic violence program were more likely to end abusive relationships. That's according to new research out from the School of Social Work at UNC-Chapel Hill. The study looked at mothers who were mandated by courts or child services to take a 13-week program and learn methods on, parenting, self-advocacy and safety. ..."And that may be a bit of a motivator to say 'Okay this domestic violence situation isn't just impacting me, it's impacting my children, and I may need to do something different'," said Rebecca Macy, who led the study.
http://wunc.org/post/mandated-program-leads-drop-domestic-violence

UNC School of Nursing division chair named national nurse fellow
The Herald-Sun (Durham)
Cheryl B. Jones, associate professor and chair of the Division of Health Care Environments at UNC-Chapel Hill's School of Nursing, has been named one of just 20 Robert Wood Johnson Foundation Executive Nurse Fellows this year. Jones will participate in the three-year leadership development program designed to enhance nurse leaders' effectiveness in improving the U.S., health care system, according to a RWJ Foundation release.
http://www.heraldsun.com/lifestyles/x2042202340/Campus-briefs

Experts say Watauga elections board broke no law
WRAL-TV (CBS/Raleigh)
Experts in government law say the chairman of the Watauga County Board of Elections broke no state law when he asked that a heated discussion during a board meeting be dropped from the minutes. The Winston-Salem Journal reports that UNC School of Government Professor Frayda Bluestein said the board can limit the detail in the official minutes as it sees fit.
http://www.wral.com/experts-say-watauga-elections-board-broke-no-law/12819903/
Related Link:
http://chapelboro.com/news/state-government/experts-say-watauga-elections-board-broke-no-law/

Kinnaird, Ginsburg get it exactly wrong on resignations (Opinion-Editorial Column)
The News & Observer (Raleigh)
Two senior women in public life recently made news with decisions about retirement. One, state Sen. Ellie Kinnaird, announced she is retiring midway through her term because she can't be effective in a legislature dominated by conservatives. The other, Supreme Court Associate Justice Ruth Bader Ginsburg, announced that she is not retiring; she will continue leading the bloc of four justices who regularly dissent from the work of the court's five conservatives. (Eric L. Muller is the Dan K. Moore Distinguished Professor at the University of North Carolina School of Law.)
http://www.newsobserver.com/2013/08/26/3139192/kinnaird-ginsburg-get-it-exactly.html

P.J. Hairston tells Daily Tar Heel he will play (Blog)
The News & Observer (Raleigh)
North Carolina athletic director Bubba Cunningham said recently that P.J. Hairston would play this season, but not in every game. And now we have the same from Hairston, the UNC junior guard who told the told the Daily Tar Heel, the UNC campus newspaper, that he will "be on the court" this season.
http://blogs.newsobserver.com/uncnow/pj-hairston-tells-daily-tar-heel-he-will-play

Issues and Trends

NC law allows university students facing discipline to hire an attorney
The News & Observer (Raleigh)
Public university students facing disciplinary charges may now hire an attorney to help them throughout the process, according to a new state law. The legislation, signed into law last week by Gov. Pat McCrory, could change the tenor of student conduct hearings at UNC system campuses across North Carolina. In the past, students could have an attorney advise them informally, but for the most part lawyers were barred from presenting evidence, cross examining witnesses or other direct representation during campus proceedings.
http://www.newsobserver.com/2013/08/26/3139796/nc-law-allows-university-students.html

UNC Strategic Plan Hurt By Budget Cuts
WCHL-FM (Chapel Hill)
The University of North Carolina's five-year Strategic Plan took a big hit with the approval of this year's budget by the N.C. Legislature. However, System President Tom Ross says the way in which the cuts were handed out will allow the individual campuses to protect its most vulnerable areas.
http://chapelboro.com/news/unc/unc-strategic-plan-hurt-by-budget-cuts/

LinkedIn launches university pages this month
The Herald-Sun (Durham)

LinkedIn, the professional networking website that helps you connect with old bosses, business acquaintances or new job opportunities, recently launched another subsection of its offerings – University Pages. According to Christina Allen, the LinkedIn director of product management, the personalized pages just for colleges and universities will allow students to explore higher ed options around the world and start their university social network before they even step foot on campus. Students also can find alumni and campus news on the new tool. Duke University and UNC-Chapel Hill both have their pages already up and running.
http://www.heraldsun.com/lifestyles/x2042202340/Campus-briefs

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From: Eichner, Maxine <meichner@email.unc.edu>
Sent: Tuesday, August 27, 2013 5:10 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] DTH article on the President's comments about possibly making law schools two-year programs

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Hi, all,
There's a Daily Tar Heel reporter trying to find another law professor or two to comment on Pres. Obama's suggestion that law school be reduced to two years. (He's spoken to a few profs, but would like a few other views, as well.) If anyone else has views on this and is willing to call him, his information is below.
Best,
Max

From: Winchester, Marshall
Sent: Tuesday, August 27, 2013 2:17 PM
To: Eichner, Maxine
Subject: DTH article on the President's comments about possibly making law schools two-year programs

Dear Professor Eichner,
My name is Marshall Winchester, and I am a reporter with the Daily Tar Heel. I am emailing to ask whether it would be possible to schedule a phone interview with you this afternoon for an article we're doing this week, to obtain your perspective on the President's comments about the possibility of making law school programs two-year programs, instead of the traditional three-year duration.

Thanks,
Marshall Winchester
Staff Writer
State & National Desk
The Daily Tar Heel
c:

From: Barclift, Jill <zbarclift@hamline.edu>
Sent: Tuesday, August 27, 2013 6:18 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: Online Bank Financial Services Course

Thank you for providing your attachments. I will keep you posted on the online development as I work with WestLaw to get the course up and running for next fall.

Regards,

Jill

On Tue, Aug 27, 2013 at 3:15 PM, Broome, Lissa L <lbroome@email.unc.edu> wrote:

> Hi Jill ☐ I do not use Powerpoint slides, but I do have a number of short outlines that I display in each class to help guide the course of the discussion. I am including a few of them for you to see. If you think they would be helpful, let me know and I will be happy to send them all to you. A big caveat, however. I did not teach this class in the 2012-13 calendar year so these documents have not been updated since then.
>
> Thanks for adopting our book. I will be interested in hearing more about how the online version goes.
>
> Lissa
>
> Lissa L. Broome
>
> Wells Fargo Professor of Banking Law
>
> Director, Center for Banking and Finance
>
> UNC School of Law
>
> CB#3380, Van Hecke-Wettach Hall
>
> Chapel Hill, NC 27599-3380
>
> 919.962.7066
>
> http://www.law.unc.edu/centers/banking
>
> Access my papers on SSRN at: http://ssrn.com/author=248720
>
> Description: http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg
>
> **From:** Barclift, Jill [mailto:zbarclift@hamline.edu]
> **Sent:** Monday, August 26, 2013 4:36 PM
> **To:** Broome, Lissa L; MARKHAMJ@FIU.EDU
> **Subject:** Online Bank Financial Services Course
>
> Hello Professors Broome and Markham:
>
> I am developing an online banking law course as part of our curriculum using your text book. I have been in contact with WestLaw to coordinate delivery of the online curriculum. I asked my WestLaw representative whether you have developed PowerPoint slides or other materials that can be used for online instruction. WestLaw suggested I contact both of you directly to find out the answer to my questions.
>
> Any information you can provide would be appreciated.
>
> Thank you.
>
> Regards,
>
> --
>
> Z. Jill Barclift
> Professor of Law
> Interim Director, Business Law Institute
> Hamline University School of Law
> 651/523,2357
> View my research at:http://ssrn.com/author=621938

--

Z. Jill Barclift
Professor of Law
Interim Director, Business Law Institute
Hamline University School of Law
651/523,2357
View my research at: http://ssrn.com/author=621938

From:	nobody@notify.unc.edu on behalf of taylores@email.unc.edu
Sent:	Tuesday, August 27, 2013 8:17 PM
To:	Broome, Lissa L <lbroome@email.unc.edu>
Subject:	INFORMATIONAL: Fall Child + Family Programs at NC Botanical Garden

---

Interested in children's + family nature/science activities this fall?http://ncbg.unc.edu/for-children-and-families/

The North Carolina Botanical Garden offers wonderful learning opportunities for children and families to connect with the natural world this fall, including:

Bluets: Preschoolers Exploring Nature! (ages 4-5)
Learning comes naturally for 4 and 5 year-olds during this fun-filled series that encourages exploration and fosters a sense of wonder for the natural world. Preschoolers will learn about the marvels of changing colors, flying seeds, and migrating animals through hands-on activities, nature walks, puppet shows, stories, crafts, and group play.

Blazing-Stars: Afterschool Nature Club (ages 6-8)
Why do some plants have thorns? How does a frog survive the freezing winter? Children will explore these questions and more during this after-school series focused on how different adaptations contribute to the success and survival of various plants and animals. Hands-on activities, environmental games, and crafts make learning fun and engaging.

Mosaic Workshop: Pollinators in the Garden (ages 8-12)
Local professional mosaic artist, Jeamette Brossart, will lead students in the design and creation of a pollinator-inspired mosaic for the children's Wonder Garden. Children will participate in the design, creation, and hands-on making with glass and tile.

Nature Illustration for Kids (ages 8-12)
Explore the art and science of the fall season in the gardens, forests, and wetlands during this unique class that combines nature illustration techniques and hands-on science learning. The class will spend time outdoors sketching, observing, and learning about the secret life of turtles, silk moth caterpillars, fall wildflowers, leaf color change, and more.

Nature Painting with Watercolor + Mixed Media (ages 8-12)
Students will explore themes in nature through observation and sketching. Ideas will be gathered outdoors and taken into our studio classroom. Finished paintings will be created using watercolor, pen & ink, watercolor pencils, collage, and other mixed media.

Magic in the Garden - Family Special Event (ages 4 & up w/ adult)
The young and young-at-heart are invited to join us for an enchanting morning of family fun! Build magical homes for fairies and elves using natural materials, craft your own fairy wings, plant a magical seed, and more.

The Art of Balance: Beauty in the Backyard (ages 6 & up w/ adult)
Participants will use natural materials to build their own mobile, suspended shapes and forms that rotate in space. Part of the process will include coming to an understanding of balance, in nature, in the home and in the community where we live and grow.

For more information and to register online:
http://ncbg.unc.edu/for-children-and-families/.

Elisha Taylor
Coordinator for Children's + Family Education
North Carolina Botanical Garden
The University of North Carolina - Chapel Hill
Mailing Address: CB 3375 | Chapel Hill, NC 27599
GPS: 100 Old Mason Farm Rd | Chapel Hill, NC 27517
919.537.3770 | Fax: 919.962.3531
ncbg.unc.edu

This email is sponsored by: North Carolina Botanical Garden

==========

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, August 27, 2013 8:29 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: INFORMATIONAL: Study for healthy women - blood specimens needed

---

Reproductive Endocrinology at NC Women's Hospital

We are currently seeking healthy women to participate in a research study that offers monetary compensation.

You may be qualified if the following applies to you:
- Between the ages of 18-35
- Having regular menstrual cycles, every 25-35 days
- Not using birth control pills, hormonal contraceptives or IUD
- Not currently pregnant, or trying to become pregnant

This study involves 2 visits to our clinic: One consultation and one blood draw.

Endometriosis is a condition that causes the lining of the uterus to grow in other areas of the body. Symptoms from this may cause the individual severe pain, irregular bleeding, and infertility. Currently, the only definitive way to diagnose the condition is through laparoscopic surgery. The purpose of this research study is to identify biomarkers in the blood that may also be present in the lining of the uterus. By examining these systemic markers in healthy women, we can compare them to women suffering from endometriosis and analyze the correlation between the two. The goal of this study is to develop a blood test to diagnose endometriosis in a less invasive way. If you are interested in participating as a healthy subject, please feel free to contact us for more information at 843-8621, or uncreproductive@gmail.com.

Biomedical IRB study #12-2613 "Plasma and Serum Markers in Endometriosis;" approved 1/8/2013

This email is sponsored by: Reproductive Endocrinology

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From: Edmunds, Doug <edmunds@unc.edu>
Sent: Wednesday, August 28, 2013 9:07 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] NY Times site hacked

[Message was sent to entire Law School Community]
http://www.npr.org/blogs/thetwo-way/2013/08/28/216384015/click-here-for-the-new-york-times-while-its-being-hacked

NPR has a story on this and an alternative link to the NY Times site.

Doug

Doug Edmunds
Assistant Dean for IT
UNC School of Law
919.843.9208 office
http://www.linkedin.com/in/dougedmunds/
http://twitter.com/unclawinfotech

From: Ford, Graham <cgford@email.unc.edu>
Sent: Wednesday, August 28, 2013 9:07 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Print Class Pictures

They are in your mailbox!
Graham

From: Broome, Lissa L
Sent: Wednesday, August 28, 2013 8:10 AM
To: Ford, Graham
Subject: Print Class Pictures
Hi Graham – Can you print out color pictures of the students in my Banking Law class?
Thanks,
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Edge, Debra Rogers <dedge@email.unc.edu>
Sent: Wednesday, August 28, 2013 9:19 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Color photos/class rosters

Debbie Edge
FAS Supervisor
UNC School of Law
CB #3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
(919) 843-6465
dedge@email.unc.edu

From: Edge, Debra Rogers <dedge@email.unc.edu>
Sent: Wednesday, August 28, 2013 9:20 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Color photos/class rosters, round two

Good morning,
Please contact your Faculty Support person if you would like for us to print color photos of your students and/or class rosters.
And I apologize again for hitting the send button before typing a message!

Debbie Edge
FAS Supervisor
UNC School of Law
CB #3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
(919) 843-6465
dedge@email.unc.edu

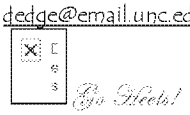

From: donotreply@unc.edu
Sent: Wednesday, August 28, 2013 10:03 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Scan from a Xerox WorkCentre
Attach: DOC.PDF

Please open the attached document. It was scanned and sent to you using a Xerox WorkCentre.

Attachment File Type: PDF

WorkCentre Location: 5125
Device Name: Law Xerox FAS (A-L) with fax

From: Weisburd, Mark <amw@email.unc.edu>
Sent: Wednesday, August 28, 2013 11:19 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Letters

Lissa:
Once you let me know what changes you would like in the letters, I can prepare the other letters, so we'll be ready to go as soon as we get the articles from Kareem.
Mark

From: Broome, Lissa L
Sent: Tuesday, August 27, 2013 3:19 PM
To: Weisburd, Mark
Subject: RE: Letters
Thanks, Mark. I'll look over the letters and let you know if I have any suggested revisions.
Lissa

From: Weisburd, Mark
Sent: Tuesday, August 27, 2013 2:26 PM
To: Broome, Lissa L
Subject: RE: Letters
Here are the letters. I'll send out the request to Jones now.
Mark

From: Broome, Lissa L
Sent: Tuesday, August 27, 2013 1:42 PM
To: Weisburd, Mark
Subject: Letters
We will probably need to wait until we get Kareem's resume to actually send out any letters, so you may want to date things September 4.
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Klinefelter, Anne <klinefel@email.unc.edu>
Sent: Wednesday, August 28, 2013 11:49 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Reminder: 3:30 in the Boardroom Today!-Toasting Margaret Hall Before She Leaves for California

---

Please join us at 3:30 in the Boardroom as we wish Margaret well in her new position at Southwestern in LA!
Anne

From: Weisburd, Mark <amw@email.unc.edu>
Sent: Wednesday, August 28, 2013 12:13 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Letters

OK.
Mark

From: Broome, Lissa L
Sent: Wednesday, August 28, 2013 12:12 PM
To: Weisburd, Mark
Subject: RE: Letters
Will do. Thanks. Will probably not be until tomorrow afternoon.
Lissa

From: Weisburd, Mark
Sent: Wednesday, August 28, 2013 11:19 AM
To: Broome, Lissa L
Subject: RE: Letters
Lissa:
Once you let me know what changes you would like in the letters, I can prepare the other letters, so we'll be ready to go as soon as we get the articles from Kareem.
Mark

From: Broome, Lissa L
Sent: Tuesday, August 27, 2013 3:19 PM
To: Weisburd, Mark
Subject: RE: Letters
Thanks, Mark. I'll look over the letters and let you know if I have any suggested revisions.
Lissa

From: Weisburd, Mark
Sent: Tuesday, August 27, 2013 2:26 PM
To: Broome, Lissa L
Subject: RE: Letters
Here are the letters. I'll send out the request to Jones now.
Mark

From: Broome, Lissa L
Sent: Tuesday, August 27, 2013 1:42 PM
To: Weisburd, Mark
Subject: Letters
We will probably need to wait until we get Kareem's resume to actually send out any letters, so you may want to date things September 4.
Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: echo360@unc.edu
Sent: Wednesday, August 28, 2013 2:49 PM
To: Story, Charles E <cstory@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Subject: Echo Available: broome-banking law (broome-bl-f13) Fall 2013, 2013-08-28 13:00

Blended learning and lecture capture provided by Echo360.

Term Fall 2013
Course broome-banking law
Section f13
Captured 2013-08-28 13:00

Your recording has been processed and your media is ready. Please visit the EchoCenter Course Portal to review your course media and monitor student usage.

Note: Any media marked as Initially Unavailable will need to be made Available (on the EchoServer) before students can view it.

Thank you.

EchoCenter Course Portal

http://lawecho360.ad.unc.edu:8080/ess/portal/section/2a532530-81dc-4b27-a8e8-bdf1a742b46e

---

Echoes

Rich Media Playback: http://lawecho360.ad.unc.edu:8080/ess/echo/presentation/0588e479-177f-469c-aaf7-dbc8233b6759

Podcast Playback: http://lawecho360.ad.unc.edu:8080/ess/echo/presentation/0588e479-177f-469c-aaf7-dbc8233b6759/media.mp3

Echo Feeds

Podcast:http://lawecho360.ad.unc.edu:8080/ess/feed?id=552c4374-2e3e-46ae-a3fb-7f048ea1ada3&type=MP3

Vodcast:http://lawecho360.ad.unc.edu:8080/ess/feed?id=552c4374-2e3e-46ae-a3fb-7f048ea1ada3&type=M4V

Blended learning and lecture capture provided by Echo360.
For additional resources, research and tools for Blended Learning, click HERE.

From: Lewis, Brian D <brian-lewis@unc.edu>
Sent: Wednesday, August 28, 2013 3:08 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Welcome Back Ice Cream Social Thursday

---

[Message was sent to entire Law School Community]

Thursday, August 29: Welcome Back Ice Cream Social!

3:30 - 5:00 p.m., Rotunda

Please join the Career Development Office for a free ICE CREAM SOCIAL in honor of our returning 2Ls and 3Ls and our new 1Ls. Build your own sundae and visit with fellow students, faculty and law school staff.

Brian Lewis

- - - - - - -

Brian D. Lewis
Assistant Dean for Career Development
University of North Carolina School of Law
Van Hecke-Wettach Hall
Campus Box 3380
Chapel Hill, NC 27599-3380
T: (919) 962-1023
F: (919) 962-2516
Brian-Lewis@unc.edu
Schedule an Appointment

From: UNC News <news@unc.edu>
Sent: Wednesday, August 28, 2013 4:01 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] Carolina in the News - August 28, 2013

August 28, 2013

Carolina in the News

Here is a sampling of links and notes about Carolina people and programs cited recently in the media:

State & Local Coverage
Conservationists' report links NC pellet mills with wetland clear-cutting
The News & Observer (Raleigh)
Sensitive wetland forests in northeastern North Carolina are threatened by Europe's voracious appetite for wood pellets, two environmental groups say in a new report that targets the Enviva pellet mill in Ahoskie. ...Alan Weakley, a UNC Chapel Hill ecologist who helped produce the forest maps, said these lands promote water quality and support a variety of wildlife."Hardwood wetland forests play a vital role in maintaining biodiversity in this eco-region, and increased industrial logging in these forests can have significant, negative impacts," Weakley, who heads the UNC Herbarium, said in a news release accompanying the report.
http://www.newsobserver.com/2013/08/27/3142262/conservationists-report-links.html

UNC Budget Close to Completion
Chapelboro.com
UNC Provost Jim Dean says University leaders are in the process of putting the final touches on this year's budget."We're on a fiscal year budget of July through June, but we can't really do our budgeting until the legislature does their budgeting, and then the General Administration does their budget," Dean says.
http://chapelboro.com/news/unc/unc-budget-close-to-completion/

Surging Water Warnings
UNC-TV/Science
... "The storm surge is almost always the most dangerous," says Rick Luettich, Director, The University of North Carolina Chapel Hill Institute of Marine Science. "If you are in a wind storm, there's a good chance you cab survive. If you are in a flooding event then you have many fewer options."
http://science.unctv.org/content/surging-water-warnings

Experts: Watauga elections board broke no law
The Citizen-Times (Asheville)
Experts in government law say the chairman of the Watauga County Board of Elections broke no state law when he asked that a heated discussion during a board meeting be dropped from the minutes. The Winston-Salem Journal reports that UNC School of Government Professor Frayda Bluestein said the board can limit the detail in the official minutes as it sees fit.
http://www.citizen-times.com/viewart/20130827/NEWS/308270023/Experts-Watauga-elections-board-broke-no-law
Theater companies to collaborate on King play
The Durham News
This fall, two of North Carolina's leading theater companies, PlayMakers Repertory Company and Triad Stage, will co-produce the regional premiere of "The Mountaintop" by Katori Hall. The play focuses on the last night in the life of Martin Luther King Jr.
http://www.thedurhamnews.com/2013/08/27/3116954/theatrical-companies-to-collaborate.html
UNC Release:
http://uncnews.unc.edu/content/view/6088/66/

Can commissioners turn their albatross into apartments for 20-somethings?
The Smoky Mountain News (Waynesville)
...So Haywood County, the town of Waynesville and the Haywood Advancement Foundation together commissioned the University of North Carolina School of Government to evaluate and recommend redevelopment options for the aging building, which affects both the county and town. ... "It is hard to know unless you put it out to the market," said William Lambe, director of UNC's Community and Economic Development Program. "We could test those waters."
http://www.smokymountainnews.com/news/item/11606-can-commissioners-turn-their-albatross-into-apartments-for-20-somethings
Issues & Trends
Lost grant, sequestration taking toll on UNCG research funds
The Triad Business Journal
UNC-Greensboro saw a steep drop in the amount of research dollars brought to campus by outside sponsors in fiscal 2013 and also in the amount of money its faculty submitted proposals to win. According to a report prepared for UNCG trustees to review at their meeting Aug. 29, total awards for fiscal 2013 numbered 228, worth $27.1 million. That was down from 247 awards worth $47.8 million in fiscal 2012 and was the lowest number of awards and dollar value for any year included in the report, back to 2009.
http://www.bizjournals.com/triad/blog/2013/08/lost-grant-sequestration-taking-toll.html

NC students weighing in on voting controversy
The News & Observer (Raleigh)
The University of North Carolina Association of Student Governments, a student group representing all 17 state campuses, has passed a resolution denouncing the recent actions of newly installed Republican county board of elections in college towns. And they are urging the State Board of Elections to overturn the actions when they meet on September 3rd. The students are upset about the actions of the Watauga County Board of Elections in moving the voting place from Appalachian State University, and the Pasquotank Board of Elections in ruling that an Elizabeth City State University student was ineligible to run for city council because he did not meet the residency requirements.
http://projects.newsobserver.com/node/28273#storylink=cpy
UNCSA resumes search for chancellor

The Winston-Salem Journal

The search is back on for a new chancellor for the UNC School of the Arts. “We can't settle,” UNC System President Tom Ross said Tuesday in his address to the school’s search committee. “This institution is too valuable — not just to us, but to the country.” ...James Moeser, a former chancellor at UNC Chapel Hill, has served as interim chancellor since Aug. 1.

http://www.journalnow.com/news/local/article_dc2cb98e-0f97-11e3-955a-001a4bcf6878.html

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email to leave-33499893-53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: UNC News <news@unc.edu>
Sent: Wednesday, August 28, 2013 5:03 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] UNC News Release

Researchers discover a potential cause of autism
Problems with a key group of enzymes called topoisomerases can have profound effects on the genetic machinery behind brain development and potentially lead to autism spectrum disorder (ASD), according to research announced today in the journal Nature. Scientists at the University of North Carolina School of Medicine have described a finding that represents a significant advance in the hunt for environmental factors behind autism and lends new insights into the disorder's genetic causes.
http://news.unchealthcare.org/news/2013/august/researchers-discover-a-potential-cause-of-autism

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email to leave-33500433-53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of stephanie.miller@cidd.unc.edu
Sent: Wednesday, August 28, 2013 8:22 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: INFORMATIONAL: Healthy adolescents needed for research!

Researchers at UNC Chapel Hill are looking to recruit adolescent males between the ages of 15 and 18 and a caregiver to participate in a research study.

What is involved:

Each caregiver will be contacted via phone for an eligibility interview.

If eligible, each caregiver and adolescent will be invited for an approximately 4.5 hour visit at our offices in Carrboro.

During this visit, the adolescent and caregiver will complete interviews and questionnaires, as well as 3 computer-tasks: one for memory, one for recording brain waves ("EEG") while looking at pictures, and one for measuring where you look when seeing pictures.

Compensation for this visit is AT MINIMUM $60.

Study participation can also be completed in 2 shorter visits if necessary.

If you are interested in participating, or if you have any questions, please contact Stephanie Miller by replying to this email or by phone at (919)-533-9305.

This study was approved by the Biomedical IRB at UNC Chapel Hill (IRB# 11-1403) on 8/11/2011.

This email is sponsored by: Psychiatry

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: North Carolina Bar Association <ncbar@ncbar.ccsend.com>
Sent: Thursday, August 29, 2013 10:07 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: NCBA Membership Benefits Update - August

August 2013

We are excited to announce Avis Budget Group as the first of the new Affinity Partner relationships approved by the Board of Governors in June. Stay tuned for more announcements next month.

Have a great Labor Day weekend!

Car Rental Discounts

By partnering with Avis and Budget, North Carolina Bar Association members can take advantage of exclusive discounts and perks. With every rental, by using your custom Avis Worldwide Discount (AWD#S914100) and Budget Customer Discount (BCD#R541600) numbers, members save up to 25%. Plus, you can find additional offers and discounts at www.ncbar.org. Finally, NCBA members can enjoy free enrollment in Avis Preferred® Service and Budget

Upcoming Events

Red Cross Blood Drive

Monday Night Law

Blogging for Lawyers in One Hour

Wills For Heroes - Raleigh

Quick Links

Join/Renew

Forget Your Password?

Member Benefits

New NCBAF CLE Site

Affinity Partner

Fastbreak® Service--so you can skip the lines and get on the road faster.

NCBA Membership

If you haven't renewed your dues yet, please select Join/Renew today to ensure that you continue to receive NCBA benefits and discounts. You may also be interested in the Membership video below that gives an overview of why you and your colleagues should be remain members of the North Carolina Bar Association.

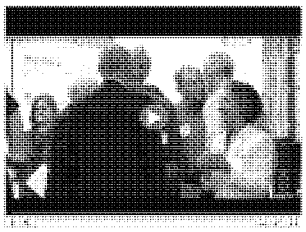

NCBA Membership Video

Thank you for being a member of the North Carolina Bar Association. We value your opinion and feedback.

Sincerely,

Catherine Peglow
Membership Director
North Carolina Bar Association
Follow me on Twitter: @catepeglow

North Carolina Bar Association | (919) 657-1554 | cpeglow@ncbar.org | http://www.ncbar.org

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Highlight

Avis Budget Group

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North Carolina Bar Association | 8000 Weston Parkway | Cary | NC | 27513

From: Mann, Kelly <kmmann@email.unc.edu>
Sent: Thursday, August 29, 2013 10:26 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Charlotte Professionalism Dinner Invitation - Please Reply

---

Dear Professor Broome,
Greetings from down the road in the Advancement Office. I hope you are well. I am working with Kris Jensen, associate dean of advancement, and Dean Boger's office to fill the faculty slots for our upcoming Charlotte Professionalism Dinner on Wednesday, September 25. And yes, your name is on our list of preferred faculty facilitators. If your schedule allows, I hope that you will be able to join us. If you attend, we'll give you the tools to lead a discussion at your table of eight to ten. It has historically been quite easy, since judges, lawyers, and students usually jump into the conversation with little prompting but we would very much like to fill every one of our tables with one of you, our distinguished faculty. Details are below. Please let me know either way by reply email.

MEMORANDUM
TO: Carolina Law Faculty
FROM: Kris Jensen, Associate Dean of Advancement
DATE: August 26, 2013
SUBJ: Charlotte Professionalism Dinner
Greetings from the Office of Advancement. We hope that you will make plans to join us for this year's Charlotte Professionalism Dinner on Wednesday, September 25th at 6 p.m. at the Charlotte City Club.
Each year, faculty are invited and encouraged to participate in this event. More than 75 lawyers and judges from the Charlotte area will join UNC law students and faculty who will travel to Charlotte to take part in dinner and discussion of an ethical problem (written by Professor Myers.) Charlotte is home to some of our most devoted alumni, some of the State's largest law firm employers, and some of its finest judges and public officials. The attendance of UNC Law faculty members would mean a lot to the visibility of, and support for, Carolina Law in Charlotte, especially in these difficult times.
To simplify the commute, we have arranged for a bus to take students and faculty to and from the event. If you choose this option, you can board the bus at 3:00 p.m. outside the law school in the upper lot by the Fountain. Faculty members that have participated in the event have found it to be enjoyable. We'd be grateful for your participation.
To RSVP, please contact Kelly Mann, alumni and donor relations coordinator, at kmmann@email.unc.edu or 919-445-0170.
Best,

Kelly M. Mann
Alumni and Donor Relations Coordinator
The University of North Carolina
School of Law
Campus Box 3382, Suite 105
Chapel Hill, NC 27599-3382
(919) 445-0170 (O)
(919) 843-6748 (F)
www.law.unc.edu

Description: unc_law542

From: Isley, Alice B <agirod@email.unc.edu>
Sent: Thursday, August 29, 2013 12:28 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: The final, final Syllabus for Banking Law

No big deal for me. Send me as many as you need. I'll get the correct posted for your archives. Thanks for this.
Alice B. (Girod) Isley
Academic Affairs Administrative Assistant
UNC-CH School of Law
CB #3380
Chapel Hill, NC 27599-3380
919-962-0357
agirod@email.unc.edu

cid:image001.gif@01CE849D.FB20DD50

From: Broome, Lissa L
Sent: Monday, August 26, 2013 10:32 AM
To: Isley, Alice B
Subject: The final, final Syllabus for Banking Law
Hi Alice – Sorry for the multiple emails. I've tweaked the language yet again regarding the online attendance tracking tool.
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Weisburd, Mark <amw@email.unc.edu>
Sent: Thursday, August 29, 2013 2:12 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] FW: Intervention in Syria? Problems, Prospects, and Contexts - September 3, 2013 - UNC campus
Attach: mime-attachment.jpg; ATT00001.htm; Intervention in Syria bios.pdf; ATT00002.htm

---

[Message was sent to entire Law School Community]
In case anyone's interested, Prof. Weisburd will take part in this discussion.

From: Carolyn Pumphrey, Ph.D. [mailto:pumphrey@duke.edu]
Sent: Thursday, August 29, 2013 12:05 PM
To: tisslist@duke.edu
Subject: Intervention in Syria? Problems, Prospects, and Contexts - September 3, 2013 - UNC campus

Intervention in Syria? Problems, Prospects, and Contexts

A Public Roundtable Discussion for Students and Citizens

Tuesday, September 3, 5:00-6:30pm

Nelson Mandela Auditorium, Fedex Global Education Center, UNC-Chapel Hil

<!--[endif]-->

Roundtable Discussion: "Intervention in Syria? Problems, Prospects, and Contexts"

Tuesday, September 3, 2013

5:00-6:30pm

Nelson Mandela Auditorium, FedEx Global Education Center, UNC

UNC faculty and members of the military will speak briefly at the beginning from their own specialty and experience, followed by a wide-ranging Q&A with the audience.

Panelists:

- Sarah Shields (History)
- Cemil Aydin (History)
- Michael Morgan (History)
- Mark Weisburd (Law)
- Ali Reza Eshraghi (Ph.D. student, Communication Studies)
- Patricia Sullivan (Public Policy)
- LTC Bob Curris (U.S. Army, currently a National Security Fellow at UNC)
- COL Richard Menhart (U.S. Army, currently a National Security Fellow at UNC)

Sponsored by the Curriculum in Peace, War, and Defense and the Carolina Center for the Study of the Middle East and Muslim Civilizations. For more information, please contact Shai Tamari at tamari@unc.edu.

Free parking available from 5:00pm at the McCauley Parking Deck under the Global Education Center (Pharmacy Lane). See here for directions.

Intervention in Syria?
Problems, Prospects, and Contexts

A Public Roundtable Discussion for Students and Citizens

Tuesday, September 3, 5:00-6:30pm

Nelson Mandela Auditorium, Fedex Global Education Center, UNC-Chapel Hill

Sponsored by the Curriculum in Peace, War, and Defense and the Carolina Center for the Study of the Middle East and Muslim Civilizations

Sarah Shields

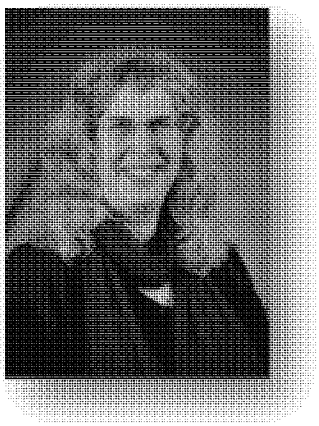

History

Sarah Shields is the Bowman and Gordon Gray Distinguished Term Professor at UNC. Her research interests include the impact of the League of Nations on the Middle East and the ways in which colonialism and notions of empire have shaped nationalism and identity politics in the Middle East. Her new book, *Fezzes in the*

River: Identity Politics and European Diplomacy in the Middle East on the Eve of World War II (Oxford University Press, 2011), is a social and diplomatic history of the contest between France and Turkey over the Sanjak of Alexandretta (1936–1940), an important coastal province. It analyzes tensions of nationalism, diplomacy, and international obligations. She also teaches courses on Israeli/Palestinian conflict and revolutions in the modern Middle East.

Cemil Aydin
History

Cemil Aydin is an associate professor for UNC's history department, with a M.A. from Istanbul University and a Ph.D. from Harvard. Aydin's interests focus on both Modern Middle Eastern History and Modern Asian history, with an emphasis on the Ottoman and Japanese Empires. He is particularly interested in historical processes that shape transnational racial and civilizational identities, such as Muslim, Asian, African. His research and publications offer new ways to understand the contemporary world order by describing the process of imperial era conflicts and decolonization. Other research and teaching interests deal with questions of internationalism and orientalism, and modern world history. He has taught courses on empires, nations, and revolutions.

Michael Morgan
History

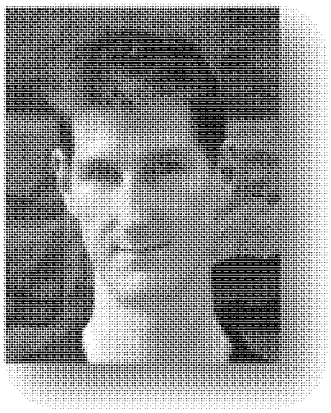

Michael Morgan is an assistant professor for UNC's History Department, with a M.Phil. from the University of Cambridge and a Ph.D. from Yale. His research focuses on the international history of the twentieth century, especially the Cold War. Morgan's current project examines the origins of the 1975 Helsinki Final Act, a 35-country agreement that was a turning point in East-West relations and a landmark in the history of human rights. He teaches courses on the history of international relations since the seventeenth century, the history of human rights, and human rights in the modern world.

Mark Weisburd
Law

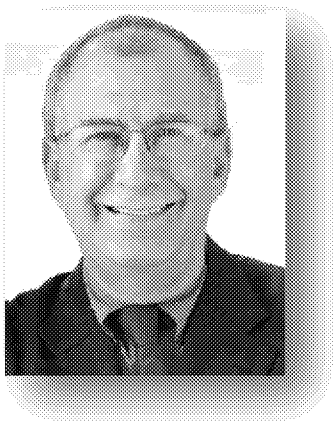

Weisburd, a native Arkansan, joined the Foreign Service after earning his undergraduate degree, and he served in East Pakistan/Bangladesh from 1971 to 1973. He resigned in 1973 to enter law school at Michigan, where he was a notes editor on the Michigan Law Review. From 1976 to 1981, he was an associate with the Washington, D.C., law firm of Wilmer, Cutler & Pickering. He teaches civil procedure, international law and a course on international human rights. He writes mainly in the area of international law at UNC.

Ali Reza Eshraghi
Ph.D. student, Comm. Studies

Ali Reza Eshraghi was a senior editor at several of Iran's reformist dailies. He is Iran's Project Manager at the Institute for War and Peace Reporting (IWPR) and a teaching fellow in the Department of Communication Studies at the University of North Carolina at Chapel Hill. During his more than 15-year career in journalism, Ali has published hundreds of articles and op-ed pieces in various Persian, Arabic and English media including The NY Times, CNN and Aljazeera. Ali is a Rotary Alumnus in World Peace and Conflict Studies. Formerly, he was a visiting scholar at UC Berkeley School of Journalism and The Institute of International Studies (IIS). He was also a research fellow at the Religion, Politics and Globalization Program at UC Berkeley. Ali studied Political Science and Islamic studies at Imam Sadiq University in Tehran.

Patricia Sullivan
Public Policy

Dr. Patricia Sullivan is an assistant professor in the Department of Public Policy and the Curriculum in Peace, War, and Defense at UNC, Chapel Hill. Dr. Sullivan's research explores the utility of military force as a policy instrument, the determinants of war outcomes, and the factors that affect leaders' decisions to initiate, escalate, or terminate foreign military operations. Her book, *Who Wins? Predicting Strategic Success and Failure in Armed Conflict,* was recently published by Oxford University Press.

LTC Bob Curris
U.S. Army, currently a National Security Fellow at UNC

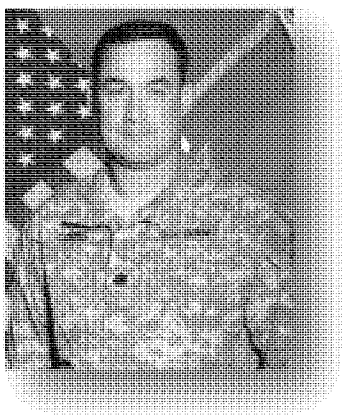

Lieutenant Colonel Curris graduated from the University of Arkansas (Fayetteville) and holds and MBA degree from Webster University. LTC Curris served in several capacities in the 101st Airborne Division at Fort Campbell, KY and deployed with the 1st Armored Division in support of stability operations in Bosnia-Herzegovina. In 2001 LTC Curris transitioned into the Special Operations Forces as a Psychological Operations Officer and has deployed to multiple locations throughout the Middle East in this capacity.

COL Richard Menhart
U.S. Army, currently a National Security Fellow at UNC

Colonel Richard Menhart graduated from the California University of Pennsylvania in 1991. COL Menhart holds a Master's degree in Military Studies from the Marine Corps University. He has served in multiple units, including the 82nd Airborne Division, the 25th Infantry Division, the Joint Readiness Training Center, and the U.S. Army Special Operations Command (USASOC). His most recent assignment was as the Director of the Army Compartmented Element with USASOC.

From: Krause, Joan H <jhkrause@email.unc.edu>
Sent: Thursday, August 29, 2013 2:33 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Class observations

Did we ever hear back from Kathryn Sabbeth? Thanks.

From: Broome, Lissa L
Sent: Friday, August 23, 2013 12:43 PM
To: Krause, Joan H
Subject: RE: Class observations

Hi Joan --

Deborah Gerhardt is on leave this fall and will be teaching two courses in the spring -- Copyright and Trademark Law. I believe she normally teaches these in the spring, so T&P should do the teaching visits this spring.

Rob Smith is teaching Evidence this fall and Criminal Law this spring. T&P should do the review in the spring, but you may want to schedule your informal review for Evidence this fall.

I have left a message for Kathryn Sabbath to see if she anticipates NOT teaching Civil Lawyering Process next fall. I'll let you know what I hear. Assuming she will be teaching that course next fall, T&P can review it then and you can do your informal review this fall.

Thanks for helping me focus on this issue.

Lissa

From: Krause, Joan H
Sent: Thursday, August 22, 2013 10:34 AM
To: Broome, Lissa L
Subject: Class observations

Hi Lissa, I have a note in my calendar to check up on something regarding classroom observations for non-tenured faculty. Because Kathryn Sabbeth was on leave last Spring, we were not able to do an evaluation of a podium-style (rather than clinical supervision) class. I have in my notes that she's scheduled to teach this Fall, and I should plan a classroom visit. But that if she is going up for tenure next year (which I assume is the case), and if this is the only class we can evaluate this year, then perhaps under the two-year class review schedule Bob put in place P&T should do the evaluation instead. Before I muck everything up and either bombard Kathryn with evaluations or procure one that can't be used for P&T purposes, I wanted to check in with you.

On a related (but less time-sensitive) note, I assume P&T will be handling Deborah G.'s classroom visit for this year, in preparation for her going up next year as well?

Thanks,

Joan

From: UNC News <news@unc.edu>
Sent: Thursday, August 29, 2013 3:38 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] Carolina in the News -- August 29, 2013

August 29, 2013
Carolina in the News
National Coverage
New Clues to Causes of Autism Found
Newsday
A group of enzymes in the brain appears to be key to the activity of many genes linked to autism, a new study reveals. Experts hope the findings will shed light on the causes of autism, and possibly lead to new treatments. The study results, published online Aug. 28 in the journal Nature, hint that if disruptions in enzymes called topoisomerases occur during brain development, they might contribute to the development of autism spectrum disorders. The enzymes are found throughout the body, and their main job is to "untangle the knots" in cells' DNA so the cells can function and reproduce themselves normally, explained senior researcher Mark Zylka, an associate professor of cell biology at the University of North Carolina at Chapel Hill.
http://www.newsday.com/news/health/new-clues-to-causes-of-autism-found-1.5977756
UNC release: http://news.unchealthcare.org/news/2013/august/researchers-discover-a-potential-cause-of-autism
Other clips:
http://www.redorbit.com/news/health/1112933984/impaired-enzymes-linked-to-autism-082813/
http://www.emaxhealth.com/1020/accidental-finding-suggests-environmental-component-autism
http://www.wral.com/unc-researchers-uncover-potential-cause-for-autisim/12828736/
http://consumer.healthday.com/cognitive-and-neurological-health-information-26/autism-news-51/new-clues-to-causes-of-autism-found-679662.html
http://www.chron.com/default/article/Researchers-Discover-a-Potential-Cause-of-Autism-4769560.php
http://www.medicaldaily.com/possible-environmental-cause-autism-discovered-scientists-link-enzyme-inhibiting-compound-impaired
As Renters Move In, Some Homeowners Fret
The New York Times
A Loss of Community: Neighborhoods across the country are being transformed, as houses built for homeowners are turned into rental properties. Residents of one such community in Memphis, Tenn., discuss the changes. ... "When there are fewer homeowners, there is less 'self-help,' like park and neighborhood cleanup, neighborhood watch," said William M. Rohe, a professor at the University of North Carolina at Chapel Hill who has just completed a review of current research on homeownership's effects.
http://www.nytimes.com/2013/08/29/business/economy/as-renters-move-in-and-neighborhoods-change-homeowners-grumble.html
Are Introverts Smarter than Extroverts?
Huffington Post, David Hassell (blog)
Let's get this clear, introversion does not mean shyness. Shyness is a fear of social judgement. Our personality type determines and explains how we react to stimulus. Extroverts crave social stimulation, while introverts are at their best in quieter situations. ...In Western society, extroversion (properly, extraversion) is celebrated: the outgoing and enthusiastic nature of a person who gets things done and is a great communicator is considered an asset. Much of our public life is dominated by extraverts, such as Clinton and Thatcher, among others. In fact we're living in an "extrovert ideal:" in a University of North Carolina study, it was found that 96% of managers and executives display extravert characteristics.
http://www.huffingtonpost.com/david-hassell/are-introverts-smarter-th_b_3756203.html
Balancing Work and Study in the MATC Online Master's Program in Digital Media
PBS
College towns have a set of seasons all their own: the quiet shudder of the winter, the frenzied exodus of the spring, the lazy silence of the summer, and the excited buzz of the fall. Here in Chapel Hill, N.C., it's no different. And this fall, I too was eager to join my classmates in the place we have gotten to know one another: an online message board. As a student in the Master of Arts in Technology and Communications (MATC) program at the University of North Carolina...
http://www.pbs.org/mediashift/2013/08/balancing-work-and-study-in-the-matc-online-masters-program-in-digital-media
IVF New Jersey Fertility Center Supports Getting Pregnant Naturally with Monitoring
The Chronicle (Houston)
Confirmed by the experts at the IVF New Jersey Fertility Center, a new study from the University of North Carolina reveals more women could be getting pregnant naturally if they tracked their fertility window more closely. ...The study was performed by the University of North Carolina and focuses on the self-directed method of cervical mucus monitoring (CMM). ...
http://www.chron.com/default/article/IVF-New-Jersey-Fertility-Center-Supports-Getting-4770799.php
What Will Spur the Next March on Washington?
LiveScience.com (website)
Fifty years ago, Martin Luther King, Jr., told a crowd of some 250,000 people thronging the Washington Monument that he had a dream. ... It's hard to predict what the next big one will be, but sociologists say it will take a network of organizations or a cause that resonates widely to mobilize people for such an event. "It's hard to ask the question of what the next 'March on Washington' will be without asking the question of what social movement would have such a profound impact on society," said Kenneth Andrews, a sociologist at the University of North Carolina at Chapel Hill who studies social movements.
http://www.livescience.com/39273-what-will-spur-next-march-on-washington.html
Regional Coverage
Low Home Down Payment Builds Family Wealth
The Daily World (Atlanta, Ga.)
In the midst of varying proposals for housing reform, civil rights leaders are publicly calling for lawmakers to keep mortgage lending affordable and accessible. A recent letter jointly signed by the NAACP, National Urban League, National Council of LaRaza, National Fair Housing Alliance, the Haas Institute's John Powell, and the Center for Responsible Lending (CRL), reminded Capitol Hill lawmakers how low down payment mortgages enabled many low-wealth borrowers to become successful homeowners....A recent joint study by CRL and the Center for Community Capital at the University of North Carolina found that among borrowers who took out a mortgage from 2004-2008 and were current through February of 2011, 60 percent of successful Black mortgage borrowers would have been excluded if a 10 percent down payment had been required. A 5 percent down payment would have excluded 33 percent of successful Black borrowers.
http://www.atlantadailyworld.com/201308288495/Business/low-home-down-payment-builds-family-wealth
State & Local Coverage
Making school, child nutrition healthier
UNC-TV
Pamela Mayer-Davis, professor of nutrition at Gillings School of Global Public Health and of medicine at the School of Medicine, is interviewed on UNC-TV regarding healthy nutrition for school children and her work on Type 1 (formerly "juvenile") diabetes.

http://video.pbs.org/partnerplayer/zMzGbhq92RaBLHynqGH3vw==/?w=512&h=288&autoplay=true&start=667&end=1158&chapterbar=false&toolbar=true&endscreen=true'%3E%3C/iframe
UNC news release: http://uncnews.unc.edu/content/view/6123/107/

Johnston still a center of arthritis research
The News & Observer (Raleigh)
The Herald (Smithfield)
A long-term scientific study in Johnston County is continuing to pay off. The National Institutes of Health recently awarded $5.6 million to UNC-Chapel Hill's Thurston Arthritis Research Center for multiple projects, including another study using the Johnston County Osteoarthritis Project.
http://www.smithfieldherald.com/2013/08/26/3139474/johnston-remains-a-center-of-arthritis.html
UNC release: http://uncnews.unc.edu/content/view/6158/107/

Which Charlotte-area companies are the most family friendly?
The Business Journal (Charlotte)
Twenty Charlotte-area companies have been recognized on Carolina Parenting Inc.'s 2013 N.C. Family-Friendly 50 list, published in the September editions of Carolina Parent, Charlotte Parent and Piedmont Parent magazines that came out today. The list highlights companies that help their employees achieve work-life balance with incentives and benefits....Companies were selected in partnership with the UNC Kenan-Flagler Business School and based on information provided by the companies about available benefits and programs.
http://www.bizjournals.com/charlotte/news/2013/08/28/sixteen-charlotte-companies-recognized.html

Commissioners approve bond refinancing for Pardee Hospital
The Times-News (Hendersonville)
Henderson County commissioners approved a series of legal documents Wednesday to better position Pardee Hospital to adjust to a rapidly changing health care climate, including a bond order that will save the hospital $626,736 in interest over the next decade. By a 5-0 vote, commissioners approved a plan allowing Pardee to consolidate old debts into a new bond. ... By giving approval to the refinancing, commissioners put their final stamp on a memorandum of understanding and agreement the county signed with Pardee and the University of North Carolina Health Care Systems in April.
http://www.blueridgenow.com/article/20130828/articles/130829816

Triangle Arts and Entertainment (website)
"Surviving Twin," Written and Performed by Loudon Wainwright III, Will Premiere at UNC on Sept. 4-8
The University of North Carolina at Chapel Hill's professional-theater-in-residence, PlayMakers Repertory Company, will present the world premiere of Surviving Twin, written and performed by 66-year-old Grammy Award® winner Loudon Wainwright III, on Sept. 4-8 in the Elizabeth Price Kenan Theatre in the Center for Dramatic Art. (Three-time Grammy nominee Loudon Wainwright III won the 2010 Grammy Award for Best Traditional Folk Album for his album "High, Wide & Handsome: The Charlie Poole Project," a tribute to legendary old-time banjo player and singer Charlie Poole (1892-1931) of Spray, NC.
http://triangleartsandentertainment.org/2013/08/surviving-twin-written-and-performed-by-loudon-wainwright-iii-will-premiere-at-unc-on-sept-4-8/
UNC release: http://uncnews.unc.edu/content/view/6179/66/

Issues and Trends
UNC 'Courage Project' Vandalized By Terrible Person Without Courage
The Huffington Post
The Courage Project, a photo display on the University of North Carolina at Chapel Hill campus devoted to empowering survivors of violence and abuse, was vandalized late last week. ... University employees discovered the vandalism around 5 a.m. Friday, Pino told HuffPost. Senior Associate Director of the Carolina Union Scott Hudson filed a police report later that morning.
http://www.huffingtonpost.com/2013/08/28/unc-courage-project-vandalized_n_3831667.html?utm_hp_ref=college

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email to leave-33506204-53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: Bortz, Conrad <cbortz@email.unc.edu>
Sent: Thursday, August 29, 2013 3:44 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Pix for DDI page - potential

Hello Lissa,

Am I missing what this has to do with DDI? Or, is one of my past severe head traumas flaring up again?

CB

-----Original Message-----
From: Broome, Lissa L
Sent: Thursday, August 29, 2013 3:18 PM
To: Bortz, Conrad
Subject: Pix for DDI page - potential

In newsletter

From: Eichner, Maxine <meichner@email.unc.edu>
Sent: Thursday, August 29, 2013 4:06 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] big same-sex marriage news

From Politico:

Ruling Provides Certainty, Benefits and Protections Under Federal Tax Law for Same-Sex Married Couples

WASHINGTON — The U.S. Department of the Treasury and the Internal Revenue Service (IRS) today ruled that same-sex couples, legally married in jurisdictions that recognize their marriages, will be treated as married for federal tax purposes. The ruling applies regardless of whether the couple lives in a jurisdiction that recognizes same-sex marriage or a jurisdiction that does not recognize same-sex marriage.

The ruling implements federal tax aspects of the June 26th Supreme Court decision invalidating a key provision of the 1996 Defense of Marriage Act.

From: Bortz, Conrad <cbortz@email.unc.edu>
Sent: Thursday, August 29, 2013 4:06 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Automatic reply: ice cream social

Hello,
Sorry you missed me, I am currently out of the office.
I will return to the office Monday, September 2nd, 2013.
Cheers,
C Bortz

From: no_reply@email.unc.edu
Sent: Thursday, August 29, 2013 4:38 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Social Skills Group for Teenagers (16+) and Young

---

We are pleased to announce the next session of our group-based social skills clinic for teenagers (16+) and young adults.

This clinical service consists of 8 hour-long weekly sessions, with the next session scheduled to begin in on Monday, October 7th at 4p. This clinic is offered through the Carolina Institute for Developmental Disabilities (101 Renee Lynne Court, Carrboro, NC 27510). All major insurance providers are accepted.

Sessions will be led by a clinical psychologist and trainee and will focus on improving social cognition and social skills. The class is open to those with a formal diagnosis that impacts their social abilities (such as an autism spectrum disorder or ADHD) as well as to those simply wishing to improve their social skills. Because much of the class relies on back-and-forth between class members, participants must have sufficient verbal skills to participate in a group setting. Sessions will have up to 12 participants.

Potential patients or caregivers please contact Twyla Peoples at 919-843-1529 or Twyla.peoples@cidd.unc.edu for more information about scheduling and registration.

This message is sponsored by: Carolina Institute for Developmental Disabilities

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INFORMATIONAL email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

From: Thurman, Stephanie J <sthurman@email.unc.edu>
Sent: Thursday, August 29, 2013 4:41 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: mtg w/ Provost tomorrow

Lissa,
I need your advice. Joy Renner invited Jim to the Fac Athletics Cmte mtg on Tuesday, but he's booked solid and can't attend. She has now asked for a small bit of his time tomorrow. I don't know the context of your meeting w/ him tomorrow at 3pm, but wonder if she can join in? I completely understand if you say no and I haven't mentioned this to her. I was thinking of how to best utilize Jim's time and take care of you both. Please let me know how you feel about this and please feel free to say no because it will not bother me. Your meeting has gotten shifted around so much and I don't want to disturb your time w/ him again.
Stephanie Thurman
Office of the Executive Vice Chancellor and Provost
104 South Building, CB# 3000
phone: (919) 962-4511
fax: (919) 962-1593
sthurman@email.unc.edu

From: Thurman, Stephanie J <sthurman@email.unc.edu>
Sent: Thursday, August 29, 2013 4:48 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: mtg w/ Provost tomorrow

Thanks Lissa. I'll present it to Joy this way: that you're scheduled at 3pm for 30 minutes and she can join for all or part of this existing meeting. I just didn't want to take away any 1:1 time you needed w/ him w/o first checking. 'll email Joy now.
Stephanie

From: Broome, Lissa L
Sent: Thursday, August 29, 2013 4:43 PM
To: Thurman, Stephanie J
Subject: RE: mtg w/ Provost tomorrow
Hi Stephanie – That's fine with me to have Joy join in or we can break up his time between the two of us – whichever she prefers is fine with me.
Thanks for checking,
Lissa

From: Thurman, Stephanie J
Sent: Thursday, August 29, 2013 4:41 PM
To: Broome, Lissa L
Subject: mtg w/ Provost tomorrow
Importance: High
Lissa,
I need your advice. Joy Renner invited Jim to the Fac Athletics Cmte mtg on Tuesday, but he's booked solid and can't attend. She has now asked for a small bit of his time tomorrow. I don't know the context of your meeting w/ him tomorrow at 3pm, but wonder if she can join in? I completely understand if you say no and I haven't mentioned this to her. I was thinking of how to best utilize Jim's time and take care of you both. Please let me know how you feel about this and please feel free to say no because it will not bother me. Your meeting has gotten shifted around so much and I don't want to disturb your time w/ him again.
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104 South Building, CB# 3000
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fax: (919) 962-1593
sthurman@email.unc.edu

From: no_reply@email.unc.edu
Sent: Thursday, August 29, 2013 4:48 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Research Opportunity for Veterans

Are you a veteran who served in Iraq or Afghanistan? Or do you know someone who is?

UNC has a research study opportunity for OEF/OIF/OND Veterans who have traumatic brain injuries and posttraumatic stress disorder. This research study is being conducted by the Department of Psychiatry at the University of North Carolina-Chapel Hill, School of Medicine and is funded by the Department of Defense.

This research study involves Veterans using an iPod Touch to practice techniques for improving attention, memory, and planning skills.
Veterans will be paid $250, and a participating family member or friend will receive $100 for initial data collection at UNC. Afterward, there will be in-home support sessions to help Veterans practice these techniques. Six months later, Veterans will be paid another $250 and the family member another $100 for follow-up data collection at UNC.
Veterans will also get to keep their iPod Touch. after the research study is completed.

For more information or if you are interested in participating, please contact our office at 919-972-7461 or vetstudy@unc.edu.

IRB #: 11-1292
Approval body: Biomedical
Approved on: 06/12/2013

This message is sponsored by: Department of Psychiatry

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INFORMATIONAL email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

From: Krause, Joan H <jhkrause@email.unc.edu>
Sent: Thursday, August 29, 2013 4:52 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Class observations

OK, will do.

From: Broome, Lissa L
Sent: Thursday, August 29, 2013 4:47 PM
To: Krause, Joan H
Subject: RE: Class observations
Sorry. She is planning on teaching next fall as well as this fall, so my suggestion is that you do a visit this fall and T&P visits next fall.
Lissa

From: Krause, Joan H
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Thanks for helping me focus on this issue.
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On a related (but less time-sensitive) note, I assume P&T will be handling Deborah G.'s classroom visit for this year, in preparation for her going up next year as well?
Thanks,
Joan

From: FYI Carolina <FYICarolina@unc.edu>
Sent: Thursday, August 29, 2013 4:55 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Back-to-school in pictures / Promising autism research / Smith's presidential award- August FYI Online

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Having trouble viewing this email? Read it in your browser.

FYI *Carolina*

Every Gift Matters. Give to UNC

Carolina Welcomes Class of 2017

Roughly 4,000 first-year students – from a record 30,836 applicants – have started classes. New and returning students take a drink from the Old Well on the first day of classes to ensure academic success, according to campus legend. Read more.

Researchers discover a possible cause of autism

Problems with a group of enzymes can have profound effects on brain development and potentially lead to autism spectrum disorder, according to UNC scientists.

Read More

Researchers discover a possible cause of autism

Faculty research funding increases to $777.8 million

Faculty secured $777.8 million in research funding during fiscal 2013. That total is up nearly $11 million.

Read More

Faculty research funding increases to $777.8 million

Eat This, Walk That

Say you're at a fast-food place ordering a crispy chicken sandwich. What if you saw that it might take a 6.5-mile walk to burn it off?

Read More

Eat This, Walk That

Dean Smith to receive Presidential Medal of Freedom

Former Carolina men's basketball coach Dean Smith will receive the Presidential Medal of Freedom, the highest civilian honor.

Read More

Dean Smith to receive Presidential Medal of Freedom

FOLLOW CAROLINA

NEWS FOR ALUMNI, PARENTS AND FRIENDS
AUGUST 2013

The University of the North Carolina at Chapel Hill

FY! Carolina Online is for alumni, parents of current students and friends of the University. Through this free service, the Office of University Relations shares information about people, events and issues at Carolina. To ask questions or share comments, e-mail FY!Carolina@unc.edu, telephone, (919) 962-8593 or write, Office of University Communications, 210 Pittsboro St., Chapel Hill, NC 27599-6210.

If you don't want to receive these e-mails in the future, unsubscribe here.

699015569

From: Jewell <jhoover5@carolina.rr.com>
Sent: Thursday, August 29, 2013 4:56 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: Ruffin, David <druffin@Creditriskmgt.com>
Subject: Re: Planning Conference Call

The 27 at 2:00 works.

Jewell

Sent from my iPad

On Aug 29, 2013, at 4:41 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:

Hi David and Jewell --
I am wide open on September 27th. It looks like that day works for everybody. Let's say 2:00, unless a different time is better.
I've attached our proposal and the Powerpoints from the ABCs of Banking Law. I don't know how helpful they will be since they are focused on legal issues, but they may be a starting point for some of the modules. Of course, both of you probably have more relevant sessions you have done specifically for bank directors that would be helpful as well.
Take care,
Lissa

From: Ruffin, David [mailto:druffin@Creditriskmgt.com]
Sent: Thursday, August 29, 2013 11:25 AM
To: jhoover5@carolina.rr.com; Broome, Lissa L
Subject: RE: Planning Conference Call
Lissa & Jewell,
Good idea, Jewell. The days at this point that I cannot be available in Sept.: 6th; 11th; 13th; 24th.
Thanks.
David
David H. Ruffin
Co-Founder, Managing Partner & Member
Credit Risk Management, LLC
919-846-1601 Office Main
919-573-0212 Direct Line
Cell
919-846-5760 Fax
www.creditriskmgt.com

From: Jewell Hoover [mailto:jhoover5@carolina.rr.com]
Sent: Thursday, August 29, 2013 11:19 AM
To: Lissa Broome; Ruffin, David
Subject: Planning Conference Call
Lissa and David,
What about scheduling a conference call sometime in September to go over the curriculum (i.e., establish responsibility for training modules, length, course agenda, compilation of manuals, printing, etc.)? Lissa, we had semi-modeled the training after the ABC's of Banking and if you have access to those materials, it would be helpful so that we can modify and/or add to the modules. That way, we wouldn't have to reinvent the wheel from square one.
The days in September that I cannot do it are September 4, 10, 11, 12, 13; 15-20 and 23-26. I am out of town those days. I am available on weekends if you wanted to schedule something. Thanks.
Jewell
Jewell D. Hoover
PO Box 49777
Charlotte, NC 28277
704-258-0552
www.hooverconsultingllc.com
Visit Amazon.com to purchase *The Ultimate Guide for Bank Directors*

<Training Proposal Revised.docx>

<Broome.pptx>

<Cammarn.pptx>

<Kanaly.pptx>

<Katz.ppt>

<Omarova.pptx>

<2013 Sparks Overview of Bank Regulation and Law.ppt>

<2013 UNC ABCs of Banking F'ss and Capital.ppt>

<2013 Understanding a Bank Through Its Financial Statements -footnotes.DOCX>

From: Krause, Joan H <jhkrause@email.unc.edu>
Sent: Thursday, August 29, 2013 5:00 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Class observations

Come to think of it, I'm not sure I do need to review Rob. We only do one class visit a year, generally, so we may be OK just with the Spring reviews. Of course, if Rob wants the feedback, I'll be happy to arrange it. Why don't I check with him?
Joan

From: Broome, Lissa L
Sent: Friday, August 23, 2013 12:43 PM
To: Krause, Joan H
Subject: RE: Class observations
Hi Joan --
Deborah Gerhardt is on leave this fall and will be teaching two courses in the spring -- Copyright and Trademark Law. I believe she normally teaches these in the spring, so T&P should do the teaching visits this spring.
Rob Smith is teaching Evidence this fall and Criminal Law this spring. T&P should do the review in the spring, but you may want to schedule your informal review for Evidence this fall.
I have left a message for Kathryn Sabbath to see if she anticipates NOT teaching Civil Lawyering Process next fall. I'll let you know what I hear. Assuming she will be teaching that course next fall, T&P can review it then and you can do your informal review this fall.
Thanks for helping me focus on this issue.
Lissa

From: Krause, Joan H
Sent: Thursday, August 22, 2013 10:34 AM
To: Broome, Lissa L
Subject: Class observations
Hi Lissa, I have a note in my calendar to check up on something regarding classroom observations for non-tenured faculty. Because Kathryn Sabbeth was on leave last Spring, we were not able to do an evaluation of a podium-style (rather than clinical supervision) class. I have in my notes that she's scheduled to teach this Fall, and I should plan a classroom visit. But that if she is going up for tenure next year (which I assume is the case), and if this is the only class we can evaluate this year, then perhaps under the two-year class review schedule Bob put in place P&T should do the evaluation instead. Before I muck everything up and either bombard Kathryn with evaluations or procure one that can't be used for P&T purposes, I wanted to check in with you.
On a related (but less time-sensitive) note, I assume P&T will be handling Deborah G.'s classroom visit for this year, in preparation for her going up next year as well?
Thanks,
Joan

From: jewellhoover48 <jewellhoover48@gmail.com>
Sent: Thursday, August 29, 2013 5:29 PM
To: Broome, Lissa L <lbroome@email.unc.edu>; Ruffin, David <druffin@Creditriskmgt.com>; jhoover5@carolina.rr.com
Subject: RE: Planning Conference Call

David and Lissa,

Are there any modules from our original outline you would prefer to teach? I will put together a tentative agenda to consider when we talk next month.

Sent from my Samsung Galaxy S®4

-------- Original message --------
From: "Broome, Lissa L" <lbroome@email.unc.edu>
Date: 08/29/2013 4:41 PM (GMT-05:00)
To: "Ruffin, David" <druffin@Creditriskmgt.com>,jhoover5@carolina.rr.com
Subject: RE: Planning Conference Call

Hi David and Jewell --

I am wide open on September 27th. It looks like that day works for everybody. Let's say 2:00, unless a different time is better.

I've attached our proposal and the Powerpoints from the ABCs of Banking Law. I don't know how helpful they will be since they are focused on legal issues, but they may be a starting point for some of the modules. Of course, both of you probably have more relevant sessions you have done specifically for bank directors that would be helpful as well.

Take care,

Lissa

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Sent: Thursday, August 29, 2013 11:25 AM
To: jhoover5@carolina.rr.com; Broome, Lissa L
Subject: RE: Planning Conference Call

Lissa & Jewell,

Good idea, Jewell. The days at this point that I cannot be available in Sept.: 6th; 11th; 13th; 24th.

Thanks.

David

David H. Ruffin
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919-846-1601 Office Main
919-573-0212 Direct Line
Cell
919-846-5760 Fax
www.creditriskmgt.com

From: Jewell Hoover [mailto:jhoover5@carolina.rr.com]
Sent: Thursday, August 29, 2013 11:19 AM
To: Lissa Broome; Ruffin, David
Subject: Planning Conference Call

Lissa and David,

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Jewell D. Hoover

PO Box 49777

Charlotte, NC 28277

704-258-0552

www.hooverconsultingllc.com

Visit Amazon.com to purchase *The Ultimate Guide for Bank Directors*

From: UNC News <news@unc.edu>
Sent: Thursday, August 29, 2013 5:46 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] UNC News Briefs/Releases: Thursday, Aug. 29, 2013

UNC News Briefs/Releases: Thursday, Aug. 29, 2013
Intervention in Syria roundtable Sept. 3
UNC-Chapel Hill's Curriculum in Peace, War and Defense and the Carolina Center for the Study of the Middle East and Muslim Civilizations will host the roundtable discussion "Intervention in Syria?: Problems, Prospects and Contexts" from 5:00 to 6:30 p.m. on Tuesday, Sept. 3, in the Nelson Mandela Auditorium at the FedEx Global Education Center.
http://www.unc.edu/campus-updates/roundtable-discussion-on-intervention-in-syria-sept-3/
FDA, academia and industry team up to end hepatitis C
As doctors prepare to manage an influx of new hepatitis C patients and treatment options, a collaboration between academia, industry and the U.S. Food and Drug Administration is poised to deliver real-world data that can help doctors and patients optimize their treatment experience. A research consortium known as HCV-TARGET has joined forces with the FDA to share national data on how newly approved therapies for hepatitis C are used and managed in routine practice. The Hepatitis C Therapeutic Registry and Research Network, or HCV-TARGET, is led jointly by investigators at the University of North Carolina at Chapel Hill School of Medicine and University of Florida and is sponsored in part by multiple pharmaceutical companies.
http://news.unchealthcare.org/news/2013/august/fda-academia-and-industry-team-up-to-end-hepatitis-c
Making school, child nutrition healthier [*corrected clip*]
UNC-TV
Elizabeth Mayer-Davis, professor of nutrition at Gillings School of Global Public Health and of medicine at the School of Medicine, is interviewed on UNC-TV regarding healthy nutrition for school children and her work on Type 1 (formerly "juvenile") diabetes.
http://video.pbs.org/partnerplayer/zMzGbhq92RaBLHynqGH3vw==/?
w=512&h=288&autoplay=true&start=667&end=1158&chapterbar=false&toolbar=true&endscreen=true'%3E%3C/iframe
UNC news release: http://uncnews.unc.edu/content/view/6123/107/

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email to leave-33507104-
53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of sherrill_phillips@unc.edu
Sent: Thursday, August 29, 2013 8:16 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: INFORMATIONAL: Dental Implant Study

The GO Health Center is currently recruiting participants to take part in a dental implant research study.

You may be eligible to participate in this research study if you:
* are between the ages of 21 and 80
* do not require antibiotics prior to dental treatment
* are currently missing teeth on both sides of your lower jaw
* have implants as a future treatment need
* are not pregnant or nursing
* do not have active infectious diseases such as hepatitis, HIV or tuberculosis.

To learn how you can be in this research study or to become part of our patient registry, please visit our website at http://www.gohealthcenter.com or contact us at 919-537-3424.

*If you are currently a patient of any dental clinic within the UNC School of dentistry, please consult with your dental health provider prior to enrollment in this study.

General and Oral Health Center
2040 Old Dental Building
School of Dentistry, CB#7455
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599

This study was approved by the UNC Biomedical IRB: 03/22/2012
UNC IRB# 11-2539

This email is sponsored by: UNC School of Dentistry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

Today at Carolina Law: Friday, August 30, 2013

TODAY'S EVENTS

- Trial Team Welcome Event for 1Ls
- Clio Training

ONGOING SIGNUPS & OPPORTUNITIES

- Register for North Carolina Law Review Symposium: Health Care Decisions in the New Era of Health Care Reform (Signup ends 10/2/2013)
- Race to End Domestic Violence Race Registration (Signup ends 10/5/2013)

UPCOMING EVENTS

Center for Civil Rights

- "To Make Real the Promises of Democracy" (9/13/2013)

Clinical Programs

- Clio training (9/6/2013)

Faculty

- Quarterly Staff award nomination (Deadline) (9/30/2013)
- Quarterly Staff award nomination (Deadline) (9/30/2013)

Staff

- Quarterly Staff award nomination (Deadline) (9/30/2013)
- Quarterly Staff award nomination (Deadline) (9/30/2013)

Student Events and Organizations

- Media Law Society General Interest Meeting (9/6/2013)
- Women in Law Mentor/Mentee Program (Deadline) (9/6/2013)

Writing and Learning Resources Center

- Pryal RRWA 295.12 Make-up Class (9/13/2013)

From the Blogs

- 2013 Legislative Report: At Whose Expense Will "Restoring Faith" in Our Election System Come? Part 2 (Blog | Center on Poverty, Work & Opportunity)
- We have what?? (Carolina Blawg)

From Twitter

UNC LAW CDO (UNCLAWCDO) on Twitter

UNC LAW CDO: Federal government deadlines between now and Tuesday: 3L Honors Programs: DOJ & State Dept. 2L Internships: DOJ, State Dept., EPA, GAO!
1:21 PM Aug 29th from web

UNC CLEAR (UNCCLEAR) on Twitter

UNC CLEAR: Pictures from the ABA SEER Law Student Program of the Year Award ceremony!... http://t.co/X5DD3v2AsT
5:10 PM Aug 29th from Facebook

NCILJ (NCILJ) on Twitter

NCILJ: RT @UN_Spokesperson: #UNSG told reporters in Vienna that #Syria @UN #ChemicalWeapons team will finish work Friday & leave Saturday.
7:53 AM Aug 29th from web

UNC School of Law (unc_law) on Twitter

UNC School of Law: RT @PhreePhood: Thu 3:30-5pm: #ICECREAM @ Rotunda! @unc_law students are invited to a social with the @UNCLAWCDO Career Office ... http://t.co/
9:27 AM Aug 29th from web

From: Hornstein, Donald T <dhornste@email.unc.edu>
Sent: Friday, 2013 6:47 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: @gmail.com; @gmail.com; @gmail.com
Subject: [law_faculty] Join me in congratulating the newest student members of the Holderness Moot Court Bench
Attach: Newest Holderness Members.docx

From: Thurman, Stephanie J <sthurman@email.unc.edu>
Sent: Friday, August 30, 2013 8:38 AM
To: Renner, Joy J <Joy_Renner@med.unc.edu>
Cc: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Provost Dean

This is perfect! I'm really glad it worked out.
Stephanie

From: Renner, Joy J
Sent: Thursday, August 29, 2013 8:01 PM
To: Thurman, Stephanie J
Subject: RE: Provost Dean
Talked with Lissa, she said it would be fine for me to join them at 3 to obtain the info needed for our FAC meeting on Tuesday.
Thanks for helping resolve this late request for a meeting.
Joy

From: Thurman, Stephanie J
Sent: Thursday, August 29, 2013 4:49 PM
To: Renner, Joy J
Subject: RE: Provost Dean

Lissa Broome is already scheduled to meet w/ Jim tomorrow at 3pm and if you'd like to join all or part of this existing meeting, this could work. Just let me know.
Stephanie

From: Renner, Joy J
Sent: Thursday, August 29, 2013 4:35 PM
To: Thurman, Stephanie J
Subject: RE: Provost Dean
Thank you for responding so quickly.
Is there anytime tomorrow (Friday) that I could have a few minutes to talk with him about the Athletics Working Group he has launched so I can share the information with the FAC? I know lots of folks are needing a piece of his time so I certainly understand if this is not possible. I am here tomorrow at 7:00 until 6 or 7 so I will work around any tidbit of time available. I teach from 9 to 12.
You already said Tuesday was packed but if he had a few minutes on Tuesday, I can work my schedule around his open time. Same hours 7 to 7.

Thanks for you assistance.
Joy

From: Thurman, Stephanie J
Sent: Thursday, August 29, 2013 4:20 PM
To: Renner, Joy J
Subject: Provost Dean

Hi Professor Renner,
Provost Dean isn't available to attend the Faculty Athletics Cmte meeting next Tuesday. His day is completely booked.
Stephanie Thurman
Office of the Executive Vice Chancellor and Provost
104 South Building, CB# 3000
phone: (919) 962-4511
fax: (919) 962-1593
sthurman@email.unc.edu

From: Schuettpelz, Erin C <ecs@unc.edu>
Sent: Friday, August 30, 2013 8:48 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: Medley, Anna <anna.medley@unc.edu>
Subject: next week

Lissa:

Can we switch your meeting date/time with Chancellor Folt to September 9th? Could you meet at 11:00am?

--

Erin C. Schuettpelz
Chief of Staff, Chancellor's Office
UNC-Chapel Hill
(919) 843-0380

From: Mann, Kelly <kmmann@email.unc.edu>
Sent: Friday, August 30, 2013 8:57 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Charlotte Professionalism Dinner Invitation - Please Reply

---

We would be grateful for your leadership. Would you like to ride the bus with us?
Do you need a vegetarian entrée?
Best

Kelly M. Mann
Alumni and Donor Relations Coordinator
The University of North Carolina
School of Law
Campus Box 3382, Suite 105
Chapel Hill, NC 27599-3382
(919) 445-0170 (O)
(919) 843-6748 (F)
www.law.unc.edu

Description: unc_law542

From: Broome, Lissa L
Sent: Thursday, August 29, 2013 9:19 PM
To: Mann, Kelly
Subject: RE: Charlotte Professionalism Dinner Invitation - Please Reply
Hi Kelly – If you still need folks, sign me up.
Thanks,
Lissa

From: Mann, Kelly
Sent: Thursday, August 29, 2013 10:25 AM
To: Broome, Lissa L
Subject: Charlotte Professionalism Dinner Invitation - Please Reply
Dear Professor Broome,
Greetings from down the road in the Advancement Office. I hope you are well. I am working with Kris Jensen, associate dean of advancement, and Dean Boger's office to fill the faculty slots for our upcoming Charlotte Professionalism Dinner on Wednesday, September 25. And yes, your name is on our list of preferred faculty facilitators. If your schedule allows, I hope that you will be able to join us. If you attend, we'll give you the tools to lead a discussion at your table of eight to ten. It has historically been quite easy, since judges, lawyers, and students usually jump into the conversation with little prompting but we would very much like to fill every one of our tables with one of you, our distinguished faculty. Details are below. Please let me know either way by reply email.

MEMORANDUM
TO: Carolina Law Faculty
FROM: Kris Jensen, Associate Dean of Advancement
DATE: August 26, 2013
SUBJ: Charlotte Professionalism Dinner
Greetings from the Office of Advancement. We hope that you will make plans to join us for this year's Charlotte Professionalism Dinner on Wednesday, September 25th at 6 p.m. at the Charlotte City Club.
Each year, faculty are invited and encouraged to participate in this event. More than 75 lawyers and judges from the Charlotte area will join UNC law students and faculty who will travel to Charlotte to take part in dinner and discussion of an ethical problem (written by Professor Myers.) Charlotte is home to some of our most devoted alumni, some of the State's largest law firm employers, and some of its finest judges and public officials. The attendance of UNC Law faculty members would mean a lot to the visibility of, and support for, Carolina Law in Charlotte, especially in these difficult times.
To simplify the commute, we have arranged for a bus to take students and faculty to and from the event. If you choose this option, you can board the bus at 3:00 p.m. outside the law school in the upper lot by the Fountain. Faculty members that have participated in the event have found it to be enjoyable. We'd be grateful for your participation.
To RSVP, please contact Kelly Mann, alumni and donor relations coordinator, at kmmann@email.unc.edu or 919-445-0170.
Best,

Kelly M. Mann
Alumni and Donor Relations Coordinator
The University of North Carolina
School of Law
Campus Box 3382, Suite 105
Chapel Hill, NC 27599-3382
(919) 445-0170 (O)
(919) 843-6748 (F)
www.law.unc.edu

Description: unc_law542

From: UNC Friends of the Library <rcanada@email.unc.edu>
Sent: Friday, August 30, 2013 9:01 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Preserving Your Intellectual Legacy at UNC

Preserving your Intellectual Legacy at UNC

What will you do with your personal research collections, papers and books? What will be your legacy at UNC?

Please join us for a panel discussion
Thursday, September 12, 2013
3:00-5:00 p.m.
Pleasants Family Assembly Room, Wilson Library

Topics and Speakers:

Preserving your scholarly work (papers, research materials, data)
Meg Tuomala, University Archives

Managing and placing your personal book collections
Libby Chenault, Davis Library

Gift planning resources
Keith W. Cook, J.D., Gift Planning

RSVP requested by Friday, September 4 to:
Emily Silverman
Library Development
(919) 962-3437 or
essilver@email.unc.edu

Spouses and guests are welcome.

Sponsored by the Friends of the Library and the Office of Gift Planning

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You received this e-mail from the UNC Friends of the Library, CB #3920, Davis Library, University of North Carolina at Chapel Hill, Chapel Hill, NC 27514-8890. If you do not wish to receive future e-mail of this type from the Friends of the Library, please reply to alumni@unc.edu and include your full name, address and class year or click this Unsubscribe Link. Please note that UNC and the General Alumni Association do not sell your information, including your e-mail address, to anyone for any purpose.

From: Williams, Becky <rbwill@email.unc.edu>
Sent: Friday, August 30, 2013 9:25 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: law_faculty@listserv.unc.edu
Subject: [law_faculty] This afternoon

Good morning.
With your supervisor's approval, Dean Boger is allowing staff to leave at 3pm today.
Funny memo from the Dean to follow.....
Best,
Becky
Becky Williams, PHR
Director of Administration
UNC School of Law
Email: rbwill@email.unc.edu
Phone: (919) 962-3067

From: Brown, Michelle <michellebrown@unc.edu>
Sent: Friday, August 30, 2013 10:48 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Meeting today

Hi Lissa,
Thank you for asking. I do not believe so since we heard that he is asking Rob Strauss to look at the ASPSA advisory committee. I have not had the opportunity to contact Rob or you back about the professors' emails that we discussed. If you have a moment, I can give you an update but that would be all that I can anticipate at this moment. There is one item that I would like to speak to you about so that we have a plan of action before we speak with him. Perhaps we can find some time soon.
Michelle

From: Broome, Lissa L
Sent: Friday, August 30, 2013 8:34 AM
To: Brown, Michelle
Subject: Meeting today
Hi Michelle – I have a meeting with Provost Dean today. If there are any items you would like me to address with him, let me know. My meeting is at 3:00 (Joy will be attending too). I will be out of the office from about 8:45 to 10:30 this morning, but otherwise around.
Thanks,
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Krause, Joan H <jhkrause@email.unc.edu>
Sent: Friday, August 30, 2013 11:20 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] FW: [cfeannounce] CFE EVENTS - September and October

---

FYI. The Flipping Your Classroom (9/11) and Communication in the Classroom (9/17) sessions look like they might be of particular interest.
Thanks,
Joan

From: Trisha Bienvenu [mailto:trisha@email.unc.edu]
Sent: Friday, August 30, 2013 11:04 AM
To: Center Activities
Subject: [cfeannounce] CFE EVENTS - September and October

SEPTEMBER

Thursday, September 5, 2013	
12:00 PM - 2:00 PM	New Faculty: Research Resources at Carolina **Location:** Wilson Library, Pleasants Family Assembly Room
Tuesday, September 10, 2013	
3:00 PM - 4:30 PM	Clinical Trial Investigator Series: Introduction **Location:** MacNider 322
Wednesday, September 11, 2013	
12:00 PM - 1:00 PM	Flipping Your Classroom **Location:** Wilson Library, Room 318 (CFE Conference Room)
Wednesday, September 11, 2013	
3:00 PM - 4:00 PM	Mentoring Series: What Do We Know About Mentoring **Location:** Bondurant Hall 2035
Friday, September 13, 2013	
12:00 PM - 1:30 PMCommunication in the Classroom (9/17) sessions	Leading Groups and Meetings **Location:** Carroll Hall, Freedom Forum Conference Center
Tuesday, September 17, 2013	
12:30 PM - 1:30 PM	Communication in the Classroom **Location:** Wilson Library, Room 318 (CFE Conference Room)
Wednesday, September 18, 2013	
1:00 PM - 5:00 PM	Safe Zone Training for Graduate and Professional Students **Location:** Graduate Student Center (211A W. Cameron Ave.)
Wednesday, September 25, 2013	
8:45 AM - 11:00 AM	New PI Training: Roadmap to Research at Carolina **Location:** Brinkhous-Bullitt (TraCS) 219
Wednesday, September 25, 2013	

12:00 PM - 1:00 PM	Group Work: Developing Skills for Learning and for Life **Location:** Wilson Library, Room 318 (CPE Conference Room)
Friday, September 27, 2013	
12:00 PM - 1:30 PM	Becoming a More Effective Mentor for Early Career Faculty **Location:** Carroll Hall, Halls of Fame Room

October

Tuesday, October 08, 2013	
3:00 PM - 4:00 PM	Clinical Trial Investigator Series: Clinical Trial Study Designs **Location:** MacNider 132
Wednesday, October 09, 2013	
8:45 AM - 11:00 AM	New PI Training: Data Management, Sharing, and Security **Location:** Brinkhous-Bullitt (TraCS) 219
Thursday, October 10, 2013	
9:00 AM - 11:00 AM	Academic Publishing **Location:** Wilson Library, Pleasants Family Assembly Room
Friday, October 11, 2013	
12:00 PM - 1:30 PM	Setting Goals for Individuals, Groups, and Organizations **Location:** Wilson Library, Pleasants Family Assembly Room
Wednesday, October 16, 2013	
3:00 PM - 4:30 PM	Mentoring Series: Structuring the Mentor-Mentee Relationship **Location:** Bondurant Hall 2035
Thursday, October 17, 2013	
10:30 AM - 12:00 PM	NIH F31 Workshop **Location:** Graduate Student Center (211A W. Cameron Ave.)
Tuesday, October 22, 2013	
3:00 PM - 4:30 PM	Clinical Trial Investigator Series: Protocol Development **Location:** Brinkhous-Bullitt (TraCS) 219
Thursday, October 24, 2013	
10:00 AM - 11:00 AM	Research Statements **Location:** Wilson Library, Pleasants Family Assembly Room
Friday, October 25, 2013	
12:00 PM - 1:30 PM	Finding a Mentor and Making the Most Out of the Mentoring Relationship **Location:** Carroll Hall, Freedom Forum Conference Center

Wednesday, October 30, 2013

10:45 AM - 1:00 PM

Publishing in Peer-Reviewed Journals

Location: Wilson Library, Pleasants Family Assembly Room

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(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-33509928-24715385.ceae4801dde9196ddc039f9f24ffa349@listserv.unc.edu

From: Broome, Lissa L <lbroome@email.unc.edu>
Sent: Friday, August 30, 2013 11:53 AM
To: center_for_banking_and_finance@listerv.unc.edu
Subject: DKM e-mail (per your request)

From: Ruffin, David <druffin@Creditriskmgt.com>
Sent: Friday, August 30, 2013 11:57 AM
To: Broome, Lissa L <lbroome@email.unc.edu>; jewellhoover48 <jewellhoover48@gmail.com>; jhoover5@carolina.rr.com
Cc: Horton, Susan <shorton@Creditriskmgt.com>
Subject: RE: Planning Conference Call

Lissa / Jewell,
This all sounds rational to me. I look forward to planning this with you both.
Susan will send out an invite on the conference call earlier in the week of the call itself.
David
David H. Ruffin
Co-Founder, Managing Partner & Member
Credit Risk Management, LLC
919-846-1601 Office Main
919-573-0212 Direct Line
Cell
919-846-5760 Fax
www.creditriskmgt.com

From: Broome, Lissa L [mailto:lbroome@email.unc.edu]
Sent: Friday, August 30, 2013 11:49 AM
To: Ruffin, David; jewellhoover48; jhoover5@carolina.rr.com
Cc: Horton, Susan
Subject: RE: Planning Conference Call
Hi David & Jewell –
Thanks for setting up the conference call, David.
I could take the lead on
Banking 201
I could help with parts of and perhaps materials for
Capital and BASEL
Compliance and Operations Risk
Supervision Examination and Enforcement
I would be pretty useless on Credit Risk and Asset Quality
I think it is good to have a responsible party for each segment, but I hope we would each contribute to and critique the materials, and feel free to participate in the presentations even if we are not the main presenter.
Thanks to you both.
Lissa

From: Ruffin, David [mailto:druffin@Creditriskmgt.com]
Sent: Thursday, August 29, 2013 6:00 PM
To: jewellhoover48; Broome, Lissa L; jhoover5@carolina.rr.com
Cc: Horton, Susan
Subject: RE: Planning Conference Call
Sept. 27th @ 2PM is set for me. I can set up a conference call line if you'd like.
David
David H. Ruffin
Co-Founder, Managing Partner & Member
Credit Risk Management, LLC
919-846-1601 Office Main
919-573-0212 Direct Line
Cell
919-846-5760 Fax
www.creditriskmgt.com

From: jewellhoover48 [mailto:jewellhoover48@gmail.com]
Sent: Thursday, August 29, 2013 5:29 PM
To: Broome, Lissa L; Ruffin, David; jhoover5@carolina.rr.com
Subject: RE: Planning Conference Call
David and Lissa,
Are there any modules from our original outline you would prefer to teach? I will put together a tentative agenda to consider when we talk next month.
Sent from my Samsung Galaxy S®4

-------- Original message --------
From: "Broome, Lissa L" <lbroome@email.unc.edu>
Date: 08/29/2013 4:41 PM (GMT-05:00)
To: "Ruffin, David" <druffin@Creditriskmgt.com>,jhoover5@carolina.rr.com
Subject: RE: Planning Conference Call

Hi David and Jewell –
I am wide open on September 27th. It looks like that day works for everybody. Let's say 2:00, unless a different time is better.
I've attached our proposal and the Powerpoints from the ABCs of Banking Law. I don't know how helpful they will be since they are focused on legal issues, but they

may be a starting point for some of the modules. Of course, both of you probably have more relevant sessions you have done specifically for bank directors that would be helpful as well.
Take care,
Lissa

From: Ruffin, David [mailto:druffin@Creditriskmgt.com]
Sent: Thursday, August 29, 2013 11:25 AM
To: jhoover5@carolina.rr.com; Broome, Lissa L
Subject: RE: Planning Conference Call
Lissa & Jewell,
Good idea, Jewell. The days at this point that I cannot be available in Sept.: 6th; 11th; 13th; 24th.
Thanks.
David
David H. Ruffin
Co-Founder, Managing Partner & Member
Credit Risk Management, LLC
919-846-1601 Office Main
919-573-0212 Direct Line
Cell
919-846-5760 Fax
www.creditriskmgt.com

From: Jewell Hoover [mailto:jhoover5@carolina.rr.com]
Sent: Thursday, August 29, 2013 11:19 AM
To: Lissa Broome; Ruffin, David
Subject: Planning Conference Call
Lissa and David,
What about scheduling a conference call sometime in September to go over the curriculum (i.e., establish responsibility for training modules, length, course agenda, compilation of manuals, printing, etc.)? Lissa, we had semi-modeled the training after the ABC's of Banking and if you have access to those materials, it would be helpful so that we can modify and/or add to the modules. That way, we wouldn't have to reinvent the wheel from square one.
The days in September that I cannot do it are September 4, 10, 11, 12, 13; 15-20 and 23-26. I am out of town those days. I am available on weekends if you wanted to schedule something. Thanks.
Jewell
Jewell D. Hoover
PO Box 49777
Charlotte, NC 28277
704-258-0552
www.hooverconsultingllc.com
Visit Amazon.com to purchase *The Ultimate Guide for Bank Directors*

From: Hazen, Thomas L <thazen@unc.edu>
Sent: Friday, August 30, 2013 12:02 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: RE:[law_faculty] [cfeannounce] CFE EVENTS - September and October

---

I have a concern about flipping the classroom -- should we really be making obscene gestures in class?

Thomas Lee Hazen
Cary C. Boshamer Distinguished Professor
School of Law
The University of North Carolina at Chapel Hill
CB#3380
Chapel Hill, NC 27599-3380
EMAIL: thazen@unc.edu
TEL: (919) 962-8504
FAX: (919) 962-1277
overnight delivery address:
100 Ridge Road
Chapel Hill NC 27599-3380

View my papers on my SSRN Author Page:
http://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfm?per_id=56295

From: Krause, Joan H [mailto:jhkrause@email.unc.edu]
Sent: Friday, August 30, 2013 11:20 AM
To: The law_faculty mailing list
Subject: [law_faculty] FW: [cfeannounce] CFE EVENTS - September and October

FYI. The Flipping Your Classroom (9/11) and Communication in the Classroom (9/17) sessions look like they might be of particular interest.
Thanks,
Joan

From: Trisha Bienvenu [mailto:trisha@email.unc.edu]
Sent: Friday, August 30, 2013 11:04 AM
To: Center Activities
Subject: [cfeannounce] CFE EVENTS - September and October

SEPTEMBER

Thursday, September 5, 2013	
12:00 PM - 2:00 PM	New Faculty: Research Resources at Carolina **Location:** Wilson Library, Pleasants Family Assembly Room
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Tuesday, September 17, 2013	

12:30 PM - 1:30 PM	Communication in the Classroom **Location:** Wilson Library, Room 318 (CFE Conference Room)
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1:00 PM - 5:00 PM	Safe Zone Training for Graduate and Professional Students **Location:** Graduate Student Center (211A W. Cameron Ave.)
Wednesday, September 25, 2013	
8:45 AM - 11:00 AM	New PI Training: Roadmap to Research at Carolina **Location:** Brinkhous-Bullitt (TraCS) 219
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12:00 PM - 1:00 PM	Group Work: Developing Skills for Learning and for Life **Location:** Wilson Library, Room 318 (CFE Conference Room)
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12:00 PM - 1:30 PM	Becoming a More Effective Mentor for Early Career Faculty **Location:** Carroll Hall, Halls of Fame Room

OCTOBER

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From: Muller, Eric L <emuller@email.unc.edu>
Sent: Friday, August 30, 2013 12:05 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: RE:[law_faculty] [cfeannounce] CFE EVENTS - September and October

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Academic freedom, my friend. Academic freedom.

Eric L. Muller
Dan K. Moore Distinguished Professor
UNC School of Law
CB#3380
Chapel Hill, NC 27599
(919) 962-7067
-and-
Director, Center for Faculty Excellence
316 Wilson Library
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599
(919) 962-9968

From: Hazen, Thomas L [mailto:thazen@unc.edu]
Sent: Friday, August 30, 2013 12:02 PM
To: The law_faculty mailing list
Subject: RE:[law_faculty] [cfeannounce] CFE EVENTS - September and October

I have a concern about flipping the classroom -- should we really be making obscene gestures in class?

Thomas Lee Hazen
Cary C. Boshamer Distinguished Professor
School of Law
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100 Ridge Road
Chapel Hill NC 27599-3380

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http://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfm?per_id=56295

From: Krause, Joan H [mailto:jhkrause@email.unc.edu]
Sent: Friday, August 30, 2013 11:20 AM
To: The law_faculty mailing list
Subject: [law_faculty] FW: [cfeannounce] CFE EVENTS - September and October

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Thanks,
Joan

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Sent: Friday, August 30, 2013 11:04 AM
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From: Burk, Bernie <baburk@email.unc.edu>
Sent: Friday, August 30, 2013 12:30 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: RE:[law_faculty] [cfeannounce] CFE EVENTS - September and October

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And here I thought you would be concerned about the students suffering from vertigo . . .
Bernie

Bernard A. Burk
Assistant Professor of Law
Faculty Fellow, Parr Center for Ethics
University of North Carolina School of Law
Van Hecke-Wettach Hall
Campus Box No. 3380
Chapel Hill, North Carolina 27599
burk@unc.edu
(o) (919) 962-3688
(c)

From: Hazen, Thomas L [mailto:thazen@unc.edu]
Sent: Friday, August 30, 2013 12:02 PM
To: The law_faculty mailing list
Subject: RE:[law_faculty] [cfeannounce] CFE EVENTS - September and October
I have a concern about flipping the classroom – should we really be making obscene gestures in class?

Thomas Lee Hazen
Cary C. Boshamer Distinguished Professor
School of Law
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From: Krause, Joan H [mailto:jhkrause@email.unc.edu]
Sent: Friday, August 30, 2013 11:20 AM
To: The law_faculty mailing list
Subject: [law_faculty] FW: [cfeannounce] CFE EVENTS - September and October
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From: Carlock, Jacqueline S <jcarlock@email.unc.edu>
Sent: Friday, August 30, 2013 2:48 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: Weekly DKM Registration Updates
Attach: image001.jpg

Absolutely. Have a great weekend.

JSC

On Aug 30, 2013, at 2:26 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:

> Hi Jackie and Lance – Could I start getting weekly registration list updates for the DKM?
> Thanks,
> Lissa
> Lissa L. Broome
> Wells Fargo Professor of Banking Law
> Director, Center for Banking and Finance
> UNC School of Law
> CB#3380, Van Hecke-Wettach Hall
> Chapel Hill, NC 27599-3380
> 919.962.7066
> http://www.law.unc.edu/centers/banking
> Access my papers on SSRN at: http://ssrn.com/author=248720
>
> <image001.jpg>

From: Panter, A. T. <panter@ad.unc.edu>
Sent: Friday, August 30, 2013 2:48 PM
To: Brown, Michelle <michellebrown@unc.edu>; Renner, Joy J <Joy_Renner@med.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>; Panter, A. T. <panter@ad.unc.edu>
Subject: Re: Get together

Hi All,

I'm looking forward to our next meeting. Here's my availability…

Thanks!!

Tuesday, September 10 I can do between 10 and 11:30 and 2 and 4 I can too; ATP can do between 2 and 4
8:30 – 5:30
Wednesday, September 11 I can do between 9 and 12 I can too; ATP can meet between 9-12
8:30 – 12:30
Tuesday, September 17 I can do between 10:30 and 12:30 I can too; ATP is not available
8:30 – 1:30
Wednesday, September 18 I can do between 8 and 12:30 I can too; ATP can meet between 8-12:30
8:30 – 12:30
Friday, September 20 I can do between 3 and 5:30 I can too; ATP is not available.
12:00 – 5:30

A. T. Panter
panter@unc.edu

From: <Brown>, Michelle <michellebrown@unc.edu>
Date: Friday, August 30, 2013 1:29 PM
To: "Renner, Joy J" <Joy_Renner@med.unc.edu>, "Broome, Lissa L" <lbroome@email.unc.edu>, "A. Panter" <panter@ad.unc.edu>
Subject: RE: Get together

Tuesday, September 10 I can do between 10 and 11:30 and 2 and 4 I can too
8:30 – 5:30
Wednesday, September 11 I can do between 9 and 12 I can too
8:30 – 12:30
Tuesday, September 17 I can do between 10:30 and 12:30 I can too
8:30 – 1:30
Wednesday, September 18 I can do between 8 and 12:30 I can too
8:30 – 12:30
Friday, September 20 I can do between 3 and 5:30 I can too
12:00 – 5:30

From: Edmunds, Doug <edmunds@unc.edu>
Sent: Friday, August 30, 2013 3:35 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] FW: Telephone Phishing Scam on campus

[Message was sent to entire Law School Community]
Please see below and report to me or one of my staff if you happen to receive one of these bogus phone calls. Or, if you're up for it, start cross-examining these idiots and asking lots of probing questions about what organization they are actually working for, how they got your number etc etc.

Doug

Doug Edmunds
Assistant Dean for IT
UNC School of Law
919.843.9208 office
http://www.linkedin.com/in/dougedmunds/
http://twitter.com/unclawinfotech

From: Lanning, Kevin E [lanning@unc.edu]
Sent: Friday, August 30, 2013 3:25 PM
To: LSRV_ctc.con
Subject: [ctc] Telephone Phishing Scam on campus

Hello All,
We are hearing of a telephone phishing scam on campus. The profile seems to involve UNC-CH affiliates being called on the telephone and told that the caller is with "Microsoft Technical Support" or "ITS." Often, the caller states that they have received Microsoft OS error codes from the user's machine and they need to remotely access the user's machine to resolve those issues.
Of course, these are not legitimate telephone calls.
Thanks,
Kevin Lanning MSIS CISSP C|CISO
ITS, Information Security Office
UNC-Chapel Hill

From: Remus, Dana <dremus@email.unc.edu>
Sent: Friday, August 30, 2013 4:06 PM
To: Broome, Lissa L <lbroome@email.unc.edu>; Haney, Sarah K <shaney@email.unc.edu>
Subject: RE: Lunch?

Hi to you both, Lissa, I would love to have lunch. Thanks for the invite. And Sarah, I am very much looking forward to meeting you. Of these dates, I am free Sept. 10, 17 or 24th.
Best, Dana

From: Broome, Lissa L
Sent: Friday, August 30, 2013 2:32 PM
To: Haney, Sarah K; Remus, Dana
Subject: Lunch?

Hi Sarah and Dana – I would like to invite you both to lunch to introduce the two of you. Sarah is our rowing coach and Dana is a new faculty member at the law school. Dana rowed at Harvard and helped coach at Yale while she was attending law school there. I know Dana is interested in learning more about the rowing program at UNC.
Here are some dates that work for me for lunch. Let me know if any of these work for the two of you:
September 3, 10, 17, 20, 24, 27
Enjoy the long weekend.
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

GRADUATE LEARNING ASSISTANT OVERVIEW

AGENDA

- Overview of Position
- Pre-Service Training
- Ongoing Training and Support
- Reading Strategies
- Writing Strategies
- Learning Strategies
- Structure of Sessions
- Noticings
- Questions

OVERVIEW OF POSITION

- Part of the Learning Engagement and Enhancement Program
- Support academically underprepared and underperforming student-athletes in becoming goal-directed, strategic, and self-regulated learners
- Teach research-based reading, writing, and learning strategies
- Monitor and evaluate students' learning progress
- Maintain detailed reports and communicate clearly and consistently with learning specialists and academic counselors regarding students' learning progress
- Establish and maintain high expectations for students while also providing the encouragement and constructive feedback students need to feel supported
- Link students to resources (i.e. accessibility services, library services, Learning Center, Writing Center)
- Approximately six students per learning assistant

PRE-SERVICE TRAINING

- Facilitated by Bradley Bethel
- 4 days
- Included:
  - Examination of research on student-athletes
  - Analysis of research-based strategies for assisting student-athletes
  - Presentations on:
    - Self-Regulated Learning by Dr. Jeff Greene
    - Motivation and Learning by Dr. Judith Meece
    - Literacy Development by Dr. Leigh Hall
  - Research on and discussion of:
    - Learning disabilities
    - ADHD
    - Reading and Writing Strategies
    - Learning Strategies
    - Organization Strategies

ONGOING TRAINING AND SUPPORT

- Weekly team meetings consisting of:
  - Strategy sharing
  - Problem-solving
  - Discussions of resources
  - Analysis of research
  - Turning research into practice
- Observations with written feedback
- Constant availability for consultation and support

READING STRATEGIES

- Summarizing
- Questioning
- Identifying the Main Idea
- Drawing Inferences
- Creating Visual Images
- Building Vocabulary
- Making Connections

WRITING STRATEGIES

- Understanding the Assignment
- Brainstorming
- Outlining
- Drafting
- Revising
- Editing
- Publishing

LEARNING STRATEGIES

- PLAN
- Note-Taking
- Self-Evaluation
- Organizing and Transforming
- Goal-Setting and Planning
- Seeking Information
- Keeping Records and Monitoring Progress
- Environmental Structuring
- Self-Consequences
- Rehearsing and Memorization
- Seeking Assistance
- Reviewing Tests
- Reviewing Notes
- Reviewing Texts
- Time Management

STRUCTURE OF SESSIONS

- 50 – 60 Minutes
- 2-3 Sessions each week
- Check-in
- Establish goals for the session
- Review notes and previous assignments or readings
- Engage class materials and teach strategies to help students with current assignments or readings
- Determine tasks for students to complete independently and record in PASS book or Google calendar
- Identify goals and questions for student's next class

OBSERVED OUTCOMES

- Overall growth in student-athletes
- More self-regulation
- Higher Self-efficacy
- More motivation
- Better problem-solving skills
- Stronger reading and writing skills

QUESTIONS

STUDENT-ATHLETE COMPETITION

SPORT	DAYS MISSED MWF	DAYS MISSED TR
BASEBALL	2.5	0
M BASKETBALL	2 +1	3 +4
W BASKETBALL	0+1	0+2
CROSS COUNTRY	4	2
FENCING	3+4	0+0
FIELD HOCKEY	0	0
FOOTBALL	0	.5
M GOLF	2+3	3+2
W GOLF	4+2	3+3
GYMNASTICS	2.5	0
M LAX	0+5	0+0
W LAX	0+3	0+0
ROWING	1+3	0+0
M SOCCER	2	1
W SOCCER	2	2
SOFTBALL	4	1
M SWIMMING	3+0	0+0
W SWIMMING	3+0	2+0
M TENNIS	6+4	1+1
W TENNIS	3+4	0+1
TRACK	4+3	1+2
VOLLEYBALL	5+0	1+0
WRESTLING	2	0

NOTES:

1) does not include post-season competition

2) sports with individual competition (qualifying)—additional absences possible but no SA misses more than 7 per semester

From: Panter, A. T. <panter@ad.unc.edu>
Sent: Friday, August 30, 2013 4:25 PM
To: Broome, Lissa L <lbroome@email.unc.edu>; Panter, A. T. <panter@ad.unc.edu>; Brown, Michelle <michellebrown@unc.edu>; Renner, Joy J <Joy_Renner@med.unc.edu>
Subject: Re: Get together

Hi All, works for me. Happy long weekend.

A. T. Panter
panter@unc.edu

From: <Broome>, Lissa L <lbroome@email.unc.edu>
Date: Friday, August 30, 2013 4:22 PM
To: "A. Panter" <panter@ad.unc.edu>, "Brown, Michelle" <michellebrown@unc.edu>, "Renner, Joy J" <Joy_Renner@med.unc.edu>
Subject: RE: Get together

Thanks for the quick response. I think Tuesday, September 10 at 2:00 works for everybody. Let's convene then at Michele's office. If I misread your availability, let me know.
Take care,
Lissa

From: Panter, A. T.
Sent: Friday, August 30, 2013 2:48 PM
To: Brown, Michelle; Renner, Joy J; Broome, Lissa L; Panter, A. T.
Subject: Re: Get together
Hi All,
I'm looking forward to our next meeting. Here's my availability…
Thanks!!
Tuesday, September 10 I can do between 10 and 11:30 and 2 and 4 I can too; ATP can do between 2 and 4
8:30 – 5:30
Wednesday, September 11 I can do between 9 and 12 I can too; ATP can meet between 9-12
8:30 – 12:30
Tuesday, September 17 I can do between 10:30 and 12:30 I can too; ATP is not available
8:30 – 1:30
Wednesday, September 18 I can do between 8 and 12:30 I can too; ATP can meet between 8-12:30
8:30 – 12:30
Friday, September 20 I can do between 3 and 5:30 I can too; ATP is not available.
12:00 – 5:30
A. T. Panter
panter@unc.edu

From: <Brown>, Michelle <michellebrown@unc.edu>
Date: Friday, August 30, 2013 1:29 PM
To: "Renner, Joy J" <Joy_Renner@med.unc.edu>, "Broome, Lissa L" <lbroome@email.unc.edu>, "A. Panter" <panter@ad.unc.edu>
Subject: RE: Get together

Tuesday, September 10 I can do between 10 and 11:30 and 2 and 4 I can too
8:30 – 5:30
Wednesday, September 11 I can do between 9 and 12 I can too
8:30 – 12:30
Tuesday, September 17 I can do between 10:30 and 12:30 I can too
8:30 – 1:30
Wednesday, September 18 I can do between 8 and 12:30 I can too
8:30 – 12:30
Friday, September 20 I can do between 3 and 5:30 I can too
12:00 – 5:30

Today at Carolina Law: Saturday, August 31, 2013

No events are scheduled for today.

ONGOING SIGNUPS & OPPORTUNITIES

- Register for North Carolina Law Review Symposium: Health Care Decisions in the New Era of Health Care Reform (Signup ends 10/2/2013)
- Race to End Domestic Violence Race Registration (Signup ends 10/5/2013)

UPCOMING EVENTS

Faculty

- Quarterly Staff award nomination (Deadline) (9/30/2013)

Staff

- Quarterly Staff award nomination (Deadline) (9/30/2013)

Student Events and Organizations

- Holderness Moot Court Boot Camp (9/14/2013)

From Twitter

UNC CLEAR (UNCCLEAR) on Twitter

UNC CLEAR: For the first six months of 2013, Tesla Motors sold more cars in California than Lincoln, Porsche, Volvo, Jaguar... http://t.co/MzLEFMFHs
9:05 AM Aug 30th from Facebook

UNC Pro Bono (UNCProBono) on Twitter

UNC Pro Bono: RT @carolingula: @OCPEHNC @UNCProBono students already signing up to #volunteer at #projectconnect #realchange #homelessness http://t.co/mBâ€¦
11:51 AM Aug 30th from web

Student Athlete Experience 2012-13

For FAC discussion – October 9, 2013

From Glynis Cowell, Barbara Osborne and John Stephens

I. Historical Background

NCAA Bylaw 6.3.2 Exit Interviews. The institution's director of athletics, senior woman administrator or designated representatives (excluding coaching staff members) shall conduct exit interviews in each sport with a sample of student-athletes (as determined by the institution) whose eligibility has expired. Interviews shall include questions regarding the value of the students' athletics experiences, the extent of the athletics time demands encountered by the student-athletes, proposed changes in intercollegiate athletics and concerns related to the administration of the student-athletes' specific sports.

Two different assessments of exiting senior student-athletes have been conducted on an annual basis: a group interview and a quantitative survey. In the past, John Blanchard has been in charge of overseeing the coordination of both the exit interview and the survey, with Cricket Lane responsible for engaging the student-athletes. The FAC has assisted the Athletic Department in these two efforts by: 1) FAC members participate with Athletic Department representatives (last year Mr. Baddour, Larry Gallo, John Blanchard, and Beth Miller) in the exit interviews and a FAC member is responsible for compiling and summarizing the exit interview notes; 2) a FAC member compiles and analyzes the survey data. The survey results and the interview information are shared with the FAC and suggested recommendations are offered.

A. The Group Interview

The interviews take place over lunch, provided by the Athletic Department, in or around the Academic Support Center for Student-Athletes, over a two-day period (usually Tuesday and Wednesday). They last a little over an hour, with student-athletes free to join and leave as their schedules permit. Both the FAC members and the Athletic Department representatives ask questions and the FAC members generally take notes. One FAC member per table agrees to compile that table's notes, generally sends the draft to the Athletic Dept. representatives and the other FAC members who participated at that table for approval, before sending them on to the FAC member who will compile notes from all tables. Until last fall, exit interviews were conducted once per academic year, usually at the end of February and/or the beginning of March. Last fall we conducted interviews in late November and again in late March in an attempt to include those fall sport seniors, some of whom graduated in December.

<u>Categories of Questions Asked in the Group Interviews</u>

Academic Experience at UNC – broad questions such as "Describe your academic experience at UNC. Do you feel you have received a good education?" and more specific: As an athlete, have you experienced any disadvantages with regard to academics? (include major, courses, career plans, etc., in discussion); coaches support your academic pursuits; experiences with the Academic Support Program and Academic Advising; witnessed or experienced academic dishonesty

Student Development at UNC – availability and quality of particular services (drug education seminars, community service opportunities, career development services, Carolina Leadership Academy)

Athletic Experience at UNC – coaches ability to teach/develop athletes; particular components of support (e.g., nutrition, psychologists), team climate and potential problems (e.g., hazing, alcohol/drug use; abusive relationships), equipment and facilities, ability to "go beyond the coach" with concerns to Athletics Administration

General - most positive aspects of your overall experience at UNC? What can be improved? If you could do it over again, would you choose Carolina? Would you choose to participate in your sport again?

B. Individual Surveys

Quantitative surveys have also been administered to all senior student-athletes at the end of their final season of eligibility. The surveys have been distributed through Cricket Lane's office in Student-Athlete Development. The surveys are anonymous, although the participant may choose to provide his/her name. The Athletics Department has transposed the data and a FAC committee member has completed the statistical analysis.

Questions Asked on the Quantitative Survey

Demographic data is collected. There are spaces for additional comments indicating strength(s)/positive and weakness(es)/negative. At the end, the student-athlete has the ability to request an in-person meeting with a member of the athletics administrative staff.

Likert-type data is collected on:

- Strength and conditioning
- Sports medicine
- Academic Support
- Student Athlete Development
- Coaching
- Administration

C. Strengths/Weaknesses/Comments on the Current System

Group Interviews

- Group interviews allow for more qualitative data; good conversation and exchange with FAC members and student-athletes
- Athletic department personnel participation/observation of the group interviews may suppress free sharing of opinions
- Group interviews as a research tool have inherent weaknesses (efficiency may require doing these in group settings, but this also might lead some students to be less forthcoming, and/or it might lead the conversation down a path that's the result of what one student starts with, rather than representing all participants more equally.
- Few FAC members have been able to participate in the interviews

- Comments/suggestions from Barbara, Glynis and John:
  a. In terms of the content, it might be useful to ask a bit more specifically about the academic opportunities available to student-athletes, e.g. were they able to take the courses or choose the major that they wanted; did they experience pressure to take some courses rather than others (not only an issue about courses at certain times or with labs, but getting to the more general concern that athletes are directed toward "easy" classes/profs).
  b. In terms of the team climate questions, it might make sense to break "diversity" down, as this could include issues related to race/ethnicity, sexuality and/or gender.

Student-Athlete Surveys

- Easier and more flexible to administer; allows for individual replies. Designed to be completed fairly quickly.
- Very low response rate lessens the reliability of the data
- Possibility that only the positive and negative perspectives are presented, while those who are more moderate/centrist don't bother to complete the survey
- Survey question(s) may not truly provide the information FAC needs to inform the faculty and advise the Chancellor
  - Do you know of others on your team who have cheated, plagiarized, or committed other forms academic misconduct?
  - Have you ever felt pressured to take a particular class, or not to take a particular class, in order to maintain your eligibility?
  - Have you received different treatment in a class -- either better or worse -- due to the fact that you are an athlete?
- Limited to seniors

II. Moving Forward

In examining the academic research related to student-athlete surveys, and also looking to see what peer institutions do, there is no magic formula. Some of the research indicates that surveys aren't worth the time or effort spent on them. Other institutions conduct personal interviews with each senior student-athlete – some of the interviews are conducted only by athletics department administrators, others are conducted by athletics department administrators and faculty, and at least one is conducted just by a faculty member. All indicate that this process is incredibly time consuming (1-2 or more hours per interview).

1. The Athletic Department will be revising the interview/survey for implementation in December 2012
   a) FAC October meeting – big picture: input on what kinds of information are most important to gather
   b) FAC November meeting – review/approve of revised process and instrument
2. What way(s) should FAC participate in assessing the student-athlete experience?

2011-12 Senior Student-Athlete Exit Survey Results
Summary Report from Barbara Osborne
First Draft 9/24/2012 – not for distribution

Background

In 2008 the exit survey instrument administered to all senior student-athletes at UNC was revised by a FAC subcommittee of Kathie Mullan Harris, Glynis Cowell, John Blanchard, and Cricket Lane based on input from the Faculty Athletes Committee and Athletic Department advisors to the FAC. The revised survey included new question items recommended by the NCAA (from their website) and retained some important items from the survey instrument used in prior years. The revised exit survey was first administered to senior student-athletes at UNC during the 2008-09 (n= 75) academic year and has been used each year since: 2009-2010 (N= 72), 2010-11 (N=59), and this year 2011-12 (N=46)..

The exit survey collects data on 34 questions related to academic and athletic experiences at UNC, along with demographic information, GPA, and a question that relates to reasons for choosing UNC (Appendix A - Survey). The survey also records student-athletes' academic major, sport, and allows for open-ended comments on the strengths and weaknesses of their experience as a student-athlete. Responses to each question item are in a 5 pt scale: 1) strongly disagree; 2) disagree; 3) neither agree or disagree; 4) agree; and 5) strongly agree. In processing the data from the surveys, numeric values of 1-5 were assigned for strongly disagree (1) through strongly agree (5), respectively.

Description of Sample

Forty-six senior student-athletes completed exit surveys during the 2011-12 academic year. The sample was almost evenly balanced between males (23) and females (22). More white/Caucasian athletes (30) than non-whites (15) completed the survey. The majority of senior student-athletes who completed the survey had participated in non-revenue sports (33) compared to only 13 revenue sport student-athletes. See **Appendix B** for the distribution of sports, followed by the distribution of academic majors (**Appendix C).**

Methods

Student-Athlete Recruitment and Response Rate

At the end of each season, Cricket Lane, Director of Student-Athlete Development, emails the survey and attends team meetings to administer the survey to all senior student-athletes on all sports teams, both revenue and non-revenue. In 2011-12, there were a total of 123 senior student-athletes; therefore the overall response rate was 37%.

Survey Scoring, Coding and Analysis

Survey items were scored 1=strongly disagree and 5=strongly agree. Generally, statements were worded in a "positive" manner such that higher scores indicate approval or satisfaction with the particular sports/academic program topic under question (e.g., strength and conditioning program, sports medicine, academic support program, coaching, etc.). Several items were not worded in a positive manner and are in **bold** #17-22 under Academic Support Program, and #30 under Coaching. As a result, lower scores were actually more desirable in just these cases. The wording of these items has remained consistent with previous surveys for comparability across time.

Not all of the student-athletes answered every question either out of choice or because the question was not applicable. The amount of missing data was negligible on any given item. The important exception was GPA which had 7 missing values.

Mean results were calculated for the overall sample of respondents and then were stratified by gender (male/female), race/ethnicity (white/non-white), and by athletes who participated in revenue/non-revenue sports. Significance tests for the difference between means were conducted using T-tests to test mean differences and a Chi Square to test differences in categorical proportions for all subgroup contrasts (e.g., gender, race, revenue/non-revenue); the shaded cells signify that the subgroup difference is statistically significant at a probability level of .05 or less in orange and p<.01 in blue.

Open-ended responses were compiled and coded by two independent coders.

Results

General Summary

Overall results from the 46 senior student-athletes who completed the exit surveys for the 2011-2012 academic year indicate a fairly positive view of their UNC experience in both athletics and academics. The average response for all positive items is greater than 4.0 (i.e., between agree and strongly agree on the 5pt scale). Strength and Conditioning was very favorably perceived with mean score of 4.525 for all questions in that section; Q1 availability of weight room and staff and Q3 condition and maintenance of weight room had the highest score (mean=4.7). Student-athletes also gave the highest score (mean=4.7) to the physician availability (Q5). Availability of the athletic trainers (Q6) also scored high (mean=4.6). The overall mean for the Sports Medicine section was 4.313. Student-Athlete Development services were also favorably received with an overall mean of 4.0. The Administration (mean=3.85), Coaching (mean=3.775) and Academic Support Programs (mean=3.7 for positively phrased questions) were viewed slightly less favorably, yet still in a positive manner.

Of the positively phrased questions, the lowest mean was 3.5 which is halfway between neutral and agreement. Q29 communication between coaching staff and academic staff had the lowest mean (mean=3.5). All of the questions with a mean of 3.6 were also in some way related to academics: Q14 level of support from academic support staff, Q15 accuracy of information/advising from academic support staff, Q16 tutors abiding by the Honor Code in providing assistance, and Q31 coach's support beyond athletics. The lowest reported item mean from the 2010-2011 academic year was 3.7. So down

Questions 17-22 in the Academic Support Program section inquired about the tension between athletics and academics for student-athletes. These questions were phrased in a negative manner, so lower scored indicate a more favorable response (i.e. a 1 response is strongly disagree that athletics impinges on academics). Mean responses to these items range from mean=2.4 (a rating between disagree and neutral) for Q17, reflecting a positive ability to select the academic major the student-athlete wanted to mean=3.4 (a rating between neutral and agree) for Q18, indicating a moderate inability to schedule the classes that the student-athlete wanted to take. Student-athletes were neutral (mean=3.0) whether participating in their sport leaves them too tired to pay attention in class (Q19), or that participation has negatively affected their grades (Q22). All other negatively phrased questions had means between 2.5 and 2.8, indicating that student-athletes value their academic performance (Q21), the coaching staff emphasizes the importance of academic achievement (Q30) and that athletics participation does not leave student-athletes too tired to do homework or prepare for class (Q20). These results are quite positive and suggest that responding student-athletes maintain a good balance between athletics and academics.

Subgroup Differences and Related Trends

Significant differences between all subgroups were found for two questions (Q19 and Q20). Females slightly disagreed that participating in sport left them too tired to pay attention in class or to do their homework (mean=2.5) while males slightly agreed (mean=3.2) that they were too tired to complete homework, and

somewhat agreed (mean=3.5) that they were too tired to pay attention in class. Similarly, white student-athletes slightly disagreed that participating in sport left them too tired to pay attention in class (mean=2.6) or to do their homework (mean=2.5) while non-whites slightly agreed (mean=3.4) that they were too tired to complete homework, and somewhat agreed (mean=3.7) that they were too tired to pay attention in class. Non-revenue sport student-athletes somewhat disagreed that participating in sport left them too tired to pay attention in class or to do their homework (mean=2.5) while revenue sport student-athletes somewhat agreed (mean=3.6) that they were too tired to do homework, and agreed (mean=4.2) that they were too tired to pay attention in class.

Gender differerences. Two other questions (Q21, Q30) indicated a significant difference based on gender. While females disagreed (mean=2.0) that athletic performance was more important than academic performance (Q21), males were neutral (mean=3.0). Females also somewhat disagreed that the coaching staff expected them to earn grades to remain eligible (Q30, mean=2.4) while males were neutral (mean=3.0). These gender differences may be explained by different values placed on academics between non-revenue and revenue sport student-athletes (discussed further in that section).

Differences by race/ethnicity. There were four questions that found significant differences based on race/ethnicity in addition to Q19 and Q20 discussed previously. White student-athletes looked more favorably upon the training techniques and safety in the strength and conditioning program (Q2) and in the development of individualized off-season strength and conditioning programs (Q4) than non-white student-athletes. Similarly, white student-athletes were more satisfied with the level of commitment displayed by the coaching staff to rules enforcement (Q32) and the overall conduct of the athletics administration regarding student-athletes (Q34).

Revenue/non-revenue sport differences were much more prevalent among student-athlete respondents in 2011-12. Overall student-athletes in revenue sports were less pleased with their experience that non-revenue sport student-athletes. Only the level of communication between sports medicine staff and coaches (Q12) scored significantly more positive for revenue sport student-athletes (mean=4.5) compared to those in non-revenue sports (mean=3.7). In addition to Q19 and Q20 reported previously, revenue sport student-athletes indicated that they were less likely to select the academic major they really wanted (Q17), their athletics performance is more important than their academic performance (Q21), and their grades have suffered due to their participation in sport (Q22) as compared to non-revenue sport student-athletes. Revenue sport student-athletes somewhat agreed (mean=3.5) that the coaching staff only expected them to earn grades that would keep them eligible (Q30) while non-revenue sport athletes somewhat disagreed (mean=2.4). Revenue sport athletes were also less satisfied with student-athlete development experiences (Q23, Q25, Q26) although their overall means were still favorable (mean=3.5). The level of commitment of the coaching staff to rules compliance (Q32) was rated lower by revenue sport student-athletes (mean=3.3), while non-revenue sport athletes were more satisfied (mean=4.3). Similarly, revenue sport student-athletes were more neutral toward the overall conduct of the athletics administration regarding student-athletes (Q34, mean=3.3) while non-revenue sport student-athletes were more pleased (mean=4.1).

Principal Reasons for Choosing Carolina

In the overall sample of senior student-athletes who completed the exit survey, the main reasons why student-athletes reported choosing to attend North Carolina were: academics (76.1%), followed facilities (73.9%) and social life (73.9%).

GPA

The average GPA for the senior student-athletes who responded to the exit survey in 2011-12 was 3.10, which was the same as reported for 2010-2011. Difference in GPA by gender were not statistically different. Student-athlete mean grade point average was significantly different based on race/ethnicity, with a reported mean of 3.3 for white student-athletes and a mean of 2.8 for non-white student athletes (n=39). There was also a statistically

significant difference between revenue and non-revenue sport student-athletes reported mean grade point average (revenue mean=2.6, non-revenue mean=3.3).

Student-Athlete Open-ended Comments

Space was provided for students-athletes to leave written comments on strengths/weaknesses related to their experience at UNC. The Carolina Leadership Academy was cited as a strength by 32% of the respondents. Other strengths acknowledged by student-athletes included the overall college/campus experience at UNC, team cohesion, athletic training, and support for injured student-athletes. Opinions about student-athlete services were mixed with 32% of respondents viewing it as a strength and 36% indicating it was a weakness. A perception of inequality in treatment between revenue and non-revenue sports was reported by 16% of respondents. Poor student-athlete coach relationships (12%), including coaching turnover, dissatisfaction with coach's attitude, and quality of coach were expressed by a few respondents. Poor communication between coaches and medical/athletics training staff was identified as a weakness, and one complaint was made about perceived gender bias in athletics training staff availability.

Overall Summary: In general, senior student-athletes who completed the exit surveys in 2011-2012 rated both the athletic and academic experiences at UNC quite favorably. It is likely that many of the significant differences reported between revenue and non-revenue sport student athletes are the lingering effects of the NCAA investigation and sanctions, and the heightened national and local press associated with the football and athletics program. In spite of these stressors, senior student-athletes were generally quite favorable about their time and experiences at UNC.

Scrutiny of the athletics program and subsequent investigations on campus have resulted in many changes in leadership, staffing, policies and procedures. Care should be taken in assuring that these changes result in improved experiences for student-athletes. Significant differences between non-revenue and revenue sport student-athletes' experiences should be minimized. Any differences related to emphasis on academic achievement should be eliminated, with all student-athletes positively valuing their education at UNC. Similarly, all student-athletes should be receiving the same messages regarding the importance of their education from the coaching staff.

Rough Draft – not for distribution

Appendix A - Survey

Sport: _____ Date of Evaluation: ____/____/____Your name (**OPTIONAL**): _____
Gender: Female_____ Male_____ Estimated GPA entering Spring 2009_____ Major_____
Race: Asian/Pacific_____ American Indian_____ Alaskan Native_____ Hispanic_____ Black/Non Hispanic_____ White_____ Other_____
Reason You Chose to Attend UNC: Academics_____ Specific sport program_____Coaches_____ Teammates_____ Facilities_____ Social Life_____

Thank you for agreeing to complete this **Student-Athlete Survey** regarding your experiences as a student-athlete (s/a) at the University of North Carolina. Your responses will be CONFIDENTIAL. Using the following scale, please rate your experiences as a UNC student-athlete. Please return this survey to Dr. Cricket Lane.

RATING:

Strongly Agree	Exemplary performance in all areas.
Agree	Surpasses the standards and performance expectations in many important areas.
Neutral	Good performance. Consistently meets standards and performance expectations in important areas.
Disagree	Performance does not meet expectations in some important areas; below expected levels. Improvement needed.
Strongly Disagree	Performance falls below expectations in many areas. Substantial improvement critical.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
STRENGTH & CONDITIONING (S & C)						
1. The weight room and its staff are available to me.						
2. The staff utilizes safe, effective and current training techniques.						
3. The weight room is in good condition and maintained well.						
4. The staff develops off-season programs with clear individual goals.						
SPORTS MEDICINE						
5. Sports medicine physicians are available to me.						
6. Sports medicine athletic trainers are available to me.						
7. I am pleased with the level of care I receive from sports medicine physicians.						
8. I am pleased with the level of care I receive from athletic trainers.						
9. I am pleased with the level of coverage by sports medicine at off-season practices and competition.						
10. I am pleased with the level of care received from sports medicine staff regarding rehab and athletically related issues.						
11. I am pleased with the level of communication between sports medicine staff and student-athletes.						
12. I am pleased with the level of communication between sports medicine staff and coaches.						
ACADEMIC SUPPORT PROGRAM						
13. The academic support staff is available to me.						
14. I am pleased with the level of support from the academic support staff.						
15. I am pleased with the accuracy of information/advisement I receive from the academic support staff.						
16. Tutors abide by Honor Code in providing academic assistance to						

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
student-athletes.						
17. **Participating in my sport has kept me from selecting the academic major I really wanted.**						
18. **Participating in my sport has kept me from scheduling courses that I wanted to take.**						
19. **Participating in my sport leaves me too tired or preoccupied to pay attention in class.**						
20. **Participating in my sport leaves me too tired to complete my homework or preparation for class.**						
21. **My athletic performance is more important to me than my academic performance.**						
22. **My grades have suffered due to my participation in my sport.**						
STUDENT-ATHLETE DEVELOPMENT						
23. The quality of my experience with s-a development was good.						
24. The student-athlete development staff was accessible to me.						
25. I am pleased with the level of support from the student-athlete development staff.						
26. I am pleased with the quality of personal development programs. (alcohol and other drug education)						
27. I am pleased with the quality of career development services.						
COACHING						
28. My head coach fostered a strong academic atmosphere.						
29. The coaching staff and the academics staff communicate well.						
30. The coaching staff expects me to just earn the grades needed to remain eligible.						
31. I am pleased with the level of coach's support of student-athletes beyond athletics.						
32. I am pleased with the level of commitment displayed by the coaching staff to adhere to NCAA, conference, and institutional rules.						
ADMINISTRATION						
33. The athletics administration is available to me.						
34. I am pleased with the overall conduct of the athletics administration regarding student-athletes.						

Please use the space below to make any additional comment s that you care to make about your team or your experience at Carolina.

Strength(s)/Positives:

Concerns/Weaknesses:

Do you wish to request an in-person meeting with a member of the institution's administrative staff? Yes_____No_____
If so, please contact the Athletic Department as soon as possible to schedule this meeting.

Thank you for taking the time to complete and return this survey to Dr. Cricket Lane
The results will be used to better serve student-athletes at the University of North Carolina

Appendix B – Distribution of Sports

Baseball	2
Fencing	3
Field Hockey	2
Football	12
Gymnastics	1
M Basketball	1
M Lacrosse	1
M Soccer	1
M Swimming	1
M Tennis	1
Rowing	5
Softball	1
Track and Field	7
W Lacrosse	2
W Soccer	1
W Swimming	4
W Tennis	1

Appendix C – Distribution of Majors

Art	1
Political Science	1
AFAM	2
Biology	2
Chemistry	1
JOMC	15
Economics	3
English	1
EXSS	10
History	2
International Studies	1
Math	2
Management and Society	1
Psychology	2
Public Policy	1
Political Science	2

Senior Student-Athlete Exit Interviews, Fall 2011 and Spring 2012

Prepared by Glynis Cowell

Summary of Results

Overall, the student-athletes interviewed felt their academic and athletic experiences at UNC-CH were very positive. The majority agreed they made the right decision in attending this university and would choose to do so again as student-athletes. Their specific comments on a variety of issues are summarized in this report: academic experience including relationships with faculty, disadvantages of being a student- athlete, coaches' support of academic pursuits, experiences with the Academic Support and Academic Advising Programs, and knowledge of academic dishonesty; student development focused on services provided; athletic experience including instruction from coaches, support from Sports Medicine, team climate, equipment and facilities, and availability of Athletics Administration; and general comments regarding positive aspects of the overall experience and suggestions for improvement. The summary is followed by some recommendations based on these results.

I. Academic Experience

Overall experience. The majority of student-athletes interviewed were pleased with their academic experiences at UNC-CH and described them as positive and challenging with regard to balancing schedules. A few mentioned learning from adversity, and for the most part, feeling supported. Two others felt they could have been pushed more academically.

Relationships with faculty. While some expressed that it is difficult to be a student and an athlete, especially with regard to office hours, absences and missed exams due to competition, others described their relationships with faculty as good, indicating that in general, professors are supportive and accommodating. [Note: Steps are already being taken to clarify for faculty the University attendance policy.]

Disadvantages of student-athletes with regard to academics. Disadvantages with regard to class attendance were also mentioned here, along with the sense that academic expectations for some first-year student-athletes could be higher, based upon the level of preparation coming out of high school. Completing a major in Education is a challenge for student-athletes, as are internships. [Note: a subcommittee including members of FAC and representatives from the School of Education met in 2011-2012 and are developing a plan to make a major in Education possible for student-athletes.]

Coaches' support of academic pursuits. In general, student-athletes felt their coaches were encouraging and supportive of academics, although there were some differences among sports.

Academic Support. Comments were mixed regarding guidance received and there were some issues reported related to the tutoring program including availability and quality of tutors for specific courses.

Academic dishonesty. While they recognized that there is academic dishonesty among students in general, the consensus was that academic dishonesty is not a serious issue for student-athletes.

II. Student Development

Available services. Student-athletes voiced a variety of opinions regarding student development. For the most part, they were complimentary of the services. With regard to drug education seminars, many felt that focus should be on specific data/information and testimonials rather than on advice. Comments on community service opportunities were positive, citing a variety of experiences including working with Habitat for Humanity, serving in soup kitchens, acting as big buddies and making hospital visits. While some student-athletes stated they did not take advantage of career development services, primarily due to lack of time and/or of awareness of the resources, others felt it is a good resource that is becoming more visible and could perhaps take advantage of social media to publicize resources and events. The use of graduate athlete mentors was also discussed to promote career development. Comments were also positive regarding the Carolina Leadership Academy, with special praise for the Veteran Leaders Program.

III. Athletic Experience

Overall experience. The majority agreed they had a good experience as an athlete at UNC-CH. There was some discussion of issues caused by coaching changes and coaches' handling of student-athletes who lack commitment and a strong work ethic on and off the field.

Coaches: instruction and development. Those who responded indicated that coaches did teach the athletes their sport and helped them develop into better athletes.

Sports Medicine. Comments regarding doctors and trainers were varied but for the most part positive. Issues expressed involved uneven coverage across teams, a large team that had only 1 head trainer and 2 graduate assistants who could not meet all the needs of those student-athletes, coaches overriding a trainer's guidance, and some disagreement with how the research on concussions impacts play. Comments were favorable with regard to the strength and conditioning staff and the nutrition program. Concerning the sports psychologists, student-athletes indicated that some teams may not be aware of this service while others could have taken advantage of the resource if it were more positively viewed and more readily available. The suggestion was made that the sports psychologists meet individually with teams.

Team climate with respect to diversity, hazing, gambling, alcohol and other drugs. A few student-athletes shared specific comments: one regarding a positive team experience with an openly gay/lesbian team member, and two negative remarks involving separate racial groups within a team and a hazing issue that was addressed by the Athletic Department and the Dean of Students. Beyond a mention of small-scale poker, there were no issues regarding gambling. Comments about alcohol and other drugs suggested that alcohol is readily available but use varies by team and the individuals on a team.

Equipment and facilities. Most student-athletes who responded reported issues with facilities. The women's tennis facility is off campus which affects attendance. The suggestion was made to hold one or two home matches at the Cobb courts. The rowing team holds "home" meets on Lake Wheeler and for practice and training they share space with the public at University Lake where bathrooms are sometimes locked, racks do not fit all kinds of boats and the lake is too small for a full race. The fencing team has reportedly had one home meet in four years. According to one student athlete, EXSS classes

have a 2-mile run while the team is practicing and people from the community also run on the track during practice. Also mentioned was the lack of coverage by the DTH of some teams.

Availability of Athletics Administration. While several student-athletes felt they could contact the Athletics Administration with issues, and some already had, to others it did not appear to be clear whom to contact. A suggestion was made that administrators could travel to competition once or twice so student-athletes could get to know them.

IV. General Comments

Most positive aspects of overall experience. There were numerous positive aspects mentioned by the student-athletes. There were multiple comments on the atmosphere of Carolina athletics, including excellence, camaraderie and pride. There were also several comments regarding the Carolina Leadership Program, team relationships, development as an athlete, time management, networking with coaches and others and the Academic Support Program and staff. Other positive comments involved training facilities, including for non-revenue sports, history professors, perspective on life and life lessons.

Suggestions for improvement. The comments included a need for more information for graduate school and an earlier start with career services; more equitable investment in facilities across sports; coaching issues involving managing internal conflicts, balancing influence and power among physicians, trainers, and coaches, and the need for a workshop for coaches on how to communicate with female student-athletes about weight; more out-of-state travel for the track team and a home meet for the fencing team; and clarifying for student-athletes the 20-hour per week rule—what is included in those 20 hours.

Perceived constraints of being an athlete. There were few responses for this category, perhaps because they had already voiced their opinions in responding to previous questions, however study abroad was not possible for one and a lack of time to focus on post-graduation plans was an issue for another.

Decision to attend UNC and as a student-athlete. The majority agreed they would choose to attend UNC again and as a student-athlete. One group was asked to share their best moments at UNC and also what they would do differently if they could. Best moments ranged from personal reflections regarding family, to spending time with teammates, to playing in championships. Comments regarding what they would do differently included taking greater advantage of academics and campus activities, thinking more on his/her own and placing less trust in advising and in one case, coaches.

Additional comments. One student-athlete shared that he/she had the great opportunity of entering as a walk-on and leaving as a scholarship athlete. Another mentioned that the student-athletes who participate in the exit interviews are generally those who have taken advantage of resources.

Recommendations to consider

1. Explore new ways to continue to foster the relationship between athletics and academics.
2. Continue to encourage academic excellence for student-athletes among coaches and teams.
3. Clearly define and communicate to student-athletes the roles of ASPSA (Academic Support Program for Student Athletes) academic counselors and academic advisers in the Academic Advising Program.
4. Consider revising drug education seminars to include more specific data and testimonials.

5. Continue to publicize career development, perhaps using social media as a means to communicate this type of information. Consider the feasibility of using student-athletes who have already graduated as mentors to promote career development as well as networking.
6. Clarify the roles of coaches, team physicians, and trainers with regard to injuries and when a student-athlete may return to play.
7. Review the coverage of trainers across teams and expand where needed, if possible.
8. Consider expanding the Sports Psychology program and invite psychologists to make team visits to explain their roles.
9. Continue to educate teams with respect to diversity. Train coaches on to how to best handle issues and internal conflicts involving this and other situations, should they arise.
10. With regard to athletic facilities, consider holding home tennis matches at the Cobb courts once or twice a season, hosting a home meet for the fencing team, limiting track use to team only during practice, and working with the DTH to publicize all athletic events and teams. Also investigate whether any improvements can be made with regard to facilities for the rowing team.
11. Promote visibility of Athletic administrators and their connections with teams at team meetings, practice and competition.

Procedural notes. The interviews that yielded the data summarized in this report were conducted with four different groups of senior student-athletes on November 29 and November 30, 2011, and again on March 26 and March 27, 2012. The 37 student- athletes (20 female) participate in 14 different sports: baseball (2), fencing (3), field hockey (2), football (6), women's golf (1), gymnastics (1), men's lacrosse (1), rowing (5), men's soccer (1), women's soccer (1), softball (1), swimming and diving (5), men's tennis (1), women's tennis (1) and track & field (6). The majors listed for these student-athletes were: African American Studies (1), Anthropology (1), Art (1), Biology (2), Business (1), Chemistry (1), Communication Studies (7), Economics (3), English (2), Exercise and Sports Sciences (9), History (2), Journalism (6), Mathematics (2), Pharmacy (1), Political Science (2) and Psychology (2). The interviews covered student-athletes' academic experiences, student development, and athletic experiences. The interviews were conducted by members of the Faculty Athletics Committee (Byers, Cowell, Foster, Reznick and Stephens) and athletic administrators (Blanchard, Cunningham, Gallo, Lane and Miller).

Today at Carolina Law: Sunday, September 1, 2013

No events are scheduled for today.

ONGOING SIGNUPS & OPPORTUNITIES

- Register for North Carolina Law Review Symposium: Health Care Decisions in the New Era of Health Care Reform (Signup ends 10/2/2013)
- Race to End Domestic Violence Race Registration (Signup ends 10/5/2013)

UPCOMING EVENTS

Academics

- Labor Day Holiday -- No Classes (9/2/2013)

Career Development

- Professors in Practice Brown Bag: Labor & Employment Law (10/1/2013)

Library

- Westlaw Training (10/1/2013)

Scholarships and Student Aid

- Law & Medicine Scholarship (Deadline) (9/2/2013)

From the Blogs

- 2013 Legislative Report: Commonsense Consumption Act Presents Considerable Health Threat to Vulnerable Consumers (Blog : Center on Poverty, Work & Opportunity)

From Twitter

UNC BLSA (UNCBLSA) on Twitter

UNC BLSA: Only a few more hours until our mixer at The Library!! Get there first for your chance to win the raffle!!! http://t.co/weYFo4BR6k
6:11 PM Aug 31st from web

From: ABA Business Law Section <ababusinesslaw@americanbar.org>
Sent: Sunday, September 1, 2013 10:00 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Expand Your Knowledge: CLE Connection September 2013

Your monthly guide to ABA Business Law Section CLE.

ABA Business Law Section CLE

REMOTE CLE

What Every Business Lawyer Should Know About Bankruptcy
Date: September 6, 2013
Time: 11:00 a.m. - 12:30 p.m. Eastern
Credits: 1.5 requested
Tuition: $95
The program will provide intermediate-level discussion of bankruptcy law issues that arise in general business law practice.

Current and Future Impact of the Supreme Court's DOMA Decision
Date: September 10, 2013
Time: 1:00 p.m. - 2:30 p.m. Eastern
Credits: 1.5 requested
Tuition: $125
Hear from our distinguished panel on an in-depth look at the Supreme Court's Windsor decision, its impact and what to expect over the coming years.

Worker Classification: What's New and What You Need to Do
Date: September 12, 2013
Time: 1:00 p.m. - 2:30 p.m. Eastern
Credits: 1.5 requested
Tuition: $125
Improper classification of workers as independent contractors instead of employees causes a myriad of problems for employers, including potential problems under the Affordable Care Act. With the focus on employee classification for purposes of healthcare reform and the updates to the Voluntary Classification Settlement Program (VCSP) made in December of 2012, there has been a renewed focus on how companies should be classifying their workers.

A Primer on UCC Articles 8 & 9 by Steve Weise
Date: September 18, 2013
Time: 1:00 p.m. - 2:30 p.m. Eastern
Credits: 1.5 requested
Tuition: $95
This program is designed for attorneys with a general practice that need to keep current with substantive changes and developments in the UCC that affect daily business practices.

Basel III: Regulatory Capital in a Whole New World
Date: September 20, 2013
Time: 12:00 p.m. - 1:30 p.m. Eastern
Credits: 1.5 requested
Tuition: $125
This program will analyze the impact of these rules on the U.S. credit risk framework and evaluate their long term effects on the U.S. financial industry as well as its competitive standing in the international community.

IN-PERSON CLE

Health and Welfare Benefit Plans 2013
Date: September 26-27, 2013
Registration: $795
Credits: 14.4 expected
Location: Arlington, VA
Hotel: The Ritz-Carlton, Pentagon City

Consumer Financial Services Basics 2013
Date: September 30 - October 1, 2013
Registration: $1095
Credits: 13.8 expected
Location: Baltimore, MD
Hotel: Francis King Carey School of Law

ERISA Basics
Date: October 16-18, 2013
Registration: $800
Credits: 16.8 expected
Location: Chicago, IL
Hotel: Westin Chicago River North

LLCs, Partnerships and Unincorporated Entities Institute
Date: October 17-18, 2013
Registration: $225
Credits: 12 expected
Location: Arlington, VA
Hotel: Le Meridian/Waterview Conference Center

Securities Fraud 2013
Date: October 24-25, 2013
Registration: $950
Credits: 9.2 expected
Location: New Orleans, LA
Hotel: Westin New Orleans Canal Place

Business Bankruptcy Committee Meeting
Date: October 30 - November 2, 2013
Registration: $145
Credits: 10 expected
Location: Atlanta, GA
Hotel: Atlanta Marriott Marquis

Red Flags, Money Laundering, and Ethics Opinion 463
Date: September 25, 2013
Time: 1:00 p.m. - 2:30 p.m. Eastern
Credits: 1.5 requested
Tuition: $95
Ethics credit requested.

The CFPB & State Attorneys General: A New Age for Consumer Financial Protection
Date: September 25, 2013
Time: 1:00 p.m. - 2:30 p.m. Eastern
Credits: 1.5 requested
Tuition: $95
Is the Consumer Financial Protection Bureau (CFPB) just another "ho-hum" federal agency or the beginning of a "new age" for consumer financial protection?

Private Company M&A: A Potpourri of Practical Pointers
Date: September 27, 2013
Time: 1:00 p.m. - 2:30 p.m. Eastern
Credits: 1.5 requested
Tuition: Free for Section members
This program will cover an abundance of mergers and acquisitions subjects including: reverse and forward triangular mergers; the unintended meanings of "indemnify" and "survive"; "knowledge" qualifications; fraud exceptions and non-reliance clauses; "fair presentation" of financial statements; antitrust risk allocation; legal opinions; and more.

Executive Compensation
Date: November 4-5, 2013
Registration: $995
Credits: 11.9 expected
Location: New York, NY
Hotel: Executive Conference Center

Banking Law Committee Meeting
Date: November 7-9, 2013
Registration: $260
Credits: 9 expected
Location: Washington, D.C
Hotel: Ritz-Carlton Washington

Negotiating Business Acquisitions 2013
Date: November 14-15, 2013
Registration: $800
Credits: 12.8 expected
Location: Las Vegas, NV
Hotel: Wynn Las Vegas and Encore Hotel

Business Law Section Fall Meeting
Date: November 22-23, 2013
Registration: $300
Credits: 10 expected
Location: Washington, D.C.
Hotel: Ritz-Carlton Washington

Consumer Financial Services Committee Meeting
Date: January 10-14, 2014
Registration: $275
Credits: 13 expected
Location: Park City, UT
Hotel: Canyons Resort

Cyberspace Law Institute & Winter Working Meeting
Date: January 31 - February 1, 2014
Registration: $300
Credits: 4 expected
Location: Denver, CO
Hotel: Four Seasons Hotel
Registration is not yet available

Derivatives and Futures Law Committee Meeting
Date: February 6-8, 2014
Registration: $415
Credits: 11 expected
Location: Naples, FL
Hotel: Ritz-Carlton Golf Resort
Registration is not yet available

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American Bar Association | 321 N Clark, Chicago, IL 60654-7598 | 800-285-2221 | 312-988-5522

From: Broome, Lissa L <lbroome@email.unc.edu>
Sent: Sunday, September 1, 2013 8:49 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: FW: UNC Center for Banking & Finance Resources and News

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From: Edward Boltz [mailto:edboltz@gmail.com]
Sent: Tuesday, May 21, 2013 12:52 PM
To: Broome, Lissa L
Subject: RE: UNC Center for Banking & Finance Resources and News

While clearly biased I would also suggest NACBA's website nacba.org (I'm currently its president) and my own blog- ncbankruptcyexpert.com. (You'll see that I recently posted about an article by one of your editors, who was off in his comments on a few aspects of bankruptcy law.)

You should also consider including credit slips and mandelmanmatters.

The Ch. 13 Trustee's organization (NACTT) also has a blog with regular case updates.

From a more consumer creditor's perspective, the U.S. Foreclosure Network (USFN) publishes articles that are rather good.

Ed Boltz
Sent from my mobile telephone. Please forgive any misspellings or auto-correct error.

On May 21, 2013 12:37 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:
Hi Ed – Thanks for the suggestion. Frankly, we haven't looked at that page recently and your recommendation is a good one. When we update our web pages this summer, I will make a note to add in links to the Center for Responsible Lending and the National Consumer Law Center. If you have other recommendations to add to this list, I would welcome them.
Thanks for reading the Banking Institute Journal. We appreciate your support and hope you will consider becoming a subscriber. We have a special issue slated to come out this fall presenting edited remarks and papers from a February conference we co-sponsored with several other schools. The focus was The Political Economy of Financial Regulation. Videotapes of the sessions of our conference on "The Political Economy of Financial Regulation" are now available at the following weblink:
http://www.law.gwu.edu/News/2012-2013Events/Pages/PoliticalEconomy.aspx
Best,
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
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Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Edward Boltz [mailto: @gmail.com]
Sent: Monday, May 20, 2013 5:09 PM
To: Broome, Lissa L
Subject: UNC Center for Banking & Finance Resources and News
Dear Prof. Broome,
Every year, I avidly read, online admittedly, the North Carolina Banking Institute Journal, particularly as it is the only review of which I am aware banking, finance and bankruptcy issues with a concentration on North Carolina. The Journal has a very broad scope, but on looking through the rest of the Center's website, the Resources & News section is dominated by blogs and such from large firms (or what we in the consumer bankruptcy field call "Tall Building Lawyers".) What is required to have consumer bankruptcy focused blogs included on this list?
--
Ed Boltz
The Law Offices of John T. Orcutt, P.C.
1738 Hillandale Road
Suite D
Durham, NC 27705
telephone: (919) 286-1695
fax: (919) 286-2704
"Into the artifice of eternity." William Butler Yeats, Sailing to Byzantium.

From: Boger, Jack <jcboger@email.unc.edu>
Sent: Monday, September 2, 2013 12:38 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Sad News: Death of Harry Groves

[Message was sent to entire Law School Community]

Dear Friends,

I am sad to report the death of Harry Edward Groves on August 24, 2013, at the age of 91, news that I learned only in Sunday's Raleigh *News & Observer*. Harry was an active member of our faculty and a Henry Brandis Professor of Law at UNC Chapel Hill from 1981 through 1986. He built a remarkably varied and distinguished legal career in law practice, law teaching, governmental service, and academic administration, serving not only as a chaired professor at Carolina Law, but as Dean of North Carolina Central School of Law and leader of two other law schools and a university. In recent years, as many of you know, Harry was a resident at Carolina Meadows, where he was a frequent luncheon or dinner companion of Bill Aycock. I saw them both for lunch in early May. Harry was his characteristically modest but urbane self in conversation, asking about changes at Carolina Law and comparing them to his own experiences as Dean of the Law Faculty at the University of Malaya, Singapore in the 1960s.

Harry was born in Manitou Springs, Colorado in 1921. One of the few African Americans in his class, he graduated as valedictorian and earned a full scholarship to the University of Colorado, where he graduated Phi Beta Kappa, with a BA degree *cum laude* in 1943. He entered the United States army as a second lieutenant, serving as an artillery officer in the European theatre until the close of World War II. Thereafter, he began a master's degree in educational administration at the University of Chicago, but decided instead to move into the J.D. program at the University of Chicago School of Law, from which he graduated in 1949. He earned a Ford Foundation Fellowship to study at Harvard, where he conceived a lifelong interest in constitutional law, especially the constitutional law of Asian and emerging nations.

Harry came to North Carolina as an associate professor at North Carolina College School of Law from 1949-51, but reentered active military service in 1951-52, as a captain in the Judge Advocate General's Corp for the 82d Airborne in Ft. Bragg, while simultaneously winning election to the Fayetteville City Council, a remarkable achievement in the pre-*Brown v. Board* era. After four years of private law practice in Fayetteville from 1952-56, Harry was named Dean of Texas Southern University School of Law in Houston, Texas. After four years as dean, he moved to Singapore in 1960, where he became a member of the law faculty and eventually dean of the law faculty at the University of Malaya. There followed visits in 1964 as a professor of law at the University of Washington, the University of Utah, the University of Cincinnati, the University of North Carolina (in 1970), and the University of Dayton, as well as a three-year term, from 1965-68, as President of Central State University at Wilberforce, Ohio.

Harry returned to North Carolina in 1976 for a five-year term as Dean of North Carolina Central School of Law. In 1981, he returned to teach at Carolina Law, accepting the Henry Brandis Professorship. In 1986, the year of his formal retirement at 65, the North Carolina Bar Association awarded him its prestigious Judge John L. Parker Award. His formal retirement brought no rest; instead, Harry served as a visiting professor at the law schools of Memphis State University, the University of Minnesota, and Wake Forest University. In 1991, the National Bar Association inducted him into its Hall of Fame.

The University of North Carolina has received and catalogued 2500 items of Harry Groves' papers in its collection, including papers related to his ongoing interest in the constitutional development of Malaysia, as well as his concern for affirmative action and the future of African American institutions. Harry was a man of warmth and grace, who easily bore the sophistication and erudition he had gained as a citizen of the world. He nonetheless manifest great and continuing interest in Carolina Law and its future. He was a wonderful member of our faculty, and those who knew him will miss him greatly.

He is survived by his only son, Sheridon Graves, three grandchildren, and five great-grandchildren. His dear wife of 61 years, Evelyn, died on August 24, 2011, two years to the day prior to Harry's death last week. A memorial service will be held in the Carolina Meadows Auditorium on what would have been Harry's 92d birthday, Wednesday, September 4th. I will share further details as they become available.

Jack

Today at Carolina Law: Monday, September 2, 2013

TODAY'S EVENTS

- Labor Day Holiday -- No Classes
- Law & Medicine Scholarship (Deadline)

ONGOING SIGNUPS & OPPORTUNITIES

- Register for North Carolina Law Review Symposium: Health Care Decisions in the New Era of Health Care Reform (Signup ends 10/2/2013)
- Race to End Domestic Violence Race Registration (Signup ends 10/5/2013)

UPCOMING EVENTS

Career Development

- Public Interest Mentor Program kick-off meeting (9/3/2013)
- Presidential Management Fellows Information Session (9/16/2013)
- CDO's Career Night - An Opportunity to Meet Attorneys from Various Practice Areas (10/2/2013)

Clinical Programs

- Clio training (9/3/2013)

Faculty

- Roundtable Discussion: Intervention in Syria? Problems, Prospects, and Contexts (9/3/2013)

International Programs

- LL.M. Check-in Mtg. (9/3/2013)
- LL.M. U.S. Legal Research & Writing makeup class (9/9/2013)
- UNC-Middle Temple Society Moot Court Competition (9/9/2013)

Library

- LexisNexis Training (10/2/2013)

Scholarships and Student Aid

- 2L Diversity Scholarship (Deadline) (9/3/2013)

Student Events and Organizations

- DVAP Interest Meeting (9/3/2013)
- Environmental Law Project - Symposium Research Training (9/3/2013)
- Education Law and Policy Society Meet and Greet (9/3/2013)
- Transactional and Corporate Law Association Interest Meeting (9/9/2013)
- BLSA General Body Meeting (10/2/2013)

Student Services

- Presidents' Council Meeting (9/9/2013)

Writing and Learning Resources Center

- WLRC Workshop Series: Outlining, Synthesis, and Practice (10/2/2013)

From: Division 1A FAR List Serve <DIV-1A-FARS-LIST@LISTSERV.BUFFALO.EDU> on behalf of Bruno, John <bruno@PSY.OHIO-STATE.EDU>
Sent: Monday, September 2, 2013 5:47 AM
To: DIV-1A-FARS-LIST@LISTSERV.BUFFALO.EDU
Subject: Re: 1A FAR Annual Conference - Seats/rooms are still available

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Brian,
why did we not highlight the session with Todd Petr and Jack McArdale on the science of making policy??? seems like our FAR colleagues would find that topic particularly compelling.
Best
John

From the desk of:
Professor John P. Bruno
Depts. of Psychology & Neuroscience
Director - Neuroscience Undergraduate Degree
Room 57 Psych Bldg
(v) 614-292-1770
(f) 614-688-4733
www.psy.ohio-state.edu/bruno

From: Division 1A FAR List Serve [DIV-1A-FARS-LIST@LISTSERV.BUFFALO.EDU] on behalf of Shannon, Brian [BRIAN.SHANNON@TTU.EDU]
Sent: Thursday, August 29, 2013 11:49 AM
To: DIV-1A-FARS-LIST@LISTSERV.BUFFALO.EDU
Subject: 1A FAR Annual Conference - Seats/rooms are still available

Many thanks to those of you who have already registered. If you have not yet registered, space is still available! Come join other FBS FARs for the 1A FAR Annual Meeting, which is set for Sept. 22-23 in Dallas. This year's program includes:

- Presentations by NCAA President Mark Emmert, President Lou Anna Simon from Michigan State University, who chairs the NCAA Board's Executive Committee, and NCAA national SAAC President, Maddie Salamone – a student-athlete from Duke.
- Dr. Lou Marciani and Dr. Stacey Hall of the National Center for Spectator Sports Safety and Security at the University of Southern Mississippi will address techniques, strategies, and solutions to mitigate the safety and security risks inherent in collegiate sports venues.
- ESPN analyst Jay Bilas will offer his unique perspectives on college basketball, college athletics, and today's student-athletes.
- A panel will provide perspectives on the differences between coach and student-athlete conduct and treatment versus conduct and treatment of students by faculty members in general.
- Dr. Brian Hainline, the NCAA's new Chief Medical Officer will discuss his agenda and goals for the NCAA Sport Science Institute on issues ranging from concussions, to substance abuse, to other issues pertaining to our student-athlete's physical and mental development and wellness.
- Opportunities to interact and socialize with your FAR peers from around the country!

To register, go to http://www.d-1a.com/annual-meeting-registration.htm and sign up now. When you've finished registering, you can send your registration fee to: Amy Hart, D-1A AD Assoc., 920 Main Street, Suite 100, Grapevine, TX 76051. A copy of the full program is attached.

Brian Shannon
Texas Tech FAR
1A FAR President

Public Service Newsletter

Public Service Newsletter: Monday, September 2, 2013

ABOUT THE PUBLIC SERVICE NEWSLETTER

The Office of Public Service Programs is here to serve students who are pursuing a career in public interest law and provide opportunities for all students to engage in the School of Law's tradition of public service. Look out for the Public Service Newsletter each Monday for information about public service career opportunities, events, resources, news, and more. View past newsletters.

Join our Facebook page | Follow us on Twitter

EVENTS AT UNC LAW

Domestic Violence Advocacy Project Interest Meeting

Tuesday, September 3, 12:00-1:00 p.m., Room 5046

Come learn more about our upcoming events, pro bono projects (for all years), and how to get involved with DVAP this year! Refreshments will be provided.

Public Interest Mentor Program Kickoff Meeting

Tuesday, September 3, 12:00-1:00 p.m., Room 4085

This is the initial meeting of the 2013-2014 Public Interest Mentor Program. Mentors and mentees will meet each other and learn about the resources available to support them on their path to a public interest career. For more information, contact Adrienne Allison, Public Interest Career Counselor.

Education Law and Policy Society Meet and Greet

Tuesday, September 3, 12:00-1:00 p.m., Room 5048

Come to our welcome back Meet and Greet event! Drop in anytime between 12 p.m. and 1 p.m. to meet the ELPS board members and participants. Find out more about ELPS and sign up for some education law-related pro bono projects.

Carolina Public Interest Law Organization (C-PILO) Welcome Meeting

Wednesday, September 4, 12:00-1:00 p.m., Room 4085

C-PILO helps provide grants to students who accept summer internships in the public sector that are low-or non-paying; facilitates a network of support for students interested in pursuing public interest law; exposes the law school community to public interest law; and encourages students to pursue careers in the public sector. Come to the welcome meeting to learn how you can get involved!

Death Penalty Project Interest Meeting

Wednesday, September 4, 12:00-1:00 p.m., Room 5042

Come learn more about the Death Penalty Project. We are an organization that was founded for the purpose of fostering a community that is more conscious of the effect of the death penalty on society. We will begin working on outreach, planning events, and organizing pro bono opportunities. Please bring your own lunch!

American Civil Liberties Union (ACLU) First Meeting

Thursday, September 5, 12:00-1:00 p.m., Room 5046

The Carolina Law ACLU promotes discussion and awareness of civil liberties issues with the goal of safeguarding the civil liberties of members of the community. UNC Law ACLU is a chapter of the American Civil Liberties Union of North Carolina, which is an affiliate of the American Civil Liberties Union

Child Action General Interest Meeting

Thursday, September 5, 12:00-1:00 p.m., Room 4004

Child Action will be hosting a general interest meeting for those interested in learning more about pro bono opportunities available through the organization, particularly the Guardian Ad Litem Program and the Mock Trial with the School of Social Work.

Teen Court General Interest and Welcome Meeting

Thursday, September 5, 12:00-1:00 p.m., Room 4085

Please join us to learn more about our organization and how you can get involved. Pizza will be served. If you are unable to attend but would like more information, please email

Media Law Society General Interest Meeting

Friday, September 6, 12:00-1:00 p.m., Room 4082

Interested in Media Law? Come join the UNC Media Law Society for a General Interest meeting and enjoy a free lunch on us! We will introduce the board members, discuss what media law is, and give you information on our upcoming events -- including First Amendment Day, networking events, and a media law movie night!

Environmental Law Project Symposium Research Training

Friday, September 6, 12:00-1:00 p.m., Room 3049

Professor Hornstein will give students a brief introduction to environmental law research. This is for students who have signed up with the Environmental Law Project to write a paper for the symposium.

CAREER CORNER

U.S. Navy JAG Information Session

Wednesday, September 4, 12:00-1:00 p.m., Room 4004

A U. S. Navy JAG Corps representative will provide information for students who are interested in applying for summer or full time positions. Learn about the application process and what it is like to practice law as a Navy JAG attorney. Contact Samara Reynolds with questions.

Reminder: Equal Justice Works Conference & Career Fair Registration is Now Open!

Students can now register and apply for interviews at the EJW Career Fair (**October 25-26, 2013**). If you wish to interview at EJW, you must register and apply no later than 6 p.m. EST on Thursday, September 12. (If you wish to only attend the informal Table Talk periods or the workshop sessions, you can register until Friday, October 11.) DO NOT wait until the last minute to register and apply! Join the CDO for an information session about the Conference & Career Fair on August 27 (Room 5052).

3L Public Interest Job Search Group

Over the next several months, the Career Development Office will be providing a unique opportunity for 3Ls seeking public interest and government employment to gather in small-group sessions to provide peer-to-peer job search support. If you are interested in participating, please complete the group survey by **Friday, September 13** to give us feedback about what you hope to gain from a job search group. Contact Adrienne Allison or Samara Reynolds with any questions.

SUMMER AND POST-GRADUATE EMPLOYMENT OPPORTUNITIES

Upcoming Government Deadlines

Below is a *sampling* of upcoming deadlines for federal government honors programs (3Ls) and summer 2014 internship programs (2Ls). Information about each program can be found on individual department websites, as well as in the Government Honors and Internship Handbook online. If you have questions, need application assistance, or would like to be added to the govcareers email list for relevant announcements, please contact Samara Reynolds, Government Career Counselor in the CDO.

Postgraduate Positions (3L)

- Department of Justice (DOJ) Honors Program: September 3
- Department of the Interior (DOI) Honors Program: September 5
- Department of Homeland Security (DHS) Honors Program: September 15
- Air Force JAG: September 15 first deadline (also 11/15 and 3/15)
- Federal Trade Commission (FTC) Honors Program: September 15
- Comptroller of the Currency (OCC) Chief Counsel's Honors Program: September 16
- Consumer Financial Protection Bureau (CFPB) Honors Program - September 17
- Internal Revenue Service (IRS) Honors Program: Rolling

Summer 2014 Positions (2L)

- Department of Justice (DOJ) Internship: September 3
- Securities and Exchange Commission (SEC) Summer Program: September 6
- Central Intelligence Agency (CIA) Internship: September 15
- Department of Health and Human Services (DHHS) OIG Externship/Internship: September 16
- Department of Education Internship: Rolling
- Internal Revenue Service (IRS) Internship: Rolling
- Federal Communications Commission Internships (various Bureaus): Rolling

- U.S. Copyright Office Internship: Rolling
- Department of Commerce National Oceanic & Atmospheric Administration Internship: Rolling
- National Labor Relations Board (NLRB) Internships: Rolling

Don't forget to check PSJD and Symplicity for new public interest job postings.

OTHER PUBLIC INTEREST EVENTS

Roundtable Discussion: Intervention in Syria? Problems, Prospects, and Contexts

Tuesday, September 3, 5:00-6:30 p.m., FedEx Global Education Center, Nelson Mandela Auditorium (main campus)

University of North Carolina at Chapel Hill faculty and members of the military will speak briefly at the beginning from their own specialty and experience, followed by a wide-ranging Q&A with the audience. UNC Law Professor Mark Weisburd will take part in this discussion.

Sponsored by the Curriculum in Peace, War, and Defense and the Carolina Center for the Study of the Middle East and Muslim Civilizations. For more information, please contact Shai Tamari.

Free parking available from 5:00 p.m. at the McCauley Parking Deck under the Global Education Center (Pharmacy Lane).

Kenan-Flagler Dean's Speakers Series: Bill Johnson, President and CEO of the Tennessee Valley Authority

Thursday, September 19, 5:30 p.m., Koury Auditorium, Kenan-Flagler Business School

Appointed by the TVA board of directors in November, 2012, Johnson is responsible for leading the nation's largest public utility toward its vision of low-cost and cleaner energy.

Please RSVP to this free lecture. Free parking will be available in only the business school parking deck.

If you have questions about this event, please contact Katie Hall.

UNC Law Review Symposium: Health Care Decisions in the New Era of Health Care Reform

Friday, October 4, 9:00 a.m.-5:00 p.m., Kenan Center, Kenan-Flagler Business School

This symposium will consider both the promise and limitations of recent reform efforts, highlighting the important issues that are likely to emerge as the health care system tries to improve decision making.

Those interested in attending the Symposium can find more information and register online by October 2. If you have any questions or concerns please feel free to email

CURRENT PRO BONO OPPORTUNITIES

Projects are posted on the Pro Bono Board near the mailboxes and are listed online at http://www.law.unc.edu/studentlife/probono/projects/. Students can sign up for projects on the Pro Bono Board or email [illegible]@gmail.com.

Pro Bono Program Annual Report

Learn more about UNC Law's Pro Bono Program and its accomplishments in the past school year in the 2012-2013 annual report. Check the Pro Bono Board and website along with this newsletter for ways to get involved this year!

To add items or provide feedback, please contact Sylvia Novinsky, Assistant Dean for Public Service Programs, or [illegible] Public Service Fellow.

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/2/2013 4:31:09 PM

Subject: Brown bag in Hanes Hall 230 Title IX at UNC

Start: 9/6/2013 4:00:00 PM

End: 9/6/2013 5:30:00 PM

Show Time As: Busy

From: no_reply@email.unc.edu
Sent: Monday, September 2, 2013 4:33 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] UNC Home Football Parking & Transportation Informa

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ATTENTION UNC STUDENTS, STAFF, AND FACULTY:

Certain lots are RESERVED for University of North Carolina home football games beginning this Saturday (September 7) and according to the following home game schedule:

- Sept. 7 vs. Middle Tennessee State (12:30 p.m.)
- Sept. 28 vs. ECU (time, t.b.a.)
- Oct. 17 vs. Miami (Thursday Night Game)
- Oct. 26 vs. Boston College (time, t.b.a.)
- Nov. 9 vs. Virginia (time, t.b.a.)
- Nov. 23 vs. Old Dominion (time, t.b.a.)
- Nov. 30 vs. Duke (time, t.b.a.)

On home football Saturdays, vehicles must be removed from designated reserved lots or risk being ticketed ($50 fine) and towed ($90 - $100 fee). On these days, PLEASE DO NOT park your vehicle in the reserved game lots. If your vehicle is parked in a reserved football lot (see the link referenced below) on a home football Saturday, it will automatically be ticketed and / or towed beginning at 8 a.m. Alternate parking is available for employees, students, and hospital patients / visitors.

NOTE: Separate communication will be sent out detailing parking and transit operations prior to the October 17 Thursday night home football game versus Miami.

To see the list of lots reserved on football home game days or for a list of alternate parking areas, visit the following link:

http://bit.ly/TjZ3wk

...or look for the link to UNC Home Football Game Parking and Transportation from the main Public Safety homepage:

http://www.unc.edu

Most student residential lots will be used for football parking this year. Therefore, non-weekday permit holders should check the signs closely and look for updates about alternate parking. Additionally, most of the traditional first-come, first-served weekend student parking areas (as well as other parking lots) will require a valid game day permit this season.

The Dogwood Deck will remain available for patients and visitors on home game days.

South Road will be restricted beginning four (4) hours prior to game time and through egress and will run one-way from Columbia Street eastward toward Country Club Road beginning after half-time. The restriction includes taxi companies and delivery vehicles. Only valid permits, buses, and emergency vehicles will be allowed onto South Road.

Raleigh Street from Cameron Avenue to South Road will be restricted during ingress and egress beginning four (4) hours prior to game time. Only valid permits, buses, and emergency vehicles will be allowed onto Raleigh Street from Cameron Avenue toward South Road. Like the South Road restriction, non-permitted delivery vehicles and taxi companies will be prohibited.

Ridge Road will be restricted from the Manning Drive intersection beginning four (4) hours prior to game time and continuing through the end of egress. Only valid permits, buses, and emergency vehicles will be allowed onto Ridge Road from Manning Drive. Beginning 30-minutes prior to the end of the game, the Country Club end of Ridge Road will also be restricted.

UNC Public Safety strongly encourages football fans to park and ride to Kenan Stadium for home games. Park and ride bus service is offered from the NC 54 Friday Center Lot and from the Dillard's end of University Mall beginning three (3) hours prior to a scheduled home game kick-off.

Park and ride service is also available from the Jones Ferry Road and Southern Village lots beginning ninety (90) minutes prior to game time.

Parking in these areas is free, and round-trip service is $5.00 on these routes.
Patrons planning to seek public parking on campus should arrive no later than one (1) hour prior to game. The public parking locations fill quickly and are sometimes reserved for other special events. Unless otherwise reserved, this year's public parking locations include: (1) Manning Lot, (2) Jackson Deck, (3) Cardinal Deck, (4) South Chiller Lot, and (5) the Cameron-Graham Lot across from the Power Plant on Cameron Avenue.

If you have questions concerning event parking, please call UNC Public Safety at (919) 962-3951. For further information on transportation and parking for scheduled events on campus, log onto the Public Safety website at:

http://www.dps.unc.edu

...and visit the Events link.

Further game day information is broadcast on the Traveler's Information System station on game days at 1610 AM in the immediate campus area. Also, for late-breaking bulletins, "Like" the "UNC Department of Public Safety" Facebook page, or follow us on Twitter at "@UNCDPS."

Thank You,
UNC Public Safety

This message is sponsored by: UNC Public Safety

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INFORMATIONAL email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

From: Broome, Lissa L <lbroome@email.unc.edu>
Sent: Friday, August 30, 2013 4:45 PM
To: skirschner@mail.uncaa.unc.edu
Subject: Jones's remarks at the Monday morning department meeting

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From: Angell, Jones <jangell@unc.edu>
Sent: Monday, September 2, 2013 8:00 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: Remarks at Monday's All Department Meeting
Attach: image001.jpg

Lissa...of course. Either Steve Kirschner (who originally put the information together) or I will send a copy of it to you tomorrow.

Hope all is well!

Jones

Sent from my iPhone

On Sep 2, 2013, at 7:25 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:

> Hi Jones – I was wondering if I could share a copy of your remarks from last Monday's meeting with the Faculty Athletics Committee. I was particularly interested in your run-down of last year's academic and athletic successes. The committee meets Tuesday (tomorrow) at 3:30. Thanks,
> Lissa
> Lissa L. Broome
> Wells Fargo Professor of Banking Law
> Director, Center for Banking and Finance
> UNC School of Law
> CB#3380, Van Hecke-Wettach Hall
> Chapel Hill, NC 27599-3380
> 919.962.7066
> http://www.law.unc.edu/centers/banking
> Access my papers on SSRN at: http://ssrn.com/author=248720
>
> <image001.jpg>

From: Brown, Michelle <michellebrown@unc.edu>
Sent: Monday, September 2, 2013 9:29 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: Vangelder, Marielle A <mvangeld@email.unc.edu>
Subject: Re: Goheels.com webpage
Attach: image001.jpg

Hello,

I know that Dana Galin was working on the webpage. Harold asked that the page be taken off the Center website. Dana complied and is working on fixing it. I will mention the staff portion to her.

Thank you for pointing it out. Throughout the year, we plan on updating the website and making major changes to it.

Michelle

Sent from my iPad

On Sep 2, 2013, at 8:22 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:

> Hi Michelle & Marielle –
> I'm not sure how to get this fixed, but I noticed a couple of things recently when I was looking for something on goheels.com
> Under Inside Athletics, there is a heading for Academic Support Program. When you click, it goes to a Page that does not exist (from when Academic Support was in the College's CCSAC)
> Under Staff listing, ASPSA staff and Athletic Department Student Staff appear under the same heading, Student-Athlete Services. I would suggest separating out the ASPSA staff and having them included under their own heading for Academic Support.
> Thanks,
> Lissa
> Lissa L. Broome
> Wells Fargo Professor of Banking Law
> Director, Center for Banking and Finance
> UNC School of Law
> CB#3380, Van Hecke-Wettach Hall
> Chapel Hill, NC 27599-3380
> 919.962.7066
> http://www.law.unc.edu/centers/banking
> Access my papers on SSRN at: http://ssrn.com/author=248720
>
> <image001.jpg>

From: Marshall, Bill <wpmarsha@email.unc.edu>
Sent: Monday, September 2, 2013 9:55 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: Ford, Graham <cgford@email.unc.edu>
Subject: [law_faculty] good news on Richard

Richard is at last out of the ICU! He is in the so-called step down unit that is actually a real step up. even better he has been allowed to eat real food - ok real hospital food.
the Drs still need to monitor a few things and visitation is still at a minimum but this is all good news
Graham- pls forward to staff

Today at Carolina Law: Tuesday, September 3, 2013

TODAY'S EVENTS

- DVAP Interest Meeting
- Environmental Law Project - Symposium Research Training
- LL.M. Check-in Mtg.
- Public Interest Mentor Program kick-off meeting
- Clio training
- Education Law and Policy Society Meet and Greet
- 2L Diversity Scholarship (Deadline)
- Roundtable Discussion: Intervention in Syria? Problems, Prospects, and Contexts

ONGOING SIGNUPS & OPPORTUNITIES

- Register for North Carolina Law Review Symposium: Health Care Decisions in the New Era of Health Care Reform (Signup ends 10/2/2013)
- Race to End Domestic Violence Race Registration (Signup ends 10/5/2013)

UPCOMING EVENTS

Career Development

- Winning Writing Samples: A WLRC Wednesday Workshop (9/4/2013)
- U.S. Navy JAG Information Session (9/4/2013)
- Legal Careers in Government Panel (9/10/2013)
- Ask the CDO (10/3/2013)

Center for Civil Rights

- Election Protection Hotline Training (9/17/2013)

Clinical Programs

- Clio training (9/4/2013)

Faculty

- Al Brophy Trust Meeting (9/17/2013)
- Faculty Speaker Series (10/3/2013)

International Programs

- UNC-MTS Moot Court Competition meeting (9/4/2013)
- UNC-Middle Temple Society Moot Court Competition (9/10/2013)

Library

- LexisNexis Training (9/4/2013)
- Westlaw Training (9/10/2013)

Student Events and Organizations

- BLSA General Body Meeting (9/4/2013)
- Carolina Public Interest Law Organization (C-PILO) Welcome Meeting (9/4/2013)
- Death Penalty Project Interest Meeting (9/4/2013)
- Getting Involved in Carolina Law Republicans (9/4/2013)
- Native American Law School Association Welcome Back Interest Meeting (9/4/2013)
- CHLO/Cancer Pro Bono Legal Project Information Session (9/10/2013)
- Conference on Race, Class, Gender, and Ethnicity Interest Meeting! (9/10/2013)
- Informational Meeting "IP: it's Not Just Science!" (9/10/2013)
- Student Bar Association Weekly Meeting (10/3/2013)
- Dean's Advisory Council Meeting (10/3/2013)

Student Services

- Dean's Fellows FYI Session (9/17/2013)

Writing and Learning Resources Center

- Winning Writing Samples: A WLRC Wednesday Workshop (9/4/2013)
- Returning to Balance: Stress Reduction Made Easy (10/3/2013)

From: News and Observer <emaileds@newsobserver.com>
Sent: Tuesday, September 3, 2013 7:01 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: UNC Sports - News & Observer

To view this email as a web page, go here.

UNC

UNC coach Larry Fedora encouraged by 'bright spots' in South Carolina loss

The Tar Heels' defense allowed game-changing big plays against the Gamecocks, and the offense struggled, but Fedora says the mistakes are correctable...

First Look: Photojournalist Robert Willett's images of North

Engel leads UNC men's soccer in romp past Coastal Carolina

The Tar Heels routed Coastal Carolina on Monday at Fetzer Field.

No malicious intent behind Jadeveon Clowney clip, UNC coach Larry Fedora says

The play received a lot of attention after North Carolina's 27-10 loss against South Carolina on Thursday night. With the Gamecocks leading...

South Carolina's Jadeveon Clowney (7) pressures

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From: Rams Club <mail@neulionnetwork.com>
Sent: Tuesday, September 3, 2013 7:41 AM
To: Broome, Lissa L. <lbroome@email.unc.edu>
Subject: This Week in CAROLINA: The Magazine

This Week in CAROLINA

Please enjoy this week's issue of CAROLINA - the official digital publication of Carolina Athletics.

CAROLINA is a brand new, weekly digital magazine accessible on your computer and Android tablet. Click the link to view this week's issue!

You can also always find the most up to date issue - as well as previous issues - on ramsclub.com.

Please note: An iOS App is awaiting approval from the Apple App Store - we hope to have this available in the very near future.

Thank you for your support of Carolina Athletics and The Rams Club!

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NeuLion, Inc. - 1600 Old Country Road, Plainview, New York, 11803

From: Center for Faculty Excellence <CFE@unc.edu>
Sent: Tuesday, September 3, 2013 7:52 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: PIM event and resource update: Monthly

Dear Lissa Broome

Below is a digest summary of resource updates on topics that you have selected in the CFE's Professional Interests Manager (PIM).

Best,
CFE Staff

RESOURCE UPDATE

- ***Foundation Grant Funding*** (Event)
  Foundations are quite different from federal agencies. While a good idea is important, foundations look for ideas that produce impact. In this workshop, Dr. Robert Lowman, Associate Vice Chancellor for Research, discusses how to identify promising foundations. The presentation details how to learn about foundations' interests, their leadership, and their operations. It will be on Wednesday, August 14, 2013, 1:00-4:30pm.
  Interest(s) associated with this resource: General grant writing assistance
  Sponsor/Source: Office of the Vice Chancellor for Research
  Contributor: Sohini Sengupta
  Contributor's Department: Center for Faculty Excellence

- ***Grant Writing at the Next Level*** (Event)
  Dr. Robert Lowman, Associate Vice Chancellor for Research, will be conducting a workshop designed to take your skills to the next level so you can improve your success rate and prepare for larger scale awards. You already have some research funding, and you understand the basics when it comes to grant writing. The workshops will be on September 18, 2013, 1:00 p.m. - 4:30 p.m., Rosenau Hall, Room 133. For faculty only.
  Interest(s) associated with this resource: General grant writing assistance
  Sponsor/Source: Office of the Vice Chancellor for Research
  Contributor: Sohini Sengupta
  Contributor's Department: Center for Faculty Excellence

- ***The 12 Keys to Successful Grantwriting*** (Event)
  Dr. Robert Lowman, Associate Vice Chancellor for Research, will be conducting a workshop that presents twelve key concepts related to success in grant writing. Designed for the grant writer with limited experience, this workshop starts from the premise that nothing succeeds like a good idea. It stresses the importance of planning, and presents the sponsor as a potential ally, not an adversary. This workshop is appropriate for faculty members and post-doctoral fellows in any discipline. Space is limited. Registration is required.
  Interest(s) associated with this resource: General grant writing assistance
  Sponsor/Source: Office of the Vice Chancellor for Research
  Contributor: Sohini Sengupta
  Contributor's Department: Center for Faculty Excellence

You received this email because it is associated with a professional interest that you have selected in the Professional Interest Manager (PIM). You can edit your professional interests, modify your email frequency options, and manage your resource updates via a web interface by logging in at https://itsapps.unc.edu/PIM. You can suspend mailings by logging in to the PIM and setting your email frequency to *No Email Notification Please*.

From: Marshall, Bill <wpmarsha@email.unc.edu>
Sent: Tuesday, September 3, 2013 8:48 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Weisburd on WCHL

For those of you who missed it, Mark Weisburd was on WCHL talking about U.S. intervention in Syria. He was terrific!- insightful, objective, and thorough. Nice job, Mark

From: Williams, Becky <rbwill@email.unc.edu>
Sent: Tuesday, September 3, 2013 9:40 AM
To:
Cc: Broome, Lissa L <lbroome@email.unc.edu>; Pierce, Catherine Ringo <cringo@email.unc.edu>
Subject: Appointment, Promotion & Tenure Review Materials

Good morning.
I wanted to send a quick reminder that review materials are due to me today. Please email electronic copies of all materials by 5pm. If the files are too large let me know and I will ask Dawn Lynn to create a transfer folder on the G drive.
Thanks,
Becky
Becky Williams, PHR
Director of Administration
UNC School of Law
Email: rbwill@email.unc.edu
Phone: (919) 962-3067

From: Johnson, Shelley H <shelljo@unc.edu>
Sent: Tuesday, September 3, 2013 10:23 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Coach Onboarding

Fantastic, Lissa. Thank you for the edits and additions to the document. It is a working document, and we welcome any comments about typos and updates. They are very, very much appreciated. Your revisions have been fully incorporated in the document. Hope you had a restful weekend.

From: Broome, Lissa L
Sent: Monday, September 02, 2013 2:40 PM
To: Johnson, Shelley H
Subject: Coach Onboarding

Hi Shelley –

I was just reading through the material you distributed at the Coaches' meeting on onboarding coaches (great program) and saw a couple of things that you might want to clean up the next time you revise the documents:

- Page 1 reference to Tarheelblue.com should now be goheels.com
- Page 3 Admissions. The line item says Vince, but the text says John.
- Page 4 FAR. My title has been changed to Wells Fargo (from Wachovia) Professor of Banking Law. You could also delete the sentence about how I will specify my role and add after the sentence that beings with "Generally speaking," – She serves as an advisor to the Chancellor and the Director of Athletics and as a liaison to the faculty, helps to ensure academic integrity and compliance with ACC and NCAA rules, and assists in promoting a positive student-athlete experience at the University.

Thanks for preparing a very thoughtful process for new coaches to become introduced to the University and to UNC Athletics.

Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 9/3/2013 2:27:46 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: CAC
Location: 105 South 1st floor conference room

Start: 3/17/2014 7:00:00 PM
End: 3/17/2014 9:00:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 9/3/2013 2:27:46 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: CAC
Location: 105 South 1st floor conference room

Start: 2/19/2014 8:00:00 PM
End: 2/19/2014 10:00:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 9/3/2013 2:27:46 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: CAC
Location: 105 South 1st floor conference room

Start: 11/13/2013 8:00:00 PM
End: 11/13/2013 10:00:00 PM
Show Time As: Busy

From: Angell, Jones <jangell@unc.edu>
Sent: Tuesday, September 3, 2013 10:32 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Remarks at Monday's All Department Meeting
Attach: 2012-2013 Accomplishments.docx

Lissa –
Attached is a list of the accomplishments from the 2012-2013 campaign.
Thanks so much!
Jones

From: Broome, Lissa L
Sent: Monday, September 02, 2013 8:01 PM
To: Angell, Jones
Subject: RE: Remarks at Monday's All Department Meeting
Thanks, Jones!
Lissa

From: Angell, Jones
Sent: Monday, September 02, 2013 8:00 PM
To: Broome, Lissa L
Subject: Re: Remarks at Monday's All Department Meeting
Lissa...of course. Either Steve Kirschner (who originally put the information together) or I will send a copy of it to you tomorrow.
Hope all is well!
Jones

Sent from my iPhone

On Sep 2, 2013, at 7:25 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:

> Hi Jones – I was wondering if I could share a copy of your remarks from last Monday's meeting with the Faculty Athletics Committee. I was particularly interested in your run-down of last year's academic and athletic successes. The committee meets Tuesday (tomorrow) at 3:30. Thanks,
> Lissa
> Lissa L. Broome
> Wells Fargo Professor of Banking Law
> Director, Center for Banking and Finance
> UNC School of Law
> CB#3380, Van Hecke-Wettach Hall
> Chapel Hill, NC 27599-3380
> 919.962.7066
> http://www.law.unc.edu/centers/banking
> Access my papers on SSRN at: http://ssrn.com/author=248720
>
> <image001.jpg>

From: Weisburd, Mark <amw@email.unc.edu>
Sent: Tuesday, September 3, 2013 10:45 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: RE:[law_faculty] Weisburd on WCHL

Thanks, Bill.

From: Marshall, Bill [mailto:wpmarsha@email.unc.edu]
Sent: Tuesday, September 03, 2013 8:48 AM
To: The law_faculty mailing list
Subject: [law_faculty] Weisburd on WCHL

For those of you who missed it, Mark Weisburd was on WCHL talking about U.S. intervention in Syria. He was terrific!- insightful, objective, and thorough. Nice job, Mark

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 9/3/2013 3:41:21 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Canceled: Dean's Advisory Committee Meetings
Location: Boardroom

Start: 9/3/2013 8:15:00 PM
End: 9/3/2013 9:30:00 PM
Show Time As: Free

Importance: High

Recurrence: Weekly
every Tuesday from 4:15 PM to 5:30 PM

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 9/3/2013 3:45:34 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Faculty Meeting
Location: Boardroom

Start: 9/12/2013 8:15:00 PM
End: 9/12/2013 9:30:00 PM
Show Time As: Tentative

Required Attendees: Broome, Lissa L

From: no_reply@email.unc.edu
Sent: Tuesday, September 3, 2013 12:08 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] 10% Off Loudon Wainwright III Tickets at PlayMaker

---

PlayMakers Repertory Company is offering a discount to all UNC Faculty and Staff for the world premiere of Loudon Wainwright III's SURVIVING TWIN.

Tickets are almost gone, so call the PlayMakers box office to reserve yours. There are only 6 performances from Sept 4-Sept 8.

For tickets, call 919.962.PLAY (7529).

For more information, visit: http://www.playmakersrep.org/tickets/faqstaffdisc

This message is sponsored by: PlayMakers Repertory Company

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that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

From: Bortz, Conrad <cbortz@email.unc.edu>
Sent: Tuesday, September 3, 2013 12:10 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: word of the week --WOW

---

verklemmt: choked up; speechless; unable to express one's feelings/emotions (cf. German *verklemmt* = "uptight"); stuck
Verklempt is a Yiddish word that means "overcome with emotion." Pronounced "fer-klempt," people use it when they are so emotional that they're on ...

From: no_reply@email.unc.edu
Sent: Tuesday, September 3, 2013 12:11 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Struggling with your weight? Are you looking for

---

Researchers at UNC's Department of Nutrition want to compare diets in an 18-month weight loss research study. The FRESH Start Study is currently recruiting 18 to 40 year olds, who are overweight (BMI>30) and otherwise healthy. Please go to http://FreshStartStudy.com to see if you may be eligible to participate in the FRESH (Finding Real Eating Solutions for Health) Start Study.

Research Study Benefits Include:
* Private nutrition counseling sessions(in-person and by phone)
* Group nutrition workshops conveniently located at Eastowne Office Park
* Cooking demonstrations, food tastings, and recipes
* Gift bags containing healthy foods
* Possible weight loss
* You will not be asked to take any medication

Compensation is a total of $300, provided at 6 months ($50), 12 months($50), and 18 months ($200).

For more information, please call Chandra at: (919) 408-3320, ext. 27 or send an email to freshstart@unc.edu

This study has been reviewed and approved(03/25/2013) by the UNC Biomedical IRB (10-0743)
Study Title: A Novel Diet-Phenotype Interaction Affecting Body Weight
Funded by: NIDDK (1 R01 DK085109-01)

This email is sponsored by: Department of Nutrition

This message is sponsored by: Nutrition

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mass email preference, sign into MyUNC at http://my.unc.edu, and select
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From: no_reply@email.unc.edu
Sent: Tuesday, September 3, 2013 12:16 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Therapy Group for Children with High-Functioning A

As part of a TEACCH research study, Chapel Hill TEACCH Center is offering a new intervention program for children ages 8-14 with high-functioning autism and anxiety. "Fighting Worries and Facing Your Fears" is a group intervention model aimed at teaching both children and their parents strategies to cope with anxiety and fears.

Participation will involve an initial screening visit to the Chapel Hill TEACCH Center located in Carrboro, NC where you and your son or daughter will complete some questionnaires and assessments. If your son or daughter qualifies, you will be invited to participate in a 14-week intervention called "Fighting Worries and Facing Your Fears." The intervention sessions will be for the children and at least 1 parent and will be led by Chapel Hill Clinic therapists. At the end of the 14-week intervention, we will ask the parents to participate in a follow-up interview. Compensation will be provided to the family for participating in the screening sessions at the beginning and at the end of the intervention. The fee for group intervention sessions at TEACCH is $25 per session, for a total cost of $350 for this intervention package. Families that are unable to afford the full cost of the intervention may submit a financial assistance application.

If you are interested in participating in this research study, or have any questions, please contact our Project Coordinator, Allison Meyer, at (919)-843-5259 or TEACCH_Research@med.unc.edu. Please know that your participation in this research study is completely voluntary and confidential.

This message is sponsored by: TEACCH Autism Program

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that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
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From: no_reply@email.unc.edu
Sent: Tuesday, September 3, 2013 12:19 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] New Courses in Mindfulness Starting Soon-Register

---

WHAT'S NEW IN MINDFULNESS THIS FALL?

UNC's Mindfulness Program is excited to announce our upcoming courses this fall:

1) Transforming Your Relationship with Food with Sasha Loring
*beginning September 16, 2013

2) Mindfulness for Teens (ages 11-18)
*beginning September 24, 2013

3) Mindful Parenting
*beginning October 1, 2013

4) Four Foundations of Mindfulness with John Orr (for graduates only)
*beginning October 23, 2013

We also have 8-week Foundation Courses taking place:

1) Fridays, September 5 (Thursday orientation)-November 2, 2013, 10:00am-12:30pm

2) Tuesdays, October 1-December 3, 2013 (skipping week of Thanksgiving), 6:00pm-8:30pm

For more info visit https://www.med.unc.edu/phyrehab/pim/

Questions? Email mindfulness@med.unc.edu or call 919-966-8586

This message is sponsored by: Physical Medicine & Rehabilitation

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that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
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From: Williams, Becky <rbwill@email.unc.edu>
Sent: Tuesday, September 3, 2013 12:24 PM
To: Savasta-Kennedy, Maria S <mskenned@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: MSK Review Materials

Thanks Maria.
Lissa, I'll save these in our folders.

From: Savasta-Kennedy, Maria S
Sent: Tuesday, September 03, 2013 12:18 PM
To: Broome, Lissa L; Williams, Becky
Cc: Savasta-Kennedy, Maria S
Subject: MSK Review Materials
Are attached. Please let me know if you need anything else. Thanks so much,
Maria

Maria Savasta-Kennedy
Clinical Professor of Law
Director, Externship Program
UNC School of Law
Chapel Hill, NC
(919) 843-9805
Faculty Profile

From: Broome, Lissa L
Sent: Monday, August 26, 2013 4:24 PM
To: Savasta-Kennedy, Maria S
Cc: Williams, Becky
Subject: Reminder re September 3rd
Hi Maria -- -- I am writing to remind you that we need the materials identified in the attached letter by September 3, 2013.
When you have everything ready, please attach the documents, hit reply all, and Becky Williams can upload these materials for the committee.
Thanks,
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: no_reply@email.unc.edu
Sent: Tuesday, September 3, 2013 12:24 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Who Says Teens Can't Be Mindful?

UNC now offers a mindfulness class for adolescents, ages 11-18. Based on Mindfulness-Based Stress Reduction (MBSR) and tailored to adolescents, the empirically-based curriculum for this course, entitled Learning to BREATHE, was developed by mindfulness expert/clinical psychologist Dr. Patricia Broderick and has been endorsed by Jon Kabat-Zinn.

Research in mindfulness indicates that this program may help students improve focus, enhance self-confidence, and provide a basis for developing positive coping and time-management skills.

COURSE INFORMATION:
-Orientation (FOR TEENS AND PARENTS): September 24, 2013 @ 6:15pm

-Course Dates: Tuesdays, September 24 - October 29, 2013

-Time: 6:00pm–6:30pm (free pizza); 6:30pm-8:00pm Class

-Location: Eno River Unitarian Universalist Fellowship, 4907 Garrett Rd., Durham, NC

Registration Fee: $295

For more information visit https://www.med.unc.edu/phyrehab/pim/mindfulness-program

Questions? Email mindfulness@med.unc.edu or call 919-966-8586

This message is sponsored by: Physical Medicine & Rehabilitation

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that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
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From: Whisnant, Anne Mitchell <Anne_Whisnant@unc.edu>
Sent: Tuesday, September 3, 2013 12:42 PM
To: facultycouncil@sakai.unc.edu; advisory@sakai.unc.edu; facultyexecutive@sakai.unc.edu; facultyassembly@sakai.unc.edu; epc@sakai.unc.edu
Subject: FW: Rawlings panel report on athletics and University response

---

To: Faculty Council, Faculty Executive Committee, Faculty Assembly Delegation, Advisory Committee, and Educational Policy Committee:
Pleased see attached below the notice of the release, this morning, of the Hunter Rawlings committee report on athletics and the university.
Happy reading!
Anne

Anne Mitchell Whisnant, Ph.D.
Deputy Secretary of the Faculty
Office of Faculty Governance, UNC-Chapel Hill
CB# 9170, Carr Building 203
Chapel Hill, NC 27599-9170
919-962-1673 (office) | 919-962-5479 (fax)
anne_whisnant@unc.edu
http://facgov.unc.edu/

From: Moore, Tanya Topolka
Sent: Tuesday, September 03, 2013 9:53 AM
To: Whisnant, Anne Mitchell
Cc: Boxill, Jan; Broome, Lissa L; Renner, Joy J
Subject: Rawlings panel report on athletics and University response

Please share with faculty groups as appropriate.

The University today released a report examining the role of athletics in campus life produced by a distinguished panel of national leaders in higher education and athletics. Then Chancellor Holden Thorp asked the panel, chaired by Hunter Rawlings, president of the Association of American Universities, to make recommendations for UNC-Chapel Hill and to provide ideas for other universities in addressing a challenging issue for all of higher education.

Carolina has implemented or is addressing numerous recommendations in the panel's report through existing policies, practices or current initiatives. You may read the panel's report and the University's response at http://www.rawlingspanel.web.unc.edu.

Tanya Moore
University Relations
102 South Building, CB 6226
Chapel Hill, NC 27599-6226
919-962-4515

This automatic notification message was sent by Sakai @ UNC-Chapel Hill (https://sakai.unc.edu/portal) from the Chancellor's Advisory Committee site.
You can modify how you receive notifications at My Workspace > Preferences.

From: Bortz, Conrad <cbortz@email.unc.edu>
Sent: Tuesday, September 3, 2013 1:07 PM
To: @gmail.com
Cc: Broome, Lissa L <lbroome@email.unc.edu>
Subject: UNC School of Law website now linked to 6 excellent resources

---

Mr. Boltz,
We really appreciate your suggestions to add a consumer bankruptcy focused section to our Resources & News section. If you check the following link, you will be delighted to see your ideas put into action.
Thank you again for reading the journal (even if it is online only,) and thank you for your input to help improve our site.
http://www.law.unc.edu/centers/banking/resources/
In the pull down box, please click Consumer Issues to view our 6 new resources
Conrad K. Bortz
Business Services, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.843.9288
http://www.law.unc.edu/centers/banking

http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

The world breaks everyone, and afterward, many are strong at the broken places.
E.M. Hemingway

From: no_reply@email.unc.edu
Sent: Tuesday, September 3, 2013 1:38 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Breast cancer Survivors needed for research study!

Are you or someone you know a breast cancer survivor?

The Step by Step research study is currently recruiting breast cancer survivors for a 12-week online study. The study is designed for those breast cancer survivors who have completed treatment and who want to start a gentle walking routine. All program components are delivered via email and designed to motivate participants to reach their exercise goals.

The Step by Step research study may be right for you if you:

*Are a breast cancer survivor
*Have completed treatment
*Want to start a gentle exercise program
*Willing to wear a free FitBit for 12 weeks

To learn more, visit: http://stepbystepstudy.org or email us at: stepbystep@unc.edu. This study has been approved by the University of North Carolina IRB (IRB# 13-2370) on July 23, 2013.

This message is sponsored by: Step by Step

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that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
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From: Farm Tennis Pros < @gmail.com>
Sent: Tuesday, September 3, 2013 1:39 PM
To: UNC Faculty Staff Recreation Association Tennis listserv <farm_tennis@listserv.unc.edu>
Subject: [farm_tennis] Farm Tennis Mixer

Just a reminder that our last mixer for the summer is this Friday, September 6th. Please RSVP by replying to this email if you plan on attending.

- -- You are currently subscribed to

farm_tennis as: lbroome@email.unc.edu.
To unsubscribe send a blank email to leave-33523974-2921055.1e7797b3b21002d2346b9119533d164a@listserv.unc.edu
For more information, see our website: http://www.uncfarm.org/

From: Haney, Sarah K <shaney@email.unc.edu>
Sent: Tuesday, September 3, 2013 3:04 PM
To: Remus, Dana <dremus@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Lunch?

Hello Dana and Lissa,
I would love to get together!
I am free those 3 days as well, however the 17th is the best for me (I can make any of them work though).
Thanks,
Sarah

From: Remus, Dana
Sent: Friday, August 30, 2013 4:06 PM
To: Broome, Lissa L; Haney, Sarah K
Subject: RE: Lunch?
Hi to you both, Lissa, I would love to have lunch. Thanks for the invite. And Sarah, I am very much looking forward to meeting you. Of these dates, I am free Sept. 10, 17 or 24th.
Best, Dana

From: Broome, Lissa L
Sent: Friday, August 30, 2013 2:32 PM
To: Haney, Sarah K; Remus, Dana
Subject: Lunch?

Hi Sarah and Dana – I would like to invite you both to lunch to introduce the two of you. Sarah is our rowing coach and Dana is a new faculty member at the law school. Dana rowed at Harvard and helped coach at Yale while she was attending law school there. I know Dana is interested in learning more about the rowing program at UNC.
Here are some dates that work for me for lunch. Let me know if any of these work for the two of you:
September 3, 10, 17, 20, 24, 27
Enjoy the long weekend.
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Brown Bag Lunch Series <cyndem@email.unc.edu>
Sent: Tuesday, September 3, 2013 3:15 PM
To: The StudentSuccessLunches mailing list. <studentsuccesslunches@listserv.unc.edu>
Subject: This Friday - Please Join Us!

Brown Bag Lunch Series on
THE CROSSROADS OF STUDENT SUCCESS: ACADEMICS, WELLNESS AND ENGAGEMENT
Fall 2013 Schedule
All lunches are from 12 noon – 1:30 p.m. in Hanes Hall Room 239

September 6th
Notes on IX at UNC
with Ew Quimbaya-Winship, Student Complaint Coordinator/Deputy Title IX Officer
A brief overview of recent federal guidelines around harassment and sexual violence issued to higher education institutions will be provided. Carolina's response to these evolving expectations will be discussed. As well, Ew will provide an update on the work accomplished by the Title IX task Force over the summer; how students, faculty and staff are being encouraged to report and what the current reporting process is for individuals at UNC; and the conversation will end with a few thoughts and questions that will explore areas for growth.

October 11th
A Discussion About College Students with ADHD/LD
with Theresa Maitland, Coordinator, Academic Success Program
College students with ADHD/LD are the largest and fastest growing population of disabled students at UNC-Chapel Hill and on other campuses. While this is good news for these students, research suggests that they may be at greater risk. They maybe more likely to have lower retention and graduation rates, take longer to graduate as well as experience significant academic, emotional and/or social problems in college. Although seeking services can enhance their success, these students are notorious for not accessing resources (e.g. studies suggest less than 20% of college students with ADHD/LD actually use help). At this Brown Bag Lunch we will discuss the common issues these students encounter in college and resources available at UNC. The "warning signs that may signal that a student has an undiagnosed attentional or learning disability will be discussed and existing options for obtaining an evaluation. We will also brainstorm effective ways to communicate with students to facilitate their awareness and use of resources.

November 15th
The Student-Athlete Experience
with Jenn Townshend, Associate Director of the Center for Student Success and Academic Counseling, and Spencer Welborn, Assistant Dean, Academic Advising
Athletics play a significant role at Carolina. But how many of us know what it is really like to be a student athlete? This session will highlight the demands of the day-to-day and in-season/out-of-season schedules of our student-athletes. We will look at factors that impact their college experience, their academic performance, their course choices and their ability to take advantage of high-impact opportunities such as research, internships and service learning. Considerations of their responsibilities in representing their team, their university and in some cases even their home countries will be explored, along with a discussion of the support services provided by the University.

December 13th
Mindfulness and Meditation for Ourselves and Our Students
with Dr. Dan Darnell, Psychologist, Counseling and Psychological Services
It's the end of the semester and the winter holidays are approaching! It's a perfect time for a presentation and discussion about what mindfulness is and how living mindfully enhances well-being. We will also talk about ways to meditate and what a regular practice of meditation can do for you.

Bring a friend!

For further information or requests for future topics, contact:
Cynthia Demetriou, Office of Undergraduate Education, cyndem@email.unc.edu
Gary Miller, Academic Advising, gary.miller@unc.edu
Kelli Raker, Student Wellness, raker@email.unc.edu
Maureen Windle, Counseling and Psychological Services, mawindle@email.unc.edu

From: Finch, Nora Lynn <nlfinch@theacc.org>
Sent: Tuesday, September 3, 2013 3:45 PM
To: Miller, Beth <bethmiller@unc.edu>; Christine Krellwitz (christine@gocards.com); Erik Johnson (Erik.s.johnson@bc.edu); Jaclyn Jacki Silar (jsilar@duaa.duke.edu); Jane Miller (jm2y@virginia.edu); Jennifer Strawley (j.strawley@miami.edu); Jill Bodensteiner (jbodenst@nd.edu); Jody Mooradian (mooradjo@bc.edu); kbarbar@CLEMSON.EDU; Lisa Rudd (lrudd@vt.edu); Broome, Lissa L <lbroome@email.unc.edu>; Michael Lipitz <michael_lipitz@ncsu.edu>; Sharon McCloskey (smcclosk@vt.edu); Stacey Brann (sbrann@athletics.pitt.edu); Terry Donovan (tadonova@syr.edu); Theresa Wenzel (twenzel@athletics.gatech.edu); Vanessa Fuchs <vfuchs@admin.fsu.edu>; walkerbg@wfu.edu
Cc: Swofford, John <jswofford@theacc.org>; Audra Smith (audra@clemson.edu); Dennis Wolff (djwolff@vt.edu); Erik Johnson (erik.s.johnson@bc.edu); Jeff Walz (j.walz@louisville.edu); Jennifer Hoover (hooverjm@wfu.edu); Joanne Boyle (Jb4xd@virginia.edu); Joanne P. McCallie (jpmccallie@duaa.duke.edu); Katie Meier (coachmeier@miami.edu); MaChelle Joseph (mjoseph@athletics.gatech.edu); Muffet McGraw (mmcgraw@nd.edu); Quentin Hillsman (qjhillsm@syr.edu); Sue Semrau (ssemrau@fsu.edu); Suzie McConnell-Serio (coachmcconnellserio@athletics.pitt.edu); Hatchell, Sylvia R <shatchell@unc.edu>; Wes Moore (wes_moore@ncsu.edu); Hecker, Brad <bhecker@theacc.org>; Duke, Alyssa <aduke@theacc.org>; Ufnowski, Amy <aufnowski@theacc.org>; Curtis, Charlene <ccurtis@theacc.org>
Subject: Future Tournament Hotel Preference Request

ACC

TO: Women's Basketball Committee

FROM: Nora Lynn Finch

CC: Commissioner Swofford, Head Coaches, Brad Hecker, Alyssa Duke, Charlene Curtis, Amy Ufnowski

SUBJECT: Request for 2015-2017 Tournament Hotel Preferences (October 15 deadline)

DATE: September 3, 2013

One of our Women's Basketball Committee meeting agenda topics that we did not address two weeks ago, but which requires your immediate attention, is the selection of team hotels for future conference tournaments. Please discuss the hotel options with your head coach as quickly as possible, and please reply by email to me with a copies to Brad and Alyssa at your earliest convenience. Please note our deadline of October 15 to formally reply.

The protocol will be to assign team hotels for three (3) consecutive years (2015, 2016, and 2017).

- We will collect each institution's top five (5) preferences, in rank order.
- Teams will be assigned to hotels relative to your rankings.
  - If only one team (Team A) selects Hotel 1 as its #1 choice, Team A will be assigned to Hotel 1.
  - There are several hotels to which multiple teams will be assigned.
    - If Team B also ranks Hotel 1 as its first choice, and Hotel 1 is designated to host 2 teams, then Teams A and B would be assigned to Hotel 1 without a drawing if they are the only 2 teams ranking Hotel 1 as their first choice.

- Following the scenario above, if 3 or more teams select Hotel 1 as #1, the names of all of those teams will be put into a bowl.
    - The women's basketball staff will draw 2 teams from the bowl.
    - The names of the teams not drawn will be returned to the unassigned group but will not be considered for an assignment until all #1 rankings have been assigned.
        - VERY IMPORTANT NOTE: All #1 rankings will be considered as a group before any #2 rankings are considered.
            - If your #1 choice is not assigned to you, you will not be eligible for an assignment until all #1 choices have been honored.
        - If your team is not assigned your #1 choice, it is possible that you will "lose out" on opportunities to be assigned your #2 choice (or #3 or #4) if other teams list your second, third, etc. preferences as their #1 preferences.
- The women's basketball staff will conduct blind draws of the teams for the hotels as necessary when there are multiple numeric (the same rank order number) requests for the same property until all teams have been assigned a hotel.
- If you fail to qualify for one of your five (5) preferred properties, I will call you to discuss your options.

- At this time, there is no Conference policy prohibiting pep bands from staying at your team hotel provided the team sharing your hotel approves; the Committee will be asked to consider pep band hotel policies for the 2015-2017 tournaments on a future conference call.

Hotels that have indicated a willingness to host more than one team follow:

- Airport Marriott (2)
- Embassy Suites (2)
- Grandover Resort (2)
- Greensboro Downtown Marriott (2)
- Proximity Hotel (2)
- Sheraton Four Seasons (5 teams assigned for 2014 – can host more)

If you wish to discuss the selection protocol and/or any of the particular amenities or locations of any of the properties listed, please call Brad (336-369-4670) or me.

As you know, our contract with the Greensboro Coliseum includes the 2014 and 2015 ACC Women's Basketball Tournaments. At the 2012 Spring Meeting, the Women's Basketball Committee and head coaches overwhelmingly supported the continuation of the tournament in Greensboro. Therefore, the Conference has engaged Evan Appel to assist Jeff Elliott, Ben Tario, and me in preparation of discussions with Matt Brown and Scott Johnson with the goal of arriving at a mutually arranged continuation. Should those anticipated plans be disrupted, the hotel assignments will obviously be voided for non-applicable years.

Thank you for helping us with the process!

NORA LYNN FINCH
Senior Associate Commissioner, Women's Basketball
O: 336.369.4669 | C: 336.601.3042
nlfinch@theacc.org
theACC.com • @theACC

From: Remus, Dana <dremus@email.unc.edu>
Sent: Tuesday, September 3, 2013 3:49 PM
To: Broome, Lissa L <lbroome@email.unc.edu>; Haney, Sarah K <shaney@email.unc.edu>
Subject: RE: Lunch?

Sounds great to me!

From: Broome, Lissa L
Sent: Tuesday, September 03, 2013 3:07 PM
To: Haney, Sarah K; Remus, Dana
Subject: RE: Lunch?
Does 1:00 at Café Carolina (in Meadowmont) work for everyone on 9/17?
Lissa

From: Haney, Sarah K
Sent: Tuesday, September 03, 2013 3:04 PM
To: Remus, Dana; Broome, Lissa L
Subject: RE: Lunch?
Hello Dana and Lissa,
I would love to get together!
I am free those 3 days as well, however the 17th is the best for me (I can make any of them work though).
Thanks,
Sarah

From: Remus, Dana
Sent: Friday, August 30, 2013 4:06 PM
To: Broome, Lissa L; Haney, Sarah K
Subject: RE: Lunch?
Hi to you both, Lissa, I would love to have lunch. Thanks for the invite. And Sarah, I am very much looking forward to meeting you. Of these dates, I am free Sept. 10, 17 or 24th.
Best, Dana

From: Broome, Lissa L
Sent: Friday, August 30, 2013 2:32 PM
To: Haney, Sarah K; Remus, Dana
Subject: Lunch?

Hi Sarah and Dana – I would like to invite you both to lunch to introduce the two of you. Sarah is our rowing coach and Dana is a new faculty member at the law school. Dana rowed at Harvard and helped coach at Yale while she was attending law school there. I know Dana is interested in learning more about the rowing program at UNC.
Here are some dates that work for me for lunch. Let me know if any of these work for the two of you:
September 3, 10, 17, 20, 24, 27
Enjoy the long weekend.
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Finch, Nora Lynn <nlfinch@theacc.org>
Sent: Tuesday, September 3, 2013 4:12 PM
To: Miller, Beth <bethmiller@unc.edu>; Christine Krellwitz (christine@gocards.com); Erik Johnson (Erik.s.johnson@bc.edu); Jaclyn Jacki Silar (jsilar@duaa.duke.edu); Jane Miller (jm2y@virginia.edu); Jennifer Strawley (j.strawley@miami.edu); Jill Bodensteiner (jbodenst@nd.edu); Jody Mooradian (mooradjo@bc.edu); kbarbar@CLEMSON.EDU; Lisa Rudd (lrudd@vt.edu); Broome, Lissa L <lbroome@email.unc.edu>; Michael Lipitz <michael_lipitz@ncsu.edu>; Sharon McCloskey (smcclosk@vt.edu); Stacey Brann (sbrann@athletics.pitt.edu); Terry Donovan (tadonova@syr.edu); Theresa Wenzel (twenzel@athletics.gatech.edu); Vanessa Fuchs <vfuchs@admin.fsu.edu>; walkerbg@wfu.edu
Cc: Swofford, John <jswofford@theacc.org>; Audra Smith (audra@clemson.edu); Dennis Wolff (djwolff@vt.edu); Erik Johnson (erik.s.johnson@bc.edu); Jeff Walz (j.walz@louisville.edu); Jennifer Hoover (hooverjm@wfu.edu); Joanne Boyle (Jb4xd@virginia.edu); Joanne P. McCallie (jpmccallie@duaa.duke.edu); Katie Meier (coachmeier@miami.edu); MaChelle Joseph (mjoseph@athletics.gatech.edu); Muffet McGraw (mmcgraw@nd.edu); Quentin Hillsman (qjhillsm@syr.edu); Sue Semrau (ssemrau@fsu.edu); Suzie McConnell-Serio (coachmcconnellserio@athletics.pitt.edu); Hatchell, Sylvia R <shatchell@unc.edu>; Wes Moore (wes_moore@ncsu.edu); Hecker, Brad <bhecker@theacc.org>; Duke, Alyssa <aduke@theacc.org>; Ufnowski, Amy <aufnowski@theacc.org>; Curtis, Charlene <ccurtis@theacc.org>
Subject: Future Tournament Hotel Preference Request
Attach: Women's ACC Tournament Hotel Info Sheet_ 15-17.pdf

Sorry that failed to include the attachment – thanks for the heads up, Jenn!

NORA LYNN FINCH
Senior Associate Commissioner, Women's Basketball
O: 336.369.4669 | C: 336.601.3042
nlfinch@theacc.org
theACC.com • @theACC

From: Finch, Nora Lynn
Sent: Tuesday, September 03, 2013 3:45 PM
To: bmiller@uncaa.unc.edu; Christine Krellwitz (christine@gocards.com); Erik Johnson (Erik.s.johnson@bc.edu); Jaclyn "Jacki" Silar (jsilar@duaa.duke.edu); Jane Miller (jm2y@virginia.edu); Jennifer Strawley (j.strawley@miami.edu); Jill Bodensteiner (jbodenst@nd.edu); Jody Mooradian (mooradjo@bc.edu); kbarbar@CLEMSON.EDU; Lisa Rudd (lrudd@vt.edu); Lissa Broome (lbroome@email.unc.edu); 'Michael Lipitz'; Sharon McCloskey (smcclosk@vt.edu); Stacey Brann (sbrann@athletics.pitt.edu); Terry Donovan (tadonova@syr.edu); Theresa Wenzel (twenzel@athletics.gatech.edu); 'Vanessa Fuchs'; walkerbg@wfu.edu
Cc: John Swofford (jswofford@theacc.org); Audra Smith (audra@clemson.edu); Dennis Wolff (djwolff@vt.edu); Erik Johnson (erik.s.johnson@bc.edu); Jeff Walz (j.walz@louisville.edu); Jennifer Hoover (hooverjm@wfu.edu); Joanne Boyle (Jb4xd@virginia.edu); Joanne P. McCallie (jpmccallie@duaa.duke.edu); Katie Meier (coachmeier@miami.edu); MaChelle Joseph (mjoseph@athletics.gatech.edu); Muffet McGraw (mmcgraw@nd.edu); Quentin Hillsman (qjhillsm@syr.edu); Sue Semrau (ssemrau@fsu.edu); Suzie McConnell-Serio (coachmcconnellserio@athletics.pitt.edu); Sylvia Hatchell (shatchell@uncaa.unc.edu); Wes Moore (wes_moore@ncsu.edu); bhecker@theacc.org; Duke, Alyssa; Amy Ufnowski (aufnowski@theacc.org); Charlene Curtis (ccurtis@theacc.org)

Subject: Future Tournament Hotel Preference Request
Importance: High

TO: Women's Basketball Committee

FROM: Nora Lynn Finch

CC: Commissioner Swofford, Head Coaches, Brad Hecker, Alyssa Duke, Charlene Curtis, Amy Ufnowski

SUBJECT: Request for 2015-2017 Tournament Hotel Preferences (October 15 deadline)

DATE: September 3, 2013

One of our Women's Basketball Committee meeting agenda topics that we did not address two weeks ago, but which requires your immediate attention, is the selection of team hotels for future conference tournaments. Please discuss the hotel options with your head coach as quickly as possible, and please reply by email to me with a copies to Brad and Alyssa at your earliest convenience. Please note our deadline of October 15 to formally reply.

The protocol will be to assign team hotels for three (3) consecutive years (2015, 2016, and 2017).

- We will collect each institution's top five (5) preferences, in rank order.
- Teams will be assigned to hotels relative to your rankings.
    - If only one team (Team A) selects Hotel 1 as its #1 choice, Team A will be assigned to Hotel 1.
    - There are several hotels to which multiple teams will be assigned.
        - If Team B also ranks Hotel 1 as its first choice, and Hotel 1 is designated to host 2 teams, then Teams A and B would be assigned to Hotel 1 without a drawing if they are the only 2 teams ranking Hotel 1 as their first choice.
    - Following the scenario above, if 3 or more teams select Hotel 1 as #1, the names of all of those teams will be put into a bowl.
        - The women's basketball staff will draw 2 teams from the bowl.
        - The names of the teams not drawn will be returned to the unassigned group but will not be considered for an assignment until all #1 rankings have been assigned.
            - VERY IMPORTANT NOTE: All #1 rankings will be considered as a group before any #2 rankings are considered.
                - If your #1 choice is not assigned to you, you will not be eligible for an assignment until all #1 choices have been honored.
            - If your team is not assigned your #1 choice, it is possible that you will "lose out" on opportunities to be assigned your #2 choice (or #3 or #4) if other teams list your second, third, etc. preferences as their #1 preferences.
    - The women's basketball staff will conduct blind draws of the teams for the hotels as necessary when there are multiple numeric (the same rank order number) requests for the same property until all teams have been assigned a hotel.
    - If you fail to qualify for one of your five (5) preferred properties, I will call you to discuss your options.
- At this time, there is no Conference policy prohibiting pep bands from staying at your team hotel provided the team sharing your hotel approves; the Committee will be asked to consider pep band hotel policies for the 2015-2017 tournaments on a future conference call.

Hotels that have indicated a willingness to host more than one team follow:

- Airport Marriott (2)
- Embassy Suites (2)
- Grandover Resort (2)
- Greensboro Downtown Marriott (2)
- Proximity Hotel (2)
- Sheraton Four Seasons (5 teams assigned for 2014 – can host more)

If you wish to discuss the selection protocol and/or any of the particular amenities or locations of any of the properties listed, please call Brad (336-369-4670) or me.

As you know, our contract with the Greensboro Coliseum includes the 2014 and 2015 ACC Women's Basketball Tournaments. At the 2012 Spring Meeting, the Women's Basketball Committee and head coaches overwhelmingly supported the continuation of the tournament in Greensboro. Therefore, the Conference has engaged Evan Appel to assist Jeff Elliott, Ben Tario, and me in preparation of discussions with Matt Brown and Scott Johnson with the goal of arriving at a mutually arranged continuation. Should those anticipated plans be disrupted, the hotel assignments will obviously be voided for non-applicable years.

Thank you for helping us with the process!

NORA LYNN FINCH
Senior Associate Commissioner, Women's Basketball
O: 336.369.4669 | C: 336.601.3042
nlfinch@theacc.org
theACC.com • @theACC

City of Greensboro ACC Women's Basketball Team Hotels- 2015-2017

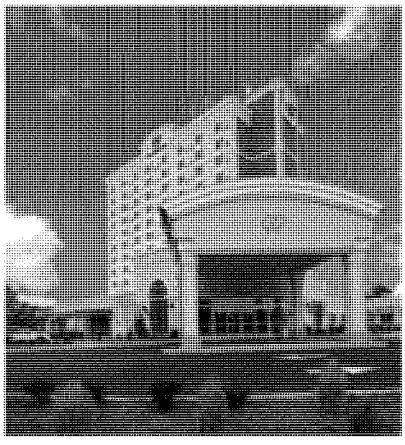

Doubletree Hotel
(One Team)
3030 High Point Road, Greensboro, NC, 27403

- Full Service Hotel
- Restaurant
- 175 Guest Rooms/ Suites
  - 87 Kings
  - 88 Doubles
- Meeting Rooms
- 1 Mile from Coliseum
- **Rate: 2015 - $179.00**
  2016 - $179.00
  2017 - $179.00

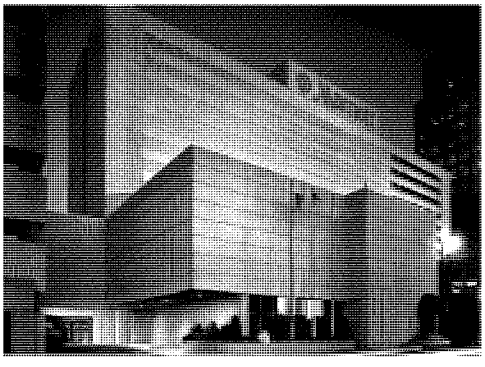

Downtown Marriott
(One Team)
304 N. Greene St., Greensboro, NC, 27401

- Full Service Hotel
- Restaurant
- 275 Guest Rooms/ Suites
  - 120 Kings
  - 148 Doubles
  - 7 Suites
- Meeting Rooms
- 3 Miles from Coliseum
- **Rate: 2015 - $136.00**
  2016 - $138.00
  2017 - $140.00

Embassy Suites
204 Centre Port Dr., Greensboro, NC, 27409

- Full Service Hotel
- 219 Guest Rooms- All Suites
  - 177 Kings
  - 42 Doubles
- Restaurant
- Meeting Rooms
- 9 Miles from Coliseum
- **Rate: 2015 - $159.00**
  2016 - $164.00
  2017 - $169.00

City of Greensboro ACC Women's Basketball Team Hotels- 2015-2017

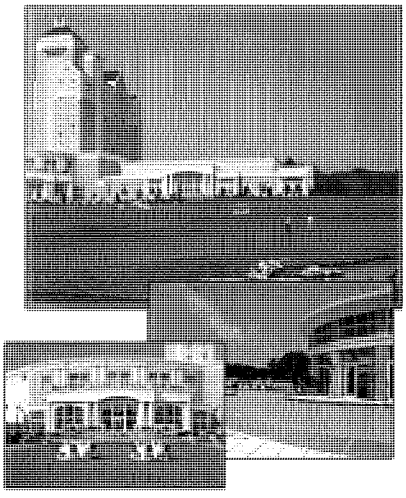

Grandover Resort and Conference Center
1000 Club Road, Greensboro, NC, 27407

- Full Service Hotel
- Restaurant
- 247 Guest Rooms/Suites
  - 152 Kings
  - 51 Doubles***

(If two teams staying at property, maximum double request=24)

  - 39 Junior Suites
  - 5 Suites***
- Meeting Rooms
- 8 Miles from Coliseum
- **Rate: 2015 - $176.00**
  2016 - $179.00
  2017 - $182.00

***** Suites are on the top floors and not on the same floors as doubles*****

Greensboro Marriott, Airport
#1 Marriott Drive, Greensboro, NC, 27409

- Full Service Hotel
- Restaurant
- 299 Guest Rooms /Suites
  - 147 Kings
  - 141 Doubles
  - 8 Executive Kings
  - 3 Suites
- Meeting Rooms
- 11 Miles from Coliseum
- **Rate: 2015 - $159.00**
  2016 - $164.00
  2017 - $169.00

O. Henry Hotel
624 Green Valley Road, Greensboro, NC, 27408

- Full Service- Boutique Hotel
- Breakfast Bar, Green Valley Grill on Site
- 131 Guest Rooms/Suites
  - 100 Kings
  - 21 Doubles
  - 10 Suites
- 3 Miles from Coliseum
- **Rate: 2015 - $181.00**
  2016 - $185.00
  2017 - $189.00

City of Greensboro ACC Women's Basketball
Team Hotels- 2015-2017

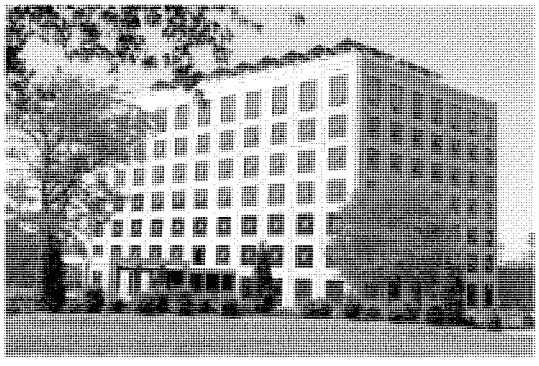

Proximity Hotel
704 Green Valley Road, Greensboro, NC, 27408

- Sister Hotel of the O.Henry Hotel
- Full Service Hotel
- 147 Guest Rooms / Suites
  - 101 Kings
  - 36 Doubles
  - 10 Suites
- Meeting Rooms
- 3 Miles from Coliseum
- **Rate: 2015 - $181.00**
  2016 - $185.00
  2017 - $189.00

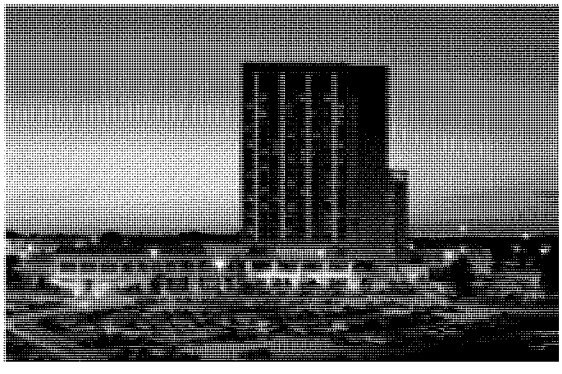

Sheraton Four-Seasons Hotel
3121 High Point Road, Greensboro, NC, 27407

- Full Service Hotel
- Restaurant
- 984 Guest Rooms/Suites
  - 261 Kings
  - 653 Doubles
  - 70 Suites
- Meeting Rooms
- 1 Mile from Coliseum
- **Rate: 2015 - $147.00**
  2016 - $149.00
  2017 - $151.00

From: no_reply@email.unc.edu
Sent: Tuesday, September 3, 2013 4:48 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Title IX Coordinator Open Forums

FROM: Title IX Coordinator Search Committee

The Title IX Coordinator reports to the Equal Opportunity/ADA/Title IX Officer with a dotted-line report to the Chancellor, and has primary responsibility for oversight of the University's Title IX efforts. The Title IX Coordinator will assist the University of North Carolina at Chapel Hill in achieving its goals of providing an open, diverse and inclusive learning and working environment by monitoring the University's compliance with Title IX regulations and requirements.

The search committee for the Title IX Coordinator position is pleased to announce that three candidates have accepted our invitation for campus interviews. The following open forums have been scheduled for a presentation and question and answer session. This is an opportunity for the campus community to interact with the candidates and provide feedback as a part of the interview process.

Ms. Crystal Coombes: Sept. 9, 2013, 3:00 – 4:00 p.m., FPG Student Union – Room 3408

Mr. Howard Kallem: Sept. 13, 2013, 3:00 – 4:00 p.m., FPG Student Union – Room 3408

Ms. Jayne Grandes: Sept. 18, 2013, 3:00 – 4:00 p.m., FPG Student Union – Room 3408

The topic for each forum will be "What are the biggest Title IX challenges colleges and universities face today and what best practices do you recommend for addressing these challenges? What strategies would you suggest for Title IX prevention and education on campus and what experience do you have with these initiatives?"

We hope you will join us and take the time to complete a short evaluation form after their visits. Your opinions will be invaluable to the committee members in preparing a report for the Interim Director of the Equal Opportunity/ADA Office.

The position description, cv/resumes and evaluation form for the selected candidates are available on the following website: http://equalopportunity-ada.unc.edu/title-ix/title-ix-coordinator-search/.

This message is sponsored by: Equal Opportunity/ADA Office

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that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

From: North Carolina Bar Association <ncbar@ncbar.ccsend.com>
Sent: Tuesday, September 3, 2013 4:51 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: NCBA e-bar

Tuesday, Sept. 3, 2013 | Volume 13, No. 36

LEGAL COMMUNITY

Wills for Military | The NCBA YLD will hold its first Wills for Military event in Charlotte on Saturday, Sept. 28, from 9 a.m. to 5:30 p.m. (last appointment 4 p.m.) at the Charlotte Campus of DeVry University, located at 2015 Ayrsley Town Blvd. Patterned after YLD's Wills for Heroes program, Wills for Military provides free estate planning documents for service personnel and their families. Volunteer now!

Wills for Heroes | Volunteers are also needed for the first Wills for Heroes clinic of the new bar year, which will be held Saturday, Sept. 14, from 9 a.m. to 4:30 p.m. (last appointment 3 p.m.) at the Wake Tech Public Safety Education Campus, located near Garner at 321 Chapanoke Road, Raleigh.

Firm Changes Name | Hutchens, Senter, Kellam & Pettit, P.A., is now known as Hutchens Law Firm. The firm has a new name and logo, but its partnership and legal name are unchanged. Hutchens has a combined 32 NCBA members at its Fayetteville, Charlotte and Wilmington offices.

In Memoriam | Henry Little "Buck" Kitchin of Southport died Aug. 29 at the age of 74. He practiced law in Rockingham from 1970-2010 with the firm now known as Kitchin, Neal, Webb, Webb & Futrell. A memorial service will be held on Saturday, Sept. 7, at 2 p.m. at St. Philip's Episcopal Church in Southport, preceded by visitation at 12:30 p.m. at the church's Chapel of the Cross. Charles B. Hunt of Raleigh died Aug. 29 of natural causes at the age of 30. He practiced with McGuireWoods and was serving as president of the Wake County Bar Association's Young Lawyers Division at the time of his death. A celebration of life service will be held Friday, Sept. 6, at 11 a.m. at Berean Baptist Church, 2400 E. Millbrook Road, Raleigh. James Thomas Oxendine of Salisbury died Aug. 28 at the age of 47. He practiced in Salisbury for more than 20 years.

IN THE OFFICE

Law Practice Matters | Need some advice on generating content for your legal blog or law firm website? LinkedIn page need some help? Could your firm benefit from outsourcing? Erik Mazzone, director of the NCBA's Center for Practice Management, has the answers to these questions and more at Law Practice Matters.

Effective Communication? | Robert Ambrogi of Robert Ambrogi's LawSites wants to know how effective or ineffective bar associations are in communicating and connecting with their members. If you'd like to participate in this "unscientific research," drop Bob an email or message him on Twitter. While you're at it, we'd like to know too.

Blogs

10 Conversations Not To Have By Email | NC Law Blog | Lee Rosen
Creating the Perfect Post | The Rainmaker Blog
Not Your Father's Engagement Agreement | Attorney At Work

Jobs

Dean, School of Law | Elon University School of Law | Greensboro
Paralegal, Trade Mark Formalities | GlaxoSmithKline | Raleigh
Corporate Immigration Paralegal | Moore & Van Allen | Charlotte
Immigration Paralegal | Dayna Kelly, PC | Chapel Hill

ACROSS THE PROFESSION

Inman's in | Special Superior Court Judge Lucy Inman of Wake County will seek Judge Robert C. Hunter's seat on the N.C. Court of Appeals in 2014. Judge Hunter, of Marion, has announced that he will retire at the end of his current term.

Opinions Filed | The N.C. Court of Appeals filed new opinions today. New N.C. Supreme Court opinions filed Aug. 28 are also accessible via this link.

Rails-to-Trails | When Congress created the Rails-to-Trails program in 1983, little thought was given to the legal liability associated with converting unused railroad tracks into recreational trails. Now that the federal government has shelled out $49 million in the past year alone to the owners of land abutting the trail, and with 8,000 claims pending, folks are beginning to notice.

This email was sent to lbroome@email.unc.edu by ebar@ncbar.org |
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North Carolina Bar Association | 8000 Weston Parkway | Cary | NC | 27513

From: Neal, Kathy <kcneal@unc.edu>
Sent: Tuesday, September 3, 2013 5:14 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] Carolina in the News-- September 3, 2013

Carolina in the News
September 3, 2013
Here is a sampling of links and notes about Carolina people and programs cited recently in the media:
International Coverage
Moderate 5 hours a week exercise doesn't up risk of knee osteoarthritis
Hong Kong Herald (ANI)
Aug. 30
Engaging in moderate physical activity up to two and a half hours a week does not increase the risk of developing knee osteoarthritis over a 6-year follow-up period in adults age 45 and older, a new study has revealed. ... Joanne Jordan, MD, MPH, senior study author and director of the Thurston Arthritis Research Center in the University of North Carolina School of Medicine, said that moderate physical activities are those that produce some increase in heart rate or breathing, like rapid walking.
UNC Release:
http://news.unchealthcare.org/news/2013/august/moderate-physical-activity-does-not-increase-risk-of-knee-osteoarthritis
http://www.hongkongherald.com/index.php/sid/216727310/scat/656c762851046e9d/ht/Moderate-5-hours-a-week-exercise-doesnt-up-risk-of-knee-osteoarthritis#sthash.kYOZRmGN.dpuf
Related links:
http://www.medicalnewstoday.com/articles/265442.php
http://www.bayoubuzz.com/healthcare/healthcare-news/item/523971-knee-osteoarthritis-risk-unaffected-by-moderate-exercise
Soon, pill to prevent heart attacks
Deccan Chronicle (India)
Sept. 1
Researchers have uncovered a key platelet protein that may offer a new angle for developing drugs to prevent strokes and heart attacks. Lead study author Stephen Holly , PhD, assistant professor of biochemistry and biophysics at the University of North Carolina School of Medicine, said that I think we're at the start of an exciting journey of drug discovery for a new class of antithrombotic therapies.
UNC Release:
http://news.unchealthcare.org/news/2013/august/unc-researchers-find-promising-new-angle-for-drugs-to-prevent-stroke-and-heart-attack
http://www.deccanchronicle.com/130901/lifestyle-health-and-well-being/article/soon-pill-prevent-heart-attacks
Related link (Chicago Tribune/Reuters):
http://www.chicagotribune.com/health/sns-rt-us-heart-daiichi-20130831,0,6136255.story
National Coverage
Bloomberg BusinessWeek
Breaking the Ice: A B-School Primer on Making Faculty Friends
Aug. 30
Once upon a time students brought an apple for their teachers to start their relationships off on the right foot. An apple might not be the right approach for MBA students at the start of the school year, but they should try to reap the benefits of a strong rapport with their professors. Here, professors and students share their tips on how to maximize these relationships. ... Rather than waiting until you're struggling with something, be proactive about getting in touch, says Sridhar Balasubramanian (known to his students as Dr. B), a marketing professor at UNC's Kenan-Flagler Business School. Reach out to professors in person, on LinkedIn (LNKD), and even in the summer, he adds. ...
http://www.businessweek.com/articles/2013-08-30/breaking-the-ice-a-b-school-primer-on-making-faculty-friends
Ancient Samson Mosaic Uncovered In Israeli Synagogue; Beautiful Art Fascinates Scholars
The Huffington Post
Aug. 31
Beautifully preserved mosaics unearthed in a fifth-century Israeli synagogue have intrigued religious scholars with their depictions of both Biblical and possibly non-Biblical figures.
The stunning artwork was discovered as part of an ongoing excavation at a synagogue in Huqoq, an ancient Jewish village in Israel's lower Galilee. A team has been working at the site since 2011, led in part by Jodi Magness, a distinguished professor of religious studies at the University of North Carolina at Chapel Hill.
UNC Release:
http://uncnews.unc.edu/content/view/6087/107/
http://www.huffingtonpost.com/2013/08/31/ancient-mosaics-uncovered-israeli-synagogue_n_3845753.html
Many Hispanics Don't Check for Skin Cancer: Study
Newsday
Aug. 30
A new study finds that more than three out of four Hispanics may fail to examine their skin regularly for signs of cancer. "We know that the rates of melanoma, one of the deadliest skin cancers, are on the rise globally, and in the United States Hispanics and African-Americans often present to physicians with more advanced cases of the cancer," Dr. Aida Lugo-Somolinos, a professor of dermatology at the University of North Carolina at Chapel Hill, said...
UNC Release:
http://uncnews.unc.edu/content/view/6186/107/
http://www.newsday.com/news/health/many-hispanics-don-t-check-for-skin-cancer-study-1.5987397
Professor: Booker admitted to inventing stories about drug-dealer friend
The Washington Post
Aug. 29
The conservative National Review reports that a Rutgers University professor says Cory Booker admitted to him that a drug-dealing friend that Booker has frequently talked about on the campaign trail was an invented character. Booker in the past has regularly talked about a drug-dealer named "T-Bone," but questions were raised years ago — and are being raised again now that Booker is likely to become a U.S. senator — about whether that person actually exists. ...Walter C. Farrell, a professor of social work at the University of North Carolina, tells me that he has long had ties to Newark and, upon hearing Booker recount his experiences with T-Bone, set out to look for him. ...
http://www.washingtonpost.com/blogs/post-politics/wp/2013/08/29/professor-booker-admitted-to-inventing-stories-about-drug-dealer-friend/
Mourners Continue to Have Faith
Indian Country Today Media Network

Sept. 2
Just have faith.That's the message inscribed on Faith Hedgepeth's headstone in Warrenton, North Carolina. It also has become a mantra for Hedgepeth's family and friends, who have waited nearly a year for answers in the teen's death. ...September 7 marks the one-year anniversary of the day Hedgepeth, a 19-year-old sophomore at the University of North Carolina Chapel Hill and a member of the Haliwa-Saponi Tribe, was found dead at about 11 a.m. in her off-campus apartment
http://indiancountrytodaymedianetwork.com/2013/09/02/friends-and-family-slain-native-student-continue-have-faith-151050

State & Local Coverage

Report reiterates clash between UNC athletics, academics
WRAL-TV
Sept. 3
A panel of leaders in higher education released a report on Tuesday highlighting ways the University of North Carolina at Chapel Hill can improve how it handles the "complex maze of athletics," particularly in regard to how athletics impact academic goals and campus life.
http://www.wralsportsfan.com/report-reiterates-clash-between-unc-athletics-academics/12846030/

Panel proposes changes for academic-athletic balance at UNC
The News & Observer (Raleigh)
Sept. 3
By Jane Stancill
A panel of experts has recommended 28 changes and new approaches that could better balance academics and athletics at UNC-Chapel Hill, following several years of bruising scandals. The panel, chaired by Hunter Rawlings, president of the Association of American Universities, suggested reforms in administrative oversight, financial transparency and autonomy of university officials when it comes to admissions, tutoring and other academic matters.
http://www.newsobserver.com/2013/09/03/3160617/panel-proposes-changes-for-academics.html#storylink=cpy

UNC Releases:
http://uncnews.unc.edu/content/view/6196/107/
http://uncnews.unc.edu/content/view/6195/68/
http://rawlingspanel.web.unc.edu/

Related links:
http://www.bizjournals.com/triangle/news/2013/09/03/panel-recommends-changes-at-unc-to.html
http://www.wncn.com/story/23325683/report-calls-for-new-policies-involving-athletics-at-unc
http://www.news-record.com/news/article_7208699c-14b3-11e3-a57d-001a4bcf6878.html

You're applying to college when?
Charlotte Observer
Sept. 2
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http://www.charlotteobserver.com/2013/09/02/4282820/youre-applying-to-college-when.html#storylink=cpy

Custom clothier tries a storefront
Charlotte Observer
Sept. 3
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http://www.charlotteobserver.com/2013/09/03/4281681/custom-clothier-tries-a-storefront.html#storylink=cpy

Agricultural biotech startup AgBiome gears up
Herald-Sun (Durham)
Sept. 1
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http://www.heraldsun.com/news/showcase/x2042205146/Agricultural-biotech-startup-AgBiome-gears-up

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UNC Release:
http://uncnews.unc.edu/content/view/6179/66/
http://www.newsobserver.com/2013/09/01/3150632/loudon-wainright-iii-delves-into.html#storylink=cpy
Related link:
http://www.indyweek.com/indyweek/surviving-twin/Event?oid=3702019

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http://chapelboro.com/news/unc/unc-roundtable-discussion-focuses-on-syria/

Issues & Trends

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http://www.insidehighered.com/news/2013/09/03/study-examines-trends-phd-programs-produce-political-science-professors#ixzz2dq5jB2kf

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http://www.bizjournals.com/triangle/blog/2013/08/despite-obamacare-most-triangle.html

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News & Observer (Raleigh)

Charlotte Observer

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Kathy Neal
UNC News Services
Phone: (919) 962-8596
Cell/Voice mail:

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email to leave-33525770-53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: UNC News <news@unc.edu>
Sent: Tuesday, September 3, 2013 5:16 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] Carolina in the News -- Sept. 3, 2013

Carolina in the News
September 3, 2013
Here is a sampling of links and notes about Carolina people and programs cited recently in the media:
International Coverage
Moderate 5 hours a week exercise doesn't up risk of knee osteoarthritis
Hong Kong Herald (ANI)
Aug. 30
Engaging in moderate physical activity up to two and a half hours a week does not increase the risk of developing knee osteoarthritis over a 6-year follow-up period in adults age 45 and older, a new study has revealed. ... Joanne Jordan, MD, MPH, senior study author and director of the Thurston Arthritis Research Center in the University of North Carolina School of Medicine, said that moderate physical activities are those that produce some increase in heart rate or breathing, like rapid walking.
UNC Release:
http://news.unchealthcare.org/news/2013/august/moderate-physical-activity-does-not-increase-risk-of-knee-osteoarthritis
http://www.hongkongherald.com/index.php/sid/216727310/scat/656c762851046e9d/ht/Moderate-5-hours-a-week-exercise-doesnt-up-risk-of-knee-osteoarthritis#sthash.kYOZRmGN.dpuf
Related links:
http://www.medicalnewstoday.com/articles/265442.php
http://www.bayoubuzz.com/healthcare/healthcare-news/item/523971-knee-osteoarthritis-risk-unaffected-by-moderate-exercise
Soon, pill to prevent heart attacks
Deccan Chronicle (India)
Sept. 1
Researchers have uncovered a key platelet protein that may offer a new angle for developing drugs to prevent strokes and heart attacks. Lead study author Stephen Holly , PhD, assistant professor of biochemistry and biophysics at the University of North Carolina School of Medicine, said that I think we're at the start of an exciting journey of drug discovery for a new class of antithrombotic therapies.
UNC Release:
http://news.unchealthcare.org/news/2013/august/unc-researchers-find-promising-new-angle-for-drugs-to-prevent-stroke-and-heart-attack
http://www.deccanchronicle.com/130901/lifestyle-health-and-well-being/article/soon-pill-prevent-heart-attacks
Related link (Chicago Tribune/Reuters):
http://www.chicagotribune.com/health/sns-rt-us-heart-daiichi-20130831,0,6136255.story
National Coverage
Bloomberg BusinessWeek
Breaking the Ice: A B-School Primer on Making Faculty Friends
Aug. 30
Once upon a time students brought an apple for their teachers to start their relationships off on the right foot. An apple might not be the right approach for MBA students at the start of the school year, but they should try to reap the benefits of a strong rapport with their professors. Here, professors and students share their tips on how to maximize these relationships. ... Rather than waiting until you're struggling with something, be proactive about getting in touch, says Sridhar Balasubramanian (known to his students as Dr. B), a marketing professor at UNC's Kenan-Flagler Business School. Reach out to professors in person, on LinkedIn (LNKD), and even in the summer, he adds. ...
http://www.businessweek.com/articles/2013-08-30/breaking-the-ice-a-b-school-primer-on-making-faculty-friends
Ancient Samson Mosaic Uncovered In Israeli Synagogue; Beautiful Art Fascinates Scholars
The Huffington Post
Aug. 31
Beautifully preserved mosaics unearthed in a fifth-century Israeli synagogue have intrigued religious scholars with their depictions of both Biblical and possibly non-Biblical figures.
The stunning artwork was discovered as part of an ongoing excavation at a synagogue in Huqoq, an ancient Jewish village in Israel's lower Galilee. A team has been working at the site since 2011, led in part by Jodi Magness, a distinguished professor of religious studies at the University of North Carolina at Chapel Hill.
UNC Release:
http://uncnews.unc.edu/content/view/6087/107/
http://www.huffingtonpost.com/2013/08/31/ancient-mosaics-uncovered-israeli-synagogue_n_3845753.html
Many Hispanics Don't Check for Skin Cancer: Study
Newsday
Aug. 30
A new study finds that more than three out of four Hispanics may fail to examine their skin regularly for signs of cancer. "We know that the rates of melanoma, one of the deadliest skin cancers, are on the rise globally, and in the United States Hispanics and African-Americans often present to physicians with more advanced cases of the cancer," Dr. Aida Lugo-Somolinos, a professor of dermatology at the University of North Carolina at Chapel Hill, said...
UNC Release:
http://uncnews.unc.edu/content/view/6186/107/
http://www.newsday.com/news/health/many-hispanics-don-t-check-for-skin-cancer-study-1.5987397
Professor: Booker admitted to inventing stories about drug-dealer friend
The Washington Post
Aug. 29
The conservative National Review reports that a Rutgers University professor says Cory Booker admitted to him that a drug-dealing friend that Booker has frequently talked about on the campaign trail was an invented character. Booker in the past has regularly talked about a drug-dealer named "T-Bone," but questions were raised years ago — and are being raised again now that Booker is likely to become a U.S. senator — about whether that person actually exists. ...Walter C. Farrell, a professor of social work at the University of North Carolina, tells me that he has long had ties to Newark and, upon hearing Booker recount his experiences with T-Bone, set out to look for him. ...
http://www.washingtonpost.com/blogs/post-politics/wp/2013/08/29/professor-booker-admitted-to-inventing-stories-about-drug-dealer-friend/
Mourners Continue to Have Faith
Indian Country Today Media Network

Sept. 2
Just have faith.That's the message inscribed on Faith Hedgepeth's headstone in Warrenton, North Carolina. It also has become a mantra for Hedgepeth's family and friends, who have waited nearly a year for answers in the teen's death. ...September 7 marks the one-year anniversary of the day Hedgepeth, a 19-year-old sophomore at the University of North Carolina Chapel Hill and a member of the Haliwa-Saponi Tribe, was found dead at about 11 a.m. in her off-campus apartment
http://indiancountrytodaymedianetwork.com/2013/09/02/friends-and-family-slain-native-student-continue-have-faith-151050

State & Local Coverage

Report reiterates clash between UNC athletics, academics
WRAL-TV
Sept. 3
A panel of leaders in higher education released a report on Tuesday highlighting ways the University of North Carolina at Chapel Hill can improve how it handles the "complex maze of athletics," particularly in regard to how athletics impact academic goals and campus life.
http://www.wralsportsfan.com/report-reiterates-clash-between-unc-athletics-academics/12846030/

Panel proposes changes for academic-athletic balance at UNC
The News & Observer (Raleigh)
Sept. 3
By Jane Stancill
A panel of experts has recommended 28 changes and new approaches that could better balance academics and athletics at UNC-Chapel Hill, following several years of bruising scandals. The panel, chaired by Hunter Rawlings, president of the Association of American Universities, suggested reforms in administrative oversight, financial transparency and autonomy of university officials when it comes to admissions, tutoring and other academic matters.
http://www.newsobserver.com/2013/09/03/3160617/panel-proposes-changes-for-academics.html#storylink=cpy

UNC Releases:
http://uncnews.unc.edu/content/view/6196/107/
http://uncnews.unc.edu/content/view/6195/68/
http://rawlingspanel.web.unc.edu/

Related links:
http://www.bizjournals.com/triangle/news/2013/09/03/panel-recommends-changes-at-unc-to.html
http://www.wncn.com/story/23325683/report-calls-for-new-policies-involving-athletics-at-unc
http://www.news-record.com/news/article_7208699c-14b3-11e3-a57d-001a4bcf6878.html

You're applying to college when?
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http://www.reflector.com/news/volunteer-helps-adults-learn-read-2147945

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http://chapelboro.com/news/unc/unc-roundtable-discussion-focuses-on-syria/

Issues & Trends

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From: Boger, Jack <jcboger@email.unc.edu>
Sent: Tuesday, September 3, 2013 5:54 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Harry Groves's Memorial Service, and Paul Hardin's 2011 Reflections on Harry's Career

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Dear Friends,
I promised more information about the memorial service for Henry Brandis Emeritus Professor Harry E. Groves, who died at Carolina Meadows on Saturday, August 24, 2013. Paul Hardin has graciously shared word that a service will be held tomorrow, Wednesday, September 4th at 2:00 pm at the Carolina Meadows Auditorium. Ken Broun and I will be leaving from my office about 1:20 to attend the service; we'd be happy to give a ride to anyone else who'd like to attend.
I'm attaching a most interesting tribute to Harry written by our colleague Paul Hardin, who interviewed Harry in November of 2011 after he had delivered a talk to a Carolina Meadows group. Among the details Paul shares with his readers: Harry was the author of six books and 30 law review articles; and he was one of the principal draftspersons of the statutes that authorized and regulated continuing care communities such as Carolina Meadows and Carol Woods, now widely imitated throughout the United States. Thanks to you, Paul, for this warm and personable account.
Jack

From: Paul Hardin [mailto @gmail.com]
Sent: Tuesday, September 03, 2013 1:02 PM
To: Boger, Jack
Subject: Harry Groves speaks on "Race in a Changing Triangle: A Memoir"

Harry Groves speaks on "Race in a Changing Triangle: A Memoir"

Nov 26, 2011

From resident PR Committee member Paul Hardin:

Dr. Harry Groves, one of the first presidents of the Residents Association at Carolina Meadows, spoke to a packed house recently in the Gallery at The Fairways. His chosen topic was "Race in a Changing Triangle: A Memoir," and he spoke from his personal experience in two separate sojourns in Durham: the first, two years of teaching law at North Carolina Central University, 1949-51.

Dr. Harry Groves, left, speaks with Paul Hardin. Photo by Joe Mengel.

Those of us in the audience who had known Durham in 1949-51 were amazed at the clarity of the verbal picture Dr. Groves painted of Pettigrew and Fayetteville streets, the three prominent black-owned and managed businesses near that intersection that set Durham apart from other North Carolina cities, and the impressive black residential section of Durham convenient to those businesses and to the College. He described in some detail two of the more prominent residences: the first, occupied by a medical doctor and his family; the second by a vice president of the North Carolina Mutual Life Insurance Company and his family. The larger of the two houses sold for $50,000, a stunning illustration of the low cost/value of real estate in that black neighborhood in the 1950s.

Other establishments of that time and in that part of Durham were a movie house, hotel, two doctors' offices, one lawyer's office, a beauty shop, a barber shop, and a cafe, which, Dr. Groves now recalls, served good meals to the all-black neighborhood. There was also a weekly newspaper that published news of interest to black persons, and even a hospital, Lincoln Hospital, then serving only blacks, now still in existence and serving as a clinic for poor persons of all races.

In that first period of the Groves's residency in Durham, all neighborhood entertainment was in the homes of residents, since there was no access for blacks to public restaurants and other entertainment facilities. All black children went to the same school and their families to the same segregated churches. Neither Harry nor Evelyn Groves ever met in those days a white person who had education comparable to theirs, and there was virtually no social relationship between educated whites and blacks. Harry recalls that they had polite relationships with whites who worked at Sears or other stores and as service representatives in the telephone company and other utilities.

As noted earlier, Harry's and Evelyn's first stay in Durham was for only two years. They came back 23 years later to a very different Durham and in very different circumstances. Harry, who had had a distinguished interim career as a military and civilian lawyer, college dean, and college president, was now Professor of Law and Dean of the Law School at North Carolina Central University. Obviously, his access to both black and white communities in Durham was much better than in his days as a very young law teacher.

Durham had changed also. Central had become a significant institution, and that was both a cause and effect of easier social and educational relationships between educated blacks and whites in Durham. The elite homes along Fayetteville Street had become older, of course, but they had not become a ghetto. At Central, Dr. Groves continued his scholarly career, which now includes authorship of six books on constitutional law and more than 30 journal articles. He also holds the title of Professor Emeritus at UNC Law School.

Although Harry modestly did not mention it in his memoir, he is North Carolina's most prominent legal expert on Continuing Care Retirement Communities. In the words of his friend Bill Aycock, Harry practically "wrote the book" on this industry of which Carolina Meadows is a sterling example. His legal expertise is only half of that story. He and Evelyn also had the experience of living in two such communities. They first moved into Carolina Meadows in 1989, later moved to a similar retirement community in the District of Columbia, remained there for several years, and, happily for us, came back to the Meadows in 2006.

The entire Carolina Meadows community was deeply saddened when Harry's beloved Evelyn lost her battle with a long illness just a few weeks ago. Harry remains with us as a revered elder statesman, our most learned legal authority on Continuing Care Retirement Communities, and a man with countless friends and admirers.

Posted by

Paul Hardin

From: nobody@notify.unc.edu on behalf of JNWatson@unch.unc.edu
Sent: Tuesday, September 3, 2013 8:16 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: INFORMATIONAL: Research Study

This email was approved by the UNC Office of Human Research Ethics Biomedical IRB on 5/15/2013. IRB Study # 13-0005.

The UNC Department of Psychiatry is currently seeking people who have a diagnosis of major depressive disorder, without psychotic symptoms, to participate in a research study. The purpose of the study is to determine if adding asenapine to an antidepressant in patients who have a diagnosis of Major Depressive Disorder without psychosis, who have not fully responded to at least 6 weeks of treatment with the antidepressant alone, results in improvement of depressive symptoms.

Patients may qualify if they:
*are 18-65 years of age
*have a diagnosis of Major Depressive Disorder without Psychotic Symptoms
*continue to have depressive symptoms even though they are being treated with an antidepressant

The study will last 6 weeks, and visits will take place at the UNC STEP Research Clinic at the North Carolina Psychiatric Research Center (NCPRC) in Raleigh.

Study-related benefits include study medication and related psychiatric care at no cost. Subjects will be compensated for time and effort.

If you are interested in learning more about the study, or to make a referral, please contact Joy Watson at 919-733-5229 or JNWatson@unch.unc.edu.

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: no_reply@email.unc.edu
Sent: Wednesday, September 4, 2013 12:04 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Hypertension Treatment Study

Do you have high blood pressure? Are you not currently taking medication to control your blood pressure?

Researchers from the UNC School of Medicine are conducting a study to examine the effect of using plasma renin levels to guide medication treatment for hypertension. Plasma renin is an enzyme in the blood that plays a role in the regulation of blood pressure. By determining whether your plasma renin levels are high or low (with a blood draw), we may be able to determine your hypertension subtype and get your blood pressure under control more quickly, and with fewer medications.

You may be eligible to participate if:

- You have a recent blood pressure measurement (from a doctor's office or hospital visit) of greater than or equal to 160 systolic OR greater than or equal to 100 diastolic
- You are 18 years of age or older
- You are not currently taking any blood pressure medications
- You are not currently pregnant or trying to become pregnant
- You do not have diabetes (requiring medication), coronary artery disease or kidney disease
- You have no known allergies to sulfonamide
- You have no history of gout

If you choose to participate, you will receive free medication to treat your high blood pressure (standard, approved drugs) and a home blood pressure monitor to keep.

If you would like more information, please contact Emily Olsson at (919)843-5234, or email emolsson@unc.edu.

This study has been approved by the Biomedical Institutional Review Board at UNC-CH on 07-05-2012. IRB#: 12-1133

This email is sponsored by: The UNC-Department of Family Medicine

This message is sponsored by: UNC Family Medicine

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that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
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From: no_reply@email.unc.edu
Sent: Wednesday, September 4, 2013 12:08 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Research Subjects Needed for Pediatric Psoriasis S

Research Subjects needed for Pediatric Psoriasis Research Study

If you have or know a child with plaque psoriasis, they may be eligible to participate in a research study evaluating a topical psoriasis medication in children.

All study related visits, study medication and evaluations will be provided to eligible participants at no cost. Subjects will receive compensation for time and travel.

For more information, please contact:

Emily Olsson
Phone: 919-843-5234
Email: emolsson@unc.edu

This study has been approved by the Biomedical Institutional Review Board at UNC-CH on 06-14-2013. IRB#: 13-1678

This email is sponsored by: The UNC-Department of Dermatology

This message is sponsored by: UNC Dermatology

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Today at Carolina Law: Wednesday, September 4, 2013

TODAY'S EVENTS

- LexisNexis Training
- AALSA General Interest Meeting
- Winning Writing Samples: A WLRC Wednesday Workshop
- BLSA General Body Meeting
- Carolina Public Interest Law Organization (C-PILO) Welcome Meeting
- Death Penalty Project Interest Meeting
- Getting Involved in Carolina Law Republicans
- U.S. Navy JAG Information Session
- UNC-MTS Moot Court Competition meeting
- Clio training

ONGOING SIGNUPS & OPPORTUNITIES

- Register for North Carolina Law Review Symposium: Health Care Decisions in the New Era of Health Care Reform (Signup ends 10/2/2013)
- Race to End Domestic Violence Race Registration (Signup ends 10/5/2013)

UPCOMING EVENTS

Career Development

- Ask the CDO (9/11/2013)

Clinical Programs

- Clio Training (9/5/2013)

Continuing Legal Education

- 2013 Dan K. Moore Program in Ethics (10/4/2013)

International Programs

- Exchange Students Mtg. (9/5/2013)
- UNC-Middle Temple Society Moot Court Competition (9/11/2013)

Library

- LexisNexis Training-1L Class Prep Boot Camp (9/5/2013)
- LexisNexis Training (9/11/2013)
- LexisNexis Training (9/18/2013)

Pro Bono

- "Lawyer on the Line" Pro Bono Project Interest Meeting (9/11/2013)
- Information Session: Unemployment Insurance Benefits Pro Bono Project (9/11/2013)

Student Events and Organizations

- ACLU First Meeting (9/5/2013)
- Child Action General Interest Meeting (9/5/2013)
- Student Bar Association Weekly Meeting (9/5/2013)
- Student Organization Treasurers â€" Mandatory Meeting (9/5/2013)
- Teen Court General Interest and Welcome Meeting (9/5/2013)

From Twitter

UNC LAW CDO (UNCLAWCDO) on Twitter

UNC LAW CDO: Questions about writing samples for job/internship apps? This Wednesday at noon: "Winning Writing Samples," presented by the CDO and WLRC
8:28 AM Sep 3rd from web

UNC CLEAR (UNCCLEAR) on Twitter

UNC CLEAR: Our next Environmental Scholar is Jody Freeman! Read more: http://t.co/3L1ktsuEM0
8:02 AM Sep 3rd from Facebook

Doug Edmunds (unclawinfotech) on Twitter

Doug Edmunds: Just heard a wonderfully compelling review of iOS7 by @alexismadrigal on Fresh Air (after cool Zorn piece). Sounds like a real game changer.
8:03 PM Sep 3rd from Twitter for iPhone

UNC School of Law (unc_law) on Twitter

UNC School of Law: RT @UNC_Global: Panel discussion 5 pm today: intervention in #Syria http://t.co/eYSUfLjZ2d @UNCPressblog @DailyTarheel @UNC_law @UNCJSchoolâ€¦
12:20 PM Sep 3rd from web

- Dean's Advisory Council Meeting (9/5/2013)
- Native American Law School Association Welcome Back Interest Meeting (9/11/2013)
- North Carolina Law Review Symposium: Health Care Decisions in the New Era of Health Care Reform (10/4/2013)

Writing and Learning Resources Center

- WLRC Workshop Series: Note-Taking (9/11/2013)
- WLRC Workshop Series: Reading Efficiently (9/18/2013)

From: Haney, Sarah K <shaney@email.unc.edu>
Sent: Wednesday, September 4, 2013 6:22 AM
To: Remus, Dana <dremus@email.unc.edu>
Cc: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: Lunch?

9/17 at 1:00 at Cafe Carolina works for me.
Thanks!
Sarah

Sent from my iPhone

On Sep 3, 2013, at 3:48 PM, "Remus, Dana" <dremus@email.unc.edu> wrote:

Sounds great to me!

From: Broome, Lissa L
Sent: Tuesday, September 03, 2013 3:07 PM
To: Haney, Sarah K; Remus, Dana
Subject: RE: Lunch?
Does 1:00 at Café Carolina (in Meadowmont) work for everyone on 9/17?
Lissa

From: Haney, Sarah K
Sent: Tuesday, September 03, 2013 3:04 PM
To: Remus, Dana; Broome, Lissa L
Subject: RE: Lunch?
Hello Dana and Lissa,
I would love to get together!
I am free those 3 days as well, however the 17th is the best for me (I can make any of them work though).
Thanks,
Sarah

From: Remus, Dana
Sent: Friday, August 30, 2013 4:06 PM
To: Broome, Lissa L; Haney, Sarah K
Subject: RE: Lunch?
Hi to you both, Lissa, I would love to have lunch. Thanks for the invite. And Sarah, I am very much looking forward to meeting you. Of these dates, I am free Sept. 10, 17 or 24th.
Best, Dana

From: Broome, Lissa L
Sent: Friday, August 30, 2013 2:32 PM
To: Haney, Sarah K; Remus, Dana
Subject: Lunch?

Hi Sarah and Dana – I would like to invite you both to lunch to introduce the two of you. Sarah is our rowing coach and Dana is a new faculty member at the law school. Dana rowed at Harvard and helped coach at Yale while she was attending law school there. I know Dana is interested in learning more about the rowing program at UNC.
Here are some dates that work for me for lunch. Let me know if any of these work for the two of you:
September 3, 10, 17, 20, 24, 27
Enjoy the long weekend.
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

<image001.jpg>

From: Clark, Jennifer L <clarkjen@email.unc.edu>
Sent: Wednesday, September 4, 2013 10:53 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Changes in assigned duties in the Finance Office

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[Message was sent to entire Law School Community]
Faculty,
Good morning. Due to the recent resignation of Melisa Campbell in the Finance Office we have done some restructuring of the office and realigned many of the duties. I wanted to share these changes and update you with contact information for questions regarding our various functions.
Robin Council will now serve as Accountant in the Finance Office and will have responsibility for all Law Foundation activities as well as monthly financial reports.
Sakita Williams will continue to serve as Lead Accounting Technician and will continue to have responsibility for monthly reporting of Professional Development balances. Sakita will also have responsibility for all PRF's for units 19 and 74 as well as all travel and CABS related requests. Sakita will also now be the primary contact for all direct charges (ITS, Telecom, Parking, Carolina Inn, etc.) for the School of Law.
Teresa Dong will continue in her role as Accounting Technician and will still process all PRF's (excluding units 19 and 74). Teresa will be assuming the responsibility of processing all cash/check and credit card deposits in addition to processing all p-card transactions.
We will be updating the Finance Policy and Procedure section on My Carolina Law shortly to reflect the new contact information for the various functions in our office. If you have any questions in the meantime please let me know. Jen
Jen Clark
Assistant Dean for Finance
UNC-CH School of Law
CB #3382
Chapel Hill, NC 27599
P – 919-843-1170
F – 919-843-7652
www.law.unc.edu

Carolina Law in the News

Carolina Law in the News: Wednesday, September 4, 2013

ABOUT CAROLINA LAW IN THE NEWS

Carolina Law in the News is a weekly newsletter published by the communications office at UNC School of Law to provide a compilation of select external media references about the school. The newsletter is published each Tuesday. Please submit additional links to law_news@unc.edu. Deadline is 10 a.m. each Monday.

Please note some news services require a subscription.

NEWS

UNC Roundtable Discussion Focuses on Syria

Chapelboro.com - Chapel Hill, NC - 9/2/13

Panel member, Professor Mark Weisburd, is a specialist in international law, and teaches civil procedure, international law and a course on international human rights for the UNC School of Law. Weisburd said that using force to prevent war crimes, or to punish a country for war crimes, is not contemplated by the U.N. Charter. He added that in situations such as this, it is often a case of conflicting rationales of the responsibility to intervene, versus adhering to the Charter.

UNC Panel Explores Moral Monday

The Daily Tar Heel - Chapel Hill, NC - 8/30/13

Law professor Kareem Crayton explained that the Voting Rights Act was passed in 1965 in response to tactics used against blacks at the polls, including voter intimidation, poll taxes and literacy tests. The problems were most common in Southern states.

Some at UNC Question Obama Law School Plan

The Daily Tar Heel - Chapel Hill, NC - 8/30/13

Jack Boger, dean of the UNC School of Law, said he believes Obama's comments stemmed from seeing the difficulty of placing law school graduates in jobs and the high costs of legal education. He said UNC's program has not significantly raised tuition - while other public law schools such as the University of California at Berkeley have increased tuition by as much as 50 to 100 percent in recent years.

Kinnaird, Ginsburg Get It Exactly Wrong On Retirements

News and Observer - Raleigh, NC - 8/27/13

Eric L. Muller is the Dan K. Moore Distinguished Professor at the University of North Carolina School of Law.

Impeach Obama: Red Meat for the Base, or Do Republicans Have Evidence?

International Business Times - New York, NY - 8/25/13

Probably not, said Michael Gerhardt, a constitutional law professor at the University of North Carolina, Chapel Hill. "Being close to doing something wrong is not the same as doing something wrong," Gerhardt said. "When [Coburn] says perilously close, I guess he needs to be very clear about what he's talking about." The professor added that impeachment is not meant to be used as a substitute for elections.

At the Table of Brotherhood

Herald-Sun - Durham, NC - 8/24/13

His father, with help from Thurgood Marshall, was the first black man to go to UNC Law School after successfully winning the case of Carmichael v. McKissick. He was a chairman of the Congress of Racial Equality and also fought many civil rights cases in court.

Federal Judge Overturns Phila. Man's 1992 Murder Conviction

Daily News - Philadelphia, PA - 8/23/13

"Today is a victory for justice," one of the attorneys, Ryan Guilds '97, said in a statement. "For the lawyers on this case, many of whom have spent nearly their entire professional lives working on behalf of Mr. Dennis, today's ruling is an indescribable professional triumph. For Mr. Dennis, it is even more - it is an affirmation of his innocence and a chilling reminder that he has spent over two decades on death row for a crime he did not commit."

Additional news items can be submitted to law_news@unc.edu. Deadline is 10 a.m. Monday.
Search the Archives.

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From: no_reply@email.unc.edu
Sent: Wednesday, September 4, 2013 12:32 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [FORMAL NOTICE] Thursday Night Football Game

TO: Deans, Directors and Department Chairs;
HR Officers

FROM: Brenda Richardson Malone, Vice Chancellor for Human Resources

On Thursday, Oct. 17, the North Carolina Tar Heels will host the Miami Hurricanes for a nationally televised football game at Kenan Stadium, starting at 8 p.m. This Thursday night game, which will occur during Fall Break, is expected to attract a large crowd of fans on campus, starting in the afternoon.

As communicated last spring, the University *will not* alter the workday or close early. However, due to the expected increase in traffic on campus beginning in mid-afternoon, we do advise departments and supervisors to be as flexible as possible in allowing employees to choose to work a flexible schedule and avoid traffic and inconvenience.

The Athletics Department and Department of Public Safety will provide additional information about the event, specifically regarding parking and transportation details and events in Chapel Hill, closer to the date of the game.

Employees who choose not to work their regularly scheduled hours on Oct. 17 because of this special event must make up the time or code leave for those hours. Several options will allow employees to be paid for these hours without undue hardship:

-- Employees can work the additional hours during that week, with management's approval, by either coming in early, staying late, working a reduced lunch break or some combination of the above on the other four days in that same workweek (Oct. 14, 15, 16, 18).

-- Employees can use available FY14 leave to cover the time. FY14 leave must be used before compensatory, vacation or bonus time.

-- If FY14 leave is not available, employees can use any accrued compensatory time, or available vacation or bonus leave, to cover the hours if they prefer.

Second- and third-shift employees will be expected to work their usual schedule unless they follow their usual leave procedures.

For additional information about work time and leave options, contact your School/Division HR Office.

This message is sponsored by: Office of Human Resources

From: no_reply@email.unc.edu
Sent: Wednesday, September 4, 2013 2:53 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Older adult research participants needed

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We are looking for older adults to participate in research seeking to better understand how we engage with computer interfaces over extended periods of time.

Who: Older adults age 60 – 80 years.
What: The purpose of this research study is to better understand the role of practice in a serial-reaction time task. A serial-reaction time task involves responding to stimuli presented on a computer screen by pressing corresponding buttons on the keyboard. Participation will take about 2 hours and subjects will be reimbursed up to 20$ for their time.
Where: UNC-Chapel Hill Campus, Davie Hall
Contact: (919) 843-2117 @live.unc.edu)
(919) 843-2117 @unc.edu)

Study Title: The role of practice on a serial-reaction time task
Study #: 13-0999
Approval Date: 2/14/2013
Approved By: UNC-Chapel Hill OFFICE OF HUMAN RESEARCH ETHICS

This message is sponsored by: Department of Psychology

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From: Vangelder, Marielle A <mvangeld@email.unc.edu>
Sent: Wednesday, September 4, 2013 3:51 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Assistant Director of Compliance Candidate

Hi Lissa –
I hope this finds you well.
I was hoping you may be willing to meet with one of our candidates for our vacant Assistant Director of Compliance position. She will be on on-campus Thursday September 12, 2013. Do you have 30 minutes of availability to meet with her?
Please let me know at your convenience.
Thank you!
Marielle
Marielle A. vanGelder
Associate Athletic Director
University of North Carolina
Phone: (919) 962-7853
Fax: (919) 962-6002
mvangelder@unc.edu

From: no_reply@email.unc.edu
Sent: Wednesday, September 4, 2013 3:56 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Call for Nominations Burroughs Wellcome Fund 2013 Career Awards for Medical Scientists

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The Career Awards for Medical Scientists (CAMS) is a reformulation of the BWF's Career Awards in the Biomedical Sciences (CABS), which provided similar bridging postdoctoral and initial faculty support to researchers in the basic biomedical sciences, including researchers who held the PhD only. The NIH introduced the new K99/R00 Pathway to Independence awards that provide bridging support similar to that of the CABS program. In response, the BWF CAMS program is focused on increasing the number of physician-scientists and keeping them in research. Candidates should have an M.D., D.D.S., D.V.M., or equivalent clinical degree. Proposals must be in the area of basic biomedical, disease oriented, translational, or molecular, genetic, or pharmacological epidemiology research.

As a general guideline, candidates should not be more than 120 months (10 years) past their most recent doctorate. Candidates must be committed to a full-time career in research and be citizens or permanent residents of the U.S. or Canada.

BWF acknowledges that most postdoctoral level researchers will move to new institutions to begin their independent research careers, and awardees may request to have their award transferred. Approval will be based on whether the move will enhance the awardee's scientific growth and development.

The University may nominate five candidates for this award. Nomination of women and candidates from underrepresented minorities is particularly encouraged. Due to the limitation on submissions, central coordination of the university's nominations for this award is necessary.

For additional information, visit the web page for this award at http://www.bwfund.org/pages/188/Career-Awards-for-Medical-Scientists/
which includes a link to the Burroughs Wellcome Fund's award website.

To nominate a candidate for the Career Awards for Medical Scientists program, please send the following materials to the Office of Postdoctoral Affairs at opa@unc.edu (no hard copies, please):

1) A nomination letter from the candidate's postdoctoral advisor, addressed to Dr. Mark Heise;
2) A current copy of the candidate's curriculum vitae;
3) Three names of potential internal reviewers who could speak
Knowledgably about the nominee's research and three names of external references
4) A summary of up to two pages of the research plan that would be
proposed to the Burroughs Wellcome Fund. In accordance with material requested from the BWF, the summary should address the scope and significance of the postdoctoral research and the work planned for faculty years. (To be submitted before the final October 1, 2012 deadline)

We must have your nominations by Thursday, September 19th to be considered for the October 1 deadline.

If you have questions or need assistance, contact Dr. Sibby Anderson Thompkins, director of the Office of Postdoctoral Affairs, at sibby@email.unc.edu. Again, please share this announcement with faculty in your unit who may wish to make a nomination.

This message is sponsored by: Office of Postdoctoral Affairs

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From: no_reply@email.unc.edu
Sent: Wednesday, September 4, 2013 4:03 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] 2014 Carolina Summer Reading Program Book Nominations

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Dear Carolina community members:

With the enthusiasm of a new fall semester still fresh, it seems too early to begin thinking about next summer and next fall. Yet, the 2014 Carolina Summer Reading Program Book Selection Committee--comprised of faculty, staff, and students--will soon begin the process of selecting the 2014 Carolina Summer Reading Program book.

We invite all members of the UNC-Chapel Hill community to recommend books for our consideration. Criteria for book selection include the following desirable qualities:

• Intellectually stimulating: stretching students' minds, causing students to think about things they might not have thought about previously.
• Enjoyable, engaging, relatively short, and of current interest.
• Able to provoke interesting discussion.
• Appropriate for the level of maturity of incoming students.
• Having a theme or topic applicable to students' lives (for example, societal, political, or ethical issues).

Do you have a favorite book that meets these criteria? What book do you think will stimulate critical discussion among incoming Carolina students? To make your suggestion, visit the Carolina Summer Reading Program website: http://summerreading.web.unc.edu. Full consideration will be given to all book recommendations received by Monday, September 30, 2013.

Thank you for participating in this exciting and intellectually stimulating program.

Minrose Gwin
Chair, 2014 Summer Reading Program Book Selection Committee
Kenan Eminent Professor of English

This message is sponsored by: New Student & Carolina Parent Programs

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that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
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From: no_reply@email.unc.edu
Sent: Wednesday, September 4, 2013 4:08 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Research participants needed for The Effects of an Acute Integrative Therapeutic Approach to Altering Lower Extremity Movement Patterns

---

The UNC Department of Exercise and Sports Science is conducting a research study to examine lower extremity movement and loading patterns in healthy young adults (between the ages of 18-26) before and after a brief exercise intervention. More specifically, leg flexibility and 3D movement patterns will be assessed before and after instruction on how to perform certain exercises. Additionally, a taping intervention will also be performed to assess how it may alter movement.

Two separate visits to the Sports Medicine Research Laboratory would be required. The first is a screening session to determine if you meet the inclusion criteria (15 minutes). Two measurements would be taken that will determine if you meet the requirements. Then a second session would be necessary for data collection (2 hours). The data collection session includes performing a variety of flexibility assessments as well as 3D motion analysis. The motion analysis component includes a variety of very sport specific exercises, including squats, lunges, jump landings, and single leg cutting.

If you or someone you know meets the criteria for participation, please contact one of the investigators for more information and scheduling. Eligibility criteria for this research study are as follows:

Inclusion Criteria:
*Between the ages of 18-26 years old
*Prior experience playing sports (high school, collegiate) that incorporate jumping, cutting, pivoting, side-stepping movements such as in soccer, basketball, lacrosse, football, etc...
*Currently physically active
30 minutes of moderate level physical activity (running, sports) at least 3 times per week
*No history of lower extremity surgery
*No musculoskeletal injury within the past 6 months that limited physical activity for more than 2 days

Additional eligibility criteria are determined during the initial 15-minute screening session.
Contact Information for additional information about this research study is below.

Rebecca Begalle, MS, ATC
Sports Medicine Research Laboratory
Department of Exercise and Sport Science
Phone: (919) 962-7187
Email: rbegalle@email.unc.edu

Shiho Goto, MA, ATC
Neuromuscular Research Laboratory
Department of Exercise and Sport Science
Phone: (919) 843-2014
Email: sgoto@email.unc.edu

Email: @live.unc.edu

Sponsored by the Department of Exercise and Sports Science

This study (IRB # 13-2013) was approved by the Office of Human Research Ethics Biomedical Institutional Review Board on July 8th, 2013.

This message is sponsored by: EXSS

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From: no_reply@email.unc.edu
Sent: Wednesday, September 4, 2013 4:13 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Teen Study

We are recruiting adolescents age 13-18 to participate in a research study. We are testing an intervention that will require the adolescents to be part of a group that will meet for a once a week class for 6 weeks. Adolescents will receive up to $100 for participating in this study.

Please contact Pamela Phillips at Pamela_phillips@med.unc.edu or 919-966-8586 for more information.

This study has been approved by the UNC Biomedical IRB on 4-26-2013, study #13-1162.

This email is sponsored by: Program on Integrative Medicine

This message is sponsored by: Program on Integrative Medicine

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From: no_reply@email.unc.edu
Sent: Wednesday, September 4, 2013 4:23 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Students with disabilities

Disabilities affect all of us in some way, whether we have a loved one living with a disability, know people living down the hall who have one, or have experienced a disability firsthand. Advocates for Carolina emphasizes the ideas that 'disability' is a word that should empower us and that our individual differences should be embraced.

Advocates For Carolina is UNC's first organization dedicated to disability awareness and advocacy work.

For information on our General Body Meeting:

Accessibility Resources & Service at the University of North Carolina
http://accessibility.unc.edu

Like us on Facebook! https://www.facebook.com/AdvocatesForCarolina

For accommodations and more information contact: @live.unc.edu

This message is sponsored by: Advocates For Carolia

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From: UNC News <news@unc.edu>
Sent: Wednesday, September 4, 2013 4:25 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: RE:[newsclips] Carolina in the News -- Sept. 3, 2013

Carolina in the News
Sept. 4
Here is a sampling of links and notes about Carolina people and programs cited recent in the media:
International Coverage
La felicità fa bene ai nostri geni! [Happiness is good for our genes!]
State of Mind (Italian; State of Mind is an online journal of psychology, psychotherapy, psychiatry and various topical issues.)
Sept. 4
Article covering Barbara Fredrickson's work; in Italian.
A rivelarlo è uno studio diretto da un gruppo di ricercatori degli Stati Uniti (UCLA's Cousins Center for Psychoneuroimmunology) e dell'Università del North Carolina al termine di una serie di ricerche compiute nell'arco di circa dieci anni.
UNC Release:
http://uncnews.unc.edu/content/view/6145/107/
http://www.stateofmind.it/2013/09/felicita-geni/
National Coverage
Almost half of college trainers feel compromised by coaches
NFL.com
By Bill Bradley, contributing editor
Sept. 4
Athletic trainers have been in demand over the past few years, with the rush of states passing youth concussion laws and guidelines for sideline protocols. But new research suggests that the medical staffs responsible for protecting college athletes often don't have the authority to do so. …The survey findings disturbed Kevin M. Guskiewicz, a leading concussion researcher from the University of North Carolina at Chapel Hill. "Any institution that places a coach in a supervisory role over the athletic trainer or allows a coach to put pressure on medical decisions is just asking for trouble," he says. …
http://www.nfl.com/news/story/0ap1000000237767/article/nearly-half-of-college-trainers-feel-compromised-by-coaches
Presidential Control Is Not Dead
Inside Higher Ed
Sept. 4
As president of the Association of American Universities, Hunter Rawlings is well aware of the fate met by numerous reports urging reform in college athletics: recommendations, however sound and well thought-out, go nowhere in the face of pressure to keep recruits coming and cash flowing to big-time sports programs. But this time is different, he insisted Tuesday while announcing the suggestions of a panel he chaired at the request of former University of North Carolina Chancellor Holden Thorp, who sought advice on how UNC and its peers might "tackle what most agree is a challenging issue for all of higher education."
http://www.insidehighered.com/news/2013/09/04/how-run-college-athletics-unc-and-nationwide-institutional-control-limited-spending#ixzz2dvldMxPg
Related links:
http://chronicle.com/blogs/players/report-proposes-28-ideas-for-improving-college-sports/33521
http://www.usatoday.com/story/sports/ncaaf/acc/2013/09/03/north-carolina-rawlings-panel-athletics-scandal-recommendations-jim-delany/2759871/
Scientists to sequence hundreds of newborns' genomes
Nature.com News Blog
Sept. 4
Hundreds of American babies will be pioneers in genomic medicine through a $25 million programme to sequence their genomes soon after they are born. Backers of the Genomic Sequencing and Newborn Screening Disorders research programme, unveiled today, say that it will test how useful and ethically sound it is for parents to know about their child's comprehensive genetic makeup at birth and through childhood. …Cynthia Powell at the University of North Carolina at Chapel Hill will lead a team that will report genetic defects relevant to sick babies' diagnoses. …
http://blogs.nature.com/news/
7 Ways Boomers and Millennials Differ at Work
The Fiscal Times
Sept. 4
Despite the stubbornly high unemployment rate among millennials, millions in this cohort are working office jobs side-by-side with boomers who haven't yet retired. …Millennials will make up 34 percent of the work force next year, but they'll comprise 46 percent of workers by 2020, according to a report by the University of North Carolina. …
UNC Release (blog):
http://blogs.kenan-flagler.unc.edu/2012/05/10/maximizing-millennials-in-the-workplace/
http://www.thefiscaltimes.com/Articles/2013/09/04/7-Ways-Boomers-and-Millennials-Differ-at-Work.aspx#LmFFRyYUzPGv3v7C.99
Research consortium, FDA establish HCV collaboration
Healio
Infectious Disease News (website)
Sept. 3
The Hepatitis C Therapeutic Registry and Research Network has announced a collaboration with the FDA for sharing data on the use and management of new HCV therapies. The research consortium, known as HCV-TARGET, incorporates 103 locations in 31 states, as well as in Puerto Rico, Canada and Europe. Investigators from the University of Florida and the University of North Carolina at Chapel Hill lead the project, which receives sponsorship from various pharmaceutical companies. …
UNC Release:
http://news.unchealthcare.org/news/2013/august/fda-academia-and-industry-team-up-to-end-hepatitis-c
http://www.healio.com/infectious-disease/hepatitis-resource-center-2013/research-consortium-fda-establish-hcv-collaboration
PlayMakers Repertory Company Will Present World Premiere of Loudon Wainwright III's Surviving Twin
Playbill.com (website)
Sept. 3
The world premiere of Surviving Twin, written and performed by Grammy Award-winning singer-songwriter Loudon Wainwright III, will be presented by PlayMakers Repertory Company. The concert-style theatrical piece, which kicks off the 2013-14 PRC² Series season at the theatre in residence at the University of North Carolina at Chapel Hill, will run Sept. 4-8
UNC Release:

http://uncnews.unc.edu/content/view/6179/66/
http://www.playbill.com/news/article/181708-PlayMakers-Repertory-Company-Will-Present-World-Premiere-of-Loudon-Wainwright-Ills-Surviving-Twin

Regional Coverage

Research may prevent ACL damage in women
WKAV-TV (Oregon)
Sept. 3
Women are two to eight times more likely than men to suffer a debilitating tear of the anterior cruciate ligament (ACL) in the knee and a new study suggests that a combination of body type and landing techniques may be to blame. In two new studies recently published online in the Journal of Athletic Training, lead author Marc Norcross of Oregon State University documents how women who were asked to undergo a series of jumping exercises landed more often than men in a way associated with elevated risk of ACL injuries. ...Researchers from University of North Carolina at Chapel Hill and Greensboro contributed to this study.
http://www.kval.com/news/tech/ACL-injuries-may-be-prevented-by-different-landing-strategy-222199061.html

State & Local Coverage

Johnston Health has started on its $50 million expansion project.
Triangle BizBlog
Triangle Business Journal
Sept. 4
Johnston Health will break ground on its $50 million expansion project in Clayton this morning, a project that will move 50 inpatient beds to the facility and could improve the hospital's financial performance. ...In projections submitted to state regulators, JMC-Clayton would add $22 million of net patient revenue just from inpatient services. ...Those projections were made before Johnston Health announced it would negotiate a partnership with UNC Health Care.
http://www.bizjournals.com/triangle/blog/2013/09/50m-expansion-on-tap-for-local-hospital.html

Consolidation recommended for health, social services departments; New Hanover board to hear presentation
PortCityDaily.com (Wilmington)
Sept. 3
After months of discussion and study by a group of medical professionals and county staff, New Hanover County is set to decide whether to merge its health and social services departments into a consolidated human services agency. Specifically, the boards of health and social services would sign a memorandum of understanding that would grant operational oversight to the county manager, with the boards retaining their rulemaking, policymaking and advisory functions. ... But County Manager Chris Coudriet, in his official recommendation to the county board of commissioners, says the memorandum of understanding approach is not allowable under state statutes, according to the **UNC School of Government**.
http://portcitydaily.com/2013/09/03/consolidation-recommended-for-health-social-services-departments-new-hanover-board-to-hear-presentation-tonight/

Issues & Trends

Additional Rawlings Report Coverage

International

International Business Times (Australia)
Panel Led by North Carolina: 'Sit out at-risk Freshmen'
Sept. 4
If a panel formed by North Carolina would have its way, freshmen athletes granted special academic consideration would have to sit out their first year. The panel, formed in the wake of an academic fraud scandal that led to the resignation of UNC's chancellor, made the "redshirt freshman" recommendation on top of others, covering academic support and athletic expenses.
http://au.ibtimes.com/articles/503553/20130904/ncaa-unc-reforms.htm

National

UNC panel offers athletics admissions, finance changes
USA TODAY
Sept. 3
A committee appointed by the University of North Carolina to find ways its scandal-scarred sports program can improve submitted a series of recommendations Tuesday that included considering making specially admitted athletes ineligible for a year, increasing the transparency of the athletics department's financial data and developing a mandatory education program for coaches.
Related AP story clips:
ESPN: http://espn.go.com/college-sports/story/_/id/9631779/unc-panel-pushes-reforms-college-athletics
Boston Herald: http://bostonherald.com/news_opinion/national/south/2013/09/unc_panel_pushes_reforms_to_college_athletics

Report Proposes 28 Ideas for Improving College Sports
The Chronicle of Higher Education
Sept. 4
A new report that comes in response to scandals at the University of North Carolina at Chapel Hill could provide a road map for college-sports leaders hoping to strengthen ties between academics and athletics.The report, which was released on Tuesday, details 28 ideas for shoring up such areas as governance, finance, and admissions as they relate to big-time sports. Among other things, the document proposes clearer lines of responsibility throughout the athletic department, stricter controls on outside influences, and greater limits on the hours that students spend on sports.
http://chronicle.com/blogs/players/report-proposes-28-ideas-for-improving-college-sports/33521

Presidential Control Is Not Dead
Inside Higher Ed
Sept. 4
As president of the Association of American Universities, Hunter Rawlings is well aware of the fate met by numerous reports urging reform in college athletics: recommendations, however sound and well thought-out, go nowhere in the face of pressure to keep recruits coming and cash flowing to big-time sports programs. But this time is different, he insisted Tuesday while announcing the suggestions of a panel he chaired at the request of former University of North Carolina Chancellor Holden Thorp, who sought advice on how UNC and its peers might "tackle what most agree is a challenging issue for all of higher education."
http://www.insidehighered.com/news/2013/09/04/how-run-college-athletics-unc-and-nationwide-institutional-control-limited-spending#ixzz2dvIdMxPg

North Carolina panel pushes reforms to college athletics
The Associated Press Sporting News
Sept. 3
A panel created by the University of North Carolina at Chapel Hill says the Tar Heels and other schools should require academically at-risk students to sit out of games during their first year. The panel was reviewing the balance between academics and athletics at UNC, which has faced a series of athletics-related scandals over the past three years. Its report, released Tuesday, issued 28 recommendations to the school covering everything from improved oversight and academic support for athletes to maintaining "responsible" spending for athletics operations.
http://www.sportingnews.com/ncaa-football/story/2013-09-03/north-carolina-academic-fraud-scandal-unc-holden-thorp-jim-delany

Why Keep Athletes Eligible But Uneducated?
NPR (Commentary)
Sept. 4

Each football season brings exciting plays and game heroes, but Frank Deford says the real heroes are often overlooked.
http://www.npr.org/player/v2/mediaPlayer.html?action=1&t=1&islist=false&id=218249312&m=218838737

State & Local Coverage

Panel proposes changes for academics-athletics balance at UNC

The News & Observer (Raleigh)

Updated for Sept. 4

Conference spending caps on sports teams. An end to freshman eligibility for at-risk student-athletes. A reduction in practice time demands. Mandatory education for coaches on the university's academic standards.These are some of the 28 recommendations from an outside panel that has studied how to better balance academics and athletics at UNC-Chapel Hill, a campus that has been rocked by scandal during the past few years.
http://www.newsobserver.com/2013/09/03/3160617/panel-proposes-changes-for-academics.html#storylink=cpy
Related links:
http://triangle.news14.com/content/search/699130/unc-panel-releases-report-with-advice-for-preventing-athletic-misconduct
http://chapelboro.com/news/unc/rawlings-panel-at-the-tipping-point/

UNC website link:
http://www.unc.edu/campus-updates/rawlings-panel-on-higher-education-and-athletics-completes-report/

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email to leave-33533236-53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: UNC News <news@unc.edu>
Sent: Wednesday, September 4, 2013 5:27 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] Whirligig art display opens Thursday w/reception @ 6 p.m.; exhibit continues through Oct. 3

UNC Event Brief

For immediate use: Wednesday, Sept. 4, 2013

Whirligig art display opens Thursday at UNC, continues through Oct. 3

Whirligigs of the late North Carolina folk artist Vollis Simpson will be on display Sept. 5 to Oct. 3 at the Hanes Art Center at the University of North Carolina at Chapel Hill.

The exhibit opens with a reception at 6 p.m. Thursday (Sept. 5) in the John and June Allcott Gallery. Gallery hours are 8 a.m. to 5 p.m., Monday through Friday. The free exhibition is sponsored by the art department in UNC's College of Arts and Sciences.

Visitors will see whirligigs from Simpson's collection that range from table-top size to about 5 feet tall. Simpson's larger-than-life whirligigs, originally located in a field beside his home in Wilson County, tower 50 feet or more above the ground.

Simpson died last June at the age of 94. His whirligigs are being taken down and restored, and will have a new home at the Vollis Simpson Whirligig Park in downtown Wilson, which is expected to open in November. UNC alumni are involved in the restoration efforts. Read more and watch a video about these efforts at http://college.unc.edu/2012/09/14/whirligigs/.

Websites: www.wilsonwhirligigpark.org and http://art.unc.edu.

College of Arts and Sciences contact: Kim Weaver Spurr, (919) 962-4093, spurrk@email.unc.edu

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email to leave-33533289-53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: Pogge, Paul <ppogge@unc.edu>
Sent: Wednesday, September 4, 2013 6:06 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: APR Plan Meetings

Lissa,
Thanks again for all your input on the APR plans. Michelle and I are planning to sit down with CD Mock in Michelle's office on Friday at 11 to review the draft we sent him. We'd love to have you join if you're able to do so. Thanks again,
Paul

Paul Pogge
Associate Athletic Director
University of North Carolina
450 Skipper Bowles Drive
Chapel Hill, NC 27514
(919)-843-7690
"We educate and inspire through athletics."

From: Pogge, Paul <ppogge@unc.edu>
Sent: Wednesday, September 4, 2013 9:04 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: APR Plan Meetings

Sounds great, Lissa. We appreciate all the support and input.
Paul

From: Broome, Lissa L
Sent: Wednesday, September 04, 2013 9:04 PM
To: Pogge, Paul
Subject: RE: APR Plan Meetings
Hi Paul – I'll be there. Thanks,
Lissa

From: Pogge, Paul
Sent: Wednesday, September 04, 2013 6:06 PM
To: Broome, Lissa L
Subject: APR Plan Meetings
Lissa,
Thanks again for all your input on the APR plans. Michelle and I are planning to sit down with CD Mock in Michelle's office on Friday at 11 to review the draft we sent him. We'd love to have you join if you're able to do so. Thanks again,
Paul

Paul Pogge
Associate Athletic Director
University of North Carolina
450 Skipper Bowles Drive
Chapel Hill, NC 27514
(919)-843-7690
"We educate and inspire through athletics."

From: Gibson, S. Elizabeth <elizabeth_gibson@unc.edu>
Sent: Wednesday, September 4, 2013 10:10 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: Lunch any Friday?
Attach: image001.jpg

It just so happens that this Friday is the only Friday this month that I'm free for lunch. Let's plan on it and catch up.

Elizabeth

Sent from my iPad

On Sep 4, 2013, at 9:44 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:

> Hi Elizabeth –
> Are you free for lunch this Friday or Friday, September 20 (or both)?
> I hope class is going well.
> Lissa
> Lissa L. Broome
> Wells Fargo Professor of Banking Law
> Director, Center for Banking and Finance
> UNC School of Law
> CB#3380, Van Hecke-Wettach Hall
> Chapel Hill, NC 27599-3380
> 919.962.7066
> http://www.law.unc.edu/centers/banking
> Access my papers on SSRN at: http://ssrn.com/author=248720
>
> <image001.jpg>

From: fh2170@columbia.edu
Sent: Wednesday, September 4, 2013 10:16 PM
To: prvs=953c4ec09=lbroome@email.unc.edu
Subject: On Sabbatical

Thank you for your message. I am on sabbatical from July 1, 2013 to June 30, 2014. I will be checking my university e-mail account less frequently than usual. If your message concerns the Institute for Research in African American Studies contact either Professor Marcellus Blount (mb33@columbia.edu) or Carl Hart (clh42@columbia.edu). If you have not received a retuned e-mail message from me within a week or two, please feel free to email me a reminder.

Thank You,

Fredrick C. Harris
Professor of Political Science
Director, Center for the Study of African-American Politics and Society
Columbia University

From: no_reply@email.unc.edu
Sent: Thursday, September 5, 2013 12:05 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Have a sustainability idea that needs some additional support?

Do you have an idea for a sustainability-related campus initiative, program, or project? Need some help identifying the next steps or overcoming existing barriers?

The Sustainability Advisory Committee invites students, faculty, and staff to share innovative ideas to help advance campus sustainability. The Committee will review project proposals and provide direct guidance and feedback to promising, feasible initiatives. At a minimum, the Committee can facilitate and foster connections across disciplines and departments to broaden collaboration and support.

The Sustainability Advisory Committee recommends long-term sustainability goals for the University and the means to achieve them and advises the Executive Vice Chancellor and Provost and the Vice Chancellor for Finance and Administration. Committee members broadly represent all campus constituencies; provide expertise in planning, operations, finance, academics, research, and student life; and bring familiarity with many aspects of sustainability.

Ideas and initiatives should advance knowledge of a sustainability-related topic or have a positive impact on campus practices and/or individual behaviors. Initiatives should seek to improve quality of life and/or reduce university costs and environmental impact and encourage collaboration between departments or organizations.

Send a short description (no more than 500 words) of the initiative that you think would advance sustainability on campus to sustainability@unc.edu. Submittals received by September 22 will be considered at the next Committee meeting. Late applications will be considered in the order they are received. Each submittal should focus on one specific initiative, but individuals and organizations are free to submit as many proposals as they wish. Members of the Committee, and key individuals as needed, will review submittals. Sponsors of selected proposals will be invited to present more detail about their ideas at a future Committee meeting.

Submittal should include:

- Information about submitter (contact information); role on campus (staff, student, faculty); and any relevant affiliation (campus organization, division, academic department)
- Potential impacts that would result from the proposed initiative or project, including potential

cost savings

- Champion for idea if identified (e.g. student group, faculty member, department)
- Key stakeholders that would benefit
- Key barriers to implementation if known (e.g. existing policies, lack of funding, lack of coordination, etc.)
- Estimated implementation and operating costs, if known
- Timeframe and duration of project

This message is sponsored by: Sustainability Office

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that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

Today at Carolina Law: Thursday, September 5, 2013

TODAY'S EVENTS

- LexisNexis Training-1L Class Prep Boot Camp
- ACLU First Meeting
- Child Action General Interest Meeting
- Exchange Students Mtg.
- Student Bar Association Weekly Meeting
- Student Organization Treasurers â€" Mandatory Meeting
- Teen Court General Interest and Welcome Meeting
- Clio Training
- Dean's Advisory Council Meeting

ONGOING SIGNUPS & OPPORTUNITIES

- Register for North Carolina Law Review Symposium: Health Care Decisions in the New Era of Health Care Reform (Signup ends 10/2/2013)
- Race to End Domestic Violence Race Registration (Signup ends 10/5/2013)

UPCOMING EVENTS

Clinical Programs

- Clio training (9/6/2013)

Faculty

- Faculty Speaker Series (9/12/2013)
- Faculty Speaker Series (9/19/2013)

International Programs

- UNC-Middle Temple Society Moot Court Competition (9/12/2013)
- LL.M. U.S. Legal Research & Writing makeup class (9/19/2013)
- Mid-Autumn Festival Reception for faculty and international students and scholars (9/19/2013)

Pro Bono

- Pro Bono 1L Class Coordinator Interest Meeting (9/12/2013)

Student Events and Organizations

- Media Law Society General Interest Meeting (9/6/2013)
- Environmental Law Project - Symposium Research Training (9/6/2013)
- NALSA Welcome Back Event (9/6/2013)
- Women in Law Mentor/Mentee Program (Deadline) (9/6/2013)
- Labor & Employment Law Society General Interest Meeting (9/12/2013)
- Law Students for Reproductive Justice General Interest Meeting (9/12/2013)
- Student Bar Association Weekly Meeting (9/12/2013)
- UNC Innocence Project Interest Meeting (9/12/2013)
- Student Bar Association Weekly Meeting (9/19/2013)
- "Sowing Struggle: Social Movements and the Future of Corn in Tlaxcala, Mexico" (9/19/2013)
- Race to End Domestic Violence (10/5/2013)

Writing and Learning Resources Center

- Returning to Balance: Stress Reduction Made Easy (9/12/2013)
- Returning to Balance: Stress Reduction

From the Blogs

- Mobile Download of HeinOnline PDFs via QR Code (Caroline Blawg)
- Time Trial from CALI (Carolina Blawg)

From Twitter

UNC LAW CDO (UNCLAWCDO) on Twitter

UNC LAW CDO: Only 4 slots left for one-on-one advising with Attorney-in-Residence Edward Marshall on 9/13. Sign up via Symplicity OCI!
2:52 PM Sep 4th from web

UNC CLEAR (UNCCLEAR) on Twitter

UNC CLEAR: Florida officials are using Labrador retrievers to find giant African land snails, an invasive species which... http://t.co/DM09F18Kss
8:44 AM Sep 4th from Facebook

NCILJ (NCILJ) on Twitter

NCILJ: RT @nytopinion: A U.N. vote is not optional on Syria. Op-Ed: http://t.co/ptTxw2WDCL
11:01 AM Sep 4th from web

UNC School of Law (unc_law) on Twitter

UNC School of Law: RT @PaigeCWorsham: @UNC_Law seminar discusses ways to impact policy decisions. Crim Justice Policy class will consider gun regs across counâ€¦
4:41 PM Sep 4th from web

From: Hostetter, Brad <bhostetter@theacc.org>
Sent: Thursday, September 5, 2013 8:03 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: Cunningham, Bubba <bubbac@email.unc.edu>; Miller, Beth <bethmiller@unc.edu>
Subject: RE: Items for October Meeting

Lissa
Thanks for forwarding. Some interesting information and suggestions included in the report. Let me know if you all would like this to be a part of the agenda for any of the groups or for the Joint Meeting this fall. If you think it is best to wait until the winter or spring after you've had time to think through some of this, that works too. Commissioner and I haven't had a chance to talk about it yet but I will make sure he has a copy, if he doesn't already.
Thanks again.
Brad

From: Broome, Lissa L [mailto:lbroome@email.unc.edu]
Sent: Tuesday, September 03, 2013 12:49 PM
To: Hostetter, Brad
Cc: Cunningham, Bubba; Miller, Beth
Subject: RE: Items for October Meeting
Thanks, Brad. Our university just received the Hunter Rawlings report, in case you haven't seen it. At some point, it might present some discussion items for our group. I haven't totally digested it yet though. See http://rawlingspanel.web.unc.edu/.
Lissa

From: Hostetter, Brad [mailto:bhostetter@theacc.org]
Sent: Tuesday, September 03, 2013 8:54 AM
To: Broome, Lissa L
Cc: Cunningham, Bubba; Miller, Beth
Subject: RE: Items for October Meeting
Thanks Lissa. Jean Frankel, the NCAA consultant working on the governance review, will attend the meeting and facilitate a discussion on the first morning. That likely will cover the Division IV and January Convention discussions -- or at least kick start those. We will also have someone, likely Erik Albright, there to provide an update on NCAA legal items such as O'Bannon/EA.
The MEA continues to be on the backburner from a process standpoint, though the media continues to talk about it. It is my understanding that there isn't expected to be any formal recommendation or feedback requests from the group until the governance structure is near completion. I will put this on the Joint agenda, though, and give everyone the opportunity to share any current thoughts.
Brad

From: Broome, Lissa L [mailto:lbroome@email.unc.edu]
Sent: Monday, September 02, 2013 2:33 PM
To: Hostetter, Brad
Cc: Cunningham, Bubba; Miller, Beth
Subject: Items for October Meeting
Hi Brad – In case these items are not already on the agenda for our October meeting, here are some things that we would like to have included. Bubba and I spoke briefly about these. He and Beth might have others too.

- Status of MEA/stipends and the conference position
- Discussions regarding a "Division IV" of the NCAA for the largest schools and the conference positions
- Update on O'Bannon case and affiliations of NCAA, conferences, and schools with EA Sports
- Update on what is likely to be discussed at January NCAA Convention re governance

Thanks,
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Edmunds, Doug <edmunds@unc.edu>
Sent: Thursday, September 5, 2013 8:56 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] e-mail backups

[Message was sent to entire Law School Community]
There was a fiber line cut between here and Charlotte yesterday, sometime around 5:30pm. This affected much campus traffic at the time and seems to have created a slight backlog for e-mail delivery. Some of you may have received notices indicating a delay in message delivery last night because of this. You should not have to re-send any messages that got delayed. I believe that the issue has been resolved and all messages WILL get (or have already been) delivered.

Meanwhile, in related news, there is this...
http://www.nytimes.com/2013/09/01/opinion/sunday/squirrel-power.htm

Best,
Doug

Doug Edmunds
Assistant Dean for IT
UNC School of Law
919.843.9208 office
http://www.linkedin.com/in/dougedmunds/
http://twitter.com/unclawinfotech

From: nobody@ncaa.org
Sent: Thursday, September 5, 2013 9:54 AM
To: Broome, Lissa L <lbroome@email.unc.edu>; Vangelder, Marielle A <mvangeld@email.unc.edu>
Cc: Vangelder, Marielle A <mvangeld@email.unc.edu>
Subject: Application Signature Requested

You have been requested to esign an application in Requests/Self-Reports Online. Please visit https://ama.ncaa.org/waivers/edit/459515 to view the application.

From: Vangelder, Marielle A <mvangeld@email.unc.edu>
Sent: Thursday, September 5, 2013 10:18 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Approved request

Thank you!
You are correct. I wanted to get the MFB SA's done since they compete Saturday.
The other SA has a separate issue pending that will also require a request to the NCAA. That one will be submitted soon.
Marielle A. vanGelder
Associate Athletic Director
University of North Carolina
Phone: (919) 962-7853
Fax: (919) 962-6002
mvangelder@unc.edu

From: Broome, Lissa L
Sent: Thursday, September 05, 2013 10:17 AM
To: Vangelder, Marielle A
Subject: Approved request
Hi Marielle – I approved the request to the NCAA, but noticed that it did not cover one of our other student-athletes who also tweeted. Are you just confining it to the players with competition coming up immediately?
Thanks,
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF HUMAN RESEARCH ETHICS
Medical School Building 52
Mason Farm Road
CB #7097
Chapel Hill, NC 27599-7097
(919) 966-3113
Web site: ohre.unc.edu
Federalwide Assurance (FWA) #4801

To: David Navalinsky
Dramatic Art

From: Office of Human Research Ethics

Date: 4/16/2013

RE: Notice of IRB Exemption
Exemption Category: 2.Survey, interview, public observation
Study #: 13-1380

Study Title: Athletic Performance Piece

This submission has been reviewed by the Office of Human Research Ethics and was determined to be exempt from further review according to the regulatory category cited above under 45 CFR 46.101(b).

Study Description:

Purpose: The Purpose of this project is to create a performance piece that tells the story of student-athletes at UNC-CH during the current cloud surrounding the athletic department. The project will examine how all student-athletes and faculty have been affected in the recent athletic/academic culture.

Participants: Student-Athletes, Faculty and Dramatic Arts students

Procedures (methods): Interviews with student-athletes and faculty will be conducted and that information will be used to create a theatrical play performed by dramatic art majors

Investigator's Responsibilities:

If your study protocol changes in such a way that exempt status would no longer apply, you should contact the above IRB before making the changes. The IRB will maintain records for this study for 3 years, at which time you will be contacted about the status of the study.

Researchers are reminded that additional approvals may be needed from relevant "gatekeepers" to access subjects (e.g., principals, facility directors, healthcare system).

From: Vangelder, Marielle A <mvangeld@email.unc.edu>
Sent: Thursday, September 5, 2013 10:56 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Assistant Director of Compliance Candidate

I'll grab a service permit. We'll find you!
I will forward her itinerary, application materials and a job description once everything is finalized.
Thank you for being flexible.
Marielle
Marielle A. vanGelder
Associate Athletic Director
University of North Carolina
Phone: (919) 962-7853
Fax: (919) 962-6002
mvangelder@unc.edu

From: Broome, Lissa L
Sent: Thursday, September 05, 2013 10:53 AM
To: Vangelder, Marielle A
Subject: RE: Assistant Director of Compliance Candidate
Hi Marielle – 10:30 works. It would be great if you could come to me. I teach at 1:00 that day and leave right after class to go out of town.
Do you need a visitor parking spot or will you be using a service permit? If you use a service permit, you can park in the back lot by the Field Hockey Field. Take the elevator off the loading dock to 5 and my office is down the left-hand hallway overlooking the Field Hockey field.
Thanks,
Lissa

From: Vangelder, Marielle A
Sent: Thursday, September 05, 2013 10:45 AM
To: Broome, Lissa L
Subject: RE: Assistant Director of Compliance Candidate
Would 10:30am work? We could come to you or set you up in the Conference room here – which ever would be easier for you?
Thank you!
Marielle
Marielle A. vanGelder
Associate Athletic Director
University of North Carolina
Phone: (919) 962-7853
Fax: (919) 962-6002
mvangelder@unc.edu

From: Broome, Lissa L
Sent: Wednesday, September 04, 2013 4:48 PM
To: Vangelder, Marielle A
Subject: RE: Assistant Director of Compliance Candidate
Hi Marielle – I could do it before noon that day. Let me know a good time.
Thanks,
Lissa

From: Vangelder, Marielle A
Sent: Wednesday, September 04, 2013 3:51 PM
To: Broome, Lissa L
Subject: Assistant Director of Compliance Candidate
Hi Lissa –
I hope this finds you well.
I was hoping you may be willing to meet with one of our candidates for our vacant Assistant Director of Compliance position. She will be on on-campus Thursday September 12, 2013. Do you have 30 minutes of availability to meet with her?
Please let me know at your convenience.
Thank you!
Marielle
Marielle A. vanGelder
Associate Athletic Director
University of North Carolina
Phone: (919) 962-7853
Fax: (919) 962-6002
mvangelder@unc.edu

From: Katie Fanfani <kfanfani@email.unc.edu>
Sent: Thursday, September 5, 2013 11:08 AM
To: Parr Center for Ethics Mailing List <parrcenter@listserv.unc.edu>
Subject: [parrcenter] Parr Center update

Greetings,

The Parr Center is happy to announce our first Lunch and Learn of the year. Visiting scholar Dan Moseley will present "Genetics, Neuroscience and Criminal Responsibility" on Thursday, September 12 at 12:30 p.m. in the University room at Hyde Hall. Lunch will be provided; an RSVP is required. Please email parrcenter@unc.edu to register.

And, we are currently recruiting for our fall undergraduate fellows program. Fellows enjoy working on a variety of projects- social media, graphic design, Ethics Bowl planning, multimedia projects and more. If you are interested in receiving or distributing a fellows application, please email parrcenter@unc.edu for the form. We are looking forward to having another wonderful group of students with us this semester!

We hope the 2013-2014 academic year is off to a great start for you, and we look forward to seeing you on campus!

From: Miller, Beth <bethmiller@unc.edu>
Sent: Thursday, September 5, 2013 12:22 PM
To: Cunningham, Bubba <bubbac@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Cc: Brad Hostetter <bhostetter@theacc.org>
Subject: RE: Items for October Meeting

Since this topic will be pertinent for all three groups, I think it would be best to have it on the ACC agenda for a joint session so FARs, ADs and SWAs all hear the same presentation and discussion.
Thanks,
~Beth

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Sent: Thursday, September 05, 2013 12:00 PM
To: Broome, Lissa L; Miller, Beth
Cc: Brad Hostetter
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Bubba Cunningham
Director of Athletics
University of North Carolina
We Educate and Inspire Through Athletics

From: <Broome>, Lissa Broome <lbroome@email.unc.edu>
Date: Thursday, September 5, 2013 8:46 AM
To: "Cunningham, Bubba" <bubbac@email.unc.edu>, "Miller, Beth" <bethmiller@unc.edu>
Subject: FW: Items for October Meeting
Hi Bubba and Beth – Do you want to schedule discussion of the Rawlings report at the October meeting or wait until the winter or spring meetings? If there is time, I think it might be a good idea to share the report with our colleagues in October and for us to highlight for them the issues where "collective action" is required for discussion by the group. We could also divide up the school specific issues then or later for discussion in our respective groups to get the opinions of others about the recommendations and a sense of how other schools are handling the related issues. Just a thought.
Thanks,
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Cc: Cunningham, Bubba; Miller, Beth
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- Discussions regarding a "Division IV" of the NCAA for the largest schools and the conference positions
- Update on O'Bannon case and affiliations of NCAA, conferences, and schools with EA Sports
- Update on what is likely to be discussed at January NCAA Convention re governance

Thanks,
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Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
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Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: UNC News <news@unc.edu>
Sent: Thursday, September 5, 2013 12:43 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] Carolina in the News-- September 5, 2013

Carolina in the News
September 5, 2013
Here is a sampling of links and notes about Carolina people and programs cited recently in the media:

International Coverage

The BBC
Syria crisis: Hints of a US-Muslim divide on Obama plan
Sept. 4
At an Islamic conference in Washington DC, the BBC's Tara McKelvey found delegates split about President Obama's plan to attack Syria. ... Minhaj Baqai, a student at University of North Carolina at Chapel Hill, described the situation as "a modern-day holocaust." http://www.bbc.co.uk/news/world-us-canada-23964574

National Coverage

Sequencing baby's genome: a help in treatment or too much information?
The Los Angeles Times
Sept. 4
Diapers? Check. Infant car seat? Check. Comprehensive genome analysis? Roger that, too.
For thousands of newborns born in and around Boston; San Francisco; Kansas City, Missouri; and North Carolina over the next several years, a full genomic sequencing may be among the medical tests conducted in the first days of baby's life. ... a $20-million bucket of grants announced this week by the National Institutes of Health will help decide whether such genomic analysis should be among the routine screenings conducted on all newborns. ... to be explored over the next five years at the medical centers of UC San Francisco, UC Berkeley and the University of North Carolina, and at Brigham and Women's Hospital in Boston, Boston Children's Hospital and Children's Mercy Hospital in Kansas City.
http://www.latimes.com/science/sciencenow/la-sci-sequencing-newborn-genome-20130904,0,4119608.story
Related links:
http://www.foxnews.com/health/2013/09/05/researchers-study-value-dna-analysis-in-screening-newborns/#ixzz2e1VXfRfr
http://news.sciencemag.org/biology/2013/09/nih-studies-explore-promise-sequencing-babies%E2%80%99-genomes

NFL offering millions for helmet innovations
USA TODAY Sports
Sept. 4
The NFL launched a $10 million incentive program Wednesday aimed at finding better shock absorbent materials for helmets and other technological advances to protect the brain from concussions. ...Kevin Guskiewicz, University of North Carolina researcher and a member of the NFL's Head, Neck and Spine Committee, said the league is ready to try sensors on NFL players for the first time this season. ...
http://www.usatoday.com/story/sports/nfl/2013/09/04/helmets-concussions-roger-goodell/2768237/
Related link:
http://profootballtalk.nbcsports.com/2013/09/04/nfl-moving-closer-to-using-helmet-sensors/

Conservative student group at University of North Carolina claims political bias robbed it of funding
Fox News
Sept. 4
Conservatives at the University of North Carolina say the Tar Heel student government plays favorites when it comes to doling out budgets to campus groups, and they rank somewhere below self-professed anarchists. The College Republicans of the school's Chapel Hill campus say their request for $8,000 to fund guest speakers Townhall.com editor and Fox News Contributor Katie Pavlich and filmmaker Ann McElhinney got chopped to just $3,000 because the Student Congress doesn't share their politics. ...
http://www.foxnews.com/us/2013/09/04/conservative-student-group-at-unc-claims-funding-lowered-because-political-bias/#ixzz2e1LZmTdy

UNC panel recommendations revealing
ESPN.com (blog)
Sept. 4
North Carolina's athletics department has not had a very good year. Actually, check that: UNC athletics has not had a very good five years. ... but this quote from athletics director Bubba Cunningham is encouraging: "The infusion of money into college athletics has been tremendous in the last 30 years, and I don't think anyone understood what that was going to mean to the institution," he said. ...
http://espn.go.com/blog/north-carolina-basketball/post/_/id/13451/whats-next-for-north-carolina-athletics

State & Local Coverage

Pharma pioneer, investing tycoon Ingram to receive NACD Lifetime Achievement Award
Triangle Business Journal
Sept. 5
GlaxoSmithKline spearhead and venture capitalist Bob Ingram is being honored again, this time with the National Association of Corporate Directors' 2013 Lifetime Achievement Award. ...Ingram currently serves as chairman of Elan Corporation and lead director of Valeant Pharmaceuticals International and Cree (Nasdaq: CREE). ... It was Ingram and Cree co-founder Neal Hunter, for example, whose cash initially fueled Novan Therapeutics, a dermatology company born out of UNC-Chapel Hill that's already generating buzz in wound care and acne research. ...
http://www.bizjournals.com/triangle/news/2013/09/04/investing-tycoon-ingram-to-receive.html

State support for new resort? Report: Legislators against county plans benefited from Harrah's
The Star (Shelby)
Sept. 4
Cleveland County leaders hope the Catawba Indian tribe will create a money trail for the region with their plans to build and operate a resort and casino near I-85 comparable to Harrah's Cherokee. ...According to a 2011 UNC study, more than 3.6 million people visited Harrah's Cherokee in 2010 and nearly $390 million was generated into the local economy that year.
http://www.shelbystar.com/news/local/state-support-for-new-resort-report-legislators-against-county-plans-benefited-from-harrah-s-1.197502

Issues & Trends

The Syllabus: State spending, tuition and numbers
The News and Record (Greensboro; blog)
Sept. 4
It's a little too easy to blame rising tuition on faculty salaries (professors use TAs to teach and grade *and* they get their summers off!), administrative bloat, the easy availability of student loans and miscellaneous waste. The real reason, at least for state universities, is declining state support....

http://www.news-record.com/blogs/the_syllabus/article_503d8f1c-1590-11e3-b1d2-0019bb30f31a.html

Trouble for Teens

Chapel Hill News/News & Observer (letter to the editor)

Sept. 42013-09-04T20:47:05Z

UNC Board of Governors vice chairman and farmer Fred Grainger pleads for more low-skilled foreign workers in his Sept. 3 Point of View piece, "A critical need for a workable visa plan":

Congress ought to hear such pleas while thinking about the already dismal prospects for America's young ... The plunging teen employment rate is likely to mean trouble for this generation of young workers of all races."

http://www.newsobserver.com/2013/09/04/3163912/tom-shuford-help-teens-find-work.html

Winston-Salem State U. to Investigate Alleged Campaigning in Class

The Chronicle of Higher Education

Sept. 4

A committee at Winston-Salem State University, in North Carolina, will investigate an incident in which a candidate for city council allegedly campaigned during a political-science class. http://chronicle.com/blogs/ticker/jp/winston-salem-state-u-to-investigate-alleged-campaigning-in-class

Related link:

http://myfox8.com/2013/09/04/wssu-names-panel-to-investigate-city-council-candidate-campaigning-in-class/

Point was aimed at UNC faculty

The Observer (Fayetteville; Letter to the Editor)

Sept. 4

Rebecca J. Britton, past president of North Carolina Advocates for Justice (formerly known as the North Carolina Academy of Trial Lawyers), failed in her recent op-ed ("Work to reduce medical errors," Aug. 28) to address the two significant points in my earlier op-ed ("Let's find a litigation vaccine" Aug. 18) regarding legal fees and the UNC School of Medicine faculty acting as mercenaries to raise funds for the medical school.

http://m.fayobserver.com/articles?path=/articles/2013/09/04/1279835

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email to leave-33536747-53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: Conley, John M <jmconley@email.unc.edu>
Sent: Thursday, September 5, 2013 12:44 PM
To: Broome, Lissa L <lbroome@email.unc.edu>; Kim Krawiec <krawiec@law.duke.edu>
Subject: RE: Expanded Board Diveristy: Call for Papers, AALS

Ok with me. Lissa, could you resend that call for papers? I want to check the specific date with my co-authors.

From: Broome, Lissa L
Sent: Thursday, September 05, 2013 12:42 PM
To: Kim Krawiec; Conley, John M
Subject: RE: Expanded Board Diveristy: Call for Papers, AALS
How about 4:15 on Thursday September 26? John and I will both be done then with our week of teaching. Unfortunately, I cannot do it any other Thursday before then. The AALS submission is not due until October 25 so we should be able to talk about that opportunity on September 27 .
I don't remember you saying you were in LA this fall (but I forget a lot of things too). Which school?
Thanks,

From: Kim Krawiec [mailto:krawiec@law.duke.edu]
Sent: Thursday, September 05, 2013 12:34 PM
To: Conley, John M
Cc: Broome, Lissa L
Subject: Re: Expanded Board Diveristy: Call for Papers, AALS
I also may go, depending on what the flights look like -- we are coming in from Bali, but have to connect through NYC anyway, so I was planning to go if I can make the flights work. If John knows he is going then maybe we should submit and I should know in a few weeks whether I can do it as well. Faith also asked me to comment on a paper for that panel, so I told her I'd get back to her pending our decision of whether to submit (presumably she doesn't want me as a commenter if we have a paper selected). On the meetings, I am in LA this semester, rather than NC (can't remember whether i told you guys that -- thought I did, but then I think a lot of erroneous things these days). So the Wed times are not going to work for me unless they are very late in the afternoon your time (4:30 or later EST). I could do 9/27, but I am giving a lunch workshop that day and will carpool into the office, so I'm not sure of the times that will work yet. Tuesdays and Thursdays are better for me, as I don't teach those days. Any chance that there is a T/H that would work?
On Sep 4, 2013, at 12:20 PM, "Conley, John M" <jmconley@email.unc.edu> wrote:

On AALS, I had tentatively planned to go up there for a day to meet with casebook co-authors. So I might be able to stay overnight and do this if you two think it would be valuable. On the meetings:
I could do Wed 9/11 or 25, as late in the morning as possible. I could also do F 9/27.

From: Broome, Lissa L
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To: krawiec@law.duke.edu; Conley, John M
Subject: FW: Expanded Board Diveristy: Call for Papers, AALS
Hi Kim & John --
See the attachment regarding the AALS program. Are we interested. I will likely be on family vacation during that time period, so if we are interested, I would probably not be able to participate personally.
I think it would be a good idea to schedule a meeting to see where we are on the book. I have been working on it some, but not as much as I anticipated. If we get a meeting on the books, then maybe that will spur me to finish what I am doing on Chapter 8 and share it with you. I have been going through the NVIVO nodes that relate to Chapter 8 and adding in a bunch of quotes that we haven't used before. Before I do the same work for Chapters 7 and 9, I'd love to get your opinion of Chapter 8 and whether I've struck the right balance with quotes and text.
From John's teaching schedule, it looks like Wednesdays or Fridays would be the best days for meetings. Those are good days for me too, except on Wednesday, I'm not available from 1-2 when I teach.
Let me know if we could meet for 60-90 minutes during any of the periods I've listed below:
Wed., Sept. 11 9-12
Wed., Sept. 18 9-12
Friday, Sept. 20 11:30 – 6:00
Wed., Sept. 25 9-12
Friday, Sept. 27 10-1:30, 3:00-6:00
Wed., Oct. 2 3-5
Thanks.
Take care,
Lissa

From: aalsmin-announce-request@lists.udayton.edu [mailto:aalsmin-announce-request@lists.udayton.edu] **On Behalf Of** NELSON, EBONI
Sent: Monday, September 02, 2013 8:03 AM
To: AALSMIN-L@LISTSERV.UBALT.EDU; AALSMIN-Announce@lists.udayton.edu
Subject: [AALSMIN-Announce] Expanded Board Diveristy: Call for Papers, AALS
Hi, Everyone
Attached please find a Call for Papers in which some of you may be interested. The subject of the Call for Papers is "the radical expansion in regulatory efforts to promote demographic diversity on corporate boards." It comes from Faith Stevelman at New York Law School, who has been instrumental in the formation of the new AALS Section on Economic Globalization and Governance.
All the best,
Eboni
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SSRN Author Page:
http://ssrn.com/author=624998

Kimberly D. Krawiec
Kathrine Robinson Everett Professor of Law
Duke University
201 Science Drive
Durham NC 27708
krawiec@law.duke.edu
919-613-7197

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Cc: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: Expanded Board Diveristy: Call for Papers, AALS

I'm at USC. So, I guess I probably didn't tell you -- sorry about that! 9/26 at 415 EST (1:15 pacific) works for me.

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I finish teaching at 4 Tu & Th, so I could do a late afternoon on those days.

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To: Miller, Beth <bethmiller@unc.edu>; Cunningham, Bubba <bubbac@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Items for October Meeting

I'm happy to place this on the joint meeting agenda for October and I will have the full report as a supplement, unless I hear from you all that you have a different idea for a supplement. Please let me know which one of you would like to facilitate/open the discussion?
Thanks.
Brad

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- Update on O'Bannon case and affiliations of NCAA, conferences, and schools with EA Sports
- Update on what is likely to be discussed at January NCAA Convention re governance

Thanks,
Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

ACC

NCAA Committee Institutional Nomination Form

Must be completed in entirety and returned to the ACC Conference Office

NCAA COMMITTEE nominated for: _____

Name: _____ Institution: _____

Position: _____ Ethnic Minority: { FORMCHECKBOX

Mailing Address: _____

Phone: _____ Fax: _____ Email: _____

Number of years serving in the position at your institution: _____

Total number of years served in the position: _____

Previous positions & number of years held: _____

This nominee meets the requirements of the NCAA bylaws stating that individuals serving on a committee shall be salaried on a regular basis by an NCAA institution or conference and perform a regular staff function representing at least 50 percent of the normal workload for a staff member at that institution or conference, unless otherwise specified. { FORMCHECKBOX }Yes { FORMCHECKBOX }No

If this is a nominee for a sport committee, does the institution sponsor the sport? { FORMCHECKBOX

Qualification Statement for the Nominated NCAA Committee listed above:

Professional/Employment history:

Education:

Past or current service on NCAA committees or other organization(s), please include dates:

Sport or Sport Rules Committees only:

Former student-athlete or coach of specified sport { FORMCHECKBOX }High School { FORMCHECKBOX }College

Conference Championship management experience? { FORMCHECKBOX }Yes { FORMCHECKBOX }No

Sport oversight experience? { FORMCHECKBOX }Yes { FORMCHECKBOX }No

NCAA championship experience? { FORMCHECKBOX }Yes { FORMCHECKBOX }No

Signature of Athletics Director: _____

Return form to the Conference Office

Monday, September 30, 2013

EMAIL: thaith@theacc.org or FAX: 336-369-0065

From: echo360@unc.edu
Sent: Thursday, September 5, 2013 3:11 PM
To: Story, Charles E <cstory@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Subject: Echo Available: broome-banking law (broome-bl-f13) Fall 2013, 2013-09-05 13:00

Blended learning and lecture capture provided by Echo360.

Term Fall 2013
Course broome-banking law
Section f13
Captured 2013-09-05 13:00

Your recording has been processed and your media is ready. Please visit the EchoCenter Course Portal to review your course media and monitor student usage.

Note: Any media marked as Initially Unavailable will need to be made Available (on the EchoServer) before students can view it.

Thank you.

EchoCenter Course Portal

http://lawecho360.ad.unc.edu:8080/ess/portal/section/2a532530-81dc-4b27-a8e8-bdf1a742b46e

---

Echoes

Rich Media Playback: http://lawecho360.ad.unc.edu:8080/ess/echo/presentation/abf78ae9-9cab-4683-8a1e-ad53348ab606

Podcast Playback: http://lawecho360.ad.unc.edu:8080/ess/echo/presentation/abf78ae9-9cab-4683-8a1e-ad53348ab606/media.mp3

Echo Feeds

Podcast:http://lawecho360.ad.unc.edu:8080/ess/feed?id=552c4374-2e3e-46ae-a3fb-7f048ea1ada3&type=MP3

Vodcast:http://lawecho360.ad.unc.edu:8080/ess/feed?id=552c4374-2e3e-46ae-a3fb-7f048ea1ada3&type=M4V

Blended learning and lecture capture provided by Echo360.
For additional resources, research and tools for Blended Learning, click HERE.

From: Norton, Molly <mbnorton@unc.edu>
Sent: Thursday, September 5, 2013 3:27 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Monthly meetings with Bubba

Hi Lissa,
Unfortunately, Bubba will be at the Division 1A Athletic Directors' Annual Meeting in Dallas on Tuesday, September 24 and will miss the coaches' meeting that day. Would it work for him to meet with you after your meeting with Marielle on the morning of Friday, September 27? Do you think your meeting with Marielle will end at/by 9:30am?
Bubba can meeting with you on Tuesday, October 22 and Tuesday, November 19 immediately following the coaches' meetings.
Bubba will be out of town on Tuesday, December 10th when the December coaches' meeting takes place. Would it work for you to meet with him on Tuesday, December 17 at 11:00am instead?
Thanks,
Molly

From: Broome, Lissa L
Sent: Thursday, September 05, 2013 2:08 PM
To: Norton, Molly
Subject: Monthly meetings with Bubba
Hi Molly –
I don't think we've scheduled monthly meetings for me and Bubba for this year so I'd appreciate your help in getting those scheduled and on our respective calendars.
I'd like to have a meeting in September some time before our ACC meetings in Raleigh on October 1-2, with the specific purpose of discussing how to frame the discussion of the Rawlings Report at the Oct. 1-2 meetings.
An ideal scenario would be to schedule our meetings, to the extent possible, to follow the monthly coaches meetings since I will be over at the EWAC for those. The next meeting is September 24 and I could meet following that meeting if it works with Bubba's schedule. If that's not possible, I am free other times as well. My teaching time is 1-2 Monday, Wednesday, and Thursday, so we mainly need to work around that from my end.
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Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Bortz, Conrad <cbortz@email.unc.edu>
Sent: Thursday, September 5, 2013 4:23 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: hooray! final newsletter in PDF

Hello Lissa,
I have sent to Gary's capable hands to approve.
I am escaping,
CB
*I am glad this came out so marvelous!

From: Broome, Lissa L
Sent: Thursday, September 05, 2013 4:14 PM
To: Bortz, Conrad
Subject: RE: hooray! final newsletter in PDF
Great. Let me know when the PDF is posted on the Center page.
Congrats!! Looks great!!
LB

From: Bortz, Conrad
Sent: Thursday, September 05, 2013 4:13 PM
To: Broome, Lissa L
Subject: hooray! final newsletter in PDF

From: Norton, Molly <mbnorton@unc.edu>
Sent: Thursday, September 5, 2013 4:23 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Monthly meetings with Bubba

Hi Lissa,
I must have misread the info about your meeting with Marielle when you emailed your availability for the meeting with Professor Navalinsky. Sorry about that!
Bubba has an all-day meeting in Atlanta on Friday, September 20 so that day won't work for him, but Friday, September 27 at 9:30am works well.
Would Wednesday, October 23 at 9:00am work for you to meet with Bubba?
Just to recap, here's what we have confirmed:
Friday, September 27 at 9:30am
Wednesday, October 23 at 9:00am (pending your confirmation)
Tuesday, November 19 (immediately following the conclusion of the coaches' meeting)
Tuesday, December 17 at 11:00am
Thanks,
Molly

From: Broome, Lissa L
Sent: Thursday, September 05, 2013 3:44 PM
To: Norton, Molly
Subject: RE: Monthly meetings with Bubba
Hi Molly – Thanks and see below.
Lissa

From: Norton, Molly
Sent: Thursday, September 05, 2013 3:27 PM
To: Broome, Lissa L
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On Sept. 27, I could stop by at 9:30 (I have a breakfast meeting before then).
Let me know which of those two dates is best for Bubba.
Bubba can meeting with you on Tuesday, October 22 and Tuesday, November 19 immediately following the coaches' meetings.
November 19 is a date, but I have a colonscopy (yuck) scheduled for October 22 so we'll need to find a different day for October.
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From: Norton, Molly <mbnorton@unc.edu>
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Subject: RE: Monthly meetings with Bubba

Thanks!

From: Broome, Lissa L
Sent: Thursday, September 05, 2013 4:26 PM
To: Norton, Molly
Subject: RE: Monthly meetings with Bubba
Hi Molly,
All those dates work and are on my calendar. Thanks.
Lissa

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Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Salaam, Nadera <nadera@email.unc.edu>
Sent: Thursday, September 5, 2013 4:36 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Now Soliciting 3rd Quarter Staff Award Nominations

---

Dear Faculty and Staff,
The Staff Awards Committee is now accepting nominations for the 2013 3rd quarter staff awards (July 1 – September 30).
Two awards of $1,000 will be given this quarter; both SPA and EPA Non-Faculty employees are eligible.
Please submit employee nominations by Monday, September 30, 2013.
Information about School of Law Staff Awards can be found on My Carolina Law at https://my.law.unc.edu/community/staffawards/ and nomination forms can be submitted here: https://my.law.unc.edu/community/staffawards/nomination/. The online form will automatically submit your nominations for the current awards period; nominations submitted after the quarterly cutoff date will automatically be submitted to the pool for the next quarter.
Please take this opportunity to nominate a staff member for their hard work and dedication to Carolina Law!
Best,
~Nadera

Nadera Salaam, MSHR, PHR | Director of Human Resources | UNC School of Law
5015 Van Hecke-Wettach, CB# 3380 | Chapel Hill, NC 27599-3380
919.962.8509 office | 919.843.1850 fax | nadera@email.unc.edu
IMPORTANT: The contents of this email and any attachments are confidential. They are intended for the named recipient(s) only. If you have received this email by mistake, please notify the sender immediately and do not disclose the contents to anyone or make copies thereof.

From: Kershaw, Katherine <kershaw@unc.edu>
Sent: Thursday, September 5, 2013 4:52 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Fall magazine - Banking center news?

Dear Prof. Broome,
I'm compiling Center News for the fall/winter magazine and checking in with all the centers. If you have anything you'd like us to consider including for the banking center, please send it to me by Thursday.
Thanks,
Katherine

Katherine Kershaw
Communications Manager | UNC School of Law
160 Ridge Rd, CB 3380 | Chapel Hill, NC 27599
T 919.962.4125 | F 919.962.2516
kershaw@unc.edu | www.law.unc.edu

From: no_reply@email.unc.edu
Sent: Thursday, September 5, 2013 5:14 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [FORMAL NOTICE] Thursday Night Football Game

TO: All University Employees

FROM: Brenda Richardson Malone, Vice Chancellor for Human Resources

On Thursday, Oct. 17, the North Carolina Tar Heels will host the Miami Hurricanes for a nationally televised football game at Kenan Stadium, starting at 8 p.m. This Thursday night game, which will occur during Fall Break, is expected to attract a large crowd of fans on campus, starting in the afternoon.

As communicated last spring, the University *will not* alter the workday or close early. However, due to the expected increase in traffic on campus beginning in mid-afternoon, we do advise departments and supervisors to be as flexible as possible in allowing employees to choose to work a flexible schedule and avoid traffic and inconvenience.

The Athletics Department and Department of Public Safety will provide additional information about the event, specifically regarding parking and transportation details and events in Chapel Hill, closer to the date of the game.

Employees who choose not to work their regularly scheduled hours on Oct. 17 because of this special event must make up the time or code leave for those hours. Several options will allow employees to be paid for these hours without undue hardship:

-- Employees can work the additional hours during that week, with management's approval, by either coming in early, staying late, working a reduced lunch break or some combination of the above on the other four days in that same workweek (Oct. 14, 15, 16, 18).

-- Employees can use available FY14 leave to cover the time. FY14 leave must be used before compensatory, vacation or bonus time.

-- If FY14 leave is not available, employees can use any accrued compensatory time, or available vacation or bonus leave, to cover the hours if they prefer.

Second- and third-shift employees will be expected to work their usual schedule unless they follow their usual leave procedures.

For additional information about work time and leave options, contact your School/Division HR Office.

This message is sponsored by: Office of Human Resources

From: donotreply@unc.edu
Sent: Thursday, September 5, 2013 5:28 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Scan from a Xerox WorkCentre
Attach: DOC.PDF

Please open the attached document. It was scanned and sent to you using a Xerox WorkCentre.

Attachment File Type: PDF

WorkCentre Location: 5125
Device Name: Law Xerox FAS (A-L) with fax

From: donotreply@unc.edu
Sent: Thursday, September 5, 2013 5:38 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Scan from a Xerox WorkCentre
Attach: DOC.PDF

Please open the attached document. It was scanned and sent to you using a Xerox WorkCentre.

Attachment File Type: PDF

WorkCentre Location: 5125
Device Name: Law Xerox FAS (A-L) with fax

From: Kim Krawiec <krawiec@law.duke.edu>
Sent: Thursday, September 5, 2013 5:47 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: Conley, John M <jmconley@email.unc.edu>
Subject: Re: California Legislature's Resolution on Board Gender Diversity

---

Holy Moly! Seems more likely that they became worried that you might follow me out here :-)

On Sep 5, 2013, at 2:23 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:

> Kim – You've got 'em scared out there!
> Lissa
>
> **From:** Adam Broome [mailto:Adam_Broome@cree.com]
> **Sent:** Thursday, September 05, 2013 5:09 PM
> **To:** Broome, Lissa L
> **Subject:** FYI: California Legislature's Resolution on Board Gender Diversity
>
> **California Legislature Passes Resolution to Encourage Board Diversity**
>
> The California State Legislature on August 30 passed a resolution encouraging gender diversity on boards of publicly held corporations in California. The resolution reads:
>
> This measure would encourage equitable and diverse gender representation on corporate boards, and urge that, within a 3-year period from January 2014 to December 2016, inclusive, every publicly held corporation in California with 9 or more director seats have a minimum of 3 women on its board, every publicly held corporation in California with 5 to 8 director seats have a minimum of 2 women on its board, and every publicly held corporation in California with fewer than 5 director seats have a minimum of one woman on its board.
>
> This e-mail message, including any attachments and previous email messages sent with it, contains CONFIDENTIAL and PROPRIETARY information of Cree, Inc. or its subsidiaries and may be legally PRIVILEGED. You may not use, disclose, reproduce or distribute such information without Cree's authorization. If you have received this message in error, please notify the sender immediately and permanently delete the original message, its attachments and any copies thereof.
>
> <scr_62_bill_20130711_introduced.pdf>

Kimberly D. Krawiec
Kathrine Robinson Everett Professor of Law
Duke University
201 Science Drive
Durham NC 27708
krawiec@law.duke.edu
919-613-7197

From: UNC Athletics <reply-630@pacmail.em.marketinghq.net>
Sent: Thursday, September 5, 2013 6:03 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: UNC Football vs Middle Tennessee St Game Day Information

---

Use this link to view a web version of the email

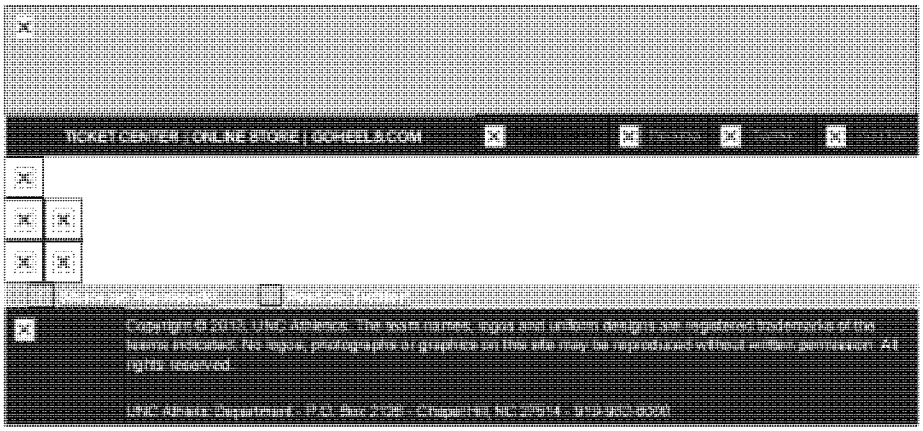

Remember, purchasing and renewing your season tickets or single game seats has never been easier! Just click on TICKETS, find your seat, and enjoy the game! Additional ticketing fees may apply.

Please do not reply to this email. Questions or comments may be sent to: tickets@unc.edu.

Use this link to modify your profile or to unsubscribe.

Forward to a Friend

From: Markos, Lance M <markos@email.unc.edu>
Sent: Thursday, September 5, 2013 7:48 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Coaches Exam Certification Form

Thanks - hope all is well!!

-----Original Message-----
From: Broome, Lissa L
Sent: Thursday, September 05, 2013 5:38 PM
To: Markos, Lance M
Subject: Coaches Exam Certification Form

Lance -- Here you go -- from softball.

Lissa

From: Krause, Joan H <jhkrause@email.unc.edu>
Sent: Thursday, September 5, 2013 8:35 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] FW: Sept. 27: Skills and Practices of Engaged Scholarship

---

From: Carolina Center for Public Service [mailto:ccps@unc.edu]
Sent: Thursday, September 05, 2013 11:56 AM
To: participants in engaged scholarship at Carolina
Subject: [uncengagement] Sept. 27: Skills and Practices of Engaged Scholarship

---

You are currently subscribed to uncengagement as: snovinsk@email.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=36380157.768423e744d2b263220024e581d3a608&n=T&l=uncengagement&o=33536410
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-33536410-36380157.768423e744d2b263220024e581d3a608@listserv.unc.edu

From: Krause, Joan H <jhkrause@email.unc.edu>
Sent: Thursday, September 5, 2013 9:04 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Junior Faculty Exchanges

I want to highlight three of our Faculty Speakers who are coming to us as part of our Junior Faculty Exchanges:

9/19/13	Cesar Rosado Marzan (Chicago-Kent)
11/14/13	Andrew Blair-Stanek (Maryland)
2/13/14	Arden Rowell (Illinois)

The Exchange program provides an opportunity for junior faculty to trade places and workshop a paper at each others' schools. We've had some terrific presentations from Exchange participants in recent years, and our junior faculty have been enthusiastic about their experiences presenting at our partner schools. So I'd like to ask everyone to please make an extra effort to attend these sessions, to make them as valuable as possible for our visitors.

Thanks,
Joan

From: Krause, Joan H <jhkrause@email.unc.edu>
Sent: Thursday, September 5, 2013 9:23 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Scholastica survey

As you may recall, the Law School does not currently have a centralized payment plan for the Scholastica law review submission system. Instead, faculty members are instructed to pay out of pocket and then seek reimbursement from their professional development funds. The reason for the decision was the fact that, unlike Express-O, Scholastica does not offer a discounted institution-wide subscription; discounts are available only if the school pays upwards of $1,000 to pre-purchase submission credits. At the time this decision was made, we were not sure that faculty were using the system enough to justify this large up-front payment. However, we did indicate that the decision would be revisited periodically to see whether circumstances had changed.
As we have now gone through two submission cycles under the current policy, I would like to get an informal sense of how often we are using this system, and how much we have paid. **If you have used Scholastica to submit an article to law reviews in the past year, please respond to me with the following information:**

- **The number of journals to which you submitted;**
- **Your total cost for the submissions, and**
- **Whether you did in fact seek and receive reimbursement from your professional development funds.**

Thanks,
Joan

From: ITS Response Center <help@unc.edu>
Sent: Friday, September 6, 2013 2:41 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Password for Onyen 'lbroome' expires soon.

The password for the Onyen 'lbroome' is set to expire
at this date and time: Fri Sep 20 12:12:56 2013

Visit the following web site to change your password or for
information on how to have it reset if it was forgotten:

https://onyen.unc.edu/cgi-bin/unc_id/chpw.pl

After your password expires, you can still access the above site
to change your password, though you will not be able to use your
Onyen to access any other Onyen-authenticated services until you
change your password.

Once you change your password, it will work for another 90 days
before it expires again. If you never use your Onyen, then
disregard this notice.

Your new Onyen password will be copied automatically to the
AD.UNC.EDU domain. If you have any Laptop, Desktop, or handheld
device which uses your old Onyen password to automatically login
or re-authenticate to services using the AD.UNC.EDU domain
(Exchange, for example), be sure to logout of those services and
login again with your new Onyen password within 10 minutes of
changing it. If you don't, and your devices continue to attempt
to re-authenticate using your old Onyen password, your
AD.UNC.EDU account will be locked for 10 to 20 minutes, just as
if you repeatedly tried to login with a bad password. During
that time you will not be able to login.

If you think you might forget your password, consider setting up
a "Challenge/Response" where you answer a few personal questions
BEFORE you forget your password. Later, if you can answer these
questions again, you can get a new password without having to
visit one of the password reset sites on campus. Just click
"Challenge-Response" at the top of the page mentioned above and
follow the instructions.

Answers to many common questions and a list of some Onyen
related services can be found by visiting the web site:

http://help.unc.edu/3247

If you have questions or need additional assistance with this
issue, contact the ITS Response Center at 919-962-HELP and we'll
be glad to assist you.

We send out these Password Expiration Notices via email
at 2 weeks, 1 week, and 2 days prior to the expiration.

This message is being sent to the electronic mail address
associated with the Onyen 'lbroome' in the UNC Campus Directory.
If this address is not your preferred electronic mail address,
you may change it by visiting the Campus Directory web site:

http://dir.unc.edu/dir/home/

From: cyndem@email.unc.edu
Sent: Friday, September 6, 2013 8:31 AM
To: The StudentSuccessLunches mailing list. <studentsuccesslunches@listserv.unc.edu>
Subject: Today at 12 Noon

Brown Bag Lunch Series on

THE CROSSROADS OF STUDENT SUCCESS: ACADEMICS, WELLNESS AND ENGAGEMENT

12 noon – 1:30 p.m., Hanes Hall Room 239

September 6th Notes on IX at UNC

with Ew Quimbaya-Winship, Student Complaint Coordinator/Deputy Title IX Officer

A brief overview of recent federal guidelines around harassment and sexual violence issued to higher education institutions will be provided. Carolina's response to these evolving expectations will be discussed. As well, Ew will provide an update on the work accomplished by the Title IX task Force over the summer; how students, faculty and staff are being encouraged to report and what the current reporting process is for individuals at UNC; and the conversation will end with a few thoughts and questions that will explore areas for growth.

From: Hamer, Robert M <hamer@unc.edu>
Sent: Friday, September 6, 2013 8:36 AM
To: The StudentSuccessLunches mailing list. <studentsuccesslunches@listserv.unc.edu>
Subject: RE: Today at 12 Noon

Why did I get this email? I don't recall signing up for any list server called "studentsuccesslunches."

Robert M. Hamer, Ph.D.
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336 Medical School Wing B
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From: cyndem@email.unc.edu [mailto:cyndem@email.unc.edu]
Sent: Friday, September 06, 2013 8:31 AM
To: The StudentSuccessLunches mailing list.
Subject: Today at 12 Noon

Brown Bag Lunch Series on

THE CROSSROADS OF STUDENT SUCCESS: ACADEMICS, WELLNESS AND ENGAGEMENT

12 noon – 1:30 p.m., Hanes Hall Room 239

September 6th Notes on IX at UNC

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From: Boger, Jack <jcboger@email.unc.edu>
Sent: Friday, September 6, 2013 10:24 AM
To: Ardia, David <ardia@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>; Corrado, Michael L <mlcorrad@email.unc.edu>; Gerhardt, Michael J <gerhardt@email.unc.edu>; Hirsch, Jeffrey Michael <jmhirsch@email.unc.edu>; Kelley, Thomas A III <takelley@email.unc.edu>; Kennedy, Joseph E <kennedy4@email.unc.edu>; Klinefelter, Anne <klinefel@email.unc.edu>; Krause, Joan H <jhkrause@email.unc.edu>; Marshall, Bill <wpmarsha@email.unc.edu>; Remus, Dana <dremus@email.unc.edu>; Savasta-Kennedy, Maria S <mskenned@email.unc.edu>
Cc: Myers, Richard E <rmyers@email.unc.edu>; Pierce, Catherine Ringo <cringo@email.unc.edu>
Subject: Dean's Advisory Comm. Meeting: Monday, Sept 9th, 4:15 pm
Attach: FacultySurvey.Draft.13Sept06.docx

Dear Friends,

I look forward to our first meeting of the 2013-14 academic year, scheduled for this coming Monday the 9th at 4:15 pm in the Faculty Lounge. I anticipate two agenda items. The first will be a short update from me on admissions and budget matters. The second and principal topic will cover the activities of Self-Study Committee being led by Joan Krause and Dana Remus. I am asking Joan and Dana to share with you their overall plan for the self-study process, including their intent to circulate a faculty survey shortly and to hold a faculty retreat sometime later in the fall. At their request, I'm circulating a version of the proposed faculty survey which is still being tweaked by the University's Lynn Williford, Assistant Provost for Institutional Research and Assessment, who's working with the Committee to finalize the survey. Please let me know if you have additional matters you'd like to bring before the group. Thanks.
Jack

LAW SCHOOL SELF STUDY
FACULTY QUESTIONNAIRE

Section 1.
Hiring

1. **To what extent do you feel informed about faculty hiring practices at the Law School?**

○ Not Informed at All

○ Only Minimally Informed

○ Somewhat Informed

○ Fairly Well Informed

○ Fully Informed

NEW QUESTION: How would you rate the diversity of the faculty?

○ Poor
○ Fair
○ Average
○ Good
○ Excellent
○ Do Not Know

NEW QUESTION: Given the economic realities of the legal market, what approach should the Law School take to hiring in the near future?

○ Continue to hire good candidates as our resources permit.
○ Engage in only replacement hiring.
○ Stop hiring new faculty until we have a better sense of the future of the market.
○ Other **[WITH TEXT BOX]**

2. Assuming the Law School hires new faculty over the next 5-7 years, what qualities should we emphasize in our recruitment efforts (for example, career level, scholarship record, teaching areas)?

(TEXT BOX)

Progress . . 10%

Continue

Section 2: Tenure, Promotion, Fixed-Term, and Post-Tenure Review Processes

1. To what extent do you feel informed about the *tenure-track* reappointment, tenure, and promotion processes at the Law School?

- ◯ Not Informed at All
- ◯ Only Minimally Informed
- ◯ Somewhat Informed
- ◯ Fairly Well Informed
- ◯ Fully Informed
- ◯ Not applicable

2. How effective are the current *tenure-track* reappointment, tenure, and promotion processes at the Law School?

- ◯ Very Ineffective
- ◯ Somewhat Ineffective
- ◯ Effective
- ◯ Very Effective
- ◯ Do Not Know Enough to Rate
- ◯ Not applicable

NEW QUESTION: To what extent do you feel informed about the *fixed-term* reappointment and promotion processes at the Law School?

- ◯ Not Informed at All
- ◯ Only Minimally Informed
- ◯ Somewhat Informed
- ◯ Fairly Well Informed
- ◯ Fully Informed
- ◯ Not applicable

NEW QUESTION: How effective are the current *fixed-term* reappointment and promotion processes at the Law School?

- ◯ Very Ineffective

Somewhat Ineffective

Effective

Very Effective

Do Not Know Enough to Rate

Not applicable

3. Have you been subject to review under the post-tenure review process?

Yes

No

3a. If so, please rate the value of that process.

Not At All Valuable

Only Slightly Valuable

Moderately Valuable

Very Valuable

Extremely Valuable

5. How effective is the current process for the awarding of endowed chairs in the Law School?

Very Ineffective

Somewhat Ineffective

Effective

Very Effective

Do Not Know Enough to Rate

6. Are there other comments you wish to make about reappointment, tenure, promotion, and post-tenure review processes, and the awarding of endowed chairs, in the Law School? Please elaborate in the space below.

Continue

3. Compensation

1. To what extent do you feel informed about levels of compensation provided to Law School faculty?

- ◯ Not Informed at All
- ◯ Only Minimally Informed
- ◯ Somewhat Informed
- ◯ Fairly Well Informed
- ◯ Fully Informed

2. Salaries and benefits at the Law School are:

- ◯ Competitive with those of comparable schools
- ◯ On the low side, but adequate to attract and retain faculty
- ◯ Too low to attract and retain faculty
- ◯ Do not know enough to rate

3. To what extent would you agree that given legislative limits, raises are distributed in an equitable manner within the Law School?

- ◯ Strongly Disagree
- ◯ Disagree
- ◯ Agree
- ◯ Strongly Agree
- ◯ Do Not Know Enough to Rate

4. Please rate the adequacy of the <u>overall funding</u> you have received from the Law School for the following:

	Very Adequate	Adequate	Barely Adequate	Very Inadequate	Not Applicable
Professional travel	◯	◯	◯	◯	◯
Computers or other technology equipment	◯	◯	◯	◯	◯
Books, subscriptions, and reprints					
Research assistants					
Data acquisition					

5. How frequently have you used <u>professional development</u> funds from the Law School in the following categories?

	Frequently	Occasionally	Just a Few	Never
Research travel	○	○	○	○
Conference travel	○	○	○	○

Computer equipment	○	○	○	○
Books, subscriptions, and reprints	○	○	○	○
Research Assistants	○	○	○	○
Data acquisition				

6. Are there other comments you wish to make about faculty compensation and support in the Law School? Please elaborate in the space below.

Progress . . 24%

Continue

4. Scholarship and Intellectual Climate

1. To what extent do you feel informed about faculty scholarship at the Law School?

- ○ Not Informed at All
- ○ Only Minimally Informed
- ○ Somewhat Informed
- ○ Fairly Well Informed
- ○ Fully Informed

2. Please indicate the extent to which you would agree that the Law School's efforts to reduce teaching loads and increase the availability of research leaves have had the following outcomes:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Cannot Rate
Increased the amount of scholarship	○	○	○	○	○
Increased the quality of scholarship	○	○	○	○	○
Actually decreased the number of courses taught by the average faculty member	○	○	○	○	○

3. To what extent would you agree that the following would have a positive impact on your scholarly productivity?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Cannot Rate
Reduced teaching loads	○	○	○	○	○
Increased support for scholarship	○	○	○	○	○
Availability of summer grants	○	○	○	○	○
Increased institutional expectations	○	○	○	○	○
The newly established Brooks Fund for Faculty Research, designed to assist faculty who are engaged in empirical or archival research to further their scholarship.					
The recently established faculty scholarship awards.					
The empirical specialist we share with Duke.					

NEW QUESTION: To what extent would you agree that the following have had a positive impact on the School's intellectual climate?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Cannot Rate
The large summer scholarship dinners.					
The small scholarship dinners.					
The Supreme Court summer lunch series.					

4. Please rate the importance of each of the following strategies for increasing institutional support for faculty scholarship:

	Very Important	Important	Only Slightly Important	Not Important	Do Not Know
Increase summer grants above the current level of $15,000					
Increase professional development funds above the current level of $3,500 per person					
Revise rules related to grant payments to avoid creating adverse incentives (e.g., saving projects, working on smaller projects, awarding grants for faculty development activities that might not directly lead to a publication, etc.)					
Continue to make RAs available to faculty					
Encourage collaborative work among faculty					
Increase decanal recognition of scholarly accomplishments					

5. Please rate the effectiveness of the Faculty Speakers Series in terms of the following:

	Excellent	Good	Average	Fair	Poor	Do Not Know
Number of speakers						
Information about speakers						
Quality of speakers						
Depth of topics						
Diversity of topics						

7. Do you have other comments or suggestions regarding faculty scholarship and the intellectual life of the Law School? Please elaborate in the space below.

Progress . . 31%

Continue

5. Teaching

1. To what extent do you feel informed about teaching expectations at the Law School?

- ○ Not Informed at All
- ○ Only Minimally Informed
- ○ Somewhat Informed
- ○ Fairly Well Informed
- ○ Fully Informed

2. How would you rate the appropriateness of the Law School's current use of adjunct professors?

- ○ Uses too many adjuncts
- ○ Uses an appropriate number of adjuncts
- ○ Uses too few adjuncts
- ○ Do not know

3. How appropriate is the priority the Law School gives to teaching in relation to other aspects of its mission?

- ○ Much too low
- ○ A little too low
- ○ Appropriate
- ○ A little too high
- ○ Much too high
- ○ Do not know

NEW QUESTION: Does the law school provide sufficient recognition of and support for high-quality teaching?

- ○ Too little
- ○ Appropriate
- ○ Too much

4. Please rate the reasonableness of your typical teaching load in terms of the number of credit hours and the number of students you teach.

	Much Too Low	A Little Low	Reasonable	A Little High	Much Too High	Not Applicable
The number of credit hours	○	○	○	○	○	○
The number of students	○	○	○	○	○	○

5. Which of the following represent your opinions of the Law School's class schedule? (select all that apply)

- ☐ It works about as well as can be expected
- ☐ Too many conflicts

☐ The School take into account instructor preference regarding the length of class sessions and the number of days per week classes meet,

☐ Not enough time scheduled for makeup classes

☐ Too much time scheduled for student meetings

☐ Other **[TEXT BOX]**

7. The system of banking hours should be:

○ Retained
○ Eliminated
○ Changed (please specify in 7a.)
○ Do not know

7a. If changed, how?

8. Are there other comments you wish to make about teaching in the Law School? Please elaborate in the space below.

Progress . . 40%

Continue

6.
Curriculum

1. To what extent do you feel informed about the Law School curriculum?

- ◯ Not Informed at All
- ◯ Only Minimally Informed
- ◯ Somewhat Informed
- ◯ Fairly Well Informed
- ◯ Fully Informed

NEW QUESTION: In what area(s) is our curriculum strongest?

[TEXT BOX]

NEW QUESTION: In what area(s) is our curriculum weakest?

[TEXT BOX]

2. How would you rate the quality of the current curriculum offered by the Law School?

- ◯ Poor
- ◯ Fair
- ◯ Average
- ◯ Good
- ◯ Excellent
- ◯ Do Not Know

3. How well do you think UNC-Chapel Hill Law School prepares graduates to perform the types of tasks required of a lawyer practicing in your specific subject area(s)?

- ◯ Poor
- ◯ Fair
- ◯ Average
- ◯ Good
- ◯ Excellent
- ◯ Do Not Know

3a. My subject area is:

4. To what extent do you feel informed about the practical skills curriculum at the Law School?

- ○ Not Informed at All
- ○ Only Minimally Informed
- ○ Somewhat Informed
- ○ Fairly Well Informed
- ○ Fully Informed

5. How would you rate the focus of current curriculum relative to the following lawyering tasks?

	Excellent	Good	Average	Fair	Poor	Do Not Know
Interviewing	○	○	○	○	○	○
Counseling	○	○	○	○	○	○
Negotiation	○	○	○	○	○	○
Trial Advocacy	○	○	○	○	○	○
Appellate Advocacy	○	○	○	○	○	○
Other Pre-Trial Advocacy	○	○	○	○	○	○
Transactional	○	○	○	○	○	○
IP-Related Practical Skills	○	○	○	○	○	○
Legal Research						
Legal Writing						
Transition-to-Practice Courses						

6. Identify which clinics you'd like to see the law school develop: (select your top three choices)

- ☐ Appellate Litigation Clinic
- ☐ Children's Advocacy Clinic
- ☐ Disability Law Clinic
- ☐ Death Penalty/Post Conviction Relief Client
- ☐ Education Law Clinic
- ☐ Elder Law Clinic
- ☐ Environmental Law Clinic
- ☐ Intellectual Property Clinic
- ☐ Legislative Clinic
- ☐ Mediation Clinic
- ☐ Patent & Licensing Clinic
- ☐ Prisoners' Rights Clinic
- ☐ Tax Clinic
- ☐ Workers/Employment Rights Clinic
- ☐ Other **[WITH TEXT BOX]**

7. To what extent do you feel informed about the academic success services provided by the Writing Learning Resources Center (LEAP Pre-Orientation, SOAR Bar Success Program, small study groups, Wednesday workshops, tutoring, writing sample assistance, etc). ?

- ○ Not Informed at All
- ○ Only Minimally Informed
- ○ Somewhat Informed
- ○ Fairly Well Informed
- ○ Fully Informed

NEW QUESTION: What additional academic support programs, if any, should be undertaken by the Law School?

[TEXT BOX]

10. How familiar are you with the following Law School dual degree programs?

	Very Familiar	Somewhat Familiar	Not Very Familiar	Not Familiar At All
J.D./Master of Arts in Sports Administration (M.A.S.A.)	○	○	○	○
J.D./Master of Business Administration (M.B.A.)	○	○	○	○
Program in Law, Medicine, and Health Care (Including the J.D./M.P.H. Concurrent Degree Program)	○	○	○	○
J.D./Master of Public Administration (M.P.A.)	○	○	○	○
J.D./Master in Public Policy (M.P.P.) (Duke University)	○	○	○	○
J.D./Master of Regional Planning (M.R.P.)	○	○	○	○
J.D./Master of Science in Library Science or Master of Science in Information Science (M.S.L.S.) (M.S.I.S)	○	○	○	○
J.D./Master of Social Work (M.S.W.)	○	○	○	○
J.D./Master of Arts in Mass Communication	○	○	○	○

11. Please indicate your level of agreement with the following statements about the curriculum:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
Law School dual degree programs are publicized sufficiently.	○	○	○	○	○

The Law School should consider additional dual degrees.	○	○	○	○	○
The Law School's current level of involvement with continuing legal education is appropriate.	○	○	○	○	○
I value having foreign exchange and LLM students in my classes.	○	○	○	○	○
The new LLM program for foreign lawyers is a valuable addition to the Law School.	○	○	○	○	○
	○	○	○	○	○
The Law School should consider offering an LLM in a particular field of study. Please specify field of study here:	○	○	○	○	○

13. How familiar are you with the following Law School foreign exchange programs ?

	Very Familiar	Somewhat Familiar	Not Very Familiar	Not Familiar At All
	○	○	○	
	○	○	○	
Université Jean Moulin LYON 3, France	○	○	○	
Radboud Universiteit Nijmegen, The Netherlands	○	○	○	
Universidad Iberoamericana, Mexico	○	○	○	
University of Manchester, England	○	○	○	
University of Glasgow, Scotland	○	○	○	

14. Should we consider other exchange programs with other countries?

○ Yes
○ No

14a. If so, where?

20. Are there other comments you wish to make about the Law School curriculum? Please elaborate in the space below.

Progress 56%

Continue

7. Service

1. To what extent do you feel informed about service expectations at the Law School?

- ◯ Not Informed at All
- ◯ Only Minimally Informed
- ◯ Somewhat Informed
- ◯ Fairly Well Informed
- ◯ Fully Informed

2. Please indicate whether the Law School adequately recognizes and rewards faculty for service to each of the following:

	Yes	No	Do Not Know
Individuals	◯	◯	◯
Groups	◯	◯	◯
The legal profession	◯	◯	◯
The University	◯	◯	◯
The local community	◯	◯	◯
The state	◯	◯	◯
The nation	◯	◯	◯
The world	◯	◯	◯

3. Please indicate whether the Law School offers appropriate support to faculty for providing service to each of the following:

	Yes	No	Do Not Know
Individuals	◯	◯	◯
Groups	◯	◯	◯
The legal profession	◯	◯	◯
The University	◯	◯	◯
The local community	◯	◯	◯
The state	◯	◯	◯
The nation	◯	◯	◯
The world	◯	◯	◯

4. Are there other comments you wish to make about service at the Law School? Please elaborate in the space below.

Progress . . 61%

Continue

8. Student Issues

1. Please rate the following:

	Excellent	Good	Average	Fair	Poor	Do Not Know
The quality of the student body	○	○	○	○	○	○
Student-faculty relations	○	○	○	○	○	○
Faculty participation in student extracurricular activities (e.g., Moot Court)	○	○	○	○	○	○
Passage rate on the N.C. Bar Examination	○	○	○	○	○	○
Efforts by the school to improve the bar passage rate this year (e.g., SOAR program, etc.)	○	○	○	○	○	○
Efforts by the school to address student "emergency" situations (illness, family issues, etc.).						
Efforts by the school to address ADA compliance.						
Placement efforts by the Career Development Office.						
Quality of pro bono opportunities offered through the Office of Public Service Programs						

2. What else can the school do to improve the bar passage rate?

NEW QUESTION: What else can the school do to improve placement rates for our graduates?

[TEXT BOX]

Continue

9.
Admissions

1. Should the size of the Law School entering class be increased or decreased?

- ◯ Increase
- ◯ Decrease
- ◯ Maintain the same class size
- ◯ We do not have enough information to make an informed decision at this time.

2. How would you rate the diversity of the Law School's student body?

- ◯ Poor
- ◯ Fair
- ◯ Average
- ◯ Good
- ◯ Excellent
- ◯ Do Not Know

3. Should any changes be made in the proportions of North Carolina and out-of-state residents that we admit to the first year class?

- ◯ Increase the proportion of NC residents
- ◯ Increase the proportion of out-of-state residents
- ◯ Make no changes to the current ratio
- ◯ Do Not Know

4. Please describe any ideas for improving the Law School admissions process and/or provide any other comments about admissions.

Progress . . 69%

Continue

10. Administration

1. To what extent do you feel informed about the administration at the Law School?

- ○ Not Informed at All
- ○ Only Minimally Informed
- ○ Somewhat Informed
- ○ Fairly Well Informed
- ○ Fully Informed

2. Please indicate your level of agreement with each of the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
The current administrative structure is appropriate for the needs of the Law School.	○	○	○	○	○
The current administrative structure operates effectively.	○	○	○	○	○
The faculty have a sufficient voice in Law School governance.	○	○	○	○	○
The faculty are required to spend too much time in faculty meetings and on committee activities.	○	○	○	○	○
There too many committees that currently exist within the Law School.	○	○	○	○	○

4. Please provide any other comments about the Law School Administration.

Progress . 74%

Continue

11. Staff, Communications, and Facilities

1. Please rate the quality of the following:

	Excellent	Good	Average	Fair	Poor	Do Not Know
Clerical and other staff support available to the faculty	○	○	○	○	○	○
The Law School's internal communications	○	○	○	○	○	○
The Law School's external communications	○	○	○	○	○	○
Adequacy of classroom facilities	○	○	○	○	○	○
Adequacy of faculty offices	○	○	○	○	○	○
Adequacy of the food service (i.e., snack shop)	○	○	○	○	○	○

2. Please provide any other comments about the Law School staff, communications, and facilities.

Progress . . 77%

Continue

12. Centers

[NOTE: CONDENSE THIS INTO A SINGLE CHART WITH ALL CENTERS LISTED AND THE 4 QUESTIONS CURRENTLY ASKED AS THE HORIZONTAL CHOICES]

1. Please check all that apply:

	I am familiar with this center	This center positively impacts my teaching, scholarship, or intellectual	This center enriches student life	This center services the public	Do Not Know
Center for Banking and Finance:					
Center for Civil Rights:					
Center on Poverty, Work, and Opportunity:					
CLEAR (Center for Law, Environment, Adaptation & Resources)					

Center for Law & Government					
Center for Media Law & Policy					
N.C. Coastal Resources Law, Planning and Policy Center					

2. Are there other comments you wish to make about the Law School's goals or the school in general? Please elaborate in the space below.

Progress . . 83%

13. Technology

1. Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
The technology provided in my Law School office is adequate to meet my needs.	○	○	○	○	○
I feel that I use technology effectively in my teaching.	○	○	○	○	○

2. Which of the following describe your use of technology in teaching? (Select all that apply):

- ☐ I use e-mail as the primary means of communication with my students outside of class.
- ☐ I often use a video projector or display when I teach.
- ☐ I regularly post course notes, summaries, or exercises online.
- ☐ I tend not to use technology when I teach.

NEW QUESTION: I regularly post to a law-related blog.

- ☐ Yes
- ☐ No

3. I use Sakai (select all that apply):

- ☐ To post course documents (syllabus, etc.)
- ☐ To host online discussions
- ☐ To answer questions from students
- ☐ I don't use Sakai

4. I use another web-based course management tool to (select all that apply):

- ☐ To post course documents (syllabus, etc.)
- ☐ To host online discussions
- ☐ To answer questions from students
- ☐ I don't use any web-based course management tools

6. Please indicate your level of agreement with the following statements concerning students' use of laptops in class.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know

Laptops help students organize better notes	○	○	○	○	○
Laptops help students share notes	○	○	○	○	○
Laptops distract me from teaching	○	○	○	○	○
Laptops distract the students from listening	○	○	○	○	○
Some students distract other students by web surfing, etc.	○	○	○	○	○
Laptops helps students look up cases, statutes, etc. during class	○	○	○	○	○
Even if I dislike student use of laptops, it's a reality and isn't likely to change	○	○	○	○	○
It bothers me if students check e-mail or websites during my class	○	○	○	○	○
I don't mind if students check e-mail or websites during my class as long as they pay attention	○	○	○	○	○

7. Are there other comments you wish to make about the availability or use of technology in the Law School? Please elaborate in the space below.

Progress . . 90%

Continue

14. Strengths and Goals of the Law School

1. Indicate the extent to which you agree with the following general statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
The intellectual atmosphere at the Law School is sufficiently rich and vibrant.	○	○	○	○	○
The Law School is adequately fulfilling its stated mission of serving the legal profession, the state, and the nation.	○	○	○	○	○

2. What kind of priority should the Law School give to improving/maintaining its ranking in U.S. News & World Report in planning for the future?

- ○ Give it primary consideration
- ○ Consider it among other factors
- ○ Consider it only as an afterthought
- ○ Ignore it entirely

3. What do you believe are the Law School's major strengths and weaknesses?

NEW QUESTION: How well do you believe the Law School is situated to withstand the uncertainties of the legal market? How could the school improve its position?

[TEXT BOX]

4. Are there other comments you wish to make about the Law School's goals or the school in general? Please elaborate in the space below.

Progress . . 94%

Continue

16. Library

1. Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
I am able to get the materials I need from the Law Library's print and online collections (including materials received from other libraries through the Law Library) to support my teaching, research, scholarship, and service. i. If you disagree, please comment **[TEXT BOX]**	○	○	○	○	○
Library services (including but not limited to document delivery, the LibRA research service, empirical research support, and general support from reference librarians) are effective in supporting my teaching, research, scholarship, and service. ii. If you disagree, please comment **[TEXT BOX]**	○	○	○	○	○
The Law Library facility and hours are adequate for my needs. iii. If you disagree, please comment **[TEXT BOX]**					

2. Are there other comments you wish to make about the Law Library? Please elaborate in the space below.

16. Demographics

1. How many years have you been at the Law School?

- ◯ 2 or fewer years
- ◯ 3-6 years
- ◯ 7-12 years
- ◯ 13-20 years
- ◯ 20+ years

2. What is your rank?

- ◯ Assistant Professor
- ◯ Associate Professor
- ◯ Professor

3. What is your tenure status?

- ◯ Tenured
- ◯ Tenure track (non-tenured)
- ◯ Fixed term appointment (clinical)

Thank you for completing this questionnaire. Please use the button below to submit your responses.

Progress . 100%

Submit

From: Gibson, S. Elizabeth <elizabeth_gibson@unc.edu>
Sent: Friday, September 6, 2013 10:59 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Lunch

Sounds good.

S. Elizabeth Gibson
Burton Craige Professor of Law
5073 Van Hecke-Wettach Hall
University of North Carolina at Chapel Hill
C.B. # 3380
Chapel Hill, NC 27599-3380
Phone: (919) 962-8506
Fax: (919) 962-1277

From: Broome, Lissa L
Sent: Friday, September 06, 2013 10:51 AM
To: Gibson, S. Elizabeth
Subject: Lunch

Hi Elizabeth – I have a meeting out of the office at 11:00, but I will be back for lunch. I will call when I get back. Should be around 12:00 or a little later.
Thanks,
Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: kretchj@email.unc.edu
Sent: Friday, September 6, 2013 11:34 AM
To:
Subject: For Reporting Meeting this afternoon

To: Broome, Lissa (lbroome); Brown, Michelle (mbrown3); Derickson, Christopher (derickso); Farmer, Stephen (smfarmer); Hirth, Garrett (gmh); Ille, Vincent (ille); Kretchmar, Jennifer (kretchj); Mosley, Maria (lmosley); Polk, Barbara (bjpolk); Renner, Joy (jrenner); Williford, Lynn (lewillif)

From: Jennifer Kretchmar

Dear All,

I posted two draft documents - a reporting template and a list of reporting guidelines - to our working group site. I'll bring printed copies to the meeting this afternoon.

Thanks.

Jen Kretchmar

This forwarded message was sent via Sakai @ UNC-Chapel Hill Messages from the "Working Group" site. To reply to this message click this link to access Messages for this site: Working Group.

From: Broome, Lissa L <lbroome@email.unc.edu>
Sent: Friday, September 6, 2013 1:41 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Free ticket to Saturday's 12:30 Football game

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[Message was sent to entire Law School Community]
Friends – I have one extra ticket to tomorrow's football game against Middle Tennessee State at 12:30 p.m. I have left it in my box. Free to the first one there.
Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Lyris ListManager <lyris-noreply@listserv.unc.edu>
Sent: Friday, September 6, 2013 1:42 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: Free ticket to Saturday's 12:30 Football game

Sorry, but Lyris ListManager did not find your email address
-> "lbroome@email.unc.edu"

listed as a member of law_library.

Only members of law_library are allowed to contribute messages.

Because Lyris ListManager could not confirm that you are a member of law_library,
your message was not accepted.

Return-Path: <bounce-33543220-319442@listserv.unc.edu>
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X-Policy: $BYPASS_SBRS
X-MID: 1094894187
X-SBRS: 5.6
X-ITS-JunkMail: 1
Received: from listserv2.listserv.unc.edu (HELO listserv.unc.edu) ([152.19.146.2])
by mxip0i.isis.unc.edu with SMTP; 06 Sep 2013 13:42:11 -0400
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From: "Broome, Lissa L" <lbroome@email.unc.edu>
To: "Law School Community mailing list" <law_community@listserv.unc.edu>
Subject: Free ticket to Saturday's 12:30 Football game
Thread-Topic: Free ticket to Saturday's 12:30 Football game
Thread-Index: Ac6rKBhR00NIN5yKQbGH3WCW/DUYWg==
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[Message was sent to entire Law School Community]

Friends - I have one extra ticket to tomorrow's football game against Middl=
e Tennessee State at 12:30 p.m. I have left it in my box. Free to the fir=
st one there.

Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law

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Access my papers on SSRN at: http://ssrn.com/author=3D248720<http://hq.ssrn=
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From: UNC Friends of the Library <rcanada@email.unc.edu>
Sent: Friday, September 6, 2013 3:19 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Reminder: Preserving Your Intellectual Legacy at UNC

Preserving your Intellectual Legacy at UNC

What will you do with your personal research collections, papers and books? What will be your legacy at UNC?

Please join us for a panel discussion
Thursday, September 12, 2013
3:00-5:00 p.m.
Pleasants Family Assembly Room, Wilson Library

Topics and Speakers:

Preserving your scholarly work (papers, research materials, data)
Meg Tuomala, University Archives

Managing and placing your personal book collections
Libby Chenault, Davis Library

Gift planning resources
Keith W. Cook, J.D., Gift Planning

RSVP requested by Friday, September 4 to:
Emily Silverman
Library Development
(919) 962-3437 or
essilver@email.unc.edu

Spouses and guests are welcome.

Sponsored by the Friends of the Library and the Office of Gift Planning

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You received this e-mail from the UNC Friends of the Library, CB #3920, Davis Library, University of North Carolina at Chapel Hill, Chapel Hill, NC 27514-8890. If you do not wish to receive future e-mail of this type from the Friends of the Library, please reply to alumni@unc.edu and include your full name, address and class year or click this Unsubscribe Link. Please note that UNC and the General Alumni Association do not sell your information, including your e-mail address, to anyone for any purpose.

From: Lewis, Brian D <brian-lewis@unc.edu>
Sent: Friday, September 6, 2013 4:06 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] On-Campus Interviews for Week of September 9th

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From: Glenn-Pruitt, Kala V
Sent: Friday, September 06, 2013 4:05 PM
Subject: On-Campus Interviews for week of September 9th

Date	Employer	Timespan	Rooms	Interviewer
2013-09-09	Chambliss, Bahner & Stophel, P.C. (Chattanooga, TN)	9:00 am - 12:30 pm	5067 - Faculty Conf Rm	John H. Lawrence '12
2013-09-09	District Attorney- District 13 - Brunswick County (Bolivia, NC)	10:00 am - 12:30 pm	4079 - JC Conf Rm	Kaitlyn Richards; Glenn Emery; Quinton McGee
2013-09-09	Southern Coalition for Social Justice (Durham, NC)	9:40 am - 12:30 pm	4080 - Conf Rm	Jeremy Collins
2013-09-09	US DEPT OF LABOR (WASHINGTON, DC)	9:00 am - 4:50 pm	5066 - Faculty Conf Rm	Uchenna Evans; Robert Walter
2013-09-10	District Attorney - District 10 - Wake County (RALEIGH, NC)	9:20 am - 4:20 pm	3045-B - Library Study Rm	April F. Taylor
2013-09-10	United States Attorney's Office - Eastern District of North Carolina (Raleigh, NC)	8:40 am - 5:00 pm	3045-C Library Study Rm	
2013-09-12	Legal Aid of North Carolina (Raleigh, NC)	8:40 am - 5:00 pm	4079 - JC Conf Rm	Celia Pistolis '82
2013-09-13	FREEMAN, MATHIS & GARY, LLP (ATLANTA, GA)	9:00 am - 3:20 pm	4075 - CSO Suite	Scott Rees

Kala Glenn-Pruitt
Recruiting Administrator
Career Development Office (CDO)
University of North Carolina School of Law
160 Ridge Road – CB #3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
(P) 919.962.0280
(F) 919.962.2516
Post a Job Opportunity or Request an Interview Date

From: UNC News <news@unc.edu>
Sent: Friday, September 6, 2013 4:31 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: RE:[newsclips] Carolina in the News-- September 6, 2013

Carolina in the News
Sept. 6
Here is a sampling of links and notes about Carolina people and programs cited recently in the media.

International Coverage

Gold Doesn't Always Protect Against Inflation Risk: Research Paper
International Business Times
Sept. 6
The widespread assumption that gold protects investors against excessive inflation because gold prices rise as inflation surges has come under attack in a research paper published earlier this week. … tracking the correlation between gold prices and the consumer price index over decades leads to the conclusion that gold didn't work especially well as protection against inflation in the 1990s…"The gold-inflation relationship is not stable," said one author, Dr. Cetin Ciner of the University of North Carolina…
http://www.ibtimes.com/gold-doesnt-always-protect-against-inflation-risk-research-paper-1403168

Incense smoke can choke asthma patients
TNN (India)
Sept. 5
That divine aroma emanating from the corners of your home can cause havoc for asthma patients. The good old agarbatti, once a part of every Indian home, is known to cause indoor pollution. … A recent study by Gillings School of Global Public Health, University of North Carolina, at Chapel, found that burning incense gives rise to indoor air pollution that causes lung cell inflammation and other health problems.
UNC Release:
http://uncnews.unc.edu/content/view/6151/107/
http://timesofindia.indiatimes.com/city/bangalore/Incense-smoke-can-choke-asthma-patients/articleshow/22351917.cms

National Coverage

NIH Funds Minority Disease Susceptibility Studies
Genetic Engineering & Biotechnology News
Sep 6, 2013
Five research teams have received four-year awards through the Population Architecture Using Genomics and Epidemiology (PAGE) program of the National Human Genome Research Institute (NHGRI) to study the genomics of disease susceptibility in ethnically diverse populations…. University of North Carolina, Chapel Hill, $3.1 million: [to analyze] large studies involving many Hispanic and African American participants…
http://www.genengnews.com/gen-news-highlights/nih-funds-minority-disease-susceptibility-studies/81248813/

25 Ways to Be More Creative
INC.com
Sept. 5
You might think of creativity as something clever marketers or copywriters whip out when they need to come up with a compelling ad, or a personal trait only certain people, such as successful serial entrepreneurs or brilliant improv actors, naturally possess. But according to Keith Sawyer, research psychologist and author of "Zig Zag: The Surprising Path to Greater Creativity," everyone can be more creative. ….. [Sawyer is Morgan Distinguished Professor of Educational Innovation in UNC's School of Education.]

Kidney Transplants Linked to Invasive Skin Cancer
Medscape (medical news website)
Sept. 5
In a brief report published in the September 3 issue of in the *Journal of Clinical Investigation*, Laurence Verneuil, MD, and colleagues from INSERM, University of Caen, France, give an explanation for this increased risk. The report provides "the first evidence for donor contribution to the malignant epithelium of skin squamous cell carcinoma in a kidney transplant recipient," write Cai Bin Cui, MD, and David A. Berber, MD, from the School of Medicine at the University of North Carolina at Chapel Hill, in an accompanying commentary.
http://www.medscape.com/viewarticle/810508

Warrant: Agent gave cash to ex-UNC player Greg Little
USATODAY
Sept. 5
Documents unsealed this week show Cleveland Browns wideout Greg Little talked to state investigators in North Carolina in January, saying he was "ready for this chapter of his life to be over and to get on with his life on a clean slate."(Photo: Ron Schwane, USA TODAY Sports)
Investigators in North Carolina say a Georgia-based sports agent violated sports agent laws by providing more than $20,000 in cash and benefits to former Tar Heels receiver Greg Little in 2010.
http://www.usatoday.com/story/sports/ncaaf/acc/2013/09/05/north-carolina-greg-little-agent-terry-watson-improper-benefits/2771861/
Related links:
http://collegefootballtalk.nbcsports.com/2013/09/05/former-unc-player-admits-to-receiving-payments-from-agent/
http://www.nfl.com/news/story/0ap1000000238710/article/exunc-wr-greg-little-admits-to-being-paid-by-agent-in-school

Regional Coverage

Osteoarthritis not just for the aging
Pocono Record (Pennsylvania)
September 5, 2013
Osteoarthritis, the most common form of arthritis, affects 27 million Americans. Your grandparents' generation accepted OA as an inevitable condition of aging, but new research is changing how doctors look at the disease. ….Osteoarthritis probably involves more than one gene with susceptibility to environmental and genetic factors, said Dr. Joanne Jordan, an arthritis researcher at the University of North Carolina, Chapel Hill.
http://www.poconorecord.com/apps/pbcs.dll/article?AID=/20130905/FEATURES/309050301/-1/NEWSMAP

Study: Children's use of e-cigarettes increasing
KOMO-TV (Seattle; AP story)
Sept. 5
Children — like adults — are increasingly trying electronic cigarettes, according to the first large national study to gauge use by middle and high school students. ...health officials are worried. The new study suggests many kids are now getting a first taste of nicotine through e-cigarettes and then moving on to regular tobacco products, they say.Kurt Ribisl, a University of North Carolina tobacco policy expert, was a bit more restrained, saying the results "don't prove that e-cigarettes are a gateway to smoking cigarettes". …

http://www.komonews.com/
State & Local Coverage

NC Research Campus hosting Nutrithon on Saturday

The Post (Salisbury)
Sept. 6
The North Carolina Research Campus will host the third Nutrithon on Saturday. Sponsored by the Kannapolis Rotary Club, proceeds from the event go to fund construction of the Rotary House, to be used by visiting students and researchers working on their doctoral degrees at the Research Campus.Last year's Nutrithon raised more than $30,000.
http://www.salisburypost.com/article/20130905/SP01/130909827/1006/nc-research-campus-hosting-nutrithon-on-saturday
An Uncommon Retrospective
Mountain Times (Boone)
Sept. 5
There are more than 250,000 images in Hugh Morton's vaunted photography collection — many of which have never been seen. …Appalachian State University's Turchin Center for the Visual Arts is holding a special exhibit to honor the late photographer and champion of Grandfather Mountain.Titled "Photographs by Hugh Morton: An Uncommon Retrospective…" "It is quite a variety," said exhibit organizer Stephen Fletcher, a photographic archivist at the University of North Carolina.
http://mountaintimes.com/art/articles/An-Uncommon-Retrospective-id-024512#sthash.XbC3AZof.dpuf
NC investigators: Former UNC receiver Greg Little received more than $20,000 from agent
The News & Observer (Raleigh)
Sept. 5
Former UNC-Chapel Hill football player Greg Little told agents from the N.C. secretary of state's office that he received more than $20,000 from a Georgia-based sports agent in 2010 – Little's final year on campus before leaving school after UNC declared him permanently ineligible amid a widespread NCAA investigation.
http://www.newsobserver.com/2013/09/05/3166596/nc-investigators-say-ga-based.html#storylink=cpy
Related links:
http://www.wralsportsfan.com/warrant-agent-provided-over-20k-to-ex-unc-player/12854449/
Issues & Trends
NCAA's Strategic Plan Lacked Emphasis on Key Challenges
The Chronicle of Higher Education (blog)
Sept. 5, 2013
Ten years ago, the NCAA began work on a new strategic plan that, among other things, sought to identify potential hurdles the association might face over the next five to 10 years. I came across the plan this week while reading through a set of guidelines the NCAA recently distributed for a survey that will help redesign its top division.
http://chronicle.com/blogs/players/ncaas-strategic-plan-lacked-emphasis-on-key-challenges/33581

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email to leave-33544579-53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: no_reply@email.unc.edu
Sent: Friday, September 6, 2013 4:49 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [FORMAL NOTICE] Reporting Lost or Stolen Electronic Portable Devices

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To: University Faculty and Staff

From: Karol Kain Gray, Vice Chancellor for Finance and Administration
Chris Kielt, Vice Chancellor for Information Technology and CIO
Chief Jeff B. McCracken, Director of Public Safety

Re: Reporting Lost or Stolen Electronic Portable Devices

Electronic portable devices such as smart phones, USB drives, laptops, etc., carry with them an increased risk of being lost or stolen. As stewards of the University's digital information, it is important that each of us exercise care and sound judgment in our use of University and/or personally-owned electronic portable devices that are used to conduct University business. Previously, the risk associated with a lost or stolen device was the monetary value of the unit; however, now the value lies in the personal and business information that is embedded in or accessible through use of the device.

To ensure that University information is properly secure and in order to maintain the public trust, each of us is obligated to report lost or stolen electronic portable devices. As stewards of University information, we have an obligation that extends beyond property owned by the University, to include any personally-owned devices that have been used to view, access or store sensitive, University-owned data. The report of loss or theft of such a device should be considered an "incident" under the University's Incident Management Policy (see http://its.unc.edu/files/2012/03/ccm1_033423.pdf) and must be reported in the same manner as any other event involving risk to sensitive, University-owned data.

If you experience the loss or theft of personal or state property that has been used to view, access or store sensitive University-owned data;

1. Call the Information Technology Services (ITS) Help Desk at 919-962-HELP.
2. Ask to submit a "critical" Remedy ticket to the ITS-Security group regarding a security incident.
3. Do not provide additional detail until you are communicating with an incident handler from the UNC-Chapel Hill Information Security Office.
4. Provide a telephone number at which you can be reached shortly thereafter.
5. In addition, if you experience the loss or theft of any state property you are also required to file a report with the UNC-Chapel Hill Department of Public Safety at 919-962-8100.

State law (NC General Statute § 114 15.1.) requires that a University employee report the loss or theft of state property "… as soon as possible, but not later than three days from receipt of the information or evidence of the lost or theft…" NC General Statute § 114 15.1, in turn, requires a state agency to report misuse, loss or theft of state property within 10 days.

The ITS Information Security Office maintains a number of documents, cited below, that clarify sensitive, University-owned data:
• What is sensitive data? http://help.unc.edu/help/what-is-sensitive-data/
• Is this device sensitive? https://help.unc.edu/help/sensitive-data/

In addition to good stewardship of University information, there are legal requirements (e.g., HIPAA, NC Identity Theft Protection Act and others) that impose an obligation to report the unauthorized release of certain types of sensitive data that might accompany the loss or theft of a device.

Your involvement is an important component of the protection of University digital information. For additional information, please contact ITS-Information Security or the UNC Department of Public Safety.

Thank you for your cooperation in this matter.

Note: An electronic version of this memo can be found at: http://www.unc.edu/finance/fd/c/docs/2013_lost_stolen_devices.pdf.

This message is sponsored by: Vice Chancellor for Finance and Administration, Vice Chancellor for Information Technology, Director of Public Safety

From: Melamut, Steven J <melamut@email.unc.edu>

Sent: Friday, 9:17 PM

To: Broome, Lissa L <lbroome@email.unc.edu>; Burk, Bernie <baburk@email.unc.edu>; Gasaway, Laura N <LAURA_GASAWAY@unc.edu>; Gerhardt, Michael J <gerhardt@email.unc.edu>; @live.unc.edu>; Klinefelter, Anne <klinefel@email.unc.edu>; Melamut, Steven J <melamut@email.unc.edu>; Nixon, Donna L <dnixon@email.unc.edu>; Sampson, Sara Ann <sasampso@email.unc.edu>; Turnier, William J <wturnier@email.unc.edu>

Subject: new issue of CiLP

Attach: image001.jpg

The issue of the Current Index to Legal Periodicals (CILP) is available at https://my.law.unc.edu/library/cilp/

Steven Melamut
melamut@email.unc.edu

Description. Description:
UNC_LawLibrary

From: Edmunds, Doug <edmunds@unc.edu>
Sent: Saturday, September 7, 2013 8:25 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [CAUTION: Potential Spam/Scam] RE: [CAUTION: Potential Spam/Scam] FW: Your mailbox is almost full.

** This may not be a legitimate message. E-mail is easily forged. Be suspicious of any e-mail asking you to take an immediate action on your account. Official University e-mails will never ask you to respond with a password. **
Yet another message that appears to have slipped past me. Sorry! These messages are really confusing to me and always look suspicious at first glance. But I think in this case this message *is* legitimate. I seem to recall bumping your Exchange quota from the default of 2GB to 7GB at some point, and this would indicate that you've almost reached that 7GB limit. Let's take a look together at your Outlook account on Monday to be sure. Actually, you can check your quota by doing the following:

To check your quota in Outlook 2010:

1. Click on the **File** tab.
2. Click **Info**.
3. Your quota usage info will appear in the "Mailbox Cleanup" section.

Let me know what you see, and if need be, I can increase your quota by another 5GB.

Best,
Doug

Doug Edmunds
Assistant Dean for IT
UNC School of Law
919.843.9208 office
http://www.linkedin.com/in/dougedmunds/
http://twitter.com/unclawinfotech

From: Broome, Lissa L
Sent: Tuesday, August 13, 2013 8:56 AM
To: Edmunds, Doug
Subject: [CAUTION: Potential Spam/Scam] FW: Your mailbox is almost full.

** This may not be a legitimate message. E-mail is easily forged. Be suspicious of any e-mail asking you to take an immediate action on your account. Official University e-mails will never ask you to respond with a password. **
Is this a real message?
Lissa

From: Microsoft Outlook
Sent: Tuesday, August 13, 2013 2:00 AM
To: Broome, Lissa L
Subject: Your mailbox is almost full.
Importance: High

Your mailbox is almost full.

6954MB **7168**MB

Please reduce your mailbox size. Delete any items you don't need from your mailbox and empty your Deleted Items folder.

From: Reisner, Howard M <howard_reisner@med.unc.edu>
Sent: Saturday, September 7, 2013 9:25 AM
To: The StudentSuccessLunches mailing list. <studentsuccesslunches@listserv.unc.edu>
Subject: RE: Today at 12 Noon

That makes two of us
Howard Reisner
Professor
Pathology and Laboratory Medicine

From: Hamer, Robert M [hamer@unc.edu]
Sent: Friday, September 06, 2013 8:35 AM
To: The StudentSuccessLunches mailing list.
Subject: RE: Today at 12 Noon

Why did I get this email? I don't recall signing up for any list server called "studentsuccesslunches."
Robert M. Hamer, Ph.D.
Professor of Psychiatry and Biostatistics
336 Medical School Wing B
Department of Psychiatry CB#7160
School of Medicine
The University of North Carolina
Chapel Hill NC 27599
Office: 919 843 5508
FAX: 919 966 5811
Email: hamer@unc.edu

From: cyndem@email.unc.edu [mailto:cyndem@email.unc.edu]
Sent: Friday, September 06, 2013 8:31 AM
To: The StudentSuccessLunches mailing list.
Subject: Today at 12 Noon

Brown Bag Lunch Series on

THE CROSSROADS OF STUDENT SUCCESS: ACADEMICS, WELLNESS AND ENGAGEMENT

12 noon – 1:30 p.m., Hanes Hall Room 239

September 6th Notes on IX at UNC

with Ew Quimbaya-Winship, Student Complaint Coordinator/Deputy Title IX Officer

A brief overview of recent federal guidelines around harassment and sexual violence issued to higher education institutions will be provided. Carolina's response to these evolving expectations will be discussed. As well, Ew will provide an update on the work accomplished by the Title IX task Force over the summer; how students, faculty and staff are being encouraged to report and what the current reporting process is for individuals at UNC; and the conversation will end with a few thoughts and questions that will explore areas for growth.

You are currently subscribed to studentsuccesslunches as: howard_reisner@med.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=67156261.312259c46346c56495a3f6af508cfbf7&n=T&l=studentsuccesslunches&o=33545437
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-33545437-67156261.312259c46346c56495a3f6af508cfbf7@listserv.unc.edu

---

You are currently subscribed to studentsuccesslunches as: lbroome@email.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=67157087.a27c0d043ab267823dec02d8eeaf3664&n=T&l=studentsuccesslunches&o=33547478
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-33547478-67157087.a27c0d043ab267823dec02d8eeaf3664@listserv.unc.edu

From: Binotti, Lucia <lbinotti@email.unc.edu>
Sent: Sunday, September 8, 2013 6:15 AM
To: The StudentSuccessLunches mailing list. <studentsuccesslunches@listserv.unc.edu>
Cc: The StudentSuccessLunches mailing list. <studentsuccesslunches@listserv.unc.edu>
Subject: Re: Today at 12 Noon

Three!

Lucia binotti
Professor of Spanish

Sent from my iPad

On Sep 8, 2013, at 12:01 AM, "Reisner, Howard M" <howard_reisner@med.unc.edu> wrote:

> That makes two of us
> Howard Reisner
> Professor
> Pathology and Laboratory Medicine
>
> ---
>
> **From:** Hamer, Robert M [hamer@unc.edu]
> **Sent:** Friday, September 06, 2013 8:35 AM
> **To:** The StudentSuccessLunches mailing list.
> **Subject:** RE: Today at 12 Noon
>
> Why did I get this email? I don't recall signing up for any list server called "studentsuccesslunches."
> Robert M. Hamer, Ph.D.
> Professor of Psychiatry and Biostatistics
> 336 Medical School Wing B
> Department of Psychiatry CB#7160
> School of Medicine
> The University of North Carolina
> Chapel Hill NC 27599
> Office: 919 843 5508
> FAX: 919 966 5811
> Email: hamer@unc.edu
>
> ---
>
> **From:** cyndem@email.unc.edu [mailto:cyndem@email.unc.edu]
> **Sent:** Friday, September 06, 2013 8:31 AM
> **To:** The StudentSuccessLunches mailing list.
> **Subject:** Today at 12 Noon
>
> Brown Bag Lunch Series on
>
> THE CROSSROADS OF STUDENT SUCCESS: ACADEMICS, WELLNESS AND ENGAGEMENT
>
> *12 noon – 1:30 p.m., Hanes Hall Room 239*
>
> September 6th Notes on IX at UNC
>
> *with Ew Quimbaya-Winship, Student Complaint Coordinator/Deputy Title IX Officer*
>
> A brief overview of recent federal guidelines around harassment and sexual violence issued to higher education institutions will be provided. Carolina's response to these evolving expectations will be discussed. As well, Ew will provide an update on the work accomplished by the Title IX task Force over the summer; how students, faculty and staff are being encouraged to report and what the current reporting process is for individuals at UNC; and the conversation will end with a few thoughts and questions that will explore areas for growth.
>
> ---
>
> You are currently subscribed to studentsuccesslunches as: howard_reisner@med.unc.edu.
>
> To unsubscribe click here: http://lists.unc.edu/u?id=67156261.312259c46346c56495a3f6af508cfbf7&n=T&l=studentsuccesslunches&o=33545437
>
> (It may be necessary to cut and paste the above URL if the line is broken)
>
> or send a blank email to leave-33545437-67156261.312259c46346c56495a3f6af508cfbf7@listserv.unc.edu
>
> ---
>
> You are currently subscribed to studentsuccesslunches as: lbinotti@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=67157080.fd1d3efd0fdc24236256fe9f831e61ab&n=T&l=studentsuccesslunches&o=33547478

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-33547478-67157080.fd1d3efd0fdc24236256fe9f831e61ab@listserv.unc.edu

---

You are currently subscribed to studentsuccesslunches as: lbroome@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=67157087.a27c0d043ab267823dec02d8eeaf3664&n=T&l=studentsuccesslunches&o=33550230

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-33550230-67157087.a27c0d043ab267823dec02d8eeaf3664@listserv.unc.edu

From: Ho, Jennifer A <jho@email.unc.edu>
Sent: Sunday, September 8, 2013 10:08 AM
To: The StudentSuccessLunches mailing list. <studentsuccesslunches@listserv.unc.edu>
Subject: Re: Today at 12 Noon

If you scroll down you can see that you can unsubscribe (which is what I'm going to do because I also don't recall signing up for this list serv) -- also, these emails are all being sent to the list serv so I'm not sure who the administrator is but you might want to change those settings so that we aren't flooding email inboxes of everyone who didn't seem to sign up for this list serv.

--Jennifer Ho
==========
Jennifer Ho
Associate Professor, English & Comparative Literature
Director of Graduate Studies, English
Greenlaw Hall, CB#3520
Chapel Hill, NC 27599-3520
919-962-8478 (office)
919-962-3520 (fax)
Jho@email.unc.edu

From: <Reisner>, Howard M <howard_reisner@med.unc.edu>
Reply-To: "Reisner, Howard M" <howard_reisner@med.unc.edu>
Date: Saturday, September 7, 2013 9:25 AM
To: "The StudentSuccessLunches mailing list." <studentsuccesslunches@listserv.unc.edu>
Subject: RE: Today at 12 Noon

That makes two of us
Howard Reisner
Professor
Pathology and Laboratory Medicine

From: Hamer, Robert M [hamer@unc.edu]
Sent: Friday, September 06, 2013 8:35 AM
To: The StudentSuccessLunches mailing list.
Subject: RE: Today at 12 Noon

Why did I get this email? I don't recall signing up for any list server called "studentsuccesslunches."
Robert M. Hamer, Ph.D.
Professor of Psychiatry and Biostatistics
336 Medical School Wing B
Department of Psychiatry CB#7160
School of Medicine
The University of North Carolina
Chapel Hill NC 27599
Office: 919 843 5508
FAX: 919 966 5811
Email: hamer@unc.edu

From: cyndem@email.unc.edu [mailto:cyndem@email.unc.edu]
Sent: Friday, September 06, 2013 8:31 AM
To: The StudentSuccessLunches mailing list.
Subject: Today at 12 Noon

Brown Bag Lunch Series on

THE CROSSROADS OF STUDENT SUCCESS: ACADEMICS, WELLNESS AND ENGAGEMENT

12 noon – 1:30 p.m., Hones Hall Room 239

September 6th Notes on IX at UNC

with Ew Quimbaya-Winship, Student Complaint Coordinator/Deputy Title IX Officer

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You are currently subscribed to studentsuccesslunches as: howard_reisner@med.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=67156261.312259c46346c56495a3f6af508cfbf7&n=T&l=studentsuccesslunches&o=33545437
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-33545437-67156261.312259c46346c56495a3f6af508cfbf7@listserv.unc.edu
---
You are currently subscribed to studentsuccesslunches as: jho@email.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=67156535.202dec253ad053d8a24b8eadc32bd77a&n=T&l=studentsuccesslunches&o=33547478
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-33547478-67156535.202dec253ad053d8a24b8eadc32bd77a@listserv.unc.edu
---
You are currently subscribed to studentsuccesslunches as: lbroome@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=67157087.a27c0d043ab267823dec02d8eeaf3664&n=T&l=studentsuccesslunches&o=33550242
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-33550242-67157087.a27c0d043ab267823dec02d8eeaf3664@listserv.unc.edu

From: Neigher, Stephen <neigher@email.unc.edu>
Sent: Sunday, September 8, 2013 10:22 AM
To: The StudentSuccessLunches mailing list. <studentsuccesslunches@listserv.unc.edu>
Subject: RE: Today at 12 Noon

That makes three of us.

From: Reisner, Howard M [howard_reisner@med.unc.edu]
Sent: Saturday, September 07, 2013 9:25 AM
To: The StudentSuccessLunches mailing list.
Subject: RE: Today at 12 Noon

That makes two of us
Howard Reisner
Professor
Pathology and Laboratory Medicine

From: Hamer, Robert M [hamer@unc.edu]
Sent: Friday, September 06, 2013 8:35 AM
To: The StudentSuccessLunches mailing list.
Subject: RE: Today at 12 Noon

Why did I get this email? I don't recall signing up for any list server called "studentsuccesslunches."
Robert M. Hamer, Ph.D.
Professor of Psychiatry and Biostatistics
336 Medical School Wing B
Department of Psychiatry CB#7160
School of Medicine
The University of North Carolina
Chapel Hill NC 27599
Office: 919 843 5508
FAX: 919 966 5811
Email: hamer@unc.edu

From: cyndem@email.unc.edu [mailto:cyndem@email.unc.edu]
Sent: Friday, September 06, 2013 8:31 AM
To: The StudentSuccessLunches mailing list.
Subject: Today at 12 Noon

Brown Bag Lunch Series on

THE CROSSROADS OF STUDENT SUCCESS: ACADEMICS, WELLNESS AND ENGAGEMENT

12 noon – 1:30 p.m., Hanes Hall Room 239

September 6th Notes on IX at UNC

with Ew Quimbaya-Winship, Student Complaint Coordinator/Deputy Title IX Officer

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You are currently subscribed to studentsuccesslunches as: howard_reisner@med.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=67156261.312259c46346c56495a3f6af508cfbf7&n=T&l=studentsuccesslunches&o=33545437
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-33545437-67156261.312259c46346c56495a3f6af508cfbf7@listserv.unc.edu

---

You are currently subscribed to studentsuccesslunches as: neigher@email.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=67157735.3e9f3ebdc0d3959ff223d7c1438c8aa9&n=T&l=studentsuccesslunches&o=33547478
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-33547478-67157735.3e9f3ebdc0d3959ff223d7c1438c8aa9@listserv.unc.edu

---

You are currently subscribed to studentsuccesslunches as: lbroome@email.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=67157087.a27c0d043ab267823dec02d8eeaf3664&n=T&l=studentsuccesslunches&o=33550236
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-33550236-67157087.a27c0d043ab267823dec02d8eeaf3664@listserv.unc.edu

From: Partridge, Hugh <hpartridge@email.unc.edu>
Sent: Sunday, September 8, 2013 1:00 PM
To: The StudentSuccessLunches mailing list. <studentsuccesslunches@listserv.unc.edu>
Cc: The StudentSuccessLunches mailing list. <studentsuccesslunches@listserv.unc.edu>
Subject: Re: Today at 12 Noon

Three and counting!

Hugh Partridge

On Sep 7, 2013, at 9:25 AM, "Reisner, Howard M" <howard_reisner@med.unc.edu>
wrote:

> That makes two of us
> Howard Reisner
> Professor
> Pathology and Laboratory Medicine
>
> ---
>
> **From:** Hamer, Robert M [hamer@unc.edu]
> **Sent:** Friday, September 06, 2013 8:35 AM
> **To:** The StudentSuccessLunches mailing list.
> **Subject:** RE: Today at 12 Noon
>
> Why did I get this email? I don't recall signing up for any list server called "studentsuccesslunches."
> Robert M. Hamer, Ph.D.
> Professor of Psychiatry and Biostatistics
> 336 Medical School Wing B
> Department of Psychiatry CB#7160
> School of Medicine
> The University of North Carolina
> Chapel Hill NC 27599
> Office: 919 843 5508
> FAX: 919 966 5811
> Email: hamer@unc.edu
>
> ---
>
> **From:** cyndem@email.unc.edu [mailto:cyndem@email.unc.edu]
> **Sent:** Friday, September 06, 2013 8:31 AM
> **To:** The StudentSuccessLunches mailing list.
> **Subject:** Today at 12 Noon
>
> Brown Bag Lunch Series on
>
> THE CROSSROADS OF STUDENT SUCCESS: ACADEMICS, WELLNESS AND ENGAGEMENT
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> *12 noon – 1:30 p.m., Hanes Hall Room 239*
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> September 6th Notes on IX at UNC
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> A brief overview of recent federal guidelines around harassment and sexual violence issued to higher education institutions will be provided. Carolina's response to these evolving expectations will be discussed. As well, Ew will provide an update on the work accomplished by the Title IX task Force over the summer; how students, faculty and staff are being encouraged to report and what the current reporting process is for individuals at UNC; and the conversation will end with a few thoughts and questions that will explore areas for growth.
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> You are currently subscribed to studentsuccesslunches as: howard_reisner@med.unc.edu.
> To unsubscribe click here: http://lists.unc.edu/u?id=67156261.312259c46346c56495a3f6af508cfbf7&n=T&l=studentsuccesslunches&o=33545437
> (It may be necessary to cut and paste the above URL if the line is broken)
> or send a blank email to leave-33545437-67156261.312259c46346c56495a3f6af508cfbf7@listserv.unc.edu
> ---
> You are currently subscribed to studentsuccesslunches as: partridg@email.unc.edu.
> To unsubscribe click here: http://lists.unc.edu/u?id=67157921.03b97ddeaea9ed3a2f10945e543d3c52&n=T&l=studentsuccesslunches&o=33547478
> (It may be necessary to cut and paste the above URL if the line is broken)
> or send a blank email to leave-33547478-67157921.03b97ddeaea9ed3a2f10945e543d3c52@listserv.unc.edu

---

You are currently subscribed to studentsuccesslunches as: lbroome@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=67157087.a27c0d043ab267823dec02d8eeaf3664&n=T&l=studentsuccesslunches&o=33550228

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-33550228-67157087.a27c0d043ab267823dec02d8eeaf3664@listserv.unc.edu

From: Smith, Brooks de Wetter <brooks@email.unc.edu>
Sent: Sunday, September 8, 2013 1:27 PM
To: The StudentSuccessLunches mailing list. <studentsuccesslunches@listserv.unc.edu>
Subject: RE: Today at 12 Noon

Please remove me from this mailing list.

From: Reisner, Howard M [mailto:howard_reisner@med.unc.edu]
Sent: Saturday, September 07, 2013 9:25 AM
To: The StudentSuccessLunches mailing list.
Subject: RE: Today at 12 Noon
That makes two of us
Howard Reisner
Professor
Pathology and Laboratory Medicine

From: Hamer, Robert M [hamer@unc.edu]
Sent: Friday, September 06, 2013 8:35 AM
To: The StudentSuccessLunches mailing list.
Subject: RE: Today at 12 Noon

Why did I get this email? I don't recall signing up for any list server called "studentsuccesslunches."
Robert M. Hamer, Ph.D.
Professor of Psychiatry and Biostatistics
336 Medical School Wing B
Department of Psychiatry CB#7160
School of Medicine
The University of North Carolina
Chapel Hill NC 27599
Office: 919 843 5508
FAX: 919 966 5811
Email: hamer@unc.edu

From: cyndem@email.unc.edu [mailto:cyndem@email.unc.edu]
Sent: Friday, September 06, 2013 8:31 AM
To: The StudentSuccessLunches mailing list.
Subject: Today at 12 Noon

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You are currently subscribed to studentsuccesslunches as: howard_reisner@med.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=67156261.312259c46346c56495a3f6af508cfbf7&n=T&l=studentsuccesslunches&o=33545437
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-33545437-67156261.312259c46346c56495a3f6af508cfbf7@listserv.unc.edu

---

You are currently subscribed to studentsuccesslunches as: brooks@email.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=67154977.24a77e7ad7009e3996535eeb742aeaca&n=T&l=studentsuccesslunches&o=33547478
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-33547478-67154977.24a77e7ad7009e3996535eeb742aeaca@listserv.unc.edu

---

You are currently subscribed to studentsuccesslunches as: lbroome@email.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=67157087.a27c0d043ab267823dec02d8eeaf3664&n=T&l=studentsuccesslunches&o=33550237
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-33550237-67157087.a27c0d043ab267823dec02d8eeaf3664@listserv.unc.edu

From: Story, Charles E <cstory@email.unc.edu>
Sent: Sunday, September 8, 2013 3:22 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Automatic reply: Audio link from 4004 Thursday 6:30 - 8:30

I will be out of the office from Monday 9/9 until Monday 9/15
If you need assistance please contact the main IT office at 919-962-5486,
you can email Doug Edmunds at edmunds@unc.edu

From: no_reply@email.unc.edu
Sent: Monday, September 9, 2013 12:03 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] HIV Prevention/Health Study for Black Men Who Have Sex With Men

---

HPTN 073: a HIV prevention and health study for Black gay/bi/queer men

HPTN 073 is a research study looking at the willingness of Black men who have sex with men to initiate and adhere to using the FDA approved drug Truvada as a form of pre-exposure prophilaxis (PrEP) to help prevent their chances of contracting HIV.

Along with the choice of taking this drug, research study participants will have counseling sessions with a social worker and be asked to complete tasks necessary for routine health assessments, including but not limited to HIV and STD testing.

You may be eligible if:
1. You are HIV negative or HIV status unknown
2. You are Black, Caribbean-Black, or multi-ethnic Black
3. You are a man who has sex with men
4. You are age 18 or older, and
5. You are living in the Triangle Area of North Carolina

Participants may receive up to $475 for participating in the research study over the course of the year.

If interested, please contact Alex at 919-966-8353 or email us at mychoice@med.unc.edu.

This research study is titled "HPTN 073: Pre-Exposure Prophylaxis (PrEP) Initiation and Adherence among Black Men who have Sex with Men (BMSM) in Three U.S. Cities"

UNC Biomedical IRB
IRB Research Study # 13-1556
9/5/2013

This message is sponsored by: UNC Medicine

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INFORMATIONAL email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

From: no_reply@email.unc.edu
Sent: Monday, September 9, 2013 12:21 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Custom Regalia for Graduation Ceremonies

---

UNC Student Stores is pleased to announce a Custom Regalia sale September 24th and 25th; third floor of the Daniels Building. This is an opportunity for faculty and graduate students to be personally fitted for custom-made regalia and receive a 10% discount. A representative from Oak Hall Cap and Gown will be available from 9a.m. to 4p.m. each day. Samples will be on display. Please refer to our website for details at www.store.unc.edu/customregalia. Please contact Catherine Stotts at chstotts@store.unc.edu with any questions.

This message is sponsored by: UNC Student Stores

==========
INFORMATIONAL email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

From: no_reply@email.unc.edu
Sent: Monday, September 9, 2013 12:24 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] COPD Research Study

Title of Study: Determine The Sustained effects on MCC and Clinical Tolerability of Inhaled Hypertonic Saline (HS) via Jet Nebulizer in Subjects with Chronic Bronchitis

UNC Pulmonary Medicine and the Cystic Fibrosis Center are conducting a research study to determine whether the administration of inhaled hypertonic saline mist several times daily over two weeks produces a sustained improvement in mucus clearance in people with COPD/Chronic Bronchitis.

If you meet the study criteria you will be eligible to participate in a study that involves a screening visit, 12 study visits, and two home treatment periods of two weeks each. If you complete the study you will receive $1250 compensation for your time and effort, plus parking and mileage.

All study visits take place on the UNC Hospitals campus in the EPA building at 104 Mason Farm Rd.

You may be eligible if you meet the following criteria:

1. Age 40-80 years
2. Not pregnant of planning on becoming pregnant during participation
4. Produces (coughs up) mucus at least 2 days per week on average
5. History of smoking now or in the past (= 10 years)
6. No continuous daytime O2 use when at rest – at night or only when active OK
7. Requires < 10 mg of prednisone (or equivalent) per day chronically
8. No history of intolerance to study medications (saline mist), and able to tolerate a short-acting beta-agonist like albuterol

For additional information about the study please call or email Fred Fuller RN at 919-966-4350 or
Fred_fuller@med.unc.edu

This email is sponsored by the UNC Cystic Fibrosis Center.

IRB# 12-2602
UNC Biomedical IRB approval on March 7, 2013

This message is sponsored by: Cystic Fibrosis Center

==========
INFORMATIONAL email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

From: Edge, Debra Rogers <dedge@email.unc.edu>
Sent: Monday, September 9, 2013 8:41 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: Arthur, Ashley <asharth@email.unc.edu>
Subject: [law_faculty] FW: email from Michael Gerhardt re: appointments committee

---

Good morning, I hope everyone's semester is off to a good start. I just wanted to apprise everyone of the two searches that your appointments committee is currently undertaking: First, we are continuing to look for a new Director for our Civil Rights Center. With Julius' passing, we feel, more keenly than ever before, the need to fill this position, and we have been hard at work to do this. Please share with me — or anyone else on the committee (Al Brophy, Patricia Bryan, Barb Fedders, Holning Lau, and Bob Mosteller) -- any suggestions you have on people we could consider for this important position. Second, we are looking to hire a new director for our Clinic. The committee has been asked to look for qualified candidates from outside the law school to consider for this other, very important position. Here, too, please do not hesitate to share with me or other committee members your suggestions for people to be considered for clinic director.
I plan to elaborate more on our searches for these positions at the next faculty meeting, but I hope you will not hesitate to let me or any other committee members know if you have any questions about either of these searches.
Thanks!
--
Michael Gerhardt
Samuel Ashe Distinguished Professor in Constitutional Law & Director, Center for Law and Government
UNC School of Law
919.843.5600

From: no_reply@email.unc.edu
Sent: Monday, September 9, 2013 10:22 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [FORMAL NOTICE] DDD-Reporting Lost or Stolen Electronic Portable Devices

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To: Deans, Directors and Department Chairs

From: Karol Kain Gray, Vice Chancellor for Finance and Administration
Chris Kielt, Vice Chancellor for Information Technology and CIO
Chief Jeff B. McCracken, Director of Public Safety

Re: Reporting Lost or Stolen Electronic Portable Devices

Electronic portable devices such as smart phones, USB drives, laptops, etc., carry with them an increased risk of being lost or stolen. As stewards of the University's digital information, it is important that each of us exercise care and sound judgment in our use of University and/or personally-owned electronic portable devices that are used to conduct University business. Previously, the risk associated with a lost or stolen device was the monetary value of the unit; however, now the value lies in the personal and business information that is embedded in or accessible through use of the device.

To ensure that University information is properly secure and in order to maintain the public trust, each of us is obligated to report lost or stolen electronic portable devices. As stewards of University information, we have an obligation that extends beyond property owned by the University, to include any personally-owned devices that have been used to view, access or store sensitive, University-owned data. The report of loss or theft of such a device should be considered an "incident" under the University's Incident Management Policy (see http://its.unc.edu/files/2012/03/ccm1_033423.pdf) and must be reported in the same manner as any other event involving risk to sensitive, University-owned data.

If you experience the loss or theft of personal or state property that has been used to view, access or store sensitive University-owned data;

1. Call the Information Technology Services (ITS) Help Desk at 919-962-HELP.
2. Ask to submit a "critical" Remedy ticket to the ITS-Security group regarding a security incident.
3. Do not provide additional detail until you are communicating with an incident handler from the UNC-Chapel Hill Information Security Office.
4. Provide a telephone number at which you can be reached shortly thereafter.
5. In addition, if you experience the loss or theft of any state property you are also required to file a report with the UNC-Chapel Hill Department of Public Safety at 919-962-8100.

State law (NC General Statute § 114 15.1.) requires that a University employee report the loss or theft of state property "… as soon as possible, but not later than three days from receipt of the information or evidence of the lost or theft…" NC General Statute § 114 15.1, in turn, requires a state agency to report misuse, loss or theft of state property within 10 days.

The ITS Information Security Office maintains a number of documents, cited below, that clarify sensitive, University-owned data:
• What is sensitive data? http://help.unc.edu/help/what-is-sensitive-data/
• Is this device sensitive? https://help.unc.edu/help/sensitive-data/

In addition to good stewardship of University information, there are legal requirements (e.g., HIPAA, NC Identity Theft Protection Act and others) that impose an obligation to report the unauthorized release of certain types of sensitive data that might accompany the loss or theft of a device.

Your involvement is an important component of the protection of University digital information. For additional information, please contact ITS-Information Security or the UNC Department of Public Safety.

Thank you for your cooperation in this matter.

Note: An electronic version of this memo can be found at: http://www.unc.edu/finance/fd/c/docs/2013_lost_stolen_devices.pdf.

This message is sponsored by: Vice Chancellor for Finance and Administration, Vice Chancellor for Information Technology, Director of Public Safety

From: no_reply@email.unc.edu
Sent: Monday, September 9, 2013 10:24 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Fitness for families

UNC Campus Recreation offers Kids ROCK (recreational opportunities for Carolina Kids) to help you and your child/children be physically active.
Moving more can be a fun family activity! For more information and to register for soccer and gymnastics with the UNC women's varsity teams visit the Campus Recreation website:
http://campusrec.unc.edu/special-events

This message is sponsored by: Campus Recreation

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INFORMATIONAL email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

From: Pigues, Dwayne K <dpigues@NCCU.EDU>
Sent: Monday, September 9, 2013 11:18 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: leonor@nchispanicchamber.org
Subject: Re: Introduction
Attach: image001.jpg

Lissa,

My pleasure.

Best,

Keith

D. Keith Pigues
Dean
School of Business
North Carolina Central University

On Sep 9, 2013, at 8:20 AM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:

> Leonor – It is wonderful to meet you. Perhaps we could find a time to meet in person for breakfast, coffee, or lunch sometime in the next month. Let me know a couple of good dates/times for you. In the meantime, you can learn more about our Director Diversity Initiative at https://ddi.law.unc.edu/default.aspx. You should consider registering for our diverse director database and attending our program next May.
>
> Keith – Thanks for making this wonderful contact for us.
>
> Best to you both,
>
> Lissa
>
> Lissa L. Broome
>
> Wells Fargo Professor of Banking Law
>
> Director, Center for Banking and Finance
>
> UNC School of Law
>
> CB#3380, Van Hecke-Wettach Hall
>
> Chapel Hill, NC 27599-3380
>
> 919.962.7066
>
> http://www.law.unc.edu/centers/banking
>
> Access my papers on SSRN at: http://ssrn.com/author=248720
>
> <image001.jpg>
>
> ---
>
> **From:** Pigues, Dwayne K [mailto:dpigues@NCCU.EDU]
> **Sent:** Friday, September 06, 2013 5:26 PM
> **To:** Broome, Lissa L
> **Cc:** leonor@nchispanicchamber.org
> **Subject:** Introduction
>
> Lissa,
>
> I hope you're well and enjoying the beginning of another academic year. I would like to introduce you to Leonor Clavijo. Leonor serves at the Executive Director for the North Carolina Hispanic Chamber of Commerce. It would be great for the two of you to meet and discuss the Director Diversity Initiative. Leonor would be a great candidate for the program.
>
> Best regards,
>
> Keith
>
> ---

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For more information please visit http://www.symanteccloud.com

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For more information please visit http://www.symanteccloud.com

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For more information please visit http://www.symanteccloud.com

From: Edmunds, Doug <edmunds@unc.edu>
Sent: Monday, September 9, 2013 12:41 PM
To: Broome, Lissa L <lbroome@email.unc.edu>; Krause, Joan H <jhkrause@email.unc.edu>
Subject: AV issues in 4085

Hello,

Charles is out all week on vacation, so of course we're having AV issues! We had our contractor come out last Friday to fix a problem in 4085, and they left here that day thinking they had. But the system remains unstable and would not work for Bill this morning. I've got it working right now, so if you need to use the computer and projector, just press the Proj On button as usual and see if it comes on. If not, send a student to get me and I'll do my best to get it working.

Problem is, we think it's a physical cable that is failing, so it'll be a jury-rigged solution until our contractor gets back out here at 4pm today to look into it further. Sorry in advance for any inconvenience.

Best,
Doug

Doug Edmunds
Assistant Dean for IT
UNC School of Law
919.843.9208 office
http://www.linkedin.com/in/dougedmunds/
http://twitter.com/unclawinfotech

From: Medley, Anna <anna.medley@unc.edu>
Sent: Monday, September 9, 2013 1:28 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Meeting regarding NCAA Governance Structure

Nice to meet you as well!
I will propose October 29th at 2PM as a good time. Would you like me to reach out to the group, or do you want to handle that?
Let me know – I am adding it as a hold on the Chancellor's calendar.
Thank you!

From: Broome, Lissa L
Sent: Monday, September 09, 2013 12:40 PM
To: Medley, Anna
Subject: Meeting regarding NCAA Governance Structure

Hi Anna –
It was nice to meet you today. I was meeting with Chancellor Folt in my capacity as the Faculty Athletics Representative. She asked me to have you schedule a meeting (60 minutes should be long enough) with her, me, Bubba Cunningham, Beth Miller (Senior Associate Athletics Director), and Jim Dean to discuss NCAA governance issues. She asked for the meeting sometime in the time period between October 3 and November 8, avoiding the week preceding her installation on October 12.
For Bubba's and Beth's information, the purpose of the meeting is to establish institutional feedback to the NCAA regarding desired changes to the NCAA governance structure. You might want to check with Chancellor Folt regarding whether Provost Dean needs to be at this meeting. I think she included him initially, but upon further reflection, I'm not sure this would necessarily be a good use of his time.
I look forward to working with you. Please let me know your phone number. It wasn't on your directory listing at unc.edu.
Thanks,
Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Medley, Anna <anna.medley@unc.edu>
Sent: Monday, September 9, 2013 2:14 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Meeting regarding NCAA Governance Structure

Great – thank you!

From: Broome, Lissa L
Sent: Monday, September 09, 2013 2:11 PM
To: Medley, Anna
Subject: RE: Meeting regarding NCAA Governance Structure
Hi Anna – I will reach out to the group and copy you on the email.
Thanks,
Lissa

From: Medley, Anna
Sent: Monday, September 09, 2013 1:28 PM
To: Broome, Lissa L
Subject: RE: Meeting regarding NCAA Governance Structure
Nice to meet you as well!
I will propose October 29th at 2PM as a good time. Would you like me to reach out to the group, or do you want to handle that?
Let me know – I am adding it as a hold on the Chancellor's calendar.
Thank you!

From: Broome, Lissa L
Sent: Monday, September 09, 2013 12:40 PM
To: Medley, Anna
Subject: Meeting regarding NCAA Governance Structure
Hi Anna –
It was nice to meet you today. I was meeting with Chancellor Folt in my capacity as the Faculty Athletics Representative. She asked me to have you schedule a meeting (60 minutes should be long enough) with her, me, Bubba Cunningham, Beth Miller (Senior Associate Athletics Director), and Jim Dean to discuss NCAA governance issues. She asked for the meeting sometime in the time period between October 3 and November 8, avoiding the week preceding her installation on October 12.
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Thanks,
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
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Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Bortz, Conrad <cbortz@email.unc.edu>
Sent: Monday, September 9, 2013 2:41 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: update to DDI sheet Draft

Hello,
Please replace end section of:
1 Critical Mass and Board Diversity
Professors Conley and Krawiec presented the most recent paper from the study, "Diversity and Talent at the Top: Lessons from the Boardroom," on May 10-11, 2013 at the American Bar Foundation Research Group on Legal Diversity Conference in Chicago, IL. This fall Professors Broome, Conley, and Krawiec will deliver a book manuscript on their research to the University of Pennsylvania Press.
2 The latest ssrn.com:

The Danger of Difference: Tensions in Directors' Views of Corporate Board Diversity
University of Illinois Law Review, Vol. 2013, No. 3, 2013
Kimberly D. Krawiec , John M. Conley and Lissa L. Broome
Duke University - School of Law , University of North Carolina (UNC) at Chapel Hill - School of Law and University of North Carolina (UNC) at Chapel Hill - School of Law
Date posted: June 1, 2013
Accepted Paper Series
*NOT LISTED - Diversity and Talent at the Top: Lessons from the Boardroom

Conrad K. Bortz
Business Services, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.843.9288
http://www.law.unc.edu/centers/banking

http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

The world breaks everyone, and afterward, many are strong at the broken places.
E.M. Hemingway

From: echo360@unc.edu
Sent: Monday, September 9, 2013 2:58 PM
To: Story, Charles E <cstory@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Subject: Echo Available: broome-banking law (broome-bl-f13) Fall 2013, 2013-09-09 13:00

Blended learning and lecture capture provided by Echo360.

Term Fall 2013
Course broome-banking law
Section f13
Captured 2013-09-09 13:00

Your recording has been processed and your media is ready. Please visit the EchoCenter Course Portal to review your course media and monitor student usage.

Note: Any media marked as Initially Unavailable will need to be made Available (on the EchoServer) before students can view it.

Thank you.

EchoCenter Course Portal

http://lawecho360.ad.unc.edu:8080/ess/portal/section/2a532530-81dc-4b27-a8e8-bdf1a742b46e

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Echoes

Rich Media Playback: http://lawecho360.ad.unc.edu:8080/ess/echo/presentation/38468a07-54a4-4444-b41e-b9ec99214042

Podcast Playback: http://lawecho360.ad.unc.edu:8080/ess/echo/presentation/38468a07-54a4-4444-b41e-b9ec99214042/media.mp3

Echo Feeds

Podcast:http://lawecho360.ad.unc.edu:8080/ess/feed?id=552c4374-2e3e-46ae-a3fb-7f048ea1ada3&type=MP3

Vodcast:http://lawecho360.ad.unc.edu:8080/ess/feed?id=552c4374-2e3e-46ae-a3fb-7f048ea1ada3&type=M4V

Blended learning and lecture capture provided by Echo360.
For additional resources, research and tools for Blended Learning, click HERE.

From: Norton, Molly <mbnorton@unc.edu>
Sent: Monday, September 9, 2013 3:12 PM
To: Broome, Lissa L <lbroome@email.unc.edu>; Cunningham, Bubba <bubbac@email.unc.edu>; Miller, Beth <bethmiller@unc.edu>; Dean, Jr., James W. <James_Dean@unc.edu>
Cc: Medley, Anna <anna.medley@unc.edu>
Subject: RE: Meeting with Chancellor Folt to Discuss NCAA Governance Reform

---

Thanks, Lissa. I have the meeting on Tuesday, October 29 at 2:00pm confirmed on Bubba's calendar.
Thanks,
Molly

From: Broome, Lissa L
Sent: Monday, September 09, 2013 2:40 PM
To: Cunningham, Bubba; Miller, Beth; Dean, Jr., James W.
Cc: Medley, Anna; Norton, Molly
Subject: Meeting with Chancellor Folt to Discuss NCAA Governance Reform

Friends – When Chancellor Folt and I met today she asked me to work with her assistant, Anna Medley, to schedule a one-hour meeting following the ACC Presidents' Council meeting (this week) and the AD, SWA, FAR meeting (in October) to discuss our institutional input into the NCAA governance reform discussion. You probably received an email from the NCAA asking for individual and/or institutional suggestions by November 15.

Anna has scheduled the meeting for Tuesday, October 29 from 2-3 at the Chancellor's Office.

Chancellor Folt mentioned including Provost Dean in this meeting. Jim, you are welcome to attend, but you might also be able to beg off if you decide that this is not an efficient use of your time.

Thanks,
Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
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http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Miller, Beth <bethmiller@unc.edu>
Sent: Monday, September 9, 2013 3:33 PM
To: Broome, Lissa L <lbroome@email.unc.edu>; Cunningham, Bubba <bubbac@email.unc.edu>; Dean, Jr., James W. <James_Dean@unc.edu>
Cc: Medley, Anna <anna.medley@unc.edu>; Norton, Molly <mbnorton@unc.edu>
Subject: RE: Meeting with Chancellor Folt to Discuss NCAA Governance Reform

---

Hi Lissa,
I can meet on Oct. 29 from 2 – 3, if you would like me to be there.
Thanks,
~Beth

Beth Miller
Senior Associate Director of Athletics/SWA
University of North Carolina
P.O. Box 2126
Chapel Hill, NC 27515
Tel: 919-962-0463
Fax: 919-962-1646

From: Broome, Lissa L
Sent: Monday, September 09, 2013 2:40 PM
To: Cunningham, Bubba; Miller, Beth; Dean, Jr., James W.
Cc: Medley, Anna; Norton, Molly
Subject: Meeting with Chancellor Folt to Discuss NCAA Governance Reform

Friends – When Chancellor Folt and I met today she asked me to work with her assistant, Anna Medley, to schedule a one-hour meeting following the ACC Presidents' Council meeting (this week) and the AD, SWA, FAR meeting (in October) to discuss our institutional input into the NCAA governance reform discussion. You probably received an email from the NCAA asking for individual and/or institutional suggestions by November 15.
Anna has scheduled the meeting for Tuesday, October 29 from 2-3 at the Chancellor's Office.
Chancellor Folt mentioned including Provost Dean in this meeting. Jim, you are welcome to attend, but you might also be able to beg off if you decide that this is not an efficient use of your time.
Thanks,
Lissa

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Wells Fargo Professor of Banking Law
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919.962.7066
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Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Bortz, Conrad <cbortz@email.unc.edu>
Sent: Monday, September 9, 2013 3:51 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: 3 - DDI --newsletter view
Attach: ddipagnewsletterview.pdf

Hello,
Here is a reminder how the text will fit into/onto the newsletter:

UNC SCHOOL OF LAW DIRECTOR DIVERSITY INITIATIVE

Director Diversity Initiative Newsletter: Monday, July 25, 2011

NEWS

6th Annual Program, Broadening Corporate Board Diversity: Earning a Board Seat, June 1, 2011

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Wkh#frxuvh#khsv#srwhqwdo#glyhuvh#erdug#p hp ehuv#duq#p ruh#derxw#kh#sdvk#w#ehfrp lqj#d#frusruduh#
erdug#p hp ehuv#Wkl#|hdu#z h#dq#l#khfrug#qxp ehu#r#dssdfdwlrqv#rq#z h#xdlvhg#rxu#qurxp hqw#ds#dqg#
dffhswhg#6:#sdwlilsdqwl#Sdqhdvw#qfoxghg#Vhyh#Uqhv#Suhp lhu#Uoredo#Vhuylfhv/#Surjuhvv#lqhuj|/#
Vwdwh#Edp #Pxwdo#Dxwp rel kh#Lqvxudqfh#Frp sdq|/#Vwdwh#Edp #Edqn/#dqg#Vwdwh#Edp #Dlih#Lqvxudqfh>#
suhylrxvo|#Edqn#r#Dp hulfd,/#gz lqd#Z rrgexu|#Udgh#Vkdfn#Frusruduhrq#dqg#suhylrxvo|#UK1#Grqqhoo|#
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dqg#x}dqqh#Vwurxg#p dqdjhu#r#kh#Dlnfwruv#Uhjlrwo|#ru#kh#UWS#Pkdsvhu#r#kh#Qdwrqdo#
Dvvrfldwrq#r#Frusruduh#Dlnfwruv,1#

North Carolina Law Review Issue on Board Diversity and Corporate Performance: Filling in the Gaps

D#frqhuhqfh#khg#dv#XQF#Vfkrro#r#Odz #rq#Dsulo#9/#5343/#eurxjkw#rjhwkhu#lfdghp lfv#urp #durxqg#
wkh#frxqwu|#dqg#urp #p xowlsdh#glvflsolqhv#w#uhvhqwh#sdshuv#rq#frusruduh#erdug#glyhuvlw|1#Nlp ehu|#
Nudz lnf#r#Gxnh#Odz #Vfkrro#dqg#XQF#Vfkrro#r#Odz #frqhdjxhv#trkq#Frqdh|#dqg#Dlvvd#Eurrp h#sdqqhg#
wkh#frqhuhqfh#dqg#uhvhqwhg#wkh#uhvhdufk#edvhg#rq#d#vhulhv#r#lqwhuylhz vlwh|#xdyh#frqgxfwhg#ryhu#
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Register for the Diverse Director Database

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Board Gender Diversity Quotas Gain Favor in Other Countries

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Board Diversity in the Media

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From: Wilson, Becky <rkwilson@email.unc.edu>
Sent: Monday, September 9, 2013 3:55 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Visitor parking

I have it, thanks Lissa.

Becky Wilson
UNC Law School Receptionist
CB#3380
Chapel Hill, NC 27599-3380
Phone: 919-962-5106
Fax: 919-843-7939

From: Broome, Lissa L
Sent: Monday, September 09, 2013 2:54 PM
To: Wilson, Becky
Subject: Visitor parking

Hi Becky – Do we have a spot on Wed., Sept. 11 from 2:00 – 3:00 for Barry Jacobs?
Thanks,
Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Wilson, Becky <rkwilson@email.unc.edu>
Sent: Monday, September 9, 2013 3:58 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Visitor parking

Okay, I sure will.

Becky Wilson
UNC Law School Receptionist
CB#3380
Chapel Hill, NC 27599-3380
Phone: 919-962-5106
Fax: 919-843-7939

From: Broome, Lissa L
Sent: Monday, September 09, 2013 3:56 PM
To: Wilson, Becky
Subject: RE: Visitor parking

Thanks, Becky. I teach until 1:55 so if he gets here early have him cool his jets until I get back to my office.
Lissa

From: Wilson, Becky
Sent: Monday, September 09, 2013 3:55 PM
To: Broome, Lissa L
Subject: RE: Visitor parking

I have it, thanks Lissa.

Becky Wilson
UNC Law School Receptionist
CB#3380
Chapel Hill, NC 27599-3380
Phone: 919-962-5106
Fax: 919-843-7939

From: Broome, Lissa L
Sent: Monday, September 09, 2013 2:54 PM
To: Wilson, Becky
Subject: Visitor parking

Hi Becky – Do we have a spot on Wed., Sept. 11 from 2:00 – 3:00 for Barry Jacobs?
Thanks,
Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
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919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Wood, Kevin R. <krwood@email.unc.edu>
Sent: Monday, September 9, 2013 4:11 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: Wood, Kevin Robert <krwood@email.unc.edu>; Spangler, Phillip L <pspangle@email.unc.edu>; Williams, Becky <rbwill@email.unc.edu>
Subject: UNC School of Law: Facilities ticket has been updated.

The following entry has been made for the ticket created for you on 9/9/2013 2:42 PM.

I have adjusted the clock and hopefully it will keep time well, if it is reoccurring i will have to replace the battery.

This ticket has been marked as completed.

From: Alert Carolina <no_reply@unc.edu>
Sent: Monday, September 9, 2013 4:59 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: INFORMATIONAL MESSAGE FROM ALERT CAROLINA: Police Seeking Information, Identity of Suspects in Student Store Larcenies

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INFORMATIONAL MESSAGE FROM ALERT CAROLINA: Police Seeking Information, Identity of Suspects in Student Store Larcenies

UNC Public Safety is looking for assistance in related investigations into a larceny on April 4, 2013 and an attempted larceny on August 30 of textbooks from the Daniels Student Stores on campus. Up to three suspects have reportedly stolen textbooks and then approached UNC students on campus and asked them to return the stolen books and give them the reimbursed money. Students approached in this manner should report the incident immediately to UNC Police by calling 9-1-1.

The suspects have been seen on campus driving a van or light-colored SUV with a Florida license. One person of interest has been described as a black male, about 6 feet tall, with a stocky build. Student Stores surveillance cameras have yielded photos of suspects which can be viewed at the following link:

http://bit.ly/1ewSRhR

UNC Public Safety is asking anyone with information which may aid in these investigations to please call UNC Police Investigator Matt Dodson at (919) 962-8176 or email him at "mbdodson@psafety.unc.edu" or call the Chapel Hill Police at (919) 968-2760, or contact the Chapel Hill-Carrboro-UNC CrimeStoppers at (919) 942-7515. Calls are confidential and anonymous. You can also submit information to CrimeStoppers online at www.crimestoppers-chcunc.org.

About Informational Messages: The University sends an Informational Message to inform the campus community about a situation that is not an emergency, but is expected to be of significant interest to the campus.

Sponsored by the UNC Department of Public Safety

From: Louise Weinberg <lweinberg@utexas.edu>
Sent: Monday, September 9, 2013 5:15 PM
To: Financial Institutions <sectfi.aals@lists.aals.org>
Subject: [SECTFI.aals] - The New Territorialism and the Supreme Court

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The New Territorialism and the Supreme Court

Announcing the Section Program
of the AALS Section on
Conflict of Laws
Co-Sponsors:
Section on International Law
Section on International Human Rights

January 3, 2014, 10:30 a.m.
New York Hilton Midtown

Symposium papers to appear in
the Cornell Law Review

The New Territorialism and the Supreme Court

Recent Supreme Court decisions exhibit a new territorialism attracting the attention of legal scholars. With Morrison, the Court placed a presumptive territorial limit on litigation of securities fraud. And with Kiobel, the Court imposed a presumptive territorial limit on alien tort litigation. We have assembled a panel of eight interesting speakers, including both established and emerging scholars, across a range of substantive and methodological fields.

John Coffee (Columbia) addresses the extraterritorial reach of financial regulation. Anthony Colangelo (SMU) proposes a clarified conceptual understanding of extraterritorial jurisdiction. Eugene Kontorovich (Northwestern) tackles the problems presented by Filartiga-style assertions of universal jurisdiction in American courts. Sanford Levinson (Texas) warns of the pitfalls of exporting our Constitution as a model. Jenny Martinez (Stanford) shares historical insights on territorialism. Gerald Neuman (Harvard) focuses on the interplay of personal status and geography in adjudication of transnational tort. William Reynolds (Maryland) talks about problems of governance at the new frontier of cyberspace. Louise Weinberg offers commentary on Kiobel.

See you in New York!

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Use of this email content is governed by the terms of service at:
https://connect.aals.org/p/cm/ld/fid=280

From: Cunningham, Bubba <bubbac@email.unc.edu>
Sent: Monday, September 9, 2013 8:58 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: Meeting with Chancellor Folt to Discuss NCAA Governance Reform

---

Sounds good. Thanks.

Bubba Cunningham
Director of Athletics
University of North Carolina

We Educate and Inspire Through Athletics

From: <Broome>, Lissa Broome <lbroome@email.unc.edu>
Date: Monday, September 9, 2013 2:39 PM
To: "Cunningham, Bubba" <bubbac@email.unc.edu>, "Miller, Beth" <bethmiller@unc.edu>, James Dean <james_dean@unc.edu>
Cc: "Medley, Anna" <anna.medley@unc.edu>, Molly Norton <mbnorton@unc.edu>
Subject: Meeting with Chancellor Folt to Discuss NCAA Governance Reform

Friends – When Chancellor Folt and I met today she asked me to work with her assistant, Anna Medley, to schedule a one-hour meeting following the ACC Presidents' Council meeting (this week) and the AD, SWA, FAR meeting (in October) to discuss our institutional input into the NCAA governance reform discussion. You probably received an email from the NCAA asking for individual and/or institutional suggestions by November 15.
Anna has scheduled the meeting for Tuesday, October 29 from 2-3 at the Chancellor's Office.
Chancellor Folt mentioned including Provost Dean in this meeting. Jim, you are welcome to attend, but you might also be able to beg off if you decide that this is not an efficient use of your time.
Thanks,
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Cunningham, Bubba <bubbac@email.unc.edu>
Sent: Monday, September 9, 2013 9:37 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: Norton, Molly <mbnorton@unc.edu>; Creech, Karlton W <kcreech@unc.edu>
Subject: Re: Athletics Council Meeting Date

Lissa,

These dates are not good for me so I have decided to go ahead and schedule the meetings whether or not I/we can attend. We can develop an agenda for discussion/reporting and our staff can facilitate in my absence.
I think that is the best option.

Bubba Cunningham
Director of Athletics
University of North Carolina

We Educate and Inspire Through Athletics

From: <Broome>, Lissa Broome <lbroome@email.unc.edu>
Date: Monday, September 2, 2013 2:25 PM
To: "Cunningham, Bubba" <bubbac@email.unc.edu>
Subject: Athletics Council Meeting Date

Hi Bubba –
As we discussed, the three potential meeting dates for the Athletics Council this academic year (based on the GAA board meeting schedule) are
October 18 (fall break)
January 17
April 11
I believe you said you would be absent on October 18. When I was inputting the other two dates into my calendar, I noticed that January 17 is during the period that the NCAA is scheduling its governance discussion during its annual meeting (Jan. 16-17). The meeting itself is Jan. 15-18 in San Diego. Last time we met, we both said we would try to attend the governance discussion.
So, April 11 looks like the best date to meet for 2013-14.
Thanks,
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
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Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Pogge, Paul <ppogge@unc.edu>
Sent: Monday, September 9, 2013 9:48 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: UAAA

Thanks very much, Lissa. I will come by Monday at 2:30. Looking forward to it,
Paul

From: Broome, Lissa L
Sent: Monday, September 09, 2013 9:29 PM
To: Pogge, Paul
Subject: RE: UAAA
Hi Paul -- That sounds very interesting. Next week would be better for me. Monday (9/16) 2:15 or later is good as is Tuesday morning before 11:45. Friday after 11:30 works too. Let me know what works out.
Thanks,
Lissa

From: Pogge, Paul
Sent: Monday, September 09, 2013 9:01 PM
To: Broome, Lissa L
Subject: UAAA
Lissa,
I am working on several projects right now involving athlete agents. One such project involves working with the ULC to help redraft the Uniform Athlete Agent Act (UAAA). Based on a lot of practical experience in this area here at UNC, I have formed some strong opinions on what needs to be included in the drafting process. I wanted to see if you had a moment sometime in the next week or two to discuss this endeavor with me. I would welcome your opinion and perspective. Do you have any availability?
Thanks very much in advance,
Paul

Paul Pogge
Associate Athletic Director
University of North Carolina
450 Skipper Bowles Drive
Chapel Hill, NC 27514
(919)-843-7690
"We educate and inspire through athletics."

From: Cunningham, Bubba <bubbac@email.unc.edu>
Sent: Monday, September 9, 2013 10:43 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: NCAA Committee Solicitation

She is trying to determine if she has enough time. Would be interested but just a bit concerned in her first year. FYI

Bubba Cunningham
Director of Athletics
University of North Carolina

We Educate and Inspire Through Athletics

From: <Broome>, Lissa Broome <lbroome@email.unc.edu>
Date: Thursday, September 5, 2013 2:46 PM
To: "Cunningham, Bubba" <bubbac@email.unc.edu>
Subject: RE: NCAA Committee Solicitation

What do you think about asking Michelle if you could nominate her for CAP? The downside would be the time it takes away from our ASPSA to perform the CAP functions, but it would be good to have her as part of the CAP conversation. If Jack is still consulting with CAP, that also might be a reason the ACC may not select her. I just looked at the July 2013 ASPSA report and Jack attended that meeting.
Take care,
Lissa

From: Hostetter, Brad [mailto:bhostetter@theacc.org]
Sent: Thursday, September 05, 2013 2:38 PM
To: Blake James (bjames@miami.edu); Brad Bates (brad.bates@bc.edu); Craig Littlepage (ckl9e@virginia.edu); Dan Radakovich (drad@clemson.edu); Daryl J. Gross (djgross@syr.edu); Debbie Yow (d_yow@ncsu.edu); Jack Swarbrick (swarbrick.1@nd.edu); Jim Weaver (weaverj@vt.edu); Kevin Anderson (kevina@umd.edu); Kevin White (kwhite@duaa.duke.edu); Cunningham, Bubba; Mike Bobinski (mbob@gatech.edu); Ron Wellman (wellmanr@wfu.edu); Stan Wilcox (swilcox2@fsu.edu); Steve Pederson (spederson@athletics.pitt.edu); Tom Jurich (tom@gocards.com)
Cc: Swofford, John; Elliott, Jeff; Pierce, Kris; Burgemeister, Matt; Brown, Shamaree; Giardina, Mary; Koone, Katie; Haith, Tracey; Carolyn Callahan (cmc@virginia.edu); Elaine Wise (elaine.wise@louisville.edu); Janie Hodge (hodge@clemson.edu); Larry Killough (larry@vt.edu); Broome, Lissa L; Martha Putallaz PhD (putallaz@duke.edu); Marvin P. Dawkins (mdawkins@miami.edu); Michael J. Wasylenko (mjwasyle@syr.edu); Nicholas Hadley (Hadley@umd.edu); Pamela Perrewe' (pperrewe@cob.fsu.edu); Patricia Bellia (pbellia@nd.edu); Richard D Carmichael (carmicha@wfu.edu); Robert Taggart Jr. (robert.taggart@bc.edu); Sam Pardue (sam_pardue@ncsu.edu); Sue Ann Allen (sue.bidstrup@chbe.gatech.edu); Susan Albrecht (saa01@pitt.edu); Barbara Kennedy-Dixon (kbarbar@clemson.edu); Barbara Walker (walkerbg@wfu.edu); Miller, Beth; Christine Krellwitz (Christine@gocards.com); Donna Sanft (dsanft@athletics.pitt.edu); Jaclyn "Jacki" Silar (jsilar@duaa.duke.edu); Jane Miller (jm2y@virginia.edu); Jennifer Strawley (j.strawley@miami.edu); Jody Mooradian (mooradjo@bc.edu); Lisa Rudd (lrudd@vt.edu); Lori Ebihara (lebihara@umd.edu); Michelle Lee (michelle_lee@ncsu.edu); Missy Conboy (conboy.1@nd.edu); Renee M. Baumgartner (rmbaumga@syr.edu); Sharon McCloskey (smcclosk@vt.edu); Theresa Wenzel (twenzel@athletics.gatech.edu); Vanessa Fuchs (vfuchs@admin.fsu.edu); Carly Pariseau (carly.pariseau@bc.edu); Carrie Doyle (carrie_doyle@ncsu.edu); Cindy Hartmann (chartmann@duaa.duke.edu); Craig Anderson (craig.anderson@miami.edu); Dan Bartholomae (dbartholomae@athletics.pitt.edu); Eric Baumgartner (emb8p@virginia.edu); Erlease Wagner Esq. (erleasem@syr.edu); Jill Bodensteiner (jbodenst@nd.edu); Jim Curry (jmcurry@admin.fsu.edu); John Carns (john@gocards.com); Marcus Wilson (mmwilson@umd.edu); Vangelder, Marielle A; Shoshanna Engel (sengel@athletics.gatech.edu); Stephanie Ellison (saellis@clemson.edu); Tim Parker (tparker@vt.edu); Todd Hairston (hairstct@wfu.edu)
Subject: NCAA Committee Solicitation

All

Please see below for a new committee solicitation from the NCAA. Please note that this nomination will replace an ACC representative on this committee in the middle of her term. Further, the committee's preference is that the successful candidate have academic advisement/support experience. I have attached the nomination form that must be completed by the athletics director for a staff member to be considered for nomination. Please complete and return that form to Tracey Haith (thaith@theacc.org) by **September 30th** in order for a candidate to be considered. Thanks.

The NCAA is soliciting nominations for an immediate vacancy on the Division I Committee on Academic Performance – staff contact: Azure Davey. The appointee will replace Carrie Leger, formerly of North Carolina State University. The appointee may be from any subdivision. Committee preference: academic advisement/support experience.

BRAD HOSTETTER
Senior Associate Commissioner, Compliance & Governance/Human Resources
O:336.369.4640; C:336.337.4897
bhostetter@theacc.org
theACC.com • @theACC

ACC_2013-14_ESignature_July1 (2)

Today at Carolina Law: Tuesday, September 10, 2013

TODAY'S EVENTS

- BLSA Mock Trial Team Info Session
- CHLO/Cancer Pro Bono Legal Project Information Session
- Community Legal Project Training
- Conference on Race, Class, Gender, and Ethnicity Interest Meeting!
- Informational Meeting "IP: It's Not Just Science!"
- Legal Careers in Government Panel
- Re-Employ North Carolina
- UNC-Middle Temple Society Moot Court Competition--in the Courtroom
- Westlaw Training

ONGOING SIGNUPS & OPPORTUNITIES

- Register for North Carolina Law Review Symposium: Health Care Decisions in the New Era of Health Care Reform (Signup ends 10/2/2013)
- Race to End Domestic Violence Race Registration (Signup ends 10/5/2013)

TODAY'S ANNOUNCEMENTS

- Important Reminders from Student Services

UPCOMING EVENTS

Career Development

- Ask the CDO (9/11/2013)
- Professors in Practice Brown Bag Series: Criminal Law (9/24/2013)

Center for Civil Rights

- Election Protection Hotline Training (9/17/2013)

Faculty

- Al Brophy Trust Meeting (9/17/2013)
- Faculty Speaker Series (10/10/2013)

International Programs

- UNC-Middle Temple Society Moot Court Competition--in the Courtroom (9/11/2013)
- Inaugural 2013-14 "CoffeeNation" event in the Rotunda (9/11/2013)

Library

- LexisNexis Training (9/11/2013)
- Westlaw Training (9/24/2013)

From Twitter

UNC LAW CDO (UNCLAWCDO) on Twitter

UNC LAW CDO: RT @SEC_Careers: The announcement for the Spring #Student Honors Program is now available. The deadline is 30 September. Apply now! http://ï€¦
4:40 PM Sep 9th from web

UNC CLEAR (UNCCLEAR) on Twitter

UNC CLEAR: A new paper has detailed how crop pests and pathogens are spreading due to climate change, moving northward an. . http://t.co/s9DhJLtHZr
8:34 AM Sep 9th from Facebook

Doug Edmunds (unclewintotech) on Twitter

Doug Edmunds: Since 1Ls are more terrified of their profs... Laptops Found More Likely to Distract 2Ls and 3Ls in Class http://t.co/grgeVnH51H
5:14 PM Sep 9th from Tweet Button

NCILJ (NCILJ) on Twitter

NCILJ: RT @UN: Interested in or working with #climatefinance? Then join @UN_ClimateTalks interactive #UNFCCC #LPTchat online event http://t.co/z0Hï€¦
10:02 PM Sep 9th from web

UNCLawPubSrvs (UNCLawPubSrvs) on Twitter

UNCLawPubSrvs: Be sure to read this week's newsletter for lots of great, upcoming events! http://t.co/BObvFHkNl2
12:02 PM Sep 9th from HootSuite

UNC Pro Bono (UNCProBono) on Twitter

UNC Pro Bono: See all of those white squares? Those are NEW announcements with information about Pro Bono INTEREST MEETINGS and... http://t.co/dT2PzFZ1RY
1:16 PM Sep 9th from Facebook

UNC School of Law (unc_law) on Twitter

UNC School of Law: Celebrate #constitutionday at #UNC: Silliman '68 Discusses The War Powers Act and Use of Force in Syria Sept. 17 http://t.co/Nats4XXrpG
3:29 PM Sep 9th from Tweet Button

Pro Bono

- "Lawyer on the Line" Pro Bono Project Interest Meeting (9/11/2013)
- Information Session: Unemployment Insurance Benefits Pro Bono Project (9/11/2013)
- Pro Bono Fall Breakthrough Interest Meeting (9/24/2013)
- Winter Break Pro Bono Interest Meeting (10/10/2013)

Student Events and Organizations

- 1L Elections: Information Session (9/11/2013)
- Sports & Entertainment Law Association (SELA) General Interest Meeting (9/11/2013)
- Native American Law School Association Welcome Back Interest Meeting (9/11/2013)
- Hispanic/Latino Law Students' Association Interest Meeting (9/11/2013)
- Media Law Society's Shield Law Panel (9/24/2013)
- Student Bar Association Weekly Meeting (10/10/2013)

Student Services

- Dean's Fellows FY1 Session (9/17/2013)

Writing and Learning Resources Center

- WLRC Workshop Series: Note-Taking (9/11/2013)
- Returning to Balance: Stress Reduction Made Easy (10/10/2013)

From: Rams Club <mail@neulionnetwork.com>
Sent: Tuesday, September 10, 2013 8:15 AM
To: Broome, Lissa L. <lbroome@email.unc.edu>
Subject: This Week in CAROLINA: The Magazine

This Week in CAROLINA

Please enjoy this week's issue of CAROLINA - the official digital publication of Carolina Athletics.

CAROLINA is a new, weekly digital magazine accessible on your computer and Android tablet. Click the link to view this week's issue!

You can also always find the most up to date issue - as well as previous issues - on ramsclub.com.

Please note: An iOS App is awaiting approval from the Apple App Store - we hope to have this available in the very near future.

Thank you for your support of Carolina Athletics and The Rams Club!

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From: Jennifer Redfearn <jennifer=suncomeup.com@mail51.wdc01.mcdlv.net>
Sent: Tuesday, September 10, 2013 9:19 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Climate Change & International Law

Dear Lissa Broome,

I'm writing to remind you of a documentary film that can be used to prompt dialogue of climate change, human rights, and international law.

Sun Come Up is an Academy Award nominated film that shows the human face of climate change. The film follows the relocation of the Carteret Islanders, a small island community living off the coast of Bougainville, who are losing their land to rising seas and storm surges.

For the start of the new semester, we are offering a 20 percent discount off of the educational price until October 1st. All you need to do is enter the promo code: T8F288 when you place your order online:
http://www.suncomeup.com/film/Buy_the_DVD.html

As I'm sure you know, climate change is one of the greatest challenges of the 21st century, and it raises important questions about human rights and international law. For example, who should share the burden of responsibility for climate change? Can island communities maintain their rights to natural resources, like coral reefs, when the land no longer exists?

The film has been used as a case study at the Center for Climate Change Law at Columbia University, among other law programs. I hope you might also consider using this film to highlight these issues. Thank you very much for your consideration.

Sincerely,

Jennifer Redfearn, Producer/Director
www.suncomeup.com

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You are receiving this email because you expressed an interest in our news from our website, one of our screenings, or other event.

Unsubscribe lbroome@email.unc.edu from this list:
http://suncomeup.us2.list-manage2.com/unsubscribe?u=b04ce959a1f9ec8ddf6807f4e&id=272a1bda6e&e=74586ddd7f&c=db69d7831a

Our mailing address is:
Sun Come Up
385 Ninth Street #1
Brooklyn, NY 11215

Our telephone:
6464161755

Forward this email to a friend:
http://us2.forward-to-friend.com/forward?u=b04ce959a1f9ec8ddf6807f4e&id=db69d7831a&e=74586ddd7f

Update your profile:
http://suncomeup.us2.list-manage2.com/profile?u=b04ce959a1f9ec8ddf6807f4e&id=272a1bda6e&e=74586ddd7f

From: no_reply@email.unc.edu
Sent: Tuesday, September 10, 2013 9:43 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Healthy Adolescents Needed for Research!

Researchers at UNC Chapel Hill are looking to recruit adolescent males between the ages of 15 and 18 and a caregiver to participate in a research study.

What is involved:

Each caregiver will be contacted via phone for an eligibility interview.

If eligible, each caregiver and adolescent will be invited for an approximately 4.5 hour visit at our offices in Carrboro.

During this visit, the adolescent and caregiver will complete interviews and questionnaires, as well as 3 computer-tasks: one for memory, one for recording brain waves ("EEG") while looking at pictures, and one for measuring where you look when seeing pictures.

Compensation for this visit is AT MINIMUM $60.

Study participation can also be completed in 2 shorter visits if necessary.

If you are interested in participating, or if you have any questions, please contact Stephanie Miller by replying to this email or by phone at (919)-533-9305 or (919) 445-9362.

This study was approved by the Biomedical IRB at UNC Chapel Hill (IRB# 11-1403) on 8/11/2011.

This message is sponsored by: Psychiatry

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INFORMATIONAL email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

From: no_reply@email.unc.edu
Sent: Tuesday, September 10, 2013 9:48 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] New and Expecting Moms!!

New and expecting moms who smoked, lived with a smoker, or did not smoke during pregnancy needed for UNC research study.

The Baby Brain Development Study Includes:
-Interview & questionnaires
-EEG for baby at 4 months
-Infant developmental assessment at 12 months
-Hair and urine samples from mom

Participants earn up to $175.

Free Parking and Transportation to UNC for all appointments
All information is confidential

Interested? Please contact us at:

BabyBrain@unc.edu
Or
(919) 843-3419
or visit www.MotherBabyLab.com

Biomedical IRB, IRB #11-2482, Perinatal Nicotine and Auditory Evoked Potentials in Early Infancy, Approved 6/29/12

This message is sponsored by: Psychiatry

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INFORMATIONAL email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

From: no_reply@email.unc.edu
Sent: Tuesday, September 10, 2013 10:02 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Adult Subjects needed for Research Study

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Smokers, Non-Smokers, Asthmatics, and Individuals with Chronic Obstructive Pulmonary Disease (COPD) Needed for Research Project

The Department of Pediatrics and the Center for Environmental Medicine, Asthma, and Lung Biology at the University of North Carolina at Chapel Hill are conducting a research project to investigate the effects of environmental tobacco smoke on the organization of the cells lining the respiratory airways. Healthy adult subjects, both smokers and non-smokers, of both genders are invited to reply. We are particularly interested in recruiting subjects who are non-smokers but who are passively exposed to environmental tobacco smoke at home or in the workplace as well as individuals with asthma or chronic obstructive pulmonary (COPD). Individuals accepted into the study will be compensated for 1-3 clinic visits occurring over a three month period. Clinic visits will involve consultation with investigators regarding recent tobacco smoke and other environmental exposures, a non-invasive assay of nasal nitric oxide, a non-invasive sampling of the cells lining the nasal cavities, and submission of a urine sample(s). For further information contact Sally Ivins at 919-966-7157 and refer to Biomedical approval--01/04/2013 IRB Study #04-1111.

This message is sponsored by: Pediatrics

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INFORMATIONAL email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select Update Personal Information

From: Broome, Lissa L <lbroome@email.unc.edu>
Sent: Tuesday, September 10, 2013 10:11 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Center for Banking and Finance Newsletter

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[Message was sent to entire Law School Community]
Friends – The Center for Banking and Finance newsletter highlighting our activities for the 2012-13 year is available at http://www.law.unc.edu/centers/banking/ (click on 2013 Condensed Annual Report at the bottom of the page). Many thanks to Conrad Bortz for putting this newsletter together and thanks to all of you who helped make these activities possible.
Best,
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Lyris ListManager <lyris-noreply@listserv.unc.edu>
Sent: Tuesday, September 10, 2013 10:16 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: Center for Banking and Finance Newsletter

Sorry, but Lyris ListManager did not find your email address
-> "lbroome@email.unc.edu"

listed as a member of law_library.

Only members of law_library are allowed to contribute messages.

Because Lyris ListManager could not confirm that you are a member of law_library,
your message was not accepted.

Return-Path: <bounce-33561623-319442@listserv.unc.edu>
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X-SBRS: 5.6
X-ITS-JunkMail: 1
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by mxip0i.isis.unc.edu with SMTP; 10 Sep 2013 10:13:32 -0400
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From: "Broome, Lissa L" <lbroome@email.unc.edu>
To: "Law School Community mailing list" <law_community@listserv.unc.edu>
Subject: Center for Banking and Finance Newsletter
Thread-Topic: Center for Banking and Finance Newsletter
Thread-Index: Ac6uL0xg7yjWXGbbSJWzctfGZPEoDA==
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[Message was sent to entire Law School Community]

Friends - The Center for Banking and Finance newsletter highlighting our ac=
tivities for the 2012-13 year is available at http://www.law.unc.edu/center=
s/banking/ (click on 2013 Condensed Annual Report at the bottom of the page=
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anks to all of you who helped make these activities possible.

Best,

Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=3D248720<http://hq.ssrn=
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ewsletter highlighting our activities for the 2012-13 year is available at
http://www.law.unc.edu/=
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together and thanks to all of you who helped
make these activities possible.<o:p></o:p></p>
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From: Broome, Lissa L <lbroome@email.unc.edu>
Sent: Tuesday, September 10, 2013 10:16 AM
To: Center for Banking and Finance Board of Advisors <boardadvisors@listserv.unc.edu>
Subject: [boardadvisors] Center's Annual Newsletter and Dan K. Moore Program in Ethics -- October 4, 2013 -- Chapel Hill, NC

Friends – Our annual newsletter (in color) is available at http://www.law.unc.edu/centers/banking/ (click on 2013 condensed annual at the bottom of the page). Many thanks to Conrad Bortz for putting this together and for all of you who helped make these activities possible.
Another reminder about our program coming up on October 4 (just 3 ½ weeks away). Bob Johnson from BB&T is one of our panelists and we have just added Fenita Morris-Shepard, Litigation Counsel for LabCorp. They will join David Goldman, McDermott Will; Greg McPolin, Managing Director of Pangea3, a legal process outsourcer; and Ed Winslow for this discussion. We have a great opportunity to earn Substance Abuse credit by listening to UNC Psychology Professor and author, Barbara Fredrickson discuss her research and writing on the role of positive thinking.
Please feel free to circulate this those in your organization who may be interested.
Thanks,
Lissa

UNC School of Law

Dan K. Moore Program in Ethics

THE CHANGING MODEL OF LEGAL SERVICES DELIVERY IN THE "NEW NORMAL"

The UNC Center for School Leadership Development, Chapel Hill, N.C.
Friday, October 4, 2013, 9:30 a.m. - 3:00 p.m.
Registration Now Open

The Dan K. Moore Program in Ethics is a well-regarded continuing legal education program sponsored annually by the UNC School of Law. This important program is dedicated to the exemplary legacy of professional ethics left to us by the distinguished life and work of Dan K. Moore, the esteemed former governor of North Carolina and a 1929 graduate of the UNC School of Law.

This year's program will discuss the changing demographics of law firms and the implications for training new attorneys. We will examine the expectations of in-house counsel regarding training of their own lawyers and expectations regarding lawyers from firms representing the organization. We will also explore new methods of legal services delivery, including legal process outsourcing. The professional responsibility segment of the program will conclude with a review of issues commonly faced by business lawyers.

We are also fortunate to hear from Dr. Barbara Fredrickson, Kenan Distinguished Professor of Psychology and author of "Positivity" and "Love 2.0," on how to reduce stress and enjoy life more fully. Dr. Fredrickson's scientific contributions have influenced scholars and practitioners worldwide, in disciplines ranging from business to healthcare and beyond. Her work has been featured in the New York Times, The Economist, CNN, NPR, PBS, US News & World Report, USA Today, Oprah Magazine and elsewhere.

This program provides continuing legal education credit, including ethics and substance abuse credit, and is aimed specifically at lawyers who regularly advise corporate clients. Read more about this year's program.

Registration is Now Open. Have a question? Email us at unclawcle@unc.edu.

Office of Continuing Legal Education | UNC School of Law | 919.962.1679
Van Hecke Wettach Hall, 160 Ridge Rd., CB #3380, Chapel Hill, NC 27599-3380

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boardadvisors as: lbroome@email.unc.edu. To unsubscribe send a blank email to leave-33561672-1695650.3be5586217e3cc074e7867b34fe3f01b@listserv.unc.edu

From: no_reply@email.unc.edu
Sent: Tuesday, September 10, 2013 10:20 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [FORMAL NOTICE] Administrative Review of Karen Gil, Dean, College of Arts and Sciences

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MEMORANDUM

September 9, 2013

TO: Members of the UNC Chapel Hill – College of Arts and Sciences
Faculty, Staff, Students

FROM: Jim Dean, Executive Vice Chancellor and Provost

RE: Administrative Review of Karen Gil, Dean, College of Arts and Sciences

I am pleased to invite your participation in the review process on behalf of the committee appointed to review the performance of Karen Gil, Dean, College of Arts and Sciences.

This review, required by University regulations, will focus on Karen Gil's performance as Dean, College of Arts and Sciences over the past four years. The committee consists of Dean Bill McDiarmid (Chair), Bill Andrews, Valerie Ashby, Shelton Earp, Carl Ernst, Louise Toppin, Christy Lambden and Kiran Bhardwaj. As required by University regulations, this committee will review areas of accomplishment as dean with respect to long-range planning, intellectual leadership, faculty and staff recruitment, retention and promotion, curriculum and program development, entrepreneurship, and the day-to-day management of the College of Arts and Sciences. The committee invites your comment on these and related issues. It is important for the committee to have some sense of how Dean Gil is viewed by her peers at UNC-Chapel Hill as a colleague and citizen of the University Community.

We encourage you to contribute to this review in the following different ways:

The committee has scheduled an open session to receive comments on the following date:

September 27 – 9:00-11:00 – Room 212 Peabody Hall
October 1 – 3:00-5:00 – Room 212 Peabody Hall

If you wish to meet with the committee, please contact Debbie Stevenson in the Office of the Executive Vice Chancellor and Provost (debbie_stevenson@unc.edu or 962-7882), not later than September 23rd and she will schedule a specific time (usually about 10-15 minutes) within that time period. Note that while all comments during these sessions will be kept strictly confidential, a master list of attendees will be kept as part of Dean Gil's personnel file.

2. You may contribute to this review by providing written comments to the Chair. The review committee will treat your comments as strictly confidential. However, by law, all written communication, whether on paper or by email, becomes a confidential part of Dean Gil's personnel file and as such, is open to examination by her. Oral communication (by telephone or in person) and the committee's notes generated from these conversations do not become part of Dean Gil's personnel file. If you wish to provide oral comments, please contact the Chair or any member of the committee. University regulations prohibit consideration of anonymous letters in the review process.

All written comments should be sent to: Dean Bill McDiarmid, c/o Debbie Stevenson, 104 South Building, CB # 3000, or by emailing debbie_stevenson@unc.edu.

3. You may telephone or meet privately in person with committee members. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Dean Gil's personnel file but may be reflected in the committee's report without identifiers.

The deadline for receiving written comments is October 7, 2013.

Thank you very much for your help in this important task.

This message is sponsored by: Office of the Executive Vice Chancellor and Provost

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 9/10/2013 2:28:37 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: CB and Lissa bi-weekly
Location: Lissa's office

Start: 9/11/2013 7:00:00 PM
End: 9/11/2013 8:00:00 PM
Show Time As: Tentative

Recurrence: Weekly
every Monday and Wednesday from 12:00 PM to 1:00 PM
Required Attendees: Broome, Lissa L

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 9/10/2013 2:32:33 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: CB and Lissa bi-weekly
Location: Lissa's office

Start: 9/16/2013 7:00:00 PM
End: 9/16/2013 8:00:00 PM
Show Time As: Tentative

Recurrence: Weekly
every Monday and Wednesday from 12:00 PM to 1:00 PM
Required Attendees: Broome, Lissa L

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 9/10/2013 2:35:35 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Canceled: CB and Lissa bi-weekly
Location: Lissa's office

Start: 1/28/2013 5:00:00 PM
End: 1/28/2013 6:00:00 PM
Show Time As: Free

Importance: High

Recurrence: Weekly
every Monday and Wednesday from 12:00 PM to 1:00 PM
Required Attendees: Broome, Lissa L

From: Alert Carolina <no_reply@unc.edu>
Sent: Tuesday, September 10, 2013 10:58 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: INFORMATIONAL MESSAGE FROM ALERT CAROLINA: Alert Carolina Siren Test – Tuesday, September 17

Dear Students, Faculty and Staff:

The University will TEST the emergency sirens and text messages on Tuesday, September 17, between noon and 1 p. m. We test the sirens each semester to make sure the equipment works.

During the test, anyone outside on or near campus likely will hear the sirens. (The sirens are not designed to be heard inside or while you are in a vehicle.) The sirens will sound an alert tone along with a brief pre-recorded voice message. When testing is complete, a different siren tone and voice message will signal "All clear. Resume regular activities."

The sirens sound only for a major emergency or an immediate safety or health threat such as:

- An armed and dangerous person on or near campus;
- A major chemical spill or hazard;
- A tornado warning for the Chapel Hill-Carrboro area issued by the National Weather Service; or
- A different emergency, as determined by the Department of Public Safety.

The University also sends a text message to cell phone users who registered their numbers in the online campus directory. In an emergency, the University will post safety-related announcements on the Alert Carolina website, alertcarolina.unc.edu, along with updates.

No action is required during the siren test. But we hope you have taken the time to review the poster, "What You Should Do For An Emergency Warning," posted in all campus classrooms and accessible online, http://www.alert.unc.edu/external/content/document/1395/1255639/1/AlertClassroomPoster.pdf.

The sirens are part of the University's Emergency Notification System and a communications strategy that uses multiple ways to reach students, faculty and staff, as well as visitors, local residents, parents and the public. To support that system, we launched Emergency Notification Protocols that inform the campus community using three types of notifications – Emergency Warning (sirens), Timely Warning and Informational Message.

In a real emergency, we strongly encourage students and employees to use the American Red Cross Safe and Well List to let their parents and families know they are okay in the while keeping cell phone lines open for emergency calls. The Safe and Well list is especially helpful in communicating with family members who are outside the emergency area.

You may also now access a mobile-friendly version of the Alert Carolina website during an emergency at http://m.alertcarolina.unc.edu/

About Informational Messages: The University sends an Informational Message to inform the campus community about a situation that is not an emergency, but is expected to be of significant interest to the campus. An Informational Message is one of three tiers of communication under the University's revised emergency communications plan. Emergency Warning refers to a siren activation for a significant emergency. And a Timely Warning is issued if there is a continuing danger AND notification will not compromise law enforcement efforts.Sponsored by the UNC Department of Public Safety.

From: Kimbrough, Julie L <jlkimbro@email.unc.edu>
Sent: Tuesday, September 10, 2013 11:14 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Center for Banking and Finance Newsletter

Will do!
Julie
Julie Kimbrough
Assistant Director for Collection Services
Clinical Assistant Professor of Law
Kathrine R. Everett Law Library
The University of North Carolina at Chapel Hill
(919) 843-5118
jlkimbro@email.unc.edu

From: Broome, Lissa L
Sent: Tuesday, September 10, 2013 11:13 AM
To: Kimbrough, Julie L
Subject: Center for Banking and Finance Newsletter
Julie – Could you send this to the Law Library listserv? Thanks, Lissa
Friends – The Center for Banking and Finance newsletter highlighting our activities for the 2012-13 year is available at http://www.law.unc.edu/centers/banking/ (click on 2013 Condensed Annual Report at the bottom of the page). Many thanks to Conrad Bortz for putting this newsletter together and thanks to all of you who helped make these activities possible.
Best,
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: no_reply@email.unc.edu
Sent: Tuesday, September 10, 2013 11:23 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Recruiting adult women with diarrhea predominant irritable bowel syndrome for research study

---

We are looking for adult women with a specific type of irritable bowel syndrome (IBS) to join a research study assessing a potential new medication for IBS.

The RESTORE 5 Study will last for up to 8 weeks and involve about 5 clinic visits.

You may be able to take part in the RESTORE 5 Study if you:

• Are a woman 18 - 65 years of age
• Have had symptoms of IBS (including abdominal pain/discomfort and diarrhea) for at least 6 months
• Have loose or watery stools > 25% of the time and hard or lumpy stools < 25% of the time.

To participate in this trial, you must NOT:
• Have been diagnosed with:
  a. Crohn's disease
  b. Ulcerative colitis
  c. Diabetes mellitus
  d. Lactose malabsorption
  e. Malabsorption syndromes
  f. Celiac sprue
• Be pregnant or planning to become pregnant

Qualified participants will receive study-related care including comprehensive physical exam and investigational study drug at no cost. Monetary compensation for study visits will be provided.

If you would like to hear more about the study, please check out http://ibsstudy.com or contact the UNC research team:

Angela Kibiy, RN, MPH
919-537-3841
Angela_kibiy@med.unc.edu

Biomedical IRB Study: 13-1598
Approved: 06/21/2013

This message is sponsored by: Center for Functional GI and Motility Disorders

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INFORMATIONAL email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

From: no_reply@email.unc.edu
Sent: Tuesday, September 10, 2013 11:28 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [FORMAL NOTICE] Administrative Review of Bob Blouin, Dean School of Pharmacy

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MEMORANDUM

September 9, 2013

TO: Members and Associates of the UNC Chapel Hill – School of Pharmacy
Faculty, Staff, Students

FROM: Jim Dean
Executive Vice Chancellor and Provost

RE: Administrative Review of Bob Blouin, Dean School of Pharmacy

I am pleased to invite your participation in the review process on behalf of the committee appointed to review the performance of Bob Blouin as Dean of the School of Pharmacy.

This review, required by University regulations, will focus on Bob Blouin's performance as Dean of the School of Pharmacy over the past five years. The committee consists of Dean Steve Matson (Chair), Bruce Cairns, Greg Copenhaver, Hal Kohn, Mary Roth McClurg, Victor Schoenbach, Carla White and Jackie Zeeman. As required by University regulations, this committee will review areas of accomplishment as dean with respect to long-range planning, intellectual leadership, faculty and staff recruitment, retention and promotion, curriculum and program development, entrepreneurship, and the day-to-day management of the School of Pharmacy. The committee invites your comment on these and related issues. It is also important for the committee to have some sense of how Dr. Blouin is viewed by his peers at UNC-Chapel Hill as a colleague and citizen of the University Community.

We encourage you to contribute to this review in any of the following different ways:

Meet with the committee, in confidence, at the information-gathering session on the following date:

September 16 – 3:00-5:00 – 1001 Michael Hooker Research Center

If you wish to meet with the committee, please contact Debbie Stevenson in the Office of the Executive Vice Chancellor and Provost (debbie_stevenson@unc.edu or 962-7882), not later than noon on September 13 and she will schedule a specific time (usually about 10-15 minutes) within that time period. Note that while all comments during these sessions will be kept strictly confidential, a master list of attendees will be kept as part of Dr. Blouin's personnel file.

Alternatively, you may contribute to this review by providing written comments to the Chair. The review committee will treat your comments as strictly confidential. However, by law, all written communication, whether on paper or by email, becomes a confidential part of Dr. Blouin's personnel file and as such, is open to examination by him. University regulations prohibit consideration of anonymous letters in the review process.

All written comments should be sent to: Dean Steve Matson c/o Debbie Stevenson, 104 South Building, CB # 3000, or by emailing debbie_stevenson@unc.edu.

You may also telephone or meet privately in person with any committee member. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Dr. Blouin's personnel file but may be reflected in the committee's report without identifiers.

The deadline for receiving written comments is October 7, 2013.

Thank you very much for your help in this important task.

This message is sponsored by: Office of the Executive Vice Chancellor and Provost

From: no_reply@email.unc.edu
Sent: Tuesday, September 10, 2013 11:43 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Peri-Implantitis Study (Inflammation around implants)

Do you want to participate in a Dental Implant Study?

A research study that will evaluate the effect of a locally delivered antibiotic around dental implant(s) is looking for volunteers.

The study will last 6 months and require 3-4 study visits. Participants may receive up to $150 for study completion.

You may be eligible to participate in this research study if you:

- Have a minimum of one implant with inflammation and bone loss around the implant. Bone loss will be confirmed by a dental examiner with an oral examination and the use of a recent (6 months or less) x-ray. If a recent x-ray is not available, an x-ray will be taken at the Screening visit
- At least 21 years of age and in good general health

You will not be eligible to participate in this research study if you:

- Have a loose dental implant
- Are allergic to a tetracycline or minocycline
- Require antibiotics prior to dental procedures
- Have any active infectious disease such as hepatitis, HIV, or tuberculosis
- Have an unstable disease or condition
- Are undergoing treatment or have a condition or disease that affects healing
- Are taking any antibiotics
- Take chronic (defined as more than 13 days or longer) non-steroidal anti-inflammatory drugs such as Ibuprofen or if you take >81 mg of Aspirin daily
- Use systemically administered steroids
- Have taken any investigational drug within 30 days of enrolling in this study or have participated in a dental clinical trial within 30 days of enrollment
- Have untreated advanced gum disease
- You or your partner are pregnant, nursing, or planning to become pregnant in the next 6 months

To learn how you can be in this study, please call The GO Health Center at 919-537-3424 or visit our website at http://www.gohealthcenter.com/ to become part of our participant registry.

IRB # 13-1711, Approved by UNC Biomedical IRB 6/20/2013
This email is sponsored by: Dental Research

This message is sponsored by: UNC School of Dentistry, GO Health Center

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INFORMATIONAL email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select Update Personal Information

Carolina Law in the News

Carolina Law in the News: Tuesday, September 10, 2013

ABOUT CAROLINA LAW IN THE NEWS

Carolina Law in the News is a weekly newsletter published by the communications office at UNC School of Law to provide a compilation of select external media references about the school. The newsletter is published each Tuesday. Please submit additional links to law_news@unc.edu. Deadline is 10 a.m. each Monday.

Please note some news services require a subscription.

NEWS

Commentary: Presidential Legacy: The Test of Time
The Free-Lance Star - Fredericksburg, VA - 9/8/13
Michael Gerhardt is a chaired professor in constitutional law at UNC-Chapel Hill, and the author of the recently published book, "The Forgotten Presidents: Their Untold Constitutional Legacy."

The State of Things: News Roundtable: Issues Across the World, State, and Triangle
WUNC - Chapel Hill, NC - 9/6/13
Maryam Al-Zoubi '16, a UNC School of Law student who researched Islamic feminism in Syria, is interviewed.

Vivian Connell '13 Op-Ed: Education Budget Doesn't Reflect N.C. Values
News and Observer - Raleigh, NC - 9/5/13
Vivian Connell is a lawyer in Chapel Hill.

UNC Law Divorce Help
Chapelboro.com - Chapel Hill, NC - 9/5/13
UNC Law's Pro Bono Program is partnering with Legal Aid to conduct a Divorce Clinic for low-income people in need of simple divorces. On October 29 people must be able to meet with a supervising attorney and a law student working under them to complete the necessary documents, then must be able to attend court on February 28 at the Law School.

Additional news items can be submitted to law_news@unc.edu. Deadline is 10 a.m. Monday.
Search the Archives.

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Follow us on Google+

From: Pierce, Catherine Ringo <cringo@email.unc.edu>
Sent: Tuesday, September 10, 2013 12:11 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: SOG policies

Hi Lissa,
As I went through the SOG's policies, it didn't seem to address the issue as directly as I thought I remembered. They don't have two tracks, but instead have different fora in which they publish (ie, not just law journals.) I think there is still some helpful ideas in here, and I have tried to highlight them as appropriate. I put them in your box.
Thanks,
Catherine

Catherine Ringo Pierce
Assistant Dean for Policy and Special Assistant to the Dean
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
P(919) 843-2409
F(919)962-1170

From: no_reply@email.unc.edu
Sent: Tuesday, September 10, 2013 12:25 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [FORMAL NOTICE] Accuracy and Privacy of Your Information in the Online Campus Directory

---

This is a request that you check your information in the online campus directory to ensure that it is current and accurate. This request is sent to you following census in the fall and spring semesters.

It is very important that your information is correct in the online campus directory (http://directory.unc.edu) which is part of ConnectCarolina, the University's integrated administrative system. Because ConnectCarolina centralizes management of person information in one integrated system, any information in the directory is duplicated in all of the University's administrative systems (e.g., payroll).

You can also determine which information about you is visible in the online campus directory by changing your privacy settings (see instructions below).

To review and update your directory information, please go to http://www.unc.edu/myunc/, click on Update Personal Information (upper left of screen under Account Information) and login using your Onyen and password. You can also choose whether certain information is publicly viewable in the directory.

Your home and business addresses are explained below:

Home address: This is your "permanent" address; as such, your home address is the address where your tax forms (W-2, 1098T, etc.) will be sent. You can designate this address as private or public.

Business address: This is your University work address and, by virtue of University policy, is viewable by all. You can update your business address but you cannot delete it.

Privacy
You can change whether your home address and/or your home phone appears in the directory (i.e., is public) or not by going to http://www.unc.edu/myunc/ and clicking Update Personal Information.

If you need help using the online campus directory, please contact the Help Desk at (919) 962-HELP (962-4357).

Your time and effort is appreciated.

This message is sponsored by: Information Technology Services

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 9/10/2013 4:32:09 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: campus emergency siren test
Location: campus

Start: 9/17/2013 4:00:00 PM
End: 9/17/2013 5:00:00 PM
Show Time As: Tentative

Required Attendees: Broome, Lissa L

From: Flatt, Victor B <flatt@email.unc.edu>
Sent: Tuesday, September 10, 2013 12:33 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] CLEAR newsletter

Building on Lisa's email, here is the link to CLEAR's most recent newsletter. Thanks to Heather Payne for putting it together.
Victor
http://www.law.unc.edu/centers/clear/documents/newsletter/issue.aspx?date=9/6/2013
Victor B. Flatt
Visiting Professor University of Maryland Francis King Carey School of Law
Tom & Elizabeth Taft Distinguished Professor of Environmental Law;
Director, Center for Law, Environment, Adaptation, and Resources (CLEAR)
University of North Carolina School of Law
(mobile)

From: Broome, Lissa L [lbroome@email.unc.edu]
Sent: Tuesday, September 10, 2013 10:10 AM
To: The law_faculty mailing list
Subject: [law_faculty] Center for Banking and Finance Newsletter

[Message was sent to entire Law School Community]
Friends – The Center for Banking and Finance newsletter highlighting our activities for the 2012-13 year is available at http://www.law.unc.edu/centers/banking/ (click on 2013 Condensed Annual Report at the bottom of the page). Many thanks to Conrad Bortz for putting this newsletter together and thanks to all of you who helped make these activities possible.
Best,
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Lissa L. Broome
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Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

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Sent: Tuesday, September 10, 2013 12:33 PM
To: Broome, Lissa L <lbroome@email.unc.edu>; The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: CLEAR newsletter

Building on Lisa's email, here is the link to CLEAR's most recent newsletter. Thanks to Heather Payne for putting it together.
Victor
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Victor B. Flatt
Visiting Professor University of Maryland Francis King Carey School of Law
Tom & Elizabeth Taft Distinguished Professor of Environmental Law;
Director, Center for Law, Environment, Adaptation, and Resources (CLEAR)
University of North Carolina School of Law
(mobile)

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To: The law_faculty mailing list
Subject: [law_faculty] Center for Banking and Finance Newsletter

[Message was sent to entire Law School Community]
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Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Conley, John M <jmconley@email.unc.edu>
Sent: Tuesday, September 10, 2013 12:34 PM
To: Broome, Lissa L <lbroome@email.unc.edu>; Kim Krawiec <krawiec@law.duke.edu>
Subject: RE: Expanded Board Diveristy: Call for Papers, AALS

Fine with me. My class ends at 3:50 and I'll come to your office.

From: Broome, Lissa L
Sent: Tuesday, September 10, 2013 10:06 AM
To: Kim Krawiec; Conley, John M
Subject: RE: Expanded Board Diveristy: Call for Papers, AALS
Okay. Let's plan on 9/26 at 4:15 EST. Kim can call my office (919-962-7066) and I can patch in John or he can join me in my office.
Take care,
Lissa

From: Kim Krawiec [mailto:krawiec@law.duke.edu]
Sent: Thursday, September 05, 2013 12:47 PM
To: Conley, John M
Cc: Broome, Lissa L
Subject: Re: Expanded Board Diveristy: Call for Papers, AALS
I'm at USC. So, I guess I probably didn't tell you -- sorry about that! 9/26 at 415 EST (1:15 pacific) works for me.
On Sep 5, 2013, at 9:41 AM, "Conley, John M" <jmconley@email.unc.edu> wrote:

I finish teaching at 4 Tu & Th, so I could do a late afternoon on those days.

From: Kim Krawiec [mailto:krawiec@law.duke.edu]
Sent: Thursday, September 05, 2013 12:34 PM
To: Conley, John M
Cc: Broome, Lissa L
Subject: Re: Expanded Board Diveristy: Call for Papers, AALS
I also may go, depending on what the flights look like -- we are coming in from Bali, but have to connect through NYC anyway, so I was planning to go if I can make the flights work. If John knows he is going then maybe we should submit and I should know in a few weeks whether I can do it as well. Faith also asked me to comment on a paper for that panel, so I told her I'd get back to her pending our decision of whether to submit (presumably she doesn't want me as a commenter if we have a paper selected). On the meetings, I am in LA this semester, rather than NC (can't remember whether i told you guys that -- thought I did, but then I think a lot of erroneous things these days). So the Wed times are not going to work for me unless they are very late in the afternoon your time (4:30 or later EST). I could do 9/27, but I am giving a lunch workshop that day and will carpool into the office, so I'm not sure of the times that will work yet. Tuesdays and Thursdays are better for me, as I don't teach those days. Any chance that there is a T/H that would work?
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On AALS, I had tentatively planned to go up there for a day to meet with casebook co-authors. So I might be able to stay overnight and do this if you two think it would be valuable. On the meetings:
I could do Wed 9/11 or 25, as late in the morning as possible. I could also do F 9/27.

From: Broome, Lissa L
Sent: Wednesday, September 04, 2013 9:21 AM
To: krawiec@law.duke.edu; Conley, John M
Subject: FW: Expanded Board Diveristy: Call for Papers, AALS
Hi Kim & John –
See the attachment regarding the AALS program. Are we interested. I will likely be on family vacation during that time period, so if we are interested, I would probably not be able to participate personally.
I think it would be a good idea to schedule a meeting to see where we are on the book. I have been working on it some, but not as much as I anticipated. If we get a meeting on the books, then maybe that will spur me to finish what I am doing on Chapter 8 and share it with you. I have been going through the NVIVO nodes that relate to Chapter 8 and adding in a bunch of quotes that we haven't used before. Before I do the same work for Chapters 7 and 9, I'd love to get your opinion of Chapter 8 and whether I've struck the right balance with quotes and text.
From John's teaching schedule, it looks like Wednesdays or Fridays would be the best days for meetings. Those are good days for me too, except on Wednesday, I'm not available from 1-2 when I teach.
Let me know if we could meet for 60-90 minutes during any of the periods I've listed below:
Wed., Sept. 11 9-12
Wed., Sept. 18 9-12
Friday, Sept. 20 11:30 – 6:00
Wed., Sept. 25 9-12
Friday, Sept. 27 10-1:30, 3:00-6:00
Wed., Oct. 2 3-5
Thanks.
Take care,
Lissa

From: aalsmin-announce-request@lists.udayton.edu [mailto:aalsmin-announce-request@lists.udayton.edu] **On Behalf Of** NELSON, EBONI
Sent: Monday, September 02, 2013 8:03 AM
To: AALSMIN-L@LISTSERV.UBALT.EDU; AALSMIN-Announce@lists.udayton.edu
Subject: [AALSMIN-Announce] Expanded Board Diveristy: Call for Papers, AALS
Hi, Everyone
Attached please find a Call for Papers in which some of you may be interested. The subject of the Call for Papers is "the radical expansion in regulatory efforts to promote demographic diversity on corporate boards." It comes from Faith Stevelman at New York Law School, who has been instrumental in the formation of the new AALS Section on Economic Globalization and Governance.
All the best,
Eboni

****
Eboni S. Nelson
Associate Professor
University of South Carolina School of Law
701 South Main Street
Columbia, SC 29208
803.777.5011
nelsones@law.sc.edu
SSRN Author Page:
http://ssrn.com/author=624998
Kimberly D. Krawiec
Kathrine Robinson Everett Professor of Law
Duke University
201 Science Drive
Durham NC 27708
krawiec@law.duke.edu
919-613-7197

Kimberly D. Krawiec
Kathrine Robinson Everett Professor of Law
Duke University
201 Science Drive
Durham NC 27708
krawiec@law.duke.edu
919-613-7197

From: Reid, Allison <Allison_Reid@unc.edu>
Sent: Tuesday, September 10, 2013 2:29 PM
To: Broome, Lissa L <lbroome@email.unc.edu>; Carlock, Jacqueline S <jcarlock@email.unc.edu>
Subject: Re: Social Media Marketing

Sure, I'd be happy to meet about this. Next Tuesday morning would work best for me. What time/place?
--
Allison L. Reid
Assistant Dean for Communications
UNC School of Law
919 843 7148 (office)
(mobile)

From: <Broome>, Lissa L <lbroome@email.unc.edu>
Date: Tuesday, September 10, 2013 1:21 PM
To: Jacqueline Carlock <jcarlock@email.unc.edu>, Allison Reid <allison_reid@unc.edu>
Subject: Social Media Marketing

Hi Jackie and Allison – Can we meet early next week to talk about how we can use social media to market our cle programs (in general) and the ones I am most interested in (see below)?
Dan K. Moore Program in Ethics (Oct. 4)
Consumer Law and Consumer Credit Symposium at the Festival
ABCs of Banking Law April 2
Banking Institute April 3-4
Director Diversity Initiative and Broadening Corporate Board Diversity program
One of Center's board members raved about the School of Government's use of Twitter to promote programs.
Linked In is now used by most professionals, how can we exploit it and its groups?
I'm also interested in a Linked In group that Banking Journal students, Journal alums, and members of our Board of Advisors could join
We have a Director Diversity Group on Linked In, but I don't think I've ever done anything with it
I know I sat down with Allison and discussed these same subject shortly after she joined us, but I've done nothing with them since then. I think I need to take advantage of these 21st Century tools.
Next week, Monday, Tuesday, or Wednesday mornings are all clear for me. Let me know if we have some common time.
Thanks,
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
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To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: Conley, John M <jmconley@email.unc.edu>
Subject: Re: Expanded Board Diveristy: Call for Papers, AALS

I'll call you then

On Sep 10, 2013, at 9:58 AM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:

Great.

From: Conley, John M
Sent: Tuesday, September 10, 2013 12:34 PM
To: Broome, Lissa L; Kim Krawiec
Subject: RE: Expanded Board Diveristy: Call for Papers, AALS
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To: krawiec@law.duke.edu; Conley, John M
Subject: FW: Expanded Board Diveristy: Call for Papers, AALS
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Wed., Sept. 25 9-12
Friday, Sept. 27 10-1:30, 3:00-6:00
Wed., Oct. 2 3-5
Thanks.
Take care,

Lissa

From: aalsmin-announce-request@lists.udayton.edu [mailto:aalsmin-announce-request@lists.udayton.edu] **On Behalf Of** NELSON, EBONI
Sent: Monday, September 02, 2013 8:03 AM
To: AALSMIN-L@LISTSERV.UBALT.EDU; AALSMIN-Announce@lists.udayton.edu
Subject: [AALSMIN-Announce] Expanded Board Diveristy: Call for Papers, AALS

Hi, Everyone

Attached please find a Call for Papers in which some of you may be interested. The subject of the Call for Papers is "the radical expansion in regulatory efforts to promote demographic diversity on corporate boards." It comes from Faith Stevelman at New York Law School, who has been instrumental in the formation of the new AALS Section on Economic Globalization and Governance.

All the best,

Eboni

****

Eboni S. Nelson
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SSRN Author Page:
http://ssrn.com/author=624998

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From: Edmunds, Doug <edmunds@unc.edu>
Sent: Tuesday, September 10, 2013 4:43 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: RE:[law_faculty] Webinar on Flipping the Law School Classroom

---

Speaking of which...we'll be hosting our own internal faculty lunch & learn on different approaches to the so-called flipped classroom on Tuesday, October 22nd, at noon in the faculty lounge. Your esteemed colleagues Joe Kennedy, Eric Muller and Rob Smith will each share their respective experiences, and I hope a lively discussion will follow.

https://my.law.unc.edu/calendar/event.aspx?cid=92027

Pizza will be served! BYOB...

Best,
Doug

Doug Edmunds
Assistant Dean for IT
UNC School of Law
919.843.9208 office
http://www.linkedin.com/in/dougedmunds/
http://twitter.com/unclawinfotech

From: Birckhead, Tamar R [tbirckhe@email.unc.edu]
Sent: Tuesday, September 10, 2013 4:19 PM
To: The law_faculty mailing list
Subject: [law_faculty] Webinar on Flipping the Law School Classroom

Dear colleagues,
I thought the following might be of interest to some of you....
Best,
Tamar

From: lawclinic-bounces@lists.washlaw.edu [mailto:lawclinic-bounces@lists.washlaw.edu] **On Behalf Of** Michele Pistone
Sent: Tuesday, September 10, 2013 3:46 PM
To: Justine Dunlap; lawclinic@lists.washlaw.edu
Subject: [Lawclinic] Webinar on Flipping the Law School Classroom

Hi everyone,
This fall, LegalED is hosting a series of webinars for law professors on flipped learning and legal education. The first is devoted to the topic "what is flipped learning?" If you are interested in learning more about flipping the law school classroom, please consider joining us for the first session, **Friday, September 27 from 2-3 EST**. A flyer with additional information is attached. And even if you can't make the session, in the spirit of our project, we produced two videos about flipped learning in legal education, they are available here.
As you know, over the last few months we have been working on developing LegalED, a website to host teaching resources for legal education, including short video clips (on substantive law, procedural law, and practical tips), exercises, problem sets and assessment tools, in addition to a series of videos for law professors on teaching pedagogy. The aim is that the law-related videos will be used by the community as a way to supplement in-class teaching and perhaps move some of the material that is delivered via in-class lectures to video, so that students can watch them outside of class and then classtime can be used for more active, problem-based learning.
This form of teaching, known as flipped or blended learning, blends online and in-class activities and is being used in many different educational settings. We see flipped learning as a way to bring additional training in practical lawyering skills and professional values into each course; by freeing up classtime that would otherwise be filled with lecture, we can bring more active learning into each course. It is also a way to bring new perspectives into a course, by assigning videos produced by other professors we can share new perspectives with our students.
We always welcome feedback and suggestions, so please feel free to send us any comments you have on the videos or any other aspect of the project.
Finally, we are always looking for content for the site, so if you have any exercises, problem sets or assessment tools that you'd like to share with the community, please send them our way.
Questions? Please feel free to reach out to any of us.

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From: North Carolina Bar Association <ncbar@ncbar.ccsend.com>
Sent: Tuesday, September 10, 2013 4:47 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: NCBA e-bar

Tuesday, Sept. 10, 2013 | Volume 13, No. 37

LEGAL COMMUNITY

Results In, Ceremonies Set | The N.C. Board of Law Examiners has posted a list of successful July 2013 bar exam applicants who have met all requirements for licensure. Swearing-in ceremonies are set for Buncombe County (Sept. 27), Cumberland County (Sept. 17), Greensboro (Oct. 11), Mecklenburg County (Sept. 26), Pitt County (Sept. 12), Wake County (Sept. 23) and Forsyth County (Sept. 20). The NCBA's Professionalism for New Admittees CLE program, which fulfills the State Bar's mandatory 12-hour requirement for new attorneys, will be held Oct. 22-23 at the N.C. Bar Center.

Arrowood Featured | NCBA President-Elect Catharine Arrowood of Raleigh made the cover of the latest edition of Walter magazine in conjunction with a feature on the North Carolina Symphony. Arrowood serves as board chair of N.C. Symphony Society, Inc.

Cruise News | Magic Happens Travel & Cruises has an exciting lineup of CLE travel programs and promotions for NCBA members in 2014. Sail to Alaska July 25-Aug. 1 and Pick Your Perk if you deposit by Oct. 4, 2013. The Danube River Cruise (three nights in Prague followed by a seven-night cruise to Budapest) is scheduled July 20-30; save $250 if you book before Sept. 17, 2013. Call Michael or Marcie at 919-678-9800 or email travel@magichappens.com to book either of these 2014 NCBA CLE travel programs.

In Memoriam | Gibson Locke Smith Jr. of Charlotte died Sept. 6 at the age of 72. He was a partner at Robinson Bradshaw & Hinson where he practiced for 35 years, and an original member of the NCBA's Real Property Section Council. David Roland Minges of Raleigh died Aug. 5. Prior to entering private practice, he worked in the Office of the N.C. Attorney General.

IN THE OFFICE

Law Practice Matters | Social media for lawyers remains a hot topic, from Ernie the Attorney's argument against the risk-avoidance-above-all strategy of social media non-participation to advice from Allison Shields on avoiding ethics issues on LinkedIn. Access the link for this and more from Erik Mazzone, director of the NCBA's Center for Practice Management.

Law Practice Transitions | Hear nationally known keynote speaker Jay Foonberg address how to navigate critical practice transitions on Friday, Sept. 19, at the Bar Center. Lawyers of all ages need to think about the inevitable points of transitions in life and career that often intersect and affect their practice. Winding Up/Winding Down examines these aspects from partnership terms to financial and tangible planning all the way through to the psychology. This program delivers 6 hours of CLE including 1 hour of substance abuse/mental health.

Blogs

Less Law School + More Practical Training | NC Law Blog | Stephanie Kimbro
Bringing Your Own Device To Work | Washington Workplace Law
Spend Money To Make Money | LawVision Insights

Jobs

Sr. Paralegal | Hanesbrands, Inc. | Winston-Salem
Dean, School of Law | Elon University School of Law | Greensboro
Paralegal, Trade Mark Formalities | GlaxoSmithKline | Raleigh
Immigration Paralegal | Dayna Kelly, PC | Chapel Hill

ACROSS THE PROFESSION

Bankruptcy Judges Appointed | Benjamin Kahn and Lena James have been appointed federal bankruptcy judges for the Middle District of North Carolina. James succeeds Judge Thomas Waldrep in Winston-Salem while Kahn succeeds Judge William Stocks in Greensboro. Judges Kahn and James, as well as their predecessors, are members of the NCBA and its Bankruptcy Section.

District Court Judge | NCBA member Lee Teague of Greenville has been appointed to the District Court bench in District 3A (Pitt County). Teague previously served 10 years as an assistant district attorney and as a partner with Horne, Horne & Teague.

Dream Job Through Pro Bono | Lesley Rosenthal serves as vice president, general counsel and secretary of the Lincoln Center for the Performing Arts. She found her dream job through pro bono

service on other nonprofit boards. Regardless of whether you're searching for your dream job or simply looking for a rewarding experience that will enrich your career, the NCBA has numerous opportunities to serve.

National Firm Opens Raleigh Office | San Francisco-based Gordon & Rees has opened its first North Carolina office in Raleigh. The firm has more than 525 lawyers and 29 offices in 19 states. NCBA member Thomas Packer will serve as managing attorney.

Join/Renew | Password | Benefits | Lawyer Referral | CLE | Comments | BarCARES

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North Carolina Bar Association | 8000 Weston Parkway | Cary | NC | 27513

From: UNC Athletics <UNCTarHeels@neulionnetwork.com>
Sent: Tuesday, September 10, 2013 7:22 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Live This Week On GoHeels TV!

Live This Week on GoHeels TV

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NeuLion
[illegible]

From: Cunningham, Bubba <bubbac@email.unc.edu>
Sent: Tuesday, September 10, 2013 10:41 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: Athletics Council Meeting Date
Attach: image001.jpg

I was suggesting all three.

Bubba Cunningham
Director of Athletics
University of North Carolina

On Sep 10, 2013, at 9:19 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:

Sounds good. How many meetings are you planning to schedule? I would suggest 2 – October 18 and April 11 – both of which I should be able to attend.
Lissa

From: Cunningham, Bubba
Sent: Monday, September 09, 2013 9:37 PM
To: Broome, Lissa L
Cc: Norton, Molly; Creech, Karlton W
Subject: Re: Athletics Council Meeting Date
Lissa,
These dates are not good for me so I have decided to go ahead and schedule the meetings whether or not I/we can attend. We can develop an agenda for discussion/reporting and our staff can facilitate in my absence.
I think that is the best option.
Bubba Cunningham
Director of Athletics
University of North Carolina
We Educate and Inspire Through Athletics

From: <Broome>, Lissa Broome <lbroome@email.unc.edu>
Date: Monday, September 2, 2013 2:25 PM
To: "Cunningham, Bubba" <bubbac@email.unc.edu>
Subject: Athletics Council Meeting Date
Hi Bubba –
As we discussed, the three potential meeting dates for the Athletics Council this academic year (based on the GAA board meeting schedule) are
October 18 (fall break)
January 17
April 11
I believe you said you would be absent on October 18. When I was inputting the other two dates into my calendar, I noticed that January 17 is during the period that the NCAA is scheduling its governance discussion during its annual meeting (Jan. 16-17). The meeting itself is Jan. 15-18 in San Diego. Last time we met, we both said we would try to attend the governance discussion.
So, April 11 looks like the best date to meet for 2013-14.
Thanks,
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

<image001.jpg>

Today at Carolina Law: Wednesday, September 11, 2013

TODAY'S EVENTS

- LexisNexis Training
- Ask the CDO
- WLRC Workshop Series: Note-Taking
- "Lawyer on the Line" Pro Bono Project Interest Meeting
- 1L Elections: Information Session
- Sports & Entertainment Law Association (SELA) General Interest Meeting
- Native American Law School Association Welcome Back Interest Meeting
- Hispanic/Latino Law Students' Association Interest Meeting
- Information Session: Unemployment Insurance Benefits Pro Bono Project
- UNC-Middle Temple Society Moot Court Competition--in the Courtroom
- Inaugural 2013-14 "CoffeeNation" event in the Rotunda

ONGOING SIGNUPS & OPPORTUNITIES

- Apply to be the 1L Class Coordinator on the UNC Pro Bono Board. (Signup ends 9/22/2013)
- Register for North Carolina Law Review Symposium: Health Care Decisions in the New Era of Health Care Reform (Signup ends 10/2/2013)
- Race to End Domestic Violence Race Registration (Signup ends 10/5/2013)

TODAY'S ANNOUNCEMENTS

- Important Reminders from Student Services

UPCOMING EVENTS

Academics

- 1L Practice Exams (10/11/2013)

Alumni

- Charlotte Professionalism Dinner (9/25/2013)

Career Development

- Public Interest Career Panel (9/25/2013)

Faculty

- Faculty Speaker Series (9/12/2013)

International Programs

- UNC-Middle Temple Society Moot Court Competition (9/12/2013)

Library

- LexisNexis Training (9/18/2013)
- LexisNexis Training (9/25/2013)

Pro Bono

- Pro Bono 1L Class Coordinator Interest Meeting (9/12/2013)

From Twitter

UNC LAW CDO (UNCLAWCDO) on Twitter

UNC LAW CDO: Reminder: Today - Legal Careers in Government Panel. Federal, state, and local branches will be represented. See you in 4085 at noon!
10:47 AM Sep 10th from web

UNC CLEAR (UNCCLEAR) on Twitter

UNC CLEAR: A new report details how older whooping cranes help younger ones migrate south, with older birds sticking to a... http://t.co/nUoFztZEXQ
7:58 AM Sep 10th from Facebook

Doug Edmunds (unclawinfotech) on Twitter

Doug Edmunds: Shocking and disturbing. The ACLU is likely to jump all over this. #privacylaw #tecs http://t.co/5IyYSj34jB
6:27 PM Sep 10th from Safari on iOS

NCILJ (NCILJ) on Twitter

NCILJ: A great resource for anyone trying to bone up on the issues effecting Syria: http://t.co/vJc11KqLju
6:14 PM Sep 10th from web

UNC Pro Bono (UNCProBono) on Twitter

UNC Pro Bono: http://t.co/uH7Qh7rZSX If you saw this DTH article, you... http://t.co/cbFpEDwmDo
5:15 PM Sep 10th from Facebook

UNC School of Law (unc_law) on Twitter

UNC School of Law. RT @UNCLAWCDO: Reminder: Today - Legal Careers in Government Panel. Federal, state, and local branches will be represented. See you in 4085â€¦
10:51 AM Sep 10th from web

Staff

- Charlotte Professionalism Dinner (9/25/2013)

Student Events and Organizations

- LexisNexis Training (9/12/2013)
- Labor & Employment Law Society General Interest Meeting (9/12/2013)
- Law Students for Reproductive Justice General Interest Meeting (9/12/2013)
- Student Bar Association Weekly Meeting (9/12/2013)
- UNC Innocence Project Interest Meeting (9/12/2013)
- ELP EJ Summit and Pro Bono Interest Meeting (9/18/2013)
- Federalist Society Presents John Kunich on Free Market Environmentalism (9/18/2013)
- Immigration Law Association Interest Meeting (9/18/2013)
- Charlotte Professionalism Dinner (9/25/2013)

Student Services

- Bar Session for the Class of 2014 (9/18/2013)

Writing and Learning Resources Center

- Returning to Balance: Stress Reduction Made Easy (9/12/2013)
- WLRC Workshop Series: Reading Efficiently (9/18/2013)
- WLRC Workshop Series: Maximize Your Research (9/25/2013)

From: Carlock, Jacqueline S [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=JCARLOCK]
Sent: 9/11/2013 12:58:38 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Reid, Allison [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Allison Reid (alreid)]

Subject: Mtg
Location: LB Office

Start: 9/17/2013 2:00:00 PM
End: 9/17/2013 3:00:00 PM
Show Time As: Tentative

Recurrence: (none)

From: no_reply@email.unc.edu
Sent: Wednesday, September 11, 2013 9:46 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Do you have overactive bladder or urge urinary incontinence?

Overactive bladder (OAB) and urge urinary incontinence (UUI) are common problems that affect more than 38 million Americans. These conditions can interfere with a wide range of daily activities, since they can cause urinary urgency, frequency, and urge-related leakage.

Dr. Jennifer Wu and Dr. Elizabeth Geller at UNC Pelvic Health are conducting 1-month long research studies that will help your overactive bladder or urge incontinence by using common FDA-approved treatment drugs. These trials will provide personal, quality care from highly trained research specialists.

You may qualify for a trial if you:
-Are a woman over 65 years of age
-Have been diagnosed with overactive bladder or urge incontinence
-Are interested in trying medication for these conditions

All medication given in this study will be free, and some compensation will be provided.

For more information about the trials, please call 919-843-8259 or email uncpelvichealth@med.unc.edu.

IRB#: 13-1352 Biomedical IRB Approval on 4/18/2013
IRB#: 13-2066 Biomedical IRB Approval on 6/7/2013

This message is sponsored by: UNC Pelvic Health

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INFORMATIONAL email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

From: no_reply@email.unc.edu
Sent: Wednesday, September 11, 2013 9:52 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Seasonal Influenza Clinics for Students and Employees

---

Dear Faculty, Staff, and Students:

The annual seasonal influenza clinics for students and employees begin on September 17, 2013. We encourage everyone to receive a flu vaccination. You can register now for an appointment or find a walk-in clinic near you by going to http://flu.unc.edu

In addition to the campus wide flu clinics listed below, the University Employee Occupational Health Clinic (UEOHC) is offering walk-in flu clinic located at 145 N. Medical Drive. Walk-in clinics are being held Monday, Wednesday, Friday from 9:00 – 12:00 and 1:00 – 3:00 starting September 16, 2013 to University employees (including the School of Medicine) who are part of the University's Immunization Review Program.

School of Medicine employees who cannot make it to the UEOHC on a walk-in flu clinic day may also make an appointment to receive the influenza vaccine any clinic day of the week by using the online appointment schedule at https://itsapps.unc.edu/UEOHC and selecting "Immunization Review-New" from the drop down menu.

Please note that this year's clinics have a new start and end time: 9:00 am to 4:00 pm, except for the Family Flu Clinic, which is 9:00 am to 3:00 pm.

Employees without Internet access should ask their supervisor or administrative assistant for help in making an appointment or consider visiting one of the seven walk-in clinics, also listed at http://flu.unc.edu/#schedule

September 17, Medical Biomolecular Research Building, Second Floor Lobby (By Appointment)
September 18, Frank Porter Graham Student Union, West Lounge (Walk-in)
September 19, Murray/Venable Hall, Second Floor Lobby, 2201 (Walk-In)

September 24, Michael Hooker Research Center, Lower Level Atrium (By Appointment)
September 25, Frank Porter Graham Student Union, West Lounge (Walk-in)
September 26, Giles Horney, Magnolia Room (By Appointment)

October 1, Koury Oral Health Sciences Building, Atrium (By Appointment)
October 2, Frank Porter Graham Student Union, West Lounge (Walk-in)
October 3, Genetics Medicine Building, Lobby (Walk-In), McColl Grad Student Lounge (Walk-in)

October 8, Person Hall, Recital Room (By Appointment)
October 9, Frank Porter Graham Student Union, West Lounge (Walk-in)
October 10, Genomic Science Building, Café (Walk-In)

October 12, Family Flu Clinic – Center for Rehabilitation Care, (By Appointment)
October 18, Frank Porter Graham Student Union, Room 2518, Employee Appreciation Day (Walk-in)

November 19, Koury Oral Health Sciences Building, Atrium (Walk-in)
November 20, Frank Porter Graham Student Union, West Lounge (Walk-in)
November 21, Giles Horney, Magnolia Room (Walk-in)

Influenza (the flu) is a contagious respiratory illness caused by influenza viruses. It can cause mild to severe illness, and at times can lead to death. The best way to prevent the flu is by getting vaccinated each year.

Because of parking and staff limitations, on-campus clinics are for University students, faculty and staff only.

A Family Flu Clinic is scheduled for Oct. 12 at the UNC Center for Rehabilitation Care, which is now in the old Borders Book Store across from Lowes Home Improvement at 15/501 and Sage Road. This clinic is for family members (children 4 years and older), retirees, volunteers and others who do not qualify as employees or students. The hours are 9:00 am to 3:00 pm.

Additional local clinics can be found by going to "Find a Flu Clinic" on the website of the American Lung Association, http://www.lungusa.org/lung-disease/influenza/flu-vaccine-finder. This year many local and area pharmacies are offering flu vaccinations in cooperation with the State Health Plan (SHP), thus, there is no out-of-pocket expense for those insured by SHP or Blue Cross Blue Shield. Please check with your preferred pharmacy to see if it is part of this new program.

At University clinics, there is no charge for employees on the State Health Plan or for students and employees who are insured through Blue Cross Blue Shield, Partners, Aetna, Humana Gold, SummaCare, Advantra Freedom, and Medicare Part B, but you must bring your health plan card and your UNC One Card ID to the clinic. Employees and students not on the listed plans can also get a flu vaccination by paying $25. After receiving the vaccination, you will receive a form that can be filed with your health insurer. Please be sure to contact your health insurer to see if you can obtain reimbursement.

The 2013/14 seasonal flu vaccine protects against three influenza viruses that research indicates will be most common during the 2013/14 season.
http://www.cdc.gov/flu/about/season/upcoming.htm

About two weeks after vaccination, antibodies that provide protection against influenza virus infection develop in the body.

Sincerely,

Mary Beth Koza, Director, Environment, Health and Safety and Mary Covington, MD, Executive Director, Campus Health Services

This message is sponsored by: Environment, Health and Safety and Campus Health Services

==========
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that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

From: Hirsch, Jeffrey Michael <jmhirsch@email.unc.edu>
Sent: Wednesday, September 11, 2013 9:53 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Faculty Meeting Reminder

Just a reminder that we'll be having our faculty meeting tomorrow at 4:15pm, in the Boardroom. Also, we'll have a reception in the rotunda after the meeting. The adjunct faculty are coming to the reception, so it would be great if we have a good turnout from the full-time faculty.

Finally, the call in number is: 919-962-2738.

Thanks.

-Jeff

From: <Hirsch>, Jeffrey Hirsch <jmhirsch@email.unc.edu>
Reply-To: Jeffrey Hirsch <jmhirsch@email.unc.edu>
Date: Monday, September 9, 2013 9:39 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] This Thursday's Faculty Meeting

Dear Colleagues,
Attached are the faculty meeting agenda and related documents for Thursday, September 12 at 4:15. The agenda is also pasted below.
I will send the call-in number along with a reminder later in the week.

We will have a faculty reception after the meeting (approximately at 5:30) in the Rotunda and the adjacent courtyard. All of our adjunct faculty have been invited, so it would be much appreciated if you were able to attend.
Thanks.

-Jeff

FACULTY MEETING
A-G-E-N-D-A
September 12, 2013

A. Announcements

<!--[if !supportLists]-->1. <!--[endif]-->Welcome to New Faculty
<!--[if !supportLists]-->2. <!--[endif]-->Dean's announcements
<!--[if !supportLists]-->3. <!--[endif]-->Associate Dean for Academic Affairs' announcements
<!--[if !supportLists]-->4. <!--[endif]-->Associate Dean for Student Affairs' Announcements
<!--[if !supportLists]-->5. <!--[endif]-->Associate Dean for Faculty Development's Announcements
<!--[if !supportLists]-->6. <!--[endif]-->Appointments Committee – Mike Gerhardt
<!--[if !supportLists]-->7. <!--[endif]-->Promotion and Tenure Committee – Lissa Broome
<!--[if !supportLists]-->8. <!--[endif]-->Self-Study Committee – Joan Krause & Dana Remus
<!--[if !supportLists]-->9. <!--[endif]-->Career Development Office – Brian Lewis

B. Action Items

Academic Affairs – Tom Kelley

<!--[if !supportLists]-->1. <!--[endif]-->Proposed Course by Zephyr Teachout*

<!--[if !supportLists]-->2. <!--[endif]-->Proposal to Approve David Hansen to teach Advanced Legal Research*

Personnel

<!--[if !supportLists]-->1. <!--[endif]-->Laura Britton – Three-year reappointment (Tamar Birckhead)

<!--[if !supportLists]-->2. <!--[endif]-->Tim Gallina – Reappointment (Anne Klinefelter)

<!--[if !supportLists]-->3. <!--[endif]-->Jim Sherwood – Reappointment (Anne Klinefelter)

International Committee – Joe Kennedy

<!--[if !supportLists]-->1. <!--[endif]-->Proposed Agreements with King's College & University of Hong Kong*

*Materials Circulated

From: no_reply@email.unc.edu
Sent: Wednesday, September 11, 2013 9:56 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Participant Needed: Study of Work Team Productivity

---

Study of Work Team Productivity
Location: McColl 4402/4404
Duration: 75 minutes
Pay: $20
IRB # 12-2224

Title: Study of Work Team Productivity

The purpose of this research study is to evaluate the productivity of small work teams on a sequential interdependent assembly task. You will be assigned to teams of 3 to 4 persons. Each team will work to assemble as many miniature vehicles as possible during two 15-minute production runs.

This study will take place in the Kenan-Flagler Behavioral Lab for approximately 60 to 75 minutes.

Because this is a team study, it is possible that if some participants do not show up, we will be unable to run the experiment. In such cases, it may be possible that we can provide an alternative study at the same rate of pay ($15 per hour).

Exclusions: The minimum age for participation is 18 years old. You may not participate if you were enrolled in BUSI405 in Spring 2013.

Parking: The Kenan-Flagler Parking deck should be open for free parking after 4pm, unless otherwise posted in the deck.

Location: This study will take place in McColl 4402/4404.

IRB# - 12-2224 approved by the UNC Behavioral IRB on 09/6/2012

This message is sponsored by: Center for Decision Research

==========
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From: Reid, Allison <Allison_Reid@unc.edu>
Sent: Wednesday, September 11, 2013 9:59 AM
To: Broome, Lissa L <lbroome@email.unc.edu>; Carlock, Jacqueline S <jcarlock@email.unc.edu>
Subject: Re: Social Media Marketing

OK, see you then!
--
Allison L. Reid
Assistant Dean for Communications
UNC School of Law
919 843 7148 (office)
(mobile)

From: <Broome>, Lissa L <lbroome@email.unc.edu>
Date: Wednesday, September 11, 2013 9:20 AM
To: Jacqueline Carlock <jcarlock@email.unc.edu>, Allison Reid <allison_reid@unc.edu>
Subject: RE: Social Media Marketing

Sounds good. I will ask Conrad to join us too.
Lissa

From: Carlock, Jacqueline S
Sent: Wednesday, September 11, 2013 8:57 AM
To: Reid, Allison
Cc: Broome, Lissa L; Carlock, Jacqueline S
Subject: Re: Social Media Marketing
Shall we do 10 am in Professor Broome's office?

JSC

On Sep 10, 2013, at 2:28 PM, "Reid, Allison" <Allison_Reid@unc.edu> wrote:

> Sure, I'd be happy to meet about this. Next Tuesday morning would work best for me. What time/place?
> --
> Allison L. Reid
> Assistant Dean for Communications
> UNC School of Law
> 919.843.7148 (office)
> (mobile)
> <F603BF4B-9CCA-49F1-897F-0184FFBB042F[117].png><B457F950-0A67-40C1-9ECD-907A5BAB5ECE[117].png><B33D3CB1-1129-4B06-A60F-1AF9D9CA9193[117].png><F26B8C96-1023-409D-9CFE-92C5C8AD0568[117].png>
>
> ---
>
> **From:** <Broome>, Lissa L <lbroome@email.unc.edu>
> **Date:** Tuesday, September 10, 2013 1:21 PM
> **To:** Jacqueline Carlock <jcarlock@email.unc.edu>, Allison Reid <allison_reid@unc.edu>
> **Subject:** Social Media Marketing
> Hi Jackie and Allison – Can we meet early next week to talk about how we can use social media to market our cle programs (in general) and the ones I am most interested in (see below)?
> Dan K. Moore Program in Ethics (Oct. 4)
> Consumer Law and Consumer Credit Symposium at the Festival
> ABCs of Banking Law April 2
> Banking Institute April 3-4
> Director Diversity Initiative and Broadening Corporate Board Diversity program
> One of Center's board members raved about the School of Government's use of Twitter to promote programs.
> Linked In is now used by most professionals, how can we exploit it and its groups?
> I'm also interested in a Linked In group that Banking Journal students, Journal alums, and members of our Board of Advisors could join
> We have a Director Diversity Group on Linked In, but I don't think I've ever done anything with it
> I know I sat down with Allison and discussed these same subject shortly after she joined us, but I've done nothing with them since then. I think I need to take advantage of these 21st Century tools.
> Next week, Monday, Tuesday, or Wednesday mornings are all clear for me. Let me know if we have some common time.
> Thanks,
> Lissa
> Lissa L. Broome
> Wells Fargo Professor of Banking Law
> Director, Center for Banking and Finance
> UNC School of Law
> CB#3380, Van Hecke-Wettach Hall
> Chapel Hill, NC 27599-3380
> 919.962.7066
> http://www.law.unc.edu/centers/banking
> Access my papers on SSRN at: http://ssrn.com/author=248720
>
> <image001.jpg>

<image001.jpg>

From: Brown, Michelle <michellebrown@unc.edu>
Sent: Wednesday, September 11, 2013 10:01 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: policy
Attach: 20130911094612899.pdf

Hi Lissa,
Here is a copy of the policy.
Michelle

Michelle Brown, Ed.D.
Director, Academic Support Program for Student-Athletes
Office of the Executive Vice Chancellor and Provost
The University of North Carolina at Chapel Hill
michellebrown@unc.edu
office: (919) 962-9533
fax: (919)962-8247
344 Ridge Road CB#3107
Loudermilk Center for Excellence
Chapel Hill, NC 27599-3107

Scheduling Policies and Procedures (continued)

D. Missed Classes

The maximum number of classes student-athletes can miss, due to athletic related activities, is seven (7) per semester, unless an exception is granted.

E. Exam Travel Statement

No student-athlete will be excused from, or reschedule, a final exam to accommodate an in-season athletic contest. Therefore, an athletic contest, or travel, may not commence prior to the participating student-athlete completing final exams as scheduled by The University of North Carolina. Exams during ACC and NCAA Championship competition may be rescheduled as appropriate.

F. Travel Outside the Continental U.S.

Any travel outside the Continental U.S. must be discussed with the sport supervisor and the proper request form (Appendix bb) submitted. This form will be forwarded to the Athletics Director for discussion and approval.

G. Home Contest Change

Should it become necessary to change the date, time or venue of a previously scheduled Olympic sport home contest, it is imperative that the head coach follow these procedures as soon as the change is considered:

1. Obtain approval from the primary sport supervisor

2. Obtain approval from the facility scheduler

3. Notify your sports information liaison
4. Notify your administrative assistant
5. Either the head coach or administrative assistant should notify the following people:

    a. ACC Office, if an ACC sport
    b. Officials or booking agent

The primary sport administrator will notify the Compliance designee, who will send an email to all pertinent people, including Game Operations, Marketing and Promotions, and Ticket Office.

a. Athletic Director's office
b. Receptionists in Carmichael and the Ernie Williamson Athletic Center

H. Official Game Schedule

The Athletic Communications Office will maintain the official game schedule for each sport. No one should provide a schedule to anyone that is different from the one Athletic Communications has. Any game time or date change that is approved by the sport administrator is forwarded to the Compliance designee and will be immediately sent to pertinent people, including Athletic Communications. Administrative offices, coaches, administrative assistants, etc. can forward this schedule to interested people after receiving it from Compliance.

From: Carlock, Jacqueline S [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=JCARLOCK]
Sent: 9/11/2013 3:19:59 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Reid, Allison [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Allison Reid (alreid)]

Subject: Mtg
Location: LB Office

Start: 9/17/2013 2:00:00 PM
End: 9/17/2013 3:00:00 PM
Show Time As: Tentative

Recurrence: (none)

From: Pogge, Paul <ppogge@unc.edu>
Sent: Wednesday, September 11, 2013 11:45 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: APR Plans

Sounds great. I will get them over to you today. Will you be in your office for a while?

From: Broome, Lissa L
Sent: Wednesday, September 11, 2013 11:44 AM
To: Pogge, Paul
Cc: Brown, Michelle
Subject: RE: APR Plans
Hi Paul – I would like to see the final product. Thanks,
Lissa

From: Pogge, Paul
Sent: Wednesday, September 11, 2013 11:42 AM
To: Broome, Lissa L
Cc: Brown, Michelle
Subject: APR Plans
Lissa,
Thanks for all your input throughout the process of developing APR plans for several of our teams. Michelle and I spoke yesterday and we believe the dialogue with the coaches was very productive. I am making a few final edits to the plans and should be done shortly. If you'd like to read through them one more time before I send them out, please just let me now. We are very appreciative of all the time you've spent on these. I know it's been a tedious process but I wanted to be sure that everyone was comfortable with the final product. I look forward to sending them out to the coaches soon.
Thanks again,
Paul

Paul Pogge
Associate Athletic Director
University of North Carolina
450 Skipper Bowles Drive
Chapel Hill, NC 27514
(919)-843-7690
"We educate and inspire through athletics."

From: Pogge, Paul <ppogge@unc.edu>
Sent: Wednesday, September 11, 2013 11:48 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: APR Plans

I can get there before 12:50. See you shortly.
Paul

From: Broome, Lissa L
Sent: Wednesday, September 11, 2013 11:47 AM
To: Pogge, Paul
Subject: RE: APR Plans
I will be here until I leave for class at 12:50 and then I am in meetings the rest of the afternoon. If you come after 12:50, you could leave them with my assistant, Conrad Bortz. His office is on the 4th floor (a floor below mine) in 4072 (919-843-9288).
Thanks,
Lissa

From: Pogge, Paul
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Paul

Paul Pogge
Associate Athletic Director
University of North Carolina
450 Skipper Bowles Drive
Chapel Hill, NC 27514
(919)-843-7690
"We educate and inspire through athletics."

From: Krause, Joan H <jhkrause@email.unc.edu>
Sent: Wednesday, September 11, 2013 12:15 PM
To: Hazen, Thomas <thazen@unc.edu>; Coyle, John <jfcoyle@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Cc: Hirsch, Jeffrey Michael <jmhirsch@email.unc.edu>; Remus, Dana <dremus@email.unc.edu>
Subject: RE: Faculty survey: Comments from Dean's Advisory Committee

---

One additional suggestion was made, to add the following question:

NEW QUESTION: In your opinion, how effectively did the revised *tenure-track* reappointment, tenure, and promotion policy adopted by the faculty in 2013 address problems with the policy then in effect?

- ☐ Very Ineffectively
- ☐ Somewhat Ineffectively
- ☐ Effectively
- ☐ Very Effectively
- ☐ Do Not Know Enough to Rate
- ☐ Not applicable

If you believe the changes were ineffective, please explain why: [TEXT BOX]

Is that language OK with folks?
Thanks,
Joan

From: Krause, Joan H
Sent: Tuesday, September 10, 2013 4:04 PM
To: Hazen, Thomas L; Coyle, John
Cc: Hirsch, Jeffrey Michael; Remus, Dana
Subject: Faculty survey: Comments from Dean's Advisory Committee

As I mentioned, Jack wanted to run the faculty survey by the Dean's Advisory Committee prior to finalizing it. (The University survey folks have already begun to input it, but it's not done yet.) I'm attaching a new file with some comments that came out of yesterday's meeting. The biggest change is the rephrasing of the T&P question to focus on the process used last year to revise our policy, rather than on how the policy works. Given that the new policy is not official yet, nor is it clear who will be covered, it just got too confusing to try to phrase a question about the process itself. But we can (and probably should) ask about last year's revision process. Thoughts?

We can't finalize this version until the faculty votes to accept the two new exchange programs at Thursday's meeting, but I wanted to tee this up so we can get started on the changes ASAP.

Thanks,
Joan

Professor Joan H. Krause
Associate Dean for Faculty Development and
Dan K. Moore Distinguished Professor of Law, UNC School of Law
Professor (Secondary Appointment), Social Medicine, UNC School of Medicine
Adjunct Professor, Health Policy & Management, Gillings School of Global Public Health
Campus Box 3380
Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
(919) 962-4126
jhkrause@email.unc.edu

You can access my papers on the Social Science Research Network (SSRN) at http://ssrn.com/author=222640.

From: Neal, Kathy <kcneal@unc.edu>
Sent: Wednesday, September 11, 2013 1:10 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] Carolina in the News, Sept. 11

Carolina in the News
Sept. 11
National Coverage
India's Hindu, Muslim clashes explored in traveling U.S. exhibits
The Washington Post
Sept. 10
"Violence between Muslims and Hindus has been a defining feature of Indian politics since the separation of Pakistan in 1947, when hundreds of thousands of people were killed and millions displaced," writes Frank Jack Daniel in the article. On June 9, the Smart Museum's exhibit, The Sahmat Collective: Art and Activism in India since 1989,"... recently opened at the Ackland Art Museum at the University of North Carolina at Chapel Hill, where it will be on view until Jan. 5, 2014.
UNC Release:
http://uncnews.unc.edu/content/view/6180/66/
http://www.washingtonpost.com/blogs/on-faith/wp/2013/09/10/indias-hindu-muslim-clashes-explored-in-traveling-u-s-exhibit/
7 College Jobs That Will Turbocharge Your Resume
U.S. News & World Report
Sept. 11
...Want to boost your job prospects after graduation? Any part-time work during college can give you an advantage. ... **3. Help desk staffer or computer salesperson:** ... After four years in the campus store at the University of North Carolina—Chapel Hill, Sam Hudson, who graduated in 2012, approached a representative at a job fair looking to fill positions at Lenovo. "I said, 'I've been giving out your computers for a couple of years,'" says Hudson, now an account coordinator for the company in North Carolina.
http://www.usnews.com/education/best-colleges/articles/2013/09/11/7-college-jobs-that-will-turbocharge-your-resume
Positive Attitude Boosts Exercise, Longevity Among Heart Disease Patients, Study Suggests
Huffington Post
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Attitude is everything, at least for people with heart disease, a new study suggests. The research, published in the journal Circulation: Cardiovascular Quality and Outcomes, shows that having a positive attitude is tied to a longer life ... among coronary artery disease patients. ... For more health benefits of optimism, click through the slideshow: [References Barbara Fredrickson, Kenan Distinguished Professor of psychology, and her work on positivity.]
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http://www.publishersweekly.com/pw/by-topic/industry-news/publisher-news/article/59048-unc-press-receives-250-000-grant.html
African-American Study Identifies Four Common Genetic Variants Associated with Blood Pressure
HealthCanal.com (website)
Sept. 10
...a landmark study that has discovered four novel gene variations associated with blood pressure. The 19-site meta-analysis, involving nearly 30,000 African-Americans, also found that the set of genetic mutations are also associated with blood pressure across other populations. "We anticipated that individuals of African ancestry share similar biology to other populations. ..." said Nora Franceschini, MD, MPH, nephrologist and research assistant professor of epidemiology at the University of North Carolina at Chapel Hill and first author on the paper.
http://www.healthcanal.com/blood-heart-circulation/blood-pressure/42774-african-american-study-identifies-four-common-genetic-variants-associated-with-blood-pressure.html
A rapid cooling device to help paramedics treat cardiac arrest patients finds Series A funding
MedCityNews.com (website)
Sept. 10MedCity News
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Regional Coverage
Enough Nurses?
Santa Fe Reporter (N.M)
Sept. 10
...On May 11, during the day shift, seven nurses, two nursing assistants and a secretary watched over 34 patients. ...Barbara Mark, a registered nurse and professor at the University of North Carolina at Chapel Hill's School of Nursing, led a 2012 study of the impacts of a California state law that increased nurse-to-patient ratios in certain hospitals. The study found that after the legislation was implemented, some hospitals experienced a decrease in rates of ... patients dying after complications ...
http://www.sfreporter.com/santafe/article-7691-enough-nurses.html
State & Local Coverage
NC scientists work to develop fat-burning product
The Winston-Salem Journal & WSOC-TV (Charlotte)
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http://www.wsoctv.com/news/news/local/nc-scientists-work-develop-fat-burning-product/nZsfy/

Issues & Trends

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email to leave-33570058-53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

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From: Edmunds, Doug <edmunds@unc.edu>
Sent: Wednesday, September 11, 2013 1:18 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: Edge, Debra Rogers <dedge@email.unc.edu>; Lynn, Dawn A <dlynn@email.unc.edu>; Helms, Eric A <eahelms@email.unc.edu>; Dalcantara, Valeria Xavier <valeria@email.unc.edu>
Subject: [law_faculty] change in exam software

Hello everyone,

John Kasprzak encouraged me to send out a quick note to inform you that after considerable thought and a thorough evaluation which we conducted over the summer, we (Dean Myers, Dean Kasprzak and myself) decided to move from Electronic Bluebook (EBB) back to ExamSoft to administer all law school exams. As many of you likely heard last year, we had more issues than normal with EBB during several exams in the fall and the spring, and while we never lost an exam, we did have to manually recover partial exams on a number of occasions. As you can imagine, this is incredibly stressful to the students who had to suffer through the experience. Many other students had trouble with the automatic upload process. Other EBB customers, including Duke Law and Notre Dame, faced similar frustrations starting last year.

ExamSoft is the leading provider of secure exam software, used by 42 state bars, including North Carolina, and over 150 law schools. They now support Mac laptops as well as PCs, and their administrative tools that IT & FAS must use to manage the exam process have improved by leaps and bounds since we last used their product in 2009.

NOTE: You will still be able to get printed or electronic copies of your exams in a timely manner, and you need not alter your current habits as far as exam prep. Of course, if you'd like to use ExamSoft for multiple choice exams instead of bubble sheets, or for take home exams, let's talk!

Students will be receiving instructions on where and when to download the ExamSoft client software (SofTest) by the end of September, and we'll be using it for all 1L practice exams in early October.

Regards,
Doug

Doug Edmunds
Assistant Dean for IT
UNC School of Law
919.843.9208 office
http://www.linkedin.com/in/dougedmunds/
http://twitter.com/unclawinfotech

From: Edmunds, Doug <edmunds@unc.edu>
Sent: Wednesday, September 11, 2013 1:44 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] FW: Reminder -- Annual IT Awards Nominations are Open

---

[Message was sent to entire Law School Community]
FYI.

Doug Edmunds
Assistant Dean for IT
UNC School of Law
919.843.9208 office
http://www.linkedin.com/in/dougedmunds/
http://twitter.com/unclawinfotech

From: O'Daniel, Cynthia Marie [odaniel@email.unc.edu]
Sent: Tuesday, September 10, 2013 10:38 AM
To: LSRV_ctc.con
Subject: [ctc] Reminder -- Annual IT Awards Nominations are Open

Let your IT support staff know you appreciate what they do … nominate an individual or team for an IT Award!

Nominations for the Annual IT Awards are open! Links and information on the Individual\Team Nominations are available on the http://itawards.unc.edu website and are due by Friday September 27th.
We invite you to recognize someone who has given you outstanding technical support by nominating an individual or team for an Information Technology Award. This award honors any type of information technology support on campus, from staff (permanent employee) who provide computing support, write code, or administer a network, to teams working together to provide specific technology services for a department or the University.

A nomination is an excellent way to let your IT support staff know you appreciate what they do. Please provide specific information that will tell this year's committee how the nominee or team stands out.

Winners will be announced at the Annual Carolina Technology Consultants (CTC) Retreat on Thursday October 17, 2013.
Thanks!
the 2013 IT Awards Committee

From: no_reply@email.unc.edu
Sent: Wednesday, September 11, 2013 2:02 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Unlimited Free Access to lynda.com for Faculty and Staff

---

Unlimited free access to the online video training library lynda.com is now available to all University faculty and staff. UNC-Chapel Hill has licensed lynda.com's library of more than 1,900 software, career development and technology training titles that faculty and staff can access from anywhere using an internet browser and Onyen login.

To access lynda.com, go to the UNC-Chapel Hill Lynda.com Sign-In [https://shib.lynda.com/Shibboleth.sso/InCommon?providerId=urn:mace:incommon:unc.edu&target=https://shib.lynda.com/InCommon] and log on with your Onyen and password.

The service is free and is available to faculty and staff (UNC-Chapel Hill's license of lynda.com does not currently include student access).

For an overview of lynda.com and how to use the service:
-- Watch the introductory movie about the service: http://www.lynda.com/home/VideoPlayer.aspx?lpk4=73
-- Watch a movie on how to use lynda.com: http://www.lynda.com/Business-tutorials/How-use-lyndacom/77683-2.html

Information regarding system requirements and player settings for using lynda.com can be found on the UNC-Chapel Hill Lynda.com webpage: http://software.sites.unc.edu/lynda/

This message is sponsored by: Information Technology Services

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INFORMATIONAL email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

From: no_reply@email.unc.edu
Sent: Wednesday, September 11, 2013 2:05 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Healthy Volunteers Needed for Medical Imaging Study Database

---

Would you or someone you know like to participate in a medical imaging study, using the newest state-of-the-art equipment on UNC's campus?

The Biomedical Research Imaging Center (BRIC) is conducting a number of imaging studies. We are currently looking for healthy individuals to participate in these research studies.

You may be eligible to participate in the study if:
* You are over the age of 18
* You are in generally good health
* You are willing to complete a 10 minute screening questionnaire
* You are willing to come to the BRIC facility for either an MRI or MR/PET scan

To add yourself to our database of healthy volunteers, visit our website: http://www.med.unc.edu/bric (Please click on the Volunteer link) OR call 919-843-9245. Please mention the Healthy Volunteer Database when calling!

This study is being conducted by the Biomedical Research Imaging Center at UNC-Chapel Hill.

IRB Approval #13-0959
Approval Body: Biomedical IRB
Date of Approval: 4/12/2013

This message is sponsored by: Biomedical Research Imaging Center

==========
INFORMATIONAL email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

From: Hazen, Thomas <thazen@unc.edu>
Sent: Wednesday, September 11, 2013 2:19 PM
To: Krause, Joan H <jhkrause@email.unc.edu>; Coyle, John <jfcoyle@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Cc: Hirsch, Jeffrey Michael <jmhirsch@email.unc.edu>; Remus, Dana <dremus@email.unc.edu>
Subject: RE: Faculty survey: Comments from Dean's Advisory Committee

---

Joan,
I think the language is fine as it addresses the concerns voiced in the last accreditation process.
Thanks,
Tom

Thomas Lee Hazen
Cary C. Boshamer Distinguished Professor
School of Law
The University of North Carolina at Chapel Hill
CB#3380
Chapel Hill, NC 27599-3380
EMAIL: thazen@unc.edu
TEL: (919) 962-8504
FAX: (919) 962-1277
overnight delivery address:
100 Ridge Road
Chapel Hill NC 27599-3380

View my papers on my SSRN Author Page:
http://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfm?per_id=56295

From: Krause, Joan H
Sent: Wednesday, September 11, 2013 12:15 PM
To: Hazen, Thomas; Coyle, John; Broome, Lissa L
Cc: Hirsch, Jeffrey Michael; Remus, Dana
Subject: RE: Faculty survey: Comments from Dean's Advisory Committee

One additional suggestion was made, to add the following question:

NEW QUESTION: In your opinion, how effectively did the revised *tenure-track* reappointment, tenure, and promotion policy adopted by the faculty in 2013 address problems with the policy then in effect?

- ☐ Very Ineffectively
- ☐ Somewhat Ineffectively
- ☐ Effectively
- ☐ Very Effectively
- ☐ Do Not Know Enough to Rate
- ☐ Not applicable

If you believe the changes were ineffective, please explain why: [TEXT BOX]

Is that language OK with folks?
Thanks,
Joan

From: Krause, Joan H
Sent: Tuesday, September 10, 2013 4:04 PM
To: Hazen, Thomas L; Coyle, John
Cc: Hirsch, Jeffrey Michael; Remus, Dana
Subject: Faculty survey: Comments from Dean's Advisory Committee

As I mentioned, Jack wanted to run the faculty survey by the Dean's Advisory Committee prior to finalizing it. (The University survey folks have already begun to input it, but it's not done yet.) I'm attaching a new file with some comments that came out of yesterday's meeting. The biggest change is the rephrasing of the T&P question to focus on the process used last year to revise our policy, rather than on how the policy works. Given that the new policy is not official yet, nor is it clear who will be covered, it just got too confusing to try to phrase a question about the process itself. But we can (and probably should) ask about last year's revision process. Thoughts?
We can't finalize this version until the faculty votes to accept the two new exchange programs at Thursday's meeting, but I wanted to tee this up so we can get started on the changes ASAP.
Thanks,
Joan

Professor Joan H. Krause
Associate Dean for Faculty Development and
Dan K. Moore Distinguished Professor of Law, UNC School of Law
Professor (Secondary Appointment), Social Medicine, UNC School of Medicine
Adjunct Professor, Health Policy & Management, Gillings School of Global Public Health
Campus Box 3380
Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
(919) 962-4126
jhkrause@email.unc.edu

You can access my papers on the Social Science Research Network (SSRN) at http://ssrn.com/author=222640.

From: Miller, Jane (jm2y) <jm2y@eservices.virginia.edu>
Sent: Wednesday, September 11, 2013 2:21 PM
To: Hecker, Brad <bhecker@theacc.org>
Cc: erik.s.johnson@bc.edu; audra@clemson.edu; jpmccallie@duaa.duke.edu; ssemrau@mailer.fsu.edu; mjoseph@athletics.gatech.edu; bfrese@umd.edu; coachmeier@miami.edu; Hatchell, Sylvia R <shatchell@unc.edu>; wes_moore@ncsu.edu; mmcgraw@nd.edu; sms@athletics.pitt.edu; qjhillsm@syr.edu; Jb4xd@virginia.edu; djwolff@vt.edu; hooverjm@wfu.edu; jeff@gocards.com; High, Jane Starr <jhigh@unc.edu>; Bobby Sorrell (bsorrell@duaa.duke.edu); mooradjo@bc.edu; kbarbar@clemson.edu; jsilar@duaa.duke.edu; vfuchs@admin.fsu.edu; twenzel@athletics.gatech.edu; mehrtens@umd.edu; j.strawley@miami.edu; Miller, Beth <bethmiller@unc.edu>; michael_lipitz@ncsu.edu; jbodenst@nd.edu; sbrann@athletics.pitt.edu; tadonova@syr.edu; jm2y@virginia.edu; smcclosk@vt.edu; lrudd@vt.edu; walkerbg@wfu.edu; Broome, Lissa L <lbroome@email.unc.edu>; Christine@GoCards.com; Swofford, John <jswofford@theacc.org>; Finch, Nora Lynn <nlfinch@theacc.org>; Hecker, Brad <bhecker@theacc.org>; Curtis, Charlene <ccurtis@theacc.org>; Duke, Alyssa <aduke@theacc.org>; Ufnowski, Amy <aufnowski@theacc.org>
Subject: Re: White Paper Survey- Requested by Nora Lynn Finch
Attach: image003.jpg; image004.jpg

Does this mean we do not have to meet with our coaches regarding the final White Paper recommendations we have not discussed ?

Sent from my iPhone

On Sep 11, 2013, at 1:41 PM, "Hecker, Brad" <bhecker@theacc.org> wrote:

<image004.jpg>

MEMO

TO: ACC Women's Basketball Head Coaches

CC: ACC WBB Committee
John Swofford, Commissioner
Brad Hecker, Charlene Curtis, Alyssa Duke, Amy Ufnowski

FROM: Nora Lynn Finch, Sr. Associate Commissioner

RE: NCAA White Paper Survey- Your Stance is Requested!

-

On September 23rd, the NCAA will be hosting a summit in Indianapolis to address Val Ackerman's most recent White Paper assessment of NCAA Women's Basketball. I have been invited to attend this in-person summit. Therefore, in order for me to accurately represent the opinions of our ACC women's basketball head coaches, please take a few minutes to follow the link below and complete the simple survey that will capture your stance on priority topics identified in the White Paper. The questions in this survey address every element Val noted about potential changes to the regular season, post-season, rules of the game/officiating, and the business of the game.

https://www.surveymonkey.com/s/ACCWBBHeadCoachSurvey

DEADLINE to complete survey: Thursday, September 19th

The data collected from this survey will help us formulate a response to the NCAA regarding the White Paper. I welcome your feedback and any additional questions or suggestions you have.

Thank you and please do not hesitate to contact me with any questions.

BRAD HECKER
Director, Women's Basketball
O: 336.369.4670 | C: 336.337.9891
bhecker@theacc.org
theACC.com • @theACC
<image003.jpg>

ACC | PROUD TO RING IN A NEW ERA OF THE ACC

ACC

From: Hazen, Thomas <thazen@unc.edu>
Sent: Wednesday, September 11, 2013 2:31 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] NCLR Symposium Invitation to the Faculty

---

---------- Forwarded message ----------
From: **UNC School of Law** <nclrev@unc.edu>
Date: Wed, Sep 11, 2013 at 10:22 AM
Subject: N.C. Law Review 2013 Symposium Oct. 4
To: Laura Krcmaric < @gmail.com>

UNC School of Law

North Carolina Law Review 2013 Symposium: Health Care Decisions in the New Era of Health Care Reform

FRIDAY, OCT. 4, 2013
9:00 A.M. - 3:30 P.M.
FULL SCHEDULE

Register Online
By October 2, 2013

Kenan Center
Kenan-Flagler Business School
300 Kenan Drive
Chapel Hill, N.C.

Please join the *North Carolina Law Review* for its 2013 Symposium, "Health Care Decisions in the New Era of Health Care Reform." Register Online.

Our Distinguished Speakers:

- Mark Hall, Wake Forest University
- Allison K. Hoffman, UCLA School of Law
- Aaron S. Kesselheim, Harvard Medical School
- Anne Drapkin Lyerly, UNC School of Medicine
- Kristin M. Madison, Northeastern University School of Law
- Michelle M. Mello, Harvard School of Public Health
- David Orentlicher, Indiana University Robert H. McKinney School of Law
- Frank A. Pasquale, University of Maryland Francis King Carey School of Law
- Lois Shepherd, University of Virginia Health System
- Peter Ubel, Duke University

The Patient Protection and Affordable Care Act includes many reform initiatives aimed at improving health care decision-making, such as: encouraging the formation of integrated delivery systems that share information and coordinate care; fostering the development of shared decision-making between providers and patients; developing a more comprehensive evidence base through comparative effectiveness research; and creating insurance exchanges where patients as consumers can choose between plans offering standardized benefits and compared in standardized formats. But there are also reasons for concern that, in the new era of health care reform, decision-making will become all the more complex and daunting. This symposium will consider both the promise and limitations of recent reform efforts, highlighting the important issues that are likely to emerge as the health care system tries to improve decision-making on many levels, as well as considering the larger implications for health law and policy.

Learn more about our panelists' topics.

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Van Hecke-Wettach Hall, 160 Ridge Rd., CB #3380, Chapel Hill, NC 27599-3380

You received this e-mail from the Carolina Law Alumni Association-UNC School of Law, Van Hecke-Wettach Hall, CB #3380, 160 Ridge Road, Chapel Hill, NC 27599-3380. If you do not wish to receive future e-mail, please let us know. Please note that the UNC School of Law does not sell your information, including your e-mail address, to anyone for any purpose.

From: Hennessey, Tricia <phenness@email.unc.edu>
Sent: Wednesday, September 11, 2013 2:39 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] FW: Unlimited Free Access to lynda.com Online Training for University Employees

---

Please see email below.
Thanks.
Patricia Hennessey
Associate Dean for Finance and IT
UNC-CH School of Law
160 Ridge Rd
Chapel Hill, NC 27599
CB#3380
P - 919-445-0187
F – 919-962-1170
www.law.unc.edu

Description: unc_law542

From: Beller, Debra L [mailto:debra_beller@unc.edu]
Sent: Wednesday, September 11, 2013 2:31 PM
To: UNC Dept. Business Managers
Subject: [business_managers] Unlimited Free Access to lynda.com Online Training for University Employees
To: University Business Managers
From: Debra Beller, ITS
Unlimited free access to the online video training library lynda.com is now available to all University faculty and staff. UNC-Chapel Hill has licensed lynda.com's library of more than 1,900 software, career development and technology training titles that faculty and staff can access from anywhere using an internet browser and Onyen login.

How to Access lynda.com

To access lynda.com, go to the UNC-Chapel Hill Lynda.com Sign-In https://shib.lynda.com/Shibboleth.sso/InCommon?providerId=urn:mace:incommon:unc.edu&target=https://shib.lynda.com/InCommon and log on with your Onyen and password. The service is free and is available to faculty and staff (UNC-Chapel Hill's license of lynda.com does not currently include student access).

Learn More about lynda.com

For an overview of lynda.com and how to use the service:

- Watch the introductory movie about the service http://www.lynda.com/home/VideoPlayer.aspx?lpk4=73
- Watch a movie on how to use lynda.com http://www.lynda.com/Business-tutorials/How-use-lyndacom/77683-2.html

Important Tips for Using lynda.com

Information regarding system requirements and player settings for using lynda.com can be found on the UNC-Chapel Hill Lynda.com http://software.sites.unc.edu/lynda/ webpage.

More information here:

http://ccinfo.unc.edu/online-training-lynda-com-now-available-to-university-employees/
http://its.unc.edu/2013/06/14/lynda-com-now-available/

Debra Beller
Communications Specialist
ConnectCarolina, ITS Enterprise Applications
919.843.0477
debra_beller@unc.edu
http://ccinfo.unc.edu/

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From: Finch, Nora Lynn <nlfinch@theacc.org>
Sent: Wednesday, September 11, 2013 2:44 PM
To: Miller, Jane (jm2y) <jm2y@eservices.virginia.edu>
Cc: Hecker, Brad <bhecker@theacc.org>; erik.s.johnson@bc.edu; audra@clemson.edu; jpmccallie@duaa.duke.edu; ssemrau@mailer.fsu.edu; mjoseph@athletics.gatech.edu; bfrese@umd.edu; coachmeier@miami.edu; Hatchell, Sylvia R <shatchell@unc.edu>; wes_moore@ncsu.edu; mmcgraw@nd.edu; sms@athletics.pitt.edu; qjhillsm@syr.edu; Jb4xd@virginia.edu; djwolff@vt.edu; hooverjm@wfu.edu; jeff@gocards.com; High, Jane Starr <jhigh@unc.edu>; Bobby Sorrell (bsorrell@duaa.duke.edu); mooradjo@bc.edu; kbarbar@clemson.edu; jsilar@duaa.duke.edu; vfuchs@admin.fsu.edu; twenzel@athletics.gatech.edu; mehrtens@umd.edu; j.strawley@miami.edu; Miller, Beth <bethmiller@unc.edu>; michael_lipitz@ncsu.edu; jbodenst@nd.edu; sbrann@athletics.pitt.edu; tadonova@syr.edu; jm2y@virginia.edu; smcclosk@vt.edu; lrudd@vt.edu; walkerbg@wfu.edu; Broome, Lissa L <lbroome@email.unc.edu>; Christine@GoCards.com; Swofford, John <jswofford@theacc.org>; Curtis, Charlene <ccurtis@theacc.org>; Duke, Alyssa <aduke@theacc.org>; Ufnowski, Amy <aufnowski@theacc.org>
Subject: Re: White Paper Survey- Requested by Nora Lynn Finch

---

No. The Strategic Planning Committee will continue its evaluation of the white paper. I am now asking for all of our head coaches to share their perspectives to the questions asked on the survey in preparation of the summit.

Nora Lynn

Sent from my iPhone

On Sep 11, 2013, at 2:18 PM, "Miller, Jane (jm2y)" <jm2y@eservices.virginia.edu> wrote:

> Does this mean we do not have to meet with our coaches regarding the final White Paper recommendations we have not discussed ?
>
> Sent from my iPhone
>
> On Sep 11, 2013, at 1:41 PM, "Hecker, Brad" <bhecker@theacc.org> wrote:
>
> <image004.jpg>
> **MEMO**
> TO: ACC Women's Basketball Head Coaches
>
> CC: ACC WBB Committee
> John Swofford, Commissioner
> Brad Hecker, Charlene Curtis, Alyssa Duke, Amy Ufnowski
>
> FROM: Nora Lynn Finch, Sr. Associate Commissioner
>
> **RE: NCAA White Paper Survey- Your Stance is Requested!**
>
> -
> On September 23rd, the NCAA will be hosting a summit in Indianapolis to address Val Ackerman's most recent White Paper assessment of NCAA Women's Basketball. I have been invited to attend this in-person summit. Therefore, in order for me to accurately represent

the opinions of our ACC women's basketball head coaches, please take a few minutes to follow the link below and complete the simple survey that will capture your stance on priority topics identified in the White Paper. The questions in this survey address every element Val noted about potential changes to the regular season, post-season, rules of the game/officiating, and the business of the game.

https://www.surveymonkey.com/s/ACCWBBHeadCoachSurvey

DEADLINE to complete survey: Thursday, September 19th

The data collected from this survey will help us formulate a response to the NCAA regarding the White Paper. I welcome your feedback and any additional questions or suggestions you have.

Thank you and please do not hesitate to contact me with any questions.

BRAD HECKER
Director, Women's Basketball
O: 336.369.4670 | C: 336.337.9891
bhecker@theacc.org
theACC.com • @theACC
<image003.jpg>

From: Butch Clark <bclark@orangecountync.gov>
Sent: Wednesday, September 11, 2013 3:32 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Crime Report

CRIME REPORTS:

☒ NOTHING TO REPORT

Thank you for being our extra eyes and ears.
Please continue to report suspicious activity to 911.
Community involvement is the biggest deterrent to crime that we can have

Sergeant Butch Clark

Crime Prevention Officer
Orange County Sheriff's Office
106 East Margaret Lane
Hillsborough, NC 27278
919-644-3050 Office
919-732-6403 Fax

☒ Description: Description: Description:

Our nation is built on the strength of our citizens. Every day, we encounter situations calling upon us to be the eyes and ears of law enforcement. Not only does the Neighborhood Watch Program allow citizens to help in the fight against crime, it is also an opportunity for communities to bond through service.

From: Bortz, Conrad <cbortz@email.unc.edu>
Sent: Wednesday, September 11, 2013 3:36 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Meeting scratch 9.11.13 3pm

Hello Lissa,
I was helping Bev prep for an LLM event, so it worked out marvelously!
Conrad K. Bortz
Business Services, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.843.9288
http://www.law.unc.edu/centers/banking

http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

The world breaks everyone, and afterward, many are strong at the broken places.
E.M. Hemingway

From: Miller, Beth <bethmiller@unc.edu>
Sent: Wednesday, September 11, 2013 3:45 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Meeting with Chancellor Folt to Discuss NCAA Governance Reform

---

Thanks, Lissa. We'll see what Bubba's thoughts are. He scheduled a meeting with Vince, Marielle, Larry and me to get the thoughts of the coaches and dept. before the meeting with Chancellor Folt.
~Beth

From: Broome, Lissa L
Sent: Tuesday, September 10, 2013 9:16 PM
To: Miller, Beth; Cunningham, Bubba
Subject: RE: Meeting with Chancellor Folt to Discuss NCAA Governance Reform
Beth – For my part, I think you should be there since you know how the NCAA works and have a view on governance structure.
Lissa

From: Miller, Beth
Sent: Monday, September 09, 2013 3:33 PM
To: Broome, Lissa L; Cunningham, Bubba; Dean, Jr., James W.
Cc: Medley, Anna; Norton, Molly
Subject: RE: Meeting with Chancellor Folt to Discuss NCAA Governance Reform
Hi Lissa,
I can meet on Oct. 29 from 2 – 3, if you would like me to be there.
Thanks,
~Beth

Beth Miller
Senior Associate Director of Athletics/SWA
University of North Carolina
P.O. Box 2126
Chapel Hill, NC 27515
Tel: 919-962-0463
Fax: 919-962-1646

From: Broome, Lissa L
Sent: Monday, September 09, 2013 2:40 PM
To: Cunningham, Bubba; Miller, Beth; Dean, Jr., James W.
Cc: Medley, Anna; Norton, Molly
Subject: Meeting with Chancellor Folt to Discuss NCAA Governance Reform
Friends – When Chancellor Folt and I met today she asked me to work with her assistant, Anna Medley, to schedule a one-hour meeting following the ACC Presidents' Council meeting (this week) and the AD, SWA, FAR meeting (in October) to discuss our institutional input into the NCAA governance reform discussion. You probably received an email from the NCAA asking for individual and/or institutional suggestions by November 15.
Anna has scheduled the meeting for Tuesday, October 29 from 2-3 at the Chancellor's Office.
Chancellor Folt mentioned including Provost Dean in this meeting. Jim, you are welcome to attend, but you might also be able to beg off if you decide that this is not an efficient use of your time.
Thanks,
Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Miller, Beth <bethmiller@unc.edu>
Sent: Wednesday, September 11, 2013 4:03 PM
To: Finch, Nora Lynn <nlfinch@theacc.org>; Miller, Jane (jm2y) <jm2y@eservices.virginia.edu>
Cc: Hecker, Brad <bhecker@theacc.org>; erik.s.johnson@bc.edu; audra@clemson.edu; jpmccallie@duaa.duke.edu; ssemrau@mailer.fsu.edu; mjoseph@athletics.gatech.edu; bfrese@umd.edu; coachmeier@miami.edu; Hatchell, Sylvia R <shatchell@unc.edu>; wes_moore@ncsu.edu; mmcgraw@nd.edu; sms@athletics.pitt.edu; qjhillsm@syr.edu; Jb4xd@virginia.edu; djwolff@vt.edu; hooverjm@wfu.edu; jeff@gocards.com; High, Jane Starr <jhigh@unc.edu>; Bobby Sorrell (bsorrell@duaa.duke.edu); mooradjo@bc.edu; kbarbar@clemson.edu; jsilar@duaa.duke.edu; vfuchs@admin.fsu.edu; twenzel@athletics.gatech.edu; mehrtens@umd.edu; j.strawley@miami.edu; michael_lipitz@ncsu.edu; jbodenst@nd.edu; sbrann@athletics.pitt.edu; tadonova@syr.edu; jm2y@virginia.edu; smcclosk@vt.edu; lrudd@vt.edu; walkerbg@wfu.edu; Broome, Lissa L <lbroome@email.unc.edu>; Christine@GoCards.com; Swofford, John <jswofford@theacc.org>; Curtis, Charlene <ccurtis@theacc.org>; Duke, Alyssa <aduke@theacc.org>; Ufnowski, Amy <aufnowski@theacc.org>
Subject: RE: White Paper Survey- Requested by Nora Lynn Finch

---

Nora Lynn, Do you want just head coaches to complete the survey or W. Basketball Committee members to also complete it? One per school or two per school?

Thanks,
~Beth

From: Finch, Nora Lynn [mailto:nlfinch@theacc.org]
Sent: Wednesday, September 11, 2013 2:44 PM
To: Miller, Jane (jm2y)
Cc: Hecker, Brad; erik.s.johnson@bc.edu; audra@clemson.edu; jpmccallie@duaa.duke.edu; ssemrau@mailer.fsu.edu; mjoseph@athletics.gatech.edu; bfrese@umd.edu; coachmeier@miami.edu; Hatchell, Sylvia R; wes_moore@ncsu.edu; mmcgraw@nd.edu; sms@athletics.pitt.edu; qjhillsm@syr.edu; Jb4xd@virginia.edu; djwolff@vt.edu; hooverjm@wfu.edu; jeff@gocards.com; High, Jane Starr; Bobby Sorrell (bsorrell@duaa.duke.edu); mooradjo@bc.edu; kbarbar@clemson.edu; jsilar@duaa.duke.edu; vfuchs@admin.fsu.edu; twenzel@athletics.gatech.edu; mehrtens@umd.edu; j.strawley@miami.edu; Miller, Beth; michael_lipitz@ncsu.edu; jbodenst@nd.edu; sbrann@athletics.pitt.edu; tadonova@syr.edu; jm2y@virginia.edu; smcclosk@vt.edu; lrudd@vt.edu; walkerbg@wfu.edu; Broome, Lissa L; Christine@GoCards.com; Swofford, John; Curtis, Charlene; Duke, Alyssa; Ufnowski, Amy
Subject: Re: White Paper Survey- Requested by Nora Lynn Finch

No. The Strategic Planning Committee will continue its evaluation of the white paper. I am now asking for all of our head coaches to share their perspectives to the questions asked on the survey in preparation of the summit.

Nora Lynn

Sent from my iPhone

On Sep 11, 2013, at 2:18 PM, "Miller, Jane (jm2y)" <jm2y@eservices.virginia.edu> wrote:

> Does this mean we do not have to meet with our coaches regarding the final White Paper recommendations we have not discussed ?
>
> Sent from my iPhone

On Sep 11, 2013, at 1:41 PM, "Hecker, Brad" <bhecker@theacc.org> wrote:

<image004.jpg>

MEMO

TO: ACC Women's Basketball Head Coaches

CC: ACC WBB Committee
John Swofford, Commissioner
Brad Hecker, Charlene Curtis, Alyssa Duke, Amy Ufnowski

FROM: Nora Lynn Finch, Sr. Associate Commissioner

RE: NCAA White Paper Survey- Your Stance is Requested!

On September 23rd, the NCAA will be hosting a summit in Indianapolis to address Val Ackerman's most recent White Paper assessment of NCAA Women's Basketball. I have been invited to attend this in-person summit. Therefore, in order for me to accurately represent the opinions of our ACC women's basketball head coaches, please take a few minutes to follow the link below and complete the simple survey that will capture your stance on priority topics identified in the White Paper. The questions in this survey address every element Val noted about potential changes to the regular season, post-season, rules of the game/officiating, and the business of the game.

https://www.surveymonkey.com/s/ACCWBBHeadCoachSurvey

DEADLINE to complete survey: Thursday, September 19th

The data collected from this survey will help us formulate a response to the NCAA regarding the White Paper. I welcome your feedback and any additional questions or suggestions you have.

Thank you and please do not hesitate to contact me with any questions.

BRAD HECKER
Director, Women's Basketball
O: 336.369.4670 | C: 336.337.9891
bhecker@theacc.org
theACC.com • @theACC
<image003.jpg>

From: Novinsky, Sylvia K <snovinsk@email.unc.edu>
Sent: Wednesday, September 11, 2013 4:56 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] food for

Dear Carolina Law Community:

, so if you are so inclined please feel free to sign up for a lunch or dinner option.
You have the option of delivering the food yourself or dropping it off at my office and I'll make sure he gets the food. If you are signing up for a weekend meal, please plan on delivering the food to his home in Chapel Hill.
Please visit www.takethemameal.com to sign up
The Recipient Last Name is " " and the password is
Please let me know if you have any questions.
Thanks,
Sylvia
Sylvia K. Novinsky
Assistant Dean for Public Service Programs
UNC School of Law
Tel: 919-962-7813

From: Finch, Nora Lynn <nlfinch@theacc.org>
Sent: Wednesday, September 11, 2013 5:05 PM
To: Miller, Beth <bethmiller@unc.edu>
Cc: Miller, Jane (jm2y) <jm2y@eservices.virginia.edu>; Hecker, Brad <bhecker@theacc.org>; erik.s.johnson@bc.edu; audra@clemson.edu; jpmccallie@duaa.duke.edu; ssemrau@mailer.fsu.edu; mjoseph@athletics.gatech.edu; bfrese@umd.edu; coachmeier@miami.edu; Hatchell, Sylvia R <shatchell@unc.edu>; wes_moore@ncsu.edu; mmcgraw@nd.edu; sms@athletics.pitt.edu; qjhillsm@syr.edu; Jb4xd@virginia.edu; djwolff@vt.edu; hooverjm@wfu.edu; jeff@gocards.com; High, Jane Starr <jhigh@unc.edu>; Bobby Sorrell (bsorrell@duaa.duke.edu); mooradjo@bc.edu; kbarbar@clemson.edu; jsilar@duaa.duke.edu; vfuchs@admin.fsu.edu; twenzel@athletics.gatech.edu; mehrtens@umd.edu; j.strawley@miami.edu; michael_lipitz@ncsu.edu; jbodenst@nd.edu; sbrann@athletics.pitt.edu; tadonova@syr.edu; jm2y@virginia.edu; smcclosk@vt.edu; lrudd@vt.edu; walkerbg@wfu.edu; Broome, Lissa L <lbroome@email.unc.edu>; Christine@GoCards.com; Swofford, John <jswofford@theacc.org>; Curtis, Charlene <ccurtis@theacc.org>; Duke, Alyssa <aduke@theacc.org>; Ufnowski, Amy <aufnowski@theacc.org>
Subject: Re: White Paper Survey- Requested by Nora Lynn Finch

---

Beth, you were copied on the memo to the coaches as an FYI. The survey is a coaches' survey.

I'm sorry to have confused you!

Nora Lynn

Sent from my iPhone

On Sep 11, 2013, at 3:59 PM, "Miller, Beth" <bethmiller@unc.edu> wrote:

> Nora Lynn, Do you want just head coaches to complete the survey or W. Basketball Committee members to also complete it? One per school or two per school?
>
> Thanks,
> ~Beth
>
> ---
>
> **From:** Finch, Nora Lynn [mailto:nlfinch@theacc.org]
> **Sent:** Wednesday, September 11, 2013 2:44 PM
> **To:** Miller, Jane (jm2y)
> **Cc:** Hecker, Brad; erik.s.johnson@bc.edu; audra@clemson.edu; jpmccallie@duaa.duke.edu; ssemrau@mailer.fsu.edu; mjoseph@athletics.gatech.edu; bfrese@umd.edu; coachmeier@miami.edu; Hatchell, Sylvia R; wes_moore@ncsu.edu; mmcgraw@nd.edu; sms@athletics.pitt.edu; qjhillsm@syr.edu; Jb4xd@virginia.edu; djwolff@vt.edu; hooverjm@wfu.edu; jeff@gocards.com; High, Jane Starr; Bobby Sorrell (bsorrell@duaa.duke.edu); mooradjo@bc.edu; kbarbar@clemson.edu; jsilar@duaa.duke.edu; vfuchs@admin.fsu.edu; twenzel@athletics.gatech.edu; mehrtens@umd.edu; j.strawley@miami.edu; Miller, Beth; michael_lipitz@ncsu.edu; jbodenst@nd.edu; sbrann@athletics.pitt.edu; tadonova@syr.edu; jm2y@virginia.edu; smcclosk@vt.edu; lrudd@vt.edu; walkerbg@wfu.edu; Broome, Lissa L; Christine@GoCards.com; Swofford, John; Curtis, Charlene; Duke, Alyssa; Ufnowski, Amy
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Nora Lynn

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> Sent from my iPhone
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> CC: ACC WBB Committee
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> Brad Hecker, Charlene Curtis, Alyssa Duke, Amy Ufnowski
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> https://www.surveymonkey.com/s/ACCWBBHeadCoachSurvey
>
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>
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>
> Thank you and please do not hesitate to contact me with any questions.
>
> BRAD HECKER
> Director, Women's Basketball
> O: 336.369.4670 | C: 336.337.9891
> bhecker@theacc.org
> theACC.com • @theACC
> <image003.jpg>

Today at Carolina Law: Thursday, September 12, 2013

TODAY'S EVENTS

- Faculty Speaker Series
- LexisNexis Training
- Returning to Balance: Stress Reduction Made Easy
- Labor & Employment Law Society General Interest Meeting
- Law Students for Reproductive Justice General Interest Meeting
- Pro Bono 1L Class Coordinator Interest Meeting
- Student Bar Association Weekly Meeting
- UNC Innocence Project Interest Meeting
- UNC-Middle Temple Society Moot Court Competition

ONGOING SIGNUPS & OPPORTUNITIES

- Apply to be the 1L Class Coordinator on the UNC Pro Bono Board. (Signup ends 9/22/2013)
- Register for North Carolina Law Review Symposium: Health Care Decisions in the New Era of Health Care Reform (Signup ends 10/2/2013)
- Race to End Domestic Violence Race Registration (Signup ends 10/5/2013)

TODAY'S ANNOUNCEMENTS

- Important Reminders from Student Services

UPCOMING EVENTS

Academics

- Torts makeup class with Professor Saver (9/13/2013)
- University Day (10/12/2013)

Alumni

- UNC Kenan-Flagler Dean's Speaker Series to Feature Bill Johnson '82 (9/19/2013)

Career Development

- U.S. Army JAG Information Session (9/26/2013)

Center for Civil Rights

- "To Make Real the Promises of Democracy" (9/13/2013)

Faculty

- Faculty Speaker Series (9/19/2013)
- Faculty Speaker Series (9/26/2013)

International Programs

- LL.M. U.S. Legal Research & Writing makeup class (9/19/2013)
- "Mid-Autumn Festival" Reception with Faculty and International

From Twitter

UNC CLEAR (UNCCLEAR) on Twitter

UNC CLEAR: Texas is planning on converting 83 miles of paved rural road back to gravel due to extensive wear from... http://t.co/DrrPRHH0A7
8:01 AM Sep 11th from Facebook

UNC Poverty Center (UNCPovertyCtr) on Twitter

UNC Poverty Center: Poverty Center releases new Poverty Curriculum for high schoolers - please use, share, and send us comments: http://t.co/BCInAKahNZ
11:40 AM Sep 11th from web

Doug Edmunds (unclawinfotech) on Twitter

Doug Edmunds: Mockumentary skewers ISPs as Verizon-FCC net neutrality case goes to court http://t.co/AoPOnLz1Al via @networkworld #netneutrality
7:24 AM Sep 11th from Tweet Button

UNC Pro Bono (UNCProBono) on Twitter

UNC Pro Bono: Hey 1Ls! We know there are a lot of great meetings going on, but one you don't want to miss is TOMORROW, the 1L... http://t.co/yQFfZQi3Q6
4:51 PM Sep 11th from Facebook

Students and Research Scholars (9/19/2013)

Pro Bono

- Pro Bono Food Truck Rodeo (9/26/2013)

Student Events and Organizations

- 1L Barbr Talk (9/19/2013)
- ACS and Constitution in the Classroom Interest Meeting (9/19/2013)
- C-PILO Local Volunteer Training (9/19/2013)
- Lambda Pro Bono (9/19/2013)
- Student Bar Association Weekly Meeting (9/19/2013)
- "Sowing Struggle: Social Movements and the Future of Corn in Tlaxcala, Mexico" (9/19/2013)
- Student Bar Association Weekly Meeting (9/26/2013)
- HEART Training (10/12/2013)
- First Amendment Law Review Symposium: New York Times v. Sullivan, 50 Years Later (10/12/2013)

Writing and Learning Resources Center

- Prval RRWA 295.12 Make-up Class (9/13/2013)
- Returning to Balance: Stress Reduction Made Easy (9/19/2013)

From: donotreply@unc.edu
Sent: Thursday, September 12, 2013 7:49 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Scan from a Xerox WorkCentre
Attach: DOC.PDF

Please open the attached document. It was scanned and sent to you using a Xerox WorkCentre.

Attachment File Type: PDF

WorkCentre Location: 5125
Device Name: Law Xerox FAS (A-L) with fax

From: Cammarn, Scott <Scott.Cammarn@cwt.com>
Sent: Thursday, 8:40 AM
To: Broome, Lissa L <lbroome@email.unc.edu>; Bortz, Conrad <cbortz@email.unc.edu>
Cc: @live.unc.edu>; @live.unc.edu>; @live.unc.edu>; @live.unc.edu>; @live.unc.edu>
Subject: Re: Lunch with Scott Cammarn on

Looking forward to it, everyone. Fyi, wife's name is

From: Broome, Lissa L [mailto:lbroome@email.unc.edu]
Sent: Thursday, 08:05 AM
To: Cammarn, Scott; Bortz, Conrad <cbortz@email.unc.edu>
Cc: @live.unc.edu>; @live.unc.edu>; @live.unc.edu>; @live.unc.edu>; @live.unc.edu>
Subject: Lunch with Scott Cammarn on

Friends – You will all be joining Scott Cammarn from the Charlotte office of Cadwalader, http://www.cadwalader.com/professionals/scott-cammarn, his wife, and my assistant, Conrad Bortz, for lunch at The Carolina Club on Wednesday, Please meet in the law school reception area in the rotunda off of the circular drive at noon to walk to The Carolina Club. Since class starts at 1:00, you will need to have a quick lunch and leave The Carolina Club by about 12:45. Therefore, I recommend that everyone have the soup, salad, and sandwich buffet which is quick.
Conrad – will you please make a reservation (use the X-account)?
Scott – Thanks again for joining us. I know the students are looking forward to meeting you. I will send you some information about the students joining you for lunch before the event.
Take care,
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

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IRS Circular 230 Legend: Any advice contained herein was not intended or written to be used, and cannot be used, for the purpose of avoiding U.S. federal, state, or local tax penalties. Unless otherwise specifically indicated above, you should assume that any statement in this email relating to any U.S. federal, state, or local tax matter was written in connection with the promotion or marketing by other parties of the transaction(s) or matter(s) addressed in this email. Each taxpayer should seek advice based on the taxpayer's particular circumstances from an independent tax advisor.

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NOTE: The information in this email is confidential and may be legally privileged. If you are not the intended recipient, you must not read, use or disseminate the information; please advise the sender immediately by reply email and delete this message and any attachments without retaining a copy. Although this email and any attachments are believed to be free of any virus or other defect that may affect any computer system into which it is received and opened, it is the responsibility of the recipient to ensure that it is virus free and no responsibility is accepted by Cadwalader, Wickersham & Taft LLP for any loss or damage arising in any way from its use.

From: Marshall, Bill <wpmarsha@email.unc.edu>
Sent: Thursday, September 12, 2013 9:42 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] workshop today!!!!

Weidemaier!!! Med Deli!!! Sovereign Immunity!!!
See you there!

From: McLean, Susan <mcleanm@email.unc.edu>
Sent: Thursday, September 12, 2013 10:57 AM
To: Law Alumni <law_alumni@unc.edu>
Subject: October 18 WIlliam Horn Battle Dinner Invitation Details

---

Greetings from the UNC School of Law Office of Advancement,
In the next few days you should be receiving an invitation, with reply card, to our annual William Horn Battle Dinner. We hope that you can join us. I am sending this email for your convenience. If you would prefer to register and pay online, please visit our website at https://events.law.unc.edu/calendar/event.aspx?cid=2458. Regrets may also be sent by reply email. Thank you for your generous support.

John Charles Boger '74, dean and Wade Edwards Distinguished Professor of Law, requests the pleasure of your company at a reception and dinner honoring members of Carolina Law Leadership Giving Societies
Friday, the Eighteenth of October,
Two Thousand and Thirteen
At Half Past Six O'Clock in the Evening
Old Well Ballroom
The Carolina Inn
211 Pittsboro Street
Chapel Hill, North Carolina

Best,
Susan

Susan McLean | Director of Alumni and Donor Relations | UNC School of Law
Campus Box #3382 Chapel Hill, NC 27599-3382 | 919.445.0169 | susanmclean@unc.edu

From: Bortz, Conrad <cbortz@email.unc.edu>
Sent: Thursday, September 12, 2013 11:22 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: 3 -- Announcement re Scott Cammarn as Practitioner in Residence

---

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Skip to Main Content

Event Information

Calendar(s):

Calendar
Center for Banking and Finance

Event Title:
Center for Banking and Finance Practitioner in Residence - The Volcker Rule
Date:
10/2/2013
Start Time:
11:59 AM
End Time:
1:00 PM
Recurrence:
No
Ongoing Signup:
None
Location:
Classroom 4085
Description:

Mr. Cammarn will be guest teaching Lissa Broome's Banking Law class on October 2nd, 2013. Scott Cammarn has 25 years of experience in the banking industry and his legal career has spanned all areas of banking compliance and finance law. His practice focuses on regulatory matters, mergers & acquisitions, legislation and lobbying, transactions, and training. He represents a number of national and international financial institutions, and has practiced before the Federal Reserve, the Office of the Comptroller of the Currency, the Federal Deposit Insurance Corporation, the Commodity Futures Trading Commission, and numerous state banking departments.
Prior to joining the Firm, he was the Bank Regulatory Counsel for Ally Financial (formerly, GMAC Financial Services) where he advised on bank regulatory issues including transactional, examination, compliance, and legislative matters.
Before joining Ally Financial, Scott was the Senior Vice President and General Counsel of LendingTree and served as the Corporate Secretary. At LendingTree, he was responsible for all legal and compliance matters. Prior to joining LendingTree, he served in various legal capacities over his 11 years at Bank of America, including Associate General Counsel, bank regulatory, global marketing and global corporate affairs.
Scott has been selected to *The Best Lawyers in America* as one of the nation's leading lawyers in Banking and Finance Law as well as in Financial Services Regulation Law. He was also twice named Lawyer of the Year by *The Best Lawyers in America*, for Banking and Finance Law and for Financial Services Regulation Law, in Charlotte, North Carolina, a recognition given to only a single lawyer per practice and metropolitan area. Scott has also been an adjunct professor at Duke University School of Law, teaching the U.S. Banking Regulation course. Currently, he is a member of the ABA Business Law Section/Banking Law Committee, a Board member of the UNC Banking Law Institute, and a Practitioner-in-Residence at UNC School of Law. He is a frequent speaker on bank regulatory matters and has provided corporate executive training.
Scott earned his J.D., *with high honors*, from Duke University School of Law and his B.S., *summa cum laude*, from The Ohio State University. Following law school, he served as law clerk for The Honorable Gerald B. Tjoflat in the U.S. Court of Appeals for the Eleventh Circuit.
Scott is a member of the American Bar Association and the North Carolina Bar Association. He is admitted to practice in North Carolina, Ohio and before the U.S. Court of Appeals for the 11th Circuit bar and the U.S. District Court for the Southern District of Ohio.

Publications

Article, "An Overview of the Gramm-Leach-Bliley Act," UNC *Banking Law Institute*(April 2000) (with Paul J. Polking).

Article, "Attorney Answers Questions Regarding IRS Discharge Rule," Creditors Bankruptcy Service *Advantage* (1994).

Article, "Recent Developments Regarding Interest Rate Regulation," *The Business Lawyer*(May 1993) (with Jeffrey I. Langer & Kathleen E. Keest).

Article, "Prescreening Revisited: Is the FTC's "Firm Offer of Credit" Requirement Supported by the Fair Credit Reporting Act?," The Consumer Finance Law *Quarterly Report* (Fall 1991).

Article, "New Fair Credit Reporting Act Commentary Limits Prescreening," The Consumer Finance Law *Quarterly Report* (Fall 1990).

Directions:

Public Service Event?:
No
Conference/Symposium?:
No
Publicize This Event?:
Yes
Event Requires Visitor Parking Permit(s):
No
Audience:
Law Community Only
Event Created By:
Bortz, Conrad K.
9/12/2013 11:21:04 AM
Go to Top of Page

Bottom of Form

From: no_reply@email.unc.edu
Sent: Thursday, September 12, 2013 11:40 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [FORMAL NOTICE] Installation of Chancellor Carol Folt

---

Dear Students, Faculty and Staff:

On Saturday, October 12, our University will celebrate 220 years of public higher education in America. University Day honors our heritage as the nation's first state university by commemorating the 1793 placing of the cornerstone of Old East. This year's celebration is even more meaningful because we will install Dr. Carol Folt as Carolina's 11th chancellor.

The ceremony begins at 2 p.m. in Polk Place, on the steps of South Building, with a processional of faculty, students, staff, alumni, visiting dignitaries and other leaders beginning at 1:30 p.m. During the ceremony, our new chancellor will deliver an address about her vision for our great University.

This is one of the most important days of the year at Carolina, and the installation of Chancellor Folt affirms that Carolina is well positioned to meet the challenges of higher education in the 21st century. I hope everyone in the Carolina community will attend this historic ceremony and show their support for our new chancellor.

The University also will present Distinguished Alumna and Alumnus Awards to Stuart Bondurant, William Easterling III, Karol Mason, Todd Miller and Gary Parr. In addition, Bruce Cairns, professor of surgery at Carolina, will receive the Edward Kidder Graham Faculty Service Award. Following the ceremony, there will be a reception in Polk Place. If rain is forecast, the ceremony will be moved to the Dean E. Smith Center.

While the University Day ceremony is the centerpiece of Chancellor Folt's installation, events to mark the occasion begin Thursday evening with a lecture on Carolina's history by faculty member James Leloudis. On Friday, three panel discussions on innovation, water and the future of the U.S. public research university will be held in the afternoon, followed by a concert that evening curated by Carolina Performing Arts. And on Sunday afternoon, Folt Fest, the official student-only celebration to welcome Chancellor Folt to Carolina, will be held on Polk Place.

You can find details about all the installation events at http://installation.unc.edu/.

Sincerely,

Lowry Caudill
Chair, University Board of Trustees

This message is sponsored by: Board of Trustees

From: Bortz, Conrad <cbortz@email.unc.edu>
Sent: Thursday, September 12, 2013 12:10 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: fixed! -- Announcement re Scott Cammarn as Practitioner in Residence

---

Hello,
All changes made and published to calendar.
CB

Skip to Main Content
Event Information
Calendar(s):

Calendar
Center for Banking and Finance

Event Title:
Center for Banking and Finance Practitioner in Residence - Scott Cammarn - The Volcker Rule
Date:
10/2/2013
Start Time:
1:00 PM
End Time:
1:55 PM
Recurrence:
No
Ongoing Signup:
None
Location:
TBA
Description:

Scott Cammarn from the Charlotte office of Cadwalader, Wickersham & Taft will be the Practitioner in Residence in Banking Law on October 2nd, 2013, discussing the Volcker Rule and how it will impact banks. Mr. Cammarn has 25 years of experience in the banking industry and his legal career has spanned all areas of banking compliance and finance law. Prior to joining Cadwalader, Mr. Cammarn was the Bank Regulatory Counsel for Ally Financial (formerly, GMAC Financial Services), Senior Vice President, General Counsel and Secretary of LendingTree, and served in various legal capacities over his 11 years at Bank of America, including Associate General Counsel, bank regulatory, global marketing and global corporate affairs.

Directions:

Public Service Event?:
No
Conference/Symposium?:
No
Publicize This Event?:
Yes
Event Requires Visitor Parking Permit(s):
Yes
Number of Parking Spaces Needed?:
1
Audience:
Law Community Only
Event Created By:
Bortz, Conrad K.
9/12/2013 11:21:04 AM
Go to Top of Page

From: Broome, Lissa L
Sent: Thursday, September 12, 2013 11:44 AM
To: Bortz, Conrad
Subject: RE: 3 -- Announcement re Scott Cammarn as Practitioner in Residence
Conrad -- I'm going to leave some suggested edits to this in your box upstairs. Thanks.
LB

From: Bortz, Conrad
Sent: Thursday, September 12, 2013 11:22 AM
To: Broome, Lissa L
Subject: RE: 3 -- Announcement re Scott Cammarn as Practitioner in Residence

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Before joining Ally Financial, Scott was the Senior Vice President and General Counsel of LendingTree and served as the Corporate Secretary. At LendingTree, he was responsible for all legal and compliance matters. Prior to joining LendingTree, he served in various legal capacities over his 11 years at Bank of America, including Associate General Counsel, bank regulatory, global marketing and global corporate affairs.
Scott has been selected to *The Best Lawyers in America* as one of the nation's leading lawyers in Banking and Finance Law as well as in Financial Services Regulation Law. He was also twice named Lawyer of the Year by *The Best Lawyers in America,* for Banking and Finance Law and for Financial Services Regulation Law, in Charlotte, North Carolina, a recognition given to only a single lawyer per practice and metropolitan area. Scott has also been an adjunct professor at Duke University School of Law, teaching the U.S. Banking Regulation course. Currently, he is a member of the ABA Business Law Section/Banking Law Committee, a Board member of the UNC Banking Law Institute, and a Practitioner-in-Residence at UNC School of Law. He is a frequent speaker on bank regulatory matters and has provided corporate executive training.
Scott earned his J.D., *with high honors*, from Duke University School of Law and his B.S., *summa cum laude*, from The Ohio State University. Following law school, he served as law clerk for The Honorable Gerald B. Tjoflat in the U.S. Court of Appeals for the Eleventh Circuit.
Scott is a member of the American Bar Association and the North Carolina Bar Association. He is admitted to practice in North Carolina, Ohio and before the U.S. Court of Appeals for the 11th Circuit bar and the U.S. District Court for the Southern District of Ohio.

Publications

Article, "An Overview of the Gramm-Leach-Bliley Act," UNC *Banking Law Institute*(April 2000) (with Paul J. Polking).

Article, "Attorney Answers Questions Regarding IRS Discharge Rule," Creditors Bankruptcy Service *Advantage* (1994).

Article, "Recent Developments Regarding Interest Rate Regulation," *The Business Lawyer*(May 1993) (with Jeffrey J. Langer & Kathleen E. Keest).

Article, "Prescreening Revisited: Is the FTC's "Firm Offer of Credit" Requirement Supported by the Fair Credit Reporting Act?," The Consumer Finance Law *Quarterly Report* (Fall 1991).

Article, "New Fair Credit Reporting Act Commentary Limits Prescreening," The Consumer Finance Law *Quarterly Report* (Fall 1990).

Directions:

Public Service Event?:
No
Conference/Symposium?:
No
Publicize This Event?:
Yes
Event Requires Visitor Parking Permit(s):
No
Audience:
Law Community Only
Event Created By:
Bortz, Conrad K.
9/12/2013 11:21:04 AM
Go to Top of Page

Bottom of Form

From: no_reply@email.unc.edu
Sent: Thursday, September 12, 2013 1:13 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Title IX Coordinator Search Schedule Revised

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Revised Schedule for Title IX Coordinator Forums

FROM: Title IX Coordinator Search Committee

The Title IX Coordinator Open Forum that was scheduled for Wednesday, Sept. 18, has been cancelled due to one of the candidates withdrawing from the process. The remaining open forum for this position will be held tomorrow, Friday, Sept. 13, from 3–4 p.m. in the FPG Student Union, room 3408. All students, staff and faculty are invited to attend.

Two finalists remain under consideration for this position. For more information on this position, visit http://equalopportunity-ada.unc.edu/title-ix/title-ix-coordinator-search/.

This message is sponsored by: Equal Opportunity/ADA Office

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Update Personal Information

From: no_reply@email.unc.edu
Sent: Thursday, September 12, 2013 1:15 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Learn to Lead Staff Sustainability Efforts

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Sustainability is a core value and top-level priority at Carolina. People who want to learn how to help their offices become more economically, environmentally and socially responsible can attend "Making the Workplace More Sustainable," offered by the UNC Sustainability Office and the Office of Waste Reduction and Recycling.

Based on feedback after last fall's inaugural workshop, the course has been expanded to offer more time for participants to plan their next steps. The upcoming two-day training will be held Tuesday, September 24, and Thursday, September 26, from 8:30 am - 12:30 pm, at the Administrative Office Building on Airport Drive.

Participants will learn about sustainability goals and initiatives at UNC, become "green events" certified, and gain familiarity with a Workplace Sustainability Assessment tool designed for work units at Carolina. The assessment tool helps people identify, measure, and promote opportunities related to sustainable purchasing; energy; transportation; water; waste reduction, recycling and reuse; food and events; and health and wellness.

Register soon, space is limited. Read more » (link: http://hr.sites.unc.edu/files/2013/01/Human-Resources.pdf)
For more information, please contact Kristin Blank-White, Research & Outreach Manager of the Sustainability Office, kristin.blank-white@fac.unc.edu.

This message is sponsored by: Sustainability Office

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that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

From: Hirsch, Jeffrey Michael <jmhirsch@email.unc.edu>
Sent: Thursday, September 12, 2013 2:23 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] VC
Attach: CV August 20 2013 v2.docx

All,

I inadvertently failed to attach s CV along with the rest of the meeting materials, so it's no attached. See you this afternoon.

-Jeff

From: <Hirsch>, Jeffrey Hirsch <jmhirsch@email.unc.edu>
Reply-To: Jeffrey Hirsch <jmhirsch@email.unc.edu>
Date: Wednesday, September 11, 2013 9:53 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Faculty Meeting Reminder

Just a reminder that we'll be having our faculty meeting tomorrow at 4:15pm, in the Boardroom. Also, we'll have a reception in the rotunda after the meeting. The adjunct faculty are coming to the reception, so it would be great if we have a good turnout from the full-time faculty.

Finally, the call in number is: 919-962-2738.

Thanks.

-Jeff

From: <Hirsch>, Jeffrey Hirsch <jmhirsch@email.unc.edu>
Reply-To: Jeffrey Hirsch <jmhirsch@email.unc.edu>
Date: Monday, September 9, 2013 9:39 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] This Thursday's Faculty Meeting

Dear Colleagues,
Attached are the faculty meeting agenda and related documents for Thursday, September 12 at 4:15. The agenda is also pasted below.
I will send the call-in number along with a reminder later in the week.

We will have a faculty reception after the meeting (approximately at 5:30) in the Rotunda and the adjacent courtyard. All of our adjunct faculty have been invited, so it would be much appreciated if you were able to attend.
Thanks.

-Jeff

FACULTY MEETING
A-G-E-N-D-A
September 12, 2013

A. Announcements

<!--[if !supportLists]-->1. <!--[endif]-->Welcome to New Faculty
<!--[if !supportLists]-->2. <!--[endif]-->Dean's announcements
<!--[if !supportLists]-->3. <!--[endif]-->Associate Dean for Academic Affairs' announcements
<!--[if !supportLists]-->4. <!--[endif]-->Associate Dean for Student Affairs' Announcements
<!--[if !supportLists]-->5. <!--[endif]-->Associate Dean for Faculty Development's Announcements
<!--[if !supportLists]-->6. <!--[endif]-->Appointments Committee – Mike Gerhardt
<!--[if !supportLists]-->7. <!--[endif]-->Promotion and Tenure Committee – Lissa Broome
<!--[if !supportLists]-->8. <!--[endif]-->Self-Study Committee – Joan Krause & Dana Remus
<!--[if !supportLists]-->9. <!--[endif]-->Career Development Office – Brian Lewis

B. Action Items

Academic Affairs – Tom Kelley

<!--[if !supportLists]-->1. <!--[endif]-->Proposed Course by Zephyr Teachout*

<!--[if !supportLists]-->2. <!--[endif]-->Proposal to Approve to teach Advanced Legal Research*

Personnel

<!--[if !supportLists]-->1. <!--[endif]-->Laura Britton – Three-year reappointment (Tamar Birckhead)

<!--[if !supportLists]-->2. <!--[endif]-->Tim Gallina – Reappointment (Anne Klinefelter)

<!--[if !supportLists]-->3. <!--[endif]-->Jim Sherwood – Reappointment (Anne Klinefelter)

International Committee – Joe Kennedy

<!--[if !supportLists]-->1. <!--[endif]-->Proposed Agreements with King's College & University of Hong Kong*

*Materials Circulated

From: Reid, Allison <Allison_Reid@unc.edu>
Sent: Thursday, September 12, 2013 2:23 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] FW: Deans Speaker Series - Thursday, September 19, 2013

Hi all,

We wanted to share with you an invitation to attend a lecture by our alumnus Bill Johnson '82 next Thursday, Sept. 19, which we are co-sponsoring with UNC Kenan-Flagler Business School. The lecture is free but does require pre-registration (see link below).

Best,
Allison

Description: Description: http://alumniconnections.com/olc/filelib/UNO/email/Library/KFBS%20L%20%20B&W%

To UNC Kenan-Flagler Alumni and Friends:

<!--[if !vml]--><!--[endif]-->I would like to extend an invitation for you to join us for our first Dean's Speaker event for this academic year. We are very pleased to welcome on Thursday, Sept 19, Bill Johnson (JD 1982), president and chief executive officer of the Tennessee Valley Authority (TVA)

Description: Description: http://alumniconnections.com/olc/filelib/UNO/email/Library/Kenan-Flagler/DSS/Bill%20Johnson%20-%20TVA%20-%20DSS.jpg

Appointed by the board of directors in November, 2012, Johnson is responsible for leading the nation's largest public utility toward its vision of low-cost and cleaner energy. Before joining TVA, Johnson was chairman, president and CEO of Progress Energy Inc. from 2007 to 2012 and served as the company's chief operating officer from 2005 to 2007.

He has served as vice chairman and on the executive committee of the Edison Electric Institute and was chairman of the board of directors of the Nuclear Energy Institute. He graduated from Duke University summa cum laude with a bachelor's degree in history, and received his law degree from UNC Chapel Hill. The UNC School of Law honored him with its Distinguished Alumni Award in 2011.

For this special Dean's Speaker event, we at Kenan-Flagler are pleased to partner with our colleagues at the UNC School of Law and the UNC Institute for the Environment.

The speech will be held at 5:30 p.m. in Koury Auditorium on UNC Kenan-Flagler Business School campus.

Please RSVP to this free lecture. Free parking will be available in ONLY the business school parking deck.

I hope you can join us.

Regards,

Description: Description: http://alumni

John P. Evans
Interim Dean, UNC Kenan-Flagler Business School

John P. Evans ▪ Interim Dean ▪ UNC's Kenan-Flagler Business School ▪ 919.962.3232 ▪ fax 919.962.1300 ▪ jack_evans@kenan-flagler.unc.edu ▪ www.kenan-flagler.unc.edu

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From: echo360@unc.edu
Sent: Thursday, September 12, 2013 2:39 PM
To: Story, Charles E <cstory@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Subject: Echo Available: broome-banking law (broome-bl-f13) Fall 2013, 2013-09-12 13:00

Blended learning and lecture capture provided by Echo360.

Term Fall 2013
Course broome-banking law
Section f13
Captured 2013-09-12 13:00

Your recording has been processed and your media is ready. Please visit the EchoCenter Course Portal to review your course media and monitor student usage.

Note: Any media marked as Initially Unavailable will need to be made Available (on the EchoServer) before students can view it.

Thank you.

EchoCenter Course Portal

http://lawecho360.ad.unc.edu:8080/ess/portal/section/2a532530-81dc-4b27-a8e8-bdf1a742b46e

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Echoes

Rich Media Playback: http://lawecho360.ad.unc.edu:8080/ess/echo/presentation/ca720001-cc82-4faa-97d7-a0c2974401b8

Podcast Playback: http://lawecho360.ad.unc.edu:8080/ess/echo/presentation/ca720001-cc82-4faa-97d7-a0c2974401b8/media.mp3

Echo Feeds

Podcast:http://lawecho360.ad.unc.edu:8080/ess/feed?id=552c4374-2e3e-46ae-a3fb-7f048ea1ada3&type=MP3

Vodcast:http://lawecho360.ad.unc.edu:8080/ess/feed?id=552c4374-2e3e-46ae-a3fb-7f048ea1ada3&type=M4V

Blended learning and lecture capture provided by Echo360.
For additional resources, research and tools for Blended Learning, click HERE.

From: Elizabeth Cheek <clubcorp@mailermemfirst.net>
Sent: Thursday, September 12, 2013 3:18 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: This Week at The Carolina Club

Having Trouble Viewing this Email ?
Click Here to View as a Web Page

Good afternoon from The Carolina Club!

Here's an update on all the exciting things happening at the Club throughout the upcoming week. Come by soon to see our new lobby, member offices and enjoy a great breakfast to start you day! Give us a call at 919-962-1101 or reply to this email to make reservations at any of our special events. We look forward to seeing you in the Club soon!

Breakfast is Served
The Carolina Club now serves breakfast every Monday - Friday from 7:30-9:30am in O'Herron's Grill. Chef Oscar and his team have launched a fabulous breakfast menu that is sure to get your day started on a high note! See y'all at the Club for breakfast!

New Amenities
Construction almost complete! Our new Member offices, conference room with full audio-visual capabilities and new furnishings in the Harvey Lobby are in full swing and will be complete within a week. We hope this will provide you with even more ways to meet and connect with friends, clients and colleagues while enabling you to work comfortably and efficiently while you are away from your home or office.

Classic Movie Night
CITIZEN KANE
Friday, September 13
6 - 6:45 pm - Introduction by Jim Moore, Journalist and Author
7 pm - Dinner and the film
$29
This 1941 film has topped the American Film Institute's list of the 100 Greatest American Movies Ever Made, and in 2007, a jury of 1,500 film artists, critics and historians determined it remains the greatest movie of all time. Our presenter Jim Moore's mother and grandfather knew William Randolph Hearst, on whom the central character in "Citizen Kane" was based.

Carolina Women Connecting
Tuesday, September 17
8:30 - 9:30 am
Carolina Women Connecting is a networking group for women of all ages and professional backgrounds. Monthly meetings include programs meant to motivate, teach and inspire. If you'd like to get beyond the business card exchange and build new professional and personal relationships at the Carolina Club, please join us for coffee and conversation. Feel free to invite friends or colleagues to come with you as well.

Trivia Night in O'Herron's Grill
Wednesday, September 18
7 - 9 pm
Stop by after work for great food and great fun. Bring a few friends and prepare to be challenged!

How to Stand Out in a Commodity Market
(This is a Member Passport Event)
Presented by John Lowe - Be Compelling Now
Thursday, September 19
11:30 am - Lunch
12:00 pm - Presentation
$20 includes lunch, beverage and dessert
You have to find a way to stand out from the noise of your competition. By attending this luncheon, you will gain a new understanding of the importance of compelling message delivery, which resonates with customers, gets your target audience to take action and how it can impact your bottom line and overall success. John Lowe has had great success in sales with such companies as Apple, HP, KPMG and Blackboard and he has authored the popular book *"Remarkable Presentations, How to Develop and Deliver What Your Competitors Don't"*.

Carolina Football Tailgates

(This is a Passport event)

Our first home game is less than 2 weeks away! We have many new additions to our pre-game tailgate parties at the Club this year and we want to see you here before all home games! We're ready for a fantastic fall filled with Tar Heel victories! And don't forget - your 20th Anniversary Member Passport includes a complimentary Tailgate voucher - call us today to make your reservations. Tailgating at the Club is an exciting Member tradition featuring face painting, professional DJ's, live entertainment, raffle prizes, delicious food, fun and friends. It's the perfect way to celebrate your Tar Heel spirit before all home games! Doors open 3 hours before kick off. $21.95++ (adults), $11++ (kids 6 - 12), $6++ (kids 3 - 5)

Here's the 2013 Schedule
Saturday, 9/28 vs. **East Carolina**
Thursday, 10/17 vs. **Miami**
Saturday, 10/26 vs. **Boston College**
Saturday, 11/09 vs. **Virginia (Homecoming)**
Saturday, 11/23 vs. **Old Dominion**
Saturday, 11/30 vs. **Duke**

Our 2013 Tailgate Partners

Many thanks to or Tailgate Partners! Your support has enabled us to add more to our club tailgating events this year than ever before. We had a great kick off to the season over the weekend and we're geared up for 6 more exciting home games this fall.

Joel Levy, CPA
Pat Phelan, Edward Jones
Pam Herndon, State Farm
Tar Heeled by Fan Feet
Barbara Leedy, ATMA Hotel Group
Michael Abernathy
Todd Rust, Wells Fargo Advisors
Balloons and Tunes
Paint Savvy
Joe Bunn DJ Company
Pepsi
Long Beverage

GO HEELS!!!

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We want you to feel as good about our email communications as you do about our Club. You have received this message because you provided your email address to the Club, either in person or via our web site. We'll send you emails such as this on a periodic basis to inform you of news and activities at the Club or at ClubCorp.

If you would not like to receive emails from this particular email list in the future, please click here.

From: Hirsch, Jeffrey Michael <jmhirsch@email.unc.edu>
Sent: Thursday, September 12, 2013 3:23 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] SEALS Planning

For those of you interested in helping to plan a panel or discussion group for SEALS next summer, the submission process is now open. See below for more details.

-Jeff

From: SEALS <pjetton@wlu.edu>
Date: Thursday, September 12, 2013 3:01 PM
To: Jeffrey Hirsch <jmhirsch@email.unc.edu>
Subject: SEALS Blog

SEALS Blog

Link to SEALS

Planning for SEALS 2014

Posted: 11 Sep 2013 05:51 PM PDT

Planning for the Southeastern Association of Law Schools (SEALS) 2014 program is under way. If you wish to submit a proposal for a panel or a discussion group, you can do so through a link on SEALS website at www.sealslawschools.org.

Several things should be borne in mind about SEALS' program creation process. First, and foremost, SEALS strives to be a very "democratic" and very "participatory" organization. As a result, you need not be a section chair (in fact, we don't have formal sections like the AALS sections) or a section member to make a suggestion. Instead, the program is created and driven by suggestions from professors at SEALS' schools. As a result, if you wish to organize a panel or a discussion group, just do it! You can simply create the proposal and submit it through the SEALS' website (unlike in past years, when it was possible to make program suggestions directly to SEALS' Executive Director by e-mail), all proposals must now come through the SEALS website. If you wish to discuss your proposal before submission, in order to have a good sense of whether it is likely to be accepted, please consult with SEALS' Executive Director, Professor Russell Weaver at the University of Louisville. **russ.weaver@louisville.edu** Specific requirements for panels and discussion groups are set forth below.

SEALS realizes that some may not feel comfortable with the idea of organizing their own panel or discussion group. If not, SEALS is creating a special page where you can indicate your interest in participating in a panel or discussion group on a particular topic, and try to connect with others who may have similar interests. Hopefully, together, you will be able to create a panel or discussion group.

If you would like to organize your own panel or discussion group, but are not sure that you can find the requisite number of participants, or are not sure whether your proposal would have a good chance of acceptance, contact SEALS' Executive Director. He can provide you with advice regarding how to craft a suitable and appealing proposal. In addition, he can send an e-mail to SEALS' listserv seeking additional participants on your behalf, and it is possible for you to post a notice on the SEALS blog.

In order to receive full consideration, it is best to submit your proposal by the end of October. Once you submit a proposal, it will be evaluated by SEALS' Executive Director who has the authority to accept the proposal. In an appropriate case, he may provide you with feedback, or make suggestions for change. If the Executive Director believes that a proposal should be rejected, or needs more work, he will refer it to the Program Advisory Committee (PAC) which will make a final decision regarding how to proceed. The PAC can recommend acceptance of a proposal, or (more commonly) work with the proposer to iron out any difficulties. SEALS plans to distribute a draft program in mid-November.

Listed below are the types of programs that SEALS offers, along with the rules applicable to each such program.

Panels

Panels are the traditional presentations at most conferences. The time allotted is about an hour-and-a-half, and between 4 and 6 panelists do presentations around a central theme or subject. You should leave time for questions or discussion with the audience at the end of the presentations. There are some rules that govern panels.

-Panels must include at least four speakers.

-Panels must include both a title for the program, as well as a description of the program.

-If your proposal would fit into a workshop in a particular area (e.g., constitutional law, criminal procedure, business law, teaching), please indicate that fact in your proposal.

-The one-panel-per-person rule does apply.

-Before you list someone as a speaker, please confirm with that person to make sure that he/she is willing and able to participate.

-The one-panel-per-person rule. No attendee may serve on more than one panel. This rule governs all kinds of panels and includes moderators and

panelists. There are a couple of situations in which this rule will not apply: the Call for Papers presentations, discussion groups, mentors for new scholars, and programming in the other special workshops with attendance limited to special registrants (e.g., the workshops for new law teachers and prospective law teachers).

-Only one person per school can be on a panel unless the two people are co-authors. They are treated as one person for purposes of time.

-Over half the panelists (including the moderator) should be from Institutional Member schools.

-Every effort should be made to ensure diversity in the panel. Diversity is defined broadly to include ideological diversity, diversity in schools represented, and diversity based on identity characteristics like race, ethnicity, gender, sexual orientation, and gender identity.

Discussion Groups

Discussion groups usually include eight to twelve "discussants" and are scheduled in either two hour or three hour blocks. The discussants often have written papers on a central theme or have prepared some thoughts around several questions connected to that theme. The discussants circulate their papers or thoughts in writing before the conference, spend 3-5 minutes summarizing their points, and then discuss the theme in more depth along with all attendees in the room. Wide audience participation and discussion are the focus of this kind of programming.

-In order to propose a discussion group, you will need at least ten discussants.

-Discussion Group proposals must include a title, as well as a description of the discussion group.

-Before you list someone as a speaker, please confirm with that person to make sure that he/she is willing and able to participate.

-If your proposal would fit into a workshop in a particular area (e.g., constitutional law, criminal procedure, business law, teaching), please indicate that fact in your proposal.

-The one-panel-per-person rule does not apply.

-The one-person-per-school rule does not apply.

-Discussion group organizers must issue a call for participants

-The same efforts at diversity as for panels apply

Topical Workshops

Sometimes several pieces of programming are pulled together to create a workshop focused on a particular subject, like criminal law, labor and employment law, or health law, for example, that lasts a day or several days. Those kinds of workshops can be organized by anyone from an Institutional or Affiliate member school.

New Scholars Colloquia

Each member school is allowed to nominate a faculty member for the New Scholars program by sending the Executive Director and Chair of the New Scholars Committee the name of the faculty member and a title for the newer scholar's presentation. Those new scholars are organized into groups of four, and each one is assigned a mentor with expertise in the subject of their presentation. New scholar panels may be loosely grouped thematically, where possible, and scheduled near similar subjects in the regular program, where possible. Each new scholar is given thirty minutes for presentation and questions/discussion. New scholar panels are all scheduled from 8 to 10 am so as not to compete with any other programming. All of this is done to ensure that more senior scholars, and not just mentors, are able to tell which panels to attend to offer support for new scholars in their area. The focus of this type of programming is support and constructive feedback for the newer scholars.

Programming Sponsored by SEALS Committees

Some SEALS committees put on special programming. For example, the New Scholars Committee has traditionally sponsored programming on teaching, scholarship, service, and self promotion, likely to be of special interest to those newer to teaching. The International Committee and Latin America Workshop Committee has put on programming relating to specific international initiatives or issues. Additionally, the Distance Learning Committee has organized programming related to that subject.

Other Special Workshops with Attendance Limited to Special Registrants

The last few years has seen a number of workshops limited to special registrants. To date, they have included three.

Empirical Workshop: This workshop provides two days of training in empirical methods.

Prospective Law Teachers Workshop: This workshop, designed for those interested in becoming law teachers, provides mock interviews and job talks, in addition to panels devoted to helping participants navigate the legal hiring market.

Beginning and Newer Law Teachers Workshop: This workshop, designed for faculty in their first year or so of teaching, provides programming that affords participants an in-depth introduction and specific tools to help them develop their classroom skills, scholarship, and record of service.

Russell L. Weaver
Professor of Law & Distinguished University Scholar

University of Louisville
Louis D. Brandeis School of Law
Russ.weaver@louisville.edu

You are subscribed to email updates from SEALS
To stop receiving these emails, you may unsubscribe now.
Google Inc., 20 West Kinzie, Chicago IL USA 60610

Email delivery powered by Goo

From: Bortz, Conrad <cbortz@email.unc.edu>
Sent: Thursday, September 12, 2013 3:25 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: fixed! -- Announcement re Scott Cammarn as Practitioner in Residence

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Hello,
I thought you were in miss iss ippi, or at least en route!
CB

From: Broome, Lissa L
Sent: Thursday, September 12, 2013 3:04 PM
To: Bortz, Conrad
Subject: Re: fixed! -- Announcement re Scott Cammarn as Practitioner in Residence
Thanks!
Lissa

Sent from my iPhone

On Sep 12, 2013, at 12:09 PM, "Bortz, Conrad" <cbortz@email.unc.edu> wrote:

Hello,
All changes made and published to calendar.
CB
Skip to Main Content
Event Information
Calendar(s):

Calendar
Center for Banking and Finance

Event Title:
Center for Banking and Finance Practitioner in Residence - Scott Cammarn - The Volcker Rule
Date:
10/2/2013
Start Time:
1:00 PM
End Time:
1:55 PM
Recurrence:
No
Ongoing Signup:
None
Location:
TBA
Description:

Scott Cammarn from the Charlotte office of Cadwalader, Wickersham & Taft will be the Practitioner in Residence in Banking Law on October 2nd, 2013, discussing the Volcker Rule and how it will impact banks. Mr. Cammarn has 25 years of experience in the banking industry and his legal career has spanned all areas of banking compliance and finance law. Prior to joining Cadwalader, Mr. Cammarn was the Bank Regulatory Counsel for Ally Financial (formerly, GMAC Financial Services), Senior Vice President, General Counsel and Secretary of LendingTree, and served in various legal capacities over his 11 years at Bank of America, including Associate General Counsel, bank regulatory, global marketing and global corporate affairs.

Directions:

Public Service Event?:
No
Conference/Symposium?:
No
Publicize This Event?:
Yes
Event Requires Visitor Parking Permit(s):
Yes
Number of Parking Spaces Needed?:
1
Audience:
Law Community Only
Event Created By:
Bortz, Conrad K.
9/12/2013 11:21:04 AM
Go to Top of Page

From: Broome, Lissa L
Sent: Thursday, September 12, 2013 11:44 AM
To: Bortz, Conrad
Subject: RE: 3 -- Announcement re Scott Cammarn as Practitioner in Residence
Conrad -- I'm going to leave some suggested edits to this in your box upstairs. Thanks.
LB

From: Bortz, Conrad
Sent: Thursday, September 12, 2013 11:22 AM
To: Broome, Lissa L
Subject: RE: 3 -- Announcement re Scott Cammarn as Practitioner in Residence

Top of Form

Skip to Main Content
Event Information
Calendar(s):

Calendar
Center for Banking and Finance

Event Title:
Center for Banking and Finance Practitioner in Residence - The Volcker Rule
Date:
10/2/2013
Start Time:
11:59 AM
End Time:
1:00 PM
Recurrence:
No
Ongoing Signup:
None
Location:
Classroom 4085
Description:

Mr. Cammarn will be guest teaching Lissa Broome's Banking Law class on October 2nd, 2013. Scott Cammarn has 25 years of experience in the banking industry and his legal career has spanned all areas of banking compliance and finance law. His practice focuses on regulatory matters, mergers & acquisitions, legislation and lobbying, transactions, and training. He represents a number of national and international financial institutions, and has practiced before the Federal Reserve, the Office of the Comptroller of the Currency, the Federal Deposit Insurance Corporation, the Commodity Futures Trading Commission, and numerous state banking departments.
Prior to joining the Firm, he was the Bank Regulatory Counsel for Ally Financial (formerly, GMAC Financial Services) where he advised on bank regulatory issues including transactional, examination, compliance, and legislative matters.
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- Article, "Prescreening Revisited: Is the FTC's "Firm Offer of Credit" Requirement Supported by the Fair Credit Reporting Act?," The Consumer Finance Law *Quarterly Report* (Fall 1991).
- Article, "New Fair Credit Reporting Act Commentary Limits Prescreening," The Consumer Finance Law *Quarterly Report* (Fall 1990).

Directions:

Public Service Event?:
No
Conference/Symposium?:
No
Publicize This Event?:
Yes
Event Requires Visitor Parking Permit(s):
No
Audience:
Law Community Only
Event Created By:
Bortz, Conrad K.
9/12/2013 11:21:04 AM
Go to Top of Page

Bottom of Form

From: Bortz, Conrad <cbortz@email.unc.edu>
Sent: Thursday, September 12, 2013 3:37 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: fixed! -- Announcement re Scott Cammarn as Practitioner in Residence

---

Don't they know how important you are! You should be relaxing in the sky lounge!
Happy flying, safe travels, and have fun!
CB

From: Broome, Lissa L
Sent: Thursday, September 12, 2013 3:35 PM
To: Bortz, Conrad
Subject: Re: fixed! -- Announcement re Scott Cammarn as Practitioner in Residence
At airport waiting to board.

Sent from my iPhone

On Sep 12, 2013, at 3:25 PM, "Bortz, Conrad" <cbortz@email.unc.edu> wrote:

> Hello,
> I thought you were in miss iss ippi, or at least en route!
> CB
>
> ---
>
> **From:** Broome, Lissa L
> **Sent:** Thursday, September 12, 2013 3:04 PM
> **To:** Bortz, Conrad
> **Subject:** Re: fixed! -- Announcement re Scott Cammarn as Practitioner in Residence
> Thanks!
> Lissa
>
> Sent from my iPhone
>
> On Sep 12, 2013, at 12:09 PM, "Bortz, Conrad" <cbortz@email.unc.edu> wrote:
>
>> Hello,
>> All changes made and published to calendar.
>> CB
>> Skip to Main Content
>> Event Information
>> Calendar(s):
>
>| Calendar |
>|---|
>| Center for Banking and Finance |
>
>> Event Title:
>> Center for Banking and Finance Practitioner in Residence - Scott Cammarn - The Volcker Rule
>> Date:
>> 10/2/2013
>> Start Time:
>> 1:00 PM
>> End Time:
>> 1:55 PM
>> Recurrence:
>> No
>> Ongoing Signup:
>> None
>> Location:
>> TBA
>> Description:
>>
>> Scott Cammarn from the Charlotte office of Cadwalader, Wickersham & Taft will be the Practitioner in Residence in Banking Law on October 2nd, 2013, discussing the Volcker Rule and how it will impact banks. Mr. Cammarn has 25 years of experience in the banking industry and his legal career has spanned all areas of banking compliance and finance law. Prior to joining Cadwalader, Mr. Cammarn was the Bank Regulatory Counsel for Ally Financial (formerly, GMAC Financial Services), Senior Vice President, General Counsel and Secretary of LendingTree, and served in various legal capacities over his 11 years at Bank of America, including Associate General Counsel, bank regulatory, global marketing and global corporate affairs.
>>
>> Directions:
>>
>> Public Service Event?:
>> No
>> Conference/Symposium?:
>> No
>> Publicize This Event?:
>> Yes
>> Event Requires Visitor Parking Permit(s):
>> Yes
>> Number of Parking Spaces Needed?:
>> 1
>> Audience:
>> Law Community Only
>> Event Created By:
>> Bortz, Conrad K.
>> 9/12/2013 11:21:04 AM
>> Go to Top of Page

From: Broome, Lissa L
Sent: Thursday, September 12, 2013 11:44 AM
To: Bortz, Conrad
Subject: RE: 3 -- Announcement re Scott Cammarn as Practitioner in Residence

Conrad – I'm going to leave some suggested edits to this in your box upstairs. Thanks.
LB

From: Bortz, Conrad
Sent: Thursday, September 12, 2013 11:22 AM
To: Broome, Lissa L
Subject: RE: 3 -- Announcement re Scott Cammarn as Practitioner in Residence

Top of Form

Skip to Main Content

Event Information

Calendar(s):

Calendar
Center for Banking and Finance

Event Title:
Center for Banking and Finance Practitioner in Residence - The Volcker Rule
Date:
10/2/2013
Start Time:
11:59 AM
End Time:
1:00 PM
Recurrence:
No
Ongoing Signup:
None
Location:
Classroom 4085
Description:

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Bortz, Conrad K.
9/12/2013 11:21:04 AM
Go to Top of Page

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From: Kennedy, Joseph E <kennedy4@email.unc.edu>
Sent: Thursday, September 12, 2013 3:45 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: Ford, Graham <cgford@email.unc.edu>
Subject: RE:[law_faculty] Erika Wilson article

Congrats, Erika!!!

From: Marshall, Bill [mailto:wpmarsha@email.unc.edu]
Sent: Thursday, September 12, 2013 3:10 PM
To: The law_faculty mailing list
Cc: Ford, Graham
Subject: [law_faculty] Erika Wilson article

Hi all,

As you all hopefully know, our colleague Erika Wilson has had her article *Towards A Theory Of Equitable Federated Regionalism In Public Education: Reversing The Role of School District Boundary Lines in Dismantling Brown v. Board of Education* in the UCLA Law Review. Congrats, Erika! As you also hopefully know our regular workshop schedule is full but Erika is currently going through the edit process at UCLA and could use some useful feedback from us. Towards that end I wanted to see if I could get a small group of us to do an informal brownbag at lunchtime on Wed Sep 25 with Erika to discuss her project. As a reward to those who attend, I will bring in cupcakes from some reputable vendor. Please RSVP to Graham if you can make it.

I am attaching a copy of the article for your reference.

Bill

Note- specific requests for frosting flavorings are not being accepted at this time

From: Office of Faculty Governance <facultygovernance@unc.edu>
Sent: Thursday, September 12, 2013 3:45 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Faculty Governance News v 8.1, September 12, 2013

Display problems? View this newsletter in your browser.

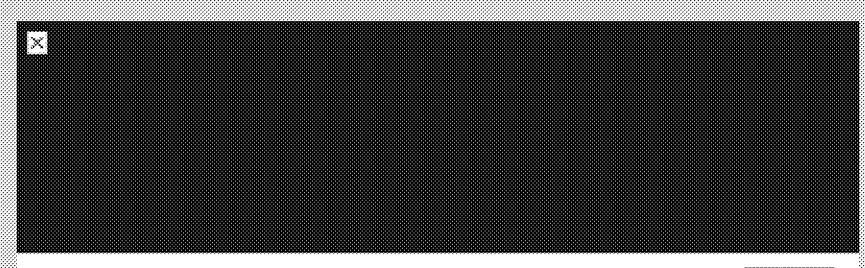

Issue 8.1
September 12, 2013

The UNC-Chapel Hill Office of Faculty Governance publishes *Faculty Governance News* eight times a year. Send information to be considered for inclusion to Anne Whisnant on the Monday before an issue is scheduled to appear.

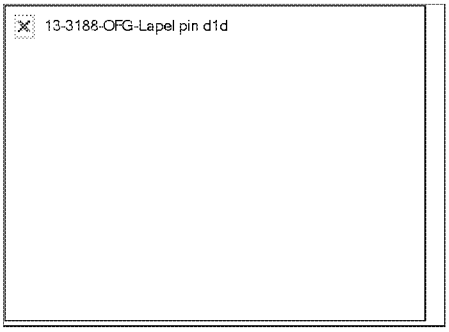

Faculty Council and General Faculty meet Friday, September 13 in Wilson Library

The Faculty Council and General Faculty will meet on **Friday, September 13, 2013 from 3-5 pm in the Pleasants Room at the Wilson Library**. Please note the new location. All faculty are welcome to come early at 2:30pm for beverages ...

Read online.

Distinguished Alumna/us Award Call for Nominations (Deadline 9/20)

The Committee on Honorary Degrees and Special Awards invites your nominations for Distinguished Alumna and Alumnus Awards to be presented at the October 12, 2014, University Day ceremony. Please include appropriate biographical information and a statement in support of the nomination. Your statement should demonstrate that the nominee has made an outstanding contribution to humanity in any walk of life. ...

Read online.

Rawlings report recalls faculty's 1989 "Betts Report" on athletics

The release last week of the Rawlings Panel report making recommendations for reform in UNC and college athletics called to mind for many a very similar report issued in 1989 by a Faculty Council-commissioned "Ad Hoc Committee on Athletics and the University," chaired by former Chair of the Faculty Doris Betts. That report made 32 recommendations for "national ...

Read online.

Student-Athlete Academic Initiative Working Group formed

Provost Jim Dean and Athletic Director Bubba Cunningham have formed the Student-Athlete Academic Initiative Working Group to examine current practices, procedures, policies and other factors that affect student-athletes at Carolina. Read more online.

Faculty Executive Committee issues statement in support of Jan Boxill

The Faculty Executive Committee approved the following statement at its regular meeting on Monday, July 29, 2013: "Steven Bachenheimer, Michael Gerhardt, and Laurie Maffly-Kipp (in absentia), join with the following current and former members of the UNC Faculty Executive Committee to express our full support for Jan Boxill throughout her leadership as Chair ...

Read online.

Deadline to order University Day regalia, 9/20

Faculty interested in ordering regalia for University Day must do so by September 20th. Late orders will not be accepted. If you are interested in ordering, please contact Catherine Stotts, Graduation Products Manager at Student Stores, at chstotts@store.unc.edu.

Tanner Awards call for nominations

Do you know of an outstanding teacher, mentor, or teaching assistant who has inspired you at Carolina? Each year, UNC formally acknowledges the central role of teaching and mentoring by recognizing faculty, staff and students. The University Committee on Teaching Awards offers numerous awards based on nominations by members of our university community. Please take a moment to think of those who are deserving of these awards and nominate them via the website.

Call for nominations for distinguished professorships in the college

Below three separate calls for nominations for several distinguished professorships that the College will appoint as of July 1, 2014 or July 1, 2015:

- 2013 Division of Humanities Call for Nominations
- 2013 Distinguished Endowed Professorships Call for Nominations
- 2013 Bowman and Gordon Gray Distinguished Professorships Call for Nominations

Please note that each nomination must be sent via email to Alexis Cline in the Dean's Office. Any questions should be directed to her. Alexis may be reached at alexis_cline@unc.edu or 919-962-3082. All nominations are due **October 7, 2013**.

Carolina Seminars Program seeks faculty director

The Office of the Executive Vice Chancellor and Provost seeks a UNC-Chapel Hill faculty member to lead the Carolina Seminars Program, a campus-wide initiative established in 1990. The mission of the Program is to bring scholars together from different departments and schools to study complex problems and issues, bridge disciplinary boundaries, and enrich academic discourse. This is an internal search open only to current faculty members at The University of North Carolina at Chapel Hill. The position is a secondary administrative appointment for a full-time faculty member. For more information, click here.

Anne Queen Faculty Commons coffee hours resume

Coffee hours in the Anne Queen Faculty Commons resumed on Tuesday, August 20th and will continue until the end of the Spring semester on weekdays from 9-11am (except on University holidays). Faculty are welcome to enjoy freshly brewed Starbucks coffee, as well as an

assortment of teas. Faculty who wish to reserve the Anne Queen Faculty Commons ...

Read online.

Blue Ram extends fall hours

The Blue Ram convenience store, located in the lower level of the Campus Y, offers a variety of snacks, coffee, cold beverages, microwavable options and many other useful items. Beginning Sept. 3, Blue Ram's fall hours of operation will be extended; the new hours are: 7:30 a.m. - 9 p.m. Mon. - Thurs. and 7:30 a.m. - 4 p.m. on ...

Read online.

University Compliance Line available for confidential reporting

The University's Compliance Line is an option for making a confidential, secure report to help the campus community identify and address compliance concerns about financial, research, HIPAA or Environment, Health and Safety ("EHS") matters on campus in a positive, constructive environment. This service is not maintained on the University's systems or by University employees. Employees may file confidential reports online or by calling 1-866-294-8688.

Call for Faculty Council agenda topics

The Agenda Committee of the Faculty Council meets eight times a year, usually 7-14 days in advance of the regular Faculty Council meeting to set the two-hour agenda (a list of dates is available here). If you would like to suggest topics for the meeting agenda, please email facultygovernance@unc.edu.

Now Hiring FWS Events Assistant II

The Office of Faculty Governance is now hiring a work-study eligible student to assist with events. Read the full description below and see the posting here. Read online.

UNC Faculty Governance by the numbers

The first day of classes seems like a good moment to post a snapshot of campuswide faculty governance activity at UNC-Chapel Hill. Here are a few things you may not know...Read online.

Upcoming Events

- September 12: Preserving Your Intellectual Legacy at UNC: An Information Session for Faculty, Staff, and Friends Nearing Retirement (see below)
- September 13: Leading Groups and Meetings
- September 17: Communication in the Classroom
- September 25: New PI Training: Roadmap to Research at Carolina
- September 26: Lambeth Lecture in Public Policy featuring former Gov. Jim Hunt: "North Carolina is Underinvesting in Education"
- September 27: Becoming a More Effective Mentor for Early Career Faculty
- September 27: What Does it Take to Be a Community-Engaged Scholar?
- September 27: MOOC Forum (see below)

MOOC forum to be held for faculty

UNC-Chapel Hill launched its first massive open online course (MOOC) on the Coursera platform on September 2. Four additional UNC Coursera courses are planned to open in the coming year. In order to keep faculty informed about this new initiative, an open forum is being held for faculty members in the Pleasants Room in Wilson Library on Friday, September 27, from ...

Read online.

Retiring? Learn How to Find a Home for Your Books and Papers

Librarians and archivists will discuss ways to preserve your intellectual legacy by donating books, papers, research materials, and data to the UNC Library, or placing scholarly materials elsewhere when appropriate. Q & A will follow the panel discussion. The event will take place Thursday, Sept. 12, 2013, 3 – 5 p.m. at Wilson Special Collections Library in the Pleasants Family Assembly Room. RSVP by Sept. 11 to Emily Silverman, Associate Director of Library Development, (919) 962-3437 or essilver@email.unc.edu

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We have migrated our "What were reading" feature to our Facebook page and Twitter account so we can post things as we find them. Please "like" our page and/or follow us on Twitter UNCFacGov.

Unsubscribe - Edit your subscription

From the Office of Faculty Governance
200-04 Carr Building, UNC-CH Campus Box 9170
Phone (919) 962-2146
Fax (919) 962-5479
Contact: Anne Whisnant

From: UNC News <news@unc.edu>
Sent: Thursday, September 12, 2013 4:33 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] Round-up for Sept. 12

Process Series features seven artistic works-in-development
The 2013-2014 Process Series will feature seven new artistic works-in-development at the University of North Carolina at Chapel Hill, beginning Sept. 20. All shows are at 8 p.m. and are free to the public. The series offers audiences an opportunity to examine the creative process as artists and performers explore new ideas. Audience feedback following each performance is vital to the continued development of the works.
http://uncnews.unc.edu/content/view/6220/107/
Carolina Performing Arts hosts special event Oct. 11 to honor UNC Chancellor Carol Folt
"The World Comes Here: Celebrating the Performing Arts at Carolina," curated by Carolina Performing Arts, will be presented at 8 p.m., Friday, Oct. 11, in Memorial Hall. The event is one part of a four-day weekend to celebrate the installation of Chancellor Carol Folt at the University of North Carolina at Chapel Hill.
http://uncnews.unc.edu/content/view/6217/107/

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newsclips as: lbroome@email.unc.edu. To unsubscribe send a blank
email to leave-33577944-53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: UNC News <news@unc.edu>
Sent: Thursday, September 12, 2013 5:06 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] Carolina in the News: September 12

Carolina in the News
Sept. 12
Here is a sampling of links and notes about Carolina people and programs cited recently in the media:
National Coverage
Diabetes Ailing 114 Million Chinese Risks Ravaging Budget (1)
Bloomberg News
Sept. 12
Diabetes may consume $22 billion, or more than half of China's annual health budget, if all those afflicted get state-funded care. ...China's diabetes prevalence is being spurred by diet and lifestyle changes linked to the country's economic development [resulting] in an increasingly overweight and obese population, said Barry Popkin, a professor in the department of nutrition at the University of North Carolina at Chapel Hill, who has studied weight trends in China. ...
http://www.businessweek.com/news/2013-09-11/diabetes-ailing-114-million-chinese-risks-ravaging-health-budget
Related Link:
http://www.forbes.com/sites/simonmontlake/2013/09/12/sweet-turns-sour-as-diabetes-stalks-chinese-healthcare/Making a Case for Social Media
Experts: White House H2O evidence murky
Politico.com (website)
Sept. 12
First lady Michelle Obama's new drive to get Americans to drink more water may seem unlikely to make waves, but it spills into areas that have stirred intense controversy among scientists, public health campaigners and environmentalists. …Some experts were more receptive to the White House campaign, while expressing caution about some of the claims. "The key is drinking water is great and replacing all the junk we drink with water would be fantastic," said Barry Popkin, a professor of nutrition at the University of North Carolina.
http://www.politico.com/story/2013/09/michelle-obama-water-initiative-96703.html#ixzz2egmjNZtGMeet the First Woman to Recite the Quran at America's
Making a Case for Social Media
The Scientist
Sept. 11
Twitter's not just for the birds, argues a group of marine scientists in an Ideas in Ecology and Evolution report. The paper presents a case for more scientists … through social media like Twitter ... . "Many scientists may think they don't have time for Twitter," lead author Emily Darling, a Smith Conservation Research Fellow at the University of North Carolina at Chapel Hill, told the University of Miami. "But a little effort can provide enormous value for communication and outreach. …."
http://www.the-scientist.com/?articles.view/articleNo/37453/title/Making-a-Case-for-Social-Media/
Meet the First Woman to Recite the Quran at America's Largest Muslim Convention
policymic (website; commentary)
Sept. 11
... On August 30, Tahera Ahmad …became the first woman to open the 50th annual Islamic Society of North America convention with a beautiful recitation of the Holy Qur'an. ...Other scholars confirm that Muslim women have been barred from reciting the Qur'an publicly in the past. … [in discussing Ahmad's performance] Dr. Omid Safi, a professor of Islamic Studies at University of North Carolina at Chapel Hill, highlighted a broad spectrum of interpretations in regards to the Islamic practice of public recitation… .
http://www.policymic.com/articles/63157/meet-the-first-woman-to-recite-the-quran-at-america-s-largest-muslim-convention
Live webcam coaching helps struggling readers make rapid gains
phys.org (website)
Sept. 11
A new literacy webcam coaching strategy, developed by researchers at the University of North Carolina at Chapel Hill, has been shown to help struggling kindergarten and first-grade readers in rural classrooms keep pace with their peers. The strategy, known as "Targeted Reading Intervention" (TRI) webcam coaching, not only helps reduce the gap between readers who struggle and those who do not, but does so at low cost by eliminating geographic barriers and reducing the need for special education.
UNC Release:
http://uncnews.unc.edu/content/view/6214/107/
http://phys.org/news/2013-09-webcam-struggling-readers-rapid-gains.html#jCp
Regional Coverage
Lack of pre-K hurts too many kids
The Morning News (Savannah; commentary)
Sept. 12
During a recent visit to Savannah, I saw firsthand how parents, providers, teachers, the faith community and local officials share this interest in helping our children build a solid educational foundation....Researchers at the FPG Child Development Institute at the University of North Carolina at Chapel Hill recently issued their report from the first phase of a Pre-K longitudinal study ... requested by the Georgia Legislature, [which] measured child outcomes and classroom quality and identifies areas of strengths and challenges.
[Note: Bobby Cagle is commissioner of Bright from the Start: Georgia Department of Early Care and Learning.]
http://savannahnow.com/column/2013-09-12/commentary-lack-pre-k-hurts-too-many-kids#.UjHdyD80UfQ
State & Local Coverage
Pop-up offers natural products related to honey bees
The Herald-Sun (Durham)
Sept. 12
Pop-up natural products shop on Franklin: A nonprofit called Roote has opened a pop-up shop on Franklin Street that sells North Carolina-made natural, sustainable or organic items. …The nonprofit wants to raise awareness about [bee] colony collapse disorder. The nonprofit was launched as a joint business venture involving the University of North Carolina at Chapel Hill Kenan-Flagler Business School and School of Journalism and Mass Communication, he said.
http://www.heraldsun.com/business/x913948695/Pop-up-offers-natural-products-related-to-honey-bees
Indian activist works at UNC's Ackland
The Chronicle (Duke)
Sept. 11

At the very confluence of art and culture is "The Sahmat Collective: Art and Activism in India since 1989" at the Ackland Art Museum at UNC-Chapel Hill.The museum searches for "exhibitions that have interesting relationships with [its permanent] collection," said Carolyn Allmendinger, Ackland's Director of Academic Programs. "We have a substantial amount of South Asian art from much earlier centuries," she explained. "But 'The Sahmat Collective' gives our visitors a chance to appreciate some much more modern Indian art

UNC Release:

http://uncnews.unc.edu/content/view/6180/66/

http://www.dukechronicle.com/articles/2013/09/12/indian-activist-works-uncs-ackland

UNC Hospitals charts $143M expansion

Triangle Business Journal

Sept. 11

UNC Health Care is in the very early stages of planning a $143 million project to build a new perioperative building at UNC Hospitals. The new facility would be 145,000 square feet and include new operating rooms and all affiliated support functions. It would also include a five-bed expansion

http://www.bizjournals.com/triangle/news/2013/09/11/unc-hospitals-charts-143m-expansion.html

RTI, UNC to develop app to help parents decide on genomic testing of newborns

WRALTechWire

Sept. 11

RTI International is joining with the University of North Carolina at Chapel Hill and the National Institutes of Health in a research study sequencing the entire genome of 400 infants to find a way to improve early detection of genetic disorders.UNC is leading the study, funded by a five-year, $5 million grant from the National Institute of Child Health and Human Development and the National Human genome Research Institute, both parts of the National Institutes of Health.

http://wraltechwire.com/rti-to-develop-app-to-help-parents-decide-on-genomic-testing-of-newborns/12877211/

UNC coach Larry Fedora on SI Oklahoma State report: It was shocking to me

The News & Observer (Raleigh)

Sept. 12

Before becoming the head coach at North Carolina, Larry Fedora was the head coach at Southern Miss. And before that, he was the offensive coordinator at Oklahoma State, where he worked from 2005 through 2007. That time period is right in the middle of one that is the focus of a lengthy Sports Illustrated investigation into the Oklahoma State football program. SI's series, which is being released in installments, alleges that Oklahoma State players were paid, that they had coursework done for them and that drug use was rampant, among other things.

http://www.newsobserver.com/2013/09/11/3186577/unc-coach-larry-fedora-on-si-oklahoma.html#storylink=cpy

(*Note: The News & Observer has instituted a pay wall on its site. For your convenience, the full story is pasted in full at the bottom of this email.)*

Issues & Trends

Public Colleges' Quest for Revenue and Prestige Squeezes Needy Students [per MM]

The Chronicle for Higher Education

Sept. 11

Shauniqua Epps attends the Community College of Philadelphia. Although she was admitted to three better public colleges, none gave her institutional aid, so she could not afford to enroll at any of them. Shauniqua Epps was the sort of student whom so many colleges say they want. She was a high achiever, graduating from high school with a 3.8 GPA ... She served as ... president, of the student government. She played varsity basketball and softball. ...Ms. Epps, 19, was also needy. ...Public colleges and universities were generally founded and financed to give students in their states access to an affordable college education. ...But many public universities, faced with their own financial shortfalls, are increasingly leaving low-income students behind—including strivers like Ms. Epps. ...

NIH budget slashing may stall future pain research funding

Medical News (website)

Sept. 12

Multi-faceted pain research discoveries within the last decade are bringing new hope for the estimated 100 million Americans with chronic pain. Unfortunately, translation of these scientific advances into clinical practice could be stalled without sufficient funding for both basic science and clinical pain research, according to the American Pain Society. Budget slashing at the National Institutes of Health brought on by the sequester has painted a very uncertain picture for future pain research funding. ... "...a coordinated national public and private effort is required to successfully translate current knowledge into clinical practice," said William Maixner, DDS, PhD, a prominent pain researcher at the University of North Carolina School of Dentistry.

http://www.news-medical.net/news/20130912/NIH-budget-slashing-may-stall-future-pain-research-funding.aspx

Wake Forest Joins Course Pooling Consortium

Inside Higher Ed

Sept. 12

After months on the fence, Wake Forest University officials decided to join a partnership created by the company 2U to access a pool of for-credit online courses offered by more than a half dozen universities. The effort, known as Semester Online, proved controversial at Wake Forest's North Carolina neighbor, Duke University, where faculty shot down the idea in April. … On Wednesday, the university announced it will join the consortium, which includes the University of North Carolina at Chapel Hill, Northwestern University and the University of Notre Dame.

http://www.insidehighered.com/quicktakes/2013/09/12/wake-forest-joins-course-pooling-consortium#ixzz2egMkcn5t

Dean Smith, beyond the medal

News & Observer (commentary)

Sept. 11, 2013

Frankly, some of us didn't expect him to show. Dean Smith, then retired as the Hall of Fame basketball coach at the University of North Carolina at Chapel Hill, was to appear in November of 2003 at a dinner with the annual North Carolina Conference of Editorial Writers, opinion scribes from around the state. He and William Friday, president emeritus of the UNC system, were going to discuss college sports. But Friday had a conflict, so we figured Smith would likely cancel as well. But when we got upstairs at Spanky's restaurant, there was the coach …

(*Note: The News & Observer has instituted a pay wall on its site. For your convenience, the full story is pasted in full at the bottom of this email.)*

http://www.newsobserver.com/2013/09/11/3186622/dean-smith-beyond-the-medal.html#storylink=cpy

Former Interim President Folt faces challenges at UNC

The Dartmouth (student newspaper)

Sept. 11

While Phil Hanlon adjusts to his presidency at Dartmouth, former Interim President Carol Folt faces a familiar set of issues in her new role as Chancellor of the University of North Carolina at Chapel Hill. Folt took the helm of UNC on July 1 amidst three ongoing federal investigations into the university's handling of sexual assault cases. ...

http://thedartmouth.com/2013/09/11/news/folt

Soiling One Of UNC's Proudest Moments

The Carolina Journal (Raleigh)

Sept. 11

Among recent headlines, the student government at the University of North Carolina at Chapel Hill deliberately cut the budget of College Republicans to prevent the group from bringing two speakers to campus, Fox News contributor Katie Pavlich and filmmaker Ann McElhinney … A point could be made that

students ought not, through the collection of student fees, be made to “sustain political advocacy that they probably do not espouse and which, given the choice, would not fund.” That reform still beckons. Nevertheless, given that it is the system in place, fairness and viewpoint neutrality should apply.
http://www.carolinajournal.com/daily_journal/display.html?id=10480

 -- You are currently subscribed to

newsclips as: lbroome@email.unc.edu. To unsubscribe send a blank
email to leave-33578477-53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: Broome, Lissa L <lbroome@email.unc.edu>
Sent: Thursday, September 12, 2013 7:10 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Automatic reply: Meeting

I will be out of the office until Monday, September 16. I will respond to your email as soon as I can. You may also call me at
Lissa Broome

From: Boger, Jack <jcboger@email.unc.edu>
Sent: Thursday, September 12, 2013 9:37 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Constitution Day | Tuesday, 9/17

[Message was sent to entire Law School Community]

Description: Description: cid:image003.jpg@01CD9287.82CDFB70

CONSTITUTION DAY – September 17, 2013
UNC-Chapel Hill
"The Constitution, the War Powers Resolution, and the Use of Force in Syria"

Each September 17th, American colleges and universities commemorate the day on which the Constitution of the United States was signed and ratified, by holding lectures or discussions on some important constitutional theme.

This year's celebration at the University of North Carolina at Chapel Hill will take place **this Tuesday in the School of Law Rotunda from 12:00 noon until 1:00 pm.** The topic this year will be timely. It will focus on Syria, and Professor Scott Silliman will be our distinguished speaker.

Professor Silliman has a distinguished background. During his career as a military attorney, he held a variety of leadership positions, including staff judge advocate (the senior attorney) at two large installations and three major Air Force commands. In his last assignment, as the senior attorney for Tactical Air Command and later Air Combat Command, he was general counsel to the commander of the largest principal organization within the Air Force, with 185,000 military and civilian personnel at 46 primary locations throughout the world. In this capacity, he managed a command law firm of 715 active duty and reserve lawyers, paralegals, and civilian support staff. During the Persian Gulf War, he supervised the deployment of all Air Force attorneys and paralegals incident to Operations Desert Shield/Desert Storm.

Refreshments will be served at a reception in the Rotunda following the panel. You are cordially invited to attend.

Jack Boger, Dean

From: Matt Terrell <matt@ramsclub.com>
Sent: Thursday, September 12, 2013 10:42 PM
To: Matt Terrell <matt@ramsclub.com>
Subject: CAROLINA - The Magazine

To: Executive Board of Directors
Board of Advisors
Re: CAROLINA – The Magazine

A few weeks ago, The Rams Club and Carolina Athletics launched a new weekly digital magazine – CAROLINA. Initial numbers are good for online views. We expect to see a significant climb in readership in the coming days as we finally received final approval of our Apple store app (the best way to view it) this week. Along with our Google Play app for Droid tablets, these apps will drive traffic to our innovative new magazine. With the pieces fully in place, we will greatly pick up promotion of the magazine (including a press release Friday).
I encourage each of you to head to the Apple Store or the Droid Market, and download the free app for the new magazine … just search CAROLINA or CAROLINA MAGAZINE or click the links below. Once you have downloaded the app, be sure to click on "Click Here for Free Subscription" to ensure future issues are automatically pushed each week. You can view the first three issues in the app or online.
The direct link for the Apple App Store is here.
The direct link for the Google Play Store is here.
If you don't use a tablet, you can always find issues online at www.ramsclub.com/CAROLINA.
Enjoy! Go Heels!
- Matt
Matt Terrell
Associate Executive Director | The Rams Club
The University of North Carolina
Please note a new email address: matt@ramsclub.com
We educate and inspire through Athletics.

From: no_reply@email.unc.edu
Sent: Friday, September 13, 2013 12:03 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Perimenopausal Women Needed for Research Study

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The Center for Women's Mood Disorders at UNC is conducting a study in perimenopausal women (women in the menopause transition period) to examine the predictors of who might benefit most from hormone therapy to prevent mood deterioration and to lower cardiovascular risk during the menopause transition.

We're Looking For Women Who Are:

1) between 45 and 55 years of age
2) in the menopause transition (irregular/ absent menstrual cycles or hot flashes)
3) medically healthy
4) not currently taking antidepressant medication

You may qualify for a research study providing up to $1,525 in compensation.

For more information, please call (919) 972-7495. This study is conducted by David Rubinow, M.D. and Susan Girdler, Ph.D., UNC Department of Psychiatry.

The research study is IRB #10-0542. This email was approved by the UNC-CH Biomedical IRB on 9/01/2013.

This message is sponsored by: Psychiatry

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mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

Today at Carolina Law: Friday, September 13, 2013

TODAY'S EVENTS

- "To Make Real the Promises of Democracy"
- Pryal RRWA 295.12 Make-up Class
- Torts makeup class with Professor Saver

ONGOING SIGNUPS & OPPORTUNITIES

- Apply to be the 1L Class Coordinator on the UNC Pro Bono Board. (Signup ends 9/22/2013)
- Register for North Carolina Law Review Symposium: Health Care Decisions in the New Era of Health Care Reform (Signup ends 10/2/2013)
- Race to End Domestic Violence Race Registration (Signup ends 10/5/2013)

TODAY'S ANNOUNCEMENTS

- Important Reminders from Student Services

UPCOMING EVENTS

Academics

- Torts makeup class with Professor Saver (9/20/2013)
- Torts makeup class with Professor Saver (9/27/2013)

Career Development

- Judges and Their Clerks (9/20/2013)
- U.S. Department of State Information Session (9/27/2013)

Library

- Westlaw Training (9/20/2013)

Scholarships and Student Aid

- 2L Diversity Scholarship (Deadline) (9/27/2013)

Student Events and Organizations

- Holderness Skills Workshop : Attorney Registration (9/14/2013)
- Holderness Moot Court Boot Camp (9/14/2013)

Student Services

- 2013 James E. Beckley Securities Arbitration and Law Competition (Deadline) (9/20/2013)
- The Advocates for Life Legal Writing Contest (Deadline) (9/20/2013)

From Twitter

UNC LAW CDO (UNCLAWCDO) on Twitter

UNC LAW CDO: Monday 9/16 @ 5:30pm: PMF Program Info Session + Virtual Alumni Panel - UNC School of Gov (Knapp Sanders, 2601). All grad students welcome!
2:43 PM Sep 12th from web

UNC CLEAR (UNCCLEAR) on Twitter

UNC CLEAR: Researchers have found a crevasse the size of the Grand Canyon beneath Greenlandâ€™s ice sheet. The canyon,... http://t.co/2NeLJE4C8K
8:22 AM Sep 12th from Facebook

NCILJ (#CILJ) on Twitter

NCILJ: For those interested in blogging on Syria, must read: RT @nytopinion Vladimir Putin: A Plea for Caution from Russia. http://t.co/SbSpAzjcsB
9:44 AM Sep 12th from web

UNC School of Law (unc_law) on Twitter

UNC School of Law: RT @Carolina_News: It's a celebration! Sept. 17 http://t.co/ognWJBsbqV #UNC #constitutionday
2:26 PM Sep 12th from web

From: ITS Response Center <help@unc.edu>
Sent: Friday, September 13, 2013 2:43 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Password for Onyen 'lbroome' expires soon.

The password for the Onyen 'lbroome' is set to expire
at this date and time: Fri Sep 20 12:12:56 2013

Visit the following web site to change your password or for
information on how to have it reset if it was forgotten:

https://onyen.unc.edu/cgi-bin/unc_id/chpw.pl

After your password expires, you can still access the above site
to change your password, though you will not be able to use your
Onyen to access any other Onyen-authenticated services until you
change your password.

Once you change your password, it will work for another 90 days
before it expires again. If you never use your Onyen, then
disregard this notice.

Your new Onyen password will be copied automatically to the
AD.UNC.EDU domain. If you have any Laptop, Desktop, or handheld
device which uses your old Onyen password to automatically login
or re-authenticate to services using the AD.UNC.EDU domain
(Exchange, for example), be sure to logout of those services and
login again with your new Onyen password within 10 minutes of
changing it. If you don't, and your devices continue to attempt
to re-authenticate using your old Onyen password, your
AD.UNC.EDU account will be locked for 10 to 20 minutes, just as
if you repeatedly tried to login with a bad password. During
that time you will not be able to login.

If you think you might forget your password, consider setting up
a "Challenge/Response" where you answer a few personal questions
BEFORE you forget your password. Later, if you can answer these
questions again, you can get a new password without having to
visit one of the password reset sites on campus. Just click
"Challenge-Response" at the top of the page mentioned above and
follow the instructions.

Answers to many common questions and a list of some Onyen
related services can be found by visiting the web site:

http://help.unc.edu/3247

If you have questions or need additional assistance with this
issue, contact the ITS Response Center at 919-962-HELP and we'll
be glad to assist you.

We send out these Password Expiration Notices via email
at 2 weeks, 1 week, and 2 days prior to the expiration.

This message is being sent to the electronic mail address
associated with the Onyen 'lbroome' in the UNC Campus Directory.
If this address is not your preferred electronic mail address,
you may change it by visiting the Campus Directory web site:

http://dir.unc.edu/dir/home/

From: Matt Terrell <matt@ramsclub.com>
Sent: Friday, September 13, 2013 10:48 AM
To: Matt Terrell <matt@ramsclub.com>
Subject: Executive Board of Directors Meeting Schedule
Attach: exbd roster 2013-2014.pdf

To: Executive Board of Directors
Re: Meeting Schedule

Another school year at Carolina is off to a rousing start. With nearly 800 student-athletes on campus competing for the Tar Heels, we always enjoy getting the new year underway! The staff also looks forward to another year working with you and our Executive Board. As in previous years, we will have four meetings in 2013-2014 (all in the Williamson Athletics Center Board Room):

- **Thursday, October 17, 2013 – 10:00 a.m.** ... This meeting takes place the same day as the Thursday night football game with Miami. The Executive Board of Directors will meet 10:00 a.m., then join the Board of Advisors for a joint lunch. The Board of Advisors will continue with a meeting after lunch.
- **Friday, December 13, 2013 – 2:00 p.m.**
- **Thursday, March 6, 2014 – 2:00 p.m.**
- **Thursday, June 5, 2014 – 2:00 p.m.**

Additional messages and opportunities to RSVP will come again closer to the meeting dates. If you have any questions about the Executive Board, your involvement, or anything to do with The Rams Club, please do not hesitate to contact me or any member of The Rams Club staff.
I have attached a roster of the Executive Board membership for 2013-2014. I look forward to seeing you in Chapel Hill soon!
- Matt

Matt Terrell
Associate Executive Director | The Rams Club
The University of North Carolina
Please note a new email address: matt@ramsclub.com
We educate and inspire through Athletics.

THE EDUCATIONAL FOUNDATION

EXECUTIVE BOARD OF DIRECTORS
2013-2014

OFFICERS (two-year terms beginning 7/1/2012)

Chair	Dwight Stone	Greensboro, NC
Vice Chair	Lowry Caudill	Durham, NC
Past Chair	Marvin Carver	Durham, NC
Treasurer	Milt Petty	Burlington, NC
Secretary	Jay Klompmaker	Chapel Hill, NC

INVESTMENT COMMITTEE

		Term Expiration
Bob Eubanks – Chair	Chapel Hill, NC	2014
Brad Burris	High Point, NC	2015
Tom Chewning	Richmond, VA	2016
Munroe Cobey	Chapel Hill, NC	2017
Allen Wilson	Durham, NC	2018

AT-LARGE MEMBERS

		Term Expiration
William Fuller	Virginia Beach, VA	2014
Ann Petersen	Chapel Hill, NC	2014
Don Holzworth	Durham, NC	2015
Greg Sanchez	Cary, NC	2015
Don Curtis	Raleigh, NC	2016
Laura Edwards	Chapel Hill, NC	2016
Todd Pope	Chapel Hill, NC	2017
Steve Vetter	Greensboro, NC	2017
Frank Brenner	Greensboro, NC	2018
Stoney Sellars	Charlotte, NC	2018
Bubba Cunningham	Chapel Hill, NC	Ex-Officio
Lissa Broome	Chapel Hill, NC	Ex-Officio

OUTSIDE LEGAL COUNSEL

Bill Bunch	Raleigh, NC

From: no_reply@email.unc.edu
Sent: Friday, September 13, 2013 11:57 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Free Tickets to PlayMakers' THE MOUNTAINTOP for UNC Faculty/Staff

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PlayMakers opens the Mainstage season with Katori Hall's THE MOUNTAINTOP, Sept 18-Oct 6. We would like our University community to join us in kicking of the season, so we're offering UNC Faculty and Staff a pair of free tickets to Opening Night (limited to the first 25 responders).

Spend a historic night with Civil Rights icon Dr. Martin Luther King, Jr., as a visitation from a mysterious woman leads him to confront his innermost thoughts and fears on the stormy evening before his assassination. This is a co-production with Triad Stage.

FOR MORE INFORMATION: http://www.playmakersrep.org/tickets/faqstaffdisc

TO RESERVE YOUR TICKETS: 919.962.PLAY (7529)

This message is sponsored by: PlayMakers Repertory Company

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INFORMATIONAL email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

From: Director Diversity Initiative <directordiversity@unc.edu>
Sent: Friday, September 13, 2013 12:00 PM
To: Caroline Belk <cbelk@smithlaw.com>
Subject: Database of Potential Directors - It's Time to Update Your Profile

---

This is your six-month reminder to review and update your information on the Director of Diversity Database. Companies that request searches appreciate current and complete information about director candidates.

Your email address, employment, nonprofit board activity, and community service should all be updated on a regular basis. Be sure to also upload a revised resume as it is your resume that we pass along to companies, government commissions, or nonprofits that request a search from our database for which your profile is a match.

You may sign in at https://ddi.law.unc.edu/database/.

UNC School of Law Center for Banking and Finance
Director Diversity Initiative

From: no_reply@email.unc.edu
Sent: Friday, September 13, 2013 1:44 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Reminder: 2013 C. Felix Harvey Award Proposals due September 27

Faculty members are encouraged to submit proposals for the 2013 C. Felix Harvey Award to Advance Institutional Priorities: Applied Innovation of Humanities and Social Sciences Scholarly Expertise.

The C. Felix Harvey Award to Advance Institutional Priorities seeks to recognize exemplary faculty scholarship that reflects the University's commitment to innovation. For 2013, the competition is again focused on innovative engagement and outreach.

The award will be given to the faculty member or members whose proposed project best applies humanities and/or social sciences methods or approaches that directly and positively impact constituencies outside the University. To provide broad consideration across the eligible disciplines, projects should focus on at least one of these themes: technology, economic development, arts and culture or improvement of K-12 public education.

The C. Felix Harvey Award to Advance Institutional Priorities will be $75,000. The deadline for submitting proposals is Friday, September 27, 2013.

Please click https://cfharvey.web.unc.edu to review the detailed program announcement and the online application. If you have questions or need assistance, please email harveyaward@unc.edu or call Mark Meares, Director of Corporate & Foundation Relations at 919-962-3420.

This message is sponsored by: Office of the Executive Vice Chancellor and Provost

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INFORMATIONAL email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

From: no_reply@email.unc.edu
Sent: Friday, September 13, 2013 2:00 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Kenan-Biddle Grants Available for Joint UNC-Duke Student Projects

---

The University of North Carolina at Chapel Hill and Duke University are accepting applications for the fourth year of the Kenan-Biddle Partnership, funded by the William R. Kenan, Jr. Charitable Trust and The Mary Duke Biddle Foundation. The initiative is designed to promote collaborative projects between students of these two great universities.

Last year, the partnership awarded 11 grants totaling $54,600 for projects ranging from Cancer Pro Bono Legal project to Healthy Girls Engineering Change to NeuroCare. To read about the current and past grantees, visit studentaffairs.duke.edu/kenan-biddle.

The Kenan-Biddle Partnership grant promotes student-initiated, inter-institutional projects designed to strengthen established collaborations or encourage new ones. Proposed projects may contribute to the scholarly or public service missions of both campuses. Each project proposal must have a student or students who serve as the project initiator. An appeal for proposals from both campuses will encourage collaborative arts, sciences and humanities projects that will positively affect both campus communities. Each project must include at least one public exhibition, presentation or performance to bring the benefit of the grant to a broader community.

The Kenan-Biddle Partnership is the latest in a growing list of positive collaborative efforts between the institutions. The privately funded Robertson Scholars Program, for instance, was designed to be a catalyst for increased collaboration between students, faculty, and staff of the two universities. Since its inception in 2000, the merit-based scholarship program has allowed hundreds of top students to study at both institutions and to take part in leadership development opportunities.

Other joint efforts include the Nannerl O. Keohane Distinguished Visiting Professorship, also co-funded by the William R. Kenan, Jr. Charitable Trust, and partnerships in a variety of academic and civic-minded programs locally and abroad.

Grants can be used flexibly for project support and/or materials. Grant requests should be for approximately $5,000; however, other amounts may be considered depending upon the scope and impact of the project. The grants run for the 2014 calendar year. Preference will be given to proposals made jointly by students from both institutions. The proposals will be reviewed by an advisory committee of students, faculty and administrators co-chaired by Carol P. Tresolini, vice provost for academic initiatives at UNC, and Larry Moneta, vice president for student affairs at Duke.

Proposal applications may be submitted now through Oct. 11, 2013. Decisions will be announced in November for a Jan. 1, 2014 start. Applicants should visit http://studentaffairs.duke.edu/kenan-biddle for more information and application instructions.

The William R. Kenan, Jr. Charitable Trust was created in 1965 from the estate of alumnus William R. Kenan, Jr., a member of UNC's class of 1894. The Kenan family's ties to UNC date to 1790 when James Kenan, a member of the University's first Board of Trustees, contributed $50 to the construction of Old East, the nation's first state university building. The Trust and related Kenan entities and family members collectively were the single largest donor to the University's last major fundraising drive, the Carolina First Campaign, committing nearly $70 million.

Named for the daughter of Duke University benefactor Benjamin N. Duke, The Mary Duke Biddle Foundation's mission is to further and extend Mrs. Biddle's life-long interests in religious, educational and charitable activities in New York City and the state of North Carolina. Since its inception in 1956, The Mary Duke Biddle Foundation has awarded grants totaling approximately $36 million in support of the goals she endorsed and the values she exemplified.
Duke contact, Chris Heltne, (919) 684-3576, chris.heltne@duke.edu
UNC contact, Mike McFarland, (919) 962-8593, mike_mcfarland@unc.edu

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From: Marshall, Bill <wpmarsha@email.unc.edu>
Sent: Friday, September 13, 2013 2:21 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: Camenzind, Hannah Leigh <camenzin@email.unc.edu>
Subject: [law_faculty] UNC Chancellors' Scholars Welcome Reception!

Hi all,
Attached is the formal invitation for the Chancellors' Scholars reception that Jack mentioned at the faculty meeting yesterday. I just agreed to be their advisor but cannot attend this event because of a pre-existing commitment but it would be really great if we had a large turnout both to express thanks to one of our biggest supporters, Karen Popp and to show our support for the Chancellors Scholars, who often go on to be some of our most distinguished alumni. Thanks.

Please join us for a reception honoring the UNC School of Law Chancellors' Scholars.

Karen A. Popp '85, chair of the Chancellors' Scholars Committee, hiring partner for Sidley Austin, and former associate White House counsel for President Clinton, warmly invites you to a Chancellors' Scholars welcome reception at her home. Food and refreshments provided.

Friday, September 27
5:00 – 9:00 pm
1047 Burning Tree Drive
Chapel Hill, North Carolina 27517
Dress attire: Business Casual
Please RSVP to Hannah Camenzind by Sept. 23
camenzin@email.unc.edu

From: Krause, Joan H <jhkrause@email.unc.edu>
Sent: Friday, September 13, 2013 2:57 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] FW: [INFORMATIONAL] Reminder: 2013 C. Felix Harvey Award Proposals due September 27

FYI

-----Original Message-----
From: no_reply@email.unc.edu [mailto:no_reply@email.unc.edu]
Sent: Friday, September 13, 2013 1:44 PM
To: Krause, Joan H
Subject: [INFORMATIONAL] Reminder: 2013 C. Felix Harvey Award Proposals due September 27

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The C. Felix Harvey Award to Advance Institutional Priorities will be $75,000. The deadline for submitting proposals is Friday, September 27, 2013.

Please click https://cfharvey.web.unc.edu to review the detailed program announcement and the online application. If you have questions or need assistance, please email harveyaward@unc.edu or call Mark Meares, Director of Corporate & Foundation Relations at 919-962-3420.

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From: Marshall, Bill <wpmarsha@email.unc.edu>
Sent: Friday, September 13, 2013 3:24 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Cesar Rosado workshop

Just a reminder that Cesar Rosado from Chicago-Kent is leading our next workshop next Thursday. I will circulate the paper subsequently. Thanks

From: no_reply@email.unc.edu
Sent: Friday, September 13, 2013 4:48 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [FORMAL NOTICE] UNC General Education Council Update

---

UNC General Education Council Update

September 5, 2013

Dear Colleagues,

In April 2013, President Ross announced appointments to the three system-wide committees formed to assist with implementation of UNC strategic planning initiatives. The General Education Council, the Efficiencies Workgroup, and the e-Learning Workgroup are comprised of faculty, deans, and chief academic officers nominated by Faculty Assembly and Provosts from each campus. As co- chairs of the General Education Council, we would like to share our charge, information on the activities of this council to date, and our plans for the future which include soliciting feedback from our colleagues across the UNC System.

The General Education Council (GEC) is comprised of faculty and administration from each of the institutions in the UNC System. As a council, President Ross has charged us with undertaking a comprehensive review of existing general education architecture and recommending a limited set of student learning outcomes appropriate to all UNC institutions. The GEC is to also explore qualitative and quantitative methodologies appropriate to assessing these outcomes, and will make its first set of recommendations to President Ross by January 2014.

In order to best accomplish our tasks, the GEC has balanced its membership across five subcommittees (Core Competencies, Engaging Experts/Quantitative Assessment, College Learning Assessment (CLA) Pilot, Qualitative Analysis, and Communications). As co-chairs, we developed charges and timelines, and appointed chairs for each of these subcommittees in the early summer. Since mid-June each of the subcommittees has been working independently on their charges, and the Council held a follow-up meeting in Chapel Hill on July 30, 2013.

Our first priority is to identify a short list of (five or fewer) core competencies to be shared across the general education programs of all UNC institutions. These shared learning outcomes will form only part of each institution's general education program and be supplemented locally to address each institution's mission. The Core Competencies Subcommittee will be sending a message in the near future outlining the background of their work and their initial recommendations, and asking for feedback and suggestions. Although there is no slow portion of your week, please make time to share your comments, suggestions, and concerns with the GEC through an online survey that will be made available, or through communication to members of the GEC. The Faculty Advisory Council on Strategic Directions included recommendations for core competencies in Section II of its November 2012 report to the Strategic Directions committee. Those recommendations were discussed and endorsed by the Faculty Assembly, the Association of Student Governments, the Staff Assembly, and at least 15 of the 17 campus senates. It is vital that the GEC's recommendations are informed by this work and are vetted by the faculty, staff, and administration who support these programs. The GEC hopes to have recommendations ready to share with the campuses and the Faculty Assembly in October or November.

Other subcommittees are working in parallel with the Core Competencies Subcommittee. The CLA subcommittee is working with representatives from the five campuses (ASU, FSU, ECU, WCU, and UNCP) participating in the Collegiate Learning Assessment (CLA+) pilot this year, The Qualitative Assessment Subcommittee has recommended funding for an e-portfolio pilot in 2014 into 2015, with a call for proposals to come this fall. GA has agreed to provide the necessary funding for this pilot. The Engaging Experts and Qualitative Assessment Subcommittees are working to identify existing methods of assessment in general education programs across the system as well as identifying experts, both internal and external, to develop assessment strategies that best reflect and support the student learning outcomes to be shared across the system. Finally, our Communication Subcommittee is organizing an informational website (an Active Collab site at:

https://collab.northcarolina.edu/public/index.php?path_info=projects/general- education-council-feedback/files

that will require you to log in using your campus credentials) to provide updates on the work of the GEC as well as avenues for feedback to the Council.

Though this council of thirty members has been charged with recommending a set of student learning outcomes appropriate to all UNC institutions to President Ross, it is important that its recommendations reflect the overall intentions and vision of the faculty of the constituent institutions of the UNC System, respecting each institutions identity and mission. We need your help to assure our recommendations reflect this. Thank you for your help in making this process work for all of us.

For membership and timeline details, please visit:

https://provost.unc.edu/announcements/unc-system-general-education-council-update/

Sincerely,

Joan Lorden
Provost, UNC Charlotte
Co-chair, General Education Council

Erin McNelis
Associate Professor of Mathematics, Western Carolina University
Co-chair, General Education Council

This message is sponsored by: Office of the Executive Vice Chancellor and Provost

From: UNC News <news@unc.edu>
Sent: Friday, September 13, 2013 5:05 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] Carolina in the News: September 13

Carolina in the News
Sept. 13
Here is a sampling of links and notes about Carolina people and programs cited recently in the media:
National Coverage
Using Hispanic Heritage Month to boost your child's self-esteem
NBCLatino
Sept. 13
With comprehensive immigration reform at the forefront of political talk these days, Hispanic Heritage Month is undoubtedly receiving extra attention this year. …A study by researchers at the University of North Carolina – Chapel Hill, shows that Latino kids who grow up knowledgeable about their culture … are more likely to excel in school, have a strong self-esteem, and develop healthy behaviors. …
http://nbclatino.com/2013/09/13/using-hispanic-heritage-month-to-boost-your-childs-self-esteem/Childhood Obesity and Risk of Adult Hypertension
Childhood Obesity and Risk of Adult Hypertension
WebMD News from HealthDay (website)
Sept. 12
Obese children have a four times greater risk of having high blood pressure when they reach adulthood compared to normal weight kids, new research shows. ...The 27-year study is important "because there are relatively few studies that have been done looking at the long-term impact of childhood obesity on adult health," said Myles Faith, an associate professor of nutrition at the Gillings School of Global Public Health at the University of North Carolina, in Chapel Hill.
http://children.webmd.com/news/20130912/childhood-obesity-quadruples-chances-of-adult-hypertension-study
Pilot program teaches captains 'Big Army' princples
U.S. Army Human Resources Command, via Defense Video & Imagery Distribution System (website)
Sept. 12
About 30 captains got an introduction to leadership at a strategic, or enterprise, level this summer, recently graduating from the UNC-IDB Strategic Studies Fellows Program at the University of North Carolina at Chapel Hill, N.C., offered by the Institute for Defense and Business.
http://www.dvidshub.net/news/113535/pilot-program-teaches-captains-big-army-principles#.UjMZXGzD_s0#ixzz2emTrWYeZ
State & Local Coverage
The Friday Interview
The Daily Tar Heel (editorial)
Sept. 13
Chancellor Carol Folt wants you to know that she is aware of the spotlight shining on UNC right now, and she is ready to take full advantage of it.
Folt sees opportunity to become a leader in the greatness of public universities, beyond the scandals and afflictions that have been consuming the University's image in the press over the past few years.
http://www.dailytarheel.com/article/2013/09/the-friday-interview
Related Link:
http://www.dailytarheel.com/article/2013/09/the-rawlings-panel-recommmendation-is-unfeasible
NC leads nation in lowering antipsychotic drug use in nursing homes
The Observer (Charlotte)
Sept. 12
Statistics from a collaborative effort to reduce the use of antipsychotic drugs to control troublesome behavior by people with dementia in nursing homes shows that North Carolina led the nation in achieving reductions. …"I think this is good news for North Carolina," said Thomas Konrad, chairman of the board of Friends of Residents in Long Term Care and a research professor in Health Policy and Management at UNC-Chapel Hill's School of Public Health. ...
http://www.charlotteobserver.com/2013/09/12/4309815/nc-leads-nation-in-lowering-antipsychotic.html#storylink=cpy
Some question delay in changes to UNC's sexual assault complaint policy
WTVD-TV (Durham/Raleigh)
Sept. 12
Students on the UNC-Chapel Hill campus will have to wait a little longer for changes to the university's sexual assault complaint policy. ABC11 has learned a task force assigned to rewrite the rules plans to meet yet again later this month, which is drawing some criticism.
http://abclocal.go.com/wtvd/story?section=news/local&id=9245981
Chapel Hill panel: We must talk about race
Chapel Hill News
Sept. 12
Communities need to admit race is still an issue and deal with it by getting comfortable with an uncomfortable dialogue, community leaders and residents said Thursday. ...Nearly 100 people gathered at the Chapel Hill Public Library for "Lessons learned from Trayvon Martin: Could it happen here?" ...John Rubin, a professor in the UNC School of Government, said North Carolina's "no duty to retreat" law is not much different from the "stand your ground" law in Florida. ...
http://www.chapelhillnews.com/2013/09/12/3190121/chapel-hill-panel-we-must-talk.html
Campus notes: UNC-Chapel Hill to test sirens Tuesday
The Durham News
Sept. 12
Young UNC faculty members honored
Four highly promising faculty members at UNC-Chapel Hill have been awarded the Phillip and Ruth Hettleman Prizes for Artistic and Scholarly Achievement by Young Faculty, an honor that recognizes the achievements of outstanding junior tenure-track faculty or recently tenured faculty.
UNC Release:
http://uncnews.unc.edu/content/view/6218/107/
University to test sirens Tuesday
UNC-Chapel Hill will test its emergency sirens as part of Alert Carolina, a safety awareness campaign, between noon and 1 p.m. Tuesday. The sirens sound only for a major emergency or an immediate safety or health threat … as determined by the Department of Public Safety.
UNC Release:
http://uncnews.unc.edu/content/view/6216/107/

Grant to further cyber security research
A $5.8 million award from the National Science Foundation (NSF) will be used by UNC-Chapel Hill and five partners for a large research project that will explore challenges in cyber security in the era of cloud computing.
UNC Release:
http://uncnews.unc.edu/content/view/6173/74/
Link to Durham News briefs: http://www.thedurhamnews.com/2013/09/12/3188987/campus-notes-duke-cochlear-implant.html
Dean Smith receives TBJ lifetime achievement award for diversity efforts
Triangle BizBlog (blog & video)
Sept. 12
Triangle Business Journal's inaugural Leaders in Diversity Awards featured former UNC-Chapel Hill men's basketball coach Dean Smith, who was honored with the Lifetime Achievement Award. ... [Hubert] Davis accepted on Smith's behalf, recounting for the crowd the harsh words the coach used when they met during recruitment all those years ago.
http://www.bizjournals.com/triangle/blog/2013/09/coach-dean-smith-receives-tbj-lifetime.html
UNC board cool to idea of more out-of-state students
Charlotte Observer
Sept. 12
The UNC Board of Governors showed little appetite Thursday for a proposal to admit more out-of-state students at some public campuses experiencing waning enrollment. The UNC system is considering a pilot program to raise the current 18 percent cap on out-of-state freshmen at institutions that have traditionally served minority students.
http://www.charlotteobserver.com/2013/09/12/4309391/unc-board-cool-to-idea-of-more.html#.UjMUTWzD_s0#storylink=cpy
UNC weighs more out-of-staters at minority schools
WRAL-TV
Sept. 12
Supervisors of North Carolina's state university system are discussing whether to counter falling enrollment at six campuses that historically served primarily black and Native American students by allowing them to recruit more students from outside the state. The University of North Carolina's Board of Governors on Thursday heard a staff recommendation to allow up to 30 percent of newly enrolled students at the six schools to come from outside the state.
http://www.wral.com/unc-weighs-more-out-of-staters-at-minority-schools/12879780/
UNC Working To Serve Veterans
WUNC
Sept. 12
With major military installations and affordable public higher education, North Carolina is well-suited to take advantage of the high number of veterans looking to attend college. The federal government has spent more than $30 billion on the post 9-11 GI bill since revamping it four years ago – a number that is likely to increase sharply as more military personnel are discharged. In an effort to increase veteran enrollment, the UNC System opened an office at Camp Lejeune earlier this year to help GI bill recipients through the application process. The UNC system has also created online tools designed specifically for veterans.
http://wunc.org/post/unc-working-serve-veterans
P.J. Hairston's Court Appearance Delayed Again
WFMY-TV/The Associated Press
Sept. 13
Suspended North Carolina guard P.J. Hairston's court appearance on a speeding charge has been delayed another month. Hairston was due Friday in a Durham County courtroom but Magistrate Steven R. Storch said his appearance was rescheduled for Oct. 11.
http://www.digtriad.com/news/article/298609/57/PJ-Hairstons-Court-Appearance-Delayed-?odyssey=tab%7Ctopnews%7Cbc%7Clarge
Former UNC athletic director angry about Little revelations
Herald-Sun (Durham)
Sept. 13
Former North Carolina athletic director Dick Baddour said he was upset and disappointed – but not angry – when he saw news reports that Durham native Greg Little took more than $20,000 from an agent while he was a wide receiver at UNC. Then Baddour sat down in his office Wednesday and read an affidavit from the North Carolina Secretary of State's office that detailed the specifics of Little's misconduct. "Well, when I read this I do get angry," Baddour said.
http://www.heraldsun.com/news/x913949000/Former-UNC-athletic-director-angry-about-Little-revelations
Issues & Trends
Researchers Struggle to Secure Data in an Insecure
The Chronicle of Higher Education
Sept. 13
Long before Edward Snowden made his revelations about the National Security Agency, ... the University of North Carolina at Chapel Hill discovered the pain of not securing sensitive data. Back in 2009, the technical staff of Chapel Hill's medical school discovered spyware on a server housing the medical records of some 180,000 women, participants in a study analyzing mammography results. http://chronicle.com/article/Researchers-Struggle-to-Secure/141591/#sthash.qKK03rSe.dpuf
How to Make School Better for Boys
The Atlantic
Sept. 13
I recently appeared on MSNBC's The Cycle to discuss the new edition of my book The War Against Boys. ...Women in the United States now earn ... 57 percent of bachelor's degrees, 60 percent of master's degrees, and 52 percent of doctorates. ...If male enrollment falls to 40 percent or below, female students begin to flee. Officials at schools at or near the tipping point (American University, Boston University, Brandeis University, New York University, the University of Georgia, and the University of North Carolina, to name only a few) are helplessly watching as their campuses become like retirement villages…
http://www.theatlantic.com/education/archive/2013/09/how-to-make-school-better-for-boys/279635/
How much state funding does the University of Virginia receive?
Washington Post
Sept. 13
There's a preliminary proposal floating around the University of Virginia that recommends the elite public flagship push for more independence from the state government. One of the reasons such change is needed, according to the draft: "Significant, sustained, and permanent decreases in federal and state funding." [Compares UVA to UNC, among others.]
http://www.washingtonpost.com/local/education/how-much-state-funding-does-the-university-of-virginia-receive/2013/09/12/fb999782-1baf-11e3-82ef-a059e54c49d0_story.html

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email to leave-33583663-53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: no_reply@email.unc.edu
Sent: Saturday, September 14, 2013 12:07 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [FORMAL NOTICE] Junior Faculty Development Awards

TO: Members of the faculty who do not have tenure

FROM: James W. Dean, Jr., Executive Vice Chancellor and Provost
Chair, Committee on Faculty Research and Study Leaves

SUBJECT: Junior Faculty Development Awards

DATE: September 14, 2013

The University is accepting applications this fall for Junior Faculty Development Awards paid from endowment income from IBM and R. J. Reynolds Industries, Inc. The awards, up to the amount of $7,500, are to be expended during the period beginning January 1, 2014, and ending December 31, 2014.

The following terms apply to these awards:

A. Applicants must be permanent, full-time, salaried faculty members without tenure and must not have been proposed for tenure prior to the application deadline, Wednesday, October 9, 2013. Early career tenure-track and fixed-term faculty members (including research assistant and associate professors, and clinical assistant and associate professors) may apply.

B. Preference will be given first to persons holding the rank of Assistant Professor and then to persons holding the rank of Associate Professor. Individuals approaching a tenure decision will be seen as receiving unique benefits from a Junior Faculty Development Award.

C. Applicants in their second, third, or fourth year of service at the time of their application will be given preference over applicants with fewer than two, or more than four, years service.

D. No person who has previously received a Junior Faculty Development Award will be eligible for a second award.

E. Funds from the award may not be used to provide release time from regular employment. For persons on nine-month contracts, the award may be used to provide summer salary and fringe benefits; in this case the award will count toward the allowable limit for summer salary (one-third of base salary). Summer salary will be subject to the usual deductions. Since the fringe benefit costs will be charged to the same account as the salary, the entire amount of the award cannot be paid as summer salary.

F. Funds from the award may also be used for supplies, equipment, salaries of assistants (plus associated fringe benefits), travel, or to assist with any other dimension of faculty development.

G. Under no circumstances will a faculty member on a nine-month contract who uses the Junior Faculty Development Award for summer salary be allowed to teach Summer School or serve as an administrator in the Summer School during the summer in the year of the award.

Applications should consist of the following items,

A. a signed introductory letter to the Chair of the Committee on Faculty Research and Study Leaves;

B. a brief narrative description of the project to be undertaken. In no case should more than two pages be submitted;

C. a brief proposed budget which cannot exceed $7,500. The budget should list the kinds of expenditures proposed (e.g., salary, fringe benefits, travel, equipment, etc.), and should also indicate any other funds (e.g., NEH Summer Fellowships, University Research Council awards, etc.) which will be used or which are available for the support of the project;

D. a curriculum vitae;

E. a signed letter of endorsement from the applicant's department or curriculum chair or, in the case of non-departmentalized schools, the dean of the school. THIS LETTER SHOULD NOT BE INCLUDED WITH THE APPLICATION PACKET, BUT SHOULD BE SUBMITTED DIRECTLY TO THE PROVOST'S OFFICE, CB#8000, ATTN: GORDON JOYNER, OR EMAILED TO Gordon@unc.edu.

For Fall 2013, application documents will be submitted online using the Sakai system. Please submit a brief email to JFDA.Provost@unc.edu requesting access to the Sakai site, and be sure to include your ONYEN and UNC email address. Once you have access to the site, you should upload the above documents as soon as possible. The complete application packet, as well as the letter of endorsement, must be received no later than 5:00 PM on Wednesday, October 9, 2013. Applications presented after that time will not be considered by the Committee.

Applications will be reviewed by the Committee on Faculty Research and Study Leaves. This Committee will be convened by the Provost's Office. No written feedback on applications will be provided to individual applicants.

Please contact Gordon Joyner in the Provost's Office at Gordon@unc.edu or (919) 962-7061 if you have any questions about or problems with the application process.

(Junior Faculty Development Awards revised 9-13-2013)

This message is sponsored by: Office of the Executive Vice Chancellor and Provost

Today at Carolina Law: Saturday, September 14, 2013

TODAY'S EVENTS

- Holderness Skills Workshop - Attorney Registration
- Holderness Moot Court Boot Camp

ONGOING SIGNUPS & OPPORTUNITIES

- Apply to be the 1L Class Coordinator on the UNC Pro Bono Board. (Signup ends 9/22/2013)
- Sign-Up for new Unemployment Insurance Project (Signup ends 9/23/2013)
- Register for North Carolina Law Review Symposium: Health Care Decisions in the New Era of Health Care Reform (Signup ends 10/2/2013)
- Race to End Domestic Violence Race Registration (Signup ends 10/5/2013)

TODAY'S ANNOUNCEMENTS

- Important Reminders from Student Services

UPCOMING EVENTS

Alumni

- UNC Beat Georgia Tech pre-game tailgate and football game (9/21/2013)

Information Technology

- IT bi-weekly team meeting (10/14/2013)

Library

- Westlaw Training (10/14/2013)

Staff

- UNC Beat Georgia Tech pre-game tailgate and football game (9/21/2013)

Student Events and Organizations

- UNC Beat Georgia Tech pre-game tailgate and football game (9/21/2013)
- Christian Legal Society Meeting (10/14/2013)

Student Services

- Law Family Day (9/21/2013)

From the Blogs

- Duces Techum: ScanBizCards (Carolina Blawg)

From Twitter

UNC CLEAR (UNCCLEAR) on Twitter

UNC CLEAR: Last chance to sign up for the MOOC! http://t.co/Y5SYVmHygi
3:47 PM Sep 13th from Facebook

UNC Poverty Center (UNCPovertyCtr) on Twitter

UNC Poverty Center: RT @amprog: Between 2007 & 2011, median household income dropped by 8.1% http://t.co/DDQJJCyhhO
12:03 PM Sep 13th from web

Doug Edmunds (unclawinfotech) on Twitter

Doug Edmunds: Timely & relevant - Constitution Day discussion set for Sept. 17 @unc_law http://t.co/de732vV6gx #constitutionday
1:19 PM Sep 13th from Tweet Button

NCILJ (NCILJ) on Twitter

NCILJ: RT @ajam: Today is the 20th anniversary of the Oslo accords between Israel and the PLO. A look at the unfinished peace process http://t.co/§€|
8:39 AM Sep 13th from web

From: Finch, Nora Lynn <nlfinch@theacc.org>
Sent: Saturday, September 14, 2013 11:31 AM
To: Kelly L. Mehrtens (mehrtens@umd.edu); Miller, Beth <bethmiller@unc.edu>; Christine Krellwitz (christine@gocards.com); Erik Johnson (Erik.s.johnson@bc.edu); Jaclyn Jacki Silar (jsilar@duaa.duke.edu); Jane Miller (jm2y@virginia.edu); Jennifer Strawley (j.strawley@miami.edu); Jill Bodensteiner (jbodenst@nd.edu); Jody Mooradian (mooradjo@bc.edu); kbarbar@CLEMSON.EDU; Lisa Rudd (lrudd@vt.edu); Broome, Lissa L <lbroome@email.unc.edu>; Michael Lipitz <michael_lipitz@ncsu.edu>; Sharon McCloskey (smcclosk@vt.edu); Stacey Brann (sbrann@athletics.pitt.edu); Terry Donovan (tadonova@syr.edu); Theresa Wenzel (twenzel@athletics.gatech.edu); Vanessa Fuchs <vfuchs@admin.fsu.edu>; walkerbg@wfu.edu
Cc: Hecker, Brad <bhecker@theacc.org>; Duke, Alyssa <aduke@theacc.org>; Ufnowski, Amy <aufnowski@theacc.org>; Curtis, Charlene <ccurtis@theacc.org>
Subject: October 24 Conference Call Conflict

TO: ACC Women's Basketball Committee
FROM: Nora Lynn Finch
CC: Brad Hecker, Alyssa Duke, Amy Ufnowski, Charlene Curtis
SUBJECT: Request to Reschedule October 24 Conference Call

As Alyssa, Charlene, and I have diligently worked to schedule visits to each ACC member's campus for an in-person explanation of the new NCAA Women's Basketball rules changes, team meetings, and meetings with your game day administrators, we have been challenged to avoid meeting and conference call conflicts. Regretfully, we are scheduled to be out of the office on Thursday, October 24 at 3:00 o'clock when our Women's Basketball Committee's conference call is scheduled.

I wish to reschedule the October 24 conference call for one of the dates and times listed below. Please advise Alyssa of your availability of all times listed so we can find an alternate date that will be convenient for as many of you as possible. Please give thought to identifying a substitute for the call if you find our schedules to be incompatible. I regret the conflict and sincerely appreciate your assistance to reschedule.

- Wednesday, October 16
  - 10:00
  - 11:00
  - 2:00
  - 3:00
- Monday, October 21
  - 1:00
  - 2:00
  - 3:00
- Tuesday, October 22
  - 9:00
  - 10:00
  - 11:00
  - 2:00

Please reply ASAP! Thank you!

NORA LYNN FINCH
Senior Associate Commissioner, Women's Basketball
O: 336.369.4669 | C:
nlfinch@theacc.org
theACC.com • @theACC

ACC_2013-14_ESignature_July1 (2)

From: Sizemore, Beverly A <bevsize@email.unc.edu>
Sent: Saturday, September 14, 2013 3:03 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: Sizemore, Beverly A <bevsize@email.unc.edu>; Helms, Eric A <eahelms@email.unc.edu>
Subject: [law_faculty] FW: An Evite invitation to Thursday's Mid-Autumn Festival Reception for our faculty and our international students and scholars to meet

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Unfortunately, the Evite invitation did not go through on Thursday evening, as planned, to the Law School Faculty Listserv. Upon contacting university IT today, this is the work-around we came up with---hope it works! Please click on the "View This Invitation" below to see the invitation and I look forward to receiving your RSVP.
We hope you will be able to attend and meet our international students and scholars!
All the best,
Bev

From: Evite [mailto:info@mailva.evite.com]
Sent: Thursday, September 12, 2013 10:18 PM
To: Sizemore, Beverly A
Subject: Thanks for sending your Evite invitation

Mid-Autumn Festival Reception

Hosted by International and LL.M. Programs

Thanks for using Evite to plan your event. Your invitations for Mid-Autumn Festival Reception are being sent.

View This Invitation

or paste this link into your browser: http://www.evite.com/#/UMY1oeUX-A

Image removed by sender.

Image removed by sender

Evite respects your privacy. For more information, please review our privacy policy.

If you no longer wish to receive notifications from Evite for this event only, update your notification settings.

Add info@mailva.evite.com to your address book to ensure that you receive Evite emails in your inbox.

From: Alert Carolina <no_reply@unc.edu>
Sent: Saturday, September 14, 2013 5:17 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Timely Warning: Assault Reported at SECU House

The UNC Department of Public Safety is investigating a report of a sexual assault that occurred the evening of Friday, Sept. 13, at the State Employees Credit Union (SECU) House on Mason Farm Road. The suspect is described as a 30- to 40-year old Hispanic male, about 5-foot-4, with dark hair in a short buzz cut. He was last seen wearing khaki pants and a dark short-sleeved shirt. He has tattoos on his inner and outer left forearm and another tattoo on his upper right arm. He has a small scar on the left side of his chest.

Anyone with information about this incident should call UNC Department of Public Safety at (919) 843-6165 or contact the Chapel Hill-Carrboro-UNC Crime Stoppers at (919) 942-7515. Calls are confidential and anonymous. You can also submit information to Crime Stoppers online at www.crimestoppers-chcunc.org.

UNC Police also shared this information with the Chapel Hill Police Department, Carrboro Police Department and UNC Hospital Police.

Continue to monitor Alert Carolina website (alertcarolina.unc.edu) for any updates in investigations into this incidents. Call 911 immediately to report any and all suspicious activity on or near campus. For a list of safety tips, see the following link through the Alert Carolina page:

http://www.alertcarolina.unc.edu

ABOUT THIS EMAIL: Campus-wide email is not an instant source of information as part of the University's timely warning notification process. Text messages sent to registered cell phone users are the fastest way for the University to notify you. That's why email messages like this one will always include a timestamp to indicate when the message was sent. The University's Emergency Notification System is activated using a strategy that is based on redundancy, using multiple methods to communicate. The best, most up-to-date source of information will always he the Alert Carolina website, http://alertcarolina.unc.edu.

Sponsored by the UNC Department of Public Safety

From: Melamut, Steven J <melamut@email.unc.edu>

Sent: Saturday, 8:13 PM

To: Broome, Lissa L <lbroome@email.unc.edu>; Burk, Bernie <baburk@email.unc.edu>; Gasaway, Laura N <LAURA_GASAWAY@unc.edu>; Gerhardt, Michael J <gerhardt@email.unc.edu>; @live.unc.edu>; Klinefelter, Anne <klinefel@email.unc.edu>; Melamut, Steven J <melamut@email.unc.edu>; Nixon, Donna L <dnixon@email.unc.edu>; Sampson, Sara Ann <sasampso@email.unc.edu>; Turnier, William J <wturnier@email.unc.edu>

Subject: new issue of CILP

Attach: image001.jpg

The issue of the Current Index to Legal Periodicals (CILP) is available at https://my.law.unc.edu/library/cilp/

Steven Melamut
melamut@email.unc.edu

Description. Description:
UNC_LawLibrary

Today at Carolina Law: Sunday, September 15, 2013

No events are scheduled for today.

ONGOING SIGNUPS & OPPORTUNITIES

- Apply to be the 1L Class Coordinator on the UNC Pro Bono Board. (Signup ends 9/22/2013)
- Sign-Up for new Unemployment Insurance Project (Signup ends 9/23/2013)
- Register for North Carolina Law Review Symposium: Health Care Decisions in the New Era of Health Care Reform (Signup ends 10/2/2013)
- Race to End Domestic Violence Race Registration (Signup ends 10/5/2013)

TODAY'S ANNOUNCEMENTS

- Important Reminders from Student Services

UPCOMING EVENTS

Career Development

- Presidential Management Fellows Information Session (9/16/2013)
- "Professors in Practice" Brown Bag Series: Criminal Law (10/15/2013)

Information Technology

- IT bi-weekly team meeting (9/16/2013)

Library

- Westlaw Training (10/15/2013)

Pro Bono

- Pro Bono Coordinators Meeting (9/16/2013)
- Cancer Pro Bono Legal Project Training - Substantive Law (9/22/2013)

Student Events and Organizations

- Christian Legal Society Meeting (9/16/2013)
- BLSA Business Card Sale (9/16/2013)
- SBA 1L Election Speeches (9/16/2013)
- Transactional and Corporate Law Association Interest Meeting (9/16/2013)
- BNTT practice (9/16/2013)

From the Blogs

- An Alumna's Perspective on UNC Pro Bono (Blog | Pro Bono Program)

From Twitter

UNC Civil Rights (UNCCivilRights) on Twitter

UNC Civil Rights: Center's new report on racial exclusion in NC http://t.co/6QOUX6NJI2
10:15 AM Sep 14th from Twitter for iPhone

From: no_reply@email.unc.edu
Sent: Monday, September 16, 2013 12:53 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] The Carolina Postdoctoral Program for Faculty Diversity

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September 16, 2013

To: Deans and Department Heads
All Faculty Members

From: Barbara Entwisle
Vice Chancellor for Research

Subject: The Carolina Postdoctoral Program for Faculty Diversity

I am pleased to announce the availability of postdoctoral research positions for the 2014 Carolina Postdoctoral Program for Faculty Diversity funding cycle. This program was created in order to serve two very important functions at Carolina. The first function is to attract postdoctoral fellows from underrepresented racial/ethnic groups to Carolina to prepare them for tenure-track faculty positions at the University of North Carolina and other research universities. The second function is to serve as a means for increasing faculty diversity within the University community.

Scholars for the Carolina Postdoctoral Program for Faculty Diversity are selected each year and are provided support for two years. The current stipend is $39,874 with $35,874 funded from the Office of the Vice Chancellor for Research and $4,000 from the partnering department.

The next class of the Carolina Postdoctoral Program for Faculty Diversity will begin July 1, 2014. We seek your assistance in making this a successful recruitment. There are several ways in which you can help. First of all, you can help by advertising the program within your discipline and identifying possible candidates. A sample advertisement is available via the following web link http://research.unc.edu/carolina-postdocs/departments-mentors/advertising/

In addition, you can help in the selection process. Once applications are received, we will forward them to appropriate schools or departments and ask you to evaluate the applicant, identify a recommended candidate, and describe plans for incorporating the individual, if selected, into the culture of your department (i.e., mentoring strategy and research resources).

In addition, we will ask you for information regarding the availability of a faculty member in your department that might serve as a mentor to the applicant. If selected, a committee will review the applications and make a final recommendation in February 2014. Please note the application deadline will be Friday, November 15, 2013 with recommendations due no later than December 1, 2013.

If you have any questions or need further information, please contact Program Coordinator Judson Fraley in the Office of Postdoctoral Affairs at jhfraley@email.unc.edu. You can also visit the program web page at http://research.unc.edu/carolina-postdocs/index.htm

Thank you for your help.

This email is sponsored by: Office of the Vice Chancellor for Research

This message is sponsored by: Office of the Vice Chancellor for Research

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INFORMATIONAL email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

From: no_reply@email.unc.edu
Sent: Monday, September 16, 2013 12:59 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [FORMAL NOTICE] The Carolina Postdoctoral Program for Faculty Dive

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http://research.unc.edu/carolina-postdocs/index.htm

Thank you for your help.

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Today at Carolina Law: Monday, September 16, 2013

TODAY'S EVENTS

- JT bi-weekly team meeting
- Christian Legal Society Meeting
- BLSA Business Card Sale
- Pro Bono Coordinators Meeting
- SBA 1L Election Speeches
- Transactional and Corporate Law Association Interest Meeting
- Presidential Management Fellows Information Session
- BNTT practice

ONGOING SIGNUPS & OPPORTUNITIES

- Apply to be the 1L Class Coordinator on the UNC Pro Bono Board. (Signup ends 9/22/2013)
- Sign-Up for new Unemployment Insurance Project (Signup ends 9/23/2013)
- Register for North Carolina Law Review Symposium: Health Care Decisions in the New Era of Health Care Reform (Signup ends 10/2/2013)
- Race to End Domestic Violence Race Registration (Signup ends 10/5/2013)

TODAY'S ANNOUNCEMENTS

- Important Reminders from Student Services

UPCOMING EVENTS

Career Development

- Getting Ready for the EJW Career Fair (10/16/2013)

Faculty

- Constitution Day (9/17/2013)
- Al Brophy Trust Meeting (9/17/2013)
- Quarterly Staff award nomination (Deadline) (9/30/2013)

Information Technology

- JT bi-weekly team meeting (9/30/2013)

Library

- Westlaw Training (9/23/2013)
- LexisNexis Training (10/16/2013)

Pro Bono

- Lawyer on the Line Training (9/17/2013)
- Navigator Pro Bono Project Information Session (9/23/2013)
- Pro Bono Coordinators Meeting (10/16/2013)

Staff

- Quarterly Staff award nomination (Deadline) (9/30/2013)

Student Events and Organizations

- BLSA Business Card Sale (9/17/2013)
- Christian Legal Society Meeting (9/23/2013)
- Christian Legal Society Meeting (9/30/2013)
- The State of NC Education: Problems and Policy Educating the Tarheel State

From Twitter

UNC Media Law (uncmedialaw) on Twitter

UNC Media Law.

Toni Morrison objects to having her novel called "pornographic" http://t.co/mOueHH6mZ. That's why we have 1st Amend. Day! #UNCfree
1:06 PM Sep 15th from web

(9/30/2013)

Student Services

- Dean's Fellows FYI Session (9/17/2013)

From: Muller, Eric L <emuller@email.unc.edu>
Sent: Monday, September 16, 2013 8:41 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: From the Tenure and Promotion Committee

Hi Lissa,
Would it be possible for me to come for the second half of the hour we've set aside on Wednesday -- 3:30 to 4:00 -- instead of from 3:00 to 3:30? I now have a meeting in South building that conflicts with the first part of the hour I'd set aside to be with the law school's P&T committee. I can probably leave the South Building meeting by around 3:20-ish.
--Eric

Eric L. Muller

Dan K. Moore Distinguished Professor
University of North Carolina School of Law
CB #3380
Chapel Hill, NC 27599
(919) 962-7067

Director, Center for Faculty Excellence
University of North Carolina at Chapel Hill
316 Wilson Library, CB #3470
Chapel Hill, NC 27599
(919) 962-9968

From: Muller, Eric L
Sent: Tuesday, July 30, 2013 9:18 PM
To: Broome, Lissa L
Subject: Re: From the Tenure and Promotion Committee

It is comforting to me that you don't know the rooms from their numbers either.

Sent from my MOTOROLA ATRIX™ HD on AT&T

"Broome, Lissa L" <lbroome@email.unc.edu> wrote:

Great! Thanks, Eric. We are meeting in Room 4080. I think that room is near the courtroom.
Lissa

From: Muller, Eric L
Sent: Tuesday, July 30, 2013 5:08 PM
To: Broome, Lissa L
Subject: RE: From the Tenure and Promotion Committee
Sure!
September 18 works fine for me.
--Eric

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From: Broome, Lissa L
Sent: Tuesday, July 30, 2013 1:18 PM
To: Muller, Eric L
Subject: From the Tenure and Promotion Committee
Hi Eric – I am chairing the Tenure and Promotion Committee at the law school this year. Joining me on the committee are Judith Wegner, Charles Daye, Rich Saver, and Mark Weisburd. We would like to have you come join us for a half hour or so at one of our fall meetings to give us your perspectives on the University's APT process. Are you available during any of the meeting times listed below? The sooner the better.
August 14, 10-11:30
September 18, 3-4:30
October 10, 3-4:30
November 20, 3-4:30
Thanks,
Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law

CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: nobody@ncaa.org
Sent: Monday, September 16, 2013 10:17 AM
To: Vangelder, Marielle A <mvangeld@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Cc: Markos, Lance M <markos@email.unc.edu>
Subject: Application Signature Requested

You have been requested to esign an application in Requests/Self-Reports Online. Please visit https://ama.ncaa.org/waivers/edit/381085 to view the application.

From: Muller, Eric L <emuller@email.unc.edu>
Sent: Monday, September 16, 2013 10:43 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: From the Tenure and Promotion Committee

OK. Just let me know.
Eric L. Muller
Dan K. Moore Distinguished Professor
University of North Carolina School of Law
CB #3380
Chapel Hill, NC 27599-3380
-and-
Director, Center for Faculty Excellence
University of North Carolina at Chapel Hill
CB #3470
Chapel Hill, NC 27599-3470
View my research on my SSRN Author Page:
http://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfm?per_id=49897

From: Broome, Lissa L
Sent: Monday, September 16, 2013 9:14 AM
To: Muller, Eric L
Subject: RE: From the Tenure and Promotion Committee
Hi Eric – That's fine. There's also a possibility that we will need to move our meeting with you to a later day. I will let you know as soon as I can.
Thanks,
Lissa

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Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Boger, Jack <jcboger@email.unc.edu>
Sent: Monday, September 16, 2013 11:14 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Friday's Visit by the US Court of Appeals for the Fourth Circuit
Attach: Cooper v Sheehan docx.docx; US v Hashime.docx

[Message was sent to entire Law School Community]

Dear Faculty and Students,

Many of you may know that on Friday, September 20, 2013, Carolina Law will host a three-judge panel of the United States Court of Appeals for the Fourth Circuit. The Court will hear arguments in two cases on Friday, September 20, beginning at 10am. The cases being heard involve a number of interesting legal issues. The visit by the Fourth Circuit presents a rare opportunity for our students to witness federal appellate arguments. I urge you to consider attending one or more of the arguments.

Limited seating will be available in the courtroom and in 5052, in which a live video feed will stream the arguments. Professors Marshall and Mosteller have written brief case summaries, both of which are attached to this email. Students should read these before attending the arguments. The first argument will begin promptly at 10am with the second beginning at 10:40am. At 11:30, the judges will then take questions from those in the courtroom audience.

In addition, the panel of judges and their judicial clerks have graciously agreed to be available immediately following the oral arguments in room 4085 for a session, entitled "Judges and Their Clerks." This session will present students with the opportunity to hear about the inner workings of the Fourth Circuit from the judges and the clerks themselves. Professor Kathryn Sabbeth will moderate. I strongly encourage you to attend this session as well.

If you have other questions about the Fourth Circuit visit, please contact Catherine Ringo Pierce at cringo@email.unc.edu. Best regards.

Jack Boger, Dean

Cooper v. Sheehan et al. (Civil)

The appeal in this case arises from a civil rights action for damages brought by the plaintiff against a number of law enforcement defendants for purported violation of the plaintiffs civil rights under both federal and state law. The primary issue on appeal that will be addressed by the Fourth Circuit is whether two of the defendants in the case, both deputy sheriffs, are entitled to qualified immunity (discussed below), thereby requiring that the federal case against them be dismissed. A secondary issue on appeal is whether certain state law claims against the defendants should also be dismissed because there was no evidence that the defendants acted with malice or acted outside of their official authority.

The facts of the case involve the shooting of the plaintiff that took place when the defendants were called to the plaintiff's residence after a report of a disturbance. The plaintiff alleges that the defendants violated his Fourth Amendment constitutional right to be free from excessive force when they shot him, purportedly without justification. The defendants argue that the officers' actions were defensible, and therefore entitled to qualified immunity, because they perceived that their lives were in danger. In support of this claim they point to the fact that when they approached the plaintiff's home, they saw him in the doorway holding a shotgun. The plaintiff, in turn, stresses that he carried the shotgun outside, barrel down, only because he heard the sounds of unidentified persons approaching his property.

Many of the key facts as to what exactly happened the night of the incident are in dispute but because of the procedural posture of the case, the court is required to consider the facts in the light most favorable to the plaintiff.

Federal Civil Rights Claim. In order for the plaintiff in a federal civil rights action brought under 42 U.S.C. § 1983 to prevail against officers raising a defense of qualified immunity he must show that 1) that the officers' actions were unconstitutional and 2) that the officers' actions violated a clearly established constitutional right. Both of these inquiries require the Court to determine, in effect, how objectively reasonable were the defendants' actions when they shot the plaintiff in this case. In making this decision, the Court will take into account that the police officers are often "forced to make split-second judgments" but will also look at the other factors present to determine whether the officers' actions were still excessive under the circumstances. Expect the plaintiff to try and rely heavily on a case called Pena v. Porter which found the police liable under not too dissimilar circumstances. The defense will try to distinguish Pena on its facts and will also claim that because Pena was an unpublished opinion (an opinion which a court issues informally), it is not entitled to precedential effect.

The state law claims. The plaintiffs' state law claims arise from the same incident and again the Court's inquiry will be factually-driven. The officers will claim that they should not be liable because they did not act with malice as required under state law – meaning acting in what a person "of reasonable intelligence would know to be contrary to his duty." Because the facts needed to assess this inquiry so closely parallel what is necessary to determine the federal claim, it is quite possible the court will not explicitly discuss the state law issues at oral argument.

United States v. Faisal Hashime (criminal)

The defendant challenges his convictions at a bench trial for production and distribution of child pornography on the ground that the district court erred in not suppressing his confession under *Miranda.* He challenges his mandatory minimum sentence of 15 years as cruel and unusual under the Eighth Amendment.

The 19-year-old defendant was charged with receipt, possession, production, and distribution of child pornography through the internet. The evidence, which included his confession and forensic examination of his computer, showed that, posing as a young female, he secured pornographic photos from young boys and shared some of them with others. He challenged his confession under *Miranda*, but the motion to suppress was denied. He then entered guilty pleas to the less serious counts of receipt and possession. Despite his guilty pleas, the government proceeded to trial on the production and distribution charges. The defendant waived his right to a jury trial and was convicted of multiple counts of production and distribution. The district court sentenced him to the mandatory minimum of 15-years (production) and 5-years (receipt and distribution) as required by the relevant statutes, but gave the defendant the minimum effective sentence allowed by the statutes by making the sentences concurrent.

Miranda issue. The defendant challenges his confession because he was not read his *Miranda* warnings before he was questioned by federal officers and confessed. However, *Miranda* warnings are required only if the defendant is in custody, and the district court found that he was not in custody when he made these statements. The result is very fact dependent. The confession was obtained after 20 to 30 federal officers executed a search warrant for the home where the defendant lived with his parents and adult aunt. The parties agree that the defendant was not placed under formal arrest. The result turns on whether the functional equivalent of an arrest occurred, which is based on what a reasonable person in the suspect's position would have understood.

The government emphasizes that the defendant was questioned in his own house, he was told he was not under arrest and that he was free to leave, and the audio tape of the questioning demonstrates it was "low-key and chatty." The defendant emphasizes the number of officers (20-30), the show of force during the search, and the fact the defendant was questioned isolated from the rest of his family in a small basement room by two agents.

Sentencing issue. The defendant notes statements of the district just to the effect that she regretted having to impose such a lengthy sentence on this young, socially immature, first-time offender. However, the Eighth Amendment law of cruel and unusual punishment presents a difficult path for relief when the sentence is a term of years rather than death or life without parole and where the defendant was not at the time of the crime a minor. A defense victory would require an atypical outcome, but it notes that the Supreme Court has recently broken new ground. The government's final argument is that, even if review is legally available for this term-of-years sentence, the crime of production of child pornography warrants this substantial sentence.

From: Alert Carolina <no_reply@unc.edu>
Sent: Monday, September 16, 2013 11:28 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Reminder: University Will Test Sirens Tuesday

Dear Students, Faculty and Staff:

You may hear the University's emergency sirens on Tuesday, September 17, between noon and 1 p.m. during a TEST that is part of Alert Carolina, our ongoing safety awareness campaign. No action is required.

The sirens sound only for a major emergency or an immediate safety or health threat, such as an armed and dangerous person on or near campus; a major chemical spill or hazard; tornado warning for the Chapel Hill-Carrboro area issued by the National Weather Service; or a different emergency, as determined by the Department of Public Safety. Be prepared to go inside or take cover immediately in a real emergency.

The University also sends test text messages to anyone who has registered a cell phone number in the online campus directory. For more information about Alert Carolina, including audio samples of the siren tones and details about using the American Red Cross Safe and Well List to communicate with family members outside the emergency area, see http://alertcarolina.unc.edu.

About Informational Messages: The University sends an Informational Message to inform the campus community about a situation that is not an emergency, but is expected to be of significant interest to the campus. An Informational Message is one of three tiers of communication under the University's revised emergency communications plan. Emergency Warning refers to a siren activation for a significant emergency. And a Timely Warning is issued if there is a continuing danger AND notification will not compromise law enforcement efforts.Sponsored by the UNC Department of Public Safety

Public Service Newsletter

Public Service Newsletter: Monday, September 16, 2013

ABOUT THE PUBLIC SERVICE NEWSLETTER

The Office of Public Service Programs is here to serve students who are pursuing a career in public interest law and provide opportunities for all students to engage in the School of Law's tradition of public service. Look out for the Public Service Newsletter each Monday for information about public service career opportunities, events, resources, news, and more. View past newsletters.

Join our Facebook page | Follow us on Twitter

EVENTS AT UNC LAW

Constitution Day

Tuesday, September 17, 12:00-1:00 p.m., Rotunda

Celebrate the Constitution of the United States by attending a timely discussion about the presidential and congressional authority to authorize military actions short of war, with a focus on Syria. Scott L. Silliman '68, adjunct professor of law at UNC and expert in national security and military law, will present "The Constitution, the War Powers Resolution and the Use of Force in Syria." Light refreshments will be served

ELP EJ Summit and Pro Bono Interest Meeting

Wednesday, September 18, 12:00-1:00 p.m., Room 4082

The Environmental Law Project will hold a meeting on Wednesday, September 18 at noon to discuss an exciting new pro bono opportunity to work with Earthjustice and SELC attorneys on an environmental justice case protesting the re-permitting of Concentrated Animal Feeding Operations (CAFOs) in North Carolina.

The first part of the project involves interviewing potential Title VI complainants at the upcoming North Carolina Environmental Justice Network's EJ Summit on October 18 and 19 (Fall Break). Students will attend the summit (scholarships are available), participate in interview training by Earthjustice attorneys on the morning of October 18 and will then conduct interviews with North Carolina residents who have been affected by the operations of CAFOs.

Interested students will have also have the chance to participate in the CAFO matter throughout the fall and continuing into the spring, so even if you are unable to attend the EJ summit over Fall Break, you are encouraged to attend the meeting. Come join us to learn more about this exciting opportunity!

Immigration Law Association Interest Meeting

Wednesday, September 18, 12:00-1:00 p.m., Room 3049

The Immigration Law Association is a student organization devoted to cultivating student interest in the dynamic and fast-changing field of immigration law. ILA sponsors guest speakers on various topics concerning immigration; raises money to provide summer grants to students working in public interest immigration work; assists in developing and coordinating immigration-related pro bono projects; and provides professional development and networking opportunities for those pursuing a career in immigration law.

American Constitution Society and Constitution in the Classroom Interest Meeting

Thursday, September 19, 12:00-1:00 p.m., Room 5046

Come learn about American Constitution Society and Constitution in the Classroom with us on Thursday. Lunch will be provided!

C-PILO Local Volunteer Training

Thursday, September 19, 12:00-1:00 p.m., Room 4004

Students interested in volunteering with C-PILO will receive training on soliciting donations from local businesses. Please attend if you would like to volunteer with C-PILO for the Annual Auction or if you received a C-PILO specific public interest summer grant for the 2013 summer.

CAREER CORNER

Presidential Management Fellows Information Session

Monday, September 16, 5:30-7:30 p.m., School of Government Room 2601

This information session will explain what PMF program is, how to apply, and process of selection. The session will involve both in-person presenters and a virtual panel of current and former PMF participants from UNC. Jacob Clauson (Law '10) will be one of the virtual panelists. Contact Samara Reynolds with questions.

Judges and their Clerks

Friday, September 20, 12:00-1:00 p.m., Room 4085

Curious about post-graduate judicial clerkships? Judges from the U.S. Court of Appeals for the Fourth Circuit and their clerks will be on hand to talk about what clerks do and what judges look for in clerkship candidates. All students are invited, but 2Ls should especially make an effort to attend, since 2Ls will apply next spring for federal clerkships that will begin in September 2015.

SUMMER AND POST-GRADUATE EMPLOYMENT OPPORTUNITIES

K&L Gates Public Interest Fellowship Program (2Ls): deadline 10/04

The K&L Gates Public Interest Fellowship Program will award one successful candidate a fellowship to spend eight weeks of the summer working at the Education Law Center of Pennsylvania. Applications for the summer 2014 fellowship are due by Friday, October 4. Symplicity posting #8251.

Upcoming Government Deadlines

Below is a *sampling* of upcoming deadlines for federal government honors programs (3Ls) and summer 2014 internship programs (2Ls). Information about each program can be found on individual department websites, as well as in the Government Honors and Internship Handbook online. If you have questions, need application assistance, or would like to be added to the govcareers email list for relevant announcements, please contact Samara Reynolds, Government Career Counselor in the CDO.

Postgraduate Positions (3L)

- Comptroller of the Currency (OCC) Chief Counsel's Honors Program: September 16
- Consumer Financial Protection Bureau (CFPB) Honors Program - September 17
- Internal Revenue Service (IRS) Honors Program: Rolling
- Department of Housing and Urban Development (HUD): September 30
- Federal Deposit Insurance Corporation (FDIC): September 30
- Nuclear Regulatory Commission (NRC) Atomic Safety and Licensing Board Panel Judicial Law Clerkship: September 30
- Navy JAG: October 4, INCLUDING having conducted in-person interview in Norfolk, VA (apply ASAP!)

Summer 2014 Positions (2L)

- Department of Health and Human Services (DHHS) OIG Externship/Internship: September 16
- Pension Benefit Guaranty Corporation (PBGC): September 23 (deadline moved up!)
- Environmental Protection Agency (EPA) Region 7 (Kansas City): September 30
- Securities and Exchange Commission (SEC): October 6 - deadline extended!

OTHER PUBLIC INTEREST EVENTS

"Sowing Struggle: Social Movements and the Future of Corn in Tlaxcala, Mexico"

Thursday, September 19, 7:00-8:00 p.m., FedEx Global Education Center Room 4003 (main campus)

Luz Rivera Martinez, co-founder and lead organizer of Consejo Nacional Urbano Campesino (CNUC) will speak about her 20 years of experience in women's, peasant and labor movements and her efforts to demand government accountability, defend family farms and to resist the use of GMO seeds. She will also shed light on her involvement in build inspiring, community-based autonomous projects. She will be accompanied by Stuart Schussler of the Mexico Solidarity Network.

Food will be served. Sponsored by: The UNC School of Law Human Rights Policy Seminar; The UNC Immigration Law Association, The UNC Institute for the Study of the Americas; and the UNC Center for Global Initiatives.

See more at the UNC Global website.

Animal Law Workshop

Tuesday, 6:15-7:15 p.m., North Carolina Central School of Law (Durham, NC)

The NCCU Animal Law Organization is hosting a workshop on Tuesday, from 6:00-7:00 p.m. at the NCCU School of Law, featuring Holly Stiles with Disability Rights NC. Ms. Stiles will be speaking on the Americans with Disabilities Act and compliance issues related to service animals. Please email at NCCU if you plan to attend or have any questions.

OTHER PUBLIC INTEREST OPPORTUNITIES

NC Advocates for Justice Naturalization Clinic

Saturday, October 5, 9:00 a.m.-5:00 p.m., Raleigh, NC

This clinic will prepare volunteer attorneys, law students, and community advocates/allies to provide assistance to those applying for low-income fee waivers of the naturalization application (normally costs $680). This clinic is part of a nationwide campaign called "Ya Es Hora" focused on registering immigrant voters in swing states. One must be naturalized to vote, thus the need for the naturalization clinic. Learn more about "Ya Es Hora" on the campaign's website.

There will be a free 3-hour CLE and information session (with an ethics hour) on Wednesday, October 2 for volunteers. Students who would like to volunteer must be members of NCAJ (membership is free) and can visit the NCAJ website to register.

Please email Jennifer Segnere if you are interested in participating or have any questions.

CURRENT PRO BONO OPPORTUNITIES

Projects are posted on the Pro Bono Board near the mailboxes. Students can sign up for projects on the Pro Bono Board or email @gmail.com.

Lawyer on the Line Training

Tuesday, September 17, 5:00-7:00 p.m., Room 5048

Participants must attend training to participate in this pro bono project.

Lawyer on the Line asks students to volunteer an hour a week to conduct client interviews over the phone. With training and support from Legal Aid, students will find out about the legal problem that individuals are facing and summarize the legal problem for a private attorney who will provide a consultation with the individual.

This project is great for individuals who want a consistent and steady pro bono project along with people who want to develop their client interviewing skills.

Lambda Pro Bono Meeting

Thursday, September 19, 12:00-1:00 p.m., Room 4081

Learn about the Lambda health care power of attorney workshop and how you can participate. Students can also sign up at this meeting to table with Lambda at NC Pride on Saturday, September 28. The training date for the pro bono project will be on Tuesday, October 22 at noon in Room 4085, and attendance at the training session is mandatory to work with clients. The workshop will be held on Monday, October 28 at 6:00 p.m.

Network with Pro Bono Alumni!

Friday, September 20, 6:30-8:30 p.m., The Crunkleton (Franklin Street)

All students are welcome to mingle and network with UNC Alums at the Crunkleton on Friday, September 20 from 6:30 to 8:30. These alumni work in a variety of settings ranging from public interest to government, solo practitioners to big private firms. Despite these differences, they are united by their passion for pro bono work, and look forward to meeting you. Email if you have any questions. (Cash bar; appetizers from Med Deli will be provided).

Cancer Project Pro Bono Training: Substantive Law

Sunday, September 22, 10:30 a.m.-3:00 p.m., Room 5042

This training will cover the substantive law, ethics and sensitivity materials for the Cancer Pro Bono Legal Project. All students who wish to participate in the project are invited to attend.

Navigator Pro Bono Project Information Session

Monday, September 23, 12:00-1:00 p.m., Room 4004

Information Session for new Pro Bono Project involving implementation of the Affordable Care Act.

To add items or provide feedback, please contact Sylvia Novinsky, Assistant Dean for Public Service Programs, or , Public Service Fellow.

From: Hirsch, Jeffrey Michael <jmhirsch@email.unc.edu>
Sent: Monday, September 16, 2013 1:10 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: Kasprzak, John B <kasprzak@email.unc.edu>
Subject: [law_faculty] Student Attendance Problems

Now that drop/add is over, I want to ask everyone to be on the look out for any students who are not showing up to class regularly. At times, this can result from a medical or other personal issue that we may be able to assist the student with. But the sooner we learn about a potential problem, the better chance we have of addressing it is a helpful manner.

If you are concerned about any student's attendance please let me and/or John Kasprzak know.

Thanks.

-Jeff

From: Stroud, Daisette Ford <daisette_stroud@unc.edu>
Sent: Monday, September 16, 2013 2:42 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] SPRING 2014 TEXTBOOK ORDERING

Good day Faculty!
It's time to place textbook orders for Spring 2014. **We need all textbook orders by October 4th or earlier if possible.**

You may email your textbook information to me and I'll fill out the form. If you prefer to write out your own order(s), let me know, I'll place a textbook order form in your mailbox, or if you have never done so, you may submit your textbook order on-line directly to the UNC Textbooks Office.

To place an on-line order, you will need your course number and section number. This information can be found on the "green" copies of the Spring 2014 schedule or on My Carolina Law website. You will need to enter the quantity of textbooks; please enter the maximum number according to the seating capacity of your classroom. If you want to order the same book which was used by your course in the past, you can do a search for a previous semester and the book information will be retrieved. If you are unsure about any of this information, please call 962-1249 or contact me by email.

To Place Online Book Orders:

Go to the following site: www.store.unc.edu/textbooks/ You will need to log in using your Onyen and password.

* The following information is needed if you want me to place your book order: *

Book title

Author

ISBN

Publisher

Edition

Copyright

IMPORTANT: If you require a supplement to your casebook, please provide the same information listed above about the supplement. The bookstore will not know to order a supplement unless you place an order.

Please contact me if you have any questions.

Daisette F. Stroud
Assistant Registrar
UNC School of Law
CB # 3380
Chapel Hill, North Carolina 27599
(919) 962-1249

From: North Carolina Bar Association <ncbar@ncbar.ccsend.com>
Sent: Monday, September 16, 2013 3:14 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: NCBA Membership Benefits Update - September

September 2013

We are excited to announce NetDocuments as the newest NCBA Affinity Partner. NCBA members are entitled to a 10% discount on this online document management service. Please contact NetDocuments at info@netdocuments.com or 1-866-638-3627 for further details about this great benefit!

Flex-Pay

Flex-Pay Logo

Flex-Pay Payroll Services introduces a website specifically for NCBA members at www.flex-pay.com/NCBarAssocmembers.html. Flex-Pay offers NCBA members their 1st payroll processed for free with the setup fee at 50% off. Experience their complete payroll processing service and human resources database which works for employers of all sizes. Specializing in solutions for each client to provide the most viable options for your payroll needs, Flex-Pay's system has the compatibility to grow with your firm. With a proven service model, Flex-Pay's dedicated payroll specialists provide clients unlimited training and support with the flexibility to meet their

Upcoming Events

Monday Night Law
Wills For Heroes - Raleigh

Quick Links

Join/Renew
Forget Your Password?
Member Benefits
New NCBAF CLE Site

Affinity Partner Highlight

Flex-Pay

Stay Connected

specific needs. To learn more call Elizabeth Honeycutt (336) 245-2274 or (800) 457-2143.

Career Services

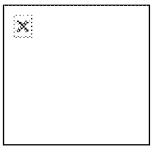

The NCBA Online Career Center allows employers to post jobs and make them available in North Carolina or across the nation. Members can also search for jobs and post their resumes. Additionally, members can sign up for our Career Services distribution list by sending an email to akemple@ncbar.org.

Search and post opportunities now at http://careercenter.ncbar.org/

Thank you for being a member of the North Carolina Bar Association. We value your opinion and feedback.

Sincerely,

Catherine Peglow
Membership Director
North Carolina Bar Association
Follow me on Twitter: @catepeglow

North Carolina Bar Association | (919) 657-1554 | cpeglow@ncbar.org | http://www.ncbar.org

Forward this email

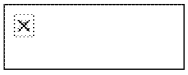

This email was sent to lbroome@email.unc.edu by cpeglow@ncbar.org
Instant removal with SafeUnsubscribe™ | Privacy Policy.

North Carolina Bar Association | 8000 Weston Parkway | Cary | NC | 27513

From: no_reply@email.unc.edu
Sent: Monday, September 16, 2013 4:02 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] GOT PMS?

If you suffer during the week before menstruation from depression, anxiety, irritability or mood swings, and these symptoms are severe enough to interfere with normal functioning or interpersonal relationships, then you may have severe premenstrual syndrome (PMS) and qualify for research studies conducted by the UNC Center for Women's Mood Disorders (David Rubinow, M.D., Director).

WE NEED WOMEN WHO:

1) have mood symptoms only pre-menstrually but not after the onset of menstruation
2) are medically healthy and not currently suffering from some other chronic psychiatric condition
3) are 18 - 50 years of age with regular menstrual cycles

You may qualify for research studies that give you diagnostic feedback on your symptoms and medical evaluations. You may also qualify for treatment studies and studies providing up to $520 in compensation.

If you would like to participate, call (919) 966-2547

Now recruiting at both UNC Hospital and UNC Mental Health Specialists at REX!

The research study is IRB #05-3000. This email was approved by the UNC-CH Biomedical IRB on 03/26/2013.

This message is sponsored by: Psychiatry

==========
INFORMATIONAL email will only be sent to tbose who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select Update Personal Information

From: Carlock, Jacqueline S <jcarlock@email.unc.edu>
Sent: Monday, September 16, 2013 4:17 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: FW: DKM story

Any changes?
JSC
Jacqueline S. Carlock, CMP
Director of Continuing Legal Education
UNC School of Law
CB#3380 160 Ridge Road
Chapel Hill, NC 27514
Main: 919-962-1679
Direct: 919-843-5644
Fax: 919-843-7779

From: Reid, Allison
Sent: Monday, September 16, 2013 4:04 PM
To: Carlock, Jacqueline S
Subject: DKM story
Please review and let me know if this looks OK.
http://www.law.unc.edu/news/story.aspx?cid=856
Thanks!
Allison
--
Allison L. Reid
Assistant Dean for Communications
UNC School of Law
919.843.7148 (office)
(mobile)

From: Neal, Kathy <kcneal@unc.edu>
Sent: Monday, September 16, 2013 5:12 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] UNC News Briefs: Syria discussion Tues., 9/17; WWI teaching initiative; Thomas Wolfe lecture 10/2

UNC News Briefs

For immediate release: Monday, Sept. 16, 2013

Law school celebrates Constitution Day Tuesday, Sept. 17, with Syria discussion

The timely topic of possible American intervention in Syria is the focus of Tuesday's Constitution Day celebration at the University of North Carolina at Chapel Hill School of Law. Scott L. Silliman, adjunct professor of law and an expert on national security, will talk about "The Constitution, the War Powers Resolution and the Use of Force in Syria."

The discussion will be held at noon Tuesday (Sept. 17) in the rotunda of the School of Law's Van Hecke-Wettach Hall, 160 Ridge Road. Light refreshments will be served.

"We are honored to dedicate a day to the contemplation and discussion of constitutional issues, particularly as they are relevant to the looming question of the potential use of force in Syria,"

said Jack Boger, dean of the law school and Wade Edwards Professor of Law.

Constitution Day website: www.constitutionday.com

School of Law contact: Allison Reid, (919) 843-7148, Allison_Reid@unc.edu

LEARN NC joins project to create lesson plans about World War I cemetery

LEARN NC, an outreach arm of the University of North Carolina at Chapel Hill's School of Education, has been chosen to create lesson plans and other teaching materials for middle school and high school students learning about World War I.

The $357,000 initiative is funded by the American Battle Monuments Commission (ABMC), a government agency that establishes and maintains cemeteries and war memorials in countries where American armed forces have served. The partnership, a first of its kind for the ABMC, was created in advance of the 2014 centennial commemorating the start of World War I. The project will focus on developing materials about the Meuse-Argonne American Cemetery at Verdun, France.

"The ABMC was created because of World War I, a war that changed not only the history of our country, but the history of the world," said Max Cleland, secretary of the ABMC. "This is a great opportunity to introduce American children to all those we honor at our World War I overseas cemeteries."

Project partners include LEARN NC, Virginia Tech's School of Education and a team of teachers from 12 middle schools and high schools in North Carolina and Virginia who will conduct the research and help create the teaching materials. A faculty member from Sweet Briar College in Virginia and another from Piedmont Virginia Community College-Albemarle are also involved.

More information: http://soe.unc.edu/news_events/news/2013/130905-learn-ww1.php.

School of Education contact: Mike Hobbs, (919) 962-8687, michael_hobbs@unc.edu

Ron Rash to deliver Thomas Wolfe Lecture Oct. 2

North Carolina poet and novelist Ron Rash will receive the 2013 Thomas Wolfe Prize and deliver the annual lecture Oct. 2 at the University of North Carolina at Chapel Hill.

The free public talk will be at 7:30 p.m. in the Genome Sciences Building auditorium, 250 Bell Tower Road.

Rash's prose is grounded in the cadences of his native North Carolina mountains. Over the course of his career, he has published four books of poetry, five short story collections and five novels.

Rash's latest novel, "The Cove" (2012), is a heartbreaking account of prejudice and hate brought on by the first World War — and the love and tragedy it brings to one mountain community.

His novel "Serena" (2008) tells the story of an unforgettable title character — a sort of Lady Macbeth — whose ambition powers the clear cutting of the mountains' majestic forests. The major motion picture version of the book, starring Jennifer Lawrence and Bradley Cooper, is scheduled for release this fall.

The annual lecture and prize honor Thomas Wolfe, author of "Look Homeward, Angel," who graduated from Carolina in 1920.

Website: http://englishcomplit.unc.edu/wolfe

English department contact: Susan Irons, (919) 962-4283, Susan_Irons@unc.edu

College of Arts and Sciences contact: Kim Spurr, (919) 962-4093, spurrk@email.unc.edu

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email to leave-33594189-53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: UNC News <news@unc.edu>
Sent: Monday, September 16, 2013 5:13 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: RE:[newsclips] UNC News Briefs: Syria discussion Tues., 9/17; WWI teaching initiative; Thomas Wolfe lecture 10/2

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More information: http://soe.unc.edu/news_events/news/2013/130905-learn-ww1.php.

School of Education contact: Mike Hobbs, (919) 962-8687, michael_hobbs@unc.edu

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The annual lecture and prize honor Thomas Wolfe, author of "Look Homeward, Angel," who graduated from Carolina in 1920.

Website: http://englishcomplit.unc.edu/wolfe

English department contact: Susan Irons, (919) 962-4283, Susan_Irons@unc.edu

College of Arts and Sciences contact: Kim Spurr, (919) 962-4093, spurrk@email.unc.edu

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From: no_reply@email.unc.edu
Sent: Monday, September 16, 2013 5:55 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [FORMAL NOTICE] Update: Additional One-Time Leave for State Employees

---

TO: All Employees
FROM: Ashley Nicklis, Senior Director, Benefits & Work/Life Programs,
Office of Human Resources

UPDATE: Based on campus feedback, we are changing the requirements under FY14 leave. Effective immediately, the following requirements apply to FY14 leave usage:

-- An employee may choose to use special leave prior to regular vacation leave or bonus leave through December 31, 2013. Effective January 1, 2014, or later, special leave must be used before regular vacation leave or bonus leave.
-- Employees may choose to use sick leave prior to special leave for any approved sick leave absence.
-- Special leave cannot be used before earned compensatory time (holiday comp, overtime comp, gap-hours comp, on-call comp, and travel comp).

The 2013 General Assembly awarded a one-time additional five days of special (vacation) leave effective July 1, 2013, to permanent full-time leave earning employees. Since 9-month faculty do not earn leave, they are not eligible for this leave. The leave will be pro-rated for part-time employees.

The special leave, which is being referred to as FY14, is being awarded as a one-time benefit to be used by June 30, 2014. The FY14 leave must be maintained and accounted for separately from vacation and bonus leave. Any leave not used by June 30, 2014 will be forfeited. FY14 leave will not be paid out upon separation unless the separation is due to retirement and the retirement occurs the day following the date of separation. See bullets above for usage rules.

Due to this change, we are allowing another retroactivity period. Because of the timing of this change, different rules and deadlines will apply for SPA and EPA Non-Faculty in TIM.

SPA employees will have a one-time opportunity to request that any previously used FY14 leave be changed to vacation, bonus or sick leave (if the absence was an approved sick leave). Employees will have until Friday, Sept. 20, to make their requests and should contact their TIM Administrator to request a change.

EPA employees will have until Monday, Sept. 30, to request that any previously used FY14 leave be changed to vacation, bonus or sick leave (if the absence was an approved sick leave).

All employees should read the full policy for details. The policy is available on our website at http://hr.unc.edu/benefits/leave-and-holidays/.

If you have questions, contact the Benefits Office at 962-3071.

This message is sponsored by: Office of Human Resources

From: Isley, Alice B <agirod@email.unc.edu>
Sent: Monday, September 16, 2013 8:50 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Automatic reply: Web stuff

I will be out of the office on Monday - Wednesday, September 16-18 with no access to email. I will respond to your message when I return on Thursday, September 19.

From: Camenzind, Hannah Leigh <camenzin@email.unc.edu>
Sent: Monday, September 16, 2013 9:44 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Automatic reply: Chancellor Scholars' Reception

I am out of the office until Thursday, September 19. If you need immediate assistance, please contact Dean Kasprzak at kasprzak@email.unc.edu

Thank you,

Hannah Camenzind

From: Cunningham, Bubba <bubbac@email.unc.edu>
Sent: Monday, September 16, 2013 11:45 PM
To: Steinbacher, Rick <rick@unc.edu>
Cc: Broome, Lissa L <lbroome@email.unc.edu>; Renner, Joy J <Joy_Renner@med.unc.edu>; UNCAA-ExeStaff <uncaa_exestaff@groups.unc.edu>
Subject: Re: Licensing Calculations

Great info. Thanks.

Bubba

Sent from my iPhone

On Sep 16, 2013, at 9:25 PM, "Steinbacher, Rick" <rick@unc.edu> wrote:

> Bubba,
> Per our conversation, I was recently asked what the impact would be if UNC's revenue from merchandise sales grew to be ranked the 3rd most in college athletics.
> Notre Dame is ranked # 3 and we do not have their data (I have a call in to Jim Fraleigh at ND to see if he can give us a ball park number).
> Since all T&L revenue at UNC is used for non-athletic need and merit based scholarships, if we grew our merchandise sales to # 4 it would mean 73 more full need and merit based in state scholarships ($23,416 each). If we grew to # 1 it would mean 248 more full need and merit based in state scholarships at UNC.
> The attached chart shows the calculations.
> Rick
>
> <licensing calculations.xlsx>

From: Boger, Jack <jcboger@email.unc.edu>
Sent: Tuesday, September 17, 2013 9:24 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Today's Constitution Day Address | Professor Scott Silliman

---

[Message was sent to entire Law School Community]
Dear Law School Community,
I'm writing to remind you that Professor Scott Silliman will deliver today's Constitution Day lecture in the Rotunda beginning at noon. I hope many of you will join us.
Best regards,
Jack Boger, Dean

From: donotreply@unc.edu
Sent: Tuesday, September 17, 2013 11:22 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Scan from a Xerox WorkCentre
Attach: DOC.PDF

Please open the attached document. It was scanned and sent to you using a Xerox WorkCentre.

Attachment File Type: PDF

WorkCentre Location: 5125
Device Name: Law Xerox FAS (A-L) with fax

From: Alert Carolina <no_reply@unc.edu>
Sent: Tuesday, September 17, 2013 12:08 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Emergency Siren TEST Begins

Dear Students, Faculty and Staff:

You received this email as part of a TEST of the University's emergency sirens. The message coincided with the beginning of the siren test. There may be delays in delivery of campus-wide email. In an emergency, we plan to use all available communication methods including email as part of a multi-layered strategy to reach as many people, including those who may not be on campus when a real siren occurs, as quickly as possible. For more information, see alertcarolina.unc.edu.

From: Alert Carolina <no_reply@unc.edu>
Sent: Tuesday, September 17, 2013 12:24 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Emergency Siren TEST Over – All Clear

Dear Students, Faculty and Staff:

You received this email as part of a TEST of the University's emergency sirens. The message coincided with the end of the siren test. The sirens have sounded the "all clear" tone. That means resume normal activities. There may be delays in delivery of campus-wide email. In an emergency, we plan to use all available communication methods including email as part of a multi-layered strategy to reach as many people, including those who may not be on campus when a real siren occurs, as quickly as possible. For more information, see alertcarolina.unc.edu.

From: Muller, Eric L <emuller@email.unc.edu>
Sent: Tuesday, September 17, 2013 1:32 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: From the Tenure and Promotion Committee

Perfect!

Sent from my MOTOROLA ATRIX™ HD on AT&T

"Broome, Lissa L" <lbroome@email.unc.edu> wrote:

Hi Eric – Our committee will be meeting from 3-4:30 tomorrow. We have another matter we need to deal with probably from 3:00 – 4:00. Is it possible for you to join us at 4:00? We will be done by 4:30. We are meeting in Room 4080 near the Courtroom.
Thanks,
Lissa

From: Muller, Eric L
Sent: Monday, September 16, 2013 8:41 AM
To: Broome, Lissa L
Subject: RE: From the Tenure and Promotion Committee
Hi Lissa,
Would it be possible for me to come for the second half of the hour we've set aside on Wednesday -- 3:30 to 4:00 -- instead of from 3:00 to 3:30? I now have a meeting in South building that conflicts with the first part of the hour I'd set aside to be with the law school's P&T committee. I can probably leave the South Building meeting by around 3:20-ish.
--Eric

Eric L. Muller

Dan K. Moore Distinguished Professor
University of North Carolina School of Law
CB #3380
Chapel Hill, NC 27599
(919) 962-7067
Director, Center for Faculty Excellence
University of North Carolina at Chapel Hill
316 Wilson Library, CB #3470
Chapel Hill, NC 27599
(919) 962-9968

From: Muller, Eric L
Sent: Tuesday, July 30, 2013 9:18 PM
To: Broome, Lissa L
Subject: Re: From the Tenure and Promotion Committee

It is comforting to me that you don't know the rooms from their numbers either.
Sent from my MOTOROLA ATRIX™ HD on AT&T

"Broome, Lissa L" <lbroome@email.unc.edu> wrote:

Great! Thanks, Eric. We are meeting in Room 4080. I think that room is near the courtroom.
Lissa

From: Muller, Eric L
Sent: Tuesday, July 30, 2013 5:08 PM
To: Broome, Lissa L
Subject: RE: From the Tenure and Promotion Committee
Sure!
September 18 works fine for me.
--Eric

Eric L. Muller
Dan K. Moore Distinguished Professor
UNC School of Law
CB#3380
Chapel Hill, NC 27599
(919) 962-7067
-and-
Director, Center for Faculty Excellence
316 Wilson Library
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599
(919) 962-9968

From: Broome, Lissa L
Sent: Tuesday, July 30, 2013 1:18 PM
To: Muller, Eric L
Subject: From the Tenure and Promotion Committee
Hi Eric – I am chairing the Tenure and Promotion Committee at the law school this year. Joining me on the committee are Judith Wegner, Charles Daye, Rich Saver,

and Mark Weisburd. We would like to have you come join us for a half hour or so at one of our fall meetings to give us your perspectives on the University's APT process. Are you available during any of the meeting times listed below? The sooner the better.

August 14, 10-11:30
September 18, 3-4:30
October 10, 3-4:30
November 20, 3-4:30

Thanks,
Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: no_reply@email.unc.edu
Sent: Tuesday, September 17, 2013 1:35 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [FORMAL NOTICE] Core General Education Competencies -- Requesting Your Feedback

---

Dear UNC-Chapel Hill Faculty Colleagues,

In accordance with the UNC System's Strategic Directions report, "Our Time, Our Future," the UNC System General Education Council (GEC) has been charged with recommending a limited set of general education student learning competencies appropriate to all UNC System institutions. The Core Competencies Subcommittee of the GEC has created a short list of potential core competencies.

We ask that you please complete a short survey indicating which three competencies you think most suitable for system-wide adoption. To access this survey, please log into the General Education Council Feedback site at https://collab.northcarolina.edu/public/index.php?path_info=projects/general- education-council-feedback/files and select the "Core Competencies Survey" link at the top left of the page.

Please complete this survey by Wednesday, September 25, 2013.

Core competencies are defined here as skills or behaviors that can be developed in diverse general education courses on every campus, rather than skills that are taught by a specific, narrow set of disciplines or campuses. The Core Competencies Subcommittee has reviewed relevant materials over the summer, including the list of competencies recommended for consideration by the "Faculty Vision for UNC Strategic Directions" report (http://www.northcarolina.edu/reports/index.php?page=download&id=1637&inline=1) prepared last year by the Faculty Advisory Council (FAC) to the UNC Strategic Directions Committee, the general education frameworks across the system, and literature on best practices in general education competency assessment. From this review, a short list of suitable competencies began to emerge.

This short list of suitable competencies correlates well with employer surveys and literature on best practices in general education competency assessment. The list includes:

Critical Thinking
Critical Reading
Written Communication
Oral Communication
Information Literacy
Creative Thinking
Global Learning

The GEC asserts that any competencies shared across the system must form only part of each institution's general education program and would be supplemented locally to address each institution's mission. It is critical that any system-wide general education policy be flexible and respectful of the unique mission of each campus, of the expertise of each campus's faculty, and of the unique backgrounds, needs, and aspirations of each campus's students.

The Core Competencies Subcommittee recognizes that campuses and individuals use slightly different terminology and phrasing for similar concepts; therefore, we encourage you to use the open response options on the survey to share your opinions of what competencies, in your own words, are core. The Subcommittee chose to follow the phrasing used in the AAC&U VALUE Rubrics when writing the seven competencies listed above. This is not intended to be an endorsement of the VALUE Rubrics, but rather an attempt to offer a starting place for discussion as we determine how these competencies might be defined for UNC.

Once the survey is complete, the Core Competencies Subcommittee will consider all responses and make a recommendation for five or fewer system-wide core competencies. The GEC will then share their recommendation with the UNC Faculty Assembly and Faculty Senates/Councils on individual campuses in time for consideration and discussion at their October or November meetings.

Thank you for your time and feedback.

Sincerely,

The Core Competencies Subcommittee of the GEC:

Dr. Brenda Allen (WSSU), Chair

Cara Cilano (UNCW)
Richard Gay (UNCP)
Bob Gotwals (NCSSM)
Joan Lorden (UNCC)
Paulette Marty (ASU)
Andrew Morehead (ECU)
Valerie Pruvost (UNC-CH)
Dipendra Sengupta (ECSU)
Lisa Tolbert (UNCG)

This message is sponsored by: Office of the Executive Vice Chancellor and Provost

From: Marshall, Bill <wpmarsha@email.unc.edu>
Sent: Tuesday, September 17, 2013 1:40 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] rosado workshop- please read

At this point only 12 people have RSVP's for the Rosado workshop. This workshop is not only a part of our own workshop series but it also is a part of the program Joan runs for our younger scholars. Please sign up at your earliest convenience. Thanks

From: Marshall, Bill <wpmarsha@email.unc.edu>
Sent: Tuesday, September 17, 2013 2:13 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: Ford, Graham <cgford@email.unc.edu>
Subject: [law_faculty] rsvp's on workshops

Should all be sent to graham. Again, thanks

William P. Marshall
Kenan Professor of Law
University of North Carolina
100 Ridge Rd.
Chapel Hill, NC 27599-3380
Ph. 919 843-7747
wpmarsha@email.unc.edu

From: North Carolina Bar Association <ncbar@ncbar.ccsend.com>
Sent: Tuesday, September 17, 2013 3:34 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: NCBA e-bar

Tuesday, Sept. 17, 2013 | Volume 13, No. 38

LEGAL COMMUNITY

JPE Survey Month | October is JPE Survey Month, during which NCBA members will be asked to evaluate judges who will be up for election in 2014. The Judicial Performance Evaluation Committee reports that surveys will be emailed Oct. 1, and once again attorney participation will be critical to the success of this endeavor. Be on the lookout for surveys and please respond during the month of October; click here to access JPE coverage, beginning on page 29, in the latest edition of the State Bar Journal.

Lakeside Perspective | President Alan Duncan provides the latest video update on NCBA events and activities.

Wills For Heroes | The first Wills for Heroes clinic of 2013-14 was conducted Saturday in Raleigh at the Wake Tech Public Safety Education Campus. Approximately 45 attorneys, notaries, law students and other volunteers assisted more than 70 first responders and their spouses/significant others and drafted more than 210 free estate planning documents. The YLD has now conducted 33 Wills for Heroes clinics and drafted more than 10,000 free estate planning documents. Next up is a program in the Winston-Salem area in October; details will follow when plans are finalized.

Feeding Frenzy | If you're familiar with Jimmy Buffet's "Fins," then you have some idea of the background noise that is building as the Young Lawyers Division prepares for the 2014 North Carolina Legal Feeding Frenzy. This year's event, again held in conjunction with the N.C. Feeding America Food Banks, will take place March 10-24, 2014, with the awards ceremony scheduled April 22, 2014, at the N.C. Bar Center. Attorney General Roy Cooper is serving once again as honorary chair.

In Memoriam | Hollis M. Owens Jr. of Rutherfordton died Sept. 12 at the age of 90. He served from as a District and Superior Court judge in the 29th Judicial District and practiced 28 years with the Owens and Arledge firm. Percy Lee Wall of Greensboro died Sept. 5 at the age of 88. He practiced law in Greensboro for 55 years and served as president of the Greensboro Bar Association in 1982-83.

IN THE OFFICE

Law Practice Matters | The latest insight from Erik Mazzone, director of the NCBA Center for Practice Management, features practice management software news from Clio, an NCBA affinity partner, which has added search functionality and updated its integrated Document Automation feature.

Constitution Day | To commemorate Constitution Day, which is today, the federal government is launching an official annotated Constitution app for iPhone or iPad. The android version, reports Robert Ambrogi's LawSites, is in development.

Blogs

Celebrity Wills Highlight Privacy Matters | NC Law Blog | Andrew Cobin
Three Cs: Click, Copy, Cite | Fastcase
Social Media Not A Job In A Law Firm | Real Lawyers Have Blogs | Kevin O'Keefe

Jobs

Health Sciences Transactional Attorney | ECU | Greenville
Associate Attorney-Immigration | Ogletree Deakins | Raleigh
Sr. Paralegal | Hanesbrands, Inc. | Winston-Salem
Dean, School of Law | Elon University School of Law | Greensboro
Paralegal, Trade Mark Formalities | GlaxoSmithKline | Raleigh
Immigration Paralegal | Dayna Kelly, PC | Chapel Hill

ACROSS THE PROFESSION

Brooks Appointed | NCBA member William F. Brooks of Wilkesboro has been appointed by Gov. McCrory to complete the term of District Court Judge Mitchell McLean who died July 3. Brooks will serve in the 23rd Judicial District (Wilkes, Alleghany, Ashe and Yadkin counties) and plans to seek a four-year term next year.

Members Seek Vacancy | District Court Judge Lisa Menefee has been appointed to succeed the retiring William Reingold as chief judge for Forsyth County. The Forsyth County Bar Association

has selected NCBA members Gordon Miller and John Barrow, as well as Andrew Keever, for consideration by Gov. McCrory to fill the vacancy. Under legislation enacted earlier this year, the governor is no longer required to select one of the local bar's nominees.

Job Well Done! | Let's hear it for two young NCBA members, Kaitlyn Girard and Meghan Melo, who recently completed a yearlong assignment as Clifton Everett Fellows with Legal Aid of North Carolina's new branch office in Rockingham. Best wishes to their successors, Emma Smiley and Jason Senges, recent graduates of the Duke and Elon law schools, respectively, who are now staffing the Rockingham office.

Opinions Filed | The N.C. Court of Appeals filed new opinions today.

Welcome New Lawyers | Swearing-in ceremonies for new lawyers who passed the July 2013 bar exam are under way. If you know any of the new attorneys, please be sure to ask them if they have joined the North Carolina Bar Association, which is free for the first year.

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North Carolina Bar Association | 8000 Weston Parkway | Cary | NC | 27513

From: no_reply@email.unc.edu
Sent: Tuesday, September 17, 2013 3:41 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Focus Group Study on African American Women and Social Network Sites

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Project Title: When and Where They Enter: African American Women and Their Use of
Social Network Sites
Lori E. Harris
IRB #: 13-2935

Participants are needed for a focus group research study that investigates the use of Social Network Sites (SNS) among African American women. This study is part of my master's research project at The School of Information and Library Science at The University of North Carolina, Chapel Hill, NC; is being conducted under the supervision of my faculty advisor, Dr. Claudia Gollop; and was approved by the Institutional Review Board of the University of North Carolina at Chapel Hill, on September 3, 2013,Non-BiomedicalIRB Study #13-2935.

In order to participate in the study you must meet the following requirements:

•Self-Identify as an African American woman
•Age range 18-99
•Have used social network sites with a primary focus on Facebook

Participants selected to participate in the study will receive a $25.00 gift card from either Walmart or Target for taking part in this study. The estimated time of the focus group discussion will be approximately 1½ hours and will be conducted on the campus of UNC Chapel Hill in Manning Hall. Should you wish to take part in the study please contact me no later than Wednesday, September 25, 2013 at 240-676-1616 or at lorihe@email.unc.edu. At that time I will give those individuals selected to participate the exact date, time and room location of the study.

Sincerely,

Lori E. Harris, MSLS Candidate '13
Graduate Student, School of Information and Library Science
University of North Carolina, Chapel Hill, NC
240-676-1616
lorihe@email.unc.edu

Claudia Gollop, PhD., Faculty Advisor
School of Information and Library Science
University of North Carolina, Chapel Hill, NC
919-962-8362
gollop@ils.unc.edu

This research has been reviewed by the Institutional Review Board at The University of North Carolina at Chapel Hill. This is a Non-BiomedicalIRB Study #13-2935.

This message is sponsored by: School of Information Library Science

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Update Personal Information

From: UNC News <news@unc.edu>
Sent: Tuesday, September 17, 2013 3:54 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: RE:[newsclips] Carolina in the News -- Sept. 17

Here is a sampling of links and notes about Carolina people and programs cited recently in the media:

National Coverage

'Jerusalem' IMAX Movie By National Geographic Is Just Stunning
Huffington Post
Sept. 17
Jerusalem is one of the world's most important cities, held sacred by three religious traditions, and it's now possible to virtually visit its holy places in an unprecedented way thanks to the vision and daring of the team behind "Jerusalem," a new giant screen film presented by National Geographic Entertainment. ... Dr. Jodi Magness of University of North Carolina Chapel Hill features as lead archaeologist.
http://www.huffingtonpost.com/2013/09/17/jerusalem-movie-national-geographic_n_3936483.html

Study: Cell phone-related pedestrian injuries soar
USA Today
Sept. 17
The age group most at risk for cell-phone related injuries while walking is adults under 30 — and chiefly those between the ages of 16 and 25, whose injuries ranged from falling off walkways or bridges to walking in front of moving traffic. ... UNC is working to implement the Watch for Me NC campaign. ... One issue to be addressed ... is pedestrian cell phone use, says Caroline Dickson, senior manager of communications, education and outreach at the UNC Highway Safety Research Center.
http://www.usatoday.com/story/news/nation/2013/09/17/cell-phone-walking-injuries-rise/2824515/

What Kids Should Know About Spinal Injuries in Sports
The Wall Street Journal
Sept. 16
... A new push is under way to raise awareness of a little-understood but dangerous risk to young athletes: injuries to the cervical spine. ...Robert Cantu, chief of neurosurgery at Emerson Hospital in Concord, Mass., and medical director of the National Center for Catastrophic Sports Injury Research at the University of North Carolina at Chapel Hill, says new rules put in place in 1976 to discourage headfirst contact in football—known as "spearing"—aren't consistently followed.
http://online.wsj.com/article/SB10001424127887323981304579079044001457048.html

UNC researchers identify a new pathway that triggers septic shock
Medical News Today
Sept. 17
The body's immune system is set up much like a home security system; it has sensors on the outside of cells that act like motion detectors - floodlights - that click on when there's an intruder rustling in the bushes, bacteria that seem suspect. For over a decade researchers have known about one group of external sensors called Toll-like receptors that detect when bacteria are nearby. Now, researchers at the University of North Carolina School of Medicine have identified a sensor pathway inside cells.
UNC Release:
http://news.unchealthcare.org/news/2013/september/unc-researchers-identify-molecule-that-triggers-septic-shock
http://www.bignewsnetwork.com/index.php/sid/217123636/scat/a1e025da3c02ca7c

State & Local Coverage

Tuition Debate: Group wants undocumented UNC students to pay in-state tuition
WTVD-TV (Raleigh)
Sept. 17
A group of students, alumni and faculty delivered petitions to administrators at the University of North Carolina at Chapel Hill Tuesday requesting undocumented students be allowed to pay in-state tuition costs. The behind the "One State, One Rate" campaign say those who have lived in North Carolina long enough to qualify as residents should not be penalized.
http://abclocal.go.com/wtvd/story?section=news/local&id=9251576

Changes could be coming for oyster harvesting
WCTI-TV (New Bern)
Sept. 16
Local scientists are hoping to change the way oysters are harvested in North Carolina. ...Oysters for consumption have to be cooled quickly after being caught. The time in which fisherman have to cool the oysters has been decided by the FDA. But the rules the FDA have put into place for this "cooling time" are based off of oysters from the Gulf Coast. "We believe we have a different population of bacteria here in North Carolina than they do in the Gulf Coast." said Dr. Brett Froelich, ... a biologist working at UNC Institute of Marine Sciences.
http://www.wcti12.com/news/changes-could-be-coming-for-oyster-harvesting/-/13530444/21967234/-/gndc0nz/-/index.html?utm_source=twitterfeed&utm_medium=twitter

The Down East Journal: Coastal Scientists Seeking To Change Oyster Regulations
Public Radio East (NPR affiliate in New Bern)
Sept. 13
This week on the Down East Journal, we speak to an eastern North Carolina based scientist who is part of a research project aimed at changing federal regulations surrounding the harvest of oysters in our state. ...a team of researchers and scientists ... are involved in a study to determine if the bacteria levels in North Carolina waters differ from the Gulf. Post-doctorate researcher at the University of North Carolina's Institute of Marine Science Dr. Brett Froelich says the bacteria *Vibrio vulnificus is* commonly found in waters where oysters are harvested, and eating them raw increases the likelihood of being infected.
http://publicradioeast.org/post/coastal-scientists-seeking-change-oyster-regulations

Islam expert to discuss poet Rumi
The Durham News
Sept. 17
Durham County Library will host Professor of Islamic Studies Omid Safi for a discussion and performance of the poetry of Rumi at 3 p.m. Saturday at the Southwest Regional Library, 3605 Shannon Road. Safi is a professor of Islamic studies at the UNC-Chapel Hill, specializing in contemporary Islamic thought and classic Islam. This program is co-sponsored by the Carolina Center for the Study of the Middle East and Muslim Civilizations at UNC-CH and the Duke Islamic Studies Center.
http://www.thedurhamnews.com/2013/09/17/3200910/news-briefs-durham-county-to-conduct.html

Man arrested for rape at UNC Hospitals housing facility
WRAL-TV
Sept. 17
A 55-year-old man was arrested Monday in connection with a rape that happened Friday at a temporary housing facility for UNC Hospitals. Campus police at the University of North Carolina at Chapel Hill said Rafael Sierra Gaono assaulted a woman at the SECU Family House on Old Mason Farm Road. The house provides accommodations for families of patients who are being treated for critical illness or injury at UNC Hospitals or clinics.
http://www.wral.com/man-arrested-for-rape-at-unc-hospitals/12893132/

Issues & Trends

Mooneyham: Let police decide on seized firearms
The Daily Reflector (Greenville; column)
Sept. 16
… The [gun] law, which took effect Sept. 1, requires that functioning firearms either be sold at public auctions, used for training purposes or transferred to a museum. Only those found to be unsafe or without legible serial numbers can be destroyed. … Jeff Welty, a criminal law expert at the UNC School of Government, has predicted that the law could leave some guns in legal limbo, citing those seized from someone subsequently convicted of a felony that disqualifies them from owning guns. ….
http://www.reflector.com/opinion/mooneyham/mooneyham-let-police-decide-seized-firearms-2165181

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From: donotreply@unc.edu
Sent: Tuesday, September 17, 2013 4:11 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Scan from a Xerox WorkCentre
Attach: DOC.PDF

Please open the attached document. It was scanned and sent to you using a Xerox WorkCentre.

Attachment File Type: PDF

WorkCentre Location: 5125
Device Name: Law Xerox FAS (A-L) with fax

From: Townsend, Jenn <jtownsend@unc.edu>
Sent: Tuesday, September 17, 2013 4:26 PM
To: Broome, Lissa L <lbroome@email.unc.edu>; Brown, Michelle <michellebrown@unc.edu>; Gelin, Dana E <dgelin@unc.edu>; Lane, Cricket <cricket@unc.edu>
Subject: RE: NCAA Walter Byers and Jim McKay Postgraduate Scholarship Announcement

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Hi, Lissa:

Kym will be in charge of awards, but I will probably still serve on the committee. Kym is out of the office until at least September 30th. Do you have a timeframe in October in mind? I have access to Kym's schedule so we can go ahead and work on setting a meeting date.

Jenn

From: Broome, Lissa L
Sent: Tuesday, September 17, 2013 12:35 PM
To: Brown, Michelle; Gelin, Dana E; Townsend, Jenn; Lane, Cricket
Subject: FW: NCAA Walter Byers and Jim McKay Postgraduate Scholarship Announcement

FYI. I would like to set a meeting of our Awards Committee for some time in October. Michelle had mentioned that Kim might be involved instead of Jenn, so Michelle should let me know whose schedule I need to be checking.

Thanks,

Lissa

From: Lori Thomas [mailto:lthomas@ncaa.org]
Sent: Tuesday, September 17, 2013 10:38 AM
To: Broome, Lissa L
Subject: NCAA Walter Byers and Jim McKay Postgraduate Scholarship Announcement

To view an online version of this email, click here.

MEMORANDUM

TO: Faculty Athletics Representatives]
Directors of Athletics] -- at NCAA Member Institutions.
Senior Woman Administrators]

FROM: Jacqueline Singh
Director for the Office of Evaluation and Program Excellence.

SUBJECT: 2013-14 NCAA Walter Byers and Jim McKay Scholarship Nominations.

The nomination process for the distinguished 2013-14 NCAA Walter Byers and Jim McKay Scholarships is now open. Online nominations must be submitted not later than Wednesday, January 15, 2014, by 5 p.m. EST.

The Walter Byers Scholarship Program provides one male and one female student-athlete a $24,000 postgraduate scholarship in recognition of outstanding undergraduate achievement (minimum of 3.5 cumulative grade point average) and potential for success in postgraduate study in their chosen careers. The scholarship may be renewed for a second year.

The Jim McKay Scholarship Program provides for one male and one female student-athlete a $10,000 postgraduate scholarship in recognition of outstanding academic achievement (minimum of 3.5 cumulative grade point average) and potential to make a major contribution in the sports communications industry.

For access to the online nomination system click the following link
https://web1.ncaa.org/CRS/exec/login

Should you have any questions regarding these two scholarship programs please contact Lori Thomas at 317-917-6683 or at lthomas@ncaa.org.

Thank you very much for your assistance.

JS:lmt

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From: no_reply@email.unc.edu
Sent: Tuesday, September 17, 2013 4:48 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Lifting the Cross-List Moratorium

September 17, 2013

Lifting the Cross-list Moratorium
Memo from James W. Dean, Jr.
Executive Vice Chancellor and Provost

A moratorium on cross-listing courses was put in place several years ago to allow for the migration of course catalog records from the legacy Student Information System (SIS) to PeopleSoft (Connect Carolina). The moratorium remained in effect after the migration to allow faculty and administrators to evaluate the uses and effectiveness of cross-listing.

These discussions resulted in the development of new guidelines for appropriate uses of cross-listing courses. Now that this process has been completed, the University has decided to lift the moratorium on cross-listed courses, effective immediately.

Campus units may now begin submitting requests to add, revise, or inactivate cross-listed courses. A separate communication from the Office of the University Registrar to designated system users will provide guidelines and procedures for cross-listing courses in the Course Request Approval System (CRAS).

This message is sponsored by: Office of the Executive Vice Chancellor and Provost

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Update Personal Information

From: UNC News <news@unc.edu>
Sent: Tuesday, September 17, 2013 4:53 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] Sept. 24-26 Board of Trustees meeting schedule

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UNC Media Advisory

For immediate use: Tuesday, Sept. 17, 2013

Board of Trustees meeting schedule

Tuesday, Sept. 24

Noon New Trustee orientation, Club Room, Carolina Inn
6:30 p.m. Dinner

Wednesday, September 25

8 a.m. Orientation continues
12:30 p.m. Lunch, Carolina Inn
2 p.m. *Finance and Infrastructure Committee, Carolina Inn, Chancellor's Ballroom East
*University Affairs Committee, Carolina Inn, Chancellor's Ballroom West
4:15 p.m. External Relations Committee, Carolina Inn, Chancellor's Ballroom West
Innovation and Impact Committee, Carolina Inn, Chancellor's Ballroom East
6:30 p.m. Dinner

Thursday, September 26

8 a.m. *Full Board of Trustees meeting convenes, Carolina Inn, Chancellor's Ballroom

*Some of the business to be conducted is authorized by the N.C. Open Meetings Law to be conducted in closed session.

Website: This site http://www.unc.edu/depts/trustees/agendas.html posts meeting agendas and related background.
News Services contacts: Karen Moon, (919) 962-8595, karen_moon@unc.edu, or Susan Hudson, (919) 962-8415, susan_hudson@unc.edu

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From: no_reply@email.unc.edu
Sent: Tuesday, September 17, 2013 4:53 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Participants Needed: Team Computer Game

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Participants Needed at the Center for Decisions Research. To register please visit our website at www.c4dr.unc.edu/experiments.

We will run this study all semester, it fills up quickly, if you do not get a spot please keep checking back!

Team Computer Game

The purpose of the research project is to understand the factors that influence how teams perform. Participants will play a networked computer game designed to engage teams of 5 people in the common task of discovering and destroying threats and opportunities in a defined external environment.

On the day of the study, you will participate in an experiment where you will complete a series of short tasks and surveys (in McColl, Room 4402). Teams will be video recorded during the task.

Because this is a team study, it is possible that if some participants do not show up, we will be unable to run the experiment. In such cases, it may be possible that we can provide an alternative study at the same rate of pay ($12 per hour).

Location: McColl 4402/4404
Duration: 2 hours
Pay: $24
Exclusions: The minimum age for participation is 18 years old.
Parking: The Kenan-Flagler Parking deck should be open for free parking after 4pm, unless otherwise posted in the deck.

IRB # 13-0809 - Approved by the UNC NonBiomedical IRB on March 7, 2013.

This message is sponsored by: Center for Decision Research

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From: UNC Athletics <reply-630@pacmail.em.marketinghq.net>
Sent: Tuesday, September 17, 2013 5:02 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: UNC vs Miami Game Note From Larry Fedora

Use this link to view a web version of the email

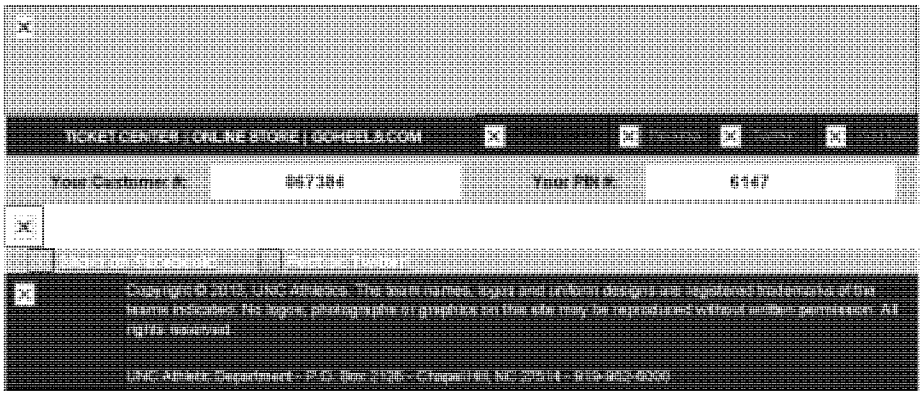

Remember, purchasing and renewing your season tickets or single game seats has never been easier! Just click on TICKETS, find your seat, and enjoy the game! Additional ticketing fees may apply.

Please do not reply to this email. Questions or comments may be sent to: tickets@unc.edu.

Use this link to modify your profile or to unsubscribe.

Forward to a Friend

From: Cunningham, Bubba <bubbac@email.unc.edu>
Sent: Tuesday, September 17, 2013 10:45 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: Cunningham, Bubba <bubbac@email.unc.edu>; Ballen, Martina K <mballen@unc.edu>; Vangelder, Marielle A <mvangeld@email.unc.edu>
Subject: Re: Occoquan Race this fall

Ok. Thx.

Bubba Cunningham
Director of Athletics
University of North Carolina

On Sep 17, 2013, at 11:43 AM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:

I think it would be a good use of the SAF, but I would suggest running it by Shamaree in the ACC office as an Institutional Academic or Programming Enhancement.
Lissa

From: Cunningham, Bubba
Sent: Tuesday, September 17, 2013 10:56 AM
To: Ballen, Martina K; Vangelder, Marielle A; Broome, Lissa L
Subject: Fwd: Occoquan Race this fall
If possible I would like to take this out of the opportunity fund and let the rowing team go on this trip. Do you agree?

Bubba
Sent from my iPhone

Begin forwarded message:

From: "Haney, Sarah K" <shaney@email.unc.edu>
Date: September 17, 2013, 10:40:02 AM EDT
To: "Cunningham, Bubba" <bubbac@email.unc.edu>
Cc: "Bunting, Mike" <mbunting@unc.edu>, "Miller, Beth" <bethmiller@unc.edu>
Subject: Occoquan Race this fall

Hello Bubba,
During our meeting this summer you mentioned us taking the team to do something fun while on one of our trips. We are going to Occoquan Va on October 13th which is about 20' south of DC.
This would be a great opportunity for us to take the team into DC and go check out some sites. If we did that, we would leave Friday afternoon during normal practice time, spend the night in our hotel in Va, go to DC in the morning, practice Saturday afternoon and race Sunday. This would be an additional cost for an extra night in a hotel (Friday night), and extra dinner (Friday night), and additional day for the bus plus the cost of museum tickets. With a travel party of 30, we are estimating a total additional cost of ~$5,000.
As you are aware, this is not something we can afford so I wanted to check you about coming up with the funds before we booked the trip. You mentioned that it could be taken care of from your end.
If this is something that is still possible, please let us know. We would love to be able to offer this opportunity to some of our student-athletes.
Thank you,
Sarah

From: ITS Response Center <help@unc.edu>
Sent: Wednesday, September 18, 2013 2:42 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Password for Onyen 'lbroome' expires soon.

The password for the Onyen 'lbroome' is set to expire
at this date and time: Fri Sep 20 12:12:56 2013

Visit the following web site to change your password or for
information on how to have it reset if it was forgotten:

https://onyen.unc.edu/cgi-bin/unc_id/chpw.pl

After your password expires, you can still access the above site
to change your password, though you will not be able to use your
Onyen to access any other Onyen-authenticated services until you
change your password.

Once you change your password, it will work for another 90 days
before it expires again. If you never use your Onyen, then
disregard this notice.

Your new Onyen password will be copied automatically to the
AD.UNC.EDU domain. If you have any Laptop, Desktop, or handheld
device which uses your old Onyen password to automatically login
or re-authenticate to services using the AD.UNC.EDU domain
(Exchange, for example), be sure to logout of those services and
login again with your new Onyen password within 10 minutes of
changing it. If you don't, and your devices continue to attempt
to re-authenticate using your old Onyen password, your
AD.UNC.EDU account will be locked for 10 to 20 minutes, just as
if you repeatedly tried to login with a bad password. During
that time you will not be able to login.

If you think you might forget your password, consider setting up
a "Challenge/Response" where you answer a few personal questions
BEFORE you forget your password. Later, if you can answer these
questions again, you can get a new password without having to
visit one of the password reset sites on campus. Just click
"Challenge-Response" at the top of the page mentioned above and
follow the instructions.

Answers to many common questions and a list of some Onyen
related services can be found by visiting the web site:

http://help.unc.edu/3247

If you have questions or need additional assistance with this
issue, contact the ITS Response Center at 919-962-HELP and we'll
be glad to assist you.

We send out these Password Expiration Notices via email
at 2 weeks, 1 week, and 2 days prior to the expiration.

This message is being sent to the electronic mail address
associated with the Onyen 'lbroome' in the UNC Campus Directory.
If this address is not your preferred electronic mail address,
you may change it by visiting the Campus Directory web site:

http://dir.unc.edu/dir/home/

From: ITS Response Center <help@unc.edu>
Sent: Wednesday, September 18, 2013 8:37 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Your Onyen 'lbroome' password was changed

Dear Customer,

The password for your Onyen 'lbroome' was changed on
Wednesday, September 18, 2013 at 8:36 AM.

To prevent account lockouts, please make sure you do the following:

* Log out and log back into your Windows Computer with your new Onyen password if it is connected to the AD.UNC.EDU Domain

* Update the password on any mobile devices that have your UNC Email Account configured (iPods, iPads, smart phones, etc.)

* Manually update your Password on Windows 7 Credentials Manager or Mac OS X Key Chain if you have any special server drives or printers configured

For more information, see http://help.unc.edu/3248

If you have any questions please contact the ITS Help Desk at 919-962-HELP or 1-866-962-4457.

From: UNC School of Law <survey@qualtrics.unc.edu>
Sent: Wednesday, September 18, 2013 9:03 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: An Invitation to Share Your Thoughts on New Lawyers

Dear Employer:

Greetings from UNC School of Law. This fall, UNC School of Law professors Alexa Chew and Katie Pryal are conducting a survey of employers about legal writing and other practical skills. The main purpose of the survey is to help the law school serve you better. The survey takes between 15 and 20 minutes to complete, and it collects no personally identifying information about the survey taker. Of course, your participation in the survey is completely optional. Furthermore, once you begin the survey, you can stop at any time. We hope that you will participate in the survey because your feedback is important to us.

The survey will inquire about three areas:
(1) your preferences regarding writing samples that accompany job applications;
(2) your preferences regarding the legal document types that new lawyers need to know how to write; and
(3) your experiences supervising new lawyers in the workplace.

Your feedback will be used in a variety of ways:
(1) UNC School of Law□s Career Development Office and Writing and Learning Resources Center will use writing sample data to help our students tailor writing samples to employer preferences;
(2) Professors Chew and Pryal will use data to create a course on optimizing supervision of new lawyers for the Festival of Legal Learning, UNC's intensive, two-day CLE program, which will take place in February 2014;
(3) the document type data will be used to ensure that our legal writing curriculum is training practice-ready lawyers; and
(4) Professors Chew and Pryal will use survey data in research articles to be published in law journals.

This survey will close on November 1, 2013.

If you do not evaluate the written work of new attorneys or student applicants, we would be grateful if you would forward this email to the appropriate person or persons in your organization. Your assistance with this survey will help us to better serve your employment needs and better educate tomorrow□s lawyers. Thank you, in advance, for your consideration and time.

Sincerely,
UNC School of Law

The survey requires a password: **UNC2013.** Take the Survey.

Or copy and paste the URL below into your internet browser:

https://unc.qualtrics.com/WRQualtricsSurveyEngine/?Q_SS=a4enlWcIjGJJEj3_0OI5xO5GjbZHj01&_=1

Follow the link to opt out of future emails:
Click here to unsubscribe

From: Bortz, Conrad <cbortz@email.unc.edu>
Sent: Wednesday, September 18, 2013 9:49 AM
To: Reid, Allison <Allison_Reid@unc.edu>
Subject: hooting...

Hello Allison,
We have a large bump…
Hootsuite will only allow 5 "vectors" and we unfortunately have 6 (2x tweet,linked in, and facebook). What ever shall we do?
Thanks,
C Bortz
Conrad K. Bortz
Business Services, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.843.9288
http://www.law.unc.edu/centers/banking

http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

The world breaks everyone, and afterward, many are strong at the broken places.
E.M. Hemingway

From: Camenzind, Hannah Leigh <camenzin@email.unc.edu>
Sent: Wednesday, September 18, 2013 9:53 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Chancellor Scholars' Reception

Professor Broome,
That is fantastic.
Thank you,
Hannah

From: Broome, Lissa L
Sent: Monday, September 16, 2013 9:44 PM
To: Camenzind, Hannah Leigh
Subject: Chancellor Scholars' Reception

Hi Hannah – I hope to make it by for a little bit at the beginning of the reception on the 27th.
Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 9/18/2013 1:58:39 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa and CB bi-weekly
Location: Lissa's office

Start: 9/18/2013 6:15:00 PM
End: 9/18/2013 6:45:00 PM
Show Time As: Tentative

Recurrence: Weekly
every Monday and Wednesday from 3:00 PM to 3:45 PM
Required Attendees: Broome, Lissa L

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 9/18/2013 1:58:39 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa and CB bi-weekly
Location: Lissa's office

Start: 9/16/2013 7:00:00 PM
End: 9/16/2013 7:45:00 PM
Show Time As: Tentative

Recurrence: Weekly
every Monday and Wednesday from 3:00 PM to 3:45 PM
Required Attendees: Broome, Lissa L

From: UNC News <news@unc.edu>
Sent: Wednesday, September 18, 2013 11:36 AM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] Alert Carolina siren, text message test successful

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UNC News Release

For immediate use: Wednesday, Sept. 18, 2013

Alert Carolina siren, text message test successful

The University of North Carolina at Chapel Hill Tuesday (Sept. 17) successfully tested its emergency sirens as well as text-message delivery as part of the Alert Carolina safety awareness campaign.

The sirens sounded an alert tone in conjunction with a brief pre-recorded public address message broadcast. The test siren activation was followed by two test text messages – one for when the sirens initially sounded and another for the "all clear" – to cell phone numbers registered by students, faculty and staff in the online campus directory.

The sirens, all of which worked properly, are located at Hinton James Residence Hall off Manning Drive; the Gary R. Tomkins Chilled Water Operations Center behind the Dogwood Parking Deck; Winston Residence Hall at the corner of Raleigh Street and South Road; near Hill Hall behind University Methodist Church; and next to University buildings and support facilities near the Giles Horney Building off Martin Luther King Boulevard; as well as at the Friday Center, located about three miles east of the central campus.

Text messages were sent to 41,000 unique cell phone numbers registered to students, faculty and staff, with 90 percent of the siren activation messages delivered within 3.5 minutes. That means 688 messages, on average, were delivered per second. In addition, the University sent 55,000 emails for both the initial siren activation and "all clear"; the send time for delivery of 90 percent of the messages was a little more than 17 minutes. Because it is so important to get emergency-related information to people as quickly as possible, University officials constantly work to improve the delivery times for Alert Carolina messages.

In an actual emergency, the sirens would sound if an armed and dangerous person was on or near campus, a major chemical spill or hazard had been reported or a tornado warning was issued for the Chapel Hill-Carrboro area by the National Weather Service. The sirens also could sound for a different emergency, as determined by the Department of Public Safety, for which a general siren and alert message would be activated.

When the sirens sound, people should go inside or take cover immediately, close windows and doors, and stay until the "all clear" message sounds. The sirens are not designed to be heard inside buildings or while driving in vehicles. And there can be limitations with text messaging if there are problems with cell phone service or if users are out of service range.

In January 2012, the University put up posters in every classroom to help educate students and faculty about what to do when the sirens sound. The poster is accessible at alertcarolina.unc.edu.

University officials emphasize that the sirens and text messages are part of a multi-layered approach to communicating in an emergency. Those efforts are anchored by alertcarolina.unc.edu. The University also communicates through means including campus-wide email and voice mail (only for campus land lines), official University social media accounts, the Adverse Weather and Emergency Phone Line, 919-843-1234, for recorded information, and the University Access Channel (Chapel Hill Time Warner Cable Channel 4) along with other campus cable television channels.

University Relations contact: Patty Courtright, (919) 962-7124, patty_courtright@unc.edu

 -- You are currently subscribed to

newsclips as: lbroome@email.unc.edu. To unsubscribe send a blank
email to leave-33605077-53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: Muller, Eric L <emuller@email.unc.edu>
Sent: Wednesday, September 18, 2013 11:45 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: From the Tenure and Promotion Committee

Lissa,
Turns out I need to leave at 4:20. I hope that 20 minutes are enough.
--Eric
Eric L. Muller
Dan K. Moore Distinguished Professor
University of North Carolina School of Law
CB #3380
Chapel Hill, NC 27599-3380
-and-
Director, Center for Faculty Excellence
University of North Carolina at Chapel Hill
CB #3470
Chapel Hill, NC 27599-3470
View my research on my SSRN Author Page:
http://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfm?per_id=49897

From: Broome, Lissa L
Sent: Tuesday, September 17, 2013 12:32 PM
To: Muller, Eric L
Subject: RE: From the Tenure and Promotion Committee
Hi Eric – Our committee will be meeting from 3-4:30 tomorrow. We have another matter we need to deal with probably from 3:00 – 4:00. Is it possible for you to join us at 4:00? We will be done by 4:30. We are meeting in Room 4080 near the Courtroom.
Thanks,
Lissa

From: Muller, Eric L
Sent: Monday, September 16, 2013 8:41 AM
To: Broome, Lissa L
Subject: RE: From the Tenure and Promotion Committee
Hi Lissa,
Would it be possible for me to come for the second half of the hour we've set aside on Wednesday -- 3:30 to 4:00 -- instead of from 3:00 to 3:30? I now have a meeting in South building that conflicts with the first part of the hour I'd set aside to be with the law school's P&T committee. I can probably leave the South Building meeting by around 3:20-ish.
--Eric
Eric L. Muller

Dan K. Moore Distinguished Professor
University of North Carolina School of Law
CB #3380
Chapel Hill, NC 27599
(919) 962-7067
Director, Center for Faculty Excellence
University of North Carolina at Chapel Hill
316 Wilson Library, CB #3470
Chapel Hill, NC 27599
(919) 962-9968

From: Muller, Eric L
Sent: Tuesday, July 30, 2013 9:18 PM
To: Broome, Lissa L
Subject: Re: From the Tenure and Promotion Committee

It is comforting to me that you don't know the rooms from their numbers either.
Sent from my MOTOROLA ATRIX™ HD on AT&T

"Broome, Lissa L" <lbroome@email.unc.edu> wrote:

Great! Thanks, Eric. We are meeting in Room 4080. I think that room is near the courtroom.
Lissa

From: Muller, Eric L
Sent: Tuesday, July 30, 2013 5:08 PM
To: Broome, Lissa L
Subject: RE: From the Tenure and Promotion Committee
Sure!
September 18 works fine for me.
--Eric
Eric L. Muller
Dan K. Moore Distinguished Professor
UNC School of Law
CB#3380
Chapel Hill, NC 27599

(919) 962-7067
-and-
Director, Center for Faculty Excellence
316 Wilson Library
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599
(919) 962-9968

From: Broome, Lissa L
Sent: Tuesday, July 30, 2013 1:18 PM
To: Muller, Eric L
Subject: From the Tenure and Promotion Committee

Hi Eric – I am chairing the Tenure and Promotion Committee at the law school this year. Joining me on the committee are Judith Wegner, Charles Daye, Rich Saver, and Mark Weisburd. We would like to have you come join us for a half hour or so at one of our fall meetings to give us your perspectives on the University's APT process. Are you available during any of the meeting times listed below? The sooner the better.

August 14, 10-11:30
September 18, 3-4:30
October 10, 3-4:30
November 20, 3-4:30

Thanks,
Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Wegner, Judith Welch <judith_wegner@unc.edu>
Sent: Wednesday, September 18, 2013 11:50 AM
To: Muller, Eric L <emuller@email.unc.edu>; Conley, John M <jmconley@email.unc.edu>; Pierce, Catherine Ringo <cringo@email.unc.edu>
Cc: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Tenure standards

Eric: I assume they went up the line to the Provost and know nothing more. Am copying Lissa since she may know--Judith

_____
From: Muller, Eric L
Sent: Wednesday, September 18, 2013 11:05 AM
To: Conley, John M; Wegner, Judith Welch; Pierce, Catherine Ringo
Subject: Tenure standards

Hi John and Judith and Catherine,
Does any of you know whether the revisions to the tenure and promotion policies that you worked on in the spring semester were ever made official? I know the faculty voted to approve them, but when I look on the website what I see seems to he our unrevised standards rather than what we approved.
Thanks.
--Eric

Eric L. Muller
Dan K. Moore Distinguished Professor
University of North Carolina School of Law
CB #3380
Chapel Hill, NC 27599-3380
-and-
Director, Center for Faculty Excellence
University of North Carolina at Chapel Hill
CB #3470
Chapel Hill, NC 27599-3470

View my research on my SSRN Author Page:
http://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfm?per_id=49897

From: @live.unc.edu>
Sent: Wednesday, 11:53 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Coach for UNC

Mrs.Broome

I'm finally in town and will be willing to take the exam whenever you want me to.

Thanks

From my Android phone on T-Mobile. The first nationwide 4G network.

-------- Original message --------
From: "Broome, Lissa L" <lbroome@email.unc.edu>
Date: 9:46 PM (GMT-05:00)
To: @live.unc.edu>
Subject: RE: Coach for UNC

Hi
Sounds good.
Take care,
Lissa

From:
Sent: Sunday, 4:56 PM
To: Broome, Lissa L
Subject: RE: Coach for UNC

Hey Lissa,
I'm actually not coming back to Chapel Hill until September 17th due to a summer job that goes on until the first week of September. I will certainly send you an email when I arrive.
Thanks for everything

From my Android phone on T-Mobile. The first nationwide 4G network.

-------- Original message --------
From: "Broome, Lissa L" <lbroome@email.unc.edu>
Date: 1:12 PM (GMT-05:00)
To: " @live.unc.edu>
Subject: FW: Coach for UNC

Hi – I will be giving the coaches exam this Friday, at 9:00 to the Lacrosse coaches. If that time works for you, you can join us then. If not, let me know a couple of other good dates/times for you and we'll get something set up.
Thanks,
Lissa

From: Broome, Lissa L
Sent: Tuesday, August 06, 2:43 PM
To:
Cc: Markos, Lance M
Subject: RE: Coach for UNC

Hi – That's right. You can arrange a time with me to take the exam. Lance Markos can provide you with the link to the online practice exam. Once we arrange a time, you can come to my office with your laptop or ipad and I'll proctor you while you take the exam. It is open book so you can bring your NCAA manual. Plan on about an hour.
I am around most of the time so why don't you give me a couple of days and times that work for you and we'll see what works with my schedule?
Thanks,
Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
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Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From:
Sent: Tuesday, 2:39 PM
To: Broome, Lissa L
Subject: Coach for UNC

Hello Miss Broome,

My name is , I am a former player for the UNC team and fortunately I am coming back to the Volunteer Assistant Coach for the team. I was told by that I need to take the coach exam and the best way to do that was by emailing you.

Thanks

From: Pierce, Catherine Ringo <cringo@email.unc.edu>
Sent: Wednesday, September 18, 2013 11:56 AM
To: Broome, Lissa L <lbroome@email.unc.edu>; Wegner, Judith Welch <judith_wegner@unc.edu>; Muller, Eric L <emuller@email.unc.edu>; Conley, John M <jmconley@email.unc.edu>
Subject: RE: Tenure standards

Lissa is right. There were a couple of points the Provost wanted clarified.

Catherine Ringo Pierce
Assistant Dean for Policy and Special Assistant to the Dean
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
P(919) 843-2409
F(919)962-1170

-----Original Message-----
From: Broome, Lissa L
Sent: Wednesday, September 18, 2013 11:55 AM
To: Wegner, Judith Welch; Muller, Eric L; Conley, John M; Pierce, Catherine Ringo
Subject: RE: Tenure standards

Last I heard there were still a few small points the Provost had questions about so they are not yet official.

-----Original Message-----
From: Wegner, Judith Welch
Sent: Wednesday, September 18, 2013 11:50 AM
To: Muller, Eric L; Conley, John M; Pierce, Catherine Ringo
Cc: Broome, Lissa L
Subject: RE: Tenure standards

Eric: I assume they went up the line to the Provost and know nothing more. Am copying Lissa since she may know--Judith _____
From: Muller, Eric L
Sent: Wednesday, September 18, 2013 11:05 AM
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Thanks.
--Eric

Eric L. Muller
Dan K. Moore Distinguished Professor
University of North Carolina School of Law CB #3380 Chapel Hill, NC 27599-3380
-and-
Director, Center for Faculty Excellence
University of North Carolina at Chapel Hill CB #3470 Chapel Hill, NC 27599-3470

View my research on my SSRN Author Page:
http://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfm?per_id=49897

From: Muller, Eric L <emuller@email.unc.edu>
Sent: Wednesday, September 18, 2013 12:01 PM
To: Pierce, Catherine Ringo <cringo@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>; Wegner, Judith Welch <judith_wegner@unc.edu>; Conley, John M <jmconley@email.unc.edu>
Subject: RE: Tenure standards

Catherine,
Did the points of clarification concern the section of the document that presents the new language about engaged scholarship? I am asking because I wanted to say something to the faculty, but don't want to say something misleading.
Thanks.
--Eric

Eric L. Muller
Dan K. Moore Distinguished Professor
University of North Carolina School of Law
CB #3380
Chapel Hill, NC 27599-3380
-and-
Director, Center for Faculty Excellence
University of North Carolina at Chapel Hill
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Chapel Hill, NC 27599-3470

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-----Original Message-----
From: Pierce, Catherine Ringo
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To: Broome, Lissa L; Wegner, Judith Welch; Muller, Eric L; Conley, John M
Subject: RE: Tenure standards

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Catherine Ringo Pierce
Assistant Dean for Policy and Special Assistant to the Dean UNC School of Law CB#3380, Van Hecke-Wettach Hall Chapel Hill, NC 27599-3380
P(919) 843-2409
F(919)962-1170

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To: Wegner, Judith Welch; Muller, Eric L; Conley, John M; Pierce, Catherine Ringo
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Thanks.
--Eric

Eric L. Muller
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-and-
Director, Center for Faculty Excellence
University of North Carolina at Chapel Hill CB #3470 Chapel Hill, NC 27599-3470

View my research on my SSRN Author Page:
http://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfm?per_id=49897

From: Bobbi Owen <owenbob@unc.edu>
Sent: Wednesday, September 18, 2013 12:38 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: Derickson, Christopher P <cderickson@unc.edu>; Owen, Bobbi A <owenbob@unc.edu>
Subject: Re: Fall Meeting?

Thanks for the gentle prompt, Lissa. I can offer Tuesday, September 24 from 8-11 or Wednesday October 2 between 1-4:30. Perhaps 90 minutes.
Bobbi
On 9/18/2013 9:25 AM, Broome, Lissa L wrote:

> Hi Bobbi & Chris – I think it is probably getting to be time to schedule our fall meeting. I am out of town September 23, October 1 & 2, and out all day on October 4 and 17; otherwise I am mostly around.
> Let me know a couple of dates/times that work for you and we'll see what we have in common.
> Thanks,
> Lissa
> Lissa L. Broome
> Wells Fargo Professor of Banking Law
> Director, Center for Banking and Finance
> UNC School of Law
> CB#3380, Van Hecke-Wettach Hall
> Chapel Hill, NC 27599-3380
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> http://www.law.unc.edu/centers/banking
> Access my papers on SSRN at: http://ssrn.com/author=248720
>
> Description:
> http://www.law.unc.edu/images/news/media/bankingfinance_w

--
Bobbi Owen
Senior Associate Dean for Undergraduate Education, and
Michael R. McVaugh Distinguished Professor of Dramatic Art
University of North Carolina at Chapel Hill
CB# 3504, 3011 Steele Building
214 East Cameron Avenue
Chapel Hill, NC 27599-3504
Phone: 919 843-7773
FAX: 919 843-4775

From: @live.unc.edu>
Sent: Wednesday, 12:39 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Coach for UNC

Great!

I'll come in on this Friday at 4 pm. Where should I go?

Thanks again

From my Android phone on T-Mobile. The first nationwide 4G network.

-------- Original message --------
From: "Broome, Lissa L" <lbroome@email.unc.edu>
Date: 11:59 AM (GMT-05:00)
To: " @live.unc.edu>
Subject: RE: Coach for UNC

Hi
Here are some dates/times I could do it.
Friday, at 3:00 or later.
Tuesday, between 10:30 and 3:30
Friday, between 3:30 and 5:00
Let me know if anything works there for you.
Here is the link to the Practice Test:
http://web1.ncaa.org/coachesTest/exec/practiceexam?division=1
Select the Sports Other Than Football option.
See you soon.
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

---

From:
Sent: Wednesday, 11:53 AM
To: Broome, Lissa L
Subject: RE: Coach for UNC

Mrs.Broome
I'm finally in town and will be willing to take the exam whenever you want me to.
Thanks

From my Android phone on T-Mobile. The first nationwide 4G network.

-------- Original message --------
From: "Broome, Lissa L" <lbroome@email.unc.edu>
Date: 9:46 PM (GMT-05:00)
To: @live.unc.edu>
Subject: RE: Coach for UNC

Hi ,
Sounds good.
Take care,

Lissa

From:
Sent: Sunday, 4:56 PM
To: Broome, Lissa L
Subject: RE: Coach for UNC

Hey Lissa,
I'm actually not coming back to Chapel Hill until September 17th due to a summer job that goes on until the first week of September. I will certainly send you an email when I arrive.
Thanks for everything

From my Android phone on T-Mobile. The first nationwide 4G network.

-------- Original message --------
From: "Broome, Lissa L" <lbroome@email.unc.edu>
Date: 1:12 PM (GMT-05:00)
To: ' @live.unc.edu>
Subject: FW: Coach for UNC

Hi -- I will be giving the coaches exam this Friday, at 9:00 to the Lacrosse coaches. If that time works for you, you can join us then. If not, let me know a couple of other good dates/times for you and we'll get something set up.
Thanks,
Lissa

From: Broome, Lissa L
Sent: Tuesday, 2:43 PM
To:
Cc: Markos, Lance M
Subject: RE: Coach for UNC

Hi -- That's right. You can arrange a time with me to take the exam. Lance Markos can provide you with the link to the online practice exam. Once we arrange a time, you can come to my office with your laptop or ipad and I'll proctor you while you take the exam. It is open book so you can bring your NCAA manual. Plan on about an hour.
I am around most of the time so why don't you give me a couple of days and times that work for you and we'll see what works with my schedule?
Thanks,
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Lissa L. Broome
Wells Fargo Professor of Banking Law
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From:
Sent: Tuesday, 2:39 PM
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Hello Miss Broome,
My name is I am a former player for the UNC team and fortunately I am coming back to the Volunteer Assistant Coach for the team. I was told by that I need to take the coach exam and the best way to do that was by emailing you.
Thanks

From: Derickson, Christopher P <cderickson@unc.edu>
Sent: Wednesday, September 18, 2013 12:42 PM
To: Owen, Bobbi A <owenbob@unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Cc: Owen, Bobbi A <owenbob@unc.edu>
Subject: RE: Fall Meeting?

And I can narrow it down further to October 2nd, between 1-4:30.

Christopher Derickson
Assistant Provost and University Registrar
The University of North Carolina at Chapel Hill
3108 SASB North Campus Box 2100
Chapel Hill, NC 27599-2100
T - 919-962-8289
F- 919-962-1655

From: Bobbi Owen [mailto:owenbob@unc.edu]
Sent: Wednesday, September 18, 2013 12:38 PM
To: Broome, Lissa L
Cc: Derickson, Christopher P; Owen, Bobbi A
Subject: Re: Fall Meeting?

Thanks for the gentle prompt, Lissa. I can offer Tuesday, September 24 from 8-11 or Wednesday October 2 between 1-4:30. Perhaps 90 minutes.
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On 9/18/2013 9:25 AM, Broome, Lissa L wrote:

> Hi Bobbi & Chris – I think it is probably getting to be time to schedule our fall meeting. I am out of town September 23, October 1 & 2, and out all day on October 4 and 17; otherwise I am mostly around.
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--
Bobbi Owen
Senior Associate Dean for Undergraduate Education, and
Michael R. McVaugh Distinguished Professor of Dramatic Art
University of North Carolina at Chapel Hill
CB# 3504, 3011 Steele Building
214 East Cameron Avenue
Chapel Hill, NC 27599-3504
Phone: 919 843-7773
FAX: 919 843-4775

From: Derickson, Christopher P <cderickson@unc.edu>
Sent: Wednesday, September 18, 2013 12:47 PM
To: Broome, Lissa L <lbroome@email.unc.edu>; Owen, Bobbi A <owenbob@unc.edu>
Cc: Owen, Bobbi A <owenbob@unc.edu>
Subject: RE: Fall Meeting?

Works for me.

Christopher Derickson
Assistant Provost and University Registrar
The University of North Carolina at Chapel Hill
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F- 919-962-1655

From: Broome, Lissa L
Sent: Wednesday, September 18, 2013 12:43 PM
To: Derickson, Christopher P; Owen, Bobbi A
Cc: Owen, Bobbi A
Subject: RE: Fall Meeting?
How about 3:00 on October 2?
Lissa

From: Derickson, Christopher P
Sent: Wednesday, September 18, 2013 12:42 PM
To: Owen, Bobbi A; Broome, Lissa L
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214 East Cameron Avenue
Chapel Hill, NC 27599-3504
Phone: 919 843-7773

FAX: 919 843-4775

From: @live.unc.edu>
Sent: Wednesday, 12:48 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Coach for UNC

Hey lissa, unfortunately I will need one

From my Android phone on T-Mobile. The first nationwide 4G network.

-------- Original message --------
From: "Broome, Lissa L" <lbroome@email.unc.edu>
Date: 12:44 PM (GMT-05:00)
To: @live.unc.edu>
Subject: RE: Coach for UNC

Hi -- Come to the law school. Will you need a visitor parking permit?
Lissa

From:
Sent: Wednesday, 12:39 PM
To: Broome, Lissa L
Subject: RE: Coach for UNC women's tennis
Great!
I'll come in on this Friday at 4 pm. Where should I go?
Thanks again

From my Android phone on T-Mobile. The first nationwide 4G network.

-------- Original message --------
From: "Broome, Lissa L" <lbroome@email.unc.edu>
Date: 11:59 AM (GMT-05:00)
To: " @live.unc.edu>
Subject: RE: Coach for UNC

Hi
Here are some dates/times I could do it.
Friday, at 3:00 or later.
Tuesday, between 10:30 and 3:30
Friday, between 3:30 and 5:00
Let me know if anything works there for you.
Here is the link to the Practice Test:
http://web1.ncaa.org/coachesTest/exec/practiceexam?division=1
Select the Sports Other Than Football option.
See you soon.
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My name is I am a former player for the UNC team and fortunately I am coming back to the Volunteer Assistant Coach for the team. I was told by that I need to take the coach exam and the best way to do that was by emailing you.
Thanks

From: Pryal, Katie Rose Guest <katie.rose@unc.edu>
Sent: Wednesday, September 18, 2013 1:01 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: Chew, Alexa <achew@email.unc.edu>
Subject: [law_faculty] Study email from this morning

Dear Colleagues,

You may have received an email from Alexa and me this morning inviting you to participate in a research study that we are conducting. The name of the study is the New Legal Writers Survey (NLWS). You received the email because you are listed as an employer in the CDO employer database.

As you may have seen in the recruitment email that you received, the NLWS is a survey of employer opinions in three major areas: (1) writing samples that accompany job applications; (2) legal document types (i.e., genres) that lawyers write; and (3) work habits of new lawyers.

If you are interested in filling out the survey, we would be interested in seeing your feedback. Or, you may simply delete the email without completing the survey. Sorry to flood your inboxes this morning.

Katie and Alexa

Dr. Katie Rose Guest Pryal
Clinical Assistant Professor of Law
University of North Carolina School of Law
Chapel Hill, NC 27599-3380
email: pryal@unc.edu
appointments: http://meetme.so/pryal
blog: http://katieroseguestpryal.com
article downloads: http://ssrn.com/author=683534
twitter: https://twitter.com/krgpryal
"This teaching and learning--this work--ain't easy." -Professor John O. Calmore

From: Muller, Eric L <emuller@email.unc.edu>
Sent: Wednesday, September 18, 2013 1:18 PM
To: Pierce, Catherine Ringo <cringo@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>; Wegner, Judith Welch <judith_wegner@unc.edu>; Conley, John M <jmconley@email.unc.edu>
Subject: RE: Tenure standards

Yes, thanks.

Eric L. Muller
Dan K. Moore Distinguished Professor
University of North Carolina School of Law
CB #3380
Chapel Hill, NC 27599-3380
-and-
Director, Center for Faculty Excellence
University of North Carolina at Chapel Hill
CB #3470
Chapel Hill, NC 27599-3470

View my research on my SSRN Author Page:
http://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfm?per_id=49897

-----Original Message-----
From: Pierce, Catherine Ringo
Sent: Wednesday, September 18, 2013 12:28 PM
To: Muller, Eric L; Broome, Lissa L; Wegner, Judith Welch; Conley, John M
Subject: RE: Tenure standards

No, it didn't have to do with that section. The three principals areas were first, whether faculty could 'opt in' or 'opt out' to the new provisions. In other words, we have a provision that allows for faculty who were hired under the old standards to be judged by those old standards. Some in the University want to make it such that the University can institute new policies at any time and faculty must be held to those no matter when they were hired.

Secondly, the Provost asked about whether we provide annual letters to the faculty noting whether they are doing well or not and that such a letter does not prejudge the tenure process (ie, if they are told they are doing fine that year that doesn't guarantee a positive tenure decision.) We don't provide such letters and never have, but we may start at some future point.

Lastly, we do not envision the selection of external reviewers to be as adversarial as it seems the University does. There was a question about whether the Provost Office is ok with our doing that in conversation with the candidate, etc.

Does that help/make sense?

Catherine

Catherine Ringo Pierce
Assistant Dean for Policy and Special Assistant to the Dean UNC School of Law CB#3380, Van Hecke-Wettach Hall Chapel Hill, NC 27599-3380
P(919) 843-2409
F(919)962-1170

-----Original Message-----
From: Muller, Eric L
Sent: Wednesday, September 18, 2013 12:01 PM
To: Pierce, Catherine Ringo; Broome, Lissa L; Wegner, Judith Welch; Conley, John M
Subject: RE: Tenure standards

Catherine,
Did the points of clarification concern the section of the document that presents the new language about engaged scholarship? I am asking because I wanted to say something to the faculty, but don't want to say something misleading.
Thanks.
--Eric

Eric L. Muller
Dan K. Moore Distinguished Professor
University of North Carolina School of Law CB #3380 Chapel Hill, NC 27599-3380
-and-
Director, Center for Faculty Excellence
University of North Carolina at Chapel Hill CB #3470 Chapel Hill, NC 27599-3470

View my research on my SSRN Author Page:
http://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfm?per_id=49897

-----Original Message-----
From: Pierce, Catherine Ringo
Sent: Wednesday, September 18, 2013 11:56 AM
To: Broome, Lissa L; Wegner, Judith Welch; Muller, Eric L; Conley, John M
Subject: RE: Tenure standards

Lissa is right. There were a couple of points the Provost wanted clarified.

Catherine Ringo Pierce
Assistant Dean for Policy and Special Assistant to the Dean UNC School of Law CB#3380, Van Hecke-Wettach Hall Chapel Hill, NC 27599-3380
P(919) 843-2409

F(919)962-1170

-----Original Message-----
From: Broome, Lissa L
Sent: Wednesday, September 18, 2013 11:55 AM
To: Wegner, Judith Welch; Muller, Eric L; Conley, John M; Pierce, Catherine Ringo
Subject: RE: Tenure standards

Last I heard there were still a few small points the Provost had questions about so they are not yet official.

-----Original Message-----
From: Wegner, Judith Welch
Sent: Wednesday, September 18, 2013 11:50 AM
To: Muller, Eric L; Conley, John M; Pierce, Catherine Ringo
Cc: Broome, Lissa L
Subject: RE: Tenure standards

Eric: I assume they went up the line to the Provost and know nothing more. Am copying Lissa since she may know--Judith _____
From: Muller, Eric L
Sent: Wednesday, September 18, 2013 11:05 AM
To: Conley, John M; Wegner, Judith Welch; Pierce, Catherine Ringo
Subject: Tenure standards

Hi John and Judith and Catherine,
Does any of you know whether the revisions to the tenure and promotion policies that you worked on in the spring semester were ever made official? I know the faculty voted to approve them, but when I look on the website what I see seems to be our unrevised standards rather than what we approved.
Thanks.
--Eric

Eric L. Muller
Dan K. Moore Distinguished Professor
University of North Carolina School of Law CB #3380 Chapel Hill, NC 27599-3380
-and-
Director, Center for Faculty Excellence
University of North Carolina at Chapel Hill CB #3470 Chapel Hill, NC 27599-3470

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http://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfm?per_id=49897

From: Muller, Eric L <emuller@email.unc.edu>
Sent: Wednesday, September 18, 2013 1:23 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: RE:[law_faculty] Please share: Skills and Practices of Engaged Scholarship

---

Joan, thanks for circulating this to everyone. I'd like to add just a word about this event.
Deepening the campus's commitment to the scholarship of engagement is one of the six themes of the university's current Academic Plan. (http://academicplan.unc.edu/theme5.php)
This form of scholarship is specifically mentioned in the law school's recent amendments to our tenure and promotion standards, which the faculty ratified and were sent to the Provost's Office. (The new language is below my signature block in this email.)
It's sometimes assumed that this form of scholarship is just conventional scholarship that's communicated specifically to community audiences.
That's not the case. A major purpose of the workshop that Joan forwarded is to acquaint faculty members with this new-ish breed of scholarly work.
Best regards,
Eric

Eric L. Muller
Dan K. Moore Distinguished Professor
University of North Carolina School of Law
CB #3380
Chapel Hill, NC 27599-3380
-and-
Director, Center for Faculty Excellence
University of North Carolina at Chapel Hill
CB #3470
Chapel Hill, NC 27599-3470

As these standards are being written, most legal scholarship still appears in the form of academic books and book chapters and articles in student-edited law reviews and peer-reviewed journals. However, the law faculty recognizes that this status quo is evolving. In the future, an increasing amount of scholarly work is likely to appear in alternative formats and media. It is the sense of the law faculty that the application of these standards should evolve as well to take into account new understandings of what constitutes scholarship.

It is university policy to encourage and value faculty "engagement," defined as "scholarly, creative or pedagogical activities for the public good, directed toward persons and groups outside the [university]. Such activities (in the form of research, teaching, and/or service) develop as collaborative interactions that respond to short and long-term societal needs." The law school endorses this policy, and it is the sense of the faculty that these standards should be applied so as to encourage and value engagement in teaching, scholarship, and service.

Some further observations are in order. First, many of the activities of the law faculty have historically fit the definition of "engaged." Because the law is a pervasive institution in contemporary society, scholars analyzing the law or advocating for law reform have long directed their work not only to their academic peers but also to lawmakers, judges, and the public, and in some cases have interacted collaboratively with these constituencies in producing their work. The same has been true of the service endeavors of these scholars, including various forms of public education. These standards should be applied so as to encourage and value this tradition. Moreover, as the scope and forms of legal scholarship continue to expand, the opportunities for engagement should only increase, and these standards should be applied so as to encourage and value this trend. But the faculty also recognizes that much important scholarship, because of its content or the demands of its expression, is likely to be consumed and discussed by a narrower audience. The law faculty also places great value on scholarship in this category, and the endorsement of engagement should not be read as discouraging or devaluing such work.

From: Krause, Joan H [mailto:jhkrause@email.unc.edu]
Sent: Wednesday, September 18, 2013 10:42 AM
To: The law_faculty mailing list
Subject: [law_faculty] FW: Please share: Skills and Practices of Engaged Scholarship

From: Bobbi Owen <owenbob@unc.edu>
Sent: Wednesday, September 18, 2013 1:31 PM
To: Derickson, Christopher P <cderickson@unc.edu>
Cc: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: Fall Meeting?

Please come to my office, 3011 Steele on Wednesday, October 2 from 3-4:30.

Bobbi
On 9/18/2013 12:46 PM, Derickson, Christopher P wrote:

> Works for me.
>
> ---
> Christopher Derickson
> Assistant Provost and University Registrar
> The University of North Carolina at Chapel Hill
> 3108 SASB North Campus Box 2100
> Chapel Hill, NC 27599-2100
> T - 919-962-8289
> F - 919-962-1655
>
> **From:** Broome, Lissa L
> **Sent:** Wednesday, September 18, 2013 12:43 PM
> **To:** Derickson, Christopher P; Owen, Bobbi A
> **Cc:** Owen, Bobbi A
> **Subject:** RE: Fall Meeting?
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> Lissa
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> **From:** Derickson, Christopher P
> **Sent:** Wednesday, September 18, 2013 12:42 PM
> **To:** Owen, Bobbi A; Broome, Lissa L
> **Cc:** Owen, Bobbi A
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From: Norton, Molly <mbnorton@unc.edu>
Sent: Wednesday, September 18, 2013 1:42 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: NCAA Regulatory Review - UNC

Hi Lissa,
Can you please hold Tuesday, October 8th on your calendar for now (I realize you're only available prior to 2:30pm that day)? I'm going to check with the Chancellor's office and see if this date works for her as well.
Thanks,
Molly

From: Broome, Lissa L
Sent: Monday, September 09, 2013 5:40 PM
To: Norton, Molly
Subject: RE: NCAA Regulatory Review - UNC
Hi Molly --
Available times:
Sept. 16 -- all day except from 12:45 to 2:15.
September 17--- all day except 11:45 -- 3:15.
Sept. 20 -- after 11:30
Sept. 25 before 12:45
October 8 -- before 2:30
October 9 -- after 2:15
October 10 -- before 12:45
October 11 -- all day
October 14 -- all day except from 12:45 to 2:15
October 15 -- all day
October 16 -- all day except from 12:45 to 2:15
Let me know if you need more.
Lissa

From: Norton, Molly
Sent: Monday, September 09, 2013 4:26 PM
To: Broome, Lissa L
Subject: FW: NCAA Regulatory Review - UNC
Hi Lissa,
Bubba would like to participate in the NCAA Regulatory Review mentioned below. Can you please provide some dates and times that you are available for a 30-60 minute meeting before September 26 or after October 7?
Thanks,
Molly

From: Jay, Joseph [mailto:Joseph.Jay@cwt.com]
Sent: Thursday, September 05, 2013 7:05 PM
To: Ille, Vince
Cc: Vangelder, Marielle A; UNC Athletics Director
Subject: NCAA Regulatory Review - UNC
Dear Mr. Ille,

I am writing to invite the University of North Carolina to participate in the NCAA Regulatory Review.

The Executive Committee of the NCAA has commissioned two law firms, Cadwalader, Wickersham & Taft LLP, and Spencer Fane Britt & Browne LLP, to undertake a review of the regulatory functions of the NCAA, particularly the Eligibility Center, Academic and Membership Affairs, and Enforcement. (A link to a memo from President Simon, Chair of the NCAA Executive Committee, to the NCAA Membership regarding this Review can be found here.)

As part of this Review, we are meeting with and speaking to campuses across the country and across all three divisions to assess the effectiveness of these functions and consider how closely they meet the membership's expectations.

We would also welcome the opportunity to meet with (or speak to) the university president, senior athletic staff members, members of the general counsel's office (if applicable), coaches, the FAR, and/or any other university official that would like to participate. We should be in the North Carolina area September 12 and would like to arrange a visit, if possible. If that day does not work, we can certainly accommodate another day.

Please feel free to give me a call to discuss this opportunity at 202-862-2248. I am happy to answer any questions you might have. I look forward to hearing from you.

Thanks,
Joe
A. Joseph Jay III
Cadwalader, Wickersham & Taft LLP
700 Sixth Street, N.W.
Washington, DC 20001
Tel: +1 202.862.2248
Fax: +1 202.862.2400
Joseph.Jay@cwt.com
www.cadwalader.com

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From: Pogge, Paul <ppogge@unc.edu>
Sent: Wednesday, September 18, 2013 1:48 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: UAAA

Thanks very much, Lissa. I made a few changes in the body of your email below. If you think it would be easier to have all of us meet together, that is certainly something I would welcome. Alternatively, I am happy to have individual conversations. I really appreciate the help and look forward to discussing this with them soon.
Paul

From: Broome, Lissa L
Sent: Wednesday, September 18, 2013 12:35 PM
To: Pogge, Paul
Subject: FW: UAAA
Paul – I have drafted the email below to send to some of my colleagues and wanted to see if you have any suggestions for the text before I hit send.
I propose to send this to
Bill Marshall, First Amendment
Don Hornstein, Administrative Law
Richard Myers, Criminal Law (just recovering from a serious medical issue so I don't know if he'll be able to help)
Rich Rosen, Retired Criminal Law professor
Lissa
Friends – Paul Pogge in the Athletics Department is an attorney and is a member of the Uniform Law Commission's drafting committee for a revamp of the Uniform Athlete Agents Act. He was hoping to get some feedback from legal experts (i.e., you) regarding suggestions for improving the statute to assist state authorities in having recourse against unlicensed agents or those who contact student-athletes in prohibited ways.
The attachment indicates that some states (like Oregon) require that the agent contact the school before contacting a student-athlete to discuss possible representation when the student's eligibility ends. Paul wishes to discuss any potential First Amendment concerns with such a provision and would like input on this issue.
Another area of concern is how to incentivize the state to prosecute these cases. We discussed the possibility of the statute creating an alternative dispute forum that would be cheaper, faster, and easier than relying on a D.A. to prosecute this in the court of law when the DA has violent crimes and drug-related crimes that would likely be given much higher priority. To what extent is it possible for a state statute to say that issues related to violation of this statute would be heard first by a panel of 3 arbitrators (or some other group) with the possibility of an appeal to the court system (with a very high standard of review)? One idea that came to mind was the state bar having authority delegated to it to police lawyer misconduct through a system outside of the regular judiciary. Could such an alternative dispute forum mete out criminal penalties including fines or do those have to be prosecuted by the D.A.?
Any guidance you can provide on these matters would be helpful. If it would be easier to talk with Paul directly, his number is 919-843-7690. He would welcome a chance to visit with you before the end of next week.
Lissa

From: Pogge, Paul
Sent: Wednesday, September 11, 2013 3:14 PM
To: Broome, Lissa L
Subject: UAAA
Lissa,
Here is some information that John Dougherty, a Legal Extern, pulled on various states' codifications of the UAAA.
Paul

Paul Pogge
Associate Athletic Director
University of North Carolina
450 Skipper Bowles Drive
Chapel Hill, NC 27514
(919)-843-7690
"We educate and inspire through athletics."

From: Krause, Joan H <jhkrause@email.unc.edu>
Sent: Wednesday, September 18, 2013 2:06 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] REMINDER: Faculty Speaker Tomorrow -- Please RSVP

Hi All:
Just another reminder to RSVP for tomorrow's faculty workshop with Professor Cesar Rosado Marzan, the first of our Junior Faculty Exchange speakers. As I mentioned, we are trying our best to make this a welcoming and worthwhile experience for our visitors, just as we hope their home institutions will provide to our own junior colleagues who visit there.
As you know, the Speakers Committee is trying out a new system for RSVPs this year, which helps us both with ordering an appropriate amount of food and with making sure that we have a critical mass of attendees. Please take the time to let the Committee know you're coming.
Thanks,
Joan

Professor Joan H. Krause
Associate Dean for Faculty Development and
Dan K. Moore Distinguished Professor of Law, UNC School of Law
Professor (Secondary Appointment), Social Medicine, UNC School of Medicine
Adjunct Professor, Health Policy & Management, Gillings School of Global Public Health
Campus Box 3380
Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
(919) 962-4126
jhkrause@email.unc.edu

You can access my papers on the Social Science Research Network (SSRN) at http://ssrn.com/author=222640.

From: Ford, Graham
Sent: Monday, September 16, 2013 1:51 PM
To: Edge, Debra Rogers
Subject: Faculty Speaker-Thursday, Sept 19th- RSVP using Doodle Poll
Hi all,
We have another faculty speaker this Thursday at 12 PM. Cesar F. Rosado Marzan will be joining us from the IIT Chicago-Kent College of Law. His paper is attached.
If you plan on attending, please RSVP using this doodle poll-http://doodle.com/8c2yscergrcsiaz7
Thanks and see you there!
Graham

From: Stroud, Daisette Ford <daisette_stroud@unc.edu>
Sent: Wednesday, September 18, 2013 2:08 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: SPRING 2014 TEXTBOOK ORDERING

Good day Professor Broome,
Oh, I am sorry about that. I appreciate you telling me.
Thank you very much for your information.

From: Broome, Lissa L
Sent: Wednesday, September 18, 2013 9:20 AM
To: Stroud, Daisette Ford
Subject: RE: SPRING 2014 TEXTBOOK ORDERING
Hi Daisette – I place my Spring 2014 book order online. It is attached. The link in your email below is to buy books (not to place orders). I think the correct url is http://store107.collegestoreonline.com/ePOS?store=107&form=shared3%2ffaculty%2flogin.html&design=107
Thanks,
Lissa

From: Stroud, Daisette Ford [mailto:daisette_stroud@unc.edu]
Sent: Monday, September 16, 2013 2:42 PM
To: The law_faculty mailing list
Subject: [law_faculty] SPRING 2014 TEXTBOOK ORDERING
Good day Faculty!
It's time to place textbook orders for Spring 2014. **We need all textbook orders by October 4th or earlier if possible.**

You may email your textbook information to me and I'll fill out the form. If you prefer to write out your own order(s), let me know, I'll place a textbook order form in your mailbox, or if you have never done so, you may submit your textbook order on-line directly to the UNC Textbooks Office.

To place an on-line order, you will need your course number and section number. This information can be found on the "green" copies of the Spring 2014 schedule or on My Carolina Law website. You will need to enter the quantity of textbooks; please enter the maximum number according to the seating capacity of your classroom. If you want to order the same book which was used by your course in the past, you can do a search for a previous semester and the book information will be retrieved. If you are unsure about any of this information, please call 962-1249 or contact me by email.

To Place Online Book Orders:

Go to the following site: www.store.unc.edu/textbooks/ You will need to log in using your Onyen and password.

* The following information is needed if you want me to place your book order: *

Book title

Author

ISBN

Publisher

Edition

Copyright

IMPORTANT: If you require a supplement to your casebook, please provide the same information listed above about the supplement. The bookstore will not know to order a supplement unless you place an order.

Please contact me if you have any questions.

Daisette F. Stroud
Assistant Registrar
UNC School of Law
CB # 3380
Chapel Hill, North Carolina 27599
(919) 962-1249

From: echo360@unc.edu
Sent: Wednesday, September 18, 2013 2:51 PM
To: Story, Charles E <cstory@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Subject: Echo Available: broome-banking law (broome-bl-f13) Fall 2013, 2013-09-18 13:00

Blended learning and lecture capture provided by Echo360.

Term Fall 2013
Course broome-banking law
Section f13
Captured 2013-09-18 13:00

Your recording has been processed and your media is ready. Please visit the EchoCenter Course Portal to review your course media and monitor student usage.

Note: Any media marked as Initially Unavailable will need to be made Available (on the EchoServer) before students can view it.

Thank you.

EchoCenter Course Portal

http://lawecho360.ad.unc.edu:8080/ess/portal/section/2a532530-81dc-4b27-a8e8-bdf1a742b46e

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Echoes

Rich Media Playback: http://lawecho360.ad.unc.edu:8080/ess/echo/presentation/f964c4b9-f38f-4a8c-b86d-f5237eb739dc

Podcast Playback: http://lawecho360.ad.unc.edu:8080/ess/echo/presentation/f964c4b9-f38f-4a8c-b86d-f5237eb739dc/media.mp3

Echo Feeds

Podcast:http://lawecho360.ad.unc.edu:8080/ess/feed?id=552c4374-2e3e-46ae-a3fb-7f048ea1ada3&type=MP3

Vodcast:http://lawecho360.ad.unc.edu:8080/ess/feed?id=552c4374-2e3e-46ae-a3fb-7f048ea1ada3&type=M4V

Blended learning and lecture capture provided by Echo360.
For additional resources, research and tools for Blended Learning, click HERE.

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 9/18/2013 7:00:30 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Hilary.Arden (Hilary.Arden@theclearinghouse.org) [Hilary.Arden@theclearinghouse.org]; dan.mccardell@theclearinghouse.org

Subject: Lissa and Dan to discuss - New York Lecture Series - Effective Compliance Risk Management in a Rapidly Changing Regulatory Environment
Location: via phone, Lissa to call 1 212 613 0164

Start: 9/18/2013 8:45:00 PM
End: 9/18/2013 9:00:00 PM
Show Time As: Tentative

Required Attendees: Broome, Lissa L; Hilary.Arden (Hilary.Arden@theclearinghouse.org); dan.mccardell@theclearinghouse.org

Hello Dan and Hilary,

Lissa had a slight overlap (possible), so I believe it is easiest to bump the meeting 10 minutes.

Please call me if this is a problem, thank you.

C Bortz
919 843 9288

From: no_reply@email.unc.edu
Sent: Wednesday, September 18, 2013 3:07 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Are you interested in meditation?

Science has shown that meditation improves people's health and wellbeing. Help UNC researchers discover how it works.

For this research study, we need people who are:
- between 35 and 64 years old
- fluent in written and spoken English
- not engaged in regular meditation practice

Participation includes:
- One 2-hour lab visit, inhaling either oxytocin or placebo nasal spray
- Three weekly 5-minute web-based surveys
- One 5-minute lab visit 4 weeks after the baseline session.

You should not be in this study if you:
- Are pregnant
- Are breastfeeding now or have been breastfeeding during the past three months
- Gave birth during the past six months
- Are actively trying to get pregnant

We will pay up to $120 for completion of the study.

For more information, please visit www.uncoxystudy.com.

This study is being conducted by Dr. Barbara Fredrickson and has been approved by the UNC Office of Human Research Ethics Behavioral IRB, study 12-2371, through 12/9/13.

This email is sponsored by: Department of Psychology

This message is sponsored by: UNC PEP Lab

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From: Daniel Garner <Daniel.Garner@dornc.com>
Sent: Wednesday, September 18, 2013 3:10 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: Wegner, Judith Welch <judith_wegner@unc.edu>
Subject: Re: Consumer Law and Consumer Credit Symposium -- Festival of Legal Learning

---

Thanks, Lissa, but I don't think I will be trying to be a presenter this year, now that I have made a job change and am no longer directly involved in THAT kind of financial regulation. Best wishes for your continued success.

Daniel E. Garner
General Counsel
N.C. Department of Revenue
P.O. Box 871
501 Wilmington Street
Raleigh, N.C. 27602
Daniel.Garner@dornc.com
(919) 814-1009
E-Mail correspondence to and from this sender may be subject to the
North Carolina Public Records Law, and may be disclosed to third parties.
>>> "Broome, Lissa L" <lbroome@email.unc.edu> 9/18/2013 9:42 AM >>>
Friends – Thanks for your past participation in the Consumer Law and Consumer Credit Symposium at the Festival of Legal Learning. This is an important outreach effort each year for the Center for Banking and Finance and we appreciate your role in making high quality CLE available to our participants on these very vital consumer law and consumer credit issues. I have pasted in below the invitation from our Festival director, Professor Judith Wegner for this year's Festival, which will be held in Chapel Hill on February 14 and 15. If you are willing to participate again this year, please follow the directions below to so indicate. If I can be helpful in any way, please do not hesitate to contact me. If you are unable to participate this year, but have ideas for others who would make good presenters on a consumer law or consumer credit issue, please let me know.
Thanks again and all the best,
Lissa
Dear Esteemed Colleague and Friend of UNC School of Law:

I'm writing to urge you to join us as a member of the faculty for the 2014 Festival of Legal Learning CLE program. The event will take place on Friday and Saturday, February 14 and 15, 2014 at the Friday Center near the UNC campus in Chapel Hill.

This will be the Festival's 24th year. It represents one of the law school's yearly shining moments, when our full time and adjunct faculty, esteemed members of the bench and bar all join together to offer engaging programming for nearly 800 attendees. I think that nearly everyone who has taught in the program comes back glowing and saying that they've had a great deal of fun.

The program began as a "bake sale" to support the law library during the economic downturn back when I was dean, but has now grown to provide the law school with revenue of nearly $250,000 a year. These funds are a crucial resource to support such things as faculty summer grants, research assistant support, professional development and travel, and law library initiatives. It's really a wonderful partnership that gets better and better as time goes by. Even more importantly it is also one of the law school's signature service initiatives, one that is deeply appreciated by members of the bar in North Carolina and beyond.

The program will continue in its traditional format, featuring eight concurrent sessions during each of 12 hour-long segments, and running from Friday morning through mid-day Saturday. Participants choose a mix of offerings in their fields of interest, and to share in this intellectual feast. Some offerings provide introductory or basic coverage in areas that may be unfamiliar to attendees, while others are more advanced. Sessions can be one or two hours in duration, as the presenter prefers.

I'm attaching last year's Festival brochure so you can see the range of subjects we have covered in the past. I would also be happy to send you some of last year's manuscripts upon request.

Here's what we need from you if you're willing to contribute:

1. Complete the on-line form through which we collect simple preliminary information needed for the brochure *(name, brief biographical information, title of presentation and two sentence description, availability for time slots on February 14 and 15).* We need you to confirm and complete the form b September 27 (sooner is better, however). Here is a link to the collection point: https://unc.qualtrics.com/SE/?SID=SV_bO53DR8i2wyWVmt . Last year, we had most faculty spots taken very early, so please sign up as soon as you can so we can confirm a place for you. You'll be glad you did.

2. Drop me or Jackie Carlock, our wonderful CLE Director an e-mail if you'd like to discuss your topic or focus, or if you have other presenters to suggest. Jackie can be reached at jcarlock@email.unc.edu and I can be reached at Judith_wegner@unc.edu.

3. Submit your manuscript by January 10, 2014 (we'll remind you).

4. Join us on February 14 and 15. You get free CLE credit for all the hours you take, bonus hours for your presentation, an opportunity to see old friend or to meet new colleagues, and the satisfaction of engaging with excellent lawyers and contributing to the quality of the bar.

Thanks for giving this invitation your careful consideration. We hope you'll join us, and know that you'll enjoy it if you can. Warm wishes.

Judith Welch Wegner
Burton Craige Professor of Law

Phone: (919) 962-4113 E-Mail: Judith_wegner@unc.edu
Director of the Festival of Legal Learning
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

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From: Norton, Molly <mbnorton@unc.edu>
Sent: Wednesday, September 18, 2013 3:11 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: NCAA Regulatory Review - UNC

Thanks, Lissa!

From: Broome, Lissa L
Sent: Wednesday, September 18, 2013 2:50 PM
To: Norton, Molly
Subject: RE: NCAA Regulatory Review - UNC
Hi, I will hold. I am meeting with the Chancellor at 3:00 that day and we have FAC at 3:30 that day so those are my other commitments on October 8.
Lissa

From: Norton, Molly
Sent: Wednesday, September 18, 2013 1:42 PM
To: Broome, Lissa L
Subject: RE: NCAA Regulatory Review - UNC
Hi Lissa,
Can you please hold Tuesday, October 8th on your calendar for now (I realize you're only available prior to 2:30pm that day)? I'm going to check with the Chancellor's office and see if this date works for her as well.
Thanks,
Molly

From: Broome, Lissa L
Sent: Monday, September 09, 2013 5:40 PM
To: Norton, Molly
Subject: RE: NCAA Regulatory Review - UNC
Hi Molly –
Available times:
Sept. 16 – all day except from 12:45 to 2:15.
September 17—all day except 11:45 – 3:15.
Sept. 20 – after 11:30
Sept. 25 before 12:45
October 8 – before 2:30
October 9 – after 2:15
October 10 – before 12:45
October 11 – all day
October 14 – all day except from 12:45 to 2:15
October 15 – all day
October 16 – all day except from 12:45 to 2:15
Let me know if you need more.
Lissa

From: Norton, Molly
Sent: Monday, September 09, 2013 4:26 PM
To: Broome, Lissa L
Subject: FW: NCAA Regulatory Review - UNC
Hi Lissa,
Bubba would like to participate in the NCAA Regulatory Review mentioned below. Can you please provide some dates and times that you are available for a 30-60 minute meeting before September 26 or after October 7?
Thanks,
Molly

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Sent: Thursday, September 05, 2013 7:05 PM
To: Ille, Vince
Cc: Vangelder, Marielle A; UNC Athletics Director
Subject: NCAA Regulatory Review - UNC
Dear Mr. Ille,

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As part of this Review, we are meeting with and speaking to campuses across the country and across all three divisions to assess the effectiveness of these functions and consider how closely they meet the membership's expectations.

We would also welcome the opportunity to meet with (or speak to) the university president, senior athletic staff members, members of the general counsel's office (if applicable), coaches, the FAR, and/or any other university official that would like to participate. We should be in the North Carolina area September 12 and would like to arrange a visit, if possible. If that day does not work, we can certainly accommodate another day.

Please feel free to give me a call to discuss this opportunity at 202-862-2248. I am happy to answer any questions you might have. I look forward to hearing from you.

Thanks,
Joe
A. Joseph Jay III
Cadwalader, Wickersham & Taft LLP
700 Sixth Street, N.W.

Washington, DC 20001
Tel: +1 202.862.2248
Fax: +1 202.862.2400
Joseph.Jay@cwt.com
www.cadwalader.com

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From: Laura Bingham <laura.bingham@newportboardgroup.com>
Sent: Wednesday, September 18, 2013 3:46 PM
To: Broome, Lissa L <lbroome@email.unc.edu>; May, Lanier Brown <llbrown@ad.unc.edu>
Subject: FW: Thanks for the opportunity to meet

Lissa and Lanier,
Thank you both! Good to connect and I'm optimistic some good info flow – maybe event money flow – will result. Terrific candidates for the Diversity Registry and classes, for sure.
Lanier, we'll look for smoke signals from you and do as you can facilitate opportunities.
Best, Laura
Laura Bingham
Partner
Newport Board Group LLC
Raleigh, NC
Direct 919-571-9920
Laura.Bingham@NewportBoardGroup.com
www.NewportBoardGroup.com

Description: letim2.png

Board Directors - Executive Leaders - Board & CEO Advisors

---------- Forwarded message ----------
From: **Broome, Lissa L** <lbroome@email.unc.edu>
Date: Wed, Sep 18, 2013 at 9:28 AM
Subject: Thanks for the opportunity to meet
To: Laura Bingham < @gmail.com>, "May, Lanier Brown" <llbrown@ad.unc.edu>

Dear Laura and Lanier –
Thanks so much to Laura for arranging yesterday's meeting. I would be delighted to have the opportunity to talk about the Director Diversity Initiative and corporate board diversity issues to the Women's Council or the Diversity Council if and when it seems appropriate. Lanier, I would be happy for you to pass along my contact information to Jackie Pierce.
Our Director Diversity Initiative website highlights some of our programs and work, https://ddi.law.unc.edu/.
All the best,
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description: http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: UNC News <news@unc.edu>
Sent: Wednesday, September 18, 2013 3:51 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] Carolina in the News -- September 18

Here is a sampling of links and notes about Carolina people and programs cited recently in the media:

International Coverage

Iranians Get Brief Taste of Free Access to Social Media
PRI's The World (international news program on NPR)
Sept. 17
On Monday afternoon some Iranian social media users got a big surprise. They were able to connect to Facebook and Twitter directly, without the use of proxies. The joy, however, was short-lived. A few hours later the sites were blocked again. The government cited "technical problems" as the reason for the temporary access. Anchor Aaron Schachter speaks with Zeynep Tufekci, assistant professor at the University of North Carolina, Chapel Hill, about the inner workings of Iranian Internet. [Interview conducted from the Carolina News Studio.]
http://www.theworld.org/2013/09/iran-social-media/

DMLA: L'espoir d'un traitement de longue durée
[Hope for long-term treatment for macular degeneration]
Santélog.com (French health website)
Sept. 18
Cette recherche de l'Université de Caroline du Nord (UNC) révèle un traitement prometteur et durable pour la dégénérescence maculaire liée à l'âge (DMLA). …chaque année, 500.000 nouveaux cas de DMLA humide sont diagnostiqués dans le monde, dont 200.000 en Europe, ce candidat permettrait de réduire, sans besoin d'injections répétées, le handicap de millions de patients.
UNC Release:
http://news.unchealthcare.org/news/2013/september/unc-research-points-to-promising-treatment-for-macular-degeneration
http://www.santelog.com/modules/communaute/index.php

National Coverage

Lab life: Battle zone
Nature
Sept. 18
Disputes are bound to happen in high-pressure research environments. The key is knowing how to respond when they do. Erica Sparkenbaugh was apprehensive when her principal investigator (PI) asked her to finish a paper that a more senior postdoc had started. Sparkenbaugh … researches inflammation and coagulation at the University of North Carolina at Chapel Hill. … Sparkenbaugh approached her miffed lab-mate … [and] explained that she had not intended to step on his toes. … The conversation proved fruitful. http://www.nature.com/nature/journal/v501/n7467/full/nj7467-449a.html

How Emerging Markets Compete With Developing World
Wall Street Journal 'News Hub'
Sept. 13
Emerging markets see big outflows amid fears the Fed will soon slow easing. How can emerging markets build their own brands independent of the U.S.? [UNC Kenan-Flagler's] Jan-Benedict Steenkamp, author of "Brand Breakout: How Emerging Market Brands Will Go Global," joins the News Hub to discuss.
http://live.wsj.com/video/how-emerging-markets-compete-with-developing-world/505B0A68-387E-411D-AC48-B4CE5C1C97FF.html#!505B0A68-387E-411D-AC48-B4CE5C1C97FF

Big Bucks for NextGen Aviation and Alternative Jet Fuels
Triplepundit (blog)
Sept. 18
… The Federal Aviation Administration last week selected a group of universities to run a new Air Transportation Center of Excellence (COE) for alternate jet fuels and the environment. The COE …will explore ways to meet the environmental and energy goals that make up a large part of the Next Generation Air Transportation System, known as NextGen. [Leaders will be Washington State University and the Massachusetts Institute of Technology]; COE partners include Boston University, Oregon State University, Purdue University, the University of Dayton, the University of Illinois at Urbana-Champaign, the University of Pennsylvania, the University of Washington, Missouri University of Science and Technology, Georgia Institute of Technology, Pennsylvania State University, Stanford University, the University of Hawaii, the University of North Carolina at Chapel Hill and the University of Tennessee.
http://www.triplepundit.com/2013/09/big-bucks-nextgen-aviation-alternative-jet-fuels/
Related Link:
http://www.labmanager.com/?articles.view/articleNo/37511/title/FAA-Awards--40-Million-to-New-Center-of-Excellence-Aimed-at-Creating-Cleaner-Jet-Fuels/

A marriage for life keeps the doctor away
Mercator.com (national website)
Sept. 17
What can be done to lower risks of diabetes, cancer, heart attack, and stroke, the leading causes of death and disability in the United States? Health professionals are quick to hound Americans about eating right and exercising regularly. Yet perhaps they should also be calling attention to the conclusions of a study by scholars at the University of North Carolina and Princeton that found that the longer men and women stayed married — and married to the same spouse — the lower risks they face of developing these chronic conditions.
http://www.mercatornet.com/family_edge/view/12770#sthash.Oj1kSH7A.dpuf

State & Local Coverage

New UNC-CH Chancellor Carol Folt looks ahead
The News & Observer (Raleigh)
Sept. 18
UNC-Chapel Hill Chancellor Carol Folt says she doesn't have a magic answer for how to fix problems in the world of big-time college sports. But in nearly three months on the job, she's had plenty of conversations about the relationship between academics and athletics. Most recently, she discussed it at a meeting of university leaders of the Atlantic Coast Conference, and on the six-hour road trip to Blacksburg, Va., with her Triangle compatriots, Duke President Richard Brodhead and N.C. State Chancellor Randy Woodson. The topic will also be explored at an upcoming gathering of 62 leaders of top research campuses in the Association of American Universities.
http://www.newsobserver.com/2013/09/17/3204326/new-chancellor-carol-folt-looks.html#storylink=cpy

Issues & Trends

AAU Protests Efforts to Cut Federal Funds for Social Science
Inside Higher Ed
Sept. 18

As Congress debates over a stopgap spending measure to keep the government open past October 1, the group representing America's elite research universities on Tuesday issued a statement protesting efforts by Congress impose restrictions on or ban federal funding for social and behavioral science research. The Association of American Universities said called those efforts "disturbing" and "inappropriate," arguing that they would "relegate such research to second-class status in federal research funding."
http://www.insidehighered.com/quicktakes/2013/09/18/aau-protests-efforts-cut-federal-funds-social-science#ixzz2fFt5Ruy6

Pell Grant pays for less and less as a postsecondary education matters more and more
The Progressive Pulse (website)
Sept. 17

The federal Pell Grant Program serves students from very poor families, according to a new report by the Congressional Budget Office (CBO). However, the ability of the Pell Grant to cover the cost of higher education has declined over time and will continue to in the years ahead. … …The average tuition and fees within the University of North Carolina System increased 60 percent (inflation-adjusted) over the last ten years. During this time period, state support for higher education declined and the Pell grant has steadily covered less of the cost of attendance. http://pulse.ncpolicywatch.org/2013/09/17/pell-grant-pays-for-less-and-less-as-a-postsecondary-education-matters-more-and-more/#sthash.YQqvDokE.dpuf

Broadening the Transgender Agenda
Inside Higher Ed
Sept. 18

Last week, University of North Carolina at Chapel Hill students marched the mile from campus to the Board of Governors meeting site to protest the UNC System's blanket ban, imposed by the board, on gender-neutral housing. The new policy -- which overturned the Chapel Hill Board of Trustees' endorsement of the housing option -- was approved while students were away for the summer under the reasoning that "there are more practical ways" to make students "safe, comfortable and included," the board chairman said… . http://www.insidehighered.com/news/2013/09/18/colleges-adopt-new-policies-accommodate-transgender-students#ixzz2fFWGIC2D

Consolidation of HBCUs is bad idea
The Journal (Winston-Salem; editorial)
Sept. 18

A suggestion that the UNC system should consolidate several campuses, specifically schools that traditionally have served either African-American or Native American students, should be abandoned immediately.
http://www.journalnow.com/opinion/editorials/article_ffe560b4-1fc4-11e3-b27f-001a4bcf6878.html

Two with NC ties killed in Navy Yard rampage
WRAL-TV
Sept. 17

Two of the victims in Monday's shooting rampage at the Washington Navy Yard in Washington, D.C., had ties to North Carolina. Mary DeLorenzo Knight, 51, of Reston, Va., grew up in the Fayetteville area … . John Roger Johnson, 73, owned a home in Nags Head and has family in Durham. … Knight … attended the University of North Carolina at Chapel Hill, where she studied computer science.
http://www.wral.com/woman-with-ties-to-fayetteville-killed-in-navy-yard-rampage/12894574/

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1) Can you do anything about the wrongful conviction in Bill's case?
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Applicable Rules

Preamble:

[12] In the nature of law practice, however, conflicting responsibilities are encountered. Virtually all difficult ethical problems arise from conflict between a lawyer's responsibilities to clients, to the legal system, and to the lawyer's own interest in remaining an ethical person while earning a satisfactory living. The Rules of Professional Conduct often prescribe terms for resolving such conflicts. Within the framework of these Rules, however, many difficult issues of professional discretion can arise. Such issues must be resolved through the exercise of sensitive professional and moral judgment guided by the basic principles underlying the Rules. These principles include the lawyer's obligation zealously to protect and pursue a client's legitimate interests, within the bounds of the law, while maintaining a professional, courteous and civil attitude toward all persons involved in the legal system.

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(a) A lawyer shall not reveal information relating to the representation of a client unless the client gives informed consent, the disclosure is impliedly authorized in order to carry out the representation or the disclosure is permitted by paragraph (b).
(b) A lawyer may reveal information relating to the representation of a client to the extent the lawyer reasonably believes necessary:

(1) to prevent reasonably certain death or substantial bodily harm;

(2) to prevent the client from committing a crime or fraud that is reasonably certain to result in substantial injury to the financial interests or property of another and in furtherance of which the client has used or is using the lawyer's services;

(3) to prevent, mitigate or rectify substantial injury to the financial interests or property of another that is reasonably certain to result or has resulted from the client's commission of a crime or fraud in furtherance of which the client has used the lawyer's services;

(4) to secure legal advice about the lawyer's compliance with these Rules;

(5) to establish a claim or defense on behalf of the lawyer in a controversy between the lawyer and the client, to establish a defense to a criminal charge or civil claim against the lawyer based upon conduct in which the client was involved, or to respond to allegations in any proceeding concerning the lawyer's representation of the client; or

(6) to comply with other law or a court order.

Rule 1.7 Conflict of Interest: Current Clients

(a) Except as provided in paragraph (b), a lawyer shall not represent a client if the representation involves a concurrent conflict of interest. A concurrent conflict of interest exists if:

(1) the representation of one client will be directly adverse to another client; or

(2) the representation of one or more clients may be materially limited by the lawyer's responsibilities to another client, a former client, or a third person, or by a personal interest of the lawyer.

(b) Notwithstanding the existence of a concurrent conflict of interest under paragraph (a), a lawyer may represent a client if:

(1) the lawyer reasonably believes that the lawyer will be able to provide competent and diligent representation to each affected client;

(2) the representation is not prohibited by law;

(3) the representation does not involve the assertion of a claim by one client against another client represented by the lawyer in the same litigation or other proceeding before a tribunal; and

(4) each affected client gives informed consent, confirmed in writing.

Rule 1.9 Duties to Former Clients

(a) A lawyer who has formerly represented a client in a matter shall not thereafter represent another person in the same or a substantially related matter in which that person's interests are materially adverse to the interests of the former client unless the former client gives informed consent, confirmed in writing.

(b) A lawyer shall not knowingly represent a person in the same or a substantially related matter in which a firm with which the lawyer formerly was associated had previously represented a client

(1) whose interests are materially adverse to that person; and

(2) about whom the lawyer had acquired information protected by Rules 1.6 and 1.9(c) that is material to the matter; unless the former client gives informed consent, confirmed in writing.

(c) A lawyer who has formerly represented a client in a matter or whose present or former firm has formerly represented a client in a matter shall not thereafter:

(1) use information relating to the representation to the disadvantage of the former client except as these Rules would permit or require with respect to a client, or when the information has become generally known; or

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Client-Lawyer Relationship

Rule 2.1 Advisor

In representing a client, a lawyer shall exercise independent, professional judgment and render candid advice. In rendering advice, a lawyer may refer not only to law, but also to other considerations such as moral, economic, social, and political factors that may be relevant to the client's situation.

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(a) A lawyer shall not knowingly:

> (1) make a false statement of material fact or law to a tribunal or fail to correct a false statement of material fact or law previously made to the tribunal by the lawyer;
>
> (2) fail to disclose to the tribunal legal authority in the controlling jurisdiction known to the lawyer to be directly adverse to the position of the client and not disclosed by opposing counsel; or
>
> (3) offer evidence that the lawyer knows to be false. If a lawyer, the lawyer's client, or a witness called by the lawyer, has offered material evidence and the lawyer comes to know of its falsity, the lawyer shall take reasonable remedial measures, including, if necessary, disclosure to the tribunal. A lawyer may refuse to offer evidence, other than the testimony of a defendant in a criminal matter, that the lawyer reasonably believes is false.

(b) A lawyer who represents a client in an adjudicative proceeding and who knows that a person intends to engage, is engaging or has engaged in criminal or fraudulent conduct related to the proceeding shall take reasonable remedial measures, including, if necessary, disclosure to the tribunal.

(c) The duties stated in paragraphs (a) and (b) continue to the conclusion of the proceeding, and apply even if compliance requires disclosure of information otherwise protected by Rule 1.6.

(d) In an ex parte proceeding, a lawyer shall inform the tribunal of all material facts known to the lawyer that will enable the tribunal to make an informed decision, whether or not the facts are adverse.

Maintaining The Integrity Of The Profession

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(b) A lawyer who knows that a judge has committed a violation of applicable rules of judicial conduct that raises a substantial question as to the judge's fitness for office shall inform the appropriate authority.

(c) This Rule does not require disclosure of information otherwise protected by Rule 1.6 or information gained by a lawyer or judge while participating in an approved lawyers assistance program.

ABA Criminal Justice Section Standards

Standard 14- 3.2. Responsibilities of defense counsel

(a) Defense counsel should keep the defendant advised of developments arising out of plea discussions conducted with the prosecuting attorney, and should promptly communicate and explain to the defendant all plea offers made by the prosecuting attorney.

(b) To aid the defendant in reaching a decision, defense counsel, after appropriate investigation, should advise the defendant of the alternatives available and address considerations deemed important by defense counsel or the defendant in reaching a decision. Defense counsel should not recommend to a defendant acceptance of a plea unless appropriate investigation and study of the case has been completed.

(c) Defense counsel should conclude a plea agreement only with the consent of the defendant, and should ensure that the decision whether to enter a plea of guilty or nolo contendere is ultimately made by the defendant.

(d) Defense counsel should not knowingly make false statements or representations as to law or fact in the course of plea discussions with the prosecuting attorney.

(e) At the outset of a case, and whenever the law, nature and circumstances of the case permit, defense counsel should explore the possibility of a diversion of the case from the criminal process.

(f) To the extent possible, defense counsel should determine and advise the defendant, sufficiently in advance of the entry of any plea, as to the possible collateral consequences that might ensue from entry of the contemplated plea.

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ABA Criminal Justice Section Standards

Standard 14- 3.2. Responsibilities of defense counsel

(a) Defense counsel should keep the defendant advised of developments arising out of plea discussions conducted with the prosecuting attorney, and should promptly communicate and explain to the defendant all plea offers made by the prosecuting attorney.

(b) To aid the defendant in reaching a decision, defense counsel, after appropriate investigation, should advise the defendant of the alternatives available and address considerations deemed important by defense counsel or the defendant in reaching a decision. Defense counsel should not recommend to a defendant acceptance of a plea unless appropriate investigation and study of the case has been completed.

(c) Defense counsel should conclude a plea agreement only with the consent of the defendant, and should ensure that the decision whether to enter a plea of guilty or nolo contendere is ultimately made by the defendant.

(d) Defense counsel should not knowingly make false statements or representations as to law or fact in the course of plea discussions with the prosecuting attorney.

(e) At the outset of a case, and whenever the law, nature and circumstances of the case permit, defense counsel should explore the possibility of a diversion of the case from the criminal process.

(f) To the extent possible, defense counsel should determine and advise the defendant, sufficiently in advance of the entry of any plea, as to the possible collateral consequences that might ensue from entry of the contemplated plea.

From: no_reply@email.unc.edu
Sent: Wednesday, September 18, 2013 5:44 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Anal Pain study

UNC Mass Mailing List
INFORMATIONAL: Study participants wanted for anal fissure study (18 and older and less than 75 years).
The UNC Center for Functional GI and Motility Disorders is now recruiting participants age 18 or older and = 75to participate in a research study of a new drug named diltiazem for treating patients with anal fissure.
The study is 5 weeks long and requires 4 visits to the UNC CTRC clinic and a phone call visit.
You may be eligible to participate if you are over the age of 18 and less than 75 years, and diagnosed with an anal fissure that has not been treated recently. Participants will receive all tests associated with the study at no cost and will receive up to $425 for completing the study.
For more information about this trial, please contact: Renuka Kelapure(renuka_kelapure@med.unc.edu)919-843-7892
This study (IRB # {12-2219} received IRB approval from the UNC Office of Human Research Ethics on {1/10/2013}.

This message is sponsored by: Center of gastrointestinal diseases

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INFORMATIONAL email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

From: no_reply@email.unc.edu
Sent: Wednesday, September 18, 2013 5:53 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] A New Relationship With Food

If binge eating or loss of control over eating is something that you struggle with the Balance therapy group could offer you the support you need to develop a more healthy relationship with food.

Over 20 weeks we will explore the role of binge eating in your life and how to practice the balance needed to overcome it. Mindfulness based practices will be used throughout the group to strengthen your awareness of your thoughts as they relate to binge eating. Emotion regulation skills and awareness of the body will be interwoven to increase emotion identification and how to move through feelings as they arise. We will also focus on our relationships with one another in the group to help strengthen your relationship with yourself and with others in your life.

This group is open every 5 weeks for new comers when openings are available. Prior to beginning, an initial evaluation and an additional individual meeting must be completed with Colie so that she can get to know you and your relationship with food.

After completing the 20 week group, you can choose to join The Graduates' Group, an on-going process and support group for people in recovery from binge eating disorder who have completed The Balance Group.

Group meets Thursdays from 3:30-5:00pm at UNC in the Neurosciences hospital. Group will be welcoming new comers September 26th and again on November 7th and every 5 weeks after. Please contact Colie Taico, LCSW at 919-843-9207 or ctaico@med.unc.edu for more information.

This message is sponsored by: UNC Center of Excellence for Eating Disorders

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INFORMATIONAL email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational
mass email preference, sign into MyUNC at http://my.unc.edu, and select
Update Personal Information

From: Todd H. Eveson <TEveson@wyrick.com>
Sent: Monday, March 31, 2014 10:26 AM
To: Anthony Gaeta <tgaeta@wyrick.com>; Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: UNC Banking Institute this Thursday and Friday

I am now registered.

From: Anthony Gaeta
Sent: Monday, March 31, 2014 10:25 AM
To: Broome, Lissa L
Cc: Todd H. Eveson
Subject: RE: UNC Banking Institute this Thursday and Friday
That should be Todd using one of Hutchison's then; this got mixed up by Phil; but no big deal; Todd will take Phil's extra spot

---

From: Broome, Lissa L [mailto:lbroome@email.unc.edu]
Sent: Monday, March 31, 2014 10:19 AM
To: Anthony Gaeta
Cc: Todd H. Eveson
Subject: RE: UNC Banking Institute this Thursday and Friday
Hi Tony & Todd -- I just noticed that as of Friday around noon, Todd's name was not on the registration list. Stu and Jonathan are using your firm's complimentary admissions and Tony is comped as a panel coordinator.
Also, Phil has two complimentary sponsor admissions since he is comped as a panelist.
If Todd or someone else needs to register, they should go to http://www.law.unc.edu/cle/bankinginstitute/logistics/ and indicate "Prepaid Corporate Sponsor" when it comes time to pay. Just let me know if someone is using the Hutchison Company complimentary admissions.
Thanks,
Lissa

From: Anthony Gaeta [mailto:tgaeta@wyrick.com]
Sent: Monday, March 31, 2014 10:15 AM
To: Jack R. Magee; Clay O. Martin
Cc: Broome, Lissa L; phuber@hutchisoncompany.com
Subject: UNC Banking Institute this Thursday and Friday
Jack or Clay; do either of you have time and/or interest in attending? I have a complimentary pass for one person from Phil Huber at The Hutchison Company if either of you want to attend; All you would need is to register at the Ritz Carlton; good CLE and good company too! Todd, Jonathan, Stu and I are going to be there. If neither of you can go, can you suggest a classmate, maybe in a Charlotte firm, that might want to use it and I will get up with him/her.
Thanks; come see me in the rarified air of the 5th floor sometime!

From: Clay O. Martin <CMartin@wyrick.com>
Sent: Monday, March 31, 2014 10:46 AM
To: Anthony Gaeta <tgaeta@wyrick.com>; Jack R. Magee <JMagee@wyrick.com>
Cc: Broome, Lissa L <lbroome@email.unc.edu>; phuber@hutchisoncompany.com
Subject: RE: UNC Banking Institute this Thursday and Friday

Tony:
I'd love to go, but I have a closing that, while scheduled for tomorrow, will almost certainly push to Thursday or Friday. If Jack is unable to make it, I can certainly provide a couple of names of folks in Charlotte who might be interested.
Thanks for keeping me in mind,
Clay

From: Anthony Gaeta
Sent: Monday, March 31, 2014 10:15 AM
To: Jack R. Magee; Clay O. Martin
Cc: lbroome@email.unc.edu; phuber@hutchisoncompany.com
Subject: UNC Banking Institute this Thursday and Friday
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Thanks; come see me in the rarified air of the 5th floor sometime!

From: Jack R. Magee <JMagee@wyrick.com>
Sent: Monday, March 31, 2014 10:52 AM
To: Clay O. Martin <CMartin@wyrick.com>; Anthony Gaeta <tgaeta@wyrick.com>
Cc: Broome, Lissa L <lbroome@email.unc.edu>; phuber@hutchisoncompany.com
Subject: RE: UNC Banking Institute this Thursday and Friday

Thanks very much for the invite! Unfortunately, I'm in pretty much the identical situation to Clay.
Clay may have some other suggestions, but I know Chris Fowler (at MVA in Charlotte) would be a good choice for an invitee. He may already be coming to the event, but I'm not sure.
Thanks again,

Jack

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Sent: Monday, March 31, 2014 10:46 AM
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From: Anthony Gaeta <tgaeta@wyrick.com>
Sent: Monday, March 31, 2014 11:12 AM
To: Jack R. Magee <JMagee@wyrick.com>; Clay O. Martin <CMartin@wyrick.com>
Cc: Broome, Lissa L <lbroome@email.unc.edu>; phuber@hutchisoncompany.com
Subject: RE: UNC Banking Institute this Thursday and Friday

OK; thanks guys; glad you all are busy however.
Lissa: is Chris Fowler of Moore & Van Allen signed up? If not, I will reach out to him.

From: Jack R. Magee
Sent: Monday, March 31, 2014 10:52 AM
To: Clay O. Martin; Anthony Gaeta
Cc: lbroome@email.unc.edu; phuber@hutchisoncompany.com
Subject: RE: UNC Banking Institute this Thursday and Friday
Thanks very much for the invite! Unfortunately, I'm in pretty much the identical situation to Clay.
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Thanks again,

Jack

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Thanks; come see me in the rarified air of the 5th floor sometime!

From: Westerlund, Lance S <lancew@unc.edu>
Sent: Monday, March 31, 2014 11:13 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: Bortz, Conrad <cbortz@email.unc.edu>
Subject: RE: Registration Status Lists for Banking/ABCs

FYI – for Banking, all but one of the unpaids are Cadwalader. I've also emailed Rufus Beaty to see if actually intended to register for ABCs. Correction: the attendee numbers are ABCs (32), BI (183).

From: Westerlund, Lance S
Sent: Monday, March 31, 2014 11:03 AM
To: Broome, Lissa L
Cc: Bortz, Conrad
Subject: Registration Status Lists for Banking/ABCs

Hi Lissa,
Here are the current registration status lists for ABCs (33-Final) and Banking Institute (186).
The only expected Banking Institute attendees who are not yet registered are the one's from Beth DeSimone, who are splitting a registration.
Thanks,
Lance

Lance Westerlund
Conference and Special Events Coordinator
UNC School of Law
Office of Continuing Legal Education
University of North Carolina at Chapel Hill
Campus Box #3380
Chapel Hill, NC 27599 USA
Phone: (919) 962-1679
Fax: (919) 843-7779
Email: lancew@unc.edu

From: Anthony Gaeta <tgaeta@wyrick.com>
Sent: Monday, March 31, 2014 11:24 AM
To: Broome, Lissa L <lbroome@email.unc.edu>; Jack R. Magee <JMagee@wyrick.com>; Clay O. Martin <CMartin@wyrick.com>
Cc: phuber@hutchisoncompany.com
Subject: RE: UNC Banking Institute this Thursday and Friday

Ok; send me Rick Hazlett's email address please; I will see if someone at MVA will take it; damn hard giving something so valuable away!!

From: Broome, Lissa L [mailto:lbroome@email.unc.edu]
Sent: Monday, March 31, 2014 11:22 AM
To: Jack R. Magee; Clay O. Martin; Anthony Gaeta
Cc: phuber@hutchisoncompany.com
Subject: RE: UNC Banking Institute this Thursday and Friday
Chris Fowler is already registered.
Lissa

From: Jack R. Magee [mailto:JMagee@wyrick.com]
Sent: Monday, March 31, 2014 10:52 AM
To: Clay O. Martin; Anthony Gaeta
Cc: Broome, Lissa L; phuber@hutchisoncompany.com
Subject: RE: UNC Banking Institute this Thursday and Friday
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Thanks; come see me in the rarified air of the 5th floor sometime!

From: Johnson, Robert J - Winston-Salem, NC <RJJohnson@BBandT.com>
Sent: Monday, March 31, 2014 11:30 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Reserved Table at Banking Institute -- Thursday Lunch

---

Lissa,
Thanks for the invitation. I am happy to join you for lunch. Looking forward to it!
Bob

From: Broome, Lissa L [mailto:lbroome@email.unc.edu]
Sent: Monday, March 31, 2014 9:44 AM
To: Joe Smith (jsmith@poynerspruill.com); Anthony Gaeta Jr. (tgaeta@wyrick.com); Johnson, Robert J - Winston-Salem, NC
Cc: Doyle, A. Patrick (Patrick.Doyle@APORTER.COM); Beth DeSimone
Subject: Reserved Table at Banking Institute -- Thursday Lunch
Friends – I hope you will be able to join four of our students, me, Beth DeSimone (our lunch speaker) and Pat Doyle (her introducer) at the reserved table for lunch.
Lunch begins at 12:30 p.m. on Thursday, April 3 and Pat will introduce Beth around 1:15. Please let me know if you will be at the Banking Institute then and can join us at the reserved table.
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

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From: Anthony Gaeta <tgaeta@wyrick.com>
Sent: Monday, March 31, 2014 11:35 AM
To: rickhazlett@mvalaw.com
Cc: Broome, Lissa L <lbroome@email.unc.edu>
Subject: UNC Banking Institute

Rick: I have an extra complimentary admission to this week's Institute. I understand from Lissa that Tom Dunn, my former student Christ Fowler and you are attending. Todd, Stu and Jonathan are coming with me but I cannot shake loose any of the others here. Do you have someone at MVA who would want to attend, free of charge? If so, give Lissa his/her name and she can direct what he/she should do to register.
Thanks! See you Thursday

From: Nathan Batts <Nathan@ncbankers.org>
Sent: Monday, March 31, 2014 11:49 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Study on Immigration Press Conference - April 15th at 11 a.m. in Durham

---

Understood. I hope the Banking Institute goes well this week. Unfortunately, I am stuck in Raleigh because a patent law bill (anti-patent troll) that I have worked on is likely going to be introduced this Thursday at the General Assembly during the Joint Legislative Economic Development and Global Engagement Oversight Committee meeting. Around 25 states are moving legislation in that space.

Nathan Batts, Senior Vice President and Counsel
North Carolina Bankers Association ¦ P.O. Box 19999, Raleigh, NC 27619
Office: +919.781.7979 ¦ Toll Free: +800.662.7044 ¦ Fax: +919.881.9909
www.ncba.com ¦ nathan@ncbankers.org ¦

From: Broome, Lissa L [mailto:lbroome@email.unc.edu]
Sent: Monday, March 31, 2014 11:35 AM
To: Nathan Batts
Subject: RE: Study on Immigration Press Conference - April 15th at 11 a.m. in Durham

Nathan – Thanks for the invite. Unfortunately, I am teaching then so will only be able to join around 1:30 at the NCCOB meeting.
Lissa

From: Nathan Batts [mailto:Nathan@ncbankers.org]
Sent: Monday, March 31, 2014 10:22 AM
To: Broome, Lissa L
Subject: Study on Immigration Press Conference - April 15th at 11 a.m. in Durham

NCBA Logo - 2006 - no address

P. O. BOX 19999, RALEIGH, NC 27619-9916 / 800-662-7044 / FAX: 919/881-9909

March 31, 2014
Ms. Lissa Broome
Wells Fargo Professor of Banking Law and Director of the Center for Banking and Finance
UNC School of Law
5105 Van Hecke-Wettach Hall, 160 Ridge Road, CB#3380
Chapel Hill, NC 27599-3380
lbroome@email.unc.edu

Dear Lissa:

On April 15th at 11 a.m., the North Carolina Bankers Association will hold a press conference at the Sheraton Imperial RTP (4700 Emperor Boulevard, Durham, NC 27703). During this press conference and the accompanying presentation, the results of a new study on immigration will be released. This new study will be even more expansive in its scope than a nonpartisan study commissioned by the bankers association in 2006 and produced by the nationally recognized Kenan-Flagler Business School at the University of North Carolina at Chapel Hill. The 2006 study received extensive and continuing coverage by the media. It was entitled "The Economic Impact of the Hispanic Population on the State of North Carolina."

The new study is again being produced by the Kenan-Flagler Business School at the University of North Carolina at Chapel Hill. The presentation on the study's findings will be by two UNC professors. The presentation is expected to conclude by noon.

An executive summary and electronic copy of the study will be made available to the attendees. The study will contain economic data and population trends involving workers moving to North Carolina from other states and from other countries. For example, this study will examine the growth and spending power of the Hispanic population, it will examine North Carolina's ties to Asia and the influence of Asian Americans, and it will look at migrations of people from other states as they relocate to North Carolina. In particular, the data on government expenditures and inflows to the economy will be of great interest to policymakers. This will also be a networking opportunity for those interested in this topic.

There is no cost to attend, but seating is limited. Please contact Nathan Batts (nathan@ncbankers.org or 919-781-7979) for more information, or to RSVP please contact Vickie Bowers (vickie@ncbankers.org) to reserve a seat for the presentation. Further information and a link to the prior study are available as a news item on the homepage of the bankers association at www.ncba.com or www.ncbankers.org.

We hope that you will join us for this event.

Sincerely,
Nathan R. Batts
Senior Vice President and Counsel

Public Service Newsletter

Public Service Newsletter: Monday, March 31, 2014

ABOUT THE PUBLIC SERVICE NEWSLETTER

The Office of Public Service Programs is here to serve students who are pursuing a career in public interest law and provide opportunities for all students to engage in the School of Law's tradition of public service. Look out for the Public Service Newsletter each Monday for information about public service career opportunities, events, resources, news, and more. View past newsletters.

Join our Facebook page | Follow us on Twitter

EVENTS AT UNC LAW

ELPS Board Elections

Monday, March 31, 12:00-12:50 p.m., Room 4004

Come vote for next year's ELPS Board members!

ELP Environmental Law Course Advising

Monday, March 31, 12:00-12:50 p.m., Room 4082

Professor Hornstein and ELP will introduce the environmental law courses offered at UNC, as well as classes which may be helpful if you are interested in learning more about or pursuing a career in environmental law.

CAREER CORNER

CDO Presents: "How I Found My Job After Graduation" Program for 3Ls

Thursday, April 3, 12:00-12:50 p.m., Room 4085

If you are a 3L seeking a permanent job, you are not alone. On Thursday, April 3 there will be a presentation and discussion, ***How I Found My Job After Graduation***. A panel of 2012 and 2013 grads will share their stories, insights, and advice on the post-graduation job hunt. The CDO will also be providing information and handouts on looking for that first legal job after the JD. Come and get ideas, inspiration, and support. There will be time for discussion and questions.

Lunch will be served. To RSVP and order lunch please contact Sadie Vo by March 31 at svo@email.unc.edu.

Questions? Please contact Maria Mangano at mangano@unc.edu.

Lunch for this program is generously sponsored by Special Counsel.

SUMMER AND POST-GRADUATE EMPLOYMENT OPPORTUNITIES

O'Neill Institute Accepting Applications for 2014-2015 Fellows

The O'Neill Institute for National and Global Health Law is seeking exceptionally qualified candidates to serve as O'Neill Institute Law Fellows. Housed at Georgetown University Law Center in Washington, D.C., the O'Neill Institute is a leading research institute for health law. For more details about O'Neill and its ongoing work please visit the Institute's website.

Applications should be submitted online by Friday, April 25, 2014 and must include: CV, cover letter, writing sample, professional references, official law school transcripts and other graduate school transcripts (if applicable).

Any questions about the position should be directed via email to the Institute. Read more information on the position online.

1Ls and 2Ls: Mark Your Calendars for Fall OCIs!

- **Bidding begins in July for Fall OCIs.** The interviews will take place at the Law School **Monday, August 11 through Friday, September 26, 2014**. No interviews will be scheduled the week of Labor Day, September 1-5.
- Employers have begun scheduling their fall OCI dates now, *and will continue to do so throughout the summer*. You will be able to see the information in Symplicity for employers who have scheduled OCIs starting in late March.
- Keep in mind that bidding for regional programs and on-campus interviews will take place over the summer and don't miss these important deadlines.

FUNDING OPPORTUNITIES

Equal Justice America Fellowships: Deadline Monday, April 7

EJA is now offering EJA Summer Fellowships to law students at all of North Carolina's law schools. Fellowships pay up to $4,000 for 10 weeks of full-time work. Application information can be found on the program's website.

To apply, students must line up a placement with an organization in North Carolina that provides civil legal assistance to the poor. The application deadline posted on the website is March 24, but it has been extended for UNC students until April 7. Applications must be postmarked by April 7. The application postmark deadline is April 7, 2014.

AmeriCorps JD

This year, the focus of AmeriCorps JD is on providing legal service to veterans. As in past years, law students who participate have the opportunity to earn a $1,175 Segal AmeriCorps Education Award - a voucher for educational expenses - for dedicating 300 hours of service to a qualifying legal project with legal aid organizations, veterans' law clinics, veterans treatment courts, and state or local government agencies.

The deadline for applications is April 15, and the 300 hours must be completed by August 31, 2014.

OTHER PUBLIC INTEREST EVENTS

C-PILO Fundraiser at Top of the Hill: TONIGHT!

Monday, March 31, Top of the Hill (Franklin Street)

C-PILO is participating in Top of the Hill's Charity Monday program on March 31. From 11:00 a.m. until Top of Hill closes, C-PILO receives $1 when you purchase the charity beer, Plott Hound Pale Ale, at TOPO or at Back Bar. Drop in any time, bring your friends, and support C-PILO!

Public Interest Peer Mentees: Nominate Your Mentor for Mentor of the Year

As part of the Annual Celebration of Pro Bono & Public Interest on Wednesday, April 9, we will honor this year's Public Interest Mentor of the Year. All mentees will receive an email today with the nomination form and are encourage to nominate their peer mentors!

Nominations are due to Dean Novinsky by Friday, April 4.

CURRENT PRO BONO OPPORTUNITIES

Projects are posted on the Pro Bono Board near the mailboxes. Students can sign up for projects on the Pro Bono Board or email @gmail.com.

Interest Meeting for Center for Civil Rights Summer Pro Bono Projects

Tuesday, April 8, 12:00-1:00 p.m., Room 4004

The Center for Civil Rights will offer two pro bono projects this summer. Come hear more about the projects from the Center's Managing Attorney, Mark Dorosin.

Contact Sylvia Novinsky to sign up. You do not have to attend the interest meeting to sign up. Detailed descriptions of the projects can be found on the calendar posting for this interest meeting on My Carolina Law.

To add items or provide feedback, please contact Sylvia Novinsky, Assistant Dean for Public Service Programs, or , Public Service Fellow.

From: UNC Student-Athlete Development <paperlesspost@paperlesspost.com>
Sent: Monday, March 31, 2014 12:39 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: 2014 Student-Athlete Graduation Reception

Click To View The Card

View invitation:
www.paperlesspost.com/events/7098698-8e7adb78/replies/128754241-6528c563
View on map
Add to Google Calendar, Outlook, iCal , Yahoo Calendar
Access event on the go: Get the iPad and iPhone app

2014 Student-Athlete Graduation Reception
Monday, April 14th at 5:00 PM
Gerrard Hall
160 E Cameron Ave, Chapel Hill, NC

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pixel

From: Hitselberger, Carol A. <CHitselberger@mayerbrown.com>
Sent: Monday, March 31, 2014 12:40 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: 'Karol Sparks' <Karol.Sparks@bfkn.com>
Subject: RE: ABCs of Banking Law -- Update Powerpoints -- Urgent!

This will be coming through momentarily

Carol A. Hitselberger
Mayer Brown LLP

Charlotte Office
214 North Tryon Street, Suite 3800
Charlotte, North Carolina 28202
Direct Dial: 704 444 3522
Fax: 704 377 2033

New York Office
1675 Broadway
New York, New York 10019
Direct Dial: 212 506 2662
Fax: 212 262 1910

Email: chitselberger@mayerbrown.com

From: Broome, Lissa L [mailto:lbroome@email.unc.edu]
Sent: Saturday, March 29, 2014 2:11 PM
To: Hitselberger, Carol A.
Cc: 'Karol Sparks'
Subject: FW: ABCs of Banking Law -- Update Powerpoints -- Urgent!

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To: Broome, Lissa L; Carol Hitselberger (chitselberger@mayerbrown.com); Scott Cammarn (scott.cammarn@cwt.com); eugene.m.katz@wellsfargo.com; Kanaly, Mark
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919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

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From: echo360@unc.edu
Sent: Monday, March 31, 2014 1:32 PM
To: Story, Charles E <cstory@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Subject: Echo Available: 275 (1) (Broome-Secured Transactions-s14) Spring 2014, 2014-03-31 12:00

Blended learning and lecture capture provided by Echo360.

Term Spring 2014
Course 275 (1)
Section s14
Captured 2014-03-31 12:00

Your recording has been processed and your media is ready. Please visit the EchoCenter Course Portal to review your course media and monitor student usage.

Note: Any media marked as Initially Unavailable will need to be made Available (on the EchoServer) before students can view it.

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Blended learning and lecture capture provided by Echo360.
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Mayer Brown LLP

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Charlotte, North Carolina 28202
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New York, New York 10019
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Sent: Monday, March 31, 2014 1:56 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: ABCs of Banking Law -- Update Powerpoints -- Urgent!

Thank you! I will be there bright and early (since I do not want to be caught on 85 south).

Karol K. Sparks sent from iPhone

> On Mar 31, 2014, at 1:51 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:
>
> The Mayer Brown offices are at The Hearst Tower
> 214 North Tryon Street
> Suite 3800
> Charlotte, NC 28202
>
> -----Original Message-----
> From: Karol Sparks [mailto:Karol.Sparks@bfkn.com]
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> <image002.jpg>
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To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: EVENT REMINDER: 2014 ABCs of Banking law
Attach: the abcs of banking agenda & bios.pdf

Dear Attendee,

We look forward to seeing you at the 2014 ABCs of Banking Law, to be held this Wednesday, April 2nd at the Offices of Mayer Brown LLP, Charlotte. Registration and refreshments will open at 8:30 am, with the program beginning promptly at 9:00 am.

LOCATION:
Mayer Brown LLP
214 North Tryon Street, Suite 3800
Charlotte, NC 28202

IMPORTANT: Please check-in with security in the lobby of the Hearst Tower- **Photo ID is required**.

PARKING: Complimentary parking will be provided in the Hearst Tower Parking Deck on 5th and 6th Streets between College and Tryon. *Please bring your ticket to the reception desk on the 38th floor for validation.*

MATERIALS: The program agenda is attached in PDF format. You will receive hardcopies of the agenda and speaker materials at the check-in desk. For those who prefer electronic copies of the session materials, you can access them by follow the instructions below.

How to Access Materials Online:

1. Open webpage: https://events.law.unc.edu/portal/materials

2. Enter any part of your name in the search function and choose the appropriate profile.

3.**IMPORTANT**: You **DO NOT** have your password for this website if you have not previously logged in. Hit the 'Forgot Password?' button TWICE and a password will be emailed to you that you can use to log in. You may keep this password or change it once you are logged in by clicking on 'Reset My Password' on the Event Registration Portal menu page.

4. Once you are logged in, use the drop down list to click on 2014 ABCs of Banking Law to view all materials.

Thank you!

The ABCs of Banking: Get the Basics

Agenda

Wednesday, April 2, 2014:

8:30 a.m. **Registration and Coffee**

9:00 a.m. **Introductions**

9:30 a.m. **Overview of Bank Regulatory Structure and Law**
Karol K. Sparks, Barack Ferrazzano Kirschbaum & Nagelberg LLP

This class provides a chronological review of the major banking legislation from the passage of the National Bank Act in 1864 through the Dodd-Frank Act with particular emphasis on the legislation that created the federal banking agencies and the mandate of those agencies. The class will include a review of the organization and structure of each of the agencies, a brief discussion of the dual banking system and a description of the role of state bank regulators.

10:30 a.m. **Industry Structure, Bank and Holding Company Powers and Regulatory Themes**
Lissa L. Broome, UNC School of Law and the Center for Banking and Finance

This class explores the structure of the industry and the basic powers limitation so the various entities in the structure. The dual banking system and preemption are highlighted. The session describes the regulatory themes that provide the basis for U.S. bank regulation, including limited entry, the separation of banking and commerce, the protection of the insured depository institution, the implied federal subsidy of deposit insurance, limitations on size and other themes are developed in a way that allows the class to move seamlessly to an application of those themes to the Dodd-Frank Act.

11:30 a.m. **Break**

11:45 a.m. **Understanding a Bank through its Financial Statements**
Lissa L. Broome, University of North Carolina School of Law; Eugene M. Katz, Wells Fargo & Company; Karol K. Sparks, Barack Ferrazzano Kirschbaum & Nagelberg LLP

This class will analyze the basic bank balance sheet and earnings statement with a view to understanding how banks gather funds, redeploy them and earn money. Emphasis will be placed on current events that have reshaped bank balance sheets and the causes of such changes. The guidelines of the federal banking regulators governing the measurement of capital held by banking organizations will play a central role in the class. The session also includes a detailed discussion of the proposed Basel IIII capital guidelines and the changes wrought by the Dodd-Frank Act. The use of capital in other safety and soundness regulations sets the stage for the classes on affiliate transactions and lending.

12:45 p.m. **Luncheon**

1:30 p.m. **Prudential Limitations & Safety and Soundness**
Scott A. Cammarn, Cadwalader, Wickersham & Taft

This class provides an overview of all of the various types of regulations that govern lending by banks, with a particular focus on the safety and soundness regulations of loans to one borrower and loans to insiders under Regulation O of the Federal Reserve Act. Sections 23A and 23B of the Federal Reserve Act and the Federal Reserve's Regulation W on affiliate transactions are perhaps the key safety and soundness measures of the Federal Reserve to protect banks, and this class will address this key structure in detail.

2:30 p.m. **Activity and Investment Limitations**
Carol A. Hitselberger, Mayer Brown, LLP

This class focuses on an overview of permitted financial activities, including those that are financial in nature at the holding company and those that are the business of banking in the national bank. The securities activities are broken down into permissible underwriting and dealing and investment and agency. The class closes with a survey of permissible controlling and non-controlling investments, and the impact of the Volcker Rule.

3:30 p.m. **Break**

3:45 p.m. **Supervision, Examination and Enforcement**
Eugene M. Katz, Wells Fargo & Company

The supervisory approach of the federal banking regulators and their exam process is markedly different from the more traditional interaction of investment banks with the SEC. This class explores those differences in approach, in the exam process itself, in any remedial actions to be taken to address exam issues and, finally, in the use of certain formal and informal enforcement tools in public or non-public proceedings. There is a practical emphasis on dealing with examiners, preparing for exams by the bank regulators and in responding to exam findings and criticisms.

4:45 p.m. **Deposit Insurance, Failure and Resolution**
Mark C. Kanaly, Alston + Bird, LLP

This class involves a discussion of regulations governing insured bank deposits and the cost of deposit insurance. It then provides a detailed review of the failure and resolution process from the point of an adverse exam and a formal or informal enforcement action to the point of appointment of the FDIC as receiver for a bank and the alternatives available to the FDIC to resolve a failing bank. There will be some comparison and contrast of the FDIC receivership for insured depository institutions, the bankruptcy process for the parent holding company and other corporate affiliates and the Orderly Liquidation Authority of the Dodd-Frank Act.

Panelists

Lissa L. Broome

Lissa Broome is the Wells Fargo Professor of Banking Law at the UNC School of Law and Director of the school's Center for Banking and Finance. She teaches banking law and secured transactions. Professor Broome also serves as the University's Faculty Athletics Representative to the ACC and the NCAA. Professor Broome is the co-author of one of the leading banking law texts, Regulation of Bank Financial Service Activities, now in its fourth edition. Broome earned a B.S. from the University of Illinois and a J.D. from Harvard University.

Scott A. Cammarn

Scott Cammarn is a partner at Cadwalader, Wickersham & Taft, LLP. Mr. Cammarn has more than twenty years of experience in the banking industry and his legal career has spanned all areas of banking compliance and consumer finance law. His practice focuses on regulatory matters, mergers and acquisitions, legislation and lobbying, corporate affairs, training, and antitrust. He has represented a number of nationally-recognized consumer lending institutions, and has represented clients before the Federal Reserve, the Office of the Comptroller of the Currency, the Federal Deposit Insurance Corporation, and numerous state banking departments.

He has been an adjunct professor at Duke University School of Law, teaching the US Banking Regulation course. Currently, he is a member of the ABA Business Law Section/Banking Law Committee and is a member of the Board of Advisors of the UNC School of Law Center for Banking and Finance Law. He is a frequent speaker on bank regulatory matters and has provided corporate executive training. Cammarn has a B.A. from The Ohio State University and a J.D. from Duke University School of Law.

Carol A. Hitselberger

Carol Hitselberger is a partner at Mayer Brown, LLP. She practice focuses on financing matters. Her experience encompasses securitization and other structured financial products, including structuring domestic and cross-border commercial paper-funded securitization vehicles and securitizing trade receivables, credit card receivables, aircraft, leases, franchise portfolios, government contracts, trademark licenses, and various other financial assets. Hitsleberger is a graduate of Bryn Mawr College and the University of Pennsylvania Law School.

Mark C. Kanaly

Mark Kanaly is a partner in Alston + Bird's Financial Services & Products Group in Atlanta. He focuses on the representation of banks and other financial institutions, as well as real estate investment vehicles such as REITs. He has counseled a host of distressed financial institutions and their boards of directors, as they have grappled with the challenges posed by the current financial and real estate environment. Kanaly received a B.S.E. in finance from the Wharton Business School of the University of Pennsylvania and a J.D. from the University of Oklahoma.

Eugene M. Katz

Gene Katz is Senior Company Counsel (Regulatory and Compliance) for Wells Fargo & Company in Charlotte, North Carolina. Prior to Wachovia's merger into Wells Fargo, he was Senior Vice President and Assistant General Counsel of Wachovia Corporation, where he served as the company's principal regulatory counsel. He was previously in private practice in Washington, DC and in Charlotte, representing and counseling institutional and individual clients on financial services regulatory, enforcement, and compliance matters. He formerly served as Director of the Litigation Division of the Office of the Comptroller of the Currency and as the Principal Deputy Chief Counsel of the Office of Thrift Supervision.

He has served as Vice-Chair of the Banking Law Committee of the American Bar Association's Business Law Section, and as the founding chair of the Subcommittee on In-House Counsel. He is a member of the Board of Advisors of the UNC School of Law's Center for Banking and Finance. He has served on the adjunct faculty of the Duke University School of Law and as a lecturer for examiner training programs of the Federal Financial Institutions Examination Council. Katz received his B.A. and J.D. degrees from Tulane University.

Karol K. Sparks

Karol Sparks is a partner in the Barack Ferrazzano Kirschbaum & Nagelberg's financial institutions group. Her practice concentrates on corporate activities and regulatory issues of financial institutions, about which she has counseled banks for over thirty years. Her special emphasis is on the distribution of nontraditional bank products, including annuities, insurance, mutual funds, prepaid cards and other deposit account access devices, and the myriad federal and state laws and regulations that apply to those activities. She is the author of Insurance Activities of Banks, the definitive text on that subject.

She taught banking and commercial law at the University of Iowa College of Law from 2001 to 2008 and has been a guest lecturer on banking law at the respective law schools of Northwestern, Boston University, American University, and George Washington University. She currently is an adjunct professor at Wake Forest University School of Law, teaching contract drafting and secured transactions. She is a past chair of the Banking Law Committee of the Business Section of the American Bar Association (1998-2002), having been an active member of the committee since 1985. She was a member of the Council of the Business Law Section of the ABA, the governing body of that organization, for a term ending in August 2008. She is Vice Chair and a member of the Publications Board of the Business Law Section. Ms. Sparks serves on the Board of Advisors for the UNC School of Law Center for Banking and Finance. Sparks received a B.A. from Butler University and a J.D. from Indiana University School of Law.

From: no_reply@email.unc.edu
Sent: Monday, March 31, 2014 2:32 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Call for Carolina Summer Reading Program Discussion Leaders

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Dear Faculty, Staff, and Students:

Please join us as a discussion leader for the Carolina Summer Reading Program. The program invites all first-year and transfer students to read a book and participate in small group discussions facilitated by faculty and staff volunteers with college teaching or group facilitation experience.

"The Round House" by Louise Erdrich will be the 2014 summer reading book. "The Round House" is the story of an American Indian boy whose mother is sexually assaulted on their North Dakota reservation. The novel follows him as he seeks understanding and justice for the crime that forever transforms his family. For additional information about "The Round House" and the author, please visit the Carolina Summer Reading website at http://summerreading.web.unc.edu

If you are interested in serving as a discussion leader, please complete the online sign-up form at http://summerreading.web.unc.edu/discussion-leader-resources/. You are welcome to facilitate a group on your own or collaborate with a UNC-CH faculty member, staff member, or student. The priority date for signing up to serve as a discussion leader is Wednesday, April 2, 2014.

You will be notified electronically by April 9, 2014 if you are selected to serve as a discussion leader. Discussion leaders will be provided a free paperback copy of "The Round House" by April 16, 2014. For information about the Carolina Summer Reading Discussion sessions, please visit http://summerreading.web.unc.edu. Throughout the summer, the Carolina Summer Reading website will be updated with inter-disciplinary materials to assist you in planning and conducting your session.

In addition, we are interested in involving the UNC community through programming related to the themes explored in "The Round House." If your department plans to offer related programming, please contact New Student & Carolina Parent Programs at newstudents@unc.edu

Thank you for your continued support of this exciting intellectual endeavor!

Regards,
Office of New Student & Carolina Parent Programs
newstudents@unc.edu
919-962-8304

This message is sponsored by: New Student & Carolina Parent Programs

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From: Faison, Christopher <chris_faison@unc.edu>
Sent: Monday, March 31, 2014 2:36 PM
To: Be Stoney <bstoney@ksu.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: E-Introduction

Hi Lissa, are you connected to the Zoom call? CDF

From: Be Stoney [mailto:bstoney@ksu.edu]
Sent: Thursday, March 20, 2014 11:51 AM
To: Broome, Lissa L
Cc: Faison, Christopher
Subject: RE: E-Introduction
Lissa,
Yes, I work with Lindsey! She is great to work with! What a great hire. I will let her know we have connected. No need for special technology. It is actually quite simply. Just mak

Until then.....

"Broome, Lissa L" <lbroome@email.unc.edu> wrote:

Hi Be -- It is great to make the connection with you. You must work with Lindsay Babcock. We were very sorry to see her leave the ACC office. On March 31st, I am available between 2:15 and 3:15 (CST). I am not familiar with a Zoom meeting, so let me know if I need any special technology or program for it. I look forward to talking with you and working together.
Chris -- Thanks for the virtual introduction.
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

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From: Be Stoney [mailto:bstoney@ksu.edu]
Sent: Wednesday, March 19, 2014 6:47 PM
To: Faison, Christopher
Cc: Broome, Lissa L
Subject: Re: E-Introduction
Lissa, it is great meeting you, virtually & Faison, it is great hearing from you. I like the ACC/Big 12 partnership concept. Let's consider how we can make this happen and see

I am on the road for the next couple of weeks and will return back to Kansas and campus March 31st. Currently, I am available anytime after 1p CST. I would like to set up a zoo

I look forward to our new found relationships and meeting you, Lissa. Faison, thanks for the connection.

Have a great rest of the week!

Be Stoney

"Faison, Christopher" <chris_faison@unc.edu> wrote:

Good afternoon,
I hope that this email finds you both doing well. Lissa, I had the pleasure of meeting Be, the Kansas State University FAR, at a Diversity in College Sports Summit at Colorado State recently. Be, Lissa is UNC-Chapel Hill's FAR.
I thought that you all would enjoy connecting and forming a Big 12/ACC partnership.
Regards,
Chris
Christopher D. Faison | Coordinator, Minority Male Mentoring & Engagement
Center for Student Success and Academic Counseling | 2203 SASB North
Direct: 919.966.5245 | Fax: 919.843.8134 | Email: chris_faison@unc.edu

From: Be Stoney <bstoney@ksu.edu>
Sent: Monday, March 31, 2014 3:04 PM
To: Faison, Christopher <chris_faison@unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: E-Introduction
Attach: image001.jpg

Christopher & Lissa,

I apologize that we could not meet today. It took bringing someone in from technology to help me with my computer. Here are some proposed dates/times to meet next week:

April 9 & 11 @ 1:30 CST/2:30 EST
April 14 or 16@ 1:00CST/2:00 EST.

Please let me know which times work and I will send another Zoom meeting request. Thanks.

Be Stoney
Faculty Athletics Representative
Academic Review Chair
Department of C&I
Kansas State University
327 Bluemont Hall
1100 Mid-Campus
Manhattan, Kansas 66506
785.532.3531 (o)
785.532.7304 (fax)
bstoney@ksu.edu

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> 919.962.7066
> http://www.law.unc.edu/centers/banking
> Access my papers on SSRN at: http://ssrn.com/author=248720
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Chris

Christopher D. Faison | Coordinator, Minority Male Mentoring & Engagement
Center for Student Success and Academic Counseling | 2203 SASB North
Direct: 919.966.5245 | Fax: 919.843.8134 | Email: chris_faison@unc.edu

From: no_reply@email.unc.edu
Sent: Monday, March 31, 2014 3:27 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [FORMAL NOTICE] Revisions to SPA Employee Grievance Policy

---

TO: All Permanent Employees
FROM: Gena Carter, Senior Director, Employee & Management Relations, Office of Human Resources

The SPA Employee Grievance Policy has been revised. The new policy is effective May 1, 2014.

CONTENTS OF THIS EMAIL

-- Reason for the Policy Change
-- Advance Copy of the Policy Available on HR Website
-- Key Elements of the New SPA Employee Grievance Policy
* What is Grievable?
* Steps in the Revised Grievance Process
-- Key Changes to the SPA Employee Grievance Policy
* Change in Timeline for Grievances
* Change in Grievable Issues
* Change in Harassment/Discrimination/Retaliation Procedures
* Change in Step 1 Process (Mediation)
* Change in Step 2 Hearing Report & Recommendation
-- Informational Sessions
-- Questions

REASON FOR THE POLICY CHANGE

Last year, the NC General Assembly made changes to the State Human Resources Act. As a result, all UNC System institutions now must have the same grievance policy ("UNC System SPA Employee Grievance Policy"). The effective date of the new policy is May 1, 2014.

ADVANCE COPY OF POLICY AVAILABLE ON HR WEBSITE

An advance copy of the SPA Employee Grievance Policy, effective May 1, 2014, is available now on the Office of Human Resources website at https://hr.unc.edu/?p=3495.

KEY ELEMENTS OF THE NEW SPA EMPLOYEE GRIEVANCE POLICY

WHAT IS GRIEVABLE?

-- Suspension, demotion, dismissal
-- Separation due to unavailability and exhaustion of leave
-- Harassment
-- Discrimination
-- Retaliation
-- Annual performance appraisal overall rating of Below Good or Unsatisfactory
-- RIF and promotional priority
-- Failure to post a vacancy
-- Denial of veteran's preference in hiring
-- Inaccurate or misleading information in personnel file

STEPS IN THE REVISED GRIEVANCE PROCESS

STEP 1: The employee ('grievant') has 15 calendar days from the date of the event being grieved to submit a grievance filing form to Employee & Management Relations (E&MR) in the Office of Human Resources. E&MR will contact the Office of State Human Resources (OSHR) to schedule mediation between the grievant and a representative from their management ("respondent").

STEP 2: If mediation results in an impasse (no resolution), then the grievant has 5 calendar days from the date of the mediation session to file a Step 2 appeal. A panel of University employees will hear statements from the grievant and respondent and review additional information provided by both parties. The panel will complete its report and recommendation within 35 calendar days of the date the Step 2 appeal was filed.

FINAL UNIVERSITY DECISION: OSHR has 10 calendar days to review the recommendation. Once the University receives approval from OSHR, the Final University Decision must be issued to the grievant within 5 calendar days by the Chancellor or her designee.

FURTHER APPEAL: The grievant can appeal to the State's Office of Administrative Hearings (OAH) within 30 calendar days of receiving the Final University Decision. However, some issues cannot be grieved beyond the Final University Decision.

KEY CHANGES TO THE SPA EMPLOYEE GRIEVANCE POLICY

CHANGE IN TIMELINE FOR GRIEVANCES

Grievances must be completed within 90 calendar days. The 90 days does not include the time to file the Step 1 grievance or the time to file a state-level appeal of the University's final decision. The new deadlines are significantly different than they are under the current policy.

CURRENT TIMELINE (in calendar days)
---
30 days – For the Grievant to file Step 1 grievance

---
10 days – For the Department to file Step 1 response
10 days – For the Grievant to file Step 2 grievance
30 days – To complete the Grievance Hearing
10 days – To complete the Hearing Report & Recommendation
10 days – To issue the Final University Decision
---
30 days – For the Grievant to file a State-level appeal

NEW TIMELINE (in calendar days)
---
15 days – For the Grievant to file Step 1 grievance
---
35 days – To complete Mediation
05 days – For the Grievant to file Step 2 grievance
35 days – To complete the Grievance Hearing and Panel Report & Recommendation
10 days – To complete review by the Office of State Human Resources
05 days – To issue the Final University Decision
---
30 days – For the Grievant to file a State-level appeal

CHANGE IN GRIEVABLE ISSUES:

-- The University can only apply the grievance process to issues that are grievable in the UNC System SPA Employee Grievance Policy.
-- Inaccurate/misleading information in the personnel file can only be appealed at the University level.
-- Retaliation is grievable only in regard to allegations of harassment, discrimination, or whistleblowing.
-- The only disciplinary actions that are grievable are suspensions, demotions, and dismissals.
-- Only overall ratings of Below Good or Unsatisfactory on an annual performance appraisal are grievable.
-- Other grievable policy violations are limited primarily to the hiring process.

CHANGE IN HARASSMENT/DISCRIMINATION/RETALIATION PROCEDURES:

-- State policy already covered protected statuses of race, religion, color, national origin, sex, age, disability, and political affiliation for harassment and discrimination. The State policy now also covers genetic information.
-- In addition, the UNC System SPA Employee Grievance Policy includes the University's protections for gender identity, gender expression, sexual orientation, and veterans' status. However, these issues cannot be appealed to the State level.
-- All harassment, discrimination, and retaliation grievances will first require an "Equal Opportunity Informal Inquiry" prior to beginning the grievance process. The Inquiry should be completed within 45 calendar days. The time in the Inquiry does not count toward the 90-day grievance period.
-- The grievant has 15 calendar days from the date of receipt of the Inquiry outcome to file a grievance appeal in order to continue to Step 1 mediation.

CHANGE IN STEP 1 PROCESS (MEDIATION):

-- Mediation will be Step 1 for all cases. However, for some cases of severe misconduct, OSHR may allow an exception to move directly to a Step 2 hearing.
-- OSHR will assign state-trained mediators. The mediators cannot be UNC-Chapel Hill employees.

OTHER CHANGES TO PROCEDURES:

-- The Support Person role has been discontinued.
-- OSHR must review and approve the Final University Decision before it can be issued.

INFORMATIONAL SESSIONS

The Office of Human Resources will hold informational sessions on campus in April. The sessions will include more details on the University's procedures and resources. Dates and times of these sessions will be sent to campus in a separate communication within the next few weeks.

QUESTIONS

If you have questions about this policy, please contact Employee & Management Relations in the Office of Human Resources, 104 Airport Drive, Chapel Hill, NC 27599-1045. Phone: 919.843.3444. Email: emr@unc.edu.

This message is sponsored by: Office of Human Resources | Workforce Strategy, Equity and Engagement Division

From: Rick Hazlett <rickhazlett@mvalaw.com>
Sent: Monday, March 31, 2014 3:32 PM
To: Anthony Gaeta <tgaeta@wyrick.com>
Cc: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: UNC Banking Institute

Thanks Tony---we are shaking the tree here to see who else wants to go---will let you know if we get anyone else and thanks for the offer---Rick

Moore & Van Allen PLLC
J. Richard Hazlett | | rickhazlett@mvalaw.com | 704.331.1100 | Fax: 704.409.5652
Moore & Van Allen PLLC | Suite 4700 | 100 North Tryon Street | Charlotte, NC 28202
Bio

Moore & Van Allen

From: Anthony Gaeta [mailto:tgaeta@wyrick.com]
Sent: Monday, March 31, 2014 11:35 AM
To: Rick Hazlett
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Rick: I have an extra complimentary admission to this week's Institute. I understand from Lissa that Tom Dunn, my former student Christ Fowler and you are attending. Todd, Stu and Jonathan are coming with me but I cannot shake loose any of the others here. Do you have someone at MVA who would want to attend, free of charge? If so, give Lissa his/her name and she can direct what he/she should do to register.
Thanks! See you Thursday

To comply with certain U.S. Treasury regulations, we inform you that, unless expressly stated otherwise, any U.S. Federal tax advice contained in this e-mail, including attachments, is not intended or written to be used, and cannot be used, by any person for the purpose of avoiding any penalties that may be imposed by the Internal Revenue Service.

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From: Bortz, Conrad <cbortz@email.unc.edu>
Sent: Monday, March 31, 2014 3:46 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: 3.31.14 update - ABCs attendees [MB-AME.FID961905]

10-4

From: Broome, Lissa L
Sent: Monday, March 31, 2014 3:46 PM
To: Bortz, Conrad
Subject: RE: 3.31.14 update - ABCs attendees [MB-AME.FID961905]
I guess that is fine. I offered 2 comp slots in addition to Carol Hitselberger.
Go ahead and let him/her register.
Lissa

From: Bortz, Conrad
Sent: Monday, March 31, 2014 3:43 PM
To: Broome, Lissa L
Subject: FW: 3.31.14 update - ABCs attendees [MB-AME.FID961905]

From: Boswell, Erin [mailto:EBoswell@mayerbrown.com]
Sent: Monday, March 31, 2014 1:45 PM
To: Bortz, Conrad
Subject: RE: 3.31.14 update - ABCs attendees [MB-AME.FID961905]
We have one more MB attorney from the 2 Lisa sent to Carol that can attend Wednesdays conference.
Karen Vasko
kvasko@mayerbrown.com
CA bar # 277937
I see the registration is closed, can we get her registered so she can receive the confirmation e-mail?

Erin K. Boswell
Mayer Brown LLP
Attorney Recruiter and Marketing Coordinator
T +1 704 444 3552
F +1 704 377 2033
eboswell@mayerbrown.com
214 N. Tryon Street Suite 3800
Charlotte, NC 28202
www.mayerbrown.com

Please consider the environment before printing this e-mail. If you need to print it, please consider printing it double-sided.

From: Bortz, Conrad [mailto:cbortz@email.unc.edu]
Sent: Monday, March 31, 2014 1:28 PM
To: Boswell, Erin
Subject: 3.31.14 update - ABCs attendees
Hi,
Here is the latest:

Bain, Laura Elizabeth Paul Hastings
Beard Jr., Charles E. PricewaterhouseCoopers
Beaty, Rufus F. TD Bank
Bortz, Conrad K. UNC Center for Banking and Finance
Bossong, Brooks F. Nexsen Pruet
Bost, Jennifer C. BB&T
Bowen, Kiel Mayer Brown
Bradfield, Angelena The Clearing House
Broome, Lissa L. UNC School of Law
Cammarn, Scott A. Cadwalader Wickersham & Taft
Carlock, Jacqueline S. UNC School of Law
Chatterjee, Neera Wells Fargo
Cheng, Jamie Y. American Savings Bank
Coppola, Nancy First Citizens Bank
Croghan, Katie Paul Hastings
Gifford, Robert W. Kane Russell Coleman & Logan
Griffin, Timothy W. Poyner Spruill
Hitselberger, Carol A. Mayer Brown
Kanaly, Mark C. Alston + Bird
Katz, Eugene M. Wells Fargo
Lee, Regina S. Royal Bank of Canada
Long, Donald D. Lenhart Pettit
Mantilla, Catherine C. Federal Reserve Bank of Richmond
McRee, Ruth Poyner Spruill
Okinaga, Caryn Hatsue American Savings Bank
Ostendorf, Elizabeth S. First Citizens Bank
Pape, Sarah Lindquist Zimmerman Kiser & Sutcliffe
Romohr, Philip Wayne Square 1 Bank

Scharnhorst, Dean BB&T
Simmons Jr., E. Bardin Poyner Spruill
Sparks, Karol K. Barack Ferrazzano
Wirth, Robert BB&T

Conrad K. Bortz
Business Services, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.843.9288
http://www.law.unc.edu/centers/banking

http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

The world breaks everyone, and afterward, many are strong at the broken places.
E.M. Hemingway

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From: Faison, Christopher <chris_faison@unc.edu>
Sent: Monday, March 31, 2014 3:46 PM
To: Broome, Lissa L <lbroome@email.unc.edu>; Be Stoney <bstoney@ksu.edu>
Subject: RE: E-Introduction

I'm fine with a call. On 4/14, I can do before 11a EST and all day on 4/21. Chris

---

From: Broome, Lissa L
Sent: Monday, March 31, 2014 3:14 PM
To: Be Stoney; Faison, Christopher
Subject: RE: E-Introduction

Could we just do a call? I was not successful in trying to navigate the Zoom meeting. Unfortunately the dates and times you listed wdnwork for me. On April 14, I am available before 1:30 EST and on April 17 I am available at 3:15 EST or later. I am open all day on April 18 if you will be in then (it's Good Friday) and all day on April 21.

Thanks,

Lissa

From: Be Stoney [mailto:bstoney@ksu.edu]
Sent: Monday, March 31, 2014 3:04 PM
To: Faison, Christopher; Broome, Lissa L
Subject: Re: E-Introduction

Christopher & Lissa,

I apologize that we could not meet today. It took bringing someone in from technology to help me with my computer. Here are some proposed dates/times to meet next week:

April 9 & 11 @ 1:30 CST/2:30 EST
April 14 or 16@ 1:00CST/2:00 EST.

Please let me know which times work and I will send another Zoom meeting request. Thanks.

Be Stoney
Faculty Athletics Representative
Academic Review Chair
Department of C&I
Kansas State University
327 Bluemont Hall
1100 Mid-Campus
Manhattan, Kansas 66506
785.532.3531 (o)
785.532.7304 (fax)
bstoney@ksu.edu

On Mar 31, 2014, at 1:35 PM, "Faison, Christopher" <chris_faison@unc.edu> wrote:

> Hi Lissa, are you connected to the Zoom call? CDF
>
> ---
>
> **From:** Be Stoney [mailto:bstoney@ksu.edu]
> **Sent:** Thursday, March 20, 2014 11:51 AM
> **To:** Broome, Lissa L
> **Cc:** Faison, Christopher
> **Subject:** RE: E-Introduction
>
> Lissa,
> Yes, I work with Lindsey! She is great to work with! What a great hire. I will let her know we have connected. No need for special technology. It is actually quite simply. Ju
>
> Until then.....
>
> "Broome, Lissa L" <lbroome@email.unc.edu> wrote:
>
> Hi Be – It is great to make the connection with you. You must work with Lindsay Babcock. We were very sorry to see her leave the ACC office. On March 31st, I am available between 2:15 and 3:15 (CST). I am not familiar with a Zoom meeting, so let me know if I need any special technology or program for it. I look forward to talking with you and working together.
>
> Chris – Thanks for the virtual introduction.
>
> Lissa
>
> Lissa L. Broome
> Wells Fargo Professor of Banking Law
> Director, Center for Banking and Finance
> UNC School of Law

CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

From: Be Stoney [mailto:bstoney@ksu.edu]
Sent: Wednesday, March 19, 2014 6:47 PM
To: Faison, Christopher
Cc: Broome, Lissa L
Subject: Re: E-Introduction

Lissa, it is great meeting you, virtually & Faison, it is great hearing from you. I like the ACC/Big 12 partnership concept. Let's consider how we can make this happen and

I am on the road for the next couple of weeks and will return back to Kansas and campus March 31st. Currently, I am available anytime after 1p CST. I would like to set up

I look forward to our new found relationships and meeting you, Lissa. Faison, thanks for the connection.

Have a great rest of the week!

Be Stoney

"Faison, Christopher" <chris_faison@unc.edu> wrote:

Good afternoon,

I hope that this email finds you both doing well. Lissa, I had the pleasure of meeting Be, the Kansas State University FAR,
at a Diversity in College Sports Summit at Colorado State recently. Be, Lissa is UNC-Chapel Hill's FAR.
I thought that you all would enjoy connecting and forming a Big 12/ACC partnership.

Regards,
Chris

Christopher D. Faison | Coordinator, Minority Male Mentoring & Engagement
Center for Student Success and Academic Counseling | 2203 SASB North
Direct: 919.966.5245 | Fax: 919.843.8134 | Email: chris_faison@unc.edu

From: Faculty Governance
Sent: Monday, March 31, 2014 3:47 PM
To: General Faculty <generalfaculty@listserv.unc.edu>
Subject: [generalfaculty] Meet the Chair of the Faculty Candidates this Wed, 9:30am, Campus Y!

To: All members of the UNC-Chapel Hill Faculty
From: Office of Faculty Governance, UNC-Chapel Hill

All members of the faculty are invited to join us at the Anne Queen Faculty Commons at the Campus Y this **Wednesday, April 2, 2014 from 9:30 a.m. to 11:00 a.m.** to meet Profs. Bruce Cairns (Surgery) and Andy Perrin (Sociology) — the candidates running in this year's faculty elections to succeed Prof. Jan Boxill as Chair of the Faculty when her term ends June 30.

The candidates, who are profiled here in the University *Gazette*, will speak briefly, take questions, and be available to talk informally with faculty. Coffee and pastries will be provided, so come and bring a colleague!

As a reminder, the annual faculty elections will be conducted April 14-21 by electronic ballot emailed to all members of the UNC-Chapel Hill Voting Faculty.

Please contact our office if you have any questions!

Anne Mitchell Whisnant, Ph.D.
Deputy Secretary of the Faculty
Office of Faculty Governance
UNC-Chapel Hill
CB# 9170 — 203 Carr Building
Chapel Hill, NC 27599-9170
919-962-1671
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From: Krause, Joan H <jhkrause@email.unc.edu>
Sent: Monday, March 31, 2014 3:52 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] FW: [cfeannounce] CFE Events for April 2014

From: Bienvenu, Trisha
Sent: Monday, March 31, 2014 3:17 PM
To: Center Activities
Subject: [cfeannounce] CFE Events for April 2014

APRIL

Wednesday, April 2, 2014	
8:45 AM - 10:30 AM	New PI Training: Innovation and Intellectual Property **Location:** Brinkhous-Bullitt (TraCS) 219
Thursday, April 3, 2014	
10:00 AM - 11:00 AM	Basics of Adobe Premiere **Location:** House Undergraduate Library, Media Resource Center's Digital Media Lab
Friday, April 4, 2014	
8:45 AM - 10:30 AM	Skills and Practice of Engaged Scholarship Consortium: Research Collaborations With Ackland Art Museum **Location:** Wilson Library, Pleasants Family Assembly Room
Friday, April 4, 2014	
10:00 AM - 12:00 PM	Inquiry-Based Teaching and Learning **Location:** Graham Memorial, Room 039
Tuesday, April 8, 2014	
3:00 PM - 4:00 PM	Clinical Trial Investigator Series: Investigators' Role in Monitoring Safety **Location:** Bondurant Hall, Room 3074
Thursday, April 10, 2014	
12:30 PM - 1:30 PM	How Students Learn **Location:** Wilson Library, Room 318 (CFE Conference Room)
Friday, April 11, 2014	
12:00 PM - 1:30 PM	Resilient Leadership Under Stress **Location:** Wilson Library, Pleasants Family Assembly Room
Tuesday, April 15, 2014	
12:30 PM - 1:30 PM	Assessing and Evaluating Student Performance **Location:** Wilson Library, Room 318 (CFE Conference Room)
Thursday, April 17, 2014	
	Handling Conflicts and Building Positive Relationships

12:00 PM - 1:30 PM

Location: Wilson Library, Pleasants Family Assembly Room

Wednesday, April 30, 2014

8:45 AM - 12:00 PM

New PI Training: Human Resources (Rescheduled)

Location: Brinkhous-Bullitt (TraCS) 219

You are currently subscribed to cfeannounce as: jhkrause@email.unc.edu.

To unsubscribe click here: http://lists.unc.edu/u?id=24715385.ceae4801dde9196ddc039f9f24ffa349&n=T&l=cfeannounce&o=34466117

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to leave-34466117-24715385.ceae4801dde9196ddc039f9f24ffa349@listserv.unc.edu

From: Vickie Bowers <vickie@ncbankers.org>
Sent: Monday, March 31, 2014 4:00 PM
To:
Subject: UNC Immigration Study

I wanted to touch base with you to see if you would be joining us for our UNC Immigration Press Conference as we only have a limited number of seats and they are filling up quickly. Do you have a Hispanic outreach person, anyone from the Hispanic community you'd like to impress, your media folks, etc. that you would like to bring? Below is a copy of an e-mail that was sent to you by Thad last Thursday regarding the particulars for the meeting. Please let me know if you will be able to join us and how many will be coming with you so that we can reserve your seats.

Thank you for registering for the Town Hall Meeting on Community Banking scheduled for April 15th at 1:30 p.m. in Raleigh. Please also make plans to attend the NCBA's press conference and presentation on the release of the UNC Immigration Study, which is sponsored by your NCBA. This press conference is also on April 15th and will start at 11 a.m. It will be held at the Sheraton Imperial RTP (4700 Emperor Boulevard, Durham, NC 27703). This is the same hotel where we hold the annual Economic Forecast Forum each January. A news article on this study is the lead item on the NCBA's homepage. A similar, but less expansive, study conducted a number of years ago received national news coverage.

This nonpartisan, economic study will give you a look into the changing population patterns in North Carolina, including the fast-growing Hispanic and Asian populations. You will want this information to help aid your bank in your marketing efforts. Like the Town Hall Meeting, it will also be a great networking opportunity as you will have the chance to interact with community leaders, members of the press, and others. There will be time for you to attend the press conference and presentation and then go out to lunch with other bankers who will be at the press conference and then joining you for the Town Hall Meeting later in the day.

Please RSVP to vickie@ncbankers.org or 919-781-7979 for the Immigration Study Press Conference and Presentation for you and/or others within your bank. Seating will be limited and we want to get an accurate headcount. On behalf of the NCBA, I strongly encourage you to attend and know that it will be time well spent.

Vickie Bowers
Director of Human Resources
North Carolina Bankers Association
P. O. Box 19999, Raleigh, NC 27619-9916
919/781-7979 / 800/662-7044

From: echo360@unc.edu
Sent: Monday, March 31, 2014 4:01 PM
To: Story, Charles E <cstory@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Subject: Echo Available: 275 (1) (Broome-Secured Transactions-s14) Spring 2014, 2014-03-31 14:05

Blended learning and lecture capture provided by Echo360.

Term Spring 2014
Course 275 (1)
Section s14
Captured 2014-03-31 14:05

Your recording has been processed and your media is ready. Please visit the EchoCenter Course Portal to review your course media and monitor student usage.

Note: Any media marked as Initially Unavailable will need to be made Available (on the EchoServer) before students can view it.

Thank you.

EchoCenter Course Portal

https://lawecho360.ad.unc.edu:8443/ess/portal/section/6eb5f7ea-e98d-4098-904a-8676d73ee7eb

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Echoes

Rich Media Playback: https://lawecho360.ad.unc.edu:8443/ess/echo/presentation/600d5473-902b-4f79-a03b-214f8836f4f

Vodcast Playback: https://lawecho360.ad.unc.edu:8443/ess/echo/presentation/600d5473-902b-4f79-a03b-214f8836f4f/media.m4v

Podcast Playback: https://lawecho360.ad.unc.edu:8443/ess/echo/presentation/600d5473-902b-4f79-a03b-214f8836f4f/media.mp3

Blended learning and lecture capture provided by Echo360.
For additional resources, research and tools for Blended Learning, click HERE.

From: Broome, Lissa L <lbroome@email.unc.edu>
Sent: Monday, 4:02 PM
To: Center for Banking and Finance Board of Advisors <boardadvisors@listserv.unc.edu>
Subject: [boardadvisors] Board Luncheon on .

Friends – Here is the list we have of those expected to attend our Board of Advisors luncheon on Friday, from 12:30 to 2:30. If we've got something wrong, let me know. I look forward to seeing you soon. Safe travels for those of you not already in Charlotte.

Board of Advisors lunch attendee list

Name	Institution
Atkinson, B.T.	Nelson Mullins Riley & Scarborough, LLP
Beaty, Rufus	TD Bank
Broome, Lissa	UNC
Burge, David J	Smith Gambrell & Russell LLP
Burrows, Lee R.	Banks Street Partners
Cammarn, Scott	Cadwalader Wickersham & Taft
Carroll, James P.	Cadwalader Wickersham & Taft
	Banking Institute Journal
	Banking Institute Journal
Cowell, Marion	Kilpatrick Townsend
DeSimone, Beth	FNB United Corp.
Disser, Tom	SunTrust
Doyle, A. Patrick	Arnold & Porter
Dunlevie, Steve	Womble Carlyle
Dunn, Tom	MVA retired
Eveson, Todd H.	Wyrick Robbins
Fleming, John (for Barry Harris)	First Citizens Bank
Gaeta, Tony	Wyrick Robbins
Gilbert, Leonard H.	Holland & Knight
Hazlett, J. Richard	Moore & Van Allen, PLLC
Hedrick, James T.	McGuire Woods
Hinsley, Chris (for Mike Waters)	Jones Walker
Hitselberger, Carol	Mayer Brown
Hoover, Jewell	Fifth Third Bank
Huber, Phillip D.	The Hutchison Company
Horn, Charles	Morrison & Foerster
Johnston, Kenneth (or Rob Gifford)	Kane Russell Coleman & Logan
Kabugo-Musoke, Charles	Smith Anderson
Kanaly, Mark C.	Alston & Bird, LLP
Katz, Gene	Wells Fargo
Lampe, Don	Morrison & Foerster
Lathan, William	Ward & Smith, PA
LeBlanc-Allman, Rene	Winston & Strawn
Lichtenberger, Vince	Capital Bank Financial Corp.
Lluberas, Meghan	King & Spalding
Lutz, Jacob A.	Troutman Sanders LLP
Nedzbala, Michael	Hunton & Williams LLP
McCullough, Bill	Holland & Knight
McDougald, Lisa (for Bob Johnson)	BB&T
	Banking Institute Journal
Newell, Jeremy (for Paul Saltzman)	The Clearing House
O'Shields, Reggie	FHLB Atlanta
Pannell, Gary (for Mike Waters)	Jones Walker
Pilecki, Paul	Kilpatrick Townsend
Poe, Steve	Bell, Davis & Pitt
Pray, Francis	Nelson Mullins Riley & Scarborough, LLP
Raxter, Ron	Williams Mullen
	Banking Institute Journal
	Banking Institute Journal
Salem, Albert	Albert Salem & ASSOCIATES
Shumaker, Michael	Bryan Cave LLP
Smith Jr., Joseph A.	Poyner Spruill, LLP
Strayhorn, Ralph	Cape Point Advisory Partners
Tahyar, Meg	Davis Polk
	Banking Institute Journal
Wagner, William	Raymond James

Williams, Amy P. K&L Gates LLP
Wright, Brandon UNC

Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
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email to leave-34466584-1695650.3be5586217e3cc074e7867b34fe3f01b@listserv.unc.edu

From: Sara.Morales@wellsfargo.com
Sent: Monday, March 31, 2014 4:06 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Automatic reply: [boardadvisors] Board Luncheon on April 4

I am out of the office and will respond to emails in the morning. If your matter is urgent, please send your request to debora.m.mcleod@wellsfargo.com. Thank you!

From: Vickie Bowers <vickie@ncbankers.org>
Sent: Monday, March 31, 2014 4:12 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: UNC Immigration Study

I am sorry that you can't join us but certainly understand. Thanks for forwarding on to others you feel might benefit from attending.

From: Broome, Lissa L [mailto:lbroome@email.unc.edu]
Sent: Monday, March 31, 2014 4:11 PM
To: Vickie Bowers
Cc: Dorosin, Mark; gnichol
Subject: RE: UNC Immigration Study

Hi Vickie – I will be unable to attend because of teaching commitments. I am forwarding this to folks in our Civil Rights Center and Center on Poverty in case they may be interested in attending.
Thanks,
Lissa

From: Vickie Bowers [mailto:vickie@ncbankers.org]
Sent: Monday, March 31, 2014 4:00 PM
Subject: UNC Immigration Study

I wanted to touch base with you to see if you would be joining us for our UNC Immigration Press Conference as we only have a limited number of seats and they are filling up quickly. Do you have a Hispanic outreach person, anyone from the Hispanic community you'd like to impress, your media folks, etc. that you would like to bring? Below is a copy of an e-mail that was sent to you by Thad last Thursday regarding the particulars for the meeting. Please let me know if you will be able to join us and how many will be coming with you so that we can reserve your seats.

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Please RSVP to vickie@ncbankers.org or 919-781-7979 for the Immigration Study Press Conference and Presentation for you and/or others within your bank. Seating will be limited and we want to get an accurate headcount. On behalf of the NCBA, I strongly encourage you to attend and know that it will be time well spent.

Vickie Bowers
Director of Human Resources
North Carolina Bankers Association
P. O. Box 19999, Raleigh, NC 27619-9916
919/781-7979 / 800/662-7044

From: Reznick, Steve <reznick@email.unc.edu>
Sent: Monday, March 31, 2014 4:20 PM
To: UNC Faculty-Staff Recreation Association - General Information <farm_general@listserv.unc.edu>
Subject: [farm_general] slight increase in Farm dues

Farm Members – You will see a slight increase ($10 per quarter) in Farm member dues in your next invoice, our first increase since 2009. This increase will help us cover increasing healthcare costs and provide appropriate salaries for our valiant staff. And, as you will see on your upcoming visits to the Farm, we have followed your advice and are implementing a wide array of improvements (e.g., better parking, lights for the back courts, repaving parts of our driveway, etc.). Your investment in the Farm is money well spent. Thank you.
Steve Reznick
President, UNC Faculty-Staff Recreation Association
Professor, Department of Psychology

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farm_general as: lbroome@email.unc.edu .
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From: UNC News <news@unc.edu>
Sent: Monday, March 31, 2014 4:24 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] UNC News Releases: March 31

News Releases

Carolina offers admission to 2,655 additional first-year candidates: https://uncnews.unc.edu/2014/03/31/carolina-offers-admission-2655-additional-first-year-candidates/
UNC-Chapel Hill퇵 Office of Undergraduate Admissions on Friday released an additional round of decisions for 15,817 first-year candidates, offering admission to 2,655 students.

UNC junior named 2014 Goldwater Scholar: https://uncnews.unc.edu/2014/03/28/unc-junior-named-2014-goldwater-scholar/
Matthew James Leming of New Orleans, La., a junior at the University of North Carolina at Chapel Hill, has been awarded a 2014 Goldwater Scholarship. UNC junior Samuel Jackson Resnick of Gainesville, Fla., received an honorable mention.

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email to leave-34466739-53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: Carlock, Jacqueline S <jcarlock@email.unc.edu>
Sent: Monday, March 31, 2014 4:35 PM
To: Bortz, Conrad <cbortz@email.unc.edu>
Cc: Westerlund, Lance S <lancew@unc.edu>
Subject: Banking Materials

So are we ready for the Banking email to go out re online materials?
JC

Jacqueline S. Carlock, CMP
Director of Continuing Legal Education and Special Events
UNC School of Law
CB#3380 160 Ridge Road
Chapel Hill, NC 27514
Main: 919-962-1679
Direct: 919-843-5644

From: Assoc.for Women Faculty & Professionals
Sent: Monday, March 31, 2014 4:46 PM
To: AWFP"s list for all eligible women <awfpall@listserv.unc.edu>
Subject: [awfpall] Invitation to: AWFP event on APRIL 8 - Faculty Women: Salaries, Status, and Retention - and why everyone should care
Attach: Spring Event 2014- Panel on Salary Status and Retention -Final.docx

---

UNC CHAPEL HILL

ASSOCIATION FOR WOMEN FACULTY AND PROFESSIONALS

INVITES YOU TO A PANEL DISCUSSION.

FACULTY WOMEN:

SALARY, STATUS, AND RETENTION –

AND WHY EVERYONE SHOULD CARE

G. Rumay Alexander, EdD, RN, FAAN, Clinical Professor of Nursing
Chairperson for the University's Community and Diversity Committee
Nancy DeMore, MD, Professor of Surgery
Division of Surgical Oncology, UNC Department of Surgery
Jan Boxill, PhD, Chair of the Faculty
Director, Parr Center for Ethics. Master Lecturer, Philosophy.
Moderator: Christi Hurt, Director of Carolina Women's Center

Anne Queen Faculty Commons – Campus Y

Tuesday, April 8, 2014 - 1:30-2:30 PM

This event is free and open to all.

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?

?

You are subscribed to this list, awfpall, because you have been identified as a female faculty or professional staff member who is eligible to join or participate in activities sponsored by the UNC Association for Women Faculty and Professionals. We use this general list very sparingly only to invite you to the four or five events we sponsor throughout the year. If you would like to be unsubscribed, please email anne_whisnant@unc.edu.

From: Wiley, Christy <Christy.Wiley@alston.com>
Sent: Monday, March 31, 2014 5:42 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: Kanaly, Mark <Mark.Kanaly@alston.com>
Subject: RE: ABCs of Banking Law PowerPoint Update -- Time Sensitive!

Thanks for your help, Lissa. Please let us know if we can do anything else. Thanks again for being so helpful and patient.

Christy Wiley
Assistant to Mark Kanaly, Cliff Stanford and David Park
Alston & Bird LLP
One Atlantic Center
1201 West Peachtree Street
Atlanta, Georgia 30309-3424
Telephone: 404-881-7695
Email: Christy.Wiley@Alston.com

From: Broome, Lissa L [mailto:lbroome@email.unc.edu]
Sent: Monday, March 31, 2014 5:40 PM
To: Wiley, Christy
Subject: RE: ABCs of Banking Law PowerPoint Update -- Time Sensitive!

Hi Mark – We can make the copies here. Just in time! Thanks to you.

Lissa

From: Wiley, Christy [mailto:Christy.Wiley@alston.com]
Sent: Monday, March 31, 2014 5:04 PM
To: Broome, Lissa L
Cc: Kanaly, Mark
Subject: RE: ABCs of Banking Law PowerPoint Update -- Time Sensitive!

Hi, Lissa,

Thanks for your patience. Do you still need us to send the copies? Thanks!

Christy Wiley
Assistant to Mark Kanaly, Cliff Stanford and David Park
Alston & Bird LLP
One Atlantic Center
1201 West Peachtree Street
Atlanta, Georgia 30309-3424
Telephone: 404-881-7695
Email: Christy.Wiley@Alston.com

From: Kanaly, Mark
Sent: Monday, March 31, 2014 4:33 PM
To: Wiley, Christy
Subject: FW: ABCs of Banking Law PowerPoint Update -- Time Sensitive!

From: Broome, Lissa L [mailto:lbroome@email.unc.edu]
Sent: Monday, March 31, 2014 3:24 PM
To: Kanaly, Mark
Subject: FW: ABCs of Banking Law PowerPoint Update -- Time Sensitive!

Hi Mark – Do you think we will be receiving this before noon on Tuesday? If not, you'll need to bring copies with you and are numbers are up to about 32 total.

Thanks,

Lissa

From: Broome, Lissa L
Sent: Monday, March 31, 2014 8:00 AM
To: 'Kanaly, Mark'
Subject: RE: ABCs of Banking Law PowerPoint Update -- Time Sensitive!

Thanks, Mark. If we get it today, we should be okay. Otherwise, please bring enough copies for 30 (we are copying the slides 2 to a page and double-sided) and bring the PowerPoint on a flash drive.

Lissa

From: Kanaly, Mark [mailto:Mark.Kanaly@alston.com]
Sent: Monday, March 31, 2014 7:09 AM
To: Broome, Lissa L
Subject: RE: ABCs of Banking Law PowerPoint Update -- Time Sensitive!

Lissa:

So sorry for the delay. We are having trouble updating a couple of the slides with graphics, and I'm trying to get that fixed this morning. In the event that I can't get it fixed in time, how many copies should I plan to bring to the event?

-- Mark

From: Broome, Lissa L [mailto:lbroome@email.unc.edu]
Sent: Saturday, March 29, 2014 2:13 PM
To: Kanaly, Mark
Subject: ABCs of Banking Law PowerPoint Update -- Time Sensitive!

Hi Mark – Could you please get us any updates to the attached PowerPoint by **Monday at noon**. We will be leaving for Charlotte midday Monday so we need them by then to make copies and get them stuffed into the participant folders. If there are no changes, just let me know and we'll go with this.

Thanks,

Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall

Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

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From: Carlock, Jacqueline S <jcarlock@email.unc.edu>
Sent: Monday, March 31, 2014 5:43 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Kanaly

Materials yet?
JC
Jacqueline S. Carlock, CMP
Director of Continuing Legal Education and Special Events
UNC School of Law
CB#3380 160 Ridge Road
Chapel Hill, NC 27514
Main: 919-962-1679
Direct: 919-843-5644

From: Carlock, Jacqueline S <jcarlock@email.unc.edu>
Sent: Monday, March 31, 2014 5:56 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Kanaly

Thanks

From: Broome, Lissa L
Sent: Monday, March 31, 2014 5:53 PM
To: Carlock, Jacqueline S
Cc: Bortz, Conrad
Subject: RE: Kanaly

They are loaded onto g:/banking and Conrad is making copies.
Lissa

From: Carlock, Jacqueline S
Sent: Monday, March 31, 2014 5:43 PM
To: Broome, Lissa L
Subject: Kanaly

Materials yet?
JC

Jacqueline S. Carlock, CMP
Director of Continuing Legal Education and Special Events
UNC School of Law
CB#3380 160 Ridge Road
Chapel Hill, NC 27514
Main: 919-962-1679
Direct: 919-843-5644

From: Be Stoney <bstoney@ksu.edu>
Sent: Monday, March 31, 2014 6:06 PM
To: Faison, Christopher <chris_faison@unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: E-Introduction

Lissa & Christopher,

A call is fine. Will you two be in the same place for a call? Or do we need to set up a conference call? April 14th, I am available after 11:30 am. Just learned I have a Master's oral examination for a student's committee I serve. However, I am available for the rest of the day. April 17th, I am available any time after 10:00am CST.

Let's figure out what works and we can set the date/time. Thanks.

Be Stoney
Associate Professor & Academic Review Chair
Faculty Athletics Representative
Department of Curriculum & Instruction
Kansas State University
327 Bluemont Hall
1100 Mid-Campus Drive
Manhattan, KS 66506-5303
785.532.3531 (office)
785. 532. 7304 (fax)
bstoney@ksu.edu

From: Faison, Christopher <chris_faison@unc.edu>
Sent: Monday, March 31, 2014 2:46 PM
To: Broome, Lissa L; Be Stoney
Subject: RE: E-Introduction

I'm fine with a call. On 4/14, I can do before 11a EST and all day on 4/21. Chris

---

From: Broome, Lissa L
Sent: Monday, March 31, 2014 3:14 PM
To: Be Stoney; Faison, Christopher
Subject: RE: E-Introduction

Could we just do a call? I was not successful in trying to navigate the Zoom meeting. Unfortunately the dates and times you listed won't work for me. On April 14, I am available before 1:30 EST and on April 17 I am available at 3:15 EST or later. I am open all day on April 18 if you will be in then (it's Good Friday) and all day on April 21.

Thanks,

Lissa

From: Be Stoney [mailto:bstoney@ksu.edu]
Sent: Monday, March 31, 2014 3:04 PM
To: Faison, Christopher; Broome, Lissa L
Subject: Re: E-Introduction

Christopher & Lissa,

I apologize that we could not meet today. It took bringing someone in from technology to help me with my computer. Here are some proposed dates/times to meet next week:

April 9 & 11 @ 1:30 CST/2:30 EST
April 14 or 16@ 1:00CST/2:00 EST.

Please let me know which times work and I will send another Zoom meeting request. Thanks.

Be Stoney
Faculty Athletics Representative
Academic Review Chair
Department of C&I
Kansas State University
327 Bluemont Hall
1100 Mid-Campus
Manhattan, Kansas 66506
785.532.3531 (o)
785.532.7304 (fax)
bstoney@ksu.edu

On Mar 31, 2014, at 1:35 PM, "Faison, Christopher" <chris_faison@unc.edu> wrote:

Hi Lissa, are you connected to the Zoom call? CDF

From: Be Stoney [mailto:bstoney@ksu.edu]
Sent: Thursday, March 20, 2014 11:51 AM
To: Broome, Lissa L
Cc: Faison, Christopher
Subject: RE: E-Introduction

Lissa,
Yes, I work with Lindsey! She is great to work with! What a great hire. I will let her know we have connected. No need for special technology. It is actually quite simply. Ju

Until then.....

"Broome, Lissa L" <lbroome@email.unc.edu> wrote:

Hi Be – It is great to make the connection with you. You must work with Lindsay Babcock. We were very sorry to see her leave the ACC office. On March 31st, I am available between 2:15 and 3:15 (CST). I am not familiar with a Zoom meeting, so let me know if I need any special technology or program for it. I look forward to talking with you and working together.

Chris – Thanks for the virtual introduction.

Lissa

Lissa L Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

From: Be Stoney [mailto:bstoney@ksu.edu]
Sent: Wednesday, March 19, 2014 6:47 PM
To: Faison, Christopher
Cc: Broome, Lissa L
Subject: Re: E-Introduction

Lissa, it is great meeting you, virtually & Faison, it is great hearing from you. I like the ACC/Big 12 partnership concept. Let's consider how we can make this happen and

I am on the road for the next couple of weeks and will return back to Kansas and campus March 31st. Currently, I am available anytime after 1p CST. I would like to set up

I look forward to our new found relationships and meeting you, Lissa. Faison, thanks for the connection.

Have a great rest of the week!

Be Stoney

"Faison, Christopher" <chris_faison@unc.edu> wrote:

Good afternoon,

I hope that this email finds you both doing well. Lissa, I had the pleasure of meeting Be, the Kansas State University FAR,
at a Diversity in College Sports Summit at Colorado State recently. Be, Lissa is UNC-Chapel Hill's FAR.
I thought that you all would enjoy connecting and forming a Big 12/ACC partnership.

Regards,
Chris

Christopher D. Faison | Coordinator, Minority Male Mentoring & Engagement
Center for Student Success and Academic Counseling | 2203 SASB North
Direct: 919.966.5245 | Fax: 919.843.8134 | Email: chris_faison@unc.edu

From: Carlock, Jacqueline S <jcarlock@email.unc.edu>
Sent: Monday, March 31, 2014 6:58 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Lunch and Dinner Reserved Tables are Confirmed

Thanks...

From: Broome, Lissa L
Sent: Monday, March 31, 2014 5:56 PM
To: Carlock, Jacqueline S
Subject: Lunch and Dinner Reserved Tables are Confirmed
The lists I sent you this a.m. are good. Everyone has confirmed.
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

Today at Carolina Law: Tuesday, April 1, 2014

TODAY'S EVENTS

- Dean's Fellows FYI Session
- Future Civil Clinic Students Meeting
- Future Civil Clinic Students Meeting
- Communications Law Scholarship (Deadline)

ONGOING SIGNUPS & OPPORTUNITIES

- Center for Civil Rights Summer Pro Bono Projects (Signup ends 4/8/2014)
- North Carolina Bar Association - BAR EXAM WORKSHOP (Signup ends 4/8/2014)

UPCOMING EVENTS

Academics

- Advanced Legal Research Makeup Class (4/2/2014)
- Rising 2L Academic Advising Session for Fall 2014/Spring 2015 (4/2/2014)
- Registration for Rising 3Ls (Fall 2014/Spring 2015) (4/8/2014)

Career Development

- Ask the CDO (4/15/2014)

Center for Banking and Finance

- ABCs of Banking Law (4/2/2014)

Center for Civil Rights

- Interest Meeting for Center for Civil Rights Summer Pro Bono Projects (4/8/2014)

Continuing Legal Education

- The 2014 ABCs of Banking Law (4/2/2014)

Library

- GOBI Webinar (4/2/2014)
- LexisNexis Training (4/2/2014)
- Practice Ready Workshop (4/8/2014)
- Practice Ready Workshop (4/8/2014)

Scholarships and Student Aid

- 2L Female Scholarship (Deadline) (5/1/2014)
- CA (Central Valley) Scholarship (Deadline) (5/1/2014)

Student Events and Organizations

- Federalist Society Officer Elections (4/2/2014)
- BLSA Candidate Forum (4/2/2014)
- HLLSA Elections (4/2/2014)
- How to Write a Recent Development 1 (4/2/2014)
- Lambda Elections (4/2/2014)
- How to Write a Recent Development Makeup Meeting (4/2/2014)
- Lexis Lunch & Learn: Catch Up on Tips of the Week (4/8/2014)

From Twitter

UNC LAW CDO (UNCLAWCDO) on Twitter

UNC LAW CDO:
Join us at noon in 4081 for the Southeastern Minority Job Fair Information Session!
11:12 AM Mar 31st from TweetDeck

UNC Banking Center (UNCbanking) on Twitter

UNC Banking Center:
Deposit Insurance, Failure and Resolution Mark C. Kanaly, Alston + Bird, LLP This class involves a discussion... http://t.co/T9IYGmicU7
6:43 PM Mar 31st from Facebook

UNC Civil Rights (UNCCivilRights) on Twitter

UNC Civil Rights:
Welcome to our new Executive Director, Ted Shaw. http://t.co/HCBXtta1G0
4:09 PM Mar 31st from Twitter for iPhone

UNC CLEAR (UNCCLEAR) on Twitter

UNC CLEAR:
A new report has found that the world's poorest and most vulnerable rural communities around the world will be... http://t.co/laJK5R0RKn
7:59 AM Mar 31st from Facebook

UNC Media Law (uncmedialaw) on Twitter

UNC Media Law:
Judge denies ESPN's request to toss Laurie Fine's libel suit http://t.co/V3ybdybB3W
12:41 AM Apr 1st from TweetDeck

Doug Edmunds (unclawinfotech) on Twitter

Doug Edmunds:
Go Koh! - "Unless you're smoking crack, you know these witnesses aren't going to be called" Meet Judge Lucy H. Koh http://t.co/hu7AA7cWaC
10:03 AM Mar 31st from Tweet Button

UNC Law Library (UNCLawLibrary) on Twitter

UNC Law Library:
Women and the Law - on HeinOnline http://t.co/sSJoYPK4Sa via @UNCLawLibrary
9:58 AM Mar 31st from Tweet Button

UNC School of Law (unc_law) on Twitter

UNC School of Law: RT @UNCCivilRights: Welcome to our new Executive Director, Ted Shaw. http://t.co/HCBXtta1G0
4:34 PM Mar 31st from web

- Meet a Shelter Dog (4/8/2014)
- Innocence Project Case Review Meeting (4/8/2014)
- Dean's Advisory Council Monthly Meeting (4/15/2014)
- SBA Weekly Meeting (5/1/2014)
- Hofstra Law School Short Story Contest (Submission Deadline May 1) (5/1/2014)

Student Services

- Bar Session for the Class of 2015 (4/2/2014)

Writing and Learning Resources Center

- Pryal RRWA §1 & § 12 Class Reschedule (4/2/2014)
- Salinas RRWA Class (4/8/2014)

From: The Rams Club <ramsclub@ramsclub.com>
Sent: Tuesday, April 1, 2014 3:00 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: This Week in CAROLINA

If you are having trouble viewing this message, see it in your browser.

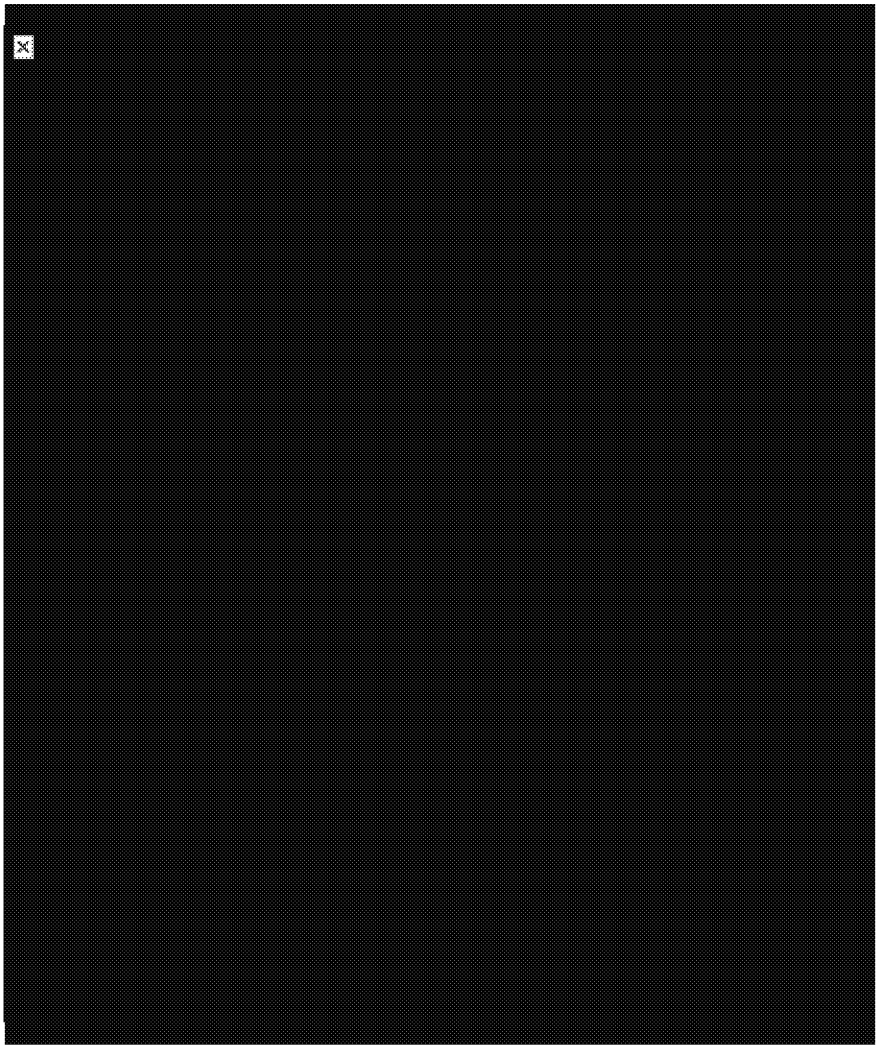

This Week in CAROLINA

Please enjoy this week's issue of CAROLINA - the official digital publication of Carolina Athletics. CAROLINA is a new, weekly digital magazine accessible on your computer, iPad and Android tablet. Click the cover above or visit ramsclub.com/CAROLINA to view this week's issue as well as previous issues! Thank you for your support of Carolina Athletics and The Rams Club!

The Science of Sports
Rams Club Member Ticket Offer

The Morehead Planetarium and Science Center would like to invite Rams Club members and their families to see a special presentation of "The Science of Sports" featuring ESPN Sport Science host John Brenkus, on Wednesday, April 9, at 7 p.m. in the University of North Carolina at Chapel Hill's Memorial Hall. Individual tickets range from $19-$49 – Rams Club members can use the discount **SCIFEST** for a $10 discount on any ticket! Special group pricing is available as well.

If you would like to make a group reservation, or have any questions, please contact Adam Phelps, Guest, Alumni and Member Relations Manager, Morehead Planetarium and Science Center at 919 843-3574.

UNC Football
Spring Events

UNC Football will host an out-of-town scrimmage on Friday, April 4th at Grimsley High School in Greensboro. This is the first opportunity for Carolina fans in the Greensboro area to check out Coach Fedora's 2014 Tar Heels!

The Rams Club and UNC Athletics will host a pregame tailgate with food trucks, and Chapel Hill Sportswear will be on site for the latest Tar Heel merchandise.

For more information, click here.

This message sent to **LBROOME@email.unc.edu** by **ramsclub@ramsclub.com**
The Rams Club
450 Skipper Bowles Dr
Chapel Hill, North Carolina 27599

powered by contactology

You opted in to this list from: You are receiving this email because of your support for Carolina Athletics and The Rams Club. (More info)
Unsubscribe | Manage Your Subscription | Forward to a Friend

From: Center for Faculty Excellence <CFE@unc.edu>
Sent: Tuesday, April 1, 2014 5:03 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: PIM resource update: Monthly

Dear Lissa Broome

Below is a digest summary of resource updates on topics that you have selected in the CFE's Professional Interests Manager (PIM).

Best,
CFE Staff

RESOURCE UPDATE

- *Scholarly Communications Institute Request for Proposals* (Online Resource)
  The Scholarly Communications Institute (SCI)--"part retreat, part seminar, part development sprint, part unconference"-- is soliciting proposals that will bring people from inside and outside of academia to address issues in scholarly communications. The theme for the Institute will be "Scholarship and the Crowd." The SCI is not a traditional conference, but instead it is an opportunity to think deeply and creatively about scholarly communications issues with others from a diversity of backgrounds. Duke University will host the SCI with assistance from a variety of Triangle-area partners, including UNC-Chapel Hill, on November 9-13, 2014. Submission deadline for proposals is 24 March 2014.
  Interest(s) associated with this resource: Building effective teams and partnerships | Planning projects and initiatives
  Sponsor/Source: Triangle Scholarly Communication Institute
  Contributor: Suzanne Cadwell
  Contributor's Department: ITS/Center for Faculty Excellence

You received this email because it is associated with a professional interest that you have selected in the Professional Interest Manager (PIM). You can edit your professional interests, modify your email frequency options, and manage your resource updates via a web interface by logging in at https://itsapps.unc.edu/PIM. You can suspend mailings by logging in to the PIM and setting your email frequency to *No Email Notification Please*.

From: no_reply@email.unc.edu
Sent: Tuesday, April 1, 2014 8:08 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [FORMAL NOTICE] Microsoft XP end of life notice

Subject: Microsoft XP end of life notice

Do you use or own one or more computers that currently run Windows XP and connect to the University Network?

On April 8, 2014, Microsoft will end all support for Windows XP. There will be no more security updates or patches after April 8th, 2014. Unpatched computers create a security risk for the computer and any network it connects to.

The University's Network Acceptable Use Policy specifies that all devices that connect to the UNC network must have current antivirus software and system patches/security updates.

If you are currently using Windows XP on UNC's network, you must take action before April 8th, 2014. You must upgrade your operating system or replace your computer to continue using it on the UNC network. To discuss upgrade or replacement options, or if you have questions or need assistance, please contact your campus technical support staff or call (919) 962-HELP.

This message is sponsored by: Information Technology Services

From: Spangler, Phillip L. <pspangle@email.unc.edu>
Sent: Tuesday, April 1, 2014 8:22 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: Wurst, Kurt Karl <kwurst@email.unc.edu>; Spangler, Phillip L <pspangle@email.unc.edu>; Williams, Becky <rbwill@email.unc.edu>
Subject: UNC School of Law: Facilities ticket has been updated.

The following entry has been made for the ticket created for you on 5/11/2013 8:00 AM.

Lisa, please send me an email of when you will be away this summer and I will schedule the repair of the sheetrock in your office.

Thanks Phillip

This ticket has been marked as completed.

From: Spangler, Phillip L <pspangle@email.unc.edu>
Sent: Tuesday, April 1, 2014 8:29 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: UNC School of Law: Facilities ticket has been updated.

Thank you Lisa,
We will get it repaired and painted

From: Broome, Lissa L
Sent: Tuesday, April 01, 2014 8:23 AM
To: Spangler, Phillip L
Subject: RE: UNC School of Law: Facilities ticket has been updated.
Hi Phillip – I will be out May 12-15 and July 3-13.
Thanks,
Lissa
From: Spangler, Phillip L. [mailto:pspangle@email.unc.edu]
Sent: Tuesday, April 01, 2014 8:22 AM
To: Broome, Lissa L
Cc: Wurst, Kurt Karl; Spangler, Phillip L; Williams, Becky
Subject: UNC School of Law: Facilities ticket has been updated.

The following entry has been made for the ticket created for you on 5/11/2013 8:00 AM.

Lisa, please send me an email of when you will be away this summer and I will schedule the repair of the sheetrock in your office.

Thanks Phillip

This ticket has been marked as completed.

From: Wiley, Christy <Christy.Wiley@alston.com>
Sent: Tuesday, April 1, 2014 8:45 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: Bortz, Conrad <cbortz@email.unc.edu>; Carlock, Jacqueline S <jcarlock@email.unc.edu>
Subject: Attendee List

Hi, Lissa, Conrad, and Jacqueline,
Good morning! Could you please send an attendee list by email? Thanks so much!

Christy Wiley
Assistant to Mark Kanaly, Cliff Stanford and David Park
Alston & Bird LLP
One Atlantic Center
1201 West Peachtree Street
Atlanta, Georgia 30309-3424
Telephone: 404-881-7695
Email: Christy.Wiley@Alston.com

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From: Wiley, Christy <Christy.Wiley@alston.com>
Sent: Tuesday, April 1, 2014 8:53 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: Bortz, Conrad <cbortz@email.unc.edu>; Carlock, Jacqueline S <jcarlock@email.unc.edu>
Subject: RE: Attendee List

Thanks, Lissa!
Christy Wiley
Assistant to Mark Kanaly, Cliff Stanford and David Park
Alston & Bird LLP
One Atlantic Center
1201 West Peachtree Street
Atlanta, Georgia 30309-3424
Telephone: 404-881-7695
Email: Christy.Wiley@Alston.com

From: Broome, Lissa L [mailto:lbroome@email.unc.edu]
Sent: Tuesday, April 01, 2014 8:52 AM
To: Wiley, Christy
Cc: Bortz, Conrad; Carlock, Jacqueline S
Subject: RE: Attendee List
Hi Christy – I will forward by separate email our lists for both programs as of yesterday. Thanks,
Lissa

From: Wiley, Christy [mailto:Christy.Wiley@alston.com]
Sent: Tuesday, April 01, 2014 8:45 AM
To: Broome, Lissa L
Cc: Bortz, Conrad; Carlock, Jacqueline S
Subject: Attendee List
Hi, Lissa, Conrad, and Jacqueline,
Good morning! Could you please send an attendee list by email? Thanks so much!
Christy Wiley
Assistant to Mark Kanaly, Cliff Stanford and David Park
Alston & Bird LLP
One Atlantic Center
1201 West Peachtree Street
Atlanta, Georgia 30309-3424
Telephone: 404-881-7695
Email: Christy.Wiley@Alston.com

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From: Wiley, Christy <Christy.Wiley@alston.com>
Sent: Tuesday, April 1, 2014 8:54 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Registration Status Lists for Banking/ABCs

Thank you very much!
Christy Wiley
Assistant to Mark Kanaly, Cliff Stanford and David Park
Alston & Bird LLP
One Atlantic Center
1201 West Peachtree Street
Atlanta, Georgia 30309-3424
Telephone: 404-881-7695
Email: Christy.Wiley@Alston.com

From: Broome, Lissa L [mailto:lbroome@email.unc.edu]
Sent: Tuesday, April 01, 2014 8:53 AM
To: Wiley, Christy
Subject: FW: Registration Status Lists for Banking/ABCs
Here you go.
Lissa

From: Westerlund, Lance S
Sent: Monday, March 31, 2014 11:03 AM
To: Broome, Lissa L
Cc: Bortz, Conrad
Subject: Registration Status Lists for Banking/ABCs
Hi Lissa,
Here are the current registration status lists for ABCs (33-Final) and Banking Institute (186).
The only expected Banking Institute attendees who are not yet registered are the one's from Beth DeSimone, who are splitting a registration.
Thanks,
Lance

Lance Westerlund
Conference and Special Events Coordinator
UNC School of Law
Office of Continuing Legal Education
University of North Carolina at Chapel Hill
Campus Box #3380
Chapel Hill, NC 27599 USA
Phone: (919) 962-1679
Fax: (919) 843-7779
Email: lancew@unc.edu

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From: Wright, T. Brandon <wrightb@email.unc.edu>
Sent: Tuesday, April 1, 2014 10:04 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Beischer and Clifford

Hello. I'll share with David and Mrs. Clifford. Many thanks! tbw

T. Brandon Wright | Assistant Dean for Advancement | UNC School of Law
Campus Box 3382 | Chapel Hill, NC 27599-3382
919.445.0172 office | mobile| wrightb@email.unc.edu
Make a Gift: http://www.law.unc.edu/alumni/givenow/

From: Broome, Lissa L
Sent: Tuesday, April 01, 2014 8:22 AM
To: Wright, T. Brandon
Subject: Beischer and Clifford

Hi Brandon – If you have a chance, you might want to let David Beischer and Louise Clifford know about the upcoming speakers for the Beischer Address (Tim Mayopoulos, CEO of Fannie Mae and former General Counsel of Bank of America) and the Clifford Lecture (Gail Hillebrand, Consumer Financial Protection Bureau and formerly of the Consumers Union – I think she worked with Don on some projects for the American Bar Association). Of course, if either Louise or David is able to attend the Banking Institute, we would love to have them.

Thanks,

Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Bortz, Conrad <cbortz@email.unc.edu>
Sent: Tuesday, April 1, 2014 10:40 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: 1 - Dodd-Frank Update not loaded onto Banking INstitute materials - 1

Hello,
Loaded
CB

From: Broome, Lissa L
Sent: Tuesday, April 01, 2014 9:47 AM
To: Bortz, Conrad
Subject: 1 - Dodd-Frank Update not loaded onto Banking INstitute materials - 1
Hi Conrad – When I clicked on the Dodd-Frank update, I got a "could not be found." Also, there are 7 documents that should be included.
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Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: Bortz, Conrad <cbortz@email.unc.edu>
Sent: Tuesday, April 1, 2014 10:41 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: 1 - Board lunch attendance list and calendar for March and April next year 1
Attach: 2015-04 marchapril.doc

From: Broome, Lissa L
Sent: Tuesday, April 01, 2014 9:02 AM
To: Bortz, Conrad
Subject: 1 - Board lunch attendance list and calendar for March and April next year 1

Hi Conrad – When you get in, could you come upstairs and collect from me changes to the board lunch list for April 4? After you make those changes, please send me a revised version.

Also, can you send me an electronic copy of the calendars for March and April 2014 so I can include that in our board agenda for Friday's meeting?

Thanks,

Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
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March 2015

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1
2	3	4	5	6	7 Spring break	8 Spring break
9 Spring break	10 Spring break	11 Spring break	12 Spring break	13 Spring break	14 Spring break	15 Spring break
16 Classes resume	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2015

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1	2	3 Good Friday Passover begins	4 NCAA Final Four	5 Easter Sunday
6 NCAA National Championship game Last day Law school classes	7	8	9 Masters golf tournament begins	10	11 Passover ends	12 Masters golf tournament ends
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

From: Boger, Jack <jcboger@email.unc.edu>
Sent: Tuesday, April 1, 2014 11:30 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Errant Book: Brian Tamanaha

Dear Friends,
Like many of you, I share books with those who seem interested, only to find myself six months later with absolutely no memory at all of where the book might have gone. This week, I have a meeting on Thursday during which I will need my copy of Brian Tamanaha's *Failing Law Schools* (2012). If by chance one of you has that volume, it would receive a welcome homecoming. Very sorry to trouble the rest of you. Thanks.
Jack

From: no_reply@email.unc.edu
Sent: Tuesday, April 1, 2014 11:47 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Call for Nominations: UMA Manager of the Year Award

---

The University Managers Association (UMA) is now accepting nominations for the 2014 Manager of the Year Award.

Selection is based on University career accomplishments, both within and beyond normal job responsibilities, or a specific accomplishment made within the past twelve (12) months that has been of major significance.

Any current UNC-Chapel Hill faculty or staff member may submit a nomination. With the exception of current UMA Board members, nominations are open to all permanent, full-time managers with two or more years of University service.
The nomination form is available on the UMA website at http://uma.web.unc.edu/files/2014/03/ManageroftheYearAward_2014form.docx

Nominations will be accepted through Tuesday, April 22.

The Manager of the Year Award winner will be announced at the UMA Annual Meeting, to be held at 3:00pm on Wednesday, May 21 in Hyde Hall.

For more information, please contact Christine Stachowicz, UMA Vice President, at 919-962-0157 or christine@unc.edu.

This message is sponsored by: University Managers Association

==========
INFORMATIONAL email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into the UNC Directory at http://dir.unc.edu, login with your Onyen, and select Update Personal Information

From: Bortz, Conrad <cbortz@email.unc.edu>
Sent: Tuesday, April 1, 2014 11:54 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: question - Dodd-Frank Update not loaded onto Banking Institute materials - 1

Hello Lissa,
I have 4x checked and there are 6 documents:
A & P Volcker
M L prudential standards
M L risk Governance
PPT - Dodd Frank Act Update— What's Been Done and What We Need to Work on Now
Swaps regulatory update
Volcker rule

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From: Faison, Christopher <chris_faison@unc.edu>
Sent: Tuesday, April 1, 2014 11:59 AM
To: Be Stoney <bstoney@ksu.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: E-Introduction

Hi Be,
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Chris

From: Be Stoney [mailto:bstoney@ksu.edu]
Sent: Monday, March 31, 2014 6:06 PM
To: Faison, Christopher; Broome, Lissa L
Subject: RE: E-Introduction
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785.532.3531 (office)
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bstoney@ksu.edu

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To: Broome, Lissa L; Be Stoney
Subject: RE: E-Introduction
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Sent: Monday, March 31, 2014 3:14 PM
To: Be Stoney; Faison, Christopher
Subject: RE: E-Introduction
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April 9 & 11 @ 1:30 CST/2:30 EST
April 14 or 16@ 1:00CST/2:00 EST.
Please let me know which times work and I will send another Zoom meeting request. Thanks.

Be Stoney

On Mar 31, 2014, at 1:35 PM, "Faison, Christopher" <chris_faison@unc.edu> wrote:

> Hi Lissa, are you connected to the Zoom call? CDF
>
> **From:** Be Stoney [mailto:bstoney@ksu.edu]
> **Sent:** Thursday, March 20, 2014 11:51 AM
> **To:** Broome, Lissa L
> **Cc:** Faison, Christopher
> **Subject:** RE: E-Introduction
> Lissa,
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From: Be Stoney [mailto:bstoney@ksu.edu]
Sent: Wednesday, March 19, 2014 6:47 PM
To: Faison, Christopher
Cc: Broome, Lissa L
Subject: Re: E-Introduction

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I am on the road for the next couple of weeks and will return back to Kansas and campus March 31st. Currently, I am available anytime after 1p CST. I would like to set up

I look forward to our new found relationships and meeting you, Lissa. Faison, thanks for the connection.

Have a great rest of the week!

Be Stoney

"Faison, Christopher" <chris_faison@unc.edu> wrote:

Good afternoon,
I hope that this email finds you both doing well. Lissa, I had the pleasure of meeting Be, the Kansas State University FAR, at a Diversity in College Sports Summit at Colorado State recently. Be, Lissa is UNC-Chapel Hill's FAR.
I thought that you all would enjoy connecting and forming a Big 12/ACC partnership.
Regards,
Chris
Christopher D. Faison | Coordinator, Minority Male Mentoring & Engagement
Center for Student Success and Academic Counseling | 2203 SASB North
Direct: 919.966.5245 | Fax: 919.843.8134 | Email: chris_faison@unc.edu

Carolina Law in the News

Carolina Law in the News: Tuesday, April 1, 2014

ABOUT CAROLINA LAW IN THE NEWS

Carolina Law in the News is a weekly newsletter published by the communications office at UNC School of Law to provide a compilation of select external media references about the school. The newsletter is published each Tuesday. Please submit additional links to law_news@unc.edu. Deadline is 10 a.m. each Monday.

Please note some news services require a subscription.

NEWS

Why the Patrick Cannon Sting Took So Long

Charlotte Observer - Charlotte, NC - 3/31/14

Richard Myers, a former federal prosecutor who teaches criminal law at UNC School of Law, says corruption probes often involve conflicting motives: Do we have what we need for a conviction? Or should we shut it down and make an arrest to keep a potentially tainted public figure from doing more damage? In other words, "I need to stop it as soon as possible. And I need to let it run as long as necessary," Myers says.

A Glimpse into How Federal Corruption Cases Proceed [Audio at 4:45]

WFAE FM - Charlotte, NC - 3/28/14

WFAE's Mark Rumsey discussed some of the possibilities with UNC law professor Richard Myers, a former assistant U.S. attorney who specializes in white collar crime cases. Following an arrest, Myers says there are often negotiations before the defendant is indicted. He likens the discussions to a "multi-dimensional chess game."

Northwestern Wildcats Labor Decision Has a Long Road Ahead of It in Challenging the Power of the NCAA

International Business Times - New York, NY - 3/28/14

"The hammer over the NCAA and universities' heads right now is if these athletes end up being considered employees under the NLRA and other statutes, that is a whole mess of additional problems for the universities," Jeffrey Hirsch, associate dean at the University of North Carolina School of Law, told International Business Times by phone on Thursday.

College Athletes Can Unionize, Federal Agency Says

WNCN - Raleigh, NC - 3/26/14

UNC labor law professor and former NLRB attorney Jeff Hirsch says the ruling is fair and could have far-reaching consequences. "It could potentially be a huge deal," Hirsch said. "(Universities) might be required to pay minimum wage, potentially overtime to student athletes, or at least those in the revenue-generating sports. Discrimination laws could apply."

Lexmark May Be Liable For Attacking Printer-Cartridge Rivals, Supreme Court Says

Forbes - New York, NY - 3/25/14

What Scalia said, in a nutshell, is "it's not legitimate for courts to not hear a case because they don't feel like it," said Mark McKenna, a professor at Notre Dame Law School. He studied the practical effect of prudential standing rules on false-advertising cases, along with Deborah Gerhardt and Kevin McGuire of the University of North Carolina and found significant disparities in who was allowed to sue.

Musk Spaceship Hunted by Singer for 7% Payday: Argentina Credit

Bloomberg News - Chapel Hill, NC - 3/16/14

"They're never going to seize billions of dollars' worth of assets, but they can be a multibillion-dollar pain in the neck for Argentina," Mark Weidemaier, a law professor at the University of North Carolina, said in a telephone interview from Chapel Hill.

Additional news items can be submitted to law_news@unc.edu. Deadline is 10 a.m. Monday. Search the Archives.

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Follow us on Google+

From: Be Stoney <bstoney@ksu.edu>
Sent: Tuesday, April 1, 2014 1:26 PM
To: Faison, Christopher <chris_faison@unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
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Associate Professor & Academic Review Chair
Faculty Athletics Representative
Department of Curriculum & Instruction
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1100 Mid-Campus Drive
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Chris
Christopher D. Faison | Coordinator, Minority Male Mentoring & Engagement
Center for Student Success and Academic Counseling | 2203 SASB North
Direct: 919.966.5245 | Fax: 919.843.8134 | Email: chris_faison@unc.edu

From: Muller, Eric L <emuller@email.unc.edu>
Sent: Tuesday, April 1, 2014 1:35 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] a heads-up re: CFE Summer Writing Groups

---

Hi everyone,
You'll recall that I mentioned the CFE's Summer Writing Group program. Registration has been open for a couple of weeks, and 75 faculty members from across the university have already signed up. The limit for the program is 100. I wanted to let everyone know that in case you're thinking about participating in an interdisciplinary writing group this summer, registration is open for several more weeks but the current trend suggests we may max out on enrollment.
Feel free to ask me any questions you may have. Registration is here.
--Eric

Eric L. Muller
Dan K. Moore Distinguished Professor
University of North Carolina School of Law
CB #3380
Chapel Hill, NC 27599-3380
-and-
Director, Center for Faculty Excellence
University of North Carolina at Chapel Hill
CB #3470
Chapel Hill, NC 27599-3470
View my research on my SSRN Author Page:
http://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfm?per_id=49897

From: McCardell, Dan <Dan.McCardell@theclearinghouse.org>
Sent: Tuesday, April 1, 2014 1:41 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: Newell, Jeremy <Jeremy.Newell@theclearinghouse.org>
Subject: UNC Board Meeting

Lissa: Jeremy Newell is attending your board meeting. Do you have an agenda for the meeting? Thanks.

Best,
Dan

This e-mail may contain information that is privileged or confidential. If you are not the intended recipient, please delete the e-mail and notify us immediately.

From: Faison, Christopher <chris_faison@unc.edu>
Sent: Tuesday, April 1, 2014 1:45 PM
To: Be Stoney <bstoney@ksu.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: E-Introduction

Morning times work well on Mon. 4/21. Should we shoot for a time between 10a-12:30p EST/9-11:30a CST? CDF

From: Be Stoney [mailto:bstoney@ksu.edu]
Sent: Tuesday, April 01, 2014 1:26 PM
To: Faison, Christopher; Broome, Lissa L
Subject: RE: E-Introduction

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Until then.....

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Hi Be – It is great to make the connection with you. You must work with Lindsay Babcock. We were very sorry to see her leave the ACC office. On March 31st, I am available between 2:15 and 3:15 (CST). I am not familiar with a Zoom meeting, so let me know if I need any special technology or program for it. I look forward to talking with you and working together.
Chris – Thanks for the virtual introduction.
Lissa
Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

From: Be Stoney [mailto:bstoney@ksu.edu]
Sent: Wednesday, March 19, 2014 6:47 PM
To: Faison, Christopher
Cc: Broome, Lissa L
Subject: Re: E-Introduction
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I am on the road for the next couple of weeks and will return back to Kansas and campus March 31st. Currently, I am available anytime after 1p CST. I would like to set up

I look forward to our new found relationships and meeting you, Lissa. Faison, thanks for the connection.

Have a great rest of the week!

Be Stoney

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Regards,
Chris
Christopher D. Faison | Coordinator, Minority Male Mentoring & Engagement
Center for Student Success and Academic Counseling | 2203 SASB North
Direct: 919.966.5245 | Fax: 919.843.8134 | Email: chris_faison@unc.edu

From: Be Stoney <bstoney@ksu.edu>
Sent: Tuesday, April 1, 2014 2:15 PM
To: Faison, Christopher <chris_faison@unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: E-Introduction

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Be Stoney
Associate Professor & Academic Review Chair
Faculty Athletics Representative
Department of Curriculum & Instruction
Kansas State University
327 Bluemont Hall
1100 Mid-Campus Drive
Manhattan, KS 66506-5303
785.532.3531 (office)
785. 532. 7304 (fax)
bstoney@ksu.edu

From: Faison, Christopher <chris_faison@unc.edu>
Sent: Tuesday, April 01, 2014 12:44 PM
To: Be Stoney; Broome, Lissa L
Subject: RE: E-Introduction
Morning times work well on Mon. 4/21. Should we shoot for a time between 10a-12:30p EST/9-11:30a CST? CDF

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Subject: RE: E-Introduction
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From: Be Stoney [mailto:bstoney@ksu.edu]
Sent: Monday, March 31, 2014 6:06 PM
To: Faison, Christopher; Broome, Lissa L
Subject: RE: E-Introduction
Lissa & Christopher,
A call is fine. Will you two be in the same place for a call? Or do we need to set up a conference call? April 14th, I am available after 11:30 am. Just learned I have a Master's oral examination for a student's committee I serve. However, I am available for the rest of the day. April 17th, I am available any time after 10:00am CST.
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Sent: Monday, March 31, 2014 2:46 PM
To: Broome, Lissa L; Be Stoney
Subject: RE: E-Introduction
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---

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Sent: Monday, March 31, 2014 3:14 PM
To: Be Stoney; Faison, Christopher
Subject: RE: E-Introduction
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April 21.
Thanks,
Lissa

From: Be Stoney [mailto:bstoney@ksu.edu]
Sent: Monday, March 31, 2014 3:04 PM
To: Faison, Christopher; Broome, Lissa L
Subject: Re: E-Introduction
Christopher & Lissa,
I apologize that we could not meet today. It took bringing someone in from technology to help me with my computer. Here are some proposed dates/times to meet next week:
April 9 & 11 @ 1:30 CST/2:30 EST
April 14 or 16@ 1:00CST/2:00 EST.
Please let me know which times work and I will send another Zoom meeting request. Thanks.

Be Stoney

On Mar 31, 2014, at 1:35 PM, "Faison, Christopher" <chris_faison@unc.edu> wrote:

Hi Lissa, are you connected to the Zoom call? CDF

From: Be Stoney [mailto:bstoney@ksu.edu]
Sent: Thursday, March 20, 2014 11:51 AM
To: Broome, Lissa L
Cc: Faison, Christopher
Subject: RE: E-Introduction
Lissa,
Yes, I work with Lindsey! She is great to work with! What a great hire. I will let her know we have connected. No need for special technology. It is actually quite simply. Ju

Until then.....

"Broome, Lissa L" <lbroome@email.unc.edu> wrote:

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Access my papers on SSRN at: http://ssrn.com/author=248720

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Chris
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Center for Student Success and Academic Counseling | 2203 SASB North
Direct: 919.966.5245 | Fax: 919.843.8134 | Email: chris_faison@unc.edu

From: Hirsch, Jeffrey Michael <jmhirsch@email.unc.edu>
Sent: Tuesday, April 1, 2014 2:32 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Faculty Meeting Agenda & Materials
Attach: 2014.04.03_Agenda.doc

Dear Colleagues,

Attached are the faculty meeting agenda and related documents for Thursday, April 3, at 4:15; I will send the call-in number along with a reminder later in the week.

We will have a faculty reception after the meeting in the faculty lounge.

I am attaching a copy of the agenda, as well as materials for our two action items. Later this week I will also send the draft sections of the self-study that will be open for comments at the meeting, but that will not receive any formal action.

Thanks.

-Jeff

FACULTY MEETING
AGENDA
April 3, 2014

A. Announcements

<!--[if !supportLists]-->1. <!--[endif]-->Dean's announcements
<!--[if !supportLists]-->2. <!--[endif]-->Associate Dean for Academic Affairs announcements
<!--[if !supportLists]-->3. <!--[endif]-->Associate Dean for Student Affairs Announcements
<!--[if !supportLists]-->4. <!--[endif]-->Associate Dean of Faculty Development Announcements
<!--[if !supportLists]-->5. <!--[endif]-->Self-Study Committee — Joan Krause & Dana Remus*

B. Action Items

Academic Affairs — Tom Kelley

1. New Course Proposal, Ted Shaw — Advanced Constitutional Law*
2. Proposal to give David Hansen a secondary appointment as a Clinical Assistant Professor of Law*

*Materials Circulated

FACULTY MEETING
AGENDA

April 3, 2014

A. Announcements

1. Dean's announcements
2. Associate Dean for Academic Affairs announcements
3. Associate Dean for Student Affairs Announcements
4. Associate Dean of Faculty Development Announcements
5. Self-Study Committee — Joan Krause & Dana Remus*

B. Action Items

Academic Affairs — Tom Kelley

1. New Course Proposal, Ted Shaw — Advanced Constitutional Law*
2. Proposal to give David Hansen a secondary appointment as a Clinical Assistant Professor of Law*

*Materials Circulated

From: Marshall, Bill <wpmarsha@email.unc.edu>
Sent: Tuesday, April 1, 2014 3:19 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] not just another free lunch

I know that it has been a heavy week for visits and presentations but Paul Butler's workshop on Thursday should be really special. See you then.

From: North Carolina Bar Association <ncbar@ncbar.ccsend.com>
Sent: Tuesday, April 1, 2014 4:40 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: NCBA e-bar

Tuesday, April 1, 2014 | Volume 14, No. 13

LEGAL COMMUNITY

Arrowood Named Featured Correspondent | President-elect Catharine Arrowood has been chosen as one of two correspondent-bloggers for the Life of a Leader project of the American Bar Association's Bar Leader publication. Beginning this month and continuing through her term as president of the NCBA, Arrowood will share her thoughts, opinions and experiences as a national bar leader alongside those of President-elect Jeff R. Hawkins of the Indiana State Bar Association. For more insights into life as a leader of the NCBA, be sure to follow Catharine Arrowood on Twitter today.

Happer Into Sports Hall | Marshall Happer, former executive director, chief operating officer and in-house counsel of the U.S. Tennis Association, will be inducted into the N.C. Sports Hall of Fame on May 9. A longtime member of the NCBA now residing in Florida, Happer was a high school tennis star in his native Kinston who went on to play for UNC. He practiced with Manning Fulton in Raleigh for many years and was the founding chair of the NCBA's Sports & Entertainment Law Section.

Committee Service | Participation in NCBA and NCBA Foundation committees affords excellent opportunities to meet and work with attorneys across the state, and to make a significant contribution to the legal profession. Access the accompanying Committee Preference Form and sign up now through April 4 to serve on a committee in 2014-15. A committee description list is provided with the form.

Service Honors Chambers | The Mecklenburg County Bar will host a memorial service honoring Julius Chambers on Friday, April 4, at 3 p.m. Friends and colleagues are encouraged to attend. The service will take place in the Charles R. Jonas Federal Building. Judges Frank D. Whitney and Yvonne Mims Evans will preside. Presenters include James E. Ferguson II and Geraldine Sumter.

IN THE OFFICE

Microsoft Apps | Microsoft Office now has official apps for the iPad - specifically Word, PowerPoint and Excel. The company announced the news March 27. Click here for a mini-review from Ars Technica and see more below in Blogs from iPhone J.D.

Starting Out Solo | Want to take your law firm website from hum-drum to high powered? Erik Mazzone will be the featured speaker at the next Starting Out Solo on Tuesday, April 22, at 6 p.m. at the N.C. Bar Center in Cary. His presentation, "Supercharge Your Law Firm Website," is geared toward lawyers who have a basic firm website or are preparing to build their first website. Open to solos, small firm practitioners and law students. If you plan to attend or have any questions, please email Holly@hollymorrislaw.com by April 18.

Guide to Appealability | Have you ever needed to know whether a particular court order was immediately appealable? The NCBA Appellate Rules Committee has just published a primer on appeals from interlocutory orders in North Carolina. The Guide to Appealability of Interlocutory Orders is designed to assist lawyers appearing in North Carolina's state appellate courts. In addition to providing an overview of various issues pertaining to appealability, the guide illustrates the appealability of many practical examples of interlocutory orders.

Blogs

Microsoft releases Word (and Excel and PowerPoint) for iPad | iPhone J.D.
Divorce Calendar | NC Law Blog | Ketan Soni

Jobs

City Attorney | City of Monroe | Monroe
Knowledge Management Content Coordinator | Smith Anderson | Raleigh
Corporate Immigration Paralegal | Moore & Van Allen | Charlotte
All Jobs

ACROSS THE PROFESSION

Willoughby Joins McGuireWoods | Colon Willoughby has stepped down as Wake County District Attorney to enter private practice with McGuireWoods. Monday was his last day in office. District Court Judge Ned Mangum will serve out the remainder of his term.

Appellate Candidates Speak | The Rowan County Bar Association hosted a "Meet and Greet" for appellate judicial candidates last week. Candidates for the N.C. Supreme Court and the N.C. Court of Appeals will also be invited to the 2014 NCBA Annual Meeting, scheduled June 19-22 in Wilmington. The Judicial Candidates Forum will take place on June 20 during the Friday morning General Session.

Opinions Filed | The N.C. Court of Appeals filed new opinions today.

E-bar is sponsored by Lawyers Insurance
Call us about the NCBA Health Plan
800-662-8843

This email was sent to lbroome@email.unc.edu by ebar@ncbar.org |
Instant removal with SafeUnsubscribe™ | Privacy Policy.

North Carolina Bar Association | 8000 Weston Parkway | Cary | NC | 27513

From: Faison, Christopher <chris_faison@unc.edu>
Sent: Tuesday, April 1, 2014 5:03 PM
To: Be Stoney <bstoney@ksu.edu>
Cc: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: E-Introduction

For simplicity's sake, I can meet over in Lissa's office for the call. So we'll do 10 EST/9 CST on 4/21. Chris

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Regards,

Chris

Christopher D. Faison | Coordinator, Minority Male Mentoring & Engagement

Center for Student Success and Academic Counseling | 2203 SASB North

Direct: 919.966.5245 | Fax: 919.843.8134 | Email: chris_faison@unc.edu

From: Krause, Joan H <jhkrause@email.unc.edu>
Sent: Tuesday, April 1, 2014 9:24 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: RE:[law_faculty] Supreme Court lunches

Bill and I would like to solicit input on one logistical issue regarding the Supreme Court series this summer. In the past few years, we have skipped the week of July 4 due to concerns that vacation plans might impact attendance. July 4 is a Friday this year, and our sessions are on Tuesdays. Do people think the holiday would impact our ability to have a critical mass of attendees on either July 1 or July 8?
Thanks,
Joan

From: Krause, Joan H
Sent: Tuesday, March 25, 2014 11:39 AM
To: The law_faculty mailing list
Cc: Marshall, Bill
Subject: [law_faculty] Supreme Court lunches
This summer, UNC will once again host the Supreme Court lunch series on Tuesdays from mid-June to early August. As in prior years, these lunches will involve a 20-25 minute presentation about a recent case or cases, followed by Q&A and discussion.
Bill Marshall has graciously agreed to organize the list of speakers and cases. If you are interested in presenting, please e-mail him at wpmarsha@email.unc.edu.
Regards,
Joan

Professor Joan H. Krause
Associate Dean for Faculty Development and
Dan K. Moore Distinguished Professor of Law, UNC School of Law
Professor (Secondary Appointment), Social Medicine, UNC School of Medicine
Adjunct Professor, Health Policy & Management, Gillings School of Global Public Health
Campus Box 3380
Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
(919) 962-4126
jhkrause@email.unc.edu

You can access my papers on the Social Science Research Network (SSRN) at http://ssrn.com/author=222640.

From: no_reply@email.unc.edu
Sent: Wednesday, April 2, 2014 12:08 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [FORMAL NOTICE] 2014 Carolina Family Scholarship

The UNC-Chapel Hill Family Scholarship committee is pleased to announce that the Fall 2014 scholarship applications for children of UNC-Chapel Hill employees are now being accepted. To apply, go to www.unc.edu/familyfund and select the Scholarship Application & Renewal Application option on the left side of the screen (it may take a minute to retrieve the application).

This need-based scholarship fund was created by Carolina employees to provide financial support to the children of our full-time colleagues to attend ANY of the 16 UNC campuses as well as any of the accredited community and technical colleges in North Carolina.

PLEASE NOTE:

* Applicants must file the necessary financial aid forms with the
institution they wish to attend and notify the Office of Scholarships and Student Aid at UNC-Chapel Hill with the contact information for that institution's financial aid office, as well as provide a detailed summary of the financial aid package offered by that institution.

* The application deadline is June 1, 2014.

For previous press about the scholarship, see http://gazette.unc.edu/archives/09apr01/fundraising.html

Respectfully,

UNC-Chapel Hill Family Scholarship Fund committee -- www.unc.edu/familyfund

Have questions?
Contact: Bruce Egan
ITS - Retired UNC-Chapel Hill

email: bruce_egan@unc.edu

This message is sponsored by: ITS

From: no_reply@email.unc.edu
Sent: Wednesday, April 2, 2014 12:12 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Parents of teenage drivers

Are you the parent of a new teen driver? If so, we need your expertise! We are currently seeking parents of teens who:

-are currently taking driver education,
-recently finished driver education, or
-recently obtained a learner permit.

We would like to get opinions on a new program we are developing to help parents of beginning teen drivers. Parents will participate in several activities from the program, and we will ask for your feedback and ideas for improvement.

Why should you join us?

-Informative activities for parents
-Your insight as a parent is important
-One two-hour evening session

SPACE IS LIMITED – EMAIL or CALL TODAY!

Please contact:
Arthur Goodwin
(919) 843-5038
arthur_goodwin@unc.edu

This project #12-0549 has been reviewed by the Non-Biomedical IRB, which has determined on March 15, 2012 that it does not require IRB approval.

This message is sponsored by: UNC Highway Safety Research Center

==========
INFORMATIONAL email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into the UNC Directory at http://dir.unc.edu, login with your Onyen, and select Update Personal Information

Today at Carolina Law: Wednesday, April 2, 2014

TODAY'S EVENTS

- The 2014 ABCs of Banking Law
- GOBI Webinar
- LexisNexis Training
- Federalist Society Officer Elections
- Advanced Legal Research Makeup Class
- Bar Session for the Class of 2015
- BLSA Candidate Forum
- HLLSA Elections
- How to Write a Recent Development I
- Lambda Elections
- Rising 2L Academic Advising Session for Fall 2014/Spring 2015
- Pryal PRWA §1 & § 12 Class Reschedule
- How to Write a Recent Development Makeup Meeting

ONGOING SIGNUPS & OPPORTUNITIES

- Center for Civil Rights Summer Pro Bono Projects (Signup ends 4/8/2014)
- North Carolina Bar Association - BAR EXAM WORKSHOP (Signup ends 4/8/2014)

UPCOMING EVENTS

Academics

- Rising 2L Academic Advising Session for Fall 2014/Spring 2015 (4/3/2014)
- Registration for Rising 2Ls (Fall 2014/Spring 2015) (4/9/2014)
- Last Day of Classes (4/16/2014)
- Meet Monday Classes (4/16/2014)
- Examinations End (5/2/2014)

Career Development

- CDO Presents: "How I Found My Job After Graduation" program for 3Ls (4/3/2014)

Continuing Legal Education

- The 2014 Banking Institute (4/3/2014)

Faculty

- Faculty Speaker Series (4/3/2014)

Library

- LexisNexis Training (4/3/2014)
- LexisNexis Training (4/9/2014)
- Prep for Practice - Due Diligence (4/9/2014)
- Prep for Practice - Motions Practice (4/9/2014)

Pro Bono

- Public Interest Law & Pro Bono Celebration (4/9/2014)

Public Service Programs

From the Blogs

- NC Court of Appeals Allows Deposition of Former County Manager in Brunswick Environmental Justice Case (Blog | Center for Civil Rights)

From Twitter

UNC Banking Center (UNCbanking) on Twitter

UNC Banking Center: Dodd Frank Act Update: What We Need to Work on Now David T. Bloom, SunTrust Banks, Inc., Atlanta Cecelia A.... http://t.co/7L2FHt3VrO
11:14 AM Apr 1st from Facebook

UNC CLEAR (UNCCLEAR) on Twitter

UNC CLEAR: Scientists have found that corn-eating rootworms have adapted a resistance to Bt corn, which was genetically... http://t.co/5AW34gWFkt
8:01 AM Apr 1st from Facebook

UNC Media Law (unomedialaw) on Twitter

UNC Media Law: RT @Liberationtech: 47 opportunities for #opengov change http://t.co/VwrxShDC9O by @josephpowell ht @opengovpart
11:03 AM Apr 1st from TweetDeck

UNC Law Fin Aid (UNCLawFinAid) on Twitter

UNC Law Fin Aid: To celebrate #FinancialLiteracyMonth, we've joined Twitter! Like a New Year's resolution for finances but starting April Fools' - bad sign?
10:01 AM Apr 1st from web

UNC School of Law (UNCLawStdntSrvc) on Twitter

UNC School of Law: Welcome to the twittersphere, @UNCLawFinAid!! #ShowMeTheMoney #FinancialLiteracyMonth
10:08 AM Apr 1st from web

UNC School of Law (unc_law) on Twitter

UNC School of Law: RT @UNCLawStdntSrvc: In honor of the Class of 2016 event @ #Crunkleton tonight, Dean K is serving up some beverages, circa April 2011. http...
12:28 PM Apr 1st from web

- Public Interest Law & Pro Bono Celebration (4/9/2014)

Staff

- Academic Affairs Staff Meeting (4/16/2014)

Student Events and Organizations

- NAWL's Women in Legal Academe Summit Planning Committee (4/3/2014)
- UNC Law Fleece Pullover Sale (4/3/2014)
- Holderness Moot Court General Body Meeting (4/3/2014)
- How to Write a Recent Development II (4/3/2014)
- NC ILJ 1L Interest meeting (4/3/2014)
- SBA Weekly Meeting (4/3/2014)
- BLSA Preview Night (4/3/2014)
- Carolina Law Preview Night (sponsored by BLSA) (4/3/2014)
- CRCGE 2015 Interest Meeting (4/9/2014)
- NC ILJ Interest Meeting (4/9/2014)

Writing and Learning Resources Center

- Gressman & Pollitt Oral Advocacy Awards and Ceremony (4/9/2014)
- Gressman & Pollitt Oral Advocacy Reception - Patty Frey (4/9/2014)
- Gressman & Pollitt Oral Advocacy Reception - Patty Frey (4/9/2014)

From: Deborah Clarke <debbi_clarke@unc.edu>
Sent: Wednesday, April 2, 2014 7:00 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Cc: Clarke, Deborah Y <clarked@email.unc.edu>
Subject: Re: Working Group and Student-Athlete Advisory Council

---

Hi Lissa, I think that sounds like a good idea. I'll talk with you soon.
Debbi

Sent from my iPhone

On Apr 1, 2014, at 7:11 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:

> Hi Debbi – I was recently talking with the graduate student intern who works with SAAC, , and we thought it would be a good idea to figure out a way for that group of student-athletes to provide some feedback on the Working Group's reports. suggested perhaps brainstorming with the outgoing and incoming executive group about the most effective way to do this. Maybe you and I should meet with Cricket Lane about this. Getting some student-athlete input would, I think, be beneficial. Let me know your thoughts. I am in Charlotte and tied up most of the next 3 days, but I will be back Friday evening.
> Thanks,
> Lissa
> Lissa L. Broome
> Wells Fargo Professor of Banking Law
> Director, Center for Banking and Finance
> UNC School of Law
> CB#3380, Van Hecke-Wettach Hall
> Chapel Hill, NC 27599-3380
> 919.962.7066
> http://www.law.unc.edu/centers/banking
> Access my papers on SSRN at: http://ssrn.com/author=248720
>
> <image003.jpg>

From: no_reply@email.unc.edu
Sent: Wednesday, April 2, 2014 8:12 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Looking for people with an iPhone who are interested in testing a wellness app

---

For this research study, we need people who are:
- Age 18 and older
- Own an Apple iPhone with operating system 6.0 or newer
- Interested in testing a wellness application for 6 weeks and providing feedback.

Participation includes:
- Downloading a Health & Wellness application to your iPhone.
- One baseline lab visit for 20-30 minutes
- Two 5-minute web-based surveys at Day 10 and Day 20
- One 10-minute web-based survey at Day 35.

We will pay up to a $60 gift card for completion of the study.

To register please visit http://www.unc.edu/peplab/wellnessappstudy.html

This study is being conducted by Dr. Barbara Fredrickson and has been approved by the UNC Office of Human Research Ethics Behavioral IRB, study 14-0571 on 3/21/14.

This email is sponsored by: Department of Psychology

This message is sponsored by: University of North Carolina at Chapel Hill

==========
INFORMATIONAL email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into the UNC Directory at http://dir.unc.edu, login with your Onyen, and select Update Personal Information

From: no_reply@email.unc.edu
Sent: Wednesday, April 2, 2014 8:27 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] April is Sexual Assault Awareness Month

---

Sexual Assault Awareness Month (SAAM 2014) is an annual collaborative effort coordinated by the Carolina Women's Center and Student Wellness. Throughout the month of April, organizations including Project Dinah, SWAG, Siren, Sigma Phi, the UNC Men's Project, Celebration of Black Womanhood, the Orange County Rape Crisis Center, and more organize a number of events aimed at spreading awareness to end sex- and gender-based violence.

SAAM 2014 will feature film screenings, workshops, trainings, speakers, and other interactive community opportunities for the UNC community to show support and speak out against sexual assault.

The entire event schedule is available at http://saam.web.unc.edu/2014-saam-event-schedule/

More information may also be found at https://www.facebook.com/pages/UNC-Sexual-Assault-Awareness-Month/506214412770485

This message is sponsored by: Student Wellness

==========
INFORMATIONAL email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into the UNC Directory at http://dir.unc.edu, login with your Onyen, and select Update Personal Information

From: Hirsch, Jeffrey Michael <jmhirsch@email.unc.edu>
Sent: Wednesday, April 2, 2014 10:26 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: Re:[law_faculty] Faculty Meeting Agenda & Materials
Attach: Shaw COURSE PROPOSAL.docx; Hansen.docx; 2014.04.03_Agenda.doc

---

I was just informed that some of the attachments didn't make it for some or everyone yesterday, so I'm sending them again. My apologies.

From: <Hirsch>, Jeffrey Hirsch <jmhirsch@email.unc.edu>
Date: Tuesday, April 1, 2014 at 2:32 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: Faculty Meeting Agenda & Materials

Dear Colleagues,

Attached are the faculty meeting agenda and related documents for Thursday, April 3, at 4:15; I will send the call-in number along with a reminder later in the week.

We will have a faculty reception after the meeting in the faculty lounge.

I am attaching a copy of the agenda, as well as materials for our two action items. Later this week I will also send the draft sections of the self-study that will be open for comments at the meeting, but that will not receive any formal action.

Thanks.

-Jeff

FACULTY MEETING
AGENDA
April 3, 2014

A. Announcements

<!--[if !supportLists]-->1. <!--[endif]-->Dean's announcements
<!--[if !supportLists]-->2. <!--[endif]-->Associate Dean for Academic Affairs announcements
<!--[if !supportLists]-->3. <!--[endif]-->Associate Dean for Student Affairs Announcements
<!–[if !supportLists]-->4. <!--[endif]-->Associate Dean of Faculty Development Announcements
<!–[if !supportLists]-->5. <!--[endif]-->Self-Study Committee — Joan Krause & Dana Remus*

B. Action Items

Academic Affairs — Tom Kelley

1. New Course Proposal, Ted Shaw — Advanced Constitutional Law*
2. Proposal to give David Hansen a secondary appointment as a Clinical Assistant Professor of Law*

*Materials Circulated

New Course Proposal Template Last Updated: May 2012

Professor's Name: Ted Shaw

Course title:	Advanced Constitutional Law
Proposed number of credit hours:	3
Number of weekly meeting times? (1, 2, 3, or 4)	Two, 85-min meetings
List all that apply: **RWE or WE and/or Skills**	NA
Who will teach this course? *(If adjunct led, please attach a copy of their CV or brief bio and indicate what day/time is needed.)*	*Ted Shaw*
Final Exam? (yes/no):	Yes
Maximum Enrollment?	
Type of classroom required? (regular/seminar)	*Regular* *(Please remember that seminar rooms hold 16 or less.)*
Relationship to existing courses, if any:	
List Prerequisites, if any :	
List Co-requisites, if any:	
Semester & year to initiate course:	Spring 2015

Description of the course: (include major topics to be covered)

This course will examine the legislative history and the jurisprudence of the Fourteenth Amendment, primarily focusing on equal protection, and placing our contemporary understanding of the case law in historical context. We will begin with a full consideration of the forces and events, including the Dred Scott case, which called the Amendment into being; and we will consider the debates of the Thirty-Ninth Congress, which adopted the Amendment. Although the Amendment was born out of the African American slavery experience, we will consider its application to women, to other people of color, and indeed, all who reside in the United States.

We will proceed from the Reconstruction Era cases to Plessy v. Ferguson before studying the Lochner Era, and the development of tiered scrutiny. The class will study the road to Brown v. Board of Education, the jurisprudence of the desegregation era, and the "reverse discrimination cases" from Bakke to Grutter and Fisher. We will also examine the application of the Fourteenth Amendment to issues of gender equality and sexual orientation.

Date Approved by Academic Affairs Cmte: _____ Date Approved by Full Faculty: _____

Information for website description and Academic Advising Handbook (200 words maximum):

This course will examine the legislative history and jurisprudence of the Fourteenth Amendment, focusing primarily on the Equal Protection Clause. The course studies the application of the Amendment to women, to people of color, to economic status, and to sexual orientation. It emphasizes the historical context in which the Supreme Court made its decisions applying the Amendment, journeying from the Reconstruction Era to Jim Crow and the Lochner Era. We will study the road to Brown v. Board of Education, the desegregation era cases, and the rise of "reverse discrimination" claims.

Justification for the course: (Why should we offer it? Do other schools offer similar courses? Student demand? Will the course make a unique contribution to your development as a scholar and teacher?)

I have taught this course for eight years at Columbia Law School. There has always been a waiting list.

Writing Exercises:

If the course is appropriate for a writing experience or rigorous writing experience, please describe the types of writing exercises that might be assigned (including number of planned writing projects and estimated page length for each, including footnotes).

FACULTY MEETING
AGENDA

April 3, 2014

A. Announcements

1. Dean's announcements
2. Associate Dean for Academic Affairs announcements
3. Associate Dean for Student Affairs Announcements
4. Associate Dean of Faculty Development Announcements
5. Self-Study Committee — Joan Krause & Dana Remus*

B. Action Items

Academic Affairs — Tom Kelley

1. New Course Proposal, Ted Shaw — Advanced Constitutional Law*
2. Proposal to give David Hansen a secondary appointment as a Clinical Assistant Professor of Law*

*Materials Circulated

From: Bortz, Conrad <cbortz@email.unc.edu>
Sent: Wednesday, April 2, 2014 12:58 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Automatic reply: Replacement PowerPoint

Hello,
Sorry you missed me, I am currently out of the office.
I will return to the office Monday, April 7, 2014.
Cheers,
C Bortz

From: Association of American Law Schools <aals@aals.ccsend.com>
Sent: Wednesday, April 2, 2014 1:13 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Seeking Proposals for Academic Symposium at 2015 Annual Meeting

Association of American Law Schools

Request for Proposals:
2015 Annual Meeting Academic Symposium

The Association of American Law Schools is seeking proposals for the second annual Academic Symposium to be held on Monday, January 5, 2015. The inaugural AALS Academic Symposium was held at the 2014 Annual Meeting. It offered an in-depth look at constitutional change from a comparative perspective. The symposium featured both experienced and newer legal scholars who explored concepts of formal and informal amendment and identified topics for further research on how and why constitutions change.

AALS plans to follow up on the success of that program at the 2015 Annual Meeting in Washington, DC. Program proposals may be submitted by any faculty member with a full-time appointment at an AALS member school.

Proposals are due by May 12, 2014. Proposals may be for either full-day or half-day programs. Submissions should include (a) an abstract of up to 750 words describing the overall symposium program and its anticipated contribution to legal scholarship, (b) abstracts of up to 250 words describing proposed symposium papers, and (c) a list of proposed symposium participants. To see an example of a successful proposal, please click here .

Within the Academic Symposium program, you may reserve up to three slots for speakers selected from a call for papers, who need not be identified until September 29, 2014. Symposium organizers

will be expected to secure publication in a scholarly journal or as an edited book volume, and to describe the publication arrangements in their proposals. The primary criterion used to evaluate proposals will be scholarly quality. Participants should reflect the diversity of the legal academy and our member schools. Organizers are also encouraged to include junior faculty as participants in their proposed symposium.

The first Academic Symposium, which was held at the 2014 Annual Meeting, can be viewed here.

The AALS welcomes comments and questions about the Academic Symposium. Questions should be directed to Judith Areen, Executive Director, at symposium@aals.org.

Proposals are due May 12, 2014.

Forward this email

This email was sent to lbroome@email.unc.edu by aals@aals.org |
Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.

Association of American Law Schools | 1614 20th Street, NW | Washington | DC | 20009-1001

From: Carlock, Jacqueline S <jcarlock@email.unc.edu>
Sent: Wednesday, April 2, 2014 2:09 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: BI folder

I have a folder for you...

Jacqueline S. Carlock, CMP
Director of Continuing Legal Education & Special Events
UNC School of Law

From: Isley, Alice B <agirod@email.unc.edu>
Sent: Wednesday, April 2, 2014 2:12 PM
To: The law_appointments_all mailing list. <law_appointments_all@listserv.unc.edu>
Subject: [law_appointments_all] Update on 3pm meeting with Sara Warf

---

The meeting will take place in 4088, Alexa Chew's office; instead of 4080 (the small conference room near the court room) as noted on the schedule.

Alice B. Isley
Academic Affairs Administrative Assistant
UNC-CH School of Law, Room 5083
CB #3380
Chapel Hill, NC 27599-3380
919-962-0357
agirod@email.unc.edu

cid:image001.gif@01CE849D.FB20DD50

From: Salaam, Nadera <nadera@email.unc.edu>
Sent: Wednesday, April 2, 2014 2:26 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: Cobb, Melissa B <mcobb@email.unc.edu>; Marsh, Jennifer W <marsh@unc.edu>; Banks-Marsh, Fredia <Fredia_Banksmarsh@unc.edu>; Polich, Joe <jpolich@email.unc.edu>
Subject: [law_faculty] REMINDER: Summer 2014 RA hiring deadline is 4/11/2014
Attach: FacultyNotice SummerRAs 03.13.2014.docx; Summer 2014 RA New Hire Form 03.13.2014.docx

---

Dear Faculty,

Just a friendly reminder that the hiring deadline for regular summer RAs and Summer Learning RAs is next Friday, **April 11th**.

Please submit the Summer RA new hire form (attached) to Fredia at your earliest convenience so that we can ensure that we have all the necessary info to get your RAs on payroll in a timely manner. This is especially important for those who were approved for Summer Learning RAs, as those slots not filled by the deadline will be forfeited.

As in previous years, the Career Development Office is happy to post faculty RA positions to Simplicity Job Bank so that interested students can contact you directly via email to apply for your position. Instructions for having RA positions posted are contained in the attached memo.

Please contact myself or Fredia if you are having trouble filling a Summer Learning RA slot or need any additional assistance with the hiring process.

Best,

~Nadera

Nadera Salaam, MSHR, PHR | Director of Human Resources | UNC School of Law
5015 Van Hecke-Wettach, CB# 3380 | Chapel Hill, NC 27599-3380
919.962.8509 office | 919.843.1850 fax | nadera@email.unc.edu
IMPORTANT: The contents of this email and any attachments are confidential. They are intended for the named recipient(s) only. If you have received this email by mistake, please notify the sender immediately and do not disclose the contents to anyone or make copies thereof.

March 13, 2014 **Memo: 2014 Summer RA Hire Process**

Dear Faculty:

In the summer of 2014, in accord with our general practice, eligible faculty members will be able to hire one full-time research assistant (28 hours per week) or two part-time RAs (14 hours per week) for a total of 13 weeks during the summer. All RAs will be paid an hourly rate of $9.5

In addition, the Law School has allocated funds for 18 Summer Learning RAs, which faculty can request on a first come, first served basis. The purpose of the additional RAs is twofold: to increase your research capacity and also to provide meaningful summer work and financial support to our 2Ls and 3Ls, during a difficult year for summer legal employment. Faculty interested in obtaining a Summer Learning RA, should **notify Fredia Banks-Marsh via email by March 21, 2014**. Faculty will be notified of Summer Learning RA request approvals by March 26th; Please to do not commit to hiring any Summer Learning RAs until you have been notified that your request for a Summer Learning RA has been approved. RAs may not hold more than one full-time position; for example, an RA cannot work 28 hours for one faculty member and an additional 14 or hours for another faculty member. RAs are permitted to work 2 part-time (14 hrs/week) positions for different law school faculty members.

The summer 2014 New RA Hire form is attached. If you plan to hire any RAs for summer 2014, please complete all appropriate sections of the form and return it to Fredia Banks-Marsh **no later than April 11, 2014**. You may make arrangements to hire the RAs in Part I without delay.

If you do not know of particular students whom you'd like to invite to fill your RA position, you can 'advertise' for an RA by sending a description of your summer project[s] plus any prerequisites and deadline info to Sadie Vo at svo@email.unc.edu in the Career Services Office. She will post the description to the Simplicity Job Bank and interested students can apply directly to you via email or in person, at your request.

Please include the following information in all RA posting requests:

A. FACULTY MEMBER'S NAME:
B. NUMBER OF REGULAR RAs YOU PLAN TO HIRE and FULL-TIME vs PART-TIME:
C. PREFERRED WORK SCHEDULE:
D. POSITION DESCRIPTION: (subject areas/projects summer work will involve; location where the work needs to be done)
E. QUALIFICATIONS: (class year preference and recommended qualifications, if any)
F. APPLICATION MATERIALS STUDENTS SHOULD SUBMIT:
G. WHAT IS YOUR APPLICATION DEADLINE?
H. CAN THE WORK BE DONE REMOTELY?

There are two parts of the form:

PART 1: School of Law Funded RAs

Each faculty member may hire one 28-hour RA (364 hrs total) or two 14-hour RAs (182 hours each for 364 hrs total) funded by the law school. If you are only hiring a Law School funded RA, you can submit this form any time prior to the April 4, 2014 deadline.

PART 2: Summer Learning RAs (funded by the School of Law)

You must mail Fredia Banks-Marsh by March 21, 2014 to request a Summer Learning RA (limited number of these positions available). Faculty will be notified of approved requests for Summer Learning RAs by March 26, 2014. Faculty who receive Summer Learning RA request approval may hire one 28-hour RA (364 hrs total) funded by the law school. Please do not submit RA forms with Part 2 completed until your supplemental RA request has been approved. Any supplemental RA slots not filled by April 11, 2014 may be reallocated or forfeited.

PART 3: Additional RAs (not funded by Law School)

If you would like to hire additional RAs using other funds (e.g. grants or professional development) please complete Section III and note in the comments what source of funding will be used.

If you have any questions about the attached form, please contact me.

Thank you,
Nadera Salaam

UNC School of Law
Summer 2014 Research Assistant (RA) Hiring Form

Professor/Administrator's Name:	
	Hired By

PART 1: SCHOOL OF LAW FUNDED RA
Full Summer RA – May 12, 2014 – August 24, 2014 (any 13 weeks during this time period)
Paid on a bi-weekly basis at the rate of $9.50/hr. (Funded by School of Law)

FULL SUMMER RA: Hire up to 28 hrs/wk for full summer RA work	RA Name	RA Email	RA Phone	RA Year (Rising 2L or 3L)	RA Signature *RA will sign in HR office while completing RA paperwork*	Date RA Accepted Offer
1. { FORMCHECKBOX } 28 hrs/wk)						
-or-						
1.{ FORMCHECKBOX } 14 hrs/wk						
2.{ FORMCHECKBOX } 14 hrs/wk						

PART 2: SUMMER LEARNING RA (SCHOOL OF LAW FUNDED)
PRIOR APPROVAL REQUIRED
May 12, 2014 – August 24, 2014 (any 13 weeks during this time period)
Paid on a bi-weekly basis at the rate of $9.50/hr. (Funded by School of Law)

SUMMER LEARNING RA	RA Name	RA Email	RA Phone	RA Year (Rising 2L or 3L)	RA Signature *RA will sign in HR office while completing RA paperwork*	Date RA Accepted Offer
1. { FORMCHECKBOX } 28 hrs/wk						

PART 3: ADDITIONAL RAs
Additional Summer RA – May 12, 2014 – August 24, 2014 (any 13 weeks during this time period)
Paid on a bi-weekly basis at the rate of $9.50/hr. (Funded by grant, chair or professional development funds)

Extra Full Summer RA(s): Hire as needed based on your available funds	RA Name	RA Email	RA Phone	RA Year (Rising 2L or 3L)	RA Signature *RA will sign in HR office while completing RA paperwork*	Date RA Accepted Offer	Funding Source (Circle One)
{ FORMCHECKBOX } 28 hrs/wk							• Prof. Dev. Funds • Chair Funds • Center Funds
-or-							
{ FORMCHECKBOX } 14 hrs/wk							• Prof. Dev. Funds • Chair Funds • Center Funds

{ FORMCHECKBOX } 14 hrs/wk							• **Prof. Dev. Funds** • **Chair Funds** • **Center Funds**

COMMENTS **(Please note any special instructions regarding your student hire in this section)**

Professor/Administrator's Signature Date

Please return completed forms to Fredia Banks-Marsh in room 5035, no later than Friday, April 1, 2014.

From: Carlock, Jacqueline S <jcarlock@email.unc.edu>
Sent: Wednesday, April 2, 2014 2:44 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: BI folder

1017 right?

Jacqueline S. Carlock, CMP
Director of Continuing Legal Education & Special Events
UNC School of Law

> On Apr 2, 2014, at 2:14 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:
>
> Thanks.
>
> Lissa
>
> Sent from my iPad
>
>> On Apr 2, 2014, at 2:09 PM, "Carlock, Jacqueline S" <jcarlock@email.unc.edu> wrote:
>>
>> I have a folder for you...
>>
>> Jacqueline S. Carlock, CMP
>> Director of Continuing Legal Education & Special Events
>> UNC School of Law

From: UNC News <news@unc.edu>
Sent: Wednesday, April 2, 2014 2:51 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] UNC News Release: April 2

News Release

Columbia's Ted Shaw appointed director of UNC Center for Civil Rights: https://uncnews.unc.edu/2014/04/02/columbias-ted-shaw-appointed-director-unc-center-civil-rights/

Columbia University Law School professor Theodore M. "Ted" Shaw will become the second director of the Center for Civil Rights at the University of North Carolina at Chapel Hill School of Law. This appointment, approved by the UNC Board of Trustees, becomes effective July 1.

 -- You are currently subscribed to

newsclips as: lbroome@email.unc.edu. To unsubscribe send a blank
email to leave-34477917-53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: Carlock, Jacqueline S <jcarlock@email.unc.edu>
Sent: Wednesday, April 2, 2014 3:51 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: BI folder

Delivered under your door.

Jacqueline S. Carlock, CMP
Director of Continuing Legal Education & Special Events
UNC School of Law

> On Apr 2, 2014, at 3:45 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:
>
> Yep
>
> Sent from my iPad
>
>> On Apr 2, 2014, at 2:43 PM, "Carlock, Jacqueline S" <jcarlock@email.unc.edu> wrote:
>>
>> 1017 right?
>>
>> Jacqueline S. Carlock, CMP
>> Director of Continuing Legal Education & Special Events
>> UNC School of Law
>>
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>>>>
>>>> I have a folder for you...
>>>>
>>>> Jacqueline S. Carlock, CMP
>>>> Director of Continuing Legal Education & Special Events
>>>> UNC School of Law

From: Marshall, Bill <wpmarsha@email.unc.edu>
Sent: Wednesday, April 2, 2014 4:37 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Paul Butler workshop tomorrow

Last outside speaker of the year!! Let's have a great turnout

William P. Marshall
Kenan Professor of Law
University of North Carolina
100 Ridge Rd.
Chapel Hill, NC 27599-3380
Ph. 919 843-7747
wpmarsha@email.unc.edu

From: Townsend, Jenn <jtownsend@unc.edu>
Sent: Wednesday, April 2, 2014 5:42 PM
To: Lane, Cricket <cricket@unc.edu>; Brown, Michelle <mbrown3@email.unc.edu>; Orr, Kym N <orr@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>; Miller, Beth <bethmiller@unc.edu>; Gelin, Dana E <dgelin@unc.edu>
Subject: Top Five Male and Female awards--should there be restrictions?

Hi,
In determining the winners of our Top Five Male and Female Athlete awards for the academic banquet, I realized that two of the candidates for the male award have only been student-athletes at UNC for two years. I am not sure if this is an issue or not, but I thought it was worthy of discussion before a decision was made about the winners.
One student was a transfer student who now has the highest male GPA and has been at UNC for two years. (I happen to know that his GPA at his previous institution was also very high and he would probably still be in the top position if his prior GPA was factored in).
The other student is a walk-on for the program who has only been on the team for the past two years. (Some walk-ons are a little different than walk-ons in many sports in that they are never recruited to UNC to be part of the team and only join the team for one or two years).
The dilemma is that I would hate to see the first student not receive the award just because he is a transfer when I know he was also a good student at his previous school. But I also am not sure the second student should receive the same consideration as another student who has been a student-athlete for four years.
Since we are just determining the award now, should we put in a parameter that the winners of the Top Five award need to have been active student-athletes at UNC for three years? Should any exceptions be made for transfers if we can verify their prior GPA?
Please let me know your thoughts by tomorrow. I would like to send out invitations by Monday at the latest.
Thanks!
Jenn Townsend
Associate Director
Academic Support Program for Student-Athletes
University of North Carolina at Chapel Hill
919-962-9538
919-962-8247 (fax)

From: Carlock, Jacqueline S <jcarlock@email.unc.edu>
Sent: Wednesday, April 2, 2014 6:08 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: BI folder

De Nada

Jacqueline S. Carlock, CMP
Director of Continuing Legal Education & Special Events
UNC School of Law

> On Apr 2, 2014, at 3:52 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:
>
> Thanks!
>
> Sent from my iPad
>
>> On Apr 2, 2014, at 3:51 PM, "Carlock, Jacqueline S" <jcarlock@email.unc.edu> wrote:
>>
>> Delivered under your door.
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>> Jacqueline S. Carlock, CMP
>> Director of Continuing Legal Education & Special Events
>> UNC School of Law
>>
>>> On Apr 2, 2014, at 3:45 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:
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>>> Yep
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>>> Sent from my iPad
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>>>> On Apr 2, 2014, at 2:43 PM, "Carlock, Jacqueline S" <jcarlock@email.unc.edu> wrote:
>>>>
>>>> 1017 right?
>>>>
>>>> Jacqueline S. Carlock, CMP
>>>> Director of Continuing Legal Education & Special Events
>>>> UNC School of Law
>>>>
>>>>> On Apr 2, 2014, at 2:14 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:
>>>>>
>>>>> Thanks.
>>>>>
>>>>> Lissa
>>>>>
>>>>> Sent from my iPad
>>>>>
>>>>>> On Apr 2, 2014, at 2:09 PM, "Carlock, Jacqueline S" <jcarlock@email.unc.edu> wrote:
>>>>>>
>>>>>> I have a folder for you...
>>>>>>
>>>>>> Jacqueline S. Carlock, CMP
>>>>>> Director of Continuing Legal Education & Special Events
>>>>>> UNC School of Law

Today at Carolina Law: Thursday, April 3, 2014

TODAY'S EVENTS

- NAWL's Women in Legal Academe Summit Planning Committee
- The 2014 Banking Institute
- LexisNexis Training
- Faculty Speaker Series
- UNC Law Fleece Pullover Sale
- CDO Presents: "How I Found My Job After Graduation" program for 3Ls
- Holderness Moot Court General Body Meeting
- How to Write a Recent Development II
- NC JLJI Interest meeting
- Rising 2L Academic Advising Session for Fall 2014/Spring 2015
- SBA Weekly Meeting
- BLSA Preview Night
- Carolina Law Preview Night (sponsored by BLSA)

ONGOING SIGNUPS & OPPORTUNITIES

- Center for Civil Rights Summer Pro Bono Projects (Signup ends 4/8/2014)
- North Carolina Bar Association - BAR EXAM WORKSHOP (Signup ends 4/8/2014)

UPCOMING EVENTS

Academics

- Waitlisting for Classes (Fall 2014/Spring 2015) (4/10/2014)
- Inclement Weather Make-Up Day (If Needed) (4/17/2014)
- Conley IP Law Review (4/17/2014)

Admissions

- Carolina Law Admitted Students Day (4/4/2014)
- Carolina Law Admitted Students Day (4/4/2014)

Alumni

- Law Alumni Weekend Leadership and Awards Dinner (4/10/2014)

Career Development

- CDO Transition to Practice Boot Camp (4/4/2014)
- CDO Transition to Practice Boot Camp (4/4/2014)

Continuing Legal Education

- The 2014 Banking Institute (4/4/2014)
- 2014 Future of Adversarial and Inquisitorial Systems Conference: Pre-Conference for Young Scholars (4/10/2014)

Library

- LexisNexis Training (4/10/2014)

Student Events and Organizations

- NAWL's Women in Legal Academe

From the Blogs

- Sneak Preview: Navigating the Conflict Over Natural Gas Reserves in the Levant Basin of the Mediterranean Sea (Blog | North Carolina Journal of International Law and Commercial Regulation)
- France's Veil Ban Withstands Constitutional Scrutiny (Blog | North Carolina Journal of International Law and Commercial Regulation)
- Lexis Advance 2014 Summer Access (Carolina Blawg)

From Twitter

UNC CLEAR (UNCCLEAR) on Twitter

UNC CLEAR: The Coastal Hazards Center of Excellence and the Center for Sustainable Design have released Beyond the Basics:... http://t.co/jYjZ9qU7O4
1:52 PM Apr 2nd from Facebook

UNC Media Law (uncmedialaw) on Twitter

UNC Media Law: SCOTUS in #McCutcheon aggregate contribution limits are unconstitutional. Re-watch our @lessig event about corruption http://t.co/54UPSDucNN
11:10 AM Apr 2nd from TweetDeck

UNC Law Fin Aid (UNCLawFinAid) on Twitter

UNC Law Fin Aid: It's 15 degrees warmer than today's average @unc_law. To save $, pack lunch (last night's leftovers?) & eat outside! http://t.co/s1AC0cstA7
11:00 AM Apr 2nd from web

Doug Edmunds (unclawinfotech) on Twitter

Doug Edmunds: #privacylaw #scotus Google asks US Supreme Court to review ruling on Wi-Fi packet sniffing | IT News http://t.co/PjsCY7L86S
9:10 AM Apr 2nd from Tweet Button

UNC Int

UNC Int'l L. Journal: #France's Veil Ban withstands Constitutional Scrutiny: http://t.co/u5sJugzL0Z
4:43 PM Apr 2nd from web

UNC School of Law (unc_law) on Twitter

UNC School of Law: Professor Hirsch discusses the labor law implications of the push to unionize college athletes: http://t.co/5vhA3DEKy
5:16 PM Apr 2nd from Buffer

Summit Planning Committee (4/4/2014)

- Broun National Trial Team Meeting & Elections (4/4/2014)
- VMASO Elections Meeting (4/4/2014)
- Charlotte Bobcats Collegiate Sports Law Symposium (4/4/2014)
- ACLU Board Elections (Deadline) (4/4/2014)
- UNC Law Fleece Pullover Sale (4/10/2014)
- SBA Weekly Meeting (4/10/2014)
- The Economics of the ACA: A Discussion with Dr. David Podoff (4/10/2014)
- WoltersKluwer Egg Hunt! (4/10/2014)
- SBA Weekly Meeting (4/17/2014)

From: Brown, Michelle <mbrown3@email.unc.edu>
Sent: Thursday, April 3, 2014 8:28 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Automatic reply: Top Five Male and Female awards--should there be restrictions?

Thank you for your email. I will be out of the office through April 4th. While I am out, I will check emails periodically. If you need immediate assistance, please contact Brent Blanton at (919) 962-9536 or blanton@unc.edu and he will be able to assist you. ~ Michelle Brown

From: Hornstein, Donald T <dhornste@email.unc.edu>
Sent: Thursday, April 3, 2014 8:35 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Results from last week's 2014 Holderness 1L Moot Court Tryouts

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Thanks again to faculty, especially faculty who teach first-year classes, for accommodating last week's 1L Tryouts for the Holderness Moot Court Bench. Over 60% of the first-year class tried out in skills competitions spanning four days and involving appellate advocacy, negotiation, and client counseling. Here are the results:

Final Round Winners – Appellate Advocacy (as determined by three NC Supreme Court Justices)

1st Place -

Finalist –

Top Brief

Alexandria Weller

Quarter- and Semi-Finalists – Appellate Advocacy

Top 10 Briefs

Top 10 Client Counseling

Top 10 Negotiation

From: no_reply@email.unc.edu
Sent: Thursday, April 3, 2014 9:36 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Healthy Females Age 18 or Older Needed for Research Study

---

Interested in participating in a clinical research study?

Investigators at UNC are looking for healthy women to participate in a drug study!

12 months study participation
12 months of study drug
11 outpatient study visits

Four visits include collecting cervical/vaginal biopsies. Compensation of $1350 for completion of All Study Visits

Please contact Donna Pittard, RN at
nextprep@med.unc.edu or (919)843-6512 if you would like to learn more!

****
UNC Biomedical IRB #11-2506
UNC IRB approval date: 2/20/2014
Study title: CTRC: HPTN 069 - A Phase II Randomized, Double-Blind, Study of the Safety and Tolerability of Maraviroc (MVC), Maraviroc + Emtricitabine (MVC+FTC), Maraviroc + Tenofovir disoproxil fumerate (MVC+TDF), or Tenofovir disoproxil fumerate+Emtricitabine (TDF+FTC) For Pre-Exposure Prophylaxis (PrEP) To Prevent HIV Transmission in At-Risk Men Who Have Sex with Men and in At-Risk Women

This message is sponsored by: Medicine

==========
INFORMATIONAL email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into the UNC Directory at http://dir.unc.edu, login with your Onyen, and select Update Personal Information

From: no_reply@email.unc.edu
Sent: Thursday, April 3, 2014 9:42 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Mouthwash Study

Mouthwash Research Study

You may be eligible to participate if you:

? are at least 18 years of age
? are in good general health
? have at least 20 teeth

All study visits will be completed at the General and Oral Health Center, within the UNC School of Dentistry. Study duration is 15 days. During this 15 day period, study participants will be asked to use a mouth rinse twice per day in place of tooth brushing and to allow a dental professional to perform an oral examination.

Study participants will receive $350 and a free teeth cleaning for successful completion of this research study.

A screening exam consisting of a free oral examination and review of medical history will be performed to determine each participant's eligibility. To learn more about this research study, please contact the GO Health Center staff at 919-537-3424

IRB #13-3286
Approved by UNC Biomedical IRB: 11/15/2013
This email is sponsored by: Dental Research

This message is sponsored by: Dental Research

==========
INFORMATIONAL email will only be sent to tbose who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into the UNC Directory at http://dir.unc.edu, login with your Onyen, and select Update Personal Information

From: no_reply@email.unc.edu
Sent: Thursday, April 3, 2014 9:45 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Research Study

Informational E-mail announcement

SUBJECT: INFORMATIONAL:
Current smokers needed for research study

We are looking for individuals, ages 18-50 years who are current smokers for a research study.

We will collect cells from the inside of your nose by having you spray a mild salt water solution into your nose repeatedly followed by blowing the return fluid from your nose into a cup. We will also collect blood using phlebotomy.

Each visit will last approximately 45 minutes. You will be compensated for your time.

For more information, please call 919 966-0772 or email ismoke@unc.edu.

Approved by the Biomedical Institutional Review Board.
IRB # 11-1363. October 7, 2013

This email is sponsored by the Center for Environmental Medicine, Asthma and Lung Biology

This message is sponsored by: Center for Environmental Medicine, Asthma, and Lung Biology

==========
INFORMATIONAL email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into the UNC Directory at http://dir.unc.edu, login with your Onyen, and select Update Personal Information

From: Marshall, Bill <wpmarsha@email.unc.edu>
Sent: Thursday, April 3, 2014 9:48 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Paul Butler today!

'Nuff said.

William P. Marshall
Kenan Professor of Law
University of North Carolina
100 Ridge Rd.
Chapel Hill, NC 27599-3380
Ph. 919 843-7747
wpmarsha@email.unc.edu

From: UNC News <news@unc.edu>
Sent: Thursday, April 3, 2014 10:07 AM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] Carolina in the News - April 3, 2014

April 3, 2014
Carolina in the News
Here is a sampling of links and notes about Carolina people and programs cited recently in the media:

International Coverage

Can anyone really stop Turkey from tweeting?
CBC Radio (Q with Jian Ghomeshi)
Turkey has seen massive demonstrations against Prime Minister Recep Tayyip Erdogan's controversial policies in recent months...In the wake of the shutdown, Jian speaks with UNC professor Zeynep Tufekci about Turkey's ban on social media, and whether state crackdowns on Twitter and YouTube are actually enforceable. (**Note**: This interview was conducted live from the Carolina News Studio).
http://www.cbc.ca/q/blog/2014/04/02/turkey-twitter/index.html

National Coverage

Does It Matter Where You Go to College?
The New York Times (Opinion)
by Katherine Schulten
It's April, and that means colleges and universities are notifying high school seniors across the nation about whether they were accepted, rejected or wait-listed...The University of North Carolina at Chapel Hill had a record number of students vying for its next freshman class — 31,321 — and accepted about one in six who applied from outside the state.
http://learning.blogs.nytimes.com/2014/04/03/does-it-matter-where-you-go-to-college/?_php=true&_type=blogs&_r=0

Climate change experts become an endangered species along the N.C. coast
Environment & Energy Publishing (Environment and Energy Policy Market News)
Structures that are usually considered permanent have a habit of getting moved around on North Carolina's Outer Banks...One of them, Charles Peterson of the University of North Carolina, Chapel Hill, said some of the potential nominees were "not top scientists, and in many cases not scientists at all, but simply [represent] a policy position."
http://www.eenews.net/stories/1059997151

Insect Shield's Workplace Safety & Health Online Store Makes Protective Clothing and Gear Items Available to Workers in at-risk Locations across the Globe
Newsday
Pilot study conducted by researchers at The University of North Carolina Gillings School of Global Public Health show a significant reduction in tick bites for outdoor workers wearing Insect Shield.
http://www.newsday.com/business/press-releases/insect-shield-s-workplace-safety-health-online-store-makes-protective-clothing-and-gear-items-available-to-workers-in-at-risk-locations-across-the-globe-1.7586631

13 Epic Animal Migrations That Prove Just How Cool Mother Nature Is
The Huffington Post
Every morning, we cram ourselves into subway trains or sit in traffic. Commuting may be a part of life for many of us, but our daily journeys are nowhere near as epic or graceful as most animal migrations...Spiny Lobsters:...They form giant single-file lines -- known as queues -- and walk day and night until they find their desired location, according to the Department of Biology at the University of North Carolina Chapel Hill.
http://www.huffingtonpost.com/2014/04/02/animal-migrations_n_4941847.html?ir=Green

25 Colleges Where Students Are Both Hot And Smart
Business Insider
The largest religious university in the country is also the best place to find students with beauty and brains...#23 University of North Carolina at Chapel Hill
http://www.businessinsider.com/colleges-students-both-hot-and-smart-2014-3?op=1
Related Link: http://www.seattlepi.com/technology/businessinsider/article/25-Colleges-Where-Students-Are-Both-Hot-And-Smart-5370239.php

Regional Coverage

Colleges' 4-year program under fire
Miami Today (Miami-Dade County Business Journal)
Some Florida legislators are concerned that four-year degree programs at state colleges such as Miami Dade College are overlapping on what universities offer and perhaps funding for it should be cut..."I think we have great universities, but I want to see them get to an elite level, where we have universities in Florida that are thought of with the University of Virginia, the University of North Carolina-Chapel Hill [and the] University of Michigan," Mr. Negron told the News Service of Florida.
http://www.miamitodaynews.com/2014/04/02/colleges-4-year-program-fire/

Inside the Koch brothers' campus crusade
Tucson Sentinel
The billionaire industrialists aren't just investing in politicians, but also young hearts and minds. The campus of Koch Brothers Academy spans a nation... Dive into the "integrated study of philosophy, politics and economics" at Duke University and University of North Carolina-Chapel Hill.
http://www.tucsonsentinel.com/nationworld/report/040214_koch_campus_crusade/inside-koch-brothers-campus-crusade/

State & Local Coverage

Coach Fedora, Tar Heels Open Up "Classroom" To UNC Professors
Chapelboro (WCHL-AM website)
Navy Field resembled something of a classroom Wednesday afternoon – the only notable disparities were the students dressed in pads and the room temperature was a balmy 82 degrees. Coach Fedora addressed throngs of UNC professors after practice, sharing his own educational tools and expertise with some of the world-class faculty at Chapel Hill.
http://chapelboro.com/sports/unc-sports/growing-comfortable-uncomfortable-situations-key-coach-fedora-tar-heels/

GoHeels.com Story: http://www.goheels.com/ViewArticle.dbml?DB_OEM_ID=3350&ATCLID=209451990

UNC Sets Ninth Consecutive Record For Number Of Applicants

Chapelboro (WCHL-AM website)

UNC received a total of 31,321 first-year applications this admissions cycle, setting a ninth consecutive record. It's an increase of two percent from last year and an increase of 35 percent compared to five years ago, according to the UNC Office of Undergraduate Admissions.

http://chapelboro.com/news/unc/unc-sets-ninth-consecutive-record-number-applications/

Related Link: https://uncnews.unc.edu/2014/03/31/carolina-offers-admission-2655-additional-first-year-candidates/

Startup LetsChipIn wins Carolina Challenge

Triangle Business Journal

Jeff Henriod didn't set out to be an entrepreneur. A business major at UNC-Chapel Hill, all he did was show up to Triangle Startup Weekend last year. It was an innocuous activity that ended up defining his career at UNC.

http://www.bizjournals.com/triangle/blog/techflash/2014/04/startup-letschipin-wins-carolina-challenge.html?page=all

Baxter International to acquire Chapel Hill biotech company for $70 million

The Herald-Sun (Durham)

axter International Inc. has struck a deal to pay $70 million to acquire Chatham Therapeutics, a Chapel Hill-based company that it has partnered with to develop gene therapy treatments for the rare bleeding disorder hemophilia...One of the company's founders is R. Jude Samulski, the director of the University of North Carolina at Chapel Hill's Gene Therapy Center.

http://www.heraldsun.com/news/x2025293559/Baxter-International-to-acquire-Chapel-Hill-biotech-company-for-70-million

Bart Ehrman's latest book examines 'How Jesus Became God'

The Herald-Sun (Durham)

Bart Ehrman, the James A. Gray Distinguished Professor of Religious Studies at UNC Chapel Hill, has made a name for himself beyond UNC and beyond those who study religion.

His 2005 "Misquoting Jesus" was a New York Times best-seller and led to several more books and lots of attention.

http://www.heraldsun.com/lifestyles/faith/x2025293152/Bart-Ehrman-s-latest-book-examines-How-Jesus-Became-God

Chapel Hill has faced change before

The Chapel Hill News

Few potential Chapel Hill developments have inspired such public division and rancor as the most recent plans for Central West, Ephesus-Fordham and Obey Creek...Chapel Hill residents may be more cosmopolitan or adventurous, but most people want novelty in manageable doses, said Harry Watson, a UNC professor of Southern culture and former director of UNC's Center for the Study of the American South.

http://www.chapelhillnews.com/2014/04/02/3752816/chapel-hill-has-faced-change-before.html

Fundraising walks help ALS patients get needed care

WRAL

Amyotrophic lateral sclerosis, commonly known as Lou Gehrig's disease, is a condition that attacks brain nerve cells and erodes muscle use...Fundraising walks are the group's major fundraising tool. Part of the money raised helped establish a new clinic at the University of North Carolina at Chapel Hill, the fifth such clinic in the state.

http://www.wral.com/fundraising-walks-help-als-patients-get-needed-care/13534260/

THS students learn about cutting-edge science on traveling bus

The Dispatch (Lexington)

Carolina blue gloves fitted tightly on hands, white plastic aprons wrapped snugly around bodies and safety goggles covered anxious eyes on Thomasville High School students Wednesday when they took the role of forensic scientists to determine the outcome of a crime scene...DESTINY is the University of North Carolina at Chapel Hill's Morehead Planetarium and Science Center formal science education initiative serving pre-college teachers and students across the state. Outreach educators from those departments lead the laboratory experiments.

http://www.the-dispatch.com/article/20140402/NEWS/304029984/1005?p=1&tc=pg

Film festival planned

The Daily News (Jacksonville)

The Beneath the Waves Film Festival will be held this week in Carteret County to promote marine science research. The UNC Institute of Marine Sciences in Morehead City is hosting the event, which is sponsored by the North Carolina Science Festival and North Carolina Sea Grant. The goal is to raise awareness of the oceans through films, public forums and interaction with local scientists.

http://www.jdnews.com/jdnewstream/film-festival-planned-1.299548

Brown algae is closing in on N.C. waters from the south and the north

Island Free Press (Hatteras and Ocracoke Island)

Fish kills, decreases in shellfish, murky brown water, and loss of underwater grasses -- these are things no one wants to see in their coastal community waters...[Dr. Nathan] Hall works out of the University of North Carolina at Chapel Hill Institute of Marine Sciences at its Coastal Environmental and Microbiological Processes Laboratory, trying to learn more about brown algae and how to prevent it from invading the state's waters.

http://islandfreepress.org/2014Archives/03.31.2014-BrownAlgaeIsClosingInOnNCWatersFromTheSouthAndTheNorth.html

Despite our discord, others yearn for America

The News & Observer (Raleigh, Op-Ed Column)

by Eric Johnson

The past week brought a welter of ugly headlines in North Carolina politics..."Conditions in this yet young Republic, with all its crudeness and aspiration, its innately splendid virtues as well as its vulgarities, cannot have less than the thrill of a challenge," UNC President Edward Kidder Graham wrote in 1908.

Eric Johnson is a writer in Chapel Hill.

http://www.newsobserver.com/2014/04/02/3752971/despite-our-discord-others-yearn.htmlpy

Article was altered without permission

The News & Record (Greensboro, Letter to the Editor)

by Michael Crowell

On March 23, the News & Record published an article titled "The Law and Voter Turnout" under my name. The article was derived from a piece posted on the UNC School of Government website two-and-a-half weeks earlier. In the version published by the newspaper, the News & Record chose to omit significant portions of the original, rewrite other parts, and substitute its own graphics. Those changes were made without my knowledge or permission.

The writer is a professor of public law and government at the UNC School of Government. His article was shortened because of the late addition of a quarter-page ad in the Ideas section.

http://www.news-record.com/opinion/letters_to_editor/article_561973a8-bab1-11e3-81a8-001a4bcf6878.html

Issues & Trends

Federal Accountability and Financial Pressure: A Survey of Presidents
Inside Higher Ed
March 7, 2014

College presidents generally agree that their institutions should be reporting much more information about the career and other outcomes of their graduates -- they just don't necessarily want the federal government doing it, Inside Higher Ed's new survey of college presidents reveals.
http://www.insidehighered.com/news/survey/federal-accountability-and-financial-pressure-survey-presidents

How One University Is Increasing Its International Enrollment
The Chronicle of Higher Education

International students have long come to North Carolina State University for its graduate programs, where they account for about a third of the enrollment. At the undergraduate level, however, they have historically made up less than 1 percent of the student body.
http://chronicle.com/blogs/headcount/how-one-university-is-growing-its-international-enrollment/38045

Time for a Sports Degree
Inside Higher Ed (Opinion)
by John Lombardi

Colleges and universities prepare students for almost all professions of note -- except sports. To be sure, we have students pursuing degrees in sports management, kinesiology, and other related fields, but unlike students who come to study music performance, acting, creative writing and other talent- and performance-based professions, our students who come with athletic talent and seek opportunities to perform are left out of the academic curriculum.
http://www.insidehighered.com/views/2014/04/03/universities-should-create-sports-performance-degree-athletes-essay

Student Athletes Shouldn't Unionize
The New York Times (Op-Ed Column)
by Patrick T. Harker

Last week's ruling by a regional director of the National Labor Relations Board that players on Northwestern University's football team were school employees, and thus eligible to unionize, has been celebrated by those who believe that it will benefit student athletes everywhere.
Patrick T. Harker is the president of the University of Delaware and a member of the board of directors of the National Collegiate Athletic Association, Division I.
http://www.nytimes.com/2014/04/02/opinion/student-athletes-shouldnt-unionize.html?_r=0

###

Produced by News Services, Carolina in the News is an e-mail sampling of current news media coverage about Carolina people and programs, as well as issues and trends that affect the university. Stories usually will be online and available free for a limited time - often one to two weeks. Expiration dates before stories move to archives vary by media outlet. Some outlets require free user registration or a subscription.

Carolina in the News is also posted daily to the News Services Web page, http://uncnews.unc.edu/latest-news/carolina-in-the-news/.
Please share any questions, comments or suggestions at news@unc.edu.

 -- You are currently subscribed to

newsclips as: lbroome@email.unc.edu. To unsubscribe send a blank
email to leave-34481331-53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: Hirsch, Jeffrey Michael <jmhirsch@email.unc.edu>
Sent: Thursday, April 3, 2014 10:10 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: Re: [law_faculty] Faculty Meeting Agenda & Materials

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Just a reminder that we've got a faculty meeting this afternoon at 4:15. The call-in number is 919-962-2717.

Also, we'll have a brief addition to the agenda, with Doug Edmunds and Becky Williams discussing plans for an upcoming renovation of the courtroom.

See you this afternoon!

-Jeff

Dear Colleagues,
Attached are the faculty meeting agenda and related documents for Thursday, April 3, at 4:15; I will send the call-in number along with a reminder later in the week.

We will have a faculty reception after the meeting in the faculty lounge.

I am attaching a copy of the agenda, as well as materials for our two action items. Later this week I will also send the draft sections of the self-study that will be open for comments at the meeting, but that will not receive any formal action.

Thanks.

-Jeff

FACULTY MEETING
AGENDA
April 3, 2014

A. Announcements

<!--[if !supportLists]-->1. <!--[endif]-->Dean's announcements
<!--[if !supportLists]-->2. <!--[endif]-->Associate Dean for Academic Affairs announcements
<!--[if !supportLists]-->3. <!--[endif]-->Associate Dean for Student Affairs Announcements
<!–[if !supportLists]–>4. <!--[endif]-->Associate Dean of Faculty Development Announcements
<!–[if !supportLists]–>5. <!--[endif]-->Self-Study Committee — Joan Krause & Dana Remus*

B. Action Items

Academic Affairs — Tom Kelley

1. New Course Proposal, Ted Shaw — Advanced Constitutional Law*
2. Proposal to give David Hansen a secondary appointment as a Clinical Assistant Professor of Law*

*Materials Circulated

From: Orth, John V <jvorth@email.unc.edu>
Sent: Thursday, April 3, 2014 10:20 AM
To: Carlock, Jacqueline S <jcarlock@email.unc.edu>
Cc: Broome, Lissa L <lbroome@email.unc.edu>
Subject: regrets

Jackie:
I woke up this morning with whatever it is that has been infecting my students and will need to miss the Banking Institute. I really regret this because I have been looking forward to it.
John V. Orth
William Rand Kenan, Jr. Professor of Law
University of North Carolina
Chapel Hill NC 27599-3380
USA

From: Salaam, Nadera <nadera@email.unc.edu>
Sent: Thursday, April 3, 2014 10:31 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Birthday cake leftovers

Hi All,

There's a little bit of leftover birthday cake from yesterday's celebration up for grabs in the staff lounge. Bring your own plate!
Thanks to everyone who came out to the celebration…a pic of the birthday people has been posted on My Carolina Law and can be viewed here:
https://my.law.unc.edu/community/staff/
Best,
~Nadera

Nadera Salaam, MSHR, PHR | Director of Human Resources | UNC School of Law
5015 Van Hecke-Wettach, CB# 3380 | Chapel Hill, NC 27599-3380
919.962.8509 office | 919.843.1850 fax | nadera@email.unc.edu
IMPORTANT: The contents of this email and any attachments are confidential. They are intended for the named recipient(s) only. If you have received this email by mistake, please notify the sender immediately and do not disclose the contents to anyone or make copies thereof.

From: Jensen, Kris <krijense@email.unc.edu>
Sent: Thursday, April 3, 2014 10:54 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: McLean, Susan <mcleanm@email.unc.edu>; Mann, Kelly <kmmann@email.unc.edu>
Subject: [law_faculty] Invitation for Reunion Weekend

Dear Faculty,
Last week, you received an invitation in your mailboxes to participate in our inaugural spring Reunion Celebration. The UNC Law Alumni Association is pleased to share with you this new beginning to a proud tradition. By moving our class reunions to the spring, we are able to offer a much wider variety of opportunities and activities and we invite you to participate. You may see a complete schedule of events by visiting the schedule on our web page:
http://www.law.unc.edu/alumni/weekend/schedule/
Below are a few event highlights that will provide the best opportunity to meet and reunite with our graduates:

- Class Reunion Celebration and Affinity Group Receptions (Friday, April 11)
- Family Picnic and Concert under the Tent with Chapel Hill's own Mipso (Saturday, April 12)
- A variety of Saturday afternoon events including family fun, sports, art, community service and more
- Alumni/Student Softball Tournament (Sunday, April 13)

Our alumni enjoy seeing former professors and meeting the newest additions to the faculty. If your schedule permits, we would love for you to join us as our guests. Please complete the registration card included in the invitation or contact Kelly Mann at 919.445.0170 or kmmann@email.unc.edu.
Thank you for all you do to support our many events throughout the year.
Sincerely,
Kris
Kristine Jensen
Associate Dean of Advancement
UNC School of Law
919.445.0168
kjensen@unc.edu

From: Gelin, Dana E <dgelin@unc.edu>
Sent: Thursday, April 3, 2014 11:02 AM
To: Broome, Lissa L <lbroome@email.unc.edu>; Townsend, Jenn <jtownsend@unc.edu>; Lane, Cricket <cricket@unc.edu>; Brown, Michelle <mbrown3@email.unc.edu>; Orr, Kym N <orr@email.unc.edu>; Miller, Beth <bethmiller@unc.edu>
Subject: Re: Top Five Male and Female awards--should there be restrictions?

I think transfers are OK -- once they're here, they're here and I don't think we should put further restrictions on them.

I think the bigger issue is having participated in a sport all four years, because part of this award is recognizing that they've done a great job of balancing the time demands of athletics with the academic demands. I think novice rowing or JV bkb would count, because it's still a time commitment even if it's not the varsity level. But they would have had to have done something all four years.

So, my two cents would be no restrictions on transfers, but that the honoree has to have been a member of a team all four years (or three if perchance they're graduating early — basically, they have to have been a student-athlete throughout their college career). And we could look at unique cases as they come up — a few years ago there was a player with a great GPA who spent her first year as a manager and was on the roster after that. I'd vote to be OK with someone like that, because she was still putting in the time commitment as part of the team.

Just my thoughts. I can certainly see the other perspectives on this!

-- Dana

Dana Gelin • University of North Carolina
Associate Director of Athletic Communications
Coordinator of Career Development for Student-Athletes
Dgelin@unc.edu • 919-962-0083
P.O. Box 2126, Chapel Hill, NC, 27515

We Educate and Inspire Through Athletics

From: <Broome>, Lissa Broome <lbroome@email.unc.edu>
Date: Thursday, April 3, 2014 8:28 AM
To: "Townsend, Jenn" <jtownsend@unc.edu>, "Lane, Cricket" <cricket@unc.edu>, "Brown, Michelle" <mbrown3@email.unc.edu>, "Orr, Kym N" <orr@email.unc.edu>, "Miller, Beth" <bethmiller@unc.edu>, Dana Gelin <dgelin@unc.edu>
Subject: RE: Top Five Male and Female awards--should there be restrictions?

Hi Jenn -- Thanks for soliciting our advice on this. I don't know what the best answer is. One the one hand, if you've been a varsity athlete here for your final two years (whether you transferred in or only played on varsity for two years) maybe that is enough. The issue you described for the player might also occur with a rower who was a novice rower before getting onto the varsity.
On the other hand, I would also be comfortable with a determination that you need to be a student-athlete here for your final three years, understanding that this would rule out most transfer students. When students transfer, they give up some things and this may be one of the costs of transferring. This would also rule out the player unless he played JV and we counted JV (or novice rowing) as part of the three years.
I'm interested in hearing the thoughts of others.
Lissa

From: Townsend, Jenn
Sent: Wednesday, April 02, 2014 5:42 PM
To: Lane, Cricket; Brown, Michelle; Orr, Kym N; Broome, Lissa L; Miller, Beth; Gelin, Dana E
Subject: Top Five Male and Female awards--should there be restrictions?

Hi,
In determining the winners of our Top Five Male and Female Athlete awards for the academic banquet, I realized that two of the candidates for the male award have only been student-athletes at UNC for two years. I am not sure if this is an issue or not, but I thought it was worthy of discussion before a decision was made about the winners.
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Since we are just determining the award now, should we put in a parameter that the winners of the Top Five award need to have been active student-athletes at UNC for three years? Should any exceptions be made for transfers if we can verify their prior GPA?
Please let me know your thoughts by tomorrow. I would like to send out invitations by Monday at the latest.
Thanks!
Jenn Townsend
Associate Director
Academic Support Program for Student-Athletes
University of North Carolina at Chapel Hill
919-962-9538
919-962-8247 (fax)

From: Posner, Beth Sheba <bsp4927@email.unc.edu>
Sent: Thursday, April 3, 2014 11:25 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: McLean, Susan <mcleanm@email.unc.edu>; Mann, Kelly <kmmann@email.unc.edu>
Subject: Re: [law_faculty] Invitation for Reunion Weekend

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<!--[if !supportLists]-->1. <!--[endif]-->Video Clip and Individual Assignment: "Through Their Eyes" (9 minutes, 9:25 - 9:34)

Debbie informs the group we are now going to watch a video clip about the effect of DV on children. Debbie states that there may be survivors in the room and advises the group that there are scenes which may be graphic and participants may choose to leave the room.

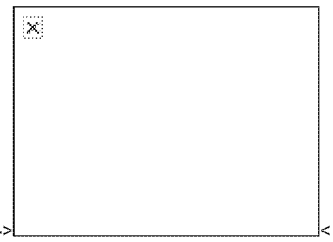

<!--[if !vml]--><!--[endif]-->

Slide 23

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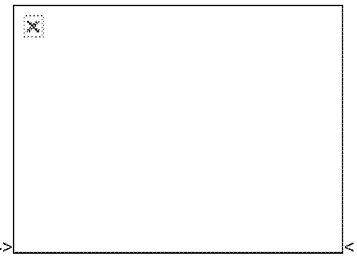

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Beth begins the video clip of "Through Their Eyes."

Large Group Discussion: Effects of Domestic Violence on Children (11 min, 9:34 - 9:45)

Vivian instructs participants that we are going to discuss the effect of domestic violence on children first, before turning to the parents in the video. Vivian asks participants to share their observations of their assigned child (Tables 1 & 2 & 4) from the video clip using the developmental perspective questions. This exercise will continue for **8 minutes** and Vivian will pace herself so that each child is addressed. Debbie will respond to participant's comments as well.

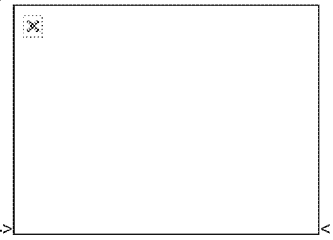

<!--[if !vml]--><!--[endif]-->

Slide 25

Vivian then summarizes for the last **3 minutes** by reiterating that the bottom line is that there is no boilerplate legal argument when it comes to demonstrating how domestic violence impacts each child. Rather, through community resources (and expert testimony) lawyers serving victims can make accurate and compelling arguments to the court and seek appropriate remedies. Vivian stresses the importance of having children evaluated by independent counselors or therapists, if possible, who may be able to testify as to the impact of the DV on a particular child.

Beth S. Posner
Clinical Assistant Professor of Law

UNC School of Law
102 Ridge Road
Chapel Hill, NC 27514
Phone: 919.962.2888
Fax: 919.962.2883
Email: posner@unc.edu
Notice: This communication (including any attachment) is being sent by or on behalf of a lawyer or law firm and may contain confidential or legally privileged information. The sender does not intend to waive any privilege, including the attorney-client privilege, that may attach to this communication. If you are not the intended recipient, you are not authorized to read, print, retain, copy, forward or disseminate this communication. If you have received this communication in error, please notify the sender immediately by email and delete this communication and all copies.

NO MORE

From: <Jensen>, Kris <krijense@email.unc.edu>
Reply-To: "Jensen, Kris" <krijense@email.unc.edu>
Date: Thursday, April 3, 2014 10:53 AM
To: "law_faculty@listserv.unc.edu" <law_faculty@listserv.unc.edu>
Cc: "McLean, Susan" <mcleanm@email.unc.edu>, "Mann, Kelly" <kmmann@email.unc.edu>
Subject: [law_faculty] Invitation for Reunion Weekend

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Thank you for all you do to support our many events throughout the year.
Sincerely,
Kris
Kristine Jensen
Associate Dean of Advancement
UNC School of Law
919.445.0168
kjensen@unc.edu

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Sent: Thursday, April 3, 2014 11:27 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: McLean, Susan <mcleanm@email.unc.edu>; Mann, Kelly <kmmann@email.unc.edu>
Subject: Re: [law_faculty] Invitation for Reunion Weekend

Sorry everyone. I obviously clicked on the wrong email as I responded. Ignore.

Beth S. Posner
Clinical Assistant Professor of Law
UNC School of Law
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Chapel Hill, NC 27514
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Reply-To: Beth Posner <bsp4927@email.unc.edu>
Date: Thursday, April 3, 2014 11:24 AM
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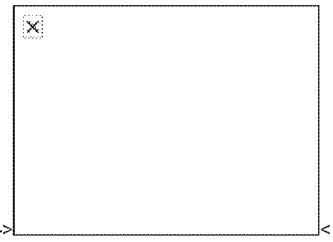

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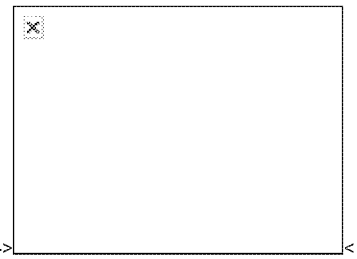

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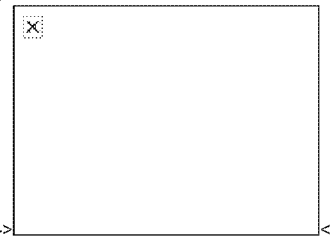

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Center for Civil Rights Newsletter

Center for Civil Rights Newsletter: Thursday, April 3, 2014

STATE OF EXCLUSION: PROFILE ON LENOIR COUNTY

Center for Civil Rights Inclusion Project Spotlight on Exclusion in Lenoir County

Following last year's State of Exclusion report, on Monday March 24, 2014, the UNC Center for Civil Rights released its profile of Lenoir County, the first in a series of in-depth examinations of exclusion and the legacy of racial segregation in individual counties. Both the Lenoir study and last year's report are available at www.uncinclusionproject.org.

In the middle of the Black Belt of Eastern North Carolina, Lenoir County is divided between its mostly white rural population and the concentrated African American populations in Kinston and La Grange. This new report focuses on the impact of the racial segregation on public education, political representation, and utility service. Profiles of other counties will follow in the coming weeks, each highlighting particular aspects of that county's history, ongoing impacts of exclusion, and progress toward full inclusion of all residents.

The county-wide school district in Lenoir County is the result of the 1992 merger of the majority white county school system with the majority African American Kinston city school district. Despite the merger, educational segregation persists because of an inequitable assignment model. The assignment zone for Kinston High School still basically follows the lines of the former city school district. The result is that Kinston High School and other schools in Kinston are racially isolated; they have even higher concentrations of African Americans than the city itself. Compared to the county schools, Kinston High has much higher percentages of free and reduced lunch eligible students and worse educational outcomes, with an average SAT score that is 100 points lower, and significantly fewer students passing English, Algebra I, and Biology end of grade tests. Redrawing assignment zones to effectuate merger in more than name only would result in greater educational equity and opportunity for all Lenoir County students.

Lenoir County also faces challenges with respect to equal voting rights for all of its citizens. Formerly covered by Section 5 of the Voting Rights Act, the county is notorious for the challenge to the Voting Rights Act following the U.S. Department of Justice's refusal to let Kinston move to non-partisan elections. African Americans are underrepresented at every local government board in the county with the sole exception of the La Grange Town Council. Without the protection of Section 5 (gutted by the Supreme Court in 2013), there may be little hope for improvement and any further redistricting or voting changes should be closely watched for any adverse impact on African American voters. Ideally, countywide districts should be redrawn to maximize African American voting strength, and the possibility of districted elections for Kinston town council should be explored. African American voters in the county also lost federal political power in the 2011 Congressional redistricting, which packed voters from Lenoir into U.S. House District 1, represented by G.K. Butterfield, with the African American voters of 22 counties spanning from Durham, east all the way to Pasquotank County, and from Craven County north to the Virginia border. That redistricting is still being challenged in federal court under the Voting Rights Act.

The county does a better job than some in providing equal access to utilities. Most residents have water service, and sewer is provided within the towns. The majority African American towns of Kinston and La Grange also provide electricity to most of their residents and some communities outside their limits, as part of the North Carolina Eastern Municipal Power Agency. Unfortunately municipal rates are on average about a third higher than electricity sold by private utilities, and customers have no choice in electric providers. The result is that the disproportionately African American residents of the towns pay significantly higher bills than their rural, predominantly white neighbors. While the issue of high municipal electric rates will require a statewide solution, both Kinston and La Grange should cease any transfers of funds from electric revenue to their general operating fund, which unfairly burdens out of town residents.

The information in this profile of Lenoir County can only come alive through dialogue with the affected communities. The Center for Civil Rights hopes to hear from residents, advocates, and community leaders as we continue to uncover the history and scope of exclusion. Our goal is to provide communities, advocates, and policy makers with an understanding of the shared causes of the overlapping challenges facing excluded communities, provide them with data on the seriousness of the issues, and to suggest where additional data is needed. The first phase of the project was a statewide analysis and the publication of the State of Exclusion report. The results were startling, especially with respect to educational disparities and environmental justice issues, but ultimately the report raised more questions than provided answers. The Inclusion Project of the UNC Center for Civil Rights now continues this work with these profiles of individual counties. Look for information on other counties this spring.

Contact the report's author with questions about the report at pgilbert@email.unc.edu or 919.445.0175.

From: Miller, Beth <bethmiller@unc.edu>
Sent: Thursday, April 3, 2014 12:15 PM
To: Broome, Lissa L <lbroome@email.unc.edu>; Townsend, Jenn <jtownsend@unc.edu>; Lane, Cricket <cricket@unc.edu>; Brown, Michelle <mbrown3@email.unc.edu>; Orr, Kym N <orr@email.unc.edu>; Gelin, Dana E <dgelin@unc.edu>
Subject: RE: Top Five Male and Female awards--should there be restrictions?

Jenn,
My thoughts:
This is tough, but I believe there should be some type of guideline to be considered for this award. Perhaps, must have competed on a varsity team for a minimum of 3 years. It may be a stretch for comparison, but as an example, the novice rowers and JV men's basketball players are not eligible for monogram awards, but can receive 3 monogram awards in their career, if they are on the varsity team for 3 years.
For a transfer, the guideline may be that they must compete on a varsity team for a minimum of 2 years.
I know there may be other considerations, which I would be open to, also.
Thanks,
~Beth

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Sent: Thursday, April 03, 2014 8:28 AM
To: Townsend, Jenn; Lane, Cricket; Brown, Michelle; Orr, Kym N; Miller, Beth; Gelin, Dana E
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Associate Director
Academic Support Program for Student-Athletes
University of North Carolina at Chapel Hill
919-962-9538
919-962-8247 (fax)

From: Polsky, Gregg Douglas <polsky@email.unc.edu>
Sent: Thursday, April 3, 2014 1:50 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Andrew Chin class visits

Lissa,
I'm writing to let you know that I visited Andrew's Antitrust class this week. I was planning on writing up my report after the end of the semester. I would imagine that that timing is ok for your purposes, but I wanted to make sure just in case.
Thanks,
Gregg

From: Carlock, Jacqueline S <jcarlock@email.unc.edu>
Sent: Thursday, April 3, 2014 2:25 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Re: What color dot indicates dinner?

Red is VIP table w/ you. Blue is everyone.

Jacqueline S. Carlock, CMP
Director of Continuing Legal Education & Special Events
UNC School of Law

> On Apr 3, 2014, at 2:14 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:
>
>
>
> Sent from my iPhone

Today at Carolina Law: Friday, April 4, 2014

TODAY'S EVENTS

- Carolina Law Admitted Students Day
- Carolina Law Admitted Students Day
- NAWL's Women in Legal Academe Summit Planning Committee
- The 2014 Banking Institute
- Broun National Trial Team Meeting & Elections
- VMASO Elections Meeting
- Carolina Law Inaugural O'Hara Spring Softball Classic & Pig Pickin' Registration
- CDO Transition to Practice Boot Camp
- CDO Transition to Practice Boot Camp
- Charlotte Bobcats Collegiate Sports Law Symposium
- ACLU Board Elections (Deadline)

ONGOING SIGNUPS & OPPORTUNITIES

- Center for Civil Rights Summer Pro Bono Projects (Signup ends 4/8/2014)
- North Carolina Bar Association - BAR EXAM WORKSHOP (Signup ends 4/6/2014)

UPCOMING EVENTS

Academics

- No Classes or Exams -- Spring Holiday (4/18/2014)

Admissions

- Carolina Law Admitted Students Day (4/11/2014)
- Carolina Law Admitted Students Day (4/11/2014)

Alumni

- UNC Law Alumni Association Board of Directors and Committee Meetings (4/11/2014)
- Carolina Law Alumni Weekend Class Reunion Celebration and Affinity Group Pre-Receptions (4/11/2014)

Continuing Legal Education

- 2014 Future of Adversarial and Inquisitorial Systems Conference: The Future of Juvenile Justice (4/11/2014)

Faculty

- Faculty Speaker Series (4/11/2014)

Library

- Prep for Practice - Depositions (4/11/2014)
- Prep for Practice - Drafting Corporate Documents (4/11/2014)

Pro Bono

- Pro Bono Transition Meetings (4/11/2014)

From the Blogs

- Understanding the Trans-Pacific Partnership and Why it is in Trouble (Blog | North Carolina Journal of International Law and Commercial Regulation)
- Crimea is Only a Piece of a Much Larger Puzzle (Blog | North Carolina Journal of International Law and Commercial Regulation)

From Twitter

UNC CLEAR (UNCCLEAR) on Twitter

UNC CLEAR: LED manufacturer CREE, with headquarters in Durham, NC, set a new record by producing 303 lumens per watt from a... http://t.co/QG4YJiTPoY
7:57 AM Apr 3rd from Facebook

UNC Media Law (unomedialaw) on Twitter

UNC Media Law: Alabama Blogger Released After Five Months In Jail http://t.co/5eHyh6NicE via @thinkprogress
11:28 PM Apr 3rd from TweetDeck

UNC Law Fin Aid (UNCLawFinAid) on Twitter

UNC Law Fin Aid: Rising 1L/2L/3L interested in public service? Apply for this scholarship from Court of Fed Claims Bar Assoc - http://t.co/VFeIpFb8px
10:11 AM Apr 3rd from web

Doug Edmunds (unclawinfotech) on Twitter

Doug Edmunds: Europe votes to kill roaming charges and enshrine net neutrality http://t.co/pLTqt7tjEr #netneutrality
10:59 AM Apr 3rd from Flipboard

UNC School of Law (unc_law) on Twitter

UNC School of Law: RT @kirschsubjudice: Yes, we briefly discussed today's @DavidGlennShow (Draft Day) in @unc_law intellectual property class. Both the prof a...
4:23 PM Apr 3rd from web

From: Deborah Clarke <debbi_clarke@unc.edu>
Sent: Friday, April 4, 2014 6:51 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Meet w Cricket Lane (via Doodle)

I would like to invite you to the Doodle poll "Meet w Cricket Lane".
Please follow the link in order to participate in the poll:
http://doodle.com/akyk65p39qsskq9t

Get the official Doodle App here: http://apps.neoos.ch/doodle

Sent from my iPhone

From: Pittman, Teresa C <pittman2@email.unc.edu>
Sent: Friday, April 4, 2014 9:12 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Exam Planning Spring 2014
Attach: Exam memo to faculty-spring2014.docx

This is a reminder for those who have not turned in your exam administration forms, please do so by next Wednesday, April 9.
Tks,
Teresa

Teresa C. Pittman
UNC School of Law
Campus Box 3380
Chapel Hill, NC 27599
919-962-5925 (office)
919-962-1277 (fax)
pittman2@email.unc.edu

To: All law faculty

From: Richard Myers, Associate Dean for Student Affairs

Re: Exam planning Spring 2014

It is time to plan for exams. Just to make sure we have everything scheduled properly, let us hear from you even if you do not require an exam in your class. Please fill out and return the forms provide the following information to Teresa Pittman **no later than April 9, 2014** so that we can plan rooms for computer exam takers, handwriters, foreign students who get extra time and students with disabilities.

As you will recall, due to the significant increase in accommodated exams, we are no longer centrally administering exam proctoring for those professors who would prefer not to administer their own exam. Professors are free to make exchange arrangements as they see fit.

Note – this memo contains **2 attachments**. The first provides the information necessary to schedule your exam and the second provides information that is needed to administer it to any accommodated students. The second form will also be useful if you are arranging for another professor to help you in administering your exam.

Thank you!

Attachments:

EXAM ADMINISTRATION

For each course you are teaching this spring, write in the course name & answer the questions below:

Your Name _____	**1st Course:** _____	**2nd Course:** _____
Are the students permitted to use Electronic Bluebook on their computer?	Yes / No / No Exam (circle one)	Yes / No / No Exam (circle one)
How much time will the students have to complete your exam?		
What format are you using if computers are not permitted? If multiple choice, will you require student to use Scantron sheets?	Multiple Choice Very Short Answer True / False (circle all that apply) Yes / No	Multiple Choice Very Short Answer True / False (circle all that apply) Yes / No
Will you use the Central Collection point in the Rotunda for handwriters?	Yes / No	Yes / No
Do you require that students turn in their exam questions with their answers at the end of the exam? * recommended	Yes / No	Yes / No
Other Comments:		

EXAM PROCTORING INFORMATION

Contact phone number for professor during time exam is being administered _____

Is the exam open book or closed book? _____

If open book, are the material limited in any way? _____

If only limited open book, are the materials that students may consult during the exam specified in the exam instruction page? _____

May students take the exam in other parts of the building (other than the designated handwriting room? _____

May students listen to anything on earbuds during the exam? _____

For a large class where two rooms are assigned for computer users, the normal protocol is for the exam to begin in one room (the one with the asterisk) and students to then move to the second room if they wish. If yours is a two-room exam, is there a different protocol you would like us to follow? If so, please explain it _____
_____
_____

Any other special instructions? _____

From: UNC News <news@unc.edu>
Sent: Friday, April 4, 2014 10:46 AM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] Carolina in the News - April 4, 2014

April 4, 2014
Carolina in the News
Here is a sampling of links and notes about Carolina people and programs cited recently in the media:

International Coverage

National Coverage

Changing How Colleges Deal With Rape
Bloomberg Businessweek
Sofie Karasek spent her freshman year at the University of California at Berkeley the way most college kids do...In January 2013, Clark and Pino had filed Title IX complaints against their school, the University of North Carolina at Chapel Hill, alleging mishandling of their own assault cases.
http://www.businessweek.com/articles/2014-04-03/end-rape-on-campus-helps-change-how-colleges-handle-sexual-assault
The Virtual Option
U.S. News & World Report
During his six years in the Navy, Adam Kaeli served on the guided missile destroyer USS Pinckney in the Persian Gulf and the Indian Ocean and on anti piracy missions in the Smoali Basin...If Kaeli isn't at his computer for a live-streamed lecture on subjects like corporate finance, he is reading assignments or working on a case study with fellow students in the MBA@UNC, a three-year old program of the Kenan-Flagler Business School at the University of North Carolina-Chapel Hill.
(**Note:** This piece is currently not available online. It can be found in the print U.S. News & World Report Best Grad Schools 2015 Edition).
Worm Subverts Plant Attack
The Scientist
Plants defend themselves against infectious bacteria and fungi by releasing a storm of reactive oxygen species (ROS), which kill the invaders...Jeff Dangl from the University of North Carolina at Chapel Hill, who studies plant-pathogen interactions but was not involved in the work, praised the study.
http://www.the-scientist.com/?articles.view/articleNo/39628/title/Worm-Subverts-Plant-Attack/
PTSD: 9 questions, answered
CNN
Spc. Ivan Lopez, who ended his life after killing three people at the Fort Hood, Texas, military base Wednesday, was undergoing diagnostic procedures for post-traumatic stress disorder, according to Lt. Gen Mark Milley, Fort Hood's commanding general...The [2013] study, conducted by the University of North Carolina-Chapel Hill School of Medicine, examined 1,388 combat veterans. Researchers found that about 23% of those with PTSD and high irritability had been arrested for criminal offenses.
http://www.cnn.com/2014/04/03/health/ptsd-fort-hood/index.html?iref=allsearch
Related Link: http://www.kcra.com/health/PTSD-9-questions-answered/25309364
Taking Time and Earning Trust
The New York Times (Lens Photo Blog)
Carolyn Van Hooten is a senior at the University of North Carolina at Chapel Hill and is interning at The Herald newspaper in Jasper, Ind. Previously she interned at The Chicago Tribune and The Tampa Bay Times...She is attending the New York Portfolio Review sponsored by The New York Times and the City University of New York Graduate School of Journalism this weekend. Her conversation with James Estrin has been edited.
http://lens.blogs.nytimes.com/2014/04/04/taking-time-and-earning-trust/?_php=true&_type=blogs&_r=0
Related Link: http://news.gnom.es/news/taking-time-and-earning-trust
Musk Spaceship Hunted by Singer for 7% Payday: Argentina Credit
Bloomberg
Argentina's getting a reminder that its creditors will go beyond the ends of the earth to get their money back..."They're never going to seize billions of dollars' worth of assets, but they can be a multibillion-dollar pain in the neck for Argentina," Mark Weidemaier, a law professor at the University of North Carolina, said in a telephone interview from Chapel Hill.
http://www.bloomberg.com/news/2014-03-27/musk-spaceship-hunted-by-singer-for-7-payday-argentina-credit.html?utm_content=buffer8a93c&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer
Was Jesus divine? Publisher hedges bets
The Houston Chronicle
Set side by side, the book jackets look almost like matching woodblock prints of a bearded, haloed figure. The titles mirror each other, too, featuring the same trio of names: Jesus, God, Bart Ehrman...Ehrman, a New Testament professor at the University of North Carolina at Chapel Hill, said "How Jesus Became God" is unlike any book he's written for a lay audience.
http://www.chron.com/life/houston-belief/article/Was-Jesus-divine-Publisher-hedges-bets-5373980.php
Education Investors, Startups Hopeful Following Solid IPO by 2U
The Wall Street Journal
The world of educational technology startups–while rapidly expanding– is small enough that one IPO can have a big impact on the hopes and dreams of entrepreneurs and investors in the sector...Its software helps schools offer online degree programs, and its clients include University of Southern California , Georgetown University , the University of North Carolina at Chapel Hill, the University of California at Berkeley, and Syracuse University.
http://blogs.wsj.com/venturecapital/2014/04/03/education-investors-startups-hopeful-following-solid-ipo-by-2u/
Lexmark May Be Liable For Attacking Printer-Cartridge Rivals, Supreme Court Says
Forbes
exmark may have crossed the line into false advertising when it told manufacturers of refurbished ink cartridges that it was illegal for them to use microchips designed to allow them to operate in Lexmark printers, the U.S. Supreme Court ruled today...studied the practical effect of prudential standing rules on false-advertising cases, along with Deborah Gerhardt and Kevin McGuire of the University of North Carolina and found significant disparities in who was allowed to sue.
http://www.forbes.com/sites/danielfisher/2014/03/25/lexmark-may-be-liable-for-attacking-printer-cartridge-rivals-supreme-court-says/?

utm_content=buffer41e82&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer

EPA awards $12.7 million to help small drinking water and wastewater systems
AgriPulse (Weekly Report of Farm and Rural Agricultural Policy)
he U.S. Environmental Protection Agency will award $12.7 million in grants to help small drinking and wastewater systems (serving fewer than 10,000 people) and to private well owners...$2 million to the University of North Carolina at Chapel Hill to improve the financial and managerial capabilities of small public water systems across the country.
http://www.agri-pulse.com/EPA-awards-12-7-million-to-help-small-drinking-water-and-wastewater-systems-04032014.asp
Related Link: http://www.wateronline.com/doc/epa-awarding-small-drinking-water-wastewater-systems-united-states-0001

Obamacare's Employer Mandate Is Toast, And Democrats Are OK With That
The Street (Finance News website)
President Obama this week cheered the milestone 7 millionth person to sign up for the Affordable Care Act (ACA), but a growing opinion is spreading among Democrats that the law's employer mandate should go..."My view is that the employer mandate is one of the most vulnerable features of the law politically," Jonathan Oberlander, a University of North Carolina professor who researches health policy, said in a phone interview from Chapel Hill, N.C.
http://www.thestreet.com/story/12620968/1/obamacares-employer-mandate-is-toast-and-democrats-are-ok-with-that.html

New Leader Named for Grad School Group
Inside Higher Ed
Suzanne Ortega was named Thursday as the next president of the Council of Graduate Schools. She will succeed Debra W. Stewart, who in October announced plans to step down. Ortega is currently senior vice president for academic affairs of the University of North Carolina System.
http://www.insidehighered.com/quicktakes/2014/04/04/new-leader-named-grad-school-group

Regional Coverage

Climate change, air quality and health
Glen Rose Reporter (Glen Rose, Texas, newspaper)
The third National Climate Assessment report, due to be released this month, confirms both the role of human activities in causing climate change and the broad range of adverse health consequences that climate change brings...A number of studies, including a 2013 study by J. Jason West of the University of North Carolina at Chapel Hill, Chapel Hill, North Carolina and colleagues in the journal Nature Climate Change, have shown that savings in health care costs from reduced air pollutants more than offsets the costs of implementing measures that reduce emissions that cause climate change over time.
http://www.yourglenrosetx.com/news/lifestyles/article_e3a1f908-d106-5a5e-8993-c33a8adc7ff5.html

An expert gives strategies on helping your anxious teen
Herald-Mail Media (Hagerstown, Md., newspaper)
When children are anxious, they tend to be very expressive, letting their parents or caregivers know exactly what is bothering or frightening them...Some of these strategies will be discussed by Dr. Reid Wilson, a clinical psychologist in Chapel Hill, N.C., and associate professor of psychiatry at University of North Carolina School of Medicine.
http://www.heraldmailmedia.com/life/family/an-expert-gives-strategies-on-helping-your-anxious-teen/article_1a7f3522-bb78-11e3-9d11-0017a43b2370.html

Texas governor candidates in classic clash over education
The Star-Telegram (Fort Worth, Texas, newspaper, Opinion Column)
by Mike Norman
This week's clash in the race for Texas governor couldn't be more classic...The University of North Carolina at Chapel Hill started the Carolina Abecedarian Project in 1972, enrolling disadvantaged children mostly raised by single mothers.
http://www.star-telegram.com/2014/04/03/5707889/texas-governor-candidates-abbott.html?rh=1

State & Local Coverage

W. Lowry Caudill: UNC board meeting a positive experience
The News & Observer (Raleigh, Letter to the Editor)
Your March 30 editorial "Worker-athletes" on the recent UNC Board of Trustees meeting misrepresented the meeting's content and purpose and unfairly characterized the student-athletes' presentations.
W. Lowry Caudill is the chair of the University of North Carolina Board of Trustees.
http://www.newsobserver.com/2014/04/03/3755753/w-lowry-caudill-unc-board-meeting.html

Retired UNC professors urge faculty to confront academic scandal
The News & Observer (Raleigh)
More than 30 retired faculty are challenging their colleagues at UNC-Chapel Hill to seek answers from the administration about how a long-running academic fraud began and continued to run unchecked for more than a decade.
http://www.newsobserver.com/2014/04/03/3755784/retired-unc-chapel-hill-faculty.html?sp=/99/100/&ihp=1
Related Link: http://www.newsobserver.com/2014/04/03/3755756/on-scandal-unc-faculty-mia-retired.html

Some Concerned Ahead Of UNC Investigation Release
Chapelboro (WCHL-AM website)
At least one supporter of the movement to change big time college athletics nationwide, which has called UNC out for mistreating its student-athletes, says he's concerned that not all the information that has been gathered was reviewed in its most recent investigation.
http://chapelboro.com/news/unc/concerned-ahead-unc-investigation-release/

Title IX Compliance and Then Some
The John William Pope Center for Higher Education Policy (Commentary)
by Harry Painter
There is an impossibly tough question that all universities must answer, from a legal if not moral perspective. How much of our limited resources should we spend to ensure that the next victim of a sex crime is given the treatment he or she deserves? The University of North Carolina at Chapel Hill has spent the past year and will spend hundreds of thousands of dollars answering that question.
http://www.popecenter.org/commentaries/article.html?id=2992#.Uz634l4tv0C

UNC researchers develop new data tool catered to big corporations
Triangle Business Journal
A group at UNC-Chapel Hill has been on a big data mission for some time - a mission to allow anyone to translate heaps of information with a few touches of a keyboard.
http://www.bizjournals.com/triangle/blog/techflash/2014/04/unc-researchers-develop-new-big-data-tool-catered.html

Durham panel pushes back police recommendations one month
The Durham News
The advisory board investigating racial profiling complaints against the Durham Police Department has pushed back a City Council report planned for this week until one month from now...hose complaints involved three officer-involved shootings, alleged police violence, racial profiling and a UNC study that found a wide disparity between the numbers of white and black motorists stopped, searched and arrested in the city, despite a similar population.
http://www.thedurhamnews.com/2014/04/03/3755238/durham-panel-to-delay-police-recommendations.html
NC Science Festival events in the Triangle
The News & Observer (Raleigh)
The 2014 North Carolina Science Festival continues through Sunday with hundreds of events, activities and lectures offered statewide. Check www.ncsciencefestival.org for details, including any costs...April 9...At 7 p.m. at UNC Memorial Hall, in Chapel Hill, ESPN "Sport Science" host John Brenkus will helm "The Science of Sports," using demonstrations, videos and audience interaction to connect current science research with athletes' performances...April 12: Head to UNC's Morehead Planetarium in Chapel Hill for the UNC Science Expo.
http://www.newsobserver.com/2014/04/03/3755657/nc-science-festival-events-in.html
Related Link: http://www.starnewsonline.com/article/20140403/ARTICLES/140409855/1177?Title=Star-party-coming-to-Carolina-Beach-State-Park&tc=ar
ConvergeNC Festival Challenges Notions Of What Makes Music "Southern"
North Carolina Public Radio (WUNC-FM, NPR affiliate)
The ConvergeNC Southern Music Festival is underway on the campus of the University of North Carolina at Chapel Hill. It's organized by students and faculty.
http://wunc.org/post/convergenc-festival-challenges-notions-what-makes-music-southern
UNC Hosts 2nd Annual National High School Ethics Bowl
Chapelboro (WCHL-AM website)
The two-day High School Ethics Bowl is giving UNC the chance to showcase its campus, as well and shopping and dining options in Chapel Hill, for hundreds of out-of-town visitors this weekend.
http://chapelboro.com/news/news-around-time/unc-hosts-2nd-annual-national-high-school-ethics-bowl/
Super Science Day at Mountain View Intermediate School
The Macon County News (Franklin)
Mountain View Intermediate (MVI) students participated in Folt Science Night – an initiative named in honor of the University of North Carolina at Chapel Hill's Chancellor Carol Folt. The nights are funded by an anonymous donor.
http://www.maconnews.com/news/education/6484-super-science-day-at-mountain-view-intermediate-school

Issues & Trends

UNCW officials propose ways to fill research funding gaps
The Wilmington Star News
Research funding at the University of North Carolina Wilmington is less than half what it was five years ago..."As budgets get cut in other places, more and more people are applying for grants," he said. Trustee Ronnie McNeill also pointed out that it's difficult for a master's-level university like UNCW to compete with an established research university like UNC-Chapel Hill or N.C. State.
http://www.starnewsonline.com/article/20140403/ARTICLES/140409871/-1/sports02?Title=UNCW-officials-propose-ways-to-fill-research-funding-gaps&tc=ar

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Produced by News Services, Carolina in the News is an e-mail sampling of current news media coverage about Carolina people and programs, as well as issues and trends that affect the university. Stories usually will be online and available free for a limited time - often one to two weeks. Expiration dates before stories move to archives vary by media outlet. Some outlets require free user registration or a subscription.

Carolina in the News is also posted daily to the News Services Web page, http://uncnews.unc.edu/latest-news/carolina-in-the-news/.
Please share any questions, comments or suggestions at news@unc.edu.

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newsclips as: lbroome@email.unc.edu. To unsubscribe send a blank
email to leave-34488404-53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: UNC News <news@unc.edu>
Sent: Friday, April 4, 2014 11:09 AM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] UNC News Releases: April 4

News Releases

Women entrepreneurs have limited chances to lead their new businesses: https://uncnews.unc.edu/2014/04/03/women-entrepreneurs-limited-chances-lead-new-businesses/

Women who start new businesses with men have limited opportunities to move into leadership roles, according to sociologists at the University of North Carolina at Chapel Hill; and when they co-found a business with their husbands, they have even fewer chances to be in charge.

UNC honors 11 individuals and groups for public service: https://uncnews.unc.edu/2014/04/03/unc-honors-11-individuals-groups-public-service/

Neighborhood engagement, promoting health literacy in the Latino community and expanding interpersonal violence prevention were some of the projects recognized at the University of North Carolina at Chapel Hill with the 2014 Public Service Awards.

 -- You are currently subscribed to

newsclips as: lbroome@email.unc.edu. To unsubscribe send a blank
email to leave-34488561-53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: Hedrick, James T. Jr. <JHedrick@mcguirewoods.com>
Sent: Friday, April 4, 2014 12:00 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Lunch Today

I have had an unavoidable conflict arise today and likely won't be able to make lunch. I'm very sorry that I will be unable to make it.

James T. Hedrick Jr.
McGuireWoods LLP
201 North Tryon Street
Suite 3000
Charlotte, NC 28202-2146
704.373.8965 (Direct Line)
704.444.8824 (Fax)
jhedrick@mcguirewoods.com
http://www.mcguirewoods.com

This e-mail may contain confidential or privileged information. If you are not the intended recipient, please advise by return e-mail and delete immediately without reading or forwarding to others.

From: Hettleman_award@unc.edu
Sent: Friday, April 4, 2014 12:47 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Hettleman Lectures - April 15, 2014

HETTLEMAN LECTURES

The University of North Carolina at Chapel Hill
and Chancellor Carol Folt invite you to attend lectures
by two of our most distinguished young scholars
and winners of the **2013 Phillip & Ruth Hettleman Prizes**
for Artistic and Scholarly Achievement

Dr. Eliana Perrin, Associate Professor
Department of Pediatrics
"Childhood Obesity: Interdisciplinary Research from the
Doctor's Office to the 'Obesogenic' Culture"

&

Dr. Mark Zylka, Associate Professor
Department of Cell Biology and Physiology
"Gene Length Matters in Autism"

Tuesday, April 15, 2014
1:30 p.m. - 4:00 p.m.
4008 Old Clinic Building

Refreshments will be served

Dr. Eliana Perrin presenting at 1:30pm
Dr. Mark Zylka presenting at 2:45pm

From: no_reply@email.unc.edu
Sent: Friday, April 4, 2014 1:08 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Faculty Participation in Project Uplift Programs

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MEMORANDUM

To: Academic Deans, Directors and Department Heads

From: Taffye Benson Clayton, Associate Vice Chancellor, Diversity and Multicultural Affairs

Date: April 4, 2014

Re: Faculty participation in Project Uplift 2014

Each summer, Diversity and Multicultural Affairs (DMA) sponsors Project Uplift, an overnight recruitment program for academically gifted rising high school seniors from underrepresented populations. Project Uplift is an opportunity for the entire campus community to contribute to the rich diversity of the student body. DMA has identified three areas in which your unit/school/division can contribute to this year's program:

* Provide faculty support for a mock classroom
This session will expose students to the general UNC academic experience

* Lead an experiential learning session (lab, simulation, group project)
This session will offer hands-on learning opportunities for participants

* Host a table at the PU Resource Fair & Expo
This session will allow students to explore various resources, academic units, and centers at the University

We are asking your unit/school/division to participate in at least one session during one of the following Project Uplift program dates:

* May 22 – 24, 2014
* May 29 – 31, 2014
* June 5 – 7, 2014
* June 12 – 14, 2014

Please encourage your faculty to sign up here: http://go.unc.edu/Fc78G. By following this link, they will be directed to detailed information about the date and time of each session.

Please direct all questions to Ada Wilson at adaw@email.unc.edu.

This message is sponsored by: Diversity and Multicultural Affairs

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INFORMATIONAL email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into the UNC Directory at http://dir.unc.edu, login with your Onyen, and select Update Personal Information

From: Spangler, Phillip L <pspangle@email.unc.edu>
Sent: Friday, April 4, 2014 3:28 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Our Dayporter

I am in the rears as to getting this out and I apologize, but after today I wanted to make sure I recognized our new Day Porter Vickie Whitfield. Vickie has done a wonderful job for us at the Law School and continues to go above and beyond as proven today during her first event with us during Admitted Students Day. Vickie is a true veteran with 14 years with the University and it shows.
Please welcome her to our team I am dang glad to have her!

Phillip L. Spangler
Facilities Maintenance Manager

Phone 919-962-0170
Cell
pspangle@email.unc.edu

You have been Hoded

From: Disser.Tom <Tom.Disser@Suntrust.com>
Sent: Friday, April 4, 2014 5:11 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Automatic reply: 2014 BLI

I am working remotely on April 4th and will be in a series of meetings. I will respond your e-mail as time permits. If you need immediate assitance please contact james.b.nelson@suntrust.com or call him at

LEGAL DISCLAIMER
The information transmitted is intended solely for the individual or entity to which it is addressed and may contain confidential and/or privileged material. Any review, retransmission, dissemination or other use of or taking action in reliance upon this information by persons or entities other than the intended recipient is prohibited. If you have received this email in error please contact the sender and delete the material from any computer.
By replying to this e-mail, you consent to SunTrust's monitoring activities of all communication that occurs on SunTrust's systems.
SunTrust is a federally registered service mark of SunTrust Banks, Inc.
[ST:XCL]

From: Hirsch, Jeffrey Michael <jmhirsch@email.unc.edu>
Sent: Friday, 10:34 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: Re: [law_faculty] Invitation for Reunion Weekend

Below is further information about the softball event, from the 1L Class President:

Dear Faculty & Staff:

First, we want to thank all of you who came out to The Crunkleton on Tuesday night - whether you were making drinks, or drinking drinks. We students had an amazing time and cannot stop talking about it. The general buzz is "We should do that...like once a month." While monthly bar tending events may be ambitious, we see no reason not to get students and faculty/staff together one last time this school year.

Accordingly, we have the immediate pleasure of inviting you to the inaugural **O'Hara Spring Softball Classic & Pig Pickin'** . We are starting this tradition as a day of uniting faculty, staff, students, alumni, friends and family over softball, beer, and BBQ (other options, including vegetarian, will be available from the grill). Please consider coming out to play ball or simply to enjoy some lunch, music and games.

Below is a poster with the event's details, but here are some important notes:

Sunday,
9:00 a.m. – 4:00 p.m.
Chapel Hill American Legion & Ephesus Park Ball Field - 1714 Legion Rd, Chapel Hill, NC 27517
Masters 2014: We will be streaming the Masters, live, inside the American Legion Hall
R.S.V.P. - @unc.edu
Please let us know if you:

- Plan to attend
- Are bringing guests
- Want to play softball
  - 1 Game or Whole Tournament
  - Have teammates
- Tee-shirt size(s)

University of North Carolina School of Law
J.D. Candidate,
President, Student Bar Association, Class of
B.A., Economics, Hamilton College
Tel:

From: <Jensen>, Kris <krijense@email.unc.edu>
Reply-To: "Jensen, Kris" <krijense@email.unc.edu>
Date: Thursday, at 10:53 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: "McLean, Susan" <mcleanm@email.unc.edu>, "Mann, Kelly" <kmmann@email.unc.edu>
Subject: [law_faculty] Invitation for Reunion Weekend

Dear Faculty,
Last week, you received an invitation in your mailboxes to participate in our inaugural spring Reunion Celebration. The UNC Law Alumni Association is pleased to share with you this new beginning to a proud tradition. By moving our class reunions to the spring, we are able to offer a much wider variety of opportunities and activities and we invite you to participate. You may see a complete schedule of events by visiting the schedule on our web page:
http://www.law.unc.edu/alumni/weekend/schedule/
Below are a few event highlights that will provide the best opportunity to meet and reunite with our graduates:

- Class Reunion Celebration and Affinity Group Receptions (Friday, April 11)
- Family Picnic and Concert under the Tent with Chapel Hill's own Mipso (Saturday, April 12)
- A variety of Saturday afternoon events including family fun, sports, art, community service and more
- Alumni/Student Softball Tournament (Sunday, April 13)

Our alumni enjoy seeing former professors and meeting the newest additions to the faculty. If your schedule permits, we would love for you to join us as our guests. Please complete the registration card included in the invitation or contact Kelly Mann at 919.445.0170 or kmmann@email.unc.edu.
Thank you for all you do to support our many events throughout the year.
Sincerely,
Kris
Kristine Jensen
Associate Dean of Advancement
UNC School of Law

919.445.0168
kjensen@unc.edu

Today at Carolina Law: Saturday, April 5, 2014

TODAY'S EVENTS

- The North Carolina Literary Festival - James B. Hunt Library, NCSU, Raleigh

ONGOING SIGNUPS & OPPORTUNITIES

- Center for Civil Rights Summer Pro Bono Projects (Signup ends 4/8/2014)
- North Carolina Bar Association - BAR EXAM WORKSHOP (Signup ends 4/8/2014)

UPCOMING EVENTS

Alumni

- Carolina Law Alumni Weekend (4/12/2014)
- Carolina Law Alumni Weekend (4/12/2014)
- Carolina Law Alumni Weekend - Celebrating the Classes of '64, '69, '74, '79, '84, '89, '94, '99, '04, '09 and the Golden Tar Heels (4/12/2014)

Continuing Legal Education

- 2014 Future of Adversarial and Inquisitorial Systems Conference: The Future of Juvenile Justice (4/12/2014)

Student Events and Organizations

- The North Carolina Literary Festival - James B. Hunt Library, NCSU, Raleigh (4/6/2014)
- GPHS- Leadership Training (4/6/2014)
- 1L Town Hall (5/5/2014)

Student Services

- North Carolina Bar Association - BAR EXAM WORKSHOP (4/12/2014)

From the Blogs

- Moving to Find More Humane Immigration Detention Policies (Blog | North Carolina Journal of International Law and Commercial Regulation)
- Sneak Preview: The Limits of Regulatory Science in the Governance of Transgenic Plant Agriculture and Food Systems (Blog | North Carolina Journal of International Law and Commercial Regulation)

From Twitter

UNC CLEAR (UNCCLEAR) on Twitter

UNC CLEAR: Climate change, in the form of higher temperatures, prolonged dry periods and shifting rainfall patterns, is... http://t.co/DC4AwLhdqp
8:00 AM Apr 4th from Facebook

UNC Law Fin Aid (UNCLawFinAid) on Twitter

UNC Law Fin Aid: My 1Ls: follow us & Tweet one way you save because you're on a law student budget with #LiveLikeLaw. One entry will receive a special prize!
9:44 AM Apr 4th from web

Doug Edmunds (unclawintotech) on Twitter

Doug Edmunds: Stealth use of social media, legal implications?? - USAID Defends its Twitter-like Service in Cuba http://t.co/bIb1KOyahb via @CIOonline
11:11 AM Apr 4th from Tweet Button

UNC Int

UNC Int'l L. Journal: #Crimea is only a piece of a much larger puzzle: http://t.co/71pvq4Dk6g #Putin #Russia #Ukraine
9:46 AM Apr 4th from web

N.C. L. Rev. (nclrev) on Twitter

N.C. L. Rev.: We have finished our Spring submission process! We will reopen August 1. If you would like to submit to our Addendum, email @gmail.com
9:14 PM Apr 4th from web

UNC School of Law (unc_law) on Twitter

UNC School of Law: RT @MattCordell: Listening to the 4th ann'l Dodd-Frank Act update @UNC_law Banking Institute. 5 yrs out, 1/4 of rules have yet to be wri
4:38 PM Apr 4th from web

From: Renner, Joy J <Joy_Renner@med.unc.edu>
Sent: Saturday, 8:56 PM
To: Athletics Council <athletics_council@listserv.unc.edu>
Subject: Re: Athletics Council Meeting Friday, at 11:30am

I will be attending but arriving late from class.
Joy

Sent from my iPhone

On , at 8:12 PM, "Broome, Lissa L" <lbroome@email.unc.edu> wrote:

Hi Molly – As I think you and Bubba know, I will be out of town on and unable to attend the meeting.
Lissa

From: Cunningham, Bubba
Sent: 10:21 AM
To: Athletics Council
Cc: UNCAA-ExeStaff;
Subject: Athletics Council Meeting Friday, , at 11:30am

Dear Athletics Council Members:
We look forward to seeing you at the Athletics Council meeting on Friday, at 11:30am. The meeting will take place in the second floor conference room (by the elevators) in the Loudermilk Center. Lunch will be served during the meeting.
The agenda for the meeting is attached to this email. Please note that the Rammys will be taking place on Monday, at 7:00pm in Memorial Hall. All of you are invited and encouraged to attend.
The minutes from our last meeting in October are attached to this email as well.
Please email Molly Norton at mbnorton@unc.edu by the end of the day on Monday, to let her know of your availability to attend the Athletics Council meeting.
Looking forward to seeing you on
Sincerely,

Bubba
Bubba Cunningham
Director of Athletics
The University of North Carolina
"We Educate and Inspire through Athletics"

You are currently subscribed to athletics_council as: Lissa_broome@unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=66462676.83286c04520679f8420ffc2f06cdac2e&n=T&l=athletics_council&o=34488200
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-34488200-66462676.83286c04520679f8420ffc2f06cdac2e@listserv.unc.edu
---
You are currently subscribed to athletics_council as: Joy_Renner@med.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=66462680.2036e065dd0d5209aec59a14d7130ee5&n=T&l=athletics_council&o=34494580
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-34494580-66462680.2036e065dd0d5209aec59a14d7130ee5@listserv.unc.edu

---
You are currently subscribed to athletics_council as: Lissa_broome@unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=66462676.83286c04520679f8420ffc2f06cdac2e&n=T&l=athletics_council&o=34494618
(It may be necessary to cut and paste the above URL if the line is broken)
or send a blank email to leave-34494618-66462676.83286c04520679f8420ffc2f06cdac2e@listserv.unc.edu

Today at Carolina Law: Sunday, April 6, 2014

TODAY'S EVENTS

- The North Carolina Literary Festival - James B. Hunt Library, NCSU, Raleigh
- GPHS- Leadership Training

ONGOING SIGNUPS & OPPORTUNITIES

- Center for Civil Rights Summer Pro Bono Projects (Signup ends 4/8/2014)
- North Carolina Bar Association - BAR EXAM WORKSHOP (Signup ends 4/8/2014)

UPCOMING EVENTS

Library

- Prep for Practice - Research Strategy (4/7/2014)

Pro Bono

- Pro Bono Transition Meetings (4/7/2014)

Scholarships and Student Aid

- 1L & 2L Scholarship (Deadline) (4/7/2014)

Student Events and Organizations

- Media Law Society: Board Elections & Course Scheduling (4/7/2014)
- 1L Town Hall (4/7/2014)
- ACLU Board Elections (4/7/2014)
- American Constitution Society Documentary Screening: CNN's "WEED" by Sanjay Gupta (4/7/2014)
- BLSA Candidate Forum (4/7/2014)
- WoltersKluwer Egg Hunt! (4/7/2014)

Student Services

- Presidents' Council Meeting (4/7/2014)

Writing and Learning Resources Center

- Pryal RRWA II, Law 296 §1 & §12 Class Reschedule (4/7/2014)

From Twitter

Doug Edmunds (unclawinfotech) on Twitter

Doug Edmunds: #firstamendment

#freespeech - Virginia Court Faces Up to Anonymous Online Reviews and Free Speech http://t.co/VuUX4OBtGn via @addthis

8:56 AM Apr 5th from Tweet Button

From: no_reply@email.unc.edu
Sent: Sunday, April 6, 2014 8:43 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [FORMAL NOTICE] Distribution of Emergency Warning Posters

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Dear Faculty and Staff:

Many of you are already familiar with the bright yellow Alert Carolina posters that are hung in classrooms and classroom laboratory spaces across campus. The poster, part of ongoing efforts to keep Carolina safe, outlines what faculty, staff and students should do when the sirens sound for a significant emergency or immediate threat to health and safety.

We have printed additional "What You Should Do for an Emergency Warning" posters – enough for one to be hung in every office on campus, as well as in the hallways on each floor in residence halls – and we are in the process of distributing the posters to campus buildings. When you receive your poster from your building contact, I ask that you hang it in a highly visible place. This will help ensure that you will not have to go looking for this potentially life-saving information during an actual emergency. The posters are prepped with glue strips that will not damage paint, walls or doors.

If the siren sounds for an actual emergency rather than a test, all University operations should stop immediately, including classes and business in offices. People should go inside or take cover immediately in a safe place inside the building, close windows and doors, and stay until the all-clear is given or University officials provide other specific directions for people to follow.

In an emergency, the sirens would sound if an armed and dangerous person was on or near campus, a major chemical spill or hazard had been reported, a tornado warning was issued for the Chapel Hill-Carrboro area by the National Weather Service or the Department of Public Safety determined that a different emergency warranted sounding the sirens.

The sirens also sound during a test of the emergency siren system. The University tests the siren system and related text messages each semester because that provides the quickest way to communicate with people during an actual emergency.

You can find details about the Alert Carolina System Protocols and the different types of notification (Emergency, Timely Warning, Informational and Adverse Weather) on the Alert Carolina website: http://alertcarolina.unc.edu. I hope you'll review all the information on Alert Carolina, including frequently asked questions about campus safety, how to let family members know you are okay through the American Red Cross Safe and Well List and what to do if you're concerned about a student or a co-worker.

You play an important role in helping us keep Carolina safe, so the more you know about these health- and safety-related issues, the better it is for our entire campus community.

Sincerely,

Chief Jeff McCracken
Director of Public Safety

This message is sponsored by: Department of Public Safety

From: Krause, Joan H <jhkrause@email.unc.edu>
Sent: Sunday, April 6, 2014 9:29 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] March 2014 Faculty Notes
Attach: March 2014 FACULTY NOTES.pdf

FACULTY NOTES

March 2014

SCHOLARLY PUBLICATIONS

Brophy, Alfred L. (Al)

Alfred Brophy's essay "African American Student Enrollment and Law School Ranking" has appeared in the *St. John's Journal of Civil Rights and Economic Development*. The essay is part of a symposium on reform of law school rankings.

Coyle, John F.

Contractual Innovation in Venture Capital, 66 HASTINGS L.J. (forthcoming 2014) (with Joe Green).

Flatt, Victor B.

Victor Flatt and Heather Payne's article "Not One Without the Other: The Integration of Environment, Energy, Economic, and Climate Policy" was accepted for publication in *Environmental Law* (Lewis & Clark) and will be published in the Fall of 2014. Ms. Payne is a Post-graduate research fellow with CLEAR.

Victor Flatt and Heather Payne's article "Curtailment First: Why Climate Change and the Energy Industry Suggest a New Allocation Paradigm is Needed for Water Utilized in Hydraulic Fracturing," will be published in 48 *Rich. L. Rev.* 829 (forthcoming Spring 2014).

Victor Flatt's article "Focus and Fund: Executing Our Way to a Federal Climate Change Adaptation Policy," will be published in Vol. 32, No. 2 of the *Richmond Law Review,* as part of the symposium on the Promise and Peril of Presidential Action on Climate Change.

Hirsch, Jeffrey Michael

Employment Rights in the Era of Global Finance, 17 Employee Rts. & Emp. Pol'y J. 205 (2014).

The Supreme Court's 2012-2013 Labor and Employment Decisions: The Song Remains the Same, 17 Employee Rts. & Emp. Pol'y J. 157 (2014).

Nichol, Gene R.

"Arizona, Catholics and Freedom of Religion" was published in the April 15, 2014, edition of *Progressive Populist.* http://www.populist.com/20.7.gnichol.html

Pryal, Katie Rose Guest

In January 2014, Professor Alexa Chew and I published our first report, "Judicial Preferences for Writing Samples Based on Data Gathered From the New Legal Writers Survey," http://nlws.web.unc.edu.

Sampson, Sara A.

Scott Childs and I finished the updates on a new edition of *North Carolina Legal Research*. It will be published as part of the state-specific legal research textbook series by Carolina Academic Press this summer.

Leslie Street and I published an article about law libraries' support for MOOCs in *Spectrum*, the magazine of the American Association of Law Libraries. It is available at http://www.aallnet.org/main-menu/Publications/spectrum/Archives/Vol-18/No-4/moocs.pdf

Ardia, David S.

SPEECHES AND PRESENTATIONS
Professor Ardia presented his paper entitled "Digital Feudalism: Technology, Private Power, and 21st Century Serfdom" at the Internet Law Works-in-Progress Symposium at New York Law School on March 7-8, 2014.

APPEARANCES OR QUOTATIONS IN THE MEDIA
Professor Ardia was quoted in *The Daily Tar Heel*: Lindsay Carbonell, *UNC, ASU rank poorly in free speech*, *The Daily Tar Heel*, Jan. 13, 2014.

Professor Ardia was quoted in *Modern Healthcare*: Sabriya Rice, *Dealing with online ratings often proves challenging for doctors*, *Modern Healthcare*, March 1, 2014.

Professor Ardia was quoted in an Associated Press article about the 50th anniversary of *New York Times v. Sullivan*: Jessica Gresko, *At 50, Landmark Libel Case Relevant in Digital Age*, Associated Press, March 8, 2014.

Birckhead, Tamar R.

SPEECHES AND PRESENTATIONS

- Speaker, "Client-Centered Representation through All Stages of the Case," Advanced Juvenile Defender Training, UNC School of Govt., March 12, 2014.

- Speaker, "Raising the Age of Juvenile Court Jurisdiction in N.C.,"☐ UNC School of Law Festival of Legal Learning Webinar, February 2014.

APPEARANCES OR QUOTATIONS IN THE MEDIA

- The Dennis & Callahan Morning Show, *Dennis & Callahan Discuss Dzhokhar Tsarnaev with UNC Law Professor Tamar Birckhead*, Jan. 31, 2014.

- Stephanie Slifer, *Expert: Tsarnaev May Avoid Execution Because of Age*, CBS NEWS, Jan. 31, 2014.

SERVICE AND PRO BONO ACTIVITIES

- Executive Board Member, Clinical Legal Education Association, 2014-present.

- Member, UNC Faculty Hearings Comm., 2013-16.

BLOGS

- Op-Ed, *Reflections on Miller v. Alabama: Roses, Thorns and Buds*, JUVENILE JUSTICE INFORMATION EXCHANGE, Jan. 14, 2014.

Brophy, Alfred L. (Al)

SPEECHES AND PRESENTATIONS

Alfred Brophy and Stacey Gahagan, UNC Law 2012, presented their paper, "Reading Professor Obama: Race and the American Constitutional Tradition" at a conference on Derrick Bell's scholarship at the University of Pittsburgh Law School. The paper analyzes the readings and suggested student presentation topics for Obama's course on race and the law at the University of Chicago to assess the connections and divergences between Bell and Obama's thoughts about race and constitutional law. It also places the course in the context of Obama's subsequent writings and speeches on race and constitutional law.

Alfred Brophy spoke on "The Oklahoma Origins of Ralph Ellison's Jurisprudence" at a conference in honor of the 100th anniversary of Ellison's birth in Oklahoma City on March 7.

Alfred Brophy spoke on "Fencing the Commons: Private Property and Progress in Antebellum Thought" at the C19 conference (a conference for scholars of nineteenth century America) at the Ackland Art Museum on March 15.

Burk, Bernard A. (Bernie)

SPEECHES AND PRESENTATIONS

1/31/14: Presented at the Annual Meeting of the Corporate Counsel Section of the North Carolina State Bar Association on Ethical Issues for In-House Counsel.

Provided videotaped Ethics MCLE after Festival of Legal Learning was cancelled.

3/11/14: Presented my paper "What's New About the New Normal" at IIT Chicago-Kent College of Law.

3/18/14: Presented my paper "What's New About the New Normal" and led roundtable discussion at the Stanford Law School Center for Study of the Legal Profession.

APPEARANCES OR QUOTATIONS IN THE MEDIA

3/14: Interviewed by *The Economist* magazine for a story on law-school-funded postgraduate positions.

SERVICE AND PRO BONO ACTIVITIES
1/14: Assisted in moot court to prepare Civil Rights Center staff attorney Elizabeth Haddix for appellate argument in a housing case.

Appointed Panel Chair for Student Grievance Committee Hearing.

2/5/14: Hosted table and led table discussion at annual Witt Professionalism Dinner.

2/7/14: Judged Regionals in ABA Client Counseling Competition.

2/19/14: Judged Craven Moot Court Competition.

BLOGS
2/18/14: Faculty Lounge Post: "What I Saw at the Counter-Revolution"; concerns the forthcoming "Third Wave" of data emerging from the After the JD study.

Coyle, John F.

SPEECHES AND PRESENTATIONS
"The Art of the Acqui-hire," Stephanie K. Seymour Distinguished Lecture in Law, University of Tulsa College of Law, Tulsa, Oklahoma, February 2014.

Flatt, Victor B.

SPEECHES AND PRESENTATIONS
"The Inevitability of Cap and Trade" at the Conference New Directions in Energy, Climate, and Sea Level Rise, in Ft. Lauderdale, FL, on Feb. 7, 2014.

Professor Flatt did a talk on Non-point Source Pollution and Cap and Trade for the Maryland Environmental Law Society in Baltimore, Maryland, on Feb. 11, 2014.

Professor Flatt was one of three panelists on the Environmental Law Professor's program on "The Endangered Species Act Under Siege" at the Pace National Environmental Law Moot Court Competition on Feb. 21, 2014.

APPEARANCES OR QUOTATIONS IN THE MEDIA
Professor Flatt was quoted in E&E News concerning a case where the EPA was challenged on not creating numeric water quality standards.

Professor Flatt was quoted in Law 360 about issues concerning offshore oil exploration on the east coast.

Gerhardt, Deborah R.

APPEARANCES OR QUOTATIONS IN THE MEDIA
"Lexmark May Be Liable For Attacking Printer-Cartridge Rivals, Supreme Court Says," www.forbes.com/sites/danielfisher/2014/03/25/ lexmark-may-be-liable-for- attacking-printer-cartridge- rivals-supreme-court-says.

"The Educator's Room – Empowering Teachers as the Experts," http://theeducatorsroom.com/2014/03/inspirational-educator-deborah-r-gerhardt/

"Jury to Decide LendingTree patent case," *Charlotte Observer,* 3/9/2014, http://www.charlotteobserver.com/2014/03/09/4752311/jury-to-decide-lendingtree-patent.html#.Ux35tF6V88J

Hazen, Thomas Lee (Tom)

CITATIONS IN COURT OPINIONS
My securities law treatise was cited in *Masterson v. Commonwealth Bankshares, Inc.,* 2014 WL 930854 (E.D. Va. 2014).

Hirsch, Jeffrey Michael

APPEARANCES OR QUOTATIONS IN THE MEDIA
Interview in WNCN story about NLRB region's decision to allow Northwestern college football players to unionize: http://www.wncn.com/story/25081373/college-athletes-can-unionize-federal-agency-says

Quoted in *International Business Times* article about NLRB region's decision to allow Northwestern college football players to unionize: http://www.ibtimes.com/northwestern-wildcats-labor-decision-has-long-road-ahead-it-challenging-power-ncaa-1564166

Jacoby, Melissa B.

SPEECHES AND PRESENTATIONS
Spoke at Duke Law on "Restructured: Bankruptcy, Federalism, and Community in Detroit" for American Constitution Society, March 25. http://law.duke.edu/events/restructured-bankruptcy-federalism-and-community-detroit/

Lau, Holning S.

SPEECHES AND PRESENTATIONS
On February 28, Holning participated via videoconference in the "LGBT* in the South" conference in Asheville. He and Chris Brook from the ACLU of North Carolina gave a presentation entitled "Transgender Rights: Prisons, Workplaces, and Schools."

Orth, John V.

SPEECHES AND PRESENTATIONS
On Friday, March 21, I explained Wills and Trusts to senior citizens at Central Carolina Community College in Sanford.

Polsky, Gregg D.

SPEECHES AND PRESENTATIONS
Presented "Partnership and LLC Tax Basics for Business Lawyers" as part of the North Carolina Bar Association's 2014 Business Law Annual Meeting, February 21, 2014.

Presented "The Untold Story of Sun Capital: Monitoring Fees as Disguised Dividends" at the UCLA Colloquium on Tax Policy and Public Finance, February 28, 2014.

Pryal, Katie Rose Guest

SPEECHES AND PRESENTATIONS
In February of 2014, I delivered a talk via webcast, "Supervise Like a Champ: Help New Lawyers Bridge the Gap Between Law School and Law Practice," for the UNC Festival of Legal Learning, Chapel Hill, NC. (Co-Presenter Clinical Assistant Professor Alexa Chew of UNC Law.)

On March 21, 2014, I presented the paper "Bipolar Rhetorics: Using Genre Theory to Reconcile Rhetoric From and Rhetoric About Psychiatric Disability," at the Conference on College Composition and Communication, Indianapolis, IN.

SERVICE AND PRO BONO ACTIVITIES
In the fall of 2013, I launched the New Legal Writers Survey (with Professor Alexa Chew of UNC School of Law), an Institutional Review Board-approved, ongoing survey of legal employers about their hiring practices and their expectations of new lawyers. Website: http://nlws.web.unc.edu.

Weidemaier, W. Mark C. (Mark)

APPEARANCES OR QUOTATIONS IN THE MEDIA
I was quoted in this Bloomberg story about efforts by hedge fund Elliott Associates to enforce judgments against Argentina by seizing and selling the country's satellite launch rights: http://www.bloomberg.com/news/2014-03-27/musk-spaceship-hunted-by-singer-for-7-payday-argentina-credit.html

From: no_reply@email.unc.edu
Sent: Monday, April 7, 2014 12:03 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] 2014 Spring UNC Business magazine now online

---

The latest issue of UNC Business magazine is now available. Download our free app for iPad or view online: http://bit.ly/UNCBusiness

Feature Articles

Home Sweet Global Home: From startups to global firms, the Triangle offers it all.

From the Triangle to the World: How UNC Kenan-Flagler alums are navigating the global marketplace.

Alumni Profiles

The Great Wall of Culture: Being successful in China means understanding cultural differences and focusing on the power of relationships. (Jeff Tucker, MBA '00)

The Write Stuff: Handwriting Without Tears goes from multi-sensory program to multi-national business. (Eric Olsen, MBA '98)

Faculty Profiles

Speaking the Same Language: Mabel Miguel's dynamic teaching style helps bridge cultural differences in a global economy.

Meet Our International Faculty: A glimpse at a few of our professors with global ties.

For more news and updates from UNC Kenan-Flagler Business School, follow us on social media:

Facebook: http://www.facebook.com/kenanflagler
Twitter: http://twitter.com/kenanflagler
LinkedIn University Page: http://bit.ly/unc-kenan-flagler
YouTube: http://youtube.com/unckenanflagler
Subscribe to our newsletter: http://bit.ly/newsandimpact

This message is sponsored by: UNC Kenan-Flagler Business School

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From: no_reply@email.unc.edu
Sent: Monday, April 7, 2014 12:07 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] How does Vibration influence flexibility and strength? Healthy males needed

---

My name is Michael Scharville and I am a graduate student in the Department of Exercise and Sport Science at the University of North Carolina at Chapel Hill. I am writing to you regarding a study we are conducting in our laboratory examining the acute effects of vibration assisted stretching on flexibility, strength, and muscle-tendon properties. We are looking for recreationally active (1 to 5 hours of exercise per week) male participants between the ages of 65 - 74 with no current or recent (within the past 3 months) serious low-back, hip, knee, or ankle injuries.

What types of testing will you do??

Strength: we will measure how strong your calf muscles are.
Flexibility: we will measure how flexible your calf muscles are.
Muscle and tendon properties: the size of the calf, muscle fiber length, Achilles tendon size, and the Achilles tendon will all be measured.

The study involves only 3 visits to the laboratory! Each visit will take about 1 hour.

THANK YOU FOR YOUR INTEREST, we look forward to hearing from you soon!!

This study has been approved by the Biomedical IRB as of 3/31/2014
IRB# 12-1112

Kind regards,
Michael Scharville, BA.
Neuromuscular Research Laboratory
Department of Exercise and Sport Science
University of North Carolina at Chapel Hill
email: scharvil@email.unc.edu
Lab phone: 919-843-2014

This message is sponsored by: Department of Exercise and Sport Science

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INFORMATIONAL email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into the UNC Directory at http://dir.unc.edu, login with your Onyen, and select Update Personal Information

Today at Carolina Law: Monday, April 7, 2014

TODAY'S EVENTS

- Media Law Society: Board Elections & Course Scheduling
- 1L Town Hall
- ACLU Board Elections
- American Constitution Society Documentary Screening: CNN's "WEED" by Sanjay Gupta
- BLSA Candidate Forum
- Prep for Practice - Research Strategy
- Presidents' Council Meeting
- Pryal RRWA II, Law 296 §1 & §12 Class Reschedule
- Pro Bono Transition Meetings
- Wolterskluwer Egg Hunt!
- 1L & 2L Scholarship (Deadline)

ONGOING SIGNUPS & OPPORTUNITIES

- Center for Civil Rights Summer Pro Bono Projects (Signup ends 4/8/2014)
- North Carolina Bar Association - BAR EXAM WORKSHOP (Signup ends 4/8/2014)

UPCOMING EVENTS

Academics

- Registration for Rising 3Ls (Fall 2014/Spring 2015) (4/8/2014)
- Clinic CLEA Award Luncheon (4/14/2014)
- Clinic CLEA Award Luncheon (4/14/2014)
- Examinations Begin (4/21/2014)

Career Development

- Out-of-State Interview Programs For Your 2L Summer Job (4/14/2014)

Center for Civil Rights

- Interest Meeting for Center for Civil Rights Summer Pro Bono Projects (4/8/2014)

Information Technology

- IT bi-weekly team meeting (4/14/2014)

Library

- Practice Ready Workshop (4/8/2014)
- Practice Ready Workshop (4/8/2014)

Pro Bono

- Pro Bono Board Meeting (4/14/2014)

Student Events and Organizations

- Employment Non-Discrimination Act Discussion (4/8/2014)
- Immigration Law Association Elections (4/8/2014)
- JOLT 1L Interest Meeting (4/8/2014)
- Lexis Lunch & Learn: Catch Up on Tips of the Week (4/8/2014)
- Carolina Law Inaugural O'Hara

From Twitter

Doug Edmunds (unclawinfotech) on Twitter

Doug Edmunds: Frustrating limitations after a long wait - For Microsoft Office for iPad users, it's all about OneDrive now http://t.co/4tNlkgur2Q
5:05 PM Apr 6th from Flipboard

UNC Int

UNC Int'l L. Journal: #Crimea is only a piece of a much larger puzzle. http://t.co/71pvg4DK6q #Russia #Ukraine #Putin
2:31 PM Apr 6th from web

Spring Softball Classic & Pig Pickin' Registration (4/8/2014)
- Meet a Shelter Dog (4/8/2014)
- WoltersKluwer Egg Hunt! (4/8/2014)
- Innocence Project Case Review Meeting (4/8/2014)
- Moot Court (4/8/2014)
- 1L Town Hall (4/14/2014)
- The American Society of Legal Writers, 2014 Brief-Writing Award Competition (Deadline) (4/21/2014)
- 1L Town Hall (4/21/2014)

Writing and Learning Resources Center

- Salinas RRWA Class (4/8/2014)

From: rsro@ncaa.org
Sent: Monday, April 7, 2014 8:31 AM
To: Broome, Lissa L <lbroome@email.unc.edu>; Vangelder, Marielle A <mvangeld@email.unc.edu>
Cc: Vangelder, Marielle A <mvangeld@email.unc.edu>
Subject: Application Signature Requested

You have been requested to esign an application in Requests/Self-Reports Online. Please visit https://ama.ncaa.org/waivers/edit/627131 to view the application.

From: Wilson, Becky <rkwilson@email.unc.edu>
Sent: Monday, April 7, 2014 8:33 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] 2014-2015 Online electronic parking application form

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To UNC Law School Faculty and Staff:
You will need to submit your online electronic parking application form between **April 7, 2014 and April 25, 2014.** Our current department allocation is **S3**, so that zone will be the only one showing for your choice. However, please note that all zones will appear for your waitlist option. The form will not be accessible after the April 26th for you to register.
In order to register for your parking permit, please choose the link below. **Our department number is 3601.**
The following weblink can be used for University Departments that have an onyen/password:
http://psafety.web.unc.edu/
Please feel free to contact me with any questions, concerns or problems.

Becky Wilson
UNC Law School Receptionist
CB#3380
Chapel Hill, NC 27599-3380
Phone: 919-962-5106
Fax: 919-843-7939

From: rsro@ncaa.org
Sent: Monday, April 7, 2014 8:35 AM
To: Broome, Lissa L <lbroome@email.unc.edu>; Vangelder, Marielle A <mvangeld@email.unc.edu>; Timmermans, Tom <timmermans@unc.edu>
Subject: Signature received for 627131

Signatory Marielle vanGelder approved case 632426.

From: Josephs, Laura <JOSEPHSL@SEC.GOV>
Sent: Monday, April 7, 2014 9:07 AM
To: Tahyar, Margaret E. <margaret.tahyar@davispolk.com>; 'Morris, Lucy (CFPB)' <Lucy.Morris@cfpb.gov>; 'Amy.Williams@klgates.com'
Cc: 'MSagatelian@fdic.gov'; Lampe, Donald C. (DLampe@mofo.com); Broome, Lissa L <lbroome@email.unc.edu>; Cuevas-Martinez, Nancy <nancy.cuevas-martinez@davispolk.com>
Subject: RE: Timed Agenda-Questions

Thanks so much Meg. It was a pleasure.

From: Tahyar, Margaret E. [mailto:margaret.tahyar@davispolk.com]
Sent: Monday, April 07, 2014 8:57 AM
To: 'Morris, Lucy (CFPB)'; 'Amy.Williams@klgates.com'
Cc: Josephs, Laura; 'MSagatelian@fdic.gov'; Lampe, Donald C. (DLampe@mofo.com); Broome, Lissa L (lbroome@email.unc.edu); Cuevas-Martinez, Nancy
Subject: RE: Timed Agenda-Questions

Dear Lucy, Marguerite and Laura,

Many, many thanks on behalf of the UNC Banking Institute for participating in the enforcement panel. I cannot say how helpful it is to have agency senior staff willing to travel to speak to this audience and how well received the panel is. The feedback we have received was very, very positive.

As a small token of our appreciation, I am sending to each of you on behalf of the UNC Banking Instiutte a copy of the new book *Fragile by Design* by two academics, Charles Calomiris and Stephen Haber. The book seeks to answer the question as to why the banking systems of some countries as unstable and others are stable. It is a fascinating march through the history of banking systems in Britain, Canada, the US, Mexico and Brazil, among others. It is excellent plane and train reading and since it is not an Amazon best seller with lots of TV coverage might be easily missed by thoughtful folks.

Thank you again,

Best, Meg

P.S. Based on long experience with government ethics rules, the book is well below the de minimus limit and can be accepted. Moreover if you have any doubt, please gift it to your agency library, regift it to anyone else or return it after reading it.

Margaret E. Tahyar
New York
450 Lexington Avenue
New York, NY 10017
office: 212-450-4379
mobile:
margaret.tahyar@davispolk.com

Confidentiality Note: This email is from a practicing lawyer and is meant only for those to whom it is addressed. It very likely contains information that is privileged, confidential or otherwise protected from disclosure. If you have received this email by mistake, please don't distribute, let me know and do the right thing by destroying the original message and all copies.

From: Assoc.for Women Faculty & Professionals
Sent: Monday, April 7, 2014 10:52 AM
To: AWFP"s list for all eligible women <awfpall@listserv.unc.edu>
Subject: [awfpall] FW: Invitation to: AWFP event on APRIL 8 - Faculty Women: Salaries, Status, and Retention - and why everyone should care
Attach: Spring Event 2014- Panel on Salary Status and Retention -Final.docx

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REMINDER from AWFP!
We hope you will be able to join us for this important panel discussion. No RSVP is required, but we look forward to a good turnout tomorrow at 1:30 PM. See below for details.

UNC CHAPEL HILL

ASSOCIATION FOR WOMEN FACULTY AND PROFESSIONALS

INVITES YOU TO A PANEL DISCUSSION.

FACULTY WOMEN:

SALARY, STATUS, AND RETENTION –

AND WHY EVERYONE SHOULD CARE

G. Rumay Alexander, EdD, RN, FAAN, Clinical Professor of Nursing
Chairperson for the University's Community and Diversity Committee
Nancy DeMore, MD, Professor of Surgery
Division of Surgical Oncology, UNC Department of Surgery
Jan Boxill, PhD, Chair of the Faculty
Director, Parr Center for Ethics. Master Lecturer, Philosophy.
Moderator: Christi Hurt, Director of Carolina Women's Center

Anne Queen Faculty Commons – Campus Y

Tuesday, April 8, 2014 - 1:30-2:30 PM

This event is free and open to all.

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You are subscribed to this list, awfpall, because you have been identified as a female faculty or professional staff member who is eligible to join or participate in activities sponsored by the UNC Association for Women Faculty and Professionals. We use this general list very sparingly only to invite you to the four or five events we sponsor throughout the year. If you would like to be unsubscribed, please email anne_whisnant@unc.edu.

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 4/7/2014 3:22:48 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa and CB meet.
Location: Lissa's office

Start: 4/7/2014 7:15:00 PM
End: 4/7/2014 7:45:00 PM
Show Time As: Tentative

Required Attendees: Broome, Lissa L

From: Buchanan, Helen <helenb@unc.edu>
Sent: Monday, April 7, 2014 11:40 AM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] Carolina in the News - April 7, 2014

April 7, 2014
Carolina in the News
Here is a sampling of links and notes about Carolina people and programs cited recently in the media:

National Coverage

Charles S. Stone Jr., journalist and professor, dies at 89
The Washington Post
April 6, 2014
Charles S. (Chuck) Stone Jr., a prominent and pioneering American journalist who touched and shaped many lives as a big-city newspaper columnist, university professor and a founder of the National Association of Black Journalists, died April 6 at an assisted living facility near Chapel Hill, N.C. He was 89....Outspoken, but at ease in many worlds, Mr. Stone befriended both Malcolm X and the Rev. Martin Luther King Jr. He was editor of three of the best-known newspapers published in the nation's black communities, and he was admired by his students at the University of North Carolina at Chapel Hill, from which he was retired.
http://www.washingtonpost.com/local/obituaries/charles-s-stone-jr-journalist-and-professor-dies-at-89/2014/04/06/94d1684a-bdda-11e3-b195-dd0c1174052c_story.html
Related Links: http://diverseeducation.com/article/62657/
AP Story from select national outlets: http://www.washingtonpost.com/local/obituaries/veteran-journalist-and-nabj-co-founder-stone-dies/2014/04/06/148869aa-bded-11e3-9ee7-02c1e10a03f0_story.html
http://www.npr.org/templates/story/story.php?storyId=299934790
http://www.businessweek.com/ap/2014-04-07/veteran-journalist-and-nabj-co-founder-stone-dies
http://www.newsday.com/long-island/obituaries/veteran-journalist-and-nabj-co-founder-stone-dies-1.7626622
http://www.huffingtonpost.com/2014/04/07/charles-stone-dead-black-journalists-dies-93_n_5103792.html?utm_hp_ref=media&ir=Media

Investigator meets with Crowder in UNC probe
The Associated Press
April 4, 2014
The investigator looking into academic fraud at the University of North Carolina at Chapel Hill has interviewed a retired administrator from the department tied to the case. Attorney Brian Vick said Friday his client, Deborah Crowder, met with Kenneth Wainstein on March 19 in a daylong meeting at his firm's Research Triangle Park office.
http://www.chron.com/default/article/Investigator-meets-with-Crowder-in-UNC-probe-5377131.php
Also appearing in select outlets: http://www.tribtown.com/view/story/d03de485ddea49599beaa8f81157ac8e/NC--North-Carolina-Academic-Probe
http://www.newsobserver.com/2014/04/04/3758526/investigator-meets-with-crowder.html
http://www.news-record.com/news/north_carolina_ap/article_6021501f-17ab-560e-8589-5c3f0bfa4dad.html
http://www.journalnow.com/news/state_region/investigator-meets-with-crowder-in-unc-probe/article_416bece6-bdf0-11e3-aba7-0017a43b2370.html

Seek Guidance From MBA Grads When Applying to B-School
U.S. News & World Report
April 3, 2014
When Veronica Jubera started her application process for Dartmouth University's Tuck School of Business, she was focused simply on getting in -- not on building a relationship that could help her as an MBA student...Attending events for prospective students held by the school is one, says Sophia Lopez, a 2009 graduate from the Kenan-Flagler School of Business at the University of North Carolina--Chapel Hill.
http://www.usnews.com/education/best-graduate-schools/top-business-schools/articles/2014/04/03/seek-guidance-from-mba-grads-when-applying-to-b-school
Related Link: http://news.yahoo.com/seek-guidance-mba-grads-applying-b-school-130000809.html

Obama's actions test workplace ideas
The Washington Post (AP)
April 6, 2014
Lacking congressional support to raise wages or end gender pay disparities, President Barack Obama is again imposing his policies on federal contractors, in keeping with presidents' tradition of exerting their powers on a fraction of the economy they directly control..."It's an important step in implementing things in a broader scale," said [Jeffrey] Hirsch, now a professor at the University of North Carolina School of Law.
http://www.washingtonpost.com/politics/apnewsbreak-obama-orders-to-test-workplace-ideas/2014/04/06/ab9c9eae-bd72-11e3-9ee7-02c1e10a03f0_story.html
Related Link: http://www.ajc.com/ap/ap/business/apnewsbreak-obama-orders-to-test-workplace-ideas/nfSsx/

Ft. Hood shooting underscores Army's mental health crisis
The Los Angeles Times
April 4, 2014
This week's deadly shootings at Ft. Hood suggest that after years of trying to confront a mental health crisis, the military is still struggling to design a healthcare system that can identify and successfully treat service members who might become violent...A study of 1,300 combat veterans by the medical school at the University of North Carolina at Chapel Hill found that 23% with PTSD or suffering from "high irritability" had been arrested for criminal offenses.
http://www.latimes.com/nation/nationnow/la-na-nn-ft-hood-ptsd-20140404,0,6720446,full.story#axzz2yDGa1bsv
Related Link: http://www.gosanangelo.com/news/2014/apr/05/mental-health-crisis-a-struggle/

For Political Conventions, Another Balloon Bursts
NPR
April 3, 2014
There's news today about the 2016 presidential campaign that has nothing to do with the growing list of would-be candidates with White House aspirations...But Daniel Kreiss, a professor at the University of North Carolina, says these changes in scheduling and coverage don't mean conventions

are unimportant.
http://www.npr.org/2014/04/03/298778254/for-political-conventions-another-balloon-bursts
As Vermont Goes, So Goes the Nation?
The New York Times (Opinion)
April 5, 2014
by Molly Worthen
When most liberals hear the words "third party," they have nasty flashbacks to Ralph Nader's spoiler campaign in 2000. The history buffs among them might think of the populist Greenback Party's feckless protests against the gold standard in the 19th century or the five presidential campaigns of the Socialist Eugene V. Debs — the last of which, in 1920, he ran from prison.
Molly Worthen is an assistant professor of history at the University of North Carolina, Chapel Hill.
http://www.nytimes.com/2014/04/06/opinion/sunday/as-vermont-goes-so-goes-the-nation.html?hp&rref=opinion&_r=0
Women less likely to hold leadership roles in mixed-sex businesses
Healio (Research News)
April 4, 2014
Women who start new businesses with men experience limited opportunities to move into leadership roles…"This work raises awareness of the conditions that limit women's access and also makes us aware of what might be done to increase the likelihood that women will attain positions of authority," Tiantian Yang, a graduate student in the department of sociology in the University of North Carolina at Chapel Hill's college of arts and sciences, stated in a press release.
http://www.healio.com/orthotics-prosthetics/internal-control/news/online/%7B50502494-b9a8-41c6-b8b0-f54efe105094%7D/women-less-likely-to-hold-leadership-roles-in-mixed-sex-businesses
UNC News Release: https://uncnews.unc.edu/2014/04/03/women-entrepreneurs-limited-chances-lead-new-businesses/
Related Links: http://phys.org/news/2014-04-women-entrepreneurs-limited-chances-businesses.html
http://freepressjournal.in/why-women-fail-in-husband-run-firms/
SJC to decide if suits vs. Boston Children's Hospital can proceed
The Boston Herald
April 7, 2014
A case involving child sex abuse allegations, suicide and a potential sea change in how Massachusetts courts look at employer responsibility will be before the state's highest court tomorrow, as 11 North Carolina litigants fight for the right to sue Boston Children's Hospital. The plaintiffs allege the Boston hospital failed to warn the University of North Carolina Chapel Hill School of Medicine that the late Dr. Melvin Levine had been accused of molesting children before he transferred there.
http://bostonherald.com/news_opinion/local_coverage/2014/04/sjc_to_decide_if_suits_vs_boston_children_s_hospital_can_proceed
A Cup of Coffee Can Help You Act Ethically at Work
The Houston Chronicle
April 3, 2014
Go ahead and have that extra cup of java– it might just help you act ethically at work. Caffeine could help sleep-deprived workers resist unethical influence from higher-ups, according to research by business professors at the University of Washington, the University of Arizona and the University of North Carolina.
http://www.chron.com/default/article/A-Cup-of-Coffee-Can-Help-You-Act-Ethically-at-Work-5373047.php
Affirmative-Action Foe Plans Campaigns Against 3 Universities
The Chronicle of Higher Education
April 7, 2014
The Project on Fair Representation, a nonprofit legal organization, is seeking plaintiffs for potential lawsuits challenging the race-conscious admissions policies at Harvard University, the University of North Carolina at Chapel Hill, and the University of Wisconsin at Madison. The organization plans to announce the effort on Monday.
http://chronicle.com/article/Affirmative-Action-Foe-Plans/145797/
Related Link: http://www.reuters.com/article/2014/04/07/pofr-targets-unc-idUSnPn5dCbs6+88+PRN20140407

Regional Coverage

A new era begins at FAMU
The Tallahassee Democrat (Tallahassee, Fla., newspaper)
April 6, 2014
An attractive floral arrangement, delivered within the hour, graced a gleaming wooden table…Before being hired by Cornell in 2010, [Elmira] Mangum spent almost nine years at University of North Carolina in Chapel Hill, just down the road from Durham, where she held several executive positions including senior associate provost.
http://www.tallahassee.com/article/20140407/POLITICSPOLICY06/304070019/A-new-era-begins-FAMU

State & Local Coverage

Former UNC journalism professor Chuck Stone dies at 89
The News & Observer (Raleigh)
April 6, 2014
Charles Sumner "Chuck" Stone Jr., a pioneering black journalist and an influential journalism professor at the University of North Carolina at Chapel Hill, died Sunday at 89.
http://www.newsobserver.com/2014/04/06/3763266/former-unc-journalism-professor.html
Related Links: http://www.wral.com/chuck-stone-former-unc-professor-nabj-co-founder-dies/13545020/
http://abclocal.go.com/wtvd/story?section=news/local&id=9493769
http://wunc.org/post/chuck-stone-unc-professor-and-pioneering-journalist-dies
http://chapelboro.com/news/news-around-time/former-unc-professor-co-founder-nabj-dies/
http://chapelboro.com/news/news-around-time/just-cant-put-words-influence-stone-campus/
Court challenge could topple NC same-sex marriage ban
The News & Observer (Raleigh)
April 4, 2014
If a federal appeals court follows the national trend, North Carolina's ban on same-sex marriage could be upended this year…"Potentially, the court could narrowly apply their decision to Virginia, but it's hard to see how they would do that," says Maxine Eichner, a specialist in sexuality and the law at UNC

School of Law.
http://www.newsobserver.com/2014/04/04/3759497/court-challenge-could-topple-nc.html
Related Links: http://www.journalnow.com/news/state_region/n-c-s-ban-on-gay-marriage-looks-vulnerable-in/article_41903d40-bdfe-11e3-8a81-0017a43b2370.html
http://www.charlotteobserver.com/2014/04/04/4818445/court-challenge-could-topple-nc.html#.U0Kf0F4tv0A
http://www.news-record.com/news/government/article_825edfd0-bda3-11e3-8c21-0017a43b2370.html
In North Carolina Senate race, there's plenty of money, but whose money?
The Charlotte Observer
April 5, 2014
utside groups have spent more than $15 million on political advertising – most of it negative – on both sides of North Carolina's U.S. Senate race, more money than in any other state…"This is a state that's been a test kitchen for assault-your-opponent ads," said Ferrel Guillory, director of the Program on Public Life at the University of North Carolina at Chapel Hill.
http://www.charlotteobserver.com/2014/04/05/4820037/in-north-carolina-senate-race.html#.U0KbvF4tv0B
Related Link: http://www.thestate.com/2014/04/06/3364297/north-carolina-senate-race-a-magnet.html
Study finds rise in NC autism rates
The Asheville Citizen-Times
April 6, 2014
The findings in a new report showing higher rates of children diagnosed with autism in North Carolina are due at least in part to greater awareness and a better job of identifying children with the disorder, local advocates say…"A lot of folks think this estimate that's come out now is maybe more a reflection of how well we are identifying children," said Michele Villalobos, clinical director and assistant professor at the University of North Carolina TEACCH Autism Program's Asheville Center.
http://www.citizen-times.com/story/news/local/2014/04/06/study-finds-rise-nc-autism-rates/7397301/
Future, present literary lights shine at NC festival
The News & Observer (Raleigh)
April 6, 2014
The future of literature was the theme of this year's North Carolina Literary Festival, and that future seemed already here, with attendees using the free festival app to navigate the main venue, N.C. State University's futuristic Hunt Library…The festival, which is held every few years, rotates among Duke, NCSU and UNC-Chapel Hill.
http://www.newsobserver.com/2014/04/06/3764005/future-present-literary-lights.html
PlayMakers or Playmakers, it's a proud history
The Herald-Sun (Durham)
April 5, 2014
Why aren't the PlayMakers in the Playmaker's Theater? It is a question many Chapel Hill people asked the first time they learned that the PlayMaker's Repertory Company stages its productions not in its named venue but a few blocks away in the Paul Green Theater on Country Club Road…The understandable confusion gets us into the history of drama at UNC-Chapel Hill and the impact it had throughout North Carolina and the rest of the country.
http://www.heraldsun.com/chherald/x2025293783/PlayMakers-or-Playmakers-it-s-a-proud-history
UNC News Release on Wilson Library exhibit: http://uncnews.unc.edu/2014/03/18/carolina-playmakers-history-topic-exhibit-lecture-wilson-library/
Singing, Dancing Assassins
North Carolina Public Radio (WUNC-FM, NPR affiliate, The State of Things)
April 4, 2014
What would have happened if John Wilkes Booth and Lee Harvey Oswald had met? Stephen Sonheim's musical, "Assassins" imagines a time when nine presidential killers or would-be killers can walk into a bar together. The show raises questions about what the pursuit of happiness means in America. Performed by PlayMakers Repertory Company, "Assassins" runs through April 20 at the Paul Green Theater in Chapel Hill.
http://wunc.org/post/singing-dancing-assassins
UNC News Release: http://uncnews.unc.edu/2014/03/18/playmakers-presents-sondheims-tony-winning-assassins/
Dark Water Rising Diversifies Southern Music
North Carolina Public Radio (WUNC-FM, NPR affiliate, The State of Things)
April 4, 2014
Chapel-Hill based band Dark Water Rising mixes southern rock, gospel harmonies, and traditional Lumbee influence to create their "rocky soul" sound… They join ten other acts at the Converge-NC fest this weekend on the campus of the University of North Carolina at Chapel Hill.
http://wunc.org/post/dark-water-rising-diversifies-southern-music
Board game entrepreneur raises $500K and counting on Kickstarter
Triangle Business Journal
April 7, 2014
By day, Chris Kirkman is a collared shirt-wearing adjunct professor at the University of North Carolina at Chapel Hill, teaching graphic design to the journalism students of tomorrow. But by night? He's a gaming master.
http://www.bizjournals.com/triangle/blog/2014/04/board-game-entrepreneur-raises-500k-and-counting.html
The ache of lost dental care in NC
The News & Observer (Raleigh, Opinion Column)
April 5, 2014
by Ned Barnett
There is no shortage of fiascoes and outrages concerning actions taken by Republican legislative leaders and the McCrory administration…Dr. Jane Weintraub, dean of the UNC-Chapel Hill School of Dentistry, said cutting the budget for statewide exams of children's teeth is a costly mistake.
http://www.newsobserver.com/2014/04/05/3761194/the-ache-of-lost-dental-care-in.html
Early action can help with autism
The News & Observer (Raleigh, Opinion)
April 4, 2014
by Linda R. Watson
One in 68 children show symptoms of autism spectrum disorder by the time they reach 8 years of age, according to statistics released last week by Centers for Disease Control. The meaning of these numbers is highlighted for me as I hear more and more stories from friends and acquaintances whose families include a member with ASD.

Linda R. Watson is a clinical associate professor of speech-language pathology in the Division of Speech and Hearing Sciences, Department of Allied Health Sciences at the UNC-Chapel Hill School of Medicine.
http://www.newsobserver.com/2014/04/04/3759041/early-action-can-help-with-autism.html

Policy includes e-cigarettes
The Henderson Daily Dispatch
April 4, 2014
The Vance-Granville District Board of Health discussed the need to amend the policy prohibiting smoking in public buildings and grounds in Granville and Vance counties to include electronic cigarettes...The accreditation process is a collaboration of the N.C. Division of Public Health, part of the Department of Health and Human Services, and the N.C. Institute for Public Health at the Gillings School of Global Public Health at the University of North Carolina in Chapel Hill with input from the N.C. Association of Local Health Directors.
http://www.hendersondispatch.com/news/x740447563/Policy-includes-e-cigarettes

Schencks win Lela McBride award for conservation work
The Blue Ridge Times-News (Hendersonville)
April 6, 2014
It's been a heady couple of months for Sandy and Missy Schenck, co-owners of the Green River Preserve summer camp in Cedar Mountain...CMLC's annual meeting featured a talk on the geology of the Blue Ridge by Michael Follo, a Harvard-educated geologist who is the director of education for the North Carolina Outward Bound School and teaches at the University of North Carolina, Chapel Hill.
http://www.blueridgenow.com/article/20140406/ARTICLES/140409916/-1/opinion04?p=1&tc=pg

So 'First In Flight' isn't good enough to sell North Carolina?
The Outer Banks Voice (Commentary)
April 6, 2014
by Sam Walker
The state's commerce department apparently doesn't think "First In Flight" is a strong enough brand to bring tourism and business to North Carolina...It should be noted this is being spearheaded by students and a professor at the Kenan-Flagler School of Business at the University of North Carolina in Chapel Hill, along with the N.C. Department of Commerce.
http://outerbanksvoice.com/2014/04/06/so-first-in-flight-is-not-good-enough-to-sell-north-carolina/

Retired faculty teach by example in response to UNC scandal
The News & Observer (Raleigh, Editorial)
April 4, 2014
It should have been a "Wow" moment for administrators of the University of North Carolina at Chapel Hill. When more than 30 retired faculty members, including some of the most prominent of the last half-century, speak together and sign their names to a manifesto, it is a significant event.
http://www.newsobserver.com/2014/04/04/3759072/retired-faculty-teach-by-example.html

NC Central installs Saunders-White as chancellor
The News & Observer (Raleigh, AP)
April 5, 2014
Debra Saunders-White says that while some may question the relevancy of historically black colleges and universities, she believes N.C. Central University should help provide the answer..."There is not a doubt in my mind that Debra Saunders-White is the right person to lead North Carolina Central University today and in the years ahead," said UNC President Tom Ross.
http://www.newsobserver.com/2014/04/05/3760618/nc-central-installs-saunders-white.html
Related Links: http://www.charlotteobserver.com/2014/04/05/4819727/nc-central-installs-saunders-white.html#.U0Kf414tv0A
http://wunc.org/post/debra-saunders-white-officially-installed-nccu-chancellor

Issues & Trends

Professor Pay Up 2.2%
Inside Higher Ed
April 7, 2014
Full-time faculty member salaries are up 2.2 percent this year over last, outpacing the rate of inflation for the first time in five years...Top Public Universities for Faculty Salaries for Full Professors, 2013-14...10. University of North Carolina at Chapel Hill, $146,700
http://www.insidehighered.com/news/2014/04/07/faculty-salaries-are-22-report-sees-many-financial-issues-facing-professors
Related Link: http://chronicle.com/article/Stuck-in-the-Middle-on-Faculty/145773/

The STEM Enrollment Boom
Inside Higher Ed
April 7, 2014
Policy makers regularly talk about the need to encourage more undergraduates to pursue science and technology fields. New data suggest that undergraduates at four-year institutions in fact have become much more likely to study those fields, especially engineering and biology.
http://www.insidehighered.com/news/2014/04/07/study-finds-increased-stem-enrollment-recession

Columnist: Universities deserve support
The Fayetteville Observer (Opinion Column)
April 5, 2014
by Kyle R. Carter
January 2014 marked my 40th year in higher education. Reaching that milestone made me pause and reflect on the journey. No matter how I looked at it - two generations or half a lifetime - I could see how the world of higher education and the life of a university professor have changed.
Kyle R. Carter is the chancellor of UNC Pembroke.
http://www.fayobserver.com/opinion/news_columns/article_60a60022-b155-52b6-880b-706e2011b2f3.html
Related Link: http://www.newsobserver.com/2014/04/05/3759042/nc-must-reinvest-in-higher-education.html

###

Produced by News Services, Carolina in the News is an e-mail sampling of current news media coverage about Carolina people and programs, as well as issues and trends that affect the university. Stories usually will be online and available free for a limited time - often one to two weeks. Expiration dates before stories move to archives vary by media outlet. Some outlets require free user registration or a subscription.

Carolina in the News is also posted daily to the News Services Web page, http://uncnews.unc.edu/latest-news/carolina-in-the-news/.
Please share any questions, comments or suggestions at news@unc.edu.

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email to leave-34502277-
53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: Corrado, Michael L <mlcorrad@email.unc.edu>
Sent: Monday, April 7, 2014 11:49 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: Westerlund, Lance S <lancew@unc.edu>
Subject: [law_faculty] Please announce

I would appreciate it if you would let your classes know about the conference on comparative juvenile justice going on this week in the Student Union. On Thursday there will be a conference for young scholars, with students from Europe and the United States; on Friday and Saturday morning the main conference will features speakers from Germany, Italy, Switzerland, England and Wales, as well as Canada and the U.S.
Students can get more information – where, when, how to register -- by emailing Lance Westerlund (copied) or me.
Thanks.
Mike
Michael Louis Corrado
Arch Allen Distinguished Professor of Law and
Professor of Philosophy
University of North Carolina
Chapel Hill, North Carolina 27599
Phone: 919 962-4121

Public Service Newsletter

Public Service Newsletter: Monday, April 7, 2014

ABOUT THE PUBLIC SERVICE NEWSLETTER

The Office of Public Service Programs is here to serve students who are pursuing a career in public interest law and provide opportunities for all students to engage in the School of Law's tradition of public service. Look out for the Public Service Newsletter each Monday for information about public service career opportunities, events, resources, news, and more. View past newsletters.

Join our Facebook page | Follow us on Twitter

EVENTS AT UNC LAW

Employment and Non-Discrimination Act Discussion

Tuesday, April 8, 12:00-12:50 p.m., Room 4085

Dean Hirsch will discuss the Employment Non-Discrimination Act, which would protect employees on the basis of sexual orientation and gender identity, and the implications it would have in North Carolina if it passed. Pizza will be served.Organized by the Labor and Employment Law Society.

Immigration Law Association Elections

Tuesday, April 8, 12:00-12:50 p.m., Room 4082

Come vote and decide who will be on the new ILA board!

Public Interest Law & Pro Bono Celebration

Wednesday, April 8, 11:45 a.m.-1:00 p.m., Rotunda

UNC School of Law's Office of Public Service Programs invites you to the Annual Celebration of Pro Bono and Public Interest as we honor students, faculty, and community attorneys dedicated to public interest and pro bono service.

Summer grant recipients and pro bono award recipients will be recognized.

Lunch catered by Mediterranean Deli will be served. We look forward to seeing you!

Questions? Contact Sylvia Novinsky, Assistant Dean for Public Service Programs.

Conference on Race, Class, Gender and Ethnicity 2015 Interest Meeting

Wednesday, April 9, 12:00-12:50 p.m., Room 5042

Join the CRCGE to kick off discussions about our 2015 conference! Pizza will be served.

The Economics of the ACA: A Discussion with Dr. David Podoff

Thursday, April 10, 12:00-12:50 p.m., Room 5042

Join the American Constitution Society and the Carolina Health Law Organization for a discussion with Dr. David Podoff, currently an Adjunct Professor in the Public Policy Institute of Georgetown University, as well as in the Department of Public Policy at UNC, on the macroeconomic implications of the Affordable Care Act in light of the most recent statistics released by the Congressional Budget Office.

Dr. Podoff will be presenting, discussing, and answering questions with the help of moderator Professor Daniel Gitterman, the Thomas Willis Lambeth Distinguished Chair in Public Policy and Senior Fellow at the Global Research Institute at UNC.

FUNDING OPPORTUNITIES

Additional Public Interest Summer Grant Application Cycle Now Open

Due to an increase in summer grant funding this year, the committee is able to open up one more application cycle for those who received internship offers after March 20. This smaller cycle will be referred to as "Summer 2014" and has the same instructions as Spring 2014. This application cycle opens Monday, April 7 and the deadline is Sunday, May 4 at 11:58 p.m. Grant recipients will be notified on Wednesday, May 7.

Questions? Contact Samara Reynolds in the CDO.

To view and complete the Summer Grant Application visit My Carolina Law.

Public Interest Grant Recipient Mandatory Meeting

Monday, April 14 OR Thursday, April 17, 12:00-1:00 p.m., Room 5042

Grant recipients from the fall early decision cycle and spring decision cycle are required to attend 1 of 2 mandatory meetings which will take place on Monday, April 14 and Thursday, April 17.

Please contact Dean Novinsky with any questions.

SUMMER AND POST-GRADUATE EMPLOYMENT OPPORTUNITIES

Upcoming Government Deadlines

Below is a *sampling* of upcoming deadlines for federal government honors programs (3Ls) and summer 2014 internship programs (1Ls & 2Ls). Information about each program can be found on individual department websites, as well as in the Government Honors and Internship Handbook online. If you have questions, need application assistance, or would like to be added to the govcareers email list for relevant announcements, please contact Samara Reynolds, Government Career Counselor in the CDO.

- Florida Attorney General – Volunteer Internship Program: April 14
- Office of the Governor Texas – Texas Governor's Fellowship Program: April 15
- Arkansas Office of the Attorney General – Law Clerk Program: April 30

O'Neill Institute Accepting Applications for 2014-2015 Fellows

The O'Neill Institute for National and Global Health Law is seeking exceptionally qualified candidates to serve as O'Neill Institute Law Fellows. Housed at Georgetown University Law Center in Washington, D.C., the O'Neill Institute is a leading research institute for health law. For more details about O'Neill and its ongoing work please visit the Institute's website.

Applications should be submitted online by Friday, April 25, 2014 and must include: CV, cover letter, writing sample, professional references, official law school transcripts and other graduate school transcripts (if applicable).

Any questions about the position should be directed via email to the Institute. Read more information on the position online.

OTHER PUBLIC INTEREST EVENTS

APPLES Alternative Breaks Rural Communities Talk with Kim Pevia

Wednesday, April 9, 6:00-7:00 p.m., Student Union Room 3408 (main campus)

The APPLES Alternative Breaks - Rural Communities program will host guest speaker Kim Pevia from 6 - 7 p.m. April 9 in the Student Union, room 3408. As head of the Pembroke Chamber of Commerce, a member of the Lumbee Native American tribe and a certified life coach, Kim Pevia will share her experience growing up and engaging in community development in a low-income, rural county in North Carolina. Come to gain insight into challenges and assets of rural communities and how to be involved.

Conference on Comparative Juvenile Justice

Interested students are invited to a conference to be held at the Student Center on April 10-12. Distinguished speakers from the U.S., England/Wales, Switzerland, Germany, Italy, Canada, and India will discuss the problems faced by juvenile justice systems around the world.

Learn more about the conference at its webpage. The programs for the main conference (4/11 – 4/12) and the student conference (4/10), hosted and moderated by the UNC International and Comparative Law Organization are also available online.

Please email Lance Westerlund to reserve a spot if you are interested in attending.

One Act Hosts Bystanders Skills Training on Identity-Based and Sexual Harassment

Wednesday, April 16, 5:00-7:00 p.m., Student Union Room 2422 (main campus)

One Act will host a two-hour follow-up program to its bystander skills training called Beyond Bullying: How Bystanders Can Prevent Identity-Based and Sexual Harassment. The next training is scheduled for 5 -7 p.m. April 16, in the Student Union, room 2422. Food will be provided. RSVP via email by Wednesday, April 9.

CURRENT PRO BONO OPPORTUNITIES

Projects are posted on the Pro Bono Board near the mailboxes. Students can sign up for projects on the Pro Bono Board or email @gmail.com

Interest Meeting for Center for Civil Rights Summer Pro Bono Projects

Tuesday, April 8, 12:00-1:00 p.m., Room 4004

The Center for Civil Rights will offer two pro bono projects this summer. Come hear more about the projects from the Center's Managing Attorney, Mark Dorosin.

Contact Sylvia Novinsky to sign up. You do not have to attend the interest meeting to sign up. Detailed descriptions of the projects can be found on the calendar posting for this interest meeting on My Carolina Law.

Innocence Project Case Review Meeting

Tuesday, April 8, 5:00-6:30 p.m., Room 5003

This is the end-of-semester meeting for students who worked on cases for the Innocence Project in Spring of 2014 to review those cases with the NCCAI.

Naturalization Clinic Training

Wednesday, April 9, 6:00-7:30 p.m., Room 4004

Juliana Cabrales, NC Program Manager of Civic Engagement with the NALEO Educational Fund will be facilitating a training session for law students participating in the Naturalization Clinic to be held on Saturday, April 11. The training will focus on the Application for Naturalization, N-400 Form, and its recent changes. More specifically, Ms. Cabrales will be covering how to fill out the form, how to identify red flags, what the eligibility requirements are, and will be covering best practices for the group processing model for these naturalization clinics.

To add items or provide feedback, please contact Sylvia Novinsky, Assistant Dean for Public Service Programs, or Public Service Fellow.

From: Bortz, Conrad <cbortz@email.unc.edu>
Sent: Monday, April 7, 2014 2:30 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: 1st draft - Directors & Boards E-Briefing April 2014: Running a Compelling Board Retreat - 3

BROADENING CORPORATE BOARD DIVERSITY: EARNING A BOARD SEAT: MAY 28, 2014, CHAPEL HILL
This program was held for the first time in 2006, and has been repeated annually since then. Enrollment is limited and based upon application. Priority for enrollment will be given to applicants from sponsoring entities. Topics include; the job of a director, the skills needed and how to develop them; realistic approaches to advancing your candidacy for a board of directors' position; diverse directors in non-diverse settings; and evaluating companies and opportunities. The event proceeds support our initiative to encourage boards of directors of public companies to increase their gender, racial, and ethnic diversity. We also maintain a computerized database of potential diverse directors (many from this program). Corporate nominating committees are invited to contact UNC's Director Diversity Initiative to identify board candidates from this database.
Please visit https://ddi.law.unc.edu/programs/ for more information, sponsorship details, and an application to participate.
Select success stories of individuals who attended programs sponsored by the Director Diversity Initiative and were later appointed or elected to board seats of corporations, nonprofits, or government commissions: https://ddi.law.unc.edu/successes/.

From: Broome, Lissa L
Sent: Saturday, April 05, 2014 4:56 PM
To: Bortz, Conrad
Subject: FW: Directors & Boards E-Briefing April 2014: Running a Compelling Board Retreat - 3
Please draft a short notice that we could send to this magazine to promote our May 28 program. Let me review it before you send it in.
Thanks,
LB

From: Directors & Boards Magazine [mailto:dshaw@mr35.mr.bmdeda99.com] **On Behalf Of** Directors & Boards Magazine
Sent: Wednesday, April 02, 2014 11:42 AM
To: Broome, Lissa L
Subject: Directors & Boards E-Briefing April 2014: Running a Compelling Board Retreat

Having trouble viewing this email? click here

Directors & Boards eBriefing

From Jim Kristie | Article of the Month | Columnist | Bonus Content | Calendar | News

Volume 11, Number 4 • April 2014

Directors & Boards Director Education Webinar Series

NEW!

What Directors Need to Know About Crisis Management

Originally broadcast Tuesday, March 25, 2014

Analytics and the Board: Using Big Data to Detect and Manage Risk

Originally Broadcast January 16, 2014

Current Issue

Articles Archive

Back Issues

Subscribe to *Directors &*

From Jim Kristie

'Cover Your Downside'

And other top 5 priorities for being successful in business, from a Business Leader of the Year

By Jim Kristie

Ira Lubert is a good friend of **Directors & Boards** Publisher Robert Rock and his family, so we were pleased that he was honored as Business Leader of the Year by Drexel University's LeBow College of Business. Nearly 400 people attended the Feb. 27 luncheon at which he received the award.

Lubert is co-founder of Philadelphia-based Independence Capital Partners LLC, a family of private equity and real estate investment funds. At the award event he shared with the audience his Top 5 priorities to being successful in business. I am happy to share them with our e-Briefing readers:

One: "Be a great listener. You can't learn much when you're talking. When I take over a troubled company, the first thing I do is listen to the employees, not the owners. I promise you there's somebody in that company who knows what went wrong."

Two: "Learn to become a great loser. That's the only way you can become a good winner."

Three: "Anybody with money can be an investor. Make sure you take smart money. Look to partner with what I call 'best of breed people'—people who have demonstrated success on a consistent basis throughout their lives. My business model allows these 'best of breed people' to own a majority of their businesses, because I am very comfortable with a meaningful but minority piece of the investment. Among my partners' positive traits they must have these four, the four that I call 'Jacks or Better': they must be honest, ethical, committed, and capable. Over the years, I have deviated from this principle on a couple of occasions and the result has always been disappointing and stressful."

Directors & Boards

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Four: "Cover your downside. Make money when you invest in something, instead of hoping you'll make money when you sell."

And Five: "I've learned over the years that 'knowledge is power.' Whatever the task is, learn all you can about it. Study all of the issues."

Lubert concluded, "These are the five lessons that have worked well for me over the years. And even then, I needed a lot of luck. There are thousands of hard-working people somewhere in the world who could have been me but didn't have the same breaks I did."

As always, I welcome your comments at jkristie@directorsandboards.com.

Click here to read the entire article.

***

Please join me and owners, directors and advisory board members of more than 60 private companies for the second annual Private Company Governance Summit, to be held May 7-9, 2014, at the Dupont Circle Hotel in Washington, DC. We have a great array of director speakers, and session topics include: Best practices for the successful private board meeting; Governance for family-controlled companies; The use and value of advisory boards; Committees for private company boards; Private board composition, evaluation and compensation. This is the only national conference focused exclusively on the unique governance challenges of privately-owned businesses, including closely-held companies, family-owned companies and private equity-owned companies, and I'm sure you'll get much out of attending. Click here to learn more and to register.

Article of the Month

Running a Compelling Board Retreat

The 'local' board retreat can be a model for expanding a board's perspective.

By David Porteous, lead director for Huntington Bancshares Inc.

The annual corporate board retreat is a longstanding tradition that is routinely hosted at a resort. There boards often hammer out the company's updated strategies as they relax and play golf in the sun. While a retreat in a popular vacation spot can be a welcome reward for hardworking board members, it may also be a missed opportunity.

The 11-member board of the Columbus, Ohio-based Huntington Bank has taken a different approach: We go local. We believe this tactic provides long-term benefits, which can boost the bank's reputation and help to drive and sustain its growth.

We host our annual retreats in one of our 11 markets that span across West Virginia, western Pennsylvania, Ohio, Michigan, Indiana and northern Kentucky. To an international board that oversees offices stretching from Hong Kong to London, the distinctions between Detroit and Cincinnati might not seem stark enough to require a meeting in each one.

Nevertheless, we have found that hosting a retreat in one of our Midwestern cities is a tremendous learning opportunity and has a significant impact on our strategic planning process and long-term vision.

Commitment to That Market
It also underscores for local stakeholders—including customers and colleagues—our commitment to a market. Moreover, it allows us to discover firsthand how business is being conducted in a region because during the retreat we seek the feedback of customers, colleagues, community leaders, and local elected officials. These perspectives can be critical in influencing and shaping Huntington's direction—the very reason for a board retreat.

Click here to read the entire article. | *Return to top of page*

Columnist

A Russia Story

When Pepsi-Cola entered the Soviet Union, as remembered by Donald Kendall.

Editor's Note: Russia's annexation of Crimea last month prompted a dip into the Directors & Boards archives. The following is an excerpt from an interview that Publisher Robert Rock and Editor James Kristie had with Donald Kendall, who engineered PepsiCo's breakthroughs into the Eastern European and Soviet Union marketplaces. (He is famously pictured in a photo serving Pepsi to Soviet Premier Nikita Khrushchev and U.S. Vice President Richard Nixon at an historic U.S. Exhibition in Moscow in 1959.) Kendall was chairman of the executive committee of PepsiCo at the time of the interview in his office at company headquarters in Purchase, N.Y., in the fall of 1990. For a complimentary copy of the full article interview with Kendall email James Kristie at jkristie@directorsandboards.com.

Directors & Boards: What impressions of Moscow in 1959 have stuck with you?

Donald Kendall: A lot of people go to the Soviet Union today and talk about how terrible it is. Compared with 1959, it's not terrible. They've made a tremendous amount of progress—not in our terms, but you can't compare the U.S. or Western Europe with the Soviet Union. You have to go back and look at what they had during the 1950s and at what they have today. A lot of changes have been made. The hotel where I stayed had a statue of Stalin out front. The hotel is still there, but now Stalin is gone. Lenin is even disappearing in some places. Up until a few years ago, there were communist signs and slogans all over the place, and those are disappearing. And, of course, the people are more open. Before, people were very guarded in their conversation. You couldn't get people to really talk, and you had to be very careful when negotiating. That is not true today.

Is it easier to do business in the Soviet Union today than in years past?

Dealing in a democracy in the Soviet Union today is much more difficult. Before, you had a Foreign Trade Ministry where all the decisions were made. It was centralized control, so it was easy. They destroyed what they had before—a command centralized economy—but it hasn't gone from there down below. People are negotiating out in the republics, through the central system and the republics, and in the cities. If you don't know your way around, it's difficult to find out who you should talk to and who can make a decision.

Read the entire article. | *Return to top of page*

Q&A With Steve Wallenstein on Private Company Governance

Director of the Directors' Institute at the Robert H. Smith School of Business at the University of Maryland

Public companies have a well defined corporate governance structure that makes for certain uniformity among governance practices. What about the corporate governance of private companies?

You need to distinguish between private companies owned by venture capital or private equity groups (PEGs) and all other private companies. Companies owned by PEGs generally have a separation of ownership from management (although Partners in PEGs often serve in management roles early on, for example as acting CEO), and in some respects are managed more like public companies. PEG private companies may be more likely to have independent directors (members of the PEG or outside consultants brought in as board members). In addition they tend to have more active boards as well as frequent board meetings (expecting periodic reports and a willingness to quickly replace a CEO or other management who are not performing), audits of financial statements, and the use of compensation professionals. Private companies that are not PEG owned are generally family owned or controlled and this leads to a number of challenges.

What are some of the governance challenges facing family controlled companies?

The board may be dominated by members of the family and/or management. So the first challenge is to have truly independent board members in sufficient numbers to make a difference. Second, most family-owned private company boards do not have formal committees, such as audit, compensation and nominating committees. These functions tend to be minimized or overlooked, or done on an ad hoc basis by the entire board. Third, many private companies do not have independently audited financial statements. The statements are often not even reviewed by the board, which raises a series of issues in its own right.

Read the entire article. | *Return to top of page*

Q&A With Chester J. Hosch on Corporate Compliance Programs

Partner in the Corporate and Tax Practice at Burr & Forman LLP (Atlanta).

Because an effective corporate compliance program is an essential component of internal controls for uncovering and preventing ethical lapses and criminal violations, smart companies are prudently adopting these programs. However, it is not enough to merely implement the program. It is also essential for the program to be properly and competently administered and maintained.

What are the fundamentals of any corporate compliance program?

An effective corporate compliance program promotes a culture of ethical conduct and compliance with the law, and incorporates the following:

- Risk identification and assessment;
- Standards, procedures, policies and controls;
- Leadership commitment;
- Communication, guidance and training;
- Monitoring, auditing and review; and
- Discipline and reporting.

What common mistakes arise during implementation?

Failure to identify/quantify all material risks. The U.S. Department of Justice and the Enforcement Division of the U.S. Securities and Exchanges Commission, in its Resource Guide to the U.S. Foreign Corrupt Practices Act, suggests that t the outset, it is imperative that the organization identify and quantify all material risks inherent to the business of the organization.

However, many organizations fail to invest the time and resources in this effort. Instead, they focus their programs on a single area of compliance to the exclusion of others.

Read the entire article. | *Return to top of page*

Calendar

April 8-11, 2014
The Directors' Consortium, a joint collaboration of the Stanford Graduate School of Business, the Rock Center for Corporate Governance at Stanford, University of Chicago Booth School of Business, and Tuck School of Business at Dartmouth, will conduct an intensive program offering "powerful new insights on corporate board leadership." Senior faculty from these world-class institutions will present leading edge strategies, innovative frameworks, and proven best practices for making better-informed board decisions in today's business environment. The program will be held on the Stanford campus. For information, visit www.directorsconsortium.com

April 9, 2014
Drexel University's Center for Corporate Governance at the LeBow College of Business presents Director's Dialogue, a highly interactive session that brings together public company leadership and board members to focus on critical issues facing boards. This year's theme is "Long-Term Strategy for a Short-Term World." Topics include: "Alignment of Private Equity and Public Company Governance"; "Impact of Technology on a Company: What Boards Should Know"; and "Sustainability: Stakeholder vs. Stockholder." Speakers include Jack Brennan, chairman emeritus and senior advisor, The Vanguard Group; Daniel Gallagher, commissioner, U.S. Securities and Exchange Commission; Lon Greenberg, nonexecutive chairman, UGI Corp.; Donald E. Morel Jr., chairman, president and CEO of West Pharmaceutical Services; and David

Yost, director of Bank of America, ITT Exelis, Marsh & McLennan, and Tyco International. Denise Morrison, president and CEO of Campbell Soup Co. will give the keynote speech at the dinner that closes the conference. For more information, contact Tamika Washington at tamikaw@drexel.edu or visit here.

April 22, 2014
The John L. Weinberg Center for Corporate Governance at the University of Delaware will be co-sponsoring a roundtable with the Center for Audit Quality. The program, to be held at the university, will be based on the recent report issued by a group of corporate governance and policy organizations. "Enhancing the Audit Committee ReportÑA Call to Action." The Audit Committee Collaboration calls on audit committees of public companies of all sizes and industries to proactively strengthen their public disclosures in order to more effectively convey to investors and others the critical aspects of the important work that audit committees currently perform. The program is targeted to directors, including audit committee chairs and members; in-house and outside counsel; internal accounting and auditing personnel; corporate secretaries; and investors. For more information, visit www.auditcommitteecollaboration.org

April 27-30, 2014
RIMS (Risk and Insurance Management Society Inc.) is holding its 2014 Annual Conference and Exhibition in Denver. Launched in 1963, RIMS Annual Conference & Exhibition attracts some 10,000 risk and insurance professionals at all experience levels, business executives with risk management interests, brokers, insurers and service providers for the ultimate educational and networking experience. The four-day event offers educational sessions, keynote presentations, special events, and an expansive exhibit hall. The opening keynoter will be Jordan Belfort, inspiration for the movie, "The Wolf of Wall Street." To register or for more information,click here.

April 30, 2014
Women in the Boardroom is hosting a New York City Signature Event to discuss "Six Years After the Economic Crisis of 2008: Lessons Learned Across Industry and the Impact on Conversations In the Boardroom." Join an impressive line-up of panelists for a lively discussion. Panelists include Mary Ann Cloyd, partner and leader of the Center for Board Governance at PwC; Sherry Smith, board member of Deere & Co. and former EVP and CFO of SuperValu; and Nadia Damouni, corporate board correspondent for Thomson Reuters. Networking, wine and hors d'oeuvres to follow the 3 pm start of the program. For more details, visit here.

May 7-9, 2014
The Private Company Governance Summit (PCGS) 2014 is the only national conference focused exclusively on the unique governance challenges of privately-owned businesses, including closely-held companies, family-owned companies and private equity-owned companies. PCGS 2014 is ideal for: Private and public company directors and advisory board members, private company and family-owned company owners, shareholders and investors, and private equity-owned company investors and managers. The conference will be held in Washington, D.C. For more information, visit the conference website.

See more events of interest to directors. | *Return to top of page*

news

Insider Trading: Over the past three years the Securities and Exchange Commission has filed more insider trading enforcement actions than in any other three-year period in its history. With high-profile cases and a continued focus on enforcement, King & Spalding has released "Fine-Tuning Your Insider Trading Policy." The report highlights key areas that companies may want to reevaluate to ensure compliance. Click here for a copy.

Proxy Advisors: Vestar Capital Partners has entered into a definitive agreement to purchase Institutional Shareholder Services (ISS), a leading provider of corporate governance solutions to the global financial community, from MSCI Inc., for $365 million. For more details click here.

Fraud Risks: ACL Services predicts record FCPA violation penalties in 2014, totaling in excess of $100 Million. To keep companies informed, ACL has released a list of the top fraud risks companies should scrutinize. These risks include fraud to mask bribery, inflated performance in the financial services sector, and asset and revenue deception within financial statements. See the full report here.

Women Leaders: A new Catalyst report, "Women in the World,"

shows that advancing women's employment status globally has a powerful ripple effect, benefitting families, communities, workplaces, economies and societies at large. The report, which analyzes data from a variety of sources, looks at three important trends, including aging populations, access to education and progress toward equality. Despite the progress women have made in leadership roles, that progress has slowed, according to the report. Read the full report here.

Read more news. | *Return to top of page*

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1845 Walnut Street, Ste 900 , Philadelphia, PA, 19103

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From: Westerlund, Lance S <lancew@unc.edu>
Sent: Monday, April 7, 2014 3:13 PM
To: Bortz, Conrad <cbortz@email.unc.edu>
Cc: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Forms for ABCs/Banking Speakers
Attach: TravelReimburseForm-2014ABCsBI-fill.pdf; Teachers Form 2014 Bank.pdf; Teachers Form 2014 ABC.pdf; TravelReimburseForm-2014ABCsBI-fill.pdf

---

Hi Conrad,
I've attached the travel reimbursement and CLE credit forms to forward on to your presenters. Please note that the mileage reimbursement rate went down a few months ago (in case you're using a form from last year).
Thanks,
Lance

Lance Westerlund
Conference and Special Events Coordinator
UNC School of Law
Office of Continuing Legal Education
University of North Carolina at Chapel Hill
Campus Box #3380
Chapel Hill, NC 27599 USA
Phone: (919) 962-1679
Fax: (919) 962-1277
Email: lancew@unc.edu

The University of North Carolina School of Law

2013 Banking Institute/ABCs of Banking

April 2- 4, 2014

Reimbursement Form

TRANSPORTATION

Airfare – *coach class only* **(attach copy of ticket receipt)** $_____

Auto Round Trip From_____ to _____
= (# miles) _____ x $.565 per mile $_____

Taxi /airport shuttle/airport parking **(attach copy of receipts)** $_____

_____ $_____
_____ $_____
_____ $_____
_____ $_____

MEALS

Itemize and indicate date **(attach copy of receipts)**

_____ $_____
_____ $_____
_____ $_____
_____ $_____

LODGING

Hotel room charges were charged to the Ritz-Carlton. $_____

TOTAL EXPENSES $_____
0

I understand that I am required to provide on this form my social security number so that UNC-Chapel Hill can satisfy its tax obligations under the North Carolina and federal laws. Unless I have stricken through this sentence and put my initials beside this sentence, I voluntarily permit UNC-Chapel Hill also to use my social security number as a personal identifier for internal record-keeping and data processing operations of UNC-Chapel Hill.

NAME: _____ DATE _____

SIGNATURE: _____

SOCIAL SECURITY NUMBER: _____-_____-_____

HOME ADDRESS: _____

_____

_____

PHONE: _____

FAX: _____

EMAIL: _____

RETURN TO:

UNC Office of CLE
CB#3380 160 Ridge Road
Chapel Hill, NC 27599-3380
Phone: 919-962-1679
Fax: 919-843-7779
Email: unclawcle@unc.edu

THE NORTH CAROLINA STATE BAR
BOARD OF CONTINUING LEGAL EDUCATION
217 East Edenton Street, Post Office Box 26148
Raleigh, NC 27611
(919) 733-0123

TEACHER'S APPLICATION FOR CLE CREDIT

NOTE: Activity must be approved for CLE credit before teaching credit can be awarded. If activity has not been previously approved, also prepare a Bar Member's Application for CLE Credit (Form 3).

1. Name of Teacher:_____ Telephone: (_____)_____

2. NC State Bar Membership Number:_____ _____ E-mail: _____

3. Address:_____

4. Name of Sponsor of CLE Activity: UNC School of Law

5. Name of Sponsor Contact: Lance S. Westerlund Telephone: ( ) 919-962-1679

6. Address of Sponsor: Campus Box 3380 160 Ridge Road Chapel Hill, NC 27514

7. Exact Title of CLE activity: UNC Banking Institute

8. How long was the teacher's presentation: _____ minutes

9. Requested Number of CLE Hours for Teaching or Serving on a Panel (Complete part A, B, or both):

   A. Initial Presentation: Exact Date: 4/3/14 - 4/4/14 Location (city, state/country): The Ritz Carlton, Charlotte, NC
   Has this CLE activity been approved for credit? ☒ Yes ☐ No – Submit Application for CLE Credit.

   _____ Minutes/Ethics/Professional Responsibility/Professionalism ÷ 10 = _____ Hours
   _____ Minutes/Substance Abuse/Mental Health Awareness ÷ 10 = _____ Hours
   _____ Minutes/General (any substantive law topics that do not qualify above) ÷ 10 = _____ Hours
   _____ Minutes/Total (please round downward to the nearest ¼ of an hour) ÷ 10 = _____ Hours

   B. Repeat Presentation: Exact Date: _____ Location (city, state/country):_____
   Has this CLE activity been approved for credit? ☐ Yes ☐ No – submit Application for CLE Credit.

   _____ Minutes/Ethics/Professional Responsibility/Professionalism ÷ 20 = _____ Hours
   _____ Minutes/Substance Abuse/Mental Health Awareness ÷ 20 = _____ Hours
   _____ Minutes/General (any substantive law topics that do not qualify above) ÷ 20 = _____ Hours
   _____ Minutes/Total (please round downward to the nearest ¼ of an hour) ÷ 20 = _____ Hours

10. Requested Number of CLE Hours for Attending Other Portions of the Program:

   _____ Minutes/Ethics/Professional Responsibility/Professionalism ÷ 60 = _____ Hours
   _____ Minutes/Substance Abuse/Mental Health Awareness ÷ 60 = _____ Hours
   _____ Minutes/General (any substantive law topics that do not qualify above) ÷ 60 = _____ Hours
   _____ Minutes/Total (please round downward to the nearest ¼ of an hour) ÷ 60 = _____ Hours

11. Total Hours requested **for teaching and attendance** (9A + 9B +10):
   Ethics/Professional Responsibility/Substance Abuse Hours = _____ Hours
   Substance Abuse/Mental Health Awareness Hours = _____ Hours
   Total General Hours = _____ Hours
   Total CLE Hours = _____ Hours

12. In the event that the sponsor of the CLE activity does not pay the NC State Board of CLE fee of $3.00 per total number of CLE hours (teaching and non-teaching) for which credit is sought, the Teacher agrees to pay these fees when billed. See reverse for fee information.

13. The teacher represents that to his or her knowledge this CLE activity (A) complied with the Continuing Legal Education Rules and Regulations including any amendments thereto, and (B) has not been previously disapproved by the Board of Continuing Legal Education.
   Date:_____ Teacher's Signature:_____

CONTINUED ON BACK

TEACHING FOR CLE CREDIT

As a contribution for professionalism, attorneys may earn CLE credit for teaching in approved continuing legal education activities. Presentations accompanied by thorough, high quality, readable and carefully prepared written materials will qualify for CLE credit on the basis of one (1) hour for each ten (10) minutes of presentation. Repeat presentations qualify for one-half of the credits available for the initial presentation. A teacher may also receive credit on an hour-for-hour basis for attending portions of the CLE activity other than those for which teaching credit is earned, but may not receive both attendee credit and teaching credit for the portion he or she teaches. Attorneys who participate in panels as part of approved continuing legal education activities earn credit at the same rate as teachers.

CONTENT AND TIME REQUIREMENTS

1. North Carolina uses a 60-minute hour. That is, 60 minutes are required to equal one CLE credit hour.

2. Only the time of actual instruction counts toward CLE credit hours.

3. Question and answer sessions are considered actual instruction and may be included for CLE credit provided such question and answer sessions do not exceed 15 minutes per CLE credit hour. For example, a program approved for 4 total CLE credit hours may include up to 1 hour of questions and answers.

4. No complete CLE activity may be less than 30 minutes in length. However, a program may include individual topics of less than 30 minutes in length.

5. CLE credit, when converted from minutes to hours, will be rounded **down** to the nearest quarter-hour.

6. CLE credit is not given for:
   - Introductory remarks
   - Breaks
   - Business meetings
   - Personal development programs
   - Presentations on marketing a law practice or client development
   - Speeches in connection with banquets or other events that are primarily social
   - Demonstrations of services or products with intent to sell

7. Note, in reference to instruction in **professional responsibility/ethics/professionalism,** that programs so classified may **not** include topics such as attorney fees, client development, communication skills, etc., except to the extent that professional responsibility is directly discussed in connection with such topics.

8. All activities, including computer programs, must be either live or interactive. No credit will be given for self-study. Video presentations must be scheduled for a minimum of three attorneys.

FEES

The NC State Bar Board of CLE currently charges a fee of $3.00 per credit hour per attorney.

The Sponsor pays the fee in the following circumstances:
- Approved activity is presented in North Carolina.
- Sponsoring organization is based in North Carolina, regardless of where the approved activity is presented.

The Sponsor has the option of paying the fee in the following circumstances:
- Approved activity is offered without charge to attendees, regardless of where the approved activity is presented.
- Approved activity is offered by sponsor based outside North Carolina **and** is presented outside North Carolina.

When a Sponsor does not pay fee, the North Carolina State Bar will bill attorneys directly for hours attended.

FOR MORE INFORMATION ON CLE REQUIREMENTS VISIT:

www.nccle.org

THE NORTH CAROLINA STATE BAR
BOARD OF CONTINUING LEGAL EDUCATION
217 East Edenton Street, Post Office Box 26148
Raleigh, NC 27611
(919) 733-0123

TEACHER'S APPLICATION FOR CLE CREDIT

NOTE: Activity must be approved for CLE credit before teaching credit can be awarded. If activity has not been previously approved, also prepare a Bar Member's Application for CLE Credit (Form 3).

1. Name of Teacher:_____ Telephone: (_____)_____

2. NC State Bar Membership Number:_____ _____ E-mail: _____

3. Address:_____

4. Name of Sponsor of CLE Activity: UNC School of Law

5. Name of Sponsor Contact: Lance S. Westerlund Telephone: ( ) 919-962-1679

6. Address of Sponsor: Campus Box 3380 160 Ridge Road Chapel Hill, NC 27514

7. Exact Title of CLE activity: ABCs of Banking Law: Get the Basics

8. How long was the teacher's presentation: _____ minutes

9. Requested Number of CLE Hours for Teaching or Serving on a Panel (Complete part A, B, or both):

   A. Initial Presentation: Exact Date: 4/2/14 Location (city, state/country): Mayer Brown, Charlotte, NC
   Has this CLE activity been approved for credit? ☒ Yes ☐ No – Submit Application for CLE Credit.

   _____ Minutes/Ethics/Professional Responsibility/Professionalism ÷ 10 = _____ Hours
   _____ Minutes/Substance Abuse/Mental Health Awareness ÷ 10 = _____ Hours
   _____ Minutes/General (any substantive law topics that do not qualify above) ÷ 10 = _____ Hours
   _____ Minutes/Total (please round downward to the nearest ¼ of an hour) ÷ 10 = _____ Hours

   B. Repeat Presentation: Exact Date: _____ Location (city, state/country):_____
   Has this CLE activity been approved for credit? ☐ Yes ☐ No – submit Application for CLE Credit.

   _____ Minutes/Ethics/Professional Responsibility/Professionalism ÷ 20 = _____ Hours
   _____ Minutes/Substance Abuse/Mental Health Awareness ÷ 20 = _____ Hours
   _____ Minutes/General (any substantive law topics that do not qualify above) ÷ 20 = _____ Hours
   _____ Minutes/Total (please round downward to the nearest ¼ of an hour) ÷ 20 = _____ Hours

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   _____ Minutes/Ethics/Professional Responsibility/Professionalism ÷ 60 = _____ Hours
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13. The teacher represents that to his or her knowledge this CLE activity (A) complied with the Continuing Legal Education Rules and Regulations including any amendments thereto, and (B) has not been previously disapproved by the Board of Continuing Legal Education.
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CONTINUED ON BACK

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   - Breaks
   - Business meetings
   - Personal development programs
   - Presentations on marketing a law practice or client development
   - Speeches in connection with banquets or other events that are primarily social
   - Demonstrations of services or products with intent to sell

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FOR MORE INFORMATION ON CLE REQUIREMENTS VISIT:

www.nccle.org

The University of North Carolina School of Law

2013 Banking Institute/ABCs of Banking

April 2- 4, 2014

Reimbursement Form

TRANSPORTATION

Airfare – *coach class only* **(attach copy of ticket receipt)** $_____

Auto Round Trip From_____ to _____
= (# miles) _____ x $.565 per mile $_____

Taxi /airport shuttle/airport parking **(attach copy of receipts)** $_____

_____ $_____
_____ $_____
_____ $_____
_____ $_____

MEALS

Itemize and indicate date **(attach copy of receipts)**

_____ $_____
_____ $_____
_____ $_____
_____ $_____

LODGING

Hotel room charges were charged to the Ritz-Carlton. $_____

TOTAL EXPENSES $_____
0

I understand that I am required to provide on this form my social security number so that UNC-Chapel Hill can satisfy its tax obligations under the North Carolina and federal laws. Unless I have stricken through this sentence and put my initials beside this sentence, I voluntarily permit UNC-Chapel Hill also to use my social security number as a personal identifier for internal record-keeping and data processing operations of UNC-Chapel Hill.

NAME: _____ DATE _____

SIGNATURE: _____

SOCIAL SECURITY NUMBER: _____-_____-_____

HOME ADDRESS: _____

_____

_____

PHONE: _____

FAX: _____

EMAIL: _____

RETURN TO:

UNC Office of CLE
CB#3380 160 Ridge Road
Chapel Hill, NC 27599-3380
Phone: 919-962-1679
Fax: 919-843-7779
Email: unclawcle@unc.edu

From: Rizzo, Deborah <Deborah.Rizzo@dechert.com>
Sent: Monday, April 7, 2014 3:22 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Expense Form ...

Lissa, somehow, someway, the expense form has disappeared. Would you be kind enough to send another one? I would be very grateful. Thanks so much.

Deborah A. Rizzo
Legal Secretary
Dechert LLP
1900 K Street, NW
Washington, DC 20006-1110
+1 202 261 7980 Direct
deborah.rizzo@dechert.com
www.dechert.com

This e-mail is from Dechert LLP, a law firm, and may contain information that is confidential or privileged. If you are not the intended recipient, do not read, copy or distribute the e-mail or any attachments. Instead, please notify the sender and delete the e-mail and any attachments. Thank you.

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 4/7/2014 8:12:47 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: FY15 budget meeting
Location: Lissa's office

Start: 4/9/2014 8:00:00 PM
End: 4/9/2014 8:30:00 PM
Show Time As: Tentative

Required Attendees: Broome, Lissa L

From: Bortz, Conrad <cbortz@email.unc.edu>
Sent: Monday, April 7, 2014 4:14 PM
To: Broome, Lissa L <lbroome@email.unc.edu>; Westerlund, Lance S <lancew@unc.edu>
Subject: RE: Forms for ABCs/Banking Speakers
Attach: TravelReimburseForm-2014ABCsBI-fill.pdf

Hi Lissa,
Lance fixed it:

From: Broome, Lissa L
Sent: Monday, April 07, 2014 4:13 PM
To: Westerlund, Lance S; Bortz, Conrad
Subject: RE: Forms for ABCs/Banking Speakers
Hi Lance -- We will distribute after you update the year of the Banking Institute. Thanks!
Lissa

From: Westerlund, Lance S
Sent: Monday, April 07, 2014 3:13 PM
To: Bortz, Conrad
Cc: Broome, Lissa L
Subject: Forms for ABCs/Banking Speakers
Hi Conrad,
I've attached the travel reimbursement and CLE credit forms to forward on to your presenters. Please note that the mileage reimbursement rate went down a few months ago (in case you're using a form from last year).
Thanks,
Lance

Lance Westerlund
Conference and Special Events Coordinator
UNC School of Law
Office of Continuing Legal Education
University of North Carolina at Chapel Hill
Campus Box #3380
Chapel Hill, NC 27599 USA
Phone: (919) 962-1679
Fax: (919) 962-1277
Email: lancew@unc.edu

The University of North Carolina School of Law

2014 Banking Institute/ABCs of Banking

April 2- 4, 2014

Reimbursement Form

TRANSPORTATION

Airfare – *coach class only* **(attach copy of ticket receipt)** $_____

Auto Round Trip From_____ to _____
= (# miles) _____ x $.565 per mile $_____

Taxi /airport shuttle/airport parking **(attach copy of receipts)** $_____

_____ $_____
_____ $_____
_____ $_____
_____ $_____

MEALS

Itemize and indicate date **(attach copy of receipts)**

_____ $_____
_____ $_____
_____ $_____
_____ $_____

LODGING

Hotel room charges were charged to the Ritz-Carlton. $_____

TOTAL EXPENSES $_____
0

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NAME: _____ DATE _____

SIGNATURE: _____

SOCIAL SECURITY NUMBER: _____-_____-_____

HOME ADDRESS: _____

_____

_____

PHONE: _____

FAX: _____

EMAIL: _____

RETURN TO:

UNC Office of CLE
CB#3380 160 Ridge Road
Chapel Hill, NC 27599-3380
Phone: 919-962-1679
Fax: 919-843-7779
Email: unclawcle@unc.edu

From: Norton, Molly <mbnorton@unc.edu>
Sent: Monday, April 7, 2014 4:18 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Your meeting with Bubba

Hi Lissa,
I just wanted to reconfirm your meeting with Bubba tomorrow at 10:00am. As a heads up, I will be out of town tomorrow so I won't be here, but Bubba will. Bubba is meeting with Michelle prior to you so if his office door is closed when you arrive, he is likely still meeting with Michelle.
Thanks,
Molly

Molly Norton
Executive Assistant to
Athletic Director Bubba Cunningham
The University of North Carolina
P.O. Box 2126
Campus Box 8500
Chapel Hill, NC 27515
919-962-8200 (phone)
919-962-7490 (fax)
mbnorton@unc.edu
Go Heels!

From: Norton, Molly <mbnorton@unc.edu>
Sent: Monday, April 7, 2014 4:23 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: Your meeting with Bubba

Thanks, Lissa.

From: Broome, Lissa L
Sent: Monday, April 07, 2014 4:23 PM
To: Norton, Molly
Subject: RE: Your meeting with Bubba
Thanks for the heads up. I will be there at 10:00 tomorrow.
Lissa

From: Norton, Molly
Sent: Monday, April 07, 2014 4:18 PM
To: Broome, Lissa L
Subject: Your meeting with Bubba
Hi Lissa,
I just wanted to reconfirm your meeting with Bubba tomorrow at 10:00am. As a heads up, I will be out of town tomorrow so I won't be here, but Bubba will. Bubba is meeting with Michelle prior to you so if his office door is closed when you arrive, he is likely still meeting with Michelle.
Thanks,
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Molly Norton
Executive Assistant to
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P.O. Box 2126
Campus Box 8500
Chapel Hill, NC 27515
919-962-8200 (phone)
919-962-7490 (fax)
mbnorton@unc.edu
Go Heels!

From: echo360@unc.edu
Sent: Monday, April 7, 2014 4:31 PM
To: Story, Charles E <cstory@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Subject: Echo Available: 275 (1) (Broome-Secured Transactions-s14) Spring 2014, 2014-04-07 14:05

Blended learning and lecture capture provided by Echo360.

Term Spring 2014
Course 275 (1)
Section s14
Captured 2014-04-07 14:05

Your recording has been processed and your media is ready. Please visit the EchoCenter Course Portal to review your course media and monitor student usage.

Note: Any media marked as Initially Unavailable will need to be made Available (on the EchoServer) before students can view it.

Thank you.

EchoCenter Course Portal

https://lawecho360.ad.unc.edu:8443/ess/portal/section/6eb5f7ea-e98d-4098-904a-8676d73ee7eb

---

Echoes

Rich Media Playback: https://lawecho360.ad.unc.edu:8443/ess/echo/presentation/35a7cc8c-407e-4c5b-80c6-170a6b48f226

Vodcast Playback: https://lawecho360.ad.unc.edu:8443/ess/echo/presentation/35a7cc8c-407e-4c5b-80c6-170a6b48f226/media.m4v

Podcast Playback: https://lawecho360.ad.unc.edu:8443/ess/echo/presentation/35a7cc8c-407e-4c5b-80c6-170a6b48f226/media.mp3

Blended learning and lecture capture provided by Echo360.
For additional resources, research and tools for Blended Learning, click HERE.

From: Orth, John V <jvorth@email.unc.edu>
Sent: Monday, April 7, 2014 4:51 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: McLean, Susan <mcleanm@email.unc.edu>; Mann, Kelly <kmmann@email.unc.edu>
Subject: RE:[law_faculty] Invitation for Reunion Weekend

Susan & Kelly:
I'm presenting the CLE at 10:00, so I'll be there -- and stay for the dean's remarks and picnic. Do I need to do anything to register?
John V. Orth
William Rand Kenan, Jr. Professor of Law
University of North Carolina
Chapel Hill NC 27599-3380
USA

From: Jensen, Kris
Sent: Thursday, April 03, 2014 10:54 AM
To: The law_faculty mailing list
Cc: McLean, Susan; Mann, Kelly
Subject: [law_faculty] Invitation for Reunion Weekend
Dear Faculty,
Last week, you received an invitation in your mailboxes to participate in our inaugural spring Reunion Celebration. The UNC Law Alumni Association is pleased to share with you this new beginning to a proud tradition. By moving our class reunions to the spring, we are able to offer a much wider variety of opportunities and activities and we invite you to participate. You may see a complete schedule of events by visiting the schedule on our web page:
http://www.law.unc.edu/alumni/weekend/schedule/
Below are a few event highlights that will provide the best opportunity to meet and reunite with our graduates:

- Class Reunion Celebration and Affinity Group Receptions (Friday, April 11)
- Family Picnic and Concert under the Tent with Chapel Hill's own Mipso (Saturday, April 12)
- A variety of Saturday afternoon events including family fun, sports, art, community service and more
- Alumni/Student Softball Tournament (Sunday, April 13)

Our alumni enjoy seeing former professors and meeting the newest additions to the faculty. If your schedule permits, we would love for you to join us as our guests. Please complete the registration card included in the invitation or contact Kelly Mann at 919.445.0170 or kmmann@email.unc.edu.
Thank you for all you do to support our many events throughout the year.
Sincerely,
Kris
Kristine Jensen
Associate Dean of Advancement
UNC School of Law
919.445.0168
kjensen@unc.edu

From: States, Michael James <mstates@email.unc.edu>
Sent: Monday, April 7, 2014 5:14 PM
To: Broome, Lissa L <lbroome@email.unc.edu>; Law Civil Rights <civilrights@unc.edu>; Dorosin, Mark <dorosin@email.unc.edu>; Daye, Charles E. <cdaye@email.unc.edu>; 'nyarde@schools.nyc.gov'
Subject: RE: Special Request from NYC Dep. of Education- Schedule School Visit for NYC Urban Ambassadors

---

Sorry. I didn't include Ms. Yarde on my reply.

Michael J. States, J.D
Michael J. States, J.D
Assistant Dean for Admissions
University of North Carolina School of Law
Van Hecke-Wettach Hall
CB 3380
Chapel Hill, NC 27599-3380
919-962-6719 (p)
919-843-7939 (f)

From: States, Michael James
Sent: Monday, April 07, 2014 5:07 PM
To: Broome, Lissa L; Law Civil Rights; Dorosin, Mark; Daye, Charles E.
Subject: RE: Special Request from NYC Dep. of Education- Schedule School Visit for NYC Urban Ambassadors

Greetings everyone. Arranging a class visit for twenty students would be a problem. We usually have a maximum of five students visit a class (at the professors request). However, we have a group of high school aged kids coming at the end of the month and we are doing a mock class for them. We have a case that they will have to read in preparation for the visit and they will be given a taste of how the socratic method of instruction works. That probably better than having them visit a law school class at the end of the school year. It would be a matter of finding a professor to teach the mock class. Lissa, I have reserved the courtroom from 12:00-2:00 just in case we can make this happen. At least we have a place to host them. I could email the case to Ms. Yarde and she could distribute it to the students. Let me know if you all are able to proceed.

Michael

Michael J. States, J.D
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CB 3380
Chapel Hill, NC 27599-3380
919-962-6719 (p)
919-843-7939 (f)

From: Yarde Nicole <NYarde@schools.nyc.gov>
Sent: Monday, April 7, 2014 5:26 PM
To: States, Michael James <mstates@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>; Law Civil Rights <civilrights@unc.edu>; Dorosin, Mark <dorosin@email.unc.edu>; Daye, Charles E. <cdaye@email.unc.edu>
Subject: RE: Special Request from NYC Dep. of Education- Schedule School Visit for NYC Urban Ambassadors

---

I am sorry. I am now seeing this email.
This sounds great. The young men would love this!
Thank you very much and I look forward to receiving the material.
Nicole

From: States, Michael James [mailto:mstates@email.unc.edu]
Sent: Monday, April 07, 2014 5:14 PM
To: Broome, Lissa L; Law Civil Rights; Dorosin, Mark; Daye, Charles E.; Yarde Nicole
Subject: RE: Special Request from NYC Dep. of Education- Schedule School Visit for NYC Urban Ambassadors
Sorry. I didn't include Ms. Yarde on my reply.
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Assistant Dean for Admissions
University of North Carolina School of Law
Van Hecke-Wettach Hall
CB 3380
Chapel Hill, NC 27599-3380
919-962-6719 (p)
919-843-7939 (f)

From: ehuber@email.unc.edu
Sent: Monday, April 7, 2014 6:12 PM
To:
Subject: Agenda for Wednesday, April 16

To: All Participants

From: Evelyne Huber

Dear Colleagues,

Our next meeting is scheduled for Wednesday, April 16, at 3 p.m. in 105 S. Bldg.

We said last time we wanted to talk about "UNC in 100 Counties" so this topic remains on the agenda.

In addition, we would want to talk about the following issues:

1. Budget projections

2. Carolina Metrics Project: faculty input and costs?

3. Work of the Sexual Assault Task Force

If you have any additional items, please let me know.

Thanks, and see you Wednesday of next week,

Evelyne

This forwarded message was sent via Sakai @ UNC-Chapel Hill Messages from the "Chancellor's Advisory Committee" site. To reply to this message click this link to access Messages for this site: Chancellor's Advisory Committee.

Today at Carolina Law: Tuesday, April 8, 2014

TODAY'S EVENTS

- Registration for Rising 3Ls (Fall 2014/Spring 2015)
- Practice Ready Workshop
- Salinas RRWA Class
- Employment Non-Discrimination Act Discussion
- Immigration Law Association Elections
- JOLT 1L Interest Meeting
- Lexis Lunch & Learn: Catch Up on Tips of the Week
- Carolina Law Inaugural O'Hara Spring Softball Classic & Pig Pickin' Registration
- Interest Meeting for Center for Civil Rights Summer Pro Bono Projects
- Meet a Shelter Dog
- Wolterskluwer Egg Hunt!
- Practice Ready Workshop
- Innocence Project Case Review Meeting
- Moot Court

UPCOMING EVENTS

Academics

- Registration for Rising 2Ls (Fall 2014/Spring 2015) (4/9/2014)

Career Development

- Ask the CDO (4/15/2014)
- TALPA Meeting (4/22/2014)

Library

- LexisNexis Training (4/9/2014)
- Prep for Practice - Due Diligence (4/9/2014)
- Prep for Practice - Motions Practice (4/9/2014)

Pro Bono

- Public Interest Law & Pro Bono Celebration (4/9/2014)
- Naturalization Clinic Training (4/9/2014)

Public Service Programs

- Public Interest Law & Pro Bono Celebration (4/9/2014)

Student Events and Organizations

- CRCGE 2015 Interest Meeting (4/9/2014)
- NC 1L1 Interest Meeting (4/9/2014)
- Dean's Advisory Council Monthly Meeting (4/15/2014)

Writing and Learning Resources Center

- Gressman & Pollitt Oral Advocacy Awards and Ceremony (4/9/2014)
- Gressman & Pollitt Oral Advocacy Reception - Patty Frey (4/9/2014)
- Gressman & Pollitt Oral Advocacy Reception - Patty Frey (4/9/2014)

From the Blogs

- Sneak Preview: Balancing Freedom of Speech on the Internet Under International Law (Blog | North Carolina Journal of International Law and Commercial Regulation)

From Twitter

ACS at UNC (UNC_ACS) on Twitter

ACS at UNC: We'll wrap up a busy year on Thurs with David Podoff, fmr Chief Economist @ Senate Finance Cmte, for discussion on Obamacare @unc_law
1:46 PM Apr 7th from web

UNC CLEAR (UNCCLEAR) on Twitter

UNC CLEAR: Our Environmental Scholar piece this month is a tribute to Joseph Sax. Read more: http://t.co/VokkAvsWDs
9:55 AM Apr 7th from Facebook

UNC Law Fin Aid (UNCLawFinAid) on Twitter

UNC Law Fin Aid: The scholarship application for our 1Ls & 2Ls is due today: https://t.co/nu5mhsMHGj Don't forget to upload your essay & resume!
10:59 AM Apr 7th from web

Doug Edmunds (undawintotech) on Twitter

Doug Edmunds: So maybe #Eggers wasn't so prescient...72% of Americans Won't Wear Google Glass Because of Privacy Worries http://t.co/bGuNshPMo #thecircle
9:15 PM Apr 7th from Flipboard

UNC School of Law (unc_law) on Twitter

UNC School of Law: RT @UNC_ACS: We'll wrap up a busy year on Thurs with David Podoff, fmr Chief Economist @ Senate Finance Cmte, for discussion on Obamacare @...
4:17 PM Apr 7th from web

From: The Rams Club <ramsclub@ramsclub.com>
Sent: Tuesday, April 8, 2014 6:36 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: This Week in CAROLINA

If you are having trouble viewing this message, see it in your browser.

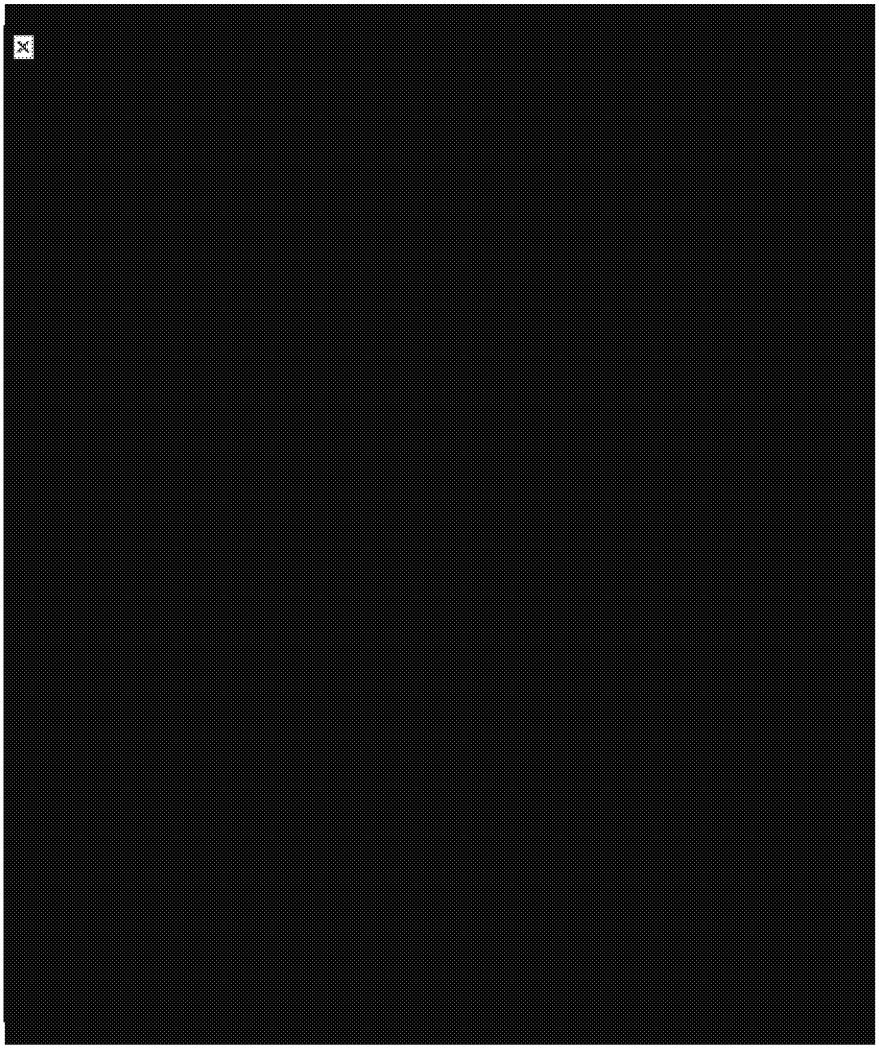

This Week in CAROLINA

Please enjoy this week's issue of CAROLINA - the official digital publication of Carolina Athletics. CAROLINA is a new, weekly digital magazine accessible on your computer, iPad and Android tablet. Click the cover above or visit ramsclub.com/CAROLINA to view this week's issue as well as previous issues! Thank you for your support of Carolina Athletics and The Rams Club!

Football Season Ticket Deadline is April 15!

Remember to renew your season tickets or place new season ticket requests by April 15 to take advantage of your Rams Club priority point total. Carolina has a great home schedule and looks to build off of 6-1 finish to the 2013 season. Purchase tickets via the goheels.com Ticket Center or by calling Carolina Ticket Office at (919) 962-2296.

The 2014 Tar Heel Tour begins this month!

The Rams Club is pleased to announce the dates for the 2014 Tar Heel Tour presented by Wells Fargo have been set! From the west region to the coast, The Rams Club will bring Tar Heel pride across the state. Be sure to join a mix of Coach Williams, Coach Fedora, Eric Montross, and Bubba Cunningham as they speak about the past successes of Carolina Athletics and look towards the upcoming seasons! For any questions, please call The Rams Club call at 919-843-2000.

This message sent to LBROOME@email.unc.edu by ramsclub@ramsclub.com
The Rams Club
450 Skipper Bowles Dr
Chapel Hill, North Carolina 27599

You opted in to this list from: You are receiving this email because of your support for Carolina Athletics and The Rams Club. (More info)
Unsubscribe | Manage Your Subscription | Forward to a Friend

powered by contactology

From: survey-noreply@smo.surveymonkey.com on behalf of enews@genewiz.com via surveymonkey.com <member@surveymonkey.com>
Sent: Tuesday, April 8, 2014 10:32 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Reminder: Your opinion is important: complete to win a Google Chromecast

---

Dear Lissa L,

To better serve researchers at Research Triangle Park, GENEWIZ wants to know your preferences for Sanger DNA sequencing services.

Please share your feedback by completing this 5 minute survey to let us know your service preferences:
https://www.surveymonkey.com/s.aspx?sm=AGHMkjGwpuWuXh4tOw2sHw_3d_3d

All survey results will remain confidential. To show our appreciation, GENEWIZ will enter all survey participants into a random drawing to win a FREE Google Chromecast!

Because the hyperlink above is linked specifically to your email address, please do not forward this message. The raffle winner will be contacted by email; please allow 6-8 weeks for delivery of Google Chromecast.

Sincerely,

GENEWIZ, Inc.
Global Headquarters
115 Corporate Boulevard
South Plainfield, NJ 07080
Toll Free: 877-436-3949
dnaseq@genewiz.com
www.genewiz.com

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
https://www.surveymonkey.com/optout.aspx?sm=AGHMkjGwpuWuXh4tOw2sHw_3d_3d

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 4/8/2014 3:25:23 PM
To: Carlock, Jacqueline S [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Jcarlock]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Westerlund, Lance S [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Westy]

Subject: ABCs and BI review
Location: Lissa's office

Start: 6/4/2014 2:00:00 PM
End: 6/4/2014 3:00:00 PM
Show Time As: Tentative

Required Attendees: Carlock, Jacqueline S; Broome, Lissa L; Westerlund, Lance S

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 4/8/2014 3:55:50 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: 2014 career trek
Location: TBD

Start: 10/16/2014 4:00:00 AM
End: 10/17/2014 4:00:00 AM
Show Time As: Tentative

Required Attendees: Broome, Lissa L

Thanks also to Carol for volunteering Mayer Brown to participate in our Career Trek with the Banking Journal students on Thursday, October 16. Gene Katz is checking with Wells Fargo to see if Wells might be the bank participant. The likely schedule for the day would be

AM – Visit with Wells Fargo attorneys

Lunchtime – Lunch at Mayer Brown with Mayer Brown attorneys, Wells attorneys, up to 15 law students, me, and one of the staff people from our career office.

Post-lunch – additional time to meet with Mayer Brown attorneys.

We will leave for Chapel Hill by 2:30.

The purpose of this day is to expose students to life in a law firm and in-house, to give them a sense of different career paths people have had, and to provide candid advice about career opportunities outside of a formal interview setting. Please confirm that the date works for you. Also, our law firm host has typically provided the lunch.

From: Pittman, Teresa C <pittman2@email.unc.edu>
Sent: Tuesday, April 8, 2014 3:44 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Exam Planning Spring 2014
Attach: Exam memo to faculty-spring2014.docx

Another reminder to turn in your exam administration forms no later than TOMORROW, WEDNESDAY, APRIL 9.

Teresa C. Pittman
UNC School of Law
Campus Box 3380
Chapel Hill, NC 27599
919-962-5925 (office)
919-962-1277 (fax)
pittman2@email.unc.edu

To: All law faculty

From: Richard Myers, Associate Dean for Student Affairs

Re: Exam planning Spring 2014

It is time to plan for exams. Just to make sure we have everything scheduled properly, let us hear from you even if you do not require an exam in your class. Please fill out and return the forms provide the following information to Teresa Pittman **no later than April 9, 2014** so that we can plan rooms for computer exam takers, handwriters, foreign students who get extra time and students with disabilities.

As you will recall, due to the significant increase in accommodated exams, we are no longer centrally administering exam proctoring for those professors who would prefer not to administer their own exam. Professors are free to make exchange arrangements as they see fit.

Note – this memo contains **2 attachments**. The first provides the information necessary to schedule your exam and the second provides information that is needed to administer it to any accommodated students. The second form will also be useful if you are arranging for another professor to help you in administering your exam.

Thank you!

Attachments:

EXAM ADMINISTRATION

For each course you are teaching this spring, write in the course name & answer the questions below:

Your Name _____	**1st Course:** _____	**2nd Course:** _____
Are the students permitted to use Electronic Bluebook on their computer?	Yes / No / No Exam (circle one)	Yes / No / No Exam (circle one)
How much time will the students have to complete your exam?		
What format are you using if computers are not permitted? If multiple choice, will you require student to use Scantron sheets?	Multiple Choice Very Short Answer True / False (circle all that apply) Yes / No	Multiple Choice Very Short Answer True / False (circle all that apply) Yes / No
Will you use the Central Collection point in the Rotunda for handwriters?	Yes / No	Yes / No
Do you require that students turn in their exam questions with their answers at the end of the exam? * recommended	Yes / No	Yes / No
Other Comments:		

EXAM PROCTORING INFORMATION

Contact phone number for professor during time exam is being administered _____

Is the exam open book or closed book? _____

If open book, are the material limited in any way? _____

If only limited open book, are the materials that students may consult during the exam specified in the exam instruction page? _____

May students take the exam in other parts of the building (other than the designated handwriting room? _____

May students listen to anything on earbuds during the exam? _____

For a large class where two rooms are assigned for computer users, the normal protocol is for the exam to begin in one room (the one with the asterisk) and students to then move to the second room if they wish. If yours is a two-room exam, is there a different protocol you would like us to follow? If so, please explain it _____
_____
_____

Any other special instructions? _____

From: Novinsky, Sylvia K <snovinsk@email.unc.edu>
Sent: Tuesday, April 8, 2014 3:44 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Reminder: Pro Bono/Public Interest Celebration

---

Hope to see you tomorrow at 11:45!

UNC School of Law

Pro Bono/Public Interest Celebration!

Wednesday, April 9, 2014
11:45 a.m. - 1:00 p.m.
UNC School of Law Rotunda

UNC School of Law's Office of Public Service Programs invites you to the
Annual Celebration of Pro Bono and Public Interest
as we honor students, faculty, and community attorneys
dedicated to public interest and pro bono service.

Lunch catered by Mediterranean Deli will be served.
We look forward to seeing you!

Questions? Contact Sylvia Novinsky, Assistant Dean for Public Service Programs, at
snovinsk@email.unc.edu or 919.962.7813,

UNC School of Law on Facebook | UNC School of Law on Twitter | UNC School of Law on LinkedIn
UNC School of Law on Google+

UNC School of Law | 919.962.7813
Van Hecke-Wettach Hall, 160 Ridge Rd., Chapel Hill, NC 27599-3380

--

From: UNC News <news@unc.edu>
Sent: Tuesday, April 8, 2014 3:58 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] UNC News Brief: April 8

News Brief

Bernard Harris Jr., physician turned astronaut, to speak on STEM education: https://uncnews.unc.edu/2014/04/08/bernard-harris-jr-physician-turned-astronaut-speak-stem-education/

Bernard Harris Jr., a former NASA astronaut and the first African American to walk in space, will speak at 11 a.m. April 10 at the University of North Carolina at Chapel Hill.

The free, public event, called "The Inspirational Journey," will be held in the Hitchcock multipurpose room at the Sonya Haynes Stone Center on the UNC Campus.

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newsclips as: lbroome@email.unc.edu. To unsubscribe send a blank
email to leave-34513441-53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: no_reply@email.unc.edu
Sent: Tuesday, April 8, 2014 4:27 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Adolescents needed for hearing research

---

The Human Auditory Development Laboratory is currently recruiting adolescents between 14-17 years old for a research study to help us learn more about how children hear in noisy environments.

During the testing, your child will sit in a sound-treated room and will listen to sounds presented over a speaker or through headphones. Your child will be asked to indicate when they hear sounds by selecting a picture on a computer monitor or by repeating back words. The sounds we use are not loud.

One visit to the laboratory is required. The visit lasts about one hour. You will receive $15 and we will give you parking passes if you drive to the lab.

If you are interested please email childhear@med.unc.edu.

The principal investigator for this research study is Lori Leibold, PhD, Department of Allied Health Sciences.

This research study has been approved by the University of North Carolina at Chapel Hill's Biomedical Institutional Review Board: Study# 06-0840. The title for this IRB study is "Listening in Noise for Children and Adults". The most recent approved IRB modification date is October 1, 2013.

This message is sponsored by: Allied Health Sciences

This message is sponsored by: Allied Health Sciences

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INFORMATIONAL email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into the UNC Directory at http://dir.unc.edu, login with your Onyen, and select Update Personal Information

From: North Carolina Bar Association <ncbar@ncbar.ccsend.com>
Sent: Tuesday, April 8, 2014 4:52 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: NCBA e-bar

Tuesday, April 8, 2014 | Volume 14, No. 14

LEGAL COMMUNITY

Clodfelter New Charlotte Mayor | NCBA member Dan Clodfelter of Charlotte, who has served in the N.C. Senate since 1999, resigned his seat in the General Assembly today to accept appointment as the new mayor of Charlotte. Charlotte City Council selected Clodfelter Monday night to replace Mayor Patrick Cannon who resigned two weeks ago following his arrest on federal corruption charges. The term expires in December 2015.

Inaugural Insurance Law Annual Meeting | Friday, April 11, at the Bar Center in Cary, the Insurance Law Section kicks off its inaugural annual meeting CLE program. Top-flight insurance coverage attorneys provide practitioners with valuable insight and the tools needed to stay on top of coverage issues. Don't miss this opportunity to meet your fellow Insurance Law Section members, hear the latest hot topics and network with experienced coverage counsel across the state. Program offers 6.25 hours of CLE credit including 1.0 Ethics/Professionalism hour.

NC LEAP Inventor Assistance Program | NC LEAP is proud to announce the launch of a regional Inventor Assistance Program which will provide pro bono support to qualifying inventors and entrepreneurs in the area of patent law. Volunteer attorneys with the Inventor Assistance Program will assist pro se patent applicants as they navigate the patent system in an effort to secure important intellectual property.

Talents & Treasure YLD Auction | A very different silent auction will be set up at the 2014 NCBA Annual Meeting in Wilmington on Friday, June 20, from 8 a.m.-6 p.m. Traditional items will include paintings, drawings, metalwork, sculpture (donations still needed). Other valuable items and in-kind services are being added, including a Bobcats basketball and signed jersey and Panthers football (similar items from each big-time school needed). Housewares, donated beach and mountain weekends and in-kind services will be auctioned. Contact Collin Cooper or Megan Milner.

IN THE OFFICE

Adobe Acrobat: Power App For Practicing Law | Now it is possible to eliminate much of the paper that has been the traditional inventory of the law office. This digitalization of the legal product allows lawyers to practice anywhere, anytime.

iPad in One Hour with Tom Mighell | iPad Apps in One Hour for Lawyers provides the "best of the best" apps that are essential for any law practice. Only three seats left! The program is part of the NCBA Center for Practice Management's Meet the Author series.

Blogs

Office for iPad - There's a Catch | Slaw
The Future of Practice Management is in the Cloud | Lawyerist

Jobs

Paralegal | Pope McMillan Kutteh & Schieck | Statesville
Bookkeeper/ Paralegal | Culp Elliott & Carpenter | Charlotte
Director, Information Technology | Martineau Recruiting | Greensboro
Attorney Recruiter | Womble Carlyle Sandridge & Rice
Associate Attorney-Business Immigration | Ogletree Deakins | Raleigh
All Jobs

ACROSS THE PROFESSION

Justice for All Event | Legal Services of Southern Piedmont and Legal Aid of North Carolina's Charlotte office raised nearly $90,000 at their eighth annual Justice for All Luncheon held March 25 in Charlotte and attracted record attendance of 640 guests.

Brooklyn's Bold Move | Tuition is up and applications are down at law schools across the country. To combat this dilemma, Brooklyn Law School is cutting tuition, increasing need-based aid, and altering its curriculum to provide students with the option of graduating in two years.

Orr Fills DA's Position | Former Supreme Court Justice Robert Orr is taking leave from his duties at Poyner Spruill in Raleigh to fill the vacant district attorney's position in the 24th Judicial District comprising Avery, Madison, Mitchell, Watauga and Yancey counties. Gov. McCrory announced the appointment today. Orr will serve until a new district attorney is elected this year.

Talk to Law Students About Suicide and Depression | Brian Clarke is an NCBA member and assistant professor at Charlotte School of Law who has written a three-part series about the prevalence of suicide and depression among lawyers. In part three of the series he discusses his own struggles with depression and anxiety and how they impact his interactions with law students.

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800-662-8843

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North Carolina Bar Association | 8000 Weston Parkway | Cary | NC | 27513

From: Williams, Becky <rbwill@email.unc.edu>
Sent: Tuesday, April 8, 2014 4:57 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] 1st Quarter Staff Award

Dear all,
Please join me in congratulating Nadera Salaam and Charles Story for winning the 1st quarter staff award. Their hard work and willingness to go above and beyond is greatly appreciated.
Best,
Becky
Becky Williams, PHR
Director of Administration
UNC School of Law
Email: rbwill@email.unc.edu
Phone: (919) 962-3067

From: Marshall, Bill <wpmarsha@email.unc.edu>
Sent: Tuesday, April 8, 2014 5:54 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] last workshop of the year!

Reminder this Tuesday Don Hornstein will be delivering his paper: *Insurance Finance and Insurance-as-Governance: Lessons from Catastrophe Insurance*. President Obama will not be in attendance but, given the topic, he should be. I hope to see you all there.

From: Boger, Jack <jcboger@email.unc.edu>
Sent: Tuesday, April 8, 2014 5:57 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: law_faculty@listserv.unc.edu
Subject: [law_faculty] Called Meeting on Thursday, April 10th

---

Dear Friends,

As you know, I have called a special meeting of the faculty on Thursday, April 10th, at noon in the Faculty Lounge. The purpose of the meeting is to consider a recommendation of the Special Subcommittee of the Appointments Committee, led by Bob Mosteller (with committee members Patricia Bryan, Alexa Chew, Luke Everett, and Craig Smith), concerning the appointment of a clinical assistant professor of law to the WLRC program.

The Faculty Reference Manual at Section VIII. A. 6, recites that:

> Tenured, tenure-track, instructional clinical faculty, library clinical faculty, and others granted similar status shall be entitled to vote on all matters except those matters relating to the appointment, retention, promotion or tenure of faculty members, which are governed by specific rules of voting eligibility.

Section VIII. B. 1 recites that "[i]t has long been UNC Law's practice that all tenured and tenure-track faculty who are present at the meeting in which a hiring recommendation is made vote on faculty hiring recommendations." Section VIII.B. 1 thereby excludes non-tenure-track faculty from voting on appointments.

Further, Section VIII. 6., which I quoted in part above, continues:

> Except as controlled by state law regarding open meetings, only those eligible to vote on matters under consideration are entitled to be present at faculty meetings. Others may be present for clerical purposes or with the approval of the Dean where their presence and/or participation would be helpful to consideration of the business at hand.

In ordinary monthly faculty meetings, clinical non-tenure-track faculty members are fully welcome participants in all other phases of regular monthly faculty meetings, and when appointments issues arise, clinical non-tenured faculty typciallly do not normally leave the meeting but instead remain without voting. Yet when there occurs, as on Thursday, a called meeting for the sole purpose of hearing an appointments issue, the literal terms of Section VIII. 6 seem to come into play.

In this case, however, where the discussion will be on the relative merits of two candidates for the open WLRC position, and after consulting with Subcommittee Chair Bob Mosteller, I believe as dean that "the presence and participation" of all clinical non-tenure-track professors, especially those in the WLRC program, will be very "helpful to the consideration of the business at hand." Consequently, I'm writing to clarify especially to our WLRC faculty colleagues, that you are welcome to come, be present, and participate in Thursday's discussion on this appointment matter (though not the final vote).

Jack

From: Marshall, Bill <wpmarsha@email.unc.edu>
Sent: Tuesday, April 8, 2014 6:54 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: Re:[law_faculty] last workshop of the year!

It has been correctly pointed out tap Don's workshop is this coming Friday and not Tuesday. Deep apologies. I am hopeful, of course color that moving it to Friday will mean the president will show up. Thanks
Sent from my Verizon Wireless 4G LTE DROID

"Marshall, Bill" <wpmarsha@email.unc.edu> wrote:

Reminder this Tuesday Don Hornstein will be delivering his paper: *Insurance Finance and Insurance-as-Governance: Lessons from Catastrophe Insurance*. President Obama will not be in attendance but, given the topic, he should be. I hope to see you all there.

From: Broome, Lissa L <lbroome@email.unc.edu>
Sent: Tuesday, April 8, 2014 9:55 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: Bortz, Conrad <cbortz@email.unc.edu>
Subject: [law_faculty] The ABCs of Banking Law and the Banking Institute

---

Friends –

Last week we held the 3rd annual ABCs of Banking Law program in Charlotte (on April 2) and our 18th annual Banking Institute (April 3-4). We had a great turnout for both programs, including most of our NC Banking Institute Journal students who attended the Banking Institute in Charlotte. The speakers and panelists were terrific, with the highlight probably being the Beischer Address by Tim Mayopoulos, CEO of Fannie Mae. Tim is the former general counsel of Bank of America. Many thanks to Jackie Carlock, Lance Westerlund, Conrad Bortz, and our students for providing great support for the program.

We published a second issue of the banking journal and it was distributed at the Banking Institute. This issue is in addition to our special issue collecting transcripts and papers from our 2013 DC conference, The Political Economy of Financial Regulation, which was really Saule's brainchild. We will put copies of both issues of the journal in the faculty lounge and if you would like your own copy of either issue, please let Conrad know and he will put a copy in your mailbox.

Thanks for excusing your banking journal students on Thursday and Friday to participate in this event.

Lissa

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
919.962.7066
http://www.law.unc.edu/centers/banking
Access my papers on SSRN at: http://ssrn.com/author=248720

Description:
http://www.law.unc.edu/images/news/media/bankingfinance_web_542.jpg

From: no_reply@email.unc.edu
Sent: Wednesday, April 9, 2014 7:47 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Carolina Daily Health Study

Are you interested in learning how to meditate?

Science has shown that meditation improves people's health and well-being. Help UNC researchers discover how it works.

For this research study, we need people who are:

- between 35 and 64 years old
- not engaged in regular meditation practice
- willing to learn meditation
- fluent in written and spoken English
- interested in making healthy life changes

Participation includes:

- Three lab sessions (2-hour lab visit and 1-hour online surveys) at Baseline, 3-months, and 18-months later.

- Three lab visits for blood draw (15-minutes)

- Urine sample and a 5-minute resting heart rate recording during the three lab visits.

- Daily, online, brief reports for 11 weeks, and 1 week prior to 18-month follow-up.

- Attending a 6-week Meditation Workshop (1-hour per week)

- Quarterly reporting for 18-months (5 times), telling us about your health behaviors, emotions, and daily activities.

- The workshops will be audio-recorded for quality assurance and a 5-minute task in the lab sessions is video-recorded. You are not eligible for this study if you do not wish to be recorded.

We will pay up to $640 for completion of the study.

For more information, please visit www.unchealthstudy.com

This study is being conducted by Dr. Barbara Fredrickson and has been approved by the UNC Office of Human Research Ethics Behavioral IRB, study 12-1376. The most recent approved IRB modification date is December 16, 2013.

This message is sponsored by: Department of Psychology

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INFORMATIONAL email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into the UNC Directory at http://dir.unc.edu, login with your Onyen, and select Update Personal Information

From: no_reply@email.unc.edu
Sent: Wednesday, April 9, 2014 8:18 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Seeking women who are 1 year postpartum....

Are you, or is someone you know 1 year postpartum...?

Postpartum Research study seeking healthy women, 12-24 months postpartum, who are NOT currently depressed, not currently breastfeeding, have regular menstrual cycles, and fall into one of the following category:

• Have experienced depression in the past, but not after childbirth

All office visits, medical evaluations, and investigational medications related to this study will be provided at no cost to patients. This study requires 3 visits to UNC. $500 compensation upon completion.

For more information, please call Brenda at 843-8084.

Approved 8/27/09 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board. IRB# 07-1353 CTRC# 2649

This message is sponsored by: Psychiatry

==========
INFORMATIONAL email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into the UNC Directory at http://dir.unc.edu, login with your Onyen, and select Update Personal Information

From: ehuber@email.unc.edu
Sent: Wednesday, April 9, 2014 9:41 AM
To:
Subject: Agenda for Wednesday, April 16

To: All Participants

From: Evelyne Huber

Dear Colleagues,

I have received additional suggestions for the agenda (thank you!), so here is the updated agenda for next Wednesday:

1. Budget projections

2. Carolina Metrics Project: faculty input and costs?

3. Work of the Sexual Assault Task Force

4. Response to the Letter from Retired Faculty

5. Carolina as a target of attack in the struggle over admissions criteria

6. Carolina in 100 counties

See you then,

Evelyne

This forwarded message was sent via Sakai @ UNC-Chapel Hill Messages from the "Chancellor's Advisory Committee" site. To reply to this message click this link to access Messages for this site: Chancellor's Advisory Committee.

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 4/9/2014 4:00:02 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: 2014 career trek
Location: Mayer Brown and Wells Fargo in Charlotte

Start: 10/16/2014 4:00:00 AM
End: 10/17/2014 4:00:00 AM
Show Time As: Tentative

Required Attendees: Broome, Lissa L

Thanks also to Carol for volunteering Mayer Brown to participate in our Career Trek with the Banking Journal students on Thursday, October 16. Gene Katz is checking with Wells Fargo to see if Wells might be the bank participant. The likely schedule for the day would be

AM – Visit with Wells Fargo attorneys

Lunchtime – Lunch at Mayer Brown with Mayer Brown attorneys, Wells attorneys, up to 15 law students, me, and one of the staff people from our career office.

Post-lunch – additional time to meet with Mayer Brown attorneys.

We will leave for Chapel Hill by 2:30.

The purpose of this day is to expose students to life in a law firm and in-house, to give them a sense of different career paths people have had, and to provide candid advice about career opportunities outside of a formal interview setting. Please confirm that the date works for you. Also, our law firm host has typically provided the lunch.

From: Burk, Bernie <baburk@email.unc.edu>
Sent: Wednesday, April 9, 2014 12:12 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: Street, Leslie Anne <lastreet@email.unc.edu>
Subject: [law_faculty] US News Rankings

Does anyone have a complete set of the most recent US News rankings (published last month), including the statistics they publish with them? Hard copy or electronic copy is fine. I only need them for a few days in connection with some research I'm doing. Thanks in advance.

Bernie

Bernard A. Burk
Assistant Professor of Law
Faculty Fellow, Parr Center for Ethics
University of North Carolina School of Law
Van Hecke-Wettach Hall
Campus Box No. 3380
Chapel Hill, North Carolina 27599
burk@unc.edu
(o) (919) 962-3688
(c)

From: Muller, Eric L <emuller@email.unc.edu>
Sent: Wednesday, April 9, 2014 1:17 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] FW: HOLD THESE TRUTHS
Attach: How I Came to Hold These Truths, by Jeanne Sakata.docx

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Hi everyone,
On the evenings of April 23 through 27, Playmakers will be presenting the one-man show "Hold These Truths" by Jeanne Sakata. (See below and attached.) It captures the story of Gordon Hirabayashi (of Hirabayashi v. United States fame -- a sister case to the better-known Korematsu case) and his conscience-based resistance both to the removal of Japanese Americans from the West Coast in 1942 and to serving in the Army.
I can't recommend it highly enough. It's mesmerizing. And it's wonderful that Playmakers is bringing it here, to the Southeast, where civil rights stories about Asian Americans are less commonly heard.
Those of you who teach public law courses (especially, but not exclusively, constitutional law) might consider mentioning it to your students.
--Eric
Eric L. Muller
Dan K. Moore Distinguished Professor
UNC School of Law
CB#3380
Chapel Hill, NC 27599
(919) 962-7067
-and-
Director, Center for Faculty Excellence
316 Wilson Library
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599
(919) 962-9968

From: Pitelka, Morgan
Sent: Wednesday, April 09, 2014 12:45 PM
To: UNC Faculty for CAC
Subject: [cac_unc_faculty] HOLD THESE TRUTHS
Dear all,
The Carolina Asia Center is sponsoring a reception on the opening night of "Hold These Truths," described below. Please disseminate this press release, poster, and article widely, and join us for this fantastic production.
Best,
Morgan
--
Morgan Pitelka
Director
Carolina Asia Center
mpitelka@unc.edu
(919) 843-0130

CAC Website: http://carolinaasiacenter.unc.edu
CAC Facebook: http://www.facebook.com/CarolinaAsiaCenterUNC
CAC Twitter: http://twitter.com/UNCAsiaCenter

PlayMakers presents regional premiere of 'Hold These Truths'
PlayMakers Repertory Company will present the regional premiere of "Hold These Truths," written by Jeanne Sakata, April 23-27.
PlayMakers concludes its 2013-2014 PRC^2 series with the production. PRC^2 features performances of topical plays coupled with engaging post-show discussions with the creative artists and other panelists.
Performances will be at 7:30 p.m. nightly and 2 p.m. on April 27 in the Elizabeth Price Kenan Theatre in the Center for Dramatic Art on Country Club Road. Ticket prices start at $15 and may be purchased atwww.playmakersrep.org or by calling (919) 962-PLAY (7529).
Inspired by a true story, "Hold These Truths" takes place in Seattle during World War II, where University of Washington student Gordon Hirabayashi fights U.S. government orders to forcibly incarcerate people of Japanese ancestry on the West Coast. As he struggles to reconcile his country's betrayal with his passionate belief in the U.S. Constitution, Hirabayashi journeys toward a greater understanding of America's triumphs — and confrontation with its failures.
StageScene LA called "Hold These Truths" "the powerful and moving story of one man, who, in his own words 'could not give up on the Constitution.'"
Hirabayashi (1918-2012) was an American sociologist best known for his resistance to Japanese-American internment during World War II, one of only three persons to openly defy it. After being convicted for curfew violation, he was sentenced to 90 days in prison. The verdict was appealed to the U.S. Supreme Court in Hirabayashi v. United States (1943). In 1987, the U.S. Court of Appeals Ninth Circuit overturned his conviction. In 2012, President Barack Obama posthumously awarded the Presidential Medal of Freedom to Hirabayashi for his principled stand.
Stage and screen performer Joel de la Fuente will reprise his role as Hirabayashi plus over 30 other characters in the one-man drama, which had its New York premiere in October 2012 with Epic Theatre Ensemble. He was nominated for the 2013 Drama Desk Award for Outstanding Solo Performance. The New Yorker said his performance was "gripping ... eerily true to life." The Washington Post called the play "eloquent" and Fuente "magnetic."
Fuente plays Dr. Johann Pryce in the Netflix original series "Hemlock Grove" and appeared for 10 seasons on "Law & Order: SVU."
Playwright Sakata, who is also an award-winning actress, became enamored of Hirabayashi's story and interviewed him in the late 1990s.

Members of her father's family were forcibly expelled from their homes and locked up behind barbed wire in the Arizona desert during World War II, but she said they refused to talk of these painful wartime years. Sakata said meeting Hirabayashi "has been a life-changing and redemptive experience."

"His tenacious quest for freedom echoes that of all Americans who 'hold the truths' of the Constitution and refuse to let go ..." Sakata added.

Director Lisa Rothe directed the 2012 world premiere of "Penelope" for PlayMakers. She has also helmed productions at Milwaukee Shakespeare Company, Chautauqua Theatre Company and Tony Randall's National Actors Theatre. In addition to her work in theater, she is developing a new opera ("Ada") presented by The Center for Contemporary Opera. Rothe has taught and directed for many theater programs including NYU's Graduate Acting Program, Yale School of Drama and The Juilliard School.

PlayMakers is based in UNC's College of Arts and Sciences. The Drama League of New York has named PlayMakers one of the best regional theaters in America and INDY Week calls PlayMakers the best live theater company in the Triangle.

Subscription packages are currently also available for PlayMakers' 2014-2015 Season. For more on the new season, visit www.playmakersrep.org.

PlayMakers website: www.playmakersrep.org

PlayMakers contact: For press information, interviews, photos or poster art, contact Connie Mahan, (919) 962-5359, cmahan@email.unc.edu.

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Jiayun Zhuang Ph.D.
Assistant Professor
Department of Dramatic Art
220, Center for Dramatic Art, CB# 3230
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3230

How I Came to Hold These Truths

by Jeanne Sakata, playwright

When I first heard of Gordon Hirabayashi, I was enthralled -- and shocked. Shocked that I'd never heard of his story before. Born and raised in a close-knit, thriving Japanese American community in the Bay Area of California, I had proudly studied Japanese American history as a college student and later became actively involved in the Asian American community as a theatre artist. Yet his fascinating story was entirely new and unknown to me.

What an incredible story it was. I became so enamored of, and obsessed with it, that I was determined to meet him, and, through a series of lucky events, was able to do so and interview him in the late 1990s.

In the turbulent years of World War II, my father's side of our family, along with all other people of Japanese ancestry on the West Coast, immediately became targets of suspicion, hostility, and hatred. The trauma of my father, aunts, uncles and older cousins being forcibly expelled from their homes and locked up behind barbed wire in the Arizona desert was so devastating that they refused to speak of those wartime years.

And so meeting Gordon, and writing *Hold These Truths*, has been a life-changing and redemptive experience. It has been hugely gratifying to watch his story being received by audiences not just as a Japanese American story, but as a deeply vital American one. His tenacious quest for freedom echoes that of all Americans who "hold the truths" of the Constitution and refuse to let go-- indeed, of all people around the world who hunger and thirst, and struggle and strive for justice.

From: Director Diversity Initiative <directordiversity@unc.edu>
Sent: Wednesday, April 9, 2014 2:39 PM
To: Isaacs, Jessica C. @gmail.com>
Cc: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Database of Potential Directors: An Application Has Been Submitted

---

A new application has been submitted for the database of potential directors by Isaacs, Jessica C.

This application will be reviewed and a reply will be sent within two weeks containing a password if you are selected to register for the database.

If you do not hear from us after two weeks, please contact us at 919.962.7066 or directordiversity@unc.edu to check on the status of your application.

UNC School of Law Center for Banking and Finance
Director Diversity Initiative

From: no_reply@email.unc.edu
Sent: Wednesday, April 9, 2014 5:18 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Nominations for Employee Forum Community Award (Three-Legged Stool)

The Employee Forum Community (Three Legged Stool) Award Nominations Open

The Employee Forum Community Award (Three Legged Stool Award) is designed to recognize distinguished contributions by individuals who work to promote cooperation and collaboration among faculty, staff, and students.

Any member of the Faculty, Staff, or Student Body of the University of North Carolina at Chapel Hill is eligible.

Nominees should be individuals who
***inspire creativity;
***promote harmony and partnerships within the University community;
***inspire teamwork, cooperation and participation;
***demonstrate new approaches to current processes;
***encourage, mentor and build bridges;
***form alliances to work collectively; or
***perform any other significant community building activities.

The Community Award is the Forum's highest award.

Past winners include: James Peacock, Paul Hardin, Rachel Windham, Elson Floyd, Laurie Charest, Jack Evans, Linwood Futrelle, Susan Ehringhaus,Tommy Womble, Eric Mlyn, Archie Ervin, Willis Brooks, and Bob Henshaw

Fill out the form at https://employeeforum.unc.edu/the-employee-forum-community-three-legged-stool-award/ to submit a nomination for 2014.

The deadline for nominations is May 16, 2014 at 5:00 p.m.

This message is sponsored by: Employee Forum

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INFORMATIONAL email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into the UNC Directory at http://dir.unc.edu, login with your Onyen, and select Update Personal Information

From: North Carolina Bar Association <ncbar@ncbar.ccsend.com>
Sent: Wednesday, April 9, 2014 5:20 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: NCBA e-bar

Wednesday, April 9, 2014 | Practice Alert!

What Lawyers Need to Know About the Heartbleed Bug

Yesterday, computer researchers announced that a massive vulnerability for websites that use a certain web encryption software called OpenSSL. This vulnerability, called the "Heartbleed bug," allows potential eavesdropping on users' communications on websites using OpenSSL.

Why should lawyers care about this?

The Heartbleed bug means that third parties can potentially gain access to the contents of a computer's RAM (random access memory). In testing, researchers found they were able to exploit the vulnerability to steal usernames, passwords, instant messages, emails and other business critical information. They were able to steal this information without leaving a trace behind to indicate the theft had occurred.

Which websites are vulnerable?

There are not precise statistics available, but any website using SSL/TLS encryption is potentially at risk. This is a popular technology and many popular cloud-based services rely on it, including Google, Facebook, Yahoo, etc.

As of this email, Google and Facebook have announced that they have patched and fixed the vulnerability on their websites. Yahoo and Microsoft have announced that they are assessing and implementing the fix where needed.

Please note that while the North Carolina Bar Association website (www.ncbar.org) and the online learning center (www.ncbar.org/CLE or gateway.ncbar.org) do use SSL encryption for certain site functions, a risk analysis of these sites was performed and found no vulnerabilities to the Heartbleed bug.

Is there a fix available for the Heartbleed bug?

There is a fix available called Fixed OpenSSL. The web services companies have to apply this fix, not the end users of the software, such as lawyers. Lawyers should follow the protocol below.

What should lawyers do about this?

First, compile a list of the various web services they use. If you have a username and a password to access a site, it should go on the list.

Second, identify web services that contain confidential client information, credit card numbers, bank account information, Social Security numbers and other critical information should go to the top of the list.

Third, investigate whether each web service employs SSL/TLS encryption. Websites and web services that do not employ SSL/TLS are not vulnerable to the Heartbleed bug.

Fourth, for websites which do employ SSL/TLS, investigate whether a patch or fix has been made for each website. As previously mentioned, the largest services (Google, Facebook, etc.) have already implemented fixes. Particular emphasis should be paid to web services from smaller companies. There is an easy way to check to see if the fix has been implemented for a given website by going to https://www.lastpass.com/heartbleed

Fifth, once you confirm a patch has been made for a particular service, log in and change your password for that service.

What about NCBar.org and NCBA affinity partners?

Several of our Affinity Partners use SSL encryption.

- LawPay has applied the patch and is now secure
- Clio Practice Management Software is developing a solution currently
- Fastcase is developing a solution currently
- NetDocuments was unaffected

Additional resources

Vox.com, "The Heartbleed Bug, Explained," http://www.vox.com/2014/4/8/5593654/heartbleed-explainer-big-new-web-security-flaw-compromise-privacy

Heartbleed.com, http://heartbleed.com/

Schneier on Security "Heartbleed," https://www.schneier.com/blog/archives/2014/04/heartbleed.html

Yahoo Tech, "Here's What You Need to Know About the Heartbleed Bug," https://www.yahoo.com/tech/heres-what-you-need-to-know-about-the-heartbleed-bug-82120054478.html

New York Times, "Heartbleed Security Flaw Emphasizes the Need to Change Passwords," http://bits.blogs.nytimes.com/2014/04/08/security-flaw-emphasizes-the-need-to-change-passwords/?_php=true&_type=blogs&_r=0

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Call us about the NCBA Health Plan
800-662-8843

STAY CONNECTED

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North Carolina Bar Association | 8000 Weston Parkway | Cary | NC | 27513

From: Faculty Governance
Sent: Wednesday, April 9, 2014 5:50 PM
To: General Faculty <generalfaculty@listserv.unc.edu>
Subject: [generalfaculty] Announcement: Open Access Task Force Expert Forum, 4/22

To: All UNC-Chapel Hill Faculty
From: UNC-CH Office of Faculty Governance
All faculty invited--please share with your colleagues!
Open Access Task Force Expert Forum
April 22, 2014
12:00 - 1:30 p.m.
Freedom Forum, 305 Carroll Hall
Light refreshments served
Sponsored by the new ad-hoc Open Access Task Force, appointed this spring by Faculty Chair Jan Boxill and Chaired by Profs. Todd Vision and Julie Kimbrough.
This is an expert forum to learn about the rights-retention policies that have been adopted by faculty at several peer institutions in recent years. Such policies typically ensure that faculty have the legal rights to publish in the journal of their choice, at no fee, while at the same time ensuring the accessibility of their peer-reviewed manuscripts through an institutional repository. Such policies can provide the researcher with greater reuse rights than are allowed by the copyright transfer agreements provided by many scholarly publishers. The forum will include presentations by two speakers who have been closely involved with the faculty-led open access policies adopted at Duke University (in 2010) and across the entire 10-university University of California system (in 2013).
Speakers:
Dr. Chris Kelty is an anthropologist at UCLA whose research focuses on the cultural significance of information technology in science and engineering.
Kevin Smith, J.D., is the Director of the Copyright and Scholarly Communications Office at Duke University Libraries and a noted expert on intellectual property in academia.
Questions? Contact us the Office of Faculty Governance.

Anne Mitchell Whitsnant, Ph.D.
Deputy Secretary of the Faculty
Office of Faculty Governance, UNC-Chapel Hill
CB# 9170, Carr Building 203
Chapel Hill, NC 27599-9170
919-962-1671 (office) | 919-962-5479 (fax)
anne_whitsnant@unc.edu
http://facgov.unc.edu/

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April 9, 2014

The Honorable Patrick J. Leahy
Chairman, Committee on the Judiciary
United States Senate
Washington, D.C. 20510

The Honorable Charles Grassley
Ranking Member, Committee on the Judiciary
United States Senate
Washington, D.C. 20510

Re: The Recent Debate and Vote on the Confirmation of Debo Adegbile for Assistant Attorney General for the Civil Rights Division, Department of Justice

Dear Senators Leahy and Grassley:

We the undersigned law professors write in our individual capacities to express our deep concern about the discourse surrounding the Senate vote on the confirmation of Debo Adegbile as Assistant Attorney General for Civil Rights. While we do not take a position on this or any other nominee, we are deeply concerned that the vote and the rationale publicly articulated by a majority of Senators rejecting Mr. Adegbile sends a message that goes to several core values of the legal profession. These include the right to counsel, the importance of *pro bono* representation, and the importance of ensuring that constitutional protections are afforded to every criminal defendant regardless of the crimes for which they are accused.

As law teachers we are particularly concerned about the disquieting message conveyed to law students and graduates entering the profession who may fear that their engagement with *pro bono* representation of unpopular clients may imperil their future eligibility for federal government service. Those who rejected Mr. Adegbile, while acknowledging his stellar and unquestioned qualifications for the position, repeatedly invoked the fact that Mr. Adegbile provided legal representation to an inmate on death row – Mumia Abu Jamal – while Mr. Adegbile was a lawyer with the NAACP Legal Defense Fund ("LDF").

We believe that the criticism of Mr. Adegbile, based on his representation of a death row inmate, is unjust and inconsistent with the fundamental tenets of our profession. The Sixth Amendment to the United States Constitution guarantees the assistance of counsel to persons charged with crimes, and all accused defendants are entitled to zealous representation by competent counsel.

The highest calling of any lawyer is to ensure that the Constitution is applied fairly and in accordance with the decisions of the U.S. Supreme Court to every defendant. Thus it is worth noting that Mr. Adegbile's and LDF's representation of Mr. Abu Jamal successfully vindicated a constitutional infirmity in the instructions given to the jury that

sentenced Mr. Abu Jamal to death. LDF's position was upheld twice by a federal court of appeals.

The debate surrounding Mr. Adegbile's confirmation also threatens to undermine the widely-recognized importance of lawyers providing *pro bono* representation to meet unmet legal needs. Providing representation to defendants on death row is among the most challenging, resource-intensive and critically important *pro bono* counsel a lawyer can provide. Lawyers engaged in this work should be commended rather than denounced for their hard-work and commitment to ensuring that the protections of the Constitution are extended even to those accused of heinous crimes. In fact, according to Standard 4-1.2 of the American Bar Association Standards for the Defense Function "Since the death penalty differs from other criminal penalties in its finality, defense counsel in a capital case should respond to this difference by making extraordinary efforts on behalf of the accused."

The message we extend to our students about the importance of *pro bono* representation is reinforced by state bar *pro bono* requirements in the vast majority of states, and even the requirement in some instances that law graduates demonstrate proof of *pro bono* service for admission to the bar (as is currently required in New York State). The private bar is also powerfully engaged in promoting *pro bono* practice. Indeed the presence of a robust *pro bono* practice is a significant factor considered by many of our students in evaluating which law firms may provide the best work environment upon graduation.

Finally, as every lawyer knows – including the 57 in the U.S. Senate – we are not our clients. The constitutional right to effective assistance of counsel would be turned on its head if the contrary view were advanced. Indeed, had past candidates for public office been held to the Senate's unjust standard, our nation would have been deprived of the likes of President John Adams (who defended British soldiers charged with killing Americans in the Boston Massacre), Justice Thurgood Marshall (who defended countless black men on death row in the Jim Crow South), and Chief Justice John Roberts (who represented convicted serial killer John Errol Ferguson).

Simply put, the rule of law cannot succeed if attorneys are judged guilty by association with their clients. In rejecting a qualified nominee for public service based on conduct which reflects the best of our profession, the Senate has done a grave disservice to the legal profession and those who seek to enter it.

It is our sincere hope that the United States Senate will evaluate future lawyer nominees based on their integrity, experience, professionalism and leadership, and not on the popularity of the clients they represent. To do otherwise, strikes at the core values of the profession which we prepare our students to lead.

(Institutional affiliations are provided solely for identification purposes and should not be interpreted as communicating institutional endorsement.)

Sincerely,

From: Bortz, Conrad <cbortz@email.unc.edu>
Sent: Wednesday, April 9, 2014 6:50 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: RE: CBF FY15 budget

My pleasure!
Have a great thurs fri!
CB

From: Broome, Lissa L
Sent: Wednesday, April 09, 2014 6:30 PM
To: Bortz, Conrad
Subject: RE: CBF FY15 budget
Thanks, Conrad.
Lissa

From: Bortz, Conrad
Sent: Wednesday, April 09, 2014 5:17 PM
To: Clark, Jen L; Broome, Lissa L
Cc: Hennessey, Tricia
Subject: CBF FY15 budget
Hi Jen,
Here you are!
C Bortz

From: Clark, Jen L
Sent: Monday, March 17, 2014 9:56 AM
To: Broome, Lissa L; Bortz, Conrad
Cc: Hennessey, Tricia
Subject: FY15 budget
It's time to prepare your FY15 (JULY 1, 2014- JUNE 30, 2015) **budget request.**

Over the past years you have all done a wonderful job of managing your budgets and we appreciate the hard work you have put into this process. This year we have two contingencies that could possibly impact our financial situation in the upcoming year: 1L student enrollment may decline this fall and the University has asked us to plan for a 2% budget reduction. At this time we ask each of you to submit a budget proposal for a potential 2% cut to your budget allocation. A budget reduction worksheet is included in the attached file.
*****NEW THIS YEAR***** If you charge admission to an event that features live entertainment we must collect and remit sales tax on the portion of the admission charge that is for the entertainment. The event tab has been updated for you to calculate and include sales tax.
Attached you will find 2 files. One file is a set of instructions that will walk you through the budget process. The second file is your FY15 budget request worksheet. Please take time to review the files and their worksheets. Our goal is to create a process that is easy for you to navigate and at the same time capture detailed budget information.
Tricia and I are available to meet with you to answer any questions you may have.
Your budget request submission is due back to me by **April 11, 2014 by 5pm**. Please submit the completed budget file by email.
Jen Clark
Assistant Dean for Finance
UNC-CH School of Law
CB #3382
Chapel Hill, NC 27599
P – 919-843-1170
F – 919-843-7652
www.law.unc.edu

From: no_reply@email.unc.edu
Sent: Wednesday, April 9, 2014 7:57 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] UNC-CH Research study on self-regulated writing

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Subject Line: UNC Study examining middle-school students' self-regulated writing.

We are looking for volunteers to participate in an IRB approved study (IRB #13-3353 approved 04/04/2014) aimed at understanding the interrelations among cognition, motivation and affect in self-regulated writing for middle-school aged students.

This work has the potential to make an impact by informing instructional and motivational interventions to help break the failure cycle for struggling students, and enhance instruction for all students.

To Parents: If you have a middle-school aged child, or if you know of a student who may be interested in participating, please read the requirements of the study below:

Volunteers who choose to take part in this study will meet with the researcher for 2 sessions on two different days.

During the first screening session (approx. 1 – 1.5 hrs) the student will be asked to complete a writing task, and respond to 2 subtests of the Weschler Intelligence Scale for Children, fourth edition (WISC-4).

If selected for the duration of the study, each student participant will be asked to schedule a second session with the researcher (lasting approx. 1 – 1.5 hrs), to be held the following week. During this second session the student will be asked to complete a writing task, respond to measures of affect and motivation, participate in a think-aloud process, and interview with the researcher.

Please consider participating if:

1. Your child is between the ages of 11 – 15 years old.

2. You and your child are able to speak and write in English.

3. You consider your child to be any of the following: a good writer, an average writer, or a struggling writer.

Student participants in this study will receive a $25.00 gift card in addition to feedback on his or her performance on a nationally standardized test of writing (Test of Written Language, fourth edition; TOWL-4).

If you and your child are interested in participating, or would like to learn more about the study, please send an e-mail to Leigh A. Hutchison, M.A., A.B. Ed. at: lhutchis@email.unc.edu.

Study Name: Self-regulated learning in context; interplay of cognition, motivation, and affect in the composing process.

Study Number: IRB 133353

Specific IRB: Non-Biomedical IRB

This message is sponsored by: UNC-CH

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INFORMATIONAL email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into the UNC Directory at http://dir.unc.edu, login with your Onyen, and select Update Personal Information

From: no_reply@email.unc.edu
Sent: Wednesday, April 9, 2014 9:37 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [FORMAL NOTICE] Internet Security

Colleagues,

Media outlets have been reporting on the "Heartbleed" Internet security vulnerability. The "Heartbleed" risk is a threat to many websites across the Internet. University Information Technology Services' (ITS) staff are assessing the risk to UNC-Chapel Hill and are making changes to mitigate risk.

Earlier today, as part of our outreach and communication efforts, we met with School and Department IT leadership to discuss options and identify directions. We will continue to work with your departmental and school IT officers in the coming days to address the issues.

Please take special note that despite many media reports advising people to change passwords, here at UNC-CH we are not suggesting campus users change their campus passwords at this time. When changing passwords, timing is important. Please do NOT change passwords until you have received information from ITS and your local IT service providers that the affected servers have been updated to eliminate the "Heartbleed" risk. ITS will provide further written guidance on the timing of password changes in the near future.

Additionally, we will continue to meet with and update campus technology partners as well as update the general campus in the coming days. If you have questions about "Heartbleed" and campus technology, please contact the ITS Help Desk at (919) 962-HELP (4357). Thank you.

Sincerely,
Kevin Lanning, CISSP, Interim ISO
Stan Waddell, PhD, AVC and CTO

This message is sponsored by: Information Technology Services

From: Clark, Jen L <clarkjen@email.unc.edu>
Sent: Thursday, April 10, 2014 9:14 AM
To: Bortz, Conrad <cbortz@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Cc: Hennessey, Tricia <phenness@email.unc.edu>
Subject: RE: CBF FY15 budget

Thanks!
Jen Clark
Assistant Dean for Finance
UNC-CH School of Law
CB #3382
Chapel Hill, NC 27599
P – 919-843-1170
F – 919-843-7652
www.law.unc.edu

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Sent: Wednesday, April 09, 2014 5:17 PM
To: Clark, Jen L; Broome, Lissa L
Cc: Hennessey, Tricia
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C Bortz

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To: Broome, Lissa L; Bortz, Conrad
Cc: Hennessey, Tricia
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*****NEW THIS YEAR***** If you charge admission to an event that features live entertainment we must collect and remit sales tax on the portion of the admission charge that is for the entertainment. The event tab has been updated for you to calculate and include sales tax.
Attached you will find 2 files. One file is a set of instructions that will walk you through the budget process. The second file is your FY15 budget request worksheet. Please take time to review the files and their worksheets. Our goal is to create a process that is easy for you to navigate and at the same time capture detailed budget information.
Tricia and I are available to meet with you to answer any questions you may have.
Your budget request submission is due back to me by **April 11, 2014 by 5pm**. Please submit the completed budget file by email.
Jen Clark
Assistant Dean for Finance
UNC-CH School of Law
CB #3382
Chapel Hill, NC 27599
P – 919-843-1170
F – 919-843-7652
www.law.unc.edu

From: Pierce, Catherine Ringo <cringo@email.unc.edu>
Sent: Thursday, April 10, 2014 10:16 AM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Today's Noon Faculty Meeting | Faculty Lounge

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Dear Faculty,
Just a friendly reminder that today's noon meeting will be held in the faculty lounge. Thanks.
Catherine

Catherine Ringo Pierce
Assistant Dean for Policy and Special Assistant to the Dean
UNC School of Law
CB#3380, Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380
P(919) 843-2409
F(919)962-1170

From: Broome, Lissa L <lbroome@email.unc.edu>
Sent: Thursday, April 10, 2014 11:42 AM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Automatic reply: AOK - FAC statement - as edited by Andy P. on student record confidentiality and protection

---

I will be out of the office until Monday, April 14. I will respond to your email as soon as I can.
Lissa Broome

From: Boger, Jack <jcboger@email.unc.edu>
Sent: Thursday, April 10, 2014 2:54 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Erin Hendrickson -- An Update

Dear Friends,
I talked with Erin Hendrickson this afternoon about 2:15 pm. She was gracious, pleased to hear of our interest, and appreciative of the informal offer I shared with her (which was subject to final approval, of course, by EEO and the Provost, etc.). She requested time to consider the offer with her husband Thomas Hendrickson, a Ph.D. in Classics who is presently scheduled to visit at Dartmouth for the fall. (She wondered aloud about long term prospects for Thomas in the Research Triangle area, and I assured her we'd be happy to share his CV with local classics departments, though I gave no assurances that we could actively advance his efforts to secure a position.) She promised to be back in touch with me by next Wednesday with a 'yes' or 'no' response. I asked whether we should keep word of our offer quiet until then; she responded that we need not do so, since she would be telling William & Mary of the prospect later today. Let me encourage those of you who met and/or know Erin to write @gmail.com) or call (cell:) to let her know of your interest and support for joining our RRWA professors next fall.
In the meanwhile, let me reiterate my gratitude for the exceptionally fine, quick, and thorough work of Bob Mosteller (chair) and the subcommittee members (Patricia Bryan, Alexa Chew, Luke Everett, and Craig Smith) that carried out the search process that led to two fine candidates and the prospect that Erin will opt to join us next week.
Jack

From: echo360@unc.edu
Sent: Thursday, April 10, 2014 3:45 PM
To: Story, Charles E <cstory@email.unc.edu>; Broome, Lissa L <lbroome@email.unc.edu>
Subject: Echo Available: 275 (1) (Broome-Secured Transactions-s14) Spring 2014, 2014-04-10 14:05

Blended learning and lecture capture provided by Echo360.

Term Spring 2014
Course 275 (1)
Section s14
Captured 2014-04-10 14:05

Your recording has been processed and your media is ready. Please visit the EchoCenter Course Portal to review your course media and monitor student usage.

Note: Any media marked as Initially Unavailable will need to be made Available (on the EchoServer) before students can view it.

Thank you.

EchoCenter Course Portal

https://lawecho360.ad.unc.edu:8443/ess/portal/section/6eb5f7ea-e98d-4098-904a-8676d73ee7eb

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Echoes

Rich Media Playback: https://lawecho360.ad.unc.edu:8443/ess/echo/presentation/5220c7e7-4d65-405b-b12b-81aea5dc2760

Vodcast Playback: https://lawecho360.ad.unc.edu:8443/ess/echo/presentation/5220c7e7-4d65-405b-b12b-81aea5dc2760/media.m4v

Podcast Playback: https://lawecho360.ad.unc.edu:8443/ess/echo/presentation/5220c7e7-4d65-405b-b12b-81aea5dc2760/media.mp3

Blended learning and lecture capture provided by Echo360.
For additional resources, research and tools for Blended Learning, click HERE.

From: Thomas, Kathleen <kathleet@email.unc.edu>
Sent: Thursday, April 10, 2014 4:18 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: RE:[law_faculty] 5th Annual Triangle Law and Economics Conference

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Just a reminder that the Triangle Law & Economics Conference – cosponsored by UNC Law - is being held **tomorrow** at Duke in the auditorium of Hock Plaza. It should be a great event!

From: Thomas, Kathleen
Sent: Thursday, March 27, 2014 9:46 AM
To: The law_faculty mailing list
Subject: [law_faculty] 5th Annual Triangle Law and Economics Conference
Dear Colleagues -
Please see below regarding the Fifth Annual Triangle Law & Economics Conference, which is being cosponsored by Duke Law, Fuqua, and UNC Law. The event will be held on Friday April 11 at Duke and features a fantastic line up of speakers and a wide range of topics including Health, Fraud and Corruption, Finance, Energy and Climate Change, and Tax. I would greatly appreciate you passing this on to any student groups that might be interested. And, of course, I hope to see some of you there!
Many Thanks,
Kathleen

Please join us on April 10th and 11th for the Fifth Annual Triangle L&E Conference—***Rethinking Regulation and Reform: Behavioral Economics and the Regulatory State***—will be addressing issues at the intersection of behavioral economics and law with a special focus on the applications of *decision science*, *choice architecture*, and *nudging* to law, regulation, and policy.

Registration is available **here**; meals are provided, including an evening dinner reception on Friday, April 11th at the Museum of Life and Science, Durham, NC.
The Fifth Annual Triangle Law & Economics Conference is presented by the Law & Economics Society of Duke University School of Law and the Duke Center for Interdisciplinary Decision Sciences (D-CIDES), and is a joint collaboration between Duke Law School, UNC School of Law, and the Fuqua School of Business.

The conference will commence on Thursday, April 10th at 5:00 PM with a Keynote Address by Eric Johnson, the Norman Eig Professor of Business and the Director of the Center for Decision Sciences at Columbia University. Professor Johnson is a leading scholar in behavioral economics, decision science, marketing research, and neuroeconomics. Dr. Johnson's talk will be held in Geneen Auditorium at Duke's Fuqua School of Business and will be followed with a reception. *It is free and open to the public.*
On Friday, April 11th, the Conference will continue with panels on behavioral finance, health, fraud and corruption, taxation, energy and climate change, and rethinking behavior-ism. The panels bring together top scholars, policy makers, and leaders in business, law, and government; a partial list of panelists is provided below. **Conference registration is free but required**; meals will be provided. All panels will be held in the auditorium of Hock Plaza (on Erwin Road, Durham), with on-site parking available. **A Conference schedule and panelist biographies are available at the conference website.**
Panelists and Speakers for "Rethinking Regulation and Reform" include:
Dan Ariely (Center for Advanced Hindsight)
Ed Ballesien (Duke History)
Peter Barnes (Sanford DCID)
Lori Bennear (Duke Nicholas)
Bill Black (UMKC Law)
Susanna Blumenthal (Duke Law)
Christian Broadbent (Securities and Exchange Commission)
Sam Buell (Duke Law)
Ronnie Chatterji (Duke Fuqua)
Jim Cox (Duke Law)
Jasper Cummings (Alston + Bird)
David Gamage (Berkeley Law)
Henry Grabowski (Duke Economics)
Eric Johnson (Columbia Business School)
Rachel Kranton (Duke Economics)
Rick Larrick (Duke Fuqua)
Read Montague (Virginia Tech Neuroscience)
John Payne (Duke Fuqua)
Billy Pizer (Duke Sanford)
Robert Pringle (Winston & Strawn)
Barak Richman (Duke Law)
Pate Skene (Duke Neurobiology)
Sim Sitkin (Behavioral Science and Policy Center)
Kathleen Thomas (UNC Law)
Jonathan Wiener (Duke Law)
Brian Wilson (CEO, BCBSNC)
Lawrence Zelenak (Duke Law)
Please **RSVP for the Conference** as soon as possible to receive continued updates. We look forward to seeing you on April 10th and 11th!
Sincerely yours,
Shanna

J.D. Candidate | Class of 2015
Duke University School of Law
@duke.edu

From: Association of American Law Schools <aals@aals.ccsend.com>
Sent: Thursday, April 10, 2014 4:20 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Crosscutting Programs at the 2015 AALS Annual Meeting

Association of American Law Schools

Call for Proposals:
Crosscutting Programs at the 2015 AALS Annual Meeting

Proposals Due: May 12, 2014
The Association of American Law Schools is seeking proposals for Crosscutting Programs for the 2015 AALS Annual Meeting to be held in Washington, DC from January 2-5, 2015. Crosscutting Programs focus on multi-subject and interdisciplinary subjects with new perspectives on legal issues or the profession. Crosscutting programs attract a wide audience of law faculty teaching a variety of topics.

Successful proposals include innovative approaches to subjects or topics and presentation formats. The program panel would aim to spark conversations among academics both those working inside traditional legal silos and across legal and non-law disciplines. Proposals should not feature a program or subject that could be offered by any particular AALS Section. Additionally, proposals should not conflict with other program topics being presented at the 2015 AALS Annual Meeting. To ensure there is no overlap, the Committee on Special Programs for the 2015 Annual Meeting will evaluate all proposals in light of AALS Section and AALS Committee programs already planned for the 2015 Annual Meeting.
The length of a Crosscutting program is either 1 hour and 45 minutes or can be held during the last afternoon's 3-hour time slot. Depending on the presentation format selected, we recommend you have one moderator and up to four slots reserved for speakers, and in addition, allot 20 minutes

for question and answers from the audience. You may choose to select one speaker from a call for papers, who will not need to be identified by May 12, 2014. Programs might include a non-law school speaker. We recommend a small panel of three so that all panelists can contribute fully and the audience has the opportunity to ask questions.
Program proposals may be submitted by any faculty member with a full-time appointment at an AALS member school.
A proposal of 700 words would include the following information:

- Program title;
- Detailed description of what the program is trying to accomplish;
- Names of the planners of the program and description on how the program idea was generated;
- Names of speakers to be invited including their full names and schools with a link to or copy of their curricula vitae. Please describe the contributions each panelist will make to the discussion.
- Presentation format of the program;
- Program publishing information, if applicable.

The Committee will consider the following:

- Is the program focused on multi-subject and interdisciplinary subjects with new perspectives on legal issues or the profession?
- Is the format innovative?
- Will the program attract a broad audience?
- Is there diversity of presenters and of planners? (Diversity in a broad sense: school, perspectives, race, gender, experience, etc.)
- Is there a publication coming out of the program?

The following examples of prior Crosscutting Programs can be found on past annual meeting programs here.

- Climate Change and Indigenous Peoples: The Intersection of Environmental Law, Natural Resources Development, Water Law, Energy Law, International Law, and Indigenous Law (2013)
- The Business of Tax Patents: At the Crossroads of Patent, Tax and Business Law (2013)
- The Law and Science of Trustworthy Elections: Facing the Challenges of Internet Voting and Other E-Voting Technologies (2012)

The Committee on Special Programs for the 2015 Annual Meeting will review and notify authors of the selected proposals by June 2014. Speakers are responsible for paying their conference registration fee and travel expenses; for non-law speakers, registration fees are waived.
The AALS welcomes comments and questions about Crosscutting Programs. Questions should be directed to Jane La Barbera AALS Managing Director at crosscutting@aals.org.
Proposals are due May 12, 2014 and should be sent to crosscutting@aals.org.

Forward this email

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Association of American Law Schools | 1614 20th Street, NW | Washington | DC | 20009-1001

From: Marshall, Bill <wpmarsha@email.unc.edu>
Sent: Thursday, April 10, 2014 4:22 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Subject: [law_faculty] Don's workshop is tomorrow!

Great teacher, great topic!!
And unlike today's faculty meeting, lunch will be provided!
See you then

From: Gibson, S. Elizabeth <elizabeth_gibson@unc.edu>
Sent: Thursday, April 10, 2014 4:49 PM
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>
Cc: 'Julia Welch' @gmail.com>
Subject: [law_faculty] Suggestions for judges

In the last few years, the Craven Competition has succeeded in attracting some outstanding federal judges to serve as final round judges for the competition. We have been greatly assisted in identifying and attracting these judges by suggestions from faculty members about judges they know or judges who they know have some connection to this area that might make them interested in coming.
We will start extending invitations to final round judges during the summer. If you have some ideas of judges who might want/be willing to come to Chapel Hill for the moot court competition in February, please let me know. For the final round we typically focus on federal circuit and district judges. (Don targets the NC Supreme Court for the in-house moot court competition.)
Thanks,
Elizabeth

S. Elizabeth Gibson
Burton Craige Professor of Law
5073 Van Hecke-Wettach Hall
University of North Carolina at Chapel Hill C.B. # 3380 Chapel Hill, NC 27599-3380
Phone: (919) 962-8506
Fax: (919) 962-1277

From: no_reply@email.unc.edu
Sent: Thursday, April 10, 2014 4:53 PM
To: Broome, Lissa L <lbroome@email.unc.edu>
Subject: [INFORMATIONAL] Associate Vice Chancellor and Deputy Chief Information Officer for ITS

Dear Colleagues,

I am pleased to announce that Susan Kellogg has accepted the position of Associate Vice Chancellor and Deputy Chief Information Officer in Information Technology Services (ITS). Susan has served as the Associate Dean for Information Technology at the Kenan-Flagler Business School since 2003. In that time, Susan has also served as a lecturer in the Masters of Accounting Program and as a project advisor for several research grants on Cyber Security. Additionally, Susan served as a member of the UNC-CH Information Technology Executive Council (ITEC), working with ITS on a number of institutional projects and priorities.

In her Deputy Chief Information Officer role in ITS, Susan will join the Information Technology Services Senior Leadership Team and report to me. Susan's Deputy CIO portfolio includes IT communications and web services, IT governance, IT strategy, vendor relations and vendor management, as well as Information Security and IT compliance. Susan will also lead key institutional initiatives and represent UNC-CH in various local, state, and national initiatives.

I wish to thank the search committee that conducted the extensive national search. The committee assembled an extraordinary list of finalists over the five months of their work, and I am in their debt for their energy, judgment and commitment to Carolina. Meredith Weiss, Associate Vice Chancellor for Administration, chaired the committee that consisted of Andy Johns, Associate Vice Chancellor for Research; David Rankin, Director of OCIS in the School of Dentistry and Chair of the Information Technology Executive Council; Rob Bruce, Director of the William and Ida Friday Center for Continuing Education; and Stan Waddell, Assistant Vice Chancellor for Infrastructure and Operations and Chief Technology Officer in ITS.

Susan joins ITS on May 5, 2014, and I hope you will join me in congratulating her on her new position. Thank you.

Best regards,

Chris Kielt
Vice Chancellor for Information Technology
and Chief Information Officer

This message is sponsored by: Information Technology Services

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From: UNC News <news@unc.edu>
Sent: Thursday, April 10, 2014 4:57 PM
To: Carolina in the News <newsclips@listserv.unc.edu>
Subject: [newsclips] UNC News Release: April 10

News Release

PlayMakers presents regional premiere of 뮈old These Truths□: https://uncnews.unc.edu/2014/04/10/premiere-truths/

PlayMakers Repertory Company will present the regional premiere of 믝old These Truths,□ written by Jeanne Sakata, April 23-27. The production is the last in the 2013-2014 PRC□ series, which features performances of topical plays coupled with engaging post-show discussions with the creative artists and other panelists.

 -- You are currently subscribed to

newsclips as: lbroome@email.unc.edu. To unsubscribe send a blank
email to leave-34526973-53935784.8af17671bb4a27c8e0d7b04048184c06@listserv.unc.edu

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Subject: Ad

Start: 8/31/2010 8:00:00 PM
End: 8/31/2010 9:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Subject: Ad

Start: 8/30/2010 8:00:00 PM
End: 8/30/2010 8:30:00 PM
Show Time As: Busy

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:14:32 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 5/8/2009 4:00:00 AM
End: 5/9/2009 4:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:53 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 5/22/2009 4:00:00 AM
End: 5/23/2009 4:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:53 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 6/19/2009 4:00:00 AM
End: 6/20/2009 4:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:53 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 6/5/2009 4:00:00 AM
End: 6/6/2009 4:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:54 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 7/31/2009 4:00:00 AM
End: 8/1/2009 4:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:54 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 7/17/2009 4:00:00 AM
End: 7/18/2009 4:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:54 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 9/25/2009 4:00:00 AM
End: 9/26/2009 4:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:54 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 8/28/2009 4:00:00 AM
End: 8/29/2009 4:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:54 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 1/1/2010 5:00:00 AM
End: 1/2/2010 5:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:54 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 10/23/2009 4:00:00 AM
End: 10/24/2009 4:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:54 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 1/15/2010 5:00:00 AM
End: 1/16/2010 5:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:54 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 8/14/2009 4:00:00 AM
End: 8/15/2009 4:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:54 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 1/29/2010 5:00:00 AM
End: 1/30/2010 5:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:54 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 12/4/2009 5:00:00 AM
End: 12/5/2009 5:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:54 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 11/6/2009 5:00:00 AM
End: 11/7/2009 5:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:54 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 2/26/2010 5:00:00 AM
End: 2/27/2010 5:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:54 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 10/9/2009 4:00:00 AM
End: 10/10/2009 4:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:54 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 2/12/2010 5:00:00 AM
End: 2/13/2010 5:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:54 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 11/20/2009 5:00:00 AM
End: 11/21/2009 5:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:54 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 12/18/2009 5:00:00 AM
End: 12/19/2009 5:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:54 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 9/11/2009 4:00:00 AM
End: 9/12/2009 4:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:55 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 3/12/2010 5:00:00 AM
End: 3/13/2010 5:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:55 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 5/7/2010 4:00:00 AM
End: 5/8/2010 4:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:55 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 6/18/2010 4:00:00 AM
End: 6/19/2010 4:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:55 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 4/23/2010 4:00:00 AM
End: 4/24/2010 4:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:55 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 3/26/2010 4:00:00 AM
End: 3/27/2010 4:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:55 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 6/4/2010 4:00:00 AM
End: 6/5/2010 4:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:55 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 4/9/2010 4:00:00 AM
End: 4/10/2010 4:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 5/6/2009 5:18:55 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: TIMs approve bi-weekly

Start: 5/21/2010 4:00:00 AM
End: 5/22/2010 4:00:00 AM
Show Time As: Free

Required Attendees: Lissa L Broome

From: Administrator
Sent: 11/24/2009 10:20:36 PM
To: Administrator [administrator@email.invalid]; Lissa L Broome [lbroome@email.unc.edu]

Subject: Copy: Spring Holiday

Start: 4/2/2010 4:00:00 AM
End: 4/3/2010 4:00:00 AM
Show Time As: Free

Required Attendees: Administrator;Lissa L Broome

From: Administrator
Sent: 11/24/2009 10:20:37 PM
To: Administrator [administrator@email.invalid]; Lissa L Broome [lbroome@email.unc.edu]

Subject: Copy: Memorial Day

Start: 5/31/2010 4:00:00 AM
End: 6/1/2010 4:00:00 AM
Show Time As: Free

Required Attendees: Administrator;Lissa L Broome

From: Administrator
Sent: 11/24/2009 10:20:37 PM
To: Administrator [administrator@email.invalid]; Lissa L Broome [lbroome@email.unc.edu]

Subject: Copy: Independence Day

Start: 7/5/2010 4:00:00 AM
End: 7/6/2010 4:00:00 AM
Show Time As: Free

Required Attendees: Administrator;Lissa L Broome

From: Administrator
Sent: 11/24/2009 10:20:38 PM
To: Administrator [administrator@email.invalid]; Lissa L Broome [lbroome@email.unc.edu]

Subject: Copy: Labor Day

Start: 9/6/2010 4:00:00 AM
End: 9/7/2010 4:00:00 AM
Show Time As: Free

Required Attendees: Administrator;Lissa L Broome

From: Administrator
Sent: 11/24/2009 10:20:39 PM
To: Administrator [administrator@email.invalid]; Lissa L Broome [lbroome@email.unc.edu]

Subject: Copy: Thanksgiving Recess

Start: 11/25/2010 5:00:00 AM
End: 11/26/2010 5:00:00 AM
Show Time As: Free

Required Attendees: Administrator;Lissa L Broome

From: Administrator
Sent: 11/24/2009 10:20:39 PM
To: Administrator [administrator@email.invalid]; Lissa L Broome [lbroome@email.unc.edu]

Subject: Copy: Thanksgiving Recess

Start: 11/26/2010 5:00:00 AM
End: 11/27/2010 5:00:00 AM
Show Time As: Free

Required Attendees: Administrator;Lissa L Broome

From: Administrator
Sent: 11/24/2009 10:20:40 PM
To: Administrator [administrator@email.invalid]; Lissa L Broome [lbroome@email.unc.edu]

Subject: Copy: Winter Holiday

Start: 12/24/2010 5:00:00 AM
End: 12/25/2010 5:00:00 AM
Show Time As: Free

Required Attendees: Administrator;Lissa L Broome

From: Administrator
Sent: 11/24/2009 10:20:41 PM
To: Administrator [administrator@email.invalid]; Lissa L Broome [lbroome@email.unc.edu]

Subject: Copy: Winter Holiday

Start: 12/27/2010 5:00:00 AM
End: 12/28/2010 5:00:00 AM
Show Time As: Free

Required Attendees: Administrator;Lissa L Broome

From: Administrator
Sent: 11/24/2009 10:20:41 PM
To: Administrator [administrator@email.invalid]; Lissa L Broome [lbroome@email.unc.edu]

Subject: Copy: New Years Eve

Start: 12/30/2010 5:00:00 AM
End: 12/31/2010 5:00:00 AM
Show Time As: Free

Required Attendees: Administrator;Lissa L Broome

From: Administrator
Sent: 11/24/2009 10:20:42 PM
To: Administrator [administrator@email.invalid]; Lissa L Broome [lbroome@email.unc.edu]

Subject: Copy: New Years Eve

Start: 12/31/2010 5:00:00 AM
End: 1/1/2011 5:00:00 AM
Show Time As: Free

Required Attendees: Administrator;Lissa L Broome

From: Conrad Bortz [cbortz@email.unc.edu]
Sent: 12/18/2009 9:34:08 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Kraiwec, Conley weekly meet.
Location: TBD

Start: 3/18/2010 2:00:00 PM
End: 3/18/2010 3:30:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Conrad Bortz [cbortz@email.unc.edu]
Sent: 12/18/2009 9:34:08 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Kraiwec, Conley weekly meet.
Location: TBD

Start: 4/1/2010 2:00:00 PM
End: 4/1/2010 3:30:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Conrad Bortz [cbortz@email.unc.edu]
Sent: 12/18/2009 9:34:08 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Kraiwec, Conley weekly meet.
Location: TBD

Start: 2/4/2010 3:00:00 PM
End: 2/4/2010 4:30:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Conrad Bortz [cbortz@email.unc.edu]
Sent: 12/18/2009 9:34:08 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Kraiwec, Conley weekly meet.
Location: TBD

Start: 1/28/2010 3:00:00 PM
End: 1/28/2010 4:30:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

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From: Conrad Bortz [cbortz@email.unc.edu]
Sent: 12/18/2009 9:34:08 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Kraiwec, Conley weekly meet.
Location: TBD

Start: 3/4/2010 3:00:00 PM
End: 3/4/2010 4:30:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Conrad Bortz [cbortz@email.unc.edu]
Sent: 12/18/2009 9:34:08 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Kraiwec, Conley weekly meet.
Location: TBD

Start: 1/21/2010 3:00:00 PM
End: 1/21/2010 4:30:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Conrad Bortz [cbortz@email.unc.edu]
Sent: 12/18/2009 9:34:08 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Kraiwec, Conley weekly meet.
Location: TBD

Start: 2/11/2010 3:00:00 PM
End: 2/11/2010 4:30:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

>>=0D=0A----------=0D=0A

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 1/20/2010 6:00:00 PM
End: 1/20/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 3/17/2010 5:00:00 PM
End: 3/17/2010 6:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 3/31/2010 5:00:00 PM
End: 3/31/2010 6:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 3/24/2010 5:00:00 PM
End: 3/24/2010 6:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 4/19/2010 5:00:00 PM
End: 4/19/2010 6:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 3/22/2010 5:00:00 PM
End: 3/22/2010 6:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 2/22/2010 6:00:00 PM
End: 2/22/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 2/24/2010 6:00:00 PM
End: 2/24/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 4/13/2010 5:00:00 PM
End: 4/13/2010 6:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 1/13/2010 6:00:00 PM
End: 1/13/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 2/9/2010 6:00:00 PM
End: 2/9/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 3/23/2010 5:00:00 PM
End: 3/23/2010 6:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 1/11/2010 6:00:00 PM
End: 1/11/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 2/10/2010 6:00:00 PM
End: 2/10/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 1/27/2010 6:00:00 PM
End: 1/27/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 3/30/2010 5:00:00 PM
End: 3/30/2010 6:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 1/19/2010 6:00:00 PM
End: 1/19/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 2/23/2010 6:00:00 PM
End: 2/23/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 2/2/2010 6:00:00 PM
End: 2/2/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 3/29/2010 5:00:00 PM
End: 3/29/2010 6:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 1/26/2010 6:00:00 PM
End: 1/26/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 4/12/2010 5:00:00 PM
End: 4/12/2010 6:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 2/3/2010 6:00:00 PM
End: 2/3/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 2/17/2010 6:00:00 PM
End: 2/17/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 3/16/2010 5:00:00 PM
End: 3/16/2010 6:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 1/25/2010 6:00:00 PM
End: 1/25/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 2/15/2010 6:00:00 PM
End: 2/15/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 3/1/2010 6:00:00 PM
End: 3/1/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 3/15/2010 5:00:00 PM
End: 3/15/2010 6:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 1/12/2010 6:00:00 PM
End: 1/12/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 2/16/2010 6:00:00 PM
End: 2/16/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 3/2/2010 6:00:00 PM
End: 3/2/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 4/6/2010 5:00:00 PM
End: 4/6/2010 6:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 4/7/2010 5:00:00 PM
End: 4/7/2010 6:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 2/8/2010 6:00:00 PM
End: 2/8/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 4/5/2010 5:00:00 PM
End: 4/5/2010 6:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 1/6/2010 3:40:33 AM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Class

Start: 3/3/2010 6:00:00 PM
End: 3/3/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 3/12/2010 1:39:25 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Banking Institute

Start: 3/25/2010 12:30:00 PM
End: 3/26/2010 2:30:00 AM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 3/12/2010 1:39:49 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Banking Institute, Board of Advisors Meeting, Drive Home

Start: 3/26/2010 11:30:00 AM
End: 3/26/2010 9:30:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 3/12/2010 1:40:53 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Dinner with Banking Journal Executive Board at 7:00 at Glasshalf

Start: 3/29/2010 11:00:00 PM
End: 3/30/2010 1:00:00 AM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 3/12/2010 1:42:21 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Work from beach, participate in Krawiec, Conley meeting by phone

Start: 4/1/2010 12:00:00 PM
End: 4/1/2010 9:30:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 3/12/2010 1:42:57 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Teaching Lunch

Start: 4/6/2010 4:00:00 PM
End: 4/6/2010 5:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 3/12/2010 1:43:26 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Academic Affairs Meeting

Start: 4/8/2010 4:00:00 PM
End: 4/8/2010 5:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 3/12/2010 1:44:20 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Dean's Advisory Committee at 4:15

Start: 4/12/2010 8:00:00 PM
End: 4/12/2010 9:30:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 3/12/2010 1:45:39 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Chancellor's Advisory Committee begins at 3:00

Start: 4/15/2010 6:30:00 PM
End: 4/15/2010 8:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 3/12/2010 1:45:56 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Faculty Meeting begins at 4:15

Start: 4/15/2010 8:00:00 PM
End: 4/15/2010 10:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 3/12/2010 1:46:15 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Dinner at 7:00 at Carolina Inn for speakers

Start: 4/15/2010 10:30:00 PM
End: 4/16/2010 2:00:00 AM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 3/12/2010 1:46:37 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Board Diversity Conference

Start: 4/16/2010 11:00:00 AM
End: 4/16/2010 10:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 3/12/2010 1:47:17 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Pick up Speakers from Airport

Start: 4/15/2010 8:00:00 PM
End: 4/15/2010 10:30:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 3/12/2010 1:47:31 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Take speakers to airport

Start: 4/16/2010 8:30:00 PM
End: 4/16/2010 10:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 3/12/2010 1:48:45 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: ST Exam

Start: 4/26/2010 6:00:00 PM
End: 4/26/2010 9:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 3/25/2010 1:54:02 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Kraiwec, Conley weekly meet.
Location: TBD

Start: 3/25/2010 2:00:00 PM
End: 3/25/2010 3:30:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 3/30/2010 4:45:22 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Call-in to special faculty meeting.

Start: 4/1/2010 8:00:00 PM
End: 4/1/2010 10:30:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 3/30/2010 4:46:01 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Leave for errands and PT

Start: 3/30/2010 8:30:00 PM
End: 3/30/2010 11:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 3/30/2010 4:46:43 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Faculty Athletics Committee meeting at Carmichael

Start: 4/6/2010 7:30:00 PM
End: 4/6/2010 10:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 3/30/2010 4:46:51 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: PT at 6:30

Start: 4/5/2010 10:00:00 PM
End: 4/6/2010
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 3/30/2010 4:47:20 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Banking Journal dinner at 7:00 at Spanky's

Start: 4/7/2010 10:30:00 PM
End: 4/8/2010
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Conrad Bortz [cbortz@email.unc.edu]
Sent: 3/31/2010 2:35:09 PM
To: Conrad Bortz [cbortz@email.unc.edu]; Lissa L Broome [lbroome@email.unc.edu]

Subject: Copy: 2011 budget review
Location: Lissa's office

Start: 4/7/2010 7:00:00 PM
End: 4/7/2010 8:00:00 PM
Show Time As: Busy

Required Attendees: Conrad Bortz;Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 4/1/2010 1:55:57 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Kraiwec, Conley weekly meet.
Location: TBD

Start: 4/1/2010 2:00:00 PM
End: 4/1/2010 3:30:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 4/1/2010 1:55:57 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Kraiwec, Conley weekly meet.
Location: TBD

Start: 4/1/2010 2:00:00 PM
End: 4/1/2010 3:30:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 4/6/2010 2:45:55 PM
To: Lissa L Broome [lbroome@email.unc.edu]; Doug Edmunds [edmunds@unc.edu]

Subject: Copy: Outlook migration -- Doug Edmunds

Start: 4/8/2010 1:00:00 PM
End: 4/8/2010 2:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome;Doug Edmunds

From: Conrad Bortz [cbortz@email.unc.edu]
Sent: 4/7/2010 2:03:50 PM
To: Conrad Bortz [cbortz@email.unc.edu]; Lissa L Broome [lbroome@email.unc.edu]

Subject: Copy: campus shooter drill - all day possible
Location: OEC

Start: 4/21/2010 12:30:00 PM
End: 4/21/2010 12:45:00 PM
Show Time As: Free

Required Attendees: Conrad Bortz;Lissa L Broome

From: Lissa L Broome [lbroome@email.unc.edu]
Sent: 4/7/2010 2:36:24 PM
To: Lissa L Broome [lbroome@email.unc.edu]

Subject: Meeting with Conley

Start: 4/8/2010 7:00:00 PM
End: 4/8/2010 8:00:00 PM
Show Time As: Busy

Required Attendees: Lissa L Broome

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/12/2010 2:34:25 PM

Subject: Make-up class

Start: 4/12/2010 4:00:00 PM

End: 4/12/2010 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/12/2010 2:34:47 PM

Subject: Meeting with 2 students

Start: 4/12/2010 6:00:00 PM

End: 4/12/2010 6:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/12/2010 2:36:34 PM

Subject: Summer grant report and application deadilne

Start: 4/14/2010 4:00:00 AM

End: 4/15/2010 4:00:00 AM

Show Time As: Free

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 4/12/2010 2:57:20 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Symposium detail review
Location: Lissa's office

Start: 4/12/2010 6:45:00 PM
End: 4/12/2010 7:15:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

When: Monday, April 12, 2010 2:45 PM-3:15 PM (GMT-05:00) Eastern Time (US & Canada).
Where: Lissa's office

Note: The GMT offset above does not reflect daylight saving time adjustments.

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From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/13/2010 3:20:18 PM

Subject: ACC meeting in G'boro

Start: 4/14/2010 10:00:00 AM

End: 4/14/2010 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3:20:50 PM

Subject: Call with

Start: 8:30:00 PM

End: 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 4/13/2010 6:29:48 PM

Subject: Office hours

Start: 4/19/2010 6:00:00 PM
End: 4/19/2010 7:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/13/2010 6:30:01 PM

Subject: Office hours

Start: 4/20/2010 2:00:00 PM

End: 4/20/2010 3:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 4/13/2010 6:30:17 PM

Subject: Office hours

Start: 4/21/2010 5:00:00 PM
End: 4/21/2010 7:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 4/13/2010 6:30:39 PM

Subject: Office hours

Start: 4/26/2010 1:00:00 PM
End: 4/26/2010 2:30:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 4/15/2010 10:30:24 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L; Hennessey, Tricia

Subject: Budget clarification (Wach. spending)
Location: via phone (Tricia to call in) 919 962 7066

Start: 4/19/2010 7:30:00 PM
End: 4/19/2010 8:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L; Hennessey, Tricia

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 4/17/2010 1:22:59 AM

Start: 4/12/2010 2:00:00 PM
End: 4/12/2010 2:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1:23:27 AM

Subject: Meet with Conrad,

Start: 2:00:00 PM

End: 2:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/17/2010 1:24:02 AM

Subject: Div Task Force Call

Start: 4/20/2010 5:00:00 PM

End: 4/20/2010 5:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/17/2010 1:24:36 AM

Subject: 3:10 - Task force on teaching evals

Start: 4/20/2010 7:00:00 PM

End: 4/20/2010 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 4/17/2010 1:26:12 AM

Subject: Call Sterling Spainhour

Start: 4/21/2010 7:30:00 PM
End: 4/21/2010 8:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/17/2010 1:26:24 AM

Subject: Linda Selbach to call

Start: 4/21/2010 8:00:00 PM

End: 4/21/2010 9:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 4/19/2010 3:31:08 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Weekly meet.
Location: Lissa's office

Start: 4/19/2010 8:00:00 PM
End: 4/19/2010 8:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

When: Monday, April 19, 2010 4:00 PM-4:30 PM (GMT-05:00) Eastern Time (US & Canada).
Where: Lissa's office

Note: The GMT offset above does not reflect daylight saving time adjustments.

~~*~*~*~*~*~*~*~*~*

BDC Invoice reminder talk point

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/19/2010 4:17:07 PM

Subject: Room 5054 journal and IT meeting

Start: 4/21/2010 1:00:00 PM

End: 4/21/2010 2:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/26/2010 1:09:48 AM

Subject: Conference Call with NC Treasurer's Office

Start: 4/28/2010 2:00:00 PM

End: 4/28/2010 3:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/26/2010 1:10:16 AM

Subject: Charlotte Alumni Event

Start: 4/28/2010 6:00:00 PM

End: 4/29/2010 3:00:00 AM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 4/26/2010 12:53:32 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa meet.

Start: 4/26/2010 2:30:00 PM
End: 4/26/2010 3:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

When: Monday, April 26, 2010 10:30 AM-11:00 AM (GMT-05:00) Eastern Time (US & Canada).

Note: The GMT offset above does not reflect daylight saving time adjustments.

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From: Susan.Clare-Benjamin@nctreasurer.com [Susan.Clare-Benjamin@nctreasurer.com]
Sent: 4/26/2010 1:28:46 PM
To: Jay Chaudhuri [jay.chaudhuri@nctreasurer.com]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Conference Call with Professor Broome and the Director Diversity Initiative Working Group regarding Memo on Partnership Opportunities between DST and Director Initiative
Location: Please call (1-866) 311-1127 Meeting Number *2692405* (Please remember to enter the star * before and after the meeting number)

Start: 4/28/2010 2:00:00 PM
End: 4/28/2010 2:45:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/26/2010 3:27:56 PM

Subject: Julie Kimbrough re Westlaw

Start: 4/27/2010 1:00:00 PM

End: 4/27/2010 1:30:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 4/26/2010 3:48:20 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: New web page discussion -New developments in Banking
Location: Lisssa's office

Start: 4/28/2010 4:00:00 PM
End: 4/28/2010 5:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

When: Wednesday, April 28, 2010 12:00 PM-1:00 PM (GMT-05:00) Eastern Time (US & Canada).
Where: Lisssa's office

Note: The GMT offset above does not reflect daylight saving time adjustments.

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From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/28/2010 2:52:03 AM

Subject: Conference Call with working group

Start: 4/28/2010 1:30:00 PM

End: 4/28/2010 2:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/30/2010 1:19:53 PM

Subject: Curr Rev lunch meetings until 2:00

Start: 5/3/2010 4:00:00 PM

End: 5/3/2010 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/30/2010 1:22:35 PM

Subject: Student-Athlete Graduation Ceremony Carolina Club

Start: 5/4/2010 6:00:00 PM

End: 5/4/2010 8:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/30/2010 1:22:53 PM

Subject: FAculty Athletics Committee Kenan Field House

Start: 5/4/2010 8:00:00 PM

End: 5/4/2010 9:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/30/2010 1:23:11 PM

Subject: Faculty awards at Rizzo Center

Start: 5/4/2010 8:00:00 PM

End: 5/4/2010 9:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 4/30/2010 1:23:31 PM

Subject: Lunch with Saule and Tom

Start: 5/5/2010 4:00:00 PM
End: 5/5/2010 6:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/30/2010 1:24:38 PM

Subject: STallings Evans dedication

Start: 5/6/2010 8:00:00 PM

End: 5/6/2010 10:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/30/2010 1:25:39 PM

Subject: Amelia Island ACC Meetings

Start: 5/10/2010 12:00:00 PM

End: 5/11/2010 12:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/30/2010 1:25:50 PM

Subject: Amelia Island ACC Meetings

Start: 5/11/2010 12:00:00 PM

End: 5/11/2010 4:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/30/2010 1:26:25 PM

Subject: Amelia Island ACC Meetings return flight arrives at 5:07

Start: 5/12/2010 12:30:00 PM

End: 5/12/2010 11:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/30/2010 1:28:01 PM

Subject: Chancellor's Advisory Committee

Start: 5/18/2010 7:00:00 PM

End: 5/18/2010 8:30:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 5/3/2010 2:05:33 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: review travel rules w/ Lissa
Location: Lissa's office

Start: 5/3/2010 3:30:00 PM
End: 5/3/2010 4:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

When: Monday, May 03, 2010 11:30 AM-12:00 PM (GMT-05:00) Eastern Time (US & Canada).
Where: Lissa's office

Note: The GMT offset above does not reflect daylight saving time adjustments.

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From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 5/17/2010 1:01:46 PM

Subject: Lunch with RAs

Start: 5/19/2010 4:00:00 PM
End: 5/19/2010 5:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/17/2010 1:02:11 PM

Subject: 9:45 to 11:15 meeting with Kim and John

Start: 5/18/2010 1:30:00 PM

End: 5/18/2010 3:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 5/17/2010 1:04:21 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]

Subject: Weekly meeting with Conrad
Location: LB office

Start: 5/18/2010 6:00:00 PM
End: 5/18/2010 6:30:00 PM
Show Time As: Busy

Required Attendees: cbortz@email.unc.edu

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 5/17/2010 1:44:13 PM

Subject: Staff lunch

Start: 5/20/2010 4:30:00 PM
End: 5/20/2010 6:00:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]

Sent: 5/18/2010 1:40:58 PM

Subject: VA Tech Baseball

Start: 5/20/2010 10:00:00 PM

End: 5/20/2010 10:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/20/2010 12:37:06 PM

Subject: 12-1:15 lunch with Dick Baddour

Start: 5/26/2010 3:30:00 PM

End: 5/26/2010 5:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/20/2010 12:38:16 PM

Subject: Bar Bri in Charlotte

Start: 6/2/2010 1:00:00 PM

End: 6/2/2010 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/20/2010 12:38:34 PM

Subject: Bar Bri in Charlotte

Start: 6/3/2010 1:00:00 PM

End: 6/3/2010 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/20/2010 12:42:40 PM

Subject: In Dallas for NCAA Compliance Workshop

Start: 6/14/2010 12:00:00 PM

End: 6/15/2010 1:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/20/2010 12:42:52 PM

Subject: In Dallas for NCAA Complaince Workshop

Start: 6/15/2010 12:00:00 PM

End: 6/16/2010 1:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/20/2010 12:43:20 PM

Subject: Compliance workshop and plane travel home; arrive 5:55

Start: 6/16/2010 12:00:00 PM

End: 6/16/2010 11:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/20/2010 12:44:05 PM

Subject: Directors' College Talk

Start: 6/17/2010 12:00:00 PM

End: 6/17/2010 2:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/20/2010 12:44:12 PM

Subject: Directors' College

Start: 6/17/2010 4:00:00 AM

End: 6/18/2010 4:00:00 AM

Show Time As: Free

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/20/2010 12:44:23 PM

Subject: Directors' College

Start: 6/18/2010 4:00:00 AM

End: 6/19/2010 4:00:00 AM

Show Time As: Free

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/20/2010 12:45:04 PM

Subject: Raleigh Bar Bri

Start: 6/23/2010 11:00:00 AM

End: 6/23/2010 6:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/20/2010 12:45:15 PM

Subject: Raleigh Bar Bri

Start: 6/24/2010 11:00:00 AM

End: 6/24/2010 6:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 5/24/2010 1:57:12 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]

Subject: Questions about Budget/Expenses on Unit 85 in preparation for grant extension requests
Location: LB office

Start: 5/25/2010 3:00:00 PM
End: 5/25/2010 3:30:00 PM
Show Time As: Busy

Required Attendees: Bortz, Conrad

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 5/24/2010 2:00:31 PM

Subject: Conference Call with June 1 panelists

Start: 5/25/2010 8:00:00 PM
End: 5/25/2010 9:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/25/2010 10:13:08 AM

Subject: Leoneda Inge will call from WUNC

Start: 5/25/2010 5:30:00 PM

End: 5/25/2010 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/31/2010 5:38:29 PM

Subject: meet with Shelley Johnson and John Blanchard re CLA Task Force

Start: 6/8/2010 6:00:00 PM

End: 6/8/2010 7:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 6/2/2010 5:57:03 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Weekly meeting Lissa
Location: Lissa's office

Start: 6/8/2010 5:30:00 PM
End: 6/8/2010 6:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

When: Tuesday, June 08, 2010 1:30 PM-2:00 PM (GMT-05:00) Eastern Time (US & Canada).
Where: Lissa's office

Note: The GMT offset above does not reflect daylight saving time adjustments.

~~*~*~*~*~*~*~*~*~*

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 6/2/2010 8:12:45 PM

Subject: Phone call with Leg. Aide to Sen. Kinnaird,

Start: 6/4/2010 5:00:00 PM

End: 6/4/2010 5:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 6/7/2010 1:07:30 PM

Subject: Call from Santana Miller

Start: 6/7/2010 5:00:00 PM

End: 6/7/2010 5:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 6/9/2010 3:24:58 AM

Subject: Drive back to UNC

Start: 6/9/2010 3:30:00 PM

End: 6/9/2010 4:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 6/9/2010 3:59:54 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa meet (cont.)
Location: Lissa's office

Start: 6/10/2010 3:30:00 PM
End: 6/10/2010 4:00:00 PM
Show Time As: Busy

Required Attendees: Bortz, Conrad; Broome, Lissa L

When: Thursday, June 10, 2010 11:30 AM-12:00 PM (GMT-05:00) Eastern Time (US & Canada).
Where: Lissa's office

Note: The GMT offset above does not reflect daylight saving time adjustments.

~~*~*~*~*~*~*~*~*~*

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 6/17/2010 2:43:07 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L

Subject: Lissa catch-up???
Location: Lissa's office

Start: 6/17/2010 7:00:00 PM
End: 6/17/2010 7:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 6/17/2010 6:46:59 PM

Subject: Lunch with Rodney Hood at Carolina Club

Start: 6/18/2010 4:00:00 PM
End: 6/18/2010 5:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 6/17/2010 6:57:11 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]

Subject: Go to Charlotte for Center for Banking Board of Advisors Meeting
Location: Womble Carlyle

Start: 8/23/2010 11:00:00 AM
End: 8/23/2010 9:00:00 PM
Show Time As: Busy

Required Attendees: Bortz, Conrad

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 6/17/2010 7:46:42 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa meet.
Location: Lissa's office

Start: 6/21/2010 6:00:00 PM
End: 6/21/2010 6:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

When: Monday, June 21, 2010 2:00 PM-2:30 PM (GMT-05:00) Eastern Time (US & Canada).
Where: Lissa's office

Note: The GMT offset above does not reflect daylight saving time adjustments.

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From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 6/30/2010 4:40:39 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa/CB meet
Location: Lissa's office

Start: 7/6/2010 5:30:00 PM
End: 7/6/2010 6:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L; Bortz, Conrad

When: Tuesday, July 06, 2010 1:30 PM-2:00 PM (GMT-05:00) Eastern Time (US & Canada).
Where: Lissa's office

Note: The GMT offset above does not reflect daylight saving time adjustments.

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From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/6/2010 6:27:00 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Annual report review (2009)
Location: Lissa's office

Start: 7/7/2010 6:00:00 PM
End: 7/7/2010 6:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

When: Wednesday, July 07, 2010 2:00 PM-2:30 PM (GMT-05:00) Eastern Time (US & Canada).
Where: Lissa's office

Note: The GMT offset above does not reflect daylight saving time adjustments.

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From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/8/2010 2:56:54 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: 1/2 Lissa weekly -do TIMS thinstall
Location: Lissa's office

Start: 7/13/2010 8:00:00 PM
End: 7/13/2010 8:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L; Bortz, Conrad

When: Tuesday, July 13, 2010 4:00 PM-4:30 PM (GMT-05:00) Eastern Time (US & Canada).
Where: Lissa's office

Note: The GMT offset above does not reflect daylight saving time adjustments.

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https://shareware.unc.edu/software.html#t.
The version you should select from the 'Select OS' drop down menu will depend on the operating system of the computer. Users of Windows XP and Vista should select UNCTIM 5.1 and Windows 7 users should select UNCTIMWin7.

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 7/18/2010 10:43:43 PM

Subject: Review annual report with Conrad

Start: 7/22/2010 6:00:00 PM

End: 7/22/2010 6:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 7/18/2010 10:48:27 PM

Subject: Annual meeting with Boger

Start: 8/4/2010 6:00:00 PM

End: 8/4/2010 7:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 7/18/2010 10:57:20 PM

Subject: Banking Law Class

Start: 9/1/2010 2:30:00 PM

End: 9/1/2010 4:30:00 PM

Show Time As: Free

Recurrence: Weekly
every Wednesday, Thursday, and Friday from 10:30 AM to 12:30 PM

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 7/18/2010 11:30:50 PM

Subject: Banking Institute

Start: 3/31/2011 4:00:00 AM

End: 4/2/2011 4:00:00 AM

Show Time As: Free

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/20/2010 8:44:20 PM

Subject: FACULTY MEETINGS
Location: Boardroom

Start: 9/2/2010 8:15:00 PM
End: 9/2/2010 11:00:00 PM
Show Time As: Busy

4:15pm
Boardroom

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/20/2010 8:45:43 PM

Subject: Faculty meet.
Location: Boradroom

Start: 11/4/2010 8:15:00 PM
End: 11/4/2010 8:45:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/20/2010 8:46:09 PM

Subject: Faculty meet.
Location: Boardroom

Start: 12/9/2010 9:00:00 PM
End: 12/9/2010 11:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 7/30/2010 12:38:53 PM

Subject: Go to Raleigh for School of Govt Program - speak from 2:30 - 3:30 on Dodd-Frank

Start: 9/23/2010 4:30:00 PM

End: 9/23/2010 10:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 8/2/2010 9:06:27 PM

Subject: DKM Conference Call

Start: 8/11/2010 1:30:00 PM
End: 8/11/2010 3:00:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 8/4/2010 2:35:58 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L

Subject: Annual rep. update
Location: Lissa's office

Start: 8/10/2010 8:00:00 PM
End: 8/10/2010 8:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

We should have Finance and CLE data in place.

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 8/12/2010 9:51:27 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Deliver annual w/ new charts
Location: Lissa's office

Start: 8/16/2010 6:30:00 PM
End: 8/16/2010 7:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

When: Monday, August 16, 2010 2:30 PM-3:00 PM (GMT-05:00) Eastern Time (US & Canada).
Where: Lissa's office

Note: The GMT offset above does not reflect daylight saving time adjustments.

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From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 8/17/2010 4:59:17 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Annnual + BA Agenda
Location: Lissa's office

Start: 8/17/2010 5:45:00 PM
End: 8/17/2010 6:15:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

When: Tuesday, August 17, 2010 1:45 PM-2:15 PM (GMT-05:00) Eastern Time (US & Canada).
Where: Lissa's office

Note: The GMT offset above does not reflect daylight saving time adjustments.

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From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 8/31/2010 11:57:36 PM

Subject: Call at 2:15 re DKM

Start: 9/1/2010 6:00:00 PM

End: 9/1/2010 7:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/4/2010 12:18:44 AM

Subject: Call with Ed O'Keefe

Start: 9/10/2010 6:00:00 PM

End: 9/10/2010 6:30:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 9/7/2010 2:29:58 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]

Subject: Lissa and CB check-up
Location: Lissa's office

Start: 9/7/2010 4:30:00 PM
End: 9/7/2010 5:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

When: Tuesday, September 07, 2010 12:30 PM-1:00 PM (GMT-05:00) Eastern Time (US & Canada).
Where: Lissa's office

Note: The GMT offset above does not reflect daylight saving time adjustments.

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From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/12/2010 2:06:21 AM

Subject: Coaches Exam

Start: 9/14/2010 2:00:00 PM

End: 9/14/2010 3:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/17/2010 1:07:46 PM

Subject: Meeting

Start: 9/20/2010 12:30:00 PM

End: 9/20/2010 2:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/17/2010 1:07:56 PM

Subject: Admn Subcommttee

Start: 9/20/2010 7:00:00 PM

End: 9/20/2010 8:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/17/2010 1:08:14 PM

Subject: RRWA Lunch

Start: 9/22/2010 4:30:00 PM

End: 9/22/2010 5:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 9/20/2010 2:13:08 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: duty chat
Location: Lissa's office

Start: 9/20/2010 2:30:00 PM
End: 9/20/2010 3:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 9/23/2010 1:28:55 AM

Subject: Software demonstration boardroom

Start: 9/24/2010 6:00:00 PM
End: 9/24/2010 7:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 9/23/2010 1:30:34 AM

Subject: Acad Aff meeting at noon

Start: 9/27/2010 4:00:00 PM
End: 9/27/2010 5:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/23/2010 1:31:02 AM

Subject: SAAC

Start: 9/29/2010 11:00:00 PM

End: 9/30/2010

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 9/23/2010 1:31:34 AM

Subject: New member orientation at Rams Club

Start: 10/1/2010 5:00:00 PM
End: 10/1/2010 6:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 9/23/2010 9:02:08 PM

Subject: Dan K. Moore Protram

Start: 10/15/2010 12:30:00 PM
End: 10/15/2010 8:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/23/2010 9:03:08 PM

Subject: SPRC

Start: 10/12/2010 10:30:00 PM

End: 10/13/2010 12:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/23/2010 9:03:30 PM

Subject: Leslie Street Library

Start: 10/12/2010 6:00:00 PM

End: 10/12/2010 6:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/1/2010 2:44:24 PM

Subject: ACC Meetings in Blackbsburg

Start: 10/5/2010 12:00:00 PM

End: 10/6/2010 12:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/1/2010 2:45:00 PM

Subject: ACC Meetings in Blackbsburt

Start: 10/6/2010 12:00:00 PM

End: 10/6/2010 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/1/2010 2:45:57 PM

Subject: FAculty Acouncil FAC and FAR Report

Start: 10/8/2010 6:30:00 PM

End: 10/8/2010 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/1/2010 2:46:05 PM

Subject: Law Alumni Dinner

Start: 10/8/2010 10:00:00 PM

End: 10/9/2010 2:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/1/2010 2:46:17 PM

Subject: Faculty Meeting

Start: 10/7/2010 8:00:00 PM

End: 10/7/2010 10:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 10/8/2010 12:54:06 PM

Start: 10/14/2010 4:30:00 PM
End: 10/14/2010 5:00:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 10/12/2010 3:28:11 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa CB weekely
Location: Lissa's office

Start: 10/12/2010 7:00:00 PM
End: 10/12/2010 7:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/16/2010 9:08:46 PM

Subject: Journal Meeting

Start: 10/18/2010 1:00:00 PM

End: 10/18/2010 2:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/16/2010 9:09:48 PM

Subject: Lunch talk

Start: 10/18/2010 4:00:00 PM

End: 10/18/2010 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/16/2010 9:11:39 PM

Subject: Teaching eval meeting

Start: 10/20/2010 4:30:00 PM

End: 10/20/2010 5:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 10/18/2010 4:52:49 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]

Subject: Lissa and CB chat
Location: Lissa's office

Start: 10/18/2010 5:30:00 PM
End: 10/18/2010 6:00:00 PM
Show Time As: Busy

Required Attendees: Bortz, Conrad

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 10/22/2010 2:34:13 AM

Subject: Meeting with Kenya Scholar

Start: 10/25/2010 2:00:00 PM
End: 10/25/2010 3:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/22/2010 2:35:10 AM

Subject: CAC

Start: 10/27/2010 6:30:00 PM

End: 10/27/2010 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/22/2010 2:35:53 AM

Subject: Career Lunch in Room 5046

Start: 10/28/2010 4:00:00 PM

End: 10/28/2010 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/24/2010 9:37:20 PM

Subject: Faculty candidate lunch

Start: 10/27/2010 4:30:00 PM

End: 10/27/2010 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/26/2010 6:14:23 PM

Subject: Make-up class - Room 5042

Start: 11/3/2010 4:30:00 PM

End: 11/3/2010 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 10/26/2010 6:14:42 PM

Subject: Academic Affairs

Start: 11/1/2010 4:00:00 PM
End: 11/1/2010 5:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/26/2010 6:14:55 PM

Subject: Admissions Meeting 3-4:30

Start: 11/1/2010 7:00:00 PM

End: 11/1/2010 8:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/26/2010 6:16:34 PM

Subject: Make-up Class

Start: 11/11/2010 5:30:00 PM

End: 11/11/2010 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/26/2010 6:19:08 PM

Subject: Teaching Eval committee Room 4082

Start: 11/17/2010 5:30:00 PM

End: 11/17/2010 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/26/2010 6:19:26 PM

Subject: Faculty workshop

Start: 11/18/2010 5:30:00 PM

End: 11/18/2010 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/2/2010 12:55:11 AM

Subject: Faculty Athletics Committee

Start: 11/2/2010 7:30:00 PM

End: 11/2/2010 9:30:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 11/5/2010 2:44:10 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Review fancy report and submit for printing
Location: Lissa's office

Start: 11/9/2010 7:30:00 PM
End: 11/9/2010 8:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/9/2010 1:45:18 PM

Subject: meeting

Start: 11/9/2010 2:00:00 PM

End: 11/9/2010 6:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 11/11/2010 4:32:22 AM

Subject: ACC Conf Call

Start: 11/18/2010 8:00:00 PM
End: 11/18/2010 9:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/13/2010 6:53:55 PM

Subject: Ac Affairs meeting

Start: 11/15/2010 7:00:00 PM

End: 11/15/2010 8:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/18/2010 3:59:13 AM

Subject: Holiday Open House Reception

Location: Quail Hill, Chancellor's Residence, 1001 Raleigh Road, Chapel Hill, NC

Start: 12/7/2010 8:30:00 PM

End: 12/7/2010 9:00:00 PM

Show Time As: Busy

Recurrence: (none)

Holiday Open House Reception
Event time: Tuesday, December 7th at 3:30 PM
To be held at: Quail Hill, Chancellor's Residence
1001 Raleigh Road
Chapel Hill, NC

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/22/2010 4:23:51 PM

Subject: Meeting on NCAA Legislation

Start: 11/22/2010 2:00:00 PM

End: 11/22/2010 3:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/22/2010 4:24:15 PM

Subject: Faculty Meeting

Start: 11/22/2010 9:00:00 PM

End: 11/22/2010 10:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/22/2010 4:24:29 PM

Subject: SAAC Meeting at 7:00

Start: 11/22/2010 11:30:00 PM

End: 11/23/2010 1:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/22/2010 4:25:38 PM

Subject: EEO Training in Board Room

Start: 11/29/2010 6:00:00 PM

End: 11/29/2010 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/22/2010 4:25:56 PM

Subject: CAC from 3-5

Start: 11/29/2010 7:30:00 PM

End: 11/29/2010 10:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/22/2010 4:26:35 PM

Subject: Teaching workshop lunch

Start: 12/1/2010 5:00:00 PM

End: 12/1/2010 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/22/2010 4:28:03 PM

Subject: Faculty Candidate lunch

Start: 12/3/2010 5:00:00 PM

End: 12/3/2010 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/22/2010 4:28:51 PM

Subject: Athletic Awards

Start: 12/7/2010

End: 12/7/2010 1:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/22/2010 4:29:02 PM

Subject: FAC

Start: 12/7/2010 9:00:00 PM

End: 12/7/2010 10:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/22/2010 4:29:54 PM

Subject: Admn Subcommittee 9-10:30

Start: 12/8/2010 1:30:00 PM

End: 12/8/2010 3:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/22/2010 4:30:19 PM

Subject: Faculty candidate lunch

Start: 12/8/2010 5:00:00 PM

End: 12/8/2010 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/22/2010 4:32:46 PM

Subject: Banking Law Final

Start: 12/15/2010 2:00:00 PM

End: 12/15/2010 5:00:00 PM

Show Time As: Busy

From: Alexander, Joelle [Joelle.Alexander@BBandT.com]
Sent: 11/23/2010 5:43:18 PM
To: Alexander, Joelle [Joelle.Alexander@BBandT.com]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Sirgo, Linda [LPSirgo@bbandt.com]; Hoeferkamp, John [JHoeferkamp@BBandT.com]

Subject: BB&T Cardholder Agreement
Location: UNC School of Law (see below for lunch info)

Start: 12/10/2010 6:00:00 PM
End: 12/10/2010 8:00:00 PM
Show Time As: Busy

Professor Broome - I feel odd giving you a sandwich order, but below are the responses. We would be happy to pick something up on the way for all of us instead if that is easier for you.

John Hoeferkamp - Turkey, ham, or roast beef on white bread or roll (plain - no cheese or toppings)
Linda Sirgo - Tuna, chicken salad, Italian, or turkey / swiss
Joelle - Veggie or turkey sandwich on wheat (any fixings or cheese will work)
We are a plain chips and water kind of group. If there is anything at all I can do, please do not hesitate to let me know. Thanks very much!

****
Follow the directions below and double park in the circular drive in front of the law school. Go in to the reception area off of the circular drive and the receptionist will give you a parking pass, direct you to your visitor's parking space, and call me to come meet you.
For Google Maps, use the law school's street address of 160 Ridge Road in Chapel Hill, North Carolina.
From I-40 (from Raleigh and points east)

- Take Exit 273-A (NC 54 West) towards Chapel Hill
- Continue for 4 miles to the top of the hill
- Turn left at traffic light onto Country Club Drive
- Go 100 feet, and then turn right onto Ridge Road
- Go 1/4 mile, and then turn right into UNC School of Law parking lot

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 11/29/2010 3:06:34 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: CB and Lissa weekly meet.
Location: Lissa's office

Start: 11/30/2010 7:00:00 PM
End: 11/30/2010 7:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 11/30/2010 1:25:42 PM

Subject: Interview

Start: 12/3/2010 2:30:00 PM
End: 12/3/2010 3:00:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 11/30/2010 8:14:58 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa meet. to review Oct. financials
Location: Lissa's office

Start: 12/1/2010 7:00:00 PM
End: 12/1/2010 7:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/6/2010 2:13:04 PM

Subject: Office Hours

Start: 12/6/2010 3:00:00 PM

End: 12/6/2010 4:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/6/2010 2:13:26 PM

Subject: Mtg with Doug

Start: 12/6/2010 8:30:00 PM

End: 12/6/2010 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/6/2010 2:13:48 PM

Subject: FM - Appointments

Start: 12/7/2010 5:00:00 PM

End: 12/7/2010 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/6/2010 2:14:50 PM

Subject: Office Hours

Start: 12/13/2010 2:30:00 PM

End: 12/13/2010 4:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/6/2010 2:15:07 PM

Subject: Office Hours

Start: 12/14/2010 5:30:00 PM

End: 12/14/2010 7:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/6/2010 2:15:18 PM

Subject: Coach's Meetings

Start: 12/14/2010 1:30:00 PM

End: 12/14/2010 4:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/6/2010 2:16:07 PM

Subject: Athletic Dpt Holiday lunch

Start: 12/16/2010 5:00:00 PM

End: 12/16/2010 7:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/6/2010 2:16:49 PM

Subject: Jack's retirement reception Old Well Room, Carolina Inn

Start: 12/20/2010 8:00:00 PM

End: 12/20/2010 10:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/9/2010 2:16:35 PM

Subject: Meeting

Start: 12/9/2010 2:30:00 PM

End: 12/9/2010 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/9/2010 2:17:07 PM

Subject: Grade demonstration

Start: 12/9/2010 6:00:00 PM

End: 12/9/2010 7:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 12/9/2010 2:18:01 PM

Subject: Office hours

Start: 12/10/2010 3:00:00 PM
End: 12/10/2010 4:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/13/2010 3:16:03 PM

Subject: Kim & John

Start: 12/13/2010 7:30:00 PM

End: 12/13/2010 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/13/2010 3:16:16 PM

Subject: Deliver exams by 5:00 to Kelly

Start: 12/14/2010 5:00:00 AM

End: 12/15/2010 5:00:00 AM

Show Time As: Free

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/13/2010 3:16:30 PM

Subject: Lunch with Jack Evans

Start: 12/15/2010 5:00:00 PM

End: 12/15/2010 6:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/13/2010 3:16:45 PM

Subject: Faculty Meeting

Start: 12/15/2010 8:00:00 PM

End: 12/15/2010 10:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/16/2010 2:37:58 AM

Subject: Meeting at EWAC

Start: 12/16/2010 7:00:00 PM

End: 12/16/2010 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/16/2010 2:38:45 AM

Subject: Faculty Council

Start: 12/17/2010 8:00:00 PM

End: 12/17/2010 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/16/2010 2:40:08 AM

Subject: Lunch w/ Mary

Start: 12/21/2010 4:30:00 PM

End: 12/21/2010 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/16/2010 2:40:16 AM

Subject: Leave for MS

Start: 12/22/2010 4:30:00 PM

End: 12/22/2010 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/16/2010 2:40:20 AM

Subject: Out

Start: 12/23/2010 5:00:00 AM

End: 12/24/2010 5:00:00 AM

Show Time As: Free

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/16/2010 2:40:24 AM

Subject: Out

Start: 12/24/2010 5:00:00 AM

End: 12/25/2010 5:00:00 AM

Show Time As: Free

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/16/2010 2:40:37 AM

Subject: Out

Start: 12/30/2010 5:00:00 AM

End: 12/31/2010 5:00:00 AM

Show Time As: Free

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/16/2010 2:40:42 AM

Subject: Out

Start: 12/31/2010 5:00:00 AM

End: 1/1/2011 5:00:00 AM

Show Time As: Free

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 12/19/2010 3:51:54 AM

Subject: Fall Commencement

Start: 12/19/2010 5:00:00 AM
End: 12/20/2010 5:00:00 AM
Show Time As: Free

Recurrence: (none)

[UNC Automated Calendar Event]

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 12/19/2010 3:51:55 AM

Subject: Winter Holiday

Start: 12/24/2010 5:00:00 AM
End: 12/25/2010 5:00:00 AM
Show Time As: Free

Recurrence: (none)

[UNC Automated Calendar Event]

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 12/19/2010 3:51:55 AM

Subject: Winter Holiday

Start: 12/27/2010 5:00:00 AM
End: 12/28/2010 5:00:00 AM
Show Time As: Free

Recurrence: (none)

[UNC Automated Calendar Event]

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 12/19/2010 3:51:55 AM

Subject: New Year's Eve

Start: 12/30/2010 5:00:00 AM
End: 12/31/2010 5:00:00 AM
Show Time As: Free

Recurrence: (none)

[UNC Automated Calendar Event]

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 12/19/2010 3:51:55 AM

Subject: New Year's Day

Start: 12/31/2010 5:00:00 AM
End: 1/1/2011 5:00:00 AM
Show Time As: Free

Recurrence: (none)

[UNC Automated Calendar Event]

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 12/19/2010 3:51:55 AM

Subject: Classes Begin

Start: 1/10/2011 5:00:00 AM
End: 1/11/2011 5:00:00 AM
Show Time As: Free

Recurrence: (none)

[UNC Automated Calendar Event]

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 12/19/2010 3:51:55 AM

Subject: Martin Luther King Jr.'s Birthday

Start: 1/17/2011 5:00:00 AM
End: 1/18/2011 5:00:00 AM
Show Time As: Free

Recurrence: (none)

[UNC Automated Calendar Event]

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 12/19/2010 3:51:56 AM

Subject: Spring Break

Start: 3/4/2011 5:00:00 AM
End: 3/15/2011 4:00:00 AM
Show Time As: Free

Recurrence: (none)

[UNC Automated Calendar Event]
Begins Friday March 4th at 5:00 p.m. Classes resume Monday March 14th at 8:00 a.m.

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 12/19/2010 3:51:56 AM

Subject: Spring Holiday

Start: 4/22/2011 4:00:00 AM
End: 4/23/2011 4:00:00 AM
Show Time As: Free

Recurrence: (none)

[UNC Automated Calendar Event]

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 12/19/2010 3:51:56 AM

Subject: Classes End

Start: 4/27/2011 4:00:00 AM
End: 4/28/2011 4:00:00 AM
Show Time As: Free

Recurrence: (none)

[UNC Automated Calendar Event]

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 12/19/2010 3:51:56 AM

Subject: Spring Commencement

Start: 5/8/2011 4:00:00 AM
End: 5/9/2011 4:00:00 AM
Show Time As: Free

Recurrence: (none)

[UNC Automated Calendar Event]

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 12/19/2010 3:51:56 AM

Subject: Memorial Day

Start: 5/30/2011 4:00:00 AM
End: 5/31/2011 4:00:00 AM
Show Time As: Free

Recurrence: (none)

[UNC Automated Calendar Event]

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 12/19/2010 3:51:56 AM

Subject: Independence Day

Start: 7/4/2011 4:00:00 AM
End: 7/5/2011 4:00:00 AM
Show Time As: Free

Recurrence: (none)

[UNC Automated Calendar Event]

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 12/19/2010 3:51:56 AM

Subject: Labor Day - no class

Start: 9/5/2011 4:00:00 AM
End: 9/6/2011 4:00:00 AM
Show Time As: Free

Recurrence: (none)

[UNC Automated Calendar Event]

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 12/19/2010 3:51:56 AM

Subject: Thanksgiving

Start: 11/24/2011 5:00:00 AM
End: 11/25/2011 5:00:00 AM
Show Time As: Free

Recurrence: (none)

[UNC Automated Calendar Event]

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 12/19/2010 3:51:56 AM

Subject: Thanksgiving

Start: 11/25/2011 5:00:00 AM
End: 11/26/2011 5:00:00 AM
Show Time As: Free

Recurrence: (none)

[UNC Automated Calendar Event]

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 12/19/2010 3:51:56 AM

Subject: Winter Holiday

Start: 12/23/2011 5:00:00 AM
End: 12/24/2011 5:00:00 AM
Show Time As: Free

Recurrence: (none)

[UNC Automated Calendar Event]

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 12/19/2010 3:51:57 AM

Subject: Winter Holiday

Start: 12/26/2011 5:00:00 AM
End: 12/27/2011 5:00:00 AM
Show Time As: Free

Recurrence: (none)

[UNC Automated Calendar Event]

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 12/19/2010 3:51:57 AM

Subject: New Year's Eve

Start: 12/30/2011 5:00:00 AM
End: 12/31/2011 5:00:00 AM
Show Time As: Free

Recurrence: (none)

[UNC Automated Calendar Event]

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/21/2010 2:14:09 PM

Subject: Call

Start: 12/21/2010 3:30:00 PM

End: 12/21/2010 4:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 12/22/2010 10:26:58 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]

Subject: Chat w/ Lissa re: 30 hrs per week
Location: Lissa's office

Start: 12/28/2010 7:00:00 PM
End: 12/28/2010 7:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

When: Tuesday, December 28, 2010 2:00 PM-2:30 PM (UTC-05:00) Eastern Time (US & Canada).
Where: Lissa's office

Note: The GMT offset above does not reflect daylight saving time adjustments.

~~*~*~*~*~*~*~*~*~*

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 1/3/2011 1:50:40 PM

Subject: Lunch with Ken Lay

Start: 1/4/2011 5:00:00 PM
End: 1/4/2011 6:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/4/2011 2:11:23 PM

Subject: Teaching Eval Committee Room 5054

Start: 1/11/2011 5:00:00 PM

End: 1/11/2011 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/4/2011 2:11:39 PM

Subject: FAC meeting in South Building 4-5:30

Start: 1/11/2011 8:30:00 PM

End: 1/11/2011 11:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/4/2011 2:12:12 PM

Subject: SPRC

Start: 1/12/2011

End: 1/12/2011 2:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/4/2011 2:13:09 PM

Subject: Lunch at noon with Darby Gysek at the Carolina Inn

Start: 1/13/2011 4:30:00 PM

End: 1/13/2011 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/4/2011 2:14:01 PM

Subject: 9-11:00 Admn Subcomm

Start: 1/14/2011 1:30:00 PM

End: 1/14/2011 4:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/4/2011 2:14:58 PM

Subject: Academic Affairs Committee

Start: 1/14/2011 5:00:00 PM

End: 1/14/2011 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/4/2011 2:15:24 PM

Subject: WBB v. NC State

Start: 1/15/2011

End: 1/15/2011 2:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 1/4/2011 2:15:55 PM

Subject: WBB v. Conn at 7:00

Start: 1/17/2011 11:30:00 PM
End: 1/18/2011 2:00:00 AM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/4/2011 2:16:09 PM

Subject: V. Raleigh Charter

Start: 1/18/2011 10:30:00 PM

End: 1/19/2011 12:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/4/2011 2:16:11 PM

Subject: Clemson at 8:00

Start: 1/19/2011 12:30:00 AM

End: 1/19/2011 3:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/4/2011 2:17:20 PM

Subject: 3-5:30 Admn Subcomm

Start: 1/19/2011 8:00:00 PM

End: 1/19/2011 10:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 1/4/2011 2:17:52 PM

Subject: Seattle Conference

Start: 1/21/2011 1:00:00 PM
End: 1/22/2011 1:00:00 AM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/4/2011 2:18:27 PM

Subject: 3:30 - 5:00 Admn Subcom

Start: 1/24/2011 8:00:00 PM

End: 1/24/2011 10:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/4/2011 2:18:45 PM

Subject: Game v. S. Granville

Start: 1/25/2011 10:30:00 PM

End: 1/26/2011 1:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/4/2011 2:19:16 PM

Subject: UVA WBB at 6:30

Start: 1/28/2011 11:30:00 PM

End: 1/29/2011 1:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 1/4/2011 7:54:02 PM

Subject: Lunch at Nantucket with Jan Davis

Start: 1/10/2011 4:30:00 PM
End: 1/10/2011 6:00:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/4/2011 9:14:31 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Carlock, Jacqueline S [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Jcarlock]

Subject: 2011 Banking Institute meeting
Location: Lissa's office

Start: 1/6/2011 7:00:00 PM
End: 1/6/2011 8:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L; Carlock, Jacqueline S

NO RESPONSE NEEDED, THANKS!

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/5/2011 7:33:37 PM

Subject: Call Brandon

Start: 1/5/2011 8:30:00 PM

End: 1/5/2011 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/5/2011 7:34:05 PM

Subject: ASPA Meeting in Steele Hall starts at 2:00

Start: 1/25/2011 6:30:00 PM

End: 1/25/2011 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/6/2011 11:38:10 AM

Subject: Lunch with Anne

Start: 1/6/2011 4:00:00 PM

End: 1/6/2011 6:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/6/2011 11:38:58 AM

Subject: Meeting with Kim and John

Start: 1/6/2011 8:00:00 PM

End: 1/6/2011 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 1/6/2011 11:39:24 AM

Subject: Turn off computer

Start: 1/7/2011 10:00:00 PM
End: 1/7/2011 10:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/10/2011 2:43:37 PM

Subject: Meeting at EWAC

Start: 1/13/2011 7:00:00 PM

End: 1/13/2011 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/10/2011 2:44:20 PM

Subject: Coaches Exam 5066

Start: 1/13/2011 9:00:00 PM

End: 1/13/2011 11:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/10/2011 2:45:00 PM

Subject: Meeting in Raleigh

Start: 1/18/2011 3:30:00 PM

End: 1/18/2011 5:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/12/2011 2:46:39 PM

Subject: Meeting with Kim and John

Start: 1/14/2011 9:00:00 PM

End: 1/14/2011 10:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 1/13/2011 3:40:14 PM

Subject: Meet with student

Start: 1/13/2011 4:00:00 PM
End: 1/13/2011 4:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/13/2011 3:40:43 PM

Subject: Leave for meeting at 1:45

Start: 1/13/2011 6:30:00 PM

End: 1/13/2011 7:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/14/2011 9:26:47 PM

Subject: ASPSA Staff meeting

Start: 1/18/2011 7:30:00 PM

End: 1/18/2011 9:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/14/2011 9:27:10 PM

Subject: Chancellor's Advisory Committee Meeting

Start: 1/19/2011 7:30:00 PM

End: 1/19/2011 9:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/14/2011 9:27:38 PM

Subject: Scholarship Lunch

Start: 1/28/2011 4:30:00 PM

End: 1/28/2011 6:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/14/2011 9:27:44 PM

Subject: Meeting/Steve keady

Start: 1/28/2011 6:30:00 PM

End: 1/28/2011 8:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/14/2011 9:28:16 PM

Subject: Teaching Evaluation Task Force

Start: 1/27/2011 5:00:00 PM

End: 1/27/2011 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/15/2011 9:35:24 PM

Subject: ADM Subcomm 2 - 3:30

Start: 2/1/2011 6:30:00 PM

End: 2/1/2011 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 1/15/2011 9:36:07 PM

Subject: Travel to Ft. Lauderdale for ACC Meeting

Start: 2/2/2011 7:00:00 PM
End: 2/3/2011 3:00:00 AM
Show Time As: Busy

RDU – Charlotte 4:10/5:12
Charlotte – Ft. Lauderdale 6:20 - 818

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/15/2011 9:38:03 PM

Subject: M

Start: 2/3/2011 1:00:00 PM

End: 2/3/2011 10:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/15/2011 9:38:36 PM

Subject: Meeting in Ft. Lauderdale - Arrive home at 5:10

Start: 2/4/2011 1:00:00 PM

End: 2/4/2011 10:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/15/2011 9:39:34 PM

Subject: WBB v. Duke at 7:00

Start: 2/7/2011 11:30:00 PM

End: 2/8/2011 3:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/15/2011 9:40:22 PM

Subject: Lunch workshop

Start: 2/9/2011 5:00:00 PM

End: 2/9/2011 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/15/2011 9:42:25 PM

Subject: Clifford Lecture -- by Joe Smith Receptions at 6:30

Start: 2/11/2011 11:30:00 PM

End: 2/12/2011 1:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/15/2011 9:42:48 PM

Subject: WFU at 8:00

Start: 2/16/2011 1:00:00 AM

End: 2/16/2011 2:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/15/2011 9:43:25 PM

Subject: Academic Affairs

Start: 2/18/2011 5:00:00 PM

End: 2/18/2011 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/15/2011 9:44:18 PM

Subject: Lunch Workshop

Start: 2/24/2011 5:00:00 PM

End: 2/24/2011 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/15/2011 9:44:29 PM

Subject: WBB GT at 7:00

Start: 2/25/2011

End: 2/25/2011 1:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/15/2011 9:45:03 PM

Subject: C

Start: 2/25/2011 1:00:00 PM

End: 2/26/2011 1:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/15/2011 9:45:38 PM

Subject: Lunch Workshop

Start: 2/28/2011 5:00:00 PM

End: 2/28/2011 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/17/2011 12:15:36 AM

Subject: Meet with Tom and Saule

Start: 1/18/2011 9:30:00 PM

End: 1/18/2011 10:30:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/18/2011 9:03:44 PM

Subject: Lissa Saturday meeting - Graduation
Location: ?

Start: 5/6/2011 8:15:00 PM
End: 5/6/2011 8:45:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/19/2011 2:53:25 PM

Subject: FAC

Start: 2/1/2011 9:00:00 PM

End: 2/1/2011 10:30:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/19/2011 3:26:54 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa/CB meeting
Location: Lissa's office

Start: 1/19/2011 6:00:00 PM
End: 1/19/2011 6:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

To discuss coming month

-BI prep (March)

Paul Stock gift???

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/19/2011 4:53:35 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Dean's Advisory Committee
Location: ?

Start: 2/7/2011 9:15:00 PM
End: 2/7/2011 9:45:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/19/2011 4:54:21 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Monthly Faculty meet.
Location: ?

Start: 2/10/2011 9:15:00 PM
End: 2/10/2011 9:45:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/19/2011 4:54:41 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Dean's Advisory Committee
Location: ?

Start: 2/28/2011 9:15:00 PM
End: 2/28/2011 9:45:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/19/2011 4:55:02 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Faculty Meeting
Location: ?

Start: 3/3/2011 9:15:00 PM
End: 3/3/2011 11:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/19/2011 4:55:37 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Dean's Advisory Committee
Location: ?

Start: 4/4/2011 8:15:00 PM
End: 4/4/2011 9:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/19/2011 8:14:55 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Weiss, Meredith [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Mlweiss]; Hennessey, Tricia [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Phenness]

Subject: Budget meeting
Location: via phone (Lissa's office)? -OR- Meredith's office

Start: 2/2/2011 6:00:00 PM
End: 2/2/2011 6:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L; Bortz, Conrad; Weiss, Meredith; Hennessey, Tricia

If at all possible; could we please bump to 12:45???

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/19/2011 9:36:02 PM

Subject: Contracts Meeting at 4:15 in 4080

Start: 1/26/2011 9:30:00 PM

End: 1/26/2011 11:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/19/2011 9:40:43 PM

Subject: Make-up Class

Start: 2/2/2011 5:00:00 PM

End: 2/2/2011 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/19/2011 9:40:57 PM

Subject: Make-Up Class

Start: 2/8/2011 5:00:00 PM

End: 2/8/2011 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/21/2011 6:52:06 PM

Subject: Meetig

Start: 1/25/2011

End: 1/25/2011 3:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/21/2011 6:52:48 PM

Subject: Fin comm

Start: 1/25/2011 11:00:00 PM

End: 1/26/2011

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/21/2011 6:53:27 PM

Subject: 1:00 meeting in Raleigh

Start: 1/26/2011 5:30:00 PM

End: 1/26/2011 8:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/21/2011 7:22:46 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa meet.
Location: Lissa's office

Start: 1/25/2011 9:30:00 PM
End: 1/25/2011 10:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/27/2011 4:12:58 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa chat
Location: Lissa's office

Start: 1/27/2011 8:00:00 PM
End: 1/27/2011 8:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/27/2011 7:43:51 PM

Subject: Meeting

Start: 1/31/2011 1:30:00 PM

End: 1/31/2011 4:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/27/2011 7:44:20 PM

Subject: Lunch workshop

Start: 2/1/2011 5:00:00 PM

End: 2/1/2011 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/27/2011 7:44:53 PM

Subject: Tony G.

Start: 2/2/2011 1:00:00 AM

End: 2/2/2011 2:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 1/27/2011 8:31:22 PM

Subject: Becky at 5:00

Start: 1/28/2011 9:30:00 PM
End: 1/28/2011 11:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/30/2011 12:18:12 AM

Subject: Meeting

Start: 1/31/2011 11:00:00 PM

End: 2/1/2011 1:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/30/2011 12:19:27 AM

Subject: Meeting

Start: 1/31/2011 4:00:00 PM

End: 1/31/2011 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/31/2011 8:52:17 PM

Subject: Kim & John

Start: 2/9/2011 4:00:00 PM

End: 2/9/2011 5:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 2/1/2011 2:27:03 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa chat and gifting
Location: Lissa's office

Start: 2/1/2011 4:30:00 PM
End: 2/1/2011 5:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 2/8/2011 6:44:52 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa quick meet
Location: Lissa's office

Start: 2/8/2011 7:30:00 PM
End: 2/8/2011 7:45:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 2/8/2011 9:05:24 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Atkins, Andrew [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Atkinsa]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: 2011 BI bio format meeting
Location: Lissa's office

Start: 2/15/2011 6:00:00 PM
End: 2/15/2011 6:30:00 PM
Show Time As: Busy

Required Attendees: Atkins, Andrew; Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/9/2011 9:42:50 PM

Subject: Lunch Int.

Start: 2/14/2011 5:00:00 PM

End: 2/14/2011 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/9/2011 9:43:03 PM

Subject: Meeting at EWAC at 2:30

Start: 2/14/2011 7:00:00 PM

End: 2/14/2011 9:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 2/9/2011 9:43:10 PM

Subject: Lunch Int.

Start: 2/15/2011 5:00:00 PM
End: 2/15/2011 6:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/9/2011 9:43:26 PM

Subject: 2-3:30 meeting of the ASCSA

Start: 2/15/2011 6:30:00 PM

End: 2/15/2011 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/9/2011 9:43:49 PM

Subject: Teaching eval and curriculum lunch

Start: 2/16/2011 5:00:00 PM

End: 2/16/2011 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/9/2011 9:44:01 PM

Subject: Int. Lunch

Start: 2/17/2011 5:00:00 PM

End: 2/17/2011 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/9/2011 9:44:03 PM

Subject: SAAC meeting at Smith Center

Start: 2/18/2011

End: 2/18/2011 5:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/9/2011 9:45:18 PM

Subject: FM

Start: 2/24/2011 9:00:00 PM

End: 2/24/2011 11:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/9/2011 9:45:50 PM

Subject: Meet with Carl at 1:30

Start: 2/28/2011 6:00:00 PM

End: 2/28/2011 8:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/9/2011 9:45:57 PM

Subject: Exit Interviews

Start: 3/2/2011 5:00:00 PM

End: 3/2/2011 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/9/2011 9:46:07 PM

Subject: Academic Affairs

Start: 3/1/2011 5:00:00 PM

End: 3/1/2011 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/9/2011 9:46:28 PM

Subject: ASCSA 2 - 3:30

Start: 3/1/2011 7:00:00 PM

End: 3/1/2011 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/9/2011 9:46:40 PM

Subject: FAC

Start: 3/1/2011 9:00:00 PM

End: 3/1/2011 11:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/9/2011 9:46:48 PM

Subject: Ed Foundatino Meeting

Start: 3/3/2011 3:00:00 PM

End: 3/3/2011 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/9/2011 9:46:56 PM

Subject: Full Profs meeting

Start: 3/3/2011 5:00:00 PM

End: 3/3/2011 6:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 2/9/2011 9:47:42 PM

Subject: Ac Affairs

Start: 3/4/2011 5:00:00 PM
End: 3/4/2011 6:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/9/2011 9:48:43 PM

Subject: ACC Meeting at 8:00 - Stay for game

Start: 3/11/2011 11:30:00 AM

End: 3/11/2011 7:30:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 2/15/2011 5:07:53 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: UNC Law School picnic!!!!
Location: Courtyard

Start: 3/25/2011 7:00:00 PM
End: 3/25/2011 11:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 2/15/2011 7:39:50 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Carlock, Jacqueline S [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Jcarlock]

Subject: 2011 BI meeting
Location: Lissa's office

Start: 2/22/2011 7:00:00 PM
End: 2/22/2011 7:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L; Carlock, Jacqueline S

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/15/2011 9:29:03 PM

Subject: Meeting at EWAC

Start: 2/16/2011 6:30:00 PM

End: 2/16/2011 8:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 2/15/2011 9:29:32 PM

Subject: Interview

Start: 2/17/2011 6:30:00 PM
End: 2/17/2011 7:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/17/2011 3:52:52 PM

Subject: Charles Daye

Start: 2/17/2011 6:00:00 PM

End: 2/17/2011 6:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/17/2011 3:53:19 PM

Subject: Make-up Class

Start: 2/21/2011 5:00:00 PM

End: 2/21/2011 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/17/2011 3:55:34 PM

Subject: Academic Integrity Webinar at EWAC

Start: 2/23/2011 7:00:00 PM

End: 2/23/2011 8:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/18/2011 7:29:32 PM

Subject: Teaching Evaluation Lunch

Start: 2/23/2011 5:00:00 PM

End: 2/23/2011 6:00:00 PM

Show Time As: Busy

From: Edmunds, Doug [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=EDMUNDS]
Sent: 2/18/2011 8:12:50 PM
To: Edmunds, Doug [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Edmunds]; Melamut, Steven J [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Melamut]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Course proposal discussion
Location: Lissa's office

Start: 2/22/2011 3:00:00 PM
End: 2/22/2011 3:30:00 PM
Show Time As: Busy

Recurrence: (none)

Required Attendees: Melamut, Steven J; Broome, Lissa L

When: Tuesday, February 22, 2011 10:00 AM-10:30 AM. (UTC-05:00) Eastern Time (US & Canada)
Where: Lissa's office

~~*~*~*~*~*~*~*~*

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]

Sent: 2/22/2011 3:04:46 PM

To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: ALL G: and H: drive documents HAVE to be closed

Start: 2/25/2011 10:00:00 PM

End: 2/25/2011 11:00:00 PM

Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Woodard, Harold [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=HWOODARD]

Sent: 2/23/2011 3:21:45 PM

To: Woodard, Harold [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Hwoodard]; Mercer, Robert J Jr [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Rmercer]; hwoodard@email.unc.edu; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Stroman, Deborah Lynn [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Dstroman]; McDiarmid, Bill [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Bmcd]

Subject: ASPSA Sub-committee Meeting

Location: Abernethy Conference Room 102

Start: 2/28/2011 2:00:00 PM

End: 2/28/2011 3:00:00 PM

Show Time As: Busy

Importance: High

Required Attendees: Robert Mercer; hwoodard@email.unc.edu; Broome, Lissa L; Stroman, Deborah Lynn; McDiarmid, Bill

Confirmation of meeting date/time for ASPSA sub-committee meeting

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 2/28/2011 9:05:24 PM

Subject: Banking Institute

Start: 4/1/2011 12:00:00 PM
End: 4/1/2011 9:30:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 3/1/2011 8:43:45 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa and CB catch-up
Location: Lissa's office

Start: 3/2/2011 8:00:00 PM
End: 3/2/2011 8:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 3/8/2011 2:20:09 PM

Subject: Teaching Eval. Task Force

Start: 3/24/2011 4:00:00 PM
End: 3/24/2011 5:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 3/8/2011 2:20:32 PM

Subject: Ac Affairs

Start: 3/25/2011 4:00:00 PM
End: 3/25/2011 5:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/8/2011 2:21:24 PM

Subject: 2-3:30 - ASPSA Meeting

Start: 3/29/2011 5:30:00 PM

End: 3/29/2011 8:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 3/9/2011 2:09:00 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]

Subject: jackie and conrad

Start: 3/9/2011 8:00:00 PM
End: 3/9/2011 9:00:00 PM
Show Time As: Busy

Required Attendees: Bortz, Conrad

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 3/9/2011 4:10:29 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa - CB budget review
Location: Lissa's office

Start: 3/17/2011 6:00:00 PM
End: 3/17/2011 6:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 3/10/2011 1:37:54 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Admitted Students Days -presentation -time TBD
Location: TBD -ask Michael States

Start: 3/18/2011 2:20:00 PM
End: 3/18/2011 3:05:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

CB friday 2.25.11 outline.docx

I. The Center for Banking and Finance was established in July 2000 to sponsor and support the North Carolina Banking Institute continuing legal education program and the North Carolina Banking Institute Journal, both of which were founded in 1997.

II. The center's mission is to take a leadership role in the continual evolution of the financial services industry. The center provides a variety of support to banking lawyers nationwide. This support is focused in three areas:

A. Study of Legal and Policy Issues Related to Banking and Finance

1. Through its faculty and student research fellows, the Center for Banking and Finance provides top-quality research and written materials on a pro bono or sponsored research basis.
2. The center has provided logistical and research support to the North Carolina Commissioner of Banks in various research efforts, including the residency requirements for state bank directors. The center is currently supporting the commissioner's efforts to systematically examine and propose updates to the North Carolina banking status to ensure the effective, efficient and equitable regulation of banks and savings institutions.
3. Faculty associated with the center produce a wide variety of scholarship on important issues related to banking and finance.
4. The center advises, through its faculty and its distinguished board of advisors, more than two dozen students who work each year as staff members or editors of the North Carolina Banking Institute Journal. This journal publishes articles on cutting-edge issues of banking law and regulation written by law students, and it includes articles from the national experts who speak each year at the Banking Institute.
5. In 2004, the center's Board of Advisors established the Center for Banking and Finance Research fund to establish an endowment whose income will be used to provide support for research assistants, materials, and travel for the Center for Banking and Finance and its associated faculty. The endowment funds were made possible by sponsorships of the center's annual Banking Institute from law firms, corporations and banks.

B. Advancing the Teaching of Banking & Finance

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1. Residency Program
The center has developed an innovative Practitioners in Residence program to integrate the experience and insights of the practicing attorney into the teaching of the rapidly changing areas of banking and finance. Each semester these practitioners are invited to share their knowledge in one or more classes. Social time with students is scheduled to introduce students to a variety of law practice settings and to a number of practicing attorneys.

2. Law School Curriculum
To meet the changing practices in banking and finance, the School of Law's banking and finance faculty are continually reevaluating the school's curriculum to provide new courses such as global financial markets; international banking; law, finance, and development, financial innovation, derivatives and advanced seminars on commercial law and securities law.

3. Teaching Material
   The center's faculty have developed new teaching materials for a variety of banking, finance and corporate law courses.

4. Externship
   The center was instrumental in establishing an academic credit externship with the North Carolina Commissioner of Banks. This externship exposes students to the workings of a banking regulatory agency. The center also helps support semester-long internships in Washington, D.C., with the Office of the Comptroller of the Currency and the Securities and Exchange Commission.

5. Speaker Series
   The center supports a speaker series that brings nationally prominent academics to the School of Law to present their work to the faculty and to students enrolled in specialized seminars.

6. Scholarship
   The Board of Advisors to the Center has established a scholarship to be awarded each year to a third year student on the *North Carolina Banking Institute Journal*.

C. Sponsoring Conferences for Industry Professionals

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1. Since 1997, the Center for Banking and Finance has sponsored an annual continuing legal education program for the banking law community. The Banking Institute is a well-attended program that, in recent years, has been held in Charlotte. Speakers at past institutes have included:

   - chairman of the FDIC
   - Board of Governors of the Federal Reserve System
   - Comptroller of the Currency
   - CEOs of Bank of America, Wachovia, BB&T, and First Union
   - General Council of Bank of America, Wachovia, and RBC

2. The center sponsors three other annual programs:

   - The Dan K. Moore Program in Ethics, with a focus on ethical issues of interest to corporate attorneys, since 2002.
   - The Consumer Law and Consumer Credit Symposium, as part of the Festival of Legal Learning, since 2001.
   - The North Carolina Bank Directors' College, with the North Carolina Office of the Commissioner of Banks, since 2002.

3. An Emerging Issues Forum has also been developed to provide in-depth programs on an occasional basis on particular issues of current interest to the financial services community.

4. The center has also co-sponsored conferences outside of North Carolina with other organizations, including the American Bar Association, the Securities Industry Association, and the Federal Reserve Bank of Atlanta. In addition to helping market these conferences, the center provides

speakers from the center's faculty and helps identify other leading speakers from throughout the country.

III. Q and A

Time 8 min. 20 seconds

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 3/10/2011 1:40:32 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]
CC: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]

Subject: Admitted Students Days -presentation -time TBD
Location: TBD

Start: 4/8/2011 2:20:00 PM
End: 4/8/2011 3:05:00 PM
Show Time As: Busy

Recurrence: Weekly
every Friday from 10:20 AM to 11:05 AM
Required Attendees: Broome, Lissa L

Chancellors' Scholars -- Feb 2...

I. The Center for Banking and Finance was established in July 2000 to sponsor and support the North Carolina Banking Institute continuing legal education program and the North Carolina Banking Institute Journal, both of which were founded in 1997.

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5. In 2004, the center's Board of Advisors established the Center for Banking and Finance Research fund to establish an endowment whose income will be used to provide support for research assistants, materials, and travel for the Center for Banking and Finance and its associated faculty. The endowment funds were made possible by sponsorship funds from the center's annual Banking Institute provided by law firms and financial institutions.

B. Advancing the Teaching of Banking & Finance
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1. Since 1997, the Center for Banking and Finance has sponsored an annual continuing legal education program for the banking law community. The Banking Institute is a well-attended program that, in recent years, has been held in Charlotte. Speakers at past institutes have included:

   - chairman of the FDIC
   - Board of Governors of the Federal Reserve System
   - Comptroller of the Currency
   - CEOs of Bank of America, Wachovia, BB&T, and First Union
   - General Counsel of Bank of America, Wachovia, RBC Bank, and Fifth Third Bank

2. The center sponsors three other annual programs:
   - The Dan K. Moore Program in Ethics, with a focus on ethical issues of interest to corporate attorneys, since 2002.
   - The Consumer Law and Consumer Credit Symposium, as part of the Festival of Legal Learning, since 2001.
   - The North Carolina Bank Directors' College, with the North Carolina Office of the Commissioner of Banks, since 2002. The Center just held its first Lecture in New York City. The speaker was nationally prominent banking lawyer, Rodgin Cohen. The event attracted over 100 banking lawyers, regulators, and financial professionals. The second New York lecture will be held this fall.

Director Diversity Initiative

The Center also oversees the law school's Director Diversity Initiative which aims to increase the gender, racial, and ethnic diversity on the corporate boards of public corporations. The DDI holds an annual one-day training program for diverse directors, maintains a database of interested potential diverse directors, and publishes a survey every three-years of the diversity of the boards of the 50 largest public companies headquartered in NC. In addition, faculty associated with the Center are engaged in research projects on whether and how diverse boards affect board processes and corporate performance.

Student Involvement

In addition to membership on the North Carolina Banking Institute journal, students may serve as research assistants for the Center during the summer and the school year and for faculty working on projects related to financial issues. Students also are invited to attend all Center programs (except the Bank Directors' College) for free, and benefit from the variety of speakers who give presentations at the law school each year pursuant to invitations from the Center.

III. Q and A

Time 8 min. 20 seconds

From: Slivka, Dara M [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=SLIVKA]
Sent: 3/15/2011 9:02:44 PM
To: Woodard, Harold [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Hwoodard]; McDiarmid, Bill [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Bmcd]; Allyne, Jordan [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Allyne]; Stroman, Deborah Lynn [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Dstroman]; Mercer, Robert J Jr [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Rmercer]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Mosley, Layna [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lmosley]
CC: 'Deborah Stroman' [dstroman@email.unc.edu]

Subject: ASPSA sub-committee meeting
Location: Udate: Meeting will be held in 102 Abernethy Hall conference room.

Start: 4/4/2011 3:00:00 PM
End: 4/4/2011 4:00:00 PM
Show Time As: Busy

Required Attendees: McDiarmid, Bill; Allyne, Jordan; Stroman, Deborah Lynn; 'Robert Mercer'; Broome, Lissa L; Mosley, Layna

Meeting will be held in 102 Abernethy Hall conference room.

From: Slivka, Dara M [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=SLIVKA]

Sent: 3/15/2011 9:06:15 PM

To: Woodard, Harold [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Hwoodard]; McDiarmid, Bill [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Bmcd]; Allyne, Jordan [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Allyne]; Mosley, Layna [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lmosley]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Mercer, Robert J Jr [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Rmercer]; Deborah Stroman [dstroman@email.unc.edu]

Subject: ASPSA sub-committee meeting

Location: Update of location: Abernethy 102

Start: 3/24/2011 8:00:00 PM

End: 3/24/2011 9:00:00 PM

Show Time As: Busy

Required Attendees: McDiarmid, Bill; Allyne, Jordan; Mosley, Layna; Broome, Lissa L; Mercer, Robert J Jr; 'Deborah Stroman'

Meeting will be held in 102 Abernethy Hall conference room.

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/18/2011 2:41:51 PM

Subject: 7-8:30 Leadership Academy banquet at Friday Center

Start: 4/11/2011 10:30:00 PM

End: 4/12/2011 12:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/18/2011 2:43:31 PM

Subject: Acc Meeting in Greensboro

Start: 4/13/2011 10:30:00 AM

End: 4/13/2011 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/18/2011 2:46:08 PM

Subject: 2-3:30 ASPSA

Start: 4/19/2011 5:30:00 PM

End: 4/19/2011 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 3/22/2011 8:27:16 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Carlock, Jacqueline S [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Jcarlock]

Subject: Banking Institute
Location: Lissa's office

Start: 3/23/2011 6:00:00 PM
End: 3/23/2011 7:00:00 PM
Show Time As: Busy

Required Attendees: Bortz, Conrad; Carlock, Jacqueline S

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/14/2011 2:53:51 AM

Subject: Faculty Council meeting for Chancellor's Advisory Committee

Start: 4/15/2011 7:00:00 PM

End: 4/15/2011 9:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 4/19/2011 3:05:32 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: 15 minutes -CB check-in
Location: Lissa's office

Start: 4/19/2011 8:00:00 PM
End: 4/19/2011 8:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 4/19/2011 8:30:36 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Budget meeting -Lissa, Tricia, Merideth, and CB
Location: TBD

Start: 5/17/2011 3:00:00 PM
End: 5/17/2011 4:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 4/20/2011 4:25:46 PM

Subject: Blood Drive Appointment - Emergency Replacement Drive - Bus Lane Student Union
Location: Student Union - Bus Lane (American Red Cross Bus) - South Road, Chapel Hill, NC 27599

Start: 4/21/2011 8:00:00 PM
End: 4/21/2011 9:00:00 PM
Show Time As: Busy

Recurrence: (none)

Lissa Broome, Thank you for signing up to give blood. Your appointment details are:

Date: Thursday, April 21, 2011
Time: 4:00 pm
Drive Name: Emergency Replacement Drive - Bus Lane Student Union
Drive Location: Student Union - Bus Lane(American Red Cross Bus)
Drive Address: South Road,Chapel Hill,NC,27599

We look forward to seeing you at your designated appointment time and thank you in advance for saving up to 3 lives. Login to unc.givesblood.org to make changes to your appointment time.

unc.givesblood.org

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/23/2011 9:44:30 PM

Subject: Handout Tom's exam

Start: 5/2/2011 5:30:00 PM

End: 5/2/2011 6:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/23/2011 9:44:43 PM

Subject: 2-3:30 ASPSA Meeting

Start: 5/3/2011 5:30:00 PM

End: 5/3/2011 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4/23/2011 9:45:01 PM

Subject: FAC from 4-5:30

Start: 5/3/2011 7:30:00 PM

End: 5/3/2011 9:30:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 4/27/2011 2:52:25 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Start dialing "7", not "9" for an outside line
Location: all

Start: 5/2/2011 4:00:00 AM
End: 5/3/2011 4:00:00 AM
Show Time As: Free

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 5/5/2011 2:35:06 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]

Subject: Catch up
Location: Lissa's Office

Start: 5/5/2011 3:00:00 PM
End: 5/5/2011 3:30:00 PM
Show Time As: Busy

Required Attendees: Bortz, Conrad

From: Edmunds, Doug [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=EDMUNDS]
Sent: 5/6/2011 5:44:25 PM
To: Edmunds, Doug [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Edmunds]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Carlock, Jacqueline S [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Jcarlock]; Wilhelm, Gary W [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Gwilhelm]

Subject: Discuss CLE software
Location: 5133 - Doug's office

Start: 5/18/2011 2:00:00 PM
End: 5/18/2011 3:00:00 PM
Show Time As: Busy

Recurrence: (none)

Required Attendees: Broome, Lissa L; Carlock, Jacqueline S (jcarlock@email.unc.edu); Wilhelm, Gary W

Assuming this time works for everyone...

Doug

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 5/11/2011 3:14:17 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: review 06.01.11 Div. schedule
Location: Lissa's office

Start: 5/12/2011 7:30:00 PM
End: 5/12/2011 8:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 5/11/2011 7:11:03 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: review CB's review
Location: Lissa's office

Start: 5/12/2011 8:00:00 PM
End: 5/12/2011 8:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/11/2011 10:58:57 PM

Subject: Meet with Tom

Start: 5/13/2011 1:30:00 PM

End: 5/13/2011 2:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/11/2011 10:59:34 PM

Subject: Disney Case at Sheraton at 7:30 - 9:30

Start: 5/19/2011 11:30:00 AM

End: 5/19/2011 2:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/11/2011 10:59:52 PM

Subject: Workshop Cookout

Start: 5/19/2011 9:30:00 PM

End: 5/19/2011 11:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/11/2011 11:00:46 PM

Subject: DDi Program

Start: 6/1/2011 11:30:00 AM

End: 6/1/2011 8:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/11/2011 11:01:31 PM

Subject: Exec. Comm. Meeting Ed Foundation

Start: 6/2/2011 2:00:00 PM

End: 6/2/2011 3:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/11/2011 11:02:35 PM

Subject: Coaches Exam Make-up 10:30 at EWAC

Start: 6/7/2011 2:30:00 PM

End: 6/7/2011 4:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 5/13/2011 7:34:43 PM

Subject: Ben

Start: 5/20/2011 2:00:00 PM
End: 5/20/2011 2:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 5/13/2011 7:35:18 PM

Subject: Lunch with Jack Evans -- 12:15 at Cafe Carolina

Start: 5/27/2011 4:00:00 PM
End: 5/27/2011 6:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/13/2011 7:35:41 PM

Subject: 3-5 CAC South Building

Start: 5/31/2011 7:00:00 PM

End: 5/31/2011 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/13/2011 7:36:13 PM

Subject: Adm'n Subcommittee

Start: 6/6/2011 3:00:00 PM

End: 6/6/2011 4:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/18/2011 5:46:37 PM

Subject: Bev

Start: 5/20/2011 3:00:00 PM

End: 5/20/2011 3:30:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 5/19/2011 3:26:23 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa/CB meet
Location: Lissa's office

Start: 5/19/2011 7:00:00 PM
End: 5/19/2011 7:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 5/20/2011 3:30:30 PM

Subject: S. Ct. Lunch in Lounge

Start: 5/23/2011 4:00:00 PM
End: 5/23/2011 5:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/20/2011 3:31:12 PM

Subject: Conference Call for June 1 program

Start: 5/25/2011 12:30:00 PM

End: 5/25/2011 2:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/20/2011 3:31:36 PM

Subject: Ben

Start: 5/26/2011 2:30:00 PM

End: 5/26/2011 3:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 5/24/2011 2:17:04 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa catch-up w/ CB
Location: Lissa's office

Start: 5/24/2011 6:30:00 PM
End: 5/24/2011 7:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/24/2011 5:20:36 PM

Subject: Call

Start: 5/24/2011 7:00:00 PM

End: 5/24/2011 8:30:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]

Sent: 5/24/2011 9:58:20 PM

Subject: finish review

Start: 5/26/2011 3:30:00 PM

End: 5/26/2011 4:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 5/27/2011 2:34:08 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: DDI round-up
Location: Lissa's office

Start: 5/27/2011 3:00:00 PM
End: 5/27/2011 3:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 5/30/2011 5:44:24 PM

Subject: Meet with Ben

Start: 6/3/2011 7:00:00 PM
End: 6/3/2011 7:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/30/2011 5:44:39 PM

Subject: Meet with Carl at 1:30

Start: 6/6/2011 5:00:00 PM

End: 6/6/2011 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5/30/2011 5:44:53 PM

Subject: Shelley & John at my office

Start: 6/6/2011 7:30:00 PM

End: 6/6/2011 8:30:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 5/31/2011 1:50:18 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa chat/DDI update/BDC update
Location: Lissa's office

Start: 5/31/2011 2:30:00 PM
End: 5/31/2011 3:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Bryde, Joy M [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=JBRYDE]

Sent: 6/2/2011 4:26:20 PM

To: Bryde, Joy M [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Jbryde]; Ashby, Valerie S [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Ashby]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Snow, Helen [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Hsnow]; Falk, Ronald J [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Ronald J Falk (falkrj)]

CC: Pugh, Trina B [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Trina B Pugh (tbpugh)]

Subject: Institutional Conflicts of Interest Committee Meeting

Location: Bank of America Bldg, Suite 504

Start: 6/14/2011 7:00:00 PM

End: 6/14/2011 9:00:00 PM

Show Time As: Busy

Required Attendees: Ashby, Valerie S; Broome, Lissa L; Snow, Helen; Falk, Ronald J

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 6/6/2011 1:19:18 PM

Subject: Call Bill

Start: 6/6/2011 2:00:00 PM

End: 6/6/2011 2:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 6/9/2011 9:03:06 PM

Subject: Coaches Exam

Start: 6/10/2011 4:00:00 PM

End: 6/10/2011 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 6/9/2011 9:03:15 PM

Subject: Meet with Ben

Start: 6/10/2011 5:00:00 PM
End: 6/10/2011 6:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 6/9/2011 9:03:47 PM

Subject: UNc Baseball game

Start: 6/10/2011 7:00:00 PM
End: 6/10/2011 11:00:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 6/10/2011 2:59:20 PM

Start: 6/10/2011 4:00:00 PM
End: 6/10/2011 4:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 6/16/2011 3:12:48 PM

Subject: Meeting out of office

Start: 6/16/2011 3:30:00 PM
End: 6/16/2011 5:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 6/16/2011 3:12:59 PM

Subject: Meeting out of office

Start: 6/16/2011 6:00:00 PM

End: 6/16/2011 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 7/10/2011 10:39:39 PM

Subject: SPRC

Start: 7/12/2011 11:00:00 PM

End: 7/13/2011 12:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 7/10/2011 10:41:22 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: John Dougherty re Sports Admin

Start: 7/13/2011 5:00:00 PM
End: 7/13/2011 5:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 7/10/2011 10:42:13 PM

Subject: Kim and John

Start: 7/13/2011 6:00:00 PM

End: 7/13/2011 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 7/10/2011 10:44:12 PM

Subject: Meeting at 10:00 w/ Baddour, etc.

Start: 7/18/2011 1:30:00 PM

End: 7/18/2011 3:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 7/11/2011 1:48:49 PM

Subject: Call

Start: 7/11/2011 2:30:00 PM

End: 7/11/2011 3:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/11/2011 8:52:35 PM

Subject: Chancellor's Advisory Committee (CAC)
Location: South Building rm 105

Start: 8/18/2011 7:00:00 PM
End: 8/18/2011 9:00:00 PM
Show Time As: Busy

Here is the schedule for fall meetings of the Chancellor's Advisory Committee. All meetings are scheduled from 3-5pm in Room 105 South Building.

Sincerely,

Jim Ketch, Music

Dates:

Thursday, August 18
Monday, September 26
Thursday, October 13
Tuesday, November 15
Friday, December 16

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/11/2011 8:53:53 PM

Subject: Chancellor's Advisory Committee (CAC)
Location: South building rm 105

Start: 9/26/2011 7:00:00 PM
End: 9/26/2011 9:00:00 PM
Show Time As: Busy

Here is the schedule for fall meetings of the Chancellor's Advisory Committee. All meetings are scheduled from 3-5pm in Room 105 South Building.

Sincerely,

Jim Ketch, Music

Dates:

Thursday, August 18
Monday, September 26
Thursday, October 13
Tuesday, November 15
Friday, December 16

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/11/2011 8:54:37 PM

Subject: Chancellor's Advisory Committee (CAC)
Location: South building rm 105

Start: 10/13/2011 7:00:00 PM
End: 10/13/2011 9:00:00 PM
Show Time As: Busy

Here is the schedule for fall meetings of the Chancellor's Advisory Committee. All meetings are scheduled from 3-5pm in Room 105 South Building.

Sincerely,

Jim Ketch, Music

Dates:

Thursday, August 18
Monday, September 26
Thursday, October 13
Tuesday, November 15
Friday, December 16

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/11/2011 8:55:16 PM

Subject: Chancellor's Advisory Committee (CAC)
Location: South building rm 105

Start: 11/15/2011 8:00:00 PM
End: 11/15/2011 10:00:00 PM
Show Time As: Busy

Here is the schedule for fall meetings of the Chancellor's Advisory Committee. All meetings are scheduled from 3-5pm in Room 105 South Building.

Sincerely,

Jim Ketch, Music

Dates:

Thursday, August 18
Monday, September 26
Thursday, October 13
Tuesday, November 15
Friday, December 16

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/11/2011 8:56:02 PM

Subject: Chancellor's Advisory Committee (CAC)
Location: South building rm 105

Start: 12/16/2011 8:00:00 PM
End: 12/16/2011 10:00:00 PM
Show Time As: Busy

Here is the schedule for fall meetings of the Chancellor's Advisory Committee. All meetings are scheduled from 3-5pm in Room 105 South Building.

Sincerely,

Jim Ketch, Music

Dates:

Thursday, August 18
Monday, September 26
Thursday, October 13
Tuesday, November 15
Friday, December 16

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/11/2011 8:58:41 PM

Subject: DAC meeting
Location: faculty lounge

Start: 8/29/2011 8:15:00 PM
End: 8/29/2011 10:00:00 PM
Show Time As: Busy

Dear All,

Below is the schedule for the fall meetings of the Dean's Advisory Committee. We recognize that these dates may conflict with class schedules and other ongoing obligations for some of you, and for that, we apologize.

For those of you who are new to this group, the DAC is made up of the dean, associate deans, and all the faculty committee chairs. As a group, you will meet to discuss issues related to the larger mission and vision of the School of Law. The meetings will begin at 4:15pm on each of these Monday afternoons and will be held in the faculty lounge. We hope many of you will be able to attend. Thank you.

Best,
Catherine

August 29
October 3
October 31
November 28

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/11/2011 8:59:14 PM

Subject: DAC meeting
Location: faculty lounge

Start: 10/3/2011 8:15:00 PM
End: 10/3/2011 9:30:00 PM
Show Time As: Busy

Dear All,

Below is the schedule for the fall meetings of the Dean's Advisory Committee. We recognize that these dates may conflict with class schedules and other ongoing obligations for some of you, and for that, we apologize.

For those of you who are new to this group, the DAC is made up of the dean, associate deans, and all the faculty committee chairs. As a group, you will meet to discuss issues related to the larger mission and vision of the School of Law. The meetings will begin at 4:15pm on each of these Monday afternoons and will be held in the faculty lounge. We hope many of you will be able to attend. Thank you.

Best,
Catherine

August 29
October 3
October 31
November 28

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/11/2011 8:59:38 PM

Subject: DAC meeting
Location: faculty lounge

Start: 10/31/2011 8:15:00 PM
End: 10/31/2011 10:00:00 PM
Show Time As: Busy

Dear All,

Below is the schedule for the fall meetings of the Dean's Advisory Committee. We recognize that these dates may conflict with class schedules and other ongoing obligations for some of you, and for that, we apologize.

For those of you who are new to this group, the DAC is made up of the dean, associate deans, and all the faculty committee chairs. As a group, you will meet to discuss issues related to the larger mission and vision of the School of Law. The meetings will begin at 4:15pm on each of these Monday afternoons and will be held in the faculty lounge. We hope many of you will be able to attend. Thank you.

Best,
Catherine

August 29
October 3
October 31
November 28

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/11/2011 9:00:01 PM

Subject: DAC meeting
Location: faculty lounge

Start: 11/28/2011 9:15:00 PM
End: 11/28/2011 9:45:00 PM
Show Time As: Busy

Dear All,

Below is the schedule for the fall meetings of the Dean's Advisory Committee. We recognize that these dates may conflict with class schedules and other ongoing obligations for some of you, and for that, we apologize.

For those of you who are new to this group, the DAC is made up of the dean, associate deans, and all the faculty committee chairs. As a group, you will meet to discuss issues related to the larger mission and vision of the School of Law. The meetings will begin at 4:15pm on each of these Monday afternoons and will be held in the faculty lounge. We hope many of you will be able to attend. Thank you.

Best,
Catherine

August 29
October 3
October 31
November 28

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/11/2011 9:01:17 PM

Subject: Faculty meeting
Location: boardroom

Start: 9/1/2011 8:15:00 PM
End: 9/1/2011 10:00:00 PM
Show Time As: Busy

Dear Faculty,

I'm writing to let you know the faculty meeting schedule for 2011-12. As is our tradition, the meetings will begin at 4:15pm and will be held in the boardroom. Thank you.

Best,
Catherine

September 1
October 6
November 3
December 1
January 12
February 2
March 1
April 5
May 12

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/11/2011 9:01:55 PM

Subject: Faculty meeting
Location: boardroom

Start: 10/6/2011 8:15:00 PM
End: 10/6/2011 10:00:00 PM
Show Time As: Busy

Dear Faculty,

I'm writing to let you know the faculty meeting schedule for 2011-12. As is our tradition, the meetings will begin at 4:15pm and will be held in the boardroom. Thank you.

Best,
Catherine

September 1
October 6
November 3
December 1
January 12
February 2
March 1
April 5
May 12

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/11/2011 9:02:36 PM

Subject: Faculty meeting
Location: boardroom

Start: 11/3/2011 8:15:00 PM
End: 11/3/2011 10:30:00 PM
Show Time As: Busy

Dear Faculty,

I'm writing to let you know the faculty meeting schedule for 2011-12. As is our tradition, the meetings will begin at 4:15pm and will be held in the boardroom. Thank you.

Best,
Catherine

September 1
October 6
November 3
December 1
January 12
February 2
March 1
April 5
May 12

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/11/2011 9:03:05 PM

Subject: Faculty meeting
Location: boardroom

Start: 12/1/2011 9:15:00 PM
End: 12/1/2011 9:45:00 PM
Show Time As: Busy

Dear Faculty,

I'm writing to let you know the faculty meeting schedule for 2011-12. As is our tradition, the meetings will begin at 4:15pm and will be held in the boardroom. Thank you.

Best,
Catherine

September 1
October 6
November 3
December 1
January 12
February 2
March 1
April 5
May 12

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/11/2011 9:03:36 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Faculty meeting
Location: boardroom

Start: 1/12/2012 9:15:00 PM
End: 1/12/2012 11:00:00 PM
Show Time As: Busy

Dear Faculty,

I'm writing to let you know the faculty meeting schedule for 2011-12. As is our tradition, the meetings will begin at 4:15pm and will be held in the boardroom. Thank you.

Best,
Catherine

September 1
October 6
November 3
December 1
January 12
February 2
March 1
April 5
May 12

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/11/2011 9:04:08 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Faculty meeting
Location: boardroom

Start: 2/2/2012 9:15:00 PM
End: 2/2/2012 11:00:00 PM
Show Time As: Busy

Dear Faculty,

I'm writing to let you know the faculty meeting schedule for 2011-12. As is our tradition, the meetings will begin at 4:15pm and will be held in the boardroom. Thank you.

Best,
Catherine

September 1
October 6
November 3
December 1
January 12
February 2
March 1
April 5
May 12

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/11/2011 9:04:49 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Faculty meeting
Location: boardroom

Start: 3/1/2012 9:15:00 PM
End: 3/1/2012 11:00:00 PM
Show Time As: Busy

Dear Faculty,

I'm writing to let you know the faculty meeting schedule for 2011-12. As is our tradition, the meetings will begin at 4:15pm and will be held in the boardroom. Thank you.

Best,
Catherine

September 1
October 6
November 3
December 1
January 12
February 2
March 1
April 5
May 12

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 7/11/2011 9:05:34 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]

Subject: Weekly Meeting
Location: Lissa's Office

Start: 7/13/2011 8:00:00 PM
End: 7/13/2011 8:30:00 PM
Show Time As: Busy

Required Attendees: Bortz, Conrad

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/11/2011 9:05:34 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Faculty meeting
Location: boardroom

Start: 4/5/2012 8:15:00 PM
End: 4/5/2012 10:00:00 PM
Show Time As: Busy

Dear Faculty,

I'm writing to let you know the faculty meeting schedule for 2011-12. As is our tradition, the meetings will begin at 4:15pm and will be held in the boardroom. Thank you.

Best,
Catherine

September 1
October 6
November 3
December 1
January 12
February 2
March 1
April 5
May 12

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/13/2011 3:17:01 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: FAC
Location: 105 south building

Start: 5/1/2012 8:00:00 PM
End: 5/1/2012 9:45:00 PM
Show Time As: Busy

Faculty Athletics Committee Meeting Schedule 2011-2012

Meetings: All meetings will be held in 105 South Building, 4:00-5:30 pm (or until 6:00 pm if necessary), on the first Tuesday of each month (except January, March, and April due to extenuating circumstances):

9/6/11
10/11/11 (2nd Tuesday in October due to scheduled ACC Meeting)
11/1/11
12/6/11
1/10/12 (2nd Tuesday in January)
2/7/12
3/13/12 (2nd Tuesday in March to avoid Spring Break)
4/3/12
5/1/12

Regularly Scheduled Reports:

Report Topic	Presenter	Frequency	Most Recent Report	Next Report
Academic Support, Distribution of Majors, Priority Registration	Robert Mercer John Blanchard	Annual	4/2011	2011-2012
Admissions	Steve Farmer Barbara Polk	Annual	2/2011	2011-2012
Athletics Department Budget	Matina Ballen	Annual	5/2011	2011-2012
Sports Medicine	Mario Ciocca	Annual	2/2011	2011-2012
Title IX Update	Beth Miller	Biennial	12/2009	2011-2012
Ticketing policies	Clint Gwaltney	Biennial	3/2011	2012-2013
Marketing	Rick Steinbacher	Triennial	1/2009	2011-2012
Compliance	Amy Herman	Triennial	3/2011	2012-2013
Student Athlete Development	Cricket Lane	Triennial	10/2010	2013-2014

Agenda Items to be Reviewed as Needed:

Exit Interview	Glynis Cowell
Exit Survey	Laura Linnan
Education Major task force	Deb Eaker-Rich
Health Professions Major task force	Dana Gelin
Athletics Department Personnel	Dick Baddour

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/13/2011 3:46:33 PM

Subject: FAC
Location: 105 south building

Start: 9/6/2011 8:00:00 PM
End: 9/6/2011 9:30:00 PM
Show Time As: Busy

Faculty Athletics Committee Meeting Schedule 2011-2012

Meetings: All meetings will be held in 105 South Building, 4:00-5:30 pm (or until 6:00 pm if necessary), on the first Tuesday of each month (except January, March, and April due to extenuating circumstances):

9/6/11
10/11/11 (2nd Tuesday in October due to scheduled ACC Meeting)
11/1/11
12/6/11
1/10/12 (2nd Tuesday in January)
2/7/12
3/13/12 (2nd Tuesday in March to avoid Spring Break)
4/3/12
5/1/12

Regularly Scheduled Reports:

Report Topic	Presenter	Frequency	Most Recent Report	Next Report
Academic Support, Distribution of Majors, Priority Registration	Robert Mercer John Blanchard	Annual	4/2011	2011-2012
Admissions	Steve Farmer Barbara Polk	Annual	2/2011	2011-2012
Athletics Department Budget	Matina Ballen	Annual	5/2011	2011-2012
Sports Medicine	Mario Ciocca	Annual	2/2011	2011-2012
Title IX Update	Beth Miller	Biennial	12/2009	2011-2012
Ticketing policies	Clint Gwaltney	Biennial	3/2011	2012-2013
Marketing	Rick Steinbacher	Triennial	1/2009	2011-2012
Compliance	Amy Herman	Triennial	3/2011	2012-2013
Student Athlete Development	Cricket Lane	Triennial	10/2010	2013-2014

Agenda Items to be Reviewed as Needed:

Exit Interview	Glynis Cowell
Exit Survey	Laura Linnan

Education Major task force	Deb Eaker-Rich
Health Professions Major task force	Dana Gelin
Athletics Department Personnel	Dick Baddour

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/13/2011 3:47:03 PM

Subject: FAC
Location: 105 south building

Start: 10/11/2011 8:00:00 PM
End: 10/11/2011 9:30:00 PM
Show Time As: Busy

Faculty Athletics Committee Meeting Schedule 2011-2012

Meetings: All meetings will be held in 105 South Building, 4:00-5:30 pm (or until 6:00 pm if necessary), on the first Tuesday of each month (except January, March, and April due to extenuating circumstances):

9/6/11
10/11/11 (2nd Tuesday in October due to scheduled ACC Meeting)
11/1/11
12/6/11
1/10/12 (2nd Tuesday in January)
2/7/12
3/13/12 (2nd Tuesday in March to avoid Spring Break)
4/3/12
5/1/12

Regularly Scheduled Reports:

Report Topic	Presenter	Frequency	Most Recent Report	Next Report
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Admissions	Steve Farmer Barbara Polk	Annual	2/2011	2011-2012
Athletics Department Budget	Matina Ballen	Annual	5/2011	2011-2012
Sports Medicine	Mario Ciocca	Annual	2/2011	2011-2012
Title IX Update	Beth Miller	Biennial	12/2009	2011-2012
Ticketing policies	Clint Gwaltney	Biennial	3/2011	2012-2013
Marketing	Rick Steinbacher	Triennial	1/2009	2011-2012
Compliance	Amy Herman	Triennial	3/2011	2012-2013
Student Athlete Development	Cricket Lane	Triennial	10/2010	2013-2014

Agenda Items to be Reviewed as Needed:

Exit Interview	Glynis Cowell
Exit Survey	Laura Linnan

Education Major task force	Deb Eaker-Rich
Health Professions Major task force	Dana Gelin
Athletics Department Personnel	Dick Baddour

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/13/2011 3:47:27 PM

Subject: FAC
Location: 105 south building

Start: 11/1/2011 8:00:00 PM
End: 11/1/2011 9:30:00 PM
Show Time As: Busy

Faculty Athletics Committee Meeting Schedule 2011-2012

Meetings: All meetings will be held in 105 South Building, 4:00-5:30 pm (or until 6:00 pm if necessary), on the first Tuesday of each month (except January, March, and April due to extenuating circumstances):

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2/7/12
3/13/12 (2nd Tuesday in March to avoid Spring Break)
4/3/12
5/1/12

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Athletics Department Budget	Matina Ballen	Annual	5/2011	2011-2012
Sports Medicine	Mario Ciocca	Annual	2/2011	2011-2012
Title IX Update	Beth Miller	Biennial	12/2009	2011-2012
Ticketing policies	Clint Gwaltney	Biennial	3/2011	2012-2013
Marketing	Rick Steinbacher	Triennial	1/2009	2011-2012
Compliance	Amy Herman	Triennial	3/2011	2012-2013
Student Athlete Development	Cricket Lane	Triennial	10/2010	2013-2014

Agenda Items to be Reviewed as Needed:

Exit Interview	Glynis Cowell
Exit Survey	Laura Linnan

Education Major task force	Deb Eaker-Rich
Health Professions Major task force	Dana Gelin
Athletics Department Personnel	Dick Baddour

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/13/2011 3:48:10 PM

Subject: FAC
Location: 105 south building

Start: 12/6/2011 9:00:00 PM
End: 12/6/2011 10:30:00 PM
Show Time As: Busy

Faculty Athletics Committee Meeting Schedule 2011-2012

Meetings: All meetings will be held in 105 South Building, 4:00-5:30 pm (or until 6:00 pm if necessary), on the first Tuesday of each month (except January, March, and April due to extenuating circumstances):

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11/1/11
12/6/11
1/10/12 (2nd Tuesday in January)
2/7/12
3/13/12 (2nd Tuesday in March to avoid Spring Break)
4/3/12
5/1/12

Regularly Scheduled Reports:

Report Topic	Presenter	Frequency	Most Recent Report	Next Report
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Sports Medicine	Mario Ciocca	Annual	2/2011	2011-2012
Title IX Update	Beth Miller	Biennial	12/2009	2011-2012
Ticketing policies	Clint Gwaltney	Biennial	3/2011	2012-2013
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Compliance	Amy Herman	Triennial	3/2011	2012-2013
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Agenda Items to be Reviewed as Needed:

Exit Interview	Glynis Cowell
Exit Survey	Laura Linnan

Education Major task force	Deb Eaker-Rich
Health Professions Major task force	Dana Gelin
Athletics Department Personnel	Dick Baddour

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/13/2011 3:48:33 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: FAC
Location: 105 south building

Start: 1/10/2012 9:00:00 PM
End: 1/10/2012 10:45:00 PM
Show Time As: Busy

Faculty Athletics Committee Meeting Schedule 2011-2012

Meetings: All meetings will be held in 105 South Building, 4:00-5:30 pm (or until 6:00 pm if necessary), on the first Tuesday of each month (except January, March, and April due to extenuating circumstances):

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2/7/12
3/13/12 (2nd Tuesday in March to avoid Spring Break)
4/3/12
5/1/12

Regularly Scheduled Reports:

Report Topic	Presenter	Frequency	Most Recent Report	Next Report
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Sports Medicine	Mario Ciocca	Annual	2/2011	2011-2012
Title IX Update	Beth Miller	Biennial	12/2009	2011-2012
Ticketing policies	Clint Gwaltney	Biennial	3/2011	2012-2013
Marketing	Rick Steinbacher	Triennial	1/2009	2011-2012
Compliance	Amy Herman	Triennial	3/2011	2012-2013
Student Athlete Development	Cricket Lane	Triennial	10/2010	2013-2014

Agenda Items to be Reviewed as Needed:

Exit Interview	Glynis Cowell
Exit Survey	Laura Linnan
Education Major task force	Deb Eaker-Rich
Health Professions Major task force	Dana Gelin
Athletics Department Personnel	Dick Baddour

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/13/2011 3:48:57 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: FAC
Location: 105 south building

Start: 2/7/2012 9:00:00 PM
End: 2/7/2012 10:45:00 PM
Show Time As: Busy

Faculty Athletics Committee Meeting Schedule 2011-2012

Meetings: All meetings will be held in 105 South Building, 4:00-5:30 pm (or until 6:00 pm if necessary), on the first Tuesday of each month (except January, March, and April due to extenuating circumstances):

9/6/11
10/11/11 (2nd Tuesday in October due to scheduled ACC Meeting)
11/1/11
12/6/11
1/10/12 (2nd Tuesday in January)
2/7/12
3/13/12 (2nd Tuesday in March to avoid Spring Break)
4/3/12
5/1/12

Regularly Scheduled Reports:

Report Topic	Presenter	Frequency	Most Recent Report	Next Report
Academic Support, Distribution of Majors, Priority Registration	Robert Mercer John Blanchard	Annual	4/2011	2011-2012
Admissions	Steve Farmer Barbara Polk	Annual	2/2011	2011-2012
Athletics Department Budget	Matina Ballen	Annual	5/2011	2011-2012
Sports Medicine	Mario Ciocca	Annual	2/2011	2011-2012
Title IX Update	Beth Miller	Biennial	12/2009	2011-2012
Ticketing policies	Clint Gwaltney	Biennial	3/2011	2012-2013
Marketing	Rick Steinbacher	Triennial	1/2009	2011-2012
Compliance	Amy Herman	Triennial	3/2011	2012-2013
Student Athlete Development	Cricket Lane	Triennial	10/2010	2013-2014

Agenda Items to be Reviewed as Needed:

Exit Interview	Glynis Cowell
Exit Survey	Laura Linnan
Education Major task force	Deb Eaker-Rich
Health Professions Major task force	Dana Gelin
Athletics Department Personnel	Dick Baddour

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/13/2011 3:49:45 PM

Subject: FAC
Location: 105 south building

Start: 3/13/2012 8:00:00 PM
End: 3/13/2012 9:30:00 PM
Show Time As: Busy

Faculty Athletics Committee Meeting Schedule 2011-2012

Meetings: All meetings will be held in 105 South Building, 4:00-5:30 pm (or until 6:00 pm if necessary), on the first Tuesday of each month (except January, March, and April due to extenuating circumstances):

9/6/11
10/11/11 (2nd Tuesday in October due to scheduled ACC Meeting)
11/1/11
12/6/11
1/10/12 (2nd Tuesday in January)
2/7/12
3/13/12 (2nd Tuesday in March to avoid Spring Break)
4/3/12
5/1/12

Regularly Scheduled Reports:

Report Topic	Presenter	Frequency	Most Recent Report	Next Report
Academic Support, Distribution of Majors, Priority Registration	Robert Mercer John Blanchard	Annual	4/2011	2011-2012
Admissions	Steve Farmer Barbara Polk	Annual	2/2011	2011-2012
Athletics Department Budget	Matina Ballen	Annual	5/2011	2011-2012
Sports Medicine	Mario Ciocca	Annual	2/2011	2011-2012
Title IX Update	Beth Miller	Biennial	12/2009	2011-2012
Ticketing policies	Clint Gwaltney	Biennial	3/2011	2012-2013
Marketing	Rick Steinbacher	Triennial	1/2009	2011-2012
Compliance	Amy Herman	Triennial	3/2011	2012-2013
Student Athlete Development	Cricket Lane	Triennial	10/2010	2013-2014

Agenda Items to be Reviewed as Needed:

Exit Interview	Glynis Cowell
Exit Survey	Laura Linnan

Education Major task force	Deb Eaker-Rich
Health Professions Major task force	Dana Gelin
Athletics Department Personnel	Dick Baddour

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/13/2011 3:50:12 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: FAC
Location: 105 south building

Start: 4/3/2012 8:00:00 PM
End: 4/3/2012 9:45:00 PM
Show Time As: Busy

Faculty Athletics Committee Meeting Schedule 2011-2012

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Sports Medicine	Mario Ciocca	Annual	2/2011	2011-2012
Title IX Update	Beth Miller	Biennial	12/2009	2011-2012
Ticketing policies	Clint Gwaltney	Biennial	3/2011	2012-2013
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Student Athlete Development	Cricket Lane	Triennial	10/2010	2013-2014

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Exit Survey	Laura Linnan
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Health Professions Major task force	Dana Gelin
Athletics Department Personnel	Dick Baddour

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 7/20/2011 8:56:00 PM

Subject: Lunch with Elizabeth

Start: 7/21/2011 4:00:00 PM
End: 7/21/2011 5:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 7/20/2011 8:56:46 PM

Subject: Meet with Steve at 2:00 at his office

Start: 7/22/2011 5:30:00 PM

End: 7/22/2011 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 7/20/2011 8:57:13 PM

Subject: Update call same number as last week

Start: 7/25/2011 3:00:00 PM
End: 7/25/2011 4:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 7/20/2011 8:57:26 PM

Subject: Lunch with Saule - comments on article

Start: 7/25/2011 4:00:00 PM
End: 7/25/2011 5:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 7/20/2011 8:57:48 PM

Subject: Lunch with Bev

Start: 7/27/2011 4:00:00 PM

End: 7/27/2011 5:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 7/20/2011 8:58:13 PM

Subject: Meeting with Boger

Start: 7/28/2011 5:00:00 PM

End: 7/28/2011 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 7/20/2011 8:59:57 PM

Subject: Lunch with Barbara Osborne meet at Carolina Cafe at noon

Start: 8/4/2011 3:30:00 PM

End: 8/4/2011 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 7/20/2011 9:00:10 PM

Subject: SPRC at 7

Start: 8/9/2011 10:30:00 PM

End: 8/10/2011 2:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 7/20/2011 9:02:55 PM

Subject: Law School Begins

Start: 8/29/2011 4:00:00 AM

End: 8/30/2011 4:00:00 AM

Show Time As: Free

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/21/2011 2:12:50 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L

Subject: Lissa meeting to review annual draft
Location: Lissa's office

Start: 7/21/2011 2:30:00 PM
End: 7/21/2011 3:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

Give Lissa report Wed eve to review!

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]

Sent: 7/21/2011 3:49:21 PM

To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Lynn, Dawn A [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Dlynn]

Subject: Dawn to fix Lissa's outlook (5 minutes)

Location: Lissa's office

Start: 7/21/2011 6:30:00 PM

End: 7/21/2011 6:45:00 PM

Show Time As: Busy

Required Attendees: Broome, Lissa L; Lynn, Dawn A

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/21/2011 5:26:14 PM

Subject: Banking Law
Location: 5052

Start: 8/29/2011 5:00:00 PM
End: 8/29/2011 5:55:00 PM
Show Time As: Busy

Importance: High

Recurrence: Weekly
every Monday, Tuesday, and Wednesday from 1:00 PM to 1:55 PM

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/21/2011 5:30:50 PM

Subject: Banking Law EXAM
Location: 5052

Start: 12/8/2011 2:00:00 PM
End: 12/8/2011 5:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 7/25/2011 2:07:07 PM

Subject: Baseball coaches exam
Location: room 5066

Start: 7/27/2011 2:00:00 PM
End: 7/27/2011 4:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 7/25/2011 3:46:32 PM

Subject: Meeting at EWAC

Start: 8/2/2011 1:00:00 PM

End: 8/2/2011 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 7/25/2011 5:52:06 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]

Subject: Weekly Meet
Location: Lissa's office

Start: 7/27/2011 6:00:00 PM
End: 7/27/2011 6:30:00 PM
Show Time As: Busy

Required Attendees: Bortz, Conrad

Please give me revised draft of Annual Report (in hard copy) before I leave on Tuesday. I would also like a hard copy of last year's Annual Report. Thanks.

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 7/28/2011 1:24:40 AM

Subject: Press conference

Start: 7/28/2011 3:00:00 PM
End: 7/28/2011 4:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 7/28/2011 1:03:49 PM

Subject: Coaches Exam
Location: 5066

Start: 7/29/2011 6:00:00 PM
End: 7/29/2011 8:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 7/28/2011 1:08:57 PM

Subject: LEAP Statutes from 8:40 - 9:20 Room 5048

Start: 8/24/2011 12:00:00 PM

End: 8/24/2011 2:00:00 PM

Show Time As: Busy

From: Bob.Chakravorti [Bob.Chakravorti@theclearinghouse.org]
Sent: 7/28/2011 3:12:01 PM
To: Bob.Chakravorti [Bob.Chakravorti@theclearinghouse.org]; Lissa Broome; Erica.Hurtt

Subject: To discuss potential speakers for UNC Lecture Series
Location: 888-242-1836 / Access Code: 277 5862 / Host 1088

Start: 7/29/2011 1:00:00 PM
End: 7/29/2011 2:00:00 PM
Show Time As: Busy

Required Attendees: Lissa Broome; Erica.Hurtt

Erica,

Should we include other TCH staff? If so, let me know who else needs to be included. This call will focus on recruiting.

Thanks,
Bob

The information contained in this E-mail and any of its attachments is intended only for the use of the address(es) indicated above, and is confidential. This information may also be legally privileged. If you are not the intended recipient(s), you are hereby notified that any dissemination,review or use of the information contained herein is strictly prohibited. You may not copy, forward, disclose or use any part of this information. If you have received this information in error, please delete it and all copies from your system and notify the sender immediately by return E-mail.

Thank you.

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From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 7/28/2011 4:12:42 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa and CB quick catch-up
Location: Lissa's office

Start: 7/28/2011 6:30:00 PM
End: 7/28/2011 7:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 7/30/2011 4:32:57 PM

Subject: meeting at Fball

Start: 8/2/2011 5:30:00 PM

End: 8/2/2011 7:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 7/30/2011 4:33:45 PM

Subject: Saver re Ac Affairs

Start: 8/4/2011 2:30:00 PM

End: 8/4/2011 3:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 7/30/2011 4:36:17 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]

Subject: Weekly meet
Location: Lissa's Office

Start: 8/1/2011 9:00:00 PM
End: 8/1/2011 9:30:00 PM
Show Time As: Busy

Required Attendees: Bortz, Conrad

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 8/2/2011 5:27:45 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa - CB catchup & annual review
Location: Lissa's office

Start: 8/3/2011 8:15:00 PM
End: 8/3/2011 8:45:00 PM
Show Time As: Tentative

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 8/3/2011 9:07:40 PM

Subject: 1:30 CAC at 2131 Kenan Music Building

Start: 8/8/2011 5:00:00 PM

End: 8/8/2011 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 8/3/2011 9:08:28 PM

Subject: Alison Lester and Barbara Osborne

Start: 8/10/2011 1:30:00 PM

End: 8/10/2011 2:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 8/3/2011 9:11:00 PM

Subject: Moderate panel at Directors' College

Start: 8/12/2011 2:00:00 PM

End: 8/12/2011 4:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 8/5/2011 3:25:59 PM

Subject: Meeting with Wally Richardson and Jenn Townsend

Start: 8/10/2011 3:00:00 PM

End: 8/10/2011 4:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 8/9/2011 3:28:53 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa & CB chat
Location: Lissa's office

Start: 8/10/2011 8:00:00 PM
End: 8/10/2011 8:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 8/9/2011 7:15:06 PM

Subject: 3:10 - 3:40 - Director of student services

Start: 8/10/2011 7:00:00 PM

End: 8/10/2011 8:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 8/10/2011 5:22:20 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Fall Break

Start: 10/20/2011 4:00:00 AM
End: 10/21/2011 4:00:00 AM
Show Time As: Free

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 8/15/2011 1:40:41 PM

Subject: Tour of Loudermilk Hall, Gate 2

Start: 8/16/2011 6:30:00 PM

End: 8/16/2011 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 8/15/2011 1:45:05 PM

Subject: ACC Conf Call on Transfers

Start: 8/23/2011 5:00:00 PM

End: 8/23/2011 6:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 8/16/2011 2:53:00 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Reid, Allison [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Allison Reid (alreid)]

Subject: Meet Lissa L. Broome
Location: Allison's office

Start: 8/25/2011 7:00:00 PM
End: 8/25/2011 7:30:00 PM
Show Time As: Busy

Required Attendees: Reid, Allison

Hello Allison,

Lisa asked me to hatch out some time for you two to meet and chat.

The Center has worked with K. Kershaw and your predecessor in the past. So, I am sure you two can find other opportunities to have our paths cross and leverage strengths.

Cheers,
C Bortz

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 8/19/2011 7:16:36 PM

Subject: Search Committee meeting

Start: 8/26/2011 1:00:00 PM
End: 8/26/2011 4:00:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 8/24/2011 2:02:04 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa CB meet 4 newsletter
Location: Mark's office

Start: 8/30/2011 7:45:00 PM
End: 8/30/2011 8:15:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 8/29/2011 2:56:01 PM

Subject: Athl Depar. lunch

Start: 8/29/2011 3:30:00 PM
End: 8/29/2011 5:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 8/29/2011 2:56:15 PM

Subject: Student-Athlete picnic

Start: 8/29/2011 10:00:00 PM

End: 8/29/2011 11:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 8/29/2011 2:58:09 PM

Subject: Workshop

Start: 9/1/2011 4:00:00 PM

End: 9/1/2011 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 8/30/2011 7:29:40 PM

Subject: NCAA exam Room 5067

Start: 8/31/2011 12:00:00 PM

End: 8/31/2011 1:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 9/1/2011 3:37:42 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: International Committee Meeting [Doodle]

Start: 9/16/2011 2:00:00 PM
End: 9/16/2011 3:00:00 PM
Show Time As: Busy

Recurrence: (none)

Initiated by null

Participants:
- Bev Sizemore
- Corrado
- Corrado
- Mosteller
- Kelley
- Sherwood

http://doodle.com/u24fyptc42scpnh8

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/1/2011 6:39:02 PM

Subject: Call with Dan McCardell from TCH

Start: 9/1/2011 7:00:00 PM

End: 9/1/2011 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/3/2011 1:37:32 PM

Subject: AD Committee at Hyde Hall 203

Start: 9/7/2011 1:00:00 PM

End: 9/7/2011 3:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/3/2011 1:37:41 PM

Subject: Workshop

Start: 9/8/2011 4:00:00 PM

End: 9/8/2011 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 9/3/2011 1:39:21 PM

Subject: Meet with Coach Withers at 9

Start: 9/12/2011 12:30:00 PM
End: 9/12/2011 2:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/3/2011 1:40:21 PM

Subject: 3:30 at DB's Office - Patterson Medal

Start: 9/13/2011 7:00:00 PM

End: 9/13/2011 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/3/2011 1:41:13 PM

Subject: SPRC at 7

Start: 9/13/2011 10:30:00 PM

End: 9/14/2011 1:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/3/2011 1:41:37 PM

Subject: SAAC at 7 in the Bowles Room

Start: 9/14/2011 10:30:00 PM

End: 9/15/2011 1:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 9/3/2011 1:41:56 PM

Subject: AD Search 9-11:30 in Hyde 203

Start: 9/14/2011 12:30:00 PM
End: 9/14/2011 4:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/3/2011 1:42:08 PM

Subject: Coaches Exam 5067

Start: 9/15/2011 2:00:00 PM

End: 9/15/2011 3:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/3/2011 1:42:16 PM

Subject: Workshop

Start: 9/15/2011 4:00:00 PM

End: 9/15/2011 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/3/2011 1:42:43 PM

Subject: NCBI Staff Workshop

Start: 9/15/2011 10:30:00 PM

End: 9/16/2011 1:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/3/2011 1:42:59 PM

Subject: Faculty Council?

Start: 9/16/2011 7:00:00 PM

End: 9/16/2011 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/3/2011 1:43:30 PM

Subject: 3 - 5:30 Hyde Hall 210

Start: 9/20/2011 6:30:00 PM

End: 9/20/2011 9:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/3/2011 1:43:43 PM

Subject: 6:30 Editor Workshop

Start: 9/20/2011 10:00:00 PM

End: 9/21/2011 1:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/3/2011 1:43:52 PM

Subject: Youth Council

Start: 9/20/2011 10:30:00 PM

End: 9/21/2011

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 9/3/2011 1:44:21 PM

Subject: Workshop

Start: 9/22/2011 4:00:00 PM
End: 9/22/2011 5:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/3/2011 1:44:35 PM

Subject: 5:00 at DSA

Start: 9/22/2011 8:30:00 PM

End: 9/22/2011 10:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/3/2011 1:44:51 PM

Subject: Chancellors' Scholars Reception

Start: 9/22/2011 9:00:00 PM

End: 9/22/2011 10:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/3/2011 1:45:35 PM

Subject: Div 1-A FAR Meeting i Dallas

Start: 9/26/2011 4:00:00 PM

End: 9/27/2011 12:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/3/2011 1:46:18 PM

Subject: 9-11:30 AD

Start: 9/28/2011 12:30:00 PM

End: 9/28/2011 4:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/3/2011 1:46:22 PM

Subject: Delayed opening

Start: 9/29/2011 11:30:00 AM

End: 9/29/2011 12:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 9/12/2011 2:55:18 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa/CB meet.
Location: Lissa's office

Start: 9/13/2011 6:15:00 PM
End: 9/13/2011 6:45:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

4th speaker for NY is……..

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]

Sent: 9/12/2011 8:39:37 PM

Subject: let brandon know about 4th speaker

Start: 9/13/2011 7:00:00 PM

End: 9/13/2011 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/12/2011 11:59:16 PM

Subject: Conf Call

Start: 9/13/2011 12:00:00 PM

End: 9/13/2011 12:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/13/2011 12:00:02 AM

Subject: Lunch in lounge with communictions person

Start: 9/13/2011 4:00:00 PM

End: 9/13/2011 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 9/13/2011 12:00:15 AM

Subject: 3-3:30 Holden

Start: 9/14/2011 7:00:00 PM
End: 9/14/2011 7:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/13/2011 12:00:56 AM

Subject: Exam at FB Center

Start: 9/15/2011 1:30:00 PM

End: 9/15/2011 2:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 9/13/2011 12:01:34 AM

Subject: DKM Conf Call

Start: 9/16/2011 12:00:00 PM
End: 9/16/2011 1:00:00 PM
Show Time As: Busy

From: Farmer, Stephen M [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=SMFARMER]

Sent: 9/13/2011 8:02:21 PM

To: Farmer, Stephen M [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Smfarmer]; Polk, Barbara Jo [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Bjpolk]; Stenross, Barbara [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Stenross]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Ravenscraft, David J [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Dravensc]; Hawkins, Jane M [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Jhawkins]; Akin, John Stephen [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Akin]; John Blanchard (jgb@uncaa.unc.edu) [jgb@uncaa.unc.edu]; Mosley, Layna [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lmosley]; Lee May [lee_may@unc.edu]; Napoleon Byars [napoleon.byars1@gmail.com]; Byars, Napoleon B [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Nbyars]; Robert Mercer (rmercer@uncaa.unc.edu) [rmercer@uncaa.unc.edu]; Sandy Restivo (srestivo@uncaa.unc.edu) [srestivo@uncaa.unc.edu]; Reznick, Steve [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Reznick]

Subject: Athletic Subcommittee

Location: Jackson Hall - Small Media Room

Start: 10/7/2011 6:00:00 PM

End: 10/7/2011 7:00:00 PM

Show Time As: Busy

Recurrence: Weekly
every 2 weeks on Friday from 2:00 PM to 3:00 PM

Required Attendees: Polk, Barbara Jo; Barbara Stenross; Broome, Lissa L; David Ravenscraft; Jane Hawkins; John Akin; John Blanchard (jgb@uncaa.unc.edu); Layna Mosley; Lee May; Napoleon Byars; Napoleon Byars; Robert Mercer (rmercer@uncaa.unc.edu); Sandy Restivo (srestivo@uncaa.unc.edu); Steve Reznick

From: Farmer, Stephen M [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=SMFARMER]

Sent: 9/13/2011 8:09:45 PM

To: Farmer, Stephen M [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Smfarmer]; Polk, Barbara Jo [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Bjpolk]; Stenross, Barbara [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Stenross]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Ravenscraft, David J [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Dravensc]; Hawkins, Jane M [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Jhawkins]; Akin, John Stephen [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Akin]; John Blanchard (jgb@uncaa.unc.edu) [jgb@uncaa.unc.edu]; Mosley, Layna [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lmosley]; Lee May [lee_may@unc.edu]; Napoleon Byars [napoleon.byars1@gmail.com]; Byars, Napoleon B [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Nbyars]; Robert Mercer (rmercer@uncaa.unc.edu) [rmercer@uncaa.unc.edu]; Sandy Restivo (srestivo@uncaa.unc.edu) [srestivo@uncaa.unc.edu]; Reznick, Steve [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Reznick]

Subject: Athletic Subcommittee

Location: Jackson Hall - Small Media Room

Start: 1/6/2012 7:00:00 PM

End: 1/6/2012 8:00:00 PM

Show Time As: Busy

Recurrence: Weekly
every Friday from 2:00 PM to 3:00 PM

Required Attendees: Polk, Barbara Jo; Barbara Stenross; Broome, Lissa L; David Ravenscraft; Jane Hawkins; John Akin; John Blanchard (jgb@uncaa.unc.edu); Layna Mosley; Lee May; Napoleon Byars; Napoleon Byars; Robert Mercer (rmercer@uncaa.unc.edu); Sandy Restivo (srestivo@uncaa.unc.edu); Steve Reznick

From: Farmer, Stephen M [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=SMFARMER]

Sent: 9/13/2011 8:11:29 PM

To: Farmer, Stephen M [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Smfarmer]; Polk, Barbara Jo [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Bjpolk]; Stenross, Barbara [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Stenross]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Ravenscraft, David J [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Dravensc]; Hawkins, Jane M [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Jhawkins]; Akin, John Stephen [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Akin]; John Blanchard (jgb@uncaa.unc.edu) [jgb@uncaa.unc.edu]; Mosley, Layna [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lmosley]; Lee May [lee_may@unc.edu]; Napoleon Byars [napoleon.byars1@gmail.com]; Byars, Napoleon B [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Nbyars]; Robert Mercer (rmercer@uncaa.unc.edu) [rmercer@uncaa.unc.edu]; Sandy Restivo (srestivo@uncaa.unc.edu) [srestivo@uncaa.unc.edu]; Reznick, Steve [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Reznick]

CC: May, Lee Y [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Mayl]; 'Ravenscraft, David' [David_Ravenscraft@kenan-flagler.unc.edu]

Subject: Athletic Subcommittee Meeting - Lunch Provided

Location: Jackson Hall - Small Media Room

Start: 1/30/2012 5:30:00 PM

End: 1/30/2012 8:00:00 PM

Show Time As: Busy

Required Attendees: Polk, Barbara Jo; 'Barbara Stenross'; Broome, Lissa L; 'David Ravenscraft'; 'Jane Hawkins'; 'John Akin'; 'John Blanchard (jgb@uncaa.unc.edu)'; 'Layna Mosley'; 'Lee May'; 'Napoleon Byars'; 'Napoleon Byars'; 'Robert Mercer (rmercer@uncaa.unc.edu)'; 'Sandy Restivo (srestivo@uncaa.unc.edu)'; 'Steve Reznick'

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 9/14/2011 5:47:40 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Peek at SUPER Newsletter revisions
Location: Lissa's office

Start: 9/14/2011 7:45:00 PM
End: 9/14/2011 8:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 9/19/2011 2:09:23 PM

Subject: Recruiting Lunch

Start: 9/19/2011 4:00:00 PM
End: 9/19/2011 5:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 9/19/2011 2:09:33 PM

Subject: Anne's office

Start: 9/19/2011 6:00:00 PM
End: 9/19/2011 6:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 9/19/2011 2:09:59 PM

Subject: Recruiting lunch

Start: 9/20/2011 4:00:00 PM
End: 9/20/2011 5:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 9/19/2011 2:10:21 PM

Subject: Staff Meeting at UUMC (Linda also to attend)

Start: 9/21/2011 6:00:00 PM
End: 9/21/2011 7:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 9/19/2011 2:10:54 PM

Subject: International Student Reception board room

Start: 9/21/2011 7:00:00 PM
End: 9/21/2011 8:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 9/19/2011 2:11:43 PM

Subject: In Dallas

Start: 9/26/2011 4:00:00 AM
End: 9/27/2011 4:00:00 AM
Show Time As: Free

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 9/21/2011 8:51:41 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Cammarn, Scott (Scott.Cammarn@cwt.com) [Scott.Cammarn@cwt.com]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Scott Cammarn room -Car. Inn
Location: UNC -Car. Inn

Start: 10/9/2011 10:00:00 AM
End: 10/10/2011 11:00:00 AM
Show Time As: Busy

Required Attendees: Cammarn, Scott (Scott.Cammarn@cwt.com); Broome, Lissa L

http://www.esitecrm.com/view/TCIEC_2544071.php

Confirmation Number: 275652

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/28/2011 12:40:28 AM

Subject: Catherine Mitchell, EXSS

Start: 9/30/2011 2:30:00 PM

End: 9/30/2011 3:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/28/2011 12:45:42 AM

Subject: ACC fall meetings in UVA

Start: 10/4/2011 2:00:00 PM

End: 10/5/2011 1:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/28/2011 12:46:48 AM

Subject: Ed Foundation board meeting at 10

Start: 10/6/2011 1:30:00 PM

End: 10/6/2011 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/28/2011 12:47:01 AM

Subject: Workshop

Start: 10/6/2011 4:00:00 PM

End: 10/6/2011 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/28/2011 12:47:34 AM

Subject: 6:30/7:30 faculty staff Men's Soccer

Start: 10/7/2011 10:00:00 PM

End: 10/8/2011 2:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/28/2011 12:48:11 AM

Subject: Cammarn Make-up5048

Start: 10/10/2011 4:00:00 PM

End: 10/10/2011 4:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 9/28/2011 12:48:26 AM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Ad meeting at 9:00

Start: 10/10/2011 12:30:00 PM
End: 10/10/2011 4:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/28/2011 12:48:39 AM

Subject: 10-1 Univ. Day

Start: 10/12/2011 4:00:00 AM

End: 10/13/2011 4:00:00 AM

Show Time As: Free

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/28/2011 12:49:55 AM

Subject: Dan K More Recpetion and Dinner

Start: 10/13/2011 11:00:00 PM

End: 10/14/2011 2:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/28/2011 12:50:18 AM

To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]

Subject: DKM program 9:30 - 3:00 at Center for School Leadership Development

Start: 10/14/2011 1:00:00 PM

End: 10/14/2011 7:30:00 PM

Show Time As: Busy

Required Attendees: Bortz, Conrad

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/28/2011 12:50:45 AM

Subject: Alumni Reception Old Well Room

Start: 10/14/2011 11:00:00 PM

End: 10/15/2011 1:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/28/2011 12:51:21 AM

Subject: Make-up Room 5046

Start: 10/17/2011 4:00:00 PM

End: 10/17/2011 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/28/2011 12:52:05 AM

Subject: Career Trek

Start: 10/20/2011 4:00:00 AM

End: 10/21/2011 4:00:00 AM

Show Time As: Free

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/28/2011 12:52:45 AM

Subject: Fall Break

Start: 10/21/2011 4:00:00 AM

End: 10/22/2011 4:00:00 AM

Show Time As: Free

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/28/2011 12:53:34 AM

Subject: Make-up 5052

Start: 10/25/2011 4:00:00 PM

End: 10/25/2011 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/28/2011 12:53:54 AM

Subject: WS

Start: 10/27/2011 4:00:00 PM

End: 10/27/2011 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 9/28/2011 12:54:12 AM

Subject: Committee on Infractions

Start: 10/28/2011 12:00:00 PM
End: 10/28/2011 9:00:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 9/29/2011 6:34:34 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Review Newsletter before giving back to Comm.
Location: Lissa's office

Start: 9/29/2011 8:00:00 PM
End: 9/29/2011 9:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 9/29/2011 8:13:04 PM

Subject: Title IX committee at 4:00 at Carmichael

Start: 10/17/2011 7:30:00 PM

End: 10/17/2011 9:30:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]

Sent: 10/6/2011 8:11:20 PM

To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Carlock, Jacqueline S [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Jcarlock]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: JC and Lissa -DKM and Consumer Credit checkup

Location: Lissa's office

Start: 10/7/2011 2:00:00 PM

End: 10/7/2011 2:30:00 PM

Show Time As: Busy

Required Attendees: Carlock, Jacqueline S; Broome, Lissa L

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 10/7/2011 1:57:14 PM

Start: 10/10/2011 4:00:00 AM
End: 10/11/2011 4:00:00 AM
Show Time As: Free

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 10/10/2011 12:20:01 PM

Subject: Sprc

Start: 10/11/2011 10:30:00 PM
End: 10/11/2011 11:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/10/2011 12:20:55 PM

Subject: Univ. DAy

Start: 10/12/2011 2:30:00 PM

End: 10/12/2011 4:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/12/2011 4:53:23 PM

Subject: Call w/ Ron Alsop

Start: 10/13/2011 1:00:00 PM

End: 10/13/2011 1:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/16/2011 9:14:05 PM

Subject: Interview

Start: 10/17/2011 1:30:00 PM

End: 10/17/2011 2:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/16/2011 9:14:29 PM

Subject: Finance Committee meeting

Start: 10/17/2011 10:30:00 PM

End: 10/18/2011 12:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/16/2011 9:14:44 PM

Subject: Prep Session at 2:30 at EWAC

Start: 10/18/2011 6:00:00 PM

End: 10/18/2011 8:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/16/2011 9:16:02 PM

Subject: Mock Hearing 9:00 EWAC

Start: 10/20/2011 5:00:00 PM

End: 10/20/2011 10:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/16/2011 9:17:17 PM

Subject: 3:30 - 5:00 Meeting with Bob Miles at Fed Ex Center

Start: 10/24/2011 7:00:00 PM

End: 10/24/2011 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 10/18/2011 10:09:47 PM

Subject: DSA at 5:00

Start: 10/19/2011 8:30:00 PM
End: 10/19/2011 10:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/18/2011 10:10:00 PM

Subject: 9:00 Mock hearing

Start: 10/20/2011 1:00:00 PM

End: 10/20/2011 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/24/2011 4:25:38 PM

Subject: Meet at EWAC at 3:00

Start: 10/24/2011 6:00:00 PM

End: 10/24/2011 9:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/24/2011 4:26:15 PM

Subject: 10:00 Loudermilk; APR meetring

Start: 10/26/2011 1:30:00 PM

End: 10/26/2011 3:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 10/24/2011 4:26:22 PM

Subject: Interview lunch

Start: 10/26/2011 4:00:00 PM
End: 10/26/2011 5:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 10/24/2011 4:26:34 PM

Subject: Interview

Start: 10/26/2011 6:30:00 PM
End: 10/26/2011 7:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 10/27/2011 1:54:48 AM

Subject: Forum at Y on AD and FAR begins at 3:30

Start: 11/2/2011 7:00:00 PM
End: 11/2/2011 9:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1:55:13 AM

Subject: Meeting with at 2:00

Start: 5:30:00 PM

End: 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 10/27/2011 1:55:59 AM

Subject: Phone call re NC banking history

Start: 11/4/2011 3:00:00 PM
End: 11/4/2011 4:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/27/2011 1:56:40 AM

Subject: Academic Center Open House

Start: 11/4/2011 7:00:00 PM

End: 11/4/2011 8:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10/31/2011 2:30:25 PM

Subject: Int'l meeting at the B-School

Start: 11/10/2011 3:00:00 PM

End: 11/10/2011 4:30:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 10/31/2011 3:21:18 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa-CB diversity and catch-up
Location: Lissa's office

Start: 10/31/2011 6:45:00 PM
End: 10/31/2011 7:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 10/31/2011 4:04:42 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; eugene.m.katz@wellsfargo.com

Subject: Practitioners in Res. -Gene Katz
Location: car. club/room 5052/additionional student chatting room TBD

Start: 11/8/2011 4:30:00 PM
End: 11/8/2011 7:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L; eugene.m.katz@wellsfargo.com

Carolina Club lunch 11:55 to 12:45
Practitioners in res. 1:00 to 1:50

Lissa in NY

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 10/31/2011 6:05:33 PM

Subject: Lunch/Candidate

Start: 11/2/2011 4:00:00 PM
End: 11/2/2011 5:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3:06:28 PM

Subject:

Start: 7:00:00 PM

End: 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3:06:54 PM

Subject:

Start: 9:30:00 PM

End: 10:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3:07:40 PM

Subject:

Start: 3:00:00 PM

End: 3:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 11/2/2011 6:32:39 PM

Subject: Harold Gutmann

Start: 11/3/2011 3:30:00 PM
End: 11/3/2011 4:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 6:32:51 PM

Subject:

Start: 5:00:00 PM

End: 5:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/2/2011 6:33:54 PM

Subject: Lunch & Learn Sakai

Start: 11/11/2011 5:00:00 PM

End: 11/11/2011 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/2/2011 6:34:08 PM

Subject: NYC for TCH Event

Start: 11/8/2011 3:00:00 PM

End: 11/8/2011 11:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/2/2011 6:34:45 PM

Subject: ACC Compliance Meeting 3:15 - 4:00 218 South Building

Start: 11/7/2011 7:30:00 PM

End: 11/7/2011 10:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 6:35:57 PM

Subject: Meeting with

Start: 9:00:00 PM

End: 11:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4:14:36 PM

Subject: call

Start: 4:00:00 PM

End: 4:30:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 11/7/2011 7:46:32 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Spring Meetings of the Chancellor's Advisory Committee
Location: YMCA

Start: 2/14/2012 8:00:00 PM
End: 2/14/2012 10:00:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 11/7/2011 7:46:59 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Spring Meetings of the Chancellor's Advisory Committee
Location: South building room 105

Start: 3/12/2012 7:00:00 PM
End: 3/12/2012 9:00:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 11/7/2011 7:47:24 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Spring Meetings of the Chancellor's Advisory Committee
Location: South building room 105

Start: 4/11/2012 7:00:00 PM
End: 4/11/2012 9:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1:35:22 PM

Subject: -- questions

Start: 7:00:00 PM

End: 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1:35:36 PM

Subject: at 2:15

Start: 7:00:00 PM

End: 8:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/14/2011 1:37:42 PM

Subject: Eric Stein talk

Start: 11/17/2011 4:00:00 PM

End: 11/17/2011 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/14/2011 1:38:19 PM

Subject: Faculty Council

Start: 11/18/2011 8:00:00 PM

End: 11/18/2011 10:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 11/14/2011 2:45:40 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa/CB catchup
Location: Lissa's office

Start: 11/14/2011 9:00:00 PM
End: 11/14/2011 9:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 11/21/2011 4:48:08 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa CB chat -web project
Location: Lissa's office

Start: 11/22/2011 9:30:00 PM
End: 11/22/2011 10:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2:22:37 PM

Subject: 4:15 - 5:45

Start: 9:00:00 PM

End: 11:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/29/2011 2:22:57 PM

Subject: Charge Conference and SAAC

Start: 11/29/2011 11:30:00 PM

End: 11/30/2011 2:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/29/2011 2:23:34 PM

Subject: BBall game v. Wisconsin

Start: 12/1/2011 1:00:00 AM

End: 12/1/2011 3:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/29/2011 2:24:10 PM

Subject: Lunch with James Dockery

Start: 12/1/2011 4:30:00 PM

End: 12/1/2011 6:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/29/2011 2:24:22 PM

Subject: Int'l Committee 5054

Start: 12/1/2011 8:00:00 PM

End: 12/1/2011 9:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/29/2011 2:24:44 PM

Subject: Cluster Charge Conference at Amity

Start: 12/2/2011

End: 12/2/2011 2:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/29/2011 2:25:25 PM

Subject: Charlotte -- Lunch with Beth DeSimone; Laura Beyer Investiture; ACC Legends dinner

Start: 12/2/2011 2:00:00 PM

End: 12/3/2011

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/30/2011 3:45:09 PM

Subject: Office Hours

Start: 12/1/2011 3:00:00 PM

End: 12/1/2011 4:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/30/2011 3:45:19 PM

Subject: Office Hours

Start: 12/5/2011 7:00:00 PM

End: 12/5/2011 8:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/30/2011 3:45:30 PM

Subject: Office Hours

Start: 12/6/2011 6:00:00 PM

End: 12/6/2011 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/30/2011 3:45:49 PM

Subject: Office Hours

Start: 12/7/2011 5:30:00 PM

End: 12/7/2011 7:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/30/2011 3:46:22 PM

Subject: UNC game at 7:00 vs. Evansville

Start: 12/7/2011

End: 12/7/2011 2:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/30/2011 3:46:33 PM

Subject: WBB v. Lipscomb

Start: 12/8/2011

End: 12/8/2011 1:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3:47:02 PM

Subject: 1:30 meeting with

Start: 6:00:00 PM

End: 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 11/30/2011 3:47:16 PM

Subject: Ram's Club Ex. Bd. meeting

Start: 12/8/2011 8:00:00 PM

End: 12/8/2011 10:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3:48:01 PM

Subject:

Start: 8:00:00 PM

End: 10:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 12/1/2011 5:47:24 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Loose end tie off
Location: Lissa's office

Start: 12/1/2011 7:45:00 PM
End: 12/1/2011 7:50:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/4/2011 8:26:39 PM

Subject: Chancellor's Open House

Start: 12/6/2011 8:30:00 PM

End: 12/6/2011 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/12/2011 3:45:44 PM

Subject: Leslie Street

Start: 12/13/2011 3:00:00 PM

End: 12/13/2011 3:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/12/2011 3:46:00 PM

Subject: Ahtletic Dept Holiday Lunch

Start: 12/13/2011 4:30:00 PM

End: 12/13/2011 6:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/12/2011 3:46:31 PM

Subject: Meet with Baddour, Amy, Leslie at 10:30

Start: 12/14/2011 3:00:00 PM

End: 12/14/2011 5:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 12/12/2011 4:37:51 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa and CB catch-up
Location: Lissa's office

Start: 12/12/2011 9:00:00 PM
End: 12/12/2011 10:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/13/2011 3:56:25 PM

Subject: Meeting with M Creative Faculty lounce

Start: 12/16/2011 3:00:00 PM

End: 12/16/2011 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/13/2011 3:57:38 PM

Subject: Title IX Committee

Start: 12/19/2011 2:00:00 PM

End: 12/19/2011 5:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/13/2011 3:58:31 PM

Subject: 2:15 Conf call with Art, Pat, Saule

Start: 12/20/2011 7:00:00 PM

End: 12/20/2011 8:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 12/13/2011 4:00:41 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Start: 12/13/2011 10:00:00 PM
End: 12/13/2011 10:30:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 12/14/2011 9:51:34 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Humes, Steven William [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Steven William Humes (shumes)]; He, Kang [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Kanghe]; Westerlund, Lance S [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Westy]; Biggers, Larissa C [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbiggers]; Brophy, Alfred L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Abrophy]; Carlock, Jacqueline S [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Jcarlock]

Subject: kick off 2012 - 35 Chinese lunch party!
Location: 35 Chinese - Franklin St

Start: 1/11/2012 4:45:00 PM
End: 1/11/2012 6:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L; Humes, Steven William; He, Kang; Westerlund, Lance S; Biggers, Larissa C; Brophy, Alfred L; Carlock, Jacqueline S

Hello eaters!
We are moving this grazing to Wednesday to allow more folks to participate, sorry if this fouls anyone.
***Considering no one has “officially” accepted the original date, we should be fine ;^)
****I am trying to get the van reserved, but I need to know how many bodies we have going from the law school first

http://35.ypguides.net/

Carpool will leave from the rotunda at 11:45 sharp

I am not sure of this day and time combo as most folks have their visibility blocked

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/16/2011 8:12:44 PM

Subject: Ken Lewis - nantucket noon

Start: 12/20/2011 5:00:00 PM

End: 12/20/2011 6:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 10:58:11 PM

Subject: Call w/

Start: 9:00:00 PM

End: 10:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/19/2011 10:59:15 PM

Subject: Texas Men's basketball

Start: 12/21/2011 11:30:00 PM

End: 12/22/2011 2:30:00 AM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]

Sent: 12/20/2011 8:01:14 PM

To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: TIMS -early approval

Start: 12/29/2011 8:00:00 PM

End: 12/29/2011 9:00:00 PM

Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]

Sent: 12/21/2011 9:30:04 PM

Subject: TIMS approval

Start: 1/16/2012 10:00:00 PM

End: 1/16/2012 11:00:00 PM

Show Time As: Busy

Recurrence: Weekly

Occurs on Monday every other week from 5:00 PM to 6:00 PM effective 1/16/2012 until 12/2/2013. There are 23 more occurrences. (UTC-05:00) Eastern Time (US & Canada)

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]

Sent: 12/21/2011 9:31:05 PM

Subject: TIMS approval

Start: 12/19/2011 10:00:00 PM

End: 12/19/2011 11:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/28/2011 3:20:52 PM

Subject: Elon Men's BBall game at 7:00

Start: 12/29/2011 11:30:00 PM

End: 12/30/2011 2:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 12/28/2011 3:20:57 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: WBB v. Savannah State

Start: 12/29/2011 7:00:00 PM
End: 12/29/2011 9:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 12/28/2011 3:22:22 PM

Subject: WBB - NCCU at 7:00

Start: 12/31/2011

End: 12/31/2011 1:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/2/2012 8:01:46 PM

Subject: Lunch with Bob and Jack

Start: 1/3/2012 5:00:00 PM

End: 1/3/2012 6:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/2/2012 8:03:04 PM

Subject: Athletic Admissions from 2-3

Start: 1/6/2012 6:30:00 PM

End: 1/6/2012 8:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 8:04:21 PM

Subject: Leave for 1:30 meeting with

Start: 6:00:00 PM

End: 8:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 1/2/2012 8:04:36 PM

Subject: Recruiting lunch

Start: 1/10/2012 5:00:00 PM
End: 1/10/2012 6:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 1/2/2012 8:05:02 PM

Subject: Miami game at 9:00

Start: 1/11/2012 1:30:00 AM
End: 1/11/2012 4:00:00 AM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/2/2012 8:07:29 PM

Subject: WBB v. Clemson at 7:00

Start: 1/13/2012

End: 1/13/2012 2:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/2/2012 8:07:46 PM

Subject: Athletics couincil at 11:30 Loudermilk 2nd Florr

Start: 1/13/2012 4:00:00 PM

End: 1/13/2012 7:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/2/2012 8:11:05 PM

Subject: at DSA at 6:00

Start: 1/20/2012 10:30:00 PM

End: 1/21/2012 1:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/2/2012 8:11:32 PM

Subject: WBB v. BC at 7:00

Start: 1/25/2012 11:30:00 PM

End: 1/26/2012 2:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/2/2012 8:11:53 PM

Subject: NC State

Start: 1/26/2012 11:30:00 PM

End: 1/27/2012 1:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/2/2012 8:12:06 PM

Subject: Carolina Club - Scholarship Lunch

Start: 1/27/2012 5:00:00 PM

End: 1/27/2012 7:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/3/2012 3:13:54 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: International Committee
Location: 5054

Start: 2/9/2012 9:15:00 PM
End: 2/9/2012 10:30:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/3/2012 3:16:03 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: International committee
Location: 5054

Start: 1/19/2012 9:15:00 PM
End: 1/19/2012 10:30:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/3/2012 3:16:39 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: International Committee
Location: 5054

Start: 3/15/2012 8:15:00 PM
End: 3/15/2012 9:30:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/3/2012 3:17:15 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: International Committee
Location: 5054

Start: 3/22/2012 8:15:00 PM
End: 3/22/2012 9:30:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/3/2012 3:17:44 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: International Committee
Location: 5054

Start: 4/12/2012 8:15:00 PM
End: 4/12/2012 9:30:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/3/2012 7:56:00 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: ST class
Location: 5052

Start: 1/10/2012 1:45:00 PM
End: 1/10/2012 2:40:00 PM
Show Time As: Busy

Recurrence: Weekly
every Tuesday, Wednesday, and Thursday from 8:45 AM to 9:40 AM

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]

Sent: 1/3/2012 8:00:56 PM

To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]

Subject: SPRING BREAK! until the 12th

Start: 3/2/2012 5:00:00 AM

End: 3/3/2012 5:00:00 AM

Show Time As: Free

Required Attendees: Bortz, Conrad

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]

Sent: 1/5/2012 5:39:20 PM

Subject: make sure all docs are closed for network maint.

Start: 1/6/2012 9:00:00 PM

End: 1/6/2012 10:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/9/2012 2:43:01 PM

Subject: Class on Large Classes

Start: 1/9/2012 3:30:00 PM

End: 1/9/2012 5:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/13/2012 2:47:34 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Ruth M. sad party
Location: rotunda

Start: 1/18/2012 9:15:00 PM
End: 1/18/2012 11:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/13/2012 3:54:31 PM

Subject: Lunch program at noon at Hyde Hall

Start: 1/18/2012 4:30:00 PM

End: 1/18/2012 6:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/13/2012 3:55:02 PM

Subject: Visit with

Start: 1/20/2012 3:00:00 PM

End: 1/20/2012 4:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/13/2012 4:44:00 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Dean's Advisory Committee
Location: Boardroom

Start: 1/30/2012 9:15:00 PM
End: 1/30/2012 10:30:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/13/2012 4:45:51 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Dean's Advisory Committee
Location: Boardroom

Start: 2/27/2012 9:15:00 PM
End: 2/27/2012 10:30:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/13/2012 4:46:19 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Dean's Advisory Committee
Location: Boardroom

Start: 4/2/2012 8:15:00 PM
End: 4/2/2012 9:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 1/18/2012 7:41:59 PM

Subject: Interview

Start: 1/23/2012 3:00:00 PM
End: 1/23/2012 3:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/18/2012 7:42:12 PM

Subject: Candidate lunch

Start: 1/23/2012 5:00:00 PM

End: 1/23/2012 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 7:42:21 PM

Subject:

Start: 10:00:00 PM

End:

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/18/2012 7:43:07 PM

Subject: Title IX Committee meeting

Start: 1/24/2012 6:30:00 PM

End: 1/24/2012 8:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/18/2012 7:44:39 PM

Subject: Meeting with Dean Harris and Bob Mosteller & Bev Sizemore

Start: 1/26/2012 3:30:00 PM

End: 1/26/2012 4:30:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/19/2012 6:18:44 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: NCAA coach exam rm 5066
Location: 5066

Start: 1/23/2012 3:30:00 PM
End: 1/23/2012 5:00:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/19/2012 8:33:29 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Faculty and Staff picnic
Location: The Farm

Start: 3/26/2012 8:00:00 PM
End: 3/26/2012 11:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/25/2012 5:10:19 PM

Subject: Bob James

Start: 1/25/2012 8:30:00 PM

End: 1/25/2012 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/25/2012 5:10:28 PM

Subject: Workshop

Start: 1/26/2012 5:00:00 PM

End: 1/26/2012 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5:10:45 PM

Subject:

Start: 8:30:00 PM

End: 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 5:11:03 PM

Subject: Meeting with

Start: 7:30:00 PM

End: 10:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 1/26/2012 8:44:10 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Lissa CB quick meet
Location: Lissa's office

Start: 1/26/2012 10:00:00 PM
End: 1/26/2012 11:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2:28:52 PM

Subject:

Start: 9:30:00 PM

End: 11:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/27/2012 2:29:07 PM

Subject: 1:30 Hearing in Room 5066

Start: 1/31/2012 6:00:00 PM

End: 1/31/2012 8:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/27/2012 2:43:29 PM

Subject: Leave for ACC meeting in Ft. Lauderdale

Start: 2/1/2012 3:00:00 PM

End: 2/1/2012 11:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/27/2012 2:43:55 PM

Subject: Acc Meeting

Start: 2/2/2012 1:00:00 PM

End: 2/3/2012 1:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 1/27/2012 2:44:29 PM

Subject: ACC Meeting in Ft. Lauderdale

Start: 2/3/2012 1:00:00 PM

End: 2/4/2012 1:00:00 AM

Show Time As: Busy

From: tlawson@NCCU.EDU [tlawson@NCCU.EDU]
Sent: 2/1/2012 3:27:33 PM
To: Pigues, Dwayne K [dpigues@NCCU.EDU]; Broome, Lissa L

Subject: Lunch with Lissa Broome
Location: Beyu Caffe 335 West Main Street Durham, NC 27701-3215 (919) 683-1058

Start: 3/5/2012 6:00:00 PM
End: 3/5/2012 7:30:00 PM
Show Time As: Busy

You have been scheduled for lunch with Lissa Broome on Monday January 5th at 1pm at Beyu Caffee.

Thanks.

This email has been scanned by the Symantec Email Security.cloud service.
For more information please visit http://www.symanteccloud.com

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/6/2012 2:04:00 PM

Subject: Make-up class

Start: 2/6/2012 5:00:00 PM

End: 2/6/2012 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2:04:08 PM

Subject:

Start: 7:00:00 PM

End: 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2:04:23 PM

Subject: 4:15

Start: 9:00:00 PM

End: 9:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/6/2012 2:04:46 PM

Subject: ILUS class on statutes

Start: 2/7/2012 6:00:00 PM

End: 2/7/2012 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/6/2012 2:05:12 PM

Subject: Meet with Coach Fedora at 11 in Football Center

Start: 2/7/2012 3:30:00 PM

End: 2/7/2012 5:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2:05:24 PM

Subject:

Start: 8:00:00 PM

End: 9:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2:06:01 PM

Subject: -- 4:15-5:15

Start: 9:00:00 PM

End: 10:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/6/2012 2:06:51 PM

Subject: Duke game at 9:00

Start: 2/9/2012 1:30:00 AM

End: 2/9/2012 3:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2:07:21 PM

Subject: 2:00 meeting with

Start: 6:30:00 PM

End: 8:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/6/2012 2:09:15 PM

Subject: Workshop

Start: 2/16/2012 5:00:00 PM

End: 2/16/2012 6:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 2/6/2012 2:39:33 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Catch-up
Location: Lissa's office

Start: 2/6/2012 8:30:00 PM
End: 2/6/2012 8:45:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 2/9/2012 5:59:52 AM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Story, Charles E [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cstory]

Subject: Appeal Hearing
Location: boardroom 5003

Start: 2/13/2012 6:00:00 PM
End: 2/13/2012 7:30:00 PM
Show Time As: Busy

Required Attendees: Story, Charles E

Hello Charles,

We please need a speaker phone setup in advance and torn down afterwards. Please let me know what/if I can help.

Cheers,
CB

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4:08:13 PM

Subject: Call with

Start: 5:30:00 PM

End: 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4:08:42 PM

Subject:

Start: 7:00:00 PM

End: 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 4:08:53 PM

Subject:

Start: 8:00:00 PM

End: 8:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/17/2012 4:46:53 PM

Subject: Bob James at Cafe Carolina at 10:30

Start: 2/20/2012 3:00:00 PM

End: 2/20/2012 4:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/17/2012 4:47:26 PM

Subject: WIL Faculty dinner

Start: 2/20/2012 10:30:00 PM

End: 2/21/2012 12:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/17/2012 4:47:53 PM

Subject: Saule's class

Start: 2/22/2012 3:30:00 PM

End: 2/22/2012 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/17/2012 4:48:10 PM

Subject: Administer survey at 1:00 to Field Hockey Team

Start: 2/22/2012 5:30:00 PM

End: 2/22/2012 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/17/2012 4:48:22 PM

Subject: Saule's class

Start: 2/23/2012 3:30:00 PM

End: 2/23/2012 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/17/2012 4:48:44 PM

Subject: Chandellor's Scholarrs Lunch at Noon in Great Room of Top of Hill

Start: 2/24/2012 4:30:00 PM

End: 2/24/2012 7:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/17/2012 4:48:59 PM

Subject: Craven Competition Judging

Start: 2/24/2012 8:00:00 PM

End: 2/24/2012 10:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/17/2012 4:50:41 PM

Subject: 3:30 at KFBS Gary Parr

Start: 2/29/2012 8:00:00 PM

End: 2/29/2012 11:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 2/17/2012 4:51:06 PM

Subject: Md. Basketball

Start: 3/1/2012
End: 3/1/2012 3:00:00 AM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/17/2012 4:51:31 PM

Subject: Ed Foundation Board Meeting at 10

Start: 3/1/2012 2:30:00 PM

End: 3/1/2012 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/17/2012 4:52:13 PM

Subject: ACC Meeting in G'boro

Start: 3/2/2012 11:30:00 AM

End: 3/2/2012 10:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 2/21/2012 3:51:57 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Siren test
Location: the air

Start: 2/28/2012 5:00:00 PM
End: 2/28/2012 6:00:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/21/2012 6:24:29 PM

Subject: Aaron Harmon

Start: 2/23/2012 6:00:00 PM

End: 2/23/2012 7:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/22/2012 1:22:15 PM

Subject: SAAC Meeting

Start: 2/22/2012 11:30:00 PM

End: 2/23/2012 1:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/22/2012 1:23:09 PM

Subject: Speak to Chancellors' Scholars Students

Start: 2/24/2012 7:00:00 PM

End: 2/24/2012 8:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 2/22/2012 3:32:56 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Carlock, Jacqueline S [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Jcarlock]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: ABCs and BI (upcoming programs)
Location: Lissa's office

Start: 2/23/2012 8:00:00 PM
End: 2/23/2012 8:30:00 PM
Show Time As: Busy

Required Attendees: Carlock, Jacqueline S; Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/22/2012 5:15:20 PM

Subject: Brooks Jaffa

Start: 2/23/2012 7:00:00 PM

End: 2/23/2012 7:30:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 2/23/2012 7:27:41 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: TIMS approval

Start: 2/24/2012 10:00:00 PM
End: 2/24/2012 10:30:00 PM
Show Time As: Busy

Recurrence: Weekly
Occurs on Friday every other week from 5:00 PM to 5:30 PM effective 2/24/2012. (UTC-05:00) Eastern Time (US & Canada)
Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/24/2012 2:43:08 AM

Subject: Lacrosse Team Survey

Start: 2/27/2012 12:00:00 PM

End: 2/27/2012 2:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 2/24/2012 2:44:08 AM

Subject: Meet with Shelton

Start: 2/27/2012 1:30:00 PM
End: 2/27/2012 3:00:00 PM
Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 2/27/2012 6:07:24 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: TCH invitee list review
Location: Lissa's office

Start: 2/27/2012 7:00:00 PM
End: 2/27/2012 7:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 2/29/2012 4:54:01 PM

Subject: Mtg with student

Start: 3/1/2012 7:00:00 PM

End: 3/1/2012 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 2/29/2012 4:55:10 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Carlock, Jacqueline S [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Jcarlock]

Subject: Ritz Menus

Start: 3/1/2012 7:30:00 PM
End: 3/1/2012 8:00:00 PM
Show Time As: Busy

Required Attendees: Carlock, Jacqueline S

Can you meet at 2:30?

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 3/2/2012 1:41:31 AM

Subject: Spring Break

Start: 3/2/2012 5:00:00 AM
End: 3/13/2012 4:00:00 AM
Show Time As: Free

Recurrence: (none)

Begins March 2, 2012 (5 p.m.); classes resume 8 a.m. March 12

This is an automated calendar event published to: [UNCDefaultEvents].

Use the link below to manage your automated calendar subscriptions.

https://my.ad.unc.edu/Calendar

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/5/2012 2:38:08 PM

Subject: Meeting at 11:30 re DDI at Durham Chamber

Start: 3/5/2012 4:00:00 PM

End: 3/5/2012 6:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/5/2012 2:38:24 PM

Subject: Meeting with Carl at UUMC at 2:30

Start: 3/5/2012 7:30:00 PM

End: 3/5/2012 9:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/5/2012 2:39:39 PM

Subject: SPRC at 7 at Amity, Room 6

Start: 3/7/2012 11:30:00 PM

End: 3/8/2012 2:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/5/2012 2:39:56 PM

Subject: G

Start: 3/7/2012 11:00:00 PM

End: 3/7/2012 11:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/5/2012 2:40:42 PM

Subject: CPR training in Boardroom

Start: 3/8/2012 2:00:00 PM

End: 3/8/2012 3:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/5/2012 2:40:57 PM

Subject: Leave for 3:12 flight to Atlanta

Start: 3/8/2012 6:00:00 PM

End: 3/8/2012 11:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/5/2012 2:41:27 PM

Subject: 9-11:30 ACC Finance Comm mtg. in Atlanta

Start: 3/9/2012 1:30:00 PM

End: 3/9/2012 4:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 3/5/2012 2:41:39 PM

Subject: Games in atlanta

Start: 3/9/2012 4:30:00 PM
End: 3/9/2012 11:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 3/5/2012 2:41:52 PM

Subject: In Atlanta

Start: 3/9/2012 5:00:00 AM
End: 3/10/2012 5:00:00 AM
Show Time As: Free

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 3/5/2012 2:42:10 PM

Subject: Meet with karen Shelton at 8:45

Start: 3/12/2012 12:30:00 PM
End: 3/12/2012 2:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/5/2012 2:42:34 PM

Subject: 11:30 - 1:00 Title IX Comm mtg in Carmichael

Start: 3/12/2012 3:00:00 PM

End: 3/12/2012 5:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 3/5/2012 2:42:49 PM

Subject: Lunch with Charles and Dan

Start: 3/13/2012 4:00:00 PM
End: 3/13/2012 5:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 3/5/2012 2:43:08 PM

Subject: ACC Conference Call

Start: 3/13/2012 9:00:00 PM
End: 3/13/2012 10:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/5/2012 2:43:32 PM

Subject: SPRC meeting

Start: 3/13/2012 10:30:00 PM

End: 3/14/2012 1:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 3/5/2012 2:43:45 PM

Subject: ACC Conf Call

Start: 3/14/2012 9:00:00 PM
End: 3/14/2012 10:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/5/2012 2:43:58 PM

Subject: Joe Nocera speech at STone Center

Start: 3/14/2012 9:30:00 PM

End: 3/14/2012 11:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 3/5/2012 2:44:15 PM

Subject: Elizabeth and Patricia Dinner

Start: 3/14/2012 11:00:00 PM
End: 3/15/2012 12:30:00 AM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 3/6/2012 3:12:28 PM
To: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]; Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]

Subject: To catch up
Location: Lissa's Office

Start: 3/6/2012 4:30:00 PM
End: 3/6/2012 5:00:00 PM
Show Time As: Busy

Required Attendees: Bortz, Conrad

Meeting to catch up.

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/7/2012 11:43:16 PM

Subject: meeting with prospective student

Start: 3/8/2012 4:00:00 PM

End: 3/8/2012 4:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/12/2012 12:35:08 PM

Subject: Meeting

Start: 3/12/2012 2:00:00 PM

End: 3/12/2012 3:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/12/2012 12:35:15 PM

Subject: Meeting

Start: 3/12/2012 9:00:00 PM

End: 3/12/2012 10:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 3/15/2012 12:00:27 PM

Subject: Go to Raleigh to meet with John M.

Start: 3/15/2012 2:00:00 PM
End: 3/15/2012 4:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/15/2012 12:00:35 PM

Subject: Workshop

Start: 3/15/2012 4:00:00 PM

End: 3/15/2012 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 3/15/2012 12:00:49 PM

Subject: Rescheduled CAC

Start: 3/15/2012 5:00:00 PM
End: 3/15/2012 7:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/15/2012 12:01:57 PM

Subject: Becky

Start: 3/16/2012 7:30:00 PM

End: 3/16/2012 9:00:00 PM

Show Time As: Busy

From: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CBORTZ]
Sent: 3/15/2012 4:40:22 PM
To: Bortz, Conrad [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Cbortz]; Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Lbroome]

Subject: Review 2013 budget requests
Location: Lissa's office

Start: 3/15/2012 7:00:00 PM
End: 3/15/2012 7:30:00 PM
Show Time As: Busy

Required Attendees: Broome, Lissa L

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 3/16/2012 4:25:31 PM

Subject: Lunch with Dottie

Start: 3/16/2012 4:00:00 PM
End: 3/16/2012 5:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/16/2012 6:15:56 PM

Subject: Make-up Class

Start: 3/19/2012 4:00:00 PM

End: 3/19/2012 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 3/16/2012 6:16:10 PM

Subject:

Start: 3/19/2012 6:00:00 PM
End: 3/19/2012 6:30:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/16/2012 6:16:27 PM

Subject: ACC Conference Call

Start: 3/19/2012 9:00:00 PM

End: 3/19/2012 10:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/16/2012 6:16:56 PM

Subject: Meet with Bubba at 11

Start: 3/21/2012 2:30:00 PM

End: 3/21/2012 4:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 3/16/2012 6:17:10 PM

Subject: ACC conference call

Start: 3/21/2012 9:00:00 PM
End: 3/21/2012 10:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]
Sent: 3/16/2012 6:17:26 PM

Subject: Lunch with Elizabeth

Start: 3/22/2012 4:00:00 PM
End: 3/22/2012 5:00:00 PM
Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/16/2012 6:17:37 PM

Subject: Weidemaier's class

Start: 3/23/2012 2:30:00 PM

End: 3/23/2012 4:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/16/2012 6:17:53 PM

Subject: Lunch with Kelly Cochran

Start: 3/23/2012 4:00:00 PM

End: 3/23/2012 5:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/16/2012 6:18:07 PM

Subject: At NCSSM 4:30

Start: 3/23/2012 8:00:00 PM

End: 3/23/2012 11:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/16/2012 6:18:25 PM

Subject: 6:15/6:45 OGF Tapping Dinner

Start: 3/23/2012 10:00:00 PM

End: 3/24/2012 12:30:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/20/2012 6:33:36 PM

Subject: Meet with Carl at 2:00

Start: 3/22/2012 5:30:00 PM

End: 3/22/2012 7:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/26/2012 12:14:31 AM

Subject: 9:00 Kenan Field House meeting on Enforcement

Start: 3/26/2012 12:30:00 PM

End: 3/26/2012 2:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/26/2012 12:14:50 AM

Subject: Osborne's Grad School class at Woolen Gym

Start: 3/26/2012 2:00:00 PM

End: 3/26/2012 3:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/26/2012 12:15:04 AM

Subject: Call-in for 4/21 event

Start: 3/26/2012 6:00:00 PM

End: 3/26/2012 7:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/26/2012 12:15:17 AM

Subject: Enforcement call

Start: 3/26/2012 9:00:00 PM

End: 3/26/2012 10:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/26/2012 12:15:42 AM

Subject: Weidemaier's Class

Start: 3/27/2012 5:00:00 PM

End: 3/27/2012 6:30:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/26/2012 12:15:59 AM

Subject: Travel to Charlotte

Start: 3/27/2012 9:30:00 PM

End: 3/28/2012 1:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/26/2012 12:16:17 AM

Subject: Make-up Class

Start: 3/26/2012 4:00:00 PM

End: 3/26/2012 5:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/26/2012 12:16:53 AM

Subject: Basics Course

Start: 3/28/2012 12:00:00 PM

End: 3/28/2012 10:00:00 PM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/26/2012 12:17:25 AM

Subject: Banking Institute and interview of scholarship recipients

Start: 3/29/2012 1:00:00 PM

End: 3/30/2012 2:00:00 AM

Show Time As: Busy

From: Broome, Lissa L [/O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=LBROOME]

Sent: 3/26/2012 12:18:02 AM

Subject: Banking Institute and Borad of Advisors meeting

Start: 3/30/2012 12:00:00 PM

End: 3/30/2012 7:00:00 PM

Show Time As: Busy

From: Sarah Guynn Lowman <sarah_lowman@med.unc.edu>
Sent: Wednesday, July 30, 2008 2:12 PM
To: smutima@email.unc.edu
Subject: Request for information from the UNC School of Medicine

---

Dear Professor Mutima,

Hello! I'm writing to you from UNC's Center for Aging and Health, School of Medicine, with a request for information. My colleagues and I have been doing research and program planning with populations of older-adult immigrants in North Carolina. We have partnered with community-based organizations, aging service providers, and health care providers on a range of projects aimed at improving the health and well-being of immigrant elders. I would very much like to engage the African Diaspora in our work. Do you know of any community-based organization or association that serves the African Diaspora in North Carolina? I'm not sure if such a group exists, but if so, I'd like to cultivate a relationship and talk to them about the needs of their older adults.

Thanks in advance,

Sarah Guynn Lowman, MPH
Special Projects Coordinator
Carolina Geriatric Education Center
Center for Aging and Health
UNC-CH School of Medicine
919.966.6827 (work)

From: nobody@notify.unc.edu on behalf of jshapiro@med.unc.edu
Sent: Wednesday, July 30, 2008 10:01 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UNC Behavioral Weight Control Program Now Enrolling for Fall

---

Want to lose weight? Need to improve your health? Join the UNC Behavioral Weight Control Program!

NOW ENROLLING PARTICIPANTS FOR THE FALL SESSION BEGINNING IN SEPTEMBER.

Group times: WEDNESDAYS 12 - 1

Other times may become available as needed -- if interested in participating please email

Using evidence-based weight control approaches, this five-month program will focus on BEHAVIORAL STRATEGIES for weight control, including healthy nutrition. You will learn and practice the skills and strategies necessary to produce a PERMANENT LIFESTYLE CHANGE.

Enrollment includes:
* 20 1-Hour Weekly Group Sessions with Dr. Jennifer Shapiro, Clinical Assistant Professor
* Text: Runaway Eating, by Cynthia M. Bulik, Ph.D., Distinguished Professor and Director of UNC Eating Disorders Program, and Nadine Taylor, MS, RD.
* CD-ROM: "The Empowerment Solution for Permanent Weight Control"
* All program materials.

COST: $440 for the full 20 weeks and all material. Full payment upfront (equates to $22/week).

Contact your insurance company to see if you are eligible for reimbursement for the program cost. NC Flex can be used!

For questions or to enroll, contact Jennifer Shapiro, PhD.
919-966-5262: jshapiro@med.unc.edu
www.unceatingdisorders.org

Check with your personal physician prior to beginning this or any weight loss program.

This email is sponsored by: Psychiatry

==========

"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of erika_hanami@med.unc.edu
Sent: Monday, August 4, 2008 8:41 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research Subjects needed for Acne Trial

---

If you have moderate to severe acne, you may be eligible to participate in a research study evaluating the safety and efficacy of a new topical acne treatment. Minors must be at least 12 years old to participate.

The study will last 12 weeks and require up to 6 study visits. You will not be allowed to use other acne medications while participating in this study. All study related visits, study medication, and evaluations will be provided to eligible participants at no cost.

For more information, please contact:

Erika Hanami, CRC
1042 Burnett-Womack, CB 7209
Chapel Hill, NC 27599-7209
Phone: 919-843-5126
Email: erika_hanami@med.unc.edu

This study has been approved by the Institutional Review Board at UNC-CH. IRB#:08-1007

This email is sponsored by: Clinical Translational Research Center

==========

"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, August 6, 2008 8:17 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: UNC Employees: Register now for fall classes

---

If you're thinking about taking a class this fall, please don't delay!
Classes start on August 19.

*Taking classes on campus: Unless you are already enrolled in a degree program or are already taking classes through Part-time Classroom Studies, you will need to apply for admission so that you can register for classes offered on campus. Check with the Friday Center for Continuing Education if you have questions, or apply online at http://www.fridaycenter.unc.edu/cp/cs/index.htm

*Taking an online course: To take a course this fall through Carolina Courses Online, you do not need to apply for admission, but you do need to register now through the Friday Center's Web site, http://www.fridaycenter.unc.edu/cp/cco/index.htm

*Remember: In order to take advantage of the employee tuition waiver program, you will need to file the Tuition Waiver application that is available from the Human Resources Web site, http://hr.unc.edu/Data/SPA/training/tuitionprograms/tuitionwaiver

This email is sponsored by: Friday Center for Continuing Education

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, August 6, 2008 8:17 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: UNC Employees: Register now for fall classes

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*Remember: In order to take advantage of the employee tuition waiver program, you will need to file the Tuition Waiver application that is available from the Human Resources Web site, http://hr.unc.edu/Data/SPA/training/tuitionprograms/tuitionwaiver

This email is sponsored by: Friday Center for Continuing Education

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Marie Garlock <writetomarie@gmail.com>
Sent: Wednesday, August 20, 2008 12:51 PM
To: Eunice N Sahle <eunice@email.unc.edu>; Sinamenye A Mutima <smutima@email.unc.edu>; bselassi@email.unc.edu; Roberta A Dunbar <radunbar@email.unc.edu>; leemc@email.unc.edu; Julius Nyang'oro <JEN321@email.unc.edu>; Barbara Anderson <b_anderson@unc.edu>
Subject: **African Studies Co-Sponsorship Request** for {It is in you} Health Justice Performance in Tanzania

---

Hello Dr. Sahle, Dr. Mutima, Dr. Selassie, Dr. Dunbar, Dr. Lee, Dr. Nyang'oro and Dr. Anderson,

I am writing to each of you, as former professors and mentors of mine, both to invite you to the upcoming re-production of my honors thesis **{It is in you}: Health Justice Performance in Tanzania** on September 26th and 27th in Gerard Hall, and also to ask if the **African Studies Department would like to co-sponsor the event?**

One of the principal purposes of the original evening (which it was a big honor for Dr. Sahle and Dr. Mutima to shape and see last April), and also the purpose of the upcoming performances, is to gather people invested in African Studies, Global Studies and development, Public Health and Cultural and Performance Studies to enter into conversation and dialogue which might open eyes and opportunities for further work together.

-- Organizers of the event tell me the publicity is going out in the next few days from Carolina Performing Arts, and it would be wonderful, and I think respectfully fitting given what each of you has taught me and how you have influenced this process so profoundly, to list a co-sponsorship with UNC African Studies.

-- Below is some information about the performance and sponsorship, and I would love to hear from you all at your earliest convenience, either by email, or if you would like to catch up on the phone, my number is 919.607.5533.

With much love, respect and anticipation,
Marie Garlock

Co-sponsorship Information
{It is **in** you}: Health Justice Performance in Tanzania
The evening length performance was originally part of my honors thesis this past April, and rather unexpectedly (!?) and excitingly was nominated and selected to open the *Carolina Performing Arts: Process Series* this September 26 and 27th (Friday and Saturday at 8pm, Gerard Hall - next to Memorial Hall).

The directors of the program have asked me to ask for interdisciplinary **sponsorships**, given the program and its intentions, including

- Support and outreach within your department, colleagues and classes

- Funding for publicity and outreach (which will cost $500-$600 in sum)

- Funding for the East African reception to follow the performance each night (a few dishes of food and chai tea from Durham's *Palace International* very successfully kept the audience around for a rich post-performance discussion in April). The cost for each evening's food will likely be $250-$350.

Beyond the departmental support for outreach, what do you think about the African Studies department being able to do a co-sponsorship for part of these costs?

In any case, I hope to catch up with each of you soon, before the performances in September. Thank you especially for all of your personal support and encouragement.

--
Marie Garlock
mgarlock@hiddenvoices.org
919.607.5533

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, August 21, 2008 11:16 PM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: 2009 JR FACULTY DEVELOPMENT AWARDS

TO: Non-tenured Members of the Faculty

FROM: Bernadette Gray-Little, Executive Vice Chancellor and Provost
Chair, Committee on Faculty Research and Study Leaves

SUBJECT: Awards for Junior Faculty Development

DATE: August 21, 2008

The University will accept applications this fall for Junior Faculty Development awards paid from endowment income from The University of North Carolina at Chapel Hill Foundation. The awards, up to the amount of $7,500, are to be expended during the period beginning January 1, 2009, and ending December 31, 2009.

I. The following terms apply to the awards:

A. Applicants must be full-time, salaried faculty members without tenure and must not have been proposed for tenure prior to the application deadline date, Friday, September 26, 2008.

B. Preference will be given first to persons holding the rank of Assistant Professor and then to persons holding the rank of Associate Professor. Individuals holding fixed-term appointments will generally be considered as less competitive.

C. Applicants in the second, third, or fourth year of service at the time of their application will be given preference over first-time applicants with fewer than two or more than four years' service.

D. No person who has previously received an award will be eligible for a second award.

E. Money from the award may not be used to provide release time from regular employment. For persons on nine months contracts, the money may be used to provide summer salary and fringe benefits; this source of funds will count as part of the one-third allowable for faculty members on nine months service. Summer salary will be subject to the usual deductions. Since the awards are required to cover fringe benefit costs, the entire amount of an award cannot be paid as salary.

F. Funds from the awards may also be used for supplies, equipment, salaries of assistants, travel, or to assist with any other dimension of faculty development.

G. Under no circumstances will a faculty member on nine months service who uses the Junior Faculty Development Award for summer salary be allowed to teach Summer School or serve as an administrator in the Summer School during the summer in the year of the award.

II. Applications should consist of:

A. a letter to the Chair of the Committee on Faculty Research and Study Leaves

B. a curriculum vitae

C. a narrative description of one or two pages describing the project to be undertaken and in no case should more than two such pages be submitted

D. a proposed budget which cannot exceed $7,500. The budget should show the kinds of expenditures proposed, e.g., salary, fringe benefits, travel, equipment, etc.

E. an indication of other funds (e.g., NEH Summer Fellowships, University Research Council awards, etc.) which will be used or which are available for the support of the project

F. a letter of endorsement from the applicant's department or curriculum chair or, in the case of non-departmentalized schools, the Dean of the School.

The original and seven copies of the application must reach the Office of the Provost, CB #8000, 218 South Building before 5:00 p.m. on Friday, September 26, 2008. Applications presented after that time will not be considered by the Committee.

IV. The Committee on Faculty Research and Study Leaves will consist of the following individuals for the 2008-09 Academic Year: the Deans of the School of Medicine and the College of Arts and Sciences, two faculty members (one from Academic Affairs, one from Health Affairs), the Executive Associate Provost, the Associate Provost for Academic Initiatives, and the Provost as Chair.

This email is sponsored by: Office of the Executive Vice Chancellor & Provost

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This email is sponsored by: Office of the Executive Vice Chancellor & Provost

From:	PREX1@mvs.adp.UNC.EDU on behalf of PAYROLL_NOTIFY@UNC.EDU
Sent:	Friday, August 29, 2008 6:27 AM
To:	smutima@email.unc.edu
Subject:	YOUR CHECK STUB IS AVAILABLE

Today is a payday for the Monthly Payroll. Your payroll information is available at the University E-Pay site located on the home page for Payroll Services. A direct link to the web site is not provided due to potential IT security issues.

After you login using your Onyen and Onyen password, select View Current Pay Stub under the Employee Menu to access your pay information for today's payroll.

Thank you.

Payroll Services
The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, September 4, 2008 10:46 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: URC DEADLINE SEPT 22

UNIVERSITY RESEARCH COUNCIL FALL AWARDS- Deadline September 22

The deadline for The University Research Council (URC) Small Grant Program is September 22, 2008. The Office of the Vice Chancellor for Research and Economic Development sponsors a small grant program for full-time faculty and professional librarians at UNC-CH. Applicants must be full-time members of the faculty in the tenure, tenure-track, or research professorial or clinical ranks, or be professional librarians in the analogous librarian ranks. Adjunct professors are not eligible for URC grants, nor are lecturer, instructors or others of non professional rank.
There are two types of grants, Research and Publication. A faculty member may submit only one URC proposal each semester- either research or publication. The maximum total award is $5,000 to be used over a two year period.
Research grants support the scientific, scholarly or artistic efforts of faculty to cover cost such as collecting pilot data, research related travel, research equipment or supplies, or the cost of smaller scale projects.
Publication grants help pay the cost for publishing scientific, scholarly, or artistic work to cover cost for such things as photographs, drawings, figures or tables, or permissions to reprint.
For more information, contact Jennifer Pruitt, 962-7757, or refer to http://research.unc.edu/red/internal.php#urc.
URC award notices for the Fall term are expected to be sent out November 1, 2008.

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Dev

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Niklaus Steiner (Center for Global Initiatives) <nsteiner@unc.edu>
Sent: Monday, September 8, 2008 3:45 PM
To: smutima@email.unc.edu
Subject: Fulbright reviewer?

Dear Alphonse:

As you may know, the Center for Global Initiatives serves as the UNC-Chapel Hill home to the Fulbright Program. As part of the application process, students must undergo a brief campus interview.

Because of your internationally oriented work, I would be grateful if you would consider serving on this year's Fulbright committee.

In early/mid October, committee members will review up to 6 proposals (1-2 pages in length) and participate in a 15-minute interview with each applicant (6 total interviews). Prior to the review process, I'd like to invite you to a lunch information session.

If you are willing to serve as a Fulbright reviewer, please complete this brief online form to convey your availability to Beth-Ann Kutchma who manages the Fulbright program for us:

http://gi.unc.edu/survey/fulbright_review_availability_0809.htm

Beth-Ann will then be in touch to confirm your involvement.

Many thanks for considering it.

Best regards,

Niklaus

--
Niklaus Steiner, Ph.D.
Director
Center for Global Initiatives
University of North Carolina at Chapel Hill
CB# 5145
Chapel Hill, NC 27599-5145

nsteiner@unc.edu
Tel (919) 962-6855
Fax (919) 962-5375
http://gi.unc.edu

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, September 8, 2008 4:55 PM
To: Mutima@email.unc.edu; Smutima A <smutima@email.unc.edu>
Subject: [ackland-e-news] Yoga in the Galleries

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-22937432-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Subscribe

YOGA IN THE GALLERIES

Tuesday, September 9
12 - 1 PM

Namaste. Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland! Yoga mats and museum cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the Galleries can be cool, long sleeves are recommended.

Sessions led by Joanne Marshall. Beginners are welcome.

Registration recommended. Free to members, $5 non-members.

UPCOMING EVENTS

Art after Dark
Friday, September 12
Open till 9:00 PM
Drawing in the Galleries
Saturday, September 13
10:00 AM - 12:00 PM
Drawing for Kids
Saturday, September 13
10:00 AM - 12:00 PM

COMING SOON

Circa 1958:
Breaking Ground in American Art
September 21, 2008 - January 4, 2009
The Fifties and the Anti-Fifties in Robert Franks' *The Americans*
September 12, 2008 - January 4, 2009

Please visit our calendar for a full listing of special programming and events.

For more information on Ackland Programs visit: www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum Guild, members, and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Images: Indian, Central, 11th to 12th century: *Ganesha*; sandstone sculpture. Gift of Clara T. and Gilbert J. Yager in honor of Dr. Charles Morrow and his wife, Mary Morrow, for their many contributions to the University and to the Ackland Art Museum during his term as Provost.

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

From: nobody@notify.unc.edu on behalf of clinic@unc.edu
Sent: Monday, September 8, 2008 8:20 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Psychological Assessment and Treatment Offered

---

We provide state-of-the-art comprehensive assessment and psychotherapy for children, adolescents, adults, couples, and families for a wide range of personal concerns. In addition, we offer specialized treatment for adults with anxiety disorders.

We are affiliated with the UNC-CH clinical psychology Ph.D. program and provide reduced fees based on income. Treatment is provided by doctoral students under the supervision of licensed psychologists who are faculty members in the Department of Psychology.

Children and adolescents are seen in our nearby off-campus location on Finley Golf Course Read, with afternoon and evening appointments and readily available adjacent parking. Adults are seen in our conveniently located on-campus location in Davie Hall.

Please visit our website at http://psychologyclinic.unc.edu/ or contact the clinic at 962-6906 or clinic@unc.edu for more information, screening, or to make a referral.

This email is sponsored by: UNC Department of Psychology Community Clinic

Please be aware that if the information you provide indicates that there may be abuse of a child or disabled adult, or that you or another person is in danger, we will need to respond as required by state law.

This email is sponsored by: UNC Department of Psychology Community Clinic

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From:	nobody@notify.unc.edu on behalf of bridgerb@uncaa.unc.edu
Sent:	Tuesday, September 9, 2008 9:15 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Peer Recognition Award

Do you know a staff member (permanent, full-time) who deserves recognition for a job well done on campus? If so, The UNC Employee Forum needs to hear from you!

Please fill out a nomination form and submit by October 1st!!! Winners will receive a gift card and gift basket as well as a certificate of appreciation for their great work.

For submission:
Go to http://forum.unc.edu and click on Peer Recognition Ballot Form

Then, complete the ballot form and send via email (or campus mail) to
Beth Bridger, bridgerb@uncaa.unc.edu
Athletics, CB 8550

The Employee Forum looks forward to your nominations!

Beth Bridger
Chair, Community Affairs, Recognition, Awards and Outreach Committee
The UNC Employee Forum

This email is sponsored by: Employee Forum

==========
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Beth Bridger
Chair, Community Affairs, Recognition, Awards and Outreach Committee
The UNC Employee Forum

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From:	nobody@notify.unc.edu on behalf of vgtaylor@unc.edu
Sent:	Friday, September 12, 2008 8:43 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: ESL Support at the Writing Center

As part of UNC's commitment to internationalization, the Writing Center is pleased to offer support for students and scholars in the College of Arts and Sciences who speak English as a second language (ESL), and to all who work with them.

NEW! English Language and American Culture (ELAC):

ELAC offers free ESL workshops in all skill areas (reading, writing, listening, communication, grammar, and vocabulary) as well as U.S. and classroom culture. These workshops are open to undergraduates, graduates, exchange students, post-doctoral scholars, faculty, and staff at UNC. Writing groups are also available. Information, schedules, and registration are online at:
http://www.unc.edu/depts/wcweb/elac/index.html

Writing Tutorials and Online Resources:

Students and scholars in the College of Arts and Sciences can receive individual tutoring at any stage of the writing process. Our tutors are graduate students from a wide variety of academic disciplines who are specially trained to work with ESL writers. Writers can choose 50-minute face to face tutorials or submit their drafts online. In either case, our tutors provide reader responses and help the writers develop strategies for mastering the demands of advanced academic writing in a second language. Make an appointment, submit online, and find our handouts by going to http://www.unc.edu/depts/wcweb/

Faculty Consultation:

The Writing Center also offers individual consultation and workshops for faculty and teaching assistants who would like to work more effectively with the international/non-native English speaking students in their courses. Read our tips for teaching ESL students at http://www.unc.edu/depts/wcweb/esl/esl_student_tips.html for information and strategies. Also contact Dr. Gigi Taylor, ESL Specialist in the Writing Center, with individual questions or to arrange group consultations or workshops on specific topics. She can be reached at 962-0725 or vgtaylor@unc.edu.

-Gigi Taylor, Ph.D.
Writing Center ESL Specialist

This email is sponsored by: Writing Center

==========

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From: Barbara Anderson <b_anderson@unc.edu>
Sent: Monday, September 15, 2008 1:39 PM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] film Clando at Duke September 17

WEDNESDAY, SEPTEMBER 17, 7:00 pm Griffith Theater, Bryan Center, Duke University
FREE AND OPEN TO THE PUBLIC

screening of "CLANDO" [CLANDESTINE]
directed by Jean-Marie Téno

(1996, Cameroon, 95 min., color, 35 mm, in French with English subtitles)

Introduced by Bouna S. Ndiaye, Dept. of Asian & Middle Eastern Studies

'Clando' wrestles with a dilemma facing many educated Africans: whether to work to change the autocratic regimes at home or seek their fortunes abroad. "Clando" is German slang for an illegal immigrant.

A native of Cameroon, Sobgui Anatole is such an unwanted guest. Sobgui had been a computer programmer until he was arrested and tortured for his involvement with a radical group in Cameroon. Following his release, the only work he could find was as a free-lance taxi driver. Psychologically devastated, Sobgui became impotent and his marriage fell apart. With nothing left to look forward to in his native land, he decides to sneak into Germany for a better life. In Cologne, Sobgui joins a community of hard-working and ambitious African emigrants. He even enters into a love affair with Madeleine, a German political activist who encourages him and his friends to return home and fight for change.

This screening is part of the "Scenes of Secrecy" series hosted by Screen/Society. Sponsored by the Visual Studies Initiative, the Provost's Office, the Department of Cultural Anthropology, and the Film/Video/Digital Program.

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 FedEx Global Education Center
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu
www.global.unc.edu/africa

You are currently subscribed to asc_faculty axsd: smutima@email.unc.edu.
To unsubscribe send a blank email to leave-22990656-9477645.e8e53de689c9670d0259bbbdf9022d75@listserv.unc.edu

From: Ackland Art Museum <ackland-news@listserv.unc.edu>
Sent: Tuesday, September 16, 2008 12:43 PM
To: Mutima@email.unc.edu; Smutima A <smutima@email.unc.edu>
Subject: [ackland-news] 50th Anniversary Reception and Celebration; Rand Lecture Series

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-22999942-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Subscribe

THIS SUNDAY

September 21

CIRCA 1958: BREAKING GROUND IN AMERICAN ART

1-3 PM at the Ackland

Public reception and the opening celebration of the Ackland's 50th anniversary year!

Circa 1958 fills four Ackland galleries with works of art from public and private collections across the United States and Canada. The exhibition explores two vastly different trends that emerged in and around 1958: Post-painterly Abstraction and Assemblage. From large scale paintings, to intimate collages, with sculpture in every gallery, and installation art that invites visitors to participate in the artist.s process, each gallery presents very new and entirely different approaches to art making. Together, these works laid the groundwork for much of the American art defined the second half of the twentieth century.

Bring your friends and family to this event and enjoy sweets courtesy of Sugarland, listen as UNC-Chapel Hill student actors recite beat poetry from the late 1950s, and enjoy the sounds of two live DJs.

CIRCA 1958: TENSIONS IN AMERICAN CULTURE AND TRENDS IN AMERICAN ART

Sunday, September 21
3:00 PM
Hanes Art Center Auditorium (adjacent to the Ackland)

As part of the 50th Anniversary Reception and Celebration, join a panel of experts in the Hanes Art Center Auditorium for a discussion of American culture and art circa 1958. Featuring moderator David Sontag, Wesley Wallace Professor of Communication Studies, exhibition Guest Curator Roni Feinstin, Professor of American Studies and English Joy Kasson, and Ackland Director Emily Kass.

Free.

BETTIE ALLISON RAND LECTURE SERIES

September 22 - September 27
Hanes Art Center Auditorium (adjacent to the Ackland)

EXHIBITIONS FALL 2008

Circa 1958:
Breaking Ground in American Art
September 21, 2008 - January 4, 2009

The Fifties and the Anti-Fifties in Robert Franks' *The Americans*
September 12, 2008 - January 4, 2009

Major funding for exhibitions and programs for Circa 1958 is provided by:

The University of North Carolina at Chapel Hill, William R. Kenan Jr. Charitable Trust, Nathan Cummings Foundation, Randleigh Foundation Trust, Arthur F. and Alice E. Adams Foundation, North Carolina Arts Council with funding from the National Endowment for the Arts, Mark Day Company, Sugarland, North Carolina Public Radio, WUNC.

Please visit our calendar for a full listing of special programming and events.

Dorothy Johnson, Roy J. Carver Professor of Art History and the Director of the School of Art and Art History at the University of Iowa, presents *Myth and Mind: Mythological Consciousness in French Art from David to Delacroix*, this year's Rand Lecture Series. All lectures will be located in the Hanes Art Center Auditorium. They are free and open to the public. Receptions will follow in the lobby.

Schedule:
Monday, September 22 at 5:45pm:
The Origins of Romantic Hellenism: Myth and Meaning from David to Girodet

Wednesday, September 24 at 5:45pm:
Eros and the Mapping of the Mythological Body

Thursday, September 25 at 5:45pm:
Ingres and the Enigma

Saturday, September 27 at 11:00am:
Mythological Madness and the Feminine

For more information on Ackland Programs visit: www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum Guild, members, and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Kenneth Noland, American, born 1924: *That*, 1958-59; oil on canvas, 83 x 83 inches. Collection of David Mirvish, Toronto. Art @ Kenneth Noland/Licensed by VAGA, New York, NY

John Chamberlain, American, born 1927: *Nutcracker*, 1958; painted steel, 47 x 39 x 30 inches. Private Collection, courtesy Allan Stone Gallery, New York. © John Chamberlain /Artist Rights Society (ARS), New York

Eugène Delacroix, French, 1798-1863: *Cleopatra and the Peasan*; oil on canvas, 38 1/2 x 50 in. (97.8 x 127 cm). Ackland Fund.

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: Kenneth Janken <krjanken@email.unc.edu>
Sent: Tuesday, September 16, 2008 3:39 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] honors thesis funding

---

Jim Leloudis, the dean for honors, has a pot of money available for students whose thesis is on any aspect of slavery or emancipation. If you know students who this could help, have them contact Leloudis directly at 966-5110 or leloudis@email.unc.edu.

Kenneth
--
Kenneth R. Janken
Professor of Afro-American Studies
Department of African and Afro-American Studies
Battle Hall, Campus Box #3395
University of North Carolina
Chapel Hill, NC 27599-3395

and
Director of Experiential Education
Office of Undergraduate Curricula
300 Steele Bldg, Campus Box 3504
University of North Carolina
Chapel Hill, NC 27599-3504

(919) 962-1519 (voice)
(919) 962-2694 (fax)

http://uncpress.unc.edu/books/T-8059.html
http://www.umass.edu/umpress/spr_97/janken.html

- -- You are currently subscribed to
african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Black.Faculty.and.Staff.Caucus@mxp2.isis.unc.edu
Sent: Tuesday, September 16, 2008 5:51 PM
To: The blackfaculty04 mailing list. <blackfaculty04@listserv.unc.edu>
Subject: [blackfaculty04] Meeting Reminder

Dear BFSC Members!

Do not forget our meeting tomorrow at noon in Union 3515. Tea will be provided. Feel free to bring your lunch. We have some exciting things to discuss! :-)

Dr. M. Cookie Newsom

"Promoting a diverse and inclusive campus community."

--- You are currently subscribed to blackfaculty04 as: smutima@email.unc.edu To unsubscribe send a blank email to leave-23002941-3738931.7ab8c75bc63c1457a52e6e412903e9b8@listserv.unc.edu

From: Penn, Frank (Student Stores) <FLPENN@store.unc.edu>
Sent: Thursday, September 18, 2008 12:03 PM
To: Penn, Frank (Student Stores) <FLPENN@store.unc.edu>
Cc: Morgan, George (Student Stores) <GFMORGAN@store.unc.edu>; fbellamy@email.unc.edu; Hanner, Kelly (Student Stores) <khanner@email.unc.edu>
Subject: Spring 2009 Textbook Adoption and Order Reminder

The University of North Carolina at Chapel Hill

Student Stores

George Morgan	CB# 1530, Daniels Building	Telephone: (919) 962-2432
Frank Bellamy		Telephone: (919) 962-8123
Textbook Department	Chapel Hill NC 27599-1530	(919) 962-3334 FAX

09/18/08

Re: Spring 2009 Textbook Orders

Dear Liaison,

Just a reminder: the September 26 deadline for textbook order submissions is fast approaching. We would like to ask your help in reminding your faculty. Early submissions give us more time to find used books, where appropriate; in addition, knowing which books are being adopted for Spring allows us to buy back these titles, if appropriate, from students. This means lower textbook prices and higher buyback value for students.

We would also like to remind you of our incentives. Each faculty member who submits textbook adoptions by the due date will receive a $1.00 coupon to the Daily Grind, the espresso café located by the Bull's Head Bookshop in Student Stores, for each order submitted, up to four courses. In addition, you, as your Department Liaison, will receive a special Daily Grind coupon in appreciation for your help.

More importantly, if your faculty submits on time, your department is eligible to win a **$500 textbook grant** for your graduate students. To qualify, a minimum of 75% of faculty members from your department must submit textbook adoptions by Friday, September 26. The three departments with the highest percentage of on-time adoptions within their category will win. The categories are based on the number of courses being offered: departments with less than 30 courses, departments with 30-80 courses, and departments with more than 80 courses.

Five Easy Ways to Order Textbooks

1) Use the Student Stores **website**: http://www.store.unc.edu/textbooks/

2) **Fax** your order to: 962-3334

3) **Email**:

Textbook Office	textbook@unc.edu
George Morgan	gfmorgan@store.unc.edu
Frank Bellamy	fbellamy@email.unc.edu

4) Send your order by **campus mail** to the Course Materials Department at Campus Box #1530

5) **Stop by** the Textbook Office, 1st floor, Student Stores

Thanks for your help!

George F. Morgan
Frank Bellamy

From: Deborah Crowder <dacrowde@email.unc.edu>

Sent: Thursday, September 18, 2008 4:20 PM

To: amy c >> Amy Elizabeth Cooke <acooke@email.unc.edu>; Robert Porter < @mindspring.com>; Julius Nyangoro <jen321@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Margaret Carol Lee <leemc@email.unc.edu>; Perry Hall <hallpa@email.unc.edu>; Reginald Hildebrand <hildebra@email.unc.edu>; Kia Caldwell <klcaldwe@email.unc.edu>; charlene regester <regester@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; bse >> bselassi >> Bereket Selassie <bselassi@email.unc.edu>; Donato Fhunsu <dfhunsu21@unc.edu>; Barbara Anderson <banders1@email.unc.edu>

Cc: Travis Gore <stgore@email.unc.edu>

Subject: CCI computers

Hi all. We have the times for the CCI rollout for your new computers. You will need to be available at a particular time in the morning and then briefly available that same afternoon to see if everything transferred to your satisfaction. Please contact Travis asap to schedule your appt. Time slots are limited. Obviously, if we are replacing your laptop, you will need to bring in your old one! In addition, if you have any "odd" or problematic programs on your computer, please advise us in advance so we can alert CCI folks. Thanks. Debby

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Friday, September 19, 2008 12:02 PM
To: Mutima@email.unc.edu; Smutima A <smutima@email.unc.edu>
Subject: [ackland-e-news] 50th Anniversary Reception and Celebration this Weekend!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-23025682-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Subscribe

THIS SUNDAY

September 21

CIRCA 1958: BREAKING GROUND IN AMERICAN ART

1-3 PM at the Ackland

Public reception and the opening celebration of the Ackland's 50th anniversary year!

Circa 1958 fills four Ackland galleries with works of art from public and private collections across the United States and Canada. The exhibition explores two vastly different trends that emerged in and around 1958: Post-painterly Abstraction and Assemblage. From large scale paintings, to intimate collages, with sculpture in every gallery, and installation art that invites visitors to participate in the artist.s process, each gallery presents very new and entirely different approaches to art making. Together, these works laid the groundwork for much of the American art defined the second half of the twentieth century.

Bring your friends and family to this event and enjoy sweets courtesy of Sugarland, listen as UNC-Chapel Hill student actors recite beat poetry from the late 1950s, and enjoy the sounds of two live DJs.

Free.

CIRCA 1958: TENSIONS IN AMERICAN CULTURE AND TRENDS IN AMERICAN ART

Sunday, September 21
3:00 PM
Hanes Art Center Auditorium (adjacent to the Ackland)

As part of the 50th Anniversary Reception and Celebration, join a panel of experts in the Hanes Art Center Auditorium for a discussion of American culture and art circa 1958. Featuring moderator David Sontag, Wesley Wallace Professor of Communication Studies, exhibition Guest Curator Roni Feinstin, Professor of American Studies and English Joy Kasson, and Ackland Director Emily Kass.

Free.

EXHIBITIONS FALL 2008

Circa 1958:
Breaking Ground in American Art
September 21, 2008 - January 4, 2009

The Fifties and the Anti-Fifties in Robert Franks' *The Americans*
September 12, 2008 - January 4, 2009

Major funding for exhibitions and programs for Circa 1958 is provided by:

The University of North Carolina at Chapel Hill, William R. Kenan Jr. Charitable Trust, Nathan Cummings Foundation, Randleigh Foundation Trust, Arthur F. and Alice E. Adams Foundation, North Carolina Arts Council with funding from the National Endowment for the Arts, Mark Day Company, Sugarland, North Carolina Public Radio, WUNC.

Please visit our calendar for a full listing of special programming and events.

For more information on Ackland Programs visit: www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum Guild, members, and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Kenneth Noland, American, born 1924: *That*, 1958-59; oil on canvas, 83 x 83 inches. Collection of David Mirvish, Toronto. Art @ Kenneth Noland/Licensed by VAGA, New York, NY

John Chamberlain, American, born 1927: *Nutcracker*, 1958; painted steel, 47 x 39 x 30 inches. Private Collection, courtesy Allan Stone Gallery, New York. © John Chamberlain /Artist Rights Society (ARS), New York

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Friday, September 19, 2008 4:16 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Housing Housekeeping Update

Dear Carolina Community,

Yesterday I met with two leaders from our Housekeeping staff and the Student Action with Workers group after they delivered a letter detailing concerns about work schedules for our residence hall housekeepers. I fully support the work of our Housing Support Housekeeping Committee and its proposal that housekeepers who don't want to work weekend shifts in our residence halls won't be required to do so. We'll hire new employees or use housekeepers who volunteer to work weekends. In addition, we won't ask housekeepers to perform an unreasonable amount of work.

Let me share some background information about this issue. Last spring, the University began discussions with housekeepers from the Department of Housing and Residential Education to plan for changes in their work schedule to accommodate the demands our campus faces throughout the academic year.

Administrators from the Divisions of Finance and Administration and Student Affairs established the Housing Support Housekeeping Committee in July to assess interim changes made over the summer, with an October 15 deadline for making final recommendations. The committee's representatives are housekeepers from each work zone and managers from Housing and Facilities Services. Housekeeping members were chosen by employees in each zone because they are most familiar with the duties being performed, and their input is critical to the committee's work.

The committee continues to assess workloads and potential alternative work schedules. Its final proposals will go to Carolyn Elfland, Associate Vice Chancellor for Campus Services, and Christopher Payne, Associate Vice Chancellor for Student Affairs, who will report to the administration. (For details about this committee, its charter and work, see http://www.fac.unc.edu/.)

It's important to let the housekeepers and managers on the committee continue their discussions as originally envisioned. Please know how appreciative I am of our dedicated staff, whose work is vital to the University's success.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Apache <apache@rome.lib.unc.edu>
Sent: Monday, September 22, 2008 1:54 PM
To: smutima@email.unc.edu
Subject: Your film request for 2008-09-23

Your reservation request for from 2008-09-22 through 2008-09-24 has been approved.

You may pick up the film at the MRC as early as 8am the first day of your reservation.

Staff Notes:
Tanzania: The Quiet Revolution (Scott's Copy)

Please Note that the MRC is no longer delivering films. If you have any questsions you can contact us via e-mail at mrc@unc.edu or by phone at 962-2559.
For more information regarding this decision, you can read the offical statement at
http://www.lib.unc.edu/house/mrc/pdf/delivery_memo.pdf

This automated email was sent at 09-22-2008 13:54 pm
------Mail generated at Sep.22.2008 13:09:22

From:	nobody@notify.unc.edu on behalf of childhear@med.unc.edu
Sent:	Tuesday, September 23, 2008 9:23 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Adult Participants Needed for Hearing Study

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The Human Auditory Development Laboratory is currently recruiting adults between 18-30 years old to help us learn more about how children hear in noisy environments.

During the testing, you will sit in a sound-treated room and will listen to sounds presented over earphones. You will be asked to indicate when you hear sounds by touching a picture on a touch-screen monitor. The sounds we use are not loud.

One visit to the laboratory is required. The visit lasts about one hour. You will receive $15/hour and give you a parking pass for parking if you drive to the lab.

If you are interested please call (919) 843-3672 or email childhear@med.unc.edu and leave your first name, and a number by which we can reach you (indicating the best times to call).

The principal investigator for this study is Lori Leibold, PhD, Department of Allied Health Sciences.

This study has been approved by the University of North Carolina at Chapel Hill's Institutional Review Board: Study# 06-0840.

This email is sponsored by: Allied Health Sciences

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>

Sent: Wednesday, September 24, 2008 2:27 PM

To: Kenneth Janken <krjanken@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Timothy McMillan <tjm1@email.unc.edu>; Perry Hall <hallpa@email.unc.edu>; charlene regester <regester@email.unc.edu>; Donato Fhunsu <dfhunsu21@unc.edu>; bse >> bselassi >> Bereket Selassie <bselassi@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Reginald Hildebrand <hildebra@email.unc.edu>; Julius Nyangoro <jen321@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; amy c >> Amy Elizabeth Cooke <acooke@email.unc.edu>; Kia Caldwell <klcaldwe@email.unc.edu>; Robert Porter < @mindspring.com>

Subject: Delay of CCI rollout

Hi all. We just received a call that the CCI deliveries will be delayed by one week. I will presume that your same appoint times will work for the following week. If that is an erroneous assumption on my part, please let me know asap. Sorry for the inconvenience but I just found out. Thanks. Debby

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, September 24, 2008 8:21 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do You or One of Your Children have Schizophrenia or Schizoaffective Disorder?

We are looking for children and teenagers who have a parent or sibling with Schizophrenia. You can help us figure out how the brain works and grows, and your child can even get a picture of their brain! Participants are paid up to $150 for their time.

If your child is between 9-18 years old, call Erin to see if they can participate in our research study! 1-866-914-9679 or email at erin_douglas@med.unc.edu

UNC IRB# 5-2119

This email is sponsored by: Psychiatry

==========

"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

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UNC IRB# 5-2119

This email is sponsored by: Psychiatry

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From:	nobody@notify.unc.edu on behalf of @email.unc.edu
Sent:	Wednesday, September 24, 2008 9:33 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Campus Lighting

Fellow Tar Heels,

Campus administrators from a variety of departments and the Executive Branch of Student Government will be analyzing lighting on campus during the Fall 2008 Lighting tour (more info at unc.edu/studgov).

Please email us with any comments or suggestions on areas around campus that require further review- @gmail.com

To report specific outages to Energy Services by calling (919) 962-8394 with the light ID number located on the post.

In the Tar Heel Spirit,

University Services Co-Chair
Executive Branch of Stud Gov

This email is sponsored by: Executive Branch of Student Government

==========
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To report specific outages to Energy Services by calling (919) 962-8394 with the light ID number located on the post.

In the Tar Heel Spirit,

University Services Co-Chair
Executive Branch of Stud Gov

This email is sponsored by: Executive Branch of Student Government

==========
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From: Barbara Anderson <b_anderson@unc.edu>
Sent: Thursday, September 25, 2008 12:11 PM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] performance sept 26-27
Attach: poster it is in you.pdf

{It is In You}
Health Justice Performance in Tanzania
Performance this Friday and Saturday September 26 & 27
8pm in Gerrard Hall (next to Memorial Hall)
Free and Open to the Public
East African Food to follow!

{It is In You} uses storytelling, movement, live music, and spoken word to explore the politics of development, HIV and the body. It is rooted in the generously shared, deeply joyful and motion-centric nature of East African culture.

All are warmly welcomed: It is In You exists as an experiment in gathering people invested in public health, performance and global politics/development to share with and learn from one another, in order to honor the stories and insights of educators, students and artists in Tanzania.

Please see: attached poster and additional info below.

Sponsored by: The UNC School of Public Health, Department of African Studies, The Center for Global Initiatives, The Office of Global Health, The African Studies Center, The Center for International and Area Studies, Department of Communication Studies and The Office of the Executive Director for the Arts.

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 FedEx Global Education Center
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu
www.global.unc.edu/africa

You are currently subscribed to asc_faculty axsd: smutima@email.unc.edu.
To unsubscribe send a blank email to leave-23071618-9477645.e8e53de689c9670d0259bbbdf9022d75@listserv.unc.edu

the process series

new women in development

{ it is in you }

Health Justice Performance in Tanzania

by Marie Garlock

{ it is in you} explores the politics of development, HIV, and the body through storytelling, dance, live music and spoken word.

To honor the insights of Tanzanian educators and artists, we invite all people invested in public health, performing arts and global politics.

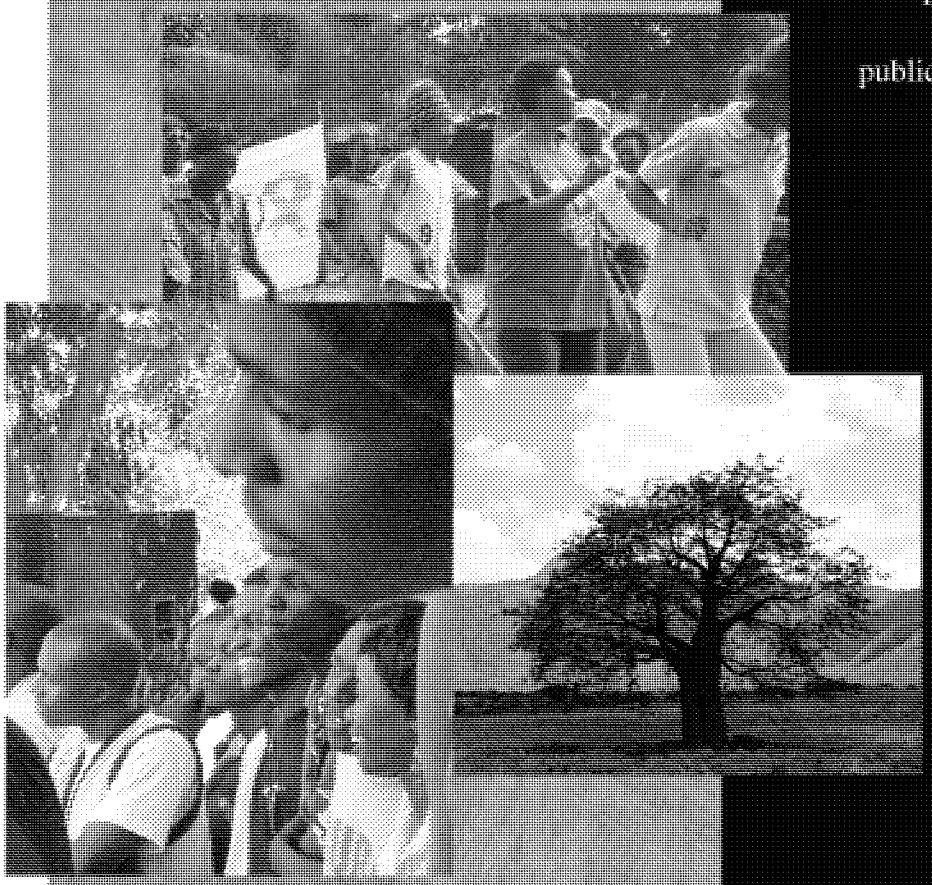

September 26 & 27

Friday & Saturday at 8:00 PM

Gerrard Hall, UNC Campus

Free & Open to the Public

Discussion and East African Food following the performance

Call (919) 843-7776 for more information

African Studies Center | Department of Communication Studies | Office of Global Health | Peace, Conflict, and International and Area Studies | Center for Global Initiatives | UNC School of Public Health | Office of the Executive Director for the Arts

From: Roberta Ann Dunbar <radunbar@email.unc.edu>

Sent: Thursday, September 25, 2008 2:37 PM

To: Alphonse Mutima <smutima@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; Bereket Selassie <bselassi@email.unc.edu>; Charlene Regester <regester@email.unc.edu>; Debby Crowder <dacrowde@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Georges Nzongola-Ntalaja <nzongola@email.unc.edu>; Joseph Jordan <jfjordan@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>; Kenneth Janken <krjanken@email.unc.edu>; Kevin Brennan <kevinbrennan@unc.edu>; Kia Caldwell <klcaldwe@email.unc.edu>; Margaret C. Lee <LeeMC@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Perry Hall <hallpa@email.unc.edu>; Reginald F Hildebrand <hildebra@email.unc.edu>; Robert Porter @mindspring.com>; Roberta Ann Dunbar <radunbar@email.unc.edu>; Tim McMillan <tjm1@email.unc.edu>; Travis Gore <stgore@email.unc.edu>

Subject: [Fwd: Fwd: POSITION ANNOUNCEMENT http://www.h-net.org/jobs/display_job.php?jobID=37345]

Attach: shabazz.vcf

Hello, everyone,
Our former colleague, Catharine Newbury, has just sent us this posting for UMass. Please share with others who might be interested! All the best,
Ann

-------- Original Message --------
Subject: Fwd: POSITION ANNOUNCEMENT
http://www.h-net.org/jobs/display_job.php?jobID=37345
Date: Wed, 24 Sep 2008 23:44:05 -0400
From: Catharine Newbury <cnewbury@email.smith.edu>
To: <jen321@email.unc.edu>, <radunbar@email.unc.edu>

Hi Julius and Ann,
Greetings. I forward to you the message below; please diffuse to your colleagues who may know of young scholars interested in such a position. The new director of the dept at UMass (Amilcar Shabazz) is very dynamic, and he's been building a strong program there.

Hope you are doing well.
Catharine

>>> Amilcar Shabazz <shabazz@afroam.umass.edu> 9/24/2008 11:28 PM >>>
University of Massachusetts Amherst
W.E.B. Du Bois Department of Afro-American Studies
College of Humanities & Fine Arts
Assistant Professor in Afro-American Historiography and Social Theory

The UMass Amherst W. E. B. Du Bois Department of Afro-American Studies

invites applications for a tenure-track position in the broad area of African American Historiography and Social Theory beginning September 1,
2009. We are particularly interested in candidates with a strong background in the history of and theoretical perspectives within Black

Studies; African American historiography and research methods; and issues of race, class, gender, and social identity in the African

American experience viewed from a philosophical/theoretical perspective.

Scholars with pedagogical and/or research training or demonstrated interest in some phase of the Digital Arts and Humanities and the digitization of the African American experience will be accorded special consideration. Duties include teaching introductory courses in social and political theory at both graduate and undergraduate levels, upper-division undergraduate courses, and courses in the UMass/Five College Graduate Program. Demonstrated experience building cross- and off-campus partnerships desirable. Preference will be given to candidates whose research complements existing fields of study on this campus or in the Five Colleges. Salary is commensurate with qualifications and experience.

The University of Massachusetts Amherst has significant strengths in Afro-American Studies, with well-established focus areas in the humanities including historical, political, literary, and cultural research, as well as linguistic studies of African American English. The University has the second oldest Ph.D. program in Afro-American Studies in the U.S with the largest number of full-time faculty dedicated to the field, and is a leader in the exploration of new media and the Digital Arts and Humanities in the context of the African American experience.

Qualifications:

Qualifications include a Ph.D. in hand by 1 September 2009, promise of excellence in teaching and scholarship. Candidates must have an earned Ph.D. degree in, or related to Afro-American Studies & Afro-American Social/Political Theory, promise of excellence in teaching and scholarship, and a commitment to both undergraduate and graduate education.

Review of applications will begin on November 28, 2008, and continue until position is filled. Please send a letter, CV, three letters of recommendation, a statement of teaching and research interests, and copies of any representative publications to Theory Search Committee, W.E.B. Du Bois Department of Afro-American Studies, 325 New Africa House, University of Massachusetts, Amherst, MA 01003-9289. Electronic applications may be sent to tlovelan@afroam.umass.edu; please specify "Theory Search" in the e-mail subject header.

The Afro-American Studies Department is committed to developing a more diverse faculty, student body, and curriculum. UMass Amherst is a member of the Five College Consortium along with Amherst, Smith, Hampshire, and Mount Holyoke Colleges, and is also a member of the Academic Career Network, a resource for dual career couples. The University of Massachusetts is an Affirmative Action/Equal Opportunity Employer. Women and members of minority groups are encouraged to apply.

*Contact Info: *

Theory Search Committee
Afro-American Studies
325 New Africa House
University of Massachu
setts Amherst
Amherst, MA 01003

--
Roberta Ann Dunbar
Department of African and Afro-American Studies
CB#3395, 109 Battle Hall
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3395
Tel. 919.966.2942
FAX 919.962.2694

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, September 25, 2008 11:32 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Oral Health in Pregnancy Study

Are you or someone you know currently pregnant? Are you between 14 and 28 weeks?

We are currently conducting a research study of dental health during pregnancy at the University of North Carolina at Chapel Hill, entitled "Validation of a Self Report Tool to Screen for Periodontal Disease". To participate you must be between 14 and 28 weeks pregnant and not need to take antibiotics when you go for dental visits. Women who participate will complete a questionnaire about the health of their teeth and gums, and then undergo a dental exam. To learn more about the research study, send an email to
@gmail.com with your name, phone number, and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:

-Free dental exam
-$15 dollars for completing a questionnaire about dental health and dental exam
-Potential for additional $5, if blood is drawn at the time of the dental exam

We need your help! Women who participate in our research study can advance knowledge by sharing information about their dental health. Please share this email with friends or family.

The principal investigator for this research study is Kim Boggess, MD, UNC School of Medicine, Department of Obstetrics and Gynecology. This research study and this message have received approval from the UNC Institutional Review Board on research involving human subjects, study # GCRC-2606.

This email is sponsored by: Obstetrics and Gynecology

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From: Shereá D. Burnett <sdb318@email.unc.edu>
Sent: Monday, September 29, 2008 8:53 AM
To: Institute of African American Research <iaarlist@listserv.unc.edu>
Cc: 'Sherea D. Burnett' <sherea@unc.edu>
Subject: [iaarlist] IAAR Race & Research Event Canceled -

Hello Everyone –

This is just a reminder that the IAAR Race and Research Seminar ("What does commemorating past racial violence do?") scheduled for October 8, 2008 has been canceled. Please refer to our website for more information regarding our Race-ing Research, Researching Race Seminar Series: http://www.unc.edu/iaar/Race-ing%20Race,%20Researching%20Race%20Seminars/seminars.htm.

Thank You,

Shereá D. Burnett

Shereá D. Burnett
Program Coordinator
Institute of African American Research
University of North Carolina at Chapel Hill
Sonja Haynes Stone Center
Suite 305, CB# 3393

[email] sherea@unc.edu
[phone] 919.962.0977
[fax] 919.843.9407
[web] www.unc.edu/iaar

-- You are currently subscribed to

iaarlist as: smutima@email.unc.edu . To unsubscribe send a blank email to leave-23094652-2005152.e15629b73e4b92fa3313326dbccef573@listserv.unc.edu

This email is being forwarded to the Listserv of the Institute of African American Research, located at the University of North Carolina at Chapel Hill. This listserv periodically lists information on upcoming IAAR programs, related organizations, and constituents. For more information, please contact the IAAR Programming Coordinator at 919.962.6810.

From: Barbara Anderson <b_anderson@unc.edu>
Sent: Monday, September 29, 2008 9:46 AM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] please help with reporting

Dear Colleagues:

The African Studies Center is in its last week of gathering data for our annual report to the federal government for our Title VI Grant. Several of you have directly received funds in the past two years for course development, research and/or conference travel. Please take the time to respond quickly to queries from our staff, Stacey Sewall or Amelia Defosset.

None of us enjoys "bean counting," but both the continuation of our current grant and our prospects for receiving another 4-year cycle of grant funds is directly related to our reporting. Thanks so much for your help with this. Barbara

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 FedEx Global Education Center
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu
www.global.unc.edu/africa

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To unsubscribe send a blank email to leave-23095164-9477645.e8e53de689c9670d0259bbbdf9022d75@listserv.unc.edu

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Friday, October 3, 2008 10:12 AM
To: Mutima@email.lib.unc.edu; Smutima A <smutima@email.unc.edu>
Subject: [ackland-e-news] Katharine Whalen in the Courtyard

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-23132963-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Subscribe

KATHARINE WHALEN AND HER JAZZ SQUAD

TOMORROW
Saturday, October 4
4:00 PM

Renowned Squirrel Nut Zippers front-woman Katharine Whalen brings her Jazz Squad to the courtyard of the Ackland tomorrow for a special concert to help celebrate the Museum's 50th Anniversary.

This is event is FREE for UNC-Chapel Hill students who sign up for a free Museum membership at the event. Just bring your One Card and see Katharine Whalen for free!

Known throughout the world for her success with the Squirrel Nut Zippers, the jump blues/hot jazz outfit that scored a platinum record in the 1990s with its album *Hot*, Whalen has also long performed as a solo musician. Here for the first time in years, she will perform with the group that accompanied her on her first solo album, *Katharine Whalen's Jazz Squad*. The group will be performing vintage jazz standards from the late 1950s in celebration of the Ackland's current special exhibition *Circa 1958: Breaking Ground in American Art*.

Light food and cash bar available. Feel free to bring blankets to spread on the lawn if space is available. Limited chairs for seating. Doors open at 3:30 PM.

Registration recommended | Free to members | $15 non-members

EXHIBITIONS FALL 2008

Circa 1958:
Breaking Ground in American Art
September 21, 2008 - January 4, 2009

The Fifties and the Anti-Fifties in Robert Franks' *The Americans*
September 12, 2008 - January 4, 2009

Major funding for exhibitions and programs for Circa 1958 is provided by:

The University of North Carolina at Chapel Hill, William R. Kenan Jr. Charitable Trust, Nathan Cummings Foundation, Randleigh Foundation Trust, Arthur F. and Alice E. Adams Foundation, North Carolina Arts Council with funding from the National Endowment for the Arts, Mark Day Company, Sugarland, North Carolina Public Radio WUNC.

Please visit our calendar for a full listing of special programming and events.

For more information on Ackland Programs visit: www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum Guild, members, and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Katharine Whalen photo by Andrew Paynter

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

The University of North Carolina at Chapel Hill

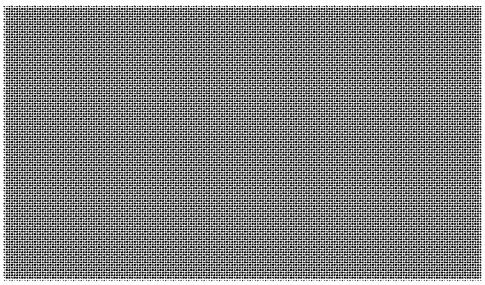

From: Office of Arts & Sciences Info Services <oasis@unc.edu>
Sent: Friday, October 3, 2008 11:29 AM
To: Selassie@mxp0.isis.unc.edu; Bereket <smutima@email.unc.edu>
Subject: Notification: OASIS file server (Z-drive) maintenance this evening, Friday, October 3rd, 2008

Dear OASIS-supported clients:

OASIS will be conducting a routine hardware test on our file server this evening, Friday, October 3rd from 6pm-10pm. During this time, the file server (or Z-drive) will be unavailable. In preparation for this, please close any files or folders that you may have opened on the file server (or Z drive) by 6:00 PM today. The test is not expected to take the entire time, but OASIS will send out a follow-up message to indicate that the tests are complete and that the file server is once again available.

You are currently subscribed to oasis-supp-faculty as: smutima@email.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=12892451.c8ed342a6de2fb73b11b22881508206e&n=T&l=oasis-supp-faculty&o=23133773
or send a blank email to leave-23133773-12892451.c8ed342a6de2fb73b11b22881508206e@listserv.unc.edu

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Friday, October 3, 2008 1:03 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Please help the African Studies Center with grant reporting

---

Hello Dr. Mutima,

Thank you for updating your entry in the Faculty International Expertise Database. I noticed that there were no publications listed for you, and was hoping to find out if there are publications I could enter for you if that would be more convenient for you. We're especially interested in articles and books published in the past year. In addition, although there is no entry form for this in the Database, Title VI is also very interested in data on faculty who've given presentations at conferences which have Africa content during the past year. If you could email me information on any conference presentations you may have given, that would be very helpful.

We really do appreciate your help with this. The sooner you can send that information, the better, as we will need to submit our reports in only one week. Thank you!

-Stacey

--

Stacey Sewall
African Studies Center
UNC-Chapel Hill
(919) 962-1522

From: nobody@notify.unc.edu on behalf of lac@unc.edu
Sent: Friday, October 3, 2008 8:35 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Spring 2009 LAC TAs Needed: Deadline Oct 31

UNC's Languages Across the Curriculum (LAC) Program is currently seeking experienced bilingual TAs to lead LAC discussion sections for the following Spring 2009 courses:

FRENCH LAC section for POLI 239: Introduction to European Government.

FRENCH LAC section for INTS 210: Global Issues in the 20th Century.

GERMAN LAC section for POLI 239: Introduction to European Government.

GERMAN LAC section for GERM 257: Society and Culture of Postwar Germany.

SPANISH LAC section for HIST 143: Latin America Since Independence.

SPANISH LAC section for INTS 210: Global Issues in the 20th Century.

Responsibilities of LAC TAs:
* Meet with the faculty member teaching the main course prior to the semester to discuss the course syllabus, develop a semester plan for the LAC section, and select teaching materials.
* Collaborate with the course faculty member and TAs as necessary to develop exams and assignments.
* Develop a website of teaching materials for the LAC section, based on a template provided by the LAC Coordinator and materials used by previous LAC sections. A one-time payment of $1,000 will be withheld until these materials are submitted by the specified deadline at the end of the semester.
* Attend main course lectures, as required by the faculty member.
* Lead a weekly 50-min. discussion section in the target language based on the assigned teaching materials.
* Evaluate students' participation and written work, according to LAC pedagogy guidelines.
* Participate in a LAC Workshop during the academic year.

Eligibility for Application:
Eligible applicants must be currently enrolled as graduate students at UNC, and be employed as teaching assistants in their home department or other campus unit. LAC TAships are not intended to serve as a primary form of employment or source of funding.
Applicants should possess native or near-native fluency in the target language. Advanced graduate students with interdisciplinary interests are especially encouraged to apply.
Preference will given to TAs who have attended a LAC workshop.

Application Procedure:
To apply for one of the above positions, please submit the following materials by Friday, October 31:

1) An application form (available online at www.unc.edu/lac);
2) A cover letter summarizing your qualifications, including experience in webpage design using Dreamweaver;
3) A curriculum vitae that includes any relevant degrees and your past

teaching experience;
4) One letter of recommendation that attests to your academic strengths and your ability to lead undergraduate-level discussions on topics that may lie outside your area of study;
5) One foreign language evaluation form (available at www.unc.edu/lac), completed by a UNC faculty member.
Please send copies of all materials via campus mail to:
Tanya Kinsella, Center for European Studies, CB# 3449
Applications will be reviewed by the LAC Program and relevant faculty members.

Stipend:
LAC TAs are paid a total of $5,000 for the semester ($4,000 stipend + $1,000 one-time payment upon submission of course website materials).

Tuition Support:
The LAC program is funded by federal grants that prohibit us from paying tuition or fees for LAC TAs. Tuition, fees, and benefits must be paid by the home department or covered by the graduate student.

For more information on UNC's LAC Program, visit http://www.unc.edu/lac.
Please direct any questions about the application procedure to lac@unc.edu.

This email is sponsored by: Center for European Studies

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, October 6, 2008 9:11 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Healthy gums

Do You Have Healthy Gums?

You may be eligible to participate in a research study if you:

Are Between 18 and 65 years old
Do not have gum disease
Are in good oral and general health
Have not taken any new medication in the last three months
Do not need to take antibiotics prior to dental treatment
Have at least 20 teeth

If you qualify, participants may receive up to $100 for successful study completion.

To learn more about this study, please contact the GO Health Clinic staff at
919-966-5271.

Please do not respond to this email, we are unable to exchange personal information due to HIPPA compliance issues.

Approved by UNC IRB: 25/AUG/2008, IRB study #07-0749
This email is sponsored by: Dental Research Center

This email is sponsored by: Dental Research Center

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of sdpaul@email.unc.edu
Sent:	Monday, October 6, 2008 9:39 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Clinical Research Study

Are You a Healthy Person Age 18 to 49?

Are You Interested in Participating in a Clinical Research Study?

Investigators at UNC are looking for healthy men and women to participate in a drug study.

- 1 to 2 Month Commitment
- 1 Single Dose of Study Drug
- Oral Contraceptives Not Allowed
- Compensation for Study Visits

Please contact Sunita Paul, MA, CCRA at 919-843-7806 or
@gmail.com if you'd like to learn more!

IRB Study #08-0410. Approval Date: 5/22/08

This email is sponsored by: UNC Eshelman School of Pharmacy

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, October 7, 2008 9:51 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Installation of Chancellor Holden Thorp on October 12

Dear Students, Faculty and Staff:

This coming Sunday, October 12, our University will celebrate its 215th birthday. University Day honors our heritage as the nation's first state university by commemorating the 1793 placing of the cornerstone of Old East. This year University Day will be especially festive since we will install Holden Thorp, a native North Carolinian and Carolina alumnus, as Carolina's 10th chancellor.

The ceremony begins at 2:40 p.m. in Polk Place and features the UNC Symphony Band and UNC Wind Ensemble performing with the Carolina Choir for a pre-processional concert. The center of the ceremony will be an address by our new chancellor.

This is one of the most important days of the year at Carolina, and the installation of Chancellor Thorp trumpets the next stage of the continuing journey for our University. On behalf of the installation committee, I hope the Carolina family - students, staff, faculty, alumni, parents and friends - and the community will attend, both to show their support and to hear Chancellor Thorp describe his vision for Carolina.

The University also will present Distinguished Alumna and Alumnus Awards to Mary Wilmer (Molly) Barker, William Joseph Bynum Jr., W. Lowry Caudill, Leah McCall Devlin and Debra Wehrle Stewart.

Following the ceremony, there will be a reception in Polk Place. If rain is forecast, an official announcement will be made Sunday morning about moving the ceremony to the Dean E. Smith Center. You can find details about the day's events, including information about parking, at http://www.unc.edu/installation/.

Sincerely,

Joe Templeton
Chair of the Installation Committee

This email is sponsored by: Installation Committee

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Beth-Ann Kutchma <bkutchma@email.unc.edu>
Sent: Wednesday, October 8, 2008 4:29 PM
To: smutima@email.unc.edu
Cc: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: some quick help with some African languags
Attach: Wolof-FINAL LANGUAGES 2009 Calendar.pdf; SWAHILI-FINAL LANGUAGES 2009 Calendar.pdf; Lingala-FINAL LANGUAGES 2009 Calendar.pdf

---

Professors Mutima and Nyang'oro,

Each year, the Center for Global Initiatives produces a calendar of international photography... This year, I am adding some new languages to the mix.

I have attached the days of the week and a month in Wolof, Swahili and Lingala.

Are you willing to take a moment to confirm that the spelling and context is correct?

Also, do you know anyone on campus that could verify Afrikaans and Zulu?

Asante sana!

~Beth-Ann
--

***

Beth-Ann Kutchma

Center for Global Initiatives & Carolina for Kibera

The FedEx Global Education Center

The University of North Carolina at Chapel Hill

Campus Box #5145

Chapel Hill, North Carolina 27599-5145

Phone: 919-843-6842

Fax: 919-962-5375

Join us on Facebook!
<http://www.facebook.com/pages/Chapel-Hill-NC/UNC-Center-for-Global-Initiatives/17868357275>

bkutchma@email.unc.edu <mailto:%20bkutchma@email.unc.edu>

http://gi.unc.edu <http://gi.unc.edu/>

http://cfk.unc.edu <http://cfk.unc.edu/>

November

Digi

WOLOF

Unlike most African languages, Wolof has influenced Western languages. *Banana*, for example is a Wolof word.

Monday	Alteneh
Tuesday	Talarta
Wednesday	Arlahrba
Thursday	Alheames
Friday	Arjuma
Saturday	Gaaw
Sunday	Dibéér

April

Aprili

SWAHILI

Swahili is spoken natively by various groups traditionally inhabiting about 1,500 miles of the East African coastline. Swahili is the only language of African origin among the official languages in the African Union.

Days

Monday	Jumatatu
Tuesday	Jumanne
Wednesday	Jumatano
Thursday	Alhamisi
Friday	Ijumaa
Saturday	Jumamosi
Sunday	Jumapili

August
sánzá ya mwambi

LINGALA

Lingala, originally a regional trade language along the Congo River, borrows many words from French, as well as some Portuguese, English and Dutch. Courses in Lingala were recently made available to UNC-Chapel Hill students as part of a Title VI National Resource Center grant implemented by the Center for Global Initiatives.

Days

Monday	mosala moko
Tuesday	misala mibale
Wednesday	misala misatu
Thursday	misala minei
Friday	misala mitano
Saturday	poso
Sunday	*r* Eyenga

From: Kia Lilly Caldwell <klcaldwe@email.unc.edu>
Sent: Monday, October 13, 2008 9:33 AM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] Tonight - TV Program on Race, the 2008 Elections, and Lynching

---

A television program with Ted Koppel titled, "The Last Lynching" will air on the Discovery Channel tonight (10/13) at 10 pm ET. The program includes interviews with African American delegates to this year's DNC Convention and examines the last recorded lynching of an African American man in 1981.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: BullsHead@store.unc.edu
Sent: Monday, October 13, 2008 10:52 AM
To: Bulls Head mailing list <bullymail@listserv.unc.edu>
Subject: Clyde!

Clyde Edgerton.

Thursday, Oct. 16th

5:00 pm Reception, Lobby, Wilson Library

5:45 pm Program, Pleasants Family Assembly Room

That's right folks, Clyde will be here Thursday to hang out, sign and talk from his latest book The Bible Salesman.

The Bull's Head and Friends of the Library are co-sponsoring his reading. Come early for a good seat, parking is available for free in most campus lots starting at 5pm.

For questions or further information, please contact Liza Terll (919) 962-4207 or liza_terll@unc.edu.

About the Book:
Vintage Clyde. Here, a sunglasses-pilfering, chainsaw-lifting criminal picks up an innocent Bible salesman and lures him into a life of crime.

--- You are currently subscribed to bullymail as: smutima@email.unc.edu. To unsubscribe send a blank email to leave-23201916-4005955.0e9ae51c1aebe739ce4dd2b3bc85321d@listserv.unc.edu

From: Department of Public Safety <dps_services@unc.edu>
Sent: Monday, October 13, 2008 2:45 PM
To: smutima@email.unc.edu
Subject: Department of Public Safety Services

The Department of Public Safety wants to enhance the efficiency and effectiveness of the services we provide. We are seeking your input to improve our service to the University community and would appreciate your filling out this questionnaire.

The questionnaire is located at: http://ir.unc.edu/publicsafety/publicsafety.htm

Please complete the questionnaire by: November 3, 2008

If you have any questions about the questionnaire or problems with the website, please respond to this email and our staff will be glad to assist you.

Thank you for your time and input.

Department of Public Safety
University of North Carolina at Chapel Hill

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, October 13, 2008 3:04 PM
To: Mutima@email.unc.edu; Smutima A <smutima@email.unc.edu>
Subject: [ackland-e-news] Yoga in the Galleries

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-23204362-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Subscribe

YOGA IN THE GALLERIES

Tuesday, October 14
12 - 1 PM

Namaste. Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland! Yoga mats and museum cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended.

Sessions led by Joanne Marshall. Beginners are welcome.

Registration recommended. Free to members, $5 non-members.

UPCOMING EVENTS

Music in the Galleries
with Brian and Mary Lewis
Sunday, October 19
2:00 - 4:00 PM
Performing Circa 1958
An Evening of Jazz
at Gerrard Hall
Tuesday, October 21
7:00 - 8:30 PM

CURRENT EXHIBITIONS

Circa 1958:
Breaking Ground in American Art
On display through January 4, 2009
The Fifties and the Anti-Fifties in Robert Franks' *The Americans*
On display through January 4, 2009
Feminine and Masculine in Ovid's Poetry and Early Modern Art
On display through February 1, 2009

Please visit our calendar for a full listing of special programming and events

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Images: Indian, Central, 11th to 12th century: *Ganesha* (detail); sandstone sculpture. Gift of Clara T. and Gilbert J. Yager in honor of Dr. Charles Morrow and his wife, Mary Morrow, for their many contributions to the University and to the Ackland Art Museum during his term as Provost.

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

The University of North Carolina at Chapel Hill

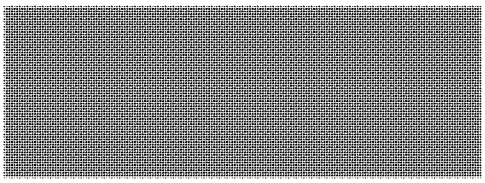

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, October 13, 2008 9:04 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Options for your children during teacher workdays

---

If you have a child (or several!) in the Chapel Hill-Carrboro City Schools system, you'll want to know about Morehead Planetarium and Science Center's new One-Day Camps.

This is especially convenient for UNC employees. Your child can enjoy the same kinds of experiences offered in Morehead's premiere summer camp program with the new One-Day Camps, offered during the school year on scheduled teacher workdays for Chapel Hill-Carrboro City Schools.

One-Day Camps are designed to engage K-5 students actively in interesting, high-quality science experiences, with different activities each day. Children are carefully supervised by experienced science educators.

For enrollment information, please call 962-1236. Scheduled teacher workdays, sample schedules, daily themes and more specific information are available on Morehead's Web site:
<

http://www.moreheadplanetarium.org/index.cfm?fuseaction=page&filename=day_camp.html>.

This email is sponsored by: Morehead Planetarium and Science Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, October 13, 2008 9:29 PM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: Administrative Review of Mr. Norm Loewenthal

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TO: UNC-Chapel Hill Faculty, Staff and Students

FROM: Carol Tresolini, Associate Provost for Academic Initiatives

October 13, 2008

RE: Administrative Review of Mr. Norm Loewenthal
Director, William & Ida Friday Center for Continuing Education

On behalf of the committee appointed to review the performance of Mr. Norm Loewenthal Director, William & Ida Friday Center for Continuing Education, I am pleased to invite your participation in the review process.

The committee is being chaired by Professor Tom Thornburg, Senior Associate Dean and Professor of Public Law and Government. Other members include: Lynn Blanchard, Annette Madden, Carolyn Cannon, Anne Hastings, Richard Blackburn and Jesse White.

As required by University regulations, the Provost has requested a review of Mr. Loewenthal performance as Director of William & Ida Friday Center for Continuing Education over the last five years. Areas for review include vision, long-range planning, day-to-day management of the Center, and leadership in actualizing the ideals and goals of the Center. The committee invites your comments on these and related issues. It is important for the committee to learn how Mr. Loewenthal's performance as Director is viewed by students, staff, and faculty at UNC-Chapel Hill.

We encourage you to contribute to this review in the following different ways:

1. The committee has scheduled two open sessions to receive comments. These times are:

October 28 - 3:00 - 5:00 -2600 Knapp-Sanders Bldg, School of Government
October 29 - 10:00 - 12:00 - 222 Finley Golf Course Road

If you wish to meet with the committee, please contact Debbie Stevenson in the Office of the Executive Vice Chancellor and Provost (debbie_stevenson@unc.edu or 962-7882), and she will schedule a specific time (usually about 10-15 minutes) within that time period. Note that while all comments during these sessions will be kept strictly confidential, a master list of attendees will be kept as part of Mr. Loewenthal's personnel file. Request must be made no later than October 24, 2008.

2. You may provide written comments to the chair or other committee members. The review committee will treat your comments as strictly confidential. By law, all written communication - whether on paper or by email - becomes a confidential part of Mr. Loewenthal's personnel file. As such, comments are open to examination by him. University regulations prohibit considerations of anonymous letters in the review process. All written comments should be sent to: Professor Tom

Thornburg c/o Debbie Stevenson, 104 South Building, CB # 3000, or by emailing debbie_stevenson@unc.edu

3. You may telephone or meet privately in person with committee members. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Mr. Loewenthal's personnel file but may be reflected in the committee's report without identifiers.

The deadline for submitting comments regarding Mr. Loewenthal's performance to the committee is November 7. 2008 Thank you very much for your help in this important task.

Tom Thornburg, Chair
Senior Associate Dean and Professor of Public Law and Government.
2117 Knapp-Sanders Bldg, CB# 3330
Carolina Campus
919-966-4377
thornburg@sog.unc.edu

Lynn Blanchard
Director, Carolina Center for Public Service
205 Wilson St., CB# 3142
Carolina Campus
919- 843 - 7570
blanchard@unc.edu

Annette Madden
Associate Director for Professional Development & Enrichment
2006c Friday Center, CB# 1020
Carolina Campus
919-962-1123
madden@email.unc.edu

Carolyn Cannon
Associate Dean of Academic Advising
1011 Steele Building, CB# 3110
Carolina Campus
919-966-5116
ccannon@email.unc.edu

Anne Hastings
Senior Lecturer, Dept. of Sociology
164 Hamilton Hall, CB# 3210
Carolina Campus
919-962-2640
ahasting@email.unc.edu

Richard Blackburn
Associate Professor, Kenan-Flagler Business School
McColl Building, CB# 3490
Carolina Campus
919-962-3162
dick_blackburn@unc.edu

Jesse White
Director, Office of Economic & Business Development
1700 MLK Blvd, Rm 148; CB# 7409
Carolina Campus
919-843-5454
jwhite@unc.edu

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From: bounce-23212510-2434606@listserv.unc.edu on behalf of Publisher, American Diplomacy <publisher@americandiplomacy.org>
Sent: Tuesday, October 14, 2008 1:50 PM
To: smutima@email.unc.edu
Subject: New Posting to "American Diplomacy"

Dear Subscriber,

My thanks to former publisher Bart Moon for keeping you informed of our new postings while I was away for several weeks.

Please check out our website (http://www.unc.edu/depts/diplomat/) for this morning's new postings. We have two "Commentary & Analysis" articles. The first, "Social Networking Services: The New Influence Frontier," looks at Facebook and similar service as ways of influencing world public opinion. The second, "From Progressive to Liberal Internationalism," tracks the development of liberalism in U.S. foreign policy in the decades following the Progressive Era.

Under "Announcements" we highlight an important report by the American Academy of Diplomacy which "provide[s]…a blueprint for fixing the human capital crisis that has hobbled United States diplomacy worldwide, crippled its response to crises, and inappropriately thrown additional foreign policy burdens on the military in recent years."

We post a comment by a reader who strongly criticizes our January commentary "Torturing Ourselves Over Torture."

A new Internet Article Review links to a recent article in "Foreign Affairs" by the Carnegie Endowment's Robert Kagan entitled "The September 12 Paradigm: America, the World, and George W. Bush" in which the author suggests the next president can build on the administration's policies.

In "The Spoken Word" we offer a link to the video of a late September speech at the Heritage Foundation by the Minister of Defense of Afghanistan, Gen. Abdul Rahim Wardak, in which he discusses the ongoing conflict in his country.

Finally, we have two new reviews on our "Book Shelf." The first reviews "States Without Citizens: Understanding the Islamic Crisis" by Middle East Scholar Dr. John Jandora. The second introduces "Security First: For a Muscular, Moral Foreign Policy" by Amitai Etzioni who foresees the formation of a world grouping of some ten "core" nations in addition to the United States with a vital, key role in stopping nuclear arms proliferation..

We hope you enjoy these new items, and, as always, we welcome your comments and contributions.

Regards,

Michael Cotter, Publisher, American Diplomacy

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, October 14, 2008 4:05 PM
To: Mutima@email.unc.edu; Smutima A <smutima@email.unc.edu>
Subject: [ackland-e-news] Lunch with One

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-23214064-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Subscribe

LUNCH WITH ONE

Wednesday, October 15
1 - 2 PM

Bring lunch and enjoy an hour of inspiration and information at the Ackland tomorrow as Professor James Ketch, Director of Jazz Studies, presents *Jazz Takes a Leap: The Breakthrough Year of 1958*. This special program will investigate the development of jazz in the late 1950s, focusing on Miles Davis' *Kind of Blue*, John Coltrane's *Giant Steps*, and the emergence of Ornette Coleman. This event is presented in conjunction with the Ackland's special exhibition *Circa 1958: Breaking Ground in American Art*, now on display.

And start planning now for An Evening of Jazz with Professor Ketch and Assistant Professor of Jazz Studies Stephen Anderson at Gerrard Hall next Tuesday, October 21, 7:00 - 8:30 PM!

Lunch with One is free to members, $5 non-members. Registration recommended - to register call 919.843.3687.

UPCOMING EVENTS

Music in the Galleries
with Brian and Mary Lewis
Sunday, October 19
2:00 - 4:00 PM
Performing Circa 1958
An Evening of Jazz
at Gerrard Hall
Tuesday, October 21
7:00 - 8:30 PM

CURRENT EXHIBITIONS

Circa 1958:
Breaking Ground in American Art
On display through January 4, 2009
The Fifties and the Anti-Fifties in Robert Franks' *The Americans*
On display through January 4, 2009
Feminine and Masculine in Ovid's Poetry and Early Modern Art
On display through February 1, 2009

Please visit our calendar for a full listing of special programming and events

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Photo courtesy of James Ketch.

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

From: nobody@notify.unc.edu on behalf of nurture@unc.edu
Sent: Tuesday, October 14, 2008 8:42 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Breaking the Cycle of Risk: Intervention for Mothers with Eating Disorders

---

Breaking the Cycle of Risk: Intervention for Mothers with Eating Disorders

The University of North Carolina's Eating Disorders Program is developing a research study for mothers with a history of disordered eating. The intervention will focus on developing effective parenting styles and creating a healthy home environment around food and body image. We are seeking mothers to assist us with the treatment development by participating in focus groups. Participants will read the treatment manual, hear a presentation about the intervention, and participate in a 1.5 hour focus group to discuss their views on the intervention. If you are female aged 18 years or older with a history of an eating disorder or disordered eating and have a child under the age of ten, you may be eligible. Please contact the Research Coordinator at (919) 966-3065 for more information.

Biomedical IRB Study # 08-0236
Approval Date: 10/08/2008
Approved By: Biomedical IRB

This email is sponsored by: Department of Psychiatry, Eating Disorders Program

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of babwah@email.unc.edu
Sent: Tuesday, October 14, 2008 9:24 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Now Recruiting Subjects for Addiction and Learning Study

---

The Boettiger Lab at UNC Chapel Hill is conducting a study to explore the role of learning in addiction. We are recruiting volunteers who are between the ages of 18 and 40 who either have no history of substance abuse or have a substance abuse history but are currently abstinent. Your participation would require you to come to our laboratory in Davie Hall on the University of North Carolina campus for two separate sessions and complete learning-related tasks on the computer for about 1 hour per session. For your participation, you will be compensated with $10/hour.

Other requirements:
o No history of seizure, head injury, loss of consciousness, or other known neurological problems
o No psychiatric diagnoses (aside from substance abuse/dependence)
o Not currently using any psychoactive drugs (including antidepressants)
o Normal color vision

If you meet these requirements and think you may be interested in participating please send an e-mail to @gmail.com and include the following information:
Learning Study
Name
E-mail address
Phone number
Best method & times to reach you

Thank you,
Lorelle Babwah
Dept. of Psychology

This study titled "Addiction and Neurobiology of Learning and Unlearning" has been approved by the UNC Behavioral Institutional Review Board (IRB) (study #08-0997; approved 7/2/08).

This email is sponsored by: UNC Psychology Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, October 15, 2008 8:20 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: The Daily Tar Heel Survey

Hey UNC students, faculty and administrators,

Want to help improve The Daily Tar Heel newspaper? Take our 10 minute survey at www.dailytarheel.com/survey and be entered to win $500 worth of prizes.

Prizes:
We are giving away 6 prizes to 6 randomly selected people who complete the survey.

1 winner will have the choice of 1 of the following prizes:
* iPod Touch
* $300 Airline Gift Card (American Airlines, JetBlue, Southwest Airlines only)
* $300 Amazon.com Gift Card
* $300 Southpoint Mall Gift Card

5 winners will have the choice of 1 of the following prizes:
* $40 Gas Card
* $40 Gift Card to Top of the Hill, 411 West, Carolina Brewery, Spanky's, or Mama Dip's
* $40 Gift Card to UNC Student Stores

Again, you can access the survey at www.dailytarheel.com/survey.

Thanks again,

This email is sponsored by: The Daily Tar Heel

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, October 15, 2008 9:00 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: A Genetic Study to Tailor Tamoxifen Breast Cancer Treatment

---

Are you a believer in personalized medicine? Have you wondered why some therapies work for one person and not for another?

At UNC, we have a research study that looks at this issue with tamoxifen, a medication used for the treatment and prevention of breast cancer. Tamoxifen is an excellent drug for personalized medicine, because there are already two FDA approved doses and we know a great deal about how it is metabolized. Your body has a gene that is responsible for converting tamoxifen to its active form. There are several different versions of this gene, some are very active, some are less so. Our research study consists of a blood draw that will allow us to determine which of these genes you have. If you have one of the less active versions of the gene, we will increase your tamoxifen dose to the higher FDA approved dose, and recheck the active metabolite levels after a few months to see if changing the dose of tamoxifen can overcome having a less active form of the gene.

If you are interested in learning more about this research study and personalized medicine, please contact Donna Rowe, RN, at 919-966-4432.

This study,08-0483, was approved by the UNC Biomedical IRB Office of Human Research Ethics on 9/17/08.

This email is sponsored by: UNC Lineberger

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, October 15, 2008 9:21 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Children with Reading and/or Attention Issues

---

Children with Reading and/or Attention Issues Needed for Research Study!

UNC-Chapel Hill's Center for Development and Learning (CDL) is studying an approved, on the market, medication for attention deficit/hyperactivity disorder (ADHD), in an investigational use, for children who have the symptoms of ADHD with dyslexia or dyslexia alone.

Your child may be eligible if:

* He or she has symptoms like overactivity, distractibility, inattention, difficulty reading, problems in school
* is 10-16 years old
* currently weighs between 25 and 70 kg (between 55 and 154 lbs.)

Children who qualify for and enroll in the study will receive study-related neuropsychological evaluations, study medication at no cost, and ongoing follow-up by a Pediatrician for the duration of the study.

For more information call Sheila Pendergrass at (919) 966-4646
Study # 07-1922 approved by biomedical IRB on 03/25/2008.

This email is sponsored by: UNC Center for Development and Learning

This email is sponsored by: Center for Development and Learning

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Thursday, October 16, 2008 11:15 AM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: University Resources Cannot Be Used To Support Political Campaign Activities

---

Dear Carolina Students, Faculty and Staff:

With Election Day approaching, this is a reminder that students, faculty and staff may not use University resources - e-mail accounts, computers, vehicles, equipment, supplies, funds, postage, photocopying, faxes, and the like - for political campaign activities.

University employees who want to engage in political campaign activities may do so when those campaign efforts will not interfere with their job responsibilities.

Everyone in our campus community has the right to freely express their views on any subject, including advocacy for or against candidates for public office. It's just that, in exercising this right, no University resources may be used.

I urge everyone to become informed and to vote. If you live in Orange County, consider registering (if you have not already) and voting early at the one-stop location at the Morehead Building on campus starting today, Oct. 16 through Nov. 1. (For details, see http://www.co.orange.nc.us/elect/onestop.asp.) You can find a complete list of one-stop voting locations by county at http://www.sboe.state.nc.us/content.aspx?id=17.

See you at the polls.

Holden Thorp

This email is sponsored by: Office of the Chancellor

From:	nobody@notify.unc.edu on behalf of noreply@unc.edu
Sent:	Thursday, October 16, 2008 8:20 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: CPR Classes

The American Red Cross Club has a few open spots left for the Adult CPR Classes we are teaching. Please contact us for more information!

This email is sponsored by: UNC American Red Cross Club

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of noreply@unc.edu
Sent:	Thursday, October 16, 2008 9:17 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Administrative Review of Ms Alice Ammerman

---

TO: UNC-Chapel Hill Faculty, Staff and Students

FROM: Associate Vice Chancellor for Research on behalf of the Review Committee for Alice Ammerman

October 16, 2008

RE: Administrative Review of Ms. Alice Ammerman
Director, Center for Health Promotion and Disease Prevention

On behalf of the committee appointed to review the performance of Ms. Alice Ammerman, Director, Center for Health Promotion and Disease Prevention,
I am pleased to invite your participation in the review process.

The committee is being chaired by Professor Kenneth Bollen, Director H.W. Odum Institute for Research in Social Science and Professor of Sociology.
Other members include: Amanda Briggs, Marci Campbell, Steve Cline, Albert Collier,
Jennifer Leeman, and Jesse White.

As required by University regulations, the Provost has requested a review of Ms. Ammerman's performance as Director of the Center for Health Promotion and Disease Prevention over the last five years. Areas for review include vision, long-range planning, day-to-day management of the Center, and leadership in actualizing the ideals and goals of the Center. The committee invites your comments on these and related issues. It is important for the committee to learn how Ms. Ammerman's performance as Director is viewed by students, staff, and faculty at UNC-Chapel Hill.

We encourage you to contribute to this review in the following different ways:

1. The committee has scheduled an open session to receive comments. The time and location is listed below:

Monday, November 3, 2008 (3:00PM-5:00PM)
Administrative Office Building, 104 Airport Drive, Suite 1500A.

If you wish to meet with the committee, please contact Jennifer Pruitt in the Office of the Associate Vice Chancellor for Research (jennifer_pruitt@unc.edu or 962-7757), and she will schedule a specific time (usually about 10-15 minutes) within that time period. Note that while all comments during these sessions will be kept strictly confidential, a master list of attendees will be kept as part of Ms. Ammerman's personnel file. Request must be made no later than October 28, 2008.

2. You may provide written comments to the chair or other committee members. The review committee will treat your comments as strictly confidential. By law, all written communication - whether on paper or by email - becomes a confidential part of Ms. Ammerman's personnel file. As such, comments are open to examination by her. University

regulations prohibit considerations of anonymous letters in the review process. All written comments should be sent to:

The Review Committee, Alice Ammerman Five-Year Review
Office of the Associate Vice Chancellor for Research
University of North Carolina at Chapel Hill
Campus Box #4100, 301 Bynum Hall
Chapel Hill, NC 27599-4100

or by emailing jennifer_pruitt@unc.edu.

2. You may telephone or meet privately in person with committee members. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Ms Ammerman's personnel file but may be reflected in the committee's report without identifiers.

The deadline for submitting comments regarding Ms. Ammerman's performance to the committee is Friday, November 28, 2008. Thank you very much for your help in this important task.

Kenneth (Ken) Bollen
Director, H.W. Odum Institute for Research in Social Science and
Professor of Sociology
220 Hamilton Hall, CB#3210
Carolina Campus
(919) 962-7501
bollen@unc.edu

Amanda C. Briggs
Deputy Director, UNC Center for Health Promotion and Disease Prevention
1700 Martin L. King Jr Blvd, CB#7426
Carolina Campus
(919) 966-6037
amanda_briggs@unc.edu

Marci Campbell
Professor of Nutrition, School of Public Health
1700 Martin L. King Jr Blvd, CB#7294
Carolina Campus
(919) 966-7230
campbel7@email.unc.edu

Steve Cline
Deputy Director, State Health Department
1931 Mail Service Center, Raleigh, NC 27699-1931
(919) 707-5025
steve.cline@ncmail.net

Albert Collier
Professor, Pediatrics
5135 Bioinformatics Bldg
Carolina Campus
(919) 966-2333
albert_collier@med.unc.edu

Jennifer Leeman
Research Associate Professor, Nursing
School of Nursing, CB#7460
(919) 966-3648
jleeman@email.unc.edu

Jesse L. White, Jr
Director, Office of Economic and Business Development
1700 Martin L. King, CB#7409

(919) 843-5454
jwhite@unc.edu

This email is sponsored by: Associate Vice Chancellor for Research

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, October 16, 2008 10:03 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Clinical and Translational Science Award (CTSA)

The North Carolina Translational and Clinical Sciences (TraCS) Institute was established with a grant from the National Institutes of Health, the Clinical and Translational Sciences Award (CTSA), to transform clinical and translational research here at UNC-Chapel Hill and across the State of North
Carolina.

This email is to update all of you on our planned activities on behalf of all faculty at UNC and all CTSA-affiliated institutions. Over the next few months, we will be visiting all schools with faculty in the sciences to explain this information and to answer questions. Eventually, we hope to visit our partner institutions as well.

Newly-organized efforts that the NC TRACS Institute will support include, but are not limited to -

NC TraCS Institute Pilot Projects
The NC TRACS Institute will award approximately $4.3 million dollars in pilot funding in the first year of the CTSA award. The pilot program includes five different awards with levels of funding ranging from $2,000 up to $100,000. Details will be distributed in late-October.

NC TraCS Institute Research Navigators
We are in process of recruiting up to three Faculty Research Navigators to
assist UNC and affiliated faculty. We are looking for faculty who have a strong background in translational and clinical research, have grant funding and are well-published, possess knowledge of technology transfer and/or have been involved in the community. The Research Navigators will either be an MD or a PhD. Faculty with 35-45% effort available are encouraged to apply. For interested applicants, the available positions are posted at: http://www.tracs.unc.edu/jobs.htm

NC TraCS Institute Services
Announcements are forthcoming as we open up services that support translational and clinical research. Services will include biomedical informatics, bionutrition, biostatistics, clinical data, cores, ethics, career development and grant assistance, and regulatory advice.

NC TraCS Institute Clinical Research Units
The General Clinical Research Center (GCRC) and the Carolina Center for Clinical Trials (CCCT) are merging and will be managed as one unit within the NC TraCS Institute. The new name is now the Clinical and Translational Research Center (CTRC). Each site will continue to operate in their current locations and be identified as; CTRC-Hospital (formerly the GCRC) and CTRC-Burnett Womack (formerly CCCT). The CTRC staff are working together to streamline operations across the two sites and expanding current services.

The North Carolina Center for Biomedical Innovation Translation (NC-CBIT)
NC TraCS Institute is proud to announce the formation of NC-CBIT. Housed in TraCS, NC-CBIT will: 1) help scientists at UNC and NCSU develop and commercialize their ideas; 2) educate faculty about the

commercialization of their intellectual property by working with the Carolina Entrepreneurial Initiative; and, 3) provide small grants to access outside business expertise for new faculty-initiated start-up ventures.

Translational Research Advisory Board (TRAB)
The NC TraCS Institute leaders will receive advice from individuals at UNC and our CTSA partners. TRAB members include faculty from Arts & Sciences, Schools of Public Health, Dentistry, Nursing, Pharmacy, Medicine, Information and Library Science, and representatives from partner academic institutions: North Carolina State University, North Carolina Central University, East Carolina University, North Carolina A& T State University, and UNC-Charlotte.

TraCS Address and Contact Information
In about a year, the Institute will move into permanent space on the second floor of the Brinkhous-Bullitt Building at the School of Medicine. Until then, administrative staff is housed in the basement of Wing D. CB# 7064. For general inquiries about the NC TraCS Institute, please contact the staff at 919-966-6022 or visit them at www.tracs.unc.edu

We welcome input from the entire research community, both here at Carolina and from our affiliated partners across the state. If you'd like to share your thoughts with me, please email or call me to make an appointment (etpisano@med.unc.edu or 919-966-6932). If you are interested in receiving NC TraCS announcements and news in the future, please email us at nctracs@unc.edu and we will be happy to add you to our communication list.

We look forward to working with many of you on this important project that aims to transform our research enterprise.

Etta Pisano, MD
Kenan Professor of Radiology and Biomedical Engineering

This email is sponsored by: Office of the Dean, School of Medicine

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From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Friday, October 17, 2008 4:49 PM
To: Mutima@email2.lib.unc.edu; Smutima A <smutima@email.unc.edu>
Subject: [ackland-e-news] Music in the Galleries, Performing Circa 1958

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-23236366-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Subscribe

MUSIC IN THE GALLERIES

Sunday, October 19
2:00 - 4:00 PM

Enjoy music in the Ackland galleries every third Sunday of the month. This Sunday, Brian and Mary Lewis, with Nancy Bierman, will perform vintage acoustic country music from circa 1958 in honor of the Ackland's 50th anniversary and the special exhibition *Circa 1958: Breaking Ground in American Art*. Free.

PERFORMING CIRCA 1958
AN EVENING OF JAZZ

Gerrard Hall
Tuesday, October 21
7:30 - 8:00 PM

Carolina comes together this fall to celebrate the Ackland's 50th anniversary and the exhibition *Circa 1958: Breaking Ground in American Art* with the special series *Performing Circa 1958*, held in the newly restored Gerrard Hall.

On October 21, *Performing Circa 1958* starts with *An Evening of Jazz*. Professor Jim Ketch, Director of Jazz Studies, and Assistant Professor of Jazz Studies and Composition Stephen Anderson join students in presenting "Jazz in Transition," an exploration of important jazz milestones from the late 1950s. Selections include music by Miles Davis, John Coltrane, Ornette Coleman, and Antonio Carlos Jobim. Reception to follow the performance in the Campus YMCA, adjacent to Gerrard Hall.

Seating limited. Free to members and UNC-Chapel Hill students, $15 non-members. Tickets may be purchased at the Ackland front desk or at Memorial Hall. For questions, call the Ackland at 919.843.3687

UPCOMING EVENTS

Performing Circa 1958
An Evening of Jazz
at Gerrard Hall
Tuesday, October 21
7:00 - 8:30 PM
Yoga in the Galleries
Monday, October 27
12:00 - 1:00 PM

CURRENT EXHIBITIONS

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On display through January 4, 2009
The Fifties and the Anti-Fifties in Robert Franks' *The Americans*
On display through January 4, 2009
Feminine and Masculine in Ovid's Poetry and Early Modern Art
On display through February 1, 2009

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Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

The University of North Carolina at Chapel Hill

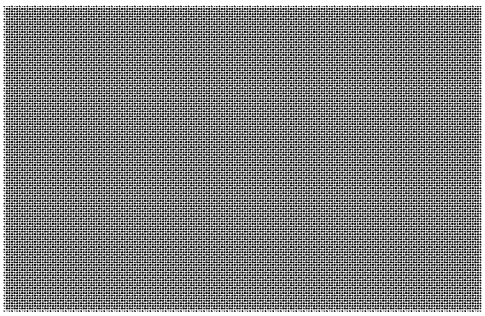

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, October 17, 2008 8:20 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Preventive Home Visits Study

Do you have a relative who is at least 75 years old? Does that relative plan to remain in their home for at least the next two years?

We are looking for volunteers who might be eligible for research being conducted by UNC and the Orange County Department on Aging and who reside in Orange, North Chatham, or West Durham County. The study is testing a program to help your relative remain at home longer with a higher quality of life. The research will take about 15 months.

The study will not cost your relative anything. There will be 2 intervention groups: (a) a group that has four visits from an occupational therapist over one year and 5 additional brief (30 minute) surveys at home, and (b) a group who receives phone calls and printed information (no visits) and 3 brief surveys at home. Group assignment will be random. All activities will take place at your convenience. For their time, participants who take part in the entire project will receive two $25 gift certificates to a local grocery store (regardless of which group they are in).

If you think your relative would be interested, please share this information with them. If they agree, please provide their name and phone number to the email or telephone number listed below so that investigators can contact them. Thank you!

A Federally-Funded Research Project
Principal Investigator: Malcolm Cutchin, PhD
Co-Investigators: Diane Catellier, PhD; Sue Coppola, MS; Mary Palmer; PhD; Judie Svihula, PhD; Vibeke Talley, Charlotte Royster, and Kendra Heatwole Shank
Project phone: 966-0498 Project email: jsvihula@schsr.unc.edu

Study Number 07-1208 approved by Public Health IRB August 3, 2007

This email is sponsored by: Allied Health

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From: Faye Lewis <flewis@email.unc.edu>
Sent: Monday, October 20, 2008 8:59 AM
To: umbrella-list-all-college-faculty <all-college-faculty@listserv.unc.edu>
Subject: [all-college-faculty] Reminder: Distinguished Professorship Awards and Reception

---

No response needed

EVENT: Distinguished Professorship Awards Ceremony and Reception
WHEN: Monday, October 20, 2008
TIME: 5:00 PM - 6:30 PM
WHERE: Hyde Hall

Recipients

Donald Baucom
The Richard L. Simpson Distinguished Professor of Psychology

Otto Zhou
The David R. Godschalk Distinguished Professor of Physics and Astronomy

Kerry S. Bloom
The Thad L. Beyle Distinguished Professor of Biology

Kathleen Harris
The James E. Haar Distinguished Professor of Sociology

Jonathan Hartlyn
The Kenneth J. Reckford Distinguished Professor of Political Science

Theda Perdue
The Atlanta Distinguished Professor in Southern Culture

Geoffrey Sayre-McCord
The Morehead Alumni Distinguished Professor in Philosophy

Kevin Jeffay
The Gillian T. Cell Distinguished Professor in Computer Science

Donald Reid
The Alan Feduccia Term Professor of Research and Undergraduate Education

elin o'Hara slavick
The Glen H. Elder, Jr. Term Professor of Research and Undergraduate Education

Abigail Panter
Bowman and Gordon Gray Term Professor

Randall Styers
Bowman and Gordon Gray Term Professor

Theodore Mouw
Bowman and Gordon Gray Term Professor

Marc Lange
Bowman & Gordon Gray Term Professor

David J. Baker
The Peter G. Philias Distinguished Professor in English

Daniel H. Wallace

The J. Ross MacDonald Distinguished Professor in English

Cynthia Radding
The Gussenhoven Distinguished Professor in Latin American Studies

John F. Wilkerson
The John R. and Louise S. Parker Distinguished Professor in Physics and Astronomy

MaryAnn P. Feldman
The S. K. Heninger Distinguished Professor in Public Policy

Bobbi Owen
The Michael R. McVaugh Distinguished Professor in Dramatic Art

Karen M. Gil
The Lee G. Pedersen Distinguished Professor in Psychology

Della Pollock
Bank of America

--

Faye Lewis
Executive Assistant to the Dean

UNC College of Arts and Sciences
CB 3100, 205 South Building
Chapel Hill, NC 27599-3100
phone: (919) 962-3082
fax: (919) 962-2408

--- You are currently subscribed to all-college-faculty as: smutima@email.unc.edu.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, October 20, 2008 11:11 AM
To: Mutima@email.unc.edu; Smutima A <smutima@email.unc.edu>
Subject: [ackland-e-news] An Evening of Jazz - Tomorrow at 7 PM!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-23250301-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Subscribe

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AN EVENING OF JAZZ

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12:00 - 1:00 PM

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These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: @email.unc.edu>

Sent: Monday, October 20, 2008 2:09 PM

To: tiani@email.unc.edu; tlaustell2006@unc.edu; sorrell@unc.edu; mdef@unc.edu; ashby@email.unc.edu; Steve_Allred@unc.edu; James_Moeser@unc.edu; yariel@email.unc.edu; dale_whittington@unc.edu; barry_saunders@med.unc.edu; barry_saunders@med.unc.edu; gunks@isis.unc.edu; bardsley@email.unc.edu; khewison@email.unc.edu; hgold@email.unc.edu; jonathan_lees@unc.edu; jj@unc.edu; nlt@unc.edu; ewbrooks@email.unc.edu; jtg@email.unc.edu; kbynum@email.unc.edu; pizzo@email.unc.edu; brodey@email.unc.edu; lgomez@email.unc.edu; maisch@unc.edu; canajime@email.unc.edu; pitz@unc.edu; zalot@email.unc.edu; schwartz@email.unc.edu; pitz@unc.edu; ccia@bio.unc.edu; sayre-mccord@unc.edu; jen321@email.unc.edu; smutima@email.unc.edu; tjm1@email.unc.edu; william_snider@med.unc.edu; tom_ricketts@unc.edu; kerry_bloom@unc.edu; tsalmon@email.unc.edu; rcantwel@email.unc.edu; lensing@email.unc.edu; peifer@unc.edu; armitage@email.unc.edu; duval@email.unc.edu; wbarney@email.unc.edu; bwhalen@email.unc.edu; gordon_fitz-simons@unc.edu; barry@email.unc.edu; filene@email.unc.edu; pukkila@unc.edu; jtg@email.unc.edu; jwgraham@email.unc.edu; crescenzi@unc.edu; conover@email.unc.edu; kmcguire@email.unc.edu; leek@email.unc.edu; jarnold@email.unc.edu; eajordan@email.unc.edu; richard_whisnant@unc.edu; lagoldbe@email.unc.edu; mcgreen@email.unc.edu; Sullivan@ibiblio.org; CWWOOTEN@email.unc.edu; danrod@email.unc.edu; alan_jones@unc.edu; hoyman@email.unc.edu; RALLEN@email.unc.edu; lefebvre@unc.edu; rabinowitz@unc.edu; jadamson@email.unc.edu; asreynol@email.unc.edu; sreice@bio.unc.edu; cburch@email.unc.edu; JSKASSON@email.unc.edu; kogillil@med.unc.edu; acoble@email.unc.edu; mlaffert@email.unc.edu; deanpettit@earthlink.net; dchaggis@email.unc.edu; jdesaix@email.unc.edu; uthomp@email.unc.edu; cornell@email.unc.edu; tax@unc.edu; btaylor@email.unc.edu; pberke@email.unc.edu; KSIMMONS@email.unc.edu; dmoreau@email.unc.edu; parke@email.unc.edu; sergiop@email.unc.edu; turchi@email.unc.edu; kevin_almond@unc.edu; rstyers@unc.edu; pkaufman@email.unc.edu; paul@email.unc.edu; kink@email.unc.edu; magness@email.unc.edu; cdcreeve@email.unc.edu; mjablons@email.unc.edu; CERNST@email.unc.edu; donna_gilleskie@unc.edu; rbyrns@email.unc.edu; swlt@email.unc.edu

Subject: Semi-Annual Chi Psi Faculty Cocktail

Dear Faculty Members,

The brothers of Alpha Sigma of Chi Psi would like to invite you to our semi-annual faculty reception. We put on this event to show our appreciation for your selfless service to our university, and we hope to get to know each of you in a more personal way. The event will be held at the Chi Psi Lodge, located at 321 West Cameron Avenue, and will take place at five o'clock on the evening of April 9th. Attire will be semi-formal, and dates and spouses are welcome. Please RSVP by email to @email.unc.edu or by phone to . We hope that you all will be able to attend.

Sincerely,

Alpha Sigma of Chi Psi

From:

Sent:

To: tiani@email.unc.edu; tlaustell2006@unc.edu; sorrell@unc.edu; mdef@unc.edu; ashby@email.unc.edu; Steve_Allred@unc.edu; James_Moeser@unc.edu; yariel@email.unc.edu; dale_whittington@unc.edu; barry_saunders@med.unc.edu; barry_saunders@med.unc.edu; gunks@isis.unc.edu; bardsley@email.unc.edu; khewison@email.unc.edu; hgold@email.unc.edu; jonathan_lees@unc.edu; jj@unc.edu; nlt@unc.edu; ewbrooks@email.unc.edu; jtg@email.unc.edu; kbynum@email.unc.edu; pizzo@email.unc.edu; brodey@email.unc.edu; lgomez@email.unc.edu; maisch@unc.edu; canajime@email.unc.edu; pitz@unc.edu; zalot@email.unc.edu; schwartz@email.unc.edu; pitz@unc.edu; ccia@bio.unc.edu; sayre-mccord@unc.edu; jen321@email.unc.edu; smutima@email.unc.edu; tjm1@email.unc.edu; william_snider@med.unc.edu; tom_ricketts@unc.edu; kerry_bloom@unc.edu; tsalmon@email.unc.edu; rcantwel@email.unc.edu; lensing@email.unc.edu; peifer@unc.edu; armitage@email.unc.edu; duval@email.unc.edu; wbarney@email.unc.edu; bwhalen@email.unc.edu; gordon_fitz-simons@unc.edu; barry@email.unc.edu; filene@email.unc.edu; pukkila@unc.edu; jtg@email.unc.edu; jwgraham@email.unc.edu; crescenzi@unc.edu; conover@email.unc.edu; kmcguire@email.unc.edu; leek@email.unc.edu; jarnold@email.unc.edu; eajordan@email.unc.edu; richard_whisnant@unc.edu; lagoldbe@email.unc.edu; mcgreen@email.unc.edu; Sullivan@ibiblio.org; CWWOOTEN@email.unc.edu; danrod@email.unc.edu; alan_jones@unc.edu; hoyman@email.unc.edu; RALLEN@email.unc.edu; lefebvre@unc.edu; rabinowitz@unc.edu; jadamson@email.unc.edu; asreynol@email.unc.edu; sreice@bio.unc.edu; cburch@email.unc.edu; JSKASSON@email.unc.edu; kogillil@med.unc.edu; acoble@email.unc.edu; mlaffert@email.unc.edu; deanpettit@earthlink.net; dchaggis@email.unc.edu; jdesaix@email.unc.edu; uthomp@email.unc.edu; cornell@email.unc.edu; tax@unc.edu; btaylor@email.unc.edu; pberke@email.unc.edu; KSIMMONS@email.unc.edu; dmoreau@email.unc.edu; parke@email.unc.edu; sergiop@email.unc.edu; turchi@email.unc.edu; kevin_almond@unc.edu; rstyers@unc.edu; pkaufman@email.unc.edu; paul@email.unc.edu; kink@email.unc.edu; magness@email.unc.edu; cdcreeve@email.unc.edu; mjablons@email.unc.edu; CERNST@email.unc.edu; donna_gilleskie@unc.edu; rbyrns@email.unc.edu; swlt@email.unc.edu

Subject: Correction

My apologies, this year Faculty Cocktail will be held on October 29.
Best,

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, October 20, 2008 8:21 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Headache Study

The UNC Headache Clinic is seeking individuals who suffer from occasional migraines to participate in a research study, described below. You will be compensated $50 to thank you for your participation. This study involves two visits to the UNC Headache Clinic. The first visit lasts about 90 minutes; the second visit takes 15 minutes or less. You will be asked to complete a one-page checklist diary for at least 30 days. The diary takes about one minute to complete and asks questions about headache pain and associated symptoms. This checklist is completed daily--whether or not you have a headache--until you have recorded six qualifying headaches. The study does not require changes in your usual headache care.

If interested, please contact Tami or Cameron atheadachestudy@listserv.unc.edu for more information. You may also contact us at (919.843.7641)

This study is approved by the Biomedical IRB. It was approved on 10/5/2007 and is assigned the number 07-1124.

This email is sponsored by: Neurology Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of twaldrop@unc.edu
Sent: Monday, October 20, 2008 8:49 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: The Tim Quigg "Can Do" Award

Reminder: Nominations for the Tim Quigg "Can Do" award are due Friday, October 24.

The Office of the Vice Chancellor for Research and Economic Development is calling for nominations for the first annual Tim Quigg "Can Do" Award. The award will recognize a University central support office employee who exemplifies the "can do" attitude by continually making meritorious efforts to provide service to professors and staff. The award honors those who streamline procedures, reduce lead times, remove outdated requirements and other obstacles to getting things done. The recipient will receive a $500 cash award and be honored at a luncheon.

To be eligible for nomination the individual must be a permanent University employee (SPA or EPA Non Faculty). Nominations are restricted to employees of central offices. Department, center/institute and school/ college employees are not eligible for this award. Any member of the University community is invited to submit an application.

The Tim Quigg "Can Do" Award was established with funding from an anonymous donor. The donor has created this award to honor Tim Quigg, associate chair of computer science, who has established an exemplary record of service on campus. His philosophy of working with other campus units has created an atmosphere that fosters interdepartmental collaboration, teamwork, and a sense of achieving one's goals. He is a recipient of many awards including the Research Administrator of the Year Award from the Office of the Vice Chancellor of Research and Economic Development and the Chancellor's Award.

Some factors you may want to consider in preparing your nomination justification for outstanding accomplishments include:

* Provides excellent customer service.
* Takes charge of problem solving.
* Guarantees timely review and processing.
* Promotes collaboration between departmental and central administration.
* Streamlines programs and procedures
* Creative and resourceful handling of challenges.

The nomination form can be found at http://research.unc.edu/red/quigg_can_do_nomination.doc. Nominations must be received by Friday, October 24, 2008. Please submit nominations electronically to: Quigg_Can_Do_Award@unc.edu .

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, October 20, 2008 9:44 PM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: Correction to Formal Notice for Administrative Review of Dr. Alice Ammerman

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PLEASE NOTE: CORRECTIONS TO THE FORMAL NOTICE SENT ON FRIDAY, OCTOBER 16, 2008

CORRECTIONS: The administrative review is for Dr. Alice Ammerman, Director, Center for Health Promotion and Disease Prevention (HPDP), and Professor of Nutrition, Schools of Public Health and Medicine.

TO: UNC-Chapel Hill Faculty, Staff and Students

FROM: Associate Vice Chancellor for Research on behalf of the Review Committee for Alice Ammerman

October 20, 2008

RE: Administrative Review of Dr. Alice Ammerman, Director, Center for Health Promotion and Disease Prevention (HPDP), also Professor of Nutrition, Schools of Public Health and Medicine.

On behalf of the committee appointed to review the performance of Dr. Alice Ammerman, Director, Center for Health Promotion and Disease Prevention, I am pleased to invite your participation in the review process.

The committee is being chaired by Professor Kenneth Bollen, Director H.W. Odum Institute for Research in Social Science and Professor of Sociology. Other members include: Amanda Briggs, Marci Campbell, Steve Cline, Albert Collier, Jennifer Leeman, and Jesse White.

As required by University regulations, the Provost has requested a review of Dr. Ammerman's performance as Director of the Center for Health Promotion and Disease Prevention over the last five years. Areas for review include vision, long-range planning, day-to-day management of the Center, and leadership in actualizing the ideals and goals of the Center. For more information about the Center see: http://www.hpdp.unc.edu/. The committee invites your comments on these and related issues. It is important for the committee to learn how Dr. Ammerman's performance as Director is viewed by students, staff, and faculty at UNC-Chapel Hill. Suggestions regarding improving the overall functioning of HPDP are also welcome.

We encourage you to contribute to this review in the following different ways:

1. The committee has scheduled an open session to receive comments. The time and location is listed below:

Monday, November 3, 2008 (3:00PM-5:00PM)
Administrative Office Building, 104 Airport Drive, Suite 1500A.

If you wish to meet with the committee on this date, please contact Jennifer Pruitt in the Office of the Associate Vice Chancellor for Research (jennifer_pruitt@unc.edu or 962-7757)with a suggested time from 3:00-5:00PM (usually about 10-15 minutes). She will confirm the suggested time is available. Note that while all comments during these

sessions will be kept strictly confidential, a master list of attendees will be kept as part of Dr. Ammerman's personnel file. Request must be made no later than October 28, 2008.
2. You may provide written comments to the chair or other committee members. The review committee will treat your comments as strictly confidential. By law, all written communication - whether on paper or by email - becomes a confidential part of Dr. Ammerman's personnel file. As such, comments are open to examination by her. University regulations prohibit considerations of anonymous letters in the review process. All written comments should be sent to:

The Review Committee, Alice Ammerman Five-Year Review
Office of the Associate Vice Chancellor for Research
University of North Carolina at Chapel Hill
Campus Box #4100, 301 Bynum Hall
Chapel Hill, NC 27599-4100

3. You may telephone or meet privately in person with committee members. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Dr. Ammerman's personnel file but may be reflected in the committee's report without identifiers.

The deadline for submitting comments regarding Dr. Ammerman's performance to the committee is Friday, November 28, 2008. Thank you very much for your help in this important task.

Kenneth (Ken) Bollen
Director, H.W. Odum Institute for Research in Social Science and
Professor of Sociology
220 Hamilton Hall, CB#3210
Carolina Campus
(919) 962-7501
bollen@unc.edu

Amanda C. Briggs
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Marci Campbell
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Jennifer Leeman
Research Associate Professor, Nursing
School of Nursing, CB#7460

(919) 966-3648
jleeman@email.unc.edu

Jesse L. White, Jr
Director, Office of Economic and Business Development
1700 Martin L. King, CB#7409
(919) 843-5454
jwhite@unc.edu

This email is sponsored by: Associate Vice Chancellor for Research

From:	nobody@notify.unc.edu on behalf of twaldrop@unc.edu
Sent:	Monday, October 20, 2008 10:31 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: W. Scott Blackwood Excellence in Research Administration Award

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Reminder: Nominations for the Excellence in Research Administration award are due Friday, October 24.

The Office of the Vice Chancellor for Research and Economic Development is calling for nominations for the fourth annual W. Scott Blackwood Excellence in Research Administration Award. This award will recognize a University employee for meritorious and distinguished accomplishments in research administration at the University of North Carolina at Chapel Hill. A $500 cash award will be presented to the selected research administrator. The nomination form can be found at http://research.unc.edu/red/excellence_research_admin.doc

To be eligible for nomination the individual must be a permanent University employee (SPA, EPA Non Faculty or Non-Tenure Track Faculty). Some of the factors you may want to consider in preparing your nomination justification for outstanding accomplishments include:

* Exemplifies the research mission of the department, school, and university
* Promotes training and continuing education in research
* Provides excellent customer service to the research community
* Champions protection and preservation of the institution
* Advocates the creation and dissemination of new knowledge
* Engages in service to the profession
* Advances team building and participation within the department, school, and university
* Enhances infrastructure in support of research
* Collects and disseminates funding opportunities
* Facilitates proposal development and submission
* Guarantees timely proposal review and clearance
* Facilitates collaborative project development
* Directs project implementation and financial management
* Safeguards the protection of human and animal subjects
* Promotes collaboration between departmental and central administration
* Ensures project integrity and compliance
* Streamlines programs and procedures for proposal submission
* Designs and implements programs and procedures that support the research effort of the department, school, and university

Nominations must be received by Friday, October 24. 2008. Please submit nominations electronically to: research_excellence@unc.edu .

Mark Kramer (Lineberger Comprehensive Cancer Center) received the 2007 Excellence in Research Administration Award. The 2007 finalists also recognized for their accomplishments in research administration were: Liz Crowley (Office of Animal Care and Use), Mary Beth Lister (General Clinical Research Center), Evie McKee (Biostatistics) and John O'Daly (Biomedical Engineering).

This email is sponsored by: Office of the Vice Chancellor for Research

and Economic Development

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From:	nobody@notify.unc.edu on behalf of margsala@email.unc.edu
Sent:	Monday, October 20, 2008 10:54 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Carolina Challenge

The Carolina Challenge will be having its second interest and networking session soon. The Challenge is an annual business and social venture competition.
This innovative contest allows those with great ideas or an entrepreneurial drive to battle it out for a chance to win a piece of at least $50,000 in prize money. Competitors do not need to be business school students.

Check out our website at www.carolinachallenge.org to learn more about this amazing opportunity and to find out about our upcoming interest session.

Are you up for the Challenge?

This email is sponsored by: Carolina Challenge

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of prcboxoffice@unc.edu
Sent:	Monday, October 20, 2008 11:46 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: PlayMakers Offers Special UNC Discount

---

PlayMakers Repertory Company is offering a special discount for UNC Faculty, Staff and Students for their upcoming production of BLUE DOOR, a play with original songs by Tanya Barfield. Use the link below to learn more.

http://www.playmakersrep.org/performances/facstaff.aspx

This email is sponsored by: PlayMakers Repertory Company

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent:	Tuesday, October 21, 2008 12:45 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Annual Benefits Enrollment Continues Through Nov. 3

FROM: Brian Usischon, Senior Director, Benefits and Employee Services

The annual enrollment period for NCFlex and University-provided benefits started on Sept. 29 and continues through Nov. 3.

At this time you should have received your enrollment packet at your campus address. If you have not received a packet, please visit the University's enrollment website, where the printed materials and a variety of other resources and links are available. The website is located at:

http://hr.unc.edu/Data/benefits/enroll

The Office of Human Resources computer lab will be available on the following dates and times if you need computer access or assistance from a Benefits representative:

October 27 - 8 a.m. - 5 p.m.
October 28 - 2 p.m. - 5 p.m.
October 30 - 2 p.m. - 5 p.m.
October 31 - 8 a.m. - 5 p.m.
November 3 - 8 a.m. - 5 p.m.

For assistance at these times, come to the main reception desk in the Office of Human Resources, on the first floor of the Administrative Office Building.

This email is sponsored by: Office of Human Resources

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, October 21, 2008 8:20 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Call for Proposals from Faculty in the Humanities and Social Sciences

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AWARD ANNOUNCEMENT
The C. Felix Harvey Award to Advance Institutional Priorities 2008:
Applied Innovation in the Humanities and Social Sciences

Purpose
The C. Felix Harvey Award to Advance Institutional Priorities seeks to annually recognize exemplary faculty scholarship that reflects one of the Chancellor's top priorities.

2008 Focus
For 2008, the focus is on engagement and outreach. One award of $75,000 will be given to the faculty member whose project proposal reflects, "Applied Innovation in the Humanities and Social Sciences" through the creative and aggressive application of faculty scholarship to serve constituencies outside the University.

Eligibility
The University of North Carolina at Chapel Hill full or part-time faculty in humanities and social sciences.

2008 Award Criteria
Proposed projects in the 2008 award cycle - with a focus on engagement and outreach - will be judged primarily on four factors that reflect the Applied Innovation of scholarly expertise: creativity, collaboration (within and outside the University), applicability to real world challenges, and sustainability and/or degree of adoption.

To provide equal consideration across the many eligible disciplines, projects should focus on at least one of the following themes (examples provided):

Technology

Example: Professor Gary Bishop and his students in the Department of Computer Sciences develop and deploy technology-assisted learning tools for disabled students.

Economic Development

Example: Faculty at the Kenan-Flagler Business School direct the STAR (Student Teams Achieving Results) Program. STAR students team up in groups of four to six and use their collective business know-how to help North Carolina companies analyze their position, identify new business opportunities and outline strategies and implementation plans for success in an increasingly global market.

Arts and Culture

Example: In 2001, Journalism Professor Jock Lauterer launched The Carolina Community Media Project, dedicated to the proposition that strong community media help strengthen communities, and that communities -- be they rural or suburban -- with a vital civic life and a sense of place are key to high livability in a free democratic society.

Improvement of K-12 Public Education

Example: Kenan Professor Robert Phay launched World View in 1998 to increase the global awareness of the state's K-12 educators through seminars and international travel and to help them integrate a global component into all coursework, reinforce English-as-a-Second-Language (ESL) programs and promote foreign language training.

Application Requirement
Please submit the attached one-page award application, a brief project narrative (maximum of 3 pages) containing the components outlined in the application guidelines, and a one-page budget. For Award Announcement, application, and application guidelines, please visit http://provost.unc.edu/ under Announcements. If you have questions, please contact Mark Meares, Director of Corporate and Foundation Relations for Academic Affairs, 962-3420 or mark_meares@unc.edu.

Deadline
Award applications, narratives and budgets must be submitted electronically (PDF format or MSWord) to HarveyAward@unc.edu by November 30, 2008, for consideration by the Harvey Awards Committee consisting of the Chancellor, the Executive Vice Chancellor and Provost, the Vice Chancellor for University Advancement, and two members of the Harvey family. The Committee will recommend the project that it deems to be of the highest quality to the Provost. The Provost will notify the selected faculty member or members (if the project is collaborative) no later than December 31, 2008.

Duration of Award
The award project may be active for a maximum of 15 months commencing as early as June 1, 2009, and concluding by August 31, 2010.

Project Reporting
The recipients of the C. Felix Harvey Award to Advance Institutional Priorities will submit a final narrative and financial report to the Harvey Awards Committee within three months of the conclusion of the project.

Restrictions
Award funds cannot be used to support academic research, University curriculum development, special events or speaker series, or surveys.

This email is sponsored by: Office of University Advancement

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, October 21, 2008 8:22 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Halloween 2008 Transportation and Parking at UNC

ATTENTION UNC STUDENTS, STAFF, AND FACULTY:

On the evening of Friday, October 31, 2008, numerous campus parking lots and services will be affected by Halloween operations. Streets adjacent to campus will also be affected. Consequently, it is highly recommended that students, staff, and faculty take a few moments to familiarize themselves with the overall parking and transportation plan. Advance planning and preparation on the part of everyone will go a long way toward making the operations plan work better and toward making the evening as enjoyable as possible.

CAMPUS PARKING:
To support the regular academic function of the University, the medical mission of UNC hospitals, and in hopes of supporting Chapel Hill's plan of a more "home town" Halloween, ALL parking regulations as well as several temporary parking restrictions will be in effect from 7:30 a.m. on Friday, October 31 through 8 a.m. on Saturday, November 1.

(For example, Stadium Drive parking normally requires an S4 permit Monday - Friday, 7:30 a.m. - 5 p.m. For Halloween, it will require a valid S4 permit from Friday, October 31 at 7:30 a.m. until Saturday, November 1 at 8 a.m. Any vehicle without a valid S4 permit between Friday at 7:30 a.m. and Saturday at 8 a.m. will be ticketed and possibly towed. The restriction illustrated by this example will apply to all permitted lots and all normal reserved spaces that are not already 24-hour spaces.)

UNC student and staff Halloween visitors should NOT come to campus prior to 6 p.m. There will be no place for Halloween guests to park until weekday employees can leave campus between 5 p.m. and 6 p.m. After that time, $10.00 public parking in specifically designated lots can be established in several locations across campus. For further information, visit the following Halloween Transportation and Parking Link through the Public Safety Website:

http://www.dps.unc.edu/NewsLinks/HalloweenWeb/Halloween2008.pdf

Additionally, several campus parking lots and roadways will be closed at various times throughout the evening. Vehicles parked in or along closed areas will be ticketed and towed at the expense of the owner (see website for details).

Parking Control Officers and tow trucks will be on duty on campus throughout the day on Friday, October 31 and for the duration of the evening to enforce the parking and road restrictions (including the early hours of Saturday morning).

Illegally parked vehicles on the UNC campus on the evening of Halloween will be cited and towed at the expense of the owner, including vehicles parked on the sidewalks, landscape, in fire lanes, in reserved spaces, and in restricted areas, etc. Payment for the citation, the tow, and any outstanding balances owed to the UNC Department of Public Safety WILL BE REQUIRED BEFORE the vehicle will be released. Towing fees range from $90 to $110 and citations range from $20 to $250. Cash and credit card payments will be accepted from 7:30 a.m. Friday, October 31 until 2 a.m.

the Saturday morning, November 1. Cash and credit card payments will not be accepted from 2 a.m. Saturday morning until 7:30 a.m. Monday morning, November 3.

For complete campus parking information, visit the UNC Public Safety website at "www.parking.unc.edu" and look for the link on the left-hand side of the website marked "Halloween Transportation and Parking at UNC" or visit the link directly at the web address listed above.

UNC POINT-TO-POINT SHUTTLE SERVICE:
The Point-to-Point Express campus shuttles will run during their normal hours on Halloween night. The route will be modified, however due to the closing of portions of Raleigh Street, Franklin Street, and Columbia Street. On Halloween ONLY, the P2P Express will run in the opposite direction (clockwise) than all other nights.
-- P2P Express will NOT serve the following normal stops: (1) Swain Hall, (2) Granville Towers, (3) Stops along Rosemary or Franklin Streets, (4) Stops along Raleigh Street north of Cameron Avenue.

-- P2P Express WILL stop at the following extra stops on Halloween night only: (1) Bowles Drive just below Hinton James Residence Hall, and (2) Cameron Avenue across from the Old Well.

TOWN OF CHAPEL HILL STREET CLOSINGS:
The following downtown streets will be closed to vehicular traffic at 8:30 p.m. on Friday, October 31:
-- Franklin Street: Raleigh Street to Roberson Street
-- Columbia Street: Hillsborough Street to Manning Drive
-- Raleigh Street: East Franklin to Cameron Avenue
-- South Road: Country Club to Pittsboro Street
-- McCauley Street: From Pittsboro to Columbia and the neighborhood off Pittsboro Street
-- Stadium Drive: From South Road to Ridge Road
-- Battle, Boundary, and Park Place: Blocked at Franklin Street
-- Country Club Road: From South Road to Cameron Avenue and from Ridge Road into the Laurel Hill neighborhood
-- Cameron Avenue: From Country Club to Pittsboro Street

Note: Residential streets near downtown will be closed except to residents of those streets and their guests.

For information on the Town of Chapel Hill Halloween Plan including, visit The Town of Chapel Hill website:

http://www.townofchapelhill.org/index.asp?nid=127

CHAPEL HILL TRANSIT:
The Town will NOT provide shuttle bus service from four Park-and-Ride Lots this year. Out-of-town patrons are encouraged to stay at home or go somewhere other than Chapel Hill. Key traffic lanes will be reduced to make it more difficult to enter Chapel Hill.

Chapel Hill Transit Safe Ride routes will attempt to operate the normal printed schedule for the "Safe Ride T," "Safe Ride JV," and "Safe Ride G" routes along the detoured routes. Safe Rides will not serve Downtown / Franklin Street area. Please be advised that due to road closures and traffic pattern changes, Chapel Hill Transit may be unable to operate its exact usual schedules. The "Safe Ride JV" and "Safe Ride G" routes will pick up and drop off from Columbia Street (Sitterson Hall across from Carolina Inn). The "Safe Ride T" route will pick up and drop off at the Chapel Hill Town Hall.

For detailed information on Chapel Hill Transit routes and changes to routes (including Safe Ride routes) for Halloween, call them at 969-4900 or visit the following website:

http://www.townofchapelhill.org/index.asp?nid=1835

Thank You for Your Cooperation and Understanding,
UNC Public Safety

This email is sponsored by: UNC Public Safety

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of dbickford@unc.edu
Sent: Tuesday, October 21, 2008 10:04 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Faculty Scholar Application Deadline

This is a brief reminder that the application deadline for the Carolina Women's Center Faculty Scholar positions for Fall 2009 and Winter 2010 is FRIDAY, OCTOBER 24, 2008. For more information, see www.womenscenter.edu or contact Dr. Donna Bickford at 843-5620.

This email is sponsored by: Carolina Women's Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of etohvision@unc.edu
Sent:	Tuesday, October 21, 2008 10:12 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Subjects Needed for Visual Perception and Alcohol Consumption Study

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Participants needed for alcohol consumption and visual perception study.

Do you drink alcohol heavily, moderately, or not at all?
Are you interested in making $10 for completing a 1 hour task?
This study requires participants to view images and make simple decisions about their contents. The session will take place in Davie Hall on the UNC campus.

You are eligible if:
1. You are between the ages of 18-40 years old
2. You have 20/20 or corrected to 20/20 vision
3. You are NOT taking illicit drugs
4. You are NOT taking psychoactive medications
5. You have NEVER sought treatment for a substance use disorder

If you meet these requirements and think you may be interested in participating please send an e-mail to etohvision@unc.edu and include the following information:
Name
Preferred E-mail address
Phone number
Best method & times to reach you

Thank you,
Laura Andrews
Dept. of Psychology

This study is titled "Visual Perception and Alcohol Consumption" has been approved by the UNC Behavioral Institutional Review Board (IRB) (study #08-1323; approved 8/22/08).

This email is sponsored by: UNC Psychology Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of HearingLab@med.unc.edu
Sent:	Wednesday, October 22, 2008 8:49 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: 11-14 Year Olds Needed For Hearing Study

---

HEARING STUDY

We are currently recruiting listeners for a hearing research study.

Your child may be eligible to participate in this study if:
-he or she is between the ages of 11-14 years old
-he or she has normal hearing
-he or she has no history of ear problems

The purpose of this study is to obtain a better understanding of hearing.
Participants will sit in a soundproof room and listen to sounds presented over headphones. The study will take approximately 1-2 sessions of one hour each and takes place in MacNider Hall (next to the Health Sciences Library). Your child will be compensated for his or her time at a rate of $15/hour.

If your child is interested in participating in this study please contact us at mdev@med.unc.edu.

IRB Study #86-0059
IRB Approval Date: 10/17/08

This email is sponsored by: Otolarynology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, October 22, 2008 9:16 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Mixed Paper Recycling Comes Indoors!

Throughout campus the newspaper/magazines bins will be labeled to invite the campus community to recycle their mixed paper products along with their newspaper and magazines.

Mixed paper includes such materials as paperboard/boxboard, broken down cereal boxes, tissues boxes, and other types of non-corrugated cardboard. These materials may now be recycled in any newspaper/magazines bin on campus, both indoor and outdoor. We are in the process of re-labeling the bins on campus, and the new labels that reflect the Mixed Paper inclusion will be coming to a building near you soon!

The indoor paper bins will also have lids placed on them. These lids discourage contamination and keep the indoor recycling sites cleaner. We encourage you to keep the new lids on as part of our efforts to increase recycling on campus!

As always, we here at the Office of Waste Reduction and Recycling thank all of you in the campus community for all that you do to help reduce waste and make the campus more sustainable. Thank you for working to make Carolina Green!

For more information please visit our website http://www.fac.unc.edu/wastereduction.

This email is sponsored by: Office of Waste Reduction and Recycling

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: BullsHead@store.unc.edu
Sent: Thursday, October 23, 2008 9:17 AM
To: Bulls Head mailing list <bullymail@listserv.unc.edu>
Subject: Marianne Gingher at Bull's Head today

Greetings.

TODAY AT 3:30

Marianne Gingher will read from her brand new book ADVENTURES IN PEN LAND: ONE WRITER'S JOURNEY FROM INKLINGS TO INK with illustrations by Daniel Wallace. This book is for anyone who has ever written, wanted to write or, for that matter, read anything that moved them. Reading it is like eating something totally delicious and really good for you. Now that's rare.

BULL'S HEAD; THURSDAY THE 23RD (TODAY) AT 3:30
DROP WHAT YOU'RE DOING AND COME

- -- You are currently subscribed to

bullymail as: smutima@email.unc.edu. To unsubscribe send a blank
email to leave-23277856-4005955.0e9ae51c1aebe739ce4dd2b3bc85321d@listserv.unc.edu

From: Niklaus Steiner <nsteiner@email.unc.edu>
Sent: Thursday, October 23, 2008 1:50 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: (no subject)

No problem, thanks and I look forward to our next meeting. Best, Niklaus

Alphonse Mutima wrote:
> Dear Dr Steiner:
>
> I realize that your schedule is extremely tight.Indeed, I just wanted
> to let you know that I was unable to come back for the dinner at
> Carolina Inn last week.I am sorry.
>
> Best.
>
> Alphonse

--
Niklaus Steiner, Ph.D.
Director
Center for Global Initiatives
University of North Carolina at Chapel Hill
CB# 5145
Chapel Hill, NC 27599-5145

nsteiner@unc.edu
Tel (919) 962-6855
Fax (919) 962-5375
http://cgi.unc.edu

From: nobody@notify.unc.edu on behalf of @gmail.com
Sent: Thursday, October 23, 2008 8:53 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: How can Carolina become the best place to teach, learn and discover?

Tell us what you think. We want to make "Carolina: The Best Place to Teach, Learn and Discover." At the request of UNC Board of Trustees Chair Roger Perry and Chancellor Thorp, we are leading a campus-wide conversation about how Carolina can be an even better university. We need your help in identifying the really big ideas that can make Carolina even stronger than it is today.

We have launched a new Web site, http://bestcarolina.unc.edu/, to support this initiative. Features include an online form that you can use to share your thoughts. Even better would be the opportunity for discussion in person. Check the Web site for more information and upcoming events, including a campus-wide forum next week that you are invited to attend.

We hope you will choose to participate in this important process.

Sincerely,

John Ellison and J.J. Raynor
Members, UNC Board of Trustees

This email is sponsored by: Board of Trustees

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, October 23, 2008 9:44 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Kenan Stadium Flyover

Subject to cancellation due to weather and / or aircraft schedule changes, just prior to kickoff of the UNC vs. Boston College Football game
(approx 12:00 p.m.) on Saturday, October 25th there will be a flyover of Kenan
Stadium by two United States Marine Corps F-18 Hornets.

Also subject to weather, there may also be practice runs occurring over Kenan Stadium on Friday, October 24th between 2 pm and 5 pm.

This email is sponsored by: Department of Athletics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of pkuo@email.unc.edu
Sent: Thursday, October 23, 2008 10:30 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UNMARRIED FATHERS OF INFANTS NEEDED FOR RESEARCH STUDY

Are you an unmarried father or expecting father? Or do you know someone who is?

Researchers at UNC need fathers who have a baby between 4-12 weeks old, and who are willing to have blood and saliva samples and blood pressure readings taken on fathers only.

We will pay up to $50.00 for completion of a 1-hour lab visit for father and baby, with vouchers for free parking during your visit.

Help us learn more about natural hormones and family relationships between father and baby!

If you are interested please call Patty Kuo at the UNC Stress and Health Research program (919) 966-2549 or email at pkuo@email.unc.edu. Or if you know someone who may be interested, please give them the contact information.

This research study (The Neurobiology of Paternal Behavior, IRB #08-0763) has been approved by the Biomedical Institutional Review Board on May 7, 2008.

This email is sponsored by: Stress and Health Research Program

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Friday, October 24, 2008 4:41 PM
To: Mutima@email.unc.edu; Smutima A <smutima@email.unc.edu>
Subject: [ackland-e-news] Yoga in the Galleries

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-23291511-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Subscribe

YOGA IN THE GALLERIES

Monday, October 27
12 - 1 PM

Namaste. Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland! Yoga mats and museum cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended.

Sessions led by Joanne Marshall. Beginners are welcome.

Registration recommended. Free to members, $5 non-members.

UPCOMING EVENTS

ACKLAND COURTYARD SERIES
with the Firehouse Rhythm Kings
Saturday, November 1
4:00 - 6:00PM

CURRENT EXHIBITIONS

Circa 1958:
Breaking Ground in American Art
On display through January 4, 2009
The Fifties and the Anti-Fifties in Robert Franks' *The Americans*
On display through January 4, 2009
Feminine and Masculine in Ovid's Poetry and Early Modern Art
On display through February 1, 2009

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Images: Indian, Central, 11th to 12th century: *Ganesha* (detail); sandstone sculpture. Gift of Clara T. and Gilbert J. Yager in honor of Dr. Charles Morrow and his wife, Mary Morrow, for their many contributions to the University and to the Ackland Art Museum during his term as Provost.

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Friday, October 24, 2008 9:11 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Employee Worksite Wellness Program

Dear Carolina Faculty and Staff:

I am pleased to tell you about a new program intended to promote a healthy work environment for our faculty and staff. In February, the Office of State Personnel adopted a new policy allowing universities to create worksite wellness programs for their employees. This is great news for people at Carolina.

Brenda Malone, associate vice chancellor for human resources, has agreed to be the Wellness Leader for our University. Brenda brings strong leadership and management skills to this key role. Soon, she will appoint a Wellness Committee that will work with Employee Services, part of our Office of Human Resources, to develop and administer Carolina's worksite wellness program.

The Wellness Committee will develop a program that includes ways to:

* Provide increased workplace support and opportunities for physical activity, healthy eating, tobacco cessation and stress management;

* Increase employee awareness of healthy lifestyle choices; and

* Promote available resources and benefits, such as the State Health Plan's tobacco cessation pharmacy program.

You can read more about the state's Worksite Wellness Policy at http://www.osp.state.nc.us/manuals/man8-9.html.

I fully support the efforts of the Wellness Committee members as they help us create a strong and dynamic worksite wellness program for our employees. In the coming months, you will receive more detailed information about our program.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, October 27, 2008 8:21 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: New Oral Health in Pregnancy Study

Are you or someone you know currently pregnant? Are you between 14 and 28 weeks?

We are currently conducting a research study of dental health during pregnancy at the University of North Carolina at Chapel Hill, entitled "Validation of a Self Report Tool to Screen for Periodontal Disease". To participate you must be between 14 and 28 weeks pregnant and not need to take antibiotics when you go for dental visits. Women who participate will complete a questionnaire about the health of their teeth and gums, and then undergo a dental exam. To learn more about the research study, send an email to
@gmail.com with your name, phone number, and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:

-Free dental exam
-$15 dollars for completing a questionnaire about dental health and dental exam
-Potential for additional $5, if blood is drawn at the time of the dental exam

We need your help! Women who participate in our research study can advance knowledge by sharing information about their dental health. Please share this email with friends or family.

The principal investigator for this research study is Kim Boggess, MD, UNC School of Medicine, Department of Obstetrics and Gynecology. This research study and this message have received approval from the UNC Institutional Review Board on research involving human subjects, study # GCRC-2606.

This email is sponsored by: Obstetrics and Gynecology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, October 27, 2008 9:08 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Something Not Quite Right?

The Prime Research Clinic is conducting a research study to better understand treatment of basic symptoms. If you have had any of the following symptoms in the past few months, are between 16-40 years old, and have not been diagnosed with bipolar illness or psychosis, you may be eligible to participate in a study in the Prime Research Clinic. You may be eligible to receive free study related medical evaluations and medication, and monetary compensation.

-Have you noticed frequent and confusing coincidences?
-Are you worried that others are talking about you or laughing at you?
-Do you think that others are trying to hurt you?
-Do you often mistake something you hear for something it's not? How about something you smell or see? (ie, seeing things out of the corner of your eye that aren't really there, hearing your name called or hearing other sounds when no one is around)
-Are you willing to consider a medication research study for these problems?

Go to the 'Simple Survey' by clicking on the link or paste into your browser. http://www.med.unc.edu/cgi-bin/prime/page1.pl

OR

Visit us at our website www.PRIME.unc.edu and click on 'Simple Survey'

Protocol # 08-0239 (GCRC 2687)
April 22, 2008
Committee on the Protection of the Rights of Human Subjects
The Biomedical IRB
University of North Carolina

This email is sponsored by: Psychiatry

This email is sponsored by: UNC Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, October 27, 2008 10:06 PM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: Administrative Review - Dr. Peggy Jablonski, Vice Chancellor for Student Affairs

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To: Members of the UNC Chapel Hill Faculty, Staff and Students

From: Dr. Karen Gil, Chair, Review Committee

Date: October 27, 2008

Re: Administrative Review of Peggy Jablonski, Vice Chancellor for Student Affairs

On behalf of the committee appointed to review the performance of Dr. Peggy Jablonski, Vice Chancellor for Student Affairs at UNC-Chapel Hill, I invite your participation in the review process.

As required by University regulations, the Chancellor has requested a review of Dr. Jablonski's performance as Vice Chancellor for Student Affairs at UNC-Chapel Hill. The Vice Chancellor for Student Affairs oversees the Dean of Students' Office, Housing and Residential Education, Campus Health Services, the Carolina Union, Disability Services, Career Services, Campus Recreation, New Student and Parent Programs, the Campus Y, as well as other programs concerned with student life. Areas for the review include vision and long range planning for Student Affairs, day-to-day management of administrative units that comprise Student Affairs, and ability to work effectively with the many relevant constituencies - students, parents, faculty, staff, alumni, and other administrative leaders on our campus and in the UNC system.

We encourage you to contribute to this review in the following different ways:

1. The committee has scheduled two open sessions to receive comments. These times are:

November 17 - 9:00-12:00 - 203 Campus Y
November 18 - 1:00-3:00 - 203 Campus Y

If you wish to meet with the committee, please contact Debbie Stevenson in the Office of the Executive Vice Chancellor and Provost (debbie_stevenson@unc.edu or 962-7882), and she will schedule a specific time (usually about 10-15 minutes) within that time period. Note that while all comments during these sessions will be kept strictly confidential, a master list of attendees will be kept as part of Dr. Jablonski's personnel file. Requests must be made before November 13, 2008.

2. You may provide written comments to the chair or other committee members. The review committee will treat your comments as strictly confidential. By law, all written communication - whether on paper or by email - becomes a confidential part of Dr. Jablonski's personnel file. As such, written comments are open to examination by her. University regulations prohibit considerations of anonymous letters in the review process. All written comments should be sent to: Dr. Karen Gil c/o Debbie Stevenson, 104 South Building, CB # 3000, or by emailing debbie_stevenson@unc.edu

3. You may telephone or meet privately in person with committee members. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Dr. Jablonski's personnel file but may be reflected in the committee's report without identifiers.

The deadline for submitting comments regarding Dr. Jablonski's performance to the committee is November 24, 2008.

The committee membership:

Karen Gil, Committee Chair
Senior Associate Dean for Social Sciences
College of Arts and Sciences
205 South Building, CB# 3100
Carolina Campus
962-9273
kgil@email.unc.edu

Kevin Guskiewicz
Chair, Exercise & Sport Sciences
204 Fetzer Gym, CB# 8700
Carolina Campus
962-5175
gus@email.unc.edu

Beverly Foster
School of Nursing
Carrington Hall, CB# 7460
Carolina Campus
966-4995
bev_foster@unc.edu

Rachel Willis
American Studies
Greenlaw Hall, CB# 3520
Carolina Campus
962-0277
Rachel.Willis@unc.edu

Steve Farmer
Associate Provost and Director
Office of Undergraduate Admissions
Jackson Hall, CB# 2200
Carolina Campus
966-3992
smfarmer@email.unc.edu

Marcia Harris
Director, Career Services
214 Hanes Hall, CB# 5140
Carolina Campus
962-4481
marcia_harris@unc.edu

Larry Hicks
Director, Housing & Residential Education
SASB, CB# 5500
Carolina Campus
962-5406
hicks@email.unc.edu

Lindsay Guge
lguge@email.unc.edu

828-243-8072

David Montgomerie
Communication Studies
dmontgom@email.unc.edu

George Lensing
English & Comparative Literature
521 Greenlaw, CB# 3520
Carolina Campus
962-4053
lensing@email.unc.edu

Meagan Bowman
mabowman@email.unc.edu

Thank you very much for your help in this important task.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Tuesday, October 28, 2008 10:20 AM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Black Gold Film Screening and Ghanian Drumming Performance

---

Black Gold Film Screening and Ghanian Drumming Performance
Thursday, October 30, 2008, 7 PM
Global Cup Cafe, FedEx Global Education Center, UNC-CH

Ghanian drummer Habib Yazdi will kick off the event with a live performance followed by a screening of Marc and Nick Francis' 2006 documentary film Black Gold. This thought provoking documentary follows Tadesse Meskela, manager of Oromia Coffee Farmer's Co-operative Union in Ethiopia, as he travels throughout the Western world searching for buyers willing to pay a fair price for the co-op's coffee. Black Gold explores the complexities of the multi-billion dollar global coffee industry, juxtaposing the impoverished situation of many Ethiopian coffee farmers with New York City commodity traders and coffee connoisseurs. Q & A led by Counter Culture Coffee's Lydia Troxler following the screening. Enjoy complimentary Ethiopian coffee while you watch! Free. Please Contact: sewall@email.unc.edu for more information.

--

Stacey Sewall
African Studies Center
UNC-Chapel Hill
(919) 962-1522

From:	nobody@notify.unc.edu on behalf of fertility@unc.edu
Sent:	Tuesday, October 28, 2008 8:30 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Trying to get pregnant or about to start trying?

Are you or is someone you know trying to get pregnant or about to start trying?

Time-to-Conceive is a research study at the University of North Carolina at Chapel Hill focusing on fertility in women between 30 and 44 years of age. To learn how you can be in the study, call us at (919) 843-8246 or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Monetary compensation for study activities

No medicines or pills to take and no changes to daily lifestyle or existing health care routine.

Please visit our new website at www.med.unc.edu/timetoconceive for more information.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: Obstetrics and Gynecology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Department of Public Safety <dps_services@unc.edu>
Sent: Wednesday, October 29, 2008 10:09 AM
To: smutima@email.unc.edu
Subject: Department of Public Safety Services

Reminder:
If you have not had time to complete the questionnaire described below, please take a few minutes to do so by Monday, November 3, 2008. If you have already completed the questionnaire, we thank you for your input and you do not need to complete it again.

****

The Department of Public Safety wants to enhance the efficiency and effectiveness of the services we provide. We are seeking your input to improve our service to the University community and would appreciate your filling out this questionnaire.

The questionnaire is located at: http://ir.unc.edu/publicsafety/publicsafety.htm

Please complete the questionnaire by: November 3, 2008

If you have any questions about the questionnaire or problems with the website, please respond to this email and our staff will be glad to assist you.

Thank you for your time and input.

Department of Public Safety
University of North Carolina at Chapel Hill

From: Joy Kasson <jskasson@email.unc.edu>
Sent: Tuesday, October 28, 2008 11:22 AM
To: jen321@email.unc.edu
Subject: Lecture on W.E.B. Du Bois November 3

Dear Julius,

The American Studies Department is hosting a lecture that may interest some members of your faculty. Would you be able to send the information out on a department listserv? I'm pasting the announcement below.

Thanks so much.

Sincerely,

Joy

Joy Kasson
Chair, American Studies
CB #3520, 226 Greenlaw Hall
University of North Carolina
Chapel Hill, NC 27599-3520
telephone: 919-962-4063
fax: 919-962-3520

Professor Shamoon Zamir from the American Studies Department at King's College, London, will be visiting UNC next week as part of the ongoing King's College Exchange. He will give a talk on 'The Souls of Black Folk as Apocalypse' on Monday, November 3, at 4:00 in Donovan Lounge, Greenlaw 223, and all are warmly invited. Professor Zamir is the author of "Dark Voices: W.E.B. Du Bois and American Thought" (1995) and is the editor of The Cambridge Companion to W.E.B. Du Bois.

From: Milada Anna Vachudova <vachudov@email.unc.edu>
Sent: Tuesday, October 28, 2008 12:24 PM
To: Julius Nyang'oro <jen321@email.unc.edu>
Subject: Early Voting -- Please Remind Your Students

Dear Julius,
Could you please post this to your faculty list serve? I would be really grateful. And please do remind your own classes to vote early.
Many thanks, Milada

Dear Colleagues,

I am working with the students of Project SERV (Students Engaged in Registering Voters), a non-partisan voter registration drive.

I am writing to ask you to please encourage your classes to vote early this week at Morehead Planetarium.

The hours through Friday, October 31, are 9am to 4pm. The hours on Saturday, November 1, are 9am to 1pm. (Saturday is the last day of early voting.)

All UNC students who live in Orange County -- either on or off campus -- are eligible to vote at Morehead, even if they are out of state, and even if they have not yet registered to vote here.

Here are a few reasons why students should consider voting early at Morehead:

1. Students can still register to vote during the early voting period. They can also update their registration if they have moved. Many students who registered last spring, but have not re-registered, need to update their registration but may not know it. They'll be able to fix this at early voting -- but not on election day.

To register AND vote at Morehead, students who live in UNC residence halls just need their student id. Students who live off campus need their student id plus something that shows their current address in Orange County (for example, a phone bill, a utility bill, a bank statement, or a credit card statement).

2. Officials are expecting long lines on election day. Students who plan on driving home to vote may be discouraged by a long line. Also, they will be making the line longer for others.

3. On election day, students must vote based on where they live. Students may not be familiar with their precincts, and may not have transportation to their polling place. Voting at Morehead is fast and easy!

Many thanks,

Milada Anna Vachudova

Associate Professor
Department of Political Science
vachudov@email.unc.edu

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Thursday, October 30, 2008 11:26 AM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Reminder: Black Gold Film Screening and Ghanian Drumming Tonight

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Black Gold Film Screening and Ghanian Drumming Performance
Thursday, October 30, 2008, 7 PM
Global Cup Cafe, FedEx Global Education Center, UNC-CH

Ghanian drummer Habib Yazdi will kick off the event with a live performance followed by a screening of Marc and Nick Francis' 2006 documentary film Black Gold. This thought provoking documentary follows Tadesse Meskela, manager of Oromia Coffee Farmer's Co-operative Union in Ethiopia, as he travels throughout the Western world searching for buyers willing to pay a fair price for the co-op's coffee. Black Gold explores the complexities of the multi-billion dollar global coffee industry, juxtaposing the impoverished situation of many Ethiopian coffee farmers with New York City commodity traders and coffee connoisseurs. Q & A led by Counter Culture Coffee's Lydia Troxler following the screening. Enjoy complimentary Ethiopian coffee while you watch! Free. Please Contact: sewall@email.unc.edu for more information.

--

Stacey Sewall
African Studies Center
UNC-Chapel Hill
(919) 962-1522

From: BullsHead@store.unc.edu
Sent: Thursday, October 30, 2008 11:40 AM
To: Bulls Head mailing list <bullymail@listserv.unc.edu>
Subject: Big Sale at Bull's Head

Halloween Day—Friday the 31st—we're having a sale so big it'll make your hair stand on end.

31% off everything in the Bull's Head.
This sale extends to other Student Stores stuff too: clothing, some school supplies. Sorry: no computers.

Also, today, Thursday, participate in our Color-Your-Own-Zombie-or-Pirate event and you'll be entered into the drawing for fabulous prizes. Remember: Eat Brains at the Bull's Head.

Thank you.
Call 962-5060 for more information.

- -- You are currently subscribed to

bullymail as: smutima@email.unc.edu. To unsubscribe send a blank
email to leave-23335321-4005955.0e9ae51c1aebe739ce4dd2b3bc85321d@listserv.unc.edu

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Thursday, October 30, 2008 2:22 PM
To: Mutima@email.unc.edu; Smutima A <smutima@email.unc.edu>
Subject: [ackland-e-news] Firehouse Rhythm Kings, Performing Circa 1958

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-23337291-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Subscribe

IN THE COURTYARD: THE FIREHOUSE RHYTHM KINGS

Saturday, November 1
4:00 - 6:00 PM

The Firehouse Rhythm Kings, a swing ensemble based out of Carrboro, comes to the courtyard of the Ackland this Saturday for a special concert of bebop and cool jazz from the 1950s to help celebrate the Museum's 50th anniversary. Joe Troop, a veteran of multiple swing bands on three continents, leads the band with hot fiddling and powerhouse singing. Charles Cleaver drives the piano with brute force and lush harmonies and Chris Roszell pounds out rhythm on the tenor banjo with raw energy. The Firehouse Rhythm Kings are guaranteed to make you jump and jive!

Light food and cash bar. Chairs available. Feel free to bring blankets to spread on the lawn. Doors open at 3:30.

FREE for Ackland members and UNC-Chapel Hill students who sign up for a free student membership at the event (One Card required) / $15 for non-members.

To register, call 919.843.3687 or email jocelyn.arem@ackland.org.

PERFORMING CIRCA 1958: AN EVENING OF JOHN CAGE AND OTHERS

Gerrard Hall
Wednesday, November 5
7:00 - 8:30 PM

Carolina comes together this fall to celebrate the Ackland's 50th anniversary and the exhibition *Circa 1958: Breaking Ground in American Art* with the special series *Performing Circa 1958*, held in the newly restored Gerrard Hall.

On Wednesday, November 5, at 7:00 PM, celebrated composer and Professor of Music Stefan Litwin will be joined by faculty and students of the UNC-Chapel Hill Music Department in presenting *An Evening of John Cage and Others*. This special event will include a performance of John Cage's *Concert for Piano and Orchestra*, written in 1958, which is perhaps the most radical example of so-called "indeterminate music" from the late 1950s. In this unique piece, all performers, the conductor included, follow only their individual parts and are largely free to decide what they play. A score of the

UPCOMING EVENTS

PERFORMING CIRCA 1958
An Evening of John Cage and Others
in Gerrard Hall
Saturday, November 5
7:00 - 8:30PM

CURRENT EXHIBITIONS

Circa 1958:
Breaking Ground in American Art
On display through January 4, 2009
The Fifties and the Anti-Fifties in Robert Franks' *The Americans*
On display through January 4, 2009
Feminine and Masculine in Ovid's Poetry and Early Modern Art
On display through February 1, 2009

Please visit our calendar for a full listing of special programming and events.

entire piece does not exist as each performance embraces choice and chance. The concert will also include other selections of experimental music of the 1950s, including works by Karlheinz Stockhausen, Luciano Berio, and others. Reception to follow in the Campus YMCA, adjacent to Gerrard Hall.

FREE for Ackland members and UNC-Chapel Hill students who sign up for a free student membership at the event (One Card required) / $15 for non-members. Tickets available at the Ackland front desk, Memorial Hall, or at the event.

For questions, call 919.843.3687 or email jocelyn.arem@ackland.org.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Photo of Ackland courtyard by Patrick Gehling.

Photo of Stefan Litwin by Goetzinger.

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: Faculty.Governance@mxp0.isis.unc.edu
Sent: Thursday, October 30, 2008 4:51 PM
To: General Faculty <generalfaculty@listserv.unc.edu>
Subject: [generalfaculty] Forum on Fixed-Term Faculty Issues, November 7th

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To all members of the UNC Faculty:

A special message from the Fixed-Term Faculty Committee of the Faculty Council:

Fixed-Term Faculty Committee to hold discussions and forum on fixed term faculty issues, November 7

The Fixed-Term Faculty Committee of Faculty Council invites the faculty to join us on Friday, November 7, 2008 in the Faculty Commons at the Campus Y (on Cameron Avenue, near the Old Well) to discuss these questions: "What changes or new provisions should appear in policies that apply to fixed-term faculty?" and "What would make being a full-time fixed-term faculty member at Carolina a more attractive career choice?"

Faculty members will have two opportunities that day to share their thoughts:

- 10:30 a.m. - 12:00 noon: Committee members will be on hand in the Faculty Commons for one-on-one conversations with faculty members. This will provide a chance for discussing issues that may require more confidentiality.
- 12:30 to 1:30 p.m.: Public forum. Committee members will share information about the committee's work and engage attendees in a wide-ranging discussion of the topics listed above.

Click here to learn more about the recent work of the Fixed-Term Faculty Committee.

For more information, please contact the Office of Faculty Governance (contact information below).

--

Anne Mitchell Whisnant, Ph.D.
Director of Research, Communications, and Programs
Office of Faculty Governance
203 Carr Building
CB# 9170
UNC-Chapel Hill
Chapel Hill, NC 27599
Tel: 919-962-1671
Fax: 919-962-5479
Email: anne_whisnant@unc.edu

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To unsubscribe click here: http://lists.unc.edu/u?id=12576150.92530b6a640a987d00a2cdfa7f7d4c7e&n=T&l=generalfaculty&o=23338798 or send a blank email to leave-23338798-12576150.92530b6a640a987d00a2cdfa7f7d4c7e@listserv.unc.edu

From:	nobody@notify.unc.edu on behalf of MBKoza@ehs.unc.edu
Sent:	Thursday, October 30, 2008 8:38 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Employee Flu Clinics

The response to this year's employee flu clinics has been very strong with more than 3,000 employees vaccinated to date. But there are only a few clinics left, so if you plan to get a flu shot, please sign up soon for one of our remaining appointment clinics on our new Flu Health Central at http://ehs.unc.edu/ueohc/flushot.shtml.

There you will be able to see the remaining Flu Clinic times, learn about the flu and sign up for an appointment. The online registration will walk you through the process of selecting the most convenient date, time and campus location. If you have difficulty accessing the EHS website, ask your supervisor or administrative staff to help you.

If you cannot make an appointment, we have added three Walk In Clinics this year for your convenience. You can find the dates and times at http://ehs.unc.edu/ueohc/flushot.shtml.

The shots are free to employees covered under the State Health Plan, or one of the state's preferred provider organization (PPO) plans. If you are not a member of the State Health Plan, you will need to pay $30 by cash or check at the time of vaccination and obtain reimbursement from your insurance provider.

At your appointment, you will need to present your State Plan/PPO card along with a photo ID for coverage under the plan. These flu shot clinics are for University employees only.

Contact your health care provider for flu shots for family members and dependents, or go to http://flucliniclocator.org for a flu clinic near you.

Health experts advise against taking a chance on getting the flu because it can lead to serious complications and -- in some cases -- even death. By getting vaccinated, you reduce the flu risk for everyone.

Mary Beth Koza
Director, UNC Department of Environment, Health and Safety

This email is sponsored by: Environment, Health and Safety

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of dbickford@unc.edu
Sent: Thursday, October 30, 2008 10:08 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Funding Opportunity

The Provost's Committee on Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Life at The University of North Carolina at Chapel Hill provides advice and counsel to the Executive Vice Chancellor and Provost on all matters related to LGBTQ concerns.

As part of our mission to help foster and sustain the quality of LGBTQ life in the University community, we are able to offer financial support for speakers, colloquia, performances, and other professional activities and innovative programs.

If you are interested in applying for funds, please visit the Office of the Provost webpage at http://provost.unc.edu/announcements/LGBTQ-funding and complete the funding application. Your application must be submitted at least 30 days before the funding is needed. Proposals for funding up to $1,000 will be considered. Applications are accepted throughout the year and will be reviewed during the academic year by the entire committee.

This email is sponsored by: Provost's Committee on Lesbian, Gay, Bisexual, Transgender and Queer Life

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From:	nobody@notify.unc.edu on behalf of cfwebb@email.unc.edu
Sent:	Thursday, October 30, 2008 11:30 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: PlayMakers Discount

PlayMakers Repertory Company is offering half price tickets to UNC Students, Faculty and Staff for the final performances of our critically acclaimed BLUE DOOR, a play with original songs by Tanya Barfield. Visit the link below for more information.

http://www.playmakersrep.org/performances/facstaff.aspx

This email is sponsored by: PlayMakers Repertory Company

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: @email.unc.edu
Sent: Thursday, October 30, 2008 11:41 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Cc: smutima@email.unc.edu
Subject: quiz Swah 401
Attach: Quiz2 10.31.doc

I've attached the quiz that I will be giving tomorrow.

Happy Halloween!

Quiz (Mtihani mdogo) Jina_____

Oktoba 31, 2008

[a.]Sarah na Tom ni watoto wa Robert na mke wake Julianne. [b.]Wao wanakaa Nairobi, Kenya. [c.]Sarah na Tom wanaenda shule kusoma Kiingereza na Kiswahili. [d.]Robert anauza matunda sokoni. [e]Yeye huenda kazi Jumanne, Alhamisi, na Jumamosi. [f]Julianne anafanya kazi katika hospitali. [g]Yeye ni daktari. [h]Julianne anatoka Marekani. [i]Robert anatoka Kenya. [j]Sarah na Tom ni WaKenya.

[k]Mwaka jana, wao walienda Marekani kuona bibi yao. [l]Kila Kristmasi wao huenda nyumba ya bibi yao. [m]Bibi hana mume. [n]Babu alifariki. [0]Bibi alipika kuku mwaka jana. [p] Sarah na Tom wanapenda kuku sana, lakini Robert hakupenda kuku. [q]Mwaka huu, bibi atapika nyama ya ng'ombe. [r]Robert na Julianne wanapenda nyama ya ng'ombe.

Answer the questions in Swahili:

1. Walienda wapi mwaka jana?

2. Julianne anatoka wapi?

3. Bibi atapika chakula gani kwa Kristmasi?

4. Robert huenda kazi lini?

5. Wataenda wapi kwa Kristmasi?

6. Nani ni mke wa Robert?

Traslate the following sentences into English:

p.

m.

c.

Translate into Swahili

7. Sarah had a good cat, a dirty house, and a small dog.

8. Julianne is going to buy new shoes and a soft shirt.

9. Robert always eats unripe bananas.

10. Tom did not drink milk or coffee.

11. The students are tired and do not want to go to school.

Translate into English

12. Nimechelewa na nimechoka.

13. Julianne ameolewa na Robert.

14. Walikunywa bia na wamelewa.

From:	PREX1@mvs.adp.UNC.EDU on behalf of PAYROLL_NOTIFY@UNC.EDU
Sent:	Friday, October 31, 2008 5:31 AM
To:	smutima@email.unc.edu
Subject:	YOUR CHECK STUB IS AVAILABLE

Today is a payday for the Monthly Payroll. Your payroll information is available at the University E-Pay site located on the home page for Payroll Services. A direct link to the web site is not provided due to potential IT security issues.

After you login using your Onyen and Onyen password, select View Current Pay Stub under the Employee Menu to access your pay information for today's payroll.

Thank you.

Payroll Services
The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent:	Monday, November 3, 2008 4:34 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: NCFlex Enrollment Deadline Extended Until Thursday, Nov. 6

FROM: Brian Usischon, Senior Director, Benefits & Employee Services

Due to today's computer issues, NCFlex has extended the enrollment deadline for 2009 benefits until Thursday, Nov. 6. The deadline for University benefit enrollment will also be extended until Nov. 6.

Employees who contacted the Benefits Office today with their enrollment information do NOT need to take any further action.

We will continue to monitor the situation with the NCFlex online enrollment site, and if problems continue, you can call the Benefits Office at 919-962-3071 to process your enrollment.

This email is sponsored by: Office of Human Resources

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, November 3, 2008 8:19 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: New Scholarship at Carolina!

As Veterans Day quickly approaches, I am very pleased to announce the establishment of a new scholarship at Carolina - the Carolina Veterans' Scholarship Fund. The intent of the scholarship is to provide members of the Carolina community with a way to give back to those who have sacrificed so much in the service of our country. The fund will be distributed to veterans enrolled at Carolina for their first two semesters of attendance, as a small but tangible "thank you" from the Carolina community for the veteran's service. The scholarship will raise funds through fundraisers and donations from citizens and businesses in the local area, so it represents the appreciation of the local community to those who have served.

For more information about the new Carolina Veterans' Scholarship Fund, please go to the Carolina Veterans' Organization website, listed below, and click on the "Carolina Veterans' Scholarship" link on the left side of the page. Here you will find out more about the story behind the scholarship, how it works, and what you can do to support the fund.

On the CVO's website you will also find information about the initial fundraiser for the Carolina Veterans' Scholarship Fund - the Veterans Day 5K. To learn more about the Veterans Day 5K or the Carolina Veterans' Organization, the student organization responsible for establishing the fund, please click on the link below.

http://studentorgs.unc.edu/cvo

Thank you for your support!

Sincerely,

Brian Cox
Director - Carolina Veterans' Organization
Juris Doctor Candidate - May 2010

This email is sponsored by: Carolina Veterans' Organization

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of cablab@unc.edu
Sent: Monday, November 3, 2008 8:49 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: SMOKERS AND NON-SMOKERS WANTED FOR BRAIN IMAGING STUDY

We are currently looking for cigarette smokers and non-smokers to participate in a research study exploring the neurobiology of attention as it relates to nicotine addiction. Your participation would require you to come to our laboratory in Davie Hall on the University of North Carolina campus and complete some questionnaires and training, following which you will complete an fMRI study at the Radiology Research Center near UNC Hospital. The study will take between 1.5 and 2.5 hours. For your participation, you will be compensated with $20/hour.

Requirements include:

- Between the ages of 18 and 40
- Right Handed
- No history of known neurological or psychiatric disorders
- Not currently using any psychoactive drugs (including antidepressants)
- Not pregnant
- Not claustrophobic
- No major health problems

No electrically, magnetically, or mechanically activated implants (such as pacemakers), intracerebral vascular clips, other un-removable body metal or tatoos.

Please contact us by e-mailing cablab@unc.edu or by calling 919-962-8340 with the following information:
Name
Average number of cigarettes smoked/day
E-mail address
Phone number
Best time to be contacted

Thank you,
Dr. Vicki West Chanon
Dept. of Psychology

This study titled " fMRI of Smoking and Attention " has been approved by the UNC Behavioral Institutional Review Board (IRB) (study #08-1036).

This email is sponsored by: Dept. of Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of IBSresearch@med.unc.edu
Sent: Monday, November 3, 2008 9:10 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do you have IBS? Participate in a research study

---

Subjects with irritable bowel syndrome are invited to participate in 3 research studies sponsored by The Center for Functional GI & Motility Disorders:

* Study 1 is looking at possible causes of IBS symptoms. This study requires one visit. Subjects must be willing to spend the night in the GCRC. (01-1397/GCRC-1846 approved by the Biomedical IRB 1/30/08)

* Study II plans to develop a questionnaire to measure sensitivity to abdominal pain. This study requires 2 visits to UNC to fill out health questionnaires and complete a 1.5 hour physiological test. (07-0274/GCRC 2597 approved by the Biomedical IRB 2/18/08)

* Study III will examine the effects of an FDA approved drug for IBS on clinical pain. This study will require 5 additional visits to UNC. Subjects will be required to have 2 abdominal x-rays and take a study drug for 2 separate two week intervals. (07-0540/GCRC 2603 approved by the Biomedical IRB 2/28/08)

Subjects can choose to participate in one or all three studies. Should you choose to enroll in all 3 studies, your participation will last 8-9 weeks. Compensation ranges from $250 - $750.

For more information and to determine if you are eligible, contact:

Study 1: Lenore Keck, RN at ibsresearch@med.unc.edu / 919-966-8329
Studies II and III: Jane_Tucker@med.unc.edu / 919-843-4906

This email is sponsored by: Dept of Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of jla@unc.edu
Sent:	Monday, November 3, 2008 9:31 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Smoking, Sports and Attention Study

We are currently looking for cigarette smokers between the ages of 18 and 40 to participate in a study exploring the role of attention in nicotine addiction. Your participation would require you to come to our laboratory in Davie Hall on the University of North Carolina campus and complete attention-related tasks on the computer for about 1 hour. For your participation, you will be compensated with $10/hour.

If you think you may be interested in participating
AND ARE NOT CURRENTLY TAKING PSYCHOACTIVE MEDICATIONS
please call the Boettiger lab at 919-962-8340 or send an e-mail to jla@unc.edu and include the following information:

Name:
Average number of cigarettes smoked/day:
E-mail address:
Your phone number and the best time to reach you:

Thank you,
Jenny Ariansen
Dept. of Psychology

This study titled "Smoking, Familiarity, and Attention" has been approved by the UNC Behavioral Institutional Review Board (IRB) (study #07-1639; approved 2/21/2008).

This email is sponsored by: Boettiger Labratory

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of Emotion@unc.edu
Sent:	Monday, November 3, 2008 9:52 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Emotion Study

Are you a healthy individual interested in participating in research on the differences in emotional regulation between age groups?

We are looking for participants for a study where your heart rate, blood pressure and other physiological changes are measured while you view different images and discuss some of your happiest memories and recent events that have upset you. If you are interested in helping us to learn more about emotion regulation, please consider participating in Dr. Sy-Miin Chow's study, Feeling Stressed But Happy (IRB Study # 08-109, Approved 10/06/08 by the IRB, UNC-Chapel Hill).

If you meet the following criteria, please reply to this message by calling 919-843-3611 or emailing emotion@unc.edu and Steve Newell, Project Manager will contact you for a screening interview. Please see the Emotions and Dynamics Systems Lab website at: http://www.unc.edu/~symiin for more information.

Our criteria include:

* Ages 35-80

* Men and women

* Willing and able to participate in a short fifteen minute phone screening session, a two hour laboratory session, and a thirty day follow-up study consisting of short daily surveys. You must agree to participate in the follow-up study to participate in the laboratory session.

* You must have no history of psychiatric diagnosis, cancer/chemotherapy, or seizures

* You must not have taken cortisone, prednisone, or hydrocortisone or any other steroids within the past six months

* No substance abuse disorders

* No learning disabilities or neurological disorders

* No open-heart surgery or significant head trauma within the past two years

* No implanted neurostimulators, defibrillators, or insulin pumps

This study provides compensation for both portions of the study at a rate of $20 for the laboratory session, and up to $120 for the follow-up study.

Thank you,
Sy-Miin Chow

This email is sponsored by: Quantitative Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: BullsHead@store.unc.edu
Sent: Tuesday, November 4, 2008 9:29 AM
To: Bulls Head mailing list <bullymail@listserv.unc.edu>
Subject: Free Pie Today...mmm...pie

Greetings Bull's Headers,

Today is Election Day (go vote) and in honor of that, we got homemade apple pie we're giving away free from noon until we don't got no more pie to give out.

Today is also the last day to vote in ElectaBull '08. Ballot availabull at the Bull's Head. Fill one out and get a 25% off single item coupon.

Also, Thursday we have a really great reading here at the Bull's Head by Durham ER Doctor Paul Austin (also a UNC alum) who is reading from his new book Something for the Pain: One Doctor's Account of Life and Death in the ER. Starts at 3:30pm. Free to all.

That's All Folks!

--- You are currently subscribed to bullymail as: smutima@email.unc.edu. To unsubscribe send a blank email to leave-23386330-4005955.0e9ae51c1aebe739ce4dd2b3bc85321d@listserv.unc.edu

From: Ursula E. Littlejohn <ulittlej@email.unc.edu>
Sent: Tuesday, November 4, 2008 11:35 AM
To: JEN321@email.unc.edu; dacrowde@email.unc.edu; b_anderson@unc.edu; klcaldwe@email.unc.edu; radunbar@email.unc.edu; dfhunsu21@unc.edu; hallpa@email.unc.edu; hildebra@email.unc.edu; krjanken@email.unc.edu; mlambert@email.unc.edu; leemc@email.unc.edu; drdalet@email.unc.edu; tjm1@email.unc.edu; smutima@email.unc.edu; nzongola@email.unc.edu; rporter@email.unc.edu; regester@email.unc.edu; eunice@email.unc.edu; mseck@email.unc.edu; bselassi@email.unc.edu; kaslo@email.unc.edu
Subject: Upcoming Stone Center Visit/UNC-Chapel Hill
Attach: African Diaspora Lecture_Flier.pdf

Good Morning all,

I am Ursula Littlejohn, program coordinator with the Sonja Haynes Stone Center for Black Culture and History and I am reaching out to each of you to announce an upcoming event here.

Next week, Dr. Abdul Alkalimat will be visiting with us and conducting the African Diaspora Lecture on Tuesday evening (11/11) at 7pm. As many of you know, his work is widely renowned in both the African Diaspora sector as well in the library and information sciences fields. Dr. Alkalimat will be here on our campus beginning on Monday and I would like to extend the opportunity for persons to schedule time to meet with him. Please let me know if this may be of interest to you and we can look at accommodating this . Perhaps we could look at a group meeting for your department if that may be more convenient.
I have also attached a copy of the poster detailing the Diaspora Lecture event.

Please let me know if you have any questions/concerns and I look forward to hearing from you.

Many thanks,

Ursula E. Littlejohn
Program Coordinator
The Sonja Haynes Stone Center for Black Culture and History
The University of North Carolina at Chapel Hill
(919) 962-0395 (phone)
(919) 962-3725 (fax)
www.unc.edu/depts/stonecenter

"It doesn't matter who you are, where you come from. The ability to triumph begins with you. Always."
--Oprah Winfrey

THE SONJA HAYNES STONE CENTER
for BLACK CULTURE *and* HISTORY

AFRICAN DIASPORA LECTURE

Guest Lecturer

Abdul Alkalimat

Tuesday November 11, 2008
7:00 p.m.

Stone Center
Hitchcock Multipurpose Room

Abdul Alkalimat is on the faculty of the School of Information and Library Science and the African-American Studies and Research Program at the University of Illinois at Urbana-Champaign. He moderates the largest African-American studies discussion list, H-Afro-Am and edits the Web site eBlack Studies.org. Alkalimat is also a member of the editorial boards of Information, Communication and Society, cy.Rev. and The Black Scholar. Alkalimat's research interests include digital inequality, community informatics and African-American intellectual history.

Contact Lynda Gregory at (919) 962-3001
or email slindgre@email.unc.edu for more information

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

UNC
THE SONJA HAYNES STONE CENTER FOR BLACK CULTURE AND HISTORY

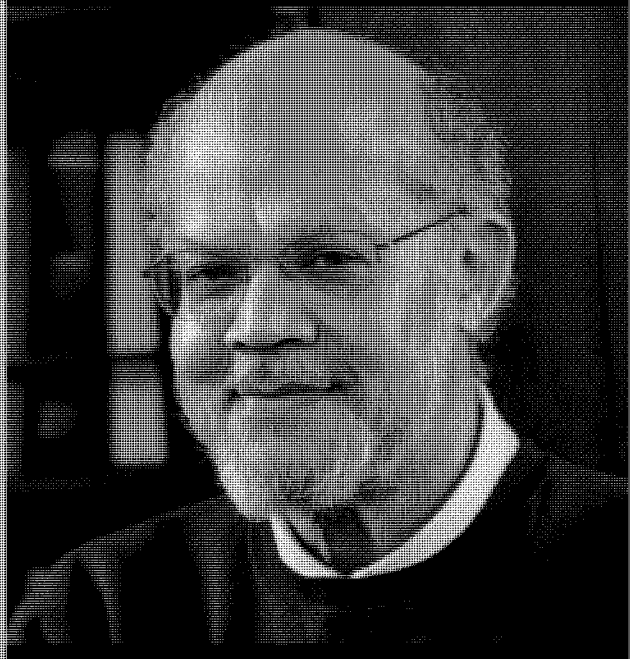

eBlack Studies: The Revolution in the Revolution

From: Ackland Art Museum [ackland-news@listserv.unc.edu]
Sent: Tuesday, November 4, 2008 11:59 AM
To: Mutima@email.unc.edu; Smutima A [smutima@email.unc.edu]
Subject: [ackland-news] Stefan Litwin at Gerrard Hall Tomorrow Night

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-23387826-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Subscribe

PERFORMING CIRCA 1958: AN EVENING OF JOHN CAGE AND OTHERS

Gerrard Hall
Wednesday, November 5
7:00 - 8:30 PM

Carolina comes together this fall to celebrate the Ackland's 50th anniversary and the exhibition *Circa 1958: Breaking Ground in American Art* with the special series *Performing Circa 1958*, held in the newly restored Gerrard Hall.

Tomorrow at 7:00 PM, celebrated composer and Professor of Music Stefan Litwin will be joined by faculty and students of the UNC-Chapel Hill Music Department in presenting *An Evening of John Cage and Others*. This special event will include a performance of John Cage's *Concert for Piano and Orchestra*, written in 1958, which is perhaps the most radical example of so-called "indeterminate music" from the late 1950s. In this unique piece, all performers, the conductor included, follow only their individual parts and are largely free to decide what they play. A score of the entire piece does not exist as each performance embraces choice and chance. The concert will also include other selections of experimental music of the 1950s, including works by Karlheinz Stockhausen, Luciano Berio, and others. Reception to follow in the Campus YMCA, adjacent to Gerrard Hall.

Professor Litwin is an internationally celebrated composer and pianist who joined the UNC-Chapel Hill Department of Music in 2008. He has performed with renowned orchestras and conductors throughout the world, including Christoph von Dohnányi, Michael Gielen, and Marek Janowski, and has recorded for Deutschen Grammophon, Auvidis/Montaigne, Arte Nova, and Cala Records, among others.

FREE for Ackland members and UNC-Chapel Hill students who sign up for a free student membership at the event (One Card required) / $15 for non-members. Tickets available at the Ackland front desk, Memorial Hall, or at the event.

For questions, call 919.843.3687 or email jocelyn.arem@ackland.org.

UPCOMING EVENTS

DRAWING IN THE GALLERIES
Saturday, November 8
10 AM - Noon
DRAWING FOR KIDS
Saturday, November 8
10 AM - Noon

CURRENT EXHIBITIONS

Circa 1958: Breaking Ground in American Art
On display through January 4, 2009
The Fifties and the Anti-Fifties in Robert Franks' *The Americans*
On display through January 4, 2009
Feminine and Masculine in Ovid's Poetry and Early Modern Art
On display through February 1, 2009

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Photo of Stefan Litwin by Goetzinger.

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

The University of North Carolina at Chapel Hill

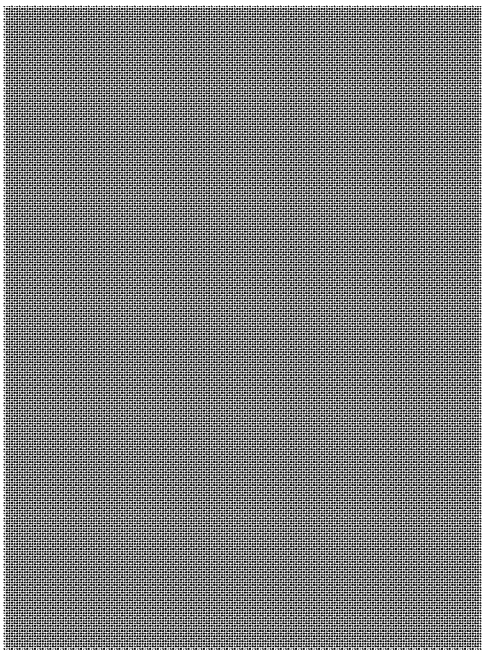

From: scmyers@aux-services.unc.edu
Sent: Tuesday, November 4, 2008 12:03 PM
To: smutima@email.unc.edu
Subject: Campus Dining Survey - Opportunity to win $400 Cash!

To the Campus Community:

Carolina Dining Services is conducting a customer satisfaction survey to evaluate campus needs. By sharing your thoughts, we will gain valuable insight to help improve your campus experience. We will also be able to use these results to compare how we stand amongst other institutions and how much we have improved since last year.

This online survey will take 5 to 10 minutes and your responses are confidential. You must type in the code below in order to enter to win the cash prize.

Code: 221126270

Click on this link to begin the survey:

http://www.nacufscustomersurvey.com/

If you cannot click on the link, copy and paste the URL into your Internet browser address bar and hit enter.

We appreciate your time and thank you for your assistance.

From:	nobody@notify.unc.edu on behalf of sdpaul@email.unc.edu
Sent:	Tuesday, November 4, 2008 8:21 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Clinical Research Study

Are You a Healthy Person Age 18 to 49?

Are You Interested in Participating in a Clinical Research Study?

Investigators at UNC are looking for healthy men and women to participate in a drug study.

- 1 to 2 Month Commitment
- 1 Single Dose of Study Drug
- Oral Contraceptives Not Allowed
- Compensation for Study Visits

Please contact Sunita Paul, MA, CCRA at 919-843-7806 or
@gmail.com if you'd like to learn more!

IRB Study #08-0410. Approval Date: 5/22/08

This email is sponsored by: UNC Eshelman School of Pharmacy

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, November 4, 2008 9:48 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: NC TraCS Institute Pilot Grant Program Request for Applications

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I am pleased to announce that the North Carolina Translational and Clinical Sciences (TraCS) Institute is now accepting applications for the NC TraCS Pilot Grant Program. The NC TraCS Pilot Grant Program will award approximately $4.3 million dollars in pilot funding the first year of the Clinical and Translational Science Award (CTSA). The levels of funding being offered will range anywhere from $2,000 up to $100,000. For details on the various grant opportunities, please go to http://www.tracs.unc.edu/pilots.htm

Sincerely,
Etta Pisano, MD
Kenan Professor of Radiology and Biomedical Engineering
Director, NC TraCS Institute

This email is sponsored by: NC TraCS Institute

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of lungs@unc.edu
Sent:	Tuesday, November 4, 2008 10:34 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Biracial children & teens needed for lung function study

---

Biracial ("Mixed") Children & Teens Needed for Lung Function Study

Objective: Look at measures of lung function in biracial (African-American and Caucasian) children and teens

Subjects: healthy biracial or "mixed" (African-American and Caucasian) children aged 8 to 19

Study Activities: participants will undergo a brief physical exam, answer questions on race and ethnicity, then perform spirometry (lung function testing), which consists of deep breathing maneuvers using equipment that measures airflow. Spirometry takes 10-15 minutes; the entire visit should take no more than 1 hour.

Compensation: $25 Target gift card, parking costs

If interested, contact Jessica Pittman, MD at lungs@unc.edu or (919) 966-1055

HS IRB #08-0780, Approved 7/2/2008
Study Title: Spirometry in Biracial Children: Assessing the Adequacy of Current NHANES-III Race-Based Reference Equations
PI: Jessica Pittman, MD

This email is sponsored by: Pediatric Pulmonology

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From: @email.unc.edu
Sent: Wednesday, 3:57 PM
To: dacrowde@email.unc.edu
Cc: smutima@email.unc.edu
Subject: - Swahili Request :)

Dear Mr.Mutina,

My name is and I was wondering if I could somehow test out of the first course of Swahili instruction. I am an . I talked with you about family matters and after more thought I believed I was going to have difficulty joining your class while at full speed after Fall Break. Thank-you very much for your time talking with me in class and I sincerely apologize for not contacting you sooner. I really appreciate your help in assisting me. I received your e-mail address from Debby Crowder who is also included in this e-mail. Since I am a and have previously taken , I really wanted Swahili to be my second language taken at Carolina for my future in Ms. Crowder informed me that it would be possible to work something out in regards to testing into (some form of test) Swahili I have been receiving private instruction and would be amply prepared if given this opportunity. Again, thank-you SO much for your help with my situation. I hope you are doing great!

Best,

From:	triwideafs-owner@lists.ncsu.edu on behalf of Olympia Friday <ofriday@email.unc.edu>
Sent:	Wednesday, November 5, 2008 4:56 PM
To:	triwideafs@lists.ncsu.edu
Subject:	[triwideafs] Abdul Alkalimat to Discuss eBlack Studies at Stone Center (UNC)
Attach:	African Diaspora Lecture_Flier.pdf

Please join the Sonja Haynes Stone Center for Black Culture and History at UNC at Chapel Hill on Tuesday, Nov. 11 at 7 p.m. for its annual African Diaspora Lecture. The lecturer will be Abdul Alkalimat, a professor in the School of Information and Library Science and the African-American Studies and Research Program at the University of Illinois at Urbana-Champaign. He moderates the largest African-American studies discussion list, H-Afro-Am and edits the Web site eBlackStudies.org.

Alkalimat is also a member of the editorial boards of Information, Communication and Society, cy.Rev, and The Black Scholar. Alkalimat's research interests include digital inequality, community informatics and African-American intellectual history.

Alkalimat will discuss "eBlack Studies: The Revolution in the Revolution."

A live Web stream of this lecture will also be available on the Stone Center's Web site: www.unc.edu/depts/stonecenter. The lecture is free and open to the public.

Free and limited parking will be available behind the Stone Center Building on the UNC-CH campus. For more information about parking, visit http://sonjahaynesstonectr.unc.edu/about/news/parking.

A PDF flier is attached to this email. Call the Stone Center at 962-9001 for more information.

Additional information:

Stone Center Event Page
http://sonjahaynesstonectr.unc.edu/programs/events/africandiasporalecture/

Facebook Event Page
http://www.facebook.com/event.php?eid=20952999235

H-Afro-Am Discussion Network
http://www.h-net.org/~afro-am/

eBlack Studies Site
http://www.eblackstudies.org/

Olympia Friday
PR & Communications Officer
The Sonja Haynes Stone Center
for Black Culture and History
University of North Carolina at Chapel Hill
Phone: (919) 962-7265
Fax: (919) 962-3725
Email: ofriday@email.unc.edu
Website: www.unc.edu/depts/stonecenter

THE SONJA HAYNES STONE CENTER
for BLACK CULTURE *and* HISTORY

African Diaspora Lecture

Guest Lecturer

Abdul Alkalimat

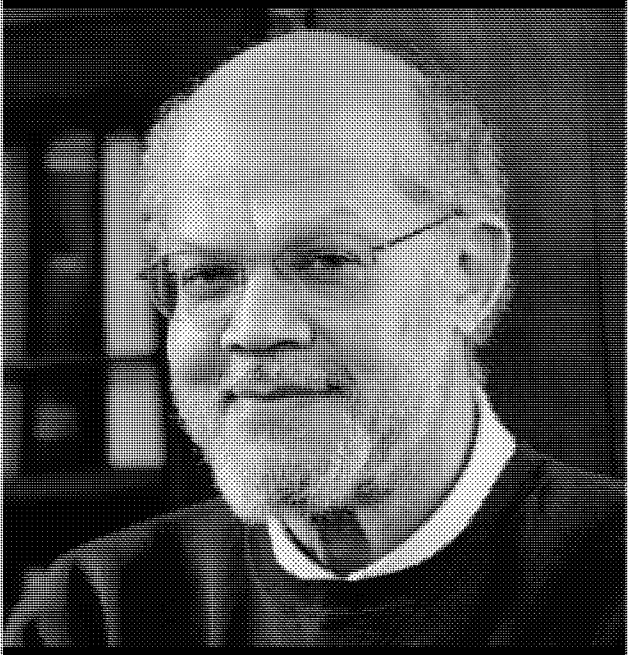

Tuesday November 11, 2008
7:00 p.m.
Stone Center
Hitchcock Multipurpose Room

Abdul Alkalimat is on the faculty of the School of Information and Library Science and the African-American Studies and Research Program at the University of Illinois at Urbana-Champaign. He moderates the largest African-American studies discussion list, H-Afro-Am and edits the Web site eBlack Studies.org. Alkalimat is also a member of the editorial boards of Information, Communication and Society, cy.Rev, and The Black Scholar. Alkalimat's research interests include digital inequality, community informatics and African-American intellectual history.

For more information, call 919-962-7401
or visit sonjahaynesstonecenter.unc.edu for more information

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

UNC
THE SONJA HAYNES STONE CENTER FOR BLACK CULTURE AND HISTORY

eBlack Studies: The Revolution in the Revolution

From:	nobody@notify.unc.edu on behalf of HearingLab@med.unc.edu
Sent:	Wednesday, November 5, 2008 8:46 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Need 19-40 Year Olds for UNC Hearing Study

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HEARING STUDY

We are currently recruiting listeners for a hearing study.

You may be eligible to participate in this study if:
-you are between the ages of 19 - 40 years old
-you have normal hearing
-you have no history of ear problems

The purpose of this study is to obtain a better understanding of hearing.
Participants will sit in a soundproof room and listen to sounds presented over headphones. The study will take approximately 2 - 5 sessions of one hour each and takes place in MacNider Hall (next to the Health Sciences Library). You will be compensated for your time at a rate of $10/hour.

If you are interested in participating in this study please contact us at HearingLab@med.unc.edu

IRB Approval Date 12/27/07
IRB Study # 86-SURG-99

This email is sponsored by: Otolarynology

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, November 5, 2008 9:30 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: 2009 Faculty Mentoring Award

Nominations for Faculty Mentoring Award sponsored by the Carolina Women's Leadership Council due Jan. 28, 2009; each winner to receive $5,000

The Carolina Women's Leadership Council has generously provided funding for annual faculty mentoring awards at the University.

The 130-member Women's Leadership Council is a network of women from across the country who are committed to supporting the University and students' educational experiences. Along with providing financial support, members volunteer their time and share their expertise, as well as champion Carolina in their regions and serve on boards that further the University's mission. The council is co-chaired by Mary Anne Dickson '63, Molly Dewar Froelich '83 and Julia Sprunt Grumbles '75.

The Faculty Mentoring Awards sponsored by the Carolina Women's Leadership Council recognize outstanding men and women faculty members who go the extra mile to guide, mentor and lead students and/or junior faculty as they make important career decisions, embark on innovative research and teaching initiatives, prepare for leadership positions, and enrich their lives through public service, teaching and meaningful educational opportunities. These awards will honor faculty-to-student mentoring and faculty-to-faculty mentoring, with one award given in each category. Each recipient will receive $5,000.

All tenured and tenure-track faculty are eligible for this award, as are fixed-term faculty who have been at Carolina for at least three years. Visiting faculty are not eligible. Nominations may be submitted by anyone from the Carolina family, including current and former faculty, staff, and students.

Please note you will be asked to provide three separate attachments (please use Microsoft Word) consisting of the following:

1. Brief (one-paragraph) statement of rationale for nomination.

2. Narrative description -- not to exceed two pages -- of the extent, type and character of the mentoring provided by the nominee.

3. Nominee's curriculum vitae.

Nominations should be electronically submitted by visiting:

http://www.unc.edu/pcgi-bin/WLCMA_viewapp.pl

and must be received by Jan. 28, 2009.

A selection committee appointed by the provost will review and recommend the award recipients. This committee will include representatives from the faculty, the student body, the Office of the Executive Vice Chancellor and Provost, the Office of the Vice Chancellor for Student Affairs, and the Carolina Women's Leadership Council.

Selections will be made in mid-February 2009, with awards presented to winners at the annual meeting of the Carolina Women's Leadership

Council, which will be held Feb. 26-27, 2009.

For more information about the Faculty Mentoring Award sponsored by the Carolina Women's Leadership Council, contact Carol Tresolini, Associate Provost for Academic Initiatives, at 962-3907 or Carol_Tresolini@unc.edu

To learn more about the Women's Leadership Council, contact Lanier Brown May in the Office of University Development at 843-5883 or lanier_may@unc.edu or visit http://giving.unc.edu/women/index.htm

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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From: BullsHead@store.unc.edu
Sent: Thursday, November 6, 2008 9:45 AM
To: Bulls Head mailing list <bullymail@listserv.unc.edu>
Subject: ER Doctor at the Bull's Head today

Ever wondered what it's really like in the Emergency Room of a hospital?

Come to the Bull's Head today at 3:30pm and hear Durham ER Doctor Paul Austin read from and talk about his new book Something for the Pain: One Doctor's Account of Life and Death in the ER.

"It turns out there are all kinds of things about working in an ER that most of us haven't learned from TV or having sat in one. In Something for the Pain, Paul Austin—the ER doc you'd hope to get if something really bad happened— tells us, vividly and with uncommon candor, how, if you aren't careful, saving people's lives can make you sick." — Ted Conover, author of Newjack

The searing honesty of Something For the Pain makes the heart glad and breaks it at the same time." -- Randall Kenan, author of The Fire This Time

"Blood, yes, and pain aplenty-this is a book about the body. But it is also about the spirit..." -- David Bradley, author of The Chaneysville Incident

"Paul Austin … shows us something universal about how we all break and heal each other and ourselves." -- Rachel DeWoskin, author of Foreign Babes in Beijing

"With his honesty, need, frustration, and humanity, Austin is a narrator you can trust, and he tells a story of disturbing power."—Joy Castro, author of The Truth Book

"If you are considering a career in emergency medicine, you must read this book."—Eugenia Quackenbush, MD - assistant professor of Emergency Medicine, UNC School of Medicine

--- You are currently subscribed to bullymail as: smutima@email.unc.edu. To unsubscribe send a blank email to leave-23407711-4005955.0e9ae51c1aebe739ce4dd2b3bc85321d@listserv.unc.edu

From: bounce-23411704-13144631@listserv.unc.edu on behalf of Perry Hall <hallpa@email.unc.edu>
Sent: Thursday, November 6, 2008 4:01 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] Obama and NC

MSNBC just called North Carolina for Obama. We now live in a blue state.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Perry Hall <hallpa@email.unc.edu>
Sent: Thursday, November 6, 2008 3:03 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Cc: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: Email/Flyer for conference
Attach: Hip Hop Publicity.doc

Please circulate

(Finding/Defining/Preserving)

The Soul of Hip Hop in the 21st Century

A Conference Featuring the

Students of HNRS 356 (The History of Hip Hop)

November 21, 2008

Jimmy Hitchcock Multipurpose Room

Sonja Haynes Stone Center for Black Culture and History

9:00 a.m.-3:15 p.m

Panel Topics:

Historical Roots of Hip Hop: The Seven-Mile World and the Ol Skool

The Five Percenters and the "Knowledge" of Hip Hop

Bad Boys: Interrogating Gender, Misogyny and other Taboo subjects

Hip Hop and the Criminalization of race and youth.

Hip Hop in the 21st Century: Alternatives to corporate co-optation?

Free Box Lunch for the first 100 registrants

free online registration at

www.unc.edu/depts/afriafam/conference/

Keynote Speaker

M.K. Asante, Jr.

Author of ***It's Bigger Than Hip Hop: The Rise of the Post-Hip Hop Generation***

www.mkasante.com

3:30 p.m

Stone Center Auditorium

Live Hip Hop Show

with

MC J. Bully

DJ Pilzbury & the Mighty Arms of Altas Breakdance Crew

The Beast

Featuring

The Foreign Exchange

Program Sponsors

Johnston Center and Scholars Program
Department of African and Afro-American Studies
Office of Diversity and Multicultural Affairs
National Council For Black Studies Community Engagement Grant Program

Hip Hop Initiative of North Carolina Central University

(Finding/Defining/Preserving)
The Soul of Hip Hop in the 21st Century
A Conference Featuring the
Students of HNRS 356 (The History of Hip Hop)
November 21, 2008
Jimmy Hitchcock Multipurpose Room
Sonja Haynes Stone Center for Black Culture and History

9:00 a.m.-3:15 p.m
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Bad Boys: Interrogating Gender, Misogyny and other Taboo subjects
Hip Hop and the Criminalization of race and youth.
Hip Hop in the 21st Century: Alternatives to corporate co-optation?

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Keynote Speaker
M.K. Asante, Jr.
Author of ***It's Bigger Than Hip Hop: The Rise of the Post-Hip Hop Generation***
www.mkasante.com

3:30 p.m
Stone Center Auditorium
Live Hip Hop Show

with

MC J. Bully
DJ Pilzbury & the Mighty Arms of Altas Breakdance Crew
The Beast

Featuring

The Foreign Exchange

Program Sponsors
Johnston Center and Scholars Program
Department of African and Afro-American Studies
Office of Diversity and Multicultural Affairs
National Council For Black Studies Community Engagement Grant Program
Hip Hop Initiative of North Carolina Central University

From:	nobody@notify.unc.edu on behalf of lmangili@email.unc.edu
Sent:	Thursday, November 6, 2008 8:31 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Get Fit from Head to Heel!: Physical Activity and Weight Loss Program

---

Motivating Carolina students and employees to Get Fit from Head to Heel!

Interested in modifying your lifestyle and adopting healthy new patterns? If you need to lose weight, and want to learn how to do it the healthy way, while meeting new people and having fun, Get Fit from Head to Heel! is for you...

Carolina Campus Recreation and Counseling & Wellness Services introduces Get Fit from Head to Heel!, a 10-week healthy lifestyle, weight loss and physical activity challenge available to UNC-Chapel Hill students and employees. The program, formerly called Carolina's Biggest Loser, is designed for individuals interested in modifying their lifestyle and adopting healthy, new patterns.

With the support of a team and coach, participants will attend weekly fitness challenges and nutrition workshops. The program emphasizes the importance of maximizing physical activity and making healthier lifestyle and eating choices. The program not only provides motivation and support, but the resources to be successful. The impact of the program can best be described by feedback from past participants.

"I was at a standstill...I was sick of dieting, I was sick of exercising, I was sick of everything, and I needed a little push..."

"I've tried new things that I never thought I'd do, and learned that I actually like exercise, which I never thought would happen..."

"Whether you've lost a little bit or a lot, the results give you the confidence you need to know you are on the right path."

Applications are available at http://campusrec.unc.edu and must be completed and returned to the Student Recreation Center, Room 101. For more information, please contact Lauren Mangili by email at lmangili@email.unc.edu or phone, 919.962.7348.

This email is sponsored by: Carolina Campus Recreation

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From: nobody@notify.unc.edu on behalf of @email.unc.edu
Sent: Thursday, November 6, 2008 9:15 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Carolina Challenge

The Carolina Challenge will be having its last interest and networking session soon. The Challenge is an annual business and social venture competition.

This innovative contest allows those with great ideas or an entrepreneurial drive to battle it out for a chance to win a piece of at least $50,000 in prize money. Competitors do not need to be business school students.

Check out our website at www.carolinachallenge.org to learn more about this amazing opportunity and to find out about our upcoming interest session.

Are you up for the Challenge?

This email is sponsored by: Carolina Challenge

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of clinic@unc.edu
Sent: Thursday, November 6, 2008 9:56 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Concerned about your child or adolescent?

We offer psychological assessment and treatment for children and adolescents who experience difficulties at home, in school, or with their peers.

Reduced fees are available based on income.

We can help with:

*Sadness or irritability
*Disruptive behavior and aggression
*Inattentiveness/hyperactivity
*Mood swings and anxiety
*Conflicts with parents or peers
*Learning difficulties

We are affiliated with the UNC-CH clinical psychology Ph.D. program and provide reduced fees based on income. Treatment is provided by doctoral students under the supervision of licensed psychologists who are faculty members in the Department of Psychology.

Children and adolescents are seen in our nearby off-campus location on Finley Golf Course Road with afternoon and evening appointments and readily available adjacent parking.

For more information please contact us at 919-962-6906 or clinic@unc.edu or visit http://psychologyclinic.unc.edu/.

Please be aware that if the information you provide indicates that there may be abuse of a child or disabled adult, or that you or another person is in danger, we will need to respond as required by state law.

This email is sponsored by: UNC Department of Psychology Community Clinic.

This email is sponsored by: Psychology

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Thursday, November 6, 2008 10:40 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Message from the Chancellor: University Budget Update

---

Dear Faculty and Staff:

We know the global economic crisis will affect the University's budget in the coming months and years. Short term, here's what that situation means for us. North Carolina has cut one-time (non-permanent) state appropriations by 4 percent. We expect to be asked for an additional 1 percent any day now. To put that in perspective, state appropriations equaled $574 million, or 22 percent, of Carolina's total operating budget. A 5 percent cut adds up to about $25 million.

We're leaving decisions about the state reductions to each vice chancellor and dean; they know best how to minimize the effect on our people, programs and the quality of the education we provide to our students. We've received no word that a general state or UNC system hiring freeze is imminent. The funding designated in this year's state budget for our building repairs, renovations and new capital projects has been frozen - at least for now.

To be prudent, we're planning for the likelihood of permanent (recurring) state budget cuts for fiscal 2009-2010 because revenues are expected to decline. In the event of a permanent state budget cut, we would carefully scrutinize all University operations and programs.

The University's budget is complex. Besides our state funding, we rely on tuition and fees, sales and services such as patient care, research contracts and grants, athletics, and private support. Most of this funding comes with restrictions on how it can be used - such as a federal grant awarded to conduct a research study or a donor's private gift intended to benefit a scholarship program.

We're in better shape than many public universities that have been forced by their state's circumstances to make very difficult budget decisions over the past several months - even before the current global financial meltdown. In North Carolina, we can be grateful for the historically strong support that public higher education receives from our General Assembly. Faculty research funding has stayed strong despite an already challenging federal funding environment. The successful Carolina First Campaign has strengthened teaching, research, and public service along with the endowment - and set the bar high for continued private support.

These are extraordinary economic times, and the global financial crisis and its ripple effects create uncharted territory for most of us. We're closely examining everything that we do to make responsible choices to position the University for the economic recovery. We're committed to getting through this rough period as smoothly as possible with your help, cooperation and patience. And we pledge to keep you informed.

Sincerely

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: nobody@notify.unc.edu on behalf of erika_hanami@med.unc.edu
Sent: Friday, November 7, 2008 9:06 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research Subjects needed for Acne Trial

---

If you have moderate to severe acne, you may be eligible to participate in a research study evaluating the safety and efficacy of a new topical acne treatment. Minors must be at least 12 years old to participate.

The study will last 12 weeks and require up to 6 study visits. You will not be allowed to use other acne medications while participating in this study. All study related visits, study medication, and evaluations will be provided to eligible participants at no cost.

For more information, please contact:

Erika Hanami, CRC
1042 Burnett-Womack, CB 7209
Chapel Hill, NC 27599-7209
Phone: 919-843-5126
Email: erika_hanami@med.unc.edu

This study has been approved by the Institutional Review Board at UNC-CH. IRB#:08-1007

This email is sponsored by: Clinical Translational Research Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: bounce-23423812-13185103@listserv.unc.edu on behalf of Perry Hall <hallpa@email.unc.edu>

Sent: Saturday, November 8, 2008 2:28 PM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] Diaspora Lecturer

---

Colleagues

I wanted to give a special endorsement and incentive to encourage you all to attend the Diaspora Lecture if possible. Abdul, a long-time friend and colleague, has been a critical force at several important junctures in the history and development of African American Studies. Today, I would say, he is far ahead of anyone else in terms of conceptualizing emancipatory applications for digitized information technology.

Perry

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Sunday, November 9, 2008 8:45 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Walk In Employee Flu Clinics

Walk In Employee Flu Clinics
Department of Environment, Health and Safety - November 9, 2008

If you still have not received your flu shot, plan now to visit one of our last three clinics. For your convenience, these last three clinics are Walk In Clinics. No appointment necessary; just walk in at a time convenient for you. For more information, go to http://ehs.unc.edu/ueohc/flushot.shtml.

The shots are free to employees covered under the State Health Plan, or one of the state's preferred provider organization (PPO) plans. If you are not a member of the State Health Plan, you will need to pay $30 by cash or check at the time of vaccination and obtain reimbursement from your insurance provider.

You will need to present your State Plan/PPO card along with a photo ID for coverage under the plan. These flu shot clinics are for University employees only. Contact your health care provider for flu shots for family members and dependents, or go to http://flucliniclocator.org for a flu clinic near you.

Health experts advise against taking a chance on getting the flu because it can lead to serious complications and -- in some cases -- even death. By getting vaccinated, you reduce the flu risk for everyone.

Mary Beth Koza
Director, UNC Department of Environment, Health and Safety

This email is sponsored by: Environment, Health and Safety

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, November 10, 2008 10:02 AM
To: Mutima@email.unc.edu; Smutima A <smutima@email.unc.edu>
Subject: [ackland-e-news] Yoga in the Galleries, Curators Clinic, Art after Dark

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-23433751-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Subscribe

YOGA IN THE GALLERIES

Tuesday, November 11
12:00 - 1:00 PM

Namaste! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland. Yoga mats and museum cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended.

Sessions led by Joanne Marshall. Beginners are welcome.

Registration recommended. Free to members, $5 non-members.

CURATORS CLINIC

Tuesday, November 11
1:00 - 4:00 PM

The Ackland invites the public to bring in a work of art for consideration by an Ackland expert. While Ackland staff is unable to appraise works of art, curators will offer insight into the significance of the piece as well as the techniques used by the artist, condition, and subject matter. One work of art per person, please. Please call 919.966.5736 to make an appointment.

Registration required and limited.
Free to members | $10 non-members

ART AFTER DARK

Friday, November 14
Open until 9:00PM

Visit the Ackland this Friday for Art after Dark! During these special evening hours, enjoy our cash bar (beer and wine), light refreshments, and live music from pianist Adrian Duke. Starting at 6:45 PM, join a gallery talk on the history of the Ackland with a special Museum-wide scavenger hunt. FREE.

UPCOMING EVENTS

ART AFTER DARK
Friday, November 14
Museum open until 9 PM
HANES VISITING ARTIST LECTURE SERIES
featuring Zaven Pare
Hanes Art Center, Room 121
Tuesday, November 18
5:30PM

CURRENT EXHIBITIONS

Circa 1958:
Breaking Ground in American Art
On display through January 4, 2009
The Fifties and the Anti-Fifties in Robert Franks' *The Americans*
On display through January 4, 2009
Feminine and Masculine in Ovid's Poetry and Early Modern Art
On display through February 1, 2009

Please visit our calendar for a full listing of special programming and events

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Image above: Indian, Central, 11th to 12th century: *Ganesha* (detail); sandstone sculpture. Gift of Clara T. and Gilbert J. Yager in honor of Dr. Charles Morrow and his wife, Mary Morrow, for their many contributions to the University and to the Ackland Art Museum during his term as Provost.

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

The University of North Carolina at Chapel Hill

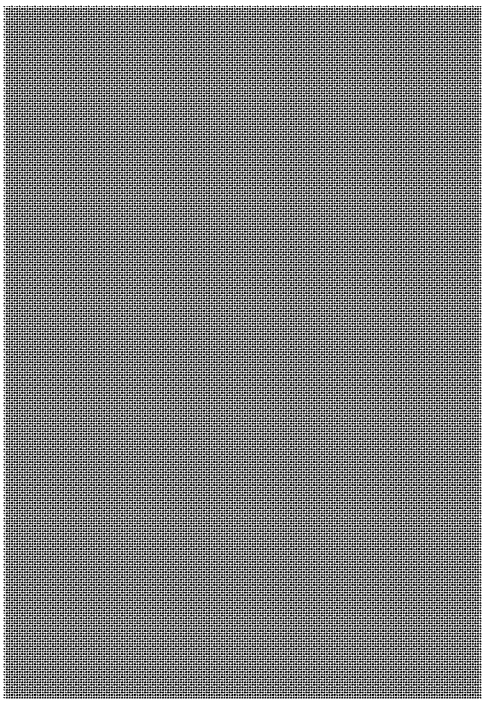

From: bounce-23438227-13233117@listserv.unc.edu on behalf of Ryan Greenway <rgreenwa@email.unc.edu>
Sent: Monday, November 10, 2008 4:38 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] [Fwd: Message from Jack Boger, College of Arts & Sciences Dean Search Committee Chair]

This message is being sent to all faculty and all staff in the College of Arts & Sciences.

Please review this message forwarded from the Office of the Provost:

-------- Original Message --------
Subject: Message from Jack Boger, College of Arts & Sciences Dean Search Committee Chair
Date: Mon, 10 Nov 2008 16:12:53 -0500
From: Debbie Stevenson <debbie_stevenson@unc.edu>
Reply-To:debbie_stevenson@unc.edu
Organization: University of North Carolina at Chapel Hill
To: Ryan Greenway <rgreenwa@email.unc.edu>

College of Arts & Sciences Dean Search Committee

November 10, 2008

The Search Committee for the Dean of the College of Arts & Sciences at the University of North Carolina at Chapel Hill has retained Dr. Jean A. Dowdall, Senior Vice President of Witt/Kieffer, a leading search firm for institutions of higher education, as part of its ongoing search for a new Dean of the College. The committee is very pleased with the quality of the internal and external candidates who have applied to date for this position. Dr. Dowdall will aid the Committee in conducting further outreach and in developing profiles on each candidate. The Committee remains on schedule to bring candidates to meet with the University community in mid-spring of 2009, and to present finalists to the Provost in late spring of 2009.

Debbie Stevenson <debbie_stevenson@unc.edu>
Executive Assistant
Office of the Executive Vice Chancellor and Provost
UNC-Chapel Hill

--
Ryan Greenway
Director of Systems Integration // (919) 962.9275 (Office number)

Dean's Office - College of Arts & Sciences --- http://www.artsandsci.unc.edu
University of North Carolina at Chapel Hill
205 South Building, CB 3100

919.962.1165 (Main Line) 919.962.2408 (Fax)

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

- -- You are currently subscribed to

african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From:	nobody@notify.unc.edu on behalf of hannnah@email.unc.edu
Sent:	Monday, November 10, 2008 8:35 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Show Your Photos in China!!

Have your photos displayed in China!!

The FACES 2008 (Forum for American Chinese Exchange at Stanford) Invites you to submit photos that represent the various 'Faces of China' to the FACES 2008 ART EXPO.

Photos will be shown at Fudan University in Shanghai, China from November 24th to the 28th.

Themes to be explored through the exhibit include issues beyond aesthetics and art to explore the current images that define China contrasted by images of the past. Where is China going? Where has China gone? What are the real and 'imagined' FACES of China?

TO SUBMIT YOUR PHOTOS
Send your PHOTO along with the following information to hannahhighfill@gmail.com
Info: NAME, a short BIO, along with the TITLE, LOCATION, and YEAR of your PHOTO DEADLINE Wednesday, November 12th at 9PM

Visit our blog http://facesart.blogspot.com/ or email hannahhighfill@gmail.com for more information.

This email is sponsored by: Great Decisions

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of blak@email.unc.edu
Sent: Monday, November 10, 2008 9:28 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: MLK Scholarship Extension

Deadline Extension for the Martin Luther King Scholarship:

Nominations and applications for the 2009 MLK Scholarships are now extended to November 14th.

The MLK Scholarship are open to all * juniors* at the University of North Carolina at Chapel Hill. The awards are given annually to students who, as judged by the MLK Scholarship Committee, exemplify Campus Leadership, Improve their GPA, and the legacy of Dr. Martin Luther King Jr.

Winner will receive $1500 and 2 runner-ups will receive $1000 each

Applications are available at
http://www.unc.edu/diversity/community/mlkscholarship.html

Applications must be submitted by **Friday, November 14, 2008** to:
Eboni Blake |The MLK Scholarship Committee | blak@email.unc.edu
CB#9125, 01A South Building

Please contact Eboni Blake for further information at blak@email.unc.edu or call 962-0916.

This email is sponsored by: Diversity and Multicultural Affairs

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of bell@email.unc.edu
Sent:	Monday, November 10, 2008 10:09 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Volunteers Needed for Research Study

Healthy male and female volunteers are needed to participate in a research study investigating the effects of an intervention on hip strength, range of motion, and muscle activity on a knee valgus position during functional movement tasks. This study is sponsored by the Department of Exercise and Sport Science.

If you participate in this study, you will...
* Be screened for participation in the Sports Medicine Research Laboratory. The screen takes approximately 5 minutes.
* Report for two test sessions lasting approximately 1 hour each.
* Be willing to participate in an exercise program, 3 times per week for 20 minutes for 3-4 weeks.

You should not participate in the study if you...
* You have any current symptoms of injury (redness, swelling, pain)
* You have had leg surgery in the past year
* You have had a lower extremity injury in the past six months that required you to miss three or more consecutive days of physical activity

Participants should be between 18-35 years of age.

You can receive up to $45 for your participation if you are in the intervention group and $20 if you are in the control group.

Please contact David Bell if you are interested in volunteering or would like more information about the study.

David Bell
bell@email.unc.edu
(919) 962-7187

This message has been approved by the IRB: protocol#: 08-1706

This email is sponsored by: Exercise and Sports Science

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, November 10, 2008 10:48 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Free Tickets to Worlds Premier Chinese Performing Arts Show

---

Enjoy the performing arts? Interested in learning about Chinese culture? Come watch ancient legends of virtue and contemporary tales of courage brought to life on stage at the new Durham Performing Arts Center!

The Office of Diversity and Multicultural Affairs has offered a generous Diversity Incentive Fund to cover tickets for UNC students, faculty, and staff to the Divine Performing Arts performance. This is an extravaganza that presents the best of China's 5000-year civilization through classical Chinese dance and music. Details of this performance and highlights from previous years are available at http://www.divineshows.com/rtp

Anyone with a valid UNC One card may reserve one FREE ticket of $25 value. You may also upgrade your free ticket to a better seat and/or purchase additional tickets. Free tickets are limited, so please reserve yours today. To do so, send your 1) full name, 2) UNC email address, 3) departmental or school affiliation, and 4) upgrade or additional tickets needed to @gmail.com by November 15, 2008.

This email is sponsored by: Friends of Falun Gong

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent:	Monday, November 10, 2008 11:28 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: UNC System Voluntary 403(b) Retirement Program

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FROM: Brian Usischon, Senior Director, Benefits & Employee Services
Office of Human Resources

The Internal Revenue Service (IRS) released final 403(b) regulations on July 26, 2007. These regulations are the first comprehensive rewrite of the rules affecting 403(b) arrangements in 43 years. The regulations are effective Jan. 1, 2009.

The University of North Carolina institutions and affiliates decided to combine efforts and implement a new system-wide voluntary 403(b) retirement program in response to the new Internal Revenue Code 403(b) regulations. TIAA-CREF and Fidelity, two strong, highly respected financial service companies, have been selected to provide a wide range of services and 403(b) investment options through their own funds and other top investment managers in the industry, beginning Jan. 1.

To help facilitate this change, we have been actively working with Fidelity and TIAA-CREF to schedule group and individual counseling sessions, and to provide additional materials to help employees make informed decisions concerning participation in the 403(b) program. The 403(b) Program Guide (http://hr.unc.edu/Data/benefits/suppretire/403b-09) provides additional information about the new program, including who needs to enroll. Copies of the program guide are in the process of being distributed to all UNC-Chapel Hill 403(b) participants via campus mail. In addition, we have established a UNC System 403(b) Enrollment Web site (http://hr.unc.edu/Data/benefits/suppretire/403b-09) with additional information and important links.

We will sponsor campus-wide information sessions for employees in November and December. See the enrollment Web site above for dates and locations.

Enrollment Process

There is a simple two-step enrollment process:

Step 1: Complete a new Salary Reduction Agreement (SRA) and return the form to Benefits Administration, CB #1045. (The SRA is available at http://hr.unc.edu/formfinder/forms-benefits/403b-sra.pdf)

Step 2: Enroll in the program with either Fidelity or TIAA-CREF

You can enroll in the program through TIAA-CREF and/or Fidelity right now by following the links below to each 403(b) provider's online enrollment Web site. While contributions will not begin until you have completed your Salary Reduction Agreement form, you do NOT have to wait to open your new account(s). Simply click on the links below to find out more information about your investment options and complete your enrollment.

Fidelity (https://www.mysavingsatwork.com/atwork/unc403b.htm): Use Plan

ID 08310 to get started
TIAA-CREF (http://enroll.tiaa-cref.org/unc403b/): Use online access code NCH123

Deadlines
**SPA employees must complete the Salary Reduction Agreement form by Dec. 15, 2008, to start your deductions beginning with the first bi-weekly pay day in 2009 -- Jan. 2, 2009.

**Faculty and EPA Non-Faculty employees must complete the Salary Reduction Agreement form by Jan. 15, 2009, to start your deductions beginning with the first monthly pay day in 2009 -- Jan. 30, 2009.

If you are required to re-enroll because you are contributing to a vendor other than TIAA-CREF and/or Fidelity and do not return the forms by the above deadlines, your 403(b) contributions will stop and your contributions will not resume until you complete the required forms and submit them to Benefits Administration.

If you have any questions, call Benefits Administration at 919-962-3071.

This email is sponsored by: Office of Human Resources

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, November 10, 2008 11:49 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Interested in how your childs brain works and grows?

We need healthy volunteers to help us figure out how the brain grows in children and teenagers. If your child is between the ages of 9 and 18, contact us to see if they can participate!

You and your child will be paid $50 each for a screening visit, and if your child qualifies for the study, they will be paid another $150.

To add your child to our list, visit our website:
www.psychiatry.unc.edu/research/cr_healthyvolunteer.htm

UNC IRB # 5-2119

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Tuesday, November 11, 2008 12:28 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: International Education Week

Dear Carolina Students, Faculty and Staff:

The week of November 17-21 marks International Education Week 2008 across the nation, and we have an array of activities planned to promote and celebrate international education at Carolina. Attend a performance by a Sufi Qawwali ensemble, explore human rights in an unconventional forum, enjoy the 22nd annual Latin American Film Festival and view an exhibition of international photography.

If you do not yet have a passport, or need to renew your passport, don't miss our 4th annual "Get-a-Passport-Drive" on Tuesday, November 18 and Wednesday, November 19. State Department officials will be on campus with passport applications, and you can get passport photos taken on site. More details about the event and required documentation are available at http://global.unc.edu.

All the events are open to the public, and I hope you'll take the time to participate, learn and enjoy. A complete schedule of International Education Week events happening around campus is posted at http://global.unc.edu, or you can access it directly from the UNC homepage.

I encourage all of you to help us in our mission to make Carolina a truly global university and take advantage of our numerous opportunities for international study, research and service.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of sharon_w_williams@med.unc.edu
Sent: Tuesday, November 11, 2008 1:05 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: African American Families and Serious Illness Communication Study

---

Faculty members at UNC and Shaw University Divinity School are conducting a research study on communication in African American Families when an adult (60 and older) has a serious illness.*

We invite you to participate if you help an African American family member who has a serious illness.

* Your participation requires either a 20-25 minute telephone interview or a brief 5-minute telephone interview.

* If asked to complete the 25 minute interview, we will send you a $20.00 Wal-Mart gift card as a "thank you" for talking with us.

* If you know others who help provide care to a seriously ill older family member, please tell them about the study.

The interview will cover family communication related to: 1) topics regarding the serious illness, including the possibility of dying from the illness 2) who is involved in the conversations, and 3) decision making about health care.

We do hope that you will agree to be a part of this important work. We need to learn from you. Please contact Dr. Sharon Williams if you are willing to participate or would like more information.

(919) 966-9462 or 1-866-725-3583
Email: Sharon_ Williams@unc.edu.

Thank you for your attention to this e-mail.

*By serious illness we mean chronic disease (e.g. Alzheimer's, cancer, COPD, congestive heart failure, etc.) that is advanced enough that the individual needs help with some daily activities such as taking medication, bathing, or dressing, getting to medical appointments).

The Serious Illness and Family Communication Study has been approved by UNC Behavioral Institutional Review Board (Study# 07-0793.

This email is sponsored by: Allied Health Sciences

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: @email.unc.edu>
Sent: Tuesday, November 11, 2008 1:12 AM
To: @unc.edu; dacrowde@email.unc.edu; @email.unc.edu;

NAACP@email.unc.edu; @email.unc.edu>;
acooke@unc.edu;
;

@email.unc.edu; banders1@email.unc.edu;
@email.unc.edu;
bselassi@email.unc.edu; @email.unc.edu;
@unc.edu;
drdalet@email.unc.edu; @mindspring.com; @email.unc.edu;
@email.unc.edu;
@email.unc.edu; hartlyn@unc.edu;
hildebra@email.unc.edu; @email.unc.edu;
jen321@email.unc.edu;
jfjordan@email.unc.edu; @email.unc.edu;
@email.unc.edu;
kevinbrennan@unc.edu; klcaldwe@email.unc.edu; @email.unc.edu;
krjanken@email.unc.edu; leemc@email.unc.edu; @email.unc.edu;
@unc.edu;
mlambert@email.unc.edu; @email.unc.edu;
@unc.edu; radunbar@email.unc.edu; regester@email.unc.edu;
rporter@email.unc.edu; @email.unc.edu;
smutima@email.unc.edu; stgore@email.unc.edu; @metalab.unc.edu;
@unc.edu; tjm1@email.unc.edu; @unc.edu;
@unc.edu

Subject: Forum invitation- Please forward
Attach: Forum flyers.2.pub

Greetings,

O.A.S.I.S ACTS, a subgroup of the Organization for African Students' Interest and Solidarity (O.A.S.I.S) will be hosting "**What Now Mr. President? A Discussion of Post Election Politics**" Thursday November 13th at 6:30 pm in the Sonja Haynes Stone Center's Hitchcock room.

The purpose of the forum is to discuss the presidential campaigns, the media's influence on the election and the expectations of President elect Barack Obama. The forum will specifically focus on:

- Race Relations
- The War on Terror and Foreign Relations

- Global Financial Crisis
- The Media's Impact on the Election

The forum will feature Dr. Perry Hall of the African and Afro-American Studies, Dr. Hodding Carter of the Public Policy department and Dr. Jonathan Weiler of the International Studies department.

We encourage you all to attend this interactive and informative forum to share your thoughts and opinions with us.

If you should have any questions, comments and/or concerns please do not hesitate to contact at @email.unc.edu . We look forward to seeing you there.

Attached please find a copy of the flyer.

University of North Carolina at Chapel Hill
@email.unc.edu

What now Mr. President?

A discussion of Post Election Politics

Topics such as:

- Race Relations
- War on Terror and Foreign Relations
- Global Financial Crisis
- The Media's Impact on the Election

DATE: 11/13/08

TIME: 6:30 PM

LOCATION: STONE CENTER

Come discuss these issues and more with experts in the field and O.A.S.I.S ACTS

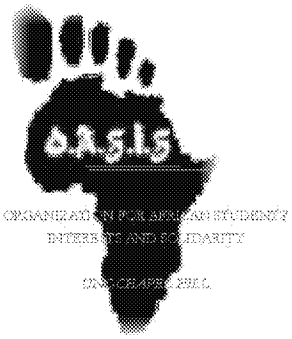

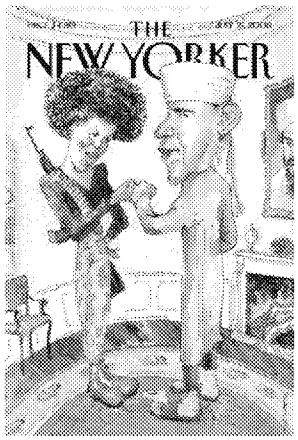

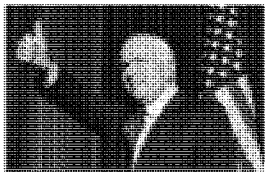

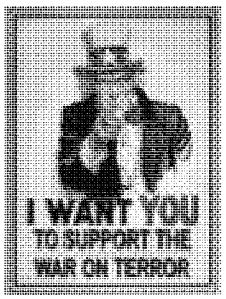

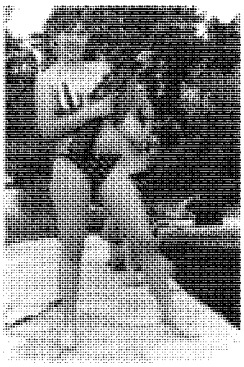

Hosted by: O.AS.I.S ACTS!

From:	bounce-23442897-13257380@listserv.unc.edu on behalf of Julius Nyang'oro <jen321@email.unc.edu>
Sent:	Tuesday, November 11, 2008 9:12 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [Fwd: Forum invitation- Please forward]
Attach:	Forum invitation- Please forward.eml (223 KB).msg

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: @email.unc.edu>
Sent: Tuesday, November 11, 2008 1:12 AM
To: @unc.edu; dacrowde@email.unc.edu; @email.unc.edu;

NAACP@email.unc.edu; @email.unc.edu>;
acooke@unc.edu;

@email.unc.edu; banders1@email.unc.edu;
@email.unc.edu;
bselassi@email.unc.edu; @email.unc.edu;
@unc.edu;
drdalet@email.unc.edu; @mindspring.com; @email.unc.edu;
@email.unc.edu;
@email.unc.edu; hartlyn@unc.edu;
hildebra@email.unc.edu @email.unc.edu;
@unc.edu; jen321@email.unc.edu;
jfjordan@email.unc.edu; @email.unc.edu;
@email.unc.edu;
kevinbrennan@unc.edu; klcaldwe@email.unc.edu; @email.unc.edu;
krjanken@email.unc.edu; leemc@email.unc.edu; @email.unc.edu;
@unc.edu;
mlambert@email.unc.edu; @email.unc.edu;
@unc.edu; radunbar@email.unc.edu; regester@email.unc.edu;
rporter@email.unc.edu; @email.unc.edu;
smutima@email.unc.edu; stgore@email.unc.edu;
tjm1@email.unc.edu; @unc.edu;
@unc.edu

Subject: Forum invitation- Please forward
Attach: Forum flyers.2.pub

Greetings,

O.A.S.I.S ACTS, a subgroup of the Organization for African Students' Interest and Solidarity (O.A.S.I.S) will be hosting "**What Now Mr. President? A Discussion of Post Election Politics**" Thursday November 13th at 6:30 pm in the Sonja Haynes Stone Center's Hitchcock room.

The purpose of the forum is to discuss the presidential campaigns, the media's influence on the election and the expectations of President elect Barack Obama. The forum will specifically focus on:

- Race Relations
- The War on Terror and Foreign Relations

- Global Financial Crisis
- The Media's Impact on the Election

The forum will feature Dr. Perry Hall of the African and Afro-American Studies, Dr. Hodding Carter of the Public Policy department and Dr. Jonathan Weiler of the International Studies department.

We encourage you all to attend this interactive and informative forum to share your thoughts and opinions with us.

If you should have any questions, comments and/or concerns please do not hesitate to contact . at _____@email.unc.edu . We look forward to seeing you there.

Attached please find a copy of the flyer.

University of North Carolina at Chapel Hill
_____@email.unc.edu

What now Mr. President?

A discussion of Post Election Politics

Topics such as:

- Race Relations
- War on Terror and Foreign Relations
- Global Financial Crisis
- The Media's Impact on the Election

DATE: 11/13/08

TIME: 6:30 PM

LOCATION: STONE CENTER

Come discuss these issues and more with experts in the field and O.A.S.I.S ACTS

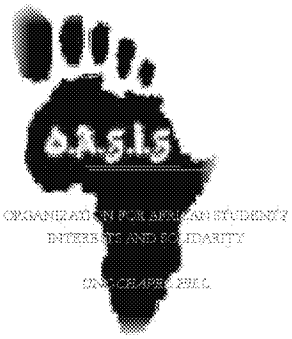

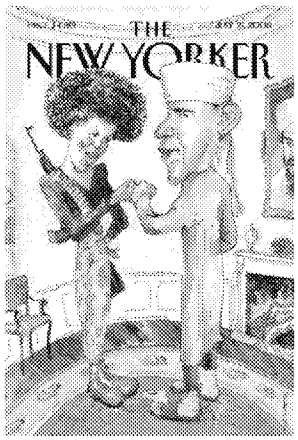

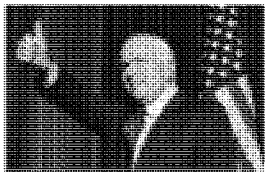

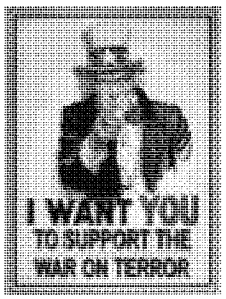

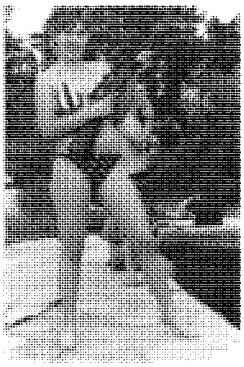

Hosted by: O.AS.I.S ACTS!

From: @email.unc.edu
Sent: Tuesday, 10:52 AM
To: smutima@email.unc.edu
Cc: Travis Gore <stgore@email.unc.edu>; dacrowde@email.unc.edu
Subject: Wednesday Exam

Hi Prof. Mutima, (and Travis & Deborah who I Cc-ed)

I just wanted to see if it worked for you to set up my exam tomorrow in the African Studies Department at 11pm, so that I would have enough time to complete it. If you could get back to me as soon as possible, it would be greatly appreciated. And I Cc-ed incase one of you happened to check your email more frequently and would be able to catch Prof. Mutima if you saw him. It would be for Swah . Thanks so much, and I will see you soon!

From: @email.unc.edu>
Sent: Tuesday, November 11, 2008 1:12 AM
To: @unc.edu; dacrowde@email.unc.edu; @email.unc.edu;

NAACP@email.unc.edu; @email.unc.edu>;
acooke@unc.edu;

@email.unc.edu; banders1@email.unc.edu;
@email.unc.edu;
bselassi@email.unc.edu; @email.unc.edu;
@unc.edu;
drdalet@email.unc.edu; @email.unc.edu;
@email.unc.edu;
hartlyn@unc.edu;
hildebra@email.unc.edu; @email.unc.edu;
@unc.edu; jen321@email.unc.edu;
jfjordan@email.unc.edu; @email.unc.edu;
@email.unc.edu;
kevinbrennan@unc.edu; klcaldwe@email.unc.edu; @email.unc.edu;
krjanken@email.unc.edu; leemc@email.unc.edu; @email.unc.edu;
@unc.edu;
mlambert@email.unc.edu; @email.unc.edu;
@unc.edu; radunbar@email.unc.edu; regester@email.unc.edu;
rporter@email.unc.edu; @email.unc.edu;
smutima@email.unc.edu; stgore@email.unc.edu;
@unc.edu; tjm1@email.unc.edu; @unc.edu;
@unc.edu
Subject: Forum invitation- Please forward
Attach: Forum flyers.2.pub

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University of North Carolina at Chapel Hill
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- Global Financial Crisis
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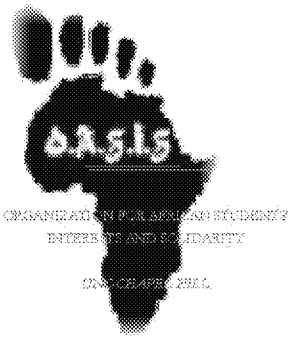

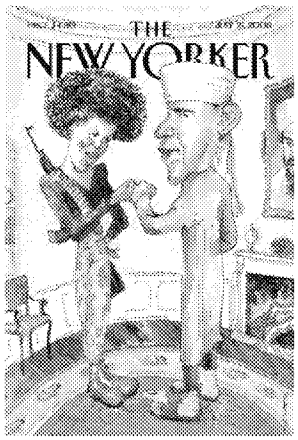

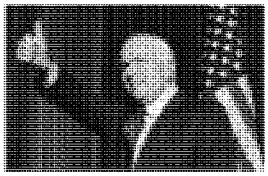

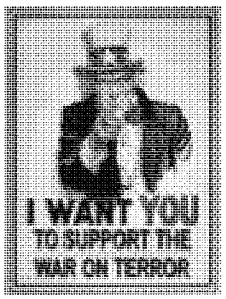

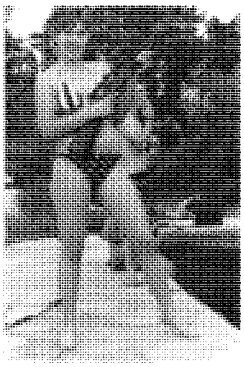

Hosted by: O.AS.I.S ACTS!

From:	nobody@notify.unc.edu on behalf of chelsea.phillips@unc.edu
Sent:	Tuesday, November 11, 2008 8:20 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Red Cross Blood Drives in the Student Union This Week

---

The American Red Cross is holding blood drives in the Great Hall of the Student Union! Please visit www.unc.givesblood.org for dates coming very soon and make an appointment. We'd love to have you drop in, too!

One person's donation can save three lives. Giving blood is a quick and simple way to give back to our community, and if you sponsor a blood drive, you are eligible to win a $500 scholarship from the Red Cross.

We all expect blood to be there for us, but barely a fraction of those who can give do. Yet sooner or later, virtually all of us will face a time of great vulnerability in which we will need blood. Please come to the Great Hall and donate to give someone "The Gift of Life".

Thank you from the American Red Cross!

This email is sponsored by: American Red Cross Club

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of ahsan.rizwan@unc.edu
Sent: Tuesday, November 11, 2008 8:44 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Recruiting individuals on pancreatic enzyme supplements for UNC Clinical Researc

---

Are you or is someone you know taking pancreatic enzymes for a condition such as cystic fibrosis or chronic pancreatitis? You may qualify to participate in a clinical study taking place at UNC.

Subjects are needed to participate in a clinical research study who are:

- Currently taking pancreatic enzymes (Pancrecarb., Viokase., Creon., Ultrase MT., Pancrease MT., Ultrase.)

- ≥18 years of age

- Currently medically stable

During a screening visit you will be asked to:
- Be evaluated over 1-2 hours to complete screening/confirm eligibility, including:
    Clinical laboratory tests
    History and Physical exam

During the study you will be asked to:
- Spend ~ 20 hours, including overnight stay at the UNC General Clinical Research Center (meals will be provided)
- Swallow a thin tube and have it advanced to small intestine under the supervision of a doctor
- Take study pills plus a liquid meal on 2 separate occasions with tube in place

$1025 compensation upon full completion of study.

For more information, please contact:
Ahsan Rizwan at 919-962-0089, ahsan.rizwan@unc.edu
Or
Mikki Sandridge at 919-843-3873, mikki_sandridge@med.unc.edu

This study, GCRC -2712: Intraduodenal Aspiration Study to Assess the Bioavailability of Oral Pancrecarb. Compared to Placebo Control in Patients with Pancreatic Insufficiency, and this message have received approval from the UNC Biomedical Institutional Review Board on 10/13/2008, study # 08-0819.

This email is sponsored by: UNC

==========

"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent: Tuesday, November 11, 2008 9:28 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Community Award Nominations Now Open

The Employee Forum is accepting nominations for its Community Award from now through December 9.

Purpose: The Employee Forum Community Award (also known as the Three-Legged Stool Award) is designed to recognize distinguished contributions by individuals who work to promote cooperation and collaboration among faculty, staff and students. The Three-Legged Stool Award is the Employee Forum's highest honor.

Eligibility: Any member of the faculty, staff or student body of the University of North Carolina at Chapel Hill is eligible. (Current members of the Employee Forum Executive Committee are not eligible.)

Criteria for nomination: Nominees should be individuals who inspire creativity; promote harmony and partnerships within the University community; inspire teamwork, cooperation and participation; demonstrate new approaches to current processes; encourage, mentor and build bridges; form alliances to work collectively; or demonstrate any other significant community-building activities.

Administration: Nominations (not to exceed 250 words) will be accepted from any member of the University community. When submitting nominations, please include the name of the nominee, how to contact the nominee (campus address, phone, CB# , or e-mail address), your name and contact information, and the specific reasons you are nominating this individual.

Previous winners include James Peacock, Paul Hardin, Rachel Windham, Elson Floyd, Laurie Charest, Jack Evans, Linwood Futrelle, Susan Ehringhaus, Tommy Womble, Eric Mlyn, Archie Ervin, and Willis Brooks.

No official nomination form is required.

Nominations should be submitted before December 9, 2008, to:

Tommy Griffin, Executive Committee Chair
Employee Forum Office
CB# 3488 Campus Mail

or sent via e-mail to forum_office@unc.edu
with the heading "Community Award."

This email is sponsored by: Employee Forum

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of research_support@unc.edu
Sent:	Tuesday, November 11, 2008 10:37 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Research Support November 2008 Issue Now Available

---

The November 2008 issue of Research Support newsletter is now available at http://research.unc.edu/rs/

In this issue:
Funding Opportunities
Major funding opportunities from state, public, and private agencies, as well as from UNC-Chapel Hill.

* Carolina Internal Funding Opportunities
* National Science Foundation
* National Institutes of Health
* Multidisciplinary
* Social and Behavioral Sciences
* Health and Medical Sciences
* Life and Physical Sciences
* Arts and Humanities

Campus News

* New Core Facility Pilot Project Awards
* Conflict of Interest Disclosure Requirement Policy
* Change in Responsibilities at OSR
* Responsible Conduct of Research
* Expanding the Carolina Internal Funding Database
* IAH and Duke Exchange Fellowship
* Identifying Funding Sources Workshop for Faculty in Health Affairs
* Research Funding Opportunity - Institute of Homeland Security Solutions
* NIH Regional Seminar: Program Funding and Grants Administration
* TECHRevolution: The Entrepreneurial Experience
* Hilda Durham Retires
* New Patents and License Agreements

Funding Tips

* Use Tags in COS to Organize Your Tracked Funding Records
* Funding for Travel and Conferences
* Funding for Community-Campus Partnerships for Health
* News from the American Chemical Society Petroleum Research Fund
* New Gateway to Funding Resources on the NC Biotech Center Website

Federal News

* NIH Reduces Number of Resubmissions
* ARL Initiatives and Mechanisms for University Partnerships
* NSF Program in Mathematical and Statistical Research for Threat Detection
* NIH Public Access Compliance Monitoring
* NIOSH Moves Forms to Adobe; K Awards to eSubmission
* AHRQ Opens Technology Assessment Program Draft Reports for Public Review

Research Support provides Carolina faculty and research staff with funding opportunities, sponsored research news, funding tips, and timely

information from all of the offices supporting research at Carolina. It is published by the Office of the Vice Chancellor for Research and Economic Development, GrantSource Library. Email research_support@unc.edu

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

==========

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, November 11, 2008 10:50 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UNC Men's Home Basketball Parking and Transportation

---

ATTENTION UNC STUDENTS AND EMPLOYEES:

The following reflects parking and transportation information related to 2008 / 2009 UNC Men's Basketball home games:

RESERVED GAME PARKING:
The lots surrounding the Dean E. Smith Center, plus several mid and south campus parking lots are reserved for men's basketball games. Of these lots, several require advance removal of vehicles. Consequently, vehicles parked in reserved game lots must be removed by 5:30 p.m. or 6 p.m. for weeknight games and 10:00 a.m. for weekend games unless otherwise posted (check lot entrance signs for specific times).

Vehicles not removed from reserved game lots risk being ticketed and towed at the owner's expense ($110 to $120). To avoid ticketing and towing, PLEASE DO NOT park your vehicle in the reserved game lots beyond the times specified on the entrance signs.

Unless otherwise posted, the 5:30 p.m. and 10 a.m. lots affected by tow policy are as follows: (1) Williamson Lot / Williamson Drive (formerly named the Smith Lot); (2) Dean E. Smith Lot (formerly the Koury Lot and the Dean E. Smith Lot); and, (3) the Bowles Lot. Unless otherwise posted, the 6 p.m. and 10 a.m. lots are: (1) Business School Deck, and (2) the Public Safety lot.

NOTE: All vehicles will need to be removed from basketball lots by 8 a.m. on Saturday, February 28, 2009 for the 12:00 p.m. (noon) game against Georgia Tech.

Though the Craige Deck will be used for basketball parking, CD permit holders do not need to relocate and will be allowed to park during event operations as long as they are reporting to work.

S11 or BD employee permit holders who cannot remove their vehicles by 5:30 or 6 p.m. on weeknights, may obtain alternate parking by visiting the UNC Hospitals parking office (hospital employees only) or the UNC Department of Public Safety Parking Office (non-hospital employees only).

STUDENT PARKING LOTS:
Student resident lots are reserved for students with valid permits on weeknights and for residents on the weekends. There is NO PUBLIC PARKING allowed in student lots such as Hinton James, Ehringhaus, Morrison, Craige, or Odum Village (S12). Additionally, temporary parking restrictions will be in place which will require a valid lot permit during event times. For example, S12 permits will be required in all S12 lots from 7:30 a.m. to 11 p.m. on all game dates.

ROAD RESTRICTIONS:
Bowles Drive will be restricted beginning 5 p.m. for weeknight games and 3.5 hours prior to all weekend game times. No through traffic will be allowed to cross in front of the Smith Center during road restriction times. Buses will be reversed to run one-way from the Bowles Lot side to the Manning Lot side.

Additionally, Stadium Drive will close to thru traffic at 5 p.m. for weeknight games and 3.5 hours prior to weekend game times. S4 permits will be required.

SCHEDULED GAME DATES:
For a complete listing of game dates/times, visit the Athletic Department website:
"http://www.tarheelblue.com"
On that website, select links for "Men's Basketball" and then "Schedules."

If you have questions concerning event parking, please call Public Safety at (919) 962-3951, Monday through Friday, 7:30 a.m. - 5:00 p.m. at (919) 962-3951 or log onto the Public Safety website:
http://www.dps.unc.edu
...and look for the link to "Men's Home Basketball Parking and Transportation."

Information is also available on radio channel 1610 AM on game dates.

Thank you for your cooperation throughout the upcoming 2008 / 2009 season, and "Go Heels!"
UNC Public Safety

This email is sponsored by: UNC Public Safety

==========
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From: Black.Faculty.and.Staff.Caucus@mxp2.isis.unc.edu
Sent: Wednesday, November 12, 2008 10:24 AM
To: The blackfaculty04 mailing list. <blackfaculty04@listserv.unc.edu>
Subject: [blackfaculty04] Meeting Reminder

Dear Colleagues:

Please join us for the November BFSC meeting, Thursday November 13th at noon in room 3515. We are having a presentation by a campus group and need a good crowd there to hear it. There will be tea available, just bring your lunch and join us! Hope to see your face around the place!

Cookie Newsom, Chair
--
M. Cookie Newsom, Ph.D.
Director of Diversity Education and Assessment
Diversity and Multicultural Affairs
CB#9125
University of North Carolina at Chapel Hill
Chapel Hill, North Carolina 27599
919-962-6962

"Be ashamed to die until you have won some victory for mankind",,,Horace Mann

--- You are currently subscribed to blackfaculty04 as: smutima@email.unc.edu To unsubscribe send a blank email to leave-23452674-3738931.7ab8c75bc63c1457a52e6e412903e9b8@listserv.unc.edu

From:	bounce-23454006-13285101@listserv.unc.edu on behalf of Kia Lilly Caldwell <klcaldwe@email.unc.edu>
Sent:	Wednesday, November 12, 2008 1:06 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] Election Round Table - Monday, Nov 17

Please forward widely.

Please join us for a Round Table

"Domestic and International Perspectives on the Obama Victory"

Speakers:

Mark Driscoll (Assistant Professor, Asian Studies)

Arturo Escobar (Kenan Distinguished Professor, Anthropology Department)

Rachael Murphey-Brown (Postdoctoral Research Associate, African & Afro-American Studies)

Eunice Sahle (Assistant Professor, African & Afro-American Studies)

Moderator: Kia Caldwell (Assistant Professor, African & Afro-American Studies)

Monday, November 17, 2008

12:00 - 1:30 pm

Toy Lounge (4th Floor, Dey Hall)

Bring your lunch. Light refreshments will be provided.

Organized by the UNC-CH Department of African & Afro-American Studies

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: @email.unc.edu>
Sent: Wednesday, 4:51 PM
To: undisclosed-recipients:
Subject: Carolina for Kibera Summer Volunteer Application and Interest Meeting

---

Hello,

Carolina for Kibera is now accepting applications for Summer 2009 volunteers. I would like to ask you to **please send out this email over your listserv** and encourage students to apply. It is an incredible opportunity for any UNC student to travel to Kenya and work in a complex environment.

Thank you,

*****Please delete everything above (and including) the line before sending out this email over your listserv.******

Dear friends,

Carolina For Kibera (CFK) is now accepting applications for summer volunteers! CFK fights abject poverty and helps prevent violence through community-based development in the Kibera slum of Nairobi, Kenya and beyond. Run by Kenyans and advised by American and Kenyan volunteers, CFK's primary mission is to promote youth leadership and ethnic and gender cooperation in Kibera through sports, young women's empowerment, and community development. Additionally, CFK works to improve basic healthcare, sanitation, and education in Kibera.

CFK will hold an interest/information session on **Wednesday, November 19th at 5pm** on the fourth floor of the FedEx Global Education Center, **Room 4003**. The meeting will address the summer volunteer positions as well as ways to be involved with CFK on campus throughout the year.

The application to volunteer with Carolina For Kibera (CFK) in Kenya during summer 2009 is available on the CFK website at http://cfk.unc.edu/about-volunteers.php. The application is due **January 23, 2009.** Please feel free to email cfk@unc.edu or yaniv@email.unc.edu if you have any questions about the volunteer position or application process.

We hope to see you there!

-
Summer Volunteer,
@email.unc.edu

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, November 12, 2008 8:26 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do You or One of Your Children have Schizophrenia or Schizoaffective Disorder?

We are looking for children and teenagers who have a parent or sibling with Schizophrenia. You can help us figure out how the brain works and grows, and your child can even get a picture of their brain! Participants are paid up to $150 for their time.

If your child is between 9-18 years old, call Erin to see if they can participate in our research study! 1-866-914-9679 or email at erin_douglas@med.unc.edu

UNC Biomedical IRB# 5-2119
Mapping Cortical Circuit Maturation in High Risk Adolescents

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Thursday, November 13, 2008 10:00 AM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Domestic and International Perspectives on the Obama Victory

---

Please join us for:

"Domestic and International Perspectives on the Obama Victory"

A Roundtable with

Mark Driscoll (Asian Studies)
Arturo Escobar (Anthropology Department)
Rachel Murphey-Brown (African & Afro-American Studies)
Eunice Sahle (African & Afro-American Studies)

Monday, November 17, 2009
12:00 - 1:30 pm
Toy Lounge (4th Floor, Dey Hall)

Organized by the UNC-CH Department of African & Afro-American Studies

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 FedEx Global Education Building
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu
www.global.unc.edu/africa

--

Stacey Sewall
African Studies Center
UNC-Chapel Hill
(919) 962-1522

You are currently subscribed to asc_faculty axsd: @email.unc.edu.
To unsubscribe send a blank email to leave-23461249-9477645.e8e53de689c9670d0259bbbdf9022d75@listserv.unc.edu

From: BullsHead@store.unc.edu
Sent: Thursday, November 13, 2008 10:14 AM
To: Bulls Head mailing list <bullymail@listserv.unc.edu>
Subject: oodles of events next week

Greetings Bull's Headers,

We've got a busy week at the Bull's Head next week, so without further ado...

Dick Vitale, the college basketball icon, will meet fans and sign his new coffee table book Dick Vitale's Fabulous 50 Players and Moments in College Basketball: From the Best Seat in the House During My 30 Years at ESPN.
Tuesday, Nov. 18th from noon to 1:30pm.

John Shelton Reed and wife Dale Volberg Reed will be here to read from their new book Holy Smoke: The Big Book of North Carolina Barbecue. A great book and definitely an event you won't want to miss.
Tuesday, Nov. 18th at 3:30pm

Betsy Greer, author of Knitting for Good!: A Guide to Creating Personal, Social, and Political Change Stitch by Stitch. For all you knitters and crafters out there, or anyone interested in getting in to that, this will definitely be a treat.
Wednesday, Nov. 19th at 3:30pm

Tomeiko Ashford Carter, the Interim Director of the Institute of African American Research at UNC, will read from her new book Powers Divine: Spiritual Autobiography and Black Women's Writing.
Thursday, Nov. 20th at 3:30pm

All readings are free and open to the public. Call 962-5060 for more details.

--- You are currently subscribed to bullymail as: smutima@email.unc.edu. To unsubscribe send a blank email to leave-23461446-4005955.0e9ae51c1aebe739ce4dd2b3bc85321d@listserv.unc.edu

From:	bounce-23462194-13326012@listserv.unc.edu on behalf of Deborah Crowder <dacrowde@email.unc.edu>
Sent:	Thursday, November 13, 2008 11:27 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [Fwd: Curse of the Black Gold: 50 Years of Oil in the Niger Delta]
Attach:	Curse of the Black Gold_ 50 Years of Oil in the Niger Delta.eml (12.9 KB).msg

---

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Thursday, November 13, 2008 4:35 PM
To: Mutima@email.unc.edu; Smutima A <smutima@email.unc.edu>
Subject: [ackland-e-news] Art after Dark, Zaven Pare Lecture

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-23465232-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Subscribe

ART AFTER DARK

Friday, November 14
Open until 9:00PM

Visit the Ackland tomorrow for Art after Dark! During these special evening hours, enjoy our cash bar (beer and wine), light refreshments, and live music from pianist Adrian Duke. Starting at 6:45 PM, join a gallery talk on the history of the Ackland with a special Museum-wide scavenger hunt. FREE.

HANES VISITING ARTIST LECTURE SERIES FEATURING ZAVEN PARE

Tuesday, November 18
Hanes Art Center Auditorium
5:30PM
Reception to follow at the Ackland Art Museum

Don't miss the rare opportunity to see renowned international new media artist Zaven Pare present his work (including one of his famous marionettes) at the Hanes Art Center Auditorium next Tuesday. Pare is a French artist who lives in Rio and has won international acclaim for his electronic puppetry, stage design, video projections, and robotic art. He has collaborated with the likes of David Bowie and Opera National de Paris-Bastille, as well as numerous dancers, playwrights, digital artists, and robotics engineers. A reception will follow at the Ackland.

UPCOMING EVENTS

HANES VISITING ARTIST LECTURE SERIES
featuring Zaven Pare
Hanes Art Center Auditorium
Tuesday, November 18
5:30PM

CURRENT EXHIBITIONS

Circa 1958: Breaking Ground in American Art
On display through January 4, 2009
The Fifties and the Anti-Fifties in Robert Franks' *The Americans*
On display through January 4, 2009
Feminine and Masculine in Ovid's Poetry and Early Modern Art
On display through February 1, 2009

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Photo by Patrick Gehling.

Zaven Pare: *E Torse*; courtesy of the artist.

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

The University of North Carolina at Chapel Hill

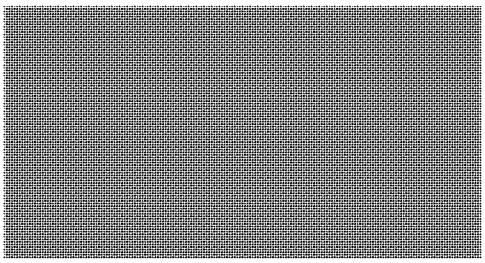

From: nobody@notify.unc.edu on behalf of FAMRI-2@med.unc.edu
Sent: Thursday, November 13, 2008 8:38 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research study investigating smoke exposure and nasal spray flu vaccine

---

The purpose of this research study is to learn how influenza virus administered as an FDA approved nasal spray vaccine affects nasal inflammation in people who smoke and in nonsmokers passively exposed daily to cigarette smoke or those not exposed at all. Currently, we are looking for healthy young adults aged 18-35 years with no underlying medical problems, who are active smokers.

Specific exclusion criteria will include history of asthma, chronic lung or heart disease; any type of immunodeficiency; influenza or flu like symptoms in the past three weeks; current pregnancy; egg allergy; or subjects who have already have had a flu shot this season. Your participation will last 4-8 weeks, and will require 8 study visits.

For a complete copy of the consent form and more information refer to the Center for Environmental Medicine, Asthma and Lung Biology (CEMALB) website at
http://www.med.unc.edu/cemalb/IRB%2005-2547.html

Interested individuals may also call the CEMALB recruitment line 919-962-4247 for additional information.

Approved October 31, 2008 by the Biomedical Institutional Review Board. IRB# 05-2547 (formerly 05-PED-1094).

This e-mail is sponsored by the UNC Center for Environmental Medicine and Lung Biology. This study is funded by The Flight Attendants Medical Research Institute (FAMRI) and the National Institutes of Health.

This email is sponsored by: Center for Environmental Medicine, Asthma and Lung Biology

==========

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From: @yahoo.com>
Sent: Thursday, November 13, 2008 10:01 PM
To: @gmail.com; jlaing@maglaw.com; BLaing@lisc.org; @yahoo.com; @yahoo.com; @yahoo.com; eacolatse@div.duke.edu; smutima@email.unc.edu; @hotmail.com; @yahoo.com; @yahoo.com; kkankam@utnet.utoledo.edu; LSacko@desu.edu; Christina.Laing@motorola.com; @hotmail.com; @hotmail.com; @aol.com; @gmail.com; @gmail.com; @gmail.com; @yahoo.com; @hotmail.com; @gmail.com; @hotmail.com
Subject: Addendum To Sister Carol's Thoughts On Article Entitled "World View On Obama" . . .

Date: Thursday, November 13, 2008, 6:07 PM

Beloved,

Here's how I've learned to write? I remain curious! I always want to know.

Then here's another way: While reading, I always have paper or note paper and pencils and pencils beside me. I also have dictionaries there too.

When I find a book's author that is too pompous, too wordy and too much arrogant for words, if that author is much too complex then, I leave the book alone especially if the work is too obscure or cloudy!

[One such example of this type of complex writing or ideological thought can be seen in the writings of one K. Appiah, a Harvard University professor. Some earlier historical and African-American writers are also very difficult to understand. I find the writings of W.E.Dubois not easily comprehendile. The "talented ten" for instance, that he makes much ado about!]

Other writers have simple ways of explaining things. But I too also can get cloudy, complex and obscure! When I write that way, it's usually when I "allow The Holy Spirit" to "Lead" me --- then I also know that such a work is for a select few who will most likely understand the entire body of "spiritual thoughts" that I was laboring under.

Keep reading Annie! You'll most likely understand how to write and to frame your thoughts if you keep reading.

Another way I learn to write is through writings explaining works of art. You can learn how to frame your thoughts by reading poetry and art books and from people who do travel writing!

Thanks for sharing your heart with me, Annie!

Yes, I'll read what you sent me about Mr. Obama and share what I learned from it! Just now, I am reading a number of works at the same time. I've read a great deal of the work by Liza Mundy on the work she brought forth entitled, "MICHELLE" and Sister, I am just floored! While I am floored by what Miss Mundy found out about Michelle and her family, and Michelle Obama and her life in Princeton and Harvard, I even get very stirred and upset, for I wonder what will make the African American people really content.

But all in all, anything you'll read about Michelle Robinson-Obama and her husband Barack Obama will be very compelling.

I know that so many are watching and the whole world and people in this country will not give the couple and their family rest from now onwards till the end of their days!

I am still nervous for the Obama administration and for the couple personally! My stomach remains unsettled for their success and because of their triumphs, I have learned volumes even about myself and about our people.

Both Michelle and Mr. Barack Obama can be successful and will be able to run their lives and this country for even two or three terms! They'll only do so if they lean heavily on Christ Jesus and do not waver or lean on their own finite abilities.

And if the Obamas humble themselves and pray to Almighty God their Heavenly Father before every decision, calling upon their Abba Father mightily and often, they'll find good success with God and with man.

Yes, let me go now and read your article! And many thanks for it.

I hope never become too opinionated after every reading for I do not know much of anything!

God Knows all. All I know is in part.

Ever and always your Sister in Christ and in meekness and humility,

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Friday, November 14, 2008 9:59 AM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Networking Night for International Careers

---

Global Connections : Networking Night for International Careers
November 18th | 5:30 PM to 7:00 PM | FedEx Global Education Center, Peacock Atrium

Meet with over 20 local working professionals in an informal environment to make contacts working in a variety of international careers. This event is open to UNC Chapel Hill students at all levels, all majors, except students in the MBA, MAC, Medical, Dental, or Law programs. Refreshments will be served. Business casual attire recommended. Hosted by University Career Services. RSVP online at the University Career Services website.

--

Stacey Sewall
African Studies Center
UNC-Chapel Hill
(919) 962-1522

From: Donato Fhunsu <dfhunsu21@unc.edu>
Sent: Friday, November 14, 2008 5:24 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: your email

Mwana mboka,
Thank you for your message. I don't think I will attend the conference
either. I also have papers to grade and quizzes to write for Monday.
See you next week.
Best,
Donato

--
Donato Fhunsu
Lecturer
Department of African and Afro-American Studies
305 Battle Hall, CB 3395
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3395
dfhunsu21@unc.edu

----- Message from smutima@email.unc.edu ---------
Date: Fri, 14 Nov 2008 13:55:32 -0500
From: Alphonse Mutima <smutima@email.unc.edu>
Reply-To: Alphonse Mutima <smutima@email.unc.edu>
Subject: (no subject)
To: Donato Fhunsu <dfhunsu21@unc.edu>

> Dear Donato,
>
> I hope you are attending tomorrow's conference about human rights in
> the world.I wish I could be there but I am so overwhelmed by papers
> and tests I badly need to grade for next week.Please, if you go, pay
> great attention to the situation in the Great lakes of Africa.I will
> talk to you next week.
>
> Best.
>
> Alphonse
>

----- End message from smutima@email.unc.edu -----

From: Barbara Anderson <b_anderson@unc.edu>
Sent: Monday, November 17, 2008 11:09 AM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] reminder-obama roundtable today

Join us for a Round Table

"Domestic and International Perspectives on the Obama Victory"

Speakers:

Mark Driscoll (Assistant Professor, Asian Studies)

Arturo Escobar (Kenan Distinguished Professor, Anthropology Department)

Rachael Murphey-Brown (Postdoctoral Research Associate, African & Afro-American Studies)

Eunice Sahle (Assistant Professor, African & Afro-American Studies)

Moderator: Kia Caldwell (Assistant Professor, African & Afro-American Studies)

Monday, November 17, 2008

12:00 - 1:30 pm

Toy Lounge (4th Floor, Dey Hall)

Bring your lunch. Light refreshments will be provided.

Organized by the UNC-CH Department of African & Afro-American Studies

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 FedEx Global Education Center
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu
www.global.unc.edu/africa

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To unsubscribe send a blank email to leave-23486225-9477645.e8e53de689c9670d0259bbbdf9022d75@listserv.unc.edu

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, November 17, 2008 3:58 PM
To: Mutima@email.unc.edu; Smutima A <smutima@email.unc.edu>
Subject: [ackland-e-news] Zaven Pare Lecture, Lunch with One

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-23489408-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Subscribe

HANES VISITING ARTIST LECTURE SERIES FEATURING ZAVEN PARE

Tuesday, November 18
Hanes Art Center Auditorium
5:30PM
Reception to follow at the Ackland Art Museum

Don't miss the rare opportunity to see renowned international new media artist Zaven Pare present his work (including one of his famous marionettes) at the Hanes Art Center Auditorium next Tuesday. Pare is a French artist who lives in Rio and has won international acclaim for his electronic puppetry, stage design, video projections, and robotic art. He has collaborated with the likes of David Bowie and Opera National de Paris-Bastille, as well as numerous dancers, playwrights, digital artists, and robotics engineers. A reception will follow at the Ackland.

LUNCH WITH ONE

Wednesday, November 19
1:00 - 2:00 PM

Bring lunch and enjoy an hour of inspiration and information as Professor of American Studies Robert Cantwell presents *Folk Scare: The Resurrection of Tom Dooley*, an exploration of the ways in which The Kingston Trio's 1958 hit revival of the song *Tom Dooley* renewed, with resources from the repressed political left, Elvis Presley's challenge to the pop-music industry earlier in the decade.

This program is presented in conjunction with the special exhibition *Circa 1958: Breaking Ground in American Art.*

Free to members | $5 non-members
Registration recommended (call 919.966.5736)

UPCOMING EVENTS

YOGA IN THE GALLERIES
Monday, November 24
12:00 - 1:00 PM

CURRENT EXHIBITIONS

Circa 1958: Breaking Ground in American Art
On display through January 4, 2009
The Fifties and the Anti-Fifties in Robert Franks' *The Americans*
On display through January 4, 2009
Feminine and Masculine in Ovid's Poetry and Early Modern Art
On display through February 1, 2009

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Zaven Pare: *E Torse*; courtesy of the artist.
Photo by Freda K. Kashi.

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

The University of North Carolina at Chapel Hill

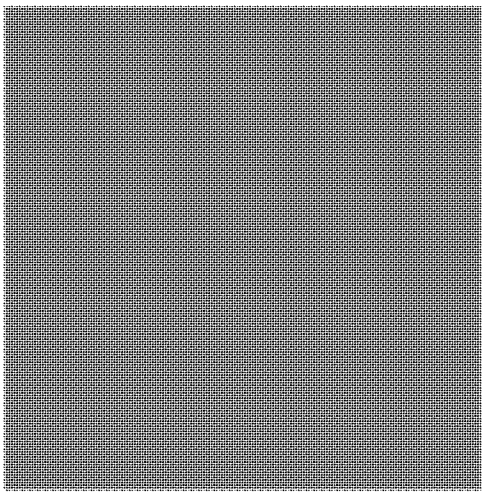

From: Sandi Payne Greene <payne@email.unc.edu>
Sent: Monday, November 17, 2008 3:59 PM
To: undisclosed-recipients:
Subject: Event of interest for African Studies Seminar

"Africa's Place-in-the-World": James Ferguson and Achille Mbembe in Conversation

The Concilium on Southern Africa is extremely pleased to announce an upcoming public conversation between distinguished scholars James Ferguson (Stanford University) and Achille Mbembe (Wits Institute for Social and Economic Research, University of the Witwatersrand, South Africa), Anne-Maria Makhulu, Duke University (moderator).

Tuesday, November 18, 4:00 pm-6:00 pm

Room 240, John Hope Franklin Center, Duke University

For additional information please contact Katie Joyce, Special Assistant to the Vice Provost for International Affairs (katie.joyce@duke.edu <mailto:katie.joyce@duke.edu> or 919-681-1698). Poster is attached.

For directions to the Franklin Center and parking information, please see: http://jhfc.duke.edu/about/map.php

--
Sandi Payne Greene
Carolina Seminars
6001 Davis Library, CB# 5120
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-5120
TEL 919/962-2501 FAX 919/962-2502
http://carolinaseminars.unc.edu

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, November 17, 2008 8:21 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Naming Contest for ERP

MEMORANDUM

TO: Carolina Faculty, Staff and Students
FROM: Bernadette Gray-Little
Executive Vice Chancellor and Provost
RE: Contest to Name ERP

The Enterprise Resource Planning (ERP) team is working diligently to configure Oracle's PeopleSoft to create a new powerful and fully integrated administrative system that will soon serve the University. The first component of this is Student Systems (admissions, student records, financial aid and student finances); it will be followed by the Human Resources/Payroll and Finance components. Student Systems begins rolling out in summer 2009 to support admissions.

Students, staff and faculty at the University will use this integrated administrative system for many years. It is going to be prominent on campus (and off, to some extent, through applicants and parents) for a good long time.

Some universities that have completed an ERP project have named their systems after a mascot or school symbol. Others have used acronyms. Still others have not named their systems at all, leaving the PeopleSoft name in place. (ERP itself is a generic term used in many industries and encompassing a variety of enterprise-wide applications.)

We believe this system should have a name and image that reflect the positive feelings we share about Carolina as well as connote the vision we have for the ERP project:

* The project directly supports the University's mission of making Carolina the nation's premier public university
* The ERP system is not simply a software implementation; it is an opportunity to rethink how the University does business at all levels
* Individuals from across the University are working and/or advising on all phases of the project to ensure that the needs of the entire community are addressed
* The end result of this effort will be an integrated management system that will improve processes and simplify policies in a way that makes interaction with the University easier for applicants, students, faculty and staff

Given the excellence and creativity we have at the University, who better to ask to name or brand this new system than those who will use it - YOU! We're looking for ideas on what to call our future integrated administrative system from you, the people who will use it:

* A student registering for classes,
* A staff member running a report,
* A faculty member recording grades,
* An employee checking a payroll stub, or
* A business manager processing a check request.

Please submit your ideas to name this integrated administrative system encompassing Student Systems, Human Resources/Payroll and Finance to erp_name@unc.edu. Entries are due by 5:00 p.m. (ET) on Friday, November 28, 2008. The ERP Sponsors Committee will make the final selection.

Thanks for your help as we prepare for this very important launch of our ERP system.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of sjeremia@email.unc.edu
Sent: Monday, November 17, 2008 9:00 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do You Have Type II Diabetes?

The UNC Diabetes Care Center is currently seeking volunteers to participate in a research study of an investigational form of INT131 besylate medication for the treatment of diabetes. Four doses of INT131 besylate will be tested. These 4 doses will be compared against placebo (inactive substance) and pioglitazone (Actos.) which is approved by the FDA for the treatment of type 2 diabetes. The length of the study is 28 weeks or approximately 8 months and visits will take place at the UNC Diabetes Care Center.

Study related benefits at no cost to you include, study medication, related lab testing, ECG's, physical exams, glucose monitoring and compensation for your time.

You may qualify if you are:

* 18 years of age or older
* Have type 2 diabetes
* Taking the oral anti-diabetic medication metformin, a sulfonylurea drug such as Amaryl. or Glyburide or a combination of both.

For more information please call:

Stefanie Jeremiah
UNC Diabetes Care Center
484 0931 ext 269
sjeremia@email.unc.edu

Or you may register on our Registry for Potential Research Study Patients at the following link:
http://domis.med.unc.edu/dccregistry

Study protocol INT131-007 IRB Approval Study No 08-0329 Approval Date 29 August 2008 UNC Biomedical IRB Approval by Full Board Review Expiration Date of Approval: 3 August 2009

This email is sponsored by: UNC Diabetes Care Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: @gmail.com>

Sent: Tuesday, 2:09 PM

To: b_anderson@unc.edu; klcaldwe@email.unc.edu; radunbar@email.unc.edu; dfhunsu21@unc.edu; hallpa@email.unc.edu; hildebra@email.unc.edu; krjanken@email.unc.edu; jfjordan@email.unc.edu; mlambert@email.unc.edu; leemc@email.unc.edu; drdalet@email.unc.edu; tjm1@email.unc.edu; smutima@email.unc.edu; jen321@email.unc.edu; nzongola@email.unc.edu; rporter@email.unc.edu; regester@email.unc.edu; eunice@email.unc.edu; mseck@email.unc.edu; bselassi@email.unc.edu; kaslo@email.unc.edu

Subject: Sources on students in the civil rights movement?

Dear distinguished African American studies professors,

I am an undergraduate student here at Carolina and I am writing an honors thesis. I would like to learn about what role college students & college campuses played in the civil rights movement and was wondering if you have books, articles, people or other sources to suggest.

Thank you!

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, November 18, 2008 8:19 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Preventive Home Visits Study

Do you have a relative who is at least 75 years old? Does that relative plan to remain in their home for at least the next two years?

We are looking for volunteers who might be eligible for research being conducted by UNC and the Orange County Department on Aging and who reside in Orange, North Chatham, or Durham County. The study is testing a program to help your relative remain at home longer with a higher quality of life. The research will take about 15 months.

The study will not cost your relative anything. There will be 2 intervention groups: (a) a group that has four visits from an occupational therapist over one year and 5 additional brief (30 minute) surveys at home, and (b) a group who receives phone calls and printed information (no visits) and 3 brief surveys at home. Group assignment will be random. All activities will take place at your convenience. For their time, participants who take part in the entire project will receive two $25 gift certificates to a local grocery store (regardless of which group they are in).

If you think your relative would be interested, please share this information with them. If they agree, please provide their name and phone number to the email or telephone number listed below so that investigators can contact them. Thank you!

A Federally-Funded Research Project
Principal Investigator: Malcolm Cutchin, PhD
Co-Investigators: Diane Catellier, PhD; Sue Coppola, MS; Mary Palmer; PhD; Judie Svihula, PhD; Vibeke Talley, Charlotte Royster, and Kendra Heatwole Shank
Project phone: 966-0498 Project email: jsvihula@schsr.unc.edu

Study Number 07-1208 approved by Public Health IRB August 3, 2007

This email is sponsored by: Allied Health

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Wednesday, November 19, 2008 10:36 AM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Working in the Congo for Doctors without Borders, Dec. 7

---

101 E Weaver St. Suite G-1, 3rd floor

Carrboro 919-933-0398, www.chi-cle.com

Sunday December 7, 2008 at CHICLE, 5:00 pm,

Free and open to the public

Sunday, December 7, 2008 at CHICLE, 5:00 pm, Talk, *Working in the Congo for Doctors without Borders*, Anna Freeman, repeat program

This is a rerun. Anna's presentation on November 9 was overflowing so we're going to repeat it for those of you who couldn't get in or who weren't able to come at that time.

Anna recently spent six months working with *Medecins Sans Frontieres* in Rutshuru, a town in the North Kivu provence of Eastern DRC. The MSF mission is to run a large hospital with a surgical program, a cholera treatment center, and a mobile clinic to serve the population in Rutshuru and the surrounding towns. The people that are served are often victims of violence, sexual violence, preventable diseases, and have been displaced because of fighting in their villages.

She will talk about her experience working with an international NGO, working and living in the Congo, learning about and treating the diseases and injuries seen in a third world country in the middle of war, working in a francophone country, and how this all has affected her as she return to the US. Anna will show slides from her work and stay, as well as information about MSF.

--

Stacey Sewall
African Studies Center
UNC-Chapel Hill
(919) 962-1522

From: Black.Faculty.and.Staff.Caucus@mxp2.isis.unc.edu
Sent: Wednesday, November 19, 2008 1:54 PM
To: The blackfaculty04 mailing list. <blackfaculty04@listserv.unc.edu>
Subject: [blackfaculty04] November 2008 BFSC News Letter

Colleagues:

Enclosed is the November 2008 BFSC News letter.

Enjoy.

Archie W. Ervin, Ph.D.

Associate Provost for Diversity and Multicultural Affairs
Office for Diversity and Multicultural Affairs
The University of North Carolina at Chapel Hill
CB# 9125 South Building
Chapel Hill, NC 27599-9125
Phone: 919-962-6962

"Promoting a diverse and inclusive campus community."

--- You are currently subscribed to blackfaculty04 as: smutima@email.unc.edu To unsubscribe send a blank email to leave-23513144-3738931.7ab8c75bc63c1457a52e6e412903e9b8@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of kristi_laan@dentistry.unc.edu
Sent: Wednesday, November 19, 2008 8:44 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do you or someone you know where a full upper denture

---

Do You or someone you know where a full upper denture?

You may be eligible to participate in a research study if you:

*Are 45 years of age or older
*Have not used any tobacco products in the last 6 months
*Do not use denture adhesives
*Have not been treated with antibiotics or antifungals in the last month
*Do not require antibiotics prior to dental treatment
*Have not been diagnosed with kidney or liver disease, hepatitis, HIV, cancer, tuberculosis, bleeding disorders, or lupus

There will be 2-3 visits. One to two tissue samples will be taken from the roof of your mouth. Participants may receive up to $205 for successful study completion.

To learn how you can be in this study, please call 966-5271 or send an email to kristi_laan@dentistry.unc.edu with your name, phone number, and times you can be reached. Your email will not be shared.

Approved by UNC IRB: 11/12/2008
IRB study number 07-2014
This email is sponsored by: The Dental Research Center

This email is sponsored by: Dental Research Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, November 19, 2008 9:22 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Kenan Stadium Flyover

Subject to cancellation due to weather and / or aircraft schedule changes, just prior to kickoff of the UNC vs. NC State Football game (approx 12:00 p.m.) on Saturday, November 22nd there will be a flyover of Kenan
Stadium by two United States Air Force T-38 Thunderbird Jets.

There are no scheduled practice runs prior to Saturday.

This email is sponsored by: Department of Athletics

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of ecjensen@email.unc.edu
Sent: Wednesday, November 19, 2008 9:43 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Durhams babies deserve the BEST We need to hear from African American dads!

The Community Health Coalition in Durham County and the University of North Carolina at Chapel Hill are partnering on a research project that is intended to reduce health disparities in Durham - and we need to hear from African American dads!

What is this project about?
The purpose of the project is to learn more about the experiences of African American families in our community, including their experiences with and attitudes about breastfeeding.

How can you help?
If you know of any men who might be eligible for this study, or local men's groups who might be interested, we are asking you to reply to this email and let us know.

Men are eligible for this study if they:
* Are African American
* Are at least 18 years of age
* Live in Durham
* Have a child who is between the ages of 6 months and 5 years who resides in Durham County.

We will be asking men to participate in a two-hour discussion group. The information gathered in this group will be used to help develop ways to support African American women in Durham meet their own goals for breastfeeding. We will provide all participants with a $25 gift card to thank them for their time. We will also provide lunch or dinner and $10 for transportation. We may provide childcare, if needed.

If you have additional questions about the project or the type of help we are requesting, please contact Sharon Baker at 919-470-8684.

We thank you for your time and appreciate your assistance helping us to identify eligible dads to participate. Together we can help build a healthy Durham!

Sincerely,

Sue E. McLaurin, MEd, PT
Community Health Coalition, Inc.

Tamar Ringel-Kulka, MD, MPH
Department of Maternal and Child Health
UNC-Chapel Hill

This email is sponsored by: Department of Maternal and Child Health, UNC Gillings School of Global Public Health and The Community Health Coalition of Durham County.

This study has been approved by the UNC-Chapel Hill Institutional Review Board on 10/13/2008. (IRB Study # 08-0074)

This email is sponsored by: Department of Maternal and Child Health

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of pvernon@unc.edu
Sent: Thursday, November 20, 2008 9:25 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Artistic Entrepreneurship Course for Staff and Faculty

---

Cross-campus course for UNC grad students, faculty and staff:

Artistic Entrepreneurship (BUSI 701)
SPRING 2009, Mondays 5:00-7:30 PM
McColl 4731 (nearby free parking)

This course is a study in entrepreneurship and the specific challenges faced by artistic entrepreneurs. The course will be taught from three perspectives. First is a startup approach which will cover the fundamentals of creating new ventures. The second approach for this course is an experiential learning "soft skills" component that uses improvisational techniques to assess personal risk. The third perspective will be provided by visiting artistic entrepreneurs who will come to class to share their experiences and insights.

Join other students, staff and faculty from these departments: Dramatic Arts, Journalism and Mass Communications, Information and Library Sciences, Communication Studies, Folklore, Public Health, UNC-TV, ITS, UNC Student Store..

Taught by a former professional musician turned business school professor and current improvisational actor/teacher/professor.

For more info, email pvernon@unc.edu.

BUSI 701 Website: http://www.unc.edu/courses/2009spring/busi/701/001/

There is also a cross-campus course offered in SOCIAL entrepreneurship. Email for details.

Patrick Vernon
Associate Director and Adjunct Assistant Professor
Center for Entrepreneurial Studies
UNC's Kenan-Flagler Business School
The Kenan Institute of Private Enterprise
Kenan Center 402
Campus Box 3440
Chapel Hill, NC 27599
pvernon@unc.edu
office (919) 962-9257
fax (919) 843-9178

This email is sponsored by: Carolina Entrepreneurial Initiative

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of williamsr@neurology.unc.edu
Sent: Thursday, November 20, 2008 10:18 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Healthy Volunteers Needed for Research Study

---

We are currently looking for healthy individuals to participate in a research study exploring how mental abilities and mood affect quality of life in people with movement and brain disorders. To participate, we will ask you to complete a clinical interview and a neuropsychological evaluation, which will take between 1.5 and 2 hours. For your participation, you will receive general feedback about your cognitive abilities!

Requirements include:
*Between the ages of 40 and 89
*English-speaking
*No history of neurological or psychiatric disorders
*No major health problems

Please contact us by e-mailing williamsr@neurology.unc.edu or by calling 919-843-1657 with the following information:

Name
E-mail address
Phone number
Best time to be contacted

Thank you,
Dr. Alexander Trvster
Dept. of Neurology

This study, Evaluating a Model of Quality of Life Determinants in Movement Disorders, #07-0603, was approved by the Biomedical IRB on 11/10/2008.

This email is sponsored by: Neurology

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: @email.unc.edu
Sent: Thursday, November 20, 2008 10:31 PM
To: Deborah Crowder <dacrowde@email.unc.edu>; smutima@email.unc.edu
Subject: quiz 3
Attach: quiz 3 21 nov.doc

Debby,
I have attached quiz 3, which I'm giving to the students tomorrow. If there are students that are unable to take the quiz before Tuesday, I'm actually asking them to email me, because I will clearly be unable to grade them if the paper copy is in your office while I'm in Kenya. But, just in case, here is a copy.

Many thanks,

Mtihani Mdogo wa tatu
21 Novemba 2008

Jina:_____

1. White paper _____
2. Large chairs _____
3. Happy women _____
4. Bad potato _____
5. Good girl _____
6. My small book _____
7. His house _____
8. Their room _____
9. Four mangoes _____
10. Few people _____

11. Kisu kikali _____
12. Hoteli ndogo _____
13. Mji mbaya _____
14. Watu warefu _____
15. Nyanya bichi _____
16. Meza safi _____
17. Familia maskini _____
18. Viatu vyetu _____
19. Nchi kubwa _____
20. Safari ndefu _____

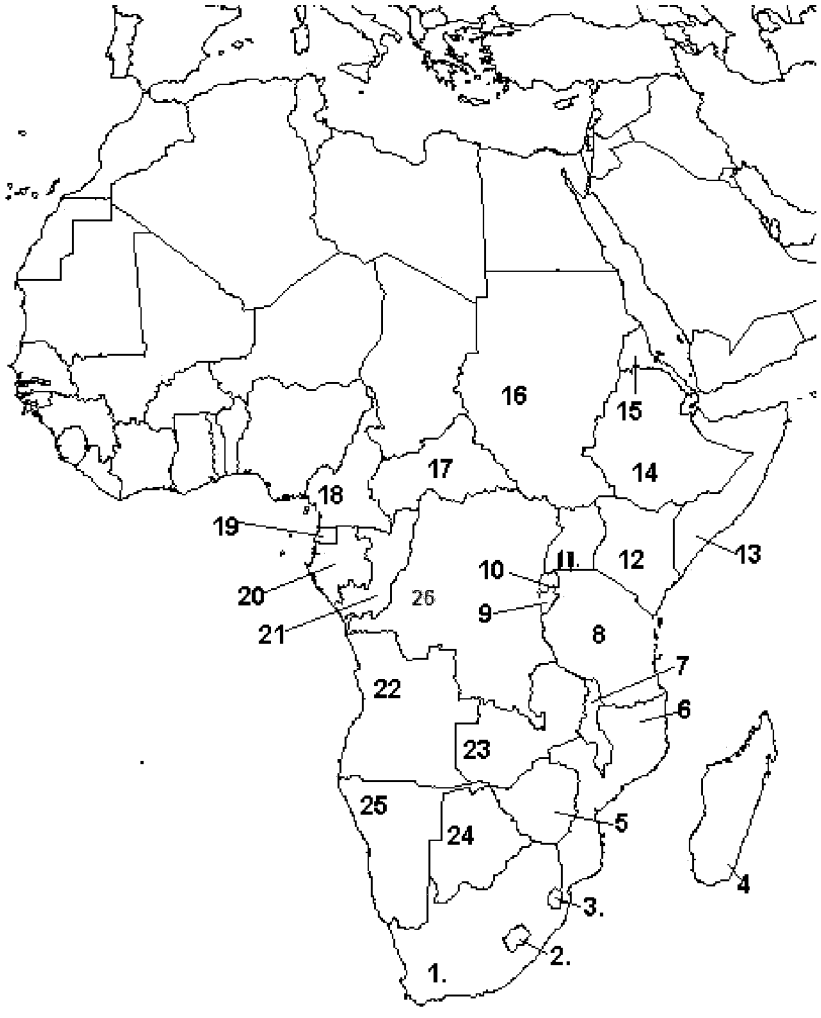

a. Khartoum, Sudan
b. Lusaka, Zambia
c. Bangul, Central African Republic
d. Kampala, Uganda
e. Luanda, Angola
f. Maseru, Lesotho
g. Harare, Zimbabwe
h. Brazzaville, Congo
i. Dodoma, Tanzania
j. Addis Ababa, Ethiopia
k. Gaberone, Botswana
l. Bujumbure, Burundi
m. Malabo, Equatorial Guinea
n. Asmara, Eritrea
o. Mbabane, Swaziland
p. Windboek, Namibia
q. Kinshasa, Democratic Republic of the Congo
r. Maputo, Mozambique
s. Kigali, Rwanda
t. Mogadishu, Somalia
u. Nairobi, Kenya
v. Yaounde, Cameroon
w. Lilongwe, Malawi
x. Cape Town/Pretoria/Bloemfontein, Afrika ya Kusini
y. Libreville, Gabon
z. Antananarivo, Madagascar

From: nobody@notify.unc.edu on behalf of ecjensen@email.unc.edu
Sent: Friday, November 21, 2008 12:16 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Durhams babies deserve the BEST We need to hear from African

---

Recruitment email for Group 6 (Grandmothers) Distributed via email to people who may be able to help us recruit grandparents in Durham County.

SUBJECT HEADING: Durham's babies deserve the BEST - We need to hear from African American grandmothers!

The Community Health Coalition of Durham County and the University of North Carolina at Chapel Hill are partnering on a research project that is intended to reduce health disparities in Durham - and we need to hear from African American grandmothers!

What is this project about?
The purpose of the project is to learn more about the experiences of African American families in our community, specifically their experiences with and attitudes about breastfeeding.

How can you help?
If you know of any grandmothers who might be eligible for this study, or local groups who might be interested, we are asking you to reply to this email and let us know.

Individuals are eligible for this study if they:
* Are an African American grandmother
* Live in Durham County
* Have a grandchild who is between the ages of 6 months and 5 years who lives in Durham County

We will be asking grandmothers to participate in a two-hour discussion group. The information gathered in this group will be used to help develop ways to support African American women in Durham meet their own goals for breastfeeding. We will provide all participants with a $25 gift card to thank them for their time. We will also provide lunch or dinner and $10 for transportation.

If you have additional questions about the project or the type of help we are requesting, please contact Sharon Baker at 919-470-8684.

We thank you for your time and appreciate your assistance helping us to identify eligible grandparents to participate. Together we can help build a healthy Durham!

Sincerely,

Sue E. McLaurin, MEd, PT
Community Health Coalition, Inc.

Tamar Ringel-Kulka, MD, MPH
Department of Maternal and Child Health
UNC-Chapel Hill

This email is sponsored by: Department of Maternal and Child Health, UNC Gillings School of Global Public Health and The Community Health Coalition of Durham County.

This study has been approved by the UNC-Chapel Hill Institutional Review Board on 10/13/2008. (IRB Study # 08-0074)

This email is sponsored by: Department of Maternal and Child Health

==========
"INFORMATIONAL:" email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Friday, November 21, 2008 1:31 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: EMT Class Registration - Spring 2009

ACERIP, the Association for Carolina Emergency Response and Injury Prevention, is a student group on campus providing EMT-Basic classes to interested undergraduate/graduate students and staff. Next semester, the group plans to offer three EMT classes on campus. The EMT-B certification classes will begin during the first week of UNC classes in January. There will be two Monday/Wednesday night classes and a Tuesday/Thursday night class, both of which start at 6pm and go until about 10pm. The cost is $125 plus the price of the book.

To apply for the Spring 2009 class and for more information, please go to www.unc.edu/~ctlamber. The application should be filled out and sent via the website no later than December 1st.

APPLY NOW IF INTERESTED!!!

Cameron Lambert

This email is sponsored by: ACERIP

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of pkuo@email.unc.edu
Sent: Friday, November 21, 2008 2:24 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UNMARRIED FATHERS OF INFANTS NEEDED FOR RESEARCH STUDY

Are you an unmarried father or expecting father? Or do you know someone who is?

Researchers at UNC need fathers who have a baby between 4-12 weeks old, and who are willing to have blood and saliva samples and blood pressure readings taken on fathers only.

We will pay up to $50.00 for completion of a 1-hour lab visit for father and baby, with vouchers for free parking during your visit.

Help us learn more about natural hormones and family relationships between father and baby!

If you are interested please call Patty Kuo at the UNC Stress and Health Research program (919) 966-2549 or email at pkuo@email.unc.edu. Or if you know someone who may be interested, please give them the contact information.

This research study (The Neurobiology of Paternal Behavior, IRB #08-0763) has been approved by the Biomedical Institutional Review Board on May 7, 2008.

This email is sponsored by: Stress and Health Research Program

==========

"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Friday, November 21, 2008 2:19 PM
To: Mutima@email2.lib.unc.edu; Smutima A <smutima@email.unc.edu>
Subject: [ackland-e-news] Yoga in the Galleries

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-23522325-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Subscribe

YOGA IN THE GALLERIES

Monday, November 24
12:00 - 1:00 PM

Namaste! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland. Yoga mats and museum cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended.

Sessions led by Joanne Marshall. Beginners are welcome.

Registration recommended. Free to members, $5 non-members.

UPCOMING EVENTS

COMMUNITY DAY
Friday, November 28
10:00 AM - 4:00 PM

CURRENT EXHIBITIONS

Circa 1958: Breaking Ground in American Art
On display through January 4, 2009
The Fifties and the Anti-Fifties in Robert Franks' *The Americans*
On display through January 4, 2009
Feminine and Masculine in Ovid's Poetry and Early Modern Art
On display through February 1, 2009

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Image above: Indian, Central, 11th to 12th century: *Ganesha* (detail); sandstone sculpture. Gift of Clara T. and Gilbert J. Yager in honor of Dr. Charles Morrow and his wife, Mary Morrow, for their many contributions to the University and to the Ackland Art Museum during his term as Provost.

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of jshapiro@med.unc.edu
Sent: Monday, November 24, 2008 8:17 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UNC Behavioral Weight Control Program - JANUARY ENROLLMENT

Want to lose weight? Need to improve your health? Join the UNC Behavioral Weight Control Program!

NOW ENROLLING PARTICIPANTS FOR JANUARY 2009. DROP THE HOLIDAY WEIGHT AND MAKE YOUR NEW YEARS RESOLUTIONS A REALITY.

Group times: WEDNESDAYS 5:00 - 6:00 pm.

Other times may become available as needed -- if interested in participating please email

Using evidence-based weight control approaches, this five-month program will focus on BEHAVIORAL STRATEGIES for weight control, including healthy nutrition. You will learn and practice the skills and strategies necessary to produce a PERMANENT LIFESTYLE CHANGE.

Enrollment includes:
* 20 1-Hour Weekly Group Sessions with Dr. Jennifer Shapiro, Clinical Assistant Professor
* Text: Runaway Eating, by Cynthia M. Bulik, Ph.D., Distinguished Professor and Director of UNC Eating Disorders Program, and Nadine Taylor, MS, RD.
* CD-ROM: "The Empowerment Solution for Permanent Weight Control"
* All program materials.

COST: $440 for the full 20 weeks and all material. Full payment upfront (equates to $22/week).

Contact your insurance company to see if you are eligible for reimbursement for the program cost. NC Flex can be used!

For questions or to enroll, contact Jennifer Shapiro, PhD.
919-966-5262: jshapiro@med.unc.edu
www.unceatingdisorders.org

Check with your personal physician prior to beginning this or any weight loss program.

This email is sponsored by: Psychiatry

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, November 25, 2008 8:43 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Children with Reading and/or Attention Issues

---

Children with Reading and/or Attention Issues Needed for Research Study!

UNC-Chapel Hill's Center for Development and Learning (CDL) is studying an approved, on the market, medication for attention deficit/hyperactivity disorder (ADHD), in an investigational use, for children who have the symptoms of ADHD with dyslexia or dyslexia alone.

Your child may be eligible if:

* He or she has symptoms like overactivity, distractibility, inattention, difficulty reading, problems in school
* is 10-16 years old
* currently weighs between 25 and 70 kg (between 55 and 154 lbs.)

Children who qualify for and enroll in the study will receive study-related neuropsychological evaluations, study medication at no cost, and ongoing follow-up by a Pediatrician for the duration of the study.

For more information call Sheila Pendergrass at (919) 966-4646
Study # 07-1922 approved by biomedical IRB on 03/25/2008.

This email is sponsored by: UNC Center for Development and Learning

==========

"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Wednesday, November 26, 2008 1:30 PM
To: Mutima@mxp1.isis.unc.edu, Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Community Day, An Evening of Voices with PlayMakers Rep

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-23550797-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

At the Ackland

COMMUNITY DAY: ART IN ACTION

Friday, November 28
10:00 AM - 4:00 PM

Spend the day after Thanksgiving at the Ackland!

Bring the whole family to the free daylong celebration of the Museum's fiftieth anniversary and the special exhibition *Circa 1958*, featuring storytelling, interactive dance, artist demonstrations, and hands-on craft activities for the whole family. Events begin at 10AM and continue until 4PM. Admission is free. Detailed schedule here.

PERFORMING CIRCA 1958

AN EVENING OF VOICES
WITH PLAYMAKERS REPERTORY COMPANY
Hanes Art Center Auditorium
Monday, December 1
7:00 - 8:30 PM

Carolina comes together this fall to celebrate the Ackland's 50th anniversary and the exhibition *Circa 1958: Breaking Ground in American Art* with the special series *Performing Circa 1958*.

On Monday, December 1, PlayMakers Repertory Company will conclude the series with an evening that puts the literature and theatre of the late 1950s in stark contrast to its predecessors. A chorus of voices, including PlayMakers Artistic Director Joseph Haj (pictured above) and company members Ray Dooley,

UPCOMING EVENTS

PERFORMING CIRCA 1958
An Evening of Voices
with PlayMakers Repertory Company
Hanes Art Center Auditorium
Monday, December 1
7:00 - 8:30 PM

CURRENT EXHIBITIONS

Circa 1958:
Breaking Ground in American Art
On display through January 4, 2009
The Fifties and the Anti-Fifties in Robert Franks' *The Americans*
On display through January 4, 2009
Feminine and Masculine in Ovid's Poetry and Early Modern Art
On display through February 1, 2009

Please visit our calendar for a full listing of special programming and events.

Julie Fishell, and Jeffrey Meanza, will offer readings from children's literature, poetry, and theatre that tell the story of the brave and revolutionary artistic voices of this period. The stories of Dick and Jane will be pitted against the wild imagination of Dr. Seuss. The poetry of strict form will be blasted apart by Allan Ginsberg's *Howl*. And the mainstay drama of the era will be flipped on its ear by absurdist playwrights like Beckett and Ionesco.

FREE for Ackland members and UNC-Chapel Hill students who sign up for a free student membership at the event (One Card required) / $15 for non-members. Tickets available at the Ackland front desk, Memorial Hall, or at the event.

For questions, call 919.843.3687 or email jocelyn.arem@ackland.org.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Image above: *Circa 1958* photo by Patrick Gehling. Includes the following: Kenneth Noland, American, born 1924: *That*, 1958-59; oil on canvas, 83 x 83 inches. Collection of David Mirvish, Toronto. Art @ Kenneth Noland/Licensed by VAGA, New York, NY

Photo of Joe Haj courtesy of PlayMakers Repertory Company.

Thank you for subscribing to Ackland e-news!

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, December 1, 2008 10:41 AM
To: Mutima@email.unc.edu; Smutima A <smutima@email.unc.edu>
Subject: [ackland-e-news] An Evening of Voices Tonight!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-23567999-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Subscribe

PERFORMING CIRCA 1958

AN EVENING OF VOICES
WITH PLAYMAKERS REPERTORY COMPANY
Hanes Art Center Auditorium
Monday, December 1
7:00 - 8:30 PM

Tonight at the Hanes Art Center Auditorium, PlayMakers Repertory Company will conclude this fall's special series *Performing Circa 1958* with an evening that puts the literature and theatre of the late 1950s in stark contrast to its predecessors.

A chorus of voices, including PlayMakers Artistic Director Joseph Haj (pictured above) and company members Ray Dooley, Julie Fishell, and Jeffrey Meanza will offer readings from children's literature, poetry, and theatre that tell the story of the brave and revolutionary artistic voices of this period. The stories of Dick and Jane will be pitted against the wild imagination of Dr. Seuss. The poetry of strict form will be blasted apart by Allan Ginsberg's *Howl*. And the mainstay drama of the era will be flipped on its ear by absurdist playwrights like Beckett and Ionesco.

FREE for Ackland members and UNC-Chapel Hill students who sign up for a free student membership at the event (One Card required) / $15 for non-members. Tickets available at the Ackland front desk, Memorial Hall, or at the event. For questions, call 919.843.3687 or email jocelyn.arem@ackland.org.

UPCOMING EVENTS

YOGA IN THE GALLERIES
Tuesday, December 9
12:00 - 1:00 PM

CURRENT EXHIBITIONS

Circa 1958:
Breaking Ground in American Art
On display through January 4, 2009
The Fifties and the Anti-Fifties in
Robert Franks' *The Americans*
On display through January 4, 2009
Feminine and Masculine in Ovid's
Poetry and Early Modern Art
On display through February 1, 2009

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Photo of Joe Haj courtesy of PlayMakers Repertory Company.

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

The University of North Carolina at Chapel Hill

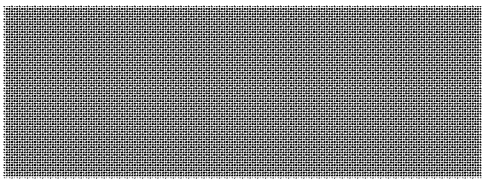

From: bounce-23570594-13849604@listserv.unc.edu on behalf of Dee Reid <deereid@email.unc.edu>

Sent: Monday, December 1, 2008 2:48 PM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] [Fwd: Dec. 11 Fellows Recognition-Holiday Party/Book Launch]

The enclosed message from the Institute for the Arts and Humanities is being sent to all faculty in the College of Arts and Sciences, with a copy (sent earlier) to administrative managers.

* * *

Institute for the Arts and Humanities **Director John McGowan cordially invites you to our annual **Fellows Recognition and Holiday Party**. Join us to celebrate new publications, performances and compositions by IAH Fellows in 2008. **

** **

Hyde Hall

Thursday, December 11

3–5 p.m.

/Share in libation and conversation with the authors and artists/

New publications will be for sale at a special holiday discount, and authors will be available to autograph their works.

Institute for the Arts and Humanities • College of Arts and Sciences • The University of North Carolina at Chapel Hill • Campus Box 3322 • Chapel Hill, NC 27599-3322 • Phone: 919.962.0249 • iah@unc.edu <mailto:iah@unc.edu> • www.iah.unc.edu <http://www.iah.unc.edu/>

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, December 1, 2008 8:25 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: New Oral Health in Pregnancy Study

Are you or someone you know currently pregnant? Are you between 14 and 28 weeks?

We are currently conducting a research study of dental health during pregnancy at the University of North Carolina at Chapel Hill, entitled "Validation of a Self Report Tool to Screen for Periodontal Disease". To participate you must be between 14 and 28 weeks pregnant and not need to take antibiotics when you go for dental visits. Women who participate will complete a questionnaire about the health of their teeth and gums, and then undergo a dental exam. To learn more about the research study, send an email to
@gmail.com with your name, phone number, and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:

-Free dental exam
-$15 dollars for completing a questionnaire about dental health and dental exam
-Potential for additional $5, if blood is drawn at the time of the dental exam

We need your help! Women who participate in our research study can advance knowledge by sharing information about their dental health. Please share this email with friends or family.

The principal investigator for this research study is Kim Boggess, MD, UNC School of Medicine, Department of Obstetrics and Gynecology. This research study and this message have received approval from the UNC Institutional Review Board on research involving human subjects, study # GCRC-2606.

This email is sponsored by: Obstetrics and Gynecology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of [illegible]@email.unc.edu
Sent: Monday, [illegible] 9:08 PM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: SafeRide Route Changes

Fellow Tar Heels

Chapel Hill Transit (CHT) and the University of North Carolina Student Government will be proposing changes to the Safe Ride program for the spring 2009 semester. Prior to implementing changes input is being requested from students and staff. The proposed changes include routing and schedule to the following routes:
*Safe Ride G - bus will travel both directions along Raleigh/South Road, no longer serving the University Mall area.
*Safe Ride JV routes - service frequency on the J portion of the route will be increased to every 15 minutes, providing improved service between downtown Chapel Hill and downtown Carrboro. The V portion of the route will be eliminated due to reduced demand

Among the opportunities for input are an official public forum and email submissions.

For information on the forum, visit unc.edu/studgov. If you are unable to attend the Public Forum and would like additional information on the proposed changes to the Safe Ride program or any Chapel Hill Transit service, please contact Student Government at UNCSafeRide@gmail.com or Chapel Hill Transit's customer service department at 919.969.4900 or chtransit@townofchapelhill.org

In the Carolina Way,

UNC Student Government

This email is sponsored by: Office of the Student Body President

From: nobody@notify.unc.edu on behalf of anahit_mehrabyan@dentistry.unc.edu
Sent: Monday, December 1, 2008 10:27 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Sensitivity of the scalp

Healthy male subjects (ages 18-58 years) with bald, shaved and hairy scalp wanted for study investigating the temperature sense of the scalp (IRB # 08-1171, approved by Biomedical IRB, November 14,2008). $16/hr paid. Contact Anahit Mehrabyan (Room 2170, Old Dental Building) anahit_mehrabyan@dentistry.unc.edu, or 919-966-4496.

This email is sponsored by: School of Dentistry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of guo1@email.unc.edu
Sent:	Monday, December 1, 2008 10:40 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Extended Disaster Relief trip member needed!

Extended Disaster Relief is in need of a trip member for its December relief trip to Waveland, Mississippi who is also willing to be a driver. To be a driver, one must be 18 and on UNC payroll. If you are interested, please send ajmartin@email.unc.edu an email. Thanks!!

This email is sponsored by: Extended Disaster Relief

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: regester@email.unc.edu
Sent: Tuesday, December 2, 2008 2:41 PM
To: dacrowde@email.unc.edu
Subject: Fwd: Oxford Af Am

Dear Debby: Please forward to AFAM faculty.

----- Forwarded message from tommy_nixon@unc.edu -----
Date: Tue, 02 Dec 2008 09:00:30 -0500
From: Tommy Nixon <tommy_nixon@unc.edu>
Reply-To: Tommy Nixon <tommy_nixon@unc.edu>
Subject: Oxford Af Am
To: regester@email.unc.edu

New Resource: Oxford African American Studies Center:
http://eresources.lib.unc.edu/eid/description.php?resourceID=163528&passthrough=no

Hello Charlene,

Would you let people in Af Am know about the Oxford African American Studies Center? (Details below)We had it on a trial for a year, but we have just funded it on a regular basis.

Best Regards,
Tommy Nixon
****
Combines a rich array of historical and cultural information about the African American experience with selected primary documents, web sites, and maps. The material is compiled by Oxford University Press from their many reference works, such as Africana, Encyclopedia of African American History, various Oxford Companions, and the forthcoming African American National Biography.

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----- End forwarded message -----

From: nobody@notify.unc.edu on behalf of fertility@unc.edu
Sent: Tuesday, December 2, 2008 8:19 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Trying to get pregnant or about to start trying?

Are you or is someone you know trying to get pregnant or about to start trying?

Time-to-Conceive is a research study at the University of North Carolina at Chapel Hill focusing on fertility in women between 30 and 44 years of age. To learn how you can be in the study, call us at (919) 843-8246 or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Monetary compensation for study activities

No medicines or pills to take and no changes to daily lifestyle or existing health care routine.

Please visit our new website at www.med.unc.edu/timetoconceive for more information.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: Obstetrics and Gynecology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of cbt4bn@unc.edu
Sent:	Tuesday, December 2, 2008 8:45 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Bulimia Treatment.

The Eating Disorders Program at the University of North Carolina at Chapel
Hill is conducting a research study to treat bulimia. Eligible patients will receive 16 sessions of group therapy specifically designed to reduce binge eating and purging at no cost

You must be at least 18 years old and have a home computer with internet access to participate. Call 919.966.2882 or email cbt4bn@unc.edu
IRB Study #:07-2002. Approved by IRB UNC-CH, November 13, 2008

This email is sponsored by: The Eating Disorders Program

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of ccps@unc.edu
Sent:	Tuesday, December 2, 2008 9:34 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Nominate students, faculty and staff for public service awards

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To all UNC students, faculty, and staff,

Look around. Do you see students, faculty or staff or know of programs that have made a significant difference in the lives of people and communities in North Carolina? Although few of them dedicate themselves to public service and engaged scholarship for the recognition, don't you think they deserve to be honored? If so, nominate them for a 2009 Public Service Award!

The Carolina Center for Public Service (CCPS) announces its call for nominations for three awards: the Ned Brooks Award for Public Service, the Robert E. Bryan Public Service Award, and the Office of the Provost Engaged Scholarship Award. These prestigious awards recognize individual students, faculty, staff and University units for extraordinary public service and engaged scholarship. Winners receive a monetary award and will be honored at the annual Public Service Awards luncheon scheduled for April 17, 2009.

Nominations may be submitted by students, staff, faculty, and/or community members and are due by 5:00 PM on Friday, February 6, 2009. Nominators are cautioned to review the criteria for each award to ensure their nomination is aligned with stated requirements for the award.

To obtain detailed information on each award and access the on-line nomination form, go to the Carolina Center for Public Service website: http://www.unc.edu/cps/public-service-awards-index.php You can also get tips on writing effective nominations at this site.

Questions may be directed to ccps@unc.edu or 843-7568.

This email is sponsored by: Carolina Center for Public Service

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, December 3, 2008 8:43 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: State Employees Combined Campaign Extension

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To: All University Employees

From: Jack Richman, Professor and Dean of the School of Social Work

Date: December 3, 2008

RE: State Employees Combined Campaign Extension

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Dear Colleagues:

We have extended the 2008 "Carolina Cares-Carolina Shares" State Employees Combined Campaign (SECC) through December. I am confident that during these final weeks our support of this important effort will continue to set an example in our community and beyond.

As of November 26, we have raised $651,397 toward the University goal of $800,000. Although the UNC community has shown tremendous compassion and generosity, we have a challenge ahead of us. However, I am convinced that with strong employee participation we can meet and even exceed our goal.

The SECC is a meaningful way to affirm our commitment to the local community and to support almost 900 nonprofit organizations that share our vision of helping others. Each organization has been screened for fiscal responsibility, ensuring your donations will be used wisely. During the extended campaign, we will continue to automatically enter contributors in the weekly drawings for gift cards, goods, and services donated by local businesses

I thank those who have already contributed to this year's campaign and ask that you help to ensure the campaign's success by encouraging others to participate. Division Leaders, Team Captains, and all those who have volunteered their support to the University campaign also deserve our thanks and gratitude. Let us continue to work toward our fundraising goal and demonstrate, in light of this year's theme, that "Carolina Cares" and "Carolina Shares."

If you need any additional information about donating to the campaign, please e-mail secc2008@unc.edu or call Dana Caudill at 962-6462. You may also visit the campaign website at <ssw.unc.edu/secc>.

Sincerely,
Jack Richman

This email is sponsored by: School of Social Work

From:	nobody@notify.unc.edu on behalf of mhendren@unc.edu
Sent:	Wednesday, December 3, 2008 10:02 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Web cast your lectures! Enrich your courses!

Hello,

A group of administrators and students welcomes you to participate in a pilot program during the spring semester of 2009 to judge the effectiveness of web casting course lectures to undergraduates. OASIS will help faculty members to capture, save and post audio or video files of course lectures or supplementary materials to be accessible online. This service allows students to access material covered in lectures after class, which can enrich their learning experience. We are also able to simultaneously capture anything on the computer screen, like a PowerPoint presentation, and audio in order to present the two together as a video. Research indicates that this technology can improve student performance without affecting attendance. Additional work from faculty will be minimal. If you have any questions, please contact Matt Hendren at 843-4521 or mhendren@unc.edu. Thank you for your interest.

This email is sponsored by: OASIS, Office of the Vice Chancellor for Student Affairs

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, December 3, 2008 10:08 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: 2009 Faculty Mentoring Award

Nominations for Faculty Mentoring Award sponsored by the Carolina Women's Leadership Council due Jan. 28, 2009; each winner to receive $5,000

The Carolina Women's Leadership Council has generously provided funding for annual faculty mentoring awards at the University.

The 130-member Women's Leadership Council is a network of women from across the country who are committed to supporting the University and students' educational experiences. Along with providing financial support, members volunteer their time and share their expertise, as well as champion Carolina in their regions and serve on boards that further the University's mission. The council is co-chaired by Mary Anne Dickson '63, Molly Dewar Froelich '83 and Julia Sprunt Grumbles '75.

The Faculty Mentoring Awards sponsored by the Carolina Women's Leadership Council recognize outstanding men and women faculty members who go the extra mile to guide, mentor and lead students and/or junior faculty as they make important career decisions, embark on innovative research and teaching initiatives, prepare for leadership positions, and enrich their lives through public service, teaching and meaningful educational opportunities. These awards will honor faculty-to-student mentoring and faculty-to-faculty mentoring, with one award given in each category. Each recipient will receive $5,000.

All tenured and tenure-track faculty are eligible for this award, as are fixed-term faculty who have been at Carolina for at least three years. Visiting faculty are not eligible. Nominations may be submitted by anyone from the Carolina family, including current and former faculty, staff, and students.

Please note you will be asked to provide three separate attachments (please use Microsoft Word) consisting of the following:

1. Brief (one-paragraph) statement of rationale for nomination.

2. Narrative description -- not to exceed two pages -- of the extent, type and character of the mentoring provided by the nominee.

3. Nominee's curriculum vitae.

Nominations should be electronically submitted by visiting:

http://www.unc.edu/pcgi-bin/WLCMA_viewapp.pl

and must be received by Jan. 28, 2009.

A selection committee appointed by the provost will review and recommend the award recipients. This committee will include representatives from the faculty, the student body, the Office of the Executive Vice Chancellor and Provost, the Office of the Vice Chancellor for Student Affairs, and the Carolina Women's Leadership Council.

Selections will be made in mid-February 2009, with awards presented to winners at the annual meeting of the Carolina Women's Leadership

Council, which will be held Feb. 26-27, 2009.

For more information about the Faculty Mentoring Award sponsored by the Carolina Women's Leadership Council, contact Carol Tresolini, Associate Provost for Academic Initiatives, at 962-3907 or Carol_Tresolini@unc.edu

To learn more about the Women's Leadership Council, contact Lanier Brown May in the Office of University Development at 843-5883 or lanier_may@unc.edu or visit http://giving.unc.edu/women/index.htm

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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From: nobody@notify.unc.edu on behalf of project.arch@unc.edu
Sent: Thursday, December 4, 2008 8:21 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Seeking Adolescent Participants (ages 12-16) for UNC Friendship Study (Earn $80)

INFORMATION: Seeking Adolescent Participants (ages 12-16) for UNC Friendship Study (Earn $80)

Parents and Mental Healthcare Providers:
Researchers are currently seeking participants (ages 12-16) for an important study of adolescent friendship and development called Project ARCH (Adolescents Relationships, Coping, and Health). Specifically, we are seeking adolescents who have ever been assessed or received treatment for depressed mood, anxiety, or other mental health concerns.

Participants would complete questionnaires and discuss several adolescent-oriented topics with a close friend. We can schedule visits to our near-campus location on Finley Golf Course Road any afternoon or evening during the week and anytime on the weekend. Participants earn up to $80 for participating and we offer driving reimbursement for long-distance participants.

For more information, please contact Casey Calhoun at 919-843-2352 or by email at project.arch@unc.edu.

This research study (IRB#07-0929) was approved by the UNC-CH Behavioral IRB.

This email is sponsored by: Department of Psychology

This email is sponsored by: Psychology Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of abroad@med.unc.edu
Sent: Thursday, December 4, 2008 9:04 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Have you been infected with Dengue Virus

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Study at University of North Carolina School of Medicine

Have you ever been infected with
Dengue Virus?

Donate blood to aid in the development of a dengue vaccine!

Dengue virus is a mosquito-borne virus that circulates in tropical areas of the world including Southeast Asia, the Indian subcontinent, parts of Central and South America, and parts of Africa. It causes dengue fever and dengue hemorrhagic fever in infected individuals, and causes thousands of death each year, mostly in children. Symptoms of dengue include a high fever that can last from 2-10 days, rash, joint and muscle pain, and in some cases, hemorrhaging. Many people who suffer from the more mild forms of disease do not know that they have been infected with dengue. If you have ever resided in or traveled to these tropical areas and suspect exposure to dengue virus, please consider donating some blood. We only need about 1/10 the amount of blood collected during a typical blood donation. We will collect a small blood sample and use it to study immune cells and antibodies present and how they interact with dengue virus. There is no reimbursement for this study. However, people who donate blood will be able to find out if they have been previously infected as well as the serotype of the virus responsible for their infection. The study is funded by the Bill and Melinda Gates Foundation through the Pediatric Dengue Vaccine Initiative and the National Institutes of Health.

The study (#08-0895) has been reviewed and approved by the Institutional Review Board of UNC-Chapel Hill.

Please contact Ms. Anne Broadwater, Study coordinator, at (919) 843 9963 or abroad@med.unc.edu if you are interested in participating.

The Principal Investigator for this study is Dr. Aravinda de Silva, Associate Professor of Microbiology and Immunology, University of North Carolina School of Medicine, Chapel Hill

This email is sponsored by: Microbilogy and Immunology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of research_support@unc.edu
Sent: Thursday, December 4, 2008 9:43 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research Support December 2008 Issue Now Available

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The December 2008 issue of Research Support newsletter is now available at http://research.unc.edu/rs/

In this issue:
Funding Opportunities
Major funding opportunities from state, public, and private agencies, as well as from UNC-Chapel Hill.

* Carolina Internal Funding Opportunities
* National Science Foundation
* National Institutes of Health
* Multidisciplinary
* Social and Behavioral Sciences
* Health and Medical Sciences
* Life and Physical Sciences
* Arts and Humanities

Campus News

* Upcoming NCSRA Meeting
* Faculty International Expertise Database
* Departure in OSR
* Odum Institute Short Courses
* New Patents and License Agreements

Funding Tips

* Advice on Contacting Program Officers
* Proposal Development Resources at Carolina
* Effective Proposal Development for Hospitals and Academic Medical Centers
* Funding Information in the Arts

Federal News

* Federal Agency Funding Updates
* Updates to eRA Commons Profiles Required
* NSF Research at the Interface of Mathematical and Computer Sciences
* NIH/AHRQ/CDC/FDA Adobe Transition Update
* DoD Strategic Environmental Research and Development Program
* Clarification of New NIH Policy on Resubmission

Research Support provides Carolina faculty and research staff with funding opportunities, sponsored research news, funding tips, and timely information from all of the offices supporting research at Carolina. It is published by the Office of the Vice Chancellor for Research and Economic Development, GrantSource Library. Email research_support@unc.edu

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-news@listserv.unc.edu>
Sent: Friday, December 5, 2008 4:31 PM
To: Mutima@email.lea.unc.edu; Smutima A <smutima@email.unc.edu>
Subject: [ackland-news] Yoga, Lunch with One, Pajama Party, and Free December Parking

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-23604705-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Subscribe

YOGA IN THE GALLERIES

Tuesday, December 9
12:00 - 1:00 PM

Namaste! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland. Yoga mats and museum cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended.

Sessions led by Joanne Marshall. Beginners are welcome.

Registration recommended. Free to members, $5 non-members.

LUNCH WITH ONE

Wednesday, December 10
1:00 - 2:00 PM

Bring lunch and enjoy an hour of inspiration and information as Assistant Professor of Art History Cary Levine presents *The Legacy: Circa 1958 and Beyond*, an examination of the legacy of the "circa 1958" period in the visual arts.

This program is presented in conjunction with the special exhibition *Circa 1958: Breaking Ground in American Art.*

Free to members | $5 non-members
Registration recommended (call 919.966.5736)

HOLIDAY PAJAMA PARTY

Friday, December 12
6:00 - 8:00 PM

Join us during Art after Dark next Friday for the Ackland's Annual Holiday Pajama Party!

For families with young children, the Holiday Pajama Party will feature readings from classic Golden Books and stories from around the world told by acclaimed storyteller Faye Stanley. Milk and cookies will be available. Admission is free, and children are encouraged to wear their pajamas!

CURRENT EXHIBITIONS

Circa 1958:
Breaking Ground in American Art
On display through January 4, 2009
The Fifties and the Anti-Fifties in Robert Franks' *The Americans*
On display through January 4, 2009
Feminine and Masculine in Ovid's Poetry and Early Modern Art
On display through February 1, 2009

Please visit our calendar for a full listing of special programming and events.

FREE PARKING FOR THE HOLIDAYS

For the month of December, the Ackland is thrilled to offer free downtown parking to Museum visitors!

Compliments of the Town of Chapel Hill, coupons for one hour of FREE parking in the Wallace Parking Deck (150 E Rosemary St) or Parking Lot 2 (100 E. Rosemary St, at the corner of Columbia St.) will be available at the Ackland front desk.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Lunch with One photo includes - Kenneth Noland: *That* (detail), 1958-59; oil on canvas. Collection of David Mirvish, Toronto. Art © Kenneth Noland/Licensed by VAGA, New York, NY

Arthur Allen Lewis, American, 1873-1957: *Christmas Card* (detail), 1935; wood engraving. Burton Emmett Collection.

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Friday, December 5, 2008 8:18 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Little Prince Discount

PlayMakers is offering UNC Faculty and Staff specially priced tickets at $15 each to the final performances of THE LITTLE PRINCE. Please visit the link below for more information.

http://www.playmakersrep.org/performances/lpstaffdisc.aspx

This email is sponsored by: PlayMakers Repertory Company

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of fseeger@email.unc.edu
Sent:	Tuesday, December 9, 2008 8:25 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Call for Burch Seminar proposals (international or domestic)

Call for Proposals
Burch Field Research Seminars
"Education in the Classroom and Out in the World"
http://www.burchseminars.unc.edu

Overview of Burch Field Research Seminars

Burch Field Research Seminars showcase the relationship between faculty research and undergraduate education. Burch Seminars offer undergraduate students the opportunity to participate in UNC faculty-led off-campus programs that combine traditional course work with active, experiential learning. A changing roster of seminars is offered each year in destinations foreign and domestic. The Office of Burch Programs invites faculty members from all UNC departments to submit proposals for the development of Burch Seminars following the guidelines outlined below.

Guidelines for Burch Faculty Proposals

Faculty interested in leading a Burch Field Research Seminar are invited to submit proposals outlining the program, including the courses that students will take and the "hands-on" experience in which they will be engaged. Since these seminars typically require extensive planning, proposals must be submitted a minimum of 18 months in advance of the scheduled launch date. Proposals are reviewed by the Burch Field Research Seminars Faculty Advisory Board, which recommends four to five seminars each year to the Director of Burch Programs and Honors Study Abroad and the Associate Dean for Honors.

Burch Field Research Seminars provide 12-15 hours of academic credit in a mix of independent study and formal course work. In addition to the course(s) offered by the faculty director, additional courses can be arranged through partner institutions or adjunct faculty at the program site. While the majority of Burch Seminars are semester programs, proposals for summer programs (minimum of six weeks, six credit hours) are also welcomed.

Proposals should include the following:

* Detailed description of the program and academic goals
* Choice of program location and affiliations
* Program dates
* Outline of program itinerary
* Course description(s) and suggestions for additional course work (semester programs)
* Description of cultural immersion activities and additional excursions
* Outline of program budget
* Curriculum vitae

A number of successful models have been used to deliver the "hands-on" experience of the Burch Field Research Seminars, and new models are always welcomed. Proven models include:

* Internships: Students work with businesses, non-governmental

organizations, or governmental agencies.
* Unique Observation and Experience: Students are invited to observe and experience first-hand unfolding world events.
* Documentary Projects: Students investigate and document the history or culture of the field site.
* Performance: Students are provided a special opportunity to engage in an artistic endeavor.

The faculty director should be familiar with the intended program site. Previous experience in developing a study abroad program is not required. Faculty directors will receive training and logistical support from Friederike Seeger, Director of Burch Programs and Honors Study Abroad and the UNC Study Abroad Office. Burch Seminars that enroll at least 12 students can generally support a position for a teaching assistant. The Honors Program will pay the department $15,000 plus benefits (the standard two-course buy-out rate in the College of Arts and Sciences) for faculty leading semester programs.

For additional information, or to discuss ideas for a seminar proposal, please contact Ms. Friederike Seeger, Director of Burch Programs and Honors Study Abroad at fseeger@email.unc.edu or 919-962-9680.

This email is sponsored by: Honors Program

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-news@listserv.unc.edu>
Sent: Thursday, December 11, 2008 11:04 AM
To: Mutima@email.unc.edu; Smutima A <smutima@email.unc.edu>
Subject: [ackland-news] Holiday Pajama Party, Student Art Sale, Drawing in the Galleries

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-23637394-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Subscribe

HOLIDAY PAJAMA PARTY!

Friday, December 12
Pajama Party 6:00 - 8:00 PM (Museum open until 9:00 PM)

Join us during Art after Dark tomorrow for the Ackland's Annual Holiday Pajama Party!

For families with young children, the Holiday Pajama Party is a visitor favorite and will feature readings from classic Golden Books and stories from around the world told by acclaimed storyteller Faye Stanley. Milk and cookies available. Admission is free, and children are encouraged to wear their pajamas!

STUDENT HOLIDAY PRINT AND CERAMICS SALE

Friday, December 12
9:00 AM - 10:00 PM

Celebrate the Second Annual Student Holiday Print and Ceramics Sale tomorrow, with Open Studios in the evening.

From 9AM - 10PM, original student etchings, screenprints, photographs, drawings, digital works, and ceramics will be available at 144 E Franklin St (the old Schoolkids Records store). Bring a blank T-shirt (or get one at the print sale) to the third floor of Hanes Art Center (Room 301) and have something printed on it. Choose from screen-printed images, linoleum blocks, or stencil prints. Bring your own blank cards or paper (up to 10 cards) and have them printed with antique letterpress cuts and other hand-carved relief images.

From 6 - 8PM, enjoy the UNC-Chapel Hill Art Department's Graduate Open Studios. Meet local artists and find out what goes on behind the scenes. Free refreshments.

Proceeds benefit students and the UNC-Chapel Hill Studio Art program.

DRAWING IN THE GALLERIES

Saturday, December 13
10:00 AM - 12:00 PM

Join the Ackland's Amanda Hughes for drawing in the Ackland galleries. Bring paper and dry media (crayon,

CURRENT EXHIBITIONS

Circa 1958:
Breaking Ground in American Art
On display through January 4, 2009
The Fifties and the Anti-Fifties in Robert Franks' *The Americans*
On display through January 4, 2009
Feminine and Masculine in Ovid's Poetry and Early Modern Art
On display through February 1, 2009

Please visit our calendar for a full listing of special programming and events.

pencils, etc.). All levels are welcome. Free.

DRAWING FOR KIDS

Saturday, December 13
10:00 AM - 12:00 PM

Nine- to twelve-year-olds practice techniques like contour drawing, linear perspective, shading, and drawing people. Materials provided.

Registration required and limited - to register, call 919.966.5736 | Free to members | $5 non-members

FREE PARKING FOR THE HOLIDAYS

For the month of December, the Ackland is thrilled to offer free downtown parking to Museum visitors!

Compliments of the Town of Chapel Hill, coupons for one hour of FREE parking in the Wallace Parking Deck (150 E Rosemary St) or Parking Lot 2 (100 E. Rosemary St, at the corner of Columbia St.) will be available at the Ackland front desk.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Arthur Allen Lewis, American, 1873-1957: *Christmas Card* (detail), 1935; wood engraving. Burton Emmett Collection.

Egon Schiele, Austrian, 1890-1918: *Seated Woman* (detail), 1918; black colored pencil drawing. Burton Emmett Collection.

Norman Kent, American, born 1903: *Young Boy Drawing*, 1930; linoleum-cut print. Burton Emmett Collection.

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, December 11, 2008 8:17 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Interested in how your childs brain works and grows?

We need healthy volunteers to help us figure out how the brain grows in children and teenagers. If your child is between the ages of 9 and 18, contact us to see if they can participate!

You and your child will be paid $50 each for a screening visit, and if your child qualifies for the study, they will be paid another $150.

To add your child to our list, visit our website:
http://www.med.unc.edu/psych/research/healthy-volunteers

UNC IRB # 5-2119

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent:	Thursday, December 11, 2008 8:50 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: UNC Voluntary 403(b) Retirement Program Update

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To: All Employees

From: Brian Usischon, Senior Director, Benefits & Employee Services
Office of Human Resources

This email is a follow up to an earlier message sent out this week concerning the University's Voluntary 403(b) Retirement Program. The following points should help clarify some issues concerning the variety of retirement program offerings available to employees.

All University employees are encouraged to supplement their state and federal retirement benefits by participating in one or more of the University's supplemental retirement savings programs. A significant part of the retirement planning process may include voluntary supplemental retirement plans, which offer significant tax advantages.

The University offers three supplemental retirement plans:
-- a 401(k) plan, sponsored by the State
-- a 403(b) plan, sponsored by the UNC System (effective Jan. 1)
-- a 457(b) plan, also sponsored by the State

A supplemental retirement plan allows you to make contributions through payroll deductions to a variety of investment vehicles and, depending on the program you enroll in, postpone paying taxes on these contributions until after you retire. These are all voluntary programs and the University does not match contributions to any of these programs.

The University is making significant programmatic changes to the supplemental 403(b) program effective Jan. 1. After this date, only two providers will be available -- Fidelity and TIAA-CREF. Here are some frequently asked questions that may help provide some clarity concerning the forthcoming changes.

* Does this change impact the Optional Retirement Program for Faculty and EPA Non-Faculty, where I am required to contribute 6 percent to the plan and the University matches this with a 6.84 percent contribution?

No, the changes that go into effect on Jan. 1 DO NOT impact the Optional Retirement Program (ORP). The following vendors will continue to be available in the ORP: AIG Retirement, Lincoln Financial, Fidelity and TIAA-CREF.

The changes that go into effect on Jan. 1 impact voluntary (supplemental) 403(b) savings only.

* If I currently have supplemental 403(b) contributions withheld from my pay for TIAA-CREF and/or Fidelity, do I need to re-enroll?

No, you DO NOT need to re-enroll if you have an active account already in place with either TIAA-CREF and/or Fidelity. Funds contributed to any of these supplemental plans are over and above the required 6 percent mandatory employee contribution to either the Teachers' and State Employees' Retirement System (TSERS) or the ORP.

However, now is a good time to for Fidelity and TIAA-CREF participants to review their asset allocations, because new fund options will be available through both TIAA-CREF and Fidelity. In addition, you may wish to switch from the traditional pre-tax method for contributing and start saving on an post-tax basis using the new Roth 403(b) feature available under the plan.

If you want to make a change to your asset allocation, you will need to contact either TIAA-CREF and/or Fidelity directly:

TIAA-CREF: 800-842-2776
Fidelity: 800-343-0860

If you want to change the amount you contribute, or start to contribute on a Roth post-tax basis, then you will need to complete a new Salary Agreement Reduction form and return it to the Benefits Office. Here is a link to the Salary Reduction Agreement form:
http://hr.unc.edu/formfinder/forms-benefits/403b-sra.pdf.

This form can be returned to the Benefits Office via fax at 919-962-6010.

* If I have supplemental 403(b) contributions withheld from my pay for AIG Retirement, ING, MetLife, Verity Investment and/or Lincoln Financial, do I need to re-enroll?

Yes, you must re-enroll with either Fidelity and/or TIAA-CREF for supplemental 403(b) contributions to continue after Jan. 1. Here's a link to the 403(b) enrollment site:
http://hr.unc.edu/Data/benefits/suppretire/403b-09.

* Do the supplemental 403(b) changes impact the State's 401(k) or 457(b) supplemental programs?

No, the changes being implemented on Jan. 1 to the University's 403(b) program DO NOT impact the State's 401(k) or 457(b) programs. These supplemental plans will continue to be available after Jan. 1. Both programs will now be managed by Prudential, as previously communicated. However, the State is making some changes to these programs; additional information is available here:
http://hr.unc.edu/sys/emaillist/20358/147442.

If you have additional questions, call the Benefits Office at 919-962-3071.

This email is sponsored by: Office of Human Resources

From:	nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent:	Wednesday, December 17, 2008 8:16 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Benefits Update for 2009

TO: All Employees

FROM: Brian Usischon, Senior Director, Benefits & Employee Services
Office of Human Resources

With the start of the New Year upon us, it's important to review some important benefit news and information.

-- Annual Enrollment Changes: Any benefit elections made during the annual enrollment for NCFlex and the University benefit programs take effect Jan. 1, 2009. Remember to check your pay stubs (Jan. 2 for biweekly paid employees and Jan. 30 for monthly paid employees) to ensure that the programs you elected are reflected with the corresponding deductions.

-- Assurant Dental: This plan operates on a pay-in-advance basis. Deductions from your December pay provide coverage for the month of January. If you are enrolled in Assurant Dental or elected this plan effective Jan. 1, the new dental rates went into effect with the December pay periods.

-- MetLife Group Term Life Insurance: If you are enrolled in this plan, you may see a change in your deductions beginning with your January paychecks. Your age and salary as of Dec. 31 of each year is used to determine the age band your premiums are subject to for the next calendar year.

-- ING Group Term Life Insurance: If you are enrolled in this plan, you may see a change in your deductions beginning with your January paychecks. Your age and salary as of Jan. 1 of each year is used to determine the age band your premiums are subject to for the next calendar year.

-- Health Care and Dependent Care Flexible Spending Accounts (FSAs): Claims for limits elected for the 2008 plan year must be filed with Aon by March 31. Services must have been rendered by Dec. 31. You can check the balance of your FSA, status of claims submitted, and pending reimbursements by registering with Aon Online at www.ncflex.selfservicenow.com.

** FSA claims kits will be mailed to employees' home addresses the last week in December. Please read the materials enclosed with the claims kit concerning when to file claims and when documentation is required.

**Receive Claim Status Updates via E-mail: You can provide your e-mail address and receive e-mail notification of your claims and payment status. Enter your e-mail address on the FSA ClaimsPlus site(www.ncflex.selfservicenow.com). You will continue to receive paper statements if no e-mail address is on file.

**Check your pay stub: Review your paycheck to verify the correct per-pay period
deductions are taken out for your 2009 NCFlex FSA account(s). If you find errors, contact Benefits Administration.

--NCFlex Convenience Card: If you have an NCFlex Convenience Card, do not destroy it. New cards will not be issued for the new plan year; they are automatically reissued 30 days prior to the card expiration date.

**Requesting NCFlex Convenience Cards: You may request an NCFlex Convenience Card through the ClaimsPlus Online Reimbursement System (www.ncflex.selfservicenow.com). If you would like to request dependent cards, you must call the NCFlex FSA Customer Service Center at 877-371-2926 and speak to a customer service representative. You may also cancel your NCFlex Convenience Card online, or by calling the NCFlex FSA Customer Service Center at 877-371-2926. It takes approximately 7-10 business days for cards to reach participants. There is a $6 annual fee, and you receive two cards per request. If you would like additional cards, there is a one-time $5 fee for each request which is good until the card expires. These fees will be deducted from your FSA the month in which you request the card.

--Retirement Plan Changes for 2009:

**UNC Voluntary 403(b) Retirement Program
Effective Jan. 1, Fidelity and TIAA-CREF will be the only vendors available for 403(b) voluntary contributions. If you are enrolled or have completed an enrollment with TIAA-CREF and/or Fidelity you will see your deduction reflected beginning with the January paychecks.

If you are enrolled with AIG Retirement, ING, MetLife, Lincoln Financial or Verity Investments and do not re-enroll with either TIAA-CREF and/or Fidelity, your 403(b) contributions will stop with your first January paycheck.

**North Carolina 457(b) Deferred Compensation Plan
The State awarded the 457(b) plan administration contract to Prudential. If you are enrolled in this plan, beginning with the Dec. 19 bi-weekly and monthly payroll, your contributions will automatically be re-directed to Prudential.

**Retirement Plan Limits for 2009
The limit on contributions to a 403(b)/401(k) plan for 2009 is $16,500. If you are over the age of 50, or will turn 50 by Dec. 31, 2009, you are eligible for an additional $5,500 catch-up contribution. The 15-year service rule that allows additional contributions to be remitted to a 403(b) program will no longer be available as of Jan. 1.

The limit on contributions to a 457(b) plan for 2009 is also $16,500. If you are over the age of 50, or will turn 50 by Dec. 31, 2009, you are eligible for an additional $5,500 catch-up contribution.

Employee contributions to a 403(b) and 401(k) plan are combined together; however, employees can maximize saving opportunities by contributing to a 457(b) plan. Amounts contributed to a 457(b) plan are not combined with your 403(b) and/or 401(k) contributions.

If you have questions about your deductions or elections, email benefits@unc.edu or call 919-962-3071.

This email is sponsored by: Office of Human Resources

From:	PREX1@mvs.adp.UNC.EDU on behalf of PAYROLL_NOTIFY@UNC.EDU
Sent:	Friday, December 19, 2008 6:39 AM
To:	smutima@email.unc.edu
Subject:	YOUR CHECK STUB IS AVAILABLE

Today is a payday for the Monthly Payroll. Your payroll information is available at the University E-Pay site located on the home page for Payroll Services. A direct link to the web site is not provided due to potential IT security issues.

After you login using your Onyen and Onyen password, select View Current Pay Stub under the Employee Menu to access your pay information for today's payroll.

Thank you.

Payroll Services
The University of North Carolina at Chapel Hill

From: ITS Response Center <help@unc.edu>
Sent: Monday, December 29, 2008 2:42 AM
To: smutima <smutima@email.unc.edu>
Subject: Password for Onyen 'smutima' expires soon.

The password for the Onyen 'smutima' is set to expire
at this date and time: Tue Dec 30 11:38:44 2008

Visit the following web site to change your password or for
information on how to have it reset if it was forgotten:

https://onyen.unc.edu/cgi-bin/unc_id/chpw.pl

After your password expires, you can still access the above site
to change your password, though you will not be able to use your
Onyen to access any other Onyen-authenticated services until you
change your password.

Once you change your password, it will work for another 90 days
before it expires again. If you never use your Onyen, then
disregard this notice.

If you think you might forget your password, consider setting up
a "Challenge/Response" where you answer a few personal questions
BEFORE you forget your password. Later, if you can answer these
questions again, you can get a new password without having to
visit one of the password reset sites on campus. Just click
"Challenge-Response" at the top of the page mentioned above and
follow the instructions.

Answers to many common questions and a list of some Onyen
related services can be found by visiting the web site:

http://help.unc.edu/3247

If you have questions or need additional assistance with this
issue, contact the ITS Response Center at 919-962-HELP and we'll
be glad to assist you.

We send out these Password Expiration Notices via email
at 2 weeks, 1 week, and 2 days prior to the expiration.

This message is being sent to the electronic mail address
associated with the Onyen 'smutima' in the UNC Campus Directory.
If this address is not your preferred electronic mail address,
you may change it by visiting the Campus Directory web site:

http://dir.unc.edu/dir/home/

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Monday, January 12, 2009 11:37 AM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Malawi Carolina Summer Institute

Program will take place June 8-12, 2009

Applications for Summer 2009 are due Friday, January 23, 2009 at 5pm.

View the student posters from internships for the Malawi-Carolina Summer Internship Program (*2007 and 2006 posters now available*).

The fourth annual Malawi-Carolina Summer Institute will be held in June 2009 at the University of Malawi College of Medicine in Blantyre. UNC has over 250 employees in Malawi conducting research and providing health care on nutrition and infectious diseases such as HIV and malaria.

Program Description (download program description)

The Malawi-Carolina Summer Public Health Institute is held in Blantyre, Malawi, during the summer each year, with the first being held in 2006. Students from UNC join Malawian MPH students in a course on research design and proposal development. This course will allow UNC students to partner with their Malawian counterparts to learn how to develop projects in a resource-poor setting. Students are then matched with and participate in on-going research projects in Malawi for an additional 2-6 weeks.

For more information please visit the website: http://www.sph.unc.edu/globalhealth/malawi-carolina_summer_public_health_institute_1137_6987.html

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Stacey Sewall
African Studies Center
UNC-Chapel Hill
(919) 962-1522

From:	nobody@notify.unc.edu on behalf of margsala@email.unc.edu
Sent:	Tuesday, January 13, 2009 10:07 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Carolina Challenge

The Carolina Challenge has its first deadline coming up . The Challenge is an annual business and social venture competition.

This innovative contest allows those with great ideas or an entrepreneurial drive to battle it out for a chance to win a piece of at least $50,000 in prize money. Competitors do not need to be business school students.

Check out our website at www.carolinachallenge.org to learn more about this amazing opportunity.

Are you up for the Challenge?

This email is sponsored by: Carolina Challenge

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of bmahaffe@email.unc.edu
Sent:	Tuesday, January 13, 2009 10:42 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Are you pregnant? You May be Eligible for Free Prenatal Classes

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Are you pregnant? Are you planning on attending a prenatal course?

You may be eligible to participate in a research program at the University of North Carolina.

Baby PREP may be a good match If you are:

-Age 18 or older
-In your 2nd or 3rd trimester
-Married or living with a partner
-We will also have you fill out a short screening questionnaire about thoughts and feelings to determine your risk level for developing postpartum distress.

This program consists of one initial screening session, *6 FREE prenatal classes*, and three postpartum check-ins.

Baby PREP--The Parent Readiness Enhancement Project
IRB Study # 07-1326
Approval Date: February 12th, 2008

This email is sponsored by: UNC Psychology Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of FAMRI-2@med.unc.edu
Sent: Wednesday, January 14, 2009 12:33 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research study investigating smoke exposure and nasal spray flu vaccine

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The purpose of this research study is to learn how influenza virus administered as an FDA approved nasal spray vaccine affects nasal inflammation in people who smoke and in nonsmokers passively exposed daily to cigarette smoke or those not exposed at all. Currently, we are looking for healthy young adults aged 18-35 years with no underlying medical problems, who are active smokers.

Specific exclusion criteria will include history of asthma, chronic lung or heart disease; any type of immunodeficiency; influenza or flu like symptoms in the past three weeks; current pregnancy; egg allergy; or subjects who have already have had a flu shot this season. Your participation will last 4-8 weeks, and will require 8 study visits.

For a complete copy of the consent form and more information refer to the Center for Environmental Medicine, Asthma and Lung Biology (CEMALB) website at
http://www.med.unc.edu/cemalb/IRB%2005-2547.html

Interested individuals may also call the CEMALB recruitment line 919-962-4247 for additional information.

Approved October 31, 2008 by the Biomedical Institutional Review Board. IRB# 05-2547 (formerly 05-PED-1094).

This e-mail is sponsored by the UNC Center for Environmental Medicine and Lung Biology. This study is funded by The Flight Attendants Medical Research Institute (FAMRI) and the National Institutes of Health.

This email is sponsored by: UNC Center for Environmental Medicine, Asthma and Lung Biology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: GrantSource Library <gs@unc.edu>
Sent: Wednesday, January 14, 2009 12:18 PM
To: smutima@email.unc.edu
Subject: GrantSource Library Workshops on Identifying Funding Sources for Faculty

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The GrantSource Library offers group training sessions on how to identify potential funding sources for faculty research, career development, and other scholarly activities.

In each session a GrantSource librarian demonstrates online resources for identifying funding opportunities, how to set up a customized funding alert, conduct a search for targeted grant information, and find Carolina internal funding sources. Other topics include tips for conducting a funding search and an overview of resources available through the GrantSource Library. This workshop is especially appropriate for new and junior faculty members.

The library has two workshops for faculty researchers scheduled in January. Click on the links below for details and to register.

- Identifying Funding Sources for Faculty and Staff in the Social Sciences
  - Thursday, January 22, 1:00 to 3:00 p.m.
  - Odum Institute - Manning Hall, Room 001

- Identifying Funding Sources for Faculty in Health Affairs
  - Thursday, January 29, 1:00 to 3:00 p.m.
  - 307 Health Sciences Library (computer lab)

Please contact the GrantSource Library (962-3463) to schedule a workshop for your school, institute or department.

--

Graduate Research Assistant
Comments/suggestions here!

GrantSource Library, UNC at Chapel Hill
307 Bynum Hall
Chapel Hill, NC 27599-4106
Tel: 919-962-3463
http://research.unc.edu/grantsource

From:	nobody@notify.unc.edu on behalf of asthmastudies@med.unc.edu
Sent:	Wednesday, January 14, 2009 8:37 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Are you allergic to peanuts?

Subject: Informational: Participation in a blood draw for a research study
From: asthmastudies@med.unc.edu
Date: 12/10/2008

Subject line: Peanut Allergic individuals for blood draw

Researchers at the UNC Center for Environmental Medicine, Asthma and Lung biology are looking for individuals who are age 18-65 who are allergic to peanuts to participate in a research study. The visit will consist of one blood draw of up to 30cc. The visit will last approximately one half hour.

Compensation will be provided.

If interested or for further information please contact:

Carole
Research Coordinator
Center for Environmental Medicine, Asthma and Lung Biology
(919) 962-4247
Email: asthmastudies@med.unc.edu

This email is sponsored by:
The Center for Environmental Medicine, Asthma and Lung Biology
This study and email have been approved by the IRB # 97-0845.

This email is sponsored by: CEMALB

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of clinic@unc.edu
Sent: Wednesday, January 14, 2009 9:36 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Concerned about your child or adolescent?

We offer psychological assessment and treatment for children and adolescents who
experience difficulties at home, in school, or with their peers.

Reduced fees are available based on income.

We can help with:

*Sadness or irritability
*Disruptive behavior and aggression
*Inattentiveness/hyperactivity
*Mood swings and anxiety
*Conflicts with parents or peers
*Learning difficulties

We are affiliated with the UNC-CH clinical psychology Ph.D. program and provide reduced fees based on income. Treatment is provided by doctoral students under the supervision of licensed psychologists who are faculty members in the Department of Psychology.

Children and adolescents are seen in our nearby off-campus location on Finley Golf Course Road with afternoon and evening appointments and readily available adjacent parking.

For more information please contact us at 919-962-6906 or clinic@unc.edu or visit http://psychologyclinic.unc.edu/.

Please be aware that if the information you provide indicates that there may be abuse of a child or disabled adult, or that you or another person is in danger, we will need to respond as required by state law.

This email is sponsored by: UNC Department of Psychology Community Clinic.

This email is sponsored by: Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of clinic@unc.edu
Sent: Wednesday, January 14, 2009 10:16 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Parenting Classes

Need some help in parenting your child? Looking for new tools or just to sharpen your parenting skills? We can help.

The UNC Department of Psychology Community Clinic is offering a 7-week parenting program based on the state-of-the-art Triple P program. The Triple P program has been shown by scientific research to be effective in helping families reduce their children's problem behaviors and increase their positive behaviors. The group is for caretakers of children aged 2 to 12 and involves four group training sessions and three follow-up phone sessions with each family. We will discuss strategies for managing problem behaviors, increasing positive behaviors and building positive relationships with children.

We are affiliated with the UNC-CH clinical psychology Ph.D. program and provide reduced fees based on income. Dr. Andrea Hussong, a licensed psychologist and member of the Clinical psychology faculty at UNC, will co-lead the group with a doctoral student in our program.

Group sessions meet in our nearby off-campus location on Finley Golf Course Road with afternoon and evening appointments and readily available adjacent parking.

Please visit our website at http://psychologyclinic.unc.edu/ or contact the clinic at 962-6906 or clinic@unc.edu for more information, screening or to make a referral. Please specify that you are interested in the Triple P program.

This email is sponsored by: UNC Department of Psychology Community Clinic

Please be aware that if the information you provide indicates that there may be abuse of a child or disabled adult, or that you or another person is in danger, we will need to respond as required by state law.

This email is sponsored by: UNC Department of Psychology Community Clinic

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of jnfelder@med.unc.edu
Sent: Wednesday, January 14, 2009 10:50 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Seeking Adults with Depression for Brain Imaging Studies

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Seeking Adults with Depression for Brain Imaging Studies

If you are interested in helping us to learn more about the brain and about major depressive disorder, please consider participating in Dr. Gabriel Dichter's study, "Brain Imaging of Psychotherapy for Depression", IRB # 05-2605.

If you meet the following criteria, please reply to this email message or contact Jennifer Felder, at 951-9513 or felder@biac.duke.edu for a screening interview.

Our criteria include:
1) Ages 18-55 (men and women)
2) Current feelings of depression.
3) Not currently taking antidepressant medications
4) Willing and able to participate in the following appointments:
* 20-minute telephone interview
* 30-minute "practice" MRI session.
* In-person interview , 2.5 hours
* 2 hour MRI brain scan.

This study provides compensation for these appointments, totaling approximately $75 All appointments take place at Duke University Medical Center.

Thank you,
Gabriel S. Dichter, PhD
Principal Investigator
Department of Psychiatry
dichter@med.unc.edu
919-681-3169

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of guo1@email.unc.edu
Sent: Thursday, January 15, 2009 9:03 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Want to join disaster relief in NC?!

This past mid-November, several tornadoes tore through eastern-central North Carolina, killing 2 and displacing up to 125 people making 2008 the deadliest tornado year in a decade. Half a dozen counties were affected and nearly 1,000 customers experienced power outages. In Kenly, where one of the casualties occurred, an almost five mile path was left behind from the tornado touch down.

Extended Disaster Relief is dedicated to lending a hand in our own community. Next Saturday, EDR will take its second work trip in what will be an ongoing effort in Kenly, NC. This will be a half-day workday. If you're interested in joining this work trip, please send David Marshall at dmarshall@unc.edu a message. There is NO trip fee; however, when sending this message, please indicate whether you have a car available and are willing to be a driver.

This email is sponsored by: Extended Disaster Relief

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From: nobody@notify.unc.edu on behalf of kristi_laan@dentistry.unc.edu
Sent: Thursday, January 15, 2009 11:32 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do you or someone you know wear a full upper denture?

Do you or someone you know wear a full upper denture?

You may be eligible to participate in a research study if you:
*Are 45 years of age or older
*Have not used any tobacco products in the last 6 months
*Have not been treated with antibiotics or antifungals in the last month
*Do not require antibiotics prior to dental treatment
*Have not been diagnosed with kidney or liver disease, hepatitis, HIV, cancer, tuberculosis, bleeding disorders, or lupus.
*Do not use denture adhesive

Participants may receive up to $205 for successful study completion.

To learn how you can be in this study, please call (919) 966-5271 or send an email to Kristi_laan@dentistry.unc.edu with your name, phone number, and times you can be reached. Your email will not be shared.

Approved by UNC IRB: 1/12/2009
IRB # 07-2014
This email is sponsored by: The Dental Research Center

This email is sponsored by: Dental Research Center

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From: Stacey Sewall <sewall@email.unc.edu>
Sent: Friday, January 16, 2009 1:31 PM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] The Osun Grove of Osogbo, Nigeria, as a World Heritage Site

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Please join us for this event:

The Osun Grove of Osogbo, Nigeria, as a World Heritage Site
The Denial and Dilemma of Archaeology
Friday, February 20, 2009, 3 PM
Hyde Hall, Room 210
Talk given by Akin Ogundiran of UNC-Charlotte, Chair of the Department of Africana Studies. Co-sponsored by the Archaeology Curriculum Program and the African Studies Center. Free. Please Contact: Brenda Moore bmoore@email.unc.edu for more information.

--

Stacey Sewall
African Studies Center
UNC-Chapel Hill
(919) 962-1522

From: Ackland Art Museum <ackland-news@listserv.unc.edu>
Sent: Friday, January 16, 2009 2:10 PM
To: Mutima@email.lib.unc.edu; Smutima A <smutima@email.unc.edu>
Subject: [ackland-news] Music in the Galleries, Reinventing the Figure, Art & Literature

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-23834626-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Subscribe

MUSIC IN THE GALLERIES

Sunday, January 18
2:00 - 4:00 PM

Visit the Ackland this Sunday and enjoy the music of Mike Taylor and Hiss Golden Messenger, performing songs from the Southern Folklife Collection. Free.

REINVENTING THE FIGURE

January 17 – March 22, 2009

Reinventing the Figure, the first new collection installation of 2009, opens to the public this Saturday. Curated by Ackland Curator of Exhibitions Barbara Matilsky, the exhibition brings together sixteen of the Museum's most important contemporary and modern paintings and sculptures to address issues of identity, body, race, and gender through the depiction of the human figure.

ART & LITERATURE IN THE GALLERIES

Wednesday, January 21, 7:00 - 8:30 PM
Thursday, January 22, 3:30 - 5:00 PM

Start reading now for the next Art & Literature in the Galleries! The winter series will focus on books that enhance paintings, sculpture, prints, and photographs that are new on view at the Ackland. Some are long time holdings of the Museum seen in a new configuration; others are new gifts and acquisitions. Still others are part of a local private collection on loan for a temporary exhibition.

The first session will focus on *Cathedral* by Raymond Carver, a collection of character-driven short stories. Wednesday session co-facilitated by Jennifer Ho, Assistant Professor, English and Comparative Literature.

Registration required. Free to members and high school students, $5 non-members.

IN THE GALLERIES

Reinventing the Figure
January 17 - March 22, 2009
Feminine and Masculine in Ovid's Poetry and Early Modern Art
On display through February 1, 2009

COMING SOON

At the Heart of Progress: Coal, Iron, and Steam since 1750 - Industrial Imagery from the John P. Eckblad Collection
January 24 - May 17, 2009
Cultural Politics and Contemporary Art
January 24 - March 29, 2009
Metamorphosis in Ovid's Poetry and Early Modern Art
February 4 - August 2, 2009

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Do-Ho Suh: *Floor* (detail); PVC figures, glass plates, phenolic sheets, polyurethane resin. Ackland Fund, purchased in honor of Earl Bradley Johnson. © 2000 Do-Ho Suh and Lehmann Maupin Gallery, New York.

Sasha Kronberg, Austrian, born 1893: *The Bookworm (Der Bucherfreund)*, engraving print. Burton Emmett Collection.

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

The University of North Carolina at Chapel Hill

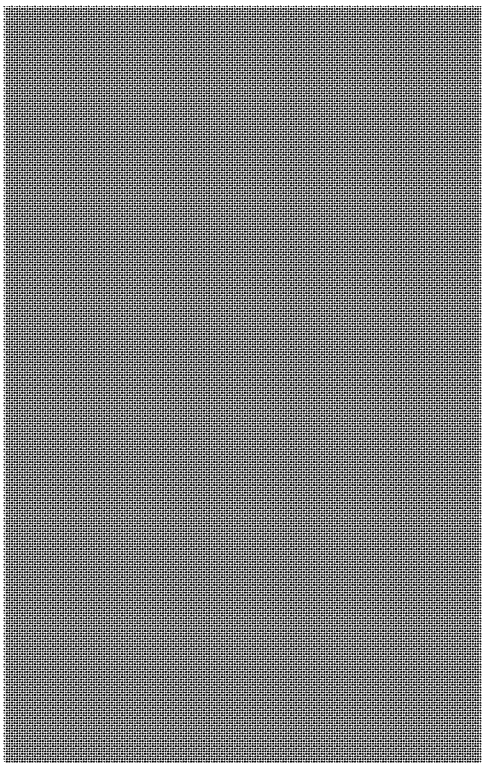

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, January 19, 2009 8:19 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research Subjects needed for Osteoarthritis of the Knee Study

---

The Thurston Arthritis Research Center is conducting a research study that is evaluating the efficacy and safety of oral calcitonin on osteoarthritis. Half of all participants will receive 0.8 mg of calcitonin and the other half will receive placebo. The study will last up to 2 years and require approximately 8 study visits. Compensation up to $280.00 will be provided. All study related visits, study medication, and evaluations will be provided to eligible participants at no cost.

To participate you must meet these basic requirements:
1) Be between the ages of 51 and 80 years old
2) Have knee pain on most days of the prior month
3) Women must be at least two years postmenopausal and not receiving hormone replacment
4) Meet x-ray requirements of knee x-rays.

For more information, please contact:

Diane Bresch,R.N.,BSN
Phone: 919-966-0545
E-mail: diane_bresch@med.unc.edu

This study has been approved by the UNC IRB, Study #08-1423.

This email is sponsored by: Thurston Arthritis Research Center

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, January 20, 2009 2:52 PM
To:	smutima@email.unc.edu
Subject:	URGENT: Classes canceled at 3:30 today; delayed until 10 a.m. Wednesday

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Classes canceled at 3:30 p.m. today; delayed until 10 a.m. Wednesday

Winter Weather News - Condition II (class cancellation and delay)

Classes canceled today starting at 3:30 p.m.; delayed Wednesday until 10 a.m.

Offices open for normal hours.

Date: January 20, 2009, 1 p.m.

* Classes canceled for the rest of today and tonight starting at 3:30 p.m.

* Classes delayed until 10 a.m. on Wednesday, January 21, 2009.

* Offices remain open on normal schedule today, tomorrow. Condition II.

* Employees (SPA and EPA non-faculty) are reminded of the University's Adverse Weather Policies. Emergency employees should report for work. Other employees are responsible for their regular duties, must make up time missed and must make their own decisions about coming to work based on personal safety.

Additional information sources:

Department of Public Safety. (Details including parking lot conditions)
Chapel Hill Transit weather updates.

(919) 843-1234. Adverse Weather and Emergency Phone Line for recorded information and announcements about campus operations.

UNC's Traveler's Information System Radio, 1610 AM, near campus.

For updates, continue to check www.unc.edu

This email is sponsored by: Office of University Relations

From: bounce-23858170-2434606@listserv.unc.edu on behalf of Publisher, American Diplomacy <publisher@americandiplomacy.org>
Sent: Tuesday, January 20, 2009 8:23 PM
To: smutima@email.unc.edu
Subject: New material posted on "American Diplomacy"

Dear Subscriber,

Today, Tuesday January 20, 2008, Barack Obama was sworn in as the 44th president of the United States. "American Diplomacy" salutes the President and wishes him and his administration success in meeting the challenges ahead.

We have just posted a variety of new material on our website (http://www.unc.edu/depts/diplomat/) addressing some of those challenges.

Leading off are two new Commentary & Analysis articles. The first, by a retired U.S. ambassador, offers suggestions for developing a true strategic partnership between the U.S. and Indonesia. The second, is another in a series of reports prepared by retired General Barry McCaffrey, this one on the threat to U.S. national security posed by narco-terrorism in Mexico.

Recently we broadened our editorial section to include opinion pieces by outside contributors. In this issue we offer two such op-ed articles. One, by a retired senior CIA officer, argues for normalization of U.S.-Cuba relations. The other, by a retired FSO who is a frequent contributor, takes a hard look at realities in the Middle East in the context of the recent fighting in Gaza.

We review three new Internet Articles. The first links to a recent report by the Bipartisan Policy Center, established in 2007 by former Senate Majority Leaders Howard Baker, Tom Daschle, Bob Dole, and George Mitchell to provide a forum where difficult policy challenges could be addressed and solutions developed and embraced by both political parties. This report, issued last September, is intended to focus the new administration on the challenge of the prospect of a nuclear-armed Iran. The second links to a January/February "Foreign Affairs" article by Secretary of Defense Robert Gates outlining his strategy for reorienting the Defense Department "for a new age." The third links to another article in the same issue of "Foreign Affairs" by Richard Haas and Martin Indyk in which they outline a new U.S. strategy for the Middle East.

There is one new offering in our "Spoken Word" section, an introduction and link to the text of a November 8 address by General Sir Richard Dannatt, the commanding general of the British Army, at a gathering of Rhodes and Marshall Scholars at Oxford University in which he focused on specific leadership principles and approaches applicable to the conduct of foreign policy.

Finally, we feature a review of "Leadership: Combat Leaders and Lessons," a compilation of 25 vignettes on leadership collected from members of the 1959 graduating class of the U.S. Military Academy for presentation to the class of 2009. The book was co-authored by Col. (ret.) James Abrahamson, a member of the class of 1959 and a member of the board of "American Diplomacy."

Once again, we hope you enjoy these offerings and we welcome your comments and contributions to our journal.

Regards,

Michael Cotter, Publisher, American Diplomacy

From:	nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent:	Tuesday, January 20, 2009 8:38 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: New Medical Leave Provisions for Military Families

---

From: Brian Usischon, Senior Director, Benefits and Employee Services
Office of Human Resources

In late November 2008 the federal government released final rules and regulations regarding two new military family provisions under the Family & Medical Leave Act. The first provision allows up to 26 weeks of FMLA to be granted for caregiving to an injured service member (the employee must be a parent, spouse, child or a "next of kin" of the service member as defined in the policy). The 26 weeks includes the usual 12 weeks of FMLA plus an additional 14 weeks.

The second provision allows FMLA to be granted for "qualifying exigencies" for attending to issues related to the active duty deployment of the employee's parent, child or spouse.

An addendum to the FMLA policy has been placed on the OHR Web site to further explain these two provisions. You can access that addendum at: http://hr.unc.edu/Data/SPA/leave/fmla-prov.

Employees who may qualify under these provisions should contact their department's assigned Benefits Specialist in the Benefits Administration Department for instructions on processing any leave requests. You can search for your assigned Benefit Specialist using HR Connect (http://hrconnect.unc.edu/).

This email is sponsored by: Office of Human Resources

From: nobody@notify.unc.edu on behalf of skjones@med.unc.edu
Sent: Wednesday, January 21, 2009 9:01 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Persons of African Descent Needed for Research Study

---

"The UNC Comprehensive Sickle Cell Program is conducting a study of pulmonary hypertension, a common complication in sickle cell disease. To study this, we use a test called an echocardiogram to tell us how the heart is functioning in relation to the blood pressure in the vessels of the lungs, and examine the blood and urine for factors that may influence pulmonary blood pressure.
Healthy subjects who meet the following criteria are needed for a control group:

- Age 18 to 55
- Of African descent
- No daily medication use
- No chronic medical condition

The study consists of a single visit to the Clinical Translational Research Center (CTRC) in UNC Hospitals, where you will have blood drawn, provide a urine sample, and have an echocardiogram performed. The study should take less than 2 hours to complete, and you will receive a check for $30 for your time.
If you think you might be interested in participating, please call Susan Jones at 919.966.6876. If no one is available at the time you call, please leave your name and contact information and Susan will return your call."
"A Cross-Sectional Study of Pulmonary Hypertension in Sickle Cell Disease" has been approved by the UNC Biomedical IRB (IRB#00-36).

This email is sponsored by: UNC Sickle Cell Program, Department of Medicine

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From: nobody@notify.unc.edu on behalf of choline_DHA_study@unc.edu
Sent: Wednesday, January 21, 2009 9:47 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Nutrition Study on Choline & DHA in Toddlers

---

We are conducting a research study at UNC-Chapel Hill to determine if choline and/or docosahexaenoic acid (DHA - an omega-3 fatty acid) supplements can enhance brain development in healthy toddlers.

Studies have found that specific nutrients such as choline and DHA are critical for brain development in the prenatal and infant period (first year of life). However, no studies to date have examined the effects of choline and/or DHA supplementation on brain development in toddlers, a time when brain development is still ongoing.

To be eligible for this study, your child should be 18-21 months of age, no longer breastfed, or on an infant/toddler formula, and should not be receiving a dietary supplement that contains DHA or choline. You child should also not be in this study if he/she has any identified developmental delays or neurological disorders.

Your child will be asked to take dietary supplements containing choline, DHA, choline and DHA, or corn/palm oil for 6 months and to make 3 short visits (2 hour or less) to our clinic. During these visits we will measure your child's height, weight, and head circumference and administer simple questionnaire-based cognitive tests. We will also ask you to record what your child eats and drinks in order to determine how much choline and DHA he/she is consuming.

Each participant in the study will receive up to $230 as compensation.

For more information, please call 408-3320, extension 31 or send an email to choline_DHA_study@unc.edu.

IRB study name: Effects of Docosahexaenoic Acid and Choline Supplementation on Intelligence, Memory, and Attention in Typically Developing Toddlers
IRB# 07-1302
Approved by the UNC Biomedical IRB on August 4, 2008

This email is sponsored by: School of Public Health

This email is sponsored by: Nutrition Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of pancrecarb@unc.edu
Sent: Wednesday, January 21, 2009 10:30 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Recruiting individuals on pancreatic enzyme supplements for UNC Clinical Researc

---

Are you or is someone you know taking pancreatic enzymes for a condition such as cystic fibrosis or chronic pancreatitis? You may qualify to participate in a clinical study taking place at UNC.

Subjects are needed to participate in a clinical research study who are:

- Currently taking pancreatic enzymes (Pancrecarb., Viokase., Creon., Ultrase MT., Pancrease MT., Ultrase.)

- greater than or atleast 18 years of age

- Currently medically stable

During a screening visit you will be asked to:
- Be evaluated over 1-2 hours to complete screening/confirm eligibility, including:
    Clinical laboratory tests
    History and Physical exam

During the study you will be asked to:
- Spend about 20 hours, including overnight stay at the UNC General Clinical Research Center (meals will be provided)
- Swallow a thin tube and have it advanced to small intestine under the supervision of a doctor
- Take study pills plus a liquid meal on 2 separate occasions with tube in place

$1025 compensation upon full completion of study.

For more information, please contact:
Ahsan Rizwan at 919-962-0089, ahsan.rizwan@unc.edu
Or
Mikki Sandridge at 919-843-3873, mikki_sandridge@med.unc.edu

This study, GCRC -2712: Intraduodenal Aspiration Study to Assess the Bioavailability of Oral Pancrecarb. Compared to Placebo Control in Patients with Pancreatic Insufficiency, and this message have received approval from the UNC Biomedical Institutional Review Board on 10/13/2008, study # 08-0819.

This email is sponsored by: UNC Division of Pharacotherapy and Experimental Therapeutics

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From: nobody@notify.unc.edu on behalf of itawards@unc.edu
Sent: Wednesday, January 21, 2009 11:18 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: IT Awards Nominations

2009 IT AWARDS: CALL FOR NOMINATIONS

It's time for the 17th annual IT Awards nominations to begin. Has there been a team or an individual that has given you outstanding computer support in the last year? If so, please recognize their efforts by nominating them for the 2009 Information Technology award!

This award honors any and all types of information technology support - from network administrators to PC support, from software developers to telecommunications. The IT staff helps keep the university running and a nomination is a great way to show your appreciation for their efforts.

Nominations should include: the name(s), department, telephone number and email address of the nominee(s), and no more than a page of text explaining his individual or team is being nominated. The nomination should also include the nominator's name, relationship to the nominee, campus address, telephone number and email address, and an indication of whether nomination information may be shared with the nominee.

Example nominations and forms can be found at
http://itawards.unc.edu/faq/73-nomination-samples

Last year's award winners are not eligible for this year's award - they include: Alex Azad, Bonnie Smyre, Caitlyn Hill, Carrie Holbert, Christina Artis, David Perrin, Diana Woodhouse, Eric Chapman, Erin Adair, Gary Wilhelm, Jeff Vandrimmelen, Kevin Masters, Manuel Garcia, Roger Carden, Scott Wilber, Shumin Li, ResNET (Chris Williams, Jeremy Buenviaje, Paul Kamen), ITS Internal Support (Richard Hill, Tony DeLuca), and IT South building (Leslie Kreizman, Penny Ward, Baskin Cooper, Curtis Webster).

Please submit your nomination by Friday, March 6. Nominations can be made online at http://itawards.unc.edu/ - links to the nomination forms are at the left, under the section titled `Main Menu'. If you have any questions, please send e-mail to itawards@unc.edu. Winners will be announced at the 2009 IT Awards Banquet, April 21, 2009, at the Carolina Club.

This email is sponsored by: IT Awards Comittee

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Barbara Anderson <b_anderson@unc.edu>
Sent: Thursday, January 22, 2009 8:51 AM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Sawyer Grant on Muslim Societies

UNC has received a Sawyer Seminar grant from the Mellon Foundation for our project, "Diversity and Conformity in Muslim Societies: Historical Coexistence and Contemporary Struggles." The Seminar will meet twice each month from September 2009 through April 2010 to discuss issues of immediate interest to the community of scholars in the region who focus on the Middle East and the broader Muslim world. We hope that you will participate in these seminar meetings, and in the three conferences we plan for the 2009-10 academic year.

As a first step, we invite you to a planning meeting on Monday, 9 February from 3 to 5 at the National Humanities Center. At this meeting, we hope to get your help in designing the seminar and the workshops. We have chosen the Center in the hope that people from outside UNC can get there (and park) more easily. For directions, please see http://nationalhumanitiescenter.org/routenhc.htm

The Sawyer Seminar will be divided into three thematic sections; at the end of each, there will be a two-day conference. The first section, "Nationalists and Salafis," analyzes contemporary pressures encouraging diverse societies to conform to increasingly well-defined ideologies. The conference will be held in October. The second conference, "Sacred Spaces, Sacred Sounds," is scheduled for January. In this conference and the seminar meetings that will precede it, we want to explore the richly varied architectural, musical, and linguistic styles that span "Muslim societies." The final workshop will be held in April. "Hermaphrodites, Minorities, and Constitutions" will give us an opportunity to examine ways in which sexual, racial, ethnic, and religious minorities have been incorporated–or excluded. Longer descriptions on these themes and possible speakers for the two-day conferences are on the grant proposal attached.

The success of the Seminar will be contingent upon wide, interdisciplinary participation and we welcome your participation. Our plan is to circulate papers for each of the twice-monthly seminar sessions, and request a discussant. If your research is related to these questions, we hope you will consider presenting a paper. We hope to publish some of the papers from the seminars and workshops.

As for the announcement part, the Sawyer Seminar grant funds a postdoc in a related field in any discipline from any institution. We will send an announcement of this position soon, and we hope you will forward it to anyone who might be interested in a year at UNC-Chapel Hill.

We are very excited about this project, and looking forward to working with you. If you cannot attend the planning meeting on February 9, we hope you will email suggestions, questions, and proposals.

Sincerely,
Banu Gokariksel
Sarah Shields

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies

African Studies Center, CB#7582
3027 FedEx Global Education Center
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu
www.global.unc.edu/africa

You are currently subscribed to asc_faculty axsd: smutima@email.unc.edu.
To unsubscribe send a blank email to leave-23871748-9477645.e8e53de689c9670d0259bbbdf9022d75@listserv.unc.edu

From: Barbara Anderson <b_anderson@unc.edu>
Sent: Thursday, January 22, 2009 12:37 PM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] NCSU Book talk Event 1-29-09

From Dr. Craig Brookins at NC State:

January 29, 2009, 4:30-6pm

Join us for a book talk and signing by Dr. Deidre Crumbley, Associate Professor of Africana Studies at NCSU. She will discuss her book "Spirit, Structure and Flesh," which explores gendered experiences of faith and power and three Nigerian indigenous African Instituted Churches. Sponsored by Africana Studies.

http://www.chass.ncsu.edu/ids/afs/

Location Information:
1911 Building, Atrium
10 Stinson Drive
North Carolina State University
Raleigh, NC 27695

Contact Information:
Name: Craig C. Brookins
Phone: 919-515-6964
Email: craig_brookins@ncsu.edu

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Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
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b_anderson@unc.edu
www.global.unc.edu/africa

You are currently subscribed to asc_faculty axsd: smutima@email.unc.edu.
To unsubscribe send a blank email to leave-23874327-9477645.e8e53de689c9670d0259bbbdf9022d75@listserv.unc.edu

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Thursday, January 22, 2009 12:39 PM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Child soldier turned hip-hop artist performs- Memorial Hall Feb. 6

Performances for Peace: A Diary of Darfur

February 6th, 2009 at 7PM in Memorial Hall

By the time **Emmanuel Jal** was seven years old, he was already fighting in the **rebel army** in Sudan. For five years, he fought in Sudan's bloody civil war.

Today, he is a **child soldier turned hip hop artist**, channeling his childhood pain into songs. Jal will be speaking at UNC-Chapel Hill's Memorial Hall on February 6th. In 2008, Jal released a new album, "Warchild," and has appeared in film festivals to promote an ***award-winning documentary*** on his life. His ***autobiography*** will be released in the Spring of 2009.

Youtube: http://www.youtube.com/watch?v=ekigsvTDJXo&feature=channel_page
FB event: http://www.facebook.com/home.php?#/event.php?eid=134803540160&ref=nf

UNC Students United for Darfur Awareness Now (SUDAN) is hosting "Performances for Peace: A Diary of Darfur" in the hopes that Jal's narrative will inspire a community dialogue about the current genocide in Darfur. Proceeds from the **$3 ticket price** will go directly to aid current refugees living in dangerous conditions in Sudanese camps, where innocent people are in danger of being raped, tortured, and killed.

The *UNC Loreleis*, **Modern Inversions**, **Zankiliwa**, and *EROT* will open for Jal. ***Actor Penn Badgley, star of CW's "Gossip Girls***," is planning on hosting the event, based on scheduling availability.

We hope to see you there!

For more information, please contact at @email.unc.edu.

--

B.A. Anthropology, Class 2010
Minor- Medical Anthropology
UNC-Chapel Hill

Campus Y, S.U.D.A.N

--

Stacey Sewall
African Studies Center
UNC-Chapel Hill
(919) 962-1522

From: nobody@notify.unc.edu on behalf of dbickford@unc.edu
Sent: Thursday, January 22, 2009 9:01 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Call for Nominations; University Awards for the Advancement of Women

---

Call for Nominations
2009 University Awards for the Advancement of Women

On behalf of the Offices of the Chancellor and the Executive Vice Chancellor and Provost, the Carolina Women's Center is pleased to announce the call for nominations for the 2009 University Awards for the Advancement of Women. This award recognizes contributions to the advancement of women at the University of North Carolina at Chapel Hill. Each year, three individuals--one faculty member, one staff member, and one undergraduate/graduate student/postdoctoral scholar--may be selected to receive the award. The faculty and staff recipients each receive $5000 and the undergraduate/graduate student/ postdoctoral scholar recipient receives $2500. Awardees are honored in a ceremony during the Carolina Women's Center's annual Women's Week Celebration.

Please submit nominations for women and men who have contributed in one or more of the following ways:

* Elevated the status of women on campus in sustainable ways;
* Helped to improve campus policies affecting women;
* Promoted and advanced the recruitment, retention, and upward mobility of women;
* Participated in and assisted in the establishment of professional development opportunities for women; and/or
* Participated in and assisted in the establishment of academic mentoring for women.

**To submit a nomination, please use the online form at:
http://www.unc.edu/oira/public/women_nomination.html

All faculty and staff nominees must be permanent employees. No self-nominations will be accepted. Carolina Women's Center administrators and staff are not eligible for nomination. The deadline for nominations is Monday, February 23, 2009, at 5:00 p.m.

Previous award winners are:
(2008) Kay Lund, Cookie Newsom, Emily Joy Rothchild
(2007) Barbara Harris, Annette Madden, Emily Dunn,
(2006) Jan Boxill, Terri Houston, Matt Ezzell

Please contact Dr. Donna M. Bickford, Director of the Carolina Women's Center at dbickford@unc.edu or (919) 843-5620 if you have questions about the awards or nomination process.

**The link to the nomination form is also available on the Provost's website at www.unc.edu/provost and the Carolina Women's Center website at womenscenter.unc.edu.

This email is sponsored by: Carolina Women's Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Thursday, January 22, 2009 9:49 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Message from the Chancellor: Campus Budget Update

---

Last week, Governor Perdue directed most state agencies to cut spending by a total of 7 percent from this fiscal year's budget. The UNC system's cut for now is only 6 percent.

We already identified state cuts totaling 5 percent on campus last fall, so we're currently looking at another 1 percent. We're working with President Bowles and General Administration to absorb these additional reductions half-way through the academic year. I credit Provost Bernadette Gray-Little and Vice Chancellor Dick Mann for their prudent financial management in positioning the University to take the one-time cuts as best we can and keep moving forward.

We expect permanent state cuts next fiscal year. At President Bowles' request, we recently submitted planning scenarios for reductions of 3 percent, 5 percent and 7 percent. Even though state funds account for about a quarter of our total budget, permanent cuts of that magnitude would be painful. At this point, the scenarios are just that - estimates of the potential impact. For example, at 5 percent permanent reductions in state funding, we could lose as many as 120 faculty and teaching positions and 85 staff positions (SPA and EPA non-faculty). When possible, we would draw from vacant positions to reach these targets. Cuts at that level would mean reducing courses and increasing class sizes. At 7 percent cuts, we could lose a total of 230 faculty and teaching positions and 150 staff positions.

At the risk of repeating myself, let me remind you that these are only planning scenarios. I'm sharing them because we promised to keep you informed as we track how the economic crisis will affect us. I am inspired by the way the campus has rallied to face the budget situation. Overwhelmingly, what I've heard is that we're all in this together. What matters is the University's future success in educating students and helping people. That kind of response shows true Carolina spirit and pride. And it will carry us quite a long way.

To those of you who responded to my call for creative cost-cutting ideas, thank you. We invite anyone with a constructive suggestion to e-mail budgetideas@unc.edu. General themes to date have touched on energy savings, sustainable practices, personnel, technology and facilities. These ideas have been helpful. We're reading them.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: nobody@notify.unc.edu on behalf of anne_whisnant@unc.edu
Sent: Friday, January 23, 2009 9:16 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UNC Athletics Faculty/Staff Family Day Program

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To: UNC faculty and staff who enjoy fun and free family activities

From: Dick Baddour, Director of Athletics
Steve Reznick, Chair, Faculty Athletics Committee

UNC Athletics is proud to announce the Faculty/Staff Family Day program. This program's mission is to increase UNC Faculty and Staff knowledge, involvement, and interest in UNC Athletics. Our specific goal for this semester is to organize several Faculty/Staff Family Days at select spring sporting events that would involve faculty, staff, and their families along with Athletics Department representatives, coaches and players. We hope that many Carolina families will join us at these events to have fun, and to learn more about our Olympic sports, our coaches, and our student athletes.

The Family Day activities will involve free game tickets, conversations with coaches, and "meet and greet" time with players.

Full information on the Faculty/Staff Family Day program may be found online at:
http://www.unc.edu/faculty/faccoun/news/special/2009ATHFacStaffDay.shtml
or obtained by contacting Bonnie Clarke at bclarke@uncaa.unc.edu.

This email is sponsored by: Athletics Department & Faculty Athletics Committee

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From: bounce-23895197-15436347@listserv.unc.edu on behalf of WebEvent <webevent@unc.edu>

Sent: Monday, January 26, 2009 12:03 AM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] WebEvent Reminder: Feb 2 - Due Date for Application for Course Development Funds in Latina/o Studies

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WebEvent Reminder

Title: Due Date for Application for Course Development Funds in Latina/o Studies
Date: Monday, February 2, 2009
Time: Unspecified

Description: The UNC Program in Latina/o Studies will open a new, Spring 2009 competition for a course development award. Please note that the Spring 2009 competition is limited to applicants from the social sciences and professional schools. UNC-Chapel Hill fixed-term and tenure track faculty are eligible for this award. Please submit all materials by Monday, February 2, 2009.

We will consider courses that have 50 percent (or more) U.S.-based Latina/o material and that are not less than 200-level or higher than 700-level. The winning proposal will add new dimensions to Latina/o Studies rather than duplicating courses already being offered. Courses currently on the books can be found on the website of the UNC Program in Latina/o Studies: http://english.unc.edu/latina-o/UNCLatResources.html

Applicants should teach the course no later than Spring 2010 and at least once a year for three years in a row after the course has been approved and listed on the UNC Program in Latina/o Studies website. A letter or email from the applicant's Chair or Dean should be included in the application. Those who plan to offer a course in a professional school outside the College of Arts and Sciences need to submit an additional letter of support insuring that undergraduates from the College of Arts & Sciences will be admitted to the proposed course every time it is offered.

Include 2 hard copies of proposal, syllabus, and letters of support to: Lucila Vargas, School of Journalism and Mass Communication, Campus Box 3365, lcvargas@email.unc.edu. For further information, contact: Altha Cravey, cravey@unc.edu

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Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Niklaus Steiner <nsteiner@unc.edu>
Sent: Monday, January 26, 2009 12:38 PM
To: smutima@email.unc.edu
Subject: CGI Curriculum Development awards

Dear Alphonse,

Given your international work, I want to make sure you know about the Curriculum Development awards offered by the Center for Global Initiatives. These awards support faculty who are interested in adding international content to existing courses that have little or no such content; adding comparative cases to courses that are currently area specific; or developing new courses with significant international content.

Applications are due February 13. For more information, please visit this website http://cgi.unc.edu/funding/curriculum-dev.html

Best, Niklaus

--
Niklaus Steiner, Ph.D.
Director
Center for Global Initiatives
University of North Carolina at Chapel Hill
CB# 5145
Chapel Hill, NC 27599-5145

nsteiner@unc.edu
Tel (919) 962-6855
Fax (919) 962-5375
http://cgi.unc.edu

From: bounce-23899818-15461651@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>

Sent: Monday, January 26, 2009 1:08 PM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] Coming Soon to Campus: Music, drama, readings, discussions

---

Enclosed is a quick guide to special events on campus involving UNC's College of Arts and Sciences: jazz and classical concerts, literary readings, drama, and discussions on Shakespeare, Einstein, the global financial crisis, sustainable food, and more.

Now through-March 1: PlayMakers presents two plays exploring mother-daughter relationships: The Glass Menagerie (Tennessee Williams) and Well (Lisa Kron). Tickets:
http://www.playmakersrep.org

Jan. 26: Eric Adelberger, Phi Beta Kappa Physics Professor (University of Washington) discusses Testing Einstein's Happiest Idea by Watching Things Fall Sideways. 8 p.m. Chapman 211. lowman@unc.edu

Jan 30-31: Black Women in the Academy: Strategies for Survival, Success and Transformation, symposium. Friday Center.
http://college.unc.edu/features/november2008/article.2008-11-21.9760394349

Feb. 3: Gary Parr, deputy chair of Lazard investment bank, discusses The World Financial Crisis. 4 p.m. Hyde Hall.
http://parrcenter.unc.edu/events/#9

Feb. 4: Ella Baker biographer Barbara Ransby (University of Ill., Chicago), African American History Month Lecture, 7 p.m. Pleasants Assembly/Wilson Library. davila@email.unc.edu

Feb. 4: Robertson Seminar on Sustainable Food: Retail Outlets, featuring MEZ Restaurant and Coon Rock Farm. Ongoing series at UNC and Duke. 7 p.m. Murphey 116. For full schedule: foodseminar@gmail.com

Feb. 5: Harvard Shakespeare scholar Stephen Greenblatt (author of Will in the World) discusses The Strange Travels of Shakespeare's Cardenio (the lost play). 7 p.m., Hanes Art Center Auditorium.
http://college.unc.edu/features/january2009/article.2009-01-07.1082396070

Feb. 8: Gerrard Winter Festival of Chamber Music, Carolina Wind Quintet. 3 p.m. Gerrard Hall. Tickets: 843-3333. http://music.unc.edu

Feb. 12: Novelist Michael Malone, 3:30 p.m. Donovan Lounge/Greenlaw. abraxton@email.unc.edu

Feb. 23: Evangelical Christian Support of Israel, with Stephen Spector (Stony Brook University). 7:30 p.m. Friday Center.
http://www.unc.edu/ccjs/events.html

Feb. 24-28: UNC Jazz Festival, Crescent City Connections, featuring the Neville Brothers and Dr. John (sold out), Branford Marsalis Trio (limited availability), NC Jazz Repertory Orchestra, UNC Jazz Combos, UNC Jazz Band, after-hours jams and more. Tickets: 843-3333. Schedule of free and ticketed events:
http://www.unc.edu/music/jazzfest/

Feb. 25: Pulitzer Prize winning poet and former Poet Laureate, Mark

Strand. Morgan Writer reading. 7:30 p.m. Carroll Hall. susan_irons@unc.edu

March 4: Robertson Seminar on Sustainable Food: Food Security, ongoing series at UNC and Duke. 7 p.m. Murphey 116. foodseminar@gmail.com

March 5: Saul Williams, hip hop and slam with Arditti String Quartet, Stefan Litwin and other UNC Music guests. 7:30 pm, Memorial Hall. Tickets: 843-3333.
http://music.unc.edu

April 1: Robertson Seminar on Sustainable Food: Campus Concerns for more sustainable/healthy food options on campus. 7 p.m. Murphey 116. foodseminar@gmail.com

More events
http://events.unc.edu/cal/main/showMain.rdo

Media clips
http://college.unc.edu/inthemedia

UNC College news
http://college.unc.edu

[Coming Soon is sent periodically to all faculty and staff in UNC's College of Arts and Sciences, university administrators, communication specialists and others by request.]

--
Dee Reid (919) 843-6339
Director of Communications
College of Arts and Sciences
The University of North Carolina at Chapel Hill
205 South Building, CB #3100
Chapel Hill NC 27599-3100
http://college.unc.edu
http://www.unccollege.wordpress.com (blog)

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--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of mandulak@email.unc.edu
Sent: Monday, January 26, 2009 8:31 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Typically Developing Participants Needed for Speech and Listening Study

---

The UNC Division of Speech and Hearing Science's Speech Science Laboratory is currently recruiting typically developing children between 7 - 11 years old to help us learn more about how children perceive and produce certain speech sounds.

In order to participate in the study, your child will receive a speech, language, and hearing screening and a short listening task, lasting approximately 60 - 75 minutes. If your child passes this screening, he/she will be asked to complete another session of speaking and listening tasks, lasting approximately 60 - 75 minutes, at the Speech Science Laboratory on the UNC campus. If your child passes the screening and completes the study, you will receive $40 for your child's participation.

If you are interested in participating, please contact Kerry Callahan-Mandulak in the Division of Speech and Hearing Sciences at mandulak@email.unc.edu or 919.358.6282.

The principal investigator for this study is Kerry Callahan-Mandulak, MA, CCC-SLP, Doctoral Candidate, Department of Allied Health Sciences.

This project #08-2100 has been approved by the Biomedical IRB, for the period from 01/07/2009 to 01/06/2010.

This email is sponsored by: Division of Speech and Hearing Sciences, Department of Allied Health Sciences

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, January 26, 2009 9:17 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Milk Thistle Study!

We Are Conducting A Study with Milk Thistle in NASH and Hepatitis C

Silymarin is the active ingredient in Milk Thistle. Milk Thistle has been used by patients with liver disease for centuries. Milk Thistle may have protective effects on the liver but this has not been studied well enough to know for sure.

The purpose of this phase 2 study is to explore the safety and effectiveness of milk thistle in treating two groups of patients:

 patients with non-alcoholic steatohepatitis (NASH) or "fatty liver"; and

 patients with chronic hepatitis C virus (HCV) who did not get rid of the virus after taking conventional antiviral therapy.

If you are interested in this study, please call:
(919) 966-0764, email: pea@med.unc.edu or call (919) 962-5005.

IRB Approved, # 08-0343

This email is sponsored by: UNC Liver Program

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From: nobody@notify.unc.edu on behalf of elac@unc.edu
Sent: Wednesday, January 28, 2009 9:58 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Is English your second language?

Is English your Second Language?

English Language & American Culture at the Writing Center offers free support for all non-native speakers of English at UNC (students, scholars, faculty, and staff).

This semester, ELAC is running writing groups, workshops, an International Coffee Hour, and a language blog. You can find information at www.unc.edu/writingcenter/elac

For more information about English Language & American Culture, please contact:

Nigel Caplan (nacaplan@unc.edu)
ESL Specialist, The Writing Center
Tel: (919) 843-9604

http://www.unc.edu/writingcenter/elac
(English Language & American Culture Homepage)

http://www.unc.edu/~nacaplan/eslonthehill/
(ESL On the Hill Grammar Blog)

This email is sponsored by: Writing Center

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From:	nobody@notify.unc.edu on behalf of bernold@email.unc.edu
Sent:	Thursday, January 29, 2009 8:18 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Now Accepting Nominations for UNC Honorary Societies

---

Nominations are now being accepted for the following UNC honorary societies:

-The Order of the Golden Fleece
-The Order of the Grail-Valkyries
-The Order of the Old Well
-The Frank Porter Graham Graduate and Professional Student Honor Society

Each of these societies has a long history of recognizing outstanding members of the UNC community.

Nomination forms and selection criteria for each society are available at
http://gpsf-wiki.unc.edu/confluence/display/fpghs/Nominations+2009

Students, faculty and staff are enthusiastically encouraged to nominate deserving individuals; please take a moment to help recognize their accomplishments.

http://gpsf-wiki.unc.edu/confluence/display/fpghs/Nominations+2009

This email is sponsored by: Campus Honorary Societies

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, January 29, 2009 8:51 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research Opportunity: Something Not Quite Right?

The Prime Research Clinic is conducting a research study to better understand treatment of basic symptoms. If you have had any of the following symptoms in the past few months, are between 16-40 years old, and have not been diagnosed with bipolar illness or psychosis, you may be eligible to participate in a study in the Prime Research Clinic. You may be eligible to receive free study related medical evaluations and medication, and monetary compensation.

* Have you noticed frequent and confusing coincidences?
* Are you worried that others are talking about you or laughing at you?
* Do you think that others are trying to hurt you?
* Do you often mistake something you hear for something it's not? How about something you smell or see? (ie, seeing things out of the corner of your eye that aren't really there, hearing your name called or hearing other sounds when no one is around)
* Are you willing to consider a medication research study for these problems?

Go to the 'Simple Survey' by clicking on the link or paste into your browser:
http://www.med.unc.edu/cgi-bin/prime/page1.pl

Or
visit us at our website www.PRIME.unc.edu and click on 'Simple Survey'

Protocol # 08-0239 (GCRC 2687)
6/12/2008
Committee on the Protection of the Rights of Human Subjects
The BioMedical IRB
University of North Carolina

This email is sponsored by: Psychiatry

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From: PREX1@mvs.adp.UNC.EDU on behalf of PAYROLL_NOTIFY@UNC.EDU
Sent: Friday, January 30, 2009 6:33 AM
To: smutima@email.unc.edu
Subject: YOUR CHECK STUB IS AVAILABLE

Today is a payday for the Monthly Payroll. Your payroll information is available at the University E-Pay site located on the home page for Payroll Services. A direct link to the web site is not provided due to potential IT security issues.

After you login using your Onyen and Onyen password, select View Current Pay Stub under the Employee Menu to access your pay information for today's payroll.

Thank you.

Payroll Services
The University of North Carolina at Chapel Hill

From: BullsHead@store.unc.edu
Sent: Friday, January 30, 2009 8:32 AM
To: Bulls Head mailing list <bullymail@listserv.unc.edu>
Subject: Free Books! Come and Get 'em!

Greetings Bull's Headers,

We've got bags o' books here at the store. Advanced readers copies, 10-12 books in a bag.

Come by the store right now to pick up a bag. There is to be no browsing through your bag and trading with books from other bags. One bag per person.

I'll send an email out when all the bags are gone.

--- You are currently subscribed to bullymail as: smutima@email.unc.edu. To unsubscribe send a blank email to leave-23932565-4005955.0e9ae51c1aebe739ce4dd2b3bc85321d@listserv.unc.edu

From: BullsHead@store.unc.edu
Sent: Friday, January 30, 2009 8:59 AM
To: Bulls Head mailing list <bullymail@listserv.unc.edu>
Subject: That's All Folks!

No more books. Sorry.

--- You are currently subscribed to bullymail as: smutima@email.unc.edu. To unsubscribe send a blank email to leave-23932786-4005955.0e9ae51c1aebe739ce4dd2b3bc85321d@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of OCDcouples@unc.edu
Sent: Friday, January 30, 2009 9:14 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Free Treatment for OCD

FREE TREATMENT FOR OBSESSIVE-COMPULSIVE DISORDER (OCD)

Are you anxious about germs, mistakes, harm, numbers, or unpleasant obsessive thoughts? Do you have problems with compulsive checking, washing, asking for reassurance, or repeating rituals?

If you or your partner experiences any of these problems and are between 18 and 75 years of age, you and your partner might be eligible to participate in a research study on couples therapy for OCD. We are trying to improve upon existing treatments for OCD by including the sufferer's partner. This treatment that we are testing is offered at no cost through a research study being conducted by the UNC-Chapel Hill Anxiety Disorders Clinic. The study will include cognitive-behavior therapy and will not require you to go on any medication, or change any existing medication.

For more information, please contact the study coordinator, Mike Wheaton:

e-mail: OCDcouples@.unc.edu
Phone: 919-843-3951

UNC Anxiety and Stress Disorders Clinic
Davie Hall (UNC Campus location)
212 Finley Golf Course Rd. (off campus location) Chapel Hill, NC
919-843-3951
All calls are confidential

Study Information
Study Name: Enhancing Cognitive Behavioral Treatment of Obsessive-Compulsive Disorder Study number: 07-1283 Approved on 11/02/2007 by the Behavioral IRB, Office of Human Research Ethics

This email is sponsored by: UNC Anxiety Disorders Clinic

This email is sponsored by: UNC Anxiety and Stress Disorders Clinic

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, January 30, 2009 10:00 PM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: PRIORITY REGISTRATION DATES

The Priority Registration Advisory Committee (PRAC) was formed by the Faculty Council in 2007. The process and timeline for submitting requests to PRAC for priority registration on behalf of student groups FOR FALL 2009 EARLY REGISTRATION are available on the Registrar's website. (http://regweb.unc.edu/resources/prac.php)

Please note the new, improved instructions for submitting applications which are due NO LATER THAN MONDAY FEBRUARY 9, 2009. The Committee will review applications beginning on FEBRRUARY 13, 2009. Thank you.

This email is sponsored by: Office of the University Registrar

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, February 2, 2009 6:36 PM
To: Alphonse Mutima <smutima@email.unc.edu>; Mamarame Seck < @gmail.com>; Julius Nyangoro <jen321@email.unc.edu>
Subject: summer Swahili

Hi all. Do you know anywhere a student could take level three of SWAH this coming summer? We have a student from who is trying to and needs level 3 in the summer. Debby

From:	nobody@notify.unc.edu on behalf of childhear@med.unc.edu
Sent:	Monday, February 2, 2009 9:23 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Adult Participants Needed for Hearing Study

---

The Human Auditory Development Laboratory is currently recruiting adults between 18-30 years old to help us learn more about how children hear in noisy environments.

During the testing, you will sit in a sound-treated room and will listen to sounds presented over earphones. You will be asked to indicate when you hear sounds by touching a picture on a touch-screen monitor. The sounds we use are not loud.

One visit to the laboratory is required. The visit lasts about one hour. You will receive $15/hour and we will give you a parking pass for parking if you drive to the lab.

If you are interested please call (919) 843-3672 and leave your first name, and a number by which we can reach you (indicating the best times to call).

The principal investigator for this study is Lori Leibold, PhD, Department of Allied Health Sciences.

This study has been approved by the University of North Carolina at Chapel Hill's Institutional Review Board: Study# 06-0840.

This email is sponsored by: Allied Health Sciences

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From: nobody@notify.unc.edu on behalf of guo1@email.unc.edu
Sent: Monday, February 2, 2009 9:51 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: EDR Spring Break trip needs drivers!

Extended Disaster Relief is preparing to take its Spring Break relief trips to New Orleans, Louisiana and Galveston, Texas. In order to make these trips possible we will need participants 25+ years of age to drive our large passenger vans.

The trip fee is $160. It will cover the cost of the vans, gas, accommodations and all of your meals during the trip (except for meals while on the road to and from Chapel Hill).

If you are interested in joining the New Orleans trip, please contact Zach Henson at zhenson@email.unc.edu. When contacting Zach please inform him of any special dietary needs.

If you are interested in joining the Galveston trip, please contact Stuart Smith at stuart.eljefe@gmail.com. When contacting Stuart, please inform him of any special dietary needs.

Thanks and we hope that you will come join us for an incredible Spring Break!

This email is sponsored by: Extended Disaster Relief

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of familiesfirst@unc.edu
Sent: Monday, February 2, 2009 10:35 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research Discussion Group for Problem Drinking Parents

---

We are conducting research discussion groups to learn more about how we can help families with a problem drinking parent raise healthy children. Eligible participants will be asked to take part in ONE discussion group (about 1.5 hours). Discussion groups will take place on UNC's campus. During the discussion group, participants will be asked to share their thoughts about the concerns faced by families like theirs in raising young children, current services that address these concerns, desirable features of a new program, and potential barriers to participating in such a program. Participants will be paid $30 each.
You may be eligible for the study if you:

- Are at least 18 years old
- You or your partner have a problem with drinking
- You have a child aged 2-6

If you are interested or have any questions contact us at
familiesfirst@unc.edu
or 919-843-7266. Both you and your partner may be able to participate if eligible.

This study has been approved by the University of North Carolina at Chapel Hill's Institutional Review Board: Study # 08-1942

This email is sponsored by: Clinical Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of fertility@unc.edu
Sent: Monday, February 2, 2009 11:18 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Trying to get pregnant or about to start trying?

Are you or is someone you know trying to get pregnant or about to start trying?

Time-to-Conceive is a research study at the University of North Carolina at Chapel Hill focusing on fertility in women between 30 and 44 years of age. To learn how you can be in the study, call us at (919) 843-8246 or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Monetary compensation for study activities

No medicines or pills to take and no changes to daily lifestyle or existing health care routine.

Please visit our new website at www.med.unc.edu/timetoconceive for more information.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: Obstetrics and Gynecology

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Claire Kane <ckane@psafety.unc.edu>
Sent: Tuesday, February 3, 2009 9:01 AM
To:
Subject: Attention NG1 Permit Holders

Attention NG1 Permit Holders:

The Swain Lot parking gate will be operational beginning Thursday, February 5, 2008 at 7:30 a.m. Your UNC OneCards have been activated to allow access to the lot.

Please contact the Department of Public Safety Monday - Friday between 7:30 a.m. and 5 p.m. with further questions.

Thank you,

The Department of Public Safety

From: nobody@notify.unc.edu on behalf of farinola@email.unc.edu
Sent: Tuesday, February 3, 2009 8:20 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: New Professorship Offered

The Graduate School is pleased to announce the new Royster Distinguished Professorship for Graduate Education. The individual named will also serve as the Director of the Royster Society of Fellows. The term of the professorship will be 3 years. Selection will be open to any tenured, senior level professor at UNC-Chapel Hill.

More detailed information is available on the Graduate School website at http://gradschool.unc.edu/about/news/#roysterprof

This email is sponsored by: The Graduate School

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, February 4, 2009 9:59 AM
To: Alphonse Mutima <smutima@email.unc.edu>; Mamarame Seck < @gmail.com>; Julius Nyangoro <jen321@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>
Subject: [Fwd: Course Submission Message]
Attach: Course Submission Message.eml (1.25 KB).msg

This is good news! Debby

From: Nicholas J Siedentop <nick_siedentop@unc.edu>
Sent: Tuesday, February 3, 2009 8:27 PM
To: dacrowde@email.unc.edu
Subject: Course Submission Message

SWAH-406 has received final approval. The transaction's data should be loaded to SIS soon (this process runs nightly).

From: bounce-23967671-15722475@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>

Sent: Wednesday, February 4, 2009 11:59 AM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] [Fwd: FROM THE DEAN: Faculty Meeting and Budget Info]

-------- Original Message --------
Subject: FROM THE DEAN: Faculty Meeting and Budget Info
Date: Wed, 04 Feb 2009 11:58:23 -0500
From: Dee Reid <deereid@unc.edu>
Organization: University of North Carolina at Chapel Hill
To: Deans, Directors and Department Heads <ASDDD@listserv.unc.edu>
CC: Administrative Managers <asmgrs@listserv.unc.edu>

The enclosed message from Dean Carney is being sent to all deans, directors and department/curriculum heads in the College, and all College faculty, with a cc to administrative managers.

* * *

Dear Colleagues,

I'm writing to invite you to a general meeting of all College faculty set for Monday February 16 at 3:30 p.m. in Toy Lounge so that we may discuss recent and pending state budget reductions and how they might affect you and the College.

I'd also like to give you a brief summary here of what we have done so far to address reductions to our current budget, and how we are planning for fiscal year 2009-2010 based on various scenarios as state officials grapple with the global economic crisis and the impact it is having on state budget revenues.

Our overriding goal is to preserve our teaching mission, our critical obligation as the state's flagship public university. We must also do everything we can to maintain the College's support for research, the lifeblood of our teaching and our service to the state. Indeed, research funding has been the bright spot in our budget this year.

State budget cuts are especially challenging for the College because our faculty teach nearly all (87%) of the undergraduate credit hours at UNC. Any major cuts in the College will dominate the impacts on students across the campus. Almost 80% of the College's total budget (excluding contracts and grants) comes from state sources, and 93% of those state funds are for personnel.

As I've mentioned in my earlier emails, the current fiscal year budget had to endure two one-time cuts, totaling 6%, and that was on top of a 1% cut to our permanent budget. We handled the cuts by taking back substantial carry-over funds, and a lot of other cuts to the non-personnel budget. We cannot draw on all of those sources to meet the cut to our permanent budget for FY 2009-2010, and so both non-personnel and personnel budgets will suffer.

Though we will not know what state budget reductions for next year will be until the state legislature acts this summer, we have been asked to plan for reductions of 3%, 5% or 7%. Given what we know about the economic crisis and its impact on state revenues thus far, we have to face the prospect of a 7% cut. In a normal year, we could handle less than half of that by canceling all searches for new faculty and absorbing the cut from retirements and resignations. But the cut we face will be much larger than we can absorb in that manner. This is why we have suspended more faculty searches, bringing the total to almost 40. We will be hiring nonetheless, thanks to donor-supported professorships, and a few hires necessary to maintain, for example, our federally-support area studies centers. Cuts to staff and to the instructional budget will have to be made, and we will exercise prudence in allocating the cuts.

This is only a brief summary of what the College, with your help and support, will do to address our challenging times. I appreciate your patience and cooperation. At our meeting on February 16, I will share additional information with you about what we have to do to balance the budget. I will also talk about our ongoing priorities and goals for the College.

We have faced hard times before and I am optimistic that we will emerge from this economic crisis with our ambitions and our resolve intact. We should delight in the extremely high quality of our students and our colleagues. Let's hold on to our strengths, persevere through the fiscal storm, and be ready to regain our growth the moment conditions improve.

Sincerely,

Bruce W. Carney
Interim Dean

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Thursday, February 5, 2009 4:06 PM
To: Smutima@email.unc.edu; Smutima A <smutima@email.unc.edu>
Subject: [ackland-e-news] Yoga in the Galleries, Afternoons at the Ackland

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-23978063-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Subscribe

YOGA IN THE GALLERIES

Monday, February 9
12:00 - 1:00 PM

Namaste! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland. Yoga mats and museum cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended.

Sessions led by Joanne Marshall. Beginners are welcome.

Registration recommended. Free to members, $5 non-members.

AFTERNOONS AT THE ACKLAND

Tuesday, February 10
11:30 AM - 2:00 PM

Ackland members at the contributor level and above are invited to enjoy and support the Ackland by attending this special lunch followed by a private tour of *At the Heart of Progress* with Curator Timothy Riggs and collector John P. Eckblad.

Not a member yet? Call 919.843.3676 now to become one and take advantage of special member benefits.

$15 | For members at the contributor level ($125) and above only | Reservations required | RSVP to Kyle Fitch at kyle_fitch@unc.edu, 919.843.3676

Food courtesy of Panera.

IN THE GALLERIES

At the Heart of Progress: Coal, Iron, and Steam since 1750 - Industrial Imagery from the John P. Eckblad Collection
January 24 - May 17, 2009
Cultural Politics and Contemporary Art
January 24 - March 29, 2009
Reinventing the Figure
January 17 - March 22, 2009
Metamorphosis in Ovid's Poetry and Early Modern Art
February 4 - August 2, 2009

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Indian, Central, 11th to 12th century: *Ganesha* (detail); sandstone sculpture. Gift of Clara T. and Gilbert J. Yager in honor of Dr. Charles Morrow and his wife, Mary Morrow, for their many contributions to the University and to the Ackland Art Museum during his term as Provost.

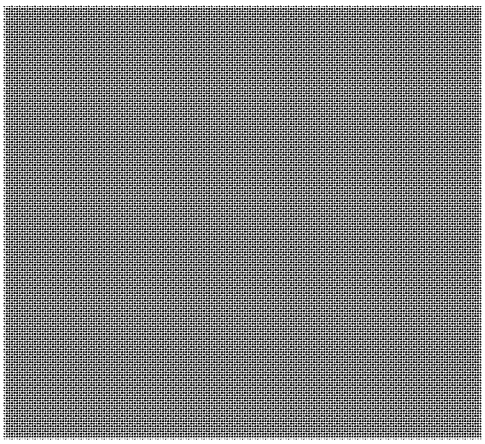

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of sjeremia@med.unc.edu
Sent: Friday, February 6, 2009 9:11 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Type 2 Diabetes Study

Do You Have Type 2 Diabetes?

The UNC Diabetes Care Center is currently seeking volunteers to participate in a research study of an investigational form of INT131 besylate medication for the treatment of diabetes. Four doses of INT131 besylate will be tested. These 4 doses will be compared against placebo (inactive substance) and pioglitazone (Actos.) which is approved by the FDA for the treatment of type 2 diabetes. The length of the study is 28 weeks or approximately 8 months and visits will take place at the UNC Diabetes Care Center.

Study related benefits at no cost to you include, study medication, related lab testing, ECGs, physical exams, glucose monitoring and compensation for your time.

You may qualify if you are:

* 18 years of age or older
* Have type 2 diabetes
* Taking the oral anti-diabetic medication metformin, a sulfonylurea drug such as Amaryl. or Glyburide or a combination of both

For more information please call:

Stefanie Jeremiah Clinical Trials Coordinator
UNC Diabetes Care Center
484 0931 ext 269
sjeremia@med.unc.edu

or you may register on our Registry for Potential Research Study Patients at the following link:
http://domis.med.unc.edu/dccregistry

Study Protocol INT131-007 IRB Approval Study No 08-0329 Approval Date 3 April 2008 UNC Biomedical IRB Approval by Full Board Review

This email is sponsored by: UNC Diabetes Care Center

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, February 6, 2009 9:54 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Are you interested in being HAVEN trained?

The Office of the Dean of Students and the Carolina Women's Center offer HAVEN (Helping to Advocate Violence Ending Now) training opportunities throughout the semester. HAVEN helps UNC Faculty, Staff, and Students learn how to respond in a meaningful way to sexual and relationship violence in our campus community and to become informed allies. By attending HAVEN training, you help to create multiple safe spaces around the campus for Carolina students to obtain information, engage in discussion, and receive referrals.

You will leave the training with basic information about sexual and relationship violence, how to respond in a helpful way, what resources are available on campus, and what you can do about sexual violence in the Carolina community. You will receive a sign for your door which identifies you as a HAVEN member.

Training schedules and registration information are available at http://womenscenter.unc.edu/index.php?p=haven.

This email is sponsored by: Carolina Women's Center

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From: @email.unc.edu>

Sent: Monday, 12:22 PM

To: b_anderson@unc.edu; klcaldwe@email.unc.edu; acooke@email.unc.edu; radunbar@email.unc.edu; dfhunsu21@unc.edu; hallpa@email.unc.edu; hildebra@email.unc.edu; krjanken@email.unc.edu; jfjordan@email.unc.edu; mlambert@email.unc.edu; leemc@email.unc.edu; drdalet@email.unc.edu; tjm1@email.unc.edu; smutima@email.unc.edu; jen321@email.unc.edu; nzongola@email.unc.edu; rporter@email.unc.edu; regester@email.unc.edu; eunice@email.unc.edu; mseck@email.unc.edu; bselassi@email.unc.edu; kaslo@email.unc.edu

Subject: OASIS Presents Africa Week

Attach: africaweek_poster_FINAL.jpg; africaweek_poster_FINAL.pdf

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Hello, my name is and I am the for an organization called OASIS, the Organization for African Students? Interests and Solidarity here at UNC Chapel Hill. Annually, members of OASIS organize a series of events that take place during our Africa Week. This year, Africa Week will take place between The theme for Africa Week is Unspoken Truths. The events that take place during Africa Week are all geared towards spreading awareness to our campus and the surrounding communities about the beauty of African culture, dispelling stereotypes and myths, as well providing a social atmosphere in which Africans and non-Africans can interact and learn from each other. The week kicks off with our Marketplace event on Monday and ends on Saturday with our Africa Night Show. I would really appreciate it if you could announce Africa Week to your classes and encourage them to attend the events throughout the week. I hope that you might be interested in attending some of the events yourself. Attached is a flyer for the event. For more information feel free to contact me, or visit www.unc.edu/oasis. Thank you for your time and have a nice day.

AFRICA WEEK

UNSPOKEN TRUTHS

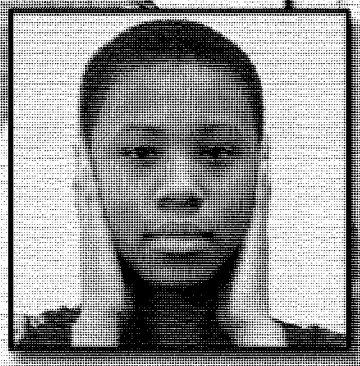

February 16th-21st

16th

AFRICAN MARKET PLACE Food, music, and dance
Polk Place 10am - 2pm

AFRICAN DANCE WORKSHOP *registration required*
Fetzer Fencing Room 8pm-9pm

"WAR DANCE" SCREENING
Former child soldiers find hope in Uganda's dance competition
103 Bingham 6:30pm reception following

17th

"CRISIS IN THE CONGO" LECTURE BY DR. NZONGOLA
FedEx Global Education Center, Nelson Mandela Auditorium 7pm

18th

CANDLE LIGHT VIGIL
In remembrance of those who have died in silence as a result of violent crimes
The Pit 6pm

"CONTINUOUS CITY" LECTURE
Actor Rizwan Mizra and UNC professors discuss the impact of globalization through technology as it relates to Africa
Nelson Mandela Auditorium, FedEx Global Education Center 7pm

19th

"STOLEN CHILDHOODS" SCREENING AND DISCUSSION
Addressing the human rights and global economic implications of child labor
FedEx Global Education Center, Nelson Mandela Auditorium 6pm

21st

AFRICA NIGHT *ticket purchase required*
Featuring theatre, dance and spoken word performances and a fashion show
Great Hall Dinner 5:30pm Show 7pm

Hosted By O.A.S.I.S., Carolina Performing Arts, Agnadu, Invisible Children, and Global Aid with support from the Office of the Vice Chancellor of Student Affairs, Diversity and Multicultural Affairs, and African Studies Center

UNC GLOBAL

www.unc.edu/oasis

AFRICA WEEK

UNSPOKEN TRUTHS

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UNC GLOBAL

www.unc.edu/oasis

From:	nobody@notify.unc.edu on behalf of bernold@email.unc.edu
Sent:	Monday, February 9, 2009 8:22 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Order of the Golden Fleece accepting nominations

---

To Members of the University Community:

Nominations are now being accepted for the Order of the Golden Fleece.

Founded in 1904, the Order of the Golden Fleece is the University's oldest and highest honorary society. Those eligible for selection include juniors, seniors, graduate students and others who have 1) made a significant contribution to undergraduate student life and 2) possess exemplary character.

Nomination forms and selection criteria are available at:
http://gpsf-wiki.unc.edu/confluence/display/fpghs/Nominations+2009

All nominations are due on Monday, February 9 at 11:59 pm.

For more information, please contact Elizabeth Bernold at bernold@email.unc.edu

This email is sponsored by: Order of the Golden Fleece

This email is sponsored by: Order of the Golden Fleece

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From: nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent: Monday, February 9, 2009 9:46 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Employee Forum Extends Deadline for Community Award Nominations

---

The Employee Forum is extending its deadline for accepting nominations for its Community Award from now through February 16.

Purpose: The Employee Forum Community Award (also known as the Three-Legged Stool Award) is designed to recognize distinguished contributions by individuals who work to promote cooperation and collaboration among faculty, staff and students. The Three-Legged Stool Award is the Employee Forum's highest honor.

Eligibility: Any member of the faculty, staff or student body of the University of North Carolina at Chapel Hill is eligible. (Current members of the Employee Forum Executive Committee are not eligible.)

Criteria for nomination: Nominees should be individuals who inspire creativity; promote harmony and partnerships within the University community; inspire teamwork, cooperation and participation; demonstrate new approaches to current processes; encourage, mentor and build bridges; form alliances to work collectively; or demonstrate any other significant community-building activities.

Administration: Nominations (not to exceed 250 words) will be accepted from any member of the University community. When submitting nominations, please include the name of the nominee, how to contact the nominee (campus address, phone, CB# , or e-mail address), your name and contact information, and the specific reasons you are nominating this individual.

Previous winners include James Peacock, Paul Hardin, Rachel Windham, Elson Floyd, Laurie Charest, Jack Evans, Linwood Futrelle, Susan Ehringhaus, Tommy Womble, Eric Mlyn, Archie Ervin, and Willis Brooks.

No official nomination form is required.

Nominations should be submitted before February 16, 2009, to:

Tommy Griffin, Executive Committee Chair
Employee Forum Office
CB# 3488 Campus Mail

or sent via e-mail to forum_office@unc.edu
with the heading "Community Award."

This email is sponsored by: Employee Forum

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of fgino@unc.edu
Sent:	Monday, February 9, 2009 10:31 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Participate in Research Studies for Pay!

Sessions are available for next week for various studies including

- the "Writing and Judging 2" experiment in which you can earn $7 in just 20 minutes.
- "Dating and Choices" experiment in which you can earn $7 in just 20 minutes.

You can sign up for the study by visiting:
http://www.unclab.com/experiments/index.asp

Please arrive on time, or a few minutes before the session. The study will be conducted in room 4002 of the McColl Building (at Kenan-Flagler)

This Study has received IRB approval
(#:08-1588, date: 9/24/2008)

This email is sponsored by: Kenan Flagler

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of etohvision@unc.edu
Sent:	Tuesday, February 10, 2009 12:56 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Subjects Needed for Visual Perception and Alcohol Consumption Study

---

Participants needed for alcohol consumption and visual perception study.

Do you drink alcohol moderately or heavily?
Are you interested in making $5 for completing a 30 minute task?
This study requires participants to view images and make simple decisions about their contents. The session will take place in Davie Hall on the UNC campus.

You are eligible if:
1. You are between the ages of 18-40 years old
2. You have 20/20 or corrected to 20/20 vision
3. You are NOT taking illicit drugs
4. You are NOT taking psychoactive medications
5. You have NEVER sought treatment for a substance use disorder

If you meet these requirements and think you may be interested in participating please send an e-mail to etohvision@unc.edu and include the following information:
Name
Preferred E-mail address
Phone number
Best method & times to reach you

Thank you,
Laura Andrews
Dept. of Psychology

This study is titled "Visual Perception and Alcohol Consumption" has been approved by the UNC Behavioral Institutional Review Board (IRB) (study #08-1323; approved 01/30/09).

This email is sponsored by: UNC Psychology Department

This email is sponsored by: Department of Psychology

==========
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From: nobody@notify.unc.edu on behalf of sjeremia@med.unc.edu
Sent: Tuesday, February 10, 2009 8:23 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Type 2 Diabetes Study

Title: Type 2 Diabetes Study

The UNC Diabetes Care Center is currently seeking volunteers to participate in a research study of an investigational once weekly injection, similar to Byetta which is currently FDA approved, for the treatment of diabetes. The length of the study is 56 weeks or approximately one year. The study involves up to 11 visits during study period. Visits will take place at the UNC Diabetes Care Center.

Study related benefits at no cost to you include, study medication, related lab testing, ECG's, physical exams, glucose monitoring and compensation for your time.

You may qualify if you are:

* 18 years of age or older
* Have type 2 diabetes
* Taking the oral anti-diabetic medication metformin (≥1500mg/day),
  Actos (≥30mg/day), Avandia (≥4mg/day), or a combination of either.

For more information please call:

Stefanie Jeremiah Clinical Trials Recruiter
UNC Diabetes Care Center
484 0931 ext 269
sjeremia@email.unc.edu

Or you may register on our Registry for Potential Research Study Patients at the following link:
http://domis.med.unc.edu/dccregistry

IRB Approval Study No 08-1570 Approval Date 30 April, 2008. UNC Biomedical IRB Approval by Full Board Review

This email is sponsored by: UNC Diabetes Care Center

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of vanessa_white@dentistry.unc.edu
Sent: Tuesday, February 10, 2009 11:34 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Triangle Dance Festival for AIDS

In Memorial Hall, on UNC-Chapel Hill's campus, the Triangle Dance Festival for AIDS (TDFA) will hold its 4th annual festival in the spirit of community collaboration, great performances and health justice.

The Triangle Dance Festival for AIDS is a celebration that lends voice and space to art, advocacy and their fusion, all while benefiting direct-service HIV/AIDS initiatives in North Carolina, Africa, Asia and Latin America. TDFA gathers an extraordinary quality and diversity of local and professional dance, musical and cultural performers for an evening of arts followed by a Health Fair Gala - bringing all kinds of people together to engage with HIV and AIDS through creative, educational and volunteer resources.

Last year over 800 people attended Triangle Dance Festival for AIDS. We are looking to reach an even higher number this year. We consider TDFA to be an important part of the Triangle Community as well as the UNC Community. TDFA's profits from our ticketed event benefits several charities that are positively impacting the community through the various programs and community outreach projects that each charity sponsors.

Come witness the Triangle's best in international, modern and urban dance performing groups, with world music, spoken word, and a celebration of the worldwide battle against HIV/AIDS.

To learn more about TDFA (Date, Time, Cost) click on the link below:

http://www.facebook.com/event.php?sid=9841212af638d92a62c6c72959566e0b&eid=47708418317#/ical/event.php?eid=47708418317

Or contact Vanessa White at vanessa_white@dentistry.unc.edu or via telephone at 919-966-5169.

This email is sponsored by: UNC Center for AIDS Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of bernold@email.unc.edu
Sent: Wednesday, February 11, 2009 12:09 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UNC Chiron Award accepting nominations for outstanding teachers

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To Members of the University Community:

Nominations are now being accepted for UNC's new Chiron Teaching Award. Inspired by Randy Pausch's Last Lecture, this award is named after the mythological Greek centaur-teacher who sought to inspire the pursuit of wisdom and enlightenment in those around him.

Carolina's Chiron Award ceremony will honor the intellectual achievements of one Carolina professor while recognizing her or him for remarkable character and service to the undergraduate population of the university. Here is an opportunity for UNC to publicly celebrate and share the exceptional undergraduate teaching that is vital to Carolina's greatness.

Do you know an outstanding professor who you find to be worthy of this honor? Nominate them!

Nomination forms and more information are available at:
http://studentorgs.unc.edu/speakers/index.php/carolina-chiron-award or
http://www.uncchironaward.com

All nominations are due on Friday, February 20 at 5pm.

For more information, please contact Elizabeth Bernold at bernold@email.unc.edu

This email is sponsored by: NC Hillel

This email is sponsored by: NC Hillel

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>

Sent: Wednesday, February 11, 2009 4:42 PM

To: charlene regester <regester@email.unc.edu>; Timothy J. McMillan <tjm1@email.unc.edu>; Reginald Hildebrand <hildebra@email.unc.edu>; Kia Caldwell <klcaldwe@email.unc.edu>; Rachael A Murphey-Brown <ramurphe@email.unc.edu>; Robert Porter @mindspring.com>; Donato Fhunsu <dfhunsu21@unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Mamarame Seck < @gmail.com>; Eunice Sahle <eunice@email.unc.edu>; Amy Elizabeth Cooke <acooke@email.unc.edu>; Roberta Ann Dunbar <radunbar@email.unc.edu>; Michael Lambert <mlambert@email.unc.edu>; Georges Nzongola-Ntalaja <nzongola@email.unc.edu>; Margaret Carol Lee <leemc@email.unc.edu>

Subject: Freshman early warning

Hi all. We are placing first year student lists in your boxes. If these students are making less than "C" in your class, please get a form from Debby and fill out so that we can send them to Dean Cannon BEFORE March 2. Thanks in advance. Debby

From:	nobody@notify.unc.edu on behalf of bm@unc.edu
Sent:	Wednesday, February 11, 2009 8:21 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Experience Africa at UNC: Food, Fashion, Music, Play

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OASIS: Organization for African Students' Interests and Solidarity- is an organization aimed at spreading awareness about the African culture while actively trying to provide humanitarian aid to the continent itself.

OASIS is hosting the Africa Night where all students are invited for an amazing night you will never forget! for more information visit:

http://www.unc.edu/oasis/

This email is sponsored by: Organization of African Students' Interests and Solidarity

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of kristi_laan@dentistry.unc.edu
Sent: Wednesday, February 11, 2009 9:03 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do you or someone you know wear a full upper denture?

Do you or someone you know wear a full upper denture?

You may be eligible to participate in a research study if you:
Are 45 years of age or older
Have not used any tobacco products in the last 6 months
Have not been treated with antibiotics or antifungals in the last month
Do not require antibiotics prior to dental treatment
Have not been diagnosed with kidney or liver disease, hepatitis, HIV, cancer, tuberculosis, bleeding disorders, or lupus.
Do not use denture adhesive

Participants may receive up to $205 for successful study completion.
To learn how you can be in this study, please call (919) 966-5271 or send an email to Kristi_laan@dentistry.unc.edu with your name, phone number, and times you can be reached. Your email will not be shared.

Approved by UNC IRB: 12/Jan/2009
IRB #07-2014
This email is sponsored by: The Dental Research Center

This email is sponsored by: Dental Research Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, February 11, 2009 10:41 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Taking Zyprexa, Risperdal, or Seroquel?

CAMP: Comparison of Antipsychotics for Metabolic Problems

Is someone you know taking Zyprexa, Risperdal, or Seroquel?

Do they have a diagnosis of schizophrenia or schizoaffective disorder?

Have they experienced weight gain, high cholesterol, or other health problems?

Persons who anwered YES to all of these questions might be eligible for participation in the CAMP clinical trial that will provide all of the following:

 Clinical care from a psychiatrist and treatment team specializing in schizophrenia and schizoaffective disorders.

 An individual behavioral intervention designed to help with weight loss.

 Free study medications and free study-related care.
 Compensation for time.

If you have any questions or to discuss if you or someone you know might be eligible for the CAMP study, please contact:

Marianne Livingston in Chapel Hill (919) 966-9587
or
McLean Kram in Raleigh (919) 733-5227.

Protocol #05-2791 (GCRC 2539)
Approved 7/28/2008
Committee on the Protection of the Rights of Human Subjects
The Biomedical IRB
University of North Carolina

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-news@listserv.unc.edu>
Sent: Thursday, February 12, 2009 4:17 PM
To: Mutima@email.lib.unc.edu; Smutima, A <smutima@email.unc.edu>
Subject: [ackland-news] This weekend at the Ackland

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-24029400-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Subscribe

ART AFTER DARK

Friday, February 13
Open until 9:00PM

Visit the Ackland tomorrow for Art after Dark! During these special evening hours, enjoy our cash bar (beer and wine), light refreshments, and live music. Tomorrow's Art after Dark features a gallery talk by Ackland Curator of Collections Timothy Riggs about our current exhibition, *At the Heart of Progress*, with a cappella music from UNC-Chapel Hill student groups. Gallery talk begins at 6:45 PM, music at 5:00 PM.

ASIAN ART WORKSHOP: AN ACKLAND-KIDZU COLLABORATION

Friday, February 13
4:30 AM - 5:30 PM

In this special program for children, the Ackland and the Kidzu Children's Museum team up for a special afternoon of art making. Four- to eight-year olds explore how Asian artists celebrate nature through screens and scroll painting. Four- to five-year olds make their own scrolls with paints, dried plants, and other materials at the Kidzu Children's Museum. Six- to eight-year olds embellish paper lanterns with natural designs.

Registration required and limited | $5
To register, call Kidzu at 919.933.1455

DRAWING IN THE GALLERIES

Saturday, February 14
10:00 AM - 12:00 PM

Join the Ackland's Amanda Hughes for drawing in the Ackland galleries. Bring paper and dry media (crayon, pencils, etc.). All levels are welcome. Free.

DRAWING FOR KIDS

Saturday, February 14
10:00 AM - 12:00 PM

Nine- to twelve-year-olds practice techniques like contour drawing, linear perspective, shading, and drawing people. Materials provided.

Registration required and limited - to register, call 919.966.5736 | Free to members | $5 non-members

IN THE GALLERIES

At the Heart of Progress: Coal, Iron, and Steam since 1750 - Industrial Imagery from the John P. Eckblad Collection
January 24 - May 17, 2009
Cultural Politics and Contemporary Art
January 24 - March 29, 2009
Reinventing the Figure
January 17 - March 22, 2009
Metamorphosis in Ovid's Poetry and Early Modern Art
February 4 - August 2, 2009

Please visit our calendar for a full listing of special programming and events.

MUSIC IN THE GALLERIES

Sunday, February 15
2:00 - 4:00 PM

Every third Sunday of the month, enjoy free music in the Ackland galleries. A wide variety of performers can be found, from classical quartets to bluegrass, to enhance your Museum experience.

This Sunday, enjoy the music of acoustic quartet **Plan B**. In keeping with the Ackland's spring celebration of collectors and collecting, each member of the band will host part of the performance, during which they will introduce and describe their personal favorites.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Egon Schiele, Austrian, 1890-1918: *Seated Woman* (detail), 1918; black colored pencil drawing. Burton Emmett Collection.

Norman Kent, American, born 1903: *Young Boy Drawing*, 1930; linoleum-cut print. Burton Emmett Collection.

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of jeremywhitehurst@uncaa.unc.edu
Sent:	Thursday, February 12, 2009 8:44 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: UNC Finley Faculty/Staff Golf League

ATTENTION ALL UNC FACULTY/STAFF

UNC Finley Golf Course is offering a FACULTY/STAFF GOLF LEAGUE

Limited space!!! First come, first serve

Email Jeremy Whitehurst Assistant Golf Professional, for more information at jeremywhitehurst@uncaa.unc.edu

This email is sponsored by: UNC Finley

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From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Thursday, February 12, 2009 9:03 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: University Budget Update

Dear Students, Faculty and Staff:

I'm writing again to share updates about the University's budget. You all know that we face serious budget cuts. The decisions that we make during tough times like these are going to be more important than any we might make when times are good. It would be easy for us to fall into the trap of hunkering down, making cuts across the board and just trying to survive. But the great institutions - the ones that will emerge from this economic crisis even stronger - will be those that are willing to look hard at what they do and then make really smart decisions. I intend for Carolina to be one of those great institutions.
That means we've got to be strategic and look critically at everything we do. We owe it to ourselves, and we owe it to the Legislature and people of North Carolina. We have an obligation to do our part in these tough economic times.

So far in this budget crisis, we have asked the vice chancellors and deans to look within their units to identify the cuts that we need to make. But what we haven't done is take a good look at ourselves from the cross-University perspective to see if there are ways to improve operations and reduce costs.

To do that, Bain & Company, a global business consulting firm, has been asked to conduct a study to help us identify innovative ways to streamline operations, become more effective, and perhaps achieve additional cost savings. The UNC-Chapel Hill Foundation is funding the study, which is made possible through a restricted gift from a Carolina alumnus.

I see this study as a great opportunity to bring in outside experts who can take an objective look at how the University currently operates to meet our campus-wide goals and to fulfill our mission to educate students and serve the people of North Carolina and beyond.

In my regular e-mail updates to the campus about the budget, lots of employees have written back with suggestions about how to improve and cut costs at the same time. Some of those ideas have to do with energy savings, sustainable practices, personnel, purchasing and procurement, technology and facilities.

There is always room for improvement in any operation. And we always have an obligation to try and be better in all that we do to best serve the taxpayers of North Carolina.

The goal of the study, which will be conducted this spring, is to provide the University with potential strategies for operational improvements and enhancements to the intensive planning we already have under way. The Bain study will give us one more tool to make smart decisions about Carolina's future.

I wanted you to have a larger context for where we're headed before sharing the latest developments about what happens next with the state budget picture. Last week, UNC General Administration sent the State Budget Director a memo detailing potential 2009-2011 budget reductions for the UNC system. This information reflected our input that I told you

about last month - planning scenarios requested by President Bowles for reductions of 3 percent, 5 percent and 7 percent of our state funding. I also shared some numbers about the possible losses of faculty, teaching and staff positions from those contingency plans, our best estimates of the potential impact.

The General Administration memo also highlighted another UNC-Chapel Hill projection as part of a system-wide list showing the effects of a state cut at the 7 percent level. If we keep the current student-faculty ratio to maintain quality, the loss of about 230 faculty and teaching positions would warrant an enrollment reduction of more than 3,400 students - roughly the size of our incoming first-year class. The memo emphasized President Bowles' plans to make the best possible case with the State Budget Office, Governor Perdue and the General Assembly that permanent cuts next year would be the equivalent of sacrificing North Carolina's future. I wanted you to know that President Bowles and his staff, along with the Board of Governors, are advocating admirably on behalf of all the UNC campuses.

I continue to be impressed by the positive, but realistic approach that our community has taken with these budget issues. I'll keep sharing timely information with you. Regarding our current budget year, the next steps will depend on what happens in Washington with the federal stimulus package, as well as how state tax return revenues are running in April. We're doing all we can right now to be prepared.

Finally, if you're interested in reading the General Administration memo mentioned above, along with my previous budget messages and related background, refer to a new link, "Carolina Budget Update," on the University's homepage, www.unc.edu. And keep sending any creative cost-cutting suggestions to budgetideas@unc.edu. On behalf of the vice chancellors, I want to thank everyone who has taken the time to share their ideas.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, February 12, 2009 11:04 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Open Forums RENCI Director Candidates

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To: UNC-Chapel Hill Community
From: Search Committee, Director, Renaissance Computing Institute
Re: Director, Renaissance Computing Institute Open Forums

The Search Committee invites faculty, staff and students to attend upcoming forums with candidates for the position of Director, Renaissance Computing Institute and share your feedback. Candidates will be presenting on their vision for RENCI in 2015.

Candidate forums have been scheduled in the Pleasants Room, Wilson Library for the following dates:

Monday, February 16, 2:00 p.m. - 3:00 p.m.
Dr. Stanley Ahalt, Executive Director, Ohio Super Computing Center and Professor of Electrical and Computing Engineering, Ohio State University

Friday, February 27, 2:00 p.m. - 3:00 p.m.
Alan Blatecky, Interim Director, RENCI

Friday, March 6, 2:00 p.m. - 3:00 p.m.
Jose-Marie Griffiths
Dean, School of Library and Information Science, UNC Chapel Hill

http://www.renci.org/nd_flyer/nd_flyer.pdf

The Renaissance Computing Institute (RENCI), is a collaborative venture of UNC-Chapel Hill, Duke University, and North Carolina State University. RENCI uses interdisciplinary teamwork, advanced information technologies and domain expertise to advance the frontiers of knowledge, address real-world problems, create economic opportunity, and improve the quality of life for people in North Carolina. RENCI provides an environment conducive to aiding partner groups in solving major research questions and addressing community needs. Working with partner institutions and constituents, the Director will pursue a collaborative vision that ensures RENCI's relevance and responsiveness in a rapidly changing environment. As an advocate for innovation, the Director will speak persuasively to diverse groups about the role of advanced information technologies in research, education, and public service. He or she will partner with institutions, communities, businesses, and governments to solve problems of strategic importance. He or she will have the technical knowledge, broad experience, organizational skills and professional stature to support top-performing teams working in areas such as high-performance computing, visualization, collaborative tools, networking, software development, and data systems. The Director will develop new sources of funding and spearhead new areas of endeavor with an entrepreneurial ethos and with a commitment to interdisciplinary problem solving.

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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From: BullsHead@store.unc.edu
Sent: Friday, February 13, 2009 9:04 AM
To: Bulls Head mailing list <bullymail@listserv.unc.edu>
Subject: Make Your Own V-Day Card Today

Happy Pre-Valentine's Day!

Stop by the Bull's Head from now until whenever supplies run out to make your own Valentine for FREE!

Did you say FREE?

Why, yes I did.

- Bully

--- You are currently subscribed to bullymail as: smutima@email.unc.edu. To unsubscribe send a blank email to leave-24033586-4005955.0e9ae51c1aebe739ce4dd2b3bc85321d@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of kristap@email.unc.edu
Sent: Monday, February 16, 2009 8:19 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Fight Back Against Cancer Today!

If You...
A. Like to hang out with friends
B. Like the color purple
C. You or someone you know has been touched by cancer and you want to fight back
D. All of the above!

If you answered yes to any of these questions, the American Cancer Society's Relay For Life is just for you!

Are you ready to Relay?
Form a team, join an existing team, or donate today at www.uncrelay.org!

What Is Relay?
Relay For Life raises money for cancer research, awareness, and special programs. It is not a race - it's a yearlong fundraiser to honor cancer survivors, pay tribute to the lives we've lost to the disease, and raise money to help fight cancer all right here at UNC. No matter who you are, there's a place for you at Relay!

Why Relay?
One in three people will be diagnosed with cancer during their lifetime. It is because of your involvement that we are able to save lives, help those battling cancer, and empower all to fight back against the disease.

Start fighting back today!
Joining Relay is easy! We can win the battle against cancer, but we need your help! Register online at www.uncrelay.org!

This email is sponsored by: American Cancer Society - Relay For Life at UNC

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, February 16, 2009 8:59 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: EARLY REGISTRATION CHANGES ANNOUNCED

All Faculty, Staff and Students are reminded of the previously announced changes to the Early Registration Schedule for Fall 2009.

PLEASE NOTE THESE IMPORTANT REGISTRATION DATES

Registration for Graduate, Professional and Seniors begins Tuesday, March 31

Registration for Juniors begins Thursday, April 2, 2009

Sophomores and Continuing Freshman begins Tuesday, April 7, 2009

This email is sponsored by: OFFICE OF THE UNIVERSITY REGISTRAR

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of nrmiller@email.unc.edu
Sent:	Monday, February 16, 2009 11:12 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: The Order of the Grail-Valkyries is now accepting nominations

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To Fellow Members of the University Community:

The Order of the Grail-Valkyries, the University of North Carolina at Chapel Hill's intellectual honorary society, is now accepting nominations. Founded in 1920, the purpose of the Order is to encourage a dynamic and vigorous campus intellectual climate and to foster unity within our campus community. To achieve this end, the Order recognizes individuals of outstanding character who have made significant contributions to our University's intellectual climate by enhancing our campus's learning environment or by having conducted outstanding research.

Examples of past contributions for which nominees have been recognized include designing and teaching a course at Carolina as a undergraduate, working to establish the Carolina Research Scholars Program, founding the UNC chapter of the Roosevelt Institute, re-designing the first-year curriculum at UNC Medical School, lobbying the North Carolina legislature to pass a carbon reduction and renewable energy bill, leading programs abroad to provide over $100,000 of free dental care to underserved populations, and publishing in journals/presenting at conferences on subjects as wide-ranging as astronomy, linguistics, and plant ecology.

Students and faculty are encouraged to nominate deserving undergraduates, graduate students, and faculty. Please take a moment to recognize the accomplishments of fellow members of the UNC community. The nomination form is available at:

http://gpsf-wiki.unc.edu/confluence/display/fpghs/Nominations+2009

The deadline for nominations is February 16 at 11:59 pm.

For more information, please contact Nicholas Miller at nrmiller@email.unc.edu.

This email is sponsored by: UNC Honorary Societies

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-news@listserv.unc.edu>
Sent: Tuesday, February 17, 2009 4:33 PM
To: Mutima@email.unc.edu; Smutima A <smutima@email.unc.edu>
Subject: [ackland-news] Lunch with One, Community Day, Art & Literature

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-24066634-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Subscribe

LUNCH WITH ONE

Wednesday, February 18
1:00 - 2:00 PM

One expert, one hour, one work of art - it's Lunch with One at the Ackland. Enjoy an hour of inspiration and information this Wednesday as Graduate Intern Alison Hafera Cox presents ***Portraiture at the Close of the Eighteenth-Century***, a consideration of Jean-Louis Le Barbier Le Jeune's *Portrait of Malanie de Forbin-Gardanne, Marquise de Villeneuve-Flayosc* (1789). Don't forget to bring your lunch!

Free to members | $5 non-members
Registration recommended (call 919.966.5736)

COMMUNITY DAY

Sunday, February 22
1:00 PM - 4:30 PM

Dig into the world of coal, steel, and iron in this day-long family exploration of *At the Heart of Progress*! Travel to the depths of the Earth with storyteller Hannah Blevins Harvey, Assistant Professor of Theater and Performance at Kennesaw State University, who shares humorous, powerful, and poignant tales of miners from Appalachia. Parent-child partners dance with instructor Maura Michelle Garcia. Art-making activities, dressing up, and more fill out the day. Bring the whole family. Free!

ART & LITERATURE IN THE GALLERIES

Wednesday, February 18, 7:00 - 8:30 PM
Thursday, February 19, 3:30 - 5:00 PM

Join us this week for Art & Literature in the Galleries! The ongoing winter series focuses on books that enhance paintings, sculpture, prints, and photographs that are new on view at the Ackland. Some are long time holdings of the Museum seen in a new configuration; others are new gifts and acquisitions. Still others are part of a local private collection on loan for a temporary exhibition.

This month's selection, Emile Zola's *Germinal* - a story of coal mining in nineteenth century France - provides an excellent complement to the special exhibition *At the Heart of Progress: Coal, Iron, and Steam since 1750,*

IN THE GALLERIES

At the Heart of Progress: Coal, Iron, and Steam since 1750 - Industrial Imagery from the John P. Eckblad Collection
January 24 - May 17, 2009
Cultural Politics and Contemporary Art
January 24 - March 29, 2009
Reinventing the Figure
January 17 - March 22, 2009
Metamorphosis in Ovid's Poetry and Early Modern Art
February 4 - August 2, 2009

Please visit our calendar for a full listing of special programming and events

Industrial Imagery from the John P. Eckblad Collection.
Wednesday session co-facilitated by John P. Eckblad, Collector.

Registration required. Free to members and high school students, $5 non-members.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Jean-Louis Le Barbier Le Jeune, French: *Portrait of Mélanie de Forbin-Gardanne, Marquise de Villeneuve-Flayosc*, 1789; oil on canvas. Gift of the Tyche Foundation in honor of the 50th Anniversary of the Ackland Art Museum

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: @email.unc.edu>

Sent: Wednesday, 3:59 PM

To: b_anderson@unc.edu; klcaldwe@email.unc.edu; acooke@email.unc.edu; radunbar@email.unc.edu; dfhunsu21@unc.edu; hallpa@email.unc.edu; hildebra@email.unc.edu; krjanken@email.unc.edu; jfjordan@email.unc.edu; mlambert@email.unc.edu; leemc@email.unc.edu; drdalet@email.unc.edu; tjm1@email.unc.edu; smutima@email.unc.edu; jen321@email.unc.edu; nzongola@email.unc.edu; rporter@email.unc.edu; regester@email.unc.edu; eunice@email.unc.edu; mseck@email.unc.edu; bselassi@email.unc.edu; kaslo@email.unc.edu

Subject: Candle Light Vigil Rescheduled

Due to the rain, the Candle Light Vigil, which was supposed to take place tonight at 6pm in the Pit as part of Africa Week, has been rescheduled for Friday at 6pm in the Pit instead. Though the vigil had been rescheduled, the "Continuous City" Lecture will still be taking place tonight at 7pm in the Nelson Mandela Auditorium of the FedEx Global Education Center (actor Rizwan Mizra and UNC professors discuss the impact of globalization through technology as it relates to Africa). Hopefully we will see you at most if not all of the remaining Africa Week events. Have a good day!

From: nobody@notify.unc.edu on behalf of dbickford@unc.edu
Sent: Wednesday, February 18, 2009 8:49 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: University Awards for the Advancement of Women

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Call for Nominations
2009 University Awards for the Advancement of Women

On behalf of the Offices of the Chancellor and the Executive Vice Chancellor and Provost, the Carolina Women's Center is pleased to announce the call for nominations for the 2009 University Awards for the Advancement of Women. This award recognizes contributions to the advancement of women at the University of North Carolina at Chapel Hill. Each year, three individuals--one faculty member, one staff member, and one undergraduate/graduate student/postdoctoral scholar--may be selected to receive the award. The faculty and staff recipients each receive $5000 and the undergraduate/graduate student/ postdoctoral scholar recipient receives $2500. Awardees are honored in a ceremony during the Carolina Women's Center's annual Women's Week Celebration.

Please submit nominations for women and men who have contributed in one or more of the following ways:

* Elevated the status of women on campus in sustainable ways;
* Helped to improve campus policies affecting women;
* Promoted and advanced the recruitment, retention, and upward mobility of women;
* Participated in and assisted in the establishment of professional development opportunities for women; and/or
* Participated in and assisted in the establishment of academic mentoring for women.

**To submit a nomination, please use the online form at:
http://www.unc.edu/oira/public/women_nomination.html

All faculty and staff nominees must be permanent employees. No self-nominations will be accepted. Carolina Women's Center administrators and staff are not eligible for nomination. The deadline for nominations is Monday, February 23, 2009, at 5:00 p.m.

Previous award winners are:
(2008) Kay Lund, Cookie Newsom, Emily Joy Rothchild
(2007) Barbara Harris, Annette Madden, Emily Dunn,
(2006) Jan Boxill, Terri Houston, Matt Ezzell

Please contact Dr. Donna M. Bickford, Director of the Carolina Women's Center at dbickford@unc.edu or (919) 843-5620 if you have questions about the awards or nomination process.

**The link to the nomination form is also available on the Provost's website at www.unc.edu/provost and the Carolina Women's Center website at womenscenter.unc.edu.

This email is sponsored by: Carolina Women's Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Wednesday, February 18, 2009 8:50 PM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Lecture: The Osun Grove of Osogbo, Nigeria, as a World Heritage Site

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The Osun Grove of Osogbo, Nigeria, as a World Heritage Site
The Denial and Dilemma of Archaeology
Friday, February 20, 2009, 3 PM
Hyde Hall, Room 210

Talk given by Akin Ogundiran of UNC-Charlotte, Chair of the Department of Africana Studies. In 2005, UNESCO inscribed the Osun-Osogbo Grove (Nigeria) as a World Heritage site. The grove is the most visited indigenous sacred site in Africa south of the Sahara and is the sacred home of African Atlantic world goddess, Osun. This presentation examines the cultural politics of modernity and tradition that reconstructed the sacred space of Osun-Osogbo in post-colonial Nigeria and the total absence of archaeology in the nomination of the site for World Heritage status. The presentation will draw attention to recent archaeological investigations within the sacred grove and the implications of the findings for transforming current narratives about the grove. Co-sponsored by the Archaeology Curriculum Program and the African Studies Center. Free. Please Contact: Brenda Moore bmoore@email.unc.edu for more information.

Stacey Sewall
African Studies Center
UNC-Chapel Hill
(919) 962-1522

From:	bounce-24086002-16200865@listserv.unc.edu on behalf of Deborah Crowder <dacrowde@email.unc.edu>
Sent:	Thursday, February 19, 2009 5:24 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [Fwd: John Prendergast speaking about the genocide in Darfur]
Attach:	John Prendergast speaking about the genocide in Darfur.eml (181 KB).msg

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--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Francis Stiefel <fstiefel@elon.edu>
Sent: Thursday, February 19, 2009 5:17 PM
To: dacrowde@email.unc.edu
Subject: John Prendergast speaking about the genocide in Darfur
Attach: not on our watch.pdf

Dear Mrs. Crowder,
I am a student at Elon University and I wanted to let you know that John Prendergast will be speaking on March 4th in Whitley Auditorium at 7:30 pm.
John Prendergast is one of the major activists for ending the genocide in Darfur and has recently written the book Not On Our Watch, with Don Cheadle. John is the Senior Advisor to the International Crisis Group and is the co-founder of the ENOUGH campaign (www.enough.org). John also worked for the White House and State Department during the Clinton years and was involved in many peace processes throughout Africa. John Prendergast has worked with members of Congress, the United Nations, human rights organizations, and think tanks. John has written eight books on Africa and has also run programs on CBS's 60 minutes to help raise awareness about the genocide in Darfur. The genocide in Darfur has been going on for five years and still students are not aware about it or what they can do to help stop it. Attached is a poster for the event in case you would like to forward it to any other organizations that may be interested.
sincerely,
Frank Stiefel

NOT ON OUR WATCH:

John Prendergast

Speaks about the genocide in Darfur

When: Wednesday March 4th at 7:30 p.m.

Where: Whitley Auditorium

Sponsors: Students for Peace & Justice, Truitt Center for Religious & Spiritual Life, General Studies, Liberal Arts Forum, Periclean Scholars, and African/African-American Studies

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, February 19, 2009 9:11 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: 2009 Carolina Baseball Tickets

Dear Faculty & Staff Members:

As spring approaches, it's time for another exciting year of Carolina Baseball in newly renovated Boshamer Stadium. As a member of the Carolina family, we would like to extend to you the opportunity to attend baseball games simply by picking up a ticket for you and your immediate family at the Boshamer Stadium ticket office the day of the game. Tickets are based on availability and may be picked up beginning 1 = hours prior to each regular season game by displaying your UNC One Card, UNC Hospitals ID, or 2008-2009 Faculty & Staff Complimentary Pass.

The 2009 home schedule features 38 home games beginning this weekend versus VMI. We look forward to seeing you at Boshamer Stadium this season as we kick-off a new season of CAROLINA BASEBALL!

As always, please visit www.tarheelblue.com/faculty for all faculty & staff ticket information.

This email is sponsored by: Athletics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, February 19, 2009 9:29 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Alert Carolina Siren Test - Tuesday, February 24

Dear Students, Faculty and Staff:

The University will TEST the emergency sirens and text messages on Tuesday, February 24, between noon and 1 p. m. You don't need to do anything for the test, part of our ongoing Alert Carolina safety awareness campaign. We test the sirens each semester to remind everyone what to do if they hear them go off for a real emergency and to make sure the equipment works properly.

Anyone outside on or near campus is likely to hear the sirens during the test. The sirens will sound an alert tone in conjunction with a brief pre-recorded voice message. When testing is complete, a different siren tone and voice message will signal "All clear. Resume normal activities." Samples of the alert and "all clear" tones are available at alertcarolina.unc.edu.

The sirens will sound only for an imminent, life-threatening emergency:

* An armed and dangerous person is on or near campus.
* A major chemical spill or hazard has been reported.
* A tornado has been sighted.

If the sirens sound during an actual emergency, go inside and seek shelter immediately. The sirens also will broadcast brief pre-recorded voice announcements with instructions.

When the sirens sound - or during a test - the University also sends a text message to cell phone users who registered their numbers for text-capable phones in the online campus directory. Because the text messages are being sent simultaneously to more than 20,000 currently registered phone numbers, it may take anywhere from five minutes to 20 minutes after the "send" button is activated for you to receive the text message. As soon as you hear the sirens, it is critical that you go inside and take shelter immediately. Do not delay taking action even if you have not received a text message. Following a siren activation or a test, the University also sends an "all clear" text message.

The University may also communicate in an emergency using means including campus-wide e-mail and voice mail (campus phones with land lines), the Adverse Weather and Emergency Phone Line, 843-1234 (recorded information), the University Access Channel (Chapel Hill Time Warner Cable Channel 4), and other campus or local media.

The University is reviewing additional ways to use text messages to communicate about situations that are serious, but do not warrant sounding the sirens. Any text messages will direct people to alertcarolina.unc.edu for updates.

For more details, see alertcarolina.unc.edu, the go-to source for information in an immediate life-threatening or serious situation involving campus safety. The University will post safety-related announcements at this site, along with updates and resource information. People should remember that it can take time to have new information to share even after law enforcement and other emergency responders arrive on the scene. People should not call 911 or the Department of Public

Safety for updates - those officials need to be able to devote their full attention to the situation at hand. The Alert Carolina Web site will provide any new details as quickly as possible.

This email is sponsored by: Emergency Warning Committee

From: nobody@notify.unc.edu on behalf of kisaalit@email.unc.edu
Sent: Friday, February 20, 2009 12:08 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: AFRICAN-AMERICAN MEN NEEDED FOR PAIN PERCEPTION RESEARCH STUDY

We are seeking healthy African-American men ages 18-45 for a research study comparing pain perception in individuals with sickle cell disease (SCD) and those without SCD.

This research study requires 2 visits to the UNC Clinical and Translational Research Center (CTRC) at UNC Hospitals, each visit lasting approximately 90 minutes. Participants will complete questionnaires, an auditory experiment, and pain perception tasks involving mild to moderate pressure applied to the index and middle fingers. Participants will be compensated $120 dollars for their time ($60 per visit).

At this time we are looking for individuals without SCD.
Individuals with chronic or severe pain, diabetes, heart disease, or seizures are not eligible to participate.

For more information please send an email to kisaalit@email.unc.edu with your name and age, or call 919-962-0928.

Thank you,

Nkaku Kisaalita
Department of Psychology

This research study titled "Sensory and Perceptual Processing in Sickle Cell Disease" has been approved by the UNC Biomedical Institutional Review Board (IRB) (study#07-0942; approved 08/14/08).

This email is sponsored by: Department of Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Barbara Anderson <b_anderson@unc.edu>
Sent: Friday, February 20, 2009 11:46 AM
To: Alphonse Mutima <smutima@email.unc.edu>
Cc: Michael Lambert <mlambert@email.unc.edu>; Peter Landstrom <plandstr@email.unc.edu>; Deborah Crowder <dacrowde@email.unc.edu>
Subject: course development grant

Dear Dr. Mutima:
I hope this finds you well. I have been reviewing our language course development funds for this year. There is $3000 allocated to development of Swahili materials and teaching. This can be used for purchase of materials, for summer salary, or for travel to a language-related conference such as ALTA. We will need, by August 15, a record of all materials you have developed or purchased, such as a copy of revised syllabus, a list of new readings, etc. You can coordinate how you would like to used these funds with Debby and Peter, and send me an email with your plan. Thanks so much for everything you do for our language program. Warm regards, Barbara

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 FedEx Global Education Center
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu
www.global.unc.edu/africa

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Friday, February 20, 2009 6:22 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Message from the Chancellor: Campus Budget Update

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Dear Carolina community,

I write to summarize comments that I made today at the Faculty Council meeting and that I will make again at the Employee Forum community meeting on March 2.

As everyone knows, we are in extraordinary financial circumstances that have profound implications for the University. Nevertheless, I remain confident that Carolina has what it takes to get through these difficult times and emerge stronger.

There are a number of reasons why it is still very difficult to discern precisely how we will be affected. The first is that no branch of state government has yet submitted its budget. The Governor will be the first to prepare a budget, and we will find out about that at the same time as it appears in the newspapers.

The second is that - even once the Governor and two houses of the General Assembly start releasing budgets - it is not known for sure what the income tax receipts will be until some time after April 15.

Finally, although the federal stimulus bill has been signed, it will be a while before the precise details of how those funds will be managed and distributed are known.

Despite all these caveats, we feel we must prepare and take preliminary actions to manage cuts to our state appropriations and reductions in endowment income.

The first point I would like to make is that we do not foresee circumstances that would lead to the elimination of tenured faculty positions, the canceling of fixed-term contracts in the middle of their terms, or alteration of tenure decisions based on budget concerns. These measures would require that we declare financial exigency, which I will not do.

Next, I commit to you that the administration will undergo budget cuts that are at least as large as those faced by the campus. We have already begun making changes in South Building and the offices of the vice chancellors. Although we must await legislative authority to do so, the vice chancellors are willing to generate savings through furloughs and believe that any furloughs that occur should result in larger percentage decreases for higher-paid employees. General Administration is working with state government to pursue furlough authority.

I know that some managers are already contemplating layoffs as they plan for next year's anticipated cuts. Knowing that, I've talked with Associate Vice Chancellor for Human Resources Brenda Malone about creating an Employee Assistance Fund. It will be funded, in part, by the savings we are able to achieve centrally, by an unrestricted gift from a donor and a generous donation from the Department of Athletics. The primary purpose of the Employee Assistance Fund will be to provide enhanced outplacement services for employees who are laid off. We also are exploring ways to broaden the services offered through our Employee Assistance Program for those employees who need support during these challenging times.

Finally, I want to point out that many of the difficult decisions that lie ahead of us will be made over the summer, since we will know much more about the tax revenues and the legislative budget process at that time. The Faculty Executive Committee has procedures for meeting over the summer, and in fact, this is partly why the Faculty Executive Committee was established. So faculty input will be gathered through the Faculty Executive Committee as needed during the summer since there will be no regular meetings of the full Faculty Council. We will continue to work with the Employee Forum and Student Government to get staff and student input.

I'd like to end by pointing out that we realize the serious circumstances we face and that lives are being impacted. We will continue to work tirelessly to make the right choices for Carolina while

maintaining the spirit and morale that have always been part of our great university.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From:	nobody@notify.unc.edu on behalf of ebradsha@email.unc.edu
Sent:	Monday, February 23, 2009 9:02 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Custom Regalia For Graduation Ceremonies

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To: All Faculty

UNC Student Stores is pleased to announce a Custom Regalia Sale. This is an opportunity for faculty to be personally fitted for custom-made regalia and receive a 10% discount. A representative from Oak Hall Cap & Gown Company will be available from 9am to 4pm each day. Samples will be on display.

Please refer to our website for details at www.store.unc.edu and choose Spring 2009 Commencement Information.

Please contact Eve Bradshaw at ebradsha@email.unc.edu or call 919-962-2427

This email is sponsored by: UNC Student Stores

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, February 24, 2009 1:06 PM
To:	smutima@email.unc.edu
Subject:	URGENT: TEST ALL CLEAR

02/24/09, 12:56 p.m.

SUBJECT LINE: Siren TEST Over - All Clear

Dear Students, Faculty and Staff:

You received this e-mail as part of a TEST of the University's sirens. The message coincided with the end of the siren test. The sirens have sounded the "all clear" tone. That means resume normal activities. It typically takes at least two hours for a campus-wide e-mail to be delivered to everyone. In an emergency, we plan to use all available communication methods including e-mail as part of a multi-layered strategy to reach as many people, including those who may not be on campus when a real siren activation occurs, as quickly as possible. For more information, see alertcarolina.unc.edu.

This email is sponsored by: Emergency Warning Committee

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, February 24, 2009 4:09 PM
To: Mutima@mxp2.isis.unc.edu, Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Perspectives on Progress, Photographer Ken Hassell

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-24119208-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

At the Ackland

PERSPECTIVES ON PROGRESS

Thursday, February 26
7:00 - 8:00 PM

Mark your calendars now for Thursday night at the Ackland! Documentary photographer Ken Hassell presents the first lecture in ***Perspectives on Progress***, a special series bringing experts and artists from across the campus and the community together to share their unique perspectives on the exhibition *At the Heart of Progress: Coal, Iron, and Steam since 1750 - Industrial Imagery from the John P. Eckblad Collection*. Hassell, Associate Professor of Art at Elon University, will discuss his documentary photography of coal-mining communities in Appalachia.

Free for members / $5 for non-members

IN THE GALLERIES

At the Heart of Progress: Coal, Iron, and Steam since 1750 - Industrial Imagery from the John P. Eckblad Collection
January 24 - May 17, 2009
Cultural Politics and Contemporary Art
January 24 - March 29, 2009
Reinventing the Figure
January 17 - March 22, 2009
Metamorphosis in Ovid's Poetry and Early Modern Art
February 4 - August 2, 2009

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Exhibition poster includes: James E. Allen, American, 1894-1964: *Teeming Ingots* (detail); etching. From the John P. Eckblad Collection

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: Black.Faculty.and.Staff.Caucus@mxp1.isis.unc.edu
Sent: Tuesday, February 24, 2009 4:41 PM
To: The blackfaculty04 mailing list. <blackfaculty04@listserv.unc.edu>
Subject: [blackfaculty04] [Fwd: Very Sad News: John Calmore's]

Colleagues, please note this about [illegible] John Calmore of the UNC Law faculty.

-------- Original Message --------
Subject: Very Sad News: John Calmore's Death
Date: Tue, 24 Feb 2009 15:48:18 -0500
From: Bonita Summers <basummer@email.unc.edu>
Organization: University of North Carolina at Chapel Hill
To: aervin@email.unc.edu

Could you tell share with the Black Faculty, Staff Caucus? Thanks.

-------- Original Message --------
Subject: [law_faculty] Very Sad News: John Calmore's [illegible]
Date: Tue, 24 Feb 2009 14:56:01 -0500
From: Jack Boger <jcboger@email.unc.edu>
Reply-To: Jack Boger <jcboger@email.unc.edu>
Organization: University of North Carolina at Chapel Hill
To: The law_faculty mailing list <law_faculty@listserv.unc.edu>

[Message was sent to entire Law School Community]
Dear Friends,

[illegible] His dear wife [illegible] telephoned Bonita Summers to share the news. [illegible] I spoke a little while ago with his son [illegible] who said that the family has not yet begun to make funeral arrangements.

As many of you know, John grew up in modest circumstances in Pasadena, California. He was a brilliant member of the first wave of modern African American students to attend Stanford University (BA '67) and Harvard Law School (JD '71) where he met many future civil rights leaders and scholars who became friends and admirers over the succeeding 35 years. He was selected as a Reginald Heber Smith Fellow after graduation, serving at the Legal Aid Foundation of Los Angeles ('72-'74). He then joined the Western Center on Law & Poverty in 1975 and served there for two years. Thereafter, beginning in 1977, he became staff attorney at the National Housing Law Project's West Coast office in Berkeley. Five years later, in 1982, he was then invited to become Director of Litigation for the Legal Aid Foundation of Los Angeles. Throughout his distinguished academic career, which began at North Carolina Central University School of Law in 1985, John drew on a profound first-hand knowledge of the worlds of poverty law, racial injustice, and social policy to frame a unique view of 'critical race theory' and to deve;p[a social justice lawyering method, which informed both his teaching and his many works of scholarship.

John moved from NCCU to Loyola Law School in Los Angeles in 1987,

where he was promoted to full professor in 1994. He first came to UNC School of Law as an invited speaker for a /North Carolina Law Review /special symposium issue on /The Kerner Commission Report /Revisited in 1993. A year later, UNC invited John to join our faculty, where he became Reef C. Ivey Professor of Law in 1999. John taught civil rights, critical race theory, local government law, social justice lawyering, and torts to UNC students for a dozen years. He became coauthor, with Martha Mahoney and Stephanie Wildman, of an innovative law school text, /Social Justice: Professionals, Communities, and Law /(2003),/ /which has been widely adopted.

John also served as a program officer with the Ford Foundation from 1990-92, and as a member of the Board of The New World Foundation and the National Asian Pacific American Legal Consortium, and Oxfam America.

Beyond his legal scholarship and teaching, John maintained a remarkable network of admiring colleagues and former students nationwide, including many of the most important social justice voices of his time. Many of those gathered in Chapel Hill in the fall of 2006 for a symposium, devoted to John's work, which led to a special issue of the /North Carolina Law Review/, published/ /in March of 2008, with articles by Charles Daye, Derrick Bell, john a. powell, Florence Roisman, and others. John responded to this outpouring of admiration with wit, grace, and dignity, all suffused with his characteristic self-deprecation.

his wife a son , a daughter , and other family members. We will share additional information about arrangements In the meanwhile, you can reach his family at:

Jack Boger

--
John Charles Boger
Dean and Wade Edwards Distinguished Professor of Law
School of Law, CB# 3380, University of North Carolina
Chapel Hill, North Carolina 27599
(919) 962-4417

--
Archie W. Ervin, Ph.D.
Associate Provost for Diversity and Multicultural Affairs
Office for Diversity and Multicultural Affairs
The University of North Carolina at Chapel Hill
CB# 9125 South Building
Chapel Hill, NC 27599-9125
Phone: 919-962-6962

"Promoting a diverse and inclusive campus community."

--- You are currently subscribed to blackfaculty04 as: smutima@email.unc.edu To unsubscribe send a blank email to leave-24119677-3738931.7ab8c75bc63c1457a52e6e412903e9b8@listserv.unc.edu

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Tuesday, February 24, 2009 10:04 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Message from the Chancellor: Budget Clarification

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Dear Faculty Members,

It has come to my attention that a portion of my Feb. 20 message, which I intended to allay the concerns of tenure-track faculty members, may have had the opposite effect.

The confusion stems from the fact that, while I referred to tenured faculty and contract faculty explicitly, no reference was made to tenure-track faculty. Thus, with this addendum, I want to emphasize that we have no plans to discharge tenure-track faculty members because of the economic situation, nor do we intend to use the current economic downturn as a basis for tenure decisions.

Sincerely,

Holden Thorp

(The original e-mail message from Feb. 20 is included below.)

Dear Carolina community,

I write to summarize comments that I made today at the Faculty Council meeting and that I will make again at the Employee Forum community meeting on March 2.

As everyone knows, we are in extraordinary financial circumstances that have profound implications for the University. Nevertheless, I remain confident that Carolina has what it takes to get through these difficult times and emerge stronger.

There are a number of reasons why it is still very difficult to discern precisely how we will be affected. The first is that no branch of state government has yet submitted its budget. The Governor will be the first to prepare a budget, and we will find out about that at the same time as it appears in the newspapers.

The second is that - even once the Governor and two houses of the General Assembly start releasing budgets - it is not known for sure what the income tax receipts will be until some time after April 15.

Finally, although the federal stimulus bill has been signed, it will be a while before the precise details of how those funds will be managed and distributed are known.

Despite all these caveats, we feel we must prepare and take preliminary actions to manage cuts to our state appropriations and reductions in endowment income.

The first point I would like to make is that we do not foresee circumstances that would lead to the elimination of tenured faculty positions, the canceling of fixed-term contracts in the middle of their terms, or alteration of tenure decisions based on budget concerns. These

measures would require that we declare financial exigency, which I will not do.

Next, I commit to you that the administration will undergo budget cuts that are at least as large as those faced by the campus. We have already begun making changes in South Building and the offices of the vice chancellors. Although we must await legislative authority to do so, the vice chancellors are willing to generate savings through furloughs and believe that any furloughs that occur should result in larger percentage decreases for higher-paid employees. General Administration is working with state government to pursue furlough authority.

I know that some managers are already contemplating layoffs as they plan for next year's anticipated cuts. Knowing that, I've talked with Associate Vice Chancellor for Human Resources Brenda Malone about creating an Employee Assistance Fund. It will be funded, in part, by the savings we are able to achieve centrally, by an unrestricted gift from a donor and a generous donation from the Department of Athletics. The primary purpose of the Employee Assistance Fund will be to provide enhanced outplacement services for employees who are laid off. We also are exploring ways to broaden the services offered through our Employee Assistance Program for those employees who need support during these challenging times.

Finally, I want to point out that many of the difficult decisions that lie ahead of us will be made over the summer, since we will know much more about the tax revenues and the legislative budget process at that time. The Faculty Executive Committee has procedures for meeting over the summer, and in fact, this is partly why the Faculty Executive Committee was established. So faculty input will be gathered through the Faculty Executive Committee as needed during the summer since there will be no regular meetings of the full Faculty Council. We will continue to work with the Employee Forum and Student Government to get staff and student input.

I'd like to end by pointing out that we realize the serious circumstances we face and that lives are being impacted. We will continue to work tirelessly to make the right choices for Carolina while maintaining the spirit and morale that have always been part of our great university.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent: Wednesday, February 25, 2009 9:24 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: January-February 2009 InTouch newsletter now available

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The January-February 2009 edition of the Employee Forum's *InTouch* newsletter is now available online at http://forum.unc.edu/documents/January-February2009InTouch.pdf.

Articles in this issue are:

*A Message from the Chair: Weathering the Crisis---Again, by Tommy Griffin

*VIP Community Meeting for Staff Employees: Understanding the University Budget and Reductions in Force (Lay-offs)

*Heads Roll---More to Come: Re-structuring at Carolina Results in Dismissals

*Editorial Opinion: Questions about the Future of Employment at UNC, by Alan Moran

*Speak Up! How to Contact Your Legislators

*Response to Looming Lay-offs: Cuts Don't Heal Coalition

*Document What You Do and What It's Worth

*Back in the Day: Saving Money at Carolina

*Housing Bubble Collapse to Be Followed by College Bubble?

*UNC, Inc.---"Higher Education and the Low-Wage Nation"

*News You Can Use: Genealogy Workshop Offered

*An Important Notice: When UNC Employees Become Patients at UNC Health Care

*The UNC Workplace Literacy Program: Can You Read This? Do You Know Someone at Carolina Who Can't?

*Time for Employee Forum Elections!

*Editorial Opinion: You Can Do It! Becoming an Employee Forum Delegate, by Brenda Denzler

*News You Can Use: What's THAT Tree?!!

*Whatever Became of...TEAM CLEANING?

*A Management Manifesto: New Head of Facilities Services Speaks to Employee Forum

*Student Actions with Workers Speaks Out: A Fundamental Workplace Problem for Housekeepers: Understaffing

This email is sponsored by: Employee forum

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Gina Platz <gina@email.unc.edu>
Sent: Friday, February 27, 2009 10:06 AM
To: SP 09 List of instructors for Multimedia classrooms <spring09instructors@listserv.unc.edu>
Subject: [spring09instructors] DVD Players in Multimedia Classrooms

---

Hello All,

I am writing to inform everyone that we have discovered a manufacturer defect in the Denon DVD players that we currently use in general purpose classrooms across campus.

We are currently working quickly with Denon and others to get a solution in place so that we can repair these units as quickly as possible. The main buildings that we have seen these issues have been Dey, Gardner and Saunders.

If you rely heavily on DVD's for your instructional agendas, I would like to offer an alternative solution so that you don't find yourself in a situation with no media for your class. If you have access to a laptop for your class period, then you could play your DVD through that (and still use the installed projectors).

We apologize for any inconvenience this may cause and we are working quickly to resolve the issue. Please contact the Hotline or myself directly if you have any questions or issues about any of the multimedia rooms across campus.

Thank you for your patience and support!
gina

--
Gina Platz
ITS Classroom Hotline Manager
http://hotline.unc.edu
919.962.1450 (v)
(c)
919.962.8349 (f)
08 Peabody Hall, CB#3503
gina@unc.edu

-- You are currently subscribed to spring09instructors as: smutima@email.unc.edu. To unsubscribe click here: http://lists.unc.edu/u?id=15964247.7cdd3d42952a6d5943d0e80cc1f33113&n=T&l=spring09instructors&o=24142173, or send a blank email to leave-24142173-15964247.7cdd3d42952a6d5943d0e80cc1f33113@listserv.unc.edu.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, March 2, 2009 4:24 PM
To: Mutima, Smoketye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Lunch with One

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-24162997-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Print Friendly

LUNCH WITH ONE

Wednesday, March 4
1:00 - 2:00 PM

One expert, one hour, one work of art - it's Lunch with One at the Ackland. Enjoy an hour of inspiration and information this Wednesday as Assistant Professor of Art History Wei-Chen Lin helps to celebrate the new exhibition *Sage in the Bamboo Grove* with his presentation **Sherman Lee, Tani Buncho (1763-1840), and Japanese "Crazy Painting"*(kyo-ga)***.

Don't forget to bring your lunch!

Free to members | $5 non-members
Registration recommended (call 919.966.5736)

IN THE GALLERIES

At the Heart of Progress: Coal, Iron, and Steam since 1750 - Industrial Imagery from the John P. Eckblad Collection
On display until May 17, 2009

Sage in the Bamboo Grove: The Legacy of Sherman E. Lee
On display until September 20, 2009

Cultural Politics and Contemporary Art
On display until March 29, 2009

Reinventing the Figure
On display until March 22, 2009

Metamorphosis in Ovid's Poetry and Early Modern Art
On display until August 2, 2009

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Tani Buncho, Japanese, 1763-1840: *Snow-covered Tree* (detail),1838; hanging scroll; ink on paper. Gift of Ruth and Sherman Lee

Thank you for subscribing to Ackland e-news!

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of fertility@unc.edu
Sent: Tuesday, March 3, 2009 11:34 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Trying to get pregnant or about to start trying?

Are you or is someone you know trying to get pregnant or about to start trying?

Time-to-Conceive is a research study at the University of North Carolina at Chapel Hill focusing on fertility in women between 30 and 44 years of age. To learn how you can be in the study, call us at (919) 843-8246 or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Monetary compensation for study activities

No medicines or pills to take and no changes to daily lifestyle or existing health care routine.

Please visit our new website at www.med.unc.edu/timetoconceive for more information.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: Obstetrics and Gynecology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	bounce-24194058-16518399@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent:	Friday, March 6, 2009 8:38 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	Administrative Managers <asmgrs@listserv.unc.edu>; James S Reznick <reznick@email.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] [Fwd: First Year Seminar/ Entrepreneurship Course Development Grants]

The enclosed message from Steve Reznick/ First Year Seminars is being sent to all faculty in the College of Arts and Sciences, with a cc to administrative managers. Note: applications will be reviewed beginning March 21.

* * *

Faculty invited to apply for First Year Seminars in Entrepreneurship course-development grants

Chapel Hill, N.C. — UNC-Chapel Hill faculty in the College of Arts and Sciences who are interested in exploring the impact and relevance of entrepreneurship in their disciplines in a First Year Seminar format are invited to apply for $5,000 course-development grants funded by the Carolina Entrepreneurial Initiative (CEI).

"The entrepreneurial goal of creating enterprises, products or services that are financially sustainable based on the value they provide to others is an increasingly difficult but important challenge in the ongoing economic crisis," says Steve Reznick, associate dean for First Year Seminars and Academic Experiences, who manages the CEI grant program. Proposed seminars can focus on any aspect of entrepreneurial endeavor or look more broadly at topics such as the history of entrepreneurship, the psychology of entrepreneurs, the role of innovation in the arts or factors influencing the evolution of institutions.

"The key goal is to inform and engage undergraduates regarding issues related to entrepreneurship in a course format that is appropriate for a First Year Seminar," Reznick says.

The program awards grants to selected faculty who agree to offer the seminar at least three times during the next four years. The program awards grants to selected faculty who agree to offer the seminar at least three times in the next four years. Faculty interested in applying should visit http://www.unc.edu/fys, select the "For Faculty" tab and "FYS Funding" to download an application. Use the "Policies and Procedures" tab to learn more about the FYS program. Applications will be reviewed beginning March 21.

For more information or questions, contact Reznick at reznick@unc.edu or (919) 962-9720.

The First Years Seminar in Entrepreneurship grant program is a signature offering of the Carolina Entrepreneurial Initiative (CEI), a university-wide program that helps UNC students, faculty and staff learn to transform their ideas into new ventures of all kinds. The $11-million program is funded in part by the Ewing Marion Kauffman Foundation, managed by the Frank Hawkins Kenan Institute of Private Enterprise and led by faculty and staff across the university from an array of disciplines. Successful entrepreneurs, many of them Carolina alumni, serve as advisors, lending their real-world expertise. For more information, visit www.unc.edu/cei.

# # #

First Year Seminars contact:
Steve Reznick (919) 962-9720, reznick@unc.edu or

Carolina Entrepreneurial Initiative contact:
Cyndy Falgout, (919) 401-3548, falgout@cyndyfalgout.com

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

- -- You are currently subscribed to

african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, March 9, 2009 4:03 PM
To: Mutima@mxp2.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This Week at the Ackland

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at the ackland

Tuesday, March 10

CURATORS CLINIC

1:00 - 4:00 PM

Every other month, the Ackland invites the public to bring in a work of art for consideration by an Ackland expert. While Ackland staff is unable to appraise works of art, curators may offer insight into the significance of the piece as well as the techniques used by the artist, condition, and subject matter. Only one work per person allowed. Please call 919.843.3677 to make an appointment.

Free for members / $5 for non-members.

Friday, March 13

ART AFTER DARK

Museum open until 9 PM

Visit the Ackland this Friday for Art after Dark! During these special evening hours, enjoy our cash bar (beer and wine), light refreshments, and live music.

Friday's Art after Dark features music from **Invisible** - a group that performs on instruments made from repurposed bits of consumer and industrial junk, including typewriters (like the IBM Selectric "piano" above), computer hard drives, plastic cups, toy instruments, clothes driers, and highway signage.

Music begins at 5:00 PM. Free.

Saturday, March 14

DRAWING IN THE GALLERIES

10:00 AM - 12:00 PM

Join the Ackland's Amanda Hughes for drawing in the Ackland galleries. Bring paper and dry media (crayon, pencils, etc.). All levels are welcome. Free.

Saturday, March 14

DRAWING FOR KIDS

10:00 AM - 12:00 PM

Nine- to twelve-year-olds practice techniques like contour drawing, linear perspective, shading, and drawing people. Materials provided.

Registration required and limited - to register, call 919.966.5736

IN THE GALLERIES:

At the Heart of Progress: Coal, Iron, and Steam since 1750

Sage in the Bamboo Grove: The Legacy of Sherman E. Lee

Cultural Politics and Contemporary Art

Reinventing the Figure

Metamorphosis in Ovid's Poetry and Early Modern Art

NEXT WEEK:

Monday, March 16
Afternoons at the Ackland:
A Members Only Event
11:30 AM - 2:00 PM

Wednesday, March 21
Art & Literature in the Galleries
7:00 - 8:30 PM

Thursday, March 22
Art & Literature in the Galleries
3:30 - 5:00 PM

Please visit our calendar for a full listing of special programming and events.

Free to members | $5 non-members

Monday, March 16

AFTERNOONS AT THE ACKLAND

11:30 AM - 2:00 PM

Ackland members at the contributor level and above are invited to enjoy and support the Ackland by attending this special lunch followed by a private tour of *Sage in the Bamboo Grove*.

Not a member yet? Call 919.843.3676 now to become one and take advantage of special member benefits.

$15 | For members at the contributor level ($125) and above only
RSVP to Kyle Fitch at kyle_fitch@unc.edu, 919.843.3676
Reservations required

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Egon Schiele, Austrian, 1890-1918: *Seated Woman* (detail), 1918; black colored pencil drawing. Burton Emmett Collection.

Norman Kent, American, born 1903: *Young Boy Drawing* (detail), 1930; linoleum-cut print. Burton Emmett Collection.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-24209408-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of diana_urlaub@unc.edu
Sent: Tuesday, March 10, 2009 10:32 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Focus group for soon-to-be moms or new moms

---

Are you or is someone you know currently pregnant? Have you or has someone you know given birth recently? Would you like to participate in a focus group and
receive $30? If so, read on.

The Center for Women's Health Research is holding focus groups to learn about women's opinions and experiences related to dental health during their pregnancy. Participants will attend one two-hour focus group. Dinner and childcare will be provided.

You may be eligible if:
* You are at least 24 weeks pregnant OR if you have a baby age 6 months or younger
* Your annual household income is less than $30,000
* You do not have private dental insurance

There will be several groups taking place during the evenings in March and April. Please call (919) 843-0442 or send an email to diana_urlaub@unc.edu to find out about dates and times.

The principal investigator for this study is Dr. Kim Boggess, Department of Obstetrics and Gynecology, University of North Carolina. This research study and this message have received approval from the UNC Institutional Review Board on research involving human subjects, study #07-1447.

This email is sponsored by: Obstetrics and Gynecology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Tuesday, March 17, 2009 3:02 PM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] [Fwd: African Economics talk this Friday]

George Ayittey, PhD

Distinguished Economist at American University and President of the Free Africa Foundation

"African Solutions to African Problems"

Friday, March 20

12:30-1:30pm

1301 McGavran-Greenberg

UNC Gillings School of Global Public Health

Everyone is welcome to attend.

This event is co-sponsored by:

The Office of Global Health (www.sph.unc.edu/globalhealth/);

The Institute for Global Health and Infectious Diseases (globalhealth.unc.edu);

Africa Rising (www.africarising.org)

--
Gretchen L. Van Vliet, MPH
Director, Office of Global Health
Adjunct Assistant Professor, Public Health Leadership Program
Gillings School of Global Public Health
The University of North Carolina at Chapel Hill
CB#7400, 124 Rosenau Hall
Chapel Hill, NC 27599-7400

Tel: 919.843.7723

Fax: 919.966.6380
email: gretchen_vanvliet@unc.edu
URL:http://www.sph.unc.edu/globalhealth/

--

Stacey Sewall
African Studies Center
UNC-Chapel Hill
(919) 962-1522

From:	nobody@notify.unc.edu on behalf of dads@unc.edu
Sent:	Tuesday, March 17, 2009 8:54 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Focus Group for Dads

Announcement:

There is NO play book for raising a teenage girl! Introducing Dads and Daughters, a focus group for fathers with daughters in grades 6-12.

Do you worry about the images your daughter sees on TV, online or in magazines? Do you want to aid in the development of a playbook that can help dads and daughters communicate during this time?

The University of North Carolina's Eating Disorders Program is conducting a research study to explore the experiences of fathers of middle school and high school girls. Participants will take part in a two hour focus group to discuss their views on issues facing teenage girls: perfectionism, eating, communication, fashion, media and peer influences. There is no cost for participation.

Please contact us at 919-966-2882 or dads@unc.edu

Approved IRB # 08-1887

This email is sponsored by: Psychiatry Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of childhear@med.unc.edu
Sent:	Tuesday, March 17, 2009 9:41 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Child Participants Needed for Hearing Research Study

---

The Human Auditory Development Laboratory is currently recruiting children between 5-14 years old to help us learn more about how children hear in noisy environments.

During the testing, your child will sit in a sound-treated room and will listen to sounds presented over earphones. Your child will be asked to indicate when they hear sounds by either touching a picture on a touch-screen monitor or telling an assistant who sits inside the booth with your child during testing. The sounds we use are not loud.

One visit to the laboratory are required. The visit lasts about one hour. You will receive $15/hour and a parking pass for parking if you drive to the lab.

If you are interested please call (919) 843-3672 or email childhear@med.unc.edu and leave your first name, and a number by which we can reach you (indicating the best times to call).

The principal investigator for this study is Lori Leibold, PhD, Department of Allied Health Sciences.

This study has been approved by the University of North Carolina at Chapel Hill's Institutional Review Board: Study# 06-0840.

This email is sponsored by: Allied Health Sciences

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, March 17, 2009 10:39 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: BRIDGES--Academic Leadership for Women

---

BRIDGES Academic Leadership For Women is accepting applications for the fall, 2009 program. The program is organized into four weekend sessions between September 11 and November 14, 2009. The application deadline is May 1, 2009.

If you would like to speak with someone about BRIDGES please contact Annette Madden at 962-1123 or madden@email.unc.edu.

For more information about BRIDGES or to apply, visit our Web site: http://www.fridaycenter.unc.edu/bridges

This email is sponsored by: Friday Center for Continuing Education

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Thursday, March 19, 2009 10:24 AM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Budget Update: 5% State Budget Cuts for Next Fiscal Year

---

Dear Faculty, Staff and Students:

I promised to keep you informed as we cope with inevitable budget cuts for fiscal 2009-2010. We're still in a stronger position than most universities, but the cuts that we are facing will be painful.

The state budget remains in flux. This week, Governor Perdue released her budget. President Bowles has praised the proposal's support of enrollment growth and need-based financial aid. He also has pledged to continue advocating for holding next fiscal year's state budget cuts to the campuses to 5 percent because of our vital role in preparing the North Carolina workforce. The president also is pushing for full flexibility in how we manage those cuts to protect the academic core.

We support the president's positions as the General Assembly prepares for the next steps in the state budget debate. We're hopeful that cuts to the UNC system ultimately will be minimized. But even so, we already know that what we at Carolina do - and how we do it - will be significantly affected.

Given the state's estimated $3.4 billion budget shortfall, it's not in the University's best interest to delay the tough decisions required in making cuts for next fiscal year. The longer we wait to enact inevitable cuts, the deeper the cuts likely would be. Earlier today, I instructed vice chancellors, deans, associate provosts, center and institute directors, and the director of the Area Health and Education Centers Program to make cuts for programs, operations and staffing equivalent to a 5 percent recurring state budget reduction to coincide with the start of the new fiscal year. Units must move forward now to carry out plans for a July 1 effective date. Regrettably, we know this means eliminating some positions of employees subject to and exempt from the State Personnel Act (SPA and EPA non-faculty).

Regarding faculty, I want to reiterate that we don't foresee circumstances that would lead to the elimination of tenured faculty, the canceling of fixed-term contracts in the middle of their terms, or alteration of tenure decisions based on budget concerns. And we have no plans to discharge tenure-track faculty because of the economy.

This fiscal year, all UNC campuses have made one-time budget reductions that total 7 percent of state appropriations - roughly $36 million at Carolina. All along, we've asked the vice chancellors and deans to do everything possible to reduce expenses before eliminating positions and laying off or terminating employees. I affirm that position today. But some units will find that job cuts are unavoidable because we face at least a 5 percent recurring state budget reduction that would total nearly $29 million.

Please understand that the timing reflects how long it will take managers and our human resources staff to work through state and University policies - which provide benefits to our affected employees - so the University can achieve cost savings beginning July 1.

Last month, I authorized Brenda Malone, associate vice chancellor for human resources, to create the Employee Assistance Fund to enhance the

outplacement services we provide for people who have been laid off. We expect those services to be in place soon.

Many of you have advocated for temporary furloughs, which we still support if the General Assembly grants the UNC system that authority. But that decision isn't likely to come soon, and the resulting short-term savings wouldn't be sufficient to cover the University's state budget shortfall. People also ask why we can't use other funding sources since state dollars represent less than a quarter of our total budget. Those other funds - federal research grants for faculty research, tuition and fees, and private gifts, which generate endowment income - are restricted in how they can be used. Our endowment earnings, like those at other universities, have been negatively affected by the global economic downturn and are also a factor in our budget planning at the unit and campus levels.

When we posted redacted state budget cut scenarios on the Carolina Budget Information Web page, we said these were strictly for planning purposes and didn't reflect actual decisions. That's still true. Please don't assume that those scenarios are the basis for the next steps that I've announced today. Our vice chancellors and deans have continued to refine - or make wholesale changes - to those original scenarios. They have and will continue to communicate within the units about what their plans mean for schools and departments.

I understand the pain that this information will bring to people who have devoted themselves to this University, and I am sorry that we have to take this step. I ask for your support and patience as we navigate this economy, and I promise to keep you informed. I also encourage you to continue sharing any creative cost-cutting suggestions via e-mail at budgetideas@unc.edu.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: Olympia Friday <ofriday@email.unc.edu>
Sent: Thursday, March 19, 2009 12:52 PM
To: Stone Center Announcement <stonelistserv@listserv.unc.edu>
Subject: [stonelistserv] Senator John Kerry to Speak March 20 at UNC-CH

Senator John Kerry, Chair of the Senate Foreign Relations Committee, will deliver the Weil Lecture on American Citizenship on Friday, March 20th at 2:30 p.m. in Hill Hall auditorium. The lecture, presented by the Institute for the Arts and Humanities, is free and open to the public.

Visit the following Web sites for more information:

News Release
http://snipurl.com/e5e8n

Weil Lecture:
http://iah.unc.edu/programs/community-programs/lectures/weil

The Sonja Haynes Stone Center
for Black Culture and History
919.962.9001
http://www.unc.edu/depts/stonecenter

--- You are currently subscribed to stonelistserv as: smutima@email.unc.edu.
To unsubscribe click here: http://lists.unc.edu/u?id=4979597.f2aa3e793ef5b9e336adf56d6b987be1&n=T&l=stonelistserv&o=24277193 or send a blank email to leave-24277193-4979597.f2aa3e793ef5b9e336adf56d6b987be1@listserv.unc.edu

From: nzongola@email.unc.edu
Sent: Monday, March 23, 2009 3:16 PM
To: Julius Nyang'oro <jen321@email.unc.edu>
Cc: Alphonse Mutima <smutima@email.unc.edu>; Donato Fhunsu <dfhunsu21@unc.edu>
Subject: Re: [Fwd: journalist on Africa]

Thanks, Julius. I have already agreed to have Michael Kavanagh speak in
my Central Africa class on March 30.
Georges

Quoting Julius Nyang'oro <jen321@email.unc.edu>:

> Colleagues:
> I am forwarding notice of a visitor who looks interesting. I am
> forwarding this specifically to the three of you because of your
> personal interest but I will forward it again to the rest of the
> faculty in the department.
> Best,
> Julius
>

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Friday, March 27, 2009 7:31 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Cc: Alphonse Mutima <smutima@email.unc.edu>
Subject: [Fwd: Request to register for class]

Hi Debby,

I'm passing this on to you - thanks!

Stacey

-------- Original Message --------
Subject: Request to register for class
Date: 02:50:52 -0400
From: @gmail.com>
To:sewall@email.unc.edu
CC:smutima@email.unc.edu

Hello Stacey,

I'm a student in the Department of I plan to take SWAH , the , this summer as part of I have received. I have Dr. Mutima's permission to attend the class. I am having a difficulty registering for the class and am hoping you can assist me. Can you please assist me in adding my name to the class or contacting the relevant person who can assist in this regard. I am unable to log onto the class registration page on my student central account. The registrar of my department could not locate this class on her system; hence she was unable to assist me either.

Any assistance in this regard would be greatly appreciated.

Thank you,

--

Stacey Sewall
African Studies Center
UNC-Chapel Hill
(919) 962-1522

From: Tom Linden MD <linden@unc.edu>
Sent: Friday, March 27, 2009 12:00 PM
To: smutima@email.unc.edu
Subject: Re: Michael Kavanagh's lecture on Monday at 11:00am

Thanks for the update.

Tom

--On Thursday, March 26, 2009 10:02 PM -0400 smutima@email.unc.edu wrote:

> Dr.Linden:
>
> Thank you for your response.I will check with my students before sharing
> with you our final decision.
>
> Best.
>
> Alphonse Mutima
>
> Quoting Tom Linden MD <linden@unc.edu>:
>
>> Dr. Mutima:
>>
>> We have no extra seats in the room, but if your students are willing
>> to sit on the floor, they are welcome to join in CA 132. The class
>> starts at 11 a.m., but I am not expecting Mr. Kavanagh until 11:15
>> a.m. So that would be a good time to arrive. I'll be taking care of
>> class business in the first 15 minutes of class.
>>
>> Please let me know if you'll be coming. Thanks.
>>
>> Tom L.
>>
>> --On Thursday, March 26, 2009 2:43 PM -0400 smutima@email.unc.edu wrote:
>>
>>> Dear Dr. Linden:
>>>
>>> This afternoon, I spoke with Dr.Cole about the possibility for my
>>> students to attend Mr.Kavanagh's lecture with yours on Monday at
>>> 11:00am.Please, let me know what you think about my request.I only have
>>> 15 students.
>>>
>>> Best.
>>>
>>> Alphonse S. Mutima, Ed.D.
>>> Adjunct Assistant Professor of Kiswahili
>>> Department of African and Afro-American Studies
>>> UNC-Chapel Hill
>>>
>>>>
>>>> --- You are currently subscribed to
>>>> african-and-afro-american-studies-faculty as: smutima@email.unc.edu.
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From: Tom Linden MD <linden@unc.edu>
Sent: Friday, March 27, 2009 1:02 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: Michael Kavanagh's lecture on Monday at 11:00am

Great. You may want to check out my syllabus. I've listed several links
sent to me today by Mr. Kavanagh:

<http://www.unc.edu/~trl/syllabi/121.html>

Tom

--On Friday, March 27, 2009 12:13 PM -0400 Alphonse Mutima
<smutima@email.unc.edu> wrote:

> My students and I will attend.
>
> Alphonse
>
> Tom Linden MD wrote:
>> Thanks for the update.
>>
>> Tom
>>
>> --On Thursday, March 26, 2009 10:02 PM -0400 smutima@email.unc.edu wrote:
>>
>>> Dr.Linden:
>>>
>>> Thank you for your response.I will check with my students before sharing
>>> with you our final decision.
>>>
>>> Best.
>>>
>>> Alphonse Mutima
>>>
>>> Quoting Tom Linden MD <linden@unc.edu>:
>>>
>>>> Dr. Mutima:
>>>>
>>>> We have no extra seats in the room, but if your students are willing
>>>> to sit on the floor, they are welcome to join in CA 132. The class
>>>> starts at 11 a.m., but I am not expecting Mr. Kavanagh until 11:15
>>>> a.m. So that would be a good time to arrive. I'll be taking care of
>>>> class business in the first 15 minutes of class.
>>>>
>>>> Please let me know if you'll be coming. Thanks.
>>>>
>>>> Tom L.
>>>>
>>>> --On Thursday, March 26, 2009 2:43 PM -0400 smutima@email.unc.edu
>>>> wrote:
>>>>
>>>>> Dear Dr. Linden:
>>>>>
>>>>> This afternoon, I spoke with Dr.Cole about the possibility for my
>>>>> students to attend Mr.Kavanagh's lecture with yours on Monday at
>>>>> 11:00am.Please, let me know what you think about my request.I only
>>>>> have 15 students.
>>>>>
>>>>> Best.

>>>>>
>>>>> Alphonse S. Mutima, Ed.D.
>>>>> Adjunct Assistant Professor of Kiswahili
>>>>> Department of African and Afro-American Studies
>>>>> UNC-Chapel Hill
>>>>>
>>>>>>
>>>>>> --- You are currently subscribed to
>>>>>> african-and-afro-american-studies-faculty as: smutima@email.unc.edu.
>>>>>
>>>>>
>>>>
>>>>
>>>>
>>>> _/_/_/_

Chapel Hill, NC 27599-3365

tel: 919 962-4078
fax: 919 962-0620
email: linden@unc.edu
web: http://www.unc.edu/~trl

_/_/_/

From:	bounce-24379518-16764898@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent:	Wednesday, April 1, 2009 2:27 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	Wendy D Riley <wendy_riley@unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] Seeking Nominations for Award in Management 2009
Attach:	Award in Mgmt Nomination Form.doc

The enclosed message and attached form are being sent to all faculty and staff in the College of Arts and Sciences, on behalf of Wendy Riley in the Dena's Office. Note: April 24 deadline.

* * *

Call for nominations for the 2009 Award in Management

An annual Award in Management was established in 2005 to acknowledge the dedication and hard work of the administrative managers in each of our units who coordinate and serve as liaisons with the Dean's Office.

Nominations for the 2009 College of Arts and Sciences Award in Management are due by Friday, April 24, 2009. The criteria for the award are listed on the attached nomination form. Up to three letters of support addressed to La-Eula Davis (Dean's Office, CB # 3100, 205 South Building) will be accepted.

The 2009 award recipient will be announced on Wednesday, June 10th at the Arts and Sciences Manager's Award Luncheon.

Again, the nomination deadline is Friday, April 24th .

Return nominations to:

La-Eula Davis
College of Arts & Sciences
CB# 3100, Dean's Office
Phone#: 2-1165
Fax#: 2-2408

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of fertility@unc.edu
Sent: Wednesday, April 1, 2009 8:19 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Trying to get pregnant or about to start trying?

Are you or is someone you know trying to get pregnant or about to start trying?

Time-to-Conceive is a research study at the University of North Carolina at Chapel Hill focusing on fertility in women between 30 and 44 years of age. To learn how you can be in the study, call us at (919) 843-8246 or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Monetary compensation for study activities

No medicines or pills to take and no changes to daily lifestyle or existing health care routine.

Please visit our new website at www.med.unc.edu/timetoconceive for more information.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: Obstetrics and Gynecology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of IBSresearch@med.unc.edu
Sent: Wednesday, April 1, 2009 9:22 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do you have IBS? Participate in a research study

---

Subjects with irritable bowel syndrome are invited to participate in 3 research studies sponsored by The Center for Functional GI & Motility Disorders:

* Study 1 is looking at possible causes of IBS symptoms. This study requires one visit. Subjects must be willing to spend the night in the CTRC. (01-1397/CTRC-1846 approved by the Biomedical IRB 8/3/09)

* Study II plans to develop a questionnaire to measure sensitivity to abdominal pain. This study requires 2 visits to UNC to fill out health questionnaires and complete a 1.5 hour physiological test. (07-0274/CTRC 2597 approved by the Biomedical IRB 2/1/2010)

* Study III will examine the effects of an FDA approved drug for IBS on clinical pain. This study will require 5 additional visits to UNC. Subjects will be required to have 2 abdominal x-rays and take a study drug for 2 separate two week intervals. (07-0540/CTRC 2603 approved by the Biomedical IRB 2/1/2010)

Subjects can choose to participate in one or all three studies. Should you choose to enroll in all 3 studies, your participation will last 8-9 weeks. Compensation ranges from $250 - $750.

For more information and to determine if you are eligible, contact:

Study 1: Lenore Keck, RN at ibsresearch@med.unc.edu / 919-966-8329
Studies II and III: Jane_Tucker@med.unc.edu / 919-843-4906

This email is sponsored by: Dept of Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, April 1, 2009 11:05 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Final Four Parking and Transportation

---

ATTENTION UNC STUDENTS, STAFF, AND FACULTY:

Beginning 3 p.m., Saturday, April 4, 2009, several campus parking lots will be affected by the Men's Basketball Final Four operations. Beginning as early as 9:45 p.m., several streets may be affected. Consequently, it is highly recommended that students, staff, and faculty take a few moments to familiarize themselves with the overall parking and transportation plan. Advance planning and preparation on the part of everyone will go a long way toward making the operations plan work better and toward making the evening as pleasant as possible.

If UNC advances to the final game on Monday, April 6, 2009, several campus parking lots will be affected as early 5:30 p.m. and streets may be affected as early as 9 p.m.

MEN'S FINAL 4 BASKETBALL OPERATIONS (and potentially the Final Championship Game):
All normal campus parking regulations will be in effect for Saturday, April 4, 2009 and Monday, April 6, 2009. Parking Control Officers and tow trucks will be on campus to enforce the parking and road restrictions. Per regulations, any vehicle parked in any kind of violation may be towed, so motorists are encouraged to park legally. Tow fees range from $90 to $110 and citations range from $20 to $250. All fees must be paid prior to release of any towed vehicle.

STREET CLOSURES:
Several of the downtown streets may close to vehicular traffic following the games should UNC win. They are: (1) Franklin Street - from Raleigh Street to Roberson Street; (2) Columbia Street - from Rosemary Street to Cameron Avenue; (3) Raleigh Street - from East Franklin to Cameron Avenue (for a shuttle bus stop); (4) Cameron Avenue from Raleigh Street to Columbia Street; and (5) Residential streets near downtown will be closed except to residents of those streets and their guests.

If streets are closed, valid campus permit holders will be allowed access to the parking lots along Cameron Avenue if a valid parking permit for those lots is displayed and shown to the officers working at the intersections.

RESTRICTED PARKING:
To accommodate the Town of Chapel Hill's plan, campus employees working on north campus, and campus residents, several lots will be restricted or closed the Saturday night of the National Semifinal game. If the Tar Heels advance to the Final game on Monday, April 6, the same restrictions will be put into place.

* Bynum Circle (Bynum Lot, Caldwell Lot and Steele Lot) - restricted for NG3 permit holders and night parking.

* Swain Lot--restricted to EMS and Police vehicles only after 3 p.m. on Saturday and 5 p.m. on Monday. NG1 permit holders will need to relocate from the lot by 4 p.m. on Saturday and 6 p.m. on Monday. to

allow EMS & Police to set-up. Non-emergency vehicles remaining in the lot after the noted times will be towed at the owner's expense. Normal operations resume at 7:30 a.m. the following morning(s).

* Morehead Lot--restricted beginning 4 p.m. on Saturday and 6 p.m. on Monday. All vehicles remaining in the lot after the noted times will be towed at the owner's expense. Normal operations resume at 7:30 a.m. the following morning.

* International Relations (Coates Lot) --- restricted beginning 4 p.m. on Saturday and 6 p.m. on Monday. All vehicles remaining in the lot after the noted times will be towed at the owner's expense. Normal operations resume at 7:30 a.m. the following morning.

* Utility & Porthole Lots-- restricted beginning 4 p.m. on Saturday and 6 p.m. on Monday. All vehicles remaining in the lot after the noted times will be towed at the owner's expense. Normal operations resume at 7:30 a.m. the following morning.

* Park Place Lot--restricted to "N5" or "A" permit holders 7:30 a.m. Friday morning until 7:30 a.m. on Sunday morning and again from 7:30 a.m. on Monday morning until 5 p.m. on Tuesday. Vehicles without valid "N5 or A" permits will be cited and towed at the owner's expense.

* Public Safety Lot - Reserved for public safety operations staff and emergency vehicles only beginning 7:30 a.m. Saturday, April 4, 2009 until Sunday at 5 a.m. and Monday, April 6, 2009 from 7:30 a.m. until Tuesday, April 7th at 5:30 p.m..

SMITH CENTER PARKING:
The Bowles Lot, Business School Deck, Craige Deck, and Manning Lot are designated as public parking for patrons going to the Smith Center to view the Final 4 Semifinal game on Saturday and again for Monday, April 6, 2009, if the Tar Heel men should advance to the Final game. The Williamson Lot will be designated as disability parking. Parking will be $5.00.

POINT-TO-POINT SHUTTLE SERVICE:
The Point-to-Point Express campus shuttles will run during their normal hours during the Final 4. However, on Saturday night, April 4, the route will be modified due to the closing of portions of Raleigh Street, Franklin Street, and Columbia Street. Consequently, the P2P Express shuttles will run in the opposite direction (clockwise) than on all other nights. Also, rather than traveling on Rosemary and Franklin Streets, the route will travel east along Cameron Avenue before turning right onto Raleigh Street. It will also run counter-clockwise on Bowles Drive due to the parking operation in effect for the showing of the Semifinal game in the Smith Center.

P2P Express will NOT serve the following normal stops:
* Swain Hall
* Stops along Franklin or Rosemary Streets
* Stops along Raleigh Street north of Cameron Avenue
P2P WILL stop at the following stops during the Final Four operations only:
* Cameron Avenue across from the Old Well

Riders may experience delays at times throughout the evening due to increased traffic on campus and the anticipated higher than normal demand for service. Riders are asked to be patient, and head normal safety precautions throughout the evening as they wait for service. Additionally, riders should note the Town of Chapel Hill is prohibiting certain items from the Franklin Street area, so it is suggested riders

not board the bus with the items the Town will prohibit. Town prohibited items include alcoholic beverages, glass bottles, fireworks and explosives and / or flammable substances, paint, weapons, and animals.

*Note: P2P will follow the plan listed above following Carolina wins in the Final Four Semifinal game on Saturday, April 4 and again on Monday, April 6, if UNC advances to the Final game.

GENERAL PARKING INFORMATION:
For more campus Final Four parking and transportation information (including P2P Express service), call (919) 962-3951, weekdays, 7:30 a.m. - 5:00 p.m. or visit the "Final Four Transportation and Parking" link from the UNC Department of Public Safety main homepage at:

http://www.dps.unc.edu

Thank You for Your Cooperation and Understanding,
UNC Public Safety

This email is sponsored by: UNC Public Safety

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of diana_urlaub@unc.edu
Sent: Thursday, April 2, 2009 9:35 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Focus group for soon-to-be moms or new moms

---

Are you or is someone you know currently pregnant? Have you or has someone you know given birth recently? Would you like to participate in a focus group and receive $30? If so, read on.

The Center for Women's Health Research is holding focus groups to learn about women's opinions and experiences related to dental health during their pregnancy. Participants will attend one two-hour focus group. Free child care and a meal will be provided.

You may be eligible if:
* You are at least 24 weeks pregnant OR if you have a child age 6 months or younger
* Your annual household income is less than $30,000 or you receive Medicaid
* You do not have private dental insurance

Call (919) 843-0442 or send an email to diana_urlaub@unc.edu to find out about dates and times.

The principal investigator for this study is Dr. Kim Boggess, Department of Obstetrics and Gynecology, University of North Carolina. This research study and this message have received approval from the UNC Institutional Review Board on research involving human subjects, study #07-1447.

This email is sponsored by: Obstetrics and Gynecology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of research_support@unc.edu
Sent:	Thursday, April 2, 2009 10:37 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Research Support April 2009 Issue Now Available

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The April 2009 issue of RESEARCH SUPPORT online newsletter is now available for viewing at http://research.unc.edu/rs/

IMPORTANT NEWS: Major new funding opportunities and announcements about 2009 Recovery Act funding will be high-lighted in this and future issues of the newsletter. A new section "Recovery Act" has been added to the newsletter funding opportunities section. The Federal News section will contain important news and policy announcements from federal agencies about Recovery Act funding, and the Campus News section will include key procedural and policy guidelines from the Office of Sponsored Research and the Office of the Vice Chancellor for Research and Economic Development.

In this issue:
Funding Opportunities
Major funding opportunities from state, public, and private agencies, as well as from UNC-Chapel Hill.

* RECOVERY ACT
* Carolina Internal Funding Opportunities
* National Science Foundation
* National Institutes of Health
* Social and Behavioral Sciences
* Health and Medical Sciences
* Life and Physical Sciences
* Arts and Humanities

Campus News

* Recovery Act Proposal Submission Procedures
* Budget Controls for Contract and Grant Accounts
* New Mercury-Free UNC Policy
* New Associate Vice Chancellor and Director of OSR
* Research Expo featuring Program Officers at UNC-Greensboro
* 2009 Women's Health Research Conference
* Carolina Innovations Seminar: "What to Expect When You're Inventing"
* New Patents and License Agreements

Funding Tips

* Making a Good First Impression with Your Letter of Inquiry
* Get to Know the Projects and Activities of NIH-funded PIs
* COS Helps Track Recovery Act Funding
* Remote Access to COS
* Promoting Grantee Awareness Webinar: Susan G. Komen for the Cure. Research Grants

Federal News

* NSF Implementation of the American Reinvestment and Recovery Act
* NIH Announces Recovery Act Supplement Funding
* NIH Recovery Act Infrastructure Funding
* CDC Injury Research Agenda 2009-2018 Released
* NIH Fiscal Policy for Grant Awards--FY 2009
* NIH Public Access Policy Made Permanent
* AAAS Analysis of the Federal Omnibus Budget for 2009
* NIH Summer Institute on Community-Based Research Targeting the Medically Underserved
* SBIR Program Extended Until July 31

View the issue at http://research.unc.edu/rs/

RESEARCH SUPPORT provides Carolina faculty and research staff with funding opportunities, sponsored research news, funding tips, and timely information from all of the offices supporting research at Carolina. It is published by the Office of the Vice Chancellor for Research and Economic Development, GrantSource Library. Email research_support@unc.edu

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Barbara Anderson <b_anderson@unc.edu>
Sent: Wednesday, April 8, 2009 9:06 AM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Cape Town Info Session Today! 3-4pm

Please announce to your classes:

Are you interested in a study abroad experience that allows you to immerse yourself in South Africa culture and gain valuable work experience? The Honors Semester in Cape Town still has spots available for the Fall semester. If you are interested in learning more about this wonderful opportunity, please join us for an information session today at 3:00pm in Graham Memorial 039. This will also be a great opportunity to hear from students who have participated in the program last Fall and meet Vernon Rose, who is our program coordinator and has worked with the program for 10 years. It is an opportunity that should not be missed and we hope to see you there!

Honors Semester in Cape Town (Info Session)
Wednesday, April 8; 3:00-4:00pm
Graham Memorial 039

Program brochure: http://studyabroad.unc.edu/programs.cfm?pk=398
Contact: Ms. Friederike Seeger at fseeger@unc.edu

--

Friederike M. Seeger
Director of Burch Programs and Honors Study Abroad
CB 3510, 230 Graham Memorial
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3510
Phone: 919-962-9680
E-mail: fseeger@unc.edu

--

Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 FedEx Global Education Center
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu
www.global.unc.edu/africa

You are currently subscribed to asc_faculty axsd: smutima@email.unc.edu.
To unsubscribe send a blank email to leave-24430139-9477645.e8e53de689c9670d0259bbbdf9022d75@listserv.unc.edu

From:	bounce-24433597-16971448@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent:	Wednesday, April 8, 2009 3:00 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	Administrative Managers <asmgrs@listserv.unc.edu>; Faye Lewis <flewis@email.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] FROM THE DEAN'S OFFICE: Save the Date - A&S Honors/Retirement Reception]

This message is being sent to all faculty in the College and as an fyi to all administrative managers. To attend, please RSVP directly to Faye Lewis by April 20 ; please do not reply directly to this email message.

Please save the date on your calendars.

WHEN: Tuesday, April 28, 2009
TIME: 5:00 pm – 6:30 pm
LOCATION: Hyde Hall – University Room
WHAT: Arts & Sciences Annual Spring Honors/Retirement Reception

The Dean's Office will host its Annual Spring Honors Reception on April 28th to recognize faculty who will retire at the end of the academic year and faculty who have received outstanding honors from **outside** of the University during this academic year. We will also be recognizing individuals from the College who have received advising awards from the National Academic Advising Association (NACADA), and special awards from Academic Advising.

Please make plans to join us. Please RSVP to Faye Lewis (flewis@email.unc.edu) no later than Monday, April 20, 2009.

Thanks,

Faye T. Lewis
Executive Assistant to the Dean

College of Arts & Sciences
The University of North Carolina
205 South Building, CB# 3100
Chapel Hill, NC 27599-3100

Phone: 919.962.3082
Fax: 919.962.2408

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of jshapiro@med.unc.edu
Sent: Thursday, April 9, 2009 12:43 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UNC Behavioral Weight Control Program - Now Enrolling

---

On the Weight Rollercoaster and Want to Get Off?
"The Empowerment Solution for Permanent Weight Control"

NOW ENROLLING FOR SPRING. ONLY 5 SPOTS REMAINING.
GROUP DAY AND TIME: WEDNESDAYS 11:00 - 12:00.
LOCATION: UNC Hospitals.

Weight loss is a gradual process. Speedy diets may work in the short-run but typically do not result in long-term weight maintenance. Long-term behavioral weight control programs usually result in a weight loss of 1-2 pounds per week, depending on several factors (e.g., initial body weight, adhering to the lifestyle change).

Based on the evidence, the UNC Eating Disorders Program offers a 5-month (20-week) Behavioral Weight Control Program which incorporates the important behaviors associated with long-term weight control. This program focuses on BEHAVIORAL strategies for weight control and HEALTHY NUTRITION.

Groups contain 10-12 participants who meet for one-hour per week to learn several skills and strategies to produce a permanent lifestyle change. All groups are facilitated by Dr. Jennifer Shapiro, Clinical Assistant Professor and licensed clinical psychologist.
Topics include:

* Balanced diet
* Exercise
* Learning the relationship between mood and eating
* Restaurant eating
* Meal planning
* Managing cravings
* Mindful eating
* Identifying triggers and cues
* Handling obstacles
* Goal setting
* Time management
* Weight maintenance.

Enrollment includes:

* 20 one-hour weekly group sessions
* Two sessions facilitated by a registered dietitian
* Book: Runaway Eating by Cynthia M. Bulik, PhD and Nadine Taylor, MS, RD
* CD-ROM: "The Empowerment Solution for Permanent Weight Control"
* Program materials.

Fee:

* $440 includes the 20-week course and all enrollment materials (equates to $22 per session).
* $50 deposit (included in the $440 fee) to hold your place and full payment due at first meeting.
* The UNC Health Care Flexible Spending account may be used with a letter from your physician. Check with your insurance company to

determine if you could receive reimbursement for this course.

Contact Information:

To receive more information, please contact Dr. Jennifer Shapiro,
Clinical Assistant Professor at 919-966-5262 or JShapiro@med.unc.edu.

Check with your physician before starting any weight control program.

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Thursday, April 9, 2009 3:53 PM
To: Mutima@mxp3.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Art after Dark and Mountain Top Removal Tomorrow!

---

at the ackland

Friday, April 10

ART AFTER DARK

Music 5:00 - 8:00 PM
Film begins at 8:15 PM

Don't forget about Art after Dark tomorrow night!
This special evening features bluegrass and Cajun music from **Okie Weiss and the Murder Ballads** followed by a screening of the award-winning documentary film ***Mountain Top Removal***. Director Michael O'Connell will introduce the film and take questions from the audience.

Film shown in the Hanes Art Center Auditorium.
Film admission $5, free to Student Friends of the Ackland.
Music and admission to the Museum free.

IN THE GALLERIES:

At the Heart of Progress:
Coal, Iron, and Steam since 1750

New Currents in Contemporary Art

Sage in the Bamboo Grove: The Legacy of Sherman E. Lee

Metamorphosis in Ovid's Poetry and Early Modern Art

NEXT WEEK:

Friday, April 17
Public Reception:
New Currents in Contemporary Art
6:00 - 8:00 PM

Saturday, April 18
Symposium:
Learning From the Legacy
Sherman E. Lee
6:00 - 8:00 PM

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-24442661-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: bounce-24447596-17025950@listserv.unc.edu on behalf of Kenneth Janken <krjanken@email.unc.edu>
Sent: Friday, April 10, 2009 2:01 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] McMillan and Janken on the ballot

---

Dear Colleagues,

Tim McMillan and I are running for separate seats on the Faculty Council. The elections are next week, and you cast you ballot via the web. I hope you will vote for Tim and me, whoever appears on your ballot.

Regards,
Kenneth
--
Kenneth R. Janken
Professor of Afro-American Studies
Department of African and Afro-American Studies
Battle Hall, Campus Box #3395
University of North Carolina
Chapel Hill, NC 27599-3395

and
Director of Experiential Education
Office of Undergraduate Curricula
Steele Bldg, Campus Box 3504
University of North Carolina
Chapel Hill, NC 27599-3504

(919) 962-1519 (voice)
(919) 962-2694 (fax)

http://uncpress.unc.edu/books/T-8059.html
http://www.umass.edu/umpress/spr_97/janken.html

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Sunday, April 12, 2009 8:23 PM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Religion, Culture and Politics -- Talk by Fatou Sow

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Hello Everyone,

As I'm sure you're aware, the African Studies Center is hosting a conference this week:

Gender, Islam, and Health in Africa
Thursday, April 16, 2009 - Saturday, April 18, 2009
Fedex Global Education Center, UNC-Chapel Hill

Funded through Title VI and more than 10 departments, colleges, and centers at UNC, this conference will assemble scholars and activists from the U.S. and Africa to participate in panels that will explore four different venues of public engagement for African Muslim women: literature, health, law, and politics. **If you would like to attend the conference and have not already done so, please register by either emailing me or visiting or online registration site** (link below)

We hope you will encourage your students to attend the keynote address, which is open to the public and will be given by Fatou Sow, head of the international coordination office of the Network of Women Living under Muslim Laws. Her talk, "*Religion, Culture and Politics: Isn't My Body Mine?*" will be given Thursday, April 16, 5:30 pm in the Nelson Mandela Auditorium, with a public reception to follow. Students are invited to attend both the talk and the reception, and we are looking forward to an interesting event. Dr. Sow's talk will deal with religion and culture, and the experience of African women under Muslim law. Dr. Sow has held faculty positions at University Paris Diderot and University Chiekh Anta Diop in Dakar, Senegal. She is currently a researcher at Centre National de la Recherche Scientifique (CNRS) in Paris and head of the international coordination office of the Network of Women Living under Muslim Laws.

More Information and Conference Registration Please Note: Registration is only required when attending the panel sessions - no registration is needed to attend the keynote. Co-sponsors include: African Studies Center, Department of African and Afro-American Studies, College of Arts and Sciences, Center for Global Initiatives, Women's Studies, Curriculum in International Studies, Asian Studies, Institute for African American Research, Odum Institute, Office of Diversity and Minority Affairs, and the Carolina Women's Center. Free. Please Contact: Barbara Anderson b_anderson@unc.edu for more information.

--

Stacey Sewall
African Studies Center
UNC-Chapel Hill
(919) 962-1522

From: Office of Faculty Governance <office_of_faculty_governance@unc.edu>
Sent: Monday, April 13, 2009 10:08 AM
To: smutima@email.unc.edu
Subject: Faculty Elections Ballot 2009

Dear Colleague,

Welcome to the 2009 UNC-Chapel Hill faculty elections. This message is being sent to you because you are a member of the UNC Voting Faculty. The annual faculty elections are one of the best ways for you to influence policy on a host of issues affecting the university's core teaching, research, and service missions. This year's elections are especially important as we will choose a new Chair of the Faculty.

Please take a few minutes to cast your ballot. Complete instructions for voting follow below.

Balloting opens today and will close on Monday, April 20, 2009 at 5:00 p.m. To be sure that your ballot is tabulated, please observe the deadline.

Instructions:

1. PREPARING TO VOTE. The Faculty Governance office has set up two web pages to help you prepare for voting:

A short sample ballot, which shows all candidates for all positions, in an easy-to-read list: (http://www.unc.edu/faculty/faccoun/Elections/2009/2009voterguideshort.shtml)

A full voter information guide, which includes credential information for all candidates, links to departmental or personal web pages for those who have one, and statements from all candidates who chose to submit one: (http://www.unc.edu/faculty/faccoun/Elections/2009/2009voterguidefull.shtml),

Once you enter the official ballot site (via a third and separate link provided at the end of this email), it may be difficult to return to either the sample ballot or the voter information guide. Therefore, I suggest that you print the short sample ballot, and then browse the full voter information guide for more information about the candidates. Mark the sample ballot with your choices and refer to it as you complete your official electronic ballot.

2. TO ENTER THE OFFICIAL BALLOT SITE: Please click the link below and then enter the Ballot ID Number listed under the link to access the ballots. The ID number is unique to you and may be used only once.

The positions for which you are eligible to vote will appear in a series. You may vote for fewer than the number of positions to be filled. Finish voting for one position before you continue to the next one. If your browser supports paging back and forward and you have not yet clicked the Submit button, you can return to any page. If you change your vote on a position, please use the Continue button at the bottom of that page to record your change.

You will not be able to change any of your votes once you have clicked the Submit button.

Link to the Official Ballot Site:

http://ir.unc.edu/facultyelections/facultyballot09.htm

Ballot ID Number: 577454848

If you have any problems accessing the ballot site, please reply to this email address for assistance. Thank you for helping keep faculty governance strong at UNC!

Joseph S. Ferrell
Secretary of the Faculty
jsferrel@email.unc.edu

From:	bounce-24462609-17106642@listserv.unc.edu on behalf of Julius Nyang'oro <jen321@email.unc.edu>
Sent:	Monday, April 13, 2009 12:32 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [Fwd: Playwright Oliver Mayer at UNC - Chapel Hill Wed. April 22, 2009]
Attach:	Playwright Oliver Mayer at UNC - Chapel Hill Wed. April 22, 2009.eml (706 KB).msg

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--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Maria DeGuzman <mdeguzman@earthlink.net>
Sent: Monday, April 13, 2009 12:30 PM
To: Julius Nyang'oro <jen321@email.unc.edu>; Cookie Newsom <newsom@email.unc.edu>; Nina Wallace <nwallace@email.unc.edu>; Denise <neicy421@email.unc.edu>; Nancy Kitterman <Nancy.Kitterman@scientificproperties.com>; nick.bruns@duke.edu; Neil Koul <koul@email.unc.edu>; Jocelyn Neal <jneal@email.unc.edu>; Natalia Espejo <espejo.n@gmail.com>; noramujica@yahoo.com; naumoff@email.unc.edu; Nina Martin <ninam@email.unc.edu>; normas@email.unc.edu; Oswaldo Estrada <oestrada@email.unc.edu>; Ricardo Ortiz <ortizr@georgetown.edu>; Todd Ramon Ochoa <ochoa@unc.edu>; oxman@email.unc.edu; Suzanne Oboler <soboler@jjay.cuny.edu>; ornoff@email.unc.edu; oh8@duke.edu
Subject: Playwright Oliver Mayer at UNC - Chapel Hill Wed. April 22, 2009
Attach: Oliver_Mayer.pdf; ATT33403.htm

The UNC Latina/o Culture(s) Speakers Series presents:

□Fil□n y Rabia: Outsized Feelings and Yearnings without End□

Oliver Mayer
6 pm, Wednesday, April 22
Gerrard Hall □ located on East Cameron Avenue between Memorial Hall and South Building, near the Old Well and the Campus Y
http://www.carolinaperformingarts.org/aboutus/gerrard.aspx

Oliver Mayer is the author of over twenty plays, including the recent smash hit *D□as y Flores*, *Laws of Sympathy*, *Conjunto*, *Young Valiant*, *Joe Luis Blues*, and *Blade to the Heat*. *The Hurt Business: a Critical Portfolio of the Early Works of Oliver Mayer, Plus* is published by Hyperbole Books. *Oliver Mayer: Collected Plays* is published by NoPassport Press. Mayer wrote the libretto for the opera *Am□rica Tropical* composed by David Conte. He is currently writing films about Latina/o icons Ad□n Sanchez and Carlos Gardel. Mayer is Assistant Professor of Dramatic Writing at the USC School of Theatre.

Sponsored by the Teatro Latino Series, the Carolina Performing Arts New Play Development Series, and the UNC Program in Latina/o Studies.□For more information, please contact Ashley Lucas at lucasa@email.unc.edu.

To visit the website of the UNC Program in Latina/o Studies go to:□
http://english.unc.edu/latina-o/UNCLatResources.html

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Sponsored by the Teatro Latino Series, the Carolina Performing Arts
New Play Development Series, and the UNC Program in Latina/o Studies.
For more information, please contact Ashley Lucas at lucasa@email.unc.edu.

From:	bounce-24462892-17106642@listserv.unc.edu on behalf of Deborah Crowder <dacrowde@email.unc.edu>
Sent:	Monday, April 13, 2009 1:01 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [Fwd: Fall 2009 Textbook Adoption Reports]
Attach:	Fall 2009 Textbook Adoption Reports.eml (273 KB).msg

Please get your textbook orders in asap, please. If you need assistance, please contact me. Debby

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Kelly Hanner <khanner@email.unc.edu>

Sent: Monday, April 13, 2009 12:26 PM

To: 'Akin' <john_akin@unc.edu>; 'Aldrich' <howard_aldrich@unc.edu>; 'Andrews' <pete_andrews@unc.edu>; 'beverly taylor' <btaylor@email.unc.edu>; 'Carter' <cartert@email.unc.edu>; 'Coble' <acoble@email.unc.edu>; 'Crimmins' <crimmins@email.unc.edu>; 'Eberlein' <pbe@email.unc.edu>; 'Fitzgerald' <jfitzger@email.unc.edu>; 'Folkerts' <jean_folkerts@unc.edu>; 'Glatthaar' <jtg@email.unc.edu>; 'Glazner' <afg@unc.edu>; 'Griffiths' <jmgriff@unc.edu>; 'Guskiewicz' <gus@email.unc.edu>; 'Hendrick' <hendrick@unc.edu>; 'Hershfield' <hershfld@email.unc.edu>; 'Huber' <ehuber@unc.edu>; 'Joy Kasson' <jskasson@email.unc.edu>; 'King' <larking@email.unc.edu>; 'Koelb' <ckoelb@email.unc.edu>; 'Kramer' <lkramer@unc.edu>; 'Kulkarni' <vkulkarn@email.unc.edu>; 'Leloudis' <leloudis@email.unc.edu>; 'Leslie' <pwleslie@unc.edu>; 'Lysle' <dlysle@email.unc.edu>; 'Malizia' <malizia@email.unc.edu>; 'Mckee' <bamckee@email.unc.edu>; 'McNeil' <mcneil@physics.unc.edu>; 'Mumby' <mumby@email.unc.edu>; 'Nyang'oro' <jen321@email.unc.edu>; 'Peet' <peet@unc.edu>; 'Pickles' <jpickles@email.unc.edu>; 'Prins' <prins@cs.unc.edu>; 'Rives' <jbrives@email.unc.edu>; 'Sayre-Mccord' <sayre-mccord@unc.edu>; 'Sheriff' < @earthlink.net>; 'Stenberg' <stenberg@sog.unc.edu>; 'Styers' <rstyers@unc.edu>; 'Versenyi' <anversen@email.unc.edu>; 'Yue' <yuegang@email.unc.edu>; 'Anderson' <sallie@physics.unc.edu>; 'Ashworth' <epresley@email.unc.edu>; 'Beaman' <skbeaman@email.unc.edu>; 'Bigelow' <pcbigelo@email.unc.edu>; 'Blythe' <sblythe@email.unc.edu>; 'Braxton' <abraxton@email.unc.edu>; 'Brownfield' <brownfield@unc.edu>; 'Carrier' <lcarrier@email.unc.edu>; 'Cheek' <sjcheek@email.unc.edu>; 'Clemmons' <jclem@email.unc.edu>; 'Crowder' <debby_crowder@unc.edu>; 'Davis' <sedavis@email.unc.edu>; 'Fulenwider' <lindsay@email.unc.edu>; 'Futrell' <bfutrell@email.unc.edu>; 'Gorman' <jackie@unc.edu>; 'Gregoritsch' <jogregor@email.unc.edu>; 'Hargis' <burgner@bio.unc.edu>; 'Henry' <ghenry@email.unc.edu>; 'Hodgin' <nthodgin@email.unc.edu>; 'Hudson' <tdhudson@email.unc.edu>; 'Jones' <joyjones@email.unc.edu>; 'Kieber' <kieber@email.unc.edu>; 'Leonard' <lindsle@email.unc.edu>; 'Lynch' <mpastaff@sog.unc.edu>; 'Mccullen' <amcculle@email.unc.edu>; 'Mciver' <mciver@email.unc.edu>; 'Melton' <smelton@email.unc.edu>; 'Merrill' <rjmerril@email.unc.edu>; 'Miller' <millerga@email.unc.edu>; 'Montgomery' <sundance@email.unc.edu>; 'Phillips' <nphillip@email.unc.edu>; 'Richardson' <richardm@email.unc.edu>; 'Robinson' <tmrobins@cs.unc.edu>; 'Salaam' <naadii@unc.edu>; 'Sardi' <ksardi@email.unc.edu>; 'Semonche' <bpsemonch@unc.edu>; 'Simmons' <dscahan@email.unc.edu>; 'Tauber' <tauber@ils.unc.edu>; 'Teer' <rebeccat@email.unc.edu>; 'Tharp' <pstharp@email.unc.edu>; 'Thompson' <kthomps1@email.unc.edu>; 'Walker' <vwwalker@email.unc.edu>; 'Walker' <knwalker@email.unc.edu>; 'Ward' <jkerr@email.unc.edu>; 'Warren' <awarren@email.unc.edu>; 'Weaver' <csweaver@email.unc.edu>

Cc: 'John Jones' <jtj@unc.edu>; 'Ron Strauss' <ron_strauss@unc.edu>; 'Bellamy' <fbellamy@email.unc.edu>; 'Morgan, George (Student Stores)' <GFMORGAN@store.unc.edu>

Subject: Fall 2009 Textbook Adoption Reports

Attach: Fall 2009 Textbook Submission Report April 13 2009.xls; Guaranteed Buyback Report.doc

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Dear Chair and department Liaison,

Here is an update on the progress for Fall 2009 percentage of on-time adoptions of textbooks and/or notification of No Text Needed for UNC Chapel Hill. As well as the current list of courses participating in Guaranteed Buyback.
Attached are the two reports reflecting submissions made to Student Stores through 4/13/2009.

Guaranteed Buyback report reflects large introductory courses and their notification to Student Stores regarding the Guaranteed Buyback Program. We continue to encourage and accept Guaranteed Buyback textbook commitment forms from UNC Chapel Hill departments. Please note that several of the large introductory courses' previous commitment periods have expired. Please let me know if your department wishes to renew participation in the Guaranteed Buyback Program.

Fall 2009 Textbook Submission Report lists the percentage of course submissions and/or No Text Needed notification to Student Stores. As well as additional worksheets listing each department's courses which have not placed an order or notified Student Stores that no text is needed. Please review your department's course worksheet indicated on the bottom tab of the excel report. Please let us know if any changes need to be made. G.A's due date is April 27, 2009.

To date, we have received 41.8% of Fall 2009 course submissions.

I will be out of the office until April 20th. Please send questions, updates to our Textbook Buyers (copied above) George Morgan or Frank Bellamy.

Quick summary review:
As required in the BOG recommendations, tuition and fee requests must also include submission stating the percentage of on-time adoptions of textbooks. The Board of Governor's is requiring all stores affiliated with the sixteen North Carolina campuses to submit a report on the percentage of on-time adoptions of textbooks for their campus.
General Administration Board of Governors Textbook Requirements Summary:
All campuses must have a guaranteed buyback or rental program for required textbooks for large, introductory classes for the Spring 2008 semester.
. This option must be available in addition to traditional purchase option.

. "Campuses must offer this option for introductory texts that are hardcover and will withstand a two to three year adoption cycle."

. "Campuses must make an effort to implement this system for courses that are introductory level and taken by a relatively high percentage of students."

. "A response to this recommendation must also be reported to the VP for Finance in any future requests for increases in tuition and fees."

Best,

Kelly

Kelly Hanner
Course Materials Manager
UNC Student Stores

Fall 2009 UNC Student Stores Due Date: March 27, 2009
GA's On-time Date: April 27, 2009

	A	B	C	D	E	F	G
1							
2							
3							
4							
5				Courses#	On-time#		Courses#
6	Dept	Courses#	No Text#	adjusted	courses	On-time%	No information
7	**AERO** Aerospace Studies	6	6	0	0	100%	0
8	**AFAM** African American Studies	24	0	24	3	13%	21
9	**AFRI** African Studies	16	0	16	1	6%	15
10	**AMST** American Studies	18	0	18	1	6%	17
11	**ANTH** Anthropology	56	3	53	15	28%	38
12	**APPL** Applied Sciences	13	10	3	2	67%	1
13	**ARAB** Arabic	5	0	5	5	100%	0
14	**ART**	45	24	21	3	14%	18
15	**ASIA** Asian Studies	8	0	8	3	38%	5
16	**ASTR** Astronomy	6	0	6	6	100%	0
17	**BIOL** Biology	51	10	41	21	51%	20
18	**BUSI** Business	49	0	49	6	12%	43
19	**CHEM** Chemistry	50	7	43	23	53%	20
20	**CHER** Cherokee	1	0	1	0	0%	1
21	**CHIN** Chinese	13	0	13	5	38%	8
22	**CLAR** Classical Archaeology	6	0	6	4	67%	2
23	**CLAS** Classics	7	0	7	7	100%	0

	A	B	C	D	E	F	G
24	**CMPL** Comparative Literature	10	0	10	7	70%	3
25	**COMM** Communication Studies	54	1	53	16	30%	37
26	**COMP** Computer Science	26	0	26	8	31%	18
27	**DRAM** Dramatic Arts	67	25	42	42	100%	0
28	**DTCH** Dutch	1	0	1	1	100%	0
29	**ECON** Economics	60	2	58	20	34%	38
30	**EDUC** Education	106	0	106	9	8%	97
31	**ENGL** English	126	5	121	44	36%	77
32	**ENST** Environmental Studies	13	0	13	1	8%	12
33	**EXSS** Exercise & Sport Science	49	6	43	42	98%	1
34	**FOLK** Folklore	4	0	4	1	25%	3
35	**FREN** French	31	2	29	23	79%	6
36	**GEOG** Geography	36	6	30	14	47%	16
37	**GEOL** Geology	19	1	18	8	44%	10
38	**GERM** German	20	1	19	13	68%	6
39	**GREK** Greek	9	1	8	5	63%	3
40	**HEBR** Hebrew	1	0	1	0	0%	1
41	**HIST** History	72	3	69	23	33%	46
42	**HNRS** Honors	6	1	5	0	0%	5
43	**HNUR** Hindi/Urdu	5	1	4	0	0%	4
44	**HUNG** Hungarian	2	0	2	1	50%	1

	A	B	C	D	E	F	G
45	**INLS** Infromation & Library Science	56	0	56	3	5%	53
46	**INTS** International Studies	8	0	8	0	0%	8
47	**ITAL** Italian	15	1	14	12	86%	2
48	**JAPN** Japanese	9	0	9	2	22%	7
49	**JOMC** Journalism & Mass Communication	92	1	91	22	24%	69
50	**JWST** Jewish Studies all x-listed	0	0	0	0	100%	0
51	**KOR** Korean	3	0	3	0	0%	3
52	**LATN** Latin	12	1	11	9	82%	2
53	**LFIT** Life Fitness	12	12	0	0	100%	0
54	**LGLA** Lingala Language	2	0	2	2	100%	0
55	**LING** Linguistics	14	0	14	11	79%	3
56	**LTAM** Latin American Studies	1	0	1	1	100%	0
57	**MASC** Marine Science	8	0	8	1	13%	7
58	**MATH** Mathematics	53	2	51	22	43%	29
59	**MTSC** Material Science	3	3	0	0	100%	0
60	**MUSC** Music	54	34	20	7	35%	13
61	**PHIL** Philosophy	40	6	34	18	53%	16
62	**PHYA** Physical Education Activity	29	18	11	11	100%	0

	A	B	C	D	E	F	G
63	**PHYS** Physics	30	5	25	24	96%	1
64	**PLAN** City & Regional Planning	20	0	20	2	10%	18
65	**PLCY** Public Policy	17	0	17	8	47%	9
66	**PLSH** Polish	2	0	2	2	100%	0
67	**POLI** Political Science	62	0	62	11	18%	51
68	**PORT** Portuguese	8	0	8	8	100%	0
69	**PRSN** Persian	1	0	1	0	0%	1
70	**PSYC** Psychology	79	20	59	48	81%	11
71	**PUBA** Public Administration	16	0	16	1	6%	15
72	**PWAD** Peace War & Defense	5	0	5	1	20%	4
73	**RECR** Recreation & Leisure Studies	2	0	2	2	100%	0
74	**RELI** Religious Studies	22	0	22	11	50%	11
75	**ROML** Romance Language	4	0	4	4	100%	0
76	**RUES** Russian & East European Studies	2	0	2	0	0%	2
77	**RUSS** Russian	11	0	11	3	27%	8
78	**SECR** Serbian & Croation	3	0	3	0	0%	3
79	**SLAV** Slavic Languages	3	0	3	1	33%	2
80	**SOCI** Sociology	61	2	59	27	46%	32

	A	B	C	D	E	F	G
81	**SPAN** Spanish	51	0	51	29	57%	22
82	**STOR** Statistics & Operation Research	37	9	28	28	100%	0
83	**SWAH** Swahili	2	0	2	0	0%	2
84	**WMST** Women's Studies	10	0	10	7	70%	3
85	**WOLO** Wolof Language	2	0	2	0	0%	2
86		1952	229	1723	721	41.8%	1002

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	AERO	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	AFAM	101	002	REGESTER	060
8	AFAM	101	003	PORTER	050
9	AFAM	101	004	HILDEBRAND	060
10	AFAM	101	005	STAFF	060
11	AFAM	101	006	STAFF	060
12	AFAM	102	001	JANKEN	060
13	AFAM	102	002	STAFF	060
14	AFAM	102	003	STAFF	060
15	AFAM	254	001	CALDWELL	040
16	AFAM	258	001	JANKEN	040
17	AFAM	259	001	HALL	040
18	AFAM / wmst	266	001	CALDWELL	030 / 010
19	AFAM	269	001	STAFF	001
20	AFAM	276	001	REGESTER	040
21	AFAM	293	001	JORDAN	040
22	AFAM	395	001	MCMILLAN	025
23	AFAM	398	001	HILDEBRAND	025
24	AFAM	428	001	STAFF	001
25	AFAM / afri	474	001	PORTER	030 / 010
26	AFAM	691H	001	JANKEN	003
27	AFAM	697	001	STAFF	001
28					
29	AFRI	050	001	SELASSIE	021
30	AFRI	101	001, 002	COOKE	100
31	AFRI	101	003	LAMBERT	050
32	AFRI	101	004	STAFF	060
33	AFRI	101	005	STAFF	060
34	AFRI / wmst	261	001	STAFF	030 / 010
35	AFRI	263	001	STAFF	040
36	AFRI	265	990-992	MCKINLEY	026
37	AFRI	266	001	COOKE	030
38	AFRI	266	002	NYANG'ORO	001
39	AFRI	370	001	SELASSIE	030
40	AFRI	416	001	STAFF	040
41	AFRI	521	001	NYANG'ORO	030
42	AFRI	523	001	STAFF	030
43	AFRI	691H	001	NYANG'ORO	003
44					
45	LGLA	100%	adopted		

	A	B	C	D	E
46					
47	SWAH	401	001	MUTIMA	025
48	SWAH	403	001, 002	MUTIMA	040
49					
50	WOLO	101	001	SECK	020
51	WOLO	203	001	STAFF	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	AMST	051	001	WILLIS	018
8	AMST	058	001	FOSTER	020
9	AMST	201	001	CANTWELL	020
10	AMST	231	001	MAYNOR	035
11	AMST	246	001	FOSTER	035
12	AMST / jwst / wmst	253	001	FERRIS	020 / 005 / 005
13	AMST	277	001	ALLEN	018
14	AMST	292	001	STAFF	025
15	AMST	378	001	ALLEN	025
16	AMST	387	001	GARCIA	025
17	AMST	394	001	WILLIS	060
18	AMST	482	001	ROBERTS	025
19	AMST	483	001	KASSON	023
20	AMST / jwst	486	001	FERRIS	018 / 007
21	AMST	499	001	STAFF	010
22	AMST	499	002	HERMAN	030
23	AMST	899	001	GARCIA	011
24					
25	CHER	101	001	STAFF	020
26					
27	FOLK	473	001	LACHICOTTE	005
28	FOLK	610	001	HINSON	025
29	FOLK	690	001	STAFF	002

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ANTH	010	002	STAFF	035
8	ANTH	060H	001	MCANANY	024
9	ANTH	089	001	MCANANY	021
10	ANTH	092	001	ROUSSEAU	035
11	ANTH	101	001	STAFF	035
12	ANTH	101	003	STAFF	035
13	ANTH	101	006	STAFF	180
14	ANTH	121	001	SCARRY	045
15	ANTH	145	006	BILLMAN	180
16	ANTH	146	006	EVENS	403
17	ANTH	148	006	HUTCHINSON	120
18	ANTH	226	006	DANIELS	120
19	ANTH	248	001	STAFF	030
20	ANTH	278	001	STAFF	015
21	ANTH	297	001	ARAGON	028
22	ANTH	297	002	SCARRY	025
23	ANTH	299	053	ESCOBAR	030
24	ANTH	312	001	STAFF	035
25	ANTH	414	006	HUTCHINSON	016
26	ANTH	414L	406	HUTCHINSON	016
27	ANTH / cmpl / folk	435	006	PEACOCK	055 / 005 / 005
28	ANTH	438H	264	JOHNSON	015
29	ANTH	455	001	STAFF	032
30	ANTH	466	001	STAFF	035
31	ANTH	473	001	LACHICOTTE	025
32	ANTH	499	075	STAFF	030
33	ANTH	499	076	COLLOREDO-MANSFELD	030
34	ANTH	499H	011	STAFF	015
35	ANTH	586	001	STAFF	032
36	ANTH	599	001	STAFF	030
37	ANTH	688	001	LEVE	003
38	ANTH	691H	001	JOHNSON	025
39	ANTH	699	001	EVENS	007
40	ANTH	701	001	PEACOCK	020
41	ANTH	703	001	SORENSEN / BILLMAN	020
42	ANTH	750	001	FINKLER	010
43	ANTH	897	032	STAFF	010
44	ANTH	897	053	ESCOBAR	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	APPL	341	001	TSUI	028
8					
9	MTSC	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ART	079	001,002	PARDO	042
8	ART	105	001,002	PAGE	030
9	ART	105	003	WHETSTONE	015
10	ART / asia	153	001	OWENS	019 / 010
11	ART	157	001	WILLIAMS	080
12	ART	255	001	MAGEE	040
13	ART	271	001	PARDO	040
14	ART	286	001	BARRETT	029
15	ART	386	001	LEVINE	040
16	ART	387	001	BOWLES	040
17	ART / afri	453	001	MAGEE	030 / 010
18	ART	514	001	SHERMAN	029
19	ART	554	001	WILLIAMS	030
20	ART	586	001	LEVINE	040
21	ART	850	001	DOUGLASS	015
22	ART / clar	960	001	STURGEON	010 / 005
23	ART	980	001	SHERIFF	015
24	ART	987	001	BOWLES	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ARAB	100%	adopted		
8					
9	ASIA	152	001	LOTHSPEICH	032
10	ASIA	162	001	LOTHSPEICH	032
11	(ASIA) jwst / hebr	305	001	SHEMER	015
12	ASIA	490	001	STAFF	020
13	ASIA	691H	001	BARDSLEY	010
14					
15	CHIN	111	001	STAFF	030
16	CHIN	203	001-005	STAFF	100
17	CHIN	252	001, 002	HENRY	140
18	CHIN	313	001	HENRY	025
19	CHIN	361	001	HSIAO	035
20	CHIN	407	001	ZHANG	020
21	CHIN	463	001	VISSER	035
22	CHIN	490	001	HSIAO	020
23					
24	HEBR	101	001, 002	FRIEDMAN	050
25					
26	HNUR	101	002	PARVEEN	030
27	HNUR	203	001	PARVEEN	024
28	HNUR	220	001	CALDWELL	024
29	HNUR	305	001	PARVEEN	015
30					
31	JAPN	101	001-003	IWASHITA	060
32	JAPN	101	004-006	KATO	060
33	JAPN	305	001	IWASHITA	019
34	JAPN	305	002	KATO	019
35	JAPN	375	001	DRISCOLL	032
36	JAPN	409	001	BARDSLEY	015
37	JAPN	411	001	ARATAKE	015
38					
39	KOR	101	001, 002	JO	006
40	KOR	203	001, 002	JO	030
41	KOR	305	001	JO	014
42					
43	PRSN	203	001	KAMAREI	019

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ASTR	100%	adopted		
8					
9	PHYS	071	001	CECIL	021

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	BIOL	057	001	LILJEGREN	020
8	BIOL	101L	401-430	STEGENGA	750
9	BIOL	128	001	REISNER	029
10	BIOL	201	006	BURCH	198
11	BIOL	252	101-211	JOHNSON	528
12	BIOL	276L	401-404	JOHNSON	096
13	BIOL	277	002	BIDGOOD	060
14	BIOL	277L	401-402	WILEY / BIDGOOD	024
15	BIOL	278	001	LOHMANN	150
16	BIOL	278L	401-408	LOHMANN	120
17	BIOL	426	001	CHURCH	060
18	BIOL	427	001	JONES	025
19	BIOL	446	001	HARRIS	030
20	BIOL	450	001	LOHMANN	070
21	BIOL	453	001	WILEY / SOCKMAN	030
22	BIOL	535	001	STAFFORD / WU	015
23	BIOL	552	001	BURMEISTER	030
24	BIOL	563	001	STAFF	010
25	BIOL	621	001	AHMED / SEKELSKY / COPENHAVER	025
26	BIOL	631	001	SANCAR / RAMSDEN / GRIFFITH	010

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	BUSI	100	001	SKENDER	385
8	BUSI	101	001	SKENDER	338
9	BUSI	401	001, 002, 004	SETZER	060
10	BUSI	401	003, 005, 009	BOOKER	060
11	BUSI	401	006-008	HARMS	060
12	BUSI	403	001, 002	PARLAKTURK	100
13	BUSI	403	003, 004	KEMAHLIOUGLU-ZIYA	100
14	BUSI	404	002, 004	PIERCE	100
15	BUSI	405	001, 002	BLACKBURN	100
16	BUSI	405	003, 004	GRANT	100
17	BUSI	406	001	PETERSEN	045
18	BUSI	406	004-006	PERREAULT	135
19	BUSI	408	001-004	OZOGUZ	200
20	BUSI	409	001-004	OUIMET	200
21	BUSI	410	001, 002	KOSTAMIS	100
22	BUSI	410	003, 004	JONES	100
23	BUSI	500	001	ROBERTS	045
24	BUSI	506	001	VERNON	040
25	BUSI	516	001	HAMNER	045
26	BUSI	517	001	HAMNER	065
27	BUSI	526	001	PEARMAN	015
28	BUSI	533	001	KOSTAMIS	045
29	BUSI	550	001	BLACKBURN	045
30	BUSI	554	001, 002	FRIGA	064
31	BUSI	560	001	KUBOWICZ	045
32	BUSI	561	001, 002	PETERSEN	072
33	BUSI	563	001	GIELENS	045
34	BUSI	564	001	BAYUS	032
35	BUSI	566	001, 002	ROSSI	090
36	BUSI	580	001, 002	ENGELBERG	085
37	BUSI	586	001	BOUDRY	045
38	BUSI	588	001, 002	GARCIA	090
39	BUSI	589	001	LE	045
40	BUSI	590	001	LE	045
41	BUSI	595	001, 002	CHATTERJEA	090
42	BUSI	597	001	GULTEKIN	045
43	BUSI	610	001, 002	ELVERS	064
44	BUSI	616	001, 002	DIDOW	080
45	BUSI	618	001-003	JOTIKASTHIRA	096

	A	B	C	D	E
46	BUSI	623	001	ZOLLER	045
47	BUSI	650	001	BABAIAN	015
48	BUSI	698	001-003	GULER	150
49	BUSI	887	001	GHYSELS	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CHEM	070	001	BAER	021
8	CHEM	101L	401-438	VOLARIC	854
9	CHEM	102L	401-418	VOLARIC	424
10	CHEM	261	002	AUSTELL	225
11	CHEM	433	001	THOMPSON	036
12	CHEM	434	001	THOMPSON	036
13	CHEM	438	001	REDINBO	010
14	CHEM	447	001	SCHOENFISCH	036
15	CHEM	466	001	STAFF	036
16	CHEM	482	001	MORAN	036
17	CHEM	486	001	PAPANIKOLAS	009
18	CHEM	530L	401, 402	HOGAN	028
19	CHEM	550L	401-408	LIN	088
20	CHEM	721	001	SHEIKO	036
21	CHEM	731	001	THOMPSON	030
22	CHEM	733	003	STAFF	040
23	CHEM	741	001	WIGHTMAN	036
24	CHEM	754	001	SCHAUER	030
25	CHEM	761	001	JOHNSON	040
26	CHEM	781	001	BERKOWITZ	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CLAR	244	001	SAMS	045
8	CLAR / art	464	001	SAMS	010 / 005
9					
10	CLAS	100%	adopted		
11					
12	GREK	101	001	SMITH, P	020
13	GREK	121	001	KAPLANIS	012
14	GREK	750	001	SMITH, P	010
15					
16	LATN	204	001	STAFF	014
17	LATN	601	001	STAFF	011

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	COMM	085	001, 002	LUNDBERT	032
8	COMM	089	002	WOOD	024
9	COMM	113	001-004	STAFF	100
10	COMM	130	001	STAFF	070
11	COMM	140	001	PALM	132
12	COMM	142	001	STAFF	025
13	COMM	160	001	PERUCCI	120
14	COMM	171	001	STAFF	025
15	COMM	223	001-003	STAFF	075
16	COMM / wmst	224	001, 002	STAFF	040 / 010
17	COMM	226	001	ROSENFELD	030
18	COMM	230	001	RANKUS	012
19	COMM	230	002	STAFF	012
20	COMM	260	001	FERGUSON	040
21	COMM	270	001-004	STAFF	100
22	COMM	318	001	STAFF	025
23	COMM	330	001, 002	NEIGHER	024
24	COMM	372	001	STAFF	025
25	COMM	374	001	STAFF	025
26	COMM	450	001-003	STAFF	075
27	COMM	451	001	PALM	020
28	COMM	470	001	STAFF	025
29	COMM	534	001	TALENTI	012
30	COMM / wmst	561	001	ALEXANDER	010 / 005
31	COMM	563	001	FERGUSON	020
32	COMM	571	001	WATTS	025
33	COMM	635	001	KINDEM	012
34	COMM	639	001	NEIGHER	012
35	COMM	639	004	SONTAG	015
36	COMM	639	005	ROBINSON	010
37	COMM	639	006	MYERS	015
38	COMM	645	001	KINDEM	012
39	COMM	646	001	STAFF	012
40	COMM	725	001	PARKER	015
41	COMM	750	001	GROSSBERG	040
42	COMM	852	001	HILLIS / SHARMA	015
43	COMM	879	001	WATTS	010

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	COMP	060	001	FUCHS	024
8	COMP	110	002	STOTTS	080
9	COMP	110	003	HEDLUND	080
10	COMP	110	004	STAFF	040
11	COMP	116	001	BISHOP	080
12	COMP	116	002	STAFF	040
13	COMP	116	003	NIETHAMMER	040
14	COMP	380	001, 002	NICHOLAS	080
15	COMP	401	001	HEDLUND	075
16	COMP	410	001	BARUAH	035
17	COMP	416	001	MAYER-PATEL	050
18	COMP	426	001	SMITH, J	024
19	COMP	455	001	PLAISTED	060
20	COMP	523	001	STAFF	030
21	COMP	530	001	JEFFAY	035
22	COMP	633	001	PRINS	020
23	COMP	775	001	PIZER	010
24	COMP	875	001	LAZEBNIK	018

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	DRAM	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ECON	101	005	MCCALLIE	048
8	ECON	310	001	STAFF	065
9	ECON	310	002	STAFF	035
10	ECON	310	003	STAFF	039
11	ECON	320	002	STAFF	038
12	ECON	325	001	GOLDSTEIN	100
13	ECON	328	001	STEWART	042
14	ECON	380	001	STAFF	033
15	ECON	400	001	LICH-TYLER	200
16	ECON	410	001	STAFF	036
17	ECON	410	002	STAFF	038
18	ECON	410	003	STAFF	045
19	ECON	410	004	STAFF	038
20	ECON	410	005	STAFF	038
21	ECON	410	006	STAFF	038
22	ECON	410	007	STAFF	038
23	ECON	420	004	STAFF	038
24	ECON	420	005	STAFF	040
25	ECON	423	001	FRANCIS	044
26	ECON	445	002	STAFF	040
27	ECON	454	001	TURCHI	036
28	ECON / pwad	460	001, 002	BALABAN	082 / 010
29	ECON	480	001	LICH-TYLER	036
30	ECON	496	001	BYRNS	020
31	ECON	520	001, 002	PARKE	050
32	ECON	560	001	CHARI	036
33	ECON	586	001, 002	TURCHI	050
34	ECON	691H	001	BALABAN	025
35	ECON	700	001	TAUCHEN	045
36	ECON	720	001	HENDRICKS	044
37	ECON	770	001	RENAULT	030
38	ECON	810	001	PARREIRAS	036
39	ECON	846	001	BIGLAISER	025
40	ECON	861	001	CHARI	035
41	ECON	890	003	STAFF	030
42	ECON	890	004	STAFF	025
43	ECON	890	005	STAFF	026
44	ECON	921	001	HENDRICKS	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	EDUC	121	001	GILLENWATER	062
8	EDUC	131	001	TAYLOR	030
9	EDUC	131	002	HARBOUR	030
10	EDUC	221	001	SENTA	060
11	EDUC	401	956	GALLAGHER	010
12	EDUC	402	001, 956	PALSHA	035
13	EDUC	403	001, 956	LEE	040
14	EDUC	412	001	RANDS	026
15	EDUC	412	002	JOHNSON	025
16	EDUC	412	003	WILKERSON	025
17	EDUC	413	001, 002	GALLOWAY	072
18	EDUC	421	001, 002	HORTON	045
19	EDUC	465	001, 956	GULLEDGE	035
20	EDUC	466	001, 956	GULLEDGE	040
21	EDUC	501	001, 956	PALSHA	050
22	EDUC	512	001	STEINTHORSDOTTIR	028
23	EDUC	512	001	STEINTHORSDOTTIR	036
24	EDUC	512	002	FRIEL	036
25	EDUC	513	001, 002	JUSTICE	072
26	EDUC	514	001, 002	ANDERSON	056
27	EDUC	516	001	STAFF	036
28	EDUC	516	002	POWELL	036
29	EDUC	520	001, 956	PIERCE	035
30	EDUC	521	001	GLAZIER	036
31	EDUC	533	961	STAFF	015
32	EDUC	535	961	STAFF	025
33	EDUC	550	963	CABOT	025
34	EDUC	555	962	STAFF	025
35	EDUC	555	963	STAFF	015
36	EDUC	555	964	STAFF	015
37	EDUC	563	001, 956	BARRETT	020
38	EDUC	564	001, 956	GULLEDGE	030
39	EDUC	565	001, 956	HORTON	035
40	EDUC	566	001, 956	FRIEL	025
41	EDUC	601	001	STAFF	036
42	EDUC	611	001	GALASSI	005
43	EDUC	611	002, 004	GRIFFIN	010
44	EDUC	611	003	AKOS	005
45	EDUC	621	956	HALL	025

	A	B	C	D	E
46	EDUC	621	963	DAVIDSON	025
47	EDUC	629	001	STAFF	020
48	EDUC	629	002	STAFF	015
49	EDUC	631	001, 957	REED-YEBOA	040
50	EDUC	632	001, 957	VEITCH	035
51	EDUC	635	001, 957	SCHAINKER	040
52	EDUC	636	001, 957	GRAHAM	035
53	EDUC	636	961	BRUCE	030
54	EDUC	637	961	VEITCH	030
55	EDUC	638	956	SCHAINKER	030
56	EDUC	644	001	PETERSON	025
57	EDUC	644	002	HAMM	025
58	EDUC	645	002	NOBLIT	016
59	EDUC	645	003	GRUMET	020
60	EDUC	646	005	PARSONS	025
61	EDUC	647	001	TRIER	025
62	EDUC	647	002	MOUNT-CORS	025
63	EDUC	647	003	STAFF	025
64	EDUC	647	004	HUFF	025
65	EDUC	647	005	PARSONS	025
66	EDUC	647	006	RONG	025
67	EDUC	648	001	RALEY	025
68	EDUC	664	001, 956, 957	BOONE	045
69	EDUC	678	001	TRIER	025
70	EDUC	678	002	STONE	020
71	EDUC	681	001	MEECE	020
72	EDUC	684	001	WARE	045
73	EDUC	690	956, 957	MILLER	035
74	EDUC	701	956, 957, 963	LLOYD	065
75	EDUC	708	001, 956	KNOTEK	030
76	EDUC	709	001	SIMEONSSON	030
77	EDUC	718	002	SIMEONSSON	025
78	EDUC	718	003	WHEELER	025
79	EDUC	720	001	WHEELER	021
80	EDUC	731	961	VEITCH	031
81	EDUC	735	001	VEITCH	025
82	EDUC	735	961	SCHAINKER	025
83	EDUC	752	001	IRVIN	025
84	EDUC	763	001, 956	HOOPER	035
85	EDUC	782	001	GREENE	025
86	EDUC	802	001	STONE	025
87	EDUC	803	001	STAFF	021
88	EDUC	804	001	GRUMET	025
89	EDUC	805	001	VERNON-FEAGANS	025
90	EDUC	806	001	MEECE	025

	A	B	C	D	E
91	EDUC	811	001	GALASSI	025
92	EDUC	820	001	WASIK	025
93	EDUC	833	001, 957	ENGLISH	035
94	EDUC	835	001, 957	TILLMAN	035
95	EDUC	840	001	ENGLISH	025
96	EDUC	844	001	TILLMAN	008
97	EDUC	855	001	DAY	025
98	EDUC	861	001	GALLAGHER	025
99	EDUC	871	001, 956	O'SULLIVAN	040
100	EDUC	877	001	RONG	025
101	EDUC	884	001	WARE	040
102	EDUC	981	001	MARSHALL	025
103	EDUC	982	001	NOBLIT	025

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CMPL	250	001	BRODEY	030
8	CMPL / wmst	373	001	LEONARD	025 / 005
9	CMPL	466	001	LEONARD	030
10					
11	ENGL	057	001	CURTAIN	021
12	ENGL	070	001	TAYLOR	021
13	ENGL	120	002	KENNEDY	035
14	ENGL	120	003	O'NEILL	035
15	ENGL	120	005	LEINBAUGH	035
16	ENGL	121	001	REINERT	022
17	ENGL	121	002, 003	VISCOMI	044
18	ENGL	122	001	STAFF	035
19	ENGL	122	002	STAFF	035
20	ENGL	123	002	STAFF	035
21	ENGL	123	005	STAFF	035
22	ENGL	123	006	STAFF	035
23	ENGL	123	007	STAFF	035
24	ENGL	123	008	STAFF	035
25	ENGL	123	011	STAFF	035
26	ENGL	124	001	STAFF	035
27	ENGL	124	002	STAFF	035
28	ENGL	124	003	STAFF	035
29	ENGL	124	004	STAFF	035
30	ENGL	125	001	STAFF	035
31	ENGL	125	002	STAFF	035
32	ENGL	125	991, 992	KEES	016
33	ENGL	126	001	STAFF	035
34	ENGL	127	001	STAFF	020
35	ENGL	128	001-004	STAFF	140
36	ENGL	129	001	STAFF	035
37	ENGL	129	002	STAFF	035
38	ENGL	130	001	GINGHER	020
39	ENGL	130	002	KENAN	020
40	ENGL	130	003	DURBAN	020
41	ENGL	131	001	GURNEY	020
42	ENGL	131	004	SEAY	020
43	ENGL	131	991, 992	JOSEPH	016
44	ENGL	132H	001	SIMPSON	018
45	ENGL / wmst	140	001	WEBER	025 / 010

	A	B	C	D	E
46	ENGL	141	001	STAFF	030
47	ENGL	142	001	FLAXMAN	132
48	ENGL	143	001	STAFF	035
49	ENGL	143	002	STAFF	035
50	ENGL	144	001	STAFF	035
51	ENGL	144	002	STAFF	033
52	ENGL	206	239	ATHAS	015
53	ENGL	207	157	SEAY	015
54	ENGL	207	168	CHITWOOD	015
55	ENGL	209	235	MOOSE	015
56	ENGL	210	265	MOOSE	015
57	ENGL	227	001	WOLFE	035
58	ENGL	300	001	STAFF	019
59	ENGL	303	001	STAFF	019
60	ENGL	306	134	SIMPSON	105
61	ENGL	307	104	RICHARDSON	015
62	ENGL	307	132	DURBAN	015
63	ENGL	307	247	GINGHER	015
64	ENGL	320	001	LEINBAUGH	035
65	ENGL	326	001	WOLFE	035
66	ENGL	344	001	IRONS	035
67	ENGL	345	003	COLEMAN	035
68	ENGL	347	001	RICHARDS	050
69	ENGL	348	001	ELLIOTT	035
70	ENGL	350H	001	LENSING	018
71	ENGL	355	001	COOPER	035
72	ENGL	360	001	HO	035
73	ENGL	366	001	ANDERSON	035
74	ENGL	367	001	HENDERSON	035
75	ENGL	368	001	COLEMAN	035
76	ENGL	406	283	KENAN	015
77	ENGL	436	001	SALVAGGIO	035
78	ENGL	472	001	ELLIOTT	035
79	ENGL / folk	485	001	ROBERTS	025 / 010
80	ENGL	606	001	JACK	019
81	ENGL	680	001	FLAXMAN	020
82	ENGL	693H	246	WALLACE	012
83	ENGL	693H	293	STAFF	012
84	ENGL	719	001	O'NEILL	015
85	ENGL	821	001	WITTIG	015
86	ENGL	850	001	LENSING	015
87	ENGL	876	001	O'NEILL	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	ENST	201	001	GANGI	114
8	ENST	201H	143	GANGI	016
9	ENST	202	001	STAFF	090
10	ENST	204	001	STAFF	107
11	ENST	286	001	STAFF	030
12	ENST	330	001	SHAY	030
13	ENST	368	001	MACLEAN	010
14	ENST / masc	411	001	SHAY	024 / 005
15	ENST	420	001	MCNELIS	023
16	ENST	490	002	MOREAU	018
17	ENST	490	003	STAFF	018
18	ENST	567	001	STAFF	007

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	EXSS	746	001	STAFF	015
8					
9	LFIT	100%	adopted		
10					
11	PHYA	100%	adopted		
12					
13	RECR	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	GEOG	062	001	KIRSCH	020
8	GEOG	111	001	FUHRMANN	153
9	GEOG	112	001	MOODY	050
10	GEOG / pwad	120	002	MOORE	045 / 005
11	GEOG	120	991, 992	MITCHELL	016
12	GEOG / wmst	225	001	STAFF	045 / 005
13	GEOG	228	001	STAFF	025
14	GEOG	259	991, 992	MITCHELL	016
15	GEOG / asia	267	001	STAFF	025 / 005
16	GEOG	414	001	KONRAD	024
17	GEOG	419	001	MCCLEARY	018
18	GEOG	454	001	MOORE	024
19	GEOG	477	001	MOODY	024
20	GEOG	703	001	EMCH	012
21	GEOG	704	001	STAFF	025
22	GEOG	804	001	PICKLES	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	GEOL	101	001	STAFF	148
8	GEOL	101	3	STEWART	140
9	GEOL	101L	401-428	STAFF	463
10	GEOL	105	001	LEES	143
11	GEOL	109	001	STAFF	143
12	GEOL	401	001	STEWART	020
13	GEOL	507	001	MEYERS	020
14	GEOL	520	001	LEES	015
15	GEOL	700	001	STAFF	020
16	GEOL	861	001	WAGNER	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CZCH	401	001	STAFF	012
8					
9	DTCH	100%	adopted		
10					
11	HUNG	403	001	SHERWOOD	015
12					
13	GERM	051	001	PIKE	021
14	GERM	060	001	LANGSTON	021
15	GERM	388	001	LANGSTON	010
16	GERM	616	001	STAFF	015
17	GERM	693H	001	PARKINSON	005
18	GERM	820	001	STARKEY	015
19					
20	PLSH	100%	adopted		
21					
22	RUSS	213	001	MAGOMEDOVA	012
23	RUSS	321	001	MAGOMEDOVA	012
24	RUSS	406	001	FEINBERG	015
25	RUSS	411	001	MAGOMEDOVA	012
26	RUSS	425	001	STAFF	030
27	RUSS	441	001	LAPUSHIN	030
28	RUSS	464	001	PUTNEY	030
29	RUSS	513	001	MAGOMEDOVA	015
30					
31	SECR	401	001	VULETIC	012
32	SECR	401	002	HALVA	012
33	SECR	403	001	VULETIC	010
34					
35	SLAV	198H	001	STAFF	020
36	SLAV	490	001	VULETIC	030

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	HIST	062	001	SHIELDS	015
8	HIST	067	001	LEE	015
9	HIST	127	006	GLATTHAAR	165
10	HIST	127	007	WATSON	165
11	HIST	128	001	MCNEIL	050
12	HIST	128	003	STAFF	055
13	HIST	128	007	STAFF	153
14	HIST / asia	133	001	TSIN	035 / 005
15	HIST / asia	138	001	EL SHAMSY	060 / 005
16	HIST	140	006	STAFF	148
17	HIST	151	006	MCINTOSH	165
18	HIST	151	007	STAFF	165
19	HIST	151	991, 992	STRONG	016
20	HIST	159	006	JARAUSCH	199
21	HIST / pwad	213	001	CADDELL	150 / 010
22	HIST	231	001	MAYNOR	025
23	HIST	262	991, 992	GOLDSTEIN	016
24	HIST	292H	001	LINDSAY	020
25	HIST	365	001	VARGAS	060
26	HIST / pwad	368	001	GLATTHAAR	110 / 010
27	HIST	376	001	WILLIAMS	040
28	HIST	393	006	CHASTEEN	015
29	HIST	393	007	LEE	015
30	HIST	395	009	LELOUDIS	015
31	HIST	395	011	MCNEIL	015
32	HIST	395	012	VARGAS	015
33	HIST	490	002	SAIKIA	020
34	HIST	530	001	RADDING	060
35	HIST	533	001	CHASTEEN	025
36	HIST	566	001, 075	SWEET	035
37	HIST / wmst	569	001	JACKSON	035 / 005
38	HIST / folk	571	001	FERRIS	020 / 003
39	HIST	670	001	HALL	020
40	HIST	671	001	WHISNANT	025
41	HIST	711	001	MCINTOSH	020
42	HIST	715	001	SWEET	016
43	HIST	717	001	KOHN	020
44	HIST	721	001	LINDSAY	025
45	HIST	771	001	JARAUSCH	015

	A	B	C	D	E
46	HIST	820	001	RADDING	015
47	HIST	890	002	SHEILDS	020
48	HIST	890	052	FLETCHER	002
49	HIST	901	094	WILLIAMS	015
50	HIST	924	001	BROWNING	015
51	HIST	942	001	JACKSON	020
52	HIST	952	001	STAFF	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	HNRS	352	001	FERGUSON	018
8	HNRS	352	002	DANIELS	018
9	HNRS	352	003	STEINER	016
10	HNRS	354	001	GOLDBERG	018
11	HNRS	354	002	GOLDBERG	018

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	INLS	200	002	SUGIMOTO	030
8	INLS	261	001	BERGQUIST	030
9	INLS	285	001	BARREAU	024
10	INLS	382	001	CHRISTOPHERSON	024
11	INLS	461	001	STAFF	031
12	INLS	461	002	STAFF	030
13	INLS	461	991, 992	STAFF	016
14	INLS	490	078	BARREAU	015
15	INLS	490	123	KELLY	030
16	INLS	490	151	STUTZMAN	024
17	INLS	490	154	MOSTAFA	020
18	INLS	490	156	BOONE	030
19	INLS	500	001	BARREAU	030
20	INLS	500	02W	PALMQUIST	025
21	INLS	501	002	GOLLOP	030
22	INLS	501L	401	POMERANTZ	030
23	INLS	501L	402	GOLLOP	030
24	INLS	509	001	LOSEE	030
25	INLS	513	001	EDWARDS	030
26	INLS	513	002	HANSON-BALDAUF	030
27	INLS	520	001	GREENBERG	030
28	INLS	521	001	WHITE	030
29	INLS	521	002	SPRUGIN	030
30	INLS	523	001, 002	BLAKE	054
31	INLS	530	001	HUGHES	024
32	INLS	556	001	LEE / CUSHING	030
33	INLS	558	001	STURM	015
34	INLS	566	001	MEYERS	030
35	INLS	572	001	HASSELL	031
36	INLS	582	001	HAAS	030
37	INLS	584	001	WILDEMUTH	024
38	INLS	585	001	MORAN	060
39	INLS	623	001	HEMMINGER	024
40	INLS	691H	001	STAFF	015
41	INLS	706	001	HEMMINGER	010
42	INLS	720	001	GREENBERG	024
43	INLS	723	001	CAPRA	024
44	INLS	739	01W	GOLLOP	020
45	INLS	744	001	HUGHES	024

	A	B	C	D	E
46	INLS	752	001	HANK	024
47	INLS	753	001	DOYLE	024
48	INLS	780	001	KELLY	030
49	INLS	780	002	LOSEE	030
50	INLS	788	001	CARR / CLEMENS	030
51	INLS	818	991	MARCHIONINI	015
52	INLS	859	001	CARR	030
53	INLS	881	001	WILDEMUTH	015
54	INLS	883	001	STAFF	015
55	INLS	889	001	STAFF	015
56	INLS	890	087	STURM	030
57	INLS	890	123	KELLY	030
58	INLS	890	164	EDWARDS	030
59	INLS	890	174	EAKIN	024

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	INTS / anth / geog / hist / poli	210	001	WEILER	160 / 010 / 010 / 010 / 010
8	INTS	210	002	MARTIN	050
9	INTS	319	001	STAFF	005
10	INTS	380	001	OSTERWEIL	030
11	INTS	390	001	DRISCOLL	025
12	INTS	390	002	STAFF	020
13	INTS	390	007	STAFF	040
14	INTS	691H	001	GOKARIKSEL	035

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	JOMC	101	001	MOLDOFF	022
8	JOMC	102	001	HOLMAN	020
9	JOMC	121	001	CUPP	016
10	JOMC	121	002	HEFNER	016
11	JOMC	141	001	BOYNTON	080
12	JOMC	157	001	FUHLHAGE	016
13	JOMC	157	002, 003	CLOUD	032
14	JOMC	157	004, 005	BECHTEL	032
15	JOMC	180	001	LAUTERER	018
16	JOMC	180	002	STEVENS	018
17	JOMC	182	001	FLOYD	018
18	JOMC	182	002	CAIRO	018
19	JOMC	187	001	WITTEKIND	020
20	JOMC	187	002	RUEL	020
21	JOMC	240	001	AIKAT	025
22	JOMC	244	001	TOWNS	015
23	JOMC	245	001	CROTHERS	040
24	JOMC	253	001, 002	CUADROS	038
25	JOMC	253	003	O'CONNOR	018
26	JOMC	256	001	LAUDER	018
27	JOMC	256	002	COLE	018
28	JOMC	271	002	COBB	020
29	JOMC	271	003	HESTER	020
30	JOMC	279	001	HESTER	017
31	JOMC	333	001	CURRAN	016
32	JOMC	340	001, 004	HOEFGES	116
33	JOMC	340	003	STAFF	060
34	JOMC	421	001	TUGGLE	018
35	JOMC	422	001	TUGGLE	018
36	JOMC	425	001	CUPP	018
37	JOMC	426	001	HOCHBERG	016
38	JOMC	427	001	CARPENTIER	018
39	JOMC	431	003	WEBERLING	020
40	JOMC	433	001	DOUGALL	020
41	JOMC	434	003	MISNER	020
42	JOMC	443	001	VARGAS	030
43	JOMC	445	001	KALYANARAMAN	025
44	JOMC	446	001	VARGAS	025
45	JOMC	449	001	JONES	012

	A	B	C	D	E
46	JOMC	456	001	CLOUD	018
47	JOMC	458	001, 975	GUILLORY	015
48	JOMC	459	001	LAUTERER	015
49	JOMC	473	001	MCMAHAN	020
50	JOMC	473	002	HENNINK-KAMINSK	020
51	JOMC	475	001	HENNINK-KAMINSK	045
52	JOMC	480	001	DAVISON	020
53	JOMC	481	001	DAVISON	020
54	JOMC	482	001	HOWARD	020
55	JOMC	483	001	WITTEKIND	020
56	JOMC	484	001	CAIRO	020
57	JOMC	490	001, 002	ABERNATHY	033
58	JOMC	490	003	KALYANARAMAN	020
59	JOMC	490	004	CARROLL	009
60	JOMC	491	2	THORNBURG	13
61	JOMC	581	001	RUEL	020
62	JOMC	583	001	LOFLAND	020
63	JOMC	585	001	CAIRO	020
64	JOMC	691H	001	BROWN	009
65	JOMC	701	001	JOHNSTON	040
66	JOMC	730	001	DOUGALL	015
67	JOMC	740	002	PACKER	009
68	JOMC	753	001	YOPP	020
69	JOMC	754	001	FRIEDMAN	009
70	JOMC	825	001	BROWN / COOK	009
71	JOMC	826	001	CATES	012
72	JOMC	830	001	BOYNTON	015
73	JOMC	840	001	PACKER	009
74	JOMC	890	001	KALYANARAMAN	009
75	JOMC	890	003	RIFFE	009

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	LING	524	001	MORETON	020
8	LING	537	001	TERRY	015
9	LING	547	001	TERRY	030

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	LTAM	100%	adopted		

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	MASC	055	001	MARTENS	022
8	MASC / geol	101 / 103	001	RIES	030 / 082
9	MASC / biol / geol	401	001	ARNOSTI	025 / 009 / 009
10	MASC	470	001	ALPERIN	005
11	MASC / geol	506	001	BANE	015 / 005
12	MASC / geol / phys	560 / 560 / 660	001	SCOTTI	008 / 004 / 008
13	MASC	706	001	ALBERT	040

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	MATH	051	001	MILLER	021
8	MATH	054H	001	HAWKINS	021
9	MATH	056H	001	PETERSEN	024
10	MATH	058	001	MCCOMBS	021
11	MATH	065	001	MITRAN	021
12	MATH	116	001	PLANTE	033
13	MATH	231	001-013	STAFF	454
14	MATH	233H	001	DAMON	025
15	MATH	307	001	PARK	025
16	MATH	383	001-006	STAFF	221
17	MATH	521	001	ASSANI	035
18	MATH	523	001	BELKALE	030
19	MATH	524	001	TAYLOR	030
20	MATH	533	001	BELKALE	035
21	MATH	547	001	ROZANSKY	041
22	MATH	547	002	ADALSTEINSSON	035
23	MATH	564	001	MILLER	035
24	MATH	577	001	BELKALE	034
25	MATH	590	001	MILLER	030
26	MATH	668	001	CAMASSA	011
27	MATH	676	001	VARCHENKO	020
28	MATH	680	001	EBERLEIN	016
29	MATH	751	001	WILLIAMS	020
30	MATH	753	001	HAWKINS	020
31	MATH	768	001	MCLAUGHLIN	010
32	MATH	771	001	DAMON	020
33	MATH	776	001	KUMAR	016
34	MATH	891	001	WAHL	020
35	MATH	893	001	WAHL	020

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	MUSC	057	001	STAFF	015
8	MUSC	059	001	COHEN	015
9	MUSC	124	001	LANZREIN	020
10	MUSC	131L	403-414	NEAL	120
11	MUSC	142	001	STAFF	120
12	MUSC	143	001	KATZ	200
13	MUSC	145	001	SMITH	200
14	MUSC	147	001	GARCIA	100
15	MUSC	232	001	ANDERSON	045
16	MUSC	232L	401-406	ANDERSON	060
17	MUSC	234	001	POPLAWSKA	035
18	MUSC	355	001	POPLAWSKA	015
19	MUSC	390H	175	LITWIN	018

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PHIL	101	001	STAFF	036
8	PHIL	101	002	STAFF	036
9	PHIL	101	003	STAFF	036
10	PHIL	112	2	SONG	35
11	PHIL	134	001	STAFF	032
12	PHIL	145	001	WALLACE	030
13	PHIL	155	001	STAFF	036
14	PHIL	155	002	STAFF	036
15	PHIL	160	003	STAFF	036
16	PHIL	163	001	STAFF	036
17	PHIL	163	002	STAFF	036
18	PHIL	230	001	STAFF	040
19	PHIL	370	001	STAFF	036
20	PHIL	384	001	STAFF	036
21	PHIL	691H	001	ROBERTS	005
22	PHIL	692H	001	ROBERTS	005

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PLAN	053	001	LOWE	021
8	PLAN	246	001	SPURLOCK	060
9	PLAN	637	001	RODRIGUEZ	030
10	PLAN	651	001	CAMPANELLA	035
11	PLAN	704	001	NGUYEN	025
12	PLAN	704	002	STAFF	010
13	PLAN	710	001,002	TEWARI	048
14	PLAN	714	001,002	SONG	060
15	PLAN	724	001	BROWER	018
16	PLAN	740	001	BERKE	040
17	PLAN	744	001	BURBY	018
18	PLAN	752	001	CAMPANELLA	025
19	PLAN	761	001	QUERCIA	018
20	PLAN	763	001	ROHE	020
21	PLAN	770	001	STAFF	020
22	PLAN	773	001	TEWARI	018
23	PLAN	776	001	HOWARTH	018
24	PLAN	784	001	HEATH	010

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PLCY	089	001	FELDMAN	021
8	PLCY / pwad	201	001	CORRADO	030 / 005
9	PLCY / pwad	201	002	HARDIN	043 / 002
10	PLCY / pwad	201	003	STAFF	030 / 005
11	PLCY	240	001	STAFF	035
12	PLCY	361	001	STAFF	035
13	PLCY	691H	001	GITTERMAN	020
14	PLCY	700	001	HANDA	010
15	PLCY	710	001	FELDMAN	015

	A	B	C	D	E
1					
2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
4					
5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	POLI	050	001	CONOVER	021
8	POLI	055	001	LEONARD	020
9	POLI	056	001	LIENESCH	021
10	POLI	062	001	SULLIVAN	018
11	POLI	065	001	GRAY	021
12	POLI	100	006	RABINOWITZ	360
13	POLI	100	007	CONOVER	360
14	POLI	100H	159	STIMSON	021
15	POLI	101	001	GRAY	171
16	POLI	130	001	REYNOLDS	180
17	POLI / pwad	150	001	MOSLEY	220 / 020
18	POLI	150	003	BEST	035
19	POLI	181	001	CRANMER	045
20	POLI	195	001	ROBERTSON	045
21	POLI	195	002	BAPAT	045
22	POLI	209	001	MACDONALD	040
23	POLI / pwad	231	001	SCHOULTZ	041 / 002
24	POLI	238	001	HARTLYN	180
25	POLI	238	002	HUBER	030
26	POLI	238	003	MARTINEZ	045
27	POLI	239	001	MARKS	235
28	POLI / enst	254	001	MCKEOWN	025 / 005
29	POLI	276	002	DEAN	035
30	POLI	280	001	LIENESCH	045
31	POLI	400	001	SULLIVAN	030
32	POLI	401	001	STIMSON	030
33	POLI	411	001	UNAH	030
34	POLI / pwad	416	001	UNAH	025 / 005
35	POLI	431	001	REYNOLDS	030
36	POLI	433	001	HOOGHE	020
37	POLI	433	002	MOROFF	030
38	POLI	434	001	MARTINEZ	030
39	POLI	435	001	HARTLYN	030
40	POLI / pwad	443	001	MCKEOWN	025 / 005
41	POLI / pwad	450	001	SCHOULTZ	025 / 005
42	POLI / pwad	457	001	CRESCENZI	025 / 005
43	POLI	470H	001	LEONARD	030
44	POLI	700	001	MACKUEN	020
45	POLI	705	001	MCGUIRE	020

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46	POLI	713	001	CARSEY	020
47	POLI / puba	722	001	HOYMAN	025 / 015
48	POLI	731	001	ROBERTSON	020
49	POLI	733	001	HOOGHE	020
50	POLI	736	001	VACHUDOVA	020
51	POLI	750	001	CRESCENZI	020
52	POLI	770	001	HOYMAN	020
53	POLI	780	001	MARKS	020
54	POLI	787	001	CRANMER / DESMARAIS	020
55	POLI	891	001	CARSEY	020
56	POLI	891	004	STEINER	020
57	POLI	891	976	SEARING	021

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2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
3	or NO TEXT NEEDED notification				
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5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	PSYC	210	004	SATHY	088
8	PSYC	225	001	PARK	045
9	PSYC	245	003	NEBLETT	060
10	PSYC	270	001-012	SATHY	240
11	PSYC	465	001	TAYLOR	035
12	PSYC	499	001	CURRAN	030
13	PSYC	701	001	BOETTINGER	015
14	PSYC	708	001	CARELLI	010
15	PSYC	720	001	DYKSTRA	020
16	PSYC	741	001	GORDON	010
17	PSYC	842	001	PANTER	025

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6					
7	PUBA	710	001	WHITAKER	030
8	PUBA	719	001	BERNER	030
9	PUBA	721	001	SETZER	030
10	PUBA	725	001	MORSE	030
11	PUBA	732	001	SMITH	025
12	PUBA	733	001	SCHELIN	025
13	PUBA	751	001	STENBERG / BRENMAN	030
14	PUBA	752	001	AMMONS	014
15	PUBA	756	001	HENDERSON	014
16	PUBA	768	001	STEPHENS	015
17	PUBA	780	002	SMITH	018
18	PUBA	780	003	STAFF	007
19	PUBA	780	005	CREEL	015
20	PUBA	780	006	STEVENS	015
21	PUBA	780	007	STAFF	007

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5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
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7	PWAD	350	001	LEE	106
8	PWAD	490	001	SCHANZER	010
9	PWAD	490	002	BAPAT	045
10	PWAD	690	001	CADDELL	015

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2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
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5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
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7	RELI	073	001	AMBROS	020
8	RELI	199	001	MARIENBERG	025
9	RELI	209	001	PLESE	100
10	RELI	287	001	AMBROS	025
11	RELI	328	001	OCHOA	030
12	RELI	423	001	DENISON	030
13	RELI	440	001	PETERFESO	030
14	RELI	525	001	MARIENBERG	020
15	RELI	697	001	ARIEL	030
16	RELI	720	001	OCHOA	015
17	RELI	881	001	ERNST	010

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5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	CATA	401	001	STAFF	022
8					
9	FREN	203H	098	STAFF	015
10	FREN	204H	294	STAFF	015
11	FREN	308	002	STAFF	020
12	FREN	330	001	BARR	025
13	FREN	601	01W	STAFF	025
14	FREN	735	001	BARR	015
15					
16	ITAL	401	001	RAO	022
17	ITAL	401	002	STAFF	022
18					
19	PORT	100%	adopted		
20					
21	ROML	100%	adopted		
22					
23	SPAN	203H	268	STAFF	015
24	SPAN	204H	253	STAFF	015
25	SPAN	266	001	MACK	022
26	SPAN	330	001	DE FAYS	096
27	SPAN	335	001, 002	MACK	500
28	SPAN	340	002	GOMEZ-CASTELLANO	025
29	SPAN	344	001	ESTRADA	025
30	SPAN	344	002	DEL VALLE	025
31	SPAN	345	002	RIVERO	025
32	SPAN	369	001	AARON	030
33	SPAN	371	001	STAFF	025
34	SPAN	371	002	DOMINGUEZ	025
35	SPAN	372	001	SOSA-VELASCO	025
36	SPAN	372	002	GOMEZ-CASTELLANO	025
37	SPAN	373	001	DEL VALLE	025
38	SPAN	373	003	RIVERO	025
39	SPAN	383	001	BINOTTI	020
40	SPAN	389	001	PERELMUTER	022
41	SPAN	650	001	STAFF	020
42	SPAN	701	001	DOMINGUEZ	020
43	SPAN	738	001	BINOTTI	020
44	SPAN	835	001	ESTRADA	020

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5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
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7	RUES	469	001	JENKINS	020
8	RUES	710	001	JENKINS	010

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5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
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7	SOCI	101	006	SIMPSON	021
8	SOCI	115	001	GRIFFIN	048
9	SOCI	122	001	HASTINGS	115
10	SOCI	122	002	MATHEWS	048
11	SOCI	130	001	HAGAN	275
12	SOCI	130	002	HASTINGS	115
13	SOCI	131	001	KING	039
14	SOCI	165	001	LOYD	048
15	SOCI	250	002	VAN RYN	048
16	SOCI	251	001	JI	048
17	SOCI	251	003	HARDIE	048
18	SOCI	252	001	CAI	021
19	SOCI	273	002	SILVER	048
20	SOCI	390	001	GUO	040
21	SOCI	412	002	GIBSON	038
22	SOCI	415	001	MOONEY	038
23	SOCI	420	001	GUTNIK	048
24	SOCI	423	001	TYSON	048
25	SOCI	427	001	KALLEBERG	030
26	SOCI / wmst	444	001	RIBAS	038 / 010
27	SOCI	468	001	STAFF	048
28	SOCI	708	001	NIELSEN	020
29	SOCI	711	001	GUO	020
30	SOCI	720	001	TYSON	020
31	SOCI	760	001	CURRIVAN	028
32	SOCI	761	001	CASPAR	028
33	SOCI	832	001	HAGAN	020
34	SOCI	861	001	KALLEBERG	020
35	SOCI	950	003	GRIFFIN	020
36	SOCI	950	004	STAFF	010
37	SOCI	950	005	COHEN	020
38	SOCI	950	006	KURZMAN	020

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2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
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7	STOR	100%	adopted		

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2	Courses that have NOT submitted COURSE MATERIAL ORDERS				
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5	DEPARTMENT	COURSE	SECTION	INSTRUCTOR	ENROLLMENT
6					
7	WMST	101	001	SHIELDS	300
8	WMST	290	001	BURRILL	025
9	WMST	293	001	BURRILL	025

1) Art 151: Fall 2008 through Fall 2010 (only offered in Fall term)
   Stokstad: Art History Volume One 9780131743205
   Paperback
   Valid through July 2010
   Submitted by Professor Verkerk

2) Art 152: Spring 2009 and Spring 2010 (only offered in Spring term)
   Stokstad: ART HISTORY A VIEW OF THE WEST VOL TWO
   9780131565777
   Barnet: SHORT GUIDE TO WRITING ABOUT ART 9780136138556
   Valid through December 2009
   Submitted by Professor Anderson

3) Art 154: Fall 2008 and Fall 2009 (only offered in Fall terms)
   HILLENBRAND: ISLAMIC ART+ARCHITECTURE 978-0-500-20305-7
   LAPIDUS: HISTORY OF ISLAMIC SOCIETIES 978-0-521-77933-3
   BARNET: SHORT GUIDE TO WRITING ABOUT ART 978-0-13-613855-6
   Valid through July 2009
   Submitted by Professor Bauer

4) Astronomy 101: Fall 2008 through Spring 2010
   Freedman: Universe 8th edition
   ISBN 9780716795643
   Valid through December 2009
   Submitted by Chair Laurie McNeil

5) Biology 101: Fall 2008 through Spring 2011
   Starr: Biology 9780495119814
   Valid through December 2010
   Submitted by Professor Jean DeSaix

6) Drama 115: Spring 2008 through Fall 2010
   Bedford Intro. To Drama 9780312445768
   Valid through July 2010 (2nd Summer Session)
   Submitted by dept Chair McKay Coble

7) French 105: Spring 2008 through Spring 2011
   Motifs 9781413029819
   Valid through December 2010
   Submitted by Professor Hannelore Jarausch

8) French 203: Spring 2008 through Spring 2010
   Sur Le Vif 978-1-41300-558-5
   Valid through December 2009
   Submitted by Professor Hannelore Jarausch

9) French 204: Spring 2008 through Spring 2011
Bonne Continuation 978-0-13-159720-4
(new edition not yet published due 11/07)
Valid through December 2010
Submitted by Professor Hannelore Jarausch

10) Hist 373: Spring 2009 through Spring 2011 (Spring terms only)
AMBROSE: BAND OF BROTHERS 978-0-7432-2454-3
CHANG: RAPE OF NANKING 978-0-14-027744-9
LITOFF: SINCE YOU WENT AWAY 978-0-7006-0714-3
LOTCHIN: BAD CITY IN THE GOOD WAR 978-0-253-21546-8
RUBINSTEIN: MYTH OF RESCUE 978-0-415-21249-6
SIDES: GHOST SOLDIERS 978-0-385-49565-3
KENNEDY: AMERICAN PEOPLE IN WORLD WAR II 978-0-19-516893-8
Valid through December 2010
Submitted by Professor Lotchin

11) Hist 374: Spring 2009 through Spring 2011 (Spring terms only)
BILLINGTON: WESTWARD EXPANSION 978-0-8263-1981-4
HOUSTON: SNOW MOUNTAIN PASSAGE 978-0-15-601143-3
LOTCHIN: SAN FRANCISCO,1846-1856 978-0-252-06631-3
PATTERSON: BUTCH CASSIDY 978-0-8032-8756-3
SCHLISSEL: WOMEN'S DIARIES OF WESTWARD JOURNEY 978-0-8052-1176-4
WELCH: FOOLS CROW 978-0-14-008937-0
YENNE: INDIAN WARS 978-1-59416-069-1
Valid through December 2010
Submitted by Professor Lotchin

12) Hist 395: Fall 2009 through Fall 2011 (Fall terms only)
COOKE: AMERICAN HOME FRONT: 1941-1942 978-0-8021-4332-7
LOTCHIN: BAD CITY IN THE GOOD WAR 978-0-253-21546-8
HERSEY: BELL FOR ADANO 978-0-394-75695-0
MEAD: BASEBALL GOES TO WAR 978-0-934333-38-2
BAILEY: FIRST STRANGE PLACE 978-0-8018-4867-4
DOHERTY: PROJECTIONS OF WAR 978-0-231-11635-0
LITOFF: SINCE YOU WENT AWAY 978-0-7006-0714-3
Valid through May 2011
Submitted by Professor Lotchin

13) Hist 584: Fall 2009 through Fall 2011 (Fall terms only)
STEELE: WHITE GUILT 978-0-06-057863-3
LANE: MURDER IN AMERICA 978-0-8142-0733-8
LARSON: DEVIL IN THE WHITE CITY 978-0-375-72560-9
SULLIVAN: DODGERS MOVE WEST 978-0-19-505922-9

BARTH: CITY PEOPLE 978-0-19-503194-2
CHUDACOFF: EVOLUTION OF AM.URBAN SOCIETY 978-0-13-189824-0
SIEGEL: PRINCE OF THE CITY 978-1-59403-149-6
GILFOILE: PICKPOCKET'S TALE 978-0-393-32989-6
Valid through May 2011
Submitted by Professor Lotchin

14) **Italian 101/102 (continuation courses)**: Spring 2008 through Spring 2010
101=est enrollment 114 /102= continuation course
Prego 9780073535265 Valid through December 2009
Submitted by Professor Ennio Rao

15) Linguistics 101: Spring 2008 through Fall 2009 est enrollment 210
Contemporary Linguistics 9780312419363
Valid through July 24, 2009
Submitted by department Chair Randall Hendrick

16) Physics 100: Spring 2008 through Fall 2009
How Things Work 9780471468868
Valid through July 24, 2009
Submitted by department Academic Affairs Coordinator Sallie Anderson

17) **Physics 104, 105 (continuation courses)**: Spring 2008 through Fall 2009
Physics 9780131536319
Valid through July 24, 2009
Submitted by department Academic Affairs Coordinator Sallie Anderson

18) Public Policy/Environmental Studies 585: Fall 2009 through Fall 2011 (Fall terms only)
ANDREWS: MANAGING THE ENVIRONMENT 978-0-300-11124-8
Valid through May 2011
Submitted by Professor Andrews

19) Psychology 101: 3 year commitment Fall 2008 through Spring 2011
Weiten: Psychology Briefer Edition PAPERBACK 978-0-495-10058-4
Valid through December 2010
Submitted by Kay Hill (Administrative Manager)

20) Religion 181: Spring 2009 through Spring 2011 (Spring terms only)
Gettleman: Middle East & Islamic World Reader 9780802139368
Sardar: Desperately Seeking Paradise 9781862077553
Pamuk: My Name is Red 9780375706851
History of Modern Palestine 9780521683159
Safi: Progressive Muslims 9781851683161
Valid through December 2010
Submitted by Professor Safi

From: bounce-24463707-17106642@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>

Sent: Monday, April 13, 2009 2:11 PM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] UNC College Calendar: Art, Drama, Music and Talk

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Here's a quick guide to special events on campus involving UNC's College of Arts and Sciences…

Through April 19: PlayMakers presents Pride and Prejudice. Tickets:
http://www.playmakersrep.org/

April 11-14: UNC MFA Thesis Exhibit, New Currents in Contemporary Art, Ackland Art Museum.
http://www.ackland.org

April 13: Biopolitics and Philosophy with Italian political philosopher Roberto Esposito, 5 pm, University Room, Hyde Hall. For details on these and related events April 13-15:
http://www.unc.edu/clct

April 13-18: Sounds of Globalism, a free world music festival with kora player Mamadou Diabate, American Indian singer/songwriter Pure Fe, Celtic band Selkie, salsa band Sajaso, and more. FedEx Global Education and Gerrard Hall.
http://www.global.unc.edu/images/calendar/music-festival-schedule.pdf

April 14: Japanese Atomic Bombs: Effects on Survivors, with radiological health expert Charles Waldren, 4 pm, FedEx Global Education Center.
http://www.carolinaasiacenter.unc.edu/

April 14: UNC American studies professor Robert Cantwell discusses Twang: Striking the Southern Note, 4 pm, George Watts Hill Alumni Center, Royall Room.
http://www.uncsouth.org

April 15: UNC political scientist Lars Schoultz discusses his book, That Infernal Little Cuban Republic: The United States and the Cuban Revolution, 2:30 pm, George Watts Hill Alumni Center. Registration $10, free for GAA members. 843-5115.
http://alumni.unc.edu/learning.

April 16: Issues in College Sport, a free symposium with former pro football player and world champion skier Jeremy Boom, Jay Bilas and Burke Magnus from ESPN, Dick Baddour and John Blanchard from UNC Athletics, and other experts. 8:30-4:30, Friday Center, part of April 15-18 scholarly conference and golf tournament
http://www.csriconference.org

April 16: The Physician as Patient, lunch and learn workshop (registration required),
12 noon, Hyde Hall, University Room.
http://parrcenter.unc.edu/events/

April 16: Nonfiction author William DeBuys, 3:30 Donovan Lounge, Greenlaw.
abraxton@mail.unc.edu

April 16-18: Gender, Islam and Health in Africa, an interdisciplinary conference featuring scholars and activists from the U.S. and Africa

exploring literature, health, law and politics; keynote is April 16 at 5:30 pm. B_Anderson@unc.edu. FedEx Global Education Center, Room 4003.
http://www.unc.edu/depts/africa/

April 16-25: PlayMakers online auction of Carolina-Duke basketball tickets, a week-long London trip, dinner at Fearrington House, Bonne Soiree, and more.
http://www.playmakersrep.org

April 19: Paul Ferguson, professor of communication studies specializing in stage adaptations of Southern literature, will discuss lessons from his life's work, 7 pm, Morehead Planetarium and Science Center.
http://comm.unc.edu

April 20: A Few Bumps in the Road: Obstacles to State-Building in Bosnia and Herzegovina, with Ambassador Douglas Davidson, former head for OSCE Mission for Bosnia-Herzegovina, 4 pm, 4003 FedEx Global Education Center.
http://www.unc.edu/depts/slavic/

April 22-26: PlayMakers presents Nine Parts of Desire. Tickets:
http://www.playmakersrep.org/

April 22: UNC African American Research Studies Consortium, a reception to connect UNC faculty, postdocs, staff and graduate students researching African American issues. 4 pm, Anne Queen Faculty Commons, Campus Y.
http://www.unc.edu/iaar

April 22: Oliver Mayer, USC professor and playwright (Dias y Flores, Laws of Sympathy, Conjunto) will discuss Filin y Rabia: Outsized Feelings and Yearnings without End, 6 pm, Gerrard Hall. UNC Latina/o Culture(s) Speakers Series.
lucas@email.unc.edu

April 23-24: The Outreach Program in Philosophy presents Plato's The Apology of Socrates, 8:15 p.m., Paul Green Theater, Center for Dramatic Art. Tickets:
http://www.ncplato.com

April 24: N.C. Jazz Repertory Orchestra, We Sing America: The Great American Songbook. Tickets $20, $15, $10. Tel 843-3333. 8 pm, Memorial Hall.
http://music.unc.edu/

April 24-26, May 1-3: Kudzu: A Southern Musical, by Jack Herrick, Doug Marlette and Bland Simpson, directed by Ellen Bland. Chatham Mills, Pittsboro. Info and tickets:
http://chathamarts.org

April 27: UNC Symphony Orchestra performs Mozart's Concerto for Flute and Harp and Prokofiev's Romeo and Juliet Suite No. 2, with flutist Brooks de Wetter-Smith and harpist Laura Smithburg Byrne, conducted by Tonu Kalam. 7:30 pm, Memorial Hall. Tickets: 843-3333.
http://music.unc.edu/

April 30: Russia and Its Empires, East and West, with Brandeis University historian David Engerman, 5:30 pm, 4003 FedEx Global Education Center.
http://www.unc.edu/depts/slavic/

More events
http://events.unc.edu/cal/main/showMain.rdo

UNC College In the Media
http://college.unc.edu/inthemedia

UNC College News
http://college.unc.edu

UNC College Talk (blog)
http://unccollege.wordpress.com

Carolina Arts & Sciences Magazine
http://college.unc.edu/magazine

UNC College Calendar is sent periodically to all faculty and staff in
the College of Arts and Sciences, university communication specialists,
and others by request.

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Dee Reid (919) 843-6339
Director of Communications
College of Arts and Sciences
The University of North Carolina at Chapel Hill
205 South Building, CB #3100
Chapel Hill NC 27599-3100
Web: http://college.unc.edu
Blog: http://www.unccollege.wordpress.com
Facebook: UNC College of Arts & Sciences

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of anne_whisnant@unc.edu
Sent: Monday, April 13, 2009 8:18 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Faculty Elections: Vote This Week!

Dear Faculty Colleagues,

The annual faculty elections will be conducted during the week of April 13-20 via an electronic survey that will be emailed to all members of the Voting Faculty. A highlight of this year's elections will be selection of a new Chair of the Faculty to succeed Joe Templeton, whose term ends June 30. The candidates for Chair of the Faculty are McKay Coble, Professor of Design and Chair of the Department of Dramatic Art; and Arne Kalleberg, Kenan Distinguished Professor of Sociology. The winner will serve three years in this post.

Faculty-wide elections will also be held for positions on the eleven elected faculty standing committees, while voters will also select Faculty Council representatives from their respective divisions.

We have a strong tradition of shared governance here at UNC, starting with faculty involvement in decision-making at the departmental and school level. The leaders that will be elected help the faculty's voice be heard in decision-making at the university level.

Complete information about the elections, including a sample ballot, links to a Q&A with the candidates for Faculty Chair, and a voter guide with personal statements from most of the candidates for other offices, may be found online at the elections page of the Faculty Governance website: http://www.unc.edu/faculty/faccoun/Elections/2009/index.shtml.

Voting-eligible faculty includes all tenured and tenure-track faculty, professional librarians, as well as fixed-term faculty whose terms of appointment meet certain criteria spelled out in Article 1 of the Faculty Code of University Government (see http://www.unc.edu/faculty/faccoun/code/code2008.shtml#article1).

Last year, 800 of 3294 distributed ballots were returned, for a "turnout" rate of 23%. This year we'd like to see turnout go way up! We encourage you to consider the issues and positions expressed. Your vote counts!

Anne Mitchell Whisnant, Ph.D.
Director of Research, Communications, and Programs
Office of Faculty Governance
203 Carr Building
CB# 9170
UNC-Chapel Hill
Chapel Hill, NC 27599
Tel: 919-962-1671
Fax: 919-962-5479
Email: anne_whisnant@unc.edu

This email is sponsored by: Office of Faculty Governance

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, April 16, 2009 8:31 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Call for Proposals - C. Felix Harvey Award to Advance Institutional Priorities

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The C. Felix Harvey Award to Advance Institutional Priorities 2009:
Applied Innovation of Scholarly Expertise in the Humanities and Social Sciences
REQUEST FOR PROPOSALS
Deadline: September 25, 2009

Purpose: Each year, the C. Felix Harvey Award to Advance Institutional Priorities seeks to recognize exemplary faculty scholarship that reflects one of the University's top priorities. For the 2009 competition (with a 2010-2011 project period), the $75,000 award is again focused on engagement and outreach. Complete project description and application guidelines are available at http://giving.unc.edu/harvey/ or the C. Felix Harvey Award link at http://provost.unc.edu/. If you have questions, please contact Mark Meares, Director of Corporate and Foundation Relations for Academic Affairs at 962.3420 or mark_meares@unc.edu.

The C. Felix Harvey Award will be given to the faculty member or members whose project proposal best reflects "Applied Innovation of Scholarly Expertise in the Humanities and Social Sciences" through the creative and substantive application of faculty scholarship to serve constituencies outside the University. To provide broad consideration across the eligible disciplines, projects should focus on at least one of the following themes:

Technology
Economic Development
Arts and Culture
Improvement of K-12 Public Education

Award: One award of $75,000 will be given to support a project of up to 15 months that may commence as early as June 1, 2010, and must conclude by August 31, 2011.

Eligibility: All UNC Chapel Hill full or part-time faculty (excluding adjuncts) in the humanities and social sciences are eligible to apply.

Award Criteria: Proposed projects in the 2009 award cycle will be judged primarily on four factors that define the Applied Innovation of Scholarly Expertise:

Creativity: the degree to which the project exhibits the inventive application of scholarship beyond the traditional boundaries of its discipline.

Collaboration: the degree to which the project involves faculty and students across disciplines within the university and with community stakeholders outside the university.

Applicability to Real-World Challenges: the degree to which the project addresses present day challenges facing constituencies outside of the university.

Sustainability and/ or Degree of Adoption: the likelihood that

the engaged scholarship will have a continued presence or impact outside of the university.

Application Requirements: Please submit the attached one-page award application and a brief project narrative (maximum of 3 pages) and budget (maximum of 1 page) in accordance with the application guidelines below.

Deadline: Each award application, narrative and budget must be submitted electronically (PDF format or MSWord) to HarveyAward@unc.edu by September 25, 2009. Applications will be reviewed by the Harvey Awards Committee, consisting of the Chancellor, the Executive Vice Chancellor and Provost, the Vice Chancellor for University Advancement, the Senior Associate Vice Chancellor for Development, and two members of the Harvey family. Three finalists will be selected to make presentations to the Committee in November, and outcomes will be communicated no later than December 1, 2009.

Project Reporting: Recipients of the C. Felix Harvey Award to Advance Institutional Priorities must submit a final narrative and financial report to the Harvey Awards Committee within three months of the conclusion of the project.

Restrictions: Award funds cannot be used to support research that is solely academic in nature, curriculum development, special events or speaker series, or surveys.

This email is sponsored by: Office of the Provost and Office of University Advancement

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, April 16, 2009 8:49 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Milk Thistle for Hepatitis C Study!

We Are Conducting A Study with Milk Thistle in Patients with Hepatitis C

Silymarin is the active ingredient in Milk Thistle. Milk Thistle has been used by patients with liver disease for centuries. Milk Thistle may have protective effects on the liver but this has not been studied well enough to know for sure.

The purpose of this phase 2 study is to explore the safety and effectiveness of milk thistle in treating patients with chronic hepatitis C virus (HCV) who did not clear the virus after taking conventional antiviral therapy.

If you are interested in this study, please call:
(919) 966-0764, email: pea@med.unc.edu.

IRB Approved by OHRE, # 08-0342, 3/16/2009

This email is sponsored by: UNC Liver Program

==========

"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: bounce-24498065-17259685@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent: Friday, April 17, 2009 9:59 AM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] Budget Cuts and Lay-Offs

---

The enclosed message from Dean Carney is being sent to all faculty and staff in the College of Arts and Sciences.

* * *

To: College of Arts & Science Faculty and Staff
From: Bruce W. Carney, Interim Dean
Re: Budget Cuts and Lay-Offs

In a time of budget reversions and looming permanent cuts to our state budget, all of us are understandably anxious about what the future holds. As promised, I am writing to share the latest information we have about budget cuts and how they are affecting faculty and staff in the College.

We have already suspended 30 searches for new College faculty in anticipation of permanent state budget cuts for 2009-2010. This has "saved" our future budget about one-third to one-quarter of the expected dollar amount of the cuts. However, these savings alone are not enough to absorb the anticipated reductions to our permanent state budget.

We have tried to minimize other cuts to instructional budgets, which pay salaries for some fixed-term faculty and stipends for many graduate students, who play a direct role in fulfilling our primary mission: the instruction of our undergraduates.

Now we are following the Chancellor's requirement to begin implementing a 5% permanent reduction to our state budget. In order to meet our instructional obligations, this has necessitated budget cuts exceeding 5% in some areas. Some of these cuts affect staff members who are also vital to our academic mission.

After consultation with selected chairs, we have determined that some staff lay-offs are necessary. At this time we expect to lay off approximately 20 staff members in the College; with few exceptions, most have already been informed. We have also decided to eliminate about five to ten vacant staff positions.

These unfortunate cuts directly affect valuable employees, including some who have been working here for many years. Their loss indirectly affects all of us as we strive to fulfill our academic mission with fewer staff and faculty.

We believe that the current lay-offs will enable the College to satisfy the 5% budget cut. However, the total cut to the College will not be known for several months. In the meantime, news coverage may include a range of confusing possibilities, none of them certain until the General Assembly approves the budget later this year. And if there are ongoing shortfalls to the state's budget, we expect that further "one-time" cuts will be required. Let us all hope for the best for the state's economy and its employees.

If you have any questions about budget cuts in your department and how

they may affect your responsibilities, please contact your department chair. We will continue to keep you informed about the overall College budget by sharing any new information as soon as we are able.

Thank you again for your patience and cooperation in these difficult times.

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Friday, April 17, 2009 10:10 AM
To: Mutima@mxp0.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Don't forget: reception tonight, symposium tomorrow!

---

at the ackland

TONIGHT!

NEW CURRENTS IN CONTEMPORARY ART

UNC-Chapel Hill Master of Fine Arts Exhibition
Public Reception
6:00 - 8:00 PM

Join the Student Friends of the Ackland for a public reception celebrating *New Currents in Contemporary Art* tonight (Friday, April 17)!

Now's your chance to enter the cab of an eighteen wheeler on the Ackland's front lawn, stand under an undulating felt sculpture, experience an interactive interrogation booth, and don 3-d glasses to watch drawings jump from their frames - just a few of the experiences brought to you by artists John Hill Jr., Gretchen Huffman, Nestor Armando Gil, Angela Grisales, Erin Paroubek, Edie Shimel, and Dave Sinkiewicz. Free.

Saturday, April 18

LEARNING FROM THE LEGACY

Sherman E. Lee
Symposium
Hanes Art Center Auditorium
2:00 - 6:30 PM

This weekend's symposium *Learning from the Legacy*, an afternoon-long celebration of esteemed Asian art historian Sherman Emery Lee, is a rare opportunity to hear several world-renowned scholars and museum professionals speak about Asian art. Don't miss it!

Participants include Alan Shestack, retired Deputy Director and Chief Curator, National Gallery of Art, Washington, DC; James Ulak, Deputy Director of the Freer Gallery of Art and Arthur M.Sackler Gallery, Washington, DC; Jay Levenson, Director of the International Program, Museum of Modern Art, New York; James Lally of J.J. Lally and Co. Oriental Art, New York; and Lee's daughter, Katharine Lee Reid, former Director of the Cleveland Museum of Art. The afternoon's events will include a traditional Chinese dance performed by Carolina Lion Dance, a Debate among Experts, and a reception at the Ackland. Detailed schedule of events here.

IN THE GALLERIES:

At the Heart of Progress:
Coal, Iron, and Steam since 1750

New Currents in Contemporary Art

Sage in the Bamboo Grove: The Legacy of Sherman E. Lee

Metamorphosis in Ovid's Poetry and Early Modern Art

NEXT WEEK:

Tuesday, April 21
Yoga in the Galleries
12:00 - 1:00 PM

Wednesday, April 22
Lunch with One
Carolyn Allmendinger
1:00 - 2:00 PM

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit

www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Illustrations

Angela Grisales: *Coppice* (detail), 2009; felt. 12 x 10 feet diameter. Courtesy of the artist

Utagawa Toyohiro, Japanese, 1773 - 1828 (Edo Period 1615-1868): *Tiger in Bamboo* (detail); hanging scroll; color on paper. Gift of Ruth and Sherman Lee

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-24498214-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, April 17, 2009 8:33 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Subjects needed for study on Bipolar Disorder

---

Do you have Bipolar Disorder? Do you want to see your brain?

UNC-Chapel Hill's Center of Excellence for Research & Treatment of Bipolar Disorder (CERT-BD) is looking for participants for their research studies on Bipolar Disorder.

You may qualify if you:

- Are 8-65 years old
- Are currently diagnosed with Bipolar Disorder or suspect you may have Bipolar Disorder
- Are in good physical health
- Are not using illegal drugs
- Are not currently pregnant

You will receive a study-related psychiatric evaluation, MRI and neurocognitive testing. You may be eligible for study medication. Financial compensation for participants is provided.

For more information, please call 888-843-6421 (24 hour line) or visit http://www.med.unc.edu/cert-bd

Approved by Biomedical IRB
Approval date: 8/3/07
Study #07-0055

This email is sponsored by: Psychiatry

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From:	bounce-24511760-17314846@listserv.unc.edu on behalf of WebEvent <webevent@unc.edu>
Sent:	Sunday, April 19, 2009 11:03 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] WebEvent Reminder: Apr 24 - Deadline for Nominations for Award in Management 2009

WebEvent Reminder

Title: Deadline for Nominations for Award in Management 2009
Date: Friday, April 24, 2009
Time: Unspecified

Description: An annual Award in Management was established in 2005 to acknowledge the dedication and hard work of the administrative managers in each of our units who coordinate and serve as liaisons with the Dean's Office.

Nominations for the 2009 College of Arts and Sciences Award in Management are due by Friday, April 24, 2009. The criteria for the award are listed on the attached nomination form. Up to three letters of support addressed to La-Eula Davis (Dean's Office, CB # 3100, 205 South Building) will be accepted.

The 2009 award recipient will be announced on Wednesday, June 10th at the Arts and Sciences Manager's Award Luncheon.

Again, the nomination deadline is Friday, April 24th .

Return nominations to:

La-Eula Davis
College of Arts & Sciences
CB# 3100, Dean's Office
Phone#: 2-1165
Fax#: 2-2408

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

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--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From:	bounce-24519506-17367827@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent:	Monday, April 20, 2009 4:34 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	Administrative Managers <asmgrs@listserv.unc.edu>; Kirsten Beattie <kbeattie@email.unc.edu>; Martha S Marks <mmarks@email.unc.edu>; John P Mcgowan <jpm@email.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] [Fwd: IAH 2010-2011 Faculty Fellowship Deadlines]

The enclosed message from the Institute for the Arts and Humanities is being sent to all faculty in the College of Arts and Sciences, with a copy to administrative managers.

* * *

The INSTITUTE *for the* ARTS *and* HUMANITIES is pleased to announce:

FACULTY FELLOWSHIPS 2010-2011

The Institute for the Arts and Humanities is offering UNC-Chapel Hill faculty members a unique opportunity: a semester-long, on-campus fellowship to work on projects for publication, exhibition, composition or performance.

The fellowship centers on a weekly three-hour seminar at Hyde Hall where Fellows exchange ideas with eight to 12 peers from various disciplines. Faculty may apply for either the fall or spring semester. Faculty who previously held any fellowship at the IAH may apply again, but only in the fifth year after any previous fellowship at the Institute for the Arts and Humanities.

Two fellowships are available: IAH Faculty Fellowships and Chapman Family Faculty Fellowships.

Faculty may apply for **only one** of the two available fellowships.

I. IAH Faculty Fellowships

Projects: Proposals should be related in some vital way to the arts, humanities or social sciences. Joint proposals from two faculty members are also acceptable.

Eligibility: We encourage applications from faculty at all ranks in tenure-track or tenured positions. Tenured or tenure-track faculty may apply as early as their second year at UNC-Chapel Hill. In each group of Fellows we seek a blend of ranks and disciplines. We may also take into account applicants' leaves of absence for research during the three years prior to the IAH fellowship. Applicants require endorsement from their department chairs.

Deadline for IAH Applications:

Wednesday, September 23, 2009 at noon

II. Chapman Family Faculty Fellowships *for outstanding teachers who regularly teach undergraduate students*

-

Projects: The IAH is interested in a variety of projects: outreach, internships or fieldwork related to your teaching or research; a reading program to revitalize a field of your teaching; research; or performance or exhibition in the fine arts. The Chapman Family Faculty Fellowship includes a **stipend of $5,000** that the Fellow may use to support teaching, research and service activities.

Eligibility: Applicants must have been at UNC-CH for **at least three full years** of teaching, long enough to establish a record of distinguished teaching at UNC-CH. Faculty in all units of the University may apply for a Chapman Fellowship if they regularly teach undergraduate courses. In addition to project proposals, Chapman applicants must submit supporting materials about their teaching and may be interviewed and/or observed (with advance notification) by members of the selection committee.

Deadline for Chapman Applications:
Wednesday, October 21, 2009 at noon

Fellows must attend weekly seminar meetings during the semester of their leave. IAH Faculty Fellowships are a key part of the College of Arts and Sciences' efforts to retain the best faculty at Carolina.

Applications are now available at Hyde Hall. To request an application by phone, call Martha Marks at 843-2651.

For more information about our fellowships or programs, feel free to talk with IAH Director John McGowan (jpm@email.unc.edu or 962-6831), Executive Director Megan Granda (mgranda@unc.edu or 843-2653), or staff at Hyde Hall. You can also visit our Web site: iah.unc.edu.

<!--[if !vml]--> <!--[endif]-->Institute for the Arts and Humanities • College of Arts and Sciences • The University of North Carolina at Chapel Hill • Campus Box 3322 • Chapel Hill, NC 27599-3322 • Phone: 919.962.0249 • iah@unc.edu • www.iah.unc.edu

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 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

From: Peter Landstrom <plandstr@email.unc.edu>
Sent: Tuesday, April 21, 2009 9:52 AM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: My trip to the ALTA conference in Madison,WI

Dear Mutima,

I understood that Travis in your department had prepared the CABS # for your airfare to Madison for the conference. I approved it. I believe that that is already done. Please check with him about the flight schedule.

Thanks,

Peter

Alphonse Mutima wrote:
>
> Dear Peter:
>
> I understand that you are taking care of my round trip air ticket to
> Madison,WI.I would like to leave on Friday 4/24/09 morning and come
> back on Sunday morning on 4/26/09. I hope it is not too late to do that.
>
>
> Best.
>
> Alphonse

--
Peter S. Landstrom
Manager, Area Studies Center
Carolina Asia Center/African Studies Center/
Center for the Study of the Middle East and Muslim Civilizations
CB# 7582
UNC-Chapel Hill
Chapel Hill, NC 27599-7582

plandstr@email.unc.edu

TEL: 919-843-0129
FAX: 919-843-2102

From:	bounce-24525127-17396866@listserv.unc.edu on behalf of Deborah Crowder <dacrowde@email.unc.edu>
Sent:	Tuesday, April 21, 2009 10:37 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] *Save the Date* May 9, noon-2 pm

---

Hi all. Please make sure to reserve this time for the departmental graduation reception, to be held in the Hitchcock room of the Stone Center. I will remind you again! Debby

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, April 21, 2009 3:53 PM
To: Mutima@mxp0.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Spring Benefit Luncheon, April 27

---

at the ackland

On **Monday, April 27**, celebrate *New Currents in Contemporary Art: UNC-Chapel Hill Master of Fine Arts Exhibition* with Director Emily Kass at the Ackland Art Museum's 2009 Spring Benefit Luncheon.

12:00 PM
Luncheon and Lecture
at the Carolina Inn

Assistant Professor of Art History **Cary Levine** considers approaches to contemporary art.

2:30 PM
Private Viewing with the Artists
at the Ackland Art Museum

Join exhibition artists for a special tour of *New Currents in Contemporary Art*.

$50 per person ($20 tax deductible) I All proceeds benefit the Ackland Art Museum
Respond by noon on Thursday, April 23, to Kyle Fitch at 919.843.3676 or kyle_fitch@unc.edu

From left:
John Hill Jr.: *Proactive Teamwork* (detail), 2008 - 2009; Micron pen on paper.
Gretchen Huffman: *Babb*, 2008; ink wash and casein.
Nestor Armando Gil: *Incidents* (detail), 2008 - ongoing; ink on paper.
Edie Shimel: *The Pastoral State* (detail), 2008; silver gelatin print.
All works courtesy of the artists.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, April 22, 2009 11:59 AM
To: Alphonse Mutima <smutima@email.unc.edu>
Cc: Julius Nyangoro <jen321@email.unc.edu>; Deborah Crowder <dacrowde@email.unc.edu>
Subject: Meeting Monday April 27 at 10 am

Hi Professor Mutima. Your chairman would like to meet with you and I on Monday morning at 10 am to discuss some issues concerning scheduling for the 09-10 academic year. We will need to meet in Prof. Nyang'oro's office. Please confirm that you will be able to make this meeting.
Thank you. Debby

From: Deborah Crowder <dacrowde@email.unc.edu>

Sent: Wednesday, April 22, 2009 2:15 PM

To: Timothy J. McMillan <tjm1@email.unc.edu>; Perry Hall <hallpa@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Margaret Carol Lee <leemc@email.unc.edu>; Julius Nyangoro <jen321@email.unc.edu>; Sinamenye A Mutima <smutima@email.unc.edu>; Reginald Hildebrand <hildebra@email.unc.edu>; Robert Porter @mindspring.com>; charlene regester <regester@email.unc.edu>

Subject: summer school memo

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, April 22, 2009 2:44 PM
To: Timothy J. McMillan <tjm1@email.unc.edu>; Perry Hall <hallpa@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Margaret Carol Lee <leemc@email.unc.edu>; Julius Nyangoro <jen321@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Reginald Hildebrand <hildebra@email.unc.edu>; Robert Porter @mindspring.com>; charlene regester <regester@email.unc.edu>
Subject: second try summer school (sorry)

MEMORANDUM
TO: Summer School Faculty
FROM: Bernadette Gray-Little
Executive Vice Chancellor and Provost
DATE: April, 2009
SUBJECT: Summary of Procedures Pertaining to Faculty Responsibilities and Final Exams – Summer School Courses 2009

1. ORGANIZATION: Faculty should announce course requirements, including quizzes and written papers, to students at the beginning of the session and should distribute them as part of every course syllabus. Students should not be given unexpected assignments during the final week of a session, especially if the assignments involve lengthy research papers or large amounts of new reading. During the last two days of classes, do not give quizzes or written assignments that are not a part of or the equivalent to a current daily recitation period.

2. CALENDAR: Summer class meetings are not to be cancelled. Each class in this concentrated calendar is required to provide students the total contact hours specified for credit courses.

3. HONOR CODE: Please familiarize yourself with the expedited processes and provisions of the Honor Code (http://instrument.unc.edu). Also, you are expected to help improve awareness and compliance of the Honor Code among your students. One way is to convey a clear message of high expectations by including a statement similar to the following in your syllabi.

"The Honor Code is in effect in this class and all others at the University. I am committed to treating Honor Code violations seriously and urge all students to become familiar with its terms (http://instrument.unc.edu). If you have questions, it is your responsibility to ask me about the Code's application. All exams, written work, and other projects must be submitted with a statement that you have complied with the requirements of the Honor Code on all aspects of the submitted work."

4. FINAL EXAMINATION:

Undergraduate courses taught on campus must include a final examination unless the provost grants an exception. A traditional final examination is written. Only the provost can grant exceptions to the scheduled time and location of a traditional examination after review and approval of the appropriate department head and the dean.

The final examination schedule is posted on the Registrar central web sites and at summer.unc.edu/quickreference/schedule. Examinations must be held at the time shown on the schedule. Final examinations for a full course should ordinarily cover a minimum of two hours and should not exceed a period of three hours.

Students should not be encouraged to believe that they will be granted earlier examination times.

An instructor may, due to highly unusual circumstances, petition for a change in the examination schedule. The petition should be made before the third class day of the summer session and, if approved, announced to students at least three weeks before the first day of final examinations. The petition must be cleared by the department head and the appropriate dean before consideration by the provost. The change

could be made only to one of the other exam periods in the schedule. Such changes will be granted only under the most extenuating circumstances. Departmental chairs must give permission for faculty to use nontraditional examinations, such as a portfolio of a semester's work or a take-home examination. Assignments that are a part of the final examination should be clearly announced in the course syllabus and should be due on the scheduled date of the examination.

5. GRADES: Please submit course grades to the University Registrar within 72 hours of the completion of an examination and keep your course records for at least one year. If you leave the University, give your course records to your department chair and provide an address where you can be reached if questions should arise.

6. EVALUATION: It is recommended that each summer course for undergraduates include a student evaluation. The survey instrument, its distribution, and reporting are responsibilities of each respective School or College unit.

BGL:st

From: @nc.rr.com
Sent: Wednesday, April 22, 2009 3:34 PM
To: dacrowde@email.unc.edu
Subject: office hours

Good morning,
Would you be able to tell me when Professor Mutima will be holding office hours for the remainder of this week, or for the next two weeks? I look forward to hearing from you soon.
Thank you,
Amy Kleissler

From: @gmail.com>

Sent: Wednesday, April 22, 2009 6:22 PM

To: Trudier Harris <deeranu@email.unc.edu>; Rebecka Rutledge Fisher <rrfisher@email.unc.edu>; Jennifer Ho <jho@email.unc.edu>; James W. Coleman <coleman3@email.unc.edu>; hallpa@email.unc.edu; hildebra@email.unc.edu; krjanken@email.unc.edu; jfjordan@email.unc.edu; radunbar@email.unc.edu; klcaldwe@email.unc.edu; b_anderson@unc.edu; jen321@email.unc.edu; rporter@email.unc.edu; regester@email.unc.edu; kaslo@email.unc.edu; delli@email.unc.edu

Subject: Mae Henderson's Maymester Course

Attach: MAYMESTER POSTER.doc

Dear Professors,

Attached to this email is a poster for Dr. Henderson's Maymester course on Contemporary African American Fiction & Film: Studies in Transtextuality. Dr. Henderson asks that you announce this course to your undergraduate students.

Best regards,

--

University of North Carolina at Chapel Hill

E-mail: @email.unc.edu

CONTEMPORARY AFRICAN AMERICAN FICTION & FILM: STUDIES IN TRANSTEXTUALITY

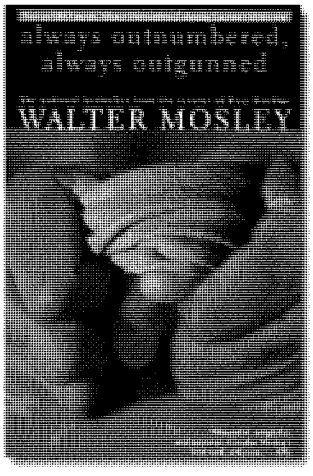

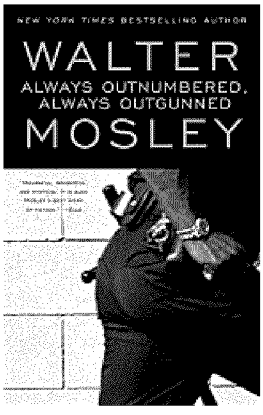

MAYMESTER 2009: ENGL 124 (Mae Henderson)

This course will examine contemporary African American fiction and film, focusing particularly on the issues of genre and "transtextuality" (translating literary texts into cinematic texts). Although our primary focus will be on the novel, we will consider what happens when the verbal narrative is adapted into a visual medium. We will consider the structures, techniques, limitations and possibilities of fiction and film as distinct genres, along with how the (Hollywood) film system (re)shapes novelistic construction and meaning in the process of adaptation from a print to a visual medium. Because no text can be understood in a cultural vacuum, we will historicize both literary and filmic texts by situating production and consumption in relation to cultural and historical contexts. Our aim is to explore the significance of these texts as they reinscribe and challenge contemporary social, sexual, gender, and racial structures. And although this is not, strictly speaking, either a course on adaptation theory or film studies, we will begin to develop a general familiarity with the concepts, grammar, and syntax of film theory and criticism. Our course objective is to develop skills in close reading, cultural criticism, and an enjoyment of what the great French critic Roland Barthes calls "*le plaisir du texte*."

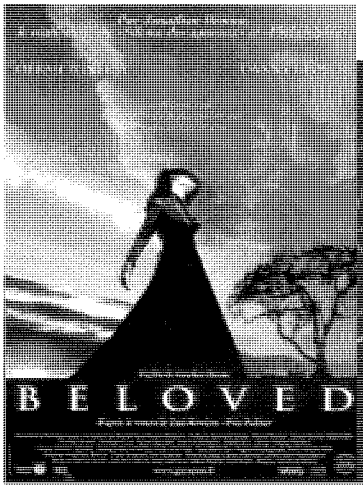

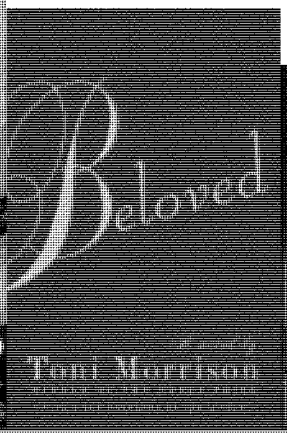

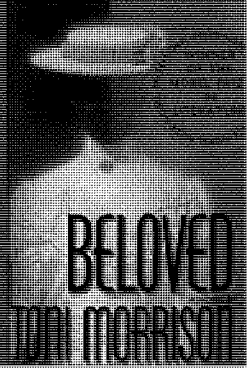

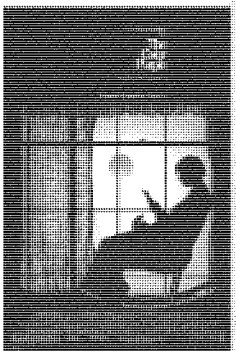

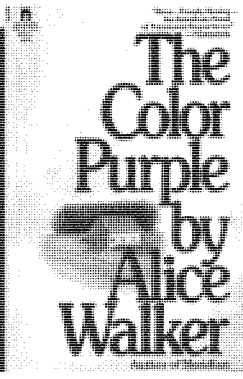
The
Color
Purple
by
Alice
Walker

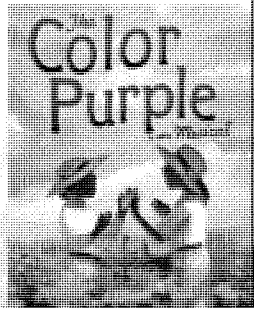
The
Color
Purple

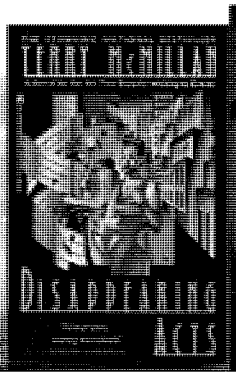
TERRY McMILLAN
DISAPPEARING
ACTS

wesley snipes
simul triun
disappearing acts

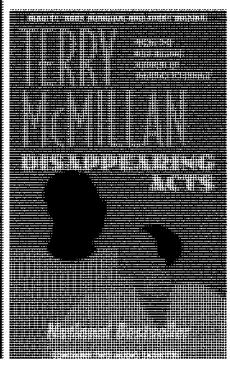
TERRY
McMILLAN
DISAPPEARING
ACTS

From: nobody@notify.unc.edu on behalf of wehmeyem@dentistry.unc.edu
Sent: Wednesday, April 22, 2009 8:39 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Patients on DIALYSIS needed for study of GUM DISEASE

The UNC Dental Research Center is currently seeking volunteers to participate in a research study about how gum disease (periodontal disease) and kidney disease are related.

Participants will receive free dental x-rays, dental exam, periodontal therapy (deep teeth cleaning) and parking and may receive up to $150 for successful study completion.

You may be eligible to participate in this research study if you:
-Are between 18 and 80 years old
-Are on peritoneal dialysis or hemodialysis
-Have at least 12 of your own teeth
-Have gum disease (periodontal disease)

To learn how you can be in this study, please call (919) 966-5271 or send an email to wehmeyem@dentistry.unc.edu with your name, phone number, and times you can be reached. Your email will not be shared.

Please share this message with friends or family!

Principle Investigators: Meggan Wehmeyer, DDS; Steven Offenbacher, DDS, PhD
Approved by UNC IRB# 08-0464: 4/3/2009

This email is sponsored by: The Dental Research Center

This email is sponsored by: Dental Research Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Faculty.Governance@mxp0.isis.unc.edu
Sent: Thursday, April 23, 2009 8:13 PM
To: General Faculty <generalfaculty@listserv.unc.edu>
Subject: [generalfaculty] Faculty Governance News, v. 3.15

Faculty Governance News

vol. 3.15

April 23, 2009

From the UNC Office of Faculty Governance
200-204 Carr Building
UNC-CH Campus
Contact: Anne M. Whisnant (anne_whisnant@unc.edu)

Coble elected Chair of the Faculty

McKay Coble, Professor of Design and Chair of the Department of Dramatic Art, was elected Chair of the Faculty in the annual faculty elections, which concluded Monday afternoon, April 20. She will take office July 1st, succeeding current Chair Joe Templeton. Nine hundred and twenty-five faculty members voted in the elections this year, up from 800 last year. This represented a turnout rate of 26%. Complete election results for Faculty Council seats and all other faculty committees will be announced Friday at the Faculty Council meeting and posted to the Faculty Governance website immediately afterward.

Faculty Council and General Faculty will meet Friday, April 24

The final Faculty Council meeting of the year will take place tomorrow (Friday, April 24) at 3 p.m. in the Multipurpose Room of the Sonja Haynes Stone Center for Black Culture and History. This meeting is also a meeting of the General Faculty, which convenes with the Faculty Council once each semester. All faculty members are invited to attend.

The packed agenda will include a presentation by representatives from Bain & Company about the study they are currently conducting of university operations. Also on tap is discussion of a draft report from the Provost's Task Force on Future Promotion and Tenure Policies and Practices, chaired by Prof. Jane Brown. Other agenda items include annual reports of the Faculty Committee on Research and the Faculty Council Committee on Fixed-Term Faculty.

The complete agenda, including links to all reports, is now online here: http://www.unc.edu/faculty/faccoun/agendas/2008-09/A09FC04.shtml.

Minutes for the March 20 meeting are now online at

http://www.unc.edu/faculty/faccoun/minutes/2008-09/M09FC03.shtml.

Faculty invited to participate in Commencement Weekend events, May 9-10; Inclement Weather Ticket must be obtained in advance

The schedule of events for Commencement Weekend 2009 has been set.

The Doctoral Hooding ceremony will be held May 9 at 10 a.m. in the Dean Smith Center. Dr. Adron Harris, professor at the University of Texas in Austin, will be the guest speaker. Non-hooding faculty members should assemble in the Press Room at the Smith by 9:30 a.m., for the processional.

University Commencement will be held May 10 at 9:30 a.m. in Kenan Stadium. This year's speaker is Archbishop Emeritus Desmond M. Tutu, winner of the Nobel Peace Prize and renowned South African anti-apartheid campaigner. Faculty are asked to gather at the old Kenan Field House at 9 a.m. Faculty Marshal Trudier Harris will lead the faculty processional. Parking will be available in the Craige Deck. New this year is the need to obtain, in advance, an Inclement Weather Ticket to admit you to the Smith Center in the event of rain. Contact David Thompson in the Faculty Governance Office to request your ticket. He can be reached at dthomps3@email.unc.edu or at 962-2147.

Full information for faculty about commencement may be found here.

State funds spending freeze now in place

Updated Emergency Budget Guidelines for the University were announced Tuesday, April 21. The new guidelines elaborate tight restrictions on the expenditure of state funds in four areas: personnel expenses; travel expenses; other non-personnel expenses; and capital expenses. With regard to "other non-personnel expenses," for example, the guidelines prescribe that "departments are not allowed to pay for office supplies (e.g. legal pads, pens/pencils, paper clips), cleaning supplies or similar supply type items from state funds unless the entire campus is completely out of supplies." To read the guidelines, visit http://universityrelations.unc.edu/budget/documents/2009/Emergency%20Budget%20Guidelines-Amended.pdf.

Faculty Governance Reading Room

Articles, books, or other resources of interest to faculty. This week's selection:

Is Tenure a Trap for Women?, from the *Chronicle of Higher Education*, 22 April 2009 (free access from the campus network)

About Faculty Governance News

The Faculty Governance News is published every two weeks throughout the academic year by the Office of Faculty Governance. Archived issues and the publication schedule for 2008-09 are available online here. Information to be considered for inclusion should be sent to Anne Whisnant (anne_whisnant@unc.edu) by Monday before an issue is scheduled to appear. For more information on any of these items, please contact Anne Whisnant in the Office of Faculty

Governance.

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Anne Mitchell Whisnant, Ph.D.
Director of Research, Communications, and Programs
Office of Faculty Governance
203 Carr Building
CB# 9170
UNC-Chapel Hill
Chapel Hill, NC 27599
Tel: 919-962-1671
Fax: 919-962-5479
Email: anne_whisnant@unc.edu

- -- You are currently subscribed to

generalfaculty as: smutima@email.unc.edu .
To unsubscribe click here: http://lists.unc.edu/u?id=15587148.41ec6bdffc8ed886cdb89df440542781&n=T&l=generalfaculty&o=24546613 or send a blank email to leave-24546613-15587148.41ec6bdffc8ed886cdb89df440542781@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, April 23, 2009 8:35 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Carolina Family Scholarship application

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Dear Carolina Faculty and Staff,

The UNC-Chapel Hill Family Scholarship committee is pleased to announce that Fall 2009 scholarship applications for children of UNC-Chapel Hill employees are now being accepted. For more information about the scholarship, see
http://gazette.unc.edu/archives/09apr01/fundraising.html

PLEASE NOTE: The application deadline is May 15th, 2009.

This need-based scholarship fund was created by Carolina employees to provide
financial support to the children of our full-time colleagues to attend ANY
of the 16 UNC campuses as well as any of the accredited community and technical colleges in North Carolina.

Additional information about this program, including how to apply for the
scholarship, is available at www.unc.edu/familyfund on the web.

Please note: Applicants must file the necessary financial aid forms with the institution they wish to attend and notify the Office of Scholarships and Student Aid at UNC-Chapel Hill with the contact information for that institution's financial aid office, as well as provide a detailed summary of the financial aid package offered by that institution.

.....
.....

Want to help children of Carolina employees go to college? Check out www.unc.edu/familyfund to arrange for a $1 (or more) weekly tax-deductible payroll deduction or a one-time donation.

The UNC-Chapel Hill Family Scholarship Fund committee offers their sincere thanks for your support and welcomes your suggestions.

Respectfully,

UNC-Chapel Hill Family Scholarship Fund committee
www.unc.edu/familyfund

and

Bruce Egan
Director, ITS Response Center (962-HELP)
UNC-Chapel Hill

voice: 843-7777
email: bruce_egan@unc.edu

This email is sponsored by: Scholarship Office

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, April 23, 2009 9:19 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Director of the Center for Faculty Excellence

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TO: Members of the Faculty

FROM: Bernadette Gray-Little, Executive Vice Chancellor and Provost

DATE: April 23, 2009

SUBJECT: Director of the Center for Faculty Excellence

I am very pleased to announce that Ruth Walden, the James Howard and Hallie McLean Parker Distinguished Professor of Journalism and Mass Communication, will become director of the Center for Faculty Excellence beginning July 1.

The center was created last summer to provide the academic support necessary to promote faculty development in the key areas of teaching, research and leadership. Dr. Walden, a longtime Carolina faculty member, is an accomplished scholar with an in-depth understanding of the issues related to enhancing success for faculty members in their various roles.

As she provides leadership for the center, Dr. Walden will continue to teach and conduct research in mass communication law and First Amendment theory. She serves on the editorial boards of "Communication Law and Policy" and "Journalism and Mass Communication Quarterly" and is the author of "Insult Laws: An Insult to Press Freedom," a worldwide study commissioned by the World Press Freedom Committee.

Both within the School of Journalism and Mass Communication and in the broader University community, Dr. Walden has been recognized for outstanding teaching. She has worked extensively with graduate education and tailored an existing pedagogy class designed to help graduate students prepare for academic careers. Dr. Walden has served on several advisory committees for the Graduate School, and within the journalism school she has been coordinator of the master's and doctoral programs, and director and associate dean of graduate studies.

Throughout her tenure, Dr. Walden has served the University community on multiple levels. As the current chair of the University Committee on Appointment, Promotion and Tenure, she is widely respected by colleagues and is regarded as an excellent role model and mentor.

We are fortunate to have someone of Dr. Walden's stature agree to lead the next phase of the Center for Faculty Excellence. Until Dr. Walden assumes her role, the center will be led by Dr. Todd Zakrajsek, who was appointed executive director last August. Dr. Zakrajsek came to Carolina from Central Michigan University, where he was the inaugural director of the Faculty Center for Innovative Teaching from 2001 to 2008.

Under the leadership of Dr. Walden, and with the strong support of Dr. Zakrajsek, the Center for Faculty Excellence is well positioned to contribute to the development of faculty members, both in directing them to appropriate existing resources and creating new or expanded opportunities to meet their needs.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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From: Deborah Crowder <dacrowde@email.unc.edu>

Sent: Monday, April 27, 2009 3:53 PM

To: Michael Lambert <mlambert@email.unc.edu>; Barbara Anderson <banders1@email.unc.edu>; Perry Hall <hallpa@email.unc.edu>; Kia Caldwell <klcaldwe@email.unc.edu>; Margaret Carol Lee <leemc@email.unc.edu>; bse >> bselassi >> Bereket Selassie <bselassi@email.unc.edu>; Georges Nzongola-Ntalaja <nzongola@email.unc.edu>; Donato Fhunsu <dfhunsu21@unc.edu>; Mamarame Seck @gmail.com>; Kenneth Janken <krjanken@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; Timothy J. McMillan <tjm1@email.unc.edu>

Subject: [Fwd: [asmgrs] Save the Date - A&S Honors/Retirement Reception]

Attach: [asmgrs] Save the Date - A&S Honors_Retirement Reception.eml (6.21 KB).msg

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Hi to all. FYI, Ann Dunbar will be recognized at this event, in case you might consider attending. Debby

From: Faye Lewis <flewis@email.unc.edu>
Sent: Wednesday, April 8, 2009 2:29 PM
To: All Administrative Managers in the College of Arts & Sciences <asmgrs@listserv.unc.edu>
Cc: asmgrs@listserv.unc.edu
Subject: [asmgrs] Save the Date - A&S Honors/Retirement Reception

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This message is being sent to all faculty in the College and as an fyi to all managers.

Please save the date on your calendars.

WHEN: Tuesday, April 28, 2009
TIME: 5:00 pm – 6:30 pm
LOCATION: Hyde Hall – University Room
WHAT: Arts & Sciences Annual Spring Honors/Retirement Reception

The Dean's Office will host its Annual Spring Honors Reception on April 28th to recognize faculty who will retire at the end of the academic year and faculty who have received outstanding honors from **outside** of the University during this academic year. We will also be recognizing individuals from the College who have received advising awards from the National Academic Advising Association (NACADA).

Please make plans to join us. Please RSVP to Faye Lewis (flewis@email.unc.edu) no later than Monday, April 20, 2009.

Thanks,

Faye T. Lewis
Executive Assistant to the Dean

College of Arts & Sciences
The University of North Carolina
205 South Building, CB# 3100
Chapel Hill, NC 27599-3100

Phone: 919.962.3082
Fax: 919.962.2408

From: nobody@notify.unc.edu on behalf of cheryl_alderman@med.unc.edu
Sent: Monday, April 27, 2009 4:41 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do you know a child with autism?

The ASPIRE research team is currently conducting a study involving children and adolescents with autism spectrum disorder (including Pervasive Developmental Disorder-NOS and Asperger's Disorder). We want to compare children (ages 2.5-17 years) who are not taking medication to children who are taking medication.

We are currently looking to enroll children who do not want to take any medication for the next year.

We are also looking for children who wish to begin study medication for the next year.

Participation will include:
* A comprehensive diagnostic assessment of autism spectrum disorder
* Physical exam and cognitive assessments for child
* Questionnaires for a parent/legal guardian to complete
* Appointments at UNC Hospitals with a doctor who specializes in autism

Please contact the study coordinator, Cheryl Alderman, for more information:
Email: cheryl_alderman@med.unc.edu
Phone: 919-966-3699

IRB # 04-1792
Approval by Biomedical IRB on: 4/23/2009
Title of Study: An Open Label Study of Aripiprazole in Children and Adolescents with Autism Spectrum Disorders

This email is sponsored by: Department of Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	bounce-24569990-17445866@listserv.unc.edu on behalf of Deborah Crowder <dacrowde@email.unc.edu>
Sent:	Monday, April 27, 2009 4:43 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [Fwd: TSA-Secure Flight Data Collection Initative]
Attach:	TSA-Secure Flight Data Collection Initative.eml (40.4 KB).msg

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--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, April 27, 2009 8:21 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research study about Asthma and Ozone exposure

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The Environmental Protection Agency (on the UNC campus) and the UNC Center for Environmental Medicine, Asthma and Lung Biology are seeking individuals ages 18 to 50 with mild asthma. The purpose of this research study is to learn if volunteers who have asthma and have a particular genotype, known as the GSTM1 null genotype, have increased response to ozone compared to volunteers with asthma who have the GSTMI sufficient genotype. Volunteers will be studied for six days, approximately 18 hours, over about 1 month. Following screening and training sessions, there will be one 3-day study session and a brief follow up visit 5 to 10 days later. Experiments will involve breathing tests, light exercise, blood samples, sputum induction, genetic testing and exposure to ozone. For more information, please call Westat EPA Recruiting at 966-0604. Approved 2-3-09 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board. IRB # GCRC 2371. This email is sponsored by: U.S. Environmental Protection Agency Human Studies Division, located on the UNC-Chapel Hill campus, and the UNC Center for Environmental Medicine, Asthma and Lung Biology.

This email is sponsored by: UNC Center for Environmental Medicine, Asthma and Lung Biology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of cheryl_alderman@med.unc.edu
Sent: Monday, April 27, 2009 8:54 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do you know a child with autism?

The ASPIRE research team is currently conducting a study involving children and adolescents with autism spectrum disorder (including Pervasive Developmental Disorder-NOS and Asperger's Disorder). We want to compare children (ages 2.5-17 years) who are not taking medication to children who are taking medication.

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* Physical exam and cognitive assessments for child
* Questionnaires for a parent/legal guardian to complete
* Appointments at UNC Hospitals with a doctor who specializes in autism

Please contact the study coordinator, Cheryl Alderman, for more information:
Email: cheryl_alderman@med.unc.edu
Phone: 919-966-3699

IRB # 04-1792
Approval by Biomedical IRB on: 4/23/2009
Title of Study: An Open Label Study of Aripiprazole in Children and Adolescents with Autism Spectrum Disorders

This email is sponsored by: Department of Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: bounce-24577319-17454008@listserv.unc.edu on behalf of Ryan Greenway <greenway@unc.edu>
Sent: Tuesday, April 28, 2009 3:12 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] College Annual Report/Info Due May 15

This message is being sent to all faculty in the College of Arts and Sciences with a copy to unit chairs/directors and administrative managers

* * *

The College Annual report system is now open for faculty to summarize their activities and accomplishments.

https://apps.college.unc.edu/cocoon/oasis-apps/car/login.xml

All faculty in the College of Arts and Sciences are required to prepare for their department or curricula an annual report of some of your activities and accomplishments for the period 1 May 2008 to 30 April 2009. These reports are used for a variety of assessment and evaluation purposes within your units, but they are also an important component of the units' required report to the College of Arts and Sciences. The deadline for completing your report for this year is May 15, 2009.

You may also be prompted to complete a tab labeled "Stewardship." This section is included if you have received funding from private sources.

The Arts and Sciences Foundation produces letters to donors on the use of these funds. These reports benefit your department and the College of Arts and Sciences in future fund-raising efforts.

If you have questions about the Stewardship section, please contact one of the following staff members at the Arts & Sciences Foundation: Del Helton, del.helton@unc.edu, 962-8216, Jim Magaw, jim.magaw@unc.edu, 962-6123, or Joanna Worrell, joanna.worrell@unc.edu, 962-8342.

Please note that your contributions last spring helped the Arts and Sciences Foundation produce nearly 600 letters to our generous College donors. This annual "stewardship report" explains how the fund was used and includes information about the fund's investment performance. Donors often respond with a thank-you note in appreciation.

We very much appreciate your assistance with another round of outstanding stewardship letters.

INSTRUCTIONS FOR ACCESSING THE ANNUAL REPORT SYSTEM AND STEWARDSHIP

1) https://apps.college.unc.edu/cocoon/oasis-apps/car/login.xml

2) You can access the Carolina First system through a tab on the Annual Report.

*The system also allows access to previous years' responses.

YOUR ONYEN

Website:

http://onyen.unc.edu

Your ONYEN is the first part of your email address, e.g. for an email address of jdoe@email.unc.edu your ONYEN is "jdoe" without the quotes.

If you lose or forget your ONYEN password, you can get a new one by taking your UNC One Card (or another picture ID) to IT Response Center at Wilson Library suite 300. It is not possible to recover your old password. For security reasons, you can get a new password only with a picture ID.

If you have forgotten your ONYEN you may look it up by selecting the "Forgotten Onyen" button and supplying your last name and your PID.

ANNUAL REPORT ASSISTANCE

If you require additional help or have problems accessing or using the web site, please submit a Remedy Ticket to OASIS. Website:

http://oasis.unc.edu/remedy

Policy questions should be directed first to your unit Chair/Director or Administrative Manager, followed by the Dean's Office.

Thank you.

Ryan Greenway
Director of Systems Integration // (919) 962.9275 (Office number)

Dean's Office - College of Arts & Sciences --- http://www.artsandsci.unc.edu
University of North Carolina at Chapel Hill
205 South Building, CB 3100
919.962.1165 (Main Line) 919.962.2408 (Fax)

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

From:	nobody@notify.unc.edu on behalf of hr@unc.edu
Sent:	Tuesday, April 28, 2009 3:50 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Furlough Program Announcement

Dear Staff and Faculty:

Earlier today, Governor Perdue announced a new flexible furlough program for state employees as part of her strategy to balance the state budget by the end of the fiscal year, which ends June 30, 2009. We do not know the details about how this program will be implemented for University employees.

For now, we have posted the governor's executive order and an accompanying
memorandum from the North Carolina Office of State Budget and Management to the Carolina Budget Information Web site, accessible from www.unc.edu. As soon as we have additional details we will share them.

Sincerely,

Brenda Malone
Associate Vice Chancellor for Human Resources

This email is sponsored by: Office of Human Resources

From: nobody@notify.unc.edu on behalf of cgs@unc.edu
Sent: Tuesday, April 28, 2009 8:42 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: TO UNC RESEARCHERS WHO USE HUMAN GENETIC SPECIMENS

A message from Terry Magnuson
Director, Carolina Center for Genome Sciences and Chair, Department of Genetics

I am writing to request your participation in a 16-question, anonymous survey on research using human genetic specimens at UNC. It is being conducted by the UNC Center for Genomics and Society (http://genomics.unc.edu/genomicsandsociety/), which is part of the Carolina Center for Genome Sciences.

Your participation will support an important effort to understand the defining characteristics of genetic specimen collections. I am making a special request for 10 minutes of your time. Please do not delete this message, and when you have a moment, complete this brief survey using the link below.

This study has been reviewed and approved by the University of North Carolina IRB, Study #08-1800.

URL Link to Survey:

http://uncodum.qualtrics.com/SE?SID=SV_die7lP0iSBOyXQw&SVID=Prod

If you have trouble accessing the survey by clicking on the link, please copy and paste the complete URL into your Internet browser address bar and hit enter.

Contact us at cgs@unc.edu if you have any questions or trouble accessing the survey.

Detailed information about this survey and our research appears below:

Survey on the Use of Human Genetic Specimens in Research

What am I being asked to do?
You are being asked to participate in a research study regarding the acquisition, use, and management of human genetic specimens and related data. The web-based survey contains general questions about the collection, use, and maintenance of specimens in your research. It will take about 10 minutes to complete. Participation is voluntary and anonymous. However, you can choose to give us your contact information at the end of the survey, making your participation confidential rather than anonymous. Contact information is kept secure and separate, only used to contact you about related studies.

Why is this study important?
While there is a growing body of literature concerned with the growth and governance of human genetic specimen collections used for research, little is known about their defining features. This survey is part of a

larger project examining these features to create a typology of such collections.

What are the possible benefits to participating in this study?
You will not personally benefit from participation, but your responses will help provide new knowledge on the full range of characteristics associated with human genetic specimens and associated data.

What are the possible risks from being involved in this study?
If you complete this survey anonymously, no risks are associated with participation. If you choose to give us your contact information, your participation and your individual survey responses will be kept confidential. Study results will be reported in the aggregate. Hence, there are no risks associated with participation in this case either

How will my privacy be protected?
If you provide any personal information, it will be kept separate and secure in a protected file available only to members of the research team.

Will I be compensated for my participation?
No.

Will it cost anything for me to participate?
No.

What if I have additional questions about this study?
Please contact the Principal Investigator with any questions:

Gail E. Henderson, Ph.D.
Director, UNC Center for Genomics and Society
Professor, Department of Social Medicine
347A MacNider Hall, CB # 7240
UNC School of Medicine
Chapel Hill NC 27599-7240
ghenders@med.unc.edu
919-843-8268

Has this study been reviewed by an Institutional Review Board (IRB)?
This study has been reviewed and approved by the University of North Carolina IRB, Study #08-1800 If you have questions or concerns about your rights as a research subject you may contact the UNC Institutional Review Board at (919) 966-3113, or by e-mail at IRB_subjects@unc.edu.

Who has provided funding for this study?
Funding is provided by UNC's Center for Genomics and Society (http://genomics.unc.edu/genomicsandsociety/) which is supported by the ELSI Research Program of the National Human Genome Research Institute of the National Institutes of Health.

This email is sponsored by: Carolina Center for Genome Sciences

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of fertility@unc.edu
Sent: Tuesday, May 5, 2009 8:18 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Trying to get pregnant or about to start trying?

Are you or is someone you know trying to get pregnant or about to start trying?

Time-to-Conceive is a research study at the University of North Carolina at Chapel Hill focusing on fertility in women between 30 and 44 years of age. To learn how you can be in the study, call us at (919) 843-8246 or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Monetary compensation for study activities

No medicines or pills to take and no changes to daily lifestyle or existing health care routine.

Please visit our new website at www.med.unc.edu/timetoconceive for more information.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: Obstetrics and Gynecology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of rcraft@email.unc.edu
Sent:	Tuesday, May 5, 2009 10:45 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Help with ESL tutoring over the summer!

Have a few extra hours a week this summer? Become an English as a Second Language tutor! Training is provided, and foreign language fluency is not necessary. Check out www.unc.edu/student/orgs/mano for applications.

This email is sponsored by: MANO ESL Program

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Donato Fhunsu <dfhunsu21@unc.edu>
Sent: Wednesday, May 6, 2009 10:19 AM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Une autre chose...

Mwana mboka,
Une autre chose. Comme vous le savez probablement déjà, les bureaux vont être remodelés pour installer un nouveau système d'air dans le plafond. Selon le programme, les travaux vont commencer ce VENDREDI, 8 mai, et les techniciens commenceront les travaux au troisième étage (notre étage). Il faut donc préparer le bureau. Les techniciens veulent que chacun de nous enlève les choses qui se trouvent SUR nos bureaux (ordinateur, imprimante, etc.) et SUR nos étagères (en haut) (livres, etc.). Les autres choses peuvent rester en place.
À bientôt.
Donato

--
Donato Fhunsu
Lecturer
Department of African and Afro-American Studies
305 Battle Hall, CB 3395
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3395
dfhunsu21@unc.edu

En arkhe en o logos
(In the beginning was the word.)
- John 1:1

From:	asc_faculty@listserv.unc.edu on behalf of Stacey Sewall <sewall@email.unc.edu>
Sent:	Wednesday, May 6, 2009 11:00 AM
To:	The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject:	[asc_faculty] IAAR panel on transracial adoptions
Attach:	Panel of Interest for African American Studies Consortium Members.eml (2.19 KB).msg

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Dear Friends,

The Institute of African American Research announces its scholarly panel on Tranracial Adoptions. The panel will take place on Wednesday, June 3 from 12:00-1:30 pm in Toy Lounge of Dey Hall.

The panel will feature discussions of birth parent adaptation, identity development, the affect of celebrity adoptions on African nations as well as personal reflections.

For more information please contact IAAR.

You are currently subscribed to asc_faculty axsd: smutima@email.unc.edu.
To unsubscribe send a blank email to leave-24631038-9477645.e8e53de689c9670d0259bbbdf9022d75@listserv.unc.edu

From: tashford@email.unc.edu
Sent: Wednesday, May 6, 2009 9:44 AM
To: tashford@email.unc.edu
Subject: Panel of Interest for African American Studies Consortium Members

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The Institute of African American Research announces its scholarly panel on Tranracial Adoptions. The panel will take place on Wednesday, June 3 from 12:00-1:30 pm in Toy Lounge of Dey Hall. The panel will feature discussions of birth parent adaptation, identity development, the affect of celebrity adoptions on African nations as well as personal reflections.

From:	nobody@notify.unc.edu on behalf of hr@unc.edu
Sent:	Wednesday, May 6, 2009 8:18 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: State Health Plan Annual Enrollment

TO: All Employees

FROM: Brian Usischon, Senior Director, Benefits Services
Office of Human Resources

The State Health Plan has announced that the annual enrollment for health care plan changes will run now through May 29, 2009. During this enrollment period, employees can change plans, or choose to add, change or drop coverage for their spouse and/or dependent(s). Changes made during the annual enrollment will be effective July 1, 2009.

Enrollment kits are currently being mailed to employees; however, given the shortened time frame for this enrollment, we encourage you to access the Enrollment Kit online. Here's a link to the kit:
http://www.shpnc.org/pdf/hbr-ae-non-beacon-retirees-schools-kit.pdf

Here are the highlights of the changes for the 2009 State Health Plan annual enrollment:

***Benefit Changes (effective July 1, 2009, unless otherwise noted)

-- The PPO Plus (90/10) plan will no longer be offered.

-- Deductibles, copays, and the coinsurance out-of-pocket maximums will increase under both the PPO Basic (70/30) Plan and the PPO Standard (80/20) Plan. Please refer to the Benefit Changes chart at http://hr.unc.edu/Data/benefits/health-dental/09shpenroll/09-shp-changes.pdf for details.

-- Routine vision exams will no longer be covered as of Jan. 1, 2010.

***Prescription Drug Changes (effective July 1, 2009)

-- The days supply for one copayment will change from 34 days to 30 days.

-- Generic drug copay will remain at $10.

-- Diabetic supply copay will remain at $10 for preferred brand and $25 for non-preferred brand.

-- Preferred brand copay (without a generic available) will increase to $35.

-- Non-preferred brand copay will increase to $55.

-- Specialty Drug Copays - a coinsurance of 25 percent will be charged for specialty prescription drugs up to $100 for each 30-day supply. Members currently taking a specialty medication will receive additional information in the mail from the State Health Plan.

-- The preferred brand copay tier (with generic available) will be eliminated effective July 1, 2009.

-- Please note: If a generic equivalent is available and a member chooses to have the brand name drug, or their doctor prescribes "Dispense as Written" (DAW), you will be required to pay the difference between the actual cost of the brand name drug and the amount the Plan would have paid for the generic equivalent, in addition to the generic copayment.

***Rates

-- On July 1, 2009, there will be an 8.9 percent increase on all coverage tiers. Since premiums are paid one month in advance of coverage, you will actually see the premium increase for dependent coverage in your June 2009 paychecks. See the rate chart at http://hr.unc.edu/Data/benefits/health-dental/09shpenroll/SHP_Rates_2009-2010.pdf.

-- On July 1, 2010, there will be another 8.9 percent increase on all coverage tiers. Since premiums are paid one month in advance of coverage, you will actually see the premium increase for dependent coverage in your June 2010 paychecks. Rates will be published in 2010.

*** Enrollment

-- The PPO Plus (90/10) Plan will no longer be available effective July 1, 2009. Employees currently enrolled in the PPO Plus Plan will automatically be enrolled in the PPO Standard (80/20) Plan. If you are enrolled in the PPO Plus Plan, you DO NOT need to complete a State Health Plan enrollment form, unless you are adding/removing dependents from your plan or you wish to change to the PPO Basic (70/30) Plan. Employees who have employee-only coverage under the PPO Plus Plan and are moved to the PPO Standard (80/20) plan will no longer have to pay for employee-only coverage.

-- If you are enrolled in either the PPO Basic (70/30) or PPO Standard (80/20) plan and are NOT making any changes, you DO NOT need to complete a form. If you want to change plans, or are adding or removing dependents, please complete the State Health Plan enrollment form at http://hr.unc.edu/Data/benefits/health-dental/09shpenroll/09-enrollform.pdf and return it to Benefits Services by May 29, 2009.

Because the legislation for the State Health Plan was just signed into law on April 23, this annual enrollment is being conducted later than normal for a July 1 effective date and with a very short timeframe. Return your completed form AS SOON AS POSSIBLE.

State Health Plan annual enrollment forms must be returned to Benefits Services via interoffice mail to CB# 1045 or by US Mail to 104 Airport Drive, CB#1045, Chapel Hill NC 27599.

For your convenience a green drop box marked "Benefit Programs" is located at the front doors of the Administrative Office Building (AOB) so forms can be dropped off after business hours.

***Healthy Lifestyles Initiatives

In addition to the benefit changes and rates increases outlined in this email, the State Health Plan will implement comprehensive wellness initiatives to support healthy lifestyles, focusing on tobacco use and unhealthy diet/physical inactivity. According to the State Health Plan, these areas are the two leading causes of preventable deaths in North Carolina.

The recent legislation includes a provision for the Plan to ask members

to self-report tobacco use and weight status during annual enrollment. The Plan is currently assessing procedures and rules around the tobacco and weight management programs, and will make these available for public comment prior to program implementation. Privacy and respect will be important values in all aspects of the member wellness initiatives. The legislation requires the Plan to inform members about the specifics of the initiatives no later than October 1, 2009.

***Health Plan ID Cards

It is likely that not all members will receive their ID card by July 1, 2009. However, the ID number does not change, so providers and pharmacies will accept members' current ID cards. Therefore, members should continue to use their current ID cards until they receive their new ID card.

***Questions

If you have any questions about the enrollment, contact your Benefits Specialist. You can look up your Benefits Specialists in HR Connect at http://hrconnect.unc.edu. You can also call the Benefits Services main line at 962-3071 or email benefits@unc.edu.

This email is sponsored by: Office of Human Resources

From: nobody@notify.unc.edu on behalf of cheryl_alderman@med.unc.edu
Sent: Wednesday, May 6, 2009 10:30 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Medication Trial for Fragile X Syndrome

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Is your child often irritable and frequently touchy?
Are these behaviors interfering with your family's daily routine?
Do you know a child or adult who has been diagnosed with Fragile X Syndrome?

The ASPIRE Research program at the UNC-Chapel Hill's Department of Psychiatry is recruiting children and adults for a Fragile X Syndrome clinical research study. The study will look at the effects of study treatment vs. placebo, specifically related to irritable behaviors. All patients will receive both placebo and active medication. Examples of irritable behaviors may include:

* Aggression to other children or adults
* Screaming inappropriately, tantrums or outbursts
* Whiny or impatient
* Depressed mood or rapid mood changes
* Self injurious behaviors

Your child will receive a comprehensive diagnostic assessment at the beginning of the study. Your child will also receive behavioral and cognitive assessments throughout the study. If your child meets criteria and has no medical contraindications to treatment in the study, they can receive study medication. Appointments with child psychiatrists who specialize in developmental disorders, and the study medication, are provided at no cost to research participants.

If you think this study may be appropriate for your child, please contact us. We are happy to tell you more about our program and answer any questions. Please call the ASPIRE Research Hotline (1-800-708-0048) or email us at aspire@unc.edu.

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of hr@unc.edu
Sent:	Thursday, May 7, 2009 12:53 AM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Flexible Furlough Program Information

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FROM: Brian Usischon, Senior Director, Benefits Services
Office of Human Resources
Elizabeth C. (Betsi) Snipes, Director, UNC Payroll Services
Finance Division

In response to state budget shortfalls, Gov. Beverly Perdue issued Executive Order #11, which calls for a "Flexible Furlough Program" for all state workers, including higher education employees. The Governor's mandate will result in a 0.5 percent (one-half of one percent) decrease in annual salary for all University employees, regardless of salary funding source.

The State does not want one employee to be furloughed because he/she is on State funds and another employee not to be furloughed because he/she is on non-State funds. This does not mean the Office of State Budget and Management (OSBM) plans to capture the savings generated by trust funds that result from the furlough. At this point, OSBM does not intend to capture the savings from non-State funds.

In order to minimize the effect on employees, it is currently anticipated that for permanent SPA employees (full- and part-time) this reduction will occur as three deductions during the last three bi-weekly pay periods of this fiscal year (May 22, June 5 and June 19). For permanent EPA (full- and part-time) employees, we anticipate this reduction to occur on the May 31 and June 30 monthly pay periods. ***(While we anticipate that the reductions will occur as noted above, please note that we have not yet received final implementation instructions. If changes occur, we will let you know as soon as possible.)***

For example: an SPA employee who earns $42,000 will be subject to a $210 reduction in gross earnings ($42,000 X .005 = $210). The $210 deduction will be spread over three pay periods, resulting in a $70 reduction in gross earnings on May 22, June 5 and June 19.

Permanent full-time employees will be credited with 10 hours of flexible leave which, according to the Executive Order, may be taken between June 1 and Dec. 31, 2009. The flex leave time is pro-rated for permanent part-time employees. This will be recorded as flex leave in the same method as other leave. It will not be paid out in cases of separation from the university and will be forfeited if not taken by Dec. 31.

Non-leave earning employees, including temporary employees, are also subject to the Flexible Furlough Program. At this point, it is anticipated that temporary employees who are paid on an hourly basis will be required to reduce their hours by an amount proportionate to their average weekly hours.

Please be assured that University Human Resource and Finance staff are working to minimize the effect on employees while complying with the Governor's Executive Order. Questions may be directed to furlough-questions@unc.edu.

The University continues to seek clarity about details with officials

from OSBM, the Office of State Personnel and UNC General Administration. Our intent is to tell you what we know and to continue updating you as important information is available. We will continue to post information to the Office of Human Resources Web site at http://hr.unc.edu/Data/benefits/flex-furlough.

This email is sponsored by: Office of Human Resources

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, May 7, 2009 5:41 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Dean of the College of Arts and Sciences

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TO: Carolina Faculty and Staff

FROM: Bernadette Gray-Little, Executive Vice Chancellor and Provost

DATE: May 6, 2009

I am very pleased to announce that Dr. Karen M. Gil, Lee G. Pedersen Distinguished Professor of Psychology and professor of psychiatry, will be recommended to the Board of Trustees at their meeting later this month as the next dean of the College of Arts and Sciences. If the recommendation is approved, Dr. Gil's appointment will be effective July 1.

The University conducted a national search to fill this position, and Chancellor Thorp and I selected Dr. Gil following the deliberations of an advisory search committee headed by Dean Jack Boger. We felt that Dr. Gil was a perfect fit for Carolina in many ways.

She has been on the faculty since 1995 and twice has served as senior associate dean in the College. Currently she is senior associate dean for social sciences and international programs, where she oversees all of the College's social sciences departments as well as its international programs based in the FedEx Global Education Center. From 2001 to 2004, she served as senior associate dean for undergraduate education, and from 2004 to 2007, Dr. Gil chaired the Department of Psychology in the College. She is a fellow of the American Psychological Association and the Society of Behavioral Medicine, and has been the author of numerous publications on health psychology, acute and chronic pain, stress and coping, and childhood medical illness.

We are fortunate to have someone with Dr. Gil's impressive credentials and stature as a candidate to head our University's largest and oldest academic unit. With her background as a faculty member, researcher and administrator within the College, she is ideally suited to lead our faculty, staff and students in addressing future challenges, not only on our campus but also around the world.

I also want to thank Dr. Bruce Carney, Samuel Baron Distinguished Professor of Physics and Astronomy and senior associate dean for the sciences, who has served as interim dean since last July. Dr. Carney is a true citizen of the University and one of the College's strongest advocates. The Carolina community is grateful to him for stepping into this crucial role and keeping the College moving forward during the search process.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Michael Lambert <mlambert@email.unc.edu>
Sent: Saturday, May 9, 2009 10:42 AM
To: smutima@email.unc.edu
Cc: mseck@email.unc.edu; 'Julius Nyang'oro' <jen321@email.unc.edu>
Subject: Swahili

Mutima and Mamarame,

It looks like there is a good chance that we will be able to secure funds to hire a Swahili instructor to teach two classes over the coming year. I have disucussed this with Julius and he supports the idea. The funds have to be used in a way that will make it possible for us to teach our advanced Swahili classes. There are various ways this can be done and, of course, the plan will have to be approved by Julius. We will need to find someone who is able and willing to teach Swahili so keep your ears and eyes open.

Mike

From: mseck@email.unc.edu
Sent: Saturday, May 9, 2009 5:18 PM
To: Michael Lambert <mlambert@email.unc.edu>
Cc: smutima@email.unc.edu; 'Julius Nyang'oro' <jen321@email.unc.edu>
Subject: Re: Swahili

Dear Michael,

This is good news. I hope we find someone. I strongly support the idea.

Thanks,
Mamarame

Quoting Michael Lambert <mlambert@email.unc.edu>:

> Mutima and Mamarame,
>
> It looks like there is a good chance that we will be able to secure funds to
> hire a Swahili instructor to teach two classes over the coming year. I
> have disucussed this with Julius and he supports the idea. The funds have
> to be used in a way that will make it possible for us to teach our advanced
> Swahili classes. There are various ways this can be done and, of course,
> the plan will have to be approved by Julius. We will need to find someone
> who is able and willing to teach Swahili so keep your ears and eyes open.
>
> Mike
>

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, May 11, 2009 8:55 AM
To: Mutima@mxp3.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland!

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at the ackland

Tuesday, May 12

CURATORS CLINIC

1:00 - 4:00 PM

Every other month, the Ackland invites the public to bring in a work of art for consideration by an Ackland expert. While Ackland staff is unable to appraise works of art, curators may offer insight into the significance of the piece as well as the techniques used by the artist, condition, and subject matter. Only one work per person allowed. Please call 919.843.3677 to make an appointment.

Registration required | Free to members | $10 non-members.

Sunday, May 17

BECAUSE WE'RE STILL HERE (AND MOVING)

Mapping 140 Years of Black History in our Own Backyard
Video Contest Reception and Screening of Winners
2:00 - 4:00 PM

Join the Ackland and Hidden Voices on Sunday afternoon for the screening of winning entries from the *Because We're Still Here (and Moving)* Video Contest. A community celebration of collected history, these videos document the experience of exploring Chapel Hill's historically African-American neighborhoods on foot. Also featured are music and performances from the acclaimed Hidden Voices show *Because We're Still Here (and Moving)*, which brings to life collected stories, names, geography, and memories from our own local African-American neighborhoods. Free.

SEEING YOUR WORLD
A SUMMER ART PROGRAM FOR CHILDREN

June 22 - June 26

This summer the Ackland presents **Seeing Your World**, a week-long summer art program for children ages nine to twelve. The program runs June 22 - June 26, 9:00 AM - 12:00 PM daily.

Participants will investigate original art in the Ackland's galleries, practice the techniques used to make them, and learn new ways to see and understand through art. Time will be spent exploring the ways different artists depict the world around them, and children will create their own collages, multi-media boxes, and poetry. Daily snacks are included.

The program is $100 for Museum members, $125 for non-members. Pre-registration is required. Limited scholarships

IN THE GALLERIES:

At the Heart of Progress:
Coal, Iron, and Steam since 1750

Sage in the Bamboo Grove: The Legacy of Sherman E. Lee

Metamorphosis in Ovid's Poetry and Early Modern Art

NEXT WEEK:

Tuesday, May 19
Yoga in the Galleries
12:00 - 1:00 PM

Please visit our calendar for a full listing of special programming and events.

are available. For more information or to register, contact Senior Museum Educator Beth Shaw McGuire at 919.962.0479 or bas5705@email.unc.edu.

VOLUNTEER GALLERY TEACHERS NEEDED

See art in new ways as a volunteer gallery teacher at the Ackland. Interactive, learner-centered teaching, primarily for kindergarten – twelfth-grade students, is the core of our program. Ackland educators are now interviewing candidates for the upcoming training class beginning September 2009. This two-year sequence includes intensive training about works of art in the Ackland Collection, teaching strategies to use in the galleries, mentoring with an experienced gallery teacher, and teaching independently in the galleries. To learn more about the Ackland's volunteer gallery teacher program, attend an information session at the Museum on Wednesday, May 13, 10:00 AM - 12:00 PM, or Tuesday, June 2, 10:00 AM - 12:00 PM. To RSVP, or for more details, please contact Museum Educator Leslie Balkany at lbalkany@email.unc.edu or 919.962.3342.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-24658477-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of familiesfirst@unc.edu
Sent: Monday, May 11, 2009 8:22 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Families First Research Project

We are conducting confidential one-on-one interviews to learn more about how we can help families with a problem drinking parent raise healthy children. Our goal is to design a program aimed to help such families and their children, and we want to get input from family members themselves.

Eligible participants will be invited to take part in one private interview (about 1.5 hours). These interviews will be held on UNC's campus in a convenient and confidential location. During the interview, participants will be asked to share their thoughts about the difficulties faced by families in raising young children, current services that address these concerns, desirable features of a new program, and potential barriers to participating in such a program. Participants will be paid $30 each.

You may be eligible for the study if you:
- -Are at least 18 years old
- -You or your partner have a problem with drinking
- -You have a child under the age of 18

If you are interested or have any questions contact us at
familiesfirst@unc.edu
or 919-843-7266, or visit our website at familiesfirstunc.wordpress.com

This study has been approved by the University of North Carolina at Chapel Hill's Institutional Review Board: Study # 08-1942

Estamos haciendo entrevistas confidenciales de persona a persona para aprender como ayudar a las familias a criar a sus hijos si el padre o madre tenga problemas con el consumo de alcohol. Nuestra meta es diseqar un programa que pueda ayudar a estas familias, a vivir mejor y nos ayudarma mucho recibir informacisn directamente de las familias que estan en esta situacisn.

Usted puede ser elegido para el estudio si cumple con los siguientes requisitos:
- Es mayor de 18 aqos
- Usted o su compaqero tiene un problema con el consumo de alcohol
- Usted tiene un hijo/a menor de 18 aqos

Los participantes que califiquen seran invitados a participar en una entrevista privada (de alrededor de una hora y media) Estas entrevistas se llevaran acabo en UNC en un sitio con facil estacionamiento. Si contests que si a todas las preguntas, puede ganar 30 dslares participando en una entrevista confidencial de persona a persona de 1.5 horas para ayudar a investigadores a diseqar un programa para ayudar a niqos y sus familias. A los participantes se les pedira que compartan sus opiniones sobre las dificultades que las familias enfrentan al criar a sus hijos, los programas que actualmente existen que se dirigen a

estas preocupaciones, dar ideas para diseqar el programa nuevo y las dificultades para participar en tal programa. Cada participante recibira 30 dolares.

Si usted esta interesado o tiene preguntas, puede contactarnos al telifono 919-843-7266 o al correo electrsnico familiesfirst@unc.edu, o puede visitar la pagina de internet: familiesfirstunc.wordpress.com

Este estudio a sido aprovado por el Institutional Review Board de la Universidad de Carolina del Norte en Chapel Hill: Estudio #08-1942

This email is sponsored by: Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	bounce-24672380-17603845@listserv.unc.edu on behalf of Kia Lilly Caldwell <klcaldwe@email.unc.edu>
Sent:	Wednesday, May 13, 2009 7:38 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] Newsletter Reminder

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Dear Colleagues,
Please be sure to submit updates on your research and publications by this Friday. Faculty publications and research done during 2008 and 2009 will be included in the newsletter. Let me know if you have any questions.

Best,
Kia

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From:	nobody@notify.unc.edu on behalf of coble@cs.unc.edu
Sent:	Thursday, May 14, 2009 8:18 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Sign up now: Carolina Blood Drive, Tuesday, June 2, 2009

The 21st annual Carolina Blood Drive (www.unc.edu/blood) is set for Tuesday, June 2 from 7am-6pm in the Dean E. Smith Center. It's time for blood donors at UNC-Chapel Hill to reclaim our title as one of the largest single-site, single-day American Red Cross Blood Drives on the East Coast. We lost the crown last September, when Appalachian State University rose to the Carolina Blood Drive challenge and collected 1,060 units of blood in one day. That's 94 more than the 966 collected at last June's Carolina Blood Drive. We can't let their record stand. Attention Tar Heel donors! Beat ASU at this year's Carolina Blood Drive. We need all the players in the game!

We encourage you to please take time from your schedule to help those individuals who so desperately need you. Time spent donating blood is considered work time (See exception under Community Service Leave, on the Human Resources website for details). For detailed information, including the on-line donor form, donor eligibility, transportation information, and the opportunity to donate double red cells, visit www.unc.edu/blood to sign up under your departmental recruiter or dial 96-BLOOD (962-5663). By participating in our Carolina Blood Drive, you will not only be representing the University's concern and interest in this program, but you will also be providing that valuable gift of life to someone in need.

The American Red Cross is urging everyone to celebrate the beginning of summer by donating blood. Donors may give blood every 56 days. Traditionally, blood donations decrease in the summer due to vacations, holidays and summer breaks for schools. Unfortunately, the need for blood often increases during this same time period because of travel-related injuries and elective surgeries. Approximately 1,500 units of blood are needed each day by patients in the more than 100 local hospitals served by the American Red Cross in this area. Eligible blood donors must be at least 17 years of age, weigh a minimum of 110 pounds and be in general good health. Donors must have photo identification with them at the time of donation.

Thank you in advance for your support of this important UNC-Chapel Hill service endeavor to give the gift of life to others. If you cannot donate at this drive, we encourage you to donate blood throughout the year by visiting www.unc.givesblood.org to find out about Blood Drives sponsored by the American Red Cross Club on campus. Thanks again.

Carolina Blood Drive Committee
962-5663

This email is sponsored by: HR-Employee Services, Student Stores, Athletics, Printing Services, Volunteers

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Judith Benowitz <benowitz@email.unc.edu>
Sent: Monday, May 18, 2009 1:29 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Cc: debby_crowder@unc.edu
Subject: [Fwd: SWAH 401 required/optional texts]

Dr. Mutima,

I'm forwarding a message from June Blackwelder, the head of our instructional design team. I had given her the post-it note with the isbn number for your textbook but that evidently isn't the isbn number for the version with the CDs. There are also some other isbn's she'll need from you which she lists in her message.

Could you or Debby please forward those to me as soon as possible so that June can assign the Swahili course to one of our instructional designers?

Thanks very much!

Judith

-------- Original Message --------
Subject: SWAH 401 required/optional texts
Date: Mon, 18 May 2009 11:39:16 -0400
From: June Blackwelder <jgb@email.unc.edu>
To: Judith Benowitz <benowitz@email.unc.edu>

Judith,
I think I'm correct that you were going to ask Debby Crowder if she could help us clarify which texts are required and which of the optional ones listed in the course description should be stock in FC Books & Gifts. You had given me your sticky note with the ISBN Dr. Mutima gave you for the primary text, but that ISBN is for the version without CDs, and students need the version with CDs. There is also a required workbook; I think I found the correct ISBN for it. The list of optional books includes several Swahili-English dictionaries, a grammar reference, an intermediate course textbook, and an additional "foundation" book. It would be helpful to have a clear list that indicates which books are required (with their ISBNs) and which are optional, and for the optional ones, which we should stock in Friday Center Books & Gifts (for those we will also need ISBNs).
June

--
Judith Benowitz
Program Development Specialist
The Friday Center for Continuing Education
UNC at Chapel Hill
CB #1020
Chapel Hill NC 27599
tel: 919-962-6302
fax: 919-962-5549

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"May the forces of evil become confused on the way to your house."

George Carlin

From:	nobody@notify.unc.edu on behalf of endeavors@unc.edu
Sent:	Tuesday, May 19, 2009 8:23 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: new issue of Endeavors magazine

The spring 2009 issue of Endeavors magazine features new stories about research and creative activity at Carolina, including:

--Zena's Arctic Adventure: An undergrad in the land of the midnight sun.
--Life by the Andaman Sea: Carolina J-schoolers document fighters, farmers, and mahouts in Thailand.
--Life Unlimited: Five stories about the blooming, flying, buzzing, wiggling world.

There are also stories featuring Carolina researchers Paul Cuadros, Ray Pickles, Arthur Benavie, and others.

Read the spring 2009 Endeavors at:
http://research.unc.edu/endeavors/spr2009/index.php

This email is sponsored by: Vice Chancellor for Research and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Judith Benowitz <benowitz@email.unc.edu>
Sent: Wednesday, May 20, 2009 8:15 AM
To: smutima@email.unc.edu
Subject: Re: [Fwd: SWAH 401 required/optional texts]

Thank you, Dr. Mutima. I'll forward this to June, and we'll look forward
to getting the rest of the book information this week.

Happy Spring!

Judith

smutima@email.unc.edu wrote:
> Dear Judith:
>
> I just called the the publisher of "Swahili" by J.Russell 2003.The
> explanation I received was the following: If you buy the textbook and
> the CDs separately, they will have different ISBN numbers.Therefore,
> the ISBN for the book/CD package is 0-071448-7.This is evidently what
> you will need.I will send you the rest of the information you
> requested tomorrow.
>
> Best.
>
> Alphonse Mutima
>
> Quoting Judith Benowitz <benowitz@email.unc.edu>:
>
>> Dr. Mutima,
>>
>> I'm forwarding a message from June Blackwelder, the head of our
>> instructional design team. I had given her the post-it note with the
>> isbn number for your textbook but that evidently isn't the isbn
>> number for the version with the CDs. There are also some other isbn's
>> she'll need from you which she lists in her message.
>>
>> Could you or Debby please forward those to me as soon as possible so
>> that June can assign the Swahili course to one of our instructional
>> designers?
>>
>> Thanks very much!
>>
>> Judith
>>
>> -------- Original Message --------
>> Subject: SWAH 401 required/optional texts
>> Date: Mon, 18 May 2009 11:39:16 -0400
>> From: June Blackwelder <jgb@email.unc.edu>
>> To: Judith Benowitz <benowitz@email.unc.edu>
>>
>>
>>
>> Judith,
>> I think I'm correct that you were going to ask Debby Crowder if she
>> could help us clarify which texts are required and which of the
>> optional ones listed in the course description should be stock in FC
>> Books & Gifts. You had given me your sticky note with the ISBN Dr.
>> Mutima gave you for the primary text, but that ISBN is for the
>> version without CDs, and students need the version with CDs. There
>> is also a required workbook; I think I found the correct ISBN for it.
>> The list of optional books includes several Swahili-English

>> dictionaries, a grammar reference, an intermediate course textbook,
>> and an additional "foundation" book. It would be helpful to have a
>> clear list that indicates which books are required (with their ISBNs)
>> and which are optional, and for the optional ones, which we should
>> stock in Friday Center Books & Gifts (for those we will also need
>> ISBNs). June
>>
>>
>> --
>> Judith Benowitz
>> Program Development Specialist
>> The Friday Center for Continuing Education
>> UNC at Chapel Hill
>> CB #1020
>> Chapel Hill NC 27599
>> tel: 919-962-6302
>> fax: 919-962-5549
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Judith Benowitz
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"May the forces of evil become confused on the way to your house."

George Carlin

From: nobody@notify.unc.edu on behalf of babwah@email.unc.edu
Sent: Wednesday, May 20, 2009 11:20 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Seeking People in Recovery for Paid Study

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The Boettiger Lab at UNC Chapel Hill is conducting a study to explore the role of learning in addiction. We are recruiting volunteers who are between the ages of 18 and 40 who have a substance abuse history but are currently abstinent.

Your participation would require you to come to our laboratory in Davie Hall on the University of North Carolina campus for two separate sessions and complete learning-related tasks on the computer for about 1.5
hours per session. For your participation, you will be compensated with $10/hour for the behavioral task and $20/hr if you participate in the imaging study.

Other requirements:
o No history of seizure, head injury, loss of consciousness, or other known neurological problems
o No psychiatric diagnoses (aside from substance abuse/dependence)
o Not currently using any psychoactive drugs (including antidepressants)
o Normal color vision

If you meet these requirements and think you may be interested in participating please send an e-mail to @gmail.com and include the following information:
Learning Study
Name
Phone number
Best method & times to reach you

Thank you,
Lorelle Babwah
Dept. of Psychology

This study titled "Addiction and Neurobiology of Learning and Unlearning" has been approved by the UNC Behavioral Institutional Review Board (IRB) (study
#08-0997; approved 7/2/08).

This email is sponsored by: UNC Psychology Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Friday, May 22, 2009 3:20 PM
To: Mutima@mxp2.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Aldwyth: Exhibition Premiere May 31

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aldwyth

For decades, collage and assemblage artist **Aldwyth** has produced astonishing works of art in relative seclusion from the larger art world. Now seventy-three, her first major retrospective will premiere at the Ackland Art Museum next weekend. Be among the first to see it.

PUBLIC OPENING: Sunday, May 31, 1:00 PM

MEMBERS PREVIEW: Saturday, May 30, 7:00 - 9:00 PM
Ackland members are invited to an exclusive preview with Aldwyth and Curator Mark Sloan, Director of the Halsey Institute of Contemporary Art. RSVP to Kyle Fitch at kyle_fitch@unc.edu or 919.843.3676.

Ackland Art Museum

Organized by the Halsey Institute of Contemporary Art at the College of Charleston.
Made possible at the Ackland with support from the Poitevent Redwine Trust.

Images:
Top: Aldwyth: *Casablanca (classic version)* (detail), 2003-2006; collage, tinted silk tissue on Okarawa paper. 79 x 73 inches. Courtesy of the artist and the Halsey Institute of Contemporary Art. Photo by Rick Rhodes.

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-24727767-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

The University of North Carolina at Chapel Hill

From: Deborah Crowder <dacrowde@email.unc.edu>

Sent: Tuesday, May 26, 2009 3:34 PM

To: Kia Caldwell <klcaldwe@email.unc.edu>; Roberta Ann Dunbar <radunbar@email.unc.edu>; Clay Asher Donato <cdonato@email.unc.edu>; Perry Hall <hallpa@email.unc.edu>; Kenneth Janken <krjanken@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Georges Nzongola-Ntalaja <nzongola@email.unc.edu>

Subject: annual reports still in progress

Hi all. Your annual report screen still shows "in progress." If you are finished, please mark it as complete asap. Thanks in advance for your cooperation. Debby

From: nobody@notify.unc.edu on behalf of ugonna.ukwu@cdl.unc.edu
Sent: Tuesday, May 26, 2009 9:26 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Children with Reading and/or Attention Issues

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Children with Reading and/or Attention Issues Needed for Research Study!

UNC-Chapel Hill's Center for Development and Learning (CDL) is studying an approved, on the market, medication for attention deficit/hyperactivity disorder (ADHD), in an investigational use, for children who have the symptoms of ADHD with dyslexia or dyslexia alone.

Your child may be eligible if:

* He or she has symptoms like overactivity, distractibility, inattention, difficulty reading, problems in school
* is 10-16 years old
* currently weighs between 25 and 70 kg (between 55 and 154 lbs.)

Children who qualify for and enroll in the study will receive study-related neuropsychological evaluations, study medication at no cost, and ongoing follow-up by a Pediatrician for the duration of the study.

For more information call Sheila Pendergrass at (919) 966-4646
Study # 07-1922 approved by biomedical IRB on 03/25/2008.

This email is sponsored by: UNC Center for Development and Learning

This email is sponsored by: Center for Development and Learning

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From: Judith Benowitz <benowitz@email.unc.edu>
Sent: Wednesday, May 27, 2009 2:02 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Final Exams for the Self-paced Swahili Course

Hi Dr. Mutima,

We're ready to authorize the first part of your payment for authoring the Swahili course for our Self-paced Courses correspondence program, but we still need to get your final exams. Please submit three versions of the exam which we will alternate for each student who comes in for the proctored exam--whether here at the Friday Center or some authorized place closer to where they live.

Thanks! You're almost finished!! :-)

Judith

--
Judith Benowitz
Program Development Specialist
The Friday Center for Continuing Education
UNC at Chapel Hill
CB #1020
Chapel Hill NC 27599
tel: 919-962-6302
fax: 919-962-5549

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"May the forces of evil become confused on the way to your house."

George Carlin

From: June Blackwelder <jgb@email.unc.edu>
Sent: Wednesday, May 27, 2009 4:37 PM
To: smutima@email.unc.edu
Cc: Judith Benowitz <benowitz@email.unc.edu>
Subject: dictionary for SWAH 401

Dr. Mutima,
I've just learned from our bookstore manager here at the Friday Center that the *Teach Yourself Swahili Dictionary* by D.V. Perrott is out of print and no longer available. Would you let me know which dictionary we should substitute as a required text for the course?
Thank you,
June Blackwelder
Associate Director for Communication and Instructional Design
Friday Center for Continuing Education

From: Judith Benowitz <benowitz@email.unc.edu>
Sent: Thursday, May 28, 2009 8:28 AM
To: smutima@email.unc.edu
Subject: Re: Final Exams for the Self-paced Swahili Course

Much obliged!

smutima@email.unc.edu wrote:
> Hi Judith. I will take care of it very soon.
>
> Best.
>
> Alphonse
>
> Quoting Judith Benowitz <benowitz@email.unc.edu>:
>
>> Hi Dr. Mutima,
>>
>> We're ready to authorize the first part of your payment for authoring
>> the Swahili course for our Self-paced Courses correspondence program,
>> but we still need to get your final exams. Please submit three
>> versions of the exam which we will alternate for each student who
>> comes in for the proctored exam--whether here at the Friday Center or
>> some authorized place closer to where they live.
>>
>> Thanks! You're almost finished!! :-)
>>
>> Judith
>>
>> --
>> Judith Benowitz
>> Program Development Specialist
>> The Friday Center for Continuing Education
>> UNC at Chapel Hill
>> CB #1020
>> Chapel Hill NC 27599
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Judith Benowitz
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fax: 919-962-5549

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George Carlin

From: nobody@notify.unc.edu on behalf of cgs@unc.edu
Sent: Thursday, May 28, 2009 11:13 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: TO UNC RESEARCHERS WHO USE HUMAN GENETIC SPECIMENS

Note: This email repeats a survey invitation originally sent on April 28. If you have already participated, thank you!

A message from Terry Magnuson
Director, Carolina Center for Genome Sciences and Chair, Department of Genetics

I am writing to request your participation in a 16-question, anonymous survey on research using human genetic specimens at UNC. It is being conducted by the UNC Center for Genomics and Society (http://genomics.unc.edu/genomicsandsociety/), which is part of the Carolina Center for Genome Sciences.

Your participation will support an important effort to understand the defining characteristics of genetic specimen collections. I am making a special request for 10 minutes of your time. Please do not delete this message, and when you have a moment, complete this brief survey using the link below.

This study has been reviewed and approved by the University of North Carolina IRB, Study #08-1800.

URL Link to Survey:

http://uncodum.qualtrics.com/SE?SID=SV_die7lP0iSBOyXQw&SVID=Prod

If you have trouble accessing the survey by clicking on the link, please copy and paste the complete URL into your Internet browser address bar and hit enter.

Contact us at cgs@unc.edu if you have any questions or if you have trouble accessing the survey.

Detailed information about this survey and our research appears below:

Survey on the Use of Human Genetic Specimens in Research

What am I being asked to do?
You are being asked to participate in a research study regarding the acquisition, use, and management of human genetic specimens and related data. The web-based survey contains general questions about the collection, use, and maintenance of specimens in your research. It will take about 10 minutes to complete. Participation is voluntary and anonymous. However, you can choose to give us your contact information at the end of the survey, making your participation confidential rather than anonymous. Contact information is kept secure and separate, only used to contact you about related studies.

Why is this study important?
While there is a growing body of literature concerned with the growth

and governance of human genetic specimen collections used for research, little is known about their defining features. This survey is part of a larger project examining these features to create a typology of such collections.

What are the possible benefits to participating in this study?
You will not personally benefit from participation, but your responses will help provide new knowledge on the full range of characteristics associated with human genetic specimens and associated data.

What are the possible risks from being involved in this study?
If you complete this survey anonymously, no risks are associated with participation. If you choose to give us your contact information, your participation and your individual survey responses will be kept confidential. Study results will be reported in the aggregate. Hence, there are no risks associated with participation in this case either

How will my privacy be protected?
If you provide any personal information, it will be kept separate and secure in a protected file available only to members of the research team.

Will I be compensated for my participation?
No.

Will it cost anything for me to participate?
No.

What if I have additional questions about this study?
Please contact the Principal Investigator with any questions:

Gail E. Henderson, Ph.D.
Director, UNC Center for Genomics and Society
Professor, Department of Social Medicine
347A MacNider Hall, CB # 7240
UNC School of Medicine
Chapel Hill NC 27599-7240
ghenders@med.unc.edu
919-843-8268

Has this study been reviewed by an Institutional Review Board (IRB)?
This study has been reviewed and approved by the University of North Carolina IRB, Study #08-1800 If you have questions or concerns about your rights as a research subject you may contact the UNC Institutional Review Board at (919) 966-3113, or by e-mail at IRB_subjects@unc.edu.

Who has provided funding for this study?
Funding is provided by UNC's Center for Genomics and Society (http://genomics.unc.edu/genomicsandsociety/) which is supported by the ELSI Research Program of the National Human Genome Research Institute of the National Institutes of Health.

This email is sponsored by: Carolina Center for Genome Sciences

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From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Friday, May 29, 2009 10:49 AM
To: Mamarame Seck @gmail.com>; Alphonse Mutima <smutima@email.unc.edu>; Donato Fhunsu <dfhunsu21@unc.edu>; Rachael A Murphey-Brown <ramurphe@email.unc.edu>
Subject: You may reinhabit your offices!

Hi to all. Things will need to be rearranged, I am sure, but you can get back in your offices as soon as you are ready. If you have empty boxes, please let us know and we'll either reuse or recycle them. Debby

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Friday, May 29, 2009 7:50 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Bernadette Gray-Little Selected as Next Kansas Chancellor

Colleagues:

With very mixed feelings, I write to tell you that Executive Vice Chancellor and Provost Bernadette Gray-Little has been selected to be the new chancellor of the University of Kansas, effective Aug. 15.

This is a huge loss for Carolina and a great gain for Kansas. Bernadette made her career here at Carolina for more than three decades - as a professor of psychology, as a senior associate dean for undergraduate education, executive associate provost, dean of the College of Arts and Sciences, and, most recently as executive vice chancellor and provost. In every role, Bernadette has served with the highest level of integrity and the best interest of the University in mind. Carolina is better because of her.

While we are losing a great colleague, I take pride in knowing that one of our own has been tapped to lead a sister AAU institution.

On a personal note, I will especially miss Bernadette. I've had the good fortune to work with her over the years, and in my first year as chancellor, I have leaned on her for her knowledge of the University, her wise counsel and her friendship. These are difficult times to be without her leadership. Along with Dick Mann, Bernadette has been helping us capably navigate through this very challenging financial environment.

This is a big job: The executive vice chancellor and provost serves as chief academic officer and oversees all academic operations, including 13 schools and the College of Arts and Sciences, the University Library, a variety of centers and several cultural and educational units. So I know how important it is to have an effective interim provost and, ultimately, to identify a new executive vice chancellor and provost.

That's why I'm so pleased to tell you that Bruce Carney, currently interim dean of the College of Arts and Sciences, has agreed to serve as interim executive vice chancellor and provost. Bruce, who is the Samuel Baron Distinguished Professor of Physics and Astronomy, has been a member of our faculty since 1980. Before he served as interim College dean, he was senior associate dean, overseeing a dozen academic departments and programs in the sciences. Bruce and I have worked together in previous administrative roles, and I'm confident that his skills and integrity will serve us well. He has indicated that he will not be a candidate for the permanent position.

I will move quickly to form a search committee to identify a permanent executive vice chancellor and provost, and I promise to keep you informed.

In the meantime, please join me in thanking Bernadette for her service to Carolina and in wishing her the best in Kansas and in thanking Bruce Carney for helping us once more during a transition period.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: June Blackwelder <jgb@email.unc.edu>
Sent: Monday, June 1, 2009 3:33 PM
To: smutima@email.unc.edu
Subject: Re: dictionary for SWAH 401

Thanks, Dr. Mutima. We are guided by what our instructors tell us as
far as required or optional texts, so I will delete any reference to a
required dictionary.
June

smutima@email.unc.edu wrote:
> Dear Ms.Blackwelder:
>
> Thank you for your note. I do not think that , at this juncture
> Students of Swah 401 really need a dictionary. Both glossaries from
> the textbook and the workbook are more that enough to cover the
> students' vocabulary needs.As a matter of fact , I do not require a
> dictionary for my students until they are at the intermediate level ,
> especiall for those enrolled in Swah 4o4 .Therefore, we do not have a
> problem at all.If the Friday Center requires one at all costs, than we
> will have to order the English-Swahili dictionary (3rd edtion) from
> the University of Dar es Salaam in Tanzania.
>
> I hope this helps the situation.
>
> Best.
>
> Alphonse Mutima
> Quoting June Blackwelder <jgb@email.unc.edu>:
>
>> Dr. Mutima,
>> I've just learned from our bookstore manager here at the Friday
>> Center that the /Teach Yourself Swahili Dictionary/ by D.V. Perrott
>> is out of print and no longer available. Would you let me know which
>> dictionary we should substitute as a required text for the course?
>> Thank you,
>> June Blackwelder
>> Associate Director for Communication and Instructional Design
>> Friday Center for Continuing Education
>>
>>
>
>

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Tuesday, June 2, 2009 8:39 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Campus Budget Update

Dear Faculty and Staff:

I'm writing to share an update on the state budget process and how it may affect Carolina. The House of Representatives continues to deliberate over a proposal that currently calls for an 11.1 percent cut totaling $337 million across the UNC system for 2009-10. The House proposal reflects one approach to addressing an expected state budget shortfall for next year that is nearing $5 billion.

UNC President Erskine Bowles has articulated well his concerns. While the 11 percent cut level is still less than in other states like Florida, the effect would be severe and long-lasting, especially for students' access and for the quality of the education they would receive.

It's not a surprise that the House proposal includes new sources of revenue such as a $200 tuition increase for our students. (On other UNC campuses, students would face a $200 hike or 8 percent, whichever is lower.) This proposal is in lieu of increases previously approved for Carolina by the UNC Board of Governors, including a 4.3 percent, or $160 increase, for resident undergraduates. While half of the revenues from the Board of Governors-approved increase would be set aside for need-based financial aid, all proceeds from the proposed House proposal would flow directly to the General Fund to help close the state budget shortfall.

We're also particularly concerned about the scrutiny over research centers and institutes across the UNC system. Our faculty working in those units study real-world problems that affect North Carolinians. At the same time, they help the state's economy by attracting hundreds of millions of dollars in grant funding.

We've tried to be as proactive as possible in anticipating the inevitable permanent cuts for next fiscal year. That's what drove our decision in March to enact cuts at the 5 percent level - nearly $29 million - effective on July 1.

At a cut level of 11 percent or higher, we'd slice much deeper into programs and eliminate about 500 class sessions, resulting in much larger classes for our students. Without additional enrollment growth funding, we'd also be forced to accept about 500 fewer students in fall 2010.

Our trustees and the administration are working very closely with President Bowles and the Board of Governors to advocate vigorously with legislators on behalf of all the UNC campuses including Carolina. We're seeking flexibility in implementing our fair share of the cuts. Our deans and vice chancellors know best how to achieve the necessary savings while imposing the least amount of harm to our students' classroom experiences and University operations.

I can't stress enough that the House deliberations are just the next step in this five-part process. President Bowles and the Board of Governors shared the UNC system budget request with the General Assembly. Governor Perdue and the Senate released their budget plans,

which contained differences. After the House budget proposal is finalized, the Senate and House will appoint members of a joint conference committee to negotiate over a final state budget package. That process could continue well into the next fiscal year. Members of the House and Senate conference committee will face some very difficult choices for state government and our University system during their negotiations.

Meanwhile, thanks for all of your support and understanding about the uncertainty of this budget process. We're in a state of flux until we have firm numbers from a final state budget. That's likely to continue evolving over the next several weeks. I ask for your patience as we continue to work through this difficult period.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: Barbara Anderson <b_anderson@unc.edu>
Sent: Monday, June 8, 2009 3:14 PM
To: Michael Lambert <mlambert@email.unc.edu>; Mamarame Seck <mseck@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Donato Fhunsu <dfhunsu21@unc.edu>
Subject: [Fwd: African language products]]
Attach: African language_products].eml (3.12 KB).msg

FYI
--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 FedEx Global Education Center
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu
www.global.unc.edu/africa

From: Luke Swindler <swindler@email.unc.edu>
Sent: Wednesday, May 27, 2009 3:13 PM
To: Winifred Fordham Metz <freddie@email.unc.edu>
Cc: Barbara Anderson <banders1@email.unc.edu>
Subject: African language products]

FYI

-------- Original Message --------
Subject: Re: [Title6-af] Status of Title VI NRC grants+ African language products
Date: Wed, 27 May 2009 14:30:54 -0400 (EDT)
From: Lauris Olson <olson@pobox.upenn.edu>
To: Peter Limb <limb@mail.lib.msu.edu>
CC: title6-af@mailman.stanford.edu

Dear Peter -

Thanks for this information. Here's what I ferreted out about the FSI tapes. See especially the part on free.

Foreign Service Institute language texts and tapes

Two vendors sell digital versions of these materials:
http://www.foreignserviceinstitute.com/
http://multilingualbooks.com/fsi.html

But a group of people have been working to post them for free:
FSI Language Courses
http://www.fsi-language-courses.org/
At this web site, the Yoruba Basic and Intermediate Courses and the Swahili Basic Course are really impressive - 150 lesson units for Swahili.

The site also offers links to other free online teaching materials for each language (e.g., an ERIC document on newspaper Swahili). The Amharic page (with 11 lesson units) links to Indiana University's "Languages Online" page, which provides free online 60 FSI lesson units:
http://languagelab.bh.indiana.edu/amharic_a400.html
I cannot figure out a quick way to see what IU offers for free: some of their languages online are free, others are proxied from URL:
http://www.indiana.edu/~celtie/portal.html
For example, Swahili and Hausa have free materials, Zulu doesn't.

There's also a great web site that provides links to free online language-instruction books:
http://soyouwanttolearnalanguage.googlepages.com/
The Somali language e-books list, URL: http://soyouwanttolearnalanguage.googlepages.com/languagee-books4 points to ERIC PDF versions of Pia's Peace Corps text book.

--++**==--++**==--++**==--++**==--++**==--++**==--++**==
Title6-af mailing list

Title6-af@lists.stanford.edu
https://mailman.stanford.edu/mailman/listinfo/title6-af

--
****
Luke Swindler Social Sciences Bibliographer
Davis Library CB #3918 luke_swindler@unc.edu
University of North Carolina TEL (919-962-1095)
Chapel Hill, NC 27514 USA FAX (919-962-4450)
****
"It is not the strongest of the species that survive, nor the most intelligent, but the ones most responsive to change." Charles Darwin

From:	nobody@notify.unc.edu on behalf of fertility@unc.edu
Sent:	Monday, June 8, 2009 8:18 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Trying to get pregnant or about to start trying?

Are you or is someone you know trying to get pregnant or about to start trying?

Time-to-Conceive is a research study at the University of North Carolina at Chapel Hill focusing on fertility in women between 30 and 44 years of age. To learn how you can be in the study, call us at (919) 843-8246 or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Monetary compensation for study activities

No medicines or pills to take and no changes to daily lifestyle or existing health care routine.

Please visit our new website at www.med.unc.edu/timetoconceive for more information.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: Obstetrics and Gynecology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of cheryl_alderman@med.unc.edu
Sent: Monday, June 8, 2009 8:44 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Medication Trial for Autism Spectrum Disorder

---

Is your child often irritable and frequently touchy?
Are these behaviors interfering with your family's daily routine?
Do you know a child who has been diagnosed with autism spectrum disorder?

The ASPIRE Research program at the UNC-Chapel Hill's Department of Psychiatry is recruiting children and adolescents for an autism clinical research study. The research study will look at the effects of an investigational medication as it specifically relates to irritable behaviors. All patients will receive active medication. Examples of irritable behaviors may include:

* Aggression to other children or adults
* Screaming inappropriately, tantrums or outbursts
* Whiny or impatient
* Depressed mood or rapid mood changes
* Self injurious behaviors

Your child will receive a comprehensive diagnostic assessment at the beginning of the research study. Your child will also receive behavioral and cognitive assessments throughout the research study. If your child meets criteria and has no medical contraindications to treatment in the study, they can receive study medication. Appointments are with child psychiatrists who specialize in developmental disorders. The research study medication is provided at no cost to research participants. Participants will be reimbursed for travel expenses for office visits.

If you think this research study may be appropriate for your child, please contact us. We are happy to tell you more about our program and answer any questions. Please call the ASPIRE Research Hotline (1-800-708-0048) or email us at aspire@unc.edu.

Approved by Biomedical IRB
Approval Date: 3/3/09
Study #08-1634

This email is sponsored by: Psychiatry

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: June Blackwelder <jgb@email.unc.edu>
Sent: Tuesday, June 9, 2009 3:49 PM
To: smutima@email.unc.edu
Cc: Judith Benowitz <benowitz@email.unc.edu>
Subject: SWAH 401 final exams

Hi Dr. Mutima,
Today Judith Benowitz forwarded to me two documents that Debby Crowder sent relating to your SWAH 401 course. These documents were supposed to be three different versions of the final exam, but instead we received two documents, and they are exactly alike. In addition, they appear to be the last part of an exam--they start with Roman numeral XV, so sections I through XIV are missing. I noticed that the final exam review found at the end of the nine lessons of the course ends with section XIV, so I'm wondering if what we received today is actually the last part of the final exam review document. In any case, I don't believe we received a complete final exam, and we didn't receive multiple versions, so I need to ask you to send three complete versions of final exams so that we can process your payment and begin work on course production.
Thanks!
June

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Thursday, June 11, 2009 4:21 PM
To: Judith Benowitz <benowitz@email.unc.edu>; june blackwelder >> June G Blackwelder <jgb@email.unc.edu>
Cc: Alphonse Mutima <smutima@email.unc.edu>
Subject: Mix-up re SWAH

Hi folks. I just had a conversation with Prof. Mutima. He did not realize that he was to submit actual final exams for his SWAH course. No wonder he didn't understand why he would have to submit three versions of reviews of the final. Sorry, Prof. Mutima. I must not have made that clear. So, one question: should there be a "sample" exam and then 3 actual exams. Or should there be a review instead of the "sample." I apologize for my ignorance, but I'm not sure how you do these things. I can help facilitate the process more if I understand it myself. Thanks in advance. Debby

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Thursday, June 11, 2009 5:03 PM
To: June Blackwelder <jgb@email.unc.edu>
Cc: Judith Benowitz <benowitz@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: Mix-up re SWAH

Perfect. Thanks so much for the additional clarification. Debby

June Blackwelder wrote:
> Hi Debby,
> We do not require that instructors include either a sample exam or an
> exam review exercise, but we do encourage instructors to provide
> information that will let students know what they can expect on the
> exam and how they can best prepare for it. Some instructors
> accomplish that by providing a sample exam.
>
> We request three versions of the final exam to be administered to
> students. This is so that we have a measure of security for the exam
> without having to ask the instructor to create a new exam for each
> student (we rotate through the versions as we administer the exams).
> Also, some instructors allow students to retake the final exam if they
> fail it, and in those instances we use a different version for the
> retake.
>
> Hope this helps, but let us know if you have additional questions!
> June
>
> Deborah Crowder wrote:
>> Hi folks. I just had a conversation with Prof. Mutima. He did not
>> realize that he was to submit actual final exams for his SWAH
>> course. No wonder he didn't understand why he would have to submit
>> three versions of reviews of the final. Sorry, Prof. Mutima. I must
>> not have made that clear. So, one question: should there be a
>> "sample" exam and then 3 actual exams. Or should there be a review
>> instead of the "sample." I apologize for my ignorance, but I'm not
>> sure how you do these things. I can help facilitate the process more
>> if I understand it myself. Thanks in advance. Debby
>>

From: Judith Benowitz <benowitz@email.unc.edu>
Sent: Friday, June 12, 2009 3:41 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Instructor Contact Information Sheet
Attach: Template for Faculty Directory Info.doc

Hi Dr. Mutima,

Attached is an instructor contact information sheet that we'd like you to fill out and return as an email attachment. You can leave blank whatever questions you're not sure about and I'll fill those in.

I'm sorry about all of the confusion about the three versions of the final exam! I hope that you better understand now what's required and why we need those three different versions.

Hope you have a good weekend.

Judith

--
Judith Benowitz
Program Development Specialist
The Friday Center for Continuing Education
UNC at Chapel Hill
CB #1020
Chapel Hill NC 27599
tel: 919-962-6302
fax: 919-962-5549

****
"May the forces of evil become confused on the way to your house."

George Carlin

Instructor Contact/Payroll Information Sheet

Self-paced Courses

Full Name:

PID #:
Birth date:
Gender:
1) Current Affiliation with UNC-CH:
Dept:
Academic Rank:
Full time or Part-time? **Permanent or temporary?**
OR

2) Current Affiliation with another NC agency or institution:
Dept:
Academic Rank:
Full time or Part-time? **Permanent or temporary?**

If you have no affiliation above who is your employer?

Highest earned degree – be specific (BA, BS, MA, MS, MFA, MAC, PhD, EDD, JD, MBA):

Course:
Teaching:
Authoring or revising?:

Date of Contract:

Term or expected start date:

Payment expected (from contract):

Email Address:

Home and Work Addresses: please indicate whether you want mail to go to your home or work address.

Home Tel #:
Cell #:
Work Tel#:
Department contact (departmental manager) – name, phone, email

Other Notes:

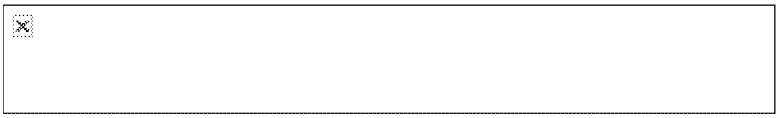

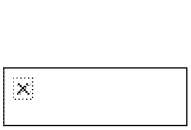

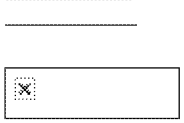

From: nobody@notify.unc.edu on behalf of darsh@email.unc.edu
Sent: Tuesday, June 16, 2009 8:19 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: ACERIP EMT Class

ACERIP, the Association for Carolina Emergency Response and Injury Prevention, is a student group on campus that works to provide volunteer opportunities and classes for students interested in emergency services.

In the past the group has provided volunteer opportunities with the UNC Hospitals Trauma Program and has sponsored Emergency Medical Technician (EMT) classes on campus for interested students.

Next semester the group plans to offer two EMT classes on campus. The EMT-B certification classes will begin during the first week of UNC classes in August. There will be a Monday/Wednesday class and a Tuesday/Thursday night class, both of which start at 6pm and go until about 10pm. The cost is $145 plus the price of the book. To apply for the Fall 2009 class and for more information, please go to http://studentorgs.unc.edu/acerip/.

ACERIP is always looking for new people interested in taking leadership roles. If you are interested in heading up a project, please send an email expressing your interest. Thanks for your time.

Darshan Patel

This email is sponsored by: ACERIP

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of childhear@med.unc.edu
Sent: Tuesday, June 16, 2009 8:54 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Child Participants Needed for Hearing Research Study

---

The Human Auditory Development Laboratory is currently recruiting children
between 5-14 years old to help us learn more about how children hear in noisy environments.

During the testing, your child will sit in a sound-treated room and will listen to sounds presented over earphones. Your child will be asked to indicate when they hear sounds by either touching a picture on a touch-screen monitor or telling an assistant who sits inside the booth with
your child during testing. The sounds we use are not loud.

One to three visits to the laboratory are required. Each visit lasts about
one hour. You will receive $10/hour and give you a parking pass for parking
if you drive to the lab.

If you are interested please call (919) 843-3672 or email
childhear@med.unc.edu and leave your first name, and a number by which we
can reach you (indicating the best times to call).

The principal investigator for this study is Lori Leibold, PhD, Department
of Allied Health Sciences.

This study has been approved by the University of North Carolina at Chapel
Hill's Institutional Review Board: Study# 06-0840.

This email is sponsored by: Allied Health Sciences

This email is sponsored by: Allied Health Sciences

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"INFORMATIONAL:" email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: Blackboard Instructors List <bb_instructors_su09@listserv.unc.edu>
Sent: Wednesday, June 17, 2009 9:10 AM
To: Blackboard Instructors as of Summer 2009 <bb_instructors_su09@listserv.unc.edu>
Subject: [bb_instructors_su09] IMPORTANT: Please Verify Your Blackboard Data

---

Please verify your Blackboard data June 17-30

In preparation for the Blackboard upgrade, please visit a Blackboard data verification site at http://bbverify.unc.edu to review and confirm that your Blackboard content is correct and unchanged. The data verification site will be available until June 30. If upon review, you find changed or incorrect data on the data verification site, please report the change to 962-HELP.

Important Reminder

Please do not attempt to develop any courses in the data verification site (http://bbverify.unc.edu). This environment is **separate** from the regular Blackboard production environment and any course changes made in the data verification environment will not be saved or migrated to the new upgrade. All changes will be lost.

You may continue developing fall courses in the current Blackboard 6.3 environment (http://blackboard.unc.edu) until July 28 when the system becomes unavailable due to the planned upgrade outage.

Preview new features

This data verification window also offers you the opportunity to preview the new version of Blackboard. Please feel free to explore the look and feel of the upgraded features. Training is available now through help documentation, online tutorials/videos and instructor-led sessions. For information on training opportunities, please visit http://its.unc.edu/BBNews/blackboard_upgrade/tutorials/index.htm

For additional information on the Blackboard upgrade, please visit http://its.unc.edu/BBNews/blackboard_upgrade/. If you have questions or concerns, please call 962-HELP.

From: Blackboard Instructors List <bb_instructors_su09@listserv.unc.edu>
Sent: Wednesday, June 17, 2009 10:08 AM
To: Blackboard Instructors as of Summer 2009 <bb_instructors_su09@listserv.unc.edu>
Subject: [bb_instructors_su09] ADDENDUM: Pre-2009 data on bbverify

---

Addendum: bbverify contains pre-2009 data

The Data Verification environment (http://bbverify.unc.edu) is a test of the data conversion process that occurs during the upgrade. If the conversion worked properly for your older course sites that are available in the data verification environment (i.e., pre-2009 courses), it will work for 2009 courses.

Please note that your 2009 course sites are disabled on the data verification environment to prevent disruption of current course sites.

If upon review your pre-2009 course sites are changed or incorrect, please report the change to 962-HELP.

From: Judith Benowitz <benowitz@email.unc.edu>
Sent: Thursday, June 18, 2009 4:08 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: Template for Faculty Directory Info

Thanks very much, Dr. Mutima. Hope you're staying cool. It's supposed to reach 100 tomorrow or Saturday. Argh!

Judith :-)

Alphonse Mutima wrote:

--
Judith Benowitz
Program Development Specialist
The Friday Center for Continuing Education
UNC at Chapel Hill
CB #1020
Chapel Hill NC 27599
tel: 919-962-6302
fax: 919-962-5549

****
"May the forces of evil become confused on the way to your house."

George Carlin

From: Judith Benowitz <benowitz@email.unc.edu>
Sent: Thursday, June 18, 2009 4:09 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: Template for Faculty Directory Info

I didn't even notice! Thanks.

Judith

Alphonse Mutima wrote:
>
> Judith:
>
> I am sorry. I forgot to write my full name on the payroll information
> document I sent in earlier.That's why I am sending it again.
>
> Alphonse Mutima

--
Judith Benowitz
Program Development Specialist
The Friday Center for Continuing Education
UNC at Chapel Hill
CB #1020
Chapel Hill NC 27599
tel: 919-962-6302
fax: 919-962-5549

****
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George Carlin

From:	nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent:	Tuesday, June 23, 2009 9:21 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: May-June 2009 InTouch newsletter available

---

The May-June 2009 edition of the Employee Forum's *InTouch* newsletter will be published as an insert to the Daily Tarheel on Thursday, June 25th. Check a news stand near you for this informative edition.

Articles in this issue are:

* Cuts, layoffs not equal among departments

* EPA Non-faculty workers have little job protection, could be at risk in crisis

* Administrators nix easy e-mail access for housekeepers

* Censorship case resolved

* Message from Chair: Count blessings in tough times

* Get in the loop!

* UNC-CH delegates to Staff Assembly weigh in on furloughs, flextime, health care

* Survey suggests voluntary furloughs best option for employees

* Ask HR: On HazMat and Bonus Leave

* Tuition waivers benefit could be reduced

* Scooters help environment; riders shouldn't be penalized

* Weekend work, summer overtime pay keep Housekeepers, administrators at odds

* Forum needs more resources to remain effective voice for UNC staff

This email is sponsored by: Employee Forum

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: ITS Response Center <help@unc.edu>
Sent: Wednesday, June 24, 2009 2:42 AM
To: smutima <smutima@email.unc.edu>
Subject: Password for Onyen 'smutima' expires soon.

The password for the Onyen 'smutima' is set to expire
at this date and time: Wed Jul 1 09:49:42 2009

Visit the following web site to change your password or for
information on how to have it reset if it was forgotten:

https://onyen.unc.edu/cgi-bin/unc_id/chpw.pl

After your password expires, you can still access the above site
to change your password, though you will not be able to use your
Onyen to access any other Onyen-authenticated services until you
change your password.

Once you change your password, it will work for another 90 days
before it expires again. If you never use your Onyen, then
disregard this notice.

If you think you might forget your password, consider setting up
a "Challenge/Response" where you answer a few personal questions
BEFORE you forget your password. Later, if you can answer these
questions again, you can get a new password without having to
visit one of the password reset sites on campus. Just click
"Challenge-Response" at the top of the page mentioned above and
follow the instructions.

Answers to many common questions and a list of some Onyen
related services can be found by visiting the web site:

http://help.unc.edu/3247

If you have questions or need additional assistance with this
issue, contact the ITS Response Center at 919-962-HELP and we'll
be glad to assist you.

We send out these Password Expiration Notices via email
at 2 weeks, 1 week, and 2 days prior to the expiration.

This message is being sent to the electronic mail address
associated with the Onyen 'smutima' in the UNC Campus Directory.
If this address is not your preferred electronic mail address,
you may change it by visiting the Campus Directory web site:

http://dir.unc.edu/dir/home/

From: Judith Benowitz <benowitz@email.unc.edu>
Sent: Friday, June 26, 2009 9:12 AM
To: Alphonse Mutima <smutima@email.unc.edu>
Cc: June Blackwelder <jgb@email.unc.edu>; Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: Versions of the final exam

Thanks for the update, Dr. Mutima. I'm glad to hear that the exams are almost finished.

Judith

Alphonse Mutima wrote:
> Judith:
>
> I am sorry. I nearly forgot to let you know how things are, right
> now.Indeed, the three versions of the final exam are almost ready.
>
> Best.
>
> Alphonse Mutima
>
> Deborah Crowder wrote:
>> Perfect. Thanks so much for the additional clarification. Debby
>>
>> June Blackwelder wrote:
>>> Hi Debby,
>>> We do not require that instructors include either a sample exam or
>>> an exam review exercise, but we do encourage instructors to provide
>>> information that will let students know what they can expect on the
>>> exam and how they can best prepare for it. Some instructors
>>> accomplish that by providing a sample exam.
>>>
>>> We request three versions of the final exam to be administered to
>>> students. This is so that we have a measure of security for the
>>> exam without having to ask the instructor to create a new exam for
>>> each student (we rotate through the versions as we administer the
>>> exams). Also, some instructors allow students to retake the final
>>> exam if they fail it, and in those instances we use a different
>>> version for the retake.
>>>
>>> Hope this helps, but let us know if you have additional questions!
>>> June
>>>
>>> Deborah Crowder wrote:
>>>> Hi folks. I just had a conversation with Prof. Mutima. He did not
>>>> realize that he was to submit actual final exams for his SWAH
>>>> course. No wonder he didn't understand why he would have to submit
>>>> three versions of reviews of the final. Sorry, Prof. Mutima. I
>>>> must not have made that clear. So, one question: should there be
>>>> a "sample" exam and then 3 actual exams. Or should there be a
>>>> review instead of the "sample." I apologize for my ignorance, but
>>>> I'm not sure how you do these things. I can help facilitate the
>>>> process more if I understand it myself. Thanks in advance. Debby
>>>>
>>
>>

--
Judith Benowitz
Program Development Specialist
The Friday Center for Continuing Education

UNC at Chapel Hill
CB #1020
Chapel Hill NC 27599
tel: 919-962-6302
fax: 919-962-5549

****
"May the forces of evil become confused on the way to your house."

George Carlin

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, June 29, 2009 2:57 PM
To: Mutima@mxp1.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

---

at the ackland

Wednesday, July 1
1:00 - 2:00 PM

Enjoy an hour of inspiration and information at the Ackland this Wednesday during **Lunch with One**. Professor of Art Beth Grabowski will discuss the creative impulses and strategies found in our current special exhibition *Aldwyth: work v./work n. - Collage and Assemblage 1991 -2009.*

Don't forget to bring your lunch!

Free to members | $5 non-members

IN THE GALLERIES:

Aldwyth: work v./work n.
Collage and Assemblage 1991 - 2009

Sage in the Bamboo Grove: The Legacy of Sherman E. Lee

And nine more galleries filled with art and ideas!

NEXT WEEK:

Monday, July 6
Yoga in the Galleries
12:00 - 1:00 PM

Friday, July 10
Art after Dark
open until 9:00 PM

Saturday, July 11
Drawing in the Galleries
10:00 AM - 12:00 PM

Saturday, July 11
Drawing for Kids
10:00 AM - 12:00 PM

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-24913245-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Aldwyth: *Cigar Box Encyclopedia (B)*, 2000; cigar box, found objects, collage. 10 x 5 x 2 inches. Courtesy of the artist and the Halsey Institute of Contemporary Art. Photo by Rick Rhodes.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of henry_bell@med.unc.edu
Sent: Monday, June 29, 2009 8:21 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Se Necesitan Adultos Hispanohablantes, de 18 aqos de edad o mayores, para evalu

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Se Necesitan Adultos Hispanohablantes, de 18 aqos de edad o mayores, para evaluar un video

Objetivo: Los hospitales de Carolina del Norte estan elaborando un video para ayudar a las personas a entender la funcisn que cumplirman si participan en un registro de salud y en un banco de muestras biolsgicas o biobanco, asm como sus riesgos y beneficios. El video explicara el proceso de consentimiento que se requieren para participar en el registro.
Sujeto: Adultos Hispanohablantes de 18 aqos de edad o mayores (e.j.: Espaqol es su idioma primaria)

Actividades del Estudio: En este estudio de evaluacisn habra dos grupos de participantes. Si usted participa, lo(a) asignaran O a ver el video O a leer los formularios de consentimiento informado y de HIPAA, que deberma tomar 30 minutos. Si le piden que mire el video, le pediran que comente qui le parecis, en tirminos generales, su claridad, facilidad de uso, atractivo y valor por entrevista. La entrevista durara como maximo 60 minutos para completar.

Compensacisn: Una tarjeta de regalo por valor de $35.

Si esta interesado, por favor psngase en contacto con Henry Bell, enfermero investigador a henry_bell@med.unc.edu o (919) 843-9425.

Spanish Speaking Adults 18+ years of age needed to evaluate a video for NC Hospitals

Objective: NC Hospitals are developing a video to help people understand their role as well as the risks and benefits of participating in a health registry. The video will explain the informed consent process required for participation in the registry.

Subjects: Spanish speaking (i.e. Spanish is your primary language) Adults 18+
Study Activities: There will be two groups of participants in this evaluation study. By participating in this evaluation study you will either be assigned to view the video or read the Informed Consent and HIPPA forms, which should take 30 minutes. If asked to view the video you will be asked to provide feedback on general clarity, usability, appeal and value of the video in an interview. If asked to read the consent forms, you will be asked to provide feedback on content of the consent forms in an interview. The interviews will take no longer than 60 minutes to complete.

Compensation: $35 gift card

If interested, please contact Henry Bell, Research Nurse at henry_bell@med.unc.edu or (919) 843-9425.

HS IRB #: 09-0606
Approved: 4/03/2009
Study Title: Evaluation of a Video Program to Obtain Informed Consent for Individuals in the Carolina Well: Carolina Health Registry

Evaluation Study
PI: Shelton Earp, PhD
This email is sponsored by: Lineberger Cancer Center

This email is sponsored by: Lineberger Cancer Center

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"INFORMATIONAL:" email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of webstudy@unc.edu
Sent:	Monday, June 29, 2009 8:52 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Recruiting for a study about Web Search

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Do you conduct searches that span across multiple days or weeks?

If so, we want to talk to you!

We are conducting a research study to learn about how people conduct searches for information on the Web that take place across multiple days or weeks and that involve collaborating with other people.

We are looking for people in these groups:

* UNC academic researchers (faculty, post-doc, Ph.D. candidate - post proposal, research scientist)

* Corporate workers who have a business role that involves searching for and sharing information

In order to qualify for the study, you must meet the following criteria:

* Be at least 18 years old
* Speak English fluently
* Be in one of the three groups listed above
* Have conducted on-going searches for information on a topic across multiple days or weeks and shared the results of these searches with collaborators.

The study consists of a questionnaire and an interview that will take about one hour.

For participating in the study, you will receive a $20 Visa gift card.

If you qualify and are interested in being in this study, please email:

@gmail.com

This study (#09-0960) has been approved by the UNC Behavioral Institutional Review Board on May 28, 2009.

This email is sponsored by: School of Information and Library Science

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of mbartis@email.unc.edu
Sent: Monday, June 29, 2009 9:34 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Are you expecting or know someone who is?

Are you expecting or know someone who is? Do you have a newborn younger than one month old?

As part of the Early Brain Development Studies at UNC-Chapel Hill's Department of Radiology, Psychiatry, and Psychology, we are recruiting newborns to participate in the The MAP* Brain Imaging Study [*The Multi-visit Advanced Pediatric Brain Imaging Study.

What is the purpose of this study?
The purpose of this research is to document the rapid and critical growth of normal brain development in the first three years of life. The information gathered is essential to shed light on our understanding of brain development. This information not only offers profound scientific implications regarding our understanding of how the brain functions but also provides great insights into developmental disorders.

What does this study involve?
Your child will have magnetic resonance imaging (MRI) of his/her brain eight times between the ages of 2 - 4 weeks and 3 years at the MRI research center located at 106 Mason Farm Road.

Scans will be performed while your child sleeps. No medicines or sedation will be used.

You will also be asked medical history questions by a study coordinator or nurse.

Will I be paid for participating?
You will receive $75 for each study MRI (for a potential total of $600). You will also be reimbursed for reasonable travel/gas and parking expenses as well.

Are there any risks?
MRI has no known risks and does not use radiation or x-ray.

Why participate in this study?
You and your child's participation in this study may benefit society by gaining new insights into our understanding of infant/early child brain development. It may also increase our knowledge into the possible causes of neurodevelopmental disorders.

Remember,
* This is a voluntary study
* You will be compensated
* No medicines or sedation are involved
* All information regarding you and your child's participation in this study will be kept strictly confidential.

How can I learn more about joining this study?
Please contact Megan Artis at mbartis@email.unc.edu or call 919-843-9245 for more information.

Weili Lin, PhD
Principal Investigator
Telephone: (919) 843-8120

The MAP* Brain Imaging Study [*The Multi-visit Advanced Pediatric Brain Imaging Study] is being conducted by the Departments of Radiology, Psychiatry, and Psychology in the UNC-Chapel Hill School of Medicine.

Weili Lin, PhD
Principal Investigator

John Gilmore, MD
J. Keith Smith, MD
Guido Gerig, PhD
Hongyu An, PhD
Yasheng Chem, PhD
Robert Hamer, PhD
Research Team Members

Dianne Evans, MA
Program Director

IRB Approval #: 08-1885
Approval Body: Biomedical IRB
Date of Approval 6/23/2009

This email is sponsored by: Departments of Radiology, Psychiatry, and Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	PREX1@mvs.adp.UNC.EDU on behalf of PAYROLL_NOTIFY@UNC.EDU
Sent:	Tuesday, June 30, 2009 5:04 AM
To:	smutima@email.unc.edu
Subject:	YOUR CHECK STUB IS AVAILABLE

Today is a payday for the Monthly Payroll. To access your pay information, go to http://finance.unc.edu/asst.-vc--controller/payroll-services/welcome.html and select the E-Pay/Direct Deposit Paystub Log In under Quick Links. After you login using your Onyen and Onyen password, select View Current Paystub under the Employee Menu to access your pay information for today's payroll.

Please note that your leave information is now being provided to you in the upper right hand corner of the stub. These amounts are your leave totals as of the end of the prior month.

Thank you.

Payroll Services
The University of North Carolina at Chapel Hill

From: bounce-24922787-19014562@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>

Sent: Wednesday, July 1, 2009 8:59 AM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] MESSAGE FROM THE DEAN

The enclosed message from Dean Karen Gil is being sent to all faculty and staff in the College of Arts and Sciences.

* * *

Dear Faculty and Staff Colleagues,

I am honored and thrilled to be the new dean of the College of Arts and Sciences. With a total of five years as a senior associate dean, I know that we have outstanding colleagues, students, alumni and friends. Yet, as I transition to my new role, I am learning more every day about the world-class people and programs across the College that distinguish Carolina as an exceptional place to learn, innovate and tackle global and local problems.

I am also impressed by the extraordinary team we have in the Dean's Office. I am grateful that such colleagues are willing to give their time and expertise to College administration.

I am pleased to announce that Mike Crimmins, chair of the department of chemistry, and Jonathan Hartlyn, former chair of the department of political science and former director of the Institute for the Study of the Americas, have joined our senior leadership team. Mike is the new senior associate dean for the natural sciences. He replaces Tom Clegg who served as interim senior associate dean for the past year. Jonathan is taking over my former post as senior associate dean for the social sciences and international programs. I am delighted that they have agreed to join the team, and I am thankful to Tom for his outstanding service during the past year.

I am also pleased that the rest of the dean's senior leadership team will continue in the Dean's Office, including senior associate deans Bill Andrews (fine arts and humanities), Bobbi Owen (undergraduate education), Tammy McHale (finance and operations) and Jamie May (Arts and Sciences Foundation), and communications director Dee Reid. Their experience will continue to serve us well.

Of course we still face significant economic challenges for the coming year. With additional state budget cuts on the horizon, all of us in the College, like everyone else across our nation, will have to tighten our belts again. Though we will not know what our final state budget allocation will be until later this summer, we know that we will have to find additional cuts in our operating budget.

Our senior management team will continue to work closely with our department and program chairs throughout the budget process and we will share information with you as soon as we can.

Fortunately we are facing this recession, from a position of strength, thanks to the N.C. bond revenues that gave us several new state-of-the-art facilities over the past decade, and to generous colleagues, alumni and friends who pledged $387 million to the College during the Carolina First campaign to support faculty, students,

facilities and programs. Private funds will be more important to the College than ever before as we are asked to do more with less state funding.

All of us also owe a debt of gratitude to Bruce Carney, for his extraordinary leadership as interim dean during a most challenging year. Though Bruce deserves a long-deferred research leave, he has agreed to serve as interim executive vice chancellor and provost, as the university searches for a replacement for provost Bernadette Gray-Little, who is becoming chancellor of the University of Kansas. Please join me in thanking Bruce for his exceptional contributions to Carolina and the College.

Finally, I want to thank you for all that you do every day for the College of Arts and Sciences, especially in these hard times. Your continued dedication to our academic mission will help the College overcome difficult challenges and continue to be the vital heart of the campus.

I look forward to working with you.

With my best regards,

Karen M. Gil
Dean

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Wednesday, July 1, 2009 4:18 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Campus Budget Update

Dear Students, Faculty and Staff:

Many of you are aware that the state budget for next fiscal year remains unclear. Legislators worked this week to enact a temporary spending bill to start fiscal 2009-2010, which began today. The joint Senate-House conference committee also continues negotiations about a spending package for the biennium for consideration by the full Legislature and Governor Perdue. When a final budget may be approved is unknown. But we do know that the budget picture in Raleigh remains bleak. Revenue projections haven't improved during the fourth quarter. Nothing has changed expectations that significant cuts will be necessary for all state agencies in the new fiscal year.

To be prudent, the UNC system is moving forward at the direction of General Administration and President Bowles with permanent cuts totaling 10 percent of state appropriations for 2009-2010. For our campus, that's an additional 5 percent on top of the recurring state budget cuts of 5 percent announced as a proactive step in March that take effect this week. We've been saying all along that additional cuts were possible and that permanent cuts would be unavoidable.

Neither the UNC system nor our campus is approaching this new challenge as an across-the-board proposition. Our campus Budget Committee will spend the next two weeks determining exactly how we'll take the additional 5 percent. Vice chancellors and deans worked diligently last spring to make realistic budget plans. We'll take those efforts into account. Our top priority remains protecting students in the classroom and academics. We still anticipate cuts for research centers and institutes reflecting recent legislative scrutiny, but we expect to have some flexibility in how we take those reductions.

To put these new developments in perspective, keep in mind that the original 5 percent cuts for the new fiscal year equated to nearly $29 million in state funding. Now we're facing a total reduction of almost $60 million for the entire campus, including the Area Health Education Centers program, during this fiscal year.

Even if cuts at these levels don't fully materialize in the final state budget, we're expecting a difficult year that could include additional reversions in the coming months. We're treating these targets as actual cuts because they are realistic given the state's current dire situation.

On a positive note, we have secured $2 million in outside funding for faculty support as part of a new contract with Nike Inc. to supply apparel and equipment to our athletic teams. One provision stipulates that Nike will send $2 million to the Chancellor's Academic Enhancement Fund. I'm designating that funding for use by campus units to support fixed-term faculty and instructors.

I wish that I had better news to share about the University's state funding prospects. President Bowles has made the right decision to take these actions now as the UNC system deals with its share of state budget cuts.

As I've said many times before, thank you for all you do for Carolina. The Carolina spirit has served us well in these difficult times, and I remain
inspired by the extraordinary work that we do and the way we help each other in the face of these challenges. We'll provide additional updates as details become available.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: nobody@notify.unc.edu on behalf of mturn@med.unc.edu
Sent: Monday, July 6, 2009 8:18 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: ONLINE Diarrhea Prevention Study

The Center for Functional GI and Motility Disorders invites you to participate in an online research study on the symptoms of diarrhea. The purpose of the study is to learn whether a person can predict when they are going to have an episode of diarrhea.

The study will involve filling out several questionnaires online about your bowel symptoms.

To participate, you must be 18 years of age or older and have daily access to the internet. You must also have experienced diarrhea for at least the last 6 months, and you must have had at least one mushy or watery stool per month for the past 3 months.

If you are eligible, you may also be invited to participate in an online diary study which involves keeping track of your diarrhea symptoms by logging into a secure website each day. You will have a unique study ID and password to ensure your responses are anonymous and confidential. There are no visits to UNC required. The study lasts for 60 days (2 months). You will receive $60 each month for completing the study. In addition, if you complete your diaries without skipping any days, you will receive an additional $60/month. Therefore, you may receive up to $240 for participating in this study.

To determine if you are eligible, please click on the following link and respond to the screening questions:
https://uncfunctionalgi.net/dipstudy.html

If you have any questions, please contact Marsha Turner 919-962-9787.

Thank you for your interest in our study.

Study #09-0506 was approved by the Biomedical IRB 3/30/09

This email is sponsored by: Dept of Medicine

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From:	bounce-24950974-19199710@listserv.unc.edu on behalf of Deborah Crowder <dacrowde@email.unc.edu>
Sent:	Tuesday, July 7, 2009 5:24 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [Fwd: ASMEA's Annual Conference Invitation]
Attach:	ASMEA's Annual Conference Invitation.eml (20.2 KB).msg

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--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From:	nobody@notify.unc.edu on behalf of fertility@unc.edu
Sent:	Tuesday, July 7, 2009 8:40 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Trying to get pregnant or about to start trying?

Are you or is someone you know trying to get pregnant or about to start trying?

Time-to-Conceive is a research study at the University of North Carolina at Chapel Hill focusing on fertility in women between 30 and 44 years of age. To learn how you can be in the study, call us at (919) 843-8246 or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Monetary compensation for study activities

No medicines or pills to take and no changes to daily lifestyle or existing health care routine.

Please visit our new website at www.med.unc.edu/timetoconceive for more information.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: Obstetrics and Gynecology

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From:	nobody@notify.unc.edu on behalf of research_support@unc.edu
Sent:	Tuesday, July 7, 2009 9:07 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Research Support: End of Year Business, New Resources and Other News

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The July 2009 issue of RESEARCH SUPPORT online newsletter is now available for viewing at http://research.unc.edu/rs/

In this issue:

Funding Opportunities
Major funding opportunities from state, public, and private agencies, as well as from UNC-Chapel Hill.

* RECOVERY ACT
* Carolina Internal Funding Opportunities
* National Science Foundation
* National Institutes of Health
* Social and Behavioral Sciences
* Health and Medical Sciences
* Life and Physical Sciences
* Arts and Humanities

Campus News

* Project Closeout - Terminated Account Balances
* Delinquent Effort Reports
* Principal Investigator Level of Effort
* FY 2010 Health Insurance Rates for Budget Proposals
* New Patents and License Agreements

Funding Tips

* Using the RFP as a Starting Point for Developing Your Proposal
* Share COS Funding Information with Others
* New at GrantSource Library: Foundation Grants for Individuals
* Faculty International Expertise Database
* NC OpenBook
* Change in RW Johnson Foundation Reporting Procedures

Federal News

* NSF Realigns Chemistry Programs
* NIH NRSA Fellowships Move to Electronic Submission
* NSF Interest in Climate Change Education
* Change to NASA Electronic Submission Process
* NIAID Sample R01 Proposals

View the issue at http://research.unc.edu/rs/

RESEARCH SUPPORT provides Carolina faculty and research staff with funding opportunities, sponsored research news, funding tips, and timely information from all of the offices supporting research at Carolina. It is published by the Office of the Vice Chancellor for Research and Economic Development, GrantSource Library. Email research_support@unc.edu

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Wednesday, July 8, 2009 3:37 PM
To: Mutima@mxp3.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

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at the ackland

Friday, July 10
Museum open until 9 PM
Kaola Phoenix | 6:00 - 7:00 PM
Andrew Robbins-Pollack | 5:00 - 6:00 PM and 7:00 - 8:00 PM

Join us for Art after Dark this Friday during our special evening hours. Have a drink with friends, join local artist **Kaola Phoenix** for a discussion of her work, enjoy music from classically trained synthesizer composer **Andrew Robbins-Pollack**, and of course - take in the art!

Kaola Phoenix creates mixed media collages using cut and torn papers ranging from rice paper to magazine and newspaper, integrated with acrylic paint. Her images (seen above, at left and right) include houses, maps, leaves, masks, and assorted icons through which she strives to locate herself in modern life.

Free admission | Cash bar (beer and wine)

Friday, July 10

AMAZING ALPHABETS

AN ACKLAND-KIDZU COLLABORATION
4:30 - 5:30 PM

Celebrate the alphabet through art! On display now at the Ackland is a series of boxes created by the artist Aldwyth, who decorated each with images beginning with a single letter of the alphabet. Wouldn't it be fun to make your own? During this program, kids will do just that. First they'll examine Aldywth's boxes at the Ackland, then they'll travel to the Kidzu Children's Museum, where four- and five-year olds will select a letter of the alphabet and embellish boxes with images for that letter, and six- to eight-year-olds will use the collage technique to decorate their boxes with the letter of their choice.

Registration required and limited | $5 | To register, call 919.933.1455

Saturday, July 11

DRAWING IN THE GALLERIES

10:00 AM - 12:00 PM

Join the Ackland's Amanda Hughes for drawing in the Ackland galleries. Bring paper and dry media (crayon, pencils, etc.). All levels are welcome. Free.

Saturday, July 11

DRAWING FOR KIDS

IN THE GALLERIES:

Aldwyth: work v./work n.
Collage and Assemblage 1991 - 2009

Sage in the Bamboo Grove: The Legacy of Sherman E. Lee

And nine more galleries filled with art and ideas!

NEXT WEEK:

Wednesday, July 15
Art and Literature in the Galleries
7:00 - 8:30 PM

Thursday, July 16
Art and Literature in the Galleries
3:30 - 5:00 PM

Thursday, June 16
Curators Clinic
1:00 - 4:00 PM

Sunday, July 19
Music in the Galleries
2:00 - 4:00 PM

Please visit our calendar for a full listing of special programming and events.

10:00 AM - 12:00 PM

Nine- to twelve-year-olds practice techniques like contour drawing, linear perspective, shading, and drawing people. Materials provided.

Registration required and limited - to register, call 919.966.5736
Free to members | $5 non-members

Wednesday, July 15 | Thursday, July 16

ART & LITERATURE IN THE GALLERIES

Wednesday: 7:00 - 8:30 PM | Thursday: 3:30 - 5:00 PM

Start reading now for Art & Literature in the Galleries! Next week's selection is ***Special Topics in Calamity Physics*** by Marisha Pessl. Wednesday session co-facilitated by Suzanne Gulledge, Clinical Professor in the School of Education.

Registration required
Free to members and high school students, $5 non-members

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-24956025-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Kaola Phoenix: *House Home*; mixed media collage. 30 x 30 inches. Courtesy of the artist.

Kaola Phoenix: *A Map of my Desk*; mixed media collage. 16 x 16 inches. Courtesy of the artist.

Egon Schiele, Austrian, 1890-1918: *Seated Woman* (detail), 1918; black colored pencil drawing. Burton Emmett Collection.

Norman Kent, American, born 1903: *Young Boy Drawing* (detail), 1930; linoleum-cut print. Burton Emmett Collection.

T. M. Cleland, American: *Cover of* The Colophon (detail); woodcut. Burton Emmett Collection.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, July 9, 2009 4:50 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Adoption of New Energy Use Policy

To: Carolina Faculty, Staff and Students

From: Richard Mann, Vice Chancellor for Finance and Administration

Date: July 8, 2009

Subject: Adoption of New Energy Use Policy

In response to the grave global economic situation, the University's commitment to climate neutrality by 2050 and state legislation that mandates reductions in energy consumption, the University has adopted a new Energy Use Policy. As a result, the University is implementing campus-wide Energy Conservation Measures (ECMs) that will achieve significant and relatively immediate reductions in energy consumption and reduce the University's utility costs.

Space temperatures in campus buildings will be optimized for energy conservation during the times the buildings are occupied, and will not exceed 78 degrees during summer months or drop below 69 degrees during cooler weather. Further, most buildings will be programmed to relax these set temperatures during times of low occupancy when buildings are unoccupied.

Certain campus facilities such as labs, animal facilities, museums, libraries and computer server spaces that require strict, consistent temperatures may be exempt from many of the planned ECMs. The Facilities Services Division is working to accommodate the needs of facilities in these buildings while identifying other energy-saving measures that can be implemented.

Although building occupants could notice some change in their comfort levels because of the temperature adjustment, the University is committed to keeping facilities within safe and reasonably comfortable temperature ranges at all times. The temperature and humidity standards to be implemented are in accordance with the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) recommendations for occupied spaces.

The technical work involved in reprogramming and adjusting building control systems is complex and can be time-consuming. Facilities Services is making implementation of this policy a priority, and the division has committed Energy Management engineers and maintenance staff to this effort. Most of their work will be done "behind the scenes" and with as little disruption as possible to building occupants, the work environment and building operations. During the process to implement these energy-saving measures, several maintenance technicians will be temporarily taken away from their regular duties, potentially resulting in delayed response times for trouble calls.

University-wide support of the energy policy will save both energy and money, and there are many ways individuals across campus can make a difference. People should always dress appropriately for the weather and for temperatures inside buildings. Because lighting consumes a considerable amount of energy in most buildings, simply turning off

unnecessary lights when there is adequate daylight and turning off lights whenever people step out of their offices will help conserve energy. It is critical to turn off all lights and nonessential computers and equipment at the end of the day.

The University community is asked to be tolerant of any discomfort as a result of adjusted room temperatures or other ECMs and to recognize the importance of taking such steps. Beyond reducing the University's utility bills, careful energy management benefits the environment and preserves natural resources.

Energy conservation is an ongoing commitment. Facilities Services will update the University community about the latest developments in implementing these measures. Information will be posted on a new Web site, www.save-energy.unc.edu, and people can send energy-saving ideas to a specially designated e-mail address, save-energy@unc.edu.

This email is sponsored by: Division of Finance and Administration

From:	nobody@notify.unc.edu on behalf of fred.stutzman@unc.edu
Sent:	Thursday, July 9, 2009 8:22 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Research on Social Networking Sites

UNC-Chapel Hill researchers are conducting a study of privacy behaviors in social networking sites (Facebook, Myspace). We seek individuals who maintain multiple profiles, and purposefully keep their profiles separate on social networking sites. For example, people who maintain a "work profile" and a "personal profile" on a social networking site. If you meet this criteria, we are interested in your opinions about privacy, as well as the social implications of maintaining multiple profiles.

To qualify for this research, you must be age 24 or older, have started using social networking sites within the last two years, and maintain multiple profiles (e.g. a "work profile" and a "personal profile") on social networking sites. Participation is entirely voluntary. Individuals who wish to participate will be interviewed for one hour, and will be compensated $10.00 for their time. Interviews can be in person, or remote (over the phone, via Skype, etc.). To volunteer for participation, or ask any questions about the project, please email Principal Investigator Fred Stutzman at fred.stutzman@unc.edu. If you prefer, you may call 919-260-8508.

This research has been approved by the University of North Carolina Institutional Review Board, IRB-09-1078. Gary Marchionini, Ph.D., Cary C. Boshamer Distinguished Professor in the School of Information and Library Science, is faculty supervisor of this study.

This email is sponsored by: INLS

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	bounce-24971476-19329845@listserv.unc.edu on behalf of Andy Lang <alang@unc.edu>
Sent:	Saturday, July 11, 2009 9:08 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] INFORMATIONAL: Upcoming Blackboard upgrade

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Please excuse the duplication if you already received this. The following message originated from ITS Teaching and Learning and was sent to those who have used or are currently using Blackboard. So that this information is more widely distributed, OASIS is resending this message to all College faculty as a notification/reminder of the upcoming Blackboard upgrade.

Major Blackboard upgrade and associated outage

Blackboard will undergo a key upgrade this summer resulting in a major planned outage from July 28 through August 6. This upgrade will optimize Blackboard's performance, increase its stability and incorporate the addition of new features to enhance learning and instruction. To learn more about the new features coming in August and beyond, please visit http://its.unc.edu/BBNews/blackboard_upgrade/ .

Faculty may start developing fall courses in the current Blackboard 6.3 environment from now until July 28 when the system becomes unavailable.

Extract Blackboard content prior to outage
The scope of this upgrade requires a total Blackboard outage (July 28-August 6). Blackboard and its content will be completely unavailable during this period. If any Blackboard materials will be needed during the outage period, these materials must be downloaded or extracted **prior** to the outage. For assistance downloading a Gradebook or extracting course materials with the tool, *bFree*, please visit http://its.unc.edu/BBNews/blackboard_upgrade/keeping_content_accessible/ or contact 962-HELP.

If you are **teaching** during the outage window and are worried about accessing the system during the planned outage, please contact the UNC Blackboard Team at bb8upgrade@unc.edu.

Training on new features now available
This upgrade will result in some interface changes and new features. Training is available now through help documentation, online tutorials/videos and instructor-led sessions. For information on training opportunities, please visit http://its.unc.edu/BBNews/blackboard_upgrade/tutorials/

For additional information
For additional information on the Blackboard upgrade, as well as status updates, timelines and training opportunities, please visit http://its.unc.edu/BBNews/blackboard_upgrade/ regularly.

If you have questions or concerns, please call 962-HELP.

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

From:	nobody@notify.unc.edu on behalf of bpearson@med.unc.edu
Sent:	Wednesday, July 15, 2009 9:52 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Women needed for PMS Study

Do you or someone you know have severe PMS mood symptoms?

Some women experience PMS mood symptoms that interfere with work, activities and relationships.

The UNC Department of Psychiatry research team is conducting a clinical research study for women with severe PMS and Premenstrual Dysphoric Disorder (PMDD) to see whether combining an anti-depressant with an additional study-related medication aids in the relief of this reproductive mood disorder.

Volunteers must be:
* At least 18 years old
* In good health
* Currently treated with an anti-depressant

All office visits, medical evaluations, and investigational medications related to this study will be provided at no cost to patients.

For more information, please call Brenda at 843-8084 (bpearson@med.unc.edu).

Approved 10/30/2006 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board.
IRB # 05-PSYCH-1418/ 05-3106

This email is sponsored by: Psychiatry

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From:	nobody@notify.unc.edu on behalf of darsh@email.unc.edu
Sent:	Thursday, July 16, 2009 8:17 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: ACERIP EMT Class

ACERIP, the Association for Carolina Emergency Response and Injury Prevention, is a student group on campus that works to provide volunteer opportunities and classes for students interested in emergency services.

In the past the group has provided volunteer opportunities with the UNC Hospitals Trauma Program and has sponsored Emergency Medical Technician (EMT) classes on campus for interested students.

Next semester the group plans to offer two EMT classes on campus. The EMT-B certification classes will begin during the first week of UNC classes in August. There will be a Monday/Wednesday class and a Tuesday/Thursday night class, both of which start at 6pm and go until about 10pm. The cost is $145 plus the price of the book. To apply for the Fall 2009 class and for more information, please go to http://studentorgs.unc.edu/acerip/.

ACERIP is always looking for new people interested in taking leadership roles. If you are interested in heading up a project, please send an email expressing your interest. Thanks for your time.

Darshan Patel

This email is sponsored by: ACERIP

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Friday, July 17, 2009 8:50 AM
To: Mutima@mxp2.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Music in the Galleries this Sunday

---

at the ackland

Sunday, July 19
2:00 - 4:00 PM

Visit the Ackland this Sunday and enjoy an afternoon of chamber music performed by **Matthew Chicurel** and friends. The performance will include an eclectic selection from several different chamber groups, including the Bar-Hop Quartet - a group featuring professional musicians and their students.

Free

Thursday, July 23 | Friday, July 24

MERGE AT THE MOVIES

2:00 - 5:00 PM

The Ackland joins Merge Records in celebrating their twentieth anniversary next week by hosting *Merge at the Movies*, a two-day series of films either documenting or featuring Merge recording artists. Held in the Hanes Art Center Auditorium, the movies will be free and the theater is air conditioned!

Thursday, July 23:
Quest for Sleep - Superchunk documentary
Miroir Noir - Arcade Fire documentary

Friday, July 24:
Who Loves the Sun - feature film scored by Portastatic
One of My Kind - Conor Oberst documentary

Free | Tickets for each afternoon are available on the **day-of** the screening at the Ackland front desk, starting at 10 AM

IN THE GALLERIES:

Aldwyth: work v./work n.
Collage and Assemblage 1991 - 2009

Sage in the Bamboo Grove: The Legacy of Sherman E. Lee

And nine more galleries filled with art and ideas!

NEXT WEEK:

Tuesday, July 21
Yoga in the Galleries
12:00 - 1:00 PM

Thursday, July 23
Merge at the Movies
2:00 - 5:00 PM

Friday, July 24
Merge at the Movies
2:00 - 5:00 PM

Sunday, July 26
Family Fun Tour
1:15 PM

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-24999024-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of Kmachlus@email.unc.edu
Sent: Sunday, July 19, 2009 8:18 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Venous Thrombosis Research Study

Researchers in the Department of Pathology and Laboratory Medicine at UNC-Chapel Hill are looking for subjects to participate in a study examining risk factors that lead to blood clots in the deep veins of the arms and legs or clots in the lungs (venous thromboembolism). To be considered for this study you must meet the following criteria:

1. Have been diagnosed with a blood clot in your arms, legs, or lungs (deep vein thrombosis or pulmonary embolism)
2. Not be on anti-coagulation therapy such as Coumadin/Warfarin or Heparin (Aspirin is OK)

Participation includes:
- A visit to our research lab in Brinkhous Bullitt Building
- A brief (2 page) oral questionnaire to acquire relevant medical information
- One blood draw of approximately 20 mLs (4 teaspoons) from a vein in your arm
- Compensation of $10 for time and effort of participating

For more information on this study or to schedule an appointment call Kellie Machlus (study coordinator) at 919-966-8430 or email Kmachlus@email.unc.edu.

Approved by Biomedical IRB 12/14/2008
IRB # 05-2968
Sponsoring Department: Pathology and Laboratory Medicine

This email is sponsored by: Pathology and Laboratory Medicine

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From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Tuesday, July 21, 2009 12:26 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Message from the Chancellor: Video Highlights of Final Bain Study

---

Dear Carolina community:

We've just posted the final report from Bain & Company, the global business consulting firm that's been working with us over the past several months. It's on the Carolina Budget Information Web page off www.unc.edu. The posting includes a follow-up video presentation to our interim report in April with the major highlights and a printable summary. We've also included a link to the complete 100-plus page report, which is the focus of a presentation by the consultants this week to our Board of Trustees.

Bain has provided us with a series of potential strategies to streamline operations and become more effective. Now it's up to us to study these proposals and determine our plans for implementation.

The Bain study is an important tool for us now as we continue to deal with the economic crisis. If we take this report seriously and follow up on its advice, I think we'll be better positioned for the future.

The video presentation and Web page provide details about how we plan to move forward in assessing these recommendations, take action and track the results. I hope you'll take the time to watch the presentation and scan the full report. Please let us know what you think by sending your feedback via e-mail to budgetideas@unc.edu.

Thanks for all you do for Carolina.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: Judith Benowitz <benowitz@email.unc.edu>
Sent: Tuesday, July 21, 2009 2:03 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: Swah 401

Thanks very much, Dr, Mutima. I've forwarded these to June Blackwelder
who will review them.

Hope you're doing well these days!

Judith

Alphonse Mutima wrote:
>
> Dear Judith:
>
> Please,find in attachments the Swah 401 course content along with the
> three versions for the final examinations.These are original and
> diversified .
>
> Best.
>
>
> Alphonse Mutima

--
Judith Benowitz
Program Development Specialist
The Friday Center for Continuing Education
UNC at Chapel Hill
CB #1020
Chapel Hill NC 27599
tel: 919-962-6302
fax: 919-962-5549

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"May the forces of evil become confused on the way to your house."

George Carlin

From: Judith Benowitz <benowitz@email.unc.edu>
Sent: Tuesday, July 21, 2009 4:45 PM
To: smutima@email.unc.edu
Cc: Sherry Sparks <surreal@email.unc.edu>
Subject: Re: Swah 401: Payment Question from Dr. Mutima

Dr. Mutima,

I'm copying Sherry Sparks in payroll who can better tell you when you will get your first 3/4 payment for authoring the course.

June Blackwelder just authorized payment today upon receipt of the three versions of your final exam.

Judith

smutima@email.unc.edu wrote:
>
> I am doing well, thank you.Could I expect some money from Friday
> Center shortly? I really need some vacation before we resume classes
> in August.
>
> Best.
>
> Alphonse
>
> Quoting Judith Benowitz <benowitz@email.unc.edu>:
>
>> Thanks very much, Dr, Mutima. I've forwarded these to June
>> Blackwelder who will review them.
>>
>> Hope you're doing well these days!
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>> Judith
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>>> the three versions for the final examinations.These are original and
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>>> Alphonse Mutima
>>
>> --
>> Judith Benowitz
>> Program Development Specialist
>> The Friday Center for Continuing Education
>> UNC at Chapel Hill
>> CB #1020
>> Chapel Hill NC 27599
>> tel: 919-962-6302
>> fax: 919-962-5549
>>
>> **********
>> "May the forces of evil become confused on the way to your house."
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>> George Carlin
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Judith Benowitz
Program Development Specialist
The Friday Center for Continuing Education
UNC at Chapel Hill
CB #1020
Chapel Hill NC 27599
tel: 919-962-6302
fax: 919-962-5549

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"May the forces of evil become confused on the way to your house."

George Carlin

From:	bounce-25030130-19637041@listserv.unc.edu on behalf of Deborah Crowder <dacrowde@email.unc.edu>
Sent:	Thursday, July 23, 2009 4:01 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [Fwd: IAAR Summer 2009 Newsletter]
Attach:	IAAR Summer 2009 Newsletter.eml (393 KB).msg

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Tomeiko Ashford Carter <tashford@email.unc.edu>
Sent: Thursday, July 23, 2009 3:23 PM
To: Deborah A Crowder <dacrowde@email.unc.edu>
Cc: Fatimah Jackson <fatimah@umd.edu>
Subject: IAAR Summer 2009 Newsletter
Attach: ATT39100.pdf

Dear Debbie:

On behalf of the Institute of African American Research, I am attaching our summer 2009 newsletter. IAAR's new Director is Dr. Fatimah Jackson.

Please distribute the newsletter to the AAAS faculty listserv.

Thanks so much,
Tomeiko
--
Tomeiko Ashford Carter, Ph.D.
Associate Director
Institute of African American Research
UNC—Chapel Hill
150 South Road, Suite 309 CB# 3393
Chapel Hill, NC 27599-3393
Phone (919)-843-2606
Fax (919)-843-9407

UNC INSTITUTE OF AFRICAN AMERICAN RESEARCH

The Carolina Catalyst

THE OFFICIAL E-NEWSLETTER OF THE INSTITUTE OF AFRICAN AMERICAN RESEARCH
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

VOLUME 1 NUMBER 1, SUMMER 2009

IAAR HAS NEW DIRECTOR AND NEW DIRECTION

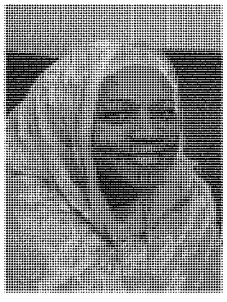

Dr. Fatimah L.C. Jackson
Professor and Director IAAR, UNC-CH

In July 2009, Dr. Fatimah Jackson joined the University of North Carolina at Chapel Hill as Professor of Biological Anthropology and Director of the Institute of African American Research. Dr. Jackson brings a wealth of research experience on African Americans and Africans and an inclusive, multidisciplinary orientation to the Institute. Dr. Jackson is a native of Colorado. Her family was part of the historic post-Reconstruction westward migrations of African Americans that led to the formation of numerous Black towns on the American Plains. Dr. Jackson received her undergraduate and graduate training at Cornell University and went on to professorships at University of California at Berkeley, University of Florida at Gainesville, and the University of Maryland at College Park. Her primary research areas include human biodiversity, African and African American population histories, chronic disease disparities, phytochemicals, and anthropological genetics.

At UNC-Chapel Hill, Dr. Jackson hopes to develop the research capacity of the IAAR through two new research units and a Research Technology Laboratory. The Endogenous Knowledge Unit or EKU (managed by Dr. Tomeiko Carter) will conduct research on African American perspectives and insights on a diverse array of topics and will sponsor NC and African American community-focused programs and workshops. The mission of the EKU is to collect, analyze, and disseminate data on the indigenous knowledge of African Americans and Africans of the Atlantic Diaspora; to catalogue these emic insights on diverse topics, and to serve as an archive of African American worldviews, and a major reference of African American indigenous knowledge and wisdom. The EKU will sponsor Fellows with research interests compatible with EKU's mission, seek funding in support of the mission, conduct seminars, conferences, and workshops that promote the accumulation and analysis of African American endogenous knowledge and produce publications consistent with the unit's mission.

The Integrated Research Liaison Unit or IRLU will collaborate with existing UNC academic and professional units to conduct high quality research on African Americans and particular medical/dental, public health, legal, business, and educational issues. In facilitating research collaboration, the IRLU will increase the visibility of the Institute in all research concerning African Americans and African descended peoples of the Atlantic Diaspora. The IRLU will sponsor Fellows, seek funding in support of the unit, conduct seminars, conferences and workshops consistent with IRLU's mission, and produce publications. We hope to have a research manager for the IRLU on board before the end of the year.

The Research Technology Laboratory or RTL will develop unique and commercially viable Institute databases and software to enhance research on African Americans. Its mission is to provide sophisticated computation research to the IAAR for the purposes of facilitating data collection, analysis, and distribution. We anticipate that the RTL will serve as a center for the Institute's geospacial, biostatistical, simulation, and related computation-assisted research. We hope to hire the RTL manager by Fall 2010.

Under Dr. Jackson's leadership, a number of innovative and unique programs are planned for the IAAR. The next issue of *The Carolina Catalyst* will publish a schedule of these events. We welcome all of our readers and supporters to actively participate in the Institute's programs as we launch a new season for the IAAR.

www.unc.edu/iaar

IAAR Hosts Genealogy Workshop

"Any historian seeking demographic data regarding a specific group of people...probably ...will be dealing with genealogy."
Dr. Lolita Gutierrez Brockington, Professor Emerita of History, North Carolina Central University and IAAR Fellow

IAAR sponsored an International Scholars Genealogy Workshop on March 26, 2009 that attracted widespread campus and community interest. The workshop offered practical suggestions for the purposes of successfully conducting genealogical studies on family, historical, community, and scholarly research in the US and beyond. Topics covered included "How to Conduct Family Tree Searches", "Library Resources for Conducting Genealogical Research", and "How to Conduct Genealogical Searches for the Purposes of Scholarly Research" Teresa Artis, Clara Sue Kidwell, Holly Smith, Biff Hollingsworth, Shauna Collier, Heather Williams, and Lolita Brockington made important contributions to the success of the Workshop. According to Dr. Brockington, who conducts research on colonial Latin American history, the IAAR Workshop was "interactive scholarship at its best, offering both broader perspectives and relevant case models of many disciplines." She also noted that the "vast differences of time, geographical location, and socio-cultural traditions of our respective [presenter's] projects made little difference in terms of the successful results of our methodologies." Many disciplines rely upon genealogical research. Dr. Brockington continued to say that "Any historian seeking demographic data regarding a specific group of people (in my case, enslaved Africans and their descendants in the eastern Andes), probably knowingly or not will be dealing with genealogy. In fact, my own research in Bolivian archives led me to estate records, census data, parish records, and even court cases, all rich in genealogical data." It is through efforts like the Genealogy Workshop that the depth and breath of the field are made accessible to both campus and community scholars.

IAAR hopes to extend research opportunities with NC HBCUs

IAAR is very interested in working collaboratively on research with faculty, students and staff from the many local NC HBCUs. If you are interested, please contact Dr. Jackson at 919-843-1898 or by email at: *fatimahj@email.unc.edu*

Conference Examines Families

The topic of IAAR's 2008 African American Studies Conference was "Examining African American Families." The conference was held on November 6-7, 2008 in Hyde Hall. The conference explored issues that both cohere and divide black families and analyzed how African American families function in contemporary America. Papers and presentations surrounded the following topics: Faith, Social Justice: Crime and Incarceration; Finances and Economic Development; Family Relationships, and Marriage and Class; Children: Raising Boys vs. Girls, Mentorship, and Community Parenting; and Literature that examines black family structures.

Symposium Focuses on Folklore

"Myths and Tall Tales: Folklore in African American Culture" was an IAAR symposium on African American Folklore. The symposium was held on Friday, September 12, 2008 10AM - 3PM in the Pleasants Family Assembly Room of the Wilson Library. This event explored the role of folklore as a tradition and staple in African American culture and history. The keynote speaker was Dr. Valerie A. Johnson. Panelists included: Dr. William Ferris, Dr. Trudier Harris, and Michelle Lanier.

Graphic Artist Needed

IAAR seeks to employ a graphic artist to contribute to several projects. If you have graphic arts skills and are interested in a part-time position with the Institute, please contact the Director, Dr. Fatimah Jackson, 305 Stone Center, 150 South Road, *fatimahj@email.unc.edu*
Be sure to write "Graphic Artist Position" in the subject heading of your email. This is a part-time, temporary position.

Teachers' Workshop a Success

By: Jamie Lathan, Humanities Instructor, North Carolina School of Science and Mathematics *(New Address: School of Education, UNC)*

During IAAR's July 2008 teachers' workshop on African American history and culture, Dr. Reginald Hildebrand's discussion of the hope and strength that enslaved Africans found in Negro spirituals was especially helpful. The thoughts and resources offered by Dr. Donna Wiggins in her talk about "African-American Music Through Literacy" proved to be useful as well. Reading a children's book and creating a timeline about the life of Duke Ellington gave me a lot ideas about enrichment activities in my class. The later workshop discussions of "Diversity" with Dr. Cookie Newsome and "Standardized Tests and Assessments" with Dr. Wanda Coneal provided me with a macro-level understanding of the larger forces at work in the education of African-American youth. Libby Chenault arranged an exhibit on rare African American documents.

"The...workshop discussions... provided me with... [an] understanding of the ...forces at work in the education of African -American youth."

Workshop Participant

FRIDAY TEAS AT THE IAAR BEGIN 9/11/09 3 PM TO 4 PM

Please join us for Friday Teas at our newly remodeled reception area, 309 Stone Center, at 3 pm. Teas will be on alternate Fridays, beginning September 11, 2009. The purpose of these Teas is to provide an informal, relaxed setting for collegial discussion and interaction. We hope to continue Friday Teas throughout Fall 2009. Welcome!

Consortium Connects UNC & Community Researchers

IAAR hosted the 2009 UNC African American Studies Consortium on Wednesday, April 22, 2009 from 4:00 to 6:00 pm in the Anne Queen Faculty Lounge at the Campus Y. The gathering was in the form of a southern desserts reception. Featured presenters included Rebecka Rutledge Fisher, Assistant Professor in the Department of English and Comparative Literature, who presented on the European Collegium for African American Research (CAAR); and Joseph Cooper who presented on black student-athletes. The Consortium is a continuing networking initiative that seeks to connect UNC faculty, postdocs, staff, graduate students, and established community members who conduct research especially on African Americans and on comparative, black Diaspora studies.

Consortium members (above) talk avidly about their research.

IAAR and BSM Collaborate

By: Donovan Livingston, Education Co-Chair, Black Student Movement

In an attempt to quell anxieties that first-year students may experience in adjusting to campus life, the Black Student Movement in conjunction with the IAAR hosted a panel, "Avoiding the Pitfalls of College Life" on August 18, 2008. This panel discussion and informational session was instrumental in helping the Class of 2012 get their collective "foot in the door."
The panel featured primarily sophomores, merely one year removed from their freshman experience, who offered various takes on their lives as they became active members of the Chapel Hill campus community.

EDITOR'S NOTE: In 2009/2010 the IAAR hopes to engage BSM year round in various activities. Please consult our website for more information.

IAAR Core Staff

Dr. Fatimah Jackson, Director
Dr. Tomeiko Carter, Assoc. Dir., EKU Research Manager
Ms. Veronica Bellamy, Business Officer
Dr. Rosa Perelmuter, MURAP Director
Dr. Kennetta Perry, MURAP Assistant

ATTORNEY ARTIS DONATES TO IAAR

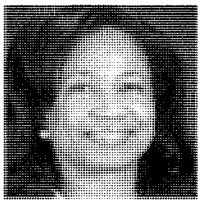

Teresa Carol Artis, VP and General Counsel of Capitol Broadcasting Company, Inc. in Raleigh, N.C., has been a donor to the Institute of African American Research since the Fall of 2007. Artis is a graduate of the College of Arts & Sciences (Economics & Public Policy) at UNC and an alumna of both Harvard School of Business and School of Law. She has served as VP of Business Affairs at Turner Broadcasting System, Inc. (Atlanta) and VP of Licensing at online retailer Art.com (Raleigh). Prior to her media work, Artis practiced corporate law at Kilpatrick Stockton (Atlanta). Currently, she serves on UNC 's Alumni Committee on Racial and Ethnic Diversity. Her primary areas of support at UNC -CH are the IAAR, the Sonja Haynes Stone Center for Black Culture and History, the American Indian Center, and the Center for the Study of the American South. Among other things, Attorney Artis enjoys researching her family's genealogy.

To donate to IAAR:

- Click on Giving to Carolina web site https://s4.its.unc.edu/ALDevCPS/Type_Of_Gift.jsp
- Fill out your payment method (credit card, check, stock, bank draft, etc.).
- Choose "Institute of African American Research" as your University designation.
- Choose one of the following IAAR specific funds as your University Fund
  (all of the following are funds that support work at IAAR):
  -- The Institute of African American Research-IAAR (0751)
  -- The William Darity, Jr. Research Scholars Fund (5482)
  -- The Elizabeth Pipkin Michels Memorial MURAP Fund (1462)
- Continue filling out information about your gift and yourself.

Undergraduate and Graduate Student Internships Available at IAAR

Are you a student interested in learning more about research on issues related to African Americans? IAAR now has year-round internships available for undergraduate and graduate students. Applications for Student Internships for 2009-2010 can be obtained from Ms. Veronica Bellamy, 307 Stone Center or online at: *www.unc.edu/iaar*

IAAR Humanities Writing Competition

The Institute of African American Research (IAAR) will offer a $500 prize for the best cross-disciplinary, collaborative effort in the Arts and Humanities that yields a historically-grounded script on a topic of African American research. Established and aspiring scholars and writers with expertise in creative writing, literary criticism, philosophy, history, communications, performance studies, and other relevant disciplines are encouraged to apply. Submitted scripts will be considered for production. There are no limits on the historical time frame or genre of writing. Scripts should be submitted electronically and in hardcopy format to the IAAR by **March 1, 2010**. Acceptable submissions should reflect African American sensibilities, cultural norms, and perspectives. Submissions should be no more than 50 pages in length, double-spaced. Contributions become the property of IAAR, which will retain exclusive rights for subsequent distribution and use. Entries will be judged by a panel of experts in the Arts and Humanities. Faculty, staff, students, and community members are welcome to apply. The contest is sponsored by the Endogenous Knowledge Unit (EKU) of the IAAR. Two hardcopies of each submitted script along with a completed copyright transfer form should be sent to EKU, IAAR, 150 South Road, Campus Box 3393, University of North Carolina, Chapel Hill, NC 27599-3393, USA. An electronic version of the same submission should be sent to: cookee@email.unc.edu. Winners of this contest will be acknowledged during the Spring 2010 reception of the African American Studies Consortium hosted by the IAAR. There are no limits to the number of entries that can be submit-

Black Women in the Academy

By: Dr. Kia Caldwell
Assistant Professor
African & Afro-American Studies

IAAR co-sponsored a symposium, called *Black Women in the Academy: Strategies for Survival, Success, and Transformation,* which was held at the UNC William and Ida Friday Center for Continuing Education on January 30 and 31, 2009. This year's symposium included nearly 200 participants, ranging from undergraduate and graduate students to faculty, staff, administrators and members of the general public. The keynote speakers included Dr. Judith Holder Cooper (Duke University), Dr. Beverly Guy-Sheftall (Spelman College), Dr. Yolanda Moses (University of California, Riverside), and Dr. Rhonda Sharpe (University of Vermont). The keynote speakers addressed topics such as the role of black women in transforming academic institutions and how to achieve work/life balance.

Participants (above) enjoy discussion during BWA symposium workshop.

The Carolina Catalyst is published and distributed electronically six times annually, in July, September, November, January, March, and May of each academic year. Contributors are welcomed to submit research summaries, job announcements, essays to: Editor, The Carolina Catalyst, iaar@unc.edu The IAAR retains the rights to all submissions.

CONGRATULATIONS!

Bravo to IAAR office assistants Alysa Campbell, Parfait Gasana, Chelsea Ginyard, and Tiffany Okafor; to Dr. Ann Dunbar, former Professor of African Studies; and to Dr. Bernadette Gray-Little, former UNC Provost; on their respective graduations, retirement, and new position. We quite proud of each of you!

Student Research Assistant Position (EKU-IAAR)

The Institute of African American Research seeks an organized, motivated, and personable graduate or advanced undergraduate student assistant to work **10 to 20 hours** a week to help coordinate various duties of its Endogenous Knowledge Unit. These responsibilities include, but are not limited to: conducting bibliographic research, summarizing articles, and assisting in making arrangements for events associated with the EKU (e.g., lectures, programs, symposia, conferences, workshops). Duties may also include making phone calls, facilitating guest travel, surveying event sites, identifying funding resources in support of the Unit's mission, managing confidential files, transcribing meeting notes, creating reference databases, and taking digital photos. The student assistant may work with IAAR's webmasters to coordinate technology efforts for relevant blogs, listserves, electronic databases, newsletters, online journals, press releases and other forms of research and publicity, the maintenance of personalized web sites (e.g., Twitter and Facebook), the development of web site sections, and the maintenance of personal digital assistants (e.g., cellular phones). The successful student will assist generally with the EKU's mission, especially in collecting, analyzing, and disseminating data on the insights, perspectives, and indigenous knowledge of African Americans and Africans of the Atlantic Diaspora; helping to catalogue emic insights on diverse topics; helping to develop and manage an archive of African American worldviews; and assisting in the creation of a major reference of African American indigenous knowledge and wisdom. The selected applicant must have a good knowledge of MS Word Suite, especially Word, Excel, and Publisher. HTML language is a plus. All majors are welcome, especially those with specific disciplinary interests in African American Studies. Must have great interpersonal skills and superior oral and writing skills. Honed research skills are also desirable. Please contact Dr. Tomeiko Carter, EKU Research Manager, tashford@email.unc.edu. Be sure to indicate "EKU Student Assistant Post." in the subject heading.

MURAP Completes Another Successful Year of Student Mentorship and Research

For the twentieth consecutive year, IAAR's Minority Undergraduate Research Apprentice Program (MURAP) has successfully mentored twenty-two students through a simulated summer graduate research program, with students producing thesis-level papers at the end of their ten-week tenures. Students, their mentors, and their projects include: Dyana Boxley, under the mentorship of Dr. Rachael Murphey-Brown, "From Soul to Hip-Hop: Changing Representations of Women of Color in the American Music Industry and Its Impact on the Formation of Self-Image in Young Girls of Color"; Camille Cabalo, mentored by Dr. Jennifer Ho, "The Importation of Chinese as Contract Laborers to the Southern Plantations: Why Did This Experiment Fail?"; Ashley Cameron, directed by Dr. Enrique Neblett, "Coping Strategies and Race/Ethnicity: The Effects of Racial Identity, Africentric Worldview, and Ethnicity on Coping Strategies"; Sierra Carter, under the directorship of Dr. Enrique Neblett, "Relationship Between Race, Racism and Hypertension among African Americans"; Justine Connolly, Dr. Lorraine Taylor, "Diminishing the Cycle of Intergenerational Incarceration: From a Developmental Perspective"; Shannon Davis, directed by Dr. Reginald Hildebrand, "Redefining Liberty: African American Conceptions of Liberty from the American Revolutionary Period through the Early American Republic"; Janeria Dunlap, directed by Dr. William A. Darity, Jr., "The 'Obama Effect': A Reexamination"; Kimberly Fisher, mentored by Dr. William A. Darity, Jr., "Undisciplined Subjects Before the Law"; Whitney Garrison, Dr. Reginald Hildebrand, "Enslaved Women's Political Decision-Making in the Face of White Domination: Where Did Their Loyalties Lie?"; Collier Johnson, Dr. Isaac Unah, "Civic Engagement and Political Participation in Presidential Elections"; Rachel Lopez, Dr. Oswaldo Estrada, "Women in Sendero Luminoso: Terror Along the Path to Equality"; Andrew Martinez, Dr. Ashley Lucas, "The Ugly Duckling's Plight: The Coevality of Queer Performance in Matthew Bourne's Swan Lake and Sociopolitical Discourse"; Tressie McMillan, Dr. William A. Darity, Jr., "Legacy and Memorialization of Reaganism and Its Relationship to African Americans"; Esme Murdock, Dr. Alan Redick, "Ambivalent Power in Haitian Voodoo"; Keyana Parks, Dr. Jennifer Ho, "Boundaries of Black Masculinity: Post-Racial or Not?"; Kristen Smith, Dr. Rachael Murphey-Brown, "Race, Reality and Politics: The Future of North Carolina Historically Black Colleges and Universities"; Brianna Suarez, Dr. Oswaldo Estrada, "African American and Latino Community Tensions Around Issues of Education in Detroit and Their Aspirations Toward an 'American Ideal'"; Jesus Valles, Dr. Ashley Lucas, "How Else Are They Suppose to Know They Are Still Alive: Domesticas and Documentation in Lisa Loomer's Living Out; Jennifer Villanueva, Dr. Alan Redick, "Marketing Playboy in Indonesia"; Ashley Whitehead, Dr. Isaac Unah, "The Effects of Zero Tolerance on Juvenile Justice: A Quantitative Analysis"; Izaak Williams, Dr. William A. Darity, Jr., "Post-traumatic Stress Disorder and Urban Community Trauma"; and Katherine Wright, Dr. Lorraine Taylor, "Family Falling through the Cracks of the Incarceration System: The Influence of Parental Incarceration on Family Development." Indeed, the 2009 Cohort of MURAP students have demonstrated their intellectual prowess through innovative research, presentations, and their participation at their annual conference.

15th Annual MURAP Conference Announcement

July 24-25, 2009

Conference Theme: "The State of Faculty Diversity in the U.S. in the 21st Century"

Each year, the MURAP program culminates with an Academic Conference where invited scholars and some of our students present their research and engage with the entire student cohort, faculty mentors, alumni and the general public. This year's program features two keynote speakers, two panels of distinguished scholars, and presentations from MURAP alumni and MURAP and MMUF current student scholars (

Conference events will be held in Hitchcock Multipurpose Room, Sonja Haynes Stone Center on the campus of the University of North Carolina at Chapel Hill. Free and open to the public.

MURAP Conference (cont on p. 7.)

MURAP Conference (cont.)

MURAP is in its 20th year of existence and the conference is in its 15th. The program aims to increase the representation of ethnically diverse Ph.D.s in the humanities, fine arts and social sciences in the United States. Participating in a ten-week program, student fellows are expected to work on a full-time basis on a research project of their own design in close consultation with a faculty mentor, attend a GRE review course and several workshops aimed at preparing them for graduate school and beyond. The program's objective is to aid students in developing graduate-level work and encourage them to apply to graduate school upon graduation.

We are very excited about the potential impact of our 2009 conference and trust that it will have a wide reach given its anticipated diverse audience of scholars, students, community leaders and the public in general. We hope that you will be able to join us for what promises to be two full days of stimulating presentations and lively discussion!

Stone Center and IAAR to Co-Host African American Studies Consortium Program & Reception

On Monday, September 21st the Stone Center and the IAAR will jointly sponsor a program and reception for the African American Research Studies Consortium. The gathering will include a program in the Hitchcock Room and a reception in suite 309 of the Stone Center. This is a continuing networking initiative that seeks to connect UNC faculty, postdocs, staff, graduate students, and community members who conduct research on African Americans and peoples of African-descent throughout the Diaspora. The reception will allow Consortium members to meet IAAR's new Director, Dr. Fatimah Jackson as well as become informed about new initiatives at the Stone Center, the IAAR, and the Stone Center Library. For more information, please see www.unc.edu/iaar and click on the Consortium icon on the right-hand side of the page. The Consortium is a joint effort between IAAR, the Sonja Haynes Stone Center for Black Culture and History, and the Department of African and Afro-American Studies. This year we are especially keen to invite a broad cross-section of regional faculty, staff, students, and community members to the Program and Reception. We hope that you will be sure to join us! More details on the Program and Reception to follow in the next issue of *The Carolina Catalyst*.

IAAR Research Fellowships Available

The IAAR is currently soliciting applications for Research Fellows for 2009-2010. Beginning this academic year, Research Fellows will be associated with either of the Institute's two research units: the EKU (Endogenous Knowledge Unit) or the IRLU (Integrated Research Liaison Unit). Applicants should have an earned doctorate in any field and a research project relevant to the African American experience. Special consideration will be given to applicants with research interests that coincide with the Institute's programmatic objectives for 2009-2010 or 2010-2011. IAAR Research Fellows are offered research space, a small research stipend, and computer access for the duration of their residency at the Institute. Research Fellows are expected to give a public seminar at the Institute on their research topic, participate in various Institute activities and programs, credit the Institute on all publications associated with their fellowship, and to use their residency at the Institute to apply for additional extramural research funding. Applications will be available on the IAAR website August 1, 2009.

Stone Center Library and IAAR to Collaborate on Projects in

In mid-July Shauna Collier and Fatimah Jackson met to discuss ways in which the Stone Center Library and the IAAR could collaborate. Not only did they discover many shared interests, their shared residence on the third floor of the Stone Center will greatly facilitate their planned cooperation. A number of specific projects were discussed and as these negotiations continue, it is anticipated that this collaboration will yield a greatly enhanced research agenda for both the Library and the Institute. Some projects under consideration include research presentations on the Gullah peoples of the Carolinas, the historical impact of Black towns in the US, and the Afro-Latino presence in the Americas. As these discussions continue and more details emerge, look to *The Carolina Catalyst* for reports!

IN OUR NEXT ISSUE

Upcoming Topics .....

- IAAR Programmatic Schedule for 2009-2010
- Bios on our 2008-2009 Research Fellows
- Announcing our Community Workshops for Summer 2010
-

... and much more

www.unc.edu/iaar

From:	nobody@notify.unc.edu on behalf of childhear@med.unc.edu
Sent:	Thursday, July 23, 2009 8:19 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Child Participants Needed for Hearing Research Study

---

The Human Auditory Development Laboratory is currently recruiting children between 5-14 years old to help us learn more about how children hear in noisy environments.

During the testing, your child will sit in a sound-treated room and will listen to sounds presented over earphones. Your child will be asked to indicate when they hear sounds by either touching a picture on a touch-screen monitor or telling an assistant who sits inside the booth with your child during testing. The sounds we use are not loud.

One to three visits to the laboratory are required. Each visit lasts about one hour. You will receive $15/hour and give you a parking pass for parking if you drive to the lab.

If you are interested please call (919) 843-3672 or email childhear@med.unc.edu and leave your first name, and a number by which we can reach you (indicating the best times to call).

The principal investigator for this study is Lori Leibold, PhD, Department of Allied Health Sciences.

This study has been approved by the University of North Carolina at Chapel Hill's Institutional Review Board: Study# 06-0840.

This email is sponsored by: Allied Health Sciences

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Thursday, July 23, 2009 8:42 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Message from the Chancellor: Vice Chancellor for Human Resources Announcement

---

Dear Faculty and Staff,

During my first year in office, I have seen time after time the critical role that the University's employees play in Carolina's success. They are the University's most important asset and resource. That is why I have decided to elevate the position currently held by Brenda Richardson Malone to vice chancellor. I want the senior administrator with principal responsibility for our staff (the head of the Office of Human Resources) to report directly to me and to serve in my Cabinet, along with the senior administrator with the comparable responsibility for our faculty (the Executive Vice Chancellor and Provost). This move increases Brenda's access and involvement in the administration's daily activities while at the same time reducing layers of management devoted to our human resources function. Our Board of Trustees approved the change this morning, effective August 1.

Brenda has been associate vice chancellor for human resources for the past two years. She came to Carolina with 30 years of experience in human resources, including 14 years as vice chancellor for faculty and staff relations at The City University of New York.

During her time here, Brenda has shown great judgment in applying her knowledge of the best human resources practices to the complex issues that we face in North Carolina and within the University. In these difficult economic times, she has recognized the challenges posed by budget cuts across the University and has reinforced the Office of Human Resources' commitment to providing a broad range of quality workplace benefits and services for managers and our more than 12,000 faculty and staff.

Because of our budget situation, Brenda's salary will remain the same.

Please join me in supporting Brenda in this new role.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Friday, July 24, 2009 8:17 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Message from the Chancellor

Colleagues,

I am pleased to let you know that Joe Templeton, immediate past Chair of the Faculty and former chair of the Department of Chemistry, has agreed to a part-time role as special assistant to the chancellor for planning and initiatives.

Joe's primary charge is to manage our response to the Bain & Company report. I think it's imperative that we move quickly to analyze the options presented in the report and to act on those that will help us be a more efficient, effective institution. You know as well as I do that the economic situation isn't getting any better. The Bain report has given us insight into ways to save and possibly redirect those savings into our academic mission.

Joe's knowledge of the University is extensive, and I can't think of a better colleague to have working next to me. His deep understanding of Carolina's operations and culture is especially important as we examine the Bain report.

Joe will continue to teach and direct graduate students. While his nine-month salary will not change, he will be paid a stipend for this work.

As we develop our response to the Bain report, I pledge to keep you informed. And please keep e-mailing us your ideas about the budget and the Bain report to budgetideas@unc.edu.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: bounce-25040418-19726402@listserv.unc.edu on behalf of Andy Lang <alang@unc.edu>

Sent: Sunday, July 26, 2009 6:36 AM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] Reminder: Blackboard outage begins July 28

This message is being sent on behalf of ITS Teaching and Learning to all College faculty and graduate students.

A major planned outage of Blackboard will begin this Tuesday, July 28, as a key upgrade to this critical service gets underway. The outage will last until Thursday, Aug. 6. During this period, Blackboard will be completely unavailable.

Extract Blackboard content prior to outage

If any Blackboard materials will be needed during the outage period, these materials must be downloaded or extracted prior to the outage. For assistance downloading a Gradebook or extracting course materials with the tool, bFree, please contact 962-HELP.

Training on new features available

The upgrade will result in some interface changes and new features. Training is available through help documentation, online tutorials/videos and instructor-led sessions. For information on training opportunities, please visit http://its.unc.edu/BBNews/blackboard_upgrade/tutorials/index.htm.

For additional information about the upgrade and associated outage please visit http://its.unc.edu/BBNews/blackboard_upgrade/. If you have questions or concerns, please call 962-HELP.

==========

Andy Lang
Director, Office of Arts & Sciences Information Services
College of Arts and Sciences
University of North Carolina at Chapel Hill
12 Howell Hall
Campus Box 3056
Chapel Hill, North Carolina 27599
Phone: 919-843-3962
http://oasis.unc.edu

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Perry Hall <hallpa@email.unc.edu>
Sent: Sunday, July 26, 2009 11:22 AM
To: b_anderson@unc.edu; klcaldwe@email.unc.edu; radunbar@email.unc.edu; dfhunsu21@unc.edu; hallpa@email.unc.edu; hildebra@email.unc.edu; krjanken@email.unc.edu; jfjordan@email.unc.edu; mlambert@email.unc.edu; leemc@email.unc.edu; drdalet@email.unc.edu; tjm1@email.unc.edu; smutima@email.unc.edu; jen321@email.unc.edu; nzongola@email.unc.edu; rporter@email.unc.edu; regester@email.unc.edu; eunice@email.unc.edu; mseck@email.unc.edu; bselassi@email.unc.edu; kaslo@email.unc.edu
Subject: Honoring Debby's Service

Colleagues,

Although Debby's impending retirement is coming fast, we would be seriously remiss if we did not create a significant occasion to recognize and honor her more than 30 years of service to our department. It has been suggested that such an occasion might take place in the week prior to the start of classes (Wed. Aug. 19 is a date that has been suggested), perhaps reserving the Faculty Lounge in the Campus Y building.

Do colleagues have ideas or suggestions as to what might be appropriate, or how we might recognize Debby?

best
perry

From: Kenneth Janken <krjanken@email.unc.edu>
Sent: Monday, July 27, 2009 11:53 AM
To: Perry Hall <hallpa@email.unc.edu>
Cc: b_anderson@unc.edu; klcaldwe@email.unc.edu; radunbar@email.unc.edu; dfhunsu21@unc.edu; hildebra@email.unc.edu; jfjordan@email.unc.edu; mlambert@email.unc.edu; leemc@email.unc.edu; drdalet@email.unc.edu; tjm1@email.unc.edu; smutima@email.unc.edu; jen321@email.unc.edu; nzongola@email.unc.edu; rporter@email.unc.edu; regester@email.unc.edu; eunice@email.unc.edu; mseck@email.unc.edu; bselassi@email.unc.edu; kaslo@email.unc.edu
Subject: Re: Honoring Debby's Service

Dear Colleagues,

I think this is a wonderful idea. BUT, I just spoke with Debby, and she is adamantly AGAINST any sort of event. I think it is appropriate to honor her wishes. I agree with Perry that we ought to give some thought to how we might otherwise honor Debby.

Kenneth

On 7/26/2009 11:21 AM, Perry Hall wrote:

> Colleagues,
>
> Although Debby's impending retirement is coming fast, we would be seriously remiss if we did not create a significant occasion to recognize and honor her more than 30 years of service to our department. It has been suggested that such an occasion might take place in the week prior to the start of classes (Wed. Aug. 19 is a date that has been suggested), perhaps reserving the Faculty Lounge in the Campus Y building.
>
> Do colleagues have ideas or suggestions as to what might be appropriate, or how we might recognize Debby?
>
> best
> perry

--
Kenneth R. Janken
Professor of Afro-American Studies
Department of African and Afro-American Studies
Battle Hall, Campus Box #3395
University of North Carolina
Chapel Hill, NC 27599-3395

and
Director of Experiential Education
Office of Undergraduate Curricula
Steele Bldg, Campus Box 3504
University of North Carolina
Chapel Hill, NC 27599-3504

(919) 962-1519 (voice)
(919) 962-2694 (fax)

http://uncpress.unc.edu/books/T-8059.html
http://www.umass.edu/umpress/spr_97/janken.html

From: hildebra@email.unc.edu
Sent: Monday, July 27, 2009 1:32 PM
To: Kenneth Janken <krjanken@email.unc.edu>
Cc: Perry Hall <hallpa@email.unc.edu>; b_anderson@unc.edu; klcaldwe@email.unc.edu; radunbar@email.unc.edu; dfhunsu21@unc.edu; jfjordan@email.unc.edu; mlambert@email.unc.edu; leemc@email.unc.edu; drdalet@email.unc.edu; tjm1@email.unc.edu; smutima@email.unc.edu; jen321@email.unc.edu; nzongola@email.unc.edu; rporter@email.unc.edu; regester@email.unc.edu; eunice@email.unc.edu; mseck@email.unc.edu; bselassi@email.unc.edu; kaslo@email.unc.edu
Subject: Honoring Debby's Service

Dear Perry and other FODs (Friends of Debby),

In my conversation with Debby I came to the same conclusion as Kenneth. In fact, I got the impression that her original plan to leave at the end of July was in part to make it impossible for us to organize a traditional send-off event. And as you know, she has managed to be "unable to attend" all of the receptions we have had for our majors at the Stone Center, even though she must have known that she would have received more accolades than any of us. So, I agree that maybe we should come with some other kind of send-off, or tribute, or gift...something meaningful, but not traditional. -Reg

Quoting Kenneth Janken <krjanken@email.unc.edu>:

> Dear Colleagues,
>
> I think this is a wonderful idea. BUT, I just spoke with Debby, and
> she is adamantly AGAINST any sort of event. I think it is
> appropriate to honor her wishes. I agree with Perry that we ought to
> give some thought to how we might otherwise honor Debby.
>
> Kenneth

From: Donna J Kelly <djkelly@email.unc.edu>
Sent: Wednesday, July 29, 2009 9:54 AM
To: Fall 09 instructors <fall_09instructors@listserv.unc.edu>
Subject: [fall_09instructors] Classroom Demos, sign up now!
Attach: Classroom Demo Ad.doc

-- You are currently subscribed to fall_09instructors as: smutima@email.unc.edu. To unsubscribe
click here: http://lists.unc.edu/u?id=19573161.9ebe5e4904547864f5294e26cf662b0d&n=T&l=fall_09instructors&o=25056891, or
send a blank email to leave-25056891-19573161.9ebe5e4904547864f5294e26cf662b0d@listserv.unc.edu.

Are you teaching in a Multimedia Classroom this Fall?

Are you new to classroom technology?
Have you ever had difficulty getting the equipment to work best FOR YOU???

The Classroom Hotline is here to help!

Schedule a Classroom Demonstration NOW!

While the Hotline is available to perform demonstrations and answer your questions all year long, Summer and Winter breaks can be the best time to make longer appointments and gain access to the rooms you need. We encourage you to take advantage of this availability.

To schedule a demo, please go to http://hotline.unc.edu/ **and use the** Schedule Classroom Demo **link on the right side. Or call 962-6702 Monday-Friday, 7:45am-5:00pm and we'll be happy to arrange a meeting.**

From: Todd Austell <tlaustell2009@unc.edu>
Sent: Wednesday, July 29, 2009 10:06 AM
To: Fall 09 instructors <fall_09instructors@listserv.unc.edu>
Subject: RE: [fall_09instructors] Classroom Demos, sign up now!

Hey DJ,

Update me on the current status of showing DVD's
in classrooms like CP 201 and 211.

If I remember correctly, there was some problem with
the players last year.
Has that been resolved?

Todd

-----Original Message-----
From: Donna J Kelly [mailto:djkelly@email.unc.edu]
Sent: Wednesday, July 29, 2009 9:54 AM
To: Fall 09 instructors
Subject: [fall_09instructors] Classroom Demos, sign up now!

-- You are currently subscribed to fall_09instructors as:
tlaustell2009@unc.edu. To unsubscribe click here:
http://lists.unc.edu/u?id=19573207.498486701ab28b06a87682ef13b0d8e5&n=T&l=fa
ll_09instructors&o=25056891, or send a blank email to
leave-25056891-19573207.498486701ab28b06a87682ef13b0d8e5@listserv.unc.edu.

-- You are currently subscribed to fall_09instructors as: smutima@email.unc.edu. To unsubscribe
click here: http://lists.unc.edu/u?id=19573161.9ebe5e4904547864f5294e26cf662b0d&n=T&l=fall_09instructors&o=25056962, or
send a blank email to leave-25056962-19573161.9ebe5e4904547864f5294e26cf662b0d@listserv.unc.edu.

From:	bounce-25081795-19988743@listserv.unc.edu on behalf of Deborah Crowder <dacrowde@email.unc.edu>
Sent:	Monday, August 3, 2009 3:01 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [Fwd: Call for Papers: Conference on 'Race, Labor & Citizenship in the Post-Emancipation South']
Attach:	Call for Papers_ Conference on 'Race, Labor & Citizenship in the Pos....eml (8.91 KB).msg

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--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: cgi@unc.edu
Sent: Tuesday, August 11, 2009 12:35 PM
To: brices@gmail.com; cgi-funding@unc.edu; smutima@email.unc.edu; maman@email.unc.edu; moracco@email.unc.edu; @gmail.com
Subject: CGI Application Notification

Dear Marie Donahue:

On behalf of the Center for Global Initiatives, I am very pleased to inform you that your Foreign Language and Area Studies application [ID: 429022] has been recommended for funding in the amount of $15000.0.

The award is conditional and may be based on the verification of various factors.

To accept this award, please login to our online application system and accept or decline your award: http://gi-apps.unc.edu/appcenter.

If you accept your award, a CGI Program Officer will contact you regarding the administrative, accounting and reporting procedures associated with the award. In the meantime, if you have any questions regarding this notification, please do not hesitate to contact us.

Hey Marie,

I should have sent you this a while back! This is just our formal way of tracking our online applications. Just login and accept the award!

Thanks,

~Beth-Ann

Congratulations on your award!

Sincerely,

Niklaus Steiner
Director, Center for Global Initiatives

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Wednesday, August 12, 2009 3:27 PM
To: Mutima@mxp0.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

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at the ackland

Friday, August 14
Museum open until 9:00 PM

Join us this Friday during our special evening hours. Have a drink with friends, join local artist Carmen Elliot for a discussion of her work, take part in a gallery talk, enjoy music from DJ Hdubs, and of course - take in the art!

Carmen Elliot | 6:00 - 7:00 PM
Carmen Elliott's ceramic sculptures (above, center) focus on slab and coil-built towers, temples, and doors, inspired by myths, dreams, and children's stories.

Gallery Talks | 5:30 and 8:30 PM
Get to Know the Collection with Coordinator of Academic Programs Robert Colby
5:30 PM *New Acquisition: Portrait of the Marquise de Villeneuve-Flayosc*
8:30 PM *Dutch Art of the Golden Age: Weenix's Hunting Trophies*

Music from DJ Hdubs | 5:00 - 6:00 PM and 7:00 - 8:00 PM

Free admission | Cash bar (beer and wine)

featuring the JazzTones
Sunday, August 16
2:00 - 4:00 PM

Visit the Ackland this Sunday and enjoy an afternoon of music from the **JazzTones**, a local sextet who performs swing, blues, latin, and bebop jazz in the styles of the 1950s and 60s.

Free

Wednesday, August 19 | Thursday, August 20
Wednesday: 7:00 - 8:30 PM | Thursday: 3:30 - 5:00 PM

Start reading now for Art & Literature in the Galleries! Next week's selection is ***The Tale of Genji*** by Lady Murasaki Shikibo. Wednesday session co-facilitated by Jan Bardsley, Associate Professor in the Department of Asian Studies.

Registration required
Free to members and high school students | $5 non-members

IN THE GALLERIES:

Aldwyth: work v./work n.
Collage and Assemblage 1991 - 2009

Sage in the Bamboo Grove: The Legacy of Sherman E. Lee

And nine more galleries filled with art and ideas!

NEXT WEEK:

Tuesday, August 18
Yoga in the Galleries
12:00 - 1:00 PM

August 19 and 20
Art and Literature in the Galleries

Sunday, August 23
Family Fun Tour
1:15 PM

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-25130742-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Carmen Elliot: *Little Buddha*; clay. Courtesy of the artist.

T. M. Cleland, American: *Cover of* The Colophon (detail); woodcut. Burton Emmett Collection.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of annadele@email.unc.edu
Sent: Wednesday, August 12, 2009 8:18 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Fall CEES Airport Taxi

Fall CEES Airport Taxi

Save some cash and donate money to a good cause by hitching a ride from RDU with one of our drivers! All proceeds benefit the Carolina Experience Enrichment scholarship which will subsidize a summer travel or unpaid internship experience of an exceptional non-traditional, transfer, Carolina Covenant or parent student.

A ride to the airport: $25
Cheesy 80s music on the way: Free
Warm fuzzy feeling from helping a good cause: ...priceless.

To reserve our services:
http://www.surveymonkey.com/s.aspx?sm=FeQeGGt4VC2KsXBnk_2fWpNQ_3d_3d

To get involved, please email CEES@unc.edu.

This email is sponsored by: Carolina Experience Enrichment Scholarship

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, August 12, 2009 8:43 PM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: H1N1 Flu Update: University Issues New Guidelines for Fall 2009

Dear Faculty and Staff:

As the H1N1 influenza A continues circulating widely worldwide, health officials expect cases to keep increasing in the United States in the next few months since influenza transmission typically spreads more rapidly during the fall and winter. Those patterns suggest that University students, faculty and staff could be exposed to someone with H1N1 flu -- either on or off campus - and contract the illness.

On Aug. 5, 2009, the Centers for Disease Control and Prevention (CDC) issued new guidelines about the best ways to prevent spreading the H1N1 flu. Based on that information, the University has developed new recommendations for when University students, faculty or staff should stay home from work or school. These recommendations supersede the guidance provided by the University on June 30, 2009. (The University will communicate separately with students and parents.).

Guidelines for Faculty, Staff and Health-Care Workers

* University faculty and staff who are well but have a family member at home with H1N1 flu: Can go to work as usual. These employees should monitor their health every day. If they become ill, they should notify their supervisors and stay home using available leave (sick leave, vacation, bonus leave or flexible furlough program). Employees who have an underlying medical condition or who are pregnant should call their health-care providers for advice or care - including whether they should receive influenza antiviral drugs to prevent illness - before reporting to work.

People who are at high risk of complications from H1N1 infection - for example, persons with certain chronic medical conditions, children less than 5 years or adults 65 years or older and pregnant women - should consider their risk of exposure if they attend public gatherings in communities where influenza A virus is circulating.

* Employees who are experiencing an acute respiratory illness with a fever greater than 100.4 degrees along with cough, nasal congestion or sore throat: Should not come to work and should stay away from others (self isolate). Those who wish to seek medical care should contact their health-care provider to report illness by telephone or other means before seeking care. If persons with these symptoms must leave their home (for example, to seek medical care or other necessities), they should cover their nose and mouth when coughing or sneezing. A surgical loose-fitting mask can be helpful, but a tissue or other covering is appropriate, too. They should stay home from work, school and any community gatherings for 24 hours after their fever resolves. Their fever should be gone without the use of a fever-reducing medicine (antipyretic). Employees should use available leave (sick leave, vacation, bonus leave or flexible furlough program) if they need to stay home from work.

University health-care workers

* University health-care workers who have exposures at home to known or suspected novel H1N1: Should take their temperature each day and NOT

come to work if they develop a fever with sore throat or cough.

* Health-care workers who develop a fever at work with a sore throat or cough: Should immediately go home.

* Health-care workers with a fever and cough or sore throat: Should remain home for 24 hours after their fever resolves. Their fever should be gone without the use of a fever-reducing medicine (antipyretic) before they may return to work. If they still have respiratory symptoms they should wear a mask while providing patient care until asymptomatic.

* Health-care workers may work with a cough or other upper respiratory symptoms in all units except the Neonatal Critical Care, Pediatric Critical Care and Bone Marrow Transplant Units: Employees in these units who develop respiratory symptoms even if without a fever should be evaluated by the University's Occupational Health Clinic. In other units, health-care workers with respiratory symptoms without a fever may work if they wear a mask at all times while providing patient care and practicing appropriate hand hygiene.

* If a UNC Health Care employee is exposed to a patient with novel H1N1 (for example, within three feet without wearing a mask): The UNC Health Care System will offer post-exposure prophylaxis only if the employee's immune system is compromised, the employee is at high risk for complications if they develop influenza or the employee is pregnant (after consultation with the employee's obstetrician). Such employees should take their temperature before coming to work and should not come to work if they develop a fever as well as any respiratory symptoms.

CDC Tips to Fight H1N1 Flu

Although H1N1 flu has proven to be relatively mild and responsive to anti-viral drugs, the CDC recommends that everyone take the following actions to stay healthy:

* Cover your nose and mouth with a tissue when you cough or sneeze.
* Throw the tissue in the trash after you use it.
* Wash your hands often with soap and water, especially after you cough or sneeze. Alcohol-based hand sanitizers can be used if soap and water are not available.
* Avoid touching your eyes, nose or mouth. Germs spread this way.
* Avoid close contact with sick people.

The University's Department of Environment, Health and Safety, http://www.ehs.unc.edu/healthy/h1n1.shtml, is leading Carolina's response to the H1N1 flu in collaboration with the UNC Health Care System, UNC General Administration, the N.C. Department of Health and Human Services, and the Orange County Department of Public Health.

Information about H1N1 is updated as conditions warrant on Alert Carolina, http://alertcarolina.unc.edu, and on the Centers for Disease Control and Prevention Web site, http://www.cdc.gov/h1n1flu/.

Sincerely,

University Emergency Warning Committee

This email is sponsored by: Emergency Warning Committee

From:	nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent:	Wednesday, August 12, 2009 9:24 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Tuition Waiver Policy Change

FROM: Brian Usischon, Benefits Services
Office of Human Resources

The Governor has signed into law Senate Bill 202, the Appropriations Act of 2009. The Act changes the University's tuition waiver policy by reducing the number of free courses a full-time faculty or staff member may enroll in per academic year, from three to two. This change is retroactive to July 1, 2009, and impacts the 2009-2010 academic year.

Employees who completed a Tuition Waiver form for the fall 2009 semester that included three courses should contact the Cashiers' Office at 962-1368 to make arrangements to either pay for a class or to follow the necessary drop/add procedures.

The Tuition Waiver form has been updated and is posted to the Office of Human Resource Web site. Please begin using the new version of this form. The Tuition Waiver deadline for the Fall 2009 semester is Monday, Aug. 31.

Questions concerning the tuition waiver program can be directed to Benefits Services at 962-3071 or benefits@unc.edu.

This email is sponsored by: Office of Human Resources

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From: nobody@notify.unc.edu on behalf of lnorberg@email.unc.edu
Sent: Thursday, August 13, 2009 8:23 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Library Services for the Upcoming Semester

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Dear UNC faculty members,

As you prepare for the upcoming semester, keep in mind these faculty-focused services from the UNC University Library. To learn more about library services go to http://library.unc.edu or request a consultation: http://library.unc.edu/faculty/consult.html.

ENHANCING YOUR ONLINE COURSE PAGES
Integrate academic readings and information resources into your online course pages with the help of a library subject specialist. We can also create a custom library web page for your course (samples at http://library.unc.edu/coursepages/).
Request a course page:
http://library.unc.edu/instruct/course_support/requestcoursepage.html

RESERVE READINGS
Make sure your reserve and e-reserve readings are ready for the beginning of the semester by submitting them now. The Library can also assist in obtaining copyright permissions.
Reserves information: http://library.unc.edu/reserves/instructors.html
or reserves_reading@unc.edu.

CAROLINA BLU CAMPUS DELIVERY SERVICES
The Library introduces its Carolina BLU ("Bring the Library to You")campus delivery service. Have the books you need delivered to your campus box or a campus library near you. The articles you need will be scanned and emailed to you.
Carolina BLU: http://library.unc.edu/circ/doc_delivery/

LIBRARY TOURS AND INSTRUCTION SESSIONS
Introduce students to library resources and research techniques by scheduling a tour or hands-on instruction session with a library subject specialist. Use the online request form; a librarian will contact you to confirm the date and time and discuss your goals for the tour or class.
Tour/Instruction request form:
http://library.unc.edu/instruct/schedule_inst.html

TEACHING WITH IMAGES, MEDIA, PRIMARY HISTORICAL SOURCES, OR NUMERICAL DATA
Visual literacy, media literacy, and quantitative literacy have joined information literacy as part of the educational lexicon. Library subject specialists can help you develop assignments that expose your students to these and other valuable resources for developing critical thinking and research skills.
Request a consultation: http://library.unc.edu/faculty/consult.html

If there is anything else we can do to help, please let us know.

Sincerely,

Lisa Norberg, Director of Public Services

This email is sponsored by: University Library

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From: nobody@notify.unc.edu on behalf of research_support@unc.edu
Sent: Friday, August 14, 2009 8:17 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research Support: ARRA Reporting, New Faculty and Other News

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The August 2009 issue of RESEARCH SUPPORT online newsletter is now available for viewing at http://research.unc.edu/rs/

In this issue:
Funding Opportunities
Major funding opportunities from state, public, and private agencies, as well as from UNC-Chapel Hill.

* RECOVERY ACT
* Carolina Internal Funding Opportunities
* National Science Foundation
* National Institutes of Health
* Social and Behavioral Sciences
* Health and Medical Sciences
* Life and Physical Sciences
* Arts and Humanities

Campus News

* ARRA Reporting Requirements
* Research Administrators Support Group Restarting
* Research Grants from the Institute for Homeland Security Solutions
* Carolina Innovations Seminar: A Nobel Laureate's Perspective on the Global Impact of Evolving Research Methodologies
* Fall Short Courses at the Odum Institute
* R&D Entrepreneurship Grants Workshop
* New Patents and License Agreements

Funding Tips

* Understanding Your NIH Peer Review Summary Statement
* Positioning Your Research Proposal for Success
* New to Carolina? Move Your COS or SMARTS Account Too
* Customized Workshops on Identifying Funding Sources
* Finding Foundation and Corporate Givers with the Foundation Directory

Federal News

* NSF Request for Reviewers for ARRA Activity
* NIH Opens xTrain to All Institutions
* AHRQ Funds Comparative Effectiveness Research through Recovery Act
* Francis Collins Named Director of the NIH
* NSF Environmental Biology Realignment
* Changes to NASA NSPIRES

View the issue at http://research.unc.edu/rs/

RESEARCH SUPPORT provides Carolina faculty and research staff with funding opportunities, sponsored research news, funding tips, and timely information from all of the offices supporting research at Carolina. It is published by the Office of the Vice Chancellor for Research and Economic Development, GrantSource Library. Email

research_support@unc.edu

This email is sponsored by: Office of the Vice Chancellor for Research
and Economic Development

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that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Monday, August 17, 2009 12:07 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Message from the Chancellor: Campus Budget Update

---

Dear Faculty and Staff:

Many of you know that the General Assembly has finalized the North Carolina budget for 2009-2011 after making tough decisions about new tax increases, spending cuts and reduced services. Earlier this month, Governor Perdue signed the new budget into law. Carolina is taking about a 7 percent cut following the Board of Governors action last week on the system budget.

Considering the state's still uncertain revenue picture and this budget's impact on other state agencies, legislators treated the UNC system very fairly overall. Governor Perdue has also understandably signaled her intention to conservatively manage the state's resources in the coming months. She has rescinded the emergency budget restrictions for state funds that have been in place since last month. But she also instructed the Office of State Budget and Management to withhold 5 percent of each state agency's monthly allotment starting next month. While this is another reduction for us to manage, we understand that the governor needs to proceed with caution in this environment.

Because of the steps we have taken since March, we won't seek any additional cuts from campus units to handle the 5 percent holdback. If revenues continue to decline, the governor may take additional steps that would require additional cuts in campus units. Nevertheless, we are hopeful that our current measures may, in fact, hold us for the fiscal year.

Keep in mind that we already enacted a total 10 percent permanent cut for state appropriations effective in July. We didn't want to wait for a final state budget to activate those plans, and this enabled us to accommodate what is effectively a 12 percent cut by getting started when we did. Our focus has remained on protecting core academic and teaching programs. By keeping cuts away from the classroom, we limited campus reductions to instructional
units to just over 5 percent.

Overall, we have much to be grateful for in the new state budget.

* We expect to receive about $5 million from the UNC system's share allocated for enrollment growth, and another $2 million for need-based financial aid.

* General Administration will receive $2 million in permanent funding for faculty recruitment and retention. Historically, we have fared well when President Bowles distributes those funds.

* The University Cancer Research Fund, which supports basic interdisciplinary research across campus through the Lineberger Comprehensive Cancer Center and the School of Medicine, will receive the full $50 million installment originally committed to in 2007.

* A related longtime capital priority, the Biomedical Research Imaging Center, has been approved for construction. This is great news as UNC Health Care prepares to formally dedicate the North Carolina Cancer Hospital next month.

Our research centers and institutes, which have played such a vital role in fueling the success of the entire campus in attracting federal research grants, are being cut between 17 percent and 23 percent. That's still not as severe as we had feared earlier in the legislative session, and it's coming with some management flexibility. While I know this is a hardship for our faculty and staff engaged in the hard work of conducting research to help people, please understand how difficult a job our legislators had in balancing competing interests. We've made every effort to minimize the impact, as much as possible, on the campus-wide research enterprise. Moving forward, our focus should be on continuing to inspire the confidence of legislators in this important work so that it results in more, rather than less flexibility in making our own decisions about spending reductions.

Uncertainty about final tuition rates for the academic year has been a concern for our students. The General Assembly authorized the tuition increases for this year already approved by the UNC Board of Governors. However, legislators also signaled that campus-based tuition increases in 2010-2011 will be off the table. Our campus typically uses this revenue to support faculty compensation, graduate teaching assistant stipends, need-based financial aid to offset any tuition hikes, and other academic priorities.

The state budget and support of North Carolina taxpayers is very important to our overall operations, but it's roughly a quarter of the total budget. We've seen some recent bright spots. The faculty just set a new record for external research funding in 2009 (more than $716 million), and we are well positioned for continued success in attracting federal research dollars available through the American Recovery and Reinvestment Act. Our development office just recorded the second highest total of cash gifts ($271 million) in University history. Our alumni and friends are providing a remarkable level of private support for Carolina despite the economy. This is not to suggest that we still won't have difficult financial decisions to make and issues to grapple with in the coming months. We will. But we can't let the state's financial condition paralyze us from advancing the work of the University.

I want to thank those of you who have taken the time to watch and read about the final report from Bain & Company, the global consulting firm that has been helping the University look for ways to streamline operations and be more effective. [If you haven't seen it yet, check www.unc.edu for a link to the University's Budget Information Web page.] I appreciate the feedback many of you have shared about that report and encourage you to share comments about the Bain report or other budget issues at budgetideas@email.unc.edu.

Thank you for all that you do to make Carolina such a great place. I continue to be so appreciative of the commitment of our employees and faculty to Carolina and the spirit with which we have faced these challenges. With our students about to return for another academic year, I'm excited about what a new semester will bring for our campus community.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, August 17, 2009 2:53 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: Grade change for - a graduate student

Hi Professor. We cannot change the grade for --because of its number
it is not eligible for graduate credit. Sorry. dc

Alphonse Mutima wrote:
> Dear Debby:
>
> Good afternoon. I wish to let you know that I will come to your office
> on Monday next week to have grade changed according to her
> academic status.She took Swan over the summer.
>
> Have a good weekend.
>
> Best.
>
> Alphonse

From:	nobody@notify.unc.edu on behalf of erika_hanami@med.unc.edu
Sent:	Monday, August 17, 2009 8:19 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Subjects needed for Chronic Hand Eczema Research Study

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If you have severe chronic hand eczema not responding to strong topical steroids, you may be eligible to participate in a research study evaluating the safety and efficacy of an oral eczema medication. You must be between 18-75 years old to participate.

Study participation will last up to 72 weeks and require up to 23 study visits. You will not be allowed to use other hand eczema medications while participating in this study. All study related visits, study medication and evaluations will be provided to eligible participants at no cost. Subjects will receive compensation for time and travel.

For more information, please contact:

Erika Hanami, CRC
1042 Burnett-Womack, CB 7209
Chapel Hill, NC 27599-7209
Phone: 919-843-5126
Email: erika_hanami@med.unc.edu

This study has been approved by the Institutional Review Board at UNC-CH.
IRB#:08-2134

This email is sponsored by: Clinical Translational Research Center

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From: nobody@notify.unc.edu on behalf of maclay@med.unc.edu
Sent: Monday, August 17, 2009 8:45 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: NC TraCS Community Academic Partnership RFA

The North Carolina TraCS Institute has released a Request For Applications (RFA) for the 2009 Community-Academic Partnership Grant. This grant seeks to build the capacity of new community-academic partnerships to work together to solve problems in translating health knowledge into meaningful community health improvements. This funding will support the development, evaluation, and dissemination of innovative approaches and cross-organization collaborations that lead to improvements in access to care, health services delivery, and evidence-based interventions.

Details about this funding opportunity and key deadlines and dates can be found at:
http://tracs.unc.edu/index.php?option=com_content&view=article&id=213&Itemid=271

This email is sponsored by: NC TraCS Institute Community Engagement Core

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From:	nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent:	Monday, August 17, 2009 9:26 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Victory Garden for University Employees

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Less than 5 minutes of your time to complete this survey will help a group of dedicated Tarheels take the next steps toward creating a campus community garden. Don't delay or you might forget. Deadline is Thursday, August 20th. Click link below for the survey:

http://www.surveymonkey.com/s.aspx?sm=C9OyKhzpld9qiBjFYq29mA_3d_3d

This email is sponsored by: Employee Forum

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of CarolinaBlueToCarolinaGreen@unc.edu
Sent: Monday, August 17, 2009 9:54 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Carolina Blue to Carolina Green Every accomplishment begins with a great idea

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From Carolina Blue to Carolina Green

Every worthy accomplishment begins with a great idea - what's yours?

Have you recognized ways to cut costs, increase environmental sustainability, or reduce resource consumption within your department or somewhere else on campus? If so, your idea might earn you a great prize like dinner and an overnight stay at the Carolina Inn or lunch with the Chancellor!
The University Management Development Program (UMDP)'s "From Carolina Blue to Carolina Green Team" is sponsoring a contest for permanent UNC Faculty and Staff to come up with the most innovative, practical, and creative solutions to help make UNC a little more green. All ideas, regardless of scale, are welcome; however, preference will be given to those ideas that are achievable in a short period of time, and reasonably inexpensive to implement. Winners will be selected and announced in late fall, and the best ideas will be presented to top decision-makers at the University.

Submissions should be emailed to: CarolinaBlueToCarolinaGreen@unc.edu
Include the following:

Your Name
Email
Phone Number
Department
Job Title
A brief, typed summary of your idea.

Submission Deadline is October 15, 2009.

Don't delay, UNC needs your ideas! Good luck, and think green!

This email is sponsored by: UNC UMDP

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of elac@unc.edu
Sent:	Monday, August 17, 2009 10:08 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Is English your second language?

All non-native speakers of English at UNC can find academic, cultural, and language support at the Writing Center. The following English Language & American Culture services are free for undergraduates, graduate students, exchange students, postdoctoral scholars, visiting scholars, faculty, and staff this semester:

* Workshops: grammar, presentation skills, pronunciation, proposal writing, culture shock, and more.

* Writing Groups: small groups of students/postdocs share and improve their academic writing.

* The Everyday Writers' Group: for general, non-academic writing practice.

* Speaking Groups: practice presentations, discussions, and conversations while improving your language and pronunciation.

* ELAC Online videos: proofreading, paraphrasing, writing email, and more.

* ELAC Essentials orientation workshops (Aug 25-Sep 4): learn the essential skills for success at Carolina. For new and continuing students and scholars.

For more information, please visit www.unc.edu/writingcenter/elac or contact Nigel Caplan, ESL Specialist, at nacaplan@unc.edu (telephone: 962-7710).

In addition, full-time UNC students have access to on-campus Writing Center tutoring: www.unc.edu/writingcenter

This email is sponsored by: Writing Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, August 19, 2009 7:18 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: Classes for Waithera

I am happy we all agreed on this. Thanks for everything. Debby

Alphonse Mutima wrote:
> Debby:
>
> Mamarame urgently wants to know what classes Waithera would teach.I
> let him know that you and I are still working on the situation and
> that he should have an answer by tomorrow.Maybe, we should let her
> teach Swah 403 section 2 and one section of Introduction to African
> Studies to help and the students of Swah 401.I am available for
> more discussion.
>
> Best.
>
> Alphonse

From: nobody@notify.unc.edu on behalf of ncbg@unc.edu
Sent: Thursday, August 20, 2009 8:18 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Nature Education for young children

This fall, the North Carolina Botanical Garden is growing educational enrichment opportunities for young children. From an after-school nature club for Kindergarten and 1st Graders, to weekly exploration times for pre-schoolers, the Botanical Garden is welcoming young ones to join our environmental educators for fun and learning in our gardens and along our nature trails. Classrooms in the spacious, brand new Education Center on site will welcome children and their parents on rainy days. Following is a partial list of opportunities to foster your child's sense of wonder. Visit our website for registration and other information: http://ncbg.unc.edu/pages/24/ or call 962-0522.

"BLUETS--PRESCHOOLERS EXPLORING NATURE" For ages 4 to 5. Two 6-week sessions, Wednesdays or Thursday afternoons (fee for 6-week session). Preschoolers will discover the marvels of changing colors, flying seeds, and migrating animals through hands-on activities, nature walks, stories, crafts, and group play. Two instructors guide activities for a group of 10 children. Snack provided.

"BOTANICAL SWEET PEAS" For ages 2 to 3 with a parent. Tuesday mornings (fee per Tuesday). Share a morning of discovery with your growing "sweet pea" and nurture his/her natural curiosity for the world around us. Little ones will use sight, smell, hearing, and touch to explore the garden and trails, enjoy stories, and make simple crafts. Each Tuesday focuses on a different theme in nature.

"BLAZING STARS AFTER-SCHOOL NATURE CLUB" For Kindergarten through 1st Grade. (Fee for 6-week session). Calling all young nature enthusiasts! Join us for a new after-school series on Tuesday afternoons designed for children interested in learning about nature first-hand. We'll explore habitats, trek the trails, discover native plants and animals, play games, conduct experiments, and create nature-inspired art projects. This program offers an exciting complement to your child's education and an opportunity to experience and enjoy the outdoors.

This email is sponsored by: N.C. Botanical Garden

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From:	nobody@notify.unc.edu on behalf of fseeger@email.unc.edu
Sent:	Thursday, August 20, 2009 8:36 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Call for Burch Seminar proposals (international or domestic)

Call for Proposals
Burch Field Research Seminars
"Education in the Classroom and Out in the World"
http://www.burchseminars.unc.edu

Overview of Burch Field Research Seminars

Burch Field Research Seminars showcase the relationship between faculty research and undergraduate education. Burch Seminars offer undergraduate students the opportunity to participate in UNC faculty-led off-campus programs that combine traditional course work with active, experiential learning. A changing roster of seminars is offered each year in destinations foreign and domestic. The Office of Burch Programs invites faculty members from all UNC departments to submit proposals for the development of Burch Seminars following the guidelines outlined below.

Guidelines for Burch Faculty Proposals

Faculty interested in leading a Burch Field Research Seminar are invited to submit proposals outlining the program, including the courses that students will take and the "hands-on" experience in which they will be engaged. Since these seminars typically require extensive planning, proposals must be submitted a minimum of 18 months in advance of the scheduled launch date. Proposals are reviewed by the Burch Field Research Seminars Faculty Advisory Board, which recommends four to five seminars each year to the Director of Burch Programs and Honors Study Abroad and the Associate Dean for Honors.

Burch Field Research Seminars provide 12-15 hours of academic credit in a mix of independent study and formal course work. In addition to the course(s) offered by the faculty director, additional courses can be arranged through partner institutions or adjunct faculty at the program site. While the majority of Burch Seminars are semester programs, proposals for summer programs (minimum of six weeks, six credit hours) are also welcomed.

Proposals should include the following:

* Detailed description of the program and academic goals
* Choice of program location and affiliations
* Program dates
* Outline of program itinerary
* Course description(s) and suggestions for additional course work (semester programs)
* Description of cultural immersion activities and additional excursions
* Outline of program budget
* Curriculum vitae

A number of successful models have been used to deliver the "hands-on" experience of the Burch Field Research Seminars, and new models are always welcomed. Proven models include:

* Internships: Students work with businesses, non-governmental organizations, or governmental agencies.

* Unique Observation and Experience: Students are invited to observe and experience first-hand unfolding world events.
* Documentary Projects: Students investigate and document the history or culture of the field site.
* Performance: Students are provided a special opportunity to engage in an artistic endeavor.
* Archaeological Excavations
* Service-learning (with substantial research component)

The faculty director should be familiar with the intended program site. Previous experience in developing a study abroad program is not required. Faculty directors will receive training and logistical support from Friederike Seeger, Director of Burch Programs and Honors Study Abroad and the UNC Study Abroad Office. Burch Seminars that enroll at least 12 students can generally support a position for a teaching assistant. The Honors Program will pay the department $15,000 plus benefits (the standard two-course buy-out rate in the College of Arts and Sciences) for faculty leading semester programs.

For additional information, or to discuss ideas for a seminar proposal, please contact Ms. Friederike Seeger, Director of Burch Programs and Honors Study Abroad at fseeger@email.unc.edu or 919-962-9680.

This email is sponsored by: Honors Program

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, August 20, 2009 8:40 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: UNC Employees: Register now for fall classes

---

If you're thinking about taking a class this fall, please don't delay!
Classes start on August 25.

*Taking classes on campus: Unless you are already enrolled in a degree program or are already taking classes through Part-time Classroom Studies, you will need to apply for admission so that you can register for classes offered on campus. Check with the Friday Center for Continuing Education if you have questions, or apply online at http://www.fridaycenter.unc.edu/cp/cs/index.htm

*Taking an online course: To take a course this fall through Carolina Courses Online, you do not need to apply for admission, but you do need to register now through the Friday Center's Web site, http://www.fridaycenter.unc.edu/cp/cco/index.htm

*Remember: In order to take advantage of the employee tuition waiver program, you will need to file the Tuition Waiver application that is available from the Human Resources Web site, http://hr.unc.edu/Data/SPA/training/tuitionprograms/tuitionwaiver

This email is sponsored by: Friday Center for Continuing Education

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	bounce-25181786-20597638@listserv.unc.edu on behalf of WebEvent <webevent@unc.edu>
Sent:	Friday, August 21, 2009 3:03 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] WebEvent Reminder: Aug 23 - 4 p.m. Eastern Time (US and Canada) Time ; New Student Convocation

---

WebEvent Reminder

Title: New Student Convocation
Date: Sunday, August 23, 2009
Time: 4 p.m. Eastern Time (US and Canada) Time

Description: New Student Convocation is a formal welcome to the University, designed to engage students in the intellectual endeavors of our University and to introduce them to the proud traditions of Carolina. By attending this ceremony and representing your department and the work it does with undergraduates, you play a critical role in exposing new students to your field and the opportunities of the academic community from the very start.

Your participation enhances New Student Convocation and helps it to more closely mirror the formal graduation ceremony. Thus, you are invited to join the Chancellor, and others, in the formal processional of the New Student Convocation that will be held this year on Sunday, August 23, 2009, at 4:00 p.m. in the Dean E. Smith Center. College faculty and others will be recognized during the ceremony.

We request that all members of the faculty wear academic regalia. The stage party will process at 4:00 p.m. but please plan to arrive by 3:30 p.m. and meet in the Memorabilia Room on the second floor for robing. Parking will be available in the lot adjacent to the Smith Center (Koury Lot).

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From:	bounce-25193131-20696964@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent:	Monday, August 24, 2009 9:01 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	Administrative Managers <asmgrs@listserv.unc.edu>; John P McGowan <jpm@email.unc.edu>; Martha S Marks <mmarks@email.unc.edu>; Kirsten Beattie <kbeattie@email.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] [Fwd: Faculty Reception and Welcome for Dean Gil Aug. 27]

The enclosed invitation from John McGowan at the Institute for the Arts and Humanities is being sent to all faculty in the College of Arts and Sciences with a copy to departmental managers.

* * *

Please join us at the Institute for the Arts and Humanities as we open the new academic year with a celebration. We invite you to kick off the semester with a:

Faculty Reception
and
Welcome Party for Dean Karen Gil

Thursday, August 27
4:00 p.m. – 6:00 p.m.
Hyde Hall

We'll serve wine and light snacks. All faculty in the College of Arts and Sciences are invited. No need to RSVP: Just stop by Hyde Hall and join the festivities. If you have any questions, contact Jeanine Simmons at 843-5464 or jmsimmon@email.unc.edu.

Best,
John

John McGowan,
Director, Institute for the Arts and Humanities

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

From: Peter Landstrom <plandstr@email.unc.edu>
Sent: Monday, August 24, 2009 12:35 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: Overall expenses report

Dear Mutima,

I'm not in the office today, so tomorrow would be good. What time works for you?

Peter

Alphonse Mutima wrote:
> Thank you Peter.I just red your note.Could I see you this week?
> Please, let me know when it's convenient for you to discuss with me
> the remaining funds.
>
> Best.
>
> Alphonse Mutima
>
> Peter Landstrom wrote:
>> Dear Mutima,
>>
>> Please forgive my not responding to your earlier email. You should
>> see Travis about your reimbursement for the Houston trip. I'll be
>> happy to see you to discuss the remaining funds and will be in today
>> until 3 pm.
>>
>> Best,
>>
>> Peter
>>
>> Alphonse Mutima wrote:
>>> Dear Peter:
>>>
>>> I hope you are doing well.This is a follow up on my previous email
>>> to you about my research trip to Houston.Please, let me know if you
>>> did not receive it.I believe I sent it the day before yesterday, if
>>> not earlier.
>>>
>>> Have a good afternoon.
>>>
>>> Best.
>>>
>>> Alphonse Mutima
>>

--
Peter S. Landstrom
Manager, Area Studies Center
Carolina Asia Center/African Studies Center/
Center for the Study of the Middle East and Muslim Civilizations
CB# 7582
UNC-Chapel Hill
Chapel Hill, NC 27599-7582

plandstr@email.unc.edu

TEL: 919-843-0129
FAX: 919-843-2102

From: @gmail.com on behalf of Rye Barcott <rb@unc.edu>
Sent: Tuesday, August 25, 2009 11:29 AM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: Habari

Shikamoo Mwalimu, unfortunately I haven't been able to get through on the phone. I've been calling (919) 966-5496. Might there be a better number? Asante, RB

On Mon, Aug 24, 2009 at 12:52 PM, Alphonse Mutima <smutima@email.unc.edu> wrote:

> Dear Rye:
>
> It's quite amazing. This morning before I woke up, I thought about you and how much I missed you.I am available tomorrow (11:00am-1:00pm).My office is in Battle Hall room 305. I will be more than happy to help.
>
> Best.
>
> Alphonse Mutima
>
> Rye Barcott wrote:
>
> > Habari siku nyingi mwalimu,
> > I'm not sure if you still check this email, but if so, it would be great to touch base with you after all these years. I'm writing a book now about Kibera and the Marines and would like to integrate a chapter on our Swahili class. Might there be a good number and time to reach you before the semester kicks off?
> > Asante sana,
> > Rye
> > **** Ted Lord says hello. We've been neighbors for the past year.
> > --
> > Rye Barcott
> > Carolina For Kibera
> > http://cfk.unc.edu

--
Rye Barcott
Carolina For Kibera
http://cfk.unc.edu

From: Beth-Ann Kutchma <bkutchma@email.unc.edu>
Sent: Tuesday, August 25, 2009 12:12 PM
To: smutima@email.unc.edu
Cc: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: Swahili and Carolina for Kibera

Dear Alphonse and Julius,

I hope this finds you well and happy after a nice summer break.

I write to see if it's possible for me to informally sit in on the Swahili 401 class from Noon to 1 here in the GEC? I am working on a documentary about Carolina for Kibera and hope to travel to Kenya within the next year. I would have enrolled officially but I have some conferences and other work related functions that will require that I'm away from campus and fear that I would have missed exams and too many classes.

I certainly understand if you don't have room. If you do, I would be very pleased to attend.

Thank you for your consideration,

~Beth-Ann
--

Beth-Ann Kutchma | Senior Program Officer

CENTER for GLOBAL INITIATIVES
University of North Carolina at Chapel Hill

301 Pittsboro St Ste 3008 | Campus Box 5145
FedEx Global Education Center | Chapel Hill NC 27599-5145

tel: +1 919 843 6842 | fax: +1 919 962 5375 | skype: bkutchma
http://cgi.unc.edu | http://facebook.com/unccgi | http://twitter.com/unccgi

From: Mamarame Seck <mamarseck@gmail.com>
Sent: Tuesday, August 25, 2009 4:46 PM
To: @gmail.com; Alphonse Mutima <smutima@email.unc.edu>; Donato Fhunsu <dfhunsu21@unc.edu>; @yahoo.com
Subject: Greetings
Attach: WOLO 401 [001]-syllabus[1].doc; INTERMEDIATE WOLOF- WOLO 403 [003] [1].doc

---

Dear colleagues,

Today is the beginning of a new academic term and I would like to wish you all success and great accomplishments. I am attaching the syllabi for my WOLO 401 and 403 in case you want to take a look at them. They are both based on the standards for foreign language instruction. We will have our first meeting in two weeks. I also would like to welcome Dr. Dr. Karim-Sesay who joined us this fall. I am sure she will be a wonderful teammate.

I look forward to working with you all.

Best regards,

Mamarame

From:	nobody@notify.unc.edu on behalf of fertility@unc.edu
Sent:	Tuesday, August 25, 2009 9:09 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Trying to get pregnant or about to start trying?

Are you or is someone you know trying to get pregnant or about to start trying?

Time-to-Conceive is a research study at the University of North Carolina at Chapel Hill focusing on fertility in women between 30 and 44 years of age. To learn how you can be in the study, call us at (919) 843-8246 or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Monetary compensation for study activities

No medicines or pills to take and no changes to daily lifestyle or existing health care routine.

Please visit our new website at www.med.unc.edu/timetoconceive for more information.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: Obstetrics and Gynecology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of cbt4bn@unc.edu
Sent: Tuesday, August 25, 2009 9:35 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Bulimia Treatment Study: Group Therapy at No Cost

---

The University of North Carolina's Eating Disorders Program announces a new clinical psychotherapy trial for bulimia nervosa. This study compares two different ways to deliver cognitive-behavioral therapy (CBT) which is the treatment of choice for bulimia. Patients will be randomized (like a flip of a coin) to either face to face group CBT or internet-delivered CBT with a therapist-moderated chat group. There is no cost for participating in this trial.

Eligibility Requirements:
Male or Female
At least 18 years old
Have a home computer with Internet access.

Please contact the Research Coordinator at (919) 966-2882 or cbt4bn@unc.edu for more information.

IRB #: 07-2002
UNC Biomedical Institutional Review Board
Date Approved: 9/10/2008

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: @yahoo.com>
Sent: Wednesday, August 26, 2009 10:30 AM
To: smutima@email.unc.edu; Beth-Ann Kutchma <bkutchma@email.unc.edu>
Cc: Julius E Nyang'oro <jen321@email.unc.edu>
Subject: Re: Swahili and Carolina for Kibera

Beth-Ann:
I am sure Mutima would love to have a student who will be working harder than all the other students combined....:) Hello both!
Julius

--- On **Tue, 8/25/09, Beth-Ann Kutchma** ***<bkutchma@email.unc.edu>*** wrote:

> From: Beth-Ann Kutchma <bkutchma@email.unc.edu>
> Subject: Swahili and Carolina for Kibera
> To: smutima@email.unc.edu
> Cc: "Julius E Nyang'oro" <jen321@email.unc.edu>
> Date: Tuesday, August 25, 2009, 12:11 PM
>
> Dear Alphonse and Julius,
>
> I hope this finds you well and happy after a nice summer break.
>
> I write to see if it's possible for me to informally sit in on the Swahili class from Noon to 1 here in the GEC? I am working on a documentary about Carolina for Kibera and hope to travel to Kenya within the next year. I would have enrolled officially but I have some conferences and other work related functions that will require that I'm away from campus and fear that I would have missed exams and too many classes.
>
> I certainly understand if you don't have room. If you do, I would be very pleased to attend.
>
> Thank you for your consideration,
>
> ~Beth-Ann
> --
>
> *Beth-Ann Kutchma | Senior Program Officer*
>
> *CENTER for GLOBAL INITIATIVES*
> University of North Carolina at Chapel Hill
>
> 301 Pittsboro St Ste 3008 | Campus Box 5145
> FedEx Global Education Center | Chapel Hill NC 27599-5145
>
> tel: +1 919 843 6842 | fax: +1 919 962 5375 | skype: bkutchma
> http://cgi.unc.edu | http://facebook.com/unccgi | http://twitter.com/unccgi

From: bounce-25215892-20773605@listserv.unc.edu on behalf of WebEvent <webevent@unc.edu>

Sent: Wednesday, August 26, 2009 3:03 PM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] WebEvent Reminder: Aug 27 - 4 p.m. Eastern Time (US and Canada) Time ; Faculty Reception & Welcome Party for Dean Karen Gil

---

WebEvent Reminder

Title: Faculty Reception & Welcome Party for Dean Karen Gil
Date: Thursday, August 27, 2009
Time: 4 p.m. - 6 p.m. Eastern Time (US and Canada) Time

Description: The enclosed invitation from John McGowan at the Institute for the Arts and Humanities is being sent to all faculty in the College of Arts and Sciences with a copy to departmental managers.

Please join us at the Institute for the Arts and Humanities as we open the new academic year with a celebration. We invite you to kick off the semester with a:

Faculty Reception and Welcome Party for Dean Karen Gil

Thursday, August 27

4:00 p.m. – 6:00 p.m.

Hyde Hall

We'll serve wine and light snacks. All faculty in the College of Arts and Sciences are invited. No need to RSVP: Just stop by Hyde Hall and join the festivities. If you have any questions, contact Jeanine Simmons at 843-5464 or jmsimmon@email.unc.edu.

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Black.Faculty.and.Staff.Caucus@mxp2.isis.unc.edu
Sent: Wednesday, August 26, 2009 6:27 PM
To: The blackfaculty04 mailing list. <blackfaculty04@listserv.unc.edu>
Subject: [blackfaculty04] Fall BFSC Reception

Dear Colleague:

Please join us for the Fall BFSC Reception which will be in Gerard Hall starting at 3:00 on Saturday, September 19, 2009. We will welcome new people and welcome back our veterans employees! RSVP to Cookie Newsom at newsom@email.unc.edu, or to Debra Watkins at watkinsd@email.unc.edu by September 8th. Attached is a form for BFSC membership, please take a few minutes to fill it out and send it with your check to Archie Ervin at CB#9125. Thanks! :-)

"Promoting a diverse and inclusive campus community."

--- You are currently subscribed to blackfaculty04 as: smutima@email.unc.edu To unsubscribe send a blank email to leave-25217842-3738931.7ab8c75bc63c1457a52e6e412903e9b8@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of anne_whisnant@unc.edu
Sent: Wednesday, August 26, 2009 8:21 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Distinguished Alumna/us Awards Nominations Sought

---

Dear Colleagues:

The Faculty Committee on Honorary Degrees and Special Awards invites nominations for Distinguished Alumna and Alumnus Awards to be presented at the October 12, 2010, University Day ceremony. A maximum of five awards is authorized by the enabling faculty legislation. Those so honored are nominated by the committee, recommended by the Faculty Council, and approved by the Board of Trustees.

Awards are not conferred in absentia or posthumously.

Please include appropriate biographical information and a statement in support of the nomination. Your statement should demonstrate that the nominee has made an outstanding contribution to humanity in any walk of life. Nominators often seek supporting letters from others, but the content of such letters, not their number, is what counts. Go to http://www.unc.edu/faculty/faccoun/honorary/DAA/DAAroster.shtml for the roster of previous recipients.

Nominations must be received in the Office of Faculty Governance no later than Wednesday, October 14, 2009. Please send materials to:

Office of Faculty Governance
CB# 9170
Fax: 919-962-5479
Email: anne_whisnant@unc.edu

Nominees must be alumni of the University of North Carolina at Chapel Hill. This is defined as including all persons who were registered for at least one full academic year as a student in residence in any college or school of the University. In general, anyone listed in the General Alumni Association's Alumni Directory is eligible except members of the University faculty, staff, and administration. They become eligible two years after separation from the University.

Members of the Committee on Honorary Degrees and Special Awards are Professors Jan Yopp, Chair; Bland Simpson, Etta Pisano, Robert Anthony, Gene Nichol, Werner Reiss, and Joseph Ferrell (ex officio). Please contact me or any other member of the committee if you have questions about eligibility or process.

Sincerely yours,

Joseph S. Ferrell
Secretary of the Faculty

This email is sponsored by: Office of Faculty Governance

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, August 26, 2009 9:01 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: PlayMakers Offers 10% off 0910 Season

---

PlayMakers is offering UNC faculty and staff 10% off the cost of single tickets for our 0910 season. For more information visit the link below.

http://www.playmakersrep.org/tickets/facstaffdisc.aspx

Join us for our most exciting season yet with Mike Daisey's THE LAST CARGO CULT, OPUS, THE LIFE AND ADVENTURES OF NICHOLAS NICKLEBY, THE IMPORTANCE OF BEING EARNEST, and much, much more!

This email is sponsored by: PlayMakers Repertory Company

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of chanee_lynch@med.unc.edu
Sent:	Wednesday, August 26, 2009 9:23 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Mindfulness Survey-Enter to Win $30!

Do you have experience with MINDFULNESS MEDITATION?

Cheryl L. Woods-Giscombi, PhD, RN and her research team are seeking AFRICAN AMERICAN ADULTS who have past or current training in mindfulness meditation to participate in a brief survey and interview. We would like to know what you think about meditation and how it might help people manage stress and improve health.

Research participants will be entered into a drawing for $30. If you would like to share your views with us, please contact us by phone at 919.966.8586 or by email at faurot@med.unc.edu.

IRB #: 09-0364
UNC Biomedical Institutional Review Board
Date Approved: 5/14/2009

This email is sponsored by: School of Nursing

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of adult_choline_study@unc.edu
Sent:	Wednesday, August 26, 2009 10:00 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Volunteers Wanted for Nutrition Research Study

---

The Nutrition Department at UNC-Chapel Hill is enrolling participants for a study to examine the effects of estrogen and certain gene variations on human choline requirements.

Choline is an essential nutrient and is found in many foods. We recently found that the human choline requirement differs from person to person and is influenced by estrogen and common gene variations. The purpose of this study is to improve our understanding of how these factors change a person's need for choline.

We are looking for healthy women, with a BMI range of 18-38, who are 18-85 years of age, with no liver problems, no history of heart disease or blood clots, and no history of breast or endometrial cancer.

All participants will ingest diets that are low in the nutrient choline.

Participants who are eligible must only eat food provided by the General Clinical Research Center (GCRC). They must also live and stay at the GCRC in UNC Hospital for up to 63 days and will receive their meals there during this time. The entire study will last up to 9 weeks. Participants will NOT be able to attend school or go to work during their participation in this study.

Participants will receive up to $3500 for completing the study.

For more information, please call (919) 408-3320 x32 or send an email to: Adult_Choline_Study@unc.edu

This message was approved by the Biomedical IRB 06/02/2009 (IRB-05-2930, GCRC-2428)

Study Title: Human Requirements for the Nutrient Choline

Funded by: National Institute of Health (R01 DK055865-05)

This email is sponsored by: Dept of Nutrition

==========

"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, August 26, 2009 10:56 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: CPR Classes Offered Now

The American Red Cross Club at UNC-Chapel Hill will be offering CPR certification classes this semester. Classes will be offered at on-campus locations for both students and faculty.

The class will certify you in American Red Cross Adult CPR. The class will last approximately 3 to 3.5 hours. To enroll in a class, for more information, or to get involved, email unchealthandsafety@gmail.com.

This email is sponsored by: American Red Cross Club

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of saypol@unc.edu
Sent:	Wednesday, August 26, 2009 11:27 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Excellent resource for your class

Dear Professor,

My name is Ben Saypol, and I run Interactive Theatre Carolina, a program out of Counseling and Wellness Services. I just want you to know that we are an excellent resource for you here on campus.

We perform interactive theatre scenes or provide interactive theatre workshops, free of charge, on a variety of health, wellness, and social justice issues, including race, class, gender, sexual identity/orientation, sexual assault, drugs/alcohol, eating disorders, and other topics. You can use us in two ways: we can come to your class and present a 75-minute engaging performance or workshop with extensive class participation. Or you can send your students (as part of an assignment or extra credit) to one of our public performances. We consistently receive incredible feedback from our student audiences, which you can read on our website.

To learn more, please visit our website at:
http://campushealth.unc.edu/itc . To request a performance or workshop for your
class, or for more information, please contact me at (919) 966-2999 or saypol@unc.edu.

Have a wonderful semester!
Ben

This email is sponsored by: Interactive Theatre Carolina

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of algoe@unc.edu
Sent: Wednesday, August 26, 2009 11:33 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: In a romantic relationship?Participate in a UNC research study with your partner

---

What makes romantic relationships work? Help us find out!

You are invited to participate in a new scientific research study designed to understand what makes relationships work. Whether you are in a blissful relationship, think your relationship could use a boost, or if you think you have a perfectly "normal" relationship, we are interested in what you have to say.

People who have been involved in a heterosexual romantic relationship for at least one year (no upper limit), and have been living with their partner for at least 6 months are eligible to participate in the study with their romantic partner. Each couple will be compensated with up to $120 for their participation, with chances to receive gift certificates ($50 to $100) to a local restaurant.

After an initial online questionnaire (20-30 minutes), the study involves two 75-90 minute visits to our laboratory on the UNC campus, four weeks apart. In the lab, at the beginning and end of the study, we will record your physiology and interactions with your romantic partner, and will collect samples of your saliva to measure your naturally-occurring hormone levels. During the intervening four week period, we'll ask you to provide a snapshot of your everyday life by responding to a brief (3-5 minute) questionnaire online each night. Finally, on 4 to 6 occasions during this four week period, we will ask you to supplement your normal, everyday interactions with your partner by setting aside 20-30 minutes to talk alone together. The second lab session will allow us to assess the role that these different factors play in your relationship, and to answer any additional questions you have. We anticipate that time spent in this study with your partner and in answering private questionnaires will average less than 6.5 hours over the course of the month.

We would love to hear from you, and we would be more than happy to give you further information about the study. Please do not hesitate to contact us if you would like more information, or would like to sign up for the study: UNC.Relationships.Study@gmail.com, or 919-843-0092.

For measurement purposes, in addition to the above, you are NOT eligible for this study if you:
- Are under 24 years old.
- Are currently taking antidepressants or have been recently diagnosed with depression or an anxiety disorder.
- Are a woman who is: over 40, postmenopausal, pregnant (or plan to become pregnant during the course of the study), within 6 months postpartum, nursing (lactating), or have had an oophorectomy (i.e., ovaries must be intact).
- Are a man on steroid medication.

We look forward to hearing from you, and will return your email or phone call as soon as possible. Sessions will begin immediately.

Sincerely,
Sara Algoe, Ph.D. and Barbara Fredrickson, Ph.D.
Department of Psychology

Principal Investigators, Understanding Romantic Relationships Study

p.s. This study is being conducted through the University of North Carolina-Chapel Hill Psychology Department, and has been approved by the UNC-CH Behavioral Institutional Review Board (09-0409, on 4/6/09).

This email is sponsored by: Department of Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	bounce-25222430-20816351@listserv.unc.edu on behalf of Kenneth Janken <krjanken@email.unc.edu>
Sent:	Thursday, August 27, 2009 10:12 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] Student good news

's condensed honors thesis won the undergraduate essay contest run by the ASALH. He'll present at the ASALH meeting in October.

--

Kenneth R. Janken
Professor of Afro-American Studies
Department of African and Afro-American Studies
Battle Hall, Campus Box #3395
University of North Carolina
Chapel Hill, NC 27599-3395

and
Director of Experiential Education
Office of Undergraduate Curricula
Steele Bldg, Campus Box 3504
University of North Carolina
Chapel Hill, NC 27599-3504

(919) 962-1519 (voice)
(919) 962-2694 (fax)

http://uncpress.unc.edu/books/T-8059.html
http://www.umass.edu/umpress/spr_97/janken.html

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Black.Faculty.and.Staff.Caucus@mxp3.isis.unc.edu
Sent: Thursday, August 27, 2009 10:49 AM
To: The blackfaculty04 mailing list. <blackfaculty04@listserv.unc.edu>
Subject: [blackfaculty04] Membership Application
Attach: BLACK FACULTY Application 2009-2010.doc

Colleagues: attached is the BFSC membership application for 2009-2010.

Archie W. Ervin, Ph.D.
Associate Provost for Diversity and Multicultural Affairs
Office for Diversity and Multicultural Affairs
The University of North Carolina at Chapel Hill
CB# 9125 South Building
Chapel Hill, NC 27599-9125
Phone: 919-962-6962

"Promoting a diverse and inclusive campus community."

--- You are currently subscribed to blackfaculty04 as: smutima@email.unc.edu To unsubscribe send a blank email to leave-25224667-3738931.7ab8c75bc63c1457a52e6e412903e9b8@listserv.unc.edu

THE BLACK FACULTY/STAFF CAUCUS

UNIVERSITY OF NORTH CAROLINA at CHAPEL HILL

Dr. M. Cookie Newsom, Chair

Membership Application 2009 - 2010

Personal Information

Name:

Department/School:

University Mailing Address:

Telephone:

Email:

---

*Dues**

Check applicable:

2009 - 2010 Membership Dues ($35)_____

Donation for Holiday Social (Optional) ($15)_____

Please make check payable to "BFSC - UNC-CH" and mail to:
Dr. Archie Ervin
Associate Provost Diversity and Multicultural Affairs
CB# 9125
CAMPUS

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* Membership card will be sent to address specified under Personal Information

From: Beth-Ann Kutchma <bkutchma@email.unc.edu>
Sent: Thursday, August 27, 2009 11:03 AM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: Swahili and Carolina for Kibera

Alphonse,

Please accept my apologies. We had a 4 hour staff meeting yesterday
that went to 2 pm. This is one of the reasons why I would like to sit
in and not take it for credit. I will be at the class on Friday. Do
you have a syllabus you can send me? I'd like to go ahead and purchase
the text book!

Many thanks,

~Beth-Ann

Alphonse Mutima wrote:
> Beth-Ann:
>
> I was expecting you at 12:00pm in GC 1009 but I did not see you.I
> wanted to discuss with you how I and my TA could help you more since
> you will have to miss some classes, due to your work situation.Please,
> let me know what you think about it.
>
> Best.
>
> Alphonse S. Mutima
>
> Beth-Ann Kutchma wrote:
>> Dear Alphonse and Julius,
>>
>> I hope this finds you well and happy after a nice summer break.
>>
>> I write to see if it's possible for me to informally sit in on the
>> Swahili 401 class from Noon to 1 here in the GEC? I am working on a
>> documentary about Carolina for Kibera and hope to travel to Kenya
>> within the next year. I would have enrolled officially but I have
>> some conferences and other work related functions that will require
>> that I'm away from campus and fear that I would have missed exams and
>> too many classes.
>>
>> I certainly understand if you don't have room. If you do, I would be
>> very pleased to attend.
>>
>> Thank you for your consideration,
>>
>> ~Beth-Ann

--

Beth-Ann Kutchma | Senior Program Officer

CENTER for GLOBAL INITIATIVES
University of North Carolina at Chapel Hill

301 Pittsboro St Ste 3008 | Campus Box 5145
FedEx Global Education Center | Chapel Hill NC 27599-5145

tel: +1 919 843 6842 | fax: +1 919 962 5375 | skype: bkutchma
http://cgi.unc.edu | http://facebook.com/unccgi | http://twitter.com/unccgi

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, August 27, 2009 8:16 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: 2009-2010 Men's Basketball Season Tickets

---

Dear Carolina Basketball Fan:

As fall approaches, it's time for another exciting year of Carolina Men's Basketball. In addition to eight ACC opponents, the Tar Heels will host ten non-conference opponents.

As a member of the Carolina family, we would like to extend to you the opportunity to purchase season tickets or an attractive half-season package. Season tickets (18 home games) for the 2009-2010 season are $610.00 and the nine game package (4 conference/5 non-conference games) costs $425.00. No more than two tickets may be purchased per family, even if both husband and wife are employees of the University or UNC Hospitals.

If you ordered season or half-season basketball tickets in 2008-2009, a renewal application has been mailed to the address to which last year's season tickets were sent. If you are new to UNC or did not order season or half-season basketball tickets in 2008-2009, you may pick up an application at the Smith Center Ticket Office by presenting your UNC OneCard or UNC Hospitals ID. Please note that the UNC Athletic Ticket Office is now located in the ground floor of the new Ernie Williamson Athletic Center, adjacent to Koury Natatorium. You may also use the renewal application to purchase tickets to the exhibition game versus Belmont Abbey, which is not a part of the season ticket package. You may also purchase tickets for the Coaches vs. Cancer tournament to be played at Madison Square Garden in New York City on November 19 and 20. Tickets are $100 a piece and will include a ticket for both semifinal games, the consolation game and the championship game. The Tar Heels will be joined by Ohio State, Syracuse and California-Berkeley in the tournament.
Faculty and staff season tickets are not guaranteed. The Ticket Office will make every attempt to fulfill each order. Orders may be reduced from a full-season to a half-season or may not be fulfilled at all, based on faculty/staff priority points. You will be refunded the difference if your order is unable to be completely fulfilled. The Ticket Office will contact you after the September 11th deadline if your order is adjusted or cancelled. Faculty and staff tickets are assigned based on a points system that takes into account years of service at the University and years of ordering tickets.

Please do not use campus mail to send your application and payment. In order to receive your faculty/staff ticket priority, the UNC Athletic Ticket Office must receive your ticket order form no later than September 11, 2009. For after hours delivery, please use the secure drop-box to the right of the ticket windows.

We look forward to seeing you at the Smith Center this season as we tip-off a new season of CAROLINA BASKETBALL!

This email is sponsored by: Athletics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: b_anderson@unc.edu
Sent: Friday, August 28, 2009 1:45 PM
To: smutima@email.unc.edu
Subject: Re: Great news about Barbara!!!!!

I am out of the office until late September, and may not be able to respond to your message until that time. For assistance, please contact Stacey Sewall, (919) 962-1522, sewall@email.unc.edu.

-- mail sent through the autoresponder for email.unc.edu --

From: nobody@notify.unc.edu on behalf of troyb@email.unc.edu
Sent: Friday, August 28, 2009 8:24 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: ACL injury research

The UNC-CH Neuromuscular Research Laboratory is conducting a study on how the hamstring muscles protect the knee joint. Specifically, we're interested in how hamstring muscle stiffness potentially protects the anterior cruciate ligament. We are recruiting volunteer subjects for participation in this study. Subjects will receive $25 for participation which will involve three different tests lasting approximately one hour. These tests include 1) maximal contraction of the hamstrings muscles, 2) hamstring muscle stiffness, and 3) knee joint stability. There are some risks associated with participating in this study, but they are not greater than those associated with normal physical activity such as running or playing basketball.

If you choose to participate, you will have small sensors attached to your right leg while you perform the three different tests. These devices will be used to measure muscle activity and joint motions during each activity.

To be eligible to participate in this study, you must meet the following criteria:
1. Age 18 - 30
2. No history of lower extremity surgery
3. No history of ACL injury
4. No history of neurological disorder
5. No history of injury to either leg within 6 months prior to data collection
6. Physically active, participating in at least 20 minutes of physical activity a minimum of 3 times weekly

If you have any questions regarding this study, or if you meet the aforementioned inclusion criteria and are interested in participating please contact us at troyb@email.unc.edu.

This study was approved by the UNC-CH Biomedical Institutional Review Board on August 5, 2009 (IRB# 09-1275).

J. Troy Blackburn, PhD, ATC
Assistant Professor, Department of Exercise & Sport Science
Adjunct Assistant Research Professor, Department of Orthopaedics
Director, Neuromuscular Research Laboratory
University of North Carolina at Chapel Hill

This email is sponsored by: Neuromuscular Research Laboratory

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, August 28, 2009 8:45 PM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: 2010-11 COMPETITIVE RESEARCH & SCHOLARLY LEAVES

TO: Members of the Faculty

FROM: Bruce Carney, Interim Executive Vice Chancellor and Provost
Chair, Committee on Faculty Research and Study Leaves

SUBJECT: Competitive Research and Scholarly Leaves

DATE: August 28, 2009

The University will accept applications this fall for competitive research leaves. The leaves are to be taken in the period beginning July 1, 2010, and ending June 30, 2011. Funds supporting these leaves in 2010-11 will pay a full salary for half of the annual service period of the applicant or a half salary for the full annual service period up to a maximum amount of $60,000.

The competition for these leaves is very intense because the funds available have been substantially reduced. Leaves are paid from Kenan, Pogue, William R. Kenan, Jr., William N. Reynolds, and R.J. Reynolds Industries. Thus faculty are strongly urged to apply outside the University for support for their research and creative projects. Further, faculty who expect any kind of leave consideration will buttress their case if they have applied for both the University leaves and those awarded by outside agencies.

I. The following terms apply to the leaves:

A. Any full-time salaried member of the faculty is eligible to apply unless fewer than five years have elapsed since the applicant's return from one of the leaves listed in the second paragraph of this announcement.

B. Preference will be given to applicants who have tenure and to those who have not had an off-campus assignment during the past three years. Individuals holding fixed-term appointments will generally be considered as less competitive. Length and distinction of the service of the applicant may be recognized by the Committee in making its recommendations for leave awards, but the quality of the research proposal itself will be the paramount consideration. The Committee will be influenced by the research experience of the applicant and by the prospect that work done during the leave will make a significant research contribution or, in the case of proposals dealing with the creative arts and letters, creative contribution. The Committee may also consider the contribution which the research is likely to make in furthering the career of the faculty member and the research interests of the University.

C. Proposals dealing with creative activity and study by artists, musicians, and writers will be considered together with proposals for scholarly research.

D. While on leave with full pay, successful applicants may not receive through the University payroll office any salary payments other than leave pay from one of the sources mentioned above (e.g. Kenan, Pogue,

etc.); or in cases where the rate of pay exceeds the predetermined maximum, another non-state (i.e. trust funds) source of funds. Persons receiving half pay while on leave may not also hold half-time teaching posts in the University.

II. Announcement of leave awards will be made before December 31, 2009.

Applicants should submit the original and seven copies of the application to the Office of the Provost, CB #8000, 218 South Building. Completed applications must be received in the Office of the Provost before 5:00 p.m. on Friday, October 2, 2009, in order to be considered by the Committee.

III. Applications should consist of the original and seven copies of:

A. a letter to the Chair of the Committee on Faculty Research and Study Leaves

B. a description of the work to be undertaken during the leave. The description should provide some detail, but under no circumstances should the description exceed two pages in length.

The description should also indicate what the research leave would do for the applicant and for the institution, describe the significance of the research work to the field, and relate the significance of the research work to the applicant's overall research and career development. The applicant should specify the time period proposed for the leave and should identify any non-University sources of support which may be available during the period of the proposed leave;

C. a curriculum vitae of the applicant with indications of past leaves or released time or reassignment of duties;

D. a supporting statement from the immediate superior of the applicant. When there is a case of more than one application from a department or school, the chair or dean/director will be asked to rank the applications.

IV. The Committee on Faculty Research and Study Leaves will consist of the following individuals for the 2009-10 Academic Year: the Deans of the School of Medicine and the College of Arts and Sciences, two faculty members (one from Academic Affairs, one from Health Affairs), the Executive Associate Provost, the Associate Provost for Academic Initiatives, and the Int. Provost as Chair.

This email is sponsored by: Office of the Executive Vice Chancellor & Provost

From:	bounce-25248748-20946399@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent:	Monday, August 31, 2009 12:42 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	Administrative Managers <asmgrs@listserv.unc.edu>; Kirsten Beattie <kbeattie@email.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] [Fwd: FW: IAH Fellowships and Deadlines]

The enclosed information from the Institute for the Arts and Humanities is being sent to all faculty in the College of Arts and Sciences, with a copy to administrative managers.

-------- Original Message --------
Subject:FW: Fellowship Deadlines Announcement
Date: Mon, 31 Aug 2009 09:31:25 -0400
From: Kirsten Beattie <kbeattie@email.unc.edu>
To: Dee Reid <deereid@unc.edu>

Kirsten M. Beattie
Public Communications Specialist
CHAT Festival Project Manager
Institute for the Arts and Humanities
College of Arts and Sciences

Hyde Hall, Campus Box 3322
Chapel Hill, North Carolina 27599-3322
(919) 843-2654
Fax (919) 962-1118
kbeattie@email.unc.edu
www.iah.unc.edu
www.iah.unc.edu/chat

The INSTITUTE *for the* ARTS *and* HUMANITIES announces:

FACULTY FELLOWSHIPS 2010-2011

The Institute for the Arts and Humanities is offering UNC-Chapel Hill faculty members a unique

opportunity: a semester-long, on-campus fellowship to work on projects for publication, exhibition, composition or performance.

The fellowship centers on a weekly three-hour seminar at Hyde Hall where Fellows exchange ideas with eight to 12 peers from various disciplines. Faculty may apply for either the fall or spring semester. Faculty who previously held any fellowship at the IAH may apply again, but only in the fifth year after any previous fellowship at the Institute for the Arts and Humanities.

Two fellowships are available: IAH Faculty Fellowships and Chapman Family Faculty Fellowships.

Faculty may apply for **only one** of the two available fellowships.

I. IAH Faculty Fellowships

Projects: Proposals should be related in some vital way to the arts, humanities or social sciences. Joint proposals from two faculty members are also acceptable.

Eligibility: We encourage applications from faculty at all ranks in tenure-track or tenured positions. Tenured or tenure-track faculty may apply as early as their second year at UNC-Chapel Hill. In each group of Fellows we seek a blend of ranks and disciplines. We may also take into account applicants' leaves of absence for research during the three years prior to the IAH fellowship. Applicants require endorsement from their department chairs.

Deadline for IAH Applications:

Wednesday, September 23, 2009 at noon

II. CHAPMAN FAMILY FACULTY FELLOWSHIPS *for outstanding teachers who regularly teach undergraduate students*

-

Projects: The IAH is interested in a variety of projects: outreach, internships or fieldwork related to your teaching or research; a reading program to revitalize a field of your teaching; research; or performance or exhibition in the fine arts. The Chapman Family Faculty Fellowship now includes a **stipend of $5,000** that the Fellow may use to support teaching, research and service activities.

Eligibility: Applicants must have been at UNC-CH for **at least three full years** of teaching, long enough to establish a record of distinguished teaching at UNC-CH. Faculty in all units of the University may apply for a Chapman Fellowship if they regularly teach undergraduate courses. In addition to project proposals, Chapman applicants must submit supporting materials about their teaching and may be interviewed and/or observed (with advance notification) by members of the selection committee.

Deadline for Chapman Applications:
Wednesday, October 21, 2009 at noon

All Fellows must attend weekly seminar meetings during the semester of their leave. IAH Faculty Fellowships are a key part of the College of Arts and Sciences' efforts to retain the best faculty at Carolina.

Applications are now available at Hyde Hall. To request an application by phone, call Martha Marks at 843-2651.

For more information about our fellowships or programs, feel free to talk with IAH Director John McGowan (jpm@email.unc.edu or 962-6831), Executive Director Megan Granda (mgranda@unc.edu or 843-2653), or staff at Hyde Hall. You can also visit our Web site: iah.unc.edu.

<!--[if !vml]--> <!--[endif]-->Institute for the Arts and Humanities • College of Arts and Sciences • The University of North Carolina at Chapel Hill • Campus Box 3322 • Chapel Hill, NC 27599-3322 • Phone: 919.962.0249 • iah@unc.edu • www.iah.unc.edu

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of dbickford@unc.edu
Sent: Monday, August 31, 2009 11:34 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Campus Lactation Space

Here are the lactation spaces that are currently available on campus:

School of Public Health
2 hospital-grade breast pumps available
422A Rosenau Hall
Sue Cotcamp
966-5978

Carolina Women's Center
1 hospital-grade breast pump available
215 W. Cameron Avenue
Carriage House
962-8305

Carolina Union, Room 3200
Keys available at main information desk
962-2286
No pump available

Murphy Hall, Room 004
Keys available in Room 212 (must have UNC OneCard)
962-7191
No pump available

Wilson Hall
Room G 32
Code available from Jason in room B 31
No pump available

School of Education, Peabody Hall
Room 212 C
The room should always be open but, if for any reason the room is locked, the Business Office or the Dean's office, will open the room.

Center for Women's Health Research
104B Market Street
(Southern Village)
919-843-7720
No pump available

Lineberger Comprehensive Cancer Center
Wendy Sarratt
966-8643
wendy_sarratt@unc.edu
No pump available
Note: Curtained space in shower room in first floor restroom
Push door to open.

If you have any questions, please contact Aimee Krans, Work/Life Manager, at 962-6008.

This email is sponsored by: Carolina Women's Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of esswein@email.unc.edu
Sent: Tuesday, September 1, 2009 12:06 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UNC Men's Crew RentaRower

Dear UNC Faculty and Staff,

The UNC Men's Crew Team is a student run athletic team with over 60 student athletes. Due to significant costs of our sport, the team participates in various fund raising events throughout the year including the Rent-a-Rower Program. The Rent-A-Rower program was designed to provide our team the opportunity to become involved with our community while simultaneously working towards achieving our fundraising goals.

For anyone who is unfamiliar with our program, crew members provide you with extra labor in exchange for your donation to help support our club. We are happy to offer assistance to anyone who needs help moving, has extra yard work, or has odd jobs around the house. We charge $15 / hour per rower. To schedule your rower (or for more information), email rentarower@gmail.com and please provide the following:

* Your Name
* Phone Number
* Address
* Desired Jobs
* Number of crew members
* Approximate number of hours
* Date(s) you'd be available

If you choose to support our program, please make out checks to "UNC Men's Crew." Also, unless you ask otherwise, we only supply labor and assume that you can provide the necessary tools.

We always appreciate your support. Thank you.

Chuck Esswein

University of North Carolina 2012

UNC Men's Crew Rent-a-Rower Coordinator

This email is sponsored by: UNC Men's Crew

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of clinic@unc.edu
Sent:	Wednesday, September 2, 2009 12:02 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Concerned about your child or adolescent?

We offer psychological assessment and treatment for children and adolescents who experience difficulties at home, in school, or with their peers.

Reduced fees are available based on income.

We can help with:

*Sadness or irritability
*Disruptive behavior and aggression
*Inattentiveness/hyperactivity
*Mood swings and anxiety
*Conflicts with parents or peers
*Assessments for learning disorders, giftedness, and early admission to kindergarten

We are affiliated with the UNC-CH clinical psychology Ph.D. program and provide reduced fees based on income. Treatment is provided by doctoral students under the supervision of licensed psychologists who are faculty members in the Department of Psychology.

Children and adolescents are seen in our nearby off-campus location on Finley Golf Course Road with afternoon and evening appointments and readily available adjacent parking.

For more information please contact us at 919-962-6906 or clinic@unc.edu <mailto:clinic@unc.edu> or visit http://psychologyclinic.unc.edu/.

Please be aware that if the information you provide indicates that there may be abuse of a child or disabled adult, or that you or another person is in danger, we will need to respond as required by state law.

This email is sponsored by: UNC Department of Psychology Community Clinic.

This email is sponsored by: Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, September 3, 2009 8:45 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Recruiting individuals on pancreatic enzyme supplements for UNC Clinical Researc

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Are you or is someone you know taking pancreatic enzymes for a condition such as cystic fibrosis or chronic pancreatitis? You may qualify to participate in a clinical study taking place at UNC.

Subjects are needed to participate in a clinical research study who are:

- Currently taking pancreatic enzymes (Pancrecarb., Viokase., Creon., Ultrase MT., Pancrease MT., Ultrase.)

- greater than or atleast 18 years of age

- Currently medically stable

During a screening visit you will be asked to:
- Be evaluated over 1-2 hours to complete screening/confirm eligibility, including:
    Clinical laboratory tests
    History and Physical exam

During the study you will be asked to:
- Spend about 20 hours, including overnight stay at the UNC General Clinical Research Center (meals will be provided)
- Swallow a thin tube and have it advanced to small intestine under the supervision of a doctor
- Take study pills plus a liquid meal on 2 separate occasions with tube in place

$1025 compensation upon full completion of study.

For more information, please contact:
Noelia Nebot at 919-962-0089, noelia_nebot@unc.edu Or Mikki Sandridge at 919-843-3873, mikki_sandridge@med.unc.edu

This study, GCRC -2712: Intraduodenal Aspiration Study to Assess the Bioavailability of Oral Pancrecarb. Compared to Placebo Control in Patients with Pancreatic Insufficiency, and this message have received approval from the UNC Biomedical Institutional Review Board on 07/16/2009, study # 08-0819.

This email is sponsored by: UNC Division of Pharacotherapy and Experimental Therapeutics

This email is sponsored by: UNC School of Pharmacy

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of ceinfo@email.unc.edu
Sent: Thursday, September 3, 2009 9:15 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UNC Continuing Education Opportunities

---

University employees have access to a wide variety of continuing education programs, many of which are available at no cost within the terms of the tuition waiver program. UNC's Friday Center for Continuing Education has historically served as a channel for information about these programs through various publications and events, and has recently increased efforts to offer comprehensive adult learning program information to the public and to the University community.

Employees who are interested in exploring the range of UNC's continuing academic, professional, and enrichment education offerings are invited to browse the links on the Friday Center's Continuing Education Showcase Web page (http://www.fridaycenter.unc.edu/showcase). As University units continue to expand their continuing and distance learning programs, the Center will work towards developing additional resources to assist adult learners in identifying programs of interest.

This email is sponsored by: Friday Center for Continuing Education

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of endomac@med.unc.edu
Sent:	Thursday, September 3, 2009 9:50 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Research study for individuals with mild asthma and allergies.

The purpose of this research study is to learn more about the effect of inhalation of a component of air pollution on airway responses in allergic individuals with mild asthma. The component being studied is called endotoxin and can be found in a number of different workplaces. It is even found in homes. The purpose of this research study is to identify a dose of inhaled endotoxin that is safe (does not cause prolonged cough, shortness of breath or other problems), but which causes changes in sputum cell samples. Information from this study will be used to identify a safe range of endotoxin for use in inhalation challenge studies. This study will also help determine how endotoxin affects mucociliary clearance (MCC) which is a measure of how quickly mucus clears from the airway.

Subjects must be otherwise healthy, have mild asthma and allergies. Pregnant or nursing females are excluded as well as individuals with a recent respiratory infection or an average of more that 2 asthma exacerbations per week. Study participation will include 6 visits over a 3 week to 3 month period based on participants available.

Interested individuals may call 919-966-2879 for additional information.

Approved 11-20-08 by the Biomedical Institutional Review Board. IRB# 08-1750

This e-mail is sponsored by the UNC Center for Environmental Medicine, Asthma and Lung Biology and is funded by the National Institutes of Health

This email is sponsored by: UNC Center for Environmental Medicine, Asthma and Lung Biology

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From:	nobody@notify.unc.edu on behalf of research_support@unc.edu
Sent:	Friday, September 4, 2009 12:00 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Research Support: Fringe Benefit Rates, New Faculty and Other News

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The September 2009 issue of RESEARCH SUPPORT online newsletter is now available for viewing at http://research.unc.edu/rs/

In this issue:
Funding Opportunities
Major funding opportunities from state, public, and private agencies, as well as from UNC-Chapel Hill.

* RECOVERY ACT
* Carolina Internal Funding Opportunities
* National Science Foundation
* National Institutes of Health
* Social and Behavioral Sciences
* Health and Medical Sciences
* Life and Physical Sciences
* Arts and Humanities

Campus News

* Fiscal Year 2010 Fringe Benefit and Other Related Rates
* Free NMR Training at Murdock Research Institute
* NC Biotech Center's Core Facilities Web Page Now Live
* Triangle Census Research Data Center Conference
* Recovery Act Awards Received by Carolina
* EndNote and RefWorks Workshops at the HSL
* Carolina Innovations Seminar: On Being a Scientist for 60 Years
* Free Statistical Consulting from Department of Statistics and Operations Research
* New Patents and License Agreements

Funding Tips

* New to Carolina? Tips from the GrantSource Library
* Funding through NC State Government Agencies
* Applying for Funding from Family Foundations
* New RePORTER Tool Provides Insight into NIH Research Funding and Results
* Funding Guides for Diabetes, Stroke, Melanoma, Fibrin, and Stem Cell Research
* NC Biotechnology Center Awards Available Online
* NC Dropout Prevention Grants and Technical Assistance Webinars

Federal News

* NIH Fellowship Applicant Common Errors
* NSF Implements Responsible Conduct of Research Training Requirements
* Important Changes in NEH Guidelines
* NSF Solicits Topics for FY 2011 Emerging Frontiers in Research and Innovation
* NIH Clarifies Compliance with Open Access Policy

View the issue at http://research.unc.edu/rs/

RESEARCH SUPPORT provides Carolina faculty and research staff with funding opportunities, sponsored research news, funding tips, and timely information from all of the offices supporting research at Carolina. It is published by the Office of the Vice Chancellor for Research and Economic Development, GrantSource Library. Email research_support@unc.edu

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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From: nobody@notify.unc.edu on behalf of FAC@unc.edu
Sent: Friday, September 4, 2009 12:06 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Faculty-Staff Family Days

To: UNC faculty and staff who are interested in Carolina Athletics

From: Dick Baddour, Director of Athletics
Steve Reznick, Chair, Faculty Athletics Committee

UNC Athletics is pleased to announce that our Faculty/Staff Family Day events, which include free game tickets, conversations with coaches, and "meet and greet" sessions with student athletes, will resume later this month. Our goal is to increase UNC faculty and staff knowledge, involvement, and interest in Carolina Athletics, and to do so in the context of enjoyable family-oriented events. Our schedule of upcoming events includes women's soccer, field hockey, and volleyball; men's and women's swimming and diving; and we hope that more events will be added.

Information about Faculty/Staff Family Days events will be posted on our website: http://www.tarheelblue.com/facultystaffevents. This webpage can also be reached via the "Inside Athletics" tab on TarheelBlue.com. E-mail any questions about Faculty/Staff Family Days to Assistant Marketing Director Bonnie Clarke at bclarke@uncaa.unc.edu.

To keep yourself "in the loop" on upcoming Faculty/Staff Family Day events, please join our Faculty/Staff Athletics News (FAN) listserv by sending an e-mail to listmanager@listserv.unc.edu with the subject field blank and the message: subscribe FAN.

This email is sponsored by the Athletics Department and the Faculty Athletics
Committee.

This email is sponsored by: Faculty Athletics Committee; Athletics Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	bounce-25284076-21081279@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent:	Friday, September 4, 2009 9:38 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	Administrative Managers <asmgrs@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] Bowman and Gordon Gray Professorship Nominations, Deadline Oct. 2

The enclosed information is being sent on behalf of Senior Associate Dean Bobbi Owen to all chairs and faculty in the College of Arts and Sciences, with an information copy to administrative managers.

* * *

MEMORANDUM

TO: Chairs and Faculty in the College of Arts & Sciences

FROM: Bobbi Owen, Senior Associate Dean for Undergraduate Education

DATE: September 4, 2009

SUBJECT: **Request for Nominations for Bowman and Gordon Gray Professorships in Undergraduate Teaching**

You are invited and strongly encouraged to nominate an outstanding faculty member to be considered for one of four Bowman and Gordon Gray Professorships in the College of Arts & Sciences. Two of the professorships will be effective July 1, 2010 and two on July 1, 2011. These extraordinary awards are made possible by the generosity of the late Mr. Bowman Gray, Jr. and Mr. Gordon Gray, former President of the University, as well as members of the Gray families. The Gray Professorship program is designed:

- To **recognize** and **support** outstanding undergraduate teaching.
- To help **retain** the best teachers and scholars.
- To **enhance** undergraduate teaching.

The Terms of the Professorships:

1. Any tenured associate or full professor in the College of Arts & Sciences is eligible.
2. The awards are for a period of *five* years and are not renewable.
3. There is an annual stipend to supplement salary of $10,000.
4. Recipients will receive a $3,000 annual research/teaching fund to support their activities as a Gray Professor.
5. Recipients may also receive a one-time teaching and technology award of up to $10,000, upon approval for a proposal.
6. During the duration of the award recipients will be designated as Bowman and Gordon Gray Professor or Bowman and Gordon Gray Associate Professor, as appropriate.
7. During the term of their award, each Bowman and Gordon Gray Professor will be provided a semester's leave at full pay to advance their research and teaching. The timing of this leave must be approved by the professor's department chair. The department will receive one half of the professor's annual base salary up to $50,000 during the semester leave.

Selection Process:

<!--[if !supportLists]-->1. <!--[endif]-->Department or unit chairs should make nominations.

<!--[if !supportLists]-->a. <!--[endif]-->Chairs may *normally* send forward no more than one nomination from a list of recommendations provided by an appropriate department or unit screening committee appointed by the chair to consider potential nominees. In the event that chairs (normally in larger departments) believe that the qualifications of recommended faculty are so close that a second nomination is justified, they may submit two candidates for consideration.

<!--[if !supportLists]-->b. <!--[endif]-->Chairs should also notify their faculty of the opportunity to nominate colleagues or themselves to the screening committee.

<!--[if !supportLists]-->2. <!--[endif]-->Individual faculty may also nominate a colleague or themselves directly to this position. If this occurs, a letter of support from the department or unit chair will be sought at a later point in the process.

To be eligible for consideration, a nominee cannot be the current holder of any other distinguished term or permanent chair. Former Bowman and Gordon Gray Professors are eligible for nomination, 10 years after the end of a previous term, unless they are current holders of any other distinguished term or permanent chair.

Nominees must be teaching one or more undergraduate courses during the current academic year. Please check this requirement carefully before submitting a nomination.

Nominations Should Include:

<!--[if !supportLists]-->(a) <!--[endif]-->A persuasive letter of nomination explaining in some detail why the nominee is particularly worthy of consideration for a Bowman and Gordon Gray Professorship. If retention of the nominee is a consideration, it should be noted in the letter.

<!--[if !supportLists]-->(b) <!--[endif]-->The nominees' current c.v.

<!--[if !supportLists]-->(c) <!--[endif]-->The nominees' statement of teaching philosophy

<!--[if !supportLists]-->(d) <!--[endif]-->A list of courses taught to undergraduates for the last six regular semesters

<!--[if !supportLists]-->(e) <!--[endif]-->A summary of teaching evaluations for two undergraduate courses taught in the past two years. These can include peer and student evaluations.

Nominations should be sent by Friday, October 2 to the attention of:

Faye Lewis, College of Arts & Sciences Dean's Office, CB 3100, 205 South Bldg.

Questions should be directed to Bobbi Owen, Senior Associate Dean for Undergraduate Education, at

owenbob@unc.edu.

THE CLOSING DATE FOR NOMINATIONS IS FRIDAY OCTOBER 2, 2009.

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Friday, September 4, 2009 2:22 PM
To: Mutima@mxp0.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Aldwyth - Hanes Visiting Artist Lecture; Tuesday, Sept. 8

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aldwyth; Hanes Visiting Artist Lecture; Tuesday, September 8, 5:30 PM, Hanes Art Center Auditorium

Aldwyth, whose first major career retrospective Aldwyth: work v./work n. opened to critical acclaim at the Ackland in May, speaks about the exhibition and her work in a free public lecture Tuesday, **September 8, at 5:30 PM** in the Hanes Art Center Auditorium. This presentation is part of the UNC-Chapel Hill Art Department's Hanes Visiting Artist Lecture Series. Visit the Ackland before the lecture to view the exhibition - the Museum will open for special hours on Tuesday, starting at 4:00 PM. A reception in the Museum will follow the presentation.

aldwyth

Ackland Art Museum

Organized by the Halsey Institute of Contemporary Art at the College of Charleston.
Made possible at the Ackland with support from the Poitevent Redwine Trust.
Image: Aldwyth: *Re-su-me' / Re-sume*, 1999; reconstructed box, pins, collage, misc. found objects. Courtesy of the artist and the Halsey Institute of Contemporary Art. Photo by Rick Rhodes.

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-25286570-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

The University of North Carolina at Chapel Hill

From: bounce-25305936-21202559@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent: Tuesday, September 8, 2009 12:30 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] UNC College Calendar: Lit, Music and Drama Stars, Hot Topics, and more

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UNC College Calendar is sent periodically to all faculty and staff in the College of Arts and Sciences, university administrators, communication specialists and others by request.

* * *

Here's a quick guide to special events involving UNC's College of Arts and Sciences. Most events are free and on campus, except where noted.

Now through Sept. 30: Bulk, an exhibition of 26 artists with the Vox Populi collective of Philadelphia. John and June Allcott Gallery, Hanes Art Center.
rpm@email.unc.edu

Sept. 9: King's College Choir, music from the Spanish and English Renaissance. Tickets $15, $10, call 843-3333, at 7:30 pm Memorial Hall.
http://music.unc.edu/calendars/newman

Sept. 10: Author Tobias Wolff reads from his work. 5:30 pm, University Room/Hyde Hall
http://snipurl.com/rlse9

Sept. 10: Undocumented Immigrants in America: Access to Education, a panel discussion by UNC experts Paul Cuadros, Hannah Gill, Niklaus Steiner and Deborah Weissman (moderator), with Robert Luebke from the Civitas Institute, Noah Pickus from Duke, and Ron Woodard from NC Listen. 6:30 pm, Nelson Mandela Auditorium 1015, FedEx Global Education Center.
http://snipurl.com/rlsf0

Sept. 10-13: N.C. Literary Festival featuring John Grisham, Lee Smith, Clyde Edgerton, Anna Deavere Smith (see below), plenty of UNC College writers and more. All over campus between Franklin Street and Wilson Library.
http://www.ncliteraryfestival.org/

Sept. 11: Anna Deavere Smith, the actress, playwright and author, discusses Finding Grace and Kindness in a Winner-Takes-All Society, Frank Porter Graham Lecture at the NC Literary Festival. 7:30 pm Memorial Hall
http://snipurl.com/qj6m5

Sept. 12: Tony Award-winning string band Red Clay Ramblers with UNC creative writing professor Bland Simpson, in concert with N.C. Symphony. 7:30 pm, Moore Square, Raleigh.
http://budurl.com/vh66

Sept. 14: Oxford University Jewish studies scholar Geza Vermes discusses the Dead Sea Scrolls for the Eli N. Evans Distinguished Lecture in Jewish Studies. 7:30 pm, Friday Center.
http://snipurl.com/rlsfp

Sept. 16-20: PlayMakers presents The Last Cargo Cult, a one-man show

featuring Mike Daisey on his visit to a remote South Pacific island.
Tickets $24-$32.
http://www.playmakersrep.org

Sept. 16: Women, Families and Incarceration: Breaking the Silence through Performance, discussion/performance by Ashley Lucas (Dramatic Art). 12 noon bag lunch, Toy Lounge, Dey Hall.
wmst@unc.edu

Sept. 17: Hon. James A. Joseph, US ambassador to South Africa 1996-99, discusses Remaking America: Higher Education and Civic Engagement, Lambeth Lecture in Public Policy. 5:30 pm, Gerrard Hall.
http://snipurl.com/rlsg4

Sept 18: Carolina Lectures in Critical Thought Reading Group on Bruno Latour (who will be in residence at UNC and Duke in March). Meets monthly. First reading: Why Has Critique Run Out of Steam? 4 pm, Hyde Hall. For details and registration:
http://www.unc.edu/clct/

Sept. 20: Carolina Wind Quintet with guest pianist Wonmin Kim. Tickets $15/$10 at door, 3 pm, Hill Hall.
http://music.unc.edu/calendars/newman

Sept. 21: Celebrated tenor Anthony Dean Griffey, UNC Artist-in-Residence, will lead a master voice class, open to the public, 4 pm, Person Hall.
http://music.unc.edu

Sept. 22: Poet Gibbons Ruark, Armfield Poetry Reading. 3:30 pm, Donovan Lounge/223 Greenlaw.
http://english.unc.edu/speakerseries.html

Sept. 23-Oct. 11: PlayMakers presents Opus by Michael Hollinger. Tickets $10-$40.
http://snipurl.com/rlsgk

Sept. 25: The Vega Quartet, with UNC faculty musicians Richard Luby and Mayron Tsong. $15/$10. Tickets: 843.3333. 8 pm Gerrard Hall.
http://music.unc.edu/calendars/thecalendar

Sept. 29: Writer Cary Holladay reads from her work, 5:30 pm, University Room, Hyde Hall.
http://snipurl.com/rlse9

Oct. 6: Roy Blount Jr., humorist, writer and panelist on Wait, Wait…Don't Tell Me! Thomas Wolfe Prize and Lecture, 7:30 pm, Carroll Hall
http://snipurl.com/rlsok

Oct. 8: Irish musician/folklorist Mick Moloney discusses Irish-Jewish Collaboration in Tin Pan Alley. 5 pm, Pleasants Family Assembly/ Wilson Library.
ddimaio@email.unc.edu

Oct. 15: Writer Stuart Dybeck reads from his work, 5:30 pm, Dialectic Hall/ Old West.
http://snipurl.com/rlse9

Oct. 29: Andrew Delbanco, distinguished professor of humanities and director of American studies at Columbia University, discusses How Could Anyone Defend Slavery? Moral Crisis in Antebellum America for the John W. Pope Lecture on Renewing the Western Tradition. 7 pm, Gerrard Hall
http://college.unc.edu

Oct. 29: Nobel Laureate F. Sherwood Rowland discusses Greenhouse Gases

and Climate Change, 7:30 pm, Carroll Hall Auditorium. 966-4516.
http://www.geosci.unc.edu/

Oct. 30: Nobel Laureate F. Sherwood Rowland presents a technical talk on
The CFC-Ozone Story, 11 am, Tate-Turner-Kuralt Auditorium. 966-4516.
http://www.geosci.unc.edu/

More events
http://events.unc.edu/cal/main/showMain.rdo

UNC College in the Media
http://college.unc.edu/inthemedia

UNC College News
http://college.unc.edu

UNC College Talk (blog)
http://unccollege.wordpress.com

Carolina Arts & Sciences Magazine
http://college.unc.edu/magazine

UNC College on Twitter:
http://twitter.com/unccollege

UNC College of Arts and Sciences on Facebook
http://facebook.com

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Dee Reid (919) 843-6339
Director of Communications
College of Arts and Sciences
The University of North Carolina at Chapel Hill
205 South Building, CB #3100
Chapel Hill NC 27599-3100
Web: http://college.unc.edu
Blog: http://unccollege.wordpress.com
Twitter: http://twitter.com/unccollege
Facebook: UNC College of Arts and Sciences

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--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, September 8, 2009 2:58 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: email address

@email.unc.edu

dc

Alphonse Mutima wrote:
> Debby:
>
> I need to meet with and for Swah 405 but
> cannot find email address.Could you send it to me , please?
>
> A.Mutima

From:	bounce-25307859-21202559@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent:	Tuesday, September 8, 2009 3:29 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	Kimberly T Abels <kabels@email.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] FROM THE DEAN: Kim Abels returns to direct the Writing Center

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The enclosed message from Dean Karen Gil is being sent to all faculty and staff in the College of Arts and Sciences.

* * *

Dear Colleagues,

I am delighted to announce that Kim Abels has returned to Carolina as Director of the Writing Center effective September 1, a post that she held for 13 years before going to Duke in 2008. For the past year she has served as Assistant Director for Education, Outreach and Administration at Duke's Kenan Institute for Ethics, an experience that will be valuable in her leadership role in the College.

Kim will develop and oversee all of the Writing Center's programs including tutoring, ESL instruction and workshops. She also will collaborate with other units across campus that support undergraduates, graduate students, faculty and staff.

She has M.A. and Ph.D. degrees in English from Ohio State University and undergraduate degrees in English and Education from Miami University in Oxford, Ohio.

We are pleased to have her back in the College.

With best regards,

Karen

Karen M. Gil
Dean

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Trisha Bienvenu <trisha@email.unc.edu>
Sent: Friday, September 4, 2009 12:39 PM
To: trisha@email.unc.edu
Subject: CFE Special session on 09/09/09 "A Different World: Understanding the Millennial Generation and the Different Ways They Live and Learn"
Attach: CFE EIT Fall 2009.pdf

Center for Faculty Excellence

Fall Semester *Explorations in Teaching* Workshops

Good afternoon!

The semester is off to a great start, and we have had teachers participating in the Center for Faculty Excellence's first round of *Explorations in Teaching* workshops this week.

We want to alert you to a special offering coming up Wednesday, September 9, titled, "A Different World: Understanding the Millennial Generation and the Different Ways They Live and Learn." Winston Crisp, Assistant Vice Chancellor for Student Affairs, will be the presenter. Mr. Crisp has presented to several groups on campus, and his presentations on this topic are informative, entertaining, and well received. The session is scheduled for 2:30 to 4:00 p.m. in the Pleasants Family Assembly Room in Wilson Library.

Please forward this email to your faculty, graduate students, and post-docs. Registration is available at http://tinyurl.com/ld6uvm.

I have attached a pdf of our *Explorations in Teaching* brochure for the fall semester. Please also share that with faculty, graduate students, and post-docs in your department. If you would like hard copies to post in your department, just give us a call at 919-966-1289 or email trisha@email.unc.edu.

We also are collaborating with several other campus groups to provide workshops for faculty and graduate students; you can check out these additional events by going to the CFE Events page at http://cfe.unc.edu/events.html.

< ![endif]--><!--[if !vml]--> 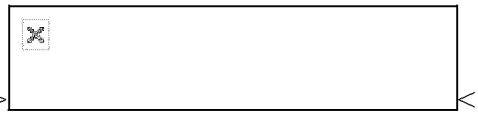 <!--[endif]-->

Dr. Ruth Walden
Director, Center for Faculty Excellence
University of North Carolina at Chapel Hill
Phone: 919-962-9968
FAX: 919-962-5236

--
Trisha Bienvenu
Center for Faculty Excellence
316 Wilson Library
CB 3470
Chapel Hill, NC 27599-3470
(919) 962-9966
cfe.unc.edu

Explorations in Teaching Series ◆ CENTER FOR FACULTY EXCELLENCE

WORKSHOPS ARE OPEN TO ALL UNC-CHAPEL HILL TEACHERS AND INSTRUCTIONAL STAFF.
TO REGISTER FOR EVENTS AND TO REVIEW OTHER OFFERINGS FOR FALL 2009, GO TO OUR ONLINE CALENDAR AT CFE.UNC.EDU/EVENTS.HTML

Overcoming Teaching Anxiety

Wed., Aug. 26 | 12–1:00 | 219 Davis Library
Wed., Aug. 26 | 3–4:00 | 527 Health Sciences Library
Mon., Nov. 9 | 12–1:00 | 219 Davis Library
Mon., Nov. 9 | 3–4:00 | 208 Carrington Hall

A classroom full of students may seem a little intimidating. Participants in this workshop will explore strategies that may help inexperienced teachers develop in their new roles in the classroom, set the tone for learning from the first day of class, avoid low participation in class discussions, and overcome any fears they may have.

Student Learning Outcomes: The Basis for Instruction

Thurs., Aug. 27 | 12:30–1:45 | 219 Davis Library
Thurs., Aug. 27 | 3:30–4:45 | 208 Carrington Hall
Tues., Nov. 10 | 12:30–1:45 | 219 Davis Library
Tues., Nov. 10 | 3:30–4:45 | 208 Carrington Hall

How do we expect students to be different as a result of taking our courses? How confident are we that our goals, classroom activities, and assignments are closely aligned? Participants will learn how to use learning outcomes as a framework for providing instruction and monitoring the effectiveness of their teaching.

Creating a Dynamic Syllabus

Mon., Aug. 31 | 12–1:00 | 219 Davis Library
Mon., Aug. 31 | 3–4:00 | 527 Health Sciences Library
Wed., Nov. 11 | 12–1:00 | 219 Davis Library
Mon., Nov. 11 | 3–4:00 | 527 Health Sciences Library

A syllabus is the foundation of a course. A dynamic syllabus provides the structure for learning and serves as a learning tool itself. In this interactive workshop, participants will identify the multiple purposes of a syllabus; examine the design of a student-centered syllabus; and review the processes of reflection, analysis, and selection that result in a common plan and reference for a course.

Lesson Planning

Tues., Sept. 1 | 12:30–1:45 | 219 Davis Library
Tues., Sept. 1 | 3:30–4:45 | 208 Carrington Hall
Thurs., Nov. 12 | 12:30–1:45 | 219 Davis Library
Thurs., Nov. 12 | 3:30–4:45 | 208 Carrington Hall

The process of lesson planning involves more than simply deciding what material to cover in class. In this workshop, we will discuss key elements of designing a lesson plan that will engage and involve your students. Participants are invited to bring a previous, current, or future lesson plan for discussion and analysis.

Creating Effective Assignments

Thurs., Sept. 3 | 12:30–1:45 | 219 Davis Library
Thurs., Sept. 3 | 3:30–4:45 | 208 Carrington Hall
Fri., Nov. 13 | 12–1:00 | 219 Davis Library
Fri., Nov. 13 | 3–4:00 | 1305 McGavran-Greenberg

Assignments can create the opportunity for deep learning when students use the material covered in class to practice the processes of professional engagement in the discipline in a structured context. Students can also benefit from the feedback provided by the teacher and/or their peers when assignments are reviewed. This workshop will cover the basics of assignment development, use and evaluation that result in effective assignments.

"A Different World": Understanding the Millennial Generation and the Different Ways They Live and Learn

Wed., Sept. 9 | 2:30–4:00
Wilson Library Pleasants Family Assembly Room
Presented by Winston Crisp, Assistant Vice Chancellor for Student Affairs

This session will dramatize how the current generation of students views education and learning and will suggest effective pedagogical approaches that address some of the common challenges today's students bring to the classroom.

Teaching with Primary Sources

Fri., Oct. 2 | 10–11:00
Wilson Library, Pleasants Family Assembly Room
Presented by Laura Brown, Manuscripts; Elizabeth Chenault, Rare Books; Jason Tomberlin, North Carolina Collection; Jacqueline Solis and Tommy Nixon, Davis Research and Instruction Services

Teaching with primary sources engages students and improves their critical thinking and analytical skills. The University Library has a wealth of physical artifacts, as well as digitalized cultural heritage resources available to instructors. This session will provide an overview of the library's rich collections and discuss some of the innovative ways primary sources can be used in the classroom.

PowerPointed: Slide Design for Non-Designers

Mon., Oct. 5 | 12–1:00 | 124 Undergraduate Library

Love it or hate it, PowerPoint is with us. If you use it yourself and aren't a design professional, how do you make design decisions that help inform or persuade an audience? In this session, we will learn some basic design principles and use those principles to step through the process of revising some sample PowerPoint slides—with an eye toward focusing an audience's attention and minimizing distraction. Although the demonstration will be using PowerPoint 2007, the basic design concepts will extend to any slideware application.

PowerPointed: Real-Time Revisions

Mon., Oct. 12 | 12–1:00 | 124 Undergraduate Library

In the October 5th session, participants were given an overview of some basic design principles for PowerPoint slide design. Some of the issues that we'll explore in this session will include: 1) Making edits to the master slide templates; 2) Revising text-heavy slides; 3) Deciding if including images is appropriate and; 4) Positioning images on a slide.

Teaching with Images and Media

Wed., Oct. 28 | 12–1:00 | 246 Davis Library
Presented by Heather Gendron, Art Librarian and Winifred Metz, Media Resources Librarian

Incorporating images, film, and other media into the classroom encourages students to question what they see, watch, and hear and develops their critical thinking skills. This session exposes participants to a wide variety of image and media collections and tools available at UNC. It also covers the pedagogical, legal and technical issues that surround the use of copyrighted materials in a classroom that has become as much digital as physical.

Teaching Portfolios

Thurs., Nov. 5 | 12:30–1:45 | 219 Davis Library
Thurs., Nov. 5 | 3:30–4:45 | 208 Carrington Hall

Teaching portfolios are becoming increasingly important for marketing one's teaching credentials for new positions and for promotion and tenure in many schools. In this workshop, participants will learn the basic format of a teaching portfolio and develop ideas for their own portfolios whether they are beginning a job search or are under consideration for tenure or promotion in a current position.

Developing and Evaluating Student Presentations

Thurs., Dec. 10 | 10:00–11:30 | 208 Carrington Hall

Many courses include presentations by students or student groups. This workshop is designed to familiarize teachers with the structure of student presentations, to explore innovative and effective use, and to suggest ways to involve the entire class during student presentations.

Creating Writing Assignments That Promote Better Student Papers

Fri., Dec. 11 | 10–11:30 | 207 Undergraduate Library
Presented by Vicki Behrens, The Writing Center

Many instructors wish their students were stronger writers but aren't sure how to help. We'll discuss how you can use in-class writing activities, peer writing groups, brief consultations, and other techniques to help students write better papers—without spending hours writing comments.

Customized Workshops

The Center for Faculty Excellence has a team of talented individuals and collaborative relationships with many other professionals possessing a wide range of knowledge and experience in teaching, research and leadership. Please let us know if your department or area has a specific need and we will tailor a workshop for you. You will select the topic, provide the participants, and pick the day and time. We will build the content, secure presenters, and deliver the session.

About CFE

The Center for Faculty Excellence provides support to Carolina faculty and teaching assistants across the entire spectrum of professional development: research, instruction, and leadership skills. The CFE has been specifically designed to be dynamic in the programs offered and the resources made available to instructors. This is accomplished by a talented team of professionals, augmented by close collaborations with faculty and offices throughout the university.

To learn more about how the Center can support you in your teaching, research or leadership efforts, we invite you to drop by our offices on the ground floor of Wilson Library between 8:30 A.M. and 4:30 P.M., or contact us at 919.966.1289.

CFE Events

The Center for Faculty Excellence offers a wide range of events designed to stimulate your thinking about important issues and ideas in teaching and learning. Events are free and open to all Carolina teachers, including faculty members, graduate students, and instructional staff.

cfe.unc.edu/events.html
Visit our on-line calendar to:

- see a complete list of current events
- register for an event
- join the CFE Events listserv

For more information, contact us at cfe@unc.edu or 966-1289.

CFE STAFF | 966-1289

DONNA BAILEY | donna_bailey@unc.edu
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Executive Director

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CENTER FOR
FACULTY EXCELLENCE
316 WILSON LIBRARY
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CHAPEL HILL, NC 27599-3470

Fall 2009

Explorations in Teaching Series

UNC
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CHAPEL HILL, NC 27599-3470

From: nobody@notify.unc.edu on behalf of gang@email.unc.edu
Sent: Wednesday, September 9, 2009 8:21 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Participants needed for Prenatal Stretching Exercise Research Study

---

If you are a healthy pregnant woman and do not exercise regularly, you may be eligible to participate in a research study evaluating the effect of prenatal stretching exercise on the autonomic nervous system.

Study participation will require just one 90-minute-lab visit.
You will be asked to sit quietly while we record your heart rate before and after a 30-minute prenatal stretching exercise.

Participants will receive $50 for completing the study.

For more information, please contact:

Jeongok Logan, MSN, RN

The University of North Carolina at Chapel Hill
School of Nursing
Carrington Hall, CB #7460
Chapel Hill, NC 27599-7460
Phone: (919)621-3799
Email: pregnancylog@gamil.com

This study has been approved by the Institutional Review Board at UNC-CH.
IRB#:09-1331

This email is sponsored by: School of Nursing

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Wednesday, September 9, 2009 11:34 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Message from the Chancellor: Mike Patil Joins Bain Study Response Team

---

Colleagues,

In July, I let you know that Professor Joe Templeton, past Chair of the Faculty and former chemistry chair, would lead our response to the Bain & Company report. Joe took on that role part time as special assistant to the chancellor for planning and initiatives.

Joe has recruited a great colleague, Mike Patil, associate dean for integrated business management in the Eshelman School of Pharmacy, to join this effort as full-time program director. Mike's expertise in business processes complements Joe's extensive knowledge of Carolina and our culture. Mike will help prioritize projects, develop a methodology to evaluate the options identified in the Bain report, and monitor progress. His work will aim to encourage broad participation on campus and to identify related policy issues.

Mike has more than 25 years of experience as a senior executive who has led and managed business process, information technology, and organizational and strategic consulting for corporations including Ericsson, IBM and AMS American Express. His passion for simplifying and streamlining business processes while providing information to front-line employees already has benefitted our pharmacy school.

You can expect to hear more from Joe and Mike as they engage with the people in schools, units and departments on campus who can best delve into the options identified in the Bain report and what it could mean for future University operations. Please join me in offering the campus community's support for their vital work. We will keep you informed about the progress. Keep sending any suggestions you have to budgetideas@unc.edu.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	bounce-25326745-21266419@listserv.unc.edu on behalf of Deborah Crowder <dacrowde@email.unc.edu>
Sent:	Thursday, September 10, 2009 5:14 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] Faculty meeting

---

Hi to all. The chair requests your presence at a faculty meeting on Thursday September 17 from 3:30-5 pm in the main office in Battle Hall. Please submit any proposed agenda items directly to him (feel free to cc me). Thanks much. Debby

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: bounce-25331878-21297717@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>

Sent: Friday, September 11, 2009 10:53 AM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] FROM THE DEAN: Thank You and Budget Update

---

The enclosed message from Dean Karen Gil is being sent to all faculty and staff in the College of Arts and Sciences.

* * *

Dear Faculty and Staff Colleagues,

Welcome to the start of another academic year. As classes get underway, I want to thank you for making it possible for our students to fulfill their academic goals this term, despite state budget cuts. All of us in the Dean's Office are aware that you are working harder than ever as the College teaches more students with fewer resources.

Let me bring you up to date on the budget. As a result of our share of the permanent state budget cuts, the College had to eliminate about 25 staff positions (including 15 filled positions) and reduce state funding to several important centers. We also had to decrease our instructional budget, resulting in less funding for graduate teaching assistants across the College. Most of these difficult cuts have already been made or are underway.

Last year, we suspended 30 faculty searches. Thanks to a combination of grants, private funds and collaborations with campus partners, we were able to hire outstanding teachers and scholars in a few strategic areas this year and we authorized some searches for new faculty for the coming year.

You may have read that the Governor has asked all state agencies, including the University, to withhold an additional 5% of their state funds. At least for now, that request will not affect the College because the University planned in advance for a larger budget cut.

However, because the cost of higher education has soared nationwide, the University is being asked to examine its administrative procedures and costs. Carolina has been recognized for years as a national leader in providing a first-rate education at a reasonable price. It makes sense that the University should continue to lead in finding solutions to the increased cost of higher education. The College will do its part by seeking more cost-efficient ways to administer our programs.

For a fuller picture of the economic realities we face, please see the Chancellor's budget page online (the link is enclosed below).

We're proud of all that the College contributes to Carolina's academic stature. Most of all we are thankful for all that you do every day to make this possible.

With best regards,

Karen M. Gil
Dean

Chancellor's budget page:
http://universityrelations.unc.edu/budget/

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: BullsHead@store.unc.edu
Sent: Monday, September 14, 2009 11:54 AM
To: Bulls Head mailing list <bullymail@listserv.unc.edu>
Subject: Two Great Events THIS WEEK at the Bull's Head
Attach: Upcoming_Events_bullymail.pdf

Greetings Bull's Headers,

This semester's chocked full of great authors appearing at the Bull's Head. And it starts this week...

Wednesday at 3:30pm, Michael Taeckens, Margaret Sartor and Patty Van Norman will read from their contributions to Love is a Four-Letter Word: True Stories of Breakups, Bad Relationships, and Broken Hearts, a contemporary collection of true stories of seduction, heartbreak, and regret.

and then...

Thursday at 3:30pm, Mac McCaughan and Laura Ballance, founders of indie record label Merge Records and popular pop-punk band Superchunk, will play a few songs and share from their new book Our Noise: The Story of Merge Records, the Indie Label that Got Big and Stayed Small.

More info about each event is below. All events are free and open to the public.
Attached is a .pdf of all upcoming events for the Fall Semester.

September 16th, 3:30pm: Michael Taeckens, Margaret Sartor and Patty Van Norman will read from their contributions to Love is a Four-Letter Word: True Stories of Breakups, Bad Relationships, and Broken Hearts, a contemporary collection of true stories of seduction, heartbreak, and regret.

"Man, if you're one of the people who broke up with one of these sweet kids, you must feel so stupid right now, on so many levels." – Bookslut

Fearlessly revealing their shattered hearts and crushed egos; their indiscretions and indignities; their delusions, desperation, and disappointments, these talented writers capture the dark side of love in prose ranging from comic to poetic, poignant to cringe-inducing. Also featuring three cartoon/graphic essays as a sixteen-page color insert, this anthology is perfect for anyone who's ever loved and lost.

September 17th, 3:30pm: Mac McCaughan and Laura Ballance, founders of indie record label Merge Records and popular pop-punk band Superchunk, will play a few songs and share from their new book Our Noise: The Story of Merge Records, the Indie Label that Got Big and Stayed Small.

“One of the most respected imprints in an often disreputable industry,

Merge has defied the odds by releasing some of the finest rock and pop music of the last 15 years." - Chicago Tribune

Author John Cook traces the inception of Merge through the bumpy roads that led to its success and importance today, told through first-hand interviews with Mac, Laura, their friends, families and band mates, and other key players in the formation and growth of the label. Featuring photographs of a wide range of the label's bands, as well as concert memorabilia, record label art, and a link to a streaming Internet soundtrack for the book, Our Noise tells Merge's story in an intimate and entertaining package.

September 16th, 3:30pm
Michael Taeckens,
Margaret Sartor and Patty Van Norman
Love is a Four-Letter Word

September 17th, 3:30pm
Mac McCaughan and Laura Ballance
Our Noise

September 21st, 3:30pm
Dr. Amy Lanou
Building Bone Vitality

September 24th, 3:30pm
Erica Eisdorfer
The Wet Nurse's Tale

October 1st, 3:30pm
Nic Brown
Floodmarkers

October 6th, 3:30pm:
Tom Bowers
Making News

October 7th, 3:30pm:
Tony Reevy
In Mountain Lion Country

October 13th, 3:30pm
Jill McCorkle
Going Away Shoes

October 21st, 3:30pm
Marianne Gingher
Long Story Short

November 5th, 7:30pm
Roy Williams
Hard Work

Book will be published Nov. 3rd

November 11th, 3:30pm
William Ferris
Give My Poor Heart Ease
Book will be published Nov. 1st

November 12th, 3:30pm
Adam Lucas, Steve Kirschner, and Matt Bowers
One Fantastic Ride
Book will be published Oct. 15th

November 17th, 3:30pm
Fred Chappell
Ancestors and Others
Book will be published Oct. 29th

December 3rd, 3:30pm:
Omid Safi
Memories of Muhammad
Book will be published Nov. 17th

--- You are currently subscribed to bullymail as: smutima@email.unc.edu. To unsubscribe send a blank email to leave-25349853-4005955.0e9ae51c1aebe739ce4dd2b3bc85321d@listserv.unc.edu

Upcoming Authors at the Bull's Head Bookshop

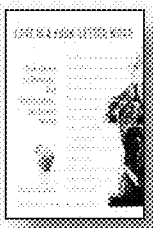

September 16th, 3:30pm

Michael Taeckens, Margaret Sartor and Patty Van Norman

Will read from their contributions to **Love is a Four-Letter Word**: *True Stories of Breakups, Bad Relationships, and Broken Hearts*, a contemporary collection of true stories of seduction, heartbreak, and regret.

September 17th, 3:30pm

Mac McCaughan and Laura Ballance

Founders of indie record label Merge Records and pop-punk band Superchunk, will play a few songs and share from their new book **Our Noise**: *The Story of Merge Records, the Indie Label that Got Big and Stayed Small.*

September 21st, 3:30pm

Dr. Amy Lanou

Assistant professor of health and wellness at UNC Asheville will read from her new book **Building Bone Vitality**: *A Revolutionary Diet Plan to Prevent Bone Loss and Reverse Osteoporosis--Without Dairy Foods, Calcium, Estrogen, or Drugs.*

September 24th, 3:30pm

Erica Eisdorfer

Long-time manager of the Bull's Head will read from her new novel **The Wet Nurse's Tale.**

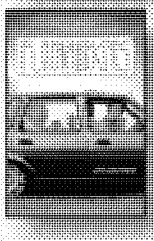

October 1st, 3:30pm

Nic Brown

The Chapel Hill author will be at the Bull's Head to read from his popular new novel **Floodmarkers**, which was selected as an Editor's Choice by *The New York Times Book Review.*

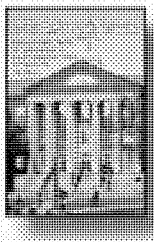

October 6th, 3:30pm:

Tom Bowers

Professor emeritus at the School of Journalism and Mass Communication will read from his new book **Making News**: *One Hundred Years of Journalism and Mass Communication at Carolina.*

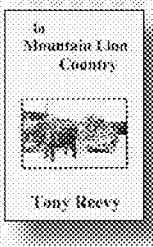

October 7th, 3:30pm:

Tony Reevy

Senior Associate Director of the Institute for the Environment at UNC will read from his latest book of poetry **In Mountain Lion Country**.

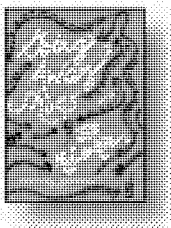

October 13th, 3:30pm

Jill McCorkle

Popular North Carolina writer and author of eight previous books, will read from her new critically acclaimed collection of short stories **Going Away Shoes**.

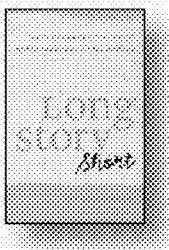

October 21st, 3:30pm

Marianne Gingher

Associate professor of English & Comparative Literature here at UNC will read from her new book **Long Story Short**: *Flash Fiction by Sixty-five of North Carolina's Finest Writers.*

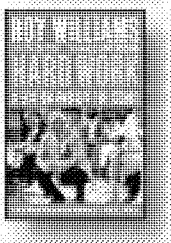

November 5th, 7:30pm

Roy Williams

Coach Roy will sign copies of his upcoming book **Hard Work**: *My Life On and Off the Court.*

Book will be published Nov. 3rd.

November 11th, 3:30pm

William Ferris

Joel R. Williamson Eminent Professor of History and senior associate director of the Center for the Study of the American South here at UNC will read from his upcoming book **Give My Poor Heart Ease**: *Voices of the Mississippi Blues.*

Book will be published Nov. 1st.

November 12th, 3:30pm

Adam Lucas, Steve Kirschner, and Matt Bowers

The trio will share from their upcoming book **One Fantastic Ride**: *The Inside Story of Carolina Basketball's 2009 Championship Season.*

Book will be published Oct. 15th.

November 17th, 3:30pm

Fred Chappell

Acclaimed North Carolina author of more than twenty books of poetry and fiction will read from his new book **Ancestors and Others**: *New and Selected Stories.*

Book will be published Oct. 29th.

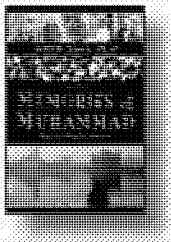

December 3rd, 3:30pm:

Omid Safi

Professor of Religious Studies at UNC will read from his new book **Memories of Muhammad**: *Why the Prophet Matters.*

Book will be published Nov. 17th.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, September 14, 2009 8:46 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Clarification on H1N1 Written Excuses

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September 14, 2009

MEMORANDUM

TO: All Faculty
FROM: Bruce W. Carney
Interim Executive Vice Chancellor and Provost
RE: Clarification on H1N1 Written Excuses

The number of flu cases on campus has been rising significantly, and our expectations are that a large number of students, as well as a large number of you, will contract it. The campus has been told repeatedly that the best behavior is for "self-isolation". Stay home, in other words. For you and your faculty colleagues, this presents challenges on teaching your courses, but you're creative and collegial and can presumably arrange to alter the structure of your courses or cover for each other.

I ask each of you, however, to also consider that the flu may strike students in unusually large numbers at inconvenient times, such as exams. About two weeks ago, I sent out a memo about H1N1, and I am reiterating my request to each of you to be as flexible as you can in administering make-up exams. I ask as well that you not _require_ written proof of illness. Health authorities expect that most affected individuals will recover without seeking medical care. Requiring a written proof of illness would place additional pressures on health care facilities- such as Campus Health Services- whose primary focus should be on providing medical care rather than documentation of illness in these extraordinarily busy times.

Please recall that our students have all taken an oath to uphold the honor system, and while a small number may betray the Code, our students as a whole deserve our trust.
Bruce W. Carney
Interim Executive Vice Chancellor and Provost

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From:	nobody@notify.unc.edu on behalf of patrick_vernon@unc.edu
Sent:	Monday, September 14, 2009 8:54 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Launching the Venture application due October 1

Launching the Venture (MBA 848B) is a seven-week entrepreneurship workshop open to all students, faculty and staff at UNC who are serious about starting a new venture. The class meets Monday nights from October 19 through early December. Students who complete the seven-week workshop may continue to the next in a series of LTV courses.

* For a complete description of Launch Program: www.unc.edu/cei/launch
* Short link to LTV application: http://bit.ly/rwWLS

If you have any questions, please contact Patrick Vernon at launch@unc.edu or 919-962-9257.

Patrick Vernon
Adjunct Assistant Professor
Center for Entrepreneurial Studies
UNC Kenan-Flagler Business School

This email is sponsored by: Center for Entrepreneurial Studies

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of zorg@unc.edu
Sent:	Monday, September 14, 2009 9:30 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: [zorg] New organization at UNC-CH

Are you interested in learning about one of the oldest world religions?

Zoroastrianism may have been the first monotheistic religion, originating in Persia (now known as Iran) and is argued to be the basis of most monotheistic religions. The Zoroastrian Organization of UNC-CH provides its members with knowledge currently not offered in classrooms and is open to anyone interested.

If you would like to join, simply email:
zorg@unc.edu

You can also visit:
http://studentorgs.unc.edu/zoroastrian_org

Yours truly,

Zara Wittirani
President, Zoroastrian Organization of UNC-CH
Email: zorg@unc.edu

This email is sponsored by: Zoroastrian Organization of UNC-CH

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of gozzop@kenan-flagler.unc.edu
Sent:	Monday, September 14, 2009 10:05 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Volunteering Group: Building Opportunities through Language Development

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Ever wanted a way to volunteer that didn't involve can drives, soup kitchens, or cleaning highways? Be a part of BOLD--Building Opportunities through Language Development. BOLD is a group of all men who work one-on-one with immigrants in the community who want to learn English, meet Americans, and gain a better understanding of American life. Volunteers of BOLD also get the same chance to learn from people of other cultures, step outside of the UNC-CH bubble, and to see a broader picture of the people who make up the Triangle.

Volunteers of BOLD can gain hours towards volunteer credit, as our group is an officially recognized UNC orgnaization.

Flexible hours, one-on-one commitment, and a chance to give and receive. Take a chance and be BOLD at UNC.

For more information, contact Paul Gozzo at gozzop@kenan-flagler.unc.edu

This email is sponsored by: Building Opportunities through Language Development (BOLD)

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of endeavors@unc.edu
Sent:	Monday, September 14, 2009 10:16 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: new issue of endeavors magazine online

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The fall 2009 issue of Endeavors magazine features new stories about research and creative activity at Carolina, including:

--Something New Under the Sun: Can solar finally give coal a run for its money?
--Born to Run: What makes these mice marathoners instead of couch potatoes?
--The Air Over There: An Arab nation tries to clear the air.
--More than Biltmore: A historian sets the story straight about blacks in a mountain town.

There are also stories featuring Carolina researchers William Ferris, Lars Schoultz, Louis Perez, William Goldman, Ty Hedrick, and others.

Read the fall 2009 Endeavors at:
http://research.unc.edu/endeavors/fall2009/index.php

This email is sponsored by: Vice Chancellor for Research and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	bounce-25360533-21417725@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent:	Tuesday, September 15, 2009 2:05 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	Richard C Cante <rcante@email.unc.edu>; Administrative Managers <asmgrs@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] New Minor in Cinema/ Info Meeting for Students Friday Sept. 18

The enclosed message is being sent on behalf of Richard Cante, director of the Interdisciplinary Minor in Cinema, to all faculty in the College, with a copy to administrative managers.

The new Interdisciplinary Minor in Cinema in the College of Arts and Sciences is now officially active.

Information about this program will appear in next year's undergraduate bulletin. Please note that this information is *not* included in the 2009-2010 undergraduate bulletin, even though the program is fully operative as of the start of this semester.

There will be a drop-in information session for interested students from any major this Friday, September 18th 2009 from 2pm to 4pm in Murphey Hall, Room 116.

Further information about the program, including contact information, can be found here:
http://comm.unc.edu/related/intdcinema/intcinemadescript

Please help spread this information wherever it might be useful. Thank you.

Richard Cante, Director
Interdisciplinary Minor in Cinema

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of bwc@unc.edu
Sent: Thursday, September 17, 2009 10:04 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UNC Behavioral Weight Control Program

---

On the Weight Rollercoaster and Want to Get Off?
"The Empowerment Solution for Permanent Weight Control"

NOW ENROLLING FOR FALL

LOCATION: UNC Hospitals.

Weight loss is a gradual process. Speedy diets may work in the short-run but typically do not result in long-term weight maintenance. Long-term behavioral weight control programs usually result in a weight loss of 1-2 pounds per week, depending on several factors (e.g., initial body weight, adhering to the lifestyle change).

Based on the evidence, the UNC Eating Disorders Program offers a 5-month(20-week) Behavioral Weight Control Program which incorporates the
important behaviors associated with long-term weight control. This program focuses on BEHAVIORAL strategies for weight control and HEALTHY NUTRITION.

Groups contain 8-12 participants who meet for one-hour per week to learn several skills and strategies to produce a permanent lifestyle change. Groups are facilitated by Dr. Millie Maxwell, licensed professional counselor and clinical instructor at UNC School of Medicine.

Topics include:

* Balanced diet
* Exercise
* Learning the relationship between mood and eating
* Restaurant eating
* Meal planning
* Managing cravings
* Mindful eating
* Identifying triggers and cues
* Handling obstacles
* Goal setting
* Time management
* Weight maintenance.

Enrollment includes:

* 20 one-hour weekly group sessions
* Two sessions facilitated by a registered dietitian
* Book: Runaway Eating by Cynthia M. Bulik, PhD and Nadine Taylor, MS, RD
* CD-ROM: "The Empowerment Solution for Permanent Weight Control"
* Program materials.

Fee:
* $440 includes the 20-week course and all enrollment materials (equates to $22 per group session).
* $50 deposit (included in the $440 fee) to hold your place and

Full payment due at first meeting.
* The UNC Health Care Flexible Spending account may be used with a letter from your physician. Check with your insurance company to determine if you could receive reimbursement for this course.

Contact Information:

To receive more information, please contact Dr. Millie Maxwell, millie_maxwell@med.unc.edu or 966-7662.

Check with your physician before starting any weight control program.

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Friday, September 18, 2009 1:50 PM
To: Mutima@mxp2.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

---

at the ackland

Sunday, September 20
2:00 - 4:00 PM

Visit the Ackland this Sunday and enjoy an afternoon of music performed by the talented young violinists of the Community Suzuki Music School, based in Chapel Hill. These performers, from beginners to advanced students, will show off what they have learned with experienced teachers Dale Cannon and Michelle Chinn Cannon.

Free

Monday, September 21
12:00 - 1:00 PM

Namaste! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland. Yoga mats and museum cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended.

Sessions led by Joanne Marshall. Beginners are welcome.

Registration recommended | Free to members, $5 non-members

IN THE GALLERIES:

Almost Now: Cuban Art, Cinema, and Politics in the 1960s and 1970s

Sage in the Bamboo Grove: The Legacy of Sherman E. Lee

And seven more galleries filled with art and ideas!

NEXT WEEK:

Thursday, Sept. 24
Curators Clinic
1:00 - 4:00PM

Sunday, Sept. 27
Family Fun Tour
1:15PM

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-25386539-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Indian, Central, 11th to 12th century: *Ganesha* (detail); sandstone sculpture. Gift of Clara T. and Gilbert J. Yager in honor of Dr. Charles Morrow and his wife, Mary Morrow, for their many contributions to the University and to the Ackland Art Museum during his term as

Provost.

- [x] Ackland Art Museum

- [x] The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of fmckeith@email.unc.edu
Sent:	Friday, September 18, 2009 8:53 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Evaluation Workshop: Keys to Designing Evaluation Proposals

---

The Office of Research Development, The School of Education, and Evaluation,
Assessment, & Policy Connections are partnering to host workshops on program
evaluation and proposal writing.

The workshop highlights the "What, Why and Where of Evaluations" and helps
applicants prepare their proposals with insight on what they should expect from
an external evaluator. There is no cost for attendance, but space is limited to
a maximum of 25 participants. The first 25 to respond by email to
(fmckeith@email.unc.edu) will be accepted.

Please visit the Office's website for more details regarding date, time,
and location of the workshop. http://research.unc.edu/ord/

This email is sponsored by: Office of Research Development; The School
of Education; EVAP

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"INFORMATIONAL:" email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From:	bounce-25409976-21653223@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent:	Tuesday, September 22, 2009 10:25 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	Administrative Managers <asmgrs@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] [Fwd: Jewish Studies Course Development Awards, Deadline Nov. 2]
Attach:	Course Dev Grants.docx

The enclosed message from the Carolina Center for Jewish Studies is being sent to all faculty in the College of Arts and Sciences with an information copy to administrative managers.

* * *

*Faculty Course Development Awards**

***

The Carolina Center for Jewish Studies is accepting proposals for faculty course development awards. The awards support faculty who are interested in developing new Jewish Studies courses in the College of Arts and Sciences.

Courses should be open to enrollment by undergraduate students (though graduate students may also be included) and may be in any department. There is particular interest in courses that will be regularly taught. Proposals may also focus on expanding or enhancing the level of Jewish Studies content in an established course.

Course development awards will range from $2,000-5,000 and may be used for travel and research; for purchasing or development of print, electronic or audiovisual course materials; and for summer salary stipends. The deadline for proposals is November 2, 2009.

To submit a course development proposal please send:

* An abbreviated CV

* A project proposal (no more than four double-spaced pages, 12 pt font), which must be signed by your chair. This proposal should:
  1. describe the course that is to be developed and its relation to the field of Jewish Studies;
  2. explain the importance of the grant to developing the course and include a budget;
  3. explain the importance of the course to the undergraduate curriculum and your home department, with a statement as to the likelihood that this course will be regularly offered; and
  4. estimate the anticipated enrollment of the course

/_Three_/ copies of each application should be directed to:

Jonathan M. Hess, director
Carolina Center for Jewish Studies, Coates Hall, CB 3152.

For further information regarding the course development awards, please email ccjs@unc.edu <mailto:ccjs@unc.edu> or call 962-1509. For more

information about the Carolina Center for Jewish Studies, visit our Web
site at: ccjs.unc.edu.

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.
--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, September 22, 2009 1:17 PM
To:	smutima@email.unc.edu
Subject:	URGENT: Alert Carolina System Test

9/22/09 12:15pm

Dear Students, Faculty and Staff:

You received this e-mail as part of a TEST of the University's emergency sirens. The message coincided with the beginning of the siren test. It typically takes at least two hours for a campus-wide e-mail to be delivered to everyone. In an emergency, we plan to use all available communication methods including e-mail as part of a multi-layered strategy to reach as many people, including those who may not be on campus when a real siren occurs, as quickly as possible. For more information, see alertcarolina.unc.edu.

This email is sponsored by: Emergency Warning Committee

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, September 22, 2009 2:42 PM
To:	smutima@email.unc.edu
Subject:	URGENT: Siren TEST Over - All Clear

9/22/09 12:50pm

Dear Students, Faculty and Staff:

You received this e-mail as part of a TEST of the University's sirens. The message coincided with the end of the siren test. The sirens have sounded the "all clear" tone. That means resume normal activities. It typically takes at least two hours for a campus-wide e-mail to be delivered to everyone. In an emergency, we plan to use all available communication methods including e-mail as part of a multi-layered strategy to reach as many people, including those who may not be on campus when a real siren activation occurs, as quickly as possible. For more information, see alertcarolina.unc.edu.

This email is sponsored by: Emergency Warning Committee

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Wednesday, September 23, 2009 1:27 PM
To: Mutima@mxp1.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

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at the ackland

The Guardian and the Avant-Garde
Members Preview

Friday, October 2
7:00 - 9:00 PM

Ackland members and their guests are invited to an exclusive preview of our special fall exhibition, *The Guardian and the Avant-Garde: Seymour Lipton's* Sentinel II *in Context*. The exhibition opens to the public the following day. Celebrating the recent acquisition of the sculpture *Sentinel II* by Seymour Lipton, this special two-part exhibition explores the American avant-garde as it developed between 1900 and 1960 in one gallery, while an adjoining space presents a cross-cultural survey of works expressing mythic ideas of heroism and protection as evoked in Lipton's writings and in the work itself.

Light refreshments and cash bar | Members only
RSVP to Kyle Fitch at kyle_fitch@unc.edu or 919.843.3676

Thursday, September 24
1:00 - 4:00 PM

Every other month, the Ackland invites the public to bring in a work of art for consideration by an Ackland expert. While Ackland staff is unable to appraise works of art, curators may offer insight into the significance of the piece as well as the techniques used by the artist, condition, and subject matter. Only one work per person allowed. Please call 919.843.3677 to make an appointment.

Registration required | Free to members | $10 non-members

Sunday, September 27
1:15 PM

From an Indian sculpture of a dancing elephant to Do-Ho Suh's contemporary sculpture *Floor* (made for viewers to walk upon), the Ackland is filled with art that will fascinate and inspire even the youngest visitor. Explore these works and more with a child you care about on a **Family Fun Tour** at the Ackland. These interactive gallery tours are led by Ackland educators and are designed for six- to twelve-year-olds and their families.

Family Fun Tours are the perfect way to spend a Sunday afternoon with your children. Come explore with us!

Free | Walk-ins welcome

IN THE GALLERIES:

Almost Now:
Cuban Art, Cinema, and Politics in the 1960s and 1970s

Sage in the Bamboo Grove: The Legacy of Sherman E. Lee

And seven more galleries filled with art and ideas!

NEXT WEEK:

Saturday, October 3
The Guardian and the Avant-Garde
Opens to the Public

Sunday, October 4
The Guardian and the Avant-Garde
A Conversation with the Curators
3:00 PM

Please visit our calendar for a full listing of special programming and events.

Sunday, October 4
3:00 PM
Hanes Art Center Auditorium

Celebrate the opening of *The Guardian and the Avant-Garde: Seymour Lipton's* Sentinel II *in Context* by joining us for A Conversation with the Curators on Sunday, October 4, at 3:00 PM in Hanes Art Center Auditorium. Director Emily Kass, Curator of Collections Timothy Riggs, and Chief Curator Peter Nisbet will join moderator Amanda Hughes for a discussion of Lipton, the avant-garde, collecting, and the making of an exhibition.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-25420936-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Seymour Lipton, American, 1903 - 1986: *Sentinel II*, c. 1959; bronze on Monel metal. Gift of Shirley Siegel in memory of her husband, Sidney H. Siegel

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: @email.unc.edu>
Sent: Wednesday, September 23, 2009 6:57 PM
To: @email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Travis Gore <stgore@email.unc.edu>; Deborah A Crowder <dacrowde@email.unc.edu>
Subject: Swahili Quiz
Attach: Swahili Quiz2a (QUIZ).docx; Swahili Quiz2b.docx

Hello Professor Mutima, Travis and Debbie,

Please find two versions of Friday's quiz attached to this document. Travis, if you could please make 25 copies of Quiz2a and 30 copies of Quiz2b, I would greatly appreciate it. (The tests don't say A or B on them, but the file names do.) I will be in the office tomorrow from 11:30-1:30 so I'd like to pick up the copies then, if possible.

Professor Mutima, please let me know if you would like me to change anything on the quiz before I give it to the students on Friday. Thank you!

Kiswahili 401
QUIZ #2

Name: _____ Date: _____

Swahili 401 (circle) Class: 9:00 12:00

(A) Personal Pronouns (5 points). Write in the Kiswahili personal pronouns (for example: **wewe**) that corresponds with the English personal pronoun.

(I)	(we)
(you singular) **wewe**	(you plural)
(he/she)	(they)

(B) Matching (10 points). Match the letter of English word/phrase in the blank next to the corresponding Kiswahili word/phrase.

1. –subiri _____
2. Sijambo _____
3. –taka _____
4. –penda _____
5. –ondoka _____
6. kuomba _____
7. –toka _____
8. Hawajambo _____
9. sipendi _____
10. Hatujambo _____

a. I am fine
b. want
c. we are fine
d. leave a place
e. wait
f. I don't like/love
g. like/love
h. from
i. they are fine
j. to ask for

(C) Translation (20 points). Translate the below words/phrases from Kiswahili into English.

KISWAHILI	ENGLISH
1. mpokeaji	1. _____
2. jana	2. _____
3. choo	3. _____
4. wageni	4. _____
5. ghorofa (or orofa)	5. _____
6. leo	6. _____
7. jina	7. _____
8. mwanafuzni	8. _____
9. chumba changu	9. _____
10. kesho	10. _____
11. kitu	11. _____
12. Wamarekani	12. _____
13. bafu	13. _____
14. lakini	14. _____
15. nilipiga simu	15. _____
16. mwanamke	16. _____
17. hotelini	17. _____
18. samahani	18. _____
19. chumba kidogo	19. _____
20. wazee	20. _____

.

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16. wageni	16. _____
17. kesho	17. _____
18. jina	18. _____
19. ghorofa (or orofa)	19. _____
20. leo	20. _____

From: @email.unc.edu>

Sent: Wednesday, September 23, 2009 7:03 PM

To: Alphonse Mutima <smutima@email.unc.edu>; Travis Gore <stgore@email.unc.edu>; Deborah A Crowder <dacrowde@email.unc.edu>; @email.unc.edu>

Subject: Swahili Quiz2

Attach: Swahili Quiz2a (QUIZ).docx; Swahili Quiz2b.docx

Hello Professor Mutima, Travis and Debby,

Attached, you will find two slightly different versions of Quiz #2. Travis, could you please make 25 copies of Quiz 2a and 30 copies of Quiz 2b for me? (They don't say A or B on the actual quiz, just in the file names.) I will be in the office from 11:30-1:30 tomorrow and would like to pick up the copies then, if possible.

Professor Mutima, please let me know if you would like me to change anything on the quiz or if you think it's okay.

Thank you!

Kiswahili 401
QUIZ #2

Name: _____ Date: _____

Swahili 401 (circle) Class: 9:00 12:00

(A) Personal Pronouns (5 points). Write in the Kiswahili personal pronouns (for example: **wewe**) that corresponds with the English personal pronoun.

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16. wageni	16. _____
17. kesho	17. _____
18. jina	18. _____
19. ghorofa (or orofa)	19. _____
20. leo	20. _____

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, September 23, 2009 8:19 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Free DMV Specialty License Plate & Coffee

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You can help support N.C. Children's Hospital while receiving a free license plate and a free coffee FreedomPass for use at the Corner Cafe, Terrace Caf? or Beach Cafe', located within the UNC Hospitals. Just go to www.ncchildrenspromise.org and click on the picture of the license plate and complete the online form and you will receive a free DMV license plate for the first year and a FreedomPass (for a medium coffee) will be sent to you just for completing the application. In subsequent years, a portion of the proceeds for your vehicle registration renewal fee will go to N.C. Children's Hospital supporting patients and families. N.C. Children's Hospital is located right here at the University of North Carolina at Chapel Hill and provides advanced comprehensive care to children from all 100 counties in our state. The hospital maintains a family-focused, child-friendly environment, while providing state-of-the-art care for children with complex life-threatening health problems. In addition, the hospital continues to conduct cutting edge research that assures new and improved discoveries for treating childhood diseases. For more information, go to www.ncchildrenspromise.org.

This email is sponsored by: N. C. Children's Promise

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of billiards@unc.edu
Sent:	Wednesday, September 23, 2009 8:47 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Carolina Billiards Club

Dear Fellow Tarheels,

A group of passionate billiards players have united to form the Carolina Billiards Club. Interested faculty, staff, students, and community members are invited to share their passion for this sport and join us for gaming, techniques, and strategies. The club is open to all skill levels and is currently not requiring any dues. For more information, please contact Joshua Walker or Tyler Byrd at billiards@unc.edu. Thank you and we look forward to hearing from you!

Sincerely,

Joshua Walker
Tyler Byrd

This email is sponsored by: Carolina Billiards Club

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, September 23, 2009 9:15 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Gallery of Promises Art Show & Auction

---

The Carolina Club Proudly Presents the Gallery of Promises Art Show & Sale benefiting N.C. Children's Hospital and the Kids Cards Program. Please go to www.kidscards.org and click on GALLERY OF PROMISES TICKETS to purchase tickets. Bring the children, they are admitted free and there will be a Kids Korner to entertain them. Your ticket price, which includes a free raffle ticket, also includes the Art Show & Sale, Silent Auction, Hors D'oeuvres and there will be a Cash Bar.

N.C. Children's Hospital is located right here at the University of North Carolina at Chapel Hill and provides advanced comprehensive care to children from all 100 counties in our state. The hospital maintains a family-focused, child-friendly environment, while providing state-of-the-art care for children with complex life-threatening health problems. In addition, the hospital continues to conduct cutting edge research that assures new and improved discoveries for treating childhood diseases. For more information, go to www.ncchildrenspromise.org.

The Kids Cards Project, a program of the N.C. Children's Promise raises funds for the benefit of pediatric patients and their families at North Carolina Children's Hospital. Through the sale of cards and other items featuring the artwork of patients of the hospital, Kids Cards aims to heighten public awareness about the special care, attention and needs of seriously ill children. Proceeds from the sale of all Kids Cards merchandise are used to fund novel and unique programs whose goals are to enrich the lives of our pediatric patients. For more information, go to www.kidscards.org.

This email is sponsored by: N.C. Children's Promise

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of asthmastudies@med.unc.edu
Sent:	Wednesday, September 23, 2009 9:36 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Allergic Rhinitis

FLAIR E-mail Announcement
SUBJECT: INFORMATIONAL: Research Study About People with Allergic Rhinitis (Hay Fever), Flu Vaccine and Diesel Exhaust.

People with allergic rhinitis often have symptoms of sneezing, runny or stuffy nose, post nasal drip, scratchy or itchy throat or itchy nose or ears. The purpose of this study is determine if individuals with these kinds of symptoms have increased inflammatory responses to flu virus following exposure to diesel exhaust as compared to individuals who are exposed to plain air. Volunteers will be exposed for 2 hours to either diesel exhaust or plain air inside a chamber for two hours. Three hours after exposure an FDA approved influenza vaccine called FluMist^{TM} will be administered as a nasal spray. Volunteers must be healthy people with allergies, ages 18 to 45. There are a total of 8 visits, about 10-12 hours, over 5 to 7 weeks. If all visits are kept and procedures completed the study pays $435.

Please see www.epastudies.org.

Approved [9/22/09] by the Office of Human Research Ethics Biomedical Institutional Review Board.

IRB # 07-1064: Effects of diesel exhaust particles on influenza-induced nasal inflammation in allergic rhinitics and non-allergic individuals.
This email is sponsored by: U.S. Environmental Protection Agency Human Studies Division, and the UNC Center for Environmental Medicine, Asthma, and Lung Biology, located on the UNC-Chapel Hill campus.

This email is sponsored by: EPA and CEMALB

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From:	nobody@notify.unc.edu on behalf of dorwart@email.unc.edu
Sent:	Wednesday, September 23, 2009 10:02 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Stay Active: Employee Rec Incentive Programs

---

Are you in need of an extra incentive to stay active?
Campus Recreation has a variety of programs designed to keep employees healthy.

Boot Camp
Give us 60 minutes, one day a week for 8 weeks and we will give you varied, innovative workouts with a certified personal trainer. Program will run Sept 27-Nov 22. For registration information please go to the Campus Rec Office, 101 Student Rec Center, or contact Jordan Albertson, albertso@email.unc.edu.

Fall into Fitness: A six week, physical activity incentive program designed to get you up and moving!
This program will encourage you to exercise aerobically for at least 30 minutes on three days of the week, log your activity minutes, and maintain your pre-program measurements. You will also be entered to win great prizes! Registration information is available at http://campusrec.unc.edu/fitness/fitness_services.html.

Walk for Wellness: Taking STEPS to a healthier lifestyle!
All walking paces and levels are welcome. For more information about this program and other employee recreation opportunities, please go to http://campusrec.unc.edu/employee_rec or contact Ashley Kallman, kallman1@email.unc.edu.

This email is sponsored by: Carolina Campus Recreation

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, September 24, 2009 2:01 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Chapel Hill Police Report Sexual Assault

---

ATTENTION UNC STUDENTS, STAFF, AND FACULTY:

The Town of Chapel Hill Police are investigating a sexual assault that occurred Monday evening, Sept. 21, a Wednesday report stated.

Chapel Hill Police reported that a female was walking northbound along Martin Luther King Boulevard when she was approached by a male near Municipal Drive. The suspect allegedly forced her into a vehicle and sexually assaulted her. No description of the suspect or vehicle was available.

UNC Public Safety asks that anyone with information that could help the investigation to call 962-8100 or Carrboro-Chapel Hill-UNC Crime Stoppers at 942-7515. All conversations with Crime Stoppers are confidential; no one must identify themselves or appear in court.

Public Safety also reminds the campus community to be vigilant about personal safety and to report any suspicious activity. For a list of safety tips, see alertcarolina.unc.edu.

Thank You,
UNC Public Safety

This email is sponsored by: UNC Public Safety

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Tomeiko Ashford Carter <tashford@email.unc.edu>
Sent: Thursday, September 24, 2009 4:13 PM
To: Institute of African American Research <iaarlist@listserv.unc.edu>
Subject: [iaarlist] IAAR Friday Tea

The Institute of African American Research invites you to an afternoon tea Friday, September 25, 2009. THE TEA WILL BE HELD FROM 3-4 PM IN SUITE 309 ON THE THIRD FLOOR OF THE STONE CENTER.

The purpose of Friday Tea is to encourage intellectual conversation across disciplines on the UNC-Chapel Hill campus.

For more information, please call 919.962.6810.
--
Tomeiko Ashford Carter, Ph.D.
Associate Director
Institute of African American Research
UNC—Chapel Hill
150 South Road, Suite 309 CB# 3393
Chapel Hill, NC 27599-3393
Phone (919)-843-2606
Fax (919)-843-9407

This email is being forwarded to the Listserv of the Institute of African American Research, located at the University of North Carolina at Chapel Hill. This listserv periodically lists information on upcoming IAAR programs, related organizations, and constituents. For more information, please contact the IAAR Programming Coordinator at 919.962.6810.

--- You are currently subscribed to iaarlist as: smutima@email.unc.edu. To unsubscribe send a blank email to leave-25431551-2005152.e15629b73e4b92fa3313326dbccef573@listserv.unc.edu

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, September 24, 2009 8:48 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Special Ticket Offer to UNC Community

---

PlayMakers is offering the UNC community tickets to a special performance of OPUS. For more information visit the link below.

http://www.playmakersrep.org/tickets/opussmat.aspx

This email is sponsored by: PlayMakers Repertory Company

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: bounce-25433720-21717609@listserv.unc.edu on behalf of WebEvent <webevent@unc.edu>
Sent: Thursday, September 24, 2009 11:03 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] WebEvent Reminder: Oct 2 - Deadline for Bowman and Gordon Gray Professorship Nominations

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WebEvent Reminder

Title: Deadline for Bowman and Gordon Gray Professorship Nominations
Date: Friday, October 2, 2009
Time: Unspecified

Description: MEMORANDUM

TO: Chairs and Faculty in the College of Arts & Sciences

FROM: Bobbi Owen, Senior Associate Dean for Undergraduate Education

DATE: September 4, 2009

SUBJECT: Request for Nominations for Bowman and Gordon Gray Professorships in Undergraduate Teaching

You are invited and strongly encouraged to nominate an outstanding faculty member to be considered for one of four Bowman and Gordon Gray Professorships in the College of Arts & Sciences. Two of the professorships will be effective July 1, 2010 and two on July 1, 2011. These extraordinary awards are made possible by the generosity of the late Mr. Bowman Gray, Jr. and Mr. Gordon Gray, former President of the University, as well as members of the Gray families. The Gray Professorship program is designed:

* To recognize and support outstanding undergraduate teaching.
* To help retain the best teachers and scholars.
* To enhance undergraduate teaching.

For more information, see Dee Reid's email dated 09/04/09.

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From:	bounce-25443160-21776296@listserv.unc.edu on behalf of Deborah Crowder <dacrowde@email.unc.edu>
Sent:	Saturday, September 26, 2009 10:49 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [Fwd: Spring 2010 textbook submissions deadline]
Attach:	Spring 2010 textbook submissions deadline.eml (12.2 KB).msg

---

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Morgan, George (Student Stores) <GFMORGAN@store.unc.edu>

Sent: Thursday, September 24, 2009 1:24 PM

To: Donnyell Batts <dlbatts@email.unc.edu>; debby_crowder@unc.edu; Simmons-Cahan, Deborah A. (American Studies) <dscahan@email.unc.edu>; Cheek, Suphronia J. (Anthropology) <sjcheek@email.unc.edu>; Montgomery, Tana L. (Aerospace Studies) <sundance@email.unc.edu>; Fulenwider, Catherine L. (Art) <LINDSAY@email.unc.edu>; Beaman, Sara K. <IMCEAEX-_O=UNC-CHAPEL+20HILL_OU=ITS_cn=Recipients_cn=skbeaman@exchangeunc>; Anderson, Sallie M. <sallie@physics.unc.edu>; Hargis, Denise (Biology) <hargis@bio.unc.edu>; Pickard, Peggy <Peggy_Pickard@kenan-flagler.unc.edu>; Merrill, Rhonda J. <rjmerril@email.unc.edu>; Smith, Jessica A. <jesmit@email.unc.edu>; tmrobins@cs.unc.edu; Futrell, Betty S. <bfutrell@email.unc.edu>; Walker, Victoria W. (Economics) <vwwalker@email.unc.edu>; Hodgin, Nancy T. <NTHODGIN@email.unc.edu>; Braxton, Anita T. <abraxton@email.unc.edu>; Richardson, Mark E. (English) <richardm@email.unc.edu>; Sardi, Karen L. (Comparative Literature) <ksardi@email.unc.edu>; Jodie Gregoritsch <jogregor@email.unc.edu>; @gmail.com; Mccullen, Ashley D. (Exercise & Sport Science) <amcculle@email.unc.edu>; Phillips, Nell K. (Geography) <nphillip@email.unc.edu>; Bigelow, Patricia C. <pcbigelo@email.unc.edu>; Tharp, Pamela S. <pstharp@email.unc.edu>; Jones, Joy M. <joyjones@email.unc.edu>; Clemmons, Samuel J. (English) <jclem@email.unc.edu>; Marcia Tauber <tauber@ils.unc.edu>; Hudson, Tara D. <IMCEAEX-_O=UNC-CHAPEL+20HILL_OU=ITS_cn=Recipients_cn=tdhudson@exchangeunc>; Brown, Stephanie W. <swbrown@unc.edu>; Sessoms, Sharon <srsessom@email.unc.edu>; McIver, Samelia O. <mciver@email.unc.edu>; naadii@unc.edu; Davis, Sharon E. <sedavis@email.unc.edu>; Warren, Angeline <awarren@email.unc.edu>; Fitch, Jane E. <janef@email.unc.edu>; Brownfield, Shannon A. <brownfield@unc.edu>; Cavitt, Anne M. <cavitt@email.unc.edu>; Janet Ward <jkerr@email.unc.edu>; Walker, Katrina N. <knwalker@email.unc.edu>; Lynch, Susan <mpastaff@sog.unc.edu>; Gorman, Jacquelene W. (Peace War & Defense) <jackie@unc.edu>; 'Ashworth, Cathy T.' <IMCEAEX-_O=UNC-CHAPEL+20HILL_OU=ITS_cn=Recipients_cn=epresley@exchangeunc>; Melton, Sheena J. <smelton@email.unc.edu>; Teer, Rebecca J. <rebeccat@email.unc.edu>; Kieber, Alison <kieber@email.unc.edu>; Thompson, Karen O. <kthomps1@email.unc.edu>; lmccain@email.unc.edu; Newman, Carolyn <cnewman@email.unc.edu>; Young, Gideon W. <gwyoung@email.unc.edu>; Rainey, Arlene <arlene_rainey@unc.edu>; knagy@unc.edu

Subject: Spring 2010 textbook submissions deadline

09/24/08
Re: Spring 2010 Textbook Orders

Dear Liaison,

Just a reminder: tomorrow, September 25, is the deadline for textbook order submissions . We would like to ask your help in reminding your faculty. Early submissions give us more time to find used books, where appropriate; in addition, knowing which books are being adopted for Spring allows us to buy back these titles, if appropriate, from students. This means lower textbook prices and higher buyback value for students.

We would also like to remind you of our incentives. Each faculty member who submits textbook adoptions by the due date will receive a $1.00 coupon to the Daily Grind, the espresso café located by the Bull's Head Bookshop in Student Stores, for each order submitted, up to four courses. In addition, you, as your Department Liaison, will receive a special Daily Grind coupon in appreciation

for your help.

More importantly, if your faculty submit on time, your department is eligible to win a $500 textbook grant for your graduate students. To qualify, a minimum of 75% of faculty members from your department must submit textbook adoptions by Friday, September 26. The three departments with the highest percentage of
on-time adoptions within their category will win. The categories are based on the number of courses being offered: departments with less than 30 courses, departments with 30-80 courses, and departments with more than 80 courses.

Five Easy Ways to Order Textbooks

1) Use the Student Stores website:
http://www.store.unc.edu/textbooks/

2) Fax your order to: 962-3334

3) Email:

Textbook Office	textbook@unc.edu
George Morgan	gfmorgan@store.unc.edu
Frank Bellamy	fbellamy@email.unc.edu

4) Send your order by campus mail to the Course Materials Department at Campus Box #1530

5) Stop by the Textbook Office, 1st floor, Student Stores

Thanks for your help!

George F. Morgan
Frank Bellamy

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, September 28, 2009 1:50 PM
To: Mutima@mxp3.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] The Guardian and the Avant-Garde

---

lipton

Opening this Weekend!

The Ackland's special fall exhibition, *The Guardian and the Avant-Garde*, opens to the public this Saturday, October 3. Celebrating the recent acquisition of the sculpture *Sentinel II* by Seymour Lipton, this two-part exhibition explores the American avant-garde as it developed between 1900 and 1960 in one gallery, while an adjoining space presents a cross-cultural survey of works expressing mythic ideas of heroism and protection as evoked in Lipton's writings and in the work itself. The whole weekend is filled with great chances to see the exhibition and engage with a world of art and ideas!

MEMBERS PREVIEW: Friday, October 2, 7:00 - 9:00 PM
Ackland members and their guests are invited to an exclusive preview of the exhibition. Light refreshments and cash bar. RSVP to Kyle Fitch at kyle_fitch@unc.edu or 919.843.3676.

A CONVERSATION WITH THE CURATORS: Sunday, October 4, 3:00 PM
Celebrate the opening of *The Guardian and the Avant-Garde* by joining Director Emily Kass, Curator of Collections Timothy Riggs, Chief Curator Peter Nisbet, and moderator Amanda Hughes for a discussion of Lipton, the avant-garde, collecting, and the making of an exhibition. In Hanes Art Center Auditorium. Free.

Ackland Art Museum

Above: Seymour Lipton, American, 1903 - 1986: *Sentinel II*, c. 1959; bronze on Monel metal. Gift of Shirley Siegel in memory of her husband, Sidney H. Siegel

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-25454662-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of project.arch@unc.edu
Sent:	Monday, September 28, 2009 8:18 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Seeking Adolescent Participants (ages 12-16) for UNC Friendship Study (Earn $80

Parents and Mental Healthcare Providers: Researchers are currently seeking participants (ages 12-16) for an important study of adolescent friendship and development called Project ARCH (Adolescents, Relationships, Coping, and Health). Specifically, we are seeking adolescents who have ever been assessed or received treatment for depressed mood, anxiety, or other mental health concerns.

Participants would complete questionnaires and discuss several adolescent-oriented topics with a close friend. We can schedule visits to our near-campus location on Finley Golf Course Road any afternoon or evening during the week and anytime on the weekend. Participants earn up to $80 for participating and we offer driving reimbursement for long-distance participants.

For more information, please contact Amanda van Scoyoc at 919-843-2352 or by email at project.arch@unc.edu.

This research study (IRB#07-0929) was approved by the UNC-CH Behavioral IRB.

This email is sponsored by: Department of Psychology

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, September 28, 2009 8:44 PM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: University Teaching Awards Deadline

September 28, 2009

TO: Faculty, Staff and Students

FROM: Dr. Joe Lowman, Chair
University Teaching Awards Committee

SUBJECT: Teaching Award Nominations Deadline is October 1

Each year, we acknowledge the central role of teaching at UNC-Chapel Hill by recognizing faculty, staff and students for outstanding teaching and mentoring. The University Committee on Teaching Awards values your nominations of deserving faculty members and graduate teaching assistants for distinguished teaching awards. Please take a moment to think of those who are deserving of these awards and nominate them via the website

http://provost.unc.edu/teaching-awards

The committee will review the nominees, collect additional information about their teaching and recommend winners to the Chancellor. This year,
we will select recipients for five types of awards:

Board of Governors' Award for Excellence in Teaching: This award is given by the Board of Governors to a tenured faculty member on each UNC campus for excellent and exceptional teaching at the undergraduate level over a sustained period of time.

Distinguished Teaching Awards for Post-Baccalaureate Instruction Four awards are given to faculty members for exceptional teaching of post-baccalaureate students.

Awards to Faculty for Excellence in Undergraduate Teaching: Five Tanner Awards, one Friday Award, one Sanders Award and one Sitterson Award are given to full-time faculty members.

Tanner Awards to Graduate Teaching Assistants: Five Tanner Awards are given to graduate teaching assistants for excellence in undergraduate teaching.

Mentor Award for Lifetime Achievement: This award acknowledges lifetime contributions to teaching, learning and mentoring beyond the classroom and is not limited to traditional faculty. If you nominate someone for this award, please focus on his or her long-term impact on students.
University Professor of Distinguished Teaching: Two three-year term professorships established to recognize career-long excellence in teaching. One will be for tenured faculty in Academic Affairs (including professional schools) and one for tenured faculty in Health Affairs.

Please submit all nominations online.

http://provost.unc.edu/teaching-awards

No individual may receive more than one award.

NOTE: YOUR NOMINATION MUST INCLUDE A LETTER TELLING US WHY THIS TEACHER DERSERVES THE AWARD. IF ONLY A NAME IS SUBMITTED IT IS INVALID AND CANNOT BE CONSIDERED.

Your comments will become part of the nominee's departmental personnel file. You may address questions me (962-3993/ jclowman@email.unc.edu or Ms. Debbie Stevenson in the Office of the Provost: (962-7882 / debbie_stevenson@unc.edu).

The deadline for submitting nominations is October 1.

Thank you for your help in rewarding excellent teaching at Carolina!

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, September 28, 2009 9:32 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Energy metabolism in IBS: Earn $25, no visits to UNC required

---

We would like to invite you to participate in a study on energy metabolism in Irritable Bowel Syndrome.

The study will involve 1 phone interview, completion of 1 questionnaire and providing a saliva sample for analysis.

You will receive a check for $25 for participation. No visits to UNC required.

To participate you must be 18 years or older, diagnosed with Irritable Bowel Syndrome by a physician, and Caucasian.

To determine if you are eligible or to find out more information please go to:
https://uncfunctionalgi.net/mtdna/mtdna.php

Miranda van Tilburg, PhD
Assistant Professor of Medicine
919 843 0688
tilburg@med.unc.edu

Approved by Biomedical IRB #08-1502 1/15/09

This email is sponsored by: Department of Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	bounce-25472705-21904529@listserv.unc.edu on behalf of Kenneth Janken <krjanken@email.unc.edu>
Sent:	Wednesday, September 30, 2009 12:58 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] Library research requests
Attach:	Memo about Expensive Library Research Requests due Oct. 23, 2009.doc

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Dear Colleagues,

I am the new library chair, having just taken over for Ann. Please read the attached memo and send me your requests by October 19 so that I can forward them.

Regards,
Kenneth

Your message is ready to be sent with the following file or link attachments:
Memo about Expensive Library Research Requests due Oct. 23, 2009

Note: To protect against computer viruses, e-mail programs may prevent sending or receiving certain types of file attachments. Check your e-mail security settings to determine how attachments are handled.

--
Kenneth R. Janken
Professor of Afro-American Studies
Department of African and Afro-American Studies
Battle Hall, Campus Box #3395
University of North Carolina
Chapel Hill, NC 27599-3395

and
Director of Experiential Education
Office of Undergraduate Curricula
Steele Bldg, Campus Box 3504
University of North Carolina
Chapel Hill, NC 27599-3504

(919) 962-1519 (voice)
(919) 962-2694 (fax)

http://uncpress.unc.edu/books/T-8059.html
http://www.umass.edu/umpress/spr_97/janken.html

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

UNC
UNIVERSITY LIBRARY

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF THE UNIVERSITY
LIBRARIAN AND ASSOCIATE PROVOST
FOR UNIVERSITY LIBRARIES

201 DAVIS LIBRARY
CAMPUS BOX 3900
CHAPEL HILL, NC 27514-8890

T 919.962.1301
F 919.843.8936
www.lib.unc.edu

MEMORANDUM

TO: Department Chairs and Deans
Book Chairs

FROM: Diane Strauss
Associate University Librarian for Collections and Services

SUBJECT: Requests for Expensive Library Materials Supporting Research and Teaching

In addition to the funding supplied to individual librarians for the purchase of library materials in your discipline, the University Library has at its disposal special funds, such as the Research Fund and the Library Discretionary Fund, specially designated to support your research and teaching needs. We invite you to submit requests by Friday, October 23rd for any item costing $500 or more.

Because available funding in any year is never sufficient to acquire all materials requested, each request should be accompanied by a detailed description using the attached form. Faculty members of the Library Administrative Board and librarian members of the Collection Development Council will carefully review and discuss these submissions before deciding how the available funds should be spent. They will also set priorities for filling unfunded requests should additional funds become available later in the year.

Please send your requests to me no later than October 23rd.

As always, any suggestions you have for improving our collections or services are most welcome.

Cc: Sarah Michalak, University Librarian
Library Administrative Board members
Bibliographers and Selectors

From: Black.Faculty.and.Staff.Caucus@mxp3.isis.unc.edu
Sent: Wednesday, September 30, 2009 4:43 PM
To: The blackfaculty04 mailing list. <blackfaculty04@listserv.unc.edu>
Subject: [blackfaculty04] [Fwd: Reminder]
Attach: BLACK FACULTY Application.doc

-------- Original Message --------
Subject: Reminder
Date: Wed, 30 Sep 2009 15:19:19 -0400
From: Cookie Newsom <newsom@email.unc.edu>
Organization: University of North Carolina at Chapel Hill
To: Archie Ervin <aervin@email.unc.edu>

Hello Wonderful Folks!
I am writing to remind you to fill out your form and send in your check for membership! We usually have over sixty paid members and are stumbling by with about twenty or so. Please take the time to respond and become a paid member so we can continue our activities and perhaps even branch out some more. Thanks!

Cookie Newsom
Chair

--
M. Cookie Newsom, Ph.D.
Director of Diversity Education and Assessment
Diversity and Multicultural Affairs
CB#9125
University of North Carolina at Chapel Hill
Chapel Hill, North Carolina 27599
919-962-6962

“Be ashamed to die until you have won some victory for mankind”,,,Horace Mann

--
Archie W. Ervin, Ph.D.
Associate Provost for Diversity and Multicultural Affairs
Office for Diversity and Multicultural Affairs
The University of North Carolina at Chapel Hill
CB# 9125 South Building
Chapel Hill, NC 27599-9125
Phone: 919-962-6962

"Promoting a diverse and inclusive campus community."

--- You are currently subscribed to blackfaculty04 as: smutima@email.unc.edu To unsubscribe send a blank email to leave-25475235-3738931.7ab8c75bc63c1457a52e6e412903e9b8@listserv.unc.edu

THE BLACK FACULTY/STAFF CAUCUS

UNIVERSITY OF NORTH CAROLINA at CHAPEL HILL

Dr. M. Cookie Newsom, Chair

Membership Application 2009 - 2010

Personal Information

Name:

Department/School:

University Mailing Address:

Telephone:

Email:

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*Dues**

Check applicable:

2009 - 2010 Membership Dues ($35)_____

Donation for Holiday Social (Optional) ($15)_____

Please make check payable to "BFSC - UNC-CH" and mail to:
Dr. Archie Ervin
Associate Provost Diversity and Multicultural Affairs
CB# 9125
CAMPUS

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* Membership card will be sent to address specified under Personal Information

From:	nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent:	Thursday, October 1, 2009 9:13 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: 2010 Annual Benefit Enrollment Information

---

FROM: Brian Usischon, Benefits Services
Office of Human Resources

It's time to take a look at your benefits. During this year's enrollment period, Oct. 5-30, 2009, you have the opportunity to enroll or change your existing benefit elections for 2010 in the NCFlex and University benefit programs.

You must re-enroll in the health care and dependent day care flexible spending accounts each year. Other benefits, including dental, vision, life insurance, cancer and accidental death and voluntary dismemberment insurance, do not require annual re-enrollment.

In addition, NCFlex is introducing a new $10,000 "core" accidental death & dismemberment (AD&D) benefit, but you must log onto the NCFlex system and select this benefit during the enrollment period.

You will receive a detailed University enrollment guide via campus mail, along with a copy of the NCFlex enrollment booklet. You can also find these resources, as well as other information, tools and links, at the University annual enrollment Web site, http://hr.unc.edu/Data/benefits/enroll.

Assistance from the Office of Human Resources

Benefits specialists in the Office of Human Resources will be available to provide enrollment assistance and to answer questions about any of these benefit plans during the enrollment period. Call the Benefits Office main line at 919-962-3071.

Enrollment Options

-- NCFlex Benefit Program

For NCFlex benefits and coverage, including the new "core" AD&D benefit, select the link to the NCFlex Online Enrollment site (www.ncflexonline.org). The online enrollment tool is available from any computer with Internet access.

In addition to the online enrollment tool, telephone enrollment is also available. Call 888-860-6118 (Monday through Friday, 8 a.m. - 8 p.m.). Interpreters are also available via phone for more than 30 languages, including Spanish and Burmese.

Paper enrollments will NOT be accepted for the NCFlex benefit program for 2010.

-- University Benefit Program

For University benefits, select the link to the University's enrollment Web site at http://hr.unc.edu/Data/benefits/enroll, print the appropriate enrollment/change form(s) and send to Benefit Services by Oct. 30. Forms can be sent via interoffice mail to Campus Box 1045 or by US mail to Office of Human Resources, Benefits Services, 104 Airport

Drive, Chapel Hill NC 27599-1045.

For your convenience a green drop box marked "Benefit Programs" is located at the front doors of the Administrative Office Building so forms can be dropped off after business hours.

This email is sponsored by: Office of Human Resources

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, October 5, 2009 4:53 PM
To: Mutima@mxp2.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

---

at the ackland

Wednesday, October 7
1:00 - 2:00 PM

Bring lunch and enjoy an hour of inspiration and information as the Ackland's Curator of Collections **Timothy Riggs** discusses the American Abstract Expressionist sculptor Seymour Lipton, whose piece *Sentinel II* is now at the center of the special fall exhibition *The Guardian and the Avant-Garde*.

Free to members | $5 non-members

Art after Dark

Friday, October 9
Museum open until 9:00 PM

Join us this Friday during our special evening hours. Have a drink with friends, join local artist MJ Sharp for a discussion of her work (seen above), take part in a gallery talk, enjoy music from DJ One Duran, and of course - take in the art!

MJ Sharp | 6:00 - 7:00 PM
MJ Sharp is a documentary and fine art photographer based in Durham. She teaches regularly at the Center for Documentary Studies at Duke and has been a visiting lecturer in the art department at UNC-Chapel Hill as well as UNC-Greensboro, where she's based this semester. Samples of her work can be seen online at www.mjsharp.com.

Gallery Talks | 5:30 and 8:30 PM
Get to know the Collection through these guided gallery talks led by Ackland staff. At 5:30, Coordinator of Academic Programs Robert Colby will discuss works in *The Guardian and the Avant-Garde*, and at 8:30 Samuel H. Kress Graduate Intern Sarah Parker will look at art seen in Craft, Training, and Production in the Early Modern Artist's Studio.

Free admission | Cash bar

DRAWING IN THE GALLERIES

Saturday, October 10

DRAWING IN THE GALLERIES

10:00 AM - 12:00 PM

Join the Ackland's Amanda Hughes for drawing in the Ackland galleries. Bring paper and dry media (crayon, pencils, etc.). All levels are welcome. Free.

DRAWING FOR KIDS

Saturday, October 10

DRAWING FOR KIDS

10:00 AM - 12:00 PM

Nine- to twelve-year-olds practice techniques like contour

IN THE GALLERIES:

The Guardian and the Avant-Garde

Almost Now:
Cuban Art, Cinema, and Politics in the 1960s and 1970s

And ten more galleries filled with art and ideas!

NEXT WEEK:

Tuesday, October 13
Yoga in the Galleries
12:00 - 1:00 PM

Sunday, October 18
Music in the Galleries
2:00 - 4:00 PM

Please visit our calendar for a full listing of special programming and events.

drawing, linear perspective, shading, and drawing people.
Materials provided.

Registration required and limited - to register, call
919.966.5736
Free to members | $5 non-members

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from the Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-25507836-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

MJ Sharp: *Night Watertower*; C-print. 40x50 inches. Courtesy of the artist.

Egon Schiele, Austrian, 1890-1918: *Seated Woman* (detail), 1918; black colored pencil drawing. Burton Emmett Collection.

Norman Kent, American, born 1903: *Young Boy Drawing* (detail), 1930; linoleum-cut print. Burton Emmett Collection.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: Cookie Newsom <newsom@email.unc.edu>
Sent: Monday, October 5, 2009 6:33 PM
To: smutima@email.unc.edu
Subject: [bfscdiscussion] Meeting tomorrow morning

Hello Fabulous Folks!

Do not forget our meeting tomorrow morning at nine in Union 3515. There will be coffee!!!

From: Cookie Newsom <newsom@email.unc.edu>
Sent: Monday, October 5, 2009 6:36 PM
To: smutima@email.unc.edu
Subject: [bfscdiscussion] Ignore previous mailing

Hello Folks!

The meeting is Wednesday at 3 my listserv has lost its mind and is changing the addressees for some reason. Sorry about the confusion. The BFSC meeting is Wednesday at 3 in Union 3102

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, October 5, 2009 8:24 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: School of Information and Library Science Open Forums

---

The School of Information and Library Sciences Search Committee is pleased to announce that the following three candidates for the deanship have accepted our invitation to visit campus for public interviews.

We invite you to attend the upcoming open forums with the candidates. These forums are designed to give the campus community an opportunity to hear from candidates about their experience and their ideas for enhancing UNC Chapel Hill, and specifically it's School of Information and Library Science, and an opportunity for you to provide feedback.

The candidate's complete CVs are presently available on line at:

http://sils.unc.edu/news/releases/2009/09_deansearch.htm

Dr. Helen Tibbo
Professor, School of Information and Library Science, University of North Carolina at Chapel Hill
October 12
"To Be, Rather Than To Seem"
4:00 - 4:45 p.m.
Pleasants Assembly Room, Wilson Library

Dr. Gary Marchionini
Cary C. Boshamer Distinguished Professor, School of Information and Library Science, University of North Carolina at Chapel Hill
October 15
"The many faces of Information: Implications for Leadership in I-Schools"
4:00 - 4:45 p.m.
Pleasants Assembly Room, Wilson Library

Dr. Hal Berghel
Associate Dean, Howard R. Hughes College of Engineering; Founding Director, School of Informatics; Professor and Past Director, School of Computer Science
University of Nevada, Las Vegas
October 19
"Life Bytes"
4:00 - 4:45 p.m.
Pleasants Assembly Room, Wilson Library

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From:	nobody@notify.unc.edu on behalf of newstudents@unc.edu
Sent:	Monday, October 5, 2009 9:52 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Summer Reading Book Nomination Priority Deadline

---

Dear Member of the Carolina Community:

As a reminder, the 2010 Summer Reading Program Book Selection Committee--comprised of faculty, staff, and students--will soon begin the process of selecting next year's book.

We invite all members of the UNC-Chapel Hill community to recommend books for our consideration. Criteria for book selection include the following desirable qualities:

* Intellectually stimulating: stretching students' minds, causing students to think about things they might not have thought about previously.
* Enjoyable, engaging, relatively short, easy to read, and of current interest.
* Able to provoke interesting discussion.
* Appropriate for the level of maturity of incoming students.
* Having a theme or topic applicable to students' lives (for example, societal, political, or ethical issues).

Do you have a favorite book that meets these criteria? What book do you think will stimulate critical discussion among incoming students next summer? To make your suggestion, visit the Carolina Summer Reading Program website: http://www.unc.edu/srp/. Full consideration will be given to all book recommendations received by October 7, 2009.

Thanks for your consideration of this matter.

Bill Balthrop
Chair, 2010 Summer Reading Program Book Selection Committee
Professor, Communication Studies

This email is sponsored by: Office of New Student & Carolina Parent Programs

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, October 5, 2009 11:36 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Thursday, Oct. 22 Football Transportation and Parking

ATTENTION UNC STUDENTS, STAFF, AND FACULTY:

On Thursday, Oct. 22, 2009, the North Carolina Tar Heels will host the Florida State Seminoles at 8 p.m. for a nationally televised football game at Kenan Stadium. Although this Thursday night game falls during UNC students' Fall Break, large crowds are expected to begin arriving on campus late that afternoon and throughout the evening.

IN HOPES THAT CAMPUS EMPLOYEES WILL EXPERIENCE LESS INCONVENIENCE LEAVING CAMPUS, THE UNIVERSITY HAS ALREADY ANNOUNCED THAT EMPLOYEES' REGULAR WORKDAY HOURS WILL BE CHANGED FROM 8-5 P.M. TO 8-3 P.M. ON OCTOBER 22.

Consequently, transportation and parking for this weeknight game will be slightly different than normal weekdays/weeknights and different from typical Saturday football games.

* Campus employees working regular day hours should plan on exiting parking lots by 3:30 p.m. Towing will commence in designated lots beginning 3:30 p.m., 4:30 p.m. and 5:30 p.m. Game operations WILL BEGIN at 3:30 p.m.

* Off-campus lots will open to game night patrons at 4:30 p.m.

* On-campus lots will open to game night patrons at 5:30 p.m.

* Chapel Hill Transit plans to adjust schedules accordingly (see website listed below for details)

* Parking permit regulations will be enforced as normal in resident student lots. For example, most student lots require a campus weekday / weeknight permit, Monday-Thursday, 7:30 a.m. until 9 p.m. and Friday, 7:30 p.m. - 5 p.m. These regulations will remain in effect during fall break, unless otherwise noted on our website or via special lot signs.

For a complete listing of IMPACTED PARKING LOTS, TRAFFIC PATTERNS, AND TRANSIT INFORMATION, please familiarize yourself with the information posted through a special Thursday, October 22 Football Transportation and Parking link located on the main Department of Public Safety homepage:

http://www.dps.unc.edu

Employees may contact their department Parking Coordinators for questions regarding the Thursday Night Football Website or to make special parking arrangements if they are considered critical employees. Questions regarding information on DPS Thursday Night Football parking and transportation operations may also be directed to UNC Public Safety at (919) 962-3951 during normal business hours.

For information on other scheduled special events on campus, including remaining football games, log onto the Public Safety website and visit the special events link.

Thank You,

UNC Public Safety

This email is sponsored by: UNC Public Safety

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of lauren_cohen@unc.edu
Sent:	Tuesday, October 6, 2009 12:05 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: UNC Study of Home Lighting and Aging

UNC Study of Home Lighting and Aging

Research has shown that lighting can improve mood and sleep for adults. In order to learn more about the effects of home lighting for older adults with Alzheimer's disease and other memory problems, researchers at the University of North Carolina at Chapel Hill are conducting a four month study of home lighting.

To participate in this study, you must be the live-in caregiver for someone with Alzheimer's disease or a related memory disorder. Participants will receive reimbursement for all study-related costs, and also will receive $300 for their time.

To learn more about this study, please call Lauren Cohen toll-free at (866) 687-9342 or locally at (919) 843-8874.

The study `Home Lighting and Aging' (IRB # 08-1249) was reviewed and approved by the Office of Human Research Ethics at the University of North Carolina at Chapel Hill on February 3, 2009.

This email is sponsored by: The Cecil G. Sheps Center for Health Services Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of mindfulness@med.unc.edu
Sent: Tuesday, October 6, 2009 9:16 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: MINDFULNESS-BASED CLASSES FOR STRESS & PAIN MANAGEMENT-REGISTER NOW!

Do you want to learn to slow down and enjoy your life?

Are you looking for a new way to deal with stress, anxiety, pain, difficult interactions with others?

Mindfulness can make a difference.

The UNC Mindfulness-based Program for Stress and Pain Management offers training in meditation and mind-body awareness that will teach you how to
slow down, set priorities and stay calm, focused and relaxed in the midst of a busy life. These practices will enhance your body's natural adaptive healing ability and will cultivate the mind's clarity and insight. This program follows Jon Kabat-Zinn's model and is offered by the Program on Integrative Medicine at UNC (Department of Physical Medicine & Rehabilitation).

FALL 2009 MINDFULNESS CLASSES ON CAMPUS:
1) Monday evenings beginning October 12 (required orientation) through December 7, taught by Susan Head, PhD

FALL 2009 MINDFULNESS CLASSES AT HILLSBOROUGH YOGA & HEALING ARTS:
1) Thursdays evenings, beginning October 15(required orientation) through December 10, taught by Paula Huffman & Susan Gaylord

Two graduate courses will be offered this fall for those who have taken the basic foundation course:
1) "Deepening Your Mindfulness Practice in the Pressure-Cooker of Daily Life"
Held on campus Tuesday evenings, November 17 through December 8, 2009
2) *Our newest graduate course*, "Mindful Parenting" will be held at UNC Wellness Center at Meadowmont on Tuesday mornings, beginning November 17
through December 8, 2009.
Both classes are taught by Mary Love May.

SPRING MINDFULNESS CLASSES FOR 2010:
1) Tuesday mornings and evenings beginning January 5 (required orientation)
through March 2, 2010, taught by Mary Love May.

For additional information about classes, tuition, and tuition reductions for research participation, visit the Program on Integrative Medicine website at http://pim.med.unc.edu/mindfulness.html

To register for these mindfulness courses, complete the registration form on the Program on Integrative Medicine website, http://pim.med.unc.edu/mindfulness.html. Contact the Program by phone at 919-966-8586 or by email at mindfulness@med.unc.edu

This email is sponsored by: Physical Medicine and Rehabilitation

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Tuesday, October 6, 2009 9:49 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Message from the Chancellor: Stay Tuned for an Annual University Address

---

Dear Students, Faculty and Staff:

In conjunction with University Day on October 12, I'll share my thoughts about how we're doing at Carolina and what lies ahead. We're instituting a new tradition - an online video address. We didn't want to interrupt your busy schedules to ask you to attend an event. And we didn't want to incur any expenses in doing so at a time when we're focused on operational efficiency.

But it's important that we celebrate our accomplishments from this past year and think about how the University can be successful in the future. That's the reason for the speech, which you can watch or read by going to www.unc.edu early on the morning of October 12.

I'd appreciate your feedback afterward at chancellor@unc.edu.

Thanks to all of you for your commitment to Carolina.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, October 6, 2009 10:44 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Your Feedback on Commuting Alternatives

---

I'd use a bike to commute to work/school except there is that one big hill ...I get too hot to commute by bike in the summer ...I'd have to get in shape first ...

We're doing formative research to help develop a commuting vehicle that meets the needs of Chapel Hill area commuters. The project is sponsored by the Centers for Disease Control. Please tell us what your commuting needs, preferences and interests are by following this link or copying it into your browser:

http://qtrial.qualtrics.com/SE?SID=SV_0llknWR1TsXxlEU&SVID=Prod

and completing an anonymous survey.

There are no personal risks, costs or benefits to you associated with responding to this survey. By clicking on the survey link, you are giving your consent to participate. Your participation is voluntary. Your responses will be treated confidentially and securely.

If you have questions about the project, please call Phyllis Fleming at 919-966-7075 or email Phyllis_fleming@unc.edu. The procedures for this survey have been reviewed and approved by the Institutional Review Board of the University of North Carolina. You may contact the Institutional Review Board, anonymously if you wish, at 919-966-3113 or by email to IRB_subjects@unc.edu if you have questions or concerns about your rights as a participant in this formative research project.

If, after completing the survey, you are interested in talking more about commuting, you are invited to participate in a one-hour focus group discussion for which you'll receive a $25 thank you gift. At the end of the survey, there is a link to a site where you can give your name and information on how to contact you. We have a separate site rather than asking for this information on the survey so that we can keep your responses anonymous.

University of North Carolina at Chapel Hill Institutional Review Board
IRB Approval Date: 10/1/2009
IRB Approval #: 09-1655

This email is sponsored by: UNC Center for Health Promotion and Disease Prevention

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Judith Benowitz <benowitz@email.unc.edu>
Sent: Wednesday, October 7, 2009 4:19 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: Swah 401

Hi Dr. Mutima,

Your course is next in line for Lynn Davis to work on. Unfortunately, she's had to work on a physics course first which has a lot of equations that she's had to learn how to do and now our instructional designers have over 90 CCO courses for spring to prepare. Lynn is looking forward to working on your course and will get to it just as soon as she can.

Thanks for your patience!

Judith

Alphonse Mutima wrote:
> Dear Judith:
>
> Greetings.I just wanted to touch base with you in order to find out
> from you how things look like, at this juncture, with respect to my
> Swah 401 work.
>
> Best.
>
> Alphonse Mutima
>

--
Judith Benowitz
Program Development Specialist
The Friday Center for Continuing Education
UNC at Chapel Hill
CB #1020
Chapel Hill NC 27599
tel: 919-962-6302
fax: 919-962-5549

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"May the forces of evil become confused on the way to your house."

George Carlin

From:	nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent:	Wednesday, October 7, 2009 8:47 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Employee Forum Newsletter InTouch Now On-Line

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The most current edition of InTouch, the Employee Forum newsletter, is now on-line at http://forum.unc.edu/documents/InTouchAugSept2009.pdf

This email is sponsored by: Employee Forum

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: UNC EEO Office <equalopportunity@unc.edu>
Sent: Thursday, October 8, 2009 8:00 AM
To: smutima@email.unc.edu
Subject: SECOND NOTICE: Survey to Update Personal Data

To: All University of North Carolina at Chapel Hill Employees,

Subject: SECOND NOTICE: Survey to Update Personal Data

Please respond by October 13, 2009

The University of North Carolina at Chapel Hill is an Equal Opportunity Employer with a commitment to recruitment and retention of a diverse and inclusive campus community. Federal regulations require that we solicit and report information on gender, ethnicity/race, disability and veteran status for compliance reporting purposes. The categories for race and ethnicity have recently been modified by federal regulations, and therefore we must change our data to reflect the new groupings. We will need you to update your personal information using the revised categories. Additionally, we are asking employees to take this opportunity to update and/or provide information regarding disability and veteran status.

We urge you to complete this important 5 minute survey. While this is a voluntary survey, your participation is critical. Proper self identification allows the University of North Carolina at Chapel Hill to provide a clear and accurate picture of our employee composition, to monitor progress regarding diversity and maintain accurate records for reporting. The information that you submit will remain confidential and will be used only for statistical purposes.

Thank you for your cooperation!

Sincerely,

Ann E. Penn, Equal Opportunity/ADA Officer

Brenda R. Malone, Vice Chancellor for Human Resources

https://s4.its.unc.edu/hrweb/getHRSurveyDataAct.do?surveyId=11660

This survey asks questions to collect demographic information for University use only. Submission of this information is voluntary. The information obtained will be kept confidential and will only be used in accordance with the provisions of applicable laws, executive orders, and regulations, including those that require information to be summarized and reported to the federal government for civil rights enforcement. The University of North Carolina at Chapel Hill is an Equal Opportunity Employer. UNC-Chapel Hill strongly encourages employees to participate in this voluntary survey to assist us in meeting our federal compliance obligations.

From: Judith Benowitz <benowitz@email.unc.edu>
Sent: Thursday, October 8, 2009 8:13 AM
To: smutima@email.unc.edu
Subject: Re: Swah 401

Thank YOU, Dr. Mutima. We're excited about being able to offer Swahili and are as anxious as you to get it developed. Our programs have grown but staff has not, so it can take some time for get everything up and running.

Judith

smutima@email.unc.edu wrote:
> Thank you Judith.
>
> Best.
>
> Alphonse Mutima
>
> Quoting Judith Benowitz <benowitz@email.unc.edu>:
>
>> Hi Dr. Mutima,
>>
>> Your course is next in line for Lynn Davis to work on. Unfortunately,
>> she's had to work on a physics course first which has a lot of
>> equations that she's had to learn how to do and now our instructional
>> designers have over 90 CCO courses for spring to prepare. Lynn is
>> looking forward to working on your course and will get to it just as
>> soon as she can.
>>
>> Thanks for your patience!
>>
>> Judith
>>
>> Alphonse Mutima wrote:
>>> Dear Judith:
>>>
>>> Greetings.I just wanted to touch base with you in order to find out
>>> from you how things look like, at this juncture, with respect to my
>>> Swah 401 work.
>>>
>>> Best.
>>>
>>> Alphonse Mutima
>>>
>>
>> --
>> Judith Benowitz
>> Program Development Specialist
>> The Friday Center for Continuing Education
>> UNC at Chapel Hill
>> CB #1020
>> Chapel Hill NC 27599
>> tel: 919-962-6302
>> fax: 919-962-5549
>>
>> **********
>> "May the forces of evil become confused on the way to your house."
>>
>> George Carlin
>>

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Judith Benowitz
Program Development Specialist
The Friday Center for Continuing Education
UNC at Chapel Hill
CB #1020
Chapel Hill NC 27599
tel: 919-962-6302
fax: 919-962-5549

****
"May the forces of evil become confused on the way to your house."

George Carlin

From: Milissa Markiewicz <milissa@unc.edu>
Sent: Thursday, October 8, 2009 12:52 PM
To: Julius Nyang'oro <jen321@email.unc.edu>
Cc: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: translator

Thanks Dr. J - I knew you would come through!

Quoting Julius Nyang'oro <jen321@email.unc.edu>:

> Milissa:
> Thank you for the note. I am well. I am copying this note to Mutima
> our Kiswahili instructor who also happens to be Congolese. The
> situation could not be more perfect! Mutima, please communicate with
> Ms Milissa. She is a good sista!
> Best,
> Julius
>
> Milissa Markiewicz wrote:
>> Dr. J - Long time...How have you been? I trust the summer was good to you.
>>
>> Let me cut to the chase - I have been working with a refugee family
>> from Congo - recently arrived in the US in August via Burundi.

There are a bunch
>> of things I need to explain the mom but neither I nor
>> have the level of Swahili to manage it (for
>> example, explaining the mediciad referral process).
>>
>> You know anyone??

>> Otherwise, some time next week...?
>>
>> Milissa Markiewicz
>> Project Coordinator
>> CB #8165
>> NC Institute for Public Health
>> Gillings School of Global Public Health
>> University of North Carolina
>> Chapel Hill, NC 27599
>> 919-966-9934
>>
>>
>
>

Milissa Markiewicz
Project Coordinator
CB #8165
NC Institute for Public Health
Gillings School of Global Public Health
University of North Carolina
Chapel Hill, NC 27599
919-966-9934

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Thursday, October 8, 2009 9:13 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Message from the Chancellor: Attend University Day; Watch the Video Address

---

Dear Students, Faculty and Staff:

Monday, October 12, is University Day and a time when we celebrate our accomplishments and consider Carolina's future. Everyone is invited to participate.

I hope to see you at 11 a.m. in Memorial Hall for the annual University Day convocation. Gov. Bev Perdue is our featured speaker. We'll also present Distinguished Alumna and Alumnus Awards and enjoy performances by student musical groups. For details, see http://www.unc.edu/universityday/. Classes will be canceled from 10 a.m. until 1 p.m. Attendance is considered work time for staff employees, who are encouraged to seek advance approval from their supervisors.

Also on Monday, we'll post my video address to the campus community on the University's Web site, www.unc.edu. The speech will reflect on Carolina's accomplishments and challenges over the past year, and will outline what will be important to remain successful as one of America's great universities in the future.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of ccorrihe@email.unc.edu
Sent:	Thursday, October 22, 2009 9:12 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: HOPE's Business Clothing Drive

Dear students, faculty and staff,

HOPE's Help the Homeless Dress the Part: Business Clothing Drive is accepting gently-used business clothes (anything from a polo shirt to dress shoes to a suit and tie). Donate gently-used causal and professional business attire that you no longer wear to someone in need. Business clothing donated will be given to Community Empowerment Fund micro-loan borrowers and homeless or at risk of homelessness community members who participate in skill building workshops to actively engage in taking steps to improve their current situation.
For more information regarding how to donate, please contact visit www.unc.edu/campusyhope or email Claire_Corriher@kenan-flagler.unc.edu

This email is sponsored by: HOPE, Campus Y

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: bounce-25640694-22670553@listserv.unc.edu on behalf of WebEvent <webevent@unc.edu>

Sent: Saturday, October 24, 2009 11:03 PM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] WebEvent Reminder: Oct 30 - Deadline for Nominations to Distinguished Endowed Professorships

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WebEvent Reminder

Title: Deadline for Nominations to Distinguished Endowed Professorships
Date: Friday, October 30, 2009
Time: Unspecified

Description: You are invited and strongly encouraged to nominate outstanding senior faculty to be considered for a small number of endowed professorships in the College of Arts and Sciences. Nominees should have a distinguished record of scholarship and strong teaching credentials at the undergraduate and/or graduate level.

See Faye Lewis' email dated 10/05/09 w/the attached memo outlining the procedure for nominations.

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

Jina (Name) _____
Homework 2

Translate the below sentences into English.

(1a) Unanunua nini leo? (1a)_____

(1b) Leo, ninanunua matunda. (1b)_____

(2a) Unataka matunda gani? (2a)_____

(2b) Nataka machungwa, matufaa na ndizi. (2b)_____

(3a) Machungwa, je, unauza bei gani? (3a)_____

(3b) Machungwa ni shilingi hamsini. (3b)_____

(4a) Nina kiu. (4a)_____

(4b) Unahitaji maji. (4b)_____

(5a) Walimu wanakwenda wapi? (5a)_____

(5b) Wanakwenda mkahawani. (5b)_____

(6a) Anapenda chakula gani? (6a)_____

(6b) Anapenda wali, nyama ya ng'ombe na mboga. (6b)_____

(7a) Tuna njaa. (7a)_____

(7b) Mnahitaji chakula. (7b)_____

Question Word Match: Match the below question words.

1. who	_____	a. wapi?
2. what	_____	b. kwa nini?
3. when	_____	c. vipi?
4. where	_____	d. nini?
5. why	_____	e. gani?
6. how	_____	f. ngapi?
7. which (what kind)	_____	g. nani?
8. how many	_____	h. lini?

Adjectives: Translate the below adjectives into English.

(1) –ingine _____ (3) -ingi _____

(2) –dogo _____ (4) ghali _____

Quiz 4 Study Tips Words to Know:

Verbs:
-hitaji
-punguza
-taka
-omba
-chukua
-uza
-fanya
-nunua
-tosha
-enda (-kwenda)

Adjectives:
-dogo
-ingine
ghali
-ingi

Question Words:
Nini
Nani
Gani
Ngapi
Wapi
Lini
Vipi
Kwa nini

Feeling Phrases:
examples:
Nina furaha = *I am happy*.
Una baridi = *You are cold.*
Ana joto = *He is hot. or She is hot.*
Tuna uchovu = *We are tired*.
Mna baridi = *You'all [plural] are cold.*
Wana njaa = *They are hungry.*
-na kiu
-na hasira
-na homa
-na mke
-na mume
-na haraka

Words from Dialogue 1 (Sokoni page 51-52).

From:	nobody@notify.unc.edu on behalf of Brain_Imaging_Hearing@unc.edu
Sent:	Monday, October 26, 2009 8:19 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Earn $320 in fMRI Research Study ages 22-45

Participate in a Research Study on Neuroimaging!

Participants volunteer for approximately eight total hours divided into four visits, and are paid $60/hr for the MRI sessions and $20/hr for the listening sessions (a total of $320 prorated at 15 minute intervals).

Healthy volunteers, ages 22-45, with normal hearing needed for a study involving auditory fMRIs.

If you are interested, contact Dr. Peter Gordon's psycholinguistics lab at brain_imaging_hearing@unc.edu to see if you are eligible to participate.

Cortical Responses to Sound in Hearing Impaired Listeners
IRB Study # 03-0815
Biomedical IRB
Approval Date - 09/17/09

This email is sponsored by: Psychology Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of clinic@unc.edu
Sent:	Monday, October 26, 2009 9:00 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Couples Therapy at UNC!

The UNC Department of Psychology has current therapy openings for committed couples!

Our Couples Clinic provides services for a wide range of relationship issues including:

* Relationship Distress
* Relationship Enhancement
* Premarital Counseling
* Couples Experiencing individual physical or mental health problems
* Couples experiencing societal discrimination

We welcome same gender couples, members of ethnic minority groups, interracial couples, and couples in which the ages of the two partners are quite different. The Couples Clinic offers effective psychological interventions with reduced fees based on income. Treatment is provided by doctoral students under the supervision of licensed clinical psychologists.

Couples therapy is available right on the UNC campus and at our off-site clinic on Finley Golf Course Road (with ample adjacent parking). We offer day time and evening appointments. Please visit the Couples Clinic website at:

http://psychologyclinic.unc.edu/Couples

or contact the clinic at 962-6906 or clinic@unc.edu for more information.

Please be aware that if the information you provide indicates that there may be abuse of a child or disabled adult, or that you or another person is in danger, we will need to respond as required by state law.

This email is sponsored by: UNC Department of Psychology Community Clinic

This email is sponsored by: Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Tuesday, October 27, 2009 9:07 AM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Talk: Why Aid is Not Working and How There is a Better Way for Africa

---

Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa

Wednesday, Nov. 11, 2009

5:30 PM Public Lecture, Reception to Follow

Maurice J. Koury Auditorium, Kenan-Flagler Business School, UNC-Chapel Hill

Zambia native and Harvard and Oxford educated economist Dambisa Moyo says Africa is worse off from the $1 trillion in aid given by wealthy nations over the last 50 years. She visis UNC to tell why and argue for more innovative ways to promote economic growth in developing nations. Seating is limited. RSVP to rsvp@kenaninstitute.unc.edu Parking available in Kenan-Flagler Parking Deck. Sponsored by the Frank Hawkins Kenan Institute of Private Enterprise and the Center for International Business Education and Research. Please visit www.kenaninstitute.unc.edu for more information.

--

Stacey Sewall
African Studies Center
UNC-Chapel Hill
(919) 962-1522

You are currently subscribed to asc_faculty axsd: smutima@email.unc.edu.
To unsubscribe send a blank email to leave-25658566-9477645.e8e53de689c9670d0259bbbdf9022d75@listserv.unc.edu

From:	nobody@notify.unc.edu on behalf of ahujaa@email.unc.edu
Sent:	Tuesday, October 27, 2009 10:12 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Carolina Challenge is Back!!!

Do you have a great business idea?

Do you already have a business plan?

Carolina Challenge, UNC's premier entrepreneurship competition is looking for competitors for our yearly event. To learn more about the competition, go to our website www.carolinachallenge.org.

This email is sponsored by: Carolina Challenge

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, October 28, 2009 9:59 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do you suffer from traumatic stress and pain?

Listserve Posting:

Non-Hispanic White men and women ages 30-50 are invited to participate in a research study examining blood pressure responses to mental stress, and sensitivity to experimental pain tests. Individuals with any current psychiatric illness (e.g. depression, anxiety, etc.), medical illness (e.g. chronic pain conditions), or taking any medications, including oral contraceptives, and smokers are not eligible. The testing session will start at either 3:30 pm or 6:00 pm and will last approximately 2.5 hours. Eligible subjects will be compensated up to $170 for completion of the study. The study is directed by Susan Girdler, Ph.D., UNC Department of Psychiatry. Email Paula at paula_umstead@med.unc.edu or call at 919-843-2484 if you are interested in participating.

09-0797 Approved- IRB UNC-CH Biomedical on Sep 29 2009

This email is sponsored by: Department of Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of tli_multimedia@unc.edu
Sent:	Sunday, November 1, 2009 8:17 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Course Design Service Available on Campus

---

As UNC-Chapel Hill faculty, you have a wealth of knowledge and experience in your field of study. But designing a course can be challenging, even for experienced instructors. ITS Teaching and Learning Interactive (ITS-TLI) works with you to design new courses, modify existing courses, and convert face-to-face courses to online formats.

Our team includes instructional media specialists (instructional designers, flash animators, graphic designers, and video specialists) who combine proven educational approaches and instructional theory with cutting-edge technology to produce effective and sustainable courses that meet instructional goals and fulfill student needs. For every course, ITS-TLI employs our systematic production process and Online Planning Workbook to ensure consistency and quality.

Contact ITS Teaching and Learning's Kim Eke [kim_eke@unc.edu|919.445.9472} or Megan R.Bell [megan_bell@unc.edu|919.445.9474] to get started.

This email is sponsored by: ITS Teaching and Learning Interactive

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From:	bounce-25713099-22989510@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent:	Tuesday, November 3, 2009 1:13 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	Administrative Managers <asmgrs@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] [Fwd: Undergraduate Research Award in Jewish Studies]
Attach:	Undergrad.Research.Grants.docx

The enclosed/ attached announcement from the Carolina Center for Jewish Studies is being sent to all faculty
in the College of Arts and Sciences, with an information copy to administrative managers.
Please share this information with your students.

* * *

The Elsie Kaplan "Mother" Shapiro ZBT Undergraduate Research and Travel Fund in Jewish Studies was established in 2008. With this grant, the Carolina Center for Jewish Studies supports undergraduate student research focused on an aspect of Jewish Studies. Research awards may be used for various expenses related to conducting research, including travel expenses. Award amount: $750. Deadline for proposals: January 31, 2010.

To submit a research proposal, undergraduates should send: an abbreviated CV, biography or resume and a project proposal (no more than three double-spaced pages, 12 pt font). The proposal must include a faculty advisor's signature and should describe the research project and its relation to the field of Jewish Studies; explain the importance of the grant for completing the research, and include a budget; and explain the importance of the research.

Three copies of each application should be directed to: Jonathan M. Hess, director, Carolina Center for Jewish Studies, Coates Hall, CB 3152.

For further information, please email ccjs@unc.edu <mailto:ccjs@unc.edu>
or call 962-1509.

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.
--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of endomac@med.unc.edu
Sent: Wednesday, November 4, 2009 9:08 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research study for individuals with mild asthma and allergies.

The purpose of this research study is to learn more about the effect of inhalation of a component of air pollution on airway responses in allergic individuals with mild asthma. The component being studied is called endotoxin and can be found in a number of different workplaces. It is even found in homes. The purpose of this research study is to identify a dose of inhaled endotoxin that is safe (does not cause prolonged cough, shortness of breath or other problems), but which causes changes in sputum cell samples. Information from this study will be used to identify a safe range of endotoxin for use in inhalation challenge studies. This study will also help determine how endotoxin affects mucociliary clearance (MCC) which is a measure of how quickly mucus clears from the airway.

Subjects must be otherwise healthy, have mild asthma and allergies. Pregnant or nursing females are excluded as well as individuals with a recent respiratory infection or an average of more that 2 asthma exacerbations per week. Study participation will include 6 visits over a 3 week to 3 month period based on participants available.

Interested individuals may call 919-966-2879 for additional information.

Approved 11-20-08 by the Biomedical Institutional Review Board. IRB# 08-1750

This e-mail is sponsored by the UNC Center for Environmental Medicine, Asthma and Lung Biology and is funded by the National Institutes of Health

This email is sponsored by: Center for Environmental Medicine, Asthma and Lung Biology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	bounce-25740843-23109793@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent:	Friday, November 6, 2009 4:43 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	Administrative Managers <asmgrs@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] [Fwd: [Fwd: Follow up email for faculty (ESL survey)]]

The enclosed message from Graduate School Dean Steve Matson and Senior Associate Dean Bobbi Owen
is being sent to all faculty in the College with a copy to
Administrative Managers.

++++++

Dear Carolina Faculty:

I am writing to encourage you to participate in the survey of faculty perceptions of students who speak English as a second language (ESL). Thank you to those of you who have already completed the brief online questionnaire. The deadline for responses is Tuesday.

As part of the University's internationalization effort, we would like to gain faculty perspectives on the needs of Carolina undergraduates, graduate students and graduate teaching assistants who speak English as a second language (ESL).

If you teach, advise, or supervise anyone in this population, please take a moment to complete the survey below. This brief online survey asks you to:

* rate the importance of certain language tasks for success in your courses and labs

* estimate how many of your students struggle with these language tasks

* describe your experiences working with these populations

The survey takes approximately 5 minutes to complete.

Survey responses will be kept strictly confidential and will be used only for the evaluation and improvement of the University's English language support for non-native English speaking students. At no time will your responses be used to determine your job performance or your position with the University.

Please use the following link to complete the survey before November 10, 2009.

http://ir.unc.edu/ESL/ESL.htm

Thank you very much for taking the time to complete this survey.

Sincerely,
Bobbi Owen, Distinguished Professor and Senior Associate Dean of Arts and Sciences
Steve Matson, Professor and Dean of The Graduate School
+++++

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of focus_group@unc.edu
Sent: Friday, November 6, 2009 9:49 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Are you pregnant & want to help us design a new intervention for pregnant women?

Are you pregnant and want to help us design a new intervention for pregnant women?

We are interested in your feedback of a potential multi-media intervention program for pregnant women that will promote healthy eating, being physically active, reducing stress and promoting positive parenting skills.

We need women who are:
*Less than 20 weeks pregnant with their first child
*Speak English
*Between the ages of 18 and 35
*African-American and Caucasian
*Free of any chronic medical condition (such as diabetes, hypertension, or heart disease)

If eligible, you will be asked to participate in one focus group session that will last 90 minutes. Drinks and refreshments will be provided and each study participant will receive $20 at the completion of the session.

This research is being conducted by the Department of Nutrition and Epidemiology (Drs. Siega-Riz and Bentley).

If you would like to participate, call CHAI Core at (919)843-9612.

The research study is IRB # 09-1693. This email was approved by the UNC-CH Biomedical IRB on 10/01/09.

This email is sponsored by: Department of Nutrition and Epidemiology (Drs. Siega-Riz and Bentley)

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From: nobody@notify.unc.edu on behalf of cts2014@email.unc.edu
Sent: Monday, November 9, 2009 9:29 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Participants needed for alcohol consumption and decision making study

---

Do you drink alcohol heavily, or moderately?

Are you interested in making $10 for completing a 1 hour task?

Study requires participants to view images and make simple decisions about their contents.

You are eligible if:
1. You are between the ages of 18-40 years old
2. You are NOT taking illicit drugs
3. You are NOT taking psychoactive medications
4. You have NEVER sought treatment for a substance use disorder
5. You are a native English speaker
6. You have graduated high school or earned a GED
7. You have no known psychiatric or neurological problems

If interested, please contact Chris at 919-962-8340 or cts2014@email.unc.edu to schedule a time for participation.

(This study, entitled "Decision Making and Drinking Habits of Young Adults" has been approved by the UNC Institutional Review Board, Study #: 09-0001, and is sponsored by the UNC Department of Psychology.)

This email is sponsored by: Dept. of Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of allendd@email.unc.edu
Sent: Monday, November 9, 2009 10:00 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Interested in research on touch or motor control?

If you are between 30 & 55 years of age and have undergone treatment for a primary brain tumor OR if you are between 30 and 55 years of age and have no known neurological disorder and willing to serve as a healthy adult control then you may be eligible to participate in a research study that is examining tactile perception and motor control in survivors of primary brain tumors.

If you chose to participate, you will come to the School of Nursing in the morning to early afternoon. While there, you will complete: (1) Questionnaires about your health and ability to care for yourself, (2) Heart rate, blood pressure, oxygen level measured, and (3) Tests that will measure your ability to think, sense different types of touch, and ability to connect numbers and letters on a digital writing board. There are no needles or blood draws!!!!

All participants will be provided with free parking and $25 for your time upon completion of the testing procedures. For more information, please call Deborah Allen, RN, MSN at 919-883-7002.

This study has been reviewed and approved by the UNC-Chapel Hill IRB (IRB# 08-1888)

This email is sponsored by: UNC School of Nursing, Biobehavorial Lab

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From: Emil Kang <emil_kang@unc.edu>
Sent: Wednesday, November 11, 2009 9:40 AM
To: emil_kang@unc.edu
Subject: Few comp tickets available for Bruckner Orchestra Linz and UNC's Carolina Choir TONIGHT

Dear colleagues:

I happen to have a few comps available for tonight's performance by the Bruckner Orchestra Linz and the Carolina Choir.

This orchestra is led by Maestro Dennis Russell Davies and our friendship dates back to 1992. He has been the greatest champion of the works of minimalist composer Philip Glass and we are thrilled that they will be performing two of Glass' works, the violin concerto no. 1 with renowned French violinist Renaud Capucon and Glass' Symphony No. 7 (Toltec) featuring our own student choir, The Carolina Choir.

We are the only venue on their short US tour to be presenting the Symphony No. 7 and we are thrilled we can give our student choir an opportunity to perform with such a distinguished orchestra.

They perform on Monday night at Avery Fisher Hall and have a great write up in today's New York Times.

Check out the following links.

NPR interview with Philip Glass on Symphony No. 7
http://www.npr.org/templates/story/story.php?storyId=4461694

http://www.carolinaperformingarts.org/resources/bruckner

Please let me know by 3pm today if you're able to join us tonight!

Best,

Emil

Emil J. Kang
Executive Director for the Arts
Director, Carolina Performing Arts
Professor of the Practice, Department of Music
The University of North Carolina at Chapel Hill
T: 919-843-7776 | F: 919-843-2012
emil_kang@unc.edu | www.carolinaperformingarts.org

From: bounce-25789165-23325360@listserv.unc.edu on behalf of Perry Hall <hallpa@email.unc.edu>
Sent: Friday, November 13, 2009 1:33 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] Hip Hop Forum

---

Colleagues

The announcement below pertains to an exhibit/forum/performance being put on next week by students in my AFAM 356 class. Please distribute and inform your students.

Thanks
Perry

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: BullsHead@store.unc.edu
Sent: Tuesday, November 17, 2009 12:18 PM
To: Bulls Head mailing list <bullymail@listserv.unc.edu>
Subject: Fred Chappell poetry today at 3:30!

Hey folks!

Legendary Southern writer Fred Chappell will be here at 3:30pm to read from his new collection of poetry Ancestors and Others.

http://us.macmillan.com/ancestorsandothers

"A richly varied collection of short fiction…A heaped literary plate with something for every taste..."
--Kirkus Reviews

In this collection, Fred Chappell shows his mastery across a range of genres. Featuring folk fables in the Twain tradition, realistic stories of growing up in remote Appalachia, stories of family, kin, and community, and tales of the fantastic and spooky, this book will delight fans and surprise new readers.

"Chappell's newest culls from a lengthy, productive career; the result, a broad, richly textured anthology that exquisitely captures the author's contribution to Southern literature."
-- Publishers Weekly

Fred Chappell is the author of more than twenty books of poetry and fiction. He was North Carolina's Poet Laureate from 1997 – 2002 and has received dozens of major prizes, including the Bollingen Prize in Poetry from Yale University and the Award in Literature from the National Institute of Arts and Letters.

--- You are currently subscribed to bullymail as: smutima@email.unc.edu. To unsubscribe send a blank email to leave-25841589-4005955.0e9ae51c1aebe739ce4dd2b3bc85321d@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of acerip-emt@unc.edu
Sent: Saturday, November 21, 2009 8:16 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: ACERIP EMT Class

ACERIP, the Association for Carolina Emergency Response and Injury Prevention, is a student group on campus that works to provide volunteer opportunities and classes for students interested in emergency services.

In the past the group has provided volunteer opportunities with the UNCHospitals Trauma Program and has sponsored Emergency Medical Technician (EMT) classes on campus for interested students.

Next semester the group plans to offer one EMT class on campus. The EMT-B certification class will begin during the first week of UNC classes in January. There will be a Tuesday/Thursday night class, which starts at 6pm and goes until about 10pm. The cost is $250 plus the price of the book. To apply for the Spring 2010 class and for more information, please go to http://studentorgs.unc.edu/acerip/.

ACERIP is always looking for new people interested in taking leadership roles. If you are interested in heading up a project, please send an email expressing your interest. Thanks for your time.

This email is sponsored by: ACERIP

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Monday, November 23, 2009 9:47 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: American Indian Heritage Month

Dear Fellow Tar Heels:

As we gather with family and friends for the Thanksgiving holiday season, I would like to remind our campus community that November is officially American Indian Heritage Month. Both Governor Perdue and President Obama have issued proclamations affirming the nation's debt to the indigenous peoples of North America - the first Americans.

North Carolina is home to the largest Native American population east of the Mississippi River. In addition to an academic major in American Indian Studies, UNC has established the American Indian Center to be a focal point for discussion of American Indian cultural, social and economic issues on campus. The Center also works with the State's American Indian Tribes and urban organizations to link them to campus resources for research and technical assistance.

I urge you to learn more about Native Americans, and participate in recognizing and celebrating their many achievements and contributions. You can find out more about events taking place this month and throughout the academic year at http://americanindiancenter.unc.edu/.

This email is sponsored by: Office of the Chancellor

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From: UNC Press <enotice@uncpress-unc.ccsend.com>
Sent: Tuesday, November 24, 2009 8:02 AM
To: smutima@email.unc.edu
Subject: Save on Great Gift Books from UNC Press -- plus free shipping!

Holiday Spectacular

In the spirit of giving and in appreciation for customers like you who support us throughout the year, we are offering for the first time, **20% savings on all UNC Press books!** As an extra holiday bonus, you'll receive **free shipping on all orders placed by December 7th**.

Make your selections from our wide range of titles, from cookbooks to Civil War history, trail guides to religious studies, North Caroliniana to Middle Eastern studies.

You choose. You save. On every UNC Press title. Visit our website today and start saving!

Be sure to enter code **01HOLIDAY** at checkout.

Place your order by December 7th to receive FREE SHIPPING and guaranteed delivery by December 25th!

Give My Poor Heart Ease

Give My Poor Heart Ease: Voices of the Mississippi Blues

Sweet Carolina

Sweet Carolina: Favorite Desserts and Candies from the Old North State

Armchair Birder

The Armchair Birder: Discovering the Secret Lives of Familiar Birds

U.S. Grant

U. S. Grant: American Hero, American Myth

Shenandoah 1862

Shenandoah 1862: Stonewall Jackson's Valley Campaign

Holy Smoke

Holy Smoke: The Big Book of North Carolina Barbecue

Life along the Inner Coast

Life along the Inner Coast: A Naturalist's Guide to the Sounds, Inlets, Rivers, and Intracoastal Waterway from Norfolk to Key West

Bring Your A Game

Bring Your "A" Game: A Young Athlete's Guide to Mental Toughness

Moravian Christmas

Moravian Christmas in the South

Choosing Craft

Choosing Craft: The Artist's Viewpoint

Fields of Blood

Fields of Blood: The Prairie Grove Campaign

NC Birding Trail

The North Carolina Birding Trail
Coastal Plain Trail Guide
Piedmont Trail Guide
Mountain Trail Guide

For more great Holiday Gift Book ideas, here's a list we've put together just for you.

UNC Press

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UNC Press | 116 South Boundary Street | Chapel Hill | NC | 27514

From:	bounce-25952679-23847301@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent:	Monday, November 30, 2009 4:42 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	Administrative Managers <asmgrs@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] INVITATION: IAH Fellows Recognition and Holiday Party Dec. 10
Attach:	Book Launch_General Invitations.pdf

The enclosed invitation from IAH Director John McGowan is being sent to all faculty in the College of Arts and Sciences, with an information copy to administrative managers.

* * *

Institute for the Arts and Humanities Director John McGowan cordially invites faculty in the College of Arts and Sciences to our annual

Fellows Recognition and Holiday Party

Thursday, December 10
3–5 p.m.
Hyde Hall

Join us to celebrate new publications, performances and compositions by IAH Fellows in 2009. Wine and festive treats will be served. New publications will be for sale at a special holiday discount, and authors will be available to autograph their works.

Contact Jeanine Simmons at 843-5464 or jeanine.simmons@unc.edu with questions. RSVPs not required.

Institute for the Arts and Humanities
College of Arts and Sciences
The University of North Carolina at Chapel Hill
Hyde Hall, Campus Box 3322
Chapel Hill, NC 27599-3322
Phone: 919.962.0249
Email: iah@unc.edu
Web: www.iah.unc.edu
Event URL: http://iah.unc.edu/calendar/fellowsrecognition2009

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

INSTITUTE *for the* ARTS *and* HUMANITIES

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Thursday, December 10
3:00 p.m. – 5:00 p.m.
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Wine and festive treats will be served. New publications will be for sale, and authors will be available to autograph their works.

Questions? Contact Jeanine Simmons at 843-5464 or jmsimmon@email.unc.edu.

UNC COLLEGE OF ARTS & SCIENCES *Institute for the Arts and Humanities • Hyde Hall • Campus Box 3322 • Phone: 919.962.0249 • iah@unc.edu • www.iah.unc.edu*

From: bounce-25960818-23881705@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent: Tuesday, December 1, 2009 11:00 AM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] UNC College News: Blues Goldmine, Nicholas Nickleby and Chinese Lessons
Attach: ATT39086.txt

Carolina Arts and Sciences Newsletter

View this message online **DECEMBER 2009**

Lead Story Photo

GREETINGS FROM THE DEAN
As we near the end of our fall term, we have much good news to share from the College about the innovative learning, discovery and engagement taking place on campus, in the community, and around the world. The stories enclosed with this e-news provide a glimpse.
view full story Â»

BLUES GOLDMINE
UNC historian and folklorist William Ferris spent the 1960s and 70s traveling the back roads of his native Mississippi tracing the roots of American blues music. He found them in church halls, prison fields and rural homes, where he recorded and filmed African American musicians and storytellers. Learn more.

CHINESE LESSONS
Wyatt Bruton '11 spent last summer in Beijing, where he worked at a public relations agency during the week and taught in a migrant village on the week-ends. Read his story.

THE DICKENS IS IN THE DETAILS
Like everyone in PlayMakers Repertory Company, Jeff Meanza plays multiple characters in *The Life and Adventures of Nicholas Nickleby*. The companyâ€™s most ambitious undertaking ever runs on the Paul Green stage through Dec. 20. Learn more.

Catch up on our latest news and upcoming events, YouTube, Facebook, Twitter, RSS feed, blog and online extras at college.unc.edu

IN THE NEWS
Read about College faculty, students and alumni in major international and national news media Â»

COMING SOON
Search our events calendar Â»

GIVE TO THE COLLEGE
Learn More | Make a Gift

MORE NEWS
Read about all of our current News and Events or browse our archives Â»

Visit the CAS Website

Visit the UNC Website

From: BullsHead@store.unc.edu
Sent: Tuesday, December 1, 2009 11:11 AM
To: Bulls Head mailing list <bullymail@listserv.unc.edu>
Subject: Two Authors this Week / The Grinch Next Week!

Greetings Bull's Headers! This week at the Bull's Head we've got...

Wednesday at 3:30 - Suzy Barile reading from her book Undaunted Heart, which takes a look at a true love story that took place in Chapel Hill between a southern belle and a Yankee General in the years following the Civil War.
http://www.enopublishers.org/Site/Undaunted_Heart.html

Thursday at 3:30- UNC professor of religious studies Omid Safi will read from his new book Memories of Muhammad: Why The Prophet Matters, an insightful look into the life of Muhammad and his role in the history of Islam.
http://omidsafi.com

Next Week: The Grinch! The Bull's Head's annual bi-lingual reading of the Dr. Seuss classic How The Grinch Stole Christmas in English & Latin will be Wednesday, Dec. 9th at 4pm. Free hot chocolate and home-made cookies for everyone! What better way to get into the holiday spirit? Come early for a good seat, and bring the kids!

--- You are currently subscribed to bullymail as: smutima@email.unc.edu. To unsubscribe send a blank email to leave-25960990-4005955.0e9ae51c1aebe739ce4dd2b3bc85321d@listserv.unc.edu

From: Carolina for Kibera <cfk@unc.edu>
Sent: Tuesday, December 1, 2009 11:42 AM
To: smutima@email.unc.edu
Subject: [carolinaforkibera] Leadership Transition and Exciting Expansions

---

Carolina for Kibera (CFK) is an international, nonprofit organization based in the Kibera slum of Nairobi, Kenya. CFK's primary mission is to fight abject poverty, promote ethnic and gender cooperation, and provide access to quality healthcare and educational and entrepreneurship opportunities through innovative community-focused development

CFK Co-Founder Salim Mohamed Moves from Kenya to U.K. to Pursue Master's Degree

In a bittersweet bon voyage party at the home of Dr. and Mrs. Robert and Jennifer Breiman of CDC-Kenya in September, we celebrated CFK co-founder and former Executive Director Salim Mohamed's many achievements and wished him well in his new status as a Master's student pursuing a degree in the Management and Implementation of Development Projects (MIDP) at the University of Manchester. Fortunately for CFK, Salim's deep compassion and conviction for the community of Kibera knows no geographical boundaries. Even with the demands of student life, Salim generously offers insight and advice as needed. Sharing his thoughts about this educational opportunity, Salim said, "I feel so blessed to be able to take this time to improve my own skills for my betterment and of the people in my community."

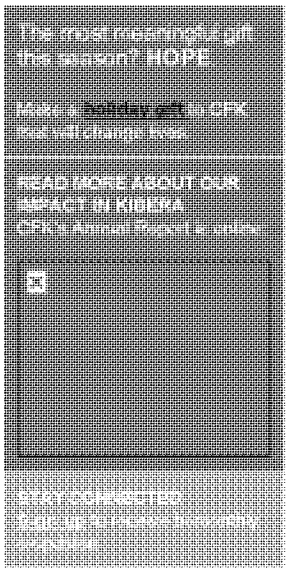

George Kogolla Takes the Reins as CFK's New Executive Director

Selected from more than 100 applicants in an exhaustive 7-month search, George Kogolla is CFK's new Executive Director. A seasoned social entrepreneur, George leads a staff of fourteen employees and thousands of volunteers committed to the promise of holistic youth empowerment and provision of quality health care in Kibera. Prior to joining CFK, George was Executive Director of Youth Alive! Kenya, a youth advocacy and empowerment organization that he founded in 1999 as a student at the University of Nairobi. Youth Alive! Kenya is now one of the pre-eminent youth advocacy organizations in Nairobi. CFK's Salim Mohamed served as one of the first members of the Youth Alive! Kenya Board of Directors. Reflecting on his first few months with CFK, he noted that "CFK is blessed to have talented and committed people on our team. I am energized to help CFK grow as an organization that reaches even more young people in Kibera."

CFK's New Satellite Office

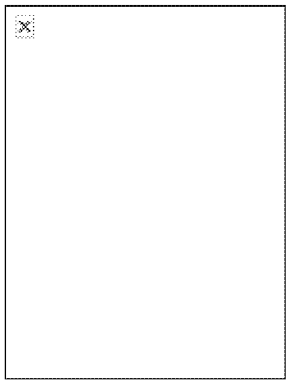

Assistant Program Officer Kennedy Juma leads a training on drug-abuse and healthy relationships in the new CFK satellite office.

While CFK reaches tens of thousands of Kiberans each year, the sprawling landscape of Kibera makes it difficult for the residents of all villages to access CFK's programs. CFK has sought to expand its reach but the politically charged nature of working in Kibera made it difficult to find office space. Fortunately, when the Tabitha Clinic moved into its new building in March, it presented an opportunity to transform the old clinic. CFK refurbished the old seven-room Tabitha Clinic into offices for the Sports, Jamii ya Kibera and Sexual Reproductive Health (SRH) programs – making them more accessible to local youth. The modest office welcomes youth and community members seeking VCT and other services and is equipped with wireless internet, offices, and two meeting areas. Weekly, and since late summer, the space hosts 12 planning and training meetings for 240 youth weekly with the number increasing during school holidays. Over the next year, we plan to open additional satellite offices in Kibera to ensure broader access to CFK's innovative programs and trainings.

Tabitha Clinic's New Building Has Improved Quality of Healthcare

Opened in March, the new building for the Tabitha

Clinic has greatly improved our quality and efficiency of service delivery to residents of Kibera. The increase in consultation rooms has decreased patients' wait time while increasing the quality of the doctor-patient visit and the number of patients seen daily. Previously, the clinic saw a maximum of 250 patients per day; the new clinic sees as many as 300 daily. Clients who may have waited as long as 3 hours to see a doctor now wait a maximum of 1.5 hours. The new clinic also boasts enhanced on-site lab services which have reduced the results waiting time from 2 weeks to 4 days –allowing our doctors and clinicians to treat patients more quickly and effectively. In recent weeks, the Tabitha Clinic, CFK, and CDC staff have worked closely with the Kenya Power and Light Company to oversee the installation of a high tension electrical line. This new line will provide consistent electricity to the clinic, further enhancing our quality control measures in the lab and preparing the clinic for an x-ray machine which will be installed in the coming months.

CFK's new Tabitha Clinic offers high quality health care to Kiberans

Harvard Business School Teams up with CFK on Case Study and Business Development

CFK is honored to be the subject of a case study by Harvard Professor of Business Administration and Senior Associate Dean, Kathleen McGinn and Research Associate, Cailin Hammer. Dr. McGinn, a widely published expert in negotiations and organizations, has studied CFK's leadership and structure over the last few months. With insights gained from the study, CFK hopes to contribute to a knowledge base of real-world illustrations from which practitioners and educators can learn.

Additional assistance from Harvard Business School's Student Association enabled MBA 2009 graduates Zach Clayton, Kate Gulliver, and Maura Sullivan to travel to Kibera this July to work one-on-one with CFK staff on developing reporting and data tracking tools. Skilled and generous volunteers like these further our efforts to support initiatives in Kibera through cross-cultural collaboration.

Above all, CFK remains grateful for support from the Kibera community and our friends around the world. It is only with all of you that we can do this work.

CAROLINA for KIBERA | 301 Pittsboro St Ste 3002 | Campus Box 5145 | Chapel Hill, NC 27599 | 919 962 5062 | info@unc.edu

This message was sent from Carolina for Kibera to smutima@email.unc.edu. It was sent from: Carolina for Kibera, FedEx Global Education Center 301 Pittsboro St, Suite 3002 University of North Carolina - Chapel Hill CB 5145, Chapel Hill, NC 27599. You can modify/update your subscription via the link below.

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From: nobody@notify.unc.edu on behalf of aparker@uncaa.unc.edu
Sent: Tuesday, December 1, 2009 8:23 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: USATF Officials Certification

The Opportunity to Officiate and the Certification Clinic may be of interest to your readers

The UNC Track & Field Program is looking for individuals interested in becoming UNC Track & Field Officials. We host 6-8 track meets per year at the Eddie Smith Field House and the Fetzer Field-Belk Track. This is a great activity for all those who are interested in track and field. We will provide the necessary training to become a certified USA Track & Field Official. Certified officials are compensated for working our meets - generally $50 per meet -- and can choose to work as few or as many meets as desired.

We will offer a certification clinic this year, to be held at the Eddie Smith Field House indoor track.
For more information including date and time visit:
http://tarheelblue.cstv.com/sports/c-track/unc-c-track-body.html.

There are two fees involved: USATF Membership ($30.00 per year) and USATF Officials Certification ($25.00 good till 2012). Officials who work a certain number of meets per year at UNC may be eligible to have the official's certification fee reimbursed. Questions can be forwarded to Anthony Parker at 843-8358 or at aparker@uncaa.unc.edu

This email is sponsored by: Track and Field

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From: nobody@notify.unc.edu on behalf of @unc.edu

Sent: Wednesday, December 2, 2009 12:34 AM

To: smutima@email.unc.edu

Subject: INFORMATIONAL: Research subjects needed - win iPod Nanos and iTunes gift cards!

Hello,

My name is and I am a doctoral candidate at SILS, UNC Chapel Hill. The purpose of this email is to request your participation in a research study investigating the usage of an online collaborative information seeking system.

This study requires you to sign up for a free account on Coagmento, a system that allows one to keep track of one's browsing, collaborate with others, and compile reports in a unique way. Coagmento is a plug-in for Firefox browser, which provides support for recording your browsing, bookmarking sites, making annotations on webpages, and collecting text snippets and other objects from the Web. The study requires one to download and install this plug-in on their personal computers (Mac or PC) with Firefox browser, use it as often as desired, and provide feedback at different times. The study is planned to run for about three months. The participant can participate for as much of this time as he/she wishes. There is no need to appear at any place or use this plug-in at any specific time. Each action performed while using this plug-in, such as visiting a website and collecting information, will earn one certain number of points. At the end of the first month of this study, all the participants with more than a certain number of points will be entered into a drawing for three iTunes gift cards of $25 each. The same procedure will be used for the second month. At the end of the third month (end of the study), the participants with more than a certain number of points will be entered into a drawing for three iPod Nanos.

To participate in this study, please visit http://www.coagmento.org/ to create a free account. More details about the requirements, points system, and the prizes can be found there.

Choosing or declining to participate in this study will not affect your class standing or grades at UNC-Chapel Hill. You will not be offered or receive any special consideration if you take part in this research; it is purely voluntary. This study has been approved by the UNC Behavioral IRB (IRB Study 09-2033, Approval Date 11/30/2009), and will be supervised by Prof. Gary Marchionini (march@ils.unc.edu) at SILS.

Doctoral Candidate
School of Information & Library Science (SILS)
UNC Chapel Hill

This email is sponsored by: School of Information & Library Science

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From:	nobody@notify.unc.edu on behalf of asthmastudies@med.unc.edu
Sent:	Wednesday, December 2, 2009 1:02 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Participation in Asthma Research Study

---

The Center for Environmental Medicine, Asthma and Lung Biology is currently recruiting for several studies for people with asthma who are otherwise healthy. Please contact us if you are interested in participating in a screening study (98-CEMLB-293) and hearing about other studies for which you may qualify. You are not obligated to participate in any study once you complete the screening visit.

You must be between the ages of 18 and 50, a non-smoker, and have not required emergency treatment for your asthma in the last 4 weeks. You should not participate if you are pregnant, nursing a baby or planning to become pregnant in the near future.

Compensation will be provided for this visit.

For a complete copy of the consent form and more information refer to the CEMALB website at http://www.med.unc.edu/cemalb

If interested or for further information please contact:

Aline
Research Coordinator
Center for Environmental Medicine, Asthma and Lung Biology
(919) 962-4247
Email: asthmastudies@med.unc.edu

Approved 10-13-2009 by the Biomedical Institutional Review Board. IRB #98-0799

This email is sponsored by:
The Center for Environmental Medicine, Asthma and Lung Biology

This email is sponsored by: Center for Environmental Medicine, Asthma and Lung Biology

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From: Faculty.Governance@mxp1.isis.unc.edu
Sent: Wednesday, December 2, 2009 5:15 PM
To: General Faculty <generalfaculty@listserv.unc.edu>
Subject: [generalfaculty] December Commencement 2009, Invitation to Faculty

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December 2, 2009

Dear Colleagues,

Our mid-year commencement ceremony will be held on Sunday, December 20, 2009 at 2:00 p.m. at the Dean E. Smith Center. There are fewer graduates in December than in May, and the number of associated family and friends present is correspondingly smaller. As a result you can play a large role in the life of December 2009 UNC graduates by joining the faculty who attend this climactic event.

As has been the campus tradition, one of our own will be the commencement speaker. Dr. Lisa Carey, associate professor of medicine, UNC Breast Center medical director, and clinical faculty member in the UNC Lineberger Comprehensive Cancer Center, will deliver the commencement address.

Carey earned both her M.D. and master of science in clinical research at Johns Hopkins University. Her research focuses specifically on why younger, premenopausal, black women are more likely to develop aggressive types of breast cancer. Carey is involved in a number of clinical and laboratory studies, including a multi-institutional National Cancer Institute-sponsored trial examining genetic and molecular markers in breast cancer as predictors of response to chemotherapy. She is also the principal investigator of a collaborative study investigating how genes impact a woman's risk of developing breast cancer and several clinical trials testing novel targeted treatments for breast cancer subtypes. In 2008, her work with UNC colleagues to identify and tailor treatment for molecular subtypes of breast cancer was recognized when she was one of 15 new inductees into the Johns Hopkins University Society of Scholars.

The conferral of degrees is the culmination of years of investment by everyone associated with the University of North Carolina at Chapel Hill. We invite you to participate in the faculty procession with or without regalia. Faculty members will assemble at 1:30 p.m. in the Press Room of the Smith Center. Use Entry D and take the elevator down to the main floor. Marshals will direct you to the room. Parking is available in the Koury Lot adjacent to the Smith Center. Full details are online at http://www.unc.edu/commencement/. If you have questions, please contact Jane Smith at jane_smith@unc.edu.

As the curtain falls on another successful semester, please consider joining in this December commencement celebration.

Sincerely yours,

McKay Coble
Chair of the Faculty

- -- You are currently subscribed to

generalfaculty as: smutima@email.unc.edu .
To unsubscribe click here: http://lists.unc.edu/u?id=20811172.3b4e7dffdb18d03ec2e5bfda65ad0cb3&n=T&l=generalfaculty&o=25972207 or send a blank email to leave-25972207-20811172.3b4e7dffdb18d03ec2e5bfda65ad0cb3@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of ctaico@med.unc.edu
Sent: Wednesday, December 2, 2009 8:20 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Anorexia Genetics Study; Help Us!

Investigators at the University of North Carolina at Chapel Hill are leading a world-wide effort to understand why some people have an increased risk of developing an eating disorder. We are currently gathering information and genetic material (DNA from a blood sample) from women who have had anorexia nervosa at any time in their life. Information from this study will advance our understanding of the causes of anorexia nervosa and further our ability to develop more effective treatments and prevention strategies.

If you are female and have had anorexia nervosa at any time in your life, you are invited to participate in this study. Participation only takes 15 minutes and includes a blood draw.

Please contact Colie Taico at (919) 843-9207 or ctaico@med.unc.edu if you wish to participate or have any questions.

IRB# 04-0861, Approved by the UNC Biomedical IRB on 9/18/2009

This email is sponsored by: Department of Psychiatry

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, December 3, 2009 8:32 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Nominate a Faculty or Staff Member as Honorary Coach

---

Nominate an outstanding UNC faculty or staff member (UNC Hospitals included) as the Honorary Coach at the UNC vs. Wake Forest Men's Basketball
Game on January 20th. Do you know a member of the UNC Community that goes
above and beyond the call of duty? If so, this is your opportunity to recognize this individual.

What does becoming the Honorary Coach of the UNC vs. Wake Forest game mean?
The Honorary Coach will receive 2 tickets to the UNC vs. Wake Forest game,
they will be recognized at the game, and they will be highlighted on www.TarHeelBlue.com.

How do you nominate someone or find out more information? Visit www.TarHeelBlue.com, go to the men's basketball page, and click on the Honorary
Coach of the Game button on the right hand side of the page.

Just for nominating an outstanding individual, you too could win prizes!

Visit www.TarHeelBlue.com to learn how.

The nominated party will be notified by January 13th.

This email is sponsored by: UNC Athletics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of mturn@med.unc.edu
Sent: Thursday, December 3, 2009 9:01 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: ONLINE Diarrhea Prevention Study

The Center for Functional GI and Motility Disorders invites you to participate in an online research study on the symptoms of diarrhea. The purpose of the study is to learn whether a person can predict when they are going to have an episode of diarrhea.

The study will involve filling out several questionnaires online about your bowel symptoms.

To participate, you must be 18 years of age or older and have daily access to the internet. You must also have experienced diarrhea for at least the last 6 months, and you must have had at least one mushy or watery stool per month for the past 3 months.

If you are eligible, you may also be invited to participate in an online diary study which involves keeping track of your diarrhea symptoms by logging into a secure website each day. You will have a unique study ID and password to ensure your responses are anonymous and confidential. There are no visits to UNC required. The study lasts for 60 days (2 months). You will receive $60 each month for completing the study. In addition, if you complete your diaries without skipping any days, you will receive an additional $60/month. Therefore, you may receive up to $240 for participating in this study.

To determine if you are eligible, please click on the following link and respond to the screening questions:
https://uncfunctionalgi.net/dipstudy.html

If you have any questions, please contact Marsha Turner 919-962-9787.

Thank you for your interest in our study.

Study #09-0506 was approved by the Biomedical IRB 3/30/09

This email is sponsored by: Dept of Medicine

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, December 3, 2009 9:29 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Give gift of life on Dec. 15

During the holidays, blood donations typically decrease, yet the demand for blood at health facilities in our region does not.

We are all busy, whether with baking, shopping or traveling; and students who donate regularly are away from UNC. Yet patients still need transfusions.

You and UNC can close the gap, celebrating the holidays with the gift of life to patients in our area. Donate blood from 7:30 a.m. to 1 p.m. Dec. 15 in Fetzer Gym at this year's winter Carolina Blood Drive.

Besides the feel-good buzz from a good deed, you'll get free food afterward, a free aluminum water bottle from the American Red Cross and a chance to win airline tickets. And drive time is work time with permission from your supervisor.

So help the American Red Cross collect the 1,600 units of blood that are needed every day to give second chances to folks who need our help. Visit http://www.unc.edu/blood/ or call 962-1483 for details and to register.

Thank you and happy holidays,

The Carolina Blood Drive Committee

This email is sponsored by Human Resources, the Athletics Department, a committee from across campus and the American Red Cross.

This email is sponsored by: Carolina Blood Drive Committee

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of cts2014@email.unc.edu
Sent:	Thursday, December 3, 2009 9:57 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Participants needed for alcohol consumption and decision making study

---

Do you drink alcohol heavily, or moderately?

Are you interested in making $10 for completing a 1 hour task?

Study requires participants to view images and make simple decisions about their contents.

You are eligible if:
1. You are between the ages of 18-40 years old
2. You are NOT taking illicit drugs
3. You are NOT taking psychoactive medications
4. You have NEVER sought treatment for a substance use disorder
5. You are a native English speaker
6. You have graduated high school or earned a GED
7. You have no known psychiatric or neurological problems

If interested, please contact Chris at 919-962-8340 or cts2014@email.unc.edu to schedule a time for participation.

(This study, entitled "Decision Making and Drinking Habits of Young Adults" has been approved by the UNC Institutional Review Board, Study #: 09-0001, and is sponsored by the UNC Department of Psychology.)

This email is sponsored by: Dept. of Psychology

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From: UNC Press <enotice@uncpress-unc.ccsend.com>
Sent: Friday, December 4, 2009 8:03 AM
To: smutima@email.unc.edu
Subject: Time is running out: Free Shipping on Great Gift Books expires December 7th!

Holiday Spectacular

You have to act fast, because for only a few more days you'll get **20% savings on all UNC Press books and free shipping on all orders placed by Monday, December 7th.**

Make your selections from our wide range of titles, from cookbooks to Civil War history, trail guides to religious studies, North Caroliniana to Middle Eastern studies.

You choose. You save. On every UNC Press title. Visit our website today and start saving!

Be sure to enter code **01HOLIDAY** at checkout.

Remember, this offer expires Monday, December 7th -- you'll receive FREE SHIPPING and guaranteed delivery by December 25th! So order today!

Give My Poor Heart Ease

Give My Poor Heart Ease: Voices of the Mississippi Blues

Sweet Carolina

Sweet Carolina: Favorite Desserts and Candies from the Old North State

Armchair Birder

The Armchair Birder: Discovering the Secret Lives of Familiar Birds

U.S. Grant

U. S. Grant: American Hero, American Myth

Shenandoah 1862

Shenandoah 1862: Stonewall Jackson's Valley Campaign

Holy Smoke

Holy Smoke: The Big Book of North Carolina Barbecue

Life along the Inner Coast

Life along the Inner Coast: A Naturalist's Guide to the Sounds, Inlets, Rivers, and Intracoastal Waterway from Norfolk to Key West

Bring Your A Game

Bring Your "A" Game: A Young Athlete's Guide to Mental Toughness

Moravian Christmas

Moravian Christmas in the South

Choosing Craft

Choosing Craft: The Artist's Viewpoint

Fields of Blood

Fields of Blood: The Prairie Grove Campaign

NC Birding Trail

The North Carolina Birding Trail
Coastal Plain Trail Guide
Piedmont Trail Guide
Mountain Trail Guide

For more great Holiday Gift Book ideas, here's a list we've put together just for you.

UNC Press

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From: nobody@notify.unc.edu on behalf of vspatel@med.unc.edu
Sent: Friday, December 4, 2009 8:20 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Healthy Participants Needed for IBS Research Study

---

Do you have a spouse or partner who you live with?

Is your partner or spouse free of any gastrointestinal disorders (Irritable Bowel Syndrome -IBS, Crohn's Disease, Ulcerative Colitis, etc)?

Are you also free of any gastrointestinal disorders?

If you answered yes to all of the above questions, you may qualify as a healthy subject for a research study about how IBS affects relationships. To learn more about this study and/or see if you qualify, call (919)843-7892.
You may also email Ashley Messina (amessina@med.unc.edu) or Vaidehi Patel (vspatel@med.unc.edu) at the UNC Center of Functional GI and Motility Disorders to determine your eligibility for the study. Please put HEALTHY CONTROL STUDY in the subject line.
You will receive free parking for taking part in the study.

Study Title: Partner Burden in Irritable Bowel Syndrome
This message was approved by the UNC Biomedical Institutional Review Board on 11/18/2009(IRB# 08-1698).

This email is sponsored by: Medicine- GI

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, December 4, 2009 8:53 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Administrative Review of Tracy Heenan, Office of Animal Care and Use

---

December 3, 2009

Invitation to Provide Input to the Administrative Review of Tracy Heenan, Director, Office of Animal Care and Use

A committee has been appointed to conduct a regular administrative review of Tracy Heenan, Director, Office of Animal Care and Use. With this email, the members of the committee are inviting your comments about Dr. Heenan's leadership and about the unit itself.

You may communicate with the committee in the following ways:

*You may write or email any member(s) of the committee. Please note that any written communication, including email, becomes a part of the permanent record and can be accessed by Dr. Heenan if she so chooses. University guidelines prevent us from accepting unsigned or anonymous letters.

*You may contact any committee member(s) by phone. Any notes members take during phone contacts are not part of the permanent record and cannot be seen by the subject of the review.

*You may meet with the committee in person on December 15, 2009, from 3:00-5:00pm, in room 104 Carrington Hall, School of Nursing. If you wish to meet with the committee at this time, please contact Philip Smith (see below) by December 14 to indicate your interest.

As with phone contacts, oral comments are not part of the permanent record. Persons may declare at the beginning of their appearance their wish to remain anonymous, insofar as attribution in the committee minutes of specific comments. However, a list of all persons who provided oral comments to the committee will become part of the official record.

You may also relay this invitation to anyone you think has an interest in the Office of Animal Care and Use and its services. The deadline for receiving comments is December 31, 2009.

The committee members are:

Philip Smith (Chair)
Associate Professor
Eshelman School of Pharmacy
Campus Box 7571
(919) 962-0095
Email: pcs@email.unc.edu

Nobuyo Maeda
Distinguished Professor
Pathology & Lab Medicine
Campus Box 7525
(919) 966-6914
Email: nobuyo@med.unc.edu

R Mark Wightman
Distinguished Professor
Chemistry
Campus Box 3290
(919) 962-1472
Email: rmw@unc.edu

Lesley Marson
Research Professor
Surgery
Campus Box 7052
(919) 966-9252
Email: lesley_marson@med.unc.edu

Keith Sockman
Assistant Professor
Department of Biology
Campus Box 3280
(919) 843-1989
Email: kws@unc.edu

Sandra O'Buckley
Training and Compliance Manager
Office of Animal Care and Use (OACU)
Campus Box 7193
(919) 966-5569
Email: sandra_obuckley@unc.edu

Julie M. Sharp
Assistant Director
Office of Animal Welfare Assurance
Duke University
2424 Erwin Road, Suite 606
Durham, NC 27705
(919) 668-6721
Email: julie.sharp@duke.edu

This email is sponsored by: Office of the Vice Chancellor for Research
and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: Mike Sues <mikesues@recycle-books.com>
Sent: Sunday, December 6, 2009 8:15 PM
To: smutima@email.unc.edu
Subject: Recycling Textbooks

Dear Faculty, Department Coordinators and Chairs,

On Wed, Dec 9th and Thurs, Dec 10th, 2009, I will be available to buy recent/current (particularly 2004-2011) editions of books that faculty and departments are no longer using. Books such as:

*Student editions
*Duplications
*Clean workbooks and study guides
And more!...

Books I do not buy consist of:
*Answer Keys
*Test Banks
*Resource Manuals, etc.

These books are then made available to students at a major discount! Recycling textbooks saves people money, helps our environment, gives you more shelf space and raises money for your school or department. There are many other benefits to recycling that I am happy to discuss upon meeting you!

If you would like to schedule an appointment, please respond with the following information:

1.Your name.
2.The time(s) you are available on the dates stated above.
3.Your office phone #.
4.Office location including building name, office #, and if
available the address.
5.Campus you are on if your school has more than one.

Please do not hesitate to schedule even if you are just looking for more info on recycling. It's anonymous and I am happy to share my view on the subject.

Thank you and I hope you give me the chance to meet with you and buy your books! My assistant Jennifer will confirm the appointment via email after receiving your reply.

Sincerely,
Mike Sues

Your privacy is respected and I only work by appointment. If you wish to no longer be informed of my future visits, please reply and type "remove" in the subject field. You will be removed immediately!

From: Cookie Newsom <newsom@email.unc.edu>
Sent: Monday, December 7, 2009 8:40 AM
To: smutima@email.unc.edu
Subject: [bfscdiscussion] Seasons' Greetings!

Hello Fabulous Folks!

I just wanted to take this opportunity to wish you a happy holiday season and to remind you to RSVP for the BFSC event being held on the 17th at the Ackland Art Museum. This is going to serve as both our holiday get together and our farewell to Elmira Mangum as she leaves us to take the position of Vice President at Cornell University. Please let Debra Watkins know if you are going to be attending so that we can get the caterer count as accurate as possible.

I also am asking you to think of either nominating someone or agreeing to have your name put forward for the elections next spring for new officers for the BFSC. We need to elect a chair, and several other officers at the next election which will be held in April. It is time for new leadership to take the BFSC to new heights of influence and activity. I hope you will consider offering your time and talents to serve the entire campus community.

Hope to see you soon! :-)

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, December 7, 2009 8:34 PM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: Administrative Review of Mr. Emil Kang, Executive Director of the Arts

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TO: UNC-Chapel Hill Faculty, Staff and Students

FROM: Bruce Carney, Executive Vice Chancellor and Provost

December 7, 2009

RE: Administrative Review of Mr. Emil Kang,Executive Director of the Arts

On behalf of the committee appointed to review the performance of Mr. Emil Kang, I am pleased to invite your participation in the review process.

The committee is being chaired by Professor John McGowan. Other members include: Terry Rhodes, Emily Kass, David Sontag, McKay Coble, David Blackmon, Douglas Zinn and Priscilla Bratcher.

As required by University regulations, the Provost has requested a review of Mr. Kang's performance as the Executive Director of the Arts over the last five years. Areas for review include vision, long-range planning, day-to-day management of the program, and leadership in actualizing the ideals and goals of the Arts. The committee invites your comments on these and related issues. It is important for the committee to learn how Mr. Kang's performance as Executive Director is viewed by students, staff, and faculty at UNC-Chapel Hill.

We encourage you to contribute to this review in the following different ways:

1. The committee has scheduled two open sessions to receive comments. These times are:

January 12, 2010 - 3:30 - 5:00 - 2nd floor seminar room, Hyde Hall
January 13, 2010 - 3:30 - 5:00 - 2nd floor seminar room, Hyde Hall

If you wish to meet with the committee, please contact Debbie Stevenson in the Office of the Executive Vice Chancellor and Provost (debbie_stevenson@unc.edu or 962-7882), and she will schedule a specific time (usually about 10-15 minutes) within that time period. Note that while all comments during these sessions will be kept strictly confidential, a master list of attendees will be kept as part of Mr. Kang's personnel file. Requests must be made no later than January 8, 2010.

2. You may provide written comments to the chair or other committee members. The review committee will treat your comments as strictly confidential. By law, all written communication - whether on paper or by email - becomes a confidential part of Mr. Kang's personnel file. As such, comments are open to examination by him. University regulations prohibit considerations of anonymous letters in the review process. All written comments should be sent to: Professor John McGowan c/o Debbie Stevenson, 104 South Building, CB # 3000, or by emailing debbie_stevenson@unc.edu

3. You may telephone or meet privately in person with committee members. Oral communications (by telephone or in person) and the committee's notes generated from these conversations do not become part of Mr. Kang's personnel file but may be reflected in the committee's report without identifiers.

The deadline for submitting written comments regarding Mr. Kang's performance to the committee is January 6, 2010. Thank you very much for your help in this important task.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, December 7, 2009 10:07 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Are you a man who is overweight and interested in losing weight?

Male Research Subjects Needed for Weight Loss and Exercise Study

Men, aged 18-55, who are overweight and do not currently participate in a weight loss or exercise program may be eligible to participate in an 18-month study to examine methods to improve weight loss and exercise participation.

For more information please call 919-966-5852, send an email to weightresearch@unc.edu, or go to http://www.uncweightresearch.org.

Additional eligibility criteria apply.

This study (#07-1155) was approved by the Public Health-Nursing IRB on 7/21/09.

This email is sponsored by: Lineberger Comprehensive Cancer Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Tuesday, December 8, 2009 12:06 PM
To: Donato Fhunsu <dfhunsu21@unc.edu>; Mamarame Seck <mseck@email.unc.edu>; Waithera Karim-Sesay <waithera@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Sahar Amer <samer@email.unc.edu>
Subject: [Fwd: African Language Web Page]

Hi Everyone,

As a follow up to my earlier email about the African Languages web page, Barbara would also like to include a short description on our center's website of each language faculty member's area of interest, and any professional development/involvement that is relevant to language instruction. Much of that I can learn from your CV and global faculty expertise database entry, but if there are particular items relevant to language instruction that you would like to highlight, I would very much appreciate your help in compiling a short paragraph of this nature.

Thank you again!
Stacey

-------- Original Message --------
Subject: African Language Web Page
Date: Tue, 08 Dec 2009 11:41:17 -0500
From: Stacey Sewall <sewall@email.unc.edu>
Organization: University of North Carolina at Chapel Hill
To: Donato Fhunsu <dfhunsu21@unc.edu>, Mamarame Seck <mseck@email.unc.edu>, Waithera Karim-Sesay <waithera@email.unc.edu>, Alphonse Mutima <smutima@email.unc.edu>, Sahar Amer <samer@email.unc.edu>

Hi Everyone,

I hope you're all having a good semester. I'm writing because Prof. Seck has asked me to put together a web page for each African Language taught here at UNC, to be part of the African and Afro-American Studies departmental website. He would like each language's page to have the following info (that I'm hoping all of you can help me gather)

photos of instructors
information on the textbook(s) used in the class(es)
list of the countries where the language is spoken
a syllabus representative of each class/level
a CV for each instructor
short audio clip of the language being spoken

Would it be possible for you all to send me the relevant information for your language? I appreciate your time. Please let me know if you have any questions or concerns (or ideas for the web page).

Thank you!
Stacey

--

Stacey Sewall
African Studies Center
UNC-Chapel Hill
(919) 962-1522

--

Stacey Sewall
African Studies Center
UNC-Chapel Hill
(919) 962-1522

From: mseck <mseck@email.unc.edu>
Sent: Tuesday, December 8, 2009 1:50 PM
To: Stacey Sewall <sewall@email.unc.edu>
Cc: Donato Fhunsu <dfhunsu21@unc.edu>; Waithera Karim-Sesay <waithera@email.unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Sahar Amer <samer@email.unc.edu>
Subject: Re: [Fwd: African Language Web Page]

Dear All,

I thought that having such a website, entirely devoted to African languages, would make a big difference for us, the Department, and our students. So, as we say in French, "A vos plumes!" meaning "pick up your pens or keyboards!"

Enjoy the end of the semester!
Mamarame

On Tue, 08 Dec 2009 12:06:25 -0500, Stacey Sewall <sewall@email.unc.edu>
wrote:
> Hi Everyone,
>
>
> As a follow up to my earlier email about the African Languages web page,
> Barbara would also like to include a short description on our center's
> website of each language faculty member's area of interest, and any
> professional development/involvement that is relevant to language
> instruction. Much of that I can learn from your CV and global faculty
> expertise database entry, but if there are particular items relevant to
> language instruction that you would like to highlight, I would very much
> appreciate your help in compiling a short paragraph of this nature.
>
>
> Thank you again!
> Stacey
>
>
>
> -------- Original Message --------
> Subject: African Language Web Page
> Date: Tue, 08 Dec 2009 11:41:17 -0500
> From: Stacey Sewall <sewall@email.unc.edu>
> Organization: University of North Carolina at Chapel Hill
> To: Donato Fhunsu <dfhunsu21@unc.edu>, Mamarame Seck
> <mseck@email.unc.edu>, Waithera Karim-Sesay <waithera@email.unc.edu>,
> Alphonse Mutima <smutima@email.unc.edu>, Sahar Amer <samer@email.unc.edu>
>
>
>
> Hi Everyone,
>
>
> I hope you're all having a good semester. I'm writing because Prof.
> Seck has asked me to put together a web page for each African Language
> taught here at UNC, to be part of the African and Afro-American Studies
> departmental website. He would like each language's page to have the
> following info (that I'm hoping all of you can help me gather)
>

>
> photos of instructors
> information on the textbook(s) used in the class(es)
> list of the countries where the language is spoken
> a syllabus representative of each class/level
> a CV for each instructor
> short audio clip of the language being spoken
>
>
> Would it be possible for you all to send me the relevant information for
> your language? I appreciate your time. Please let me know if you have
> any questions or concerns (or ideas for the web page).
>
>
> Thank you!
> Stacey
>
>
>
>
> --
>
> Stacey Sewall
> African Studies Center
> UNC-Chapel Hill
> (919) 962-1522

From: Penn, Frank (Student Stores) <FLPENN@store.unc.edu>
Sent: Tuesday, December 8, 2009 2:46 PM
To: Mutima, Sinamenye A. <smutima@email.unc.edu>
Subject: SWAH 402, 404, 406 - Spring 2010 Textbook Requests

The University of North Carolina Chapel Hill
Student Stores Textbook Department

Re: Spring 2010 Textbook Requests

Professor Mutima,

Please pardon the intrusion. This is a friendly reminder that, according to our records, we have not yet received the book order(s) for your courses for Spring 2010. Please take a moment to review the course listings and send us your list of books to be adopted and ordered (or kindly inform us there will be no textbooks). Our records show these courses include:

- SWAH 402 section 001
- SWAH 404 section 001
- SWAH 406 section 001

The result of your submission allows Student Stores to offer students the best monetary value for the ever increasing prices on textbooks. We work to lower the cost of course materials to students, both at the time of purchase (by having as large a selection of used textbooks as possible) and at buyback (by paying students the highest price possible for their books). We would be unable to accomplish this goal without your course adoption requests. The earlier we have adoptions, the earlier we can go to wholesale book companies to buy short supply used textbooks for resale, increasing the number of used titles to sell. And, the earlier the adoption, the more frequently we can pay students the highest price at buyback, 50% of retail, which also increases the number of used titles to sell.

At UNC Student Stores, we are proud to be a part of the UNC Campus Community. All earnings go to student scholarships.

You can place your order in one of 6 easy ways:

1) Use the Student Stores **website**: http://www.store.unc.edu/textbooks/

2) **Fax** your order to: 962-3334

3) **Email**:
   Textbook Office textbook@unc.edu
   George Morgan gfmorgan@store.unc.edu
   Frank Bellamy fbellamy@email.unc.edu

4) Send your order by **campus mail** to the Course Materials Department at Campus Box #1530

5) **Stop by** the Textbook Office, 2nd floor, Student Stores

6) Reply to this reminder.

Regards,

Frank Penn
UNC Student Stores - Textbooks

From: Penn, Frank (Student Stores) <FLPENN@store.unc.edu>
Sent: Tuesday, December 8, 2009 3:34 PM
To: Mutima, Sinamenye A. <smutima@email.unc.edu>
Subject: RE: SWAH 402, 404, 406 - Spring 2010 Textbook Requests

---

Hi Professor Mutima –

You are correct – I did take the orders for 402 and 404 – the mail message was in error.

Thanks for the order for 406 –

Your orders are now complete.

Regards,

Frank

```
-----Original Message-----
From: Alphonse Mutima [mailto:smutima@email.unc.edu]
Sent: Tuesday, December 08, 2009 3:30 PM
To: Penn, Frank (Student Stores)
Subject: Re: SWAH 402, 404, 406 - Spring 2010 Textbook Requests

Dear Mr.Penn:

Thank you for your note.Actually, I personally came to your office to
confirm that I was going to use the same textbooks for Swah 402 (Russell
Joan 2003 Swahili Chicago) and Swah 404 (Muaka & Muaka 2006 Tusome
Kiswahili Madison NALRC Press).What I forgot to order a textbook for was
Swah 406.The textbook for the course is  Omar S.Alwiya & Rushubirwa
2007.Tuwasiliane kwa Kiswahili.Madison NALRC Press.In other words, the
last textbook is what you need to order.

Best.

Alphonse Mutima

Penn, Frank (Student Stores) wrote:
>
>
>
>   *The University of North Carolina Chapel Hill*
>
>
>   *Student Stores Textbook Department*
>
>
>
>
>
>
>
>
>   Re: Spring 2010 Textbook Requests
>
>
```

>
> Professor Mutima,
>
>
>
> Please pardon the intrusion. This is a friendly reminder that, according
> to our records, we have not yet received the book order(s) for your
> courses for Spring 2010. Please take a moment to review the course
> listings and send us your list of books to be adopted and ordered (or
> kindly inform us there will be no textbooks). Our records show these
> courses include:
>
>
>
> · SWAH 402 section 001
>
> · SWAH 404 section 001
>
> · SWAH 406 section 001
>
>
>
> The result of your submission allows Student Stores to offer students
> the best monetary value for the ever increasing prices on textbooks. We
> work to lower the cost of course materials to students, both at the time
> of purchase (by having as large a selection of used textbooks as
> possible) and at buyback (by paying students the highest price possible
> for their books). We would be unable to accomplish this goal without
> your course adoption requests. The earlier we have adoptions, the
> earlier we can go to wholesale book companies to buy short supply used
> textbooks for resale, increasing the number of used titles to sell. And,
> the earlier the adoption, the more frequently we can pay students the
> highest price at buyback, 50% of retail, which also increases the number
> of used titles to sell.
>
>
>
> At UNC Student Stores, we are proud to be a part of the UNC Campus
> Community. All earnings go to student scholarships.
>
>
>
> You can place your order in one of 6 easy ways:
>
>
>
> 1) Use the Student Stores *website*:
> http://www.store.unc.edu/textbooks/
>
>
>
> 2) *Fax* your order to: 962-3334
>
>
>
> 3) *Email*:
>
> Textbook Office textbook@unc.edu

> <mailto:textbook@unc.edu>
>
> George Morgan gfmorgan@store.unc.edu
> <mailto:gfmorgan@store.unc.edu>
>
> Frank Bellamy
> _fbellamy@email.unc.edu <mailto:fbellamy@email.unc.edu>_
>
>
>
> 4) Send your order by *campus mail* to the Course Materials
> Department at Campus Box #1530
>
>
>
> 5) *Stop by* the Textbook Office, 2nd floor, Student Stores
>
>
>
> 6) Reply to this reminder.
>
>
>
> Regards,
>
>
>
> Frank Penn
>
> UNC Student Stores - Textbooks
>
>
>

From: BullsHead@store.unc.edu
Sent: Wednesday, December 9, 2009 10:43 AM
To: Bulls Head mailing list <bullymail@listserv.unc.edu>
Subject: TODAY- The Grinch In English & Latin!, w/ Free Cookies and Hot Chocolate!

The Bull's Head Bookshop's annual bilingual reading of the Dr. Seuss classic How the Grinch Stole Christmas is today at 4pm!

Professor emeritus Tom Stumpf will read boomingly in English and our very own George Morgan will read soothingly in Latin, with free cookies and hot chocolate for all!

Show up early to get a good seat; there have been large crowds in the past.

--- You are currently subscribed to bullymail as: smutima@email.unc.edu. To unsubscribe send a blank email to leave-26013794-4005955.0e9ae51c1aebe739ce4dd2b3bc85321d@listserv.unc.edu

From: Cookie Newsom <newsom@email.unc.edu>
Sent: Wednesday, December 9, 2009 2:06 PM
To: smutima@email.unc.edu
Subject: [bfscdiscussion] Faculty Event

Title: Working with the Millennium Generation: What Faculty Should Know
Description: What's unique about this generation of college students? What should faculty know about their orientations in order to facilitate their development? Bring your lunch and join the conversation facilitated by Dean W. Crisp.
Date: Thursday, December 10, 2009
Time: 12-1
Place: Toy Lounge, Dey Hall

From: Jan Boxill <jmboxill@email.unc.edu>
Sent: Wednesday, 4:32 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: (no subject)

Interesting. Because said she had an appointment with you
today, but she came and you all changed it to tomorrow morning.

Thanks so much for being accommodating and flexible.
Jan

Alphonse Mutima wrote:
> There must have been some miscommunication because the student I am
> waiting for at that particular time is However,it is O.K
> with me as long as they take care of the situation.
>
> Alphonse
>
> Jan Boxill wrote:
>> I just talked to both of them and they said they are scheduled to do
>> it tomorrow morning at 10:30 a.m.
>> Jan
>>
>> Alphonse Mutima wrote:
>>> Dear Professor Boxill:
>>>
>>> I have been trying to get and (Swah section 1)
>>> make up their oral test but I do not seem to succeed.They promised
>>> to finally come to my office today at 2:00pm but they are not here
>>> yet.Could you,please do something about this situation since the
>>> semester is ending?
>>>
>>> Best.
>>>
>>> Alphonse Mutima
>>>
>>
>

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, December 9, 2009 8:19 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Subjects with IBS and Healthy controls needed for a research study

---

Has your physician diagnosed you with Irritable Bowel Syndrome (IBS)?

The UNC Center for Functional GI and Motility Disorders is conducting a health research study to identify the causes of IBS symptoms.

Participants must be between the ages of 18-70 and have a doctor's diagnosis of IBS.

Qualified subjects will receive compensation for participation.

A limited number of healthy people with no gastrointestinal symptoms will be enrolled in a comparison group.

For more information on how to sign up please visit:
www.uncmedresearch.com/ibs

Or call Kelly Moulton, M.Ed. at 919-966-0289

CTRC-1846: The Psychophysiology of Irritable Bowel Syndrome
IRB # 01-1397 (Former IRB #GCRC 1846)

This email is sponsored by: Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, December 9, 2009 8:47 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Campus Recreation Extended Holiday Hours

---

In order to accommodate the Carolina Community, Campus Recreation has extended their holiday break hours. Please visit http://campusrec.unc.edu/facilities/hours.html to see the new calendar. Please note that the extended hours will be in effect at the Rams Head Recreation Center. Fetzer Gym and the Student Recreation Center will operate on the same schedule.

This email is sponsored by: Campus Recreation

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, December 9, 2009 9:31 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Does your child soil or poop in his or her pants? Take this quick online survey.

Does your child soil or poop in his or her pants?

Soiling in children is a common condition that is difficult for the child and the family. We are conducting a research study at UNC to find out what parents think are the causes of soiling in their children and what kind of therapies and strategies they use to help their children with the soiling.

We are looking for parents of children 4-18 years old who regularly soil or poop in their underwear. You will be asked to complete the same online questionnaire twice, 2 weeks apart. *You will be paid $10 for participation.*

For more information please go to:
https://uncfunctionalgi.net/fi/

Thank you for your interest!

Miranda van Tilburg, PhD
Assistant Professor of Medicine
The University of North Carolina at Chapel Hill
Center for Functional GI and Motility Disorders
4105 Bioinformatics Building
Campus Box 7080
Chapel Hill, NC 27599-7080
T:919.843.0688
F:919.966.6842
Tilburg@med.unc.edu

Biomedical IRB #: 08-1927
Approved 10/20/2009

This email is sponsored by: Department of Medicine

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Thursday, December 10, 2009 3:32 PM
To: Mutima@mxp1.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Annual Holiday Pajama Party - Friday, December 11

Pajama Party

Friday, December 11

Come to the Ackland this Friday for the annual holiday **Pajama Party**! From 5:00 - 7:00 PM, young children are invited to wear their pajamas to the Museum, enjoy milk and cookies, and listen to classic children's books read by Ackland staff and volunteers. Recommended for 4-8 year-olds and their families.

After the Pajama Party, enjoy music from **Wilson Hill 309** (7:00 - 9:00 PM), a Carrboro-based acoustic roots duo.

Pajama Party co-sponsored by the Orange County Literacy Council.

Free

If you are not already a member but would like to be, please join online.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of aellis@email.unc.edu
Sent:	Thursday, December 10, 2009 8:20 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Basketball Tickets for Winter Break Games

---

Hey Carolina,

Looking to go to a Mens Basketball game over Winter Break?? No ticket lottery will be used for the four games over the break. These games include Presbyterian (12/12), Marshall (12/22), Rutgers (12/28) and Albany NY (12/30). Student tickets well be available on a first-come first serve basis at the Ticket Office.

Students can arrive to Ticket Office up to 4 hours before tip-off. One ticket will be given per One Card, and one One Card is allowed for each student.

Cheer on the Heels over the break! Questions? Email @gmail.com or visit unc.edu/caa.

Go Heels!

Annie Ellis
Carolina Athletic Association
Public Relations Co-Chair

This email is sponsored by: Carolina Athletic Association

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From: Cookie Newsom <newsom@email.unc.edu>
Sent: Friday, December 11, 2009 9:58 AM
To: smutima@email.unc.edu
Subject: [bfscdiscussion] Season Greetings, reminders and info!

Hello Marvelous People!

Happy Holiday Season to all!

- Thanks to Professor Eileen Parsons for organizing the talk yesterday by Dean Winston Crisp, and thanks to Dean Crisp for a wonderful talk.
- Please remember to join us for the end of semester event at the Ackland Art Museum on the 17th.
- At the January BFSC meeting which is January 5th at 10AM we will be discussing the 2009 University Diversity Plan Report. To read the report go to www.unc.edu/diversity and click on the link to the 2009 Diversity Plan Report. You will be able to read a PDF of the entire report. I invite you to pay particular attention to the tables in the Appendices and to the section on minority presence. I look forward to your questions, comments, suggestions and insights.

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Friday, December 11, 2009 8:22 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Holiday Greetings from the Chancellor

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Dear Carolina students, faculty and staff:

Please click the following link to view our holiday greeting:
http://www.unc.edu/chan/holiday09.

You'll then have the opportunity to create your own Carolina card to send to your family and friends.

Happy holidays!

Holden and Patti Thorp

This email is sponsored by: Office of the Chancellor

From: nobody@notify.unc.edu on behalf of dccregistry@med.unc.edu
Sent: Friday, December 11, 2009 10:02 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Type 2 Diabetes Study at UNC

Have you been diagnosed with Type 2 Diabetes?

The UNC Diabetes Care Center is currently seeking volunteers ages 18-75 with type 2 diabetes who are using oral medication or diet and exercise alone.
Volunteers, who are not well controlled, are needed for this research study which is looking to see the effect on blood sugar control of an investigational medication.
The study medication has been approved by the U.S. Food and Drug Administration (FDA) to treat arthritis but it has not been approved for diabetes.
Study involves 12 visits to the UNC Diabetes Care Center over approximately 1 year. Eligible participants will take either the investigational medication or placebo (pill with no active medication).
Study related benefits at no cost to participants include, study medication, related lab testing, ECGs, physical exams, glucose monitoring and compensation for your time.

For more information please call:

Laura Ely Clinical Research Coordinator
UNC Diabetes Care Center
484 0931 ext 273
lely@med.unc.edu

IRB Approval Study No. 08-1949. Approval Date 12/17/2008. UNC Biomedical IRB Approval by Full Board Review

This email is sponsored by: Medicine

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From: bounce-26041970-2434606@listserv.unc.edu on behalf of Publisher, American Diplomacy <publisher@americandiplomacy.org>
Sent: Monday, December 14, 2009 5:45 PM
To: smutima@email.unc.edu
Subject: New Material posted on "American Diplomacy"

Dear Subscriber,

We just posted a variety of new material on our website (http://www.unc.edu/depts/diplomat/).

*** New Commentary & Analysis articles on national security reform and the State Department's "new" communications system.

*** There is a new compendium of recent poll results on public opinion on global issues from the Council on Foreign Relations.

*** A USIS veteran recalls how public diplomacy was carried out "back in the day."

*** A retired U.S. intelligence officer and author explores the impact of Afghanistan's history on U.S. policy options.

*** A reader comments on what he calls myths about Afghanistan that have appeared in our pages and makes some modest suggestions for improving U.S. policy.

*** Links to a Foreign Policy article by political scientists analyzing the "fall" and "recovery" in U.S. image abroad since 9/11; and to a Human Rights Watch report on Cuba.

*** Links to video of a Carnegie Endowment panel on U.S. – India relations held just before PM Singh's Washington visit; and to the text of remarks by a Hoover Institution fellow on "The Future of Western War."

*** And a review of "Journalism's Roving Eye: A History of American Foreign Reporting," by Professor John Maxwell Hamilton

With this posting we will take a holiday break and next post new material on January 18, 2010. We wish all of our readers a happy holiday season and a healthy, prosperous 2010!

Regards,
Michael Cotter, Publisher, American Diplomacy

From: nobody@notify.unc.edu on behalf of mindfulness@med.unc.edu
Sent: Monday, December 14, 2009 8:27 PM
To: smutima@EMAIL.UNC.EDU
Subject: INFORMATIONAL: MINDFULNESS-BASED COURSES FOR STRESS & PAIN MANAGEMENT-REGISTER NOW!

Are you or someone you know looking for a new way to deal with stress, anxiety, pain, difficult interactions with others during and following the holidays?

Uncertain of what to get loved ones for the holidays?

What better way to say "I care" than giving a class in mindfulness-based stress relief after the "hectivity" of the holidays! This can be the perfect gift for yourself or for someone who is dear. Enter the New Year with new skills for dealing with life stresses!

The UNC Mindfulness-based Program for Stress and Pain Management offers training in meditation and mind-body awareness that will teach you how to slow down, set priorities and stay calm, focused and relaxed in the midst of a busy life. These practices will enhance your body's natural adaptive healing ability and will cultivate the mind's clarity and insight.

This program follows Jon Kabat-Zinn's model and is offered by the Program on Integrative Medicine at UNC (Department of Physical Medicine & Rehabilitation).

WINTER 2010 MINDFULNESS COURSES ON CAMPUS:
1)Tuesday evenings, 6:00-8:30pm, beginning January 5 (required orientation)
through March 2, 2010, taught by Mary Love May
2)Thursday evenings, 6:30-9:00pm, beginning February 4 (required orientation)
through April 1, 2010, taught by Paula Huffman

WINTER 2010 MINDFULNESS COURSES AT UNC WELLNESS CENTER AT MEADOWMONT:
1)Tuesday mornings, 9:30am-12:00 noon, beginning January 5 (required orientation) through March 2, 2010, taught by Mary Love May
2)Wednesday mornings, 9:30am-12:00 noon, beginning February 4 (required orientation on Thursday) through March 31, 2010, taught by Paula Huffman

WINTER 2010 MINDFULNESS COURSE AT UNC COMPREHENSIVE CANCER SUPPORT PROGRAM (CCSP) AT CAROLINA POINTE II (this is a new program specifically for cancer survivors and their supporters):
1)Tuesday aftenoons, 1:00-3:00 pm, January 19-March 16, 2010., taught by Dr.
Susan Head
*CCSP is located at 6013 Farrington Road, Suite 101, Chapel Hill NC

Two GRADUATE COURSES will be offered this winter for those who have taken the basic foundation course:
1)"MINDFUL PARENTING" will be held at UNC Wellness Center at Meadowmont on
Tuesday mornings, 9:30am-12:00 noon, beginning March 23 through April 13, 2010
2)"NAVIGATING RELATIONSHIPS THROUGH MINDFULNESS" will be held on campus Tuesday
evenings, 6:00-8:30pm, beginning March 23 through April 13, 2010

Both classes are taught by Mary Love May.

For additional information about classes, tuition, and tuition reductions for research participation, visit the Program on Integrative Medicine website at http://pim.med.unc.edu/mindfulness.html

To register for these mindfulness courses, complete the registration form on the Program on Integrative Medicine website, http://pim.med.unc.edu/mindfulness.html. Contact the Program by phone at 919-966-8586 or by email at mindfulness@med.unc.edu

This email is sponsored by: Physical Medicine & Rehabilitation

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From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, December 15, 2009 3:50 PM
To: Mutima@mxp1.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Make a Gift this Year

You Make It Possible

Dear friends,

For over half a century, the Ackland Art Museum has provided access to world class exhibitions, rich community programming, and innovative educational opportunities - all free of charge. University funding only covers about half of our annual operating costs. The rest comes from supporters like you. This holiday season, please consider giving to the Ackland and helping us continue to bring a world of art and ideas to our community.

There are several convenient ways to give:

1. Make a **secure gift** over the internet. Indicate that you wish to give to the Ackland Art Museum Annual Giving Fund #5041.

2. If you prefer to make a donation by check, make it payable to the Ackland Art Museum and indicate that it is designated for Annual Giving Fund #5041. Mail to:
Kyle Fitch, Director of Annual Giving
Ackland Art Museum
The University of North Carolina at Chapel Hill
Campus Box 3400
Chapel Hill, NC 27599-3400

Your gift to the Ackland is 100% tax deductible. If you would like to speak directly with Kyle Fitch, Director of Annual Giving, about your gift, contact her at 919.843.3676 or kyle_fitch@unc.edu.

Read more about what your support made possible at the Ackland this year.

Remember, a gift to the Ackland not only rewards you and your family, but also the community at large. **Thank you for giving to the Ackland!**

Happy Holidays,

Emily Kass
Director

If you are not already a member but would like to be, please join online.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of ccps@unc.edu
Sent: Tuesday, December 15, 2009 8:19 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Recognize those who've made a difference at Carolina!

To all UNC students, faculty, and staff,

Look around. Do you see students, faculty or staff or know of programs that have made a significant difference in the lives of people and communities in North Carolina? Although few of them dedicate themselves to public service and engaged scholarship for the recognition, don't you think they deserve to be honored? If so, nominate them for a 2010 Public Service Award!

The Carolina Center for Public Service (CCPS) announces its call for nominations for three awards: the Ned Brooks Award for Public Service, the Robert E. Bryan Public Service Award, and the Office of the Provost Engaged Scholarship Award. These prestigious awards recognize individual students, faculty, staff and University units for extraordinary public service and engaged scholarship. Winners receive a monetary award and will be honored at the annual Public Service Awards reception scheduled for Friday April 16, 2010.

Nominations may be submitted by students, staff, faculty, and/or community members and are due by 5:00 PM on Friday February 5, 2010. Nominators are cautioned to review the criteria for each award to ensure their nomination is aligned with stated requirements for the award.

To obtain detailed information on each award and access the on-line nomination form, go to the Carolina Center for Public Service website:
http://www.unc.edu/cps/public-service-awards-index.php
You can also get tips on writing effective nominations at this site.

Questions may be directed to ccps@unc.edu or 843-7568.

This email is sponsored by: Carolina Center for Public Service CCPS

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From:	nobody@notify.unc.edu on behalf of clr@unc.edu
Sent:	Wednesday, December 16, 2009 8:39 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Morehead membership discount for UNC faculty, staff and students

---

Interested in purchasing a membership to Morehead Planetarium and Science Center for yourself or as a gift? Apply online by Dec. 31, 2009 and receive a $10 discount. Already a member? Extend for another 12 months and receive the same discount. This offer is only valid for UNC faculty, staff and students.

Visit www.moreheadplanetarium.org/go/membership and enter the discount code UNC09.

Enjoy the many benefits of being a Morehead member, including priority registration for Morehead Summer Camps and special member pricing, free admission to public planetarium shows for a whole year, and discounts in one of the best gift shops around!

For further information, please contact the membership office at (919) 843-3475 or
e-mail mpscmembers@unc.edu.

This email is sponsored by: Morehead Planetarium and Science Center

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, December 16, 2009 9:11 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: South Rd. one-way; Raleigh St. Blocked Dec. 21-Jan. 9

Due to underground utilities construction, through traffic on South Road through the campus will be limited to one-way westbound between Country Club Road and Bell Tower Drive from Monday, December 21, 2009 through Saturday, January 9, 2010. Two-way access will be allowed from McCauley and South Columbia Streets only as far east as Bell Tower Drive. Northbound motorists on Stadium Drive must turn left (west) on South Road. Pedestrian traffic will be detoured and routed to avoid the construction areas.

During this same time period, there will be no access to Raleigh Street via South Road. Raleigh Street will be blocked at its intersection with South Road. Two-way access to facilities along Raleigh Street north of the blockage will be maintained from the north via the Cameron Avenue / Country Club Road intersection. For more information or to see a map of the affected area and related detours, visit the following link:

http://www.dps.unc.edu/NewsLinks/SouthRoadWeb/SouthRoad.pdf

Chapel Hill Transit (CHT) will be implementing detours and will NOT serve bus stops along Raleigh Street or South Road at Fetzer Gym, Woollen Gym, or the School of Government (at Country Club Road). Buses will resume normal routing on January 11, 2010. For further details on transit changes, visit the CHT link at:

http://www.townofchapelhill.org/index.aspx?page=1005#detours

If you have further questions, please contact the UNC Department of Public Safety during regular business hours at (919) 962-3951.

Thank You,
UNC Public Safety

This email is sponsored by: UNC Public Safety

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From:	bounce-26057226-24329175@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent:	Thursday, December 17, 2009 8:49 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	Administrative Managers <asmgrs@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] Grade rolls can be dropped at Steele for courier to SASB

The enclosed message from Senior Associate Dean Bobbi Owen is being sent to all faculty in the College, with an information copy to administrative managers.

* * *

Dear Colleagues:

For your convenience, you may drop off grade rolls at the front desk of Steele Building and a courier will deliver them to SASB. The Registrar has set up a courier service that will pick up grade sheets from Steele at 8:30 am and 4:30 p.m. every day through Tuesday Dec. 22.

Regards,

Bobbi Owen

--
Bobbi Owen
Senior Associate Dean for Undergraduate Education, and
Michael R. McVaugh Distinguished Professor of Dramatic Art
University of North Carolina at Chapel Hill
CB# 3504, 3011 Steele Building
214 East Cameron Avenue
Chapel Hill, NC 27599-3504
Phone: 919 843-7773
FAX: 919 843-6557

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Tomeiko Ashford Carter <tashford@email.unc.edu>
Sent: Thursday, December 17, 2009 11:01 AM
To: Institute of African American Research <iaarlist@listserv.unc.edu>
Subject: [iaarlist] Test

---

test

This email is being forwarded to the Listserv of the Institute of African American Research, located at the University of North Carolina at Chapel Hill. This listserv periodically lists information on upcoming IAAR programs, related organizations, and constituents. For more information, please contact the IAAR Programming Coordinator at 919.962.6810.

--- You are currently subscribed to iaarlist as: smutima@email.unc.edu. To unsubscribe send a blank email to leave-26058086-2005152.e15629b73e4b92fa3313326dbccef573@listserv.unc.edu

From:	nobody@notify.unc.edu on behalf of fertility@unc.edu
Sent:	Tuesday, December 29, 2009 8:24 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Thinking About Starting a Family?

Are you or is someone you know trying to get pregnant or about to start trying?

Time-to-Conceive is a research study at the University of North Carolina at Chapel Hill focusing on fertility in women between 30 and 44 years of age. To learn how you can be in the study, call us at (919) 843-8246 or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Monetary compensation for study activities

No medicines or pills to take and no changes to daily lifestyle or existing health care routine.

Please visit our new website at www.med.unc.edu/timetoconceive for more information.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: OB/GYN

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From: nobody@notify.unc.edu on behalf of fkimberl@email.unc.edu
Sent: Monday, January 4, 2010 8:21 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Unity Conference--Call for Workshop Proposals

---

The Unity Conference is now seeking workshop proposals for the eighth annual conference to be held April 9 - April 11, 2010 at the University of North Carolina at Chapel Hill. Last year's event welcomed over 500 participants from ten different states. We fully expect to grow our event this spring and invite you to participate!

The Southeast Regional Unity Conference is an annual gathering of progressive lesbian, gay, bisexual, transgender, intersex, and queer identified people and their allies in the Southeast. It was founded to create dialogues about the intersections of gender and sexuality with ability, age, class, faith, health, and race/ethnicity, to explore strategies for effective grassroots organizing, and to share work that we and other LGBTIQ activists are doing in the Southeast. In generating these conversations, the Unity Conference serves to foster a progressive Southeastern LGBTIQ movement that affirms and reflects all aspects of the identities of LGBTIQ people.

With the theme "Intersecting Identities: Performance, Politics, Power" the 2010 Unity Conference Steering Committee has chosen to use this year's conference as an opportunity to more explicitly engage the concept of
intersectionality as an ethic of theorizing and organizing. The multiple sites of difference that inform our experience of queer and allied communities will not be placated or contested. Rather, we wish to explicitly take up difference as a primary and generative site of social change.

To focus our topic, we have developed three primary sub-themes:
1)How do we perform and theorize our intersecting identities?
2)How do assimilationis and anti-assimilationist politics operate within LGBTQ communities?
3)How do we build and sustain diverse communities committed to social justices?

To that end, we have invited a broad range of performers, educators, and human rights advocates from diverse activist backgrounds to lead workshops and address the full conference. We have reserved space for 30 different workshop sessions over the weekend. With this year's theme we hope to provide a wide range of workshops dealing with both practical and
theoretical issues.

Submissions for workshop proposals must be received by February 1, 2010 and will be accepted on a rolling basis. Those workshops relating to the theme "Intersecting Identities: Performance, Politics, Power" and received earliest will receive highest priority. Please visit <http://unityconference.webs.com/> to access the necessary workshop proposal form. Submit completed workshop proposal forms unityconference2010@gmail.com

Thank you, and we look forward to seeing you in Chapel Hill!

Cheers,

Kimberly Fisher
2010 Unity Conference Director
fkimberl@email.unc.edu
(919) 815-2628

This email is sponsored by: Unity Conference

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of bryant_tran@unc.edu
Sent: Monday, January 4, 2010 9:18 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Blood Vessel Function Study at UNC

~CLINICAL RESEARCH STUDY~

Are You a Healthy Adult Over the Age of 35?

Investigators at UNC are looking for
men and women to participate in a study
evaluating blood vessel function.

Participants must also:
be non-smokers
have no history of cardiovascular disease (including high blood
pressure, high cholesterol, or diabetes)
not be taking any daily medications
The study involves:
* A one-time outpatient clinic visit lasting about 1.5 hours
* Non-invasive blood vessel function assessment
* Blood sample collection
* Must be willing to fast over night and avoid certain over-the-counter
medications and dietary supplements for one week
* $50 compensation for completing the study
For more information, contact Dr. Bryant Tran at
@gmail.com or (919)843-8723

UNC IRB# 07-0836
Approval Date: 7/13/09

This email is sponsored by: UNC Eshelman School of Pharmacy

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that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of emily_brown@dentistry.unc.edu
Sent: Monday, January 4, 2010 9:47 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Participants needed for a toothbrush study

---

Do you want to participate in a toothbrush study?

You may be eligible to participate in this research study if you:

*Are between 18 and 75 years old
*Have not used tobacco products in the past 6 months
*Are in good general health
*Have not taken any new medication in the last three months
*Do not require antibiotics prior to dental treatment
*Have at least 20 teeth
*Are not pregnant or nursing
*Have not been diagnosed with kidney disease, bleeding disorders, Hepatitis, HIV, or Tuberculosis

Participants may receive up to $240 for successful study completion.

Part of the study will consist of not brushing one half of your mouth for a 3 week period and not flossing your entire mouth for 5 weeks.

To learn how you can be in this study, please call (919) 966-5271 or email emily_brown@dentistry.unc.edu.

Approved by UNC IRB: 12/16/2009
IRB study #09--0627
This email is sponsored by: The Dental Research Center

This email is sponsored by: Dental Research Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Niklaus Steiner <nsteiner@email.unc.edu>
Sent: Wednesday, January 6, 2010 1:51 PM
To: Sinamenye Mutima <smutima@email.unc.edu>
Subject: swahili expertise

Hi Alphonse,

I hope the new year is starting well for you. We are currently working on a grant to study foreign language acquisition for students with learning disabilities (what are the barriers and what are successful accommodations?). In addition to some disabilities specialists, I'm looking for some language specialists to serve on an advisory board and hope you'd be willing to play this role. This board would only meet twice a year for for an hour or two, and the grant would last 2 years starting in August 2010. The budget is not yet final but we hope to be able to offer board members a small honorarium for their expertise.

We have to submit this early next week so there's a bit of time pressure for you to let me know.

Thanks for considering and I'm happy to send the draft narrative if you are interested.

Best, Niklaus
--

Niklaus Steiner, Ph.D. | Director

CENTER for GLOBAL INITIATIVES
University of North Carolina at Chapel Hill

301 Pittsboro St Ste 3007 | Campus Box 5145
FedEx Global Education Center | Chapel Hill NC 27599-5145

tel: +1 919 962 6855 | fax: +1 919 962 5375 | skype:
http://cgi.unc.edu | http://facebook.com/unccgi | http://twitter.com/unccgi

CHECK OUT MY LATEST BOOK: http://amzn.com/0415772990

From: Niklaus Steiner <nsteiner@email.unc.edu>
Sent: Thursday, January 7, 2010 10:04 AM
To: smutima@email.unc.edu
Subject: Re: swahili expertise

Many thanks Alponse. Could you please email me an undated CV today or tomorrow? Best, Niklaus

smutima@email.unc.edu wrote:

> Hi Niklaus.Happy New Year.Thank you very much for considering my name.I accept to serve on the advisory board.
>
> With warm regards,
>
> Alphonse
>
> Quoting Niklaus Steiner <nsteiner@email.unc.edu>:
>
>> Hi Alphonse,
>>
>> I hope the new year is starting well for you. We are currently working on a grant to study foreign language acquisition for students with learning disabilities (what are the barriers and what are successful accommodations?). In addition to some disabilities specialists, I'm looking for some language specialists to serve on an advisory board and hope you'd be willing to play this role. This board would only meet twice a year for for an hour or two, and the grant would last 2 years starting in August 2010. The budget is not yet final but we hope to be able to offer board members a small honorarium for their expertise.
>>
>> We have to submit this early next week so there's a bit of time pressure for you to let me know.
>>
>> Thanks for considering and I'm happy to send the draft narrative if you are interested.
>>
>> Best, Niklaus
>> --
>> *Niklaus Steiner, Ph.D. | **Director*
>>
>> *CENTER for GLOBAL INITIATIVES*
>> University of North Carolina at Chapel Hill
>>
>> 301 Pittsboro St Ste 3007 | Campus Box 5145
>> FedEx Global Education Center | Chapel Hill NC 27599-5145
>>
>> tel: +1 919 962 6855 | fax: +1 919 962 5375 | skype:
>> http://cgi.unc.edu | http://facebook.com/unccgi | http://twitter.com/unccgi
>>
>> CHECK OUT MY LATEST BOOK: http://amzn.com/0415772990

--

Niklaus Steiner, Ph.D. | Director

CENTER for GLOBAL INITIATIVES
University of North Carolina at Chapel Hill

301 Pittsboro St Ste 3007 | Campus Box 5145
FedEx Global Education Center | Chapel Hill NC 27599-5145

tel: +1 919 962 6855 | fax: +1 919 962 5375 | skype: [illegible]
http://cgi.unc.edu | http://facebook.com/unccgi | http://twitter.com/unccgi

CHECK OUT MY LATEST BOOK: http://amzn.com/0415772990

From: nobody@notify.unc.edu on behalf of aspire@unc.edu
Sent: Thursday, January 7, 2010 9:14 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Volunteers Needed for Autism Treatment Research Study

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A Phase III Randomized Double Blind Placebo Controlled Trial of
LUMINENZ-AT^{TM} (CM-AT) In Children with Autism IRB # 090678
Biomedical Research
Approved: 04-DEC-2009

The ASPIRE team is currently conducting a research study involving children (ages 3-8 years) with autistic disorder. We are currently looking to enroll children experiencing irritable behaviors who wish to take an investigation medication for three months. The medication is a tasteless sprinkle to be added to food, and participants will either take placebo (fake medicine) or the actual medication.

Participation will include:
* Six appointments at UNC Hospitals with a doctor who specializes in autism
* Appointments may include any of the following: physical exam, diagnostic and cognitive assessments for child
* Stool samples taken from your child

Participants receive study medication or placebo (fake medicine) clinical evaluations, medical tests and physical exams at no cost. Compensation for travel will be provided.

Please call 1-800-708-0048 or email aspire@unc.edu

This email is sponsored by: UNC Dept of Psychiatry

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of aspire@unc.edu
Sent: Thursday, January 7, 2010 9:49 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Is your child gaining weight on antipsychotic medication?

Is your child gaining weight on antipsychotic medication?
Are you concerned about your child's health?

The ASPIRE Research program at the UNC-Chapel Hill's Department of Psychiatry is looking for study participants who:

* are 8-17 years old,
* have a diagnosis of schizophrenia, bipolar, or autism spectrum disorder,
* are currently taking
  * olanzapine (Zyprexa?),
  * quetiapine (Seroquel?), or
  * risperidone (Risperdal?), or
  * ziprasidone (Geodon?), or
  * aripiprazole (Abilify?)
* have gained weight while taking this medication during the past year and are in a high risk weight category.

All study-related evaluations and treatments are provided at no cost to participants. Compensation for participation is also provided.

If you think this study may be appropriate for your child, please contact us. We are happy to tell you more about our program and answer any questions. Please call the ASPIRE Research Hotline (1-800-708-0048) or email us at ASPIRE@unc.edu.

This message was approved by the UNC Biomedical IRB on 30-Jul-2009 for IRB#08-1082 Improving Metabolic Parameters of Antipsychotic Child Treatment-Multi-site Study (IMPACT-MS)
PI: Lin Sikich, MD

This email is sponsored by: UNC Dept of Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of cablab_rmw@unc.edu
Sent: Monday, January 11, 2010 9:20 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: INFORMATIONAL: Participants needed for alcohol use and attention study

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INFORMATIONAL: Participants needed for alcohol use and attention study

Do you currently drink alcohol, or have you quit drinking due to a drinking problem?

We are currently looking for participants for a research study on attention and alcohol use. Your participation would require you to come to our laboratory in Davie Hall on the University of North Carolina campus and complete some questionnaires and cognitive tasks. The study will take about 1-1.5 hours. For your participation, you will be compensated with $10/hour. Study requires participants to view images and accurately detect visual targets.

We are primarily looking for participants who either drink infrequently or who have sought treatment for alcohol abuse, are currently seeking treatment, or think that they may have a drinking problem.

You are eligible if:
1. You are between the ages of 18-40 years old
2. You are NOT taking illicit drugs
3. You are NOT taking psychoactive medications
4. You have normal or corrected to normal vision
5. You are a native English speaker
6. You have graduated high school or earned a GED
7. You have no known psychiatric or neurological problems

If interested, Please contact Ryan or Vicki at 919-962-8340 or e-mail cablab_rmw@unc.edu

(mention the subject line of the e-mail if you call) with the following information:

Name
E-mail address
Phone number
Best time to be contacted

This study titled " Alcohol Use and Attention " has been approved by the UNC Behavioral Institutional Review Board (IRB) (study #09-0154 approved 2/18/2009).

This email is sponsored by: UNC Chapel Hill

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of cziefle@med.unc.edu
Sent: Monday, January 11, 2010 10:25 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Volunteers Needed for GERD (Gastroesophageal Reflux Disease) Research Study

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Do you still have symptoms of GERD (Gastroesophageal Reflux Disease) even though you're taking a PPI (proton pump inhibitor)?

If you are a male or female between the ages of 18 and 70 who is on daily PPI treatment (like Nexium, Prilosec or Prevacid) but are still experiencing symptoms of GERD, you may be eligible for a research study to find out if an investigational drug is effective in treating GERD when added to the normal treatment with PPIs.

If you are interested in learning more about this study, please call 966-4591 or e-mail cziefle@med.unc.edu.

UNC Office of Human Research Ethics - Biomedical IRB

IRB Study #: 09-1897 (A randomized, double-blind, placebo controlled, multi-centre phase IIb dose finding study to assess the effect on GERD symptoms, safety and tolerability during four weeks treatment with AZD3355 in doses 60 mg, 120 mg, 180 mg and 240 mg bid as add-on treatment to a PPI in patients with GERD that are partial responders to PPI treatment)

Approval Date: January 4, 2010

This email is sponsored by: Center for Esophageal Diseases and Swallowing

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of david_zajac@dentistry.unc.edu
Sent: Tuesday, January 12, 2010 8:49 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Adults with Repaired Cleft Lip and Palate Needed for Research Study

---

The UNC Craniofacial Center is conducting a research study on sensitivity of the mouth in adults with repaired cleft palate. We are currently seeking adults with repaired cleft lip and palate.

To be eligible for the study, adults must:
- be between 18 to 55 years of age
- have learned English as a first language
- not have developmental delays
- not have known syndromes
- not have known sensory-neural hearing loss

The study will occur at the UNC Craniofacial Center and take approximately 90 minutes to complete.

During the study, we will:
- make audio recordings of your speech
- touch your tongue and hard palate with thin nylon filaments

We will pay $20.00 for completing the study and reimburse you for parking costs up to 2 hours.

To find out more information about the study, please contact Katherine Steere at Katherine_steere@med.unc.edu (cell 603-502-6675)

Study approved by UNC Biomedical IRB, Study #09-1809

This email is sponsored by: Craniofacial Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of ctaico@med.unc.edu
Sent: Tuesday, January 12, 2010 9:22 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Anorexia Genetics Study; Help Us!

Investigators at the University of North Carolina at Chapel Hill are leading a
world-wide effort to understand why some people have an increased risk of developing an eating disorder. We are currently gathering information and
genetic material (DNA from a blood sample) from women who have had anorexia
nervosa at any time in their life. Information from this study will advance our understanding of the causes of anorexia nervosa and further our ability to develop more effective treatments and prevention strategies.

If you are female and have had anorexia nervosa at any time in your life, you are invited to participate in this study. Participation only takes 15 minutes and includes a blood draw.

Please contact Colie Taico at (919) 843-9207 or ctaico@med.unc.edu if you wish to participate or have any questions.

IRB# 04-0861, Approved by the UNC Biomedical
IRB on 9/18/2009

This email is sponsored by: Department of Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of @unc.edu
Sent: Tuesday, January 12, 2010 10:21 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research subjects needed - win iPod Nanos and iTunes gift cards!

Hello,

My name is and I am a doctoral candidate at SILS, UNC Chapel Hill. The purpose of this email is to request your participation in a research study investigating the usage of an online collaborative information seeking system.

This study requires you to sign up for a free account on Coagmento, a system that allows one to keep track of one's browsing, collaborate with others, and compile reports in a unique way. Coagmento is a plug-in for Firefox browser, which provides support for recording your browsing, bookmarking sites, making annotations on webpages, and collecting text snippets and other objects from the Web. The study requires one to download and install this plug-in on their personal computers (Mac or PC) with Firefox browser, use it as often as desired, and provide feedback at different times. The study is planned to run for about two more months. The participant can participate for as much of this time as he/she wishes. There is no need to appear at any place or use this plug-in at any specific time. Each action performed while using this plug-in, such as visiting a website and collecting information, will earn one certain number of points. At the end of the first month of this study, all the participants with more than a certain number of points will be entered into a drawing for three iTunes gift cards of $25 each. At the end of the second month (end of the study), the participants with more than a certain number of points will be entered into a drawing for three iPod Nanos.

To participate in this study, please visit http://www.coagmento.org/ to create a free account. More details about the requirements, points system, and the prizes can be found there.

Choosing or declining to participate in this study will not affect your class standing or grades at UNC-Chapel Hill. You will not be offered or receive any special consideration if you take part in this research; it is purely voluntary. This study has been approved by the UNC Behavioral IRB (IRB Study 09-2033, Approval Date 11/30/2009), and will be supervised by Prof. Gary Marchionini (march@ils.unc.edu) at SILS.

Doctoral Candidate
School of Information & Library Science (SILS)
UNC Chapel Hill

This email is sponsored by: School of Information & Library Science

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: bounce-26192761-25122344@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent: Wednesday, January 13, 2010 2:40 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc: Administrative Managers <asmgrs@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] Faculty Mentoring Awards - $5,000, Nominations Due 2/19

The enclosed message is being sent to all faculty in the College of Arts and Sciences, with a copy to administrative managers.

* * *

The 2010 Women's Leadership Council Faculty Mentoring Awards recognize outstanding men and women faculty members who go the extra mile to guide, mentor and lead students and/or junior faculty colleagues. Awards are $5,000 each. Nominations are due by Feb. 19, 2010. Open to all tenured and tenured-track faculty, as well as fixed-term faculty who have been at Carolina three years.
For details:
http://provost.unc.edu/announcements/2010-faculty-mentoring-award.html

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Dee Reid (919) 843-6339
Director of Communications
College of Arts and Sciences
The University of North Carolina at Chapel Hill
205 South Building, CB #3100
Chapel Hill NC 27599-3100
Web: http://college.unc.edu
Blog: http://unccollege.wordpress.com
Twitter: http://twitter.com/unccollege
Facebook: UNC College of Arts and Sciences

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, January 13, 2010 9:54 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research Subjects needed for Brittle Nail Study

---

Do you have splitting, brittle or fraying fingernails? You may be eligible to participate in a research study evaluating the safety and efficacy of a new topical treatment. You must be at least 18 to participate.

The study will last up to 24 weeks and require up to 8 study visits. All study related visits, study medication, and evaluations will be provided to eligible participants at no cost. Compensation up to $240.00 will be provided.

For more information, please contact:

Erika Hanami, CRC
1042 Burnett-Womack, CB 7209
Chapel Hill, NC 27599-7209
Phone: 919-843-5126
Email: erika_hanami@med.unc.edu

This study has been approved by the Biomedical Institutional Review Board at UNC-CH on 12/01/2009.

IRB#:09-1141
Title: A Single Center, Investigator-Blinded Study of the Efficacy of Topical Cyclosporine 0.05% Opthalmic Suspension (Restasis) Under Occlusion Versus Vehicle in the Treatment of Brittle Nail Syndrome

This email is sponsored by: Department of Dermatology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Judith Benowitz <benowitz@email.unc.edu>
Sent: Thursday, January 14, 2010 8:19 AM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: (no subject)

Hi Alphonse, and Happy New Year!

Your course is being edited by Lynn Davis. Our instructional designers are very busy. Our programs have grown but our staff has not, so editing new and existing courses can take a while. They have to focus on the CCO courses (semester-based online courses) three times a year before and during each new semester, but once those courses are up and running, they can spend more time on the SPC courses. Lynn and all of us are as anxious as you to get your course finished because we think it will be popular!

Thank you for your patience.

Judith

Alphonse Mutima wrote:
> Dear Judith:
>
> I am writing to inquire about the corrections for the Swah 401
> self-paced course.How are things at this point? Please, let me know.
>
> Best.
>
> Alphonse
>

--
Judith Benowitz
Program Development Specialist
The Friday Center for Continuing Education
UNC at Chapel Hill
CB #1020
Chapel Hill NC 27599
tel: 919-962-6302
fax: 919-962-5549

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"May the forces of evil become confused on the way to your house."

George Carlin

From: Judith Benowitz <benowitz@email.unc.edu>
Sent: Thursday, January 14, 2010 4:08 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: (no subject)

You're welcome! I hope you're well and staying warm during this cold spell. Tomorrow, it's supposed to climb to 60 before it drops again this weekend and rains.

Judith

Alphonse Mutima wrote:
> Thank you Judith for updating me on what is going on with my course
> and your kind words.
>
> Best.
>
> Alphonse
>
> Judith Benowitz wrote:
>> Hi Alphonse, and Happy New Year!
>>
>> Your course is being edited by Lynn Davis. Our instructional
>> designers are very busy. Our programs have grown but our staff has
>> not, so editing new and existing courses can take a while. They have
>> to focus on the CCO courses (semester-based online courses) three
>> times a year before and during each new semester, but once those
>> courses are up and running, they can spend more time on the SPC
>> courses. Lynn and all of us are as anxious as you to get your course
>> finished because we think it will be popular!
>>
>> Thank you for your patience.
>>
>> Judith
>>
>> Alphonse Mutima wrote:
>>> Dear Judith:
>>>
>>> I am writing to inquire about the corrections for the Swah 401
>>> self-paced course.How are things at this point? Please, let me know.
>>>
>>> Best.
>>>
>>> Alphonse
>>>
>>
>

--
Judith Benowitz
Program Development Specialist
The Friday Center for Continuing Education
UNC at Chapel Hill
CB #1020
Chapel Hill NC 27599
tel: 919-962-6302
fax: 919-962-5549

****
"May the forces of evil become confused on the way to your house."

George Carlin

From: nobody@notify.unc.edu on behalf of asthmastudies@med.unc.edu
Sent: Thursday, January 14, 2010 8:21 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research study for individuals with mild asthma and allergies.

The purpose of this research study is to learn more about the effect of inhalation of a component of air pollution on airway responses in allergic individuals with mild asthma. The component being studied is called endotoxin and can be found in a number of different workplaces. It is even found in homes. The purpose of this research study is to identify a dose of inhaled endotoxin that is safe (does not cause prolonged cough, shortness of breath or other problems), but which causes changes in sputum cell samples. Information from this study will be used to identify a safe range of endotoxin for use in inhalation challenge studies. This study will also help determine how endotoxin affects mucociliary clearance (MCC) which is a measure of how quickly mucus clears from the airway.

Subjects must be otherwise healthy, have mild asthma and allergies. Pregnant or nursing females are excluded as well as individuals with a recent respiratory infection or an average of more that 2 asthma exacerbations per week. Study participation will include 6 visits over a 3 week to 3 month period based on participants available.

Interested individuals may call 919-966-2879 for additional information.

Approved 11-20-08 by the Biomedical Institutional Review Board. IRB# 08-1750

This e-mail is sponsored by the UNC Center for Environmental Medicine, Asthma and Lung Biology and is funded by the National Institutes of Health

This email is sponsored by: Center for Environmental Medicine, Asthma and Lung Biology

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From: nobody@notify.unc.edu on behalf of bpearson@med.unc.edu
Sent: Thursday, January 14, 2010 8:47 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Seeking women 1-2 yrs postpartum

Are you, or is someone you know 1 year postpartum...?

Postpartum Depression Research study seeking healthy women, 12-24 months postpartum, who are NOT currently depressed, not currently breastfeeding, have regular menstrual cycles, and fall into one of the following categories:

1. Have experienced Postpartum Depression
2. Have experienced Depression in the past, but not after childbirth
3. Have never experienced depression

All office visits, medical evaluations, and investigational medications related to this study will be provided at no cost to patients. This study requires 4 visits to UNC. $150 compensation upon completion.

For more information, please call Brenda at 843-8084.

Approved 8/27/09 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board. IRB# 07-1353
CTRC# 2649

This email is sponsored by: Department of Psychiatry

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From: nobody@notify.unc.edu on behalf of research_support@unc.edu
Sent: Thursday, January 14, 2010 9:17 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research Support: Fringe Benefit Rates; New Year, New Policies; Workshops

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The January 2010 issue of RESEARCH SUPPORT online newsletter is now available for viewing at http://research.unc.edu/rs/

In this issue:
Funding Opportunities
Major funding opportunities from state, public, and private agencies, as well as from UNC-Chapel Hill.
* RECOVERY ACT
* Carolina Internal Funding Opportunities
* National Science Foundation
* National Institutes of Health
* Social and Behavioral Sciences
* Health and Medical Sciences
* Life and Physical Sciences
* Arts and Humanities

Campus News
* Fiscal Year 2011 Fringe Benefit Rates
* OTD Introduces New Licensing Model
* NU-TECH 2010 Showcase: Investing in Collaborative Technologies in Life Science, Biotechnology and Engineering
* Updates to UNC-Chapel Hill Information Sheet
* Writing from the Reader's Perspective
* NCSRA 2010 Meeting
* RAMSeS Upgrade
* Spring Postdoc Orientation
* NIH SBIR/STTR Proposal Writing Workshop
* Identifying Funding Sources: Workshop for Social Science Faculty
* SBIR/STTR Introductory Webinar
* New Patents and License Agreements

Funding Tips
* Time to Review Your Email Funding Alerts
* Online Manual for New Scientists
* Tips on Preparing NSF CAREER Award Proposals
* New P.I. e-ALERT Service
* Funding Information for Community Nonprofits

Federal News
* ARPA-E Energy Innovation Summit
* Revised NSF Award Terms and Conditions
* New Trans-NIH Initiative: OppNet
* AHRQ Plans for Changes to Peer Review and Application Forms
* NIH Releases New Parent Applications
* Modified NSF ARRA Recipient Quarterly Reporting Instructions
* New Social Innovation Fund for Nonprofits

View the issue at http://research.unc.edu/rs/

RESEARCH SUPPORT provides Carolina faculty and research staff with funding opportunities, sponsored research news, funding tips, and timely information from all of the offices supporting research at Carolina. It is published by the Office of the Vice Chancellor for Research and Economic Development, GrantSource Library. Email research_support@unc.edu

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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From:	nobody@notify.unc.edu on behalf of josh23@email.unc.edu
Sent:	Thursday, January 14, 2010 9:23 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Participate in study on social thinking

---

Subject: INFORMATIONAL: Participate in study on social thinking

We are seeking participants for a study on social cognition. Social cognition research examines how people make judgments about the thoughts,
feelings, and intentions of other people.

Participation will take 3.5 to 4 hours, and will involve completing a set of
paper-and-pencil questionnaires, computer- and video-based tasks, and a brief, video-taped conversation.

Participants will be COMPENSATED at a rate of $10 per hour (pro-rated at $5
per 30 minutes).

For more information, please email Joshua Davis at josh23@email.unc.edu.

Participants must be 18 to 65 years old, have no current problems with alcohol or drug use, and have no history of schizophrenia or bipolar disorder themselves, or in first-degree relatives.

Information collected in this study will be compared to data already collected from individuals with schizophrenia and autism in previous studies.

IRB study #09-2083

This email is sponsored by: Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of annadele@email.unc.edu
Sent:	Thursday, January 14, 2010 11:49 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: 2010-2011 CEES Advisory Board

Looking for a way to give back to our community? The Carolina Experience Enrichment Scholarship (CEES) is happy to announce several new positions on its Advisory Board. CEES is a grassroots student-run organization that raises money for fellow students to chase their dreams of a summer study abroad or unpaid internship experience. It also offers scholar's non-profit partners the option of applying for an equivalent award for their project(s). These positions are perfect for students, faculty and staff, or community members with a passion for education and an innovative, creative, and reliable personality.

Leadership positions on the advisory board run from February 1st, 2010 through May 2011.

*****Please note that advisory board members are ineligible as potential recipients of the scholarship.

To apply, please complete the following short application by 12 pm, January 30th, 2010 and email us at CEES@unc.edu with your resume/CV to receive a copy of our Statement of Purpose and Five-year Growth Plan. Thank you for your consideration and If you have any questions, comments, or concerns please email Annadele, Dan, Jess, and Allison at CEES@unc.edu.

http://spreadsheets.google.com/viewform?hl=en&formkey=dGRUaTZlalJqNjhyWHJEU2VLdGZDd2c6MA

This email is sponsored by: Carolina Experience Enrichment Scholarship

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Friday, January 15, 2010 1:37 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Message from the Chancellor: Response to the Haiti Earthquake

---

Dear Carolina community,

Whenever disaster strikes, Carolina faculty, staff and students immediately ask, "What can we do to help?"

The people of Haiti are suffering enormously as a result of the massive earthquake that hit there. We know of one doctoral student who was there, and we understand that her injuries are not serious. We also know that we have four students who are from Haiti, and our thoughts are with them as they seek information about their loved ones back home. If you have information about other members of our community who have been affected, please let us know.

Carolina schools and organizations are already coming together to respond to the disaster, and we'll keep you updated in the coming days. The Extended Disaster Relief Committee of the Campus Y, with support from Student Government, will be organizing centralized collection resources in the community. And the Carolina Center for Public Service will collect information about efforts across campus. You can send information to: ccps@unc.edu. The center will begin posting information tomorrow on its web site at http://www.unc.edu/cps/.

The Gillings School of Global Public Health also has an excellent web site (http://www.sph.unc.edu/disaster/earthquake_disaster_in_haiti_13371_8287.html) that highlights examples of its work in disaster preparedness and response.

Campus offices can provide resources and support for people who have been affected in some way by the earthquake and its aftermath. Students may contact the Dean of Students Office, 919-966-4042, as well as Counseling and Wellness Services, part of Campus Health Services (http://campushealth.unc.edu/), 919-966-3658. Faculty or staff may call the Employee Assistance Program, 919-929-2362.

Many of our faculty members have expertise in fields related to the disaster and can provide context for the media. If you know of faculty who should be listed as related experts, please contact News Services at news@unc.edu or 919-962-2091.

We will post updated information about Carolina and the relief efforts in Haiti regularly, so please check back for updates.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Black.Faculty.and.Staff.Caucus@mxp3.isis.unc.edu
Sent: Friday, January 15, 2010 4:19 PM
To: The blackfaculty04 mailing list. <blackfaculty04@listserv.unc.edu>
Cc: Taylor Howard <tehoward@email.unc.edu>; Ellen Louis <elouis@email.unc.edu>
Subject: [blackfaculty04] BSM's Second Annual Black History Month Banquet

---

Dear Colleagues:

Please hold Friday, February 26, 2010 at 6:30 p.m - 8:00 p.m.. for the
Second Annual Black Student Movement (BSM) Black History Month Banquet.

At this event, the BSM will recognize all Black faculty for your support
of student success at Carolina.

Professor Charles Daye is being honored for him many contributions to
the UNC community.

An email invitation with ticket information will be sent to you the week
of February 1st.

We hope you will join us as we honor Professor Daye.

Archie W. Ervin, Ph.D.
Associate Provost for Diversity and Multicultural Affairs
Office for Diversity and Multicultural Affairs
The University of North Carolina at Chapel Hill
CB# 9125 South Building
Chapel Hill, NC 27599-9125
Phone: 919-962-6962

"Promoting a diverse and inclusive campus community."

--- You are currently subscribed to blackfaculty04 as: smutima@email.unc.edu To unsubscribe send a blank email to leave-26210613-3738931.7ab8c75bc63c1457a52e6e412903e9b8@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of ctaico@med.unc.edu
Sent: Monday, January 18, 2010 8:41 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Anorexia Genetics Study; Donate to Science!

Investigators at the University of North Carolina at Chapel Hill are leading a world-wide effort to understand why some people have an increased risk of developing an eating disorder. We are currently gathering information and genetic material (DNA from a blood sample) from women who have had anorexia nervosa at any time in their life. Information from this study will advance our understanding of the causes of anorexia nervosa and further our ability to develop more effective treatments and prevention strategies.

If you are female and have had anorexia nervosa at any time in your life, you are invited to participate in this study. Participation only takes 15 minutes and includes a blood draw.

Please contact Colie Taico at (919) 843-9207 or ctaico@med.unc.edu if you wish to participate or have any questions.

IRB# 04-0861, Approved by the UNC Biomedical IRB on 9/18/2009

This email is sponsored by: Department of Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Tomeiko Ashford Carter <tashford@email.unc.edu>
Sent: Tuesday, January 19, 2010 9:40 AM
To: Institute of African American Research <iaarlist@listserv.unc.edu>
Subject: [iaarlist] Timbuktu Exhibit

The Cameron Village Regional Library (1930 Clark Avenue, Raleigh, NC 27605), a branch of Wake County Public Libraries, is hosting a traveling exhibit on the literary and cultural history of Timbuktu. Entitled, "The Legacy of Timbuktu: Wonders of the Written Word," the exhibit will run from January 23-29, 2010. A panel discussion, "Extending the Legacy of Timbuktu through Literacy and Peace," will take place on January 24 from 3:00-4:30 p.m. For more information please call 919.856.6710 or see http://www.wakegov.com/libraries/events/timbuktu.htm
The exhibit's debut in Raleigh is made possible by the collaborative efforts of Cameron Village Regional Library, UNC African Studies Center, The North Carolina Museum of History, the NC Humanities Council (an affiliate of the National Endowment for the Humanities), and The International Museum of Muslim Cultures with the Mamma Haidara Memorial Library of Timbuktu via Cultural Enrichment Services, Inc. Jackson State University and Tougaloo College are the official sponsors of the exhibit.

This email is being forwarded to the Listserv of the Institute of African American Research, located at the University of North Carolina at Chapel Hill. This listserv periodically lists information on upcoming IAAR programs, related organizations, and constituents. For more information, please contact the IAAR Programming Coordinator at 919.962.6810.

--- You are currently subscribed to iaarlist as: smutima@email.unc.edu. To unsubscribe send a blank email to leave-26228857-2005152.e15629b73e4b92fa3313326dbccef573@listserv.unc.edu

From:	nobody@notify.unc.edu on behalf of cablab@unc.edu
Sent:	Tuesday, January 19, 2010 8:45 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: SMOKERS AND NON-SMOKERS WANTED FOR STUDY

We are currently looking for cigarette smokers and non-smokers between the ages of 18 and 40 to participate in a study exploring the role of attention in nicotine addiction. Your participation would require you to come to our laboratory in Davie Hall on the University of North Carolina campus and complete attention-related tasks on the computer for about 1 hour. For your participation, you will be compensated with $10/hour.

If you think you may be interested in participating AND ARE NOT CURRENTLY TAKING PSYCHOACTIVE MEDICATIONS please send an e-mail to @gmail.com and include the following information:

1. Name
2. Have you ever smoked on a regular basis?
3. Average number of cigarettes smoked/day
4. E-mail address
5. Times which are generally best for you to participate

Thank you,
Dr. Vicki West Chanon
Dept. of Psychology

This study titled "Smoking, Familiarity, and Attention" has been approved by the UNC Behavioral Institutional Review Board (IRB) (study #07-1639; approved 10/05/2009).

This email is sponsored by: Dept. of Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, January 19, 2010 9:16 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Carolina Women's Center 2010 Women's Advocacy Awards

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Carolina Women's Center 2010 Women's Advocacy Awards
Deadline for Nominations:
Monday, March 1, 2010 at 5:00 p.m.

The Carolina Women's Center (CWC) announces its call for nominations for the 2010 Women's Advocacy Awards. This award recognizes faculty, staff, postdoctoral scholars or students at the University of North Carolina at Chapel Hill who have made a substantial contribution to the climate for gender equity on campus as a result of their leadership in advocating for women. Awards will be given in three categories: faculty/staff, postdoctoral scholars/professional and graduate students, and undergraduate students. All members of the campus community are eligible for nomination, regardless of gender, gender identity, or gender expression.

Nominations should describe the nominee's contribution to leadership in advocating for women. Special consideration will be given for service to underserved or under-recognized populations and service above and beyond one's job assignment. Please be as specific as possible about your nominee's accomplishments and identify whether the nominee is faculty, staff, postdoctoral scholar, graduate student or undergraduate student. Nominations must be limited to one page or approximately 250 words. Please provide the nominee's name and address, as well as your name, campus address, phone number and email address. Anonymous nominations will not be considered.

Neither CWC staff nor members of the CWC Program Advisory Council are eligible to be nominated or to submit nominations. [See http://womenscenter.unc.edu/?p=about for a listing.]

Former award recipients are:
Mary Turner Lane, 2001 Laura Gasaway, 2002
Etta Pisano, 2003 Carol Lautier, 2004
Jan Boxill, 2005 Cynthia Bulik, 2006
Sherryl Kleinman, 2007 Lillie Searles, 2008

The deadline for nominations is *Monday, March 1, 2010 at 5:00 p.m.*
Please send your nomination via campus mail to Dr. Donna M. Bickford, Director, Carolina Women's Center, CB #3302, via e-mail at dbickford@unc.edu, or drop it off at the CWC at 215 W. Cameron Avenue.
For questions, call Dr. Bickford at 919-843-5620.

This email is sponsored by: Carolina Women's Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of mdiamond@unc.edu
Sent:	Tuesday, January 19, 2010 9:49 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Research Subjects Needed for Weight Loss and Exercise Study

---

Are you overweight and interested in losing weight?
Are you 18-55 years of age?
Do you exercise less than 3 days per week and are you interested in becoming more active?

Women and men who meet the above criteria and do not currently participate in a weight loss or exercise program may be eligible to participate in an 18-month study to examine methods to improve weight loss and exercise participation. This study is being conducted at the University of North Carolina at Chapel Hill. Participation in the program is free!

Women who are pregnant are not eligible to participate in this study.

For more information please call 919-966-5852 or go to http://www.uncweightresearch.org

IRB approval number: 07-1155
Approving body: Public Health-Nursing IRB
Date of approval: 7/21/09

This email is sponsored by: Lineberger Comprehensive Cancer Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of noreply@unc.edu
Sent:	Tuesday, January 19, 2010 10:20 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Get Fit in 2010!

B.A.M. (Behavior, Attitude, Motivation)...Are you ready to change your life? Get Fit in 2010!

Are you ready to make a change but don't know how to get started? How do you stay motivated? Every year many of us make New Year's resolutions to adopt healthy lifestyles and after a few weeks we are back to old habits. Join us as we hear how North Carolina residents and hit reality TV show The Biggest Loser?s Season 6 finalists Ed Brantley and Heba Salama describe their experience, share their struggles and talk about how they continue to stay motivated.

For more information about UNC's B.A.M. program, please see http://campusrec.unc.edu/special_events/index.html#biggestloser.

About Ed & Heba
Ed and Heba shot to fame as weight loss winners on TV's "The Biggest Loser" by losing a combined total of 277 pounds. On the show, Heba became the first woman to win the "at home" prize of $100,000 for the highest percentage of weight lost overall. Her husband, Ed, finished the season in second place. Since then, the couple has been busy writing a cookbook of healthy recipes, working with non-profit organizations to prevent childhood obesity and promote fitness, as well as appearing regularly as guest speakers. Their cookbook will be available in the spring of 2010.

This email is sponsored by: Campus Recreation and CWS

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, January 19, 2010 10:52 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Be an ally for survivors of sexual assault and relationship violence

---

The Office of the Dean of Students, the Interpersonal Violence Prevention Coordinator, and the Carolina Women's Center offer HAVEN (Helping to Advocate Violence Ending Now) training opportunities throughout the semester. HAVEN helps UNC Faculty, Staff, and Students learn how to respond in a meaningful way to sexual and relationship violence in our campus community and to become informed allies. By attending HAVEN training, you help to create multiple safe spaces around the campus for Carolina students to obtain information, engage in discussion, and receive referrals.

You will leave the training with basic information about sexual and relationship violence, how to respond in a helpful way, what resources are available on campus, and what you can do about sexual violence in the Carolina community. You will receive a sign for your door which identifies you as a HAVEN member.

Training schedules and registration information are available at http://womenscenter.unc.edu/index.php?p=haven.

**Note: Spaces are still available in the January 27 training! See the web site for details and register ASAP if you are interested!

For more information, please contact Ashley Fogle at fogle@unc.edu or Melinda Manning at manning@email.unc.edu.

This email is sponsored by: Carolina Women's Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: triwideafs-owner@lists.ncsu.edu on behalf of Craig Brookins <biadnow@gw.ncsu.edu>
Sent: Wednesday, January 20, 2010 12:40 PM
To: triwideafs@lists.ncsu.edu
Subject: [triwideafs] [Fwd: Faculty development trip to Africa - Call for Applications]
Attach: [Fwd_ Faculty development trip to Africa - Call for Applications] (343 KB).msg

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+=*
Reply Requested: When Convenient
+=*
FYI (see attached)

=======
Kwesi Craig C. Brookins, Ph.D.
Africana Studies & Psychology
Box 7107
NC State University
Raleigh, NC 27695-7107
919-515-7518
e-mail: craig_brookins@ncsu.edu
web: http://africanancsu.info/
http://psychology.chass.ncsu.edu/psp/
Spring 2010 Office Hours: M&W 11am to 12:30 pm (107A 1911 Bldg)

From: Barbara Anderson <b_anderson@unc.edu>
Sent: Wednesday, January 20, 2010 9:31 AM
To: Craig C. Brookins <craig_brookins@ncsu.edu>
Cc: 'Kruse, Julia' <Julia_Kruse@kenan-flagler.unc.edu>
Subject: [Fwd: Faculty development trip to Africa - Call for Applications]
Attach: Faculty development trip to Africa - Call for Applications.eml (341 KB).msg

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Dear Kwesi:
Happy New Year, and I hope you are doing well. Could you help get the word out on this program sponsored by UNC's Business School? Thanks so much, B

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 FedEx Global Education Center
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu
www.global.unc.edu/africa

From: Kruse, Julia <Julia_Kruse@kenan-flagler.unc.edu>
Sent: Monday, January 11, 2010 1:06 PM
To: Lambert, Michael (African & African-Amer Studies) <mlambert@email.unc.edu>; Anderson, Barbara (African Studies Center) <barbara_anderson@unc.edu>; Nyang Oro, Julius (African & African-Amer Studies) <jen321@email.unc.edu>
Subject: Faculty development trip to Africa - Call for Applications
Attach: Request for CIBER funds for faculty development.doc

Dear Michael, Barbara, and Julius,

I hope you have had a good start into the New Year.

Please help us to disseminate the call for applications below through your listservs.

Many thanks!

Julia

The **UNC Center for International Business Education and Research (CIBER)** invites applications for sponsorship to attend a **Faculty Development Program to Africa** (find details below). Sponsorship covers round-trip airfare (economy), US ground transportation, and the program fee, including accommodations, in country ground transportation, a few meals, sessions/workshops, site visits, and a selection of tours. ***Full or part time faculty members at any of the UNC system campuses may apply***. Eligible applicants must show a commitment to incorporate international business content into their curriculum and/or research.

To apply for sponsorship, please send your CV and a completed application form (attached) to ciber@unc.edu by **noon on Thursday, Jan. 21st, 2010**.

Faculty Development in International Business (FDIB): "Understanding Business Challenges in Sub-Saharan Africa"
(May, 10-26, 2010)

***Intended Audience*:** Faculty from any discipline committed to incorporating international business content into their curriculum and/or research

This program provides participants with an opportunity to experience first-hand the business challenges of sub-Saharan Africa as they travel to Kenya, South Africa, and Tanzania, as well as participate in numerous business visits, culture tours, and academic seminars. The objective of the FDIB-Africa program is to raise faculty awareness of the economic, political, and cultural environments that exist in sub-Sahara Africa today, and, ultimately, to leverage that first-hand awareness into competence and expertise in classrooms and research campuses throughout the United States.

This program is organized by the CIBER at the University of South Carolina. For more details, visit http://mooreschool.sc.edu/UserFiles/moore/Documents/CIBER/2010%20FDIB-Africa%20Brochure.pdf

UNC-CIBER receives funding from the Department of Education to promote international business education and training for students, faculty, and firms in order to contribute to the ability of U.S. businesses to prosper in an international economy. For more details, visit http://www.kenan-flagler.unc.edu/KI/CIBER/

Julia Kruse, Ph.D.
Managing Director ▪ Center for International Business Education and Research

Kenan Institute ▪ The University of North Carolina at Chapel Hill
Kenan Center ▪ CB# 3440 ▪ Chapel Hill, NC 27599-3440
Phone: 919.962.4929 ▪ Fax: 919.962.8202
krusej@unc.edu▪ www.ciber.unc.edu

Shaping Leaders - Driving Results

Request for Sponsorship

To be completed by individuals who wish to receive (partial) sponsorship from the UNC CIBER to attend a meeting, conference or professional development program in the area of international business. Please send the completed form to ciber@unc.edu at least 60 days before the program start date:

Your name and contact information: _____

Name of event or program: _____

Location and dates: _____

1. Why to do you wish to attend the program?

2. How will you use the knowledge and/or skills acquired on the program in your teaching and/or research? And how will your students and/or colleagues benefit from your newly acquired knowledge and skills? (Be specific, please.)

3. **Budget:** Please supply us with a detailed budget for the event, including travel costs, if travel is involved, and list your expected (or already determined) sources of funds. If you have requested, or plan to request, funds from another source but do not know yet if those funds will be granted, please note as "requested, but not confirmed." Please add a statement about whether you are prepared to use your own personal funds for any portion of this program, and if so, what would be your own personal funding ceiling. Include an estimate of your airfare and other travel costs. Please be aware that federal guidelines require you fly on a US carrier if CIBER is paying for part or all of your travel.

Budget Item	Approximate amount	Expected Source (s) and %	Additional comments

If CIBER funds are awarded, recipients are required to submit a brief trip report (addressing questions similar to those on the first page of the form) within 30 of the end of the travel or project.

From:	bounce-26240511-25352552@listserv.unc.edu on behalf of Julius Nyang'oro <jen321@email.unc.edu>
Sent:	Wednesday, January 20, 2010 2:52 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [Fwd: Increasing Student Attendance at Memorial Hall]
Attach:	Increasing Student Attendance at Memorial Hall.eml (26.2 KB).msg

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--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: @email.unc.edu>
Sent: Monday, 9:33 PM
To: Julius E Nyang Oro <JEN321@email.unc.edu>
Subject: Increasing Student Attendance at Memorial Hall
Attach: African and Afro-American Studies.doc

Hi,

My name is . I am the current of the Arts Advocacy Committee which is apart of the Executive Branch of Student Government. One of the goals of the committee is to try and increase the number of students who attend the performances that take place within Memorial Hall. One way we would like to do this is by encouraging professors to integrate relevant performances into the classroom and encourage their students to go see them as a component of the class. Attached is a document which lists a few performances they we felt might interest your department. If you could please forward this message to the professors of your department it would greatly be appreciated.

Thank you,

--

Carolina Performing Arts Performances Your Department May Be Interested In

The Shipment- Young Jean Lee's Theater Company

When: Friday, February 12, 2010 - 8:00 PM
Saturday, February 13, 2010 - 8:00 PM
Pricing: Students: $10

Korean-American playwright and director Young Jean Lee applies her acid wit to The Shipment, taking the audience on an awkward and volatile roller coaster ride through the discomforts and absurdities that arise when people start trying to talk about the black experience in America.

With brutal honesty and humor, The Shipment dares to ask embarrassing questions and seek solutions to impossible problems.

Tinariwen

When: Monday, February 15, 2010 - 7:30 PM

Icons of freedom and resistance, Tinariwen's edgy, bluesy sound has earned them fans like Robert Plant and Carlos Santana, whose music inspired Tinariwen's members when they first picked up electric guitars.

Formed in rebel training camps in Libya, these exiled nomads-turned-rock-stars of the Sahara have become the soundtrack for Touareg independence and reconciliation, combining traditional Touareg melodies with blues, rock, pop, Berber and Arabic influences to create spare, hypnotic songs.

Alvin Ailey American Dance Theater

When: Saturday, April 10, 2010 - 8:00 PM
Sunday, April 11, 2010 - 2:00 PM
Pricing: Students: $10

For half a century, Alvin Ailey American Dance Theater has served as this country's dance ambassador, bringing African American cultural expression and the American modern dance tradition to the world's stages.

The legacy continues with Judith Jamison's remarkable vision and the extraordinary artistry of the company's beautiful dancers. The superb technique, passion and inimitable style that are the hallmarks of the Ailey tradition continue to dazzle audiences around the globe.

Baaba Maal

When: Tuesday, April 27, 2010 - 7:30 PM
Pricing: Students: $10

Senegalese world music giant Baaba Maal's unique blend of traditional West African song, Senegalese pop, reggae and dance has established him as a seminal artist in his field.

An explosion of sound, singing and dancing, his intense and awe-inducing stage shows and his spine-tingling vocals have inspired devotion around the world for nearly two decades.

From:	nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent:	Wednesday, January 20, 2010 8:21 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Weight Watchers At Work Program Open House

---

Are you looking to make some changes to your health? Then check out the next series of Weight Watchers at Work, an employee wellness program sponsored by the Office of Human Resources. Just ask our current "At Work" members, who have lost a total of 1,000 pounds in 24 months!

Using Weight Watchers' new Momentum program, you will learn to choose food that keeps you full longer, so you don't eat for the wrong reasons -- which means you can lose weight and keep it off. Weight Watchers meetings include practical strategies to help you reach your goals, comprehensive plan materials that help you follow the program step by step, and guidance and information from trained leaders who have lost weight with Weight Watchers and have kept it off.

If you're interested in joining the next 17-week series or getting more information, come to the Weight Watchers open house meeting on Friday, Jan. 22, at 11:30 at the Giles Horney Building in the Magnolia Conference Room. The Giles Horney Building is located off of Airport Drive, across from the Administrative Office Building. This Weight Watchers at Work group meets every Friday from 11:30 a.m. to 12:30 p.m.

For more information concerning cost, program features and start times review the flyer at http://hr.unc.edu/sys/emaillist/20358/158801/0119_ww.pdf. For additional information or questions, or if you're interested in joining this series, contact benefits@unc.edu.

This email is sponsored by: Office of Human Resources

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, January 20, 2010 8:45 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Alert Carolina Siren Test on Tuesday, January 26

Dear Students, Faculty and Staff:

The University will TEST the emergency sirens and text messages on Tuesday, January 26th, between noon and 1 p. m. You don't need to do anything for the test, part of our ongoing Alert Carolina safety awareness campaign. We test the sirens each semester to make sure the equipment works and to remind everyone what happens and what to do in a real emergency.

Anyone outside on or near campus is likely to hear the sirens during the test. The sirens will sound an alert tone along with a brief pre-recorded voice message. When testing is complete, a different siren tone and voice message will signal "All clear. Resume normal activities." To hear samples of the alert and "all clear" tones, go to http://alertcarolina.unc.edu.

The sirens sound only for a life-threatening emergency on or near campus such as:

- An armed and dangerous person is on or near campus.
- A major chemical spill or hazard has been reported.
- A tornado has been sighted.

Then the University also sends a text message to cell phone users who registered their numbers in the online campus directory. In addition, the University communicates in an emergency using campus e-mail and voice mail (campus phones only with land lines), the Adverse Weather and Emergency Phone Line, 843-1234 (recorded information), and cable television (on campus and Chapel Hill Time Warner Cable, Channel 4). For details, see http://alertcarolina.unc.edu, the go-to source for information in an immediate life-threatening or serious situation involving campus safety.

This email is sponsored by: Emergency Warning Committee

From: nobody@notify.unc.edu on behalf of emily_brown@dentistry.unc.edu
Sent: Thursday, January 21, 2010 8:46 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Participants needed for a toothbrush study

---

Do you want to participate in a toothbrush study?

You may be eligible to participate in this research study if you:

*Are between 18 and 75 years old
*Have not used tobacco products in the past 6 months
*Are in good general health
*Have not taken any new medication in the last three months
*Do not require antibiotics prior to dental treatment
*Have at least 20 teeth
*Are not pregnant or nursing
*Have not been diagnosed with kidney disease, bleeding disorders, Hepatitis, HIV, or Tuberculosis

Participants may receive up to $240 for successful study completion.

Part of the study will consist of not brushing one half of your mouth for a 3 week period and not flossing your entire mouth for 5 weeks.

To learn how you can be in this study, please call (919) 966-5271 or email emily_brown@dentistry.unc.edu.

Approved by UNC IRB: 12/16/2009
IRB study #09--0627
This email is sponsored by: The Dental Research Center

This email is sponsored by: Dental Research Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Thursday, January 21, 2010 9:20 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Registration for Summer Day Camp

Announcing Nature Explorers 2010: A Summer Day Camp Celebrating Life Forces

This summer, the North Carolina Botanical Garden is again offering exciting opportunities for young nature explorers. And it's better than ever! Our new Education Center provides comfortable indoor space when the weather brings us inside. But most of the time, we'll be out and about in the Botanical Garden's natural areas, encouraging your children in exploration and discovery of the natural world. Fostering a sense of wonder and appreciation of life forces--earth, air, fire, water, and spirit--that's what it's about!

Five one-week-long sessions, for two different age groups:
4-5 year olds, half day -- June 14-18 and June 21-25
6-8 year old, full day -- July 12-16, July 19-23, July 26-30

Weekly Tuition:
4-5 year olds (half day) -- Members $110, Public $130
6-8 year olds (full day) -- Members $225, Public $250
(Some scholarships available)
Registration begins January 26 for Botanical Garden members, and February 2
for everyone else. Call 962-0522 (http://ncbg.unc.edu).

This email is sponsored by: North Carolina Botanical Garden

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Friday, January 22, 2010 4:27 PM
To: Mutima@mxp0.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Coming Soon: Marc Bamuthi Joseph and Family Fun Tours

---

at the ackland

Family Fun Tour

Sunday, January 24
1:15 PM

From one full gallery filled with geometric shapes and colors to Do-Ho Suh's contemporary sculpture *Floor* (made for viewers to walk upon), the Ackland is filled with art that will fascinate and inspire even the youngest visitor. Explore these works and more with a child you care about on a **Family Fun Tour** at the Ackland. These interactive gallery tours are led by Ackland educators and are designed for six- to twelve-year-olds and their families. Family Fun Tours are the perfect way to spend a Sunday afternoon with your children. Come explore with us!

Free | Walk-ins welcome

LECTURE:Poet/Performer Marc Bamuthi Joseph

LECTURE: POET/PERFORMER MARC BAMUTHI JOSEPH

Wednesday, January 27
12:30-1:30 PM

Mark your calendars now. In connection with the current Ackland exhibition Jacob Lawrence and The Legend of John Brown and in collaboration with the Office of the Executive Director for the Arts, the Ackland hosts spoken word poet/performer Marc Bamuthi Joseph for a lecture about *the break/s: a mixtape for stage*.

ABOUT THE SHOW:
A multimedia trip through planet hip-hop, *the break/s: a mixtape for stage* dramatically represents the hip-hop generation through the personal narrative of Marc Bamuthi Joseph. Challenging, funny and touching, it looks at Bamuthi's public identity as a spoken word artist and his private identity as a young man coming of age in our globalized, multi-everything era. In this "mixtape for stage," Bamuthi performs a call-and-response with turntablist DJ Excess and beatboxer/percussionist Tommy Shepherd (aka Soulati), with video projections by Eli Jacobs Fantauzzi. It will be performed at Memorial Hall on January 29 at 8:00 PM.

"One of the brightest lights in hip-hop theater."
- San Francisco Chronicle

Free

Color Balance and Jacob Lawrence

NOW ON VIEW

The Ackland celebrates the contributions of two of the most significant African American artists of the twentieth century:
Color Balance: Paintings by Felrath Hines and
Jacob Lawrence and The Legend of John Brown
on view through May 9, 2010.

IN THE GALLERIES:

Color Balance
Paintings by Felrath Hines

Jacob Lawrence
and The Legend of John Brown

Along the Silk Road
Art and Cultural Exchange

And a dozen more galleries filled with art and ideas!

COMING SOON:

Tuesday, February 2
Yoga in the Galleries
12:00 - 1:00 PM

Saturday, February 6
Community Day
10:00 AM - 2:00 PM

Please visit our calendar for a full listing of special programming and events.

Color Balance: Paintings by Felrath Hines

Color Balance presents fourteen large-scale abstract paintings by Felrath Hines (1913-1993). In 2009, the artist's widow, Dorothy Fisher, donated a selection of his paintings to three North Carolina cultural institutions: the Ackland Art Museum at The University of North Carolina at Chapel Hill, the Nasher Museum of Art at Duke University, and the North Carolina Central University Art Museum. These luminous paintings are significant additions to the collections of each museum. The Ackland premieres the exhibition of these pieces, which will travel to the Nasher Museum of Art at Duke University and the NCCU Art Museum in 2010-2011.

Jacob Lawrence
and The Legend of John Brown

One of "the most impassioned visual chroniclers of the African American experience," (*New York Times*, June 10, 2000) Jacob Lawrence (1917-2000) created a series of gouache paintings in 1941 to illustrate the life of abolitionist John Brown. More than thirty years later, because the fragile paintings were deteriorating, the Detroit Institute of Arts commissioned him to revisit the series. The result was a limited edition portfolio of twenty-two hand-screened prints. This year, in honor of the 150th anniversary of the raid on Harpers Ferry, the Ackland presents this outstanding series for the first time.

Promotional support provided by North Carolina Public Radio-WUNC. Public programming for* Jacob Lawrence and The Legend of John Brown *was supported by the N.C. Arts Council, a division of the Department of Cultural Resources, with funding from the National Endowment for the Arts.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-26257107-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Felrath Hines, American, 1913 - 1993: *Escape*, 1989; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Felrath Hines, American, 1913 - 1993: *Aquatic Adventures*, 1993; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Jacob Lawrence, American, 1917 - 2000: *For forty years John Brown reflected on the hopeless and miserable condition of the slaves.*, no. 2 from *The Legend of John Brown*, 1977; color screenprint. Ackland Art Museum, Ackland Fund. (c) 2009 The Jacob and Gwendolyn Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York

Ackland Art Museum

The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of alees@email.unc.edu
Sent:	Friday, January 22, 2010 9:51 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Research participants needed

You are invited to participate in a focus group to discuss Human Papilloma Virus (HPV) infection.

DO YOU QUALIFY?
We are looking for males between the ages of 18 and 26 who:
* Are African American or Latino
* And who speak English or are Bilingual (English/Spanish)

The focus group will take approximately 90 minutes. Participants will receive dinner and a $25.00 WalMart gift card for participating in this study.

For more information, please call Abby Lees at (919)259-2031 (alees@email.unc.edu).

Dates & Times
Latino Group - February 8th, 6-8pm
African American Group - February 15th, 6-8pm

Approved 08/20/2009 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board.
IRB # 09-1307

This email is sponsored by: Pediatrics and Internal Medicine

This email is sponsored by: Pediatrics and Internal Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: M. Kyle McKay <fiveiron@email.unc.edu>

Sent: Monday, January 25, 2010 2:22 PM

To: iah@unc.edu; sayre-mccord@unc.edu; Geoffrey.Brennan@anu.edu.au; jweiler@unc.edu; jtg@email.unc.edu; phay@unc.edu; nebolick@unc.edu; lfeng@unc.edu; khlang@unc.edu; riefkohl@email.unc.edu; hgill@email.unc.edu; perez@email.unc.edu; mbullard@email.unc.edu; sweet@unc.edu; wmfletch@email.unc.edu; lkramer@unc.edu; kirsch@email.unc.edu; pollock@email.unc.edu; dholland@unc.edu; jpm@email.unc.edu; seubanks@email.unc.edu; ckreynolds@unc.edu; macdonald@unc.edu; bradley@sog.unc.edu; hamilton@sog.unc.edu; jarrell@sog.unc.edu; amerstud@unc.edu; jskasson@email.unc.edu; rallen@email.unc.edu; mgreen@email.unc.edu; gura@email.unc.edu; jfkasson@email.unc.edu; tperdue@email.unc.edu; Rachel.Willis@unc.edu; marr@email.unc.edu; ferrism@email.unc.edu; tolfoster@gmail.com; jaygar@email.unc.edu; katrober@email.unc.edu; brundage@email.unc.edu; wferris@unc.edu; ljg@unc.edu; dscahan@email.unc.edu; richardm@email.unc.edu; abraxton@email.unc.edu; jodie@unc.edu; tkill@email.unc.edu; twtaylor@email.unc.edu; engweb@listserv.unc.edu; csas@unc.edu; hwatson@email.unc.edu; casasnancy@gmail.com; ranthony@email.unc.edu; jackie@unc.edu

Cc: tyson@email.unc.edu; rstyers@unc.edu; tochoa@email.unc.edu; maffly@email.unc.edu; jboyarin@unc.edu; yariel@email.unc.edu; bambros@email.unc.edu; colliers@email.unc.edu; ofriday@email.unc.edu; ulittlej@email.unc.edu; lmmack@email.unc.edu; brazile@unc.edu; jfjordan@email.unc.edu; schoultz@unc.edu; kaslo@email.unc.edu; bselassi@email.unc.edu; mseck@email.unc.edu; eunice@email.unc.edu; regester@email.unc.edu; rporter@email.unc.edu; nzongola@email.unc.edu; jen321@email.unc.edu; drdalet@email.unc.edu; smutima@email.unc.edu; tjm1@email.unc.edu; waithera@email.unc.edu; leemc@email.unc.edu; krjanken@email.unc.edu; hildebra@email.unc.edu; hallpa@email.unc.edu; dfhunsu21@unc.edu; radunbar@email.unc.edu; klcaldwe@email.unc.edu; b_anderson@unc.edu; Vin@unc.edu; tomas@unc.edu; mjwiener@unc.edu; ctw@email.unc.edu; althomps@email.unc.edu; redfield@unc.edu; msorensen@unc.edu; mrfish@unc.edu; kslocum@unc.edu; scarry@email.unc.edu; sawin@unc.edu; ctnelson@unc.edu; donald.nonini@unc.edu; peacock@unc.edu; mcanany@email.unc.edu; norris_johnson@unc.edu; vlambert@unc.edu; pwleslie@unc.edu; aescobar@email.unc.edu; fatimahj@email.unc.edu; dholland@unc.edu; dhutchin@email.unc.edu; tmevens@email.unc.edu; ghinson@unc.edu; crumley@unc.edu; robert_daniels@unc.edu; jeandennison@unc.edu; rudi-colloredo@unc.edu; bbillman@email.unc.edu; agbe-davies@unc.edu; alicia_altmueller@unc.edu

Subject: Charles Price reading, Becoming Rasta: Origins of Rastafari Identity in Jamaica

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Charles Price, associate professor of Anthropology at UNC, will be at the Bull's Head Bookshop on Tuesday, February 2nd at 3:30pm to read from his new book Becoming Rasta: Origins of Rastafari Identity in Jamaica.

The Bull's Head would like to invite you to this free reading event. Feel free to pass this along to others and to your classes, thank you.

So much has been written about the Rastafari, yet we know so little

about why and how people join the Rastafari movement. Although popular understandings evoke images of dreadlocks, reggae, and marijuana, Rastafarians were persecuted in their country, becoming a people seeking social justice. Yet new adherents continued to convert to Rastafari despite facing adverse reactions from their fellow citizens and from their British rulers.

"In an otherwise voluminous literature on Rastafaria, Price fills a void by presenting and critically analyzing the testimonies of Rastafarian men and women that narrate how they discovered, why they entered, and how they sustained membership in the culture, resistance, and theater that is Rastafaria. This book is one of the most important additions to the discourse on the Rastafarian movement to appear in years. Price reveals himself to be both a skilled cultural anthropologist and superb storyteller; the volume reads as much like a piece of literature as social scientific treatise."
- William E. Cross, Jr., author of Shades of Black: Diversity in African American Identity

"A cutting edge exploration of the complex process of black identity transformation, Becoming Rasta also brings us emotionally closer to the diverse individuals who share their life stories with the reader."
- Serena Nanda, author of Neither Man Nor Woman: The Hijras of India

Charles Price is an associate professor in the Department of Anthropology, University of North Carolina-Chapel Hill. His research interests revolve around identity formation, community organizations and community organizing, social movements, ethnographically-grounded oral history, welfare and access to higher education, and advocacy, participatory, and collaborative research projects. The primary geographical focus of Charles's current research is Jamaica and the American South.

The Bull's Head Bookshop is located in the UNC Student Stores on the campus of UNC-CH. All events at the Bull's Head are free and open to the public. Call 919-962-5060 for questions.

--
Kyle McKay
Marketing Manager
Bull's Head Bookshop
919.962.3450

From: nobody@notify.unc.edu on behalf of clinic@unc.edu
Sent: Monday, January 25, 2010 8:20 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Affordable Child Therapy & Testing

We can help with:

*Social issues or conflicts with peers or parents
*Anxiety and mood swings
*Difficulty paying attention in class or at home
*Hyperactivity and off-task behavior
*Sadness or irritability
*Disruptive behavior and aggression
*Assessments for learning disorders, giftedness, and early admission to kindergarten

We are affiliated with the UNC-CH clinical psychology Ph.D. program and provide reduced fees based on income. Evidence based treatment is provided by doctoral students under the supervision of licensed psychologists who are faculty members in the Department of Psychology.

Children and adolescents are seen in our nearby off-campus location on Finley Golf Course Road with afternoon and evening appointments and readily available adjacent parking.

For more information please contact us at 919-962-6906 or clinic@unc.edu or visit http://psychologyclinic.unc.edu/.

Please be aware that if the information you provide indicates that there may be abuse of a child or disabled adult, or that you or another person is in danger, we will need to respond as required by state law.

This email is sponsored by: UNC Department of Psychology Community Clinic.

This email is sponsored by: Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of apples@unc.edu
Sent: Monday, January 25, 2010 8:48 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Funding and Recognition for Public Service and Engagement

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Please take the time to read about these valuable opportunities in support of public service and engagement efforts.

Nominations for Public Service Awards
Due February 5 by 5:00 p.m.
http://www.unc.edu/cps/public-service-awards-index.php
Questions: ccps@unc.edu

The Carolina Center for Public Service announces its call for nominations for three campus-wide awards: the Ned Brooks Award for Public Service, the Robert E. Bryan Public Service Award, and the Office of the Provost Engaged Scholarship Award. These prestigious awards recognize individual students, faculty, staff and University units for extraordinary public service and engaged scholarship as well as provide a monetary award. Nominations may be submitted by students, staff, faculty, and/or community members.

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Public Service Fellowships
Due February 8 by 5:00 p.m.
http://www.unc.edu/cps/students-fellowships-index.php
Questions: Jenny Huq, huq@email.unc.edu

Are you looking for a meaningful summer experience? Do you have an idea for a public service project you'd like to do over the summer? Do you want to work in partnership with a community and faculty mentor to make a difference in YOUR home town or ANYWHERE in the world? If you answered `yes' to any of these questions please consider applying for a Robert E. Bryan Public Service Fellowship or a UNC Entrepreneurial Public Service (EPS) Fellowship. Robert E. Bryan Fellowships are awarded to students to support innovative public service projects that address identifiable needs and improve the lives of North Carolinians. UNC Entrepreneurial Public Service (EPS) Fellowships support students in carrying out social entrepreneurship projects that employ innovative, sustainable approaches to complex social needs anywhere in the world. All Fellows receive a stipend of up to $3,000 to fund their projects. Any returning, full-time undergraduate or graduate student enrolled at UNC-Chapel Hill is eligible to apply. Consultations on entrepreneurial project development are available with Micah Gilmer, mgilmer@email.unc.edu, Social Entrepreneur in Residence, of Project: Innovation. Email or call 687-6900 to make your appointment.

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Ueltschi Service-Learning Course Development Grants
Due February 19 by 5:00 p.m.
http://provost.unc.edu/announcements/2010-ueltschi-grants.html
Questions: Leslie Parkins, leslie_parkins@unc.edu

The Office of the Executive Vice Chancellor and Provost and the APPLES Service-Learning Program are soliciting proposals to award five $8,000 course development grants and three $1,500 mini-grants to assist with developing or enhancing a service-learning course that benefits the University and the campus community. Faculty members, adjunct faculty

members, and graduate instructors teaching undergraduate courses in Academic Affairs and Health Affairs are eligible and encouraged to apply.

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Ronald W. Hyatt Rotary Public Service Awards
Due March 1 by 5:00 p.m.
http://www.unc.edu/cps/students-opportunities-hyatt.php
Questions: Lynn Blanchard, blanchard@unc.edu

The Hyatt Awards are sponsored by the Chapel Hill Rotary Club and administered by the Carolina Center for Public Service. $3,000 is available annually for at least one award in support of innovative public service projects that exemplify the motto of Rotary International, "Service above Self." UNC-Chapel Hill recognized student organizations, and undergraduate and graduate students (individually or in teams) may apply, as long as they are continuing their studies following the completion of their project. The awards are named in honor of the late Dr. Ronald W. Hyatt, Professor of Exercise and Sports Science at UNC-Chapel Hill and long-time member of the Chapel Hill Rotary Club, in recognition of his distinguished career at the University and his commitment to helping others.

This email is sponsored by: Carolina Center for Public Service

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of dads@unc.edu
Sent:	Tuesday, January 26, 2010 12:38 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Dads and Daughters Study

The UNC Eating Disorders Program is conducting an online research study to help fathers strengthen relationships with their daughters and prevent the development of eating problems.

If you have a daughter between the ages of 11-16 (or grades 6-10), you may be eligible to participate. Our study strives to prevent problems, so your daughter can avoid the struggle with eating and body image issues. Fathers participate in two online sessions that last 90 minutes each. The program is offered at no-cost to eligible participants.

For more information or to register, go to www.dads.unc.edu or contact us at 919-966-7662 or dads@unc.edu

IRB Approved # 09-1930

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, January 26, 2010 9:31 AM
To: Mutima@mxp1.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] TOMORROW - Poet/Performer Marc Bamuthi Joseph

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at the ackland

LECTURE:Poet/Performer Marc Bamuthi Joseph

LECTURE: POET/PERFORMER MARC BAMUTHI JOSEPH

Wednesday, January 27
12:30-1:30 PM

Mark your calendars now. In connection with the current Ackland exhibition Jacob Lawrence and The Legend of John Brown and in collaboration with the Office of the Executive Director for the Arts, the Ackland hosts spoken word poet/performer Marc Bamuthi Joseph for a special one-time only lecture about *the break/s: a mixtape for stage*.

ABOUT THE SHOW:
A multimedia trip through planet hip-hop, *the break/s: a mixtape for stage* dramatically represents the hip-hop generation through the personal narrative of Marc Bamuthi Joseph. Challenging, funny, and touching, it looks at Bamuthi's public identity as a spoken word artist and his private identity as a young man coming of age in our globalized, multi-everything era. In this "mixtape for stage," Bamuthi performs a call-and-response with turntablist DJ Excess and beatboxer/percussionist Tommy Shepherd (aka Soulati), with video projections by Eli Jacobs Fantauzzi. It will be performed at Memorial Hall on January 29 at 8:00 PM.

"One of the brightest lights in hip-hop theater."
- San Francisco Chronicle

Free

Friday, January 29
9:45 AM - 6:30 PM
FedEx Global Education Center

The Ackland celebrates the contributions of two of the most significant African American artists of the twentieth century:
Color Balance: Paintings by Felrath Hines and
Jacob Lawrence and The Legend of John Brown
on view through May 9, 2010.

Color Balance: Paintings by Felrath Hines
Color Balance presents fourteen large-scale abstract paintings by Felrath Hines (1913-1993). In 2009, the artist's widow, Dorothy Fisher, donated a selection of his paintings to three North Carolina cultural institutions: the Ackland Art Museum at The University of North Carolina at Chapel Hill, the Nasher Museum of Art at Duke University, and the North Carolina Central University Art Museum. These luminous paintings are significant additions to the collections of each museum. The Ackland premieres the exhibition of these pieces, which will travel to the Nasher Museum of Art at

IN THE GALLERIES:

Color Balance
Paintings by Felrath Hines

Jacob Lawrence
and The Legend of John Brown

Along the Silk Road
Art and Cultural Exchange

And a dozen more galleries filled with art and ideas!

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Duke University and the NCCU Art Museum in 2010-2011.

Jacob Lawrence
and The Legend of John Brown

One of "the most impassioned visual chroniclers of the African American experience," (*New York Times*, June 10, 2000) Jacob Lawrence (1917-2000) created a series of gouache paintings in 1941 to illustrate the life of abolitionist John Brown. More than thirty years later, because the fragile paintings were deteriorating, the Detroit Institute of Arts commissioned him to revisit the series. The result was a limited edition portfolio of twenty-two hand-screened prints. This year, in honor of the 150th anniversary of the raid on Harpers Ferry, the Ackland presents this outstanding series for the first time.

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Support the Museum

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Comments on Ackland e-news?

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Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-26277962-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Felrath Hines, American, 1913 - 1993: *Escape*, 1989; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Felrath Hines, American, 1913 - 1993: *Aquatic Adventures*, 1993; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Jacob Lawrence, American, 1917 - 2000: *For forty years John Brown reflected on the hopeless and miserable condition of the slaves.*, no. 2 from *The Legend of John Brown*, 1977; color screenprint. Ackland Art Museum, Ackland Fund. (c) 2009 The Jacob and Gwendolyn Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York

Ackland Art Museum

The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of lajeunesse@hsrc.unc.edu
Sent:	Tuesday, January 26, 2010 8:35 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Got 5 minutes? Tell us about your work commute

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This research study seeks to acquire a greater understanding of your perceptions related to your work commute. Participation involves completing
a 3 to 6-minute online survey. If you agree to participate, you will be asked to read the 'Note of Consent' before starting with the survey.

The link to the survey can be found here:

http://www.surveymonkey.com/s/YWPNPVH

Please note that your participation is entirely voluntary.

For more information, please contact Seth LaJeunesse at lajeunes@email.unc.edu.

IRB study #09-2103
Approved on 11/16/09

This email is sponsored by: UNC Highway Safety Research Center

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From:	nobody@notify.unc.edu on behalf of endeavors@unc.edu
Sent:	Tuesday, January 26, 2010 8:59 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: new issue of endeavors magazine online

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The winter 2010 issue of Endeavors magazine features new stories about research and creative activity at Carolina, including:

--The Hands that Feed: In North Carolina, a fragile network of volunteers is keeping hunger at bay -- for now.
--Going Deep: A photographer takes to the caves and countryside.
--Maps, Mosquitoes, and Malaria: Where you live can make or break a new vaccine.
--Unexplained Explosion: Five hundred and forty million years ago, something revved up evolution.

There are also stories featuring Carolina researchers Jocelyn Neal, Jeffrey Sonis, Jan and Brigitte Kohlmeyer, and others.

Read the winter 2010 Endeavors at:
http://research.unc.edu/endeavors/win2010/index.php

This email is sponsored by: Vice Chancellor for Research and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of fertility@unc.edu
Sent:	Tuesday, January 26, 2010 9:32 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Thinking About Having A Baby?

Are you or is someone you know trying to get pregnant or about to start trying?

Time-to-Conceive is a research study at the University of North Carolina at Chapel Hill focusing on fertility in women between 30 and 44 years of age. To learn how you can be in the study, call us at (919) 843-8246 or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Monetary compensation for study activities

No medicines or pills to take and no changes to daily lifestyle or existing health care routine.

Please visit our new website at www.med.unc.edu/timetoconceive for more information.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: OB/GYN

This email is sponsored by: OB/GYN

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of FAMRI-2@med.unc.edu
Sent: Tuesday, January 26, 2010 10:33 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research study investigating nasal spray flu vaccine in smokers

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The purpose of this research study is to learn how influenza virus administered as an FDA approved nasal spray vaccine affects nasal inflammation in people who smoke compared to nonsmokers. We are looking for current smokers, aged 18-35 years with no underlying medical problems.

Specific exclusion criteria include: asthma, chronic lung or heart disease; any type of immunodeficiency; upper airway or respiratory illness in the past three weeks; current pregnancy; egg allergy; or subjects having influenza, flu like symptoms or a flu vaccine since August, 2008 Participation will last 6-8 weeks, and will require 8 study visits.

For a complete copy of the consent form and more information refer to the Center for Environmental Medicine, Asthma and Lung Biology (CEMALB) website at
http://www.med.unc.edu/cemalb/studies/IRB05-2547

Interested individuals may also call the study coordinator for additional information at 919-966-2879 or at the following email address:
FAMRI-2@med.unc.edu

Approved 1-19-2010 by the Biomedical Institutional Review Board. IRB# 05-2547.

This e-mail is sponsored by the UNC Center for Environmental Medicine and Lung Biology. This study is funded by the National Institutes of Health and the Hammner Institutes for Health Sciences

This email is sponsored by: Center for Environmental Medicine, Asthma and Lung Biology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of lungs@unc.edu
Sent:	Tuesday, January 26, 2010 11:04 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Healthy Children & Teens Needed for Research Study on Lung Function

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Healthy Children & Teens Needed for Research Study on Lung Function

Objective: Look at measures of lung function compared to thorax (chest) dimensions in children and teens

Subjects: healthy children and teens aged 5 to 21 with no history of asthma or lung disease

Study Activities: participants will undergo a brief physical exam, answer questions on race and ethnicity, then perform spirometry (lung function testing), which consists of deep breathing maneuvers using equipment that measures airflow. Spirometry takes 10-15 minutes; the entire visit should take no more than 1 hour.

Compensation: $20 Target gift card, parking costs

If interested, contact Jessica Pittman, MD MPH at lungs@unc.edu or (919)966-1055

HS IRB # 09-0861
Approved: 7/16/2009
PI: Jessica Pittman, MD, MPH
Title: Spirometry in Children of All Races: A pilot study towards the design of new spirometric reference equations

This email is sponsored by: Pediatric Pulmonology

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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, January 26, 2010 11:39 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Order of the Golden Fleece Accepting Nominations Until Friday

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The Order of the Golden Fleece is now accepting nominations through 11:59 PM on Friday, January 29, 2010.

Founded in 1904, The Order of the Golden Fleece is the University's highest honorary society. Members are selected based upon service to the University as reflected in scholarship, motivation, creativity, loyalty, and leadership in academic and extracurricular pursuits. Those eligible for selection must possess exemplary character and be juniors, seniors, graduate students, staff, faculty, or alumni who have made significant, lasting contributions to the University.

Nomination forms are located at http://www.unc.edu/ogf/?l=nominate. All questions should be directed to the members of the Active Order at goldenfleece@unc.edu.

Thanks for your time!

The 2009-2010 Active Order
Order of the Golden Fleece

This email is sponsored by: Order of the Golden Fleece

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of opa@unc.edu
Sent:	Wednesday, January 27, 2010 12:10 AM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: 2010 Spring Faculty Newsletter

2010 SPRING FACULTY NEWSLETTER

In this edition of the OPA Faculty Newsletter, you will find highlights from the 2009 Postdoctoral Research Awards Ceremony, resources on mentoring and supporting international postdoctoral scholars, National Summit on Gender and the Postdoctorate, and future events including the Spring 2010 Orientation for Postdoctoral Scholars. The newsletter is now located on OPA's website. Don't wait to read the newsletter, you might miss an upcoming event.

To read the spring newsletter, please visit
http://postdocs.unc.edu/files/spring2010v3.pdf

Warm regards,
Sibby Anderson Thompkins, Ph.D
Director, Office of Postdoctoral Affairs
www.unc.postdocs.edu

This email is sponsored by: Office of Postdoctoral Affairs

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From: nobody@notify.unc.edu on behalf of couplesOCD@unc.edu
Sent: Wednesday, January 27, 2010 12:14 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Treatment for Obsessive-Compulsive Disorder (OCD)

TREATMENT FOR OBSESSIVE-COMPULSIVE DISORDER (OCD)

Are you anxious about germs, mistakes, harm, numbers, or unpleasant obsessive thoughts? Do you have problems with compulsive checking, washing, asking for reassurance, or repeating rituals?

If you or your partner experiences any of these problems and are between 18 and 75 years of age, you and your partner might be eligible to participate in a research study on couples therapy for OCD. We are trying to improve upon existing treatments for OCD by including the sufferer's partner. This treatment that we are testing is offered at no cost through a research study being conducted by the UNC-Chapel Hill Anxiety Disorders Clinic. The study will include cognitive-behavior therapy and will not require you to go on any medication, or change any existing medication.

For more information, please contact the study coordinator, Laura Fabricant:

e-mail: couplesOCD@unc.edu
Phone: 919-843-3951

UNC Anxiety and Stress Disorders Clinic
Davie Hall (UNC Campus location)
212 Finley Golf Course Rd. (off campus location) Chapel Hill, NC
919-843-3951
All calls are confidential

Study Information
Study Name: Enhancing Cognitive Behavioral Treatment of Obsessive-Compulsive Disorder Study number: 07-1283 Approved on 11/02/2007 by the Behavioral IRB, Office of Human Research Ethics

This email is sponsored by: UNC Anxiety and Stress Disorders Clinic

This email is sponsored by: UNC-Chapel Hill Department of Psychology

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From: bounce-26291123-25581374@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>

Sent: Wednesday, January 27, 2010 5:10 PM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] UNC College Calendar: James Hansen, PlayMakers, Jazz Fest, Searching for Spinoza and more

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UNC College calendar is sent periodically to all faculty and staff in the College of Arts and Sciences, university administrators, communication specialists and others by request.

* * *

Here's a quick guide to special events involving UNC's College of Arts and Sciences this semester. Most events are free and on campus, except where noted.

Feb. 1: Leading climatologist James Hansen discusses Global Climate Change: What Must We Do Now? 7 pm, Memorial Hall, followed by reception and book-signing.
http://snipurl.com/u7hvx

Feb. 1: Talal Asad, distinguished professor of religion at City University of New York discusses Reflections on the Origins of Human Rights. 5 pm, Hyde Hall.
http://snipurl.com/u7hvz

Feb. 2, 9, 16 and 23: Jewish Studies scholar Jonathan Boyarin explores Hasidic Modernity: Theologian Abraham Joshua Heschel and the Rebbe of Kotsk in a special series of seminars, sponsored by Carolina Center for Jewish Studies.
5:30 pm, Coates Hall. Reservations required at ccjs@unc.edu.

Now through Feb. 14: PlayMakers presents Arthur Miller's All My Sons. Paul Green Theatre. Tickets and schedule at 962-7529.
http://www.playmakersrep.org

Feb. 16-20: CHAT (Collaborations: Humanities, Arts and Technology), an interactive digital arts and humanities festival, with exhibits exploring the impact of technology on our lives, plus discussions and workshops featuring work of faculty, technologists and students from UNC, Duke and N.C. State. For information and registration:
http://www.chatfestival2010.com

Feb. 22: Lynn Bloom (University of Connecticut) will discuss Able, Disabled, Enabled: The Defiant Face of Disability Autobiography, for the Critical Speaker Series in English and Comparative Literature. 3:30 pm, Donovan Lounge, Greenlaw Hall.
http://englishcomplit.unc.edu

Feb. 23: How Should We Eat? Food, farming and health experts from UNC, N.C. State and Duke discuss the policy, health, and ethics. Moderated by Sarah Blacklin, Carrboro Farmer's Market manager. 6:30 pm, Location TBA.
http://snipurl.com/u7hw9

Feb. 23: Music, images and video celebrating the Arctic and Antarctica as part of Ice Counterpoint multimedia exhibit. Premiere of Terry Mizesko new musical composition for soprano (Florence Peacock), flute (Brooks de Wetter-Smith), viola (Jonathan Bagg) and harp (Jacquelyn Bartlett). Music at 7 pm, FedEx Global Education Center. Exhibit through

May 31. http://snipurl.com/u7i1r

Feb. 24-27: Carolina Jazz Festival. Terence Blanchard Group (Feb. 26), NC Jazz Repertory Orchestra (Feb. 25), UNC Jazz Band with guest artists (Feb. 27). For schedule and ticket information:
http://www.unc.edu/music/jazzfest/

Feb. 25: Hiroshima Mon Amour, film written by Marguerite Duras, directed by Alain Resnais. International Film Series. 6 pm, Graham Memorial 039.
http://snipurl.com/u7hwl

March 15, 16 and 18: Susan Wolf, distinguished professor of philosophy, presents the Phi Beta Kappa Romanell Lectures on topics of philosophy. 4-6 pm. Hyde Hall.
http://philosophy.unc.edu/

March 19: Evening with pianist Stefan Litwin, Hidden Messages in Robert Schumann's Piano Sonata, Op. 11 in F-Sharp Minor. 8 pm, Gerrard Hall. $15. 843-3333.
http://music.unc.edu

March 24: Pulitzer Prize winning author Edward P. Jones, Morgan Writer in Residence. 7:30 pm, Carroll Hall.
English_events@unc.edu

March 25: To Have and Have Not, film written by William Faulkner, directed by Howard Hawkes. International Film Series. 6 pm, Graham Memorial 039.
http://snipurl.com/u7hwl

March 25: Feminist historian Catherine Hall (University College London) will present The Mary Stevens Reckford Lecture on European Studies. 7:30 pm, Gerrard Hall
http://iah.unc.edu/news/newsarchive/2010/reckford2010

March 26: Music on the Hill, Trip Threes, Mozart concertos for piano and strings with Mayron Tsong, Thomas Otten and Wonmin Kim and UNC string faculty. 8 pm, Memorial Hall. $15. 843-3333.
http://music.unc.edu

April 13: Wilmer Mills, Poet and Kenan Visiting Writer will read and discuss his work. 3:30 pm, Donovan Lounge, Greenlaw Hall.
English_events@unc.edu

April 13: Music on the Hill, UNC Symphony Orchestra with Carolina Choir, UNC Chamber Singers and UNC Glee Club; Carmina Burana featuring tenor John Tessier, soprano Keira Duffy, baritone Brian Leerhuber; plus premiere of new piano concerto by Stephen Anderson with piano soloist Steven Harlos. 7:30 pm, Memorial Hall. $15. 843-3333.
http://music.unc.edu

April 14: Music on the Hill, UNC Wind Ensemble and Symphony Band, a concert of War and Peace. 7:30 pm, Memorial Hall. $15. 843-3333.
http://music.unc.edu

April 15: Iain Fenlon, distinguished professor of historical musicology at the University of Cambridge and scholar of Renaissance music and civic ritual in Venice, will present the John W. Pope Lecture in Renewing the Western Tradition. 7 pm, Gerrard Hall.
deereid@unc.edu

April 15: UNC Global Distinguished Speaker, Kishore Mahbubani, Public Policy Professor at National University of Singapore. 5:30-7 pm, Mandela Auditorium, FedEx Global Education Center.
http://global.unc.edu

April 16-20: UNC Opera and Department of Dramatic Art present the world premiere of Searching for Spinoza. Schedule and tickets 962-1039. Nelson Mandela Auditorium, FedEx Global Education Center.
http://music.unc.edu

April 16-17: Phedre's Blues, by Elisabeth Corley and Lightnin' Wells, part of the Process Series of artistic works in process performed and discussed by the authors. 8 pm, Gerrard Hall. Reed Colver. rcolver@unc.edu

April 19: Screening of The People vs. Leo Frank and discussion with writer/director Ben Loeterman. 7:30 pm. Friday Center.
http://www.unc.edu/ccjs/events.html

April 21: Kandice Chugh (University of Maryland) will discuss The Difference That Aesthetics Makes (in and for U.S. Cultural Studies). 3:30 pm, Donovan Lounge, Greenlaw Hall.
English_events@unc.edu

April 21-23: Scholarly Conference on College Sport. Friday Center.
http://www.csriconference.org/

April 22: Minrose Gwin, distinguished professor of southern literature, reads from her debut novel, The Queen of Palmyra. 3:30 pm, Bulls Head Bookshop. http://snipurl.com/u7i39

April 23: Thirtieth Anniversary Celebration for the Program in the Humanities and Human Values. 3-6 pm, Friday Center.
http://snipurl.com/u7hxg

# # #

More events
http://events.unc.edu/cal/main/showMain.rdo

UNC College in the Media
http://college.unc.edu/inthemedia

UNC College News
http://college.unc.edu

UNC College Talk (blog)
http://unccollege.wordpress.com

Carolina Arts & Sciences Magazine
http://college.unc.edu/magazine

UNC College on Twitter:
http://twitter.com/unccollege

UNC College of Arts and Sciences on Facebook
http://facebook.com

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Dee Reid (919) 843-6339
Director of Communications
College of Arts and Sciences
The University of North Carolina at Chapel Hill
205 South Building, CB #3100
Chapel Hill NC 27599-3100
Web: http://college.unc.edu

Blog: http://unccollege.wordpress.com
Twitter: http://twitter.com/unccollege
Facebook: UNC College of Arts and Sciences

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From:	nobody@notify.unc.edu on behalf of bryant_tran@unc.edu
Sent:	Wednesday, January 27, 2010 8:50 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Blood Vessel Function Study at UNC

~CLINICAL RESEARCH STUDY~

Are You a Healthy Adult Over the Age of 40?

Investigators at UNC are looking for men to participate in a study evaluating blood vessel function.

Participants must also:
* be non-smokers
* have no history of cardiovascular disease (including high blood pressure, high cholesterol, or diabetes)
* not be taking any daily medications

The study involves:
* A one-time outpatient clinic visit lasting about 1.5 hours
* Non-invasive blood vessel function assessment
* Blood sample collection
* Must be willing to fast over night and avoid certain over-the-counter medications and dietary supplements for one week
* $50 compensation for completing the study

For more information, contact Dr. Bryant Tran at
@gmail.com or (919)843-8723

UNC IRB Study# 07-0836
IRB Approval Date: 7/13/09

This email is sponsored by: UNC Eshelman School of Pharmacy

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From: Lynn Davis <lmdavis@email.unc.edu>
Sent: Thursday, January 28, 2010 12:28 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: SWAH 401 update

Dear Dr. Mutima,

SWAH 401 is nearing completion! The instructional design team is ready to proof it, and then we will send it to you so you can let us know if anything needs to be corrected before we print it.

One thing we still need is the picture that is referred to in the Unit 5 assignment. Can you send that to me? The assignment says:

> Describe the content of the next picture featuring a young couple and a waiter who are eating in restaurant. Describe what they are wearing, and imagine the colors of their clothes.

We are also missing the picture referred to in section IX of the Practice Exam. It says:

IX. Describe the content of the next picture

Also, in both Units 8 and 9 the assignment sections ask students to describe the picture on page 141, which is in Unit 9. Did you want them to describe a different picture for Unit 8?

Thank you,
Lynn Davis
Friday Center

From: Lynn Davis <lmdavis@email.unc.edu>
Sent: Thursday, January 28, 2010 5:18 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: SWAH 401: Found two of the pictures!

Dear Dr. Mutima,

I found the pictures you sent for Units 3 and 5!

So now we only need:

- the picture referred to in section IX of the Practice Exam
- the answer to the question about Units 8 and 9 (that is, in both Units 8 and 9 the assignment sections ask students to describe the picture on page 141, which is in Unit 9. Did you want them to describe a different picture for Unit 8)?

Thank you!
Lynn Davis
Friday Center

From: Faculty.Governance@mxp0.isis.unc.edu
Sent: Sunday, January 31, 2010 5:38 PM
To: General Faculty <generalfaculty@listserv.unc.edu>
Subject: [generalfaculty] Weather advisory for Monday, UNC-CH

Dear Faculty Colleagues:

I wanted to make you aware that a bulletin about university operations tomorrow (Monday February 1) just went up on UNC's "Alert Carolina" website: http://www.piersystem.com/go/doc/1395/467923/

The bulletin is also included below:
****

Sunday, January 31, 2010

adverse weather alert

Classes canceled until 10 a.m.; offices open

01/31/10, 4:00 p.m.

Classes are canceled until 10 a.m. on Monday, February 1, 2010.

Offices are open on a regular schedule. **(Condition 2)**

Classes will resume at their normally scheduled time. Classes prior to 10 a.m. will not be held. Arrangements to make up missed classes are at the discretion of the faculty member.

Employees (SPA and EPA non-faculty) are reminded of the University's **Adverse Weather Policy**. Emergency employees should report for work. Other employees are responsible for their regular duties, making up any missed work time, and making their own decisions about work based on personal safety.

UNC uses three main adverse weather operating conditions: **Condition 1** (open), **Condition 2** (classes canceled; offices open) or **Condition 3** (classes canceled; offices closed). Reports of state government closings do not apply to the University. The University generally announces adverse weather news on www.unc.edu, the campus information sources listed below, and through the news media. Unless a change is announced, the University always operates under Condition 1 – regular schedule.

Other information sources:

- (919) 843-1234. **Adverse Weather and Emergency Phone Line** for recorded information and announcements about campus operations.
- **UNC Traveler's Information System Radio**, 1610 AM, near campus.
- **UNC Department of Public Safety** for details including parking lot conditions.
- **Chapel Hill Transit** inclement weather news and routes and schedules.

printer friendly

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Anne Mitchell Whisnant, Ph.D.
Director of Research, Communications, and Programs
Office of Faculty Governance
203 Carr Building
CB# 9170
UNC-Chapel Hill
Chapel Hill, NC 27599
Tel: 919-962-1671
Fax: 919-962-5479
Email: anne_whisnant@unc.edu
Web: http://www.unc.edu/faculty/faccoun/index.shtml

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To unsubscribe click here: http://lists.unc.edu/u?id=20811172.3b4e7dffdb18d03ec2e5bfda65ad0cb3&n=T&l=generalfaculty&o=26316031 or send a blank email to leave-26316031-20811172.3b4e7dffdb18d03ec2e5bfda65ad0cb3@listserv.unc.edu

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, February 1, 2010 1:25 PM
To: Mutima@mxp0.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

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at the ackland

Yoga in the Galleries

Tuesday, February 2
12:00 - 1:00 PM

Namaste! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland. Yoga mats and cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended. Sessions led by Joanne Marshall. Beginners are welcome.

Registration recommended | Free to members, $5 non-members

Community Day

Bring the whole family!
One of the Ackland's most popular events, Community Day is a day-long exploration of art and ideas from around the world. Artists lead workshops, gallery teachers host guided tours, dancers help you get moving, and more! Detailed schedule here.

Free

The Ackland celebrates the contributions of two of the most significant African American artists of the twentieth century:
Color Balance: Paintings by Felrath Hines and **Jacob Lawrence and The Legend of John Brown** on view through May 9, 2010.

Color Balance: Paintings by Felrath Hines
Color Balance presents fourteen large-scale abstract paintings by Felrath Hines (1913-1993). In 2009, the artist's widow, Dorothy Fisher, donated a selection of his paintings to three North Carolina cultural institutions: the Ackland Art Museum at The University of North Carolina at Chapel Hill, the Nasher Museum of Art at Duke University, and the North Carolina Central University Art Museum. These luminous paintings are significant additions to the collections of each museum. The Ackland premieres the exhibition of these pieces, which will travel to the Nasher Museum of Art at Duke University and the NCCU Art Museum in 2010-2011.

Jacob Lawrence
and The Legend of John Brown
One of "the most impassioned visual chroniclers of the African American experience," (*New York Times*, June 10, 2000) Jacob Lawrence (1917-2000) created a series of gouache paintings in 1941 to illustrate the life of abolitionist John Brown. More than thirty years later, because the fragile paintings were deteriorating, the Detroit Institute of Arts commissioned him to revisit the

IN THE GALLERIES:

Color Balance
Paintings by Felrath Hines

Jacob Lawrence
and The Legend of John Brown

Along the Silk Road
Art and Cultural Exchange

And a dozen more galleries filled with art and ideas!

COMING SOON:

Wednesday, February 10
Lunch with One
1:00 - 2:00 PM

Friday, February 12
Lecture:
Young Jean Lee
12:30 - 1:30 PM

Friday, February 12
Ackland after Dark
6:00 - 9:00 PM

Saturday, February 13
Drawing for Kids
10:00 AM - 12:00 PM

Saturday, February 13
Drawing in the Galleries
10:00 AM - 12:00 PM

Please visit our calendar for a full listing of special programming and events.

series. The result was a limited edition portfolio of twenty-two hand-screened prints. This year, in honor of the 150th anniversary of the raid on Harpers Ferry, the Ackland presents this outstanding series for the first time.

Promotional support provided by North Carolina Public Radio-WUNC. Public programming for* Jacob Lawrence and The Legend of John Brown *was supported by the N.C. Arts Council, a division of the Department of Cultural Resources, with funding from the National Endowment for the Arts.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-26322899-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Indian, Central, 11th to 12th century: *Ganesha* (detail); sandstone sculpture. Gift of Clara T. and Gilbert J. Yager in honor of Dr. Charles Morrow and his wife, Mary Morrow, for their many contributions to the University and to the Ackland Art Museum during his term as Provost.

Felrath Hines, American, 1913 - 1993: *Escape*, 1989; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Felrath Hines, American, 1913 - 1993: *Aquatic Adventures*, 1993; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Jacob Lawrence, American, 1917 - 2000: *For forty years John Brown reflected on the hopeless and miserable condition of the slaves.*, no. 2 from *The Legend of John Brown*, 1977; color screenprint. Ackland Art Museum, Ackland Fund. (c) 2009 The Jacob and Gwendolyn Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: M. Kyle McKay <fiveiron@email.unc.edu>
Sent: Monday, February 1, 2010 2:04 PM
To: M. Kyle McKay <fiveiron@email.unc.edu>
Cc: iah@unc.edu; sayre-mccord@unc.edu; Geoffrey.Brennan@anu.edu.au; jweiler@unc.edu; jtg@email.unc.edu; phay@unc.edu; nebolick@unc.edu; lfeng@unc.edu; khlang@unc.edu; riefkohl@email.unc.edu; hgill@email.unc.edu; perez@email.unc.edu; mbullard@email.unc.edu; sweet@unc.edu; wmfletch@email.unc.edu; lkramer@unc.edu; kirsch@email.unc.edu; pollock@email.unc.edu; dholland@unc.edu; jpm@email.unc.edu; seubanks@email.unc.edu; ckreynolds@unc.edu; macdonald@unc.edu; bradley@sog.unc.edu; hamilton@sog.unc.edu; jarrell@sog.unc.edu; amerstud@unc.edu; jskasson@email.unc.edu; rallen@email.unc.edu; mgreen@email.unc.edu; gura@email.unc.edu; jfkasson@email.unc.edu; tperdue@email.unc.edu; Rachel.Willis@unc.edu; marr@email.unc.edu; ferrism@email.unc.edu; tolfoster@gmail.com; jaygar@email.unc.edu; katrober@email.unc.edu; brundage@email.unc.edu; wferris@unc.edu; ljg@unc.edu; dscahan@email.unc.edu; richardm@email.unc.edu; abraxton@email.unc.edu; jodie@unc.edu; tkill@email.unc.edu; twtaylor@email.unc.edu; engweb@listserv.unc.edu; csas@unc.edu; hwatson@email.unc.edu; casasnancy@gmail.com; ranthony@email.unc.edu; jackie@unc.edu; tyson@email.unc.edu; rstyers@unc.edu; tochoa@email.unc.edu; maffly@email.unc.edu; jboyarin@unc.edu; yariel@email.unc.edu; bambros@email.unc.edu; colliers@email.unc.edu; ofriday@email.unc.edu; ulittlej@email.unc.edu; lmmack@email.unc.edu; brazile@unc.edu; jfjordan@email.unc.edu; schoultz@unc.edu; kaslo@email.unc.edu; bselassi@email.unc.edu; mseck@email.unc.edu; eunice@email.unc.edu; regester@email.unc.edu; rporter@email.unc.edu; nzongola@email.unc.edu; jen321@email.unc.edu; drdalet@email.unc.edu; smutima@email.unc.edu; tjm1@email.unc.edu; waithera@email.unc.edu; leemc@email.unc.edu; krjanken@email.unc.edu; hildebra@email.unc.edu; hallpa@email.unc.edu; dfhunsu21@unc.edu; radunbar@email.unc.edu; klcaldwe@email.unc.edu; b_anderson@unc.edu; Vin@unc.edu; tomas@unc.edu; mjwiener@unc.edu; ctw@email.unc.edu; althomps@email.unc.edu; redfield@unc.edu; msorensen@unc.edu; mrfish@unc.edu; kslocum@unc.edu; scarry@email.unc.edu; sawin@unc.edu; ctnelson@unc.edu; donald.nonini@unc.edu; peacock@unc.edu; mcanany@email.unc.edu; norris_johnson@unc.edu; vlambert@unc.edu; pwleslie@unc.edu; aescobar@email.unc.edu; fatimahj@email.unc.edu; dhutchin@email.unc.edu; tmevens@email.unc.edu; ghinson@unc.edu; crumley@unc.edu; robert_daniels@unc.edu; jeandennison@unc.edu; rudi-colloredo@unc.edu; bbillman@email.unc.edu; agbe-davies@unc.edu; alicia_altmueller@unc.edu
Subject: Re: Charles Price reading, Becoming Rasta: Origins of Rastafari Identity in Jamaica

---

This is a reminder for the Charles Price reading event tomorrow
(Tuesday) at 3:30pm at the Bull's Head Bookshop in UNC Student Stores.
Hope to see you there!

Quoting "M. Kyle McKay" <fiveiron@email.unc.edu>:

>
>

> Charles Price, associate professor of Anthropology at UNC, will be at
> the Bull's Head Bookshop on Tuesday, February 2nd at 3:30pm to read
> from his new book Becoming Rasta: Origins of Rastafari Identity in
> Jamaica.
>
> The Bull's Head would like to invite you to this free reading event.
> Feel free to pass this along to others and to your classes, thank you.
>
>
> So much has been written about the Rastafari, yet we know so little
> about why and how people join the Rastafari movement. Although
> popular understandings evoke images of dreadlocks, reggae, and
> marijuana, Rastafarians were persecuted in their country, becoming a
> people seeking social justice. Yet new adherents continued to convert
> to Rastafari despite facing adverse reactions from their fellow
> citizens and from their British rulers.
>
> "In an otherwise voluminous literature on Rastafaria, Price fills a
> void by presenting and critically analyzing the testimonies of
> Rastafarian men and women that narrate how they discovered, why they
> entered, and how they sustained membership in the culture,
> resistance, and theater that is Rastafaria. This book is one of the
> most important additions to the discourse on the Rastafarian movement
> to appear in years. Price reveals himself to be both a skilled
> cultural anthropologist and superb storyteller; the volume reads as
> much like a piece of literature as social scientific treatise."
> - William E. Cross, Jr., author of Shades of Black: Diversity in
> African American Identity
>
> "A cutting edge exploration of the complex process of black identity
> transformation, Becoming Rasta also brings us emotionally closer to
> the diverse individuals who share their life stories with the reader."
> - Serena Nanda, author of Neither Man Nor Woman: The Hijras of India
>
> Charles Price is an associate professor in the Department of
> Anthropology, University of North Carolina-Chapel Hill. His research
> interests revolve around identity formation, community organizations
> and community organizing, social movements, ethnographically-grounded
> oral history, welfare and access to higher education, and advocacy,
> participatory, and collaborative research projects. The primary
> geographical focus of Charles's current research is Jamaica and the
> American South.
>
>
> The Bull's Head Bookshop is located in the UNC Student Stores on the
> campus of UNC-CH. All events at the Bull's Head are free and open to
> the public. Call 919-962-5060 for questions.
>
>
>
> --
> Kyle McKay
> Marketing Manager
> Bull's Head Bookshop
> 919.962.3450
>

--
Kyle McKay
Marketing Manager
Bull's Head Bookshop
919.962.3450

From: BullsHead@store.unc.edu
Sent: Tuesday, February 2, 2010 10:21 AM
To: Bulls Head mailing list <bullymail@listserv.unc.edu>
Subject: Becoming Rasta by Charles Price today at 3:30 at the Bull's Head

---

Charles Price, associate professor of Anthropology at UNC, will be at the Bull's Head today at 3:30pm to read from his new book Becoming Rasta: Origins of Rastafari Identity in Jamaica.

So much has been written about the Rastafari, yet we know so little about why and how people join the Rastafari movement. Although popular understandings evoke images of dreadlocks, reggae, and marijuana, Rastafarians were persecuted in their country, becoming a people seeking social justice. Yet new adherents continued to convert to Rastafari despite facing adverse reactions from their fellow citizens and from their British rulers.

"In an otherwise voluminous literature on Rastafaria, Price fills a void by presenting and critically analyzing the testimonies of Rastafarian men and women that narrate how they discovered, why they entered, and how they sustained membership in the culture, resistance, and theater that is Rastafaria. This book is one of the most important additions to the discourse on the Rastafarian movement to appear in years. Price reveals himself to be both a skilled cultural anthropologist and superb storyteller; the volume reads as much like a piece of literature as social scientific treatise."
- William E. Cross, Jr., author of Shades of Black: Diversity in African American Identity

"A cutting edge exploration of the complex process of black identity transformation, Becoming Rasta also brings us emotionally closer to the diverse individuals who share their life stories with the reader."
- Serena Nanda, author of Neither Man Nor Woman: The Hijras of India

Charles Price is an associate professor in the Department of Anthropology, University of North Carolina-Chapel Hill. His research interests revolve around identity formation, community organizations and community organizing, social movements, ethnographically-grounded oral history, welfare and access to higher education, and advocacy, participatory, and collaborative research projects. The primary geographical focus of Charles's current research is Jamaica and the American South.

The Bull's Head Bookshop is located in the UNC Student Stores on the campus of UNC-CH. All events at the Bull's Head are free and open to the public. Call 919-962-5060 for questions.

--- You are currently subscribed to bullymail as: smutima@email.unc.edu. To unsubscribe send a blank email to leave-26330435-4005955.0e9ae51c1aebe739ce4dd2b3bc85321d@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of clinic@unc.edu
Sent: Tuesday, February 2, 2010 8:20 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Feeling anxious?

Feeling anxious? Obsessive thoughts or worries? Test anxiety? Social anxiety? Panic attacks?

We can help!

THE ANXIETY AND STRESS DISORDERS CLINIC of the UNC Department of Psychology Community Clinic offers state-of-the-art comprehensive assessment and psychological treatment for adults with anxiety disorders!

We are affiliated with the UNC-CH clinical psychology Ph.D. program and provide reduced fees based on income. Assessment, consultation, and treatment are provided by Dr. Jonathan Abramowitz (http://psychologyclinic.unc.edu/anxiety/Staff_Abramowitz.html), who is a faculty member in the Department of Psychology, and by advanced doctoral students under Dr. Abramowitz' supervision.

Clients from the community can come to our nearby off-campus location on Finley Golf Course Road with flexible appointments and readily available adjacent parking. UNC employees and students can walk to our conveniently located on-campus location in Davie Hall.

Please visit our website at http://www.uncanxietyclinic.com or contact the clinic at 962-6906 or clinic@unc.edu for more information, screening, or to make a referral.

This email is sponsored by: UNC Department of Psychology Community Clinic

Please be aware that if the information you provide indicates that there may be abuse of a child or disabled adult, or that you or another person is in danger, we will need to respond as required by state law.

This email is sponsored by: Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of aspire@unc.edu
Sent: Tuesday, February 2, 2010 9:39 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do you know a child with autism?

The ASPIRE research team is currently conducting a research study involving children and adolescents with autism spectrum disorder (including Pervasive Developmental Disorder-NOS and Asperger's Disorder). We want to compare children (ages 2.5-17 years) who are not taking medication to children who are taking medication.

We are currently looking to enroll children who do not want to take any medication for the next year.

Participation will include:
* A comprehensive diagnostic assessment of autism spectrum disorder
* Physical exam and cognitive assessments for child
* Questionnaires for a parent/legal guardian to complete
* Appointments at UNC Hospitals with a doctor who specializes in autism

For more information, contact us at 1-800-708-0048 or aspire@unc.edu

IRB # 04-1792
Approval by Biomedical IRB on: 4/23/2009
Title of Study: An Open Label Study of Aripiprazole in Children and Adolescents with Autism Spectrum Disorders

This email is sponsored by: UNC Psychiatry Department

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Christiana Hilkey <chilkey@email.unc.edu>
Sent: Thursday, February 4, 2010 8:27 AM
To: CIAS affiliate faculty <affiliatefaculty@listserv.unc.edu>
Subject: [affiliatefaculty] for all CIAS faculty-joint, adj & affil
Attach: February 12 Event.pdf

Dear (soon-to-be) Global Studies faculty

I am sure by now you have seen the announcement for launch of Global Studies at UNC on Friday February 12th.

5:30pm in the FedEx Global Education Center's Nelson Mandela Auditorium.

Speakers:
Robert Keohane (International Institutions) Peter Godwin (Africa) Pierre Barker (Global Health)

Reception and book signing to follow.

Many of the leaders of the University will be attending the panel launch and I do hope that many CIAS/Global Studies faculty can attend as well.
We shall reserve the front rows for our faculty. I would like to pack the auditorium to illustrate the popularity and importance of Global Studies to this University. Could you please strongly encourage your students to attend.

Many thanks,

Andy Reynolds

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click here: http://lists.unc.edu/u?id=22551540.52efdc0e794bcb33f3bb003e5c1c0fb8&n=T&l=affiliatefaculty&o=26346820, or send a blank email to leave-26346820-22551540.52efdc0e794bcb33f3bb003e5c1c0fb8@listserv.unc.edu.

THE WORLD TOMORROW: EXPECT THE UNEXPECTED

CELEBRATING THE LAUNCH OF GLOBAL STUDIES

formerly Carolina Center for International Area Studies

FEBRUARY 12, 2010 AT 5:30 PM

FEDEX GLOBAL EDUCATION CENTER

SPEAKERS

ROBERT KEOHANE

INTERNATIONAL INSTITUTIONS

Professor of International Affairs at the Woodrow Wilson School at Princeton University. In 2005 he was voted the most influence scholar in international relations by the readers of "Foreign Policy" magazine. He is the author of "After Hegemony."

PETER GODWIN

AFRICA

Award-winning author and journalist. Reported in Zimbabwe, he worked as a foreign correspondent in Africa and asia from 1980-1989. Godwin brought attention to genocide in the north of the postwar Uganda. Author of "When a Crocodile Eats the Sun: A Memoir of Africa."

PIERRE BARKER

GLOBAL HEALTH

Medical Director of Clinics at the Centers for Health and Human Rights at UNC. He is also the associate director for Health Care Improvements at UNC-HCS, projects in South Africa.

Sponsored by the College of Arts & Sciences, the Center for Global Initiatives, the African Studies Center and the Office of International Affairs

Photo by Hans Evers

global.unc.edu

UNC GLOBAL

From: BullsHead@store.unc.edu
Sent: Thursday, February 4, 2010 9:33 AM
To: Bulls Head mailing list <bullymail@listserv.unc.edu>
Subject: Book Reading Today on the Truth About Starbucks - Free Coffee from the Daily Grind!

"Starbucks is selling status", says Bryant Simon, a UNC-CH alum, Temple University professor of American Studies and author of the recently released Everything But the Coffee: Learning About America from Starbucks.

Simon will be reading from his book at the Bull's Head Bookshop today at 3:30pm, free coffee from The Daily Grind coffee shop will be provided courtesy of the Bull's Head. This event is free and open to the public.

Everything but the Coffee casts a fresh eye on the world's most famous coffee company, looking beyond baristas, movie cameos, and Paul McCartney CDs to understand what Starbucks can tell us about America.

"Simon knows more about Starbucks—and about why so many Americans find perfection in their lattes—than anyone. He connects our deepest desires to be good, smart, ethical consumers with our equally strong yearning to consume in an authentic way. Our coffee, Simon shows, is us."
—Sharon Zukin, author of Naked City

Bryant Simon visited hundreds of Starbucks around the world to ask, why did Starbucks take hold so quickly with consumers? What did it seem to provide over and above a decent cup of coffee? Why at the moment of Starbucks' profit-generating peak did the company lose its way, leaving observers baffled about how it might regain its customers and its cultural significance?

Everything but the Coffee probes the company's psychological, emotional, political, and sociological power to discover how Starbucks' explosive success and rapid deflation exemplify American culture at this historical moment. Most importantly, it shows that Starbucks speaks to a deeply felt American need for predictability and class standing, community and authenticity, revealing that Starbucks' appeal lies not in the product it sells but in the easily consumed identity it offers.

Link to News & Observer article titled "Professor gives Starbucks a roasting":
http://www.newsobserver.com/life/food/story/254709.html

Bryant Simon is Professor of History and the Director of American Studies at Temple University and the author, most recently, of Boardwalk Dreams: Atlantic City and the Fate of Urban America.

The Bull's Head Bookshop is located in the UNC Student Stores on the campus of UNC-CH. All events at the Bull's Head are free and open to the public. Call 919-962-5060 for questions.

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From: archie ervin <aervin@email.unc.edu>
Sent: Thursday, February 4, 2010 10:42 AM
To: smutima@email.unc.edu
Subject: [blackfaculty04] Evite BSM Banquet

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http://www.evite.com/pages/invite/viewInvite.jsp?inviteId=EDGSYTSLCRZQFULUJDZZ

From: Barbara Anderson <b_anderson@unc.edu>
Sent: Friday, February 5, 2010 1:04 PM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Nationalists and Salafies: Sawyer Seminar Workshop

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From Sarah Shields:

Dear Colleagues,

The second weekend workshop for the Sawyer Seminar will be this weekend, Friday and Saturday, February 5-6, at the Global Education Center, fourth floor. I have pasted the program below, and hope that some of you will be able to attend. You can find short biographies of the participants and paper abstracts at http://cgi.unc.edu/research/mellon-sawyer/09-10/nationalistsandsalafis.php

Hope to see you there!

~~~ FULL SCHEDULE FOR THE PROGRAM ~~~

Friday, February 5, 2010

[1:30] Welcome and Introductions

Session I – Family and Nation

[1:45] Sara Smith, Department of Geography, UNC at Chapel Hill, "A Geopolitics of Intimacy and Anxiety: Religion, Territory, and Fertility in Leh District, Jammu and Kashmir, India"

[2:10] Emily Burrill, Department of Women's Studies, UNC at Chapel Hill, "Of Feminists and Dictators: Marriage and Family Law Reform in Post-Colonial Mali in the Age of Secularism"

[2:35] Discussant: Lisa Lindsay, UNC, Q&A

[3:15] Coffee Break

Session II – Orthodoxy and the Un-Orthodox

[3:30] Wilson Jacob, Department of History, Concordia University "Regarding a Sayyid, Regarding History: Empire, Religion, Sovereignty"

[3:55] Jamsheed Choksy, Departments of Central Eurasian Studies, History, and Indian Studies, Indiana University, "Religious Minorities and the Iranian State"

[4:20] Ellen McLarney, Department of Arabic Literature, Duke, "Safinaz Kazim: Submission to Islam and the Subject of Self"

[4:45] Discussant: Anna Bigelow, NCSU, and Q&A

[5:40] Break

[6:00] Reception at Ackland Art Museum, 101 N. Columbia St.

Saturday, February 6, 2010

Session III – Salafis and Sufis in Africa and Beyond I

[9:30] Bruce Lawrence, Department of Religion, Duke, and Dereje Feyissa, Max Planck Institute for Social Anthropology, "Salafis and Sufis in 21st Century Ethiopia: The Social Agenda from Abroad, the Challenges at Home"

[10:20] Discussant: Bruce Hall, Duke, and Q&A

[11:00] Coffee Break

Session IV – Nationalizing Institutions

[11:15] Sam Dolbee, Center for Contemporary Arab Studies, Georgetown, "Building National Bodies: Physical Activity, Masculinities, Class, and Nationalism in Late Mandate Syria, 1933–1939"

[11:40] Lisa Pollard, Department of History, UNC at Wilmington, "Egyptian by Association: The State and its Societies, 1885-1950."

[12:05] Discussant: Nathan Swanson, UNC, and Q&A

[12:45] Lunch

Session V – Salafis and Sufis in Africa and Beyond II

[1:15] Mamarame Seck, Department of African and Afro-American Studies, UNC at Chapel Hill, "Islam in Senegal and the Current Debate Around the Building of the Monument of the African Renaissance"

[1:40] Ousmane Kane, School of International and Public Affairs, Columbia "Islam, Transnationalism and the Integration of Senegalese and Other West African Muslims in America"

[2:05] Discussant: John Hanson, Indiana University and Q&A

[2:45] Coffee Break

Session VI – Implementing Orthodoxies Through War

[3:00] Dino Abazovic, Department of Sociology, University of Sarajevo, "(Non-) Implementing Orthodoxies through War and Aftermath of Genocide -- A Heart and Head Turned East and West: The Case of Bosnian Muslims"

[3:25] Charles Kurzman, Department of Sociology, UNC at Chapel Hill, "The Missing Martyrs: Why There Are So Few Muslim Terrorists"

[3:50] Discussant: Sarah Wagner, UNCG, Q&A

[4:30–5:30] Roundtable Discussion and Closing Remarks
http://cgi.unc.edu/research/mellon-sawyer/09-10/nationalistsandsalafis.php
--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 FedEx Global Education Center
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu
www.global.unc.edu/africa

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From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Friday, February 5, 2010 1:22 PM
To: Mutima@mxp2.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Community Day tomorrow!

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at the ackland

Community Day

TOMORROW: Bring the whole family!
One of the Ackland's most popular events, Community Day is a day-long exploration of art and ideas from around the world. Artists will lead workshops, gallery teachers will host guided tours, dancers will help get you moving, and more! Free admission. Detailed schedule below:

TOUR: The Language of Color
10:00 AM
Meet in Lobby
Why do some subjects always wear the same color? What materials do artists use to make the colors we see in a finished work? Explore these and other questions in this tour for families. Recommended for children ages five and above and their families.

Moving with Art
10:30 AM
Gallery 6
Great family fun unfolds as dancer Jody Cassell and musician Jude Cassedy make Felrath Hines' art come alive for young children. We'll swoop out into the shapes and dab along the smooth curves and sharp lines of his designs. Come join! Recommended for children ages one to four years with an adult. Spaces limited. Free tickets available at the front desk on a first come, first serve basis.

Moving to the Art of Felrath Hines
11:30 AM
Meet in Lobby
Work with dancer Jody Cassell and musician Jude Cassedy to make the art of Felrath Hines come alive. Use your body to recreate the shapes and pathways of his paint and explore the smooth and sharp lines of his designs. This workshop is child-parent pairs and people of all ages who can follow directions and be open creatively.

TOUR: Jacob Lawrence and The Legend of John Brown
12:00 PM
Meet in Lobby
Explore how different artists delve into history through their work. Investigate how Jacob Lawrence tells John Brown's life story through a series of twenty-two silkscreen prints. Learn how he and other artists share the past through their works. Recommended for children ages eleven and above, teens, and adults.

GALLERY TALK: John Brown in Context
1:00 PM
Gallery 7
Alton Mitchell, Site Manager of Stagville Plantation in

IN THE GALLERIES:

Color Balance
Paintings by Felrath Hines

Jacob Lawrence
and The Legend of John Brown

Along the Silk Road
Art and Cultural Exchange

And a dozen more galleries filled with art and ideas!

COMING SOON:

Wednesday, February 10
Lunch with One
1:00 - 2:00 PM

Friday, February 12
Lecture:
Young Jean Lee
12:30 - 1:30 PM

Friday, February 12
Ackland after Dark
6:00 - 9:00 PM

Saturday, February 13
Drawing for Kids
10:00 AM - 12:00 PM

Saturday, February 13
Drawing in the Galleries
10:00 AM - 12:00 PM

Please visit our calendar for a full listing of special programming and events.

Durham, will discuss pre-Civil War abolition efforts, John Brown, and North Carolinians who participated in the raid on Harper's Ferry, West Virginia. Recommended for teens and adults.

Activity Guides
10:00 AM-2:00 PM
Information Desk
Pick up a guide at the front desk or the Education Resource Center to explore the galleries on your own or with friends and family. There is a guide for kids ages six and above and another for teens and adults.

Silkscreen Printing Demonstration
10:00 AM-12:00 PM | 1:00 - 2:00 PM
Hanes Art Center, Room 222
Artist Vidabeth Bensen will demonstrate making a silkscreen print and guide you through the process of making one for yourself. See how artists like Bensen and Jacob Lawrence build their prints screen by screen, color by color. Pull a print to take home! Recommended for kids ages five and above.

HANDS-ON ART: Seeing in Color
10:00 AM- 2:00 PM
Hanes Art Center, Room 219
Felrath Hines experimented with a broad range of colors and shapes. Make your own see-through abstract compositions using tissue paper and the other materials provided, and Felrath Hines' paintings as inspiration. Recommended for all ages. Younger children will need a parent's assistance. Recommended for all ages; younger children may need a parent's assistance.

HANDS-ON ART: Universal Art
10:00 AM- 2:00 PM
Hanes Art Center, Room 219
Jacob Lawrence and Felrath Hines sought to show universal ideas and values in their works, but in different ways. Who or what do you want everyone in the world to know or see? Make a collage that brings your ideas to light. Recommended for children ages seven and above. Younger children will need assistance from an adult.

The Ackland celebrates the contributions of two of the most significant African American artists of the twentieth century: **Color Balance: Paintings by Felrath Hines** and **Jacob Lawrence and The Legend of John Brown** on view through May 9, 2010.

Color Balance: Paintings by Felrath Hines
Color Balance presents fourteen large-scale abstract paintings by Felrath Hines (1913-1993). In 2009, the artist's widow, Dorothy Fisher, donated a selection of his paintings to three North Carolina cultural institutions: the Ackland Art Museum at The University of North Carolina at Chapel Hill, the Nasher Museum of Art at Duke University, and the North Carolina Central University Art Museum. These luminous paintings are significant additions to the collections of each museum. The Ackland premieres the exhibition of these pieces, which will travel to the Nasher Museum of Art at Duke University and the NCCU Art Museum in 2010-2011.

Jacob Lawrence
and The Legend of John Brown

One of "the most impassioned visual chroniclers of the African American experience," (*New York Times*, June 10, 2000) Jacob Lawrence (1917-2000) created a series of gouache paintings in 1941 to illustrate the life of abolitionist John Brown. More than thirty years later, because the fragile paintings were deteriorating, the Detroit Institute of Arts commissioned him to revisit the series. The result was a limited edition portfolio of twenty-two hand-screened prints. This year, in honor of the 150th anniversary of the raid on Harpers Ferry, the Ackland presents this outstanding series for the first time.

Promotional support provided by North Carolina Public Radio-WUNC. Public programming for* Jacob Lawrence and The Legend of John Brown *was supported by the N.C. Arts Council, a division of the Department of Cultural Resources, with funding from the National Endowment for the Arts.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

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Illustrations

Felrath Hines, American, 1913 - 1993: *Escape*, 1989; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Felrath Hines, American, 1913 - 1993: *Aquatic Adventures*, 1993; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Jacob Lawrence, American, 1917 - 2000: *For forty years John Brown reflected on the hopeless and miserable condition of the slaves.*, no. 2 from *The Legend of John Brown*, 1977; color screenprint. Ackland Art Museum, Ackland Fund. (c) 2009 The Jacob and Gwendolyn Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Friday, February 5, 2010 2:29 PM
To: Mutima@mxp3.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Community Day Postponed: Rescheduled for Saturday, February 13, 2010

Due to anticipated inclement weather, the Ackland Art Museum has postponed Community Day, which was originally scheduled for Saturday, February 6, 2010. This program is now scheduled for Saturday, February 13, 2010 from 10:00 AM to 2:00 PM. Please join us on February 13th to experience the art of Felrath Hines, Jacob Lawrence, and other artists with your family.

Ackland Art Museum

From: Emil Kang <emil_kang@unc.edu>
Sent: Monday, February 8, 2010 11:52 AM
To: Emil Kang <emil_kang@unc.edu>
Subject: Comp tickets to upcoming performances of "The Shipment"

Emil J. Kang
Executive Director for the Arts
Director, Carolina Performing Arts
Professor of the Practice, Department of Music
The University of North Carolina at Chapel Hill
T: 919-843-7776 | F: 919-843-2012
emil_kang@unc.edu | www.carolinaperformingarts.org

From: Emil Kang [mailto:emil_kang@unc.edu]
Sent: Monday, February 08, 2010 11:45 AM
To: Emil Kang
Subject: Comp tickets to upcoming performances of "The Shipment"

Dear UNC colleagues:

As you know, the creation and presentation of new work is an important part of our program at Carolina Performing Arts. In the past, we have had the privilege of partnering with groups like BAM (Brooklyn Academy of Music), Lincoln Center, Melbourne Festival, Edinburgh International Festival, Salzburg Festival, and our fellow presenters at Dartmouth, Ann Arbor, Berkeley, UCLA, etc…

We are presenting another such work this weekend. "The Shipment" is a work by ground breaking Korean-American playwright and director Young Jean Lee. With brutal honesty and humor, *The Shipment* takes audiences on an awkward and volatile roller-coaster ride through the discomforts and absurdities that arise whenever people start trying to talk about the black experience in America.

I saw the NYC premiere of this work at The Kitchen last year and its discussion of race will make you uncomfortable but I hope you'll agree that's exactly the kind of provocation that can spark the richest dialogue.

I am pleased to be able to offer tickets to each of you for the upcoming performances on this Friday and Saturday, February 12 and 13. Please let me know if we can have you as our guests. Please email me directly if you are interested!!!

Charles Isherwood in *The New York Times* and Hilton Als in *The New Yorker* both gave brilliant reviews of the work.

The NYT review
http://theater.nytimes.com/2009/01/13/theater/reviews/13ship.html?scp=1&sq=the%20shipment%20young%20jean%20lee&st=cse

The New Yorker review
http://www.newyorker.com/arts/critics/theatre/2009/01/26/090126crth_theatre_als

Click here for links to other resources on the work.
http://www.carolinaperformingarts.org/resources/shipment

Here is a link to the company's website with "The Shipment."
http://www.youngjeanlee.org/the_shipment.html

THE SHIPMENT

Written and directed by **Young Jean Lee**

Co-commissioned by the Wexner Center for the Arts at The Ohio State University (World Premiere, October 2008) and The Kitchen (NYC Premiere, January 2009)

Originally performed by

- **Jordan Barbour**
- **Mikeah Ernest Jennings**
- **Prentice Onayemi**
- **Douglas Scott Streater**
- **Amelia Workman**

Additional cast

- **Aundre Chin**
- **Francesca Choy-Key**
- **Okieriete Onodowan**
- **Ikechukwu Ufomadu**

Produced by **Caleb Hammons**

- Scenic Design by **David Evans Morris**
- Costume Design by **Roxana Ramseur**
- Lighting Design by **Mark Barton**
- Sound Design by **Matthew Tierney**
- Choreography by **Faye Driscoll**
- Stage Managed by **Teddy Nicholas, Sam Seymour, Aaron Rosenblum**

Emil J. Kang
Executive Director for the Arts
Director, Carolina Performing Arts
Professor of the Practice, Department of Music
The University of North Carolina at Chapel Hill
T: 919-843-7776 | F: 919-843-2012

emil_kang@unc.edu | www.carolinaperformingarts.org

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, February 8, 2010 4:53 PM
To: Mutima@mxp1.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

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at the ackland

Lunch with One

Wednesday, February 10
1:00 - 2:00 PM

Bring lunch and enjoy an hour of inspiration and information as Museum Educator Leslie Balkany discusses Julie Heffernan's *Self-Portrait as Dirty Princess* (seen above).

Free to members | $5 non-members

Young Jean Lee

LECTURE: PLAYWRIGHT/DIRECTOR YOUNG JEAN LEE

Friday, February 12
12:30-1:30 PM

Mark your calendars now. In connection with the current Ackland exhibition Jacob Lawrence and The Legend of John Brown and in collaboration with the Office of the Executive Director for the Arts, the Ackland hosts Korean-American playwright and director Young Jean Lee for a free lecture about the forthcoming Chapel Hill performance of her play *The Shipment*.

ABOUT YOUNG JEAN LEE:
Young Jean Lee is the artistic director of Young Jean Lee's Theater Company, who creates and produces new, experimental performances written and directed by Young Jean Lee. Lee has directed her plays at Soho Rep, The Kitchen, The Public Theater, P.S. 122, HERE Arts Center, and the Ontological-Hysteric Theater. She is the recipient of a 2007 Emerging Playwright OBIE Award.

ABOUT THE SHOW:
Korean-American playwright and director Young Jean Lee applies her acid wit to *The Shipment*, taking the audience on an awkward and volatile roller coaster ride through the discomforts and absurdities that arise when people start trying to talk about the black experience in America. It will be performed at Memorial Hall on February 12 and 13, at 8:00PM.

"...a subversive, seriously funny new theater piece."
- *The New York Times*

Free

Art after Dark

Friday, February 12
Museum open until 9:00 PM

Join us this Friday during our special evening hours. Have a drink with friends, take part in a gallery talk, enjoy live music, and of course - take in the art!

Jake Higgins and Friends | 5:00 - 6:00 PM and 7:00 - 8:30 PM

IN THE GALLERIES:

Color Balance
Paintings by Felrath Hines

Jacob Lawrence
and The Legend of John Brown

Along the Silk Road
Art and Cultural Exchange

And a dozen more galleries filled with art and ideas!

COMING SOON:

Tuesday, February 16
Yoga in the Galleries
12:00 - 1:00 PM

Thursday, February 18
Art & Literature
in the Galleries
7:00 - 8:30 PM

Sunday, February 21
Music in the Galleries
2:00 - 4:00 PM

Please visit our calendar for a full listing of special programming and events.

Jake Higgins and Friends will explore a variety of jazz styles including bebop, Latin jazz, and modern jazz. The quartet features Jonathan Fung (guitar), Andrew Van Tassel (saxophone), Alex Van Gils (bass), and Britton Upchurch (drums).

Gallery Talk | 6:00 - 6:30 PM
With Director of External Affairs Amanda Hughes.

Free | Cash bar (beer and wine)

Community Day

Bring the whole family!
One of the Ackland's most popular events, Community Day is a day-long exploration of art and ideas from around the world. Artists lead workshops, gallery teachers host guided tours, dancers help you get moving, and more! Detailed schedule here. [NOTE: This is a rescheduled event, originally planned for February 6.]

Free

DRAWING IN THE GALLERIES

Saturday, February 13

DRAWING IN THE GALLERIES

10:00 AM - 12:00 PM

Join the Ackland's Amanda Hughes for drawing in the Ackland galleries. Bring paper and dry media (crayon, pencils, etc.). All levels are welcome. Free.

DRAWING FOR KIDS

Saturday, February 13

DRAWING FOR KIDS

10:00 AM - 12:00 PM

Nine- to twelve-year-olds practice techniques like contour drawing, linear perspective, shading, and drawing people. Materials provided.

Registration required and limited - to register, call 919.966.5736
Free to members | $5 non-members

Tuesday, February 9

HUTCHINS LECTURE: JOHN BROWN IN AMERICAN MEMORY

4:00 PM
Alumni Center

Zoe Trodd and Robert Gilipin, Post-Doctoral Fellows at the Center for the Study of the American South, will deliver a talk about John Brown in African American Memory. December 2009 marked the 150th anniversary of John Brown's execution. On December 2, 1859, the abolitionist was hanged in Charles Town, Virginia, after his raid on Harpers Ferry was judged an act of treason. To mark the occasion, Gilpin and Trodd will discuss Brown's long legacy for African American activists, writers, and artists over the past 150 years. Trodd will focus on black protest writers and artists of the late 19th and early 20th centuries. She will show that they turned Brown into a protest ancestor and put him at the center of their own calls for social change. Gilpin will discuss the conflicts over Brown's memory that emerged in the 1940s and 1950s, particularly the contrasts between white and black opinions of the

abolitionist.

For more information or questions, please contact 919.962.0503, lbeavers@unc.edu, or www.uncsouth.org.

The Ackland celebrates the contributions of two of the most significant African American artists of the twentieth century:
Color Balance: Paintings by Felrath Hines and
Jacob Lawrence and The Legend of John Brown
on view through May 9, 2010.

Color Balance: Paintings by Felrath Hines

Color Balance presents fourteen large-scale abstract paintings by Felrath Hines (1913-1993). In 2009, the artist's widow, Dorothy Fisher, donated a selection of his paintings to three North Carolina cultural institutions: the Ackland Art Museum at The University of North Carolina at Chapel Hill, the Nasher Museum of Art at Duke University, and the North Carolina Central University Art Museum. These luminous paintings are significant additions to the collections of each museum. The Ackland premieres the exhibition of these pieces, which will travel to the Nasher Museum of Art at Duke University and the NCCU Art Museum in 2010-2011.

Jacob Lawrence
and The Legend of John Brown

One of "the most impassioned visual chroniclers of the African American experience," (*New York Times*, June 10, 2000) Jacob Lawrence (1917-2000) created a series of gouache paintings in 1941 to illustrate the life of abolitionist John Brown. More than thirty years later, because the fragile paintings were deteriorating, the Detroit Institute of Arts commissioned him to revisit the series. The result was a limited edition portfolio of twenty-two hand-screened prints. This year, in honor of the 150th anniversary of the raid on Harpers Ferry, the Ackland presents this outstanding series for the first time.

Promotional support provided by North Carolina Public Radio-WUNC. Public programming for* Jacob Lawrence and The Legend of John Brown *was supported by the N.C. Arts Council, a division of the Department of Cultural Resources, with funding from the National Endowment for the Arts.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-26375465-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Julie Heffernan, American, born 1956: *Self-Portrait as Dirty Princess*, 2004; oil on canvas.Ackland Fund. (c) 2005 Julie Heffernan

Egon Schiele, Austrian, 1890-1918: *Seated Woman* (detail), 1918; black colored pencil drawing. Burton Emmett Collection.

Norman Kent, American, born 1903: *Young Boy Drawing* (detail), 1930; linoleum-cut print. Burton Emmett Collection.

Willi Novak, Austrian: *Christmas Card* (detail), 1925; signed reproduction of drawing. Burton Emmett Collection

Felrath Hines, American, 1913 - 1993: *Escape*, 1989; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Felrath Hines, American, 1913 - 1993: *Aquatic Adventures*, 1993; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Jacob Lawrence, American, 1917 - 2000: *For forty years John Brown reflected on the hopeless and miserable condition of the slaves.*, no. 2 from *The Legend of John Brown*, 1977; color screenprint. Ackland Art Museum, Ackland Fund. (c) 2009 The Jacob and Gwendolyn Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York

Ackland Art Museum

The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of cts2014@email.unc.edu
Sent:	Monday, February 8, 2010 9:47 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Participants needed for alcohol consumption and decision making study

---

Do you ever drink alcohol?

Are you interested in making $10 for completing a 1 hour task?

Study requires participants to view images and make simple decisions about their contents.

You are eligible if:
1. You are between the ages of 18-40 years old
2. You are NOT taking illicit drugs
3. You are NOT taking psychoactive medications
4. You have NEVER sought treatment for a substance use disorder
5. You are a native English speaker
6. You have graduated high school or earned a GED
7. You have no known psychiatric or neurological problems

If interested, please contact Chris at 919-962-8340 or cts2014@email.unc.edu to schedule a time for participation.

(This study, entitled "Decision Making and Drinking Habits of Young Adults" has been approved by the UNC Institutional Review Board, Study #: 09-0001, and is sponsored by the UNC Department of Psychology.)

This email is sponsored by: Dept. of Psychology

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of annadele@email.unc.edu
Sent: Monday, February 8, 2010 10:16 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: 2010 CEES' Fellowship Selection Committee

---

Looking to be inspired? The CEES Advisory Board is accepting applications for committee members until March 1st to select our first Fellowship and Grant recipients for April 2010! The Selection Committee is responsible for choosing the recipients of two fellowships or a fellowship and grant package of $1500 each during a Selection night the week of March 22nd-28th. They will also engage in outreach efforts the week prior. Faculty and staff, students, and community members are welcome and encouraged to serve.

Fellowships are open to any student who hasn't yet benefited from a study abroad or unpaid internship experience with a preference for Carolina Covenant, transfer, student parent, and non-traditional students. Grants are available to non-profit organizations hosting a CEES' scholar.

For more information about the Fellowship or to serve on the Selection Committee, please visit our website, ceesunc.org.

This email is sponsored by: The Carolina Experience Enrichment Scholarship

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of cziefle@med.unc.edu
Sent: Tuesday, February 9, 2010 12:07 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Volunteers Needed for GERD (Gastroesophageal Reflux Disease) Research Study

---

Do you still have symptoms of GERD (Gastroesophageal Reflux Disease) even though you're taking a PPI (proton pump inhibitor)?

If you are a male or female between the ages of 18 and 70 who is on daily PPI treatment (like Nexium, Prilosec or Prevacid) but are still experiencing symptoms of GERD, you may be eligible for a research study to find out if an investigational drug is effective in treating GERD when added to the normal treatment with PPIs.

If you are interested in learning more about this study, please call 966-4591 or e-mail cziefle@med.unc.edu.

UNC Office of Human Research Ethics - Biomedical IRB

IRB Study #: 09-1897 (A randomized, double-blind, placebo controlled, multi-centre phase IIb dose finding study to assess the effect on GERD symptoms, safety and tolerability during four weeks treatment with AZD3355 in doses 60 mg, 120 mg, 180 mg and 240 mg bid as add-on treatment to a PPI in patients with GERD that are partial responders to PPI treatment)

Approval Date: January 4, 2010

This email is sponsored by: Center for Esophageal Diseases and Swallowing

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Travis Gore <stgore@email.unc.edu>

Sent: Tuesday, February 9, 2010 10:25 AM

To: Regester, Charlene B <regester@email.unc.edu>; McMillan, Tim <tjm1@email.unc.edu>; Hildebrand, Reginald F <hildebra@email.unc.edu>; Caldwell, Kia L <klcaldwe@email.unc.edu>; Hall, Perry A <HALLPA@email.unc.edu>; gkapuratty@aol.com; Freelon, Pierce <pfreelon@email.unc.edu>; Robert Porter @mindspring.com>; Janken, Kenneth R <krjanken@email.unc.edu>; Selassie, Bereket H <bselassi@email.unc.edu>; Karim-Sesay, Waithera <waithera@email.unc.edu>; Nzongola-Ntalaja, Georges <nzongola@email.unc.edu>; Seck, Mamarame <mseck@email.unc.edu>; Fhunsu, Donato <dfhunsu21@unc.edu>; Nyang Oro, Julius E <JEN321@email.unc.edu>; Lambert, Michael C <mlambert@email.unc.edu>; Lee, Margaret Carol <leemc@email.unc.edu>; Mutima, Sinamenye A <smutima@email.unc.edu>

Subject: 3:30pm today

Hello!

I just wanted to let everyone know that I will be leaving at 3:30pm today.

Thanks!

Travis

From: Lynn Davis <lmdavis@email.unc.edu>
Sent: Wednesday, February 10, 2010 8:17 AM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: SWAH 401: Found two of the pictures!

Thanks!

Lynn

Alphonse Mutima wrote:
> Lynn:
>
> Indeed,the picture of a couple is appropriate for Unit 5 .Since Units
> 3, 8 and 9 are about food stuff,traveling and traveling
> arrangements,the picture of a house should be appropriate for IX
> (Final Exam Practice) because it enables the students to review the
> vocabulary for different rooms of a house ,their contents and what
> activities usually take place in each room.I hope that this
> explanation is helpful.
>
> Alphonse
>
> Lynn Davis wrote:
>> Hello,
>>
>> I have attached the two pictures I have to this e-mail.
>>
>>
>> The picture for unit 5 shows a couple sitting at a table at a
>> restaurant. A waiter is standing beside them. I think that picture
>> is fine.
>>
>>
>> I also have a picture of a house that you sent (it shows the contents
>> of all the rooms of the house from a side view). I don't know where
>> this picture goes. You mentioned in your handwritten note to Judith
>> that it goes with unit 3, but I don't see a picture mentioned in the
>> assignment.
>>
>>
>> In the practice exam at the end of the course, the instructions for
>> section IX of the exam say that students should "*Describe the
>> content of the following picture." *Is that where the house picture
>> should go?
>>
>>
>> Thanks,
>> Lynn
>>
>> Alphonse Mutima wrote:
>>> Dear Lynn:
>>>
>>> Could you please ,describe for me the picture you found for Unit#5?
>>> For reasons of sequencing, continuation and integration, the picture
>>> on page 141 is good for both Units 8 and 9.The picture description
>>> for Units #8 is simple. As for Unit #9,I wanted the students to
>>> demonstrate complex skills when describing the same picture:
>>>
>>> 1.appropriate use of the locatives (kuna, hakuna, -ko , -po , -mo ,
>>> -ni)
>>> 2.producing more vocabulary items , paying attention to details ..

>>> 3.appropriate use of affixes (prefixes,infixes , suffixes)
>>> 4.coherent description of the picture
>>>
>>> In case you wanted a different picture , I will be more than happy
>>> to provide one for you.
>>>
>>> I apologize for the delay.
>>>
>>> Alphonse
>>>
>>> Lynn Davis wrote:
>>>> Dear Dr. Mutima,
>>>>
>>>> I found the pictures you sent for Units 3 and 5!
>>>>
>>>> So now we only need:
>>>>
>>>> * the picture referred to in section IX of the Practice Exam
>>>> * the answer to the question about Units 8 and 9 (that is, in both
>>>> Units 8 and 9 the assignment sections ask students to
>>>> describe the
>>>> picture on page 141, which is in Unit 9. Did you want them to
>>>> describe a different picture for Unit 8)?
>>>>
>>>>
>>>> Thank you!
>>>> Lynn Davis
>>>> Friday Center
>>>
>

From:	nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent:	Wednesday, February 10, 2010 8:16 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: InTouch, the Employee Forum Newsletter, is now On-line

---

The January-February edition of InTouch, the Employee Forum newsletter, is now on-line at

http://forum.unc.edu/documents/InTouchJan-Feb10.pdf

This email is sponsored by: Employee Forum

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: BullsHead@store.unc.edu
Sent: Thursday, February 11, 2010 4:23 PM
To: Bulls Head mailing list <bullymail@listserv.unc.edu>
Subject: Authors and Contests and Sales, oh my!

Greetings from the Bull's Head--

Tomorrow is the last day to vote in our Who Do You Love? Valentine's Day contest. Stop by and fill out a ballot before noon for a chance to win a custom Bull's Head Valentine's Day Love Kit. We'll pick the winner at 1pm.

Vote on categories in literature like Most Tragic Love, Best Love Triangle, Hottest Love Scene and more.

COOKBOOKS SALE- There's a table on display with an assortment of wonderful cookbooks, all half price for a limited time.

AUTHORS-

February 18th, 3:30pm
Jonathan Weiler
UNC Director of Undergraduate Studies and Adjunct Assistant Professor of Curriculum in International and Area Studies will read from his new book Authoritarianism and Polarization in American Politics.

February 25th, 3:30pm
Adriane Lentz-Smith
Assistant Professor of History at Duke will read from her new book Freedom Struggles: African Americans and World War I.

March 23rd, 3:30pm
Lee Smith
NY Times Best-selling author and North Carolina native will read from her new collection Mrs. Darcy and the Blue Eyed Stranger.

March 24th, 3:30pm
Samia Serageldin
Author of The Cairo House will read from her new book The Naqib's Daughter.

March 25th, 3:30pm
Leonard Rogoff
Research historian of the Jewish Heritage Foundation of North Carolina will read from his new book Down Home: Jewish Life in North Carolina.

March 31st, 3:30pm

Joanna Smith Rakoff
Accomplished author will read from her new novel A Fortunate Age.

April 7th, 3:30pm
Randi Davenport
Executive director of the James M. Johnston Center for Undergraduate Excellence at UNC will read from her new book The Boy Who Loved Tornadoes.

April 13th, 3:30pm
Laurie Maffly-Kipp
Associate Professor of Religious Studies at UNC will read from her new book Setting Down the Sacred Past.

April 15th, 3:30pm
Bland Simpson
UNC professor of English & Comparative Literature will read from his new book The Inner Islands: A Carolinian's Sound Country Chronicle.

April 22nd, 3:30pm
Minrose Gwin
Kenan Eminent Professor of English & Comparative Literature at UNC will read from her new book The Queen of Palmyra.

--- You are currently subscribed to bullymail as: smutima@email.unc.edu. To unsubscribe send a blank email to leave-26400853-4005955.0e9ae51c1aebe739ce4dd2b3bc85321d@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of aspire@unc.edu
Sent: Thursday, February 11, 2010 8:19 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Is your child gaining weight on antipsychotic medication?

Is your child gaining weight on antipsychotic medication?
Are you concerned about your child's health?

The ASPIRE Research program at the UNC-Chapel Hill's Department of Psychiatry is looking for study participants who:

* are 8-17 years old,
* have a diagnosis of schizophrenia, bipolar, or autism spectrum disorder,
* are currently taking
  * olanzapine (Zyprexa?),
  * quetiapine (Seroquel?), or
  * risperidone (Risperdal?), or
  * ziprasidone (Geodon?), or
  * aripiprazole (Abilify?)
* have gained weight while taking this medication during the past year and are in a high risk weight category.

All study-related evaluations and treatments are provided at no cost to participants. Compensation for participation is also provided.

If you think this study may be appropriate for your child, please contact us. We are happy to tell you more about our program and answer any questions. Please call the ASPIRE Research Hotline (1-800-708-0048) or email us at ASPIRE@unc.edu.

This message was approved by the UNC Biomedical IRB on 11-24-2008 for IRB#08-1082 Improving Metabolic Parameters of Antipsychotic Child Treatment-Multi-site Study (IMPACT-MS)
PI: Lin Sikich, MD

This email is sponsored by: Psychiatry

==========
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From: Barbara Anderson <b_anderson@unc.edu>
Sent: Friday, February 12, 2010 7:12 AM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Requests for information for Title VI grant

---

Dear Colleagues:
First a note of thanks for the many expressions of support to me over the last several months. I am back in the office, filled with fire for the world, and my sleeves are rolled up!

As you may know, the RFP for our Title VI grant was released last week, and so the loyal and hard-working staff of the African Studies Center is now working at a fevered-pitch to complete our proposal in the next three weeks. This email has one purpose:

In the coming days Stacey, Mike, and I may be sending emails to both individuals and the listserv asking for information.

PLEASE respond quickly to these requests!

The 100+ pages of proposal includes hundreds of bits of data, each type central to our ability to secure another 4 years of funding. And the majority of this funding is distributed directly to our faculty for research in Africa, conference travel, bringing speakers to campus, conferences, library acquisitions, course development, etc.

This competition promises to be challenging--there are several new Africa applications that will be submitted. You can help us by responding right away to any requests you receive from us; answering "later" will not matter.

Thanks very much, folks! Barbara

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 Global Education Building
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu

You are currently subscribed to asc_faculty axsd: smutima@email.unc.edu.
To unsubscribe send a blank email to leave-26404444-9477645.e8e53de689c9670d0259bbbdf9022d75@listserv.unc.edu

From: Barbara Anderson <b_anderson@unc.edu>
Sent: Friday, February 12, 2010 2:35 PM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] talks to government

Dear Colleagues:
Please provide me with information on talks or consulting you may have done with state or federal government officials, including defense work. You may give as much detail as you like, but I will aggregate this in the report without faculty names or specific agencies. For example, "Between 2006 and 2010 17 of our core faculty members gave 43 talks to 392 government officials in the State Department, the Defense Department, the US Institute for Peace, etc."

Please let me know, between 2006 and 2010, how many talks you have given, the agencies to which you delivered, and how many folks attended these sessions (approximations fine). If you can only remember this last year, that is fine, just tell me your time reference.

Many thanks! Barbara

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 Global Education Building
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu

You are currently subscribed to asc_faculty axsd: smutima@email.unc.edu.
To unsubscribe send a blank email to leave-26407622-9477645.e8e53de689c9670d0259bbbdf9022d75@listserv.unc.edu

From: bounce-26413632-26095448@listserv.unc.edu on behalf of WebEvent <webevent@unc.edu>

Sent: Sunday, February 14, 2010 12:03 AM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] WebEvent Reminder: Feb 19 - Deadline for Faculty Mentoring Awards

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WebEvent Reminder

Title: Deadline for Faculty Mentoring Awards
Date: Friday, February 19, 2010
Time: Unspecified

Description: The 2010 Women's Leadership Council Faculty Mentoring Awards recognize outstanding men and women faculty members who go the extra mile to guide, mentor and lead students and/or junior faculty colleagues. Awards are $5,000 each. Nominations are due by Feb. 19, 2010. Open to all tenured and tenured-track faculty, as well as fixed-term faculty who have been at Carolina three years.
For details:
http://provost.unc.edu/announcements/2010-faculty-mentoring-award.html

---
Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, February 15, 2010 3:52 PM
To: Mutima@mxp0.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

---

at the ackland

Yoga in the Galleries

Tuesday, February 16
12:00 - 1:00 PM

Namaste! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland. Yoga mats and cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended. Sessions led by Joanne Marshall. Beginners are welcome.

Registration recommended | Free to members, $5 non-members

Art & Literature in the Galleries

Thursday, February 18 | 7:00 - 8:30 PM

Start reading now for Art & Literature in the Galleries! This program connects works of literature with art on display in the Ackland. This week's selection is ***Cloudsplitter***, by Russell Banks, which will be discussed in connection with the exhibition Jacob Lawrence and The Legend of John Brown. Facilitated by Tim Marr, Associate Professor in American Studies and Adjunct Associate Professor of English and Comparative Literature, and Leslie Balkany, Museum Educator.

Registration required
Free to members and high school students | $5 non-members

Sunday, February 21
2:00 - 4:00 PM

Visit the Ackland this Sunday and enjoy an afternoon of music in the galleries from singer and guitarist Jim Gilliam, who'll put his own touch - part Billie Holiday, part Louis Armstrong - on a selection of jazz classics from the 1930s and '40s.

Free

The Ackland celebrates the contributions of two of the most significant African American artists of the twentieth century: **Color Balance: Paintings by Felrath Hines** and **Jacob Lawrence and The Legend of John Brown** on view through May 9, 2010.

Color Balance: Paintings by Felrath Hines
Color Balance presents fourteen large-scale abstract paintings by Felrath Hines (1913-1993). In 2009, the artist's widow, Dorothy Fisher, donated a selection of his paintings to three North Carolina cultural institutions: the Ackland Art Museum at The University of North Carolina at

IN THE GALLERIES:

Color Balance
Paintings by Felrath Hines

Jacob Lawrence
and The Legend of John Brown

Along the Silk Road
Art and Cultural Exchange

And a dozen more galleries filled with art and ideas!

COMING SOON:

Sunday, February 28
Family Fun Tour
1:15 PM

Please visit our calendar for a full listing of special programming and events.

Chapel Hill, the Nasher Museum of Art at Duke University, and the North Carolina Central University Art Museum. These luminous paintings are significant additions to the collections of each museum. The Ackland premieres the exhibition of these pieces, which will travel to the Nasher Museum of Art at Duke University and the NCCU Art Museum in 2010-2011.

Jacob Lawrence
and The Legend of John Brown

One of "the most impassioned visual chroniclers of the African American experience," (*New York Times*, June 10, 2000) Jacob Lawrence (1917-2000) created a series of gouache paintings in 1941 to illustrate the life of abolitionist John Brown. More than thirty years later, because the fragile paintings were deteriorating, the Detroit Institute of Arts commissioned him to revisit the series. The result was a limited edition portfolio of twenty-two hand-screened prints. This year, in honor of the 150th anniversary of the raid on Harpers Ferry, the Ackland presents this outstanding series for the first time.

Promotional support provided by North Carolina Public Radio-WUNC. Public programming for* Jacob Lawrence and The Legend of John Brown *was supported by the N.C. Arts Council, a division of the Department of Cultural Resources, with funding from the National Endowment for the Arts.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-26424170-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Indian, Central, 11th to 12th century: *Ganesha* (detail); sandstone sculpture. Gift of Clara T. and Gilbert J. Yager in honor of Dr. Charles Morrow and his wife, Mary Morrow, for their many contributions to the University and to the Ackland Art Museum during his term as Provost.

T. M. Cleland, American: *Cover of* The Colophon (detail); woodcut. Burton Emmett Collection.

Felrath Hines, American, 1913 - 1993: *Escape*, 1989; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Felrath Hines, American, 1913 - 1993: *Aquatic Adventures*, 1993; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Jacob Lawrence, American, 1917 - 2000: *For forty years John Brown reflected on the hopeless and miserable condition of the slaves.*, no. 2 from *The Legend of John Brown*, 1977; color screenprint. Ackland Art Museum, Ackland Fund. (c) 2009 The Jacob and Gwendolyn Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York

Ackland Art Museum

The University of North Carolina at Chapel Hill

From:	bounce-26424584-26095448@listserv.unc.edu on behalf of Julius Nyang'oro <jen321@email.unc.edu>
Sent:	Monday, February 15, 2010 4:30 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [Fwd: Preservation Society lecture - Feb 17th, 7pm]
Attach:	Preservation Society lecture - Feb 17th, 7pm.eml (2.59 KB).msg

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--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Stephen@Sandra @bellsouth.net>
Sent: Monday, February 15, 2010 2:55 PM
To: jen321@email.unc.edu; vin@unc.edu
Cc: Chapel Hill Preservation <chpreservation@mindspring.com>; Joanna Ruth Marsland <rumars@email.unc.edu>
Subject: Preservation Society lecture - Feb 17th, 7pm

To: Professor Julius Nyang'oro
Professor Vincus Steponaitis

The Preservation Society of Chapel Hill located in the historic Horace Williams House (owned by UNC and leased to the Preservation Society) at 610 East Rosemary Street is holding a lecture on Wednesday evening that I wanted to make you aware. It could be of interest to both African-American Studies, Anthropology and Archeology students.

You may have seen in last Friday's Daily Tar Heel the article about the work our society has done in the African-American section of the Old Chapel Hill Cemetery. Much of this section of the cemetery was vandalized over the decades, many never had permanent markers and during one UNC football game fans even parked in this area causing much damage. Ground penetrating radar was used to identify disturbed ground areas to identify where deceased are located in unmarked areas of Section B of the cemetery. Members of the company that did the work will be part of the presentation.

Please pass this notice along to students and classes that may want to attend this informative lecture. There is parking at the Horace Williams House.

Thank you for your assistance,

Sandra Rich, Education Committee Chair
Ernest Dollar, Executive Director
Joanna Ruth Marsland, Board Chair

From: nobody@notify.unc.edu on behalf of ctaico@med.unc.edu
Sent: Monday, February 15, 2010 9:01 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Anorexia Genetics Study; Help Us!

Investigators at the University of North Carolina at Chapel Hill are leading a
world-wide effort to understand why some people have an increased risk of developing an eating disorder. We are currently gathering information and genetic material (DNA from a blood sample) from women who have had anorexia nervosa at any time in their life. Information from this study will advance our understanding of the causes of anorexia nervosa and further our ability to develop more effective treatments and prevention strategies.

If you are female and have had anorexia nervosa at any time in your life, you are invited to participate in this study. Participation only takes 15 minutes and includes a blood draw.

Please contact Colie Taico at (919) 843-9207 or ctaico@med.unc.edu if you wish to participate or have any questions.

IRB# 04-0861, Approved by the UNC Biomedical
IRB on 9/18/2009

This email is sponsored by: Department of Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, February 15, 2010 10:01 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Well Child Checkup Focus Group

Do you have a child between 12-14 months of age who has recently had a well-child checkup?
We are looking for parents whose 12-14-month-old child recently had a well-child checkup to take part in a two-hour focus group for a research study. The study is gathering information about what takes place during 12- month well-child checkups.
You may be able to participate in a Focus Group if:
* your child is 12-14 months old
* your child has had a well-child doctor's checkup in the last two months
Parents who participate in the focus group will be given a $50 gas card, a meal, and free child care if needed for sharing their experiences about their child's recent 12-month well-child checkup. For information about participating in this focus group and for more information about the study, please call or email us.
Contact:
Elizabeth Crais at (919) 966-9458 or
Betsy Humphreys via email at ephum@email.unc.edu
This study and this message have been approved by the University of North Carolina at Chapel Hill's Institutional Review Board, Study #09-1860, Identifying Current Practices in Pediatric and Family Care Settings Related to 12 Month Old Well-Child Checkups. This email is sponsored by the Department of Allied Health Sciences.

This email is sponsored by: Allied Health Sciences

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of jsalazar@med.unc.edu
Sent: Monday, February 15, 2010 10:32 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research Study on Clearing Mucus from Lungs and Airways

---

Have you been told you have chronic bronchitis, COPD (Chronic Obstructive Pulmonary Disease)? Are you a current or ex-smoker? Are you 40 to 82 years of age?

If you can answer yes to these questions the Pulmonary Division and Cystic Fibrosis Center of UNC would like to talk with you.

We are looking for volunteers to participate in a study to evaluate mucus clearance from the lungs and airways during states of wellness and during exacerbations. If you qualify you will receive free study related physical exams, lung function testing, EKG, chest x-rays, and education about your illness.

This study could last up to several years and involves 12 outpatient visits to UNC hospitals. You will be compensated for your time, effort and travel to UNC.

If you want to learn more about this study contact:

Claudia Salazar
UNC Pulmonary Medicine
(919) 966-2531 M--F, 8am- 4pm or email jsalazar@med.unc.edu
IRB Approval Number: 05-2876
Approval Date: 8/13/2008
Approval Body: Biomedical IRB

This email is sponsored by: Pulmonary Division and Cystic Fibrosis Center of UNC

This email is sponsored by: Pulmonary Division and Cystic Fibrosis Center of UNC

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of @unc.edu
Sent: Monday, February 15, 2010 10:59 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research subjects needed - win iPod Nanos!

Hello,

My name is and I am a doctoral candidate at SILS, UNC Chapel Hill. The purpose of this email is to request your participation in a research study investigating the usage of an online collaborative information seeking system.

This study requires you to sign up for a free account on Coagmento, a system that allows one to keep track of one's browsing, collaborate with others, and compile reports in a unique way. Coagmento is a plug-in for Firefox browser, which provides support for recording your browsing, bookmarking sites, making annotations on webpages, and collecting text snippets and other objects from the Web. The study requires one to download and install this plug-in on their personal computers (Mac or PC) with Firefox browser, use it as often as desired, and provide feedback at different times. The study is planned to run for about a month. The participant can participate for as much of this time as he/she wishes. There is no need to appear at any place or use this plug-in at any specific time. Each action performed while using this plug-in, such as visiting a website and collecting information, will earn one certain number of points. At the end of the first month of this study, all the participants with more than a certain number of points will be entered into a drawing for three iPod Nanos.

To participate in this study, please visit http://www.coagmento.org/ to create a free account. More details about the requirements, points system, and the prizes can be found there.

Choosing or declining to participate in this study will not affect your class standing or grades at UNC-Chapel Hill. You will not be offered or receive any special consideration if you take part in this research; it is purely voluntary. This study has been approved by the UNC Behavioral IRB (IRB Study 09-2033, Approval Date 11/30/2009), and will be supervised by Prof. Gary Marchionini (march@ils.unc.edu) at SILS.

Doctoral Candidate
School of Information & Library Science (SILS)
UNC Chapel Hill

This email is sponsored by: School of Information & Library Science

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of IBSresearch@med.unc.edu
Sent: Monday, February 15, 2010 11:27 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do you have IBS? Participate in a research study

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The Center for Functional GI & Motility Disorders is recruiting subjects with irritable bowel syndrome to participate in 3 new research studies:

* Study 1 is looking at possible causes of IBS symptoms. This study requires one visit. Subjects must be willing to spend the night in the GCRC. (01-1397/CTRC-1846 approved by the Biomedical IRB 1/30/08)
* Study II plans to develop a questionnaire to measure sensitivity to abdominal pain. This study requires 2 visits to UNC to fill out health questionnaires and complete a 1.5 hour physiological test. (07-0274/CTRC 2597 approved by the Biomedical IRB 2/8/10-2/7/11)
* Study III will examine the effects of an FDA approved drug for IBS on clinical pain. This study will require 5 additional visits to UNC. Subjects will be required to have 2 abdominal x-rays and take a study drug for 2 separate two week intervals. (07-0540/CTRC 2603 approved by the Biomedical IRB 2/3/10-1/31/11)

Subjects can choose to participate in one or all three studies. Should you choose to enroll in all 3 studies, your participation will last 8-9 weeks. Compensation ranges from $250 - $750.

For more information and to determine if you are eligible, contact:

Study 1: Lenore Keck, RN at ibsresearch@med.unc.edu or phone 919-966-8329
Studies II and III: Jane Tucker, RN at Jane_Tucker@med.unc.edu or phone 919-843-4906

This email is sponsored by: Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: M. Kyle McKay <fiveiron@email.unc.edu>

Sent: Tuesday, February 16, 2010 12:21 PM

To: b_anderson@unc.edu; klcaldwe@email.unc.edu; radunbar@email.unc.edu; dfhunsu21@unc.edu; hallpa@email.unc.edu; hildebra@email.unc.edu; krjanken@email.unc.edu; jfjordan@email.unc.edu; waithera@email.unc.edu; mlambert@email.unc.edu; leemc@email.unc.edu; drdalet@email.unc.edu; tjm1@email.unc.edu; smutima@email.unc.edu; jen321@email.unc.edu; nzongola@email.unc.edu; rporter@email.unc.edu; regester@email.unc.edu; eunice@email.unc.edu; mseck@email.unc.edu; bselassi@email.unc.edu; kaslo@email.unc.edu

Cc: amerstud@unc.edu; jskasson@email.unc.edu; rallen@email.unc.edu; rcantwel@email.unc.edu; mgreen@email.unc.edu; gura@email.unc.edu; blherman@email.unc.edu; jfkasson@email.unc.edu; tperdue@email.unc.edu; marr@email.unc.edu; Rachel.Willis@unc.edu; ferrism@email.unc.edu; tolfoster@gmail.com; wbarney@email.unc.edu; cbrownin@email.unc.edu; brundage@email.unc.edu; bryantc@email.unc.edu; mbullard@email.unc.edu; kjburns@email.unc.edu; chasteen@email.unc.edu; coclanis@unc.edu; duval@email.unc.edu; elshamsy@email.unc.edu; wferris@unc.edu; wmfletch@email.unc.edu; jtg@email.unc.edu; ljgrif@email.unc.edu; hagemann@unc.edu; jhall@email.unc.edu; hildebra@email.unc.edu; jaj@email.unc.edu; jarausch@email.unc.edu; mtking@email.unc.edu; rhkohn@unc.edu; lkramer@unc.edu; cjlee1@email.unc.edu; wlee@unc.edu; leloudis@email.unc.edu; lalindsa@email.unc.edu; rlotchin@email.unc.edu; mmaynor@email.unc.edu; terence_mcintosh@unc.edu; mcneilgr@email.unc.edu; louisem@email.unc.edu; naiden@email.unc.edu; perez@email.unc.edu; radding@email.unc.edu; djr@email.unc.edu; dreid1@email.unc.edu; saikia@email.unc.edu; semche@email.unc.edu; sshields@email.unc.edu; jaysmith@email.unc.edu; sweet@unc.edu; talbert@email.unc.edu; tsin@email.unc.edu; zvargas@email.unc.edu; waterhou@email.unc.edu; hwatson@email.unc.edu; bwhalen@email.unc.edu; hawill@email.unc.edu

Subject: Adriane Lentz-Smith Book Reading- Freedom Struggles: African Americans and World War I

Attach: Lentz-Smith_Press.doc

Greetings from the Bull's Head Bookshop in UNC Student Stores. I invite you to attend an upcoming book reading at our store, please feel free to invite others, including your classes, thank you.

Adriane Lentz-Smith, Assistant Professor of History at Duke University, will be at the Bull's Head Bookshop on Thursday, February 25th at 3:30pm to read from her new book Freedom Struggles: African Americans and World War I.

Brimming with energy and insight, this rich and powerful book opens new vistas on the early civil rights movement, and adds knowledge and texture to the history of World War I and the African American experience. —Jane Dailey, author of Before Jim Crow

During World War I, black and white soldiers clashed as much with one another as they did with external enemies. In Freedom Struggles: African Americans and World War I Adriane Lentz-Smith explores how African Americans experienced the war on both sides of the ocean, connecting what happened overseas to what happened at home.

Inspired by President Woodrow Wilson's rhetoric of self-determination but battered by the harsh realities of segregation, African Americans fought their own "War for Democracy" in the streets of Texas and Alabama as well as in the ports and villages of wartime France. Race wars within the military and race riots in the North and South demonstrated the lengths to which white Americans would go to protect the hierarchy they had so carefully constructed. Yet African Americans' overseas encounters with French civilians and colonial African troops drove them to imagine a world beyond the reach of Jim Crow. As the war progressed and white recalcitrance intensified, African Americans redoubled their efforts to create that ideal world.

Freedom Struggles reclaims World War I as a critical moment in the African American freedom struggle and gives both white supremacy and black politics their place within international history. Following a cast of civilians and soldiers as they moved through the nation and across the ocean, Lentz-Smith explores their reaction to the disillusion of military service alongside the complex racial promise of imperial France. In a Jim Crow Army on foreign soil, Lentz-Smith argues, African American soldiers reworked their notions of nation and belonging, empire and diaspora, manhood and citizenship. At home in the United States, many black soldiers and civilians did the same.

Tracing the battles between African Americans bent on seizing equal rights and the segregationists committed to denying them, Lentz-Smith demonstrates how World War I served as a crucible for the activism of the interwar years and beyond.

The Bull's Head Bookshop is located in the UNC Student Stores on the campus of UNC-CH. All events at the Bull's Head are free and open to the public. Call 919-962-5060 for questions.

# # #

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Kyle McKay
Marketing Manager
Bull's Head Bookshop
919.962.3450

FOR IMMEDIATE RELEASE:

Kyle McKay
Bull's Head Bookshop
Marketing Manager
919.962.3450 / fiveiron@email.unc.edu

Adriane Lentz-Smith Book Reading

CHAPEL HILL, NC – Adriane Lentz-Smith, Assistant Professor of History at Duke University, will be at the Bull's Head Bookshop on **T**hursday, February 25th at 3:30pm to read from her new book **Freedom Struggles**: *African Americans and World War I.*

Brimming with energy and insight, this rich and powerful book opens new vistas on the early civil rights movement, and adds knowledge and texture to the history of World War I and the African American experience.

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The Bull's Head Bookshop is located in the UNC Student Stores on the campus of UNC-CH. All events at the Bull's Head are free and open to the public. Call 919-962-5060 for questions.

# # #

From: nobody@notify.unc.edu on behalf of ibsresearch@med.unc.edu
Sent: Tuesday, February 16, 2010 9:08 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Has your physician diagnosed you with Irritable Bowel Syndrome (IBS)?

The UNC Center for Functional GI and Motility Disorders is conducting a health research study to identify the causes of IBS symptoms.

Participants must be between the ages of 18-70 and have a doctor's diagnosis of IBS.

Qualified subjects will receive compensation for participation.

A limited number of healthy people with no gastrointestinal symptoms will be enrolled in a comparison group.

For more information on how to sign up please visit:
www.uncmedresearch.com/ibs

Or call toll free 866-227-0067

Study 01-1397/CTRC-1846
Approved by the Biomedical IRB 8/3/09-7/26/10

This email is sponsored by: Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: BullsHead@store.unc.edu
Sent: Wednesday, February 17, 2010 2:23 PM
To: Bulls Head mailing list <bullymail@listserv.unc.edu>
Subject: 25% Off Everything at the Bull's Head FRIDAY

Big news!

This Friday, February 19th, everything in the Bull's Head is 25% off!

The Bull's Head is open from 7:30am - 8pm.

*Sale is for Bull's Head merchandise only, other departments in UNC Student Stores such as Clothing & Gifts are not on sale. Sale cannot be combined with any other offer, coupon or ongoing sales. Magazines and newspapers are not on sale.

--- You are currently subscribed to bullymail as: smutima@email.unc.edu. To unsubscribe send a blank email to leave-26441167-4005955.0e9ae51c1aebe739ce4dd2b3bc85321d@listserv.unc.edu

From:	nobody@notify.unc.edu on behalf of ebradsha@email.unc.edu
Sent:	Wednesday, February 17, 2010 9:16 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Custom Regalia for Graduation Ceremonies

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UNC Student Stores is pleased to announce a Custom Regalia Sale. This is an opportunity for faculty to be personally fitted for custom-made regalia and receive a 10%discount. A representative from Oak Hall Cap & Gown Company will be
available from 9am to 4pm each day. Samples will be on display.
Please refer to our website for details at www.store.unc.edu and choose Spring 2010 Commencement Information.
Please contact Eve Bradshaw at ebradsha@email.unc.edu or call 919-962-2427

This email is sponsored by: UNC Student Stores

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: BullsHead@store.unc.edu
Sent: Friday, February 19, 2010 7:57 AM
To: Bulls Head mailing list <bullymail@listserv.unc.edu>
Subject: 25% Off Everything at the Bull's Head TODAY

The Bull's Head is open from 7:30am - 8pm.

Sale is for Bull's Head merchandise only, other departments in UNC Student Stores such as Clothing & Gifts are not on sale. Sale cannot be combined with any other offer, coupon or ongoing sales. Magazines and newspapers are not on sale.

--- You are currently subscribed to bullymail as: smutima@email.unc.edu. To unsubscribe send a blank email to leave-26454077-4005955.0e9ae51c1aebe739ce4dd2b3bc85321d@listserv.unc.edu

From: Human Resources <hr@unc.edu>
Sent: Friday, February 19, 2010 2:41 PM
To: UNC Organizational Effectiveness Survey <survey2@listserv.unc.edu>
Subject: [survey2] UNC Organizational Effectiveness Survey

Dear Faculty and Staff,

With the Bain report, and now the Carolina Counts initiative, we undertook an effort to gauge how effectively we operate as a University. Now, we're ready to take the next step -- asking all Carolina employees, both faculty and staff, to respond to a survey that will directly collect your thoughts about our organizational effectiveness.

The link to this survey is here: http://www.surveymonkey.com/s/68TW9DJ. I assure you that all individual responses will be anonymous and completely confidential. We will publish the full results later this spring, and we plan to use them to guide further action by the administration. They will also be a helpful benchmarking tool so we can determine if we're making progress later.

I strongly encourage everyone to take the survey. We can't consider your opinions about how well -- or not -- the University is run if you don't complete the questionnaire. Everyone's perspectives are needed as part of this process.

Here's an opportunity to let your voice be heard. The deadline to submit your responses is March 5.

Sincerely,

Holden Thorp
Chancellor

From: nobody@notify.unc.edu on behalf of BEACH_STUDY@unc.edu
Sent: Friday, February 19, 2010 8:18 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Dietary Supplement Study for Binge Eating

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Do you struggle with binge eating? Do you sometimes eat an unusually large amount of food in a short period of time and feel out of control? Do you sometimes feel compelled to eat?

If so, you may be eligible to participate in a research study designed to investigate the effects of a dietary supplement on eating behavior, mood, and appetite.

Here is further information about the study:
* Free study-related dietary supplement taken daily for 6 months
* 10 visits to UNC Hospitals over a period of 10 months
* Visits last 1 to 3 hours
* Interviews and questionnaires to assess eating behavior, mood, etc.
* Blood draws to assess appetite-related hormones
* Confidential
* $385 for study completion plus parking during study visits

Eligibility Requirements:
* 18 to 55 years old
* If female, not pregnant or planning to become pregnant
* Overweight
* Current binge eating symptoms

If you are interested, please contact:

BEACh Study Coordinator
BEACH_STUDY@unc.edu
(919) 843-2483

The principal investigator for this study is:

Kim Brownley, PhD, Department of Psychiatry, UNC-CH

This study (IRB #08-0953)was approved by the Office of Human Research Ethics Biomedical Institutional Review Board on June 02, 2009.

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of cablab@unc.edu
Sent:	Monday, February 22, 2010 8:20 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: SMOKERS WANTED FOR STUDY

We are currently looking for cigarette smokers between the ages of 18 and 40 to participate in a study exploring the role of attention in nicotine addiction. Your participation would require you to come to our laboratory in Davie Hall on the University of North Carolina campus and complete attention-related tasks on the computer for about 1 hour. For your participation, you will be compensated with $10/hour.

If you think you may be interested in participating AND ARE NOT CURRENTLY TAKING PSYCHOACTIVE MEDICATIONS please send an e-mail to cablab@unc.edu and include the following information:

1. Name
2. Are you a smoker?
3. If yes, Average number of cigarettes smoked/day
If no, have you ever smoked on a regular basis
4. E-mail address
5. Times which are generally best for you to participate

Thank you,
Dr. Vicki West Chanon
Dept. of Psychology

This study titled "Smoking, Familiarity, and Attention" has been approved by the UNC Behavioral Institutional Review Board (IRB) (study #07-1639; approved 10/05/2009).

This email is sponsored by: Dept. of Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of fertility@unc.edu
Sent:	Tuesday, February 23, 2010 9:35 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Trying to Get Pregnant?

Are you or is someone you know trying to get pregnant or about to start trying?

Time-to-Conceive is a research study at the University of North Carolina at Chapel Hill focusing on fertility in women between 30 and 44 years of age. To learn how you can be in the study, call us at (919) 843-8246 or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Monetary compensation for study activities

No medicines or pills to take and no changes to daily lifestyle or existing health care routine.

Please visit our new website at www.med.unc.edu/timetoconceive for more information.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: OB/GYN

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of cchand@email.unc.edu
Sent:	Tuesday, February 23, 2010 11:17 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Seeking-Patients with Iron Deficiency Anemia

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We are conducting a study to understand the effect of an individual's iron status on the growth and viability of the malaria parasite.
This study has important implications for the distribution of iron supplements in malaria endemic areas, such as Sub-Saharan Africa.

Participants must be over 18 and have Type O blood, Hemoglobin<9 g/dL and ferritin
<10ng/ml. Qualified subjects will receive compensation for participation.

For more information about this study please email Dr. Carla Hand cchand@email.unc.edu or the study coordinator anusha@email.unc.edu

This study (IRB# 09-0559) was approved by the University of North Carolina Office of Human Research Ethics Biomedical Institutional Review Board on June 04, 2009.
The principal investigator for this study is: Dr. Raj Kasthuri.

This email is sponsored by: Gillings' School of Global Public Health

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: M. Kyle McKay <fiveiron@email.unc.edu>
Sent: Wednesday, February 24, 2010 1:40 PM
To: M. Kyle McKay <fiveiron@email.unc.edu>
Cc: b_anderson@unc.edu; klcaldwe@email.unc.edu; radunbar@email.unc.edu; dfhunsu21@unc.edu; hallpa@email.unc.edu; hildebra@email.unc.edu; krjanken@email.unc.edu; jfjordan@email.unc.edu; waithera@email.unc.edu; mlambert@email.unc.edu; leemc@email.unc.edu; drdalet@email.unc.edu; tjm1@email.unc.edu; smutima@email.unc.edu; jen321@email.unc.edu; nzongola@email.unc.edu; rporter@email.unc.edu; regester@email.unc.edu; eunice@email.unc.edu; mseck@email.unc.edu; bselassi@email.unc.edu; kaslo@email.unc.edu; amerstud@unc.edu; jskasson@email.unc.edu; rallen@email.unc.edu; rcantwel@email.unc.edu; mgreen@email.unc.edu; gura@email.unc.edu; blherman@email.unc.edu; jfkasson@email.unc.edu; tperdue@email.unc.edu; marr@email.unc.edu; Rachel.Willis@unc.edu; ferrism@email.unc.edu; tolfoster@gmail.com; wbarney@email.unc.edu; cbrownin@email.unc.edu; brundage@email.unc.edu; bryantc@email.unc.edu; mbullard@email.unc.edu; kjburns@email.unc.edu; chasteen@email.unc.edu; coclanis@unc.edu; duval@email.unc.edu; elshamsy@email.unc.edu; wferris@unc.edu; wmfletch@email.unc.edu; jtg@email.unc.edu; ljgrif@email.unc.edu; hagemann@unc.edu; jhall@email.unc.edu; jaj@email.unc.edu; jarausch@email.unc.edu; mtking@email.unc.edu; rhkohn@unc.edu; lkramer@unc.edu; cjlee1@email.unc.edu; wlee@unc.edu; leloudis@email.unc.edu; lalindsa@email.unc.edu; rlotchin@email.unc.edu; mmaynor@email.unc.edu; terence_mcintosh@unc.edu; mcneilgr@email.unc.edu; louisem@email.unc.edu; naiden@email.unc.edu; perez@email.unc.edu; radding@email.unc.edu; djr@email.unc.edu; dreid1@email.unc.edu; saikia@email.unc.edu; semche@email.unc.edu; sshields@email.unc.edu; jaysmith@email.unc.edu; sweet@unc.edu; talbert@email.unc.edu; tsin@email.unc.edu; zvargas@email.unc.edu; waterhou@email.unc.edu; hwatson@email.unc.edu; bwhalen@email.unc.edu; hawill@email.unc.edu
Subject: Re: Adriane Lentz-Smith Book Reading- Freedom Struggles: African Americans and World War I

This email is a reminder of Adriane Lentz-Smith's book reading, tomorrow, Thursday, February 25th at 3:30pm at the Bull's Head Bookshop. She will be reading from and talking about her new book Freedom Struggles: African Americans and World War I.

Please feel free to invite others as well! More information below in original email.

Quoting "M. Kyle McKay" <fiveiron@email.unc.edu>:

>
>
> Greetings from the Bull's Head Bookshop in UNC Student Stores. I
> invite you to attend an upcoming book reading at our store, please
> feel free to invite others, including your classes, thank you.
>
>

>
> Adriane Lentz-Smith, Assistant Professor of History at Duke
> University, will be at the Bull's Head Bookshop on Thursday, February
> 25th at 3:30pm to read from her new book Freedom Struggles: African
> Americans and World War I.
>
>
> Brimming with energy and insight, this rich and powerful book opens
> new vistas on the early civil rights movement, and adds knowledge and
> texture to the history of World War I and the African American
> experience. —Jane Dailey, author of Before Jim Crow
>
>
> During World War I, black and white soldiers clashed as much with one
> another as they did with external enemies. In Freedom Struggles:
> African Americans and World War I Adriane Lentz-Smith explores how
> African Americans experienced the war on both sides of the ocean,
> connecting what happened overseas to what happened at home.
>
> Inspired by President Woodrow Wilson's rhetoric of self-determination
> but battered by the harsh realities of segregation, African Americans
> fought their own "War for Democracy" in the streets of Texas and
> Alabama as well as in the ports and villages of wartime France. Race
> wars within the military and race riots in the North and South
> demonstrated the lengths to which white Americans would go to protect
> the hierarchy they had so carefully constructed. Yet African
> Americans' overseas encounters with French civilians and colonial
> African troops drove them to imagine a world beyond the reach of Jim
> Crow. As the war progressed and white recalcitrance intensified,
> African Americans redoubled their efforts to create that ideal world.
>
> Freedom Struggles reclaims World War I as a critical moment in the
> African American freedom struggle and gives both white supremacy and
> black politics their place within international history. Following a
> cast of civilians and soldiers as they moved through the nation and
> across the ocean, Lentz-Smith explores their reaction to the
> disillusion of military service alongside the complex racial promise
> of imperial France. In a Jim Crow Army on foreign soil, Lentz-Smith
> argues, African American soldiers reworked their notions of nation
> and belonging, empire and diaspora, manhood and citizenship. At home
> in the United States, many black soldiers and civilians did the same.
>
> Tracing the battles between African Americans bent on seizing equal
> rights and the segregationists committed to denying them, Lentz-Smith
> demonstrates how World War I served as a crucible for the activism of
> the interwar years and beyond.
>
>
> The Bull's Head Bookshop is located in the UNC Student Stores on the
> campus of UNC-CH. All events at the Bull's Head are free and open to
> the public. Call 919-962-5060 for questions.
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>
>
> --
> Kyle McKay
> Marketing Manager
> Bull's Head Bookshop

> 919.962.3450
>

--
Kyle McKay
Marketing Manager
Bull's Head Bookshop
919.962.3450

From:	nobody@notify.unc.edu on behalf of casanova@email.unc.edu
Sent:	Wednesday, February 24, 2010 8:20 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: volunteers needed for research study

Wanted: Research Subjects

Seeking healthy adult (18 years of age or older) volunteers to participate in a study of nonhuman viruses on hands.

NO dangerous chemicals or disease-causing microorganisms involved.

Participation will take approximately 2 hours, and you will be compensated $50 for your time.

If you are a healthy adult 18 years of age or older and are free of skin disorders, you may be eligible to participate.

Email Dr. Lisa Casanova at casanova@email.unc.edu with your name and a phone number where you can be reached to set up a screening appointment.

The principal investigator for this study is Dr. Lisa Casanova, Department of Environmental Sciences and Engineering, UNC School of Public Health

Evaluation of Methods for Recovery of a Surrogate Virus From Hands:
Approved by the UNC Biomedical IRB (study #09-1011, approved 7/13/2009)

This email is sponsored by: Environmental Sciences and Engineering, Gillings School of Global Public Health

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Thursday, February 25, 2010 8:44 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Message from the Chancellor: Budget Update

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Dear Faculty, Staff and Students:

It's been awhile since you've heard from me on the topic of the budget, so I wanted to share what we know so far as we plan for next fiscal year.

Clearly North Carolina is not out from under the economic downturn. Legislative leaders expect at least a $500 million gap in the state budget for next year. We'll know more in April when the impact of income tax payments on the state revenue picture becomes clearer as the General Assembly prepares for the short session in May. But we are preparing for the likelihood of more cuts in our state appropriations on top of the total 10 percent reduction we took as a campus last year.

In the meantime, I wanted you to know where we are in the University's budget planning cycle. Interim Executive Vice Chancellor and Provost Bruce Carney is leading the deliberations of our Budget Committee during the annual hearings in which the vice chancellors and deans present their proposals. Starting last December, those administrators were asked to develop proposals that assumed new cuts at the 5 percent level as well as continued declines in funding from endowment earnings. Those budget hearings are not yet complete, but it's clear already that the vice chancellors and deans are responding thoughtfully in making plans for more possible difficult decisions about people, programs and operations. The provost's directions specifically asked units to pay close attention to senior management positions in considering proposed reductions. Once the hearings are over, the committee will refine our plans for next year and take into account the potential need for cuts of more than 5 percent. That process will continue over the next several weeks. (Refer to the "Recent Budget Communications" section of the Carolina Budget Information Web site to see the directions the vice chancellors and deans received in late December.)

We hope to continue protecting our teaching mission and keep offering the same number of courses we have this year. Our academic units took a lower cut last year than our support and administrative units to support that principle. We have also asked the vice chancellors and deans to show how they are already drawing from ideas generated by the final Bain & Company report in their budget plans. That's an important consideration now even as the work of the Carolina Counts initiative continues in charting our course to make major long-term improvements to how we manage and operate the University. (To learn more about Carolina Counts, see the new Web site, http://carolinacounts.unc.edu/)

We're already becoming a more efficient campus. We've begun reducing duplication of finance, IT and human resources in some research centers and institutes. Our information technology division is partnering with NC State on central software for human resources and finance as part of ConnectCarolina. That campus-wide initiative continues to make progress in changing student information systems. Beginning April 1, the Health Sciences Library and the University Libraries will be combined under University Librarian Sarah Michalak. The change will help our overall library operations better support the University's teaching, research and public service missions. These are just a few examples.

I am reminded every day how much everyone pulls together to make this University successful, even when faced with budget adversity. It's been true since the economic downturn began, and I'm confident that will remain the case in the coming weeks and months.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: nobody@notify.unc.edu on behalf of aspire@unc.edu
Sent: Thursday, February 25, 2010 10:19 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: African Americans who have a child with a disability

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Do you want help figuring out how to meet your child's school and healthcare needs?

* Do you have a child with a mental health challenge?
* Are you African American?
* Are you willing to share your experiences?

UNC Chapel Hill and the National Center on Minority Health are conducting a research study that involves working with groups of African American families who are interested in learning how to navigate the healthcare and school systems in order to help their child with special needs.

* $50 each session attended
* On site child care and refreshments

For more information about this research study, please contact us at 1-800-708-0048

This message was approved by the UNC Public Health-Nursing IRB on February 12, 2010 for IRB #08-1272 "Developing a Pilot Intervention to Increase Child Mental Health Service Utilization by African-American Families-Intervention Phase"
Principal Investigator: Lin Sikich, MD

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of cees@unc.edu
Sent:	Thursday, February 25, 2010 10:50 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: 2010 CEES Fellowships and Grant

Let CEES help you get there! Carolina undergraduate, visiting, and graduate students are now eligible to seek a CEES Summer Fellowship Award in order to study or intern domestically or globally for the first time at any point up to six months after graduation. A non-profit organization hosting a CEES' scholar is also eligible to apply for a CEES Grant.

Preference is given to exceptional non-traditional, Carolina Covenant, student parent, and transfer students as well as requests accompanied with a grant application from a nonprofit organization.

To access more information or to apply, attend our interest session on Tuesday, March 2nd at 7 pm in the Union Room 3413, visit our website at ceesunc.org, or email us at cees@unc.edu. All application materials are due by March 15, 2010 at 12 pm.

Applications for members of the Selection Committee are also being accepted until Monday, March 1st, 2010.

This email is sponsored by: Carolina Experience Enrichment Scholarship

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Friday, February 26, 2010 9:48 AM
To: Mutima@mxp1.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Family Fun Tour this Sunday

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at the ackland

Family Fun Tour

Sunday, February 28
1:15 PM

From Felrath Hines' luminous explorations of color to Do-Ho Suh's sculpture *Floor* (made for viewers to walk upon), the Ackland is filled with art that will fascinate and inspire even the youngest visitor. Explore these works and more with a child you care about on a **Family Fun Tour** at the Ackland. These interactive gallery tours are led by Ackland educators and are designed for six- to twelve-year-olds and their families. This weekend will focus on *Color Balance: Paintings by Felrath Hines* and Richard Westall's painting *The Sword of Damocles*. Family Fun Tours are the perfect way to spend a Sunday afternoon with your children. Come explore with us!

Free | Walk-ins welcome

The Ackland celebrates the contributions of two of the most significant African American artists of the twentieth century:
Color Balance: Paintings by Felrath Hines and
Jacob Lawrence and The Legend of John Brown
on view through May 9, 2010.

Color Balance: Paintings by Felrath Hines
Color Balance presents fourteen large-scale abstract paintings by Felrath Hines (1913-1993). In 2009, the artist's widow, Dorothy Fisher, donated a selection of his paintings to three North Carolina cultural institutions: the Ackland Art Museum at The University of North Carolina at Chapel Hill, the Nasher Museum of Art at Duke University, and the North Carolina Central University Art Museum. These luminous paintings are significant additions to the collections of each museum. The Ackland premieres the exhibition of these pieces, which will travel to the Nasher Museum of Art at Duke University and the NCCU Art Museum in 2010-2011.

Jacob Lawrence
and The Legend of John Brown
One of "the most impassioned visual chroniclers of the African American experience," (*New York Times*, June 10, 2000) Jacob Lawrence (1917-2000) created a series of gouache paintings in 1941 to illustrate the life of abolitionist John Brown. More than thirty years later, because the fragile paintings were deteriorating, the Detroit Institute of Arts commissioned him to revisit the series. The result was a limited edition portfolio of twenty-two hand-screened prints. This year, in honor of the 150th anniversary of the raid on Harpers Ferry, the Ackland presents this outstanding series for the first time.

IN THE GALLERIES:

Color Balance
Paintings by Felrath Hines

Jacob Lawrence
and The Legend of John Brown

And a dozen more galleries filled with art and ideas!

COMING SOON:

Tuesday, March 2
Yoga in the Galleries
12-1 PM

Wednesday, March 3
Lunch with One
1-2 PM

Please visit our calendar for a full listing of special programming and events.

Promotional support provided by North Carolina Public Radio-WUNC. Public programming for* Jacob Lawrence and The Legend of John Brown *was supported by the N.C. Arts Council, a division of the Department of Cultural Resources, with funding from the National Endowment for the Arts.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-26502654-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Felrath Hines, American, 1913 - 1993: *Escape*, 1989; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Felrath Hines, American, 1913 - 1993: *Aquatic Adventures*, 1993; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Jacob Lawrence, American, 1917 - 2000: *For forty years John Brown reflected on the hopeless and miserable condition of the slaves.*, no. 2 from *The Legend of John Brown*, 1977; color screenprint. Ackland Art Museum, Ackland Fund. (c) 2009 The Jacob and Gwendolyn Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of frankmaynard@uncaa.unc.edu
Sent: Friday, February 26, 2010 8:17 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Faculty/Staff Golf League

ATTENTION ALL UNC FACULTY/STAFF

UNC Finley Golf Course is offering a FACULTY/STAFF GOLF LEAGUE

Limited space!!! First come, first serve

Email Frank Maynard III Senior Assistant Golf Professional, for more information at frankmaynard@uncaa.unc.edu

This email is sponsored by: UNC Finley Golf Course

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From: Faculty.Governance@mxp0.isis.unc.edu
Sent: Monday, March 1, 2010 11:22 AM
To: General Faculty <generalfaculty@listserv.unc.edu>
Subject: [generalfaculty] Msg from Faculty Chair about reducing paper use in classes

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Monday, March 1, 2010

Dear Faculty Colleagues,

I would like to call your attention to a thoughtful document recently presented to the Faculty Executive Committee by senior student Conor Farese and first year students Sophie Yang and Kunlin Wang on behalf of the the Environmental Affairs Committee of Student Government.

The document outlines some facts and suggestions that can save Carolina money and preserve many trees. By a few simple adjustments to term paper formatting requirements, we can move away from our current paper use of over 500 tons a year, which will result in positive impacts on UNC's waste management and on the environment.

The document does not represent a resolution or mandate.

Please consider the suggestions and help keep Carolina green.

Best regards,
McKay

_____
McKay Coble
Chair of the Faculty
University of North Carolina at Chapel Hill

- -- You are currently subscribed to

generalfaculty as: smutima@email.unc.edu .
To unsubscribe click here: http://lists.unc.edu/u?id=20811172.3b4e7dffdb18d03ec2e5bfda65ad0cb3&n=T&l=generalfaculty&o=26519467 or send a blank email to leave-26519467-20811172.3b4e7dffdb18d03ec2e5bfda65ad0cb3@listserv.unc.edu

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, March 1, 2010 12:21 PM
To: Mutima@mxp2.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

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at the ackland

Yoga in the Galleries

Tuesday, March 2
12:00 - 1:00 PM

Namaste! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland. Yoga mats and cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended. Sessions led by Joanne Marshall. Beginners are welcome.

Registration recommended | Free to members, $5 non-members

Lunch with One

Wednesday, March 3
1:00 - 2:00 PM

Bring lunch and enjoy an hour of inspiration and information with Daniel Sherman, Professor of Art History, as he discusses the political, cultural, and art historical context for the making of Edouard Manet's 1871 lithograph *The Barricade* (seen above), currently on view in the exhibition War on All Fronts: Art, War and Revolution, curated by the students in his first-year seminar last fall. The talk will explore recurring questions about Manet's "ambiguity," his relationship to traditional history painting, and his attitudes towards the turbulent politics of his time.

Free to members | $5 non-members

VIRGIL MARTI

Hanes Visiting Artist
Tuesday, March 2
5:30 PM
Hanes Art Center Auditorium

Hanes Visiting Artist Virgil Marti is a Philadelphia-based multimedia artist whose work investigates the spaces between "fine" art, design and decoration, refinement and excess, good and bad taste, the high and the low, and inserting high décor into fine art contexts. His immersive installations of ornate color, light, and texture - installations rich in humor, satire, shrewd observation, and questionable "good taste" - humorously engage a range of social issues: gender, class, self-image, popular culture, sexuality, and adolescence. Marti received an M.F.A. from the Tyler School of Art and a B.F.A. from Washington University and also studied at the Skowhegan School of Painting and Sculpture. He was featured in the 2004 Whitney Biennial and has shown in additional group and solo exhibitions at numerous venues, including Participant Inc., The Fabric Workshop and Museum, Thread Waxing Space, Vox Populi, Momenta Art Alternatives, Levy Gallery for the Arts at Moore College of Art and Design, the

IN THE GALLERIES:

Color Balance
Paintings by Felrath Hines

Jacob Lawrence
and The Legend of John Brown

And a dozen more galleries filled with art and ideas!

COMING SOON:

Friday, March 12
Ackland after Dark
6:00 - 9:00 PM

Saturday, March 13
Drawing for Kids
10:00 AM - 12:00 PM

Saturday, March 13
Drawing in the Galleries
10:00 AM - 12:00 PM

Please visit our calendar for a full listing of special programming and events.

Pennsylvania Academy of the Fine Arts, and Beaver College Art Gallery. He is represented by Elizabeth Dee Gallery, New York.

Free

The Ackland celebrates the contributions of two of the most significant African American artists of the twentieth century:
Color Balance: Paintings by Felrath Hines and **Jacob Lawrence and The Legend of John Brown** on view through May 9, 2010.

Color Balance: Paintings by Felrath Hines
Color Balance presents fourteen large-scale abstract paintings by Felrath Hines (1913-1993). In 2009, the artist's widow, Dorothy Fisher, donated a selection of his paintings to three North Carolina cultural institutions: the Ackland Art Museum at The University of North Carolina at Chapel Hill, the Nasher Museum of Art at Duke University, and the North Carolina Central University Art Museum. These luminous paintings are significant additions to the collections of each museum. The Ackland premieres the exhibition of these pieces, which will travel to the Nasher Museum of Art at Duke University and the NCCU Art Museum in 2010-2011.

Jacob Lawrence and The Legend of John Brown
One of "the most impassioned visual chroniclers of the African American experience," (*New York Times*, June 10, 2000) Jacob Lawrence (1917-2000) created a series of gouache paintings in 1941 to illustrate the life of abolitionist John Brown. More than thirty years later, because the fragile paintings were deteriorating, the Detroit Institute of Arts commissioned him to revisit the series. The result was a limited edition portfolio of twenty-two hand-screened prints. This year, in honor of the 150th anniversary of the raid on Harpers Ferry, the Ackland presents this outstanding series for the first time.

Promotional support provided by North Carolina Public Radio-WUNC. Public programming for* Jacob Lawrence and The Legend of John Brown *was supported by the N.C. Arts Council, a division of the Department of Cultural Resources, with funding from the National Endowment for the Arts.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If

you no longer wish to receive this newsletter, send a blank email to leave-26520096-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Indian, Central, 11th to 12th century: *Ganesha* (detail); sandstone sculpture. Gift of Clara T. and Gilbert J. Yager in honor of Dr. Charles Morrow and his wife, Mary Morrow, for their many contributions to the University and to the Ackland Art Museum during his term as Provost.

Edouard Manet, French, 1832-1883: *The Barricade*, 1870s; lithograph. The William A. Whitaker Foundation Art Fund

Virgil Marti: Installation view of *Austrian Swag (2009), Arrangement in Black and Blue (2010)*, and *A Pot of Paint (2010)*; Elizabeth Dee Gallery, New York, 2010

Felrath Hines, American, 1913 - 1993: *Escape*, 1989; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Felrath Hines, American, 1913 - 1993: *Aquatic Adventures*, 1993; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Jacob Lawrence, American, 1917 - 2000: *For forty years John Brown reflected on the hopeless and miserable condition of the slaves.*, no. 2 from *The Legend of John Brown*, 1977; color screenprint. Ackland Art Museum, Ackland Fund. (c) 2009 The Jacob and Gwendolyn Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of anne_whisnant@unc.edu
Sent: Monday, March 1, 2010 9:01 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Call for Nominations: Thomas Jefferson Award

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March 1, 2010

Dear Colleagues:

On behalf of the faculty Committee on Honorary Degrees and Special Awards, I invite your nominations for the 2010 Thomas Jefferson Award.

The Thomas Jefferson Award was established in 1961 by the Robert Earll McConnell Foundation. It is presented annually to "that member of the academic community who through personal influence and performance of duty in teaching, writing, and scholarship has best exemplified the ideals and objectives of Thomas Jefferson."

Any active member of the faculty is eligible, including those who are participating in the phased-retirement program.

Nominations, together with supporting statements, should be submitted to me no later than Wednesday, March 31, 2010. Materials may be sent by email to jsferrel@email.unc.edu or mailed to CB# 9170.

The Award will be presented at the April 23 meeting of the General Faculty and Faculty Council.

The roster of former recipients is included below.

Information about the award may also be found online at:
http://www.unc.edu/faculty/faccoun/honorary/JeffersonAward/2010jeffawardinvite.shtml

Sincerely yours,

Joseph S. Ferrell
Secretary of the Faculty
919-962-2146
jsferrel@email.unc.edu

1962 Maurice T. Van Hecke
1963 Rupert B. Vance
1964 Henry P. Brandis, Jr.
1965 Fletcher M. Green
1966 William L. Wiley
1967 William B. Aycock
1968 Dougald MacMillan
1969 Charles B. Robson
1970 Frederic N. Cleveland
1971 E. Maynard Adams
1972 Eugen Merzbacher
1973 Daniel A. Okun
1974 Daniel T. Young
1975 C. Hugh Holman
1976 Joseph C. Sloane
1977 J. Dickson Phillips
1978 Walter S. Spearman
1979 Lyle V. Jones
1980 William F. Little

1981 Richard H. Fogle
1982 Daniel H. Pollitt
1983 George A. Kennedy
Cecil G. Sheps
1984 Janet J. Fischer
Newton D. Fischer
1985 John Charles Morrow III
1986 Frederick P. Brooks, Jr.
1987 Richard J. Richardson
1988 John L. Sanders
1989 William B. Blythe
1990 Mary Ellen Jones
1991 Ernest Eliel
1992 Frank Wilson, Jr.
1993 [No award]
1994 Harry Gooder
1995 James L. Peacock III
1996 Raymond Dawson
1997 Donald Jicha
1998 Stuart Bondurant
1999 Doris Waugh Betts
2000 Lawrence I. Gilbert
Beverly Long
2001 Royce W. Murray
2002 Charles S. Stone Jr.
Ruel W. Tyson Jr
2003 Joseph S. Ferrell
2004 Charles E. Daye
2005 Madeline Levine
2006 Michael Stegman
2007 Stephen F. Weiss
2008 Henry Shelton Earp III
2009 George Lensing, Jr.

This email is sponsored by: Office of Faculty Governance

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that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of couplesOCD@unc.edu
Sent: Monday, March 1, 2010 9:23 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Treatment for OCD

TREATMENT FOR OBSESSIVE-COMPULSIVE DISORDER (OCD)

Are you anxious about germs, mistakes, harm, numbers, or unpleasant obsessive thoughts? Do you have problems with compulsive checking, washing, asking for reassurance, or repeating rituals?

If you or your partner experiences any of these problems and are between 18 and 75 years of age, you and your partner might be eligible to participate in a research study on couples therapy for OCD. We are trying to improve upon existing treatments for OCD by including the sufferer's partner. This treatment that we are testing is offered at no cost through a research study being conducted by the UNC-Chapel Hill Anxiety Disorders Clinic. The study will include cognitive-behavior therapy and will not require you to go on any medication, or change any existing medication.

For more information, please contact the study coordinator, Laura Fabricant:

e-mail: couplesOCD@.unc.edu
Phone: 919-843-3951

UNC Anxiety and Stress Disorders Clinic
Davie Hall (UNC Campus location)
212 Finley Golf Course Rd. (off campus location) Chapel Hill, NC
919-843-3951
All calls are confidential

Study Information
Study Name: Enhancing Cognitive Behavioral Treatment of Obsessive-Compulsive Disorder Study number: 07-1283 Approved on 11/02/2007 by the Behavioral IRB, Office of Human Research Ethics

This email is sponsored by: Psychology

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From: bounce-26526680-26273073@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>

Sent: Tuesday, March 2, 2010 8:36 AM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] UNC College Calendar: Henry Paulson, Edward P. Jones, Frederick Brooks, Sir Christopher Meyer, arts, literature, history and more

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College Calendar is sent periodically to all faculty and staff in UNC's College of Arts and Sciences, university administrators, communication specialists, and others by request.

* * *

Here's a quick guide to special events coming up that involve UNC's College of Arts and Sciences. Most events are free and on campus, except where noted.

March 2: Multimedia artist Virgil Marti explores the spaces between fine art, design and decoration, refinement and excess, good and bad taste, the high and the low. 5:30 pm, Hanes Art Center/Auditorium.
http://snipurl.com/uja0s

March 3-21: PlayMakers presents The Importance of Being Earnest. Tickets and schedule information online.
http://bit.ly/cptD2N

March 6: Inside Islam, What a Billion Muslims Really Think, documentary based on Gallup Poll of worldwide Muslim public opinion on gender, terrorism, democracy. 2 pm reception, followed by film and discussion. FedEx Global Education Center/ Nelson Mandela Auditorium. Tickets available online: http://insideislaminraleigh.eventbrite.com/

March 15, 16 and 17: Susan Wolf, distinguished professor of philosophy, presents three different Romanell-Phi Beta Kappa Lectures exploring love and its role in our lives. 4-6 pm. Hyde Hall.
http://snipurl.com/uj9uu

March 16: Site of Struggle Symposium: The Intolerable Burden, a film about the resegregation of U.S. public schools, followed by discussion with Constance Curry, producer and former SNCC activist. 12 noon, Dey Hall/Toy Lounge.
http://womenofsnccspeakout.web.unc.edu/

March 16: Women of SNCC: Civil Rights Activism in the 1960s and Today, discussion with three veterans of Student Non-Violent Coordinating Committee: filmmaker Constance Curry, Attorney Efia Nwangaza and Theresa El-Amin, founder of Southern Anti-Racism Network. Celebrating 40th anniversary of the UNC Department of African and Afro-American Studies and 50th anniversary of SNCC., 6 pm, FedEx Global Education Center/ Nelson Mandela Auditorium. http://womenofsnccspeakout.web.unc.edu/

March 17: Sir Christopher Meyer, the Morehead-Cain Alumni Distinguished Visiting Professor of Honors and former British Ambassador to the US, will discuss The Lessons of History. 7:30 pm, Gerrard Hall.
leinbaugh@unc.edu

March 18: Fifty Years of Carolina Computing, with: former University President William Friday, Chancellor Holden Thorp, Computer Science

Professor Frederick Brooks (keynote), Chemist Joseph DeSimone, Vice Chancellor Larry Conrad (IT), Vice Dean Etta Pisano and Nobel Laureate Oliver Smithies (Medicine) and John Q. Walker (Zenph Sound). 2 pm FedEx Global Education Center/ Nelson Mandela Auditorium.
http://snipurl.com/uljrt

March 19: Evening with pianist Stefan Litwin, Hidden Messages in Robert Schumann's Piano Sonata, Op. 11 in F-Sharp Minor. 8 pm, Gerrard Hall. $15. 843-3333.
http://music.unc.edu

March 20: Improvisational community art with experimental artist Oliver Herring. 5 to 11 pm, Gerrard Hall
http://snipurl.com/uj9v8

March 22: Henry M. Paulson, Jr., former Treasury Secretary, On the Brink, about the financial collapse. Questions by alumnus William B. Harrison, retired chair and CEO of JP Morgan Chase and Co. 5:30 pm, Nelson Mandela Auditorium.
http://snipurl.com/uj9vv

March 23: Former British Ambassador Sir Christopher Meyer will discuss: Can Diplomats Justify Their Existence? FedEx Global Education Center/ Nelson Mandela Auditorium. 8 pm, time to be confirmed, details to follow on http://college.unc.edu or leinbaugh@unc.edu

March 24: Pulitzer Prize winning author Edward P. Jones, Morgan Writer in Residence. 7:30 pm, Carroll Hall.
http://englishcomplit.unc.edu/morgan

March 24-28: PlayMakers presents I Have Before Me a Remarkable Document Given to Me By A Young Lady From Rwanda
http://www.playmakersrep.org

March 25: Alumnus Leonard Rogoff will read from his new book, Down Home: Jewish Life in North Carolina. 3:30 pm, Bulls Head Bookshop. 962-5060.

March 25: To Have and Have Not, film written by William Faulkner, directed by Howard Hawkes. International Film Series. 6 pm, Graham Memorial 039.
http://snipurl.com/u7hwl

March 25: Undocumented Immigrants, Our National Identity. Panel discussion with Timothy McMillan (African and African American Studies), Margarita Mooney (Sociology), Noah Pickens (Duke, Kenan Institute for Ethics) and Niklaus Steiner (Center for Global Initiatives). 6:30 pm, FedEx Global Education Center.
http://snipurl.com/uj9wb

March 25: Feminist historian Catherine Hall (University College London) will present The Mary Stevens Reckford Lecture on European Studies. 7:30 pm, Gerrard Hall
http://snipurl.com/uj9wi

March 26: Music on the Hill, Trip Threes, Mozart concertos for piano and strings with Mayron Tsong, Thomas Otten and Wonmin Kim and UNC string faculty. 8 pm, Memorial Hall. $15. 843-3333.
http://music.unc.edu

April 7: Randi Davenport, Executive Director of the Johnston Center for Undergraduate Excellence, will read from her new book, The Boy Who Loved Tornadoes. 3:30 pm, Bulls Head Bookshop. 962-5060.
http://randidavenport.com/Events.html

April 8: Civilian-Military Implications of War and Military Operations

in the 21st Century, a panel discussion with Gen. James Mattis, USMC Commander of U.S. Joint Forces Command; James Gow, King's College; Hew Strachan, Oxford University.
3 pm, Tate Turner Kuralt School of Social Work.
http://snipurl.com/uja4o

April 12: Communication Studies Professor Rob Cox on When Populist Demands Fail: Rhetoric and the Recovery of the Strategic. 4 pm, Pleasants Family Room/ Wilson Library. ghenry@email.unc.edu

Aril 12: The Case Against Perfection, keynote address by Michael Sandel of Harvard University, for two-day symposium exploring the ethics of human enhancement. 7 pm, Hamilton 100.
http://snipurl.com/uj9x4

April 13: Wilmer Mills, Poet and Kenan Visiting Writer will read and discuss his work. 3:30 pm, Donovan Lounge, Greenlaw Hall.
English_events@unc.edu

April 13: Laurie Maffly-Kipp, Associate Professor and Chair of Religious Studies, will read from her new book, Setting Down the Sacred Past. 3:30 pm, Bulls Head Bookshop.
962-5060.

April 13: Music on the Hill, UNC Symphony Orchestra with Carolina Choir, UNC Chamber Singers and UNC Glee Club; Carmina Burana featuring tenor John Tessier, soprano Keira Duffy, baritone Brian Leerhuber; plus premiere of new piano concerto by Stephen Anderson with piano soloist Steven Harlos. 7:30 pm, Memorial Hall. $15. 843-3333. http://music.unc.edu

April 14: Music on the Hill, UNC Wind Ensemble and Symphony Band, a concert of War and Peace. 7:30 pm, Memorial Hall. $15. 843-3333.
http://music.unc.edu

April 15: Creative Writing Professor Bland Simpson will read from his book, The Inner Islands: A Carolinian's Sound Country Chronicle. Photography by Ann Cary Simpson, Associate Dean for Development at the School of Government. 3:30 pm, Bulls Head Bookshop. 962-5060.

April 15: Iain Fenlon, distinguished professor of historical musicology at the University of Cambridge, discusses Life and Death: Music and Ritual in Renaissance Venice. 7 pm, Gerrard Hall.
deereid@unc.edu

April 15: UNC Global Distinguished Speaker, Kishore Mahbubani, Public Policy Professor at National University of Singapore. 5:30-7 pm, Mandela Auditorium, FedEx Global Education Center.
http://global.unc.edu

April 16-20: UNC Opera presents the world premiere of Searching for Spinoza. Schedule and tickets 962-1039. Nelson Mandela Auditorium, FedEx Global Education Center.
http://music.unc.edu

April 16-17: Phedre's Blues, by Elisabeth Corley and Lightnin' Wells, part of the Process Series of artistic works in process performed and discussed by the authors. 8 pm, Gerrard Hall. Reed Colver.
rcolver@unc.edu

April 19: Italian film, Teorema, written and directed by Pier Paolo Pasolini. 6 pm, Johnston Center for Undergraduate Excellence in Graham Memorial 035.
http://snipurl.com/u7hwl

April 19: Screening of The People vs. Leo Frank and discussion with

writer/director Ben Loeterman. 7:30 pm. Friday Center.
http://www.unc.edu/ccjs/events.html

April 21: Kandice Chugh (University of Maryland) will discuss The Difference That Aesthetics Makes (in and for U.S. Cultural Studies). 3:30 pm, Donovan Lounge, Greenlaw Hall.
English_events@unc.edu

April 21-23: Scholarly Conference on College Sport. Friday Center.
http://www.csriconference.org/

April 22: Minrose Gwin, distinguished professor of southern literature, reads from her debut novel, The Queen of Palmyra. 3:30 pm, Bulls Head Bookshop. 962-5060. http://snipurl.com/u7i39

April 23: Thirtieth Anniversary Celebration for the Program in the Humanities and Human Values. 3-6 pm, Friday Center.
http://snipurl.com/u7hxg

April 24: World Music Concert with Charanga Carolina and Gamelan Nya Saraswati. 3 pm, Kenan Rehearsal Hall.
http://music.unc.edu

April 29: Carolina Film Festival, showcasing student work. 6-9 pm, 116 Murphey Hall.
http://comm.unc.edu/related/cff

April 29: North Carolina Jazz Repertory Orchestra, Walkin' and Swingin' with Mary Lou Williams. 7: 30 pm, Memorial Hall. Tickets: 843.3333.
http://music.unc.edu

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More events
http://events.unc.edu/cal/main/showMain.rdo

UNC College in the Media
http://college.unc.edu/inthemedia

UNC College News
http://college.unc.edu

UNC College Talk (blog)
http://unccollege.wordpress.com

Carolina Arts & Sciences Magazine
http://college.unc.edu/magazine

UNC College on Twitter:
http://twitter.com/unccollege

UNC College of Arts and Sciences on Facebook
http://facebook.com

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Dee Reid (919) 843-6339
Director of Communications
College of Arts and Sciences
The University of North Carolina at Chapel Hill
205 South Building, CB #3100
Chapel Hill NC 27599-3100
Web: http://college.unc.edu
Blog: http://unccollege.wordpress.com
Twitter: http://twitter.com/unccollege
Facebook: UNC College of Arts and Sciences

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From:	nobody@notify.unc.edu on behalf of hr@unc.edu
Sent:	Tuesday, March 2, 2010 9:08 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Violence in the Workplace Policy Reminders

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FROM: Gena Carter, Senior Director, Employee & Management Relations
Office of Human Resources

The University of North Carolina at Chapel Hill is committed to providing a workplace that is free from all types of workplace violence. In the wake of recent workplace violence events on college campuses across the country, the Office of Human Resources wants to remind all faculty and staff about the University's Violence in the Workplace policy. The policy has been recently enhanced to include guidance for reporting threats of workplace violence:

FOR VIOLENCE IN PROGRESS OR IMMEDIATE THREATS OF VIOLENCE, CALL 911 (UNC PUBLIC SAFETY)

FOR POTENTIAL THREATS OF VIOLENCE, CALL 919-843-3444 (EMPLOYEE & MANAGEMENT RELATIONS IN THE OFFICE OF HUMAN RESOURCES)

The policy has been enhanced further to describe the role of the new Employee Threat Assessment and Response Team (ETART), which is charged with assessing and responding to immediate and potential threats of workplace violence. The team will be responsible for receiving threat reports, conducting thorough assessments, determining appropriate responses, tracking and reporting workplace violence information, and conducting related training.

-- To view the Workplace Violence policy in its entirety, and to learn more about the Employee Threat Assessment and Response Team, visit the HR Web site at http://hr.unc.edu, keyword: workplace violence. If you have questions about the policy, contact your supervisor, your department's HR Facilitator, or Employee & Management Relations in the Office of Human Resources.

-- To learn more about the warning signs of potential workplace violence situations, access the Workplace Violence Reference Guide located under the "Related Forms" section of the policy. A copy of the Reference Guide is available here:
http://hr.unc.edu/sys/emaillist/20358/159581/wpv-refguide.pdf.

As a reminder, employees are encouraged to use the University's Employee Assistance Program to help deal with both personal and work-related concerns. This free, confidential service provides access to support and counseling services. An EAP counselor can be reached during normal business hours by calling 919-929-2362, or toll-free 24 hours a day at 877-327-7658.

This email is sponsored by: Office of Human Resources

From: nobody@notify.unc.edu on behalf of bryant_tran@unc.edu
Sent: Tuesday, March 2, 2010 10:08 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Blood Vessel Function Study at UNC

~CLINICAL RESEARCH STUDY~

Are You a Healthy Male Over the Age of 40?

Investigators at UNC are looking for
men to participate in a study
evaluating blood vessel function.

Participants must also:
* be non-smokers
* have no history of cardiovascular disease (including high blood pressure, high cholesterol, or diabetes)
* not be taking any daily medications

The study involves:
* A one-time outpatient clinic visit lasting about 1.5 hours
* Non-invasive blood vessel function assessment
* Blood sample collection
* Must be willing to fast over night and avoid certain over-the-counter medications and dietary supplements for one week
* $50 compensation for completing the study

For more information, contact Bryant Tran at @gmail.com
or (919)843-8723

IRB# 07-0836
Approval Date: 7/13/09

This email is sponsored by: UNC Eshelman School of Pharmacy

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From: bounce-26538195-26273073@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent: Wednesday, March 3, 2010 2:10 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc: College Staff <all-college-staff@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] Save the Date - A&S Honors/Retirement Reption April 6

This message is being sent to all faculty in the College and as an fyi to all administrative managers. To attend, please RSVP directly to Faye Lewis (flewis@email.unc.edu) by March 31st; please do not reply directly to this email message.

Please save the date on your calendars.

WHEN: Tuesday, April 6, 2010
TIME: 5:00 pm - 6:30 pm
LOCATION: Hyde Hall - University Room
WHAT: Arts & Sciences Annual Spring Honors/Retirement Reception

The Dean's Office will host its Annual Spring Honors Reception on April 6th to recognize faculty who will retire at the end of the academic year and faculty who have received outstanding honors from outside of the University during this academic year.

Please make plans to join us. Please RSVP to Faye Lewis (flewis@email.unc.edu) no later March 31st.

Faye T. Lewis
Executive Assistant to the Dean

College of Arts & Sciences
The University of North Carolina
205 South Building, CB# 3100
Chapel Hill, NC 27599-3100

Phone: 919.962.3082
Fax: 919.962.2408

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of cbt4bn@unc.edu
Sent: Thursday, March 4, 2010 8:19 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Bulimia Treatment Research Study

The UNC Eating Disorders Program is conducting a research study to treat bulimia. Eligible participants receive 16 sessions of cognitive behavioral (CBT) group therapy specifically designed to reduce binge eating and purging. All sessions are offered at no cost.

You must 18 years or older and have a home computer with internet access to participate

Please call Stephanie at 919.966.2882 or email cbt4bn@unc.edu for more information.

www.cbt4bn.unc.edu

IRB#07-2002
Title: Optimizing Technology in the Treatment of Bulimia Nervosa
Renewed: 12/14/2009

This email is sponsored by: UNC Eating Disorders Program

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From: nobody@notify.unc.edu on behalf of darsh@email.unc.edu
Sent: Friday, March 5, 2010 8:17 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Summer Internship Opportunities

The Association for Carolina Emergency Response and Injury Prevention (ACERIP) in conjunction with the Orange County Emergency Support Unit is looking for individuals interested in summer internships with Orange County Emergency Services.

Orange County Emergency Services is the agency dedicated to ensuring the appropriate and efficient response to emergencies throughout Orange County operating twenty-four hours each day, year round.
Orange County Emergency Services consists of:

* 9-1-1 Communications
* Emergency Management (Planning and Logistics)
* Emergency Medical Services
* Life Safety Management (Fire Marshal)

In addition, Emergency Services also plans for the Orange County response to a disaster and other complex emergencies. Disaster planning integrates all of the critical Orange County departments with the local municipalities as well as state and federal agencies.

The internships would last the length of the summer and allow individuals to learn more about Emergency Services, EMS, Logistics/Planning, Telecommunications, and Emergency Management. For more information please email Darshan Patel at dpatel@co.orange.nc.us or 919-245-6138.

Thank you!

This email is sponsored by: ACERIP

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, March 8, 2010 9:21 AM
To: Mutima@mxp3.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Tea at Two this Wednesday: Amanda Hughes discusses A Place for Meaning

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Tea at Two

The Ackland cordially invites you to an exclusive new program for Museum members.

On selected Wednesdays, **Tea at Two** will feature special a guest speaker followed by tea and refreshments in the Yager Gallery. Each event begins at 2:00 PM and is uniquely designed to offer a special presentation on the Ackland and related projects. This program is free to members, but members are encouraged to bring guests ($10 for non-members). Advanced notice and opportunity to RSVP given to members at the Contributor Level and above. Space is limited. Please RSVP to Kyle Fitch at kyle_fitch@unc.edu or 919.843.3676.

Wednesday, March 10
Join Amanda Hughes for a conversation about the publication of
A Place for Meaning: Art, Faith, and Museum Culture.

In 1996, the Ackland embarked on a multi-year investigation of the limits and potentials of engaging works of art to teach and learn about world religions. Combining academic research with conversations with local and national representatives of Hindu, Jewish, Buddhist, Christian, and Islamic faith traditions, the Ackland applied new strategies for approaching works of art with sacred content. Exhibitions, public programs, and resources for public educators combined to create increased interest in the potential of museums to serve as locations for respectful interfaith dialogue. With support from the Henry Luce Foundation, the Museum gathered scholars, faith leaders, and museum professionals to consider the implications of these ideas. This year, the Ackland published its findings in *A Place for Meaning* (2009, distributed by UNC Press).

In addition to her contributions to *A Place for Meaning*, co-authored with Carolyn Wood, Ph.D., Hughes is the author of *Lost and Found: Adolescence, Parenting, and the Formation of Faith* (Cowley Books, 2004) and *Five Voices, Five Faiths: an interfaith primer* (Cowley Books, 2006). She is director of external affairs at the Ackland.

Wednesday, April 14
Join the artists and curator of the exhibition
New Currents in Contemporary Art
for a conversation and tour.

Each spring, the Ackland Art Museum has the pleasure of presenting work by UNC-Chapel Hill's graduating Master of Fine Arts (MFA) class. The MFA degree is a two-year program designed to develop professional artists and teachers. This year's exhibition features the work of four students: Emily Scott Beck, Kia Mercedes Carscallen, Jessica Dupuis, and T. Coke Whitworth. Moreover, the curator of the exhibition, Lauren Sanford, is also a graduate student pursuing her PhD in Art History and working as the current Ackland Graduate Intern. The exhibition contains objects that the MFA students feel best represent themselves and their mission as emerging artists. The media ranges from photography and ceramics to video projection and audio installation. These artists push the envelope to demonstrate how these materials, some traditional, some more cutting-edge, can be employed in new and thought-provoking ways. Please join the artists and the curator for an informal tour and discussion of the exhibition.

Wednesday, May 12
Join **Director Emily Kass**
and Chief Curator **Peter Nisbet**
for a lively discussion of why and how the Ackland collects.

As the Museum prepares to mount a major exhibition showcasing works of art from the collections

of Carolina alumni, our speakers will explore the relationship between private and institutional collecting, present thoughts about collecting in general, and offer a behind-the-scenes look at decision-making in the museum.

If you are not already a member but would like to be, please join online.

Images:
Emily Scott Beck: *Untitled*, 2009: video, dimensions variable. Courtesy of the artist
T. Coke Whitworth: *Meat Stamps*; digital print. 22x17 inches. Courtesy of the artist

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of edillon@unc.edu
Sent: Monday, March 8, 2010 8:18 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Recruiting Individuals for Research Study

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Recruiting Individuals for a Research Study

A research study at FPG Child Development Institute (FPG) at UNC is recruiting individuals over the age of 18 to participate in a research study looking at how likely it is for people to offer support to others.

As a participant in the study, you will be asked to read several transcripts of interviews conducted with parents who recently received a diagnosis of autism for their young children. You will then be asked to rate your reaction.

The study has been approved by the Committee on the Protection of the Rights of Human Subjects at UNC.

If you want more information about this project or have any questions, please contact Emily Dillon by email at edillon@unc.edu or call the study toll-free number: 1-877-696-5797 (local: 919-843-4618). Please share this message with any friends or family who may be interested in this study.

Carolina Neurodevelopmental Disabilities Project
Approval #, Behavioral IRB,
Study # 09-0272

This email is sponsored by: FPG and Allied Health Sciences

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of mindfulness@med.unc.edu
Sent: Monday, March 8, 2010 8:41 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: MINDFULNESS-BASED COURSES FOR STRESS & PAIN MANAGEMENT-REGISTER NOW!!!

Do you want to learn to slow down and enjoy your life?

Are you looking for a new way to deal with stress, anxiety, pain, difficult interactions with others?

Mindfulness can make a difference.

The UNC Mindfulness-based Program for Stress and Pain Management offers training in meditation and mind-body awareness that will teach you how to slow down, set priorities and stay calm, focused and relaxed in the midst of a busy life. These practices will enhance your body's natural adaptive healing ability and will cultivate the mind's clarity and insight. This program follows Jon Kabat-Zinn's model and is offered by the Program on Integrative Medicine at UNC (Department of Physical Medicine & Rehabilitation).

SPRING 2010 MINDFULNESS COURSES ON CAMPUS:
1) Thursday evenings beginning April 15 (required orientation) through June 10, taught by Paula Huffman

2) Tuesday evenings beginning May 4 (required orientation) through June 29, taught by Mary Love May

SPRING 2010 MINDFULNESS COURSES AT UNC WELLNESS CENTER AT MEADOWMONT
1) Friday mornings, beginning April 16 (required orientation) through June 11, taught by Paula Huffman (Location TBD)

2) Tuesday mornings, beginning May 4 (required orientation) through June 29, taught by Mary Love May

Two graduate courses will be offered this spring for those who have taken the basic foundation course:
1) "MINDFUL PARENTING" will be held at Balanced Movement Studio on Tuesday mornings, beginning March 23 through April 13, 2010

2) *Our newest graduate course*, "NAVIGATING RELATIONSHIPS THROUGH MINDFULNESS" will be held on campus at the Tate-Turner-Kuralt Building (School of Social Work) on Tuesday evenings, beginning March 23 through April 13, 2010

Both classes are taught by Mary Love May.

For additional information about classes, tuition, and tuition reductions for research participation, visit the Program on Integrative Medicine website at http://pim.med.unc.edu/mindfulness.html

To register for these mindfulness courses, complete the registration form on the Program on Integrative Medicine website, http://pim.med.unc.edu/mindfulness.html. Contact the Program by phone at 919-966-8586 or by email at mindfulness@med.unc.edu

This email is sponsored by: Department of Physical Medicine &

Rehabilitation

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of chanee_lynch@med.unc.edu
Sent: Monday, March 8, 2010 9:00 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research Study for People with Chronic Headaches

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-Do you have chronic headaches at least 15 days per month?
-Have you suffered from headaches for at least 2 years?
-Are you at least 18 years of age?
-Have you been diagnosed with Chronic Daily Headache (CDH)?
-Are you receiving care from a neurologist or other headache specialist?
-Would you be willing to meet 6 times with a registered dietitian over a 12 week period?

If you answered yes to all the above questions, you may qualify for the Nutrition and Chronic Daily Headache (CDH) study.

Your next step is to call Chanee Lynch or Becky Coble at the UNC Program on Integrative Medicine in the Department of Physical Medicine and Rehabilitation to determine your eligibility for the study.

You will be compensated $145 for completing all sessions, filling out questionnaires, and filling out a daily headache diary throughout the study. You will also receive food and dietary counseling for you to prepare 2 meals per day over a three month period and up to $13 per visit for transportation and parking.

If you would like to learn more about this study and/or see if you qualify, please call 919-966-8586, or send an e-mail to Chanee Lynch (chanee_lynch@med.unc.edu) or Becky Coble (rcoble@med.unc.edu) with CDH STUDY in the subject line.

This message was approved by the Biomedical IRB 7/23/2009 (IRB#09-0600), and is funded by the Mayday Fund.

This email is sponsored by: Department of Physical Medicine & Rehabilitation

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, March 9, 2010 8:22 PM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: Change in Campus Drinking Water for the Month of March

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Important Water Quality Alert

TO: UNC Campus Community

FROM: Mary Beth Koza, Director of Environment, Health & Safety

RE: Important Notice: Change in Campus Drinking Water for the Month of March

The Orange Water and Sewer Authority (OWASA) supplies drinking water to campus. As described in the notice below, OWASA will temporarily change their disinfection process from March 1 to March 31, 2010. This may change the taste or smell of campus water. If you use water for a special purpose in which residuals or other water characteristics are important, please carefully read the following information to understand how this change may affect you.

Also during the month of March, OWASA crews will be releasing water from some fire hydrants. The purpose of this "flushing" of water mains is to ensure that water with chlorine goes through the entire water system. This flushing may cause discoloration or air bubbles. If you experience this please run cold water for about 5 minutes to clear it up.

The full text of OWASA's notification to the University is reprinted below. It is also posted at the UNC Department of Environment, Health and Safety's (EHS) web site: http://ehs.unc.edu.

Orange Water and Sewer Authority

OWASA will temporarily change its drinking water disinfection process by using chlorine instead of chloramines in March, 2010

From March 1st through 31st, OWASA will use chlorine instead of chloramines to disinfect drinking water in accord with a State requirement. The purpose of the chlorine disinfection in March is to help ensure a high level of disinfection in the community's network of water mains.

Chloramines are a compound of chlorine and ammonia which OWASA uses for disinfection in months other than March.

OWASA asks customers to be aware of the following:

* Some customers may notice that OWASA water will have a chlorine taste or odor in March. However, OWASA's drinking water will be safe to drink as at other times of year.

* Customers may see OWASA crews releasing water from some fire hydrants in March. The purpose of this "flushing" of water mains is to ensure

that water with chlorine goes through the entire water system.

* The flushing of water mains may cause some discoloration of OWASA drinking water because iron and manganese particles that have settled in water mains over time may be stirred up. Air bubbles, which can make water look milky, may also get into the water system. Customers who notice discoloration or air bubbles are encouraged to run cold water through a bathtub faucet, etc. for about 5 minutes to clear up the water.

* OWASA will use special equipment and a chemical to neutralize the chlorine and ammonia in the water that is released during flushing so that it will not harm fish in streams and creeks.

* Customers with fish or amphibians in aquariums filled with OWASA water should continue to use chemicals as recommended by pet supply stores, etc. to neutralize chlorine and ammonia.

* Customers who use OWASA water for special purposes or processes involving careful control of water characteristics, such as kidney dialysis, are encouraged to get advice from an appropriate technical source such as a filter vendor or service company about whether and how to make adjustments to their use or filtration of OWASA water during March. With chlorine disinfection in March, OWASA expects that the pH of its drinking water at the treatment plant will be 7.1 to 7.3, compared to the pH of 8.1 to 8.3 in months with chloramine disinfection.

OWASA will resume the use of chloramines for disinfection on April 1, 2010.

Customers are invited to contact OWASA with any questions or comments about the use of chlorine in March, the characteristics of OWASA drinking water, etc.

Background information regarding disinfection with chloramines

In January, 2002, OWASA began using chloramines to disinfect drinking water. Disinfection with chloramines has improved the taste and odor and the overall quality of drinking water by reducing the levels of certain disinfection byproducts (please see additional information below). Before 2002, OWASA used chlorine in the form of sodium hypochlorite (bleach) for disinfection.

OWASA made the change from chlorine to chloramine disinfection in 2002 in order to reduce the levels of certain disinfection byproducts which may be harmful at high levels over a lifetime. The disinfection byproducts, which result from the chemical reaction of chlorine with organic material, are called trihalomethanes (THMs) and haloacetic acids (HAAs). Small particles of organic material are naturally present in the water from lakes.

In the Triangle region, water utilities including OWASA, the City of Durham, the City of Raleigh and the Town of Cary use chloramines for disinfection except for one month of the year (March or a similar period), under normal conditions.

For more information:

Rachel Monschein, Water Treatment Plant Laboratory Supervisor, 537-4227; rmonschein@owasa.org

Ken Loflin, Water Supply and Treatment Manager, 537-4232; kloflin@owasa.org

Orange Water and Sewer Authority
400 Jones Ferry Road, Carrboro, NC 27510
phone: (919) 968-4421; fax: (919) 968-4464
e-mail: webmaster@owasa.org; web site: www.owasa.org

This email is sponsored by: Environment, Health and Safety

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Wednesday, March 10, 2010 9:31 AM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Message from the Chancellor: Provost Announcement

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Dear Carolina community:

I know that it's spring break and you likely won't get this email until next week, but I wanted to let you know that we have a new Executive Vice Chancellor and Provost. I'm thrilled to tell you that Bruce Carney, our current interim provost, has agreed to take the position permanently. The appointment is pending approval by the Board of Trustees later this month.

As you know, the search committee brought three excellent candidates to campus for public lectures and Q&A. But ultimately, there just wasn't a match. Rather than reopening the search, we prevailed upon Bruce to stay in his role. When he took on the interim role, he had made it clear that he wasn't interested in the position permanently. But fortunately for us, he was willing to reconsider. Not only has he come to enjoy the job, but we've come to rely on him. He's done an outstanding job, and appointing him allows us to continue moving forward without skipping a beat.

Through the years Bruce, who is the Samuel Baron Distinguished Professor of Physics and Astronomy, has held a number of key leadership roles at Carolina. Most recently he was interim dean of the College of Arts and Sciences. He also has been associate dean, overseeing a dozen academic departments and programs in the sciences. He's been a member of the faculty since 1980.

The executive vice chancellor and provost has a big job, overseeing all academic operations, including 13 schools and the College of Arts and Sciences, the University Library, a variety of centers and several cultural and educational units. And Bruce has clearly shown he's up to the task.

I want to thank the search committee. National searches are hard work, and they are a big investment of time. In this case, we found our best candidate right here.

Please join me in congratulating Bruce.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: Human Resources <hr@unc.edu>
Sent: Thursday, March 11, 2010 11:31 AM
To: Managers & Supervisors <mgr-list@listserv.unc.edu>
Subject: [mgr-list] Employee Assistance Program Webinars for Managers & Supervisors
Attach: 0309_eap-webinar.pdf

FROM: Brian Usischon, Benefits Services
Office of Human Resources

You are receiving this email because you are listed as a manager or supervisor in HR systems.

The University has contracted with the Deer Oaks Employee Assistance Program to provide the University community with expanded support services. Deer Oaks will offer a special manager and supervisor webinar on the last three Wednesdays in March to help orient you to the services available to you and your staff. You can attend any of the seminars right from the convenience of your desk (content is the same for all seminars). Deer Oaks is providing webinars on the following dates and times.

Wed, Mar 17, 9-10 a.m.
Wed, Mar 17, 1-2 p.m.
Wed, Mar 17, 3-4 p.m.

Wed, Mar 24, 9-10 a.m.
Wed, Mar 24, 1-2 p.m.
Wed, Mar 24, 3-4 p.m.

Wed, Mar 31, 9-10 a.m.
Wed, Mar 31, 1-2 p.m.
Wed, Mar 31, 3-4 p.m.

You must register in advance of the session to attend a webinar. To register, click on the date and time within the attached Deer Oaks flyer. You will be sent a confirmation of your registration and information about how to log in for the session you have registered for. At the end of the webinar, you will be asked to voluntarily participate in a survey about the EAP program.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Thursday, March 11, 2010 1:36 PM
To: Mutima@mxp0.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

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at the ackland

Art after Dark

Friday, March 12
Museum open until 9:00 PM

Join us this Friday during our special evening hours. Have a drink with friends, take part in a gallery talk, enjoy music from DJ Misty Touch, and of course - take in the art!

DJ Misty Touch | 5:00 - 6:00 PM and 7:00 - 8:30 PM
Sarah Carrier (DJ Misty Touch) is a graduate student at The University of North Carolina at Chapel Hill. A veteran club and radio DJ, Misty Touch got her start at UNC-Chapil Hill's student-run radio station, WXYC.

Gallery Talk | 6:00 - 6:30 PM
With Director of External Affairs Amanda Hughes.

Free | Cash bar (beer and wine)

DRAWING IN THE GALLERIES

Saturday, March 13

DRAWING IN THE GALLERIES

10:00 AM - 12:00 PM

Join the Ackland's Amanda Hughes for drawing in the Ackland galleries. Bring paper and dry media (crayon, pencils, etc.). All levels are welcome. Free.

DRAWING FOR KIDS

Saturday, March 13

DRAWING FOR KIDS

10:00 AM - 12:00 PM

Nine- to twelve-year-olds practice techniques like contour drawing, linear perspective, shading, and drawing people. Materials provided.

Registration required and limited - to register, call 919.966.5736
Free to members | $5 non-members

Art & Literature in the Galleries

Thursday, March 18 | 7:00 - 8:30 PM

Start reading now for Art & Literature in the Galleries! This program connects works of literature with art on display in the Ackland. Next week's selection is ***The Tribunal: Black Responses to John Brown***, edited by Zoe Trodd, which will be discussed in connection with the exhibition Jacob Lawrence and The Legend of John Brown. Trodd, editor of the book and Post-Doctoral Fellow in Southern Studies at the Center for the Study of the American South, will facilitate the discussion with Leslie Balkany.

Registration required

IN THE GALLERIES:

Color Balance
Paintings by Felrath Hines

Jacob Lawrence
and The Legend of John Brown

And a dozen more galleries filled with art and ideas!

COMING SOON:

Tuesday, March 16
Yoga in the Galleries
12:00 - 1:00 PM

Thursday, March 18
Curators Clinic
1:00 - 4:00 PM

Thursday, March 18
Art & Literature in the Galleries
7:00 - 8:30 PM

Sunday, March 21
Music in the Galleries
2:00 - 4:00 PM

Please visit our calendar for a full listing of special programming and events.

Free to members and high school students | $5 non-members

The Ackland celebrates the contributions of two of the most significant African American artists of the twentieth century: **Color Balance: Paintings by Felrath Hines** and **Jacob Lawrence and The Legend of John Brown** on view through May 9, 2010.

Color Balance: Paintings by Felrath Hines

Color Balance presents fourteen large-scale abstract paintings by Felrath Hines (1913-1993). In 2009, the artist's widow, Dorothy Fisher, donated a selection of his paintings to three North Carolina cultural institutions: the Ackland Art Museum at The University of North Carolina at Chapel Hill, the Nasher Museum of Art at Duke University, and the North Carolina Central University Art Museum. These luminous paintings are significant additions to the collections of each museum. The Ackland premieres the exhibition of these pieces, which will travel to the Nasher Museum of Art at Duke University and the NCCU Art Museum in 2010-2011.

Jacob Lawrence and The Legend of John Brown

One of "the most impassioned visual chroniclers of the African American experience," (*New York Times*, June 10, 2000) Jacob Lawrence (1917-2000) created a series of gouache paintings in 1941 to illustrate the life of abolitionist John Brown. More than thirty years later, because the fragile paintings were deteriorating, the Detroit Institute of Arts commissioned him to revisit the series. The result was a limited edition portfolio of twenty-two hand-screened prints. This year, in honor of the 150th anniversary of the raid on Harpers Ferry, the Ackland presents this outstanding series for the first time.

Promotional support provided by North Carolina Public Radio-WUNC. Public programming for* Jacob Lawrence and The Legend of John Brown *was supported by the N.C. Arts Council, a division of the Department of Cultural Resources, with funding from the National Endowment for the Arts.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-26584948-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Egon Schiele, Austrian, 1890-1918: *Seated Woman* (detail), 1918; black colored pencil drawing. Burton Emmett Collection.

Norman Kent, American, born 1903: *Young Boy Drawing* (detail), 1930; linoleum-cut print. Burton Emmett Collection.

T. M. Cleland, American: *Cover of* The Colophon (detail); woodcut. Burton Emmett Collection.

Felrath Hines, American, 1913 - 1993: *Escape*, 1989; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Felrath Hines, American, 1913 - 1993: *Aquatic Adventures*, 1993; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Jacob Lawrence, American, 1917 - 2000: *For forty years John Brown reflected on the hopeless and miserable condition of the slaves.*, no. 2 from *The Legend of John Brown*, 1977; color screenprint. Ackland Art Museum, Ackland Fund. (c) 2009 The Jacob and Gwendolyn Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York

Ackland Art Museum

The University of North Carolina at Chapel Hill

From:	bounce-26591138-26571151@listserv.unc.edu on behalf of Perry Hall <hallpa@email.unc.edu>
Sent:	Friday, March 12, 2010 1:54 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] David Pier's Job Talk
Attach:	DavidGPierFlyer.pdf

Dear Colleagues

Please Distribute

A presentation by:

David G. Pier

Assistant Professor of Music
at Santa Clara University
Specializing in African and Afro-American musics

Monday, March 15, 2010 1:00 p.m.

Kenan Music Building, Room 3029

Discover Our Land, Our Cultures:
Musical Tradition Brokers in Neoliberal Uganda

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

UNC
COLLEGE OF
ARTS & SCIENCES

"Discover Our Land, Our Cultures": Musical Tradition Brokers in Neoliberal Uganda

A presentation by:

David G. Pier

Assistant Professor of Music
at Santa Clara University
Specializing in African and Afro-American musics

Monday, March 15, 2010 1:00 p.m.

Kenan Music Building, Room 3029

From: nobody@notify.unc.edu on behalf of @dentistry.unc.edu
Sent: Sunday, March 14, 2010 8:19 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Health + Arts: Be involved! Triangle Dance Festival for AIDS

Students, Faculty, Staff: Want to be involved in a unique collaboration between the performing arts and public health? ...How will you contribute YOUR ideas? Want to be a part of highlighting best practices in the fight against HIV in NC and globally? What about celebrating a strong and vibrant Triangle arts community, in a professional, boundary-breaking performance environment? *Now* is the time to become a part of the Triangle Dance Festival for AIDS at UNC.

Now in its fifth year, the 2010 festival focuses on narratives of dignity, linking audiences in North Carolina to volunteer opportunities and benefiting direct-service HIV initiatives, including CHOAIDS in Haiti, ACRA (AIDS Community Residence Association) in Durham, NC, and HealthAlert in Uganda.

** Learn more below, or email @email.unc.edu (Health), @email.unc.edu (Arts), @dentistry.unc.edu (CFAR CODE Community Liaison), or call with questions. ** Contact us to get involved as an individual or as a GROUP, including: *Academic Departments, *Professional Organizations and Schools, *Fraternities/Sororities, *Student Groups, *Cultural, Health, and Service-oriented Organizations, and *Residence Halls. *** Special Initiatives Include Partnerships with & special access for *Housekeeping Staff *Cafeteria Staff Campus Wide and in UNC Hospital System. Contact @dentistry.unc.edu for details.

PARTNERS:
- World Renowned AFRICAN AMERICAN DANCE ENSEMBLE led by Chuck Davis, feat. Grammy-Nominated Lois Deloatch, POETIK MIC, Choreographers Dr. "Baba" Chuck Davis, Ava Lavonne Vinesett, Stafford Berry
- SOUTHERN HIGH SCHOOL DRUM LINE (!)
- Tony C. Johnson with HOPE / Balm in Gilead
- Duke's Defining Movement / DEFMO (!)
- UNC's Vietnamese Students Association
- UNC's Kamikazi Fusion Hip Hop
- UNC's Que Rico Latin Dance & CHiSPA
- UNC's OPEYO! & Black Student Movement
- UNC's MiscONcEption Hip Hop
- Duke's Raas, AWARD Winning Indian Dance Team
- UNC's Zankiliwa & OASIS
- Carolina Friends School "Heal The World" Dancers

***
HEALTH PARTNERS in Direct-Service HIV/AIDS organizations from throughout North Carolina and Globally, including:
- Advocates for Youth, Advocates for Planned Pregnancy NC, Voicing Wisdom, Campus Health Services, CAARE Inc., ACRA, CHOAIDS, GlobeMed and many more.

***
SPONSORING PARNTERS including:
- UNC GlobeMed, Carolina Performing Arts, UNC Center for AIDS Research, UNC Student Government, Diversity and Multicultural Affairs, UNC Campus Y

***

cfar-code.unc.edu/tdfa

This email is sponsored by: UNC Center for AIDS Research - Community Outreach, Dissemination, Education

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Travis Gore <stgore@email.unc.edu>

Sent: Monday, March 15, 2010 10:16 AM

To: Regester, Charlene B <regester@email.unc.edu>; McMillan, Tim <tjm1@email.unc.edu>; Hildebrand, Reginald F <hildebra@email.unc.edu>; Caldwell, Kia L <klcaldwe@email.unc.edu>; Hall, Perry A <HALLPA@email.unc.edu>; Kent, Adam S <akent@unc.edu>; Robert Porter @mindspring.com>; Janken, Kenneth R <krjanken@email.unc.edu>; Selassie, Bereket H <bselassi@email.unc.edu>; Karim-Sesay, Waithera <waithera@email.unc.edu>; Nzongola-Ntalaja, Georges <nzongola@email.unc.edu>; Seck, Mamarame <mseck@email.unc.edu>; Fhunsu, Donato <dfhunsu21@unc.edu>; Lambert, Michael C <mlambert@email.unc.edu>; Lee, Margaret Carol <leemc@email.unc.edu>; Mutima, Sinamenye A <smutima@email.unc.edu>; Julius E Nyang'oro <jen321@email.unc.edu>

Subject: Lunch today at 11:30am in Battle 109

Hi All--

Hope everyone had a nice break. This is just a reminder that there will be a faculty and staff lunch in the office today at 11:30am with David Pier.

Thanks

-Travis

From: bounce-26603171-26634068@listserv.unc.edu on behalf of Kia Lilly Caldwell <klcaldwe@email.unc.edu>

Sent: Monday, March 15, 2010 10:35 AM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] Newsletter Submissions

---

Hi All,
I hope everyone had a good spring break. Please remember to send your newsletter submissions today or sometime this week. They should be sent to Valeria (valeria@email.unc.edu) and I.

Thanks,
Kia
--
Kia Lilly Caldwell, Ph.D.
Assistant Professor Department of African & Afro-American Studies
CB 3395, 208 Battle Hall
UNC-Chapel Hill
Chapel Hill, NC 27599-3305 Phone: 919-962-0539
http://www.unc.edu/depts/afriafam

My publications are available at:
http://rutgerspress.rutgers.edu/acatalog/__Negras_in_Brazil_2674.html
http://www.palgrave-usa.com/catalog/product.aspx?isbn=0230619851

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Judith Benowitz <benowitz@email.unc.edu>
Sent: Monday, March 15, 2010 11:00 AM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: [Fwd: SWAH 101]: Official Title

Hi Dr. Mutima,

Please see June Blackwelder's inquiry below. I assume that we should go with whatever name the Registrar lists since our courses are supposed to have the same title as those on campus.

Cheers,

Judith

-------- Original Message --------
Subject: SWAH 101
Date: Mon, 15 Mar 2010 10:44:44 -0400
From: June Blackwelder <jgb@email.unc.edu>
To: Judith Benowitz <benowitz@email.unc.edu>

Judith,
We're proofing SWAH 401, and I looked up the course description in the Undergrad Bulletin and noticed that the title used there for all SWAH courses is "Kiswahili I" or II or III, etc. The Registrar's site seems to use that also. Should we make that change?
June

--
Judith Benowitz
Program Development Specialist
The Friday Center for Continuing Education
UNC at Chapel Hill
CB #1020
Chapel Hill NC 27599
tel: 919-962-6302
fax: 919-962-5549

****
"May the forces of evil become confused on the way to your house."

George Carlin

From:	triwideafs-owner@lists.ncsu.edu on behalf of Kia Lilly Caldwell <klcaldwe@email.unc.edu>
Sent:	Monday, March 15, 2010 11:20 AM
To:	afam@listserv.unc.edu; Triangle Wide Collaborative <triwideafs@lists.ncsu.edu>; Christen B'anca Glenn <cbglenn@email.unc.edu>
Subject:	[triwideafs] TOMORROW: Events with SNCC Veterans
Attach:	baker-flier-final.pdf; Intolerable-flyer02.pdf

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*Screening of "The Intolerable Burden," a film about the resegregation of U.S. public schools, followed by discussion with Constance Curry, the film's producer
Tuesday, March 16
12:00 - 2:00 pm
Toy Lounge (4th floor of Dey Hall)
UNC-Chapel Hill*

*Women of SNCC: Civil Rights Activism in the 1960s and Today
Tuesday, March 16
6:00 pm
Nelson Mandela Auditorium, Global Education Center, UNC-Chapel Hill *

Come hear three women veterans of the Student Non-Violent Coordinating Committee (SNCC) speak about their experiences as civil rights activists in the 1960s and the ongoing movement for social justice and racial equality.

Speakers:
Constance Curry is the author of the book /Silver Rights/ and the producer of the film, /The Intolerable Burden/
Efia Nwangaza is an attorney and the director of the Afrikan-American Institute for Policy Studies and Planning in Greenville, SC
Theresa El-Amin is the founder of the Southern Anti-Racism Network

Organized by the Department of African & Afro-American Studies
Co-sponsored by the Black Student Movement, Center for the Study of the American South, History Department, Institute for African American Research, Institute for Arts and Humanities, the Sonja Haynes Stone Center for Black History and Culture, UNC Chapter of the NAACP, and the Women's Studies Department.

For online information, see http://womenofsnccspeakout.web.unc.edu/

--
Kia Lilly Caldwell, Ph.D.
Assistant Professor
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CB 3395, 208 Battle Hall
UNC-Chapel Hill
Chapel Hill, NC 27599-3305
Phone: 919-962-0539
http://www.unc.edu/depts/afriafam

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Third Annual Sites of Struggle Symposium

Women of SNCC:

Civil Rights Activism in the 1960s and Today

Tuesday March 16, 2010
6:00 p.m.

FedEx Global Education Center
Nelson Mandela Auditorium

Come hear three women veterans of the Student Non-Violent Coordinating Committee (SNCC) speak about their experiences as civil rights activists in the 1960s and the ongoing movement for social justice and racial equality.

Constance Curry, the author of the book Silver Rights and the producer of the film The Intolerable Burden.

Ella Nwangaza, an attorney and the director of the Afrikan-American Institute for Policy Studies and Planning in Greenville, SC.

Theresa El-Amin, the founder of the Southern Anti-Racism Network.

Email [redacted] @email.unc.edu for more information

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

The Ella Baker Tour Comes to UNC

Organized by the Department of African & Afro-American Studies.

Co-sponsored by the Black Student Movement, Center for the Study of the American South, History Department, Institute for African American Research, Institute for the Arts and Humanities, the Sonja Haynes Stone Center for Black Culture and History, UNC Chapter of the NAACP, and the Women's Studies Department.

This event is free and open to the public. Limited parking is available in the garage below the Global Education Center.

Come See!

UNC's Department of African and Afro-American Studies proudly presents:

The Intolerable Burden

The Carter children
Drew, Mississippi 1965

A film about the desegregation and resegregation of US public schools.

Directed by Chea Prince and produced by Constance Curry

Tuesday, March 16th @ 12:00 p.m.

Toy Lounge, 4th floor Dey Hall

UNC campus

Come see the film and speak with the producer, Constance Curry!

From:	bounce-26603919-26634068@listserv.unc.edu on behalf of Kia Lilly Caldwell <klcaldwe@email.unc.edu>
Sent:	Monday, March 15, 2010 11:48 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] TOMORROW: Events with SNCC Veterans
Attach:	baker-flier-final.pdf; Intolerable-flyer02.pdf

Colleagues,
Please invite your students to attend the events that will take place with SNCC veterans tomorrow. Two of the speakers, Connie Curry and Theresa El-Amin, wrote an op-ed piece for the Herald Sun. It is available at:
http://www.heraldsun.com/view/full_story/6712936/article-Jim-Crow-then--Jim-Crow-today-?instance=columnists

Best,
Kia

*Screening of "The Intolerable Burden," a film about the resegregation of U.S. public schools, followed by discussion with Constance Curry, the film's producer
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For online information, see http://womenofsnccspeakout.web.unc.edu/

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My publications are available at:
http://rutgerspress.rutgers.edu/acatalog/__Negras_in_Brazil_2674.html
http://www.palgrave-usa.com/catalog/product.aspx?isbn=0230619851

--
Kia Lilly Caldwell, Ph.D.
Assistant Professor Department of African & Afro-American Studies
CB 3395, 208 Battle Hall
UNC-Chapel Hill
Chapel Hill, NC 27599-3305 Phone: 919-962-0539
http://www.unc.edu/depts/afriafam

My publications are available at:
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http://www.palgrave-usa.com/catalog/product.aspx?isbn=0230619851

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, March 15, 2010 4:48 PM
To: Mutima@mxp1.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

---

at the ackland

Yoga in the Galleries

Tuesday, March 16 | 12:00 - 1:00 PM

Namaste! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland. Yoga mats and cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended. Sessions led by Joanne Marshall. Beginners are welcome.

Registration recommended | Free to members, $5 non-members

Curators Clinic

Thursday, March 18 | 1:00 - 4:00 PM

Every other month, the Ackland invites the public to bring in a work of art for consideration by an Ackland expert. While Ackland staff is unable to appraise works of art, curators may offer insight into the significance of the piece as well as the techniques used by the artist, condition, and subject matter. Only one work per person allowed. Please call 919.843.3677 to make an appointment.

Registration required | Free to members | $10 non-members

Art & Literature in the Galleries

Thursday, March 18 | 7:00 - 8:30 PM

Start reading now for Art & Literature in the Galleries! This program connects works of literature with art on display in the Ackland. This week's selection is ***The Tribunal: Black Responses to John Brown***, edited by Zoe Trodd, which will be discussed in connection with the exhibition Jacob Lawrence and The Legend of John Brown. Trodd, editor of the book and Post-Doctoral Fellow in Southern Studies at the Center for the Study of the American South, will facilitate the discussion with Leslie Balkany.

Registration required
Free to members and high school students | $5 non-members

KIBERA ILLUMINATED

Thursday, March 18 and Friday, March 19 | 6:00 - 10:00 PM

In collaboration with Carolina for Kibera (CFK), the Students for CFK, and Student Friends of the Ackland, the Ackland is pleased to host the exhibition *Kibera Illuminated: Lives in East Africa's Largest Slum*, an outdoor evening installation showcasing photographs taken by adolescent girls living in Kibera, the largest slum in East Africa. Carolina for Kibera is an affiliated entity of UNC-Chapel Hill based at the Center for Global Initiatives that inspires and nurtures youth leaders in Kibera, Kenya, through a unique model of participatory

IN THE GALLERIES:

Color Balance
Paintings by Felrath Hines

Jacob Lawrence
and The Legend of John Brown

And a dozen more galleries filled with art and ideas!

COMING SOON:

Thursday, March 25
Thursday Talks
with Peter Filene
6:00 PM

Sunday, March 28
Family Fun Tours
1:15 PM

Please visit our calendar for a full listing of special programming and events.

development. Kibera is often portrayed in the media as a sprawling slum plagued by unemployment, HIV/AIDS, endemic poverty, and violence. While Kibera's challenges are real, there are young people in Kibera ready to lead with ambition and compassion. With no formal training and simple point-and-shoot cameras, a team of girls from Carolina for Kibera's Binti Pamoja Program set out to capture images of Kibera as they see it. *Kibera Illuminated* presents these singular images, allowing the viewer to encounter East Africa's largest slum through the unique perspective of these amazing young women. *Kibera Illuminated* will be on display on the front lawn of Ackland during the evenings of Thursday, March 18 and Friday, March 19. There will be a reception at 6:00 PM both nights featuring Kenyan-inspired food and speakers from Carolina for Kibera sharing their approach to community development and the power of participatory photography. Both evenings, the Museum will remain open until 8:00 PM. Selected photographs from the exhibition are included in the book *LightBox: Expressions of Hope From Young Women in the Kibera Slum of Nairobi*, which will be available for sale.

Sunday, March 21 | 2:00 - 4:00 PM

Every third Sunday of the month, enjoy free music in the Ackland galleries. A wide variety of performers can be found - from classical quartets to live DJs - to enhance your museum experience. This Sunday, enjoy the music of the **UNC Woodwind Quintet**, a prestigious group of undergraduate players featuring Katie Stuwe (flute), Stephen Rouse (oboe), Andy Warwick (clarinet), Caresse Bridge (french horn), and Jessica Kunttu (bassoon). They will be performing a number of works ranging from the classical to the modern, including quintets by Anton Reicha and Malcolm Arnold's *Three Sea Shanties*.

Free

HANES VISITING ARTIST OLIVER HERRING

Gerrard Hall
Saturday, March 20 | 5:00 - 11:00 PM

German-born experimental artist Oliver Herring will lead a free public "TASK" party, an event with a simple structure and few rules in which people are invited to express and test their own ideas. Participants write down tasks on pieces of paper and add them to a pool; people then pull random tasks from the pool and interpret them in any way they want, using whatever props and materials are available. Herring provides items that may include cardboard, plastic bags, pencils, tables, plastic wrap, tape, markers, or ladders. New tasks are then written down and performed, and the process goes on. The open-ended structure creates opportunities for people to interact with one another and their environment. His work has been shown at the Museum of Modern Art, the Solomon R. Guggenheim Museum, the New Museum of Contemporary Art in New York, and the Hirshhorn Museum and Sculpture Garden in Washington, DC.

Free

The Ackland celebrates the contributions of two of the most significant African American artists of the twentieth century: **Color Balance: Paintings by Felrath Hines** and **Jacob Lawrence and The Legend of John Brown** on view through May 9, 2010.

Color Balance: Paintings by Felrath Hines

Color Balance presents fourteen large-scale abstract paintings by Felrath Hines (1913-1993). In 2009, the artist's widow, Dorothy Fisher, donated a selection of his paintings to three North Carolina cultural institutions: the Ackland Art Museum at The University of North Carolina at Chapel Hill, the Nasher Museum of Art at Duke University, and the North Carolina Central University Art Museum. These luminous paintings are significant additions to the collections of each museum. The Ackland premieres the exhibition of these pieces, which will travel to the Nasher Museum of Art at Duke University and the NCCU Art Museum in 2010-2011.

Jacob Lawrence and The Legend of John Brown

One of "the most impassioned visual chroniclers of the African American experience," (*New York Times*, June 10, 2000) Jacob Lawrence (1917-2000) created a series of gouache paintings in 1941 to illustrate the life of abolitionist John Brown. More than thirty years later, because the fragile paintings were deteriorating, the Detroit Institute of Arts commissioned him to revisit the series. The result was a limited edition portfolio of twenty-two hand-screened prints. This year, in honor of the 150th anniversary of the raid on Harpers Ferry, the Ackland presents this outstanding series for the first time.

Promotional support provided by North Carolina Public Radio-WUNC. Public programming for* Jacob Lawrence and The Legend of John Brown *was supported by the N.C. Arts Council, a division of the Department of Cultural Resources, with funding from the National Endowment for the Arts.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-26606797-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Indian, Central, 11th to 12th century: *Ganesha* (detail); sandstone sculpture. Gift of Clara T. and Gilbert J. Yager in honor of Dr. Charles Morrow and his wife, Mary Morrow, for their many contributions to the University and to the Ackland Art Museum during his term as Provost.

T. M. Cleland, American: *Cover of* The Colophon (detail); woodcut. Burton Emmett Collection.

Oliver Herring: *TASKTOPIA*, 2009; Saratoga Springs, New York. Photo by Peter Krashes.

Felrath Hines, American, 1913 - 1993: *Escape*, 1989; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Felrath Hines, American, 1913 - 1993: *Aquatic Adventures*, 1993; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Jacob Lawrence, American, 1917 - 2000: *For forty years John Brown reflected on the hopeless and miserable condition of the slaves.*, no. 2 from *The Legend of John Brown*, 1977; color screenprint. Ackland Art Museum, Ackland Fund. (c) 2009 The Jacob and Gwendolyn Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of residency@unc.edu
Sent: Monday, March 15, 2010 8:19 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: NC Residency for Tuition Filing Periods

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****IMPORTANT****

New Residence Application Filing Periods

If you are currently not classified as a resident for tuition purposes and want to apply for the in-state tuition benefit, please file by the listed dates below. If you have been classified as a resident by your admission office, you do not need to reapply unless you have a change in status to report.

Summer I Session 2010 - please file your application with the appropriate admissions office by 5 p.m. June 15, 2010 (last day of exams).

Summer Session II 2010 - please file your application with the appropriate admissions office by 5 p.m. July 23, 2010 (last day of exams).

Military Benefit - please submit the required application and supporting documentation to the appropriate admission office no earlier than 30-days prior to the term for which you are applying, but no later than the first day of classes for that term. Applications submitted later than the first day of class will not be accepted until the next enrolling term.

Teacher Benefit - please submit the required application and supporting documentation to the appropriate admission office no earlier than 30-days prior to the term for which you are applying, but no later than the first day of classes for that term. Applications submitted later than the first day of class will not be accepted until the next enrolling term.

UNC Employee Dependent/Spouse Benefit - please provide a letter from your HR certifying official verifying UNC or UNC Hospital full-time, permanent employment to the appropriate admission office no earlier than 30-days prior to the term for which you are applying. Employment must be in effect on the first day of class for this benefit to be granted.

Residency applications for an expired term are not accepted.

This notice supersedes any different information about filing periods in University publications and websites and on the residency form itself. If you have questions about the residency application process, please ask your admissions officer for more information.

This email is sponsored by: Office of University Registrar

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of amessina@med.unc.edu
Sent:	Monday, March 15, 2010 8:45 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Research Study For Healthy Individuals

---

Are you a generally healthy person without significant medical problems?
Would you like to participate as a healthy subject in a research study?
If you answered yes to the above questions, you may qualify as a healthy subject for a research study. The study involves completing a short survey and $10.00 in compensation. To learn more about this study and/or see if you qualify to participate, call or email Ashley Messina at (919)966-0147 or amessina@med.unc.edu. Please use HEALTHY CONTROL STUDY as the subject line of the email.

Study Title: Partner Burden in Irritable Bowel Syndrome (IRB#08-1698)
This message was approved by the UNC Biomedical Institutional Review Board on 3/10/2010

This email is sponsored by: Medicine-GI

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of cziefle@med.unc.edu
Sent: Monday, March 15, 2010 9:43 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Volunteers Needed for GERD (Gastroesophageal Reflux Disease) Research Study

---

Do you still have symptoms of GERD (Gastroesophageal Reflux Disease) even though you're taking a PPI (proton pump inhibitor)?

If you are a male or female between the ages of 18 and 70 who is on daily PPI treatment (like Nexium, Prilosec or Prevacid) but are still experiencing symptoms of GERD, you may be eligible for a research study to find out if an investigational drug is effective in treating GERD when added to the normal treatment with PPIs.

If you are interested in learning more about this study, please call 966-4591 or e-mail cziefle@med.unc.edu.

UNC Office of Human Research Ethics - Biomedical IRB

IRB Study #: 09-1897 (A randomized, double-blind, placebo controlled, multi-centre phase IIb dose finding study to assess the effect on GERD symptoms, safety and tolerability during four weeks treatment with AZD3355 in doses 60 mg, 120 mg, 180 mg and 240 mg bid as add-on treatment to a PPI in patients with GERD that are partial responders to PPI treatment)

Approval Date: January 4, 2010

This email is sponsored by: Center for Esophageal Diseases and Swallowing

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of gang@email.unc.edu
Sent:	Monday, March 15, 2010 10:03 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Seeking Korean Participants (ages 21-60)

Are you Korean and between 21-60 years of age?

Then you may be eligible to participate in a research study to help us learn about risk factors for hypertension and arterial stiffness.

Participation in the study will take approximately 2hours.

We will ask you to complete questionnaires about your general health, stress, coping, and emotions.
And we will:
1. Take your height, weight, and blood pressure.
2. Place small sensors on your skin to determine your arterial pulse and measure the electrical activity of your heart (EKG).
3. Provide you with $30 in cash.

There are no needles or blood draws!

For more information, please call or email: Jeongok Logan, MSN, RN (919-621-3799, gang@email.unc.edu)

Support for this project is provided by National Research Service Award (NRSA), National Institute of Health (NIH), and the Biobehavioral Laboratory at
the University of North Carolina at Chapel Hill

This study was approved by the Public Health-Nursing IRB on March, 15, 2010 (The IRB approval number: 09-1431)

This email is sponsored by: UNC at Chapel Hill

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Judith Benowitz <benowitz@email.unc.edu>
Sent: Tuesday, March 16, 2010 8:14 AM
To: Alphonse Mutima <smutima@email.unc.edu>
Cc: June Blackwelder <jgb@email.unc.edu>
Subject: Re: [Fwd: SWAH 101]: Official Title

Thanks for the interesting clarification of the names, Alphonse. We'll
make the appropriate change.

Judith

Alphonse Mutima wrote:
>
> Dear June:
>
> Many universities around the world use the word"Swahili" for the
> language but in reality it is a misnomer."Kiswahili"means the language
> while "Waswahili" means the people who speak Kiswahili.We should use
> the title "Kiswahili 401"since we are talking about the language.
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> Best.
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>> Hi Dr. Mutima,
>>
>> Please see June Blackwelder's inquiry below. I assume that we should
>> go with whatever name the Registrar lists since our courses are
>> supposed to have the same title as those on campus.
>>
>> Cheers,
>>
>> Judith
>>
>> -------- Original Message --------
>> Subject: SWAH 101
>> Date: Mon, 15 Mar 2010 10:44:44 -0400
>> From: June Blackwelder <jgb@email.unc.edu>
>> To: Judith Benowitz <benowitz@email.unc.edu>
>>
>>
>>
>> Judith,
>> We're proofing SWAH 401, and I looked up the course description in
>> the Undergrad Bulletin and noticed that the title used there for all
>> SWAH courses is "Kiswahili I" or II or III, etc. The Registrar's
>> site seems to use that also. Should we make that change?
>> June
>>
>>
>>
>

--
Judith Benowitz
Program Development Specialist
The Friday Center for Continuing Education
UNC at Chapel Hill
CB #1020

Chapel Hill NC 27599
tel: 919-962-6302
fax: 919-962-5549

****
"May the forces of evil become confused on the way to your house."

George Carlin

From: nobody@notify.unc.edu on behalf of @email.unc.edu
Sent: Tuesday, March 16, 2010 8:19 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Survey About Managing Music across Multiple Devices

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Survey About Managing Music across Multiple Devices

We are conducting a research study about music management and are looking for people to take an online survey about experiences in managing, organizing, and synchronizing digital music across multiple devices.

The survey will take about 10 minutes to complete and we appreciate your time.

To participate, you must:

Be at least 18 years old.

* Own and use a digital music player (computer or mobile media device such as an mp3 player)
* Own and use digital music

Here is the link to the survey:
http://uncodum.qualtrics.com/SE?SID=SV_0xPwz874WnbtILW&SVID=Prod

This study has been approved by the UNC Institutional Review Board, study #10-0396

The principle investigator of this study is The advisor for this study is: Robert Capra, Ph.D, in the UNC School of Information and Library Science.

This email is sponsored by: School of Information and Library Science

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From:	bounce-26619632-26704594@listserv.unc.edu on behalf of Ryan Greenway <Greenway@unc.edu>
Sent:	Wednesday, March 17, 2010 10:06 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] Important - Annual Report open for faculty (changes, instructions, & deadlines announced)

This message is being sent to all faculty in the College of Arts and Sciences with a copy to unit chairs/directors and administrative managers.

***

The College Annual report system is now open for faculty to summarize their activities and accomplishments. To make the information reporting process easier and more efficient for faculty, chairs and administrators, we have streamlined the annual report survey tool by editing or removing some questions and by asking faculty to upload their full curriculum vitae.

All faculty in the College of Arts and Sciences are required to prepare for their department or curricula an annual report of some of your activities and accomplishments for the period May 1, 2009 to April 30, 2010. These reports are used for a variety of assessment and evaluation purposes within your units, but they are also an important component of the units' required report to the College of Arts and Sciences.

The deadline for completing your report for this year is **April 16, 2010**.

Stewardship:

You may also be prompted to complete a tab labeled "Stewardship." This section is included if you have received funding from private sources.

The Arts and Sciences Foundation produces letters to donors on the use of these funds. These reports benefit your department and the College of Arts and Sciences in future fund-raising efforts.

If you have questions about the Stewardship section, please contact one of the following staff members at the Arts & Sciences Foundation: Del Helton, del.helton@unc.edu, 962-8216, Jim Magaw, jim.magaw@unc.edu, 962-6123, or Joanna Cardwell, joanna.cardwell@unc.edu, 962-8342.

Please note that your contributions last spring helped the Arts and Sciences Foundation produce nearly 600 letters to our generous College donors. This annual "stewardship report" explains how the fund was used and includes information about the fund's investment performance. Donors often respond with a thank-you note in appreciation.

We very much appreciate your assistance with another round of outstanding stewardship letters.

INSTRUCTIONS FOR ACCESSING THE ANNUAL REPORT SYSTEM AND STEWARDSHIP

1) https://apps1.oasis.unc.edu/car/

2) Login with your onyen and onyen password

3) You can access the Stewardship system through a tab on the Annual Report.

*The system also allows access to previous years' responses.

Your Onyen

Website: http://onyen.unc.edu

Your ONYEN is the first part of your email address, e.g. for an email address of jdoe@email.unc.edu your ONYEN is "jdoe" without the quotes.

If you lose or forget your ONYEN password, you can get a new one by taking your UNC One Card (or another picture ID) to IT Response Center at Wilson Library suite 300. It is not possible to recover your old password. For security reasons, you can get a new password only with a picture ID.

If you have forgotten your ONYEN you may look it up by selecting the "Forgotten Onyen" button and supplying your last name and your PID.

Annual Report Assistance

If you require additional help or have problems accessing or using the web site, please submit an Online Help Ticket to OASIS. Website: http://oasis.unc.edu/remedy

Policy questions should be directed first to your unit Chair/Director or Administrative Manager, followed by a Help Ticket to the Dean's Office at http://tinyurl.com/College-Annual-Report-Help.

Thank you.

_____

Ryan Greenway
Director of Systems Integration
Dean's Office, College of Arts & Sciences

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

From: Judith Benowitz <benowitz@email.unc.edu>
Sent: Wednesday, March 17, 2010 1:09 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: [Fwd: SWAH 101]: Official Title

Sure! The course is in the proofing stage, so it won't be long now
before you'll get the final proof to review and approve and then the
course will be printed and opened to new enrollments. Hurray--at long last!

Judith

Alphonse Mutima wrote:
> Thank you,Judith.
>
> Judith Benowitz wrote:
>> Thanks for the interesting clarification of the names, Alphonse.
>> We'll make the appropriate change.
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>> Judith
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>>>> Subject: SWAH 101
>>>> Date: Mon, 15 Mar 2010 10:44:44 -0400
>>>> From: June Blackwelder <jgb@email.unc.edu>
>>>> To: Judith Benowitz <benowitz@email.unc.edu>
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--
Judith Benowitz
Program Development Specialist
The Friday Center for Continuing Education
UNC at Chapel Hill
CB #1020
Chapel Hill NC 27599
tel: 919-962-6302
fax: 919-962-5549

****
"May the forces of evil become confused on the way to your house."

George Carlin

From:	nobody@notify.unc.edu on behalf of bbrady@email.unc.edu
Sent:	Wednesday, March 17, 2010 8:49 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Paid Brain Imaging Research Studies

We are currently recruiting healthy volunteer participants for magnetic resonance imaging (fMRI) studies of the neural mechanisms of attention and performance. Participants should be 18-30 years of age, with 20/20(or corrected-to-20/20) vision, and should have no known history of neurological injury or disease. Participants will be paid $10-20 per hour in studies ranging from 1-4 hours (depending on the study).

For further information, please contact the UNC Neuroimaging Lab:
(919)-843-4930 or @gmail.com

Department of Psychology at the University of North Carolina at Chapel Hill. This study has been approved by the UNC Behavioral Institutional Review Board (IRB) (study #09-0535; approved March 3 2010.

This email is sponsored by: UNC Cognitive Neuroimaging Lab

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of mary_norton@med.unc.edu
Sent: Wednesday, March 17, 2010 10:02 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Recruiting for Twin Study

This is a bilingual message. Please see below for Spanish.
Este es un mensaje biling|e. Por favor, vea abajo para el espaqol.

Are you or is someone you know expecting Twins?

The Early Brain Development in Twins Study is a research study at the University of North Carolina at Chapel Hill. We are currently recruiting women expecting twins for this study.

Participants receive:
- 2 free prenatal ultrasounds (once during the second and once during the third trimester)
- $50 for each prenatal ultrasound
- $50 per child for each postnatal visit (potential total of $600)
- Reimbursement for mileage and parking
- Free testing to determine/confirm your twins are identical or fraternal

We need your help! By participating in this study you will be helping improve our understanding about normal brain and cognitive development in twins. Please share this message with friends or family.

To learn more about this study please call Mary Norton (919) 966-9290 or (866) 849-0541 (Toll Free), or send an email to mary_norton@med.unc.edu with your name, phone number and times that you can be reached. This is a confidential study: we will not share your email address with anyone outside of the study. Visit our website at www.earlybrainresearch.org and click on "Twins" for more information.

The principal investigator for this study is John Gilmore, MD, UNC School of Medicine, Department of Psychiatry & co investigator, Honor Wolfe, MD, School of Medicine, Department of Obstetrics and Gynecology.

The Early Brain Development in Twins Study and this message have received approval from the UNC Bio Medical IRB on 3/14/08, Study #03-PSYCH-198.

Esta esperando gemelos? Conoce alguien que este esperando gemelos?

El Estudio del Desarrollo Temprano del Cerebro en Gemelos es un estudio de investigacisn realizado por la Universidad de Carolina del Norte en Chapel Hill. En la actualidad buscamos mujeres esperando gemelos para este estudio.

Las participantes reciben:
-2 ultrasonidos prenatales gratis (uno durante el segundo trimestre y uno durante el tercero trimestre)
-$50 para cada ultrasonido prenatal
-$50 para cada nino para cada visita postnatal (suma posible de $600).
-Reembolsamos lo gastos de viaje y estacionamiento
-Prueba gratis para determinar/confirmar si sus gemelos son identicos o fraternales

!Le necesitamos! Al participar en este estudio usted ayudara a mejorar nuestro entendimiento sobre el desarrollo normal y cognicisn del cerebro en gemelos. Por favor, comparte este mensaje con sus amigas y familia.

Si desea averiguar mas sobre el estudio, por favor llama Mary Norton (919) 966-9290 or llama gratis al (866) 849-0541 o envma un correo electrsnico a mary_norton@med.unc.edu con su nombre, nzmero de telifono y horarios en los que podemos contactarle. No compartiremos su direccisn de correo electrsnico con personas ajenas a esta investigacisn. Para obtener mayor informacisn, visita nuestro sitio en Internet www.earlybrainresearch.org y hace clic en "Twins."

El investigador principal de este estudio es John Gilmore, MD, Departamento de Psiquiatrma y Departamento de Obstetricia Ginecologma de la Escuela de Medicina, ambos pertenecientes a la Universidad de Carolina del Norte.

El estudio del Desarrollo Temprano del Cerebro en Gemelos y este mensaje fueron aprobados por la Junta de Revisisn Institucional de la Universidad de Carolina del Norte en Chapel Hill (UNC), estudio #03-PSYCH-198.

This email is sponsored by: Department of Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: bounce-26637827-26770908@listserv.unc.edu on behalf of Travis Gore <stgore@email.unc.edu>

Sent: Friday, March 19, 2010 3:33 PM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] [Fwd: Monday Panel: Folklore and African American Letters]

-------- Original Message --------
Subject: Monday Panel: Folklore and African American Letters
Date: Fri, 19 Mar 2010 14:10:02 -0400
From: Susan H. Irons <shirons@email.unc.edu>
To: Dana Di Maio <ddimaio@email.unc.edu>, Susan Harrell Irons <Susan_Irons@unc.edu>

"Talismans: Folklore and African American Literature"

Please join the Morgan Writer-in-Residence Program for a panel discussion on Monday, March 22 at 3:30 p.m. in Donovan Lounge (second floor Greenlaw).

2010 Morgan Writer-in-Residence Edward P. Jones, recipient of a Pulitzer Prize and National Book Award, will be present for the panel. Jones is author of _The Known World_.

Panelists
Randall Kenan
Writer and Associate Professor of English and Comparative Literature

Rebecka Rutledge Fisher
Assistant Professor of English and Comparative Literature
specializing in African American literature and literary theory

Bill Ferris
Joel R. Williamson Eminent Professor of History
Sr. Assoc. Director of the Center for the Study of the American South

Come and join the discussion. Open to the public.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Friday, March 19, 2010 8:44 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Teens/young adults with stomach aches needed for phone study

---

Many adolescents and young adults who suffer from chronic abdominal pain report food sensitivities; which may result in avoidance of certain foods. A research study at UNC investigates which foods teens avoid and what kind of symptoms these cause.

We are currently recruiting adolescents and young adults, ages 15-21, diagnosed with recurrent abdominal pain, Irritable Bowel Syndrome, functional abdominal pain, unexplained or idiopathic chronic abdominal pain by a physician to take part in this research study. You can take part in the study whether or not you avoid eating certain foods.

You will be asked to complete three daily food diaries over the phone as well as a questionnaire on eating and symptoms. No visits to UNC are required. You will receive $40 for completing the study. If you are interested in participating or would like more information, please contact:

Megan Squires
The UNC Center for Functional GI & Motility Disorders
megan_squires@med.unc.edu
(919) 843-9755

Biomedical IRB #: 09-1715
Approved 1/13/2010

This email is sponsored by: Department of Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Sunday, March 21, 2010 8:18 PM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: Campus migration to Microsoft Exchange

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TO: Faculty and staff
FROM: Larry D. Conrad, vice chancellor for information technology and chief information officer
DATE: March 22, 2010
SUBJECT: Campus migration to Microsoft Exchange

The UNC-Chapel Hill campus community has expressed the need for an improved, seamless, and integrated messaging and calendaring user experience with a more robust integration of mobile devices. In response, Information Technology Services (ITS) plans to migrate campus units currently using ITS' central e-mail service (@email.unc.edu) to a centrally supported Microsoft Exchange platform.

Microsoft Exchange is a robust solution that includes integrated e-mail and calendaring and is designed to provide anywhere access, deliver rock-solid PDA integration, improve quality of service and security and be more operationally efficient to deploy, manage and maintain. In addition, it provides an improved base for collaboration tools (such as SharePoint) and universal messaging (integration of multiple message forms, such as voice mail).

This transition provides a messaging and calendaring service under one central ITS-supported platform as strongly urged by the Carolina Counts initiative charged with implementing the Bain Report recommendations.

Another factor in the decision to change is that the Oracle Calendar will no longer be supported as of August 2010. Migration to a new e-mail and calendaring system is a complex undertaking. There are several challenges to accomplishing this, but we believe the benefits of providing a more robust platform for the campus far outweigh the migration effort. We plan to migrate all active Oracle Calendar users to the Exchange Calendar simultaneously in mid-October 2010. This mass migration will allow us to keep intact the `spider web' of connections associated with meetings.

E-mail migration will take place on a schedule chosen by the individual units. ITS will work with campus units to identify unit coordinators who will determine the e-mail transition timeline for their organization and act as the communication channel between ITS and the migrating unit. ITS and the unit coordinators will work together to facilitate the transition to the Exchange platform, clearly communicate the migration process and resolve challenges as they arise.

In March 2011, all remaining mail flow to the current central e-mail service will be stopped, and all new e-mail will be delivered to Exchange, so all units need to be transitioned by that date.

This month, ITS will complete its own migration to Exchange. The experience has been an overwhelmingly positive one and the knowledge we have gained will benefit other campus units as they transition to Exchange.

A Web site at www.unc.edu/Exchange has been created to provide additional information, resources and FAQs.

If you have any questions or concerns, please feel free to contact Kathy Kyzer who is coordinating the migration effort at kathy_kyzer@unc.edu.

This email is sponsored by: Information Technology Services

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, March 22, 2010 9:27 AM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: Review and Update Your Directory Information

---

It is very important that your information is correct in the online campus directory which is part of ConnectCarolina, the University's new integrated administrative system.

Because ConnectCarolina centralizes management of person information in one integrated system, any information in the directory is duplicated in all of the University's administrative systems (payroll, benefits, etc.).

The purpose of this email is to request that you check your addresses in the directory to ensure that the information is current and accurate. This request will be sent out to you on a quarterly basis.

You are requested to log-in to MyUNC (http://my.unc.edu) using your Onyen and password. Click on Update Personal Information to review and update your directory information, particularly your home and business addresses.

Your home and business addresses are explained below:

Home address: This is your "permanent" address; as such, your home address is the address where your benefits and tax forms (W-2, 1098T, etc.) will be sent. You can update your home address.

Business address: This is your University work address and, by virtue of University policy, is viewable by all. You can update your business address.

Privacy:
* Any new or updated home address will be designated private unless designated to be public by you. You can make this change in the directory by logging in through the MyUNC portal and clicking Update Personal Information.

If you need help using the online campus directory, please visit the Help Desk's online help documentation: http://help.unc.edu/5834 or contact the Help Desk at (919) 962-HELP (962-4357).

Your time and effort is appreciated.

This email is sponsored by: Information Technology Services

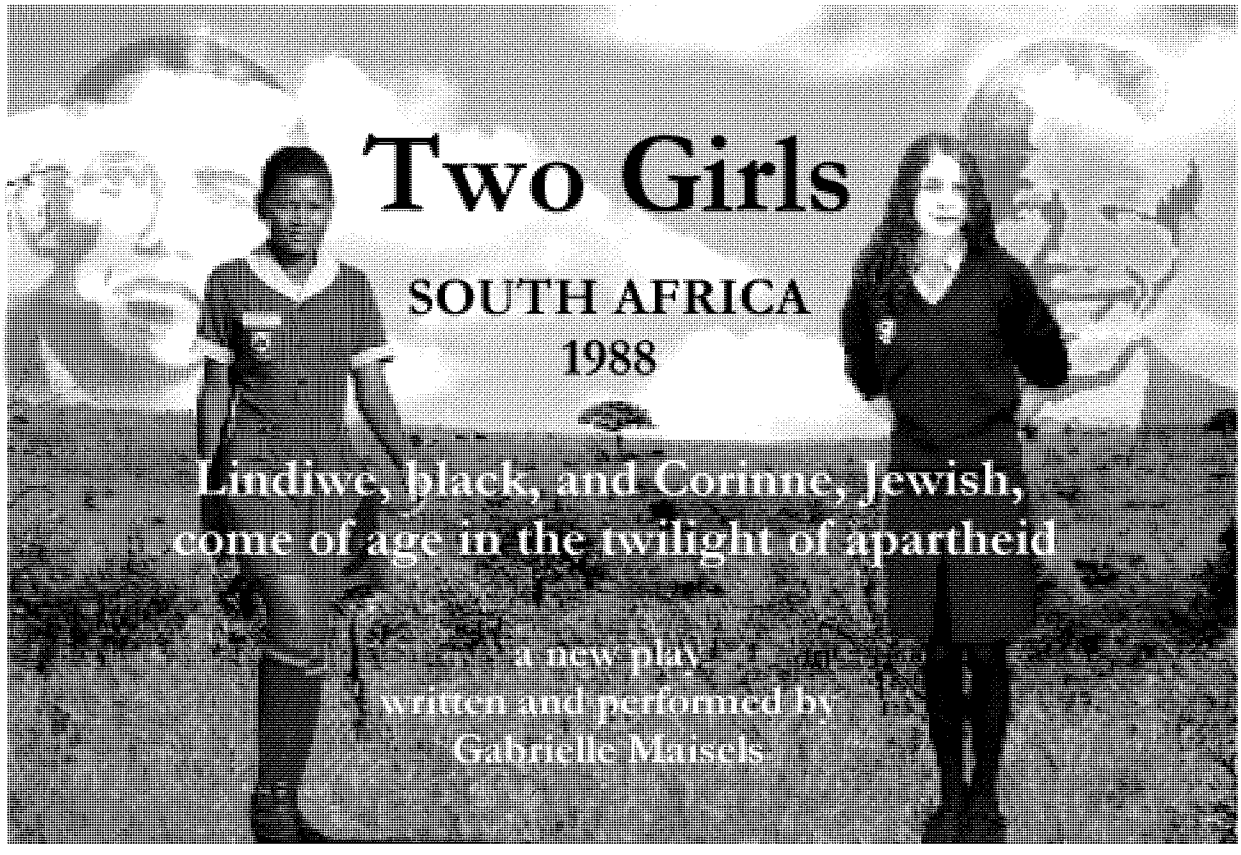

A FIRE DEPT. PRODUCTION

ABOUT THE PLAY:

The stage comes alive with Gabrielle Maisels' remarkable portrayal of two girls, Lindiwe, black, and Corinne, Jewish, struggling against injustice, determined to see change, not just for themselves, but for their country. As with the stories of Anne Frank, and child soldier Ishmael Beah, we see both trauma and fierce hope through the eyes of children. As the miracle of the first democratic election in 1994 gives way to political reality, the New South Africa dawns…and each girl must renew her fight for the dream that she envisioned.

ABOUT THE ACTOR/PLAYWRIGHT:

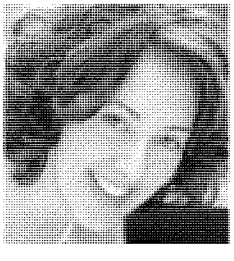

Gabrielle Maisels is the granddaughter of Israel Aaron Maisels, leader of the defense team that secured Nelson Mandela's acquittal in the Treason Trial of 1956-61. Gabrielle studied Political Theory at Harvard and Columbia, acting with Carol Fox Prescott, and playwriting with Matt Hoverman. Member of Actor's Equity. This is Gabrielle's playwriting debut.

the FIRE DEPT a new theater company

THEATERMANIA PRESENTS THE 2009 CAPITAL FRINGE AUDIENCE AWARDS

10 YEARS MITF MIDTOWN INTERNATIONAL THEATRE FESTIVAL The Sky's the Limit!

ARTISTIC NEW DIRECTIONS

PRAISE FOR *TWO GIRLS*:
"…Beautifully written, acted, so specific, funny, sweet, touching, heartbreaking, all that good stuff that we want from theater. Looking forward to a longer run, everybody needs to see this." - ***Eric Deskin***

"The whole performance and the writing are beautifully crafted. She brings tears to your eyes with humor and real tragedy but without a hint of sentimentality." – ***Michael Jeffrey***

"You refused to simplify the issues or the characters...and still somehow it ended up hopeful." - ***Jackie Kraemer***

"…To me the beauty of telling this story as a one woman show is its illustration that we all share the same inner spark . . . in a sense we *are* all just one person…" - ***Tammie Nelson***

PREVIOUS PERFORMANCES:
- Packer Collegiate High School, New York, NY (December 2009)
- Hunter College (CUNY), New York, NY (October 2009)
- Midtown International Theater Festival, New York, NY (July – August, 2009)
- Capital Fringe Festival, Washington, DC (July, 2009)
- Artistic New Directions, Works-in-Progress Series, New York, NY (June, 2009)
- Nuyorican Poets Café, Acoustic Theater Series, New York, NY (April, 2009)
- Artistic New Directions, Solo Works Festival, New York, NY (December, 2008)

ABOUT THE FIRE DEPT. THEATRE COMPANY:

THE FIRE DEPT is dedicated to creating work that cannot be replicated inside a television box or on a movie screen, work of visceral and heightened theatricality that not only entertains, but also wrestles with questions of importance to our society and our world. We believe in combining the rigor and structure of great narrative storytelling with the vitality of formal experimentation, and are committed to the development of new plays and theatre pieces, as well as vital re-interpretations of existing works. We utilize alternative as well as traditional theatre spaces, and hope to encourage dialogue among audiences of diverse cultural and socio-economic backgrounds, reaching out beyond the traditional theatre audience to address issues of relevance to the culture at large, igniting questions, sparking controversy, and responding to the urgency of our times. www.thefiredept.org

AUDREY ROSENBERG (Producer/Dramaturg), an actor, producer and dramaturg in theatre and film, is an Executive Producer on the documentary *By The People: The Election of Barack Obama* with Edward Norton's Class 5 Films, which premiered on HBO in November. In 2002, she co-founded the theater company The Art Party with Alan Cumming and Nick Philippou, where she served as Executive Director, and producer of its inaugural production of Genet's *Elle*. Audrey is a founder and Co-Artistic Director of THE FIRE DEPT Theater Company, which has developed and produced *SpeakEasy* at Joes' Pub at The Public Theater, *At War: American Playwrights Respond to Iraq* at The Bleecker Street Theatre, featuring David Strathairn, Bebe

Neuwirth, and a salon production of Anna Ziegler's *The Minotaur* with Campbell Scott, Jill Clayburgh, Mario Cantone.

JOEY BRENNEMAN (Director) is a director, actor, writer and producer. She has worked off-off Broadway, in regional theater, commercials, voice-overs and numerous educational films & videos. Joey has written and produced her own film and theater work in New York City, and is the co-founder of Above the Bridge, a playground for writers. She works as a teaching artist in and around NYC. Joey has two daughters and is married to actor Craig Waletzko.

PAMELA KUPPER (Lighting Designer) recently designed *Caesar and Cleopatra* and *23 Knives* (Clurman Theatre at Theatre Row), *The Magic of Christmas* (Carnegie Hall), and *Sherlock Solo* (Kirk Theatre at Theatre Row). She also designed *Pvt. Wars* (Gene Frankel Theatre) and *Crazy for the Dog* (Jean Cocteau Rep). Lighting Designer at the Sanford Meisner Theater, Stella Adler Conservatory, the Cherry Lane and many regional productions. Assistant Lighting Designer on *White Christmas, Coram Boy*, various other Broadway productions; resident events designer for Rockefeller Center.

CONTACTING US:
For all press interviews, or to schedule *Two Girls* at your venue/festival, contact:

Name: Gabrielle Maisels
Email twogirlstheplay@gmail.com
Tel.: 917 539 6895

From: cgi@unc.edu
Sent: Monday, March 22, 2010 4:17 PM
To: @gmail.com; cgi-funding@unc.edu; joanne_earp@unc.edu; jen321@email.unc.edu; smutima@email.unc.edu; @email.unc.edu
Subject: CGI Application Notification

Dear :

On behalf of the Center for Global Initiatives, I am very pleased to inform you that your Foreign Language and Area Studies application

The award is conditional and may be based on the verification of various factors.

To accept this award, please login to our online application system and accept or decline your award: http://gi-apps.unc.edu/appcenter.

If you accept your award, a CGI Program Officer will contact you regarding the administrative, accounting and reporting procedures associated with the award. In the meantime, if you have any questions regarding this notification, please do not hesitate to contact us.

NOTE: This is an award notification for an Academic Year 2010-2011 FLAS. The award is contingent upon funding and final approval from the U.S. Department of Education. Because our Center is in the process of preparing and submitting its Title VI grant application to the US Department of Education, we may not receive approval for FLAS funding until late August.

Congratulations on your award!

Sincerely,

Niklaus Steiner
Director, Center for Global Initiatives

From:	bounce-26653531-26845697@listserv.unc.edu on behalf of Julius Nyang'oro <jen321@email.unc.edu>
Sent:	Monday, March 22, 2010 4:35 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] Faculty Meeting March 25
Attach:	Faculty Meeting March 25.doc

Dear Colleagues:
I am calling a faculty meeting this Thursday 2-4 pm. I hate to call a meeting on a day when many of us teach but it is extremely important that we meet. I am attaching the agenda. The three really important things that we must deal with are:
1)Recruitment of David Pier
2)A visit by Deans Gil and Hartlyn
2)Graduate Program report.
Please make every effort to attend. As usual we will meet in the department's main office.
Best,
Julius

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

Department of African and Afro-American Studies
Faculty Meeting 3/25/2010, 2-4PM

Agenda

Agenda Item	Presenter	
Recruitment – Assistant Professor, Gender and African Studies	Perry Hall	
College of Arts and Sciences Annual Report	Julius Nyang'oro	
Upcoming events	Julius Nyang'oro	
I-9 Submissions	Adam Kent	
Presentation – Dean and Senior Associate Dean, College of Arts and Sciences	Karen Gil and Jonathan Hartlyn	
Graduate Studies Program Update	Perry Hall	

Notes:

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, March 22, 2010 4:58 PM
To: Mutima@mxp3.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

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at the ackland

William Christenberry

WILLIAM CHRISTENBERRY

FedEx Global Education Center
Wednesday, March 24 | 5:30 PM

The Ackland is honored to co-sponsor a visit to UNC-Chapel Hill by artist William Christenberry, who will present a free public lecture entitled *Southern Photography*. Considered by many to be one of the primary innovators of modern color photography, Christenberry is best known for his iconic work recording the passage of time in the Southern landscape. Of Christenberry, the writer Reynolds Price has said, "No piece of America has undergone so rapid a rise, high noon, and death as the rural Deep South. In a mere two hundred years, an entire civilization flourished and all but vanished. And no such spectacle has called forth a more eloquent witness and recorder than William Christenberry - eloquent and truthful and brilliantly witty."

This lecture is co-sponsored by The Center for the Study of the American South at UNC-Chapel Hill, UNC-Chapel Hill's Program on Folklore, UNC-Chapel Hill's Department of American Studies, and the Ackland Art Museum. Limited parking available in the Global Education Center's parking garage.

Free

Thursday Talks

Photography and Painting: A Mixed Marriage
Thursday, March 25 | 6:00 PM

Thursday Talks is a new program that brings artists, scholars, and art lovers together during the Ackland's Thursday evening hours. This Thursday will feature artist and professor Peter Filene discussing the complex relationship between painting and photography. Filene's photographs have been exhibited throughout North Carolina and as far away as Virginia and Florida. As a professor of American history at UNC-Chapel Hill, he won six teaching awards. He has published a novel and has hopes for his next one.

Free

Family Fun Tour

Sunday, March 28
1:15 PM

From Felrath Hines' luminous explorations of shape and color to Do-Ho Suh's sculpture *Floor* (made for viewers to walk upon), the Ackland is filled with art that will fascinate and inspire even the youngest visitor. Explore these works and more with a child you care about on a **Family Fun Tour** at the Ackland. These interactive gallery tours are led by Ackland educators and are designed for six- to twelve-year-olds and their families. Family Fun Tours are the perfect way to spend a Sunday afternoon with your children. Come explore with us!

IN THE GALLERIES:

Color Balance
Paintings by Felrath Hines

Jacob Lawrence
and The Legend of John Brown

And a dozen more galleries filled with art and ideas!

Please visit our calendar for a full listing of special programming and events.

Free | Walk-ins welcome

JEFFREY T. SCHNAPP, STANFORD UNIVERSITY
WORKSHOP AND PUBLIC LECTURE

FedEx Global Education Center

Tuesday, March 23

Jeffrey T. Schnapp is the Rosina Pierotti chair and professor of French and Italian and Comparative literature at Stanford University. He is also the founder and director of the Stanford Humanities Lab. Though primarily anchored in the field of Italian studies, Professor Schnapp has played a pioneering role in several areas of transdisciplinary research and led the development of a new wave of digital humanities work. His research interests extend from antiquity to the present, encompassing the material history of literature, the history of twentieth century architecture and design, and the cultural history of science and engineering.

Workshop: The Digital Humanities Manifesto
3:00 - 5:00pm | Room 3009
Professor Jeffrey T. Schnapp will meet with students and researchers and discuss his Digital Humanities Manifesto and the projects that he has developed at the Stanford Humanities Lab.

Lecture: The Statistical Sublime: Futurism and Numbers
5:30 - 7:00pm | Room 4003
Numbers have always been integral to poetry, from the quantitative metrics of ancient verse to Dante's definition of poetry as numeri regolati and beyond. Likewise, they have forever undergirded compositional principles in the visual arts with their golden sections and metaphysical ratios. Yet it is only in the 20th century that they move from the backstage out onto the catwalk of cultural communication. Futurism plays a decisive role in this shift, insisting from the outset that it will sing a world of human multitudes navigating a sea of that newest fruit of the contemporary physical and social sciences: statistics—statistics regarding productivity, mobility, opinion, speed. The Statistical Sublime sketches an overall portrait of number and mathematical notation in Futurist theory and practice, Italian and Russian. It tells the tale of how, extending Kant's mathematical sublime, Futurism enacts a détournement of the tools of the new positivist rationality. Reception to follow lecture.

Sponsors: The Center for European Studies, The Department of Romance Languages and Literatures, The Department of Communication Studies, The Interdisciplinary Program in Cinema, ScreenArts Media Makers Series, Student Congress, and The Department of English and Comparative Literature at UNC-Chapel Hill as well as The Department of Romance Studies, Information Science + Information Studies, and The Program in Literature at Duke.

Free admission
Free parking available after 5:00 PM at the FedEx Global Education Building.

The Ackland celebrates the contributions of two of the most significant African American artists of the twentieth century: **Color Balance: Paintings by Felrath Hines** and **Jacob Lawrence and The Legend of John Brown** on view through May 9, 2010.

Color Balance: Paintings by Felrath Hines

Color Balance presents fourteen large-scale abstract paintings by Felrath Hines (1913-1993). In 2009, the artist's widow, Dorothy Fisher, donated a selection of his paintings to three North Carolina cultural institutions: the Ackland Art Museum at The University of North Carolina at Chapel Hill, the Nasher Museum of Art at Duke University, and the North Carolina Central University Art Museum. These luminous paintings are significant additions to the collections of each museum. The Ackland premieres the exhibition of these pieces, which will travel to the Nasher Museum of Art at Duke University and the NCCU Art Museum in 2010-2011.

Jacob Lawrence and The Legend of John Brown

One of "the most impassioned visual chroniclers of the African American experience," (*New York Times*, June 10, 2000) Jacob Lawrence (1917-2000) created a series of gouache paintings in 1941 to illustrate the life of abolitionist John Brown. More than thirty years later, because the fragile paintings were deteriorating, the Detroit Institute of Arts commissioned him to revisit the series. The result was a limited edition portfolio of twenty-two hand-screened prints. This year, in honor of the 150th anniversary of the raid on Harpers Ferry, the Ackland presents this outstanding series for the first time.

Promotional support provided by North Carolina Public Radio-WUNC. Public programming for* Jacob Lawrence and The Legend of John Brown *was supported by the N.C. Arts Council, a division of the Department of Cultural Resources, with funding from the National Endowment for the Arts.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-26653741-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

William Christenberry, American, born 1936: *Church, near Sprott, Alabama*, 1973; color photograph. Gift of Marcie and Bill Ferris

Peter Filene image courtesy of the artist.

Felrath Hines, American, 1913 - 1993: *Escape*, 1989; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Felrath Hines, American, 1913 - 1993: *Aquatic Adventures*, 1993; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Jacob Lawrence, American, 1917 - 2000: *For forty years John Brown reflected on the hopeless and miserable condition of the slaves.*, no. 2 from *The Legend of John Brown*, 1977; color screenprint. Ackland Art Museum, Ackland Fund. (c) 2009 The Jacob and Gwendolyn Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: Faculty.Governance@mxp2.isis.unc.edu
Sent: Monday, March 22, 2010 4:59 PM
To: General Faculty <generalfaculty@listserv.unc.edu>
Subject: [generalfaculty] Survey: Faculty Input Sought for UNC System President Search

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To the General Faculty

Dear Colleagues:

I'm writing at the request of UNC Faculty Assembly leaders to ask you to participate in an upcoming survey regarding the criteria relating to experience, skills, characteristics, and philosophy that should guide the selection of the next UNC system president.

The UNC "Leadership Statement Committee" has begun the process of mapping the criteria that should guide the search for a new UNC system president to succeed the current president, Erskine Bowles. We are happy that there are three faculty representatives on this committee (UNC Faculty Assembly Chair Judith Wegner, from UNC-Chapel Hill; UNC Faculty Assembly Chair-Elect Sandie Gravett, from Appalachian State; and UNC Faculty Assembly Executive Committee member Raymond Burton, from UNC Wilmington). Other members of this committee include leaders of the UNC Board of Governors, leaders of various UNC campus Boards of Trustees, and representatives of UNC staff and students.

The faculty representatives have now completed and launched a survey designed to seek insights from all faculty on all campuses. Responses must be submitted no later than **Friday April 2 at 5 p.m.** in order to be considered. Because materials related to the search fall within state public records requirements, data collected may be subject to disclosure upon request. You may therefore include your name and affiliation with your response, or you may respond without doing so to preserve confidentiality.

The survey can be accessed at http://www.surveymonkey.com/s/DRMBC22. It is important that we have a strong faculty response, and I urge you to participate so that we can convey the message that faculty members are deeply committed to helping guide the educational mission on our campuses, and very much wish to be heard.

Please help us guide this important search process. If you have questions, you can contact UNC Faculty Assembly Chair Judith Wegner (judith_wegner@unc.edu).

Sincerely,

McKay

McKay Coble, '79, '81
Chair of the Faculty
University of North Carolina
Professor of Dramatic Art
acoble@email.unc.edu

- -- You are currently subscribed to

generalfaculty as: smutima@email.unc.edu .
To unsubscribe click here: http://lists.unc.edu/u?id=20811172.3b4e7dffdb18d03ec2e5bfda65ad0cb3&n=T&l=generalfaculty&o=26653761 or send a blank email to leave-26653761-20811172.3b4e7dffdb18d03ec2e5bfda65ad0cb3@listserv.unc.edu

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, March 22, 2010 8:19 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UMA Manager of the Year Award

The University Managers Association (UMA) is pleased to announce that we are currently accepting nominations for the 2010 Manager of the Year award. Selection is based on University career accomplishments, both inside and outside normal job responsibilities, or a specific accomplishment made within the past twelve (12) months that has been of major significance. The specific accomplishment cited may be inside or outside of the nominee's primary area of responsibility. Any current UNC Chapel Hill faculty or staff may submit a nomination. UMA membership is not a requirement for the nominee. With the exception of current UMA Board Members (http://uma.unc.edu/directors.php) nominations are open to all permanent full-time managers with two or more years of University service.

The nomination form can be found online (http://uma.unc.edu/documents/ManageroftheYearaward2010.doc) and nominations are due by 5:00 p.m. on Friday, April 16, 2010.

This email is sponsored by: University Managers Association

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of fertility@unc.edu
Sent:	Monday, March 22, 2010 8:58 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Trying to Get Pregnant? Research participants needed!

Are you or is someone you know trying to get pregnant or about to start trying?

Time-to-Conceive is a research study at the University of North Carolina at Chapel Hill focusing on fertility in women between 30 and 44 years of age. To learn how you can be in the study, call us at (919) 843-8246 or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Monetary compensation for study activities

No medicines or pills to take and no changes to daily lifestyle or existing health care routine.

Please visit our new website at www.med.unc.edu/timetoconceive for more information.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: OB/GYN

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of gpfuller@med.unc.edu
Sent: Monday, March 22, 2010 9:21 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do You Have Type 2 Diabetes?

The UNC Diabetes Care Center is currently seeking volunteers to participate in a research study of an investigational new generation of insulin to see if it can provide more consistent blood sugar control in people with type 2 diabetes.

The length of the study is approximately 6 months and visits will take place at the UNC Diabetes Care Center.
As a study participant you will receive study related visits, study medication, diabetes supplies and compensation for your time and travel.

You may qualify if you:

* Are 18 years or older
* Have had a diagnosis of Type 2 diabetes for at least 6 months
* Are not in treatment with insulin
* Have taken oral antidiabetic treatment at stable dose for at least 3 months
* Have an HbA1c level between 7.0 and 10.0 %

For more information please call:

Gail Fuller Clinical Research Coordinator
UNC Diabetes Care Center
484 0931 ext 272
gpfuller@med.unc.edu

This email is sponsored by the UNC DIabetes Care Center. This study has been approved by the UNC Biomedical Institutional Review Board (IRB)
IRB STUDY NO: 10-0140 Approved on March 16th 2010

This email is sponsored by: UNC Diabetes Care Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of cablab@unc.edu
Sent: Monday, March 22, 2010 9:49 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: SMOKERS WANTED FOR STUDY

We are currently looking for cigarette smokers between the ages of 18 and 40 to participate in a study exploring the role of attention in nicotine addiction. Your participation would require you to come to our laboratory in Davie Hall on the University of North Carolina campus and complete attention-related tasks on the computer for about 1 hour. For your participation, you will be compensated with $10/hour.

If you think you may be interested in participating AND ARE NOT CURRENTLY TAKING PSYCHOACTIVE MEDICATIONS please send an e-mail to cablab@unc.edu and include the following information:

1. Name
2. Are you a smoker?
3. If yes, Average number of cigarettes smoked/day
If no, have you ever smoked on a regular basis
4. E-mail address
5. Times which are generally best for you to participate

Thank you,
Dr. Vicki West Chanon
Dept. of Psychology

This study titled "Smoking, Familiarity, and Attention" has been approved by the UNC Behavioral Institutional Review Board (IRB) (study #07-1639; approved 10/05/2009).

This email is sponsored by: Dept. of Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, March 22, 2010 10:24 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Tailgate Recycling Survey

Greetings!

In an effort to reduce Carolina's overall environmental impact, UNC Athletics Department has recently teamed with the UNC Department of Environmental Studies to expand current recycling efforts and explore new sports-related green initiatives. If you would like to help us by providing valuable feedback, please click on the following link to complete a short, eight-question survey:

http://kenan-flagler.qualtrics.com/SE?SID=SV_54HAfh4Bvh24nWI&SVID=Prod

*Please note that survey participation is voluntary and limited to individuals 18 years and older. Anyone under the age of 18 SHOULD NOT respond. Also note that the nature of individual responses will be kept confidential.

FROM: Public Health-Nursing IRB
DATE: 3/15/2010
STUDY #: 10-0478
STUDY TITLE: March 2010 through May 2010

Thanks for helping Carolina to TURN IT GREEN!

This email is sponsored by: Institute for the Environment

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of anne_whisnant@unc.edu
Sent: Monday, March 22, 2010 10:58 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Call for Nominations 2010 AWFP Mary Turner Lane Award

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Dear Faculty, Staff, and Students:

It is time to send your nominations for the 2010 Mary Turner Lane Award, given annually by the Association for Women Faculty and Professionals to a woman who has made an outstanding contribution to the lives of women on the UNC-Chapel Hill campus. "Outstanding contribution" is interpreted broadly, touching all areas of the lives of women, including students, faculty, staff, and administrators, on our campus. It includes, but is not limited to, achievements that enhance women's lives through the following: scholarship, teaching, leadership, health services, social services, political activism, professional advancement, program development, and staff support.

The award is named to honor Mary Turner Lane, founding director of the Curriculum in Women's Studies and the first recipient of the award.

The nomination deadline is Friday, April 9, 2010. Please send nominations by email to Brooke Church at brooke_church@unc.edu that include:

* The nominee's name
* A paragraph (or two) describing the nominee's contributions to women at UNC and why she is deserving of the award
* Nominator's name, department name and contact information (email, phone)

This year's recipient will be honored at our annual AWFP Spring Luncheon, which will be held on Thursday, April 29, 2010 from 11:30 a.m. to 1:30 p.m. in the Carolina Inn, Hill Ballroom.

Past Recipients of the Mary Turner Lane Award:
2009 Laurie McNeil
2008 Elmira Mangum
2007 Jan Boxill
2006 Diane Kjervik
2005 Bernadette Gray-Little
2004 Linda Dykstra
2003 Sue Estroff
2002 Anne Dellinger
date unknown Marsha Collins
date unknown Noelle Granger
1997 Laurie Charest
1996 Jane Brown
date unknown Carol Reuss
1994 Barbara Harris
date unknown Margaret Anne O'Connor
1992 Laura Gasaway
1991 Beverly Whitaker Long
1990 Shirley Weiss
1988 Judith Wegner
date unknown Mary Ellen Jones
date unknown Patricia Wallace
1986 Mary Turner Lane

Please address any questions to either Brooke Church or me.

Sincerely,

Anne Whisnant
2009-10 AWFP President

This email is sponsored by: Association for Women Faculty and Professionals

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of jweis@email.unc.edu
Sent:	Monday, March 22, 2010 11:26 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: INFORMATIONAL: E-mail or Facebook? How do you use them?

Participants are needed for a study investigating e-mail and social networking site usage.

To be eligible to participate, you must be at least 18 years old.

To participate, complete an online survey at http://tinyurl.com/ycxud3g. It takes approximately 20 minutes to complete.

Choosing or declining to participate in this study will not affect your class standing or grades at UNC-Chapel Hill. You will not be offered or receive any special consideration if you take part in this research; it is purely voluntary. This study has been approved by the UNC Behavioral IRB (IRB Study #10-0485).

For more information, contact John Weis (jweis@email.unc.edu) or Dr. Robert Capra
(rcapra3@unc.edu).

This email is sponsored by: School of Information and Library Science

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, March 23, 2010 8:55 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Summer opportunity for your child at Morehead

---

Your child can explore the exciting world of science on the UNC campus this summer! A few spaces still remain in Morehead Planetarium and Science Center's popular one-week Summer Science Camps.

You can see the listing of half-day camps for elementary and middle school students (along with the full-day "SciVentures: ER!" program for middle school) and register online here:

<www.moreheadplanetarium.org/go/camp>

This email is sponsored by: Morehead Planetarium and Science Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, March 23, 2010 9:33 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Temporary Road Closures for April 10 Race

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ATTENTION UNC STUDENTS AND EMPLOYEES:

On the morning of Saturday, April 10, the UNC Campus and the Town of Chapel Hill will play host to the Wachovia Tar Heel 10 Miler road race and Fleet Feet Sports Four-mile Run, beginning and ending on the UNC Campus. Because runners will be following a race course that traverses campus and town roadways, there will be numerous temporary road closings, detours, and delays between 7:30 a.m. and 10 a.m. that morning.

Staged by Endurance Magazine, the race will begin on South Road near Carmichael Arena and finish inside UNC's Kenan Stadium. Athletes will run through areas including the Gimghoul Road neighborhood east of campus, downtown Chapel Hill including Franklin Street, the Battle Park area, and campus roads, including Stadium Drive and Ridge, South, and Country Club Roads. Motorists can expect traffic congestion on these and adjacent thoroughfares and should plan accordingly. Transit service will also be impacted.

Another email will be sent to the campus community the week prior to the race, and further details will be posted online through a Breaking News link on the UNC Public Safety website:

http://www.dps.unc.edu

For more information on the race course and other logistics, visit the event website:

http://www.tarheel10miler.com/

Thank You,
UNC Public Safety

This email is sponsored by: UNC Public Safety

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: BullsHead@store.unc.edu
Sent: Wednesday, March 24, 2010 11:11 AM
To: Bulls Head mailing list <bullymail@listserv.unc.edu>
Subject: Samia Serageldin today at 3:30pm at the Bull's Head

Internationally known author of The Cairo House Samia Serageldin will be at the Bull's Head Bookshop today at 3:30pm to read from her new book The Naqib's Daughter.

"Promises and delivers the straightforward delights of an unpretentious historical novel . . . crammed with terrific detail, it is to be enjoyed for its mise en scène and colour." —Sunday Times

"Using a beautiful prose style, Serageldin makes Gigi's problems vivid and real... fascinating and highly entertaining." —Library Journal

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http://twitter.com/BullsHeadBooks

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Check the website for a list of all upcoming authors at the Bull's Head.

http://store107.collegestoreonline.com/ePOS?this_category=310&store=107&form=shared3%2fgm%2fmain.html&design=107

--- You are currently subscribed to bullymail as: smutima@email.unc.edu. To unsubscribe send a blank email to leave-26667019-4005955.0e9ae51c1aebe739ce4dd2b3bc85321d@listserv.unc.edu

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Wednesday, March 24, 2010 8:44 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: PlayMakers UNC Faculty/Staff Discount

---

PlayMakers is offering a special UNC Faculty/Staff discount on tickets
to I HAVE BEFORE ME A REMARKABLE DOCUMENT GIVEN TO ME BY A YOUNG LADY
FROM RWANDA. Visit the link below for more information.

http://www.playmakersrep.org/tickets/facstaffdisc.aspx

This email is sponsored by: PlayMakers Repertory Company

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"INFORMATIONAL:" email will only be sent to those who have indicated
that they do want to receive mass email. To set your informational mass
email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent:	Wednesday, March 24, 2010 9:48 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: State Health Plan Annual Enrollment

State Health Plan Annual Enrollment

To: Faculty and Staff

From: Brian Usischon, Senior Director, Benefits Services
Office of Human Resources

Annual enrollment for the State Health Plan begins April 1 and continues through April 30. All employees who wish to enroll in or continue to be covered under the PPO standard (80/20) plan must take action during this year's enrollment. You can access the University's enrollment Web site from the Human Resources home page at http://hr.unc.edu and searching keywords "State Health Plan enrollment."

Here are important points about this year's enrollment:
-- Employees must enroll online. Paper enrollment forms will not be accepted. The link to enroll online is available from the HR Web site. You cannot enroll online until April 1.
-- The State Health Plan will move all employees, and their covered dependents, currently enrolled in the PPO standard (80/20) plan to the PPO basic (70/30) plan.
-- Employees must complete the questions concerning use of tobacco products and/or participation in a tobacco cessation program to be eligible to re-enroll in the PPO standard plan.

This will be the first year that we have used online enrollment for the State Health Plan. To safeguard employees' Social Security numbers, the University has chosen to use an alternate password convention for the online enrollment process. This is different from the login instructions provided in the enrollment booklet.

To log onto the enrollment website you will need a login ID and password. Your login ID is your first name, the first initial of your last name and the last four digits of your Social Security number. Please note that if you first name is more that 10 characters in length, you will be limited to only the first 10 characters of your first name. Each employee's initial password will be their University PID, preceded by Unc (the letter U is capitalized and case sensitive). Your PID is printed on your UNC OneCard or can be obtained from logging into the UNC Campus Directory and looking under the Account Information - Update Personal Information section of the directory.

Example
Employee John Doe with SSN XXX-XX-3333 and UNC PID 1212-34343 would have the following login ID and password:

Login ID: JohnD3333
Password: Unc121234343 (only the "U" is capitalized)

Once you have logged in the system will prompt an employee to select a new password and answer a secret question in the event they forget their password.

This is the first in a series of notifications you will be receiving

from Human Resources. You will receive another e-mail next week once the enrollment period starts.

For employees who need assistance during this enrollment, Human Resources will provide opportunities to work with the Benefits Services staff. There will also be several informational meetings and computer stations available at Human Resources during designated business hours -- look for more information soon.

In the meantime, if you have any questions about enrollment, please contact Benefits Services at 919-962-3071.

This email is sponsored by: Office of Human Resources

From:	bounce-26673809-26981987@listserv.unc.edu on behalf of Kia Lilly Caldwell <klcaldwe@email.unc.edu>
Sent:	Thursday, March 25, 2010 8:55 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	Maria DeGuzman <mdeguzman@earthlink.net>
Subject:	[african-and-afro-american-studies-faculty] Maymester Course: AFAM 254 - Blacks in Latin America

---

Dear Colleagues,

Please share this message with your students. This course will be offered as a Maymester course for the first time this year.

AFAM 254 "Blacks in Latin America" will be offered as a Maymester course in May 2010. This course examines the development of African descendant communities in Latin America and the Caribbean. We will focus on the cultural, social, and political dimensions of slavery and race relations in countries such as Brazil, Mexico, and Cuba. We will also explore the impact of nationalist ideologies on contemporary racial dynamics and the ways in which members of Afro-Latin and Afro-Caribbean communities have struggled for full citizenship and social justice.

The class will meet on a daily basis from 9:00 to 12:15 from May 11-27, 2010.

Thanks,
Kia
--
Kia Lilly Caldwell, Ph.D.
Assistant Professor Department of African & Afro-American Studies
CB 3395, 208 Battle Hall
UNC-Chapel Hill
Chapel Hill, NC 27599-3305 Phone: 919-962-0539
http://www.unc.edu/depts/afriafam

My publications are available at:
http://rutgerspress.rutgers.edu/acatalog/__Negras_in_Brazil_2674.html
http://www.palgrave-usa.com/catalog/product.aspx?isbn=0230619851

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of cts2014@email.unc.edu
Sent: Thursday, March 25, 2010 8:35 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Participants needed for alcohol consumption and decision making study

---

Do you ever drink alcohol?

Are you interested in making $10 for completing a 1 hour task?

Study requires participants to view images and make simple decisions about their contents.

You are eligible if:
1. You are between the ages of 18-40 years old
2. You are NOT taking illicit drugs
3. You are NOT taking psychoactive medications
4. You have NEVER sought treatment for a substance use disorder
5. You are a native English speaker
6. You have graduated high school or earned a GED
7. You have no known psychiatric or neurological problems

If interested, please contact Chris at 919-962-8340 or cts2014@email.unc.edu to schedule a time for participation.

(This study, entitled "Decision Making and Drinking Habits of Young Adults" has been approved by the UNC Institutional Review Board, Study #: 09-0001, and is sponsored by the UNC Department of Psychology.)

This email is sponsored by: Dept. of Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Friday, March 26, 2010 4:56 PM
To: Mutima@mxp0.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Family Fun Tours - Sunday | Emily Kass on The State of Things - Monday

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at the ackland

Family Fun Tour

Sunday, March 28
1:15 PM

From Felrath Hines' luminous explorations of shape and color to Do-Ho Suh's sculpture *Floor* (made for viewers to walk upon), the Ackland is filled with art that will fascinate and inspire even the youngest visitor. Explore these works and more with a child you care about on a **Family Fun Tour** at the Ackland. These interactive gallery tours are led by Ackland educators and are designed for six- to twelve-year-olds and their families. Family Fun Tours are the perfect way to spend a Sunday afternoon with your children. Come explore with us!

Free | Walk-ins welcome

Emily Kass on The State of Things

Monday, March 29
12:00 PM (rebroadcast at 9:00 PM)

Tune into The State of Things this Monday (on WUNC 91.5 FM, North Carolina Public Radio) and listen in as Ackland Director Emily Kass spends the hour with host Frank Stasio.

The Ackland celebrates the contributions of two of the most significant African American artists of the twentieth century: **Color Balance: Paintings by Felrath Hines** and **Jacob Lawrence and The Legend of John Brown** on view through May 9, 2010.

Color Balance: Paintings by Felrath Hines

Color Balance presents fourteen large-scale abstract paintings by Felrath Hines (1913-1993). In 2009, the artist's widow, Dorothy Fisher, donated a selection of his paintings to three North Carolina cultural institutions: the Ackland Art Museum at The University of North Carolina at Chapel Hill, the Nasher Museum of Art at Duke University, and the North Carolina Central University Art Museum. These luminous paintings are significant additions to the collections of each museum. The Ackland premieres the exhibition of these pieces, which will travel to the Nasher Museum of Art at Duke University and the NCCU Art Museum in 2010-2011.

Jacob Lawrence
and The Legend of John Brown

One of "the most impassioned visual chroniclers of the African American experience," (*New York Times*, June 10, 2000) Jacob Lawrence (1917-2000) created a series of gouache paintings in 1941 to illustrate the life of abolitionist John Brown. More than thirty years later, because the fragile paintings were deteriorating, the Detroit Institute of Arts commissioned him to revisit the series. The result was a limited edition portfolio of twenty-two hand-screened prints. This year, in honor of the 150th anniversary of the raid on Harpers Ferry, the Ackland presents this outstanding series for

IN THE GALLERIES:

Color Balance
Paintings by Felrath Hines

Jacob Lawrence
and The Legend of John Brown

And a dozen more galleries filled with art and ideas!

Please visit our calendar for a full listing of special programming and events.

the first time.

Promotional support provided by North Carolina Public Radio-WUNC. Public programming for* Jacob Lawrence and The Legend of John Brown *was supported by the N.C. Arts Council, a division of the Department of Cultural Resources, with funding from the National Endowment for the Arts.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-26684702-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Felrath Hines, American, 1913 - 1993: *Escape*, 1989; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Felrath Hines, American, 1913 - 1993: *Aquatic Adventures*, 1993; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Jacob Lawrence, American, 1917 - 2000: *For forty years John Brown reflected on the hopeless and miserable condition of the slaves.*, no. 2 from *The Legend of John Brown*, 1977; color screenprint. Ackland Art Museum, Ackland Fund. (c) 2009 The Jacob and Gwendolyn Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Saturday, March 27, 2010 8:48 AM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Ahmadiyya Muslim Community in West Africa

---

John Hanson (University of Indiana, National
Humanities Center) will be leading the next Sawyer Seminar.

"The Ahmadiyya Muslim Community in West Africa: the case of Ghana."

April 1, 6:00-8:00, Global Education Center 4003

Dinner included! Please RSVP to vierra@email.unc.edu so we can get a
count and send the paper to people attending.

You are currently subscribed to asc_faculty axsd: smutima@email.unc.edu.
To unsubscribe send a blank email to leave-26687498-9477645.e8e53de689c9670d0259bbbdf9022d75@listserv.unc.edu

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Sunday, March 28, 2010 12:20 PM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Techno War: The Scramble for the Democratic Republic of the Congo's Minerals

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Techno War: The Scramble for the Democratic Republic of the Congo's Minerals

Print Email

March 30, 2010 | 7:00 PM | FedEx Global Education Center
Nelson Mandela Auditorium

Advocates for Human Rights presents John Prendergast, a noted human rights activist and author, has been working on conflict and in conflict zones for 25 years. During this time, he claims to have never seen such human devastation as that in Eastern Congo. He says the violence there is worse than anywhere else in the world. The war in Eastern Congo is the deadliest conflict in the world since WWII and has the highest rates of sexual violence in the entire world. Prendergast firmly believes that there "is a direct connection between our consumer appetites and the violence in Eastern Congo."

Sponsored by the Campus Y, the Diversity Incentive Fund, RHA, and the African Studies Center. This event is paid for in part by student fees allocated by the UNC Student Government.

--
Marjorie Tumusiime Betubiza
Advocates for Human Rights-Co-Chair
Campus Y

From: bounce-26693229-27064124@listserv.unc.edu on behalf of WebEvent <webevent@unc.edu>

Sent: Sunday, March 28, 2010 11:03 PM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] WebEvent Reminder: Mar 31 - Deadline to RSVP Attendance at A&S Honors/Retirement Reception

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WebEvent Reminder

Title: Deadline to RSVP Attendance at A&S Honors/Retirement Reception
Date: Wednesday, March 31, 2010
Time: Unspecified

Description: WHEN: Tuesday, April 6, 2010
TIME: 5:00 pm - 6:30 pm
LOCATION: Hyde Hall - University Room
WHAT: Arts & Sciences Annual Spring Honors/Retirement Reception

The Dean's Office will host its Annual Spring Honors Reception on April 6th to recognize faculty who will retire at the end of the academic year and faculty who have received outstanding honors from outside of the University during this academic year.

Please make plans to join us. Please RSVP to Faye Lewis (flewis@email.unc.edu) no later March 31st.

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Stacey Sewall <sewall@email.unc.edu>
Sent: Monday, March 29, 2010 1:06 PM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] John Prendergast-Techno War

Techno Wars: The Scramble for the Democratic Republic of the Congo's Minerals.
March 30, 2010, 7pm, Nelson Mandela Auditorium

Advocates for Human Rights is proud to host John Prendergast as this year's keynote lecturer for Human Rights Week. John Prendergast is a noted human rights activist and author. Mr. Prendergast has spent his career educating his peers about genocide and mass atrocity. He has worked tirelessly to bring attention to the conflicts in Darfur and Northern Uganda, and raise awareness about violence against women and girls in the Congo. Mr. Prendergast's lecture will address "conflict minerals" in the Congo.

The Enough Project, launched in 2007 by Gayle Smith and John Prendergast, conducts intensive field research in countries plagued by genocide and crimes against humanity, develops practical policies to address these crises, and shares sensible tools to help empower citizens and groups working for change. Initial work focused on grave challenges in a number of African countries: Sudan, eastern Congo, northern Uganda, Somalia, Chad and Zimbabwe.

--
Marjorie Tumusiime Betubiza
Advocates for Human Rights-Co-Chair
Campus Y

--
Michael Lambert, Ph.D.
Director, African Studies Center
Associate Professor of African Studies and Anthropology
Director of Undergraduate Studies for African Studies
University of North Carolina at Chapel Hill
Campus Box 7582
3026 FedEx Global Education Center
Chapel Hill, NC 27599-7582

--

Stacey Sewall
African Studies Center
UNC-Chapel Hill
(919) 962-1522

From: bounce-26699785-27090943@listserv.unc.edu on behalf of WebEvent <webevent@unc.edu>

Sent: Monday, March 29, 2010 4:03 PM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] WebEvent Reminder: Apr 5 - 5 p.m. Eastern Time (US and Canada) Time ; Deadline for Support of East, South and South-East Asian Studies

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WebEvent Reminder

Title: Deadline for Support of East, South and South-East Asian Studies
Date: Monday, April 5, 2010
Time: 5 p.m. Eastern Time (US and Canada) Time

Description: Program Description: To enhance East, South and Southeast Asian studies at Carolina, funding is available to support course development, faculty travel, and academic enrichment. A limited number of course development and travel grants are available.

See Peter Landstrom's email dated 03/18/10 for complete information.

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of aspire@unc.edu
Sent: Monday, March 29, 2010 8:20 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Looking for children and adults that have a Schizophrenia Spectrum Disorder

---

The ASPIRE Research program at the UNC-Chapel Hill's Department of Psychiatry is refining measures to help improve treatment for children and adults who are diagnosed with a Schizophrenia Spectrum Disorder. We are looking for research study participants who are 15-45 years old to undergo behavioral and cognitive assessments.

There is no cost to participants. Participation may require 2 visits. Compensation for participation will also be provided.

If you think this study may be appropriate for you or your child, please contact us. We are happy to tell you more about our program and answer any questions. Please call the ASPIRE Research Hotline (1-800-708-0048) or email us at ASPIRE@unc.edu.

This e-mail was approved by the Biomedical IRB on Dec 28 2009 for IRB # 09-2173 RAISE (Recovery After Initial Schizophrenia Episode)

This email is sponsored by: Psychiatry

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From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, March 29, 2010 8:50 PM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: Director, NC - HCAP Candidate Open Forums

---

The Search Committee for the Director, North Carolina Health Careers Access Program is pleased to announce that we have scheduled our first round of campus visits. The following two candidates have accepted our invitation to visit campus for public interviews.

We invite you to attend the upcoming open forums with the candidates. These forums are designed to give the campus community an opportunity to hear from candidates about their experience and their ideas for enhancing UNC Chapel Hill, and an opportunity for you to provide feedback.

Topic to be discussed:

"What is your vision for NC-HCAP?"

Dr. Gwendolyn Davis
Wednesday, March 31
1:45 - 2:30
208 Campus Y

Dr. Gwendolyn Davis is the Interim Dean of Faculty and Academic Affairs/ Department Chairperson for Public Administration and Professor at Southeastern University located in Washington, DC. The departments under Public Administration include Allied Health, Criminal Justice, Government Management and Non -Profit Management from associate to graduate degree levels.

Dr. Rosalyn Beecham-Green
Thursday, April 1 - 1:45 - 2:30
208 Campus Y

Dr. Rosalyn Beecham-Green has over thirty years of medical education experiences in student and academic affairs, teaching and research. She has served as the chief Student Affairs officer at three institutions: Southern Illinois University, School of Medicine, University of Texas Health Science Center at San Antonio and most recently, at Ross University School of Medicine in The Commonwealth of Dominica, West Indies. Dr. Beecham-Green's professional career has been dedicated to ensuring access and providing academic support and opportunities to enhance the academic and social experiences for underrepresented and less economically advantaged students.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From: Tuttle, Tripp <ttuttle@email.unc.edu>
Sent: Tuesday, March 30, 2010 11:27 AM
To: cgi@unc.edu
Subject: Thank you and an invitation...

Dear Fulbright Reviewers -

I wanted to take the chance to thank you again for all of your help this year with our unprecedented number of Fulbright applicants. I've heard only from a few students as to their final selections, but should have official notices sometime in April and will share with you then.

As we've done in the past, we're hosting a Picnic for the whole CGI community, of which we consider you a vital part. On April 29th starting at 12 noon, Thrills from the Grill catering will be grilling burgers, veggie burgers, and hot dogs on the lawn of the Global Education Center with all of the fixings.

We will be inviting all Fulbright applicants that made it past the first National Screening round, so it will be a good chance to chat with them again and meet the other faculty and students that have received funding from us or participated in our programs.

If you can join us, please fill out this simple RSVP form so we know how many to plan for (and how many veggie burgers): http://cgipicnic2010.eventsbot.com/ The event password is: cgi2010

Thanks again,
Tripp

Tripp Tuttle | Program Officer

CENTER for GLOBAL INITIATIVES
University of North Carolina at Chapel Hill

301 Pittsboro St Ste 3006 | Campus Box 5145
FedEx Global Education Center | Chapel Hill NC 27599-5145

tel: +1 919 843 7546 | fax: +1 919 962 5375 | skype:
http://cgi.unc.edu | http://facebook.com/unccgi | http://twitter.com/unccgi

From:	nobody@notify.unc.edu on behalf of aspire@unc.edu
Sent:	Tuesday, March 30, 2010 8:21 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Is your child gaining weight on antipsychotic medication?

Is your child gaining weight on antipsychotic medication?
Are you concerned about your child's health?

The ASPIRE Research program at the UNC-Chapel Hill's Department of Psychiatry is looking for study participants who:
* are 8-17 years old,
* have a diagnosis of schizophrenia, bipolar, or autism spectrum disorder,
* are currently taking:
    * olanzapine (Zyprexa?),
    * quetiapine (Seroquel?), or
    * risperidone (Risperdal?), or
    * ziprasidone (Geodon?), or
    * aripiprazole (Abilify?)
* have gained weight while taking this medication during the past year and are in a high risk weight category.

All study-related evaluations and treatments are provided at no cost to participants. Compensation for participation is also provided.

If you think this study may be appropriate for your child, please contact us. We are happy to tell you more about our program and answer any questions. Please call the ASPIRE Research Hotline (1-800-708-0048) or email us at ASPIRE@unc.edu.

This message was approved by the UNC Biomedical IRB on 07-30-2009 for IRB#08-1082 Improving Metabolic Parameters of Antipsychotic Child Treatment-Multi-site Study (IMPACT-MS)
PI: Lin Sikich, MD

This email is sponsored by: Psychiatry

==========

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From: Barbara Anderson <b_anderson@unc.edu>
Sent: Wednesday, March 31, 2010 9:38 AM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Subject: [asc_faculty] Reminder Hanson talk on Thursday

Thursday, April 1st at 6pm for UNC's Sawyer Seminar, UNC Global Education Center:

Dr. John Hanson, "The Ahmadiyya Muslim Community in West Africa: the case of Ghana."

John Hanson is an Associate Professor of History and former Director of the African Studies Program at Indiana University-Bloomington, as well as the editor of the journal History in Africa. He teaches on a variety of themes in African history, with an emphases on social and cultural transformations in the 19th and 20th centuries, and focuses his research primarily on Muslim communities in West Africa. Dr. Hanson is the author of /Migration, Jihad and Muslim Authority in West Africa: The Futanke Colonies in Karta/, published in 1996, and the co-author of a collection of translated and annotated Arabic documents called /After the Jihad: The Reign of Ahmad al-Kabir in the Western Sudan/, published in 1991. His current research examines Muslim African engagements with modernity in the twentieth century, particularly those of the Ahmadiyya community, a trans-national Islamic movement with a south Asian genesis but a large following in West Africa. He focuses on the experiences of African converts in the Gold Coast (contemporary Ghana) who played leading roles as missionaries and teachers in Ahmadi schools, and in doing so, he works with a diverse variety of sources, including oral reminiscences, Arabic correspondence, and colonial documents. Prof. Hanson has been awarded the Trustee's Teaching Award for the College of Arts and Sciences at Indiana University and has received research fellowships through the Fulbright-Hays program, the National Endowment for the Humanities, and the Rockefeller Foundation program at the Library of Congress.

Dr. Hanson's seminar will take place in the fourth floor conference room at UNC's FedEx Global Education Center. Please RSVP to vierra@email.unc.edu to receive a chapter by Dr. Hanson in preparation for his presentation. Dinner will be served.

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 FedEx Global Education Center
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
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b_anderson@unc.edu
www.global.unc.edu/africa

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From: BullsHead@store.unc.edu
Sent: Wednesday, March 31, 2010 10:51 AM
To: Bulls Head mailing list <bullymail@listserv.unc.edu>
Subject: Joanna Smith Rakoff - Today at 3:30pm

Joanna Smith Rakoff will be at the Bull's Head today at 3:30pm to read from her critically acclaimed new novel A Fortunate Age.

"A Fortunate Age leaves a lasting impression. It's a credit to Ms. Rakoff's sharp writing that you will wonder what happens to her creations as we edge warily and further into the 21st century."
— The New York Observer

More about the book below.

*****

Follow the Bull's Head on twitter!

http://twitter.com/BullsHeadBooks

Check the website for a list of all upcoming events at the Bull's Head.

http://store107.collegestoreonline.com/ePOS?this_category=310&store=107&form=shared3%2fgm%2fmain.html&design=107

*****

"A Fortunate Age, Joanna Smith Rakoff's sweeping debut novel about 20-something Oberlin grads living in New York City, may turn out to be the long-awaited book that perfectly captures the '90s, that time of social and financial excess that set the stage for the current economic collapse."
— Laurel Maury for NPR.org

Instantly compelling and immensely satisfying, A Fortunate Age details the lives of a group of Oberlin graduates whose ambitions and friendships threaten to unravel as they chase their dreams, shed their youth, and build their lives in Brooklyn during the late 1990s. At the center of their orbit is wry, charismatic Sadie Peregrine, who coolly observes her friends' mistakes but can't quite manage to avoid making her own. As they begin their careers, marry, and have children, they must navigate the shifting dynamics of their friendships and of the world around them—from the decadent age of dot-com millionaires to the sobering post–September 2001 landscape. Smith Rakoff's deeply affecting characters capture a generation.

http://joannasmithrakoff.com/

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From: Faculty.Governance@mxp1.isis.unc.edu
Sent: Wednesday, March 31, 2010 2:56 PM
To: General Faculty <generalfaculty@listserv.unc.edu>
Subject: [generalfaculty] Faculty elections kickoff coffee hour at the Campus Y, Apr 6th

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Dear Faculty Colleagues,

As we hope you are now aware, the annual faculty elections will take place via emailed ballots from **April 12-19, 2010**. Voter information will be forthcoming within the next few days, both online and in the University *Gazette*.

On behalf of the Office of Faculty Governance, we would also like to invite you to our 2010 faculty elections kickoff coffee hour! This event will take place T**uesday, April 6, from 10:00 to 11:00 a.m. in the Faculty Commons at the Campus Y**. We're inviting all faculty members to drop by the Y during that time for some light midmorning refreshments, including coffee, fruit, and pastries.

The event will provide an opportunity to learn something about faculty governance from Chair of the Faculty McKay Coble and Secretary of the Faculty Joe Ferrell, pick up a sample ballot and the elections issue of the University *Gazette*, and get a copy of the *Faculty Code of University Government*. Many of your colleagues who have agreed to run for faculty offices this year will be there as well, and this is a chance to thank them for their willingness to serve you and the university in this way.

We look forward to seeing many of you at the Campus Y on Tuesday next week.

With kind regards,

McKay Coble
Chair of the Faculty

Joseph S. Ferrell
Secretary of the Faculty

Anne Mitchell Whisnant
Director of Research, Communications, and Programs
Office of Faculty Governance

David P. Thompson
Administrative Assistant
Office of Faculty Governance

--

Office of Faculty Governance
203 Carr Building
CB# 9170
230 E. Cameron Ave.
UNC-Chapel Hill
Chapel Hill, NC 27599-9170
Tel: 919-962-1671
Fax: 919-962-5479

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From: nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent: Wednesday, March 31, 2010 9:23 PM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: State Health Plan Annual Enrollment Begins April 1

To: Faculty & Staff
From: Brian Usischon, Senior Director, Benefits Services
Office of Human Resources

The University's enrollment period for the State Health Plan is April 1-30. Enrollment for active employees must be completed using the online web portal. You can access the enrollment site from the Human Resources home page at http://hr.unc.edu. Paper enrollment forms will not be honored during this enrollment period.

Beginning with the 2010 annual enrollment, the State Health Plan will move all employees, and if applicable, their covered dependents, to the PPO Basic (70/30) plan. Employees will be required to attest that they are eligible to re-enroll in the PPO Standard (80/20) plan by completing the questions concerning the use of tobacco products or participation in a tobacco cessation program. You MUST TAKE ACTION during this enrollment period to be eligible to re-enroll in the PPO Standard (80/20) Plan.

* Login ID & Password (SPECIAL INSTRUCTIONS -- PLEASE READ)
You will need a login ID and password to access your online enrollment account. To safeguard employee data, the University has chosen to use an alternate login and password format that do not include your Social Security number. The alternate password is each employee's University PID number, preceded by Unc (case sensitive). Follow the instructions below to log onto the site:

Your login ID is your first name, the first initial of your last name and the last four digits of your Social Security number. Please note that if you first name is more that 10 characters in length, you will be limited to only the first 10 characters of your first name.

Your initial password is your University PID number preceded by Unc (please note the "U" is capitalized in Unc; the "nc" is lower case). There are no dashes or spaces used with your PID. Your PID is printed on your UNC OneCard or can be obtained from logging into the UNC Campus Directory and looking under the Account Information - Update Personal Information section of the directory.

* Example
Employee John Doe with SSN XXX-XX-3333 and UNC PID 1212-34343 would have the following login ID and password:

Login ID is JohnD3333
Password is Unc121234343 (remember only the "U" in Unc is case sensitive and MUST be capitalized).

Password Change Required
When you login for the first time, you will be prompted to create a new password and answer a secret question. The secret question will be used to assist you in retrieving your password in case you forget it in the future. Your new password must meet the following criteria:

-- Between 8 and 15 characters
-- At least one lower case and one capital letter
-- At least one number

-- At least one special character {! " # $ % & ' ( ) * + , - ./ : ; < =
> ? @ [\ ] ^ _ ` { | } ~}
-- No characters can be repeated

* Information Session
An information session/community meeting will be held Friday, April 16, from 9:30-11:30 a.m. in the Great Hall of the Student Union (in conjunction with the Employee Forum).

* Enrollment Assistance
Benefits staff will be available to provide enrollment assistance for employees on the following occasions:

-- Friday, April 16, 11:30 a.m.-1:30 p.m. -- Great Hall, Student Union
-- Monday, April 26, 8 a.m.-5 p.m. -- Administrative Office Building (AOB), Office of Human Resources, Suite 1100
-- Tuesday, April 27, 1-5 p.m. -- AOB, Office of Human Resources, Suite 1100
-- Wednesday, April 28, 1-5 p.m. -- AOB, Office of Human Resources, Suite 1100
-- Thursday, April 29, 1-5 p.m. -- AOB, Office of Human Resources, Suite 1100
-- Friday, April 30, 8 a.m.-2:30 p.m. -- AOB, Office of Human Resources, Suite 1100

* Smoking Cessation Resources
For employees who would like support in quitting smoking or other tobacco use, the following resources are available:

NC Quitline:
-- A free telephone coaching service to support your effort to become tobacco-free
-- SHP members who enroll in the multi call program can receive free nicotine patches
-- 1-800 Quit Now (1 800 784-8669)
-- Web page: www.quitlinenc.com

UNC Nicotine Dependence Program:
-- Located at the UNC Family Medicine Center, 590 Manning Drive
-- Individual appointments with group or individual follow up
-- Office visit co-pay applies to first visit with all follow up at no charge
-- 919-966-0210 to schedule appointment
-- Web page: www.ndp.unc.edu/tobacco_users.htm

* Questions or Assistance
There are resources available to you to assist you throughout this enrollment period:

-- Login or Web site navigation questions: 866-239-1055
-- State Health Plan benefit questions: 888-234-2416
-- Eligibility questions: contact Benefits Services at 919-962-3071

Questions can also be directed to benefits@unc.edu.

This email is sponsored by: Office of Human Resources

From: bounce-26718364-27146404@listserv.unc.edu on behalf of Kent, Adam S <akent@unc.edu>
Sent: Wednesday, March 31, 2010 11:24 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc: Gore, Travis <stgore@email.unc.edu>; Kent, Adam S <akent@unc.edu>
Subject: [african-and-afro-american-studies-faculty] Faculty meeting follow-up

---

Hi Everyone,

I am sorry for the delay in getting this out as my week has been interesting to say the least. Please review the following updates:

40Th Anniversary Kick off (Student/Faculty Mixer) – The date has been set for Thursday April 8th from 5-7 PM in the GEC 2nd floor atrium. There will be food from McAllister's and please let me know of anyone who we should be sending an invitation to.

Graduate Program Proposal - I have placed Perry's Report in our departmental shared drive for review and also as a repository for storing your comments via word doc.. To get there press the start / windows button, go to computer, then Y shared drive, and to the Graduate program folder. If anyone is having trouble please contact Travis or I and we will be glad to help. We have booked a room at the GEC from 3-5 PM prior to the celebration on the 8th for further discussion of this topic.

I-9 and Annual Report Deadlines – At the meeting we had mentioned that the deadlines for completing these two items is Friday 4/16. The I-9 form can be found at http://www.uscis.gov/files/form/i-9.pdf . Please read carefully when completing. If you have a US passport, it satisfies all requirements. If you do not have one, a combination of column B and C on the form will work just as well. Please arrange with Travis or myself to submit the form and photocopies of the verification items. I hope to be up to speed on the Annual Report process by Monday to provide assistance if needed.

Please contact me with any questions and / or concerns (or if I forgot something). Thank you in advance for all of your help.

Adam

Adam Kent
Departmental Manager
Office of Arts & Sciences Information Services
Interim Departmental Manager
Department of African & Afro-American Studies
University Of North Carolina at Chapel Hill
CB 3056, 13C Howell Hall
Chapel Hill, NC 27599-3056
919.843.3200 (Direct Line)
(Mobile)
919.843.7022 (Fax)
akent@unc.edu
IM: oasisadamkent
http://oasis.unc.edu/
http://www.unc.edu/depts/afriafam/

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From:	bounce-26721101-27174832@listserv.unc.edu on behalf of Kent, Adam S <akent@unc.edu>
Sent:	Thursday, April 1, 2010 8:46 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] 40th Anniversary kick off mixer

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Good Morning Majors / Minors:

Please join us next Thursday April 8th in the Global Education Center (GEC) 2nd floor Atrium from 5-7 P.M. in celebrating the kick off of events celebrating the 40th Anniversary of the Department of African and Afro-American Studies. We will have food from McAllister's Deli and someone is going to win an 8 GB i-Pod nano (don't forget to become a fan on our Facebook page). Looking forward to seeing everyone next Thursday.

Adam

Adam Kent
Departmental Manager
Office of Arts & Sciences Information Services
Interim Departmental Manager
Department of African & Afro-American Studies
University Of North Carolina at Chapel Hill
CB 3056, 13C Howell Hall
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919.843.3200 (Direct Line)
(Mobile)
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akent@unc.edu
IM: oasisadamkent
http://oasis.unc.edu/
http://www.unc.edu/depts/afriafam/

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From:	nobody@notify.unc.edu on behalf of towen@email.unc.edu
Sent:	Thursday, April 1, 2010 8:42 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Carolina Transportation Program Pilot Grants Announcement

---

The Carolina Transportation Program (CTP) is soliciting seed grant applications from faculty and researchers at UNC-Chapel Hill to support transportation-related research activities and pilot projects. This second round of application requests is part of a two-year effort to encourage new and continuing transportation research at UNC-Chapel Hill.

Two different grant programs are available for work to be conducted during the summer and/or fall: (1) a small grants program (grants up to $2,000) will support existing efforts to incorporate or examine a relevant transportation-related question or sub-analysis; and, (2) a pilot grants program (grants up to $7,000) will support efforts to collect pilot data, conduct analyses or review literature, all with the aim of developing a research proposal for external funding that would be run through the UNC-Chapel Hill Center for Urban and Regional Studies (CURS). Previous grant awards can be identified by visiting the "Pilot and Small Grants" page at ctp.unc.edu.

Applications are due on April 20, 2010. A faculty committee will evaluate applications based on the quality and feasibility of the work relative to the funds requested, the record of scholarly achievement of the applicant(s) given the(ir) career stage, and, for pilot grants, the project's likelihood to receive future funding. Individuals funded previously by CTP are not eligible to apply for additional funding. Up to two small grants and one pilot grant will be awarded this cycle.

To apply, please remit the following (submission instructions below):
* Curriculum vitae (C.V.) of faculty researcher(s) involved;
* Description (three pages or less) of the project, including the approach and methods, timeline, budget and justification, and if appropriate, a list of potential future funders.

Please submit proposals by email to Brika Eklund, Program Assistant (breklund@email.unc.edu). For more information about CTP, please visit ctp.unc.edu.

This email is sponsored by: Center for Urban and Regional Studies

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From:	bounce-26731965-27231838@listserv.unc.edu on behalf of Kia Lilly Caldwell <klcaldwe@email.unc.edu>
Sent:	Saturday, April 3, 2010 8:08 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] Race in 21st Century Conference at Duke

---

Hi All,
I'm sending information on a conference on Race in the 21st Century
that will be held at Duke next weekend.

Best,
Kia

--
Kia Lilly Caldwell, Ph.D.
Assistant Professor
Department of African & Afro-American Studies
CB 3395, 208 Battle Hall
UNC-Chapel Hill
Chapel Hill, NC 27599-3305
Phone: 919-962-0539
http://www.unc.edu/depts/afriafam

My publications are available at:
http://rutgerspress.rutgers.edu/acatalog/__Negras_in_Brazil_2674.html
http://www.palgrave-usa.com/catalog/product.aspx?isbn=0230619851

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From: bounce-26731996-27231838@listserv.unc.edu on behalf of Kia Lilly Caldwell <klcaldwe@email.unc.edu>

Sent: Saturday, April 3, 2010 8:28 AM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] David Scott Lecture on Haiti - April 7

Please join the Department of African and African American Studies for its last guest in the Lecture Series, David Scott (Department of Anthropology, Columbia University) on *Wednesday, April 7, 2:30-4:00PM, in Friedl 225*. The lecture title is, "The Theory of Haiti: /The Black Jacobins /and the Ethos of Universal History."

StacyNicole Robinson, Staff Assistant

Department of African and African American Studies

243 Ernestine Friedl Building, East Campus

Box 90252

Durham, NC 27708

P: (919) 684-2830

F: (919) 684-2832

--
Kia Lilly Caldwell, Ph.D.
Assistant Professor
Department of African & Afro-American Studies
CB 3395, 208 Battle Hall
UNC-Chapel Hill
Chapel Hill, NC 27599-3305
Phone: 919-962-0539
http://www.unc.edu/depts/afriafam

My publications are available at:
http://rutgerspress.rutgers.edu/acatalog/__Negras_in_Brazil_2674.html
http://www.palgrave-usa.com/catalog/product.aspx?isbn=0230619851

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From: UNC Press <enotice@uncpress-unc.ccsend.com>
Sent: Monday, April 5, 2010 9:16 AM
To: smutima@email.unc.edu
Subject: Come visit our booth at OAH -- 404 & 406!

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Masthead

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Conference Special: 20% Discount with Free Shipping

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Here are some items you might want to have in hand before the meeting:
* Our Conference Order Form
* Our Conference Program Ad

We'd also like to alert you that Graham Russell Gao Hodges, author of ***David Ruggles: A Radical Black Abolitionist and the Underground Railroad in New York City***, will give a lecture at the National Archives at noon on Wednesday, April 7. Stop by if you can fit it into your itinerary. To learn more about Hodges' book, click here.

To order any of our books at the conference discount with free shipping, simply enter the code **01EXH20** in the DISCOUNT CODE box at Checkout and click on "Update" for the discounted total.

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The Price of Defiance

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Pursuit of Unity: A Political History of the American South

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UNC Press | 116 South Boundary Street | Chapel Hill | NC | 27514

From: Beth Bridger <bridgerb@uncaa.unc.edu>
Sent: Monday, April 5, 2010 10:54 AM
To: smutima@email.unc.edu
Subject: SI this summer Swah 112
Attach: SI faculty letter 2.doc

Professor Mutima
I hope you are doing well, getting to enjoy some of this beautiful weather!
I wanted to ask if we could do SI again this summer in your Swah 112 course. I know a group of student-athletes have signed up for your course, and we have had success in the past with doing SI. Would it be okay if we did it again? (SI leader will be Whitney Read)
If so, the SI permission letter is attached. If you could sign and return to me, I would really appreciate it.
Thanks!
Beth
Beth Bridger
Assistant Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@uncaa.unc.edu

April 5, 2010

Dear Professor Mutima,

The Academic Support Program for Student Athletes will continue to have a Supplemental Instruction program for our student-athletes during Summer 2010. The program has been well received and successful since it started in the Fall of 2004. We are constantly trying to improve our support programs in order to better help our students academically.

Supplemental Instruction (SI) is a learning enhancement program and is designed to organize and improve the ways in which students prepare for class outside of the classroom. SI is attached to courses to provide students with a systematic and disciplined approach for processing the course material assigned by the professor. We will be assigning SI leaders to each of the courses selected. These leaders have been identified through our tutor interview process.

The SI program is not intended as a substitution for regular attendance at class. The SI leader attends all lectures, takes notes, reads assignments and is trained in study skill strategies. The SI leader does not re-lecture, but rather facilitates and encourages the group to process the material. The SI meetings will be held during regular study hall hours at the Academic Center. **SI will be open to all of the students in the class.**

We will maintain records of attendance and use a systematic research-based approach to evaluate our program at the end of the semester (for more information visit the SI website at www.umkc.edu/cad/si.htm). Please let us know (by returning the completed form below) if it would be possible for an SI leader to attend your class. Thank you for allowing us to work with you to help our students succeed academically.

Sincerely,

Beth Bridger
Associate Director/Learning Specialist
Academic Support Program for Student-Athletes

April 5, 2010

Supplemental Instruction – Professor Agreement, Summer I 2010

Class – Swah 112, Professor Mutima

I agree to have an SI Leader attend my class and lead SI sessions according to the standards of the program.

Professor Signature:

_____ Date _____

Return to:

Beth Bridger
Associate Director/Learning Specialist
Kenan Field House
Campus Box 3107

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, April 5, 2010 2:30 PM
To: Mutima@mxp1.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

---

at the ackland

Lunch with One

HOW TO BE A RENAISSANCE ARTIST

Giusto de' Menabuoi's *Virgin and Child*
and the Formation of Artistic Identity and Style
Wednesday, April 7
1:00 - 2:00 PM

Bring lunch and enjoy an hour of inspiration and information as Coordinator for Academic Programs **Robert Colby** discusses Giusto de' Menabuoi's *Virgin and Child* (seen above).

Free to members | $5 non-members

Art after Dark

Join us this Friday to celebrate the opening of New Currents in Contemporary Art: UNC-Chapel Hill Master of Fine Arts Exhibition. Marking the culmination of a two-year program, this exhibition introduces four emerging artists who interpret ideas ranging from the personal to the political in a wide variety of media, styles, and approaches. Curated by Lauren Sanford, Graduate Intern at the Ackland who is pursuing her PhD in Art History at UNC-Chapel Hill, *New Currents in Contemporary Art* features the work of artists **Jessica Dupuis, Emily Scott Beck, T. Coke Whitworth,** and **Kia Mercedes Carscallen**. Have a drink with friends, enjoy live music, and of course - take in the art!

> **Music: Lake Inferior** | 5:00 - 6:00 and 7:15 - 8:30 PM
> Lake Inferior is an indie band on student-run label Vinyl Records. Their "infectious mix of pop and electronic music" (*The Daily Tarheel*) will be sure to bring added spunk to this evening's special opening reception. The group features Nasir Abbas, Bo Beard, Dax Beaton, Logan Hornebuckle, and Derek Torres.

Sponsored by Student Friends of the Ackland
Free | Cash bar (beer and wine)

DRAWING IN THE GALLERIES

Saturday, April 10

DRAWING IN THE GALLERIES

10:00 AM - 12:00 PM

Join the Ackland's Amanda Hughes for drawing in the Ackland galleries. Bring paper and dry media (crayon, pencils, etc.). All levels are welcome. Free.

DRAWING FOR KIDS

Saturday, April 10

DRAWING FOR KIDS

10:00 AM - 12:00 PM

IN THE GALLERIES:

Color Balance
Paintings by Felrath Hines

Jacob Lawrence
and The Legend of John Brown

And a dozen more galleries filled with art and ideas!

COMING SOON:

Tuesday, April 13
Yoga in the Galleries
12:00 PM

Tuesday, April 14
Tea at Two
2:00 PM

Sunday, April 18
Music in the Galleries
2:00 - 4:00 PM

Please visit our calendar for a full listing of special programming and events.

Nine- to twelve-year-olds practice techniques like contour drawing, linear perspective, shading, and drawing people. Materials provided.

Registration required and limited - to register, call 919.966.5736
Free to members | $5 non-members

FRANK

Join the Ackland in welcoming FRANK, the beautiful new home of the Franklin Street Arts Collective.

Gala Opening
Friday, April 9 | 7:00 – 9:00 PM
with music from Shana TW: "ChamberSoul" (cello, vocals & guitar)

Open House
Saturday, April 10 | 10:00 AM – 5:00 PM
with music from Aleister Ozymandias & the Thirteen Blackbirds

109 East Franklin Street
info@frankisart.com | 919.636.4135

The Ackland celebrates the contributions of two of the most significant African American artists of the twentieth century: **Color Balance: Paintings by Felrath Hines** and **Jacob Lawrence and The Legend of John Brown** on view through May 9, 2010.

Color Balance: Paintings by Felrath Hines
Color Balance presents fourteen large-scale abstract paintings by Felrath Hines (1913-1993). In 2009, the artist's widow, Dorothy Fisher, donated a selection of his paintings to three North Carolina cultural institutions: the Ackland Art Museum at The University of North Carolina at Chapel Hill, the Nasher Museum of Art at Duke University, and the North Carolina Central University Art Museum. These luminous paintings are significant additions to the collections of each museum. The Ackland premieres the exhibition of these pieces, which will travel to the Nasher Museum of Art at Duke University and the NCCU Art Museum in 2010-2011.

Jacob Lawrence
and The Legend of John Brown
One of "the most impassioned visual chroniclers of the African American experience," (*New York Times*, June 10, 2000) Jacob Lawrence (1917-2000) created a series of gouache paintings in 1941 to illustrate the life of abolitionist John Brown. More than thirty years later, because the fragile paintings were deteriorating, the Detroit Institute of Arts commissioned him to revisit the series. The result was a limited edition portfolio of twenty-two hand-screened prints. This year, in honor of the 150th anniversary of the raid on Harpers Ferry, the Ackland presents this outstanding series for the first time.

Promotional support provided by North Carolina Public Radio-WUNC. Public programming for* Jacob Lawrence and The Legend of John Brown *was supported by the N.C. Arts Council, a division of the Department of Cultural Resources, with funding from the National Endowment for the Arts.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-26743298-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Giusto de' Menabuoi, Italian, Florence, active in Padua, active 1363/1364, died 1387: *The Virgin and Child Enthroned*, 1370s; tempera and gold on wood panel. The William A. Whitaker Foundation Art Fund

Jessica Dupuis: *Untitled*; ceramic, 12 x 6 x 5 inches. Courtesy of the artist

Emily Scott Beck: *Churn*, 2009: video, dimensions variable. Courtesy of the artist

T. Coke Whitworth: *Untitled* from *Zionville*; digital print. 22x17 inches. Courtesy of the artist

Kia Mercedes Carscallen: *Systemic*; video projection/ installation, dimensions variable. Courtesy of the artist

Egon Schiele, Austrian, 1890-1918: *Seated Woman* (detail), 1918; black colored pencil drawing. Burton Emmett Collection.

Norman Kent, American, born 1903: *Young Boy Drawing* (detail), 1930; linoleum-cut print. Burton Emmett Collection.

Felrath Hines, American, 1913 - 1993: *Escape*, 1989; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Felrath Hines, American, 1913 - 1993: *Aquatic Adventures*, 1993; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Jacob Lawrence, American, 1917 - 2000: *For forty years John Brown reflected on the hopeless and miserable condition of the slaves.*, no. 2 from *The Legend of John Brown*, 1977; color screenprint. Ackland Art Museum, Ackland Fund. (c) 2009 The Jacob and Gwendolyn Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of ccps@unc.edu
Sent: Monday, April 5, 2010 8:18 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Seeking Engaged Faculty

The Carolina Center for Public Service announces the call for applications for the 2010 cohort of the Faculty Engaged Scholars Program to begin this Fall. Selected scholars will participate in an interactive, experiential curriculum (eight to nine sessions over a two-year period) designed to advance their engaged scholarship. Each scholar will receive funds of up to $5,000 per year to support their work for each of the two years (maximum $10,000).
http://www.unc.edu/cps/faculty-engaged-scholars.php

Application deadline: May 14, 2010.
Apply here: http://ccps.unc.edu/database/nomination/fesp/login.jsp

Priority for participation will be given to tenure-track faculty with any length of service at UNC-Chapel Hill, and fixed-term faculty who have been at Carolina for at least five years. Preference will be given to faculty who demonstrate interest and/or experience in applying their scholarship to addressing practical problems of the state, with the potential to establish long-term benefits to North Carolinians. Additional support may be available for those scholars working with Caswell and/or Lenoir counties.

If you have questions after reviewing the online materials, please contact Lynn Blanchard, Director of the Carolina Center for Public Service, at ccps@unc.edu or 919-843-7568.

This email is sponsored by: Carolina Center for Public Service CCPS

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	bounce-26752722-27311589@listserv.unc.edu on behalf of Travis Gore <stgore@email.unc.edu>
Sent:	Tuesday, April 6, 2010 3:38 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] Faculty Meeting

---

Good Afternoon! Hope everyone is staying cool today. We will be meeting in the Global Education Center room 2010 from 3-5pm on Thursday April the 8th. The Faculty/Student Mixer will follow from 5-7pm in the Atrium.

Thanks,

Travis

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From:	nobody@notify.unc.edu on behalf of lungs@unc.edu
Sent:	Tuesday, April 6, 2010 8:55 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Healthy Children & Teens Needed for Research Study on Lung Function

---

Healthy Children & Teens Needed for Research Study on Lung Function

Objective: Look at measures of lung function compared to thorax (chest) dimensions in children and teens

Subjects: healthy children and teens aged 5 to 21 with no history of asthma or lung disease

Study Activities: participants will undergo a brief physical exam, answer questions on race and ethnicity, then perform spirometry (lung function testing), which consists of deep breathing maneuvers using equipment that measures airflow. Spirometry takes 10-15 minutes; the entire visit should take no more than 1 hour.

Compensation: $20 Target gift card, parking costs

If interested, contact Jessica Pittman, MD, MPH at lungs@unc.edu or (919) 966-1055

HS IRB # 09-0861
Approved: 7/16/2009
PI: Jessica Pittman, MD, MPH
Title: Spirometry in Children of All Races: A pilot study towards the design of new spirometric reference equations

This email is sponsored by: Pediatrics

==========

"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Tuesday, April 6, 2010 9:27 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Message from the Chancellor: April 21 Emergency Drill

---

Dear Students, Faculty and Staff:

As part of our ongoing efforts to enhance campus safety, we'll conduct an emergency drill off campus on Wednesday, April 21, between 8 a.m. and 4 p.m. Our Department of Public Safety is coordinating the exercise, which will include local law enforcement and response agencies.

The drill will simulate our response to a shooter on campus. The drill will be confined to our Outdoor Education Center, located off Country Club Road. Actors from EnviroSafe Consulting and Investigations Inc., a firm under contract with UNC General Administration, will play the role of armed gunmen. Others will portray hostages and victims from the campus community.

In conjunction with the drill, we're asking you to practice your own emergency preparedness on April 21. Shortly before 8:45 a.m., the emergency sirens will sound as a test. If you're outside, you'll likely hear the sirens. If you're inside, you may not. But students, faculty and staff who have registered for emergency text messages in the online directory will receive a test text message shortly after the sirens go off.

Between 8:45 a.m. and 8:50 a.m., your assignment is to do what you should do in an emergency:

* Stay inside or go inside.
* Close windows and doors.
* Wait for updates.

We hope faculty and students who are in class at 8:45 a.m. will use those five minutes to talk about the things you would do if the siren warning was real. At 8:50 a.m., everyone will resume their normal activities.

For the rest of the day, emergency vehicles and personnel will be visible in the immediate drill area, which will be clearly marked with yellow tape, barricades and signs saying an exercise is in progress. Neither regular traffic nor Chapel Hill Transit service in the area will be affected. We'll also communicate well in advance with nearby neighbors.

Unfortunately, we live in a world where bad things occasionally happen. We haven't been immune on our campus, and you only have to scan the headlines to see examples of tragedies on college campuses. It's our job to be ready for that worst-case scenario.

You'll receive more details and reminders about the drill in the coming days. And please check out alertcarolina.unc.edu for useful information about campus safety and to register for emergency text messages.

Thank you in advance for your participation on April 21.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: Tomeiko Ashford Carter <tashford@email.unc.edu>
Sent: Tuesday, April 6, 2010 10:43 PM
To: Institute of African American Research <iaarlist@listserv.unc.edu>
Subject: [iaarlist] IAAR 15th Anniversary Event
Attach: Poster Troy Duster Keynote Speaker.pdf; 15th anniversary donation form.pdf

---

Dear Faculty, Staff, and IAAR Supporters:

The Institute of African American Research's 15th Anniversary Event will take place Friday, May 7 from 6pm-9pm in the Trillium Dining Room of the William and Ida Friday Center. The keynote speaker will be Dr. Troy Duster, Professor of Sociology, New York University and Chancellor's Professor, University of California at Berkeley. Donation tickets are $30 per person and $50 per couple. Attached is a PDF poster of the event and a PDF of the donation form. For more information about tickets, please call (919) 962-6810. For limited availability of hotel rooms (April 7), please email tashford@email.unc.edu . We hope to see you at the anniversary event!

This email is being forwarded to the Listserv of the Institute of African American Research, located at the University of North Carolina at Chapel Hill. This listserv periodically lists information on upcoming IAAR programs, related organizations, and constituents. For more information, please contact the IAAR Programming Coordinator at 919.962.6810.

--- You are currently subscribed to iaarlist as: smutima@email.unc.edu. To unsubscribe send a blank email to leave-26754913-2005152.e15629b73e4b92fa3313326dbccef573@listserv.unc.edu

Institute of African American Research

15TH ANNIVERSARY EVENT

LECTURE AND AWARDS DINNER

Friday evening, May 7, 2010, 6 pm – 9 pm

University of North Carolina
William and Ida Friday Center
100 Friday Center Drive
Chapel Hill, NC 27517

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

DONATION: $30/PERSON; $50/COUPLE

KEYNOTE SPEAKER: DR. TROY DUSTER

TICKETS AVAILABLE THRU APRIL 23, 2010 CALL 919-962-6810

"Buried Alive: The Concept of Race in Science"

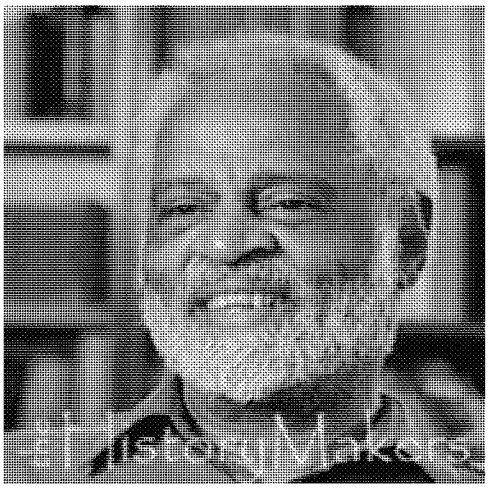

Dr. Troy Duster

Professor of Sociology, New York University and Chancellor's Professor, University of California at Berkeley

Troy Duster publishes widely across the fields of the sociology of law, race, and education. He shattered conceived notions of ethnicity in genetic research by raising the issue of race identification at the DNA level. His work proves that race continues to matter, biologically and socially. As a public intellectual, Dr. Duster serves on committees for the National Academy of Sciences, the National Science Foundation, and the Legal and Social Issues Committee of the Human Genome Project. He is Chair of the Board of Directors of the Association of American Colleges and Universities, and a member of the Board of Directors of the Social Science Research Council. From 1996-99, he served on the National Advisory Council for Human Genome Research, and during the same period served as a member and then chair of the joint advisory committee on Ethical, Legal and Social Issues in the Human Genome Project (The ELSI Working Group) to the National Institutes of Health and Department of Energy. He has written extensively on the social implications of advances in molecular biology and genetics, including *Backdoor to Eugenics* (Routledge, 1990) and "The Social Consequences of Genetic Disclosure," in Ronald Carson and Mark Rothstein, eds., *Culture and Biology* (Baltimore: Johns Hopkins University Press, 1999). Duster received his Ph.D. from Northwestern University.

JOIN US FOR AN INSPIRING EVENING!

IAAR 15th Anniversary Event DONATION FORM

NAME		
CITY	STATE	ZIP
HOME PHONE NUMBER	EMAIL ADDRESS	

_____ Yes, I/We want to support the IAAR 15th Anniversary Event by purchasing a ticket(s) for $30 per person or $50 per couple. I understand that $10 per person of this ticket represents a tax-deductable donation to the Institute of African American Research Fund (0751). The remaining cost of the ticket is intended to subsidize my/our dinner at the 15th Anniversary Event and is not tax-deductable.

_____My/Our additional personal tax-deductable gift to the Institute of African American Research is:

___ $25 ___ $50 ___ $100 ___ $250 ___ $500 ___ $1000 ____ $2000 *(1793 Society)*

This is a joint gift with my Carolina alumnus/alumna spouse.

Name _____ Class Year _____

Publicity: May we publicize your gift (e.g., honor rolls, news media, University publications or websites)?

Yes No

Method of Payment: Check — Payable to UNC-Chapel Hill (IAAR)

Charge — Please charge my/our first contribution of $ _____ to

Credit Card -- MasterCard Visa American Express (circle one)

This is a: ☐ One Time ☐ Monthly ☐ Quarterly gift.

Please charge my/our card accordingly.

Card Number _____

Expiration Date _____ (month)/ _____ (year)

SIGNATURE_____ DATE _____

Bank Draft — Please send the appropriate form

Stock — For transfer assistance, please contact the Office of Advancement Services at 919-962-8189

For those wishing to make an online gift, please visit http://giving.unc.edu/gift choose one of the online giving options, select "Other" in drop-down menu under University Designation, select "Other" as University Fund, and type "Institute of African American Research Fund *(0751)*" under Other Instructions.

Matching gifts can double or triple your gift. If you or your spouse works for a matching gift company, please contact the personnel office to obtain a matching gift form. Send it with your gift to UNC-Chapel Hill. Mail your contribution and this form to: UNC, P.O. Box 309, Chapel Hill, NC 27514.

Please write IAAR 15th Anniversary Event in the memo line of your check. Thank you for your support of the Institute of African American Research.

From:	bounce-26760737-27340898@listserv.unc.edu on behalf of Ryan Greenway <Greenway@unc.edu>
Sent:	Wednesday, April 7, 2010 2:52 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] CALL FOR NOMINATIONS: Award in Management

---

The enclosed message and attached form are being sent to all faculty and staff in the College of Arts and Sciences on behalf of Wendy Riley in the Dean's Office. Note: April 30 deadline.

* * *

Call for nominations for the 2010 Award in Management

An annual Award in Management was established in 2005 to acknowledge the dedication and hard work of the administrative managers in each of our units who coordinate and serve as liaisons with the Dean's Office.

Nominations for the 2010 College of Arts and Sciences Award in Management are due by Friday, April 30, 2010. The criteria for the award are listed on the attached nomination form. Up to three letters of support addressed to Wendy Riley (Dean's Office, CB # 3100, 205 South Building) will be accepted.

The 2010 award recipient will be announced at this spring's Arts and Sciences Managers' Award Luncheon.

Again, the nomination deadline is Friday, April 30th.

Return nominations to:

Wendy Riley
College of Arts & Sciences
CB# 3100, Dean's Office
Fax#: 2-2408

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

From:	bounce-26761289-27340898@listserv.unc.edu on behalf of Ryan Greenway <greenway@unc.edu>
Sent:	Wednesday, April 7, 2010 3:40 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] ATTACHMENT: Award in Management form
Attach:	Award in Mgmt Nomination Form.doc

The enclosed message and attached form are being sent to all faculty and staff in the College of Arts and Sciences.

Please use the attached nominating form for the 2010 Award in Management.

Ryan Greenway wrote:

> *The enclosed message and attached form are being sent to all faculty and staff in the College of Arts and Sciences on behalf of Wendy Riley in the Dean's Office. Note: April 30 deadline.*
>
> * * *
>
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> Return nominations to:
>
> Wendy Riley
> College of Arts & Sciences
> CB# 3100, Dean's Office
> Fax#: 2-2408
>
> - -- You are currently subscribed to
>
> all-college-staff as: deans-office-staff@listserv.unc.edu.
>
> -- You are currently subscribed to
>
> deans-office-staff as: greenway@unc.edu.

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Wednesday, April 7, 2010 4:09 PM
To: Mutima@mxp2.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] New Currents in Contemporary Art - Opening Reception Friday, April 9

Friday, April 9, 6 - 8 PM

Each spring, the Ackland presents New Currents in Contemporary Art: UNC-Chapel Hill Master of Fine Arts Exhibition, an exhibition of works by graduating UNC-Chapel Hill master of fine arts students. This year's exhibition introduces **T. Coke Whitworth, Kia Mercedes Carscallen, Jessica Dupuis,** and **Emily Scott Beck**, four emerging artists whose work interprets ideas ranging from the personal to the political.

OPENING RECEPTION
Friday, April 9
6:00 - 8:00 PM (Museum open until 9:00 PM)
Have a drink with friends, enjoy live music from **Lake Inferior** (5:15 - 6:15 and 7:15 - 8:30 PM), an indie band on student-run label Vinyl Records, and of course - take in the art!

Free | Cash bar (wine and beer)
Presented by the Student Friends of the Ackland

If you are not already a member but would like to be, please join online.

Images:
T. Coke Whitworth: *Untitled* from *Zionville*; digital print. 22x17 inches. Courtesy of the artist
Kia Mercedes Carscallen: *Systemic*; video projection/ installation, dimensions variable. Courtesy of the artist
Jessica Dupuis: *Untitled*; ceramic, 12 x 6 x 5 inches. Courtesy of the artist
Emily Scott Beck: *Chum*, 2009: video, dimensions variable. Courtesy of the artist

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: Tomeiko Ashford Carter <tashford@email.unc.edu>
Sent: Wednesday, April 7, 2010 4:20 PM
To: Institute of African American Research <iaarlist@listserv.unc.edu>
Cc: Veronica D. Bellamy <cookee@email.unc.edu>; Carol Tresolini <Carol_Tresolini@unc.edu>; Karen M Gil <kgil@email.unc.edu>; Bruce William Carney <bruce@physics.unc.edu>; Lillie L Searles <lsearles@email.unc.edu>; Travis Gore <stgore@email.unc.edu>; minority_research@listserv.unc.edu; jodie@unc.edu; Nicole Taylor <taylorn@email.unc.edu>; Sibby Anderson-Thompkins <sibby@email.unc.edu>; Susan L Walters <susan_walters@unc.edu>; Victor J Schoenbach <vjs@unc.edu>; Holly A Smith <hasmith@email.unc.edu>; Tanya C Fortner <tfortner@email.unc.edu>; Thu Thi Xuan Nguyen <thu.txn@gmail.com>; Vonnie C McLoyd <vcmcloyd@unc.edu>; Antonio A Morgan-Lopez <aaml@email.unc.edu>; Enrique W Neblett <eneblett@email.unc.edu>; Eleanor Seaton <eseaton@email.unc.edu>; Charles R Price <cprice1@email.unc.edu>; Karla Slocum <kslocum@unc.edu>; Valerie S Ashby <ashby@email.unc.edu>; Julius E Nyang Oro <JEN321@email.unc.edu>; Anna Loeschner <loanna@email.unc.edu>; Fatimah Jackson <fatimahj@email.unc.edu>; Bill Jenkins <bjenkins1945@yahoo.com>; Fatimah Jackson <flcj6@hotmail.com>; Jesse Hardin <jahardin@email.unc.edu>; Marciea McMillian <drmmmcmillian@gmail.com>
Subject: [iaarlist] Friday Tea, April 9
Attach: spring-announcement.pdf

The Institute of African American Research will hold a Friday Tea on Friday, April 9 from 2:00pm-4:00pm in suite 309 of the Sonja Haynes Stone Center for Black Culture and History.

Our guest speaker will be Lolita Gutierrez-Brockington, IAAR Senior Scholar. She will be speaking on the following topic: "(Re)Searching colonial demographics through Parish records: Africans in the Andes 1550-1820".

Attached is an announcement highlighting our remaining teas for the Spring semester. All teas are free and open to students, faculty, staff, and community members. Please post in your respective areas and share with your colleagues and friends.

This email is being forwarded to the Listserv of the Institute of African American Research, located at the University of North Carolina at Chapel Hill. This listserv periodically lists information on upcoming IAAR programs, related organizations, and constituents. For more information, please contact the IAAR Programming Coordinator at 919.962.6810.

--- You are currently subscribed to iaarlist as: smutima@email.unc.edu. To unsubscribe send a blank email to leave-26761805-2005152.e15629b73e4b92fa3313326dbccef573@listserv.unc.edu

Spring 2010 Calendar for Friday Teas

Our Friday Teas continue to attract many faculty, students, and staff from UNC and the larger community. These settings are ideal for interdisciplinary dialogue, exchange of ideas, and developing a spirit of collegiality on the campus. IAAR will continue these Friday Teas into the Spring 2010 semester. This semester, however, the Friday Teas will be hosted by various organizations and/or feature a 20 minute mini-seminar by one of our Research Fellows, Senior Scholars, or special guests. Teas begin at 2 pm during the Spring semester!

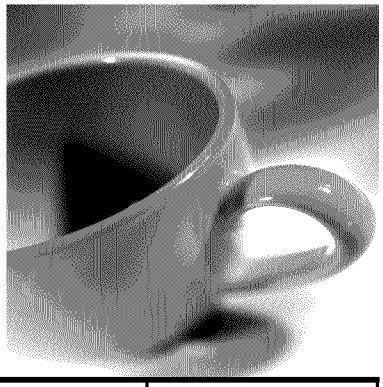

Friday, January 15th, 2010 2 pm—4 pm **Charmaine Royal** (Duke University) Guest of Bill Jenkins, Senior Scholar Seminar Topic: *"Race Medicine"*	Friday, January 29th, 2010 2 pm—4 pm Diversity Education Team (**Donna Bickford, Cookie Newsom, Beth Kurtz-Costes**) Seminar Topic: *"Intersections between race/ gender"*	Friday, February 12th, 2010, 2 pm—4 pm **Charlene Chester**, Research Fellow Seminar Topic: *"Minority adjustment in transracial adoption"*	Friday, February 26th, 2010, 2 pm—4 pm **Melissa Radcliff** Our Children's Place Seminar Topic: *"Impact of maternal incarceration on children and families"*	Friday, March 26th, 2010 2 pm—4 pm **Monique McMillian-Robinson**, Research Fellow Seminar Topic: *"Do gender differences exist in the academic identification of African American elementary school aged children?*	Friday, April 9th, 2010 2 pm—4 pm **Lolita Gutierrez-Brockington**, Senior Scholar Seminar Topic: *"(Re)Searching colonial demographics through Parish records: Africans in the Andes 1550-1820"*
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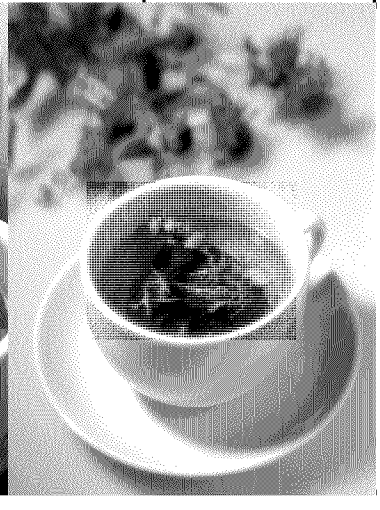

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From:	nobody@notify.unc.edu on behalf of bryant_tran@unc.edu
Sent:	Wednesday, April 7, 2010 8:24 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Blood Vessel Function Study at UNC

~CLINICAL RESEARCH STUDY~

Are You a Healthy Male Over the Age of 40?

Investigators at UNC are looking for men to participate in a study evaluating blood vessel function.

Participants must also:
*be non-smokers
*have no history of cardiovascular disease (including high blood pressure, high cholesterol, or diabetes)
*not be taking any daily medications
The study involves:
*A one-time outpatient clinic visit lasting about 1.5 hours
*Non-invasive blood vessel function assessment
*Blood sample collection
*Must be willing to fast over night and avoid certain over-the-counter medications and dietary supplements for one week
*$50 compensation for completing the study
For more information, contact Dr. Bryant Tran at
@gmail.com or (919)843-8723

IRB# 07-0836
IRB Approval Date: 7/13/09

This email is sponsored by: UNC Eshelman School of Pharmacy

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of @email.unc.edu
Sent: Wednesday, April 7, 2010 8:33 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research participants needed

You are invited to participate in a focus group to discuss Human Papilloma Virus (HPV) infection.

DO YOU QUALIFY?
We are looking for males between the ages of 18 and 26 who:
* Identify as Latino or Hispanic
* And who speak English or are Bilingual (English/Spanish)

The focus group will take approximately 90 minutes. Participants will receive dinner and a $25.00 gift card for participating in this study.

For more information, please email @email.unc.edu).

This study was approved by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board. IRB#09-1307

This email is sponsored by: Department of Pediatrics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of @unc.edu
Sent: Wednesday, April 7, 2010 8:54 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Participants Needed for Paid Nutrition Education Study

---

-Do You Receive SNAP/Food Stamp benefits?
-Are you interested in being part of a paid research study that could improve the nutrition and health of your family?
-Are you looking for tips and tools to make smart grocery store decisions?

Consider signing up for your own *free* HEALTH E-CHANGE Nutrition Tracker

Participants Receive:
--Free analysis of their grocery purchases and overall family diet
--Interactive website tailored for the nutrition improvement of you and your family
--Easy to read graphs and visuals to chart improvements to diet over time

This study involves 4 weeks of grocery receipt collection and website usage, with a phone or in-person interview to summarize your experience. Participants will have the opportunity to earn a total of $60 if all parts of the study are completed.

If you have questions, or are interested in participating, please contact healthechange@gmail.com

This study has been approved by the IRB (Public Health-Nursing)on 3/09/2010: Study # 09-2300

This email is sponsored by: Department of Health Policy and Management, School of Public Health

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: bounce-26767412-27367737@listserv.unc.edu on behalf of Kent, Adam S <akent@unc.edu>
Sent: Thursday, April 8, 2010 11:45 AM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] I-9's

Hi Everyone,

For those who have not brought in their I-9 paperwork yet, if you could bring it to the meeting today it would really be appreciated. Thanks

Adam

Adam Kent
Departmental Manager
Office of Arts & Sciences Information Services
Interim Departmental Manager
Department of African & Afro-American Studies
University Of North Carolina at Chapel Hill
CB 3056, 13C Howell Hall
Chapel Hill, NC 27599-3056
919.843.3200 (Direct Line)
(Mobile)
919.843.7022 (Fax)
akent@unc.edu
IM: oasisadamkent
http://oasis.unc.edu/
http://www.unc.edu/depts/afriafam/

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of BEACH_STUDY@unc.edu
Sent: Thursday, April 8, 2010 8:24 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Dietary Supplement Study for Binge Eating

---

Do you struggle with binge eating? Do you sometimes eat an unusually large amount of food in a short period of time and feel out of control? Do you sometimes feel compelled to eat?

If so, you may be eligible to participate in a research study designed to investigate the effects of a dietary supplement on eating behavior, mood, and appetite.

Here is further information about the study:
* Free study-related dietary supplement taken daily for 6 months
* 10 visits to UNC Hospitals over a period of 10 months
* Visits last 1 to 3 hours
* Interviews and questionnaires to assess eating behavior, mood, etc.
* Blood draws to assess appetite-related hormones
* Confidential
* $385 for study completion plus parking during study visits

Eligibility Requirements:
* 18 to 55 years old
* If female, not pregnant or planning to become pregnant
* Overweight
* Current binge eating symptoms

If you are interested, please contact:

BEACh Study Coordinator
BEACH_STUDY@unc.edu
(919) 843-2483

The principal investigator for this study is:

Kim Brownley, PhD, Department of Psychiatry, UNC-CH

This study (IRB #08-0953)was approved by the Office of Human Research Ethics Biomedical Institutional Review Board on June 02, 2009.

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

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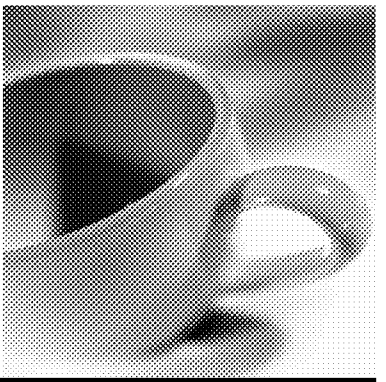

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From:	bounce-26773084-27394543@listserv.unc.edu on behalf of Perry Hall <hallpa@email.unc.edu>
Sent:	Friday, April 9, 2010 7:19 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] Follow up to yesterday
Attach:	AMSTproposal for permission to plan for PhD1.pdf

Greetings Colleagues

Thank you for you attention and feedback re: the graduate committee's proposal document. If it's not asking to much I would appreciate it if you all could (as much as you can remember) forward to me the concerns you each expressed yesterday so I won't forget anything in my revision of the document, which I hope to do forthwith.

Meanwhile, as per request, I have attached the approved proposal from American Studies which Ken forwarded to me earlier.

best
Perry

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: BullsHead@store.unc.edu
Sent: Friday, April 9, 2010 8:29 AM
To: Bulls Head mailing list <bullymail@listserv.unc.edu>
Subject: 85th Birthday TODAY - 25% off Everything

Today's the day!

Stop by the Bull's Head Bookshop to celebrate our 85th birthday party with 25% off everything in the Bull's Head! Free birthday cake and other goodies at noon!

****

*25% discount cannot be combined with any other sale, discount or coupon. Sale does not apply to magazines or newspapers.

--- You are currently subscribed to bullymail as: smutima@email.unc.edu. To unsubscribe send a blank email to leave-26773322-4005955.0e9ae51c1aebe739ce4dd2b3bc85321d@listserv.unc.edu

From: Travis Gore <stgore@email.unc.edu>

Sent: Friday, April 9, 2010 2:47 PM

To: Barbara Anderson <b_anderson@unc.edu>; Donato Fhunsu <dfhunsu21@unc.edu>; Kia L Caldwell <klcaldwe@email.unc.edu>; Perry Hall <hallpa@email.unc.edu>; Reginald Hildebrand <hildebra@email.unc.edu>; Kenneth Janken <krjanken@email.unc.edu>; michael lambert <mlambert@email.unc.edu>; Margaret Carol Lee <leemc@email.unc.edu>; Tim McMillan <tjm1@email.unc.edu>; Sinamenye A Mutima <smutima@email.unc.edu>; Julius E Nyang'Oro <JEN321@email.unc.edu>; Georges Nzongola-Ntalaja <nzongola@email.unc.edu>; Robert Porter @mindspring.com>; charlene regester <regester@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>; bereket selassie <bselassi@email.unc.edu>; Mamarame Seck <mseck@email.unc.edu>; Karla Slocum <kslocum@unc.edu>; jfjordan@email.unc.edu; @gmail.com; @aol.com

Subject: Spring Schedule 2011

Dear Colleagues,

Tim and I need your teaching preferences for the Spring 2011 because we will need to start working on that soon. Keep in mind that the majority of the classes need to be taught out of "prime time" Please email your preferred courses and dates/times to Tim tjm1@email.unc.edu and me stgore@email.unc.edu We will consult with you about your actual schedules soon.

Thank you,

Travis

From:	bounce-26776230-27394543@listserv.unc.edu on behalf of Georges Nzongola-Ntalaja <nzongola@email.unc.edu>
Sent:	Friday, April 9, 2010 3:04 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	Re: [african-and-afro-american-studies-faculty] Follow up to yesterday
Attach:	GNN COMMENTS ON THE PROPOSED GRADUATE PROGRAM.docx

Thanks, Perry. Attached please find my comments.
Georges

Perry Hall wrote:
> Greetings Colleagues
>
> Thank you for you attention and feedback re: the graduate committee's
> proposal document. If it's not asking to much I would appreciate it
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> concerns you each expressed yesterday so I won't forget anything in
> my revision of the document, which I hope to do forthwith.
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> Meanwhile, as per request, I have attached the approved proposal from
> American Studies which Ken forwarded to me earlier.
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> best
> Perry
> --- You are currently subscribed to african-and-afro-american-studies-faculty as: nzongola@email.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: bounce-26776459-27394543@listserv.unc.edu on behalf of klcaldwe <klcaldwe@email.unc.edu>
Sent: Friday, April 9, 2010 3:24 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: Re: [african-and-afro-american-studies-faculty] Follow up to yesterday

---

Georges,
These are excellent recommendations. I think they will really enhance the proposal.

Best,
Kia

On Fri, 09 Apr 2010 15:03:30 -0400, Georges Nzongola-Ntalaja <nzongola@email.unc.edu> wrote:
> Thanks, Perry. Attached please find my comments.
> Georges
>
>
> Perry Hall wrote:
>> Greetings Colleagues
>>
>> Thank you for you attention and feedback re: the graduate committee's
>> proposal document. If it's not asking to much I would appreciate it
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>
> --- You are currently subscribed to
> african-and-afro-american-studies-faculty as: klcaldwe@email.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: bounce-26779228-27425060@listserv.unc.edu on behalf of eunice@email.unc.edu
Sent: Saturday, April 10, 2010 2:18 AM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: Re: [african-and-afro-american-studies-faculty] Follow up to yesterday

---

Dear Georges,

Thanks so much for affirming the work of the committee. In addition, I like the title you suggest for the program. In one of our meetings, we played around with the idea of naming it 'Global Africa' studies, in attempts to capture what we were trying to conceptualize, thus it is wonderful to see the new title for it does a better job in this respect. Finally, your suggestions for streamlining the thematic concentrations embody the core ideas of the proposal very well. Thanks.

Best wishes, Eunice

Quoting Georges Nzongola-Ntalaja <nzongola@email.unc.edu>:

> Thanks, Perry. Attached please find my comments.
> Georges
>
>
> Perry Hall wrote:
>> Greetings Colleagues
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>
>
> --- You are currently subscribed to
> african-and-afro-american-studies-faculty as: eunice@email.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, April 12, 2010 1:51 PM
To: Mutima@mxp1.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

---

at the ackland

Yoga in the Galleries

Tuesday, April 13
12:00 - 1:00 PM

Namaste! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland. Yoga mats and cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended. Sessions led by Joanne Marshall. Beginners are welcome.

Registration recommended | Free to members, $5 non-members

Tea at Two

Wednesday, April 14
2:00 - 4:00 PM

On selected Wednesdays, **Tea at Two** features a special guest speaker followed by tea and refreshments in the Yager Gallery. This program is free to members, but members are encouraged to bring guests ($10 for non-members). Space is limited. Please RSVP to Kyle Fitch at kyle_fitch@unc.edu or 919.843.3676.

This Wednesday's presentation will feature the exhibition curator and artists whose work is now on view in New Currents in Contemporary Art: UNC-Chapel Hill Master of Fine Arts Exhibition. Join artists Emily Scott Beck, Kia Mercedes Carscallen, Jessica Dupuis, and T. Coke Whitworth - along with curator Lauren Sanford, Graduate Intern at the Ackland - for an informal tour and discussion of the exhibition.

Thursday Talks

Thursday, April 15
7:00 - 8:00 PM

Thursday Talks bring artists, scholars, and art lovers together during the Ackland's Thursday evening hours. This Thursday features a tour of the exhibition Jacob Lawrence and The Legend of John Brown with Zoe Trodd and Blake Gilpin, postdoctoral fellows at UNC-Chapel Hill's Center for the Study of the American South, who have written about both John Brown and Jacob Lawrence. Their tour will examine the artistic, historical, and literary contexts in which Lawrence made his narrative series, and will include brief presentations and opportunities to ask questions and look closely at the art together.

Free

Music in the Galleries

Sunday, April 18
2:00 - 4:00 PM

IN THE GALLERIES:

Color Balance
Paintings by Felrath Hines

Jacob Lawrence
and The Legend of John Brown

New Currents
in Contemporary Art

And a dozen more galleries filled with art and ideas!

COMING SOON:

Sunday, April 25
Family Fun Tour
1:15 PM

Please visit our calendar for a full listing of special programming and events.

This Sunday, after taking in the art on view in New Currents in Contemporary Art: UNC-Chapel Hill Master of Fine Arts Exhibition, experience another area of artistic achievement at UNC-Chapel Hill: our talented undergraduate music majors. Join them as they show off this year's musical progress with solo and ensemble selections from Bach to today.

Free

The Ackland celebrates the contributions of two of the most significant African American artists of the twentieth century: **Color Balance: Paintings by Felrath Hines** and **Jacob Lawrence and The Legend of John Brown** on view through May 9, 2010.

Color Balance: Paintings by Felrath Hines

Color Balance presents fourteen large-scale abstract paintings by Felrath Hines (1913-1993). In 2009, the artist's widow, Dorothy Fisher, donated a selection of his paintings to three North Carolina cultural institutions: the Ackland Art Museum at The University of North Carolina at Chapel Hill, the Nasher Museum of Art at Duke University, and the North Carolina Central University Art Museum. These luminous paintings are significant additions to the collections of each museum. The Ackland premieres the exhibition of these pieces, which will travel to the Nasher Museum of Art at Duke University and the NCCU Art Museum in 2010-2011.

Jacob Lawrence and The Legend of John Brown

One of "the most impassioned visual chroniclers of the African American experience," (*New York Times*, June 10, 2000) Jacob Lawrence (1917-2000) created a series of gouache paintings in 1941 to illustrate the life of abolitionist John Brown. More than thirty years later, because the fragile paintings were deteriorating, the Detroit Institute of Arts commissioned him to revisit the series. The result was a limited edition portfolio of twenty-two hand-screened prints. This year, in honor of the 150th anniversary of the raid on Harpers Ferry, the Ackland presents this outstanding series for the first time.

Promotional support provided by North Carolina Public Radio-WUNC. Public programming for* Jacob Lawrence and The Legend of John Brown *was supported by the N.C. Arts Council, a division of the Department of Cultural Resources, with funding from the National Endowment for the Arts.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-26790635-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Indian, Central, 11th to 12th century: *Ganesha* (detail); sandstone sculpture. Gift of Clara T. and Gilbert J. Yager in honor of Dr. Charles Morrow and his wife, Mary Morrow, for their many contributions to the University and to the Ackland Art Museum during his term as Provost.

Jessica Dupuis: *Untitled*; ceramic, 12 x 6 x 5 inches. Courtesy of the artist

Emily Scott Beck: *Churn*, 2009: video, dimensions variable. Courtesy of the artist

T. Coke Whitworth: *Untitled* from *Zionville*; digital print. 22x17 inches. Courtesy of the artist

Kia Mercedes Carscallen: *Systemic*; video projection/ installation, dimensions variable. Courtesy of the artist

Jacob Lawrence, American, 1917 - 2000: *For forty years John Brown reflected on the hopeless and miserable condition of the slaves.*, no. 2 from *The Legend of John Brown*, 1977; color screenprint. Ackland Art Museum, Ackland Fund. (c) 2009 The Jacob and Gwendolyn Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York

Felrath Hines, American, 1913 - 1993: *Aquatic Adventures*, 1993; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Jacob Lawrence, American, 1917 - 2000: *For forty years John Brown reflected on the hopeless and miserable condition of the slaves.*, no. 2 from *The Legend of John Brown*, 1977; color screenprint. Ackland Art Museum, Ackland Fund. (c) 2009 The Jacob and Gwendolyn Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: bounce-26792975-27477392@listserv.unc.edu on behalf of Kent, Adam S <akent@unc.edu>
Sent: Monday, April 12, 2010 8:33 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc: Dalcantara, Valeria <valeria@email.unc.edu>
Subject: [african-and-afro-american-studies-faculty] Newsletter info request

---

HI All,

I forgot to request some information from you regarding the newsletter. For those who have been published or about to be published and presented or about to present please send me this information ASAP as we want to get the newsletter published this week. Thanks.

Adam

Adam Kent
Departmental Manager
Office of Arts & Sciences Information Services
Interim Departmental Manager
Department of African & Afro-American Studies
University Of North Carolina at Chapel Hill
CB 3056, 13C Howell Hall
Chapel Hill, NC 27599-3056
919.843.3200 (Direct Line)
(Mobile)
919.843.7022 (Fax)
akent@unc.edu
IM: oasisadamkent
http://oasis.unc.edu/
http://www.unc.edu/depts/afriafam/

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent: Monday, April 12, 2010 9:44 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Honor a Co-Worker

LOOKING FOR A CHANCE TO HONOR A CO-WORKER?
Do you know a staff member (permanent, full-time) who deserves recognition for a job well done on campus? Whether on the front lines or in the back office they always go above and beyond. If you work with one of these exceptional employees the UNC Employee Forum needs to hear from you! Peer recognition nomination forms are being sent to all UNC staff.

TO COMPLETE THE NOMINATION FORM ONLINE:
Go to The Employee Forum's website: http//forum.unc.edu and click on the Peer Recognition Nomination Form. Complete the form and send it as an attachment to: tburton@med.unc.edu

You will also be receiving a nomination form in the mail if you prefer to submit hard copy. We look forward to receiving your nominations.

Teena Burton, Chair
Community Affairs, Recognition, Awards and Outreach Committee
The Employee Forum

This email is sponsored by: Employee Forum

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of bruce_egan@unc.edu
Sent: Monday, April 12, 2010 10:34 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Carolina Family Scholarship application - 2010

Dear Carolina Faculty and Staff,

The UNC-Chapel Hill Family Scholarship committee is pleased to announce that Fall 2010 scholarship applications for children of UNC-Chapel Hill employees are now being accepted. To apply, go to www.unc.edu/familyfund and select the Scholarship Application & Renewal Application option on the left side of the screen. It may take a minute to retrieve the Application.

PLEASE NOTE: The application deadline is May 15th, 2010.

This need-based scholarship fund was created by Carolina employees to provide financial support to the children of our full-time colleagues to attend ANY of the 16 UNC campuses as well as any of the accredited community and technical colleges in North Carolina.

For more information about the scholarship, see http://gazette.unc.edu/archives/09apr01/fundraising.html

PLEASE NOTE: Applicants must file the necessary financial aid forms with the institution they wish to attend and notify the Office of Scholarships and Student Aid at UNC-Chapel Hill with the contact information for that institution's financial aid office, as well as provide a detailed summary of the financial aid package offered by that institution.

.....
.....

Want to help children of Carolina employees go to college? Check out www.unc.edu/familyfund to arrange for a $1 (or more) weekly tax-deductible payroll deduction or a one-time donation.

The UNC-Chapel Hill Family Scholarship Fund committee offers their sincere thanks for your support and welcomes your suggestions.

Respectfully,

UNC-Chapel Hill Family Scholarship Fund committee --
www.unc.edu/familyfund

and

Bruce Egan
Director, ITS Response Center (962-HELP)
UNC-Chapel Hill

voice: 843-7777
email: bruce_egan@unc.edu

This email is sponsored by: UNC Development/ Scholarship Offices

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From:	nobody@notify.unc.edu on behalf of ccps@unc.edu
Sent:	Monday, April 12, 2010 11:48 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: BOG Faculty Award for Public Service

There is one week left to nominate a deserving Carolina faculty member for the 2010 Board of Governors Award for Excellence in Public Service! This award was created in 2007 to encourage, identify, recognize and reward public service by faculty of the University.

As stated in the description, "The award recognizes sustained, distinguished and superb achievement in university public service and outreach, and contributions to improving the quality of life of the citizens of North Carolina. The creativity and impact of a nominee's achievements are of a magnitude that greatly exceeds the normal accomplishments of a productive faculty."

The Carolina Center for Public Service is coordinating selection of the UNC-Chapel Hill nominee for this prestigious award. Each nomination should be accompanied by biographical information and a statement of the nominee's public service and sent to ccps@unc.edu by 5:00 PM on April 20, 2010.

This email is sponsored by: Carolina Center for Public Service

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of research_support@unc.edu
Sent: Tuesday, April 13, 2010 12:17 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research Support: New PI Training, NIH Public Access, and Commercialization Reso

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The April 2010 issue of RESEARCH SUPPORT online newsletter is now available for viewing at http://research.unc.edu/rs/

In this issue:

Funding Opportunities
Major funding opportunities from state, public, and private agencies, as well as from UNC-Chapel Hill.
* RECOVERY ACT
* Carolina Internal Funding Opportunities
* National Science Foundation
* National Institutes of Health
* Social and Behavioral Sciences
* Health and Medical Sciences
* Life and Physical Sciences
* Arts and Humanities

Campus News
* New Principal Investigator Training
* Award Management Reorganization
* Workshop and Other Resources for Complying with the NIH Public Access Policy
* Emerging Company Showcase
* University Cancer Research Fund Strategic Plan
* NIH SBIR/STTR Conference
* Commercialization Webinars from NC BioStart
* Effort Reporting Announcement
* RASG March Meeting Presentations Available Online
* Bioinformatics Tools Workshops
* Upcoming Workshops for Social Science Researchers
* New Patents and License Agreements

Funding Tips
* Tips for Preparing Fulbright Scholar Applications
* UNC-Chapel Hill, BioPontis Alliance Biomedical Research Development Partnership
* New Help for Writing the Vertebrate Animal Section of NIH Grant Proposals
* NC Biotech Center Opportunities and How to Apply for Them
* Orange County Arts Commission's Grants Information Session
* Clarification for U.S.-Israel BSF Transformative Science Program

Federal News
* NIH Solicits Feedback on Closing the Error Correction Window
* New NIH Common Fund Programs
* NIH Recovery Act Update
* NSF Support for Climate, Energy and Sustainability
* Webinar on DTRA Research Mission and Priorities
* NRSA Policy for Tuition, Fees, and Health Insurance Finalized
* National Cybersecurity Initiative
* Request for Input on Commercialization of University Research
* NIH to Require xTrain for Many Training and Career Development Programs
* NSF Partners with Association of Petroleum Geologists to Fund Earth

Sciences Research
* USDA Agriculture and Food Research Initiative Webinars
* NSF Call for Chemistry Reviewers

View the issue at http://research.unc.edu/rs/

RESEARCH SUPPORT provides Carolina faculty and research staff with funding opportunities, sponsored research news, funding tips, and timely information from all of the offices supporting research at Carolina. It is published by the Office of the Vice Chancellor for Research and Economic Development, GrantSource Library. Email research_support@unc.edu

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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From:	bounce-26796496-27505954@listserv.unc.edu on behalf of nzongola@email.unc.edu
Sent:	Tuesday, April 13, 2010 9:31 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	Re: [african-and-afro-american-studies-faculty] Tim's Comments

---

Thanks, Tim, for adding more thoughtful considerations to the
discussion. This should help the Committee's deliberations.

Georges

Quoting Tim McMillan <tjm1@email.unc.edu>:

> Hello All --
>
> I too commend Perry and the rest of the committee for the long and
> difficult journey that brought us to this state. The proposal should be
> useful as a guiding document for future hires and for our development as
> an intellectual collective. Thanks.
>
> Comments attached.
>
> Tim
>
> --- You are currently subscribed to
> african-and-afro-american-studies-faculty as: nzongola@email.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: mseck <mseck@email.unc.edu>
Sent: Tuesday, April 13, 2010 2:34 PM
To: Michael Lambert <mlambert@unc.edu>
Cc: Barbara Anderson <b_anderson@unc.edu>; Alphonse Mutima <smutima@email.unc.edu>; Julius Nyang'oro <jen321@email.unc.edu>
Subject: Re: course development funds for Swahili

Dear Barbara,

These are great ideas because and as the program grows courses will become more specific. I am willing to work closely with Alphonse to develop those courses.

Best regards,
Mamarame

On Tue, 13 Apr 2010 14:04:54 -0400, Michael Lambert <mlambert@unc.edu> wrote:
> Alphonse,
>
> As you know we have also included the development of a business Swahili
> class in our Title VI proposal. This will be done in collaboration with
> the
> Business School and our contact there is Julia Cruz. She will be
putting
> together a planning committee for a CIBER Business Language conference
and
> I
> gave her your name as the person who at this point is most likely to be
> involved in the business Swahili class. She might be getting in touch
with
> you soon.
>
> Mike
>
> I also spoke with Julia Cruz who is planning committee for the CIBER
> Business Language conference
>
> On Tue, Apr 13, 2010 at 1:45 PM, Barbara Anderson
> <b_anderson@unc.edu>wrote:
>
>> Dear Alphonse:
>> The African Studies Center is pleased to provide you with a small course
>> development grant in order to develop a course in Swahili literature.
>> Please
>> work with Mamarame and Julius to make sure that this is something that
>> will
>> likely be taught in the future (new grant funds pending, of course!).
We
>> would like a syllabus and reading list for this on August 15. Thank you
>> for
>> everything you do for our African languages program. Warm regards,
>> Barbara
>>
>> --
>> Barbara Shaw Anderson
>> Associate Director, African Studies Center
>> Lecturer, Department of African and Afro-American Studies

>> African Studies Center, CB#7582
>> 3027 FedEx Global Education Center
>> University of North Carolina
>> Chapel Hill, NC 27599-7582
>> (919) 962-1406 office
>> (919) 843-2102 fax
>> b_anderson@unc.edu
>> www.global.unc.edu/africa
>>
>>

From: mseck <mseck@email.unc.edu>
Sent: Tuesday, 2:51 PM
To: @eagles.nccu.edu>; Sinamenye A Mutima <smutima@email.unc.edu>
Subject: Re:

Dear

I am writing to let you know that you can contact directly Dr. Alphonse Mutima, who teaches Swahili for us, to discuss the ways in which you could take a test with him. I will discuss this issue with him tomorrow. I am CCing him this message so that you can have his contact information.

Best regards,
Mamarame

On Mon, 12:13:13 -0400,
< @eagles.nccu.edu> wrote:
> I am a senior student at NCCU and have been asked to take a SWAHILI test
> at your school to meet the foreign language requirement under the UNC
> system. I am from and took kiswahili in High school. I would
> appreciate your advice on how to go about-How much does it cost? When can
i
> take the test?etc.
> Thank you.
>

From:	bounce-26800246-27505954@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent:	Tuesday, April 13, 2010 3:46 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	Administrative Managers <asmgrs@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] FROM THE CHANCELLOR and DEAN: Discussion Guide for Classes April 21 at 8:45 am during Alert
Attach:	Discussion Guide for Faculty and Graduate Students on April 21-2.docx

---

The enclosed message and attachment are being sent on behalf of Chancellor Thorp and Dean Gil to all faculty in the College, with a copy to administrative managers. Please read and share with graduate student teaching assistants.

* * *

Dear Deans, Directors,Department Chairs and Faculty:

We need your help getting the word out about the emergency drill on Wednesday, April 21. Attached are discussion points to help guide faculty members or graduate students who are teaching classes at 8:45 a.m. on April 21.

We ask that faculty or graduate students in class at that time spend five minutes – until 8:50 a.m. – talking with students about what to do in a real emergency. During the drill, the emergency sirens will sound shortly before 8:45 a.m. The sirens are designed to be heard by people outside. If you are in class *and* if you've signed up for emergency text messages, you'll receive a test text message shortly after the sirens sound. (If you haven't signed up, please do. Go to "Register Your Cell Phone" on Alert Carolina, http://alertcarolina.unc.edu/go/doc/1395/194468/).

Please share the materials this week with faculty and graduate teaching assistants. We want to be sure that everyone knows that we take emergency preparedness seriously, and we think it's important for them to take five minutes of class time to talk about it.

Additional background about the drill, including a two-minute video featuring Chief McCracken discussing the exercise, is now available at the Alert Carolina Web site, http://alertcarolina.unc.edu.

Thanks in advance for your help.

Sincerely,

Holden Thorp

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.
--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of bpearson@med.unc.edu
Sent: Tuesday, April 13, 2010 8:31 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Seeking women who are 1 yr postpartum...

Subject line: Seeking women who are 1 year postpartum....

Are you, or is someone you know 1 year postpartum...?

Postpartum Depression Research study seeking healthy women, 12-24 months postpartum, who are NOT currently depressed, not currently breastfeeding, have regular menstrual cycles, and fall into one of the following categories:

1. Have experienced Postpartum Depression
2. Have experienced Depression in the past, but not after childbirth
3. Have never experienced depression

All office visits, medical evaluations, and investigational medications related to this study will be provided at no cost to patients. This study requires 4 visits to UNC. $150 compensation upon completion.

For more information, please call Brenda at 843-8084.

Approved 8/27/09 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board. IRB# 07-1353
CTRC# 2649

This email is sponsored by: Psychiatry

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From:	nobody@notify.unc.edu on behalf of forum_office@unc.edu
Sent:	Tuesday, April 13, 2010 9:11 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Podcast of Employee Forum Community Meeting

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This is a reminder that the Employee Forum Community Meeting will be this Friday, April 16th, from 9:30-11:30 in the Great Hall of the Student Union. Chancellor Thorp will first address employees and give an update on current budget issues the University is facing. There will be a short period of questions and answers for him. After that, Brian Usischon (Senior Director for Benefits) will give an update on the many changes taking place with the state health plan. There will also be a period of questions and answers for him.

Anyone having questions may submit them in advance to forum_office@unc.edu or by calling 962-3779. Following the meeting, employees will have a chance to enroll in the state health plan from 11:30 - 1:30 pm.

Attendance at an Employee Forum Community Meeting is considered work time when it occurs during an employee's work schedule. However, employees must get approval from their supervisor to attend.

The meeting will also be broadcast live via podcast at http://carolinaunion.unc.edu/podcast . A copy of the podcast will be available for viewing beginning Monday on the Employee Forum's website http://forum.unc.edu/ and the Human Resources website http://hr.unc.edu/ . We hope everyone will take advantage of these opportunities to learn about these important benefits updates.

This email is sponsored by: Employee Forum

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From:	nobody@notify.unc.edu on behalf of nctracs@unc.edu
Sent:	Tuesday, April 13, 2010 9:31 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Seeking Volunteers for ResearchMatch

"ResearchMatch is a registry of volunteers willing to learn more about research studies. Research needs both volunteers and researchers. ResearchMatch helps bring these two groups together in a secure and convenient way."

The NC TraCS Institute, home of the NIH CTSA at UNC-Chapel Hill has joined ResearchMatch through the CTSA Consortium.

If you are not able to join ResearchMatch at this time, perhaps you know someone who might be interested in joining. Please spread the word! To join, go to:

www.researchmatch.org

Thank you,

Research Recruitment Office
NC TraCS Institute
www.tracs.unc.edu
nctracs@unc.edu

This email is sponsored by: NC TraCS Institute

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of ahowell@med.unc.edu
Sent: Tuesday, April 13, 2010 9:57 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do You Have Type 2 Diabetes?

We are enrolling adult volunteers now!

If you have type 2 diabetes, find out if you qualify for a clinical research study of an investigational oral diabetes medication.

You may be eligible is:
* You have a confirmed diagnosis of type 2 diabetes AND
*You are age 30 or older and have had a heart attack or stroke, or other hear or vascular problem

OR

*You are age 50 or older and have been told by your doctor that you are at high risk for heart disease

If eligible to participate, you will be seen by a study doctor and recieve study related testing and study medicaiton at no cost.

Once enrolled, you may be reimbursed for parking and travel expenses.

For more informatio, pleas contact:

Amber Howell
919-484-0931 ext 269
ahowell@med.unc.edu

This study and advertisement has been approved by the UNC IRB, IRB study 09-2051 approval date 2/11/2010

This email is sponsored by: UNC Diabetes Care Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of nctracs@unc.edu
Sent: Wednesday, April 14, 2010 8:20 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UNC-CH Proteomics-Reorganized and Open for Business

---

The UNC-CH Michael Hooker Proteomics has undergone a significant reorganization to enhance services for proteomics. The facility is currently accepting samples for protein and peptide identification and the analysis of protein post-translational modification (i.e. phosphorylation). Our goal is to provide outstanding service and to work effectively with laboratories needing proteomic mass spectrometry in their research. Services include isolation of proteins from SDS-PAGE, trypsin digestion, peptide separation and analysis by either ABI 4800 MALDI TOF/TOF or ThermoScientific LTQ OrbiTrap mass spectrometers. Differential expression or modification of proteins can also be analyzed by application of quantitative proteomics methods (SILAC, ITRAQ) methodologies. In addition, there is now on-site training in MALDI TOF/TOF mass spectrometry is available for interested users. This is an opportunity for students and fellows to have hands on experience using mass spectrometry in their research.

For further information contact Dr. Lee Graves (Faculty Director; LMG@med.unc.edu) or Dr. Maria Hines (Facility Director; maria_hines@med.unc.edu, 6-8318 or 6-9990) or visit the Proteomics Web site (http://cancer.unc.edu/proteomics/index.html).

The NC TraCS Institute is the academic home of the NIH Clinical and Translational Science Awards (CTSA) at the University of North Carolina at Chapel Hill. For more information about NC TraCS programs and services, call us at 919.966.6022, email us at nctracs@unc.edu, or visit us online at tracs.unc.edu.

This email is sponsored by: UNC CTSA - NC TraCS

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Don Solomon <dsolomon@nationalhumanitiescenter.org>
Sent: Thursday, April 15, 2010 1:25 PM
To: NHC Info <info@nationalhumanitiescenter.org>
Cc: Martha Johnson <mjohnson@nationalhumanitiescenter.org>
Subject: Rudiger Bittner to Speak at the National Humanities Center - Thursday, April 22nd

---

Please share this invitation with your students and colleagues.

You are cordially invited to

a lecture by

Rüdiger Bittner, University of Bielefeld, Germany

Do You Have a Will?

Thursday, April 22 - 5:00 p.m.

at the National Humanities Center
7 T.W. Alexander Drive
Research Triangle Park, NC

To reserve space for this event follow this Link,
or contact Martha Johnson at (919) 549-0661, ext. 110,
or mjohnson@nationalhumanitiescenter.org

Rüdiger Bittner is professor of philosophy at the University of Bielefeld, Germany. His scholarly interests and writing have included work on action theory, moral philosophy, political philosophy, religion, aesthetics, and philosophical psychology, as well as studies of Augustine, Hobbes, Spinoza, Kant, Hegel, and Nietzsche. He has published eight books and over sixty articles on these subjects, including *Moralisches Gebot oder Autonomie* [*Moral imperative or autonomy*] (1983); *Doing Things for Reasons* (2001); *Friedrich Nietzsche: Writings from the Late Notebooks,* editor (2003); and, *Fiktionen der Gerechtigkeit* [*Fictions of justice*], edited with Susanne Kaul (2005).

Lectures and exhibits at the National Humanities Center are free and open to the public. They are supported by the North Carolina GlaxoSmithKline Educational and Cultural Outreach Endowment Fund.

From: nobody@notify.unc.edu on behalf of ahowell@med.unc.edu
Sent: Thursday, April 15, 2010 8:20 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UNC Diabetes Clinical Research Study Registry

---

Over one million adults are diagnosed with Diabetes each year. Innovative research is looking for treatments and cures for this life threatening disease.

The UNC Diabetes Care Center conducts research studies for people with diabetes. If you're under treatment for Diabetes you may qualify.

All study care and medication will be provided at no cost to you. You may also be compensated for your time and travel.

To learn more please visit our website
www.uncdiabetes.org
and sign up for our Patient Registry to be considered for one of our trials!

UNC Diabetes Care Center:
Conducting exceptional diabetes research to enhance the lives of individuals.

This study has was approved by the IRB on 03/30/2010 . IRB study #08-0390 Title: Registry of Potential Research Study Participants.

This email is sponsored by: UNC Diabetes Care Center

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From: nobody@notify.unc.edu on behalf of @med.unc.edu
Sent: Thursday, April 15, 2010 9:18 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research study for individuals with mild asthma and allergies.

The purpose of this research study is to learn more about the effect of inhalation of a component of air pollution on airway responses in allergic individuals with mild asthma. The component being studied is called endotoxin and can be found in a number of different workplaces. It is even found in homes. The purpose of this research study is to identify a dose of inhaled endotoxin that is safe (does not cause prolonged cough, shortness of breath or other problems), but which causes changes in sputum cell samples. Information from this study will be used to identify a safe range of endotoxin for use in inhalation challenge studies. This study will also help determine how endotoxin affects mucociliary clearance (MCC) which is a measure of how quickly mucus clears from the airway.

Subjects must be otherwise healthy, have mild asthma and allergies. Pregnant or nursing females are excluded as well as individuals with a recent respiratory infection or an average of more that 2 asthma exacerbations per week. Study participation will include 6 visits over a 3 week to 3 month period based on participants available.

Interested individuals may call 919-966-2879 for additional information.

Approved 11-20-08 by the Biomedical Institutional Review Board. IRB# 08-1750

This e-mail is sponsored by the UNC Center for Environmental Medicine, Asthma and Lung Biology and is funded by the National Institutes of Health

This email is sponsored by: Center for Environmental Medicine, Asthma and Lung Biology

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From:	nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent:	Thursday, April 15, 2010 9:41 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: State Health Plan Update

State Health Plan Update

FROM: Brian Usischon, Benefits Services
Office of Human Resources

This is a reminder to all employees that annual enrollment for the State Health Plan will continue through April 30.

Employees can access the enrollment site from the Human Resources home page at http://hr.unc.edu. Paper enrollment forms will not be honored during this enrollment period. Employees will need a login ID and password to access their online account.

Information Session
An information session/community meeting will be held on Friday, April 16, from 9:30-11:30 a.m. in the Great Hall of the Student Union (in conjunction with the Employee Forum). If you cannot attend this meeting in person, you can view the live streaming video from http://carolinaunion.unc.edu/live/.

Online enrollment assistance will be available at the following locations:

-- Friday, April 16, 11:30 a.m.-1:30 p.m., Great Hall, Student Union

-- Monday, April 26, 8 a.m.-5 p.m., Office of Human Resources, Suite 1100
Administrative Office Building (AOB)

-- Tuesday, April 27, 1-5 p.m., Office of Human Resources, Suite 1100, AOB

-- Wednesday, April 28, 1-5 p.m., Office of Human Resources, Suite 1100, AOB

-- Thursday, April 29, 1-5 p.m. Office of Human Resources, Suite 1100, AOB

-- Friday, April 30, 8 a.m.-2:30 p.m., Office of Human Resources, Suite 1100, AOB

The Benefits Services staff is also available to assist employees during the enrollment period. You can reach Benefits Services at 919-962-3071.

This email is sponsored by: Office of Human Resources

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Barbara Anderson <b_anderson@unc.edu>
Sent: Friday, April 16, 2010 1:11 PM
To: The asc_faculty mailing list. <asc_faculty@listserv.unc.edu>
Cc: Daniel Lebold <dalebold@email.unc.edu>
Subject: [asc_faculty] University of Liberia

Dear Colleagues:

As you are probably aware, from time to time African universities send requests for meetings with high-level UNC leadership in order to create interest in future collaborations, usually having to do with building institutional/faculty capacity there. When we know of faculty interest, we direct those inquiries accordingly. The African Studies Center wants to become more systematic about how we deal with these requests, so that is the purpose of this email.

UNC has had a query from the president of the University of Liberia, hoping to establish contact with our institution. I am not aware of any of our faculty with substantial interest there. If that is not the case, and you do in fact have a desire for a project there (and one that you would like to take the lead on), please contact me as soon as possible. If you are not trying to begin a project there, no need to reply.

Thanks. Barbara

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 FedEx Global Education Center
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu
www.global.unc.edu/africa

You are currently subscribed to asc_faculty axsd: smutima@email.unc.edu.
To unsubscribe send a blank email to leave-26822570-9477645.e8e53de689c9670d0259bbbdf9022d75@listserv.unc.edu

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Friday, April 16, 2010 8:24 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Director, NC - HCAP Candidate Open Forum

---

The Search Committee for the Director, North Carolina Health Careers Access Program is pleased to announce that we have scheduled our next round of campus visits. The following candidate has accepted our invitation to visit campus for a public interview.

We invite you to attend the upcoming open forum with the candidate. These forums are designed to give the campus community an opportunity to hear from candidates about their experience and their ideas for enhancing UNC Chapel Hill, and an opportunity for you to provide feedback.

Topic to be discussed:

"What is your vision for NC-HCAP?"

Dr. Daphne Rainey
Friday, April 23
1:45 - 2:30
120 Vance Hall

Dr. Daphne Rainey is currently Program Director with the National Science Foundation's Division of Undergraduate Education. In this position, she serves to develop faculty and institutional capacity in current trends in undergraduate education in Science, Technology, Engineering and Mathematics at the undergraduate level. She serves as program lead for the Presidential Awards for Excellence in Science, Mathematics and Engineering Mentoring and as one of the team of program directors for the Math and Science Partnership program for developing science and math capacity at the K-12 grade levels.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From: nobody@notify.unc.edu on behalf of @email.unc.edu
Sent: Friday, April 16, 2010 9:41 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Focus Group for Latino Males -- April 16th -- Earn $25

You are invited to participate in a focus group to discuss Human Papilloma Virus (HPV) infection. A focus group is a small group discussion with no right or wrong answers that provides important insight into a community's feelings, concerns and knowledge.

DO YOU QUALIFY?
We are looking for males between the ages of 18 and 26 who:
* Identify as Latino or Hispanic
* And who speak English or are Bilingual (English/Spanish)

The focus group is scheduled for Friday, April 16th from 6:00-8:00PM. Participants will receive dinner and a $25.00 gift card for participating in this study.

For more information and directions to the focus group, please email @email.unc.edu).

This study was approved by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board. IRB#09-1307

This email is sponsored by: Department of Pediatrics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of beth_braxton@unc.edu
Sent:	Sunday, April 18, 2010 8:17 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: A message from Chancellor Holden Thorp

---

Dear Carolina Colleagues,

I write to encourage you to support the 2010 Faculty-Staff Campaign.

This campaign enjoys a long record of success - just last year, we raised $1.47 million, with more than 1,750 employees contributing. Those totals came despite the economic downturn, but they didn't come as a surprise.

That's because our employees can always be counted on to support worthy causes. And Carolina is a worthy cause. From the Carolina Covenant and patient care to study abroad and faculty outreach, our campus changes lives and engages the world for the better.

Your gifts make much of that possible. They provide scholarships for our undergraduate students and fellowships for our graduate students. They fund lab equipment in the Science Complex and clinical research in the Lineberger Comprehensive Cancer Center. They bring performers to Memorial Hall and visiting writers to Greenlaw. They also help your department carry out its mission.

Moreover, private gifts support programs designed specifically to benefit Carolina faculty and staff. These include the Carolina Family Scholarship Fund (http://www.unc.edu/familyfund/index.html) and the Emergency Loan Program (http://hr.unc.edu/Data/benefits/emerg_loan/emerg-loan-policy).

You can choose to support any of these areas - and many more - in this year's Faculty-Staff Campaign.

I know that times remain uncertain. But I also know that, in typical Carolina fashion, you all have continued to get the job done, and that's why we continue to do great things. I thank you for your hard work, and I hope you'll make 2010 another great year for the Faculty-Staff Campaign.

Visit http://annualfund.unc.edu/facultystaff to learn more about the campaign, as well as to see an honor roll of last year's campaign donors. To give online or by payroll deduction, go to http://giving.unc.edu/gift.

Hark the Sound

Holden

FACULTY-STAFF CAMPAIGN WEB SITE:
http://annualfund.unc.edu/facultystaff

2009 FACULTY-STAFF CAMPAIGN HONOR ROLL:
http://annualfund.unc.edu/facultystaff/FacStaff.htm

MAKE A GIFT:

http://giving.unc.edu/gift

This email is sponsored by: V Chancellor- University Advancement

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of hr@unc.edu
Sent:	Sunday, April 18, 2010 8:35 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Redesigned Human Resources Web Site Launched

---

FROM: Brenda Richardson Malone, Vice Chancellor for Human Resources

I am pleased to announce that the redesigned Web site for the Office of Human Resources launched this weekend. It is available at http://hr.unc.edu. Any bookmarks you may have to various pages of the previous HR Web site should be reset.

This site redesign is a direct result of feedback from the campus community and research into best practices. It includes many features requested by campus, including:

-- topics and policies grouped by functional areas
-- improved search abilities
-- recent news and upcoming events calendars available from the home page
-- enhanced benefits information
-- user-friendly structure and design
-- additional information for those interested in careers at Carolina
-- the ability to subscribe to HR news and information using the popular RSS feed mechanism
-- increased ability to host multimedia communications, including video and podcasts

We hope you find this new site both useful and easy to navigate. The site will continue to develop, and we plan to add additional resources and information over the coming weeks.

We welcome your feedback as you review the new site; click "Email Webmaster" in the bottom navigation bar, or email directly to hr@unc.edu.

This email is sponsored by: Office of Human Resources

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of katie_kelm@unc.edu
Sent: Monday, April 19, 2010 8:20 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: INFORMATIONAL: Decision-making research study now recruiting participants.

We are conducting a study to examine the role of dopamine and serotonin in the decision-making process. Your participation would require you to come to the University of North Carolina campus for 3 sessions, which will last up to 7 hours per session. Each session will involve drinking an amino acid beverage, two finger pricks for blood samples, and completion of questionnaires and computerized tasks.

You are eligible if:
1. You are between the ages of 22-40 years old
2. You have no known psychiatric or neurological problems
3. You are NOT taking psychoactive medications
4. You are NOT taking illicit drugs
5. You are NOT pregnant or breastfeeding
6. You are a native English speaker
7. You have graduated high school or earned a GED
8. You do NOT have phenylketonuria (PKU)

For your participation, you will be compensated with $10/hour plus a completion bonus for completing all sessions.

If interested, please contact us at 919-962-8340 (mention the subject line of the e-mail if you call)
or e-mail katie_kelm@unc.edu with the following information:

Name
E-mail address
Phone number
Best time to be contacted

This study titled "Neuromodulation of Immediate Reward Bias" has been approved by the UNC Behavioral Institutional Review Board (study #09-2266 approved 1/29/10).

This email is sponsored by: Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of @email.unc.edu
Sent: Monday, April 19, 2010 8:42 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Community Survey on Sexual Assault

The purpose of this research study is to learn about UNC-CH community members' beliefs and attitudes around gender, sexual relationships, and sexual assault. This study is being completed as a part of a grant funded by the Department of Health and Human Services in the state of North Carolina for the NC Rape Prevention and Education (RPE) Program.

The results of the study will be used to understand the attitudes and beliefs supporting sexual violence in order to develop programs and education on campus to prevent sexual violence. If you would like to participate in this study, clicking on the link below will bring you to a consent page as well as the survey itself, which will likely take you 10-15 minutes should you choose to complete it. If you choose, at the end of the survey, you may enter to win one of thirty-five (35) I-pod shuffles.

http://studentvoice.com/uncch/sexualassaultassessment10

All members of the UNC Chapel Hill community are invited to participate. Whether or not you choose to take the survey, attached is a sheet with information about interpersonal relationship and sexual violence resources for your convenience. Thank you for your interest in this research! If you have any questions or concerns about this study, please contact @email.unc.edu) or @email.unc.edu).

This study has been approved by the Public Health-Nursing IRB on 4/15/2010, Study # 10-0597.

* * * * * * * * * * * * * *

Resources for Survivors and Advocates

UNC-CH Campus Resources:
Carolina Women's Center, http://womenscenter.unc.edu//
134 East Franklin Street, Suite 215, 919-962-8305
Houses Orange County Rape Crisis Center support groups

Campus Health Services, http://studenthealth.unc.edu/
James A. Taylor Building, 919-966-3650, after hours: 919-966-2281
Offers STD screening and treatment, emergency contraceptives, confidential care, and rape exams

Counseling and Wellness, http://studenthealth.unc.edu/
James A. Taylor Building, 919-966-3658
Offers individual and group counseling

Dean of Students Office, http://deanofstudents.unc.edu/
Student and Academic Services Building, 919-966-4042
Offers academic, housing, and honor court advocacy and assistance, issues 'no contact' orders, and offers options counseling

Department of Public Safety, http://www.dps.unc.edu/
Public Safety Building, 919-962-8100

Takes reports (must investigate all reports received)

LBGTQ Center, http://lgbt.unc.edu/
Student and Academic Services Building, 919-843-5376
Offers support and referral service

UNC Hospitals, http://www.unchealthcare.org/
101 Manning Drive, 919-966-4271
Offers after-hours medical care, STD screening and treatment, emergency contraceptives, and rape exams

Local Resources:
Family Violence Prevention Center, www.fvpcoc.org/
201 East Rosemary Street, 24-hour hotline 929-7122
Offers crisis counseling, support groups, hospital/police station accompaniment, emergency shelter placement, as well as court and personal advocacy

North Carolina Coalition Against Domestic Violence (NCCADV), www.nccadv.org/
123 West Main Street, Suite 700, Durham, 919-956-9124 or 1-888-232-9124
Provides services to female survivors of domestic violence, as well as their children

Orange County Rape Crisis Center, http://www.ocrcc.org/
825-A Estes Drive, 24-hour crisis line 1-866-WE-LISTEN (935-4783)
Offers crisis counseling, support groups, hospital/police station accompaniment, as well as court and personal advocacy

Other Local Police Departments:
Carrboro Police Department,
http://www.townofcarrboro.org/pd/default.htm, 919-918-7397
Chapel Hill Police Department,
http://www.townofchapelhill.org/index.aspx?page=76, 919-968-2760
Orange County Sheriff's Office,
http://www.co.orange.nc.us/sheriff/index.htm, 919-644-3050

Planned Parenthood, www.plannedparenthood.org
1765 Dobbins Drive, 942-7762
Offers STD testing and counseling, as well as emergency contraceptives

Project Rainbow Net, www.projectrainbownet.org
NCCADV's initiative aimed at improving NC's response to LGBT survivors of domestic violence.

Triangle Community Works, http://www.tcworks.org/index.htm
608 West Johnson Street, Suite 1, Raleigh, Helpline 919-821-0055
Offers LGBT health information, youth programming, and a hotline service

National Hotlines:
Domestic Violence Hotline: 1-800-799-SAFE (7233)
LGBT Hotline: 1-888-843-4564
Rape Crisis Hotline: 1-800-656-4673

This email is sponsored by: Counseling and Wellness

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of newstudents@unc.edu
Sent:	Monday, April 19, 2010 9:16 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Carolina Summer Reading Program Discussion Leader Signup

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Dear Faculty and Staff:

Please consider joining us as a discussion leader for the Carolina Summer Reading Program. The program invites all first-year and transfer students to read a book and participate in small group discussions facilitated by faculty and staff volunteers with college teaching or group facilitation experience. Discussions will take place on Monday, August 23rd from 1:00p.m. - 3:00p.m.

This year's selection is Picking Cotton, the true story of an unlikely friendship between a woman and the innocent man she sent to prison. Picking Cotton (St. Martin's Press, 2009) was written by the reconciled pair, Jennifer Thompson-Cannino and Ronald Cotton - both of North Carolina - with help from ghost writer Erin Torneo. For additional information about Picking Cotton and the authors, please visit the Carolina Summer Reading website at http://www.unc.edu/srp

If you are interested in serving as a discussion leader, please complete the online sign-up form at http://www.unc.edu/srp/. You are welcome to facilitate a group on your own or collaborate with a faculty member, staff member, or student of your choosing. The priority date for signing up to serve as a discussion leader is Friday, April 30, 2010.

If selected to serve as a discussion leader, you will receive a confirmation email by the end of May with instructions on how to obtain your free copy of the book. Throughout the summer, the Carolina Summer Reading website will be updated with inter-disciplinary materials to assist you in planning and conducting your session. We will also conduct two discussion leader training sessions, the first of which will take place on Sunday, August 22rd from 1:00 p.m. - 3:00 p.m. The second training session will take place on Monday, August, 23rd from 10:00a.m. - 12:00p.m.

Thank you for your continued support of this exciting intellectual endeavor!

Regards,
April Mann
Director, New Student & Carolina Parent Programs
newstudents@unc.edu
919-962-8304

This email is sponsored by: Office of New Student & Carolina Parent Programs

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, April 19, 2010 9:37 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Town of Chapel Hill Police Request Assistance

---

ATTENTION UNC STUDENTS, STAFF, AND FACULTY:

The Town of Chapel Hill Police has responded to reports of four armed robberies occurring since March 21. These armed robberies of individuals have occurred at the following Chapel Hill locations, all between 1:30 a.m. and 3:40 a.m.:

-- The 300 block of West Rosemary Street;
-- The 600 block of Sykes Street;
-- Caldwell Street near Cotton and Church Streets.

Money, credit cards, and cell phones / cameras were reportedly taken during the robberies.

Chapel Hill Police reported that a handgun has been displayed in two of the robberies and implied in the other two. Suspect descriptions vary slightly, and in two of the robberies only one suspect was seen:

Black Male, 18-22 years of age, 5-8 to 6-0. One description alluded to short hair; the other noted possible cornrows or (small) dreadlocks not quite touching the neck.

If anyone has information about the identity of these individuals, please call either the Chapel Hill Police Department at 968-2760 or CrimeStoppers at 942-7515. Calls to CrimeStoppers are confidential and anonymous, and the caller may be eligible for a cash reward up to $2,000 for information that leads to arrest.

UNC Public Safety also reminds the campus community to be vigilant about personal safety and report any suspicious activity. For a list of safety tips, visit alertcarolina.unc.edu.

Thank You,
UNC Public Safety

This email is sponsored by: UNC Public Safety

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Cookie Newsom <newsom@email.unc.edu>
Sent: Monday, April 19, 2010 10:37 PM
To: smutima@email.unc.edu
Subject: [bfscdiscussion] Announcements and Reminders

Hello Marvelous Peeps!

First, let me remind you to plan to attend the University Diversity Awards Recognition and Reception at the Johnston Center on April 27th from 3-5. It is in Room 039.

Second, let me remind you to let Debra Watkins know if you want one of the limited number of places at the end of the year banquet at Spanky's which will be at 5:00 on May 4th. We will be honoring Dr. Frank Brown and Dr. Carolyn Cannon and enjoying each other's company. We will also be welcoming our new officers!

Third, look for your ballots to select new officers towards the end of this week if you are a dues paying member.

Fourth, please consider signing up to be a discussion leader for the Summer Reading Book "Picking Cotton." For those of you unfamiliar it is the story of a black man falsely identified by a white woman as the man who raped her. After spending years in jail he was exonerated. The story has lots of nuances from forgiveness to racism to flaws in the justice system and your insight could be useful. The application does not take but a minute or two to fill out. Here is the info

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Please consider joining us as a discussion leader for the Carolina Summer Reading Program. The program invites all first-year and transfer students to read a book and participate in small group discussions facilitated by faculty and staff volunteers with college teaching or group facilitation experience. Discussions will take place on Monday, August 23rd from 1:00p.m. - 3:00p.m.

This year's selection is Picking Cotton, the true story of an unlikely friendship between a woman and the innocent man she sent to prison. Picking Cotton (St. Martin's Press, 2009) was written by the reconciled pair, Jennifer Thompson-Cannino and Ronald Cotton - both of North Carolina - with help from ghost writer Erin Torneo. For additional information about Picking Cotton and the authors, please visit the Carolina Summer Reading website at http://www.unc.edu/srp

If you are interested in serving as a discussion leader, please complete the online sign-up form at http://www.unc.edu/srp/. You are welcome to facilitate a group on your own or collaborate with a faculty member, staff member, or student of your choosing. The priority date for signing up to serve as a discussion leader is Friday, April 30, 2010.

Fifth, contact Joe Green if you would like tickets to the NAACP Chapel Hill-Carrboro Branch, Freedom Banquet, Saturday, May 29, 2010 at 6PM. The tickets are $50. The Annual Banquet will be held this year at the Friday Center, The University of North Carolina at Chapel Hill.Joe's email is josephg@email.unc.edu

Finally, I (Cookie) have had a book chapter accepted for the two volume set *Women as Leaders in Education: Succeeding Despite Inequity, Discrimination, and Other Challenges*. I am going to be highlighting the stories of black women professors, k-12 administrators and college administrators and the unique challenges they face by having to deal with both sexism and racism. The title of my chapter is
"Slaying two dragons: For black women leaders in education gender equity is only half the battle." If you would like to have your story be part of the chapter I can send you a brief questionnaire about your experiences and perceptions. You will be given a pseudonym and neither you nor your institution will be identified. If you would like to share your story to let the mainstream culture know about some of the issues black women in education face let me know and I will send you a questionnaire. If you have any colleagues or friends at other institutions feel free to share. I have ten women from seven colleges and one high school administrator participating so far. I will need the questionnaires back by May 15th since the chapter is due to the editor by August 1.

From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Tuesday, April 20, 2010 2:53 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Message from the Chancellor: Reminder About April 21 Emergency Drill

---

Dear Faculty, Students and Staff:

We will conduct an emergency safety drill off campus on Wednesday, April 21, between 8 a.m. and 4 p.m. Our Department of Public Safety is coordinating the exercise, which will simulate our response to a shooter on campus.

In conjunction with that, we're asking everyone to practice emergency preparedness that day. Shortly before 8:45 a.m., the emergency sirens will sound as a test, and people who have registered for emergency text messages in the online directory will receive a test text message shortly after the sirens go off.

Between 8:45 a.m. and 8:50 a.m. - whether you're in class, on a quad or in your office - do what you should do in a real emergency:
- Stay inside or go inside.
- Close windows and doors.
- Wait for updates.

At 8:50 a.m., you can resume your usual activities.

An ad in The Daily Tar Heel, http://alertcarolina.unc.edu/posted/1395/dthad042110.520283.pdf, includes information about the drill and the five-minute practice. You can also find details at http://alertcarolina.unc.edu.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From:	nobody@notify.unc.edu on behalf of clinic@unc.edu
Sent:	Tuesday, April 20, 2010 8:18 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Affordable Assessments

Our clinic provides comprehensive evaluations for:

*Learning disorders (children and college students)
*Attention Deficit Hyperactivity Disorder (children and college students)
*Giftedness
*Early admission to kindergarten

We serve the community with high quality and affordable services (we offer
reduced fees based on income). Our assessments are conducted either directly by licensed psychologists or PhD student therapists under the supervision of licensed faculty psychologists.

Psychological evaluations are conducted at our off-campus location on Finley Golf Course Road with readily available adjacent parking.

For more information please contact us at 919-962-6906 or clinic@unc.edu or visit http://psychologyclinic.unc.edu/.

Please be aware that if the information you provide indicates there may be abuse of a child or disabled adult, or that you or another person is in danger, we will need to respond as required by state law.

This email is sponsored by: UNC Department of Psychology Community Clinic.

This email is sponsored by: Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of cziefle@med.unc.edu
Sent: Tuesday, April 20, 2010 8:43 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Volunteers Needed for GERD (Gastroesophageal Reflux Disease) Research Study

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Do you still have symptoms of GERD (Gastroesophageal Reflux Disease) even though you're taking a PPI (proton pump inhibitor)?

If you are a male or female between the ages of 18 and 70 who is on daily PPI treatment (like Nexium, Prilosec or Prevacid) but are still experiencing symptoms of GERD, you may be eligible for a research study to find out if an investigational drug is effective in treating GERD when added to the normal treatment with PPIs.

If you are interested in learning more about this study, please call 966-4591 or e-mail cziefle@med.unc.edu.

UNC Office of Human Research Ethics - Biomedical IRB

IRB Study #: 09-1897 (A randomized, double-blind, placebo controlled, multi-centre phase IIb dose finding study to assess the effect on GERD symptoms, safety and tolerability during four weeks treatment with AZD3355 in doses 60 mg, 120 mg, 180 mg and 240 mg bid as add-on treatment to a PPI in patients with GERD that are partial responders to PPI treatment)

Approval Date: January 4, 2010

This email is sponsored by: Center for Esophageal Diseases and Swallowing

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of ibsresearch@med.unc.edu
Sent: Tuesday, April 20, 2010 9:12 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Has your physician diagnosed you with Irritable Bowel Syndrome (IBS)?

The UNC Center for Functional GI and Motility Disorders is conducting a health research study to identify the causes of IBS symptoms.

Participants must be between the ages of 18-70 and have a doctor's diagnosis of IBS.

Qualified subjects will receive compensation for participation.

A limited number of healthy people with no gastrointestinal symptoms will be enrolled in a comparison group.

For more information on how to sign up please visit:
www.uncmedresearch.com/ibs

Or call Lenore Keck, RN toll free at 866-227-0067 if you have any questions.

Study 01-1397/CTRC-1846
Approved by the Biomedical IRB 8/3/09-7/26/10

This email is sponsored by: Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Gore, Travis <stgore@email.unc.edu>

Sent: Wednesday, April 21, 2010 11:52 AM

To: Gore, Travis <stgore@email.unc.edu>; Barbara Anderson <b_anderson@unc.edu>; Fhunsu, Donato <dfhunsu21@unc.edu>; Caldwell, Kia L <klcaldwe@email.unc.edu>; Hall, Perry A <HALLPA@email.unc.edu>; Hildebrand, Reginald F <hildebra@email.unc.edu>; Janken, Kenneth R <krjanken@email.unc.edu>; Lambert, Michael C <mlambert@email.unc.edu>; Lee, Margaret Carol <leemc@email.unc.edu>; McMillan, Tim <tjm1@email.unc.edu>; Mutima, Sinamenye A <smutima@email.unc.edu>; Nyang Oro, Julius E <JEN321@email.unc.edu>; Nzongola-Ntalaja, Georges <nzongola@email.unc.edu>; Robert Porter < @mindspring.com>; Regester, Charlene B <regester@email.unc.edu>; Sahle, Eunice N <eunice@email.unc.edu>; Selassie, Bereket H <bselassi@email.unc.edu>; Seck, Mamarame <mseck@email.unc.edu>; Slocum, Karla <kslocum@unc.edu>; Jordan, Joseph F <jfjordan@email.unc.edu>; @gmail.com; @aol.com; Kent, Adam S <akent@unc.edu>; Murphey-Brown, Rachael A <ramurphe@email.unc.edu>

Subject: a few important things

Hi Everyone!

Here are a few important things that I wanted to mention:

1) I have all of your course evaluations for you to give to your students. You can come by the office to pick them up. We are short on pencils this semester so it would be great if you could tell your students to bring a number 2 pencil to class on evaluation day.

2) Final exams are right around the corner so if you could please get them to me for copying as soon as you can I would appreciate it greatly.

3) The graduation reception will be held on Saturday, May 8th from Noon until 2pm at the Stone Center in the Hitchcock room. I am told (by Julius and Tim) that all faculty members must attend.

4) As you know this morning's alert was only a test. If this had been an actual emergency it would be good for everybody to send an email letting me know that you are alright and not in any danger.

Thank you,

Travis

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Wednesday, April 21, 2010 11:52 AM
To: Mutima@mxp1.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

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at the ackland

Thursday Talks

Thursday, April 22
5:00 - 5:45 PM

Thursday Talks bring artists, scholars, and art lovers together during the Ackland's Thursday evening hours. This Thursday, Associate Professor of Art History Mary Pardo will present **Sight and Insight: Reflections on Artistic Identity**, an examination of artistic identity in Early Modern and Modern periods looking at two exhibitions: The Early Modern Artist as Poet, Philosopher, and Orator and the current Study Gallery installation *The Myth of the Artist*.

Free

Family Fun Tour

Sunday, April 25
1:15 PM

From Felrath Hines' luminous explorations of shape and color to Do-Ho Suh's sculpture *Floor* (made for viewers to walk upon), the Ackland is filled with art that will fascinate and inspire even the youngest visitor. Explore these works and more with a child you care about on a **Family Fun Tour** at the Ackland. These interactive gallery tours are led by Ackland educators and are designed for six- to twelve-year-olds and their families. Family Fun Tours are the perfect way to spend a Sunday afternoon with your children. Come explore with us!

Free | Walk-ins welcome

The Ackland celebrates the contributions of two of the most significant African American artists of the twentieth century:
Color Balance: Paintings by Felrath Hines and
Jacob Lawrence and The Legend of John Brown
on view through May 9, 2010.

Color Balance: Paintings by Felrath Hines
Color Balance presents fourteen large-scale abstract paintings by Felrath Hines (1913-1993). In 2009, the artist's widow, Dorothy Fisher, donated a selection of his paintings to three North Carolina cultural institutions: the Ackland Art Museum at The University of North Carolina at Chapel Hill, the Nasher Museum of Art at Duke University, and the North Carolina Central University Art Museum. These luminous paintings are significant additions to the collections of each museum. The Ackland premieres the exhibition of these pieces, which will travel to the Nasher Museum of Art at Duke University and the NCCU Art Museum in 2010-2011.

IN THE GALLERIES:

Color Balance
Paintings by Felrath Hines

Jacob Lawrence
and The Legend of John Brown

New Currents
in Contemporary Art

And a dozen more galleries filled with art and ideas!

COMING SOON:

Tuesday, April 27
Yoga in the Galleries
12:00 - 1:00 PM

Thursday, April 29
Reading:
Poet Delana R A Dameron
6 PM

Saturday, May 1
Writing Workshop:
Poet Delana R A Dameron
10:00 AM - 3:00 PM

Please visit our calendar for a full listing of special programming and events.

Jacob Lawrence
and The Legend of John Brown

One of "the most impassioned visual chroniclers of the African American experience," (*New York Times*, June 10, 2000) Jacob Lawrence (1917-2000) created a series of gouache paintings in 1941 to illustrate the life of abolitionist John Brown. More than thirty years later, because the fragile paintings were deteriorating, the Detroit Institute of Arts commissioned him to revisit the series. The result was a limited edition portfolio of twenty-two hand-screened prints. This year, in honor of the 150th anniversary of the raid on Harpers Ferry, the Ackland presents this outstanding series for the first time.

Promotional support provided by North Carolina Public Radio-WUNC. Public programming for* Jacob Lawrence and The Legend of John Brown *was supported by the N.C. Arts Council, a division of the Department of Cultural Resources, with funding from the National Endowment for the Arts.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-26853568-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

William Blake, British, 1757-1827: *With Dreams Upon My Bed Thou Scarest Me and Affrightest Me with Visions* (detail); engraving. Burton Emmett Collection

Jacob Lawrence, American, 1917 - 2000: *For forty years John Brown reflected on the hopeless and miserable condition of the slaves.*, no. 2 from *The Legend of John Brown*, 1977; color screenprint. Ackland Art Museum, Ackland Fund. (c) 2009 The Jacob and Gwendolyn Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York

Felrath Hines, American, 1913 - 1993: *Aquatic Adventures*, 1993; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Jacob Lawrence, American, 1917 - 2000: *For forty years John Brown reflected on the hopeless and miserable condition of the slaves.*, no. 2 from *The Legend of John Brown*, 1977; color screenprint. Ackland Art Museum, Ackland Fund. (c) 2009 The Jacob and Gwendolyn Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York

From: Lynn Davis <lmdavis@email.unc.edu>
Sent: Thursday, April 22, 2010 11:57 AM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: SWAH 401

Hi Dr. Mutima,

I just wanted to make sure you had received the proof of SWAH 401 that we mailed to you last month.

Thanks,
Lynn Davis
Friday Center

From:	nobody@notify.unc.edu on behalf of cgallins@med.unc.edu
Sent:	Thursday, April 22, 2010 8:20 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Research Subjects Needed

Do you experience frequent heartburn?

If you are between the ages of 18 and 75, and have frequent heartburn symptoms, you may be eligible to participate in a clinical trial using the heartburn medication Kapidex. Study participation lasts approximately 5 weeks.

If you are interested in learning more about this study, please call the UNC Esophageal Group at (919) 966-7655.

Study medication and procedures provided at no cost.

IRB# 10-0417. Approved by UNC Biomedical IRB 4/7/2010.

This email is sponsored by: UNC Center for Esophageal Diseases and Swallowing

This email is sponsored by: University of North Carolina at Chapel Hill

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: lmdavis <lmdavis@email.unc.edu>
Sent: Friday, April 23, 2010 7:57 AM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: SWAH 401

That's fine! I was worried because we learned that the last batch of address labels we bought do not stick to the padded envelopes very well, and I was afraid the label might have fallen off and you had never received it. I'm glad that you do have it.

Thanks!
Lynn

On Thu, 22 Apr 2010 20:32:25 -0400, Alphonse Mutima <smutima@email.unc.edu> wrote:
> Lynn:
>
> I am really sorry.I was convinced that I had sent you a note about me
> receiving it.The end of the semester had been quite hectic.In any case,
> it is almost done.You should get it back on Monday (4/26), next week.
>
> Best.
> Alphonse
>
> Lynn Davis wrote:
>> Hi Dr. Mutima,
>>
>> I just wanted to make sure you had received the proof of SWAH 401 that
>> we mailed to you last month.
>>
>> Thanks,
>> Lynn Davis
>> Friday Center
>>

From: nobody@notify.unc.edu on behalf of jennifer_dalton@med.unc.edu
Sent: Friday, April 23, 2010 8:17 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Autism-Apraxia Study Seeking Subjects

---

The Joint Attention Ability and Oro-Motor Imitation in Young Children Study is seeking children who:

* Have been diagnosed with an autism spectrum disorder,
* Are between 4 to 5 ? years of age,
* Have some verbal language,

Participant families will earn a $20 Wal-Mart gift certificate at the completion of the study.

This study is examining the relationship between how children engage with other people verbally during play and their overall speech production ability.

Participation in the study only involves behavioral assessments and a hearing screening. This study will have implications for improving communication interventions for children with autism spectrum disorders.

For more information, please email Jennifer C. Dalton, Principal Investigator, at jennifer_dalton@med.unc.edu or call at 336-681-3032.

Title of Study: Joint Attention Ability and Oro-Motor Imitation in Young Children
(Behavioral IRB #09-1873)
Principal Investigator: Jennifer C. Dalton, M.A.
UNC-CH Division: Speech and Hearing Sciences

This email is sponsored by: Division of Speech and Hearing Sciences

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: bounce-26876114-27829908@listserv.unc.edu on behalf of WebEvent <webevent@unc.edu>

Sent: Saturday, April 24, 2010 11:03 PM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] WebEvent Reminder: Apr 30 - Due Date for College of Arts & Sciences 2010 Award in Management Nominations

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WebEvent Reminder

Title: Due Date for College of Arts & Sciences 2010 Award in Management Nominations
Date: Friday, April 30, 2010
Time: Unspecified

Description: An annual Award in Management was established in 2005 to acknowledge the dedication and hard work of the administrative managers in each of our units who coordinate and serve as liaisons with the Dean's Office.

Nominations for the 2010 College of Arts and Sciences Award in Management are due by Friday, April 30, 2010. The criteria for the award are listed on the attached nomination form. Up to three letters of support addressed to Wendy Riley (Dean's Office, CB # 3100, 205 South Building) will be accepted.

The 2010 award recipient will be announced at this spring's Arts and Sciences Managers' Award Luncheon.

Again, the nomination deadline is Friday, April 30th.

Return nominations to:

Wendy Riley
College of Arts & Sciences
CB# 3100, Dean's Office
Fax#: 2-2408

See Ryan Greenway's email dated 04/07/10 entitled ATTACHMENT: Award in Management Form

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Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: ITS Response Center <help@unc.edu>
Sent: Sunday, April 25, 2010 2:45 AM
To: smutima <smutima@email.unc.edu>
Subject: Password for Onyen 'smutima' expires soon.

The password for the Onyen 'smutima' is set to expire
at this date and time: Sun May 9 18:21:07 2010

Visit the following web site to change your password or for
information on how to have it reset if it was forgotten:

https://onyen.unc.edu/cgi-bin/unc_id/chpw.pl

After your password expires, you can still access the above site
to change your password, though you will not be able to use your
Onyen to access any other Onyen-authenticated services until you
change your password.

Once you change your password, it will work for another 90 days
before it expires again. If you never use your Onyen, then
disregard this notice.

If you think you might forget your password, consider setting up
a "Challenge/Response" where you answer a few personal questions
BEFORE you forget your password. Later, if you can answer these
questions again, you can get a new password without having to
visit one of the password reset sites on campus. Just click
"Challenge-Response" at the top of the page mentioned above and
follow the instructions.

Answers to many common questions and a list of some Onyen
related services can be found by visiting the web site:

http://help.unc.edu/3247

If you have questions or need additional assistance with this
issue, contact the ITS Response Center at 919-962-HELP and we'll
be glad to assist you.

We send out these Password Expiration Notices via email
at 2 weeks, 1 week, and 2 days prior to the expiration.

This message is being sent to the electronic mail address
associated with the Onyen 'smutima' in the UNC Campus Directory.
If this address is not your preferred electronic mail address,
you may change it by visiting the Campus Directory web site:

http://dir.unc.edu/dir/home/

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Sunday, April 25, 2010 8:18 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Update your voicemail today

The University is replacing its current voice messaging system. The new voice messaging system will go into effect on April 30, 2010 at 6 p.m.

New voicemail boxes that have not been initialized by that time will not receive messages until a new mailbox has been initialized.

Please follow instructions below to activate your new voicemail account.

Initialize your new voicemail account from a campus (Centrex) phone:

- Call the temporary voicemail access number 2-6777.
- Enter the temporary security code 996200.
- Change the temporary security code (996200) to a permanent 6 - 15 digit security code, followed by a # sign.
- Re-enter the permanent security code for confirmation.
- Record a name announcement.
- Record a new personal greeting.

Initialize your new voicemail account from a non-campus or Cisco IP phone:

- Call the temporary voicemail access number 962-6777.
- Depress the "#" key and enter the 7 digit mailbox number.
- Enter the temporary security code 996200.
- Change the temporary security code (996200) to a permanent 6 - 15 digit security code, followed by a # sign.
- Re-enter the permanent security code for confirmation.
- Record a name announcement.
- Record a new personal greeting.

User training sessions are being offered extensively throughout April.
For a list of time and locations, visit:
https://its.unc.edu/CommTechnology/engineering_and_operations/customer_services/CCM3_008745.

For detailed information on user responsibilities, FAQs, help documentation and AVST user guide, visit:
http://its.unc.edu/CommTechnology/engineering_and_operations/voicemail
or e-mail voicemail@unc.edu and an ITS analyst will contact you.

This email is sponsored by: Information Technology Services

From: bounce-26883858-2434606@listserv.unc.edu on behalf of Publisher, American Diplomacy <publisher@americandiplomacy.org>
Sent: Monday, April 26, 2010 11:25 AM
To: smutima@email.unc.edu
Subject: New Material on "American Diplomacy"

Dear Subscriber,

We have just posted new material on our website (http://www.unc.edu/depts/diplomat/).

Commentary & Analysis articles on a NATO nuclear free zone and on the Iranian regime's fear of free speech;

A note recognizing the U.S. Senate Foreign Relations Committee's action approving a bill to require the Peace Corps director to develop a strategic plan for improving and expanding the Peace Corps;

Links to the text of a speech by Adm. Michael Mullen, Chairman of the U.S. Joint Chiefs of Staff on U.S. military strategy, and to a speech by the President of the Foreign Policy Research Institute on the foreign policy of Abraham Lincoln;

Reviews of books on Russia's Atlantic agenda and a history of U.S.-China relations.

We hope you enjoy these new postings. As always, we welcome your comments and submissions.

Regards,
Michael Cotter, Publisher, American Diplomacy

From:	bounce-26884497-27883114@listserv.unc.edu on behalf of Kia Lilly Caldwell <klcaldwe@email.unc.edu>
Sent:	Monday, April 26, 2010 12:35 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [Fwd: Ending the Slavery Blame-Game by Henry Louis Gates Jr.]
Attach:	Ending the Slavery Blame-Game by Henry Louis Gates Jr..eml (2.35 KB).msg

---

Colleagues,
This is an interesting take on reparations. My only caveat is that I rarely agree with Gates.

Best,
Kia

--
Kia Lilly Caldwell, Ph.D.
Assistant Professor
Department of African & Afro-American Studies
CB 3395, 208 Battle Hall
UNC-Chapel Hill
Chapel Hill, NC 27599-3305
Phone: 919-962-0539
http://www.unc.edu/depts/afriafam

My publications are available at:
http://rutgerspress.rutgers.edu/acatalog/__Negras_in_Brazil_2674.html
http://www.palgrave-usa.com/catalog/product.aspx?isbn=0230619851

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, April 26, 2010 4:24 PM
To: Mutima@mxp1.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland - Poet DéLana R A Dameron

---

at the ackland

Yoga in the Galleries

Tuesday, April 27
12:00 - 1:00 PM

Namaste! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland. Yoga mats and cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended. Sessions led by Joanne Marshall. Beginners are welcome.

Registration recommended | Free to members, $5 non-members

DéLana Dameron

POET DÉLANA R A DAMERON

The Ackland is proud to host award-winning poet DéLana R A Dameron (author of *How God Ends Us*, winner of the 2008 South Carolina Poetry Book Prize) for a free poetry writing workshop and public reading of her original works composed in response to the exhibition Jacob Lawrence and The Legend of John Brown.

POETRY READING
Thursday, April 29 | 6:00 PM
Free

POETRY WORKSHOP
Saturday, May 1 | 10:00 AM - 3:00 PM
Dameron will lead a free writing workshop investigating methods of writing in response to art.
Free. Reservations required. RSVP to kyle_fitch@unc.edu.

Funding provided by the N.C. Arts Council, a division of the Department of Cultural Resources, with funding from the National Endowment for the Arts.

The Ackland celebrates the contributions of two of the most significant African American artists of the twentieth century: **Color Balance: Paintings by Felrath Hines** and **Jacob Lawrence and The Legend of John Brown** on view through May 9, 2010.

Color Balance: Paintings by Felrath Hines
Color Balance presents fourteen large-scale abstract paintings by Felrath Hines (1913-1993). In 2009, the artist's widow, Dorothy Fisher, donated a selection of his paintings to three North Carolina cultural institutions: the Ackland Art Museum at The University of North Carolina at Chapel Hill, the Nasher Museum of Art at Duke University, and the North Carolina Central University Art Museum. These luminous paintings are significant additions to the

IN THE GALLERIES:

Color Balance
Paintings by Felrath Hines

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And a dozen more galleries filled with art and ideas!

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Jacob Lawrence
and The Legend of John Brown

One of "the most impassioned visual chroniclers of the African American experience," (*New York Times*, June 10, 2000) Jacob Lawrence (1917-2000) created a series of gouache paintings in 1941 to illustrate the life of abolitionist John Brown. More than thirty years later, because the fragile paintings were deteriorating, the Detroit Institute of Arts commissioned him to revisit the series. The result was a limited edition portfolio of twenty-two hand-screened prints. This year, in honor of the 150th anniversary of the raid on Harpers Ferry, the Ackland presents this outstanding series for the first time.

Promotional support provided by North Carolina Public Radio-WUNC. Public programming for* Jacob Lawrence and The Legend of John Brown *was supported by the N.C. Arts Council, a division of the Department of Cultural Resources, with funding from the National Endowment for the Arts.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-26886432-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Indian, Central, 11th to 12th century: *Ganesha* (detail); sandstone sculpture. Gift of Clara T. and Gilbert J. Yager in honor of Dr. Charles Morrow and his wife, Mary Morrow, for their many contributions to the University and to the Ackland Art Museum during his term as Provost.

Dameron photo by Rachel Eliza Griffiths

Jacob Lawrence, American, 1917 - 2000: *For forty years John Brown reflected on the hopeless and miserable condition of the slaves.*, no. 2 from *The Legend of John Brown*, 1977; color screenprint. Ackland Art Museum, Ackland Fund. (c) 2009 The Jacob and Gwendolyn Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York

Felrath Hines, American, 1913 - 1993: *Aquatic Adventures*, 1993; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Jacob Lawrence, American, 1917 - 2000: *For forty years John Brown reflected on the hopeless and miserable condition of the slaves.*, no. 2 from *The Legend of John Brown*, 1977; color screenprint. Ackland Art Museum, Ackland Fund. (c) 2009 The Jacob and Gwendolyn Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York

Ackland Art Museum

The University of North Carolina at Chapel Hill

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, April 26, 2010 8:17 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Survey About Email Use

We are conducting a research study about the use of email by university employees and are looking for people to take an on-line survey.

If you chose to participate, your participation will be completely voluntary. Taking part in this research is not part of your University duties, and refusing will not affect your job. You will not be offered or receive any special job-related consideration if you take part in this research.

The survey will take about 10-15 minutes to complete and we appreciate your time.

To participate, you must:

Be at least 18 years old

Currently be an employee of the University of North Carolina at Chapel Hill

If you would like to complete the survey, please continue to the following link:

http://uncodum.qualtrics.com/SE?SID=SV_eFgDJNZ2liBg5o0&SVID=

This study has been approved by the UNC Institutional Review Board, study #10-0667

The principal investigator of this research is Robert Capra, Ph.D, (rcapra3@unc.edu) at the UNC School of Information and Library Science.

This email is sponsored by: School of Information and Library Science

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of vanessa_miller@dentistry.unc.edu
Sent: Monday, April 26, 2010 9:02 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do you have chronic jaw pain?

The UNC Center for Neurosensory Disorders is conducting a research study investigating the biological, psychological, and genetic factors that may cause Temporomandibular Muscle and Joint Disorder (TMJD). We are looking for volunteers with chronic pain in the face and jaw. We are seeking people with TMJD/TMD/ TMJ to participate in a study lasting several years.

Participation will include 1 clinic appointment lasting 3 hours. During that time participants fill out various questionnaires and receive a clinical exam and sensory testing. Individuals who meet the study criteria will be complete brief health updates for the next 4-5 years.

You must be between the ages of 18 and 44, and not have diabetes, epilepsy, hyperthyroidism, drug or alcohol abuse, chronic respiratory diseases, high blood pressure, heart disease, kidney failure and have not required hospitalization for a psychiatric disorder within the last 6 months.

You should not participate if you are pregnant, nursing a baby, currently involved in orthodontic treatment, chemotherapy or radiation therapy.

People who complete all data collection aspects will be paid $270 (this includes $90 for the clinic appointment mentioned above).

For more information about the study, visit the website at http://www.oppera.org

Please contact us if you are interested in learning more about our study (Biomedical IRB number 05-DENT-777).
If interested or for further information please contact:
(919) 966-1060

Approved by the Biomedical IRB

This email is sponsored by: The Center for Neurosensory Disorders, Dental Research Center

This email is sponsored by: Center for Neurosensory Disorders

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of tommerda@email.unc.edu
Sent: Tuesday, April 27, 2010 8:21 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: INFORMATIONAL: Participants needed: Tactile Information Processing Study

---

PARTICIPANTS NEEDED: The Tactile Information Processing Study is a research study designed to conduct assessments to measure how individuals recognize touch.

DO YOU QUALIFY?
We are looking for healthy males and females between the ages of 18 and 70 who:
* Are Caucasian or African American
* Are fluent English speakers
* Have normal vision and hearing or vision/hearing impairments that are corrected to within normal limits.

Participants will undergo a series of tests to measure how they recognize tactile input. Participants may be asked to complete self-evaluation questionnaires and a cognitive assessment.

These tests can take from 30 minutes to 2 hours to participate. Participants may be called back for an additional two hours of testing. Testing will
be completed on UNC Chapel Hill Campus in MacNider or Bondurant Hall. Participants will receive $25.00 per hour for participating in this study (up to $100).

If you are interested in participating please reply to this email and indicate the days and times you may be available. In addition, please include your name, age, race, occupation, education level, and contact information in your response.

Medical IRB study #'s 07-0170 and 06-0882

This email is sponsored by: Biomedical Engineering

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of fertility@unc.edu
Sent: Tuesday, April 27, 2010 8:48 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Thinking About Having A Baby?

Are you or is someone you know trying to get pregnant or about to start trying?

Time-to-Conceive is a research study at the University of North Carolina at Chapel Hill focusing on fertility in women between 30 and 44 years of age. To learn how you can be in the study, call us at (919) 843-8246 or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Monetary compensation for study activities

No medicines or pills to take and no changes to daily lifestyle or existing health care routine.

Please visit our new website at www.med.unc.edu/timetoconceive for more information.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: OB/GYN

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Tuesday, April 27, 2010 9:14 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: 2-12 year old children needed for study

---

THE SENSORY EXPERIENCES PROJECT NEEDS YOUR BRAIN WAVES!
We are currently recruiting children, ages 2 to 12 years, with Down syndrome and genetic syndromes associated with developmental delay to participate in our study about brain waves. We study children's brain waves to learn more about the potential causes of sound sensitivities.

* Children will complete developmental assessments and an EEG
* Parents will complete a packet of questionnaires and interviews about their child
* You will receive a summary of results of the developmental assessments and a certificate with a picture of your child's brain waves
* We provide financial incentives up to $200 if your child qualifies for all parts of the study. Mileage reimbursement is available for families who are traveling more than 20 miles each way
* Time commitment is approximately 6 hours

For more information about SEP visit our website at http://www.med.unc.edu/sep. If you are interested in participating in the study, please call our toll free line at 1.800.514.9981 or e-mail us at sep@unc.edu. We are happy to tell you more about our project and answer any questions.

SEP is funded by the National Institute of Child Health & Human Development (Grant# HD42168).The Principal Investigator is Dr. Grace Baranek. This study has been reviewed and approved by the UNC Biomedical Institutional Review Board (IRB # 07-1926).

This email is sponsored by: Allied Health Sciences

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From:	nobody@notify.unc.edu on behalf of aspire@unc.edu
Sent:	Tuesday, April 27, 2010 10:01 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Looking for Healthy Children to Participate in our Research Study

---

The ASPIRE team is currently conducting a research study involving healthy children (ages 10-17). We are looking to enroll children who are willing to be assessed by the study doctor, complete cognitive assessments and four blood draws. Participants must not have had a previous or current mental health disorder.

Participation will include:
* Five appointments at UNC Hospitals with the study doctor

Participants will be compensated for their time, up to $175

Please contact our recruitment line or email us for more information:
Email: aspire@unc.edu
Phone: 1-800-708-0048

This message was approved by the UNC Biomedical IRB on December 16, 2009 for IRB#09-0637 Intensive Computerized Brain Training in Early Onset Schizophrenia and Schizoaffective Disorder-Pilot Phase
PI: Lin Sikich, MD

This email is sponsored by: Psychiatry

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From: nobody@notify.unc.edu on behalf of aspire@unc.edu
Sent: Tuesday, April 27, 2010 10:20 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Is your child gaining weight on antipsychotic medication?

Is your child gaining weight on antipsychotic medication?
Are you concerned about your child's health?

The ASPIRE Research program at the UNC-Chapel Hill's Department of Psychiatry is looking for study participants who:
* are 8-17 years old,
* have a diagnosis of schizophrenia, bipolar, or autism spectrum disorder,
* are currently taking
    * olanzapine (Zyprexa.),
    * quetiapine (Seroquel.), or
    * risperidone (Risperdal.), or
    * ziprasidone (Geodon.), or
    * aripiprazole (Abilify.)

* have gained weight while taking this medication during the past year and are in a high risk weight category.

All study-related evaluations and treatments are provided at no cost to participants. Compensation for participation is also provided.

If you think this study may be appropriate for your child, please contact us. We are happy to tell you more about our program and answer any questions. Please call the ASPIRE Research Hotline (1-800-708-0048) or email us at ASPIRE@unc.edu.

This message was approved by the UNC Biomedical IRB on 07-30-2009 for IRB#08-1082 Improving Metabolic Parameters of Antipsychotic Child Treatment-Multi-site Study (IMPACT-MS)
PI: Lin Sikich, MD

This email is sponsored by: Psychiatry

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From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Wednesday, April 28, 2010 4:31 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Message from the Chancellor: We Need Your Ideas for the Next Academic Plan

---

Dear Students, Faculty and Staff:

The University's YouTube Channel, http://www.youtube.com/UNCChapelHill, just posted a short video with a message from me asking for your ideas and suggestions for the University's academic plan. The plan is a strategic statement of our objectives and priorities. It's the roadmap for the future. And it's a big deal. It's time to create the to-do list for the next period in Carolina's history. We need everyone to participate.

Please take just a few minutes to watch the video and communicate with the steering committee, led by Professors Bill Andrews and Sue Estroff, over the summer. The e-mail address is academicplan@unc.edu. Next fall, we plan community meetings, and the committee will be asking everyone lots of questions. We're looking forward to an important discussion about the academic plan.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: nobody@notify.unc.edu on behalf of brittany_lindsay@med.unc.edu
Sent: Wednesday, April 28, 2010 9:09 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: A Research Study for Babies of Mothers with Depression

---

Are you or is someone you know currently pregnant and has been diagnosed with depression?

We are conducting a prospective, longitudinal research study to better understand early brain development in the children of women who have been diagnosed with depression and who were treated with a common type of antidepressant, called a selective serotonin reuptake inhibitor (SSRI), during their pregnancy.

Participants receive:
- $50 per child for each postnatal visit (potential total of $300)
- Reimbursement for mileage and parking

What the study involves
- An MRI scan and developmental assessment of the baby at 1-4 weeks after birth (unsedated)
- Follow-up MRI scans and developmental assessments at 1 and 2 years

Who is eligible?
- Women who have been diagnosed with depression
- Are currently pregnant or have recently given birth
- Treated with an SSRI starting in the 1st trimester or prior to pregnancy through birth

We need your help! By participating, you may be helping mothers with depression in the future by improving our understanding of how factors such as severity of depression and treatment with antidepressants relate to early brain development. (The current literature indicates that SSRI antidepressants do not have long-term negative affects on brain development.)

Remember
- This is a voluntary study
- No medicines or sedation are involved
- You will be compensated
- All information gathered is confidential.

To learn more about this study please call Brittany Lindsay (919) 843-3608 or (866) 849-0541 (Toll Free), or send an email to brittany_lindsay@med.unc.edu with your name, phone number and times that you can be reached.

The principal investigator for this study is Rebecca Knickmeyer, PhD, UNC School of Medicine, Department of Psychiatry. Co-investigators are Samantha Meltzer-Brody, MD, and John Gilmore, MD, also of the UNC Department of Psychiatry.

This study and this message have received approval from the UNC Bio Medical IRB on August 5, 2009, Study 07-0617.

This email is sponsored by: UNC Department of Psychiatry

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From: nobody@notify.unc.edu on behalf of cts2014@email.unc.edu
Sent: Wednesday, April 28, 2010 10:13 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Participants needed for alcohol consumption and decision making study

---

Do you ever drink alcohol?

Are you interested in making $10 for completing a 1 hour task?

Study requires participants to view images and make simple decisions about their contents.

You are eligible if:
1. You are between the ages of 18-40 years old
2. You are NOT taking illicit drugs
3. You are NOT taking psychoactive medications
4. You have NEVER sought treatment for a substance use disorder
5. You are a native English speaker
6. You have graduated high school or earned a GED
7. You have no known psychiatric or neurological problems

If interested, please contact Chris at 919-962-8340 or cts2014@email.unc.edu to schedule a time for participation.

(This study, entitled "Decision Making and Drinking Habits of Young Adults" has been approved by the UNC Institutional Review Board, Study #: 09-0001 on 01/14/2010, and is sponsored by the UNC Department of Psychology.)

This email is sponsored by: Dept. of Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Thursday, April 29, 2010 11:34 AM
To: Mutima@mxp1.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Poet DéLana Dameron TONIGHT

Poet DeLana Dameron

The Ackland is proud to host award-winning poet DéLana R. A. Dameron (author of *How God Ends Us*, winner of the 2008 South Carolina Poetry Book Prize) for a free public reading of her original works composed in response to the exhibition Jacob Lawrence and The Legend of John Brown.

POETRY READING
Thursday, April 29 | 6:00 PM
Free

POETRY WORKSHOP
Saturday, May 1 | 10:00 AM - 3:00 PM
Dameron will lead a free writing workshop investigating methods of writing in response to art.
Free. Reservations required. RSVP to kyle_fitch@unc.edu.

Funding provided by the N.C. Arts Council, a division of the Department of Cultural Resources, with funding from the National Endowment for the Arts.

If you are not already a member but would like to be, please join online.

Dameron photo by Rachel Eliza Griffiths

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: UNC-CH Interlibrary Borrowing <uncilb@unc.edu>
Sent: Thursday, April 29, 2010 12:24 PM
To: smutima@email.unc.edu
Subject: Interlibrary Borrowing Notification

To: Alphonse Mutima

RE: Your request for:

Title: Swahili Medical Dictionary and Phrasebook
Author: Cooper, M. J. F.

TN: 815703

has been cancelled for the following reason:

Our attempts to obtain this item came back unfilled. If you still want this book, there are other libraries that we can try. Go to the View Cancelled Requests section of the online request system and resubmit this request.

Questions about a Borrowing request?
Contact the ILB office at uncilb@email.unc.edu

From:	bounce-26913127-28049193@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent:	Friday, April 30, 2010 10:49 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	Administrative Managers <asmgrs@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] Fwd: Faculty Engaged Scholars Program, May 14 Deadline
Attach:	FESP_call for applications_3_24_10.docx

The enclosed and attached messages are being sent on behalf of the Office of the Provost
to all faculty in the College of Arts and Sciences, with a copy to administrative managers.

* * *

Faculty Engaged Scholars Program

Application deadline: May 14, 2010
Website: http://www.unc.edu/cps/faculty-engaged-scholars.php
Program Description:
The Faculty Engaged Scholars Program is an initiative of Carolina Center for Public Service to advance faculty involvement in the engaged scholarship.*
Through a competitive application process, at least five faculty members from UNC- Chapel Hill will be selected to participate in the two-year program. This will be third class of scholars since t
Eligibility:
Priority for participation will be given to tenure-track faculty with any length of service at UNC-Chapel Hill, and fixed-term faculty who have been at Carolina for at least five years. Faculty who c
An online application will be available starting March 24. To learn more about the program in general, please visit our web site: http://www.unc.edu/cps/faculty-engaged-scholars.php
If you have questions after reviewing the online materials, please contact Lynn Blanchard, Director of the Carolina Center for Public Service, at ccps@unc.edu or 919-843-7568.

--
Stephanie Thurman
Office of the Executive Vice Chancellor and Provost
104 South Building, CB# 3000
phone: (919)962-4511
fax: (919) 962-1593
sthurman@email.unc.edu

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From:	bounce-26913274-28049193@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent:	Friday, April 30, 2010 10:54 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	Administrative Managers <asmgrs@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] Fwd: Commencement Activities May 8-9

The enclosed message is being sent on behalf of the Office of the Provost to all faculty in the College of Arts and Sciences, with a copy to administrative managers.

* * *

Please join the joyous events of Commencement Weekend 2010 on Saturday May 8 (Hooding of Ph.D.s) and Sunday, May 9, 2010 (Commencement). More information about Commencement is available at http://www.unc.edu/commencement.

The accomplishments of Carolina's students are remarkable, and their friends and families value your roles as teachers, mentors, and scholars. Commencement events are central to building a sense of community within our University. You're invited to wear academic regalia, but you are welcome regardless.

The Doctoral Hooding ceremony will take place on Saturday, May 8, at 10 a.m. in the Dean Smith Center and will feature remarks by Dr. R. Barbara Gitenstein, President of The College of New Jersey, scholar of Jewish and American literature, and influential spokesperson for women's leadership in higher education.

Each graduate will be called to the stage to receive the doctoral hood from his or her advisor. Non-hooding faculty members who wish to march in the academic processional should arrive at the Smith Center (Entrance A) no later than 9:30 a.m. and take the elevator or stairs down to the first floor. Marshals will be there to direct you to the line-up site.

University Commencement is on Sunday May 9 at 9:30 a.m. in Kenan Stadium. This year's speaker is novelist John Grisham. We will honor our graduating students and the following other outstanding recipients of honorary degrees: Paul Rizzo (business and financial industry leader, former dean of Kenan-Flagler Business School), Fred Robinson (foremost North American scholar of the earliest recorded period of English language and literature), Eugene Roberts (crusading progressive journalist and influential editor at both the Philadelphia *Inquirer* and the *New York Times*), and Patricia Timmons-Goodson (first African-American woman justice, North Carolina Supreme Court) .

Faculty will gather on the second floor of the Kenan Football Center at 9:00 a.m. Faculty Marshal Valerie Ashby will lead the faculty processional. In case of inclement weather, the ceremony will move to the Smith Center (faculty should use Entry A and go directly to the court level for seating). Regardless of the location, faculty parking will be available in the Craige Deck.

If you plan to participate in the May 9 Commencement ceremony you will need to obtain, in advance, an Inclement Weather Ticket to admit you to the Smith Center in the event of rain. Inclement weather tickets may be obtained by contacting David Thompson in the Faculty Governance Office at 962-2147 or by email at dthomps3@email.unc.edu.

Many of you have attended Commencement in the past and are welcome to do so again. For those who have not yet participated in this venerable academic tradition, please consider this invitation and join your colleagues for this very special event.

--
Stephanie Thurman
Office of the Executive Vice Chancellor and Provost
104 South Building, CB# 3000
phone: (919)962-4511
fax: (919) 962-1593
sthurman@email.unc.edu

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 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

From:	nobody@notify.unc.edu on behalf of lauren_cohen@unc.edu
Sent:	Friday, April 30, 2010 8:17 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: UNC Study of Home Lighting and Aging

UNC Study of Home Lighting and Aging

Research has shown that lighting can improve mood and sleep for adults. In order to learn more about the effects of home lighting for older adults with Alzheimer's disease and other memory problems, researchers at the University of North Carolina at Chapel Hill are conducting a four month study of home lighting.

To participate in this study, you must be the live-in caregiver for someone with Alzheimer's disease or a related memory disorder. Participants will receive reimbursement for all study-related costs, and also will receive $300 for their time.

To learn more about this study, please call Lauren Cohen toll-free at (866) 687-9342 or locally at (919) 843-8874.

The study `Home Lighting and Aging' (IRB # 08-1249) was reviewed and approved by the Office of Human Research Ethics at the University of North Carolina at Chapel Hill on January 5, 2010.

This email is sponsored by: The Cecil G. Sheps Center for Health Services Research

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From: bounce-26924003-28115744@listserv.unc.edu on behalf of Kia Lilly Caldwell <klcaldwe@email.unc.edu>

Sent: Sunday, May 2, 2010 11:38 PM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Subject: [african-and-afro-american-studies-faculty] Recent Faculty Presentations Needed for Newsletter

---

Dear Colleagues:
If you have made a conference presentation or given an invited lecture since last spring, please forward the details to me by the end of the day tomorrow (Monday, May 3). We would like to include as much information on recent faculty presentations in the newsletter as possible. I've only received this information from a couple of people so far.

Thanks,
Kia

--
Kia Lilly Caldwell, Ph.D.
Assistant Professor
Department of African & Afro-American Studies
CB 3395, 208 Battle Hall
UNC-Chapel Hill
Chapel Hill, NC 27599-3305
Phone: 919-962-0539
http://www.unc.edu/depts/afriafam

My publications are available at:
http://rutgerspress.rutgers.edu/acatalog/__Negras_in_Brazil_2674.html
http://www.palgrave-usa.com/catalog/product.aspx?isbn=0230619851

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: tjm1 <tjm1@email.unc.edu>
Sent: Monday, 7:41 AM
To: @email.unc.edu>
Cc: Julius E Nyang Oro <JEN321@email.unc.edu>; Sinamenye A Mutima <smutima@email.unc.edu>
Subject: Re: swahili class request

Hello --

Unfortunately we cannot offer the Swahili 234 in the summer because we would have to pay someone to teach the class and that is impossible with only one student and one professor who could teach the class. You should speak to your adviser about alternatives based on the summer school offerings that currently exist.

Good luck with your schedule and with your graduation.

Tim McMillan

On Thu 15:27:40 -0400, @email.unc.edu>
wrote:
> Dr. Tim McMillan,
> I have contact Travis Gore and professor Mutima about an independent
study
> for Swahili 234 and I was told to contact you.
> I am a and was unable to take a language because of some
> misunderstandings (I was under the impression I was exempt from taking a
> language because of Before my year I
learned
> this was not the case and was unable to register for a language because
it
> was full.) I hope to graduate this but only the first courses for
> Swahili were offered, which I am taking. I have heard of a few
people
> doing independent studies and was wondering if there was anyway I could
do
> one for Swahili 234 this summer. Please let me know if this is at all
> possible.
>

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Monday, May 3, 2010 2:49 PM
To: Mutima@mxp0.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

---

at the ackland

Yoga in the Galleries

Tuesday, May 4
12:00 - 1:00 PM

Namaste! Take a break from your day and explore the world of yoga in the beautiful setting of the Ackland. Yoga mats and cushions are provided. Please wear comfortable clothing that will allow you to stretch. Since the galleries can be cool, long sleeves are recommended. Sessions led by Joanne Marshall. Beginners are welcome.

Registration recommended | Free to members, $5 non-members

Lunch with One

JOHN BROWN'S PLACE IN AMERICAN ART: 1860-2010

with Blake Gilpin
Wednesday, May 5
1:00 - 2:00 PM

Bring lunch and enjoy an hour of inspiration and information as Blake Gilpin, Post-Doctoral Fellow in Southern Studies at the UNC-Chapel Hill's Center for the Study of the American South, presents *John Brown's Place in American Art: 1860-2010*. By exploring the rich history of this man as a visual symbol, we can better understand the full intent and impact of Jacob Lawrence's *Legend of John Brown* (currently on display at the Ackland) as well as several other artists and their work on Brown.

Free to members | $5 non-members

Graduation Celebration

Friday, May 7
5:00 - 8:00 PM

The Ackland welcomes family, friends, and students this Friday for a graduation celebration! Begin the weekend's festivities with a visit to the Ackland to explore great art and listen to new music. To commemorate a year full of Ackland/student collaborations, this evening will feature:

- tours by the Ackland's Student Gallery Guides
- music by My Boy Rascal (on UNC-Chapel Hill student-run record label Vinyl Records), and
- art from some of UNC-Chapel Hill's finest artists in the exhibition New Currents in Contemporary Art

Sponsored by the Student Friends of the Ackland

Free admission, cash bar

DRAWING IN THE GALLERIES

Saturday, May 8

IN THE GALLERIES:

Color Balance
Paintings by Felrath Hines

Jacob Lawrence
and The Legend of John Brown

New Currents
in Contemporary Art

And a dozen more galleries filled with art and ideas!

Please visit our calendar for a full listing of special programming and events.

DRAWING IN THE GALLERIES

10:00 AM - 12:00 PM

Join the Ackland's Amanda Hughes for drawing in the Ackland galleries. Bring paper and dry media (crayon, pencils, etc.). All levels are welcome. Free.

DRAWING FOR KIDS

Saturday, May 8

DRAWING FOR KIDS

10:00 AM - 12:00 PM

Nine- to twelve-year-olds practice techniques like contour drawing, linear perspective, shading, and drawing people. Materials provided.

Registration required and limited - to register, call 919.966.5736
Free to members | $5 non-members

The Ackland celebrates the contributions of two of the most significant African American artists of the twentieth century: **Color Balance: Paintings by Felrath Hines** and **Jacob Lawrence and The Legend of John Brown** on view through May 9, 2010.

Color Balance: Paintings by Felrath Hines

Color Balance presents fourteen large-scale abstract paintings by Felrath Hines (1913-1993). In 2009, the artist's widow, Dorothy Fisher, donated a selection of his paintings to three North Carolina cultural institutions: the Ackland Art Museum at The University of North Carolina at Chapel Hill, the Nasher Museum of Art at Duke University, and the North Carolina Central University Art Museum. These luminous paintings are significant additions to the collections of each museum. The Ackland premieres the exhibition of these pieces, which will travel to the Nasher Museum of Art at Duke University and the NCCU Art Museum in 2010-2011.

Jacob Lawrence and The Legend of John Brown

One of "the most impassioned visual chroniclers of the African American experience," (*New York Times*, June 10, 2000) Jacob Lawrence (1917-2000) created a series of gouache paintings in 1941 to illustrate the life of abolitionist John Brown. More than thirty years later, because the fragile paintings were deteriorating, the Detroit Institute of Arts commissioned him to revisit the series. The result was a limited edition portfolio of twenty-two hand-screened prints. This year, in honor of the 150th anniversary of the raid on Harpers Ferry, the Ackland presents this outstanding series for the first time.

Promotional support provided by North Carolina Public Radio-WUNC. Public programming for* Jacob Lawrence and The Legend of John Brown *was supported by the N.C. Arts Council, a division of the Department of Cultural Resources, with funding from the National Endowment for the Arts.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-26928939-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Indian, Central, 11th to 12th century: *Ganesha* (detail); sandstone sculpture. Gift of Clara T. and Gilbert J. Yager in honor of Dr. Charles Morrow and his wife, Mary Morrow, for their many contributions to the University and to the Ackland Art Museum during his term as Provost.

Egon Schiele, Austrian, 1890-1918: *Seated Woman* (detail), 1918; black colored pencil drawing. Burton Emmett Collection.

Norman Kent, American, born 1903: *Young Boy Drawing* (detail), 1930; linoleum-cut print. Burton Emmett Collection.

Jacob Lawrence, American, 1917 - 2000: *For forty years John Brown reflected on the hopeless and miserable condition of the slaves.*, no. 2 from *The Legend of John Brown*, 1977; color screenprint. Ackland Art Museum, Ackland Fund. (c) 2009 The Jacob and Gwendolyn Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York

Felrath Hines, American, 1913 - 1993: *Aquatic Adventures*, 1993; oil on linen. Gift of Dorothy Fisher, wife of the artist.

Jacob Lawrence, American, 1917 - 2000: *For forty years John Brown reflected on the hopeless and miserable condition of the slaves.*, no. 2 from *The Legend of John Brown*, 1977; color screenprint. Ackland Art Museum, Ackland Fund. (c) 2009 The Jacob and Gwendolyn Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, May 4, 2010 2:27 PM
To: Mutima@mxp1.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Modern Art & Architecture Tour of Washington DC, June 18 - Sign up today!

Washington DC Day Trip, Friday June 18

Triangle Modernist Houses has partnered with the Ackland Art Museum to present a **Modern Art and Architecture Tour of Washington DC** on Friday, June 18.

Want to meet the original owners of the only Richard Neutra house in Washington? You will.
Want to see a vast private contemporary art collection, not open to the public? No problem.
What about visiting the famous Hirshhorn Museum? Yep.
What about a guided architectural tour of the Vietnam Veterans Wall by the group who thought up the idea? That, too.
What about flying to Washington? It's all included.
Lunch? Yes.
Ground transportation? Of course.

Tickets limited - only ten set aside for friends of the Ackland. Reservations required.

Reserve your ticket and get more information **here**. **Registration closes soon - sign up today!**

Features:
Round trip air on Southwest Airlines in and out of Baltimore/Washington Intl Airport.
Our own air-conditioned, restroom-equipped, internet-equipped, luxury touring bus.
A delicious lunch, plus sodas and water provided on board the bus.
Dinner on your own in downtown Washington.
All travel-related admissions, tips, etc. are included.
Parking at RDU is not included.

Schedule:
5:30 AM Arrive at RDU
6:45 AM Fly to Baltimore BWI Airport
7:45 AM Meet Touring Bus
9:30 AM Arrive at The Brown House
10:30 AM Depart Brown House
11:00 AM Lunch
12:00 PM Tour Rales Museum
2:30 PM Arrive Hirshhorn Museum
4:00 PM Arrive Vietnam Veterans Memorial
5:00 PM Free time and dinner on your own
7:30 PM Depart for BWI Airport
10:30 PM Arrive back at RDU

If you are not already a member but would like to be, please join online.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: bounce-26944341-28213401@listserv.unc.edu on behalf of Michael Lambert <mlambert@email.unc.edu>

Sent: Wednesday, May 5, 2010 6:19 PM

To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>

Cc: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>; Carol Magee <cmagee@email.unc.edu>

Subject: Re:[african-and-afro-american-studies-faculty] Syllabus request for Curriculum Review AFAM/AFRI

Laurie,

I do not have copies of the syllabi that you have requested. I have copied this reply to our faculty. I trust that the faculty members who teach these classes will be able to forward copies of these syllabi to you directly.

Michael Lambert, Ph.D.
Director, African Studies Center
Associate Professor of African Studies and Anthropology
Director of Undergraduate Studies for African Studies
University of North Carolina at Chapel Hill
Campus Box 7582
3026 FedEx Global Education Center
Chapel Hill, NC 27599-7582

On May 5, 2010, at 3:42 PM, Laurie Holst <holst@email.unc.edu> wrote:

> Dear Michael,
>
> Because UNCCH has now graduated its first class of students under the "new" 2006 curriculum, it's time to see how that curriculum is meeting its goals. To that end, the Administrative Boards of the General College and College of Arts and Sciences are engaged in a review that includes examining syllabuses for various courses that undergraduates take. This syllabus review is intended to insure that the original goals of the Making Connections Curriculum are being met. The committee would appreciate your sending me the following syllabuses that were not available on your department's website:
>
> 1. AFAM 050, FYS: Defining Blackness from fall 2009
> 2. AFAM 101, Black Experience to 1865, from spring 2010
> 3. AFAM 259, Black Influences on Popular Culture, from spring 2010
> 4. AFAM 560, The Harlem Renaissance, from spring 2010
> 5. AFRI 050, FYS: Kings. Presidents, Generals, from spring 2010
> 6. AFRI 265, Africa in the Global System, from spring 2010
> 7. AFRI 453, Africa in the American Imagination, from fall 2009
> 8. AFRI 488, Contemporary African Art, most recent version
>
> Any information identifying the instructor can be removed or blacked out before the documents are sent. Word or .pdf files are preferred. Please submit all syllabuses as email attachments by* May 24, 2010*. Please let me know if you have any questions about this request or if you need additional time to gather the syllabuses. We appreciate all you do for Carolina's students and your help with this review.
>
> Thank you,
> Laurie Holst
>
> <holst.vcf>

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From:	nobody@notify.unc.edu on behalf of andrew_perrin@unc.edu
Sent:	Wednesday, May 5, 2010 10:15 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Instructor Survey on the Honor System and Academic Dishonesty

---

The Educational Policy Committee and the Committee on Student Conduct are interested in learning instructors' experiences and perceptions of the Honor System as it pertains to academic misconduct such as plagiarism and cheating. If you have ever taught a course at UNC, we are interested in your experiences and impressions. We plan to use the results of this survey to report to Faculty Council and, potentially, to recommend reforms to the Honor System.

We estimate the survey should take around 10 minutes to complete. Your survey will remain anonymous; we will only use your responses in aggregate form. We would greatly appreciate your completing the survey in the next two weeks, by May 21, 2010. Of course, you are not required to fill it out if you would prefer not to do so.

To take the survey, visit
http://uncodum.qualtrics.com/SE?SID=SV_6x3dQEpXf6meNqA&SVID=

This submission was reviewed by the Behavioral IRB on 5/3/10 (Study #10-0813). he IRB has determined that this submission does not constitute human subjects esearch as defined under federal regulations [45 CFR 46.102 (d or f) and 21 CFR 56.102(c)(e)(l)] and does not require IRB approval.

This email is sponsored by: Faculty Governance/Educational Policy Committee

From: bounce-26953825-28284785@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent: Friday, May 7, 2010 9:15 AM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc: Administrative Managers <asmgrs@listserv.unc.edu>; dpfennig@unc.edu
Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] Call for Nominations for Polanyi Lecture in the History and Philosophy of Natural Science

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The enclosed message is being sent on behalf of Professor David Pfennig and the Polanyi Lectureship Committee to all faculty in the College of Arts and Sciences, with a copy to administrative managers. Please send nominations to him at the email address enclosed in the message.

=-=-=-=-=-=-=-=-=-=-=-=-=

Dear Colleagues,

I write to request your input on whom we should invite for the College of Arts and Sciences' Polanyi Lectureship Series.

The Michael Polanyi Visiting Lectureship in the History and Philosophy of Natural Science was established in 1981 by an endowment in the College of Arts and Sciences. The funding, which was provided by the late Prof. Waldo Haisley and his wife, allows us to invite a distinguished lecturer to UNC every two or three years.

The purpose of the lectureship is to stimulate interest in the history and philosophy of the scientific disciplines and to foster interdisciplinary collaboration. The lecturer spends several days at UNC, giving a public lecture for a general audience, holding seminars and giving lectures related to his or her specialty, and consulting with faculty and students.

Previous Polanyi Lecturers include Freeman Dyson, physicist (1983); Clifford Grobstein, biologist (1985); Herbert Simon, psychologist and computer scientist, (1988); Dudley Herschbach, chemist (1991); Phillip Morrison, physicist (1994); Francesca Rochberg, historian (1996); Peter Galison, physicist (2003); and Michael Ruse, philosopher and evolutionary biologist (2007).

We hope to invite a visitor to Chapel Hill in either fall 2010 or spring 2011. If you have a suggestion on whom we should invite, please send the name of your nominee, together with a short statement supporting your choice and any other information you think the committee may find helpful, to David Pfennig, Chair of the Polanyi Lectureship Committee at: dpfennig@unc.edu.

Thank you.

Members of the Michael Polanyi Visiting Lectureship Committee:
John Bruno, Marine Sciences
Art Champagne, Physics and Astronomy
Marc Lange, Philosophy
Cynthia Radding, History
Donna Surge, Geological Sciences
David Pfennig, Biology (Chair)

--- You are currently subscribed to all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From:	bounce-26956785-28284785@listserv.unc.edu on behalf of Kia Lilly Caldwell <klcaldwe@email.unc.edu>
Sent:	Friday, May 7, 2010 4:18 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [Fwd: Arizona Legislature Passes Bill Banning Ethnic Studies Programs]
Attach:	Arizona Legislature Passes Bill Banning Ethnic Studies Programs.eml (5.21 KB).msg

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Kia Lilly Caldwell, Ph.D.
Assistant Professor
Department of African & Afro-American Studies
CB 3395, 208 Battle Hall
UNC-Chapel Hill
Chapel Hill, NC 27599-3305
Phone: 919-962-0539
http://www.unc.edu/depts/afriafam

My publications are available at:
http://rutgerspress.rutgers.edu/acatalog/__Negras_in_Brazil_2674.html
http://www.palgrave-usa.com/catalog/product.aspx?isbn=0230619851

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: nobody@notify.unc.edu on behalf of healthstudy@unc.edu
Sent: Friday, May 7, 2010 8:19 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Your Sons Health and Vaccines

We're looking for parents to comment on a research survey about what they and their sons think about HPV vaccine. It's a quick process. You take a brief survey and then simply talk with us about how you came up with your answers. Your responses will help us make our survey better.

You can participate if you are a parent with a son aged 11-17. If you give permission, we are also interested in speaking with your son in this age group. You can still participate even if you don't give permission for your son to participate. No specific knowledge about our survey topic is necessary.

We will be paying $20 for about 30 minutes of your time. Your son will also receive $20 for about 30 minutes of his time, if he also participates. We will conduct the interview at your convenience on campus at the UNC Gillings School of Global Public Health.

If you are interested in getting more information or participating, please send an email to our research assistant, Morgan Lee at healthstudy@unc.edu. Include potential times that work for you in the next week or so. Thank you!

The HPV Immunization in Sons (HIS) Study was approved by the Public Health-Nursing Institutional Review Board (IRB) at the University of North Carolina on 4/28/2010 (Study #: 10-0614).

Sincerely,

Noel Brewer, Associate Professor
and Paul Reiter, Postdoctoral Fellow

This email is sponsored by: UNC Gillings School of Global Public Health

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	nobody@notify.unc.edu on behalf of uncsupport@unc.edu
Sent:	Friday, May 7, 2010 10:25 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Volunteer for Carolina Family Scholarship

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Dear Carolina faculty and staff,

An email was recently sent out announcing that Carolina Family Fund scholarships for the 2010/2011 academic year are now being accepted.

The Carolina Family Scholarship is a need-based scholarship for children of UNC-Chapel Hill employees. The scholarship provides financial support for our children to attend ANY of the campuses in the UNC system, as well as state community and technology colleges.

The scholarship selections are made by a committee which changes membership every year, and consists of two faculty and two staff members. It is led by a representative from the UNC-Chapel Hill Office of Scholarships and Student Aid.

So, I'm looking for two faculty and two staff members who would be willing to volunteer to commit to one or two 1-hour meetings to review and select the scholarship winners for this year.

Please email me at bruce_egan@unc.edu if you are interested in volunteering to be on the committee which will probably meet sometime towards the end of May.

More information about the Carolina Family Scholarship can be found at www.unc.edu/familyfund.

Thank you!

Bruce

Bruce Egan
Director, ITS Response Center
UNC-Chapel Hill

This email is sponsored by: Scholarships and Student Aid

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of vanessa_miller@dentistry.unc.edu
Sent: Monday, May 10, 2010 8:38 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Give a Hair Sample for Research

The Center for Neurosensory Disorders is currently recruiting for several studies. We are looking for men and women ages 18 to 60 years whose scalp hair is at least one and a half inches long.

Are you willing to have a few strands of hair cut from close to your scalp?
Are you willing to be screened for pain conditions in the region of your face, jaw, and ear?
Are you willing to complete several questionnaires?

We are recruiting people with and without pain in the facial area. Please contact us if you are interesting in learning more about our studies and would like to participate in a screening session (Biomedical IRB#09-1485).
You should NOT participate if you are pregnant or if you have used either of the following in the last three months: hair color or glucocorticoids (including cortisol-containing creams and lotions.
You should also NOT participate if you have any of the following conditions: diabetes, drug or alcohol abuse, heart trouble or disease, hypertension (high blood pressure) that is not well controlled with medication, hyperthyroidism, major psychiatric disorder requiring hospitalization within the last 6 months, chronic respiratory disease not controlled with medication, renal failure or dialysis, seizures, or if you are currently receiving chemotherapy or radiation therapy.

$25 compensation will be provided for participating in a one visit screening session lasting on hour.
For more information, please call the study coordinator at 966-6333 or email Vanessa_miller@dentistry.unc.edu

This email is sponsored by: Center for Neurosensory Disorders

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of tilburg@med.unc.edu
Sent: Monday, May 10, 2010 9:16 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Symptoms of low energy metabolism

You're invited to participate in a phone interview for a chance to win $50.

Purpose
The purpose of the study is to determine how common symptoms of low energy metabolism are in families of people who do not suffer from a chronic gastrointestinal disorder. The study will involve 1 phone interview, there are no visits to UNC required.

Requirements
You must be 18 years or older, do not suffer from a chronic gastrointestinal disorder and Caucasian in order to participate.

More information
To determine if you are eligible or to find out more information please go to:
https://uncfunctionalgi.net/mtdna/mtdna.php

We appreciate your time. Please do not hesitate to contact us with any questions.

Biomedical IRB #: 08-1502
Approved 3/29/2010

This email is sponsored by: Department of Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: bounce-26970516-28371353@listserv.unc.edu on behalf of WebEvent <webevent@unc.edu>
Sent: Monday, May 10, 2010 11:03 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] WebEvent Reminder: May 14 - Deadline for Applications for Faculty Engaged Scholars Program

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WebEvent Reminder

Title: Deadline for Applications for Faculty Engaged Scholars Program
Date: Friday, May 14, 2010
Time: Unspecified

Description: Faculty Engaged Scholars Program
Application deadline: May 14, 2010
Website: http://www.unc.edu/cps/faculty-engaged-scholars.php

Program Description:

The Faculty Engaged Scholars Program is an initiative of Carolina Center for Public Service to advance faculty involvement in the engaged scholarship.*

Through a competitive application process, at least five faculty members from UNC- Chapel Hill will be selected to participate in the two-year program. This will be third class of scholars since the program began in 2007. More information about prior classes of scholars can be found at http://www.unc.edu/cps/faculty-engaged-scholars-current-scholars.php. In the first year of the program, Scholars will take part in an experiential advanced curriculum on engaged scholarship as they work on their own projects in partnership with the community. In the second year, Scholars participate in a learning community that focuses on their own efforts and also are asked to produce a product from their scholarship for dissemination. Scholars will receive funds of up to $5,000 per year to support their work for each of the two years (maximum $10,000).

Eligibility:

Priority for participation will be given to tenure-track faculty with any length of service at UNC-Chapel Hill, and fixed-term faculty who have been at Carolina for at least five years. Faculty who demonstrate interest and/or experience in applying their scholarship to addressing practical problems of the state, with the potential to establish long-term benefits to North Carolinians, will receive preference in the selection. Particular consideration will be given to applicants working in (or interested in working in) the Community Campus Partnership counties of Caswell and/or Lenoir. In addition to the usual scholar funding, there may be additional opportunities for funds for projects in these counties. (More information about Community Campus Partnership can be found at http://www.sog.unc.edu/programs/ccp.)

An online application will be available starting March 24. To learn more about the program in general, please visit our web site: http://www.unc.edu/cps/faculty-engaged-scholars.php

If you have questions after reviewing the online materials, please contact Lynn Blanchard, Director of the Carolina Center for Public Service, at ccps@unc.edu or 919-843-7568.

Powered by WebEvent(tm)
http://www.webevent.com/cs/r/pbpublish_2.71

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--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From:	bounce-26974763-28399358@listserv.unc.edu on behalf of Kenneth Janken <krjanken@email.unc.edu>
Sent:	Tuesday, May 11, 2010 1:49 PM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [Fwd: African-American and African art at the Ackland]
Attach:	African-American and African art at the Ackland.eml (1.11 MB).msg

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Kenneth R. Janken
Professor of Afro-American Studies
Department of African and Afro-American Studies
Battle Hall, Campus Box #3395
University of North Carolina
Chapel Hill, NC 27599-3395

and
Director of Experiential Education
Office of Undergraduate Curricula
Steele Bldg, Campus Box 3504
University of North Carolina
Chapel Hill, NC 27599-3504

(919) 962-1519 (voice)
(919) 962-2694 (fax)

http://uncpress.unc.edu/books/T-8059.html
http://www.umass.edu/umpress/spr_97/janken.html

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, May 11, 2010 2:37 PM
To: Mutima@mxp0.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

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at the ackland

Curators Clinic

Thursday, May 13 | 1:00 - 4:00 PM

Every other month, the Ackland invites the public to bring in a work of art for consideration by an Ackland expert. While Ackland staff is unable to appraise works of art, curators may offer insight into the significance of the piece as well as the techniques used by the artist, condition, and subject matter. Only one work per person allowed. Please call 919.843.3677 to make an appointment.

Registration required | Free to members | $10 non-members

Art after Dark

Friday, May 14 | Museum open until 9:00 PM

Join us this Friday during our special evening hours. Have a drink with friends, enjoy music from Andrew Robbins-Pollack, and of course - take in the art!

> **Music: Andrew Robbins-Pollack** | 5:00 - 6:00 and 7:00 - 8:30 PM
> This Friday, Holly Springs based musician Andrew Robbins-Pollack will return to the Museum for Ackland after Dark. He will be sharing more of his innovative electronica compositions and will debut the some of his latest work off his new album *Tautochrone*.

Free | Cash bar (beer and wine)

Music in the Galleries: Cantari, May 16

Sunday, May 16 | 2:00 - 4:00 PM

Join us for a very special Music in the Galleries.

Elite chamber choir Cantari will offer a musical meditation on the relationships between music, poetry, and art. Director Sue Klausmeyer will lead the group as they explore music **Through the Eyes of the Poet** - from the lyricism of William Shakespeare in love to the witticism of Ogden Nash toasting the animal kingdom. Ackland Director of Academic Programs Carolyn Allmendinger will offer insights into the artistic context of the choral compositions that range from the Renaissance to the twentieth century. Music by Orlando Gibbons, Benjamin Britten, Robert Schumann, Stephen Chatman, and Eric Whitacre.

Following the concert, we invite you to stay for a reception. Enjoy light refreshments and a chance to mingle with fellow art and music lovers!

Free

IN THE GALLERIES:

New Currents
in Contemporary Art

Art and Cultural Exchange
along the Silk Road

And a dozen more galleries filled with
art and ideas!

COMING SOON:

Saturday, May 22
Fortune Smiles
Members' Preview
6:00 PM

Sunday, May 23
Fortune Smiles
Public Opening
1:00 PM

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-26975101-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of raker@email.unc.edu
Sent: Thursday, May 13, 2010 8:33 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Community Survey on Sexual Assault

Greetings UNC community members! Your participation is requested for a brief survey.

The purpose of this research study is to learn about UNC-CH community members' beliefs and attitudes around gender, sexual relationships, and sexual assault. This study is being completed as a part of a grant funded by the Department of Health and Human Services in the state of North Carolina for the NC Rape Prevention and Education (RPE) Program.

The results of the study will be used to understand the attitudes and beliefs supporting sexual violence in order to develop programs and education on campus to prevent sexual violence. If you would like to participate in this study, clicking on the link below will bring you to a consent page as well as the survey itself, which will likely take you 10-15 minutes should you choose to complete it. If you choose, at the end of the survey, you may enter to win one of thirty-five (35) iPod shuffles.

http://studentvoice.com/uncch/sexualassaultassessment10

All members of the UNC Chapel Hill community are invited to participate. Whether or not you choose to take the survey, attached is a sheet with information about interpersonal relationship and sexual violence resources for your convenience. Thank you for your interest in this research! If you have any questions or concerns about this study, please contact Kelli Raker (raker@email.unc.edu) or Robert Pleasants (bpleas@email.unc.edu).

This study has been approved by the Public Health-Nursing IRB on 4/15/2010, Study # 10-0597.

* * * * * * * * * * * * * *

Resources for Survivors and Advocates

UNC-CH Campus Resources:
Carolina Women's Center, http://womenscenter.unc.edu//
134 East Franklin Street, Suite 215, 919-962-8305
Houses Orange County Rape Crisis Center support groups

Campus Health Services, http://studenthealth.unc.edu/
James A. Taylor Building, 919-966-3650, after hours: 919-966-2281
Offers STD screening and treatment, emergency contraceptives, confidential care, and rape exams

Counseling and Wellness, http://studenthealth.unc.edu/
James A. Taylor Building, 919-966-3658
Offers individual and group counseling

Dean of Students Office, http://deanofstudents.unc.edu/
Student and Academic Services Building, 919-966-4042
Offers academic, housing, and honor court advocacy and assistance, issues 'no contact' orders, and offers options counseling

Department of Public Safety, http://www.dps.unc.edu/
Public Safety Building, 919-962-8100
Takes reports (must investigate all reports received)

LBGTQ Center, http://lgbt.unc.edu/
Student and Academic Services Building, 919-843-5376
Offers support and referral service

UNC Hospitals, http://www.unchealthcare.org/
101 Manning Drive, 919-966-4271
Offers after-hours medical care, STD screening and treatment, emergency contraceptives, and rape exams

Local Resources:
Family Violence Prevention Center, www.fvpcoc.org/
201 East Rosemary Street, 24-hour hotline 929-7122
Offers crisis counseling, support groups, hospital/police station accompaniment, emergency shelter placement, as well as court and personal advocacy

North Carolina Coalition Against Domestic Violence (NCCADV), www.nccadv.org/
123 West Main Street, Suite 700, Durham, 919-956-9124 or 1-888-232-9124
Provides services to female survivors of domestic violence, as well as their children

Orange County Rape Crisis Center, http://www.ocrcc.org/
1506 East Franklin St, Suite 302, 24-hour crisis line 1-866-WE-LISTEN (935-4783)
Offers crisis counseling, support groups, hospital/police station accompaniment, as well as court and personal advocacy

Other Local Police Departments:
Carrboro Police Department,
http://www.townofcarrboro.org/pd/default.htm, 919-918-7397
Chapel Hill Police Department,
http://www.townofchapelhill.org/index.aspx?page=76, 919-968-2760
Orange County Sheriff's Office,
http://www.co.orange.nc.us/sheriff/index.htm, 919-644-3050

Planned Parenthood, www.plannedparenthood.org
1765 Dobbins Drive, 942-7762
Offers STD testing and counseling, as well as emergency contraceptives

Project Rainbow Net, www.projectrainbownet.org
NCCADV's initiative aimed at improving NC's response to LGBT survivors of domestic violence.

Triangle Community Works, http://www.tcworks.org/index.htm
608 West Johnson Street, Suite 1, Raleigh, Helpline 919-821-0055
Offers LGBT health information, youth programming, and a hotline service

National Hotlines:
Domestic Violence Hotline: 1-800-799-SAFE (7233)
LGBT Hotline: 1-888-843-4564
Rape Crisis Hotline: 1-800-656-4673

This email is sponsored by: Counseling and Wellness

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"Update Personal Information".

From: nobody@notify.unc.edu on behalf of ahowell@med.unc.edu
Sent: Thursday, May 13, 2010 9:01 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: AWARD-1 Diabetes Type 2 Study

AWARD-1 - Diabetes Type 2 Study

The UNC Diabetes Care Center is currently seeking adult volunteers with type 2 diabetes to investigate a medication for blood sugar control.

You may be eligible if:
 You have diabetes type 2 and are currently taking oral medications to control your blood sugar.
 You have been on the same medications for your diabetes for the past 3 months
 Your weight has been the same for the past 3 months
 You are open to trying an injectable medication for blood sugar control

You are not eligible if:
 You have diabetes type 1
 You are pregnant, breastfeeding, or planning a pregnancy within the next 2 years.
 You are taking insulin or a GLP-1 analog (exentatide (Byetta) or liraglutide (Victoza)
 You are allergic or sensitive to metformin, pioglitazone (Actos), or exenatide
 You have had a stroke or a heart attack in the past 2 months
 You have a history of thyroid cancer
 You have an auto-immune disease (e.g. lupus, rheumatoid arthritis)

Duration of Study: 12 visits over the course of approximately 1.5 years.

Study Specifics: Participants will be asked to discontinue their current anti-diabetes medications and begin taking metformin and pioglitazone. Participants will then be randomized to receive the investigational medication, a placebo, or exenatide. Those initially in the placebo group (for the first 26 weeks of the study) will be crossed over to receive the investigational medication for the remainder of the study (26 weeks or more).

Benefits: You may not receive any medical benefit. However, you will receive compensation for your time, as well as study medication (both oral and injectable), a glucose meter (and testing supplies), study related labs, ECGs, physical exams, and diabetes education/management throughout the duration of the study (all at no cost to you).

For more information please call:
Amber Howell
Clinical Research Assistant
UNC Diabetes Care Center
919.484 0931 ext 269
ahowell@med.unc.edu

The IRB approval number for this study is #10-0008, this ad was approved March 12, 2010

This email is sponsored by: UNC Diabetes Care Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of lleone@email.unc.edu
Sent: Thursday, May 13, 2010 9:47 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Get involved with the Community Nutrition Partnership

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Are you interested in nutrition, sustainable agriculture, food access or public health research? If so we invite you to learn more about the Community Nutrition Partnership (CNP). CNP is a new non-profit organization, founded by UNC grad students, that works to increase access to healthy, local and organic foods among low-income families and individuals in Orange County, NC. CNP is working to find creative ways to make fresh, healthy food available to people of all incomes (including college students). We want to change the perception that eating healthy is expensive. We are looking for additional volunteers and board members to help with some of our newest endeavors. There are also research and service opportunities available in conjunction with UNC-CH. We are seeking enthusiastic people who are excited about our mission and want to help this organization grow.

If you are interested, please see our blog: nutritionpartnership.blogspot.com or e-mail @gmail.com

This email is sponsored by: Nutrition

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From: nobody@notify.unc.edu on behalf of project.arch@unc.edu
Sent: Saturday, May 15, 2010 9:49 AM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Seeking Female Adolescent Participants (ages 12-16) for UNC Friendship Study

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Seeking Female Adolescent Participants (ages 12-16) for UNC Friendship Study

Parents and Mental Healthcare Providers:
Researchers are currently seeking participants (ages 12-16) for an important study of adolescent friendship and development called Project ARCH (Adolescents' Relationships, Coping, and Health). Specifically, we are seeking adolescents who have ever been assessed or received treatment for depressed mood, anxiety, or other mental health concerns.

Participants would complete questionnaires and discuss several adolescent-oriented topics with a close friend. We can schedule visits to our near-campus location on Finley Golf Course Road any afternoon or evening during the week and anytime on the weekend. Participants earn up to $190.00 for participating, parents earn $40.00, and best friends earn $40.00. We also offer driving reimbursement for long-distance participants.

For more information, please contact our Scheduling Coordinator at 919-843-2352 or by email at project.arch@unc.edu.

This research study (IRB#07-0929) was approved by the UNC-CH Behavioral IRB.

This email is sponsored by: Department of Psychology

This email is sponsored by: Department of Psychology

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From:	nobody@notify.unc.edu on behalf of norma_daugherty@med.unc.edu
Sent:	Monday, May 17, 2010 8:17 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: UNC Research Study

Research Subjects Needed

Are you overweight?

Do you experience reflux symptoms (such as heartburn, belching, and others)?

If you are between the ages of 18 and 70, and have obesity and reflux symptoms, you may be eligible for a research study investigating the effects of diet on Gastroesophageal Reflux Disease (GERD). Study participation lasts 6 to 8 weeks, and requires frequent visits to UNC Hospitals to pick up study food.

If you are interested in learning more about this study, please call 919-843-9616 or e-mail norma_daugherty@med.unc.edu

Study meals & compensation provided.

IRB# 07-0623. Approved by UNC Biomedical IRB 1/20/2010.

This email is sponsored by: Center for Esophageal Diseases and Swallowing

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From:	nobody@notify.unc.edu on behalf of endeavors@unc.edu
Sent:	Monday, May 17, 2010 8:37 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: new issue of endeavors magazine online

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The spring 2010 issue of Endeavors magazine features new stories about research and creative activity at Carolina, including:

--Climate Change is Already Here: Rising waters, bigger storms, heat waves, floods, and droughts: How will North Carolina weather a changing climate?
--Building a Bomb: Two women, two views of safety on the Manhattan Project.
--The Doctor's Writing: After he became an MD, Terrence Holt's stories took a bold new turn.
--Holy Work: Muslim Americans and the forgotten heart of Islamic tradition.

There are also stories featuring Carolina researchers Erica Eisdorfer, Tom Egan, Lara Wagner, and others.

Read the spring 2010 Endeavors at:
http://research.unc.edu/endeavors/spr2010/index.php

This email is sponsored by: Vice Chancellor for Research and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, May 17, 2010 9:04 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Research Study for Health Older Adults

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The main purpose of this research study is to determine if a component of air pollution, particulate matter (PM), elevates the risks of cardiac changes and whether fish oil supplements will lessen the risks caused by PM. Volunteers ages 50 to 75 will be tested to determine the type of a particular gene they carry, one of several genes responsible for protecting the body against oxidants. Participation will include four-weeks of fish oil or olive oil treatments and two exposures, one to clean air and one to a controlled amount of PM. For more information, please visit our web site at www.epastudies.org or call Westat EPA Recruiting at 966-0604. Approved March 19, 2009, by the Office of Human Research Protection (OHRE) Biomedical Institutional Review Board. IRB # 07-0190 (GCRC #2579). This email is sponsored by: U.S. Environmental Protection Agency Human Studies Division located on the UNC-Chapel Hill campus.

This email is sponsored by: U.S. Environmental Protection Agency
Environmental Public Health Division

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From: nobody@notify.unc.edu on behalf of ahowell@med.unc.edu
Sent: Tuesday, May 18, 2010 8:39 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Emerge-8: Diabetes Type 2 Study

The UNC Diabetes Care Center is currently seeking adult volunteers to investigate the effects of a medication (taspoglutide) on cardiovascular outcomes in participants with type 2 diabetes and established cardiovascular disease.

You may be eligible if:
 You have diabetes type 2 and are currently taking oral medications to control your blood sugar.
 You have had a heart attack, heart surgery, a stroke, or you have been diagnosed with peripheral artery disease

Duration of Study: 12 visits over the course of approximately 2 years.

Study Specifics: Participants will be randomized to receive study medication or a placebo. Both groups will receive the current recommended standard of care for diabetes, as well as for cardiovascular disease risk management.

Benefits: You may not receive any medical benefit. However, you will receive compensation for your time; as well as study medication, a glucose meter (and testing supplies), study related labs, ECGs, physical exams, and diabetes education/management throughout the duration of the study (all at no cost to you).

For more information please call:
Amber Howell
Clinical Research Assistant
UNC Diabetes Care Center
919.484 0931 ext 269
ahowell@med.unc.edu

The IRB approved study # is 09-2222 and this message was approved by the IRB on March 30, 2010.

This email is sponsored by: UNC Diabetes Care Center

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	nobody@notify.unc.edu on behalf of bbrady@email.unc.edu
Sent:	Tuesday, May 18, 2010 9:07 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Paid Brain Imaging Research Study

We are currently recruiting healthy volunteer participants for magnetic resonance imaging (fMRI) studies of the neural mechanisms of attention and performance. Participants should be 18-30 years of age, with 20/20 (or corrected-to-20/20) vision, and should have no known history of neurological injury or disease. Participants will be paid $10-20 per hour in studies ranging from 1-4 hours (depending on the study).

For further information, please contact the Hopfinger Lab:
(919)-843-4930 or unc.brainmap@gmail.com

Department of Psychology at the University of North Carolina at Chapel Hill. This study has been approved by the UNC Behavioral Institutional Review Board (IRB) (study #09-0535; approved March 3, 2010). This email is
sponsored by: Hopfinger Neuroimaging Laboratory

This email is sponsored by: UNC Cognitive Neuroimaging Lab

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of benefits@unc.edu
Sent: Wednesday, May 19, 2010 8:19 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Carolina Blood Drive June 8

Dear Tar Heels,

I'd like to tell you the story of Davis De Clerque, son of Julia De Clerque of UNC's Sheps Center for Health Services Research. Davis was born 17 weeks -- almost four months -- premature. He weighed a pound and a half.

Davis received 17 blood transfusions in his first 109 days of life. He wouldn't have survived without them.

Today, Davis is 10 years old and doing well in school, despite a type of autism prevalent among children born prematurely.

Soon, you will have the opportunity to help children like Davis, as well as cancer sufferers, accident victims and other patients in our region. Please give on June 8 at the 22nd annual Carolina Blood Drive, set for 7 a.m. to 6 p.m. at the Dean E. Smith Center.

Appointments to give or volunteer can be made at www.unc.edu/blood. Both are work time if a supervisor approves. Employees also may use community service leave with their supervisors' permission. (For more information on community service leave, go to http://hr.unc.edu and search "community service leave.")

Special guests thanking donors from midday to early afternoon will be Chancellor Holden Thorp and Patti Thorp, Butch and Tammy Davis, Woody and Jean Durham, School of Medicine Dean William Roper, also CEO of UNC HealthCare, Eric Montross, Carla Overbeck, UNC football players and Rameses.

Walk-ins will be welcome, but appointments are requested -- they help the American Red Cross know how many technicians to send. And appointments help cut the process to about an hour.

Door prizes given randomly during the day will include UNC football and basketball tickets. After giving, donors may choose from pizza, cookies, sandwiches and more, and will receive commemorative 22nd anniversary T-shirts donated by UNC Student Stores and the American Red Cross.

Donors can register for chances to receive a gift card for a cruise on the line and dates of your choice. The drawing for the tickets will be for donors from across the Carolinas Blood Region of the Red Cross.

Please sign up at www.unc.edu/blood today. Take this opportunity to help those who won't survive without the generosity of blood donors. Give at the Carolina Blood Drive.

This email is sponsored by: Office of Human Resources

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Wednesday, May 19, 2010 8:47 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research Study about Metabolic Syndrome and Air Pollution

---

The Environmental Protection Agency (on the UNC campus) is seeking individuals ages 25 to 70 with "metabolic syndrome" for research. Metabolic syndrome is defined by having at least 3 of the following 5 criteria: 1) waist size greater that 40" for men or 35" for women; 2) blood pressure greater than 130/85 (but, for this study, less than 160/100) or blood pressure controlled on certain medications; 3) HDL cholesterol less than 40 for men or less than 50 for women; 4) fasting blood sugar between 100 and 126; and 5) triglycerides 150 or above. Many people with metabolic syndrome also have a parent or sibling with diabetes, although individuals who themselves have diagnosed diabetes will not be eligible.

The purpose of this study is to determine if people with metabolic syndrome who are exposed to ultra-fine air particles develop temporary changes in their blood vessels, heart rhythm, blood cells and blood proteins. To do this, the EPA will expose volunteers to Chapel Hill air that is collected and concentrated on the day of the study. Levels of pollution will not be higher than those in many major cities around the world. Study procedures include blood draws and exposures to concentrated and clean air. Participants will be asked to wear ECG leads during the study and a heart rate monitor over night. Total time commitment is about 26 hours, 7 visits, over a 4 or 5 week period. For more information, please call Westat EPA Recruiting at 966-0604. Approved Feb 22, 2007, by the Office of Human Research Ethics Biomedical Institutional Review Board. IRB # 04-1677 (formerly GCRC 2067).

This email is sponsored by: U.S. Environmental Protection Agency
Environmental Public Health Division

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Thursday, May 20, 2010 11:34 AM
To: Mutima@mxp0.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Fortune Smiles at the Ackland this Weekend

---

Fortune Smiles: The Tyche Foundation Gift

This weekend, celebrate an extraordinary moment at the Ackland.

Museums rely on the generosity of donors and the Tyche Foundation gift represents one of the most significant contributions in the history of the Ackland Art Museum. This collection of fifty-one works of art will be unveiled in its entirety in a special weekend of festivities.

MEMBERS' PREVIEW
Saturday, May 22

6:00 PM | Hanes Art Center Auditorium
Remarks and Champagne Toast
-
6:30 PM | Ackland Art Museum
Exhibition Preview and Celebration
-
RSVP now to 919.843.3676 or kyle_fitch@unc.edu. Reserved parking available.

THE ART OF COLLECTING & TELLING TALES
Conversation and Reading with Charles Millard and Allan Gurganus
Sunday, May 23

1:00 PM | Hyde Hall
SEATING CAPACITY FULL - NO SPACES LEFT

PUBLIC OPENING
Sunday, May 23

1:00 - 5:00 PM | Ackland Art Museum

Accompanying the exhibition is an illustrated catalogue featuring art historical commentary on each piece, with a special section of fictional narrative responses by Allan Gurganus, acclaimed author of *Oldest Living Confederate Widow Tells All, White People, Plays Well With Others*, and *The Practical Heart*.

Catalogues for sale at the Museum: $12 ($10 Ackland Members)

Fortune Smiles: The Tyche Foundation Gift and related programs are made possible by the generosity of Shirley Drechsel and Wayne Vaughn, friends of the Tyche Foundation, and the William Hayes Ackland Trust.
Exhibition catalogue made possible by the Carl and Lily Pforzheimer Foundation, friends of the Tyche Foundation, and the William Hayes Ackland Trust.
This exhibition has been made possible in part through the generosity of Thomas S. Kenan, III.

If you are not already a member but would like to be, please join online.

Ackland Art Museum

The University of North Carolina at Chapel Hill

Images:
All images courtesy of the Ackland Art Museum, gifts of the Tyche Foundation.

From: Lynn Davis <lmdavis@email.unc.edu>
Sent: Thursday, May 20, 2010 12:14 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: SWAH 401

Hi Dr. Mutima,

You mentioned in your e-mail that I should receive the SWAH 401 proof by April 26, but it never arrived, so I'm just checking in to see how it's coming along.

Thanks,
Lynn Davis
Friday Center

Alphonse Mutima wrote:
> Lynn:
>
> I am really sorry.I was convinced that I had sent you a note about me
> receiving it.The end of the semester had been quite hectic.In any
> case, it is almost done.You should get it back on Monday (4/26), next
> week.
>
> Best.
> Alphonse
>
> Lynn Davis wrote:
>> Hi Dr. Mutima,
>>
>> I just wanted to make sure you had received the proof of SWAH 401
>> that we mailed to you last month.
>>
>> Thanks,
>> Lynn Davis
>> Friday Center
>>
>
>

From: Lynn Davis <lmdavis@email.unc.edu>
Sent: Thursday, May 20, 2010 4:15 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: Re: SWAH 401

That's OK! We are just looking forward to getting it back so we can
make it available to students!

Thanks,
Lynn

Alphonse Mutima wrote:
> Hi Lynn:
>
> Indeed , I thought I would finish the work on 4/26. But when I came
> back from a conference in Madison, WI so many things piled up as I was
> trying to finish the corrections.I am going to focus on them this
> weekend and get the work done.Really.
>
> I apologize.
>
> Best.
>
> Alphonse S.Mutima ,Ed.D.
>
> Lynn Davis wrote:
>> Hi Dr. Mutima,
>>
>> You mentioned in your e-mail that I should receive the SWAH 401 proof
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>>>> that we mailed to you last month.
>>>>
>>>> Thanks,
>>>> Lynn Davis
>>>> Friday Center
>>>>
>>>
>>>
>>
>

From: nobody@notify.unc.edu on behalf of lkjuhl@med.unc.edu
Sent: Friday, May 21, 2010 8:18 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Concerned About Drinking Too Much?

IRB# 09-0939

Are you drinking too much?

* Have you tried to cut down your alcohol use but can't?
* Have you increased the amount of alcohol you drink?
* Is your alcohol use creating problems in your life?

The University of North Carolina at Chapel Hill is seeking volunteers for a research study using an FDA approved medication for the treatment of heavy alcohol drinking. The research study will involve a free evaluation interview and, if you qualify, free counseling sessions. If you're between the ages of 18 and 65 and are having problems with alcohol, you may be able to participate in this new clinical research study.

You are assured of strict confidentiality.

If interested, please call Linda at 919-966-5770 or email at lkjuhl@med.unc.edu

This study is approved by the Office of Human Research Ethics; IRB # 09-0939

This email is sponsored by: Psychiatry

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From:	nobody@notify.unc.edu on behalf of chancellor@unc.edu
Sent:	Monday, May 24, 2010 1:15 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: Message from the Chancellor: Tony Waldrop Named Provost at UCF

Dear Faculty and Staff,

I am writing to let you know that Tony Waldrop will leave the University this summer to become provost and vice president for academic affairs at the University of Central Florida. While this is a huge loss for us, it is a great move for Tony and for higher education. UCF is an exciting university and undoubtedly will benefit from Tony's extensive skills and experience.

Tony has served as Carolina's vice chancellor for research and economic development since 2001 and has led the growth of our research enterprise from $438.7 million to $716 million last year. The $168 million in federal stimulus money the University has received to date also can be attributed to the strength of our faculty's research endeavors, and Tony has played an instrumental role in those efforts.

Tony also helped guide the development of the new Carolina Physical Science Complex, the largest construction project in the University's history, so we are well positioned to take our research efforts to the next level.

I will announce an interim vice chancellor soon, along with plans for a search committee. Until then, please join me in congratulating Tony and wishing him all the best in his new post. We will always be proud to claim Tony as a Tar Heel.

Sincerely,

Holden Thorp

This email is sponsored by: Office of the Chancellor

From: nobody@notify.unc.edu on behalf of asthmastudies@med.unc.edu
Sent: Monday, May 24, 2010 8:21 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: People with allergies to dust or peanut needed for vitamin E research study

---

Researchers at the UNC Center for Environmental Medicine, Asthma and Lung biology are looking for individuals age 18-50 who are also allergic to dust mites and/or peanuts, to participate in a research study looking at the effect of a form of vitamin E called gamma tocopherol on the body's response to dust mite and or peanut exposures. Individuals may or may not have asthma. There are 4 visits over about 4-5 weeks.

Compensation for each visit will be provided.

For a complete copy of the consent form and more information refer to the CEMALB website at http://www.med.unc.edu/envlung/welcome1.htm

If interested or for further information please contact:

Carole
Research Coordinator
Center for Environmental Medicine, Asthma and Lung Biology
(919) 962-4247
Email: asthmastudies@med.unc.edu

This email is sponsored by:
The Center for Environmental Medicine, Asthma and Lung Biology and has been approved by the IRB. Approval date 3/15/2010. Study #08-1867

This email is sponsored by: CEMALB

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From:	nobody@notify.unc.edu on behalf of fertility@unc.edu
Sent:	Monday, May 24, 2010 8:49 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Trying to get pregnant or about to start trying?

Are you or is someone you know trying to get pregnant or about to start trying?

Time-to-Conceive is a research study at the University of North Carolina at Chapel Hill focusing on fertility in women between 30 and 44 years of age. To learn how you can be in the study, call us at (919) 843-8246 or send an email to fertility@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study.

Participants receive:
- Free pregnancy tests
- Free early pregnancy ultrasound
- Monetary compensation for study activities

No medicines or pills to take and no changes to daily lifestyle or existing health care routine.

Please visit our new website at www.med.unc.edu/timetoconceive for more information.

We need your help! You can advance knowledge by simply sharing information about yourself while trying to get pregnant. Please share this message with friends or family.

The principal investigator for this study is Anne Z. Steiner, MD, MPH, Department of Obstetrics and Gynecology, University of North Carolina.

This study, Time to Conceive, and this message have received approval from the UNC Biomedical Institutional Review Board on 3/14/2008, study # 08-0423.

This email is sponsored by: OB/GYN

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of cablab@unc.edu
Sent: Monday, May 24, 2010 9:14 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: SMOKERS WANTED FOR BRAIN IMAGING STUDY

We are currently looking for cigarette smokers to participate in a research study exploring the neurobiology of attention as it relates to nicotine addiction. Your participation would require you to come to our laboratory in Davie Hall on the University of North Carolina campus and complete some questionnaires and training, following which you will complete an fMRI study at the Radiology Research Center near UNC Hospital. The study will take about 2.5 hours. For your participation, you will be compensated with $20/hour.

Requirements include:

- Between the ages of 18 and 40
- Right Handed
- No history of known neurological or psychiatric disorders
- Not currently using any psychoactive drugs (including antidepressants)
- Not pregnant
- Not claustrophobic
- No major health problems

No electrically, magnetically, or mechanically activated implants (such as pacemakers), intracerebral vascular clips, other non-removable body metal or tatoos.

Please contact us by e-mailing cablab@unc.edu or by calling 919-962-8340 (mention the subject line of the e-mail if you call) with the following information:

Name
Average number of cigarettes smoked/day
E-mail address
Phone number
Best time to be contacted

Thank you,
Dr. Vicki West Chanon
Dept. of Psychology

This study titled " fMRI of Smoking and Attention " has been approved by the UNC Behavioral Institutional Review Board (IRB) (study #08-1036).

This email is sponsored by: Dept. of Psychology

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From: nobody@notify.unc.edu on behalf of aspire@unc.edu
Sent: Monday, May 24, 2010 9:56 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: African Americans who have a child with a disability

---

Do you want help figuring out how to meet your child's school and healthcare needs?

* Do you have a child with a mental health challenge?
* Are you African American?
* Are you willing to share your experiences?

UNC Chapel Hill and the National Center on Minority Health are conducting a research study that involves working with groups of African American families who are interested in learning how to navigate the healthcare and school systems in order to help their child with special needs.

* $50 each session attended
* On site child care and refreshments

For more information about this research study, please contact us at 1-800-708-0048

This message was approved by the UNC Public Health-Nursing IRB on February 12, 2010 for IRB #08-1272 "Developing a Pilot Intervention to Increase Child Mental Health Service Utilization by African-American Families-Intervention Phase"
Principal Investigator: Lin Sikich, MD

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of marrt@med.unc.edu
Sent: Monday, May 24, 2010 10:26 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research study for individuals who are planning to quit smoking

---

We are looking for current smokers, ages 18-50 years old who would like to quit smoking.

We plan to collect nasal epithelial cells by scraping the inside of your nose. We would like to collect these cells while you are smoking and then again once you have quit.

Each visit will last approximately 30 minutes. You will be compensated for your time.

For a complete copy of the consent form and more information refer to the Center for Environmental Medicine, Asthma and Lung Biology (CEMALB) website at
http://www.med.unc.edu/cemalb/studies/IRB09-0716

Interested individuals may also call the study coordinator for additional information at 919-966-5638 or at the following email address: marrt@med.unc.edu

Approved May 13 2010 by the Biomedical Institutional Review Board. IRB# 09-0716

This email is sponsored by: CEMALB

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Previsions 2010-2011
Fall 2010: 401 (section 1) 403, and 405
Beatrice: 401 (section 2) 403 section 2, and LAC

SWA 406: Swahili literature

Wolof literature

This course introduces students to Wolof literature (written and oral) through reading and analyzing Wolof novels, plays, poetry (songs, poems and epics), and folklore. We will read and analyze famous novelists such as Buubakar Boris Jóob, playwrights such as Seex Aliw Ndaw; and oral poetry, short stories, proverbs, riddles, and modern popular songs. We will focus on the content and form of these works of art, while contextualizing them in the socio-political and economic context from which they emerged. [Upper-level seminar course]. Pre-requisite: Should have taken advanced Wolof or the equivalent, or be fluent speaker of Wolof.

Topics include:
a) Historical overview of Wolof literary works
b) Content (message, themes, philosophy, context, etc.)
c) Form (language, linguistic style, plot, characters, etc.)

Choice of material: not too complex for the target level
Variety of topics: movies, plays, riddles, proverbs, newspapers, short poems, etc.
Course progression: move from least challenging material to more complex items
Proverbs, prose, plays, poems, movies, etc
Target skills: oral proficiency, written skills, creativity
Final written project: play, poem, narrative, etc.
Weekly assignment and quiz based on readings and class discussions

From:	nobody@notify.unc.edu on behalf of lkjuhl@med.unc.edu
Sent:	Thursday, May 27, 2010 8:19 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Research Study on Binge Eating

IRB# 09-2000
Research Study
Subject Line: Research Study on Binge Eating

Research Study: Does Food Run Your Life?

The University of North Carolina at Chapel Hill is seeking volunteers for a research study to evaluate the benefits of an herbal supplement to decrease binge eating. This research study will involve a free evaluation interview. If you are between the ages of 21 and 45 and are having problems with binge eating, you may be able to participate in this new research study.

You are assured of strict confidentiality.

If interested, please call Linda or Cody at 919-966-5770 or email at lkjuhl@med.unc.edu

This study has been approved by the Human Research Ethics #09-2000

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Thursday, May 27, 2010 8:46 PM
To: smutima@email.unc.edu
Subject: FORMAL NOTICE: Octel voice messages unavailable after June 4

The Octel voice messaging system, which was replaced in April 2010, will be permanently decommissioned effective Friday, June 4, 2010 at 5 p.m. Access to the Octel system will no longer be possible after that time.

The decommissioning of the Octel system does not impact the new voice messaging platform and no action is required of you. This is a reminder only that anyone needing to retrieve messages from the old Octel messaging platform must do so before Friday, June 4 at 5 p.m when the Octel voicemail access number, 962-6777, becomes unavailable.

The voicemail access number, 962-6200, which is used to access the current voicemail system will not be affected.

Please send any questions to voicemail@unc.edu.

This email is sponsored by: Information Technology Services

The possessives are explained on text pages 35–37. Their roots are

-angu: *my, mine*
-ako: *your, yours*
-ake: *his, her*
-etu: *our, ours*
-enu: *your, yours*
-ao: *their, theirs*
-a: *of.*

Study the **-li-**. It is the affirmative past tense marker. Its negative counterpart is **ha-ku-**. Here are some examples:

Mtoto wangu alicheza besiboli.: *My child played baseball.*
Yeye hakucheza mpira wa miguu.: *He/she did not play soccer.*
Or in Kenya, it is said:
Yeye hakucheza kandanda.: *He/she did not play soccer.*

Study the adjectives on text pages 39 and 44.

Study the personal independent pronouns on text page 45:

mimi: *I, me*
wewe: *you*
yeye: *he, she, him, her*
sisi: *we, us*
ninyi, nyinyi: *you* (pl.)
wao: *they, them.*

The personal pronouns are used for emphatic purposes. The subject-prefixes (sometimes called verb-prefixes) are most used in regular speech. They are

ni-: *I*
u-: *you*
a-: *he/she*
tu-: *we*
m-: *you*
wa-: *they.*

shades such as **chai ya maziwa** (*tea with milk*), **chai ya rangi** (*tea without milk*), and others.

Grammar

Dialogue 1 includes a number of the (JI)/MA class nouns. They are shown in the boxes on text pages 54–56. Study them and learn how to use these prefixes with adjectives.

Read the top of text page 60 to learn how adjectives are made with **-a** (*of*). Example: **nyama ya ng'ombe**: *beef* (*meat of cow*).

Read text pages 60–61 and learn how to express the concept of "doing things for other people." Examples:

-pika: *cook*	**-pikia**: *cook for*
-soma: *read, study*	**-somea**: *study for*

Read text pages 62–63 to learn how object-markers are formed. Here are some examples:

Amani anapenda mayai: *Amani likes eggs.*
Amani anayapenda: *Amani likes them.*

Notice that the object marker ***-ya-*** is not a separate word like in English. It is part of the conjugated Kiswahili verb.

These are object markers for the inanimates:

Noun class prefixes	Object markers
m-/mi-	-u-/-i-
j-/ma-	-li-/-ya-
Ø/ma-	-li-/-ya-
ki-/vi-	-ki-/-vi-
n-/n-	-i-/-zi-
u-	-u-
ku-	-ku-.

The noun classes v- and ku- have no plural.

From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Tuesday, June 1, 2010 7:43 AM
To: Mutima@mxp0.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] Lunch with One: Felrath Hines, Music Lover

---

at the ackland

Lunch with One

Wednesday, June 2
1:00 - 2:00 PM

Bring lunch and enjoy an hour of inspiration and information as Graduate Intern Allison Portnow presents **Felrath Hines, Music Lover**, an exploration of painter Felrath Hines' life-long love of music and the role it played in his career, which was explored in the recent exhibition Color Balance: Paintings by Felrath Hines. Portnow will examine the connections between his paintings and modernist music and jazz, looking at Hines' *Rite of Spring*, *Japanese Landscape* (seen above), and others.

Free to members | $5 non-members

IN THE GALLERIES:

Fortune Smiles
The Tyche Foundation Gift

Art and Cultural Exchange
along the Silk Road

And a dozen more galleries filled with
art and ideas!

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-27076827-5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Felrath Hines, American, 1913 - 1993: *Japanese Landscape*, 1965; oil on linen. Gift of Dorothy Fisher, wife of the artist

Ackland Art Museum

The University of North Carolina at Chapel Hill

From: nobody@notify.unc.edu on behalf of mindfulness@med.unc.edu
Sent: Tuesday, June 1, 2010 8:17 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: MINDFULNESS-BASED COURSES FOR STRESS & PAIN MANAGEMENT-REGISTER NOW!!!

Are you looking for a new way to deal with pain, anxiety, depression, or difficult interactions with others?

Do you want to learn to slow down and enjoy your life more?

The UNC Mindfulness-based Program for Stress and Pain Management offers training in meditation and mind-body awareness that will teach you how to slow down, set priorities and stay calm, focused and relaxed in the midst of a busy life. These practices will enhance your body's natural adaptive healing ability and will cultivate the mind's clarity and insight.

This program follows Jon Kabat-Zinn's model and is offered by the Program on Integrative Medicine at UNC (Department of Physical Medicine & Rehabilitation).

SUMMER 2010 MINDFULNESS COURSES

1)Thursday mornings, June 24 (required orientation) through August 19, 2010
Instructor: Susan Head
Location: UNC Wellness Center at Meadowmont

2)Thursday evenings, July 15 (required orientation) through September 9, 2010
Instructor: Paula Huffman
Location: UNC School of Social Work (Tate-Turner-Kuralt Bldg), Room 500

For additional information about classes, tuition, and tuition reductions for research participation, visit the Program on Integrative Medicine website at http://pim.med.unc.edu/mindfulness.html

To register for these mindfulness courses, complete the registration form on the Program on Integrative Medicine website, http://pim.med.unc.edu/mindfulness.html. Contact the Program by phone at 919-966-8586 or by email at mindfulness@med.unc.edu

This email is sponsored by: Department of Physical Medicine & Rehabilitation

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From:	nobody@notify.unc.edu on behalf of hr@unc.edu
Sent:	Wednesday, June 2, 2010 8:16 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Chancellors Award for Excellence Nominations

---

TO: All Permanent University Employees

FROM: Holden Thorp, Chancellor

Spring is one of the most beautiful times of the year in Chapel Hill. For the University, it is also a time to celebrate the accomplishments of University employees. I am pleased to announce that nominations are now being accepted for the 2010 Chancellor's Award for Excellence and invite you to submit a nomination.

The University established the Chancellor's Award Program to mirror the criteria for the Governor's Award for Excellence. Employees who are selected for the Chancellor's Award for Excellence are automatically nominated for the Governor's Award for Excellence.

The Chancellor's Award criteria are based on meritorious or distinguished accomplishments that are "clearly above and beyond that which would be expected from dedicated employees who are fully and competently discharging all of the duties and satisfying all of the requirements of their jobs" while a University employee. The awards categories are:

-- Outstanding State Government Service
-- Innovation(s)
-- Public Service
-- Safety/Heroism
-- Human Relations
-- Other achievements.

Each year a selection committee comprised of staff and faculty reviews nominations and recommends five employees for recognition. The five Chancellor's Award recipients are honored at a recognition reception and each receive a monetary award of $1,000 and a special leave award of 24 hours.

Any permanent employee may recommend a University employee for the Chancellor's Award. The nomination process includes submitting a nomination form along with up to a maximum of three letters of recommendation (letters of recommendation are optional and not required). You can complete a nomination form by clicking on the link provided in this email or by searching for the form on the Office of Human Resources Web site at http://hr.unc.edu and using the keywords "Chancellor's Award."

Chancellor's Award Nomination Form:
http://hr.unc.edu/form-finder/recognition-program-forms/CCM3_015745

The deadline for submitting nominations is July 2. Letters of recommendation can be sent to the Office of Human Resources. Please indicate the employee's name and "2010 Chancellor Award Nomination" in the subject line of the reference. Letters of recommendation can also be sent via interoffice mail to:

Benefits Services Department

CB# 1045, 104 Airport Drive

If you have any questions, please call Benefits Services at 962-1483.

This email is sponsored by: Office of Human Resources

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From: nobody@notify.unc.edu on behalf of anthonyj@med.unc.edu
Sent: Wednesday, June 2, 2010 8:27 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UNC Study - Development In Children 6 Months Of Age And Younger

---

All UNC Employees,
UNC Chapel Hill along with the Autism Research Program is conducting an MRI Study of Early Brain Development. This study, funded by the National Institutes of Health is currently enrolling children with no family history of autism to participate in the South Eastern US who meet the following criteria:

* Are between the ages of 0- 6 months of age (parents who are expecting may also be eligible)
* Have a fully related older sibling
* Have no known genetic syndrome

If You Participate:

* Your child may receive up to $100 in compensation for participation
* Your child will receive feedback on a comprehensive series of developmental assessments
* Your child will receive an MRI scan which is completed during natural sleep, you have the option to be near your child for the length of the scan (all travel costs are reimbursed, and any services we provide are at no charge to you)
* You will receive images of your child's brain from the MRI scan

Other Ways to Help
You and your child can contribute to the success of research!
Participating in this study is not the only way to get involved. Please consider sharing this information with your friends and family.
If you would like more information about this study, please reply to this email or call 1-800-793-5715. You can also visit www.ibis-network.org or send an email to anthonyj@med.unc.edu.

This study's most recent a biomedical UNC IRB #05-2293 approval date of 2/10/2010.

This email is sponsored by: Psychiatry

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From:	nobody@notify.unc.edu on behalf of raleyw@email.unc.edu
Sent:	Thursday, June 3, 2010 8:18 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: AIESEC Paid Internships (1 or 9 month long) in Middle East

---

Would you be interested in internships in Arabic speaking countries such as Oman, Bahrain, Qatar, or Egypt? At the moment, AIESEC Chapel Hill is offering 9 month and 1.5 month paid internships in Oman teaching English in an Omani school through the Salaam Program, an initiative sponsored by the US State Department. AIESEC is the world's largest student-run nonprofit organization. It aims to develop professional and leadership skills while heightening cultural awareness and understanding. AIESEC offers unmatched leadership experiences at UNC and abroad with opportunities such as global internships and leadership conferences around the world. By being a member of AIESEC you develop your professional skills, build your international network, and engage in a multicultural learning environment with global agents of change making a positive impact on society.

To learn more about the opportunities of the internships in Oman and around the world, visit our website at: www.unc.edu/aiesecch and http://salaamprogram.weebly.com/

This email is sponsored by: AIESEC Chapel Hill

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	nobody@notify.unc.edu on behalf of knoel@email.unc.edu
Sent:	Thursday, June 3, 2010 8:40 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: UNC Adolescent Healthy Eating Study

Female research subjects are needed for a healthy eating study.

Your (daughter, sister, niece, friend) may be eligible to participate in this study if she is:
* 13-17 years of age
* Overweight or obese
* Able to arrange for transportation to the program

Teen girls who meet the above criteria may be eligible to participate. A parent must call for more information. Participants will attend 4 group sessions over 1 month, and make contact with peers in the group via phone or internet in-between sessions. Group sessions will focus on dietary changes that when used long-term may result in weight loss. Small gifts and a $10 compensation payment will be provided.

Girls who are or have been pregnant are not eligible to participate in this study.

For more information please email knoel@email.unc.edu or call the weight research program at 919-966-5852. You can also visit our website and click the "Research" link: http://www.uncweightresearch.org/

IRB approval number: 10-0819
Approving body: Public Health-Nursing IRB
Date of approval: May 28, 2010

This email is sponsored by: LCCC

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: Travis Gore <stgore@email.unc.edu>

Sent: Friday, June 4, 2010 4:28 PM

To: 'Kia Lilly Caldwell' <klcaldwe@email.unc.edu>; 'Perry Hall' <hallpa@email.unc.edu>; Hildebrand, Reginald F <hildebra@email.unc.edu>; 'Kenneth Janken' <krjanken@email.unc.edu>; 'leemc' <leemc@email.unc.edu>; Lambert, Michael C <mlambert@email.unc.edu>; 'tjm1' <tjm1@email.unc.edu>; Mutima, Sinamenye A <smutima@email.unc.edu>; Sahle, Eunice N <eunice@email.unc.edu>; @mindspring.com; Regester, Charlene B <regester@email.unc.edu>; Selassie, Bereket H <bselassi@email.unc.edu>; Nzongola-Ntalaja, Georges <nzongola@email.unc.edu>; Fhunsu, Donato <dfhunsu21@unc.edu>; Seck, Mamarame <mseck@email.unc.edu>; 'Julius Nyang'oro' <jen321@email.unc.edu>

Subject: Parking Permits

Good afternoon!

Adam asked me to send out an email today to everyone regarding parking permits. He would like you to email him at akent@unc.edu and let him know your status on your parking permit and if you have any questions or concerns. All emails must be received by Tuesday June 8th at 3pm. Thank you and have a great weekend!

Travis

From:	nobody@notify.unc.edu on behalf of ncbg@unc.edu
Sent:	Friday, June 4, 2010 8:19 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Spaces Still Available in Nature Camp

---

Spaces still available in Nature Explorers Summer Camps at the NC Botanical Garden!

This summer the NC Botanical Garden is again offering exciting opportunities for young nature explorers. Our new green Education Center provides comfortable indoor classroom space, but most of the time, we'll be out and about in the Botanical Garden's natural areas, encouraging your children in exploration and discovery of the natural world. Fostering a sense of wonder and appreciation of life forces - earth, air, fire, water, and spirit--that's what it's about! Call 962-0522 to register today.

Ages: 6-8 year-olds
2 sessions to choose from: July 12-16 or July 26-30
Time: 8:30 a.m. - 4:30 p.m.
Fee: $250 ($225 NCBG members)

NEW session for preschoolers added!
Ages: 4-5 year-olds
Session: August 9-13
Time: 9 a.m. - 12 p.m.
Fee: $130 ($110 NCBG members)

This email is sponsored by: North Carolina Botanical Garden

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From: Barbara Anderson <b_anderson@unc.edu>
Sent: Saturday, June 5, 2010 5:25 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: [Fwd: {Lang. Coordinators} URGENT !!!! Acholi and Kinyarwanda Instructors Wanted for SCALI 2010]
Attach: {Lang. Coordinators} URGENT !!!! Acholi and Kinyarwanda Instructors ....eml (5.50 KB).msg

---

Greetings. This is very short notice, but I thought I would forward this to you in case you, or anyone you know, might be interested in teaching at SCALI this year. Regards, Barbara

--
Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 FedEx Global Education Center
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu
www.global.unc.edu/africa

From: nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent: Monday, June 7, 2010 8:22 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Message to University Community

Dear University Community,

Our colleagues in the Office of Undergraduate Admissions have done an outstanding job recruiting and selecting the best and brightest students to attend our University. In the coming weeks, these new students and their families will arrive on campus to attend one of our New Student Orientation Programs (CTOPS/TSOP). These orientation programs are designed to allow new students and their families an opportunity to experience Carolina's welcoming and diverse community by:

- Learning about the Carolina curriculum
- Connecting with current students, faculty & staff
- Discussing expectations and responsibilities of the Carolina Honor Code and the Carolina Community
- Interacting with fellow Tar Heels of the Class of 2014
- Living in a residence hall and dining in one of the on-campus dining facilities
- Learning about opportunities related to undergraduate research, student organizations, leadership development, service, study abroad, the arts and more

Whether or not you have a formal role in the orientation program, each of us has the opportunity to be part of ensuring that our newest Tar Heels have a positive and enriching experience. While our Orientation Leaders and staff are honored to interact with our new students and serve as the official hosts for the University, you may receive the occasional question or visit from a new student or family member, and you may find it helpful to be aware of the following information:

The Orientation Help Desk is located on the 1st floor of the Student Union and is staffed from 8:00a.m. - 6:00p.m. during the Orientation Sessions. The Office of New Student and Carolina Parent Programs can be contacted at 919-962-8304 from 8:00a.m. - 5:00p.m.

I also encourage you to visit the New Student and Carolina Parent Programs website at nscpp.unc.edu to learn more about the Orientation program.

On behalf of the Division of Student Affairs, thank you for your participation and help in welcoming our newest Carolina Family members.

Winston Crisp, J.D.
Vice Chancellor for Student Affairs

This email is sponsored by: Office of the Vice Chancellor for Student Affairs

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From: nobody@notify.unc.edu on behalf of norma_daugherty@med.unc.edu
Sent: Monday, June 7, 2010 8:52 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: UNC Research Study

Research Subjects Needed

Are you concerned about esophageal conditions?

If you are in good health and between the ages of 40 and 85, you may be eligible for a research study involving a free screening of your esophagus to rule out any abnormalities. Study participation will last about 1-2 hours. Compensation is included.

If you are interested in learning more about this study, please call 919-843-9616 or e-mail norma_daugherty@med.unc.edu

IRB# 09-0300. Approved by UNC Biomedical IRB (March 15, 2010).

This email is sponsored by: UNC Center for Esophageal Diseases and Swallowing

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of jsalazar@med.unc.edu
Sent: Monday, June 7, 2010 9:20 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Research Study on Clearing Mucus from Lungs and Airways

---

Have you been told you have chronic bronchitis, COPD (Chronic Obstructive Pulmonary Disease)? Are you a current or ex-smoker? Are you 40 to 82 years of age?

If you can answer yes to these questions the Pulmonary Division and Cystic Fibrosis Center of UNC would like to talk with you.

We are looking for volunteers to participate in a study to evaluate mucus clearance from the lungs and airways during states of wellness and during exacerbations. If you qualify you will receive free study related physical exams, lung function testing, EKG, chest x-rays, and education about your illness.

This study could last up to several years and involves 12 outpatient visits to UNC hospitals. You will be compensated for your time, effort and travel to UNC.

If you want to learn more about this study contact:

Claudia Salazar
UNC Pulmonary Medicine
(919) 966-2531 M--F, 8am- 4pm or email jsalazar@med.unc.edu
IRB Approval Number: 05-2876
Approval Date: 8/13/2008
Approval Body: Biomedical IRB

This email is sponsored by: Pulmonary Division and Cystic Fibrosis Center of UNC

This email is sponsored by: Pulmonary Division and Cystic Fibrosis Center of UNC

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From:	nobody@notify.unc.edu on behalf of podstudy@unc.edu
Sent:	Monday, June 7, 2010 9:43 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Participate in a weight loss study using mobile phones

---

Are you interested in losing weight? Are you looking for a way to stay motivated? We are conducting a research study at UNC-Chapel Hill to help people lose weight over a 6-month period.

To enroll in this study, you must be between the ages 18-60, have access to a computer with Internet capabilities, and be overweight (Body Mass Index of 25-40--see http://www.nhlbisupport.com/bmi/ to calculate your BMI). You must also have access to a scale (to weigh yourself) and an internet-capable mobile device (like an iPhone, iPod Touch, or BlackBerry).

Participants who qualify will receive weight loss information via a podcast. A podcast is an audio file that is downloaded to your MP3 player, internet-capable mobile phone, or computer. You must attend 2 introductory meetings in July. These meetings will last approximately 2 hours and will be conducted at UNC's Weight Research Center (1700 Martin Luther King Jr. Blvd.). You will then participate in the study for 6 months, returning for follow-up meetings at 3- and 6-months

Participants will receive a $10 at the 3-month assessment and $10 at the 6-month assessment.

To see if you qualify, please complete the screening survey at:
http://uncodum.qualtrics.com/SE?SID=SV_39FV2UpvlxHb4DW

For more information, please call Brie Turner-McGrievy at 919-843-4211.

IRB approval number: 10-0930
Approving body: Public Health-Nursing IRB
Date of approval: May 28, 2010

This email is sponsored by: LCCC

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	nobody@notify.unc.edu on behalf of BEACH_STUDY@unc.edu
Sent:	Monday, June 7, 2010 10:08 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: Dietary Supplement Study for Binge Eating

---

Do you struggle with binge eating? Do you sometimes eat an unusually large amount of food in a short period of time and feel out of control? Do you sometimes feel compelled to eat?

If so, you may be eligible to participate in a research study designed to investigate the effects of a dietary supplement on eating behavior, mood, and appetite.

Here is further information about the study:
* Free study-related dietary supplement taken daily for 6 months
* 10 visits to UNC Hospitals over a period of 10 months
* Visits last 1 to 3 hours
* Interviews and questionnaires to assess eating behavior, mood, etc.
* Blood draws to assess appetite-related hormones
* Confidential
* $385 for study completion plus parking during study visits

Eligibility Requirements:
* 18 to 55 years old
* If female, not pregnant or planning to become pregnant
* Overweight
* Current binge eating symptoms

If you are interested, please contact:

BEACh Study Coordinator
BEACH_STUDY@unc.edu
(919) 843-2483

The principal investigator for this study is:

Kim Brownley, PhD, Department of Psychiatry, UNC-CH

This study (IRB #08-0953)was approved by the Office of Human Research Ethics Biomedical Institutional Review Board on June 02, 2009.

This email is sponsored by: Psychiatry

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of cts2014@email.unc.edu
Sent: Monday, June 7, 2010 10:26 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Participants needed for alcohol consumption and decision making study

---

Do you ever drink alcohol?

Are you interested in making $10 for completing a 1 hour task?

Study requires participants to view images and make simple decisions about their contents.

You are eligible if:
1. You are between the ages of 18-40 years old
2. You are NOT taking illicit drugs
3. You are NOT taking psychoactive medications
4. You have NEVER sought treatment for a substance use disorder
5. You are a native English speaker
6. You have graduated high school or earned a GED
7. You have no known psychiatric or neurological problems

If interested, please contact Chris at 919-962-8340 or cts2014@email.unc.edu to schedule a time for participation.

(This study, entitled "Decision Making and Drinking Habits of Young Adults" has been approved by the UNC Institutional Review Board, Study #: 09-0001 on 01/14/2010, and is sponsored by the UNC Department of Psychology.)

This email is sponsored by: Dept. of Psychology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of megan_squires@med.unc.edu
Sent: Monday, June 7, 2010 10:44 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Healthy teens needed to participate in phone study

---

You or your child may qualify to participate in a research study at UNC investigating which foods patients with chronic abdominal pain avoid and what kinds of symptoms these cause.

We are currently recruiting Caucasian 15 - 17 year olds who experience gastrointestinal symptoms no more than once a month. Gastrointestinal symptoms include abdominal pain and bloating outside of menses, constipation, and diarrhea.

Participants will be asked to complete three daily food diaries over the phone as well as a questionnaire on eating and symptoms. No visits to UNC are required. Subjects will receive $40 for completing the study. If you or someone you know might be interested in participating or would like more information, please contact:

Megan Squires
The UNC Center for Functional GI & Motility Disorders
megan_squires@med.unc.edu
(919) 843-9755

Biomedical IRB #: 09-1715
Approved 1/13/2010

This email is sponsored by: Department of Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From:	bounce-27112781-29206464@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent:	Tuesday, June 8, 2010 9:39 AM
To:	african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc:	Administrative Managers <asmgrs@listserv.unc.edu>; Kirsten Beattie <kbeattie@email.unc.edu>
Subject:	[african-and-afro-american-studies-faculty] [all-college-faculty] Fwd: IAH Fellowships, Application Due Sept. 30

The enclosed message is being sent on behalf of the Institute for the Arts and Humanities to all faculty in the College of Arts and Sciences, with an information copy to administrative managers.

* * *

The INSTITUTE for the ARTS and HUMANITIES is pleased to announce:

FACULTY FELLOWSHIPS 2011-2012
Application Deadline: Thursday, September 30, 2010

The Institute for the Arts and Humanities offers UNC-Chapel Hill faculty members a unique opportunity: a semester-long, on-campus fellowship to work on projects for publication, exhibition, composition or performance. The fellowship centers on a weekly 3-hour seminar at Hyde Hall where Fellows exchange ideas with eight to twelve peers from various disciplines over a shared meal.

Eligible faculty may apply for either the fall or spring semester for one or both of the two available fellowships:

I. IAH Faculty Fellowships

Projects: Proposals should be related in some vital way to the arts, humanities or qualitative social sciences. Joint proposals from two faculty members are also acceptable.

Eligibility: We encourage applications from faculty at all ranks in tenure-track or tenured positions. Tenured or tenure-track faculty may apply as early as their second year at UNC-Chapel Hill. In each group of Fellows we seek a blend of ranks and disciplines. We may also take into account applicants' leaves of absence for research during the three years prior to the IAH fellowship. Applicants require endorsement from their department chairs.

II. Faculty Arts Fellowships

Projects: Proposals should advance research and/or engage in creative endeavors in the arts and arts-related fields. Proposals should also include plans to incorporate artistic performances on the Carolina campus or the resources of the Ackland Art Museum into the faculty member's courses.

Eligibility: The Fellowship is open to all tenure-track and fixed-term faculty at UNC-Chapel Hill. Special consideration will be given to junior faculty members and specifically to projects that incorporate interdisciplinary collaboration. Applicants require endorsement from their department chairs.

Additional Information
Fellows must attend weekly seminar meetings during their semester leave. Faculty members who have previously held any fellowship that provides a semester's leave at the IAH may apply again, but only in the fifth year after any previous faculty fellowship at the IAH.

Please note: We've moved our applications online. Application materials and instructions are available at http://iah.unc.edu/programs/fellowships/apply.

The IAH will host a two-part Grants Mentoring Workshop, set for September 1 and September 22, during which applicants may share their proposal and receive feedback. Because IAH Fellowships have become increasingly competitive, we strongly encourage applicants to participate in the workshop. Visit the IAH website for RSVP information.

For more information about our programs or our new application process, contact Director John McGowan (jpm@email.unc.edu or 962-6831), Executive Director Megan Granda (mgranda@unc.edu or 843-2653), Associate Director Julia T. Wood (turbiville@aol.com), or Communications Specialist Kirsten Beattie (kbeattie@email.unc.edu or 843-2654), or visit iah.unc.edu.

Institute for the Arts and Humanities • College of Arts and Sciences • The University of North Carolina at Chapel Hill • Campus Box 3322 • Chapel Hill, NC 27599-3322 • Phone: 919.962.0249 • iah@unc.edu • www.iah.unc.edu

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

From: bounce-27112911-29206464@listserv.unc.edu on behalf of Dee Reid <deereid@unc.edu>
Sent: Tuesday, June 8, 2010 9:43 AM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Cc: Administrative Managers <asmgrs@listserv.unc.edu>; Kirsten Beattie <kbeattie@email.unc.edu>
Subject: [african-and-afro-american-studies-faculty] [all-college-faculty] Fwd: NEH Summer Stipend 2011, Applications due Sept. 1, 2010

The enclosed message is being sent on behalf of the Institute for the Arts and Humanities to all faculty in the College of Arts and Sciences, with an information copy to administrative managers.

* * *

NATIONAL ENDOWMENT FOR THE HUMANITIES
SUMMER STIPENDS 2011

Deadline: September 1, 2010

NEH Summer Stipends support individuals working full-time on a humanities project at any stage of development by providing $6,000 for two consecutive months of full-time research and writing. Faculty members teaching full-time at colleges and universities must be nominated by their institutions to apply for a summer stipend. At UNC-Chapel Hill, the Institute for the Arts and Humanities' Faculty Advisory Board will again serve as the nominations committee.

To be eligible for a summer stipend, applicants must turn in applications to the Institute for the Arts and Humanities, located in Hyde Hall, by Wednesday, September 1, 2010.

Full information about the stipend and the application materials are available on the NEH website: http://www.neh.gov/grants/guidelines/stipends.html.

INTERNAL APPLICATION PROCESS
The application and submission information are available at the NEH website (at the above link).

If you intend to apply, please contact Kirsten Beattie (843-2654, iah@unc.edu) before bringing the completed application to Hyde Hall. Submit an original and four copies (five total) of the application by 4:30 p.m. on September 1, 2010. Read all application instructions carefully: Only complete applications will be considered.

The Institute's nomination committee will review all applications for UNC-Chapel Hill faculty and select two faculty nominees who will then apply directly to the NEH. The Institute will notify the two nominees in time for them to submit their applications online at www.grants.gov directly to the NEH prior to the September 30 deadline.

If you have further questions about the internal application process, contact Kirsten Beattie (843-2654, iah@unc.edu) at the Institute for the Arts and Humanities. For questions about the Summer Stipend program, contact the NEH at stipends@neh.gov or visit the NEH website.

- -- You are currently subscribed to

all-college-faculty as: african-and-afro-american-studies-faculty@listserv.unc.edu.

 -- You are currently subscribed to

african-and-afro-american-studies-faculty as: <a
href="mailto:smutima@email.unc.edu">smutima@email.unc.edu.

From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Tuesday, June 8, 2010 8:20 PM
To:	smutima@email.unc.edu
Subject:	FORMAL NOTICE: New Associate Provost for Finance and Academic Planning

---

Dear Faculty and Staff,

I am very pleased to announce that Dwayne Pinkney will become the University's new associate provost for finance and academic planning, effective Aug. 1. In this crucial role, he will lead the efforts to develop new strategies for allocating resources to support the University's existing and emerging academic priorities, and he will provide leadership for the finance, institutional research, general academic administration and strategic planning efforts of the Office of the Executive Vice Chancellor and Provost.

Among his many responsibilities, Dwayne will manage the annual and biennial budget processes, the annual raise process and long-term financial commitments, and he will analyze our academic policies for their financial implications. He also will oversee the allocation of start-up funds as well as activities related to tuition increases, financial reporting, enrollment data collection and reporting, and financial planning for technology and special projects.

Dwayne brings to this position a rich background in finance and administration, and we are very fortunate to have someone with his knowledge and experience ready to step into the post. For the past 16 years, Dwayne has held key leadership roles in finance and administration - not only in higher education, but also in state government and the private sector.

Dwayne came to Carolina in 2004 as assistant vice chancellor for finance and administration. In that position, he supported the budget process for the Division of Finance and Administration and has led University-wide initiatives such as our response to PACE, the UNC President's Advisory Committee on Efficiency and Effectiveness. He also has taken a lead role on many internal committees and community-related efforts.

In 2008, Dwayne took on additional responsibilities as special assistant to the chancellor for local and state relations, serving as the point person for campus legislative initiatives. His efforts helped secure $50 million for the planning of new capital facilities at Carolina. And last year, Dwayne was named associate vice chancellor for enterprise services, assuming additional oversight responsibilities for Student Stores and the Trademark Licensing Program.

Outside Carolina, Dwayne has served as associate vice president for finance for the UNC system, where he established, analyzed and approved budget policy for the system and executed the $2.5 billion capital program. He also has been a senior fiscal analyst for the N.C. General Assembly's Fiscal Research Division and deputy secretary for administration of the N.C. Department of the Secretary of State.

He holds a bachelor's degree cum laude in English and journalism from N.C. A&T University, a master's degree in public administration from the University of Pittsburgh and a doctorate in political science from Carolina. As you can see, Dwayne is well suited to lead the funding efforts for the University's academic priorities in the coming years.

I also want to thank search committee chair Jim Dean, dean of the Kenan-Flagler Business School, and the search committee members for their work in identifying an excellent successor to Elmira Mangum, who left the University for a position at Cornell earlier this year.

Please join me in welcoming Dwayne to his new role later this summer.

Sincerely,

Bruce Carney
Executive Vice Chancellor and Provost

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

From:	nobody@notify.unc.edu on behalf of lauren_cohen@unc.edu
Sent:	Tuesday, June 8, 2010 9:00 PM
To:	smutima@email.unc.edu
Subject:	INFORMATIONAL: UNC Study of Home Lighting and Aging

UNC Study of Home Lighting and Aging

Research has shown that lighting can improve mood and sleep for adults. In order to learn more about the effects of home lighting for older adults with Alzheimer's disease and other memory problems, researchers at the University of North Carolina at Chapel Hill are conducting a four month study of home lighting.

To participate in this study, you must be the live-in caregiver for someone with Alzheimer's disease or a related memory disorder. Participants will receive reimbursement for all study-related costs, and also will receive $300 for their time.

To learn more about this study, please call Lauren Cohen toll-free at (866) 687-9342 or locally at (919) 843-7811.

The study `Home Lighting and Aging' (IRB # 08-1249) was reviewed and approved by the Office of Human Research Ethics at the University of North Carolina at Chapel Hill on January 5, 2010.

This email is sponsored by: The Cecil G. Sheps Center for Health Services Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, sign into MyUNC at http://my.unc.edu, and select "Update Personal Information".

From: nobody@notify.unc.edu on behalf of vanessa_miller@dentistry.unc.edu
Sent: Tuesday, June 8, 2010 9:27 PM
To: smutima@email.unc.edu
Subject: INFORMATIONAL: Do you have chronic jaw pain?

The UNC Center for Neurosensory Disorders is conducting a research study investigating the biological, psychological, and genetic factors that may cause Temporomandibular Muscle and Joint Disorder (TMJD). We are looking for volunteers with chronic pain in the face and jaw. We are seeking people with TMJD/TMD/ TMJ to participate in a study lasting several years.

Participation will include 1 clinic appointment lasting 3 hours. During that time participants fill out various questionnaires and receive a clinical exam and sensory testing. Individuals who meet the study criteria will be complete brief health updates for the next 4-5 years.

You must be between the ages of 18 and 44, and not have diabetes, epilepsy, hyperthyroidism, drug or alcohol abuse, chronic respiratory diseases, high blood pressure, heart disease, kidney failure and have not required hospitalization for a psychiatric disorder within the last 6 months.

You should not participate if you are pregnant, nursing a baby, currently involved in orthodontic treatment, chemotherapy or radiation therapy.

People who complete all data collection aspects will be paid $270 (this includes $90 for the clinic appointment mentioned above).

For more information about the study, visit the website at http://www.oppera.org

Please contact us if you are interested in learning more about our study (Biomedical IRB number 05-DENT-777).
If interested or for further information please contact:
(919) 966-1060

Approved by the Biomedical IRB

This email is sponsored by: The Center for Neurosensory Disorders, Dental Research Center

This email is sponsored by: Center for Neurosensory Disorders

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From: Ackland Art Museum <ackland-e-news@listserv.unc.edu>
Sent: Wednesday, June 9, 2010 10:30 AM
To: Mutima@mxp0.isis.unc.edu; Sinamenye A <smutima@email.unc.edu>
Subject: [ackland-e-news] This week at the Ackland

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at the ackland

Art after Dark

Friday, June 11 | Museum open until 9:00 PM

Join us this Friday during our special evening hours. Have a drink with friends, enjoy music from Black Swamp Bootleggers, and of course - take in the art!

> **Black Swamp Bootleggers** | 5:00 - 6:00 and 7:00 - 8:30 PM
> Black Swamp Bootleggers, a three-piece bluegrass band out of Chapel Hill, features Seth Barden (bass), Chris Roszell (banjo), and Will Isley (guitar/vocals).

Free | Cash bar (beer and wine)

DRAWING IN THE GALLERIES

Saturday, June 12

DRAWING IN THE GALLERIES

10:00 AM - 12:00 PM

Join the Ackland's Amanda Hughes for drawing in the Ackland galleries. Bring paper and dry media (crayon, pencils, etc.). All levels are welcome. Free

DRAWING FOR KIDS

Saturday, June 12

DRAWING FOR KIDS

10:00 AM - 12:00 PM

Nine- to twelve-year-olds practice techniques like contour drawing, linear perspective, shading, and drawing people. Materials provided.

Registration required and limited - to register, call 919.966.5736
Free to members | $5 non-members

IN THE GALLERIES:

Fortune Smiles
The Tyche Foundation Gift

Art and Cultural Exchange
along the Silk Road

And a dozen more galleries filled with art and ideas!

COMING SOON:

Tuesday, June 15
Yoga in the Galleries
12:00 - 1:00 PM

Wednesday, June 16
Tea at Two
2:00 PM

Thursday, June 17
Art & Literature
in the Galleries
7:00 - 8:30 PM

Sunday, June 20
Music in the Galleries
2:00 - 4:00 PM

Please visit our calendar for a full listing of special programming and events.

For more information on the Ackland visit www.ackland.org.

These and other public programs are made possible by generous support from Ackland Art Museum members and friends like you!

Support the Museum

Become a member of the Ackland Art Museum. Call 919.843.3676 or visit www.ackland.org/join for more information on the benefits of membership and how your membership dollars support our mission.

Comments on Ackland e-news?

Send an email to the editor: ackland-e-news@unc.edu.

Thank you for subscribing to Ackland e-news!

You are subscribed to the Ackland's email newsletter as **smutima@email.unc.edu**. If you no longer wish to receive this newsletter, send a blank email to leave-27119382-

5774386.f2b48ee1f7caabde624c9b69151899c5@listserv.unc.edu.

Illustrations

Egon Schiele, Austrian, 1890-1918: *Seated Woman* (detail), 1918; black colored pencil drawing. Burton Emmett Collection.
Norman Kent, American, born 1903: *Young Boy Drawing* (detail), 1930; linoleum-cut print. Burton Emmett Collection.

Ackland Art Museum

The University of North Carolina at Chapel Hill

The Corporation: The Pathological Pursuit of Profit and Power

A Parr Center for Ethics Seminar

Student Union Auditorium
April 24/25th, 2006

Program

Monday, April 24

6:00 – 7:00 p.m.	Doors Open **(Student Union Auditorium)**
7:00 – 7:05	Welcome and Introductions Jan Boxill, Director of the Parr Center for Ethics
7:05 – 9:50	Free Public Viewing of the documentary "The Corporation: The Pathological Pursuit of Profit and Power"

Tuesday, April 25

6:30 – 7:00 p.m.	Sign in **(Student Union Auditorium)**
7:00 – 7:10	Welcome and Introductions Jan Boxill, Director of the Parr Center for Ethics
7:10 – 8:40	Joel Bakan: Public Lecture on "The Corporation: The Pathological Pursuit of Profit and Power"
8:40 – 9:25	Q & A session
9:25 – 10:00	Reception and Book Signing

We are pleased to announce that The Bull's Head Bookshop *will be offering books for sale in the main lobby. Please be prepared to pay with check or credit card, as they are unable to accept cash. Thank you for your understanding.*

The Corporation: The Pathological Pursuit of Profit and Power

A Parr Center for Ethics Seminar

Student Union Auditorium
April 24/25th, 2006
Hyde Hall
April 26, 2006

Program

Monday, April 24

6:00 – 7:00 p.m.	Doors Open **(Student Union Auditorium)**
7:00 – 7:05	Welcome and Introductions Jan Boxill, Director of the Parr Center for Ethics
7:05 – 9:50	Free Public Viewing of the documentary "The Corporation: The Pathological Pursuit of Profit and Power"

Tuesday, April 25

6:00 – 7:00 p.m.	Sign in **(Student Union Auditorium)**
7:00 – 7:10	Welcome and Introductions Jan Boxill, Director of the Parr Center for Ethics
7:10 – 8:40	Joel Bakan: Public Lecture on "The Corporation: The Pathological Pursuit of Profit and Power"
8:40 – 9:25	Q & A session
9:25 – 10:00	Reception and Book Signing

Wednesday, April 26

6:30 – 7:00 p.m.	Sign in **(Hyde Hall)**
7:00 – 7:10	Welcome and Introductions Jan Boxill, Director of the Parr Center for Ethics
7:10 – 8:10	"The Corporation" Panel Discussion with: Moderator: Ralph Byrns (Economics) Professor Robert Adler (Business School) Professor Gerald Postema (Philosophy) Professor Richard Andrews (Public Policy) Professor Thomas Hazen (Law)
8:10 – 9:10	Q & A session
9:10 – 9:30	Reception

We are pleased to announce that The Bull's Head Bookshop *will be offering books for sale in the main lobby. Please be prepared to pay with check or credit card, as they are unable to accept cash. Thank you for your understanding.*

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, April 18, 2006 1:40 PM
To: Van Meter, Leslie S <lvanmeter@unc.edu>
Subject: Re: Graduate Record - Department of Philosophy-minor edits

---

Right---good. Thank you so much.
Jan

Leslie Van Meter wrote:

> Lynn,
>
> Here are Philosophy's edits:
>
> 1. 775 should be
> 775 [275] ADVANCED STUDIES IN FEMINISM (WMST 775) (3).
>
> 2. 780 should be
> 780 [280] ADVANCED STUDIES IN PHILOSOPHY OF LAW (3).
>
> 3. 880 should be
> 880 [380] RESEARCH SEMINAR IN PHILOSOPHY OF LAW (3).
>
> Leslie
>
>**********
>Leslie Van Meter
>Program Review/Student Services Coordinator
>UNC-Chapel Hill ACM Campus Coordinator
>The Graduate School
>CB# 4010, 204 Bynum Hall
>The University of North Carolina at Chapel Hill
>Chapel Hill, NC 27599-4010
>Phone: (919) 962-8145
>Fax: (919) 966-4010
>lvanmeter@unc.edu
>**********
>

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, April 21, 2006 5:31 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Re: Fwd: Re: Admissions to UNC

Geoff
I looked up what I could and her SATs are a average, and her calculated GPA index is only a 2.5.[this is not actual GPA] I'll still call on Monday.

Jan

MEMORANDUM

TO: **ALL TEACHING ASSISTANTS & TEACHING FELLOWS**
FROM: **JAN BOXILL, Teaching Coordinator**
DATE: **March 20, 2006**

RE: **TEACHING ASSIGNMENTS FOR FALL 2006**

I. TEACHING ASSISTANT ASSIGNMENTS

Attached is the Teaching Assignment request form for **FALL 2006**. Please fill out the form giving your preferences, ranked in 1,2,3, 4... order. While every effort will be made to accommodate your first choice, the process is constrained along several directions that limit our ability to be fully successful in that effort. Also, be sure to provide any pertinent information that should be taken into consideration when making assignments. Keep in mind the more information you give me the better I can make the assignments that work for all of us. First and second year grad students are only given teaching assistant assignments, not teaching their own classes.

[Note: For now you only have Fall 2006; the Spring 2007 schedule is not yet done]

Please return the form to me **NO LATER THAN FRIDAY, APRIL 7, 2006.**
Final assignments will be made after the final faculty meeting in May.
If you have any questions please feel free to talk with me.

II. TEACHING FELLOWS

In keeping with the Department's Teaching Policies, once assignments are made, if you are assigned to teach your own class for the first time, you must choose a faculty mentor to work with on your syllabus, etc. If you have any questions, feel free to talk with me or Nicoletta Orlandi, the Teaching Assistant Coordinator.

The courses are listed by their new numbers with the old numbers in brackets.

TA ASSIGNMENT REQUEST FORM FOR FALL 2006

NAME:_____

I intend to return to the Department and I wish to be considered for a teaching assignment: Yes No

I intend to return to the Department and will be funded by a non teaching fellowship: Yes No

I will be a fifth year student next year and wish to be considered for a dissertation fellowship: Yes No
Specify Term

If you answered "yes" please **rank all** of the following assignments, taking into account your qualifications, your own educational needs and the seminars you plan to take. A Teaching Fellow must have been a TA at UNC for at least two semesters. Let "1" stand for your first choice, etc:

TEACHING ASSISTANT

_____	112 [26] Making Sense of Ourselves	Large Section (4)	Reeve	12 MW F- 12 & 1
_____	155 [21] Intro to Math Logic	Large Section (2)	Simmons	12 MW F- 12 & 1
_____	165 [34] Bioethics	Large Section (4)	Terry Price	9 MW F- 9 & 10
_____	272 [42] Peace, War, Defense	Large Section (2)	B. Boxill	10 MW F- 10 & 1
_____	368 [68] Environmental Ethics	Large Section (1)	D. MacLean	9 MW F- 9 & 1

TEACHING FELLOWS

_____	101 [20] Intro: Main Problems	MWF 9
_____	101 [20] Intro: Main Problems	TR 8
_____	101 [20] Intro: Main Problems	TR 12:30
_____	160 [22] Intro to Ethics	TR 8
_____	160 [22] Intro to Ethics	MWF 2
_____	160 [22] Intro to Ethics	TR 2
_____	160E [22E] Intro to Ethics	MW 6
_____	110 [24] Great Works	TR 8
_____	163 [30] Practical Ehics	MWF 9
_____	150 [31] Phil of Science	MWF 8
_____	170 [37] Social & Political Ethics	MWF 1
_____	280 [41] Morality in Law	MWF 1
_____	275 [46] Feminism	TR 3:30

Have you taken Phil 102 or 112? _____ Phil 101?_____

Please indicate your relevant teaching experience to date and any other considerations you would like us to keep in mind when determining your assignment for next term. E.g. If you have not been a TA for a course, but believe you are qualified to teach it, please explain. (Use space below or back of this sheet for other considerations) Feel free to add additional comments.

PLEASE RETURN TO JAN BOXILL NO LATER THAN: April 7, 2006

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, April 25, 2006 9:25 AM
To: Susan B. Maloy <sbmaloy@mail.uncaa.unc.edu>
Cc: Brent Blanton <blanton@mail.uncaa.unc.edu>; Cynthia Reynolds <cynthiar@mail.uncaa.unc.edu>; Dana Sorensen <dana12@mail.uncaa.unc.edu>; Doug Roberts <droberts@mail.uncaa.unc.edu>; Kym N. Orr <knorr@mail.uncaa.unc.edu>; Mary B. Weeden <mbw@mail.uncaa.unc.edu>; Mary Willingham <mwillingham@mail.uncaa.unc.edu>; Octavus Barnes <obarnes@mail.uncaa.unc.edu>; Robert Mercer <rmercer@mail.uncaa.unc.edu>; Wayne Walden <wwalden@mail.uncaa.unc.edu>; Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: PHIL course Summer I

If you have anyone looking for a GC PHIL Perspective, first summer session, here is a good one. It only has 7 students right now. Instructor is good.

I CANNOT TAKE ANYONE ELSE IN MY CLASS!

Philosophy 30
Applied Ethics
Summer Session I
Mon. - Fri., 11:30 a.m. - 1:00 p.m.
Dr. Ty Raterman

This course will be a lively exploration of a number of troubling contemporary moral issues.

Members of a fundamentalist church in Kansas have been picketing funerals of U.S. soldiers killed in Iraq, shouting that the Iraqi insurgency is God's punishment for American tolerance of homosexuality. This poignantly raises the question: What is within the bounds of permissible free speech?

Judges in several states, including North Carolina, have become concerned by new evidence the lethal injection makes for an agonizing execution. They are insisting that doctors take an active role in supervising executions, even though this is prohibited by the American Medical Association's code of ethics. Is capital punishment via lethal injection moral or immoral?

Factory farms make for the possibility of low-priced meat, but do so in a way that inflicts suffering on the animals and stress on our environment. Most of the more than 10 million hogs living on "factory farms" in North Carolina will spend their entire lives indoors on metal-vented floors, and will produce more waste annually than the entire human population of Charlotte will produce in 58 years. Is eating meat morally permissible, and if so, under what conditions?

Arguments on both sides of each issue will be considered, and students will have ample opportunity to discuss them.

The course satisfies GC Philosohical Perspective.

Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, May 1, 2006 12:20 PM
To: Greg Law <lawdawg@mail.uncaa.unc.edu>; Nipper, Beverly J <jnipper@uncaa.unc.edu>
Subject: Honorary Coach Addresses
Attach: 05-06 Hon Coach List &.doc

I've got all the ones I could find--see attached.
Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, May 3, 2006 3:36 PM
To: Ty Raterman <raterman@email.unc.edu>
Subject: Re: PHIL 30, SSI

Absolutely--9 will be fine. It won't be cancelled!!!
Jan

Ty Raterman wrote:

> Hi Jan,
>
> Well, my PHIL 30 class (SSI) is doing a little better. Last I checked,
> there were 9 students. Hopefully I get a few more; and if I donâ€™t, I
> *really* hope 9 is sufficient in the Deanâ€™s eyes.
>
> Iâ€™d like to get your permission, please, to assign a take-home final â€“
> a final paper, more specifically â€“ for the course. Please let me know
> if I may do so.
>
> Thanks,
>
> Ty
>

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, May 3, 2006 3:37 PM
To: Ty Raterman <raterman@email.unc.edu>
Subject: Re: PHIL 30, SSI

I forgot to read the whole email. Yes, you have permission to give a
take home final paper.
Jan

Ty Raterman wrote:

> Hi Jan,
>
> Well, my PHIL 30 class (SSI) is doing a little better. Last I checked,
> there were 9 students. Hopefully I get a few more; and if I donâ€™t, I
> *really* hope 9 is sufficient in the Deanâ€™s eyes.
>
> Iâ€™d like to get your permission, please, to assign a take-home final â€“
> a final paper, more specifically â€“ for the course. Please let me know
> if I may do so.
>
> Thanks,
>
> Ty
>

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

"The casting aside by Africans of subservience to foreign masters in all its forms, and their confident assertion that African interests are paramount, are expressions… of Pan Africanism" [Pan-Africanism, Colin Legum, p. 14] Pan Africanism is a movement of ideas and emotions which is not about the "homeland" but about the African diaspora. Two figures important to the movement are W.E.B. Dubois and Marcus Garvey. DuBois likened Pan Africanism to Zionism. He wrote, "The African movement means to us what the Zionist movement must mean to the Jews, the centralisation of race effort and the recognition of race fount" [Legum, 14] Marcus Garvey's Pan Africanism centered on his "back to Africa" movement. Garvey's movement had strong emotional appeal, but weak political force. Although there are many important figures in Pan Africanism, the two dominating political figures in the movement were Dr. William E. Burghardt DuBois and Mr. Marcus Aurelius Garvey.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, May 9, 2006 9:28 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Re: assessment plan
Attach: Assessment Plan UG Program.doc; Assessment.1-06.doc; Assess-comm report-1.doc

---

Here is what I have.

Jan

Response Form
Updates to Assessment Plans and Results

The University is preparing a follow-up report to the Southern Association of Colleges and Schools (SACS) concerning our ongoing efforts in assessing student learning outcomes. Please return this form via email along with any attachments to your Senior Associate Dean by February 3, 2006.

Department: ___PHILOSOPHY_____

1. Updates to 2004-05 Assessment Reports. The early reporting deadline we followed in order to provide our initial report to SACS this summer did not allow some faculty adequate time to discuss their assessment results within the department or determine how to use the results for improvement purposes. If you have any additions to make to the "Findings" or "Use of Results" you provided in your Assessment Reports this past summer, please update the report(s) and return with this form via email. (If you need copies of the reports you filed, please contact Lynn Williford at lynn_williford@unc.edu)

Check one:

_____ Updated 2004-05 Assessment Report(s) attached.
__X___ We have no additional results or use of results to report at this time.

2. Modifications to Assessment Plans for 2005-06. If you have made any changes to the Assessment Plans you filed last year, please send a revised version to your Senior Associate Dean.

Check one:

_____ Updated Assessment Plan(s) attached.
___X__ We have no changes to make to our Assessment Plans at this time.

3. **Assessments being conducted in 2005-06.** Every program is expected to assess at least one major learning outcome every academic year. For each of your programs, please list below the assessment(s) that you are conducting this year, unless it is already clearly indicated on your assessment plan.

Check one:

___X__ We are conducting the assessments already indicated in our plan for 2005-06.
_____ We are conducting the following assessments in 2005-06 (please list or attach other description):

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, May 10, 2006 1:58 PM
To: Walker, Rebecca L <rebecca_l_walker@med.unc.edu>
Cc: Nancy King <nmpking@med.unc.edu>; Carlo Robustelli <carlo@unc.edu>
Subject: Re: Meeting about our project

Hi Rebecca,
This is a good idea. The 17th would work; I teach from 9:45-noon and then have a meeting at 3. However, the next week afternoons are free for me with the exception of Wednesday afternoon.

Jan

Rebecca Walker wrote:

> Hi Jan,
>
> Nancy and I would like to meet with you at some point to discuss our
> Community Genetics Forum project that the Parr Center is helping to
> sponsor. We want to bring you up to date on our activities and to make
> sure that we are appropriately meeting Parr Center expectations and
> hopes in terms of the funding we have received. We would also like to
> discuss possible future planning for an Adventures in Ideas seminar or
> some other follow up after our September colloquium days.
>
> The best times for us to meet would be May 17 or some time the week of
> May 22-26. Are there any times or days in there that suit you?
>
> Best wishes,
>
> Rebecca
>
>
>
>
> Rebecca Walker, PhD
>
> Assistant Professor of Social Medicine
>
> Adjunct Assistant Professor of Philosophy
>
>
> rlwalker@med.unc.edu <mailto:rlwalker@med.unc.edu>
>
> Ph: 919-843-6896
>
> Fax: 919-966-7499
>
>

--
Jan Boxill, Ph.D.
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University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Hill, Thomas E Jr <thill@email.unc.edu>
Sent: Wednesday, May 10, 2006 5:07 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Please forward
Attach: Notes to Faculty --distribution FFM 06.doc; Grad Program Distribution Requirements.doc

---

Jan,

Would you please forward this to all faculty, at least those
attending the meeting? (I'm sorry I don't have the address list handy.)

Thanks, Tom

To all faculty attending the FFM:

From Tom Hill, DGS

Re: One more request: what to do in your down-time during the FFFM.

Tomorrow at the FFFM we will have before us for many hours the transcripts, up-to-date (I hope), of all our graduate students. I am sure that, as conscientious advisors, you have been keeping close track of your advisee's progress towards completing the distribution requirements for the MA and PhD (as appropriate). I'll be trying to check these as well, but it would be very helpful (and maybe not too much work) if you could double-check your advisees' record re this to date. This should enable you to remind them what more (if anything) is needed, and you can flag for me any special problems you see.

To help with this, I'll attach info re the distribution requirements from the Grad. Program Description.

Many thanks.

Tom

P.S. F= familiar, fateful, frightening, or….(?)

Grad Program Distribution Requirements

7. Distribution Requirements by Degree: To ensure the scope and comprehensiveness of a student's philosophical training, each student is required to include in his or her program of studies courses distributed as follows:

For the M.A. Degree:

- two courses in the *History of Philosophy*, including one course addressing a significant figure, school, or movement in philosophy prior to 1600 A.D. and one course addressing a significant figure, school, or movement in philosophy within the period 1600-1900 A.D.;
- one course within the area of *Metaphysics and Epistemology*; and
- one course within the area of *Ethics and Value Theory*.

For the Ph.D. Degree:

- one *additional* course in *each* of the three areas—(a), (b), and (c)—required for the M.A. Degree; and
- two courses within the area of *Logic and Philosophy of Science*.

PHIL 101 (Symbolic Logic) and PHIL 200 (Proto-Seminar) and PHIL 390 (Current Research Group Seminar) may *not* be counted toward the satisfaction of these Distribution Requirements. A student who has substituted a more advanced logic course for PHIL 101 (see below #21) *may*, however, count the substituted course toward the satisfaction of these requirements.

8. Distribution Areas: For the purpose of satisfying a student's Distribution Requirements, the four areas into which his or her philosophical studies are to be divided will be understood as follows:

I. History of Philosophy: courses aiming primarily at understanding and appreciating the distinctive philosophical contributions of a significant figure, school, or movement within philosophy in its historical and dialectical setting, normally including courses bearing the numbers 150, 151, 152, 153, 154, 155, 156, 158, 159, 210, 215, 220, 225, 310, 315, 320, and 325.

II. Metaphysics and Epistemology: courses in ontology, the philosophy of mind, philosophy of language, theory of knowledge, philosophy of perception, and the theory of action, normally including courses bearing the numbers 110, 114, 230, 235, 240, 245, 330, 335, and 345.

III. Ethics and Value Theory: courses in ethics, social and political philosophy, philosophy of law, aesthetics, and philosophy of religion, normally including courses bearing the numbers 102, 103, 104, 105, 112, 113, 120, 130, 142, 260, 265, 270, 275, 280, 360, 365, 370, 375 and 380.

IV. Logic and Philosophy of Science: courses in logic, philosophy of mathematics, philosophy of natural science, philosophy of the social sciences, and philosophy of history, normally including courses bearing the numbers 106, 107, 108, 109, 111, 115, 121, 185, 190, 250, 255, 350, and 355. The department may accept, upon petition by individual students, graduate level courses in the history of science, theoretical and methodological courses in the natural and social sciences, and other comparable courses (e.g., the history of medicine, psycholinguistics) taken outside the department toward the satisfaction of this requirement.

9. PHIL 205 and 305: PHIL 205 (Advanced Studies in Systematic Philosophy) and PHIL 305 (Research Seminar in Systematic Philosophy) are courses of variable content and consequently will vary from section to section and semester to semester in its applicability to the satisfaction of students' Distribution Requirements. It shall be the responsibility of the Director of Graduate Studies to determine the area (or areas) to which a specific section of PHIL 205 of PHIL 305 may be applied for the satisfaction of distribution Requirements and to inform each student of this determination at the time of his or her registration or pre-registration. The department recognizes that the specific contents of a course may sometimes render it appropriate to apply that course to the satisfaction of Distribution Requirements in one of two or more areas. In such a case, different students may elect to apply the same course differently to the satisfaction of Distribution Requirements, but in *no* case may a single section of a single course be applied by an individual student to the satisfaction of more than one of his or her Distribution Requirements.

10. PHIL 290, 311 and 390: PHIL 290 (Colloquium Series Seminar) is a standard part of the program but it does not satisfy course load requirements, nor does it meet any of the department's distribution requirements. PHIL 311 is not a standard part of the program and will count as satisfying the course load requirement only with permission of the Director of Graduate Studies. When offered, 311 normally may not be used to satisfy *first* distribution requirements.

It may be used to satisfy *second* distribution requirements *only if* the content of the course does not substantially replicate that of regular course offerings. The Director of Graduate Studies shall have the authority to rule on questions arising in connection with this policy. PHIL 390 (Current Research Group Seminar) does satisfy the course load requirement but does not satisfy any of the distribution requirements.

11. Application of Distribution Requirements: A student who wishes to apply a particular course to satisfaction of the Distribution Requirements in an area other than those specified by the Director of Graduate Studies has the right to appeal the decision of the Director of Graduate Studies to the full faculty of the department, whose ruling on the question will then be binding. It shall be the responsibility of the Director of Graduate Studies to monitor each student's standing and progress with regard to the satisfaction of his or her Distribution Requirements and to apprise each student of his or her current standing and progress at the time of each annual progress review.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, May 12, 2006 11:09 AM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: Meeting about our project]
Attach: Meeting about our project.msg

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Walker, Rebecca L <rlwalker@med.unc.edu>
Sent: Wednesday, May 10, 2006 12:46 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Cc: Nancy King <nmpking@med.unc.edu>
Subject: Meeting about our project

Hi Jan,

Nancy and I would like to meet with you at some point to discuss our Community Genetics Forum project that the Parr Center is helping to sponsor. We want to bring you up to date on our activities and to make sure that we are appropriately meeting Parr Center expectations and hopes in terms of the funding we have received. We would also like to discuss possible future planning for an Adventures in Ideas seminar or some other follow up after our September colloquium days.

The best times for us to meet would be May 17 or some time the week of May 22-26. Are there any times or days in there that suit you?

Best wishes,

Rebecca

Rebecca Walker, PhD
Assistant Professor of Social Medicine
Adjunct Assistant Professor of Philosophy

rlwalker@med.unc.edu
Ph: 919-843-6896
Fax: 919-966-7499

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, May 12, 2006 3:52 PM
To: Coach Hatchell - Lady Tar Heel <shatchell@mail.uncaa.unc.edu>
Subject: [Fwd: Women's Basketball Camp]
Attach: Women's Basketball Camp.msg

Roz Fuse Hall recommended her to us.
Jan

--
Jan Boxill, Ph.D.
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Director, Parr Center for Ethics
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University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

PHILOSOPHY 66 SOCIAL AND ECONOMIC JUSTICE Jan Boxill

Fall 2004 Office: Caldwell 102B
Tues/Thurs 12:30-1:45 Caldwell 105 Office Hours T/W 9-11
Email: jmboxill@email.unc.edu Phone: 962-3317

The course will consist of readings and class discussions focusing on social and economic issues and their theoretical justifications. The first set of readings will examine classical political theories with a focus on justice and the common good. We will ask questions such as: What is the nature of justice? What is the justification and role of the state? What is the nature of rights? Why do we take rights seriously? Is there such a thing as "the common good"? Do the traditional theories of justice and rights accommodate everyone? The second set of readings will examine current social issues using the theories discussed. The issues we will address are: racism and sexism, affirmative action, capital punishment, business ethics, the environment. We may not, and probably will not, be able to resolve the issues, but we should at least gain a greater understanding of the issues which should serve as beginnings to possible resolutions.

GOALS FOR THIS COURSE:

1. Acquire the basic skills used by philosophers generally and thus the skills we will use in this course; tools and skills needed to appreciate, challenge, reflect, and evaluate both the ideas you have inherited and those you might yet adopt. Philosophical reflection is a matter of engaging actively with ideas. The point throughout is to help you to think clearly, and for yourselves, about positions you would otherwise adopt or reject uncritically; in other words, to give you the skills you need to enjoy intellectual autonomy. With this in mind, by the end of the semester you should be able to:
   - Reconstruct an argument from a given passage or text.
   - Critically analyze an argument presented to you, produced by you, or reconstructed by you.
   - Produce, articulate, and defend reasons for a given opinion and respond to objections raised to this opinion.

2. Gain an understanding of various theories of justice and how they help us understand the current issues in society. For the various issues we will examine, both theoretical and more concrete, you should be able to:
   - Define the important terms and concepts.
   - Gain an understanding of classical and contemporary theories of justice and rights.
   - Apply these various theories to the different issues.
   - Explain the relationship between the larger theoretical issues and the relationship between the various issues.
   - Given a specific issue, demonstrate the ability to supply reasons in favor of a certain resolution and make sure these are consistent with positions you have taken and will take on other issues.

REQUIRED TEXTS:

The Trial and Death of Socrates
The State, Justice, and the Common Good, edited by B.J. Diggs **(SJCG)**
Contemporary Moral Problems, edited by James E. White (**CMP**)
Other Readings on Reserve

CLASS REQUIREMENTS:
Keep up with announcements, assignments, outlines and notes for lectures posted on BLACKBOARD.

Assigned Readings: See Schedule
Examinations and Quizzes:
- 5 Quizzes: Dates announced in Class-likely every 2 weeks; lowest quiz will be dropped.
- Two Papers: Paper 1: 2-4 pages; Paper 2: 3-5 pages. Due dates and topics on Blackboard.
- A Comprehensive Final: Format -- Short Answer and essay **Thursday, December 16, 9 a.m**.

Outside Assignments: Options
1. Volunteer Service: APPLES or 8-10 hours of volunteer service for the semester with a 3-5 page analysis of your service. Submit a short paragraph for approval to begin service. Paper due last day of class. Or:
2. FOUR outside lectures, events, or articles related to the issues or theories discussed. For each you are to write a one-page (typed or handwritten) analysis/reaction giving a brief summary, your reaction and analysis, and how it is relevant to the class. DUE DATES: Two by Fall Break; Two by last day of class.

Class Participation:
Participation makes for a more enjoyable and interesting class. But further, discussion in class is crucial to understanding and reasoning. You should prepare the readings so that you will be able to answer questions about them and use the concepts they introduce.

Class Attendance: A Roll sheet will be passed around for each class.

FINAL GRADE FOR THE COURSE WILL BE DETERMINED AS FOLLOWS:

Paper #1	=15%
Paper #2	=20%
Quizzes	=15%
Outside Assignments/Attendance	=10%

Final Exam =40%

SCHEDULE OF READINGS

WEEK 1: Introduction to Course
Trial and Death of Socrates: Apology and Crito.

WEEK 2: Greek Political Thought continued
SJCG: Introduction pp. 1-26

WEEK 3: **SJCG**: The Modern State, Hobbes: pp. 29-33; 52-66.

WEEK 4: **SJCG**: Locke, pp. 33-37 and 67-87

WEEK 5: **SJCG:** Rousseau pp. 43-50 and 117-144

WEEK 6: **SJCG**: Hume, pp. 37-43 and 88-116

WEEK 7: **SJCG**: Justice and the Common Good, pp. 145-169;
Marx, pp. 145-158 and 172-184

WEEK 8: **SJCG**: Mill, pp. 159-163 and 185-200

WEEK 9: **SJCG**: Rawls, pp. 164-169 and 219-240

WEEK 10: Dworkin: Taking Rights Seriously, CMP: pp. 72-78
Baier: The Need for More Than Justice, CMP: pp. 86-96
Racism and Sexism: Readings on reserve
Audre Lorde, Scratching the Surface
Marilyn Frye, Sexism
R. Wasserstrom, Racism and Sexism
bell hooks, Selections from From Margin to Center
Film: A Class Divided

WEEK 11: Affirmative Action: CMP: pp. 415-463
Louis Pojman, The Moral Status of Affirmative Action
Albert Mosley, The Case against Pojman
Laurence Thomas, What Good Am I?
Thomas Hill, The Message of Affirmative Action
On Reserve: The Case of Alan Bakke
J. Boxill, Affirmative Action as Reverse Discrimination
B. Boxill, Affirmative Action

WEEK 12: Pornography and Drugs: CMP: pp. 355-411
J.S. Mill, On Liberty
Barry Lynn, Pornography and Free Speech: The Civil Rights Approach
Ann Garry, Sex, Lies, and Pornography
Thomas Szasz, The Ethics of Addiction
James Q. Wilson, Against Legalization of Drugs
Daniel Shapiro, Addiction and Drug Policy

WEEK 13: Capital Punishment: CMP: pp. 239-282
Gregg vs. Georgia (1976)
Kant, The Retributive Theory of Punishment
L. Pojman, Deterrence and the Death Penalty
J. Reiman, Deterrence: Common Sense and the Best Bet Argument
Anthony Amsterdam, Capital Punishment

WEEK 14: Business Ethics: Readings on Reserve
Cases: MacPherson vs. Buick; Henningsen vs.Bloomfield Motors; Ford Pinto; Ford Explorer/Firestone Tires.
Rights in the Workplace
Nickel and Dimed: Selections

WEEK 15: The Environment: CMP: pp. 511-571
Aldo Leopold, The Land Ethic
J. Callicot, Animal Liberation: A Triangular Affair
Devall and Sessions, Deep Ecology

COMPREHENSIVE FINAL EXAM
THURSDAY, DECEMBER 16 at 9 a.m.

THE HONOR CODE

It shall be the responsibility of every student at UNC to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity.

CAMPUS CODE

It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University Community.

WHAT I EXPECT

The Honor Code is, as always, in effect in this course. The following sections explain what I expect from you in terms of meeting these standards. If you have any questions at all about these matters, please do not hesitate to ask me.

PLEDGE: The Instrument of Student Judicial Governance requires that you sign a pledge on all written work. (On my honor, I have neither given nor received unauthorized aid on this assignment.?) This includes all papers, exams, and quizzes. The first time you hand in an assignment, I expect you to write out the pledge in full. After that, you may simply write ?Pledge? and sign your name.

EXAMS AND QUIZZES: All in-class exams and quizzes in this class are to be taken without the assistance of books, notes, or other people. You may, however, study with classmates. In fact, forming study groups is an excellent way to prepare for exams.

PAPERS: As with exams and quizzes, I encourage you to discuss your papers with your classmates and anyone else, for that matter. The crucial thing to remember is that you must give citations for ideas that are not your own, whether or not those ideas have been written down somewhere. If your roommate comes up with a brilliant example and you use it in your paper, then you must cite him or her in a footnote.

Again, if you are not clear about any of this, ***ask questions.***

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, May 15, 2006 1:41 PM
To: Doug Roberts <droberts@uncaa.unc.edu>
Subject: Re: Summer courses
Attach: EOY Report 2006.doc

End of year report--FINALLY!!
Sorry I've been so delinquent.
Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, May 15, 2006 3:59 PM
To: Roberts, John Thomas <jtrosap@email.unc.edu>; Gucki Obler <hobler@email.unc.edu>
Subject: Re: Honors class meeting time

Yes, we can change them to whatever you think is the best time. Let me
and Gucki know.
Jan

John T Roberts wrote:

> Hi Jan,
>
> I've just noticed that Phil 100A and 100B are both scheduled to meet
> on Wednesday from 6-8:30 in the fall. You mentioned that they had
> recently been changed to meet at the same time; is there any
> possibility that they could both be changed to meet at some other
> time? The reason I'm asking is that I'll be co-teaching the Kenan
> Summa Semianr in the fall, and it meets on the same day from 3:30-6.
> So, there's no time between the two classes at all, and on at least
> some meeting of the Kenan seminar we'll presumably be taking a speaker
> out to dinner immediately afterward. (And, I worry that it won't be
> physiologically possible for me to teach from 3:30 in the afternoon
> until 8:30 in the evening without a dinner break.) Is it possible to
> change the schedule at this point? If so, is Monday evening a
> possibility? Or Monday at 3 or 3:30?
>
> best,
> John

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

Center for Teaching and Learning
919-966-1289 (VOICE) 919-962-5236 (FAX)
email: ctl@unc.edu
http://ctl.unc.edu

The University of North Carolina at Chapel Hill
CB # 3470 316 Wilson Library
Chapel Hill, NC 27599-3470

M E M O R A N D U M

To: New Graduate Teaching Assistants

From: Larry Rowan, Director
Center for Teaching and Learning

Date: May 16, 2006

Re: Nineteenth Annual Fall Orientation for TAs

As you prepare for the 2006-2007 academic year, we invite you to join us for the nineteenth annual Fall Orientation for New Graduate Teaching Assistants on **Saturday, August 19, 2006, 9:30A.M. – 2:45 P.M.** The orientation will he held on North Campus in a building TBA in the detailed invitation you will receive over the summer.

The Orientation brings together new TAs, experienced TAs, and faculty from across the university for workshops designed to help you prepare for your responsibilities as a teaching assistant at Carolina. After an informal continental breakfast and short welcome session, participants will meet in small group morning sessions. The morning sessions will offer concrete strategies for managing one's dual role as teacher and student, preparing for the first day of class, and planning an effective lesson. These sessions will also introduce university policies for which all instructors are responsible on issues such as the Honor Code, sexual harassment, and amorous relations. We will have our traditional pizza & animal cracker lunch after the morning session. Following lunch, there will be afternoon workshops to provide you with information and strategies that will help you as you begin your teaching role.

The Center for Teaching and Learning supports the professional development of graduate teaching assistants through a variety of programs and services, beginning with the Fall Orientation and including workshops and seminars throughout the semester, consultations on teaching, and assistance with instructional support materials. Most CTL programs are open enrollment, meaning that anyone interested/involved in teaching and learning may register to attend. Even if you are unable to attend the Orientation, please call or stop by our Wilson Library offices to let us know how we can be of assistance to you in your role as a TA.

We hope you will take advantage of this opportunity to meet your colleagues from across the university, learn about institutional policies and resources, and prepare for your important responsibilities as a graduate teaching assistant at UNC.

See you on August 19th!

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, May 17, 2006 11:52 AM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: Meeting about our project]
Attach: Meeting about our project.msg

---

here is the original email

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Walker, Rebecca L <rlwalker@med.unc.edu>
Sent: Wednesday, May 10, 2006 12:46 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Cc: Nancy King <nmpking@med.unc.edu>
Subject: Meeting about our project

Hi Jan,

Nancy and I would like to meet with you at some point to discuss our Community Genetics Forum project that the Parr Center is helping to sponsor. We want to bring you up to date on our activities and to make sure that we are appropriately meeting Parr Center expectations and hopes in terms of the funding we have received. We would also like to discuss possible future planning for an Adventures in Ideas seminar or some other follow up after our September colloquium days.

The best times for us to meet would be May 17 or some time the week of May 22-26. Are there any times or days in there that suit you?

Best wishes,

Rebecca

Rebecca Walker, PhD
Assistant Professor of Social Medicine
Adjunct Assistant Professor of Philosophy

rlwalker@med.unc.edu
Ph: 919-843-6896
Fax: 919-966-7499

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, May 18, 2006 2:49 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: TAC
Attach: TAC Description.doc

Here is a draft of the TAC responsbilitiesl

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, May 18, 2006 6:16 PM
To: Salyer, Sherry L <salyer@email.unc.edu>
Subject: Re: FYI

Thanks for this. I hope it fits in with the b-ball schedule. I'd love
to give a paper.
Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, May 22, 2006 8:58 PM
To: Mary Willingham <mwillingham@uncaa.unc.edu>
Subject: Re: meeting tonight

Hi Mary,
So, you took your evening to go to Granville to meet with her, and she is a no show? this is absolutely unacceptable and beyond what you should ever have to deal with--especially this is precisely what we talked about in class today-- RESPECT and NOT using people purely as means. I bet she will email you and say she was at the Academic Center! Why didn't she meet you today?

Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, May 24, 2006 1:58 PM
To: Nipper, Beverly J <jnipper@uncaa.unc.edu>
Subject: for Coach Hatchell
Attach: WBB-needs.doc

Joan,
Could you print this off and give it to coach Hatchell.

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

PHILOSOPHY 364 Ethics and Economics

Course Description

The first part of this course will examine issues at the intersection of ethics and economics. These include: the concept of value in ethics and economics; the role of rationality in ethics and economics; the relation between values and preferences. The second part of the course will examine some central ethical concepts and their relevance to economic analysis. These concepts will include: rights; distributive justice; future generations; and the value of human life.

Aims of the Course

The primary aim of this course is to stimulate thinking about ethical concepts that are central to political economy and to economic analysis. The course should challenge students to seek a deeper understanding of some central ethical concepts and to seek a deeper understanding of both the robustness or flexibility and also the limitations of economic analyses and the applications of economic techniques to important political and policy issues.

Required Texts

Anderson, Elizabeth, *Value in Ethics & Economics* (Harvard University Press)
Broome, John, *Ethics out of Economics* (Cambridge University Press)
Hausman, Dan & Michael McPherson, *Economic Analysis and Moral Philosophy* (Cambridge University Press)
Sen, Amartya, *On Ethics & Economics* (Basil Blackwell)

Supplementary Texts

Haslett, D.W., *Capitalism & Morality* (Oxford University Press)
Nagel, Thomas & Liam Murphy, *The Myth of Ownership* (Oxford University Press)

Course Requirements

Three short (3-5 page) papers that analyze and evaluate the arguments in the readings.
One class presentation based on one of the short papers.
One longer (7-10 page) paper that explains and defends a position on one of the central themes of the course.
Final Exam: Comprehensive

Class participation will count toward the final grade

Schedule of Topics

Part I: Central Concepts

Value

Readings: Anderson (selections)
Sen
Broome, "Incommensurable Values"

Rationality

Readings: Anderson (selections)
A. Sen, "Rational Fools"
H.A. Simon, "From Substantive to Procedural Rationality"
D. Kahneman, "New Challenges to the Rationality Assumption"

Preferences

Readings: Broome, "Utility" and "Can a Humean Be Moderate?"
D Kahneman and A. Tversky, "Choices, Values, and Frames"
Paul Slovic, "The Construction of Preferences"

Part II: Topics

Rights and Distributive Justice

Readings: T. Scanlon, "Rights, Goals, and Fairness"
Haslett (selections)
Nagel and Murphy (selections)
John Rawls, "The Concept of Justice in Political Economy"

Value of Human Life and Future Generations

Readings: Broome, "Trying to Value a Life," "The Value of Living," and "The Value of a Person"
Thomas Schelling, "The Life You Save May Be Your Own"
Elizabeth Anderson, "Is Woman's Labor a Commodity?"
Broome, "Discounting the Future"

Cost-Benefit Analysis

Readings: Steven Kelman, "Cost-Benefit Analysis: An Ethical Critique"
H. Leonard and R. Zeckhauser, "Cost-Benefit Analysis as Applied to Risks: Its Philosophy and Legitimacy"
Donald Hubin, "The Moral Justification of Benefit/Cost Analysis"

Game Theory and Trust

Readings: R. Frank, et al., "Does Studying Economics Inhibit Cooperation?"
Jan Elster, "Selfishness and Altruism"
R. Dawes and R. Thaler, "Cooperation"
Daniel Hausman, "Trust in Game Theory"

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, May 30, 2006 7:28 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Re: Fall Schedule
Attach: F06 Assign May 30,2006.doc; Fall 2006 Schedule May 30,2006.xls

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Hi Geoff,
Sorry, I thought I had edited the things to be consistent. I wouldn't have sent you it this messed up!!
I think I have the TA assignment form correct.
That thing that pops up by some of the assignments on the Fall Schedule is something that Susan had. I'm using the excel that she sent and am modifying it. I don't know how to get rid of what she had there!
Nena: I agree, and that is what I told her. If i move her back to Phil 34, then I would put Sven to TA for Bernie.
I would add a third TA to Bernie's class and increase it to 150, but there is no room large enough at that time.
I could increase Doug's environmental ethics to 100 and have Margo TA for that-- it was her 5th choice.

If Margo teaches her own class, i would have to add a PHIL 22. If Nena taught her own 34, then it too would have to be added. So there is no extra course waiting to be assigned an instructor.

I'll call shortly.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, May 31, 2006 11:38 AM
To: De Brigard, Felipe <brigard@email.unc.edu>
Subject: Re: Evaluation of Kenan Seminar

Thanks very much
Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, June 1, 2006 9:16 AM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: more]
Attach: more.msg

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Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
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Email: jmboxill@email.unc.edu

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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, June 1, 2006 9:17 AM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: more]
Attach: more.msg

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Subject: [Fwd: more]
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Subject: [Fwd: more]
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Email: jmboxill@email.unc.edu

From:	nobody@notify.unc.edu on behalf of pkstudy@unc.edu
Sent:	Friday, June 2, 2006 8:09 PM
To:	pkstudy@unc.edu
Subject:	INFORMATIONAL: Recruiting healthy volunteers for research study

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Healthy volunteers are needed for a UNC research study using a FDA-approved drug. The study consists of three 20 minute outpatient visits over 24-36 hours to the UNC general clinical research center (GCRC). You will donate blood during these visits. Volunteers will earn $100 for completing the study.

In order to participate you must:
* Be a male or non-pregnant female.
* Be 18-50 years of age
* NOT have a history or diagnosis of any significant medical condition.
* NOT have taken any prescription drug within 30 days of the study, or over-the-counter medications or herbal products (excluding vitamin supplements) within two weeks of the study.
* NOT have a history of alcohol abuse or use of illicit drugs.
* NOT have a history of tobacco use within the last year.

How to participate:
* e-mail pkstudy@unc.edu
* If you decide to participate, you will be asked to spend approximately 15 minutes to answer a few questions over the phone.
* If you meet the pre-screening criteria we will schedule a one hour screening visit at the GCRC.

Study title: CYP2B6 Genotype-Phenotype and the Influence of Sex and Ethnicity Study number: GCRC#2430
Approved by Biomedical IRB 4/28/06

This email is sponsored by: School of Pharmacy

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

This course explores ethical questions that arise in the health care professions, such as those concerning patients' right to information and to refuse treatment, confidentiality, informed consent, abortion, euthanasia, physician assisted suicide, genetic screening, stem cell research, cloning, and experimentation with human subjects. Major ethical theories are used as a framework for the discussion. With respect to the issues in each topic we will consider how to apply a particular ethical perspective to each one and then discuss how well it answers important ethical questions. An important aim of the course is to help each student better understand his or her own point of view and its implications, as well as views that are opposed to their own.

TEXTS: (1**) Contemporary Issues in BIOETHICS**, Wadsworth, sixth edition, edited by Tom L Beauchamp and LeRoy Walters. Abbreviated **CIB** in the reading list below. We will be using this text extensively, and numbers following listed reading assignments are page numbers in this text except for the specially marked readings in the supplementary Course Packet.

(2) Custom Publishing **Course Packet** Cited as READING 1, READING 2, etc.

Both items are available at the Student Store Textbook Dept, second floor.

READING ASSIGNMENTS FOR EACH CLASS PERIOD

WED AUG 21 INTRODUCTION to the course.

FRI AUG 23 Discussion sections.
Read CIB, Chap. 1, pp. 1-12 (top) for discussion. Basic definitions, moral dilemmas, resolution of moral disagreements; relativism; and moral justification.

MON AUG 26 THE PHYSICIAN-PATIENT RELATIONSHIP:Truth Telling and Deception
CIB, Chap. 3 Truth telling and the disclosing of bad news, 111-13.
D. C. Long, Notes on Collins, "Should Doctors Tell the Truth?" READING 1
Thomasma, "Telling the Truth to Patients," 128-132
(Does Thomasma's view contrast with that of Dr. Collins?)

WED AUG 28 ACT UTILITARIANISM
CIB, Chap 1 Types of Ethical Theory, 12-14 (read to Kantian theories)
Long, Notes on Act Utilitarianism, READING 2
(Is Dr. Collins an Act Utilitarian?)

FRI AUG 30 Discussion sections
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MON SEPT 2 HOLIDAY: LABOR DAY

WED SEP 4 Rule Utilitarianism
D. C. Long, Notes on Rule Utilitarianism, READING 3
Tarasoff case 119-23.
(Should Rule Utilitarians object to the Tarasoff ruling?)

FRI SEP 6 Discussion sections

MON SEP 9 CONFIDENTIALITY AND RULE UTILITARIANISM
CIB, Chap. 3 The Confidentiality of Medical Information, 109
"The Hippocratic Oath" Reading 4
CIB, Chap. 1 Morality, law, paternalism and the harm principle, 30-33.
Winston, "AIDS, Confidentiality and the Right to Know," 124-28.
(Can AIDS warnings be reconciled with confidentiality?)

WED SEP 11 ETHICAL THEORY: KANT
CIB, Chap. 1, Kantian Theories, 14-16, focus esp. on the second version of Categorical Imperative, p. 16 two-thirds of the way down the page)
CIB, Chap. 1 Ethical Principles, 21-25 (top)
D. C. Long, Notes on Deontological Theories: Kant, READING 5

FRI SEP 13 Discussion sections

MON SEP 16 AUTONOMY AND INFORMED CONSENT
"Canterbury v. Spence" 139-41
Katz, "Physicians and Patients: A History of Silence," 141-45

WED SEP 18 Completion of discussion of informed consent

FRI SEP 20 Discussion sections QUIZ REVIEW

MON SEP 23 **QUIZ ON THE MATERIAL UP TO THIS POINT. BRING BLUEBOOKS.**

WED SEP 25 LIFE ENDING DECISIONS BY COMPETENT ADULTS
Jehovah's Witnesses: Brooks Case, READING 6;
Judge Wright, Georgetown College and Mrs. Jones, READING 7

FRI SEP 27 Discussion sections

MON SEP 30 Satz v. Perlmutter, READING 8
REDEFINING DEATH
D. C. Long, Notes on the Harvard Committee Redefinition of Death, READING 9

WED OCT 2 DECISIONS CONCERNING PERSONS UNABLE TO DECIDE FOR THEMSELVES
Karen Quinlan, READING 10

Discussion of sanctity of life, substituted judgment, and best interests as a basis for surrogate decision making.

FRI OCT 4 Discussion sections [First outside paper assigned]
Before writing it will help if you read over D. C. Long, Notes on Writing a Philosophy Paper, for this Class in the course pack, READING 16.
D. C. Long, Arguments and Reasons, READING 17.

MON OCT 7 REMOVING NUTRITION AND HYDRATION
THE CRUZAN CASE
CIB, Cruzan v. Director, Missouri Department of Health, 159-63

WED OCT 9 EUTHANASIA: Pro and Con
CIB, Chap. 4 End-of-Life Decision Making, 179-85.
Brock, "Voluntary Active Euthanasia," 216-25
D. C. Long, Euthanasia arguments, READING 12.

FRI OCT 11 Discussion sections

MON OCT 14 Kamm, "A Right to Choose Death?" 186-191.

WED OCT 16 VIDEO : CHOOSING DEATH Fall recess begins at 5:00 PM
(In the Netherlands physicians may assist patients to die.)
In preparation for the video read Jochemsen/Keown, "Voluntary Euthanasia under Control?" 235-40.

FRI OCT 18 FALL RECESS – No section meetings

MON OCT 21 EUTHANASIA
Kass, "Is There a Right to Die?" 191-200.

WED OCT 23 PHYSICIAN-ASSISTED SUICIDE
The Oregon Death with Dignity Act, 201-204 (Actual law permitting assisted suicide)
US Supreme Court, *Vacco v Quill*, 205-207.
Arraas, "Physician Assisted Suicide: A Tragic View," 225-34.

FRI OCT 25 Discussion sections
FIRST OUTSIDE DISCUSSION PAPER ASSIGNMENT DUE
[The instructor will explain the assignment earlier in the term.]

MON OCT 28 ABORTION
Marquis, "Why Abortion Is Immoral," 270-77

WED OCT 30 Thomson, "A Defense of Abortion," 278-87

FRI NOV 1 Discussion sections [Second paper assignment distributed.]

MON NOV 4 Brody (on Thomson), 288-94.
D. C. Long, Major Stages in Fetal Development READING 13

WED NOV 6 Warren, "On the Moral and Legal Status of Abortion," 298-307

FRI NOV 8 Discussion sections.

MON NOV 11 Majority Opinion in *Roe v. Wade* (1973), 308-12.
Brody, 294-97 (On the Roe decision)

WED NOV 13 STEM CELL RESEARCH
D. C. Long, "Stem Cell Research" READING 14
McGee/Caplan, "The Ethics and Politics of Small Sacrifices in Stem Cell Research," 646-48.
Meilaender, "The Point of a Ban: Or, How to Think about Stem Cell Research," 649-56 (especially from 652 Stem Cells to the end).

FRI NOV 15 Discussion sections

MON NOV 18 CLONING
D. C. Long, "What is Cloning?" READING 15
Brock, "Cloning Human Beings: An Assessment of the Ethical Issues Pro and Con," 593-602.

WED NOV 20 GENETIC TESTING AND SCREENING
Roche/Annas, "Protecting Genetic Privacy," 500-506.
Burgess, "Beyond Consent: Ethical and Social Issues in Genetic Testing," 506-512.

FRI NOV 22 Discussion sections **SECOND OUTSIDE DISCUSSION ASSIGNMENT DUE**.
[The instructor will explain the assignment at an appropriate point earlier in the term.]

MON NOV 25 GENETIC ENHANCEMENT
Glover, "Questions about Some Uses of Genetic Engineering," (beginning with Sec 3, p. 536 The Positive-Negative Distinction to the end).
Gordon, "Genetic Enhancement in Humans," 544-47.
Parens, "The Goodness of Fagility: On the Prospect of Genetic Technologies Aimed at the Enhancement of Human Capacities," 596-601

WED NOV 27 VIDEO: "A Question of Genes" Thanksgiving recess begins at 1:00 PM.

FRI NOV 29 THANKSGIVING. No discussion sections

MON DEC 2 HUMAN EXPERIMENTS
CIB Chap. 6 345-49
The Nuremberg Code, 353-54.
Pence, "The Tuskegee Study," 394-401.
Clinton, "In Apology for the Study Done in Tuskegee," 402-403.

WED DEC 4 HUMAN EXPERIMENTS
Emanuel/Miller, "The Ethics of Placebo-Controlled Trials—A Middle Ground," 379-83.
Shapiro/Meslin, "Ethical Issues in the Design and Conduct of Clinical Trials in Developing Countries," 385-88.

WRITTEN WORK FOR THE SEMESTER

1. BLUEBOOK HOUR QUIZ, Monday, Sep. 23 Questions for discussion about issues and cases. A brief study guide will be provided. (Counts 20% of grade).

2. FIRST OUTSIDE DISCUSSION PAPER. Due Friday, Oct. 25 in discussion section. (Counts 20% of grade.)
A written discussion based upon questions assigned earlier by instructor to be prepared outside of class and turned in by class time. No more than 5 typed, double-spaced pages. Typed or computer printed, with a minimum of 1" margin for comments. Fasten the pages together with a staple (best) or paper clip (not loose sheets). As insurance against loss be sure to keep a copy or draft. Ample time will be given to prepare your papers, so no late papers accepted without a satisfactory explanation being given to your section leader and the express permission of your section leader.

3. SECOND OUTSIDE DISCUSSION PAPER. Due Friday, Nov. 22. The requirements for the First Paper apply to this one as well. (Counts 25% of grade).

4. FINAL EXAMINATION. Monday, Dec. 9, 12:00 Noon. This will cover the material of the course, with emphasis on issues that have not been featured in earlier writing assignments. A study guide will

be distributed to help you prepare for the final examination. The final is required of everyone, including those taking the course Pass/Fail. (Counts 35% of grade.) BRING BLUEBOOKS.

GROUND RULES

Each student must be assigned to a recitation section. Regular attendance at lecture and recitation is expected, and can make a difference in our final assessment of your grade for the course. In lecture the instructor will explain the significance of the overheads included in your course packet and link them to the relevant readings. The lectures will put the readings into a context designed to make the issues easier to understand and to show how the articles relate to one another. Because of the large size of the class, group discussion in lecture will necessarily be limited. Questions can be asked during the lecture presentation. Recitation sections offer you an opportunity to discuss the issues and to ask questions. Participation in the sections meetings is crucial to your getting all you should from the course. Brief quizzes may be given in recitation sections.

Each assignment must be completed in timely fashion to pass the course. This also applies to anyone taking the course Pass/Fail. If for any reason you cannot meet a deadline for an assignment, please discuss this as soon as possible with Prof. Long or your TA. Do not expect to hand papers in for credit at the end of the course. Do not expect to make up written work that you have missed earlier in the term in a rush just before the final examination. It will count as a zero by then, which is less than an F on an assignment. Pick up work that has been graded so that you know where you stand as the semester progresses. If you have any question about your grade or whether or not you have received credit for work turned in, be sure to check with your assigned teaching assistant.

There are useful guides to the writing of philosophy papers for this course in the Course Pack, Readings 16 and 17. Despite what you may learn in some English writing classes, you may use the first-person singular pronoun to refer to yourself as you express and defend your beliefs. However, you should also keep in mind that announcing what you "feel" about a topic is not particularly persuasive as formal argumentation. Keep your attention focused primarily on facts, on principles that seem to have general applicability, on obligations that are rooted in our various relations to one another, and on important connections between what is of value to human beings and permissible human actions.

Plan to take the quiz and final at the announced times--not at special times.
Office hours for Prof. Long and his assistants will be announced early in the course. Take advantage of those times to answer any questions you may have and to get to know the people presenting the course. We want to be as helpful as possible, but you must also help us to know what your needs and problems are. All of our offices are in Caldwell Hall. Prof. Long's office is 201A on the northeast corner of the second floor of Caldwell Hall. His office phone is (962-3312). Email: dlong@email.unc.edu

COURSE WEB SITE

The course has a Blackboard site on which various announcements, assignments, discussion questions, Web links, and opportunities for discussion will be posted. It is also useful for two-way email communications between instructors and students. The site can be reached at http://blackboard.unc.edu. On that page you will find a portal to course site for **Bioethics Phil034002**. You can get into the site by submitting your Onyen (name) and your password.

HONOR CODE

The Honor Code is in effect at all times in the course. The first time you hand in an assignment you should include the pledge and sign it. **"On my honor, I have neither given nor received unauthorized aid on this assignment**." After that first assignment, you may subsequently write "Honor Pledge" and sign it. Keep in mind that it means the same thing ethically as the full statement. All in-class exams and quizzes are to be taken **without** the assistance of books, notes, or other people. All written work that you hand in should represent your own best work. However, you may study with classmates and discuss your paper ideas with them, or with anyone else who might be of help. That is an appropriate way for you to learn the material and to think about the issues we cover. It is useful to discuss and try out philosophical ideas with other people in any case. However, you should give **credit** for any ideas that are not your own, whether they come from written sources or from others with whom you have spoken. (Even as unlikely a source as your roommate.) In such cases you get credit for seeing the relevance of the idea and applying it to your discussion. Quoting sentences or paragraphs from other books and articles or the Web without giving your source is **plagiarism**, which is not just an honor code violation. It represents intellectual dishonesty. It goes without saying that turning in papers copied from other students or from online is academic evil and warrants severe penalties. You may give citations in the text of your paper rather than in footnotes. For instance, after a quotation from our text you may put the reference in parenthesis. Examples: (CIB, Brody 215) or (READING 4, p. 2.)

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, June 5, 2006 11:46 PM
To: slscott@email.unc.edu
Subject: Re: Fall 2006 Teaching Assignments
Attach: PHIL 280 Morality and Law.doc

Here it is.

slscott@email.unc.edu wrote:

> Hi, Jan.
>
> There was no syllabus attached! I always like to compare different
> syllabi.
> -Sarah
>
>
> Quoting Jan Boxill <jmboxill@email.unc.edu>:
>
>> Hi Sarah,
>> I am finally able to confirm the Fall 2006 teaching assignments. As
>> we discussed you will be teaching: PHIL 280 [41]: Morality & Law on
>> MWF at 1.
>>
>> Classes begin Wednesday, August 23rd; there is a meeting of all
>> graduate students on Tuesday August 22nd at noon with lunch provided.
>>
>> If you have any questions or concerns, please don't hesitate to come
>> talk with me. I've attached a syllabus for you to look at.
>>
>> Have a great rest of summer,
>> Jan
>>
>> --
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PHILOSOPHY 280 Morality and Law
Outline of Topics and Readings
Course_Outline_SP04.doc (33280 Bytes)

Course Description

In this course we will explore a number of issues at the intersection of law and morality. To begin we consider the idea that law has some claim on our allegiance, that it is not only prudent to do what law requires of us, but that we have a moral obligation to do so. As we probe this question we will encounter the concept of the Rule of Law, according to which there is some moral value in a society's being governed by law (rather than by men/women) but that this also makes certain strengent demands on what law may properly do. This line of thought seems to be challenged, however, by the sad but obvious fact that law is capable of being outrageously unjust. How is the law's claim to moral value of some sort to be squared with its potential for doing horrendous injustice?

In the next two sections of the course we explore broad moral notions presupposed in the discussion of the first section, in particular the notions or values of liberty, individual rights, and justice. What limits value of liberty place one the scope of law's intervention in our ordinary lives? Is it just to use law to enforce standards of morality? How could it be? Isn't imposing our standards on them? How could it not be? If law cannot enforce morality, what possibly could it "enforce"?

What does justice require anyway? In particular, does justice require of law that it treat everyone equally? What does this involve? Is this requirement respected or is it violated by attempts to undo long decades of systematic oppression and discrimination by devices of affirmative action? On a different matter: when are we required in the name of justice to compensate for this injuries or losses we inflict on others? Finally, is the intentional infliction of pain and harm on another person consistent with justice? If it's "punishment" for a wrong done? When, if ever, is punishment justified?

Course Format

This course will meet Mondays and Wednesday at 11am in plenary session for lecture and (to the extent permitted by a class of 100 students) discussion. On Fridays, smaller discussion sections will meet, some at 11am some at 12 noon. YOU MUST BE ENROLLED IN A DISCUSSION SECTION TO TAKE THIS COURSE. No one will be permitted to continue this course if he or she is not enrolled in a Friday discussion section.

Course Goals

1. Develop confidence and skill in reasoning with others about important moral issues.
2. Improve skills of oral and written communication.
3. Develop and refine analytical and critical reading skills.
4. Gain an appreciation for philosophical thinking, analysis, and for critical and constructive argument.
5. Deepen understanding of ways in which law and justice intersect and influence each other.

Textbook and Readings

The textbook for this course is:
Joel Feinberg and Jules Coleman, PHILOSOPHY OF LAW (7th edition). You can purchase this book at the student stores.

There will be a considerable amount of additional reading outside of the textbook. All these readings will be available on this website.

Course Requirements

1. ATTENDANCE is mandatory. Attendance will be taken each day (including in sections). Five percent of the grade will be determined by level of attendance and participation in class. There is no way that you can have any clue about what this course is about unless you attend the classes. The "textbook" is merely a collection of readings--the starting point for analysis and discussion, raw materials. It does not provide the "information" you need to know for the course. You will do well in this course only if you can do well as we proceed through analysis and discussion of these materials.

2. READINGS AND REGULAR ASSIGNMENTS. Readings will be assigned for each regular lecture class (and some discussion sections). You must take careful, analytical notes on these readings. With these notes in hand, you will be prepared to participate in the discussion. Without them you will be immediately lost. Study questions will often be assigned and sometimes your written responses to these study questions will be collected at the end of the lecture hour.

3. PAPERS: one short (2-3 page) paper and two medium-length (7-10 page) papers will be assigned.

4. EXAMINATIONS: There will be a mid-term exam and a final exam for this class. Both will be in-class.

MID-TERM EXAM: FEBRUARY 23
FINAL EXAM: APRIL 26, NOON

Grading

Attendance/participation: 5%
First short paper: 5%
Second and Third medium-length papers: 20% each
Mid-term exam: 20%
Final exam: 30%

Honor System

Honorcode.doc (22528 Bytes)

All work done for this course is governed by the UNC INSTRUMENT OF STUDENT GOVERNANCE. Attached is a document that sets out the instructor's understanding of academic integrity as it applies to work in this course. Each student must read, sign, and hand in this document.

Note: This outline of topics and readings is tentative. We will try to keep close to it, but it is likely that adjustments will have to be made to accommodate the pace of class discussion. Changes will be announced well in advance in class and on the website at **https://blackboard.unc.edu**. [**Spring 2004 Morality And Law.phil041.001**]

PhL = Feinberg and Coleman, *The Philosophy of Law* (7th edition)
W = available on the course website

I. Law's Moral Claim

A. Is there a moral obligation to obey the law?

[Jan. 7/9] Martin Luther King, Jr. Letter from the Birmingham Jail" (PhL 213-21)
Plato, *Crito* (PhL 204-12)

B. The Idea(l) of the Rule of Law: Is the Law's moral claim credible?

1. Law's claim in the face of injustice: the case of Bram Fischer

[Jan.12] David Dyzenhaus, "The Case of Bram Fischer" (W)

2. Law: Its nature, advantages, and price

[Jan.14, 21, 26] H.L.A. Hart, "A More Recent Positivist Conception of Law" (PhL 36-50)
_____, (further) selection from *The Concept of Law* (W)

3. Law's value

[Jan. 28] E.P.Thompson, "The Rule of Law" (W)
Patricia Williams, from *The Alchemy of Race and Rights* (W)

4. Law's Internal Morality

[Feb. 2, 4] Lon Fuller, "Eight Ways to Fail to Make Law" (PhL 20-23)
G.J. Postema, "Fuller on the Internal Morality of Law" (W)
Jeremy Waldron, "Does Law Promise Justice?" (W)

5. Justice and principles underlying the law

[Feb. 9] Commonwealth v Aves (W); Sims's Case (W)
Miller v Mcquerry (W)

[Feb. 11, 16, 18] Ronald Dworkin, "The Model of Rules" (PhL 82-99)
Riggs v Palmer (PhL 100-105)
Ronald Dworkin, "Integrity in Law" (PhL 127-41)

February 23: MID-TERM EXAMINATION

II. Law and Liberty

A. Liberty and the limits of law

[Feb. 25, Mar. 1]
John Stuart Mill, "On Liberty" (PhL 267-78)
Bowers v Hardwick (W)
Lawrence v Texas (W)
Barnes v Glenn Theater (W)

B. Rights and their value

[Mar. 3] Joel Feinberg, "the Nature and Value of Rights" (PhL 304-313)

C. Liberty and property

[Mar. 15/17] Jeremy Waldron, "Homelessness and the Issue of Freedom" (W)

D. Liberty and duties to others

[Mar. 22, 24] Jeremy Waldron, "Who is my neighbor?" (W)
T.B. Macaulay, "Notes on the Indian Penal Code" (PhL 700-702)
Ernest J. Weinrib, "The Case for a Duty to Rescue" (PhL 702-23)

OR

D. Freedom of Expression

Village of Skokie v National Socialist Part of America (PhL 399-403)
Texas v Johnson (PhL 403-412)
John Stuart Mill, selection from *On Liberty* (W)
Joel Feinberg, "Limits to the Free Expression of Opinion" (PhL 379-95)

III. Questions of Justice

A. Justice and responsibility for injuries to others

[Mar. 29, 31, Ap. 5]
Palsgraf v The Long Island Railroad Co. (PhL 676-82)
Summers v Tice (PhL 682-85)
Sindell v Abbott Laboratories (PhL 685-700)
John Gardner, "Obligations and Outcomes in the Law of Torts" (658-76)

OR

A. Equality and the law

Thomas Nagel, "Equal Treatment and Compensatory Discrimination" (PhL 433-40)
Thomas E. Hill, Jr., "The Message of Affirmative Action" (PhL 440-53)

B. *Punishment*

1. What is punishment? Punishment v penalty

[Ap. 7] U.S. v Salerno (W)
Joel Feinberg, "The Expressive Function of Punishment" (PhL 761-71)

2. Classical justifications of punishment

[Ap. 12, 14] Joel Feinberg, "The Classic Debate" (PhL 799-804)
Primoratz, Justifying Legal Punishment: The Utility of Punishment" (W)
C. L. Ten, "Fantastic counterexamples and the Utilitarian Theory" (PhL 804-19)
Herbert Morris, "Persons and Punishment" (PhL 819-31)

3. Revenge, victims, and shame

[Ap. 19, 21] Toni Massaro, "Shame, Culture, and American Criminal Law" (PhL 771-99)
Jeffrie G. Murphy, "Getting Even: The Role of the Victim" (PhL 842-53)

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, June 7, 2006 3:25 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: Challenges and Impact of Human Genome Research for Minority Communities]
Attach: Challenges and Impact of Human Genome Research for Minority Communities.msg

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Troy Duster info

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Jordan, Joseph F <jfjordan@email.unc.edu>
Sent: Wednesday, June 7, 2006 2:16 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Challenges and Impact of Human Genome Research for Minority Communities
Attach: www.ornl.govscitechresourcesHuman_Genomepublicatzetaphibetajackson.shtml; jfjordan.vcf

---

Hi Jan -- got your message and am already familiar with Troy and his work. I had suggested to Barbra in the genomics project that we bring him in this fall as our part of the program. It does make sense for us to partner with the Parr Center, although you recommended the spring. Is this your preference? We could probably work with that but we were going to make him our diaspora lecturer for fall '06.

we could work with the spring date if we can get another person to come in for the fall -- you might be interested in this person as well and she is another scholar speaking on the issue of genetics and African-American and other communities of color. I'll call when I get back tomorrow to see what you prefer. But we are in either way!

Best
Joseph

http://www.ornl.gov/sci/techresources/Human_Genome/publicat/zetaphibeta/jackson.shtml

The Challenges and Impact of Human Genome Research for Minority Communities

proceedings from a conference presented by Zeta Phi Beta Sorority, Inc., National Educational Foundation
July 7-8, 2000, Philadelphia, PA

Zeta Background
- Acknowledgments
- Introduction
- Foreword
- Zeta NEF Purpose

Conference
- Conference Mission
- Conference Objectives
- Research Plans
- Conference Agenda
- Conference Summary
- Workshop I Summary
- Workshop II Summary
- Workshop III Summary
- What's Next?
- Photographs
- *Human Genome News* article

Presenters
- Dr. Aristides A. Patrinos
- Dr. John Quackenbush
- Dr. Georgia M. Dunston
- Dr. Mary Kay Pelias
- Dr. Fatimah Jackson
- Dr. Christopher Adams
- Dr. Rosalind P. Hale
- Dr. Margaret C. Werner-Washburne
- Rev. Dr. Deborah P. Wolfe

Fatimah Jackson, Ph.D.
Scientific and Folk Perspectives on Heredity

Good afternoon. Id like to thank the ladies of Zeta Phi Beta for organizing this very important conference. It is a significant step toward educating the community about the Human Genome Project so that the people can maximally benefit from this major endeavor.

Molecular genetics is having an impact on virtually all aspects of life. Ive been asked to speak today briefly on the topic of scientific and fold perspectives on heredity. This is, of course, a huge subject. What scientific and folk perspectives both have in common, however, is that that are both rooted in preexisting integrated sociocultural constructs.

Scientific insights have a folk background and folk perspectives often have some element of scientific veracity to them. My own training is at the interface of biology and anthropology, of the study of (biological) scientific perspectives and the study of folk perspectives. I am at that interface identified earlier by Dr. Patrinos that promises to yield great insights well into the 21st century.

[joke about still waiting to get 2 salaries for being trained in two fields]

This afternoon we have seen visual depictions of what can go wrong when the genetic information is not faithfully replicated within an individual or between parents and their children. Dr. Pelias has presented this aspect of variation in vivid detail and yet what you have seen is just the tip of the iceberg. Every human group has its share of variation and diversity. Some of this variation will be pathological, as you have seen in the previous speakers slides, while most of the variation with a group will be nonpathological. This latter diversity will not significantly make a difference in ones health or well being. It is simply "noise."

Distinguishing between pathological and nonpathological genetic variation is very difficult without linking particular genetic sequences to specific morphological changes. We are still a long way from understanding these relationships as it is clearly not the case that having an unusual gene automatically mean production of a defective protein and expression of a clinically significant condition. As Dr. Dunston referred to in her presentation this morning, the new molecular genetics is forcing us to rethink many of the old models. We are moving away from linear thinking and away from binary approaches. Molecular genetics is forcing us to think in new, integrative ways.

Tremendous variation exists among African Americans. This variation, which has historical and ecological roots, lay the foundation for the unique insights, inclusive thinking, and increased tolerance that characterizes many African American cultures. Our perspectives on heredity are shaped by historical forces such as the "one drop rule" that meant having only one African ancestor among many non-African ancestors still mandated that one was African American. Our perspectives on heredity are shaped by the diversity of African and non-African (European and Native American) ethnic groups that are part of our ancestral gene pool. Diversity in African origins, in particular, has increased our social and cultural tendency toward inclusiveness and away from exclusiveness.

It is not surprising then that African Americans have tended to view exclusiveness as a step toward disenfranchisement. While African American perspectives do not substitute for other groups, African American insights regarding genetics are important because African Americans have so frequently been the victims of "science" and "quasi-genetic inquiries."

My purpose this afternoon is to give you a population perspective, a cross-cultural orientation to the discussion. African American responses are extremely critical because our responses have tended to highlight areas that remain underemphasized by most academic bioethicists (whose values tend to reflect the folk and scientific perspectives of North Atlantic European Americans.) Academic ethicists have traditionally focused on the individual while African Americans have tended to focus on society and community. Dr. Murray, whom you heard from this morning, has made outstanding contributions in introducing African American-centered ethics and population thinking to the historical examination of sickle cell anemia.

[Give example of group vs. individual dilemma as exemplified in the recent tennis competition of the Williams sisters and the questions posed by the media to the winning sister.]

Regarding the Human Genome Project, African Americans were among the first to call for representative sampling. Dr. Dunston was among the early proponents of the inclusion of African American derived genetic sequences in the template for the Human Genome. Back in the early days of the Human Genome Project, Dr. Dunston and I were afraid that the absence of African Americans from the baseline genes for the Human Genome Project could produce binary models with the potential to concretize an official "human norm". This model would not only represent only a narrow slice of our diverse species, it could end up designation normal African American variation (that fell outside the narrow "norm") as pathological, defective, and in need of genetic remediation.

African American concerns are not a proxy for other ethnic and regional groups, yet they (African American perspectives and issues) serve as an invaluable window into some of the problems associated with American biomedicine. Some of American biomedicine has definitely been part of the "dark side" as Dr. Patrinos spoke of.

In January 1994, a small group of African Americans met to put together a Manifesto on Genomic Studies among African Americans. The six key points

on this Manifesto are presented in the handout I brought for your review. This is a recent publication of mine entitled "African American Responses to the Human Genome Project." There are extra copies of this paper on the back table and here are a few reprints up here as well.

African Americans were not the only non-European peoples concerned with the Human Genome Project and will to produce a Manifesto in response. However, unlike the Manifestos of other groups (mainly Native American and other indigenous groups), African Americans were the only groups asking for inclusion in genomic diversity studies. We were asking for the engagement of African Americans at all levels of the research process. We were asking for reciprocity and a genomic research program that would address meaningful health and educational goals among African Americans.

We were not blind in 1994 and we are not blind now to the fact that groups, whose sequences are not represented in the Human Genome Project, are not part of the baseline template, and will not be addressed by the emerging field of pharmacogenomics. Intervention is the real reason for the Human Genome Project. Those missing African American sequences will not be considered by the big pharmaceutical companies intent on making commercial drugs linked to specific genotypes. This morning, a gentleman in the audience asked whose genome is being sequenced and this was treated as a trivial question. It was not and it is not trivial. It matters very much who comprises the Human Genome Project sampling base because these sequences will become the template for pharmacogenomics, toxicogenomics, and other new applied scientific fields dependent upon a sequenced human genome. The mission of the Human Genome Project was never just to sequence an "average" human genome. As I have pointed out many times in my publications, the Human Genome Project was sold to the U.S. Congress as a worthwhile and fundable project because of its direct implications for applied science. To state otherwise is to misrepresent the actual intent of the project. Believe me, the U.S. Congress is not paying for "science for the sake of science."

When we compare the position of African Americans as articulated by the Manifesto with the manifestos developed by other peoples around the world, we see other important differences. Our Manifesto call for the establishment of a National Review Panel a watchdog organization to monitor genetic research to increase the probability that the genetic research conducted on African Americans is consistent with the needs of the African American community. For some outside our community, the idea of being monitored is disturbing. My position is that self-definition and self-control is (respectively) our right and our responsibility. We must educate ourselves about this project so that we can demand of it the information that it is capable of generating. Again, this is one more reason that this conference is so important.

Over the years, as an outside observer of the Human Genome Project, I have noted some important trends that we, as a people, should keep in mind as we seek to understand and have impact on this mega project. The Human Genome Project is a story with a rich and long history. The project is continually transforming and redefining itself in response to external pressures and events. Here are some points I' like all of us to keep in mind as we reflect on the presentations already given and those that will follow mine.

1. Genomic studies can be analyzed at many different levels. Things that are true at the molecular level do not necessarily translate into public health issues. We have to be able to distinguish what genetic variation is an important health concern for the group and what is an important individual health concern and what is just "noise in the system."
2. Inclusiveness cannot be assumed at any stage in the scientific endeavor. Exclusiveness is often the rule in American biomedicine and the pattern of sampling often reflects power relationships. For this mega project to reflect our concerns and priorities, we must make the demand for, as the great orator and abolitionist Frederick Douglass once said, "Power concedes nothing without demand, it never has and it never will"
3. Representativeness (in the Human Genome Project database or otherwise) is not guaranteed by shared financial backing or even clear scientific merit. Scientists are products of their culture. If the culture (which is driven by folk perspectives) does not mandate the inclusion of Black people, then the science generated by members of that culture will not necessarily consider including African American genetic sequences either. For example, consider the case of Celera. Celera, in its race with the Human Genome Project to sequence the human genome, relied on only one individual sequenced three times. Representativeness was clearly not even a consideration! Science is full of imbedded cultural assumptions. Sometimes (actually quite often) folk perspectives drive scientific interpretations. The only way that I know to get around this is to increase the number of "others" doing science. Cross-cultural, multi-ethnic, interdisciplinary dialogue is essential to get around the bias that all of us have.
4. Open competition and private enterprise (associated with the "race to sequence") can have some beneficial effects and can encourage a certain clarity of purpose. As long as there is no competition, the real purposes of mega efforts often become clear. Remember from your geometry, it takes two points to make a line. This competition has allowed us, on the outside, to see more clearly which direction molecular genetics is headed.
5. Institutions often misrepresent themselves when under scrutiny. This is why we need to be engaged as a people in the Human Genome Project and any other project that demands so many resources from all of us. Our engagement can help keep everybody honest and our presence at the table can keep our issues on the research and policy agenda.
6. Finally, we should realize that even highly touted mega projects like the Human Genome Project can make omissions and can shift directions. For years, Dr. Dunston has lobbied our colleagues in both the Human Genome Diversity Project and the Human Genome Project to include African American sequences in their baseline databases. These efforts were not successful at this level, but they did secure the investment, at Howard University, of a National Genome Center that promises to make our issues and our concerns a priority.

Human variation is a paradox. We are diverse, but often not in the ways that we

imagine. There is fundamental diversity within our subspecies, but there is also overwhelming essential unity. To suggest that we share 99% of our genes with chimpanzees misses the point. We share 26% of our genes with petunias! All life on this planet is interconnected and shows the signature of a single Creator God. Our task in the 21st century will be to try to understand what both the diversity and similarity of each of us means. We will need the new technological tools of functional genomics and interaction biology but we will also nee fresh perspectives. I believe that these perspectives will benefit from African American insights, honed over generations of overcoming disenfranchisement.

Thank you.

Questions from the audience.

The online presentation of this publication is a special feature of the Human Genome Project Information Web site.

begin:vcard
fn:Joseph Jordan
n:Jordan;Joseph
org:Univ. of North Carolina at Chapel Hill;Sonja Haynes Stone Ctr. for Black Culture and History
adr:;;150 South Rd., CB#5250;Chapel Hill;NC;27599-5250;USA
email;internet:jfjordan@email.unc.edu
title:Director, Assoc Prof.
tel;work:919-962-9001
tel;fax:919-9623725
url:http://ibiblio.org/shscbch/
version:2.1
end:vcard

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Saturday, June 10, 2006 7:45 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: Re: [Fwd: Re: Emily]

June 29th lunch is good.
Jan

Carlo Robustelli wrote:

> Jan,
>
> I wanted to confirm that you would be available on Thursday June 29th.
>
> hope your having a wonderful weekend,
> - Carlo
>
>
> ----------
>
> Subject:
> Re: Emily
> From:
> Joe Kennedy <kennedy4@email.unc.edu>
> Date:
> Fri, 09 Jun 2006 21:05:29 -0400
> To:
> Carlo Robustelli <carlo@unc.edu>
>
> To:
> Carlo Robustelli <carlo@unc.edu>
>
>
> Carlo,
> I would love to do lunch that week but could do only Tues., Thurs., or
> Fri. that week.
> Joe
>
> Carlo Robustelli wrote:
>
>> Joe,
>>
>> Would June 28th, noon, Carolina Inn work for lunch? Sorry that it is
>> so late in the month but I will be gone for a good chunk and Jan is
>> teaching a course that tightens up her schedule.
>> Best,
>> - Carlo
>>
>> Carlo Robustelli
>> Assistant to Director
>> Program Assistant
>> Parr Center for Ethics
>> Department of Philosophy, CB #3125
>> University of North Carolina at Chapel Hill
>> Chapel Hill, NC 27599-3125
>> USA
>>
>> Phone: (919) 843-5640
>> email: carlo@unc.edu
>> http://parrcenter.unc.edu
>> http://philosophy.unc.edu/robustelli.htm

>>
>>
>> Joe Kennedy wrote:
>>
>>> Carlo,
>>> I would love to have lunch with you and Jan. The next two weeks are
>>> bad, but then I am in town for most of the following month (except
>>> for July 4th week). I am sure I will bump into at our house before
>>> long.
>>> Cheers, Joe
>>>
>>> Carlo Robustelli wrote:
>>>
>>>> Hi Joe,
>>>>
>>>> I was just writing you as your email came through. Thanks for the
>>>> update. I was shocked and alarmed that she has not showed up. I
>>>> look forward to meeting you as well. Perhaps the Parr Center could
>>>> take you out to lunch to discuss potential events that may be of
>>>> interest to yourself and law students. One of the things we would
>>>> like to do is hold seminar's that count as CLE credit and are of
>>>> interest to a broader audience. Your input would be very valuable.
>>>> Emily has said very nice things about your family and I am sure I
>>>> will meet everyone shortly.
>>>> Best,
>>>> - Carlo
>>>>
>>>> Carlo Robustelli
>>>> Assistant to Director
>>>> Program Assistant
>>>> Parr Center for Ethics
>>>> Department of Philosophy, CB #3125
>>>> University of North Carolina at Chapel Hill
>>>> Chapel Hill, NC 27599-3125
>>>> USA
>>>>
>>>> Phone: (919) 843-5640
>>>> email: carlo@unc.edu
>>>> http://parrcenter.unc.edu
>>>> http://philosophy.unc.edu/robustelli.htm
>>>>
>>>>
>>>> Joe Kennedy wrote:
>>>>
>>>>> Carlo,
>>>>> Sorry to alarm you needlessly. We just heard from Emily. There
>>>>> was a misunderstanding about the time. I look forward to meeting
>>>>> you at some point.
>>>>> Cheers, Joe
>>>>>
>>>>>>
>>>>>>
>>>>>
>>>
>

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, June 15, 2006 2:45 PM
To: Williams-Johnson, Tracey D <twilliams@uncaa.unc.edu>
Subject: Re: [Fwd: CTOPS]
Attach: FALL 2006 Incoming WBB.doc

Tracey,
Here's what I will be sending or giving to them, just so you have a copy.
Jan

Tracey Williams wrote:

> Thanks Jan. They have been asking me questions but I told them to
> talk to you because we do not know anything about CTOPS. Jessica does
> not have email but you can call her at 252-325-4255 or 252-344-3186

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, June 15, 2006 7:06 PM
To: slscott@email.unc.edu
Subject: Re: another note
Attach: Quiz 8-Sum 06-Final.doc

Hi Sarah,
Yeah--this was a really bad quiz!!!
I'm attaching the final quiz. Can you take a quick look and let me know
if you think it is too easy for a take home quiz.

Thanks,
Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, June 15, 2006 10:46 PM
To: slscott@email.unc.edu
Subject: final quiz
Attach: Quiz 8-Sum 06-Final.doc

Final quiz. I changed the last question, as I figured the English/Moulton essays were included in the last quiz. I've attached it again. I want to put it on blackboard--you think it is okay?
Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, June 16, 2006 10:02 PM
To: slscott@email.unc.edu
Subject: Re: quizzes

Sarah,
Stop grading them for now. Using notes is okay, but we did warn them not just to cut and paste. Is anyone giving any kind of argument? Or is it just the copying. I have a few on email; I'll take a look at them to see how they are.

Jan

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF THE
UNIVERSITY REGISTRAR

104 HANES HALL
CAMPUS BOX 2100
CHAPEL HILL, NC 27599-2100

T 919.962.8291
F 919.962.3349
http://regweb.unc.edu

MEMORANDUM

TO: All Teaching Faculty

FROM: Senora DeCosta, Assistant University Registrar

DATE: June 19, 2006

RE: First Summer Session Grades

Enclosed are the Official Class Rolls and Grade Reports for First Summer Session 2006. These reports are due at the Office of the University Registrar, 105 Hanes Hall, no later than 72 hours after the scheduled time of the final examination. (See due dates below)

Compliance with the 72 hour deadline is important as it enables us to reliably determine academic eligibility information to report to school Deans. This enables them to assess whether or not a student may continue enrollment for the next term.

To facilitate the timely receipt and entering of grades, please follow these guidelines for returning Official Class Rolls and Grade Reports to the Office of the University Registrar:

- Exams scheduled on Monday, June 19 are due by 5:00 PM on Thursday, June 22
  Exams scheduled on Tuesday, June 20 are ***due by 4:00 PM*** on Friday, June 23

  Courses that do not have final examinations are due by 5:00 PM on Thursday, June 22

- When the Office of the University Registrar is closed, you may deposit your grade roll(s) in the GRADE ROLL DROP BOX located in the panel next to the west-facing (handicapped-access) door of Hanes Hall. This is the end of the building closest to Carroll Hall.

- The Report For Assignment Of Temporary Grade Of AB Or IN To Undergraduates can be found on-line at:
  http://regweb.unc.edu/resources/ab_report_form.pdf.

- Use only black or dark blue ink when completing and signing grade rolls. Adherence to this request is imperative, as pencil markings and other colors of ink do not duplicate very clearly. We must be able to microfilm our grade rolls for permanent storage and reference.

- Every registered student **must** have an appropriate grade designation (no blanks). If a student did not show up for the final examination or has not been attending classes, a grade of "AB" or "FA" must be assigned. Do not line through the name of a student you believe is not registered for your class. Assign that student an "AB" grade. This is the only action that will be recognized by our office. Nor should you write in the name of a student that you believe to be registered for your class. Appropriate actions will be taken when our office receives the official form governing the situation. **Only a Post-Semester Registration/Drop/Add Form can remove or add a student to a course after the Official Roll & Grade Reports have been generated for the semester.**

- Even if you know an undergraduate student has elected to take your course under the PS/D+/D/F option, you must assign the regular appropriate letter grade for their performance. The computerized grade table will convert grades of "C-" or better to "PS".

Refer to Registrar Procedures Memorandum (RPM) No. 24, for university grading policies and grade definitions at (http://regweb.unc.edu/resources/rpm24.php). Listed below are some tips and definitions to help you determine the appropriate grades to assign.

- All courses numbered 99 and below should use the undergraduate grading system, i.e., A, A-, B+, .., D, F.

- Grades assigned in courses numbered 100 through 199 depend upon the individual student classification. Students with undergraduate classifications should be assigned grades using the undergraduate grading system. **Please do not use + and – for any graduate student grade. Pluses (+) and minuses (-) are not valid for H, P, L grades. This consumes an extraordinary amount of time for our staff to mark through every incorrect + or – on the grade roll, before it can be sent to data entry. If you are assigning a graduate grade and would like to make note on the grade roll of a plus (+) or minus (-) associated with the grade, use the "Remarks" column.** Please use the following classification tables to help you determine the appropriate assignment of grades.

Undergraduate Classifications:

FR	Freshman
SO	Sophomore
JR	Junior
SR	Senior
FYR	Fifth Year (Pharmacy)
SPU	Special Undergraduate Non-degree
II	Inter-Institutional
SDS	Special Degree Seeking and Off-Campus Nursing Program
FX	Foreign Exchange

Graduate & Professional Classifications:

GD	Grad Doctoral
GM	Grad Masters
GPM	Grad Post Masters
GMD	Grad Masters then Doctoral
GPD	Grad Post Doctoral
SPG	Special Graduate Non-degree
1st	First Year MBA or Professional
2nd	Second Year MBA or Professional
3rd	Third Year Professional
4th	Fourth Year Professional
II	Inter-Institutional
FX	Foreign Exchange
SPP	Professional Non-degree
SDS	Currently used for Off-Campus Professional Pharmacy Program

Note: The classifications that start with "SP" (SPU, SPG, SPP) are used for non-degree students. Classifications that start with "G" (GD, GM, GMD, GPM, GPD) are graduate classifications. Classifications II and FX can be used for undergraduate or graduate students. Also, Continuing Studies post baccalaureate students (CS, SPG) are allowed to choose either the undergraduate or graduate grading system in courses numbered 100 through 199 for grade assignments. The student is supposed to inform the instructor at the beginning of classes as to their choice of grading system.

- The "FA" grade is assigned when an undergraduate student did not attend the final examination, and could not pass the course regardless of performance on the exam. This would be appropriate for an undergraduate student that never attended the course or has excessive absences in the course, as well as missing the exam.

- The "AB" grade is assigned when the student did not attend the final examination, and there is the possibility that the student could pass the course if the exam was taken. The "AB" is computed as an "F" grade in an undergraduate student's GPA. For undergraduate students, an "AB" grade is changed automatically to an "F*" if the grade is not cleared by the end of the next regular semester. For graduate students, an "AB" will revert to an "F*" (administratively assigned grade) if the grade is not cleared within one year from the original examination.

- The "IN" grade is assigned when the student took the final examination but did not complete some other course requirement. The student could pass the course if the assignment was completed. The "IN" is computed as an "F" grade in an undergraduate student's GPA. For undergraduate students, an "IN" is changed automatically to an "F*" if the grade is not cleared by eight weeks into the next regular semester. For graduate students, an "IN" will revert to an "F*" (administratively assigned grade) if the grade is not cleared within one year from the original examination.

- The "SP" grade is assigned for undergraduate students participating in the first course(s) of an approved departmental Undergraduate Honors Program. The Honors Program usually runs for the duration of at least two semesters (Junior and/or Senior Honors/Research). A final permanent grade is not assigned until completion of the second and/or final course. When the final permanent grade is assigned for an Honors Program, any previously assigned grade(s) of "SP" must be changed to the appropriate permanent letter grade by an Official Grade Change Form.

  Note: "IN" and "AB" are temporary grades that can be reported on the Official Class Roll and Grade Report or on an Official Grade Change Form. Instructors can change temporary grades to permanent grades by completing the Official Grade Change Form within the specified deadlines. Once a grade has been changed to an "F*", a dean's signature is also required on the Official Grade Change Form.

For any questions about this material, you may contact me at senora@unc.edu or 962-0495. Thank you.

cc: All OUR Staff

When Completing Grade Rolls:

- ***Deadlines for receiving grades in Registrar's Office***

  Exams scheduled on <u>Monday, June 19</u> are due by 5:00 PM on <u>Thursday, June 22</u>

  Exams scheduled on <u>Tuesday, June 20</u> are *due by 4:00 PM* on <u>Friday, June 23</u>

  No Final exam -- Thursday, June 22

- ***Grade Roll Checklist***

  - ✓ Leave no student ungraded
  - ✓ Do not line through or add students
  - ✓ Use blue or black ink only
  - ✓ A dedicated workstation is available to receive your Grade Rolls
  - ✓ For after-hours delivery use the Drop Box located at the end of the building nearest Carroll Hall

- ***The Report For Assignment Of Temporary Grade Of AB Or IN To Undergraduates can be found on-line at:***

<u>http://regweb.unc.edu/resources/ab_report_form.pdf</u>.

- ***Refer to Registrar Procedures Memorandum (RPM) No. 24, for University grading policies and grade definitions at:***

<u>http://regweb.unc.edu/resources/rpm24.php</u>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, June 23, 2006 12:33 PM
To: Lycan, William G <ujanel@isis.unc.edu>
Subject: Re: Problem about Tom

Bill,
You are so right. I hadn't corrected my spread sheet to reflect his being DGS last year. Jay taught the 6F in his place--maybe we should look at Jay for this. He taught a FYS Spring 05 and Spring 06. I think he would be eligible.

Jan

William G. Lycan wrote:

>Jan--
> Sorry to bother you again, but I can't find any record of Tom teaching any
>undergraduate course other than that 37H in the past two years. Can that
>be so? Also, the 37H had only 8 first-years in it.
>
> Thanks, Bill
>
>
>
>

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, June 29, 2006 11:09 AM
To: Carlo Robustelli <carlo@unc.edu>
Cc: Kennedy, Joseph E <kennedy4@email.unc.edu>
Subject: Re: Lunch Rescheduled for Tomorrow

I just checked my calendar and I have another lunch scheduled for Friday :(
So we'll have to reschedule. Anyday next week is good for me.

Jan

Carlo Robustelli wrote:

> Hi Joe,
>
> I just got your message and I am very sorry for the misunderstanding
> on the date. Lets plan on meeting tomorrow at noon. I will confirm
> this with Jan to make sure she doesn't have any conflict.
> Again, sorry for the confusion.
>
> Best,
> - Carlo
>
> Carlo Robustelli
> Assistant to Director
> Program Assistant
> Parr Center for Ethics
> Department of Philosophy, CB #3125
> University of North Carolina at Chapel Hill
> Chapel Hill, NC 27599-3125
> USA
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> Phone: (919) 843-5640
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> http://parrcenter.unc.edu
> http://philosophy.unc.edu/robustelli.htm
>
>
> Carlo Robustelli wrote:
>
>> Hi Jan and Joe,
>>
>> This is just a reminder that we are meeting today at noon at the
>> Crossroads restaurant.
>> See you then,
>> - Carlo
>>
>> Carlo Robustelli
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>> Joe Kennedy wrote:
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>>> Carlo,
>>> That sounds great. I will see you at the Crossroads restaurant at
>>> the Inn that day at noon.
>>> Joe
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>>> Carlo Robustelli wrote:
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>>>> Joe,
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>>>> June 29th, Thursday works perfectly with us. If we can meet at the
>>>> Carolina Inn (around noon??) that would work well for us since
>>>> parking is easy.
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>>>> Thanks,
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>>>>>>> Carlo,
>>>>>>> I would love to have lunch with you and Jan. The next two weeks
>>>>>>> are bad, but then I am in town for most of the following month
>>>>>>> (except for July 4th week). I am sure I will bump into at our
>>>>>>> house before long.
>>>>>>> Cheers, Joe
>>>>>>>
>>>>>>> Carlo Robustelli wrote:
>>>>>>>
>>>>>>>> Hi Joe,
>>>>>>>>
>>>>>>>> I was just writing you as your email came through. Thanks for
>>>>>>>> the update. I was shocked and alarmed that she has not showed
>>>>>>>> up. I look forward to meeting you as well. Perhaps the Parr
>>>>>>>> Center could take you out to lunch to discuss potential events
>>>>>>>> that may be of interest to yourself and law students. One of
>>>>>>>> the things we would like to do is hold seminar's that count as
>>>>>>>> CLE credit and are of interest to a broader audience. Your
>>>>>>>> input would be very valuable.
>>>>>>>> Emily has said very nice things about your family and I am sure
>>>>>>>> I will meet everyone shortly.
>>>>>>>> Best,
>>>>>>>> - Carlo
>>>>>>>>
>>>>>>>> Carlo Robustelli
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>>>>>>>>
>>>>>>>> Joe Kennedy wrote:
>>>>>>>>
>>>>>>>>>> Carlo,
>>>>>>>>>> Sorry to alarm you needlessly. We just heard from Emily.
>>>>>>>>>> There was a misunderstanding about the time. I look forward
>>>>>>>>>> to meeting you at some point.
>>>>>>>>>> Cheers, Joe
>>>>>>>>>>
>>>>>>>>>>>>
>>>>>>>>>>>>
>>

Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, June 29, 2006 5:29 PM
To: Kennedy, Joseph E <kennedy4@email.unc.edu>
Cc: Carlo Robustelli <carlo@unc.edu>
Subject: Re: Lunch Rescheduled for Tomorrow

No problem; July 13th works for me.
Jan

Joe Kennedy wrote:

> I have a confession and an apology to make. I started worrying that I
> had goofed things up and went back over my email file for appts.
> Carlo was right; we were supposed to lunch today. Somewhere between
> his email and my calendar, I messed things up. Sorry! How about July
> 13th?
> Joe
>
> Jan Boxill wrote:
>
>> I just checked my calendar and I have another lunch scheduled for
>> Friday :(
>> So we'll have to reschedule. Anyday next week is good for me.
>>
>> Jan
>>
>> Carlo Robustelli wrote:
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>>> Hi Joe,
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>>>>>> Thanks,
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>>>>>>>>>> - Carlo

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>

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Jan Boxill, Ph.D.
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Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, July 7, 2006 4:19 PM
To: Gucki Obler <hobler@email.unc.edu>
Subject: [Fwd: Re: Spring courses]
Attach: Re Spring courses.msg

Go ahead and schedule the Human Nature FYS PHIL 53-- see if we can make
it honors, and once a week--Thurs would be good I think.
Thanks
Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Jesse Prinz <jesse@subcortex.com>
Sent: Friday, July 7, 2006 6:06 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Re: Spring courses

Hi Jan,

Wow, those all sound fantastic, especially Consciousness and Human Nature (because I'll be doing moral stuff with Joshua). I'd be thrilled to teach either, because I'm writing about both topics right now. I don't have a strong preference, so you could let curricular needs decide. If you'd like me to decide, I'm marginally more inclined to human nature, because I think the topic is more important.

Re timing, I'd marginally prefer one session a week because I think it would facilitate discussion and class exercises, but two sessions is fine as well. Whatever works.

Thanks again, Jan. I'm very excited!

Jesse

On Jul 7, 2006, at 11:49 AM, Jan Boxill wrote:

> Hi Jesse,
> I am in the process of finalizing the Spring 2007 schedule.
> Presently you are scheduled to have a Kenan Seminar with Joshua
> Knobe. For your second course, I was wondering if you would like
> to teach a First Year Seminar [perhaps an honors section]. There
> are three on the books that I thought you could do: Minds Brain and
> Consciousness; Moral Weakness and Conscience; Theories of Human
> Nature. You can look up their full descriptions on the web at
> www.unc.edu/fys/courses/phil.html
>
> If you are interested and/or willing to teach one of these, let me
> know which one and at what time you would like: E.g. a one-time
> 2-1/2 hour meeting; or twice a week, or 3x a week. I have
> tentatively scheduled the Kenan Seminar Wednesdays 3:30-6.
>
> Thanks so much,
> Jan
>
> --
> Jan Boxill, Ph.D.
> Senior Lecturer and Associate Chair
> Director, Parr Center for Ethics
> Department of Philosophy
> University of North Carolina
> Chapel Hill, NC 27599-3125
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>

PHILOSOPHY 21: Fall 2002 QUIZ #4

USE YOUR OWN PAPER AND BE SURE TO **LEGIBLY** PUT YOUR NAME ON IT.

DERIVATIONS:

1. **$(A \vee E) \supset (B \supset C)$** **Derive: $A \supset C$**
   $B \& D$

2. **$A \equiv (B \& C)$** **Derive: $A \supset E$**
   $B \supset D$
   $(D \& C) \supset E$

3. **$B \equiv \sim A$** **Derive: A**
   $B \supset (D \& C)$
   $D \supset A$

QUIZ # 6: TAKE HOME

DUE: IN CLASS THURSDAY, NOVEMBER 14
NO LATE QUIZZES ACCEPTED

SYMBOLIZE THE FOLLOWING ARGUMENT AND THEN DO A DERIVATION. YOU MAY USE THE RULES IN SD AND SD+
Please use lined paper, and make sure your writing is legible. If I can't read it I can't grade it.

If Saddam doesn't disarm and it is not the case that both Japan and England support the United States; then Japan won't support the US, if China does. It is not the case that both Japan and England support the US, and neither does Russia. England supports the US only if France does. Saddam won't disarm unless Japan and England support the US. But if it is not the case that both England and Japan support the US, then either China or England does. So, either Japan won't support the US or France does.

Use the following scheme of abbreviations:

D: Saddam disarms
E: England supports the US
F: France supports the US
J: Japan supports the US
R: Russia supports the US
S: China supports the US

PHILOSOPHY 21: Fall 2002 **NAME: _____**
QUIZ #7

I. Symbolize the following in PL:

UD:	**People**	
Fx:	**x is female**	**a: Anne**
Mx:	**x is male**	**b: Bob**
Txy:	**x is taller than y**	**c: Carol**
Lxy:	**x loves y**	**d: David**

1. Anne is female.

2. Bob and David are male, while Anne and Carol are females.

3. Bob is taller than Carol, but not taller than David.

4. If David loves Anne and Anne loves Bob, then Anne doesn't love David.

5. Bob is taller than Anne, who is taller than Carol; but David is taller than everyone only if Carol is not taller than Bob.

II. Symbolize the following in PL:

UD:	**People**	
Fx:	**x is female**	**a: Anne**
Mx:	**x is male**	**b: Bob**
Ox:	**x is mortal**	**c: Carol**
Lx:	**x is a mammal**	**d: David**

6. Everyone is mortal.

7. No one is not mortal.

8. Females are all mortal, but not all mortals are female.

9. There are some mortal males, but there are some mortals who are not males.

10. If all females and males are mortal, then if Anne and Carol are females, and Bob and David are males, then each of them is mortal.

BONUS: (2 points) Symbolize the following and clearly indicate your scheme of abbreviations. UD: is the universe

If it is raining, then everyone should have an umbrella; but if it is not raining, then no one should have an umbrella unless the sun is shining brightly.

PHILOSOPHY 21: FINAL EXAM F02 **NAME:** _____

PUT ALL WORK IN BLUE BOOKS

MULTIPLE CHOICE: (2 points each)

1. A valid argument:
   - a: must have a true conclusion.
   - b. cannot have a false conclusion
   - c. may have a false conclusion
   - d. none of the above

2. A sound argument:
   - a. must have a true conclusion.
   - b. cannot be invalid
   - c. must have all true premises
   - d. all of the above

3. An argument with a False conclusion
   - a. must be invalid
   - b. may be sound
   - c. may be valid
   - d. none of the above.

4. If a set of sentences is logically consistent, it:
   - a. can have a logically false sentence in the set.
   - b. must have a logically true sentence in the set.
   - c. cannot have any logically indeterminate sentences in the set.
   - d. none of the above.

5. From the formula ~(A v B), using DeMorgans Rule you can infer:
   - a. ~(A & B)
   - b. ~A & ~B
   - c. ~A v ~B
   - d. all of the above

6. If A=T and B=F, state whether each of the following is true, false, or indeterminate (5 points)

   a. A ≡ B

   b. B ~ C

   c. C A

   d. B v C

   e. (A & ~B) ~(~A C)

II. TRUTH TABLES: Do all work in BLUE BOOK.

1. Explain the procedure in using truth tables, and the theory behind the procedure. Use an example to support your explanation.

2. Using a truth table (either complete or shortened), determine whether each of the following is valid or invalid. Be clear in your demonstration.

   A. A C
      B ≡ C

   B. (A & ~ B) A
      ~(A v C) ~A & ~C

$\underline{\sim B}$
$\sim A$

$\underline{(A \& B) \equiv (B \& A)}$
$A \& B \equiv \sim(A \& B)$

III. USING THE FOLLOWING SCHEME OF ABBREVIATIONS SYMBOLIZE THE FOLLOWING:

P:	Patriotism is a virtue	Q:	Iraq is defying the United Nations
S:	John supports the President	R:	John is patriotic
T:	John is virtuous.		

1. Either John supports the President or John is not virtuous, unless patriotism is a virtue.
2. John is patriotic if and only if he supports the President.
3. Either John is virtuous, if he supports the President, or he patriotism is not a virtue; but John doesn't support the President
4. If patriotism is a virtue and Iraq is defying the United Nations, then John, who does not support the President is not patriotic nor is he virtuous.
5. Iraq is not defying the United Nations; however, assuming that it is, John is patriotic, supports the President, and is virtuous only if patriotism is a virtue.

IV. DERIVATIONS IN SL/SL+ -- You may use the derivation and replacement rules.

1. Do a derivation of the valid argument in II.

2.
$\sim A \vee \sim B$
$C \quad A$
$\sim B \quad \sim C$
$\underline{C \vee D}$
D

3.
$B \vee M$
$B \quad C$
$(M \quad G) \& (G \quad Z)$
$\underline{(E \vee R) \equiv (\sim C \& \sim Z)}$
$E \quad \sim K$

V. SYMBOLIZE THE FOLLOWING IN PL USING THE SCHEME OF ABBREVIATIONS:

UD: The Universe

Ax:	x is an animal.	Bxy:	x is better than y.	
Cx:	x is a cat.	Dx:	x is a dog.	
Lxy:	x loves y.	a:	Alice	b: Bob

1. All cats and dogs are animals.
2. Alice loves cats and Bob loves dogs, provided that not all animals are dogs.
3. No dogs are not animals; moreover cats are animals if and only if dogs are animals.
4. Some animals are cats, and some animals are not dogs; but Alice loves some animals only if they are cats.
5. Alice loves Bob only if Bob loves cats; however, Alice does not love Bob unless Bob is better than all cats.

VI. DERIVATIONS IN PREDICATE LOGIC.

1.

TRUTH FUNCTIONAL CONNECTIVES

A connective is truth functional if and only if we can tell the truth value of the whole sentence given the truth value of its component parts.

DEFINITIONS

Given this feature we can DEFINE a truth-functional connective by defining how the truth value of the parts determines the truth value of the whole, as follows:

Atomic sentences		**Negation**	**Conjunction**	**Disjunction**	**Conditional**	**Biconditional**
P	***Q***	***~P***	***P & Q***	***P v Q***	***P ⊃ Q***	***P ≡ Q***
T	T	F	T	T	T	T
T	F	F	F	T	F	F
F	T	T	F	T	T	F
F	F	T	F	F	T	T

A truth table provides an automatic procedure for telling whether a complex sentence is true or false given the truth value of its parts. Examining the table we can see that:

A **CONJUNCTION** is true if and only if both conjuncts are true.
A **DISJUNCTION** is true if and only if at least one of the disjuncts is true.
A **CONDITIONAL** is true so long as the antecedent isn't true and the consequent false.
I.e. a conditional is **FALSE** only when the antecedent is true**, AND** the consequent is false; it is true otherwise.
A **BICONDITIONAL** is true if and only if both components have the same truth value.
A **NEGATION** is true if and only if the sentence negated is false.

CONSTRUCTING TRUTH TABLES:

Truth tables provide a way of assessing validity, consistence, logical truth, logical falsity, logical equivalence. WE can only construct truth tables for truth-functional sentences. In constructing a truth table, we show whether the sentence under consideration is true or false *for every possible truth value of its atomic components*. It will be important in constructing the truth table to make sure we have accounted for every possible assignment of truth values to the atomic sentences.

There is an easy way to account for every possible assignment:

First, write each atomic sentence at the top in alphabetical order. Count the number of atomic sentences.
Second, the number of rows should equal 2 (T/F) to the "n" power, where "n" equals the number of different atomic sentences. So with a formula (P & Q) v R, there are 3 atomic sentences, so 2 to the power of 3 would require 8 rows. A sentence with only 2 atomic sentences will require only 4 rows.
Third, beginning at the right fill in True and False alternatively; then move one to the left and fill in true and false alternating by twos; then move one to the left and alternate by fours. If there a more, you continue working to the left by eights, then sixteens, etc. Using this method assures the truth table will be complete.

TRUTH-FUNCTIONAL CONNECTIVES

T-F CONNECTIVE	SYMBOL	ENGLISH WORD	SYNONYMS
CONJUNCTION	**&**	**AND**	but, although, moreover, though, However, who, which, in which case
DISJUNCTION	**v**	**OR**	unless, either… or
NEGATION	**~**	**NOT**	it is not the case that.., non- Prefixes: im, il, un, ir, in
MATERIAL CONDITIONAL	**⊃**	**IF…, THEN**	**ANTECENDENT INDICATORS** Assuming that, Assuming Given that, Given Provided that, Provided On condition that A sufficient condition for **CONSEQUENT INDICATORS:** Only if A necessary condition for
BI-CONDITIONAL	**≡**	**IF AND ONLY IF**	IFF (an abbreviation) When and only when Just in case

COMMON COMBINATIONS:

BOTH *P* AND *Q*	*(P & Q)*
NEITHER *P* NOR *Q:*	*~(P v Q)*
It is not that case that if *P*, then *Q*.	*~(P ⊃ Q)*
If not P, then Q	*~P ⊃ Q*
P or Q, but not both	*(P v Q) & ~(P & Q)*

TRUTH-FUNCTIONAL CONNECTIVES

T-F CONNECTIVE	SYMBOL	ENGLISH WORD	SYNONYMS
CONJUNCTION	**&**	**AND**	but, although, moreover, though, However, who, which, in which case
DISJUNCTION	**v**	**OR**	unless, either or
NEGATION	**~**	**NOT**	it is not the case that.., non- Prefixes: im, il, un, ir, in
MATERIAL CONDITIONAL		**IF, THEN**	**ANTECENDENT INDICATORS** Assuming that, Assuming Given that, Given Provided that, Provided On condition that A sufficient condition for **CONSEQUENT INDICATORS:** Only if A necessary condition for
BI-CONDITIONAL		**IF AND ONLY IF**	IFF (an abbreviation) When and only when Just in case

COMMON COMBINATIONS:

BOTH *P* AND *Q*	*(P & Q)*
NEITHER *P* NOR *Q:*	*~(P v Q)*
It is not that case that if *P*, then *Q*.	*~(P Q)*
If not P, then Q	*~P Q*
P or Q, but not both	*(P v Q) & ~(P & Q)*

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, July 13, 2006 1:32 PM
To: Postema, Gerald J <gpostema@email.unc.edu>
Subject: Spring
Attach: Spring 2007 Schedule July 12, 2006.xls

Hi Jerry,
I am attaching the Spring 2007 schedule as it now stands.We keep it updated on the Admin file--it is under Courses; 2006-2007 if you have access at home. Have you communicated with Alan Buchanan?

Thanks,
Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, July 16, 2006 11:45 AM
To: Entwisle, Barbara <entwisle@unc.edu>
Subject: Re: University Teaching Awards

Hi Barbara,
Yes, I will be honored to serve as the Tanner Graduate Teaching Awards Committee. The awards are something I take very seriously and I enjoy doing it. The time spent is definitely well worth it and rewarding.

Thanks,
Jan

Barbara Entwisle wrote:

> Dear Jan,
>
> I am chairing the Teaching Awards Committee this year and am seeking
> folks to help out. Kevin Stewart was very complimentary about the work
> you did last year and I am hoping that you will agree to chair the
> Tanner Graduate Teaching Assistants awards committee this year. This
> is a really important award to honor the work of graduate students
> that might otherwise go unnoticed, and we could really use someone
> with your experience to head up the committee. I can imagine that you
> are very busyI am too but am making the time for this important work.
> Debbie Stevenson and I promise to make your workload as light as
> possible.
>
> If you need more information, please give me a call or send me an email.
>
> Thanks you,
> Barbara Entwisle
>
> Professor of Sociology
> Director, Carolina Population Center
> entwisle@unc.edu
> 966-1710
>

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

PHILOSOPHY 110 **INTRO: GREAT WORKS**

Course description:
In this course we will examine a number of exceptionally influential philosophical works starting with Plato (circa 400 BC) and continuing through Locke and Hume of the Early Modern period.

Texts:
Plato: Republic, G.M.A. Grube & C.D.C Reeve. (Hackett 1992)

(Possibly other texts TBA)

Various readings available on the internet, Blackboard, and the University Libraries ereserves.

Grading:

40%	Journal
10%	1st Short Paper
20%	2nd Short Paper
15%	Midterm Exam
15%	Final Exam

JOURNAL: During the course of the semester there will be 20-30 assignments which will comprise your journal grade. You will be allowed to drop 10-15% of those grades which will work out to 2-5 assignments by the end of the semester. These assignments will consist of quizzes, written assignments, and group work assignments.

The grades for non-quiz journal assignments will be 100, 70, or zero. There will be no late assignments accepted and no make-ups. Since many of the assignments will be on material that has not been lectured on or discussed, your grade will depend on the apparent amount of thought and effort demonstrated. Read carefully and think hard and you should do well.

SHORT PAPERS: The first paper will be 3-5 pages in length and the second approximately 5 pages. I realize that writing philosophically takes practice thus the greater weight given to the second paper. Be sure to utilize the feedback on your first paper when writing the second.

On the cover sheet of your papers write the student pledge: "On my honor, I have neither given nor received unauthorized aid on this assignment." Sign your name below the pledge before handing it in. Include your name on the cover sheet and be sure that your name does **not** appear anywhere except the cover sheet.

EXAMS: The Exams will both be essay exams. Bring a blue book to class with you.

Important Dates:
(Most of these dates are tentative and subject to change – especially the paper dates)

Tue	9	Sept	Drop Deadline
Thu	2	Oct	Miderm Exam
Tue	7	Oct	1st paper assigned
Thu	16	Oct	1st paper due
Thu	23	Oct	Fall Break (no class)
Tue	11	Nov	2nd paper assigned
Tue	25	Nov	2nd paper due
Thu	27	Nov	Thanksgiving Break (no class)
Thu	4	Dec	Last day of class
Tue	16	Dec	Final Exam (8am – regular classroom)

Honor Code:
The Honor Code prohibits lying, cheating or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity. The Campus Code requires students to conduct themselves in such ways as not to impair the welfare or the educational opportunities of others in the University community. As a UNC student, you have accepted a commitment to the Honor Code and the Campus Code, and the principles of academic integrity, personal honesty, and responsible citizenship on which they were founded more than 100 years ago. Academic dishonesty in any form is unacceptable, because it circumvents the purpose of the University's life and work. As an instructor, I have a responsibility to report any possible Honor Code violations to the Student Attorney General. I trust that you will join me in supporting the Honor Code by signing the Honor Pledge on all written work, and by consulting me if you are uncertain about your responsibilities within Philosophy 24.

Plagiarism is a serious offense and will be treated as such. If you use an idea from the readings. a friend, or the internet you must use a proper citation. Examples: (*Platonic Dialogues and Their Philosophical Influence*, M.A. Thatcher p145) or (The Internet Encyclopedia of Philosophy [URL of cited page]).

PHILOSOPHY 110 **INTRO: GREAT WORKS**

Course description:
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On the cover sheet of your papers write the student pledge: "On my honor, I have neither given nor received unauthorized aid on this assignment." Sign your name below the pledge before handing it in. Include your name on the cover sheet and be sure that your name does **not** appear anywhere except the cover sheet.

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Plagiarism is a serious offense and will be treated as such. If you use an idea from the readings. a friend, or the internet you must use a proper citation. Examples: (*Platonic Dialogues and Their Philosophical Influence*, M.A. Thatcher p145) or (The Internet Encyclopedia of Philosophy [URL of cited page]).

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, July 20, 2006 9:03 PM
To: Gucki Obler <hobler@email.unc.edu>
Subject: [Fwd: Second Summer Session Grades]
Attach: Second Summer Session Grades.msg

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Decosta, Senora R <senora@unc.edu>

Sent: Thursday, July 20, 2006 6:14 PM

To: Warren, Angeline <awarren@email.unc.edu>; Rainey, Arlene <arlene_rainey@unc.edu>; McCullen, Ashley D <amcculle@email.unc.edu>; Patricia M. Maroney <pmaroney@email.unc.edu>; Glenda Thompson <glenda@email.unc.edu>; Jerry M. Spiller <jmspille@email.unc.edu>; Lennis Carrier <lcarrier@email.unc.edu>; Bernhardt, Valerie M <valerieb@email.unc.edu>; Karen Thigpen <thigpen@cs.unc.edu>; Weiler, Jonathan D <jweiler@email.unc.edu>; Lee, Joanne O. <Joanne_Lee@unc.edu>; Kelly, Miranda S <miranda@unc.edu>; Sherry Rhodes <sherry_rhodes@unc.edu>; Wallace, Wanda L. <allace@email.unc.edu>; Ryan Platin <pltn4@email.unc.edu>; Crowe, Asta E <acrowe@email.unc.edu>; Emily Mallasch <mallasch@email.unc.edu>; Test Message <karr@att.net>; McIver, Samelia <mciver@email.unc.edu>; Williams, Terita <terita_williams@med.unc.edu>; Myra Quick <quick@email.unc.edu>; Walker, Victoria Ward <vwwalker@email.unc.edu>; Gucki Obler <hobler@email.unc.edu>; Mark Walvoord <walvoord@unc.edu>; Williams, Gina <gina_werner@med.unc.edu>; Gorman, Jacquelene W <jackie@unc.edu>; Phillips, Nell K <nphillip@email.unc.edu>; Fletcher, W Miles <wmfletch@email.unc.edu>; Winston, Mary C <cwinston@physics.unc.edu>; Hobgood, Melissa C <mhobgood@bios.unc.edu>; Victoria Dowd <dowd@email.unc.edu>; tjohnson@bme.unc.edu; Fholer, Marie A <fholer@email.unc.edu>; Boxill, Jeanette M <JMBOXILL@email.unc.edu>; Sauer, Beth H <bhsauer@email.unc.edu>; Lanakila Michaels <lanakila_michaels@unc.edu>; Melton, Sheena J <smelton@email.unc.edu>; McKinney, Nancy D <ndmckinney@unc.edu>; Sharon Pickard <pickard@iogmail.iog.unc.edu>; Harris, Lori <leharris@email.unc.edu>; Davis, Sharon E <sedavis@email.unc.edu>; Amanda Brooks <amandalb@email.unc.edu>; Denise Kent <dkent@unc.edu>; Van Meter, Leslie S <lvanmeter@unc.edu>; Futrell, Betty S <bfutrell@email.unc.edu>; Salaam, Nadera <nadera@email.unc.edu>; Cheek, Suphronia M-j <sjcheek@email.unc.edu>; Denise Ryan <daryan@email.unc.edu>; Deborah Davis <Deborah_Davis@unc.edu>; Marcia Mock <marcia_mock@unc.edu>; Hinrichs, Mary L <mhinrich@email.unc.edu>; Fulenwider, C. Lindsay <lindsay@email.unc.edu>; Rogers, Charlotte H <crogers@email.unc.edu>; cas_sallie.con <sallie@physics.unc.edu>; Soltis, Susan L <soltis@email.unc.edu>; Ward, Janet M <jkerr@email.unc.edu>; Carolyn Fahey <cfahey@med.unc.edu>; Carter, Janis C <carter1@email.unc.edu>; Taylor, Geraldine <gtaylor@email.unc.edu>; Berg, Vilma Gabriele <vberg@email.unc.edu>; Andi Morgan <file@email.unc.edu>; Clemmons, Jason <jclem@email.unc.edu>; Poteat, Phyllis B <pbpoteat@email.unc.edu>; Flannery, Dixie <dixie_flannery@med.unc.edu>; Thompson, Karen <kthomps1@email.unc.edu>; Turner, Carolyn L <turnerc@email.unc.edu>; Sessoms, Sharon R <srsessom@email.unc.edu>; Sardi, Karen L <ksardi@email.unc.edu>; Newman, Carolyn <cnewman@email.unc.edu>; Warfford, Janice C <janice_warfford@med.unc.edu>; Daniel Pellathy <pellathy@email.unc.edu>; Diana, Ina Bobrow <ina_diana@med.unc.edu>; Moore, Katherine A <mooreka@email.unc.edu>; Yvette Thompson <vette4@email.unc.edu>; Jessica Russell <Jessica_Russell@unc.edu>; Blalock, Lori N. <lori_blalock@med.unc.edu>; Bailey, Lara J <ljbailey@email.unc.edu>; Hill, Diane T <dhill@email.unc.edu>

Subject: Second Summer Session Grades

Attach: 2SS064grdrlcvrltr.doc; 2SS064GradeRollFlyer.doc; 2SS064grdrollmemo.doc

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All -

Attached you will find three documents. The first explains the materials you will receive for this Session. Your grade rolls will be available for pick-up on Wednesday, July 26 in the basement of Hanes

Hall (Rm. 01) between the hours of 2-5pm. Remember to bring id, and if you are sending a substitute to collect your grade rolls, they should have a letter of authorization from you. Please let me know if you have any questions. Thank you -- Senora

--
****
Senora DeCosta
Assistant University Registrar
University of North Carolina at Chapel Hill
CB# 2100, 105 Hanes Hall
Chapel Hill, NC 27599-2100
Phone: 919 962-9859
Fax: 919 962-3349
E-mail: senora@unc.edu
****

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF THE
UNIVERSITY REGISTRAR

104 HANES HALL
CAMPUS BOX 2100
CHAPEL HILL, NC 27599-2100

T 919.962.8291
F 919.962.3349
http://regweb.unc.edu

Memorandum

To: School/Department Receivers of Grade Rolls

From: Senora DeCosta, Assistant Registrar

Date: July 26, 2006

RE: Second Summer Session Grades

The extended version of the *Grades Memo to All Teaching Faculty* will no longer be included with your grade rolls. Instead, we have enclosed the flyer, *When Completing Grade Rolls.* As before, you can decide how to convey this information to your faculty.

For those of you on my list to receive the electronic version of the Grades Memo, this flyer, as well as the extended version of the memo will be sent to you electronically. If you are not currently on this list, but would like to be added, please contact me at senora@unc.edu or 962-0495. Remember, the extended memo will **only** be sent electronically.

As always, I rely on your help to achieve a successful outcome for the grading period. I am available for any questions or suggestions. Thank you.

cc: All Records Staff

When Completing Grade Rolls:

- ***Deadlines for receiving grades in Registrar's Office***

  Exams scheduled on Thursday, July 27 are due by 5:00 PM on Sunday, July 30

  Exams scheduled on Friday, July 28 are *due by 4:00 PM* on Monday, July 31

  No Final exam due Sunday, July 30

- ***Grade Roll Checklist***

  - ✓ Leave no student ungraded
  - ✓ Do not line through or add students
  - ✓ Use blue or black ink only
  - ✓ A dedicated workstation is available to receive your Grade Rolls
  - ✓ For after-hours delivery use the Drop Box located at the end of the building nearest Carroll Hall

- ***The Report For Assignment Of Temporary Grade Of AB Or IN To Undergraduates can be found on-line at:***

http://regweb.unc.edu/resources/ab_report_form.pdf.

- ***Refer to Registrar Procedures Memorandum (RPM) No. 24, for University grading policies and grade definitions at:***

http://regweb.unc.edu/resources/rpm24.php

THE UNIVERSITY
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104 HANES HALL
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T 919.962.8291
F 919.962.3349
http://regweb.unc.edu

MEMORANDUM

TO: All Teaching Faculty

FROM: Senora DeCosta, Assistant University Registrar

DATE: July 26, 2006

RE: Second Summer Session Grades

Enclosed are the Official Class Rolls and Grade Reports for Second Summer Session 2006. These reports are due at the Office of the University Registrar, 105 Hanes Hall, no later than 72 hours after the scheduled time of the final examination. (See due dates below)

Compliance with the 72 hour deadline is important as it enables us to reliably determine academic eligibility information to report to school Deans. This enables them to assess whether or not a student may continue enrollment for the next term.

To facilitate the timely receipt and entering of grades, please follow these guidelines for returning Official Class Rolls and Grade Reports to the Office of the University Registrar:

- Exams scheduled on Thursday, July 27 are due by 5:00 PM on Sunday, July 30
  Exams scheduled on Friday, July 28 are ***due by 4:00 PM*** on Monday, July 31

  Courses that do not have final examinations are due by 5:00 PM on Sunday, July 30

- When the Office of the University Registrar is closed, you may deposit your grade roll(s) in the GRADE ROLL DROP BOX located in the panel next to the west-facing (handicapped-access) door of Hanes Hall. This is the end of the building closest to Carroll Hall.

- The Report For Assignment Of Temporary Grade Of AB Or IN To Undergraduates can be found on-line at:
  http://regweb.unc.edu/resources/ab_report_form.pdf.

- Use only black or dark blue ink when completing and signing grade rolls. Adherence to this request is imperative, as pencil markings and other colors of ink do not duplicate very clearly. We must be able to microfilm our grade rolls for permanent storage and reference.

- Every registered student **must** have an appropriate grade designation (no blanks). If a student did not show up for the final examination or has not been attending classes, a grade of "AB" or "FA" must be assigned. Do not line through the name of a student you believe is not registered for your class. Assign that student an "AB" grade. This is the only action that will be recognized by our office. Nor should you write in the name of a student that you believe to be registered for your class. Appropriate actions will be taken when our office receives the official form governing the situation. **Only a Post-Semester Registration/Drop/Add Form can remove or add a student to a course after the Official Roll & Grade Reports have been generated for the semester.**

- Even if you know an undergraduate student has elected to take your course under the PS/D+/D/F option, you must assign the regular appropriate letter grade for their performance. The computerized grade table will convert grades of "C-" or better to "PS".

Refer to Registrar Procedures Memorandum (RPM) No. 24, for university grading policies and grade definitions at (http://regweb.unc.edu/resources/rpm24.php). Listed below are some tips and definitions to help you determine the appropriate grades to assign.

- All courses numbered 99 and below should use the undergraduate grading system, i.e., A, A-, B+, .., D, F.

- Grades assigned in courses numbered 100 through 199 depend upon the individual student classification. Students with undergraduate classifications should be assigned grades using the undergraduate grading system. **Please do not use + and – for any graduate student grade. Pluses (+) and minuses (-) are not valid for H, P, L grades. This consumes an extraordinary amount of time for our staff to mark through every incorrect + or – on the grade roll, before it can be sent to data entry. If you are assigning a graduate grade and would like to make note on the grade roll of a plus (+) or minus (-) associated with the grade, use the "Remarks" column.** Please use the following classification tables to help you determine the appropriate assignment of grades.

Undergraduate Classifications:

FR	Freshman
SO	Sophomore
JR	Junior
SR	Senior
FYR	Fifth Year (Pharmacy)
SPU	Special Undergraduate Non-degree
II	Inter-Institutional
SDS	Special Degree Seeking and Off-Campus Nursing Program
FX	Foreign Exchange

Graduate & Professional Classifications:

GD	Grad Doctoral
GM	Grad Masters
GPM	Grad Post Masters
GMD	Grad Masters then Doctoral
GPD	Grad Post Doctoral
SPG	Special Graduate Non-degree
1st	First Year MBA or Professional
2nd	Second Year MBA or Professional
3rd	Third Year Professional
4th	Fourth Year Professional
II	Inter-Institutional
FX	Foreign Exchange
SPP	Professional Non-degree
SDS	Currently used for Off-Campus Professional Pharmacy Program

Note: The classifications that start with "SP" (SPU, SPG, SPP) are used for non-degree students. Classifications that start with "G" (GD, GM, GMD, GPM, GPD) are graduate classifications. Classifications II and FX can be used for undergraduate or graduate students. Also, Continuing Studies post baccalaureate students (CS, SPG) are allowed to choose either the undergraduate or graduate grading system in courses numbered 100 through 199 for grade assignments. The student is supposed to inform the instructor at the beginning of classes as to their choice of grading system.

- The "FA" grade is assigned when an undergraduate student did not attend the final examination, and could not pass the course regardless of performance on the exam. This would be appropriate for an undergraduate student that never attended the course or has excessive absences in the course, as well as missing the exam.

- The "AB" grade is assigned when the student did not attend the final examination, and there is the possibility that the student could pass the course if the exam was taken. The "AB" is computed as an "F" grade in an undergraduate student's GPA. For undergraduate students, an "AB" grade is changed automatically to an "F*" if the grade is not cleared by the end of the next regular semester. For graduate students, an "AB" will revert to an "F*" (administratively assigned grade) if the grade is not cleared within one year from the original examination.

- The "IN" grade is assigned when the student took the final examination but did not complete some other course requirement. The student could pass the course if the assignment was completed. The "IN" is computed as an "F" grade in an undergraduate student's GPA. For undergraduate students, an "IN" is changed automatically to an "F*" if the grade is not cleared by eight weeks into the next regular semester. For graduate students, an "IN" will revert to an "F*" (administratively assigned grade) if the grade is not cleared within one year from the original examination.

- The "SP" grade is assigned for undergraduate students participating in the first course(s) of an approved departmental Undergraduate Honors Program. The Honors Program usually runs for the duration of at least two semesters (Junior and/or Senior Honors/Research). A final permanent grade is not assigned until completion of the second and/or final course. When the final permanent grade is assigned for an Honors Program, any previously assigned grade(s) of "SP" must be changed to the appropriate permanent letter grade by an Official Grade Change Form.

  Note: "IN" and "AB" are temporary grades that can be reported on the Official Class Roll and Grade Report or on an Official Grade Change Form. Instructors can change temporary grades to permanent grades by completing the Official Grade Change Form within the specified deadlines. Once a grade has been changed to an "F*", a dean's signature is also required on the Official Grade Change Form.

For any questions about this material, you may contact me at senora@unc.edu or 962-0495. Thank you.

cc: All OUR Staff

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, July 20, 2006 9:21 PM
To: Frost, David James <dfrost@email.unc.edu>
Subject: Re: Great Works course
Attach: Frost Phil110-24.doc

Hi David,
Thanks for sending the syllabus. What you have is very good. I added the classroom for the course, and the date and time of the final exam. While we recommend the course for prospective majors, it is an introductory course for students who have not decided on their majors and are taking the course to fulfill their general college philosophical perspective. Most of the students in the class are rising sophomore non majors, and this is their very first introduction to philosophy! So lower level would be good.

Hope this helps. I've reattached the syllabus.

Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, July 25, 2006 10:41 AM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: Re: follow up to invitation to UNC]
Attach: Re follow up to invitation to UNC.msg

This is something else we need to follow up on.
I am not coming in today. So we can meet tomorrow.
Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, July 26, 2006 12:41 PM
To: Gucki Obler <hobler@email.unc.edu>
Subject: [Fwd: Spring seminar]
Attach: Spring seminar.msg

From: Postema, Gerald J <gpostema@email.unc.edu>
Sent: Wednesday, July 26, 2006 12:25 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Spring seminar

Jan,
You may not have received the following message I sent you Monday. Can we schedule the seminar for Tues at 4-6.30?
Jerry

***
Message sent Monday:
Jan,
I am trying to work out timing for the seminary with A Buchanan. Alas, Wed turns out to be bad for him on second thought. So we are back to Tuesday. Here's what would be best for me--I wonder whether you think we can swing it:
Seminar with AB: 4-6.30 [part time at UNC, part time at Duke]
The 4 pm start will give me just a little more time for prep between my 41H, and it would also give students who otherwise think of seminars starting at 3.30 a chance to get to Duke or UNC (as the case may be).
What do you think of this proposal?
Jerry

--
Gerald J. Postema
Cary C. Boshamer Professor of Philosophy and Professor of Law
University of North Carolina at Chapel Hill
CB# 3125, Caldwell Hall
Chapel Hill, NC 27599-3125
919-962-3310

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, July 26, 2006 12:43 PM
To: Postema, Gerald J <gpostema@email.unc.edu>
Subject: Re: Spring seminar

This will work.
Thanks,
Jan

Gerald J. Postema wrote:

> Jan,
> You may not have received the following message I sent you Monday. Can
> we schedule the seminar for Tues at 4-6.30?
> Jerry
>
> ***
> Message sent Monday:
> Jan,
> I am trying to work out timing for the seminary with A Buchanan. Alas,
> Wed turns out to be bad for him on second thought. So we are back to
> Tuesday. Here's what would be best for me--I wonder whether you think
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> Seminar with AB: 4-6.30 [part time at UNC, part time at Duke]
> The 4 pm start will give me just a little more time for prep between
> my 41H, and it would also give students who otherwise think of
> seminars starting at 3.30 a chance to get to Duke or UNC (as the case
> may be).
> What do you think of this proposal?
> Jerry
>

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, July 30, 2006 3:28 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Fall course

Hi Geoff,
I think I'll do a First Year Seminar. The more I thought about it, I think that will work best for what i am doing in the Fall.

Tomorrow I'll call the FYS people to see what they think. If they don't want it as a FYS, then I'll just do a regular class for First year's only!

Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, July 30, 2006 11:07 PM
To: Gucki Obler <hobler@email.unc.edu>
Subject: another class

Could you call the First Year Seminar people and ask if they would like
us to add another FYS.
Thanks,
Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, July 31, 2006 9:00 AM
To: Postema, Gerald J <gpostema@email.unc.edu>
Subject: Re: [Fwd: [deptchairs] WebEvent Reminder: Aug 1 - Online Course & Curricular Changes]

Jerry,
It has been submitted and I spoke to Jay Smith about it a few weeks ago when we thought we were going to offer it in the Spring. So it is all done.

While we are on courses. I talked to Geoff about this as well.My readings course has only one student in it, so I am going to cancel it and offer a freshmen course, either a regular course, or a First year Seminar for Fall.

Thanks,
Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, August 4, 2006 12:36 PM
To: Lucido, Barbara E <blucido@email.unc.edu>
Subject: Re: additional seats in Phil 150 and 230

Barbara- Here it is, but it is also on the FYS course description list.

<>PHIL Issues in a World Society: Sports and Competition

Jan Boxill

What is involved in competition? Is there too much emphasis on winning?

Are college sports getting out of hand? Do competitive athletics belong

on campus? This seminar examines ethical issues, including Title IX,

gender equity, racism, sexism, cheating, violence, and drug use.

Barbara Lucido wrote:

> Terrific! Can we get a course description so that we can let the
> students who attend the last CTOPS know about this course?
>
> Thanks so much.
>
> Barbara Lucido
> Assistant Director, Academic Advising Programs
> The University of North Carolina at Chapel Hill
> College of Arts & Sciences and General College
> 110 Steele Bldg.
> Chapel Hill, NC 27599-3110
> Phone: (919) 843-3341 Fax: (919) 843-4775
> Academic Advising's webpage: http://advising.unc.edu
>
>
> Geoff Sayre-McCord wrote:
>
>> Carolyn --
>> You probably already know, but in case not... We have added another
>> first year student only seminar, taught by Jan, on Sports and
>> Competition. It will meet Tuesdays from 2-4:30.
>> -- Geoff
>>
>>
>> At 08:44 AM 7/25/2006, Carolyn Cannon wrote:
>>
>>> Dear Geoff and Jan,
>>>
>>> Thank you very much for letting me know your plans. I appreciate
>>> your willingness to accommodate additional first year students. I
>>> will pass this information along to Barbara Lucido, Assistant
>>> Director of Academic Advising. She will place the courses on the
>>> open course list. Thanks again.
>>>
>>> Carolyn
>>>
>>> Carolyn C. Cannon
>>> Associate Dean of Academic Advising

>>> The College of Arts and Sciences and the General College
>>> Campus Box 3110, 213 Steele Building
>>> The University of North Carolina
>>> Chapel Hill, NC 27599-3110
>>> (919) 966-5116
>>>
>>>
>>>
>>>
>>> Geoff Sayre-McCord wrote:
>>>
>>>> Dear Carolyn,
>>>> Phil 150 (Phil of Science) is being taught by a graduate student
>>>> and we have to cap those at 40. I have spoken to Jan Boxill and
>>>> she will be put the one freshman on the waiting list in to the
>>>> course, but we need not to increase the class size beyond that (and
>>>> we are putting that one person in because we are confident at least
>>>> one of the registered students will drop).
>>>> Phil 230 (Experience and Reality) is being taught by a visitor,
>>>> Dean Petit. He is also teaching Phil of Religion (134) which is a
>>>> better course for freshman and more in demand. Having talked with
>>>> Jan, we decided to increase the enrollment in 134 by five students,
>>>> limiting that additional enrollment to freshman.
>>>> Also, our plan is to introduce an additional section for freshman
>>>> to meet on MWF at 1 pm. We believe this will be a section of
>>>> Social Ethics and Political Thought, Phil 170. However, we have not
>>>> been able to get in touch with the graduate student who would be
>>>> teaching it, to confirm. As soon as we do, we will put it on the
>>>> books.
>>>> I hope this will help address the problem.
>>>> -- Geoff
>>>>
>>>>
>>>>
>>>> At 06:53 PM 7/24/2006, Carolyn Cannon wrote:
>>>>
>>>>> Dear Jeffrey:
>>>>>
>>>>> Academic Advising is having some challenges finding enough seats
>>>>> in popular first year courses for new students. I write this email
>>>>> to request your assistance in increasing the enrollment in PHIL
>>>>> 150 and 230. I would appreciate your letting me know if you can
>>>>> offer additional seats in this class. Please let me hear from you
>>>>> soon.
>>>>> Students will register tomorrow (CTOPS #11) for 2006 fall semester
>>>>> classes. I look forward to hearing from you soon.
>>>>>
>>>>> Sincerely,
>>>>> Carolyn
>>>>>
>>>>> --
>>>>>
>>>>> Carolyn C. Cannon
>>>>> Associate Dean of Academic Advising
>>>>> The College of Arts and Sciences and the General College
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>>>>
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>>>>
>>>> _____
>>>> Geoffrey Sayre-McCord

>>>> Professor and Department Chair
>>>> Department of Philosophy, CB #3125
>>>> University of North Carolina at Chapel Hill
>>>> Chapel Hill, NC 27599-3125
>>>> USA
>>>>
>>>> Phone: (919) 962-2695
>>>> email: sayre-mccord@unc.edu
>>>> http://philosophy.unc.edu/smccord.htm
>>>
>>>
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Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, August 7, 2006 9:17 AM
To: Lucido, Barbara E <blucido@email.unc.edu>
Subject: Re: additional seats in Phil 150 and 230

Right-as we just added it. I guess the FYS person hasn't added it to the
list.

Jan

Barbara Lucido wrote:

> Thanks, Jan. I now see that it is listed in their website's general
> list, but it's not listed as being offered this fall. Not to worry,
> though; we'll find plenty of freshmen to fill the class!
>
> Best,
>
> Barbara Lucido
> Assistant Director, Academic Advising Programs
> The University of North Carolina at Chapel Hill
> College of Arts & Sciences and General College
> 110 Steele Bldg.
> Chapel Hill, NC 27599-3110
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Jan Boxill, Ph.D.
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Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, August 9, 2006 2:15 PM
To: Andrew Calder <acalder@mail.uncaa.unc.edu>; Mary Willingham <mwillingham@mail.uncaa.unc.edu>
Subject: Schedules
Attach: Fall 2006 Schedules.doc; WBBPIDS 06-07.doc

Here are the schedules and the up to date GPAs.

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, August 10, 2006 11:44 AM
To: Gucki Obler <hobler@email.unc.edu>
Subject: PHIL 474
Attach: PHIL 474 Modern Political.doc; PHIL 474-Syllabus.doc

---

here it is

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

OUC RECEIVED:

ARTS AND SCIENCES COURSE FORM

Submission date:

Name, email, and phone of contact person to resolve any problems with this submission:

Submit **FOUR** signed copies to the Office of Undergraduate Curricula, CB# 3504, 300 Steele Building (843-7773) by September 15 **or** January 15. All approved changes become effective the following fall term.

Course proposal request: **A**dd☒ **R**evise☐ **D**elete☐ ONE COURSE PER FORM (EXCLUDING CROSSLISTING).

If other academic units might offer similar courses on the same topic, faculty submitting proposals should contact colleagues in that other unit to let them know of their intention to offer the new or revised course.

Submitting Unit(s):

Home Unit: _____
Chair's Name Chair's Signature

Cross-listed Unit: _____
Chair's Name Chair's Signature

Cross-listed Unit: _____
Chair's Name Chair's Signature

Cross-listed Unit: _____
Chair's Name Chair's Signature

- If you belong to more than one division, which one do you wish to review your proposal?
  Fine Arts☐ Humanities☒ Natural Sciences & Mathematics ☐ Social Sciences☐

==========

COURSE ADDITION (A provisional syllabus must be attached for a new course.)
Course number in home unit:
Is this proposed course number currently available for use? ☒Yes ☐No
If no, is the proposed course number being deleted (on a separate form) in conjunction with this proposal? ☐Yes ☒No
Crosslisted course(s), if any:
Credit hours for course:
Is course repeatable for credit? ☐Yes ☒No Maximum hours allowed for course credit:
If yes, course credit is: ☐repeatable for degree (not within term) **OR** ☐repeatable within a single term
Title:
Abbreviated title (no more than 24 spaces):
Prerequisite(s):
Lab☐ / Recitation☐ / Field Work☐ is: ☐Included and contributes credit hour(s) to the course
OR
☐Separately numbered as and carries credit hour(s) and is optional ☐ corequisite ☐
Semester(s) normally taught: Fall☐ Spring☒ Summer☐
Course description for catalog (**Please use no more than 30 words**):

Include in the General Education curriculum? Yes☒ No☐ Please complete the General Education section on the following page if this course will be included.
Instructors (must be on Graduate Faculty if course is numbered 100 or above):
Class size taught by Graduate Faculty **T**A other
Justification for course addition (**required**):

COURSE REVISION (Include a provisional syllabus.):
Please indicate the appropriate revision(s): Credit☐ Crosslist☐ Description☐ Number☐ Perspective☐

Prerequisite☐ Title☐ Other☐

	Current Course Information	Revised Course Information
Course number in home unit:		
Is revised course number currently available for use?	----------	Yes☐ No☐
If so, is revised course number being deleted (on a separate form) in conjunction with this proposal?	----------	Yes☐ No☐
Crosslisted course(s), if any:		
Credit hours for course:		
Is course repeatable for credit	Yes☐ No☐	Yes☐ No☐
Maximum hours allowed for course credit		
If course is repeatable, credit is:	☐repeatable for degree (not within term) OR ☐repeatable within a single term	☐repeatable for degree (not within term) OR ☐repeatable within a single term
Title:		
Abbreviated title (no more than 24 spaces):		
Prerequisite(s):		
Lab☐ / Recitation☐ / Field Work☐ is:	☐Included and contributes credit hour(s) to the course OR ☐Separately numbered as and carries credit hour(s) and is optional ☐ corequisite	☐Included and contributes credit hour(s) to the course OR ☐Separately numbered as and carries credit hour(s) and is optional ☐ corequisite
Semester(s) normally taught:	Fall ☐ Spring ☐ Summer ☐	Fall ☐ Spring ☐ Summer ☐

Revised course description for catalog (**Please use no more than 30 words**):

Include in the General Education curriculum? Yes☐ No☐ Please complete the General Education section on the following page if this course will be included.
Instructors (must be on Graduate Faculty if course is numbered 100 or above):
Class size taught by Graduate Faculty TA other
Justification for course revision (**required**):

COURSE DELETION

Course number in home unit:
Crosslisted course(s), if any: Delete cross-listed course(s)? Yes☐ No☐
Credit hours for course:
Title:
Abbreviated title:
Justification for course deletion (**required**):

GENERAL EDUCATION CURRICULUM

Is course currently included in General Education curriculum? ☐Yes ☐No

Please check the appropriate categories if the course is proposed for inclusion. Generally, courses numbered 0-50 indicate a General College perspective whereas courses numbered above 50 indicate an Arts & Sciences perspective.

General College:
English☐ Foreign Language☐ Math Science☐
Aesthetic: fine arts☐ literature☐

Natural Science: no lab☐ required lab☐ optional lab☐
Social Science☐ Philosophical☐
Pre-1700 Western History☐ Other Western History☐ Non-Western/Comparative☐

Arts and Sciences:
Math Science☐
Aesthetic☐
Natural Science: Physical Science☐ Life Science☐
Social Science☐ Philosophical☒
Western Historical☐ Non-Western/Comparative☐

Would you like this course reviewed for possible inclusion in the curriculum as fulfilling the Cultural Diversity requirement? Yes ☐ No ☒

Justification for inclusion in the General Education curriculum **(required)**:
(Please indicate how the approach and contents of course fulfills the perspective requirement. Please include a syllabus. A letter and/or reading list may also be attached. Please submit 4 copies of form and any attachments.**)**

==========

Internal use only

Approved: Division of Fine Arts❑ Arts & Sciences Graduate School
Humanities❑
Basic & Applied Sciences❑
Social Sciences❑

Signatures: _____ _____ _____

Date: _____ _____ _____

Revised 12/02

Arts and Sciences Course Form Instructions

Units (departments, curricula or programs) within the College of Arts and Sciences **must** use the Arts and Sciences Course Form to add a new course, revise an existing course, or delete a course that is no longer offered. If other academic units might offer similar courses on the same topic, faculty submitting proposals should contact colleagues in that other unit to let them know of their intention to offer the new or revised course. Also, check to ensure that your proposal does not delete a course required by another unit or listed as a qualified elective in any unit. Units are strongly encouraged to route all proposals through their departmental Scheduling Officer to ensure accuracy and completeness. Scheduling Officers have access to pertinent course information, which is described later in this document. NOTE: USE OF THE GRADUATE SCHOOL COURSE FORM BY UNITS IN THE COLLEGE OF ARTS AND SCIENCES AND OTHER VERSIONS OF THE FORM (SUCH AS OLDER FORMS AND FORMS CREATED BY UNITS) WILL NOT BE ACCEPTED FOR PROCESSING.

Please keep in mind the following notes when preparing proposals:

- **Add**
  The Scheduling Officer must check screen 125 (course inventory maintenance) in SIS-'C' to verify that the new course number proposed is not currently used to designate another approved course. A field identified as "TERM FIRST/FINAL" on Screen 125 will contain a beginning date and if applicable an ending date (i.e. 949/989 designates a course's addition in fall 1994 and its deletion in fall 1998). Provisional syllabi and necessary justifications are required for all additions.

- **Revise**
  The Scheduling Officer must check screen 125 in SIS-'C' and the graduate and undergraduate catalogs to access complete course information. It is imperative to include cross-listed courses with their chair/director's signature on submissions to avoid a delay in processing. The field identified as "CROSSL COURSE" indicates cross-listed courses. Units are encouraged to submit provisional syllabi with significantly revised courses while the necessary justifications are required for all revisions.

- **Delete**
  The Scheduling Officer must check screen 125 for cross-listed courses. Again, the field identified as "CROSSL COURSE" indicates cross-listed courses. A justification for any deletion is required, along with an indication of whether or not cross-listed courses should be deleted as well.

- Do not combine above actions on one form. Only one course per form is acceptable, excluding cross-listing courses.

- Always use the most recent versions of the graduate and undergraduate catalogs when reviewing and/or retrieving course information.

- The use of a special topics course is encouraged as an initial format for new course proposals. Most units have one or more special topics courses set

aside for special or unexpected circumstances. For example, a unit has a UNC faculty member or visiting faculty member wanting to offer a course in a specialized area of study that does not apply to the list of courses already approved. Instead of submitting a proposal for a new course, the course may be offered with a special topics course number. This eliminates the need to delete proposed course numbers after visiting faculty leave the University or UNC faculty member no longer wishes to teach proposed courses that did not fulfill their expectations or the unit's.

- When referencing Screen 125 in SIS-'C', you may position the cursor after a colon in different fields and press PF2 (help key) to reveal answer options. A printout of this screen is also attached.

- Please review all proposals before submission to ensure accuracy.

  Review of the submission process: verify course information for accuracy with departmental Scheduling Officer, obtain the required chair/director signatures, ensure necessary justifications are provided, make **FOUR** copies (of forms and syllabi), and submit the materials by January 15 or September 15 to Undergraduate Curricula, CB# 3504, 300 Steele Building. Proposals become effective the following fall semester.

Description of Course Form Fields

Name, email, and phone of contact person to resolve any problems with this submission

- Indicate faculty and/or staff contact information to resolve problems with course proposal.

Home unit (Department, Curriculum, Program) and Chair/Director

- Indicate the home unit and chair/director of proposed course.

Cross-listed unit and Chair/Director

- Indicate cross-listed unit and chair/director as needed. A review of screen 125 in SIS-'C' will indicate if proposed course revision or deletion is cross-listed with any other units. Signatures from all units involved are required to process submissions. Proposals without <u>all</u> signatures will be returned to the submitting unit.

Division reviewing course proposal

- Each course proposal is reviewed by one of the four Divisions of the College of Arts and Sciences (Fine Arts, Humanities, Natural Sciences and Mathematics, Social Sciences). If your unit belongs to more than one division, indicate which division you wish to review your proposal. If you are unsure which division you belong, please review the Division of Academic Affairs section in the <u>Undergraduate Bulletin</u> (<u>www.unc.edu/res-aca/catalogs/ugb</u>) for assistance.

Course name and number in home unit

- Course information on the controlling (home) unit. A review of screen 125 in SIS-'C' will indicate if proposed course number is currently available for use. A field identified as "TERM FIRST/FINAL" on Screen 125 will

contain a beginning date and if applicable an ending date (i.e. 949/989 designates a course's addition in fall 1994 and its deletion in fall 1998). Indicate whether or not the proposed course number is currently in use. If applicable, also indicate when a deletion proposal will be submitted in conjunction with proposal requesting use of the course number. Screen 125 is a reference only screen.

Cross-listed courses

- Indicate courses cross-listed from other units with proposed submission. A review of screen 125 in SIS-'C' will indicate if proposed course revision or deletion is cross-listed with any other units. The field identified as "CROSSL COURSE" indicates cross-listed courses.

Credit hours for course

- Indicate total credit hours (e.g. 3) or range of variable credit hours (e.g. 1-3). Zero credit hour is not allowed.

Course repeatable for credit

- If proposed or revised course is repeatable for credit, indicate maximum credit hours allowed. Indicate whether or not course credit is repeatable for degree (not within term) or repeatable within a single term.

Course title

- Indicate full course title.

Abbreviated course title

- Indicate title for display in Screen 125 in SIS-'C' and the class directory. This field is limited to only 24 spaces. The field identified as "COURSE TITLE" on Screen 125 indicates the abbreviated title.

Prerequisite course(s)

- Indicate courses required for enrollment in this course.

Lab, recitation, fieldwork

- Indicate whether or not course includes or requires a lab or recitation or fieldwork and the appropriate credit.

Semester offered

- Indicate the semester(s) in which the course will be offered.

Course description

- Please use no more than 30 words for catalog course descriptions. Proposals with a description over this limit will be returned to the submitting unit for editing.

General Education

- Indicate whether or not the course is currently included in the General Education curriculum. If course is desired for inclusion in the General Education curriculum, please complete this section at the end of form. A listing of approved General Education courses is available at www.unc.edu/depts/advising/perspectives/index.html and in the Academic Organization and Undergraduate Requirements section in the Undergraduate Bulletin.

- Please review Thomas Tweed's (Associate Dean of Undergraduate Curricula) memo (www.unc.edu/depts/uc/culturaldiversity.doc) on the cultural diversity requirement to avoid confusion about this requirement.

Instructors

- Indicate faculty member(s) responsible for teaching the course. The instructor must be on graduate faculty if the course is numbered 100 or above.

Class size

- Indicate anticipated enrollment for course.

Justification

- Justifications for course additions, changes, deletions, and inclusion in the General Education curriculum are **required**. Include syllabi when that might clarify the course proposal. Course deletions do not require a syllabus.

Attachment A

```
125 COURSE INVENTORY MAINTENANCE                ENG LIT/MID AGE/18C

SCREEN:       INST: NC  AU: GU  SID:              CRS: ENGL020      TERM:

         FUNCTION:          A=ADD; D=DELETE                    COLLEGE: AS
     COURSE TITLE: ENG LIT/MID AGE/18C            CREDIT TYPE: C
    COURSE TITLE2:                               COURSE LEVEL: U1
 TERM FIRST/FINAL: 782   /                      COURSE CAREER: UG  U*  P*
CRED MIN/MAX/CONN: 03.0  /       / F          DEPT. OF RECORD: ENGL
  AWARD UNIT TYPE: S                         INSTR PROG CLASSIF:
  SPECIAL GRADING:                                   CIP CODE:        1502
    TERMS OFFERED: ALL                         COURSE CONTENT: INTS
     ROLL CONTROL: A                            APPROVAL DATE:
     SKIP YR/TERM:                        PREV CRS ID/END TERM:            /
    CROSSL COURSE:                                CURR CRS ID:
     COREQ COURSE:                        REPEATABLE FOR CRED: T   MAX HRS:  3.0
              ACTIVITY   MIN     MAX      WEEKLY      TERM
                CODE     ENR.    ENR.    CONT HRS   CONT HRS
         FIRST:   LEC             0999
        SECOND:   REC             0999
         THIRD:   COR             0999
        FOURTH:
NEXT ID:                                          DATE LAST MAINT: 11/14/95
4-©              1 Sess-1    152.2.46.19                                4/10
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THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

Office of Undergraduate Curricula
College of Arts and Sciences
Telephone: (919) 843-7773
Fax: (919) 843-6557

Campus Box 3504, 300 Steele Building
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3504

MEMORANDUM

TO: Departmental, Curricular, and Program Chairs
College of Arts and Sciences

FROM: Thomas A. Tweed, Associate Dean for Undergraduate Curricula

RE: Course and program changes

DATE: August 21, 2003

Each August, the Office of Undergraduate Curricula sends out a notice about course and curricular proposals, and we request that units send all proposals to revise, delete, or add a course by September 15, 2003. We again invite submissions of course and curricular changes, and the usual directions for submission are included below.

However, there could be some uncertainty this year since, as the Provost's memo of August 12 indicated, we have begun to put in place two important curricular changes that will take effect in fall 2006: we will begin renumbering all courses and we will start implementing the new general education curriculum, which the Faculty Council approved last April. We will offer more information about these two curricular changes soon—at the chair's retreat, in workshops and information sessions, and in electronic mail. Yet it might be helpful to try to anticipate some of the questions that chairs might have. Do I submit a course form now? Should I just wait until February 1, 2004, when the renumbered courses and new general education offerings are due? Each unit will make its own decision on this matter, according to its needs and interests. But let me suggest a general principle: if you need a new course to be added to the University Bulletin by the next calendar year (fall 2004), then I suggest you follow the procedures described below and submit a course proposal (and syllabus) by September 15 of this year. Many units will want to add new courses because a new faculty member has arrived, a faculty member has revised an approved course, or a new minor or major has been established.

Unfortunately, this will mean that you will also need to propose a new course number for that course when you renumber all your courses by the February 1, 2004 deadline. As annoying as it is,

there is no way around that, if we are to make sure that the renumbering process includes all your unit's courses, including those that will be reviewed and approved this fall.

After we pass through this awkward transitional phase, we are convinced that many units will welcome the new renumbering scheme, which allows much more freedom to organize your undergraduate and graduate courses, and we believe that the new general education curriculum will be an important advance. However, the next year or two will be challenging. Please be patient with us, and pass on any ideas you have about how we can make the process easier for you. If you have questions or comments about the submission procedures you may call our office (843-7773) or email Geraldine Taylor (gtaylor@email.unc.edu). If you have questions or comments about the implementation or renumbering implementation process, you can email me (tatweed@email.unc.edu). If you want to see the new course renumbering scheme go to the following web page: http://regweb.unc.edu/official/training/crc/. If you want to want to know more about the General Education Implementation Committee, which begins its work this month, you might visit that page (http://www.unc.edu/depts/uc/implementation/index.html).

To submit a course or curricular proposal that will take effect during the 2004-05 academic year, please follow these instructions:

> To change, delete, or create a course, please complete and submit four signed copies of the attached form. This form (with instructions) is also available via web at http://www.unc.edu/depts/uc. **A justification is required for each proposal and a provisional syllabus must be attached for a new course proposal.** Please propose program changes (e.g., change in requirements for your major or minor) in a letter and submit four copies.

This office will send your proposals to the appropriate divisional course committee and then (1) to the Administrative Boards of the College of Arts and Sciences and the General College for consideration in February, and, where appropriate, (2) to the Administrative Board of the Graduate School. Post-divisional review observes the following guidelines:

- The College of Arts and Sciences and the General College will review undergraduate program changes and proposals affecting courses numbered below 100 (in February).

- Proposals affecting courses numbered 100 through 199 will be reviewed first by the College of Arts and Sciences and the General College (in February) and then by the Graduate School.

- Proposals affecting courses numbered above 199 will be reviewed only by the Graduate School.

Please share this memo with the appropriate colleagues and administrative staff in your department. Thank you.

cc: Officers of the Divisions, College of Arts and Sciences

PHILOSOPHY 474 **Professor Gerald Postema**

FOUNDATIONS OF MODERN POLITICAL PHILOSOPHY

COURSE DESCRIPTION

This course traces the emergence and development of central themes of modern political philosophy from the Thirteenth through the Seventeenth Century, such as the nature and limits of political authority; the nature of law, the idea of the Rule of Law and constitutionalism; individual rights; the foundations and justification of property; justice, equity and equality. The course will begin with St. Thomas Aquinas' major writings in legal and political philosophy and work of John Duns Scotus on will, reason, and morality. It will then take up two key controversies in the Fourteenth and Fifteenth Centuries—the "Franciscan poverty" debate (setting some of the key terms for later theories of property) and debate over papal authority from which the Conciliarist tradition arose. In this context, works of Masilius of Padua and William of Ockham will be studied, and possibly some work of Nicolas of Cusa and Jean Gerson. Then Reformation theorists, especially Calvin and later Reformed theorists concerning the foundations of political authority and the right of resistance to unjust rulers, will be studied. The "Second Scholastics" attempts to answer the Reformation developments and to reconcile Intellectualist and Voluntarist strains in moral and legal theory will be consider, especially the work of Francisco Suarez. Althusius's unique "federalist" political theory—with the key notion of covenant at its core—will mark the transition to Seventeenth Century (allegedly "modern") political theory and the work of Hugo Grotius, Thomas Hobbes, and John Locke. If there is time, special attention will be paid to the emergence of a distinctive notion of Common Law jurisprudence in the work of John Selden and Sir Matthew Hale, and especially the latter's debate with Hobbes over the nature of law and the foundations and limits of sovereignty.

Students will read mainly carefully selected primary sources, with some support from secondary sources. The format will be a mix of lecture and seminar presentations.

COURSE REQUIREMENTS:

Paper 1: 10-12 pages	30%
Participation	25%
For Graduate Students: Final Paper	45%
For Undergraduate Students: Final Exam	45%

READINGS WILL BE SELECTED FRLOM THE FOLLOWING AUTHORS with some readings on electronic reserve:

St. Thomas Aquinas
John Duns Scotus
Masilius of Padua
William of Ockham
Nicolas of cusa
Jean Gerson
Francisco Suarez
Althusius
John Selden
Sir Matthew Hale
Thomas Hobbes
John Locke

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, August 10, 2006 4:16 PM
To: Carson, Virginia S <vcarson@email.unc.edu>
Subject: Seminar support

Hi Virginia,
Hope your summer is going well. I can't believe we have only 2 weeks before it all starts again. My daughter got married on Saturday, and I am still exhausted from the preparations, the wedding, and post wedding guests, who just left today!

I don't know if I talked to you about a program that the Parr Center is putting on: The Challenge of Ethics in Sports. The featured speaker is Rev. Joe Ehrmann, former Baltimore Colt, now a Reverend and football coach in Baltimore.
Here is a proposal: Purpose and Description of Proposed Event/Program: We will host a two-hour videotaped panel discussion, The Challenge of Ethics in Sports. It will be free and open to the public, and the discussion will be followed by a reception. The first hour will feature remarks by a diverse panel. The second hour will consist of questions from the audience and answers from the panelists. The panelists will include: Joe Ehrmann, the Gilman School football coach whose coaching philosophy emphasizes empathy, integrity, and affirmation; William Friday, President Emeritus of the University of North Carolina System; Rosalind Fuse-Hall, Executive Assistant to the Chancellor at North Carolina Central University; Richard Baddour, Athletics Director at UNC-CH; Kathleen K. Smith, Professor of Biology and Faculty Athletics Representative at Duke University. Other panelists will be selected closer to the event and include a coach and athletes. Jan Boxill at UNC-CH will moderate. We will advertise this event extensively in the local media, to ensure a diverse audience.

I was hoping that perhaps the Campus Y could help sponsor the event with some help with funding. I'll be in the office a bit tomorrow, and then I am finally able to go away for a week to the beach on Saturday. I will have email access though.

Thanks for any consideration.
Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, August 11, 2006 7:15 PM
To: Blanton, Brent S <blanton@uncaa.unc.edu>
Cc: brunk@uncaa.unc.edu; Reynolds, Cynthia R <cynthiar@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Octavus Barnes <obarnes@uncaa.unc.edu>; Walden, Wayne L <wwalden@uncaa.unc.edu>; Doug Roberts <droberts@mail.uncaa.unc.edu>
Subject: Re: Final CTOPS Session

Thanks Brent,
If you are looking for a First Year Seminar for your incoming Freshmen, I am teaching my Sport one on Tuesdays 2-4:30, and I am hoping to hold it in the Auditorium of the Academic Center--if that is still available! Doug--is it possible for you to schedule it there? If not, is there another room in the Center available? There are 16 seats left in the class.

Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, August 16, 2006 12:52 AM
To: Stephanie Medwid <smedwid@email.unc.edu>
Subject: Re: first year seminar seats

Hi Stephanie,
I understand. I am sorry; I switched these 2 students from one FYS to this one only after we added my course just a few weeks ago. I will certanly not give any more seats out.

Thanks,
Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, August 16, 2006 1:56 AM
To: Taft, Tim <timothy_taft@med.unc.edu>
Subject: Presentation

Hi Dr. Taft,
I am teaching my ethics in sports class again in the Fall as a Freshmen seminar, and I would like to ask if you would be willing to give your presentation to the class again. Your presentation is always a great addition to the course and a big hit with the students. The class meets on Tuesdays from 2-4:30 and likely in the Academic Center. Let me know if this is possible. Any Tuesday will work--I'll work around your schedule.

Thanks,
Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, August 21, 2006 6:36 PM
To: Stacy Warner <stacyw@email.unc.edu>
Subject: Re: [Fwd: FW: Seminar support]

I've attached a brief abstract of our program, The Challenge of Ethics in Sports to be held on Sept. 20th at Fetzer Gym 109. We are looking for partners who may be able to help fund the event.

I would be happy to discuss the program with you.
Jan

--
Jan Boxill, Ph.D.
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Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, August 21, 2006 8:32 PM
To: Stacy Warner <stacyw@email.unc.edu>
Subject: Re: [Fwd: FW: Seminar support]
Attach: Challenge of Ethics in Sports.doc

Sorry!

Stacy Warner wrote:

>I didn't get the attachment. The Sport Club Council first meeting is
>scheduled at 6pm in Fetzer, so this could really work well if the event was
>held after that.
>
>
>Stacy M. Warner, Director of Sport Clubs
>Compete. Challenge. Unite.
>
>Club Officers-August Things to Do
>Compliance: http://www.unc.edu/sportclubs/forms.htm
>Community Service Project Planning:
>http://www.unc.edu/sportclubs/documents/serve_ideas.htm
>(our goal: 2006 service hours during the Fall Semester)
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>See you August 20th - Fall Fest 9pm, Hooker Fields
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Email: jmboxill@email.unc.edu

CHALLENGE OF ETHICS IN SPORTS

The Challenge of Ethics in Sports, a panel discussion featuring coaches, athletes, an NCAA official and other administrators, will take place on Wednesday, September 20, at 7:00 pm in Fetzer 109, on the campus of the University of North Carolina at Chapel Hill. The event, cosponsored by the Parr Center for Ethics, the UNC Athletics Department, and the North Carolina Humanities Council, is free and open to the public.

Joe Ehrmann, a former NFL football player and coach at the Gilman High School in Baltimore, Maryland, will be a high-profile guest panelist. Ehrmann is the subject of the best-selling book by Jeffrey Marx, Season of Life: A Football Star, a Boy, a Journey to Manhood.

Panelists will include: William Friday, President Emeritus of the University of North Carolina System; Rosalind Fuse-Hall, Executive Assistant to the Chancellor at North Carolina Central University; Richard Baddour, Athletics Director at UNC-CH; Kathleen K. Smith, Professor of Biology and Faculty Athletics Representative at Duke University. Other panelists will include a UNC coach and athlete, yet to be selected.

Jan Boxill, Senior Lecturer at UNC and Director of the Parr Center for Ethics, will moderate the two-hour panel discussion, designed to showcase a broad range of diversity in sports (football, basketball, soccer), playing level (high school and university), race and gender.

Special focus for the event will come from the Carolina Leadership Academy and its program to develop athletes and their coaches as world-class leaders for a lifetime and from the philosophy of Joe Ehrmann.

The panel discussion will include questions and answers from the audience. It will be filmed in its entirety and available on the web page of the Parr Center for Ethics.

A reception will follow the panel discussion.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, August 21, 2006 8:51 PM
To: Stacy Warner <stacyw@email.unc.edu>
Subject: Re: [Fwd: FW: Seminar support]

Stacy,
Thanks. I'm looking for funding sources to bring Joe Ehrmann. We had applied for a grant, but didn't get it, so now I am looking for sources for Ehrmann's honorarium.
Also, you can help to get the word out, once we have the entire event finalized. I'm pretty confident it will have lots of appeal, we just have to let people know about it.

Thanks,
Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, August 22, 2006 9:19 AM
To: Stacy Warner <stacyw@email.unc.edu>
Subject: Re: [Fwd: FW: Seminar support]

We are trying to raise at least $2000, but any amount will be helpful!
Thanks,
Jan

Stacy Warner wrote:

>Approximately, how much $$ are you looking for?
>
>
>Stacy M. Warner, Director of Sport Clubs
>Compete. Challenge. Unite.
>
>Club Officers-August Things to Do
>Compliance: http://www.unc.edu/sportclubs/forms.htm
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>(our goal: 2006 service hours during the Fall Semester)
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>See you August 20th - Fall Fest 9pm, Hooker Fields
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Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, August 22, 2006 9:44 AM
To: Stacy Warner <stacyw@email.unc.edu>
Subject: Re: [Fwd: FW: Seminar support]

GREAT!

Stacy Warner wrote:

>Okay. I need to talk to my executive board, but hopefully we can contribute
>something to the event.
>
>
>Stacy M. Warner, Director of Sport Clubs
>Compete. Challenge. Unite.
>
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, August 22, 2006 12:55 PM
To: Stacy Warner <stacyw@email.unc.edu>
Subject: Re: [Fwd: FW: Seminar support]

WONDERFUL-- This will help a great deal. I will be sure you are
recognized in all advertising
Thanks so very very much.

Jan

Stacy Warner wrote:

>The Sport Club Council is willing to contribute $500. I anticipate we would
>have several sport club officers interested in attending the event.
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>Sent: Tuesday, August 22, 2006 9:44 AM
>To: Stacy Warner
>Subject: Re: [Fwd: FW: Seminar support]
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Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, August 22, 2006 7:02 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: Re: [Fwd: FW: Seminar support]]
Attach: Re [Fwd FW Seminar support].msg

Here is the email exchange.

From: Stacy Warner <stacyw@email.unc.edu>
Sent: Tuesday, August 22, 2006 2:09 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: RE: [Fwd: FW: Seminar support]

Glad we can help.
Please let me know the best way to get you the funding.
Thanks,
Stacy

Stacy M. Warner, Director of Sport Clubs
Compete. Challenge. Unite.

Club Officers-August Things to Do
Compliance: http://www.unc.edu/sportclubs/forms.htm
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(our goal: 2006 service hours during the Fall Semester)

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Sent: Tuesday, August 22, 2006 12:55 PM
To: Stacy Warner
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Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, August 22, 2006 7:19 PM
To: Frost, David James <dfrost@email.unc.edu>
Subject: Re: Mentors-Syllabi

I didn't see the exams on your syllabus. I'll be in tomorrow from 9
a.m. to about 3.

Jan

David Frost wrote:

> Yes indeed. Thank you. Am I giving them their midterm at the right
> time and are the papers at the right time?
>
> I had to leave the department today at 1 to be at my house for the
> cable guy but I will track you down for a face to face before my first
> class, Thursday at 8am.
>
> Best
>
> David
>
>
> On Aug 22, 2006, at 9:48 AM, Jan Boxill wrote:
>
>> Good syllabus.
>> I might change "More than 5 absences "will" result in an F, to
>> "may"--this way it gives you some leeway in case of emergencies or
>> special considerations.
>>
>> Jan
>
>

--
Jan Boxill, Ph.D.
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Philosophy Phone: 919-962-3317
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Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, August 22, 2006 7:20 PM
To: Ferrell, Joseph S <jsferrel@email.unc.edu>
Subject: Re: Open Faculty Council Seat

Hi Joe,
I am interested in applying for this seat.
Jan

Joseph Ferrell wrote:

> There is an opening on the Faculty Council for the 2006-07 academic
> year for a non-tenured faculty member in the Division of the
> Humanities. You are eligible if you received this email and hold the
> rank of lecturer, assistant professor, or non-tenured associate professor.
>
> Please reply if you are interested in applying for appointment to the
> seat.
>
> Joseph S. Ferrell
> Secretary of the Faculty

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, August 22, 2006 7:22 PM
To: Stacy Warner <stacyw@email.unc.edu>
Subject: Re: [Fwd: FW: Seminar support]

Hi Stacy,
I will forward your email to our financial person, Susan Clark, and she
will let you know.
Thanks so much for your help.
Jan

Stacy Warner wrote:

>Glad we can help.
>Please let me know the best way to get you the funding.
>Thanks,
>Stacy
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>Stacy M. Warner, Director of Sport Clubs
>Compete. Challenge. Unite.
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Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, August 23, 2006 1:19 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: [Fwd: Request for support]]
Attach: [Fwd Request for support].msg

I think this is definitely something we should help co-sponsor.
Let's talk.
Jan

--
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University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Postema, Gerald J <gpostema@email.unc.edu>
Sent: Wednesday, August 23, 2006 1:08 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: [Fwd: Request for support]
Attach: Request for support.msg

Jan,
Is this something the Parr Center might be interested in supporting?
Just asking.
Jerry

--
Gerald J. Postema
Cary C. Boshamer Professor of Philosophy and Professor of Law
University of North Carolina at Chapel Hill
CB# 3125, Caldwell Hall
Chapel Hill, NC 27599-3125
919-962-3310

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, August 23, 2006 5:45 PM
To: Cooper, Thomas F <tcooper@email.unc.edu>
Subject: [Fwd: Program in the Humanities and Human Values at UNC Position]
Attach: Program in the Humanities and Human Values at UNC Position.msg

---

A little late! :(
How are you doing? Did you find a place to live, etc? How is Susan doing?
Deb is still in LA so don't know what's happening with her.
Jan

--
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University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Sent: Wednesday, August 23, 2006 4:04 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Program in the Humanities and Human Values at UNC Position

---

Dear all,
The Program in the Humanities and Human Values is looking for a new Associate Director. I am sending along the ad in case you know someone who might be interested and good.

> HUMANITIES CONTINUING EDUCATION, UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
> Associate Director, Program in the Humanities and Human Values, University of North Carolina at Chapel Hill.
> Offering a series of weekend and week-long programs to a broad and loyal audience of alumni, the general public, and teachers, the Program in the Humanities and Human Values is the principal means of public outreach of the College of Arts and Sciences at UNC Chapel Hill. The heart of the program is Adventures in Ideas, a seminar series taught primarily by UNC Chapel Hill faculty members. The Associate Director has primary responsibility for recruiting faculty speakers and for creating, planning, and budgeting the seminars. With the approval of the relevant department, the Associate Director may have an adjunct academic appointment.
> Qualifications: A Ph.D. in a humanities discipline or an appropriate social sciences discipline; experience in teaching and/or continuing education; an understanding of humanities disciplines; a knowledge of the world of ideas and scholarship; an awareness of current moral, social, and cultural issues and controversies; creativity, strong writing and public-speaking skills; and an interest in fund-raising.
> Salary: Competitive. Deadline: September 8, 2006.
> Send cover letter, resume, and the names and phone numbers of three references to Dr. Gillian T. Cell, Chair, Search Committee, UNC Humanities Program, Campus Box 3425, Chapel Hill NC 27599-3425.
> No applications by e-mail.
> For more information, visit www.adventuresinideas.unc.edu. UNC Chapel Hill is an Equal Opportunity Employer.
> Thank you for your assistance,
> Wayne J. Pond, Director

-- Geoff

Geoffrey Sayre-McCord
Professor and Department Chair
Department of Philosophy, CB #3125
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3125
USA

Phone: (919) 962-2695
email: sayre-mccord@unc.edu
http://philosophy.unc.edu/smccord.htm

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, August 24, 2006 7:56 PM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: University Teaching Awards Committee Meeting

I will be there.
Jan

Debbie Stevenson wrote:

> Dear Members,
>
> I look forward to working with you on the 2007 University Teaching
> Awards. The first full committee meeting is on Friday, September 1
> from 12:30 until 2:00 p.m. in the Freedom Forum, 305 Carroll Hall.
>
> Provost Gray-Little will attend the meeting to give the committee its
> charge. I will attend to give the committee guidance and answer any
> questions about the awards process. If you cannot attend this first
> meeting, I can forward you a packet with materials concerning the
> selection process.
>
> If you have not already responded please let me know if you will
> attend no later than Monday, August 28th. Lunch will be served!
>
> Sincerely,
>
> Debbie
>
>

--
Jan Boxill, Ph.D.
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Director, Parr Center for Ethics
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University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, August 25, 2006 2:45 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: [Fwd: FW: Southeast Regional Ethics Bowl]]
Attach: [Fwd FW Southeast Regional Ethics Bowl].msg

Can you take care of this. I talked with John Roberts and he said go with it, and if the Phil club gets funds we can be reimbursed or that can be our contribution.
Jan

--
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Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

Southeast Regional Ethics Bowl Registration Form
November 18, 2006

Dr. Deni Elliott
Poynter-Jamison Chair in Media Ethics and Press Policy
The University of South Florida St. Petersburg
mailto:Elliott@stpt.usf.edu

Registration will remain open until October 20 or until 20 teams have paid registration.

COST: $150 Per TEAM

NO REFUNDS AFTER OCTOBER 20, 2006
CREDIT CARD PAYMENTS ONLY

I understand that the registration fee will be used in the following ways: $50 to APPE to offset costs for the National Ethics Bowl; $100 to offset costs of parking, snacks, breakfast and lunch for coaches, judges and team members at the Regional Bowl on November 18, trophies, and production costs. Any leftover funds will be retained to support upcoming year's competitions. _____
(signature required)

Educational institution:_____

Faculty sponsor name: _____

Title/Department:_____

Address:_____**Phone:**_____

E-Mail: _____

Cases will be distributed and hotel suggestions will be provided by early September.
Team membership information will be requested October 1.

Please Include the following information to pay with credit card
or indicate that you would like us call for that information

Name as it Appears on Card: _____**MasterCard**____ **VISA**____

Credit Card Number: _____**Expiration Date:** _____

CVV2 Code (3-digit number on signature panel on back of card): _____

Name and Phone Number to call for CC information_____

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, August 25, 2006 4:12 PM
To: Gucki Obler <hobler@email.unc.edu>
Subject: Schedules

Gucki,
I have SEVERAL changes for the Spring Schedule. I have them handwritten and will give them to you on Monday.
Also, how did we schedule a class this Fall MWF 3--that means the instructor Peter Hanks can't come to the Friday papers.

Jan

--
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Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Saturday, August 26, 2006 7:44 PM
To: Boxill, Bernard R <brboxill@email.unc.edu>
Subject: paper grid
Attach: Paper Eval Grid.doc; Paper Eval Grid-Key.doc

Here is the paper grading grid--

--
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Email: jmboxill@email.unc.edu

PAPER EVALUATION

	Excellent	Good	Fair	Poor	Nonexistent	Comments
Passage/Intro						
Reconstruction						
Thesis						
Definitions						
Support/ Analysis						
Objections						
Handling of Objections						
Conclusion						
Originality						
Spelling/ Grammar						

General Comments: **Grade: _____**

PAPER EVALUATION

	Excellent	Good	Fair	Poor	Nonexistent	Not Applicable	Comments
Passage/Intro							**1**
Reconstruction							**4**
Thesis							**1**
Definitions							**1**
Support/ Analysis							**4**
Objections							**3**
Handling of Objections							**2**
Conclusion							**1**
Use of Readings							**2**
Originality							**Bonus +1**
Spelling/ Grammar							**1**

General Comments: **Grade: _____**

19-20 =A
18 = A-
17= B+
16 = B
15= B-
14= C+
12-13=C
10= C-
9= D+
8= D
7 = D-
>7= F

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, August 27, 2006 2:28 PM
To: Hill, Thomas E Jr <thill@email.unc.edu>
Subject: Re: [Fwd: Re: blackboard]

---

in the address, type blackboard.unc.edu
this should show blackboard and ask you to login.--which you do using
your onyen and password. Then it will show your courses, both the ones
you teach and can access.

Hope this works.
Jan

Thomas Hill wrote:

> Jan,
>
> I'm embarrassed to ask, but how do I start to get into Blackboard
> in the first place. I'm aiming to read as "user" materials for Susan
> and Kraut's course.
>
> Thanks.
>
> Tom
>
> ----------
>
> Subject:
> Re: blackboard
> From:
> Susan Wolf <susanw@email.unc.edu>
> Date:
> Sun, 27 Aug 2006 14:10:49 -0400
> To:
> "Thomas Hill, Jr." <thill@email.unc.edu>
>
> To:
> "Thomas Hill, Jr." <thill@email.unc.edu>
>
>
> Hi,Tom,
>
> I think I just enrolled you "as a user" on Blackboard, so that you
> should be able to get access to the syllabus, announcements,
> readings,etc.
> The Aristotle paper is in there, under "Assignments".
> Let me know if you are still having trouble.
>
> As always, it is wonderful to have you sitting in on the seminar - but
> feel free to drop out, or to come sporadically, depending on all the
> rest of your schedule.
>
> See you tomorrow,
>
> Susan
>
> Thomas Hill, Jr. wrote:
>
>> Hi Susan,
>>
>> What do I need to do to get connected to your class on

>> blackboard? I used it for a class several years ago, abut someone
>> else set it up for me.
>>
>>
>> Thanks. It looks like it will be very interesting. I hope that I
>> can keep attending. I was sorry to miss almost all of the Parfit
>> discussions.
>>
>> Best,
>> Tom
>>

--
Jan Boxill, Ph.D.
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Director, Parr Center for Ethics
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University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Henderson, Sarah <sahend@email.unc.edu>
Sent: Tuesday, August 29, 2006 11:59 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: [ctl-events] Upcoming Workshops September 2006

The Center for Teaching and Learning invites you to join us for our Fall 2006 events. We offer open-enrollment workshops throughout the semester, addressing a wide variety of teaching topics.
All workshops are held in room 207 R.H. House Undergraduate Library, 12:00-1:30pm.

September workshop offerings include:
-Leading Discussion
-Group Work
-Interactive Lecturing
-Developing and Evaluating Written Assignments
-Assessing Student Learning
-Promoting Student Engagement in Your Courses
-Developing and Evaluating Student Presentations
-Diversity in the Classroom
-Integrating Service and Learning into the Classroom
-Course Grading Schemes
-Preventing Cheating
-Detecting Plagiarism and Collusion
-Integrating Student Experience in the Classroom
-Using Basic Communication Technologies Effectively in the Classroom
-Planning for the Last Day of Class
-Planning/Redesigning Your Next Course

Please visit our website <http://ctl.unc.edu/cal.html> for a complete listing and descriptions of the Fall 2006 open-enrollment workshops, and to register for events.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, August 30, 2006 9:11 AM
To: Biasi, Katie <meyerk@email.unc.edu>
Subject: Re: Conference Room

Great Thanks!
Is it possible to order pizza for us, or is it too late? If it's too
late, no problem.
If you can: 2 cheese, 1 pepperoni,--is that what we had last year?

Thanks,
Jan

Katie Meyer wrote:

> Hi, I checked the calendar for our conference room and saw that it is
> available. I have put a request in to reserve it for your seminar
> tomorrow, August 31, 4-6pm. You may want to mention to your fellows
> that the front door to Bynum Hall usually is locked at 5pm, if someone
> should be late. People usually call someone to let them know they are
> outside if they find the door locked. Let me know if you need
> anything else.
>
> Thanks,
> Katie
>

--
Jan Boxill, Ph.D.
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University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, August 30, 2006 7:04 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: to do

TO DO:
*
Call Mike Pope--VIP DO THIS FIRST*
Settle panelists
Set time for panel: 7:30
Call Brenda
Go to Afam 101
Go to get card activated
Go to FG 109 to arrange set up
FB Tickets
plan for grad mtg

--
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Director, Parr Center for Ethics
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University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, August 31, 2006 1:06 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: Leadership skills building presenter]
Attach: Leadership skills building presenter.msg

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
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University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Rita Stanton <RStanton@carolinachamber.org>
Sent: Tuesday, August 15, 2006 5:42 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Leadership skills building presenter
Attach: 2006LeadershipBrochure.pdf

Dear Jan Boxill,

At the request of Geoffry Sayer-McCord, I am contacting you to find a speaker to give an hour of their time to present on the topic of ethical decision making for the Chapel Hill-Carrboro Leadership program. The Leadership program is designed to empower 25 participants to become leaders in the community. They will hear from numerous speakers on community profile topics that will provide an overview of major issues in the Chapel Hill-Carrboro area. These sessions will be paired with a hands-on leadership skills building sessions, with each presentation lasting about an hour.

Our target date for the ethical leadership session is October 25th from 10:45am – 12:00pm. The class runs from 8:30am – 12:00pm, with the community profile session preceding the leadership skills building session. The leadership session should be designed to be an interactive presentation with activities or break-out sessions for hands-on learning. I am attaching a copy of this year's Leadership brochure to give an outline of the program.

Thank you for helping us identify an experienced speaker on this subject. Please feel free to contact me at the Chapel Hill-Carrboro Chamber of Commerce if you have any questions - (919) 967-7075.

Rita Stanton
Community Development Coordinator
Chapel Hill-Carrboro Chamber of Commerce
Foundation for a Sustainable Community
p. (919) 967-7075
f. (919) 968-6874
rstanton@carolinachamber.org
www.carolinachamber.org

Developing Future Leaders Today

While the profile of Chapel Hill and Carrboro is changing constantly, there remains a constant need for talented leaders. Leadership Chapel Hill-Carrboro is a program designed to ensure that there is a pool of Leadership talent for our future. Participants will learn about the social, cultural, political and economic facets of the community from today's leaders. Through exchange of ideas and community experiences, participants begin to develop specific interests in the concerns on their community and emerge equipped with the skills and knowledge to impact their communities.

Leadership participants also complete the Leadership "Passport," an agenda of community projects and exercises as well as the Small Miracles® project, which pairs Leadership students with area non-profit organizations to learn about their missions and needs.

LEADERSHIP
CHAPEL HILL - CARRBORO

Leadership 2006 Program Schedule

Classes will take place on Wednesdays (unless otherwise noted) and will begin promptly at 8:30 a.m.

Sept. 12	Leadership Reception & Program Orientation (Mandatory) (6:30p.m. to 8:00p.m.)
Sept. 13	People Mapping & Retreat – Triangle Training Center (Mandatory) (8:30a.m. to 5:00p.m.)
Sept. 20	Community Profile: Elected Officials & Political Issues; Bus Tour (8:30a.m. to 2:00p.m.)
Sept. 27	Community Profile: Community Overview, Demo graphics, Economic Development and Land Use; *Leadership Skills: Visioning and Strategic Planning* (8:30a.m. to noon)
Oct. 4	Community Profile: Community & Human Ser vices; *Leadership Skills: Public Speaking and Presentation Skills* (8:30a.m. to noon)
Oct. 11	Small Miracles Presentation & Vote (8:30a.m. to noon)
Oct. 18	Community Profile: Local Diversity Issues; Small Miracles Update (8:30a.m. to noon)
Oct. 25	Community Profile: UNC & UNC Hospitals; *Leadership Skills: Ethics* (8:30a.m. to noon)
Nov. 1	*Leadership Skills: Conflict Management and Meet ing Facilitation*; Special Session: Non-Profit Board Membership (8:30a.m. to noon)
Nov. 8	Community Profile: Local Education System (8:30a.m. to noon)
Nov. 15	Community Profile: Crime, Justice and Mediation; *Leadership Skills: Dining Etiquette* (8:30a.m. to noon)
Nov. 22	Thanksgiving Break – CLASS DOES NOT MEET
Nov. 29	Community Profile: Sustainability; *Leadership Skills: Creativity* (8:30a.m. to noon)
Dec. 6	Community Profile: Movers & Shakers (8:30a.m. to 11:30a.m.) Graduation Luncheon (noon to 2:00p.m.)

Registration Information

Early Bird Special: register by August 22, 2006
Chamber Members: $625; Non-Members: $725

Registration Deadline: September 6, 2006
Chamber Members: $675; Non-Members: $775

Investment & Time Commitment

Investment in the Leadership Chapel Hill-Carrboro program is $675 for participants from Chamber member organization and $775 for participants from non-member organizations. This tuition includes the opening reception, the training retreat, refreshments, tour transportation, class materials, the graduation luncheon and staff time. Participants who sign up prior to August 22, 2006 are eligible for our Early Bird Special price, which is $625 for members and $725 for non-members. Leadership Chapel Hill-Carrboro is a 13 week program starting in mid-September and concluding at the beginning of December. Participants will attend a half-day session each week with one full day retreat.

Participation and Attendance

A maximum of 25 registrants who either work or live in Chapel Hill or Carrboro will be selected on a first come, first served basis to participate in the Leadership program. Every effort will be made to choose people with a wide range of experience and involvements. Participants are expected to attend all sessions. Any participant missing more than two (2) sessions, for whatever reason, will not graduate. Other mandatory elements of the Leadership program include the opening reception, the team-building retreat, the Small Miracles® project, and the Leadership "Passport."

For more information about Leadership Chapel Hill-Carrboro, contact Rita Stanton at rstanton@carolinachamber.org or visit our Web site at www.carolinachamber.org/leadership.

Leadership 2006 Presented By:

SUNTRUST

LEADERSHIP
CHAPEL HILL - CARRBORO

Application

Name: _____

Company: _____

Title: _____

Address: _____

_____

Phone: _____

Fax: _____

E-mail: _____

The Participation Commitment: *I understand the purposes of the Leadership Chapel Hill-Carrboro program and, if selected, I will devote the time and resources necessary to complete the program. I understand the necessity of attendance at all sessions.*

_____
Applicant Signature

Employer Commitment (if applicable): *This application has the approval of this organization and the applicant has our full support which includes the time to participate in the 2006 Leadership Chapel Hill-Carrboro Program.*

_____
Employer Signature

Applications must be received by
Wednesday, September 6, 2006
Please mail application with check to:

The Foundation for a Sustainable Community
Attn: Leadership Program
P.O. Box 2407
Chapel Hill, NC 27515-2407

*Make checks payable to The Foundation for a Sustainable Community or register on-line at www.carolinachamber.org/members/register.html (credit card required for on-line registration)

LEADERSHIP
CHAPEL HILL - CARRBORO

APPLICATION ENCLOSED

Chapel Hill Carrboro Chamber OF COMMERCE

Po Box 2897
Chapel Hill, NC 27515

Prst First Class
US Postage
PAID
Chapel Hill, NC
Permit, #251

LEADERSHIP
CHAPEL HILL - CARRBORO

Developing Future Leaders Today

vision

civility

potential

renewal

risk

change

creativity

truth

experience

trust

advocacy

communication

Chapel Hill Carrboro Chamber OF COMMERCE **FOUNDATION** FOR A SUSTAINABLE COMMUNITY

104 South Estes Drive | Chapel Hill, NC 27514
P: 919-967-7075 F: 919-968-6874
www.carolinachamber.org | info@carolinachamber.org

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, August 31, 2006 8:57 PM
To: Karen Casey <kcasey@usantidoping.org>
Subject: Re: Paper Review-Effective Anti-Doping Education Strategies

---

Dear Karen,
Either date fits my schedule.
Jan

Karen Casey wrote:

>Jan,
>
>The purpose of this e-mail is to follow-up with you regarding USADA's
>Education Symposium in November, as I am scheduling a second conference
>call for our symposium paper review panel during the week of September
>11. I would like to schedule this conference call for either:
>
>Tuesday, September 12, or Thursday, September 14 :
>12 :00 p.m. (Eastern Time); 11:00 a.m. (Central); 10:00 a.m.
>(Mountain); 9:00 a.m. (Pacific)
>
>Please let me know whether or not you are able to participate in this
>conference call, and which date is preferable for you.
>
>A reply to this e-mail by Wednesday, September 6, or earlier will be
>much appreciated. Once confirmation is received from all invitees, As
>soon as I hear back from panel members I will forward the revised draft
>of the paper and conference call logistics to all individuals on the
>review panel. Please contact me with questions you may have. Thank you
>for your time and consideration.
>
>
>
>In health,
>
>Karen
>
>Karen L. Casey
>Director of Education
>U.S. Anti-Doping Agency
>1330 Quail Lake Loop, Suite 260
>Colorado Springs, CO 80906
>(719) 785-2008 phone
>(866) 601-2632 toll-free
>(719) 785-2001 fax
>(719) 661-0379 cell
>
>
>CONFIDENTIALITY NOTICE - This e-mail transmission, and any documents,
>files or previous e-mail messages attached to it may contain information
>that is confidential or legally privileged. If you are not the intended
>recipient, or a person responsible for delivering it to the intended
>recipient, you are hereby notified that you must not read this
>transmission and that any disclosure, copying, printing, distribution or
>use of any of the information contained in or attached to this
>transmission is STRICTLY PROHIBITED. If you have received this
>transmission in error, please immediately notify the sender by telephone
>or return e-mail and delete the original transmission and its
>attachments without reading or saving in any manner. Thank you.
>

>
>-----Original Message-----
>From: Jan Boxill [mailto:jmboxill@email.unc.edu]
>Sent: Monday, June 26, 2006 6:24 PM
>To: Karen Casey
>Subject: Re: Paper Review-Effective Anti-Doping Education Strategies
>
>Dear Karen,
>I would be very happy to participate in the symposium review panel.
>
>Jan
>
>Karen Casey wrote:
>
>
>
>>Dear Jan,
>>
>>The U.S. Anti-Doping Agency (USADA) will be hosting an Education
>>Symposium on November 9-11, 2006. The theme of this symposium is
>>"Effective Prevention Strategies." I will be following up with an
>>invitation for you, or an individual you might like to designate, to
>>attend the Symposium.
>>
>>USADA has commissioned Dr. Sharon Stoll at the University of Idaho
>>Center for ETHICS to perform a comprehensive analysis of prevention
>>strategies as they relate to anti-doping education in the United
>>States. As a result of this analysis, Dr. Stoll is preparing a report
>>that will be distributed to all symposium participants prior to the
>>symposium to jump-start discussions during our round-table meetings.
>>
>>*This report is proprietary and, through an agreement between USADA
>>and the University of Idaho, is not to be published or utilized in any
>>
>>
>
>
>
>>other manner. *
>>
>>In order to facilitate a version of this report for distribution to
>>symposium participants, I am inviting you to participate on a review
>>panel with a small group of experts. As part of this review panel, I
>>ask that you review the versions of the report provided and contribute
>>
>>
>
>
>
>>feedback (questions, comments or suggestions) during one or two
>>conference calls. (There is no stipend or payment associated with your
>>
>>
>
>
>
>>participation on this review panel.)
>>
>>I would like to schedule the first conference call for either:
>>
>>*Thursday, July 6, or Tuesday, July 11:*
>>
>>1:00 p.m. (Eastern Time); 12:00 p.m. (Central); 11:00 a.m. (Mountain);
>>
>>

>
>
>
>>10:00 a.m. (Pacific)
>>
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>>In health,
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Personal Faith and Conscience:
How, When, Where and With Whom Can We Speak Our Minds on a Public University Campus?

DISCUSSION GUIDE

Introduction

College communities around the country have in recent days experienced a growing pattern of religious intolerance, threatened restraints on free inquiry, and difficulties in sustaining informed political and civil discourse. As university populations have become more diverse, they are confronting new realities in which differing voices struggle to be heard and respected. Political forces have increasingly highlighted "wedge issues" that pit deeply held religious and moral judgments against emerging social and scientific trends. As polarization has increased outside university walls, it has been increasingly difficult to maintain the long tradition of open and respectful inquiry within university classrooms. New forms and norms for communication seem to fuel tendencies to attack and belittle competing viewpoints rather than to engage in open-minded exploration of ideas.

In 2005, the Ford Foundation announced its "Difficult Dialogues Initiative," inviting colleges and universities around the country to join it in addressing these concerns. As the Ford Foundation's President eloquently stated: "Open and honest dialogue is one of the defining characteristics of a vibrant academic community … [and] is an essential component of a strong civil society on which democracy depends. We must strive to ensure that all members of the community are treated as full and equal partners in the intellectual and institutional life of colleges and universities, especially those who may hold minority political views or religious beliefs. Campus leaders also must create an atmosphere of mutual respect, in which diversity is examined and seen in the context of a broader set of common values. We need to ensure that our discourse not only remains open but civil."

As one of the campus partners in the Difficult Dialogue Initiative, UNC Chapel Hill is endeavoring to make the practice of dialogue second nature on our campus, and invites colleagues elsewhere to do the same. Too often, matters of religious belief and academic inquiry seem to fall prey to a "clash of cultures" and a tendency for students and faculty to engage in verbal sparring matches, to "debate" rather than to discuss and learn from one another's experiences and views. A group of faculty, students, and student affairs leaders has worked intensively to develop a framework in which differing viewpoints on these issues can be engaged and explored in a respectful and open-minded way. Our goals are to foster freedom expression and respectful attention for a wide range of viewpoints, engage in intellectually serious analysis and defense of multiple viewpoints, and exploration of common ground without ignoring genuine differences among diverse viewpoints.

We invite you to engage with us in deep and candid conversation about ***Personal faith and conscience: how, when, where, and with whom can we speak our minds on a public university campus?*** This formulation is a powerful one in which each word has a deliberate meaning.

- We hope the conversation will draw forth genuine, *personal* views that will be respectfully treated and openly considered.

- We seek to grapple with the *full range of faith- and conscience-based* beliefs since such beliefs are rooted in personal values that include those held not only by individuals committed to traditional Judeo-Christian viewpoints but also by agnostics, atheists, and others with moral vantages that are arise from sources other than traditional religion.

- We emphasize the process of "*speaking our minds*" by which we intend a focus on oral and written communication (rather than the clothes one wears or other sorts of expression).

- We use the word "*we*" very deliberately, with the intent to exploring how all members of our campus community interact with each other (for example, students interacting with fellow students of similar or different faith traditions, faculty interacting with faculty and students in the classroom and elsewhere, and staff interacting with the full range of community members).

- Our *discussion* will explore varied approaches to this question, including some that have emerged from our work to date, but also others that will emerge in this Forum that involves a wider range of participants. We will deliberate--rather than debate--using safe and fair ground rules to be considered at the outset so that we can all speak, listen, and learn from each other. No votes will be taken. All viewpoints will be welcome.

This discussion guide is organized in three parts. Part I provides background information on the growing tensions relating to personal faith and conscience on college campuses. Part II outlines four approaches that members of college communities—individual students and faculty as well as campus leaders--might be taken in response to these tensions. Part III provides supplemental resources including ideas on how best to approach conversations about these difficult issues and sources of information on related topics.

Background

Campus Experiences

One University's Recent Experiences

Evidence of tensions relating to personal faith and conscience and academic inquiry may be found at numerous universities around the country. The University of North Carolina at Chapel Hill is merely one case in point:

- In 2002 the University chose *Approaching the Koran: The Early Revelations* by Michael Sells as its summer reading selection. The decision was roundly criticized by many legislators and members of the public. Subsequently the American Family Association's Center for Law and Policy brought suit on behalf of three students, an alumnus and a state citizen, claiming that their First Amendment rights have been violated. The federal district court subsequently concluded that the choice was permissible since it did not advance or endorse religion and did not compel students to engage in "religious exercise."

- In 2003 a three-member Christian fraternity lost its status as an officially recognized student organization when it refused to sign the University's standard non-discrimination policy. The fraternity's law suit in federal court alleging that the University had unlawfully abridged the students' First Amendment rights to freedom of association, freedom of speech, and free exercise of religion was ultimately dismissed as moot.

- In spring 2004 an instructor was disciplined by her department for publicly accusing a student of hate speech after he expressed in her class his objection to homosexuality based on his religious beliefs.

- A "diversity assessment" conducted during fall 2004 gave evidence of related concerns. *(excerpts from qualitative comments to be inserted once available)*

- In 2005-2006, the campus newspaper ran a student column that cast Arabs in a disparaging light as well as a cartoon featuring a depiction of the Prophet Mohammed. Later a recent graduate drove his SUV into a popular campus gathering spot, injuring nine people. He subsequently explained that he had done so to demonstrate his commitment to Islam and to protest American foreign policy. Some students protested, asserting that his action should be labeled "terrorist" while others held a vigil in sympathy for Muslim students and those who had been hurt.

- In the last several years, the University established programs in Jewish, Islamic, and Christian studies. In 2005 and 2006, many liberal arts faculty protested discussions with a potential donor who was considering a proposal for funding of an initiative in Western Cultures. The donor had ties with other groups with conservative views that had publicly ridiculed faculty members who taught courses that emphasized diversity themes. The University subsequently withdrew the proposal in order to permit additional faculty review.

UNC Chapel Hill has not been alone in facing challenges like these. The discussion guide that follows incorporates experiences reported in news from around the country.

Hate Crime

National statistics also demonstrate problematic levels of tension. For example, the United States Federal Bureau of Investigation indicated that it in 2004 had received reports of 7649 incidents involving 9035 offenses. Of the 7642 single-bias incidents, racially motivated crimes accounted for 52.9%, religious bias accounted for 18.0%, bias against sexual orientation accounted for 15.8% and bias against ethnicity or national origin accounted for 12.7%. Of the 1,374 incidents involving religious bias, anti-Jewish incidents predominated (954 incidents), with anti-Islamic incidents ranking second (156). Anti-Catholic incidents numbered 57, anti-Protestant incidents numbered 38, anti-other-religion incidents numbered 128. There had been 898 hate crimes reported on school or college campuses, including 492 related to race, 184 related to religion, 150 related to sexual orientation, 68 related to national origin, 2 related to disability and 2 with multiple biases.

In April 2006, the United States Commission on Civil Rights held hearings and issued a statement on growing anti-Semitism. The Commission found that

> Many college campuses throughout the United States continue to experience incidents of anti-Semitism. This is a serious problem which warrants further attention. While incidents of threatened bodily injury, physical intimidation or property damage are now rare, they have been alleged on some campuses. On other campuses, students have alleged patterns of threatening or intimidating behavior, derogatory remarks, vandalism, and use of Swastikas and other symbols of hatred or bigotry….On many campuses, anti-Israeli or anti-Zionist propaganda has been disseminated that includes traditional anti-Semitic elements, including age-old anti-Jewish stereotypes and defamation. This has included, for example, anti-Israel literature that perpetuates the medieval anti-Semitic blood libel of Jews slaughtering children for ritual purpose, as well as anti-Zionist propaganda that exploits ancient stereotypes of Jews as greedy, aggressive, overly powerful, or conspiratorial.

Students on college campuses are increasingly diverse even in states where residents have a significant preference in admissions. Economic shifts have resulted in greater mobility of families from other states and other countries so that residency no longer means life-long ties to a particular state. In contrast to their parents' generation, college students today are more likely to encounter others with viewpoints rooted in cultures, faiths, and moral perspectives that differ from those at home. The mixture of religious backgrounds characterizing students may vary depending on the region of the country and admissions criteria. Depending on student characteristics, student viewpoints and controversies may vary.

Students

Student Religious Affiliations and Implications

For example, in 2005 nearly 2/3 of UNC Chapel Hill's entering students reported affiliation with the following religions: Baptist (19.3%), Methodist (13.6%), Roman Catholic (13.1%), Presbyterian (9.6%), and "Other Christian" (9.7%). Fewer than 5% reported Jewish (2.5%), Hindu (1.3%) or Islamic (.9%) affiliation, and16.9% reported no religious affiliation. In contrast, entering undergraduates at public flagship universities a much more heterogeneous mix, with more than double the percentage of Roman Catholics and Jewish students (27.5% and 5.9% respectively), far fewer Baptists, Methodists, and Presbyterians (5.2%, 5.3%, and 5.2% respectively), and even more students reporting no religious affiliation (22.6%).

Patterns of religious preference also appear to correspond in interesting ways with student experiences and viewpoints as demonstrated in the following chart, comparing the responses of undergraduates entering UNC-Chapel Hill in 2005 with their peers at public flagship universities. In particular, UNC-Chapel Hill students are more likely to have attended religious services, discussed religion, and prayed or meditated on a weekly basis during high school. They are also much more likely to regard "integrating spirituality into my life" as a high priority, and to believe that their religious beliefs will be strengthened during college. They are somewhat more socially conservative, and are more inclined to believe that dissent is an important part of the political process.

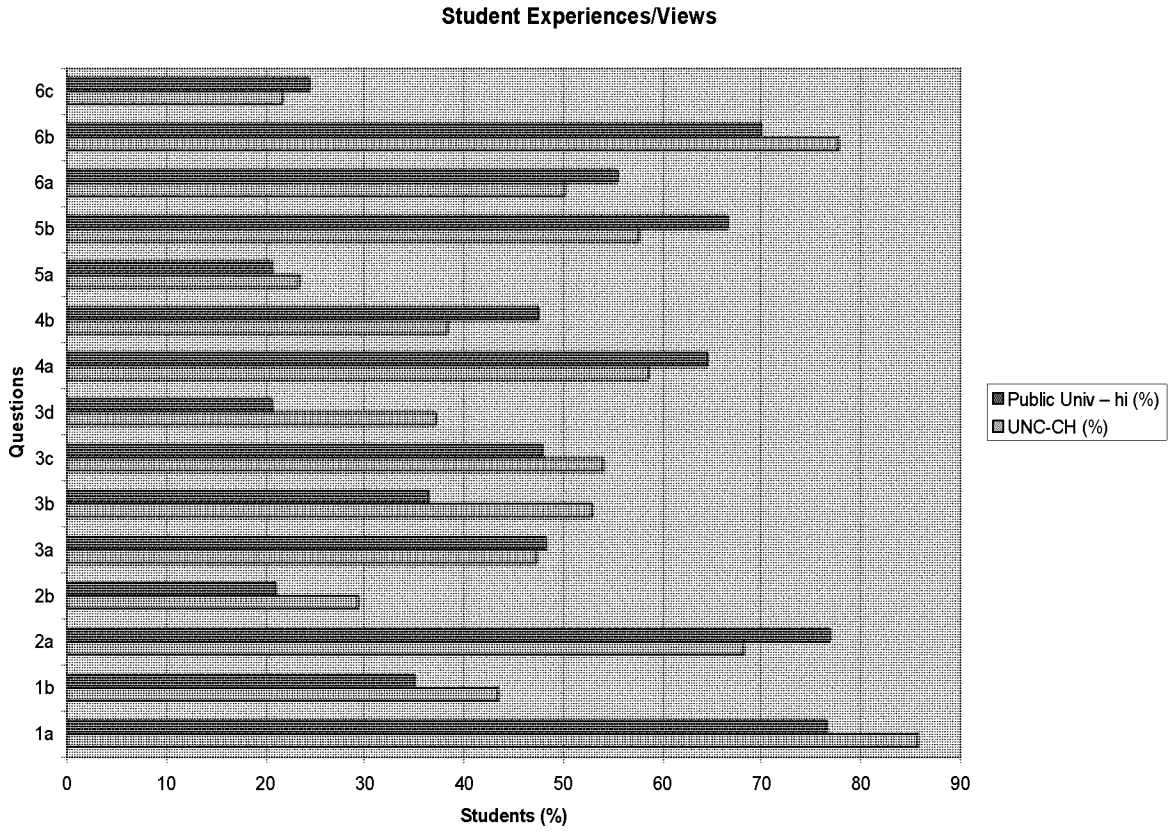

Questions:
1a: Attended *religious service* in past year
1b: *Discussed religion*

2a: Time in high school in *prayer/mediation: none + less than one hour/week*
2b: Time in high school in *prayer/mediation: 1-5 hrs*

3a: Very important reason to attend college…: *find my purpose in life*
3b: Objectives that are "essential" or "very important**":** *integrating spirituality into my life*
3c: Objectives that are "essential" or "very important"**:** *developing meaningful philosophy of life*
3d: Chances "very good" that attending college *will strengthen religious beliefs/convictions*

4a: "*Abortion* should be legal" (agrees strongly or very strong)
4b: "If two people really like each other, it's all right for them to *have sex*, even if they've known each other for only a very short time" (agrees strongly or very strongly)
5a: "It is important to have laws prohibiting *homosexual* relationships" (agrees strongly or very strongly)
5b: "*Same-sex* couples should have the right to legal marital status" (agrees strongly or very strongly)

6a: "Colleges should *prohibit racist/sexist speech* on campus" (agrees strongly or very strongly)
6b: "*Dissent* is a critical component of the political process" (agrees strongly or very strongly)
6c: "Realistically, an individual can *do little* to bring about changes in our society" (agrees strongly or very strongly)

Study of Student Spirituality

In addition to the above insights, drawn from the annual American College Freshmen Survey (part of the Cooperative Institutional Research Program in which many universities and colleges participate), UCLA researchers with support of the John Templeton Foundation have been conducting survey research focused on the religious and spiritual lives of college students. An initial phase of the study relied upon surveys in fall 2004 of 112,000 entering students at 236 colleges, using questions that included many similar to those in the annual freshmen survey noted

above. Longitudinal studies tracked a smaller universe of students (approximately 3680 at 46 colleges and universities) into their junior years. Some notable findings include the following:

- Among first-year students, 8 in 10 reported attending religious services during the past year. Nearly 8 in 10 said that they believed in God, with more than half perceiving God as "love" or as the "creator" and about half experiencing God as a "protector." Many reported deriving strength, support and comfort from their beliefs. Four in ten students reported that they felt "secure" in their beliefs, with one in four saying that they were "seeking," one in four reporting being "conflicted" or "doubting," and one in seven saying they were "not interested." Forty-seven percent reported that they "seek out opportunities to help [themselves] grow spirituality."

- The researchers also analyzed students with reference to "spirituality," "religiousness" (religious commitment, engagement, religious/social conservatism, religious skepticism, and religious struggle), and four other factors (charitable involvement, compassionate self-concept, ethic of caring, and ecumenical worldview). Using these variables, they found that religious commitment and engagement was closely correlated with religious/social conservatism and negatively correlated with religious skepticism. Those showing high levels of religious engagement tended to be conservative politically (self-identified conservatives outnumbered liberals by 3 to 1). Roughly equal proportions of politically conservative and liberal students earned high scores on either charitable involvement or compassionate self-concept, while liberals "substantially outnumber conservatives among those with high scores on ethic of caring (2 to 1) and ecumenical worldview (3 to 1).

- The researchers reported two clusters of religious preferences among entering students. Those identifying themselves as Mormons, Seventh-Day Adventists, Baptists and "other Christians" emerging as "strongly spiritual, religious, and religiously/socially conservative" and expressing little religious skepticism. A second cluster (including Unitarians, Buddhists, Hindus, Episcopalians, Eastern Orthodox and Jewish students), were found to score low on religiousness and high on religious skepticism, ecumenical worldview, ethic of caring and charitable involvement. Roman Catholics reportedly scored below the overall average on religious commitment, religious engagement, religious/social conservatism, and religious skepticism."

- Longitudinal studies of a much smaller set of college juniors reported a decline in attendance at religious services (52% had reported attending religious services frequently the year before entering college, but only 29% reported attending frequently in their junior year). There was a significant reduction in self-perceived "religiousness" and "spirituality" (only 9% said that their religiousness was much stronger and only 13% said their spirituality was much stronger), yet there was some growth in those who said it was "very important" to integrate spirituality into their lives, develop a meaningful philosophy of life, and help others in difficulty. Students who spend more time partying show larger-than-average declines in attendance at religious services during the first three years of college.

- By junior year, it appeared that levels of religious commitment (measured by finding religion personally helpful, gaining spiritual strength by trusting in a higher power, feeling loved by God and seeking to follow religious teachings in daily life) tracked student choices of major at least to some degree. Those who chose to major in the fine arts, education and humanities had the highest levels of religious commitment, with the lowest levels of religious commitment reported by those in biological sciences, history, political science and sociology. Only about 20% of juniors were "highly religious" while a similar proportion were found to have low levels of religious engagement (defined as a pattern of behavior that includes such things as attending religious services, reading sacred texts, attending religious/spiritual workshops or retreats, and joining a religious organization on campus).

- Among college juniors, religiosity and spirituality also correlated with self-identified political viewpoints. Those who identified themselves as politically conservative, were substantially more likely to show high levels of religious commitment (50% versus 18% for self-identified liberals) and religious engagement (37% versus 10%), and were also more likely to show high levels of equanimity (35% versus 23%) and self-esteem (37% versus 29%). Viewed in a somewhat different light, students who regarded themselves as "highly religious" were divided among 41% who described themselves as conservative or far right, 44% who described

themselves as "middle-of-the-road" and 15% who described themselves as liberal or far left. Students who were "least religious" included only 9% of those who saw themselves as conservative or far right, 56% of those who were middle-of-the-road, and 35% of those who were liberal or far left. Substantial differences in views on social issues were also apparent as between highly religious students and least religious students, including differences on views about casual sex, abortion, and homosexuality.

Trends Among Teenagers

There are indications that surveys of entering college students do not tell the whole story or do not fully capture emerging trends, however. In a recent book, *Soul Searching: The Religious and Spiritual Lives of American Teenagers,* (Oxford: Oxford University Press, 2005), Professor Christian Smith and Melinda Lundquist Denton analyzed data and interviews from the National Survey of Youth and Religion begun in 2000. Some of the study's major findings about teenagers aged 13-17 include the following.

- Difficulty articulating beliefs: Very few of the teens interviewed could explain the tenets of their religion or what it means. The researchers concluded that this phenomenon was equally evident in devout and non-religious teens, and judged that it was not due to poor communication skills. Instead, in their view it appeared that, for many of the teens "our interview was the first time that any adult had ever asked them what they believed and how it mattered in their life."

- Religious outlook: The interviews suggested that many teens (whatever their religious affiliation) shared an outlook the researchers dubbed "Moralistic Therapeutic Deism" that embraced five major principles: (1) A God exists who created and orders the world and watches over human life on earth but from a distance; (2) God wants people to be good, nice, and fair to each other, as taught in the Bible and by most world religions; (3) The central goal of life is to be happy and to feel good about oneself; (4) God does not need to be particularly involved in one's life except when God is needed to resolve a problem; and (5) Good people go to heaven when they die. Moral relativism was also common among teenagers interviewed.

- Conversations in school: In school, 65% of religious US teens only express their religious faith only some or a little. 12% of the teens express their faith a lot and 23% do not express their faith at all. Mormons are the most likely to express their faith, followed by conservative and black Protestant teens. Half of Jewish teens and half of Catholics do not express their faith. However, it is not because school is viewed as being a hostile place to religious teenagers—fewer than 20% of teenagers report that schools look down on teens who are openly religious.

- Views of others: The researchers concluded that teens do not talk about religion very often amongst themselves. They tend to see religion as not a particularly contested or conflictive aspect of their lives, but instead something that simply *is*, that is just not the kind of thing worth getting worked up about one way or the other. In confronting issues of faith difference, most teens take an inclusive religious pluralism stance on the matter of religious truth claims—60% of all respondents state that many religions may be true. The researchers also noted that "nearly all U.S. teens seem to have adopted a posture of civility and a careful and ambiguous inclusiveness when discussing religion with possible 'others,' especially in public," perhaps because of the strong tradition of individualism in America as well as the public school system.

What Happens In College: Theories of Intellectual and Moral Development

Some of differences between teenagers still in high school and students who are nearing college graduation may be explained in part by the dynamics of intellectual and moral development during the college years. Numerous educational theories might be noted, but only a few will be mentioned here.

- Cognitive Development. Benjamin Bloom, of the University of Chicago, is widely regarded as among the foremost theorists of students' intellectual development. He developed a "taxonomy of educational objectives" which he derived based on the educational goals articulated by faculty colleagues and the types of questions posed on comprehensive examinations. His most well-known taxonomy relates to the "cognitive

domain" and includes the following elements (listed from the simplest to the most complex): knowledge (the kind of intellectual capability that can be created even by rote memorization); comprehension (the ability to paraphrase, interpret and explain); application (the capacity to transfer ideas learned in one situation to use in another); analysis (the capacity to distinguish between subsidiary ideas that are part of a larger whole); synthesis (the capacity to bring disparate ideas together into a larger whole); and evaluation (the capacity to test or judge ideas against a set of larger standards).

- Affective Development. Bloom also considered the "affective" domain which concerns the way that people deal with emotional dimensions including feelings, values, appreciation, enthusiasms, motivations and attitudes. His five major elements in this taxonomy (ranging from the simplest to the most complex) include: receiving phenomena (awareness, willingness to hear and attend to others with respect), responding to phenomena (active participation with others in learning, willingness to respond and question new ideals and concepts in order to understand them); valuing (acceptance of values, attaching worth to particular values or phenomena, developing more complex commitments, acting on more complex commitments); organization (creates priorities from contrasting or conflict values, compares and synthesizes values); internalizing values (develops a value system that shapes personal behavior in a cohesive way, acts in self-reliant way that evidences commitment to ethical practice, consideration of others, weighing of new evidence).

- Intellectual and Moral Development. A major theory of intellectual and moral development in college students was developed by William Perry, based on interviews conducted among male students attending Harvard College some years ago. Perry focused on how students understand the nature of knowledge and what kinds of knowledge are to be valued. Perry identified several stages of development. The first three stages involve "dualism," a period in which a learner assumes that all questions have or can have "right" answers derived from external authorities; the absence of right answers is attributed to authority figures who lack relevant knowledge or to knowledge that has yet to be discovered. The next two stages involve "relativism," which treats knowledge as non-absolute in most cases, treats dominant knowledge as pertinent but not the absolute truth, sees most things as uncertain, finds no real basis for deciding absolute right and wrong, treats authorities as just individuals with opinions, and regards all ideas as having equal value before ultimately recognizing that learners must take responsibility for using and evaluating non-absolute knowledge in complicated settings. Perry's final three stages involve "commitment" and move beyond cognitive abilities to make judgments regarding one's values and identity, act on and balance associated commitments and responsibilities to self and others. Although Perry's work has been criticized a non-diverse population and as treating development as a linear process when it more likely involves cycles, his approach remains a standard framework for thinking about student development during the college years and beyond.

- Faith Stages. Dr. James Fowler, of Emory University, developed a framework for thinking about the stages through which approaches to faith and spirituality evolve across the lifespan (in contrast to the content of faith-based or spiritual beliefs). His most well-known work is *Stages of Faith: The Psychology of Human Development and the Quest for Meaning* (HarperCollins, 1981). Fowlerr's work was also influenced by that of other theorists who studied psychological development from childhood through adulthood. In Fowler's view "faith" encompasses an individual's beliefs about their relationship with the universal, something that evolves throughout one's life. Fowler regarded faith as an ongoing activity (rather than something one "has"), reflecting the interplay of "conversion" (major changes in one's values or core beliefs) and "development" (a gradual maturation process).

- According to Fowler, there are six major stages in faith development, which foster insight of one's development, but should not used to evaluate or judge. Stage 1 is the "intuitive-projective" stage in which children are centered on their own experiences, their imaginations and fantasies, and others' actions and stories. At this stage, they lack the internal means of understanding their experiences, the fantasies they develop, or the stories to which they're exposed. Stage 2 is the "mythical-literal" stage in which faith has a more definite cognitive component, which may be drawn from the values of one's family or from exposure to other influences such as those of teachers, peers, and the media. In Stage 2, individuals tend to associate with those who are like them and be critical of those who differ, believe in "justice" insofar as the good are rewarded and the bad punished, often give symbols very literal meanings and engage in little self-reflection.

Stage 3 is the "synthetic-conventional" stage in which individuals attempt to develop an integrated identity, based on values or beliefs typically derived from significant others without much internal examination. Those at stage 3 may have an "ideology" that involves a cluster of beliefs and values but may not be aware of it. They may also have internalized expectations in ways that make it difficult for them to manage the different roles and contexts in which they must function, and may be uncomfortable with conflict and controversy.

- Fowler describes stage 4 as the "individuative-reflective" stage, one that often involves critical assessment of prior experiences, values and beliefs. In stage 4, individuals move toward a grounding within an authentic self rather than relying most heavily on external expectations and roles, while also making explicit personal judgments about commitments based on deliberate examination of their core beliefs. Stage 5, the "conjunctive" stage is generally not reached until mid-life, when individuals experience significant tensions (for example at the point between being old and young), are able to deal with multiple perspectives and ambiguity, are drawn to the deeper levels of myth and symbolism, and are more open to others' faith traditions. Stage 6, "universalizing," takes varied forms but generally involves a more encompassing sense of truth that transcends group-based faith traditions.

- Another theorist, Sharon Parks, has extended Fowler's work in significant ways. She proposes an additional stage of faith development which she calls "young adult" (which includes many college students) and treats faith development as involving three components (the first involving forms of knowing or cognition, the second forms of dependence or affect, and the third forms of community or social interaction). During the early "young adult" stage, individuals facing new environments may regress to previous more comfortable states until they are more comfortable in the new settings. They may also take some time before developing "self-authority" and may need experience with a social group that provides mentoring before trusting their growing sense that they can stand on their own. Parks' approach is helpful in spotlighting both a critical stage of development and by providing a framework that speaks explicitly to the importance of "dependence" and social settings.

- Thoughtful observers also recognize that college students' experiences outside the classroom often help them learn important lessons that may be less easily imparted in the classroom. In his important book, *Making the Most of College: Students Speak Their Minds* (Harvard University Press, 2001), Richard Light highlights students' own judgments about the importance of religious diversity among their classmates and the ways in which such diversity contributes to their education. Students interviewed emphasized the importance of religious diversity in living arrangements, which allowed them to experience others' traditions and beliefs in ways they were unlikely to have done at home. One student commented: "Everything that I have learned by observing and interacting with my more religious roommates has helped me to decide what is important and not important to me in a belief system, or more generally in a spiritual outlook." Another said: "As a Catholic, I find there is a certain bond that exists for me with observant people of other religions. Inter-faith forums have certainly helped to develop this connection with the other side, such as Jewish students from Hillel with whom we share many events… I definitely feel comfortable talking about certain things, or taking certain things for granted, when I'm with other religious people, whatever their religion."

Political Viewpoints and Student Values

College students do not necessarily express the same blend of faith-based beliefs, social policy judgments, and political affinities as do older citizens, explored in more detail as part of the discussion of the world beyond the campus, below. A recent study by the Harvard Institute of Politics conducted phone interviews of a national sampling of college students in March 2006 provides some important insights about the relationship between these important dimensions of students' lives.

- The vast majority of student respondents indicated that religion played an important role in their lives (70%), and 25% said that they had grown more spiritual while in college. When asked about their top-most concern, 39% of respondents (compared to 20% of the public in general) cited the war in Iraq. On the other hand, 66% of respondents believed that the United States should use armed intervention if necessary in order to address genocide abroad. Respondents indicated that the United Nations should play a more significant role and

favored multilateral approaches. Differences in political viewpoint correlated with views on how religion should play out in the public eye. Among Republican respondents, 56% wanted to hear candidates speak about their religious views, in contrast to 21% of Democratic respondents. Republican respondents also wanted religious values to play a more important role in government (38% compared to 16% among Democratic respondents). Republican respondents generally feared that religion was losing its influence in American life (62%) and felt that was a "bad thing" by a 7-1 margin, while 52% of Democratic respondents felt that religion's influence was increasing while concluding by a 2-1 margin that that was a bad thing. A majority of both Republican and Democratic respondents said that they were "concerned about the moral direction of the country," including 50% of white respondents, 74% of African-American respondents, 49% of men and 57% of women.

- The Harvard study found that college students believed that a larger range of issues had "moral" dimensions compared to those generally highlighted as raising questions "values" in recent political discourse. Majorities of both Republican and Democratic respondents regarded abortion (78% of Republican respondents and 59% of Democrats), gay marriage (64% and 54% respectively) and stem-cell research (64% and 54% respectively) as "moral issues." Notably, 38% to 48% of Republican and Democratic respondents believed that the government's response to Hurricane Katrina (48% and 45% respectively) and education (38% and 44% respectively) should also be viewed within a moral context. Other "moral issues" included the environment (30% of Republican and 42% of Democratic respondents respectively), healthcare (35% and 52% respectively), Iraq (44% and 39% respectively), and affirmative action (24% and 37% respectively).

- The Harvard poll emphasized that there appear to be four major clusters of college student political viewpoints (in contrast to traditional conservative/liberal labels) and recognized that faith-based and moral beliefs as well as gender and race have implications for policy judgments among this population. "Traditional conservatives" (16% of respondents) were more likely males from upper income families, are more optimistic about the future, believe the country is on the right track, are comfortable voting for candidates who speak about their religious beliefs and want religious values to play a more important role in government. "Religious centrists" (25% of respondents) included a large concentration of African-American and Hispanic students who are deeply concerned about the moral direction of the country, and regard the response to Hurricane Katrina, universal healthcare and the environment as moral issues. "Secular centrists" (15%) are more likely to be male, tend to optimistic about the future, do not regard abortion or homosexuality as morally wrong, do not factor religion into their world view and do not want religious values to play a more important role in government. Finally, traditional liberals (40%) are more likely female, support *Roe v. Wade* with regard to abortion, do not regard homosexuality as morally wrong, think universal healthcare should be a right for all, the environment should be protected, and immigration should be permitted.

<u>Faculty</u>

Spirituality and the Professoriate

Data on the viewpoints of college faculty are more limited, but some insight can be gained from periodic surveys of American college faculty and from research on spirituality within the professoriate that is part of the UCLA research on college spirituality noted above.

- Data from the 2004-05 survey of American college faculty found a substantial consensus in views regarding the goals of undergraduate education, with a high proportion of faculty respondents rating the following goals as "very important" or "essential: developing student's critical thinking abilities (99%), helping students master knowledge in a discipline (94%), and promoting students' ability to write effectively (87%). Other goals included preparing undergraduates for employment (73%), and for graduate or advanced study (61%) with substantial variation across types of institutions. Other goals included instilling a basic appreciation for the liberal arts (56%) and the development of moral character (59%), but only 30% believes that the chief benefit of a college education is to increase earning power. Perspectives on educational goals were also framed against a general concern that many students were poorly prepared academically (while 67% of faculty at private universities agreed "somewhat" or "strongly" that "most students are well-prepared academically,

only 37% of public university faculty shared that view). In contrast, 70% of freshmen entering college in 2004 rated themselves as "above average" or in the "highest 10%" academically, and about half reported earning "A"s in high school.

- The recent study on "Spirituality and the Professoriate" conducted by UCLA with support of the John Templeton Foundation, surveyed 40,670 faculty at 421 colleges and universities across the country. Only 30% of respondents believed that "colleges should be concerned with facilitating students' spiritual development," but more than half regarded other related goals "essential" or "very important": enhancing students' self-understanding (60%), developing students' moral character (59%) and helping students develop personal values (53%). Academic field and institutional type correlated in interesting ways with faculty viewpoints. The highest level of agreement with the statement that "colleges should be concerned with facilitating students' spiritual development" were found among faculty in the health sciences (41%) and humanities (40%), with the lowest proportions in the biological sciences (22%), social sciences (24%) , physical sciences (24%) and agricultural/forestry (25%). Faculty members at public universities and colleges showed the lowest level of agreement with this statement (18% and 23% respectively).

- In light of the priority purposes of education and the concerns for student academic preparedness noted above, it is perhaps not surprising that emphasis on religion and spirituality is relatively rare in many classrooms. In reports by college juniors in the companion study of student spirituality described above, 62% indicated that their professors "never encouraged discussion of spirituality and religion" while 56% said that their professors "never provided opportunities to discuss the meaning or purpose of life."

- Faculty members' views on the role of religion and spirituality in the classroom differed from those held by faculty members regarding the place of religion and spirituality for faculty members within the academy. When asked to agree or disagree with the statement "the spiritual dimension of faculty members' lives has no place in the academy," 57% disagreed. Once again academic disciplines seemed to shape or reflect respondents' viewpoints, with the highest disagreement reported by those in the health sciences (67%), education (65%) and business (60%) and the lowest levels in social sciences (51%), physical sciences (50%), and biological sciences (49%). The highest level of disagreement was found in public universities (49%).

- Faculty members' reluctance to regard religion and spirituality as appropriate in the classroom or the academy did not, however, indicate that faculty members are not spiritual or religious, or that spirituality and religion does not play a role in their personal lives. Of those responding, 81% described themselves as "spiritual," while 64% regarded themselves as "religious" to some or a greater extent (29% and 37% respectively). Female faculty appeared to have a higher level of spirituality, with 87% of women describing themselves as "spiritual" (in contrast to 78% of male faculty members), endeavoring to integrate spirituality in life (54% of women compared to 42% of men), engaging in self-reflection (74% and 64% respectively), and seeking opportunities to grow spirituality (76% compared to 65%). The highest proportion of self-identification as "spiritual" was found for African-American faculty (66% regarded themselves as spiritual "to a great extent"), in contrast to American Indians/Alaska Natives (60%), Native Hawaiian/Pacific Islanders (59%), Puerto Ricans (59%), Mexican-Americans (53%), white/Caucasians (48%), and Asian-Americans (37%).

Disciplinary Frameworks and Faculty Viewpoints

Faculty perspectives must also be understood in a broader historical and sociological context. In a working paper, Professor Mark Edwards (former President of St. Olaf College and currently associate dean of Harvard Divinity School, and author of a new book entitled *Religion on Our Campuses*) offers crucial insights.

- Historical trends have shaped the development of colleges and universities in the last 150 years. In the first half of the nineteenth century natural sciences were closely associated with Christian theology. In time the sciences were seen to provide evidence of divine design in the guise of rational thought and inquiry and the study of science was viewed as a means of praising God. By mid-century, scientists were able to discern causal explanations that made it possible to offer explanations of phenomena other than by reference to supernatural intervention. What constituted an explanation changed and scientists turned to scientific inquiry

as the best means of explaining natural phenomena rather than simply invoking God. Other disciplines followed suit, as the humanities departed from moral philosophy and social sciences claimed their own identity.

- By the beginning of the 20th century, research universities began to develop, with instructors drawn from those who had sophisticated substantive expertise in specialized fields. As belief in the scientific method grew and the extent of knowledge burgeoned, only those with "disciplined" knowledge had the necessary legitimacy to claim a place in the academy. Such disciplined expertise was provided through advanced education at top research universities which provided intensive mentoring, and required advanced levels of scholarly performance which in time resulted in the award of a Ph.D. Professional legitimacy for scholars awarded teaching positions at universities was increasingly tested by scholarly writing that was reviewed by national and international peers with similarly advanced expertise.

- In Edwards' view, faculty members are now inculcated by intensive experience that can be described as "professional formation," just as is true for those who undergo "formation" to profess their beliefs as members of the clergy. As undergraduates, they choose a major and increasingly assimilate the knowledge, values, and intellectual approaches that characterize the academic discipline in question. They go on to graduate work and spend more years within a specialized academic community that deepens and tests such expert knowledge and ways of knowing through comprehensive examinations and research on the Ph.D. They are evaluated and selected for academic appointments through a process that emphasizes their disciplinary focus. They then pass on their ways of knowing to their own students, and gain professional acclaim based upon their scholarly contributions to their chosen academic field.

- Edwards argues that there may be room to reintroduce religious perspectives within the academy in certain circumscribed respects. He contends that religious views may be most appropriate with regard to moral claims, claims regarding human nature, and claims regarding maximally comprehensive views of reality (certain kinds of "metaphysical" claims). In his view, it may be appropriate for certain religious insights to be offered in as an autobiographical explanation of "where I'm coming from," and suggests that the introduction of religious views in other settings should be undertaken with caution, and only in instances in which they contribute to the conversation and deepen understanding.

Academic Freedom

"Academic freedom," like academic disciplines, plays a central role in faculty members' understandings of the nature of American higher education. Academic freedom rests on core beliefs that the mission of higher education is to seek out and disseminate truth (however unpopular or inconvenient) and that the best way to accomplish this mission is to express ideas freely and subject them and to test them openly without fear of reprisal. It rests on a shared commitment to collegial interchange and a responsibility to maintain an open mind while testing one's own ideas as well as the ideas of others. Despite these core assumptions, the meaning and implications of the phrase and are surprisingly complex.

- The courts have recognized that academic institutions possess *institutional academic freedom* that is necessary

  > to provide that atmosphere which is most conducive to speculation, experiment, and creation. It is an atmosphere in which there prevail "the four essential freedoms" of a university--to determine for itself on academic grounds who may teach, what may be taught, how it shall be taught, and who may be admitted to study. (*Sweezy v. New Hampshire*, 354 U.S. 234, 263 (1957) (Frankfurter, J, concurring)

- Academic freedom for *individual faculty members* has been described in the following terms:

  > Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties. . .

> Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter that has no relation to their subject. . .
>
> College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution. (Association of American University Professors, 1940 Statement)

- The *academic freedom of students* has likewise been recognized. In a joint statement issued in 1967, the Association of American University Professors, the United States National Student Association and other professional groups stated:

  > Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility . . . .
  >
  > The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.
  >
  > 1. Protection of Freedom of Expression
  > Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
  >
  > 2. Protection Against Improper Academic Evaluation
  > Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

- The application of these principles is often complicated, in part because of the complexity of underlying legal analysis and because of the need to apply applicable policies to nuanced facts. For example, the academic freedom of individual faculty members and students is to some extent rooted in the First Amendment (which protects against abuse of free speech rights by government entities such as public universities but not to action by private parties). The statements of the Association of American University Professors (an organization founded in the wake of events at Stanford University early in the 20th century, when Mrs. Leland Stanford caused the dismissal of a noted economics professor Edward Lovejoy with whose views she disagreed) have been widely endorsed by academic organizations. They reflect a "professional standard" that is regarded as a statement of good practice within the academy, and thus has policy significance (but not necessarily legal significance) even when the First Amendment might not have application. At the same time, however, most colleges and universities around the country have adopted policies and tenure regulations that incorporate the AAUP standard and in turn give rise to contractual rights and rights to due process hearings by those protected under such policies.

- Longstanding expectations about university autonomy and academic freedom have been challenged in recent years on a number of fronts. For example, David Horowitz and others have argued that legislation called the "Academic Bill of Rights" should be adopted by state legislatures in order to force universities to weigh political ideology as part of their hiring practices and to provide additional legal protection to students who fear that they may be receive poor grades based on ideological views. Several organizations such as Students for Academic Freedom and Campus Watch have also established websites that encourage

students to report or "blacklist" their professors based on listed criteria. An initiative by a UCLA alumnus to pay students to record and submit details of classroom conversations was withdrawn in the face of legal challenge.

- There are also instances in which faculty members have also been disciplined or dismissed notwithstanding the protections of academic freedom. For example, a professor at the University of Colorado who made what many regard as irresponsible comments about the 9/11 terrorist attacks was subsequently found by an academic panel to have engaged in research misconduct. That university also recently conducted an extensive review in order to improve its policies on tenure and post-tenure review. Universities are also facing calls for greater public accountability from government leaders including the United States Department of Education and Congress. While academic institutions have traditionally been accorded great autonomy in setting academic standards and making operational decisions, growing concern to curb college costs and increase student learning and graduate rates may put these traditions to the test.

Liberal Education and the Curriculum

Faculty viewpoints on the role of religion and spirituality within the college classroom can also be discerned through academic decisions relating to nature of liberal education and the characteristics of the undergraduate curriculum.

- The American Association of Colleges and Universities defines "liberal education" as "a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement." In a 1998 statement, the Association expressed the goals of a liberal education in the following terms:

  > A truly liberal education is one that prepares us to live responsible, productive, and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions. Liberal education requires that we understand the foundations of knowledge and inquiry about nature, culture and society; that we master core skills of perception, analysis, and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connections among formal learning, citizenship, and service to our communities. … Because liberal learning aims to free us from the constraints of ignorance, sectarianism, and myopia, it prizes curiosity and seeks to expand the boundaries of human knowledge. By its nature, therefore, liberal learning is global and pluralistic. It embraces the diversity of ideas and experiences that characterize the social, natural, and intellectual world. To acknowledge such diversity in all its forms is both an intellectual commitment and a social responsibility, for nothing less will equip us to understand our world and to pursue fruitful lives.

- Most colleges and universities adopt and periodically review general education requirements governing undergraduate study as a means of providing students with a shared foundation to guide their overall intellectual development. General education requirements often mandate that students take courses emphasizing moral reasoning, philosophy, history, cultural diversity, public policy, international affairs, psychology, sociology, literature, art or music and many other subjects in order to provide students with exposure to varied ways of thinking and a wide range of ideas. Many such courses touch at some point on the nature and role of faith and religion in the contexts in connection with the topics under consideration.

- Colleges and universities have increasingly incorporated "perspectives" or "diversity" requirements as part of their general education requirements to aid students in preparing for a complex world marked by increasing interchange among those from cultures that vary in language, history, political and religious beliefs and to bring to light the experiences of those who have often been burdened by historical injustice. In the humanities and social sciences, for example, critical analysis has thrown the spotlight on personal identity and scholars have increasingly examined the hidden history of people of color and women and the implications of sexual

orientation. Developments in the sciences are also proceeding at a rapid pace. Biological sciences now rely heavily on findings rooted in modern understandings of natural selection and evolution, and new scientific discoveries raise important questions regarding the role of stem-cell research and the nature of the human genome. Expansion of the traditional "canon" to include topics outside students' prior experience with Western culture, local communities, and religious tenets may prove unsettling to those with deeply held traditional values and cultural views.

The World beyond the Campus

There can be little doubt that forces beyond campus walls influence the realities of American college campuses. These realties are therefore worth considering.

American Beliefs about Faith

The United States is a highly religious nation. A Gallup Poll conducted in December 2005 reported that 79% of American respondents said they were convinced that God exists, while an additional 12% said that they think God probably exists but have a little doubt. Regional differences were apparent, with 88% of Southerners expressing certainty about the existence of God, compared to 70% of Easterners, 71% of Westerners, and 77% of respondents from the Midwest. Those who attended church on a weekly basis were particularly likely to be certain God exists (94%) but 61% of those who seldom or never attended expressed similar sentiments. In contrast, however, a CBS News Poll conducted in April 2006, asked respondents whether they believed that traditional religions could answer all or most of today's problems or whether they were largely old-fashioned and out of date. Just over half (54%) of respondents said that traditional religions can answer such problems, while 32% said such religions are old-fashioned and 14% said they didn't know or didn't answer. The same poll also asked respondents how important religious was to their daily lives, and found that 26% of respondents regarded it as extremely important, 33% as very important, 26% as somewhat important, 13% as not at all important, with 2% saying they didn't know or giving no answer.

The United States Census does not collect information on religious affiliation so denominational information must be found by other means. The World Fact Book 2005 indicates that the American population is divided as follows: Protestant 52%, Roman Catholic 24%, Mormon 2%, Jewish 1%, Muslim 1%, other 10%, none 10% (2002 est.). The American Religious Identification Survey conducted using phone surveys by the researchers affiliated with the City University of New York in 2001 found that the proportion of those self-identifying as Christian had declined from 86.2% in 1990 to 76.5% in 2001. In 2001, 1.3% self-identified as Jewish, .5% as Muslim, .5% as Buddhist, .3% as Unitarian/Universalist, and .4% as Hindu. Others self-identified as atheists 9.4%), agnostic (0.5%) or refused to respond (5.4%). More nuanced polls have recently been conducted of those who are affiliated with Christian faiths. A poll conducted for National Public Radio in July 2006 of likely voters in the fall 2006 election found that 12% identified themselves as fundamentalist, 21% evangelical, 10% as charismatic/Pentecostal, 42% as moderate to liberal, 5% as something else, and 11% as unwilling to respond (or responding "don't know").

In contrast, to the United States, the 2005 World Fact Book reported that in the United Kingdom, the proportions are: Christian (Anglican, Roman Catholic, Presbyterian, Methodist) 71.6%, Muslim 2.7%, Hindu 1%, other 1.6%, unspecified or none 23.1% (2001 census). In France, the proportions are: Roman Catholic 83%-88%, Protestant 2%, Jewish 1%, Muslim 5%-10%, unaffiliated 4%. In Canada the proportions are: Roman Catholic 42.6%, Protestant 23.3% (including United Church 9.5%, Anglican 6.8%, Baptist 2.4%, Lutheran 2%), other Christian 4.4%, Muslim 1.9%, other and unspecified 11.8%, none 16% (2001 census).

Deeper insight about Americans' faith-based viewpoints can also be derived from public opinion polls and similar studies.

- Views on the role of the Bible and the relationship between religious belief and science vary. In Gallup surveys completed in May 2006, 28% of respondents indicated that they believed that the Bible is the actual word of god and is to be taken literally word for word; 49% said that it was the inspired word of God but not everything in it should be taken literally, and 19% regarded it as an ancient book of fables, legends, history, and moral precepts recorded by man. When asked about their views on the origin and development of human

beings, 36% of respondents said that man developed over millions of years with God guiding the process, 13% said man developed over millions of years but God had no part in the process, 46% said that God had created man in his present form, and 5% gave other or no opinion. An April 2006 CBS news poll found that 26% of respondents believed the science and religion agreed with each other, 32% said they generally conflict with each other, 37% said they were not related in a meaningful way, and 5% said they didn't know or gave no answer.

- Americans' views of those affiliated with different religious beliefs vary. A July 2005 study by the Pew Forum on Religion and Public Affairs reported the following patterns regarding how favorably they viewed the following religions: Jews (77% favorable, 7% unfavorable, 16% no opinion); Catholics (73% favorable, 14% unfavorable, 13% no opinion), Evangelical Christians (57% favorable, 19% unfavorable, 24% no opinion), Muslim-Americans (55% favorable, 25% unfavorable, 20% no opinion), and atheists (35% favorable, 50% unfavorable, 15% no opinion).

- Americans' beliefs also appear to contrast with the views of Europeans. A June 2006 report by the Pew Research Center explained that in 2002 60% of Americans thought that belief in God is necessary in order "to be moral and have good values" (slightly smaller proportions expressed that view in 2004). In contrast in 2002 only 1/3 of German and 1/8 of French respondents expressed similar views. A survey conducted in connection with the Spring 2005 Pew Global Attitudes Project found, for example, a substantially higher proportion of respondents from Great Britain viewed Muslims favorably (compared to 72% favorable v. 57% favorable by respondents from the United States and 40% favorable by respondents from Germany).

- Americans' exposure to the religions beliefs and practices of others' also appears limited. A June 2005 poll by CBS News asked respondents whether any of their close friends or family members who were of a different religion had introduced them to different teachings or philosophies that had become part of their own religious or spiritual practices. Of those responding, 23% said yes, 48% said no, 18% said they had no close friends or family members of other religions, 10% said religion wasn't important to them, and 1% said they didn't know or declined to answer.

- Americans also appear to associate religion in certain respects with conflict. In a July 2005 poll by the Pew Research Center for People and the Press, respondents were asked how much of a role religion plays in causing most wars and conflicts in the world. Responses indicated that 40% believed that religion caused a great deal of conflict, 35% a fair amount, 13% only a little, 8% not at all, and 4% refused or said they didn't know. When asked a similar question about the role religion plays in causing political conflict in the United States, 30% responded that it caused a great deal of conflict, 35% said a fair amount, 27% said only a little, 4% said none at all, and 4% said they didn't know or refused to respond.

Legal Principles and Historical Perspectives

Americans are clearly a religious people. Significantly, however, the American constitutional experiment provided for the separation of church and state, a deliberate and unique departure from prior European tradition.

- The First Amendment states that "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof." The Founders thus rejected the European tradition that taxed all to support a single nationally-affiliated church, and sought to avoid sectarian strife that would likely arise from jockeying among the different religious affiliations prominent in the various states. They also barred government from intruding on individual religious beliefs and thereby protected freedom of conscience. These provisions of the United States Constitution have also been applied to the states, and many states have independently codified protections relation to religion as part of their state constitutions.

- It is helpful to bring a historical perspective to bear in considering how the law in this area has developed and might develop in the future. In his recent book *Divided by God* (Oxford University Press, 2005) and related writing in the New York Times, NYU Professor Noah Feldman has discussed the core dilemma created by the American constitutional experiment with the relationship between church and state: how to negotiate "the

challenge of preserving the unity of the sovereign people in the face of their flourishing spiritual variety and often conflicting religious needs." Feldman traces the waves of immigration that have brought changing patterns of religious diversity to American shores, such as the 19th century influx of Catholics raised issues regarding the underlying tenets of public schools and the potential for funding parochial education that inculcated religious values. He also highlights critical world events such as World War II and the Holocaust which highlighted the risk that religious minorities can suffer discrimination or even persecution when the German government adopted a stance favoring Christianity and opposing those of Jewish faith. Through it all, Feldman believes, we acknowledge our religious diversity while at the same time "we strive to be a nation with a common identity and a common project."

- In Feldman's view, current tensions reflect two conflicting viewpoints about the proper relationship of religion and government On the one hand some people believe that "the right answers to questions of government policy must come from the wisdom of religious tradition." Feldman calls those who share this view "values evangelicals" and explains that "Not every values evangelical is, technically speaking, an evangelical or a born-again Christian, although many are. Values evangelicals include Jews, Catholics, Muslims and even people who do not focus on a particular religious tradition but care primarily about identifying traditional moral values that can in theory be shared by everyone." Feldman believes that "What all values evangelicals have in common is the goal of evangelizing for values: promoting a strong set of ideas about the best way to live your life and urging the government to adopt those values and encourage them wherever possible. To them, the best way to hold the United States together as a nation, not just a country, is for us to know what values we really hold and to stand up for them." Feldman characterizes the second competing viewpoint as one held by "legal secularists" who "see religion as a matter of personal belief and choice largely irrelevant to government and who are concerned that values derived from religion will divide us, not unite us." Such "legal secularists" may be active members of various religious faiths, but believe that *government* should be secular and be bounded by related legal constraints. According to Feldman, "legal secularists" believe that "full citizenship means fully sharing in the legal and political commitments of the nation. If the nation defines itself in terms of values drawn from religion, they worry, then it will inevitably tend to adopt the religious values of the majority, excluding religious minorities and nonreligious people from full citizenship."

- Feldman believes that neither "values evangelicals" nor "legal secularists" have been very effective in negotiating the core tension between the American desire to recognize religious diversity while also maintaining a sense of unity, particularly in the days since 9/11. In his view, the "values evangelicals want to find shared values, but that leads them to rely on the unexamined assumption that deep down, Americans agree on what matters. The trouble is that 'we' often do not agree." Such disagreement is particularly apparent on issues such as abortion where "values evangelicals" believe that they must stand for something and are generally unwilling to recognize that those with competing views may have legitimate claims to make decisions of their own. On the other hand, the belief by "legal secularists" that religious expression must be removed from the public sphere in order to make those of all faiths and viewpoints welcome has resulted in pressure to keep religious views private or at least outside of public settings associated with government (a matter of concern for example, for those who wish to see the Ten Commandments or Christmas crèches displayed). Banishing religious expressions from the public eye has in Feldman's view made "values evangelicals" feel excluded and undercut the hunger for public expression of shared values, even though that is not the intent. These underlying tensions have been fueled in part by confusing legal developments that have reversed the original intent of the Constitution's provisions on religion by eliminating religious expression in many public settings while at the same time allowing funding of faith-based activities (for example, attendance at religiously-affiliated schools using publicly-funded vouchers and allocation of government funds to religious groups as well as secular non-profit organizations in order to accomplish government objectives).

- Litigation involving the public schools has illustrated the complex application of legal precepts embodied in the First Amendment's "free exercise" and "establishment" clauses when applied to educational settings. One of the fundamental legal tests applied in this setting is that articulated in *Lemon v. Kurtz*, a 1971 decision by the United States Supreme Court that required government decisions in the schools to be motivated by a secular purpose, to have primarily secular effects and not to entangle the state with religious institutions. Applying this and other tests in ensuing years, the courts have addressed numerous issues. For example, cases

have addressed school prayer and moments of silence (permissible if students opt to do so but not permissible if mandated), school-sponsored prayer in public settings (impermissible), religious expression by teachers in classrooms (may be deemed officially sanctioned and impermissible especially with younger students), use of school space for religiously affiliated student organizations (permissible under generally applicable neutral policies), release time for religiously-associated education off-site (permissible), required display of the Ten Commandments in school rooms (impermissible), instruction *about* religion (permissible), and distribution of flyers (permissible to include information relating to religious activities but impermissible for schools to screen content so as to prohibit religious content if unfettered discretion). Courts have also entered the fray in the "intelligent design" v. evolution controversy, most recently finding that mandates to teach intelligent design represented an impermissible effort to incorporate religious doctrine in the classroom. Many efforts have been made to distill more detailed guidelines from this evolving case law including efforts by the federal Department of Education (http://www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html), a group of 17 organizations across the spectrum of faith-based and civil-liberties organizations (http://www.church-state.org/ritps-ajscl.htm), and organizations of journalists such as the Freedom Forum and its affiliated First Amendment Center at Vanderbilt University (http://www.firstamendmentcenter.org/rel_liberty/publicschools/Index.aspx).

- Colleges and universities have also faced litigation about the implications of the Constitution's religion clauses and related "free speech" provisions. For example, the United States Supreme Court has held that a public university must make campus facilities available to student religious groups in the same way and to the same extent that it makes its space available to non-religious student organizations. Public universities must also make student fees available on the same basis for student groups whether they have sponsor or support religious and non-religious activities. On the other hand, the United States Supreme Court has concluded that public universities may deny scholarship funds to college students majoring in theology, in situations where state constitutional provisions dictate such separation (through the Washington "Blaine Amendment" that states that "No public money or property shall be appropriated or applied to any religious worship, exercise or instruction, or the support of any religious establishment"). Current controversies have focused on such issues as the legality of public universities' efforts to limit recognition of student organizations which refuse to comply with non-discrimination policies on the basis of religious beliefs that object to homosexuality or that require that leadership positions be filled by those who comply with certain religious tenets. A variety of organizations have endeavored to keep universities on their toes with regard to civil liberties relating to speech and religious liberty. Such organizations have provided extensive information to interested individuals for example, though the Foundation for Individual Rights in Education (http://www.thefire.org/index.php) and the Anti-Defamation League (http://www.adl.org/civil_rights/ab/free_Exer.asp) among others.

- The First Amendment also affords relevant protections beyond those found in the "free exercise" and "establishment" clauses. It also states that "Congress shall make no law ... abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble." The courts have interpreted these and other constitutional provisions to apply to the states and have also concluded that they protect freedom of association in intimate, expressive, and political contexts. These freedoms have some limitations, however. For example, the courts have said that freedom of speech does not allow someone to "cry fire in a crowded theatre" or to use "fighting words." The right to express oneself may depend on whether the setting for such expression has been established or treated as a "public forum," and whether the governmental entity has established reasonable, content-neutral "time, place, and manner" restrictions.

- Once again, the application of these additional First Amendment freedoms to public university campuses is more complex than might initially appear. For example, the University of Michigan had adopted a "speech code" that prohibited "Any behavior, verbal or physical, that stigmatizes or victimizes an individual on the basis of race, ethnicity, religion, sex, sexual orientation, creed … and that … Creates an intimidating, hostile, or demeaning environment for educational pursuits, employment or participation in University[-]sponsored extra-curricular activities." In a guide explaining its code, the university provided several examples of conduct that it regarded as harassment, such as "You exclude someone from a study group because that person is of a different race, sex, or ethnic origin than you are; …You display a confederate flag on the door of your room in your residence hall; …"You comment in a derogatory way about a particular person or group's physical

appearance or sexual orientation, or their cultural origins, or religious beliefs." In 1989, a lower federal court found this policy to be vague and overbroad. In 1991, a University of Wisconsin policy that prohibited addressing a specific individual with "racist or discriminatory comments" was also struck down by a lower federal court because the policy was not narrowly enough stated to prohibit only "fighting words."

- Some colleges have endeavored to establish "free speech zones" in order to situate student protests, allow students to distribute flyers, and hold gatherings in areas that would not disrupt classes. This approach has brought challenges at West Virginia University and New Mexico State University in instances in which the designated areas for such activity were very small. Public universities also face issues regarding the rights of the student press on their campuses. The United States Supreme Court has held that in the context of public high schools, school administrators can treat a student newspaper as a "non-public forum" and can punish or censor students for their expression if necessary for educational reasons. It specifically reserved the question of the status of college newspapers. More recently a lower federal court has said that subsidized college student newspapers should be subject to the same legal framework as applicable in high schools. The United States Supreme Court declined to review the case, and some state legislatures are currently reviewing proposals to provide statutory protections to college student newspapers. Colleges are not, however, required to fund student papers.

While the First Amendment thus restrains government in a number of important ways it does not preclude other actions that interject religious belief or affiliation into the political arena.

Political Realities

The American electorate appears to have grown increasingly polarized and profoundly divided in recent years, with divergent religious beliefs and moral judgments playing significant roles in these developments.

- A study published in 2005 by the non-partisan research organization, Public Agenda, tracked changing attitudes relating to religion and politics over the four years from 2000 to 2004 (just prior to the 2004 Presidential election). One of the survey questions asked whether respondents agreed with the following statement: "Even elected officials who are deeply religious sometimes have to make compromises and set their conflictions aside to get results while in government." In 2000 84% of the general population, 82% of those who attended religious services once a week, and 79% of evangelicals agreed with the statement, but in 2004, only 74% of the general public, only 63% of those who attended services once a week, and only 63% of evangelicals agreed (representing a drop of 10%, 19% and 16% respectively). Another question asked whether respondents believed that deeply religious people should keep their faith private, be very careful about "spreading the word of God" so as not to offend others, or "spread the word of God whenever they can." In 2000, 18% of respondents said that deeply religious people should keep their faith private, while 46% said that people with such beliefs should be very careful, and 35% said that they should spread the word actively. By 2004, the total of those who believed that people should keep their faith private or proceed carefully had dropped to 57% and the number who believed that they should spread the word of God whenever they could rose to 41%.

- In 2005, the Pew Center for Religion and Public Life found that the closely-contested 2004 President election had been marked by a deep faith-based partisan divide. More specifically, they concluded that "Americans who regularly attend worship services and hold traditional religious views increasingly vote Republican, while those who are less connected to religious institutions and more secular in their outlook tend to outlook tend to vote Democratic." In addition, "traditionalists" affiliated with evangelical, mainline Protestant, and Catholic beliefs were particularly inclined to vote Republican, suggesting that the strong partisan divide was "defined by religious outlook rather than denominational labels."

- The Pew study also found that the most important cause of the church attendance gap was the "mix of social and cultural issues that have come to the fore in the modern era" including prayer in schools, abortion, homosexuality, and gay marriage which had a tendency to "push the religiously observant into one political corner and the more secular into the other." Regional differences have also contributed, with a "broad shift to

the GOP among white voters in the Evangelical-heavy South." The Pew study cited poll data indicating that "more than 70% Americans want their president to have strong religious beliefs," while "only a quarter of voters said that politicians 'mention religious faith and prayer too much.'" At the same time 65% of poll respondents said they thought that churches should not endorse political candidates.

- Academic observers have debated whether shifts represent a form of "culture war" that will endure or change in coming days. At a recent forum conducted by the Pew Forum on Religion and Public Life, Professors Alan Wolfe and James Davison Hunter highlighted competing viewpoints more fully aired in their new book, *Is There a Culture War: A Dialogue on Values and American Public Life* (Brookings Institution Press, 2006). Several important questions are worth considering such as: Does a small proportion of Americans (elites on both the left and right of the political spectrum) fuel the divide? What can be said about those situated in the vast center? Is there a growing tendency for religious denominations to splinter along ideological lines? Will there be a return to inter-religious conflicts rather than intra-religious conflicts? Will people of faith conclude that close alliance with political forces is inadvisable in the long run? Other scholars such as Pietro Nivola of the Brookings Institute have suggested that there are a variety of forces that contribute to America's polarization. While religion is one of these forces, others must be considered, including historical circumstances, regional political realignments, parity between the major political parties, the role of the media in fueling an artificial frenzy of attacks and counter-attacks, the tendency of new media and internet communication to provide more vehicles for ideological viewpoints to be expressed and find those of like minds, changing norms of civility, gerrymandering, and the nature of political primaries.

America's "Civil Religion" and Current Challenges

- Robert Bellah, the noted sociologist of religion who authored *Habits of the Heart,* a study of American values and patterns of interaction in a simpler day, has suggested that developments in the wake of the 9/11 terrorist attacks have deeply challenged Americans' sense of themselves and their country. In his view, an American "civil religion" has characterized America's earlier history. (The term is one term used by Rousseau to connote "the existence of God, the life to come, the reward of virtue and the punishment of vice, and the exclusion of religious intolerance"). In Bellah's view, this "religion" does not correspond to or substitute for Christianity but instead facilitated a "wide sphere of personal piety and voluntary social action… left to the churches… [which] were neither to control the state nor to be controlled by it."

- According to Bellah, America's "civic religion" faced its first crisis during the war for independence, and a second a crucial challenge at the time of the Civil War when the country had to face fundamental questions about slavery and its implications for the nation's core values. At that time, Bellah believes, the "theme of sacrifice was indelibly written into the civic religion." Now, in Bellah's view, the country stands at a third great crisis in which is must confront "the problem of responsible action in a revolutionary world, a world seeking to attain many of the things, material and spiritual that we [Americans] already have attained." For Bellah, the challenge that confronts Americans and our civil religion is how we will use our power and whether we will be able to contribute in a meaningful way to the "attainment of some kind of viable and coherent world order" built upon "an awareness that our nation stands under higher judgment." For Bellah, successful navigation of this third challenge would depend on the recognition that "the American civil religion is not the worship of the American nation but an understanding of the American experience in the light of ultimate and university reality, [resulting in a] reorganization [that] that need not disrupt the American civil religion's continuity" but could instead contribute to a better world beyond our shores.

Part II: CHOICES:

What should we (faculty, students, staff of a public university) do in the face of such tensions?

When it comes to personal faith and conscience: how, when, where, and with whom can we speak our minds on a public university campus?

In the section that follows, four possible approaches are outlined that allow considered discussion about the issues presented in the background reading above. These approaches were developed through repeated discussions that sought to "frame" a core question about what is currently troubling us on public university campuses, and to provide fair-minded alternatives that address some of our concerns. These are not the only alternatives, and there are likely to be ways in which those using this discussion guide will agree and disagree with each. They are presented in this format to facilitate careful consideration of multiple, authentic viewpoints in a deliberate way that informs and enlightens us.

Four principal approaches follow:

Approach 1: Pursue questions of personal faith and conscience in private and maintain the university's neutrality.
Approach 2: Enhance student options and engage outside the classroom.
Approach 3: Engage personal faith and conscience in the classroom, respectfully, if faculty choose
Approach 4: Engage questions of faith and conscience widely, actively, and deliberately

The materials that follow develop each of these approaches though a more detailed description, enumeration of pros and cons, references to the background reading, and presentation of illustrative scenarios drawn from real life.

Please probe and weigh these alternative approaches, but remember that the point of this discussion is to illuminate rather than to score debating points or to resolve things by a formal vote. You will also have an opportunity to suggest additional approaches toward the end of this conversation.

APPROACH 1
PURSUE IN PRIVATE AND MAINTAIN UNIVERSITY NEUTRALITY

Description: Speech about personal faith and conscience belongs in private settings or off campus, in keeping with public universities' secular character and obligations of neutrality**.** Under this approach, individual students and faculty who wish to explore faith-based beliefs and judgments of conscience could do so in private settings with friends and family, in faith-based communities, or in other groups. The university would respect the desire of community members to engage in such discussions, but would not make special efforts to encourage or discourage such discussions. Thus, students and faculty could continue to discuss such their beliefs and views over coffee, or attend gatherings or services with whomever they choose. The university as an institution would maintain its historical neutrality rather than giving more attention to faith-based beliefs or matters of conscience.

Pros: Those who support this approach tend to emphasize the following ideas in support of their views.

- Personal faith-based beliefs and judgments of conscience arise in the innermost hearts and minds of individuals. They're something that should be protected from intrusion and thus should best be addressed in settings that are private and voluntary, as has traditionally be the practice.
- Some students say that they're most comfortable in talking with peers about faith-based beliefs and judgments of conscience when they can do so very informally with those they trust in private settings.
- Many opportunities exist to explore faith-based and conscience-based viewpoints in private conversations with friends and family members, in churches and synagogues, or in other faith-based or community groups. Universities lack relevant expertise and should defer to others in these settings. In light of these options, there's no need for public universities to intervene.
- Public universities should focus on academic matters that are more properly within their expertise and should steer clear or involvement with matters of faith and conscience as they affect individual members of university communities. As a matter of policy, it's best to maintain neutrality in this arena and attempt to steer clear of the "culture wars" that trouble the larger society.
- Constitutional principles relating to the "wall" between church and state should be observed. Members of the public who are taxed to fund public universities expect that such institutions will observe legal requirements relating to separation of church and state, much as they expect such neutrality from public elementary and secondary schools. Faculty and students likewise choose public universities with a full understanding that they are different from other colleges and universities with faith-based affiliations.

Cons. Those who disagree with this approach tend to emphasize concerns such as the following:

- Personal faith and conscience cannot be readily separated from day-to-day life so this approach is artificial and impractical.
- Many students and faculty have deeply held beliefs rooted in personal faith and conscience and this approach would make the campus less hospitable and welcoming for them.
- Artificial efforts to encourage discussions of personal faith and conscience primarily in private settings marginalize such questions. Requiring discussion of personal faith and conscience to take place elsewhere is anti-intellectual since these are important topics that need to be engaged when they arise.
- Critical issues facing society are the proper subject of intellectual inquiry within university settings. Faculty members currently cover topics that raise issues of personal faith and conscience when relevant to their subject matter. More emphatic emphasis on neutrality might make it difficult for them to pursue the issues that they believe in their best judgment are appropriate, and might impinge on the academic freedom of them and their students.
- The "wall" between church and state is not clearly delineated. It is likely that conflicts will arise whether or not the university attempts to embrace "neutrality." The tensions found in the larger society will lead to litigation involving public universities whatever they do.

Particularly Relevant Reading: Approach 1

- Background on student religious affiliations and spirituality, teenage trends, political viewpoints
- Background on disciplinary perspectives and faculty viewpoints
- Background on American beliefs about faith, legal principles, historical perspectives, and political realities

Scenarios for Discussion: Approach 1

A. Admissions Decisions. A college admissions officer is facing a difficult decision in evaluating several prospective undergraduates' high school transcripts. One student had attended a religiously-oriented high school and sought to apply three courses toward required basic admissions requirements in English, history and government: "Christianity and Morality in American Literature," "Christianity's Influence on American History" and "Special Providence: American Government". Another student's transcript included courses on "Race, Class, and Gender in Modern America," "Feminist Issues throughout U.S. History," and "Introduction to Jewish Thought" toward the high school credits required (though not in required areas such as English, history, and government). (based on issues facing UC-Davis)

B. Personal Advice: A faculty member in a technical field is devout and reveals his own religious background to students on the first day of class. Many of the students write on their information sheets that one of their life goals is to develop a closer relationship with God. In a public forum on religion in his department, he asked whether it would be appropriate for him to suggest prayer to those struggling students who have revealed to him their own desire to connect to God. (based on University of Michigan "Difficult Dialogues" scenario).

C. Living and Learning. A resident adviser at the university has contacted students on her dorm floor inviting them to attend a study group she's created on Buddhism. Other students have decided to organize a standing dinner discussion group at the campus cafeteria to discuss Islam. (based in part on example from UW-Eau Claire)

APPROACH 2
ENHANCE STUDENT OPTIONS AND ENGAGE OUTSIDE THE CLASSROOM

Description: Students should have ample opportunities to explore issues of personal faith and conscience if they choose to do so, but such opportunities should be situated primarily outside the classroom. Consideration of such matters is particularly important during the college years. Many students express serious interest in developing meaningful philosophies of life and in deepening their sense of spirituality. The most suitable setting for such exploration lies outside the standard classroom so that students express their own beliefs without discomfiting challenges from professors and classmates in more formal settings. At the same time, students be provided with support structures and varied occasions in which issues of faith and conscience can be explored. Students could work with those involved in student affairs on campuses to develop additional supportive strategies, for example through public service options, housing choices, additional campus programming, leadership development programs, counseling opportunities, or "safe zone" training.

Pros.

- Students have important educational and developmental needs related to faith and conscience, and should have meaningful opportunities to work with these issues on campus rather than having to pursue them elsewhere.
- This approach allows campus ministries and student organizations to take leadership and to share their expertise, and respects the academic freedom of faculty to address other subjects in the classroom.
- Speech about personal faith and conscience on campus is best situated outside the classroom where faculty are not involved in judging or grading students' views.
- This approach accommodates the views of all members of the campus community, including those of varying faith-based traditions and those who are agnostic, atheistic, or non-religious.
- This approach emphasizes the potential for creative initiatives led by students in order to meet their most substantial interests and needs.

Cons

- People of faith who oppose compartmentalization might find this approach artificial since it precludes conversations about personal faith and conscience in the classroom.
- Faculty who wish to address such issues in the classroom might feel that this approach marginalizes opportunities for engaging with pressing issues in the classroom, or creates false impressions that addressing relevant issues in the classroom is undesirable.
- Those who have a very evangelistic view of their faith and wish to express it in all aspects of their life may believe the university is cutting into or policing their faith by encouraging discussions to be held outside the classroom rather than in classroom settings.
- Giving personal faith and belief an institutional place on campus in non-classroom settings might be seen by some as intruding on the principle of university neutrality.
- Students and student affairs professionals may find it difficult and uncomfortable to deal with the kinds of conflicts and contention that increasingly characterize religious and political debates going on outside campus walls.

Particularly Relevant Reading: Approach 2

- Background on student spirituality, intellectual and moral development
- Background on spirituality and the professoriate,
- Background on American beliefs about faith, legal principles, historical perspectives, and political realities

Scenarios for Discussion: Approach 2

D. Student Speaker. An elected student government leader has been asked to give a welcoming speech to incoming students at a public university. He urges them to set their sights high and goes on to say that he has accepted Christ as his savior and hopes they will as well. Other students criticized his actions, saying he had been elected to represent the whole student body, including those of diverse faith-related viewpoints. (based on Dartmouth incident)

E. Student Organizations. A university requires every student organization wishing to use university facilities and receive student fees in support of its activities to sign a pledge stating that the organization will not discriminate in its membership based on race, ethnicity, gender, creed, religion, nationality, age, disability, or sexual orientation. A student group affiliated with a particular religious sect refused to sign the statement, saying that its mission required it to admit only those who shared a particular religious faith. The group also approached Student Congress and requested funding for a proposed new student publication designed to encourage others to adopt the faith of its members. (based on examples at UNC-CH, and elsewhere)

F. Residence Hall Choices**.** A group of students has asked the university to establish a special dorm "theme floor" for students who are Roman Catholics or interested in Roman Catholicism. An evangelical Christian group has met with the dean of students and student government officers to demand that rules that currently prohibit solicitation in dormitories be changed so that their members can go door-to-door to distribute leaflets and talk with students living there about their beliefs. (based in part on example from UW-Madison).

APPROACH 3
ENGAGE PERSONAL FAITH AND CONSCIENCE IN THE CLASSROOM, RESPECTFULLY, IF FACULTY CHOOSE

Description. Speech about personal faith and conscience may occur on campus, including in the classroom, if conducted respectfully and if the professor believes it relevant. Some faculty members teach about topics that are directly relevant to personal faith and conscience, for example in courses in the sciences, literature, philosophy, public policy, gender and queer studies, history, journalism, political science, social work, nursing and medicine. Students would receive a poorer education if issues with implications for personal faith and conscience were not raised and addressed with a critical eye and an open mind in settings such as these. Faculty members have expertise in judging the relevance of topics and the best pedagogical techniques for exploring them. They should therefore be accorded considerable flexibility, in keeping with academic freedom principles, to determine when and in what ways issues of faith and conscience should be engaged. To encourage effective educational engagement in such settings, particularly in contentious times, faculty members should be provided with more extensive faculty development opportunities that help build skill in dealing with controversy in the classroom, and should be able to receive clear answers about their rights and responsibilities in such contexts. Students should also be given opportunities for training in handling "difficult dialogues" in the classroom so that they can actively participate and feel comfortable in doing so. Universities which believe that providing meaningful education on issues that intersect with personal faith and conscience might also find ways to encourage faculty members to incorporate such topics in their classes if relevant, and to flag classes raising such classes so that interested students can more readily enroll.

Pros.

- Faculty members whose courses touch on matters of faith and conscience should have the opportunity to introduce such topics as they believe relevant and wise.
- Classroom discussions provide for powerful learning opportunities by linking teaching with learning that takes place both inside and outside the classroom
- Inclusion of such discussions in the classroom allows faculty and students to engage with each other authentically rather than artificially separating matters of faith and conscience so as to compartmentalize their lives.
- This approach allows students to engage with faculty members if the students are conversant with their faith and ready to talk about it or are struggling with how their faith relates to issues raised in class.
- This approach is most consistent with universities' educational and intellectual mission, which anticipates active efforts to explore difficult questions and current issues including those relating to personal faith and conscience.

Concerns

- This approach may create blurry lines about what is relevant in class or what responses are "respectful," and leaves these decisions in professors' (rather than students') hands.
- This approach may give rise to expectations of in-class discussions when professors are hard-pressed to cover material in courses as it is or may reasonably believe that such discussions are not relevant or may feel that this approach intrudes upon their academic freedom.
- Professors and students may not be skilled in addressing challenging, hot-button issues where issues of faith and intellectual inquiry collide, so that it may be difficult to conduct such dialogues in ways that foster effective learning.
- Students and professors may feel put on the spot if asked to express their views on issues of this sort.
- This approach may result in faculty and students engaging with issues of faith and conscience in the classroom, when such issues might best be addressed in other settings (such as in student settings, dormitories, faith-based communities or with friends)

Relevant Background Reading: Approach 3

- Background reading regarding student religious affiliations and implications, intellectual and moral development in college, political viewpoints and student values
- Background reading on spirituality and the professoriate, disciplinary frameworks, academic freedom, liberal education and the curriculum
- Background reading on American beliefs about faith, legal principles, historical perspectives, and political perspectives
- Materials available from the UNC Center for Teaching and Learning ("For Your Consideration #21 [Managing Classroom Conflict] and #22 [Teaching Controversial Issues]), available at http://ctl.unc.edu/newctl.html

Scenarios for Discussion: Approach 3

G. Learning to Act. A Mormon woman applied for admission to an actor-training program at a public university. At the time she applied she told program officials that she would not be willing to use profane language or appear in the nude because of her religious beliefs. Initially, when classroom exercises included performing scripts that included profanity, she changed the words. Subsequently, her instructors told her that she needed to perform the scenes as written because copyright words of playwrights could not be changed without written permission for public performances, and because students needed to take on roles with characters unlike themselves (including characters such as a pregnant, unwed prostitute to whose lines the student objected). (based on an incident at the University of Utah).

H. Internship Placement. In a field placement at a faith-based organization, a student became aware that her supervisors understood faith to be an integral part of their patient counseling. The student is from a different faith tradition and not particularly religious. Although she was open to responding to discussions about religion initiated by patients, she felt uncomfortable raising the topic herself as her mentors expected her to do. (based on University of Michigan "Difficult Dialogues" scenario)

I. Recommendation Letter**.** A student approached the undergraduate adviser in the biology department, and requested a recommendation to medical school. The adviser reviewed her transcript and noted that she had not yet taken a required course in evolutionary biology. The student said that she declined to take the course because of her religious beliefs. The adviser then declined to give the requested recommendation noting that a student who had not taken that course would be poorly prepared for medical school and could not be recommended. (based on incident at Texas Tech)

J. Classroom Dialogues: A group of faculty and students recently began discussing some of the "tips" they'd offer others on dealing with controversy in the classroom. Some of their ideas are listed below. Are there other tips worth noting?
   - ✓ Respect for students is paramount, and it can't be faked. The message should be "feel free to disagree with me and support your point of view." It's important to know students and their backgrounds. It's important to discuss the value of open dialogue and conflict in the marketplace of ideas. Personal discomfort is inevitable are ideas are challenged. That is how we grow and why it is so valuable to engage with different viewpoints in the classroom.
   - ✓ Faculty and students need to work together to create a safe place for open discussion. Some faculty set "ground rules" while others encourage students to reach "group agreements." Students need to know what to expect regarding how controversial topics will be covered. Everyone's perspectives need to be welcomed and treated fairly. Controversial issues can be honored by covering different perspectives. Be sure students know the difference between personal attacks and honest discussion of one's own experiences, values and ideas. Faculty members should also avoid snide comments and should provide students with opportunities to talk with them outside class to raise questions about fairness in treatment of difficult issues.
   - ✓ Faculty members disagree about whether they should disclose their own opinions on controversial topics (some say disclosure dampens discussion, others state their opinion and reasons to encourage others to engage). They also need to appreciate that certain topics are very emotional for students and be prepared to handle such emotions. They should also be ready to deal with students who say something inflammatory.

APPROACH 4
ENGAGE QUESTIONS OF FAITH AND CONSCIENCE WIDELY, ACTIVELY AND DELIBERATELY

Description. Public universities should actively encourage more widespread conversation and engagement with issues of personal faith and conscience throughout their campuses, including in private, student, classroom, and academic settings. Personal faith and conscience are great personal importance as well as increasing social importance yet have led to increasing division within modern societies including the United States. Public universities, no less than their private counterparts, need to engage more actively with related issues and competing viewpoints in order to prepare students for global realities and future roles as citizens. University leaders, faculty and students have worked actively in recent years to engage with issues of multiculturalism and the implications of gender, race, ethnicity, sexuality. Questions of faith and spirituality may in some ways seem more personal, private, and fraught with political overtones. Nonetheless, current conflicts and misunderstandings between those of different faith- and conscience-based traditions unless there are active efforts build bridges that do not currently exist. Special care will be needed to proceed deliberately, creatively, and sensitively in meeting associated challenges. A comprehensive, active approach might include efforts relating to the curriculum, such as: strengthening curricular offerings relating to philosophy, religious studies, or faith-related components of varied courses; developing new courses; or draw on existing models used in other contexts (perhaps a new type of "Great Decisions" course that emphasizes issues of faith and conscience rather than international affairs). It might also be desirable to expand speaker programs focused on issues of faith and conscience featuring either campus-based on visiting speakers. Student affairs programming might be expanded in ways discussed under Approach 2. Campuses might also draw together members of the public from differing faith- and conscience-based viewpoints to engage with those on campus.

Pros

- This approach addresses the range of objectives noted with regard to earlier approaches.
- Public universities are appropriate settings in which to engage with the full-range of pressing social issues and competing viewpoints so that they can be understood more fully. They may be able to bring light (rather than heat) to matters currently confounding the larger society.
- Developing tools for and experience with discussion of deeply-felt differences is important for the future of society and civic life.
- Engaging respectfully with issues of faith and conscience allows students and faculty to learn from others' viewpoints without forcing one's beliefs on others. Issues of faith and conscience are of great importance to students and citizens and it is better to engage with them than to marginalize them in unhealthy ways.
- A multi-faceted, comprehensive approach that engage members of the campus community in a range of contexts are more likely to be effective in broadening understanding and respect than are approaches that limit related discussions to more narrow contexts such as those detailed in earlier approaches.

Cons

- Taking on issues of faith and conscience in a comprehensive way within a public university may create controversy and division. Some faculty, students, parents, and members of the larger community might experience this approach as overbearing and inappropriate in light of their own personal faith and conscience-based beliefs. This approach might also create risks of interference from external forces tied to religious or political viewpoints, or public opprobrium if good-faith efforts prove problematic in execution.
- Some faculty member might worry that this approach could compromise the intellectual ideals and secular nature of the universities or blur important distinctions between the type of critical thinking and intellectual inquiry that is central to a university education and more personal views rooted in conscience and faith-based beliefs. Intermingling issues of faith and conscience in public higher education institutional settings may prove difficult because of the multitude of diverse faith- and conscience-based perspectives or create concerns that such beliefs are not treated with equal respect or attention.
- The University may lack the capacity and competence to undertake such an effort, given other curricular obligations, academic priorities, and resource constraints. Faculty and students may also lack the skills, perspectives, and interests to be navigate challenging topics and conversations effectively.
- Depending on how it would be implemented, this approach might raise legal questions relating to the appropriate roles of publicly funded higher education, faith-based institutions, and individuals' freedom of conscience.
- This approach is less well-defined and may raise expectations that cannot be realized.

Relevant Background Reading: Approach 4

- Background reading on students (all)
- Background reading on faculty (all)
- Background reading on the world beyond the campus (all)
- Background on initiatives at other universities involved in the Ford Foundation's "Difficult Dialogues" initiative: http://difficultdialogues.org

Scenarios for Discussion: Approach 4

K. Learning Tolerance**.** Members of the faculty at the nation's military academies have significant responsibilities in preparing future military officers to endure the pressures of battle and the challenges of leading troops into harm's way. Recently, several students and faculty who held very strong Christian viewpoints encouraged students in their classes to adopt religious viewpoints similar to their own and began meetings and sports events attended by more junior cadets with prayers. The Academy recently clarified its rules on these issues and implemented a course on "religious tolerance" that is required of all cadets. (based on events at Air Force Academy)

L. Middle East Controversies. In the wake of growing tensions in the Middle East, a number of universities have faced their own Middle East controversies. A faculty member in Middle-Eastern studies was alleged to permit only those sharing his viewpoints on the Palestine/Israeli conflict in his class and to challenge Jewish students who disagreed with him repeatedly. A distinguished junior faculty member in the political science department was openly shunned and criticized on a colleague's blog as a result of her recent scholarship criticizing the role played by religious belief in recent diplomatic history (contrary to her colleague's view). A group of students proposed a very pro-Palestinian art exhibit while another group wanted to bring a very controversial pro-Israeli speaker to campus at the same time. Campus officials believed that these events would create adverse reaction and potential security issues, and accordingly told students they could not use campus facilities for these purposes unless they contributed to the costs of extra security measures (based on events at Columbia, Arizona State, UC-Berkeley and elsewhere).

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, September 5, 2006 9:26 AM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: chg from assoc. director to director!]
Attach: chg from assoc. director to director!.msg

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The Parr Center for Ethics

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

From:	nobody@notify.unc.edu on behalf of rfts@unc.edu
Sent:	Wednesday, September 6, 2006 10:26 PM
To:	Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject:	INFORMATIONAL: Is someone you know planning a pregnancy or currently pregnant?

This is a bilingual message. Please see below for Spanish.
Este es un mensaje bilingüe. Por favor, vea abajo para el español.

Are you or is someone you know trying to get pregnant OR less than 9 weeks pregnant?

Right from the Start is a research study of early pregnancy health at the University of North Carolina at Chapel Hill. To learn more about the study, call us toll free at (866) 346-2684 or send an email to rfts@unc.edu with your name, phone number and times that you can be reached. We will not share your email address with anyone outside of the study. Visit our website at www.mom2be.org for more info.

Participants receive:
- Free early ultrasound
- $10 for completing a telephone interview at the end of the first trimester
- Free pregnancy tests for women who are trying to get pregnant

We need your help! Women who participate in our study can advance knowledge by simply sharing information about themselves and their pregnancies. Please share this message with friends or family.

The principal investigator for this study is Katherine Hartmann, MD, PhD, UNC School of Public Health, Department of Epidemiology & School of Medicine, Department of Obstetrics and Gynecology.

The Right from the Start study and this message have received approval from the UNC Institutional Review Board on research involving human subjects, study #03-0689.

¿Estás intentando quedar embarazada o tienes menos de 9 meses de embarazo? O, ¿Conoce alguien que está? Bien desde el comienzo es un estudio de investigación sobre las primeras semanas del embarazo realizado por la Universidad de Carolina del Norte en Chapel Hill. Si deseas averiguar más sobre este estudio, llama gratis al 1 (866) 346-2684 o envía un correo electrónico a rfts@unc.edu con tu nombre, número de teléfono y horarios en los que podamos contactarte. No compartiremos tu dirección de correo electrónico con personas ajenas a esta investigación. Para obtener mayor información, visita nuestro sitio en internet www.mom2be.org.

Las participantes reciben:
-Examen de ultrasonido gratis

-$10 por contestar una entrevista telefónica al finalizar el primer trimestre.
- Pruebas de embarazo gratuitas para aquellas mujeres que estén intentando quedar embarazadas

¡Te necesitamos! Las mujeres que participen nos pueden ayudar a obtener más conocimientos simplemente compartiendo información sobre si misma y su embarazo. Por favor comparte este mensaje con tus amigos y familiares.

La investigadora principal de este estudio es Katherine Hartmann, MD, PhD, Departamento de Epidemiología de la Escuela de Salud Publica y Departamento de Obstetricia y Ginecología de la Escuela de Medicina, ambos pertenecientes a la Universidad de Carolina del Norte.

El estudio Bien desde el comienzo y este mensaje fueron aprobados por la Junta de Revisión Institucional de la Universidad de Carolina del Norte en Chapel Hill (UNC), estudio # 03-0689.

This email is sponsored by: Epidemiology

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, September 7, 2006 10:14 AM
To: Michael Bruno <mbruno@u.arizona.edu>
Subject: Re: teaching preference

Thanks, I'll be making assignments soon, I hope.
Jan

Michael Bruno wrote:

> Hi Jan,
>
> I've given it some thought, and I'd like to change my preferences for my
> teaching assignment. I think I'd really rather teach.
>
> Far and away, my top choice would be to teach Making Sense of
> Ourselves, TR 3:30
> The moral psych seminar is on wednesdays, so there's no conflict, and
> I've
> already thought of some ways I'd like to teach the class.
>
> My second choice would be Enviornmental Ethics, MWF 1:00.
>
> My third choice would be Intro to Main Problems in Philosophy, TR 8:00
> AM.
>
> And you can leave my final choice Geoff's Ethics course.
>
>
> Thanks a bunch,
>
> mike
>

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Grossberg, Lawrence <docrock@email.unc.edu>
Sent: Thursday, September 7, 2006 4:27 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: vattimo
Attach: VattimoProposal (2).doc; ATT00001.htm

Dear Jan Boxill :

We are writing to invite you to become a co-sponsor of what will no doubt be one of the major intellectual events at UNC this year. The University Program in Cultural Studies is organizing and co-sponsoring a week long visit to UNC by Professor Gianni Vattimo, an internationally influential Italian philosopher, a leading European public intellectual, and a former (gay) member of the European Parliament. He has written extensively on questions of ethcs in the contemporary world.

His visit, during the last week of November, will include a public lecture entitled "The Post-Enlightenment University: A Meditation on Kant's The Conflict of Faculties." We are organizing a seminar/roundtable discussion with UNC and Duke scholars and students on topics still to be decided. He will also be available to attend classes and meet with individuals or groups interested in his work and/or politics.

The range of Vattimo's interests and publications is wide and includes: postmodernism,

post-colonialism, media, ethics, religion, sexuality, critical theory, European politics and contemporary philosophy.

We have attached a more detailed description, including Vattimo's web address, and an estimated budget.

We hope that your unit might be interested in becoming a co-sponsor of this event and contributing some money to the cause. We would appreciate it if you could respond quickly so that we know whether we have enough funds to bring this exciting event to fruition.

Additionally, if you or anyone in your department is interested in arranging a meeting with Vattimo, please contact one us.

Thank you for your time and we hope, your generous support.

Prof. Federico Luisetti (Romance Languages) luisetti@email.unc.edu

Prof. Richard Cante (Communication Studies, Sexuality Studies)

rcante@email.unc.edu

Prof. Lawrence Grossberg (Communication Studies, UPCS) docrock@email.unc.edu

From: Grossberg, Lawrence <docrock@email.unc.edu>
Sent: Thursday, September 7, 2006 4:27 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: vattimo
Attach: VattimoProposal (2).doc; ATT00001.htm

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Thank you for your time and we hope, your generous support.

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Prof. Richard Cante (Communication Studies, Sexuality Studies)

rcante@email.unc.edu

Prof. Lawrence Grossberg (Communication Studies, UPCS) docrock@email.unc.edu

Proposed Visiting Scholar Residency at UNC-CH (Fall 2006)

Prof. Gianni Vattimo

Organizers:

Prof. Federico Luisetti (Romance Languages)
Prof. Richard Cante (Communication Studies, Sexuality Studies)
With the support of Prof. Lawrence Grossberg (University Program in Cultural Studies)

Gianni Vattimo is Professor of Philosophy at the Dipartimento di Filosofia, Università degli Studi di Torino (Italy). He is an internationally recognized public intellectual and politician, and a world leading scholar in the following areas: ethics, aesthetics, politics, religion, post-colonial epistemology, postmodernism, technology, literature, art, European studies, and cultural theory.

Vattimo studied with Hans-Georg Gadamer and Karl Loewith in Heidelberg and with Luigi Pareyson in Torino. He has been Dean of the Facoltà di Lettere e Filosofia, Università di Torino and was a member of the European Parliament between 1999 and 2004. He has been a visiting professor at Yale University, University of California at Berkeley and New York University. He holds *honoris causa* degrees from the universities of La Plata (Argentina, 1996), Palermo (Argentina, 1998) and Madrid (2006). He is Grande Ufficiale of the Italian Republic (1997) and Vice-president of the Academía de la Latinidade. He is also a regular editorialist for the newspapers *La Stampa, La Repubblica* and *Il Manifesto.*

Vattimo's philosophical perspective has been characterized as "pensiero debole," or "weak thought." This requires that the foundational certainties of modernity be relinquished for a multi-faceted conception that is both closer to that of the arts and cognizant of the impact of cultural diversity, identity politics, globalization, and interdisciplinary. Vattimo draws on the philosophy of Martin Heidegger – in particular, with his critique of metaphysics – and on the hermeneutical philosophy of his teacher Hans-Georg Gadamer. But his greatest influence is the thought of Friedrich Nietzsche, whose nihilism plays a particularly important role in Vattimo's notion of weak thought.

According to Vattimo, history is a process of weakening – "secularization" and "disenchantment" are other terms he uses – that assumes the form of a decision for non-violence, and thus requires a new political imagination. Nihilism as announced by Nietzsche and Heidegger must therefore be understood as an emancipative reformulation of philosophy that dissolves modernity from within through a twisting, distorting radicalization of its premises. In his dialogues with philosophers such as Jacques Derrida, Jürgen Habermas, Richard Rorty, and Charles Taylor, Vattimo – who is both openly homosexual and an avowed Catholic – has elaborated the cultural, political, and theological consequences of his innovative, interdisciplinary approach.

For further information, see http://www.giannivattimo.it

Major Publications in English

Dialogue with Nietzsche: Essays, 1961-2000, Columbia University Press, 2005

The Future of Religion, with Richard Rorty, Columbia University Press, 2005

Nihilism and Emancipation: Ethics, Politics, and Law, Columbia University Press, 2004

After Christianity, Columbia University Press, 2002

Nietzsche: Philosophy as Cultural Criticism, Stanford University Press, 2002

Religion, with Jacques Derrida, Stanford University Press, 1998

Beyond Interpretation: the Meaning of Hermeneutics for Philosophy, Stanford University Press, 1997

The Adventure of Difference: Philosophy after Nietzsche and Heidegger, Johns Hopkins University Press, 1993

The Transparent Society, Johns Hopkins University Press, 1992

The End of Modernity: Nihilism and Hermeneutics in Post-modern Culture, Polity Press/ Basil Blackwell, 1988

Budget

Estimated Costs

Travel		$ 2,000
Honorarium		$ 1,500 + 500
Meals and incidentals	(6 days)	$ 1,000
Food and drink for public events		$ 1,000
Dinner	(2 for 6 people)	$ 500
Lodging	(6 days)	$ 1,000
Publicity		$ 1,000
	Estimated Total	$ 8,500

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Saturday, September 9, 2006 11:36 AM
To: Holbrook, Jennifer H <jholbrook@uncaa.unc.edu>
Subject: Re: Panel participant

Jennifer,
Thanks for getting back to me. You know I don't even know these coaches. I'll have to come over and meet them one day. I haven't been over there much in the last year!!!
I am teaching a First Year seminar on Ethics in Sports. Do you think one of them would be willing to come talk to my class sometime?

Jan

-
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, September 11, 2006 10:14 AM
To: Biasi, Katie <meyerk@email.unc.edu>
Subject: Scholars for Tomorrow Seminar

Hi Katie,
I just want to confirm that my seminar can meet in the conference room at Bynum on Thursday at 4, and that you can order us pizza again. What we had last time was good.

Thanks,
Jan

Jan Boxill, Ph.D.
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Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, September 11, 2006 10:29 AM
To: Biasi, Katie <meyerk@email.unc.edu>
Subject: Re: Scholars for Tomorrow Seminar

Hi,
Thanks; I'll get you the dates asap. We go until 6.
Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, September 11, 2006 11:17 AM
To: MacLean, Douglas <maclean@email.unc.edu>
Cc: Sayre-McCord, Geoff <sayre-mccord@unc.edu>; Carlo Robustelli <carlo@unc.edu>
Subject: Re: John Broome

I think it would be worth trying to schedule either a public lecture,
something with the phil and econ clubs, or with our fellows.
Let's talk.
Jan

Douglas Maclean wrote:

> Jan,
>
> John Broome will be visiting here the week of Sept. 25-28. (He's a
> distinguished moral philosopher from Oxford - he has the chair
> previously held by JL Austin, RM Hare, and Jim Griffin. Would the
> Parr Center have any interest in scheduling some event with him? He's
> written a book on "The Costs of Global Warming" and he has a terrific
> paper (which I'm teaching in environmental ethics) called, "Why
> Economics Needs Moral Theory." His most recent book is "Weighing Lives."
> Let me know if you want to plan anything.
>
> Doug

--
Jan Boxill, Ph.D.
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University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, September 11, 2006 3:08 PM
To: Biasi, Katie <meyerk@email.unc.edu>
Subject: Re: Scholars for Tomorrow Seminar

Thanks
Jan

Katie Meyer wrote:

> Hi,
> The conference room has been reserved for you on Thursday. Remember
> to see Margaret at the front desk for the key.
>
> Thanks,
> Katie
>
> Jan Boxill wrote:
>
>> Hi Katie,
>> I just want to confirm that my seminar can meet in the conference
>> room at Bynum on Thursday at 4, and that you can order us pizza
>> again. What we had last time was good.
>>
>> Thanks,
>> Jan
>>
>> Jan Boxill, Ph.D.
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Email: jmboxill@email.unc.edu

CRITERIA	Excellent	Good	Fair	Poor	Failed to do	Not applicable	Comments
Passage							
Reconstruction of passage							
Clear thesis/position statement							
Argument for position taken							
Adequate philosophical support-1							
Use of examples							
Defined concepts							
Objections to your argument							
Development of objections							
Adequate philosophical support-2							
Response to objections							
Avoided irrelevancies							
Creativity/originality							
Spelling/Grammar							
Clearly Written							
Sources cited							
Other							

Overall grade:

PAPER EVALUATION

	Excellent	Good	Fair	Poor	Nonexistent	Comments
Passage						**1**
Reconstruction						**5**
Thesis						**1**
Definitions						**1**
Support/ Analysis						**5**
Objections						**4**
Handling of Objections						**4**
Conclusion						**2**
Originality						**1**
Spelling/ Grammar						**1**

24-25=A
23=A-
22=B+
21=B
20=B-
19=C+
17-18=C
15-16=C-
14=D+
13=D
12 D-
11&below = F

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, September 11, 2006 4:05 PM
To: John Roberts <johnroberts@unc.edu>
Subject: Social & Economic Justice
Attach: Phil 66-SEJ.doc; PHIL 273 SEJ.doc

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
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University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

OUC RECEIVED:

ARTS AND SCIENCES COURSE FORM

Submission date:

Name, email, and phone of contact person to resolve any problems with this submission:

Submit **FOUR** signed copies to the Office of Undergraduate Curricula, CB# 3504, 300 Steele Building (843-7773) by September 15 **or** January 15. All approved changes become effective the following fall term.

Course proposal request: **A**dd☒ **R**evise☐ **D**elete☐ ONE COURSE PER FORM (EXCLUDING CROSSLISTING).

If other academic units might offer similar courses on the same topic, faculty submitting proposals should contact colleagues in that other unit to let them know of their intention to offer the new or revised course.

Submitting Unit(s):

Home Unit: _____
Chair's Name Chair's Signature

Cross-listed Unit: _____
Chair's Name Chair's Signature

Cross-listed Unit: _____
Chair's Name Chair's Signature

Cross-listed Unit: _____
Chair's Name Chair's Signature

- If you belong to more than one division, which one do you wish to review your proposal?
  Fine Arts☐ Humanities☒ Natural Sciences & Mathematics ☐ Social Sciences☒

==========

COURSE ADDITION (A provisional syllabus must be attached for a new course.)
Course number in home unit:
Is this proposed course number currently available for use? ☐Yes ☒No
If yes, is the proposed course number being deleted (on a separate form) in conjunction with this proposal? ☐Yes ☐No
Crosslisted course(s), if any:
Credit hours for course:
Is course repeatable for credit? ☐Yes ☒No Maximum hours allowed for course credit:
If yes, course credit is: ☐repeatable for degree (not within term) **OR** ☒repeatable within a single term
Title:
Abbreviated title (no more than 24 spaces):
Prerequisite(s):
Lab☐ / Recitation☐ / Field Work☐ is: ☐Included and contributes credit hour(s) to the course
OR
☐Separately numbered as and carries credit hour(s) and is optional ☐ corequisite ☐
Semester(s) normally taught: Fall☒ Spring☐ Summer☐
Course description for catalog (**Please use no more than 30 words**):

Include in the General Education curriculum? Yes☒ No☐ Please complete the General Education section on the following page if this course will be included.
Instructors (must be on Graduate Faculty if course is numbered 100 or above):
Class size taught by Graduate Faculty **T**A other
Justification for course addition (**required**):

COURSE REVISION (Include a provisional syllabus.):
Please indicate the appropriate revision(s): Credit☐ Crosslist☐ Description☐ Number☐ Perspective☐

Prerequisite☐ Title☐ Other☐

	Current Course Information	Revised Course Information
Course number in home unit:		
Is revised course number currently available for use?	----------	Yes☐ No☐
If so, is revised course number being deleted (on a separate form) in conjunction with this proposal?	----------	Yes☐ No☐
Crosslisted course(s), if any:		
Credit hours for course:		
Is course repeatable for credit	Yes☐ No☐	Yes☐ No☐
Maximum hours allowed for course credit		
If course is repeatable, credit is:	☐repeatable for degree (not within term) OR ☐repeatable within a single term	☐repeatable for degree (not within term) OR ☐repeatable within a single term
Title:		
Abbreviated title (no more than 24 spaces):		
Prerequisite(s):		
Lab☐ / Recitation☐ / Field Work☐ is:	☐Included and contributes credit hour(s) to the course OR ☐Separately numbered as and carries credit hour(s) and is optional ☐ corequisite	☐Included and contributes credit hour(s) to the course OR ☐Separately numbered as and carries credit hour(s) and is optional ☐ corequisite
Semester(s) normally taught:	Fall ☐ Spring ☐ Summer ☐	Fall ☐ Spring ☐ Summer ☐

Revised course description for catalog (**Please use no more than 30 words**):

Include in the General Education curriculum? Yes☐ No☐ Please complete the General Education section on the following page if this course will be included.
Instructors (must be on Graduate Faculty if course is numbered 100 or above):
Class size taught by Graduate Faculty TA other
Justification for course revision (**required**):

COURSE DELETION

Course number in home unit:
Crosslisted course(s), if any: Delete cross-listed course(s)? Yes☐ No☐
Credit hours for course:
Title:
Abbreviated title:
Justification for course deletion (**required**):

GENERAL EDUCATION CURRICULUM

Is course currently included in General Education curriculum? ☐Yes ☒No

Please check the appropriate categories if the course is proposed for inclusion. Generally, courses numbered 0-50 indicate a General College perspective whereas courses numbered above 50 indicate an Arts & Sciences perspective.

General College:
English☐ Foreign Language☐ Math Science☐
Aesthetic: fine arts☐ literature☐

Natural Science: no lab☐ required lab☐ optional lab☐
Social Science☐ Philosophical☐
Pre-1700 Western History☐ Other Western History☐ Non-Western/Comparative☐

Arts and Sciences:
Math Science☐
Aesthetic☐
Natural Science: Physical Science☐ Life Science☐
Social Science☐ Philosophical☒
Western Historical☐ Non-Western/Comparative☐

Would you like this course reviewed for possible inclusion in the curriculum as fulfilling the Cultural Diversity requirement? Yes ☒ No ☐

Justification for inclusion in the General Education curriculum **(required)**:
(Please indicate how the approach and contents of course fulfills the perspective requirement. Please include a syllabus. A letter and/or reading list may also be attached. Please submit 4 copies of form and any attachments.**)**

==========

Internal use only

Approved: Division of Fine Arts❑ Arts & Sciences Graduate School
Humanities❑
Basic & Applied Sciences❑
Social Sciences❑

Signatures: _____ _____ _____

Date: _____ _____ _____

Revised 12/02

PHILOSOPHY 273 SOCIAL AND ECONOMIC JUSTICE FALL

The course will consist of readings and class discussions focusing on social and economic issues and their theoretical justifications. The first set of readings will examine classical political theories with a focus on justice and the common good. We will ask questions such as: What is the nature of justice? What is the justification and role of the state? What is the nature of rights? Why do we take rights seriously? Is there such a thing as "the common good"? Do the traditional theories of justice and rights accommodate everyone? The second set of readings will examine current social issues using the theories discussed. The issues we will address are: racism and sexism, affirmative action, capital punishment, business ethics, the environment. We may not, and probably will not, be able to resolve the issues, but we should at least gain a greater understanding of the issues which should serve as beginnings to possible resolutions.

GOALS FOR THIS COURSE:

1. Acquire the basic skills used by philosophers generally and thus the skills we will use in this course; tools and skills needed to appreciate, challenge, reflect, and evaluate both the ideas you have inherited and those you might yet adopt. Philosophical reflection is a matter of engaging actively with ideas. The point throughout is to help you to think clearly, and for yourselves, about positions you would otherwise adopt or reject uncritically; in other words, to give you the skills you need to enjoy intellectual autonomy. With this in mind, by the end of the semester you should be able to:

   Reconstruct an argument from a given passage or text.
   Critically analyze an argument presented to you, produced by you, or reconstructed by you.
   Produce, articulate, and defend reasons for a given opinion and respond to objections raised to this opinion.

2. Gain an understanding of various theories of justice and how they help us understand the current issues in society. For the various issues we will examine, both theoretical and more concrete, you should be able to:

   Define the important terms and concepts.
   Gain an understanding of classical and contemporary theories of justice and rights.
   Apply these various theories to the different issues.
   Explain the relationship between the larger theoretical issues and the relationship between the various issues.
   Given a specific issue, demonstrate the ability to supply reasons in favor of a certain resolution and make sure these are consistent with positions you have taken and will take on other issues.

REQUIRED TEXTS:

The Trial and Death of Socrates
The State, Justice, and the Common Good, edited by B.J. Diggs **(SJCG)**
Justice, edited by Jonathan Westphal **(Justice)**
Contemporary Moral Problems, edited by James E. White **(CMP)**
Nickel and Dimed, Barbara Ehrenreich
Other Readings on Reserve

CLASS REQUIREMENTS:

Keep up with announcements, assignments, outlines and notes for lectures posted on BLACKBOARD.

Assigned Readings: See Schedule

Examinations and Quizzes:

6 Quizzes: Dates announced in Class-likely every 2 weeks; lowest quiz will be dropped.
Two Papers: Paper 1: 3-5 pages; Paper 2: 5-7 pages. Due dates and topics on Blackboard.
A Comprehensive Final: Format -- Short Answer and essay

Outside Assignments: Options

1. Volunteer Service: APPLES or 8-10 hours of volunteer service for the semester with a 3-5 page analysis of your service. Submit a short paragraph for approval to begin service. Paper due last day of class. Or:
2. FOUR outside lectures, events, or articles related to the issues or theories discussed. For each you are to write a one-page (typed or handwritten) analysis/reaction giving a brief summary, your reaction and analysis, and how it is relevant to the class. DUE DATES: Two by Fall Break; Two by last day of class.

Class Participation:

Participation makes for a more enjoyable and interesting class. But further, discussion in class is crucial to understanding and reasoning. You should prepare the readings so that you will be able to answer questions about them and use the concepts they introduce.

Class Attendance: A Roll sheet will be passed around for each class.

FINAL GRADE FOR THE COURSE WILL BE DETERMINED AS FOLLOWS:

Paper #1	=15%
Paper #2	=20%
Quizzes	=20%
Outside Assignments/Attendance	=10%
Final Exam	=35%

SCHEDULE OF READINGS

WEEK 1: Introduction to Course
Trial and Death of Socrates: Apology and Crito.
Justice: Plato pp. 37-72

WEEK 2: Greek Political Thought continued
Justice: Aristotle: pp. 73-94
SJCG: Introduction pp. 1-26

WEEK 3: **SJCG**: The Modern State, Hobbes: pp. 29-33; 52-66.

WEEK 4: **SJCG**: Locke, pp. 33-37 and 67-87

WEEK 5: **SJCG:** Rousseau pp. 43-50 and 117-144

WEEK 6: **SJCG**: Hume, pp. 37-43 and 88-116
Justice: 133-148

WEEK 7: **SJCG**: Justice and the Common Good, pp. 145-169;
Marx, pp. 145-158 and 172-184
Justice: 178-182

WEEK 8: **SJCG**: Mill, pp. 159-163 and 185-200
Justice: 157-177; CMP: pp. 30-48

WEEK 9: **SJCG**: Rawls, pp. 164-169 and 219-240
Justice: pp. 22-25; CMP: pp. 79-85

WEEK 10: Dworkin: Taking Rights Seriously, CMP: pp. 72-78
Baier: The Need for More Than Justice, CMP: pp. 86-96
Racism and Sexism: Readings on reserve
- Audre Lorde, Scratching the Surface
- Marilyn Frye, Sexism
- R. Wasserstrom, Racism and Sexism
- bell hooks, Selections from <u>From Margin to Center</u>

Film: A Class Divided

WEEK 11: Affirmative Action: CMP: pp. 415-463
- Louis Pojman, The Moral Status of Affirmative Action
- Albert Mosley, The Case against Pojman
- Laurence Thomas, What Good Am I?
- Thomas Hill, The Message of Affirmative Action
- On Reserve: The Case of Alan Bakke
- J. Boxill, Affirmative Action as Reverse Discrimination
- B. Boxill, Affirmative Action

WEEK 12: Pornography and Drugs: CMP: pp. 355-411
- J.S. Mill, On Liberty
- Barry Lynn, Pornography and Free Speech: The Civil Rights Approach

Ann Garry, Sex, Lies, and Pornography
Thomas Szasz, The Ethics of Addiction
James Q. Wilson, Against Legalization of Drugs
Daniel Shapiro, Addiction and Drug Policy

WEEK 13: Capital Punishment: CMP: pp. 239-282
Gregg vs. Georgia (1976)
Kant, The Retributive Theory of Punishment
L. Pojman, Deterrence and the Death Penalty
J. Reiman, Deterrence: Common Sense and the Best Bet Argument
Anthony Amsterdam, Capital Punishment

WEEK 14: Business Ethics: Readings on Reserve
Cases: MacPherson vs. Buick; Henningsen vs.Bloomfield Motors; Ford Pinto; Ford Explorer/Firestone Tires.
Rights in the Workplace
Nickel and Dimed: Selections

WEEK 15: The Environment: CMP: pp. 511-571
Aldo Leopold, The Land Ethic
J. Callicot, Animal Liberation: A Triangular Affair
Devall and Sessions, Deep Ecology

COMPREHENSIVE FINAL EXAM

THE HONOR CODE

It shall be the responsibility of every student at UNC to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity.

CAMPUS CODE

It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University Community.

WHAT I EXPECT

The Honor Code is, as always, in effect in this course. The following sections explain what I expect from you in terms of meeting these standards. If you have any questions at all about these matters, please do not hesitate to ask me.

PLEDGE: The Instrument of Student Judicial Governance requires that you sign a pledge on all written work. (?On my honor, I have neither given nor received unauthorized aid on this assignment.?) This includes all papers, exams, and quizzes. The first time you hand in an assignment, I expect you to write out the pledge in full. After that, you may simply write ?Pledge? and sign your name.

EXAMS AND QUIZZES: All in-class exams and quizzes in this class are to be taken without the assistance of books, notes, or other people. You may, however, study with classmates. In fact, forming study groups is an excellent way to prepare for exams.

PAPERS: As with exams and quizzes, I encourage you to discuss your papers with your classmates and anyone else, for that matter. The crucial thing to remember is that you must give citations for ideas that are not your own, whether or not those ideas have been written down somewhere. If your roommate comes up with a brilliant example and you use it in your paper, then you must cite him or her in a footnote.

Again, if you are not clear about any of this, ***ask questions.***

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, September 12, 2006 9:49 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: Re: [Fwd:]

Let's ask Wayne Pond first and then Geoff. It should be fine. We should accommodate him if possible.
Jan

Carlo Robustelli wrote:

> Should I ask II about this possibility?
>
> - Carlo h
>
>
> ----------
>
> From:
> "Gilbert, Lawrence \(Biology\)" <LGilbert@bio.unc.edu>
> Date:
> Tue, 12 Sep 2006 14:23:54 -0400
> To:
> "Carlo Robustelli" <carlo@unc.edu>
>
> To:
> "Carlo Robustelli" <carlo@unc.edu>
>
>
> Hi : Does the Parr Institute have any free passes to Sayre-McCordâ€™s
> Moral Philosophy seminar in October? I am still in the transition from
> scientist to ethicist and would like to learn more. Larry
>
> Lawrence I. Gilbert
>
> William Rand Kenan, Jr. Professor
>
> Department of Biology
>
> The University of North Carolina at Chapel Hill
>
> CB# 3280, Chapel Hill, NC 27599-3280
>
> Phone: (919) 966-2055
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> Fax: (919) 962-1344
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Personal Faith and Conscience:
How, When, Where and With Whom Can We Speak Our Minds on a Public University Campus?

DISCUSSION GUIDE

Introduction

College communities around the country have in recent days experienced a growing pattern of religious intolerance, threatened restraints on free inquiry, and difficulties in sustaining informed political and civil discourse. As university populations have become more diverse, they are confronting new realities in which differing voices struggle to be heard and respected. Political forces have increasingly highlighted "wedge issues" that pit deeply held religious and moral judgments against emerging social and scientific trends. As polarization has increased outside university walls, it has been increasingly difficult to maintain the long tradition of open and respectful inquiry within university classrooms. New forms and norms for communication seem to fuel tendencies to attack and belittle competing viewpoints rather than to engage in open-minded exploration of ideas.

In 2005, the Ford Foundation announced its "Difficult Dialogues Initiative," inviting colleges and universities around the country to join it in addressing these concerns. As the Ford Foundation's President eloquently stated: "Open and honest dialogue is one of the defining characteristics of a vibrant academic community … [and] is an essential component of a strong civil society on which democracy depends. We must strive to ensure that all members of the community are treated as full and equal partners in the intellectual and institutional life of colleges and universities, especially those who may hold minority political views or religious beliefs. Campus leaders also must create an atmosphere of mutual respect, in which diversity is examined and seen in the context of a broader set of common values. We need to ensure that our discourse not only remains open but civil."

As one of the campus partners in the Difficult Dialogue Initiative, UNC Chapel Hill is endeavoring to make the practice of dialogue second nature on our campus, and invites colleagues elsewhere to do the same. Too often, matters of religious belief and academic inquiry seem to fall prey to a "clash of cultures" and a tendency for students and faculty to engage in verbal sparring matches, to "debate" rather than to discuss and learn from one another's experiences and views. A group of faculty, students, and student affairs leaders has worked intensively to develop a framework in which differing viewpoints on these issues can be engaged and explored in a respectful and open-minded way. Our goals are to foster freedom expression and respectful attention for a wide range of viewpoints, engage in intellectually serious analysis and defense of multiple viewpoints, and exploration of common ground without ignoring genuine differences among diverse viewpoints.

We invite you to engage with us in deep and candid conversation about ***Personal faith and conscience: how, when, where, and with whom can we speak our minds on a public university campus?*** This formulation is a powerful one in which each word has a deliberate meaning.

- We hope the conversation will draw forth genuine, *personal* views that will be respectfully treated and openly considered.

- We seek to grapple with the *full range of faith- and conscience-based* beliefs since such beliefs are rooted in personal values that include those held not only by individuals committed to traditional Judeo-Christian viewpoints but also by agnostics, atheists, and others with moral vantages that are arise from sources other than traditional religion.

- We emphasize the process of "*speaking our minds*" by which we intend a focus on oral and written communication (rather than the clothes one wears or other sorts of expression).

- We use the word "*we*" very deliberately, with the intent to exploring how all members of our campus community interact with each other (for example, students interacting with fellow students of similar or different faith traditions, faculty interacting with faculty and students in the classroom and elsewhere, and staff interacting with the full range of community members).

- Our *discussion* will explore varied approaches to this question, including some that have emerged from our work to date, but also others that will emerge in this Forum that involves a wider range of participants. We will deliberate--rather than debate--using safe and fair ground rules to be considered at the outset so that we can all speak, listen, and learn from each other. No votes will be taken. All viewpoints will be welcome.

This discussion guide is organized in three parts. Part I provides background information on the growing tensions relating to personal faith and conscience on college campuses. Part II outlines four approaches that members of college communities—individual students and faculty as well as campus leaders--might be taken in response to these tensions. Part III provides supplemental resources including ideas on how best to approach conversations about these difficult issues and sources of information on related topics.

Background

Campus Experiences

One University's Recent Experiences

Evidence of tensions relating to personal faith and conscience and academic inquiry may be found at numerous universities around the country. The University of North Carolina at Chapel Hill is merely one case in point:

- In 2002 the University chose *Approaching the Koran: The Early Revelations* by Michael Sells as its summer reading selection. The decision was roundly criticized by many legislators and members of the public. Subsequently the American Family Association's Center for Law and Policy brought suit on behalf of three students, an alumnus and a state citizen, claiming that their First Amendment rights have been violated. The federal district court subsequently concluded that the choice was permissible since it did not advance or endorse religion and did not compel students to engage in "religious exercise."

- In 2003 a three-member Christian fraternity lost its status as an officially recognized student organization when it refused to sign the University's standard non-discrimination policy. The fraternity's law suit in federal court alleging that the University had unlawfully abridged the students' First Amendment rights to freedom of association, freedom of speech, and free exercise of religion was ultimately dismissed as moot.

- In spring 2004 an instructor was disciplined by her department for publicly accusing a student of hate speech after he expressed in her class his objection to homosexuality based on his religious beliefs.

- A "diversity assessment" conducted during fall 2004 gave evidence of related concerns. *(excerpts from qualitative comments to be inserted once available)*

- In 2005-2006, the campus newspaper ran a student column that cast Arabs in a disparaging light as well as a cartoon featuring a depiction of the Prophet Mohammed. Later a recent graduate drove his SUV into a popular campus gathering spot, injuring nine people. He subsequently explained that he had done so to demonstrate his commitment to Islam and to protest American foreign policy. Some students protested, asserting that his action should be labeled "terrorist" while others held a vigil in sympathy for Muslim students and those who had been hurt.

- In the last several years, the University established programs in Jewish, Islamic, and Christian studies. In 2005 and 2006, many liberal arts faculty protested discussions with a potential donor who was considering a proposal for funding of an initiative in Western Cultures. The donor had ties with other groups with conservative views that had publicly ridiculed faculty members who taught courses that emphasized diversity themes. The University subsequently withdrew the proposal in order to permit additional faculty review.

UNC Chapel Hill has not been alone in facing challenges like these. The discussion guide that follows incorporates experiences reported in news from around the country.

Hate Crime

National statistics also demonstrate problematic levels of tension. For example, the United States Federal Bureau of Investigation indicated that it in 2004 had received reports of 7649 incidents involving 9035 offenses. Of the 7642 single-bias incidents, racially motivated crimes accounted for 52.9%, religious bias accounted for 18.0%, bias against sexual orientation accounted for 15.8% and bias against ethnicity or national origin accounted for 12.7%. Of the 1,374 incidents involving religious bias, anti-Jewish incidents predominated (954 incidents), with anti-Islamic incidents ranking second (156). Anti-Catholic incidents numbered 57, anti-Protestant incidents numbered 38, anti-other-religion incidents numbered 128. There had been 898 hate crimes reported on school or college campuses, including 492 related to race, 184 related to religion, 150 related to sexual orientation, 68 related to national origin, 2 related to disability and 2 with multiple biases.

In April 2006, the United States Commission on Civil Rights held hearings and issued a statement on growing anti-Semitism. The Commission found that

> Many college campuses throughout the United States continue to experience incidents of anti-Semitism. This is a serious problem which warrants further attention. While incidents of threatened bodily injury, physical intimidation or property damage are now rare, they have been alleged on some campuses. On other campuses, students have alleged patterns of threatening or intimidating behavior, derogatory remarks, vandalism, and use of Swastikas and other symbols of hatred or bigotry….On many campuses, anti-Israeli or anti-Zionist propaganda has been disseminated that includes traditional anti-Semitic elements, including age-old anti-Jewish stereotypes and defamation. This has included, for example, anti-Israel literature that perpetuates the medieval anti-Semitic blood libel of Jews slaughtering children for ritual purpose, as well as anti-Zionist propaganda that exploits ancient stereotypes of Jews as greedy, aggressive, overly powerful, or conspiratorial.

Students on college campuses are increasingly diverse even in states where residents have a significant preference in admissions. Economic shifts have resulted in greater mobility of families from other states and other countries so that residency no longer means life-long ties to a particular state. In contrast to their parents' generation, college students today are more likely to encounter others with viewpoints rooted in cultures, faiths, and moral perspectives that differ from those at home. The mixture of religious backgrounds characterizing students may vary depending on the region of the country and admissions criteria. Depending on student characteristics, student viewpoints and controversies may vary.

Students

Student Religious Affiliations and Implications

For example, in 2005 nearly 2/3 of UNC Chapel Hill's entering students reported affiliation with the following religions: Baptist (19.3%), Methodist (13.6%), Roman Catholic (13.1%), Presbyterian (9.6%), and "Other Christian" (9.7%). Fewer than 5% reported Jewish (2.5%), Hindu (1.3%) or Islamic (.9%) affiliation, and16.9% reported no religious affiliation. In contrast, entering undergraduates at public flagship universities a much more heterogeneous mix, with more than double the percentage of Roman Catholics and Jewish students (27.5% and 5.9% respectively), far fewer Baptists, Methodists, and Presbyterians (5.2%, 5.3%, and 5.2% respectively), and even more students reporting no religious affiliation (22.6%).

Patterns of religious preference also appear to correspond in interesting ways with student experiences and viewpoints as demonstrated in the following chart, comparing the responses of undergraduates entering UNC-Chapel Hill in 2005 with their peers at public flagship universities. In particular, UNC-Chapel Hill students are more likely to have attended religious services, discussed religion, and prayed or meditated on a weekly basis during high school. They are also much more likely to regard "integrating spirituality into my life" as a high priority, and to believe that their religious beliefs will be strengthened during college. They are somewhat more socially conservative, and are more inclined to believe that dissent is an important part of the political process.

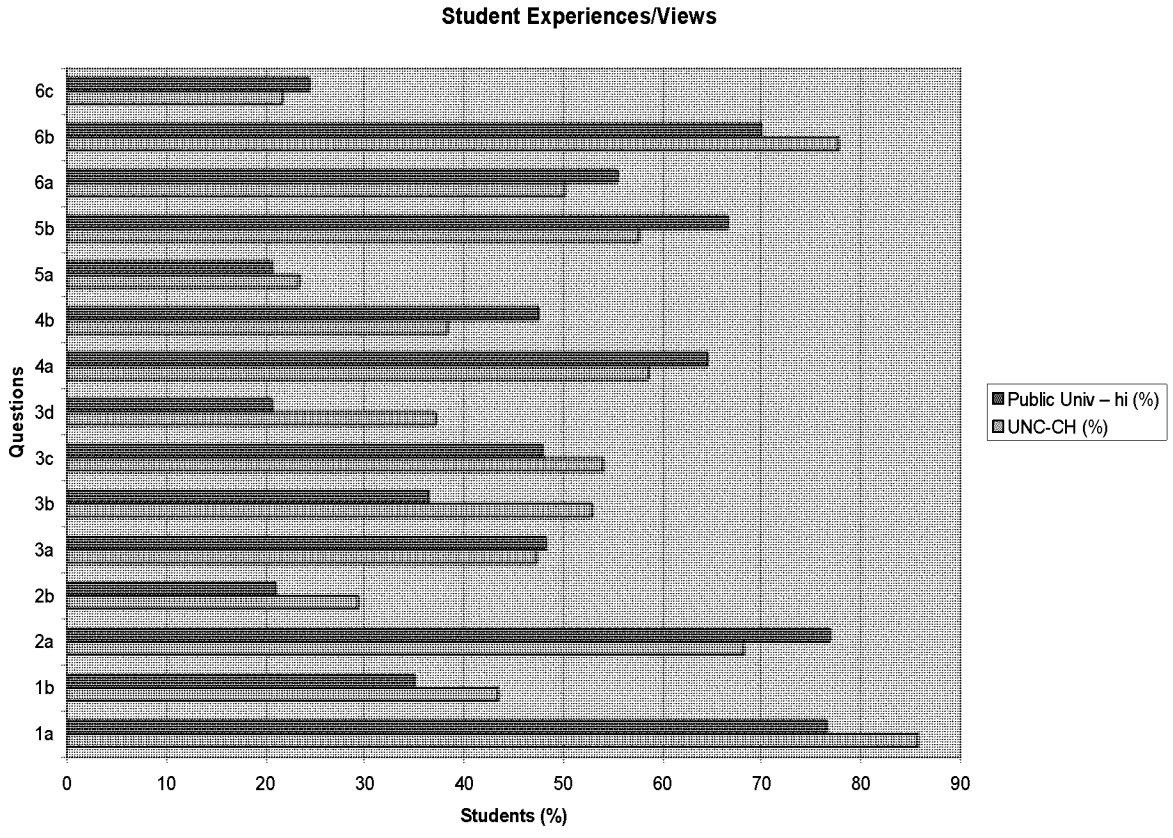

Questions:
1a: Attended *religious service* in past year
1b: *Discussed religion*

2a: Time in high school in *prayer/mediation: none + less than one hour/week*
2b: Time in high school in *prayer/mediation: 1-5 hrs*

3a: Very important reason to attend college…: *find my purpose in life*
3b: Objectives that are "essential" or "very important**":** *integrating spirituality into my life*
3c: Objectives that are "essential" or "very important"**:** *developing meaningful philosophy of life*
3d: Chances "very good" that attending college *will strengthen religious beliefs/convictions*

4a: "*Abortion* should be legal" (agrees strongly or very strong)
4b: "If two people really like each other, it's all right for them to *have sex*, even if they've known each other for only a very short time" (agrees strongly or very strongly)
5a: "It is important to have laws prohibiting *homosexual* relationships" (agrees strongly or very strongly)
5b: "*Same-sex* couples should have the right to legal marital status" (agrees strongly or very strongly)

6a: "Colleges should *prohibit racist/sexist speech* on campus" (agrees strongly or very strongly)
6b: "*Dissent* is a critical component of the political process" (agrees strongly or very strongly)
6c: "Realistically, an individual can *do little* to bring about changes in our society" (agrees strongly or very strongly)

Study of Student Spirituality

In addition to the above insights, drawn from the annual American College Freshmen Survey (part of the Cooperative Institutional Research Program in which many universities and colleges participate), UCLA researchers with support of the John Templeton Foundation have been conducting survey research focused on the religious and spiritual lives of college students. An initial phase of the study relied upon surveys in fall 2004 of 112,000 entering students at 236 colleges, using questions that included many similar to those in the annual freshmen survey noted

above. Longitudinal studies tracked a smaller universe of students (approximately 3680 at 46 colleges and universities) into their junior years. Some notable findings include the following:

- Among first-year students, 8 in 10 reported attending religious services during the past year. Nearly 8 in 10 said that they believed in God, with more than half perceiving God as "love" or as the "creator" and about half experiencing God as a "protector." Many reported deriving strength, support and comfort from their beliefs. Four in ten students reported that they felt "secure" in their beliefs, with one in four saying that they were "seeking," one in four reporting being "conflicted" or "doubting," and one in seven saying they were "not interested." Forty-seven percent reported that they "seek out opportunities to help [themselves] grow spirituality."

- The researchers also analyzed students with reference to "spirituality," "religiousness" (religious commitment, engagement, religious/social conservatism, religious skepticism, and religious struggle), and four other factors (charitable involvement, compassionate self-concept, ethic of caring, and ecumenical worldview). Using these variables, they found that religious commitment and engagement was closely correlated with religious/social conservatism and negatively correlated with religious skepticism. Those showing high levels of religious engagement tended to be conservative politically (self-identified conservatives outnumbered liberals by 3 to 1). Roughly equal proportions of politically conservative and liberal students earned high scores on either charitable involvement or compassionate self-concept, while liberals "substantially outnumber conservatives among those with high scores on ethic of caring (2 to 1) and ecumenical worldview (3 to 1).

- The researchers reported two clusters of religious preferences among entering students. Those identifying themselves as Mormons, Seventh-Day Adventists, Baptists and "other Christians" emerging as "strongly spiritual, religious, and religiously/socially conservative" and expressing little religious skepticism. A second cluster (including Unitarians, Buddhists, Hindus, Episcopalians, Eastern Orthodox and Jewish students), were found to score low on religiousness and high on religious skepticism, ecumenical worldview, ethic of caring and charitable involvement. Roman Catholics reportedly scored below the overall average on religious commitment, religious engagement, religious/social conservatism, and religious skepticism."

- Longitudinal studies of a much smaller set of college juniors reported a decline in attendance at religious services (52% had reported attending religious services frequently the year before entering college, but only 29% reported attending frequently in their junior year). There was a significant reduction in self-perceived "religiousness" and "spirituality" (only 9% said that their religiousness was much stronger and only 13% said their spirituality was much stronger), yet there was some growth in those who said it was "very important" to integrate spirituality into their lives, develop a meaningful philosophy of life, and help others in difficulty. Students who spend more time partying show larger-than-average declines in attendance at religious services during the first three years of college.

- By junior year, it appeared that levels of religious commitment (measured by finding religion personally helpful, gaining spiritual strength by trusting in a higher power, feeling loved by God and seeking to follow religious teachings in daily life) tracked student choices of major at least to some degree. Those who chose to major in the fine arts, education and humanities had the highest levels of religious commitment, with the lowest levels of religious commitment reported by those in biological sciences, history, political science and sociology. Only about 20% of juniors were "highly religious" while a similar proportion were found to have low levels of religious engagement (defined as a pattern of behavior that includes such things as attending religious services, reading sacred texts, attending religious/spiritual workshops or retreats, and joining a religious organization on campus).

- Among college juniors, religiosity and spirituality also correlated with self-identified political viewpoints. Those who identified themselves as politically conservative, were substantially more likely to show high levels of religious commitment (50% versus 18% for self-identified liberals) and religious engagement (37% versus 10%), and were also more likely to show high levels of equanimity (35% versus 23%) and self-esteem (37% versus 29%). Viewed in a somewhat different light, students who regarded themselves as "highly religious" were divided among 41% who described themselves as conservative or far right, 44% who described

themselves as "middle-of-the-road" and 15% who described themselves as liberal or far left. Students who were "least religious" included only 9% of those who saw themselves as conservative or far right, 56% of those who were middle-of-the-road, and 35% of those who were liberal or far left. Substantial differences in views on social issues were also apparent as between highly religious students and least religious students, including differences on views about casual sex, abortion, and homosexuality.

Trends Among Teenagers

There are indications that surveys of entering college students do not tell the whole story or do not fully capture emerging trends, however. In a recent book, *Soul Searching: The Religious and Spiritual Lives of American Teenagers,* (Oxford: Oxford University Press, 2005), Professor Christian Smith and Melinda Lundquist Denton analyzed data and interviews from the National Survey of Youth and Religion begun in 2000. Some of the study's major findings about teenagers aged 13-17 include the following.

- Difficulty articulating beliefs: Very few of the teens interviewed could explain the tenets of their religion or what it means. The researchers concluded that this phenomenon was equally evident in devout and non-religious teens, and judged that it was not due to poor communication skills. Instead, in their view it appeared that, for many of the teens "our interview was the first time that any adult had ever asked them what they believed and how it mattered in their life."

- Religious outlook: The interviews suggested that many teens (whatever their religious affiliation) shared an outlook the researchers dubbed "Moralistic Therapeutic Deism" that embraced five major principles: (1) A God exists who created and orders the world and watches over human life on earth but from a distance; (2) God wants people to be good, nice, and fair to each other, as taught in the Bible and by most world religions; (3) The central goal of life is to be happy and to feel good about oneself; (4) God does not need to be particularly involved in one's life except when God is needed to resolve a problem; and (5) Good people go to heaven when they die. Moral relativism was also common among teenagers interviewed.

- Conversations in school: In school, 65% of religious US teens only express their religious faith only some or a little. 12% of the teens express their faith a lot and 23% do not express their faith at all. Mormons are the most likely to express their faith, followed by conservative and black Protestant teens. Half of Jewish teens and half of Catholics do not express their faith. However, it is not because school is viewed as being a hostile place to religious teenagers—fewer than 20% of teenagers report that schools look down on teens who are openly religious.

- Views of others: The researchers concluded that teens do not talk about religion very often amongst themselves. They tend to see religion as not a particularly contested or conflictive aspect of their lives, but instead something that simply *is*, that is just not the kind of thing worth getting worked up about one way or the other. In confronting issues of faith difference, most teens take an inclusive religious pluralism stance on the matter of religious truth claims—60% of all respondents state that many religions may be true. The researchers also noted that "nearly all U.S. teens seem to have adopted a posture of civility and a careful and ambiguous inclusiveness when discussing religion with possible 'others,' especially in public," perhaps because of the strong tradition of individualism in America as well as the public school system.

What Happens In College: Theories of Intellectual and Moral Development

Some of differences between teenagers still in high school and students who are nearing college graduation may be explained in part by the dynamics of intellectual and moral development during the college years. Numerous educational theories might be noted, but only a few will be mentioned here.

- Cognitive Development. Benjamin Bloom, of the University of Chicago, is widely regarded as among the foremost theorists of students' intellectual development. He developed a "taxonomy of educational objectives" which he derived based on the educational goals articulated by faculty colleagues and the types of questions posed on comprehensive examinations. His most well-known taxonomy relates to the "cognitive

domain" and includes the following elements (listed from the simplest to the most complex): knowledge (the kind of intellectual capability that can be created even by rote memorization); comprehension (the ability to paraphrase, interpret and explain); application (the capacity to transfer ideas learned in one situation to use in another); analysis (the capacity to distinguish between subsidiary ideas that are part of a larger whole); synthesis (the capacity to bring disparate ideas together into a larger whole); and evaluation (the capacity to test or judge ideas against a set of larger standards).

- Affective Development. Bloom also considered the "affective" domain which concerns the way that people deal with emotional dimensions including feelings, values, appreciation, enthusiasms, motivations and attitudes. His five major elements in this taxonomy (ranging from the simplest to the most complex) include: receiving phenomena (awareness, willingness to hear and attend to others with respect), responding to phenomena (active participation with others in learning, willingness to respond and question new ideals and concepts in order to understand them); valuing (acceptance of values, attaching worth to particular values or phenomena, developing more complex commitments, acting on more complex commitments); organization (creates priorities from contrasting or conflict values, compares and synthesizes values); internalizing values (develops a value system that shapes personal behavior in a cohesive way, acts in self-reliant way that evidences commitment to ethical practice, consideration of others, weighing of new evidence).

- Intellectual and Moral Development. A major theory of intellectual and moral development in college students was developed by William Perry, based on interviews conducted among male students attending Harvard College some years ago. Perry focused on how students understand the nature of knowledge and what kinds of knowledge are to be valued. Perry identified several stages of development. The first three stages involve "dualism," a period in which a learner assumes that all questions have or can have "right" answers derived from external authorities; the absence of right answers is attributed to authority figures who lack relevant knowledge or to knowledge that has yet to be discovered. The next two stages involve "relativism," which treats knowledge as non-absolute in most cases, treats dominant knowledge as pertinent but not the absolute truth, sees most things as uncertain, finds no real basis for deciding absolute right and wrong, treats authorities as just individuals with opinions, and regards all ideas as having equal value before ultimately recognizing that learners must take responsibility for using and evaluating non-absolute knowledge in complicated settings. Perry's final three stages involve "commitment" and move beyond cognitive abilities to make judgments regarding one's values and identity, act on and balance associated commitments and responsibilities to self and others. Although Perry's work has been criticized a non-diverse population and as treating development as a linear process when it more likely involves cycles, his approach remains a standard framework for thinking about student development during the college years and beyond.

- Faith Stages. Dr. James Fowler, of Emory University, developed a framework for thinking about the stages through which approaches to faith and spirituality evolve across the lifespan (in contrast to the content of faith-based or spiritual beliefs). His most well-known work is *Stages of Faith: The Psychology of Human Development and the Quest for Meaning* (HarperCollins, 1981). Fowlerr's work was also influenced by that of other theorists who studied psychological development from childhood through adulthood. In Fowler's view "faith" encompasses an individual's beliefs about their relationship with the universal, something that evolves throughout one's life. Fowler regarded faith as an ongoing activity (rather than something one "has"), reflecting the interplay of "conversion" (major changes in one's values or core beliefs) and "development" (a gradual maturation process).

- According to Fowler, there are six major stages in faith development, which foster insight of one's development, but should not used to evaluate or judge. Stage 1 is the "intuitive-projective" stage in which children are centered on their own experiences, their imaginations and fantasies, and others' actions and stories. At this stage, they lack the internal means of understanding their experiences, the fantasies they develop, or the stories to which they're exposed. Stage 2 is the "mythical-literal" stage in which faith has a more definite cognitive component, which may be drawn from the values of one's family or from exposure to other influences such as those of teachers, peers, and the media. In Stage 2, individuals tend to associate with those who are like them and be critical of those who differ, believe in "justice" insofar as the good are rewarded and the bad punished, often give symbols very literal meanings and engage in little self-reflection.

Stage 3 is the "synthetic-conventional" stage in which individuals attempt to develop an integrated identity, based on values or beliefs typically derived from significant others without much internal examination. Those at stage 3 may have an "ideology" that involves a cluster of beliefs and values but may not be aware of it. They may also have internalized expectations in ways that make it difficult for them to manage the different roles and contexts in which they must function, and may be uncomfortable with conflict and controversy.

- Fowler describes stage 4 as the "individuative-reflective" stage, one that often involves critical assessment of prior experiences, values and beliefs. In stage 4, individuals move toward a grounding within an authentic self rather than relying most heavily on external expectations and roles, while also making explicit personal judgments about commitments based on deliberate examination of their core beliefs. Stage 5, the "conjunctive" stage is generally not reached until mid-life, when individuals experience significant tensions (for example at the point between being old and young), are able to deal with multiple perspectives and ambiguity, are drawn to the deeper levels of myth and symbolism, and are more open to others' faith traditions. Stage 6, "universalizing," takes varied forms but generally involves a more encompassing sense of truth that transcends group-based faith traditions.

- Another theorist, Sharon Parks, has extended Fowler's work in significant ways. She proposes an additional stage of faith development which she calls "young adult" (which includes many college students) and treats faith development as involving three components (the first involving forms of knowing or cognition, the second forms of dependence or affect, and the third forms of community or social interaction). During the early "young adult" stage, individuals facing new environments may regress to previous more comfortable states until they are more comfortable in the new settings. They may also take some time before developing "self-authority" and may need experience with a social group that provides mentoring before trusting their growing sense that they can stand on their own. Parks' approach is helpful in spotlighting both a critical stage of development and by providing a framework that speaks explicitly to the importance of "dependence" and social settings.

- Thoughtful observers also recognize that college students' experiences outside the classroom often help them learn important lessons that may be less easily imparted in the classroom. In his important book, *Making the Most of College: Students Speak Their Minds* (Harvard University Press, 2001), Richard Light highlights students' own judgments about the importance of religious diversity among their classmates and the ways in which such diversity contributes to their education. Students interviewed emphasized the importance of religious diversity in living arrangements, which allowed them to experience others' traditions and beliefs in ways they were unlikely to have done at home. One student commented: "Everything that I have learned by observing and interacting with my more religious roommates has helped me to decide what is important and not important to me in a belief system, or more generally in a spiritual outlook." Another said: "As a Catholic, I find there is a certain bond that exists for me with observant people of other religions. Inter-faith forums have certainly helped to develop this connection with the other side, such as Jewish students from Hillel with whom we share many events… I definitely feel comfortable talking about certain things, or taking certain things for granted, when I'm with other religious people, whatever their religion."

Political Viewpoints and Student Values

College students do not necessarily express the same blend of faith-based beliefs, social policy judgments, and political affinities as do older citizens, explored in more detail as part of the discussion of the world beyond the campus, below. A recent study by the Harvard Institute of Politics conducted phone interviews of a national sampling of college students in March 2006 provides some important insights about the relationship between these important dimensions of students' lives.

- The vast majority of student respondents indicated that religion played an important role in their lives (70%), and 25% said that they had grown more spiritual while in college. When asked about their top-most concern, 39% of respondents (compared to 20% of the public in general) cited the war in Iraq. On the other hand, 66% of respondents believed that the United States should use armed intervention if necessary in order to address genocide abroad. Respondents indicated that the United Nations should play a more significant role and

favored multilateral approaches. Differences in political viewpoint correlated with views on how religion should play out in the public eye. Among Republican respondents, 56% wanted to hear candidates speak about their religious views, in contrast to 21% of Democratic respondents. Republican respondents also wanted religious values to play a more important role in government (38% compared to 16% among Democratic respondents). Republican respondents generally feared that religion was losing its influence in American life (62%) and felt that was a "bad thing" by a 7-1 margin, while 52% of Democratic respondents felt that religion's influence was increasing while concluding by a 2-1 margin that that was a bad thing. A majority of both Republican and Democratic respondents said that they were "concerned about the moral direction of the country," including 50% of white respondents, 74% of African-American respondents, 49% of men and 57% of women.

- The Harvard study found that college students believed that a larger range of issues had "moral" dimensions compared to those generally highlighted as raising questions "values" in recent political discourse. Majorities of both Republican and Democratic respondents regarded abortion (78% of Republican respondents and 59% of Democrats), gay marriage (64% and 54% respectively) and stem-cell research (64% and 54% respectively) as "moral issues." Notably, 38% to 48% of Republican and Democratic respondents believed that the government's response to Hurricane Katrina (48% and 45% respectively) and education (38% and 44% respectively) should also be viewed within a moral context. Other "moral issues" included the environment (30% of Republican and 42% of Democratic respondents respectively), healthcare (35% and 52% respectively), Iraq (44% and 39% respectively), and affirmative action (24% and 37% respectively).

- The Harvard poll emphasized that there appear to be four major clusters of college student political viewpoints (in contrast to traditional conservative/liberal labels) and recognized that faith-based and moral beliefs as well as gender and race have implications for policy judgments among this population. "Traditional conservatives" (16% of respondents) were more likely males from upper income families, are more optimistic about the future, believe the country is on the right track, are comfortable voting for candidates who speak about their religious beliefs and want religious values to play a more important role in government. "Religious centrists" (25% of respondents) included a large concentration of African-American and Hispanic students who are deeply concerned about the moral direction of the country, and regard the response to Hurricane Katrina, universal healthcare and the environment as moral issues. "Secular centrists" (15%) are more likely to be male, tend to optimistic about the future, do not regard abortion or homosexuality as morally wrong, do not factor religion into their world view and do not want religious values to play a more important role in government. Finally, traditional liberals (40%) are more likely female, support *Roe v. Wade* with regard to abortion, do not regard homosexuality as morally wrong, think universal healthcare should be a right for all, the environment should be protected, and immigration should be permitted.

<u>Faculty</u>

Spirituality and the Professoriate

Data on the viewpoints of college faculty are more limited, but some insight can be gained from periodic surveys of American college faculty and from research on spirituality within the professoriate that is part of the UCLA research on college spirituality noted above.

- Data from the 2004-05 survey of American college faculty found a substantial consensus in views regarding the goals of undergraduate education, with a high proportion of faculty respondents rating the following goals as "very important" or "essential: developing student's critical thinking abilities (99%), helping students master knowledge in a discipline (94%), and promoting students' ability to write effectively (87%). Other goals included preparing undergraduates for employment (73%), and for graduate or advanced study (61%) with substantial variation across types of institutions. Other goals included instilling a basic appreciation for the liberal arts (56%) and the development of moral character (59%), but only 30% believes that the chief benefit of a college education is to increase earning power. Perspectives on educational goals were also framed against a general concern that many students were poorly prepared academically (while 67% of faculty at private universities agreed "somewhat" or "strongly" that "most students are well-prepared academically,

only 37% of public university faculty shared that view). In contrast, 70% of freshmen entering college in 2004 rated themselves as "above average" or in the "highest 10%" academically, and about half reported earning "A"s in high school.

- The recent study on "Spirituality and the Professoriate" conducted by UCLA with support of the John Templeton Foundation, surveyed 40,670 faculty at 421 colleges and universities across the country. Only 30% of respondents believed that "colleges should be concerned with facilitating students' spiritual development," but more than half regarded other related goals "essential" or "very important": enhancing students' self-understanding (60%), developing students' moral character (59%) and helping students develop personal values (53%). Academic field and institutional type correlated in interesting ways with faculty viewpoints. The highest level of agreement with the statement that "colleges should be concerned with facilitating students' spiritual development" were found among faculty in the health sciences (41%) and humanities (40%), with the lowest proportions in the biological sciences (22%), social sciences (24%) , physical sciences (24%) and agricultural/forestry (25%). Faculty members at public universities and colleges showed the lowest level of agreement with this statement (18% and 23% respectively).

- In light of the priority purposes of education and the concerns for student academic preparedness noted above, it is perhaps not surprising that emphasis on religion and spirituality is relatively rare in many classrooms. In reports by college juniors in the companion study of student spirituality described above, 62% indicated that their professors "never encouraged discussion of spirituality and religion" while 56% said that their professors "never provided opportunities to discuss the meaning or purpose of life."

- Faculty members' views on the role of religion and spirituality in the classroom differed from those held by faculty members regarding the place of religion and spirituality for faculty members within the academy. When asked to agree or disagree with the statement "the spiritual dimension of faculty members' lives has no place in the academy," 57% disagreed. Once again academic disciplines seemed to shape or reflect respondents' viewpoints, with the highest disagreement reported by those in the health sciences (67%), education (65%) and business (60%) and the lowest levels in social sciences (51%), physical sciences (50%), and biological sciences (49%). The highest level of disagreement was found in public universities (49%).

- Faculty members' reluctance to regard religion and spirituality as appropriate in the classroom or the academy did not, however, indicate that faculty members are not spiritual or religious, or that spirituality and religion does not play a role in their personal lives. Of those responding, 81% described themselves as "spiritual," while 64% regarded themselves as "religious" to some or a greater extent (29% and 37% respectively). Female faculty appeared to have a higher level of spirituality, with 87% of women describing themselves as "spiritual" (in contrast to 78% of male faculty members), endeavoring to integrate spirituality in life (54% of women compared to 42% of men), engaging in self-reflection (74% and 64% respectively), and seeking opportunities to grow spirituality (76% compared to 65%). The highest proportion of self-identification as "spiritual" was found for African-American faculty (66% regarded themselves as spiritual "to a great extent"), in contrast to American Indians/Alaska Natives (60%), Native Hawaiian/Pacific Islanders (59%), Puerto Ricans (59%), Mexican-Americans (53%), white/Caucasians (48%), and Asian-Americans (37%).

Disciplinary Frameworks and Faculty Viewpoints

Faculty perspectives must also be understood in a broader historical and sociological context. In a working paper, Professor Mark Edwards (former President of St. Olaf College and currently associate dean of Harvard Divinity School, and author of a new book entitled *Religion on Our Campuses*) offers crucial insights.

- Historical trends have shaped the development of colleges and universities in the last 150 years. In the first half of the nineteenth century natural sciences were closely associated with Christian theology. In time the sciences were seen to provide evidence of divine design in the guise of rational thought and inquiry and the study of science was viewed as a means of praising God. By mid-century, scientists were able to discern causal explanations that made it possible to offer explanations of phenomena other than by reference to supernatural intervention. What constituted an explanation changed and scientists turned to scientific inquiry

as the best means of explaining natural phenomena rather than simply invoking God. Other disciplines followed suit, as the humanities departed from moral philosophy and social sciences claimed their own identity.

- By the beginning of the 20th century, research universities began to develop, with instructors drawn from those who had sophisticated substantive expertise in specialized fields. As belief in the scientific method grew and the extent of knowledge burgeoned, only those with "disciplined" knowledge had the necessary legitimacy to claim a place in the academy. Such disciplined expertise was provided through advanced education at top research universities which provided intensive mentoring, and required advanced levels of scholarly performance which in time resulted in the award of a Ph.D. Professional legitimacy for scholars awarded teaching positions at universities was increasingly tested by scholarly writing that was reviewed by national and international peers with similarly advanced expertise.

- In Edwards' view, faculty members are now inculcated by intensive experience that can be described as "professional formation," just as is true for those who undergo "formation" to profess their beliefs as members of the clergy. As undergraduates, they choose a major and increasingly assimilate the knowledge, values, and intellectual approaches that characterize the academic discipline in question. They go on to graduate work and spend more years within a specialized academic community that deepens and tests such expert knowledge and ways of knowing through comprehensive examinations and research on the Ph.D. They are evaluated and selected for academic appointments through a process that emphasizes their disciplinary focus. They then pass on their ways of knowing to their own students, and gain professional acclaim based upon their scholarly contributions to their chosen academic field.

- Edwards argues that there may be room to reintroduce religious perspectives within the academy in certain circumscribed respects. He contends that religious views may be most appropriate with regard to moral claims, claims regarding human nature, and claims regarding maximally comprehensive views of reality (certain kinds of "metaphysical" claims). In his view, it may be appropriate for certain religious insights to be offered in as an autobiographical explanation of "where I'm coming from," and suggests that the introduction of religious views in other settings should be undertaken with caution, and only in instances in which they contribute to the conversation and deepen understanding.

Academic Freedom

"Academic freedom," like academic disciplines, plays a central role in faculty members' understandings of the nature of American higher education. Academic freedom rests on core beliefs that the mission of higher education is to seek out and disseminate truth (however unpopular or inconvenient) and that the best way to accomplish this mission is to express ideas freely and subject them and to test them openly without fear of reprisal. It rests on a shared commitment to collegial interchange and a responsibility to maintain an open mind while testing one's own ideas as well as the ideas of others. Despite these core assumptions, the meaning and implications of the phrase and are surprisingly complex.

- The courts have recognized that academic institutions possess *institutional academic freedom* that is necessary

  > to provide that atmosphere which is most conducive to speculation, experiment, and creation. It is an atmosphere in which there prevail "the four essential freedoms" of a university--to determine for itself on academic grounds who may teach, what may be taught, how it shall be taught, and who may be admitted to study. (*Sweezy v. New Hampshire*, 354 U.S. 234, 263 (1957) (Frankfurter, J, concurring)

- Academic freedom for *individual faculty members* has been described in the following terms:

  > Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties. . .

> Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter that has no relation to their subject. . .
>
> College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution. (Association of American University Professors, 1940 Statement)

- The *academic freedom of students* has likewise been recognized. In a joint statement issued in 1967, the Association of American University Professors, the United States National Student Association and other professional groups stated:

  > Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility . . . .
  >
  > The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.
  >
  > 1. Protection of Freedom of Expression
  > Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
  >
  > 2. Protection Against Improper Academic Evaluation
  > Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

- The application of these principles is often complicated, in part because of the complexity of underlying legal analysis and because of the need to apply applicable policies to nuanced facts. For example, the academic freedom of individual faculty members and students is to some extent rooted in the First Amendment (which protects against abuse of free speech rights by government entities such as public universities but not to action by private parties). The statements of the Association of American University Professors (an organization founded in the wake of events at Stanford University early in the 20th century, when Mrs. Leland Stanford caused the dismissal of a noted economics professor Edward Lovejoy with whose views she disagreed) have been widely endorsed by academic organizations. They reflect a "professional standard" that is regarded as a statement of good practice within the academy, and thus has policy significance (but not necessarily legal significance) even when the First Amendment might not have application. At the same time, however, most colleges and universities around the country have adopted policies and tenure regulations that incorporate the AAUP standard and in turn give rise to contractual rights and rights to due process hearings by those protected under such policies.

- Longstanding expectations about university autonomy and academic freedom have been challenged in recent years on a number of fronts. For example, David Horowitz and others have argued that legislation called the "Academic Bill of Rights" should be adopted by state legislatures in order to force universities to weigh political ideology as part of their hiring practices and to provide additional legal protection to students who fear that they may be receive poor grades based on ideological views. Several organizations such as Students for Academic Freedom and Campus Watch have also established websites that encourage

students to report or "blacklist" their professors based on listed criteria. An initiative by a UCLA alumnus to pay students to record and submit details of classroom conversations was withdrawn in the face of legal challenge.

- There are also instances in which faculty members have also been disciplined or dismissed notwithstanding the protections of academic freedom. For example, a professor at the University of Colorado who made what many regard as irresponsible comments about the 9/11 terrorist attacks was subsequently found by an academic panel to have engaged in research misconduct. That university also recently conducted an extensive review in order to improve its policies on tenure and post-tenure review. Universities are also facing calls for greater public accountability from government leaders including the United States Department of Education and Congress. While academic institutions have traditionally been accorded great autonomy in setting academic standards and making operational decisions, growing concern to curb college costs and increase student learning and graduate rates may put these traditions to the test.

Liberal Education and the Curriculum

Faculty viewpoints on the role of religion and spirituality within the college classroom can also be discerned through academic decisions relating to nature of liberal education and the characteristics of the undergraduate curriculum.

- The American Association of Colleges and Universities defines "liberal education" as "a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement." In a 1998 statement, the Association expressed the goals of a liberal education in the following terms:

  > A truly liberal education is one that prepares us to live responsible, productive, and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions. Liberal education requires that we understand the foundations of knowledge and inquiry about nature, culture and society; that we master core skills of perception, analysis, and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connections among formal learning, citizenship, and service to our communities. … Because liberal learning aims to free us from the constraints of ignorance, sectarianism, and myopia, it prizes curiosity and seeks to expand the boundaries of human knowledge. By its nature, therefore, liberal learning is global and pluralistic. It embraces the diversity of ideas and experiences that characterize the social, natural, and intellectual world. To acknowledge such diversity in all its forms is both an intellectual commitment and a social responsibility, for nothing less will equip us to understand our world and to pursue fruitful lives.

- Most colleges and universities adopt and periodically review general education requirements governing undergraduate study as a means of providing students with a shared foundation to guide their overall intellectual development. General education requirements often mandate that students take courses emphasizing moral reasoning, philosophy, history, cultural diversity, public policy, international affairs, psychology, sociology, literature, art or music and many other subjects in order to provide students with exposure to varied ways of thinking and a wide range of ideas. Many such courses touch at some point on the nature and role of faith and religion in the contexts in connection with the topics under consideration.

- Colleges and universities have increasingly incorporated "perspectives" or "diversity" requirements as part of their general education requirements to aid students in preparing for a complex world marked by increasing interchange among those from cultures that vary in language, history, political and religious beliefs and to bring to light the experiences of those who have often been burdened by historical injustice. In the humanities and social sciences, for example, critical analysis has thrown the spotlight on personal identity and scholars have increasingly examined the hidden history of people of color and women and the implications of sexual

orientation. Developments in the sciences are also proceeding at a rapid pace. Biological sciences now rely heavily on findings rooted in modern understandings of natural selection and evolution, and new scientific discoveries raise important questions regarding the role of stem-cell research and the nature of the human genome. Expansion of the traditional "canon" to include topics outside students' prior experience with Western culture, local communities, and religious tenets may prove unsettling to those with deeply held traditional values and cultural views.

The World beyond the Campus

There can be little doubt that forces beyond campus walls influence the realities of American college campuses. These realties are therefore worth considering.

American Beliefs about Faith

The United States is a highly religious nation. A Gallup Poll conducted in December 2005 reported that 79% of American respondents said they were convinced that God exists, while an additional 12% said that they think God probably exists but have a little doubt. Regional differences were apparent, with 88% of Southerners expressing certainty about the existence of God, compared to 70% of Easterners, 71% of Westerners, and 77% of respondents from the Midwest. Those who attended church on a weekly basis were particularly likely to be certain God exists (94%) but 61% of those who seldom or never attended expressed similar sentiments. In contrast, however, a CBS News Poll conducted in April 2006, asked respondents whether they believed that traditional religions could answer all or most of today's problems or whether they were largely old-fashioned and out of date. Just over half (54%) of respondents said that traditional religions can answer such problems, while 32% said such religions are old-fashioned and 14% said they didn't know or didn't answer. The same poll also asked respondents how important religious was to their daily lives, and found that 26% of respondents regarded it as extremely important, 33% as very important, 26% as somewhat important, 13% as not at all important, with 2% saying they didn't know or giving no answer.

The United States Census does not collect information on religious affiliation so denominational information must be found by other means. The World Fact Book 2005 indicates that the American population is divided as follows: Protestant 52%, Roman Catholic 24%, Mormon 2%, Jewish 1%, Muslim 1%, other 10%, none 10% (2002 est.). The American Religious Identification Survey conducted using phone surveys by the researchers affiliated with the City University of New York in 2001 found that the proportion of those self-identifying as Christian had declined from 86.2% in 1990 to 76.5% in 2001. In 2001, 1.3% self-identified as Jewish, .5% as Muslim, .5% as Buddhist, .3% as Unitarian/Universalist, and .4% as Hindu. Others self-identified as atheists 9.4%), agnostic (0.5%) or refused to respond (5.4%). More nuanced polls have recently been conducted of those who are affiliated with Christian faiths. A poll conducted for National Public Radio in July 2006 of likely voters in the fall 2006 election found that 12% identified themselves as fundamentalist, 21% evangelical, 10% as charismatic/Pentecostal, 42% as moderate to liberal, 5% as something else, and 11% as unwilling to respond (or responding "don't know").

In contrast, to the United States, the 2005 World Fact Book reported that in the United Kingdom, the proportions are: Christian (Anglican, Roman Catholic, Presbyterian, Methodist) 71.6%, Muslim 2.7%, Hindu 1%, other 1.6%, unspecified or none 23.1% (2001 census). In France, the proportions are: Roman Catholic 83%-88%, Protestant 2%, Jewish 1%, Muslim 5%-10%, unaffiliated 4%. In Canada the proportions are: Roman Catholic 42.6%, Protestant 23.3% (including United Church 9.5%, Anglican 6.8%, Baptist 2.4%, Lutheran 2%), other Christian 4.4%, Muslim 1.9%, other and unspecified 11.8%, none 16% (2001 census).

Deeper insight about Americans' faith-based viewpoints can also be derived from public opinion polls and similar studies.

- Views on the role of the Bible and the relationship between religious belief and science vary. In Gallup surveys completed in May 2006, 28% of respondents indicated that they believed that the Bible is the actual word of god and is to be taken literally word for word; 49% said that it was the inspired word of God but not everything in it should be taken literally, and 19% regarded it as an ancient book of fables, legends, history, and moral precepts recorded by man. When asked about their views on the origin and development of human

beings, 36% of respondents said that man developed over millions of years with God guiding the process, 13% said man developed over millions of years but God had no part in the process, 46% said that God had created man in his present form, and 5% gave other or no opinion. An April 2006 CBS news poll found that 26% of respondents believed the science and religion agreed with each other, 32% said they generally conflict with each other, 37% said they were not related in a meaningful way, and 5% said they didn't know or gave no answer.

- Americans' views of those affiliated with different religious beliefs vary. A July 2005 study by the Pew Forum on Religion and Public Affairs reported the following patterns regarding how favorably they viewed the following religions: Jews (77% favorable, 7% unfavorable, 16% no opinion); Catholics (73% favorable, 14% unfavorable, 13% no opinion), Evangelical Christians (57% favorable, 19% unfavorable, 24% no opinion), Muslim-Americans (55% favorable, 25% unfavorable, 20% no opinion), and atheists (35% favorable, 50% unfavorable, 15% no opinion).

- Americans' beliefs also appear to contrast with the views of Europeans. A June 2006 report by the Pew Research Center explained that in 2002 60% of Americans thought that belief in God is necessary in order "to be moral and have good values" (slightly smaller proportions expressed that view in 2004). In contrast in 2002 only 1/3 of German and 1/8 of French respondents expressed similar views. A survey conducted in connection with the Spring 2005 Pew Global Attitudes Project found, for example, a substantially higher proportion of respondents from Great Britain viewed Muslims favorably (compared to 72% favorable v. 57% favorable by respondents from the United States and 40% favorable by respondents from Germany).

- Americans' exposure to the religions beliefs and practices of others' also appears limited. A June 2005 poll by CBS News asked respondents whether any of their close friends or family members who were of a different religion had introduced them to different teachings or philosophies that had become part of their own religious or spiritual practices. Of those responding, 23% said yes, 48% said no, 18% said they had no close friends or family members of other religions, 10% said religion wasn't important to them, and 1% said they didn't know or declined to answer.

- Americans also appear to associate religion in certain respects with conflict. In a July 2005 poll by the Pew Research Center for People and the Press, respondents were asked how much of a role religion plays in causing most wars and conflicts in the world. Responses indicated that 40% believed that religion caused a great deal of conflict, 35% a fair amount, 13% only a little, 8% not at all, and 4% refused or said they didn't know. When asked a similar question about the role religion plays in causing political conflict in the United States, 30% responded that it caused a great deal of conflict, 35% said a fair amount, 27% said only a little, 4% said none at all, and 4% said they didn't know or refused to respond.

Legal Principles and Historical Perspectives

Americans are clearly a religious people. Significantly, however, the American constitutional experiment provided for the separation of church and state, a deliberate and unique departure from prior European tradition.

- The First Amendment states that "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof." The Founders thus rejected the European tradition that taxed all to support a single nationally-affiliated church, and sought to avoid sectarian strife that would likely arise from jockeying among the different religious affiliations prominent in the various states. They also barred government from intruding on individual religious beliefs and thereby protected freedom of conscience. These provisions of the United States Constitution have also been applied to the states, and many states have independently codified protections relation to religion as part of their state constitutions.

- It is helpful to bring a historical perspective to bear in considering how the law in this area has developed and might develop in the future. In his recent book *Divided by God* (Oxford University Press, 2005) and related writing in the New York Times, NYU Professor Noah Feldman has discussed the core dilemma created by the American constitutional experiment with the relationship between church and state: how to negotiate "the

challenge of preserving the unity of the sovereign people in the face of their flourishing spiritual variety and often conflicting religious needs." Feldman traces the waves of immigration that have brought changing patterns of religious diversity to American shores, such as the 19th century influx of Catholics raised issues regarding the underlying tenets of public schools and the potential for funding parochial education that inculcated religious values. He also highlights critical world events such as World War II and the Holocaust which highlighted the risk that religious minorities can suffer discrimination or even persecution when the German government adopted a stance favoring Christianity and opposing those of Jewish faith. Through it all, Feldman believes, we acknowledge our religious diversity while at the same time "we strive to be a nation with a common identity and a common project."

- In Feldman's view, current tensions reflect two conflicting viewpoints about the proper relationship of religion and government On the one hand some people believe that "the right answers to questions of government policy must come from the wisdom of religious tradition." Feldman calls those who share this view "values evangelicals" and explains that "Not every values evangelical is, technically speaking, an evangelical or a born-again Christian, although many are. Values evangelicals include Jews, Catholics, Muslims and even people who do not focus on a particular religious tradition but care primarily about identifying traditional moral values that can in theory be shared by everyone." Feldman believes that "What all values evangelicals have in common is the goal of evangelizing for values: promoting a strong set of ideas about the best way to live your life and urging the government to adopt those values and encourage them wherever possible. To them, the best way to hold the United States together as a nation, not just a country, is for us to know what values we really hold and to stand up for them." Feldman characterizes the second competing viewpoint as one held by "legal secularists" who "see religion as a matter of personal belief and choice largely irrelevant to government and who are concerned that values derived from religion will divide us, not unite us." Such "legal secularists" may be active members of various religious faiths, but believe that *government* should be secular and be bounded by related legal constraints. According to Feldman, "legal secularists" believe that "full citizenship means fully sharing in the legal and political commitments of the nation. If the nation defines itself in terms of values drawn from religion, they worry, then it will inevitably tend to adopt the religious values of the majority, excluding religious minorities and nonreligious people from full citizenship."

- Feldman believes that neither "values evangelicals" nor "legal secularists" have been very effective in negotiating the core tension between the American desire to recognize religious diversity while also maintaining a sense of unity, particularly in the days since 9/11. In his view, the "values evangelicals want to find shared values, but that leads them to rely on the unexamined assumption that deep down, Americans agree on what matters. The trouble is that 'we' often do not agree." Such disagreement is particularly apparent on issues such as abortion where "values evangelicals" believe that they must stand for something and are generally unwilling to recognize that those with competing views may have legitimate claims to make decisions of their own. On the other hand, the belief by "legal secularists" that religious expression must be removed from the public sphere in order to make those of all faiths and viewpoints welcome has resulted in pressure to keep religious views private or at least outside of public settings associated with government (a matter of concern for example, for those who wish to see the Ten Commandments or Christmas crèches displayed). Banishing religious expressions from the public eye has in Feldman's view made "values evangelicals" feel excluded and undercut the hunger for public expression of shared values, even though that is not the intent. These underlying tensions have been fueled in part by confusing legal developments that have reversed the original intent of the Constitution's provisions on religion by eliminating religious expression in many public settings while at the same time allowing funding of faith-based activities (for example, attendance at religiously-affiliated schools using publicly-funded vouchers and allocation of government funds to religious groups as well as secular non-profit organizations in order to accomplish government objectives).

- Litigation involving the public schools has illustrated the complex application of legal precepts embodied in the First Amendment's "free exercise" and "establishment" clauses when applied to educational settings. One of the fundamental legal tests applied in this setting is that articulated in *Lemon v. Kurtz*, a 1971 decision by the United States Supreme Court that required government decisions in the schools to be motivated by a secular purpose, to have primarily secular effects and not to entangle the state with religious institutions. Applying this and other tests in ensuing years, the courts have addressed numerous issues. For example, cases

have addressed school prayer and moments of silence (permissible if students opt to do so but not permissible if mandated), school-sponsored prayer in public settings (impermissible), religious expression by teachers in classrooms (may be deemed officially sanctioned and impermissible especially with younger students), use of school space for religiously affiliated student organizations (permissible under generally applicable neutral policies), release time for religiously-associated education off-site (permissible), required display of the Ten Commandments in school rooms (impermissible), instruction *about* religion (permissible), and distribution of flyers (permissible to include information relating to religious activities but impermissible for schools to screen content so as to prohibit religious content if unfettered discretion). Courts have also entered the fray in the "intelligent design" v. evolution controversy, most recently finding that mandates to teach intelligent design represented an impermissible effort to incorporate religious doctrine in the classroom. Many efforts have been made to distill more detailed guidelines from this evolving case law including efforts by the federal Department of Education (http://www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html), a group of 17 organizations across the spectrum of faith-based and civil-liberties organizations (http://www.church-state.org/ritps-ajscl.htm), and organizations of journalists such as the Freedom Forum and its affiliated First Amendment Center at Vanderbilt University (http://www.firstamendmentcenter.org/rel_liberty/publicschools/Index.aspx).

- Colleges and universities have also faced litigation about the implications of the Constitution's religion clauses and related "free speech" provisions. For example, the United States Supreme Court has held that a public university must make campus facilities available to student religious groups in the same way and to the same extent that it makes its space available to non-religious student organizations. Public universities must also make student fees available on the same basis for student groups whether they have sponsor or support religious and non-religious activities. On the other hand, the United States Supreme Court has concluded that public universities may deny scholarship funds to college students majoring in theology, in situations where state constitutional provisions dictate such separation (through the Washington "Blaine Amendment" that states that "No public money or property shall be appropriated or applied to any religious worship, exercise or instruction, or the support of any religious establishment"). Current controversies have focused on such issues as the legality of public universities' efforts to limit recognition of student organizations which refuse to comply with non-discrimination policies on the basis of religious beliefs that object to homosexuality or that require that leadership positions be filled by those who comply with certain religious tenets. A variety of organizations have endeavored to keep universities on their toes with regard to civil liberties relating to speech and religious liberty. Such organizations have provided extensive information to interested individuals for example, though the Foundation for Individual Rights in Education (http://www.thefire.org/index.php) and the Anti-Defamation League (http://www.adl.org/civil_rights/ab/free_Exer.asp) among others.

- The First Amendment also affords relevant protections beyond those found in the "free exercise" and "establishment" clauses. It also states that "Congress shall make no law ... abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble." The courts have interpreted these and other constitutional provisions to apply to the states and have also concluded that they protect freedom of association in intimate, expressive, and political contexts. These freedoms have some limitations, however. For example, the courts have said that freedom of speech does not allow someone to "cry fire in a crowded theatre" or to use "fighting words." The right to express oneself may depend on whether the setting for such expression has been established or treated as a "public forum," and whether the governmental entity has established reasonable, content-neutral "time, place, and manner" restrictions.

- Once again, the application of these additional First Amendment freedoms to public university campuses is more complex than might initially appear. For example, the University of Michigan had adopted a "speech code" that prohibited "Any behavior, verbal or physical, that stigmatizes or victimizes an individual on the basis of race, ethnicity, religion, sex, sexual orientation, creed … and that … Creates an intimidating, hostile, or demeaning environment for educational pursuits, employment or participation in University[-]sponsored extra-curricular activities." In a guide explaining its code, the university provided several examples of conduct that it regarded as harassment, such as "You exclude someone from a study group because that person is of a different race, sex, or ethnic origin than you are; …You display a confederate flag on the door of your room in your residence hall; …"You comment in a derogatory way about a particular person or group's physical

appearance or sexual orientation, or their cultural origins, or religious beliefs." In 1989, a lower federal court found this policy to be vague and overbroad. In 1991, a University of Wisconsin policy that prohibited addressing a specific individual with "racist or discriminatory comments" was also struck down by a lower federal court because the policy was not narrowly enough stated to prohibit only "fighting words."

- Some colleges have endeavored to establish "free speech zones" in order to situate student protests, allow students to distribute flyers, and hold gatherings in areas that would not disrupt classes. This approach has brought challenges at West Virginia University and New Mexico State University in instances in which the designated areas for such activity were very small. Public universities also face issues regarding the rights of the student press on their campuses. The United States Supreme Court has held that in the context of public high schools, school administrators can treat a student newspaper as a "non-public forum" and can punish or censor students for their expression if necessary for educational reasons. It specifically reserved the question of the status of college newspapers. More recently a lower federal court has said that subsidized college student newspapers should be subject to the same legal framework as applicable in high schools. The United States Supreme Court declined to review the case, and some state legislatures are currently reviewing proposals to provide statutory protections to college student newspapers. Colleges are not, however, required to fund student papers.

While the First Amendment thus restrains government in a number of important ways it does not preclude other actions that interject religious belief or affiliation into the political arena.

Political Realities

The American electorate appears to have grown increasingly polarized and profoundly divided in recent years, with divergent religious beliefs and moral judgments playing significant roles in these developments.

- A study published in 2005 by the non-partisan research organization, Public Agenda, tracked changing attitudes relating to religion and politics over the four years from 2000 to 2004 (just prior to the 2004 Presidential election). One of the survey questions asked whether respondents agreed with the following statement: "Even elected officials who are deeply religious sometimes have to make compromises and set their conflictions aside to get results while in government." In 2000 84% of the general population, 82% of those who attended religious services once a week, and 79% of evangelicals agreed with the statement, but in 2004, only 74% of the general public, only 63% of those who attended services once a week, and only 63% of evangelicals agreed (representing a drop of 10%, 19% and 16% respectively). Another question asked whether respondents believed that deeply religious people should keep their faith private, be very careful about "spreading the word of God" so as not to offend others, or "spread the word of God whenever they can." In 2000, 18% of respondents said that deeply religious people should keep their faith private, while 46% said that people with such beliefs should be very careful, and 35% said that they should spread the word actively. By 2004, the total of those who believed that people should keep their faith private or proceed carefully had dropped to 57% and the number who believed that they should spread the word of God whenever they could rose to 41%.

- In 2005, the Pew Center for Religion and Public Life found that the closely-contested 2004 President election had been marked by a deep faith-based partisan divide. More specifically, they concluded that "Americans who regularly attend worship services and hold traditional religious views increasingly vote Republican, while those who are less connected to religious institutions and more secular in their outlook tend to outlook tend to vote Democratic." In addition, "traditionalists" affiliated with evangelical, mainline Protestant, and Catholic beliefs were particularly inclined to vote Republican, suggesting that the strong partisan divide was "defined by religious outlook rather than denominational labels."

- The Pew study also found that the most important cause of the church attendance gap was the "mix of social and cultural issues that have come to the fore in the modern era" including prayer in schools, abortion, homosexuality, and gay marriage which had a tendency to "push the religiously observant into one political corner and the more secular into the other." Regional differences have also contributed, with a "broad shift to

the GOP among white voters in the Evangelical-heavy South." The Pew study cited poll data indicating that "more than 70% Americans want their president to have strong religious beliefs," while "only a quarter of voters said that politicians 'mention religious faith and prayer too much.'" At the same time 65% of poll respondents said they thought that churches should not endorse political candidates.

- Academic observers have debated whether shifts represent a form of "culture war" that will endure or change in coming days. At a recent forum conducted by the Pew Forum on Religion and Public Life, Professors Alan Wolfe and James Davison Hunter highlighted competing viewpoints more fully aired in their new book, *Is There a Culture War: A Dialogue on Values and American Public Life* (Brookings Institution Press, 2006). Several important questions are worth considering such as: Does a small proportion of Americans (elites on both the left and right of the political spectrum) fuel the divide? What can be said about those situated in the vast center? Is there a growing tendency for religious denominations to splinter along ideological lines? Will there be a return to inter-religious conflicts rather than intra-religious conflicts? Will people of faith conclude that close alliance with political forces is inadvisable in the long run? Other scholars such as Pietro Nivola of the Brookings Institute have suggested that there are a variety of forces that contribute to America's polarization. While religion is one of these forces, others must be considered, including historical circumstances, regional political realignments, parity between the major political parties, the role of the media in fueling an artificial frenzy of attacks and counter-attacks, the tendency of new media and internet communication to provide more vehicles for ideological viewpoints to be expressed and find those of like minds, changing norms of civility, gerrymandering, and the nature of political primaries.

America's "Civil Religion" and Current Challenges

- Robert Bellah, the noted sociologist of religion who authored *Habits of the Heart,* a study of American values and patterns of interaction in a simpler day, has suggested that developments in the wake of the 9/11 terrorist attacks have deeply challenged Americans' sense of themselves and their country. In his view, an American "civil religion" has characterized America's earlier history. (The term is one term used by Rousseau to connote "the existence of God, the life to come, the reward of virtue and the punishment of vice, and the exclusion of religious intolerance"). In Bellah's view, this "religion" does not correspond to or substitute for Christianity but instead facilitated a "wide sphere of personal piety and voluntary social action… left to the churches… [which] were neither to control the state nor to be controlled by it."

- According to Bellah, America's "civic religion" faced its first crisis during the war for independence, and a second a crucial challenge at the time of the Civil War when the country had to face fundamental questions about slavery and its implications for the nation's core values. At that time, Bellah believes, the "theme of sacrifice was indelibly written into the civic religion." Now, in Bellah's view, the country stands at a third great crisis in which is must confront "the problem of responsible action in a revolutionary world, a world seeking to attain many of the things, material and spiritual that we [Americans] already have attained." For Bellah, the challenge that confronts Americans and our civil religion is how we will use our power and whether we will be able to contribute in a meaningful way to the "attainment of some kind of viable and coherent world order" built upon "an awareness that our nation stands under higher judgment." For Bellah, successful navigation of this third challenge would depend on the recognition that "the American civil religion is not the worship of the American nation but an understanding of the American experience in the light of ultimate and university reality, [resulting in a] reorganization [that] that need not disrupt the American civil religion's continuity" but could instead contribute to a better world beyond our shores.

Part II: CHOICES:

What should we (faculty, students, staff of a public university) do in the face of such tensions?

When it comes to personal faith and conscience: how, when, where, and with whom can we speak our minds on a public university campus?

In the section that follows, four possible approaches are outlined that allow considered discussion about the issues presented in the background reading above. These approaches were developed through repeated discussions that sought to "frame" a core question about what is currently troubling us on public university campuses, and to provide fair-minded alternatives that address some of our concerns. These are not the only alternatives, and there are likely to be ways in which those using this discussion guide will agree and disagree with each. They are presented in this format to facilitate careful consideration of multiple, authentic viewpoints in a deliberate way that informs and enlightens us.

Four principal approaches follow:

Approach 1: Pursue questions of personal faith and conscience in private and maintain the university's neutrality.
Approach 2: Enhance student options and engage outside the classroom.
Approach 3: Engage personal faith and conscience in the classroom, respectfully, if faculty choose
Approach 4: Engage questions of faith and conscience widely, actively, and deliberately

The materials that follow develop each of these approaches though a more detailed description, enumeration of pros and cons, references to the background reading, and presentation of illustrative scenarios drawn from real life.

Please probe and weigh these alternative approaches, but remember that the point of this discussion is to illuminate rather than to score debating points or to resolve things by a formal vote. You will also have an opportunity to suggest additional approaches toward the end of this conversation.

APPROACH 1
PURSUE IN PRIVATE AND MAINTAIN UNIVERSITY NEUTRALITY

Description: Speech about personal faith and conscience belongs in private settings or off campus, in keeping with public universities' secular character and obligations of neutrality**.** Under this approach, individual students and faculty who wish to explore faith-based beliefs and judgments of conscience could do so in private settings with friends and family, in faith-based communities, or in other groups. The university would respect the desire of community members to engage in such discussions, but would not make special efforts to encourage or discourage such discussions. Thus, students and faculty could continue to discuss such their beliefs and views over coffee, or attend gatherings or services with whomever they choose. The university as an institution would maintain its historical neutrality rather than giving more attention to faith-based beliefs or matters of conscience.

Pros: Those who support this approach tend to emphasize the following ideas in support of their views.

- Personal faith-based beliefs and judgments of conscience arise in the innermost hearts and minds of individuals. They're something that should be protected from intrusion and thus should best be addressed in settings that are private and voluntary, as has traditionally be the practice.
- Some students say that they're most comfortable in talking with peers about faith-based beliefs and judgments of conscience when they can do so very informally with those they trust in private settings.
- Many opportunities exist to explore faith-based and conscience-based viewpoints in private conversations with friends and family members, in churches and synagogues, or in other faith-based or community groups. Universities lack relevant expertise and should defer to others in these settings. In light of these options, there's no need for public universities to intervene.
- Public universities should focus on academic matters that are more properly within their expertise and should steer clear or involvement with matters of faith and conscience as they affect individual members of university communities. As a matter of policy, it's best to maintain neutrality in this arena and attempt to steer clear of the "culture wars" that trouble the larger society.
- Constitutional principles relating to the "wall" between church and state should be observed. Members of the public who are taxed to fund public universities expect that such institutions will observe legal requirements relating to separation of church and state, much as they expect such neutrality from public elementary and secondary schools. Faculty and students likewise choose public universities with a full understanding that they are different from other colleges and universities with faith-based affiliations.

Cons. Those who disagree with this approach tend to emphasize concerns such as the following:

- Personal faith and conscience cannot be readily separated from day-to-day life so this approach is artificial and impractical.
- Many students and faculty have deeply held beliefs rooted in personal faith and conscience and this approach would make the campus less hospitable and welcoming for them.
- Artificial efforts to encourage discussions of personal faith and conscience primarily in private settings marginalize such questions. Requiring discussion of personal faith and conscience to take place elsewhere is anti-intellectual since these are important topics that need to be engaged when they arise.
- Critical issues facing society are the proper subject of intellectual inquiry within university settings. Faculty members currently cover topics that raise issues of personal faith and conscience when relevant to their subject matter. More emphatic emphasis on neutrality might make it difficult for them to pursue the issues that they believe in their best judgment are appropriate, and might impinge on the academic freedom of them and their students.
- The "wall" between church and state is not clearly delineated. It is likely that conflicts will arise whether or not the university attempts to embrace "neutrality." The tensions found in the larger society will lead to litigation involving public universities whatever they do.

Particularly Relevant Reading: Approach 1

- Background on student religious affiliations and spirituality, teenage trends, political viewpoints
- Background on disciplinary perspectives and faculty viewpoints
- Background on American beliefs about faith, legal principles, historical perspectives, and political realities

Scenarios for Discussion: Approach 1

A. Admissions Decisions. A college admissions officer is facing a difficult decision in evaluating several prospective undergraduates' high school transcripts. One student had attended a religiously-oriented high school and sought to apply three courses toward required basic admissions requirements in English, history and government: "Christianity and Morality in American Literature," "Christianity's Influence on American History" and "Special Providence: American Government". Another student's transcript included courses on "Race, Class, and Gender in Modern America," "Feminist Issues throughout U.S. History," and "Introduction to Jewish Thought" toward the high school credits required (though not in required areas such as English, history, and government). (based on issues facing UC-Davis)

B. Personal Advice: A faculty member in a technical field is devout and reveals his own religious background to students on the first day of class. Many of the students write on their information sheets that one of their life goals is to develop a closer relationship with God. In a public forum on religion in his department, he asked whether it would be appropriate for him to suggest prayer to those struggling students who have revealed to him their own desire to connect to God. (based on University of Michigan "Difficult Dialogues" scenario).

C. Living and Learning. A resident adviser at the university has contacted students on her dorm floor inviting them to attend a study group she's created on Buddhism. Other students have decided to organize a standing dinner discussion group at the campus cafeteria to discuss Islam. (based in part on example from UW-Eau Claire)

APPROACH 2
ENHANCE STUDENT OPTIONS AND ENGAGE OUTSIDE THE CLASSROOM

Description: Students should have ample opportunities to explore issues of personal faith and conscience if they choose to do so, but such opportunities should be situated primarily outside the classroom. Consideration of such matters is particularly important during the college years. Many students express serious interest in developing meaningful philosophies of life and in deepening their sense of spirituality. The most suitable setting for such exploration lies outside the standard classroom so that students express their own beliefs without discomfiting challenges from professors and classmates in more formal settings. At the same time, students be provided with support structures and varied occasions in which issues of faith and conscience can be explored. Students could work with those involved in student affairs on campuses to develop additional supportive strategies, for example through public service options, housing choices, additional campus programming, leadership development programs, counseling opportunities, or "safe zone" training.

Pros.

- Students have important educational and developmental needs related to faith and conscience, and should have meaningful opportunities to work with these issues on campus rather than having to pursue them elsewhere.
- This approach allows campus ministries and student organizations to take leadership and to share their expertise, and respects the academic freedom of faculty to address other subjects in the classroom.
- Speech about personal faith and conscience on campus is best situated outside the classroom where faculty are not involved in judging or grading students' views.
- This approach accommodates the views of all members of the campus community, including those of varying faith-based traditions and those who are agnostic, atheistic, or non-religious.
- This approach emphasizes the potential for creative initiatives led by students in order to meet their most substantial interests and needs.

Cons

- People of faith who oppose compartmentalization might find this approach artificial since it precludes conversations about personal faith and conscience in the classroom.
- Faculty who wish to address such issues in the classroom might feel that this approach marginalizes opportunities for engaging with pressing issues in the classroom, or creates false impressions that addressing relevant issues in the classroom is undesirable.
- Those who have a very evangelistic view of their faith and wish to express it in all aspects of their life may believe the university is cutting into or policing their faith by encouraging discussions to be held outside the classroom rather than in classroom settings.
- Giving personal faith and belief an institutional place on campus in non-classroom settings might be seen by some as intruding on the principle of university neutrality.
- Students and student affairs professionals may find it difficult and uncomfortable to deal with the kinds of conflicts and contention that increasingly characterize religious and political debates going on outside campus walls.

Particularly Relevant Reading: Approach 2

- Background on student spirituality, intellectual and moral development
- Background on spirituality and the professoriate,
- Background on American beliefs about faith, legal principles, historical perspectives, and political realities

Scenarios for Discussion: Approach 2

D. Student Speaker. An elected student government leader has been asked to give a welcoming speech to incoming students at a public university. He urges them to set their sights high and goes on to say that he has accepted Christ as his savior and hopes they will as well. Other students criticized his actions, saying he had been elected to represent the whole student body, including those of diverse faith-related viewpoints. (based on Dartmouth incident)

E. Student Organizations. A university requires every student organization wishing to use university facilities and receive student fees in support of its activities to sign a pledge stating that the organization will not discriminate in its membership based on race, ethnicity, gender, creed, religion, nationality, age, disability, or sexual orientation. A student group affiliated with a particular religious sect refused to sign the statement, saying that its mission required it to admit only those who shared a particular religious faith. The group also approached Student Congress and requested funding for a proposed new student publication designed to encourage others to adopt the faith of its members. (based on examples at UNC-CH, and elsewhere)

F. Residence Hall Choices**.** A group of students has asked the university to establish a special dorm "theme floor" for students who are Roman Catholics or interested in Roman Catholicism. An evangelical Christian group has met with the dean of students and student government officers to demand that rules that currently prohibit solicitation in dormitories be changed so that their members can go door-to-door to distribute leaflets and talk with students living there about their beliefs. (based in part on example from UW-Madison).

APPROACH 3
ENGAGE PERSONAL FAITH AND CONSCIENCE IN THE CLASSROOM, RESPECTFULLY, IF FACULTY CHOOSE

Description. Speech about personal faith and conscience may occur on campus, including in the classroom, if conducted respectfully and if the professor believes it relevant. Some faculty members teach about topics that are directly relevant to personal faith and conscience, for example in courses in the sciences, literature, philosophy, public policy, gender and queer studies, history, journalism, political science, social work, nursing and medicine. Students would receive a poorer education if issues with implications for personal faith and conscience were not raised and addressed with a critical eye and an open mind in settings such as these. Faculty members have expertise in judging the relevance of topics and the best pedagogical techniques for exploring them. They should therefore be accorded considerable flexibility, in keeping with academic freedom principles, to determine when and in what ways issues of faith and conscience should be engaged. To encourage effective educational engagement in such settings, particularly in contentious times, faculty members should be provided with more extensive faculty development opportunities that help build skill in dealing with controversy in the classroom, and should be able to receive clear answers about their rights and responsibilities in such contexts. Students should also be given opportunities for training in handling "difficult dialogues" in the classroom so that they can actively participate and feel comfortable in doing so. Universities which believe that providing meaningful education on issues that intersect with personal faith and conscience might also find ways to encourage faculty members to incorporate such topics in their classes if relevant, and to flag classes raising such classes so that interested students can more readily enroll.

Pros.

- Faculty members whose courses touch on matters of faith and conscience should have the opportunity to introduce such topics as they believe relevant and wise.
- Classroom discussions provide for powerful learning opportunities by linking teaching with learning that takes place both inside and outside the classroom
- Inclusion of such discussions in the classroom allows faculty and students to engage with each other authentically rather than artificially separating matters of faith and conscience so as to compartmentalize their lives.
- This approach allows students to engage with faculty members if the students are conversant with their faith and ready to talk about it or are struggling with how their faith relates to issues raised in class.
- This approach is most consistent with universities' educational and intellectual mission, which anticipates active efforts to explore difficult questions and current issues including those relating to personal faith and conscience.

Concerns

- This approach may create blurry lines about what is relevant in class or what responses are "respectful," and leaves these decisions in professors' (rather than students') hands.
- This approach may give rise to expectations of in-class discussions when professors are hard-pressed to cover material in courses as it is or may reasonably believe that such discussions are not relevant or may feel that this approach intrudes upon their academic freedom.
- Professors and students may not be skilled in addressing challenging, hot-button issues where issues of faith and intellectual inquiry collide, so that it may be difficult to conduct such dialogues in ways that foster effective learning.
- Students and professors may feel put on the spot if asked to express their views on issues of this sort.
- This approach may result in faculty and students engaging with issues of faith and conscience in the classroom, when such issues might best be addressed in other settings (such as in student settings, dormitories, faith-based communities or with friends)

Relevant Background Reading: Approach 3

- Background reading regarding student religious affiliations and implications, intellectual and moral development in college, political viewpoints and student values
- Background reading on spirituality and the professoriate, disciplinary frameworks, academic freedom, liberal education and the curriculum
- Background reading on American beliefs about faith, legal principles, historical perspectives, and political perspectives
- Materials available from the UNC Center for Teaching and Learning ("For Your Consideration #21 [Managing Classroom Conflict] and #22 [Teaching Controversial Issues]), available at http://ctl.unc.edu/newctl.html

Scenarios for Discussion: Approach 3

G. Learning to Act. A Mormon woman applied for admission to an actor-training program at a public university. At the time she applied she told program officials that she would not be willing to use profane language or appear in the nude because of her religious beliefs. Initially, when classroom exercises included performing scripts that included profanity, she changed the words. Subsequently, her instructors told her that she needed to perform the scenes as written because copyright words of playwrights could not be changed without written permission for public performances, and because students needed to take on roles with characters unlike themselves (including characters such as a pregnant, unwed prostitute to whose lines the student objected). (based on an incident at the University of Utah).

H. Internship Placement. In a field placement at a faith-based organization, a student became aware that her supervisors understood faith to be an integral part of their patient counseling. The student is from a different faith tradition and not particularly religious. Although she was open to responding to discussions about religion initiated by patients, she felt uncomfortable raising the topic herself as her mentors expected her to do. (based on University of Michigan "Difficult Dialogues" scenario)

I. Recommendation Letter**.** A student approached the undergraduate adviser in the biology department, and requested a recommendation to medical school. The adviser reviewed her transcript and noted that she had not yet taken a required course in evolutionary biology. The student said that she declined to take the course because of her religious beliefs. The adviser then declined to give the requested recommendation noting that a student who had not taken that course would be poorly prepared for medical school and could not be recommended. (based on incident at Texas Tech)

J. Classroom Dialogues: A group of faculty and students recently began discussing some of the "tips" they'd offer others on dealing with controversy in the classroom. Some of their ideas are listed below. Are there other tips worth noting?
   - ✓ Respect for students is paramount, and it can't be faked. The message should be "feel free to disagree with me and support your point of view." It's important to know students and their backgrounds. It's important to discuss the value of open dialogue and conflict in the marketplace of ideas. Personal discomfort is inevitable are ideas are challenged. That is how we grow and why it is so valuable to engage with different viewpoints in the classroom.
   - ✓ Faculty and students need to work together to create a safe place for open discussion. Some faculty set "ground rules" while others encourage students to reach "group agreements." Students need to know what to expect regarding how controversial topics will be covered. Everyone's perspectives need to be welcomed and treated fairly. Controversial issues can be honored by covering different perspectives. Be sure students know the difference between personal attacks and honest discussion of one's own experiences, values and ideas. Faculty members should also avoid snide comments and should provide students with opportunities to talk with them outside class to raise questions about fairness in treatment of difficult issues.
   - ✓ Faculty members disagree about whether they should disclose their own opinions on controversial topics (some say disclosure dampens discussion, others state their opinion and reasons to encourage others to engage). They also need to appreciate that certain topics are very emotional for students and be prepared to handle such emotions. They should also be ready to deal with students who say something inflammatory.

APPROACH 4
ENGAGE QUESTIONS OF FAITH AND CONSCIENCE WIDELY, ACTIVELY AND DELIBERATELY

Description. Public universities should actively encourage more widespread conversation and engagement with issues of personal faith and conscience throughout their campuses, including in private, student, classroom, and academic settings. Personal faith and conscience are great personal importance as well as increasing social importance yet have led to increasing division within modern societies including the United States. Public universities, no less than their private counterparts, need to engage more actively with related issues and competing viewpoints in order to prepare students for global realities and future roles as citizens. University leaders, faculty and students have worked actively in recent years to engage with issues of multiculturalism and the implications of gender, race, ethnicity, sexuality. Questions of faith and spirituality may in some ways seem more personal, private, and fraught with political overtones. Nonetheless, current conflicts and misunderstandings between those of different faith- and conscience-based traditions unless there are active efforts build bridges that do not currently exist. Special care will be needed to proceed deliberately, creatively, and sensitively in meeting associated challenges. A comprehensive, active approach might include efforts relating to the curriculum, such as: strengthening curricular offerings relating to philosophy, religious studies, or faith-related components of varied courses; developing new courses; or draw on existing models used in other contexts (perhaps a new type of "Great Decisions" course that emphasizes issues of faith and conscience rather than international affairs). It might also be desirable to expand speaker programs focused on issues of faith and conscience featuring either campus-based on visiting speakers. Student affairs programming might be expanded in ways discussed under Approach 2. Campuses might also draw together members of the public from differing faith- and conscience-based viewpoints to engage with those on campus.

Pros

- This approach addresses the range of objectives noted with regard to earlier approaches.
- Public universities are appropriate settings in which to engage with the full-range of pressing social issues and competing viewpoints so that they can be understood more fully. They may be able to bring light (rather than heat) to matters currently confounding the larger society.
- Developing tools for and experience with discussion of deeply-felt differences is important for the future of society and civic life.
- Engaging respectfully with issues of faith and conscience allows students and faculty to learn from others' viewpoints without forcing one's beliefs on others. Issues of faith and conscience are of great importance to students and citizens and it is better to engage with them than to marginalize them in unhealthy ways.
- A multi-faceted, comprehensive approach that engage members of the campus community in a range of contexts are more likely to be effective in broadening understanding and respect than are approaches that limit related discussions to more narrow contexts such as those detailed in earlier approaches.

Cons

- Taking on issues of faith and conscience in a comprehensive way within a public university may create controversy and division. Some faculty, students, parents, and members of the larger community might experience this approach as overbearing and inappropriate in light of their own personal faith and conscience-based beliefs. This approach might also create risks of interference from external forces tied to religious or political viewpoints, or public opprobrium if good-faith efforts prove problematic in execution.
- Some faculty member might worry that this approach could compromise the intellectual ideals and secular nature of the universities or blur important distinctions between the type of critical thinking and intellectual inquiry that is central to a university education and more personal views rooted in conscience and faith-based beliefs. Intermingling issues of faith and conscience in public higher education institutional settings may prove difficult because of the multitude of diverse faith- and conscience-based perspectives or create concerns that such beliefs are not treated with equal respect or attention.
- The University may lack the capacity and competence to undertake such an effort, given other curricular obligations, academic priorities, and resource constraints. Faculty and students may also lack the skills, perspectives, and interests to be navigate challenging topics and conversations effectively.
- Depending on how it would be implemented, this approach might raise legal questions relating to the appropriate roles of publicly funded higher education, faith-based institutions, and individuals' freedom of conscience.
- This approach is less well-defined and may raise expectations that cannot be realized.

Relevant Background Reading: Approach 4

- Background reading on students (all)
- Background reading on faculty (all)
- Background reading on the world beyond the campus (all)
- Background on initiatives at other universities involved in the Ford Foundation's "Difficult Dialogues" initiative: http://difficultdialogues.org

Scenarios for Discussion: Approach 4

K. Learning Tolerance**.** Members of the faculty at the nation's military academies have significant responsibilities in preparing future military officers to endure the pressures of battle and the challenges of leading troops into harm's way. Recently, several students and faculty who held very strong Christian viewpoints encouraged students in their classes to adopt religious viewpoints similar to their own and began meetings and sports events attended by more junior cadets with prayers. The Academy recently clarified its rules on these issues and implemented a course on "religious tolerance" that is required of all cadets. (based on events at Air Force Academy)

L. Middle East Controversies. In the wake of growing tensions in the Middle East, a number of universities have faced their own Middle East controversies. A faculty member in Middle-Eastern studies was alleged to permit only those sharing his viewpoints on the Palestine/Israeli conflict in his class and to challenge Jewish students who disagreed with him repeatedly. A distinguished junior faculty member in the political science department was openly shunned and criticized on a colleague's blog as a result of her recent scholarship criticizing the role played by religious belief in recent diplomatic history (contrary to her colleague's view). A group of students proposed a very pro-Palestinian art exhibit while another group wanted to bring a very controversial pro-Israeli speaker to campus at the same time. Campus officials believed that these events would create adverse reaction and potential security issues, and accordingly told students they could not use campus facilities for these purposes unless they contributed to the costs of extra security measures (based on events at Columbia, Arizona State, UC-Berkeley and elsewhere).

Personal Faith and Conscience:
How, When, Where and With Whom Can We Speak Our Minds on a Public University Campus?

DISCUSSION GUIDE

Introduction

College communities around the country have in recent days experienced a growing pattern of religious intolerance, threatened restraints on free inquiry, and difficulties in sustaining informed political and civil discourse. As university populations have become more diverse, they are confronting new realities in which differing voices struggle to be heard and respected. Political forces have increasingly highlighted "wedge issues" that pit deeply held religious and moral judgments against emerging social and scientific trends. As polarization has increased outside university walls, it has been increasingly difficult to maintain the long tradition of open and respectful inquiry within university classrooms. New forms and norms for communication seem to fuel tendencies to attack and belittle competing viewpoints rather than to engage in open-minded exploration of ideas.

In 2005, the Ford Foundation announced its "Difficult Dialogues Initiative," inviting colleges and universities around the country to join it in addressing these concerns. As the Ford Foundation's President eloquently stated: "Open and honest dialogue is one of the defining characteristics of a vibrant academic community … [and] is an essential component of a strong civil society on which democracy depends. We must strive to ensure that all members of the community are treated as full and equal partners in the intellectual and institutional life of colleges and universities, especially those who may hold minority political views or religious beliefs. Campus leaders also must create an atmosphere of mutual respect, in which diversity is examined and seen in the context of a broader set of common values. We need to ensure that our discourse not only remains open but civil."

As one of the campus partners in the Difficult Dialogue Initiative, UNC Chapel Hill is endeavoring to make the practice of dialogue second nature on our campus, and invites colleagues elsewhere to do the same. Too often, matters of religious belief and academic inquiry seem to fall prey to a "clash of cultures" and a tendency for students and faculty to engage in verbal sparring matches, to "debate" rather than to discuss and learn from one another's experiences and views. A group of faculty, students, and student affairs leaders has worked intensively to develop a framework in which differing viewpoints on these issues can be engaged and explored in a respectful and open-minded way. Our goals are to foster freedom expression and respectful attention for a wide range of viewpoints, engage in intellectually serious analysis and defense of multiple viewpoints, and exploration of common ground without ignoring genuine differences among diverse viewpoints.

We invite you to engage with us in deep and candid conversation about ***Personal faith and conscience: how, when, where, and with whom can we speak our minds on a public university campus?*** This formulation is a powerful one in which each word has a deliberate meaning.

- We hope the conversation will draw forth genuine, *personal* views that will be respectfully treated and openly considered.

- We seek to grapple with the *full range of faith- and conscience-based* beliefs since such beliefs are rooted in personal values that include those held not only by individuals committed to traditional Judeo-Christian viewpoints but also by agnostics, atheists, and others with moral vantages that are arise from sources other than traditional religion.

- We emphasize the process of "*speaking our minds*" by which we intend a focus on oral and written communication (rather than the clothes one wears or other sorts of expression).

- We use the word "*we*" very deliberately, with the intent to exploring how all members of our campus community interact with each other (for example, students interacting with fellow students of similar or different faith traditions, faculty interacting with faculty and students in the classroom and elsewhere, and staff interacting with the full range of community members).

- Our *discussion* will explore varied approaches to this question, including some that have emerged from our work to date, but also others that will emerge in this Forum that involves a wider range of participants. We will deliberate--rather than debate--using safe and fair ground rules to be considered at the outset so that we can all speak, listen, and learn from each other. No votes will be taken. All viewpoints will be welcome.

This discussion guide is organized in three parts. Part I provides background information on the growing tensions relating to personal faith and conscience on college campuses. Part II outlines four approaches that members of college communities—individual students and faculty as well as campus leaders--might be taken in response to these tensions. Part III provides supplemental resources including ideas on how best to approach conversations about these difficult issues and sources of information on related topics.

Background

Campus Experiences

One University's Recent Experiences

Evidence of tensions relating to personal faith and conscience and academic inquiry may be found at numerous universities around the country. The University of North Carolina at Chapel Hill is merely one case in point:

- In 2002 the University chose *Approaching the Koran: The Early Revelations* by Michael Sells as its summer reading selection. The decision was roundly criticized by many legislators and members of the public. Subsequently the American Family Association's Center for Law and Policy brought suit on behalf of three students, an alumnus and a state citizen, claiming that their First Amendment rights have been violated. The federal district court subsequently concluded that the choice was permissible since it did not advance or endorse religion and did not compel students to engage in "religious exercise."

- In 2003 a three-member Christian fraternity lost its status as an officially recognized student organization when it refused to sign the University's standard non-discrimination policy. The fraternity's law suit in federal court alleging that the University had unlawfully abridged the students' First Amendment rights to freedom of association, freedom of speech, and free exercise of religion was ultimately dismissed as moot.

- In spring 2004 an instructor was disciplined by her department for publicly accusing a student of hate speech after he expressed in her class his objection to homosexuality based on his religious beliefs.

- A "diversity assessment" conducted during fall 2004 gave evidence of related concerns. *(excerpts from qualitative comments to be inserted once available)*

- In 2005-2006, the campus newspaper ran a student column that cast Arabs in a disparaging light as well as a cartoon featuring a depiction of the Prophet Mohammed. Later a recent graduate drove his SUV into a popular campus gathering spot, injuring nine people. He subsequently explained that he had done so to demonstrate his commitment to Islam and to protest American foreign policy. Some students protested, asserting that his action should be labeled "terrorist" while others held a vigil in sympathy for Muslim students and those who had been hurt.

- In the last several years, the University established programs in Jewish, Islamic, and Christian studies. In 2005 and 2006, many liberal arts faculty protested discussions with a potential donor who was considering a proposal for funding of an initiative in Western Cultures. The donor had ties with other groups with conservative views that had publicly ridiculed faculty members who taught courses that emphasized diversity themes. The University subsequently withdrew the proposal in order to permit additional faculty review.

UNC Chapel Hill has not been alone in facing challenges like these. The discussion guide that follows incorporates experiences reported in news from around the country.

Hate Crime

National statistics also demonstrate problematic levels of tension. For example, the United States Federal Bureau of Investigation indicated that it in 2004 had received reports of 7649 incidents involving 9035 offenses. Of the 7642 single-bias incidents, racially motivated crimes accounted for 52.9%, religious bias accounted for 18.0%, bias against sexual orientation accounted for 15.8% and bias against ethnicity or national origin accounted for 12.7%. Of the 1,374 incidents involving religious bias, anti-Jewish incidents predominated (954 incidents), with anti-Islamic incidents ranking second (156). Anti-Catholic incidents numbered 57, anti-Protestant incidents numbered 38, anti-other-religion incidents numbered 128. There had been 898 hate crimes reported on school or college campuses, including 492 related to race, 184 related to religion, 150 related to sexual orientation, 68 related to national origin, 2 related to disability and 2 with multiple biases.

In April 2006, the United States Commission on Civil Rights held hearings and issued a statement on growing anti-Semitism. The Commission found that

> Many college campuses throughout the United States continue to experience incidents of anti-Semitism. This is a serious problem which warrants further attention. While incidents of threatened bodily injury, physical intimidation or property damage are now rare, they have been alleged on some campuses. On other campuses, students have alleged patterns of threatening or intimidating behavior, derogatory remarks, vandalism, and use of Swastikas and other symbols of hatred or bigotry….On many campuses, anti-Israeli or anti-Zionist propaganda has been disseminated that includes traditional anti-Semitic elements, including age-old anti-Jewish stereotypes and defamation. This has included, for example, anti-Israel literature that perpetuates the medieval anti-Semitic blood libel of Jews slaughtering children for ritual purpose, as well as anti-Zionist propaganda that exploits ancient stereotypes of Jews as greedy, aggressive, overly powerful, or conspiratorial.

Students on college campuses are increasingly diverse even in states where residents have a significant preference in admissions. Economic shifts have resulted in greater mobility of families from other states and other countries so that residency no longer means life-long ties to a particular state. In contrast to their parents' generation, college students today are more likely to encounter others with viewpoints rooted in cultures, faiths, and moral perspectives that differ from those at home. The mixture of religious backgrounds characterizing students may vary depending on the region of the country and admissions criteria. Depending on student characteristics, student viewpoints and controversies may vary.

Students

Student Religious Affiliations and Implications

For example, in 2005 nearly 2/3 of UNC Chapel Hill's entering students reported affiliation with the following religions: Baptist (19.3%), Methodist (13.6%), Roman Catholic (13.1%), Presbyterian (9.6%), and "Other Christian" (9.7%). Fewer than 5% reported Jewish (2.5%), Hindu (1.3%) or Islamic (.9%) affiliation, and16.9% reported no religious affiliation. In contrast, entering undergraduates at public flagship universities a much more heterogeneous mix, with more than double the percentage of Roman Catholics and Jewish students (27.5% and 5.9% respectively), far fewer Baptists, Methodists, and Presbyterians (5.2%, 5.3%, and 5.2% respectively), and even more students reporting no religious affiliation (22.6%).

Patterns of religious preference also appear to correspond in interesting ways with student experiences and viewpoints as demonstrated in the following chart, comparing the responses of undergraduates entering UNC-Chapel Hill in 2005 with their peers at public flagship universities. In particular, UNC-Chapel Hill students are more likely to have attended religious services, discussed religion, and prayed or meditated on a weekly basis during high school. They are also much more likely to regard "integrating spirituality into my life" as a high priority, and to believe that their religious beliefs will be strengthened during college. They are somewhat more socially conservative, and are more inclined to believe that dissent is an important part of the political process.

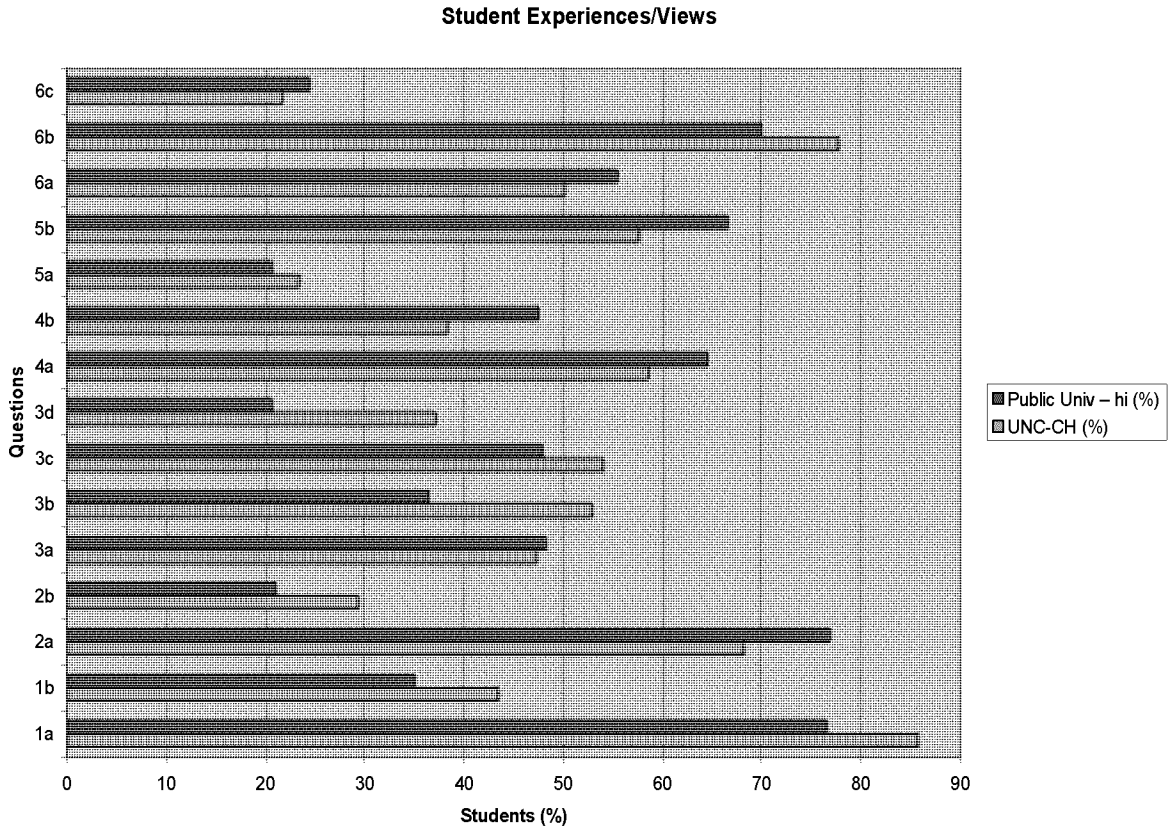

Questions:
1a: Attended *religious service* in past year
1b: *Discussed religion*

2a: Time in high school in *prayer/mediation: none + less than one hour/week*
2b: Time in high school in *prayer/mediation: 1-5 hrs*

3a: Very important reason to attend college…: *find my purpose in life*
3b: Objectives that are "essential" or "very important**":** *integrating spirituality into my life*
3c: Objectives that are "essential" or "very important"**:** *developing meaningful philosophy of life*
3d: Chances "very good" that attending college *will strengthen religious beliefs/convictions*

4a: "*Abortion* should be legal" (agrees strongly or very strong)
4b: "If two people really like each other, it's all right for them to *have sex*, even if they've known each other for only a very short time" (agrees strongly or very strongly)
5a: "It is important to have laws prohibiting *homosexual* relationships" (agrees strongly or very strongly)
5b: "*Same-sex* couples should have the right to legal marital status" (agrees strongly or very strongly)

6a: "Colleges should *prohibit racist/sexist speech* on campus" (agrees strongly or very strongly)
6b: "*Dissent* is a critical component of the political process" (agrees strongly or very strongly)
6c: "Realistically, an individual can *do little* to bring about changes in our society" (agrees strongly or very strongly)

Study of Student Spirituality

In addition to the above insights, drawn from the annual American College Freshmen Survey (part of the Cooperative Institutional Research Program in which many universities and colleges participate), UCLA researchers with support of the John Templeton Foundation have been conducting survey research focused on the religious and spiritual lives of college students. An initial phase of the study relied upon surveys in fall 2004 of 112,000 entering students at 236 colleges, using questions that included many similar to those in the annual freshmen survey noted

above. Longitudinal studies tracked a smaller universe of students (approximately 3680 at 46 colleges and universities) into their junior years. Some notable findings include the following:

- Among first-year students, 8 in 10 reported attending religious services during the past year. Nearly 8 in 10 said that they believed in God, with more than half perceiving God as "love" or as the "creator" and about half experiencing God as a "protector." Many reported deriving strength, support and comfort from their beliefs. Four in ten students reported that they felt "secure" in their beliefs, with one in four saying that they were "seeking," one in four reporting being "conflicted" or "doubting," and one in seven saying they were "not interested." Forty-seven percent reported that they "seek out opportunities to help [themselves] grow spirituality."

- The researchers also analyzed students with reference to "spirituality," "religiousness" (religious commitment, engagement, religious/social conservatism, religious skepticism, and religious struggle), and four other factors (charitable involvement, compassionate self-concept, ethic of caring, and ecumenical worldview). Using these variables, they found that religious commitment and engagement was closely correlated with religious/social conservatism and negatively correlated with religious skepticism. Those showing high levels of religious engagement tended to be conservative politically (self-identified conservatives outnumbered liberals by 3 to 1). Roughly equal proportions of politically conservative and liberal students earned high scores on either charitable involvement or compassionate self-concept, while liberals "substantially outnumber conservatives among those with high scores on ethic of caring (2 to 1) and ecumenical worldview (3 to 1).

- The researchers reported two clusters of religious preferences among entering students. Those identifying themselves as Mormons, Seventh-Day Adventists, Baptists and "other Christians" emerging as "strongly spiritual, religious, and religiously/socially conservative" and expressing little religious skepticism. A second cluster (including Unitarians, Buddhists, Hindus, Episcopalians, Eastern Orthodox and Jewish students), were found to score low on religiousness and high on religious skepticism, ecumenical worldview, ethic of caring and charitable involvement. Roman Catholics reportedly scored below the overall average on religious commitment, religious engagement, religious/social conservatism, and religious skepticism."

- Longitudinal studies of a much smaller set of college juniors reported a decline in attendance at religious services (52% had reported attending religious services frequently the year before entering college, but only 29% reported attending frequently in their junior year). There was a significant reduction in self-perceived "religiousness" and "spirituality" (only 9% said that their religiousness was much stronger and only 13% said their spirituality was much stronger), yet there was some growth in those who said it was "very important" to integrate spirituality into their lives, develop a meaningful philosophy of life, and help others in difficulty. Students who spend more time partying show larger-than-average declines in attendance at religious services during the first three years of college.

- By junior year, it appeared that levels of religious commitment (measured by finding religion personally helpful, gaining spiritual strength by trusting in a higher power, feeling loved by God and seeking to follow religious teachings in daily life) tracked student choices of major at least to some degree. Those who chose to major in the fine arts, education and humanities had the highest levels of religious commitment, with the lowest levels of religious commitment reported by those in biological sciences, history, political science and sociology. Only about 20% of juniors were "highly religious" while a similar proportion were found to have low levels of religious engagement (defined as a pattern of behavior that includes such things as attending religious services, reading sacred texts, attending religious/spiritual workshops or retreats, and joining a religious organization on campus).

- Among college juniors, religiosity and spirituality also correlated with self-identified political viewpoints. Those who identified themselves as politically conservative, were substantially more likely to show high levels of religious commitment (50% versus 18% for self-identified liberals) and religious engagement (37% versus 10%), and were also more likely to show high levels of equanimity (35% versus 23%) and self-esteem (37% versus 29%). Viewed in a somewhat different light, students who regarded themselves as "highly religious" were divided among 41% who described themselves as conservative or far right, 44% who described

themselves as "middle-of-the-road" and 15% who described themselves as liberal or far left. Students who were "least religious" included only 9% of those who saw themselves as conservative or far right, 56% of those who were middle-of-the-road, and 35% of those who were liberal or far left. Substantial differences in views on social issues were also apparent as between highly religious students and least religious students, including differences on views about casual sex, abortion, and homosexuality.

Trends Among Teenagers

There are indications that surveys of entering college students do not tell the whole story or do not fully capture emerging trends, however. In a recent book, *Soul Searching: The Religious and Spiritual Lives of American Teenagers,* (Oxford: Oxford University Press, 2005), Professor Christian Smith and Melinda Lundquist Denton analyzed data and interviews from the National Survey of Youth and Religion begun in 2000. Some of the study's major findings about teenagers aged 13-17 include the following.

- Difficulty articulating beliefs: Very few of the teens interviewed could explain the tenets of their religion or what it means. The researchers concluded that this phenomenon was equally evident in devout and non-religious teens, and judged that it was not due to poor communication skills. Instead, in their view it appeared that, for many of the teens "our interview was the first time that any adult had ever asked them what they believed and how it mattered in their life."

- Religious outlook: The interviews suggested that many teens (whatever their religious affiliation) shared an outlook the researchers dubbed "Moralistic Therapeutic Deism" that embraced five major principles: (1) A God exists who created and orders the world and watches over human life on earth but from a distance; (2) God wants people to be good, nice, and fair to each other, as taught in the Bible and by most world religions; (3) The central goal of life is to be happy and to feel good about oneself; (4) God does not need to be particularly involved in one's life except when God is needed to resolve a problem; and (5) Good people go to heaven when they die. Moral relativism was also common among teenagers interviewed.

- Conversations in school: In school, 65% of religious US teens only express their religious faith only some or a little. 12% of the teens express their faith a lot and 23% do not express their faith at all. Mormons are the most likely to express their faith, followed by conservative and black Protestant teens. Half of Jewish teens and half of Catholics do not express their faith. However, it is not because school is viewed as being a hostile place to religious teenagers—fewer than 20% of teenagers report that schools look down on teens who are openly religious.

- Views of others: The researchers concluded that teens do not talk about religion very often amongst themselves. They tend to see religion as not a particularly contested or conflictive aspect of their lives, but instead something that simply *is*, that is just not the kind of thing worth getting worked up about one way or the other. In confronting issues of faith difference, most teens take an inclusive religious pluralism stance on the matter of religious truth claims—60% of all respondents state that many religions may be true. The researchers also noted that "nearly all U.S. teens seem to have adopted a posture of civility and a careful and ambiguous inclusiveness when discussing religion with possible 'others,' especially in public," perhaps because of the strong tradition of individualism in America as well as the public school system.

What Happens In College: Theories of Intellectual and Moral Development

Some of differences between teenagers still in high school and students who are nearing college graduation may be explained in part by the dynamics of intellectual and moral development during the college years. Numerous educational theories might be noted, but only a few will be mentioned here.

- Cognitive Development. Benjamin Bloom, of the University of Chicago, is widely regarded as among the foremost theorists of students' intellectual development. He developed a "taxonomy of educational objectives" which he derived based on the educational goals articulated by faculty colleagues and the types of questions posed on comprehensive examinations. His most well-known taxonomy relates to the "cognitive

domain" and includes the following elements (listed from the simplest to the most complex): knowledge (the kind of intellectual capability that can be created even by rote memorization); comprehension (the ability to paraphrase, interpret and explain); application (the capacity to transfer ideas learned in one situation to use in another); analysis (the capacity to distinguish between subsidiary ideas that are part of a larger whole); synthesis (the capacity to bring disparate ideas together into a larger whole); and evaluation (the capacity to test or judge ideas against a set of larger standards).

- Affective Development. Bloom also considered the "affective" domain which concerns the way that people deal with emotional dimensions including feelings, values, appreciation, enthusiasms, motivations and attitudes. His five major elements in this taxonomy (ranging from the simplest to the most complex) include: receiving phenomena (awareness, willingness to hear and attend to others with respect), responding to phenomena (active participation with others in learning, willingness to respond and question new ideals and concepts in order to understand them); valuing (acceptance of values, attaching worth to particular values or phenomena, developing more complex commitments, acting on more complex commitments); organization (creates priorities from contrasting or conflict values, compares and synthesizes values); internalizing values (develops a value system that shapes personal behavior in a cohesive way, acts in self-reliant way that evidences commitment to ethical practice, consideration of others, weighing of new evidence).

- Intellectual and Moral Development. A major theory of intellectual and moral development in college students was developed by William Perry, based on interviews conducted among male students attending Harvard College some years ago. Perry focused on how students understand the nature of knowledge and what kinds of knowledge are to be valued. Perry identified several stages of development. The first three stages involve "dualism," a period in which a learner assumes that all questions have or can have "right" answers derived from external authorities; the absence of right answers is attributed to authority figures who lack relevant knowledge or to knowledge that has yet to be discovered. The next two stages involve "relativism," which treats knowledge as non-absolute in most cases, treats dominant knowledge as pertinent but not the absolute truth, sees most things as uncertain, finds no real basis for deciding absolute right and wrong, treats authorities as just individuals with opinions, and regards all ideas as having equal value before ultimately recognizing that learners must take responsibility for using and evaluating non-absolute knowledge in complicated settings. Perry's final three stages involve "commitment" and move beyond cognitive abilities to make judgments regarding one's values and identity, act on and balance associated commitments and responsibilities to self and others. Although Perry's work has been criticized a non-diverse population and as treating development as a linear process when it more likely involves cycles, his approach remains a standard framework for thinking about student development during the college years and beyond.

- Faith Stages. Dr. James Fowler, of Emory University, developed a framework for thinking about the stages through which approaches to faith and spirituality evolve across the lifespan (in contrast to the content of faith-based or spiritual beliefs). His most well-known work is *Stages of Faith: The Psychology of Human Development and the Quest for Meaning* (HarperCollins, 1981). Fowlerr's work was also influenced by that of other theorists who studied psychological development from childhood through adulthood. In Fowler's view "faith" encompasses an individual's beliefs about their relationship with the universal, something that evolves throughout one's life. Fowler regarded faith as an ongoing activity (rather than something one "has"), reflecting the interplay of "conversion" (major changes in one's values or core beliefs) and "development" (a gradual maturation process).

- According to Fowler, there are six major stages in faith development, which foster insight of one's development, but should not used to evaluate or judge. Stage 1 is the "intuitive-projective" stage in which children are centered on their own experiences, their imaginations and fantasies, and others' actions and stories. At this stage, they lack the internal means of understanding their experiences, the fantasies they develop, or the stories to which they're exposed. Stage 2 is the "mythical-literal" stage in which faith has a more definite cognitive component, which may be drawn from the values of one's family or from exposure to other influences such as those of teachers, peers, and the media. In Stage 2, individuals tend to associate with those who are like them and be critical of those who differ, believe in "justice" insofar as the good are rewarded and the bad punished, often give symbols very literal meanings and engage in little self-reflection.

Stage 3 is the "synthetic-conventional" stage in which individuals attempt to develop an integrated identity, based on values or beliefs typically derived from significant others without much internal examination. Those at stage 3 may have an "ideology" that involves a cluster of beliefs and values but may not be aware of it. They may also have internalized expectations in ways that make it difficult for them to manage the different roles and contexts in which they must function, and may be uncomfortable with conflict and controversy.

- Fowler describes stage 4 as the "individuative-reflective" stage, one that often involves critical assessment of prior experiences, values and beliefs. In stage 4, individuals move toward a grounding within an authentic self rather than relying most heavily on external expectations and roles, while also making explicit personal judgments about commitments based on deliberate examination of their core beliefs. Stage 5, the "conjunctive" stage is generally not reached until mid-life, when individuals experience significant tensions (for example at the point between being old and young), are able to deal with multiple perspectives and ambiguity, are drawn to the deeper levels of myth and symbolism, and are more open to others' faith traditions. Stage 6, "universalizing," takes varied forms but generally involves a more encompassing sense of truth that transcends group-based faith traditions.

- Another theorist, Sharon Parks, has extended Fowler's work in significant ways. She proposes an additional stage of faith development which she calls "young adult" (which includes many college students) and treats faith development as involving three components (the first involving forms of knowing or cognition, the second forms of dependence or affect, and the third forms of community or social interaction). During the early "young adult" stage, individuals facing new environments may regress to previous more comfortable states until they are more comfortable in the new settings. They may also take some time before developing "self-authority" and may need experience with a social group that provides mentoring before trusting their growing sense that they can stand on their own. Parks' approach is helpful in spotlighting both a critical stage of development and by providing a framework that speaks explicitly to the importance of "dependence" and social settings.

- Thoughtful observers also recognize that college students' experiences outside the classroom often help them learn important lessons that may be less easily imparted in the classroom. In his important book, *Making the Most of College: Students Speak Their Minds* (Harvard University Press, 2001), Richard Light highlights students' own judgments about the importance of religious diversity among their classmates and the ways in which such diversity contributes to their education. Students interviewed emphasized the importance of religious diversity in living arrangements, which allowed them to experience others' traditions and beliefs in ways they were unlikely to have done at home. One student commented: "Everything that I have learned by observing and interacting with my more religious roommates has helped me to decide what is important and not important to me in a belief system, or more generally in a spiritual outlook." Another said: "As a Catholic, I find there is a certain bond that exists for me with observant people of other religions. Inter-faith forums have certainly helped to develop this connection with the other side, such as Jewish students from Hillel with whom we share many events… I definitely feel comfortable talking about certain things, or taking certain things for granted, when I'm with other religious people, whatever their religion."

Political Viewpoints and Student Values

College students do not necessarily express the same blend of faith-based beliefs, social policy judgments, and political affinities as do older citizens, explored in more detail as part of the discussion of the world beyond the campus, below. A recent study by the Harvard Institute of Politics conducted phone interviews of a national sampling of college students in March 2006 provides some important insights about the relationship between these important dimensions of students' lives.

- The vast majority of student respondents indicated that religion played an important role in their lives (70%), and 25% said that they had grown more spiritual while in college. When asked about their top-most concern, 39% of respondents (compared to 20% of the public in general) cited the war in Iraq. On the other hand, 66% of respondents believed that the United States should use armed intervention if necessary in order to address genocide abroad. Respondents indicated that the United Nations should play a more significant role and

favored multilateral approaches. Differences in political viewpoint correlated with views on how religion should play out in the public eye. Among Republican respondents, 56% wanted to hear candidates speak about their religious views, in contrast to 21% of Democratic respondents. Republican respondents also wanted religious values to play a more important role in government (38% compared to 16% among Democratic respondents). Republican respondents generally feared that religion was losing its influence in American life (62%) and felt that was a "bad thing" by a 7-1 margin, while 52% of Democratic respondents felt that religion's influence was increasing while concluding by a 2-1 margin that that was a bad thing. A majority of both Republican and Democratic respondents said that they were "concerned about the moral direction of the country," including 50% of white respondents, 74% of African-American respondents, 49% of men and 57% of women.

- The Harvard study found that college students believed that a larger range of issues had "moral" dimensions compared to those generally highlighted as raising questions "values" in recent political discourse. Majorities of both Republican and Democratic respondents regarded abortion (78% of Republican respondents and 59% of Democrats), gay marriage (64% and 54% respectively) and stem-cell research (64% and 54% respectively) as "moral issues." Notably, 38% to 48% of Republican and Democratic respondents believed that the government's response to Hurricane Katrina (48% and 45% respectively) and education (38% and 44% respectively) should also be viewed within a moral context. Other "moral issues" included the environment (30% of Republican and 42% of Democratic respondents respectively), healthcare (35% and 52% respectively), Iraq (44% and 39% respectively), and affirmative action (24% and 37% respectively).

- The Harvard poll emphasized that there appear to be four major clusters of college student political viewpoints (in contrast to traditional conservative/liberal labels) and recognized that faith-based and moral beliefs as well as gender and race have implications for policy judgments among this population. "Traditional conservatives" (16% of respondents) were more likely males from upper income families, are more optimistic about the future, believe the country is on the right track, are comfortable voting for candidates who speak about their religious beliefs and want religious values to play a more important role in government. "Religious centrists" (25% of respondents) included a large concentration of African-American and Hispanic students who are deeply concerned about the moral direction of the country, and regard the response to Hurricane Katrina, universal healthcare and the environment as moral issues. "Secular centrists" (15%) are more likely to be male, tend to optimistic about the future, do not regard abortion or homosexuality as morally wrong, do not factor religion into their world view and do not want religious values to play a more important role in government. Finally, traditional liberals (40%) are more likely female, support *Roe v. Wade* with regard to abortion, do not regard homosexuality as morally wrong, think universal healthcare should be a right for all, the environment should be protected, and immigration should be permitted.

<u>Faculty</u>

Spirituality and the Professoriate

Data on the viewpoints of college faculty are more limited, but some insight can be gained from periodic surveys of American college faculty and from research on spirituality within the professoriate that is part of the UCLA research on college spirituality noted above.

- Data from the 2004-05 survey of American college faculty found a substantial consensus in views regarding the goals of undergraduate education, with a high proportion of faculty respondents rating the following goals as "very important" or "essential: developing student's critical thinking abilities (99%), helping students master knowledge in a discipline (94%), and promoting students' ability to write effectively (87%). Other goals included preparing undergraduates for employment (73%), and for graduate or advanced study (61%) with substantial variation across types of institutions. Other goals included instilling a basic appreciation for the liberal arts (56%) and the development of moral character (59%), but only 30% believes that the chief benefit of a college education is to increase earning power. Perspectives on educational goals were also framed against a general concern that many students were poorly prepared academically (while 67% of faculty at private universities agreed "somewhat" or "strongly" that "most students are well-prepared academically,

only 37% of public university faculty shared that view). In contrast, 70% of freshmen entering college in 2004 rated themselves as "above average" or in the "highest 10%" academically, and about half reported earning "A"s in high school.

- The recent study on "Spirituality and the Professoriate" conducted by UCLA with support of the John Templeton Foundation, surveyed 40,670 faculty at 421 colleges and universities across the country. Only 30% of respondents believed that "colleges should be concerned with facilitating students' spiritual development," but more than half regarded other related goals "essential" or "very important": enhancing students' self-understanding (60%), developing students' moral character (59%) and helping students develop personal values (53%). Academic field and institutional type correlated in interesting ways with faculty viewpoints. The highest level of agreement with the statement that "colleges should be concerned with facilitating students' spiritual development" were found among faculty in the health sciences (41%) and humanities (40%), with the lowest proportions in the biological sciences (22%), social sciences (24%) , physical sciences (24%) and agricultural/forestry (25%). Faculty members at public universities and colleges showed the lowest level of agreement with this statement (18% and 23% respectively).

- In light of the priority purposes of education and the concerns for student academic preparedness noted above, it is perhaps not surprising that emphasis on religion and spirituality is relatively rare in many classrooms. In reports by college juniors in the companion study of student spirituality described above, 62% indicated that their professors "never encouraged discussion of spirituality and religion" while 56% said that their professors "never provided opportunities to discuss the meaning or purpose of life."

- Faculty members' views on the role of religion and spirituality in the classroom differed from those held by faculty members regarding the place of religion and spirituality for faculty members within the academy. When asked to agree or disagree with the statement "the spiritual dimension of faculty members' lives has no place in the academy," 57% disagreed. Once again academic disciplines seemed to shape or reflect respondents' viewpoints, with the highest disagreement reported by those in the health sciences (67%), education (65%) and business (60%) and the lowest levels in social sciences (51%), physical sciences (50%), and biological sciences (49%). The highest level of disagreement was found in public universities (49%).

- Faculty members' reluctance to regard religion and spirituality as appropriate in the classroom or the academy did not, however, indicate that faculty members are not spiritual or religious, or that spirituality and religion does not play a role in their personal lives. Of those responding, 81% described themselves as "spiritual," while 64% regarded themselves as "religious" to some or a greater extent (29% and 37% respectively). Female faculty appeared to have a higher level of spirituality, with 87% of women describing themselves as "spiritual" (in contrast to 78% of male faculty members), endeavoring to integrate spirituality in life (54% of women compared to 42% of men), engaging in self-reflection (74% and 64% respectively), and seeking opportunities to grow spirituality (76% compared to 65%). The highest proportion of self-identification as "spiritual" was found for African-American faculty (66% regarded themselves as spiritual "to a great extent"), in contrast to American Indians/Alaska Natives (60%), Native Hawaiian/Pacific Islanders (59%), Puerto Ricans (59%), Mexican-Americans (53%), white/Caucasians (48%), and Asian-Americans (37%).

Disciplinary Frameworks and Faculty Viewpoints

Faculty perspectives must also be understood in a broader historical and sociological context. In a working paper, Professor Mark Edwards (former President of St. Olaf College and currently associate dean of Harvard Divinity School, and author of a new book entitled *Religion on Our Campuses*) offers crucial insights.

- Historical trends have shaped the development of colleges and universities in the last 150 years. In the first half of the nineteenth century natural sciences were closely associated with Christian theology. In time the sciences were seen to provide evidence of divine design in the guise of rational thought and inquiry and the study of science was viewed as a means of praising God. By mid-century, scientists were able to discern causal explanations that made it possible to offer explanations of phenomena other than by reference to supernatural intervention. What constituted an explanation changed and scientists turned to scientific inquiry

as the best means of explaining natural phenomena rather than simply invoking God. Other disciplines followed suit, as the humanities departed from moral philosophy and social sciences claimed their own identity.

- By the beginning of the 20th century, research universities began to develop, with instructors drawn from those who had sophisticated substantive expertise in specialized fields. As belief in the scientific method grew and the extent of knowledge burgeoned, only those with "disciplined" knowledge had the necessary legitimacy to claim a place in the academy. Such disciplined expertise was provided through advanced education at top research universities which provided intensive mentoring, and required advanced levels of scholarly performance which in time resulted in the award of a Ph.D. Professional legitimacy for scholars awarded teaching positions at universities was increasingly tested by scholarly writing that was reviewed by national and international peers with similarly advanced expertise.

- In Edwards' view, faculty members are now inculcated by intensive experience that can be described as "professional formation," just as is true for those who undergo "formation" to profess their beliefs as members of the clergy. As undergraduates, they choose a major and increasingly assimilate the knowledge, values, and intellectual approaches that characterize the academic discipline in question. They go on to graduate work and spend more years within a specialized academic community that deepens and tests such expert knowledge and ways of knowing through comprehensive examinations and research on the Ph.D. They are evaluated and selected for academic appointments through a process that emphasizes their disciplinary focus. They then pass on their ways of knowing to their own students, and gain professional acclaim based upon their scholarly contributions to their chosen academic field.

- Edwards argues that there may be room to reintroduce religious perspectives within the academy in certain circumscribed respects. He contends that religious views may be most appropriate with regard to moral claims, claims regarding human nature, and claims regarding maximally comprehensive views of reality (certain kinds of "metaphysical" claims). In his view, it may be appropriate for certain religious insights to be offered in as an autobiographical explanation of "where I'm coming from," and suggests that the introduction of religious views in other settings should be undertaken with caution, and only in instances in which they contribute to the conversation and deepen understanding.

Academic Freedom

"Academic freedom," like academic disciplines, plays a central role in faculty members' understandings of the nature of American higher education. Academic freedom rests on core beliefs that the mission of higher education is to seek out and disseminate truth (however unpopular or inconvenient) and that the best way to accomplish this mission is to express ideas freely and subject them and to test them openly without fear of reprisal. It rests on a shared commitment to collegial interchange and a responsibility to maintain an open mind while testing one's own ideas as well as the ideas of others. Despite these core assumptions, the meaning and implications of the phrase and are surprisingly complex.

- The courts have recognized that academic institutions possess *institutional academic freedom* that is necessary

  > to provide that atmosphere which is most conducive to speculation, experiment, and creation. It is an atmosphere in which there prevail "the four essential freedoms" of a university--to determine for itself on academic grounds who may teach, what may be taught, how it shall be taught, and who may be admitted to study. (*Sweezy v. New Hampshire*, 354 U.S. 234, 263 (1957) (Frankfurter, J, concurring)

- Academic freedom for *individual faculty members* has been described in the following terms:

  > Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties. . .

> Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter that has no relation to their subject. . .
>
> College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution. (Association of American University Professors, 1940 Statement)

- The *academic freedom of students* has likewise been recognized. In a joint statement issued in 1967, the Association of American University Professors, the United States National Student Association and other professional groups stated:

  > Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility . . . .
  >
  > The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.
  >
  > 1. Protection of Freedom of Expression
  > Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
  >
  > 2. Protection Against Improper Academic Evaluation
  > Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

- The application of these principles is often complicated, in part because of the complexity of underlying legal analysis and because of the need to apply applicable policies to nuanced facts. For example, the academic freedom of individual faculty members and students is to some extent rooted in the First Amendment (which protects against abuse of free speech rights by government entities such as public universities but not to action by private parties). The statements of the Association of American University Professors (an organization founded in the wake of events at Stanford University early in the 20th century, when Mrs. Leland Stanford caused the dismissal of a noted economics professor Edward Lovejoy with whose views she disagreed) have been widely endorsed by academic organizations. They reflect a "professional standard" that is regarded as a statement of good practice within the academy, and thus has policy significance (but not necessarily legal significance) even when the First Amendment might not have application. At the same time, however, most colleges and universities around the country have adopted policies and tenure regulations that incorporate the AAUP standard and in turn give rise to contractual rights and rights to due process hearings by those protected under such policies.

- Longstanding expectations about university autonomy and academic freedom have been challenged in recent years on a number of fronts. For example, David Horowitz and others have argued that legislation called the "Academic Bill of Rights" should be adopted by state legislatures in order to force universities to weigh political ideology as part of their hiring practices and to provide additional legal protection to students who fear that they may be receive poor grades based on ideological views. Several organizations such as Students for Academic Freedom and Campus Watch have also established websites that encourage

students to report or "blacklist" their professors based on listed criteria. An initiative by a UCLA alumnus to pay students to record and submit details of classroom conversations was withdrawn in the face of legal challenge.

- There are also instances in which faculty members have also been disciplined or dismissed notwithstanding the protections of academic freedom. For example, a professor at the University of Colorado who made what many regard as irresponsible comments about the 9/11 terrorist attacks was subsequently found by an academic panel to have engaged in research misconduct. That university also recently conducted an extensive review in order to improve its policies on tenure and post-tenure review. Universities are also facing calls for greater public accountability from government leaders including the United States Department of Education and Congress. While academic institutions have traditionally been accorded great autonomy in setting academic standards and making operational decisions, growing concern to curb college costs and increase student learning and graduate rates may put these traditions to the test.

Liberal Education and the Curriculum

Faculty viewpoints on the role of religion and spirituality within the college classroom can also be discerned through academic decisions relating to nature of liberal education and the characteristics of the undergraduate curriculum.

- The American Association of Colleges and Universities defines "liberal education" as "a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement." In a 1998 statement, the Association expressed the goals of a liberal education in the following terms:

  > A truly liberal education is one that prepares us to live responsible, productive, and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions. Liberal education requires that we understand the foundations of knowledge and inquiry about nature, culture and society; that we master core skills of perception, analysis, and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connections among formal learning, citizenship, and service to our communities. … Because liberal learning aims to free us from the constraints of ignorance, sectarianism, and myopia, it prizes curiosity and seeks to expand the boundaries of human knowledge. By its nature, therefore, liberal learning is global and pluralistic. It embraces the diversity of ideas and experiences that characterize the social, natural, and intellectual world. To acknowledge such diversity in all its forms is both an intellectual commitment and a social responsibility, for nothing less will equip us to understand our world and to pursue fruitful lives.

- Most colleges and universities adopt and periodically review general education requirements governing undergraduate study as a means of providing students with a shared foundation to guide their overall intellectual development. General education requirements often mandate that students take courses emphasizing moral reasoning, philosophy, history, cultural diversity, public policy, international affairs, psychology, sociology, literature, art or music and many other subjects in order to provide students with exposure to varied ways of thinking and a wide range of ideas. Many such courses touch at some point on the nature and role of faith and religion in the contexts in connection with the topics under consideration.

- Colleges and universities have increasingly incorporated "perspectives" or "diversity" requirements as part of their general education requirements to aid students in preparing for a complex world marked by increasing interchange among those from cultures that vary in language, history, political and religious beliefs and to bring to light the experiences of those who have often been burdened by historical injustice. In the humanities and social sciences, for example, critical analysis has thrown the spotlight on personal identity and scholars have increasingly examined the hidden history of people of color and women and the implications of sexual

orientation. Developments in the sciences are also proceeding at a rapid pace. Biological sciences now rely heavily on findings rooted in modern understandings of natural selection and evolution, and new scientific discoveries raise important questions regarding the role of stem-cell research and the nature of the human genome. Expansion of the traditional "canon" to include topics outside students' prior experience with Western culture, local communities, and religious tenets may prove unsettling to those with deeply held traditional values and cultural views.

The World beyond the Campus

There can be little doubt that forces beyond campus walls influence the realities of American college campuses. These realties are therefore worth considering.

American Beliefs about Faith

The United States is a highly religious nation. A Gallup Poll conducted in December 2005 reported that 79% of American respondents said they were convinced that God exists, while an additional 12% said that they think God probably exists but have a little doubt. Regional differences were apparent, with 88% of Southerners expressing certainty about the existence of God, compared to 70% of Easterners, 71% of Westerners, and 77% of respondents from the Midwest. Those who attended church on a weekly basis were particularly likely to be certain God exists (94%) but 61% of those who seldom or never attended expressed similar sentiments. In contrast, however, a CBS News Poll conducted in April 2006, asked respondents whether they believed that traditional religions could answer all or most of today's problems or whether they were largely old-fashioned and out of date. Just over half (54%) of respondents said that traditional religions can answer such problems, while 32% said such religions are old-fashioned and 14% said they didn't know or didn't answer. The same poll also asked respondents how important religious was to their daily lives, and found that 26% of respondents regarded it as extremely important, 33% as very important, 26% as somewhat important, 13% as not at all important, with 2% saying they didn't know or giving no answer.

The United States Census does not collect information on religious affiliation so denominational information must be found by other means. The World Fact Book 2005 indicates that the American population is divided as follows: Protestant 52%, Roman Catholic 24%, Mormon 2%, Jewish 1%, Muslim 1%, other 10%, none 10% (2002 est.). The American Religious Identification Survey conducted using phone surveys by the researchers affiliated with the City University of New York in 2001 found that the proportion of those self-identifying as Christian had declined from 86.2% in 1990 to 76.5% in 2001. In 2001, 1.3% self-identified as Jewish, .5% as Muslim, .5% as Buddhist, .3% as Unitarian/Universalist, and .4% as Hindu. Others self-identified as atheists 9.4%), agnostic (0.5%) or refused to respond (5.4%). More nuanced polls have recently been conducted of those who are affiliated with Christian faiths. A poll conducted for National Public Radio in July 2006 of likely voters in the fall 2006 election found that 12% identified themselves as fundamentalist, 21% evangelical, 10% as charismatic/Pentecostal, 42% as moderate to liberal, 5% as something else, and 11% as unwilling to respond (or responding "don't know").

In contrast, to the United States, the 2005 World Fact Book reported that in the United Kingdom, the proportions are: Christian (Anglican, Roman Catholic, Presbyterian, Methodist) 71.6%, Muslim 2.7%, Hindu 1%, other 1.6%, unspecified or none 23.1% (2001 census). In France, the proportions are: Roman Catholic 83%-88%, Protestant 2%, Jewish 1%, Muslim 5%-10%, unaffiliated 4%. In Canada the proportions are: Roman Catholic 42.6%, Protestant 23.3% (including United Church 9.5%, Anglican 6.8%, Baptist 2.4%, Lutheran 2%), other Christian 4.4%, Muslim 1.9%, other and unspecified 11.8%, none 16% (2001 census).

Deeper insight about Americans' faith-based viewpoints can also be derived from public opinion polls and similar studies.

- Views on the role of the Bible and the relationship between religious belief and science vary. In Gallup surveys completed in May 2006, 28% of respondents indicated that they believed that the Bible is the actual word of god and is to be taken literally word for word; 49% said that it was the inspired word of God but not everything in it should be taken literally, and 19% regarded it as an ancient book of fables, legends, history, and moral precepts recorded by man. When asked about their views on the origin and development of human

beings, 36% of respondents said that man developed over millions of years with God guiding the process, 13% said man developed over millions of years but God had no part in the process, 46% said that God had created man in his present form, and 5% gave other or no opinion. An April 2006 CBS news poll found that 26% of respondents believed the science and religion agreed with each other, 32% said they generally conflict with each other, 37% said they were not related in a meaningful way, and 5% said they didn't know or gave no answer.

- Americans' views of those affiliated with different religious beliefs vary. A July 2005 study by the Pew Forum on Religion and Public Affairs reported the following patterns regarding how favorably they viewed the following religions: Jews (77% favorable, 7% unfavorable, 16% no opinion); Catholics (73% favorable, 14% unfavorable, 13% no opinion), Evangelical Christians (57% favorable, 19% unfavorable, 24% no opinion), Muslim-Americans (55% favorable, 25% unfavorable, 20% no opinion), and atheists (35% favorable, 50% unfavorable, 15% no opinion).

- Americans' beliefs also appear to contrast with the views of Europeans. A June 2006 report by the Pew Research Center explained that in 2002 60% of Americans thought that belief in God is necessary in order "to be moral and have good values" (slightly smaller proportions expressed that view in 2004). In contrast in 2002 only 1/3 of German and 1/8 of French respondents expressed similar views. A survey conducted in connection with the Spring 2005 Pew Global Attitudes Project found, for example, a substantially higher proportion of respondents from Great Britain viewed Muslims favorably (compared to 72% favorable v. 57% favorable by respondents from the United States and 40% favorable by respondents from Germany).

- Americans' exposure to the religions beliefs and practices of others' also appears limited. A June 2005 poll by CBS News asked respondents whether any of their close friends or family members who were of a different religion had introduced them to different teachings or philosophies that had become part of their own religious or spiritual practices. Of those responding, 23% said yes, 48% said no, 18% said they had no close friends or family members of other religions, 10% said religion wasn't important to them, and 1% said they didn't know or declined to answer.

- Americans also appear to associate religion in certain respects with conflict. In a July 2005 poll by the Pew Research Center for People and the Press, respondents were asked how much of a role religion plays in causing most wars and conflicts in the world. Responses indicated that 40% believed that religion caused a great deal of conflict, 35% a fair amount, 13% only a little, 8% not at all, and 4% refused or said they didn't know. When asked a similar question about the role religion plays in causing political conflict in the United States, 30% responded that it caused a great deal of conflict, 35% said a fair amount, 27% said only a little, 4% said none at all, and 4% said they didn't know or refused to respond.

Legal Principles and Historical Perspectives

Americans are clearly a religious people. Significantly, however, the American constitutional experiment provided for the separation of church and state, a deliberate and unique departure from prior European tradition.

- The First Amendment states that "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof." The Founders thus rejected the European tradition that taxed all to support a single nationally-affiliated church, and sought to avoid sectarian strife that would likely arise from jockeying among the different religious affiliations prominent in the various states. They also barred government from intruding on individual religious beliefs and thereby protected freedom of conscience. These provisions of the United States Constitution have also been applied to the states, and many states have independently codified protections relation to religion as part of their state constitutions.

- It is helpful to bring a historical perspective to bear in considering how the law in this area has developed and might develop in the future. In his recent book *Divided by God* (Oxford University Press, 2005) and related writing in the New York Times, NYU Professor Noah Feldman has discussed the core dilemma created by the American constitutional experiment with the relationship between church and state: how to negotiate "the

challenge of preserving the unity of the sovereign people in the face of their flourishing spiritual variety and often conflicting religious needs." Feldman traces the waves of immigration that have brought changing patterns of religious diversity to American shores, such as the 19th century influx of Catholics raised issues regarding the underlying tenets of public schools and the potential for funding parochial education that inculcated religious values. He also highlights critical world events such as World War II and the Holocaust which highlighted the risk that religious minorities can suffer discrimination or even persecution when the German government adopted a stance favoring Christianity and opposing those of Jewish faith. Through it all, Feldman believes, we acknowledge our religious diversity while at the same time "we strive to be a nation with a common identity and a common project."

- In Feldman's view, current tensions reflect two conflicting viewpoints about the proper relationship of religion and government On the one hand some people believe that "the right answers to questions of government policy must come from the wisdom of religious tradition." Feldman calls those who share this view "values evangelicals" and explains that "Not every values evangelical is, technically speaking, an evangelical or a born-again Christian, although many are. Values evangelicals include Jews, Catholics, Muslims and even people who do not focus on a particular religious tradition but care primarily about identifying traditional moral values that can in theory be shared by everyone." Feldman believes that "What all values evangelicals have in common is the goal of evangelizing for values: promoting a strong set of ideas about the best way to live your life and urging the government to adopt those values and encourage them wherever possible. To them, the best way to hold the United States together as a nation, not just a country, is for us to know what values we really hold and to stand up for them." Feldman characterizes the second competing viewpoint as one held by "legal secularists" who "see religion as a matter of personal belief and choice largely irrelevant to government and who are concerned that values derived from religion will divide us, not unite us." Such "legal secularists" may be active members of various religious faiths, but believe that *government* should be secular and be bounded by related legal constraints. According to Feldman, "legal secularists" believe that "full citizenship means fully sharing in the legal and political commitments of the nation. If the nation defines itself in terms of values drawn from religion, they worry, then it will inevitably tend to adopt the religious values of the majority, excluding religious minorities and nonreligious people from full citizenship."

- Feldman believes that neither "values evangelicals" nor "legal secularists" have been very effective in negotiating the core tension between the American desire to recognize religious diversity while also maintaining a sense of unity, particularly in the days since 9/11. In his view, the "values evangelicals want to find shared values, but that leads them to rely on the unexamined assumption that deep down, Americans agree on what matters. The trouble is that 'we' often do not agree." Such disagreement is particularly apparent on issues such as abortion where "values evangelicals" believe that they must stand for something and are generally unwilling to recognize that those with competing views may have legitimate claims to make decisions of their own. On the other hand, the belief by "legal secularists" that religious expression must be removed from the public sphere in order to make those of all faiths and viewpoints welcome has resulted in pressure to keep religious views private or at least outside of public settings associated with government (a matter of concern for example, for those who wish to see the Ten Commandments or Christmas crèches displayed). Banishing religious expressions from the public eye has in Feldman's view made "values evangelicals" feel excluded and undercut the hunger for public expression of shared values, even though that is not the intent. These underlying tensions have been fueled in part by confusing legal developments that have reversed the original intent of the Constitution's provisions on religion by eliminating religious expression in many public settings while at the same time allowing funding of faith-based activities (for example, attendance at religiously-affiliated schools using publicly-funded vouchers and allocation of government funds to religious groups as well as secular non-profit organizations in order to accomplish government objectives).

- Litigation involving the public schools has illustrated the complex application of legal precepts embodied in the First Amendment's "free exercise" and "establishment" clauses when applied to educational settings. One of the fundamental legal tests applied in this setting is that articulated in *Lemon v. Kurtz*, a 1971 decision by the United States Supreme Court that required government decisions in the schools to be motivated by a secular purpose, to have primarily secular effects and not to entangle the state with religious institutions. Applying this and other tests in ensuing years, the courts have addressed numerous issues. For example, cases

have addressed school prayer and moments of silence (permissible if students opt to do so but not permissible if mandated), school-sponsored prayer in public settings (impermissible), religious expression by teachers in classrooms (may be deemed officially sanctioned and impermissible especially with younger students), use of school space for religiously affiliated student organizations (permissible under generally applicable neutral policies), release time for religiously-associated education off-site (permissible), required display of the Ten Commandments in school rooms (impermissible), instruction *about* religion (permissible), and distribution of flyers (permissible to include information relating to religious activities but impermissible for schools to screen content so as to prohibit religious content if unfettered discretion). Courts have also entered the fray in the "intelligent design" v. evolution controversy, most recently finding that mandates to teach intelligent design represented an impermissible effort to incorporate religious doctrine in the classroom. Many efforts have been made to distill more detailed guidelines from this evolving case law including efforts by the federal Department of Education (http://www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html), a group of 17 organizations across the spectrum of faith-based and civil-liberties organizations (http://www.church-state.org/ritps-ajscl.htm), and organizations of journalists such as the Freedom Forum and its affiliated First Amendment Center at Vanderbilt University (http://www.firstamendmentcenter.org/rel_liberty/publicschools/Index.aspx).

- Colleges and universities have also faced litigation about the implications of the Constitution's religion clauses and related "free speech" provisions. For example, the United States Supreme Court has held that a public university must make campus facilities available to student religious groups in the same way and to the same extent that it makes its space available to non-religious student organizations. Public universities must also make student fees available on the same basis for student groups whether they have sponsor or support religious and non-religious activities. On the other hand, the United States Supreme Court has concluded that public universities may deny scholarship funds to college students majoring in theology, in situations where state constitutional provisions dictate such separation (through the Washington "Blaine Amendment" that states that "No public money or property shall be appropriated or applied to any religious worship, exercise or instruction, or the support of any religious establishment"). Current controversies have focused on such issues as the legality of public universities' efforts to limit recognition of student organizations which refuse to comply with non-discrimination policies on the basis of religious beliefs that object to homosexuality or that require that leadership positions be filled by those who comply with certain religious tenets. A variety of organizations have endeavored to keep universities on their toes with regard to civil liberties relating to speech and religious liberty. Such organizations have provided extensive information to interested individuals for example, though the Foundation for Individual Rights in Education (http://www.thefire.org/index.php) and the Anti-Defamation League (http://www.adl.org/civil_rights/ab/free_Exer.asp) among others.

- The First Amendment also affords relevant protections beyond those found in the "free exercise" and "establishment" clauses. It also states that "Congress shall make no law ... abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble." The courts have interpreted these and other constitutional provisions to apply to the states and have also concluded that they protect freedom of association in intimate, expressive, and political contexts. These freedoms have some limitations, however. For example, the courts have said that freedom of speech does not allow someone to "cry fire in a crowded theatre" or to use "fighting words." The right to express oneself may depend on whether the setting for such expression has been established or treated as a "public forum," and whether the governmental entity has established reasonable, content-neutral "time, place, and manner" restrictions.

- Once again, the application of these additional First Amendment freedoms to public university campuses is more complex than might initially appear. For example, the University of Michigan had adopted a "speech code" that prohibited "Any behavior, verbal or physical, that stigmatizes or victimizes an individual on the basis of race, ethnicity, religion, sex, sexual orientation, creed … and that … Creates an intimidating, hostile, or demeaning environment for educational pursuits, employment or participation in University[-]sponsored extra-curricular activities." In a guide explaining its code, the university provided several examples of conduct that it regarded as harassment, such as "You exclude someone from a study group because that person is of a different race, sex, or ethnic origin than you are; …You display a confederate flag on the door of your room in your residence hall; …"You comment in a derogatory way about a particular person or group's physical

appearance or sexual orientation, or their cultural origins, or religious beliefs." In 1989, a lower federal court found this policy to be vague and overbroad. In 1991, a University of Wisconsin policy that prohibited addressing a specific individual with "racist or discriminatory comments" was also struck down by a lower federal court because the policy was not narrowly enough stated to prohibit only "fighting words."

- Some colleges have endeavored to establish "free speech zones" in order to situate student protests, allow students to distribute flyers, and hold gatherings in areas that would not disrupt classes. This approach has brought challenges at West Virginia University and New Mexico State University in instances in which the designated areas for such activity were very small. Public universities also face issues regarding the rights of the student press on their campuses. The United States Supreme Court has held that in the context of public high schools, school administrators can treat a student newspaper as a "non-public forum" and can punish or censor students for their expression if necessary for educational reasons. It specifically reserved the question of the status of college newspapers. More recently a lower federal court has said that subsidized college student newspapers should be subject to the same legal framework as applicable in high schools. The United States Supreme Court declined to review the case, and some state legislatures are currently reviewing proposals to provide statutory protections to college student newspapers. Colleges are not, however, required to fund student papers.

While the First Amendment thus restrains government in a number of important ways it does not preclude other actions that interject religious belief or affiliation into the political arena.

Political Realities

The American electorate appears to have grown increasingly polarized and profoundly divided in recent years, with divergent religious beliefs and moral judgments playing significant roles in these developments.

- A study published in 2005 by the non-partisan research organization, Public Agenda, tracked changing attitudes relating to religion and politics over the four years from 2000 to 2004 (just prior to the 2004 Presidential election). One of the survey questions asked whether respondents agreed with the following statement: "Even elected officials who are deeply religious sometimes have to make compromises and set their conflictions aside to get results while in government." In 2000 84% of the general population, 82% of those who attended religious services once a week, and 79% of evangelicals agreed with the statement, but in 2004, only 74% of the general public, only 63% of those who attended services once a week, and only 63% of evangelicals agreed (representing a drop of 10%, 19% and 16% respectively). Another question asked whether respondents believed that deeply religious people should keep their faith private, be very careful about "spreading the word of God" so as not to offend others, or "spread the word of God whenever they can." In 2000, 18% of respondents said that deeply religious people should keep their faith private, while 46% said that people with such beliefs should be very careful, and 35% said that they should spread the word actively. By 2004, the total of those who believed that people should keep their faith private or proceed carefully had dropped to 57% and the number who believed that they should spread the word of God whenever they could rose to 41%.

- In 2005, the Pew Center for Religion and Public Life found that the closely-contested 2004 President election had been marked by a deep faith-based partisan divide. More specifically, they concluded that "Americans who regularly attend worship services and hold traditional religious views increasingly vote Republican, while those who are less connected to religious institutions and more secular in their outlook tend to outlook tend to vote Democratic." In addition, "traditionalists" affiliated with evangelical, mainline Protestant, and Catholic beliefs were particularly inclined to vote Republican, suggesting that the strong partisan divide was "defined by religious outlook rather than denominational labels."

- The Pew study also found that the most important cause of the church attendance gap was the "mix of social and cultural issues that have come to the fore in the modern era" including prayer in schools, abortion, homosexuality, and gay marriage which had a tendency to "push the religiously observant into one political corner and the more secular into the other." Regional differences have also contributed, with a "broad shift to

the GOP among white voters in the Evangelical-heavy South." The Pew study cited poll data indicating that "more than 70% Americans want their president to have strong religious beliefs," while "only a quarter of voters said that politicians 'mention religious faith and prayer too much.'" At the same time 65% of poll respondents said they thought that churches should not endorse political candidates.

- Academic observers have debated whether shifts represent a form of "culture war" that will endure or change in coming days. At a recent forum conducted by the Pew Forum on Religion and Public Life, Professors Alan Wolfe and James Davison Hunter highlighted competing viewpoints more fully aired in their new book, *Is There a Culture War: A Dialogue on Values and American Public Life* (Brookings Institution Press, 2006). Several important questions are worth considering such as: Does a small proportion of Americans (elites on both the left and right of the political spectrum) fuel the divide? What can be said about those situated in the vast center? Is there a growing tendency for religious denominations to splinter along ideological lines? Will there be a return to inter-religious conflicts rather than intra-religious conflicts? Will people of faith conclude that close alliance with political forces is inadvisable in the long run? Other scholars such as Pietro Nivola of the Brookings Institute have suggested that there are a variety of forces that contribute to America's polarization. While religion is one of these forces, others must be considered, including historical circumstances, regional political realignments, parity between the major political parties, the role of the media in fueling an artificial frenzy of attacks and counter-attacks, the tendency of new media and internet communication to provide more vehicles for ideological viewpoints to be expressed and find those of like minds, changing norms of civility, gerrymandering, and the nature of political primaries.

America's "Civil Religion" and Current Challenges

- Robert Bellah, the noted sociologist of religion who authored *Habits of the Heart,* a study of American values and patterns of interaction in a simpler day, has suggested that developments in the wake of the 9/11 terrorist attacks have deeply challenged Americans' sense of themselves and their country. In his view, an American "civil religion" has characterized America's earlier history. (The term is one term used by Rousseau to connote "the existence of God, the life to come, the reward of virtue and the punishment of vice, and the exclusion of religious intolerance"). In Bellah's view, this "religion" does not correspond to or substitute for Christianity but instead facilitated a "wide sphere of personal piety and voluntary social action… left to the churches… [which] were neither to control the state nor to be controlled by it."

- According to Bellah, America's "civic religion" faced its first crisis during the war for independence, and a second a crucial challenge at the time of the Civil War when the country had to face fundamental questions about slavery and its implications for the nation's core values. At that time, Bellah believes, the "theme of sacrifice was indelibly written into the civic religion." Now, in Bellah's view, the country stands at a third great crisis in which is must confront "the problem of responsible action in a revolutionary world, a world seeking to attain many of the things, material and spiritual that we [Americans] already have attained." For Bellah, the challenge that confronts Americans and our civil religion is how we will use our power and whether we will be able to contribute in a meaningful way to the "attainment of some kind of viable and coherent world order" built upon "an awareness that our nation stands under higher judgment." For Bellah, successful navigation of this third challenge would depend on the recognition that "the American civil religion is not the worship of the American nation but an understanding of the American experience in the light of ultimate and university reality, [resulting in a] reorganization [that] that need not disrupt the American civil religion's continuity" but could instead contribute to a better world beyond our shores.

Part II: CHOICES:

What should we (faculty, students, staff of a public university) do in the face of such tensions?

When it comes to personal faith and conscience: how, when, where, and with whom can we speak our minds on a public university campus?

In the section that follows, four possible approaches are outlined that allow considered discussion about the issues presented in the background reading above. These approaches were developed through repeated discussions that sought to "frame" a core question about what is currently troubling us on public university campuses, and to provide fair-minded alternatives that address some of our concerns. These are not the only alternatives, and there are likely to be ways in which those using this discussion guide will agree and disagree with each. They are presented in this format to facilitate careful consideration of multiple, authentic viewpoints in a deliberate way that informs and enlightens us.

Four principal approaches follow:

Approach 1: Pursue questions of personal faith and conscience in private and maintain the university's neutrality.
Approach 2: Enhance student options and engage outside the classroom.
Approach 3: Engage personal faith and conscience in the classroom, respectfully, if faculty choose
Approach 4: Engage questions of faith and conscience widely, actively, and deliberately

The materials that follow develop each of these approaches though a more detailed description, enumeration of pros and cons, references to the background reading, and presentation of illustrative scenarios drawn from real life.

Please probe and weigh these alternative approaches, but remember that the point of this discussion is to illuminate rather than to score debating points or to resolve things by a formal vote. You will also have an opportunity to suggest additional approaches toward the end of this conversation.

APPROACH 1
PURSUE IN PRIVATE AND MAINTAIN UNIVERSITY NEUTRALITY

Description: Speech about personal faith and conscience belongs in private settings or off campus, in keeping with public universities' secular character and obligations of neutrality**.** Under this approach, individual students and faculty who wish to explore faith-based beliefs and judgments of conscience could do so in private settings with friends and family, in faith-based communities, or in other groups. The university would respect the desire of community members to engage in such discussions, but would not make special efforts to encourage or discourage such discussions. Thus, students and faculty could continue to discuss such their beliefs and views over coffee, or attend gatherings or services with whomever they choose. The university as an institution would maintain its historical neutrality rather than giving more attention to faith-based beliefs or matters of conscience.

Pros: Those who support this approach tend to emphasize the following ideas in support of their views.

- Personal faith-based beliefs and judgments of conscience arise in the innermost hearts and minds of individuals. They're something that should be protected from intrusion and thus should best be addressed in settings that are private and voluntary, as has traditionally be the practice.
- Some students say that they're most comfortable in talking with peers about faith-based beliefs and judgments of conscience when they can do so very informally with those they trust in private settings.
- Many opportunities exist to explore faith-based and conscience-based viewpoints in private conversations with friends and family members, in churches and synagogues, or in other faith-based or community groups. Universities lack relevant expertise and should defer to others in these settings. In light of these options, there's no need for public universities to intervene.
- Public universities should focus on academic matters that are more properly within their expertise and should steer clear or involvement with matters of faith and conscience as they affect individual members of university communities. As a matter of policy, it's best to maintain neutrality in this arena and attempt to steer clear of the "culture wars" that trouble the larger society.
- Constitutional principles relating to the "wall" between church and state should be observed. Members of the public who are taxed to fund public universities expect that such institutions will observe legal requirements relating to separation of church and state, much as they expect such neutrality from public elementary and secondary schools. Faculty and students likewise choose public universities with a full understanding that they are different from other colleges and universities with faith-based affiliations.

Cons. Those who disagree with this approach tend to emphasize concerns such as the following:

- Personal faith and conscience cannot be readily separated from day-to-day life so this approach is artificial and impractical.
- Many students and faculty have deeply held beliefs rooted in personal faith and conscience and this approach would make the campus less hospitable and welcoming for them.
- Artificial efforts to encourage discussions of personal faith and conscience primarily in private settings marginalize such questions. Requiring discussion of personal faith and conscience to take place elsewhere is anti-intellectual since these are important topics that need to be engaged when they arise.
- Critical issues facing society are the proper subject of intellectual inquiry within university settings. Faculty members currently cover topics that raise issues of personal faith and conscience when relevant to their subject matter. More emphatic emphasis on neutrality might make it difficult for them to pursue the issues that they believe in their best judgment are appropriate, and might impinge on the academic freedom of them and their students.
- The "wall" between church and state is not clearly delineated. It is likely that conflicts will arise whether or not the university attempts to embrace "neutrality." The tensions found in the larger society will lead to litigation involving public universities whatever they do.

Particularly Relevant Reading: Approach 1

- Background on student religious affiliations and spirituality, teenage trends, political viewpoints
- Background on disciplinary perspectives and faculty viewpoints
- Background on American beliefs about faith, legal principles, historical perspectives, and political realities

Scenarios for Discussion: Approach 1

A. Admissions Decisions. A college admissions officer is facing a difficult decision in evaluating several prospective undergraduates' high school transcripts. One student had attended a religiously-oriented high school and sought to apply three courses toward required basic admissions requirements in English, history and government: "Christianity and Morality in American Literature," "Christianity's Influence on American History" and "Special Providence: American Government". Another student's transcript included courses on "Race, Class, and Gender in Modern America," "Feminist Issues throughout U.S. History," and "Introduction to Jewish Thought" toward the high school credits required (though not in required areas such as English, history, and government). (based on issues facing UC-Davis)

B. Personal Advice: A faculty member in a technical field is devout and reveals his own religious background to students on the first day of class. Many of the students write on their information sheets that one of their life goals is to develop a closer relationship with God. In a public forum on religion in his department, he asked whether it would be appropriate for him to suggest prayer to those struggling students who have revealed to him their own desire to connect to God. (based on University of Michigan "Difficult Dialogues" scenario).

C. Living and Learning. A resident adviser at the university has contacted students on her dorm floor inviting them to attend a study group she's created on Buddhism. Other students have decided to organize a standing dinner discussion group at the campus cafeteria to discuss Islam. (based in part on example from UW-Eau Claire)

APPROACH 2
ENHANCE STUDENT OPTIONS AND ENGAGE OUTSIDE THE CLASSROOM

Description: Students should have ample opportunities to explore issues of personal faith and conscience if they choose to do so, but such opportunities should be situated primarily outside the classroom. Consideration of such matters is particularly important during the college years. Many students express serious interest in developing meaningful philosophies of life and in deepening their sense of spirituality. The most suitable setting for such exploration lies outside the standard classroom so that students express their own beliefs without discomfiting challenges from professors and classmates in more formal settings. At the same time, students be provided with support structures and varied occasions in which issues of faith and conscience can be explored. Students could work with those involved in student affairs on campuses to develop additional supportive strategies, for example through public service options, housing choices, additional campus programming, leadership development programs, counseling opportunities, or "safe zone" training.

Pros.

- Students have important educational and developmental needs related to faith and conscience, and should have meaningful opportunities to work with these issues on campus rather than having to pursue them elsewhere.
- This approach allows campus ministries and student organizations to take leadership and to share their expertise, and respects the academic freedom of faculty to address other subjects in the classroom.
- Speech about personal faith and conscience on campus is best situated outside the classroom where faculty are not involved in judging or grading students' views.
- This approach accommodates the views of all members of the campus community, including those of varying faith-based traditions and those who are agnostic, atheistic, or non-religious.
- This approach emphasizes the potential for creative initiatives led by students in order to meet their most substantial interests and needs.

Cons

- People of faith who oppose compartmentalization might find this approach artificial since it precludes conversations about personal faith and conscience in the classroom.
- Faculty who wish to address such issues in the classroom might feel that this approach marginalizes opportunities for engaging with pressing issues in the classroom, or creates false impressions that addressing relevant issues in the classroom is undesirable.
- Those who have a very evangelistic view of their faith and wish to express it in all aspects of their life may believe the university is cutting into or policing their faith by encouraging discussions to be held outside the classroom rather than in classroom settings.
- Giving personal faith and belief an institutional place on campus in non-classroom settings might be seen by some as intruding on the principle of university neutrality.
- Students and student affairs professionals may find it difficult and uncomfortable to deal with the kinds of conflicts and contention that increasingly characterize religious and political debates going on outside campus walls.

Particularly Relevant Reading: Approach 2

- Background on student spirituality, intellectual and moral development
- Background on spirituality and the professoriate,
- Background on American beliefs about faith, legal principles, historical perspectives, and political realities

Scenarios for Discussion: Approach 2

D. Student Speaker. An elected student government leader has been asked to give a welcoming speech to incoming students at a public university. He urges them to set their sights high and goes on to say that he has accepted Christ as his savior and hopes they will as well. Other students criticized his actions, saying he had been elected to represent the whole student body, including those of diverse faith-related viewpoints. (based on Dartmouth incident)

E. Student Organizations. A university requires every student organization wishing to use university facilities and receive student fees in support of its activities to sign a pledge stating that the organization will not discriminate in its membership based on race, ethnicity, gender, creed, religion, nationality, age, disability, or sexual orientation. A student group affiliated with a particular religious sect refused to sign the statement, saying that its mission required it to admit only those who shared a particular religious faith. The group also approached Student Congress and requested funding for a proposed new student publication designed to encourage others to adopt the faith of its members. (based on examples at UNC-CH, and elsewhere)

F. Residence Hall Choices**.** A group of students has asked the university to establish a special dorm "theme floor" for students who are Roman Catholics or interested in Roman Catholicism. An evangelical Christian group has met with the dean of students and student government officers to demand that rules that currently prohibit solicitation in dormitories be changed so that their members can go door-to-door to distribute leaflets and talk with students living there about their beliefs. (based in part on example from UW-Madison).

APPROACH 3
ENGAGE PERSONAL FAITH AND CONSCIENCE IN THE CLASSROOM, RESPECTFULLY, IF FACULTY CHOOSE

Description. Speech about personal faith and conscience may occur on campus, including in the classroom, if conducted respectfully and if the professor believes it relevant. Some faculty members teach about topics that are directly relevant to personal faith and conscience, for example in courses in the sciences, literature, philosophy, public policy, gender and queer studies, history, journalism, political science, social work, nursing and medicine. Students would receive a poorer education if issues with implications for personal faith and conscience were not raised and addressed with a critical eye and an open mind in settings such as these. Faculty members have expertise in judging the relevance of topics and the best pedagogical techniques for exploring them. They should therefore be accorded considerable flexibility, in keeping with academic freedom principles, to determine when and in what ways issues of faith and conscience should be engaged. To encourage effective educational engagement in such settings, particularly in contentious times, faculty members should be provided with more extensive faculty development opportunities that help build skill in dealing with controversy in the classroom, and should be able to receive clear answers about their rights and responsibilities in such contexts. Students should also be given opportunities for training in handling "difficult dialogues" in the classroom so that they can actively participate and feel comfortable in doing so. Universities which believe that providing meaningful education on issues that intersect with personal faith and conscience might also find ways to encourage faculty members to incorporate such topics in their classes if relevant, and to flag classes raising such classes so that interested students can more readily enroll.

Pros.

- Faculty members whose courses touch on matters of faith and conscience should have the opportunity to introduce such topics as they believe relevant and wise.
- Classroom discussions provide for powerful learning opportunities by linking teaching with learning that takes place both inside and outside the classroom
- Inclusion of such discussions in the classroom allows faculty and students to engage with each other authentically rather than artificially separating matters of faith and conscience so as to compartmentalize their lives.
- This approach allows students to engage with faculty members if the students are conversant with their faith and ready to talk about it or are struggling with how their faith relates to issues raised in class.
- This approach is most consistent with universities' educational and intellectual mission, which anticipates active efforts to explore difficult questions and current issues including those relating to personal faith and conscience.

Concerns

- This approach may create blurry lines about what is relevant in class or what responses are "respectful," and leaves these decisions in professors' (rather than students') hands.
- This approach may give rise to expectations of in-class discussions when professors are hard-pressed to cover material in courses as it is or may reasonably believe that such discussions are not relevant or may feel that this approach intrudes upon their academic freedom.
- Professors and students may not be skilled in addressing challenging, hot-button issues where issues of faith and intellectual inquiry collide, so that it may be difficult to conduct such dialogues in ways that foster effective learning.
- Students and professors may feel put on the spot if asked to express their views on issues of this sort.
- This approach may result in faculty and students engaging with issues of faith and conscience in the classroom, when such issues might best be addressed in other settings (such as in student settings, dormitories, faith-based communities or with friends)

Relevant Background Reading: Approach 3

- Background reading regarding student religious affiliations and implications, intellectual and moral development in college, political viewpoints and student values
- Background reading on spirituality and the professoriate, disciplinary frameworks, academic freedom, liberal education and the curriculum
- Background reading on American beliefs about faith, legal principles, historical perspectives, and political perspectives
- Materials available from the UNC Center for Teaching and Learning ("For Your Consideration #21 [Managing Classroom Conflict] and #22 [Teaching Controversial Issues]), available at http://ctl.unc.edu/newctl.html

Scenarios for Discussion: Approach 3

G. Learning to Act. A Mormon woman applied for admission to an actor-training program at a public university. At the time she applied she told program officials that she would not be willing to use profane language or appear in the nude because of her religious beliefs. Initially, when classroom exercises included performing scripts that included profanity, she changed the words. Subsequently, her instructors told her that she needed to perform the scenes as written because copyright words of playwrights could not be changed without written permission for public performances, and because students needed to take on roles with characters unlike themselves (including characters such as a pregnant, unwed prostitute to whose lines the student objected). (based on an incident at the University of Utah).

H. Internship Placement. In a field placement at a faith-based organization, a student became aware that her supervisors understood faith to be an integral part of their patient counseling. The student is from a different faith tradition and not particularly religious. Although she was open to responding to discussions about religion initiated by patients, she felt uncomfortable raising the topic herself as her mentors expected her to do. (based on University of Michigan "Difficult Dialogues" scenario)

I. Recommendation Letter**.** A student approached the undergraduate adviser in the biology department, and requested a recommendation to medical school. The adviser reviewed her transcript and noted that she had not yet taken a required course in evolutionary biology. The student said that she declined to take the course because of her religious beliefs. The adviser then declined to give the requested recommendation noting that a student who had not taken that course would be poorly prepared for medical school and could not be recommended. (based on incident at Texas Tech)

J. Classroom Dialogues: A group of faculty and students recently began discussing some of the "tips" they'd offer others on dealing with controversy in the classroom. Some of their ideas are listed below. Are there other tips worth noting?
   - ✓ Respect for students is paramount, and it can't be faked. The message should be "feel free to disagree with me and support your point of view." It's important to know students and their backgrounds. It's important to discuss the value of open dialogue and conflict in the marketplace of ideas. Personal discomfort is inevitable are ideas are challenged. That is how we grow and why it is so valuable to engage with different viewpoints in the classroom.
   - ✓ Faculty and students need to work together to create a safe place for open discussion. Some faculty set "ground rules" while others encourage students to reach "group agreements." Students need to know what to expect regarding how controversial topics will be covered. Everyone's perspectives need to be welcomed and treated fairly. Controversial issues can be honored by covering different perspectives. Be sure students know the difference between personal attacks and honest discussion of one's own experiences, values and ideas. Faculty members should also avoid snide comments and should provide students with opportunities to talk with them outside class to raise questions about fairness in treatment of difficult issues.
   - ✓ Faculty members disagree about whether they should disclose their own opinions on controversial topics (some say disclosure dampens discussion, others state their opinion and reasons to encourage others to engage). They also need to appreciate that certain topics are very emotional for students and be prepared to handle such emotions. They should also be ready to deal with students who say something inflammatory.

APPROACH 4
ENGAGE QUESTIONS OF FAITH AND CONSCIENCE WIDELY, ACTIVELY AND DELIBERATELY

Description. Public universities should actively encourage more widespread conversation and engagement with issues of personal faith and conscience throughout their campuses, including in private, student, classroom, and academic settings. Personal faith and conscience are great personal importance as well as increasing social importance yet have led to increasing division within modern societies including the United States. Public universities, no less than their private counterparts, need to engage more actively with related issues and competing viewpoints in order to prepare students for global realities and future roles as citizens. University leaders, faculty and students have worked actively in recent years to engage with issues of multiculturalism and the implications of gender, race, ethnicity, sexuality. Questions of faith and spirituality may in some ways seem more personal, private, and fraught with political overtones. Nonetheless, current conflicts and misunderstandings between those of different faith- and conscience-based traditions unless there are active efforts build bridges that do not currently exist. Special care will be needed to proceed deliberately, creatively, and sensitively in meeting associated challenges. A comprehensive, active approach might include efforts relating to the curriculum, such as: strengthening curricular offerings relating to philosophy, religious studies, or faith-related components of varied courses; developing new courses; or draw on existing models used in other contexts (perhaps a new type of "Great Decisions" course that emphasizes issues of faith and conscience rather than international affairs). It might also be desirable to expand speaker programs focused on issues of faith and conscience featuring either campus-based on visiting speakers. Student affairs programming might be expanded in ways discussed under Approach 2. Campuses might also draw together members of the public from differing faith- and conscience-based viewpoints to engage with those on campus.

Pros

- This approach addresses the range of objectives noted with regard to earlier approaches.
- Public universities are appropriate settings in which to engage with the full-range of pressing social issues and competing viewpoints so that they can be understood more fully. They may be able to bring light (rather than heat) to matters currently confounding the larger society.
- Developing tools for and experience with discussion of deeply-felt differences is important for the future of society and civic life.
- Engaging respectfully with issues of faith and conscience allows students and faculty to learn from others' viewpoints without forcing one's beliefs on others. Issues of faith and conscience are of great importance to students and citizens and it is better to engage with them than to marginalize them in unhealthy ways.
- A multi-faceted, comprehensive approach that engage members of the campus community in a range of contexts are more likely to be effective in broadening understanding and respect than are approaches that limit related discussions to more narrow contexts such as those detailed in earlier approaches.

Cons

- Taking on issues of faith and conscience in a comprehensive way within a public university may create controversy and division. Some faculty, students, parents, and members of the larger community might experience this approach as overbearing and inappropriate in light of their own personal faith and conscience-based beliefs. This approach might also create risks of interference from external forces tied to religious or political viewpoints, or public opprobrium if good-faith efforts prove problematic in execution.
- Some faculty member might worry that this approach could compromise the intellectual ideals and secular nature of the universities or blur important distinctions between the type of critical thinking and intellectual inquiry that is central to a university education and more personal views rooted in conscience and faith-based beliefs. Intermingling issues of faith and conscience in public higher education institutional settings may prove difficult because of the multitude of diverse faith- and conscience-based perspectives or create concerns that such beliefs are not treated with equal respect or attention.
- The University may lack the capacity and competence to undertake such an effort, given other curricular obligations, academic priorities, and resource constraints. Faculty and students may also lack the skills, perspectives, and interests to be navigate challenging topics and conversations effectively.
- Depending on how it would be implemented, this approach might raise legal questions relating to the appropriate roles of publicly funded higher education, faith-based institutions, and individuals' freedom of conscience.
- This approach is less well-defined and may raise expectations that cannot be realized.

Relevant Background Reading: Approach 4

- Background reading on students (all)
- Background reading on faculty (all)
- Background reading on the world beyond the campus (all)
- Background on initiatives at other universities involved in the Ford Foundation's "Difficult Dialogues" initiative: http://difficultdialogues.org

Scenarios for Discussion: Approach 4

K. Learning Tolerance**.** Members of the faculty at the nation's military academies have significant responsibilities in preparing future military officers to endure the pressures of battle and the challenges of leading troops into harm's way. Recently, several students and faculty who held very strong Christian viewpoints encouraged students in their classes to adopt religious viewpoints similar to their own and began meetings and sports events attended by more junior cadets with prayers. The Academy recently clarified its rules on these issues and implemented a course on "religious tolerance" that is required of all cadets. (based on events at Air Force Academy)

L. Middle East Controversies. In the wake of growing tensions in the Middle East, a number of universities have faced their own Middle East controversies. A faculty member in Middle-Eastern studies was alleged to permit only those sharing his viewpoints on the Palestine/Israeli conflict in his class and to challenge Jewish students who disagreed with him repeatedly. A distinguished junior faculty member in the political science department was openly shunned and criticized on a colleague's blog as a result of her recent scholarship criticizing the role played by religious belief in recent diplomatic history (contrary to her colleague's view). A group of students proposed a very pro-Palestinian art exhibit while another group wanted to bring a very controversial pro-Israeli speaker to campus at the same time. Campus officials believed that these events would create adverse reaction and potential security issues, and accordingly told students they could not use campus facilities for these purposes unless they contributed to the costs of extra security measures (based on events at Columbia, Arizona State, UC-Berkeley and elsewhere).

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, September 14, 2006 3:13 PM
To: MacLean, Douglas <maclean@email.unc.edu>
Subject: Re: John Broome Seminar

I would like a copy of Broome's "Ought" paper.
Thanks
Jan

--
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Senior Lecturer and Associate Chair
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Department of Philosophy
Phone: 919-962-3317
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, September 14, 2006 3:23 PM
To: MacLean, Douglas <maclean@email.unc.edu>
Subject: Re: John Broome's paper

Thanks for both!
Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, September 14, 2006 3:24 PM
To: Lance Westerlund <westy@email.unc.edu>
Subject: [Fwd: Re: John Broome Seminar]
Attach: Re John Broome Seminar.msg

I am not hooked up to a printer on this computer, so could you print
this off for me.

thanks,
Jan
--
Jan Boxill, Ph.D.
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From: MacLean, Douglas <maclean@email.unc.edu>
Sent: Thursday, September 14, 2006 3:15 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Re: John Broome Seminar
Attach: ought.pdf

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here it is.

Jan Boxill wrote:
>
> I would like a copy of Broome's "Ought" paper.
> Thanks
> Jan
>

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2
Ought

2.1 The central normative concept

The central normative concept is *ought*.

That is not a startling claim; many philosophers take it for granted. However, it needs some support for two reasons. One is that *ought* has a rival for the post of the central normative concept: the concept of *a reason*. Another is the idea that there is not a single normative concept of *ought* but several. For example, there is the subjective *ought* and the objective *ought*, there is the moral *ought* and the rational *ought*, and so on. I shall come to the concept of *a reason* in the next chapter. This chapter deals with the other challenge to the centrality of *ought*.

Why do I say the central normative concept is *ought* and not *good*? Only because I use the term 'normative' narrowly. Many authors include the evaluative within the normative; I do not. So for me *good* is not a normative concept at all. I am neither asserting nor denying that *ought* is in some way more central than *good*. The relative priority of *ought* and *good* is not an issue in this book.

In defending my claim that *ought* is the central normative concept, I need to identify which concept I have in mind. Our word 'ought' has a meaning that varies with the context, and it is sometimes ambiguous even in a single context. Only one of its meanings is the central normative concept. I need to identify which one that is. In the course of doing so, I shall explain why it, rather than some other concept designated by 'ought', is the central normative one.

I think the concept I identify is fairly called 'central', and I shall explain why. However, if you doubt that it is truly central, that does not matter much for my purposes. The important thing for me is to identify the concept I shall be using in this book.

I shall not try to identify it by analysing it. I do not think it can be analysed; it is primitive. But I contend that most people understand it well anyway, without analysis. So to home in on the central normative concept, I simply need to pick it out from among the various other concepts that 'ought' can designate. I shall set those other meanings

aside. I do not need to analyse them either, because they are all familiar. I shall simply point them out.

2.2 Normative and non-normative oughts

First, there are non-normative senses of 'ought'. Examples appear in:

Pluto's orbit ought to be elliptic,

The plural of 'mouse' ought to be 'mouses',

We ought to have heard from the landing module ten minutes ago,

and in These raspberries ought to ripen in June.

I cannot specify the non-normative meaning of 'ought' completely, but I can specify one of its implications. So far as I can tell, '*A* ought to *F*' always implies that *A* would *F* if conditions were ideal in some respect. This is at least one part of the meaning of 'ought'. The context fixes the respect in which conditions might be ideal.

Ideal conditions are ones that are in some way refined or purified. In the landing module example, they are the conditions that would obtain if everything went as planned. In the Pluto example, they are the conditions that would obtain if there were no extraneous interfering factors. In the raspberry example they are the conditions that would obtain if things developed as normal. In the 'mouses' example, they are the conditions that would obtain if life was simple. And so on.

'Ideal' is not necessarily a normative word; ideal conditions are not necessarily ones that ought normatively to obtain. However, for normative as well as for non-normative senses of 'ought', '*A* ought to *F*' implies that *A* would *F* if conditions were ideal in some respect – in this case, if they were the conditions that ought normatively to obtain. They conditions are ideal in what we may call the *normative respect*.

Since 'ought' always has this connection with an ideal, whether it is used normatively or non-normatively, we might suspect that its normative and non-normative senses are continuous with each other. Furthermore, some examples seem to lie on a borderline between the two. One is this:

Christine ought to know her seven-times table by the age of nine.

One implication of this sentence is the non-normative one that Christine would know her seven-times table by the age of nine if conditions were ideal in the respect that she developed as normal. On the other hand, the sentence also seems to carry some of the implications that go with normative uses of 'ought'. It seems to imply

someone is at fault – perhaps Christine or perhaps her teachers – if Christine does not know her seven-times table by the age of nine. It implies that Christine would know her seven-times tables by the age of nine if conditions were ideal in the normative respect.

Even some of my previous examples can appear to lie on the borderline of the normative. The 'mouses' example could suggest a complaint against English grammar, that it is not as it normatively ought to be. Examples like this may suggest there is no sharp boundary between normative and non-normative uses of 'ought'.

But actually there is no continuity; the normative and non-normative senses are sharply distinct. These examples are ambiguous cases rather than borderline cases.

Suppose you believe children ought not to be taught arithmetic till they are teenagers, so you think no one ought to know their tables till they are fourteen. You certainly do not think Christine ought normatively to know her seven-times table by the age of nine. However, suppose you know that Christine is going through a standard education. You know that, if she developed normally in those surroundings, she would know her seven-times table by the age of nine. You can agree that, in a sense, she ought to know her seven-times table by the age of nine; she would know it if she developed normally.

Suppose you glory in the idiosyncrasies of English. You recognize that the plural of 'mouse' would be 'mouses' if grammar were idealized in one way. So you can agree that the plural of 'mouse' ought in one sense to be 'mouses'. But you do not think this idealization ought to obtain, so in another sense you do not think the plural of 'mouse' ought to be 'mouses'.

These examples show you using 'ought' in two quite different senses, a normative one and a non-normative one. The statement that the plural of 'mouse' ought to be 'mouses' and the statement that Christine ought to know her seven-times table by the age of nine are ambiguous. The 'ought' in them may have either sense, or it may waver between one and the other. But it is not on any borderline.

I call one of the senses of 'ought' the normative sense, but I cannot specify how to pick that one out from the others. It is the one that is given by what I called the normative ideal, as opposed to some other ideal. But I could not explain the term 'normative' except in terms of 'ought'. 'Normative' means *to do with ought*, but this *ought* has to be the normative one, of course. So this definition gets us nowhere if we cannot already identify the normative sense of 'ought'. I simply have to assume you know a normative 'ought' when you see one. I do assume that: I assume that you like most people understand the normative *ought* well.

The terminology in this area is confusing because so many words have both normative and non-normative senses. Even the word 'normative' has a non-normative (in my sense) sense. For instance, it may be used to mean *to do with norms*, and 'a norm' in turn may be used to mean a rule a requirement,[1] or alternatively something that normally happens. When I need to make the distinction, I shall tendentiously call normativity as I mean it 'true normativity'. I think it is what most moral philosophers and philosophers of normativity, if not other people, mean by 'normativity'.

Naturalism

In her *Natural Goodness*, Philippa Foot introduces the concept of *natural normativity*. She introduces it in the context of natural history. She says:

> We are, let us suppose, evaluating the roots of a particular oak tree, saying perhaps that it has good roots because they are as sturdy and deep as an oak's roots should be. ... Oak trees need to stay upright because, unlike creeping plants, they have no possibility of life on the ground, and they are tall, heavy trees. Therefore oaks need to have deep, sturdy roots: there is something wrong with them if they do not. ... The good of an oak is its individual and reproductive life cycle, and what is necessary for this in an Aristotelian necessity in its case. Since it cannot bend like a reed in the wind, an oak that is as an oak should be is one that has deep and sturdy roots.[2]

Foot takes the notion of 'Aristotelian necessity' from Elizabeth Anscombe: an Aristotelian necessity is 'that which is necessary because and in so far as good hangs on it'.[3] Foot says the good for an oak is to complete its life cycle: to survive for a few hundred years, acquire nutrition, reproduce, and so on. For this it needs deep sturdy roots. So an oak should have deep, sturdy roots. If I understand Foot right, '*A* should *F*' in this sense simply means that *F*ing is an Aristotelian necessity for something of *A*'s species. That is to say, *F*ing is necessary for the good of something of *A*'s species.

'*A* should *F*' in this sense implies that *A* would *F* if conditions were ideal in a particular respect, namely if *A* achieved its good. So Foot's '*A* should *F*' meets the condition I mentioned for '*A* ought to *F*'. Foot more often uses 'should' where I use 'ought to', but these expressions are generally synonymous. In deference to her, I shall switch to 'should' in this discussion of her argument.

In 'An oak should have deep, sturdy roots', the 'should' refers to what Foot calls natural normativity. It is very reasonable for Foot to

use the term 'natural normativity' as she does. That an oak has deep, sturdy roots could fairly be called 'a norm', and that is enough to justify the term. However, in the context of an oak, natural normativity is not what I call true normativity. To say an oak should, in the sense of natural normativity, have deep, sturdy roots is only to say it needs deep, sturdy roots to complete its life cycle. This is not a truly normative statement. One might consistently agree that an oak should in this sense have deep, sturdy roots, but think nevertheless that, in the truly normative sense of 'should', it is not the case that an oak should have deep, sturdy roots. I dare say that for many oaks it is not the case that they should in the truly normative sense have deep, sturdy roots.

Foot applies the same notion of natural normativity to human beings: a human being should *F* if *F*ing is necessary for the good of a member of the human species. Whereas the good of non-human living things is to complete their life-cycle, human beings have a much broader and more complex good. It includes living cooperatively, in caring relationships with other human beings. Being virtuous is necessary for this good. So being virtuous is an Aristotelian necessity for human beings. Each human being should be virtuous, therefore. 'Should' here has the same meaning as it has in 'an oak should have deep, sturdy roots'.

Foot hopes to derive the conclusion that each human being should be virtuous, where 'should' is truly normative. But this conclusion cannot be drawn. The assumption is that each human being should be virtuous, where this is a matter of natural normativity. This means simply that being virtuous is necessary to the good of human beings. This is not a truly normative claim. 'Good' is to be understood in the same way as the good of an oak. The good of an oak is completing its life-cycle; it is not a normative notion. The good of a human being is more complex but nevertheless a matter of the way human beings live their lives. It is not a normative notion either. So the claim that being virtuous is necessary to the good of human beings is not normative.

That human beings should in the sense of natural normativity be virtuous leaves it an open question whether they should in the truly normative sense be virtuous. The answer to the question is no doubt 'yes', but this conclusion cannot be derived from Foot's natural normativity.

Foot intends to exhibit a continuity between the natural and the normative. I think she fails in her intention. Her 'should' starts with a natural definition, and never goes beyond the natural to the truly normative. I have used against her the old objection to naturalism that stems ultimately from G. E. Moore.[4] No natural fact is truly normative.

2.3 Owned oughts

Compare the sentences

The prime minister ought to tell the truth

and The meeting ought to start at ten.

The first ascribes ownership of an ought to the prime minister. I cannot accurately describe the sort of ownership I have in mind. As I said on page 8, I cannot analyse the concept of *ought*, but only point it out. I could say the prime minister bears the burden of the ought, or the responsibility for it, but the words 'burden' and 'responsibility' have various connotations that might lead you to misunderstand me. I hope you will just recognize the way in which oughts can be owned.

Owned oughts are well recognized within philosophy. Lloyd Humberstone describes ownership as a sort of agent-relativity.[5] That is certainly correct, but 'relative' is a very indeterminate term, and section 3.6 explains that 'agent-relativity' normally has a different meaning among moral philosophers. Humberstone's more specificic term is 'agent-implicating'. By that he means just what I mean by 'owned'.

On the other hand, 'The meeting ought to start at ten' does not ascribe ownership of the ought to the meeting, or to anyone. Some ought sentences ascribe ownership and others do not. However, we cannot tell from the grammar of a sentence whether or not it ascribes ownership. Indeed, extraordinarily, in strict grammar English does not provide any way of ascribing ownership. The appendix to this chapter explains why not.

Briefly, the source of the grammatical problem is that 'ought' is an auxiliary verb. It combines with a lexical verb to form a single, compound verb. One consequence is that constructions using 'ought' do not offer as many argument-places as we logically need for expressing ownership. We need places for two noun phrases: one to designate the owner of the ought and one to be the subject of the lexical verb. But we get only one place.

What we actually do in English to express ownership is adopt a device that is grammatically indefensible. I call it 'reparsing' and describe it in the appendix. Even reparsing leaves us with ambiguous sentences that may or may not ascribe ownership. Only the context tells us that 'The prime minister ought to tell the truth' ascribes ownership but 'The meeting ought to start at ten' does not.

It may be good enough in ordinary life to rely on the context, but it is not always good enough in philosophy. Sometimes I shall need to

make ownership explicit. To do that, I shall adopt a grammatical innovation that is described in the appendix. I shall use a sentence of the form:

The prime minister ought that the prime minister tells the truth.

This is not grammatical. However, it very well could have been, and it is clear what it means. It ascribes ownership of the ought to the prime minister. It has two argument places, one to designate the owner, and one for the subject of 'tell'. In this example both places are occupied by the same phrase, 'the prime minister'. But in principle they need not be.

The state ought that children receive a better education.

is an example where the two argument places have different occupants.

In practice, it may turn out that we can always cast what we need to say into sentences in which both argument-places have the same occupant. For instance, perhaps we would loose nothing if we said, instead of the previous sentence:

The state ought that the state sees to it that children receive a better education.

This does not have exactly the same meaning, but it may equally well convey what we need to say. The appendix gives some more consideration to this question of whether our 'ought' sentences can always be recast in this way. But even if they can, my construction is not redundant. Its purpose is to distinguish statements that ascribe ownership, such as 'The prime minister ought to tell the truth', from those that do not, such as 'The meeting ought to start at ten'.

Nevertheless, in this book outside this section, I can generally rely on context to distinguish sentences that ascribe ownership. Indeed, I authorize you to take it for granted that all my 'ought' sentences outside this section ascribe ownership, unless I say otherwise. I shall rarely need to use the 'ought that' construction. However, I cannot avoid it in some situations. I shall have to use it when an 'ought' governs a conditional sentence, and I need to ascribe ownership of the ought to someone. The appendix explains that I cannot do this with any grammatical construction. I also have to use it where, in formal statements, I need to say such things as '*N* ought that *p*'. On page 71, in describing an owned reason, I shall use the corresponding ungrammatical construction 'reason that'.

Owned and unowned oughts

Not all 'ought' sentences ascribe ownership. Nevertheless, the ought they describe may be owned by someone. For example, 'The meeting ought to start at ten' may be true because there is someone who ought that the meeting starts at ten. There may be several people who own an ought that is attached to the same proposition. Perhaps each member of the committee ought that the meeting starts at ten. Of some propositions, it may even be true that everyone in the world owns an ought attached to that proposition. Perhaps each of us ought that peace is promoted, say.

However, some 'ought' sentences appear to assert the existence of oughts that are owned by no one.

Life ought not be so unfair

describes a plausible example. This sentence certainly does not ascribe ownership of the ought to life. If it describes an owned ought, then there must be somebody who ought that life is not so unfair. God seems the only candidate; yet it seems that even an atheist might sincerely say 'Life ought not to be so unfair'.

This example suggests we have the concept of an *unowned ought*. I do not insist this is so; it does not matter for my argument. But I shall allow for the possibility of unowned oughts. I shall make an unowned ought explicit by using a construction of the form

It ought to be the case that life is not so unfair.

Logically, I take both owned and unowned oughts to be properties of propositions. 'It ought to be the case that life is not so unfair' has the logical form $O_{unowned}p$. $O_{unowned}$ is a property of the proposition p – in this case, the proposition that life is not so unfair. 'The prime minister ought that the prime minister tells the truth' has the logical form $NO_{owned}p$. O_{owned} is a relation that holds between the person N and the proposition p – in this case, between the prime minister and the proposition that the prime minister tells the truth.[6] (I shall usually take N to be a person, but it might also be a supra-personal entity such as the state.)

Bernard Williams argues that all 'ought' sentences express unowned oughts.[7] He would think, for instance, that 'The prime minister ought to tell the truth' means simply that it ought to be the case that the prime minister tells the truth. But the following example shows he must be mistaken. It shows that an owned ought does not even entail the existence of a corresponding unowned ought. If you ought that you do something, it does not even follow that it ought to be the case that you do it.

Suppose Dan ought to marry Louise because she would make him happy. But suppose Louise ought not to marry Dan because she has

a better option. For the moment I shall assume these assumptions make sense together; later I shall ask whether they really do.

Evidently, if they are true, two owned oughts obtain: Dan ought that Dan marries Louise, and Louise ought that Louise does not marry Dan. If owned oughts necessarily entailed corresponding unowned oughts, it would follow that it ought to be the case that Dan marries Louise, and it ought to be the case that Louise does not marry Dan. But the proposition that Dan marries Louise is presumably the same as the proposition that Louise marries Dan. (If not, I would find another example.) So it would follow that it ought to be the case that Dan marries Louise, and it ought to be the case that Dan does not marry Louise. These are both unowned oughts.

Some philosophers believe there can be deontic conflicts between owned oughts, in which a person both ought and ought not that she does some particular act.[8] For example, it is sometimes thought that a person might get herself into this position by acting wrongly. But in the case of Dan and Louise, no person faces a conflict. When that is so, I think it is safe to assume there can be no deontic conflicts between unowned oughts. So it cannot be true that the proposition that Dan marries Louise both ought and ought not to be the case. I conclude that owned oughts do not necessarily entail corresponding unowned oughts.

Is this example intelligible? I took a particular proposition with the property (in my language) that one person ought this proposition and another person ought its negation. This is to assume that the oughts are agent-relative in the sense established by Derek Parfit:[9] an ought may be owned by someone without being owned by everyone. If oughts could not be agent-relative in this sense, my example would be impossible. I do not insist there actually are agent-relative oughts. But even if there are not, I think this sort of agent-relativity plainly makes sense. I think we can make good sense of the claim that Dan ought to marry Louise but that Louise ought not to marry Dan, and that cannot be understood in any other way. We therefore have the concept of *owned ought*, and it is distinct from the concept of *unowned ought*.

Owned oughts are central

The concept of *owned ought* is the central normative concept. I shall explain why.

Our beliefs about what we ought to do play a particular vital part in our practical rationality. One central feature of rationality is that it requires you to intend to do what you believe you ought to do. More exactly: rationality requires of you that, if you believe you ought to do

something, you intend to do it. I call this principle 'krasia'. But this statement of it is still not exact enough, in two respects.

Suppose you believe you ought to learn astral navigation, but you believe it is the mate's job to get you this training. You believe the mate ought that you learn astral navigation. Then you may be entirely rational even if you do not intend to learn astral navigation.

In general, if you believe you ought to do something, but you do not ascribe the ought to yourself, you may be entirely rational even if you do not intend to do that thing. Therefore, the formula for krasia is not correct unless we specify that your belief ascribes ownership of the ought to you. My grammatical innovation allows us to add this specification. The formula becomes: rationality requires of you that, if you believe you ought that you do something, you intend that you do it.

Next suppose you believe that the mate ought to learn astral navigation. Furthermore, suppose you believe it is the mate's own responsibility to learn, so you believe the mate ought that the mate learns astral navigation. Suppose also that you are the mate, but you do not know that; the previous mate has fallen overboard and the post has devolved on you, but no one has told you yet.

In a sense, you believe you ought that you learn astral navigation, since you are the mate and you believe the mate ought that the mate learns astral navigation. In a sense, your belief ascribes ownership of the ought to you. Nevertheless, you may be entirely rational even if you do not intend to learn astral navigation.

So the formula for krasia is nor correct unless we specify that you *self*-ascribe ownership of the ought. This does not just mean that you ascribe ownership to yourself. It means that you are able to express your ought-belief using the first-personal pronoun 'I'. You must be able to say 'I ought to learn astral navigation'. So long as you do not know you are the mate, you cannot express your belief this way.

We can incorporate this specification into krasia by employing the reflexive pronoun 'your yourself'. 'You yourself' corresponds in indirect speech to 'I' in direct speech.[10] We end up with the formulation:

> *Krasia, roughly.* Rationality requires of you that, if you believe you yourself ought that you *F*, you intend that you *F*.

Actually, yet another constraint needs to be added before this requirement krasia is stated exactly correctly. Furthermore, the formula also needs to be generalized a bit. The full, sharpened version is set out on page 85. But this rough version is good enough for now.

In it, 'you' stands for a generic person. In more formal statements I shall use the schematic letter '*N*' instead, but I try not to use a letter for a person in less formal contexts. Unfortunately, English does not

contain a generic verb that I can use informally instead of the schematic letter *F*. Instances of 'You ought to *F*' include 'You ought to be careful', 'You ought to know the capital of Idaho', and 'You ought to believe what I tell you and do as I say'. I shall also use 'You ought to *F*' to cover instances that strictly it does not cover, such as 'You ought not to dive here' and 'You ought either to leave Henry or stop mistrusting him'. No generic sentence in English has a meaning anything like as wide as I need. So I shall have to use that annoying '*F*' throughout this book. I apologize for that.

The formula specifies that what you believe is that you yourself ought that you *F*. It is not that you yourself ought that you yourself *F*. Why not? Because there is no need for that second pronoun to be reflexive. So long as you self-ascribe ownership of the ought, rationality requires you to have the intention. You do need to self-ascribe anything else. I shall postpone the discussion of this point to page 85.

However, in English, when a pronoun can be reflexive, it generally is. So in informal contexts, the 'yourself' in 'you yourself' is generally redundant. When I can safely omit it, I often shall.

The requirement krasia is a central feature of our rationality because it constitutes one of the main bridges between theoretical rationality and practical rationality. We spend a lot of time deliberating about what we ought to do. Since this process brings us to acquire new beliefs – beliefs about what we ought to do – it is an exercise of our theoretical rationality. But we generally do it with a practical purpose. The beliefs that emerge engage our practical rationality. Specifically, they engage the requirement krasia. If we are practically rational, we end up intending to do what our theoretical deliberation brings us to believe we ought to do.

I shall make extensive use of krasia. It constitutes the principal criterion by which I shall identify the central normative concept of *ought* in the rest of this chapter. The central normative concept is the one that this requirement applies to. I have explained that the requirement applies only to an ought whose ownership is self-ascribed. Evidently, this must be an owned ought. So the central normative concept is the concept of an *owned ought*.

2.4 Conflicting oughts?

It can happen that you ought morally to do one thing, and ought rationally to do something else, and ought prudentially to do some third thing. Various oughts of different sorts can apply to you at the same time, and may conflict with each other. At least, that is a

common opinion. It suggests we have a number of concepts, *morally ought*, *rationally ought*, *prudentially ought*, and so on. As well as that, we have *ought all things considered*. Does this plethora suggest I am wrong to say there is just one central concept of *ought*?

I agree we have these various concepts, but I give them different names. First, the concept of *ought all things considered* is really just the concept of *ought*. Saying you ought all things considered to do something is just to say you ought to do it. The phrase 'all things considered' emphasizes that the judgement is properly considered, taking into account everything that should be taken into account. I might say that the holiday was fun, all things considered. I would mean that, taking all the relevant considerations into account, the holiday was fun. I would not be attributing some property of all-things-considered funness to the holiday. In any case, whether called 'ought' or 'ought all things considered', this is the central normative concept. In this section, I shall explain why it is central, despite the plethora of competing concepts.

Let us call the expressions 'morally ought', 'rationally ought', and the rest 'adverbial 'ought's'. I prefer to use expressions that do not contain 'ought' at all. Rather than saying you morally ought to do something, I prefer to say morality requires you to do this thing. I say 'rationality requires' instead of 'rationally ought', and so on. My reasons will take a bit of space to explain.

Each of the terms 'morality', 'rationality', 'prudence' and so on have a sense in which they designate a property. If you are rational, you have the property of rationality; if you are prudent, you have the property of prudence, and so on. But these terms each have another sense in which they designate what I call a *source of requirements*. In this sense, they are analogous to the law, which is a source of requirements. The law requires you to pay your taxes. Similarly, morality requires you to be kind to strangers, rationality requires you not to believe contradictions, and prudence requires you to eat lots of vegetables. There are many other sources of requirements too. Convention is one; religion another.

In one wide sense of 'normative', requirement issuing from any source are normative. A requirement sets up a criterion of correctness; it is correct to satisfy a requirement and incorrect not to. For instance, one religious doctrine requires you to walk round the altar exactly three times after the catechism; it is incorrect to walk round the altar five times. 'Normativity' in this wide sense is attached to any sort of correctness.

However, I do not use 'normative' in this sense. When I say a requirement is normative, I mean it helps determine what you ought to do – or rather, it helps determine whether or not you ought to *F*,

where '*F*' stands for some verb phrase that does not necessarily designate something you do. The word 'requires' is not inherently normative in my narrower sense. If I say Catholicism requires people to abstain from meat on Fridays, I am not necessarily saying anything against people's eating meat on Fridays.

However, the requirements that issue from some particular sources are indeed normative. In this book, by 'a normative requirement' I mean a requirement that is normative. I have used the term differently in the past; I apologize for changing my terminology.

If a requirement on you to *F* is normative, it does not necessarily follow that you ought to *F*. A requirement on you to *F* may help determine whether or not you ought to *F* without actually determining that you ought to *F*. Often normative requirements from different sources conflict with each other. For instance, morality requires you to be kind to strangers, whilst prudence on some occasions requires you not to be. When there is a conflict of normative requirements, it is somehow resolved: whether or not you ought to *F* is somehow determined by the normative requirements on you to *F* and those on you not to *F*. The resolution might be that you ought to *F*, or that you ought not to *F*, or that neither of these things is so. I do not here need to say how the resolution emerges. It might be through some sort of weighing or balancing, or in might be in some different way. When a requirement on you to *F* is normative, it helps to determine whether or not you ought to *F*, and the determination may happen through the resolution of a conflict.

It is an important and difficult question which sources issue requirements that are normative. For example, chapter 5 in this book considers whether the requirements of rationality are normative, and does not reach a firm conclusion.

Now back to adverbial 'ought's. Whereas the word 'require' is not inherently normative, in this context the word 'ought' definitely is. To say 'you rationally ought to *F*' instead of 'Rationality requires you to *F*' implies that this requirement of rationality is normative. But there is a question whether that is so. So the 'ought' terminology begs a question that the 'requires' terminology does not beg. That is why I prefer the 'requires' terminology.

If you choose to use adverbial 'ought's, you need to bear two things in mind. First, you are not entitled to this terminology unless you are sure that your adverb refers to a source of requirements that is genuinely normative. Second, even if the source is normative, the fact that you adverbially ought to *F* does not entail that you ought to *F*. The fact that you prudentially ought to *F* is just the fact that prudence requires you to *F*. Even if the requirements of prudence are normative, it does not follow from this fact that you ought to *F*.

Another normative source may require you not to *F*. If so, whether or not you ought to *F* depends on the resolution of a conflict. Similarly, the fact that you ought morally to *F* does not entail that you ought to *F*.

Actually, in the particular case of morality, perhaps it might. It may be that conflicts between requirements of morality and other requirements are always resolved in favour of morality. Or it may be that morality subsumes other requirements in some way. Consequently, it may be that necessarily you ought to do as morality requires. But if this is so, it will take a substantive argument to show it.[11]

It is certainly not a part of the *meaning* of 'morally ought', 'rationally ought' and suchlike terms that they imply 'ought'. The 'ought's in these constructions cannot be detached from their adverbs. In that respect they are like 'innocent' in 'legally innocent'.

Some philosophers use 'ought' as a specifically moral word. By 'You ought to *F*' they mean what I mean by 'Morality requires you to *F*'. I think their usage is not standard English, but I cannot deny them the right to their own terminology. Moreover, if morality is normative as no doubt it is, their 'ought' is normative. So I recognize their usage as a normative sense of 'ought' that is not my own. It does not designate the central normative concept.

Why is my *ought* more central than adverbial *ought*s such as *morally ought* and the rest? It is, first, because the fact that you adverbially ought to *F* is normative, if it is, only because it contributes to determining whether or not you ought to *F*, where this last 'ought' designates my concept. That puts my concept in the centre.

But my main test for the central normative concept is that the rational requirement of krasia, set out on page 17, applies to it. Krasia does not apply to adverbial oughts, so no adverbial *ought* is the central normative concept. Take *morally ought* as an example. It is not the case that rationality requires of you that, if you believe you yourself morally ought that you *F*, you intend that you *F*. Even if you believe you morally ought to *F*, that leaves it open whether you believe you ought to *F*. You might believe you morally ought to *F* and at the same time not believe you ought to *F*. In that case, if you do not intend to *F*, you may not be irrational. So krasia does not apply to *morally ought*.

Here is the picture I have painted of the structure of normativity. There are various sources of requirements. The requirements that issue from some of these sources are normative. Separate normative requirements, issuing from different sources, feed into a central, overall ought; together they determine what you ought to do, ought to believe, ought to be, and so on. So in a way, normativity is broken

into parts, but all the parts come together in a central ought. The different sources of requirements do not threaten the single central normative concept of *ought*.

There are no deontic conflicts

Normative requirements can conflict. On some occasion, morality may require you to be kind to strangers, but prudence may require you not to be kind. In the alternative terminology: you ought morally to be kind to strangers, but you ought prudentially not to be kind to strangers. However, it does not follow that you ought to be kind to strangers and also ought not to be kind to strangers. The 'ought's cannot be detached from their adverbs.

Let us call a case where you ought to *F* and you ought not to *F* a 'deontic conflict'. I have just said that a conflict of requirements is not a deontic conflict, even when the requirements are normative. This should remove one reason for thinking deontic conflicts exist. On the other hand, there is a reason for thinking they do not exist.

The reason is that oughts engage our practical rationality through the requirement krasia set out on page 85 and roughly on page 17. An even rougher formulation that will do here is: rationality requires you to intend to *F* if you believe you ought to *F*. If this is correct, there could be no deontic conflicts.

If krasia is correct, you could not be rational and believe you are facing a deontic conflict. Suppose you believe you ought to *G* and also believe you ought not to *G*. Then by krasia, you are not fully rational unless you intend to *G* and intend not to *G*. But, separately, it is plain that you are not fully rational if you intend to *G* and also intend not to *G*. Therefore, whatever you intend or do not intend, so long as you believe you ought to *G* and believe you ought not to *G*, you are inevitably not fully rational.

But suppose it was actually true that you ought to *G* and also that you ought not to *G*. It would be extraordinary if this were so but you could not have good evidence for it. So let us suppose also that you have good evidence that you ought to *G* and that you ought not to *G*. It must be possible to believe any pair of truths that you have good evidence for, and be fully rational; it cannot be that you are necessarily irrational just because you believe some truths that you have good evidence for. But I just argued that you cannot be rational if you believe you ought to *G* and believe you ought not to *G*. We have to conclude that it cannot both be true that you ought to *G* and also that you ought not to *G*.[12]

This adds further detail to my description of the central normative concept of *ought*: it does not permit deontic conflicts.

2.5 Objective and subjective oughts: Ewing's view

Many philosophers believe 'ought' has an objective and a subjective sense. I know of three distinct arguments that lead to this conclusion. Each generates a different distinction between the objective and the subjective senses of 'ought'. This section and the next two examines the three arguments in turn. To lighten the discussion, in these sections I shall concentrate mostly on oughts that are attached to actions.

The argument for Ewing's view. Suppose you believe you ought to do something, but you do not do it. Intuition tell us you are going wrong in some way; you are not being true to your beliefs. So it seems that, if you believe you ought to do something, in some sense or other you ought to do it. But the second 'ought' in that sentence cannot have the same sense as the first. If it did, it would mean your belief is infallible: whenever you believe you ought to do something, you ought to do it. That cannot be so. The two 'ought's must therefore have different senses, which we may call the 'objective' and the 'subjective' sense respectively. The conclusion emerges that:

> *Ewing's view.* If you believe you ought objectively to do something, you ought subjectively to do it.

I attribute this view to A. C. Ewing.[13]

The argument for Ewing's view is fallacious.[14] It sets out from this:

> *Intuitive premise.* If you believe you ought to do something, but do not do it, you are going wrong.

From this we could at most conclude that you ought in some sense not to be in the position of believing you ought to do something and not doing it. Put differently:

> *Wide-scope view.* You ought that, if you believe you ought to do something, you do it.

This sentence uses my construction for an owned ought in one place, where it is essential as I shall soon explain. In another place that construction is dispensable, and I have dispensed with it. I call this 'the wide-scope view' because the first 'ought' in this sentence has a wide scope. It governs the conditional sentence 'if you believe you ought to do something, you do it'.

The argument for Ewing's view depends on the further conclusion that:

> *Narrow-scope view.* If you believe you ought to do something, you ought to do it.

I call this 'the narrow-scope view', because the second 'ought' has a narrow scope; it governs the unconditional sentence 'you do the thing'. The two 'ought's in the narrow-scope view cannot have the same sense, because that would imply your ought belief is infallible. Once we recognize the 'ought's must have different senses, the narrow-scope view takes us to Ewing's view.

But the narrow-scope view simply does not follow from the intuitive premise. To think it does is an example of the so-called 'modal fallacy' or 'modal scope fallacy'.[15] It is easy to be caught out by this fallacy, because the grammar of English almost forces it on us. Start from the wide-scope view. It is not implausible that this does indeed follow from the intuitive premise, so let us assume for the moment that it does. My formulation of the wide-scope view is ungrammatical,[16] and we might naturally want to express it grammatically. To do so, we might adopt the nearest grammatical sentence, which is: 'You ought, if you believe you ought to do something, to do it'. But in this sentence, the condition 'if you believe you ought to do something' is grammatically a parenthesis within the sentence as a whole; it is not contained within the scope of 'ought'. Grammar consequently allows us to move it to the front of the sentence without changing the sentence's meaning. We get the narrow-scope view: 'If you believe you ought to do something, you ought to do it'. So in trying to express the wide-scope view grammatically, we end up actually expressing the narrow-scope one.

So long as we avoid fallacy, from the intuitive premise we can at most infer the wide-scope view. The two 'ought's in the this view may have the same meaning. Even if they do, the wide-scope view does not imply that your ought belief is infallible. The argument for Ewing's view is fallacious, and we have so far no grounds for thinking that 'ought' has an objective and a subjective sense.

This does not show that Ewing's view is false, but it does remove the only reason I know to believe it. Moreover, it offers the wide-scope view as a better alternative. In my statement of the wide-scope view, the two 'ought's have different scopes, but they need not have different senses. I think Ewing's view mistakes a difference in scope for a difference in sense.

I can also offer an separate argument against Ewing's view. Suppose you have conflicting ought beliefs: you believe you ought to do something and you believe you ought not to do it. According to Ewing's view, you ought subjectively to do this thing and you ought subjectively not to do it. So Ewing's view converts your conflict of beliefs about oughts into a conflict of actual oughts. That is

paradoxical; it is hard to believe that actual oughts – even subjective ones – can conflict in this way.

Ewing's subjective oughts are in a way relative; they are relative to the person who is their subject. So, when a single person has conflicting ought beliefs, there will be conflicting oughts that are each relative to this one person. That creates the paradox. It is paradoxical for two oughts to conflict when they are each relative to the same thing.

The problem with subjective oughts is that they are relative to the wrong thing, a person. There is nothing wrong with relative oughts in general. Wide-scope oughts can also be thought of as relative oughts. The wide-scope view can be thought of as saying that, relative to your belief that you ought to do something, you ought to do it. Suppose again that you have conflicting beliefs: you believe you ought to do something and you believe you ought not to do it. Then, relative to your first belief you ought to do this thing, and relative to your second belief you ought not to do it. This is not paradoxical at all, because the two oughts are relative to two different things, your two different beliefs.

The wide-scope view is decidedly preferable to Ewing's view. But do not think I accept the wide-scope view; I do not. My aim has been to argue against Ewing's view, and to show that the putative argument that supports it is fallacious. Moreover, I aimed to show that this argument gives no sound reason for distinguishing subjective and objective senses of 'ought'.

Rather than the wide-scope view stated on page 23, I have already said that I accept the requirement krasia. Krasia is stated roughly on page 17 and more precisely on page 85. Here is a different rough formulation of it, adapted to the language of this section in order to make it easy to compare with the wide-scope view:

> *Krasia, roughly.* Rationality requires of you that, if you believe you ought to do something, you intend to do it.

It differs from the wide-scope view in two ways. Its governing modality is *rationality requires* rather than *ought*, and it has 'you intend to do it' where the wide-scope view has 'you do it'. It will become clear later in this book why I think krasia is true and the wide-scope view false.

2.6 Objective and subjective oughts: consequentialism

Now the second argument for making a distinction between objective and subjective oughts. It only applies to situations where you ought to do what will have the best consequences. These are situations where

consequentialism (as I shall use the term) applies. Some philosophers believe consequentialism always applies; others that it sometimes applies; others again that it never applies. If you belong to the third group, you will not be interested in this argument.[17] Your view is that consequentialism is just plain false.

So let us suppose you are facing a situation where consequentialism applies. You have a choice between a number of alternative acts that you might do. Consequentialism says you ought to do an act if and only if the consequence of your doing it would be better than the consequence of your doing any of the alternatives, and you ought not to do an act *X* if and only if there is an alternative *Y* such that the consequence of your doing *Y* would be better than the consequence of your doing *X*.

This definition leaves it unspecified what is meant by 'consequence'. Different interpretations of this word give different versions of consequentialism.

One interpretation takes the consequence of your doing an act to be the state of the world as it would be if you did the act. I call this state the 'outcome' of your doing the act, and I call the version of consequentialism that results from this interpretation 'outcome consequentialism'.

Another interpretation takes the consequence of your doing an act to be the prospect for the world that would result from your doing it. I call the resulting version of consequentialism 'prospect consequentialism'. By a *prospect*, I mean a portfolio of possible outcomes, each associated with a probability. Suppose you give some money to a beggar. It may save her life and allow her to bring up her children, one of whom might later discover how to create boundless energy by nuclear fusion. Or the beggar might spend the money on heroin, and as a result die young. Or the money might save her life, and she might later become depressed and murder her mother. And so on; all sorts of outcomes might result from your gift. As a result of your gift, a probability will be associated with each of these possible outcomes, so your gift creates a prospect. Had you done something else, and not given the beggar this money, you would have created a different prospect.

Prospect consequentialism assumes that prospects have degrees of goodness. I think we should accept this assumption. Plainly, the goodness of a prospect will be a mathematical expectation of some sort. This means it will depend on probabilities, and there is plenty of scope for debate about what sort of probabilities are the right ones. How subjective should they be, and how related to the evidence? For my purposes here, I do not need to go into these details.[18]

Even without details, I am now in a position to try out

consequentialism on an example I take from Derek Parfit. As a result of an accident a hundred miners are trapped underground. They may be in tunnel *A* or in tunnel *B*. There is no way of telling which, and no evidence to suggest one possibility is more likely than the other. In your rescue effort, you have time to sink a shaft into one or the other of these tunnels, but not both. If you go to the tunnel where the miners are, you will save all of them, but if you go to the tunnel where they are not, you will save none. There is also a third, service tunnel *C* that you can sink a shaft into instead. If you do that, you will certainly save ninety of the miners, whether they are trapped in *A* or *B*, but ten will certainly die.

According to outcome consequentialism, either you ought to go to *A*, or you ought to go to *B*, but there is no way of telling which you ought to go to. Also, you ought not to go to *C*.

What does prospect consequentialism say? The prospect that will result from your going to *A* is a hundred miners saved or none saved, and nothing suggests one of these outcomes is more likely than the other. The prospect that will result from your going to *C* is ninety miners certainly saved. However the goodness of a prospect is determined, the latter prospect is obviously better than the former. The prospect that will result from your going to *C* is also obviously better than the prospect that will result from your going to *B*. Therefore, according to prospect consequentialism, you ought to go to *C*, and you ought not to go to *A*, and you ought not to go to *B*.

The two versions of consequentialism therefore make different claims about what you ought to do. In particular, one says that you ought not to go to *C* and the other that you ought to go to *C*. We could treat this as a demonstration that the two versions cannot both apply to the example.

But if you see merits in both versions, you might think that each can tell us the truth about what you ought, in some sense, to do. You might think that outcome consequentialism tells us what you ought objectively to do, and prospect consequentialism what you ought subjectively to do. This provides the second argument for making a distinction between a subjective and an objective sense of 'ought'. In the example, many consequentialists will say that you ought objectively not to go to *C* but you ought subjectively to go to *C*.

This consequentialist view about objective and subjective oughts is inconsistent with Ewing's view, stated on page 23. Ewing's view is that, if you believe you ought objectively to do something, you ought subjectively to do it. According to the consequentialist view, you ought objectively not to go to *C* in the example. If you have a true belief about this, you will believe you ought objectively not to go to *C*. So if your belief is true, Ewing's view implies you ought subjectively not to

go to *C*. However, on the consequentialist view, you ought subjectively to go to *C*, and it is not the case that you ought subjectively not to go to *C*.

I rejected Ewing's view; what about this consequentialist alternative? Let us look more closely at the concept of *ought* that appears in the two consequentialist theories.

Prospect consequentialism and subjective ought

Start with prospect consequentialism. My requirement krasia from page 17 is evidently meant to apply to its *ought*. Suppose you form your beliefs about what you ought to do on the basis of prospect consequentialism, and suppose you do so correctly. A prospect consequentialist will think rationality requires of you that, if you believe you ought to *F*, you intend to *F*. In the mine example, you will believe you ought to go to *C*. A prospect consequentialist will think you are irrational if you do not intend to go to *C*.

She may think you ought not to form your intentions this way.[19] Many examples suggest it is not a good idea to make decisions by working out what prospect consequentialism says you ought to do, and deciding to do that. Most prospect consequentialists recognize that point. Some of them think that, instead, you ought to form your intentions on the basis of well-chosen rules. Some may even think you ought to have a false theory about what you ought to do, and make your decisions on the basis of that.

But none of this suggests the prospect consequentialist uses 'ought' in a sense that does not fit krasia. If, in the example, you form a belief that you ought to go to to *C* on the basis of prospect consequentialism, a prospect consequentialist might wish you had not done so. But she would nevertheless think you irrational if you do not then intend to go to *C*.

The *ought* of prospect consequentialism is evidently mean to be practical in the particular sense that it satisfies krasia. I principally identify the central normative concept of *ought* by this criterion. I conclude that the 'ought' that appears in prospect consequentialism refers to the central normative concept.

This does not mean I am endorsing prospect consequentialism. It is a theory about the central normative concept, but it may be false.

Am I saying that the central normative concept of *ought* is subjective? I am not. The central normative concept is the one that appears in prospect consequentialism. But even where prospect consequentialism applies, it would not follow that *ought* is subjective. True, prospect consequentialism's *ought* is often said to 'subjective', that term is not necessarily appropriate. Prospect consequentialism

makes what you ought to do depend on the goodness of prospects, and this goodness will be an expectation of some sort. It will depend on probabilities. These might be probabilities of various sorts, and they need not be purely subjective ones.

Indeed, it is implausible that the appropriate probabilities are purely subjective. Go back to the mining example. I assumed the available evidence is symmetrical between the possibility that the miners are in tunnel *A* and the possibility that they are in *B*. Nevertheless, despite the evidence, you might attach a very high subjective probability to their being in *A*. You would do that if you had very strong Bayesian priors in that direction, say. Evaluated according to your subjective probabilities, the prospect that will result from your going to *A* might be better than the prospect that will result from your going to *C*. Even so, given the symmetry of the evidence, it is implausible that you ought to go to *A*.

So, in so far as subjective consequentialism is a true theory, the central normative concept will be relative to the evidence. But this does not mean it is subjective.

Outcome consequentialism and objective ought

Outcome consequentialism employs an objective concept of *ought*. An outcome consequentialist will not support krasia. She does not think that rationality requires of you that, when you believe you ought to *F*, you intend to *F*. Suppose you form your beliefs about what you ought to do on the basis of outcome consequentialism. Provided you do so correctly, in the example you will believe you ought not to go to *C*. But an outcome consequentialist would not insist you are irrational if, nevertheless, you intend to go to *C*. Indeed, I would expect an outcome consequentialist to go to *C*, just as any other sensible person would. So, since the objective *ought* of outcome consequentialism is not meant to fit krasia, it is not the central normative concept.

Is it nevertheless a genuine concept of *ought*? It is not meant to be directly practical. G. E. Moore, who adopted this concept, thought you could never know what you ought to do.[20] That makes his *ought* impractical in one way. The fact that it does not satisfy krasia makes it impractical in another way. I think a concept of *ought* that is not supposed to be directly practical is misleading. We mostly take *ought* to be practical, and in particular we assume it satisfies krasia. An example on page 34 illustrates the dangers of using this objective sort of *ought* and mistaking it for a practical one. I would prefer to reject this objective concept of *ought* and take outcome consequentialism to be false.

However, some things can be said for the objective *ought*. One is

this. When you are wondering what you ought to do, you have good reason to look for new evidence and not just rely on the evidence that already exists. That would not be so if you were only wondering what you ought to do relative to the evidence. So it seems you must be interested in an *ought* that goes beyond the evidence.[21] That must be an objective *ought*. This shows that even an objective *ought* may be practically relevant. It is indirectly but not directly practical.[22]

Another piece of support for the objective *ought* comes from hindsight. In the mine example, suppose you believe you ought to go to *C*, and you do. Suppose that, once in tunnel *C*, you discover the miners are actually in tunnel *A*. You might then think you ought to have gone to *A* and not to *C*. By going to *A* you would have saved a hundred, whereas by going to *C* you save only ninety. Your thought seems true in some sense. It seems you ought, in some sense, to have gone to *A* and not to *C*.

The sense is not necessarily objective. Taken literally, your thought means it is now the case that you ought to have gone to *A* and not to *C*. This may indeed be what you think; you may think that, relative to the evidence you now have, you now ought to have gone to *A* and not to *C*. Your ought exists in the present, but its object is retrospective. This ought would not be objective. It would be relative to the evidence that you now have.

That is a literal reading, but it may be incorrect. Our grammar does not allow us to put the auxiliary 'ought' into the past tense. So as a surrogate, we may put the lexical verb into the past tense when truly it is the 'ought' that is in the past. Your thought 'I ought to have gone to *A* and not to *C*' may mean it *was* the case that you ought to go to *A* and not to *C*. If this is what it means, the ought is objective.

I do not wish to adjudicate between these two interpretations of your thought. More generally, I recognize the objective concept of *ought* can be defended. It may be a genuine concept of *ought* that is not the central normative concept. If so, this is another concept that I set aside in homing in on the central normative concept.[23]

To summarize: wherever consequentialism applies, it gives us some grounds for distinguishing two senses of 'ought'. One is appropriately called an objective sense. If it exists, it is not the central normative concept, and it is not directly practical. The other sense is relative to the evidence. It is sometimes called subjective, but this is not an appropriate name. It is the central normative concept.

2.7 Objective and subjective oughts: the need to decide

Suppose you have to decide whether or not to do some particular act.

But suppose you are not in a position to believe rationally that you ought to do it, nor to believe rationally that you ought not to do it. You have gathered evidence, but you recognize you have not acquired sufficient grounds to hold either of these beliefs rationally.

Now suppose the moment arrives when you must decide. Suppose you are determinedly rational, and want to make your decision on a rational basis. You would like to apply the principle krasia, that rationality requires you to intend to do what you believe you ought to do. You can only apply this principle if you believe you ought to do the act, or alternatively if you believe you ought not to do it. You may not be convinced by my precise formulation of krasia on page 85, but you nevertheless think you cannot decide rationally without holding one or other of these beliefs. But you are not in a position to hold either rationally. So it looks as though you cannot make your decision rationality.

But it is plausible to think rationality cannot let you down like that. Plausibly, you must always be able to respond rationally to whatever predicament you find yourself in. If that is so, you might conclude you must after all be able to hold one of those two beliefs rationally. Since you have to decide now, you cannot collect more evidence. So whichever belief you hold, it will have to be rationally based on the epistemic situation you now find yourself in. On this basis, you must be able to hold rationally either the belief that you ought to do the act, or the belief that you ought not to do it.

Yet you recognize already that you are not in a position to hold either of these beliefs rationally. So you have hit a contradiction: you cannot hold either of these beliefs rationally, yet you must be able to hold one of them rationally. A resolution is to recognize two senses of 'ought'. You cannot rationally hold either of these beliefs when 'ought' is meant in one sense, but you can hold one or the other when 'ought' is meant in the other sense. This second sense is fully subjective, because the only basis available for either of these beliefs is your own subjective state – the epistemic situation you happen to be in. Simply to make a contrast with this subjective sense, we might call the first sense of 'ought' objective. But nothing says that sense is particularly objective; it is merely less subjective than the first one.

This distinction between objective and subjective senses of 'ought' is distinct from the two I have mentioned already. It is not inconsistent with Ewing's view stated on page 23, since Ewing's view says nothing about what you ought subjectively to do when you have no belief about what you ought objectively to do. It can be seen as extending Ewing's distinction. But it is inconsistent with the consequentialist view, unless we give prospect consequentialism a very subjective interpretation in which the goodness of a prospect is

determined only by your own epistemic condition. I said on page 29 that this very subjective interpretation is implausible.

Krasia is plainly supposed to apply to this new sort of subjective *ought*. The whole idea of it is that it gives you a belief that can mesh with practical rationality through some version of krasia. So it is a candidate for the central normative concept.

However, this sort of subjective *ought* does not actually exist. The argument that led to it is badly mistaken. It assumed that if you are to make a decision rationally about whether or not to do an act, the decision must be based on either a belief than you ought to do the act or a belief that you ought not to. But that is false. First, you can often make a decision rationally, even if the decision is not determined by any requirement of rationality. And second, even when a decision is determined by a requirement of rationality, the requirement need not be one that depends on your having a belief about whether you ought or ought not to do the act.

Buridan's ass did not understand the first of these points. The evidence available to it indicated that it was not the case that it ought to eat the left stack of hay, nor the case that it ought to eat the right stack. Being rational, it therefore could not form the belief that it ought to eat the left one, nor the belief that it ought to eat the right one. It thought that it could not rationally decide to eat either stack unless it believed it ought to eat that stack. Wishing to be rational, and holding this view about rationality, it died. Plainly its view about rationality was false.

The requirement krasia comes into play only if you believe you ought to do something. It does not imply you need to have such a belief in order to make a decision rationally. When you have no such belief, rationality may not determine a decision for you. It did not determine one for Buridan's ass.

Alternatively, rationality might determine a decision for you through some requirement of rationality other than krasia. Krasia is only one among many requirements that apply to your intentions. Another is the principle of instrumental rationality set out in (4, 9, 9) on page 83, 145, 145. No doubt there are many others too.

For instance, this may be one:

> *Probabilistic requirement.* Rationality requires of you that, if you assign a probability of more than one half to the proposition that you ought to *F*, then you do not intend not to *F*.

I do not certify this as a genuine requirement, and it is only a rough statement, but it seems plausible to me. The double negative in the final clause needs explaining. Presumably, in your doubtful epistemic situation, you might rationally neither intend to *F* nor intend not to

F.[24] However, at some point you may have to decide whether or not to *F*. At that point, rationality does not leave you free to decide either way. You will be irrational if you intend not to *F*, which means you will be irrational unless you intend to *F*.

In the example I described, you could not rationally believe you ought to do the act you were contemplating, because the evidence was insufficient. But the evidence might nevertheless be sufficient to lead you rationally to assign a probability of more than one half to the proposition that you ought to do the act. Suppose you do. Then when you come to decide, according to the probabilistic requirement, rationality does not leave you free to decide either way. Given your probability assignment, you will be irrational unless you decide to do the act. But this does not mean you have to believe you ought, in some subjective sense, to do it. You are not applying the probabilistic requirement, not krasia. The probabilistic requirement applies to you just because you assign a probability of more than one half to the proposition that you ought to do the act.

The conclusion of this section is that often you make a choice rationally without believing you ought to choose what you do choose. These are cases where krasia does not apply. You may not be able to form a belief about what you ought to choose, and nothing says that, nevertheless, in some sense or other, you do have a belief about what you ought to choose. There are no grounds here for distinguishing two senses of 'ought'.

Can the probabilistic requirement be correct?

The probabilistic requirement leaves a question to be answered. You might think it is plainly wrong. Take this example. You are a doctor, and your patient has a cold. You have a drug that the available evidence shows to have a 90% chance of curing your patient's cold. The available evidence also shows the drug to have a 10% chance of killing her. You might assign a 90% probability to the proposition that you ought to prescribe her the drug. Then according to the probabilistic requirement, you will be irrational if you decide not to prescribe it. Can this be right?

It can. You are mistaken in assigning a 90% probability to the proposition that you ought to prescribe the drug. The available evidence plainly shows you ought not to prescribe it. That is the implication of any sensible theory about what you ought to do, including any sensible version of prospect consequentialism. If you nevertheless assign a 90% probability to the proposition that you ought to prescribe the drug, you are going wrong in some way. You may have ignored the evidence, you may have processed it

irrationally, or you may be in the grip of a bad theory about what you ought to do.

For instance, you may be in the grip of outcome consequentialism. Outcome consequentialism says you ought to prescribe the drug if and only if it will cure the patient. Since there is a 90% chance it will cure the patient, there is a 90% chance you ought to prescribe it. On page 29, I said I prefer to treat outcome consequentialism as false; this example helps to explain why. It shows that outcome consequentialism is dangerous. We would not want our doctors to base their decisions on it.

I recognized on page 30 that outcome consequentialism may not be false if we give 'ought' an objective sense that is not meant to be directly practical. Krasia does not apply to this sense. Nor does the probabilistic requirement. If you, the doctor, assign a 90% probability to the proposition that you ought *in this objective sense* to prescribe the drug, that does not mean you satisfy the condition mentioned in the requirement. Even if you do not intend to prescribe the drug, the requirement does not say you are irrational.

The 'ought's in krasia and in the probabilistic requirement refer to the central normative concept. So the problem arises if you assign a 90% probability to the proposition that you ought *in the central normative sense* to prescribe the drug. If you do, then according to the probabilistic requirement, you are indeed irrational if you do not intend to prescribe it. That is surely correct. Your mental state is not properly coherent; your intentions are not properly in step with your assignments of probabilities.

I am not saying you ought to intend to prescribe the drug. You ought not. You are wrong to assign a probability greater than one half to the proposition that you ought, in the central normative sense, to prescribe the drug. Given that you are in this mistaken state of belief, to be coherent you need to intend to prescribe the drug. But you ought not to be in that state of belief, and you ought not to have the intention.

So the probabilistic requirement may yet be correct.

Notes

1 See page 19
2 *Natural Goodness*, p. 46.
3 *Natural Goodness*, p. 15.
4 See Moore's *Principia Ethica*, pp. 16–17. Moore writes of *good* rather than *should*, and he therefore argues that the evaluative, rather than the normative, is not natural. But the argument is the same.

5 See his 'Two kinds of agent-relativity'. This paper contains references to earlier treatments of owned oughts.
6 In '*Ought* and moral obligation', Bernard Williams assumes that a owned ought would have to be a property of an act rather than a proposition. But that seems to be an ungrounded assumption.
7 Williams, '*Ought* and moral obligation'.
8 I disagree; I argue against conflicts among owned oughts on page 22
9 Parfit, *Reasons and Persons*, p. 143. See also section 3.6 below.
10 See particularly Hector–Neri Castañeda, 'On the logic of attributions of self-knowledge to others'.
11 Chapter 4 of Samuel Scheffler's *Human Morality* is a useful discussion of these arguments.
12 I was helped to formulate this argument by a useful conversation with James Dreier, and by useful correspondence with Lou Goble.
13 See his *Ethics*, pp. 144–5. Ewing argues there are two senses of 'ought', on the basis of the argument I gave. But he does not give the senses the names 'subjective' and 'objective'. Those terms come from Henry Sidgwick's *Methods of Ethics*, p. 207. Sidgwick's view is similar to Ewing's but expressed in terms of rightness. He thinks it is subjectively right for you to do what you believe is objectively right.
14 My way of dealing with this argument comes from Jonathan Dancy in 'The logical conscience'.
15 See the account on Norman Schwartz's web site: http://www.sfu.ca/philosophy/swartz/modal_fallacy.htm
16 The appendix explains on page 44 that there is actually no grammatical way of attaching an owned ought to a conditional proposition.
17 The remainder of this section has been strongly influenced by Michael Zimmerman's 'Is moral obligation objective or subjective?'
18 It is a mistake to assume, as most authors do, that the goodnesss of a prospect is its expected goodness – the expectation of the goodness of its possible outcomes. This is to ignore the possibility that risk to goodness may be good or bad. My account of the goodness of prospects is in my *Weighing Goods*, chapter 6.
19 James Morauta helpfully reminded me of this point.
20 *Principia Ethica*, p. 149.
21 See J. J. Thomson, 'Imposing risks'.
22 Thanks to Daniel Star for this point.
23 Toby Ord pointed out to me that Allan Gibbard similarly sets it aside in *Wise Choices, Apt Feelings*, p 42.
24 I am grateful to Arto Laitinen for pointing this out to me.

Appendix to chapter 2
The grammar of 'ought'

I have to spend some time on the English grammar of 'ought'.[1] This is not because we can learn from it, but because we cannot. The grammar of 'ought' is so impoverished that it obstructs philosophy. Accidental features of our grammar make it impossible to say some things that, at least on the face of it, we may need to say. Perhaps these things are actually impossible. But if they are, we need a substantive argument to demonstrate they are. We cannot learn they are impossible from the accidents of grammar.

First a minor point. The verb 'ought' has no nominalization such as 'oughtness', 'oughting' or something else. I simply use Roman 'ought' as a noun when I need to, to designate an instantiation of the concept *ought*. I use the italic '*ought*' to designate the concept.

Other difficulties over grammar are more severe.

'Ought' is a modal auxiliary

The word 'ought' is an *auxiliary verb*, or just an *auxiliary* for short. It differs from most verbs, which are *lexical verbs*. 'Ought' is specifically a *modal* auxiliary. Others modal auxiliaries are 'will' as in 'She will buy a scarf', 'do' as in 'I do not intend to go', 'should' as in 'You should see the sky now', and 'used' as in 'James used to drink a lot of beer'. Some auxiliaries also have other senses in which they are lexical verbs, but 'ought' is always an auxiliary.

The role of an auxiliary is to combine with a lexical verb to form a compound verb. With a modal auxiliary, a compound verb is formed by taking the infinitive of the lexical verb and putting the auxiliary in front of it. We get 'will buy', 'do intend', 'should see', 'used to drink', and so on.

In forming a compound verb, the word 'to' is omitted from the infinitive of the lexical verb unless the auxiliary is either 'ought' or 'used'. With these two, the infinitive retains its 'to'. This means that

sentences containing these auxiliaries look similar on the surface to sentences that actually have a quite different grammatical structure.

The meeting ought to start at ten

looks similar to

The meeting happened to start at ten,

and different from

The meeting should start at ten.

But in fact 'happened' is a lexical verb, whereas 'ought' and 'should' are auxiliaries. The parsing of the second sentence is (The meeting)(happened)(to start at ten); 'happened' has 'the meeting' as its subject, and 'to start at ten' as its complement. In contrast, the first and third sentences contain auxiliaries. They are parsed respectively (The meeting)(ought to start)(at ten) and (The meeting)(should start)(at ten). Each of them contains a compound verb that has 'the meeting' as its subject and is adverbially qualified by 'at ten'.

There is an easy test that cuts through the surface similarity to distinguish an auxiliary from a lexical verb: turn the sentence into a question. To do that in modern English (with very few exceptions) we invert the order of the subject and the auxiliary. So the subject moves inside the compound verb, ending up after the auxiliary and before the infinitive. If the verb is not initially compound, it has no auxiliary to invert with the subject. In that case, to make the inversion possible, the verb has to be fitted up with some part of the all-purpose auxiliary 'do'. We get:

Ought the meeting to start at ten?
Did the meeting happen to start at ten?
Should the meeting start at ten?

This test shows 'ought' to be an auxiliary. It behaves like 'should' and not like 'happened'.

'Ought' is a auxiliary in a sort of disguise. That 'to' in the infinitive can make it seem like a lexical verb, which can lead to some confusion. The auxiliary 'should' does not wear this disguise. Moreover, it has much the same meaning as 'ought', so that I could have chosen to call the central normative concept *should* instead of *ought*. This would be an alternative name for the very same concept.

However, 'should' has all the ambiguities of 'ought' and some more of its own. It serves as the past participle of 'shall' in:

I told her I should be late

and the present subjunctive of 'shall' in:

If I should die, think only this of me.

To minimize the degree of ambiguity, I think it best to stick with 'ought'.

Negating 'ought'

The fact that 'ought' is an auxiliary severely constrains what it can do grammatically. For philosophical purposes this is a pain. The most pervasively irritating consequence is that 'ought' does not allow enough places for negation. The sentence 'The meeting happened to start at ten' contains two verbs, either of which can be negated. The different negations have different meanings. Negating 'happened', we can say 'The meeting did not happen to start at ten'. (Perhaps it was tightly scheduled for ten.) Negating 'start', we can say 'The meeting happened not to start at ten'. (Perhaps it happened to start at eleven.) With 'The meeting ought to start at ten' we need similarly to be able to negate either 'ought' or alternatively 'start', because these negations would give us different meanings. But because 'ought to start' is a single compound verb, it allows only the one negation

The meeting ought not to start at ten.

The single negation of a compound verb is potentially ambiguous between the two alternative meanings that would result from negating the auxiliary and negating the lexical verb. For each auxiliary, a convention determines which meaning the negated sentence actually has. These conventions are largely arbitrary. For example, opposite conventions apply to the auxiliaries 'could' and 'should'. In

The meeting could not start at ten

'could' is negated and not 'start'. But in

The meeting should not start at ten

'start' is negated and not 'should'. 'Ought' follows the same convention as 'should'; it is the lexical verb rather than the auxiliary 'ought' that is negated. This means that, when we need to negate 'ought' rather than the lexical verb, we have to resort to saying:

It is not the case that the meeting ought to start at ten.

'Ought' modifies a whole clause

The difficulty over negation is an irritating feature of 'ought', but it is not seriously damaging, because we can get round it by using the

phrase 'it is not the case that ...'. The fact that 'ought' is an auxiliary creates another problem that in the end turns out more damaging. The problem arises because, when an auxiliary is attached to the main lexical verb in a clause, modifying its meaning, it has the effect of modifying the clause as a whole.

For example, take a plain, non-modal sentence that is also a single clause, such as

The meeting starts at ten.

An auxiliary imposes on it some sort of modality. For instance, in the sentences

The meeting ought to start at ten
and The meeting will start at ten

an ought modality and a future modality are respectively imposed. It is plain that the auxiliaries modify the whole sentence, because these last two examples have the same meaning as, respectively,

It ought to be the case that the meeting starts at ten

and It will be the case that the meeting starts at ten.

In these latter sentences, modifiers explicitly operate on the whole sentence 'the meeting starts at ten'.

To put it in terms of content rather than grammar: an auxiliary expresses an operation on the proposition that is expressed by a clause as a whole, in its non-modal form. When a clause contains an auxiliary, its meaning has the logical structure Mp, where p is the proposition expressed by the non-modal clause, and M is the modal operator designated by the auxiliary. With the auxiliary 'ought', the logical structure is Op, where O is the ought modality.

'Ought' cannot modify conditional sentences

A auxiliary such as 'ought' modifies a whole clause, and it does so by the grammatical means of modifying the clause's main verb. One effect is another grammatical limitation on what can be done with an auxiliary. It cannot cope properly with conditional sentences.

The main verb of a conditional sentence is also the main verb of one of the sentence's clauses – specifically the consequent. In the sentence

If lunch starts at one, the meeting finishes by twelve-thirty

the main verb of the sentence is 'finishes', which is also the main verb of the consequent. Suppose we wish to apply the modality of necessity to this conditional sentence, using the auxiliary 'must'. The best we

can do is to compound 'must' with the main verb 'finishes'. We get

If lunch starts at one, the meeting must finish by twelve-thirty.

But this has not achieved the meaning we want. It has attached the modality to the consequent clause, whereas we wanted to attach it to the whole sentence.

Adverbs provide a different means of adding modality to a sentence, and they have the advantage that they can be separated from the verb and placed in a position where they modify the whole of a conditional sentence. We can say

Necessarily, if lunch starts at one, the meeting finishes by twelve-thirty.

This flexibility is not available to an auxiliary verb.

The only direct way to add the ought modality to the conditional sentence about lunch is to say:

If lunch starts at one, the meeting ought to finish by twelve-thirty.

But this attaches the modality to the consequent and not the whole sentence. Unfortunately, whereas the necessity modality can be applied with the adverb 'necessarily', nothing similar can be done with the ought modality because there is no adverb that conveys the ought modality.

You might think of changing the position of the antecedent clause to make:

The meeting ought, if lunch starts at one, to finish by twelve-thirty.

But this manoeuvre does not succeed in putting the clause 'if lunch starts at one' within the scope of 'ought', as we need it to. That clause is grammatically a parenthesis within the sentence as a whole, so its position makes no difference to the meaning. This sentence has exactly the same meaning as the previous one, where the antecedent clause was placed at the beginning.

Only one expedient remains. We have to say

It ought to be the case that, if lunch starts at one, the meeting finishes by twelve-thirty.

This is inconvenient but adequate; it says exactly what we mean to say. So far we have not reached the limit of our grammar; we are still able to say what we need to say grammatically.

Reparsing

We reach the limit when we need to express the ownership of an ought. Take the sentence

Julie ought to have more work.

The ought modality in this sentence is grammatically attached to the whole sentence. The logical structure is *Op*, where *p* is the proposition that Julie has more work. So far as strict grammar is concerned, the sentence has the same meaning as

It ought to be the case that Julie has more work.

It does not ascribe ownership of the ought to Julie.

But suppose we want to ascribe ownership to Julie. Then the logical structure we need is *NOp*, where *N* is Julie. We want to say that a particular relation that holds between a subject and a proposition. Unfortunately, our sentence does not have this logical structure. Because 'ought' is an auxiliary compounded with 'to have', it has no subject of its own. The whole compound 'ought to have' is attached to Julie as its subject. 'Ought' has no separate attachment of its own to Julie.

In a construction such as 'Julie ought to have more work', we really need argument-places for two noun phrases. We need a place for one to designate the subject of the infinitive that is compounded with 'ought', in this case 'to have'. We need a place for a second to designate the owner of the ought. But because 'ought' is an auxiliary, we have only one place. A construction with an auxiliary does not give us enough argument-places.

This is extraordinary. Our central normative concept cannot be expressed literally by our language. This is the most serious damage that is done by the fact that 'ought' is an auxiliary verb.

Obviously we cannot live with this deficiency, and fortunately we have a means of patching over it. Compare a different sentence,

Julie wants to have more work,

which contains the lexical verb 'wants' instead of the auxiliary 'ought'. This lexical verb governs its complement, which is the clause 'to have more work'. Unlike 'ought', it does not govern the whole sentence. 'Julie' is the subject of this verb. The grammatical fact that Julie's name is the verb's subject expresses the fact that the want is Julie's. She owns it. So this sentence expresses ownership.

Its logical structure is *NWp*. *W* is the relation of wanting, which holds between a subject *N* and a proposition *p*. In the example, the proposition is expressed by the clause 'to have more work'. Infinitives as well as 'that' clauses can express propositions, but if an infinitive is

to express a proposition, it needs a subject. The subject of the infinitive is sometimes explicit, as it is in

The boss wants Julie to have more work,

but it is often only implicit. When it is implicit, the rule is that the infinitive's subject is borrowed from the governing verb; it is the governing verb's subject. So in 'Julie wants to have more work', the subject of 'to have' is 'Julie'. 'To have more work' therefore expresses the proposition that Julie has more work.

'Julie wants to have more work' is quite different grammatically from 'Julie ought to have more work'. The sentences are parsed, respectively, (Julie)(wants)(to have more work), and (Julie)(ought to have)(more work), Logically, the first has the form (Julie)*W*(Julie has more work), and the second the form *O*(Julie has more work).

However, 'Julie ought to have more work' has the same surface structure as 'Julie wants to have more work'. This offers us a devious expedient for expressing a private ought. We can treat the 'ought' sentence as though it genuinely has the same grammar as the 'want' sentence. We can *reparse* it, as I shall say. We can treat it as parsed (Julie)(ought)(to have more work). I do not mean that we change the sentence in any way; we leave it exactly as it is. We simply understand it differently, as having a different deep grammatical structure. Once we have done that, the sentence will ascribe ownership of the ought to Julie. In general, the logical structure of a reparsed sentence is *NOp*. By reparsing, we express the relation we need between a subject and a proposition.

In the example, the proposition *p* is the same as before, that Julie has more work. But in the new parsing it is expressed by a different part of the sentence. In the original, grammatical parsing 'ought' modifies the sentence 'Julie has more work', which expresses the proposition that Julie has more work. In the reparsed structure, 'ought' governs the infinitival phrase 'to have more work'. It is now this phrase that expresses the proposition that Julie has more work. To do so it borrows a subject from the subject of 'ought', which is 'Julie'.

In that way, reparsing overcomes the shortage of argument places, and is consequently able to express ownership of the ought. 'Ought' has a subject, which designates the owner of the ought, and the infinitive has an separate, implicit subject of its own. Unfortunately, the two argument-places have to be occupied by the same noun phrase. That is a limitation on reparsing that I shall come back to.

Reparsing is grammatically indefensible. However, by means of it, we can massage our language into expressing ownership of an ought. It is the only means we have. Without it, we cannot express our

central normative concept.

See to it that

Is there really no alternative? The logical structure we are trying to express is *NOp*, in which the ought relation holds between a person and a proposition. The canonical way to express a proposition within a sentence is by means of a 'that' clause. So we need a way to attach a 'that' clause to a phrase that designates a person, through some expression of the ought modality. A popular idea is to use the 'see to it that' formula.

Adopting this idea, to express ownership of an ought we might say:

> Julie ought to see to it that Julie has more work.

But this device fails. First of all, this sentence does not express ownership at all, unless it is itself reparsed in the way I have described. Otherwise it simply expresses the public ought:

> It ought to be the case that Julie sees to it that Julie has more work.

So this formula is not an alternative to reparsing.

Second, once reparsed, the sentence says that Julie owns an ought governing the proposition that Julies sees to it that Julie has more work. But we are trying to express the fact Julie owns an ought governing the proposition that Julie has more work. The proposition that Julie sees to it that Julie has more work is different from the proposition that Julie has more work. The former describes an act; the latter a state.

Indeed, even if Julie ought to have more work, and this ought is owned by Julie, it may simply not be the case that Julie ought to see to it that Julie has more work. There may be nothing she can do to get more work. Perhaps she ought to have more work, not because she can now do something about it, but because she ought to have done some things in the past that would have ensured that she now has more work.

In general, the 'see to it that' formula gives us the wrong meaning. For example, suppose Blaise ought to believe in god, and this ought is owned by him. To say Blaise ought to see to it that he believes in god is to say something entirely different.

Limits on reparsing

We do not always reparse 'ought' sentences. We would not reparse 'The meeting ought to begin at ten', because this sentence is not

intended to ascribe ownership of the ought to the meeting.

There is absolutely no way of indicating within a sentence whether it is to be reparsed or not. That depends entirely on the context. Grammar is unable to indicate whether ownership is being ascribed or not. 'Julie ought to have more work' may ascribe ownership to Julie, or it may not. It may be a complaint against Julie for failing to get more work, or it may be a complaint against someone else for failing to provide her with more. From the sentence, we cannot tell.

Furthermore, the device of reparsing is not always possible. It allows us to ascribe ownership of an ought only in limited circumstances. There are two limits. I shall describe them and then consider how significant they are.

The first arises from the fact that the infinitive borrows its subject from 'ought', so the subject of the infinitive has also to be the subject of 'ought'. We can therefore ascribe ownership of an ought only if the proposition governed by the ought can be expressed by a sentence whose subject designates the owner of the ought.

The second arises when we wish to ascribe ownership of an ought that governs a conditional proposition. There is no way of doing this in plain English. Suppose you own an ought that governs the proposition that, if you love animals, you do not eat meat. To state this fact, we would have to say

> You ought, if you love animals, not to eat meat.

But this sentence does not actually say what it is intended to say. The 'ought' forms a compound verb with 'to eat'. The 'if' clause is grammatically a parenthesis within the whole sentence; it is not within the scope of 'ought'. So far as grammar is concerned, that clause could be placed elsewhere in the sentence without changing the sentence's meaning. For instance, it could go to the front, giving us:

> If you love animals, you ought not to eat meat.

This does not express the intended meaning.

I said earlier that we can attach an ought to a conditional by means of a paraphrase. We can say:

> It ought to be the case that, if you love animals, you do not eat meat.

But this only succeeds in attaching an unowned ought to the conditional. An ought cannot be grammatically attached to a conditional and at the same time ascribed to an owner, even through the grammatically dubious device of reparsing.

Do the limits matter?

We do not run up against these two limits very often in our ordinary conversation, and when we do we have ways of evading them. If that were not so, our grammar would not have evolved as it has. 'Ought' started life as a lexical verb – the past participle of 'owe' – and evolved into an auxiliary. It would not have done so if its new grammatical status had often prevented people from saying what they needed to say.

But philosophy cannot concern itself only with those limited circumstances in which our grammar is adequate. Philosophers need to explore normativity more precisely and more thoroughly than other people do. For example, in ordinary conversation, it may rarely matter whether a conditional clause is within the scope of an 'ought' or outside it, but in philosophy it matters vitally.

Could it be that the two limits I have described make no difference even for philosophical purposes? Could it be that we never need to say anything that breaches them? I think this is arguable in the case of the first limit, but the argument would need to be a substantive one. The mere fact that we cannot say something without bending our grammar does not show it is false.

Take this example. Suppose Julie's work-load is the responsibility of the boss, so the boss owns an ought that governs the proposition that Julie has more work. The proposition cannot be expressed in a sentence that has 'the boss' as its subject, so we have hit the limit. The ownership of this ought cannot be expressed in grammatical English, even by means of reparsing.

However, it might be argued that this owned ought actually cannot exist, so we have no need to express it. The argument might be that a person can only own an ought that governs a proposition that describes something she does. The truth might instead be this:

The boss ought to see to it that Julie has more work.

The boss's ownership can in this case be properly express in grammatical English, with reparsing.

A real argument is needed for this claim, and there is a real counterargument. Suppose the boss is now out of contact, on holiday in Pitcairn. Then, since she cannot see to it that Julie has more work, we might plausibly doubt that she ought to see to it that Julie has more work. On the other hand, we might the boss owns an ought governing the proposition that Julie has more work. We might argue that, before she went, the boss ought to have arranged for Julie to have more work in her absence. Now that Julie is short of work, the boss is to blame.

The argument can continue; I do not mean to adjudicate it. I only

mean to show that a substantive argument is needed. The grammar does not settle the question.

When we turn to the second limit, I think it is obvious that we sometimes need to breach it. It often happens that a person owns an ought that governs a conditional proposition. People certainly own oughts that govern compound propositions of other sorts. For example, it might be the case that

David ought to buy a horse and learn to ride it

where the ought belongs to David. Obviously David might own an ought that governs a conditional proposition too.

The upshot is that, despite the device of reparsing, in some circumstances we still find ourselves in the extraordinary situation of being unable to express ownership of an ought.

An artificial construction

We therefore have to choose between correct grammar and correct philosophy. I sacrifice correct grammar. When I have to do so in order to express my meaning, I treat 'ought' as though it is a lexical verb. I shall treat it as a verb like 'intend', which can take as its complement a 'that' clause, as an alternative to an infinitive. For example, I shall say

The boss ought that Julie has more work
and David ought that, if he buys a horse, he learns to ride it.

These sentences are ungrammatical but accurate. Moreover, they are ungrammatical only because of a historical accident; they easily could have been grammatical. They succeed in expressing ownership because they provide the necessary two argument places where correct grammar provides only one.

Notes

1 This appendix has benefited from extensive comments I received from Lloyd Humberstone, and from very useful discussions with Nicholas Everett. I have learnt a lot from *English Grammar* by Liliane Haegeman and Jacquelin Guéron,.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, September 14, 2006 3:24 PM
To: Lance Westerlund <westy@email.unc.edu>
Subject: [Fwd: John Broome's paper]
Attach: John Broome's paper.msg

Same--can you print this off for me as well.
Thanks,
Jan
--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: MacLean, Douglas <maclean@email.unc.edu>
Sent: Thursday, September 14, 2006 3:18 PM
To: Peter P Vanderschraaf <pvander@email.unc.edu>; Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: John Broome's paper

Peter and Jan,

I'm attaching a link to John Broome's paper, "Why Ethics Needs Moral Theory."

http://users.ox.ac.uk/~sfop0060/pdf/Why%20economics%20needs%20ethical%20theory.pdf

Doug
--
Douglas MacLean
Department of Philosophy
University of North Carolina
CB #3125 Caldwell Hall
Chapel Hill, NC 27599-3125

Tel: 919-843-4500 (office)
919-942-2759 (home)
Fax: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, September 18, 2006 1:59 PM
To: Roberts, John Thomas <jtrosap@email.unc.edu>
Subject: Re: [Fwd: [undergrad_studies_directors] COURSE OFFERINGS: SPRING 2007 FIRST YEAR SEMINARS]

Thanks John, Gucki and I are taking care of it--may aleady be done.

Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, September 18, 2006 2:12 PM
To: Roberts, John Thomas <jtrosap@email.unc.edu>
Subject: Re: [Fwd: [undergrad_studies_directors] COURSE OFFERINGS: SPRING 2007 FIRST YEAR SEMINARS]

John,
Eventually the scheduling will be done by Marc as Associate Chair!!
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

John T Roberts wrote:
> Hi Jan,
>
> Did you get this message? You are still our scheduling officer, right?
> Will I take over that job at some point? Or will Marc take over that
> job when he becomes Associate Chair?
>
> thanks,
> John
>
> ----------
>
> Subject:
> [undergrad_studies_directors] COURSE OFFERINGS: SPRING 2007 FIRST YEAR
> SEMINARS
> From:
> Geraldine Taylor <gtaylor@email.unc.edu>
> Date:
> Wed, 13 Sep 2006 19:02:08 -0400
> To:
> "Directors of Undergraduate Studies"
> <undergrad_studies_directors@listserv.unc.edu>
>
> To:
> "Directors of Undergraduate Studies"
> <undergrad_studies_directors@listserv.unc.edu>
> CC:
> undergrad_studies_directors@listserv.unc.edu
>
>
> Scheduling Officers:
>
> Attached you will find a FYS Semester Course Offerings Form and the
> listing of approved first year seminar courses for your department.
> Please identify your SPRING 2007 first year seminar offerings on the
> form provided and return to FYS (CB# 3504 or fax 843-6557 or email
> gtaylor@email.unc.edu) by Wednesday, September 20, 2006. Please note
> that enrollment for FYS courses should be set at 20 tickets. Also,
> please email me if there are any discrepancies on the listing of
> approved first year seminars. Thank you for your assistance.
>
> Geraldine Taylor
> Undergraduate Education
>
> --- You are currently subscribed to undergrad_studies_directors as: johnroberts@unc.edu. To unsubscribe send a blank
> email to leave-12773100-5550730C@listserv.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, September 18, 2006 10:26 PM
To: Roberts, John Thomas <jtrosap@email.unc.edu>
Subject: Re: [Fwd: [undergrad_studies_directors] COURSE OFFERINGS: SPRING 2007 FIRST YEAR SEMINARS]

Indeed!!! I will be happy when I pass it on to Marc!

Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, September 19, 2006 10:17 PM
To: Maureen Downey <mdowney@ajc.com>
Subject: Re: reporter's query

Hi Maureen,
I am very busy tomorrow but should be able to fit in some time to talk.
What article are you referring to--it wasn't attached!
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

Maureen Downey wrote:
>
> Dr. Boxill,
> Do you have time tomorrow for a phone conversation about college
> sports and corporate sponsors? I am an editorial writer and I am
> preparing a piece based on a sports story we ran this week. (I wish I
> could get to your program this week on sports.)
> I have attached the story. Thanks, Maureen Downey, editorial writer
> for the AJC
>
> Library: *TEXT 2005-09*
> Word Count: *1931*
>
> Prev Record
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>
>
>
>
> Sunday, 9/17/2006
>
> *No shoestring budget:*
> *Dek Head:*
> *$13 million from Nike pays for UGA sports gear and some of Richt's
> compensation.*
> *Byline / Source:*
> CARTER STRICKLAND / Staff
> *Email:*
> cstrickland@ajc.com
>
> * *
> *Story:*
> Athens --- Being new to Bulldog Nation, Matthew Stafford wasn't braced
> for the reaction when he sauntered onto the University of Georgia
> practice fields a few weeks ago dressed in an offensive T-shirt.
>
> Go Gators? I Love Spurrier? Nope, it was even worse.
>
> "He's got on Reebok," Mark Richt yelled to the other Georgia football

> coaches. He sent the star freshman --- who made his first start Saturday
> --- back to the locker room for a change of clothes.
>
> *UGA* is a *Nike* school. The Beaverton, Ore.-based athletic apparel
> giant gives the university about $900,000 worth of gear a year for the
> right to be the official outfitter of the Bulldogs, under a 10-year, $13
> million contract signed in 1999. It's the biggest deal among Georgia
> schools.
>
> In addition, this month Richt will get his first check for
> apparel-related compensation as outlined in his new contract, signed in
> July. The contract gives him $530,000 a year --- doled out in two
> payments --- for "equipment endorsement efforts," including *Nike* .
> Richt's last contract, signed in 2003, gave him $400,000 a year for
> equipment endorsement. The money does not come directly from the shoe
> company; *UGA* pays Richt. Such compensation has become standard in
> high-profile coaches' contracts during the past 10 years.
>
> *Nike* also writes Georgia an annual check for $400,000 as part of its
> contract with the *UGA* . The money goes straight to the athletics
> department.
>
> In return for what it shells out to *UGA* , *Nike* expects its famous
> "swoosh" to be worn by players and coaches during "practices, games,
> exhibitions, clinics, *sports* camps and other official or
> university-sanctioned intercollegiate athletic program activities . . .
> including but not limited to photo sessions and interviews," according
> to the 28-page, detail-laden contract.
>
> Because it was signed so long ago, *UGA* 's contract is on the low end
> nationally.
>
> The University of Texas, Florida State and Colorado all have *Nike*
> deals that pay substantially more money. The company has outfitted its
> local team, the University of Oregon, with enough gear for hundreds of
> uniform combinations. Earlier this month, *Nike* came to terms with
> Kansas State, an athletics department that generates significantly lower
> apparel royalties than Georgia, for $12.3 million over five years.
>
> *Nike* isn't the only company on college campuses. Competitor Adidas
> counts Notre Dame as a client. Under Armour recently struck a five-year,
> $10.6 million deal to be the official outfitter of the Auburn Tigers.
>
> But when it comes to college *sports* marketing deals, everyone is
> chasing the "swoosh."
>
> " *Nike* is the big dog," said Don Hinchey of the Bonham Group, a
> Denver-based *sports* and entertainment marketing firm. "Everybody else
> is just nipping at their heels."
>
> *Nike* is behind what's believed to be the largest deal out there --- a
> seven-year, $25 million agreement it signed with the University of
> Michigan in 2001, after a months-long spat between company and school
> officials.
>
> " *Nike* has control of the market," said second-year *UGA* athletics
> director Damon Evans said. "When you look at them and look at their
> product, you understand why. It is what our players want to be in."
>
> The swoosh is everywhere
>
> Colleges say the deals allow them to put their players in high-end gear
> without breaking the bank. But some critics question whether the
> arrangements pressure campus athletics departments to operate like
> for-profit teams.

>
> "Colleges and universities are slaves to it, and without it they can't
> keep up in the arms race," said Bruce B. Svare, director of the National
> Institute for *Sports* Reform at the State University of New York at
> Albany. "Eventually, it is going to come back and bite the NCAA and its
> member institutions."
>
> Svare's concern is that universities are becoming increasingly
> commercialized as they try to make more money.
>
> *UGA* President Michael Adams said he fought the issue of allowing logos
> on jerseys, telling then-NCAA President Cedric Dempsey as much in a
> letter several years ago.
>
> Adams' main point: "Students shouldn't be billboards."
>
> "I lost that battle," said Adams, who earlier this year wrote a column
> for the NCAA News suggesting guidelines for commercialism in college
> *sports* . "Now, [putting manufacturers' logos on jerseys] is fairly
> common, but we are discreet about it [at Georgia]."
>
> Evans said *UGA* 's relationship with *Nike* has nothing to do with
> keeping up with other colleges. *UGA* isn't hurting for money, he
> pointed out. The athletics department cleared $23.9 million in fiscal
> 2005 from ticket sales, donations, television appearances and more. That
> was the largest of any college athletics department in the nation,
> according to U.S. Department of Education figures.
>
> Georgia's athletic budget for 2006-07 is $63.39 million.
>
> "In the whole scheme of things, [the *Nike* money] is a relatively
> minor amount of our athletic budget," Adams said. "It is not enough to
> buy us or influence us."
>
> *Nike* officials wouldn't discuss the ins and outs of their deals, only
> saying they're pleased to be in business with teams like *UGA* .
>
> " *Nike* is honored to be the athletic footwear, apparel and equipment
> supplier of choice for the Bulldogs," said Kit Morris, *Nike* 's
> director of college *sports* marketing. "And we look forward to working
> with the university for years to come."
>
> *Nike* has a presence outside Athens, too.
>
> Georgia Tech does business with the company, but its primary apparel
> outfitter is Russell Athletic, an Atlanta company. Unlike *UGA* , Tech
> has separate *Nike* deals for football, men's basketball and women's
> basketball. They range in length from two to four years and total about
> $325,000, Tech athletics director Dan Radakovich said.
>
> But at *UGA* , the swoosh is splashed everywhere, from players' pant
> legs to the footballs the Bulldogs use in games.
>
> What it buys
>
> So what exactly does it mean to be a *Nike* school?
>
> For football players, *Nike* provides all kinds of cool stuff. Athletes
> can choose from one of six cleat styles. They also get high-end running
> shoes, a sweat suit, gloves, wristbands, socks, shorts. And more.
>
> Add it all up, and *Nike* ships Georgia $268,550 worth of football
> products alone each year. Other athletic programs also benefit.
>
> Women's basketball gets $144,315 in gear. Men's basketball gets

> $143,415, and baseball $38,504.
>
> "You get this big stack of stuff at the beginning, and it's like,
> 'Whoa,' " said Bulldogs junior Kelin Johnson, thinking back to his days
> at Mainland High in Daytona Beach, Fla., where the equipment was "dirty,
> wasn't yours. Your parents had to get you things.
>
> "You get here, and there it all is," Johnson said.
>
> For big-name football coaches, it means that hefty boost in
> compensation. Texas' Mack Brown gets even more than Richt. His
> compensation for "athletic products and endorsement" is $580,000 a year.
> South Carolina's Steve Spurrier is due no less than $500,000 a year,
> according to his contract.
>
> And coaches get the goodies, too. Richt may receive up to $3,600 in
> *Nike* shoes, apparel or equipment each calendar year, according to his
> contract.
>
> Svare, director of the *sports* reform institute, said the deals
> between apparel companies and coaches are especially troubling. He
> worries that coaches will put their relationships with the companies
> that write the checks over the well-being of their athletes.
>
> "They [coaches] get the endorsement money in order to promote the
> product," Svare said. "How can ethics not be compromised? How can clear
> independent, objective decisions ever be made in that culture?"
>
> Bernie Machen, president of the University of Florida, another *Nike*
> school, said, "Yes, there is a lot of money involved, but I don't see
> any evidence of 'compromise.' "
>
> "There are other sources of money and influence that are more
> problematic than the shoe companies," Machen said.
>
> Such as?
>
> "TV and boosters," Machen said.
>
> Exposure adds up
>
> So what is in all this for *Nike* ?
>
> Well, mainly exposure. Take January's Nokia Sugar Bowl, played at the
> Georgia Dome. On one side: Georgia. On the other: West Virginia, another
> *Nike* school.
>
> The product placement, on the front of every jersey and the side of
> every shoe --- the swoosh displayed prominently in countless video
> replays and newspaper and magazine photographs --- more than pays for
> *Nike* 's nominal investment, according to Joyce Julius and Associates,
> which documents broadcast product exposure.
>
> During the Sugar Bowl, the *Nike* logo had 21 minutes, 26 seconds of
> on-screen time, said Eric Wright, vice president for research and
> development for Joyce Julius. That's equal to $22.5 million of
> comparable exposure value, he said.
>
> College football's national championship game --- a one-for-the-ages
> Rose Bowl showdown between two *Nike* schools, Southern Cal and Texas
> --- garnered the company $31.9 million of comparable exposure value.
>
> "As you can see, they obviously know what they are doing," Wright said.
>
> It's been this way since the mid-1990s, when *Nike* , taking a hint

> from what was happening with corporate branding in NASCAR, aligned
> itself with top teams.
>
> Players have to wear gear
>
> Svare, of the *sports* reform institute, said, "There is so much money
> involved and so much compromise that it is preposterous that we call
> this 'amateur athletics.' Increasingly, these *sports* apparel companies
> are calling the shots."
>
> In April 2000, *Nike* stopped negotiations on contract renewal with the
> University of Michigan. At the time, university President Lee Bollinger
> accused *Nike* of retaliating against Michigan for its involvement with
> the Worker Rights Consortium, a student-driven coalition that demanded
> *Nike* improve conditions for overseas workers.
>
> Nine months later, the company and university signed the $25 million
> deal, which was more than double the original contract agreed to in
> 1994. Some students were furious.
>
> Alan Thomas, *UGA* 's associate athletics director, said the reality is
> that if colleges aren't given the gear by apparel companies, they
> purchase it --- and it still comes from the same place.
>
> "What I tell people all the time is, 'You are going to have to buy it
> somewhere,' " Thomas said.
>
> "If you don't get it from *Nike* , you are going to have to go to the
> store and buy it. And guess what? That logo is still going to be on there."
>
> How both sides benefit
>
> A look at some of the items *Nike* and the University of Georgia get
> out of their 10-year partnership:
>
> *Nike* gets ...
>
> > Tickets: Four "VIP" season tickets and two sideline passes for every
> football game, plus 50 additional tickets to every game, 10 to bowl
> games and 10 to whatever bowl game the Bulldogs play in.
>
> > Premium parking: Four "VIP" parking passes to all football (and
> basketball) games. The football spaces are valued at $2,500 apiece.
>
> > Exposure and advertising: The swoosh appears on every uniform, ball
> and cleat, showing up on TV and in newspaper and magazine photos. Plus,
> *Nike* gets a full-page color ad in every *UGA* game program.
>
> Georgia gets ...
>
> > Gear: *Nike* outfits the Bulldogs teams --- including the coaches ---
> from head to toe. All told, the gear is valued at about $900,000
> annually, with $268,550 of it going to the football team (including
> $42,500 worth of shoes).
>
> > Cash: Every year until 2009, *Nike* is contractually obligated to
> write a $400,000 check to Georgia. Football coach Mark Richt gets two
> checks a year for $260,000 apiece for "equipment endorsement efforts,"
> which includes *Nike* money.
>
> > Bonuses: Among them: If Georgia's perennial power men's and women's
> swim teams win the national title, *Nike* will pay Georgia's athletic
> association an additional $10,000.
>
> Sources: University of Georgia, staff reports

>
>
>

From: nobody@notify.unc.edu on behalf of connect@schsr.unc.edu
Sent: Tuesday, September 19, 2006 9:10 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: INFORMATIONAL: Project CONNECT Addresses Minority Participation in Research

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APPROVED by UNC BIOMEDICAL IRB-Study # 02-SHEPS-587

Project CONNECT Addresses Minority Participation in Research

Black Americans have disproportionately high rates of disease and disproportionately poor health outcomes. Recent emphasis on increased representation of minority populations in all research has challenged investigators to find ways to diversify the populations that are recruited to participate in prevention and treatment trials.

Project CONNECT is recruiting volunteers who want to learn more about opportunities to participate in health research.

While we are focusing on African Americans, 18 years or older, any adult is welcome to participate.

If you participate your name will be placed on a confidential listing. If volunteers are eligible for a future research study they will be contacted and offered the opportunity to participate. The confidential registry will collect basic participant data including contact information, age, education level and basic health status.

To join the Project CONNECT listing, please reply with your name, and a phone number or mailing address so that we may get in touch with you. Or, you may choose to contact us directly by calling toll free at 1-866-849-1579.

If you know someone else who is eligible, and may be interested, please feel free to forward this information to them also.

Joining the registry does NOT mean one is volunteering for any particular study.

For additional information, please contact us at 919-966-7107 or via email at connect@schsr.unc.edu.

This email is sponsored by: Project CONNECT: the Bridge to Healthy Communities Through Research, UNC Sheps Center for Health Services Research

If you have concerns about taking part in research please contact the Committee on the Protection of the Rights of Human Subjects (Medical IRB) at UNC at (919) 966-1344.

This email is sponsored by: Sheps Center for Health Services Research

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, September 20, 2006 11:23 PM
To: anelson@unc.edu
Subject: Re: Spring teaching assignments

Hi Alan,
We worked on the schedule today, and since I last communicated with you, you indicated that British Empiricism might be better than doing modern again, so we switched it to British empiricism. We did however, have to leave the schedule times as they were. We can make sure we get your times right for the Fall.

Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

Alan Nelson wrote:
> Hi Jan,
>
> Our schedules seem not to mesh so I'm having trouble catching you in
> your office.
> As I said before, I'm happy with the schedule as it stands. I'm a
> little concerned, however, that the "rationalism" following this
> semester's seminar will be overkill for our grads. Should I circulate a
> questionnaire about what they'd like to take? I'm thinking that
> Wittgenstein might go down a little better.
> Or perhaps I am wrong to think that the main clientele for these 400
> classes is grads? (When I did one two years ago it was almost all grad
> students).
>
> Thanks,
> Alan
>
> Jan Boxill wrote:
>
>> Hi Alan,
>> The Spring assignments were done before you arrived! But I think we
>> can make changes sometime this month. I understand you are not used
>> to having morning classes. I can change that for the Spring.
>> Presently we have you scheduled to teach:
>> PHIL 154: Philosophy of Social science-- a 36 student undergraduate
>> class;
>> Tues/Thurs 9:30
>> PHIL 421: Rationalism-- an 25 student advanced undergrad/grad class
>> Thurs 1-3:30
>>
>> We can discuss changes.
>> Jan
>>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, September 22, 2006 2:57 PM
To: brenda merrill <brenda@buildingmenandwomen.org>
Subject: Joe Ehrmann

Hi Brenda,
I just wanted to follow up and let you know how wonderful Joe's talk was and his participation on our panel. The evening was a great success; the room was overflowing. I like everyone else in the room was mesmerized. The audience was a great mixture of faculty, administrators, and students, many of whom were student athletes. All the feedback I have received has been overwhelmingly positive. It set a high standard for future events the Parr Center will sponsor; it will be hard to duplicate. The panel that followed his discussion was very open and fit nicely with Joe's talk. I think what impressed the panel as well was not only Joe's contribution to the discussion but his keen interest in what they had to say. His presence, graciousness and message was felt by everyone in the room.

Thank you so much for all your help in helping us make this happen. Jere is a link to the Daily Tar Heel article the day after.

All the paper work has been processed, so you should receive payment soon.

Thanks again,
Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, September 26, 2006 6:08 PM
To: Roberts, John Thomas <jtrosap@email.unc.edu>
Subject: [Fwd: French Baccalaureate Credit]
Attach: French Baccalaureate Credit.msg

Can you take care of this.
Jan
--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Felder, Andrea D <afelder@admissions.unc.edu>
Sent: Tuesday, September 26, 2006 5:16 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: French Baccalaureate Credit
Attach: Le Bac request to review credit.doc; French Bac equivalencies.doc; ihs_course_catalogue.pdf

---

Dear Professor Boxill,

Greetings from the Office of Undergraduate Admissions!

In June, I sent a letter to your attention asking about French Baccalaureate credit. Currently, we offer credit to students who have completed Advanced Placement and International Baccalaureate exams. We are trying to offer similar credit to students who have completed the French Baccalaureate. We received information from a few departments on campus, but we did not receive word from philosophy. Could you please review the attached letter and form sent earlier this summer and let me know if you are able offer credit to students completing the French Baccalaureate. In the PDF document, you will find information about the philosophy curriculum on page 49. If I have emailed the incorrect person, please let me know as well. Thank you for your quick response on this matter!

Sincerely,

Andrea Felder

Andrea Felder
Senior Assistant Director
Office of Undergraduate Admissions
The University of North Carolina at Chapel Hill CB #2200, Jackson Hall Chapel Hill, NC 27599
Phone: 919.843.6156 Fax: 919.962.3045
Visit us on the web: http://www.admissions.unc.edu

June 9, 2006

We are writing to ask your assistance in updating undergraduate credit received for foreign secondary school curricula. In particular, we are considering credit awarded to students who will have completed the French Baccalaureate or Le Baccalaureate.

We treat Le Baccalaureate similar to the way we handle the International Baccalaureate or IB program, which is already recognized by the University and for which credit is awarded. For example, students earning grade 12 or higher (the equivalent of a grade B+ or higher) on the Le Baccalaureate would receive credit similar to credit awarded for grades 5 or higher on the Higher Level International Baccalaureate exams.

Attached you will find information about the material covered by the French Baccalaureate in your specific discipline. We ask that you review this information and compare it to other secondary school curricula within your field. After your review, we ask that you then specify which UNC course a student should receive credit for upon earning grade 12 or higher on the French Baccalaureate in this subject. For your convenience, we have attached the courses under consideration within Le Baccalaureate. In the space provided, please approve, disapprove, or add credits to be awarded.

Please return the attached form to:

Andrea Felder
Office of Undergraduate Admissions
Campus Box # 2200, Jackson Hall

Thank you for your time and attention to this matter.

Sincerely,

Andrea Felder

In the space provided, please approve, disapprove, or add credits to be awarded. Return form to:

Andrea Felder
Senior Assistant Director of International Admissions
Office of Undergraduate Admissions
CB #2200, Jackson Hall
Chapel Hill, NC 27599

Thank you for your assistance!

IB Exam	**Equivalent French Baccalaureate Course**	**UNC Awarded Credit for IB Exams** *(Potential Credit for Le Baccalaureate. Please signify your approval or make corrections in this column)*	**Credit Hours**
HL IB Biology	Adv. Biology 11 Adv. Biology 12	Biology 101, 101L 279, 279L	8
HL IB Chemistry	Adv. Chemistry 11 Adv. Chemistry 12	Chemistry 101, 101L, 102, 102L	8
HL IB Economics	Economics 11 Economics 12	Economics 101	3
HL IB English	IB English A1 HL	English 190	3
HL IB European History	World History 11 World History 12	History 152 and General Elective	6

HL IB French A1	IB French A1 11 HL IB French A1 12 HL	French 203, 204, 260	9
HL IB Math	IB Math HL	Math 231, 232	6
HL IB Philosophy	Philosophy 12	Philosophy 101	3
HL IB Physics	Adv. Physics 11 Adv. Physics 12	Contact the department	
HL IB Spanish B	IB Spanish B 11 HL IB Spanish B 12 HL	Spanish 203, 204	6

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, September 26, 2006 6:42 PM
To: Bredemeier, Brenda <bredemeierb@umsl.edu>; Sharon Stoll <sstoll@uidaho.edu>
Subject: Re: thank you

Hi Brenda and Sharon,
Thanks to and for both of you. I'm excited to be a part of this. I too think we make a good team and I look forward to the November symposium. Thanks for the "White Paper" -- it contained a lot of helpful resource information, and it did give some base for the philosophical positions we have. I too am very passionate about teaching ethics in sports to all people at all levels. I hope I didn't dominate too much, but I do think the discussion today gave a some focus to what we are trying to do. And working with the two of you and Jennifer can only have a good outcome.

Speaking of teaching ethics in sports at all levels, the Parr Center just sponored an evening symposium which I titled, "The Challenge of Ethics in Sports." Our featured speaker was Joe Ehrmann, and then I assembled a panel: Bill Friday [Knight Commission Chair, and President Emeritus of UNC system], our Athletic Director, the Exec Vice Chancellor of NC Central [a traditional Black School], the Faculty Rep from Duke, and a coach and student athlete from UNC. Assembling such a panel you never know how it will work out, but it was awesome, and the auditorium was completely filled with a wide cross section of university people. The good part was getting so much support from other people on this campus and on surrounding universities, from Exercise Sports Science Dept, the Carolina Leadership Academy and the Office of Diversity and Minority Affairs. What it showed was how many other people are wanting to learn and to make a difference.

Thanks again and can't wait to see you in November--I'm even missing a women's basketball game!! Last year I gave up the PA and am now the radio broadcast analyst for all games.

Regards,
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, September 27, 2006 3:02 PM
To: Crain, Marion G <mcrain@email.unc.edu>; Laura Hogshead <laurah@email.unc.edu>
Cc: Postema, Gerald J <gpostema@email.unc.edu>; Robustelli, Carlo <carlo@email.unc.edu>; Sayre-McCord, Geoff <sayre-mccord@unc.edu>; Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Re: Thanks

Marion and Laura,
I join with Jerry Postema in thanking you for taking the time to meet with us. It was a very informative and productive meeting, and I am excited about the possibilty of future collaborations between the Parr Center for Ethics and the Poverty Center. In that vein thanks for sending the information on The Compassionate Community. This sounds like a very worthwhile venture, something that the Parr Center would be very interested in. Interestingly I think it also fits nicely with the Difficult Dialogues Initiative.

I also met with staff to discuss the disability workshop I mentioned. This could take on different forms, but one we discussed was to have a 2-day workshop, opening with an interdisciplinary panel for a roundtable discussion/community forum and then the second day a workshop where the book contributors present and discuss their papers, applying ideas of disability to traditional debates in moral and political philosophy. The panel could include some of the faculty who submitted proposals to you. One thing the Parr Center tries to do is recognize the outstanding faculty we have on this campus who have a lot to offer and this is one of those opportunities.

I'd like to discuss both these possibilities.

Thanks again,
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, September 28, 2006 12:46 PM
To: Chapel Hill Philosophy <hobler@email.unc.edu>
Subject: For grad students
Attach: TA-Pref Spring 07.doc; TA Req Memo Spring 07.DOC

Can you send out the attachments for TA Assignments for me to all grad students saying:

Attached is a TA preference forms for Spring 2007. If you are on a non teaching fellowship, please indicate that on the form and return the form to me.

If you have any questions please feel free to come talk to me.

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

TA ASSIGNMENT REQUEST FORM FOR SPRING 2007

NAME:_____

I intend to return to the Department and I wish to be considered for a teaching assignment: Yes No

I intend to return to the Department and will be funded by a non teaching fellowship: Yes No

I will be a fifth year student next year and wish to be considered for a dissertation fellowship: Yes No
Specify Term

If you answered "yes" please **rank all** of the following assignments, taking into account your qualifications, your own educational needs and the seminars you plan to take. A Teaching Fellow must have been a TA at UNC for at least two semesters. Let "1" stand for your first choice, etc:

TEACHING ASSISTANT

_____	101 [20]	Intro to Main Problems	Large Section (4)	Neta	9 MW F- 9 & 10
_____	160 [22]	Intro to Ethics	Large Section (6)	Sayre McCord	11 MW F- 10 & 11
_____	163 [30]	Practical Ethics	Large Section (4)	Maclean	12 MW F- 10 & 12
_____	275 [46]	Phil Issues in Feminism	Large Section (3)	J. Boxill	10 MW F- 11 & 12

TEACHING FELLOWS

_____	101 [20]	Intro: Main Problems	TR 8
_____	110 [24]	Great Works	TR 8
_____	112 [26]	Making Sense of Ourselves	TR 3:30
_____	155 [21]	Intro to Logic	TR 9:30
_____	165 [34]	Bioethics	MWF 9
_____	134E [32]	Phil of Religion-Evening	MW 6-7:15
_____	230 [38]	Experience & Reality	MW 2
_____	272 [42]	Peace, War, Defense	MWF 2
_____	272 [42]	Peace, War, Defense	TR 3:30

Please indicate your relevant teaching experience to date and any other considerations you would like us to keep in mind when determining your assignment for next term. E.g. If you have not been a TA for a course, but believe you are qualified to teach it, please explain. (Use space below or back of this sheet for other considerations) Feel free to add additional comments.

PLEASE RETURN TO JAN BOXILL NO LATER THAN: October 13, 2006

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, September 28, 2006 12:48 PM
To: Lange, Marc B <mlange@email.unc.edu>
Subject: TA Assignments
Attach: TA Req Memo Spring 07.DOC; TA-Pref Spring 07.doc

Marc,
I am not sure if this will turn over to you next year, but I'm sending
you what I am sending out to the grad students for Spring 07 TA Assignments.

Jan
--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

TA ASSIGNMENT REQUEST FORM FOR SPRING 2007

NAME:_____

I intend to return to the Department and I wish to be considered for a teaching assignment: Yes No

I intend to return to the Department and will be funded by a non teaching fellowship: Yes No

I will be a fifth year student next year and wish to be considered for a dissertation fellowship: Yes No
Specify Term

If you answered "yes" please **rank all** of the following assignments, taking into account your qualifications, your own educational needs and the seminars you plan to take. A Teaching Fellow must have been a TA at UNC for at least two semesters. Let "1" stand for your first choice, etc:

TEACHING ASSISTANT

_____	101 [20]	Intro to Main Problems	Large Section (4)	Neta	9 MW F- 9 & 10
_____	160 [22]	Intro to Ethics	Large Section (6)	Sayre McCord	11 MW F- 10 & 11
_____	163 [30]	Practical Ethics	Large Section (4)	Maclean	12 MW F- 10 & 12
_____	275 [46]	Phil Issues in Feminism	Large Section (3)	J. Boxill	10 MW F- 11 & 12

TEACHING FELLOWS

_____	101 [20]	Intro: Main Problems	TR 8
_____	110 [24]	Great Works	TR 8
_____	112 [26]	Making Sense of Ourselves	TR 3:30
_____	155 [21]	Intro to Logic	TR 9:30
_____	165 [34]	Bioethics	MWF 9
_____	134E [32]	Phil of Religion-Evening	MW 6-7:15
_____	230 [38]	Experience & Reality	MW 2
_____	272 [42]	Peace, War, Defense	MWF 2
_____	272 [42]	Peace, War, Defense	TR 3:30

Please indicate your relevant teaching experience to date and any other considerations you would like us to keep in mind when determining your assignment for next term. E.g. If you have not been a TA for a course, but believe you are qualified to teach it, please explain. (Use space below or back of this sheet for other considerations) Feel free to add additional comments.

PLEASE RETURN TO JAN BOXILL NO LATER THAN: October 13, 2006

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, September 28, 2006 1:33 PM
To: Prinz, Jesse J <prinz@email.unc.edu>
Cc: Boxill, Jeanette M <JMBOXILL@email.unc.edu>; Lange, Marc B <mlange@email.unc.edu>
Subject: Spring Teaching Assignment

Dear Jesse,
I believe you are aware of your Spring 2007 teaching assignment, but just to confirm. You will be teaching:

PHIL 53H: Theories of Human Nature--Honors First Year Seminar
Thursdays 3:30-6 in GM 212

PHIL 805: Kenan Seminar-Philosophy of Psychology
co-taught with Joshua Knobe
Wednesdays 4-6:30 in CW 213

If you have any questions please feel free to contact me. In the meantime please give your book orders to Gucki.

Thanks,
Jan
--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, September 28, 2006 1:35 PM
To: Knobe, Joshua M <knobe@email.unc.edu>
Cc: Boxill, Jeanette M <JMBOXILL@email.unc.edu>; Lange, Marc B <mlange@email.unc.edu>
Subject: Spring 2007 Teaching Assignments

Hi Joshua,

I believe you are aware of your Spring 2007 teaching assignment, but just to confirm. You will be teaching:

PHIL 230: Experience and Reality
Tues/Thurs 9:30 in PE 216

PHIL 805: Kenan Seminar-Philosophy of Psychology
co-taught with Jesse Prinz
Wednesdays 4-6:30 in CW 213

If you have any questions please feel free to contact me. In the meantime please give your book orders to Gucki.

Thanks,
Jan
--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 2, 2006 11:18 AM
To: Knobe, Joshua M <knobe@email.unc.edu>
Cc: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Spring 2007 Teaching Assignment

Hi Joshua,
I hope your Fall semester is going well. You may be aware of your Spring 2007 Teaching Assignment, but to confirm. Your assignments are:

PHIL 230: Experience and Reality--undergrad class of 36
TR 9:30-10:45 in PE 216

PHIL 805: Kenan Seminar-Phil of Psychology with Jesse Prinz
Wednesdays 4-6:30 in CW 213

If you have any questions or concerns please feel free to come see me.
In the meantime please give your book orders to Gucki.

Thanks,
Jan
--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 2, 2006 11:22 AM
To: Postema, Gerald J <gpostema@email.unc.edu>
Cc: Boxill, Jeanette M <JMBOXILL@email.unc.edu>; Lance Westerlund <westy@email.unc.edu>
Subject: Spring 2007 Teaching Assignment

Hi Jerry,
I hope your Fall semester is going as well as can be expected with being Interim Chair and with Linda's health difficulties. I'm sure you are aware of your Spring 2007 Teaching Assignment, but to confirm. Your assignments are:

PHIL 280H: Morality and Law-Honors.
TR 11-12:15 in GM 038

PHIL 770: Seminar on International Law w/ Buchanan
Tuesdays 4:25-6:55 in CW 213 (and Duke TBA)

If you have any questions or concerns please feel free to come see me. In the meantime please give your book orders to Gucki and a course description to Lance.

Thanks,
Jan
--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 2, 2006 11:37 AM
To: Jay F. Rosenberg <jfr@email.unc.edu>
Cc: Boxill, Jeanette M <JMBOXILL@email.unc.edu>; Lance Westerlund <westy@email.unc.edu>
Subject: Spring Teaching Assignments

Hi Jay,
I hope you are enjoying this semester in Germany and are looking forward to returning for your last semester at UNC! You may be aware of your Spring 2007 Teaching Assignment, but to confirm. Your assignments are:

PHIL 335 [old 73] Theory of Knowledge--advanced undergrad class
Wednesdays 1-3:30 in CW 213

PHIL 705 [0ld 205] Systematic Phil: Sellars Grad seminar
Mondays 1-3:30 in CW 208

If you have any questions or concerns please feel free to come see me.
In the meantime please give your book orders to Gucki and course descriptions to Lance [copied on this email.]

Thanks,
Jan
--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 2, 2006 11:47 AM
To: Wolf, Susan R <susanw@unc.edu>
Cc: Boxill, Jeanette M <JMBOXILL@email.unc.edu>; Lance Westerlund <westy@email.unc.edu>
Subject: Spring Teaching

Hi Susan,
I hope your Seminar this Fall semester is going well. I'm quite sure you are aware of your Spring 2007 Teaching Assignment, but to confirm. Your assignments is:

PHIL 805 [old 305] Graduate seminar in Ethics
Thursdays 4-6:30 in CW 208

If you have any questions or concerns please feel free to come see me.
In the meantime please give your book orders to Gucki and a course description to Lance.

Thanks,
Jan
--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, October 3, 2006 11:15 AM
To: Murphy, James L <murphyj@email.unc.edu>
Subject: Re: Summer School Administrative Board

Hi Jim,
I only realized today that the meeting is scheduled during my teaching time. My computer crashed a month ago, and I lost everything despite the fact that I thought I had backed up everything. This meant I also lost my calendar.

So unfortunately I will not be able to make today's meeting. I have a first year seminar which goes from 2-4:30, so it wouldn't make sense for me to even come for a few minutes.

I apologize for this conflict.

Jan

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Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, October 5, 2006 1:42 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: [Fwd: Grading Papers]
Attach: Grading Papers.msg

Could you please send him the website?

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, October 5, 2006 2:26 PM
To: Wolf, Susan R <susanw@unc.edu>
Subject: Re: Spring Teaching

Hi Susan,
I know--being upstairs I don't come down to the first floor very often!!
I only put Ethics as that is what Geoff told me a while back. We can
change it on our schedule, and it will be reflected on your course
description, which you send to Lance.

Yes, I did send you an email about Margo's biblio-sometime around 9/5 or
6. In any case, if not, I approve, even though she removed Frye's
Politics of reality and Railton's piece.

Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

Susan Wolf wrote:
> Hi, Jan,
>
> I hardly ever see you, especially since your office has moved
> upstairs. Perhaps, this weekend, at the colloquium...
> Meanwhile, I'm writing on business, about two things:
> First, I don't think I ever heard from you about approval of Margo
> C.'s revised request for substitutions on the ethics bibliography
> exam. May I assume you accept them?
>
> Second, about my graduate seminar in the spring: the time and place
> is fine - but I wondered about its being classified as an Ethics seminar.
> The seminar, which I will be co-teaching with Maria Di Battista, from
> Princeton, is on Character, using philosophy, film, and fiction.
> (Perhaps, titled "Understanding character through philosophy, film,
> and fiction.)
> It is as much philosophy of mind as ethics, or philosophy and
> literature and film. Let me know if this matters to its numbering and
> its generic title.
>
> Thanks,
> Susan
>
> Jan Boxill wrote:
>> Hi Susan,
>> I hope your Seminar this Fall semester is going well. I'm quite sure
>> you are aware of your Spring 2007 Teaching Assignment, but to
>> confirm. Your assignments is:
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>> PHIL 805 [old 305] Graduate seminar in Ethics
>> Thursdays 4-6:30 in CW 208
>>
>> If you have any questions or concerns please feel free to come see
>> me. In the meantime please give your book orders to Gucki and a
>> course description to Lance.
>>
>> Thanks,
>> Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, October 5, 2006 2:29 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Re: [Fwd: Grading Papers]

Thanks!
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, October 5, 2006 4:09 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: Re: Thanks]
Attach: Re Thanks.msg

I've responded to her with a possible date change. the other program sounds good for a possible CLE credit program--what do you think?

Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Laura Hogshead <laurah@email.unc.edu>
Sent: Thursday, October 5, 2006 3:28 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Re: Thanks
Attach: Posner on rights-1.doc; BRIAN E resume 2.doc

It's on my calendar! Thanks for the advance notice. When you get a chance, can you or Carlo fill me in on what you're planning? We'll be happy to help in any way possible.

Also, I got an email from a law student here (member of the student ACLU chapter at the law school), asking if we would be interested in co-sponsoring a program, described in the attachment. It's too far afield from our area, but I wondered if you all would be willing to put it on your listserv/website, or if you want to be involved. The speaker has a JD and a PhD in Philosophy. It sounds quite interesting.

Let me know if you're at all interested, and how we can help!
Laura

Jan Boxill wrote:

> Hi Laura,
> Thanks for the names of the folks interested in disabilities. We have
> set a date for Friday, April 20th for the workshop. I hope this will
> work for you all. Details yet to be worked out. Hopefully we can meet
> to discuss these.
>
> Thanks,
> Jan
>
> Jan Boxill, Ph.D.
> Senior Lecturer and Associate Chair
> Director, Parr Center for Ethics
> Department of Philosophy
> Phone: 919-962-3317
> Email: jmboxill@email.unc.edu

--
Laura H. Hogshead, MPA
Assistant Director
Center on Poverty, Work and Opportunity
University of North Carolina
CB# 3380
Van Hecke-Wettach Hall
Chapel Hill, NC 27599-3380

(919) 843-9032
laurah@email.unc.edu

Brian E. Butler

Posner on Rights: Economics on Stilts - A lecture on contemporary instrumentalist conceptions of rights. From Posner's economic analysis, through his recent "conversion" to pragmatism, he has emphasized that rights talk in law should be critiqued on instrumentalist grounds. There is much to be admired in this stance, in this presentation it will be argued that legal stances should be evaluated more along instrumentalist lines than is done in current practice. But, on the other hand, Posner's instrumentalism, whether founded upon economic or pragmatic concerns is too narrow. What is needed is an instrumentalist conception of rights that allows for a more pluralistic set of aims.

Brian Butler has graduate degrees in fine art (MFA) and philosophy (PhD) from Claremont and a degree in law (JD with honors) from the University of Chicago. While in law school he worked as research assistant for Catharine MacKinnon and Judge Richard Posner. Recent articles include: "Law's Image of Pragmatism-Another Legal Fiction" (*Contemporary Pragmatism*), "Rorty, the First Amendment and Antirealism: Is Reliance Upon Truth Viewpoint-Based Speech Regulation?" (*Journal of Moral Philosophy*), "Aesthetics and American Law" (*Legal Studies Forum*), "All Rights Are Affirmative" (*Radical Philosophy Review*), "Legal Pragmatism: Banal or Beneficial as a Jurisprudential Position?" (*Essays in Philosophy*), "There are Peoples and There are Peoples: A Critique of Rawls' Law of Peoples (*Florida Philosophical Review*), "Is All Law Unavoidably Interpretive?" (*Legal Studies Forum*), and "Posner's Problem with Moral Philosophy" (*The University of Chicago Law School Roundtable*). In addition, he has written two articles for *The Internet Encyclopedia of Philosophy*: "Law and Economics" and "Legal Pragmatism."

From: nobody@notify.unc.edu on behalf of Allden, Andrew J </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=ALLDEN>
Sent: Tuesday, October 10, 2006 9:10 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: INFORMATIONAL: Interested in becoming UNC Track Official?

Dear Faculty, Staff, and Students:

The UNC Track & Field Team is looking for individuals interested in becoming UNC Track & Field Officials. We host 6-8 track meets per year at the Eddie Smith Field House and the Fetzer Field-Belk Track. This is a great activity for all who are interested in athletics, including those with little to no experience in Track and Field. We will provide the necessary training to become a certified USA Track & Field Official. Certified officials are paid an honorarium for working our meets and can choose to work as few or as many meets as desired. Questions can be forwarded to Andrew Allden at 962-5195 or at Allden@uncaa.unc.edu.

If you are interested simply return the form below via email, fax or mail.

Allden@uncaa.unc.edu

Fax: 919-962-4903

To: Andrew Allden
UNC Track - Athletics
P.O. Box 2126
UNC-Chapel Hill NC
Or
Andrew Allden
Track - UNC Athletics
CB # 8600

Name _____

Email_____

Phone_____

Street Address_____

City _____

State_____

Zip_____

Please detail any experience with track & field as a competitor or official:

_____

_____

This email is sponsored by: UNC Track & Field Team

==========

"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: nobody@notify.unc.edu on behalf of Allden, Andrew J </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=ALLDEN>
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Allden@uncaa.unc.edu

Fax: 919-962-4903

To: Andrew Allden
UNC Track - Athletics
P.O. Box 2126
UNC-Chapel Hill NC
Or
Andrew Allden
Track - UNC Athletics
CB # 8600

Name _____

Email_____

Phone_____

Street Address_____

City _____

State_____

Zip_____

Please detail any experience with track & field as a competitor or official:

_____

_____

This email is sponsored by: UNC Track & Field Team

==========

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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 11, 2006 12:00 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: Parr Center

As you may have noticed from the Parr Center website, we have been very busy this term, despite the disruptions with the move. Our new quarters are great, especially as we are all together and can easily communicate and coordinate to get things done.

Our two most successful programs presented to large audiences have been the Community Genetics Forum and the Challenge of Ethics in Sports. Both of these programs played to full houses. Other events have been presented to smaller groups with great success. We are very pleased with how our programming is going, as it is reaching across academic disciplines and into the larger community. We continue to work together with other units on campus to reach an even broader audience. One in particular is with the Difficult Dialogues Initiative, headed by law Professor Judith Wegner. This is an initiative designed to provide discussion and dialogue within the university with the intent on understanding diverse viewpoints and framing core questions about our communityâ€™s seeming rifts. All of these involve ethical issues, so it was appropriate that as the Director of the Parr Center, I am a member of the steering committee. The discussions take place within small groups of 12-20, as this provides more opportunity for meaningful dialogue. The dialogue the committee framed for this year is: /Personal faith and conscience: how, when, where, and with whom can we speak our minds on a public university campus?/ The Parr Center will sponsor three forums with our faculty and graduate student fellows. One has taken place with a set of graduate student fellows. This is an ongoing initiative that the Parr Center will be involved.

Another ongoing project we are working on is our "Ethics in the Professions" series. Last year as you know we sponsored an enormously successful Business Ethics workshop. Its success has spawned a great deal of interest in other disciplines. As a result, this year, we are set to sponsor at least four workshops: Bioethics, Ethics in Education, Disability and Disadvantage [being co-sponsored with the Poverty Center], and Legal Ethics, which satisfies Continuing Legal Education (CLE).

Also on February 20th and 21st, we are fortunate to have Daniel Gilbert, Harvard Psychology Professor and author of */Stumbling on Happiness/*, to give a public lecture and attend a graduate seminar.

These are some of what we are doing and working on for this academic year. We continue to be open to new projects that will bring attention to ethics across the campus and larger community. Our staff is amazingly creative and energetic, which makes so much of this happen. And we thank you for all your support.

Gary, I understand that you are going to be in Chapel Hill this week, I would love to have the opportunity to have breakfast or lunch, or for you to come to the Center.

Once again, thank you so much for your continued support. The Center is vibrant and thriving thanks to you.

Jan

/**/

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 11, 2006 12:15 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: See attached letter
Attach: Greetings for packet.doc

Let me know what you think.

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill 919.962.3317 jmboxill@email.unc.edu

Greetings from the Director:

As you may notice from the Parr Center website, we have been very active. Our new quarters are great, especially as we are all together and can easily communicate and coordinate to get things done.

Our two most successful programs presented to large audiences have been the Community Genetics Forum [co-sponsored with Genomic Sciences among others] and the Challenge of Ethics in Sports. Both of these programs played to full houses. Other events have been presented to smaller groups with equal success. We are very pleased with how our programming is going, as it is reaching across academic disciplines and into the larger community. We continue to work together with other units on campus to reach an even broader audience. One in particular is with the Difficult Dialogues Initiative, headed by law Professor Judith Wegner. This is an initiative designed to provide discussion and dialogue within the university with the intent on understanding diverse viewpoints and framing core questions about our community's seeming rifts. As all of these involve ethical issues, it was appropriate that as the Director of the Parr Center, I serve on the steering committee. The discussions take place within small groups of 12-20, as this provides more opportunity for meaningful dialogue. The dialogue the committee framed for this year is: *Personal faith and conscience: how, when, where, and with whom can we speak our minds on a public university campus?* The Parr Center is sponsoring three sessions with our faculty and graduate student fellows. This is an ongoing initiative that the Parr Center will be involved.

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Sincerely,

Jan Boxill, Ph.D.

Senior Lecturer and Associate Chair

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 11, 2006 1:23 PM
To: Lange, Marc B <mlange@email.unc.edu>
Subject: Re: Summer School Maymester

Marc,
If you want to fit this in a regular course, that would be good. It can't be a first year seminar. So could you fit it say in Phil of religion or Phil of Science, using the course description from the bulletin and then enhancing it to fit the FYS title.

Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

Marc Lange wrote:
> Well, what about some adaptation of my freshman seminar: Reason,
> religion, and rationality in the Copernican revolution?
>
> Marc
>
> Quoting Jan Boxill <jmboxill@email.unc.edu>:
>
>> Same as teaching any summer course--1/9th of your salary.
>>
>> Jan Boxill, Ph.D.
>> Senior Lecturer and Associate Chair
>> Director, Parr Center for Ethics
>> Department of Philosophy
>> Phone: 919-962-3317
>> Email: jmboxill@email.unc.edu
>>
>>
>> Marc Lange wrote:
>>> Is there any financial incentive for offering such a course?
>>>
>>> Marc
>>>
>>> Quoting Jan Boxill <jmboxill@email.unc.edu>:
>>>
>>>> Summer School is asking for proposals from Philosophy to offer one
>>>> or more Maymester courses. These are 3-credit hour courses that
>>>> meet for 3 weeks, 3 hours per day at the beginning of the first
>>>> summer session.
>>>>
>>>> They are hoping for courses with some flair and initiatives that
>>>> would be especially appealing to students, not standard offerings
>>>> simply moved to the shorter calendar. Or at least, the teacher
>>>> should think of a way to infuse it with a unique component, taking
>>>> advantage of some local area resources, or focusing on something
>>>> that at least sounds interesting, not repeating the general wording
>>>> of the official course description. Introductory courses are not
>>>> particularly desired.

>>>>
>>>> If you are interested, please let me know as soon as possible.
>>>>
>>>> Thanks,
>>>> Jan
>>>>
>>>>
>>>
>>>
>>>
>>> Marc Lange
>>> Professor of Philosophy
>>> University of North Carolina at Chapel Hill
>>> Caldwell Hall
>>> CB#3125
>>> Chapel Hill, NC USA 27599-3125
>>
>>
>
>
>
> Marc Lange
> Professor of Philosophy
> University of North Carolina at Chapel Hill
> Caldwell Hall
> CB#3125
> Chapel Hill, NC USA 27599-3125

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 11, 2006 2:02 PM
To: Gary Comstock <gcomstock@ncsu.edu>
Subject: Re: Thanks
Attach: Parr Overview letter.doc

Hi Gary,
Thanks for your email. It was very good meeting with you on Saturday. I would very much like to get together to discuss each of our programs. I'm pretty flexible, with the exception of Tuesdays.
The proposal is very interesting and is very much what we are doing in our Ethics in Professions series. I also run a Scholars for Tomorrow program for first year grad students, which is just what your proposal addresses. I'm attaching a letter for our administration people that you might find helpful. Also, I'm sure you've visited our website, at parrcenter.unc.edu

My daughter, Lisa Boxill and her husband, Jim Ruth both are Fellows working in the Library.
Do you have Fall break next week? We are on break next week, so I could meet you on Friday the 20th for lunch.

Looking forward to talking.
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

>

The University
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Chapel Hill, NC 27599-3125

Jan Boxill 919.962.3317 jmboxill@email.unc.edu

Greetings from the Director

As you may notice from our website, the Parr Center has been very active. Our new quarters in Caldwell 207 have brought together ethics faculty and staff creating a dynamic and productive environment. Let me share with you some of our accomplishments and exciting ventures.

This semester our programs have seen tremendous success. Two programs presented to large audiences have been the Community Genetics Forum [co-sponsored with Genomic Sciences among others] and the Challenge of Ethics in Sports. Both of these programs played to full houses. Other events have been presented to smaller groups with equal success. We are very pleased with how our programming is going, as it is reaching across academic disciplines and into the larger community. We continue to work together with other units on campus to reach an even broader audience. One in particular is with the Difficult Dialogues Initiative, headed by law Professor Judith Wegner. This is an initiative designed to provide discussion and dialogue within the university with the intent on understanding diverse viewpoints and framing core questions about seeming rifts within our community. As all of these difficult dialogues involve ethical issues, it was appropriate that as the Director of the Parr Center, I serve on the steering committee. The discussions take place within small groups of 12-20, as this provides more opportunity for meaningful dialogue. The dialogue framed for this year is: *Personal faith and conscience: how, when, where, and with whom can we speak our minds on a public university campus?* The Parr Center is sponsoring three sessions with our faculty and graduate student fellows. This is an ongoing initiative with which the Parr Center will be involved.

Another ongoing project of the Center is our "Ethics in the Professions" series. Last year we sponsored an enormously successful Business Ethics workshop. Its success spawned a great deal of interest in other disciplines. As a result, this year, we are set to sponsor at least four workshops: Bioethics, Ethics in Education, Disability and Disadvantage [being co-sponsored with the Poverty Center], and Legal Ethics, which satisfies Continuing Legal Education (CLE).

On February 20-21, 2007, we are fortunate to host Daniel Gilbert, Harvard Psychology Professor and author of ***Stumbling on Happiness***, who will give a public lecture and attend graduate seminars in philosophy, psychology, and biology.

One other exciting venture we are sponsoring is the Intercollegiate Ethics Bowl (IEB), which combines the excitement and fun of a competitive tournament with a valuable educational experience for undergraduate students. Recognized widely by educators, the IEB has received special commendation for excellence and innovation from the American Philosophical Association. The format, rules, and procedures of the IEB all have been developed to model widely acknowledged best methods of reasoning in practical and professional ethics.

These are just some of the activities of the Parr Center for this academic year. We continue to be open to new projects that will bring attention to ethics across the campus and larger community. Our staff is amazingly creative and energetic, which makes so much of this happen. But we especially thank the Parr Family Foundation for their generous support.

Sincerely,

Jan Boxill, Ph.D., Director
Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 11, 2006 2:50 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: letter attached
Attach: Parr Overview letter.doc

Greeting letter attached

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
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Phone: 919-962-3317
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This semester our programs have seen tremendous success. Two programs presented to large audiences have been the Community Genetics Forum [co-sponsored with Genomic Sciences among others] and the Challenge of Ethics in Sports. Both of these programs played to full houses. Other events have been presented to smaller groups with equal success. We are very pleased with how our programming is going, as it is reaching across academic disciplines and into the larger community. We continue to work together with other units on campus to reach an even broader audience. One in particular is with the Difficult Dialogues Initiative, headed by law Professor Judith Wegner. This is an initiative designed to provide discussion and dialogue within the university with the intent on understanding diverse viewpoints and framing core questions about seeming rifts within our community. As all of these difficult dialogues involve ethical issues, it was appropriate that as the Director of the Parr Center, I serve on the steering committee. The discussions take place within small groups of 12-20, as this provides more opportunity for meaningful dialogue. The dialogue framed for this year is: *Personal faith and conscience: how, when, where, and with whom can we speak our minds on a public university campus?* The Parr Center is sponsoring three sessions with our faculty and graduate student fellows. This is an ongoing initiative with which the Parr Center will be involved.

Another ongoing project of the Center is our "Ethics in the Professions" series. Last year we sponsored an enormously successful Business Ethics workshop. Its success spawned a great deal of interest in other disciplines. As a result, this year, we are set to sponsor at least four workshops: Bioethics, Ethics in Education, Disability and Disadvantage [being co-sponsored with the Poverty Center], and Legal Ethics, which satisfies Continuing Legal Education (CLE).

On February 20-21, 2007, we are fortunate to host Daniel Gilbert, Harvard Psychology Professor and author of ***Stumbling on Happiness***, who will give a public lecture and attend graduate seminars in philosophy, psychology, and biology.

One other exciting venture we are sponsoring is the Intercollegiate Ethics Bowl (IEB), which combines the excitement and fun of a competitive tournament with a valuable educational experience for undergraduate students. Recognized widely by educators, the IEB has received special commendation for excellence and innovation from the American Philosophical Association. The format, rules, and procedures of the IEB all have been developed to model widely acknowledged best methods of reasoning in practical and professional ethics.

These are just some of the activities of the Parr Center for this academic year. We continue to be open to new projects that will bring attention to ethics across the campus and larger community. Our staff is amazingly creative and energetic, which makes so much of this happen. But we especially thank the Parr Family Foundation for their generous support.

Sincerely,

Jan Boxill, Ph.D., Director
Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 11, 2006 3:05 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: Buzz Bissinger Lecture]
Attach: Buzz Bissinger Lecture.msg

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, October 13, 2006 11:57 AM
To: Roberts, John Thomas <jtrosap@email.unc.edu>
Subject: Re: Honors course registration

This should not happen. Gucki and I went through the courses to put the necessary restrictions on, I'm surprised this happened. I'll check on it asap.

Also, John, are you interested in working with the group of majors on the Ethics Bowl? We have met and have a good group, but we need a faculty member to travel with them to St. Petersburg on for the Nov. 18th competition.

Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

John T Roberts wrote:
> Hey Jan and Gucki,
>
> A student registered himself for 691 next semester (the first semester
> of the honor thesis course). He didn't realize that it wasn't a
> regular course. I've spoken to him, and he knows he should drop it.
>
> But the reason why I'm writing is that the registration system did not
> stop him from registering for it. He tells me he just used Caroline
> and registered himself for it. Should that class be on controlled
> enrollment?
>
> best,
> John

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, October 13, 2006 12:12 PM
To: Roberts, John Thomas <jtrosap@email.unc.edu>
Subject: Re: Honors course registration

I have taken care of this--both 691 now read "controlled enrollment"
I tested it to make sure it works!
Thanks for letting us know.
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

John T Roberts wrote:
> Hey Jan and Gucki,
>
> A student registered himself for 691 next semester (the first semester
> of the honor thesis course). He didn't realize that it wasn't a
> regular course. I've spoken to him, and he knows he should drop it.
>
> But the reason why I'm writing is that the registration system did not
> stop him from registering for it. He tells me he just used Caroline
> and registered himself for it. Should that class be on controlled
> enrollment?
>
> best,
> John

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, October 13, 2006 1:04 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Re: meeting w/Gary

Indeed--I figured I'd drive him to wherever he needs to go.
Good Luck and have fun with your seminar.
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

Geoff Sayre-McCord wrote:
> Excellent. I think he will be trying to get down for the seminar,
> which starts at 4. If you are able, it might be good to offer him a
> ride back to the Inn (if you think that will be quicker than walking,
> which it might not be...), so that he can get his car to come to where
> the seminar will be.
> -- Geoff
>
>
> At 11:46 AM 10/13/2006, you wrote:
>> Hi,
>> Gary is coming by the office at 3:30 for about 15 minutes. He is
>> near here, so he said he'd just walk over.
>> Jan
>>
>> Jan Boxill, Ph.D.
>> Senior Lecturer and Associate Chair
>> Director, Parr Center for Ethics
>> Department of Philosophy
>> Phone: 919-962-3317
>> Email: jmboxill@email.unc.edu
>>
>>
>>
>> Geoff Sayre-McCord wrote:
>>> Jan --
>>> I haven't heard back from you re meeting with Gary. Will it work
>>> well for you to meet him at 3:30 out near the Friday Center or would
>>> you rather meet in the Center? Either way, I need to let him know
>>> soon...
>>> -- Geoff
>>>
>>> _____
>>> Geoffrey Sayre-McCord
>>> Professor and Department Chair
>>> Department of Philosophy, CB #3125
>>> University of North Carolina at Chapel Hill
>>> Chapel Hill, NC 27599-3125
>>> USA
>>>
>>> Phone: (919) 962-2695
>>> email: sayre-mccord@unc.edu
>>> http://philosophy.unc.edu/smccord.htm

>>>
>
> _____
> Geoffrey Sayre-McCord
> Professor and Department Chair
> Department of Philosophy, CB #3125
> University of North Carolina at Chapel Hill
> Chapel Hill, NC 27599-3125
> USA
>
> Phone: (919) 962-2695
> email: sayre-mccord@unc.edu
> http://philosophy.unc.edu/smccord.htm
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Saturday, October 14, 2006 2:04 PM
To: Hofweber, Thomas <hofweber@unc.edu>
Subject: Re: your talk

Hi Thomas,
My meeting went very well, but I understand so did your paper. In fact from ALL reports it was outstanding!!! Bernie said I would have really liked it. He thoroughly enjoyed it and we talked a lot about it last night. I'm sorry I missed it. He gave me the argument you presented, and I think I have a question about it, but I'll wait to see you as it isn't easily written in an email!

Good job.

Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 16, 2006 12:47 PM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: Teaching Award Nominations

Debbie,
I have a question. One of our 10 finalists was a TA last year, has now received her Ph.D. and is this term a Lecturer. Does she qualify?

thanks,
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

Debbie Stevenson wrote:
> Dear Members,
>
> I've deleted all the nominations that did not include a letter or were
> duplicates.
> Let your work begin! We had a total of 293 nominations to consider
> for this year's awards.
> Please review all nominations submitted through Oct. 2 - if the date
> appears after the 2nd these will be considered in next year's pool.
>
> Please let me know if you need any assistance!
>
> Sincerely,
>
> Debbie

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 16, 2006 11:25 PM
To: McMillan, Tim <tjm1@email.unc.edu>
Subject: tutor/Honorary coach
Attach: WBB 2006-07 Invitation.doc

Thanks Tim.
Also I am attaching an invitation to serve as an Honorary Coach for Women's Basketball.
I know the women in your class would be excited to have you as an honorary coach.

Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

tjm1@email.unc.edu wrote:
> Hello Ms. Willingham --
>
> I'll be glad to have Mr. Yount come as a note taker and tutor. Our
> midterm is tomorrow so there's no need for him to come then, but we'll
> be starting back up after Fall Break. The course syllabus is on-line
> at http://www.unc.edu/~tjm1/af101.htm and includes the on-line slave
> narratives that the students will be reading for their upcoming essay
> assignment.
>
> Have a great day.
>
> -Tim McMillan
>
>
> Quoting Mary Willingham <mwillingham@uncaa.unc.edu>:
>
>> Dr. McMillan,
>>
>> Dr. Jan Boxill may have already spoken with you. I wanted a chance to
>> confirm my understanding of the possibility of sending a tutor to your
>> class (AFAM 101, 01). Tony Yount, who is one of our history tutors (a
>> retired High School teacher) is available to come and audit your class
>> in order to assist some students. Since we are not starting this at the
>> beginning of the semester, it is really not an official Supplemental
>> Instruction class, however Tony is trained as an SI leader as well as
>> current on his NCAA tutor compliance training. Tony will be holding
>> regular review sessions for the remainder of the semester and other
>> students (besides student-athletes) are welcome to join the sessions.
>> They will focus on study skills using your course content. Does this
>> meet with your expectations, and is this acceptable? Please let me
>> know.
>>
>> Thank you so much,
>> Mary
>>
>> Mary C. Willingham
>> Learning Specialist/SI Coordinator

>> University of North Carolina - Chapel Hill
>> Academic Support Program for Student Athletes
>> (919)843-6029
>> mwillingham@uncaa.unc.edu
>>
>
>

Chapel Hill Philosophy
UNIVERSITY OF NORTH CAROLINA

Department of Philosophy CB #3125, Caldwell Hall UNC Chapel Hill Chapel Hill, NC 27599-3125

Jan Boxill 919.962.3317 jmboxill@email.unc.edu

October 16, 2006

Dear Tim,

It's that exciting time of the year when basketball becomes the sport that enhances our lives, in particular Women's Basketball! As you may know the Women's Basketball program has an Honorary Coach program that has proven to be a very enjoyable experience both for the participants and the players. I would like to invite you to serve as an Honorary Coach for the 2006-2007 Women's Basketball program.

The experience and leadership of seniors Ivory Latta and Camille Little, juniors Erlana Larkins, Alex Miller, Megan Austin, and LaToya Pringle, sophomores Iman McFarlan, Heather Claytor, Rashanda McCants, Martina Wood, and Christina DeWitt, combined with the two first year players, McDonald's All American Jessica Breland and Trinity Bursey, makes this year's team an exciting team to watch.. Last year's team was outstanding making it to the Final Four, but the expectations for this year's team is to emerge as Champions in Cleveland. I know you'll find them amazing to watch. With all this talent and experience, the Tar Heels have set their goals high, expecting their season to culminate in a trip to the Final Four in Cleveland, Ohio. in April 2007, returning to Chapel Hill with the trophy.

The Tar Heels start their season with two exhibition games and then a strong non-conference schedule, which includes Tennessee and UConn, to take them into the ACC Conference games.

If you can find time in your busy schedule to participate in the Honorary Coaching program, I invite you to look over the home schedule and let me know which games would be most suitable for you. Every effort will be made to accommodate one of your first choices.

Please fill out the enclosed form and return your preferences to me as soon as possible. If you have any questions or need further information, please feel free to contact me at the Philosophy Department, CB #3125, or call me at 962-3317, or email me at: jmboxill@email.unc.edu

I look forward to hearing from you; and we are all looking forward to another great year.

Sincerely,

Jan Boxill, Ph.D.
Honorary Coach Coordinator
WCHL Radio Commentator

WOMEN'S BASKETBALL 2006-2007—HOME GAMES

Tuesday	October 31	7:00 p.m.	PREMIER PLAYERS-Exhibition
Sunday	November 6	2:00 p.m.	CARSON-NEWMAN-Exhibition
Friday	November 10	9:00 p.m.	EAST TENNESSEE STATE
Sunday	November 12	5:00 p.m.	WINSTON SALEM STATE [not available]
Friday	November 17	5:00 p.m.	ELON
Thursday	November 30	7:00 p.m.	UNC-GREENSBORO
Sunday	December 3	8:00 p.m.	TENNESSEE (ESPN) [not available]
Wednesday	December 6	7:00 p.m.	WOFFORD
Sunday	December 10	2:00 p.m.	WESTERN CAROLINA
Saturday	December 16	5:00 p.m.	SOUTH CAROLINA STATE
Thursday	December 28	2:00 p.m.	DELAWARE STATE
Saturday	December 30	2:00 p.m.	TENNESSEE TECH
Thursday	January 4	7:00 p.m.	VIRGINIA TECH
Monday	January 8	7:00 p.m.	VIRGINIA (RSN)
Monday	January 15	7:00 p.m.	CONNECTICUT (ESPN2) [not available]
Thursday	January 18	7:00 p.m.	GEORGIA TECH
Sunday	January 21	2:00 p.m.	NC STATE [not available]
Thursday	February 8	7:00 p.m.	DUKE (ESPN2)
Sunday	February 18	7:00 p.m.	MIAMI
Thursday	February 22	7:00 p.m.	WAKE FOREST

PREFERENCES (List three in order of preference)

1._____

2._____

3._____

NAME: _____
ADDRESS: _____
_____
EMAIL: _____
PHONE: _____

Return to Jan Boxill, Dept of Philosophy, UNC-CH, Chapel Hill, NC 27599-3125.
Email: jmboxill@email.unc.edu or Fax: 843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, October 17, 2006 8:48 AM
To: Taft, Tim <timothy_taft@med.unc.edu>
Subject: Re: Drug talk

Hi,
Meet us at the Student Athlete Academic Center in the Auditorium at
2.This is a smaller group--it is a First Year seminar of 21 students.
See you then.
Thanks so much.
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

Tim Taft wrote:
> Where should I be and when? T

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, October 17, 2006 1:08 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: [Fwd: URGENT Southeast Regional Ethics Bowl]]
Attach: [Fwd URGENT Southeast Regional Ethics Bowl].msg

I think you got this, but just in case. Also, Susan is checking on a van
for Nov 16-20th.

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Clark, Susan C <scclark@EMAIL.UNC.EDU>
Sent: Tuesday, October 17, 2006 12:47 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>; Terry Price <tlprice@EMAIL.UNC.EDU>
Subject: [Fwd: URGENT Southeast Regional Ethics Bowl]
Attach: URGENT Southeast Regional Ethics Bowl.msg

FYI
I have paid our entry fee. They are concerned as to if you have rooms reserved?
Susan

--
Susan Clark, UAM 1
Philosophy,Admin. Manager
UNC-Chapel Hill
102-A Caldwell Hall CB 3125
Chapel Hill, NC 27599-3125
919-962-3311
919-843-3929 Fax
scclark@email.unc.edu

REGIONAL ETHICS BOWL CASES

FALL 2006

Prepared by:
Rhiannon Dodds, Interim Chair
Edward Carr
Raquel Diaz-Sprague
Brenda Dillard
Jeremy Jones
Mark Matalski
Richard Miller
Adam Potthast
Terry Russell

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Case #1

Dr. B., a Professor of Psychology at a large research institution, Ohio State University (OSU), has a long distinguished record of working with chimpanzees. In the 1970s, she taught chimps to communicate, first by using American Sign Language and later using graphic symbols. In the last decade, under her direction, two young chimps, Keeli and Ivy, have learned to count and to recognize simple written words. Another chimp, Bobby, has shown an uncanny ability to learn number sequences and even to fill in missing numbers in a sequence. She has learned that chimps can do simple arithmetic, behave similarly to preschoolers, and (along with humans) have the ability to perceive the knowledge state of a peer.

Dr. B., who has dedicated her entire professional life to the study of cognition in chimpanzees, has won international acclaim for her work and was named one of the top 50 women researchers in the nation by *Discover Magazine* in 2002. Her chimps have been featured on Discovery Channel. However, as funding to support the research center has been hard to come by in the last five years, the university decided to close the research center and send the chimps away. OSU abruptly seized the professor's laboratory on February 28, 2006, changed all the locks, and hired a truck to send all 12 primates (nine chimps and three monkeys) to Primarily Primates, a controversial Texas sanctuary. The university gave the sanctuary a $324,000 trust fund for the animal's care.

Dr. B. vigorously protested the decision. When a restraining order she filed failed to prevent the university from implementing its decision, Dr. B. chained herself to the center's gate to prevent the transport trucks from leaving. Her efforts were unsuccessful and one of the chimps, 25-year old Kermit, died during the 38-hour transport in early March. Bobby was found dead in his enclosure on April 20. One of the monkeys escaped and was never recovered. Dr. B sued OSU to win custody of the remaining chimps. PETA also joined the suit on behalf of the remaining seven chimps and two monkeys and in June a Texas judge ordered that an independent trustee should oversee the $324,000 funding to ensure that it be used to house and benefit the remaining OSU primates.

Case #2

Wisconsin State Representative Dan LeMahieu (R-Oostburg) was outraged when the University of Wisconsin-Madison's University Health Services (UHS) featured ads in the two student newspapers suggesting that students consider receiving prescriptions for emergency contraception (EC) prior to leaving for spring break. UHS services are available to any student at the UW-Madison, and as such they offer health expertise to students in the areas of medical treatment for illnesses and injuries, counseling for stress reduction, smoking cessation, nutrition, dermatology, sports medicine, as well as confidential testing and treatment of sexually transmitted diseases (STDs). Although a part of the state-funded University of Wisconsin System, the ads were paid for using student segregated fees which are not part of taxpayer dollars or academic tuition funds.

Following the publication of the ads, which were part of a series also advising students to protect themselves from sun exposure and limit their intake of alcohol, Representative LeMahieu initiated drafting legislation to ban any university health center in Wisconsin from advertising or distributing the morning-after pill (EC). LeMahieu contends, "I think it's offensive that the university is trying to tell young women to be prepared and to plan ahead so they can have promiscuous activities on spring break. I don't think that it's the role of the university to promote that type of activity, and I believe that's what their ad is asking young people to do." LeMahieu also added that the UW should be "made aware" that many people who are paying state taxes do not appreciate the offensive advertisements.

On June 16, 2005, Wisconsin's State Assembly voted 49-41 in favor of a bill prohibiting University of Wisconsin System health centers from advertising, prescribing or dispensing emergency contraception, making it the first state in the country to move towards banning EC on all state college campuses.

Case #3

Near the end of its fall season, a top executive from the popular reality television competition, *Idol Starz*, appeared on the *Today Show* and revealed that the program's contestants either advanced or were cut based on producers' decisions rather than being selected through the program's public text-messaging voting system. The executive went on to state that the show's winners and losers were selected by producers on a round-by-round basis in the hopes that certain "controversial" or "questionable" choices would positively influence ratings, increase fervor for underdog candidates, and create a more developed fan-base which would return to view the show during both current and future seasons.

Given the show's popularity and viewers' commitment to their favorite contestants, the revelation led to a large public outcry condemning the show for dishonesty and false advertising. Many claimed to have been cheated and explained that the show had a responsibility to adhere to the public's decisions about which candidates they preferred. Given special attention during this debate was the show's slogan: "You vote. You decide. Who should be the next Idol Star?"

During ensuing interviews, the show's producers explained that their decisions were based on the fact that they were in the entertainment business and that certain unpredictable events helped to keep the audience invested in the show and provided increased entertainment value. They also argued that, more often that not, their decisions about who should advance or win were in line with the public's desires. When questioned about the program's slogan, one producer was quoted as saying, "Look at it carefully. There is a difference between telling someone to vote and decide who *should* be the next Idol Star and telling them that their votes *will* decide the next Idol Star."

Case #4

In a recent case, Florida authorities declined to file charges against a Miami Herald columnist for surreptitiously recording a phone call from a city commissioner who later committed suicide in the newspaper's lobby. Authorities cited the unusual circumstances that led to the taping as the basis for not filing charges against the columnist. These circumstances were not enough for the Miami Herald, who took immediate action to fire the columnist for violating a company policy that prohibited the taping of sources and interviewees without the subject's consent.

State laws related to the recording of phone calls and the courts interpretation of these laws vary widely in the United States. Many of these laws are intentionally written with ambiguous terms and interpretation is typically required on a case by case basis.

The firing of this popular columnist caused much protest around the world. Many members of the Herald staff signed a petition requesting the decision to fire the columnist be rescinded. The columnist was friends with the city commissioner, and the commissioner provided regular sources for stories to the columnist.

According to the columnist, the commissioner was despondent over public allegations about his sex life and the tone of his voice on the phone conversation was so alarming that the columnist impulsively decided to record the conversation. The tape records the columnist's attempts to calm the commissioner. Throughout their 20-minute conversation, the columnist attempted to steer the conversation to less volatile subjects in the hopes of lifting the commissioner's spirits. But the call ended with the commissioner still despondent. A few minutes later, the commissioner shot himself.

Following the suicide, the columnist told editors of the Miami Herald that he had been interviewing the commissioner earlier in the day and had recorded part of the conversation without the commissioner's consent.

After being fired, the columnist was quoted as saying "In a tense situation I made a mistake. The Miami Herald executives only learned about it because I came to them and admitted it. I told them I was willing to accept a suspension and apologize both to the newsroom and our readers. Unfortunately, the Herald decided on the death penalty instead."

The Miami Herald editors have taken the position that there must be an absolute prohibition of the paper's reporters taping conversations without a party's consent, and not just because it is against the law in Florida, as it is in many states. An executive of the Herald has stated that the policy is necessary to protect the paper's integrity, as well as to foster trust from news sources.

Journalists at the Miami Herald have pointed out that at least one other reporter surreptitiously taped an interview, but was not fired. The journalists also have also stated that there is no written policy on taping conversations and that any verbal policy on expectations of reporters is unclear. The Miami Herald responded to the alleged case of a previous surreptitious

taping by saying “we understand this happened 18 years ago”. They went onto state that the recent decision to fire the columnist was clearly guided by the environment in which journalists operate today; which is much more constrained in terms of the latitude given for violation of law and policy.

Case #5

Beginning in 2005, protests at funerals for military personnel killed in Iraq have been increasing – and have received much media attention. In particular, members of the Westboro Baptist Church, in Topeka, Kansas, have been especially visible and vocal at many of these military funerals. Reverend Fred Phelps and his protesters claim that U.S. military deaths in Iraq are because America tolerates homosexuals and that they are a sign of divine punishment for America's tolerance of homosexuality. For over a year now, members of this anti-gay church have been crisscrossing the United States, holding more than one hundred protests outside the funerals of U.S. soldiers killed in Iraq.

They wave placards with such expressions as: "You're Going to Hell," "Fag Vets, God Hates You," and "Thank God for IEDs" (the improvised explosive devices responsible for killing many military personnel in Iraq). Phelps contends that all American soldiers are guilty by association – because they are fighting in the service of the U.S. government.

By Spring, 2006, twenty-eight states and Congress were rushing to pass laws to restrict protests outside military funerals. On May 17, 2006, Illinois Governor Rod Blagojevich signed a state law – "Let Them Rest in Peace Act" – that prohibits disruptive and inflammatory protesting 30 minutes before a funeral, during the service, and 30 minutes after a funeral while remaining 200 feet from the funeral site. This new Illinois law drew immediate scorn from Shirley Phelps-Roper, attorney for the Westboro Baptist Church: "The law is impotent. You've done nothing to change that God is killing your children and sending them home in body bags. Keep your big, fat snout out of our religion."

In the U.S. Congress, Representative Mike Rogers (R-Mich.) sponsored a House bill to address this matter. He said that he took up the issue after attending a military funeral in his home state, where mourners were greeted by "chants and taunting and some of the most vile things I have ever heard. Families deserve the time to bury their American heroes with dignity and in peace." On May 24, 2006, Congress passed legislation that would bar demonstrators from disrupting military funerals at national cemeteries.

The "Respect for America's Fallen Heroes Act" prohibits protests within 300 feet of the entrance of a national cemetery and within 150 feet of a road into the cemetery from 60 minutes before to 60 minutes after a funeral. Those violating the act would face up to a $100,000 fine and up to a year in prison. Senate Majority Leader Bill Frist (R-Tenn.) said that this act "will protect the sanctity of all 122 of our national cemeteries as shrines to their gallant dead. It's a sad but necessary measure to protect what should be recognized by all reasonable people as a solemn, private and deeply sacred occasion."

In response to this federal legislation, Phelps has said that Congress was "blatantly violating the First Amendment rights to free speech" in passing the bill. He said that he will continue to demonstrate but would abide by the restrictions. Constitutional experts are warning that protest restrictions – such as those passed in Illinois and in Congress – appear overly broad and are likely to be overturned if challenged in court. Eugene Volokh, a law professor at the University of California-Los Angeles and an authority on the First Amendment, said: "You can't

treat speech as a breach of peace simply because it offends people. These protests are tremendously offensive and hard to ignore. But ignoring them or counter-protesting is unfortunately the only remedy the 1st Amendment allows." And, the American Civil Liberties Union has filed a lawsuit against a new Kentucky law, saying that it goes too far in limiting freedom of speech and expression. Additional lawsuits are expected to be filed.

U.S military veterans find Phelps' beliefs and actions particularly abhorrent, and in November, 2005, veterans' motorcycle groups began showing up at military funerals to oppose the protesters and to show support for the families of the deceased soldiers. Calling themselves the Patriot Guard Riders, these motorcycle groups have organized hundreds of counter-protesters to wave American flags and stand silently in front of the Westboro picketers, to pay respects to the fallen soldier, and to protect the soldier's family from disruptions.

Case #6

Alejandro Toledo, President of Peru, has launched a public campaign demanding that Yale University return to Peru Incan artifacts excavated at Machu Picchu in 1912. Yale professor Hiram Bingham III, guided by a native Peruvian, came upon the Incan city of Machu Picchu in 1911. Bingham secured backing from the National Geographic Society and support from Peru's government for archeological excavations at Machu Picchu in 1912 and again in 1914-15.

In October 1912, Bingham gained the Peruvian government's permission to bring to Yale for research the contents of 170 tombs in Machu Picchu. The decree allowed that Peru reserve the right to ask for the return of the objects.

By 1916, Peru, suspecting Bingham of secretly taking Incan gold, ended Bingham's work at Machu Picchu. The items taken to Yale from the 1914-15 excavations were loaned for only 18 months. Yale has refused several Peruvian requests for return of the artifacts.

Today, Yale claims that they have complied with the 1912 and the 1916 agreements, returning the objects to Peru during the 1920's. Yale sees no similar responsibility to return the items taken from earlier work. National Geographic Society records show that about half of the items were returned to Peru, with no mention of the remaining artifacts.

Luis Guillermo Lumbreras, the director of Peru's National Institute of Culture in Lima, claims that Yale has had 90 years to complete research on the objects, and now Peru wants the items returned. Peru elected its first indigenous president–Alejandro Toledo, who honored the nation's Incan heritage by holding part of his inauguration ceremony at Machu Picchu in 2001. In part due to his influence, Peru wants possession of the artifacts, which have formed the core of Yale's impressive, scholarly exhibition: *Unveiling the Mystery of the Incas*. After traveling to six cities and attracting over a million visitors, the exhibit now resides at Yale's Peabody Museum of Natural History in Connecticut.

The recent research of Yale professors Lucy Salazar and her husband Richard L. Burger, including extensive scientific analysis of burials, has provided the most reasonable explanation for the existence of Machu Picchu. Rather than supporting the earlier ideas of the city as a center for religious activity including the sacrifice of virgins, the professors' research has suggested that the city served as a simple country retreat from the Inca capital of Cuzco.

The number and kinds of artifacts taken to Yale from Machu Picchu is in dispute. Yale has offered to return some of the pieces to Peru, if Peru allows it to keep others at the Peabody Museum of Natural History, where Machu Picchu is the prize exhibit.

Case #7

In October of 2002, after the overdose of one of its workers, management at a Weyerhaeuser, a multinational corporation in the pulp and paper industry located in Valliant, Oklahoma, became concerned that employees were not following drug and safety regulations in its parking lot. Management decided to have the parking lot searched with gun and drug sniffing dogs. While the dogs found no drugs, they did find firearms in twelve vehicles, including shotguns and automatic weapons. The owners of these vehicles, including a 23-year veteran shift manager, were fired in the next two days.

Weyerhaeuser and many other businesses have had long standing bans on firearms brought into the plant in order to protect workers and prevent workplace violence. In 2002, Weyerhaeuser extended this ban to the parking lot. Many workers claim they were not told of the extension of the ban, though management claims they informed workers. Some of the fired workers have filed suits claiming they were not informed. The initial suit was thrown out, but the decision is being appealed.

Since this and other incidents, many states -- beginning with Oklahoma -- have enacted laws protecting workers who want to keep firearms in their cars. The latest state to consider such a law is Florida, home to Walt Disney World, which does not allow any of its 50,000+ employees to bring guns onto company property.

A number of corporations have joined federal lawsuits against these new state laws. These companies include ConocoPhillips (petroleum), Halliburton (energy), and the Nordam Group (aircraft manufacture). They state that they cannot provide a safe and secure workplace without the ban on guns in the parking lot, and they see state laws allowing guns as infringing on the right of private property owners to decide what is and is not allowed on their property. Even aside from their property rights, companies claim that the laws would disregard public safety. The Bureau of Labor Statistics Census of Fatal Occupational Injuries states that in 2004, there were 551 workplace homicides out of 5703 workplace fatalities. A study at the University of North Carolina claims that such killings are five times more likely to occur at workplaces that allow guns compared to those who do not.

The National Rifle Association (NRA) has been the primary champion of laws that allow workers to have guns in cars in company parking lots. The NRA claims that prohibiting lawful gun owners to keep guns in their car dramatically diminishes their right to own firearms and defend themselves. All 50 states allow the transportation of firearms for lawful purposes. The laws also restrict workers who may want to hunt or target shoot after work from engaging in these lawful activities. They also claim that one's car should enjoy the same protections that one's home enjoys with regards to being able to keep lawful weapons and immunity to unlawful searches.

The NRA claims that the state laws already have commonsense provisions in them that prevent abuse. For instance, anyone wanting to transport a firearm and park their car in a company lot must keep the automobile locked, and at no time is it permissible to take the firearm out of the car on company property. Against the property rights claims of business owners, the

NRA claims that business owners are already under extensive federal, state, and local regulations about what they can do with their property and that striking down these state laws would allow companies to "micro-manage" the contents of an employee's automobile. The NRA also cites statistics that 84% of workplace murders are committed by strangers, and anyone determined to commit a crime will not be discouraged from bringing the gun onto company property by a company regulation prohibiting guns in parking lots.

Case #8

After several years of miscarriages, Edward and Susan turn to *in vitro* fertilization as a means of screening embryos for genetic defects. More than two years elapse, with all the attendant discomfort and expense, but finally an "acceptable" embryo is produced and implanted. To their joy, nine months later they are blessed by Michelle, an apparently happy, healthy baby.
They decide that they will not tempt fate by trying to increase their family, instead choosing to relish the raising of their daughter. Five years pass and they eagerly anticipate Michelle's starting kindergarten. They have elected to enroll her in a well-respected private school so as to realize her fullest potential. Part of the school's pre-entry preparation is an extremely thorough set of physical examinations. (The physical examinations are not done to screen for admission, but rather to anticipate potential health issues while the student is enrolled.)

To their horror, the examinations determine that Michelle has early symptoms of a particularly virulent form of *Acute Childhood Lymphoid Leukemia*. Nothing in the embryonic screening could have predicted its occurrence. They begin immediate conventional treatments which prove to be ineffective. At their oncologist's recommendation they enroll her in the nation's premier pediatric oncology program. She gives them the bad news that Michelle shows evidence of having Philadelphia chromosome-positive ALL. The most successful treatment involves hematopoietic stem cell transplantation from matching relatives. The oncology clinic tests both Edward and Susan, but finds neither of them compatible. Since neither of them (nor Michelle) has any siblings, it looks as if they will have to hope for a million-to-one chance of finding a well-matched unrelated donor.

While waiting in the lounge of the clinic, the mother of another child under treatment introduces herself and suggests that they do have another option – they could have another child, *via in vitro*, selecting among possible embryos for compatibility for transplant. Initially they are horrified at the idea of producing another child as a "biological stockpile" for Michelle, but the more they think about it the better the idea seems. After all, they really had wanted more children. The new child wouldn't be seriously injured by the procedure needed to provide Michelle with the transplant material she so desperately needs. Given their history of medical procedures needed to have Michelle, the screening required to make sure the new child would be a compatible donor is almost the same as if they were just having another child as a family expansion.

When they raise the possibility with Michelle's physician, she explains that the screening technology has improved sufficiently since Michelle's birth to guard against the new child's having the same disposition toward this disease. But, before she will go further, she tells them they must speak with the clinic's counselor. The counselor asks them to consider what their true

motives are in proposing the conception of this second child, whether they would be treating her as a person or as an object and how they will explain to her the reason for her conception.

Case #9

After 25-30 years of service, ships are at the end of their sailing life and are sold as "End of Life Vessels" to be dismantled primarily to recover the valuable steel which makes up about 95% of the ship. Ship breaking (or ship demolition) is the process of dismantling the structure of an obsolete vessel for scrapping or disposal and includes a wide range of activities, from removing all gear and equipment to cutting down and recycling the ship's infrastructure. However, the only ones who profit from ship breaking are the ship owners. They extract an average of $1.9 million profit per "End of Life Vessel." Ship breaking is also a challenging and controversial process, due to the structural complexity of ships and the many environmental, safety, and health issues involved.

Ship breaking is dangerous and has the reputation of being one of the dirtiest jobs on earth. For minimal dollars a day, workers with little protective gear tear out pipes insulated with asbestos, transformers covered with PCBs, and leaky diesel tanks. Until the late twentieth century, ship breaking took place primarily in port cities in developed countries – including the United States and Europe. Today, however, most ship breaking yards are in developing countries – especially India, China, Bangladesh, and Pakistan. This is due to rules dealing with lead paint and toxic substances. The industry was such a disgrace that, in 2000, Congress acted to stop U.S. registered ships from being sent overseas for scrap. Ship breaking remains an international environmental and labor concern - because ship breaking now occurs mostly in underdeveloped countries where working conditions and environmental impact are not regulated. Also, many ships being scrapped now were made before many international environmental laws were enacted.

In late 2005, a Virginia-based company, Bay Bridge Enterprises, visited the small coastal town of Newport, Oregon, and proposed opening a ship breaking plant on the banks of Yaquina Bay. The company offered up to 125 jobs paying $20 an hour. Their spokesperson indicated that the company had no environmental violations since they have been doing this work, and that they had zero lost-time injuries since 2001. Also, he noted that there is no large-scale ship breaking yard on the West Coast, and that there are about 60 ships anchored in a California bay – just waiting to be moved to a scrap yard. Therefore, there would be plenty of work available at a new ship breaking plant in Newport – for some time to come.

A strong coalition of interested parties in the Newport area emerged in opposition to this proposal. The "Friends of Yaquina Bay" were the group of people most responsible for rallying the community together to try to stop this ship breaking proposal. The Oregon Coast Aquarium and the Oregon State University Hatfield Marine Science Center – both located in Newport – also added major support to the effort to block the proposed plant. Some of the major issues raised by these opponents to the proposal included: the world-wide negative reputation of ship breaking; the safety of towing "ghost ships" (some with a length of up to 540 feet) from San Francisco Bay in California to Newport, Oregon; potential infestation of as many as 100 invasive species on the ships in California that are not in Yaquina Bay; toxins on and in the ships that would escape into the bay and the air, affecting the seafood industry – especially crabbing – as well as the fear of pollution runoff at the Hatfield Marine Science Center and the Oregon Coast Aquarium; and visual pollution. Yaquina Bay is a continentally Important Bird Area – with

several endangered species present. There are 15 or more blue heron nests and other bird species on the tide flats near the proposed ship breaking site. The local tides extend 15 miles up the Yaquina River and thus the largest oyster farm in Oregon could be affected. Plus there is fear that money-spending tourists would not view these rusting ships as an asset to the beautiful Oregon coast.

On January 24, 2006, about 200 people packed a meeting room in Newport, Oregon, to hear Mr. Don Mann, general manager of the Port of Newport, announce that "some projects are a good fit, or not a fit at all. Bay Bridge's plan for a ship breaking facility in Yaquina Bay does not qualify in our test for a good fit." Thus, quite surprisingly, it seems, the ship breaking plan for Newport was ended. Mr. Mann continued: "This was not a good business deal for the company, or for the Port. I believe that the environmental issues could have been resolved, but our financial concerns could not be adequately addressed." The vast majority of persons at the meeting were very pleased with this decision.

While this issue was being considered by the town of Newport, Oregon, the office of the Port Commissioners received hundreds of telephone calls of concern – from all over the country. As one commissioner said: "We have gained much free advertising – for the port and community. The whole world knows we're here. This issue is bringing this concern to Oregon, and to the nation." Bay Bridge's next move on the West Coast remains to be seen. The company is still looking for a possible Oregon or Washington port.

Case #10

Ardent R. Porter is an investigatory journalist with a respected Washington-area newspaper, *Capitol News Briefly*. As a reporter working in and around the D.C. area, Mr. Porter often relies on his long list of contacts in order to glean information that might be useful for the various articles he publishes on corruption within politics and government. By establishing relationships with individuals at all levels of government, Ardent has provided himself with valuable human sources that are often capable of providing him with names, tips, or other information that he could not extract from other channels. Furthermore, a few of Mr. Porter's key contacts are able to pass along hard-to-come-by information about questionable or downright illegal actions taken by government employees or agencies.

One such contact is Ian Stalwart, a mid-level agency administrator who works with individuals who do government "groundwork" as well as with high-level government bureaucrats. As a middleman of sorts, Ian is in a position uniquely suited to evaluating the actions of those who work both below and above him. One of Mr. Stalwart's responsibilities is to watch for and report any illegal activity that he might encounter. Mr. Stalwart takes this role very seriously and his responsibilities as a watchdog were what originally led him to seek out Ardent, a like-minded opponent of corruption and illegality within public service.

It so happened that Mr. Stalwart discovered that many individuals within his agency were working to cover up illegally-awarded, over-billed, or otherwise fraudulent government contracts awarded during the early months of the Iraq War, actions which were in violation of several federal laws, in addition to many agency standards. Upon presenting his discovery to his superiors, Mr. Stalwart was told to disregard his findings and to refrain from further discussing the subject. After pressing for a more sophisticated explanation, he was informed that the contracts in question had been deemed classified through appropriate agency and congressional channels and that because the contracts had been deemed to serve a compelling national security interest, it would be against agency policy (as well as illegal) to discuss them, regardless of any questionable procedural or substantive aspects.

Fully knowing that he was in violation of laws regarding the disclosure of classified information, Mr. Stalwart approached Mr. Porter and revealed everything he knew about the dubious contracts. He also provided Mr. Porter with the names of the individuals implicated in the cover-ups and the names of the administrators who had ordered him to remain silent.

After composing a lengthy and revealing story, Mr. Porter approached his editor about publishing the story, explaining the dilemma presented by the fact that much, if not all, of the story's core material was classified. Following a discussion about publishing the article by the paper's editorial board it was decided that the story would run in the paper's next issue.

Case #11

Students in schools of medicine, nursing, dentistry and veterinary medicine are required to observe actual surgeries (and other procedures) early in their educations as a preliminary exposure to the practices of their field. In fact, such study is thought to be essential in confirming the students' choice of profession. Of course, the observation takes place with the informed consent of the patients (or their guardians). Many pre-medical, pre-nursing, pre-dentistry, and pre-veterinary programs, especially at schools with associated hospitals, are beginning to recommend (or even require) similar observation programs.

The State University Museum has one of the nation's premier exhibits of the history of medicine and allied fields. They include displays replicating Leonardo's anatomy studies, teaching materials from Charles University (in Prague) dating from the 16th century, 18th century "bleeding," and 19th century nutrition studies (among many other presentations).
One of the most popular offerings at the museum is the "surgery room" where films of common surgical procedures can be viewed. Like the student viewing in medical schools, the patients shown have given their informed consent. Not surprisingly, the most identifiable attendees are people who are considering having the operations shown in the pictures. The films have been "sanitized" so that excess gore is avoided, but the surgeries are shown in detail.

Dr. Suarez, curator of the museum and retired professor of neurosurgery, has proposed to the board that rather than using films, which are hard to make and quickly become outdated, observers should be allowed to observe actual, in process surgeries on persons who have consented. After all, the University Hospital is adjacent to the museum and access is convenient. The hospital's operating theaters are set up above the surgical floor but separated from the patient and surgical team by sound- and atmosphere-proof windows. Dr. Suarez suggests that such watching could become a significant educational revenue-generating operation. He points out that special exhibits commonly serve as important financial resources for museums.

When Dr. Suarez proposes this program to the Museum's board of directors, Katherine Osborn (one of the community members of the board) objects vigorously. Although Dr. Suarez's proposal clearly restricts participation to persons "15 and older," Ms. Osborn argues that teens, and perhaps others, will attend surgeries not as education but as entertainment. Her position is that such "exhibitions" will be little better than the "bum fights" and ultraviolent films that have gained popularity in recent years. Ms. Osborn claims that teens will watch surgeries as a replacement for the gore seen while attending the ***Halloween*** and ***Nightmare on Elm Street*** movies. Her claim is that such actions are exploitative more than educational.

Dr. Suarez responds that actual surgeries come nowhere near the gore commonly shown on TV and in the movies. He points out that we seldom know what motivates people to act as they do in the presence of human affliction. "Do people slow their cars when passing accidents in order to see whether they can help or to see blood and gore? How would we know? Even if an adolescent attended a surgery out of a desire to see gore, might the experience not shift his or her perspective, creating an interest in becoming a medical professional?"

Case #12

Politicians have crossed the floor, or switched parties for as long as political parties have been in place—famous switches include those of Strom Thurmond, Ronald Reagan, Condoleezza Rice, Howard Dean, Hilary Clinton and most recently, Joe Lieberman. In 2001, nine serving members of Congress had switched parties while in office. Various reasons are cited for changing parties, including ideological disagreement with one's current party and moving to improve power and legislative efficacy, among others. U.S. Representative Ralph Hall of the Fourth Congressional District in Texas cites both reasons.

Ralph Hall was first elected in 1980 as a Democrat and has been re-elected each succeeding year. Hall has made a reputation for himself as a rogue Democrat, willing to "cross the aisle" and vote with Republicans when he agreed with their position. He also has been an avid supporter of President Bush, opposed to Democratic bids to unseat him. But it was more than mere ideological agreement that encouraged a decision to switch parties in early 2004 before his bid for reelection.

As Hall stated in a January 2004 press release that announced his decision to switch parties, "This year I was denied requests for district appropriations because I was a Democrat who voted against the bill. I have always stated that … if being a Democrat hurt my district, I would either resign or switch parties." The bill to which he was referring was a "foreign operations bill" which, according to Hall, gave, "financial support to those countries that continue to vote against [the U.S.] in the United Nations."

Another motivation may be found in Hall's appreciation for being spared a potentially career devastating blow in the redistricting that cost many Democrats their seats in 2003. According to a CNN article, "…Hall's move comes after Republican state lawmakers in Austin spared him in a redistricting map that targets every other Anglo Democrat in the House. His district, based in the city of Tyler, was largely untouched by the GOP-drawn map, which is currently facing a Democratic court challenge."

PROCEDURE and RULES

FOR THE

SECOND ANNUAL SOUTHEAST REGIONAL ETHICS BOWL

at

THE UNIVERSITY OF SOUTH FLORIDA, ST. PETERSBURG
140 7TH AVENUE SOUTH, DAVIS HALL
ST. PETERSBURG, FLORIDA

ON SATURDAY, NOVEMBER 18, 2006

Sponsored by:

For more information:
(727) 553-4857
(813) 382-8170
elliott@stpt.usf.edu

SCHEDULE

(All rooms listed will be in Davis Hall, unless otherwise noted.)

7:00-8:15 a.m.	Registration	Davis Lobby
7:00-8:15 a.m.	Continental breakfast for teams and coaches	Café
7:30 -8:15 a.m.	Breakfast meeting for judges and moderators	Room 130
8:30-9:00 a.m.	Plenary session	Steidinger Auditorium
9:15-10:30 a.m.	Round #1	Rooms assigned
10:30-10:45 a.m.	Break	
10:45 a.m.- Noon	Round #2	Rooms assigned
12:00-12:15 p.m.	Break	
12:15-1:30 p.m.	Round #3	Rooms assigned
1:30-1:45 p.m.	Final Calculations and Announcement of Semifinalists	Davis Lobby
1:30-2:15 p.m.	Participants' and coaches' lunch	Café
1:30-2:15 p.m.	Judges and moderators lunch	Room 130
2:15-3:30 p.m.	Semifinals	Rooms assigned
3:30-5:00 p.m.	Finals and Trophy presentation	Steidinger Auditorium

PROCEDURE AND RULES

The Second Annual Southeast Regional Ethics Bowl will take place on Saturday, November 18, 2006 at the University of South Florida, St. Petersburg campus. It is being sponsored by University of South Florida, St. Petersburg College, and Eckerd College. At the plenary, to be held at 8:45 a.m. in Steidinger Auditorium, a review of the rules and procedures and distribution of classroom assignments for the morning rounds will occur; classroom assignments will be made through a random impartial process.

Each team will participate in 3 matches in the morning, competing with a different team in each match. Semi-finals are concurrent and will begin at 2:15 p.m.; finals will take place in Steidinger Auditorium at 3:30 p.m. There will be souvenirs for all participants. Awards for the winners will be presented at the conclusion of the final round.

There are no limits to the resources that may be used in researching the questions prior to the competition. Students are encouraged to consult all resources, including professors to understand the full breadth of the cases, determine their positions, and make the strongest possible presentation.

1) Each round will begin with a coin toss. The team that wins the coin toss may elect to present first (to be the team designated as Team A) or to have the other team present first (and thus to be the team designated as Team B).
2) Copies of the first case and question will be distributed to the competitors and to the judges. Neither the judges nor the team members will have advance knowledge of which case will be presented or which question will be asked.
3) The moderators will then read the question. Scratch paper will also be provided for the competitors to make notes during the round, but outside notes are prohibited.
4) Team A will then have up to one minute to confer, after which a single spokesperson for Team A may speak for up to 8 minutes in response to the moderator's question, based on the team's research and critical analysis. This is known as the presentation period.
5) Next Team B will have up to one minute to confer, after which Team B may speak for up to 5 minutes in response to Team A's presentation and to the moderator's question. This is known as the commentary period. Any number of team members may contribute to the commentary.
6) Team A will then have up to one minute to confer, followed by 5 minutes to respond to Team B's challenge. This is known as the response period. Any number of team members may contribute to the response.
7) The judges will then begin their 10 minute question and answer session with Team A. Before asking questions, the judges may confer briefly (no more than 30 seconds).
8) At this time, more than one team member may respond to a given judge's question. Team members are not expected to confer for longer than 20 to 30 seconds after a question has been asked.
9) Each judge should have time for one question and one follow-up. Judges may ask more questions if time permits. Judges may confer briefly before asking questions (no more than 30 seconds). More than one team member may respond to any judge's questions.

10) Each judge will then give Team A a score on a scale of 1 to 15 with 15 being the highest score. They will also give Team B a score on a scale of 1 to 5, with 5 being the highest score. Judges will base their analyses on the following criteria:
    a. CONSISTENCY
    b. CLARITY AND INTELLIGIBILITY
    c. COMPREHENSION OF ETHICALLY RELEVANT FACTORS
    d. AVOIDANCE OF ETHICALLY IRRELEVANT ISSUES
    e. COMPLETENESS IN ANALYSIS

    The judges are not permitted to discuss their scoring decisions with each other; each judge is to rely on his or her own private judgment.
11) After the judges have made their scoring decisions, the moderator will give a second case and question to the same two teams.
12) The competition will proceed as above, with the Team B presenting in the second half, Team A offering commentary, Team B responding, and then Team B participating in the judge's question and answer session.
13) At the end of the round, the judges will announce the scores for both the first half and for the second half. Thus, in each round, each team will have the opportunity to present one case and to respond to the other team's presentation of another case, for a total of 20 points possible.

The winner of the round will be the team with the greater number of total points. A tie will not count as a win or a loss for either team. Moderators will validate scores with the teams and judges and pass score sheets to the competition coordinator for tallying with scores from the other rounds.

At the end of the third round, the four teams with the greatest number of wins (out of 3 possible) will advance to the semi-finals; in the event that a tie takes place, ties will take precedence over losses. If two teams have the same number of wins, the team with the greatest total point differential will advance. Then teams will advance based on point totals for all three rounds (out of 60 possible). In the event that even further delineation is necessary, the team whose lowest score for any of the three morning rounds is higher than the other team's lowest score for any of the three morning rounds will advance. If the teams are still tied, the team with the higher scores based solely on its own presentations (not commentary to the other team) will advance. If there is no other way of breaking the tie, the winner will be determined by coin toss.

Also, please note that in the unlikely event that a team is unable to attend the competition, certain alternative procedures may be adopted to allow everyone to participate, including the adoption of a "placebo team," usually consisting of students or recent graduates with some prior knowledge of the cases. In such a case, teams pitted against the placebo team may be scored but will not receive a win or loss, and for the purposes of advancement to the finals will be assessed assuming neither a win nor loss (thus, similar to a tie), but special weight added to their performance against actual teams. If you have any questions concerning this process, please inquire.

Semi-final and final rounds will be scored the same way as the morning rounds. Each of these will be a single elimination competition in which the team with the higher score will be declared the winner.

Please note that we need to adhere strictly to the schedule to accomplish the day's agenda in a timely fashion. Deni Elliott, as administrator of this year's competition, will be the final arbiter of any disputes. And remember that the competition is all about having fun and exchanging ideas.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, October 17, 2006 7:15 PM
To: Crowe, Asta E <acrowe@email.unc.edu>
Subject: Re: COURSE CHANGE

Oka--I'll take care of it this week.
thanks,
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

Asta Crowe wrote:
> Thanks. I've sent the paperwork over there. Asta
>
> Douglas Maclean wrote:
>> Asta,
>>
>> I'll let Jan handle this, in order to conform to our department's
>> normal procedures for prerequisites. I'm happy to make it open to
>> any graduate student in my department or in yours.
>>
>> Doug
>>
>> Asta Crowe wrote:
>>> Doug, I am still waiting to hear back on the attached -- No. 6f:
>>> what the prereqs are. The form came to me with #6 saying "Yes" but
>>> the second part has no info.
>>>
>>> I'm going to send the form as it currently is, signed by Pete, over
>>> to Susan Clark. If you and Jan think it's OK as is, then just send
>>> it forward. I should get a copy of the finally signed form. I
>>> don't have a copy of the proposed syllabus. Jan, should that be
>>> attached to the form when it goes to the Grad School?
>>>
>>>
>>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, October 17, 2006 8:47 PM
To: Postema, Gerald J <gpostema@email.unc.edu>
Subject: Re: course evals

Yes, I can do this easily for you. Is tomorrow morning okay?

Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

Gerald J. Postema wrote:
> Jan,
> I have tried several times, on several different days, but after I am
> "authenticated" and choose a semester, I get an error message saying
> that I have been shut out to avoid compromising the security of the
> site. Is there any way you can get the on-line evaluations for me. I
> need fall 2001-spring 2005 (and not every semester in that group,
> since a couple of semesters I was teaching only law or grad or faculty
> ethics seminar courses).
> Thanks,
> Jerry
>
> Jan Boxill wrote:
>> We can access, and I think you can too all the summaries.
>> You can go to: https://onyen.unc.edu/cgi-bin/unc_id/cce/cce.pl
>>
>> Jan
>>
>> Jan Boxill, Ph.D.
>> Senior Lecturer and Associate Chair
>> Director, Parr Center for Ethics
>> Department of Philosophy
>> Phone: 919-962-3317
>> Email: jmboxill@email.unc.edu
>>
>>
>>
>> Gerald J. Postema wrote:
>>> Jan,
>>> I am being PTR'd--reviewed post-tenure. I need student evaluations
>>> for all my undergrad courses since Fall, 2001. Summaries are
>>> prepared every semester, I believe. Do you have them? I don't seem
>>> to have them, or at least not a complete set. Would you please dig
>>> them up for me, if you do have them? (If not, I guess I'll have to
>>> make up something--so don't tell Bernie!)
>>> Jerry
>>>
>>
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, October 17, 2006 9:17 PM
To: Postema, Gerald J <gpostema@email.unc.edu>
Subject: Re: course evals
Attach: Postema-Phil 41S02.doc

Jerry,
This is the only undergrad course I could find.
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 18, 2006 9:23 AM
To: Crowe, Asta E <acrowe@email.unc.edu>
Subject: Re: COURSE CHANGE

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thanks--you too; enjoy the break for whatever it is!!

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

Asta Crowe wrote:
> Thanks. Hope you get some time off over the fall break. ASta
>
>
> Jan Boxill wrote:
>> Oka--I'll take care of it this week.
>> thanks,
>> Jan
>>
>> Jan Boxill, Ph.D.
>> Senior Lecturer and Associate Chair
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>> Phone: 919-962-3317
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>>
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>>>> any graduate student in my department or in yours.
>>>>
>>>> Doug
>>>>
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>>>>> Doug, I am still waiting to hear back on the attached -- No. 6f:
>>>>> what the prereqs are. The form came to me with #6 saying "Yes"
>>>>> but the second part has no info.
>>>>>
>>>>> I'm going to send the form as it currently is, signed by Pete,
>>>>> over to Susan Clark. If you and Jan think it's OK as is, then
>>>>> just send it forward. I should get a copy of the finally signed
>>>>> form. I don't have a copy of the proposed syllabus. Jan, should
>>>>> that be attached to the form when it goes to the Grad School?
>>>>>
>>>>>
>>>>
>>>
>>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 18, 2006 9:34 AM
To: Postema, Gerald J <gpostema@email.unc.edu>
Subject: Evaluations
Attach: PHIL105 Spr 04.doc; Postema 213.doc

Hi Jerry,
I got the same error that you got for all but the one I gave you. I've attached the graduate level eval, and I attached a hard copy to the info you gave me. Gucki should have copies of the other summaries that we couldn't access. I'll show Lance where they might be and have him make copies if they are there.

Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 18, 2006 12:16 PM
To: ywoldeab@email.unc.edu
Subject: Re: Short list

No problem. See you at 1:30
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

ywoldeab@email.unc.edu wrote:
> Oh my gosh...I just realized that I was emailing YOU for the
> appointment today!! That's really funny--I emailed the department
> chair and was instructed to email you for a student roster instead. I
> didn't even realize. I must be so absent-minded at times. I'll see
> you at 1:30.
>
> Yvonne
>
>
>
> Quoting Jan Boxill <jmboxill@email.unc.edu>:
>
>> Hi All,
>> I have given the clearance that all of our top 10 candidates are
>> eligible.
>> Beth-including the one you had that you asked about.
>>
>> If you are like me you may be a bit behind in your contacts. Let me
>> know how you are all doing to see if we have to reschedule.
>>
>> Have a good Fall Break!
>>
>> Jan
>>
>> --
>> Jan Boxill, Ph.D.
>> Senior Lecturer and Associate Chair
>> Director, Parr Center for Ethics
>> Department of Philosophy
>> Phone: 919-962-3317
>> Email: jmboxill@email.unc.edu
>>
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>

Marc Lange
Philosophy 150: Philosophy of Science
Maymester 2007

Reason, Religion, and Reality in the Copernican Revolution

The reasoning by which Galileo and his contemporaries defended the Copernican model of the solar system (with the Earth orbiting the Sun rather than the reverse) can puzzle us even today. Here are some of the questions that we could ask about these arguments.

- Was the heliocentric model of the solar system sufficiently well-supported by Copernicus's arguments to justify believing it true?
- Or was it unjustified until Galileo amassed telescopic evidence for it?
- Or was it unjustified until even later – when Newtonian physics was developed? Or did it remain unjustified until even later – when various mechanical and optical discoveries were made in the nineteenth century?
- Was the Catholic Church justified at the time of Galileo in regarding Copernicus's theory as just one among many fairly successful techniques for predicting the night sky's appearance? Did Galileo bring his sentence on himself?
- Could Galileo argue for his telescope's reliability?
- Could Galileo use mere thought-experiments to defend Copernicanism?

In this course, we will grapple with these and related questions in order to arrive at a more nuanced understanding of the logic by which scientific theories are tested, confirmed, and disconfirmed.

At various points during our discussions, each student will submit in written form his or her own best reconstruction of some of the arguments we have examined. In other words, each student will offer his or her best advice regarding how a given scientist might have argued for or against Copernicanism, anticipating possible objections and responses. Students will occasionally form groups to examine and to critique one another's proposals, with each group finally presenting its best thoughts orally to the rest of the class for further discussion. Students will, in effect, be putting Galileo on trial once again – not for heresy or for disobeying authority, but for having insufficient evidence for his Copernicanism.

In this way, we will learn how to appreciate sympathetically the competing scientific theories from the perspective of the 16th and 17th centuries, when the truth was in some doubt. Along the way, we will wrestle with some of the puzzles and apparent paradoxes arising even from today's best philosophical accounts of the logic of theory testing.

To get a better grip on the evidence available to Galileo and his contemporaries, students may have an opportunity to view the planets through a telescope like Galileo's and to compare the result to what's visible through my own backyard telescope.

There will be a final exam to bring the various strands of the course together. It will have been preceded by shorter written assignments, group work, and oral presentations.

Introduction

Cardinal Bellarmine's letter to Foscarini, 21 April 1615, in Maurice A. Finocchiaro, *The Galileo Affair: A Documentary History* (Berkeley and Los Angeles: University of California Press, 1989), pp. 67-9

Carl G. Hempel, *Philosophy of Natural Science* (Englewood Cliffs: Prentice Hall, 1966), chs. 2 ("Scientific Inquiry: Invention and Test") and 3 ("Test of a Hypothesis: Its Logic and Its Force")

Classical astronomy: realist vs. instrumentalist interpretations of the goals of astronomy

Bellarmine to Foscarini, *Ibid.*

Robert K. DeKosky, *Knowledge and* Cosmos (Washington, DC: University Press of America, 1976), ch. 6 ("The Development of Astronomy: A Mathematico-Descriptive Approach to Heavenly Phenomena")

Samir Okasha, *Philosophy of Science: A Very Short* Introduction (Oxford: Oxford University Press, 2002), ch. 4 ("Realism and Anti-Realism").

Selected Readings from Copernicus, Osiander, Gemma Frisius, Erasmus Reinhold, Alessandro Piccolomini

Copernicus, Kepler, and their reasoning

DeKosky, chs. 15 ("Copernicus"), 16 ("Reaction to Copernicus"), and 17 ("Kepler").

Thomas Kuhn, *The Copernican Revolution* (Cambridge: Harvard University Press, 1957), pp. 165-181 ("Copernicus's Innovation").

Owen Gingerich, "'Crisis' vs. Aesthetic in the Copernican Revolution," in Arthur Beer and K. Aa. Strand (eds.), *Copernicus: Yesterday and Today – Vistas in Astronomy 17* (Oxford: Pergamon, 1975), pp. 85-93.

Kuhn, "Objectivity, Value Judgments, and Theory Choice", from *The Essential Tension* (Chicago: University of Chicago Press, 1977), pp. 320-339.

Philosophical accounts of theory testing

John Earman and Wesley Salmon, "Confirmation of Scientific Hypotheses," in Salmon *et al.*, *An Introduction to the Philosophy of* Science (New Jersey: Prentice-Hall, 1992), pp. 43-55, 66-74, 89-99.

Clark Glymour, "Explanations, Tests, Unity, and Necessity," *Nous* 14 (1980): 31-50.

Galileo's telescopic evidence for the Copernican theory

Dudley Shapere, *Galileo: A Philosophical Study* (Chicago: University of Chicago Press, 1974), pp. 11-21 ("Galileo and the Interpretation of Science").

DeKosky, ch. 18 ("Galileo and Astronomy: Conflict Over World Systems").

Kuhn, *The Copernican* Revolution, pp. 219-25 ("Assimilation of Copernican Astronomy").

Vasco Ronchi, "The General Influence of the Development of Optics in the Seventeenth Century on Science and Technology," *Vistas in Astronomy* 9 (1967): 123-33.

Ian Hacking, "Do We See Through a Microscope?" in *Images of Science*, ed. Paul Churchland and Clifford Hooker (Chicago: University of Chicago Press, 1967), pp. 132-52.

Paul Feyerabend, *Against Method* (London: Verso, 1978), pp. 100-8, 121-43.

Harold Brown, "Galileo on the Telescope and the Eye," *Journal of the History of Ideas* 46 (1985): 487-501.

Albert von Helden, "Telescopes and Authority from Galileo to Cassini," *Osiris* 9 (1994): 9-29.

Owen Gingerich, "Dissertatio cum Professore Righini et Sidereo Nuncio," in *Reason, Experiment, and Mysticism in the Scientific Revolution*, ed. M.L. Righini Bonelli and William Shea (New York: Science History Publications, 1975), pp. 77-87.

Galileo's tower argument and theory-laden observation

Galileo, *Dialogue Concerning the Two Chief World Systems*, tr. S. Drake (Berkeley: University of California Press, 1967), pp. 114 (line 3) – 117 (end of first paragraph of Salv., in middle of page), 126 (line 2) – 127 (end of Simp.'s last remark), 129 (line 2) –

140 (just before Sagr. speaks) (see also notes on p. 475), p. 144 (line 3) – 149 (end Salv.), 171 (line 2) – 173 (end of Simpl., 2/3 of the way down), 186 (second paragraph, "For a final…") – 188 (end of speech, at the top)

Feyerabend, *Ibid.,* pp. 69-92. ("Chapter 6", "Chapter 7".)

Galileo's thought experiments and real experiments

Rom Harre, "The Law of Descent", *Great Science Experiments*, (Oxford: Oxford University Press, 1981), ch. 6 (pp. 68-73).

Thomas Settle, "An Experiment in the History of Science," *Science* 133 (1961), pp. 19-23.

Michael Segre, "Galileo, Viviani, and the Tower of Pisa," *Studies in the History and Philosophy of Science* 20 (1989): 435-51.

Galileo, *Two New Sciences*, tr. S. Drake, National Edition pages 107-110. (University of Wisconsin Press, 1974, pp. 66-69)

Thomas Kuhn, "A Function for Thought Experiments," from *The Essential Tension* (Chicago: University of Chicago Press, 1977), pp. 240-265.

James Robert Brown and John Norton, "Debate: Do Thought Experiments Transcend Empiricism?", in Christopher Hitchcock (ed.), *Contemporary Debates in Philosophy of Science* (Malden, MA: Blackwell, 2004), pp. 21-65. (Brown: "Do Thought Experiments Transcend Empiricism?"; Norton: "Why Thought Experiments Do Not Transcend Empiricism.")

The trial of Galileo

Maurice A. Finocchiaro, *The Galileo Affair: A Documentary History* (Berkeley and Los Angeles: University of California Press, 1989), pp. 27-39 ("Introduction: 6. The Earlier Incidents, 7. The Later Incidents").

Documents in the above book:

pp. 67-9 (Cardinal Bellarmine to Foscarini, 21 April 1615)

pp. 87-118 (Letter to Grand Duchess Christina, 1615)

"Earlier Inquisition Proceedings": pp. 147-148 (Inquisition Minutes of 25 February 1616, Special Injunction of 26 February 1616), p. 153 (Cardinal Bellarmine's Certificate, 26 May 1616)

"Miscellaneous Documents": p. 212 (Vatican Secretary to Florentine Inquisitor, 24 May 1631), p. 213 (ditto, 19 July 1631), pp. 214-7 (Preface to the *Dialogue*), pp. 217-8 (end of the *Dialogue*), pp. 218-22 (Special Commission Report, September 1632)

pp. 256-62 (Galileo's First Deposition)

pp. 277-8 (Galileo's Second Deposition)

pp. 286-7 (Galileo's Fourth Deposition)

pp. 287-291 (The Sentence of the Inquisition)

pp. 292-3 (Galileo's Abjuration, 22 June 1633)

Instructor: Marc Baer **Summer 2007**

Ayn Rand: Fiction, Philosophy and Film

COURSE DESCRIPTION

Ayn Rand is a dramatic and controversial figure in American cultural and intellectual life. In her novels, Rand projects her distinctive conception of the ideal man—the uncompromising individualist who places nothing above his own judgment, happiness and freedom. In her non-fiction work, she explains and defends this vision.

In this course, we will explore primarily the moral and political thought of this iconoclastic figure by reading her magnum opus, *Atlas Shrugged*, as well as her novella, *Anthem*, and several essays from her popular philosophical works, most particularly, *The Virtue of Selfishness* and *Capitalism: the Unknown Ideal*. We will look at such topics as Rand's conception of human nature, her defense of self-interest as the only rationally defensible code of ethics, and the argument that *laissez-faire* capitalism alone is the social system compatible with individual rights and the principles of justice.

The video component of the course will include viewings of: the Italian-made movie version of Rand's first novel, *We the Living*; the 1940s Hollywood film "Love Letters," for which she wrote the screenplay; the recent screen adaptation of her posthumously published play "Ideal"; interviews with Ayn Rand; and excerpts from both the 1998 Academy Award Nominee for Best Documentary, "Ayn Rand: a Sense of Life," and the 1940s Hollywood version of Rand's classic novel *The Fountainhead*, starring Gary Cooper.

COURSE REQUIREMENTS

The grading breakdown is as follows: (a) participation: 10%; (b) regular assignments on the readings: 15%; (c) essay paper: 30% and final exam: 45%.

BOOKS

Atlas Shrugged (AS)
Anthem (ANT)
The Virtue of Selfishness (VOS)
Capitalism: the Unknown Ideal (CUI)
The Romantic Manifesto (RM)
Philosophy: Who Needs It (PWNI)
The New Left: The Anti-Industrial Revolution (NL)

SCHEDULE

Week I

Mon, 5/14	Introduction
	In-class video: "Mike Wallace Interview"
Tue., 5/15	ANT pp. 17-105
	NL "The 'Inexplicable Personal Alchemy'" pp. 114-126
	AS pp. 11-47
	RM "The Esthetic Vacuum of Our Age" pp. 123-128
	RM "Basic Principles of Literature" pp. 80-98
	In-class video: "Love Letters" (part 1)
Wed., 5/16	AS pp. 48-124
	RM "What is Romanticism?" pp. 99-122
	In-class video: "Love Letters" (part 2)
Thu., 5/17	AS pp. 124-206

	RM "Philosophy and a Sense of Life" 25-33
	RM "Art and a Sense of Life" pp. 34-44
	In-class video: "Ideal"
Fri., 5/18	AS pp. 207-277
	NL "The Anti-Industrial Revolution" pp. 127-151

Week II

Mon., 5/21	AS pp. 278-465
	CUI "America's Persecuted Minority: Big Business" pp. 44-62
	In-class video: "We the Living" (part 1)
Tue., 5/22	AS pp. 466-531
	CUI "The Anatomy of Compromise" pp. 144-149
	In-class video: "We the Living" (part 2)
Wed. 5/23	AS pp. 531-591
	NL "The Age of Envy" pp. 152-86
	In-class video: "We the Living" (part 3)
Thu., 5/24	AS pp. 591-650
	VOS "Collectivized Ethics" pp. 80-85
	In-class video: "We the Living" (part 4)
Fri., 5/25	AS pp. 652-726
	In-class video: "We the Living" (part 5)

Week III

Mon., 5/28	AS pp. 726-893
	PWNI "Selfishness Without a Self" pp. 46-51
	VOS "The Ethics of Emergencies" pp. 43-49
Tue., 5/29	AS pp. 893-993
	PWNI "Faith and Force: Destroyers of the Modern World" pp. 58-76
Wed., 5/30	AS pp. 993-1084
	CUI "Is Atlas Shrugging?" pp. 150-166
	RM "The Goal of My Writing" pp. 162-172
	In-class video: "Ayn Rand and the 'New Intellectual'"
Thu., 5/31	VOS "Introduction" pp. vii-xi
	VOS "The Objectivist Ethics," pp. 13-35
	PWNI "Causality vs. Duty" pp. 95-101
	VOS "The 'Conflicts' of Men's Interests" pp. 50-56
	VOS "Doesn't Life Require Compromise?" pp. 68-70
	VOS "How Does One Lead a Rational Life in an Irrational Society?" pp. 71-74
	VOS "The Cult of Moral Grayness" pp. 75-79
	In-class video: excerpts from "The Fountainhead"
Fri., 6/1	CUI "What is Capitalism?" pp. 11-34
	CUI "Man's Rights" pp. 320-328
	CUI "The Nature of Government" pp. 329-337
	CUI "Collectivized 'Rights'" pp. 101-107
	CUI "Conservativism: an Obituary" pp. 192-201
	CUI "Requiem for Man" pp. 297-319
	CUI "Let Us Alone!" pp. 140-143
	In-class video: excerpts from "Donahue Interview"
	In-class video: excepts Ayn Rand: a Sense of Life"

Proposal for Maymester Course.

The Philosophy of Erotic Love

An examination of the concept of erotic love as it is developed in classical and recent philosophy and literature. Questions to be considered include: How is erotic love distinguished from other forms of love?; Is erotic love more centrally a kind of psychological state or a kind of behavior?; Is sexual attraction a necessary component of erotic love?; To what extent is the expression of erotic love conditioned by culture?; Is the concept of erotic love connected with oppression based on gender or class?

Readings will include works by: Plato, Spinoza, Freud, Proust, Beauvoir, Sartre, and contemporary writers.

Texts: *Symposium*, Plato
Swann in Love, Marcel Proust
The Philosophy of Erotic Love, R. Solomon and K. Higgins, editors.

Evaluation: There will be two short papers (20% each), one of which will be a partial draft of a term paper (60%). Extra credit is given for meaningful participation in class, on the Blackboard discussion forum, and in office hours.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 18, 2006 2:46 PM
To: Roberts, John Thomas <jtrosap@email.unc.edu>
Subject: Re: [Fwd: Re: metaphysics]

We can fill out the necessary paper work and get in it by January for
the Fall. All I need is course description and syllabus.

Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

John T Roberts wrote:
> Hey Jerry,
>
> You mean we are *now* committed (rather than *not* committed), right?
>
> The PHIL course doesn't have a new number; we didn't carry it over.
> We'll need to do whatever we need to do to get it on the books in time
> for next year.
>
> Jan, what I can do to help with that?
>
> best,
> John
>
> Gerald J. Postema wrote:
>
>> Jan and John,
>> We are not committed to offering the Roberts/VanDam physics/phil
>> course fall 2007. Please plan accordingly.
>> What is the new PHIL number of the course?
>> Jerry
>>
>>
>> ----------
>>
>> Subject:
>> Re: metaphysics
>> From:
>> Laurie McNeil <mcneil@physics.unc.edu>
>> Date:
>> Tue, 17 Oct 2006 10:45:19 -0400
>> To:
>> "Gerald J. Postema" <gpostema@email.unc.edu>
>>
>> To:
>> "Gerald J. Postema" <gpostema@email.unc.edu>
>> CC:
>> John Roberts <jtrosap@email.unc.edu>
>>
>>
>> Thanks, Jerry. I'll inform Henk and have him communicate with John
>> about preparing for the course. I'll put it into our schedule for

>> the fall. What is the PHIL course number? --Laurie
>>
>> --On Monday, October 16, 2006 5:00 PM -0400 "Gerald J. Postema"
>> <gpostema@email.unc.edu> wrote:
>>
>>> Laurie,
>>> I raised the issue of the course jointly taught by Henk Van Dam and one
>>> of our phil science people with John Roberts (who taught the course
>>> last
>>> with Van Dam) and Marc Lange. We have not moved fully into the planning
>>> phase for fall 2007 yet, so it has taken just a little time to sort out
>>> what might be going on next year. I am happy to say that John
>>> Roberts is
>>> very interested in teaching the course again with Prof Van Dam, if the
>>> offer is still open. This will be a good opportunity to strengthen ties
>>> between our departments and, we hope, lay the base for further
>>> collaboration in future.
>>>
>>> I am copying Jan Boxill and Marc Lange, one or both of whom will be
>>> involved in setting the teaching schedule for next year so they can
>>> make
>>> a note of our commitment.
>>>
>>> Please let me know if you need anything more from me or John regarding
>>> the teaching of this course.
>>>
>>> Cordially,
>>> Jerry Postema
>>> Interim Chair
>>> Department of Philosophy
>>> University of North Carolina at Chapel Hill
>>>
>>> Laurie McNeil wrote:
>>>
>>>> Gerry--This is a reminder that we talked last night at the
>>>> post-rehearsal social about the possibility of a joint offering of the
>>>> "Space and Time in Physics and Philosophy" course by John Roberts and
>>>> Henk Van Dam in Fall 2007. That will be the last semester of Henk's
>>>> phased retirement, so I would like to schedule the course if John
>>>> would be available for the purpose. It was always a favorite with our
>>>> BA majors. The new number on our side is PHYS 313, I'm not sure what
>>>> you numbered it. --Laurie
>>>>
>>>> Laurie E. McNeil, Chair
>>>> Dept. of Physics and Astronomy
>>>> Univ. of North Carolina at Chapel Hill
>>>> Phillips Hall CB #3255
>>>> Chapel Hill, NC 27599-3255
>>>> (919) 962-2079 (voice), -0480 (fax)
>>>> mcneil@physics.unc.edu
>>>> http://www.physics.unc.edu/~mcneil/home.html
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>>> --
>>> Gerald J. Postema
>>> Cary C. Boshamer Professor of Philosophy and Professor of Law
>>> University of North Carolina at Chapel Hill
>>> CB# 3125, Caldwell Hall
>>> Chapel Hill, NC 27599-3125
>>> 919-962-3310
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, October 20, 2006 3:49 PM
To: Boxill, Bernard R <brboxill@email.unc.edu>
Subject: Paper grid
Attach: Philpapers.xls

Attached is the grid I use for my papers.

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

PHILOSOPHY PAPERS

	A	B	C	D	E	F	G	H
1	**PAPER CRITERIA**	Excellent	Good	Fair	Poor	Failed to do	Not applicable	**Comments**
2								
3	Introductory paragraph							
4	Clear thesis/position statement							
5	Argument for position taken							
6	Adequate philosophical support							
7	Use of examples							
8	Defined concepts							
9	Objections to your argument							
10	Development of objections							
11	Adequate philosophical support							
12	Response to objections							
13	Avoided irrelevancies							
14	Creativity/originality							
15	Spelling/Grammar							
16	Clearly Written							
17	Sources cited							
18								
19	Other							
20								
21	GENERAL COMMENTS:							
22							**Grade:**	
23	NAME:							
24	HONOR PLEDGE:							

Instructor: Marc Baer **Summer 2007**

Ayn Rand: Fiction, Philosophy and Film

COURSE DESCRIPTION

Ayn Rand is a dramatic and controversial figure in American cultural and intellectual life. In her novels, Rand projects her distinctive conception of the ideal man—the uncompromising individualist who places nothing above his own judgment, happiness and freedom. In her non-fiction work, she explains and defends this vision.

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	PWNI "Causality vs. Duty" pp. 95-101
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	VOS "Doesn't Life Require Compromise?" pp. 68-70
	VOS "How Does One Lead a Rational Life in an Irrational Society?" pp. 71-74
	VOS "The Cult of Moral Grayness" pp. 75-79
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	CUI "The Nature of Government" pp. 329-337
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	In-class video: excerpts from "Donahue Interview"
	In-class video: excepts Ayn Rand: a Sense of Life"

Marc Lange
Philosophy 150: Philosophy of Science
Maymester 2007

Reason, Religion, and Reality in the Copernican Revolution

The reasoning by which Galileo and his contemporaries defended the Copernican model of the solar system (with the Earth orbiting the Sun rather than the reverse) can puzzle us even today. Here are some of the questions that we could ask about these arguments.

- Was the heliocentric model of the solar system sufficiently well-supported by Copernicus's arguments to justify believing it true?
- Or was it unjustified until Galileo amassed telescopic evidence for it?
- Or was it unjustified until even later – when Newtonian physics was developed? Or did it remain unjustified until even later – when various mechanical and optical discoveries were made in the nineteenth century?
- Was the Catholic Church justified at the time of Galileo in regarding Copernicus's theory as just one among many fairly successful techniques for predicting the night sky's appearance? Did Galileo bring his sentence on himself?
- Could Galileo argue for his telescope's reliability?
- Could Galileo use mere thought-experiments to defend Copernicanism?

In this course, we will grapple with these and related questions in order to arrive at a more nuanced understanding of the logic by which scientific theories are tested, confirmed, and disconfirmed.

At various points during our discussions, each student will submit in written form his or her own best reconstruction of some of the arguments we have examined. In other words, each student will offer his or her best advice regarding how a given scientist might have argued for or against Copernicanism, anticipating possible objections and responses. Students will occasionally form groups to examine and to critique one another's proposals, with each group finally presenting its best thoughts orally to the rest of the class for further discussion. Students will, in effect, be putting Galileo on trial once again – not for heresy or for disobeying authority, but for having insufficient evidence for his Copernicanism.

In this way, we will learn how to appreciate sympathetically the competing scientific theories from the perspective of the 16th and 17th centuries, when the truth was in some doubt. Along the way, we will wrestle with some of the puzzles and apparent paradoxes arising even from today's best philosophical accounts of the logic of theory testing.

To get a better grip on the evidence available to Galileo and his contemporaries, students may have an opportunity to view the planets through a telescope like Galileo's and to compare the result to what's visible through my own backyard telescope.

There will be a final exam to bring the various strands of the course together. It will have been preceded by shorter written assignments, group work, and oral presentations.

Introduction

Cardinal Bellarmine's letter to Foscarini, 21 April 1615, in Maurice A. Finocchiaro, *The Galileo Affair: A Documentary History* (Berkeley and Los Angeles: University of California Press, 1989), pp. 67-9

Carl G. Hempel, *Philosophy of Natural Science* (Englewood Cliffs: Prentice Hall, 1966), chs. 2 ("Scientific Inquiry: Invention and Test") and 3 ("Test of a Hypothesis: Its Logic and Its Force")

Classical astronomy: realist vs. instrumentalist interpretations of the goals of astronomy

Bellarmine to Foscarini, *Ibid.*

Robert K. DeKosky, *Knowledge and* Cosmos (Washington, DC: University Press of America, 1976), ch. 6 ("The Development of Astronomy: A Mathematico-Descriptive Approach to Heavenly Phenomena")

Samir Okasha, *Philosophy of Science: A Very Short* Introduction (Oxford: Oxford University Press, 2002), ch. 4 ("Realism and Anti-Realism").

Selected Readings from Copernicus, Osiander, Gemma Frisius, Erasmus Reinhold, Alessandro Piccolomini

Copernicus, Kepler, and their reasoning

DeKosky, chs. 15 ("Copernicus"), 16 ("Reaction to Copernicus"), and 17 ("Kepler").

Thomas Kuhn, *The Copernican Revolution* (Cambridge: Harvard University Press, 1957), pp. 165-181 ("Copernicus's Innovation").

Owen Gingerich, "'Crisis' vs. Aesthetic in the Copernican Revolution," in Arthur Beer and K. Aa. Strand (eds.), *Copernicus: Yesterday and Today – Vistas in Astronomy 17* (Oxford: Pergamon, 1975), pp. 85-93.

Kuhn, "Objectivity, Value Judgments, and Theory Choice", from *The Essential Tension* (Chicago: University of Chicago Press, 1977), pp. 320-339.

Philosophical accounts of theory testing

John Earman and Wesley Salmon, "Confirmation of Scientific Hypotheses," in Salmon *et al.*, *An Introduction to the Philosophy of* Science (New Jersey: Prentice-Hall, 1992), pp. 43-55, 66-74, 89-99.

Clark Glymour, "Explanations, Tests, Unity, and Necessity," *Nous* 14 (1980): 31-50.

Galileo's telescopic evidence for the Copernican theory

Dudley Shapere, *Galileo: A Philosophical Study* (Chicago: University of Chicago Press, 1974), pp. 11-21 ("Galileo and the Interpretation of Science").

DeKosky, ch. 18 ("Galileo and Astronomy: Conflict Over World Systems").

Kuhn, *The Copernican* Revolution, pp. 219-25 ("Assimilation of Copernican Astronomy").

Vasco Ronchi, "The General Influence of the Development of Optics in the Seventeenth Century on Science and Technology," *Vistas in Astronomy* 9 (1967): 123-33.

Ian Hacking, "Do We See Through a Microscope?" in *Images of Science*, ed. Paul Churchland and Clifford Hooker (Chicago: University of Chicago Press, 1967), pp. 132-52.

Paul Feyerabend, *Against Method* (London: Verso, 1978), pp. 100-8, 121-43.

Harold Brown, "Galileo on the Telescope and the Eye," *Journal of the History of Ideas* 46 (1985): 487-501.

Albert von Helden, "Telescopes and Authority from Galileo to Cassini," *Osiris* 9 (1994): 9-29.

Owen Gingerich, "Dissertatio cum Professore Righini et Sidereo Nuncio," in *Reason, Experiment, and Mysticism in the Scientific Revolution*, ed. M.L. Righini Bonelli and William Shea (New York: Science History Publications, 1975), pp. 77-87.

Galileo's tower argument and theory-laden observation

Galileo, *Dialogue Concerning the Two Chief World Systems*, tr. S. Drake (Berkeley: University of California Press, 1967), pp. 114 (line 3) – 117 (end of first paragraph of Salv., in middle of page), 126 (line 2) – 127 (end of Simp.'s last remark), 129 (line 2) –

140 (just before Sagr. speaks) (see also notes on p. 475), p. 144 (line 3) – 149 (end Salv.), 171 (line 2) – 173 (end of Simpl., 2/3 of the way down), 186 (second paragraph, "For a final…") – 188 (end of speech, at the top)

Feyerabend, *Ibid.,* pp. 69-92. ("Chapter 6", "Chapter 7".)

Galileo's thought experiments and real experiments

Rom Harre, "The Law of Descent", *Great Science Experiments*, (Oxford: Oxford University Press, 1981), ch. 6 (pp. 68-73).

Thomas Settle, "An Experiment in the History of Science," *Science* 133 (1961), pp. 19-23.

Michael Segre, "Galileo, Viviani, and the Tower of Pisa," *Studies in the History and Philosophy of Science* 20 (1989): 435-51.

Galileo, *Two New Sciences*, tr. S. Drake, National Edition pages 107-110. (University of Wisconsin Press, 1974, pp. 66-69)

Thomas Kuhn, "A Function for Thought Experiments," from *The Essential Tension* (Chicago: University of Chicago Press, 1977), pp. 240-265.

James Robert Brown and John Norton, "Debate: Do Thought Experiments Transcend Empiricism?", in Christopher Hitchcock (ed.), *Contemporary Debates in Philosophy of Science* (Malden, MA: Blackwell, 2004), pp. 21-65. (Brown: "Do Thought Experiments Transcend Empiricism?"; Norton: "Why Thought Experiments Do Not Transcend Empiricism.")

The trial of Galileo

Maurice A. Finocchiaro, *The Galileo Affair: A Documentary History* (Berkeley and Los Angeles: University of California Press, 1989), pp. 27-39 ("Introduction: 6. The Earlier Incidents, 7. The Later Incidents").

Documents in the above book:

pp. 67-9 (Cardinal Bellarmine to Foscarini, 21 April 1615)

pp. 87-118 (Letter to Grand Duchess Christina, 1615)

"Earlier Inquisition Proceedings": pp. 147-148 (Inquisition Minutes of 25 February 1616, Special Injunction of 26 February 1616), p. 153 (Cardinal Bellarmine's Certificate, 26 May 1616)

"Miscellaneous Documents": p. 212 (Vatican Secretary to Florentine Inquisitor, 24 May 1631), p. 213 (ditto, 19 July 1631), pp. 214-7 (Preface to the *Dialogue*), pp. 217-8 (end of the *Dialogue*), pp. 218-22 (Special Commission Report, September 1632)

pp. 256-62 (Galileo's First Deposition)

pp. 277-8 (Galileo's Second Deposition)

pp. 286-7 (Galileo's Fourth Deposition)

pp. 287-291 (The Sentence of the Inquisition)

pp. 292-3 (Galileo's Abjuration, 22 June 1633)

Proposal for Maymester Course.

The Philosophy of Erotic Love

An examination of the concept of erotic love as it is developed in classical and recent philosophy and literature. Questions to be considered include: How is erotic love distinguished from other forms of love?; Is erotic love more centrally a kind of psychological state or a kind of behavior?; Is sexual attraction a necessary component of erotic love?; To what extent is the expression of erotic love conditioned by culture?; Is the concept of erotic love connected with oppression based on gender or class?

Readings will include works by: Plato, Spinoza, Freud, Proust, Beauvoir, Sartre, and contemporary writers.

Texts: *Symposium*, Plato
Swann in Love, Marcel Proust
The Philosophy of Erotic Love, R. Solomon and K. Higgins, editors.

Evaluation: There will be two short papers (20% each), one of which will be a partial draft of a term paper (60%). Extra credit is given for meaningful participation in class, on the Blackboard discussion forum, and in office hours.

PROPOSAL TO TEACH A COURSE IN THE 2007 MAYMESTER

_____ _____ _____

[your name] (email) school/dept.

If team teaching, add extra instructor names and academic units:

If the course you propose to teach is being developed for the new curriculum, or if you envision it having some off-campus component or additional class activities beyond the regular classes, ALSO send the syllabus and related material describing the total educational experience to Jim Murphy, CB 3340, Summer School.
Please continue and return your response, e-copy or hard copy.

1. Title and number (new/old) of the course (and cross-listings).

2. Have you taught this course in a recent summer session? If so, when was your most recent offering and enrollment?

3. Consider that the Maymester would have 13 extended class sessions of over three hours each, including the last day for a final examination. Not every course is suitable for this format; some adaptation is expected.
a) Circle which teaching block you prefer? 9:00 am - 12:15 pm; 1:15 - 4:30 pm.

b) What students would the course serve (level, majors, etc.)?

c) How many students would you anticipate in the class?

d) Briefly give any highlights of this course that would make it an exciting, valuable, or distinctive offering for our students?

4. By your signature below, and that of your Chair/Dean, each certifies that the credit and grades earned for this course in the Maymester meet the usual standard in your Department/School.

_____ _____

signature instructor signature Chair/Dean

TA ASSIGNMENT REQUEST FORM FOR SPRING 2007

NAME:_____

I intend to return to the Department and I wish to be considered for a teaching assignment: Yes No

I intend to return to the Department and will be funded by a non teaching fellowship: Yes No

I will be a fifth year student next year and wish to be considered for a dissertation fellowship: Yes No
Specify Term

If you answered "yes" please **rank all** of the following assignments, taking into account your qualifications, your own educational needs and the seminars you plan to take. A Teaching Fellow must have been a TA at UNC for at least two semesters. Let "1" stand for your first choice, etc:

TEACHING ASSISTANT

_____	101 [20]	Intro to Main Problems	Large Section (4)	Neta	9 MW F- 9 & 10
_____	160 [22]	Intro to Ethics	Large Section (6)	Sayre McCord	11 MW F- 10 & 11
_____	163 [30]	Practical Ethics	Large Section (4)	Maclean	12 MW F- 10 & 12
_____	275 [46]	Phil Issues in Feminism	Large Section (3)	J. Boxill	10 MW F- 11 & 12

TEACHING FELLOWS

_____	101 [20]	Intro: Main Problems	TR 8
_____	110 [24]	Great Works	TR 8
_____	112 [26]	Making Sense of Ourselves	TR 3:30
_____	155 [21]	Intro to Logic	TR 9:30
_____	165 [34]	Bioethics	MWF 9
_____	134E [32]	Phil of Religion-Evening	MW 6-7:15
_____	230 [38]	Experience & Reality	MW 2
_____	272 [42]	Peace, War, Defense	MWF 2
_____	272 [42]	Peace, War, Defense	TR 3:30

Please indicate your relevant teaching experience to date and any other considerations you would like us to keep in mind when determining your assignment for next term. E.g. If you have not been a TA for a course, but believe you are qualified to teach it, please explain. (Use space below or back of this sheet for other considerations) Feel free to add additional comments.

PLEASE RETURN TO JAN BOXILL NO LATER THAN: October 13, 2006

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 23, 2006 4:16 PM
To: Church, Frank C <fchurch@med.unc.edu>
Cc: Postema, Gerald J <gpostema@email.unc.edu>
Subject: Re: Lange class roll
Attach: Phil 06F-Fall 04.doc; MARC LANGEPHIL 38H.doc

Here are two more class rolls: One is a First Year Seminar

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

Jan Boxill wrote:
> Dear Frank,
> Per Jerry Postema's request, I am attaching you Marc Lange's class
> roll for this semester's course: PHIL 130H
> I will be getting the other names as soon as I can.
> Jan
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, October 24, 2006 8:52 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Re: sample papers

Will do. Thanks,
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

Geoff Sayre-McCord wrote:
> Jan --
> Could you remind the people teaching the relevant courses that our
> Assessment Plan calls for copies of the papers/exams handed in by
> advanced students who are majors. Also, could you update the attached
> with the new course numbers?
> Thanks,
> Geoff
>
> _____
> Geoffrey Sayre-McCord
> Professor and Department Chair
> Department of Philosophy, CB #3125
> University of North Carolina at Chapel Hill
> Chapel Hill, NC 27599-3125
> USA
>
> Phone: (919) 962-2695
> email: sayre-mccord@unc.edu
> http://philosophy.unc.edu/smccord.htm

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, October 24, 2006 9:24 PM
To: Roberts, John Thomas <jtrosap@email.unc.edu>; Jesse Prinz <jesse@subcortex.com>; Boyd, Derek William <dwboyd@email.unc.edu>; Hofweber, Thomas <hofweber@unc.edu>; Peter Vanderschraaf <pvander@email.unc.edu>; Chris Grau <cgrau@email.unc.edu>; Reeve, David <cdcreeve@email.unc.edu>; Hill, Thomas E Jr <thill@email.unc.edu>
Subject: Undergraduate Majors' papers

You are receiving this email because you teach an undergraduate class in the 300-400 range that is likely to have senior philosophy majors.

According to our Department's Assessment plan, a sample paper of each of the senior philosophy majors in your class is to be submitted to the Director of Undergraduate Studies at the end of the term. These papers will be evaluated by an Outcome Assessment Committee [appointed by the Chair].

Quoting the Assessment plan:
*The Committee will submit a report to the Chair that assesses whether Upon graduation, philosophy majors should demonstrate the ability both to analyze and critique philosophical arguments of others and to generate philosophical arguments of their own. Specifically, majors should be able to demonstrate that:

a. they can: *

i. present and explain each premise of a philosophical argument,

ii. evaluate the argument's validity and soundness,

*iii. explain any problems that are found, and *

iv. suggest ways to remedy the problems.

If you assign a term paper, you might ask Gucki or Lance to make copies before you put comments and grades on them. If you have any questions, please feel free to come talk with me. We need only collect papers from phil majors who are seniors.

Thanks,
Jan
--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Gary Comstock <gcomstock@ncsu.edu>
Sent: Friday, October 20, 2006 9:43 AM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Invitation, Oct. 27

Dear Jan,

You are cordially invited to participate in a seminar, "Challenges for Research Ethics at Land Grant Universities," at NC State on Friday, Oct 27 at 3:30.

A group of graduate faculty and the Dean of the Graduate School will meet to discuss the issue in the Faculty Senate Chambers (DH Hill Library room 2320). I will briefly introduce some of the obstacles to the institutionalization of research ethics education and LANGURE's novel strategy to overcome them.

Karen and I are also hoping you can come to an informal reception immediately afterwards at our house, 118 Buckden Pl., Cary, before you return to Chapel Hill. May I send directions?

Many thanks,
Gary

--
Gary Comstock
Research and Professional Ethics Program
NC State U., Raleigh, NC 27695-8103
919 513 5131

Please visit the Ethics Program website: www.ncsu.edu/ethics
and LANGURE: www.ncsu.edu/langure

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 25, 2006 2:04 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: Checking in re plan for Parr Fellows/students/scenarios DDI Event--Monday 11/13 from 4-6]
Attach: 13 from 4-6.msg

It looks like I'm supposed to be checking on the room at Bynum. Can you
take care of this.
thanks,
Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From *Academe Online*
http://www.aaup.org/publications/Academe/index.htm

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The Difficult Dialogues Initiative

Academic freedom takes center stage in the multicampus projects from which this issue's feature articles are drawn.

By Robert M. O'Neil

The Ford Foundation announced its Difficult Dialogues initiative in spring 2005 in response to reports of growing intolerance and efforts to curb academic freedom on U.S. campuses. Program planners anticipated that their invitation to submit proposals, extended to all accredited U.S. institutions of higher education enrolling undergraduates, might draw as many as three hundred applications. In fact, nearly seven hundred institutions responded—almost a quarter of those invited—each forwarding brief statements describing how their college or university would address campus tensions, with special emphasis on promoting pluralism and enhancing academic freedom.

The volume of proposals necessitated recruiting additional preliminary reviewers. Following a first round of reviews, Ford invited 136 institutions to submit much more detailed proposals, from which it planned to select twenty to twenty-five institutions to receive funding. Of the finalists, all but four responded with full submissions; one of those that dropped out at this stage was a New Orleans university that found it impossible to prepare a proposal while trying to recover from Hurricane Katrina. A rigorous process of external review, followed by a final internal stage, resulted in the selection of twenty-seven colleges and universities to receive full funding, which amounted to $100,000 for a two-year period. There were, in addition, sixteen runners-up, each of which received a more modest $10,000 but were eligible to participate in planned regional conferences and other facets of the program.

The uniqueness of Difficult Dialogues was manifest in several ways. The Ford Foundation sponsored a similar competition in 1990, although with two major differences: only a small group of selective institutions were invited to apply, and the 1990 program focused almost exclusively on racial and ethnic tensions. The letter that launched Difficult Dialogues—from Ford's president, Susan Beresford, and a dozen current and two former university presidents—began by noting rising tensions over Middle Eastern issues on campuses and stressed the importance of protecting, on the college campus of all places, "the expression of a wide diversity of viewpoints" on these and other contentious issues. "In times like these," wrote the letter's authors to their fellow presidents and chancellors, "we need to be especially vigilant in maintaining and nurturing a free and open campus environment."

Above all, the central focus on academic freedom marked Difficult Dialogues as a singular initiative. In their letter, the presidents reminded their colleagues that colleges and universities "bear a special responsibility to protect and respect academic freedom, not only in shaping their own policies, but also in supporting faculty members and students whose freedoms are threatened." The letter stressed the central ingredient of that freedom: professors' rights to speak and write freely without institutional constraint or sanction. It also emphasized, however, essential qualifications: "If . . . professors seek to exploit students, coerce the views of students, or display a demonstrable lack of competence in their discipline, their academic colleagues may conclude that their expression exceeds the limits of academic freedom." This juxtaposition concluded by cautioning that "academic freedom must always be accompanied by academic responsibility."

The letter became more specific as it developed this central theme, stressing the recent increase in anti-Semitism and anti-Arab or anti-Muslim incidents on too many campuses. Given these hostile forces, as well as the steadily growing diversity of student populations, the presidents called on their fellow campus leaders to "create an atmosphere of mutual respect, in which diversity is examined and seen in the context of a broader set of common values." As an especially appropriate response to such challenges, the letter urged development of "academic programs to engage students in constructive dialogue around difficult religious, political, racial or ethnic, and cultural issues." It was in this context that the letter invited submission of responsive proposals.

The very process of crafting proposals invited campus dialogue— occasionally even difficult dialogue—across departmental, disciplinary, and other lines that so often separate and divide academic colleagues. The "teams" that took shape on the successful campuses were diverse, bringing together colleagues who may never have interacted with one another before. What was striking at many of the institutions that ultimately received grants was a realization of the value of such interdependence in the course of achieving a shared and desirable goal. Also remarkable in this respect was the amount of such interaction that the quest for a foundation grant evoked.

The range of grant recipients runs the gamut of American higher education—public and private institutions, two-year and liberal arts colleges, and comprehensive and doctoral universities, spanning the nation from Anchorage to Miami and from Tempe to Hanover. Some programs emphasize racial tensions, and others stress religious conflicts, while Middle East tensions represent a predictably pervasive theme. The specific approaches different institutions selected vary as widely as the types of institutions and the programs of focus. The development of new course offerings is a common element, but workshops, town-gown interactions, overseas study programs, and lecture series also figure prominently in the successful proposals.

The structures of the funded programs are no less diverse than their subjects of focus. No two programs are identical, and in fact they differ much more than one would have predicted. The principal investigator at one doctoral campus is an academic vice provost; at another, it is the chief student affairs officer. At still another, it is a senior English professor, while superficially comparable programs elsewhere are guided by a former law school dean and, in one instance, a senior staff member in the learning resources center. These variations make eminently good sense; they reflect the character and structure of each institution, validating

Ford's early insight that the invitation should not have been sent automatically to a religious studies department or a student affairs office but to whichever office or person could best marshal and aggregate the resources vital to crafting a responsive program. Hence the remarkable diversity and variety in structure, which is quite as impressive as the eclectic array of themes and methods.

Although not all the funded proposals give central emphasis to academic freedom, a substantial number of grantees and runners-up did respond specifically to the challenge of the presidents' letter by making an institutional commitment to enhance protection for academic freedom. The programs described in the articles that follow reflect a consistently high level of such commitment. Happily, they also reflect the diversity of the participating institutions—from a northeastern liberal arts college to public and private doctoral institutions in the Southeast, to a Midwestern research university, to a community college in the Pacific Northwest. An additional article describes a unique program that was developed at the behest of the national AAUP office at a meeting of the Virginia state conference of the AAUP.

Because many of the Difficult Dialogues programs do not really begin until summer or early fall 2006, it is much too early to offer any assessment. All that can be said at this stage—and this much is vitally important, whatever happens as the program matures—is that both the Ford Foundation and the institutions that sought foundation support recognized to an unprecedented degree the central value of protecting the academic freedom of faculty and students. Whatever else comes from Difficult Dialogues, that much alone would validate the hopes of the program's sponsors.

O'Neil, guest editor of this issue of Academe, is professor of law and former president of the University of Virginia, where he directs the Thomas Jefferson Center for Protection of Free Expression.

The View from Chapel Hill

Addressing the underlying conflicts between faith and reason in the wake of violence.

By Judith Welch Wegner

Difficult dialogues" and "Chapel Hill." Are these words synonymous? It has surely seemed so in recent days. At noon on March 3, a recent Chapel Hill graduate drove a sport-utility vehicle through the center of campus. Revving his car to thirty-five miles per hour, he drove through the free-speech zone near the student union (known as the "Pit"), deliberately striking nine people before speeding away. Police arrived immediately to assist the victims, six of whom were hospitalized for minor injuries. The assailant, meanwhile, called 911 to report where he could be found and to give his name (which the dispatcher had trouble deciphering and which he asked the assailant to repeat again and again). The dispatcher asked the assailant why he had done what he did. The assailant said that he acted to "punish the government of the United States for [its] actions around the world." His name? Mohammad Taheri-azar, a native of Iran.

The campus stopped, frozen in its tracks. Psychological services were made available to students who were still reeling from the death of a well-loved resident assistant who had fallen through a dorm window just days before. Public safety officials proceeded admirably in providing information as it could properly be disclosed. So, too, did the local courts, setting bail at $5.5 million, after reading out nine counts of assault and attempted murder.

Some students immediately organized a "protest" rally at the Pit—complete with American flags—asserting that the university had wrongly refused to label the Pit incident as "terrorism." One of the rally's leaders had sued the university as an incoming first-year undergraduate, challenging the selection of Michael Sells's 1999 book, *Approaching the Qur'an: The Early Revelations,* as the summer reading book for his class. Another had been fired from her position as a columnist for the student newspaper the previous fall after calling for Arab men to be strip-searched. The newspaper covered the March 3 incident heavily, just weeks after it published a cartoon of the prophet Mohammed that it asserted was warranted as part of its responsibility to promote free speech.

In succeeding days, many sought to support Muslim students. Educational programs and panels were presented, and the student government organized a "take back the Pit" event, complete with a bluegrass band. Later in the month, faculty and students gathered for an evening event called "Vigilance Against Hate." All these travails made one thing clear: we lacked the perspectives, words, and tools we needed to make sense of what has happened at our university.

But even before we experienced our own version of "March madness" this spring, we were seeking ways to improve the potential for respectful exchange of ideas on campus. Last year, I worked with our Faculty Council, leaders in the College of Arts and Sciences, and colleagues in the Division of Student Affairs to craft a proposal for the Ford Foundation's Difficult Dialogues initiative. Ford's call for proposals noted

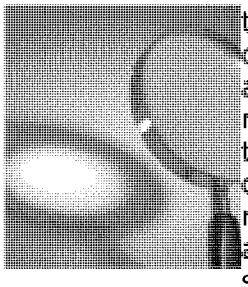

that college and university presidents had cited worrisome trends on their campuses, including religious intolerance and challenges to academic freedom. Defining these trends as symptoms of the nation's difficulty in sustaining informed political and civil discourse, the call sought promising approaches for fostering a free and open campus community. Linking academic freedom directly to academic responsibility, the call also pointed to the need to create an atmosphere of mutual respect in which "diversity is examined and seen in the context of a broader set of common values" and means are found to address controversy by "engag[ing] with those with whom one disagrees." Our proposal built on what we'd learned in our ongoing efforts to grapple with difficult dialogues that had occurred over the past year at UNC. In spring 2004, we had faced an investigation by the federal Office of Civil Rights in the aftermath of an English instructor's e-mail response to a student who had expressed discomfort with homosexuality on religious grounds. In fall 2004, we had negotiated faculty concerns about a possible gift to the College of Arts and Sciences from a conservative foundation with connections to people who had mocked progressive views.

We proposed a multifaceted strategy for our Difficult Dialogues project, which began early in 2006 and will continue through spring 2008. First, we aim to develop a deeper appreciation for the underlying tensions that fuel conflict on our campus

when faith-based convictions and the church of reason come face to face. The UNC Chapel Hill campus differs from colleges and universities in other parts of the country when it comes to religious and spiritual beliefs, partly because 82 percent of entering undergraduates are drawn from North Carolina, a state whose population has strong ties to churches with conservative Protestant views. Not surprisingly, surveys indicate that a high proportion of Carolina students hold religious belief as fundamentally important to their lives. Faculty members, however, are drawn from around the nation and the world, and they often have religious and spiritual viewpoints that differ from the students'. At the same time, the percentage of Carolina students who study abroad is among the highest in the nation, making it imperative for students to appreciate the pluralistic societies they will encounter.

In light of this mix of student and faculty viewpoints, we believed it important to begin by fully exploring underlying views on campus about the intersection of personal belief and intellectual inquiry. These views predicated current controversies, and we felt they needed to be examined before we proceeded to discuss symptoms, be they associated with conflicts about sexual orientation, "intelligent design," or international events.

We proposed to collaborate with colleagues versed in the powerful approach to deliberation espoused by the Kettering Foundation and the National Issues Forums. That is, we wanted to "name" and "frame" issues as a community on the deeper question of how belief and intellectual inquiry are interrelated in a public university such as our own. (Naming and framing involve choosing an issue to explore, researching it, identifying and categorizing people's concerns, recognizing the tensions among different viewpoints, and reflecting on the benefits and drawbacks of different approaches to the issue. See www.nifi.org.)

Building on this initial collaboration, we will take several additional steps. Professional development opportunities will help faculty gain skill in constructively shaping discussion of controversial issues in the classroom. In addition, we will enrich our new general education curriculum by incorporating more opportunities for faculty and students to discuss diverse opinions, scientific inquiries, religious and spiritual beliefs, and ethics in a respectful environment. We are also planning extra-curricular student-life activities to stimulate informed discussions of controversial subjects and encourage the exchange of ideas and beliefs.

Scholarly Lessons

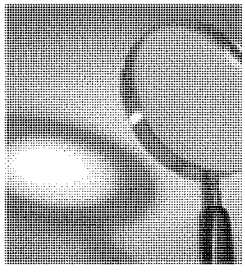

We hope that by identifying important scholarly contributions to date, our work will contribute to a national dialogue. We have already learned of notable research that illuminates the culture of higher education and its intersection with religious belief. For example, the Higher Education Research Institute at the University of California, Los Angeles, has been conducting studies on spirituality among college students and college faculty with the support of the John Templeton Foundation (http://spirituality.ucla.edu).

The study's findings show how complex the dimensions of religious belief are. Based on information from 3,680 college juniors, the institute reports that 41 percent of students who regard themselves as "highly religious" also view themselves as "conservative or far right." Forty-four percent identify themselves as "middle of the

road" politically, and 15 percent see themselves as "liberal or far left." African Americans had the highest scores on seven of twelve measures of spirituality and religiousness (religious commitment, religious engagement, ethic of caring, and religious or social conservatism). Whites had the lowest scores on five of twelve indicators (ethic of caring, ecumenical worldview, charitable involvement, spiritual quest, and compassionate self-concept).

More than 80 percent of faculty members surveyed (40,670 individuals on 421 campuses) regarded themselves as "spiritual." About 18 percent of faculty members at public universities agreed with the statement that "colleges should be concerned with facilitating students' spiritual development," compared with 62 percent of faculty members at Catholic colleges. Asked to respond to the statement, "the spiritual dimension of faculty members' lives has no place in the academy," about half of faculty at public universities disagreed. Across the whole study population, about half of those in the social sciences, physical sciences, and biological sciences disagreed, as did nearly two-thirds of those in health sciences, education, and business fields.

What do these findings mean in the lives of students? UNC Chapel Hill sociologist Christian Smith, working with sociology graduate student Melinda Lundquist Denton, drew on work from the National Study of Youth and Religion to research the 2005 book Soul Searching: The Religious and Spiritual Lives of American Teenagers. Smith and Denton found that American adolescents experience and represent in their lives an immense variety of religious and spiritual beliefs. For a significant number of adolescents, religion and spirituality serve as defining features of their lives. For many others, religious practices appear to be important.

Smith and Denton report that many teenagers are inarticulate and confused in talking about religion and spirituality even though they are committed to their religious beliefs. They also found that parents and other adults help to shape teenagers' religious faith, and they detected a correlation between religious involvement and positive life outcomes for teenagers. In addition, Smith and Denton say that most American teenagers resemble their parents when it comes to religion and that religious youth groups are an important part of the religious and spiritual experiences of a substantial minority of American adolescents.

End to Name-Calling

We have already begun collaborating with colleagues conversant with the techniques recommended by the Kettering Foundation and the National Issues Forums, taking into account the unique characteristics and challenges facing our university. We want to build a capacity for "perspective taking" in sophisticated ways that go to the heart of what we profess. Our most recent work with Margaret Holt, an emeritus professor at the University of Georgia and a Kettering and National Issues associate, has led us deeper into the process of naming and framing the tensions that we have experienced on our campus and that we imagine others have witnessed on theirs.

In exploring the tensions at Chapel Hill, we've used words and phrases such as "marginalization," "academic freedom," and a range of "convictions" (religious, personal, faith-based, and spiritually derived). In a faculty-student working group, we've also discussed concepts like the freedom to express divergent views, tolerance, professional and academic ethics, personal ideologies, intellectual inquiry, and critical thinking. We believe that civil dialogue and the search for common

ground are crucial, as are diversity and respect for the "social contract." Our challenge has been to explore the relationship of powerful touchstones such as these.

At this juncture, we are asking questions such as, Can Chapel Hill faculty and students talk about matters of faith and conscience on this campus? And how should a public university respond to the intersection of faith convictions and intellectual inquiry? We believe that we must explore where, how, and with whom dialogues on these core questions should take place and determine the ground rules that should apply. We want to make deliberation rather than name-calling a habit for students and faculty on our campus.

We take as a given that such deliberation must occur in a context in which academic freedom and mutual respect are accepted as fundamental. These values are integrated into our faculty policies, our student honor code, and our institutional fabric. Now is the time to reiterate their significance and give them renewed life.

We believe we can identify certain legitimate, though disparate, approaches to our core question about the role of faith and conscience in a public university. Some of the approaches we hope to develop and articulate include the following:

- Students in higher education should be familiar with conversations in society about controversies (students will have to identify and engage in difficult discussions once they leave campus and assume their role in civil society, so we need to practice such skills with relevant opportunities while on campus).

- Public higher education should separate church and state; church-related institutions are the proper milieu for sacred discussions.

- Personal and spiritual beliefs don't belong in classrooms but should be engaged actively in other settings on the campus.

We plan to develop discussion materials and a moderator's manual to facilitate discussions on these and related issues. Once we have tested and perfected the materials on a small scale, we will test them on campus. We hope to do so in fall 2006, after which we will be happy to share our materials with others around the country as we move toward increasing our shared capacity to deal with difficult dialogues nationwide.

March Madness takes many forms at Chapel Hill, as it does at other institutions around the country. The events of this past March helped us recognize the need to face the fact that we now live in a deeply divided society whose sharp differences often spill over onto our once-tranquil campus environs. It's time to talk frankly about the problems facing our campuses and our society. We hope that our exploration of the intersection of religious belief and intellectual inquiry in the public square will be a model for further discussions beyond our campus.

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(Re)Writing the History of Race at Emory

Born out of controversy, the Transforming Community Project draws staff, students, and faculty into discussing the history of race on campus.

By Leslie M. Harris

In spring 2005, forty people from all sectors of Emory University gathered for a weekend retreat to devise an ambitious roadmap for a five-year project on race and racism. The Transforming Community Project will engage Emory's faculty and staff members, students, and alumni in conversations about the meaning of race and racism on campus and in the United States. It will also lead to the development of a community-based public history of race relations at Emory.

The project's creation followed a difficult year of racial strife and suspicion at Emory that was unprecedented in its recent history. The turmoil began at a fall 2003 departmental celebration in which a white professor used a racist epithet to describe conditions during the department's early days. An African American professor who had attended the event subsequently filed a complaint with the university's Office of Equal Opportunity Programs.

After that, several worrisome incidents occurred in succession. Two non-Emory students attended a campus Halloween party dressed in blackface. When Mary Robinson, the former United Nations high commissioner for human rights, was invited to speak at Emory's 2004 commencement ceremonies, campus unrest ensued based on remarks Robinson had made at the 2001 United Nations International Conference Against Racism, Racial Discrimination, Xenophobia, and Related Intolerance. Some people accused Robinson of anti-Semitism. Tensions rose again when conservative activist David Horowitz was invited to campus to speak about the Robinson incident and to comment on race and political correctness.

The strain generated by these events erupted into a host of fiery debates across the campus, revealing deep divisions regarding the responsibility of the university to address such incidents. A multiracial coalition of undergraduate and graduate students demanded that the university initiate diversity training for the campus community. Several faculty members, however, spoke out vociferously against any kind of diversity training for faculty members. When the professor who used the racist phrase was reprimanded based on Emory's discriminatory harassment policy, a faculty group presented a motion at a faculty meeting to remove regulations in the policy against discriminatory speech, because they said the regulations limited academic freedom. The motion didn't pass, but, as one faculty member noted at the meeting, more than an up-or-down vote on such issues was sorely needed.

Toward a Resolution

Over ensuing months, the university attempted to ease the tension through different tactics. It sponsored five public dialogues on "race, diversity, and community" that involved more than two hundred faculty and staff members. Emory's general counsel, in consultation with faculty members holding diverse views about the university's discriminatory harassment policy, revised the policy to bring it into

better alignment with national law, to clarify its relationship to academic freedom, and to improve the process by which the university community addresses problems of discriminatory harassment.

Concurrently, Emory's president, James Wagner, who had been on the job for only about two months when the professor used the racial epithet at the departmental function, led the development of the university's first vision statement, which includes a clear declaration about Emory's commitment to diversity. Many who commented on the vision statement during its development expressed great pride in their sense of Emory as a diverse community and argued persuasively to feature diversity prominently in the statement. Also at the administrative level, Earl Lewis, who was appointed provost in July 2004, approved the creation of a new position at the rank of vice provost dedicated exclusively to promoting and ensuring diversity on campus. Lewis is Emory's first African American provost and the highest-ranking African American in the university's history.

In late 2003, an ad hoc group of faculty, staff, and students began meeting to discuss the issues afflicting the campus. They came to believe that the actions taken by the administration, while constructive, could not alone create or guarantee true community. They noted that the events of the previous fall had revealed that many at Emory felt ill-equipped to discuss racial difference; ill-informed about the history of race relations on campus and elsewhere; and unable to find constructive ways to address either exceptional circumstances or regular occurrences. They concluded that the university needed new approaches to addressing issues of diversity. United by the desire to make real and sustainable institutional progress, these individuals began the development of the Transforming Community Project.

I led the initial development of the project with Catherine S. Manegold, who was then the James M. Cox, Jr., Professor of Journalism at Emory. Each of us had separately been involved in discussions within and across departments about the racial issues that had disrupted the campus. We had also each written a working paper exploring an aspect of the problem.

I developed a plan to create small groups of arts and sciences faculty to discuss race and racism at Emory within the context of the history of race in the United States, especially the South, and to create concrete plans to address the problems identified. Manegold had particular concerns about the multiple stories about race that circulated throughout Emory along racialized paths—that is, that blacks had one story about race and what it meant at Emory, whites another, and so on. She proposed a four-year program in which students and faculty in the arts and sciences would investigate Emory's culture of race from the university's founding amid slavery in 1836 to the present. Together, members of the Emory community would create a more complete record of race in the university's history than had existed before, one that would enable the university to engage in a "fact-based dialogue" about race.

We looked to several models as we developed the Transforming Community Project. The Brown University Steering Committee preceded Emory's efforts within academia, providing one model. We also identified templates for creating community-based histories and linking them to plans for transforming the prevailing racial climate. Our models included the work of organizations such as Hope in the Cities, based in Richmond, Virginia; the Tulsa Race Riot Commission in Oklahoma; the Greensboro

Truth and Reconciliation Commission and the Wilmington Race Riot Commission in North Carolina; and the Southern Truth and Reconciliation Commission in Georgia.

All of these projects owe a large debt to South Africa's Truth and Reconciliation Commission. The South African process demonstrated that public acknowledgement of deep hurts and heinous crimes can go a long way toward healing community fissures that many had believed could never be resolved peacefully. Since the mid-1990s, Emory University has had a series of relationships with South Africa: study-abroad programs for undergraduates, residency programs for South African faculty members and graduate students, and a residency by Bishop Desmond Tutu from 1998 to 2000, following his service as chair of the South African Truth and Reconciliation Commission. In addition, in summer 2003, Manegold and I led a group of undergraduate students on an interdisciplinary internship program in South Africa.

An Expanded Project

Manegold and I discussed our proposed projects with faculty, staff, administrators, and students between May and December 2004. Earl Lewis, Emory's provost, suggested that we expand our Transforming Community Project, initially conceived of as a college-wide affair, to include the entire university system. Encouraged, we articulated several preliminary objectives. We wanted to involve as broad and diverse a constituency as possible in the project and to explore Emory's involvement in the world that blacks and whites created together in the South, from African American enslavement, segregation, and integration to the present day.

We decided the project should run for five years, from 2005 to 2010, a timeframe long enough to permit different individuals and groups to make their way into the project and develop long-term goals. At the same time, the project is sufficiently limited to permit at least one undergraduate class to experience a large part of the project as its members move through the university. The timeframe is also short enough to instill a sense of urgency in individuals and departments about the need to participate sooner rather than later.

Although Manegold and I had extensive experience in researching and writing about race, neither of us had familiarity with organizing an endeavor of this kind. As we began in 2004 to share our ideas with others across the university, we realized not only that they shared our enthusiasm, but also that, together, the Emory community had more than sufficient experience to turn the project into a reality.

Many administrators, faculty members, and graduate students had knowledge of facilitation and mediation that would prove useful for initiating a dialogue with the larger community. Alumni groups said they were interested in documenting Emory's history, and faculty members and students expressed enthusiasm for devoting parts of courses to excavating that history. A host of others offered advice, suggestions, and assistance as the project moved forward.

As we met with more people, ideas for the project grew and changed to incorporate a broader vision. Founded as the jewel of the cotton-and-slave South, Emory was designed to educate the white elite and thus uphold one kind of racial superiority. But its history mirrors and embraces a wider array of interracial histories and legacies. The project has developed a creative and continuing conversation about the relationship between what is seen in the South as the fundamental racial dynamic—

that between blacks and whites—and the multiracial and multiethnic reality that has existed throughout Emory's history.

We knew from the start that to focus only on faculty members and students would be to ignore the long history of workers who have made and continue to make Emory what it is. Indeed, most of the attendees at five "town hall" meetings on race that took place in 2003–04 were neither faculty nor students, but staff members who wanted to share their experiences of race at Emory.

The transformative power of recognizing the work and influence of university staff members had already been demonstrated in 2000 at Oxford College, the two-year junior college affiliated with Emory. Mark Auslander, who was then an anthropology professor at Oxford, led a series of classes in restoring and documenting a nearby municipal cemetery in which the segregated black section had fallen into disrepair. As part of the project, the students constructed a museum exhibition and organized accompanying evening celebrations that included several African American families who had worked, sometimes for generations, on the Oxford and Emory campuses. The project's success among staff, who appreciated having their contributions recognized and celebrated by the Emory community, demonstrated the importance of expanding the Transforming Community Project to include any current or former employees of the Emory community who wanted to participate.

Next Steps

In March 2005, following our initial research and conversations, the project's steering committee held the weekend retreat mentioned at the beginning of this article. More than forty faculty and staff members, students, alumni, and administrators gathered from across the university to devise a template for the project. We had representatives from the anthropology, biology, political science, psychology, religion, and Spanish departments; the medical and business schools; the Graduate School of Arts and Sciences; the facilities management and campus life offices; the university libraries; and the president's office.

The group decided that the project's first goal would be to launch a series of "community dialogues" beginning in fall 2005. The group stated that the events would provide a "unique opportunity to engage the Emory University community in . . . open, honest, and civil discussions concerning the multifaceted meanings, histories, and experiences of race at Emory and beyond." Participants would begin to envision concrete ways in which the Emory community could act to create a new future around race.

Over summer 2004, fifteen faculty and staff members, students, and alumni met to design syllabi for the dialogues and to refine the goals of the discussions. Twelve people from the project's steering committee stepped forward to serve as facilitators, including faculty members from the biology, history, and political science departments; the Office of Religious Life; and the Office of Lesbian, Gay, Bisexual, and Transgender Life. Staff from the facilities management and alumni services offices, administrators from the Campus Life Program, and undergraduate and graduate students also served as facilitators.

The first four community dialogues attracted a total of sixty participants. In spring 2006, we accommodated growing demand by organizing five dialogues and allowing twenty participants in each one. Each group has been diverse in terms of race and

employment status. We have been less successful in achieving gender and political diversity; women have far outnumbered men in the groups, and few to no conservative voices have participated despite specific invitations to conservative constituencies.

Each dialogue group meets eight times during a semester. Over lunch or dinner, group members discuss short assigned readings or a film about race and racism. The readings and films introduce participants to general ideas about race and racism in the United States and include material on occurrences at Emory. In spring 2006, the nearly two hundred people who participated in the first year of community dialogues met in a weekend workshop to develop concrete actions based on their discussion that will benefit the Emory community.

Spring 2006 also marked the beginning of the second phase of the Transforming Community Project: the excavation of Emory's history. A "gathering the tools" working group, which met on the same schedule as other community dialogue groups this spring, developed basic tools to help those interested in Emory's racial heritage to engage in historical research about it. Three faculty members who have experience in oral history and archival research lead the working group. Four staff members, one student, and one Emory alumnae make up the rest of the group.

Emory's racial history will also be excavated through other means. Undergraduate classes and honors theses will explore it, and it will be the subject of summer research projects sponsored by the Office of Undergraduate Education's Summer Research Program, which pays a stipend and provides campus housing to students working on research projects with a faculty member. Some students have developed their own research projects independent of these models. This spring, students involved in the Transforming Community Project began work on a research effort that will encourage fraternity and sorority members to interview one another about their experiences of race at Emory and explore the history of their organizations.

To encourage faculty involvement in the project, the Ford Foundation awarded Emory a $100,000 grant in March 2006 as part of its Difficult Dialogues initiative. I am a co-investigator for the grant, along with Gary Hauk, vice president and deputy to the president of Emory. He wrote *A Legacy of Heart and Mind: Emory Since 1836*, the most definitive history of the university to date. Hauk replaced Manegold as co-chair of the project's steering committee when Manegold stepped down in 2005. The Ford Foundation grant will underwrite faculty participation in community dialogues as well as two faculty pedagogy seminars on Emory's racial history. Through these pedagogy seminars, faculty will design new courses or add material to existing courses that address Emory's racial past and present. These seminars will be held during summer 2006 and summer 2007.

The community dialogues and research on Emory's past will continue through the five years of the project. We hope that our community deliberations and our research will help us move from the ambiguous reality of integration to the challenge of lasting transformation. Creating a shared history will help Emory reshape its policies and deepen its commitment to acting in a reflective and thoughtful way about issues of race.

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Campus Religious Conflict Should Go Public

A Barnard project moves debates about religion out of the private sphere.

By Janet R. Jakobsen

These are difficult times for faculty members and others who are committed to academic freedom. Among a number of examples, consider the following:

- In early 2006, Andrew Jones, an alumnus of the University of California, Los Angeles, offered to pay students to report professors who express "wrong" political views in class. According to the February 13, 2006, issue of The Nation, the incorrect views listed on Jones's Web site included supporting affirmative action and opposing the confirmation of John Roberts to the U.S. Supreme Court.

- Over the past few years, state legislatures across the country have introduced bills that aim to restrict faculty activity in the name of protecting student freedom.1 A bill introduced earlier this year in Arizona would have required institutions of higher education to provide alternatives if "the course, coursework, learning material, or [class] activity conflict[ed] with the student's beliefs or practices in sex, morality, or religion."

Although such legislative initiatives have thus far failed, they remain a matter for concern, because they use the language of academic freedom in their effort to constrain expression. In so doing, they threaten to turn the meaning of academic freedom away from its traditional sense as the freedom to express diverse viewpoints toward the idea that academic freedom is a freedom from hearing any views that might cause offense. This new meaning is hardly that of a principle supporting free and open inquiry in the academy, nor is it one that supports the enterprise of democracy.

Given this climate, it is vitally important that we defend academic freedom and recall its founding principles. Defense of academic freedom on its own, however, can set up a scenario that has become all too familiar over the past twenty years of "culture wars," in which attack and defense play themselves out in ways that are highly regularized and almost scripted, with little shift in the terrain and no end in sight. Such an impasse makes for a depressing state of affairs. It seems that those of us who support academic freedom are condemned to defend ourselves ad nauseam and to see our own principles repeatedly used against us.

There is another possibility, however. We could take up the challenge of the current moment as an opportunity to rethink the meaning of academic freedom. Too often, we hesitate to question its meaning for fear that doing so will open the door to even greater demands for self-policing and censorship in the classroom than those we already face. Yet the modern concept of freedom on which our claims to freedom are based has its own problems, even contradictions, all of which can be exploited by

those who have little or no concern for freedom of expression. Rethinking freedom can help us address these problems in ways that enrich and strengthen the power of the term.

A Special Case

The inherent contradictions of freedom are particularly acute when it comes to one of the hottest of the hot-button issues now invoked in debates over academic freedom: that of religion. Religious freedom and academic freedom pose an apparent contradiction. The historical development of the concept of academic freedom is one in which free inquiry has often been defined in opposition to religious authority or dogma. If in defending academic freedom, we simply hold on to one side of this opposition, we will have no language for the ways in which academic and religious freedom might be mutually maintained. We leave ourselves open to charges of bias and the abrogation of religious freedom. If, however, we develop a means of talking about religious freedom in relation to academic freedom, we take a major step toward shifting a debate that is currently structured so that one form of freedom can be perpetually posed against another.

Because the relationship between freedom and religion is so fraught, Barnard College chose to make questions of religion, in conjunction with the politics of identity, the focus of its Difficult Dialogues project, which began in spring 2005 with discussions about what makes for "difficult dialogues." The project, which will continue through spring 2008, will involve a faculty seminar that will extend for the length of the grant, an undergraduate seminar, and an addition to an existing program that relies on role-playing to explore the history of social conflicts.

We began this undertaking by soliciting faculty participation. Faculty members privately expressed strong and often negative views of others' positions in various campus conflicts, particularly those involving religion. This response initially surprised us, because the faculty had never expressed such views publicly, despite the fact that many had been longtime and active participants in the cultural life of the college. Upon reflection, however, this response did not seem so unusual, because it reflects the current structure of freedom in the United States—a structure that contributes to and maintains the problems that a project like Difficult Dialogues is meant to address. In particular, freedom in the United States is built on the concept of privatization: potentially conflictual differences are privatized—they are removed from the public square—and a patina of tolerance and civility is maintained.

The idea that public freedom should be established through the privatizing of differences is reflective of the modern period and is often narrated in terms of historical responses to religious difference. The modern response to the "wars of religion" in Europe sparked by the Protestant Reformation was to establish public religious "tolerance." The public peace was enforced by restricting religious differences and the potential conflicts induced by such differences to the private sphere. Public religious tolerance, however, is perfectly compatible with the domination of one particular religion in the way that the Church of England was established as part of the state while all other religious practices were the subjects of public toleration.

Maintaining Civility

This model of maintaining civility through privatization of difference and public expression of tolerance, especially tolerance granted by a dominant majority toward

a minority, is often invoked as the best means of addressing social conflicts. Even religious conservatives who oppose gay rights express tolerance for homosexuals as individual (and private) people. But once conflict moves out of the private sphere and into the public arena, it looks irresolvable. There are no public mechanisms for the resolution of such conflicts. The only possibility is reprivatization.

In a community like that of a college campus, the imperative for privatization means that a certain space of protection is created. Controversial and even offensive views are not expressed publicly and hence do not fuel potentially destructive conflicts. But this structure of civility also means that these views are never engaged and, most important, never questioned or changed.

The Barnard project will explore alternative possibilities. Participants in the faculty seminar will consider how particular ideas about freedom structure the available means of engagement and thus the possible outcomes for conflicts. We will ask whether different approaches might allow for different resolutions.

To give an idea of how such a project might yield an alternative approach to difficult dialogues, I will briefly lay out one understanding of the problem and how it might be shifted. This particular model is based on work that Ann Pellegrini and I developed in our 2003 book about sexuality and religious freedom, Love the Sin: Sexual Regulation and the Limits of Religious Tolerance. I present this model because it provides a concept of religious freedom that might be positively conjoined with academic freedom and that provides an alternative method of engaging conflict.

Engaging Difference

The idea of religious freedom as outlined in the U.S. Constitution provides a means of conceptualizing freedom that depends not on privatization but on public engagement with differences. Religious freedom in the United States was supposed to be a step forward from a model in which a single church is the established religion of a state (for example, the Church of England) and "other" religions are granted tolerance. Religion in the United States was to be the subject not of tolerance, but of freedom and equality.

The First Amendment to the Constitution delineates religious freedom in two parts. The first, commonly known as "disestablishment," guarantees that there should be no single religion established by the government; the second, termed "free practice," guarantees freedom for all persons to practice their religion (or to refuse to practice any religion) free from government interference.

In practice, however, religious freedom in the United States has failed to live up to the promise of democratic—free and equal—treatment for all people regardless of religious commitment. Christianity, specifically Protestantism, has consistently dominated American public life, including the U.S. government, even though there is not supposed to be any established religion. This reality has led to a situation more akin to religious tolerance than religious freedom.

It has also been extremely difficult to uphold and hold together the constitutional guarantees of disestablishment and free practice. Instead, interpretations of religious freedom have tended to split between those who favor disestablishment and a strict "separation of church and state" and those who favor the free practice of religion. In battles over religious freedom, supporters of disestablishment often ignore free

exercise and tend to argue that religious differences are irresolvably conflictual and so must be removed to the private sphere while the public sphere remains secular. Those who support free practice are rarely concerned with disestablishment and argue that strictures of privatization unfairly restrain religious expression and so put people with religious worldviews at a disadvantage in relation to their secular counterparts.

This split also tends to reflect a division between secularists who support disestablishment and proponents of religion who support free exercise. But disestablishment and secularism are not synonymous; religionists might well support disestablishment precisely to protect the free exercise of their religion. And free exercise can work on behalf of those secularists who seek the freedom not to exercise any religion at all, just as it can protect particular religious practices. Thus we need not have another battle in which each side holds tightly to its single principle with no means of shifting the terrain between the two sides.

Multiple Visions

If the two sides of religious freedom as outlined in the First Amendment are held together, a new vision of freedom emerges, one in which free exercise includes not just the right to privately "hold" certain beliefs, but the public right to enact and embody one's commitments, while disestablishment ensures that the government does not use its power to establish one particular religion as dominant.

Maintaining the full principle of religious freedom would, however, significantly change the current practice of both disestablishment and free exercise. If disestablishment were taken seriously in this way, the American government could no longer use its power in ways both direct and indirect to maintain Christian dominance in the United States. So, too, public advocates of the free exercise of religion would need to significantly change how they articulate their positions. As matters stand now, most religious advocates argue that their position should be established in law and that it should be so established on the basis of their claim to religious authority. Members of the U.S. Senate, for example, regularly make use of Christian language and quote from the Christian bible in advocating legislation. Were disestablishment in force, public religious expression could become even more profuse, but lawmakers could not make laws by claiming religious truth. In simultaneously respecting disestablishment and free exercise, such expression would have to own itself as religious, and it would also face limits created by other forms of expression.

Taking free exercise seriously would also necessarily challenge the Christian dominance of U.S. public life in so far as free expression is currently claimed most often on behalf of dominant forms of Christianity. As legal scholar Frederick Mark Geddicks reports in his 1995 book, *The Rhetoric of Church and State: A Critical Analysis of Religion Clause Jurisprudence*, "No Jewish, Muslim, or Native American plaintiff has ever prevailed on a free exercise claim before the Supreme Court." Truly embracing free expression means that ideas from more perspectives would be available in the public sphere. All religious points of view would be expressed in relation to others, and none could claim dominance simply because it represents the supposed view of the majority or because of the supposed Christian or Judeo-Christian heritage of the United States. Such claims do not take seriously the robust nature of religious freedom when free exercise is conjoined with disestablishment.

The idea of multiple visions of the good life is central to democracy. And yet we have not been able to integrate this idea fully into the practice of American democracy. Rather, we shift back and forth between a commitment to a multiplicity of visions and an assumption that majority rule means that those who don't share the dominant tradition should assimilate into it. The protection of minorities—not just of minority rights but of minority participation in public debate—is essential, because the concept of freedom itself depends on it.

I have presented only one alternative interpretation of religious freedom, one that might permit more religious expression in public (something desired by religious advocates). This expression would, however, differ from current practice in that it would support a broader sense of free expression, and it would be within the parameters of an actual rather than a putative disestablishment (something desired by advocates of church-state separation).

Such changes would alter the structure of contemporary debates and shift affinities and alliances. They would not, however, make all participants in the debates happy, especially those who desire the establishment of their particular ideas of Christianity in U.S. government. We must ask whether we as a society are willing to embrace the demands of freedom or whether we prefer a version of freedom that is structured to reinforce dominance.

The ethos of public engagement encouraged by this version of religious freedom also brings it more in line with meanings of academic freedom that focus on free expression (rather than freedom from expression). Legislative efforts like that in Arizona seek to privatize views that might offend students' religious perceptions by offering potentially less offensive "alternatives." Through these means, the students' freedom is supposed to be protected, but the view of freedom that I have sketched out suggests that such a move violates both academic and religious freedom. The Arizona proposal would have limited expression in the classroom, forcing controversial discussion out of the public sphere and into the private one. Students would have been protected from conflict, but they would also have lost the opportunity for public engagement with those who hold different views. Academic engagement with religious viewpoints is part of a free and fair public life, but it is not the approach that proponents of the new freedom" seek. They seek to limit expression by privatizing some views so as to establish dominance for their own.

New Possibilities

As part of our Difficult Dialogues project, Barnard will sponsor a faculty seminar that will ask whether there are other ways to envision freedom, ways that might allow us to pursue a broader effort to create new forms of free public expression and, in so doing, create new avenues for defending academic freedom. We hope to bring out differences that have, until now, been privately held, and create change through mutual exchange.

Rethinking academic freedom will not stop those who wish to use the language of freedom for cynical political purposes, nor will it assuage the resentment of those who believe that the academy is fundamentally opposed to their worldview. Rethinking the meaning of freedom can, however, open new possibilities for those who want to promote free inquiry and respect religious commitment.

In its first year, the seminar will explore why religion presents such a quintessential problem to modern freedom and how the predicament it presents might produce different means of approaching the question of freedom. In its second year, the focus of the seminar will expand beyond the question of religion to other types of conflict, such as those arising over gender, race, ethnicity, nationalism, and language. Intellectually, the seminar will provide a new framework (or frameworks) that will allow for changes in the structure of the conflicts themselves.

The participants will drive the content and conversation by exploring cases they have experienced in their classrooms, research, and conversations with colleagues. Have they been attacked by those who would limit their freedom, for example? Do they have questions about how allowing freedom to others might limit their own expression? Which venues are appropriate for exploring which types of questions?

By moving back and forth between the specifics of the cases and the more abstract questions of freedom and religion, the seminar will remain both grounded in the realities of contemporary conflict and open to expansive possibilities that are often hard to see, and even harder to realize, amid conflict.

The seminar will shape both ongoing research projects and the teaching of each faculty member participant, extending the impact of the seminar well beyond those immediately involved. Not only will all of the students taught by the faculty participants benefit from the insights produced through the seminar, but these discussions will also become part of the life of the Barnard community as a whole.

In the end, our project aims to change the culture of Barnard so that civility is seen not as a reason to avoid difficult conversations but as a rule of engagement for such interactions; freedom and mutual respect—not simply "tolerance"—for difference are the goals.

Important curricular efforts that expand the intellectual scope and impact of the project will accompany the seminar. Barnard religion scholars John Stratton Hawley and Randall Balmer will develop and team-teach a seminar titled "Religion Versus the Academy," which will address the challenges of teaching about religion (specifically Hinduism and Christianity) in an academic setting. Religion professors must apply the same rigorous critical sensibilities to their subject as they would to any other in the academy. At the same time, they must recognize that the classroom will probably include some people (the instructor among them) whose histories, identities, practices, and beliefs are implicated in the subjects being studied.

Educating students about religion in a world where religion matters deeply to many people requires extraordinary sensitivity, and the process often generates conflict. Religion professors cannot, however, shrink from these conflicts, a fact that will be covered in the seminar. Hawley will share with students specific challenges he has faced in teaching a course titled "Hinduism Here," and Balmer will explore the "intelligent design" debate.

Another key component of the Barnard project will be the development of an addition to a program called "Reacting to the Past." Pioneered by Barnard, the program consists of elaborate games, set in the past, in which students are assigned "roles" with "victory objectives" informed by classic texts in the history of ideas. Existing games in the "Reacting" series include a trial of Socrates, set in fifth-century

Greece, B.C.E., with Plato's *Republic* as the main evidentiary text and a game about defining India as a nation, set in 1945, with the Koran and the literature of Hindu revival and Islamic nationalism as the main texts. The program's founder, historian Mark Carnes, will direct a team of scholars, activists, and members of international organizations in developing a new game, "The Founding of Israel, 1947–48." Student roles will be developed and documents gathered to inform and enrich the game in a safe but challenging environment. The "Reacting" pedagogy will help to break down myths and immerse students in the different politics that shaped Middle Eastern identities.

These curricular efforts take on some of the most difficult dialogues in the world today, but such challenging topics are the necessary testing grounds for any concept of academic freedom robust enough to sustain public engagement in the current climate. As Barnard's initial explorations around this project showed, mainstream understandings of conflict encourage community members to maintain views that sustain conflicts without engaging in any communal process around them. As a result, issues tend to "flare up" periodically as some incident pierces the patina of civility.

But these flare-ups typically lead to little or no change in either the positions or the relations of the participants. By engaging in conversations around conflicts, the project hopes to move below the surface of civility before another incident makes further conversation more difficult. In addition, the goal is to lay a groundwork for continuing engagement long after the project's conclusion.

Engaging with difference in a spirit of curiosity, integrity, and courage is basic to the academic freedom that defines the intellectual life of great academic institutions. Such institutions must be spaces within which faculty and students can freely express minority points of view and controversial ideas and engage in difficult conversations in an atmosphere of mutual respect. Graduates of such institutions will, in turn, be better prepared to provide leadership to question—What is the meaning of academic freedom?—we hope to create opportunities for public engagement that challenge this polarization and increase free exchange.

Notes

1. For a list of state bills, see the AAUP Web site.

2. See *Love the Sin: Sexual Regulation and the Limits of Religious Tolerance*, the 2003 book I co-authored with Ann Pellegrini. Many other examples appear regularly in the conduct of the U.S. government, from debates over whether the congressional chaplain can be a non-Protestant, to the Bible reading by Sen. Robert Byrd on the floor of the U.S. Senate to support his vote in favor of the 1996 Defense of Marriage Act, to U.S. Supreme Court decisions that depend on religious or Christian morality.

Jakobsen is director of the Center for Research on Women and principal investigator for the Difficult Dialogues project at Barnard College, the subject of her Academe *article. She can be reached at jjakobsen@barnard.edu.*

Getting Religion in the PublicResearch University

Michigan tackles religious diversity at many levels in this Difficult Dialogues project.

By Matthew L Kaplan

Related Item
Campus Conflicts

The University of Michigan has been at the forefront of efforts to create a campus learning environment in which all students, faculty, and staff feel respected and valued. In two widely publicized cases decided in 2003, the university defended its affirmative action policies before the U.S. Supreme Court on the premise that racial and ethnic diversity contributes significantly to student learning and prepares students for life in a diverse democracy.1 Recent developments involving higher education and religion have made it clear that religious diversity is equally important for student learning. Last January, we received a grant from the Ford Foundation, as part of its Difficult Dialogue initiative, to help us create an environment on campus in which religious difference is seen as an opportunity for study and exchange, rather than a source of silence, animosity, or fear. The grant period runs through February 2008.

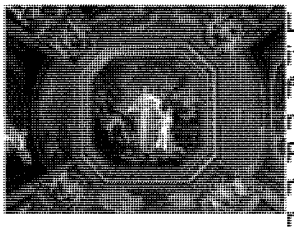

Like most other public institutions today, Michigan conceives of itself as largely secular. Although religion played a defining role for students and faculty early in the university's history—it was not until the late nineteenth century, under the leadership of President James Angell, that students were released from mandatory daily attendance at chapel—religion lost its central role on campus as Michigan increasingly modeled itself on the German research university and articulated its dedication to academic freedom. The activities of intellectual inquiry and the transmission of knowledge came to be seen as separate from issues of religious faith: dispassionate investigation entails purposefully suspending individual beliefs in the pursuit of knowledge, and a critical perspective on all fixed beliefs became central to disciplinary inquiry. Such a perspective has been particularly important in the sciences, where research sometimes challenges religious explanations of the origins and nature of the natural world.

Today, religion is certainly not absent from our campus. Michigan has a strong academic program in religion that includes several nationally recognized scholars. But these disciplines take an academic approach to religion, not the faith-based approach relied upon at seminaries and universities with strong religious affiliations. Institutional funds do not support the various campus chaplaincies and religious organizations at Michigan, and personal religious views, practices, and identities have been treated as private matters. This tradition of institutional separation from issues of faith is, however, being challenged by growing political and social movements that emphasize the importance of religious faith in all aspects of intellectual life, including the sciences.

On January 27, 2006, the online magazine *Inside Higher Ed* captured this perspective in an article titled "Faith on the Quad." The article quoted William M. Sullivan, a senior scholar at the Carnegie Foundation for the Advancement of Teaching, who explained why twenty-five scholars from different disciplines and faiths have been working on a new statement about the role of religion on campus. "To live in America is to live in a religiously charged atmosphere," Sullivan said, "and that includes colleges—whether they like it or not."

News stories about religion and higher education are now common. Whether they concern specific incidents (such as when residence assistants at the University of Wisconsin were first denied permission then allowed to offer Bible study in their dorm rooms) or national trends (surveys finding increased spirituality and religiosity among first-year students), these reports highlight the timeliness of the Ford Foundation's efforts to stimulate productive dialogue about religion.

Campus Conflicts

Recently, Michigan's Center for Research on Learning and Teaching held the first event under the Difficult Dialogues banner, a seminar for faculty titled "Student Religion, Faith, and Spirituality in the Classroom and Beyond: How Do Faculty Respond?" A group of thirty faculty members from across campus showed up to share their perspectives, struggles, and strategies. The problems reported were truly striking. See "Campus Conflicts," the sidebar accompanying this article, for details.

On a larger scale, the campus climate at Michigan sometimes leads to tensions based not solely on religion but also on the intersection of multiple identities and viewpoints, such as sexual orientation, ethnicity, or political conviction. For example, a 2004 ballot initiative in Michigan to ban gay marriage exposed tensions between and within campus religious communities and those related to sexual orientation. Conflicts have also arisen in connection with the political situation in the Middle East, which is especially fraught at Michigan. The campus has one of the largest Jewish student bodies in the country and is part of a geographical area that is home to the biggest Arab-heritage community outside the Middle East. Like many other universities, Michigan has seen vandalism and hate speech directed against Muslim, Jewish, and Arab students.

The implications for academic freedom are clear. We have already witnessed ways in which campus tensions might have a chilling effect on topics covered in classes and the freedom of faculty and students to express their viewpoints or engage students in critical reflection. For example, one faculty member teaching a course on a sacred text was confronted by a student who disagreed with his approach and wanted to record lectures in order to document "bias." Conservative activist David Horowitz, who operates a well-funded campaign alleging bias in the classroom, listed several scholars of religion—Marc Ellis (Jewish liberation theology), Amina McCloud (Islam), and Michael Eric Dyson (race, religion, and African American culture)—in his recent book, *The Professors: The 101 Most Dangerous Academics in America*.

Although such threats of surveillance and exposure to political notoriety may not affect a tenured senior professor, what impact do they have on a junior faculty member, a graduate student new to the classroom, or a student at any level who is considering a field of study? Courses in the life sciences or courses that treat religion from an academic perspective may challenge students' worldviews and lead them to reconcile their preconceptions and beliefs with new and unfamiliar points of view. How do faculty remain intellectually honest and help students who are struggling to make sense of what they are learning? And what is the position of students and faculty who are not connected to a faith tradition? Do we need to ensure that expanded dialogue about religion and spirituality does not impinge on their freedom from religion, on both a personal and a curricular level?

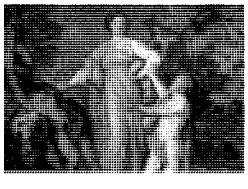

As a result of such uncertainties and tensions, the role of religion and personal faith in civic and scientific life often remains

unexplored, and important learning opportunities are missed. The timing of our Difficult Dialogues grant turned out to be auspicious. When we received the grant, we had just completed a campus-wide "theme semester" that explored the cultural treasures of the Arab Middle East across many disciplines. For the past fifteen years, Michigan has successfully organized theme semesters on topics ranging from conflict and community to *Brown v. Board of Education*. Theme semesters are sponsored by Michigan's College of Literature, Science, and the Arts, the largest undergraduate college on campus. They consist of course offerings as well as co-curricular activities focused on the chosen topic.

We decided to build on the cross-campus success of theme semesters by embedding grant-funded activities within a planned winter 2006 theme semester titled "Exploring Evolution." The activities included a university-wide seminar titled "When Faith Meets Science: An Evolving Dialogue on New Choices and New Technologies." We will incorporate additional grant-funded activities within the theme for fall 2006 and winter 2007, "The Theory and Practice of Citizenship: From the Local to the Global," including roundtables on the role of faith in prompting community service.

Grant Activities

The Center for Research on Learning and Teaching will take the lead in coordinating the activities funded by Difficult Dialogues. The center collaborates with all nineteen schools and colleges at the university to encourage and support good teaching on the Ann Arbor campus. The grant activities described below will involve faculty and staff members, students, and community members.

The Ford Faculty Fellows Program will bring together faculty members from different disciplines who will pursue projects related to religion in their disciplines. One group will critically examine aspects of religion and faith, a type of inquiry now common for subjects such as race, ethnicity, gender, and sexual orientation. Many of these projects will involve course development on topics such as the role of Islam in the African American community, ties between secularity and modernity, and the relationship between religion, nationalism, and violence. Other faculty fellows will collect data on the role of religion in professional schools and develop suggestions for pedagogies suited to the examination of difficult issues related to religion.

The Center for Research on Learning and Teaching's Players Theatre Program, which develops interactive performances on diversity and institutional transformation for faculty and graduate students, will create a sketch about religious pluralism. Research for the sketch will rely on focus groups and interviews with faculty members, students, and community members. The final sketch will be presented to audiences of instructors (faculty and teaching assistants) at campus-wide and disciplinary-specific events (such as departmental retreats).

Through a series of roundtable discussions, the Edward Ginsberg Center for Community Service and Learning will explore the complex relationship between faith communities and university-sponsored community service. One set of round tables will invite faculty members, students, and community members to discuss the relationship between specific religious traditions and the idea of service. In a second set of roundtables, an invited group will discuss the involvement of public universities with faith-based organizations engaged in community service.

The Life Sciences and Society Program will host forum discussions with students, faculty members, and community religious leaders on ethical and religious concerns associated with advances in the life sciences, such as genetics, genomics, stem cell research, and prenatal genetic testing. Each forum will encourage discussion of the diversity of perspectives and ethical, moral, and ethnic considerations related to the topic at hand. One such forum was offered as part of "When Faith Meets Science," the seminar mentioned above. The program will create a set of curricular modules on forum topics that can be used in classes as stand-alone presentations.

The Program on Intergroup Relations sponsors dialogues that bring together students across identity groups—race, class, religion, or sexual orientation, for example—to work toward a greater understanding of group identity, explore intergroup conflicts, and imagine ways to build multicultural communities. For the Difficult Dialogues project, the program will create new dialogue courses with an explicit focus on understanding religious pluralism in a diverse democracy. Dialogues might bring together members of different religious groups or those interested in analyzing the intersection of faith and social identity.

Faculty members from the Michigan Community Scholars Program will focus on religion in their monthly seminar, aiming to develop or revise undergraduate courses. They will also sponsor exchanges about pedagogical strategies for facilitating difficult dialogues, navigation of religious differences within the university community, and conflicts between personal religious practice and the demands of academia. All residence assistants at the university must participate in a ten-week intensive course titled "Social Psychology in Community Settings." The Office of Residence Education will revise this course to focus more explicitly on religion and sexual orientation so that residence assistants are better prepared to facilitate productive exchanges on these topics.

Since 1994, Provost's Seminars on Teaching have brought together between 100 and 150 faculty members semiannually for lively and substantive discussion of teaching and learning. In winter 2007, at the end of the Difficult Dialogues project, we will hold a provost's seminar on the role of religion in teaching and learning to share the results of the project with the campus community and, we hope, to stimulate further activity on campus after the grant period concludes. We will include students and community leaders in this seminar to broaden the dialogue.

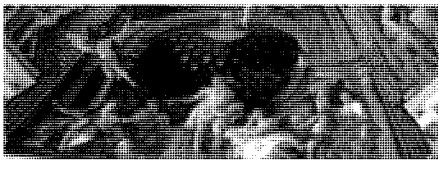

Taken together, these activities represent an ambitious attempt to explore the role of religion and religious pluralism at a public research university. Although the time frame of the grant is relatively short, it is helping us to build on the university's solid record of grappling with difficult issues. Only by engaging with these conflicts can we fulfill the highest aspirations of the university: to prepare students to assume leadership roles on campus and in their communities and to embrace and model respect for diversity, including religious pluralism.

Note

1. In *Grutter v. Bollinger* and *Gratz v. Bollinger*, white students filed class-action challenges to the University of Michigan's affirmative action policies and the admissions processes of its law and undergraduate schools. The students alleged that the university discriminated against them by using different standards to admit

students of different races. On June 23, 2003, the U.S. Supreme Court upheld in a 5 to 4 decision the law school admissions program, finding diversity in higher education to be a compelling state interest. The Court noted the individuality of review in the law school admissions process and held that diversity can be a "plus" factor in admissions if it is considered in the context of a "highly individualized, holistic review of each applicant's file, giving serious consideration to all the ways an applicant might contribute to a diverse educational environment." In contrast, in a 6 to 3 decision in *Gratz*, the Court struck down Michigan's undergraduate admissions program. The decision upheld, however, the concept of affirmative action and diversity as a compelling interest. But it found Michigan's consideration of race in its undergraduate admissions not to be tailored narrowly enough to "achieve the interest in educational diversity" that the university claimed as the justification for its program.

Kaplan is associate director of the Center for Research on Learning and Teaching at the University of Michigan. He is principal investigator for the university's Difficult Dialogues project, the subject of his Academe *article. The project's Web address is http://www.crlt.umich.edu/DD. Kaplan can be reached at mlkaplan@umich.edu.*

Acting Against Oppression

The Practicing Pluralism project uses interactive theater to address campus climate issues in Portland.

By Jeannie LaFrance And Jan Abu Shakrah

The lone African American student in a classroom sinks lower in her chair as the class watches a movie about the history of racism against African Americans in Oregon. When a racist cartoon image appears on the screen, the class erupts into laughter. The laughter quickly subsides to an uncomfortable silence, and all eyes turn to the African American student, who hastily gathers her books and leaves the room. The teacher chases the student and awkwardly apologizes. "Stop!" yells someone from the audience. The audience?

The scene is actually Portland Community College, and the students are participating in the Illumination Project, a yearlong academic theater program that tackles issues of oppression through interactive classroom and community performances. Participants write original interactive plays depicting incidents of oppression in students' lives. The project is a central aspect of Practicing Pluralism, for which Portland Community College received a Ford

Foundation Difficult Dialogues grant. Practicing Pluralism, which began in March 2006, aims to create an atmosphere of open inquiry on our increasingly diverse campus in which controversial topics can be discussed with respect for different people and perspectives.

The program will build on the Illumination Project by extending its influence and integrating its principles in new initiatives, including a component focused on religious pluralism and academic freedom. New features will include campus-wide

forums and workshops on academic freedom and religious and cultural pluralism; development of a pre- and post-performance curriculum to accompany performances; introduction of a Web site from which faculty can download curricular materials; and development of learning communities that concentrate on religious and cultural pluralism.

A Place of Dichotomies

Historically, Oregon has been home to a predominantly white, Christian population. Over the past several years, however, the metropolitan Portland area's religious and racial diversity has increased significantly, as has debate over the connection between sexuality and religion. Between 1990 and 2000, the area's ethnic minority population increased 119 percent, a much higher rate of increase than that in the overall U.S. population during the same time.

Over 20 percent of the Portland area's population belongs to a minority group, and more than 80 percent of the immigrants who arrive in Oregon each year come to Portland.

Portland has become a place of dichotomies. It is the cradle of the Patriot Movement, the project of a white supremacist Christian-identified group. At the same time, it is one of the most welcoming havens for trans-gendered people in the country. Similarly, Multnomah County, which encompasses most of Portland, was one of the first U.S. jurisdictions to offer same-sex marriage licenses even though Oregon has an extensive history of legal attempts to deny civil rights to the sexual-minority community. More than twenty-five local and statewide ordinances and ballot measures proposed over seventeen years attempted to accomplish this purpose, culminating with a 2004 amendment to the Oregon constitution outlawing same-sex marriage. The rise of these dichotomies and the growing diversity of our community has increased the debate on campus about religion, culture, and homophobia and accentuated the need for our faculty, students, and staff to hone their ability to engage in constructive dialogues.

Portland Community College is the largest postsecondary institution in Oregon and one of the biggest community colleges in the country, enrolling over 91,000 students in 2004–05. It is a public, two-year college with three campuses (Cascade, Rock Creek, and Sylvania), and it offers lower-division college transfer and professional-technical programs and adult, community, and developmental education. The college is the most racially and ethnically diverse institution of higher education in Oregon; more than 25 percent of its enrollees are students of color.

The college serves many students from groups that have been historically underrepresented in higher education: not only are 25 percent of its students of color, but nearly 60 percent of its degree-seeking enrollees are first-generation college students. Five thousand are enrolled in English as a Second Language and English as a Non-Native Language programs, and one out of every five students attending the college at least half time is from a low-income family.

The college's mission is "to provide education in an atmosphere that encourages the full realization of each individual's potential, by offering students of all ages, races, cultures, economic levels, and previous educational experience opportunities for personal growth and attainment of their goals." The college cannot achieve this

mission if students and faculty do not feel comfortable discussing controversial issues.

Theater of the Oppressed

The Illumination Project was founded in 2001 by Deborah Evind, coordinator of the college's Sylvania Women's Resource Center; Claire Oliveros, coordinator of the Multicultural Center; and Jeannie LaFrance, founding director of Act for Action, a nonprofit organization dedicated to the use of theater for education and social justice.

Each year, the project trains twenty student educators, who in turn educate the college community. Student educators take a three-term course covering issues of race, class, gender, community building, conflict resolution, and civic engagement. They then write and perform plays on topics such as anti-Arab or anti-Muslim bias in the United States following the attacks of September 11, 2001; hate crimes against sexual minorities; date rape; "coming out" as a sexual minority; and problems of race and class for first-generation college students. By the time they begin their performances, the students are prepared to provide education and leadership around difficult issues.

Performances are based on a nontraditional theater style called "theater of the oppressed," which is used to promote community-centered problem solving. Student educators first perform a play once without interruption. The second time around, members of the audience are invited to stop the action when they see an act of oppression, substitute themselves for members of the cast, and start the action again with the intent to find a way to deal with the situation effectively. Cast and audience members improvise the new situation as it develops. The intended result is a new understanding among everyone about how to recognize, confront, and resolve oppressive situations as they occur.

After each intervention, a facilitator debriefs everyone involved—the audience member who intervened, the actors, and the rest of the audience—and then the play continues to the next "intervenable" scene. In a realistic yet safe atmosphere, actors and audience members rehearse situations so as to build communication skills and understand alternatives.

Since its inception, the project has involved more than 4,500 audience members, approximately 95 percent of whom felt the performances prepared them to take action during difficult situations and to create a more inclusive academic community. "Personally, when looking at racism, I had my opinion on how things were, and I didn't really think there was anything I could do about it," says student educator Chauntey Cruz, who played the African American student in the play described at the beginning of this article. "Race used to be something where I'd hope it wouldn't come up in conversation. But in doing the Illumination Project, I know there is something I can do about racism. I can talk to my friends. I can have open discussion with anybody."

By involving so many members of the campus community in such problem solving, the project creates a unique, experiential foundation for teaching and learning about difficult issues. The project's approach has garnered enthusiastic support from faculty members. "I have taken most of my classes to the Illumination Project plays, and they are a tremendous learning tool," comments S. Rowan Wolf. "The plays

open up dialogue and get students thinking about oppression in their lives and environment. . . . A student shared during class that during a conflict at her apartment complex, she was able to step forward and stop it thanks to what she learned from the Illumination Project."

Difficult Dialogue

As noted above, Practicing Pluralism will build on the Illumination Project by making possible campus-wide forums and workshops, new curricular materials, and the development of a Web site and learning communities focusing on religious and cultural pluralism. By encouraging professors to engage with these new features, Practicing Pluralism will help the Illumination Project cement a stronger relationship with the college's faculty. It will also help faculty improve their skills in facilitating difficult conversations and their ability to reinforce the competencies addressed by Illumination Project performances in the classroom.

On the institutional level, the college expects Practicing Pluralism to improve the campus climate, creating an environment that better supports different religions and cultures and academic freedom. Anticipated long-term changes include fewer incidents of bias and censorship and more student unions and clubs serving diverse cultures and religions. Evaluation of project activities will also inform the ongoing work of the President's Diversity Committee. To help others replicate the success of the Illumination Project, the college will develop a training DVD and guidebook, disseminate materials to other educational institutions, and develop a Web site featuring updated project curricula and resources. Project leaders will also take performances and materials to local high schools and colleges in the Portland area and local, regional, and national conferences.

Exposure to the work of Practicing Pluralism and the Illumination Project will help students, staff, and faculty become active and inclusive members of Portland Community College and our greater community. We also anticipate a ripple effect as thousands of our students matriculate to four-year institutions and take jobs. We'll close with the words of one student, Erin-Aja Grant, who gives us hope that our goals are within reach:

When I first entered the Illumination Project, I was unclear on how this class and the plays could teach me about oppression, since as a woman of color, I live this life everyday. I was wrong. What I didn't realize was for the first time I would see how good the world could be without shame. . . . The Illumination Project creates a classroom that is truly hate-free. . . . [It] has allowed me to learn with my brain and act with my heart. I am privileged that I was part of a group that can confidently say we are more enlightened today and we have created and will continue to create positive social change.

LaFrance coordinates Portland Community College's Illumination Project, an academic theater program that tackles issues of oppression through interactive classroom and community performances. The college received a Difficult Dialogues grant to extend the influence of this successful project on the campus and beyond. The project's Web site is http://www.pcc.edu/resources/illumination. LaFrance can be reached at jlafranc@pcc.edu. Shakrah is the faculty chair of the economics, political science, and sociology department of Portland Community College's Sylvania campus. She is staff adviser to the Muslim Student Association and has been a

leader in peace and conflict resolution in the Middle East and in Portland. She can be reached at jabushak@pcc.edu.

Inquiry, Respect, and Dissent

This initiative at Irvine combines coursework, public events, and leadership training to foster respect for divergent views.

By Manuel N. Gómez

Like most other research universities, the University of California, Irvine, has found its way into the headlines over the years. Most of our coverage has been favorable, but some of it has concerned and perplexed us. Take two events held on campus this past February 27 and 28. The first was a discussion between the Palestinian ambassador to the United Kingdom, Manuel Hassassian, and Edward Kaufman, former executive director of the Harry S. Truman Research Institute for the Advancement of Peace at Hebrew University. The two men explored the possibilities for peace between Israel and Palestine, often forwarding distinctly opposing viewpoints with the civility one would expect in an academic setting.

The following evening, the UCI College Republicans and the United American Committee (an external organization) co-hosted an exhibition of the Danish cartoons that had so recently been the focus of rioting and international controversy. The UCI Muslim Student Union strongly opposed this event, and campus administrators received multiple calls and e-mail messages from community members protesting it. Exchanges inside the event were decidedly spirited and coalesced primarily around articulations of outrage, insult, and unmediated conflicts of opinion.

Although participants addressed many of the same issues on February 27 and 28, the atmosphere at the two gatherings was palpably different. One fostered thoughtful and civil discourse, while the other gave rise to resentment and hostility. While the dialogue between Hassassian and Kaufman received no press coverage beyond the UCI student newspaper and a local newspaper, the second event found its way into media outlets in London, Taipei, Tel Aviv, Washington, and elsewhere and brought CNN and other television news stations to the campus.

That the media found only the second event—the "unveiling" of the Danish cartoons—newsworthy reveals an irony perhaps missed by our society: despite compelling, lamenting, dramatic calls for more avenues to understanding and reconciliation, we tend to congregate most habitually at the intersections of conflict and controversy. We seem to have become, paradoxically, more comfortable in our distress and in the disturbance of others than in those places where common ground and reconciliation are more likely to occur.

Although the price higher education pays for becoming the focus of discord is not as steep as the cost of conflict to societies, the toll on colleges and universities is rising. Campuses like UCI are increasingly seen as trouble spots of intolerance and boiling pots of extremist ideologies, as exemplified by conservative activist David Horowitz's recently published book, *The Professors: The 101 Most Dangerous Academics in*

America. Increasingly, professors like the ones Horowitz targets are characterized as anti-American and, in some circles, even terrorism sympathizers.

The intervention of interested constituencies external to the university has meant that our university's educational programming and conscientious attention to the state of our campus community and security are often overlooked. Instead, the public sometimes perceives us as woefully out of balance or on the wrong moral path. The academic freedom we know to be fundamental to our mission and our educational purpose is at times seen as "dangerous."

The bitterest irony for higher education is that it is the very freedom of our forum that permits a hearing for extremist ideas. But only when we have a true diversity of ideas—even those that offend our most basic sense of decency and democracy—can we find the balance that promotes peaceful resolution of the most contentious conflicts facing us, whether they are religious, social, or political. Of course, the openness of the public higher education forum also allows members of the broader community to engage issues of interest to them. Over the years, UCI has increasingly reached out to individuals, organizations, and groups off campus.

Toward Common Ground

It is fortunate that although universities often find themselves at the center of controversy and conflict these days, they are also uniquely positioned to work openly and directly toward dialogue and common ground. With funding from the Ford Foundation's Difficult Dialogues initiative, UCI has embarked on "Imagining the Future: Dissent, Dialogue, and the Freedom to Inquire," a comprehensive intra-campus partnership designed to model and maintain our tradition of free intellectual inquiry, open debate, and dissent.

The idea for the project arose gradually over the past few years, as tensions on our campus increased following the attacks of September 11, 2001. Although political and ideological conflict had erupted from time to time on the campus before September 11, the arguments became increasingly contentious afterward, especially over the Israel-Palestine conflict and differences among Christian, Jewish, and Muslim ideologies nationally and internationally.

Campus debates also attracted more attention from organizations and individuals external to the campus community, some of whom have taken a keen interest in how students and faculty have handled these issues. Questions about the limits of free speech and academic freedom have been posed, often with strong opinions on the subject, attended by concerns about how the university administration has managed, negotiated, mediated, or otherwise responded to demands that various student-sponsored programs, protests, and other expressive events on campus be forbidden, intervened in, or condemned.

The events of February 27 and 28 only underlined the purpose and need for "Imagining the Future." The February 27 dialogue between Manuel Hassassian and Edward Kaufman was one of the first "Imagining the Future" events. It was well attended by a diverse audience, including some members of the press (local media had been invited).During an intense, engaging, and civil discussion, Kaufman offered a striking and ambitious proposition: he suggested that instead of "importing" the conflict between Israelis and Palestinians to UCI, we should all be striving to "export" the values of civil dialogue and mutual understanding to the Middle East.

This "paradigm shift" (Kaufman's terms) is, of course, part of what "Imagining the Future" is meant to facilitate. But even if we do not aim so high as to influence Middle Eastern society and politics, we hope to instill respect for the values intrinsic to academic communities—free inquiry, rigorous and rational analysis and debate, and diversity of viewpoints and intellectual interests—in discussions of provocative, complex, and all-too often polarizing issues and events.

The Project

"Imagining the Future" involves several academic and administrative departments and incorporates coursework, public events and forums, undergraduate student leadership development, and graduate teaching assistant training. It started in January 2006 with three new undergraduate study options. The first undergraduate component, a lower-division survey course, "Religious Diversity and Conflict," was developed by religious studies professor Joseph McKenna and UCI's conflict resolution faculty. The second is a two-quarter pilot seminar, "Imagining the Future," and the third is an upper-division seminar series, the "Politics and Ethics of Difference," taught by Kristen Renwick Monroe, who describes the seminar elsewhere in this issue of *Academe*. Edward Kaufman and Manuel Hassassian are also participating in "Imagining the Future" as visiting faculty from the University of Maryland, where they have co-taught a course titled "Conflict Resolution: The Israeli-Palestinian Experiment" since 1992. Because conflict resolution is central to the prospect of furthering dialogue, Paula Garb, an expert on conflict resolution and co-director of UCI's Center for Citizen Peace-building, is developing teaching seminars for faculty and graduate teaching assistants.

The campus was fortunate to already have an infrastructure in which to situate this program, although the level of coordination, support, and participation the Difficult Dialogues initiative makes possible is a model on our campus. It is also helpful that the project's goals coincide with our overall academic mission: we aim to foster academic engagement and civic leadership among our students, create a greater understanding of academic freedom, sustain intellectual diversity and vitality within the UCI community, and promote ties between the campus and the larger community.

One of the project's first major events touched on several parts of this mission. In May, UCI hosted a conference titled "Why Israel? Why Palestine?" It was co-sponsored by the National Jewish Center for Learning and Leadership (CLAL), the American Society for Muslim Advancement (ASMA), the UCI Difficult Dialogues initiative, the UCI Center for Citizen Peace-building, and the Cordoba Initiative, a multi-faith organization that aims to improve the relationship between the Islamic world and America. Conceptualized by John Bennett of Cordoba in collaboration with Rabbi Bradley

Hirschfield of CLAL and Iman Feisel Abdul Rauf of ASMA, this ambitious conference included participants from around the world. It aimed to bridge some of the gaps in political, social, and historical understanding between Palestinians and Israelis. Like all other activities included in "Imagining the Future," it was about airing controversial views in a way that allows for passionate debate and mutual respect and about subjecting those views to the rigors of scholarly analysis. Although some of the ideas put forward offended those strongly opposed to them, we facilitated an environment in which the expression of such feelings was channeled into productive

exchange instead of disintegrating into unanswered accusations and unchallenged monologues.

Not surprisingly, as the event drew near, questions were asked about the appropriateness of the title and other details. We understand that our commitment to free and open inquiry means that little will go unchallenged within "Imagining the Future," either internally or externally. Responding to queries, Hirschfield pointed to the potential of such events, couched in the context of Irvine's own development. "If it is possible to transform this space [UCI] in forty years," he said, "then, by definition, if we applied that kind of imagination to the Middle East, imagine what the next forty years would bring." As for the event's title, Rauf provided this insightful analysis: "There is a power in asking why that no other question unlocks, because, at the end of the day, to ask other people why is to tell them that they count more than their ideology."

And although "Why Israel? Why Palestine?"—like the exchange last February between Kaufman and Hassassian—enjoyed less media coverage than the College Republicans' unveiling of the Danish cartoons, we will continue to foster meetings on the common ground of free expression and passionate participation, convinced that we can build stronger community ties in dialogue rather than in conflict.

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Can Empathy Be Taught?

Irvine students learned to combat prejudice by thinking themselves into another's position.

By Kristen Renwick Monroe

If you just learn a single trick . . . you'll get along a lot better with all kinds of folks.You never really understand a person until you consider things from his point of view . . . until you climb inside of his skin and walk around in it.

—Harper Lee

To Kill a Mockingbird

Prejudice and discrimination are ugly cousins, haunting humankind like the evil fairy who appears unbidden to curse the young princess.1 Is education the good fairy, bestowing tools to overcome this curse? A course I taught in winter 2006 at the University of California, Irvine—one of the most ethnically diverse campuses in the United States—addressed this question.2

The course, part of a pilot program funded by the Ford Foundation's Difficult Dialogues initiative, asked why some differences— ethnicity, race, religion—become politically significant while others—height, hair color, weight—do not. Why are

linguistic differences sometimes politically relevant and sometimes not? What about gender or sexual orientation? What encourages respect for or tolerance of differences judged to be ethically and politically salient, leading some to reach out across divides that isolate others? These questions take on a poignant immediacy when we read news reports about continuing prejudice and discrimination at home and abroad and ongoing ethnic, religious, and sectarian violence, including genocide and war. Students need to consider these questions as they enter a shrinking world that will expose them to people from diverse cultures, religions, and ethnicities.

In the course, I encouraged students to think deeply about their own attitudes toward people judged to be "different." Students began by measuring their own awareness of prejudice toward different groups, using quantitative and qualitative measures. On the first day of the course, they explored this topic in an in-class essay, which they rewrote and expanded over the next week. Students also completed—in private—a series of implicit-association tests designed to measure the difference between conscious and subconscious attitudes toward prejudice. Students were encouraged to discuss their reactions to these tests in class, but they were not required to talk about their personal results unless they felt comfortable doing so.

The course itself considered prejudice within a political framework, asking about the political and ethical response to difference. The pedagogical premises were threefold:

1. The key to understanding prejudice and discrimination is not to think of differences as intrinsic and immutable; instead, one should think about why moral salience is accorded to some differences;

2. The psychological literature on prejudice suggests that seeing the world from another's perspective is critical to determining why and how our perceptions of others shape our treatment of them; and

3. Differences appear to become politicized through the cognitive categorization and classification of others in relation to ourselves.3

I thus designed the course to encourage the empathic involvement that leads to seeing the world through the eyes of the "other," hoping that this process would increase understanding and tolerance of "differences."

Different Vantage Point

Another pedagogical premise of the course was that students learn best not by listening to lectures but by being forced to examine their own preconceptions in the light of empirical evidence. The class read traditional material on differences, such as social psychological work on prejudice, discrimination, and identity. I gave special attention to social identity theory and self-categorization theory and also assigned novels to supply the personal link that psychologists now tell us provides the emotional clout to change opinions. We read Amy Tan's *The Joy Luck Club* (on the experience of Asian women, since UCI is 49 percent Asian) and Ralph Ellison's *Invisible Man* (on prejudice against African Americans). One typical assignment linked philosophical work in ethics (Immanuel Kant), social psychological work on identity, and self-categorization theory to Invisible Man by asking students to describe a time when they were made to feel invisible and a time when they made someone else feel invisible. Students were encouraged—but not required—to share their essays with the class.

Because much work in ethics suggests that empathic involvement with another heightens awareness of the other's humanity, I also required students to interview a member of a group that is often omitted in discussions of the politics of difference and that is often underrepresented or discriminated against in contemporary American society: the elderly. None of us is born into this group, each of us fears becoming part of it, but most of us—if we are lucky—eventually move into and out of it, depending on chance, situation, and the kindness of strangers. My goal was to see if empathic involvement would help students see the world through another person's eyes and thus change the students' views of members of this group.

Many of my students were first-generation immigrants from Asia or the Middle East. Many lived in extended families and were highly sensitized to the ways elders are treated differently by different cultures. Our study of these cultural differences attempted to disentangle what is "intrinsic" and immutable about becoming old (the loss of physical vigor, for example) from what is not. I designed the study specifically to help students see that although some attributes exist independently of social construction, many are culturally imposed and hence are neither intrinsic nor immutable.

Before beginning their interviews, students considered what part of the "elderly identity" relates to differences that are "real," such as declining health and the deaths of a spouse or friends, and which differences exist mainly in the eyes of others, such as when an otherwise spry elderly person is treated as elderly simply because of white hair. Do other groups have attributes that are "real" and that threaten our identity, as the literature often suggests is the belief underlying prejudice? Or do we have more in common with, and thus less to fear from, others than we realize?4 Answering this key question helped students understand the importance of categorization and the according of moral salience to other groups in our society.

The importance of approaching differences this way, of course, is normative as well as intellectual. To the extent that such differences are a function of cognitive construction, their ethical and political impact can be muted and reshaped through the kind of contact and understanding we hoped to foster in this course.

Chipping Away at Prejudice

Students did extensive writing as part of the course and were trained in interviewing, editing, and the writing of narratives as a tool for understanding the psychology of another. After training in this technique, students focused closely on one person whom they would interview. Each student constructed a list of questions, conducted and transcribed the interview, edited the transcription to capture the speaker's voice, and developed the interview into a paper that used the speaker's voice to inform the student's analysis of the speaker's mindset, emotional terrain, values, beliefs, and worldview.

We began with age because it is a relatively noncontroversial difference associated with prejudice. I hoped that it would act as a wedge to open broader discussions of prejudice that might be too tough to tackle in a group of students who would not know whether they could trust either the professor or their fellow students. The process seemed to work well, and the general consensus was that "old people are just young people who've been around a long time." Perhaps more important, the exercise helped us have surprisingly frank discussions about the nature of prejudice,

which seemed to consist— students decided—of denying others their individuality and rights as individuals.

Prejudice, students felt, is related to fear, often of the unknown. "When we live in separate enclaves, we never get to know people as individuals. We always see them as 'the other,' and it's easier to believe what people say about people you don't know," one African American man said. Students described the eye-opening aspect of prejudice, arguing that most people do not want to admit they have prejudice.

"Can we change it?" I asked.

Ronald (Jewish male): No. Prejudice will always be there. You can't overcome hate with a few classes.

Arnia (Armenian female): I disagree. You can unlearn anything you want to unlearn.

Ronald: But the problem is that you have to want to change it. What is it that makes you want to change?

Arnia: Look at my case. I'm Armenian, and I lost family in the genocide [perpetrated by Turks against Armenians] early in the twentieth century. I hated Turks as a result of this. I had to confront my prejudice, learn that not all Turks are bad. I did it, so I know that people can change.

Ronald: But there is always prejudice in your subconscious.

Arnia: Maybe. But you can change the behavior, and that's what is important.

Ronald: Well, then, what makes people want to change, if this desire is the critical factor?

Arnia had several answers to this question: First, you have to realize that prejudice limits you. It traps you

in a cycle of anger and hate and keeps you from knowing people in the despised group as individuals, some of whom might be individuals you would like, once you got beyond your prejudice and saw them as individuals. Second, empathy. Would you like someone to clump you into a group and not see you as an individual? Would you want to be discriminated against, treated badly, not for anything you had done, but rather for things other people like you might have done? Or just because you were a Turk or an Armenian? Third, you don't want to hurt someone else. When you do that, it makes you feel bad about yourself.

"Does it help to talk about prejudice?" I asked.

Janie (Chinese female): Saying it out loud is embarrassing. It makes you ashamed of what the prejudice says about you. Opening up in class was tough at first, and it helped to have to write essays about a time when you were made to feel invisible but also when you made someone else feel invisible. Pairing the two acts this way helped me to see that everyone does it, that there wasn't something intrinsically evil in me. And writing it, not having to talk about it first, let me think about it in private

and then show it to someone I trusted—in this case, my sister—before I was ready to talk about it in class.

Sheri (Iranian female): Establishing trust was important. I now feel that I can openly talk about prejudice, my prejudice, in front of other class members, and they won't look down on me. But I was never made to volunteer information before I was ready, and that was important.

"So a class can help in this regard?" I asked.

"Yes," they agreed. They said a class heightens awareness of prejudice, which leads to the phenomenon

Janie noted. The process of chipping away at prejudice seemed slow, one that took some students unaware.

Natasha (Iraqi female): I didn't take this class because it was about prejudice. I took it because it fulfilled

the upper-division writing requirement, so I wasn't someone who knew I had a problem and thought I needed to deal with it. The class kind of sneaked up on me in that regard. But using the example of discrimination and prejudice against the elderly was a good idea, partly because it's not a prejudice that's particularly ugly—not like racism or religious or ethnic prejudice. But it did kind of open things up, pried loose my set ideas and got me thinking differently.

Patty (Japanese female): I think it helped to begin by talking about something not too difficult, not too threatening. That helped build the trust and let me learn that prejudice is a widespread phenomenon. That made it easier to move on to talk about other forms of prejudice, ones that are often off limits in our society.

An African American student wrote his in-class essay, which he initially asked to have kept private, about his self-loathing as he internalized the racial prejudice in his society. Don later said, "The classes showed me prejudice is broader than race. Prejudice is more about how you respond to someone who is different.

It's important to set one kind of prejudice in a broader context. It's useful to focus on an 'easy' prejudice because it makes it safer to then examine other forms of prejudice." Don had never read *Invisible Man* before this class. He decided that it was the best book he'd ever read, not just because it described so much of his own experience, but also because he identified with the character's difficulties in dealing with his own prejudice. Ironically, he linked his experience with Ellison's novel to reading Doris Lessing's *The Summer Before the Dark*, which he said helped him understand how his mother felt about getting old.

Lessons Learned

"What is the heart of prejudice?" I asked students as the term was ending. They focused on the inability to see an individual as an individual and the failure to respond to a person on the basis of who he or she is instead of according to the person's group identity. What causes this prejudice? "Fear, anger, rejection, ignorance, repression, oppression, poverty," the students agreed. "Prejudice

essentially is denying the individuality of a person. That's why 'don't ask, don't tell' was a bad policy. It lets people be homosexual, but only if they hide it. And prejudice is about identity. If we can't be who we are, then we are diminished. Stereotypes limit your interactions and growth." So, the class concluded, "everybody loses, not just the person discriminated against."

"How do we establish trust in an environment?" I asked. This question was important to me as a professor wanting to do just that in a classroom setting but also not wanting to impose my own views on others. I feel strongly that real change has to come from within; political correctness was not one of the class's goals.

Leila (Indian female): Establish a safe space. It's very important to have other students speak up, too.

The professor should be a moderator, encouraging people to share their personal views, but not forcing them. And make sure no one is intimidated or ridiculed. Try to get the students out of their comfort zone, but do it in a positive way. The professor can have her own views—in fact, that can be good, especially if you're willing to admit having prejudices—but she should not force them on people.

Finally, I asked the students how they felt about being asked to take pretests to examine their own prejudices. As I initially designed the course, I thought the pretests were a great idea. I liked the concept of having an independent measurement to capture any changes resulting from the course. But I found that the practical reality of asking students to take such tests made me uncomfortable. I worried that I would intrude on their privacy or make them feel bad about themselves and that the standard psychological tests might be too crude a tool to measure the subtle shifts in prejudice that mattered to me.

Natalia (Iranian female): The writing was a good idea. The tests that psychologists design, the ones to get at subconscious prejudice, these are trickier because sometimes they may not really be doing that. But it was good to be allowed to take tests that dealt with a wide variety of prejudice, from race and religion to age and even fatness, and to do this in private.

"How do we overcome stereotypes?" I asked.

Leila: Meet someone from that stereotyped group. Labeling and categorization can push individuals into that category. It's pigeonholing.

As the course was ending, we discussed the worldwide protests that had occurred recently among Muslims in reaction to the publication in Denmark of editorial cartoons depicting the prophet Mohammed. When UCI's College Republicans sponsored an exhibition of the cartoons, the Muslim Student Union on campus organized a protest. Two people engaged in a scuffle and were ejected, but otherwise the event was peaceful. When we discussed it in class, I found that although most class members had strong opinions about the event, few knew many details about what had actually happened. Feelings were high, however; one of several Islamic students in the class had written an article about it for the student paper.

We took the opportunity to discuss the matter, acknowledging that the issue was not simply free speech, but also what the university should permit to be said on its campus.

I was impressed by how nuanced the discussion became. Is a university endorsing views, even implicitly, when it provides space for speakers and events? Does a university have an obligation, then, to make sure the speakers are bona fide? What does that mean? What is the role of student groups? Is there a difference between a kind of Hyde Park speakers' corner and a debate hosted by a university in one of its buildings? How far does free speech extend, and when does it become incitement to action or hate?

We developed a long typology beginning with the general: I am a gay person, a Muslim, a religious Jew, and so on. The next step was slightly more opinionated: I don't like a certain group. Eventually, the typology extended to the point of inciting action: we should kill gays, Muslims, religious Jews, and so on. Ironically, the students tended to cluster at the classic lines of tolerance. Most "speech" was acceptable to them, and they felt it should be permitted by a university on its campus. But as speech moved toward inciting action, student support for permitting it on campus declined.

Would they have had this position before the class? Did the class permanently change anyone's views? I'm not sure. The students told me the class had helped them learn more about "others" and that they would now have more compassion for the plight of others. But I was giving them grades and feared they might have told me what I wanted to hear. Still, I took heart from one young woman, an American of Irish descent, who came to tell me that she didn't understand one of the essay assignments.

"I know I'm supposed to talk about a time I was made to feel invisible, and a time I did that to someone else," she said. "But I don't see how that's related to the readings. I mean, I see the Invisible Man link, but I don't see what this has to do with Kant."

"Well, what did you use for your personal example?" I asked.

"I talked about my parents' divorce. I was pretty bummed out, but my dad would give me really nice presents and so would my mom, so I felt like they understood how upset I was and were trying to make it up to me. Then, later, I realized dad just wanted to make mom feel bad, because she hadn't done something that nice for me. And mom was using the presents to make dad feel bad. You know. They were just using me to get to the other parent. The presents weren't really about me at all."

"How did that make you feel?" I asked.

"Invisible, like the book. I get that. But what has that got to do with Kant?"

"Well, can you think a minute about what Kant's trying to tell us, in general terms about ethics and how we treat others?"

She thought a minute. "Hmm. The categorical imperative, the idea that we all should ask if our actions can be generalized. Otherwise, we shouldn't take them."

"Is there anything else to the categorical imperative?"

This time I could see the wood burning. "Well, we're not supposed to use . . . Oh!" Her eyes suddenly flew wide open. "That's what Kant's talking about when he says we're not supposed to use people as a means only. That's what my parents were doing to me! They were using me as a means to get to each other. They didn't care about me at all, not then. And that's what Kant is saying is wrong!"

Maybe it was the eyes. But I like to think that this young woman now knows in her bone what Kant was telling us, and that she will think long and hard before treating another human being the way her parents treated her, because she knew how bad it had made her feel. Empathy. ¨

Notes

1. My thanks to my students in the winter 2006 "Politics of Difference" class and to members of the Ford Foundation's Difficult Dialogues program.

2. In 2005, the 20,061 undergraduates at UCI identified themselves as Asian (49 percent), African American (2 percent), Chicano (12 percent), Caucasian (26 percent), other (8 percent), and foreign (2 percent). Other statistics are not available, but approximately one-third of the undergraduate class that I was teaching was Muslim, and two-thirds were female.

3. For a fuller description of this psychological process, see my 1996 book, *The Heart of Altruism,* and my 2006 book, *The Hand of Compassion*.

4. This kind of contrast is evident in many areas, including immigration: "Will immigrants steal American jobs or enrich our economy?" people ask.

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Difficult Silences

Encouraging dialogue about sexuality issues on Virginia's campuses can be tricky business.

By Janet Winston

In December 2005, the Ford Foundation awarded Hollins University and the American Association of University Professors $10,000 to participate in the foundation's Difficult Dialogues initiative. The project supported by this grant brings together a consortium of academics, including me, from three separate institutions in Virginia and the AAUP.1 What led me to help form this consortium? What challenges

do we face in carrying out this initiative? What have I learned so far? In what follows, I will briefly sketch answers to these questions as a bid toward broadening the dialogue.

Having been born and raised in the San Francisco Bay area, whose progressive gay politics are well known, I accepted with apprehension an academic position at Virginia Commonwealth University, a state institution located in the capital city of Richmond. After signing my contract in February 1999, I promptly called Mary Gay Hutcherson, an ambassador of sorts to Richmond's lesbian community. What I remember most clearly from that conversation was her caveat that, although there was a thriving local lesbian and gay community (actually several communities, I would soon learn, divided by race and class and, to a lesser extent, age and sex), one was expected to be discreet. Discreet. What exactly would that entail, I wondered. And what happens to those who are indiscreet?

Several weeks later, I caught a partial glimpse. *The Village Voice* featured an article in April 1999 on Henry Edward Northington, a homeless gay man living in Richmond who had been murdered in a public park. He had been decapitated, his head carried half a mile and then prominently displayed on a footbridge leading to an area known for gay cruising. Apparently, he had not been discreet enough. "Eddie," who had been known to address people using sexual and racial epithets, and who, coincidentally, audited classes at my soon-to-be academic home, was not especially beloved. No one from the local gay community mobilized around the incident. (In September 2000, however, after a man shot seven people, killing one, in a Roanoke, Virginia, gay bar, the local, state, and national gay communities mobilized to end hate crimes targeting those perceived to be gay.)

Flash forward several years to a packed auditorium at my university. I am one of six panelists addressing the question, Can science or religion define what is natural or normal for sexual behavior and orientation? The evening is one event in "a four-part series of presentations and conversations with local experts," according to the announcement of its sponsor, the Life Sciences and Religion Community Forum of Central Virginia. The forum's advisory committee, of which I am a member, is made up of university and community leaders.

Local queers came out in force for the event. Judging from the panelists present and the audience's response, most folks in the room held fairly liberal views on the subject of homosexuality. Seated next to me, a local minister and adjunct faculty member was the lone social conservative on the panel. During his scholarly exegesis, he explained why early Christians, like their present-day followers, consider sex between men a sinful behavior. The atmosphere in the room became tense. Perhaps it was because of our close physical proximity or our shared status as professors explaining the history of ideas, but I felt empathic toward him. He finished talking and was bombarded with questions. According to your beliefs, one woman asked, is it also sinful for a woman in love with another woman to write her a love letter? The crowd erupted in applause.

Later that evening, a gay community activist and practicing Christian (a young white man) asked me about my cool-headedness during the minister's remarks. "You sat right next to him," he said. "How did you keep your composure?" Being an atheist helps, I thought to myself (I may be "out" as a lesbian in Virginia but not as a nonbeliever). Then, thinking about his observation, I recalled the words of another

speaker that evening, a graduate seminary student at Virginia Union University, a historically black, Baptist-affiliated institution in Richmond, who shared her moving story of spiritual wounding as an African American lesbian of faith. Given the ethos of white supremacy in this country, not to mention in Richmond (the former "Capital of the Confederacy"), being white and middle class also helps. After all, a scant thirty-six years before the U.S. Supreme Court dealt a blow to state sodomy laws in *Lawrence v. Texas* in 2003, it reluctantly decriminalized interracial marriage in *Loving v. Virginia* in 1967. (Many states still had their antimiscegenation laws years later, however.)

I begin with these vignettes because they illustrate some salient characteristics of the discursive terrain in Virginia on the subject of homosexuality as well as what is at stake—life, liberty, and faith. Any initiative to create dialogue in Virginia on issues of sexuality and gender expression must take into account the reality of violence in the state, the centrality of religion, and the history of race.

These incidents also show that the climate in Virginia, although repressive, is not monolithically so. The community forum at which I spoke represents some progress at initiating a conversation across differences. I contend, however, that in order to see the whole picture, we must address the silences as carefully as we do the dialogues themselves.2

Polarized Atmosphere

For people residing in large urban centers with sizeable gay enclaves or in small college towns in so-called blue states, Virginia may appear to be a perilous place to address those silences, whether by teaching queer studies, by publicly supporting those of us who do, or simply by refusing to be closeted. The state is widely considered to be one of the most homophobic in the nation. Despite the Supreme Court's ruling in *Lawrence v. Texas*, rendering Virginia's 214-year-old sodomy law unconstitutional, the state's "crimes against nature" statute remains on the books, making oral and anal sex between consenting adults a felony. This law has been cited as the basis on which to outlaw or attempt to outlaw a host of other activities, including gay-straight alliances in high schools; inclusion of gay people, and those perceived as gay, as a protected class in hate-crimes legislation; and provision of insurance by private companies to the same-sex partners of gay, lesbian, and bisexual employees. Virginia currently has two laws invalidating any form of legal recognition for same-sex partnerships and is currently poised to amend its state constitution over the issue.3

Virginia made national headlines in the 1990s for two incidents involving lesbians. One was the 1996 Shenandoah National Park slayings of hikers Julianne Williams and Lolie Winans, whose throats were slit, federal prosecutors originally alleged, by a man who later told prosecutors that they "deserved to die because they were lesbian whores." In the other case, Sharon Bottoms lost custody of her biological daughter largely because, according to the judge's interpretation of Virginia law, her lesbianism was "illegal" and "immoral," and it made her an "unfit parent." In the judge's eyes, the fact that she was a working-class lesbian only made things worse.

Aware of this climate and wanting to reduce homophobia and genderphobia on Virginia's college campuses, several academics from across the state came together in spring 2005, with the help of representatives from the national office of the American Association of University Professors, to form a consortium in response to

the Ford Foundation's Difficult Dialogues initiative. In our initial proposal, we described the situation at Virginia's universities and our objectives for seeking funding:

Virginia's college campuses have been in the news as places where issues of sexuality and religion are polarized. Among the many occurrences are (a) the removal of the phrase "sexual orientation" from Virginia Tech University's nondiscrimination policy (subsequently restored due to student protest); (b) [Virginia] Tech's Board of Visitors' revoking a female professor's signed contract for permanent employment after it learned she was the partner of a newly hired woman dean (she is now tenured at Virginia Tech following campus protests); (c) arrest threats when members of Soul Force, a Virginia-based religious activist group, attempted to donate gay-themed books to the library at Jerry Falwell's Liberty University; (d) picketing by Fred "God Hates Fags" Phelps's followers at formerly Baptist-affiliated Averett University in Danville Against its new gay-straight student alliance.

State-sanctioned anti-gay initiatives, coupled with fundamentalist Christian views on homosexuality as "sinful behavior" and "an abomination," have contributed to a campus climate hostile toward gays and lesbians and have rendered sexuality in general an unacceptable topic of discussion.4

How can we move beyond this polarized atmosphere to initiate respectful dialogue on our college campuses about sexual identity and gender expression? How do we broaden the conversation to include a range of religious and secular scholarly perspectives on sexuality and gender that takes into consideration the wide spectrum of people's experiences and cultural traditions, disciplinary differences that govern one's approach to truth-seeking and evidence gathering, and the complexities of personal and communal ethics? How can civil and rational conversation improve the climate for gays and lesbians on Virginia's college campuses?

Thanks to the Ford Foundation grant, we are organizing a statewide conference aimed at building a network of people at Virginia's colleges and universities to promote civil and rational dialogue on lesbian, gay, bisexual, and transgender-related campus issues.

Long before we secured this funding, however, I and my fellow project leaders had realized that the process we needed to go through to seek funding had become the difficult dialogue itself. What happened was this. When we sought institutional sponsorship from our home universities, they expressed support for the project's ideas but then declined to participate. Fearing backlash for being seen to endorse a politically sensitive topic in conservative Virginia, these state-funded institutions would not authorize their names to be attached to our proposal as written. As Roger Bowen, the AAUP's general secretary, wrote in the cover letter accompanying our initial proposal:

Sexuality is such a volatile issue in Virginia that even the relatively liberal administrations of the consortium institutions, both of which support the concept of the proposal, have refused to serve as lead agency for a project with sexuality as a main focus. Ironically, the refusal of Virginia administrations to deal frankly with questions of sexuality underscores the very need for the project proposed. Only a national organization like the AAUP working with a network of faculty at the local

level can provide the insulation from political pressure needed to allow dialogue to occur.

Overcoming Fear

Our closed-door discussions with university administrators over the Difficult Dialogues initiative are too involved to elaborate on here. Their importance, however, lies in the fact that they were dialogues, they were difficult, and there was pressure to leave much unsaid. In other words, we learned that the silences that occurred during these conversations, both what we were advised to omit from our proposal and what we ourselves were afraid to say, spoke more forcefully than the speech itself. For example, one high-level university administrator, a strong ally of lesbian, gay, bisexual, transgender, and queer issues on his campus, worried about offending his boss's sensibilities and the potential backlash from state legislators, who control the institution's public funding. Before he would put our proposal forward for consideration, he asked us to delete specific mention of homophobic incidents on Virginia's campuses and a reference to the state's history of "massive resistance" to school desegregation. For a day or two, we uneasily agreed. Soon, however, it became clear that even this concession—a difficult silence to be sure—could not rally firm institutional support for our proposal.

In the end, we sought and eventually found institutional legitimacy from a private secular institution, Hollins University in Roanoke. Yet the memory of those conversations and the insights illuminated by them—that to anticipate others' fear is to succumb to one's own, that our responsibility to address antigay hatred must not be severed from our responsibility to address racial hatred—remain with us today. As poet and essayist Audre Lorde wrote in "The Transformation of Silence into Language and Action," published in Sister Outsider in 1984, "Your silence will not protect you. . . . For we have been socialized to respect fear more than our own needs for language and definition, and while we wait in silence for that final luxury of fearlessness, the weight of that silence will choke us."

To initiate campus dialogue on the subject of homophobia in Virginia (and, possibly, in the majority of U.S. states), one need not bring together individuals holding polarized positions. Although a debate between, on one side, antigay religious activists Jerry Falwell (Liberty University) and Pat Robertson (Regent University) and, on the other, gay community activists Mel White (Soul Force) and Dyana Mason (Equality Virginia) would generate sparks, it is not the only available path, nor, I believe, the most intellectually honest one. The difficult dialogue I want to have will tease out the complexities of the issues and acknowledge and begin to address the difficult silences that are bound to unfold. On Virginia's college campuses, it is a dialogue already begun.5

Notes

1. I am a co-leader of the project "A Civil Voice: Difficult Dialogues on Sexuality, Gender Expression, and Homophobia on Virginia's College Campuses." The other co-leaders are Jen Boyle (Hollins University), Leeray Costa (Hollins University), Elizabeth Cramer (Virginia Commonwealth University), Charles Ford (Norfolk State University), Darla Schumm (Hollins University), and Martin Snyder (AAUP). We are organizing a statewide conference titled "NetworkVA: Building LGBTQ Coalitions for Change on Campus," to be held in Charlottesville, Virginia, on March 3, 2007. For details, visit the conference Web site at http://www1.hollins.edu/depts/ford.

2. As evidence of both the long and impressive history of Virginia student activism on lesbian, gay, bisexual, transgender, and queer issues and the significance of addressing silence, the national Day of Silence, which just celebrated its ten-year anniversary, was instigated by students at the University of Virginia. (It is now sponsored nationwide by the Gay, Lesbian, and Straight Education Network.) During the Day of Silence, held in April, students, faculty, and staff from around the country voluntarily stop speaking for one day to punctuate the silencing that lesbians, gays, bisexuals, transgender, and queer people experience on a daily basis due to homophobia, biphobia, and transphobia.

3. For a complete description of the Affirmation of Marriage Act, as well as details about other recent and pending legislation affecting the lesbian, gay, bisexual, transgender, and queer community, see Equality Virginia's Web site at www.EqualityVirginia.org. See also Virginia—*Hostile Climate*, a report published by People for the American Way (www.pfaw.org).

4. Receiving considerably less attention are the quotidian strains lesbian, gay, bisexual, transgender, and queer students, faculty, and staff face. For example, at my own university, students have been subjected to everything from antigay diatribes to physical violence—two students suffered head trauma in September 2002 when they were attacked after attending a meeting sponsored by the Sexual Minority Student Alliance, one of the campus's two lesbian, gay, bisexual, transgender, and queer student groups. In 2005, the athletics department abruptly canceled a dance competition scheduled to occur during men's basketball games when students from Queer Action, the activist student group, and concerned faculty and staff asked to meet with the department to discuss why only co-ed couples were invited to participate.

5. For their valuable comments on an earlier draft of this essay, I want to thank Liz Canfield, Elizabeth Cramer, Jeremy Kidd, Patricia Perry, and especially Mary Jane Smith.

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Personal Faith and Conscience:
How, When, Where and With Whom Can We Speak Our Minds on a Public University Campus?

DRAFT DISCUSSION GUIDE (Abridged Version 9/14/06)

INTRODUCTION

College communities around the country have in recent days experienced a growing pattern of religious intolerance, threatened restraints on free inquiry, and difficulties in sustaining informed political and civil discourse. As university populations have become more diverse, they are confronting new realities in which differing voices struggle to be heard and respected. Political forces have increasingly highlighted "wedge issues" that pit deeply held religious and moral judgments against emerging social and scientific trends. As polarization has increased outside university walls, it has been increasingly difficult to maintain the long tradition of open and respectful inquiry within university settings. New forms and norms for communication seem to fuel tendencies to attack and belittle competing viewpoints rather than to engage in open-minded exploration of ideas.

In 2005, the Ford Foundation announced its "Difficult Dialogues Initiative," inviting colleges and universities around the country to join it in addressing these concerns. As the Ford Foundation's President eloquently stated: "Open and honest dialogue is one of the defining characteristics of a vibrant academic community … [and] is an essential component of a strong civil society on which democracy depends. We must strive to ensure that all members of the community are treated as full and equal partners in the intellectual and institutional life of colleges and universities, especially those who may hold minority political views or religious beliefs. Campus leaders also must create an atmosphere of mutual respect, in which diversity is examined and seen in the context of a broader set of common values. We need to ensure that our discourse not only remains open but civil."

As one of the campus partners in the Difficult Dialogue Initiative, UNC Chapel Hill is endeavoring to make the practice of dialogue second nature on our campus, and invites colleagues elsewhere to do the same. A group of faculty, students, and student affairs leaders has worked intensively to develop a framework in which differing viewpoints on these issues can be engaged and explored in a respectful and open-minded way. Our goals are to foster freedom expression and respectful attention for a wide range of viewpoints, engage in intellectually serious analysis and defense of multiple viewpoints, and explore common ground without ignoring genuine differences.

We invite you to engage with us in deep and candid conversation about ***Personal faith and conscience: how, when, where, and with whom can we speak our minds on a public university campus?*** This formulation is a powerful one in which each word has a deliberate meaning.

- We hope the conversation will draw forth genuine, *personal* views that will be respectfully treated and openly considered.

- We seek to grapple with the *full range of faith- and conscience-based* beliefs since such beliefs are rooted in personal values that include those held not only by individuals committed to traditional Judeo-Christian viewpoints but also by those who embrace other religious traditions, agnostics, atheists, and those with moral vantages that arise from sources other than traditional religion.

- We emphasize the process of "*speaking our minds*" by which we intend a focus on oral and written communication (rather than the clothes one wears or other sorts of expression).

- We use the word "*we*" very deliberately, with the intent to exploring how all members of our campus community interact with each other—including students interacting with fellow students of similar or different faith traditions, faculty interacting with faculty and students in the classroom and elsewhere, and staff interacting with all.

- Our *discussion* will explore varied approaches to this question, including some that have emerged from our work to date, but also others that will emerge in this Forum that involves a wider range of participants. We will

deliberate--rather than debate--using safe and fair ground rules to be considered at the outset so that we can all speak, listen, and learn from each other. No votes will be taken. All viewpoints will be welcome.

USING THE DISCUSSION GUIDE AND PARTICIPATING IN A DISCUSSION FORUM

This discussion guide is organized in two parts. Part I important background information that bears on the growing tensions relating to personal faith and conscience on college campuses. Part II outlines four approaches that members of college communities—individual students and faculty as well as campus leaders--might be taken in response to these tensions.

Background Information. Part I includes background information designed to help fuel the conversation that follows. Forum participants have found that meaningful discussion and deliberation depends on sharing some baseline information and recognizing their own operating assumptions (as well as others' assumptions they may not share). The background information provided here has been culled from many sources and viewpoints in an effort to grasp the reasons that dialogues about personal faith and conscience can prove so difficult. This material will serve as a good starting point for discussion, since it provides fresh facts and viewpoints that not everyone may have encountered before. The forum moderator will help introduce participants to relevant background information at the start of the discussion so that everyone will feel comfortable, and a short video will be shown in order to help participants engage with the challenging issues raised. Participants in forums that use this discussion guide will also be an important source of ideas and insights. Suggestions for augmenting the appendix will be welcome so that the discussion guide can be improved over time.

Discussion Not Debate. This discussion guide and related discussion forums are intended to foster deeper reflection and insight about challenging issues. It uses an approach developed by the National Issues Forums in cooperation with citizens and communities across the country in connection with difficult questions such as immigration policy, end-of-life decisions, and racial tensions. In these settings it has proved important to clarify the differences between discussion and debate. For example, in the experience of the National Issues Forums:

- Debate involves a deep investment in and defense of the rightness of a particular position, a search for weaknesses in another's position, a focus on "winning," an emphasis on oppositional reasoning, and a treatment of key assumptions as truth.

- Deliberative discussion involves an effort to understand the basis and nature for disagreement, an honest effort to hear and explore insights from many vantages, a focus on understanding rather than "winning," an emphasis on collaboration, and a willingness to re-evaluate key assumptions (including ones own) where warranted.

Participants in discussion forums using this guide will therefore develop additional insights and skills that should add to their repertoire in deciding how best to deal with difficult dialogues in other settings as well as the one at hand.

Group Agreements and Group Ground Rules. The forum moderator will start the discussion by share a set of proposed group process guidelines that have been found useful in other contexts when discussion address challenging topics. Participants will be asked whether they find these guidelines acceptable and whether there are other guidelines they'd propose to help shape the discussion they are about to undertake. Here are some of the possible guidelines:

- Everyone is encouraged to participate.
- The purpose is to have an open dialogue rather than a debate.
- Every individual will make an effort not to dominate the discussion, and will try to self-monitor the duration of his or her comments.
- An atmosphere of respectful listening is desired. It is fine for participants to choose to be silent, but it is not okay for anyone to feel they are silenced.
- No one is ever expected to disclose information that is private or personal in the forum, but they may choose to do so if they wish.
- All comments are to be respected and welcomed.
- The responsibility for doing the work of deliberative discussion belongs to the group.

PART I: BACKGROUND INFORMATION. What do we know about recent experiences on college campuses with issues of personal faith and conscience? What factors may contribute to the views of students, faculty, and members of the public about the role that personal faith and conscience should play in campus life?

Campus Experiences.

Recurring Tensions. Evidence of tensions relating to personal faith and conscience and academic inquiry may be found at numerous universities around the country. The University of North Carolina at Chapel Hill is merely one case in point.

- In 2002 the University chose *Approaching the Qur'an: The Early Revelations* by Michael Sells as its summer reading selection. The decision was roundly criticized by many legislators and members of the public. Subsequently the American Family Association's Center for Law and Policy brought suit on behalf of three students, an alumnus and a state citizen, claiming that their First Amendment rights have been violated. The federal district court subsequently concluded that the choice was permissible since it did not advance or endorse religion and did not compel students to engage in a "religious exercise."

- In 2003 a three-member Christian fraternity lost its status as an officially recognized student organization when it refused to sign the University's standard non-discrimination policy. The fraternity's law suit in federal court alleging that the University had unlawfully abridged the students' First Amendment rights to freedom of association, freedom of speech, and free exercise of religion was ultimately dismissed as moot.

- In spring 2004 an instructor was disciplined by her department for publicly accusing a student of hate speech after he expressed in her class his objection to homosexuality based on his religious beliefs.

- In 2005-2006, the campus newspaper ran a student column that cast Arabs in a disparaging light as well as a cartoon featuring a depiction of the Prophet Mohammed. Later a recent graduate drove his SUV into a popular campus gathering spot, injuring nine people and explaining that he had acted to demonstrate his commitment to Islam and to protest American foreign policy. Some students protested, asserting that his action should be labeled "terrorist" while others held a vigil in sympathy for Muslim students and those who had been hurt.

- In the last several years, the University established programs in Jewish, Islamic, and Christian studies. In 2005 and 2006, many liberal arts faculty protested discussions with a potential donor who was considering a proposal for funding of an initiative in Western Cultures. The donor had ties with other groups with conservative views that had publicly ridiculed faculty members who taught courses that emphasized diversity themes. The University subsequently withdrew the proposal in order to permit additional faculty review.

Hate Crime. UNC Chapel Hill has not been alone in facing challenges like these. Hate crime remains a problem.

- The United States Federal Bureau of Investigation indicated that in 2004 had received reports of 7649 hate crime incidents (of these, 52.9% reflected racial bias, 18.0% religious bias, 15.8% bias against sexual orientation, and 12.7% bias against ethnicity or national origin). Of the 1,374 incidents involving religious bias, anti-Jewish incidents predominated (954 incidents), with anti-Islamic incidents ranking second (156). Other incidents involved anti-Catholic sentiment (57), anti-Protestant sentiment (38), and anti-other-religion (128). Of the 898 hate crimes reported on school or college campuses, 492 related to race, 184 to religion, 150 to sexual orientation, 68 to national origin, 2 to disability and 2 to multiple biases.

- In April 2006, the United States Commission on Civil Rights held hearings and issued a statement on growing anti-Semitism. The Commission found that on some campuses, "students have alleged patterns of threatening or intimidating behavior, derogatory remarks, vandalism, and use of Swastikas and other symbols of hatred or bigotry….On many campuses, anti-Israeli or anti-Zionist propaganda has been disseminated that includes traditional anti-Semitic elements, including age-old anti-Jewish stereotypes and defamation. This has included, for example, anti-Israel literature that perpetuates the medieval anti-Semitic blood libel of Jews slaughtering children for ritual purpose, as well as anti-Zionist propaganda that exploits ancient stereotypes of Jews as greedy, aggressive, overly powerful, or conspiratorial."

Students. Students on college campuses are increasingly diverse even in states where residents have a significant preference in admissions. Economic shifts have resulted in greater mobility of families from other states and other countries so that residency no longer means life-long ties to a particular state. In contrast to their parents' generation, college students today are more likely to encounter others with viewpoints rooted in cultures, faiths, and moral perspectives that differ from those at home.

Student Religious Affiliations, Attitudes and Implications

- Student religious preferences may vary from one campus to another. In 2005 UNC Chapel Hill's entering students reported affiliation with the following religions: Baptist (19.3%), Methodist (13.6%), Roman Catholic (13.1%), Presbyterian (9.6%), and "Other Christian" (9.7%). Fewer than 5% reported that they were Jewish (2.5%), Hindu (1.3%) or Islamic (.9%), while 16.9% reported no religious affiliation. In contrast, entering undergraduates at public flagship universities a much more heterogeneous mix, with more than double the percentage of Roman Catholics and Jewish students (27.5% and 5.9% respectively), far fewer Baptists, Methodists, and Presbyterians (5.2%, 5.3%, and 5.2% respectively), and even more students reporting no religious affiliation (22.6%).

- Patterns of religious preference correspond in interesting ways with student experiences and viewpoints. When compared to other flagship public universities, students entering UNC-Chapel Hill are more likely to have attended religious services, discussed religion, and prayed or meditated on a weekly basis during high school. They are also much more likely to regard "integrating spirituality into my life" as a high priority, and to believe that their religious beliefs will be strengthened during college. They are somewhat more socially conservative, and are more inclined to believe that dissent is an important part of the political process.

- A national study by UCLA researchers (with the support of the John Templeton Foundation) has provided other important insights about college students' beliefs. Nearly 8 in 10 first-year college students in the sample reported that they believed in God, with more than half perceiving God as "love" or as the "creator" and about half experiencing God as a "protector." Many reported deriving strength, support and comfort from their beliefs. Four in ten students reported that they felt "secure" in their beliefs, with one in four saying that they were "seeking," one in four reporting being "conflicted" or "doubting," and one in seven saying they were "not interested." Forty-seven percent reported that they "seek out opportunities to help [themselves] grow spirituality."

- The UCLA researchers also analyzed students with reference to "spirituality," "religiousness" (religious commitment, engagement, religious/social conservatism, religious skepticism, and religious struggle), and four other factors (charitable involvement, compassionate self-concept, ethic of caring, and ecumenical worldview). Using these variables, they found that religious commitment and engagement were closely correlated with religious/social conservatism and negatively correlated with religious skepticism. Those showing high levels of religious engagement tended to be conservative politically (self-identified conservatives outnumbered liberals by 3 to 1). Roughly equal proportions of politically conservative and liberal students earned high scores on either charitable involvement or compassionate self-concept, while liberals "substantially outnumber conservatives among those with high scores on ethic of caring (2 to 1) and ecumenical worldview (3 to 1).

- The UCLA research includes longitudinal studies of a much smaller set of college juniors. The juniors reported a decline in attendance at religious services (52% had reported attending religious services frequently the year before entering college, but only 29% reported attending frequently in their junior year). There was a significant reduction in self-perceived "religiousness" and "spirituality" (only 9% said that their religiousness was much stronger and only 13% said their spirituality was much stronger), yet there was some growth in those who said it was "very important" to integrate spirituality into their lives, develop a meaningful philosophy of life, and help others in difficulty. Students who spend more time partying show larger-than-average declines in attendance at religious services during the first three years of college. By junior year, it appeared that levels of religious commitment tracked student choices of major at least to some degree. Those who chose to major in the fine arts, education and humanities had the highest levels of religious commitment, with the lowest levels of religious commitment reported by those in biological sciences, history, political science and sociology. Only about 20% of juniors were "highly religious" while a similar proportion were found to have low levels of religious engagement (defined as a pattern of behavior that includes such

things as attending religious services, reading sacred texts, attending religious/spiritual workshops or retreats, and joining a religious organization on campus).

Teenagers. To understand college student viewpoints and experiences more deeply, it is important to consider the rising generation of teenagers In a recent book, *Soul Searching: The Religious and Spiritual Lives of American Teenagers,* (Oxford University Press, 2005), UNC Professor Christian Smith and graduate student Melinda Lundquist Denton analyzed data and interviews of teenagers aged 13-17 as part the National Survey of Youth and Religion. They found:

- Difficulty articulating beliefs: Very few of either devout or non-religious teens interviewed could explain the tenets of their religion or what it means. The researchers concluded that this difficult did not stem from communications difficulties, but rather from the fact that "our interview was the first time that any adult had ever asked them what they believed and how it mattered in their life."

- Religious outlook: The interviews suggested that many teens (whatever their religious affiliation) shared an outlook the researchers dubbed "Moralistic Therapeutic Deism" that embraced five major principles: (1) A God exists who created and orders the world and watches over human life on earth but from a distance; (2) God wants people to be good, nice, and fair to each other, as taught in the Bible and by most world religions; (3) The central goal of life is to be happy and to feel good about oneself; (4) God does not need to be particularly involved in one's life except when God is needed to resolve a problem; and (5) Good people go to heaven when they die. Moral relativism was also common among teenagers interviewed.

- Conversations in school: In school, 65% of religious US teens express their religious faith only some or a little. 12% of the teens express their faith a lot and 23% do not express their faith at all. The researchers also found that school is not viewed as being a hostile place to religious teenagers—fewer than 20% of teenagers reported that schools look down on teens who are openly religious.

- Views of others: Teenagers tend to see religion as not a particularly contested or conflictive aspect of their lives, but instead something that simply *is*, that is just not the kind of thing worth getting worked up about one way or the other. In confronting issues of faith difference, most teens take an inclusive religious pluralism stance on the matter of religious truth claims—60% of all respondents state that many religions may be true. The researchers noted that "nearly all U.S. teens seem to have adopted a posture of civility and a careful and ambiguous inclusiveness when discussing religion with possible 'others,' especially in public," perhaps because of America's strong tradition of individualism.

Intellectual Development in College. Students make important strides in intellectual development while in college, particularly when it comes to critical thinking. Often, however, neither they nor their faculty have clear frameworks for recognizing the challenges that such development creates.

- Benjamin Bloom, of the University of Chicago, is widely regarded as among the foremost theorists of students' intellectual development. He developed a "taxonomy" of educational objectives in the "cognitive domain" including: knowledge (the kind of intellectual capability that can be created even by rote memorization); comprehension (the ability to paraphrase, interpret and explain); application (the capacity to transfer ideas learned in one situation to use in another); analysis (the capacity to distinguish between subsidiary ideas that are part of a larger whole); synthesis (the capacity to bring disparate ideas together into a larger whole); and evaluation (the capacity to test or judge ideas against a set of larger standards).

- Bloom also considered the "affective" domain which concerns the way that people deal with emotional dimensions including feelings, values, appreciation, enthusiasms, motivations and attitudes. His five major elements in this taxonomy include: receiving phenomena (awareness, willingness to hear and attend to others with respect), responding to phenomena (responding to and questioning new ideals and concepts in order to understand them); valuing (attaching worth to particular values or phenomena, developing and acting on more complex commitments); organization (creating priorities from contrasting or conflicting values); and internalizing values (developing a value system that shapes personal behavior in a cohesive way, and acting in self-reliant ways that evidences commitment to ethical practice, consideration of others, weighing of new evidence). Development within the affective domain is often not addressed explicitly in college classrooms, and emotion in classrooms is often regarded as out of place.

The Nature of Knowledge and Authority, and the Stages of Faith Development

- During college, students must grapple with the nature of knowledge and how different sorts and sources of knowledge are valued in the context of intellectual reasoning. One of the most widely known theories of intellectual and moral development in college students was developed by William Perry, based on interviews conducted among male students attending Harvard College some years ago. Perry identified several stages of development. The first three stages involve "dualism," a period in which a learner assumes that all questions have or can have "right" answers derived from external authorities; the absence of right answers is attributed to authority figures who lack relevant knowledge or to knowledge that has yet to be discovered. The next two stages involve "relativism," which treats knowledge as non-absolute in most cases, treats dominant knowledge as pertinent but not the absolute truth, sees most things as uncertain, finds no real basis for deciding absolute right and wrong, treats authorities as just individuals with opinions, and regards all ideas as having equal value before ultimately recognizing that learners must take responsibility for using and evaluating non-absolute knowledge in complicated settings. Perry's final three stages involve "commitment" and move beyond cognitive abilities to make judgments regarding one's values and identity, act on and balance associated commitments and responsibilities to self and others. Although Perry's work has been criticized a non-diverse population and as treating development as a linear process when it more likely involves cycles, his approach remains a standard framework for thinking about student development during the college years and beyond.

- Dr. James Fowler, of Emory University, developed a framework for thinking about the stages through which approaches to faith and spirituality evolve across the lifespan (in contrast to the content of faith- based or spiritual beliefs). His most well-known work is *Stages of Faith: The Psychology of Human Development and the Quest for Meaning* (HarperCollins, 1981). In Fowler's view "faith" encompasses an individual's beliefs about their relationship with the universal, something that evolves throughout one's life. Fowler regarded faith as an ongoing activity (rather than something one "has"), reflecting the interplay of "conversion" (major changes in one's values or core beliefs) and "development" (a gradual maturation process). According to Fowler, there are six major stages in faith development, which foster insight of one's development, but should not used to evaluate or judge. College students may most commonly cluster in one of the three middle stages of Fowler's framework. Stage 2 is the "mythical-literal" stage in which faith has a more definite cognitive component drawn from the values of one's family or from exposure to other influences such as those of teachers, peers, and the media. In Stage 2, individuals tend to associate with those who are like them and be critical of those who differ, believe in "justice" insofar as the good are rewarded and the bad punished, often give symbols very literal meanings and engage in little self-reflection. Stage 3 is the "synthetic-conventional" stage in which individuals attempt to develop an integrated identity, based on values or beliefs typically derived from significant others without much internal examination. Those at stage 3 may have an "ideology" that involves a cluster of beliefs and values but may not be aware of it. They may also have internalized expectations in ways that make it difficult for them to manage the different roles and contexts in which they must function, and may be uncomfortable with conflict and controversy. Fowler describes stage 4 as the "individuative-reflective" stage, one that often involves critical assessment of prior experiences, values and beliefs. In stage 4, individuals move toward a grounding within an authentic self rather than relying most heavily on external expectations and roles, while also making explicit personal judgments about commitments based on deliberate examination of their core beliefs. Later stages are generally not reached until mid-life.

Values and Political Vantages. Observers of the American scene have in recent years noted a growing nexus between some dimensions of religious belief, political and policy positions. A recent study by the Harvard Institute of Politics conducted phone interviews of a national sampling of college students in March 2006 provides some important insights about the relationship between these important dimensions of students' lives.

- Differences in political viewpoint correlated with college students' views on how religion should play out in the public eye. Among Republican respondents, more than half wanted to hear candidates speak about their religious views, compared to about 1/5 of Democratic respondents. Republican respondents also wanted religious values to play a more important role in government. College students believed that a larger range of issues had "moral" dimensions compared to those generally highlighted as raising questions "values" in recent political discourse, referencing not only abortion, gay marriage and stem-cell research, but also the government's response to Hurricane

Katrina, support for education, environmental policy, health care, Iraq and affirmative action (cited by between about a quarter and a half of both Republican and Democrat college student respondents in each case).

Faculty

Faculty Members' Personal Beliefs about Religion, Spirituality and Their Role on College Campuses

- Recent research on spirituality and the professoriate found that spirituality and religion plays a part in many faculty members' lives. Of those responding to a UCLA survey funded by the John Templeton Foundation, 81% described themselves as "spiritual," while 66% regarded themselves as "religious" to some or a greater extent (29% and 37% respectively). When asked to agree or disagree with the statement "the spiritual dimension of faculty members' lives has no place in the academy," 57% of all respondents disagreed (including 49% of respondents from public universities). Academic disciplines seemed to shape or reflect respondents' viewpoints, with the highest disagreement reported by those in the health sciences, education, and business, and the lowest levels in social sciences, physical sciences, and biological sciences.

- Data from the 2004-05 survey of American college faculty found a substantial consensus in views regarding the goals of undergraduate education. Substantial proportions of faculty respondents rating the following goals as "very important" or "essential: developing student's critical thinking abilities (99%), helping students master knowledge in a discipline (94%), and promoting students' ability to write effectively (87%). For many faculty other goals included: enhancing students' self-understanding (60%), instilling a basic appreciation for the liberal arts (56%), the development of students' moral character (59%) and helping students develop personal values (53%). Only 30% agreed that "colleges should be concerned with facilitating students' spiritual development." Faculty members at public universities and colleges showed the lowest level of agreement with this statement (18%).

- Perspectives on educational goals were also framed against a general concern that many students were poorly prepared academically (while 67% of faculty at private universities agreed "somewhat" or "strongly" that "most students are well-prepared academically, only 37% of public university faculty shared that view). In light of the priority purposes of education and the concerns for student academic preparedness noted above, it is perhaps not surprising that emphasis on religion and spirituality is relatively rare in many classrooms.

Liberal Education and the Curriculum. Faculty viewpoints on the role of religion and spirituality within the college classroom can also be discerned through academic decisions relating to nature of liberal education and the characteristics of the undergraduate curriculum.

- The American Association of Colleges and Universities defines "liberal education" expressed the goals of a liberal education in the following terms: "A truly liberal education is one that prepares us to live responsible, productive, and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions." Many faculty, particularly those in Arts and Sciences disciplines, would agree with statements such as this.

- Colleges and universities adopt and periodically review general education requirements governing undergraduate study as a means of providing students with a shared foundation to guide their overall intellectual development. General education requirements often mandate that students take courses emphasizing moral reasoning, philosophy, history, cultural diversity, public policy, international affairs, psychology, sociology, literature, art or music and many other subjects in order to provide students with exposure to varied ways of thinking and a wide range of ideas. Many such courses touch at some point on the nature and role of faith and religion in the contexts in connection with the topics under consideration.

- Colleges and university curricula are also evolving rapidly. Many schools have incorporated "perspectives" or "diversity" requirements as part of their general education requirements to aid students in preparing for a complex world marked by interchange with those raised in cultures that vary in language, history, political and religious beliefs. Other courses bring to light the many dimensions of personal identity and historic injustice, for example by examining the hidden history of people of color and women and the implications of sexual orientation. Biological sciences rely heavily on modern understandings of natural selection and evolution, and new scientific discoveries raise important questions regarding the role of stem-cell research and the nature of the human genome. Expansion of

the traditional "canon" to include topics outside students' prior experience with Western culture, local communities, and religious tenets may prove unsettling to those with deeply held traditional values and cultural views.

Disciplinary Frameworks. Faculty perspectives must also be understood in a broader historical and sociological context. In a working paper, Professor Mark Edwards (former President of St. Olaf College and currently associate dean of Harvard Divinity School, and author of a new book entitled *Religion on Our Campuses*) offers crucial insights.

- Historical trends have shaped the development of colleges and universities in the last 150 years. In the first half of the nineteenth century natural sciences were closely associated with Christian theology. In time the sciences were seen to provide evidence of divine design in the guise of rational thought and inquiry and the study of science was viewed as a means of praising God. By mid-century, scientists were able to discern causal explanations that made it possible to offer explanations of phenomena other than by reference to supernatural intervention. What constituted an explanation changed and scientists turned to scientific inquiry as the best means of explaining natural phenomena rather than simply invoking God. Other disciplines followed suit, as the humanities departed from moral philosophy and social sciences claimed their own identity.

- By the beginning of the 20th century, research universities began to develop, with instructors drawn from those who had sophisticated substantive expertise in specialized fields. As belief in the scientific method grew and the extent of knowledge burgeoned, only those with "disciplined" knowledge had the necessary legitimacy to claim a place in the academy. Such disciplined expertise was provided through advanced education at top research universities which provided intensive mentoring, and required advanced levels of scholarly performance which in time resulted in the award of a Ph.D. Professional legitimacy for scholars awarded teaching positions at universities was increasingly tested by scholarly writing that was reviewed by national and international peers with similarly advanced expertise.

- In Edwards' view, faculty members are now inculcated by intensive experience that can be described as "professional formation," just as is true for those who undergo "formation" to profess their beliefs as members of the clergy. As undergraduates, they choose a major and increasingly assimilate the knowledge, values, and intellectual approaches that characterize the academic discipline in question. They go on to graduate work and spend more years within a specialized academic community that deepens and tests such expert knowledge and ways of knowing through comprehensive examinations and research on the Ph.D. They are evaluated and selected for academic appointments through a process that emphasizes their disciplinary focus. They then pass on their ways of knowing to their own students, and gain professional acclaim based upon their scholarly contributions to their chosen academic field.

- Edwards argues that there may be room to reintroduce religious perspectives within the academy in certain circumscribed respects. He contends that religious views may be most appropriate with regard to moral claims, claims regarding human nature, and claims regarding maximally comprehensive views of reality (certain kinds of "metaphysical" claims). In his view, it may be appropriate for certain religious insights to be offered in as an autobiographical explanation of "where I'm coming from," and suggests that the introduction of religious views in other settings should be undertaken with caution, and only in instances in which they contribute to the conversation and deepen understanding.

Academic Freedom. "Academic freedom," like academic disciplines, plays a central role in faculty members' understandings of the nature of American higher education. Academic freedom rests on core beliefs that the mission of higher education is to seek out and disseminate truth (however unpopular or inconvenient) and that the best way to accomplish this mission is to express ideas freely and subject them and to test them openly without fear of reprisal. It rests on a shared commitment to collegial interchange and a responsibility to maintain an open mind while testing one's own ideas as well as the ideas of others. Despite these core assumptions, the meaning and implications of the phrase and are surprisingly complex.

- The courts have recognized that academic institutions possess *institutional academic freedom* that is necessary: "to provide that atmosphere which is most conducive to speculation, experiment, and creation. It is an atmosphere in which there prevail "the four essential freedoms" of a university--to determine for itself on academic grounds who may teach, what may be taught, how it shall be taught, and who may be admitted to study." (*Sweezy v. New Hampshire*, 354 U.S. 234, 263 (1957) (Frankfurter, J, concurring)

- Academic freedom for *individual faculty members* has been described by the Association of American University Professors in the following terms: "Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties. . . [1] Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter that has no relation to their subject. . . [2] College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

- The *academic freedom of students* has likewise been recognized. In a joint statement issued in 1967, the Association of American University Professors, the United States National Student Association and other professional groups stated: "Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility.... The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. 1. Protection of Freedom of Expression. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. 2. Protection Against Improper Academic Evaluation. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

- The application of these principles is often complicated, in part because of the complexity of underlying legal analysis and because of the need to apply applicable policies to nuanced facts. For example, the academic freedom of individual faculty members and students is to some extent rooted in the First Amendment (which protects against abuse of free speech rights by government entities such as public universities but not to action by private parties). The statements of the Association of American University Professors (an organization founded in the wake of events at Stanford University early in the 20th century, when Mrs. Leland Stanford caused the dismissal of a noted economics professor Edward Lovejoy with whose views she disagreed) have been widely endorsed by academic organizations. They reflect a "professional standard" that is regarded as a statement of good practice within the academy, and thus has policy significance (but not necessarily legal significance) even when the First Amendment might not have application. At the same time, however, most colleges and universities around the country have adopted policies and tenure regulations that incorporate the AAUP standard and in turn give rise to contractual rights and rights to due process hearings by those protected under such policies.

- Longstanding expectations about university autonomy and academic freedom have been challenged in recent years on a number of fronts. For example, David Horowitz and others have argued that legislation called the "Academic Bill of Rights" should be adopted by state legislatures in order to force universities to weigh political ideology as part of their hiring practices and to provide additional legal protection to students who fear that they may be receive poor grades based on ideological views. Several organizations such as Students for Academic Freedom and Campus Watch have also established websites that encourage students to report or "blacklist" their professors based on listed criteria. An initiative by a UCLA alumnus to pay students to record and submit details of classroom conversations was withdrawn in the face of legal challenge.

- There are also instances in which faculty members have also been disciplined or dismissed notwithstanding the protections of academic freedom. For example, a professor at the University of Colorado who made what many regard as irresponsible comments about the 9/11 terrorist attacks was subsequently found by an academic panel to have engaged in research misconduct. Universities are also facing calls for greater public accountability from government leaders including the United States Department of Education and Congress. While academic institutions have traditionally been accorded great autonomy in setting academic standards and making operational decisions,

growing concern to curb college costs and increase student learning and graduate rates may put these traditions to the test.

The World beyond the Campus. There can be little doubt that forces beyond campus walls influence the realities of American college campuses. These realties are therefore worth considering.

Americans' Personal Faiths

- The United States is a highly religious nation. A Gallup Poll conducted in December 2005 reported that 79% of American respondents said they were convinced that God exists, while an additional 12% said that they think God probably exists but have a little doubt. Regional differences were apparent, with 88% of Southerners expressing certainty about the existence of God, compared to 70% of Easterners, 71% of Westerners, and 77% of respondents from the Midwest. Those who attended church on a weekly basis were particularly likely to be certain God exists (94%) but 61% of those who seldom or never attended expressed similar sentiments. In contrast, however, a CBS News Poll conducted in April 2006, asked respondents whether they believed that traditional religions could answer all or most of today's problems or whether they were largely old-fashioned and out of date. Just over half (54%) of respondents said that traditional religions can answer such problems, while 32% said such religions are old-fashioned and 14% said they didn't know or didn't answer. The same poll also asked respondents how important religious was to their daily lives, and found that 26% of respondents regarded it as extremely important, 33% as very important, 26% as somewhat important, 13% as not at all important, with 2% saying they didn't know or giving no answer.

- The United States Census does not collect information on religious affiliation so denominational information must be found by other means. The World Fact Book 2005 indicates that the American population is divided as follows: Protestant 52%, Roman Catholic 24%, Mormon 2%, Jewish 1%, Muslim 1%, other 10%, none 10% (2002 est.). The American Religious Identification Survey conducted using phone surveys by the researchers affiliated with the City University of New York in 2001 found that the proportion of those self-identifying as Christian had declined from 86.2% in 1990 to 76.5% in 2001. In 2001, 1.3% self-identified as Jewish, .5% as Muslim, .5% as Buddhist, .3% as Unitarian/Universalist, and .4% as Hindu. Others self-identified as atheists (9.4%), agnostic (0.5%) or refused to respond (5.4%). More nuanced polls have recently been conducted of those who are affiliated with Christian faiths. A poll conducted for National Public Radio in July 2006 of likely voters in the fall 2006 election found that 12% identified themselves as fundamentalist, 21% evangelical, 10% as charismatic/Pentecostal, 42% as moderate to liberal, 5% as something else, and 11% as unwilling to respond (or responding "don't know").

- Views on the role of the Bible and the relationship between religious belief and science vary. In Gallup surveys completed in May 2006, 28% of respondents indicated that they believed that the Bible is the actual word of God and is to be taken literally word for word; 49% said that it was the inspired word of God but not everything in it should be taken literally, and 19% regarded it as an ancient book of fables, legends, history, and moral precepts recorded by man. When asked about their views on the origin and development of human beings, 36% of respondents said that man developed over millions of years with God guiding the process, 13% said man developed over millions of years but God had no part in the process, 46% said that God had created man in his present form, and 5% gave other or no opinion. An April 2006 CBS news poll found that 26% of respondents believed the science and religion agreed with each other, 32% said they generally conflict with each other, 37% said they were not related in a meaningful way, and 5% said they didn't know or gave no answer.

- Americans' exposure to the religions beliefs and practices of others' also appears limited. A June 2005 poll by CBS News asked respondents whether any of their close friends or family members who were of a different religion had introduced them to different teachings or philosophies that had become part of their own religious or spiritual practices. Of those responding, 23% said yes, 48% said no, 18% said they had no close friends or family members of other religions, 10% said religion wasn't important to them, and 1% said they didn't know or declined to answer.

- Americans also appear to associate religion in certain respects with conflict. In a July 2005 poll by the Pew Research Center for People and the Press, respondents were asked how much of a role religion plays in causing most wars and conflicts in the world. Responses indicated that 40% believed that religion caused a great deal of conflict, 35% a fair amount, 13% only a little, 8% not at all, and 4% refused or said they didn't know. When asked a similar question about the role religion plays in causing political conflict in the United States, 30% responded that it caused a great

deal of conflict, 35% said a fair amount, 27% said only a little, 4% said none at all, and 4% said they didn't know or refused to respond.

Legal Principles: Historical Perspectives. Americans are clearly a religious people. Significantly, however, the American constitutional experiment provided for the separation of church and state, a deliberate and unique departure from prior European tradition.

- The First Amendment states that "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof." The Founders thus rejected the European tradition that taxed all to support a single nationally-affiliated church, and sought to avoid sectarian strife that would likely arise from jockeying among the different religious affiliations prominent in the various states. They also barred government from intruding on individual religious beliefs and thereby protected freedom of conscience. These provisions of the United States Constitution have also been applied to the states, and many states have independently codified protections relation to religion as part of their state constitutions.

- In his recent book *Divided by God* (Oxford University Press, 2005) and related writing in the *New York Times*, NYU Professor Noah Feldman has discussed the core dilemma created by the American constitutional experiment with the relationship between church and state: how to negotiate "the challenge of preserving the unity of the sovereign people in the face of their flourishing spiritual variety and often conflicting religious needs." Feldman notes the important ways in which social realities have impacted legal developments, including waves of immigration that have brought changing patterns of religious diversity to American shores, the 19th century influx of Catholics which raised issues public and parochial education, and the importance World War II and the Holocaust in highlighting the risk that religious minorities can suffer discrimination or even persecution when the German government adopted a stance favoring Christianity and opposing those of Jewish faith. Through it all, Feldman believes, we acknowledge our religious diversity while at the same time "we strive to be a nation with a common identity and a common project."

- In Feldman's view, current tensions reflect two conflicting viewpoints about the proper relationship of religion and government. Feldman describes "values evangelicals" who believe that "the right answers to questions of government policy must come from the wisdom of religious traditions," and notes that those with such viewpoint can be found across the range of religious traditions. Feldman believes that "What all values evangelicals have in common is the goal of evangelizing for values: promoting a strong set of ideas about the best way to live your life and urging the government to adopt those values and encourage them wherever possible. To them, the best way to hold the United States together as a nation, not just a country, is for us to know what values we really hold and to stand up for them." Feldman characterizes the second competing viewpoint as one held by "legal secularists" who "see religion as a matter of personal belief and choice largely irrelevant to government and who are concerned that values derived from religion will divide us, not unite us." Such "legal secularists" may be active members of various religious faiths, but believe that *government* should be secular and be bounded by related legal constraints. According to Feldman, "legal secularists" believe that "full citizenship means fully sharing in the legal and political commitments of the nation. If the nation defines itself in terms of values drawn from religion, they worry, then it will inevitably tend to adopt the religious values of the majority, excluding religious minorities and nonreligious people from full citizenship."

- Feldman believes that neither "values evangelicals" nor "legal secularists" have been very effective in negotiating the core tension between Americans' desire to recognize religious diversity while also maintaining a sense of unity, particularly in the days since 9/11. In his view, the "values evangelicals want to find shared values, but that leads them to rely on the unexamined assumption that deep down, Americans agree on what matters. The trouble is that 'we' often do not agree." Such disagreement is particularly apparent on issues such as abortion where "values evangelicals" believe that they must stand for something and are generally unwilling to recognize that those with competing views may have legitimate claims to make decisions of their own. On the other hand, the belief by "legal secularists" that religious expression must be removed from the public sphere in order to make those of all faiths and viewpoints welcome has resulted in pressure to keep religious views private or at least outside of public settings associated with government (a matter of concern for example, for those who wish to see the Ten Commandments or Christmas crèches displayed). Banishing religious expressions from the public eye has in Feldman's view made "values evangelicals" feel excluded and undercut the hunger for public expression of shared values, even though that is not the intent. These underlying tensions have been fueled in part by confusing legal developments that have

reversed the original intent of the Constitution's provisions on religion by eliminating religious expression in many public settings while at the same time allowing funding of faith-based activities.

Legal Principles and the Courts.

- Litigation involving the public schools has illustrated the complex application of legal precepts embodied in the First Amendment's "free exercise" and "establishment" clauses when applied to educational settings. One of the fundamental legal tests applied in this setting is that articulated in *Lemon v. Kurtz*, a 1971 decision by the United States Supreme Court that required government decisions in the schools to be motivated by a secular purpose, to have primarily secular effects and not to entangle the state with religious institutions. Applying this and other tests in ensuing years, the courts have addressed numerous issues. For example, cases have addressed school prayer and moments of silence (permissible if students opt to do so but not permissible if mandated), school-sponsored prayer in public settings (impermissible), religious expression by teachers in classrooms (may be deemed officially sanctioned and impermissible especially with younger students), instruction *about* religion (permissible), and distribution of flyers (permissible to include information relating to religious activities but impermissible for schools to screen content so as to prohibit religious content if unfettered discretion). Courts have also entered the fray in the "intelligent design" v. evolution controversy, most recently finding that mandates to teach intelligent design represented an impermissible effort to incorporate religious doctrine in the classroom.

- Colleges and universities have also faced litigation about the implications of the Constitution's religion clauses and related "free speech" provisions. For example, the United States Supreme Court has held that a public university must make campus facilities available to student religious groups in the same way and to the same extent that it makes its space available to non-religious student organizations. Public universities must also make student fees available on the same basis for student groups whether they have sponsor or support religious and non-religious activities. On the other hand, the United States Supreme Court has concluded that public universities may deny scholarship funds to college students majoring in theology, in situations where state constitutional provisions dictate such separation (through the Washington "Blaine Amendment" that states that "No public money or property shall be appropriated or applied to any religious worship, exercise or instruction, or the support of any religious establishment"). Current controversies have focused on such issues as the legality of public universities' efforts to limit recognition of student organizations which refuse to comply with non-discrimination policies on the basis of religious beliefs that object to homosexuality or that require that leadership positions be filled by those who comply with certain religious tenets.

- The First Amendment also affords relevant protections beyond those found in the "free exercise" and "establishment" clauses. It also states that "Congress shall make no law ... abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble." The courts have interpreted these and other constitutional provisions to apply to the states and have also concluded that they protect freedom of association in intimate, expressive, and political contexts. These freedoms have some limitations, however. For example, the courts have said that freedom of speech does not allow someone to "cry fire in a crowded theatre" or to use "fighting words." The right to express oneself may depend on whether the setting for such expression has been established or treated as a "public forum," and whether the governmental entity has established reasonable, content-neutral "time, place, and manner" restrictions.

- Once again, the application of these additional First Amendment freedoms to public university campuses is more complex than might initially appear. For example, the University of Michigan had adopted a "speech code" that prohibited "Any behavior, verbal or physical, that stigmatizes or victimizes an individual on the basis of race, ethnicity, religion, sex, sexual orientation, creed … and that … Creates an intimidating, hostile, or demeaning environment for educational pursuits, employment or participation in University[-]sponsored extra-curricular activities." A university guide provided examples of conduct that were regarded as harassment, such as "You exclude someone from a study group because that person is of a different race, sex, or ethnic origin than you are." In 1989, a lower federal court found this policy to be vague and overbroad. In 1991, a University of Wisconsin policy that prohibited addressing a specific individual with "racist or discriminatory comments" was also struck down by a lower federal court because the policy was not narrowly enough stated to prohibit only "fighting words." Some colleges have endeavored to establish "free speech zones" in order to situate student protests, allow students to distribute flyers, and hold gatherings in areas that would not disrupt classes, and these strategies have brought challenges when the designated areas for such activity were very small. Public universities also face issues regarding the rights of the student press on their campuses. The United States Supreme Court has held that in the context of public high schools, school administrators can treat a student newspaper as a "non-public forum" and can punish or censor students for

their expression if necessary for educational reasons. It specifically reserved the question of the status of college newspapers.

Religion and Politics. While the First Amendment thus restrains government in a number of important ways it does not preclude other actions that interject religious belief or affiliation into the political arena. The American electorate appears to have grown increasingly polarized and profoundly divided in recent years, with divergent religious beliefs and moral judgments playing significant roles in these developments.

- A recent study by the non-partisan research organization, Public Agenda, tracked changing attitudes relating to religion and politics over the four years from 2000 to 2004 (just prior to the 2004 Presidential election). One of the survey questions asked whether respondents agreed with the following statement: "Even elected officials who are deeply religious sometimes have to make compromises and set their conflictions aside to get results while in government." The organization found a substantial drop in those agreeing with this statement between 2000 and 2004: the proportion of the general population agreeing fell from 84% to 74%, while the proportion of those attending church services weekly dropped from 82% to 63% and the proportion of evangelicals dropped from 79% to 63%. Another question asked whether respondents believed that deeply religious people should keep their faith private, be very careful about "spreading the word of God" so as not to offend others, or "spread the word of God whenever they can." In 2000, 18% of respondents said that deeply religious people should keep their faith private, while 46% said that people with such beliefs should be very careful, and 35% said that they should spread the word actively. By 2004, the total of those who believed that people should keep their faith private or proceed carefully had dropped to 57% and the number who believed that they should spread the word of God whenever they could rose to 41%.

- In 2005, the Pew Center for Religion and Public Life found that the closely-contested 2004 President election had been marked by a deep faith-based partisan divide. More specifically, they concluded that "Americans who regularly attend worship services and hold traditional religious views increasingly vote Republican, while those who are less connected to religious institutions and more secular in their outlook tend to outlook tend to vote Democratic," and that the divide was most marked by the difference between "traditionalist" religious outlook rather than denominational label. The Pew study also found that the most important cause of the church attendance gap was the "mix of social and cultural issues" such as abortion and gay marriage which have pushed "the religiously observant into one political corner and the more secular into the other." Regional differences have also contributed, with a "broad shift to the GOP among white voters in the Evangelical-heavy South." The Pew study also cited poll data indicating that "more than 70% Americans want their president to have strong religious beliefs," while "only a quarter of voters said that politicians 'mention religious faith and prayer too much.'" At the same time 65% of poll respondents said they thought that churches should not endorse political candidates.

- Academic observers have debated whether shifts represent a form of "culture war" that will endure or change in coming days. At a recent forum conducted by the Pew Forum on Religion and Public Life, Professors Alan Wolfe and James Davison Hunter highlighted competing viewpoints more fully aired in their new book, *Is There a Culture War: A Dialogue on Values and American Public Life* (Brookings Institution Press, 2006). Several important questions are worth considering such as: Does a small proportion of Americans (elites on both the left and right of the political spectrum) fuel the divide? What can be said about those situated in the vast center? Is there a growing tendency for religious denominations to splinter along ideological lines? Will there be a return to inter-religious conflicts rather than intra-religious conflicts? Will people of faith conclude that close alliance with political forces is inadvisable in the long run?

- Robert Bellah, the noted author of *Habits of the Heart,* a study of American values and patterns of interaction in a simpler day, has suggested that developments in the wake of the 9/11 terrorist attacks have deeply challenged Americans' sense of themselves, their country, and the "civil religion" (a term used by Rousseau to connote "the existence of God, the life to come, the reward of virtue and the punishment of vice, and the exclusion of religious intolerance"). In Bellah's view, this "religion" does not correspond to or substitute for Christianity but instead facilitated a "wide sphere of personal piety and voluntary social action… left to the churches… [which] were neither to control the state nor to be controlled by it." Bellah has recently argued that the events of 9/11 present a challenge comparable to that of the Civil War when the country had to face fundamental questions about slavery and its implications for the nation's core values, and ultimately integrated the theme of sacrifice into its civic religion. Now, in Bellah's view, the challenge that confronts Americans and our civil religion is how we will use our power and whether we will be able to contribute in a meaningful way to the "attainment of some kind of viable and coherent world order" built upon "an awareness that our nation stands under higher judgment."

Part II: CHOICES:

WHAT SHOULD WE (FACULTY, STUDENTS, STAFF OF A PUBLIC UNIVERSITY) DO IN THE FACE OF SUCH TENSIONS?

In the section that follows, four possible approaches are outlined that allow considered discussion about the issues presented in the background reading above.

Please bear in mind that these possibilities are addressed to faculty, students, and other members of college communities, and are not suggested as formal policies that universities themselves should adopt. Instead, they are offered as possible responses by individuals who are prepared to grapple with the difficult question:

> ***When it comes to personal faith and conscience: how, when, where, and with whom can we speak our minds on a public university campus?***

These approaches were developed through repeated discussions that sought to "frame" a core question about what is currently troubling us on public university campuses, and to provide fair-minded alternatives that address some of our concerns. These are not the only alternatives, and there are likely to be ways in which those using this discussion guide will agree and disagree with each. They are presented in this format to facilitate careful consideration of multiple, authentic viewpoints in a deliberate way that informs and enlightens us.

In very brief terms, the four principal approaches are as follows:

Approach 1: Pursue questions of personal faith and conscience in private and maintain the university's neutrality.
Approach 2: Enhance student options and engage outside the classroom.
Approach 3: Engage personal faith and conscience in the classroom, respectfully, if faculty choose
Approach 4: Engage questions of faith and conscience widely, actively, and deliberately

The materials that follow develop each of these approaches though a more detailed description and enumeration of pros and cons. Please probe and weigh these alternative approaches, but remember that the point of this discussion is to illuminate rather than to score debating points or to resolve things by a formal vote. You will also have an opportunity to suggest additional approaches toward the end of this conversation.

A set of "scenarios" culled from recent events are provided following the four approaches. These scenarios are designed to provide a "reality check" and an opportunity to test participants' thinking as they consider actual events that have occurred on campuses around the country in the last few years.

APPROACH 1
PURSUE IN PRIVATE AND MAINTAIN UNIVERSITY NEUTRALITY

Description: Speech about personal faith and conscience belongs in private settings or off campus, in keeping with public universities' secular character and obligations of neutrality**.** Under this approach, individual students and faculty who wish to explore faith-based beliefs and judgments of conscience could do so in private settings with friends and family, in faith-based communities, or in other groups. The university would respect the desire of community members to engage in such discussions, but would not make special efforts to encourage or discourage such discussions. Thus, students and faculty could continue to discuss such their beliefs and views over coffee, or attend gatherings or services with whomever they choose. The university as an institution would maintain its historical neutrality rather than giving more attention to faith-based beliefs or matters of conscience.

Pros: Those who support this approach tend to emphasize the following ideas in support of their views.

- Personal faith-based beliefs and judgments of conscience arise in the innermost hearts and minds of individuals. They're something that should be protected from intrusion and thus should best be addressed in settings that are private and voluntary, as has traditionally be the practice.
- Some students say that they're most comfortable in talking with peers about faith-based beliefs and judgments of conscience when they can do so very informally with those they trust in private settings.
- Many opportunities exist to explore faith-based and conscience-based viewpoints in private conversations with friends and family members, in churches and synagogues, or in other faith-based or community groups. Universities lack relevant expertise and should defer to others in these settings. In light of these options, there's no need for public universities to intervene.
- Public universities should focus on academic matters that are more properly within their expertise and should steer clear or involvement with matters of faith and conscience as they affect individual members of university communities. As a matter of policy, it's best to maintain neutrality in this arena and attempt to steer clear of the "culture wars" that trouble the larger society.
- Constitutional principles relating to the "wall" between church and state should be observed. Members of the public who are taxed to fund public universities expect that such institutions will observe legal requirements relating to separation of church and state, much as they expect such neutrality from public elementary and secondary schools. Faculty and students likewise choose public universities with a full understanding that they are different from other colleges and universities with faith-based affiliations.

Cons. Those who disagree with this approach tend to emphasize concerns such as the following:

- Personal faith and conscience cannot be readily separated from day-to-day life so this approach is artificial and impractical.
- Many students and faculty have deeply held beliefs rooted in personal faith and conscience and this approach would make the campus less hospitable and welcoming for them.
- Artificial efforts to encourage discussions of personal faith and conscience primarily in private settings marginalize such questions. Requiring discussion of personal faith and conscience to take place elsewhere is anti-intellectual since these are important topics that need to be engaged when they arise.
- Critical issues facing society are the proper subject of intellectual inquiry within university settings. Faculty members currently cover topics that raise issues of personal faith and conscience when relevant to their subject matter. More emphatic emphasis on neutrality might make it difficult for them to pursue the issues that they believe in their best judgment are appropriate, and might impinge on the academic freedom of them and their students.
- The "wall" between church and state is not clearly delineated. It is likely that conflicts will arise whether or not the university attempts to embrace "neutrality." The tensions found in the larger society will lead to litigation involving public universities whatever they do.

APPROACH 2
ENHANCE STUDENT OPTIONS AND ENGAGE OUTSIDE THE CLASSROOM

Description: Students should have ample opportunities to explore issues of personal faith and conscience if they choose to do so, but such opportunities should be situated primarily outside the classroom. Consideration of such matters is particularly important during the college years. Many students express serious interest in developing meaningful philosophies of life and in deepening their sense of spirituality. The most suitable setting for such exploration lies outside the standard classroom so that students express their own beliefs without discomfiting challenges from professors and classmates in more formal settings. At the same time, students be provided with support structures and varied occasions in which issues of faith and conscience can be explored. Students could work with those involved in student affairs on campuses to develop additional supportive strategies, for example through public service options, housing choices, additional campus programming, leadership development programs, counseling opportunities, or "safe zone" training.

Pros.

- Students have important educational and developmental needs related to faith and conscience, and should have meaningful opportunities to work with these issues on campus rather than having to pursue them elsewhere.
- This approach allows campus ministries and student organizations to take leadership and to share their expertise, and respects the academic freedom of faculty to address other subjects in the classroom.
- Speech about personal faith and conscience on campus is best situated outside the classroom where faculty are not involved in judging or grading students' views.
- This approach accommodates the views of all members of the campus community, including those of varying faith-based traditions and those who are agnostic, atheistic, or non-religious.
- This approach emphasizes the potential for creative initiatives led by students in order to meet their most substantial interests and needs.

Cons

- People of faith who oppose compartmentalization might find this approach artificial since it precludes conversations about personal faith and conscience in the classroom.
- Faculty who wish to address such issues in the classroom might feel that this approach marginalizes opportunities for engaging with pressing issues in the classroom, or creates false impressions that addressing relevant issues in the classroom is undesirable.
- Those who have a very evangelistic view of their faith and wish to express it in all aspects of their life may believe the university is cutting into or policing their faith by encouraging discussions to be held outside the classroom rather than in classroom settings.
- Giving personal faith and belief an institutional place on campus in non-classroom settings might be seen by some as intruding on the principle of university neutrality.
- Students and student affairs professionals may find it difficult and uncomfortable to deal with the kinds of conflicts and contention that increasingly characterize religious and political debates going on outside campus walls.

APPROACH 3
ENGAGE PERSONAL FAITH AND CONSCIENCE IN THE CLASSROOM, RESPECTFULLY, IF FACULTY CHOOSE

Description. Speech about personal faith and conscience may occur on campus, including in the classroom, if conducted respectfully and if the professor believes it relevant. Some faculty members teach about topics that are directly relevant to personal faith and conscience, for example in courses in the sciences, literature, philosophy, public policy, gender and queer studies, history, journalism, political science, social work, nursing and medicine. Students would receive a poorer education if issues with implications for personal faith and conscience were not raised and addressed with a critical eye and an open mind in settings such as these. Faculty members have expertise in judging the relevance of topics and the best pedagogical techniques for exploring them. They should therefore be accorded considerable flexibility, in keeping with academic freedom principles, to determine when and in what ways issues of faith and conscience should be engaged. To encourage effective educational engagement in such settings, particularly in contentious times, faculty members should be provided with more extensive faculty development opportunities that help build skill in dealing with controversy in the classroom, and should be able to receive clear answers about their rights and responsibilities in such contexts. Students should also be given opportunities for training in handling "difficult dialogues" in the classroom so that they can actively participate and feel comfortable in doing so. Universities which believe that providing meaningful education on issues that intersect with personal faith and conscience might also find ways to encourage faculty members to incorporate such topics in their classes if relevant, and to flag classes raising such classes so that interested students can more readily enroll.

Pros.

- Faculty members whose courses touch on matters of faith and conscience should have the opportunity to introduce such topics as they believe relevant and wise.
- Classroom discussions provide for powerful learning opportunities by linking teaching with learning that takes place both inside and outside the classroom
- Inclusion of such discussions in the classroom allows faculty and students to engage with each other authentically rather than artificially separating matters of faith and conscience so as to compartmentalize their lives.
- This approach allows students to engage with faculty members if the students are conversant with their faith and ready to talk about it or are struggling with how their faith relates to issues raised in class.
- This approach is most consistent with universities' educational and intellectual mission, which anticipates active efforts to explore difficult questions and current issues including those relating to personal faith and conscience.

Concerns

- This approach may create blurry lines about what is relevant in class or what responses are "respectful," and leaves these decisions in professors' (rather than students') hands.
- This approach may give rise to expectations of in-class discussions when professors are hard-pressed to cover material in courses as it is or may reasonably believe that such discussions are not relevant or may feel that this approach intrudes upon their academic freedom.
- Professors and students may not be skilled in addressing challenging, hot-button issues where issues of faith and intellectual inquiry collide, so that it may be difficult to conduct such dialogues in ways that foster effective learning.
- Students and professors may feel put on the spot if asked to express their views on issues of this sort.
- This approach may result in faculty and students engaging with issues of faith and conscience in the classroom, when such issues might best be addressed in other settings (such as in student settings, dormitories, faith-based communities or with friends)

APPROACH 4

ENGAGE QUESTIONS OF FAITH AND CONSCIENCE WIDELY, ACTIVELY AND DELIBERATELY

Description. Public universities should actively encourage more widespread conversation and engagement with issues of personal faith and conscience throughout their campuses, including in private, student, classroom, and academic settings. Personal faith and conscience are great personal importance as well as increasing social importance yet have led to increasing division within modern societies including the United States. Public universities, no less than their private counterparts, need to engage more actively with related issues and competing viewpoints in order to prepare students for global realities and future roles as citizens. University leaders, faculty and students have worked actively in recent years to engage with issues of multiculturalism and the implications of gender, race, ethnicity, sexuality. Questions of faith and spirituality may in some ways seem more personal, private, and fraught with political overtones. Nonetheless, current conflicts and misunderstandings between those of different faith- and conscience-based traditions unless there are active efforts build bridges that do not currently exist. Special care will be needed to proceed deliberately, creatively, and sensitively in meeting associated challenges. A comprehensive, active approach might include efforts relating to the curriculum, such as: strengthening curricular offerings relating to philosophy, religious studies, or faith-related components of varied courses; developing new courses; or draw on existing models used in other contexts (perhaps a new type of "Great Decisions" course that emphasizes issues of faith and conscience rather than international affairs). It might also be desirable to expand speaker programs focused on issues of faith and conscience featuring either campus-based on visiting speakers. Student affairs programming might be expanded in ways discussed under Approach 2. Campuses might also draw together members of the public from differing faith- and conscience-based viewpoints to engage with those on campus.

Pros

- This approach addresses the range of objectives noted with regard to earlier approaches.
- Public universities are appropriate settings in which to engage with the full-range of pressing social issues and competing viewpoints so that they can be understood more fully. They may be able to bring light (rather than heat) to matters currently confounding the larger society.
- Developing tools for and experience with discussion of deeply-felt differences is important for the future of society and civic life.
- Engaging respectfully with issues of faith and conscience allows students and faculty to learn from others' viewpoints without forcing one's beliefs on others. Issues of faith and conscience are of great importance to students and citizens and it is better to engage with them than to marginalize them in unhealthy ways.
- A multi-faceted, comprehensive approach that engage members of the campus community in a range of contexts are more likely to be effective in broadening understanding and respect than are approaches that limit related discussions to more narrow contexts such as those detailed in earlier approaches.

Cons

- Taking on issues of faith and conscience in a comprehensive way within a public university may create controversy and division. Some faculty, students, parents, and members of the larger community might experience this approach as overbearing and inappropriate in light of their own personal faith and conscience-based beliefs. This approach might also create risks of interference from external forces tied to religious or political viewpoints, or public opprobrium if good-faith efforts prove problematic in execution.
- Some faculty member might worry that this approach could compromise the intellectual ideals and secular nature of the universities or blur important distinctions between the type of critical thinking and intellectual inquiry that is central to a university education and more personal views rooted in conscience and faith-based beliefs. Intermingling issues of faith and conscience in public higher education institutional settings may prove difficult because of the multitude of diverse faith- and conscience-based perspectives or create concerns that such beliefs are not treated with equal respect or attention.
- The University may lack the capacity and competence to undertake such an effort, given other curricular obligations, academic priorities, and resource constraints. Faculty and students may also lack the skills, perspectives, and interests to be navigate challenging topics and conversations effectively.
- Depending on how it would be implemented, this approach might raise legal questions relating to the appropriate roles of publicly funded higher education, faith-based institutions, and individuals' freedom of conscience.
- This approach is less well-defined and may raise expectations that cannot be realized.

SCENARIOS FOR DISCUSSION

Approach 1: Pursue questions of personal faith and conscience in private and maintain the university's neutrality.

A. Admissions Decisions. A college admissions officer is facing a difficult decision in evaluating several prospective undergraduates' high school transcripts. One student had attended a religiously-oriented high school and sought to apply three courses toward required basic admissions requirements in English, history and government: "Christianity and Morality in American Literature," "Christianity's Influence on American History" and "Special Providence: American Government". Another student's transcript included courses on "Race, Class, and Gender in Modern America," "Feminist Issues throughout U.S. History," and "Introduction to Jewish Thought" toward the high school credits required (though not in required areas such as English, history, and government). (based on issues facing UC-Davis)

B. Personal Advice: A faculty member in a technical field is devout and reveals his own religious background to students on the first day of class. Many of the students write on their information sheets that one of their life goals is to develop a closer relationship with God. In a public forum on religion in his department, he asked whether it would be appropriate for him to suggest prayer to those struggling students who have revealed to him their own desire to connect to God. (based on University of Michigan "Difficult Dialogues" scenario).

C. Living and Learning. A resident adviser at the university has contacted students on her dorm floor inviting them to attend a study group she's created on Buddhism. Other students have decided to organize a standing dinner discussion group at the campus cafeteria to discuss Islam. (based in part on example from UW-Eau Claire)

Approach 2: Enhance student options and engage outside the classroom.

D. Student Speaker. An elected student government leader has been asked to give a welcoming speech to incoming students at a public university. He urges them to set their sights high and goes on to say that he has accepted Christ as his savior and hopes they will as well. Other students criticized his actions, saying he had been elected to represent the whole student body, including those of diverse faith-related viewpoints. (based on Dartmouth incident)

E. Student Organizations. A university requires every student organization wishing to use university facilities and receive student fees in support of its activities to sign a pledge stating that the organization will not discriminate in its membership based on race, ethnicity, gender, creed, religion, nationality, age, disability, or sexual orientation. A student group affiliated with a particular religious sect refused to sign the statement, saying that its mission required it to admit only those who shared a particular religious faith. The group also approached Student Congress and requested funding for a proposed new student publication designed to encourage others to adopt the faith of its members. (based on examples at UNC-CH, and elsewhere)

F. Residence Hall Choices. A group of students has asked the university to establish a special dorm "theme floor" for students who are Roman Catholics or interested in Roman Catholicism. An evangelical Christian group has met with the dean of students and student government officers to demand that rules that currently prohibit solicitation in dormitories be changed so that their members can go door-to-door to distribute leaflets and talk with students living there about their beliefs. (based in part on example from UW-Madison).

Approach 3: Engage personal faith and conscience in the classroom, respectfully, if faculty choose

G. Recommendation Letter. A student approached the undergraduate adviser in the biology department, and requested a recommendation to medical school. The adviser reviewed her transcript and noted that she had not yet taken a required course in evolutionary biology. The student said that she declined to take the course because of her religious beliefs. The adviser then declined to give the requested recommendation noting that a student who had not taken that course would be poorly prepared for medical school and could not be recommended. (based on incident at Texas Tech)

H. Internship Placement. In a field placement at a faith-based organization, a student became aware that her supervisors understood faith to be an integral part of their patient counseling. The student is from a different faith tradition and not particularly religious. Although she was open to responding to discussions about religion initiated by patients, she felt uncomfortable raising the topic herself as her mentors expected her to do. (based on University of Michigan "Difficult Dialogues" scenario)

I. Learning to Act. A Mormon woman applied for admission to an actor-training program at a public university. At the time she applied she told program officials that she would not be willing to use profane language or appear in the nude because of her religious beliefs. Initially, when classroom exercises included performing scripts that included profanity, she changed the words. Subsequently, her instructors told her that she needed to perform the scenes as written because copyright words of playwrights could not be changed without written permission for public performances, and because students needed to take on roles with characters unlike themselves (including characters such as a pregnant, unwed prostitute to whose lines the student objected). (based on an incident at the University of Utah).

J. Classroom Dialogues: A group of faculty and students recently began discussing some of the "tips" they'd offer others on dealing with controversy in the classroom. Some of their ideas are listed below. Are there other tips worth noting?

- ✓ Respect for students is paramount, and it can't be faked. The message should be "feel free to disagree with me and support your point of view." It's important to know students and their backgrounds. It's important to discuss the value of open dialogue and conflict in the marketplace of ideas. Personal discomfort is inevitable are ideas are challenged. That is how we grow and why it is so valuable to engage with different viewpoints in the classroom.
- ✓ Faculty and students need to work together to create a safe place for open discussion. Some faculty set "ground rules" while others encourage students to reach "group agreements." Students need to know what to expect regarding how controversial topics will be covered. Everyone's perspectives need to be welcomed and treated fairly. Controversial issues can be honored by covering different perspectives. Be sure students know the difference between personal attacks and honest discussion of one's own experiences, values and ideas. Faculty members should also avoid snide comments and should provide students with opportunities to talk with them outside class to raise questions about fairness in treatment of difficult issues.
- ✓ Faculty members disagree about whether they should disclose their own opinions on controversial topics (some say disclosure dampens discussion, others state their opinion and reasons to encourage others to engage). They also need to appreciate that certain topics are very emotional for students and be prepared to handle such emotions. They should also be ready to deal with students who say something inflammatory.

Approach 4: Engage questions of faith and conscience widely, actively, and deliberately

K. Learning Tolerance**.** Members of the faculty at the nation's military academies have significant responsibilities in preparing future military officers to endure the pressures of battle and the challenges of leading troops into harm's way. Recently, several students and faculty who held very strong Christian viewpoints encouraged students in their classes to adopt religious viewpoints similar to their own and began meetings and sports events attended by more junior cadets with prayers. The Academy recently clarified its rules on these issues and implemented a course on "religious tolerance" that is required of all cadets. (based on events at Air Force Academy)

L Middle East Controversies. In the wake of growing tensions in the Middle East, a number of universities have faced their own Middle East controversies. A faculty member in Middle-Eastern studies allegedly to permited only those sharing his viewpoints on the Palestine/Israeli conflict in his class and repeatedly challenged Jewish students who disagreed with him. A distinguished junior faculty member was openly shunned and criticized on a colleague's blog as a result of her recent scholarship criticizing the role played by religious belief in recent diplomatic history (contrary to her colleague's view). One student group proposed a pro-Palestinian art exhibit while another group wanted to host a controversial pro-Israeli speaker on campus at the same time. Campus officials believed that these events would create controversy and potential security issues, and wanted students to contribute to the cost of special security measures. (based on events at Columbia, Arizona State, and elsewhere).

Personal Faith and Conscience: How, When, Where and With Whom Can We Speak Our Minds on a Public University Campus? ("Placemat" 9/6/06)

Approach 1. PURSUE IN PRIVATE AND MAINTAIN UNIVERSITY NEUTRALITY	Approach 2. **ENHANCE STUDENT OPTIONS AND ENGAGE OUTSIDE THE CLASSROOM**	Approach 3. ENGAGE PERSONAL FAITH AND CONSCIENCE IN THE CLASSROOM, RESPECTFULLY, IF FACULTY CHOOSE	Approach 4. **ENGAGE QUESTIONS OF FAITH AND CONSCIENCE WIDELY, ACTIVELY AND DELIBERATELY**
***Description**:* Speech about personal faith and conscience belongs in private settings or off campus, in keeping with public universities' secular character and obligations of neutrality**.**	***Description***: Students should have ample opportunities to explore issues of personal faith and conscience if they choose to do so, but such opportunities should be situated primarily outside the classroom.	***Description***. Speech about personal faith and conscience may occur on campus, including in the classroom, if conducted respectfully and if the professor believes it relevant**.**	*Description*. Public universities should actively encourage more widespread conversation and engagement with issues of personal faith and conscience throughout their campuses, including in private, student, classroom and academic settings.
Who supports this approach and why? Those who think *public institutions should remain neutral on matters of faith and conscience given the wide range of individual perspectives *other institutions (churches, family/friends) are better situated to deal with such matters * public higher education is funded by taxpayers who expect neutrality *there should be a wide margin separating church and state *universities shouldn't intrude upon or dictate anyone's beliefs	***Who supports this approach and why?*** Those who think *students have educational and developmental needs related to faith and conscience that should not be ignored or pushed off-campus *speech about faith and conscience belongs outside the classroom where faculty are not involved in judging or grading students' views *campus-based activities should incorporate the range of student interests including those related to personal faith and conscience *the best approach is one that honors individual student interests on a voluntary basis *creative initiatives about faith and conscience should be led by students in order to meet their most substantial interests and needs.	***Who supports this approach and why?*** Those who think *faculty members are best situated to determine the extent to which matters of faith and conscience are relevant to the academic program *classroom discussions provide powerful learning opportunities that link learning inside and outside the classroom *inclusion of such discussions in the classroom allows faculty and students to engage with each other authentically about key issues such as the nature of authority *students should have opportunities to engage with faculty members about how their faith relates to issues raised in class. *universities' educational and intellectual missions calls for active efforts to explore difficult questions	***Who supports this approach and why?*** Those who think *a comprehensive approach is needed to engage with pressing social issues and competing viewpoints *a multi-faceted approach is more likely to lead to understanding and respect *developing tools for and experience with discussion of deeply-felt differences is important for the future of society and civic life. *engaging respectfully with issues of faith and conscience allows students and faculty to learn from others' viewpoints without forcing one's beliefs on others *discussion of issues of faith and conscience cannot be artificially pigeonholed and should be appropriately addressed wherever they arise
Who is opposed to this approach and why? Those who think *separating personal faith and conscience from day-to-day life is artificial and impractical. *such separation marginalizes these issues and makes the campus inhospitable to some *students are at a life stage when it's important to engage in such discussions in many settings	***Who is opposed to this approach and why?*** Those who think *compartmentalization of this sort is artificial *faculty who wish to address such issues in the classroom should not be discouraged from doing so * giving personal faith and conscience an institutional place on campus might compromise the principle of university neutrality	***Who is opposed to this approach and why?*** Those who think this approach *may create blurry lines about what is relevant in class or what responses are "respectful" *gives professors too much unilateral power to decide what is relevant or respectful *creates expectations of in-class discussions when professors are hard-pressed to cover relevant material in	***Who is opposed to this approach and why?*** Those who think this approach *might feel overbearing and inappropriate in light of their personal beliefs or might subject the university to public opprobrium if not well-implemented *creates risks of interference from external forces tied to religious or political viewpoints *could compromise the intellectual

*this approach is anti-intellectual and perhaps contrary to academic freedom	* the university might appear to intrude upon their expressions of faith by encouraging discussions to be held outside the classroom rather than in classrooms *students and student affairs professionals may find it difficult to deal with conflicts and contention that increasingly characterize religious and political debates going on outside campus walls	courses *intrudes on professors' or students' academic freedom and puts students or professors on the spot to express their views on personal beliefs *creates the risk that professors and students will have difficulty in addressing challenging, hot-button issues where issues of faith and intellectual inquiry collide	ideals and secular nature of the university or blur important distinctions between the type of critical thinking and more personal views *is risky because the university community may lack the competence to implement it * is poorly defined and may raise expectations that cannot be realized.
What are some of the tradeoffs and consequences of this approach? *This approach may seem clear but would be difficult to communicate or enforce *The "wall" between church and state is not clearly delineated and this approach may lead to litigation. *Neutrality may be experienced as hostility by some.	***What are some of the tradeoffs and consequences of this approach?*** *This approach creates an artificial separation between non-classroom and classroom conversations *This approach allows students to associate with those who share their particular viewpoints but doesn't help bridge gaps in understanding	***What are some of the tradeoffs and consequences of this approach?*** *More intensive efforts may be needed in order to prepare faculty and students for meaningful dialogue *Increased tension between faith- and conscience-based beliefs and intellectual inquiry in the classroom may arise if such discussions occur more frequently	***What are some of the tradeoffs and consequences of this approach?*** This approach may *lead to greater division within the university community. *create concerns that not all faith- or conscience-based perspectives are treated even-handedly *raise legal questions
What facts, research or additional action is important to this approach? *Clarifying understandings of separation of church and state and related legal principles *Considering the impact of this approach on some members of the campus community who believe they should "witness" or expound on their faith outside church settings.	***What facts, research or additional action are important to this approach?*** *Providing ample support for non-classroom initiatives	***What facts, research or additional action are important to this approach?*** *Developing greater "cultural competence" that allows faculty and students to address difficult questions in a meaningful way. *Supporting faculty in careful efforts to assess student learning when critical thinking is required at the intersection of faith- or conscience-based beliefs and intellectual inquiry	***What facts, research or additional action is important to this approach?*** *Developing a range of learning opportunities (such as additional courses, course sections, modules, speaker programs, and student engagement opportunities) *Providing clear information to the university community and the public about rationale and strategies

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Saturday, October 28, 2006 11:06 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Re: MBA cheaters

Thanks. There was a big article on this in USA Today a few weeks ago,
and the meeting I went to at NCSU on Friday also discussed this.

Jan

Jan Boxill, Ph.D.
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Geoff Sayre-McCord wrote:
> FYI,
> http://biz.yahoo.com/weekend/mbacheat_1.html
> -- Geoff
>
> _____
> Geoffrey Sayre-McCord
> Professor and Department Chair
> Department of Philosophy, CB #3125
> University of North Carolina at Chapel Hill
> Chapel Hill, NC 27599-3125
> USA
>
> Phone: (919) 962-2695
> email: sayre-mccord@unc.edu
> http://philosophy.unc.edu/smccord.htm
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, October 29, 2006 8:34 PM
To: Jesse Prinz <jesse@subcortex.com>; Chapel Hill Philosophy <hobler@email.unc.edu>
Subject: [Fwd: Open Position in Philosophy]
Attach: Open Position in Philosophy.msg

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From: Matos, Yalidy M. <ymatos@conncoll.edu>
Sent: Sunday, October 29, 2006 7:10 PM
To: Bar-On, Dorit <dbar@email.unc.edu>; Boxill, Bernard R <brboxill@email.unc.edu>; Boxill, Jeanette M <JMBOXILL@email.unc.edu>; Geoffrey.Brennan@anu.edu.au; Corrado, Michael L <mlcorrad@email.unc.edu>; Hill, Thomas E Jr <thill@email.unc.edu>; Hofweber, Thomas <hofweber@unc.edu>; Lange, Marc B <mlange@email.unc.edu>; Long, Douglas C <dlong@email.unc.edu>; Lycan, William G <ujanel@isis.unc.edu>; maclean@unc.edu; anelson@unc.edu; Neta, Ram <neta@email.unc.edu>; Walker, Rebecca L <rebecca_l_walker@med.unc.edu>; Wolf, Susan R <susanw@unc.edu>
Subject: Open Position in Philosophy
Attach: Philosophy Final Ad.doc

Dear Professor

I am hoping that you will alert potential candidates that Connecticut College is seeking to fill a tenure-track position in Philosophy to begin in the fall of 2007 at the rank of Assistant Professor. The areas of specialization are political, social and feminist philosophy and the philosophy of law, and the relevance within all these areas to issues of gender, race, ethnicity, age, class and globalization. A Ph.D. is required. A more detailed job description is attached. Applications received by November 15, 2006 will receive full consideration.

I am trying to ensure that we attract a richly diverse pool of candidates, and I hope that you will send the job description to potential candidates whose backgrounds are a strong match, even to those who are not actively searching but who might be interested if they were to learn about this position. Thank you for your assistance! If you wish to respond to me, my email address is jkkir@conncoll.edu <mailto:jkkir@conncoll.edu> .

Judy Kirmmse

Affirmative Action Officer

Connecticut College

270 Mohegan Avenue

New London, CT 06320-4196

CONNECTICUT COLLEGE, New London, CT. The Philosophy Department invites applications for a full-time, tenure-track position at the rank of Assistant Professor to begin in fall, 2007. Ph.D. required. Areas of specialization are political, social and feminist philosophy and the philosophy of law. We are especially interested in candidates whose work explores issues of gender, race, ethnicity, age, class and/or globalization.

Connecticut College is a private, highly selective college with a strong commitment to the liberal arts tradition and an emphasis on broad interdisciplinary teaching and research. The normal teaching load is five courses annually, and faculty members are expected to contribute to the College's general education program, which includes a first year seminar component. Salary is competitive. Tenure-track faculties receive a research stipend for their first two summers and a semester's leave at full salary after their third year if they are reappointed for the full probationary period. A distinctive feature of the academic structure of the College is its six interdisciplinary centers, which focus on international studies and the liberal arts, arts and technology, the comparative study of race and ethnicity, conservation biology and environmental studies, community action and public policy, and teaching and learning. The College is a member of the Academic Career Network, a resource for dual-career couples (http://acn.fivecolleges.edu), and is an Affirmative Action/Equal Opportunity Employer. The College is committed by mission to developing diversity and sustaining a diverse faculty and staff.

Applications received by November 15, 2006 will receive full consideration. Candidates will be interviewed at the Eastern APA in December. The dossier should include a letter of interest; current detailed CV; graduate transcript; syllabi of courses taught; teaching evaluations; a writing sample; and three recent letters of reference giving the name, address, telephone number and e-mail address of the writer.

Apply to Professor Lawrence Vogel, Chair, Department of Philosophy, Box 5628, Connecticut College, 270 Mohegan Avenue, New London, CT 06320

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 30, 2006 12:09 PM
To: Baer, Marc Vincent <mbaer@email.unc.edu>
Subject: Ethics in the News
Attach: Ethics in News-gallery owner.doc

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The Role of the Gallery Owner in Times of War

In times of war, it is often easier to criticize one's own country by way of analogy to other political systems (whether those systems are fictional—as we see in Orwell, or real—as we see with recent documentarians). In finding flaws in other political systems, we can sometimes find flaws in our own. Take contemporary Russia as an example. Egregious incidents of the reckless uses of power are ubiquitous, and they have been throughout Putin's tenure as President of the Russian Federation (though they are increasing with alarming frequency). As many people have become aware, the journalist Anna Politkovskaya, was recently gunned down in her apartment building; a particularly alarming indication that Russia has become the third most dangerous nation in the world for journalists.

(http://www.cbsnews.com/blogs/2006/10/09/publiceye/entry2074174.shtml)

Other cases of the reckless abuse of power in the Russian Federation, however, have retained a lower profile. Take, for example, the case of Marat Guelman, the owner of an art gallery in Moscow. Mr. Guelman hung an anti-fascist art exhibit, displaying some works depicting leaders such as Vladimir Putin, Osama Bin Laden, and George Bush lounging together in boxer shorts. Several pieces of art (including the aforementioned piece) from the display were on consignment and were sold to a gallery in London. However, when London based gallery owner Matthew Bown attempted to acquire the works in order to bring them back to London on October 20, Russian officials at Sheremetyevo-2 airport confiscated 11 of these pieces. Presumably, this confiscation was not meant to ensure that Russian culture stay within the borders of Russia as when Soviet administrations detained cultural icons for propagandistic purposes (cf., the case of Lev Sergeyvich Termen—the inventor of the Theremin). Presumably, Russian officials were acting on the assumption that the free expression embodied in such works would have deleterious effects on Russian society. Thus, although Russian officials retained the artworks, Mr. Bown was allowed to return to England unharmed.

Mr. Guelman did not get off so easily. The following day, thugs burst into Mr. Guelman's gallery, attacked him, and destroyed some work by a Georgian based artist. Though their motives for the attack are unknown, it is plausible that the attacks were related to Mr. Guelman's anti-fascist politics; after all, his irreverent artwork had previously angered the more orthodox elements of Russian society, and particularly the Russian Orthodox Church.

(http://www.nytimes.com/2006/10/22/world/europe/22russia.html?pagewanted=print)

Depicting the Russian Federation as a totalitarian state, becoming increasingly repressive of free expression, is an easy task. So is decrying the acts of the thugs who attacked Mr. Guelman. However, this case is also instructive in the way that it speaks to other, freer societies, where reporters do not fear for their lives (even if they do fear being jailed for concealing their sources).

In 1999, Mayor Rudolph Giuliani revoked the Brooklyn Museum of Art's 7.2 million dollar per year city subsidy because the museum showed a work of art depicting a painting of the Virgin Mary covered in elephant dung; subsequently, the city of New York sued the Brooklyn Museum of Art in state court in an attempt to evict the museum and remove its governing board. And all of this happened without Mr. Giuliani ever seeing the work of art. New York City, a paragon of artistic freedom, responded in this case not just with the confiscation of works of art, but with an attempt to shut down an entire museum. Such actions are a large-scale violation of freedom of expression, similar in many respects, though in important ways different (we mustn't forget that the curators of the show were not physically attacked and that the museum is still in operation), from Mr. Guelman's case.

(http://www.pbs.org/newshour/bb/entertainment/july-dec99/art_10-8.html)

The American response to the reckless abuse of power in the Russian Federation is also quite revealing. The American government has not threatened diplomatic sanctions against Russia, nor has there been any public censorship of Putin for his role in this repressive regime as well as his lack of control over local politics. In fact, the Bush administration has repeatedly noted that although Russia has problems, they are moving in the right direction. Why has our administration refused to censor the Russian Federation, especially when this administration routinely notes that the values of a free society are worth going to war to protect? Why are we willing to allow sanctions of free expression in our own country? Despite the soft rhetoric with which we are constantly bombarded, our government has not typically addressed such concerns.

Yet we do still live in a society where we have a wide degree of freedom of expression. Keeping this in mind, we have the opportunity to ensure an even wider range of such freedoms. But how can we as American citizens protect our own freedom of expression? One way to think through this issue is by considering the role of the artist, the gallery owner, and the academic in times of war. Such responsibilities have often been discussed in some small circles, but they haven't been widely publicized.

(Arguments on this point have been offered from such diverse positions as that of John Stuart Mill—especially in his book *On liberty*, Mark Twain, Albert Camus, and Noam Chomsky—especially in his 1967 paper in the *New York review of books* called "The responsibility of intellectuals)

In a truly free society, our politicians would stand up for the freedom of artists and writers to express their thoughts, even when these thoughts are not in line with our own views. And at least in principle, this freedom of expression is enshrined in the founding documents of our country in a way that guarantees the freedom to express views that people might not like. Contrary to the apparently prevailing view, dissent is not unpatriotic; it is one of the most patriotic capacities that we as citizens possess. If our government tells us that open discussion of some sorts fosters terrorism, it is using deplorable tactics. These are precisely the sorts of tactics that have been fashionable in numerous regimes throughout history. They are prevalent in Putin's Russia and they were

prevalent in Nazi Germany—even Goebels was in favor of free speech so long as it was speech that he agreed with.

We find ourselves at a moment in history where academics, artists, and gallery owners need to speak out on all sides of various issues, even if they espouse opinions that some of us find deplorable. What we must learn from the current situation in Russia is that as a free society we have a moral obligation to express opinions that are contrary to the mainstream. Those of us that are granted the most time for thought, academics and artists, must be on the forefront of the fight to keep America free, for if we are not a society that allows its members the freedom to fully express themselves, then how could importing our values overseas, whether by diplomacy or bloodshed, make other countries free?

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, October 31, 2006 12:58 PM
To: Gary Comstock <gcomstock@ncsu.edu>
Subject: Re: reception

Hi Gary,
Thanks for your email. I too am sorry I didn't make it to your reception.
Also, I wish I could attend the conference at the Humanities Center.
Unfortunately I will be in Airizona at a US Anti-Doping Symposium.

I am swamped this week and next, so won't be coming over to NCSU for a while. However, I could make time to come Thursday, Nov 16th. Would that fit for you?

I am quite interested in working with you on Research Ethics, and very much appreciated your presentation. On the day before I had just given a workshop to the Chapel Hill/Carrboro Chamber of Commerce on "Ethical Decision-Making" and used some similar approaches.
Also, the Parr Center has an "Ethics in the News" section on the website, and since cheating, especially in business schools, has been in several newspapers in the past 2-3 weeks, we are going to do a piece on that.

See you soon.
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

>>
>

From: nobody@notify.unc.edu on behalf of muic@unc.edu
Sent: Tuesday, October 31, 2006 8:08 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: INFORMATIONAL: Informational: Attention: Breast Cancer Survivors Under the Age of 50

BREAST CANCER SURVIVORS UNDER AGE 50 are needed as volunteers for focus groups to get feedback on audio and written materials designed for a research study to help younger breast cancer survivors to manage fears of recurrence and long term treatment side effects. The focus groups will be held on November 14th 6:00-8:00 PM and November 16th 6:30-8:30 at the Psychology Research Center and Clinic on Finley Golf Course Road.

If you:
*completed treatment for localized breast cancer 2 to 4 years ago
*are under 50 years old
You are qualified to participate in a focus group.

Qualified participants will receive payment of $20 cash or check for participating in a focus group.

If interested, call 919-966-6610.

This message was approved by the Public Health-Nursing Review Board (IRB) on 10/27/2006, IRB # 05-1500

This email is sponsored by: Managing Uncertainty in Cancer Studies, School of Nursing, UNC-Chapel Hill

This email is sponsored by: School of Nursing

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, November 2, 2006 11:46 AM
To: Postema, Gerald J <gpostema@email.unc.edu>
Subject: Emailing: caps.unc.edu
Attach: caps.unc.edu.htm

Here's the website.
http://caps.unc.edu/

<BASE HREF="http://caps.unc.edu/">
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Welcome
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Center for Healthy Student Behavior (CHSB) and Counseling and Psychological Services (CAPS) have merged and are now Counseling and Wellness Services (CWS). Our websites are in the process of being integrated. For information on wellness and health education follow this link to the current CWS Wellness Outreach page .

Welcome to the web site for Counseling and Wellness Services (CWS) a Campus Health Services department, within the Division of Student Affairs at The University of North Carolina at Chapel Hill.

Our staff is available to help UNC-Chapel Hill students solve personal, social, and academic problems by providing individual evaluation, counseling, and urgent consultation.

We help students who are dealing with everyday problems related to college life, as well as students with more serious concerns. Same day crisis intervention is available through the CWS Urgent Care and Consultation Teams' On-Call Therapists to help students manage acute personal crises.

If you would like to talk with us here at CWS, call (919) 966-3658 to make an appointment, or visit us on the third floor of Campus Health Services in the James A. Taylor Building located between the UNC

Hospitals and UNC's Kenan Football Stadium.

/><< Regular Office Hours:
CWS is open from 8:00 am to 5:00 pm, Monday through Friday,
(919) 966-3658.
After 5:00 pm, please call 919-966-2281 for assistance, the UNC-Chapel Hill Campus Health Services and the Afterhours HealthLink offer crisis intervention.

Counseling and Wellness Services (CWS)
Campus Health Services
James A. Taylor Building
Campus Box 7470
Chapel Hill, N.C. 27599-7470
Phone: 919-966-3658 Fax: 919-966-4605

The material provided in this website is not meant to replace a face-to-face consultation with a trained counselor or therapist, nor does this service provide "online" counseling. Please review the "News and Events" page for updates and announcements.
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Free Expression and the Role of the Intellectual, the Artist and the Gallery Owner in Times of War

In times of war, we need to reflect on the importance of criticizing our own country and the right which makes that possible—the right to free speech. Looking at other countries' flaws in this regard can help spotlight problems in our own. Take contemporary Russia, for example, where abuse of power has characterized Putin's tenure as president. Indeed, such events are increasing in frequency. One recent high profile case is that of journalist Anna Politkovskaya, who was recently gunned down in her apartment building. This signaled the alarming state of free speech in the Russian Federation, recently identified as the third most dangerous nation in the world for journalists.

(http://www.cbsnews.com/blogs/2006/10/09/publiceye/entry2074174.shtml)

Other cases of abuse of free speech haven't received as much attention, yet they, too, are ominous. Take, for example, the case of Marat Guelman, owner of an art gallery in Moscow. Just days ago, Mr. Guelman held an anti-fascist art exhibit displaying some works depicting Putin, Osama Bin Laden, and George Bush lounging together in boxer shorts. Several pieces of art from the display were on consignment and were subsequently sold to a gallery in London. When gallery owner Matthew Bown attempted to collect the works to take them back to London, however, eleven of the pieces were confiscated at the local airport. It seems beyond doubt that Russian officials were acting on the assumption that the free expression of the works would have had deleterious effects on Russian society. Although officials retained the artworks, Mr. Bown was allowed to return to England unharmed.

Mr. Guelman did not get off so easily. The following day, thugs burst into his gallery, attacked him, and destroyed various works of art. Though the motives of the attack are not known for certain, it seems overwhelmingly likely that they were a response to Guelman's anti-fascist politics.

(http://www.nytimes.com/2006/10/22/world/europe/22russia.html?pagewanted=print)

The evil of the thugs who attacked Mr. Guelman is clear, as is the fact that the Russian Federation is an authoritarian state that increasingly oppresses freedom of expression. These conditions in Russia invite us to reflect on the issue of freedom of expression in freer societies, such as our own, where even though reporters do not fear for their lives, free expression is under attack.

In 1999, New York City Mayor Rudolph Giuliani revoked the Brooklyn Museum of Art's $7.2 million annual subsidy because the museum showed a painting of the Virgin Mary covered in elephant dung. The city then sued the museum in state court attempting to evict it and remove its governing board. All of this happened without Mr. Giuliani ever seeing the work of art. New York City, long known as a bastion of artistic freedom, responded in this case not just with the confiscation of works of art, but with an attempt

to shut down an entire museum. Such actions are a large-scale violation of freedom of expression, similar in important respects to Mr. Guelman's case.

(http://www.pbs.org/newshour/bb/entertainment/july-dec99/art_10-8.html)

To take the issue to a larger scale, the American response to the abuse of power in the Russian Federation is dishearteningly revealing. Our government has neither threatened diplomatic sanctions against Russia, nor publicly censured Putin for his role in this repressive regime. In fact, the Bush administration has repeatedly claimed that although Russia has problems, they are moving in the right direction. Why has our administration done so little when they routinely note that the values of a free society are worth going to war to protect? And why are we willing to allow violations of free expression in our own country? Despite the rhetoric with which we are constantly bombarded, our government has not typically addressed such concerns.

Yet we do live in a society where we still have a wide degree of freedom of expression. With this in mind, we should consider opportunities to protect and expand the range of such freedoms. How can we as American citizens protect our own freedom of expression? One way to think through this issue is by considering the role of the artist, the gallery owner, and the academic in times of war. Seldom widely discussed, the role of these segments of society in the battle for free expression needs to be more appreciated.

A truly free society would uphold the freedom of artists and writers to express their thoughts—and publishers and gallery-owners to present them to the public—even when these thoughts are not in line with our own views. This right is enshrined in the founding documents of our country in a way that guarantees the freedom of expression even for views—such as the condemnation of the current war—that people might not like. Contrary to what some think, dissent is not unpatriotic; it is one of the most patriotic actions a citizen can take. If our government tells us that open discussion of some sort fosters terrorism, it is using deplorable tactics—tactics worthy of Nazi Germany or Putin's Russia—as this constitutes an implicit denial of the right to free expression.

(Arguments on this point have been offered from such diverse positions as that of John Stuart Mill—especially in his book *On liberty*, Mark Twain, Albert Camus, and Noam Chomsky—especially in his 1967 paper in the *New York Review of Books* entitled "The Responsibility of Intellectuals.")

We find ourselves at a moment in history where academics, artists, and gallery owners need to speak out on all sides of various issues, even if they espouse opinions that some of us find deplorable. What we must learn from the current situation in Russia is that, as a free society, we have a moral obligation to protect opinions that are contrary to the mainstream. Those of us who deal with ideas—academics, artists, gallery owners, writers, publishers—must be on the forefront of the fight to keep America free, for if we do not, we will neither be able to export the ideal of free expression to countries overseas nor will we be able to retain it here at home.

Free Expression and the Role of the Intellectual, the Artist and the Gallery Owner in Times of War

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(http://www.cbsnews.com/blogs/2006/10/09/publiceye/entry2074174.shtml)

Other cases of abuse of free speech haven't received as much attention, yet they, too, are ominous. Take, for example, the case of Marat Guelman, owner of an art gallery in Moscow. Just days ago, Mr. Guelman held an anti-fascist art exhibit displaying some works depicting Putin, Osama Bin Laden, and George Bush lounging together in boxer shorts. Several pieces of art from the display were on consignment and were subsequently sold to a gallery in London. When gallery owner Matthew Bown attempted to collect the works to take them back to London, however, eleven of the pieces were confiscated at the local airport. It seems beyond doubt that Russian officials were acting on the assumption that the free expression of the works would have had deleterious effects on Russian society. Although officials retained the artworks, Mr. Bown was allowed to return to England unharmed.

Mr. Guelman did not get off so easily. The following day, thugs burst into his gallery, attacked him, and destroyed various works of art. Though the motives of the attack are not known for certain, it seems overwhelmingly likely that they were a response to Guelman's anti-fascist politics.

(http://www.nytimes.com/2006/10/22/world/europe/22russia.html?pagewanted=print)

The evil of the thugs who attacked Mr. Guelman is clear, as is the fact that the Russian Federation is an authoritarian state that increasingly oppresses freedom of expression. These conditions in Russia invite us to reflect on the issue of freedom of expression in freer societies, such as our own, where even though reporters do not fear for their lives, free expression is under attack.

In 1999, New York City Mayor Rudolph Giuliani revoked the Brooklyn Museum of Art's $7.2 million annual subsidy because the museum showed a painting of the Virgin Mary covered in elephant dung. The city then sued the museum in state court attempting to evict it and remove its governing board. All of this happened without Mr. Giuliani ever seeing the work of art. New York City, long known as a bastion of artistic freedom, responded in this case not just with the confiscation of works of art, but with an attempt

to shut down an entire museum. Such actions are a large-scale violation of freedom of expression, similar in important respects to Mr. Guelman's case.

(http://www.pbs.org/newshour/bb/entertainment/july-dec99/art_10-8.html)

To take the issue to a larger scale, the American response to the abuse of power in the Russian Federation is dishearteningly revealing. Our government has neither threatened diplomatic sanctions against Russia, nor publicly censured Putin for his role in this repressive regime. In fact, the Bush administration has repeatedly claimed that although Russia has problems, they are moving in the right direction. Why has our administration done so little when they routinely note that the values of a free society are worth going to war to protect? And why are we willing to allow violations of free expression in our own country? Despite the rhetoric with which we are constantly bombarded, our government has not typically addressed such concerns.

Yet we do live in a society where we still have a wide degree of freedom of expression. With this in mind, we should consider opportunities to protect and expand the range of such freedoms. How can we as American citizens protect our own freedom of expression? One way to think through this issue is by considering the role of the artist, the gallery owner, and the academic in times of war. Seldom widely discussed, the role of these segments of society in the battle for free expression needs to be more appreciated.

A truly free society would uphold the freedom of artists and writers to express their thoughts—and publishers and gallery-owners to present them to the public—even when these thoughts are not in line with our own views. This right is enshrined in the founding documents of our country in a way that guarantees the freedom of expression even for views—such as the condemnation of the current war—that people might not like. Contrary to what some think, dissent is not unpatriotic; it is one of the most patriotic actions a citizen can take. If our government tells us that open discussion of some sort fosters terrorism, it is using deplorable tactics—tactics worthy of Nazi Germany or Putin's Russia—as this constitutes an implicit denial of the right to free expression.

(Arguments on this point have been offered from such diverse positions as that of John Stuart Mill—especially in his book *On liberty*, Mark Twain, Albert Camus, and Noam Chomsky—especially in his 1967 paper in the *New York Review of Books* entitled "The Responsibility of Intellectuals.")

We find ourselves at a moment in history where academics, artists, and gallery owners need to speak out on all sides of various issues, even if they espouse opinions that some of us find deplorable. What we must learn from the current situation in Russia is that, as a free society, we have a moral obligation to protect opinions that are contrary to the mainstream. Those of us who deal with ideas—academics, artists, gallery owners, writers, publishers—must be on the forefront of the fight to keep America free, for if we do not, we will neither be able to export the ideal of free expression to countries overseas nor will we be able to retain it here at home.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, November 7, 2006 11:18 PM
To: Lange, Marc B <mlange@email.unc.edu>; MacLean, Douglas <maclean@email.unc.edu>; Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Academic year 07-08
Attach: Course Needs-07-08.doc; Course Preferences 07-08.doc

Attached are the forms I am about to send out for course preferences for next year. Could you look them over to see if I need to make any changes. Does the preference form serve our purposes?
Have I left anything off the course needs--especially for grad distributions?

If you could get back with me on this quickly, then I can get it out to the faculty.
We need to have a schedule complete and in place in the computer by the first week in January.

Thanks so much,
Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

2007-2008 COURSE NEEDS

FALL:			SPRING	
SERVICE COURSES:				
PHIL 101 – LARGE	Intro		PHIL 101 – LARGE	
PHIL 160 – LARGE	Intro Ethics		PHIL 160 – LARGE	
PHIL 112 – LARGE	Making Sense of Ourselves		PHIL 163 – LARGE	Practical Ethics
PHIL 165 – LARGE	Bioethics			
PHIL 110	Intro: Great Books		PHIL 110	
PHIL 155	Intro Logic		PHIL 155	
PHIL 150	Phil of Science		PHIL 150	
PHIL 134	Phil of Religion		PHIL 145	Philosophy of Language
PHIL 185	Aesthetics	OR	PHIL 185	
PHIL 154	Phil of Social Science	OR	PHIL 154	
PHIL 170	Social & Political		PHIL 170	
PHIL 230	Experience & Reality		PHIL 230	
PHIL 280	Morality and Law		PHIL 280	
PHIL 272	Peace,War, Defense		PHIL 272	
PHIL 275	Feminism		PHIL 275	
PHIL 210	Ancient Philosophy		PHIL 220	Modern Philosophy
PERK COURSES:				
FIRST YEAR SEMINARS (2)			FIRST YEAR SEMINARS (2)	
HONORS COURSES (2)			HONORS SEMINARS (2)	
Courses 300-400 designed for Junior/Senior Philosophy Majors				
PHIL 356	Topics in Math Logic		PHIL 360, 3622, or 370 (1)	
PHIL 360, 362 or 370	Ethics/Political (1)		PHIL 330,335,340,345,353 (2)	
PHIL 330,335,340,345,353	Metaphysics/Epistemology (2)		PHIL 384	Gateway PPE
PHIL 351, 352	Science		PHIL 484	Capstone PPE
PHIL 390	Topics		PHIL 397	Colloquium for Majors
GRADUATE LEVEL COURSES				
PHIL 460	History of Ethics	or	PHIL 462	Contemporary Ethical Theory
PHIL 470	Hobbes, Locke, Rousseau	or	PHIL 470	
PHIL 480	Phil of Law	or	PHIL 476	Recent Political
PHIL 445	Phil of Language	or	PHIL 440	Mind
PHIL 455	Advanced Logic		PHIL 453	Phil of Psychology
PHIL 480	Advanced Phil of Law		PHIL 432 or 433	Analytic Phil
PHIL 450,451,452	Science	or	PHIL 450,451,452	Science
PHIL 411	Plato		PHIL 412	Aristotle

AREAS EITHER 300, 700 or 800:

ANCIENT PHILOSOPHY	MODERN PHILOSOPHY
PHILOSOPHY OF SCIENCE/LOGIC	PHILOSOPHY OF MIND
EPISTEMOLOGY	METAPHYSICS

PROTO in Spring—to be taught in the in the morning (Tues, Wed, or Thurs)

NOTES:

Large classes= 200 students with 4 teaching assistants
FYS = 20 students max; must already have been approved by FYS committee
Honors: 25 person max
Other regular service courses 100-200 = 30-35 students (no teaching assistants)

300 = courses for majors; 25 students

Course descriptions: http://www.unc.edu/ugradbulletin/depts/phil.html

Chapel Hill Philosophy
UNIVERSITY OF NORTH CAROLINA

Department of Philosophy CB #3125, Caldwell Hall UNC Chapel Hill Chapel Hill, NC 27599-3125

Jan Boxill 919.962.3317 jmboxill@email.unc.edu

TO: **ALL FACULTY**
FROM: **Jan Boxill, Associate Chair & Teaching Coordinator**
DATE: **November 7, 2006**
RE: **Class Schedule for 2007-2008**
Fall Semester: August 21-December 16; Spring Semester: January 9-May 11.

Among all the other things you have to do, it is time to consider the course schedule for the next academic year. I have attached a list of course needs for the year. The normal assignments for a standard teaching load are: two service courses, one perk course; one graduate-level course. Variations are possible from time to time, but the average must come very close to this norm if we to meet our enrollment obligations and secure fairness in teaching assignments.

I encourage those of you with overlapping interests (ethics/political philosophy; philosophy of language/philosophy of mind) to work out together how you wish to cover necessary courses, as well as to spread the wealth of graduate students.

Please look over the list and outlines of course schedules, and then give me your course and time preferences. If there are any special considerations that I need to take into account in putting the schedule together, please note them, (especially those who have to offer a course for which they received a grant), and let me know if you expect to have a leave of any sort or a reduced course load.

Teaching time information:

Please keep in mind that not all courses can be taught during prime hours or on Tuesday and Thursday. In an effort to avoid conflicts, graduate classes that meet once a week are offered during two time slots per day: 1-3:30 and 4-6:30. Unfortunately, despite our best efforts, there may still be conflicts. Please indicate a preference when requesting graduate level (400 and up) courses. Keep in mind we reserve Monday 1-3 for Department meetings.

Proto and Logic:

Given that first year graduate students all have fellowships and therefore do not teach, Proto will likely be scheduled 10-12:30 on either Tuesday or Thursday; and PHIL 455 will likely be taught MW 10-11:15

Summa Seminars

Fall: Placement person **Spring: Admissions person**

Please submit your preferences to me no later than Friday, December 1 , 2006
You can submit your preferences in the old numbers; but your assignments will be given in the new numbers.

Thank you all for your help and patience.

NAME: _____

FALL 2007: (List courses in order of preference 1-4)

1. COURSE: _____ Time pref: 1._____ 2._____ 3. _____
2. COURSE: _____ Time pref: 1._____ 2._____ 3. _____
3. COURSE: _____ Time pref: 1._____ 2._____ 3. _____
4. COURSE: _____ Time pref: 1._____ 2._____ 3. _____

COMMENTS and SPECIAL CONSIDERATIONS:

SPRING 2008:

1. COURSE:_____Time pref: 1._____ 2._____ 3. _____
2. COURSE: _____ Time pref: 1._____ 2._____ 3. _____
3. COURSE:_____Time pref: 1._____ 2._____ 3. _____
4. COURSE:_____Time pref: 1._____ 2._____ 3. _____

COMMENTS and SPECIAL CONSIDERATIONS:

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, November 8, 2006 3:36 PM
To: Metzguer, Karen R <metzguer@med.unc.edu>
Cc: Carlo Robustelli <carlo@unc.edu>
Subject: Re: Suntrust

Thanks so much.

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

Karen Metzguer wrote:
> I have reserved the room for 15 February 2007. Karen
>
> ----------
> *From:* Patricia
> *Sent:* Tuesday, November 07, 2006 11:06 AM
> *To:* Karen Metzguer
>
>
> Youâ€™ve got it. Have a good day!
>
> Pat
>
> ----------
>
> *From:* Karen Metzguer [mailto:metzguer@med.unc.edu]
> *Sent:* Tuesday, November 07, 2006 11:01 AM
>
> I am writing to see if we can get the boardroom reserved on 15
> February from 3:30 -8 pm.
>
> we will be doing an ethics seminar from 4-7:30. Thanks in advance for
> checking on it.
>
> Karen Metzguer
>
> LEGAL DISCLAIMER
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>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, November 8, 2006 7:26 PM
To: Lange, Marc B <mlange@email.unc.edu>
Subject: Re: Academic year 07-08

Hi Marc,
I spoke with Geoff today and we think it would be good for a meeting which includes you, me, Doug-as DGS, John Roberts-as DUS, and Geoff and Jerry. I think with all the changes in command, and with all the new people in the department, this is a good idea. I actually thought the Summa seminars was common knowledge, especially as this is an exact copy of what I sent out last year!

I am out of town until Monday, so we should find a time sometime next week, as the following week I leave town again--and it's Thanksgiving.

Thanks for responding,
Jan

Personal Faith and Conscience:
How, When, Where and With Whom Can We Speak Our Minds on a Public University Campus?

INTRODUCTION

College communities around the country have in recent days experienced a growing pattern of religious intolerance, threatened restraints on free inquiry, and difficulties in sustaining informed political and civil discourse. As university populations have become more diverse, they are confronting new realities in which differing voices struggle to be heard and respected. Political forces have increasingly highlighted "wedge issues" that pit deeply held religious and moral judgments against emerging social and scientific trends. As polarization has increased outside university walls, it has been increasingly difficult to maintain the long tradition of open and respectful inquiry within university settings. New forms and norms for communication seem to fuel tendencies to attack and belittle competing viewpoints rather than to engage in open-minded exploration of ideas.

In 2005, the Ford Foundation announced its "Difficult Dialogues Initiative," inviting colleges and universities around the country to join it in addressing these concerns. As the Ford Foundation's President eloquently stated: "Open and honest dialogue is one of the defining characteristics of a vibrant academic community … [and] is an essential component of a strong civil society on which democracy depends. We must strive to ensure that all members of the community are treated as full and equal partners in the intellectual and institutional life of colleges and universities, especially those who may hold minority political views or religious beliefs. Campus leaders also must create an atmosphere of mutual respect, in which diversity is examined and seen in the context of a broader set of common values. We need to ensure that our discourse not only remains open but civil."

As one of the campus partners in the Difficult Dialogue Initiative, UNC Chapel Hill is endeavoring to make the practice of dialogue second nature on our campus, and invites colleagues elsewhere to do the same. A group of faculty, students, and student affairs leaders has worked intensively to develop a framework in which differing viewpoints on these issues can be engaged and explored in a respectful and open-minded way. Our goals are to foster freedom expression and respectful attention for a wide range of viewpoints, engage in intellectually serious analysis and defense of multiple viewpoints, and explore common ground without ignoring genuine differences.

We invite you to engage with us in deep and candid conversation about ***Personal faith and conscience: how, when, where, and with whom can we speak our minds on a public university campus?*** This formulation is a powerful one in which each word has a deliberate meaning.

- We hope the conversation will draw forth genuine, *personal* views that will be respectfully treated and openly considered.

- We seek to grapple with the *full range of faith- and conscience-based* beliefs since such beliefs are rooted in personal values that include those held not only by individuals committed to traditional Judeo-Christian viewpoints but also by those who embrace other religious traditions, agnostics, atheists, and those with moral vantages that arise from sources other than traditional religion.

- We emphasize the process of "*speaking our minds*" by which we intend a focus on oral and written communication (rather than the clothes one wears or other sorts of expression).

- We use the word "*we*" very deliberately, with the intent to exploring how all members of our campus community interact with each other—including students interacting with fellow students of similar or different faith traditions, faculty interacting with faculty and students in the classroom and elsewhere, and staff interacting with all.

- Our *discussion* will explore varied approaches to this question, including some that have emerged from our work to date, but also others that will emerge in this Forum that involves a wider range of participants. We will deliberate--rather than debate--using safe and fair ground rules to be considered at the outset so that we can all speak, listen, and learn from each other. No votes will be taken. All viewpoints will be welcome.

Discussion Not Debate. This discussion guide and related discussion forums are intended to foster deeper reflection and insight about challenging issues. It uses an approach developed by the National Issues Forums in cooperation with citizens and communities across the country in connection with difficult questions such as immigration policy, end-of-life decisions, and racial tensions. In these settings it has proved important to clarify the differences between discussion and debate. For example, in the experience of the National Issues Forums:

- Debate involves a deep investment in and defense of the rightness of a particular position, a search for weaknesses in another's position, a focus on "winning," an emphasis on oppositional reasoning, and a treatment of key assumptions as truth.

- Deliberative discussion involves an effort to understand the basis and nature for disagreement, an honest effort to hear and explore insights from many vantages, a focus on understanding rather than "winning," an emphasis on collaboration, and a willingness to re-evaluate key assumptions (including ones own) where warranted.

Participants in discussion forums using this guide will therefore develop additional insights and skills that should add to their repertoire in deciding how best to deal with difficult dialogues in other settings as well as the one at hand.

Group Agreements and Group Ground Rules. The forum moderator will start the discussion by share a set of proposed group process guidelines that have been found useful in other contexts when discussion address challenging topics. Participants will be asked whether they find these guidelines acceptable and whether there are other guidelines they'd propose to help shape the discussion they are about to undertake. Here are some of the possible guidelines:

- Everyone is encouraged to participate.
- The purpose is to have an open dialogue rather than a debate.
- Every individual will make an effort not to dominate the discussion, and will try to self-monitor the duration of his or her comments.
- An atmosphere of respectful listening is desired. It is fine for participants to choose to be silent, but it is not okay for anyone to feel they are silenced.
- No one is ever expected to disclose information that is private or personal in the forum, but they may choose to do so if they wish.
- All comments are to be respected and welcomed.
- The responsibility for doing the work of deliberative discussion belongs to the group.

APPROACHES AND BACKGROUND

Over the past year, faculty and students at UNC have held hours of discussion about how we might respond to the overarching question: *Personal Faith and Conscience: How, When, Where and With Whom Can We Speak Our Minds on a Public University Campus?* We listened actively to each other and consciously raised viewpoints likely to be held by those not in the room. In the course of these conversations, four different approaches surfaced. Each of the approaches has its pros and cons, and might command support from different individuals or from the same individual in different contexts. Bear in mind that none of these approaches is intended as a policy recommendation for universities, but is instead reflective of a possible personal stance.

Approach 1: Pursue questions of personal faith and conscience in private and maintain the university's neutrality.
Approach 2: Enhance student options and engage outside the classroom.
Approach 3: Engage personal faith and conscience in the classroom, respectfully, if faculty choose
Approach 4: Engage questions of faith and conscience widely, actively, and deliberately

A chart follows, highlighting some of the pros and cons of each of these approaches, and an overview of the four approaches will be offered at the beginning of the discussion session. We hope that this framework will be useful in highlighting a range of fair-minded approaches to the scenarios that follow. In addition, forum participants have found that meaningful discussion depends on sharing baseline information and recognizing their own operating assumptions (as well as others' assumptions they may not share). The Appendix includes background information culled from many sources and viewpoints in an effort to grasp the forces that shape dialogues about personal faith and conscience.

For additional information, please see the appendix.

Approach	1. **PURSUE IN PRIVATE AND MAINTAIN UNIVERSITY NEUTRALITY**	2. **ENHANCE STUDENT OPTIONS AND ENGAGE OUTSIDE THE CLASSROOM**
Description	Speech about personal faith and conscience belongs in private settings or off campus, in keeping with public universities' secular character and obligations of neutrality.	Students should have ample opportunities to explore issues of personal faith and conscience if they choose to do so, but such opportunities should be situated primarily outside the classroom.
Who supports this approach and why? Those who think…	*public institutions should remain neutral on matters of faith and conscience given the wide range of individual perspectives *other institutions (churches, family/friends) are better situated to deal with such matters * public higher education is funded by taxpayers who expect neutrality *there should be a wide margin separating church and state *universities shouldn't intrude upon or dictate anyone's beliefs	*students have educational and developmental needs related to faith and conscience that should not be ignored or pushed off-campus *speech about faith and conscience belongs outside the classroom where faculty are not involved in judging or grading students' views *campus-based activities should incorporate the range of student interests including those related to personal faith and conscience *the best approach is one that honors individual student interests on a voluntary basis *creative initiatives about faith and conscience should be led by students in order to meet their most substantial interests and needs.
Who is opposed to this approach and why? Those who think…	*separating personal faith and conscience from day-to-day life is artificial, impractical. *such separation marginalizes these issues and makes campus inhospitable to some *students are at a life stage when it's important to engage in such discussions in many settings *this approach is anti-intellectual and perhaps contrary to academic freedom	*compartmentalization of this sort is artificial *faculty who wish to address such issues in the classroom should not be discouraged from doing so * giving personal faith and conscience an institutional place on campus might compromise the principle of university neutrality * the university might appear to intrude upon their expressions of faith by encouraging discussions to be held outside the classroom rather than in classrooms *students and student affairs professionals may find it difficult to deal with conflicts and contention that increasingly characterize religious and political debates going on outside campus walls
What are some of the tradeoffs and consequences?	*Approach seems clear but would be difficult to communicate or enforce *The "wall" between church and state is not clearly delineated and this approach may lead to litigation. *Neutrality may be experienced as hostility by some.	*This approach creates an artificial separation between non-classroom and classroom conversations *This approach allows students to associate with those who share their particular viewpoints but doesn't help bridge gaps in understanding
What facts, research or additional action is important to this approach?	*Clarifying understandings of separation of church and state and related legal principles *Considering the impact of this approach on members of the campus community who believe they should "witness" or expound on their faith outside church settings.	*Providing ample support for non-classroom initiatives

For additional information, please see the appendix.

Approach	3. **ENGAGE PERSONAL FAITH AND CONSCIENCE IN THE CLASSROOM, RESPECTFULLY, IF FACULTY CHOOSE**	4. **ENGAGE QUESTIONS OF FAITH AND CONSCIENCE WIDELY, ACTIVELY AND DELIBERATELY**
Description	Speech about personal faith and conscience may occur on campus, including in the classroom, if conducted respectfully and if the professor believes it relevant.	Public universities should actively encourage more widespread conversation and engagement with issues of personal faith and conscience throughout their campuses, including in private, student, classroom and academic settings.
Who supports this approach and why? Those who think…	*faculty are best situated to determine the extent to which matters of faith and conscience are relevant to the academic program *classroom discussions provide powerful learning opportunities that link learning inside and outside the classroom *inclusion of such discussions in the classroom allows faculty and students to engage authentically about key issues such as the nature of authority *students should have opportunities to engage with faculty about how their faith relates to issues raised in class. *universities' missions call for active exploration of difficult questions	*a comprehensive approach is needed to engage with pressing social issues and competing viewpoints *a multi-faceted approach is more likely to lead to understanding and respect *developing tools for and experience with discussion of deeply-felt differences is important for the future of society and civic life. *engaging respectfully with issues of faith and conscience allows students and faculty to learn from others' viewpoints without forcing one's beliefs on others *discussion of issues of faith and conscience cannot be artificially pigeonholed and should be appropriately addressed wherever they arise
Who is opposed to this approach and why? Those who think…	*may create blurry lines about what is relevant in class or what responses are "respectful" *gives professors too much unilateral power to decide what is relevant or respectful *creates expectations of in-class discussions when professors are hard-pressed to cover relevant material in courses *intrudes on professors' or students' academic freedom and puts students or professors on the spot to express their views on personal beliefs *creates the risk that professors and students will have difficulty in addressing challenging, hot-button issues where issues of faith and intellectual inquiry collide	*might feel overbearing and inappropriate in light of their personal beliefs or might subject the university to public opprobrium if not well-implemented *creates risks of interference from external forces tied to religious or political viewpoints *could compromise the intellectual ideals and secular nature of the university or blur important distinctions between the type of critical thinking and more personal views *is risky because the university community may lack the competence to implement it * is poorly defined and may raise expectations that cannot be realized.
What are some of the tradeoffs and consequences?	*More intensive efforts may be needed in order to prepare faculty and students for meaningful dialogue *Increased tension between faith- and conscience-based beliefs and intellectual inquiry in the classroom may arise if such discussions occur more frequently	This approach may *lead to greater division within the university community. *create concerns that not all faith- or conscience-based perspectives are treated even-handedly *raise legal questions
What facts, research or additional action is important to this approach?	*Developing greater "cultural competence" that allows faculty and students to address difficult questions in a meaningful way. *Supporting faculty in careful efforts to assess student learning when critical thinking is required at the intersection of faith- or conscience-based beliefs and intellectual inquiry	*Developing a range of learning opportunities (such as additional courses, course sections, modules, speaker programs, and student engagement opportunities) *Providing clear information to the university community and the public about rationale and strategies

SCENARIOS FOR CONSIDERATION

A. Admissions Decisions. A college admissions officer is facing a difficult decision in evaluating several prospective undergraduates' high school transcripts. One student had attended a religiously-oriented high school and sought to apply three courses toward required basic admissions requirements in English, history and government: "Christianity and Morality in American Literature," "Christianity's Influence on American History" and "Special Providence: American Government". Another student's transcript included courses on "Race, Class, and Gender in Modern America," "Feminist Issues throughout U.S. History," and "Introduction to Jewish Thought" toward the high school credits required (though not in required areas such as English, history, and government). (based on issues facing UC-Davis)

B. Personal Advice: A faculty member in a technical field is devout and reveals his own religious background to students on the first day of class. Many of the students write on their information sheets that one of their life goals is to develop a closer relationship with God. In a public forum on religion in his department, he asked whether it would be appropriate for him to suggest prayer to those struggling students who have revealed to him their own desire to connect to God. (based on University of Michigan "Difficult Dialogues" scenario).

C. Living and Learning. A resident adviser at the university has contacted students on her dorm floor inviting them to attend a study group she's created on Buddhism. Other students have decided to organize a standing dinner discussion group at the campus cafeteria to discuss Islam. (based in part on example from UW-Eau Claire)

D. Student Speaker. An elected student government leader has been asked to give a welcoming speech to incoming students at a public university. He urges them to set their sights high and goes on to say that he has accepted Christ as his savior and hopes they will as well. Other students criticized his actions, saying he had been elected to represent the whole student body, including those of diverse faith-related viewpoints. (based on Dartmouth incident)

E. Student Organizations. A university requires every student organization wishing to use university facilities and receive student fees in support of its activities to sign a pledge stating that the organization will not discriminate in its membership based on race, ethnicity, gender, creed, religion, nationality, age, disability, or sexual orientation. A student group affiliated with a particular religious sect refused to sign the statement, saying that its mission required it to admit only those who shared a particular religious faith. The group also approached Student Congress and requested funding for a proposed new student publication designed to encourage others to adopt the faith of its members. (based on examples at UNC-CH, and elsewhere)

F. Residence Hall Choices. A group of students has asked the university to establish a special dorm "theme floor" for students who are Roman Catholics or interested in Roman Catholicism. An evangelical Christian group has met with the dean of students and student government officers to demand that rules that currently prohibit solicitation in dormitories be changed so that their members can go door-to-door to distribute leaflets and talk with students living there about their beliefs. (based in part on example from UW-Madison).

G. Recommendation Letter. A student approached the undergraduate adviser in the biology department, and requested a recommendation to medical school. The adviser reviewed her transcript and noted that she had not yet taken a required course in evolutionary biology. The student said that she declined to take the course because of her religious beliefs. The adviser then declined to give the requested recommendation noting that a student who had not taken that course would be poorly prepared for medical school and could not be recommended. (based on incident at Texas Tech)

H. Internship Placement. In a field placement at a faith-based organization, a student became aware that her supervisors understood faith to be an integral part of their patient counseling. The student is from a different faith tradition and not particularly religious. Although she was open to responding to discussions about religion initiated by patients, she felt uncomfortable raising the topic herself as her mentors expected her to do. (based on University of Michigan "Difficult Dialogues" scenario)

For additional information, please see the appendix.

I. Learning to Act. A Mormon woman applied for admission to an actor-training program at a public university. At the time she applied she told program officials that she would not be willing to use profane language or appear in the nude because of her religious beliefs. Initially, when classroom exercises included performing scripts that included profanity, she changed the words. Subsequently, her instructors told her that she needed to perform the scenes as written because copyright words of playwrights could not be changed without written permission for public performances, and because students needed to take on roles with characters unlike themselves (including characters such as a pregnant, unwed prostitute to whose lines the student objected). (based on an incident at the University of Utah).

J. Classroom Dialogues: A group of faculty and students recently began discussing some of the "tips" they'd offer others on dealing with controversy in the classroom. Some of their ideas are listed below. Are there other tips worth noting?

- ✓ Respect for students is paramount, and it can't be faked. The message should be "feel free to disagree with me and support your point of view." It's important to know students and their backgrounds. It's important to discuss the value of open dialogue and conflict in the marketplace of ideas. Personal discomfort is inevitable are ideas are challenged. That is how we grow and why it is so valuable to engage with different viewpoints in the classroom.
- ✓ Faculty and students need to work together to create a safe place for open discussion. Some faculty set "ground rules" while others encourage students to reach "group agreements." Students need to know what to expect regarding how controversial topics will be covered. Everyone's perspectives need to be welcomed and treated fairly. Controversial issues can be honored by covering different perspectives. Be sure students know the difference between personal attacks and honest discussion of one's own experiences, values and ideas. Faculty members should also avoid snide comments and should provide students with opportunities to talk with them outside class to raise questions about fairness in treatment of difficult issues.
- ✓ Faculty members disagree about whether they should disclose their own opinions on controversial topics (some say disclosure dampens discussion, others state their opinion and reasons to encourage others to engage). They also need to appreciate that certain topics are very emotional for students and be prepared to handle such emotions. They should also be ready to deal with students who say something inflammatory.

K. Learning Tolerance**.** Members of the faculty at the nation's military academies have significant responsibilities in preparing future military officers to endure the pressures of battle and the challenges of leading troops into harm's way. Recently, several students and faculty who held very strong Christian viewpoints encouraged students in their classes to adopt religious viewpoints similar to their own and began meetings and sports events attended by more junior cadets with prayers. The Academy recently clarified its rules on these issues and implemented a course on "religious tolerance" that is required of all cadets. (based on events at Air Force Academy)

L Middle East Controversies. In the wake of growing tensions in the Middle East, a number of universities have faced their own Middle East controversies. A faculty member in Middle-Eastern studies allegedly to permited only those sharing his viewpoints on the Palestine/Israeli conflict in his class and repeatedly challenged Jewish students who disagreed with him. A distinguished junior faculty member was openly shunned and criticized on a colleague's blog as a result of her recent scholarship criticizing the role played by religious belief in recent diplomatic history (contrary to her colleague's view). One student group proposed a pro-Palestinian art exhibit while another group wanted to host a controversial pro-Israeli speaker on campus at the same time. Campus officials believed that these events would create controversy and potential security issues, and wanted students to contribute to the cost of special security measures. (based on events at Columbia, Arizona State, and elsewhere).

Appendix – Difficult Dialogues Initiative

Background Information. This Appendix supplements the summary of approaches and scenarios included in the Discussion Guide itself. It includes background information designed to help fuel the shared conversation. Forum participants have found that meaningful discussion and deliberation depends on sharing some baseline information and recognizing their own operating assumptions (as well as others' assumptions they may not share). The background information provided here has been culled from many sources and viewpoints in an effort to grasp the reasons that dialogues about personal faith and conscience can prove so difficult. This material will serve as a good starting point for discussion, since it provides fresh facts and viewpoints that not everyone may have encountered before.

The forum moderator will help introduce participants to relevant background information at the start of the discussion so that everyone will feel comfortable, and a short video will be shown in order to help participants engage with the challenging issues raised. Participants in forums that use this discussion guide will also be an important source of ideas and insights. Suggestions for augmenting the appendix will be welcome so that the discussion guide can be improved over time.

BACKGROUND INFORMATION. What do we know about recent experiences on college campuses with issues of personal faith and conscience? What factors may contribute to the views of students, faculty, and members of the public about the role that personal faith and conscience should play in campus life?

Campus Experiences.

Recurring Tensions. Evidence of tensions relating to personal faith and conscience and academic inquiry may be found at numerous universities around the country. The University of North Carolina at Chapel Hill is merely one case in point.

- In 2002 the University chose *Approaching the Qur'an: The Early Revelations* by Michael Sells as its summer reading selection. The decision was roundly criticized by many legislators and members of the public. Subsequently the American Family Association's Center for Law and Policy brought suit on behalf of three students, an alumnus and a state citizen, claiming that their First Amendment rights have been violated. The federal district court subsequently concluded that the choice was permissible since it did not advance or endorse religion and did not compel students to engage in a "religious exercise."

- In 2003 a three-member Christian fraternity lost its status as an officially recognized student organization when it refused to sign the University's standard non-discrimination policy. The fraternity's law suit in federal court alleging that the University had unlawfully abridged the students' First Amendment rights to freedom of association, freedom of speech, and free exercise of religion was ultimately dismissed as moot.

- In spring 2004 an instructor was disciplined by her department for publicly accusing a student of hate speech after he expressed in her class his objection to homosexuality based on his religious beliefs.

- In 2005-2006, the campus newspaper ran a student column that cast Arabs in a disparaging light as well as a cartoon featuring a depiction of the Prophet Mohammed. Later a recent graduate drove his SUV into a popular campus gathering spot, injuring nine people and explaining that he had acted to demonstrate his commitment to Islam and to protest American foreign policy. Some students protested, asserting that his action should be labeled "terrorist" while others held a vigil in sympathy for Muslim students and those who had been hurt.

- In the last several years, the University established programs in Jewish, Islamic, and Christian studies. In 2005 and 2006, many liberal arts faculty protested discussions with a potential donor who was considering a proposal for funding of an initiative in Western Cultures. The donor had ties with other groups with conservative views that had publicly ridiculed faculty members who taught courses that emphasized diversity themes. The University subsequently withdrew the proposal in order to permit additional faculty review.

Hate Crime. UNC Chapel Hill has not been alone in facing challenges like these. Hate crime remains a problem.

- The United States Federal Bureau of Investigation indicated that in 2004 had received reports of 7649 hate crime incidents (of these, 52.9% reflected racial bias, 18.0% religious bias, 15.8% bias against sexual orientation, and 12.7% bias against ethnicity or national origin). Of the 1,374 incidents involving religious bias, anti-Jewish incidents predominated (954 incidents), with anti-Islamic incidents ranking second (156). Other incidents involved anti-Catholic sentiment (57), anti-Protestant sentiment (38), and anti-other-religion (128). Of the 898 hate crimes reported on school or college campuses, 492 related to race, 184 to religion, 150 to sexual orientation, 68 to national origin, 2 to disability and 2 to multiple biases.

- In April 2006, the United States Commission on Civil Rights held hearings and issued a statement on growing anti-Semitism. The Commission found that on some campuses, "students have alleged patterns of threatening or intimidating behavior, derogatory remarks, vandalism, and use of Swastikas and other symbols of hatred or bigotry….On many campuses, anti-Israeli or anti-Zionist propaganda has been disseminated that includes traditional anti-Semitic elements, including age-old anti-Jewish stereotypes and defamation. This has included, for example, anti-Israel literature that perpetuates the medieval anti-Semitic blood libel of Jews slaughtering children for ritual purpose, as well as anti-Zionist propaganda that exploits ancient stereotypes of Jews as greedy, aggressive, overly powerful, or conspiratorial."

Students. Students on college campuses are increasingly diverse even in states where residents have a significant preference in admissions. Economic shifts have resulted in greater mobility of families from other states and other countries so that residency no longer means life-long ties to a particular state. In contrast to their parents' generation, college students today are more likely to encounter others with viewpoints rooted in cultures, faiths, and moral perspectives that differ from those at home.

Student Religious Affiliations, Attitudes and Implications

- Student religious preferences may vary from one campus to another. In 2005 UNC Chapel Hill's entering students reported affiliation with the following religions: Baptist (19.3%), Methodist (13.6%), Roman Catholic (13.1%), Presbyterian (9.6%), and "Other Christian" (9.7%). Fewer than 5% reported that they were Jewish (2.5%), Hindu (1.3%) or Islamic (.9%), while 16.9% reported no religious affiliation. In contrast, entering undergraduates at public flagship universities a much more heterogeneous mix, with more than double the percentage of Roman Catholics and Jewish students (27.5% and 5.9% respectively), far fewer Baptists, Methodists, and Presbyterians (5.2%, 5.3%, and 5.2% respectively), and even more students reporting no religious affiliation (22.6%).

- Patterns of religious preference correspond in interesting ways with student experiences and viewpoints. When compared to other flagship public universities, students entering UNC-Chapel Hill are more likely to have attended religious services, discussed religion, and prayed or meditated on a weekly basis during high school. They are also much more likely to regard "integrating spirituality into my life" as a high priority, and to believe that their religious beliefs will be strengthened during college. They are somewhat more socially conservative, and are more inclined to believe that dissent is an important part of the political process.

- A national study by UCLA researchers (with the support of the John Templeton Foundation) has provided other important insights about college students' beliefs. Nearly 8 in 10 first-year college students in the sample reported that they believed in God, with more than half perceiving God as "love" or as the "creator" and about half experiencing God as a "protector." Many reported deriving strength, support and comfort from their beliefs. Four in ten students reported that they felt "secure" in their beliefs, with one in four saying that they were "seeking," one in four reporting being "conflicted" or "doubting," and one in seven saying they were "not interested." Forty-seven percent reported that they "seek out opportunities to help [themselves] grow spirituality."

- The UCLA researchers also analyzed students with reference to "spirituality," "religiousness" (religious commitment, engagement, religious/social conservatism, religious skepticism, and religious struggle), and four other factors (charitable involvement, compassionate self-concept, ethic of caring, and ecumenical worldview). Using these variables, they found that religious commitment and engagement were closely correlated with religious/social conservatism and negatively correlated with religious skepticism. Those showing high levels of religious engagement

tended to be conservative politically (self-identified conservatives outnumbered liberals by 3 to 1). Roughly equal proportions of politically conservative and liberal students earned high scores on either charitable involvement or compassionate self-concept, while liberals "substantially outnumber conservatives among those with high scores on ethic of caring (2 to 1) and ecumenical worldview (3 to 1).

- The UCLA research includes longitudinal studies of a much smaller set of college juniors. The juniors reported a decline in attendance at religious services (52% had reported attending religious services frequently the year before entering college, but only 29% reported attending frequently in their junior year). There was a significant reduction in self-perceived "religiousness" and "spirituality" (only 9% said that their religiousness was much stronger and only 13% said their spirituality was much stronger), yet there was some growth in those who said it was "very important" to integrate spirituality into their lives, develop a meaningful philosophy of life, and help others in difficulty. Students who spend more time partying show larger-than-average declines in attendance at religious services during the first three years of college. By junior year, it appeared that levels of religious commitment tracked student choices of major at least to some degree. Those who chose to major in the fine arts, education and humanities had the highest levels of religious commitment, with the lowest levels of religious commitment reported by those in biological sciences, history, political science and sociology. Only about 20% of juniors were "highly religious" while a similar proportion were found to have low levels of religious engagement (defined as a pattern of behavior that includes such things as attending religious services, reading sacred texts, attending religious/spiritual workshops or retreats, and joining a religious organization on campus).Teenagers. To understand college student viewpoints and experiences more deeply, it is important to consider the rising generation of teenagers In a recent book, *Soul Searching: The Religious and Spiritual Lives of American Teenagers,* (Oxford University Press, 2005), UNC Professor Christian Smith and graduate student Melinda Lundquist Denton analyzed data and interviews of teenagers aged 13-17 as part the National Survey of Youth and Religion. They found:

- Difficulty articulating beliefs: Very few of either devout or non-religious teens interviewed could explain the tenets of their religion or what it means. The researchers concluded that this difficult did not stem from communications difficulties, but rather from the fact that "our interview was the first time that any adult had ever asked them what they believed and how it mattered in their life."

- Religious outlook: The interviews suggested that many teens (whatever their religious affiliation) shared an outlook the researchers dubbed "Moralistic Therapeutic Deism" that embraced five major principles: (1) A God exists who created and orders the world and watches over human life on earth but from a distance; (2) God wants people to be good, nice, and fair to each other, as taught in the Bible and by most world religions; (3) The central goal of life is to be happy and to feel good about oneself; (4) God does not need to be particularly involved in one's life except when God is needed to resolve a problem; and (5) Good people go to heaven when they die. Moral relativism was also common among teenagers interviewed.

- Conversations in school: In school, 65% of religious US teens express their religious faith only some or a little. 12% of the teens express their faith a lot and 23% do not express their faith at all. The researchers also found that school is not viewed as being a hostile place to religious teenagers—fewer than 20% of teenagers reported that schools look down on teens who are openly religious.

- Views of others: Teenagers tend to see religion as not a particularly contested or conflictive aspect of their lives, but instead something that simply *is*, that is just not the kind of thing worth getting worked up about one way or the other. In confronting issues of faith difference, most teens take an inclusive religious pluralism stance on the matter of religious truth claims—60% of all respondents state that many religions may be true. The researchers noted that "nearly all U.S. teens seem to have adopted a posture of civility and a careful and ambiguous inclusiveness when discussing religion with possible 'others,' especially in public," perhaps because of America's strong tradition of individualism.

Intellectual Development in College. Students make important strides in intellectual development while in college, particularly when it comes to critical thinking. Often, however, neither they nor their faculty have clear frameworks for recognizing the challenges that such development creates.

- Benjamin Bloom, of the University of Chicago, is widely regarded as among the foremost theorists of students' intellectual development. He developed a "taxonomy" of educational objectives in the "cognitive domain" including: knowledge (the kind of intellectual capability that can be created even by rote memorization); comprehension (the ability to paraphrase, interpret and explain); application (the capacity to transfer ideas learned in one situation to use in another); analysis (the capacity to distinguish between subsidiary ideas that are part of a larger whole); synthesis (the capacity to bring disparate ideas together into a larger whole); and evaluation (the capacity to test or judge ideas against a set of larger standards).

- Bloom also considered the "affective" domain which concerns the way that people deal with emotional dimensions including feelings, values, appreciation, enthusiasms, motivations and attitudes. His five major elements in this taxonomy include: receiving phenomena (awareness, willingness to hear and attend to others with respect), responding to phenomena (responding to and questioning new ideals and concepts in order to understand them); valuing (attaching worth to particular values or phenomena, developing and acting on more complex commitments); organization (creating priorities from contrasting or conflicting values); and internalizing values (developing a value system that shapes personal behavior in a cohesive way, and acting in self-reliant ways that evidences commitment to ethical practice, consideration of others, weighing of new evidence). Development within the affective domain is often not addressed explicitly in college classrooms, and emotion in classrooms is often regarded as out of place.

<u>The Nature of Knowledge and Authority, and the Stages of Faith Development</u>

- During college, students must grapple with the nature of knowledge and how different sorts and sources of knowledge are valued in the context of intellectual reasoning. One of the most widely known theories of intellectual and moral development in college students was developed by William Perry, based on interviews conducted among male students attending Harvard College some years ago. Perry identified several stages of development. The first three stages involve "dualism," a period in which a learner assumes that all questions have or can have "right" answers derived from external authorities; the absence of right answers is attributed to authority figures who lack relevant knowledge or to knowledge that has yet to be discovered. The next two stages involve "relativism," which treats knowledge as non-absolute in most cases, treats dominant knowledge as pertinent but not the absolute truth, sees most things as uncertain, finds no real basis for deciding absolute right and wrong, treats authorities as just individuals with opinions, and regards all ideas as having equal value before ultimately recognizing that learners must take responsibility for using and evaluating non-absolute knowledge in complicated settings. Perry's final three stages involve "commitment" and move beyond cognitive abilities to make judgments regarding one's values and identity, act on and balance associated commitments and responsibilities to self and others. Although Perry's work has been criticized a non-diverse population and as treating development as a linear process when it more likely involves cycles, his approach remains a standard framework for thinking about student development during the college years and beyond.
- Dr. James Fowler, of Emory University, developed a framework for thinking about the stages through which approaches to faith and spirituality evolve across the lifespan (in contrast to the content of faith- based or spiritual beliefs). His most well-known work is *Stages of Faith: The Psychology of Human Development and the Quest for Meaning* (HarperCollins, 1981). In Fowler's view "faith" encompasses an individual's beliefs about their relationship with the universal, something that evolves throughout one's life. Fowler regarded faith as an ongoing activity (rather than something one "has"), reflecting the interplay of "conversion" (major changes in one's values or core beliefs) and "development" (a gradual maturation process). According to Fowler, there are six major stages in faith development, which foster insight of one's development, but should not used to evaluate or judge. College students may most commonly cluster in one of the three middle stages of Fowler's framework. Stage 2 is the "mythical-literal" stage in which faith has a more definite cognitive component drawn from the values of one's family or from exposure to other influences such as those of teachers, peers, and the media. In Stage 2, individuals tend to associate with those who are like them and be critical of those who differ, believe in "justice" insofar as the good are rewarded and the bad punished, often give symbols very literal meanings and engage in little self-reflection. Stage 3 is the "synthetic-conventional" stage in which individuals attempt to develop an integrated identity, based on values or beliefs typically derived from significant others without much internal examination. Those at stage 3 may have an "ideology" that involves a cluster of beliefs and values but may not be aware of it. They may also have internalized expectations in ways that make it difficult for them to manage the different roles and contexts in which they must function, and may be uncomfortable with conflict and controversy. Fowler describes stage 4 as the "individuative-

reflective" stage, one that often involves critical assessment of prior experiences, values and beliefs. In stage 4, individuals move toward a grounding within an authentic self rather than relying most heavily on external expectations and roles, while also making explicit personal judgments about commitments based on deliberate examination of their core beliefs. Later stages are generally not reached until mid-life.

Values and Political Vantages. Observers of the American scene have in recent years noted a growing nexus between some dimensions of religious belief, political and policy positions. A recent study by the Harvard Institute of Politics conducted phone interviews of a national sampling of college students in March 2006 provides some important insights about the relationship between these important dimensions of students' lives.

- Differences in political viewpoint correlated with college students' views on how religion should play out in the public eye. Among Republican respondents, more than half wanted to hear candidates speak about their religious views, compared to about 1/5 of Democratic respondents. Republican respondents also wanted religious values to play a more important role in government. College students believed that a larger range of issues had "moral" dimensions compared to those generally highlighted as raising questions "values" in recent political discourse, referencing not only abortion, gay marriage and stem-cell research, but also the government's response to Hurricane Katrina, support for education, environmental policy, health care, Iraq and affirmative action (cited by between about a quarter and a half of both Republican and Democrat college student respondents in each case).

Faculty

Faculty Members' Personal Beliefs about Religion, Spirituality and Their Role on College Campuses

- Recent research on spirituality and the professoriate found that spirituality and religion plays a part in many faculty members' lives. Of those responding to a UCLA survey funded by the John Templeton Foundation, 81% described themselves as "spiritual," while 66% regarded themselves as "religious" to some or a greater extent (29% and 37% respectively). When asked to agree or disagree with the statement "the spiritual dimension of faculty members' lives has no place in the academy," 57% of all respondents disagreed (including 49% of respondents from public universities). Academic disciplines seemed to shape or reflect respondents' viewpoints, with the highest disagreement reported by those in the health sciences, education, and business, and the lowest levels in social sciences, physical sciences, and biological sciences.

- Data from the 2004-05 survey of American college faculty found a substantial consensus in views regarding the goals of undergraduate education. Substantial proportions of faculty respondents rating the following goals as "very important" or "essential: developing student's critical thinking abilities (99%), helping students master knowledge in a discipline (94%), and promoting students' ability to write effectively (87%). For many faculty other goals included: enhancing students' self-understanding (60%), instilling a basic appreciation for the liberal arts (56%), the development of students' moral character (59%) and helping students develop personal values (53%). Only 30% agreed that "colleges should be concerned with facilitating students' spiritual development." Faculty members at public universities and colleges showed the lowest level of agreement with this statement (18%).

- Perspectives on educational goals were also framed against a general concern that many students were poorly prepared academically (while 67% of faculty at private universities agreed "somewhat" or "strongly" that "most students are well-prepared academically, only 37% of public university faculty shared that view). In light of the priority purposes of education and the concerns for student academic preparedness noted above, it is perhaps not surprising that emphasis on religion and spirituality is relatively rare in many classrooms.

Liberal Education and the Curriculum. Faculty viewpoints on the role of religion and spirituality within the college classroom can also be discerned through academic decisions relating to nature of liberal education and the characteristics of the undergraduate curriculum.

- The American Association of Colleges and Universities defines "liberal education" expressed the goals of a liberal education in the following terms: "A truly liberal education is one that prepares us to live responsible, productive, and

creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions." Many faculty, particularly those in Arts and Sciences disciplines, would agree with statements such as this.

- Colleges and universities adopt and periodically review general education requirements governing undergraduate study as a means of providing students with a shared foundation to guide their overall intellectual development. General education requirements often mandate that students take courses emphasizing moral reasoning, philosophy, history, cultural diversity, public policy, international affairs, psychology, sociology, literature, art or music and many other subjects in order to provide students with exposure to varied ways of thinking and a wide range of ideas. Many such courses touch at some point on the nature and role of faith and religion in the contexts in connection with the topics under consideration.

- Colleges and university curricula are also evolving rapidly. Many schools have incorporated "perspectives" or "diversity" requirements as part of their general education requirements to aid students in preparing for a complex world marked by interchange with those raised in cultures that vary in language, history, political and religious beliefs. Other courses bring to light the many dimensions of personal identity and historic injustice, for example by examining the hidden history of people of color and women and the implications of sexual orientation. Biological sciences rely heavily on modern understandings of natural selection and evolution, and new scientific discoveries raise important questions regarding the role of stem-cell research and the nature of the human genome. Expansion of the traditional "canon" to include topics outside students' prior experience with Western culture, local communities, and religious tenets may prove unsettling to those with deeply held traditional values and cultural views.

Disciplinary Frameworks. Faculty perspectives must also be understood in a broader historical and sociological context. In a working paper, Professor Mark Edwards (former President of St. Olaf College and currently associate dean of Harvard Divinity School, and author of a new book entitled *Religion on Our Campuses*) offers crucial insights.

- Historical trends have shaped the development of colleges and universities in the last 150 years. In the first half of the nineteenth century natural sciences were closely associated with Christian theology. In time the sciences were seen to provide evidence of divine design in the guise of rational thought and inquiry and the study of science was viewed as a means of praising God. By mid-century, scientists were able to discern causal explanations that made it possible to offer explanations of phenomena other than by reference to supernatural intervention. What constituted an explanation changed and scientists turned to scientific inquiry as the best means of explaining natural phenomena rather than simply invoking God. Other disciplines followed suit, as the humanities departed from moral philosophy and social sciences claimed their own identity.

- By the beginning of the 20th century, research universities began to develop, with instructors drawn from those who had sophisticated substantive expertise in specialized fields. As belief in the scientific method grew and the extent of knowledge burgeoned, only those with "disciplined" knowledge had the necessary legitimacy to claim a place in the academy. Such disciplined expertise was provided through advanced education at top research universities which provided intensive mentoring, and required advanced levels of scholarly performance which in time resulted in the award of a Ph.D. Professional legitimacy for scholars awarded teaching positions at universities was increasingly tested by scholarly writing that was reviewed by national and international peers with similarly advanced expertise.

- In Edwards' view, faculty members are now inculcated by intensive experience that can be described as "professional formation," just as is true for those who undergo "formation" to profess their beliefs as members of the clergy. As undergraduates, they choose a major and increasingly assimilate the knowledge, values, and intellectual approaches that characterize the academic discipline in question. They go on to graduate work and spend more years within a specialized academic community that deepens and tests such expert knowledge and ways of knowing through comprehensive examinations and research on the Ph.D. They are evaluated and selected for academic appointments through a process that emphasizes their disciplinary focus. They then pass on their ways of knowing to their own students, and gain professional acclaim based upon their scholarly contributions to their chosen academic field.

- Edwards argues that there may be room to reintroduce religious perspectives within the academy in certain circumscribed respects. He contends that religious views may be most appropriate with regard to moral claims,

claims regarding human nature, and claims regarding maximally comprehensive views of reality (certain kinds of "metaphysical" claims). In his view, it may be appropriate for certain religious insights to be offered in as an autobiographical explanation of "where I'm coming from," and suggests that the introduction of religious views in other settings should be undertaken with caution, and only in instances in which they contribute to the conversation and deepen understanding.

Academic Freedom. "Academic freedom," like academic disciplines, plays a central role in faculty members' understandings of the nature of American higher education. Academic freedom rests on core beliefs that the mission of higher education is to seek out and disseminate truth (however unpopular or inconvenient) and that the best way to accomplish this mission is to express ideas freely and subject them and to test them openly without fear of reprisal. It rests on a shared commitment to collegial interchange and a responsibility to maintain an open mind while testing one's own ideas as well as the ideas of others. Despite these core assumptions, the meaning and implications of the phrase and are surprisingly complex.

- The courts have recognized that academic institutions possess *institutional academic freedom* that is necessary: "to provide that atmosphere which is most conducive to speculation, experiment, and creation. It is an atmosphere in which there prevail "the four essential freedoms" of a university--to determine for itself on academic grounds who may teach, what may be taught, how it shall be taught, and who may be admitted to study." (*Sweezy v. New Hampshire*, 354 U.S. 234, 263 (1957) (Frankfurter, J, concurring)

- Academic freedom for *individual faculty members* has been described by the Association of American University Professors in the following terms: "Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties. . . [1] Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter that has no relation to their subject. . . [2] College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

- The *academic freedom of students* has likewise been recognized. In a joint statement issued in 1967, the Association of American University Professors, the United States National Student Association and other professional groups stated: "Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility…. The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. 1. Protection of Freedom of Expression. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. 2. Protection Against Improper Academic Evaluation. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

- The application of these principles is often complicated, in part because of the complexity of underlying legal analysis and because of the need to apply applicable policies to nuanced facts. For example, the academic freedom of individual faculty members and students is to some extent rooted in the First Amendment (which protects against abuse of free speech rights by government entities such as public universities but not to action by private parties). The statements of the Association of American University Professors (an organization founded in the wake of events at Stanford University early in the 20th century, when Mrs. Leland Stanford caused the dismissal of a noted economics professor Edward Lovejoy with whose views she disagreed) have been widely endorsed by academic organizations. They reflect a "professional standard" that is regarded as a statement of good practice within the academy, and thus has policy significance (but not necessarily legal significance) even when the First Amendment might not have

application. At the same time, however, most colleges and universities around the country have adopted policies and tenure regulations that incorporate the AAUP standard and in turn give rise to contractual rights and rights to due process hearings by those protected under such policies.

- Longstanding expectations about university autonomy and academic freedom have been challenged in recent years on a number of fronts. For example, David Horowitz and others have argued that legislation called the "Academic Bill of Rights" should be adopted by state legislatures in order to force universities to weigh political ideology as part of their hiring practices and to provide additional legal protection to students who fear that they may be receive poor grades based on ideological views. Several organizations such as Students for Academic Freedom and Campus Watch have also established websites that encourage students to report or "blacklist" their professors based on listed criteria. An initiative by a UCLA alumnus to pay students to record and submit details of classroom conversations was withdrawn in the face of legal challenge.

- There are also instances in which faculty members have also been disciplined or dismissed notwithstanding the protections of academic freedom. For example, a professor at the University of Colorado who made what many regard as irresponsible comments about the 9/11 terrorist attacks was subsequently found by an academic panel to have engaged in research misconduct. Universities are also facing calls for greater public accountability from government leaders including the United States Department of Education and Congress. While academic institutions have traditionally been accorded great autonomy in setting academic standards and making operational decisions, growing concern to curb college costs and increase student learning and graduate rates may put these traditions to the test.

The World beyond the Campus. There can be little doubt that forces beyond campus walls influence the realities of American college campuses. These realties are therefore worth considering.

Americans' Personal Faiths

- The United States is a highly religious nation. A Gallup Poll conducted in December 2005 reported that 79% of American respondents said they were convinced that God exists, while an additional 12% said that they think God probably exists but have a little doubt. Regional differences were apparent, with 88% of Southerners expressing certainty about the existence of God, compared to 70% of Easterners, 71% of Westerners, and 77% of respondents from the Midwest. Those who attended church on a weekly basis were particularly likely to be certain God exists (94%) but 61% of those who seldom or never attended expressed similar sentiments. In contrast, however, a CBS News Poll conducted in April 2006, asked respondents whether they believed that traditional religions could answer all or most of today's problems or whether they were largely old-fashioned and out of date. Just over half (54%) of respondents said that traditional religions can answer such problems, while 32% said such religions are old-fashioned and 14% said they didn't know or didn't answer. The same poll also asked respondents how important religious was to their daily lives, and found that 26% of respondents regarded it as extremely important, 33% as very important, 26% as somewhat important, 13% as not at all important, with 2% saying they didn't know or giving no answer.

- The United States Census does not collect information on religious affiliation so denominational information must be found by other means. The World Fact Book 2005 indicates that the American population is divided as follows: Protestant 52%, Roman Catholic 24%, Mormon 2%, Jewish 1%, Muslim 1%, other 10%, none 10% (2002 est.). The American Religious Identification Survey conducted using phone surveys by the researchers affiliated with the City University of New York in 2001 found that the proportion of those self-identifying as Christian had declined from 86.2% in 1990 to 76.5% in 2001. In 2001, 1.3% self-identified as Jewish, .5% as Muslim, .5% as Buddhist, .3% as Unitarian/Universalist, and .4% as Hindu. Others self-identified as atheists (9.4%), agnostic (0.5%) or refused to respond (5.4%). More nuanced polls have recently been conducted of those who are affiliated with Christian faiths. A poll conducted for National Public Radio in July 2006 of likely voters in the fall 2006 election found that 12% identified themselves as fundamentalist, 21% evangelical, 10% as charismatic/Pentecostal, 42% as moderate to liberal, 5% as something else, and 11% as unwilling to respond (or responding "don't know").

- Views on the role of the Bible and the relationship between religious belief and science vary. In Gallup surveys completed in May 2006, 28% of respondents indicated that they believed that the Bible is the actual word of God and

is to be taken literally word for word; 49% said that it was the inspired word of God but not everything in it should be taken literally, and 19% regarded it as an ancient book of fables, legends, history, and moral precepts recorded by man. When asked about their views on the origin and development of human beings, 36% of respondents said that man developed over millions of years with God guiding the process, 13% said man developed over millions of years but God had no part in the process, 46% said that God had created man in his present form, and 5% gave other or no opinion. An April 2006 CBS news poll found that 26% of respondents believed the science and religion agreed with each other, 32% said they generally conflict with each other, 37% said they were not related in a meaningful way, and 5% said they didn't know or gave no answer.

- Americans' exposure to the religions beliefs and practices of others' also appears limited. A June 2005 poll by CBS News asked respondents whether any of their close friends or family members who were of a different religion had introduced them to different teachings or philosophies that had become part of their own religious or spiritual practices. Of those responding, 23% said yes, 48% said no, 18% said they had no close friends or family members of other religions, 10% said religion wasn't important to them, and 1% said they didn't know or declined to answer.

- Americans also appear to associate religion in certain respects with conflict. In a July 2005 poll by the Pew Research Center for People and the Press, respondents were asked how much of a role religion plays in causing most wars and conflicts in the world. Responses indicated that 40% believed that religion caused a great deal of conflict, 35% a fair amount, 13% only a little, 8% not at all, and 4% refused or said they didn't know. When asked a similar question about the role religion plays in causing political conflict in the United States, 30% responded that it caused a great deal of conflict, 35% said a fair amount, 27% said only a little, 4% said none at all, and 4% said they didn't know or refused to respond.

Legal Principles: Historical Perspectives. Americans are clearly a religious people. Significantly, however, the American constitutional experiment provided for the separation of church and state, a deliberate and unique departure from prior European tradition.

- The First Amendment states that "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof." The Founders thus rejected the European tradition that taxed all to support a single nationally-affiliated church, and sought to avoid sectarian strife that would likely arise from jockeying among the different religious affiliations prominent in the various states. They also barred government from intruding on individual religious beliefs and thereby protected freedom of conscience. These provisions of the United States Constitution have also been applied to the states, and many states have independently codified protections relation to religion as part of their state constitutions.

- In his recent book *Divided by God* (Oxford University Press, 2005) and related writing in the *New York Times*, NYU Professor Noah Feldman has discussed the core dilemma created by the American constitutional experiment with the relationship between church and state: how to negotiate "the challenge of preserving the unity of the sovereign people in the face of their flourishing spiritual variety and often conflicting religious needs." Feldman notes the important ways in which social realities have impacted legal developments, including waves of immigration that have brought changing patterns of religious diversity to American shores, the 19th century influx of Catholics which raised issues public and parochial education, and the importance World War II and the Holocaust in highlighting the risk that religious minorities can suffer discrimination or even persecution when the German government adopted a stance favoring Christianity and opposing those of Jewish faith. Through it all, Feldman believes, we acknowledge our religious diversity while at the same time "we strive to be a nation with a common identity and a common project."

- In Feldman's view, current tensions reflect two conflicting viewpoints about the proper relationship of religion and government. Feldman describes "values evangelicals" who believe that "the right answers to questions of government policy must come from the wisdom of religious traditions," and notes that those with such viewpoint can be found across the range of religious traditions. Feldman believes that "What all values evangelicals have in common is the goal of evangelizing for values: promoting a strong set of ideas about the best way to live your life and urging the government to adopt those values and encourage them wherever possible. To them, the best way to hold the United States together as a nation, not just a country, is for us to know what values we really hold and to stand up for them." Feldman characterizes the second competing viewpoint as one held by "legal secularists" who "see religion as a

matter of personal belief and choice largely irrelevant to government and who are concerned that values derived from religion will divide us, not unite us." Such "legal secularists" may be active members of various religious faiths, but believe that *government* should be secular and be bounded by related legal constraints. According to Feldman, "legal secularists" believe that "full citizenship means fully sharing in the legal and political commitments of the nation. If the nation defines itself in terms of values drawn from religion, they worry, then it will inevitably tend to adopt the religious values of the majority, excluding religious minorities and nonreligious people from full citizenship."

- Feldman believes that neither "values evangelicals" nor "legal secularists" have been very effective in negotiating the core tension between Americans' desire to recognize religious diversity while also maintaining a sense of unity, particularly in the days since 9/11. In his view, the "values evangelicals want to find shared values, but that leads them to rely on the unexamined assumption that deep down, Americans agree on what matters. The trouble is that 'we' often do not agree." Such disagreement is particularly apparent on issues such as abortion where "values evangelicals" believe that they must stand for something and are generally unwilling to recognize that those with competing views may have legitimate claims to make decisions of their own. On the other hand, the belief by "legal secularists" that religious expression must be removed from the public sphere in order to make those of all faiths and viewpoints welcome has resulted in pressure to keep religious views private or at least outside of public settings associated with government (a matter of concern for example, for those who wish to see the Ten Commandments or Christmas crèches displayed). Banishing religious expressions from the public eye has in Feldman's view made "values evangelicals" feel excluded and undercut the hunger for public expression of shared values, even though that is not the intent. These underlying tensions have been fueled in part by confusing legal developments that have reversed the original intent of the Constitution's provisions on religion by eliminating religious expression in many public settings while at the same time allowing funding of faith-based activities.

Legal Principles and the Courts.

- Litigation involving the public schools has illustrated the complex application of legal precepts embodied in the First Amendment's "free exercise" and "establishment" clauses when applied to educational settings. One of the fundamental legal tests applied in this setting is that articulated in *Lemon v. Kurtz*, a 1971 decision by the United States Supreme Court that required government decisions in the schools to be motivated by a secular purpose, to have primarily secular effects and not to entangle the state with religious institutions. Applying this and other tests in ensuing years, the courts have addressed numerous issues. For example, cases have addressed school prayer and moments of silence (permissible if students opt to do so but not permissible if mandated), school-sponsored prayer in public settings (impermissible), religious expression by teachers in classrooms (may be deemed officially sanctioned and impermissible especially with younger students), instruction *about* religion (permissible), and distribution of flyers (permissible to include information relating to religious activities but impermissible for schools to screen content so as to prohibit religious content if unfettered discretion). Courts have also entered the fray in the "intelligent design" v. evolution controversy, most recently finding that mandates to teach intelligent design represented an impermissible effort to incorporate religious doctrine in the classroom.

- Colleges and universities have also faced litigation about the implications of the Constitution's religion clauses and related "free speech" provisions. For example, the United States Supreme Court has held that a public university must make campus facilities available to student religious groups in the same way and to the same extent that it makes its space available to non-religious student organizations. Public universities must also make student fees available on the same basis for student groups whether they have sponsor or support religious and non-religious activities. On the other hand, the United States Supreme Court has concluded that public universities may deny scholarship funds to college students majoring in theology, in situations where state constitutional provisions dictate such separation (through the Washington "Blaine Amendment" that states that "No public money or property shall be appropriated or applied to any religious worship, exercise or instruction, or the support of any religious establishment"). Current controversies have focused on such issues as the legality of public universities' efforts to limit recognition of student organizations which refuse to comply with non-discrimination policies on the basis of religious beliefs that object to homosexuality or that require that leadership positions be filled by those who comply with certain religious tenets.

- The First Amendment also affords relevant protections beyond those found in the "free exercise" and "establishment" clauses. It also states that "Congress shall make no law ... abridging the freedom of speech, or of the press; or the right

of the people peaceably to assemble." The courts have interpreted these and other constitutional provisions to apply to the states and have also concluded that they protect freedom of association in intimate, expressive, and political contexts. These freedoms have some limitations, however. For example, the courts have said that freedom of speech does not allow someone to "cry fire in a crowded theatre" or to use "fighting words." The right to express oneself may depend on whether the setting for such expression has been established or treated as a "public forum," and whether the governmental entity has established reasonable, content-neutral "time, place, and manner" restrictions.

- Once again, the application of these additional First Amendment freedoms to public university campuses is more complex than might initially appear. For example, the University of Michigan had adopted a "speech code" that prohibited "Any behavior, verbal or physical, that stigmatizes or victimizes an individual on the basis of race, ethnicity, religion, sex, sexual orientation, creed … and that … Creates an intimidating, hostile, or demeaning environment for educational pursuits, employment or participation in University[-]sponsored extra-curricular activities." A university guide provided examples of conduct that were regarded as harassment, such as "You exclude someone from a study group because that person is of a different race, sex, or ethnic origin than you are." In 1989, a lower federal court found this policy to be vague and overbroad. In 1991, a University of Wisconsin policy that prohibited addressing a specific individual with "racist or discriminatory comments" was also struck down by a lower federal court because the policy was not narrowly enough stated to prohibit only "fighting words." Some colleges have endeavored to establish "free speech zones" in order to situate student protests, allow students to distribute flyers, and hold gatherings in areas that would not disrupt classes, and these strategies have brought challenges when the designated areas for such activity were very small. Public universities also face issues regarding the rights of the student press on their campuses. The United States Supreme Court has held that in the context of public high schools, school administrators can treat a student newspaper as a "non-public forum" and can punish or censor students for their expression if necessary for educational reasons. It specifically reserved the question of the status of college newspapers.

Religion and Politics. While the First Amendment thus restrains government in a number of important ways it does not preclude other actions that interject religious belief or affiliation into the political arena. The American electorate appears to have grown increasingly polarized and profoundly divided in recent years, with divergent religious beliefs and moral judgments playing significant roles in these developments.

- A recent study by the non-partisan research organization, Public Agenda, tracked changing attitudes relating to religion and politics over the four years from 2000 to 2004 (just prior to the 2004 Presidential election). One of the survey questions asked whether respondents agreed with the following statement: "Even elected officials who are deeply religious sometimes have to make compromises and set their conflictions aside to get results while in government." The organization found a substantial drop in those agreeing with this statement between 2000 and 2004: the proportion of the general population agreeing fell from 84% to 74%, while the proportion of those attending church services weekly dropped from 82% to 63% and the proportion of evangelicals dropped from 79% to 63%. Another question asked whether respondents believed that deeply religious people should keep their faith private, be very careful about "spreading the word of God" so as not to offend others, or "spread the word of God whenever they can." In 2000, 18% of respondents said that deeply religious people should keep their faith private, while 46% said that people with such beliefs should be very careful, and 35% said that they should spread the word actively. By 2004, the total of those who believed that people should keep their faith private or proceed carefully had dropped to 57% and the number who believed that they should spread the word of God whenever they could rose to 41%.

- In 2005, the Pew Center for Religion and Public Life found that the closely-contested 2004 President election had been marked by a deep faith-based partisan divide. More specifically, they concluded that "Americans who regularly attend worship services and hold traditional religious views increasingly vote Republican, while those who are less connected to religious institutions and more secular in their outlook tend to outlook tend to vote Democratic," and that the divide was most marked by the difference between "traditionalist" religious outlook rather than denominational label. The Pew study also found that the most important cause of the church attendance gap was the "mix of social and cultural issues" such as abortion and gay marriage which have pushed "the religiously observant into one political corner and the more secular into the other." Regional differences have also contributed, with a "broad shift to the GOP among white voters in the Evangelical-heavy South." The Pew study also cited poll data indicating that "more than 70% Americans want their president to have strong religious beliefs," while "only a quarter of voters said that

politicians 'mention religious faith and prayer too much.'" At the same time 65% of poll respondents said they thought that churches should not endorse political candidates.

- Academic observers have debated whether shifts represent a form of "culture war" that will endure or change in coming days. At a recent forum conducted by the Pew Forum on Religion and Public Life, Professors Alan Wolfe and James Davison Hunter highlighted competing viewpoints more fully aired in their new book, *Is There a Culture War: A Dialogue on Values and American Public Life* (Brookings Institution Press, 2006). Several important questions are worth considering such as: Does a small proportion of Americans (elites on both the left and right of the political spectrum) fuel the divide? What can be said about those situated in the vast center? Is there a growing tendency for religious denominations to splinter along ideological lines? Will there be a return to inter-religious conflicts rather than intra-religious conflicts? Will people of faith conclude that close alliance with political forces is inadvisable in the long run?

- Robert Bellah, the noted author of *Habits of the Heart,* a study of American values and patterns of interaction in a simpler day, has suggested that developments in the wake of the 9/11 terrorist attacks have deeply challenged Americans' sense of themselves, their country, and the "civil religion" (a term used by Rousseau to connote "the existence of God, the life to come, the reward of virtue and the punishment of vice, and the exclusion of religious intolerance"). In Bellah's view, this "religion" does not correspond to or substitute for Christianity but instead facilitated a "wide sphere of personal piety and voluntary social action… left to the churches… [which] were neither to control the state nor to be controlled by it." Bellah has recently argued that the events of 9/11 present a challenge comparable to that of the Civil War when the country had to face fundamental questions about slavery and its implications for the nation's core values, and ultimately integrated the theme of sacrifice into its civic religion. Now, in Bellah's view, the challenge that confronts Americans and our civil religion is how we will use our power and whether we will be able to contribute in a meaningful way to the "attainment of some kind of viable and coherent world order" built upon "an awareness that our nation stands under higher judgment."

Appendix – Difficult Dialogues Initiative

APPROACH 1

PURSUE IN PRIVATE AND MAINTAIN UNIVERSITY NEUTRALITY

Description: Speech about personal faith and conscience belongs in private settings or off campus, in keeping with public universities' secular character and obligations of neutrality**.** Under this approach, individual students and faculty who wish to explore faith-based beliefs and judgments of conscience could do so in private settings with friends and family, in faith-based communities, or in other groups. The university would respect the desire of community members to engage in such discussions, but would not make special efforts to encourage or discourage such discussions. Thus, students and faculty could continue to discuss such their beliefs and views over coffee, or attend gatherings or services with whomever they choose. The university as an institution would maintain its historical neutrality rather than giving more attention to faith-based beliefs or matters of conscience.

Pros: Those who support this approach tend to emphasize the following ideas in support of their views.

- Personal faith-based beliefs and judgments of conscience arise in the innermost hearts and minds of individuals. They're something that should be protected from intrusion and thus should best be addressed in settings that are private and voluntary, as has traditionally be the practice.
- Some students say that they're most comfortable in talking with peers about faith-based beliefs and judgments of conscience when they can do so very informally with those they trust in private settings.
- Many opportunities exist to explore faith-based and conscience-based viewpoints in private conversations with friends and family members, in churches and synagogues, or in other faith-based or community groups. Universities lack relevant expertise and should defer to others in these settings. In light of these options, there's no need for public universities to intervene.
- Public universities should focus on academic matters that are more properly within their expertise and should steer clear or involvement with matters of faith and conscience as they affect individual members of university communities. As a matter of policy, it's best to maintain neutrality in this arena and attempt to steer clear of the "culture wars" that trouble the larger society.
- Constitutional principles relating to the "wall" between church and state should be observed. Members of the public who are taxed to fund public universities expect that such institutions will observe legal requirements relating to separation of church and state, much as they expect such neutrality from public elementary and secondary schools. Faculty and students likewise choose public universities with a full understanding that they are different from other colleges and universities with faith-based affiliations.

Cons. Those who disagree with this approach tend to emphasize concerns such as the following:

- Personal faith and conscience cannot be readily separated from day-to-day life so this approach is artificial and impractical.
- Many students and faculty have deeply held beliefs rooted in personal faith and conscience and this approach would make the campus less hospitable and welcoming for them.
- Artificial efforts to encourage discussions of personal faith and conscience primarily in private settings marginalize such questions. Requiring discussion of personal faith and conscience to take place elsewhere is anti-intellectual since these are important topics that need to be engaged when they arise.
- Critical issues facing society are the proper subject of intellectual inquiry within university settings. Faculty members currently cover topics that raise issues of personal faith and conscience when relevant to their subject matter. More emphatic emphasis on neutrality might make it difficult for them to pursue the issues that they believe in their best judgment are appropriate, and might impinge on the academic freedom of them and their students.
- The "wall" between church and state is not clearly delineated. It is likely that conflicts will arise whether or not the university attempts to embrace "neutrality." The tensions found in the larger society will lead to litigation involving public universities whatever they do.

Appendix – Difficult Dialogues Initiative

APPROACH 2

ENHANCE STUDENT OPTIONS AND ENGAGE OUTSIDE THE CLASSROOM

Description: Students should have ample opportunities to explore issues of personal faith and conscience if they choose to do so, but such opportunities should be situated primarily outside the classroom. Consideration of such matters is particularly important during the college years. Many students express serious interest in developing meaningful philosophies of life and in deepening their sense of spirituality. The most suitable setting for such exploration lies outside the standard classroom so that students express their own beliefs without discomfiting challenges from professors and classmates in more formal settings. At the same time, students be provided with support structures and varied occasions in which issues of faith and conscience can be explored. Students could work with those involved in student affairs on campuses to develop additional supportive strategies, for example through public service options, housing choices, additional campus programming, leadership development programs, counseling opportunities, or "safe zone" training.

Pros.

- Students have important educational and developmental needs related to faith and conscience, and should have meaningful opportunities to work with these issues on campus rather than having to pursue them elsewhere.
- This approach allows campus ministries and student organizations to take leadership and to share their expertise, and respects the academic freedom of faculty to address other subjects in the classroom.
- Speech about personal faith and conscience on campus is best situated outside the classroom where faculty are not involved in judging or grading students' views.
- This approach accommodates the views of all members of the campus community, including those of varying faith-based traditions and those who are agnostic, atheistic, or non-religious.
- This approach emphasizes the potential for creative initiatives led by students in order to meet their most substantial interests and needs.

Cons

- People of faith who oppose compartmentalization might find this approach artificial since it precludes conversations about personal faith and conscience in the classroom.
- Faculty who wish to address such issues in the classroom might feel that this approach marginalizes opportunities for engaging with pressing issues in the classroom, or creates false impressions that addressing relevant issues in the classroom is undesirable.
- Those who have a very evangelistic view of their faith and wish to express it in all aspects of their life may believe the university is cutting into or policing their faith by encouraging discussions to be held outside the classroom rather than in classroom settings.
- Giving personal faith and belief an institutional place on campus in non-classroom settings might be seen by some as intruding on the principle of university neutrality.
- Students and student affairs professionals may find it difficult and uncomfortable to deal with the kinds of conflicts and contention that increasingly characterize religious and political debates going on outside campus walls.

Appendix – Difficult Dialogues Initiative

APPROACH 3

ENGAGE PERSONAL FAITH AND CONSCIENCE IN THE CLASSROOM, RESPECTFULLY, IF FACULTY CHOOSE

Description. Speech about personal faith and conscience may occur on campus, including in the classroom, if conducted respectfully and if the professor believes it relevant. Some faculty members teach about topics that are directly relevant to personal faith and conscience, for example in courses in the sciences, literature, philosophy, public policy, gender and queer studies, history, journalism, political science, social work, nursing and medicine. Students would receive a poorer education if issues with implications for personal faith and conscience were not raised and addressed with a critical eye and an open mind in settings such as these. Faculty members have expertise in judging the relevance of topics and the best pedagogical techniques for exploring them. They should therefore be accorded considerable flexibility, in keeping with academic freedom principles, to determine when and in what ways issues of faith and conscience should be engaged. To encourage effective educational engagement in such settings, particularly in contentious times, faculty members should be provided with more extensive faculty development opportunities that help build skill in dealing with controversy in the classroom, and should be able to receive clear answers about their rights and responsibilities in such contexts. Students should also be given opportunities for training in handling "difficult dialogues" in the classroom so that they can actively participate and feel comfortable in doing so. Universities which believe that providing meaningful education on issues that intersect with personal faith and conscience might also find ways to encourage faculty members to incorporate such topics in their classes if relevant, and to flag classes raising such classes so that interested students can more readily enroll.

Pros.

- Faculty members whose courses touch on matters of faith and conscience should have the opportunity to introduce such topics as they believe relevant and wise.
- Classroom discussions provide for powerful learning opportunities by linking teaching with learning that takes place both inside and outside the classroom
- Inclusion of such discussions in the classroom allows faculty and students to engage with each other authentically rather than artificially separating matters of faith and conscience so as to compartmentalize their lives.
- This approach allows students to engage with faculty members if the students are conversant with their faith and ready to talk about it or are struggling with how their faith relates to issues raised in class.
- This approach is most consistent with universities' educational and intellectual mission, which anticipates active efforts to explore difficult questions and current issues including those relating to personal faith and conscience.

Concerns

- This approach may create blurry lines about what is relevant in class or what responses are "respectful," and leaves these decisions in professors' (rather than students') hands.
- This approach may give rise to expectations of in-class discussions when professors are hard-pressed to cover material in courses as it is or may reasonably believe that such discussions are not relevant or may feel that this approach intrudes upon their academic freedom.
- Professors and students may not be skilled in addressing challenging, hot-button issues where issues of faith and intellectual inquiry collide, so that it may be difficult to conduct such dialogues in ways that foster effective learning.
- Students and professors may feel put on the spot if asked to express their views on issues of this sort.
- This approach may result in faculty and students engaging with issues of faith and conscience in the classroom, when such issues might best be addressed in other settings (such as in student settings, dormitories, faith-based communities or with friends)

Appendix – Difficult Dialogues Initiative

APPROACH 4

ENGAGE QUESTIONS OF FAITH AND CONSCIENCE WIDELY, ACTIVELY AND DELIBERATELY

Description. Public universities should actively encourage more widespread conversation and engagement with issues of personal faith and conscience throughout their campuses, including in private, student, classroom, and academic settings. Personal faith and conscience are great personal importance as well as increasing social importance yet have led to increasing division within modern societies including the United States. Public universities, no less than their private counterparts, need to engage more actively with related issues and competing viewpoints in order to prepare students for global realities and future roles as citizens. University leaders, faculty and students have worked actively in recent years to engage with issues of multiculturalism and the implications of gender, race, ethnicity, sexuality. Questions of faith and spirituality may in some ways seem more personal, private, and fraught with political overtones. Nonetheless, current conflicts and misunderstandings between those of different faith- and conscience-based traditions unless there are active efforts build bridges that do not currently exist. Special care will be needed to proceed deliberately, creatively, and sensitively in meeting associated challenges. A comprehensive, active approach might include efforts relating to the curriculum, such as: strengthening curricular offerings relating to philosophy, religious studies, or faith-related components of varied courses; developing new courses; or draw on existing models used in other contexts (perhaps a new type of "Great Decisions" course that emphasizes issues of faith and conscience rather than international affairs). It might also be desirable to expand speaker programs focused on issues of faith and conscience featuring either campus-based on visiting speakers. Student affairs programming might be expanded in ways discussed under Approach 2. Campuses might also draw together members of the public from differing faith- and conscience-based viewpoints to engage with those on campus.

Pros

- This approach addresses the range of objectives noted with regard to earlier approaches.
- Public universities are appropriate settings in which to engage with the full-range of pressing social issues and competing viewpoints so that they can be understood more fully. They may be able to bring light (rather than heat) to matters currently confounding the larger society.
- Developing tools for and experience with discussion of deeply-felt differences is important for the future of society and civic life.
- Engaging respectfully with issues of faith and conscience allows students and faculty to learn from others' viewpoints without forcing one's beliefs on others. Issues of faith and conscience are of great importance to students and citizens and it is better to engage with them than to marginalize them in unhealthy ways.
- A multi-faceted, comprehensive approach that engage members of the campus community in a range of contexts are more likely to be effective in broadening understanding and respect than are approaches that limit related discussions to more narrow contexts such as those detailed in earlier approaches.

Cons

- Taking on issues of faith and conscience in a comprehensive way within a public university may create controversy and division. Some faculty, students, parents, and members of the larger community might experience this approach as overbearing and inappropriate in light of their own personal faith and conscience-based beliefs. This approach might also create risks of interference from external forces tied to religious or political viewpoints, or public opprobrium if good-faith efforts prove problematic in execution.
- Some faculty member might worry that this approach could compromise the intellectual ideals and secular nature of the universities or blur important distinctions between the type of critical thinking and intellectual inquiry that is central to a university education and more personal views rooted in conscience and faith-based beliefs. Intermingling issues of faith and conscience in public higher education institutional settings may prove difficult because of the multitude of diverse faith- and conscience-based perspectives or create concerns that such beliefs are not treated with equal respect or attention.
- The University may lack the capacity and competence to undertake such an effort, given other curricular obligations, academic priorities, and resource constraints. Faculty and students may also lack the skills, perspectives, and interests to be navigate challenging topics and conversations effectively.
- Depending on how it would be implemented, this approach might raise legal questions relating to the appropriate roles of publicly funded higher education, faith-based institutions, and individuals' freedom of conscience.
- This approach is less well-defined and may raise expectations that cannot be realized.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, November 13, 2006 3:16 PM
To: Chapel Hill Philosophy <hobler@email.unc.edu>
Subject: Re:

GREAT--thanks

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

Chapel Hill Philosophy wrote:
> Jan:
>
> You have now a recitation, PHIL 275 603, in your name, at 11 am, in GA 007,
> controlled enrollment, for 10 people.
>
> Gucki
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, November 15, 2006 9:26 AM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Tanner finalists

Hi Debbie,
I am having the finalists delivered to you this morning. I have assigned each committee member to write the blurb that we need. Could you please send a couple of samples that I can distribute to my committee so they have an idea what we are looking for.

Also you may notice that on our final finalists there is a name I omitted from the original list. I hope this doesn't present any problems. If so we have an alternate.

Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, November 15, 2006 9:46 AM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>; Lange, Marc B <mlange@email.unc.edu>; MacLean, Douglas <maclean@email.unc.edu>; Roberts, John Thomas <jtrosap@email.unc.edu>; Postema, Gerald J <gpostema@email.unc.edu>
Subject: Meeting re courses
Attach: Course Preferences 07-08.doc; Course Needs-07-08.doc

I will be out of town from Monday Nov 20-Tuesday Nov 28. Geoff suggested that we meet regarding courses for next year. If we are going to do this, it will have to be very soon--this week. We need to get the requests from the faculty by Dec 8 at the very latest, as Gucki will have to start entering them in the computer on December 15th. This is quite labor intensive especially given all the other things going on during finals,etc. That doesn't give me much time to put the schedule together.

Is there some time today before 2:45; tomorrow anytime except lunch; Friday 10:30-1.
I'm attaching the forms the way I have sent them in the past [with current info]. If these are fine with everyone, then I can just send them out as is, but if we want to be more specific in our course needs, then I need to change them.

Thanks,

Jan

--
Jan Boxill, Ph.D.
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Email: jmboxill@email.unc.edu

Chapel Hill Philosophy
UNIVERSITY OF NORTH CAROLINA

Department of Philosophy CB #3125, Caldwell Hall UNC Chapel Hill Chapel Hill, NC 27599-3125

Jan Boxill 919.962.3317 jmboxill@email.unc.edu

TO: **ALL FACULTY**
FROM: **Jan Boxill, Associate Chair & Teaching Coordinator**
DATE: **November 7, 2006**
RE: **Class Schedule for 2007-2008**
Fall Semester: August 21-December 16; Spring Semester: January 9-May 11.

Among all the other things you have to do, it is time to consider the course schedule for the next academic year. I have attached a list of course needs for the year. The normal assignments for a standard teaching load are: two service courses, one perk course; one graduate-level course. Variations are possible from time to time, but the average must come very close to this norm if we to meet our enrollment obligations and secure fairness in teaching assignments.

I encourage those of you with overlapping interests (ethics/political philosophy; philosophy of language/philosophy of mind) to work out together how you wish to cover necessary courses, as well as to spread the wealth of graduate students.

Please look over the list and outlines of course schedules, and then give me your course and time preferences. If there are any special considerations that I need to take into account in putting the schedule together, please note them, (especially those who have to offer a course for which they received a grant), and let me know if you expect to have a leave of any sort or a reduced course load.

Teaching time information:

Please keep in mind that not all courses can be taught during prime hours or on Tuesday and Thursday. In an effort to avoid conflicts, graduate classes that meet once a week are offered during two time slots per day: 1-3:30 and 4-6:30. Unfortunately, despite our best efforts, there may still be conflicts. Please indicate a preference when requesting graduate level (400 and up) courses. Keep in mind we reserve Monday 1-3 for Department meetings.

Proto and Logic:

Given that first year graduate students all have fellowships and therefore do not teach, Proto will likely be scheduled 10-12:30 on either Tuesday or Thursday; and PHIL 455 will likely be taught MW 10-11:15

Summa Seminars

Fall: Placement person **Spring: Admissions person**

Please submit your preferences to me no later than Friday, December 1 , 2006
You can submit your preferences in the old numbers; but your assignments will be given in the new numbers.

Thank you all for your help and patience.

NAME: _____

FALL 2007: (List courses in order of preference 1-4)

1. COURSE: _____ Time pref: 1._____ 2._____ 3. _____
2. COURSE: _____ Time pref: 1._____ 2._____ 3. _____
3. COURSE: _____ Time pref: 1._____ 2._____ 3. _____
4. COURSE: _____ Time pref: 1._____ 2._____ 3. _____

COMMENTS and SPECIAL CONSIDERATIONS:

SPRING 2008:

1. COURSE:_____Time pref: 1._____ 2._____ 3. _____
2. COURSE: _____ Time pref: 1._____ 2._____ 3. _____
3. COURSE:_____Time pref: 1._____ 2._____ 3. _____
4. COURSE:_____Time pref: 1._____ 2._____ 3. _____

COMMENTS and SPECIAL CONSIDERATIONS:

2007-2008 COURSE NEEDS

FALL:			SPRING	
SERVICE COURSES:				
PHIL 101 – LARGE	Intro		PHIL 101 – LARGE	
PHIL 160 – LARGE	Intro Ethics		PHIL 160 – LARGE	
PHIL 112 – LARGE	Making Sense of Ourselves		PHIL 163 – LARGE	Practical Ethics
PHIL 165 – LARGE	Bioethics			
PHIL 110	Intro: Great Books		PHIL 110	
PHIL 155	Intro Logic		PHIL 155	
PHIL 150	Phil of Science		PHIL 150	
PHIL 134	Phil of Religion		PHIL 145	Philosophy of Language
PHIL 185	Aesthetics	OR	PHIL 185	
PHIL 154	Phil of Social Science	OR	PHIL 154	
PHIL 170	Social & Political		PHIL 170	
PHIL 230	Experience & Reality		PHIL 230	
PHIL 280	Morality and Law		PHIL 280	
PHIL 272	Peace,War, Defense		PHIL 272	
PHIL 275	Feminism		PHIL 275	
PHIL 210	Ancient Philosophy		PHIL 220	Modern Philosophy
PERK COURSES:				
FIRST YEAR SEMINARS (2)			FIRST YEAR SEMINARS (2)	
HONORS COURSES (2)			HONORS SEMINARS (2)	
Courses 300-400 designed for Junior/Senior Philosophy Majors				
PHIL 356	Topics in Math Logic		PHIL 360, 3622, or 370 (1)	
PHIL 360, 362 or 370	Ethics/Political (1)		PHIL 330,335,340,345,353 (2)	
PHIL 330,335,340,345,353	Metaphysics/Epistemology (2)		PHIL 384	Gateway PPE
PHIL 351, 352	Science		PHIL 484	Capstone PPE
PHIL 390	Topics		PHIL 397	Colloquium for Majors
GRADUATE LEVEL COURSES				
PHIL 460	History of Ethics	or	PHIL 462	Contemporary Ethical Theory
PHIL 470	Hobbes, Locke, Rousseau	or	PHIL 470	
PHIL 480	Phil of Law	or	PHIL 476	Recent Political
PHIL 445	Phil of Language	or	PHIL 440	Mind
PHIL 455	Advanced Logic		PHIL 453	Phil of Psychology
PHIL 480	Advanced Phil of Law		PHIL 432 or 433	Analytic Phil
PHIL 450,451,452	Science	or	PHIL 450,451,452	Science
PHIL 411	Plato		PHIL 412	Aristotle

AREAS EITHER 300, 700 or 800:

ANCIENT PHILOSOPHY	MODERN PHILOSOPHY
PHILOSOPHY OF SCIENCE/LOGIC	PHILOSOPHY OF MIND
EPISTEMOLOGY	METAPHYSICS

PROTO in Spring—to be taught in the in the morning (Tues, Wed, or Thurs)

NOTES:

Large classes= 200 students with 4 teaching assistants
FYS = 20 students max; must already have been approved by FYS committee
Honors: 25 person max
Other regular service courses 100-200 = 30-35 students (no teaching assistants)

300 = courses for majors; 25 students

Course descriptions: http://www.unc.edu/ugradbulletin/depts/phil.html

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, November 15, 2006 10:10 AM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: Tanner finalists

Thanks so much; just what I need.
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

debbie_stevenson@unc.edu wrote:
> Thanks Jan! I've attached the banquet program from last year with all
> the citations that were written. I will let you know if for some
> reason the other finalist is not eligible otherwise it should not be a
> problem.
>
> I hope this helps!
>
> Debbie
>
>
> Quoting Jan Boxill <jmboxill@email.unc.edu>:
>
>> Hi Debbie,
>> I am having the finalists delivered to you this morning. I have
>> assigned each committee member to write the blurb that we need. Could
>> you please send a couple of samples that I can distribute to my
>> committee so they have an idea what we are looking for.
>>
>> Also you may notice that on our final finalists there is a name I
>> omitted from the original list. I hope this doesn't present any
>> problems. If so we have an alternate.
>>
>> Jan
>>
>> --
>> Jan Boxill, Ph.D.
>> Senior Lecturer and Associate Chair
>> Director, Parr Center for Ethics
>> Department of Philosophy
>> Phone: 919-962-3317
>> Email: jmboxill@email.unc.edu
>>
>>
>>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, November 15, 2006 10:17 AM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: Tanner finalists

When do we need the blurbs to you?

Jan
>>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, November 15, 2006 10:49 AM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: Tanner finalists

Thanks,
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, November 15, 2006 2:31 PM
To: Chapel Hill Philosophy <hobler@email.unc.edu>
Subject: [Fwd: [health-disparities] Two Student Positions within the Orange County Department of Helath]
Attach: [health-disparities] Two Student Positions within the Orange County Department of Helath.msg

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Can you send this out to the grad students.
Jan

From: Nicole Snowden-Taylor <taylorsn@email.unc.edu>
Sent: Wednesday, November 15, 2006 1:43 PM
To: List-Serv to distribute health disparities news and event information <health-disparities@listserv.unc.edu>
Subject: [health-disparities] Two Student Positions within the Orange County Department of Helath

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I. Orange County Health Department
Seeks ***Community Outreach Assistant***
<>
<>***Date posted October 30, 2006***
Time period of service Nov 1, 2006 through May 31, 2007

Job Description <>
Seeking graduate level student to assist in a faith-based community health promotion project in Orange County, NC. This is a great opportunity to gain community level experience. Tasks will include assisting local churches in health promotion program development focused on physical activity and nutrition. Technical assistance to churches writing simple grant proposals and creating health programs for their churches. Knowledge of Orange County is beneficial but not required. Must be available now through May 2007. <>
Stipend of $3,500 will be paid for completion of duties. <>
Flexible schedule. Approximately 10 hours per week required. May need to work nights, weekends but also some availability during weekdays will be required for meetings with agency representatives.

<><>***Skills preferred:***
- ***Experience working with faith-communities***
- ***Excellent writing skills***
- ***Experience in organizing community meetings and group facilitation***
- ***Comfort in working in community settings with diverse populations***
- ***Experience with grant writing and completion***
- ***Experience in developing health promotion programs***<!--[if !supportLists]--><!--[endif]--><!--[if !supportLists]--><!--[endif]--><!--[if !supportLists]--><!--[endif]--><!--[if !supportLists]--><!--[endif]--><!--[if !supportLists]--><!--[endif]--><!--[if !supportLists]--><!--[endif]--><!--[if !supportLists]--><!--[endif]-->

Please send resume with cover letter to:
Maria Hitt at mhitt@co.orange.nc.us or by mail to:
Southern Human Services Center
2501 Homestead Road
Chapel Hill, NC 27516
No phone calls please

II. Orange County Health Department
Seeks ***student to assist in 2007***
Community Health Assessment

Date posted November 13, 2006
Time period of service Nov 15, 2006 through May 15, 2007
(Potential for extension through summer and /or December 2007) <>

<>***Job Description***

Seeking graduate level student able to assist in community health assessment. Students in Public Health, Public Policy and Administration and other associated fields preferred. This is a great opportunity to gain community level experience and practice in collecting, analyzing and describing qualitative and quantitative data. Tasks will include assistance in developing, implementing and tabulating a community wide survey. May have an opportunity to utilize GIS and hand held devices for data collection. Review of secondary data will be needed as well. Assistance to help coordinate community health issue teams. Knowledge of Orange County is beneficial but not required. ***Must be available now through May 2007. (Potential for extension through summer and /or December 2007).*** Great chance for a masters level project or paper .<>
<>***Stipend of $3,500 will be paid for completion of duties.***
Flexible schedule. Approximately 10 hours per week required. May need to work nights, weekends but also some availability during weekdays will be required for meetings with agency representatives.

<><>***Skills required/preferred:***

- ***Experience with survey development, administration, and tabulation***
- ***Expertise at compiling and analyzing secondary data***
- ***Excellent writing skills***
- ***Experience in organizing community meetings and group facilitation***
- ***Bilingual in Spanish a plus***
- ***Comfort in working in community settings with diverse populations***<!--[if !supportLists]--><!--[endif]--><!--[if !supportLists]--><!--[endif]--><!--[if !supportLists]--><!--[endif]--><!--[if !supportLists]--><!--[endif]--><!--[if !supportLists]--><!--[endif]--><!--[if !supportLists]--><!--[endif]--><!--[if !supportLists]--><!--[endif]--> <>

Please send resume with cover letter to:
<><>Maria Hitt at mhitt@co.orange.nc.us or by mail to:
Southern Human Services Center
2501 Homestead Road
Chapel Hill, NC 27516 <>
No phone calls please

-

- -- You are currently subscribed to

health-disparities as: jmboxill@email.unc.edu . To unsubscribe send a blank email to leave-13476056-2305516U@listserv.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, November 16, 2006 10:39 AM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Re: scheduling
Attach: Faculty Overview Nov 15,2006.xls; Faculty Assign 07-08.doc

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Geoff,
Thanks for this. With regard to Doug as DGS, he has one course off this year--Spring 07.
Attached is the form we have been using--I think you actually put it together originally! Also is an updated Faculty overview.
What I don't have up to day is the course offering overview. In fact I don't have my original document. I am looking to see if I ever sent it to you.

Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

Faculty	**Fall 2007**		**Spring 2008**	
Bar-On				
Boxill, Bernard				
Boxill, Jan	Parr Center		Parr Center	
Brennan			PHIL 698: PPE Capstone	
Corrado				
Hill				
Hofweber				
Knobe				
Lange	Assoc Chair			
Lesher	PHIL 210: Ancient		PHIL 210: Ancient	
Lycan				
MacLean	DGS			
Nelson				
Neta				
Nord				
Pettit				
Postema	Possible Leave	Possible Leave	Possible Leave	Possible Leave
Prinz				
Reeve				
Roberts	DUGS			
Sayre McCord	Chair		Chair	
Simmons				
Walker				
Wolf				
New Hire-1				
New Hire-2				
Visitor 1: PPE	PHIL 384: PPE Gateway			
Visitor 2: Parr	Ethics	Ethics	Ethics	Ethics
Visitor 3: BBT	PHIL 164: Business Ethics			
Visitor 4:				

First Year Seminars:	Fall:	Spring:	DUS: Roberts
Honors:	Fall:	Spring:	DGS: McLean
Proto:			Placement:
Research Reading Group:	Fall	Spring	Admissions:
Kenan Seminars:			
Summa	Fall	Spring	

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, November 16, 2006 11:14 AM
To: Lance Westerlund <westy@email.unc.edu>
Subject: Project
Attach: Courses F00-S07.xls

Lance,
Can you open up the xls sheet and update the course numbers for me, and fix the sheet as well, if you can.
Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1								COURSE OFFERINGS								
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3					**F 2000**	**S 2001**	**F 2001**	**S 2002**	**F 2002**	**S 2003**	**F 2003**	**S 2004**	**F 2004**	**S 2005**	**F 2005**	**S 2006**
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5		6F		First Year Seminar-1	Rosenberg		Long		Resnik	Hill	Simmons	BarOn	Lange	Lycan	Lycan	H-Hill
6		6F		First Year Seminar-2		Hill		Boxill B	Hill	Garrett		Boxill J	Reeve	Rosenberg	Roberts	Rosenberg
7		6F		First Year Seminar-3				Galligan								
8		20	101-L	Intro: Large class	Garrett	Lycan	Rosen	Garrett	Neta	BarOn	Prinz	Neta	Bar On	Neta	no lge	Neta
9		20	101	Intro: Main Problems				BarOn					TA		BarOn	
10		20H	101H	Intro: Honors				Resnik		Prinz	Hofweber	Lange			Knobe	
11		21	155-L	Logic: Large class	Munsat	Simmons	Lycan	Munsat	Simmons		Lycan	Roberts	Hofweber		no lge	no lge
12		21	155	Logic					Boxill J	Munsat			TA	2-TA	H-Resnik	
13		22	160-L	Intro Ethics:Large	Boxill B	GSM	GSM	GSM	GSM	GSM	Wolf	GSM	Lycan	GSM	GSM	Lycan
14		22	160	Intro to Ethics				Zaffron			Gert					
15		22	160													
16		22H	160H	Intro Ethics Honors	Boxill J			Lycan								
17		24	110	Great Works		Gallig	Reeve		MacLean				TA	TA	Miller	
18		26	112-L	Making Sense-Large									Reeve		Reeve	r-TA
19		26	112	Making Sense-regular										TA		TA
20		30	163-L	Applied Ethics:Large		Jboxill		Jboxill		MacLean		MacLean		MacLean	no lge	no lge
21		30	163	Applied Ethics					Jboxill				TA			
22		31	150	Phil of Science	Roberts					Resnik	Roberts		Roberts			Roberts
23		32	134	Phil of Religion				Nord			Pettit		Pettit/Nord	Nord	Pettit	Nord
24		33		Aesthetics	Vance											
25		34	165-L	Bioethics:Large class	Long		Long		Long		Gert		Long		Walker	
26		34	165	Bioethics-regular										TA		
27		34	165													
28		34H	165-H	Bioethics: Honors						Long		Long				
29		35	145	Phil of Language						Bar On-H		Pettit		Pettit	Long	
30		36		Phil Social Sci	Zaffron		Zaffron			Zaffron						
31		37	170	Social & Political	Resnik		Resnik			Postema			Resnik	May	Tubert	TA-Turner
32		37	170	Social & Political									May	TA	TA-Wilson	
33		37H	170H	Honors							Hill					Hill
34		38		Experience & Reality		Rosenberg		BarOn		Neta	Lange		Simmons	TA	Knobe	Knobe
35		38H		Experience & Reality	BarOn						Bar On				Lange	
36		39		Business Ethics									Peikoff	Piekoff	Hassoun	Kelly
37		41		Morality & Law				Postema-H			Gert		Peikoff	Piekoff		
38		42		PWAD			Boxill B				Boxill B		B.Boxill	TA	Boxill	Lge-Boxill
39		45		Phil of Education											Nord	
40		46		Feminism		Boxill J			Wolf		Boxill J		TA	TA-2		Tubert
41		46H		Feminism			Boxill J			Wolf						
42		47		Ethics of Sports				Boxill-H			Boxill J			J Boxill		
43		55		Afro-American Phil			Boxill B		Boxill B			Boxill B		B Boxill-H		
44		56		Ancient Phil	Galligan	Galligan	Galligan	Galligan		Reeve	Miller	Miller		Reeve-L	TA-Bowers	
45		57		Medieval												
46		58		Modern	Garrett		Garrett		Garrett		Neta	Sreedh	Neta	Russell		Miller
47		59		American Phil							Boxill B					
48																
49				**EVENING CLASS**	22	20	34	30	20	37	34	38	34	37	32	34
50																
51																
52					**F 2000**	**S 2001**	**F 2001**	**S 2002**	**F 2002**	**S 2003**	**F 2003**	**S 2004**	**F 2004**	**S 2005**	**F 2005**	**S 2006**
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COURSE OFFERINGS

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54		60		Kant to Nietzsche										TA		
55		64		Existentialism												
56																
57		65		20th Cent Phil												
58		66		Social & Econ Justice									J Boxill		Kelly	
59		67		Ethics & Economics									Fisher		Kahn	
60		68		Environmental Ethics		Amoni	MacLean				Baker		TA		Raterman	
61		69		Induction & Probability										Lange		
62		70		History of Ethics						MacLean						
63		71		Logic				Resnik	Resnik		Simmon		Resnik		Resnik	
64		72		Cont Ethic Theory	Hill							Hill				
65		73		Theory of Knowledge				Rosenberg				Rosenberg				
66		74		Reference & Meaning							Lycan					Pettit
67		75		Meta Systems	Roberts							Roberts				
68		76		Phil of Mind						Long					Long	
69		77		Cognitive Science								Bar On		Prinz		
70		78		Political			MacLean								B Boxill	
71		80-1			Munsast	Zaffon	Lycan		Boxill B	Zaffron	Prinz		B Boxill			B.Boxill
72		80-2		Topics			Zaffron			Munsat	Hofweber		Long			
73		80-3		Topics												
74																
75		84		Intro to PPE										Brennan	Gaus	Brennan
76		96		Colloquium for Majors		Bar On		Hill		Lycan		MacLean				
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83																
84				**Advanced UG/Grad**												
85					**F 2000**	**S 2001**	**F 2001**	**S 2002**	**F 2002**	**S 2003**	**F 2003**	**S 2004**	**F 2004**	**S 2005**	**F 2005**	**S 2006**
86																
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88		101		Logic	Resnik		Resnik		Simmons		Resnik		Hofweber		Hofweber	
89		102		History of Ethics	Hill		Hill		Hill							
90		103		Phil of Art												
91		104		Hegel												
92		105		Political Phil	Boxill B							Postema			Gaus	
93		106		Phil of Math		Resnik				Resnik						
94		107		Social Sciences				Zaffron								
95		108		Phil of Science				Roberts							Roberts	
96		109		Phil of Psychology	Long/BarOn				Zaffron	Prinz					Reeve	Knobe
97		110		Phil of Language			BarOn								Pettit	
98		111		Advanced Logic									Simmons			
99		112		Cont Moral Phil		GSM				GSM		Hill				GSM
100		113		Phil of Law					Corrado		Corrado		Corrado		Corrado	
101		114		Analytic -Begin						Neta						
102		115		Found of Math												
103		116		Current Analytical					Long				Prinz		Bar On	
104		117		Phil of Mind					Neta				Lycan			
105		120		Cont Moral & Social										MacLean	Gaus	
106		121		Space & Time		Roberts										
107		122		Phil of Physics												
108		123		Phil of Biology									Lange			
109		130		Recent Political				Postema			Brennan					Brennan
110		142		Phil of Literature												
111		145		History of Aesthetics												
112		150		Plato	Galligan				Galligan		Reeve					
113		151		Aristotle			Galligan		Reeve							
114		152		Medieval												
115		153		Cont Rationalism		Garrett										
116		154		British Empiricism	Blackburn			Munsat		Munsat			Nelson			
117		155		Kant	Rosenberg						Rosenberg			Russell		Rosenberg
118		156		Hegel					Postema							
119		159		American Phil												
120		165		Feminst Philosophy				Boxill B								
121		168		Risk & Society				MacLean								
122		178		Health Care & Phil										Walker		Walker
123		190		Set Theory & Logic												
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128		**GRADUATE COURSES**														
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130					**F 2000**	**S 2001**	**F 2001**	**S 2002**	**F 2002**	**S 2003**	**F 2003**	**S 2004**	**F 2004**	**S 2005**	**F 2005**	**S 2006**
131																
132																
133		200		PROTO		Garrett/Rosenberg		Rosenburg/Lycan		Lycan/Reeve		Long/Neta		Lange/Lycan		Lange/Simmons
134		205		Advanced-Systematic			Rosenberg							Rosenberg		
135		210		Ancient Philosophy							Reeve			Reeve		
136		215		Medieval												
137		220		Modern						Garrett						
138		225		19th Century												
139		230		Metaphysics									Bar On			
140		235		Epistemology												
141		240		Phil of Mind												Lycan
142		245		Phil of Language							Bar On					
143		250		Phil of Science							Roberts					
144		255		Logic									Resnik			
145		260		Moral Theory		Hill				Hill					Hill	
146		265		Value Theory												
147		270		Political Philosophy		B Boxill								B Boxill		
148		275		Philosophy of Law			Postema									
149		280		Feminism												
150		290		Directed Readings									Neta	MacLean		
151		290		Colloquium Seminar									Postema	Prinz		
152																
153																
154																
155																
156																
157																
158																

COURSE OFFERINGS

	Q	R
127		
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130	F 2006	S 2007
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	A	B	C	D	E	F	COURSE OFFERINGS		I	J	K	L	M	N	O	P
159		**GRADUATE SEMINARS**														
160																
161					**F 2000**	**S 2001**	**F 2001**	**S 2002**	**F 2002**	**S 2003**	**F 2003**	**S 2004**	**F 2004**	**S 2005**	**F 2005**	**S 2006**
162																
163		300		Pre-Dissertation Seminar							Rosenberg	Prinz	Neta	Prinz		Simmons
164		305-1		Systematic Philosophy	Blackburn	Baron/Lyc	BarOn	Lycan	Reeve	Simmons	Postema		Wolf	Neta	Simmons	Reeve
165		305-2		Systematic Philosophy		Simmons	GSM		Wolf					Wolf	Hofweber	
166		310		Ancient Philosophy												
167		315		Medieval Philosophy												
168		320		Modern Philosophy												
169		325		19th Century												
170		330		Metaphysics												
171		335		Epistemology												
172		340		Philosophy of Mind												
173		345		Phil of Language												
174		350		Phil of Science												
175		355		Logic												
176		360		Moral Theory							Wolf					
177		365		Value Theory							GSM		Postema			
178		370		Political Philosophy												
179		375		Phil of Law												
180		380		Feminism												
181		390-1		Current Research							Hill	Boxill B	Prinz	Hofweber	Lycan	Lange
182		390-2		Current Research							Neta	Prinz		Postema		Hill
183		393		Master's Thesis												
184		394		Ph.D. Dissertation												

COURSE OFFERINGS

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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, November 17, 2006 10:54 PM
To: Lange, Marc B <mlange@email.unc.edu>
Subject: Re: Preference form

Thanks--I agree with you about "needs". I can make the changes. I actually don't think many people will put in for the summa seminars. I deliberately left numbers off on the grad courses, I just put areas and people can indicate a course in that area.

Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, November 17, 2006 11:05 PM
To: Lange, Marc B <mlange@email.unc.edu>
Subject: Course needs
Attach: Course Needs-07-08.doc

Does this make any better sense?
Jan

2007-2008 COURSE NEEDS

These are the specified needs to consider in your preferences.
Other courses are also needed and will be offered per your desire to teach them.

FALL:			SPRING	
SERVICE COURSES:				
PHIL 101 – LARGE	Intro: Main Problems		PHIL 110 – LARGE	Intro: Great Works
PHIL 160 – LARGE	Intro Ethics		PHIL 160 –LARGE	
PHIL 112 – LARGE	Making Sense of Ourselves		PHIL 163 –LARGE	Practical Ethics
PHIL 165 – LARGE	Bioethics		PHIL 165	
PHIL 155 - LARGE	Intro Logic		PHIL 155	
PHIL 134	Phil of Religion		PHIL 145	Philosophy of Language
PHIL 170	Social & Political		PHIL 170	
PHIL 230	Experience & Reality		PHIL 230	
PHIL 280	Morality and Law	or	PHIL 280	
PHIL 272	Peace,War, Defense		PHIL 272	
PHIL 275	Feminism	or	PHIL 275	
PHIL 210	Ancient Philosophy		PHIL 220	Modern Philosophy
PERK COURSES:				
FIRST YEAR SEMINARS (2)			FIRST YEAR SEMINARS (2)	
HONORS COURSES (2)			HONORS SEMINARS (2)	
ADVANCED UNDERGRADUATE COURSES				
PHIL 384	Gateway PPE		ANY 300-level	
ANY 300-level			PHIL 397	Colloquium for Majors
GRADUATE LEVEL COURSES				
PHIL 445	Philosophy of Language		Mind	
PHIL 455	Advanced Logic		Epistemology	
PHIL 450	Philosophy of Science		Metaphysics	
PHIL 411 or 412	Ancient		Ancient	
PHIL 421 or 422	Modern		Modern	
			PROTO	

OTHER DESIRED AREAS EITHER 400, 700 or 800:

ANCIENT PHILOSOPHY	MODERN PHILOSOPHY
PHILOSOPHY OF SCIENCE/LOGIC	PHILOSOPHY OF MIND
EPISTEMOLOGY	METAPHYSICS
PHIL 805 Kenan Summa Seminar	PHIL 805 Kenan Summa Seminar
PHIL 990 Research Reading Group	PHIL 990 Research Reading Group

NOTES:

Large classes= 200 students with 4 teaching assistants
FYS = 20 students max; must already have been approved by FYS committee
Honors: 25 person max
Other regular service courses 100-200 = 30-35 students (no teaching assistants)
300 = courses for majors; 25 students
400 = courses for advanced undergraduate and graduate students
700-900 = courses for graduate students only

990: If the course does not get sufficient enrollment, you will be assigned a service course.

Course descriptions: http://www.unc.edu/ugradbulletin/depts/phil.html

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, November 22, 2006 12:26 PM
To: Bickford, Donna M <dbickford@unc.edu>
Cc: Carson, Virginia S <vcarson@email.unc.edu>
Subject: Re: Parents Council Grant

I think we should go ahead with the Parents Council grant. I am out of town until next Wednesday, but I am on email contact now.
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
FAX: 919-843-3929
Email: jmboxill@email.unc.edu

Donna Bickford wrote:
> Hi Jan and Virginia:
>
> I swear I already asked you about this, but now I can't find any of my
> notes. What do you think about the possiblity of adapting our Core
> Connections grant idea for the Parents Council Grant? (The deadline
> is next Friday-Dec. 1).
>
> I'm sure Virginia told me about some specific things that the PC looks
> for, but I may have lost my mind in the mass of papers on my desk.
> What are your thoughts? If you don't think it's a good strategy,
> that's fine and the CWC will use the possibility of the PC grant for
> another project -- but I thought this would be a good way to jump
> start the small discussion groups, and I'm trying not to be racing
> around like a maniac next Friday afternoon.
>
> Sorry for my discombobulation!!!
> Happy Thanksgiving-
> Donna

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, November 27, 2006 7:07 PM
To: Clark, Susan C <scclark@email.unc.edu>; Carlo Robustelli <carlo@unc.edu>
Subject: My class

Carlo,
I need you to take my class for me on Tuesday, November 28th at 2 p.m. at the Kenan Academic Center. All you need to do is collect their papers and have them fill out the evaluation forms. Be sure to take pencils with you for them. There are only 20 in the class. All this should take about a half hour, but it takes a good 10-15 minutes to walk there.

Thanks so much,
I will be in flight until 4 p.m. your time Tuesday.

Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
FAX: 919-843-3929
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, November 29, 2006 10:46 AM
To: Shalonda Arnold <shalonda_arnold@unc.edu>
Subject: Re: Conference Room

Thanks so much.

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
FAX: 919-843-3929
Email: jmboxill@email.unc.edu

Shalonda Arnold wrote:
> You are scheduled for use of the conference room (room 104) in Bynum
> Hall on the following date(s): Friday, December 8 at 11:30-2:00 p.m..
> If you have any changes or questions please contact me. Thank you.
>
> *ATTN: *EFFECTIVE *November 15, 2006* whoever sets up the reservation
> must give a valid phone number and email address. The receptionist
> will send out *email confirmations* prior to reservations and
> *follow-up emails* after reservations as well. _The follow-up email
> will detail whether or not the policies for use of the conference room
> have been followed_. We have a diverse group of people who utilize
> the conference room, from the Provost on down, so we must ensure that
> the room is kept tidy.
> Remember that you must _sign out and sign in_ the key at the
> receptionist desk every time you have a reservation. We will hold the
> last reservation known responsible for the appearance of the room and
> possession of the keys. So, do not pass off keys to anyone but the
> receptionist.
>
> Lastly, if your meeting is going to last after 5:00 p.m., you must
> return the keys _BEFORE_ 5:00 p.m.
>
> The conference room is free for your use and we wish to keep it a
> clean and pleasant venue for you to meet and conduct your business.
> *Thank you for your understanding and cooperation!*
>
> Katie Meyer wrote:
>
>> Hi, please reserve the conference room for Jan Boxill on Friday,
>> December 8, 11:30-2pm. Please call the meeting the Ethics in Society
>> Fellows seminar.
>>
>> Dr. Boxill, I put a half hour on each side for the cater to come set
>> up and if needed tear down. I'll let you know if I am not able to
>> get Marcelle's.
>>
>> Katie
>>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, November 29, 2006 10:46 AM
To: Biasi, Katie <meyerk@email.unc.edu>
Subject: Re: Conference Room

Great, thanks so much for your help.
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
FAX: 919-843-3929
Email: jmboxill@email.unc.edu

Katie Meyer wrote:
> Hi, please reserve the conference room for Jan Boxill on Friday,
> December 8, 11:30-2pm. Please call the meeting the Ethics in Society
> Fellows seminar.
>
> Dr. Boxill, I put a half hour on each side for the cater to come set
> up and if needed tear down. I'll let you know if I am not able to get
> Marcelle's.
>
> Katie
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, November 29, 2006 1:17 PM
To: Hartwell, Leigh Ann <hartwell@dev.unc.edu>
Subject: Commencement form
Attach: Commencement 07.doc

Attached is our form for PHILOSOPHY

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
FAX: 919-843-3929
Email: jmboxill@email.unc.edu

Hartwell, Leigh Ann wrote:
>
> This is your final reminder to please submit your May 2007
> Commencement space request forms to me by THIS FRIDAY. Please feel
> free to contact me with any questions or concerns. â€"Leigh Ann
>
> TO: Departmental Commencement Contacts
>
> FROM: Jane C. Smith, Associate Director of University Events
>
> DATE: November 1, 2006
>
> SUBJECT: *Commencement Space Reservations for May 2007*
>
> It is time to reserve space for Commencement 2007. Commencement
> weekend will be May 11, 12 and 13, 2007. Please indicate your plans on
> the attached form. As in the past, during Commencement weekend, all
> space on campus is allocated by the Commencement Committee. Your
> request for building space, as well as outdoor courtyards, the Old
> Well, etc., must be made to the committee. All requests will be
> reviewed and you will receive a confirmation of your space in early
> January. *When there are multiple requests for the same space,
> consideration is given to the department whose request was received
> first.*
>
> In the spring of 1993, the Commencement Committee adopted a rotation
> schedule to allow more schools/departments to have access to prime
> locations for their ceremonies. If your school is one of those in the
> rotation, I will send your space and time assignment via campus mail. **
>
> Contact Jill Hartman Crowder at Grounds Division (962-0785) early to
> arrange for podiums, tables, chairs, or sound systems. There will be a
> charge for most of these services. If you plan to use a tent, please
> contact Jill to make those arrangements as well. This is necessary to
> prevent damage to the brick sidewalks and the underground sprinkler
> system. Submit your requests to her no later than January 19, 2007.
>
> Contact Deborah Hawkins in Public Safety at 962-5026 to reserve
> parking for your ceremony. Contact Jim Kessler at 962-8299 if you have
> requests for Disability Services.
>
> Commencement is a very special time for your graduates and their
> families. Anticipating the needs of your department and planning ahead

> will eliminate a lot of anxiety next spring. Be sure to look at the
> Commencement web site at www.unc.edu/commencement
> <http://www.unc.edu/commencement>. We make every effort to keep it
> updated so that it can be a good resource for graduates, parents and
> faculty.
>
> ~~~

For Office of Events Use Only
Date: _____
Time: _____

MAY 2007 COMMENCEMENT SPACE REQUEST

1. Department/School_____PHILOSOPHY_____
   List the name of your department/school as you would like it to appear in the calendar of events for Commencement Weekend.

2. Contact Person: __Jan Boxill_____ Phone ___962-3317

   E-mail Address_____jmboxill@email.unc.edu_____
   Fax_____843-3929_____
   Campus Box _____3125_____

3. Date of Ceremony: _____May 13, 2007_____

4. Location of Ceremony: ____105 Caldwell Hall_____

5. Time of Ceremony: Begins ___**Noon**_____ Ends _____**1:00 p.m**.

   Set up begins at ___11___ Clean up ends at ___3:00 p.m.

   The time of your ceremony is the time that will be listed in the Commencement brochure and on the Commencement web site.

6. Please list a second choice if your first location is not available: _____

7. Reception Location (*if applicable*): ____Foyer of Caldwell Hall_____

   Time ___1-2 p.m._____

8. Number of Graduates and Guests Expected: _____100_____

9. Rehearsal Location (*if applicable*): _____

   Date & Time _____

10. Ceremony Speaker: _____TBA_____

Please complete by December 1 and return to Jane Smith or Leigh Ann Hartwell at CB 2050 or fax to 843-6319. You can also email your completed form to hartwell@unc.edu.

If you have questions, please call Jane at 962-0045 or Leigh Ann at 962-1996.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, December 4, 2006 11:04 PM
To: Beth Kurtz-Costes <bkcostes@email.unc.edu>
Subject: Re: disregard last email

Great, thanks,
Jan

Beth Kurtz-Costes wrote:
> no problem! FYI, I also sent them to Debbie.
> Beth
>
>
> -- Begin original message --
>
> From: Jan Boxill <jmboxill@email.unc.edu>
> Date: Mon, 04 Dec 2006 15:10:49 -0500
> Subject: disregard last email
> To: bkcostes@email.unc.edu
>
> I just found them. I was looking under a different email!
> Thanks
>
> Jan Boxill, Ph.D.
> Senior Lecturer and Associate Chair
> Director, Parr Center for Ethics
> Department of Philosophy
> Phone: 919-962-3317
> FAX: 919-843-3929
> Email: jmboxill@email.unc.edu
>
>
>
>
>
> -- End original message --
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, December 5, 2006 10:01 AM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: Final Teaching Awards Meeting

I'll be there,
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
FAX: 919-843-3929
Email: jmboxill@email.unc.edu

Debbie Stevenson wrote:
> Dear Members,
>
> Please let me know if you will attend the lunch meeting on Thursday,
> December 7 - noon - 1:30. I will need to know how many will attend to
> plan the lunch menu.
>
> Also once you have finished your written citations please email me an
> electronic copy.
>
> Thanks!
>
> Debbie
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, December 5, 2006 12:48 PM
To: Andrew Calder <acalder@mail.uncaa.unc.edu>
Subject: Final Exam Schedules
Attach: FINALS-Fall 06.doc

Here are the exam schedules. I hope they are right.
Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
FAX: 919-843-3929
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, December 5, 2006 8:42 PM
To: MacLean, Douglas <maclean@email.unc.edu>
Subject: Re: courses

Thanks, this is good. I can work from this.

Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
FAX: 919-843-3929
Email: jmboxill@email.unc.edu

Douglas MacLean wrote:
> Hi Jan,
>
> Sorry to be late with this, but here are my preferences for courses.
>
> Next year I have a two-course reduction as DGS (because I didn't take
> a course reduction this year).
>
> In addition, we've already worked out that I'm teaching a graduate
> seminar in philosophy and public policy (whatever the name is) jointly
> with the Public Policy department. So that leaves me with one
> additional course.
>
> I guess my first preference would be to do Practical Ethics in the
> Spring. I could do the very large one, but since I'm writing a book
> on this stuff, I also wouldn't mind doing an honors section instead.
> But I'm happy to do the large one.
>
> If you need something else instead, then I'm willing to do the
> following (in no particular preference, except for semester):
>
> Environmental ethics (fall or spring)
> Intro. to ethics (preferably an honors section), spring
> Intro. to philosophy (preferably an honors section), spring
> Skepticism , spring (I used to teach this course regularly, but
> haven't since I came here).
> I could also do political philosophy, if really needed, in the spring.
>
> Can you work from this? I can't find the form you sent out.
>
> Thanks,
> Doug

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, December 5, 2006 8:49 PM
To: Calder, Andrew G <acalder@uncaa.unc.edu>
Subject: Final exams
Attach: FINALS-Fall 06.doc

Here's the finals update. The GEOG is still up in the air.

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
FAX: 919-843-3929
Email: jmboxill@email.unc.edu

Andrew Calder wrote:
> http://www.ncaa.org/stats/w_basketball/index.html
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, December 6, 2006 9:15 AM
To: ywoldeab@email.unc.edu
Subject: Re: Blurbs

Hi Yvonne,
I completely understand your stress!!!
I didn't ever receive a blurb from you, so if you can send it to me and
Debbie Stevenson that would be good.
thanks,
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
FAX: 919-843-3929
Email: jmboxill@email.unc.edu

ywoldeab@email.unc.edu wrote:
> Jan,
> Hi, hope all is going well. I was just looking through my sent mail to
> re-read the blurb I sent, and I don't see anything! I'm so sorry, I'm
> not sure if I've sent it to you or not. If you never received an
> email, I'm sorry to keep you in the dark all this time. Right now I'm
> on a campus computer so the blurb is not here, but I will resend it as
> soon as I get home today (around 5) Hope that's not too late! I blame
> it all on the stress of finals!
>
> See you tomorrow at the lunch meeting,
> Yvonne
>
>
> Quoting Jan Boxill <jmboxill@email.unc.edu>:
>
>> Hi all,
>> How are the blurbs going? Please email me them as soon as possible.
>> Jan
>>
>> --
>> Jan Boxill, Ph.D.
>> Senior Lecturer and Associate Chair
>> Director, Parr Center for Ethics
>> Department of Philosophy
>> Phone: 919-962-3317
>> FAX: 919-843-3929
>> Email: jmboxill@email.unc.edu
>>
>>
>>
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, December 6, 2006 11:30 PM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Tanner TA Blurbs
Attach: Tanner- McAlpine.doc; Tanner-Aguilar & Bruno.doc; Tanner-Allsep.doc; Tanner-Waddell.doc

---

I've attached all the blurbs. I think the writers may have already sent some.
Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
FAX: 919-843-3929
Email: jmboxill@email.unc.edu

Teresa McAlpine
Department of Communication Studies

Teresa McAlpine is an exceptional teacher who is truly dedicated to her students. Teresa's courses have been described by students as "fun," "unparalleled" and "engaging." These praises are attributed to her creative use of field trips and exciting group activities. One student admires her for her "confidence in the front of the class and her ability to always find a way to keep things interesting, no matter the subject being taught." She is devoted to every student, as voiced by a former student, "She is respectful to all students. [Teresa is] enthusiastic about the subject matter and is concerned that students learn the material. She truly is one of the best teachers at the University because of her intelligent, bright character and her caring attitude towards her students."

Teresa is not only respected by her students, Teresa's colleagues also admire her brilliance. A peer evaluation states that "Teresa should be assigned to teach whatever she feels capable of teaching. Period. She is that good." After observing one of Teresa's courses, a coworker commented on her talent, "I don't believe I've ever seen a teacher (faculty or graduate student) who works as thoughtfully with student comments as she does. What she does really encourages students to look behind the obvious and see assumptions. Superb!"

Teresa McAlpine's excellence in undergraduate teaching has been previously acknowledged. In 2005, Teresa received the Martha Nell Hardy Award for outstanding teaching in the Department of Communication Studies and in 2002 she earned the International Communication Association's Award for excellence in teaching by a graduate student. Teresa's commitment to her students and distinguished teaching ability are undeniable. For these reasons, "the Tanner Award would be a capstone achievement of her time here at Carolina, and one of which she is thoroughly deserving."

The classroom is always very open to ideas and she's very accepting of
everyones input. she encourages everyone to be involved in the class discussion IX.
In
a word or short phrase, describe this person:
well-rounded

TANNER AWARD FOR EXCELLENCE IN UNDERGRADUATE TEACHING BY GRADUATE ASSISTANTS

MICHAEL AGUILAR
Department of Economics

Mike Aguilar is in his fourth year of graduate studies at UNC, and during that time he has served as a teaching assistant for the large enrollment introductory economics course, has independently taught smaller sections of the same course, and has served as a teaching assistant for two graduate courses in economics. At the end of the 2004-2005 academic year Mike received the Economics Graduate Student Teaching Award for the Best Graduate TA in a Graduate Level Course, and he also won the Economics Department's Vijay Bhagawan Award for the Best TA in an Econ 10 recitation. According to a faculty nomination letter, Mike is the only graduate student who has ever received both of those awards. Last fall, he also earned the distinction of receiving the most nominations for a Tanner Graduate Assistant Award of anyone on campus. It is clear from those nominations that Michael is an outstanding instructor.

In their nomination letters, professors in the Department of Economics noted that Mike may be the best and most effective graduate TA that their department has had in several years. One recent recitation section evaluated him overall at 4.93 on the 5-point scale, an astounding score, given that Econ 10 is a demanding course that is required for many students who take the class only very reluctantly. Mike's unique combination of "real-world" experience and the "academic" perspective make him a unique teacher. He has a gift of presenting complex ideas clearly and concisely. He has great communication skills, he is open-minded, and he develops an atmosphere in class where students are not hesitant to pose questions.

Both faculty and students noted that Mike relates to students extremely well. A number of undergraduates stated that he is the best TA they have had at UNC. One student commented that Mike never talks down to any students, and "he personally made me feel like an ECON 10 genius."

Mike is also very much appreciated by his fellow graduate students, who commented, "Mike helped many of us through our demanding first two years in the Economics PhD program. He had excellent explanations for very difficult subject matter and was always willing to go above and beyond in helping us. . . .His students are some of the luckiest on the campus of UNC."

TANNER AWARD FOR EXCELLENCE IN UNDERGRADUATE TEACHING BY GRADUATE ASSISTANTS

ELIZABETH BRUNO
Department of Romance Languages

Elizabeth Bruno is known in the Department of Romance Languages as one of the most dedicated, hardworking instructors in the department. She is extremely versatile and excels at teaching language and literature courses. According to her students, Elizabeth embodies every quality and characteristic of teaching excellence. She is exceptionally skilled at facilitating intellectual class discussions and debate, and successfully solicits opinions from every student without embarrassing or putting anyone on the spot. She does so by creating a supportive atmosphere where students don't worry about making grammatical or pronunciation errors as they speak Spanish. One student commented, "Everyone in her class wanted to share their opinions so badly that I remember them waving their hands to speak next."

She makes lessons fun and interesting with topics that are parallel to the main class discussion. Her creative teaching methods enliven the class and help students to think deeply. She understands the individual needs of her students and is adaptable, blending several teaching styles to better accommodate the learning styles of everyone in the classroom. She is always readily available for assistance or communication outside of class. "Inspirational," "fabulous," and "caring" were adjectives that students used repeatedly in describing her.

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Michael Allsep, History Department
Tanner Teaching Award for Undergraduate Teaching

Michael Allsep's exceptional dedication to teaching is reflected in the enthusiasm of his students. "He brings history to life," said one student who admittedly came into the World History course with low expectations. "He's a commander of his subject and he's so committed to making sure we learn the material. He constantly challenges us to dig deeper."

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TANNER AWARD FOR EXCELLENCE IN UNDERGRADUATE TEACHING BY GRADUATE ASSISTANTS

STACY-LYNN WADDELL
Department of Art

"From the moment she walks into the classroom, she infuses the space with her unbounded energy and contagious enthusiasm," wrote one of Stacy-Lynn Waddell's art students. Many others in her Basic Drawing and 3-D Design classes attest how her magnetic ability inspires them to work very hard at developing new technical skills and artistic perspectives as they strive to refine their own creative vision.

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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, December 6, 2006 11:34 PM
To: Lance Westerlund <westy@email.unc.edu>
Subject: print attachments
Attach: Tanner Award Winners.doc; Tanner- McAlpine.doc; Tanner-Aguilar & Bruno.doc; Tanner-Allsep.doc; Tanner-Waddell.doc

---

Hi Lance,
I have an early meeting on Thursday morning. Could you please print off the attachments for me so I can have them for the meeting.

Thanks,
Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
FAX: 919-843-3929
Email: jmboxill@email.unc.edu

FINALISTS FOR TANNER GRAD STUDENT AWARD

Michael Aguilar	Economics
Stacy-Lynn Waddell	Art
Teresa McAlpine	Communications
Elizabeth Bruno	Romance Languages
Michael Allsep	History

Teresa McAlpine
Department of Communication Studies

Teresa McAlpine is an exceptional teacher who is truly dedicated to her students. Teresa's courses have been described by students as "fun," "unparalleled" and "engaging." These praises are attributed to her creative use of field trips and exciting group activities. One student admires her for her "confidence in the front of the class and her ability to always find a way to keep things interesting, no matter the subject being taught." She is devoted to every student, as voiced by a former student, "She is respectful to all students. [Teresa is] enthusiastic about the subject matter and is concerned that students learn the material. She truly is one of the best teachers at the University because of her intelligent, bright character and her caring attitude towards her students."

Teresa is not only respected by her students, Teresa's colleagues also admire her brilliance. A peer evaluation states that "Teresa should be assigned to teach whatever she feels capable of teaching. Period. She is that good." After observing one of Teresa's courses, a coworker commented on her talent, "I don't believe I've ever seen a teacher (faculty or graduate student) who works as thoughtfully with student comments as she does. What she does really encourages students to look behind the obvious and see assumptions. Superb!"

Teresa McAlpine's excellence in undergraduate teaching has been previously acknowledged. In 2005, Teresa received the Martha Nell Hardy Award for outstanding teaching in the Department of Communication Studies and in 2002 she earned the International Communication Association's Award for excellence in teaching by a graduate student. Teresa's commitment to her students and distinguished teaching ability are undeniable. For these reasons, "the Tanner Award would be a capstone achievement of her time here at Carolina, and one of which she is thoroughly deserving."

The classroom is always very open to ideas and she's very accepting of
everyones input. she encourages everyone to be involved in the class discussion IX.
In
a word or short phrase, describe this person:
well-rounded

TANNER AWARD FOR EXCELLENCE IN UNDERGRADUATE TEACHING BY GRADUATE ASSISTANTS

MICHAEL AGUILAR
Department of Economics

Mike Aguilar is in his fourth year of graduate studies at UNC, and during that time he has served as a teaching assistant for the large enrollment introductory economics course, has independently taught smaller sections of the same course, and has served as a teaching assistant for two graduate courses in economics. At the end of the 2004-2005 academic year Mike received the Economics Graduate Student Teaching Award for the Best Graduate TA in a Graduate Level Course, and he also won the Economics Department's Vijay Bhagawan Award for the Best TA in an Econ 10 recitation. According to a faculty nomination letter, Mike is the only graduate student who has ever received both of those awards. Last fall, he also earned the distinction of receiving the most nominations for a Tanner Graduate Assistant Award of anyone on campus. It is clear from those nominations that Michael is an outstanding instructor.

In their nomination letters, professors in the Department of Economics noted that Mike may be the best and most effective graduate TA that their department has had in several years. One recent recitation section evaluated him overall at 4.93 on the 5-point scale, an astounding score, given that Econ 10 is a demanding course that is required for many students who take the class only very reluctantly. Mike's unique combination of "real-world" experience and the "academic" perspective make him a unique teacher. He has a gift of presenting complex ideas clearly and concisely. He has great communication skills, he is open-minded, and he develops an atmosphere in class where students are not hesitant to pose questions.

Both faculty and students noted that Mike relates to students extremely well. A number of undergraduates stated that he is the best TA they have had at UNC. One student commented that Mike never talks down to any students, and "he personally made me feel like an ECON 10 genius."

Mike is also very much appreciated by his fellow graduate students, who commented, "Mike helped many of us through our demanding first two years in the Economics PhD program. He had excellent explanations for very difficult subject matter and was always willing to go above and beyond in helping us. . . .His students are some of the luckiest on the campus of UNC."

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ELIZABETH BRUNO
Department of Romance Languages

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PHILOSOPHY 47	ETHICS IN SPORTS	Dr. Jan Boxill

REQUIRED TEXTS:

Fair Play: Sports, Values, and Society, by Robert Simon **(FP)**
Sports Ethics: An Anthology, by Jan Boxill **(SE)**

"To whom much is given, much is required."
"You can discover more about a person in an hour of play than in a year of conversation."

Sports play a significant role in the lives of millions of people throughout the world, as participants, fans, spectators, and critics. Sport provides a unique model for understanding our own society. We certainly see this during the Olympics, as well as other major sporting events. Even those who are uninvolved, bored or critical of sports are often affected by them. Because sports are significant forms of social activities, they raise a wide range of issues, some factual, some explanatory. E.g. sociologists may be concerned with whether or not sports affect society; psychologists may be concerned with personality features which contribute to success or failure in sport. In addition to these questions, sports also raise philosophical issues that are conceptual and ethical in nature. Conceptual questions ask how we understand the concepts and ideas that apply to the world of sports. What are sports? What is involved in competition? Ethical questions raise moral concerns many of us have about sports. Is there too much emphasis on winning and competition? Are college sports getting out of hand? Indeed do competitive athletics belong on campus? Has commercialization of sports undermined their integrity?

This course will examine these and other ethical issues in American sports, including, but not limited to, Title IX, gender equity, racism, sexism, cheating, violence, and drug use. My concern will be to gain an understanding of the moral significance of sport through readings and class discussion. We may not be able to resolve the issues, but we should at least gain a greater understanding of the issues, which should serve as beginnings to resolutions.

CLASS REQUIREMENTS: All work will be posted on Blackboard.

Assigned Readings:	(See schedule—also see Blackboard for any changes.
Quizzes:	6 in class quizzes on the readings; lowest will be dropped; **NO MAKEUPS**
Paper:	One paper (5-7 pages) Topics will be posted on Blackboard. **NO LATE PAPERS ACCEPTED**
Class Participation:	Participation makes for a much more enjoyable and interesting class
Outside Assignments:	Attend three different athletic events or lectures, or read current articles on ethics in sports. Write a one page reaction paper showing how it fits with any ethical issue covered in the course.
In Class Final Exam:	Exam Format: Multiple Choice; Short answer; Essay.

GRADE IN COURSE:

Paper:	75 points
Quizzes: (5)	50 points (10 points each)
Participation/Attendance	10 points
Outside Assignments (3)	15 points (5 points each)
Final Exam	100 points
TOTAL:	250 points

THE HONOR CODE The **Honor Code** is, as always, in effect in this course, and will be taken very seriously. If you have any questions at all about these matters, please do not hesitate to ask me.

It shall be the responsibility of every student at UNC to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity. It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University Community.

With this in mind: NO CELL PHONES OR OTHER ELECTRONIC DEVICES ARE PERMITTED IN CLASS

READINGS/ASSIGNMENTS: Readings may change, check Blackboard for any changes

Week 1 Jan 13 — **Introduction** to the course. Open discussion; significance of above quotes

Week 2: Jan 18-20 — **Sports Ethics** (**SE**), Introduction: The Moral Significance of Sport, pages 1-12

Week 3 Jan 25-27 — **Fair Play (FP)**, Chapter 1: Introduction: Philosophy of Sport, pages 1-12;
Ethical Theories – lectures; outline on Blackboard

Week 4 Feb 1-3 — **Sport and Education**
SE: Section I: Readings, pages 16-60
- Robert Simon, "Sports, Relativism, and Moral Education"
- Janice Moulton, "Why Everyone Deserves a Sporting Chance: Education, Justice, and School Sports"
- Peter Neinegg, "Philosopher in the Playground"
- Francine Hardaway, "Foul Play: Sports Metaphors as Public Doublespeak"

Week 5 Feb 8-10 — **Sport and Competition**
FP: Chapter 2, The Ethics of Competition, pages 13-36
SE: Section III: Essays 11-16 pages 107-171
- Jan Boxill, "The Ethics of Competition"
- Nicholas Dixon, "On Winning and Athletic Superiority"
- R.Scott Kretchmar, In Defense of Winning"
- Dean Smith, "Winding Down, Looking Ahead"
- Robert Butcher and Angela Schneider, "Fair Play as Respect for the Game"

Week 6 Feb 15-17 — **Sport and Sportspersonship**
FP: Chapter 3, Cheating and…, Part I, pages 37-51
SE: Section II: Essays 6-10, pages 63-103
- James Keating, "Sportsmanship as a Moral Category"
- Peter Arnold, "Three Approaches Toward an Understanding of Sportsmanship"
- Kathleen Pearson, "Deception, Sportsmanship, and Ethics"
- Nicholas Dixon, "On Sportsmanship and 'Running up the Score'"

Week 7 Feb 22-24 — **Sport and Drugs**
FP: Chapter 4, Enhancing Performance through drugs, Part I, pages 71-92
Guest Lecture by Dr. Tim Taft, Professor of Orthopaedics & Head of Sports Medicine
SE: Section IV: Essays 17-19, pages 175-196
- Robert Simon, "Good Competition and Drug-Enhanced Performance"
- Laura Morgan, "Enhancing Performance in Sports: What is Morally Permissible"
- Michael Lavin, "Sports and Drugs: Are the Current Bans Justified?"

Week 8 Mar 1-3 — **Sport and Violence**
FP: Chapter 3, Cheating and Violence, Part II, pages 51-70
SE: Section V, Essays 20-22, pages 199-222
- Michael Smith, "What is Sports Violence?"
- Brenda Jo Bredemeier, et al, "Values and Violence in Sports Today…"
- Robert Leach, "Violence and Sports"

Week 9 Mar 8-10 — Catch up; Film; 2 outside events papers due

SPRING BREAK March 14-18

Week 10 Mar 22-24 Sport and Gender

Week 11 Mar 19-31
FP: Chapter 5, Equality and Excellence in Sports; pages 93-121
FP: Chapter 6: Sex Equality in Sports, pages 123-149
SE: Section VI: Essays 23,25,26,28, 29; pages 226-288
- Jane English, "Sex Equality in Sports"
- Robert Simon, "Gender Equity and Inequity in Athletics"
- Jan Boxill, "Title IX and Gender Equity"
- Catharine MacKinnon, "Women, Self-Possession, and Sport"
- Mariah Burton Nelson, "Stronger Women"

Paper due: March 29—NO LATE PAPERS ACCEPTED

Week 12 Apr 5-7 — **Sport and Racial Issues**
SE: Section VII: Essays 31-33, pages 297-329
- Albert Mosley, "Racial Differences in Sports: What's Ethics Got to Do With It?"
- Richard E. Lapchick, "Race and College Sport: A Long Way to Go"
- Mike Marqusee, "Sport and Stereotype: From Role Model to Muhammed Ali"

Week 13 Apr 12-14 — **Sport and Role Models**
SE: Section VIII: Essays 34, 35, pages 333-338
- Christopher Wellman, "Do Celebrated Athletes have Special Responsibilities to be Good Role Models?"
- Rick Reilly, "Get the Message?"

Week 14 Apr 19-21 — **Sport and Education Revisited**
FP: Chapter 7: Do Intercollegiate Sports Belong on Campus?, pages 151-186

Week 15 Apr 25-28 — **Sports & Social Values**
FP: Chapter 8, Sports and Social Values, pages 187-201
Jeffrey Marx, **Season of Life**

April 28: Last day of class; wrap up and review for final

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, December 11, 2006 2:19 PM
To: Lance Westerlund <westy@email.unc.edu>
Subject: Re: Summa Seminar Spring 2007

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yes, but I don't think we need to put this on the course descriptions.
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
FAX: 919-843-3929
Email: jmboxill@email.unc.edu

Lance Westerlund wrote:
> Hi Jan,
>
> Is an instructor assigned for the Summa Seminar (Phil 800)? I'm
> working on completing the course page on the Philosophy Dept. website.
>
> Thanks,
> Lance
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, December 11, 2006 4:09 PM
To: Lange, Marc B <mlange@email.unc.edu>
Cc: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: 06-07 schedule
Attach: Faculty Assign 07-08.doc

Marc,
Thanks for your patience this morning. I realize that it is not easy to explain something that I've done for so many years. In case you want to look at where we are, I'm attaching what we did, and I've added a few that we didn't have. All is tentative.

Thanks again,
Jan

--
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Faculty	Fall 2007		Spring 2008	
Bar-On	PHIL 230: Experience & Reality	PHIL 445: Phil of Language	HNRS 354: Self Knowledge	KENAN w/ Neta
Boxill, Bernard	Phil 272-Large: PWAD	PHIL 390: Topics for majors	PHIL 274: Afro-Ameri	PHIL 7?? w/ Hill
Boxill, Jan	Parr Center	PHIL 163: Practical Ethics	Parr Center	PHIL 266: Ethics in Sports
Brennan	XXX	XXX	PHIL 698: PPE Capstone	
Corrado	XXX	XXX	PHIL 480: Phil of Law	XXX
Hill	PHIL 170H: Social & Political	PHIL 362: Contemporary Ethics	PHIL 397: Colloquium for Majors	PHIL 7??? w/ B. Boxill
Hofweber	Paternity Leave	PHIL 455: Advanced Logic	PHIL 155 large: Intro to Logic	PHIL 700-Logic
Knobe	PHIL 160: Intro to Ethics	PHIL 453: Phil of Psychology	FYS-Honors	
Lange	ASSOC CHAIR	PHIL 450: Phil of Science	FYS	PHIL 150Large:Intro Phil of Sci
Lesher	PHIL 210: Ancient	XXX	PHIL 210: Ancient	XXX
Lycan				
MacLean	DGS	Public Policy Seminar	DGS	
Nelson				Sem w/Reeve
Neta	PHIL 101 Large: Intro to Phil			Kenan Sem w/ BarOn
Nord		XXX		XXX
Pettit	XXX	XXX	XXX	XXX
Postema	Possible Leave or PHIL 170	Possible Leave or in LAW	Possible Leave	Possible Leave
Prinz	PHIL 185: Aesthetics	PHIL 353: Cognitive Science		Grad Sem: Consciousness
Reeve	PHIL 112 large:Making Sense	PHIL 411: Plato		Sem w/ Nelson
Roberts	FYS	PHIL 451: Phil of Physics	Possible Research leave	
Sayre McCord	Chair	Kenan Seminar	PHIL 16O Large: Intro to Ethics	CHAIR
Simmons				PROTO
Walker	XXX	XXX	XXX	PHIL 495: Health Care
Wolf	400 LEVEL	790: Summa		PROTO
New Hire-1				
New Hire-2				
Visitor 1: PPE	PHIL 384: PPE Gateway	PPE course	PPE course	PPE course
Visitor 2: Parr	Ethics	Ethics	Ethics	Ethics
Visitor 3: BBT	PHIL 164: Business Ethics			
Visitor 4:				

First Year Seminars:	Fall:	Spring:	DUS: Fall: Roberts; Spring:
Honors:	Fall:	Spring:	DGS: McLean
Proto:		Spring: Simmons/Wolf	Placement:
Research Reading Group:	Fall	Spring	Admissions:
Kenan Seminars:	Fall Sayre McCord	Spring: Bar-On/Neta	Assoc Chair: Lange
Summa	Fall: Wolf	Spring	

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, December 11, 2006 7:12 PM
To: Lange, Marc B <mlange@email.unc.edu>
Subject: Re: F?YS

Marc,
You read it correctly. There are many courses that do this, and some of these can count double! And as students have figured out, they can take very few courses to fulfill their perspectives.
Yes, we should take a look at our courses. I guess when we put them in, we were under the impression they could only count for one approach/perspective. I will consult with the requisite people to find out if we can submit some changes, which I have to do already anyway.

Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
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Email: jmboxill@email.unc.edu

Marc Lange wrote:
> Dear Jan,
>
> As I was exploring the university's byzantine course structure to
> check that the phil sci 150 course counts for science (it does), I
> encountered this one:
>
> ASTR 006G ASTR 061 North Atlantic World (NA) Physical and Life
> Sciences (PL) The World Before 1750 (WB) 1ST YEAR SEM PRE-1700 H
>
> Now if I understand this correctly, here we have a first-year seminar
> in the astro department that satisfies not only PL, but also WB and NA
> requirements. (Perhaps it cannot be triply counted, but it can be used
> for any of them.) If this is the going standard, then I think we can
> do a lot better in making our courses count to satisfy things. Take my
> first-year seminar on the Copernican revolution. (I mention it only by
> way of example -- because I know it best.) Seems to me that by the
> above standard, it could count for everything that this astro course
> counts for. Shouldn't we pursue this sort o fthing?
>
> Marc
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, December 12, 2006 11:43 AM
To: M.Moehler@lse.ac.uk
Subject: Re: Application: Visiting Assistant Professor

Dear Michael,
Thanks for your email. With regard to the writing sample, I prefer a short paper.
Jan

Jan Boxill, Ph.D.
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Email: jmboxill@email.unc.edu

M.Moehler@lse.ac.uk wrote:
> Dear Professor Boxill,
> I would like to apply for the position as a Visiting Assistant Professor
> that is advertised on your web page. I have one question with regard to
> the writing sample: as I understand, it is possible to submit only one
> writing sample. Do you prefer a short paper, a whole draft of my PhD
> Thesis, or a pdf file that encompasses a selection of papers including
> the PhD thesis? Many thanks in advance.
>
> Best,
>
> Michael
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, December 12, 2006 8:58 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: attach
Attach: Faculty Assign 07-08.doc

--
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Corrado	XXX	XXX	PHIL 480: Phil of Law	XXX
Hill	PHIL 170H: Social & Political	PHIL 362: Contemporary Ethics	PHIL 397: Colloquium for Majors	PHIL 770 w/ B. Boxill
Hofweber	Paternity Leave	PHIL 455: Advanced Logic	PHIL 155 large: Intro to Logic-4	PHIL 700-Logic
Knobe	PHIL 160: Intro to Ethics	PHIL 453: Phil of Psychology	FYS-Honors	PHIL 990: Reading Group
Lange	ASSOC CHAIR	PHIL 450: Phil of Science	FYS	PHIL 150Large:Intro Phil of Sci
Lesher	PHIL 210: Ancient	XXX	PHIL 210: Ancient	XXX
Lycan	PHIL 101H	PHIL 730: Metaphysics	PHIL 340-Mind	400-level
MacLean	DGS	Public Policy Seminar	DGS	PHIL 468: Risk & Society
Nelson	PHIL 229: 20th Century	PHIL 423: Kant	PHIL 220: Modern	Sem w/Reeve
Neta	PHIL 101 Large: Intro to Phil-4	PHIL 990: Reading Group	PHIL 335: Theory of Knowledge	Kenan Sem w/ BarOn
Nord	PHIL 134: Phil of Religion	XXX	PHIL 285: Phil of Education	XXX
Pettit	XXX	XXX	XXX	XXX
Postema	Possible Leave or PHIL 170	Possible Leave or in LAW	Possible Leave	Possible Leave
Prinz	PHIL 185: Aesthetics	PHIL 353: Cognitive Science	PHIL 485: Phil of Art	Grad Sem: Consciousness
Reeve	PHIL 112 large:Making Sense-4	PHIL 412: Plato	PHIL 390-topics/or new submission	Sem w/ Nelson
Roberts	FYS	PHIL 451: Phil of Physics	Possible Research leave	Possible Research Leave
Sayre McCord	CHAIR	Kenan Seminar	PHIL 16O Large: Intro to Ethics-4	CHAIR
Simmons	FYS	PHIL 356:Topics in Math Logic	ADMISSIONS (?)	PROTO
Walker	XXX	XXX	XXX	PHIL 495: Health Care
Wolf	PHIL 460: Topics in Moral Phil	790: Colloquium		PROTO
New Hire-1				
New Hire-2				
Visitor 1: PPE	PHIL 384: PPE Gateway	PPE course	PPE course	PPE course
Visitor 2: Parr	PHIL 160: Intro to Ethics	PHIL Ethics	Ethics	Ethics
Visitor 3: BBT	PHIL 164: Business Ethics	PHIL 273: Social & Economic Justice	PHIL	
Visitor 4:				

First Year Seminars:	Fall:Roberts,Simmons	Spring: Knobe, Lange	DUS: Fall: Roberts; Spring: ??
Honors:	Fall: Hill, Lycan	Spring: Boxill, Knobe	DGS: McLean
Proto:		Spring: Simmons/Wolf	Placement:
Research Reading Group:	Fall: Neta	Spring: Knobe	Admissions:

Kenan Seminars:	Fall Sayre McCord	Spring: Bar-On/Neta	Assoc Chair: Lange
Summa	Fall: Wolf	Spring	

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, December 13, 2006 9:31 AM
To: Lance Westerlund <westy@email.unc.edu>
Subject: attach
Attach: Faculty Assign 07-08.doc

Lance, Can you print off the attachment for me--2 copies and bring it in
to the seminar room
thanks,
Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
FAX: 919-843-3929
Email: jmboxill@email.unc.edu

Faculty	Fall 2007		Spring 2008	
Bar-On	PHIL 230: Experience & Reality	PHIL 445: Phil of Language	HNRS 354: Self Knowledge	PHIL 735 w/ Neta
Boxill, Bernard	Phil 272-Large: PWAD-2	PHIL 390: Topics for majors	PHIL 274H Afro-American Poli	PHIL 770 w/ Hill
Boxill, Jan	Parr Center	PHIL 163: Practical Ethics	Parr Center	PHIL 266: Ethics in Sports
Brennan	XXX	XXX	PHIL 484: PPE Gateway	PHIL 698: PPE Capstone
Corrado	XXX	XXX	PHIL 480: Phil of Law	XXX
Hill	PHIL 170H: Social & Political	PHIL 362: Contemporary Ethics/990	PHIL 397: Colloquium for Majors	PHIL 770 w/ B. Boxill
Hofweber	PHIL 790: Colloquium Series	PHIL 455: Advanced Logic	PHIL 155 large: Intro to Logic-4	PHIL 700-Logic
Knobe	PHIL 160: Intro to Ethics	PHIL 453: Phil of Psychology	FYS-Honors	PHIL 990: Reading Group
Lange	ASSOC CHAIR	PHIL 450: Phil of Science	FYS	PHIL 150Large:Intro Phil of Sci
Lesher	PHIL 210: Ancient	XXX	PHIL 210: Ancient	XXX
Lycan	PHIL 101H	PHIL 730: Metaphysics	PHIL 340-Mind	400-level
MacLean	DGS	Public Policy Seminar	DGS	PHIL 468: Risk & Society
Nelson	PHIL 229: 20th Century	PHIL 423: Kant	PHIL 220: Modern	Sem w/Reeve
Neta	PHIL 101 Large: Intro to Phil-4	PHIL 990: Reading Group	PHIL 335: Theory of Knowledge	PHIL 735 w/ BarOn
Nord	PHIL 134: Phil of Religion	XXX	PHIL 285: Phil of Education	XXX
Pettit	XXX	XXX	XXX	XXX
Postema	Possible Leave or PHIL 170	Possible Leave or in LAW	Possible Leave	Possible Leave
Prinz	PLACEMENT	PHIL 353: Cognitive Science	PHIL 485: Phil of Art	PROTO
Reeve	PHIL 112 large:Making Sense-4	PHIL 412: Plato	PHIL 390-topics/or new submission	Sem w/ Nelson
Roberts	FYS	PHIL 451: Phil of Physics	Possible Research leave	Possible Research Leave
Sayre McCord	CHAIR	Seminar in ethics	PHIL 16O Large: Intro to Ethics-4	CHAIR
Simmons	FYS	PHIL 356:Topics in Math Logic	ADMISSIONS	PROTO
Walker	XXX	XXX	XXX	PHIL 495: Health Care
Wolf	PHIL 460: Topics in Moral Phil	790: Colloquium		
New Hire-1				
New Hire-2				
Visitor 1: PPE	PHIL 384: PPE Gateway	PPE course	PPE course	PPE course
Visitor 2: Parr	PHIL 160: Intro to Ethics	PHIL 165: Bioethics	Ethics	Ethics
Visitor 3: BBT	PHIL 164: Business Ethics	PHIL 273: Social & Economic Justice	PHIL	
Visitor 4:				

First Year Seminars:	Fall:Roberts,Simmons	Spring: Knobe, Lange	DUS: Fall: Roberts; Spring: ??
Honors:	Fall: Hill, Lycan	Spring: Boxill, Knobe	DGS: McLean
Proto:		Spring: Simmons/Wolf	Placement:
Research Reading Group:	Fall: Neta	Spring: Knobe	Admissions:

Kenan Seminars:	Fall Sayre McCord	Spring: Bar-On/Neta	Assoc Chair: Lange
Summa	Fall: Wolf	Spring	

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, December 13, 2006 3:53 PM
To: Chapel Hill Philosophy <hobler@email.unc.edu>; Lange, Marc B <mlange@email.unc.edu>; Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Schedule
Attach: Fall 2007 Schedule Dec 13,2006.xls

I think I have finished the Fall 2007 schedule.
I've attached it, but it is also in the admin file under "Courses"
2007-2008.

Gucki--the class rooms may not be right, but I think I've got all the
times right. I hope we're not too far off in prime time hours.

Marc, THANKS for all your help.

Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
FAX: 919-843-3929
Email: jmboxill@email.unc.edu

PHILOSOPHY CLASSES FALL 2006

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1				**December 13 2006**		**FALL 2007 SCHEDULE**									
2	**PHIL**				On Leave:										
3															
4	HNRS32	HNRS 354	3	Bar On	Honors-Philosophical			11 TR				20		GM 210	
5	6F	54		Roberts	Thinking About Time			3:30-4:45 MW				20			
6	6F	68	1	Simmons	Paradoxes			2-4:30 W				20		MU 304	
7	20	101	1	Neta	Intro: Main Problems			11 MWF				200		CW 103	4
8					Recitations: F: 10 & 11										
9	20	101E	1	Staff	Intro: Main Problems: Evening			6-7:15 MW				40		CW 105	1
10	24	110	1	Staff	Great Works			3:30 TR				36		PE 216	1
11	26	112	1	Reeve	Making Sense of Ourselves			12 MW				188		MA 209	4
12					Recitations F: 12 & 1										
13	32	134	1	Nord	Phil of Religion			2 TR				40		CW105	
14	35	134	2	Staff	Phil of Religion			MWF 2				40		PE 216	1
15	21	155	1	Staff	Intro Symbolic Logic			8 TR				50		CW 105	1
16	21	155	2	Staff	Intro Symbolic Logic			11TR				50		CW 105	1
17	22	160	1	Staff	Intro to Ethics			8 TR				40		CW 105	1
18	22	160	2	Staff	Intro to Ethics			2 MWF				40		CW 105	V-1
19	22	160	3	Staff	Intro to Ethics			2 TR				36		CW 103	1
20	30	163	1	J.Boxill	Practical Ethics			11 TR				35			
21	39	164	1	Staff	Morality and Business			12:30 TR				40			V-2
22	34	165	1	Staff	Bioethics			9 MWF				40			V-1
23	34	165	2	Staff	Bioethics			9:30 TR				40			1
24	34	165	3	Staff	Bioethics			6-7:15 TR				40		CW 105	1
25	37	170	1	Postema	Social Ethics & Pol Thought			9:30 TR				35			
26	37H	170H	1	Hill	Social Ethics & Pol Thought-Hon			11-12:15 MW				25		CW 213	
27		229	1	Nelson	20th Century Phil			2 TR				40			
28	38	230	1	Staff	Experience and Reality			3:30 TR				40		CW 105	1
29	38	230	2	Staff	Experience and Reality			8 TR				40		CW 105	1
30	42	272	1	B. Boxill	Ethics Peace, War, Defense			MW 10				100		GA 008	2
31					Recitations F: 9 & 10							25		SC 210	
32	66	273	1	Staff	Social & Econ Justice			1MWF				45		CW 105	V-3
33	46	275	1	Staff	Phil Issues Feminism (WMST 46)			3:30 TR				40		CW 105	1
34	41	280	1	Staff	Phil of Law			3:30 TR				40			V-2
35	77	353	1	Prinz	Cognitive Science			12:30 TR				25		CW 103	
36	71	356	1	Simmons	Topics in Logic			9:30-10:45 MW				25		CW 213	
37	84	384	1	Staff	PPE: Gateway			4:35-5:40 MW				35			V-3
38	80	390	1	B. Boxill	Special Topics-Liberty & Equality			2-4:30- W				25		CW 213	
39	96	396	1	J. Boxill	Directed Readings			6-8:30 T				5		CW 208	
40	96	396	2	J. Boxill	Readings: Ethics Bowl			6-8:30 T				10		CW 208	
41	150	412	1	Reeve	Plato			4-6:30 M				25		CW 103	
42	155	423	1	Nelson	Kant			11-12:15 TR				25			
43	110	445	1	BarOn	Phil of Language			4-6:30 R				25		CW 213	
44	108	450	1	Lange	Phil of Science			1-3:30 R				25		CW 208	
45		451	1	Roberts	Phil of Physics/Physics 313			11-12:15 MW				25			
46	109	453	1	Knobe	Phil of Psychology			T 1-3:30				25		CW 213	
47	101	455	1	Hofweber	Advanced Symbolic Logic			10-11:15 MW				25		PE 216	
48		691	1	Roberts	Honors			6-8:30 W						CW 213	
49	230	730	1	Lycan	Metaphysics:Modalities			1-3:30 W				15		CW 213	
50	260	760	1	Wolf	Moral Theory:Utilitarianism			4-6:30 T				15		CW 213	
51		785	1	Maclean	Policy Analysis/PLCY 780			2 TR				25			
52	290	790	1	Hofweber	Colloquium Seminar			TBA				15			
53	290	790	2	Wolf	Colloquium Ceminar			TBA				15			
54	300	800	1	Staff	Bibliography			TBA							

PHILOSOPHY CLASSES FALL 2006

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
55	360	860	1	Sayre McCord	Seminar:Ethical Theory			4-6:30 M				15		CW 213	
56	390	990	1	Neta	Reading Group			TBA							
57	390	990	2	Staff	Reading Group			TBA							
58															
59	Hnrs 32	Hnrs 354	3	Bar On	Self Knowledge			11 TR				25			
60	22	160H	1	Lycan	Intro Ethics: Honors			2 TR				25			
61	37H	170H	1	Hill	Social & Poltiical Honors			10-11:15 MW				25		CW 213	
62	20	101E	1	Staff	Intro:Main Problems Evening			6 MW				40		CW 105	1
63															
64															
65															
66					**RECITATIONS**										
67															
68	20	PHIL 101	601					10F				25		AL 205	
69			602					10F				25		MU 105	
70			603					10F				25		HN 307	
71			604					10F				25			
72			605					10F				25			
73			606					11F				25		PH 222	
74			607					11F				25		SM 107	
75			608					11F				25		CW 105	
76			605					11F				25		WG 301A	
77			606					11F				25		GA 103	
78			607					11F				25		MT 305	
79			608					11F				25		PE 204	
80															
81	26	PHIL 112	601					12F				25		SM 107	
82			602					12F				25		AL 203	
83			603					12F				25		GA 001	
84			604					12F				25		PH 228	
85			605					1F				25		GA 103	
86			606					1F				25		GA 009	
87			607					1F				25		PE 216	
88			608					1F							
89												25		SC 209	
90	42	PHIL 272	601					9F				25		MT 205	
91			602					9F				25		PE 010	
92			603					10F				25			
93			604					10F				25		PE 215	

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, December 14, 2006 10:27 AM
To: Andrew Calder <acalder@mail.uncaa.unc.edu>
Subject: grades/schedule
Attach: Spring 2007 Schedules.doc

There are no more grades than what I sent you last night. I'll keep checking throughout the day. They are coming in much,much slower than usual.
I've attached the schedules as they are now. There of course will be changes.

Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
FAX: 919-843-3929
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, December 14, 2006 3:00 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: lETTER
Attach: Israeloff.doc

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
FAX: 919-843-3929
Email: jmboxill@email.unc.edu

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill 919.962.3317 jmboxill@email.unc.edu

December 14, 2006

Roberta Israeloff
20 Gramed Place
East Northport, NY 11231

Dear Ms. Israeloff,

Thank you for inquiring about the Parr Center for Ethics at the University of North Carolina at Chapel Hill. As you may notice from our website, the *Parr Center* has been very active. Housed in the Department of Philosophy, our new quarters have brought together ethics faculty and staff creating a dynamic and productive environment. Let me share with you some of our accomplishments and exciting ventures which coincide with your mission.

This semester our programs have seen tremendous success. Two programs were presented to large audiences: the Community Genetics Forum (co-sponsored with Genomic Sciences among others) filled a 1000 seat auditorium, and the Challenge of Ethics in Sports overflowed a 200 seat auditorium. Other events have been presented to smaller groups with equal success. Each has reached across academic disciplines and into the larger community, including high school teachers and administrators. We continue to work together with other units on campus to involve an even broader audience.

Among our new projects is the Difficult Dialogues Initiative, headed by Law Professor Judith Wegner. This initiative provides opportunities for people within the university to organize discussions addressing controversial issues, all of which are bound up with questions of ethics. This year a series of discussions, each involving 20 or fewer people, has the following focus: *Personal faith and conscience: how, when, where, and with whom can we speak our minds on a public university campus?* The Parr Center is sponsoring three sessions with our Fellows. These discussions are designed to train graduate students and future teachers, especially in public schools, to be prepared to discuss not just this difficult dialogue but others as well.

Two ongoing projects of the *Center* which I believe would be of particular interest to the Squira Foundation are our "Ethics in the Professions" series and our Outreach programs. Last year we sponsored an enormously successful Business Ethics workshop. Its success spawned a great deal of interest in other disciplines. As a result, this year, we are set to sponsor at least four workshops: Medical ethics, Ethics in Education, Disability and Disadvantage (co-sponsored with the Poverty Center), and Legal Ethics (which satisfies Continuing Legal Education). The Ethics in Education workshop will be designed for present and future public school teachers to prepare young people entering a complex and fast-changing world to think creatively while reaffirming the core values of democratic citizenship and ethical action upon which the well-being of our society depends.

Outreach programs work directly with local high schools throughout the area. The Parr Center, working closely with the Department of Philosophy, develops programs that allow students to work on critical thinking and informal logic. Using these philosophical skills the students then apply what they have learned for the remainder of the course, whereby students explore various theories through consideration of some classical texts use these to critically evaluate ethical dilemmas. This ethics training is designed to help students develop skills for understanding their own positions on ethical matters, as well as understanding others, but perhaps more importantly to help students critically evaluate these positions.

From what I have learned of your newly formed foundation, the mission of promoting high schools to adopt ethics training is directly in line with our mission and our hopes for the future. We at the Parr Center believe that by training teachers along with working directly with students we reinforce the importance of ethical decision making and reach a broader context of schooling that is essential to educational development. Our concern is not with character building but with ethics based training programs that center on ethical decision making. While character building is important, this kind of training goes far beyond character development.

We have several other events pending. One special event that we expect to attract a great deal of attention across campus, we have invited Daniel Gilbert, Harvard Psychology Professor and author of ***Stumbling on Happiness***, to campus. He will be giving a public lecture and attending graduate seminars in philosophy, psychology, and biology.

I hope the Parr Center mission excites you and that the enclosed information fills in more details. I look forward to working with you, as I believe our missions coincide very nicely. If you would like more information, please don't hesitate to call me or my program assistant, Carlo Robustelli, who I believe you have already spoken to.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
University of North Carolina at Chapel Hill

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, December 14, 2006 4:26 PM
To: Carlo Robustelli <carlo@unc.edu>; Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Israeloff letter
Attach: Israeloff.doc

Could you please read over the letter as it is now edited. I will send it only after I have spoken to her to get all the names and spellings correct.

Thanks,
Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
FAX: 919-843-3929
Email: jmboxill@email.unc.edu

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill 919.962.3317 jmboxill@email.unc.edu

December 14, 2006

Roberta Israeloff
20 Gramed Place
East Northport, NY 11231

Dear Ms. Israeloff,

Thank you for inquiring about the Parr Center for Ethics at the University of North Carolina at Chapel Hill. Let me congratulate you on your new position and the Foundation. I am excited about the creation of the Foundation, as I believe its mission and proposed projects are directly in line with the mission and projects of the Parr Center. As you may notice from our website, the *Parr Center* has been very active in carrying out its mission, and I can envision our projects working in harmony with yours. Let me share with you some of our accomplishments and exciting ventures which coincide with your mission.

This semester our programs have seen tremendous success. Two programs were presented to large audiences: the Community Genetics Forum (co-sponsored with Genomic Sciences among others) filled a 1000 seat auditorium, and the Challenge of Ethics in Sports overflowed a 200 seat auditorium. Other events have been presented to smaller groups with equal success. Each has reached across academic disciplines and into the larger community, including high school teachers and administrators. We continue to work together with other units on campus to involve an even broader audience to engage them into thinking clearly about ethics.

Among our new projects is the Difficult Dialogues Initiative, headed by Law Professor Judith Wegner. This initiative provides opportunities for people within the university to organize discussions addressing controversial issues, all of which are bound up with questions of ethics. This year a series of discussions, each involving 20 or fewer people, has the following focus: *Personal faith and conscience: how, when, where, and with whom can we speak our minds on a public university campus?* These discussions are designed to train faculty, graduate students and future teachers, both university and public schools, to be prepared to discuss not just this difficult dialogue but others as well.

Two ongoing projects of the *Center* which I believe would be of particular interest to the Squira Foundation are our "Ethics in the Professions" series and our Outreach programs. Last year we sponsored an enormously successful Business Ethics workshop. Its success spawned a great deal of interest in other disciplines. As a result, this year, we are set to sponsor at least four workshops: Medical ethics, Ethics in Education, Disability and Disadvantage (co-sponsored with the Poverty Center), and Legal Ethics (which satisfies Continuing Legal Education). The Ethics in Education workshop will be designed for present and future public school teachers to prepare young people entering a complex and fast-changing world to think creatively while reaffirming the core values of democratic citizenship and ethical action upon which the well-being of our

society depends.

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Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
University of North Carolina at Chapel Hill

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Saturday, December 16, 2006 11:30 AM
To: Chapel Hill Philosophy <hobler@email.unc.edu>
Subject: [Fwd: Re: PLCY 780/PHI 785 Fall 2007]
Attach: PHI 785 Fall 2007.msg

I think we took care of this, but I couldn't find it in the computer, so
could you respond to both Asta and Doug about the time and place.
Thanks
Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
FAX: 919-843-3929
Email: jmboxill@email.unc.edu

From: MacLean, Douglas <maclean@email.unc.edu>
Sent: Saturday, December 16, 2006 7:55 AM
To: Crowe, Asta E <acrowe@email.unc.edu>
Cc: Boxill, Jeanette M <JMBOXILL@email.unc.edu>; Lennis Carrier <lcarrier@email.unc.edu>
Subject: Re: PLCY 780/PHI 785 Fall 2007

Asta,

I'm happy to go with this time, but I've also had a change in heart, and I'm no longer opposed to teaching the course as a once per week seminar. So, if that would be easier, and if you think that would be better for the policy science students, I would do it. Part of my reason for thinking that I should do it as a seminar is that it would make it easier for philosophy graduate students to take the course, should any of them be interested.

Doug

Quoting Asta Crowe <acrowe@email.unc.edu>:

> Doug and Jan, we are VERY constrained on when we can put our courses
> in on a two day/week schedule. Here's what we've done with this one:
>
> Tues/Thurs 3:30 - 4:45 p.m.
>
> Do you need any special equipment? We could move it to the same time
> on Mon/Wed. Tues/Thurs mornings are prime time and hard to get but we
> could try for it. We can't do anything on a Mon/Wed before 3:30 p.m.
> unless we have our own classroom, which we do not!
>
> How does this work? We need to wrap this up before the holidays as
> we have only till Jan 5 to enter these and also I'm leaving
> (retiring) Jan. 1! Lennis Carrier will be handling class scheduling.
>
> Asta
>
> --
> Asta E. Crowe, Administrative/Student Services Manager
> Department of Public Policy
> The University of North Carolina
> CB #3435
> Chapel Hill, NC 27599-3435
> Tel: 919-962-2788; Fax: 919-962-5824
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, December 18, 2006 10:07 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>; Westerlund, Lance S <lancew@unc.edu>
Cc: Clark, Susan C <scclark@email.unc.edu>; MacLean, Douglas <maclean@unc.edu>
Subject: Re: renumbering graduate document

Lance,
If you go in my office in the blue folder on the desk labled schedule,
there is a list of all courses, undergrad and grad. But if you can't
find it I know that Gucki has a list and can give you a copy.

Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
FAX: 919-843-3929
Email: jmboxill@email.unc.edu

Geoff Sayre-McCord wrote:
> Lance --
> We have a document describing our graduate program, detailing various
> requirements, etc. Right now, when a course is mentioned the OLD
> course number is used. That needs to be changed, and I hope you will
> be the person to change it. I am attaching the relevant document.
> What I am asking you to do is to go through the document and in every
> place a course number is listed as, say, *Proto-Seminar (PHIL 200)*,
> change it to *Proto-Seminar (PHIL 700 [200])*, putting the old course
> number in square brackets after the new number. Many of the relevant
> new numbers can be found on our coure offering page; but not all.
> There *may* be a Grad School Bulletin that has all the numbers. Can
> you check for that? Otherwise, I suspect Jan has a list. Special
> care needs to be taken to ensure that all the right course numbers are
> listed. Thanks in advance for the work I know this will take.
> -- Geoff

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, December 19, 2006 1:25 PM
To: Postema, Gerald J <gpostema@email.unc.edu>
Subject: [Fwd: The Return]
Attach: The Return.msg

Reed Richter might be a possible for NC State. He's back

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
FAX: 919-843-3929
Email: jmboxill@email.unc.edu

From: Reed Richter <rrichter1@mac.com>
Sent: Tuesday, December 19, 2006 12:48 PM
To: Bar-On, Dorit <dbar@email.unc.edu>; Boxill, Jeanette M <JMBOXILL@email.unc.edu>; Hill, Thomas E Jr <thill@email.unc.edu>; Long, Douglas C <dlong@email.unc.edu>; Lycan, William G <ujanel@isis.unc.edu>; resnik@email.unc.edu; Simmons, Keith E <ksimmons@email.unc.edu>; Sayre-McCord, Geoff <sayre-mccord@unc.edu>; jfr@email.unc.edu; Postema, Gerald J <gpostema@email.unc.edu>
Subject: The Return
Attach: ReedRichterCV.12.06.pdf; ATT00001.htm

See attached CV:

PHILOSOPHY 47 ETHICS IN SPORTS Dr. Jan Boxill
Email: jmboxill@email.unc.edu
Phone: 962-3317

REQUIRED TEXTS:

Fair Play: Sports, Values, and Society, by Robert Simon **(FP)**
Sports Ethics: An Anthology, by Jan Boxill **(SE)**

"To whom much is given, much is required."

Sports play a significant role in the lives of millions of people throughout the world, as participants, fans, spectators, and critics. Sport provides a unique model for understanding our own society. We certainly saw this during the Sydney Olympics. Even those who are uninvolved, bored or critical of sports are often affected by them. Because sports are significant forms of social activities, they raise a wide range of issues, some factual, some explanatory. E.g. sociologists may be concerned with whether or not sports affect society; psychologists may be concerned with personality features which contribute to success or failure in sport. In addition to these questions, sports also raise philosophical issues that are conceptual and ethical in nature. Conceptual questions ask how we understand the concepts and ideas that apply to the world of sports. What are sports? What is involved in competition? Ethical questions raise moral concerns many of us have about sports. Is there too much emphasis on winning and competition? Are college sports getting out of hand? Indeed do competitive athletics belong on campus?

This course will examine these and other ethical issues in American sports, including, but not limited to, Title IX, gender equity, racism, sexism, cheating, violence, and drug use. My concern will be to gain an understanding of the moral significance of sport through readings and class discussion. We may not be able to resolve the issues, but we should at least gain a greater understanding of the issues, which should serve as beginnings to resolutions.

CLASS REQUIREMENTS: All work will be posted on Blackboard.

Assigned Readings: (See schedule—also see Blackboard for any changes.
Quizzes: 5 in class quizzes; 1 will be dropped; some unannounced; likely every 2 weeks
Papers: Two short papers (3-5 pages) Topics will be posted on Blackboard
Class Participation: Participation makes for a much more enjoyable and interesting class; but discussion is also crucial to understanding and reasoning. You should be prepared to discuss the essays assigned.
Final Exam: Format: Multiple Choice; Short answer; Short essay exam.

GRADE IN COURSE:

Short Papers: 35% (Paper 1=15%; Paper 2=20%)
Quizzes: 20% (5% each)
Participation: 10% (Attendance & Outside assignments--TBA on Blackboard)
Final Exam 35%

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READINGS/ASSIGNMENTS

Week 1 **Introduction** to the course. Open discussion; significance of above quote.
Aug 26-28 Sports Ethics (**SE**), Introduction: The Moral Significance of Sport, pages 1-12

Week 2 Fair Play (**FP**), Chapter 1: Introduction, pages 1-12
Sept 2-4

Week 3 & 4 **Sport and Education**
Sept 9-11, 16-18 **SE:** Section I: Essays 1-5 pages 15-60

Week 5 & 6 **Sports and Competition**
Sept 23-25 **SE**: Section III: Essays 11-16 pages 107-171
Sept 30-Oct 2 **FP**: Chapter 2, pages 13-36

Week 7 **Sport and Sportspersonship**
Oct 7-9 **SE:** Section II: Essays 6-10, pages 63-103
FP: Chapter 3, pages 15-51

Paper #1 due October 9 (Topics will be posted on Blackboard)

Week 8 **Sport and Violence**
Oct 14-16 **SE**: Section V, Essays 20-22, pages 199-222
FP: Chapter 3, pages 51-70

Week 9: Catch up; Film; guest speaker
Oct 21

Oct 23 Fall Break

Week 10**Sport and Drugs**
Oct 28-30 **SE**: Section IV: Essays 17-19, pages 175-196
FP: Chapter 4, pages 71-92

Week 11& 12 **Equality in Sports**
Nov 4-6 **SE**: Section VI: Essays 23-30, pages 226-293
Nov 11-12 **FP**: Chapter 6, pages 123-149

Week 13**Sport and Racial Issues**
Nov 18-20 **SE**: Section VII: Essays 31-33, pages 297-329

Week 14**Intercollegiate Sports**
Nov 25 **FP**: Chapter 7: Do Intercollegiate Athletics Belong on Campus, pages 151-186

Paper #2 due November 25 (Topics will be posted on Blackboard)

Nov 27 Thanksgiving Break

Week 15**Sports & Social Values**
Dec 2-4 **FP**: Chapter 8, pages 187-201
SE: Section VII: Essays 34-35, pages 333-338

Dec 4 LAST DAY OF CLASS – Wrap up; open discussion; review for final

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, December 22, 2006 10:40 PM
To: May, Steven K <skmay@email.unc.edu>
Subject: Re: Question Regarding Sports Ethics
Attach: Brand article.pdf; Moral significance Essay.doc

Hi Steve,
No problem about contacting me on break I'm glad you are incorporating sports ethics in your class. What is the case book you are using?
There is a journal that has many articles: Journal of the Philosophy of Sport--there is one good article by Miles Brand, President of the NCAA. I am attaching that article. There are also several anthologies [mine Sports Ethics: An anthology] that have good articles and one very good book [Robert Simon, Fair Play: Sports and Social Values]. In Simon's book there is a chapter on Whether sports belong on campus.
I'm also attaching my essay on the Moral Significance of Sport, that may be of some help.

Also, I will be happy to offer to guest in your class to discuss the issue. If there's anything else I can do, let me know.

Have a good holiday break.

Jan

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The Role and Value of Intercollegiate Athletics in Universities

Myles Brand

America began its fascination with college sports in the middle of the 19th century. First it was primarily its version of football, and then all sports took root in institutions of higher education. By the latter half of the 20th century, the general public often knew some of its universities not as centers of learning but as hosts for big-time sports. The interests of the broadcast media have made these sporting events even more popular and accessible in the past few decades.

This relationship between sports and higher education is not without its detractors. The list of criticisms is long, from the exploitation of student-athletes to overpaid coaches, from the unfairness of limited opportunities for women students and minority coaches to performance-enhancing drug use. The central criticism is that sports on campus distort the mission of institutions of higher learning.[1]

My view is that many of these criticisms are false or exaggerated, and where they are warranted, strong reform efforts are underway that will, for the most part, rectify the problems. College sport is far from perfect, but it is a popular cultural artifact that serves well both the university community and the students who participate.

In this article, my focus will be limited. I will not attempt to defend intercollegiate athletics from all its critics for all its alleged shortcomings. Rather, my target is to defeat some of the objections of one crucial constituency, namely the faculty and other members of the academy. In particular, I will argue for the following thesis: The role and importance of intercollegiate athletics are undervalued by the academy.

Intercollegiate athletics has the potential to contribute far more to the academic enterprise than it does currently. The contributions of intercollegiate athletics have failed to be realized because of misconceptions of college sports and preconceptions in the academy. Removal of these impediments provides an opportunity for sports on campus to better support the academic mission of universities and colleges.

Most of my defense of this thesis will focus on refuting defenses of it. I will also outline, very briefly, a constructive prospective of the value of sports in higher education.

The Standard View

The Standard View conceives of intercollegiate athletics as an extracurricular activity. It resembles participation in student government and protesting against

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the university administration. It has more educational value than fraternity parties but less than the chess club.

According to the Standard View, college sports may have some redeeming developmental value for students, but they are not part of the educational experience. Intercollegiate athletics can be eliminated from the campus without in any way diminishing the educational mission of the institution. Some critics go beyond the Standard View to claim that intercollegiate athletics detracts from the institution's ability to educate, and it is a strong negative force on campus.

College sports are merely "beer and circuses," as one author puts it, designed to entertain and distract attention from universities' failures (11). The Standard View, though not necessarily this stronger version, is widely held by faculty members, academic administrators, and many external constituents not closely allied with the university. It is not widely held by students, alumni, local community members, and national fans or by many governing-board members. The Standard View tends to pervade the nonstudent campus culture, mostly because of faculty influence.

The main problem with the Standard View is that it misrepresents college sports and the experiences of student-athletes. As a result, it creates problems for the functioning of an athletics department, and it inhibits the positive, constructive values of intercollegiate athletics from influencing campus life and the education of undergraduates. The Standard View is the leading contributor to the undervaluation of college sports.

Let me begin the argument with a seemingly small point. When the educational experience of student-athletes is compared with those studying the performing arts such as music, dance, and theater, as well as the studio arts, it is difficult to find substantive differences. Consider, in particular, music students at universities with major music programs. These students must be accomplished before admission. They have to audition, and the best of them receive scholarships. Those with exceptional talent are often admitted even if their purely academic credentials, demonstrated by their grade-point averages and SAT scores, are below the range of normally admitted students.

Many of the music students admitted to the best music departments and schools have ambitions for professional careers. Once admitted, they practice innumerable hours on their own and as members of the university's symphony orchestras, vocal and choral groups, and jazz ensembles. They perform with these groups on weekends and evenings during the semester, and, on occasion, they miss class to perform at off-campus locations. These performances often involve paid admission. In nearly every case, both performance and practice are intense, highly competitive for lead roles, time demanding, and year-round. Participation is similar to working a full-time job.

There are musical prodigies who bypass college and perform as soloists with international orchestras. Some who do enroll leave college early to follow career opportunities. Highly successful professional musicians, with or without college degrees, are well compensated and receive a great deal of public adulation.

Of course, the vast majority of music students never have a significant music career. Even in the best university music departments, the proportion of students that become international stars is infinitesimal. Some music graduates teach music; most, however, enter careers that are, at best, indirectly related to their music education. Nonetheless, these individuals benefited from their college education, not only in

music but also because of the learning achieved in general-education coursework and because of broadly based intellectual and personal growth.

The similarities of the experience of music students and student-athletes should be apparent. Student-athletes must be accomplished in their sport before enrollment, especially at the National Collegiate Athletic Association (NCAA) Division I institutions, and they must "audition" through game performances and camps.[2] Like musicians, the best are sought by universities and receive scholarships. Some talented prospects are admitted even if their grade-point averages and SAT scores are below the range of the student body. Student-athletes practice on their own and as members of teams, they play on weekends or evenings during the semester, and they travel to off-campus sites. Their games provide entertainment to the college community, and tickets normally must be purchased.

There are rare athletics prodigies, but most attend college. Very few of those who play in college become professionals in their sports. In Division I men's basketball, for example, less than one half of 1% of Division I scholarship players each year have an opportunity to play in the professional National Basketball Association (NBA), and the large majority of those have short careers. Some teach their craft after graduation—that is to say become coaches—but most pursue other careers, only some of which are related to college sports.

Like student-musicians, student-athletes receive public praise for the exercise of their abilities. In both cases, their successes—and failures—reflect on their home institutions. Both groups tend to form strong bonds with their mentors—their coaches or master teachers—as well as other students in the program. Student-musicians tend to major in music, though not always. Student-athletes undertake a broad array of majors, with business and the social sciences being the predominant ones, although sometimes their majors reflect their interests in athletics, such as kinesiology and broadcasting.[3]

These similarities point to a convergence of educational experiences between student-athletes and others engaged in certain preprofessional courses of study. Given this convergence, it might be expected that the student-athlete experience and that of students in the performing arts would have similar academic standing, but that is not the case.

In general, music students receive academic credit for learning their instruments, practicing, and playing in the school symphony. In general, student-athletes do not receive academic credit for instruction by coaches, nor do they receive academic credit for team practice or play. Many institutions give credit to members of the general student body to take classes in sports, say golf or tennis instruction. When physical education was required, as it tends not to be now, credit was awarded to nonathletes. But again, at NCAA Division I institutions, students do not receive credit for intercollegiate athletic participation.

What are the reasons for this apparent disparity in academic standing between student-athletes and student-musicians? There appear to be two primary ones. The first is the claim that credit is awarded only when the activity has content and the class (or its equivalent) is taught by a qualified instructor. This reason for the difference between student-musicians and student-athletes is not tenable, however.

How are we to specify content in this instance? In the case of physics, psychology, and philosophy courses, for example, the content is relatively clear. It is the systematic knowledge that is organized and conveyed by the instructor and

textbooks and learned by the students. This is factual knowledge, knowledge "that." For example, physics students are expected to know that the speed of light is a constant, and philosophy students are expected to know that Western philosophy began with the ancient Greeks.

Music performance students are expected to gain knowledge "that" in some of their classes, such as music theory, but, by and large, performance students gain knowledge "how." That is, they learn how to do certain things, for example, how to play Bach's Brandenburg concertos. Learning how to do something is to gain a *skill or to exercise an acquired skill in specific circumstances* (8).

Student-athletes, too, must learn factual knowledge. They must know the rules of the game and about nutrition and exercise. But the most important learning undertaken by student-athletes is to come to know "how." Individual and team practices provide opportunities for student-athletes to learn skills and to apply those skills in specific situations.

Content includes knowing "how," as well as knowing "that," both facts and skills. Content need not be restricted to propositional representation. Other kinds of mental representation including skill schemata and imagery also qualify as content. Nonpropositional representation is critical to action (3: part IV, ch. 7 and 8).

Thus, student-athletes and performance students each learn content in the same way. Some content is acquired in cognate courses, and that tends to be factual knowledge. The primary content, however, in both cases is knowledge how, and that is acquired in individual or group settings with a master teacher or coach. It is this knowledge how that enables them to perform in the concert hall or on the playing field.

Another account of the educational value of athletics participation is often offered. This account, compatible with the one given here but different, focuses on student-athletes learning cognitive skills (10: pp. 154 ff; pp. 160–161). In mastering their game, student-athletes gain skill in critical thinking and problem solving. These cognitive skills transfer to learning in the sciences, humanities, and other areas. Being successful on the field of play requires observation, weighing alternatives, assessing probabilities, and hypothesizing solutions. Of course there are other ways to learn to think critically and solve problems, but athletics participation stimulates and encourages the learning of these skills.

This account focuses on learned cognitive skills, whereas the perspective I am stressing is based on learned physical skills. Cognitive-skill learning is, for the most part, gaining knowledge that; physical-skill learning is, for the most part, gaining knowledge how. No doubt, both occur through athletics participation, and both contribute to a student's education, but the main part is that, although athletics participation may well generate learning that is assimilable to the intellectual model of a university education, there is another type of learning that occurs in athletics participation that focuses on physical-skill development and that is a legitimate and worthy part of a university education.

The remaining part of this defense of the Standard View is that there is a difference between learning by student-athletes and performance students because of the differences in qualifications of the instructors. Here, too, the claim does not stand up to scrutiny. At fine universities and colleges across this nation, we expect a large majority of the instruction of undergraduates to be undertaken by those with terminal degrees or the equivalent in their fields. We do permit those in training—graduate students—to render instruction, but only under the supervision of senior teachers.

In the case of physics, psychology, and philosophy, among other disciplines, the terminal degree is the PhD. That is the appropriate degree when the primary, often exclusive, learning is factual knowledge. In the case of skill-based disciplines, however, such as the performing and studio arts, the PhD is not ordinarily the terminal degree. In these cases, it is usually the MFA, though that, too, might not be required. Rather, in these disciplines, the underlying requirement is that there *is a track record of excellence, verified by peers, of teaching the skills appropriate* to the activity. Peer judgment in the cases of skill instruction plays at least as important a role in asserting qualifications, and likely more so, than it does in factual knowledge instruction.

In athletic coaching, and to a large degree in the performing and studio arts, there is an apprenticeship system for instructors. Of course, minimal academic credentials are required, usually at least the baccalaureate degree, but after that, one learns from masters. Coaches begin as assistants and, through involvement with successful coaches, emerge, if they are talented, as head coaches. Similar routes to leadership in their fields are followed by performing and studio master teachers. Often, though certainly not always, coaches and master teachers themselves have or had high skill levels in their areas of expertise.

Those who teach in the performing and studio arts tend to be on the tenure track. That often held for coaches in the past, but Division I coaches are not now on the tenure track, except for a few elders who retain their faculty positions. There are some institutions in Divisions II and III that continue the practice of putting coaches on the tenure track, especially when they teach classes to the general student body.

Thus, the first purported reason for the disparity in academic standing between athletics and performance students—namely, differences in instructional content and teacher qualifications—is not defensible.

The second reason for the disparity between athletics and performance disciplines cuts to the heart of the matter. It focuses directly on the role and value of intercollegiate athletics in universities. This reason is that there are unsubstantiated cultural preconceptions within the academy about intercollegiate athletics.

Not all faculty members and academic administrators are antiathletics. There are many faculty members who are fans and many who work toward the success and proper conduct of intercollegiate athletics, for example, through service as *NCAA faculty representatives and on campus-based committees. Nonetheless*, on the whole, there is an underlying and growing disconnect with intercollegiate athletics within the campus-based academic community. Academic fraud; academically underperforming student-athletes; growing athletics department budgets; large compensation packages for some coaches; student-athletes, coaches, and even presidents misbehaving; and many other issues fuel this discontent.

Some faculty members are helping to resolve these issues in intercollegiate athletics that lead to discomfort, especially the academic issues. Recently, for example, the Coalition on Intercollegiate Athletics, which consists of Division I faculty-governance leaders, has been a strong advocate for integrity in intercollegiate athletics (4). Aside from these efforts to understand and reform intercollegiate athletics, however, there is serious and growing discontent among faculty

members. The underlying reason is that, for the most part, faculty members hold intellectual powers in higher esteem then they do bodily abilities. Put provocatively, the American academy is prejudiced against the body.

Most faculty members are engaged in disciplines that are intellectual. Universities generally are involved in research and scholarship involving factual knowledge. This approach was inherited from the 19th-century German universities, which in many respects are the forerunners of the American research university. But there is also a long-term trend, which is distinctively American, that attempts to democratize higher education and emphasize the practical. This perspective led to the Morrill Act of 1862, by which universities were founded through a federal grant of land in order to teach agriculture and the mechanical arts (engineering). Nonetheless, despite this practical, skill-oriented history of American higher education, the intellectual, cognitive approach prevails. In it, emphasis on bodily skills is inappropriate; indeed, it subverts the true aim of the university. A focus on bodily skills leads to a vocational or purely professional view of education, and that, it is held, is antithetical to the mission of an institution of higher learning. Ballet counts; hip-hop does not. The core of the university is the study and advancement of the liberal arts.

Music and dance performance, though not purely intellectual, are treated as exceptions because they fall into the category of art. Actually, that is not entirely correct. It depends on what kind of music or dance. Classical music qualifies; rock and roll does not. The art form must relate to high culture. Rock and roll can be studied in a disinterested, intellectual way, and there are college courses on the history and sociology of rock and roll, but playing in a rock band does not ordinarily warrant college credit toward graduation.

In sum, the prejudice against the body, and with it professional studies that emphasize physical skill, is deeply rooted in the American academy. It was not until the middle of the 20th century that music, even classical music, rose to departmental status in many universities. This bias against the body and toward cognitive and intellectual capacity is the driving force of the disdain by many faculty members for college sports and the acceptance of the Standard View.

Financing Intercollegiate Athletics on the Standard View

The Standard View of intercollegiate athletics has far-reaching consequences. It affects the way Division I institutions budget for intercollegiate athletics. Because athletics is merely an extracurricular activity, according to the Standard View, the athletics department is to be treated like an auxiliary, similar to residence halls and parking, and not like an academic unit. Therefore, general-fund resources should not be used to support athletic departments. Rather, in Division I, athletics departments should be self-supporting or, better, return revenue to the institution for central academic purposes.

Universities are budgeted through a system of cross-subsidization. Graduate programs are subsidized by undergraduate programs. Some undergraduate programs, such as service courses in English and the social sciences, subsidize other undergraduate programs. One of the most costly programs in the university is music; one of the best revenue producers is Psychology 101. Auxiliary units such as residence halls and technology-transfer operations do not have academic value by themselves and they are not to be subsidized, if at all possible.

Because athletics is conceptualized in the Standard View as an auxiliary, as something without academic value, it should not be entitled to a university budgetary subsidy if at all possible. Athletics should earn its own way. This perspective has been codified as part of the NCAA Division I philosophy statement: "[A member of Division I] strives to finance its athletics program insofar as possible from revenues generated by the program itself" (5).

Divisions II and III institutions do not, and cannot, expect their athletics departments to be self-sufficient. The reason is that they lack the ticket and broadcast-media proceeds and donor contributions to produce substantial revenue. In those divisions, intercollegiate athletics is a subsidized activity, but in the high profile, high-cost athletics programs of Division I, the expectation is for self-sufficiency.

Faculty members and academic administrators like this principle. There is enormous competition for resources in a university; in fact, the contemporary university can almost be defined by saying that the good ideas of the faculty always outstrip the available resources. Faculty members tend to strongly prefer to invest university resources in academic programs and not subsidize athletics or other auxiliaries. Indeed, in this time of limited resources, there is increasing pressure to not subsidize athletics, or at least minimize the subsidy by, for example, increasing student athletic fees.

Many athletics administrators, especially athletic directors, also like this principle. Although they certainly want additional resources that come from institutional subsidy, this principle justifies a degree of autonomy within the university not achieved by most academic units. Athletic directors are expected to find ways to generate resources through ticket sales, media contracts, entrepreneurial activity, and fundraising. They are permitted, with considerable autonomy, to undertake these activities.

In Division I, especially for institutions with the most successful athletics programs, revenue can be increased, even dramatically so, through broadcast-media contracts. For example, in men's and women's basketball, the NCAA conducts postseason tournaments. Long-term agreements for the men's postseason basketball tournament provide a payout of more than $6 billion over the 11-year length of the contracts.[4]

Given the principle that intercollegiate athletics is to be self-supporting, presidents and athletic directors have also sought to make improvements and investments in their athletics programs in order to be highly competitive. Competitive success, they reason, will increase their revenue streams. One example of investments for enhancing competitiveness is new or renovated facilities. Football stadiums are enlarged, and luxury boxes are added to increase ticket revenue and to satisfy donors and supporters. As the perceived value of winning teams increases, the market for the best coaches does, too. The competition for these coaches is such that they command seven-figure compensation packages. The recent escalation of the costs of competitive Division I athletics programs has been labeled the "arms race."

There is competition in other parts of the university, as well. English departments compete to hire the most accomplished faculty members, which then drives up personnel budgets. Biology departments compete not merely on the basis of

salaries but also on laboratory facilities and scientific instrumentation. Investments are made in residence halls and recreation centers to attract more and better students. In these cases, however, the university, through its normal budgetary process, makes priority decisions about which units to support.

Because according to the Standard View athletics departments are not taken to be central, or even part of the academic mission of the institution, the tendency is to not make budgetary decisions within the overall institutional context. The autonomy of the athletics department at some institutions enables the department to make its case directly to the president or even, in some cases, to the university's governing board.

But recent studies conducted under the auspices of the NCAA cast serious doubt on the claim that continued increases in expenditures results in improved competitiveness or in an enhanced ability to satisfy the principle of self-support (6). These studies are predicated on the best databases ever assembled. They show, for example, that for every dollar invested in football or men's basketball in Division I, the institution can expect a dollar back. That is, the rate of return is 0%. These studies also show that there is no correlation between winning teams and funds for operational expenditures. Overall, the studies do not support the rationale often given for increased expenditures on athletes.

Of the 117 Division I-A athletics programs, the highest level engaged in football, over one third claim that they cover their expenses or are producing excess revenue on an annual basis. This claim is presently difficult to evaluate because there is no uniform means of accounting for athletics expenditures. For example, some do not fully count facility costs such as bonded indebtedness and physical-plant maintenance; some do not fully account for academic support for student-athletes, such as advising and tutors; and others fail to include student fees in institutional support. Based on the economic studies, it may be more reasonable to believe that fewer than two dozen Division I-A schools, perhaps as few as one dozen when everything is taken into account, actually meet the principle of self-support. The 100 or so Division I-A institutions and the remaining 900 other schools with NCAA athletics programs all subsidize them.

Is that bad? It is only if one is committed to the Standard View that athletics lies outside the central mission of the university. If the Standard View is relinquished, and with it the principle of self-support, then subsidizing athletics becomes acceptable in Division I, as it is in the other divisions. Athletics departments, like every other unit in the university, should and will continue to seek ways to increase revenue, but the felt need to ratchet up investment in the hope of improving revenues should diminish. Athletics-department budgetary decisions can, and should, flow through the normal university budget process, once it is clear that subsidization is an acceptable reality of life. The stigma of subsidies for athletics is removed when the Standard View is foregone.

The Integrated View

The Standard View should be replaced by a more balanced view about athletics that integrates it into the mission of the university. Call this the Integrated View. The primary and defining feature of the Integrated View is that athletic programs

are made part of the educational mission of the university. Although they are not part of the liberal-arts core, they play the same type of role as music and art and, perhaps, business and journalism.

The Integrated View is based on a different perspective of the role of physical-skill education than that of the Standard View. The Integrated View disposes of the bias against physical-skill development. The Attic Greeks had a good perspective. They believed that the mental and the physical should both be part of a sound education. Even someone as committed to the superiority of the mental as Plato held that physical accomplishment was necessary for successful citizenship. The central idea here is that of harmony. The harmony, the unity, of mind and body is crucial to a happy life (7: Book II 376E, Book III 412B, Book VII 521C–541B).[5]

The idea of harmony between mind and body in education comports well with the underlying philosophy of education in this country. America is the only country in the world that includes athletics extensively in its educational system. In Europe, sports are played mostly outside the university. Independent club sports, many of which involve payment to the athletes, substitute for intercollegiate athletics. Some Asian countries are reconsidering the separation of sports and education. Mainland China is reviewing its educational system, and there is some prospect that they will emulate the American system and incorporate athletics directly into it.

By focusing on the harmony between mind and body in education, athletics takes on a more central role. That role is not unlike the role of music in education, once again following the ancient Greeks. Some students specialize in music, but not many. Nonetheless, music is to be appreciated and enjoyed by all. It is considered a valuable part of the curriculum and the campus environment. Similarly, a minority of students are focused on intercollegiate athletics—from less than 2% of the general student body at large Division I institutions to 30% or more at some highly selective Division III liberal-arts colleges. Nonetheless, athletics and student-athletes should find a central role in university life. Athletics should be a valuable part of the educational environment.

The Integrated View raises a provocative issue. If athletic participation is relevantly similar to music performance with respect to content—namely, in knowledge of skills—as well as instructor qualifications, then if academic credit is provided for music students, should it not also be provided for student-athletes? There are some obvious limitations in providing credit to student-athletes. We should not offer majors in basketball or other sports. But it appears reasonable to provide a small number of credits, one time only, provided that the course has been approved through the normal process by appropriate faculty committees and it has an attendance requirement. There is the potential for abuse and academic fraud but, with faculty oversight, not more so than with some other courses in the university. In any case, the idea of offering credit for students participating in intercollegiate athletics is worthy of consideration, once the Integrated View is established at an institution.

Intercollegiate athletics, at its best, demonstrates positive values. These values include striving for excellence, perseverance, resilience, hard work, respect for others, sportsmanship and civility, and losing—and winning—with grace. Consider for a moment reactions to losing. Most undergraduate students, especially freshmen, have difficulty with failure, but student-athletes, who are accustomed

to competition and the failures that accompany it, become good at overcoming adversity. If they lose a big game on Saturday afternoon, they are on the field the next Monday working doubly hard. Many students would do well to embrace this value of resilience and coping with failure early in their college careers.

In general, it would be good if the positive values exhibited by student-athletes were learned and adopted by the general student body. A college education is not only an exercise in gaining factual and skill-based knowledge; it is an opportunity to develop a value system, a set of enduring goals, and a perspective on life. In large part, college is about becoming a productive citizen and a mature person. This developmental aspect of a college education is especially pertinent to traditional-age students who have a residential experience. The positive, constructive values of student-athletes, gained through their experiences in intercollegiate athletics, are apt models.

Given that certain types of physical-skill development have roles to play in an institution of higher education and that intercollegiate athletics is one such type of skill development, intercollegiate athletics should be treated similarly to music education and education in other areas that involve skill development. For example, departments of intercollegiate athletics and schools of music should be relevantly similar in terms of the university's organizational chart.

Athletic directors should have a role similar to those of deans of major units such as medicine and arts and sciences. It would be good if there were a direct reporting relationship between the athletic director and the president (although it can be helpful for a vice president or other high-level administrator to work with the athletic director on local operational issues). The athletic director should serve in the president's cabinet or similar body. Doing so enables the athletic director to gain knowledge of and contribute to the strategic priorities of the institution, as well as providing an opportunity for university leadership to be informed about the issues facing the athletics department and to assist the department in fulfilling its institutional role.

The advantage of mainstreaming the athletic department into the mission and structure of the university is that it reflects the balanced approach to education that includes both cognitive and physical capacity. It also has the advantage of removing the impetus for the bias against intercollegiate athletics underlying the Standard View. Mainstreaming, undertaken successfully, should yield a better appreciation for the athletics enterprise by faculty members. One expected result is that there will be an increased willingness among faculty to accept, if necessary, cross-subsidization of athletics, at least to the extent that there is acceptance for cross-subsidizing music and art. By placing athletics in the mainstream of the university, its value to the education of undergraduates becomes more apparent.

Students' education may include both intellectual- and physical-skill elements. Although an emphasis on the intellectual certainly has had salutary effects, a university education should not be limited in that skill development is necessarily excluded. The structure of the university, in turn, should reflect this integrated approach. On the defensive side, failure to place adequate operational controls on intercollegiate athletics is a recipe for deep problems, including public exposure by the media. On the constructive side, mainstreaming intercollegiate athletics into the campus structure is likely to yield value for the institution in terms of broadly based developmental educational opportunities.

Conclusions

The rationale for the Standard View is weak. It discredits intercollegiate athletics, ignoring its educational value and relegating it to mere extracurricular activity. The underlying rationale for it is that a university education should be dedicated entirely to the mind. By contrast, I have been arguing that there is a legitimate place in the university for physical-skill development. Not everyone, of course, should concentrate on skill development, as do music, drama, dance majors, and student-athletes, but a university should accommodate those who, in addition to learning factual knowledge, gain certain physical abilities.

In a university in which this integrated approach is undertaken, the constructive values associated with intercollegiate athletics, even for those who do not themselves participate, can influence the campus culture. The values of hard work, striving for excellence, respect for others, sportsmanship and civility, team play, persistence, and resilience that underlie the ideal of sport should be brought into the developmental aspects of a college education affecting all students. The Integrated View of college sports, as opposed to the Standard View, not only puts intercollegiate athletics in its proper perspective but also has positive effects for the campus community.

The role of intercollegiate athletics in universities has been undervalued. The problems surrounding intercollegiate athletics, often sensationalized, should be kept in perspective. The constructive values represented by the sports ideal can positively influence students and enable them to become productive citizens. Intercollegiate athletics can, and should be, a positive part of undergraduate education and campus culture.[6]

Notes

1. The best statement of the contemporary problems of college sports, which is based on sound social-science research, is reference 9. The follow-up volume is reference 1. This latter book focuses on highly selective private schools and also makes specific recommendations to resolve the issues. For a summary of some of the criticism, see reference 10, especially chapter 7. See also reference 2.

2. The NCAA divides colleges and universities into three divisions reflecting athletic scholarship (grants-in-aid) support, the level of competition, and differences in philosophy. For example, Division III, unlike Divisions I and II, does not offer athletic scholarships. Division I, in turn, is subdivided in football, and only in football, into Divisions I-A, I-AA, and I-AAA. Division I-AAA does not field football teams. Division I-A, which consists of 117 schools, plays at the highest competitive level and receives the lion's share of fan and media attention. Overall, there are approximately 360,000 current student-athletes in the NCAA competing at more than 1,000 colleges and universities. See www.ncaa.org for details of structure and membership.

3. See reference 9 for the majors and postcollege careers of student-athletes.

4. The NCAA national office uses less than 5% of the funds from media contracts to conduct its operations and redistributes the remaining 95% of the proceeds to member colleges and universities and to student-athletes.

5. See also reference 10: pp. 156ff. Simon quotes A. Bartlett Giamatti, former president of Yale University and commissioner of Major League Baseball: "The Greeks saw physical training and games as a form of knowledge, meant to toughen the body in order to temper the soul, activities pure in themselves, immediate, obedient to the rules so that winning would be sweeter still" (10: p. 157).

6. I want to thank Dr. Marshall Swain for his helpful comments on an earlier draft of this article and the editor and referees of the *Journal of the Philosophy of Sport* for constructive comments. I also want to thank the several university audiences who commented on an earlier version of this article.

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Aristotle and Cricket: Drama in Retrospect[1]

Anthony D. Buckley

There's a breathless hush in the close tonight
Ten balls to play and a match to win
A bumping pitch and a blinding light
An hour to play and the last man in
—Sir Henry Newbolt, *Vitai Lamada*

A game or a sporting activity[2] is likely to be a drama in the sense that a ritual or a play is a drama. In a pioneering article, Keenan (12) uses the word "tragedy" to discuss athletic performance using terms taken from Aristotle's *Poetics* (1). This article will similarly show that that an enjoyable game will be, if not a tragedy,[3] then a "complex drama" with features described in Aristotle's discussion of theater. Some problems, however, need to be solved before this approach is adopted.

Using cricket as the main but not the only example, I will ask how an unscripted game can resemble a scripted theatrical play, a complex drama with an Aristotelian plot. The conclusion will be that in a game, a hero or team of heroes will strive to achieve goals in circumstances that render the path to success "complicated." Only when the game ends does a complex plot retrospectively emerge.

Aristotle's *Poetics* sets out practical principles to allow a "poet" to write a well-constructed theatrical drama. Concentrating on the tragedy, which he sees as one type of complex drama, Aristotle emphasizes the importance of the plot, which he calls the soul of tragedy (1: VI).[4] He divides the plot of a complex drama into several sections. After an *introduction*, the plot of a play becomes *complicated*. At the *reversal of the situation*, good fortune turns toward bad or bad fortune turns toward good. There then follows a *denouement* (1: XVIII) leading to a *conclusion*.[5] I shall argue that this scheme can be shown to exist not only in theater but also in sport.

Because sport may be seen to resemble theater, I shall ask whether sport, or some aspect of it, is "a work of art." I shall therefore investigate some ideas of David Best (2), who says that sport is not art. I shall disagree with him on some points but conclude that, although a game may be drama, it is not art.

The focus of this article, however, is to solve the major difficulty in seeing a game as a complex drama. Aristotle says of theater that "the structural union

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The Moral Significance of Sport

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There is no doubting that sports play a significant role in the lives of many Americans and indeed of many people around the world. What accounts for this fascination? It is doubtful that sports simply provide an outlet for violence in society. This is too simplistic. Sport, I maintain, fascinates for many reasons, including its beauty and its display of morally heroic virtues. Human beings admire the beauty and grace in sport; they are moved by the discipline of the best athletes; and often it is the heroism and courage in sport that they applaud, not the violence which occasion the display of these virtues..

But this is not all. I maintain that because of the nature and design of sport, sport provides a significant moral function both for the individual and for society at large. It does so first because it provides participants a vehicle for self-expression, and a means of self-respect and self-development. Sport in this sense may serve as what philosopher John Rawls calls a "social union" in a society of social unions, a community of people with shared ends and common activities valued for themselves, enjoying one another's excellences and individuality as they participate in the activities."[1]

Second, because sport is a microcosm of society, it dramatizes the social order. As a microcosm, sport represents the social order in miniature, a "slice of life" and exhibits that slice in an exaggerated and dramatic form, much as a play dramatizes an episode of life. Sport mirrors or reflects society, its virtues and vices, but unlike a mirror, which is passive, sport is active. It reflects back on society; its reflection affects what it is a reflection of. And finally, because sport functions analogously as an art form, as a controlled expression of emotion, it enhances the notion of sport as a social union, and further serves a significant moral function in the dramatization of sport as a microcosm of society.

I.

In its paradigmatic form, sport can serve illuminate its moral significance, both negatively and positively. Four features exemplify sport in its paradigmatic form: 1) Sport is a freely chosen, voluntary activity; 2) Sport is rule governed with two sets of rules; 3) Sport is physically challenging; 4) Sport involves competition in a mutual challenge to achieve excellence.[2] These features provide neither an exhaustive nor exclusive definition, but a model to examine the moral significant features of sport.

First sport is a freely chosen, voluntary activity whose participation is an expression of the individual's creativity and his or her freedom to choose. Thus, sport is an unalienated activity, and as such is included in what Marx called "the realm of freedom." As an unalienated activity, sport has as its end the activity itself. Thought it may serve other purposes, it is an activity complete in itself. It dos not have to have a product nor provide a service, nor is it a means to an end outside itself. Sport is an end in itself.

Of course, those who participate in a sport necessarily have goals. For example, to play basketball is necessarily to have the goal of scoring baskets. But the goal is within the context of the activity itself. That is, in stating the rules of the game, one necessarily states the goals internal to it which the participants must have. But the participants need not have goals external to the game.

In its paradigmatic form them, participation in sport is both conscious and free, and the participants know and freely abide by the rules. This voluntary co-operation is required to begin, continue, and end the activity. Thus, for example, when I play basketball, tennis, or golf, I freely choose to do so and am conscious of my freedom to participate in the activity for no end outside the activity itself. Neither my existence nor my subsistence depends on my participation in the activity. This is unlike work.

By contrast work in its paradigmatic form is nonvoluntary and aims at something other than itself. Most members of society work in order to live; for them work is a means to an end other than itself. It is seen as a deliberate providing for needs or wants. As such work belongs in what Marx called "the realm of necessity."

It is possible, of course, for the fortunate few to express their creativity and freedom to choose in their work; most often when work approaches the paradigm of sport, it also enters the realm of freedom. But this cannot be the case for the great many workers whose work has little or no room for creativity nor

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[1] John Rawls, A Theory of Justice, Harvard University Press, 1971, p. 523.
[2] This concept I take from Robert Simon, in Fair Play: Sports, Values and Society, Westview Press, 1991.

self-expression. Conversely, sport which in its paradigmatic form is in the realm of freedom, may be an individual's means of living and thus in the real of necessity. As I will argue, however, this is one possible source of the perversion of sport.

Now it might be objected that on my analysis, sport is no different from work, because sport is indeed a means to some ends, for happiness and pleasure, for health, discipline, relaxation, or for money. All of these are products of sports. Several points may be made here. First, when the aim is health or discipline, the activity degenerates into dull routine and quickly becomes something akin to work. When these objectives dictate what is done, efficiency becomes the concern. The question is "what is the most efficient way of obtaining these products?" This is the question one asks in work, not in sport. Examples of such activities are calisthenics, weightlifting, and jogging. These are examples of what are better called exercises, not sports. These activities are generally designed for physical fitness and are generally subjectively different from sport, in that they are not enjoyed for themselves.

This subjective difference has an objective counterpart. They are not designed nor participated in for self-expression because they are repetitive and simple. In doing sit-ups, for example, you do not try to be creative, nor do you do them for their own sake. You can concentrate on the sit-ups initially to make sure you are doing them correctly or efficiently, but after the efficiency level is reached, there is no more to think about except what end they will achieve, the "cut" abdominal muscles. "Once given a chance to train for games, students revolted against doing set exercises as ends in themselves. They found them to be tedious, repetitious and meaningless."[3] This may be further illustrated in body building. This was not satisfying in itself; the regimen had to be seen for something; thus, competition was devised.

Interestingly and importantly, when one participates to the fullest, the by-products of all sports are health, discipline, and a sense of achievement. These may be aimed at, as we saw, but they are better achieved when one forgets about them and participates. This is certainly also the case with relaxation, happiness, and pleasure. These are by-products of sports, but only when they are not the aim. This is just a particular instance of the paradox of happiness. In discussing this issue, a friend commented that she jogged, "not for its own sake, but for fun, relaxation, health and a sense of achievement." But if my analysis is correct, these can best be achieved by participating without those aims in mind. A person "who wants to be refreshed through play must forget about refreshing himself and just play."[4] By participating to the fullest, that is by participating freely with no other specific aim in mind, one achieves these "products." This is not the case in work, where the end product must always be kept in mind. If I am building a house and am concerned with the end product, I must keep fully aware of that end and must be alert and aware of the day-to-day operations and building. If I "lose myself" occasionally, it could be disastrous. The structure depends on keeping in mind on the work at hand.

When money becomes the aim, sport begins to degenerate in another way. It begins to degenerate into a means to that end, in so far as this objective dictates what is done. " How best can I command money?" becomes the question. Being good at the sport helps, but becoming a spectacle or entertainer is often the main criterion. To this end individuals try gimmicks or antics, or go to schools with a big athletic publicity department. For example, the Heisman trophy winners command more money by virtue of winning that award. But the winner is not always the best football player in the nation. It is often the result of the publicity that is put out by the athlete's school. Athletes become commodities and the "bottom line" is what matters to the owners. Further, salaries are decided relative to the draft choice.

Of course, the Heisman trophy winner is still an outstanding athlete, but unfortunately there are other cases where the sport itself is incidental. How best to be an entertainer or produce a spectacle is the primary concern, since that is how to command more money. At this point sport begins to be perverted, and moral virtues are undermined. The epitome of a perverted sport is professional wrestling. Everything is done for the entertainment value, for the benefit of the spectators, or more honestly for their money. In fact there is little sport left in it. The perversion is so pervasive that in most states professional wrestling is not even considered a sport. The participants are not athletes, but actors and stuntmen, certainly talented in their own right. There is little resemblance between this spectacle and collegiate wrestling, which is a spectacular sport, but is far from being spectacle.

Fortunately, it is still the case that in most sports ability is still the primary money-maker. But because money becomes the aim, other factors are introduced, or at least encouraged; namely the violence or "bad boy" behavior. Violence is encouraged, not for the good of the game, but for the good of the gate.

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[3] Paul Weiss, Sport: A Philosophic Inquiry, Southern Illinois Press, 1969, p. 225.
[4] Ibid. p. 228.

Violence does nothing to enhance the sport performance. This can readily be seen in professional hockey. Hockey is a contact sport, but the contact is often exaggerated and violence is encouraged because it is spectacular and develops fan loyalty through hatred. This testifies to humankind's great passion and failure to keep focus on the athletic event. In this sense sport begins to parallel war. Love of one's country, or patriotism, is enhanced during war; loyalty developed through hatred of a common enemy.

We also see this in professional basketball with the proliferation of "bad boy" behavior, with some players seeing who can be the "baddest" or the most outrageous. We are all familiar with former NBA players Charles Barkley and Dennis Rodman. Spectators flocked to see their antics, encouraging others to follow in their footsteps. League officials could curtail behavior such as theirs, but it would cost the league ticket sales, and so is basically ignored. Again this attests to what is good for the gate not for the game. It is true that fines are levied for fighting in professional basketball, but with the enormous salaries, this has little affect. These players know that their antics are a drawing card, so they can command salaries whereby fines mean very little.[5] Again the bottom line is money.

It might be claimed here that where there are spectators perversion is inevitable. Possible yes, in that spectators often dramatize or multiply the atmosphere so that violence is encouraged even more. But inevitable, no. I agree with those who maintain that participating rather than watching is central to sport,[6] and I agree that everyone should participate, if they are able. This point I will take up in Section II.

The second feature of sport in its paradigmatic form is that it is rule governed. There are two different sorts of rules that are important to sport: rules decency or fair play and constitutive rules. Some sports have more rules than others, and some may have only one sort. First there are rules of decency, safety, and fair play. For example, in boxing one cannot hit below the belt; in football one cannot tackle by grabbing the face mask or tackle a non-ball carrier from behind; in baseball one cannot throw at the batsman's head; in cricket one cannot continually bowl bodyline, etc. There are very many rules for decency and safety, and when violated players are penalized. Rules of fair play include penalties for moves of strategy within the game. Rules of decency reflect basic moral standards. The basic ground rules are accepted, and they may be manipulated for strategy, but must not overstep prohibitive ones without swift punishment (e.g. fighting, biting, etc). The death of ethics is the sabotage of excellence.

Added to the rules of decency and fair play are constitutive rules which the game and the permissible moves. Their existence comes from their acceptance. Constitutive rules define the activity and are designed to develop and exhibit distinct sets of skills and talents. In combination these rules impose a discipline and create a framework for self-expression and self-development. These rules require calculations, decisions, strategies, and mental agility as well as a physical challenge. Thus, when I agree to play basketball, I agree first of all to abide by the rules which define the game, and the rules of decency, safety and fair play within the game. Further, I use thee rules as a disciplined means of self-expression and self-development. In playing basketball, for example, I cannot put the ball in the basket any way I choose. I must put it in the basket in the ways the rules permit. I cannot stand on a ladder, knock someone out of my way or climb on someone to reach the basket. Nor can I score a basket by sending the ball through the bottom of the net. To be sure these attempts use some skill and ingenuity, but the rules impose a kind of discipline that requires me to devise ways of scoring a basket which require skill, bodily excellence and ingenuity. The rules force me to use various strategies to create moves to score within these carefully specified rules.

Now it is a fact that not all sports impose a defining set of rules, for example, mountain climbing. However, besides the rules for safety, there are impositions that require bodily excellence and ingenuity, rules that require strategies for climbing to reach the top. The goal is not just to reach the top, but to climb to reach the top, and this requires adherence to rules, or laws, of nature. No artificial rules need be imposed.

It is this rule-governing feature that contrasts sport to play, where the rules are simply the more general rules of the society. In play there is little to guide the play activity except the general rules that guide normal human behavior, in particular rules against harming others. But such rules impose no discipline for self-expression or self-development. (They do serve to develop character however.) The rules of sport, on the other hand, provide a framework for creativity in accordance with aesthetic standards, requiring both mental and physical energies. It is this last notion which signifies the third feature of sport.

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[5] The Latrell Sprewell situation is a case in point.

[6] See James Michener, Sports in America, New York: Random House, Inc. 1976.

The third feature of sport in its paradigmatic form is that sport is physically challenging. This feature contrasts sports to games. It is the rule-governing feature of sport that makes sports coextensive with games, but games to not always emphasize a physical challenge or require bodily excellence. Both sports and games are rule-governed, but not all games are sports, and are not when there is no physical challenge. Thus, for example, chess is a rule-governed activity and is a game, but it does not qualify as a sport because it is not physically challenging. The rules which define the sport activity are specifically designed for displaying and expressing bodily performance and aimed at bodily excellence. Thus, these rules often create artificial obstacles for just this purpose. Further, often rule changes are made for just this purpose. Without these rules no particular bodily perfection would necessarily be exhibited.

Using the example of basketball again, rules and obstacles are designed so that baskets scored require skill, coordination, strategies, and bodily excellence. The obstacles and rules present a challenge. The size of the court forces the action in a relatively small area. The "three-second lane" forces continuous action around the basket and prevents a very tall players from simply standing next to the basket for a dunk. This is why we have heard some advocate for raising the rim of the basket to eleven or twelve feet, so that the tallest players must create moves which require bodily excellence. Dunking itself displays a tremendous amount of ability—coordination, timing, jumping ability and balance. It is probably one of the most beautiful moves in basketball because it requires such a combination of abilities—mental and physical.

A rule that imposes another discipline is the shot clock. In college men's basketball the shot clock is 35; women's is 30; and in the professional game it is 24 seconds. The shot clock requires a basket to be attempted with the time allowed. This not only requires bodily excellence, it requires mental concentration and strategies. Interestingly the women's rules, once they changed to approximate the men's rules, included a 30-second clock in their revision, and this still remains. Professional men's basketball has required a 24-second clock since 1954. In every case the clock serves to keep the game challenging, mentally and physically, and also serves for spectator appeal.

Obviously some sports impose more obstacles and discipline than others. However, as I mentioned above, not all obstacles need be artificial. The mountain itself is the obstacle in climbing; as the water is for kayaking and white water rafting. But all impose some obstacles providing a physical challenge, and forcing the participant to create ways to display their abilities. Cricket, for example, does not allow the bowler to throw the ball to the batter in the same way the pitcher throws to the batter in baseball. Also the bats are very different. But in both baseball and in cricket the bats are very specifically designed with definite specifications stipulated by the rules.[7] All these rules, obstacles, and equipment specifications are designed for displaying and creating bodily excellence.

What is interesting and significant is that the different sets of rules which define different sports are designed to exploit the different bodily excellences which correspond to the different body types in men. A good basketball player for example, does not necessarily make a good football player; a good football player does not necessarily make a good swimmer, etc. The point is that certain body types fit different types of sports. There presently exist sports opportunities for nearly every male body type; though there have been great strides, this is not the case for women.

Women cannot as a rule compete in football and boxing, nor compete with men inmost other sports. Although there will always be exceptions, because these are exceptions there will always be societal prejudice which guarantees inequalities of opportunities. Therefore, there is a case for developing sport activities that exploit women's body types. In some cases this may simply involve revising the rules of existing sports, such as in basketball by reducing the size of the basketball for the college players. In other cases it may require developing entirely new activities. In any case since sport is already the single most available activity for self-expression for men, as is clear by the great variety of sports which serve most men's body types, it seems reasonable that similar activities ought to be provided for women. It is interesting to note that basketball was originally created for men to play in the winter between the fall and spring sports. This testifies to the truth that a sport can be a fresh creation made to satisfy definite purposes; other sports could be similarly created. What is also fascinating about basketball is that women played the same game as the men in 1892, but due to concern for women's bodies, it did not develop as the men's game did, and only in 1976 was women's basketball an Olympic sport.

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[7] Recall the controversy when George Brett hit a game-winning home run with a bat with too much tar, and further controversy over the "super-bats."

The final feature of sport in its paradigmatic form is that it requires competition. And it is in competition that the mental and physical skills, talents, and coordination come together. Competition in sport obviously compels the players to exercise and develop their mental skills. Each must develop strategies to counter a competitor's skills and strategies. Here coaches often play significant roles; they are the skilled strategists and work with the athletes in practice and discuss the mental aspects of the sport in the locker room. But once on the court or the playing field, it is up to the athletes to make quick calculations and decisions. Only the most basic plays and moves become automatic. It is seldom that every play of the game is automatic, so quick calculations and decisions based on past behavior and conduct are required. The quarterback in football must be able to "read" and understand the opposing team's defense and then call the next play accordingly.[8] And if the defense shifts in anticipation or if the play does not go quite as it should, the quarterback must make a quick calculation and decision, and the other players must do the same. Good players are neither afflicted with decidophobia nor rashness. In most activities challengers change in unpredictable ways and so one must be prepared to counter within the rules. Making these decisions in those circumstances can serve an important moral function. It is not only in sport that one has to make decisions quickly, but not rashly.

It should be noted here that not all sports require person-to-person competition nor even team competition. There are different forms of competition. Sports such as rock and mountain climbing do not require competition between persons; rather they pit a person against nature. This may be understood as "contention" rather than competition; but the requirements are the same in that one must put ones mental and physical skills to the test. However, while this is the case, in analyzing the moral significance of sport, my discussion centers on the person-to-person aspects especially seen in organized sport.

This feature of sport dramatizes the morality of a community in competition. Sport dramatizes how competition can lead to friendship, to a cooperative challenge toward a shared end. When the game is played fairly according to the rules of the game, and when the competitors are relatively evenly matched, the participants take pleasure in a well-played game, whereby the participants put out their best efforts in the desire to win. This requires the cooperation of all involved. The shared end is the game well played. Without the cooperative efforts of the participants, referees, etc, such an end cannot be achieved. This cooperative effort constitutes a mutual challenge. I am challenged by my competitor as she is challenged by me. I am not interested in destroying her as an enemy, nor subjugating her. I do not view her as an enemy, but as a challenger, someone who by her efforts makes me work hard to develop my abilities. In this way I respect her as a person with similar abilities and virtues and also respect myself in this mutual cooperative challenge. That competition leads to friendship is epitomized by the traditional handshake at the end of the competition. That the competitors are saying in this symbolic gesture is, "Thanks friend, I could not have done it without you. Thanks for the challenge."

Unfortunately sport also dramatizes how competition may lead to combat. But the dramatization in either case serves as a significant moral function. It shows our intense passion and desire to be victorious as well as our failures. Competition as a challenge to better oneself is a value to society and to the individual. This is not unique to sport situations; it is important in all fields of endeavor. Competition is valuable when it is viewed as a cooperative challenge and not as combat, when it is viewed as a means to friendship and not as a means to alienation. In these ways competition does serve to develop citizens as well as individuals. Competition enables participants to deal properly with other realities.

Now, of course, this does not carry over into all activities and realities. It does not mean, for example, that participants now put as much energy into activities they dislike or find great difficulty doing. There are, of course, aberrations, and these aberrations are definitely dramatized in a sport context. This is especially seen when competition is viewed as combat, emphasizing the "win-at-all-costs" syndrome, and when viewed as a zero-sum game. It has been argued that these are essential features of competition. But if my analysis is correct, these "features" are not essential to the notion of competition and are, as I have noted above, aberrations.

The point of competition is not just to win, but to function at a maximum, to develop oneself to the fullest, and to do this one must compete against those who challenge. If it were simply to win, one would choose weak opponents that one could always defeat. Generally one prefers to lose against a strong opponent than win against no competition at all. This is evidenced by the expression "hollow victory." Certainly winning is part of the game (i.e. someone must win), but one does not see an opponent as an enemy to be defeated, but one whose excellences challenge and make possible one's own best performance.

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[8] Admittedly technology has made some decision making less spontaneous.

This point was made clear to me in the 1993 National Indoor Tennis Championship. Roland Thornquist of the University of North Carolina disagreed with a line call that was in his favor saying, "I'd rather lose a match and be a good sport than cheat and win the match. I think you win in the long run."[9] This epitomizes competition in sports. The goal is not to destroy, but to ***achieve***, to discover how effectively one's power can used to bring about a successful outcome under the established rules, not at all costs. Again here I am talking about person-to-person competition. These observations are not present in all kinds of competition, as I noted above, but perhaps we ought to derive our the model of competition from that of the mountain climber, or kayaker, or rower, where strategy is used to challenge the mountain or the river. The point is not to subjugate, but to challenge, to achieve, where the struggle involves the ***process***, he desire to be tested. The win-at-all-costs syndrome does not seem to be present in sports where the competition does not involve other persons. Much can be learned from this and transferred to the person-to-person organized sports which is the focus of this project.

To illustrate the virtue of competition as an achievement toward a shared end, David Halberstam, a noted sportswriter writes:

> "When most oarsmen talked about their perfect moments in a boat, they referred not so much to winning a race as to the feel of the boat, all eight oars in the water together, the synchronization almost perfect. In moments like that, the boat seemed to lift right out of the water. Oarsmen called that the moment of swing. … it allowed you to trust the other men in the boat. A boat did not have swing unless everyone was putting out in exact measure, and because of that, and only because of that, there was the possibility of true trust among oarsmen."[10]

This same moment of "swing" can be seen in other team sports when the play works beautifully because everyone is putting out the same energy to be synchronized with each other.

These four features constitute a schema for sport in its paradigmatic form, and it is these four features that characterize the importance of sport. Sport, therefore, is an unalienated activity which is required for self-development, self-expression, and self-respect. This is part of its fascination. I do not deny that other activities provide vehicles for these goods; there are others. What I contend is that sport is the single most available means and single most participated means for attainment of these goods. It is in this sense that sport is the art of the people and is therefore morally significant.

II

Karl Marx has argued that work is the means to self-development. Not, of course, work under capitalism, but unalienated work; work that is freely chosen and exemplifies human creativity requiring both the energy of the mind and of the body, in accordance with aesthetic standards. And, Marx continues, given the proper setting, i.e. communism, there can be this alienated work available to everyone. This obviously was essential for Marx's argument.

Further Marx maintained that in a communist society, we could all not only be workers, but philosophers, poets, etc.

> "In communist society, … each can become accomplished in any branch he wishes, society regulates general production and thus makes it possible for me to do one thing today and another tomorrow, to hunt in the morning, fish in the afternoon, rear cattle in the evening, criticize after dinner, just as I have a mind, without ever becoming hunter, fisherman, cowherd, or critic."[11]

I am not sure this is the case, but Marx is correct in emphasizing that this well-roundedness which is necessary for self-development requires "unalienated activities"; activities designed specifically to provide room to express and develop oneself freely and not activities that are means to satisfy needs. I have already discussed sport as an unalienated activity. I will now discuss how it also provides the basis for well-roundedness and for development of our uniquely human capacities.

I adhere to the claim that we all ought to be well-rounded and that we all ought to develop our uniquely human capacities; capacities which include the rational, aesthetic, moral, as well as the capacities for friendship and cooperation. But Marx's claim notwithstanding, we can't all be artists, philosophers, poets, or top athletes. To be well-rounded and to develop all our faculties is impossible if it means we must

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[9] Roland Thornquist went on to play professional tennis and is currently the Head Women's Tennis Coach at his alma mater, the University of North Carolina at Chapel Hill.

[10] David Halberstam, The Amateurs, William Morrow & Co., Inc., New York, 1985, p. 40.

[11] Karl Marx, "German Ideology," in Karl Marx: Selected Writings, edited by David McLellan, p. 169.

attempt to perfect all our faculties. Time alone does not permit the development of all our potentialities. As Rawls puts it, "One characteristic of human beings is that no one person can do all that they might like to. ... Potentialities of each are greater than those we can hope to realize."[12]

How then can we be well-rounded? If excellence necessarily requires specialization, it would seem that we cannot be well-rounded. One possible solution is for everyone to participate in as many activities as possible, but specialize only in one or two endeavors. We can't perhaps all be philosophers, but we should all philosophize. We can't all be experts in any one area, but we should participate in as many areas as possible. Obviously not all of us can be superior athletes, but we should all participate. However, in both cases, philosophy and sports, some must specialize so that everyone else can appreciate the superior excellence of that activity. In this way we can participate in that excellence. So, for example, the more you participate in sports yourself, the more you appreciate the superior excellence of the best. The same holds true for philosophy, or for any other activity. It is in this sense that sport fulfills the requirements of Rawls's social union. The successes and enjoyments of others complement our own good. Thus, the successes and enjoyments of superior athletes and their performances complement the good of others. This justifies professional sports. The professionals display the superior talent and excellence of the best and as such enable us to participate in and appreciate their excellence. We do this as spectators. In this way we become complete vicariously.

Now it may be asked here whether participation is necessary for appreciation. I maintain that some participation is necessary to appreciate the excellence of others. Otherwise one runs the risk of becoming an elitist, or of focussing on the "accidents" of the activity, or of denying its significance. As a result the nonparticipant often fails to give respect to the superior participant. It is in this situation that spectators contribute to the perversion of sport.

However, rather than perverting sports, our participation and knowledge actually enhance the quality of the performance. An analogy may be made with philosophy and philosophical conventions. Attending a convention are professional philosophers, students of philosophy, other academics, and professionals interested in certain areas of philosophy. Some of the performances are entertaining with little content. But these are rare, because most of the spectators at any paper are fairly knowledgeable and are actual participants themselves, and thus "see through" such performances. Thus the quality of the convention is enhanced. And further we as spectators appreciate the excellences of the professional philosophers through these performances (i.e. their papers).

The same can and does hold true in sports. By being a participant, a student or a knowledgeable aficionado of the sport, these spectators enhance the quality of the sport. The more knowledgeable people become, the more they are able to see through the performers who lack ability; and less likely to be impressed with violent displays. They appreciate the superior performances, the hard work, the creativity, the strategy, and the artistry involved. They need not be participants in all sports to appreciate all sports. The unique nature of sport activities transfers to any sport. So that while I may be a participant in basketball, I can appreciate the excellences of other sports because they all have similar requirements. They all, in some way, participate in the model presented in Section I. However, the more I know about any one sport, the more I can appreciate it.[13] And the more I participate in a variety of sports, the more I can appreciate the significance of sport in general.

The point is that we cannot all be specialists in all areas, but because there are specialists who do achieve excellence, we can participate in the excellences in the performances of others. In this way our capacities are complemented, and we become well-rounded. Thus, "when [we] are secure in the enjoyment of the exercise of [our] own powers, [we] are disposed to appreciate the perfections of others…"[14] This is the essence of Rawls's social union.

Thus, individuals realize themselves as individuals by participating in roles and stations of the social order. "We need one another as partners in ways of life that are engaged in for their own sake, and the successes and enjoyments of others are necessary for and complementary to our own good."[15] Thus social institutions are to be judged by their contribution to this aim. And it is to this aim that sports must also be judged.

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[12] John Rawls, A Theory of Justice, Harvard University Press, 1971, p. 523.
[13] This is why those who most respect Coach Smith are players and other coaches.
[14] Rawls, 523.
[15] Ibid. 522-523

III

It has been argued by many that sports mirrors the society in which they operate. In this way sport is a microcosm of society.[16] Sport is society in miniature, complete with all its conflicts, assets, and defects. Society is lived by people and sports are played by people. Sports provide an effective medium for bringing out the characters of people. They serve to bring out the best and the worst of people. In observing sport as a microcosm, just as there is corruption in society, there is corruption in sports; just as there is violence in society, there is violence in sports; just as there are drugs in society, there are drugs in sports. On the other hand, just as there are rules of conduct in society, there are rules of conduct in sport; just as there are successes and heroes in society, there are successes and heroes in sports. In all these ways and others, sports reflect the society in which they operate. But while I agree with this analysis, it is only part of the picture. Sport is more than a mirror reflection. A mirror provides a passive reflection, but sport is not a passive reflection. Sport is active and affects what it is a reflection of. Further sport not only reflects society, it also dramatizes the social order. These unique aspects are what make clear the moral significance of sport both for the individual and society at large.

In its being a miniature of society, it compresses and heightens aspects of society, much like a dramatic presentation. Aspects of society are exaggerated and dramatized, and in this way are made clear to all of us. Like drams, sport may reveal to the society virtues it has not yet recognized, or present new values to the society and criticize old ones, or dramatize the established virtues and values in a society. For example, in the triathlon competition perseverance is dramatized in the mere attempt to finish the competition. This dramatization shows the virtue of perseverance and the struggles involved. We admire the finisher as well as those who merely push themselves to the limit in an attempt to finish.

In all of these ways sport may spur moral change. Insofar as it declares the virtues and values of society, sport tells people when they do not live up to their ideals, chastises them for their laxity and prods them to be better people. For example, "that's not cricket" is not said only in cricket.

We espouse the virtue of hard work. Sport does much to dramatize this, and it is with this in mind that some rules changes are made. Surely some people have more talent and aptitude than others. That is as it should be; but raw talent is usually not sufficient. No one, no matter how apt, is naturally great. To be great, an athlete must become great. This is why Michael Jordan is a great basketball player, and Tiger Woods is a great golfer. They both have talent, but they dominated their sports because they developed their natural abilities to be the best they could be. Sport emphasizes the development of the raw talent, and this carries over into society.

We also espouse the virtues of courage, patience, sportsmanship, perseverance and determination. These are emphasized in sports, but are also dramatized so that when they are undermined, they become more obvious and acute. And in so doing we chastise not only the violators but society itself for its laxity. This was illustrated quite well in our attitude toward John McEnroe, who in his displays on the tennis court dramatized the lack of some of our cherished values. Again some rule changes have tried to address such behavior.

Another value society holds dear is justice as fairness. Sport may serve to dramatize how justice ought to be administered and how fairness is emphasized. This is done by carefully specified rules, both to define the game to provide for development, bodily excellence, hard work and fairness, and to provide for proper conduct within the game. With regard to the latter, penalties are swiftly and surely dealt with. Referees and umpires mete out immediate justice. It is in playing the game that one agrees to abide by the rules, recognizing both their importance and their essential fairness. In this way participants are aware of each other as individuals with shared ends. And it is in this way participants come to appreciate others as moral persons and as such constitute a moral community.

It is because sport is an art form and dramatizes our virtues and values that we are outraged at the aberrations. And it is therefore most important that these be corrected within sports and don so surely and quickly. But while this dramatization of virtues may spur moral change, it may also be the source of a great moral danger in sport. People may substitute sport for reality and in so doing be content with their cherished virtues being played out in the game and not in reality. Sport in this way may be the moral opium of the people. For example, C.L.R. James, in his book Beyond a Boundary, gives the example of how on the playing field, racism was nonexistent. The important thing was the competition, the cooperation, teamwork, and friendship. But as soon as the players left the playing field the racial

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[16] For example, see D. Stanley Eitzen, "Sport as Microcosm of Society," in Sport in Contemporary Society, Sixth Edition, Worth Publishers, 2001, pp. 1-9.

prejudices returned and this the racists felt was all right. After all we treat you as equals on the playing field, what more do you want?"

This situation is analogous to Marx's criticism of religion. Religion, says Marx, "is the imaginary realization of the human essence…"[17] Thus, to tolerate the misery on earth, people live in imagination and all that is good is played out in this imaginary world. In this way what is miserable and less than good is tolerated. "Religion is the sigh of the oppressed creature, the feeling of a heartless world, and the soul of the soulless circumstances. It is the opium of the people."[18] Sport could represent an alienation in this sense and become the opium of the people in a similar way.[19] All the virtues could be carried out in the sport instead of in our own day-to-day lives, as C.L.R. James points out. On the cricket field there was no prejudice—not on the field, a place of honor—not in heaven! Thus the players alienate their good qualities from themselves and live them out in an imaginary realm. But neither sport nor religion is wholly imaginary.

In sport the realm is not imaginary. As a matter of fact in sport the prejudices were not and are not dropped. As C.L.R. James points out, there were black captains in cricket. There was indeed teamwork and friendships on the field which were not acknowledged off the field, but other prejudices carried over into the sport itself. So that after all the talk about no prejudices, there clearly was. So what happened? When pointed out as glaring prejudice it forced people to recognize what they were doing. By focusing on a specific point, changes were made.[20] Hopefully this dramatization and change carried over into society spurring further changes in society, which leads me to the aspect of sport that it affects what it reflects. Sport is not a mere passive reflection, but is active in that it affects society even when it is not intended.

We can see this in the circumstances and changes in our own society and in sport in America, in particular baseball, football and basketball. In baseball there were black and white leagues, no integrated teams. This was a glaring violation of the ideal. When dramatized and thus with the emergence of Jackie Robinson into the Brooklyn Dodgers, it stimulated or provoked analysis and criticism of wider issues in society. More recently the issue of black managers has been raised, and when Al Campanis, then Vice-President of the Los Angeles Dodgers, answered that blacks do not have the requisite abilities to manage, he was chastised and relieved of his position. And after that, we had Marge Schott, owner of the Cincinnati Reds, whose racist comments landed her a suspension. In an interview she commented that "everyone" uses these comments, so why was she singled out? While she may be right, the point is that it serves to put people on notice to recognize these issues in society and that people in power are most in need of this awareness. But even further, while these examples may reflect society prejudices, they also serve to perpetuate them. People in power as well in other roles in our society, by their very chosen positions, take on the duties attached with those positions, because they exemplify what is allowed in society. This includes owners, CEOs, public athletes, professors, to name a few. It is through these people that society learns what is proper, what is tolerated, and is right or wrong. So Marge Schott, Dennis Rodman, John McEnroe, Marion Jones all have duties beyond the general public. Once you choose to become a public figure, you also choose the duties that go along with this because it is the nature of being a public figure that you affect others in society. Since sports have become the most public of all professions, they impose more duties. Sports figures are role models; it goes with the territory.[21]

This can be extended to other areas as well, in particular feminist issues. The Title IX ruling of 1972 requires that schools not discriminate in their athletic programs on the basis of sex. Though even today this is met with resistance, most schools complied with this ruling and provided teams and coaches for females. Some schools did the bare minimum just to placate females and keep the law off their backs. Other schools provided facilities and revenue to provide competitive and challenging sports. Now it could stop there by claiming that the challenges have been provided, and that is enough. But because sports are viewed by many people as insignificant, sex equality in sports is tolerated, but not necessarily extended to or tolerated in the society in general, in business or politics. But rather than permit this, sports can serve to show that many of the old ideas held about women were simply prejudices—prejudices such as women being weak, not competitive, rendered incapacitated by their biology, etc.—and in this way sport may again

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[17] Marx, 64
[18] Ibid
[19] See for an analysis of this concept.
[20] Recall the controversy and changes surrounding the Al Campanis affair resulting in black baseball managers.
[21] Kit Wellman discusses this issue in his essay in this collection.

spur moral change. "If women's athletic potentialities are taken with as much seriousness as a man's, it will become more evident that sport concerns not only mankind but humankind and deserves to be viewed as a basic human enterprise."[22] Gender equity is presently one of the biggest issues facing the NCAA and college athletics.

This serves to strengthen the analogy between sport and religion. Both sport and religion are only partially or temporarily in an imaginary realm. Prejudices carry over in both sport and religion, and in this way are reflections of the wider society. But because sport dramatizes and affects these prejudices, it turns and helps change society in a way that religion does not. Religion may serve a similar function, and often does, but only when it approaches the public dramatization as in sport.

It is in recognition of this dramatization that unlike Marx's recommendation that religion be abolished to destroy the illusion, this "holy form of self-alienation … to establish the truth of the here and now,"[23] neither sport nor religion ought to be abolished. Rather both should continue to dramatize our ideals and our virtues, as well as our prejudices and vices. In this way both may serve to spur moral change. But because sports involve a more public realm, the dramatizations are move visible and prominent. And further sports are concerned with the here and now in a way that religion is not. Sport is only "imaginary" in the sense that it is set apart from the normal everyday work world, and like religion may serve to help individuals tolerate the miseries of that workaday world. But it is the here and now that the participants are finding solace, not in any life after death. And so it is in the here and now that sports may serve to spur moral change. This can be seen in television ads that show young girls participating in sports and how this is good for them. The television promotion of the U.S. National Soccer Team does the same. These show that the old prejudices were just that, and that girls and women can and should participate to receive the same benefits men have so long enjoyed.

In religion it is in heaven where everything is just and good and this goodness depends on God, not us. We can't make it good on earth, only God can. In sport this goodness depends on us, not God. Sport has no God; there is no pretense that the perfect realm of sport is God's. Sport is of human beings and human creations. Thus for moral change no gigantic step is required. We don't have to wait for God to do it; it is within our present abilities. Sports reveal who we are and may reflect who we are in society, but it is up to us to recognize our duties to ourselves and others. In this way sport serves a different but compatible function. And in this function lies its moral significance.

IV

That everyone is entitled to self-respect and self-esteem is undisputed. These are as Rawls claims, primary social goods. That everyone has capacities that ought to be developed is also undisputed, capacities that include the moral, the rational, and the aesthetic. These are often referred to as "uniquely human attributes." What are required for self-respect, self-esteem, and the development of these attributes are activities. One kind of activity is productive activity, i.e. work. But another kind of activity is also required and that is "unalienated" activity—activity designed for no end outside itself, designed to emphasize creativity and enjoyed for its own sake. Work cannot always serve this function, so some other activity is necessary. Sports, I have argued, are such activities. And further there are all kinds of sports at all levels of participation. Thus sports are the single most available unalienated activities which provide autonomous agents a vehicle for self-expression, self-respect, and self-development, because the excellence of the athletes in themselves. In this way sports serve to humanize individuals and thus serve a significant moral function.

Sports also serve a significant moral function to the society at large. I have argued that in its dramatization and active reflection, sports may spur moral change. But while sports may be the "art of the people," they may also serve as the moral opium of the people.[24]

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[22] Weiss, 228. Also see Jane English's essay in this collection.

[23] Marx 64.

[24] I have had the benefit of helpful comments and criticisms from a number of students and colleagues, most notably Bernard Boxill, Thomas E. Hill, Jr., Jacob Hale, Kit Wellman, Shirl Hoffman, participants at the Hillsdale College Conference, "Who's on First? Liberal Arts, Christianity or Sports," where an earlier version of this paper was presented, the Johnston Scholars Honors and my First Year Seminar students at the University of North Carolina at Chapel Hill.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, January 1, 2007 3:52 PM
To: Bar-On, Dorit <dbar@email.unc.edu>
Subject: Re: Colloquium for majors

Hi Dorit,
Yes, we should have John Roberts send an email to the majors. So I would suggest you send him a course description and ask him to send it to the majors.

Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Dorit Bar-On wrote:
> Dear Jan,
> I just checked the enrollment for the colloquium for majors and it's
> still at 6 students. It would be a great shame if it stayed that
> small, given what Nico and I are planning for it, which would make a
> great opportunity for anyone planning on going on to grad school. Is
> there any way of drumming up more business? Do you have a contact
> list for eligible majors? Should we open it for non-seniors?
>
> Thanks,
> Dorit

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, January 3, 2007 11:25 AM
To: Bar-On, Dorit <dbar@email.unc.edu>
Subject: Re: Colloquium for majors

Hi Dorit,
I know that he went to Texas over the break to be with Michael Hand, who had a stroke, so I don't know if he is back,
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Dorit Bar-On wrote:
> Do you know if John is incommunicado? I wrote to him yesterday
> morning but haven't heard back. I'm thinking that the sooner we
> contact the major the better.
> Dorit
>
> Jan Boxill wrote:
>> Hi Dorit,
>> Yes, we should have John Roberts send an email to the majors. So I
>> would suggest you send him a course description and ask him to send
>> it to the majors.
>>
>> Jan
>>
>> Jan Boxill, Ph.D.
>> Senior Lecturer and Associate Chair
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>>> Dear Jan,
>>> I just checked the enrollment for the colloquium for majors and it's
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>>> great opportunity for anyone planning on going on to grad school.
>>> Is there any way of drumming up more business? Do you have a
>>> contact list for eligible majors? Should we open it for non-seniors?
>>>
>>> Thanks,
>>> Dorit
>>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, January 3, 2007 5:05 PM
To: Laurel Goldstein <goldstel@email.unc.edu>; Given, Emily <given@email.unc.edu>
Subject: PHIL 275
Attach: PHIL 275-Spr07 Syllabus.doc

Hi Laurel and Emily,
I have put a partial syllabus on blackboard and also attaching it. I would like to meet to discuss the class and also get your office hours and office info. I have some time on Monday morning and afternoon, and some time on Tuesday-tho my Tuesday is a bit busy.

I am out of town tomorrow and Friday.

Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, January 3, 2007 6:16 PM
To: Laurel Goldstein <goldstel@email.unc.edu>
Subject: Natural kinds

/_Here is the reference to the transgender I was talking about_
Seminar on Ethics and Gender/, presented by Dr. Joan Roughgarden <http://www.stanford.edu/group/roughlab/>, author of /Evolutionâ€™s Rainbow

_
_Here is another reference--this refes to Frye's Politics of reality:

http://www.mit.edu/~shaslang/papers/fmnewsUHO.html
/

Here are some other references of Marily Frye's work:

Professor Frye is author of /The Politics of Reality: Essays in Feminist Theory/ and /Willful Virgin: Essays in Feminism 1976-1992/. Topics of recent interest: what categories are, social categories, race and gender categories, essentialism, ethnocentrism.

"The Necessity of Differences: Constructing a Positive Category of Women," in /SIGNS: Journal of Women in Culture and Society/, Vol.21, No.3, Summer 1996.

"Essentialism/Ethnocentrism: The Failure of the Ontological Cure," in /Is Academic Feminism Dead? Theory in Practice/, edited by the Center for Advanced Feminist Studies at the University of Minnesota. NYU Press, 2000.

"Categories and Dichotomies;" in /Encyclopedia of Feminist Theories/ edited by Loraine Code. NY:Routledge, 2000.

"Categories in Distress," in /Feminist Interventions in Ethics and Politics/, eds., Barbara Andrew, Jean Keller Lisa Schwartzman. Rowman and Littlefield, Spring 2005.

Frye's email:fryem@msu.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, January 3, 2007 7:11 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: natural kinds

Real Essences and Natural Kinds in Feminist Theory: A Revisionist Account

*Author: *Howie, Gillian^1 <#aff_1>

Source: Contemporary Political Theory </content/pal/14708914;jsessionid=1r8ac98mtcqj1.alice>, Volume 5, Number 3, August 2006, pp. 238-258(21)

*Publisher: *Palgrave Macmillan
</content/pal;jsessionid=1r8ac98mtcqj1.alice>

Abstract:

This paper examines the problem of natural kinds, a key problem within feminist theory, and argues for a non-instrumental realist account of group identity. I suggest that a reconstructed (Lockean) theory of essence helps to make sense of group membership because it combines a conventional account of groups with a realist commitment to there being something responsible for the appearance of regularities in the world. The claim that natural kind membership is a matter of similarity relationships manages to avoid metaphysical, universal property-based essentialism and, at the same time, points to interested generative mechanisms underlying the appearance of the regularities that make sense of kind membership. Finally, I suggest that the concepts `real essence' and `internal constitution' offer a new way to conceive `sex' and `gender', and that Adorno's notion of non-identity is a way to think group membership non-instrumentally.Contemporary Political Theory (2006) 5, 238-258. doi:10.1057/palgrave.cpt.9300258

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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, January 8, 2007 4:42 PM
To: Laurel Goldstein <goldstel@email.unc.edu>; Given, Emily <given@email.unc.edu>
Subject: PHIL 275
Attach: PHIL 275-46 Feminism.doc; Lecture 1-Intro.doc

Hi Laurel and Emily,
I may have already sent you a partial syllabus, but I am attaching one to this email, and also what I have prepared for the first day of class. Please give me your office numbers, phone, and office hours to add to the syllabus.

Thanks,
Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, January 10, 2007 9:53 AM
To: gilbert@wjh.harvard.edu
Cc: Carlo Robustelli <carlo@unc.edu>; Gilbert, Lawrence Irwin <LGilbert@bio.unc.edu>; Jesse Prinz <jesse@subcortex.com>; Knobe, Joshua M <knobe@email.unc.edu>
Subject: Parr Center Event: Happiness

Dear Daniel,
We are all looking forward to your visit to UNC on February 20-21st. We will be sending you a final itinerary once all the details are finalized, but here are the present details:

*TUESDAY FEBRUARY 20TH *
Arrive in Chapel Hill
Depending on time of arrival, lunch with students &/or faculty.
3:30-4:45 Meet with BIOLOGY 501 -- your father's class
5-7 Dinner
7:30 Public Lecture followed by a reception and book signing.
Audience: students, faculty, staff, community

WEDNESDAY FEBRUARY 21
Breakfast TBA
Lunch TBA with students and faculty

4-6:30 Meet with PHIL KENAN SEMINAR Caldwell 213
Instructors: Jesse Prinz & Joshua Knobe
Papers will be assigned for discussion
Presently there are philosophy graduate students in the class.
6:30- Dinner with seminar participants

[Jesse Prinz will be in touch with you to discuss further details of the seminar. I have copied him as well as Josh on this email.]

Other details: do you need a hotel room? Do you want us to make the flight arrangements? If so, please let Carlo know.

I hope this helps. I look forward to your visit.

Regards,
Jan

Jan Boxill, Ph.D.
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FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, January 10, 2007 1:19 PM
To: Gorman, Jacquelene W <jackie@unc.edu>
Subject: Re: [Fwd: PEACE STUDIES CANDIDATE: AMY SMITHSON]

Hi Jackie,
I am leaving town this afternoon and will be out all day tomorrow.
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Jackie Gorman wrote:
>
>
> -------- Original Message --------
> Subject: PEACE STUDIES CANDIDATE: AMY SMITHSON
> Date: Wed, 10 Jan 2007 09:53:21 -0500
> From: woytowic@email.unc.edu <woytowic@email.unc.edu>
> To: Donald Hornstein <dhornste@email.unc.edu>, Jonathan Howes
> <Jonathan@athena.dev.unc.edu>, James Johnson <jim_johnson@unc.edu>,
> John Kasarda <john_kasarda@unc.edu>, Dennis Orthner
> <orthner@email.unc.edu>, Joel Schwartz - 3265
> <jjschwar@email.unc.edu>, Mike Munger <munger@duke.edu>, John Hardin
> <jhardin@nccommerce.com>, David Schanzer <schanzer@duke.edu>,
> Jennifer Bremer <jbremer@kenan.org>, Jackie Gorman <jackie@unc.edu>
> CC: Doug Crawford-Brown <Douglas_Crawford-Brown@unc.edu>, David Dill
> <ddill@email.unc.edu>, Michael Luger <mluger@email.unc.edu>, Dale
> Whittington <Dale_Whittington@unc.edu>, Sudhanshu Handa
> <shanda@email.unc.edu>, Hodding Carter <hoddingcarter@unc.edu>,
> Richard Andrews <pete_andrews@unc.edu>, Douglas Lauen
> <dlauen@email.unc.edu>, Daniel Gitterman <danielg@email.unc.edu>,
> Krista M Perreira <krista_perreira@unc.edu>, PUBLIC POLICY PH D
> <pupa-phd@listserv.unc.edu>, Arne Kalleberg <flewis@email.unc.edu>,
> Mark Crescenzi <crescenz@email.unc.edu>, Rudy Juliano
> <rudy_juliano@med.unc.edu>, Joseph Glathaar <jtg@email.unc.edu>,
> David Schanzer <schanzer@duke.edu>, Richard Kohn <rhkohn@unc.edu>,
> Jim Porto <jim_porto@unc.edu>, Anna Waller
> <anna_waller@med.unc.edu>, Robert Jenkins <rjenkins@email.unc.edu>
>
> Good Morning,
> I have attached Amy Smithson's schedule and CV for your information.
> She will be arriving this evening and residing at the Marriott Courtyard
> out at the Friday Center. Amy's schedule time is set up for Thursday
> and Friday but as she will be here until Sunday she has let me know that
> she would be happy to meet over the weekend. If anyone is so inclined,
> please get in touch with me or Dan Gitterman.
> Amy's seminar is scheduled for Thursday, January 11 from 4 - 5:30 pm at
> New East 101.
> Have a good day, everyone!
> Mary
>

From: nobody@notify.unc.edu on behalf of Andrews, Susan B. </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=ANDRESUS>

Sent: Wednesday, January 10, 2007 12:30 AM

To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>

Subject: INFORMATIONAL: 2007 Summer Programs for Youth

In order for the Office of the Executive Vice Chancellor and Provost to respond to an annual request from 12th District Congressman Melvin Watt, I write to ask that you submit information regarding any program for youth (Kid's Camp through grade 12) that is being sponsored by your unit/department for Summer 2007. Please send this information to Susan Andrews, CB 3000 or email to Susan_Andrews@unc.edu no later than Monday, February 26. Please include the name of the program, targeted age group, any eligibility requirements, dates the program will be offered, a brief program description, and the name, address, phone number and email for the primary contact person. This information should also be available on your department's website. If you have questions, please feel free to contact me directly at 962-2198. Thank you.

This email is sponsored by: Office of the Executive Vice Chancellor and Provost

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, January 15, 2007 4:06 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: bbbal
Attach: Keys to game-UCONN.doc; GAME NOTES-UCONN.doc

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

PREGAME NOTES: KEYS—UCONN

Thanks Taylor.

The Heels looked impressive in the second half against Clemson; their first half was not so spectacular as the Tigers held with them, which was something of a surprise. But tonight they have put together some pretty impressive basketball for 40 minutes. UCONN is a great team, with an outstanding coach. While they are winning by nearly a 41.2 point margin, we aren't likely to see this tonight. Their defense must be smothering, especially on Renee Montgomery. She's a sophomore but an experienced one. The tenacious and trapping defense must not let UCONN get set in their offense. I'm sure UCONN has viewed every film of the Heels games so they will be ready for this kind of tenacious and trapping defense. UCONN is not a team that will be intimidated.

Of course the way the Heels play defense and offense they get tired, so you need substitutions, which is why when you look at the combined team statistics there are nine players averaging double digit playing time. This is impressive and shows the depth of this team. Something else which will be a factor in tonight's game is the Tar Heels goal of possessions per game. As I've said at each game the Tar Heel's goal is 110 possessions per game—they are averaging about 104 now. They will continue to work hard for possessions in tonight's game, but unlikely they'll get as many as we've seen in the last 2 games. You recall against Virginia, the Heels had 92 shot attempts, and 125 possessions!!! Clemson: 62 shot attempts and 108 possessions.

And though the Heels are averaging 20 turnovers a game, the ball handling by nearly everyone on the team is very good. UCONN will go right after the Heels from the outset; they've got the talent to press, intimidate, and they have a great 3-point shooter in Mel Thomas. The one thing is that they are a young team with no seniors. This may be their weak link.

My **Keys for tonight's game: UCONN**

UCONN is as good as any team we'll see. They have an athletic, talented team, and National Championship coach, but they don't quite have what it takes to beat the Heels. So the Heels must be mentally focused. They must come out ready to play Carolina basketball to be successful. That means:

1. They must use their talent and quickness to push the ball up court and push up the tempo. They can't be passively pass the ball, but must ATTACK UCONN, especially pressing their point guard, Renee Montgomery. The Heels must come out of the blocks fast like they did against Virginia, not sluggish as they did in Clemson. Take advantage of the home crowd and get them loud and into it early.
2. Look to get the ball inside. UCONN will play a similar style of play as Carolina, while they do have a very good post player in 6'4" Tina Charles, I don't think as a freshman she can stop the inside play of Erlana Larkins or Latoya Pringle.
3. UCONN has a great 3-point shooter in Mel Thomas. They must know where she is at all times. And I've already mentioned Tina Charles—she can make things happen.

NO.	NAME	YR.	POSITION	HT	HOMETOWN/HIGH SCHOOL
2	Tahirah Williams	So.	G	6-0	Montclair, N.J. (Immaculate Heart Academy)
11	Ketia Swanier	Jr.	G	5-7	Columbus, Ga. (Columbus)
13	Jacquie Fernandes	Fr.	G	5-9	Pawcatuck, Conn. (Stonington)
14	Meghan Gardler	Fr.	F	6-0	Springfield, Pa. (Cardinal O'Hara)
20	Renee Montgomery	So.	G	5-7	St. Albans, W. Va. (South Charleston)
24	Charde Houston	Jr.	F	6-1	San Diego, Calif. (San Diego)
25	Mel Thomas	Jr.	G	5-9	Cincinnati, Ohio (Mount Notre Dame)
31	Tina Charles	Fr.	C	6-4	Jamaica, N.Y. (Christ the King)
32	Kalana Greene	So.	G	5-10	Saint Stephens, S.C. (Timberland)
41	Kaili McLaren	Fr.	F	6-2	Washington D.C. (Our Lady of Good Counsel)
44	Brittany Hunter	Jr.	C/F	6-3	Columbus, Ohio (Brookhaven)
51	Cassie Kerns	So.	C/F	6-3	Valparaiso, Ind. (Valparaiso)

2006-07 Women's Basketball Coaching Staff

Head Coach: Geno Auriemma 22nd season (West Chester '81)

Associate Head Coach: Chris Dailey 22nd season (Rutgers '82)

Assistant Coach: Tonya Cardoza 13th season (Virginia '91)

Assistant Coach: Jamelle Elliott 10th season (Connecticut '96)

Director of Basketball Operations: Jack Eisenmann 6th season (Saint Mary's University '80)

GAME NOTES: UCONN—January 15, 2007

POSSESSIONS PER GAME:

Goal is 110 possessions per game; 108 in last game
After 14 games we are averaging about 103 per game
Assess Possessions: FG attempts, trips to the foul line; TO's; Jump ball; offensive rebounds
Second chance points: points off offensive rebounds

SCORING

Last year the team that led in scoring had 86 points per game; Carolina was 3rd with 82.2
This year the Heels are averaging **91.1 PPG**—having scored 1731 points in 19 games. So they are on still target for keeping in the top ten of that category. Opponents are averaging 49.9 points per game. That's an impressive 41.2 point spread.
One way to keep this is to keep a good ratio of outside to inside shots--the Heels are doing very well.
Against Clemson the Heels had ___ shots outside the paint; ___ passes into to the post and ___ drives where they scored or got fouled on ____ of _____..

FAST BREAK POINTS: UNC also scores on their fast break;not many teams can run with the Heels. Against Clemson the Heels had only 6 fast break points, no where near what they'd like, especially as they like to create their offense off their defense. However they did have 26 points off Clemson's 22 turnovers.

FIELD GOALS: in the combined games the Heels are 651 out of 1344 attempts for an average of approx 48.4%
They've held their opponents to a combined 354 our of 1127 for an average approximately 31%
In the Clemson game UNC had 62 shot attempts scoring 40 points in the paint.

THREE POINT SHOTS: Last year the Heels led the country in 3-point shooting making an average of 8.5 per game; this year in our combined games we are slightly off the pace with 7.2. They are 136-386 in the 19 games. They were 8-20 against Clemson, with McCants making 3-4 & Latta 3-6.

FREE THROWS: Doing a bit better in that category; they are now averaging 70%, which is respectable, but not great. This is crucial since the Heels play such a quick aggressive game, they get many more attempts than their opponents. So far the Heels have had 418 attempts making 293 of them.
Latta: 82%; Larkins: 76.6%; McCants: 76%; Little:62

ASSISTS: So far this year the Heels have combined for 385, averaging 20.3 a game. In the Clemson game the Heels had 22. Ivory Latta has 97 so far for the year, she had 6 in the Clemson game, to go along with her 23 points.

TURNOVERS: The assist/turnover ratio is one we always look at, and this year the Heels are not where they would like it to be, but in the last few games have improved significantly in this category. They have accounted for 340 turnovers, which is 20 a game. I know they'd like to see this lower. On the other hand their opponents are averaging nearly 30 a game. When you play the kind of quick aggressive offense there are bound to be turnovers, and the coaches don't get upset about turnovers as a result of aggressive play; where they get upset is when the turnovers result in soft-lazy passes, which happens when a player gets tired; or guard to guard passes that get picked off. But the assist/turnover ratio is still one the coaches are not pleased with. Against Clemson they had 25!

STEALS: Two years ago UNC led the nation in steals; last year they were second, so this year they'd like to lead in that category. They already have 325 in the 19 games, averaging 17.1 per game. In the

Clemson game they had only 10. Their quick, aggressive play, and their famous tenacious press accounts for this. Camille Little leads the team with 55, Rashanda McCants =48; Erlana Larkins =45; Alex Miller=41.

BLOCKS: One strong area of the Heels—1148 so far in the 19 games; averaging 7.8. per game. The Heels leading shot blocker is LaToya Pringle with 59; Breland has 34..

REBOUNDING: Another strength of the Heels—averaging 49.3 per game; their opponents are averaging 33.7 per game. Of the 937 rebounds, 372 have been offensive boards. This is something Carolina likes to focus on, in the Clemson game the Heels had only 16 offensive boards out of a total of 50 boards, scoring 22 points off those offensive rebounds. Carolina depends on second chance points.
Larkins: 166=Off=86;Def=80. **Pringle** 150-57Off; 93 Def.

MINUTES PLAYED: 9 players are still averaging double-digit playing time; with Ivory Latta averaging 28; Camille Little-25.7; Erlana Larkins -23.9; Alex Miller-22; Latoya Pringle=21.8

OTHER POINTS OF INTEREST:

OFFENSE: No one pass and shoot. Carolina likes to have at le one of those going down into the post, but not just to pass it around the horn, but to make effective use of passes to disrupt the defense. This is usually pretty easy when a team plays Erlana one on one. In a team plays zone, then the outside shooting becomes important as it requires more movement away from the middle, freeing up Erlana or whoever is in the post to get open. If the outside shooting isn't going well, then the Heels will have to depend on their transition game and offensive rebounding to get second chance shots. Some teams have tried to slow down the Heels by playing zone, but with little success. Quick sharp passing is essential—passes into the post, drives, and outside shooting beats the press. The post players must play behind the zone, making it easier for them to get open to receive the passes.

Carolina attacks both on offense and defense, and their talent and quickness allow them more options than their opponents can handle.
Teams have been trying to run with the Heels; few have been playing zone.

DEFENSE: They are famous for their press, always attacking the ball. So each team that plays the Tar Heels has to make serious adjustments to handle the Heels defense. The main thing this press does is it doesn't allow the opposing team to set up their offense, and for a team that depends on their half-court offense, this is crucial.

For the Heels they like to double down in the post—at least to give that look to their opponents.

Though the Heels mainly play an aggressive one-on-one style defense, they will use zone occasionally. Sometimes that is used to give a different look or just to change the tempo of the game. In doing so you give up a bit in rebounding because no one is designated for rebounding, but it puts you in better position for fast break.

Opponents defend in various ways: trying to play with the Heels; or adjust by trying to slow the game down, being content with milking the ball to keep possessions down as well. Good traps come from being in an athletic stance and angling the traps

Added note: hand checking. If you are defending the ball handler, the referees will call a foul only if you have 2 hands on the player. That's an automatic foul. However, if you use the "hot stove touch foul" you will not get the call. That means you touch the ball handler with one hand and immediately take your hand off—like touching a hot stove!

NO.	NAME	YR.	POSITION	HT	HOMETOWN/HIGH SCHOOL
2	Tahirah Williams	So.	G	6-0	Montclair, N.J. (Immaculate Heart Academy)
11	Ketia Swanier	Jr.	G	5-7	Columbus, Ga. (Columbus)
13	Jacquie Fernandes	Fr.	G	5-9	Pawcatuck, Conn. (Stonington)
14	Meghan Gardler	Fr.	F	6-0	Springfield, Pa. (Cardinal O'Hara)
20	Renee Montgomery	So.	G	5-7	St. Albans, W. Va. (South Charleston)
24	Charde Houston	Jr.	F	6-1	San Diego, Calif. (San Diego)
25	Mel Thomas	Jr.	G	5-9	Cincinnati, Ohio (Mount Notre Dame)
31	Tina Charles	Fr.	C	6-4	Jamaica, N.Y. (Christ the King)
32	Kalana Greene	So.	G	5-10	Saint Stephens, S.C. (Timberland)
41	Kaili McLaren	Fr.	F	6-2	Washington D.C. (Our Lady of Good Counsel)
44	Brittany Hunter	Jr.	C/F	6-3	Columbus, Ohio (Brookhaven)
51	Cassie Kerns	So.	C/F	6-3	Valparaiso, Ind. (Valparaiso)

2006-07 Women's Basketball Coaching Staff

Head Coach: Geno Auriemma 22nd season (West Chester '81)

Associate Head Coach: Chris Dailey 22nd season (Rutgers '82)

Assistant Coach: Tonya Cardoza 13th season (Virginia '91)

Assistant Coach: Jamelle Elliott 10th season (Connecticut '96)

Director of Basketball Operations: Jack Eisenmann 6th season (Saint Mary's University '80)

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, January 16, 2007 4:04 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: Re: International criminal court webpage

This looks good. We might send the link to Donna to have her look at it
as well.-- and also to Claire who always has good suggestions.
Thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
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Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Carlo Robustelli wrote:
> http://parrcenter.unc.edu/events/seminars/internationalcriminalcourt/
>
> What do you think? Any suggestions?
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, January 16, 2007 8:23 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: signature
Attach: Re phil 275 course planning.msg

I'm forwarding you this email, not for the PHIL 275 content, but to show
you the results of changing the signature as you suggested!!! :)
thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, January 18, 2007 9:56 AM
To: Roberts, John Thomas <jtrosap@email.unc.edu>
Subject: [Fwd: Call for Papers]
Attach: Call for Papers.msg

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, January 18, 2007 3:15 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: Re: revised bioethics invite
Attach: Bioethics invite.doc

Take a look at it.

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Carlo Robustelli wrote:
> Please see attachment
>

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

We invite you to participate in our
2007 *Ethics in the Professions Workshop*

Thursday, February 15th, 2007
4:00-8:00 pm

Respect for Patient Autonomy

Featuring Dr. Margaret Little of Georgetown University. Dr. Little will lead a 'case-based' workshop for Nursing, Allied Health, and Medical professionals.

Margaret Little is an Associate Professor in Georgetown's Philosophy Department and a Senior Research Scholar at Georgetown's Kennedy Institute of Ethics, a think-tank that specializes in bioethics. Her background is in analytic philosophy and feminist theory.

The location of this workshop is the boardroom on the second floor of the SunTrust Meadowmont Bank. Directions to the facility will be emailed to you when you register. A light supper will be provided and there is no cost for the program. However, registration is required before 5:00 pm on February 9, 2007.

Please visit the Workshop's webpage to find additional information: http://parrcenter.unc.edu/events/seminars/bioethicsworkshop/

To register or if you have any questions, please contactl Lance Westerlund at lance@unc.edu.

We hope you will take advantage of this unique opportunity to join us for this provocative and timely workshop.

This workshop is sponsored by the Parr Center for Ethics, the Department of Social Medicine, UNC Hospital Ethics Committee and the Department of Philosophy at UNC Chapel Hill.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, January 19, 2007 6:29 PM
To: Barksdale, Debra J <djbarksdale@unc.edu>
Subject: Re: Coach of the Game

Hi Debra,
Thanks for your email. All the games are filled for this year, but I will keep this email on file, and also you should email me next October to remind me.
Thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Debra J Barksdale wrote:
> Hi Dr. Boxill, I was give your name by my friend and colleague Marcia
> Van Riper. I would very much like to be coach of the game some day. My
> 15 year old daughter and I are great fans of the Carolina Women. So
> much so that we _purchased_ season tickets instead of using the paper
> card and just getting the tickets for the 3 restricted games. My
> daughter has attend the Basketball camp 3 of the last 4 years. We have
> even attended scrimmage games.
>
> So if you ever need a coach of the game, I would be honored. See you
> Sunday at 2.
>
> Thank You
> Debra J. Barksdale

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, January 21, 2007 5:14 PM
To: Hill, Thomas E Jr <thill@email.unc.edu>
Subject: Ethics Bowl course
Attach: PHIL 560 Ethics Bowl.doc

Hi Tom,
Thanks for your suggestions. I wish I would have thought to run this by you before I submitted it, but I think when I finally did the syllabus you were in California. But I can submit a revised syllabus very easily.

Let me know.
thanks again,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

PHIL 560 ETHICS BOWL Instructor: Jan Boxill

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course the students will prepare these cases. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation. The team sent to the Ethics Bowl competition will be selected from those registered in the course. Before the actual competition, a mock Ethics Bowl will be presented to the public and also to at least one local high school as part of the Philosophy Department's outreach program.

During a round, each team takes turns presenting its position on a case and critiquing another team's position on a different case. Teams must answer questions about their positions from a panel of judges. Judges assign scores based on logical consistency, clarity, focus and thoroughness. The presentations are evaluated on the following criteria:

Clarity and Intelligibility: Have you stated and defended your position in a way that is logically consistent and a reader/lister can clearly understand your line of reasoning?

Focus on Ethically Relevant Factors: Has you identified and discussed the ethically relevant factors?

Avoidance of Ethical Irrelevance: Has you stayed on track by avoiding preoccupation with issues that are not ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does your presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

The Intercollegiate Ethics Bowl (IEB) combines the excitement and fun of a competitive tournament with a valuable educational experience for undergraduate students.

The regional competition takes place in November and national in March. The course would be offered in the Fall to prepare students for the regional competition. The actual cases are sent out in mid September, so before that the students will look at previous year's cases and read material appropriate to cases in general, including ethical theory.

READINGS to be taken from the following:

Elements of Moral Philosophy, James Rachels

Being Good, Simon Blackburn

On Liberty, John Stuart Mill

Social Ethics: Morality and Social Policy, Thomas Mappes & Jane Zembaty, editors.

Other readings will be assigned as appropriate.

REQUIREMENTS:

Each student will prepare a minimum of two cases, which involves:

A 12-15 page paper on each

An eight (8) minute oral presentation for each case based on the paper.

A 5-7 minute rebuttal.anticipating questions and objections.

Answer questions posed by the students in class.

Final exam—in class

GRADE

The final grade will be assessed as follows:

Papers:	each=15%	30%
Presentation	each=15%	30%
Class participation:		20%
Final Exam:		20%

The course will be limited to 15 students per term.

Sample Cases:

Case #1

Dr. B., a Professor of Psychology at a large research institution, Ohio State University (OSU), has a long distinguished record of working with chimpanzees. In the 1970s, she taught chimps to communicate, first by using American Sign Language and later using graphic symbols. In the last decade, under her direction, two young chimps, Keeli and Ivy, have learned to count and to recognize simple written words. Another chimp, Bobby, has shown an uncanny ability to learn number sequences and even to fill in missing numbers in a sequence. She has learned that chimps can do simple arithmetic, behave similarly to preschoolers, and (along with humans) have the ability to perceive the knowledge state of a peer.

Dr. B., who has dedicated her entire professional life to the study of cognition in chimpanzees, has won international acclaim for her work and was named one of the top 50 women researchers in the nation by *Discover Magazine* in 2002. Her chimps have been featured on Discovery Channel. However, as funding to support the research center has been hard to come by in the last five years, the university decided to close the research center and send the chimps away. OSU abruptly seized the professor's laboratory on February 28, 2006, changed all the locks, and hired a truck to send all 12 primates (nine chimps and three monkeys) to Primarily Primates, a controversial Texas sanctuary. The university gave the sanctuary a $324,000 trust fund for the animal's care.

Dr. B. vigorously protested the decision. When a restraining order she filed failed to prevent the university from implementing its decision, Dr. B. chained herself to the center's gate to prevent the transport trucks from leaving. Her efforts were unsuccessful and one of the chimps, 25-year old Kermit, died during the 38-hour transport in early March. Bobby was found dead in his enclosure on April 20. One of the monkeys escaped and was never recovered. Dr. B sued OSU to win custody of the remaining chimps. PETA also joined the suit on behalf of the remaining seven chimps and two monkeys and in June a Texas judge ordered that an independent trustee should oversee the $324,000 funding to ensure that it be used to house and benefit the remaining OSU primates.

Case #2

Wisconsin State Representative Dan LeMahieu (R-Oostburg) was outraged when the University of Wisconsin-Madison's University Health Services (UHS) featured ads in the two student newspapers suggesting that students consider receiving prescriptions for emergency contraception (EC) prior to leaving for spring break. UHS services are available to any student at the UW-Madison, and as such they offer health expertise to students in the areas of medical treatment for illnesses and injuries, counseling for stress reduction, smoking cessation, nutrition, dermatology, sports medicine, as well as confidential testing and treatment of sexually transmitted diseases (STDs). Although a part of the state-funded University of Wisconsin System, the ads were paid for using student segregated fees which are not part of taxpayer dollars or academic tuition funds.

Following the publication of the ads, which were part of a series also advising students to protect themselves from sun exposure and limit their intake of alcohol, Representative LeMahieu initiated drafting legislation to ban any university health center in Wisconsin from advertising or distributing the morning-after pill (EC). LeMahieu contends, "I think it's offensive that the university is trying to tell young women to be prepared and to plan ahead so they can have promiscuous activities on spring break. I don't think that it's the role of the university to promote that type of activity, and I believe that's what their ad is asking young people to do." LeMahieu also added that the UW should be "made aware" that many people who are paying state taxes do not appreciate the offensive advertisements.

On June 16, 2005, Wisconsin's State Assembly voted 49-41 in favor of a bill prohibiting University of Wisconsin System health centers from advertising, prescribing or dispensing emergency contraception, making it the first state in the country to move towards banning EC on all state college campuses.

Case #3

Near the end of its fall season, a top executive from the popular reality television competition, *Idol Starz*, appeared on the *Today Show* and revealed that the program's contestants either advanced or were cut based on producers' decisions rather than being selected through the program's public text-messaging voting system. The executive went on to state that the show's winners and losers were selected by producers on a round-by-round basis in the hopes that certain "controversial" or "questionable" choices would positively influence ratings, increase fervor for underdog candidates, and create a more developed fan-base which would return to view the show during both current and future seasons.

Given the show's popularity and viewers' commitment to their favorite contestants, the revelation led to a large public outcry condemning the show for dishonesty and false advertising. Many claimed to have been cheated and explained that the show had a responsibility to adhere to the public's decisions about which candidates they preferred. Given special attention during this debate was the show's slogan: "You vote. You decide. Who should be the next Idol Star?"

During ensuing interviews, the show's producers explained that their decisions were based on the fact that they were in the entertainment business and that certain unpredictable events helped to keep the audience invested in the show and provided increased entertainment value. They also argued that, more often that not, their decisions about who should advance or win were in line with the public's desires. When questioned about the program's slogan, one producer was quoted as saying, "Look at it carefully. There is a difference between telling someone to vote and decide who *should* be the next Idol Star and telling them that their votes *will* decide the next Idol Star."

Case #4

In a recent case, Florida authorities declined to file charges against a Miami Herald columnist for surreptitiously recording a phone call from a city commissioner who later committed suicide in the newspaper's lobby. Authorities cited the unusual circumstances that led to the taping as the basis for not filing charges against the columnist. These circumstances were not enough for the Miami Herald, who took immediate action to fire the columnist for violating a company policy that prohibited the taping of sources and interviewees without the subject's consent.

State laws related to the recording of phone calls and the courts interpretation of these laws vary widely in the United States. Many of these laws are intentionally written with ambiguous terms and interpretation is typically required on a case by case basis.

The firing of this popular columnist caused much protest around the world. Many members of the Herald staff signed a petition requesting the decision to fire the columnist be rescinded. The columnist was friends with the city commissioner, and the commissioner provided regular sources for stories to the columnist.

According to the columnist, the commissioner was despondent over public allegations about his sex life and the tone of his voice on the phone conversation was so alarming that the columnist impulsively decided to record the conversation. The tape records the columnist's attempts to calm the commissioner. Throughout their 20-minute conversation, the columnist attempted to steer the conversation to less volatile subjects in the hopes of lifting the commissioner's spirits. But the call ended with the commissioner still despondent. A few minutes later, the commissioner shot himself.

Following the suicide, the columnist told editors of the Miami Herald that he had been interviewing the commissioner earlier in the day and had recorded part of the conversation without the commissioner's consent.

After being fired, the columnist was quoted as saying "In a tense situation I made a mistake. The Miami Herald executives only learned about it because I came to them and admitted it. I told them I was willing to accept a suspension and apologize both to the newsroom and our readers. Unfortunately, the Herald decided on the death penalty instead."

The Miami Herald editors have taken the position that there must be an absolute prohibition of the paper's reporters taping conversations without a party's consent, and not just because it is against the law in Florida, as it is in many states. An executive of the Herald has stated that the policy is necessary to protect the paper's integrity, as well as to foster trust from news sources.

Journalists at the Miami Herald have pointed out that at least one other reporter surreptitiously taped an interview, but was not fired. The journalists also have also stated that there is no written policy on taping conversations and that any verbal policy on

expectations of reporters is unclear. The Miami Herald responded to the alleged case of a previous surreptitious taping by saying "we understand this happened 18 years ago". They went onto state that the recent decision to fire the columnist was clearly guided by the environment in which journalists operate today; which is much more constrained in terms of the latitude given for violation of law and policy.

Case #5

Beginning in 2005, protests at funerals for military personnel killed in Iraq have been increasing – and have received much media attention. In particular, members of the Westboro Baptist Church, in Topeka, Kansas, have been especially visible and vocal at many of these military funerals. Reverend Fred Phelps and his protesters claim that U.S. military deaths in Iraq are because America tolerates homosexuals and that they are a sign of divine punishment for America's tolerance of homosexuality. For over a year now, members of this anti-gay church have been crisscrossing the United States, holding more than one hundred protests outside the funerals of U.S. soldiers killed in Iraq.

They wave placards with such expressions as: "You're Going to Hell," "Fag Vets, God Hates You," and "Thank God for IEDs" (the improvised explosive devices responsible for killing many military personnel in Iraq). Phelps contends that all American soldiers are guilty by association – because they are fighting in the service of the U.S. government.

By Spring, 2006, twenty-eight states and Congress were rushing to pass laws to restrict protests outside military funerals. On May 17, 2006, Illinois Governor Rod Blagojevich signed a state law – "Let Them Rest in Peace Act" – that prohibits disruptive and inflammatory protesting 30 minutes before a funeral, during the service, and 30 minutes after a funeral while remaining 200 feet from the funeral site. This new Illinois law drew immediate scorn from Shirley Phelps-Roper, attorney for the Westboro Baptist Church: "The law is impotent. You've done nothing to change that God is killing your children and sending them home in body bags. Keep your big, fat snout out of our religion."

In the U.S. Congress, Representative Mike Rogers (R-Mich.) sponsored a House bill to address this matter. He said that he took up the issue after attending a military funeral in his home state, where mourners were greeted by "chants and taunting and some of the most vile things I have ever heard. Families deserve the time to bury their American heroes with dignity and in peace." On May 24, 2006, Congress passed legislation that would bar demonstrators from disrupting military funerals at national cemeteries.

The "Respect for America's Fallen Heroes Act" prohibits protests within 300 feet of the entrance of a national cemetery and within 150 feet of a road into the cemetery from 60 minutes before to 60 minutes after a funeral. Those violating the act would face up to a $100,000 fine and up to a year in prison. Senate Majority Leader Bill Frist (R-Tenn.) said that this act "will protect the sanctity of all 122 of our national cemeteries as

shrines to their gallant dead. It's a sad but necessary measure to protect what should be recognized by all reasonable people as a solemn, private and deeply sacred occasion."

In response to this federal legislation, Phelps has said that Congress was "blatantly violating the First Amendment rights to free speech" in passing the bill. He said that he will continue to demonstrate but would abide by the restrictions. Constitutional experts are warning that protest restrictions – such as those passed in Illinois and in Congress – appear overly broad and are likely to be overturned if challenged in court. Eugene Volokh, a law professor at the University of California-Los Angeles and an authority on the First Amendment, said: "You can't treat speech as a breach of peace simply because it offends people. These protests are tremendously offensive and hard to ignore. But ignoring them or counter-protesting is unfortunately the only remedy the 1st Amendment allows." And, the American Civil Liberties Union has filed a lawsuit against a new Kentucky law, saying that it goes too far in limiting freedom of speech and expression. Additional lawsuits are expected to be filed.

U.S military veterans find Phelps' beliefs and actions particularly abhorrent, and in November, 2005, veterans' motorcycle groups began showing up at military funerals to oppose the protesters and to show support for the families of the deceased soldiers. Calling themselves the Patriot Guard Riders, these motorcycle groups have organized hundreds of counter-protesters to wave American flags and stand silently in front of the Westboro picketers, to pay respects to the fallen soldier, and to protect the soldier's family from disruptions.

Case #6

Alejandro Toledo, President of Peru, has launched a public campaign demanding that Yale University return to Peru Incan artifacts excavated at Machu Picchu in 1912. Yale professor Hiram Bingham III, guided by a native Peruvian, came upon the Incan city of Machu Picchu in 1911. Bingham secured backing from the National Geographic Society and support from Peru's government for archeological excavations at Machu Picchu in 1912 and again in 1914-15.

In October 1912, Bingham gained the Peruvian government's permission to bring to Yale for research the contents of 170 tombs in Machu Picchu. The decree allowed that Peru reserve the right to ask for the return of the objects.

By 1916, Peru, suspecting Bingham of secretly taking Incan gold, ended Bingham's work at Machu Picchu. The items taken to Yale from the 1914-15 excavations were loaned for only 18 months. Yale has refused several Peruvian requests for return of the artifacts.

Today, Yale claims that they have complied with the 1912 and the 1916 agreements, returning the objects to Peru during the 1920's. Yale sees no similar responsibility to return the items taken from earlier work. National Geographic Society

records show that about half of the items were returned to Peru, with no mention of the remaining artifacts.

Luis Guillermo Lumbreras, the director of Peru's National Institute of Culture in Lima, claims that Yale has had 90 years to complete research on the objects, and now Peru wants the items returned. Peru elected its first indigenous president–Alejandro Toledo, who honored the nation's Incan heritage by holding part of his inauguration ceremony at Machu Picchu in 2001. In part due to his influence, Peru wants possession of the artifacts, which have formed the core of Yale's impressive, scholarly exhibition: *Unveiling the Mystery of the Incas*. After traveling to six cities and attracting over a million visitors, the exhibit now resides at Yale's Peabody Museum of Natural History in Connecticut.

The recent research of Yale professors Lucy Salazar and her husband Richard L. Burger, including extensive scientific analysis of burials, has provided the most reasonable explanation for the existence of Machu Picchu. Rather than supporting the earlier ideas of the city as a center for religious activity including the sacrifice of virgins, the professors' research has suggested that the city served as a simple country retreat from the Inca capital of Cuzco.

The number and kinds of artifacts taken to Yale from Machu Picchu is in dispute. Yale has offered to return some of the pieces to Peru, if Peru allows it to keep others at the Peabody Museum of Natural History, where Machu Picchu is the prize exhibit.

Case #7

In October of 2002, after the overdose of one of its workers, management at a Weyerhaeuser, a multinational corporation in the pulp and paper industry located in Valliant, Oklahoma, became concerned that employees were not following drug and safety regulations in its parking lot. Management decided to have the parking lot searched with gun and drug sniffing dogs. While the dogs found no drugs, they did find firearms in twelve vehicles, including shotguns and automatic weapons. The owners of these vehicles, including a 23-year veteran shift manager, were fired in the next two days.

Weyerhaeuser and many other businesses have had long standing bans on firearms brought into the plant in order to protect workers and prevent workplace violence. In 2002, Weyerhaeuser extended this ban to the parking lot. Many workers claim they were not told of the extension of the ban, though management claims they informed workers. Some of the fired workers have filed suits claiming they were not informed. The initial suit was thrown out, but the decision is being appealed.

Since this and other incidents, many states -- beginning with Oklahoma -- have enacted laws protecting workers who want to keep firearms in their cars. The latest state to consider such a law is Florida, home to Walt Disney World, which does not allow any of its 50,000+ employees to bring guns onto company property.

A number of corporations have joined federal lawsuits against these new state laws. These companies include ConocoPhillips (petroleum), Halliburton (energy), and the Nordam Group (aircraft manufacture). They state that they cannot provide a safe and secure workplace without the ban on guns in the parking lot, and they see state laws allowing guns as infringing on the right of private property owners to decide what is and is not allowed on their property. Even aside from their property rights, companies claim that the laws would disregard public safety. The Bureau of Labor Statistics Census of Fatal Occupational Injuries states that in 2004, there were 551 workplace homicides out of 5703 workplace fatalities. A study at the University of North Carolina claims that such killings are five times more likely to occur at workplaces that allow guns compared to those who do not.

The National Rifle Association (NRA) has been the primary champion of laws that allow workers to have guns in cars in company parking lots. The NRA claims that prohibiting lawful gun owners to keep guns in their car dramatically diminishes their right to own firearms and defend themselves. All 50 states allow the transportation of firearms for lawful purposes. The laws also restrict workers who may want to hunt or target shoot after work from engaging in these lawful activities. They also claim that one's car should enjoy the same protections that one's home enjoys with regards to being able to keep lawful weapons and immunity to unlawful searches.

The NRA claims that the state laws already have commonsense provisions in them that prevent abuse. For instance, anyone wanting to transport a firearm and park their car in a company lot must keep the automobile locked, and at no time is it permissible to take the firearm out of the car on company property. Against the property rights claims of business owners, the NRA claims that business owners are already under extensive federal, state, and local regulations about what they can do with their property and that striking down these state laws would allow companies to "micro-manage" the contents of an employee's automobile. The NRA also cites statistics that 84% of workplace murders are committed by strangers, and anyone determined to commit a crime will not be discouraged from bringing the gun onto company property by a company regulation prohibiting guns in parking lots.

Case #8

After several years of miscarriages, Edward and Susan turn to *in vitro* fertilization as a means of screening embryos for genetic defects. More than two years elapse, with all the attendant discomfort and expense, but finally an “acceptable” embryo is produced and implanted. To their joy, nine months later they are blessed by Michelle, an apparently happy, healthy baby.
They decide that they will not tempt fate by trying to increase their family, instead choosing to relish the raising of their daughter. Five years pass and they eagerly anticipate Michelle’s starting kindergarten. They have elected to enroll her in a well-respected private school so as to realize her fullest potential. Part of the school’s pre-entry preparation is an extremely thorough set of physical examinations. (The physical

examinations are not done to screen for admission, but rather to anticipate potential health issues while the student is enrolled.)

To their horror, the examinations determine that Michelle has early symptoms of a particularly virulent form of *Acute Childhood Lymphoid Leukemia*. Nothing in the embryonic screening could have predicted its occurrence. They begin immediate conventional treatments which prove to be ineffective. At their oncologist's recommendation they enroll her in the nation's premier pediatric oncology program. She gives them the bad news that Michelle shows evidence of having Philadelphia chromosome-positive ALL. The most successful treatment involves hematopoietic stem cell transplantation from matching relatives. The oncology clinic tests both Edward and Susan, but finds neither of them compatible. Since neither of them (nor Michelle) has any siblings, it looks as if they will have to hope for a million-to-one chance of finding a well-matched unrelated donor.

While waiting in the lounge of the clinic, the mother of another child under treatment introduces herself and suggests that they do have another option – they could have another child, *via in vitro*, selecting among possible embryos for compatibility for transplant. Initially they are horrified at the idea of producing another child as a "biological stockpile" for Michelle, but the more they think about it the better the idea seems. After all, they really had wanted more children. The new child wouldn't be seriously injured by the procedure needed to provide Michelle with the transplant material she so desperately needs. Given their history of medical procedures needed to have Michelle, the screening required to make sure the new child would be a compatible donor is almost the same as if they were just having another child as a family expansion.

When they raise the possibility with Michelle's physician, she explains that the screening technology has improved sufficiently since Michelle's birth to guard against the new child's having the same disposition toward this disease. But, before she will go further, she tells them they must speak with the clinic's counselor. The counselor asks them to consider what their true motives are in proposing the conception of this second child, whether they would be treating her as a person or as an object and how they will explain to her the reason for her conception.

Case #9

After 25-30 years of service, ships are at the end of their sailing life and are sold as "End of Life Vessels" to be dismantled primarily to recover the valuable steel which makes up about 95% of the ship. Ship breaking (or ship demolition) is the process of dismantling the structure of an obsolete vessel for scrapping or disposal and includes a wide range of activities, from removing all gear and equipment to cutting down and recycling the ship's infrastructure. However, the only ones who profit from ship breaking are the ship owners. They extract an average of $1.9 million profit per "End of Life Vessel." Ship breaking is also a challenging and controversial process, due to the structural complexity of ships and the many environmental, safety, and health issues involved.

Ship breaking is dangerous and has the reputation of being one of the dirtiest jobs on earth. For minimal dollars a day, workers with little protective gear tear out pipes insulated with asbestos, transformers covered with PCBs, and leaky diesel tanks. Until the late twentieth century, ship breaking took place primarily in port cities in developed countries – including the United States and Europe. Today, however, most ship breaking yards are in developing countries – especially India, China, Bangladesh, and Pakistan. This is due to rules dealing with lead paint and toxic substances. The industry was such a disgrace that, in 2000, Congress acted to stop U.S. registered ships from being sent overseas for scrap. Ship breaking remains an international environmental and labor concern - because ship breaking now occurs mostly in underdeveloped countries where working conditions and environmental impact are not regulated. Also, many ships being scrapped now were made before many international environmental laws were enacted.

In late 2005, a Virginia-based company, Bay Bridge Enterprises, visited the small coastal town of Newport, Oregon, and proposed opening a ship breaking plant on the banks of Yaquina Bay. The company offered up to 125 jobs paying $20 an hour. Their spokesperson indicated that the company had no environmental violations since they have been doing this work, and that they had zero lost-time injuries since 2001. Also, he noted that there is no large-scale ship breaking yard on the West Coast, and that there are about 60 ships anchored in a California bay – just waiting to be moved to a scrap yard. Therefore, there would be plenty of work available at a new ship breaking plant in Newport – for some time to come.

A strong coalition of interested parties in the Newport area emerged in opposition to this proposal. The "Friends of Yaquina Bay" were the group of people most responsible for rallying the community together to try to stop this ship breaking proposal. The Oregon Coast Aquarium and the Oregon State University Hatfield Marine Science Center – both located in Newport – also added major support to the effort to block the proposed plant. Some of the major issues raised by these opponents to the proposal included: the world-wide negative reputation of ship breaking; the safety of towing "ghost ships" (some with a length of up to 540 feet) from San Francisco Bay in California to Newport, Oregon; potential infestation of as many as 100 invasive species on the ships in California that are not in Yaquina Bay; toxins on and in the ships that would escape into the bay and the air, affecting the seafood industry – especially crabbing – as well as the fear of pollution runoff at the Hatfield Marine Science Center and the Oregon Coast Aquarium; and visual pollution. Yaquina Bay is a continentally Important Bird Area – with several endangered species present. There are 15 or more blue heron nests and other bird species on the tide flats near the proposed ship breaking site. The local tides extend 15 miles up the Yaquina River and thus the largest oyster farm in Oregon could be affected. Plus there is fear that money-spending tourists would not view these rusting ships as an asset to the beautiful Oregon coast.

On January 24, 2006, about 200 people packed a meeting room in Newport, Oregon, to hear Mr. Don Mann, general manager of the Port of Newport, announce that "some projects are a good fit, or not a fit at all. Bay Bridge's plan for a ship breaking

facility in Yaquina Bay does not qualify in our test for a good fit." Thus, quite surprisingly, it seems, the ship breaking plan for Newport was ended. Mr. Mann continued: "This was not a good business deal for the company, or for the Port. I believe that the environmental issues could have been resolved, but our financial concerns could not be adequately addressed." The vast majority of persons at the meeting were very pleased with this decision.

While this issue was being considered by the town of Newport, Oregon, the office of the Port Commissioners received hundreds of telephone calls of concern – from all over the country. As one commissioner said: "We have gained much free advertising – for the port and community. The whole world knows we're here. This issue is bringing this concern to Oregon, and to the nation." Bay Bridge's next move on the West Coast remains to be seen. The company is still looking for a possible Oregon or Washington port.

Case #10

Ardent R. Porter is an investigatory journalist with a respected Washington-area newspaper, *Capitol News Briefly*. As a reporter working in and around the D.C. area, Mr. Porter often relies on his long list of contacts in order to glean information that might be useful for the various articles he publishes on corruption within politics and government. By establishing relationships with individuals at all levels of government, Ardent has provided himself with valuable human sources that are often capable of providing him with names, tips, or other information that he could not extract from other channels. Furthermore, a few of Mr. Porter's key contacts are able to pass along hard-to-come-by information about questionable or downright illegal actions taken by government employees or agencies.

One such contact is Ian Stalwart, a mid-level agency administrator who works with individuals who do government "groundwork" as well as with high-level government bureaucrats. As a middleman of sorts, Ian is in a position uniquely suited to evaluating the actions of those who work both below and above him. One of Mr. Stalwart's responsibilities is to watch for and report any illegal activity that he might encounter. Mr. Stalwart takes this role very seriously and his responsibilities as a watchdog were what originally led him to seek out Ardent, a like-minded opponent of corruption and illegality within public service.

It so happened that Mr. Stalwart discovered that many individuals within his agency were working to cover up illegally-awarded, over-billed, or otherwise fraudulent government contracts awarded during the early months of the Iraq War, actions which were in violation of several federal laws, in addition to many agency standards. Upon presenting his discovery to his superiors, Mr. Stalwart was told to disregard his findings and to refrain from further discussing the subject. After pressing for a more sophisticated explanation, he was informed that the contracts in question had been deemed classified through appropriate agency and congressional channels and that because the contracts had been deemed to serve a compelling national security interest, it would be against

agency policy (as well as illegal) to discuss them, regardless of any questionable procedural or substantive aspects.

Fully knowing that he was in violation of laws regarding the disclosure of classified information, Mr. Stalwart approached Mr. Porter and revealed everything he knew about the dubious contracts. He also provided Mr. Porter with the names of the individuals implicated in the cover-ups and the names of the administrators who had ordered him to remain silent.

After composing a lengthy and revealing story, Mr. Porter approached his editor about publishing the story, explaining the dilemma presented by the fact that much, if not all, of the story's core material was classified. Following a discussion about publishing the article by the paper's editorial board it was decided that the story would run in the paper's next issue.

Case #11

Students in schools of medicine, nursing, dentistry and veterinary medicine are required to observe actual surgeries (and other procedures) early in their educations as a preliminary exposure to the practices of their field. In fact, such study is thought to be essential in confirming the students' choice of profession. Of course, the observation takes place with the informed consent of the patients (or their guardians). Many pre-medical, pre-nursing, pre-dentistry, and pre-veterinary programs, especially at schools with associated hospitals, are beginning to recommend (or even require) similar observation programs.

The State University Museum has one of the nation's premier exhibits of the history of medicine and allied fields. They include displays replicating Leonardo's anatomy studies, teaching materials from Charles University (in Prague) dating from the 16th century, 18th century "bleeding," and 19th century nutrition studies (among many other presentations).
One of the most popular offerings at the museum is the "surgery room" where films of common surgical procedures can be viewed. Like the student viewing in medical schools, the patients shown have given their informed consent. Not surprisingly, the most identifiable attendees are people who are considering having the operations shown in the pictures. The films have been "sanitized" so that excess gore is avoided, but the surgeries are shown in detail.

Dr. Suarez, curator of the museum and retired professor of neurosurgery, has proposed to the board that rather than using films, which are hard to make and quickly become outdated, observers should be allowed to observe actual, in process surgeries on persons who have consented. After all, the University Hospital is adjacent to the museum and access is convenient. The hospital's operating theaters are set up above the surgical floor but separated from the patient and surgical team by sound- and atmosphere-proof windows. Dr. Suarez suggests that such watching could become a significant educational

revenue-generating operation. He points out that special exhibits commonly serve as important financial resources for museums.

When Dr. Suarez proposes this program to the Museum's board of directors, Katherine Osborn (one of the community members of the board) objects vigorously. Although Dr. Suarez's proposal clearly restricts participation to persons "15 and older," Ms. Osborn argues that teens, and perhaps others, will attend surgeries not as education but as entertainment. Her position is that such "exhibitions" will be little better than the "bum fights" and ultraviolent films that have gained popularity in recent years. Ms. Osborn claims that teens will watch surgeries as a replacement for the gore seen while attending the ***Halloween*** and ***Nightmare on Elm Street*** movies. Her claim is that such actions are exploitative more than educational.

Dr. Suarez responds that actual surgeries come nowhere near the gore commonly shown on TV and in the movies. He points out that we seldom know what motivates people to act as they do in the presence of human affliction. "Do people slow their cars when passing accidents in order to see whether they can help or to see blood and gore? How would we know? Even if an adolescent attended a surgery out of a desire to see gore, might the experience not shift his or her perspective, creating an interest in becoming a medical professional?"

Case #12

Politicians have crossed the floor, or switched parties for as long as political parties have been in place—famous switches include those of Strom Thurmond, Ronald Reagan, Condoleezza Rice, Howard Dean, Hilary Clinton and most recently, Joe Lieberman. In 2001, nine serving members of Congress had switched parties while in office. Various reasons are cited for changing parties, including ideological disagreement with one's current party and moving to improve power and legislative efficacy, among others. U.S. Representative Ralph Hall of the Fourth Congressional District in Texas cites both reasons.

Ralph Hall was first elected in 1980 as a Democrat and has been re-elected each succeeding year. Hall has made a reputation for himself as a rogue Democrat, willing to "cross the aisle" and vote with Republicans when he agreed with their position. He also has been an avid supporter of President Bush, opposed to Democratic bids to unseat him. But it was more than mere ideological agreement that encouraged a decision to switch parties in early 2004 before his bid for reelection.

As Hall stated in a January 2004 press release that announced his decision to switch parties, "This year I was denied requests for district appropriations because I was a Democrat who voted against the bill. I have always stated that … if being a Democrat hurt my district, I would either resign or switch parties." The bill to which he was referring was a "foreign operations bill" which, according to Hall, gave, "financial support to those countries that continue to vote against [the U.S.] in the United Nations."

Another motivation may be found in Hall's appreciation for being spared a potentially career devastating blow in the redistricting that cost many Democrats their seats in 2003. According to a CNN article, "…Hall's move comes after Republican state lawmakers in Austin spared him in a redistricting map that targets every other Anglo Democrat in the House. His district, based in the city of Tyler, was largely untouched by the GOP-drawn map, which is currently facing a Democratic court challenge."

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, January 22, 2007 7:15 PM
To: Andrew Calder <acalder@mail.uncaa.unc.edu>; Greg Law <lawdawg@uncaa.unc.edu>
Subject: Schedules
Attach: Spring 2007 Schedules.doc

Here are the up to date schedules. Could you make a copy for Josh--I don't have his email.
Thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From:	nobody@notify.unc.edu on behalf of Williamson, Blakely M </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=BMWILLIA>
Sent:	Monday, January 22, 2007 9:03 PM
To:	Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject:	INFORMATIONAL: University Career Services - Spring 2007 Faculty Newsletter

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The University Career Services Spring 2007 Faculty Newsletter may be read at http://careers.unc.edu/faculty/faculty_newsletter_spring07.pdf. I hope that you will find the information in the newsletter useful to you and your students.

Jacquelyn Gist

Jacquelyn Gist
Assistant Director
Non-Profits, Social Work
University Career Services

This email is sponsored by: University Career Services

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, January 31, 2007 10:10 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: Re: letters to fellows
Attach: letter to fellows spring07[2].doc

Carlo,
Take a look at my edits. Also, if Lance hasn't sent the letter I signed to Gary, have him send me a copy as an attachment to redo. I thought of some changes I would prefer to make. But if he has, no big deal.
Jan

UNC
PARR CENTER FOR ETHICS
Jan Boxill 919.962.3317 jmboxill@email.unc.edu

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

January 31, 2007

Dear Fellows,

I hope your semester has been going well so far. As you may have noticed the Parr Center for Ethics has had an extremely busy year and I want to thank all of you who have participated and contributed to the Center by attending events, contacting us with research/event ideas, listing your Center affiliations during conferences/workshops, and helping the Center live and thrive as the face of ethics at UNC.

Last semester the Center moved into its new physical location. Our new quarters in Caldwell Hall (suite 207) have brought together ethics faculty and staff creating a dynamic and productive environment. We encourage you to stop by to visit us in our new quarters.

Thanks to input and suggestions from our fellows, this semester we have many upcoming events that we hope you will attend. Events include:

Saturday & Sunday, March 31th-April 1st, 2007
Ethics in the Professions Workshop, "Disability and Disadvantage: Re-examining Topics in Moral and Political Philosophy."

Friday, March 30th, 2007
Public Seminar, "Disability and Disadvantage." A panel of experts will examine how the experiences of people with disabilities might be used to reconsider prominent positions on a variety of topics in moral and political philosophy.

Tuesday, March 20th, 2007
Public Lecture, "The International Criminal Court," featuring Fatou Bensouda, Deputy Prosecutor of the ICC.. Location Carroll Hall Auditorium, 7:30pm.

Tuesday, February 20th, 2007
Public Lecture, "Happiness," featuring Dr. Daniel Gilbert. Dr. Gilbert of Harvard University will present a lecture based on his book, "Stumbling on Happiness." Location Murphey Hall 116, 7:30pm.

Thursday, February 15th, 2007
Ethics in the Professions Workshop, "Respect for Patient Autonomy," featuring Dr. Margaret Little of Georgetown University.

All the events are free to attendees. We would like to see as many of you as possible at the public lectures. The workshops have limited spaces and dinners are provided for the participants, so please contact the Center if you are interested registering for these. Please check our website for more details and other activities of the Center.

We look forward to seeing you at these events and also to your continued support and input for future events.

Regards,

Jan Boxill
Director

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, February 2, 2007 4:21 PM
To: Hilger, Anthony E <Tony_Hilger@med.unc.edu>
Subject: pre-med students
Attach: Bioethics invite-student.doc

Dear Tony,
I understand you are the Pre-Health Advisor, and I am soliciting your help. The Parr Center for Ethics is sponsoring a bioethics workshop entitled, "Respect for Patient Autonomy" featuring Professor Margaret Little, Professor of Philosophy and Senior Research Scholar at the Kennedy Institute of Ethics at Georgetown University. She will be leading a case-based workshop for medical professionals and those interested in the medical profession on February 15th, 2007. This workshop is being co-sponsored by the Department of Social Medicine and the Department of Philosophy. The workshop is free and includes dinner. If you have any undergraduates or medical students who might be interested, please encourage them to go to our website to register, at parrcenter.unc.edu
There are limited spaces, but I thought this would be a workshop that would be of interest to advanced undergraduates who are planning for medical school.
Attached is an invitation flyer that you can circulate.

Thank you very much for your time.

Regards,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
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Chapel Hill, NC 27599-3125

2007 *Ethics in the Professions Workshop*

Thursday, February 15th, 2007
4:00-8:00 pm

Respect for Patient Autonomy

As a student who may have a particular interest in Bioethics we would be honored if you would attend the 2007 Ethics in the Professions Workshop: Respect for Patient Autonomy, a special 'case-based Workshop for Nursing, Allied Health, and Medical professionals, featuring Dr. Margaret Little of Georgetown University.

Dr. Margaret Little is an Associate Professor in Georgetown's Philosophy Department and a Senior Research Scholar at Georgetown's Kennedy Institute of Ethics, a think-tank that specializes in bioethics. Her background is in analytic philosophy and feminist theory.

The location of this workshop is the boardroom on the second floor of the SunTrust Meadowmont Bank. Directions to the facility will be emailed to you when you register. A light supper will be provided and there is no cost for the program. However, registration is required before 5:00 pm on February 9, 2007.

For additional information, directions, and registration, you may view our website http://parrcenter.unc.edu/events/seminars/bioethicsworkshop/ or contact Lance Westerlund at lancew@unc.edu.

We hope you will take advantage of this unique opportunity to join us for this provocative and timely workshop.

This workshop is sponsored by the Parr Center for Ethics, the Department of Social Medicine, UNC Hospital Ethics Committee and the Department of Philosophy at UNC Chapel Hill.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, February 2, 2007 4:42 PM
To: Ethics in Society Fellows <ethicsinsociety@listserv.unc.edu>
Subject: Bioethics workshop
Attach: Bioethics invite-student.doc

Dear Fellows,

I hope all is going well with you all and that you are thriving in your second term of grad school. I am writing to invite you to a Parr Center Workshop. The Parr Center for Ethics is sponsoring a bioethics workshop entitled, "Respect for Patient Autonomy" featuring Professor Margaret Little, Professor of Philosophy and Senior Research Scholar at the Kennedy Institute of Ethics at Georgetown University. She will be leading a case-based workshop for medical professionals and those interested in the medical profession on February 15th, 2007. This workshop is being co-sponsored by the Department of Social Medicine and the Department of Philosophy. The workshop is free and includes dinner. There are limited spaces, but I thought some of you might be interested.

Attached is a flyer that gives more information. Also you might visit our website for other events as well, especially a public lectures by Harvard Psychology Professor Daniel Gilbert, author of Stumbling on Happiness on February 20th, and ICC Deputy Prosecuter Fatou Bensouda of the The International Criminal Court on March 20th.

Again, hope you are all doing well. Please feel free to drop in to my office at the Parr Center Suite in Caldwell 207.

Regards,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Jan Boxill wrote:
> Hi All,
> I hope everything is going well with you all. It seems that several
> people cannot make Friday's lunch, so unfortunately I am going to
> cancel it. So there is NO meeting Friday, Sept. 29th. I will look for
> another times and email you with possible dates and times to see if we
> can get together in the next week or so. It may be that we will have
> to go in the evening. If you have any strong preferences, let me know.
>
> Thanks,
> Jan
>
>

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2007 *Ethics in the Professions Workshop*

Thursday, February 15th, 2007
4:00-8:00 pm

Respect for Patient Autonomy

As a student who may have a particular interest in Bioethics we would be honored if you would attend the 2007 Ethics in the Professions Workshop: Respect for Patient Autonomy, a special 'case-based Workshop for Nursing, Allied Health, and Medical professionals, featuring Dr. Margaret Little of Georgetown University.

Dr. Margaret Little is an Associate Professor in Georgetown's Philosophy Department and a Senior Research Scholar at Georgetown's Kennedy Institute of Ethics, a think-tank that specializes in bioethics. Her background is in analytic philosophy and feminist theory.

The location of this workshop is the boardroom on the second floor of the SunTrust Meadowmont Bank. Directions to the facility will be emailed to you when you register. A light supper will be provided and there is no cost for the program. However, registration is required before 5:00 pm on February 9, 2007.

For additional information, directions, and registration, you may view our website http://parrcenter.unc.edu/events/seminars/bioethicsworkshop/ or contact Lance Westerlund at lancew@unc.edu.

We hope you will take advantage of this unique opportunity to join us for this provocative and timely workshop.

This workshop is sponsored by the Parr Center for Ethics, the Department of Social Medicine, UNC Hospital Ethics Committee and the Department of Philosophy at UNC Chapel Hill.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, February 2, 2007 4:52 PM
To: Sauls, Jonathan C <jsauls@email.unc.edu>
Subject: [Fwd: FWD: complete email exchange]
Attach: FWD complete email exchange.msg

Jonathan,
Here is the complete email exchange. He did talk to her today and said he wanted no more emails and that we would meet to get things cleared up, and that I would be there. I will set up a meeting --hopefully on Wednesday Feb 7th at 12:30, but I will opt out if you think that is best.

Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, February 2, 2007 4:53 PM
To: Van Riper, Marcia L <vanriper@email.unc.edu>
Subject: Bioethics workshop
Attach: Bioethics invite-student.doc

Dear Marcia,

I hope all is going well with you all. I am writing to invite you to a Parr Center Workshop and also invite your students. The Parr Center for Ethics is sponsoring a bioethics workshop entitled, "Respect for Patient Autonomy" featuring Professor Margaret Little, Professor of Philosophy and Senior Research Scholar at the Kennedy Institute of Ethics at Georgetown University. She will be leading a case-based workshop for medical professionals and those interested in the medical profession on February 15th, 2007. This workshop is being co-sponsored by the Department of Social Medicine and the Department of Philosophy. The workshop is free and includes dinner. There are limited spaces, but I thought some of your nursing students might be interested.

Attached is a flyer that gives more information. Also you might visit our website for other events as well, especially a public lectures by Harvard Psychology Professor Daniel Gilbert, author of Stumbling on Happiness on February 20th, and ICC Deputy Prosecuter Fatou Bensouda of the The International Criminal Court on March 20th.

Jan

--
Jan Boxill, Ph.D.
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Website:parrcenter.unc.edu
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2007 *Ethics in the Professions Workshop*

Thursday, February 15th, 2007
4:00-8:00 pm

Respect for Patient Autonomy

As a student who may have a particular interest in Bioethics we would be honored if you would attend the 2007 Ethics in the Professions Workshop: Respect for Patient Autonomy, a special 'case-based Workshop for Nursing, Allied Health, and Medical professionals, featuring Dr. Margaret Little of Georgetown University.

Dr. Margaret Little is an Associate Professor in Georgetown's Philosophy Department and a Senior Research Scholar at Georgetown's Kennedy Institute of Ethics, a think-tank that specializes in bioethics. Her background is in analytic philosophy and feminist theory.

The location of this workshop is the boardroom on the second floor of the SunTrust Meadowmont Bank. Directions to the facility will be emailed to you when you register. A light supper will be provided and there is no cost for the program. However, registration is required before 5:00 pm on February 9, 2007.

For additional information, directions, and registration, you may view our website http://parrcenter.unc.edu/events/seminars/bioethicsworkshop/ or contact Lance Westerlund at lancew@unc.edu.

We hope you will take advantage of this unique opportunity to join us for this provocative and timely workshop.

This workshop is sponsored by the Parr Center for Ethics, the Department of Social Medicine, UNC Hospital Ethics Committee and the Department of Philosophy at UNC Chapel Hill.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, February 2, 2007 5:15 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Fall 2007
Attach: Fall 2007 Schedule Feb 2,2007.xls

Geoff,
I've attached and put in the admin file what my thoughts are on the visitors. I've made comments at the side as you'll see.
I think it would work nicely to change a bioethics to a practical ethics and give that to LeBar.

So here is what is on the schedule:
LeBar: PHIL 160: Intro TR2 and PHIL 163: Practical Ethics TR 9:30

Saenz: PHIL 170: Social & Political TR 9:30 and PHIL 275: Feminism TR 3:30
This is giving her Jerry's class. If Jerry does teach, then I'll see if he'd like to do Phil of Law

Moehler: PHIL 173: Social & Economic Justice MWF 1; and PHIL 384: PPE Gateway MW 4:25-5:40

Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

PHILOSOPHY CLASSES FALL 2006

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1				**February 2,2007**		**FALL 2007 SCHEDULE**										
2	**PHIL**				On Leave:											
3																
4	HNRS32	HNRS 354	3	Bar On	Honors-Philosophical			11 TR				20		GM 210		
5	6F	54		Roberts	Thinking About Time			3:30-4:45 MW				20				
6	6F	68	1	Simmons	Paradoxes			2-4:30 W				20		MU 304		
7	20	101	1	Neta	Intro: Main Problems			11 MWF				200		CW 103	4	
8					Recitations: F: 10 & 11											
9	20	101E	1	Staff	Intro: Main Problems: Evening			6-7:15 MW				40		CW 105	1	
10	24	110	1	Staff	Great Works			3:30 TR				36		PE 216	1	
11	26	112	1	Reeve	Making Sense of Ourselves			12 MW				188		MA 209	4	
12					Recitations F: 12 & 1											
13	32	134	1	Nord	Phil of Religion			2 TR				40		CW105		
14	35	134	2	Staff	Phil of Religion			MWF 2				40		PE 216	1	
15	21	155	1	Staff	Intro Symbolic Logic			8 TR				50		CW 105	1	
16	21	155	2	Staff	Intro Symbolic Logic			11TR				50		CW 105	1	
17	22	160	1	Staff	Intro to Ethics			8 TR				40		CW 105	1	
18	22	160	2	Staff	Intro to Ethics			2 MWF				40		CW 105	V-1	
19	22	160	3	Staff	Intro to Ethics			2 TR				36		CW 103	1	LeBar
20	30	163	1	J.Boxill	Practical Ethics			11 TR				35				
21	39	164	1	Staff	Morality and Business			12:30 TR				40			V-2	
22	34	165	1	Staff	Bioethics			9 MWF				40			V-1	
23	34	165	2	Staff	Bioethics			9:30 TR				40			1	change to a 163-LeBar
24	34	165	3	Staff	Bioethics			6-7:15 TR				40		CW 105	1	
25	37	170	1	Postema	Social Ethics & Pol Thought			9:30 TR				35				Saenz
26	37H	170H	1	Hill	Social Ethics & Pol Thought-Hon			11-12:15 MW				25		CW 213		
27		229	1	Nelson	20th Century Phil			2 TR				40				
28	38	230	1	Staff	Experience and Reality			3:30 TR				40		CW 105	1	
29	38	230	2	Staff	Experience and Reality			8 TR				40		CW 105	1	
30	42	272	1	B. Boxill	Ethics Peace, War, Defense			MW 10				100		GA 008	2	
31					Recitations F: 9 & 10							25		SC 210		
32	66	273	1	Staff	Social & Econ Justice			1MWF				45		CW 105	V-3	Moehler
33	46	275	1	Staff	Phil Issues Feminism (WMST 46)			3:30 TR				40		CW 105	1	Saenz
34	41	280	1	Staff	Phil of Law			3:30 TR				40			V-2	
35	77	353	1	Prinz	Cognitive Science			12:30 TR				25		CW 103		
36	71	356	1	Simmons	Topics in Logic			9:30-10:45 MW				25		CW 213		
37	84	384	1	Staff	PPE: Gateway			4:35-5:40 MW				35			V-3	Moehler
38	80	390	1	B. Boxill	Special Topics-Liberty & Equality			2-4:30- W				25		CW 213		
39	96	396	1	J. Boxill	Directed Readings			6-8:30 T				5		CW 208		
40	96	396	2	J. Boxill	Readings: Ethics Bowl			6-8:30 T				10		CW 208		
41	150	412	1	Reeve	Plato			4-6:30 M				25		CW 103		
42	155	423	1	Nelson	Kant			11-12:15 TR				25				
43	110	445	1	BarOn	Phil of Language			4-6:30 R				25		CW 213		
44	108	450	1	Lange	Phil of Science			1-3:30 R				25		CW 208		
45		451	1	Roberts	Phil of Physics/Physics 313			11-12:15 MW				25				
46	109	453	1	Knobe	Phil of Psychology			T 1-3:30				25		CW 213		
47	101	455	1	Hofweber	Advanced Symbolic Logic			10-11:15 MW				25		PE 216		
48		691	1	Roberts	Honors			6-8:30 W						CW 213		
49	230	730	1	Lycan	Metaphysics:Modalities			1-3:30 W				15		CW 213		
50	260	760	1	Wolf	Moral Theory:Utilitarianism			4-6:30 T				15		CW 213		
51		785	1	Maclean	Policy Analysis/PLCY 780			2 TR				25				
52	290	790	1	Hofweber	Colloquium Seminar			TBA				15				
53	290	790	2	Wolf	Colloquium Ceminar			TBA				15				
54	300	800	1	Staff	Bibliography			TBA								

PHILOSOPHY CLASSES FALL 2006

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
55	360	860	1	Sayre McCord	Seminar:Ethical Theory			4-6:30 M				15		CW 213		
56	390	990	1	Neta	Reading Group			TBA								
57	390	990	2	Staff	Reading Group			TBA								
58																
59	Hnrs 32	Hnrs 354	3	Bar On	Self Knowledge			11 TR				25				
60	22	160H	1	Lycan	Intro Ethics: Honors			2 TR				25				
61	37H	170H	1	Hill	Social & Poltiical Honors			10-11:15 MW				25		CW 213		
62	20	101E	1	Staff	Intro:Main Problems Evening			6 MW				40		CW 105	1	
63																
64																
65																
66					**RECITATIONS**											
67																
68	20	PHIL 101	601					10F				25		AL 205		
69			602					10F				25		MU 105		
70			603					10F				25		HN 307		
71			604					10F				25				
72			605					10F				25				
73			606					11F				25		PH 222		
74			607					11F				25		SM 107		
75			608					11F				25		CW 105		
76			605					11F				25		WG 301A		
77			606					11F				25		GA 103		
78			607					11F				25		MT 305		
79			608					11F				25		PE 204		
80																
81	26	PHIL 112	601					12F				25		SM 107		
82			602					12F				25		AL 203		
83			603					12F				25		GA 001		
84			604					12F				25		PH 228		
85			605					1F				25		GA 103		
86			606					1F				25		GA 009		
87			607					1F				25		PE 216		
88			608					1F								
89												25		SC 209		
90	42	PHIL 272	601					9F				25		MT 205		
91			602					9F				25		PE 010		
92			603					10F				25				
93			604					10F				25		PE 215		

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, February 5, 2007 4:08 PM
To: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: Re: next Tuesday

By next Tuesday, you do mean tomorrow, Feb 6th right?

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
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Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Robert Mercer wrote:
> As you know, Dean Owen will be attending out staff meeting next
> Tuesday at 3:30. She will be reviewing the new eligibility and PTD
> policies & procedures (attached). I encourage you to review the
> material and prepare your questions. Remember, the new policy has
> been approved by Faculty Council and is therefore not up for debate.
> What we can ask questions about are the new procedure's. EX: under
> 2.00 = ineligible (*policy), *the *procedure* for regaining
> eligibility (how & how often) is what is being discussed*. I hope
> that makes sense - if not come see me before Tuesday. Thanks. RJM*
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, February 6, 2007 12:48 PM
To: goldstel@email.unc.edu
Subject: Re: Paper

You are right. I meant to make it 1-2 pages.
No we are only going to ask them to do the formal reconstruction, no defense.

I have a meeting from 3:30-4:30 out of the office.
Jan
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, February 6, 2007 2:52 PM
To: Hunt, Heather Ann <hhunt@email.unc.edu>
Subject: Disabilty workshop
Attach: Disability funding proposal.doc

Hi Heather,
Thank you for calling as I was about to formulate a letter of support. I am attaching the proposal and will get you more information. Please send me the name and contact information of the person who wrote the policy paper for you. We will take it from there.

Thanks again,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, February 8, 2007 11:49 AM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>; Carlo Robustelli <carlo@unc.edu>
Subject: Letter for Bd of Visitors
Attach: Director's Letter.doc

Here is a revised letter to send to the Board of Visitors.
Any edits are greatly appreciated.

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
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Jan Boxill 919.962.3317 jmboxill@email.unc.edu

February 7, 2007

Dear Parr Center Board of Visitors:

Welcome to the exciting ventures of the Parr Center for Ethics that serves as the public face of the University of North Carolina's commitment to ethics. I want to personally thank you for your willingness to support the Center's mission of addressing the need for fruitful discussion and exploration of ethical issues that are important to the university and the communities it serves.

Since its inauguration, the Parr Center for Ethics has been active in sponsoring and co-sponsoring events to fulfill its mission. In some cases our initial support allowed other units to solicit matching funds. This was especially true for, *Finding the Genome: Community Genetics Forum 2006.* The Center's original sponsorship provided the base for UNC's Medical school award of a much larger NSF grant.

Research support for our fellows inspired programs, conferences, workshops and on-going working groups. Let me draw attention to two: First the Sexual Trafficking conference, which the Center sponsored in April 2005, resulted in an on-going working group that meets once a month to address this issue in North Carolina. This group includes UNC faculty and staff, community leaders, and a state legislator. Second, as a direct result of the Center's funding of Parr Fellow Donna LeFebvre's research on the International Human Rights Court in The Hague, on March 20th Fatou Bensouda, Deputy Prosecutor of the International Criminal Court will address students and the community on the role of the ICC and the responsibilities of the international community.

The Center is dedicated to providing support for the teaching of ethics in our **Ethics in the Professions Series**. These 25-30 person workshops and seminars are designed to help faculty in the teaching of ethics in their own disciplines. The first in the series was *Teaching Ethics to Executives and Business Students*. This year we are intruding workshops in teaching of ethical issues in medicine, education, disabilities, and sports.

Just this week the Center was selected to host the 2007-2008 Mid-Atlantic Regional Intercollegiate Ethics Bowl (IEB) in Fall 2007. Recognized widely by educators, the IEB combines the excitement and fun of a competitive tournament with a valuable educational experience for undergraduate students.

These and other events are described in the brochure and on our website. You can also visit the Center's website http://parrcenter.unc.edu for events and ethics in the news.

I am grateful for the opportunity to serve as the Director of the Parr Center for Ethics. I look forward to meeting you on February 16th and for your support and input in the Center's continued success

Regards,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, February 8, 2007 11:52 AM
To: Carlo Robustelli <carlo@unc.edu>; Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Brochure letter
Attach: Director letter-1.doc

I just made a few edits on the brochure letter.--particularly on the
Fatou Bensouda lecture

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
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Jan Boxill 919.962.3317 jmboxill@email.unc.edu

February 8, 2007

The Parr Center for Ethics was established in 2004-2005, thanks to a generous gift from the Gary W. Parr Family Foundation. Plans for the Center grew naturally in the fertile soil of the Ethics Fellows Program in the College's Institute for Arts and Humanities which was begun in 1997. That program helped to consolidate a community of scholars from across the University, all of whose research and teaching interests are squarely in ethics. Capitalizing on this community, the mission of the Parr Center for Ethics is to meticulously address the palpable need for fruitful discussion and exploration of ethical issues.

Since its inauguration, the Parr Center for Ethics has been active in sponsoring and co-sponsoring events that fulfill its mission. In some cases our initial support allowed other units to solicit matching funds. This was especially true for *Finding the Genome: Community Genetics Forum 2006.* The Center's original sponsorship provided the base for UNC's Medical school award of a much larger NSF grant.

Research support for our fellows inspired programs, conferences, workshops and on-going working groups. Let me draw attention to two: First the Sexual Trafficking conference, which the Center sponsored in April 2005, has resulted in an on-going working group that meets once a month to address this issue in North Carolina. This group includes UNC faculty and staff, community leaders, and a North Carolina legislator. Second, as a direct result of the Center's funding of Parr Fellow Donna LeFebvre's research on the International Human Rights Court in The Hague, on March 20th Fatou Bensouda, Deputy Prosecutor of the International Criminal Court will address students and the community on the role of the ICC and the responsibilities of the international community.

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Recently the Center was selected to host the 2007-2008 Mid-Atlantic Regional Intercollegiate Ethics Bowl. The Intercollegiate Ethics Bowl (IEB) combines the excitement and fun of a competitive tournament with a valuable educational experience for undergraduate students. Recognized widely by educators, the American Philosophical Association awarded the IEB the 2006 prize for Excellence and Innovation in Philosophy Programs. The format, rules and procedures of the IEB have been developed to model widely acknowledged best methods of reasoning in practical and professional ethics.

These and other events are described in this brochure and on our website. Visit the Center's website http://parrcenter.unc.edu for our events and ethics in the news.

I am grateful for the opportunity to serve as the Director of the Parr Center for Ethics and I look forward to your support and input for its continued success.

Regards,

Jan Boxill

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, February 8, 2007 4:29 PM
To: Margaret O Little <littlem@georgetown.edu>
Subject: Re: UNC Visit

Hi Maggie,
We are all looking forward to your visit next week. One thing I need is a title for your paper that you are giving to the Department. Could you email that to me as soon as possible.

Is everything set on your end? Let me know if there is anything you need from us.

Thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, February 8, 2007 11:02 PM
To: Roberts, John Thomas <jtrosap@email.unc.edu>
Subject: Teach for America

John could you send out this announcement to the Phil listserv.

African-Americans and Latino/Hispanics obtain college degrees at only Â½ the rate of Caucasian students. Help change the numbers. Find out how you can make this an equal opportunity nation.

Join us for a screening of CNN's acclaimed documentary on the achievement gap and how Teach For America corps members are working to improve the odds of their students. Learn how you can make an immediate impact in the lives of children growing up in low-income communities, join a network of leaders working to affect long-term change, and position yourself for success in any field.

See four Teach For America corps members in action:

CNN Documentary Screening

Monday, February 12

6:00PM

Carolina Union #3503

/Free pizza./

Seeking all majors. No previous education experience or coursework necessary. Full first-year teacher salary and benefits, financial aid, plus a $9,450 AmeriCorps education award (if eligible). Student loan forbearance and interest payments for two years.

FINAL APPLICATION DEADLINE FOR THE 2007 CORPS: February 18th , 2007, 3:00AM.

Visit _www.teachforamerica.org_ <http://www.teachforamerica.org/> to learn more and apply.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, February 9, 2007 9:48 AM
To: Chapel Hill Philosophy <hobler@email.unc.edu>
Subject: [Fwd: [FEAST] Call for Graduate Student Commentators]
Attach: [FEAST] Call for Graduate Student Commentators.msg

Could you send this out to our grad students

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Feminist Ethics and Social Theory <FEAST@LSV.UKY.EDU> on behalf of Joan Callahan <buddy@POP.UKY.EDU>
Sent: Friday, February 9, 2007 8:37 AM
To: FEAST@LSV.UKY.EDU
Subject: [FEAST] Call for Graduate Student Commentators

FYI.

If you are currently a graduate student with expertise relevant to the abstracts copied below, please consider nominating yourself as a commentator for our conference. If you are a faculty member supervising graduate students, please encourage anyone with relevant expertise to contact us. Our conference is organized and conducted entirely by graduate students, and aims to provide opportunities to hone professional philosophical skills in a collegial environment while addressing important issues in value theory and social-political philosophy, broadly construed.

Our conference is quite soon. An archive of past keynotes (including Charles Mills, Chris Cuomo, and Lucius Outlaw among many others) and information about this year's conference are available on the conference website at http://www.msu.edu/unit/phl/gradconference/. Alas, we cannot provide travel support, but we can assist hard-up commentators in finding cheap or free accomodations.

Collegially,

Alison Reiheld

Ph.D. student, MSU Department of Philosophy

Instructor, <?xml:namespace prefix = st1 ns = "urn:schemas-microsoft-com:office:smarttags" />Lyman Briggs School of Science

---

CALL FOR COMMENTATORS
The 8th Annual Graduate Student Philosophy Conference at MSU requires commentators for the upcoming conference - March 16-17th. Our keynote speaker will be Jay M. Bernstein of the New School for Social Research. Please see our website for more information and registration information (http://www.msu.edu/unit/phl/gradconference/). Please take a look at the following abstracts and email meagher6@msu.edu if you are interested in commenting.

Quasi-Absolutism and the Frege-Geach Problem
Leigh Duffy State University of New York at Buffalo

Abstract: In her section of Moral Relativism and Moral Objectivity, Judith Jarvis Thomson makes use of the Frege-Geach point to illustrate the problems with Letter Emotivism in order to counter Gilbert Harman's defense of moral relativism. While the Frege-Geach point does cause trouble for a moral

relativist, Harman's Quasi-Absolutism can avoid the trouble by sticking to the "spirit" of emotivism without employing the letter. In this paper, I shall look at the ways around the Frege-Geach problem but concede that the Letter Emotivist cannot get around the problem. I shall then offer a defense of Harman's Quasi-Absolutism in response to Thomson's attack.

Socially Constructed Evaluations and Facts: A Realist Perspective
James McGlothlin The Ohio State University

Abstract: The positivist value-free doctrine has imposed severe limitations upon the theory and practice of social science. The naturalistic fallacy seems to have even given some logical impetus for this doctrine. But I argue that social science claims can be concluded from certain kinds of factual premises without fallacy. Searle's The Construction of Social Reality provides a convincing ontology of social and institutional facts as having truth-values within a realist framework. Searle's view of institutional facts provides the logical basis for making evaluative claims in the social sciences, et al. I deal with some of the possible counter-arguments to Searle's construction and argue that it holds up.

Intimate Abuse and the Ideal of Unity
John Zillmer Michigan State University

Abstract: In this paper I argue that two claims often held by feminist philosophers are inconsistent. One is that 'the ideal of unity', the notion that one's identity and the social milieu it derives from ought to be unified, is not a desirable ideal. The other is that intimate abuse, physical and psychological violence within romantic relationships, is to be eradicated. I argue that these two claims are inconsistent with one another, and that the former, the denial of the ideal of unity, should be modified or eliminated. In arguing for this conclusion, I appeal primarily to sociological and psychological studies of intimate violence and conflict resolution tactics among not only heterosexual but also homosexual intimate partners. Looking at the violence within homosexual relationships indicates that, contrary to much feminist theorizing, the effects of patriarchy are insufficient to explain intimate violence. I further argue that since intimate violence is found most often in partnerships in which one or both of the partners have a disunified identity, the denial of the ideal of unity is ill-advised.

Seeing as 'Touch-Like': The Enactive Model of Perception as a Feminist Epistemology
Travis Reider University of South Carolina

Abstract: For most of the history of western philosophy, sight has been accorded a certain privilege among the senses. Philosophers have tended, and still do tend, to consider vision to be uniquely pure, objective and rational. This view, however, has not gone uncontested, as the rise of the feminist movement brought with it a strand of 'anti-visual' thinkers, who began to link vision with masculinity. The following paper argues that the anti-visual sentiment is appropriate, but only in reference to the dominant, 'orthodox' model of visual perception. If a model of perception could scientifically validate human experience, and at the same time avoid the elements of the orthodox view which link it with masculinity,

then it would appear that there would be no reason to maintain an anti-visual position. This paper argues that such a model exists, and that model is found in Alva Noë's recent work on what he calls the 'enactive approach' to visual perception. In support of this claim, this paper investigates the field of feminist epistemology and the competing models of visual perception, and it ultimately raises the question of whether these findings have any normative implications.

Puppies, Babies, and Zombies: Some Problems for Smith's Impartial Spectator

Danielle Carducci University of Texas at Austin

Abstract: In the Theory of Moral Sentiments, Adam Smith states that "every faculty in one man is the measure by which he judges of the like faculty in another." Smith uses this statement to motivate his claim that the imaginative use of sympathy can provide a method for joining in fellow-feeling with the rest of mankind and enable us to make judgments about their feelings, behaviors, etc. However, Smith's sympathetic method is flawed in that, contrary to his assertions, it does not adequately account for the sympathy we feel for beings whose conscious life is significantly different from our own. Specifically, in the case of babies, animals, or the dead, we lack adequate knowledge of what their mental states are like and thus have no way of joining with them in fellow-feeling. It is not possible to imaginatively place ourselves 'in their shoes' without grossly mischaracterizing their mental states; Smith's method requires that we anthropomorphize animals, assume children have complex, adult-like mental states, and make zombies out of the dead. I argue that, at best, Smith's sympathetic method provides us with a way of sympathizing with those humans whose 'experiential shoes' are similar to our own, but cannot be extended to include animals, the dead, or even humans from significantly different cultures.

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill 919.962.3317 jmboxill@email.unc.edu

February 7, 2007

Dear Parr Center Board of Visitors:

Welcome to the exciting ventures of the Parr Center for Ethics that serves as the public face of the University of North Carolina's commitment to ethics. I want to personally thank you for your willingness to support the Center's mission of addressing the need for fruitful discussion and exploration of ethical issues that are important to the university and the communities it serves.

Since its inauguration, the Parr Center for Ethics has been active in sponsoring and co-sponsoring events to fulfill its mission. In some cases our initial support has allowed other units to solicit matching funds. This was especially true for, *Finding the Genome: Community Genetics Forum 2006.* The Center's original sponsorship provided the base for a National Science Foundation grant to the UNC Medical School.

Research support for our fellows inspired programs, conferences, workshops and on-going working groups. Let me draw attention to two: First the Sexual Trafficking conference, which the Center sponsored in April 2005, resulted in an on-going working group that meets once a month to address this issue in North Carolina. This group includes UNC faculty and staff, community leaders, and a state legislator. Second, as a direct result of the Center's funding of Parr Fellow Donna LeFebvre's research on the International Human Rights Court in The Hague, on March 20th Fatou Bensouda, Deputy Prosecutor of the International Criminal Court will address students and the community on the role of the ICC and the responsibilities of the international community.

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These and other events are more fully described in the brochure and on our website at http://parrcenter.unc.edu.

I am grateful for the opportunity to serve as the Director of the Parr Center for Ethics. I look forward to meeting you on February 16th and for your support and input in the Center's continued success.

Regards,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair

Department of Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, February 9, 2007 3:22 PM
To: Lance Westerlund <westy@email.unc.edu>
Subject: Director's letter
Attach: Director's Letter.doc

Here is my final letter, can you add the signature for me
thanks--and THANKS for all you outstanding help.

Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
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Regards,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair

Department of Philosophy

From: Hunt, Heather Ann <hhunt@email.unc.edu>
Sent: Friday, February 9, 2007 5:56 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Re: Disability workshop

Hi Jan,

Thank you for sending me the proposal for the Parr Center's disabilities workshop. I'm eager to see how the workshop takes shape--this is not an area I'm familiar with but it sounds complex, multifaceted and thought-provoking. I asked the two authors who wrote policy briefs that engaged issues of disability and poverty if they would be interested in the workshop and both responded affirmatively and with alacrity. I told them that I would pass their contact information on to you and that you might be in touch. They are Philip Cohen (pnc@unc.edu), who is in the Sociology Department, and Susan Parish (parish@email.unc.edu), in the School of Social Work.

Unfortunately, the Poverty Center will not be able to provide any funding for this event. Apparently, when the possibility of co-sponsoring this event first arose, the Center was not aware of any impending requests for financial assistance. We are more than happy to provide support in a number of other ways (posting an announcement on the website, help finding and contacting speakers, distribution of information to our listserv, etc.), but we do not have the monetary resources to contribute to the workshop. I apologize if we led you to believe otherwise.

It was lovely to speak with you this past Tuesday--I have heard many glowing comments about you from both Marion Crain and Laura Hogshead--and I look forward to meeting you in person. Please be in touch if I can be of any further use.

Heather

Heather Hunt
Assistant Director, Center on Poverty, Work and Opportunity
University of North Carolina at Chapel Hill
(919) 843-9032

Jan Boxill wrote:

> Hi Heather,
> Thank you for calling as I was about to formulate a letter of support.
> I am attaching the proposal and will get you more information. Please
> send me the name and contact information of the person who wrote the
> policy paper for you. We will take it from there.
>
> Thanks again,
> Jan
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, February 9, 2007 8:48 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: Re: [Fwd: Re: Disability workshop]

I know.
I looked through our brochure and it looks good. I did notice one thing immediately though--Faculty board and staff are in larger font! I wish now we'd done only 25 and then done others later. Oh well! We'll fix it for the next set.

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Carlo Robustelli wrote:
> That is totally bogus. I was at that meeting and they made explicitly
> clear that funding was on the table for this event specifically.
>
>
> - Carlo
> Carlo Robustelli
> Program Coordinator
> Parr Center for Ethics
> Department of Philosophy
> University of North Carolina at Chapel Hill
> CB #3125
> Chapel Hill, NC 27599-3125
> USA
>
> Phone: (919) 843-5640
> email: carlo@unc.edu
> http://philosophy.unc.edu/robustelli.htm
>
>
> Jan Boxill wrote:
>> Here is the response from Heather Hunt. This is NOT what I expected.
>> I thought it was clear we wanted financial support from them when we
>> first spoke.
>> But the Center people do want to participate.
>> I am going to approach the School of Social Work, through Kim
>> Strom-Gottfried, the Jordan Institute.
>>
>> Jan
>>
>>
>> ----------
>>
>> Subject:
>> Re: Disability workshop
>> From:
>> Heather Hunt <hhunt@email.unc.edu>

>> Date:
>> Fri, 09 Feb 2007 17:56:05 -0500
>> To:
>> Jan Boxill <jmboxill@email.unc.edu>
>>
>> To:
>> Jan Boxill <jmboxill@email.unc.edu>
>>
>>
>> Hi Jan,
>>
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>>
>> Heather
>>
>> Heather Hunt
>> Assistant Director, Center on Poverty, Work and Opportunity
>> University of North Carolina at Chapel Hill
>> (919) 843-9032
>>
>> Jan Boxill wrote:
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>>>
>>> Thanks again,
>>> Jan
>>>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, February 11, 2007 11:51 AM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: [Fwd: formatted thesis]
Attach: formatted thesis.msg

---

get this done asap

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Disability and Disadvantage: Re-examining topics in moral and political philosophy

Budget

Accommodations (2 nights, 8 speakers)	$2480
Airport Transportation (8 speakers, incl. ADA accessible for 1)	$360
Food	
Friday Dinner (13 people)	$390
Saturday Breakfast (entire workshop)	$100
Saturday Lunch (entire workshop)	$300
Saturday Dinner (entire workshop)	$400
Sunday Breakfast (entire workshop)	$100
Workshop room	$75
Staff OT	$500
Materials: Filming, cups, plates, etc.	$250
Advertising	$500
Printing- flyers, workshop materials	$175
Total	$5630

Other committed funding sources:

UNC Philosophy Department
Disability Services

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, February 12, 2007 9:43 PM
To: Fredrickson, Barbara L <blf@unc.edu>
Subject: Daniel Gilbert
Attach: Happiness flyer.pdf; Happiness letter.doc

Dear Professor Frederickson,
I believe Karen Gil sent you a notice that the Parr Center for Ethics is sponsoring a talk and seminar by Professor Daniel Gilbert. The public lecture is on Tuesday, February 20th and he will be presenting at one of our Philosophy seminars on Wednesday the 21st. Attached is a flyer and also a letter soliciting support. While you may not be able to financially support the event, I would ask that you publicize the public lecture and book signing.
Also, I would like to invite you to dinner with Daniel on Tuesday evening, before the lecture. If you and 3-4 of your colleagues or graduate students would like to join us, please let me know. I apologize for the late invitation, but I hope and your students you can attend.

If you have any questions, please feel free to call me.

Regards,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

The Parr Center for Ethics

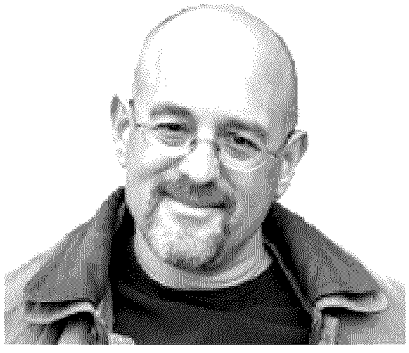

"Stumbling on Happiness"

Dr. Daniel Gilbert

Professor of Psychology at Harvard University

Co-sponsored by the Department of Philosophy, and the Department of Biology, Student Congress, UNC Honor System and the Philosophy Club

DATE & TIME: Tuesday, February 20th 7:30 p.m.

LOCATION: Murphey Hall
Room 116

Dr. Daniel Gilbert of Harvard University will present a lecture based on his book, "Stumbling on Happiness." Utilizing the latest scientific research about the uniquely human ability to imagine the future, Dr. Gilbert describes the illusions of foresight that cause us to misconceive outcomes and misestimate our satisfactions.

For Further Information, please contact:
The Parr Center for Ethics
Phone 843-5640
Email: carlo@unc.edu

The Parr Center for Ethics
The University of North Carolina at Chapel Hill
Caldwell Hall, CB #3125
Chapel Hill, NC 27599-3125

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

February 12, 2007

Dear Barbara,

The Parr Center for Ethics would like to invite you to participate in Professor Daniel Gilbert's visit to UNC in February. On February 20th, he will be giving a public lecture based on his book, *Stumbling on Happiness*. And on February 21st he will be participating in a graduate seminar in Philosophy of Psychology. If you or any of your colleagues and graduate students would like to attend, please let me know as soon as possible as space is limited for this seminar. The seminar meets Wednesday, February 21st from 4-6:30. The instructors for the course are Professors Jesse Prinz and Joshua Knobe and they have assigned specific readings for this session.

Dr. Daniel Gilbert is a Professor in the Department of Psychology at Harvard University. He will present a lecture based on his book, "Stumbling on Happiness." Utilizing the latest scientific research about the uniquely human ability to imagine the future, Dr. Gilbert describes the illusions of foresight that cause us to misconceive outcomes and misestimate our satisfactions.

It will cost approximately $2500 to bring Professor Gilbert to UNC-Chapel Hill. Therefore, we want to ask the Psychology Department to be a co-sponsor with us and contribute $250 to making this event possible. These funds will be used for travel and hotel accommodations.

I realize this is coming very late, but if you would like to attend either of the events and if Psychology can help sponsor this, please let me know as soon as possible. More information can be found on the Parr Center website at parrcenter.unc.edu

I would also like to invite you to have dinner with Professor Gilbert on Tuesday, February 20th at 6 p.m. I hope you and/or some of your colleagues can attend.

Thank you very much for your help.

Sincerely,

Dr. Jan Boxill
Director, Parr Center for Ethics

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, February 13, 2007 9:10 AM
To: Carlo Robustelli <carlo@unc.edu>; Clark, Susan C <scclark@email.unc.edu>
Subject: [Fwd: Re: Daniel Gilbert]
Attach: Re Daniel Gilbert.msg

Psychology--has committed $250 for Gilbert

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, February 13, 2007 9:18 AM
To: Fredrickson, Barbara L <blf@unc.edu>
Subject: Re: Daniel Gilbert

Hi Barbara,
Thanks so much. I am so sorry that we didn't connect earlier, but hopefully we can work things out that will be beneficial to you. Is there a class that you teach or one that someone else teaches on Wednesday morning that would be appropriate for him to join? And would you or any of your grad students be able to attend the PHIL seminar on Wednesday 4-6:30 in CW 213. Just let me know.

In recognition of your support, should we list as co-sponsor Psychology or your Kenan Professorship?

Thanks again,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
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FAX: 919-843-3929

>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, February 13, 2007 9:32 AM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: [Fwd: SWIP UK Women-Friendly Department Awards]
Attach: SWIP UK Women-Friendly Department Awards.msg

I want to nominate us for this award. It may not mean much in the grand scheme of things, but I think any recognition of this would be great. Do you want to write me something that I can send.

Thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, February 13, 2007 10:29 AM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: Re: Daniel Gilbert]
Attach: Re Daniel Gilbert.msg

Gilbert in Psycholgy

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, February 13, 2007 10:46 AM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: Re: Daniel Gilbert]
Attach: Re Daniel Gilbert.msg

Carlo,
Can you check with Dan to see if he would be willing to meet with Prof Frederickson's class.
Also could you check with WUNC to see if they would be interested in having him on the radio?
Also, have we sent his visit to see if we could get it on the UNC webpage?

Thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, February 13, 2007 11:16 AM
To: Jesse Prinz <jesse@subcortex.com>
Cc: Fredrickson, Barbara L <blf@unc.edu>
Subject: Kenan Seminar-Dan Gilbert

Hi Jesse,
You had indicated that you would like to have some psychology grad students to your seminar for Daniel Gilbert's visit. Professor Barbara Fredrickson, whose areas of research include emotions, well-being, & positive psychology, is excited about Gilbert's visit and would like to invite some of her grad students to your seminar. I would recommend that the two of you communicate to make this happen. I have included her on this email so you have her email and she yours.

Thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, February 13, 2007 11:18 AM
To: Fredrickson, Barbara L <blf@unc.edu>
Subject: Re: Daniel Gilbert

Hi Barbara,
We will invite Dan to come to your seminar.
There are three occasions for meals with him:
Tuesday dinner; Wednesday lunch; Wednesday dinner with Phil grad class.
I would like about 6-8 people at the first two--so 3-4 psych, 3-4 philosophy.

I have emailed Jesse Prinz, who is conducting the seminar along with Joshua Knobe regarding inviting your grad students. I copied you on the email, so you both have each other's emails.

Even if your students attend the seminar or if he attends yours, and they go to lunch, please encourage them to come to the public lecture.

Thanks so much.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Barbara L. Fredrickson wrote:
> Hi Jan,
>
> Why don't you just list Psychology as a co-sponsor -- no need to
> single out my Kenan here.
>
> Wednesday morning is when my lab group meets -- if I can't make the
> Tuesday dinner work, it would be a great alternative to invite Dan to
> join my lab group (10-12).
> I put e-mails in to my regular babysitters, though.
>
> I'll also invite my students to consider the seminar. Can I have them
> RSVP for that by Wed afternoon? Or is that too late?
>
> Barb
>
> On 2/13/07, Jan Boxill <jmboxill@email.unc.edu> wrote:
>> Hi Barbara,
>> Thanks so much. I am so sorry that we didn't connect earlier, but
>> hopefully we can work things out that will be beneficial to you. Is
>> there a class that you teach or one that someone else teaches on
>> Wednesday morning that would be appropriate for him to join? And would
>> you or any of your grad students be able to attend the PHIL seminar on
>> Wednesday 4-6:30 in CW 213. Just let me know.
>>
>> In recognition of your support, should we list as co-sponsor Psychology
>> or your Kenan Professorship?
>>

>> Thanks again,
>> Jan
>>
>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer and Associate Chair
>> Department of Philosophy
>> Email: jmboxill@email.unc.edu
>> Website:parrcenter.unc.edu
>> Phone: 919-962-3317
>> FAX: 919-843-3929
>>
>>
>> >
>>
>>
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, February 13, 2007 1:53 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: Re: Daniel Gilbert]
Attach: Re Daniel Gilbert.msg

I emailed her to thank her for taking the lead on her invites.

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, February 13, 2007 3:07 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: Re: upcoming visit to Chapel Hill

---

great.

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Carlo Robustelli wrote:
> I was going to send this to Dan Gilbert. What do you think?
>
> Dear Daniel,
>
> I hope your travels in Europe have been relaxing and enjoyable. I
> know people are excited about your upcoming visit to Chapel Hill.
> Professor Barbara Fredrickson <http://www.unc.edu/peplab/>,
> Psychology, has asked if you would be available and willing to meet
> with her lab group on Wednesday morning from 10 -12 pm. Dr.
> Fredrickson's areas of research include emotions, well-being, and
> positive psychology. The Center has nothing scheduled for you during
> this time but we hope to offer you both a stimulating and engaging
> visit while enjoying the comfort of good food and southern
> hospitality. So we certainly do not want to over schedule you while
> you are visiting. I understand that you will also be meeting with
> Jesse Prinz's and Joshua Knobe's Philosophy of Psychology seminar
> later in the afternoon and wanted to make sure you would have enough
> time to prepare.
>
> I will be sending you an itinerary and some information about
> reimbursements shortly. I look forward to your response.
>
> Best,
> - Carlo Robustelli
>
> --
> Carlo Robustelli
> Program Coordinator
> Parr Center for Ethics
> Department of Philosophy
> University of North Carolina at Chapel Hill
> CB #3125
> Chapel Hill, NC 27599-3125
> USA
>
> Phone: (919) 843-5640
> email: carlo@unc.edu
> http://philosophy.unc.edu/robustelli.htm

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, February 13, 2007 4:24 PM
To: Journal of Social Philosophy <jsp@gmu.edu>
Subject: Re: Journal of Social Philosophy Review Reminder

Kathalene,
I apologize for not getting back with you. I actually printed it off, started to read it, and then promptly misplaced. But interestingly I just found it on my desk this afternoon. So, I will read it and get my comments back to you, hopefully by Monday. Will that be okay?

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Journal of Social Philosophy wrote:
>
> Journal of Social Philosophy
> Carol Gould, Editor
>
> Department of Philosophy, George Mason University, Fairfax, VA, 22030
>
> ----------
>
>
>
> Dear Professor Boxill,
>
> I contacted you by email in January regarding a manuscript entitled
> "Solving the MVP Problem." Professor Carol Gould has asked if you
> would review this paper and give us your evaluation regarding
> publication in the /Journal of Social Philosophy/.
>
> To date, I have not heard whether or not you are able to read this
> paper. If you are able to complete the review, we welcome your
> comments. If you are /unable/ to complete the review, please let me
> know as soon as possible so that another reviewer may be selected. If
> you have suggestions for an appropriate reader, we welcome your advice.
>
> Sincerely,
>
> Kathalene Razzano
> Managing Editor
> jsp@gmu.edu <mailto:jsp@gmu.edu>
>
>
> ----------
>
> Subject:
> Journal of Social Philosophy Review Request
> From:
> Journal of Social Philosophy <jsp@gmu.edu>

> Date:
> Tue, 16 Jan 2007 16:06:00 -0500
> To:
> jmboxill@email.unc.edu
>
> To:
> jmboxill@email.unc.edu
>
>
> Journal of Social Philosophy
> *Carol Gould, Editor** *
>
> Department of Philosophy, George Mason University, Fairfax, VA, 22030
>
> ----------
>
>
>
> Professor Boxill,
>
> Carol Gould has asked if you would review the attached paper "Solving
> the MVP Problem" and give us your evaluation of its suitability for
> publication in the /Journal of Social Philosophy/. We depend on peer
> reviewers for the evaluation of submitted manuscripts and she has
> proposed you as an expert on the topic of the paper. You will find an
> abstract at the end of this message.
>
> Kindly let us know right away whether or not you will be able to
> review this manuscript. We would greatly appreciate receiving your
> comments within six weeks. We prefer an electronic response with your
> comments either in the body of an email or attached as a separate
> document. If you cannot review this manuscript, any suggestions for
> alternate reviewers would be welcomed.
>
> Thank you for your assistance in maintaining the standards of this
> journal and for contributing to the debates within social philosophy.
> Please do not hesitate to contact me if you have any concerns or
> questions about the review process.
>
> Sincerely,
>
> Kathalene Razzano
> Managing Editor
> jsp@gmu.edu <java-script:main.compose%28%27new%27,%27t=jsp@gmu.edu%27%29>
>
>
> /Journal of Social Philosophy
> /Department of Philosophy
> George Mason University
> 4400 University Drive, MS 3F1
> Fairfax, VA, 22030
> 703-993-4510
> 703-993-1297 (fax)
> http://www.blackwell-synergy.com/loi/josp
>
> SOLVING THE MVP PROBLEM
>
> ABSTRACT
>
> The largest professional team sports leagues in the United States give
> out an award for the most valuable player (MVP). The notion of a
> player?s value is also relevant toward other tasks that professional
> teams engage in, e.g., drafting, paying, and trading players. This
> notion is a complex one since an analysis of it must specify the type
> of value involved. In this paper, I use the notions from ethics

> (instrumental and intrinsic value) and economics (substitution value)
> to analyze the concept of the MVP. In the first part of this paper, I
> begin by setting out the concept of the MVP. Specifically, I argue
> that the value should be understood in terms of a player?s net benefit
> to his team. In the second part of the paper, I analyze the notion of
> a net benefit to a team. In the third part, I consider objections to
> this analysis.
>
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, February 14, 2007 9:40 AM
To: Carlo Robustelli <carlo@unc.edu>
Subject: Re: upcoming visit to UNC

I made a few changes.

Carlo Robustelli wrote:
> I completely understand. I apologize for not having more specific
> information about the NPR show. The NPR show would be taped between
> 12-1 pm and your Father's class is at 3:30, so you wouldn't have to
> rush from that to class to lecture. We do have dinner planned before
> the lecture. Of course this may still be too much for one day and we
> would completely understand but I wanted to clear up my
> miscommunication.
>
> Best,
> - Carlo
> Carlo Robustelli
> Program Coordinator
> Parr Center for Ethics
> Department of Philosophy
> University of North Carolina at Chapel Hill
> CB #3125
> Chapel Hill, NC 27599-3125
> USA
>
> Phone: (919) 843-5640
> email: carlo@unc.edu
> http://philosophy.unc.edu/robustelli.htm
>
>
> Daniel Gilbert wrote:
>> Yes, I have booked my flights. However, I am speaking to my dad's class in
>> the afternoon and giving a public lecture in the evening, so I think an NPR
>> show between the two would be a bit much. I don't want to be wiped out
>> before the talk. Thanks.
>>
>>
>> -d.
>>
>> Prof. Daniel Gilbert
>> Department of Psychology
>> 1430 William James Hall
>> 33 Kirkland Street
>> Harvard University
>> Cambridge, MA 02138 USA
>>
>> Tel & Fax: 617.495.3892
>> Website: www.danielgilbert.com
>>
>> Assistant: Beth Mela, WJH 1456, 617.496.2595, bethmela@wjh.harvard.edu
>>
>> NOTICE: This email may contain disclaimers in tiny fonts that are closer
>> than they appear in the mirror. No raw or uncooked foods were harmed in the
>> production of this email, which neither includes nor implies batteries.
>>
>> -----Original Message-----
>> From: Carlo Robustelli [mailto:carlo@unc.edu]
>> Sent: Tuesday, February 13, 2007 3:57 PM

>> To: gilbert@wjh.harvard.edu
>> Subject: Re: upcoming visit to UNC
>>
>> Great! Have you booked your flights yet? If time permits the npr program
>> "The State of Things" is interested in having you on the show as a guest
>> before the public lecture. This would be great publicity for your public
>> lecture.
>>
>> Let me know you flight plans and if you are interested I will make the
>> arrangements.
>>
>> - Carlo
>>
>> Carlo Robustelli
>> Program Coordinator
>> Parr Center for Ethics
>> Department of Philosophy
>> University of North Carolina at Chapel Hill CB #3125 Chapel Hill, NC
>> 27599-3125 USA
>>
>> Phone: (919) 843-5640
>> email: carlo@unc.edu
>> http://philosophy.unc.edu/robustelli.htm
>>
>>
>>
>> Daniel Gilbert wrote:
>>
>>> Yes, I know Barb well and am happy to meet with her lab group on
>>>
>> Wednesday.
>>
>>> -d.
>>>
>>> Prof. Daniel Gilbert
>>> Department of Psychology
>>> 1430 William James Hall
>>> 33 Kirkland Street
>>> Harvard University
>>> Cambridge, MA 02138 USA
>>>
>>> Tel & Fax: 617.495.3892
>>> Website: www.danielgilbert.com
>>>
>>> Assistant: Beth Mela, WJH 1456, 617.496.2595, bethmela@wjh.harvard.edu
>>>
>>> NOTICE: This email may contain disclaimers in tiny fonts that are
>>> closer than they appear in the mirror. No raw or uncooked foods were
>>> harmed in the production of this email, which neither includes nor implies
>>>
>> batteries.
>>
>>> -----Original Message-----
>>> From: Carlo Robustelli [mailto:carlo@unc.edu]
>>> Sent: Tuesday, February 13, 2007 3:18 PM
>>> To: Daniel Gilbert
>>> Subject: upcoming visit to UNC
>>>
>>> Dear Daniel,
>>>
>>> I hope your travels in Europe have been relaxing and enjoyable. I
>>> know people are excited about your upcoming visit to Chapel Hill.
>>> Professor Barbara Fredrickson <http://www.unc.edu/peplab/>,
>>> Psychology, has asked if you would be available and willing to meet
>>> with her lab group on Wednesday morning from 10 -12 pm. Dr. Fredrickson's

>>>
>> areas of research
>>
>>> include emotions, well-being, and positive psychology. The Center has
>>> nothing scheduled for you during this time but we hope to offer you
>>> both a stimulating and engaging visit while enjoying the comfort of
>>> good food and southern hospitality. So we certainly do not want to over
>>>
>> schedule
>>
>>> you while you are visiting. I understand that you will also be meeting
>>> with Jesse Prinz's and Joshua Knobe's Philosophy of Psychology seminar
>>> later in the afternoon and wanted to make sure you would have enough
>>> time to prepare.
>>>
>>> I will be sending you an itinerary and some information about
>>> reimbursements shortly. I look forward to your response.
>>> Best,
>>> - Carlo Robustelli
>>>
>>> --
>>> Carlo Robustelli
>>> Program Coordinator
>>> Parr Center for Ethics
>>> Department of Philosophy
>>> University of North Carolina at Chapel Hill CB #3125 Chapel Hill, NC
>>> 27599-3125 USA
>>>
>>> Phone: (919) 843-5640
>>> email: carlo@unc.edu
>>> http://philosophy.unc.edu/robustelli.htm
>>>
>>>
>>>
>>
>>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Saturday, February 17, 2007 10:38 AM
To: Lange, Marc B <mlange@email.unc.edu>
Subject: Re: First year seminar

Interesting--it is on our list. I'll check on Monday again.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Marc Lange wrote:
> My proposal went through several years ago. I believe it was 2003. Are
> you reviewing all of the seminars that were approved years ago?
>
> MBL
>
>
> Quoting Steve Weiss <weiss@cs.unc.edu>:
>
>> I don't have a record of your seminar proposal (Reason, religion, and
>> reality...) coming through the FYS Steering Committee. It may have
>> happened before I was in this job, or maybe it fell through a crack
>> here. The proposal I have does not address some of the items
>> required for a FYS proposal (take a look at the FYS web site --
>> http://www.unc.edu/fys/forms/seminarproposal.html.
>>
>> Steve Weiss
>> 2-1888
>>
>>
>
>
>
> Marc Lange
> Professor of Philosophy
> University of North Carolina at Chapel Hill
> Caldwell Hall
> CB#3125
> Chapel Hill, NC USA 27599-3125

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, February 18, 2007 9:08 PM
To: Maggie Little <littlem@georgetown.edu>
Subject: Re: Parable

Hi Maggie,
Thanks so much for coming and giving the workshop. It went very well and the feedback was uniformly superb. It had just the right number and combination of participants.
Bernie also said he really enjoyed your paper to the Department as well. I'm sorry I missed it.
Thanks again, and I'm glad it was a good visit for you as well.

Regards,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, February 21, 2007 10:19 AM
To: Mary Willingham <mwillingham@uncaa.unc.edu>
Subject: [Fwd: Re: course drop for AFAM 101]
Attach: Re course drop for AFAM 101.msg

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, February 21, 2007 5:53 PM
To: Lance Westerlund <westy@email.unc.edu>
Subject: Re: Happiness Event Pictures

Great--esp the one that shows a full house-taken from the front to the back.

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Lance Westerlund wrote:
> Hi folks,
>
> I added a few pictures to the Happines event webpage:
>
> http://parrcenter.unc.edu/events/seminars/happiness/
>
> Let me know what you think. We have many more in case we want to link
> to a new page of pictures. There are also pictures up on the Stem
> Cell event page, although I need to do some redesigns after seeing how
> the Happiness page came out.
>
> -Lance
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, February 22, 2007 9:17 AM
To: Blanton, Brent S <blanton@uncaa.unc.edu>
Subject: Re: PHIL275

We have not looked at the papers yet. We will tomorrow. By that I mean that we didn't have anyone put names, only PIDs. They are graded and then we will match names. So I don't know who has or has not turned them in.
Jan

>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, February 22, 2007 9:26 AM
To: Lange, Marc B <mlange@email.unc.edu>
Subject: Re: Fwd: Re: First year seminar

I now see the issue. We submitted it for revision to cover more than one approach. This was originally approved as moral and philosophical. PH. We asked for it to be included in Physical and Life sciences PL AND World before 1750 WB. If it is approved for PL it will not be for PH. Which do you think it should most be--PH or PL?

Here is the description as it appears in the FYS courses:

*PHIL 085 [006F]: Reason, Religion, and Reality in the Copernican Revolution
*Philosophical and Moral Reasoning (PH) [GC Philosophical]
Marc Lange <../faculty/phil.html#lange>
The arguments by which Galileo and his contemporaries defended the Copernican model of the solar system (with the Earth and other planets revolving around the Sun) puzzle philosophers even today as they struggle to understand the logic of testing scientific theories. Was Copernicanism genuinely well-supported by Galileo's evidence? Or was the Church justified at the time in regarding Copernicanism as just one among many fairly successful techniques for predicting the night sky's appearance? Could Galileo argue for his telescope's reliability and use mere thought-experiments to defend Copernicanism? To grapple with these issues, we will explore some philosophical accounts of theory testing. Ultimately, we will gain a more nuanced conception of scientific reasoning and of how scientific revolutions occur.

Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, February 22, 2007 10:04 AM
To: Tim Marr <marr@email.unc.edu>
Subject: CONGRATULATIONS

Hi Tim,
CONGRATULATONS on the Tanner Teaching Award. It is indeed MOST deserved.
Being on one of the other committees I have known about it for a while,
but as is our charge had to keep it confidential!!! I can think of no
one more deserving of this award. I must tell you I have been telling
people in my class to take your AFAM 101 class, as I have used material
that I have in my notes from sitting in on the class.

Once again, CONGRATULATIONS.

Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, February 22, 2007 10:35 AM
To: Lange, Marc B <mlange@email.unc.edu>
Subject: Re: Fwd: Re: First year seminar

The present rule is that it can count for only one, even though it seems
it should count for more.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Marc Lange wrote:
> Why can't it be both PH and PL? It seems to me that it has as much
> claim to one as to the other? Do no courses count for both?
>
> Marc
>
> Quoting Jan Boxill <jmboxill@email.unc.edu>:
>
>> I now see the issue. We submitted it for revision to cover more than
>> one approach. This was originally approved as moral and
>> philosophical. PH. We asked for it to be included in Physical and
>> Life sciences PL AND World before 1750 WB. If it is approved for PL
>> it will not be for PH. Which do you think it should most be--PH or PL?
>>
>> Here is the description as it appears in the FYS courses:
>>
>> *PHIL 085 [006F]: Reason, Religion, and Reality in the Copernican
>> Revolution
>> *Philosophical and Moral Reasoning (PH) [GC Philosophical]
>> *Marc Lange* <../faculty/phil.html#lange>
>> The arguments by which Galileo and his contemporaries defended the
>> Copernican model of the solar system (with the Earth and other
>> planets revolving around the Sun) puzzle philosophers even today as
>> they struggle to understand the logic of testing scientific theories.
>> Was Copernicanism genuinely well-supported by Galileo's evidence? Or
>> was the Church justified at the time in regarding Copernicanism as
>> just one among many fairly successful techniques for predicting the
>> night sky's appearance? Could Galileo argue for his telescope's
>> reliability and use mere thought-experiments to defend Copernicanism?
>> To grapple with these issues, we will explore some philosophical
>> accounts of theory testing. Ultimately, we will gain a more nuanced
>> conception of scientific reasoning and of how scientific revolutions
>> occur.
>>
>>
>>
>> Jan
>>
>>
>>
>

>
>
> Marc Lange
> Professor of Philosophy
> University of North Carolina at Chapel Hill
> Caldwell Hall
> CB#3125
> Chapel Hill, NC USA 27599-3125

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, February 22, 2007 12:04 PM
To: Daniel Gilbert <gilbert@wjh.harvard.edu>
Cc: 'Carlo Robustelli' <carlo@unc.edu>; Gilbert, Lawrence Irwin <LGilbert@bio.unc.edu>
Subject: Re: Parr Center Event: Happiness

Hi Daniel,
On behalf of the Parr Center, I want to thank you for coming to UNC. I hope you enjoyed your visit as much as we enjoyed having you. I have to say, and I think I speak for all the Parr Center Staff, this has been the most successful of all our visitors in every way. The public lecture was outstanding and so well received. You were amazing at reaching everyone in that room-- but I was not surprised, as your father did say you were good!!! Meeting in the smaller groups was equally well received and well done. I wish I could have joined the seminar.

Thank you so very much for coming and a special thanks to your Father who suggested it. I'm so glad for all of us that we were able to bring this about. And I personally am happy to have had the opportunity to meet and have dinner with you.

I realize when we asked you to sign the contract form that we didn't actually give you a contract with details, but you will be receiving an honorarium of $1000 plus your expenses. You will be receiving all these details will be coming from Carlo Robustelli, but if you have any questions beforehand, feel free to contact him or me.
Thanks again. Good luck in all your appearances and book sales.

Best regards,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, February 22, 2007 12:23 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: New Rates at the Stone Center - FY 2007-2008]
Attach: New Rates at the Stone Center - FY 2007-2008.msg

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
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Website:parrcenter.unc.edu
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FAX: 919-843-3929

SONJA HAYNES STONE CENTER FOR BLACK CULTURE AND HISTORY
UNC AT CHAPEL HILL

NEW RATES FOR
FISCAL YEAR 2007-2008

STONE CENTER THEATRE	**$250/PER USE**
SEMINAR ROOM(S)	**$125 EACH/PER USE**
CLASSROOM(S)	**$150 EACH/PER USE**
TERRACE	**$100/PER USE**
HITCHCOCK MULTIPURPOSE ROOM	**$200 FOR BANQUET SET-UP/PER USE**
HITCHCOCK MULTIPURPOSE ROOM	**$150 MEETING ONLY/PER USE**
LATE DEPARTURE FEE (AFTER 9:00 PM)	**$50**
CATERING FEE	**10% OF CATERING BILL**
EXTRAORDINARY CLEAN UP/DAMAGE	**$30**

THESE FEES WILL GO INTO EFFECT FOR PROGRAMS HELD AFTER 5:00 PM IN THE STONE CENTER.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, February 22, 2007 1:09 PM
To: Lange, Marc B <mlange@email.unc.edu>
Subject: Re: Fwd: Re: First year seminar

Marc,
I have solved the mystery. A course can only satisfy one APPROACH, but can satisfy different CONNECTIONS.
So, here is the question? Do we want PHIL 085 to count for APPROACH: PHIL & MORAL REASONING as it stands now, or for PHYS & LIFE SCI;
We can still have it for NORTH ATLANTIC WORLD, AND WORLD BEFORE 1750.
Below is the breakdown of how these things fit. Confusing to say the least, but at least now I understand the rule.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, February 22, 2007 4:38 PM
To: Lange, Marc B <mlange@email.unc.edu>
Subject: Re: Fwd: Re: First year seminar

I agree--we'll let it stand as Philosohical,
Thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Marc Lange wrote:
> Thanks very much, Jan. I don't really care which APPROACH it
> satisfies. Select whichever you think would do us the most good.
> (Perhaps it would be easiest just to leave well enough alone and not
> try to change the APPROACH.)
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, February 25, 2007 9:54 AM
To: Roberts, John Thomas <jtrosap@email.unc.edu>
Subject: [Fwd: IWU Philosophy Conference]
Attach: IWU Philosophy Conference.msg

For undergrads

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
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Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Laura E. Arnold <larnold@iwu.edu>
Sent: Saturday, February 24, 2007 11:26 PM
To: larnold@iwu.edu
Subject: IWU Philosophy Conference

Hello Again! I apologize for sending multiple emails to you, but I recieved word that the last email did not come through properly. Please foward this on to your students. We look forward to seeing your student's papers.

Laura Arnold
Illinois Wesleyan University

CALL FOR PAPERS
Illinois Wesleyan University
Undergraduate Philosophy Conference

March 30 & 31, 2007

Keynote Speaker: Professor John Heil
"The Myth of Multiple Realizability"

Papers in any area of philosophy are welcome. Both analytic and continental philosophers are encouraged to submit papers.
Word Limit: 3000 words

Submission Deadline: Friday, March 2

Electronic Submissions
Please save your paper as either a Microsoft Word file or as an RTF file and send it as an e-mail attachment to Regina Linsalata. (rlinsala@iwu.edu)

USPS Submissions
Please send full copies of your paper to:
Regina Linsalata
Department of Philosophy
Illinois Wesleyan University
P.O. Box 2900
Bloomington, Illinois 61702-2900

Contact person: Laura Arnold (larnold@iwu.edu)

Please Post

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, February 28, 2007 12:07 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: idiots.....

Wish I had this for this morning's class!!! We discussed Hardaway, so
this would have been great!
thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, March 1, 2007 9:44 AM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: faculty assignments
Attach: Faculty Overview Nov 15,2006.xls; Faculty Assign 07-08.doc; Fall 2007 Schedule Feb 2,2007.xls

---

Here are the overviews, 07-08 assigns, Fall schedul.

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
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PHILOSOPHY FACULTY

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1																	
2	**15-Nov-06**	**F 2000**	**S 2001**	**F 2001**	**S 2002**	**F 2002**	**S 2003**	**F 2003**	**S 2004**	**F 2004**	**S 2005**	**F 2005**	**S 2006**	**F 2006**	**S 2007**	**F 2007**	**S 2008**
3																	
4	**BAR-ON**	38H,109	96,305T	110,305	20L,38L	LEAVE	20L, 35H	38H, 245	H32, 77	20L, 230	Leave	20, 116	Leave	Hnrs,990	397,700		
5	**B. BOXILL**	22L,105	42L,205	55,159	6F	55,80	LEAVE	42L, 59	55, 390	42,80	55H, 270	42,78	42L,80	272L,274H	390,473		
6	**J. BOXILL**	46L,22H	30L,47H	46	30,46	21, 30	Fellowship	46, 47	6F	66	47	Parr	Parr	FYS	275L		
7	**BRENNAN**							130			84, 130		84, 184		384,698		
8	**CORRADO**					113	Law	113	Law	113		113			FYS		
9	**HILL**	72,102	6F,208	22H,102	37, 96	6F, 102	6F, 260	37H, 390	6F, 37	Leave	Leave	102, DGS	37H,390	FYS,460	360,765		
10	**HOFWEBER**							20H, 80	20H, 300	21L,101	390	101, 305	Leave	155,356	73O,		
11	**KNOBE**											20H, 38	20,109	101H,705	230,805		
12	**LANGE**							38, 116	38, 390	6F, 123	69, 200	38H, Place	200, 390	230H.805	LV		
13	**LYCAN**	LEAVE	LEAVE	21L,80	300T,305		96, 200	21L, 74	LEAVE	22L, 117	6F, 200	6F, 390	22L, 240	LV	LV		
14	**MACLEAN**			67,78	22H,168	20H, 24	30L, 70	LEAVE	30L, 96	30H, 390	30L	Leave	Parr	FYS,368	163L,DGS		
15	**NETA**					20L, 117	38,114	58L, 390	20L, 200	58, PI	20L, 305	Leave	20L, 114	LV	101L,700		
16	**NELSON**													220,720	422,		
17	**NORD**		32	32						32	32	45	32	134	285		
18	**PETTIT**							32,32	32,35	32	35	32, 110	32, 74	134,230	134.145		
19	**POSTEMA**	LEAVE	LEAVE	6F,213	41H,130	156	37,Law	295, 305	41L, 105	DGS, 380	Law, 390	Leave	Leave	Law	280H,990		
20	**PRINZ**						20, 109	20L, 80	300, 240	116, 390	77, Adm	Leave	Leave	353,790	FYSH,805		
21	**REEVE**			24,109	24,150	151, 305	56, 200	26L, 150	LEAVE	6F, 26L	56L, 210	26L, 109	6F, 305	112L,411	210H,990		
22	**ROBERTS**	75,207	6F,121	LEAVE	31,108	LEAVE	LEAVE	31, 250	21L, 6F	21H, 31	Leave	6F. 108	31	351,805	150,DUS		
23	**SAYRE MCCORD**	LEAVE	22L,112	22L,305	22L	22L	22L	365	22L	305/Wolf	22L	22L/Link	112	LV	160L		
24	**SIMMONS**	6F	21L,305	LEAVE	LEAVE	21L, 101	305, 355	6F, 71	LEAVE	38, 111	Leave	H-32, 305	200, 300	155L,455	790,990		
25	**WALKER**							34	112	Leave	178	34L	178	LV	MED		
26	**WOLF**					46L, 305	46H, 112	22L, 300	LEAVE	305/GSM	305/Velle	Leave	Leave	805	805		
27																	
28																	
29	**VISITOR: PPE**									153				170,284	160,170		
30	**VISITOR: PPE**									67	31 or 68			160,163	163,165		
31	**VISITOR:PARR**									39,41	39.41			164,165L	164,165		
32	**VISITOR**									37,42	37,42			101,145	101,112		
33	**VISITOR**							32,32	32, 35	32	35	32,110	32, 74	273,364			
34	**VISITOR**										58,154			390	390		
35	**Visitor-**																

Faculty	**Fall 2007**		**Spring 2008**	
Bar-On	HNRS 354	PHIL 735:Reasons w/Neta	PHIL 230: Experience & Reality	PHIL 445 Phil of Language
Boxill, Bernard	Phil 272-Large: PWAD-2	PHIL 390: Topics for majors	PHIL 274H Afro-American Poli	PHIL 770 w/ Hill
Boxill, Jan	Parr Center	PHIL 163: Practical Ethics	Parr Center	PHIL 266: Ethics in Sports
Brennan	XXX	XXX	PHIL 484: PPE Gateway	PHIL 698: PPE Capstone
Corrado	XXX	XXX	PHIL 480: Phil of Law	XXX
Hill	PHIL 170H: Social & Political	PHIL 460: History of Ethics	PHIL 397: Colloquium for Majors	PHIL 770 w/ B. Boxill
Hofweber	PHIL 790: Colloquium Series	PHIL 455: Advanced Logic	PHIL 155 large: Intro to Logic-4	PHIL 700-Logic
Knobe	PHIL 160: Intro to Ethics	PHIL 453: Phil of Psychology	FYS-Honors	PHIL 990: Reading Group
Lange	ASSOC CHAIR	PHIL 450: Phil of Science	FYS	PHIL 150Large:Intro Phil of Sci
Lesher	PHIL 210: Ancient	XXX	PHIL 210: Ancient	XXX
Lycan	PHIL 160H	PHIL 730: Metaphysics	PHIL 340-Mind	400-level
MacLean	DGS	Public Policy Seminar	DGS	PHIL 468: Risk & Society
Nelson	PHIL 229: 20th Century	PHIL 423: Kant	PHIL 220: Modern	Sem w/Reeve
Neta	PHIL 101 Large: Intro to Phil-4	PHIL 735 w/ BarOn	PHIL 335: Theory of Knowledge	Possible leave
Nord	PHIL 134: Phil of Religion	XXX	PHIL 285: Phil of Education	XXX
Pettit	XXX	XXX	XXX	XXX
Postema	Possible Leave or PHIL 170	Possible Leave or in LAW	Possible Leave	Possible Leave
Prinz	PLACEMENT	PHIL 353: Cognitive Science	PHIL 485: Phil of Art	PROTO
Reeve	PHIL 112 large:Making Sense-4	PHIL 412: Plato	PHIL 390-topics/or new submission	Sem w/ Nelson
Roberts	FYS	PHIL 451: Phil of Physics	Possible Research leave	Possible Research Leave
Sayre McCord	CHAIR	Seminar in ethics	PHIL 16O Large: Intro to Ethics-4	CHAIR
Simmons	FYS	PHIL 356:Topics in Math Logic	ADMISSIONS	PROTO
Walker	XXX	XXX	XXX	PHIL 495: Health Care
Wolf	PHIL 460: Topics in Moral Phil	790: Colloquium		
New Hire-1				
New Hire-2				
Visitor 1: PPE	PHIL 384: PPE Gateway	PPE course	PPE course	PPE course
Visitor 2: Parr	PHIL 160: Intro to Ethics	PHIL 165: Bioethics	Ethics	Ethics
Visitor 3: BBT	PHIL 164: Business Ethics	PHIL 273: Social & Economic Justice	PHIL	
Visitor 4:				

First Year Seminars:	Fall:Roberts,Simmons	Spring: Knobe, Lange	DUS: Fall: Roberts; Spring: ??
Honors:	Fall: Hill, Lycan	Spring: Boxill, Knobe	DGS: McLean
Proto:		Spring: Simmons/Wolf	Placement:
Research Reading Group:	Fall: Neta	Spring: Knobe	Admissions:

Kenan Seminars:	Fall Sayre McCord	Spring: Bar-On/Neta	Assoc Chair: Lange
Summa	Fall: Wolf	Spring	

PHILOSOPHY CLASSES FALL 2006

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1				**February 2,2007**		**FALL 2007 SCHEDULE**										
2	**PHIL**				On Leave:											
3																
4	HNRS32	HNRS 354	3	Bar On	Honors-Philosophical			11-1:30 R				20		GM 210		
5	6F	54		Roberts	Thinking About Time			3:30-4:45 MW				20				
6	6F	68	1	Simmons	Paradoxes			2-4:30 W				20		MU 304		
7	20	101	1	Neta	Intro: Main Problems			11 MWF				200		CW 103	4	
8					Recitations: F: 10 & 11											
9	20	101E	1	Staff	Intro: Main Problems: Evening			6-7:15 MW				40		CW 105	1	
10	24	110	1	Staff	Great Works			3:30 TR				36		PE 216	1	
11	26	112	1	Reeve	Making Sense of Ourselves			12 MW				188		MA 209	4	
12					Recitations F: 12 & 1											
13	32	134	1	Nord	Phil of Religion			2 TR				40		CW105		
14	35	134	2	Staff	Phil of Religion			MWF 2				40		PE 216	1	
15	21	155	1	Staff	Intro Symbolic Logic			8 TR				50		CW 105	1	
16	21	155	2	Staff	Intro Symbolic Logic			11TR				50		CW 105	1	
17	22	160	1	Staff	Intro to Ethics			8 TR				40		CW 105	1	
18	22	160	2	Staff	Intro to Ethics			2 MWF				40		CW 105	V-1	
19	22	160	3	Staff	Intro to Ethics			2 TR				36		CW 103	1	LeBar
20	30	163	1	J.Boxill	Practical Ethics			11 TR				35				
21	39	164	1	Staff	Morality and Business			12:30 TR				40			V-2	
22	34	165	1	Staff	Bioethics			9 MWF				40			V-1	
23	34	165	2	Staff	Bioethics			9:30 TR				40			1	change to a 163-LeBar
24	34	165	3	Staff	Bioethics			6-7:15 TR				40		CW 105	1	
25	37	170	1	Postema	Social Ethics & Pol Thought			9:30 TR				35				Saenz
26	37H	170H	1	Hill	Social Ethics & Pol Thought-Hon			11-12:15 MW				25		CW 213		
27		229	1	Nelson	20th Century Phil			2 TR				40				
28	38	230	1	Staff	Experience and Reality			3:30 TR				40		CW 105	1	
29	38	230	2	Staff	Experience and Reality			8 TR				40		CW 105	1	
30	42	272	1	B. Boxill	Ethics Peace, War, Defense			MW 10				100		GA 008	2	
31					Recitations F: 9 & 10							25		SC 210		
32	66	273	1	Staff	Social & Econ Justice			1MWF				45		CW 105	V-3	Moehler
33	46	275	1	Staff	Phil Issues Feminism (WMST 46)			3:30 TR				40		CW 105	1	Saenz
34	41	280	1	Staff	Phil of Law			3:30 TR				40			V-2	
35	77	353	1	Prinz	Cognitive Science			12:30 TR				25		CW 103		
36	71	356	1	Simmons	Topics in Logic			9:30-10:45 MW				25		CW 213		
37	84	384	1	Staff	PPE: Gateway			4:35-5:40 MW				35			V-3	Moehler
38	80	390	1	B. Boxill	Special Topics-Liberty & Equality			2-4:30- W				25		CW 213		
39	96	396	1	J. Boxill	Directed Readings			6-8:30 T				5		CW 208		
40	96	396	2	J. Boxill	Readings: Ethics Bowl			6-8:30 T				10		CW 208		
41	150	412	1	Reeve	Plato			4-6:30 M				25		CW 103		
42	155	423	1	Nelson	Kant			11-12:15 TR				25				
43	110	445	1	BarOn	Phil of Language			4-6:30 R				25		CW 213		
44	108	450	1	Lange	Phil of Science			1-3:30 R				25		CW 208		
45		451	1	Roberts	Phil of Physics/Physics 313			11-12:15 MW				25				
46	109	453	1	Knobe	Phil of Psychology			T 1-3:30				25		CW 213		
47	101	455	1	Hofweber	Advanced Symbolic Logic			10-11:15 MW				25		PE 216		
48		691	1	Roberts	Honors			6-8:30 W						CW 213		
49	230	730	1	Lycan	Metaphysics:Modalities			1-3:30 W				15		CW 213		
50		735	1	Neta/Bar On	Reasons			4-6:30 R								
51	260	760	1	Wolf	Moral Theory:Utilitarianism			4-6:30 T				15		CW 213		
52		785	1	Maclean	Policy Analysis/PLCY 780			2 TR				25				
53	290	790	1	Hofweber	Colloquium Seminar			TBA				15				
54	290	790	2	Wolf	Colloquium Ceminar			TBA				15				

PHILOSOPHY CLASSES FALL 2006

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
55	300	800	1	Staff	Bibliography			TBA								
56	360	860	1	Sayre McCord	Seminar:Ethical Theory			4-6:30 M				15		CW 213		
57	390	990	1	Neta	Reading Group			TBA								
58	390	990	2	Staff	Reading Group			TBA								
59																
60	Hnrs 32	Hnrs 354	3	Bar On	Self Knowledge			11 TR				25				
61	22	160H	1	Lycan	Intro Ethics: Honors			2 TR				25				
62	37H	170H	1	Hill	Social & Poltiical Honors			10-11:15 MW				25		CW 213		
63	20	101E	1	Staff	Intro:Main Problems Evening			6 MW				40		CW 105	1	
64																
65																
66																
67					**RECITATIONS**											
68																
69	20	PHIL 101	601					10F				25		AL 205		
70			602					10F				25		MU 105		
71			603					10F				25		HN 307		
72			604					10F				25				
73			605					10F				25				
74			606					11F				25		PH 222		
75			607					11F				25		SM 107		
76			608					11F				25		CW 105		
77			605					11F				25		WG 301A		
78			606					11F				25		GA 103		
79			607					11F				25		MT 305		
80			608					11F				25		PE 204		
81																
82	26	PHIL 112	601					12F				25		SM 107		
83			602					12F				25		AL 203		
84			603					12F				25		GA 001		
85			604					12F				25		PH 228		
86			605					1F				25		GA 103		
87			606					1F				25		GA 009		
88			607					1F				25		PE 216		
89			608					1F								
90												25		SC 209		
91	42	PHIL 272	601					9F				25		MT 205		
92			602					9F				25		PE 010		
93			603					10F				25				
94			604					10F				25		PE 215		

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, March 1, 2007 8:10 PM
To: Stephens, John B <stephens@sog.unc.edu>
Subject: Re: Ethics, feminist through, collaboration
Attach: Moral Orientation and Moral Development.pdf

Hi John,
Thanks for joining us for lunch--so sorry about the mix-up. Thanks for sharing your ideas.
Thanks for sending the material as well.

Here is the article by Carol Gilligan.piece. I hope it helps.
Jan

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Senior Lecturer and Associate Chair
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Phone: 919-962-3317
FAX: 919-843-3929

Moral Orientation and Moral Development

Carol Gilligan

Summary

In her book, In a Different Voice, *Carol Gilligan cited empirical studies of moral development and identified a moral perspective focused on care. This perspective differed from the orientation toward justice that represents a dominant tradition in moral theory and that frames the choice of all-male samples in the developmental studies of Jean Piaget and Lawrence Kohlberg. The care perspective, voiced by the women Gilligan studied, has largely been obscured in both philosophical and psychological studies of moral judgment. In this article, Gilligan addresses the question of the relationship between the two moral orientations. She draws an analogy to the ambiguous figure of Gestalt psychology to illuminate her position. Like the figure that may be seen as a vase or as two female profiles, or the drawing that may be seen as a duck or as a rabbit, a situation of moral consequence may be framed in terms of justice or in terms of care. The care and justice perspectives, claims Gilligan, cannot simply be integrated, nor are they polar opposites. But as in the case of the ambiguous figures, so we can see the same situation only from one perspective at a time. We can shift our view, but we cannot see both images or moral frames simultaneously. Updating the research begun in her book, Gilligan uses later studies to elucidate why the care perspective has not been recognized and to clarify the relation of gender and moral perspective. She examines the roots of the two moral orientations and tentatively explores the significance of a moral viewpoint articulated by women.*

E.F.K.

When one looks at an ambiguous figure like the drawing that can be seen as a young or old woman, or the image of the vase and the faces, one initially sees it in only one way. Yet even after seeing it in both ways, one way often seems more compelling. This phenomenon reflects the laws of perceptual organization that favor certain modes of visual grouping. But it also suggests a tendency to view reality as unequivocal and thus to argue that there is one right or better way of seeing.

From *Women and Moral Theory* by Eva Feder Kittay and Diana T. Myers, eds. Copyright © 1987 by Rowman & Littlefield. Reprinted by permission.

The experiments of the Gestalt psychologists on perceptual organization provide a series of demonstrations that the same proximal pattern can be organized in different ways so that, for example, the same figure can be seen as a square or a diamond, depending on its orientation in relation to a surrounding frame. Subsequent studies show that the context influencing which of two possible organizations will be chosen may depend not only on the features of the array presented but also on the perceiver's past experience or expectation. Thus, a bird-watcher and a rabbit-keeper are likely to see the duck-rabbit figure in different ways; yet this difference does not imply that one way is better or a higher form of perceptual organization. It does, however, call attention to the fact that the rabbit-keeper, perceiving the rabbit, may not see the ambiguity of the figure until someone points out that it can also be seen as a duck.

This paper presents a similar phenomenon with respect to moral judgment, describing two moral perspectives that organize thinking in different ways. The analogy to ambiguous figure perception arises from the observation that although people are aware of both perspectives, they tend to adopt one or the other in defining and resolving moral conflict. Since moral judgments organize thinking about choice in difficult situations, the adoption of a single perspective may facilitate clarity of decision. But the wish for clarity may also imply a compelling human need for resolution or closure, especially in the face of decisions that give rise to discomfort or unease. Thus, the search for clarity in seeing may blend with a search for justification, encouraging the position that there is one right or better way to think about moral problems. This question, which has been the subject of intense theological and philosophical debate, becomes of interest to the psychologist not only because of its psychological dimensions—the tendency to focus on one perspective and the wish for justification—but also because one moral perspective currently dominates psychological thinking and is embedded in the most widely used measure for assessing the maturity of moral reasoning.

In describing an alternative standpoint, I will reconstruct the account of moral development around two moral perspectives, grounded in different dimensions of relationship that give rise to moral concern. The justice perspective, often equated with moral reasoning, is recast as one way of seeing moral problems and a care perspective is brought forward as an alternate vision or frame. The distinction between justice and care as alternative perspectives or moral orientations is based empirically on the observation that a shift in the focus of attention from concerns about justice to concerns about care changes the definition of what constitutes a moral problem, and leads the same situation to be seen in different ways. Theoretically, the distinction between justice and care cuts across the familiar divisions between thinking and feeling, egoism and altruism, theoretical and practical reasoning. It calls attention to the fact that all human relationships, public and private, can be characterized both in terms of equality and in terms of attachment, and that both inequality and detachment constitute grounds for moral concern. Since everyone is vulnerable both to oppression and to abandonment, two moral visions—one of justice and one of care—recur in human experience. The moral injunctions, not to act unfairly toward others, and not to turn away from someone in need, capture these different concerns.

The conception of the moral domain as comprised of at least two moral orientations raises new questions about observed differences in moral judgment and the disagreements to which they give rise. Key to this revision is the distinction between differences in developmental stage (more or less adequate positions within a single orientation) and differences in orientation (alternative perspectives or frameworks). The findings reported in this paper of an association between moral orientation and gender speak directly to the continuing controversy over sex differences in moral reasoning. In doing so, however, they also offer an empirical explanation for why previous thinking about moral development has been organized largely within the justice framework.

My research on moral orientation derives from an observation made in the course of studying the relationship between moral judgment and action. Two studies, one of college students describing their experiences of moral conflict and choice, and one of pregnant women who were considering abortion, shifted the focus of attention from the ways people reason about hypothetical dilemmas to the ways people construct moral conflicts and choices in their lives. This change in approach made it possible to see what experiences people define in moral terms, and to explore the relationship between the understanding of moral problems and the reasoning strategies used and the actions taken in attempting to resolve them. In this context, I observed that women, especially when speaking about their own experiences of moral conflict and choice, often define moral problems in a way that eludes the categories of moral theory and is at odds with the assumptions that shape psychological thinking about morality and about the self.[1] This discovery, that a different voice often guides the moral judgments and the actions of women, called attention to a major design problem in previous moral judgment research: namely, the use of all-male samples as the empirical basis for theory construction.

The selection of an all-male sample as the basis for generalizations that are applied to both males and females is logically inconsistent. As a research strategy, the decision to begin with a single-sex sample is inherently problematic, since the categories of analysis will tend to be defined on the basis of the initial data gathered and subsequent studies will tend to be restricted to these categories. Piaget's work on the moral judgment of the child illustrates these problems since he defined the evolution of children's consciousness and practice of rules on the basis of his study of boys playing marbles, and then undertook a study of girls to assess the generality of his findings. Observing a series of differences both in the structure of girls' games and "in the actual mentality of little girls," he deemed these differences not of interest because "it was not this contrast which we proposed to study." Girls, Piaget found, "rather complicated our interrogatory in relation to what we know about boys," since the changes in their conception of rules, although following the same sequence observed in boys, did not stand in the same relation to social experience. Nevertheless, he concluded that "in spite of these differences in the structure of the game and apparently in the players' mentality, we find the same process at work as in the evolution of the game of marbles."[2]

Thus, girls were of interest insofar as they were similar to boys and confirmed the generality of Piaget's findings. The differences noted, which included a greater tolerance, a greater tendency toward innovation in solving conflicts, a greater willingness to make exceptions to rules, and a lesser concern with legal elaboration, were not seen as germane to "the psychology of rules," and therefore were regarded as insignificant for the study of children's moral judgment. Given the confusion that currently surrounds the discussion of sex differences in moral judgment, it is important to emphasize that the differences observed by Piaget did not pertain to girls' understanding of rules *per se* or to the development of the idea of justice in their thinking, but rather to the way girls structured their games and their approach to conflict resolution—that is, to their use rather than their understanding of the logic of rules and justice.

Kohlberg, in his research on moral development, did not encounter these problems since he equated moral development with the development of justice reasoning and initially used an all-male sample as the basis for theory and test construction. In response to his critics, Kohlberg has recently modified his claims, renaming his test a measure of "justice reasoning" rather than of "moral maturity" and acknowledging the presence of a care perspective in people's moral thinking.[3] But the widespread use of Kohlberg's measure as a measure of moral development together with his own continuing tendency to equate justice reasoning with moral judgment leaves the problem of orientation differences unsolved. More specifically, Kohlberg's efforts to assimilate thinking about care to the six-stage developmental sequence he derived and refined by analyzing

changes in justice reasoning (relying centrally on his all-male longitudinal sample), underscores the continuing importance of the points raised in this paper concerning (1) the distinction between differences in developmental stage within a single orientation and differences in orientation, and (2) the fact that the moral thinking of girls and women was not examined in establishing either the meaning or the measurement of moral judgment within contemporary psychology.

An analysis of the language and logic of men's and women's moral reasoning about a range of hypothetical and real dilemmas underlies the distinction elaborated in this paper between a justice and a care perspective. The empirical association of care reasoning with women suggests that discrepancies observed between moral theory and the moral judgments of girls and women may reflect a shift in perspective, a change in moral orientation. Like the figure-ground shift in ambiguous figure perception, justice and care as moral perspectives are not opposites or mirror-images of one another, with justice uncaring and care unjust. Instead, these perspectives denote different ways of organizing the basic elements of moral judgment: self, others, and the relationship between them. With the shift in perspective from justice to care, the organizing dimension of relationship changes from inequality/equality to attachment/detachment, reorganizing thoughts, feelings, and language so that words connoting relationship like "dependence" or "responsibility" or even moral terms such as "fairness" and "care" take on different meanings. To organize relationships in terms of attachment rather than in terms of equality changes the way human connection is imagined, so that the images or metaphors of relationship shift from hierarchy or balance to network or web. In addition, each organizing framework leads to a different way of imagining the self as a moral agent.

From a justice perspective, the self as moral agent stands as the figure against a ground of social relationships, judging the conflicting claims of self and others against a standard of equality or equal respect (the Categorical imperative, the Golden Rule). From a care perspective, the relationship becomes the figure, defining self and others. Within the context of relationship, the self as a moral agent perceives and responds to the perception of need. The shift in moral perspective is manifest by a change in the moral question from "What is just?" to "How to respond?"

For example, adolescents asked to described a moral dilemma often speak about peer or family pressure in which case the moral question becomes how to maintain moral principles or standards and resist the influence of one's parents or friends. "I have a right to my religious opinions," one teenager explains, referring to a religious difference with his parents. Yet, he adds, "I respect their views." The same dilemma, however, is also construed by adolescents as a problem of attachment, in which case the moral question becomes: how to respond both to oneself and to one's friends or one's parents, how to maintain or strengthen connection in the face of differences in belief. "I understand their fear of my new religious ideas," one teenager explains, referring to her religious disagreement with her parents, "but they really ought to listen to me and try to understand my beliefs."

One can see these two statements as two versions of essentially the same thing. Both teenagers present self-justifying arguments about religious disagreement; both address the claims of self and of others in a way that honors both. Yet each frames the problem in different terms, and the use of moral language points to different concerns. The first speaker casts the problem in terms of individual rights that must be respected within the relationship. In other words, the figure of the considering is the self looking on the disagreeing selves in relationship, and the aim is to get the other selves to acknowledge the right to disagree. In the case of the second speaker, figure and ground shift. The relationship becomes the figure of the considering, and relationships are seen to require listening and efforts at understanding differences in belief. Rather than the right to disagree, the speaker focuses on caring to hear and to be heard. Attention shifts from the grounds for agreement (rights and respect) to the grounds for understanding (listening and

speaking, hearing and being heard). This shift is marked by a change in moral language from the stating of separate claims to rights and respect ("I have a right . . . I respect their views.") to the activities of relationship—the injunction to listen and try to understand ("I understand . . . they ought to listen . . . and try to understand."). The metaphor of moral voice itself carries the terms of the care perspective and reveals how the language chosen for moral theory is not orientation neutral.

The language of the public abortion debate, for example, reveals a justice perspective. Whether the abortion dilemma is cast as a conflict of rights or in terms of respect for human life, the claims of the fetus and of the pregnant woman are balanced or placed in opposition. The morality of abortion decisions thus construed hinges on the scholastic or metaphysical question as to whether the fetus is a life or a person, and whether its claims take precedence over those of the pregnant woman. Framed as a problem of care, the dilemma posed by abortion shifts. The connection between the fetus and the pregnant woman becomes the focus of attention and the question becomes whether it is responsible or irresponsible, caring or careless, to extend or to end this connection. In this construction, the abortion dilemma arises because there is no way not to act, and no way of acting that does not alter the connection between self and others. To ask what actions constitute care or are more caring directs attention to the parameters of connection and the costs of detachment, which become subjects of moral concern.

Finally, two medical students, each reporting a decision not to turn in someone who has violated the school rules against drinking, cast their decision in different terms. One student constructs the decision as an act of mercy, a decision to override justice in light of the fact that the violator has shown "the proper degrees of contrition." In addition, this student raises the question as to whether or not the alcohol policy is just, i.e., whether the school has the right to prohibit drinking. The other student explains the decision not to turn in a proctor who was drinking on the basis that turning him in is not a good way to respond to this problem, since it would dissolve the relationship between them and thus cut off an avenue for help. In addition, this student raises the question as to whether the proctor sees his drinking as a problem.

This example points to an important distinction, between care as understood or construed within a justice framework and care as a framework or a perspective on moral decision. Within a justice construction, care becomes the mercy that tempers justice; or connotes the special obligations or supererogatory duties that arise in personal relationships; or signifies altruism freely chosen—a decision to modulate the strict demands of justice by considering equity or showing forgiveness; or characterizes a choice to sacrifice the claims of the self. All of these interpretations of care leave the basic assumptions of a justice framework intact: the division between the self and others, the logic of reciprocity or equal respect.

As a moral perspective, care is less well elaborated, and there is no ready vocabulary in moral theory to describe its terms. As a framework for moral decision, care is grounded in the assumption that self and other are interdependent, an assumption reflected in a view of action as responsive and, therefore, as arising in relationship rather than the view of action as emanating from within the self and, therefore, "self governed." Seen as responsive, the self is by definition connected to others, responding to perceptions, interpreting events, and governed by the organizing tendencies of human interaction and human language. Within this framework, detachment, whether from self or from others, is morally problematic, since it breeds moral blindness or indifference—a failure to discern or respond to need. The question of what responses constitute care and what responses lead to hurt draws attention to the fact that one's own terms may differ from those of others. Justice in this context becomes understood as respect for people in their own terms.

The medical student's decision not to turn in the proctor for drinking reflects a judgment that turning him in is not the best way to respond to the drinking problem, itself seen

as a sign of detachment or lack of concern. Caring for the proctor thus raises the question of what actions are most likely to ameliorate this problem, a decision that leads to the question of what are the proctor's terms.

The shift in organizing perspective here is marked by the fact that the first student does not consider the terms of the other as potentially different but instead assumes one set of terms. Thus the student alone becomes the arbiter of what is the proper degree of contrition. The second student, in turn, does not attend to the question of whether the alcohol policy itself is just or fair. Thus each student discusses an aspect of the problem that the other does not mention.

These examples are intended to illustrate two cross-cutting perspectives that do not negate one another but focus attention on different dimensions of the situation, creating a sense of ambiguity around the question of what is the problem to be solved. Systematic research on moral orientation as a dimension of moral judgment and action initially addressed three questions (1) Do people articulate concerns about justice and concerns about care in discussing a moral dilemma? (2) Do people tend to focus their attention on one set of concerns and minimally represent the other? and (3) Is there an association between moral orientation and gender? Evidence from studies that included a common set of questions about actual experiences of moral conflict and matched samples of males and females provides affirmative answers to all three questions.

When asked to describe a moral conflict they had faced, 55 out of 80 (69 percent) educationally advantaged North American adolescents and adults raised considerations of both justice and care. Two-thirds (54 out of 80) however, focused their attention on one set of concerns. with focus defined as 75 percent or more of the considerations raised pertaining either to justice or to care. Thus the person who presented, say, two care considerations in discussing a moral conflict was more likely to give a third, fourth, and fifth than to balance care and justice concerns—a finding consonant with the assumption that justice and care constitute organizing frameworks for moral decision. The men and the women involved in this study (high school students, college students, medical students, and adult professionals) were equally likely to demonstrate the focus phenomenon (two-thirds of both sexes fell into the outlying focus categories). There were, however, sex differences in the direction of focus. With one exception, all of the men who focused, focused on justice. The women divided, with roughly one third focusing on justice and one third on care.[4]

These findings clarify the different voice phenomenon and its implications for moral theory and for women. First, it is notable that if women were eliminated from the research sample, care focus in moral reasoning would virtually disappear. Although care focus was by no means characteristic of all women, it was almost exclusively a female phenomenon in this sample of educationally advantaged North Americans. Second, the fact that the women were advantaged means that the focus on care cannot readily be attributed to educational deficit or occupational disadvantage—the explanation Kohlberg and others have given for findings of lower levels of justice reasoning in women.[5] Instead, the focus on care in women's moral reasoning draws attention to the limitations of a justice-focused moral theory and highlights the presence of care concerns in the moral thinking of both women and men. In this light, the Care/Justice group composed of one third of the women and one third of the men becomes of particular interest, pointing to the need for further research that attends to the way people organize justice and care in relation to one another—whether, for example, people alternate perspectives, like seeing the rabbit and the duck in the rabbit-duck figure, or integrate the two perspectives in a way that resolves or sustains ambiguity.

Third, if the moral domain is comprised of at least two moral orientations, the focus phenomenon suggests that people have a tendency to lose sight of one moral perspective in arriving at moral decisions—a liability equally shared by both sexes. The present findings further suggest that men and women tend to lose sight of different perspectives. The most striking result is the virtual absence of care-fo-

cus reasoning among the men. Since the men raised concerns about care in discussing moral conflicts and thus presented care concerns as morally relevant, a question is why they did not elaborate these concerns to a greater extent.

In summary, it becomes clear why attention to women's moral thinking led to the identification of a different voice and raised questions about the place of justice and care within a comprehensive moral theory. It also is clear how the selection of an all-male sample for research on moral judgment fosters an equation of morality with justice, providing little data discrepant with this view. In the present study, data discrepant with a justice-focused moral theory comes from a third of the women. Previously, such women were seen as having a problem understanding "morality." Yet these women may also be seen as exposing the problem in a justice-focused moral theory. This may explain the decision of researchers to exclude girls and women at the initial stage of moral judgment research. If one begins with the premise that "all morality consists in respect for rules,"[6] or "virtue is one and its name is justice,"[7] then women are likely to appear problematic within moral theory. If one begins with women's moral judgments, the problem becomes how to construct a theory that encompasses care as a focus of moral attention rather than as a subsidiary moral concern.

The implications of moral orientation for moral theory and for research on moral development are extended by a study designed and conducted by Kay Johnston.[8] Johnston set out to explore the relationship between moral orientation and problem-solving strategies, creating a standard method using fables for assessing spontaneous moral orientation and orientation preference.* She asked 60 eleven- and fifteen-year-olds to state and to solve the moral problem posed by the fable. Then she asked: "Is there another way to solve this problem?" Most of the children initially constructed the fable problems either in terms of justice or in terms of care; either they stood back from the situation and appealed to a rule or principle for adjudicating the conflicting claims or they entered the situation in an effort to discover or create a way of responding to all of the needs. About half of the children, slightly more fifteen- than eleven-year-olds, spontaneously switched moral orientation when asked whether there was another way to solve the problem. Others did so following an interviewer's cue as to the form such a switch might take. Finally, the children were asked which of the solutions they described was the best solution. Most of the children answered the question and explained why one way was preferable.

Johnston found gender differences parallel to those previously reported, with boys more often spontaneously using and preferring justice solutions and girls more often spontaneously using and preferring care solutions. In addition, she found differences between the two fables she used, confirming Langdale's finding that moral orientation is associated both with the gender of the reasoner and with the dilemma considered.[9] Finally, the fact that children, at least by the age of eleven, are able to shift moral orientation and can explain the logic of two moral perspectives, each associated with a different problem-solving strategy, heightens the analogy to ambiguous figure perception and further supports the conception of justice and care as organizing frameworks for moral decision.

The demonstration that children know both orientations and can frame and solve moral problems in at least two different ways means that the choice of moral standpoint is an element of moral decision. The role of the self in moral judgment thus includes the choice of moral standpoint, and this decision, whether implicit or explicit, may become linked with self-respect and self-definition. Especially in adolescence when choice becomes more self-conscious and self-reflective, moral standpoint may become entwined with identity and self-esteem. Johnston's finding that spontaneous moral orientation and preferred

* Editor's note: For an example of one of the fables used in the study, see Diana T. Meyers' chapter, this volume, p. 139.

orientation are not always the same raises a number of questions as to why and under what conditions a person may adopt a problem-solving strategy that he or she sees as not the best way to solve the problem.

The way people chose to frame or solve a moral problem is clearly not the only way in which they can think about the problem, and is not necessarily the way they deem preferable. Moral judgments thus do not reveal the structure of moral thinking, since there are at least two ways in which people can structure moral problems. Johnston's demonstration of orientation-switch poses a serious challenge to the methods that have been used in moral judgment and moral development research, introducing a major interpretive caution. The fact that boys and girls at eleven and fifteen understand and distinguish the logics of justice and care reasoning directs attention to the origins and the development of both ways of thinking. In addition, the tendency for boys and girls to use and prefer different orientations when solving the same problem raises a number of questions about the relationship between these orientations and the factors influencing their representation. The different patterns of orientation use and preference, as well as the different conceptions of justice and of care implied or elaborated in the fable judgments, suggest that moral development cannot be mapped along a single linear stage sequence.

One way of explaining these findings, suggested by Johnston, joins Vygotsky's theory of cognitive development with Chodorow's analysis of sex differences in early childhood experiences of relationship.[10] Vygotsky posits that all of the higher cognitive functions originate as actual relations between individuals. Justice and care as moral ideas and as reasoning strategies thus would originate as relationships with others—an idea consonant with the derivation of justice and care reasoning from experiences of inequality and attachment in early childhood. All children are born into a situation of inequality in that they are less capable than the adults and older children around them and, in this sense, more helpless and less powerful. In addition, no child survives in the absence of some kind of adult attachment—or care, and through this experience of relationship children discover the responsiveness of human connection including their ability to move and affect one another.

Through the experience of inequality, of being in the less powerful position, children learn what it means to depend on the authority and the good will of others. As a result, they tend to strive for equality of greater power, and for freedom. Through the experience of attachment, children discover the ways in which people are able to care for and to hurt one another. The child's vulnerability to oppression and to abandonment thus can be seen to lay the groundwork for the moral visions of justice and care, conceived as ideals of human relationship and defining the ways in which people "should" act toward one another.

Chodorow's work then provides a way of explaining why care concerns tend to be minimally represented by men and why such concerns are less frequently elaborated in moral theory. Chodorow joins the dynamics of gender identity formation (the identification of oneself as male or female) to an analysis of early childhood relationships and examines the effects of maternal child care on the inner structuring of self in relation to others. Further, she differentiates a positional sense of self from a personal sense of self, contrasting a self defined in terms of role or position from a self known through the experience of connection. Her point is that maternal child care fosters the continuation of a relational sense of self in girls, since female gender identity is consonant with feeling connected with one's mother. For boys, gender identity is in tension with mother-child connection, unless that connection is structured in terms of sexual opposition (e.g., as an Oedipal drama). Thus, although boys experience responsiveness or care in relationships, knowledge of care or the need for care, when associated with mothers, poses a threat to masculine identity.[11]

Chodorow's work is limited by her reliance on object relations theory and problematic on that count. Object relations theory ties the formation of the self to the experience of separation, joining separation with individu-

ation and thus counterposing the experience of self to the experience of connection with others. This is the line that Chodorow traces in explicating male development. Within this framework, girls' connections with their mothers can only be seen as problematic. Connection with others or the capacity to feel and think with others is, by definition, in tension with self-development when self-development or individuation is linked to separation. Thus, object-relations theory sustains a series of oppositions that have been central in Western thought and moral theory, including the opposition between thought and feelings, self and relationship, reason and compassion, justice and love. Object relations theory also continues the conventional division of psychological labor between women and men. Since the idea of a self, experienced in the context of attachment with others, is theoretically impossible, mothers, described as objects, are viewed as selfless, without a self. This view is essentially problematic for women, divorcing the activity of mothering from desire, knowledge, and agency, and implying that insofar as a mother experiences herself as a subject rather than as an object (a mirror reflecting her child), she is "selfish" and not a good mother. Winnicott's phrase "good-enough mother" represents an effort to temper this judgment.

Thus, psychologists and philosophers, aligning the self and morality with separation and autonomy—the ability to be self-governing—have associated care with self-sacrifice, or with feelings—a view at odds with the current position that care represents a way of knowing and a coherent moral perspective. This position, however, is well represented in literature written by women. For example the short story "A Jury of Her Peers," written by Susan Glaspell in 1917, a time when women ordinarily did not serve on juries, contrasts two ways of knowing that underlie two ways of interpreting and solving a crime.[12] The story centers on a murder; Minnie Foster is suspected of killing her husband.

A neighbor woman and the sheriff's wife accompany the sheriff and the prosecutor to the house of the accused woman. The men, representing the law, seek evidence that will convince a jury to convict the suspect. The women, collecting things to bring Minnie Foster in jail, enter in this way into the lives lived in the house. Taking in rather than taking apart, they begin to assemble observations and impressions, connecting them to past experience and observations until suddenly they compose a familiar pattern, like the log-cabin pattern they recognize in the quilt Minnie Foster was making. "Why do we know—what we know this minute?" one woman asks the other, but she also offers the following explanation:

> *We live close together, and we live far apart. We all go through the same things—it's all just a different kind of the same thing! If it weren't—why do you and I understand.*[13]

The activity of quilt-making—collecting odd scraps and piecing them together until they form a pattern—becomes the metaphor for this way of knowing. Discovering a strangled canary buried under pieces of quilting, the women make a series of connections that lead them to understand what happened.

The logic that says you don't kill a man because he has killed a bird, the judgment that finds these acts wildly incommensurate, is counterposed to the logic that sees both events as part of a larger pattern—a pattern of detachment and abandonment that led finally to the strangling. "I *wish* I'd come over here once in a while," Mrs. Hale, the neighbor exclaims. "That was a crime! Who's going to punish that?" Mrs. Peters, the sheriff's wife, recalls that when she was a girl and a boy killed her cat, "if they hadn't held me back I would have" and realizes that there had been no one to restrain Minnie Foster. John Foster was known as "a good man . . . he didn't drink, and he kept his word as well as most, I guess, and paid his debts." But he also was "a hard man," Mrs. Hale explains, "like a raw wind that gets to the bone."

Seeing detachment as the crime with murder as its ultimate extension, implicating themselves and also seeing the connection between their own and Minnie Foster's actions, the

women solve the crime by attachment—by joining together, like the "knotting" that joins pieces of a quilt. In the decision to remove rather than to reveal the evidence, they separate themselves from a legal system in which they have no voice but also no way of voicing what they have come to understand. In choosing to connect themselves with one another and with Minnie, they separate themselves from the law that would use their understanding and their knowledge as grounds for further separation and killing.

In a law school class where a film-version of this story was shown, the students were divided in their assessment of the moral problem and in their evaluation of the various characters and actions. Some focused on the murder, the strangling of the husband. Some focused on the evidence of abandonment or indifference to others. Responses to a questionnaire showed a bi-modal distribution, indicating two ways of viewing the film. These different perspectives led to different ways of evaluating both the act of murder and the women's decision to remove the evidence. Responses to the film were not aligned with the sex of the viewer in an absolute way, thus dispelling any implication of biological determinism or of a stark division between the way women and men know or judge events. The knowledge gained inductively by the women in the film, however, was also gained more readily by women watching the film, who came in this way to see a logic in the women's actions and to articulate a rationale for their silence.

The analogy to ambiguous figure perception is useful here in several ways. First, it suggests that people can see a situation in more than one way, and even alternate ways of seeing, combining them without reducing them—like designating the rabbit-duck figure both duck and rabbit. Second, the analogy argues against the tendency to construe justice and care as opposites or mirror-images and also against the implication that these two perspectives are readily integrated or fused. The ambiguous figure directs attention to the way in which a change in perspective can reorganize perception and change understanding, without implying an underlying reality or pure form. What makes seeing both moral perspectives so difficult is precisely that the orientations are not opposites nor mirror images or better and worse representations of a single moral truth. The terms of one perspective do not contain the terms of the other. Instead, a shift in orientation denotes a restructuring of moral perception, changing the meaning of moral language and thus the definition of moral conflict and moral action. For example, detachment is considered the hallmark of mature moral thinking within a justice perspective, signifying the ability to judge dispassionately, to weigh evidence in an even-handed manner, balancing the claims of others and self. From a care perspective, detachment is the moral problem.

> *"I could've come," retorted Mrs. Hale . . . "I wish I had come over to see Minnie Foster sometimes. I can see now . . . If there had been years and years of—nothing, then a bird to sing to you, it would be awful—still—after the bird was still. . . . I know what stillness is."*

The difference between agreement and understanding captures the different logics of justice and care reasoning, one seeking grounds for agreement, one seeking grounds for understanding, one assuming separation and thus the need for some external structure of connection, one assuming connection and thus the potential for understanding. These assumptions run deep, generating and reflecting different views of human nature and the human condition. They also point to different vulnerabilities and different sources of error. The potential error in justice reasoning lies in its latent egocentrism, the tendency to confuse one's perspective with an objective standpoint or truth, the temptation to define others in one's own terms by putting oneself in their place. The potential error in care reasoning lies in the tendency to forget that one has terms, creating a tendency to enter into another's perspective and to see oneself as "selfless" by defining oneself in other's terms. These two

types of error underlie two common equations that signify distortions or deformations of justice and care: the equation of human with male, unjust in its omission of women; and the equation of care with self-sacrifice, uncaring in its failure to represent the activity and the agency of care.

The equation of human with male was assumed in the Platonic and in the Enlightenment tradition as well as by psychologists who saw all-male samples as "representative" of human experience. The equation of care with self-sacrifice is in some ways more complex. The premise of self-interest assumes a conflict of interest between self and other manifest in the opposition of egoism and altruism. Together, the equations of male with human and of care with self-sacrifice form a circle that has had a powerful hold on moral philosophy and psychology. The conjunction of women and moral theory thus challenges the traditional definition of human and calls for a reconsideration of what is meant by both justice and care.

To trace moral development along two distinct although intersecting dimensions of relationship suggests the possibility of different permutations of justice and care reasoning, different ways these two moral perspectives can be understood and represented in relation to one another. For example, one perspective may overshadow or eclipse the other, so that one is brightly illuminated while the other is dimly remembered, familiar but for the most part forgotten. The way in which one story about relationship obscures another was evident in high-school girls' definitions of dependence. These definitions highlighted two meanings—one arising from the opposition between dependence and independence, and one from the opposition of dependence to isolation ("No woman," one student observed, "is an island.") As the word "dependence" connotes the experience of relationship, this shift in the implied opposite of dependence indicates how the valence of relationship changes, when connection with others is experienced as an impediment to autonomy or independence, and when it is experienced as a source of comfort and pleasure, and a protection against isolation. This essential ambivalence of human connection provides a powerful emotional grounding for two moral perspectives, and also may indicate what is at stake in the effort to reduce morality to a single perspective.

It is easy to understand the ascendance of justice reasoning and of justice-focused moral theories in a society where care is associated with personal vulnerability in the form of economic disadvantage. But another way of thinking about the ascendance of justice reasoning and also about sex differences in moral development is suggested in the novel *Masks,* written by Fumiko Enchi, a Japanese woman.[14] The subject is spirit possession, and the novel dramatizes what it means to be possessed by the spirits of others. Writing about the Rokujo lady in the *Tales of Genji,* Enchi's central character notes that:

> *Her soul alternates uncertainly between lyricism and spirit possession, making no philosophical distinction between the self alone and in relation to others, and is unable to achieve the solace of a religious indifference.*[15]

The option of transcendence, of a religious indifference or a philosophical detachment, may be less available to women because women are more likely to be possessed by the spirits and the stories of others. The strength of women's moral perceptions lies in the refusal of detachment and depersonalization, and insistence on making connections that can lead to seeing the person killed in war or living in poverty as someone's son or father or brother or sister, or mother, or daughter, or friend. But the liability of women's development is also underscored by Enchi's novel in that women, possessed by the spirits of others, also are more likely to be caught in a chain of false attachments. If women are at the present time the custodians of a story about human attachment and interdependence, not only within the family but also in the world at large, then questions arise as to how this story can be kept alive and how moral theory can sustain this story. In this sense, the relationship be-

tween women and moral theory itself becomes one of interdependence.

By rendering a care perspective more coherent and making its terms explicit, moral theory may facilitate women's ability to speak about their experiences and perceptions and may foster the ability of others to listen and to understand. At the same time, the evidence of care focus in women's moral thinking suggests that the study of women's development may provide a natural history of moral development in which care is ascendant, revealing the ways in which creating and sustaining responsive connection with others becomes or remains a central moral concern. The promise in joining women and moral theory lies in the fact that human survival, in the late twentieth century, may depend less on formal agreement than on human connection.

Notes

1. Gilligan, C. (1977). "In a Different Voice: Women's Conceptions of Self and of Morality." *Harvard Educational Review* 47 (1982):481–517; *In a Different Voice: Psychological Theory and Women's Development.* Cambridge, Mass.: Harvard University Press.
2. Piaget, J. (1965). *The Moral Judgment of the Child.* New York, N.Y.: The Free Press Paperback Edition, pp. 76–84.
3. Kohlberg, L. (1984). *The Psychology of Moral Development.* San Francisco, Calif.: Harper & Row, Publishers, Inc.
4. Gilligan, C. and J. Attanucci. (1986). *Two Moral Orientations.* Harvard University, unpublished manuscript.
5. See Kohlberg, L. op. cit., also Walker, L. (1984). "Sex Differences in the Development of Moral Reasoning: A Critical Review of the literature." *Child Development* 55 (3):677–91.
6. Piaget, R., op. cit.
7. Kohlberg, L., op. cit.
8. Johnston, K. (1985). *Two Moral Orientations—Two Problem-solving Strategies: Adolescents' Solutions to Dilemmas in Fables.* Harvard University, unpublished doctoral dissertation.
9. Langdale, C. (I 983). *Moral Orientation and Moral Development: The Analysis of Care and Justice Reasoning Across Different Dilemmas in Females and Males from Childhood through Adulthood.* Harvard University, unpublished doctoral dissertation.
10. Johnston, K., op. cit.; Vygotsky, L. (1978). *Mind in Society.* Cambridge, Mass.: Harvard University Press; Chodorow, N. (1974). "Family Structure and Feminine Personality" in *Women, Culture and Society,* L. M. Rosaldo and L. Lamphere, eds., Stanford, Calif.: Stanford University Press; see also Chodorow, N. (1978). *The Reproduction of Mothering: Psychoanalysis and the Sociology of Gender.* Berkeley, Calif.: University of California Press.
11. Chodorow, N., op. cit.
12. Glaspell, S. (1927). *A Jury of Her Peers,* London: E. Benn.
13. Ibid.
14. Fumiko, E. (1983). Masks. New York: Random House.
15. Ibid. p. 54.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, March 6, 2007 10:32 AM
To: Boxill, Bernard R <brboxill@email.unc.edu>
Subject: Teaching Schedule

Hi,
Your teaching schedule for:
FALL:

PHIL 272:Peace, War Defense-Large class with 2 TAs: MW 12 in GA 008
PHIL 390: Special Topics in CW 213

Tentative Spring:

PHIL 274H: Afro-American Political
PHIL 770: Seminar with Tom Hill

Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, March 6, 2007 10:37 AM
To: Wolf, Susan R <susanw@unc.edu>
Subject: Re: courses for next fall

I am sending out assignments right now, so here is your schedule:

Fall:
PHIL 760: Seminar in Utilitarianism Tuesday 4-6:30
PHIL 790: Colloquium

We need to talk about Spring, as I don't have anything yet scheduled.

Thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, March 6, 2007 11:15 AM
To: Wolf, Susan R <susanw@unc.edu>
Subject: Re: courses for next fall

Colloquium is a course for 3rd year's to prepare for their bibliogaphy;
it isn't a class that meets or that you have any duties for.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Susan Wolf wrote:
> Right.
> Great about the utilitarianism class.
> What does being assigned the Colloquium mean?
>
> Thanks for the prompt reply!
>
> Susan
>
> Jan Boxill wrote:
>> I am sending out assignments right now, so here is your schedule:
>>
>> Fall:
>> PHIL 760: Seminar in Utilitarianism Tuesday 4-6:30
>> PHIL 790: Colloquium We need to talk about Spring, as I don't have
>> anything yet scheduled.
>>
>> Thanks,
>> Jan
>>
>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer and Associate Chair
>> Department of Philosophy
>> Email: jmboxill@email.unc.edu
>> Website:parrcenter.unc.edu
>> Phone: 919-962-3317
>> FAX: 919-843-3929
>>
>>
>>
>>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, March 6, 2007 11:36 AM
To: Wolf, Susan R <susanw@unc.edu>
Subject: Re: courses for next fall

Oh yes!!! That's the BEST course to be assigned! :)

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Susan Wolf wrote:
> How nice!
>
> Jan Boxill wrote:
>> Colloquium is a course for 3rd year's to prepare for their
>> bibliogaphy; it isn't a class that meets or that you have any duties
>> for.
>> Jan
>>
>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer and Associate Chair
>> Department of Philosophy
>> Email: jmboxill@email.unc.edu
>> Website:parrcenter.unc.edu
>> Phone: 919-962-3317
>> FAX: 919-843-3929
>>
>>
>>
>> Susan Wolf wrote:
>>> Right.
>>> Great about the utilitarianism class.
>>> What does being assigned the Colloquium mean?
>>>
>>> Thanks for the prompt reply!
>>>
>>> Susan
>>>
>>> Jan Boxill wrote:
>>>> I am sending out assignments right now, so here is your schedule:
>>>>
>>>> Fall:
>>>> PHIL 760: Seminar in Utilitarianism Tuesday 4-6:30
>>>> PHIL 790: Colloquium We need to talk about Spring, as I don't have
>>>> anything yet scheduled.
>>>>
>>>> Thanks,
>>>> Jan
>>>>
>>>> Jan Boxill, Ph.D.
>>>> Director, Parr Center for Ethics
>>>> Senior Lecturer and Associate Chair

>>>> Department of Philosophy
>>>> Email: jmboxill@email.unc.edu
>>>> Website:parrcenter.unc.edu
>>>> Phone: 919-962-3317
>>>> FAX: 919-843-3929
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, March 6, 2007 12:15 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Cc: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Teaching Schedule-07-08
Attach: Faculty Assign 07-08.doc; Fall 2007 Schedule March 6,2007.xls

---

Hi Geoff,
Here is your teaching schedule for:

FALL 2007:
PHIL 860: Seminar in Ethics M 4-6:30 in CW 208
Chair

SPRING 2008:
PHIL 160: Intro to Ethics-Large class with 4 TAs
Chair

I'm attaching the latest schedule for you to look at overall and also attaching the faculty assignment sheet. I did discover in sending out the assignments that I don't have an official second class for Josh Knobe. I'll have to talk with him.

I've sent out all the assignments- firm for Fall, Tentative for Spring.

Thanks,
Jan

Faculty	Fall 2007		Spring 2008	
Bar-On	HNRS 354	PHIL 735:Reasons w/Neta	PHIL 230: Experience & Reality	PHIL 445 Phil of Language
Boxill, Bernard	Phil 272-Large: PWAD-2	PHIL 390: Topics for majors	PHIL 274H Afro-American Poli	PHIL 770 w/ Hill
Boxill, Jan	Parr Center	PHIL 163: Practical Ethics	Parr Center	DUS
Brennan	XXX	XXX	PHIL 484: PPE Gateway	PHIL 698: PPE Capstone
Corrado	XXX	XXX	PHIL 480: Phil of Law	XXX
Hill	PHIL 170H: Social & Political	PHIL 460: Topics in Ethics	PHIL 397: Colloquium for Majors	PHIL 770 w/ B. Boxill
Hofweber	PHIL 790: Colloquium Series	PHIL 455: Advanced Logic	PHIL 155 large: Intro to Logic-4	PHIL 700-Logic
Knobe	PHIL 160: Intro to Ethics	PHIL 453: Phil of Psychology	FYS-Honors	PHIL 990: Reading Group
Lange	ASSOC CHAIR	PHIL 450: Phil of Science	FYS	PHIL 150Large:Intro Phil of Sci
Lesher	PHIL 210: Ancient	XXX	PHIL 210: Ancient	XXX
Lycan	PHIL 160H	PHIL 730: Metaphysics	PHIL 340-Mind	400-level
MacLean	DGS	Public Policy Seminar	DGS	PHIL 468: Risk & Society
Nelson	PHIL 229: 20th Century	PHIL 990: Reading Group	PHIL 423: Kant	Sem w/Reeve
Neta	PHIL 101 Large: Intro to Phil-4	PHIL 735 w/ BarOn	PHIL 335: Theory of Knowledge	Colloquium
Nord	PHIL 134: Phil of Religion	XXX	PHIL 285: Phil of Education	XXX
Pettit	XXX	XXX	XXX	XXX
Postema	R&S Leave	R&S leave	PHIL 170	Law School Course
Prinz	PLACEMENT	PHIL 353: Cognitive Science	PHIL 485: Phil of Art	PROTO
Reeve	PHIL 112 large:Making Sense-4	PHIL 412: Plato	PHIL 390-topics/or new submission	Sem w/ Nelson
Roberts	FYS	PHIL 451: Phil of Physics	R&S leave	R&S Leave
Sayre McCord	CHAIR	PHIL 860:Kenan Seminar in Ethics	PHIL 16O Large: Intro to Ethics-4	CHAIR
Simmons	FYS	PHIL 356:Topics in Math Logic	ADMISSIONS	PROTO
Walker	XXX	XXX	XXX	PHIL 495: Health Care
Wolf	PHIL 760: Utilitarianism	790: Colloquium		
New Hire-1				
New Hire-2				
Visitor 1: PPE	PHIL 384: PPE Gateway	PPE course	PPE course	PPE course
Visitor 2: Parr	PHIL 160: Intro to Ethics	PHIL 165: Bioethics	Ethics	Ethics
Visitor 3: BBT	PHIL 164: Business Ethics	PHIL 273: Social & Economic Justice	PHIL	
Visitor 4:				

First Year Seminars:	Fall:Roberts,Simmons	Spring: Knobe, Lange	DUS: Fall: Roberts; Spring: Boxill
Honors:	Fall: Hill, Lycan	Spring: Boxill, Knobe	DGS: McLean
Proto:		Spring: Simmons/Prinz	Placement: Prinz
Research Reading Group:	Fall: Nelson	Spring: Knobe	Admissions: Simmons

Kenan Seminars:	Fall Sayre McCord	Spring: ???	Assoc Chair: Lange
Summa	Fall: Wolf	Spring: Neta	

Honors-Philosophical
1.2
1
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Honors-Philosophical
Paradoxes
Intro: Main Problems
Recitations: F: 10 & 11
Intro: Main Problems: Evening
Great Works
Making Sense of Ourselves
Recitations F: 12 & 1
Phil of Religion
Phil of Religion
Intro Symbolic Logic
Intro Symbolic Logic
Intro to Ethics
Intro to Ethics
Intro to Ethics
Intro Ethics:Honor
Practical Ethics
Practical Ethics
Morality and Business
Bioethics
Bioethics
Social Ethics & Pol Thought
Social Ethics & Pol Thought-Hon
20th Century Phil
Experience and Reality
Experience and Reality
Ethics Peace, War, Defense
Recitations F 12&1
Social & Econ Justice
Phil Issues Feminism (WMST 46)
Phil of Law
Cognitive Science
Topics in Logic
Contemp. Ethical Theories
PPE: Gateway
Special Topics-Liberty & Equality
Directed Readings
Readings: Ethics Bowl
Plato
Kant
Phil of Science
Phil of Physics/Physics 313
Phil of Psychology
Advanced Symbolic Logic
Honors
Honors
Metaphysics:Modalities
Reasons
Moral Theory:Utilitarianism
Policy Analysis/PLCY 780
Colloquium Seminar
Colloquium Ceminar
Bibliography
Seminar:Ethical Theory
Reading Group
Reading Group
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PHILOSOPHY CLASSES FALL 2006

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1				**March 1 2007**		**FALL 2007 SCHEDULE**										
2	**PHIL**				On Leave:											
3																
4	HNRS32	HNRS 354	3	Bar On	Honors-Philosophical			9:30-12 R				20		CW 213		
5	6F	54		Roberts	Thinking About Time			3:30-4:45 MW				20		CW 103		
6	6F	55	1	Simmons	Paradoxes			2-4:30 W				20		AR 118		
7	20	101	1	Neta	Intro: Main Problems			11 MWF				200		HM 100	4	
8					Recitations: F: 10 & 11											
9	20	101E	1	Staff	Intro: Main Problems: Evening			6-7:15 MW				40		CW 105	1	
10	24	110	1	Staff	Great Works			3:30 TR				36		PE 216	1	
11	26	112	1	Reeve	Making Sense of Ourselves			12 MW				200		CP 211	4	
12					Recitations F: 12 & 1											
13	32	134	2	Nord	Phil of Religion			2 TR				40		PE 216		
14	35	134	1	Staff	Phil of Religion			MWF 2				40		PE 216	1	
15	21	155	1	Staff	Intro Symbolic Logic			8 TR				50		CW 105	1	
16	21	155	2	Staff	Intro Symbolic Logic			11TR				50		CW 105	1	
17	22	160	1	Staff	Intro to Ethics			8 TR				36		CW 103	1	
18	22	160	2	Staff	Intro to Ethics			2 MWF				40		CW 105	V-1	
19	22	160	3	LeBar	Intro to Ethics			2 TR				36		CW 103	1	
20		160H	1	Lycan	Intro Ethics:Honor			12:30-1:45 TR				25		MU 115		
21	30	163	1	J.Boxill	Practical Ethics			11 TR				35		CW 103		
22		163	2	Lebar	Practical Ethics			9:30 TR				40		CW 105		
23	39	164	1	Staff	Morality and Business			12:30 TR				40		CW 105	V-2	
24	34	165	1	Staff	Bioethics			9 MWF				40		CW 105	V-1	
25	34	165	3	Staff	Bioethics			6-7:15 TR				40		CW 105	1	
26	37	170	1	Staff	Social Ethics & Pol Thought			9:30 TR				35		CW 103		Saenz
27	37H	170H	1	Hill	Social Ethics & Pol Thought-Hon			11-12:15 MW				25		CW 213		
28		229	1	Nelson	20th Century Phil			2 TR				40		CW 105		
29	38	230	1	Staff	Experience and Reality			3:30 TR				36		CW 103	1	
30	38	230	2	Staff	Experience and Reality			8 TR				36		PE 216	1	
31	42	272	1	B. Boxill	Ethics Peace, War, Defense			MW 12				100		GA 008	2	
32					Recitations F 12&1							25		SC 210		
33	66	273	1	Staff	Social & Econ Justice			1MWF				45		CW 105	V-3	Moehler
34	46	275	1	Staff	Phil Issues Feminism (WMST 46)			3:30 TR				40		CW 105	1	Saenz
35	41	280	1	Staff	Phil of Law			3:30 TR				40		MU 112	V-2	
36	77	353	1	Prinz	Cognitive Science			12:30 TR				25		CW 103		
37	71	356	1	Simmons	Topics in Logic			9:30-10:45 MW				25		CW 213		
38		362		Hill	Contemp. Ethical Theories			4-6:30 W				25		CW 213		
39	84	384	1	Staff	PPE: Gateway			4:35-5:40 MW				35		CW 105	V-3	Moehler
40	80	390	1	B. Boxill	Special Topics-Liberty & Equality			2-4:30- W				25		CW 213		
41	96	396	1	Roberts	Directed Readings			6-8:30 T				5		CW 208		
42	96	396	2	J. Boxill	Readings: Ethics Bowl			6-8:30 T				10		CW 208		
43	150	412	1	Reeve	Plato			4-6:30 W				25		MU 314		
44	155	423	1	cancel	Kant			11-12:15 TR				25		PE 216		
45	108	450	1	Lange	Phil of Science			1-3:30 R				25		CW 208		
46		451	1	Roberts	Phil of Physics/Physics 313			11-11:50 MWF				25		CW 103		
47	109	453	1	Knobe	Phil of Psychology			T 1-3:30				25		CW 213		
48	101	455	1	Hofweber	Advanced Symbolic Logic			9:30-10:45 TR				25		PE 216		
49		691H	1	Roberts	Honors			6-8:30 W				25		CW 213		
50		692H	1		Honors			TBA				25		CW 213		
51	230	730	1	Lycan	Metaphysics:Modalities			1-3:30 W				15		CW 208		
52		735	1	Neta/Bar-On	Reasons			1-3:30 R				15		CW 213		
53	260	760	1	Wolf	Moral Theory:Utilitarianism			4-6:30 T				15		CW 213		
54		785	1	Maclean	Policy Analysis/PLCY 780			3:30-4:45 TR				25		MU 118		

PHILOSOPHY CLASSES FALL 2006

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
55	290	790	1	Hofweber	Colloquium Seminar			TBA				15				
56	290	790	2	Wolf	Colloquium Ceminar			TBA				15				
57	300	800	1	Staff	Bibliography			TBA								
58	360	860	1	Sayre McCord	Seminar:Ethical Theory			4-6:30 M				15		CW 208		
59	390	990	1	Nelson	Reading Group			4-6:30 R						CW 208		
60	390	990	2	Staff	Reading Group			TBA								
61																
62																
63																
64																
65					**RECITATIONS**											
66																
67	20	PHIL 101	601					11F				25		AL 205		
68			602					11F				25		MU 105		
69			603					11F				25		HN 307		
70			604					11F				25				
71			605					10F				25				
72			606					10F				25		PH 222		
73			607					10F				25		SM 107		
74			608					10F				25		CW 105		
75																
76	26	PHIL 112	601					12F				25		SM 107		
77			602					12F				25		AL 203		
78			603					12F				25		GA 001		
79			604					12F				25		PH 228		
80			605					1F				25		GA 103		
81			606					1F				25		GA 009		
82			607					1F				25		PE 216		
83			608					1F								
84												25		SC 209		
85	42	PHIL 272	601					12F				25		MT 205		
86			602					12F				25		PE 010		
87			603					1F				25				
88			604					1F				25		PE 215		

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, March 6, 2007 12:22 PM
To: cdcreeve@mac.com
Subject: Re: Teaching 07-08

David,
I didn't know either, but just called to discover it is a new building
behind Phillips Hall called CHAPMAN HALL.

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

cdcreeve@mac.com wrote:
> That looks great, Jan. Thanks. What is CP?
> On Mar 6, 2007, at 12:02 PM, Jan Boxill wrote:
>
>> Hi David,
>> Here is your teaching schedule for:
>>
>> FALL 2007:
>> PHIL 112: Making Sense of Ourselves-large class with 4 TAs MW 12 in
>> CP 211
>> PHIL 412: Plato W 4-6:30
>>
>> SPRING 2008: Tentative:
>> PHIL 390: Special Topics [or newly submitted course]
>> Seminar with Nelson.
>>
>> If you have any questions or concerns, please feel free to talk with me.
>>
>> Thanks,
>> Jan
>>
>> --Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer and Associate Chair
>> Department of Philosophy
>> Email: jmboxill@email.unc.edu
>> Website:parrcenter.unc.edu
>> Phone: 919-962-3317
>> FAX: 919-843-3929
>>
>>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, March 6, 2007 12:42 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Re: Teaching Schedule-07-08

Geoff,
We figured out the Josh situation--it's done.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Jan Boxill wrote:
> Hi Geoff,
> Here is your teaching schedule for:
>
> FALL 2007:
> PHIL 860: Seminar in Ethics M 4-6:30 in CW 208
> Chair
>
> SPRING 2008:
> PHIL 160: Intro to Ethics-Large class with 4 TAs
> Chair
>
> I'm attaching the latest schedule for you to look at overall and also
> attaching the faculty assignment sheet. I did discover in sending out
> the assignments that I don't have an official second class for Josh
> Knobe. I'll have to talk with him.
>
> I've sent out all the assignments- firm for Fall, Tentative for Spring.
> Thanks,
> Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, March 6, 2007 1:01 PM
To: Lange, Marc B <mlange@email.unc.edu>
Subject: Schedule info
Attach: Fall 2007 Schedule March 6,2007.xls; Faculty Assign 07-08.doc; Faculty Overview Mar 1,2007.xls

---

Hi Marc,
Here are some attachments that help understand the scheduling--I hope!!!
The overview may not reflect 07-08 correctly, but all else should be good.

Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Honors-Philosophical
1.2
1
0.8
0.6
0.4
0.2
0
Honors-Philosophical
Paradoxes
Intro: Main Problems
Recitations: F: 10 & 11
Intro: Main Problems: Evening
Great Works
Making Sense of Ourselves
Recitations F: 12 & 1
Phil of Religion
Phil of Religion
Intro Symbolic Logic
Intro Symbolic Logic
Intro to Ethics
Intro to Ethics
Intro to Ethics
Intro Ethics:Honor
Practical Ethics
Practical Ethics
Morality and Business
Bioethics
Bioethics
Social Ethics & Pol Thought
Social Ethics & Pol Thought-Hon
20th Century Phil
Experience and Reality
Experience and Reality
Ethics Peace, War, Defense
Recitations F 12&1
Social & Econ Justice
Phil Issues Feminism (WMST 46)
Phil of Law
Cognitive Science
Topics in Logic
Contemp. Ethical Theories
PPE: Gateway
Special Topics-Liberty & Equality
Directed Readings
Readings: Ethics Bowl
Plato
Kant
Phil of Science
Phil of Physics/Physics 313
Phil of Psychology
Advanced Symbolic Logic
Honors
Honors
Metaphysics:Modalities
Reasons
Moral Theory:Utilitarianism
Policy Analysis/PLCY 780
Colloquium Seminar
Colloquium Ceminar
Bibliography
Seminar:Ethical Theory
Reading Group
Reading Group
Simm
On
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PHILOSOPHY CLASSES FALL 2006

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1				**March 1 2007**		**FALL 2007 SCHEDULE**										
2	**PHIL**				On Leave:											
3																
4	HNRS32	HNRS 354	3	Bar On	Honors-Philosophical			9:30-12 R				20		CW 213		
5	6F	54		Roberts	Thinking About Time			3:30-4:45 MW				20		CW 103		
6	6F	55	1	Simmons	Paradoxes			2-4:30 W				20		AR 118		
7	20	101	1	Neta	Intro: Main Problems			11 MWF				200		HM 100	4	
8					Recitations: F: 10 & 11											
9	20	101E	1	Staff	Intro: Main Problems: Evening			6-7:15 MW				40		CW 105	1	
10	24	110	1	Staff	Great Works			3:30 TR				36		PE 216	1	
11	26	112	1	Reeve	Making Sense of Ourselves			12 MW				200		CP 211	4	
12					Recitations F: 12 & 1											
13	32	134	2	Nord	Phil of Religion			2 TR				40		PE 216		
14	35	134	1	Staff	Phil of Religion			MWF 2				40		PE 216	1	
15	21	155	1	Staff	Intro Symbolic Logic			8 TR				50		CW 105	1	
16	21	155	2	Staff	Intro Symbolic Logic			11TR				50		CW 105	1	
17	22	160	1	Staff	Intro to Ethics			8 TR				36		CW 103	1	
18	22	160	2	Staff	Intro to Ethics			2 MWF				40		CW 105	V-1	
19	22	160	3	LeBar	Intro to Ethics			2 TR				36		CW 103	1	
20		160H	1	Lycan	Intro Ethics:Honor			12:30-1:45 TR				25		MU 115		
21	30	163	1	J.Boxill	Practical Ethics			11 TR				35		CW 103		
22		163	2	Lebar	Practical Ethics			9:30 TR				40		CW 105		
23	39	164	1	Staff	Morality and Business			12:30 TR				40		CW 105	V-2	
24	34	165	1	Staff	Bioethics			9 MWF				40		CW 105	V-1	
25	34	165	3	Staff	Bioethics			6-7:15 TR				40		CW 105	1	
26	37	170	1	Staff	Social Ethics & Pol Thought			9:30 TR				35		CW 103		Saenz
27	37H	170H	1	Hill	Social Ethics & Pol Thought-Hon			11-12:15 MW				25		CW 213		
28		229	1	Nelson	20th Century Phil			2 TR				40		CW 105		
29	38	230	1	Staff	Experience and Reality			3:30 TR				36		CW 103	1	
30	38	230	2	Staff	Experience and Reality			8 TR				36		PE 216	1	
31	42	272	1	B. Boxill	Ethics Peace, War, Defense			MW 12				100		GA 008	2	
32					Recitations F 12&1							25		SC 210		
33	66	273	1	Staff	Social & Econ Justice			1MWF				45		CW 105	V-3	Moehler
34	46	275	1	Staff	Phil Issues Feminism (WMST 46)			3:30 TR				40		CW 105	1	Saenz
35	41	280	1	Staff	Phil of Law			3:30 TR				40		MU 112	V-2	
36	77	353	1	Prinz	Cognitive Science			12:30 TR				25		CW 103		
37	71	356	1	Simmons	Topics in Logic			9:30-10:45 MW				25		CW 213		
38		362		Hill	Contemp. Ethical Theories			4-6:30 W				25		CW 213		
39	84	384	1	Staff	PPE: Gateway			4:35-5:40 MW				35		CW 105	V-3	Moehler
40	80	390	1	B. Boxill	Special Topics-Liberty & Equality			2-4:30- W				25		CW 213		
41	96	396	1	Roberts	Directed Readings			6-8:30 T				5		CW 208		
42	96	396	2	J. Boxill	Readings: Ethics Bowl			6-8:30 T				10		CW 208		
43	150	412	1	Reeve	Plato			4-6:30 W				25		MU 314		
44	155	423	1	cancel	Kant			11-12:15 TR				25		PE 216		
45	108	450	1	Lange	Phil of Science			1-3:30 R				25		CW 208		
46		451	1	Roberts	Phil of Physics/Physics 313			11-11:50 MWF				25		CW 103		
47	109	453	1	Knobe	Phil of Psychology			T 1-3:30				25		CW 213		
48	101	455	1	Hofweber	Advanced Symbolic Logic			9:30-10:45 TR				25		PE 216		
49		691H	1	Roberts	Honors			6-8:30 W				25		CW 213		
50		692H	1		Honors			TBA				25		CW 213		
51	230	730	1	Lycan	Metaphysics:Modalities			1-3:30 W				15		CW 208		
52		735	1	Neta/Bar-On	Reasons			1-3:30 R				15		CW 213		
53	260	760	1	Wolf	Moral Theory:Utilitarianism			4-6:30 T				15		CW 213		
54		785	1	Maclean	Policy Analysis/PLCY 780			3:30-4:45 TR				25		MU 118		

PHILOSOPHY CLASSES FALL 2006

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
55	290	790	1	Hofweber	Colloquium Seminar			TBA				15				
56	290	790	2	Wolf	Colloquium Ceminar			TBA				15				
57	300	800	1	Staff	Bibliography			TBA								
58	360	860	1	Sayre McCord	Seminar:Ethical Theory			4-6:30 M				15		CW 208		
59	390	990	1	Nelson	Reading Group			4-6:30 R						CW 208		
60	390	990	2	Staff	Reading Group			TBA								
61																
62																
63																
64																
65					**RECITATIONS**											
66																
67	20	PHIL 101	601					11F				25		AL 205		
68			602					11F				25		MU 105		
69			603					11F				25		HN 307		
70			604					11F				25				
71			605					10F				25				
72			606					10F				25		PH 222		
73			607					10F				25		SM 107		
74			608					10F				25		CW 105		
75																
76	26	PHIL 112	601					12F				25		SM 107		
77			602					12F				25		AL 203		
78			603					12F				25		GA 001		
79			604					12F				25		PH 228		
80			605					1F				25		GA 103		
81			606					1F				25		GA 009		
82			607					1F				25		PE 216		
83			608					1F								
84												25		SC 209		
85	42	PHIL 272	601					12F				25		MT 205		
86			602					12F				25		PE 010		
87			603					1F				25				
88			604					1F				25		PE 215		

Faculty	Fall 2007		Spring 2008	
Bar-On	HNRS 354	PHIL 735:Reasons w/Neta	PHIL 230: Experience & Reality	PHIL 445 Phil of Language
Boxill, Bernard	Phil 272-Large: PWAD-2	PHIL 390: Topics for majors	PHIL 274H Afro-American Poli	PHIL 770 w/ Hill
Boxill, Jan	Parr Center	PHIL 163: Practical Ethics	Parr Center	DUS
Brennan	XXX	XXX	PHIL 484: PPE Gateway	PHIL 698: PPE Capstone
Corrado	XXX	XXX	PHIL 480: Phil of Law	XXX
Hill	PHIL 170H: Social & Political	PHIL 460: Topics in Ethics	PHIL 397: Colloquium for Majors	PHIL 770 w/ B. Boxill
Hofweber	PHIL 790: Colloquium Series	PHIL 455: Advanced Logic	PHIL 155 large: Intro to Logic-4	PHIL 700-Logic
Knobe	PHIL 160: Intro to Ethics	PHIL 453: Phil of Psychology	FYS-Honors	PHIL 990: Reading Group
Lange	ASSOC CHAIR	PHIL 450: Phil of Science	FYS	PHIL 150Large:Intro Phil of Sci
Lesher	PHIL 210: Ancient	XXX	PHIL 210: Ancient	XXX
Lycan	PHIL 160H	PHIL 730: Metaphysics	PHIL 340-Mind	400-level
MacLean	DGS	Public Policy Seminar	DGS	PHIL 468: Risk & Society
Nelson	PHIL 229: 20th Century	PHIL 990: Reading Group	PHIL 423: Kant	Sem w/Reeve
Neta	PHIL 101 Large: Intro to Phil-4	PHIL 735 w/ BarOn	PHIL 335: Theory of Knowledge	Colloquium
Nord	PHIL 134: Phil of Religion	XXX	PHIL 285: Phil of Education	XXX
Pettit	XXX	XXX	XXX	XXX
Postema	R&S Leave	R&S leave	PHIL 170	Law School Course
Prinz	PLACEMENT	PHIL 353: Cognitive Science	PHIL 485: Phil of Art	PROTO
Reeve	PHIL 112 large:Making Sense-4	PHIL 412: Plato	PHIL 390-topics/or new submission	Sem w/ Nelson
Roberts	FYS	PHIL 451: Phil of Physics	R&S leave	R&S Leave
Sayre McCord	CHAIR	PHIL 860:Kenan Seminar in Ethics	PHIL 16O Large: Intro to Ethics-4	CHAIR
Simmons	FYS	PHIL 356:Topics in Math Logic	ADMISSIONS	PROTO
Walker	XXX	XXX	XXX	PHIL 495: Health Care
Wolf	PHIL 760: Utilitarianism	790: Colloquium		
New Hire-1				
New Hire-2				
Visitor 1: PPE	PHIL 384: PPE Gateway	PPE course	PPE course	PPE course
Visitor 2: Parr	PHIL 160: Intro to Ethics	PHIL 165: Bioethics	Ethics	Ethics
Visitor 3: BBT	PHIL 164: Business Ethics	PHIL 273: Social & Economic Justice	PHIL	
Visitor 4:				

First Year Seminars:	Fall:Roberts,Simmons	Spring: Knobe, Lange	DUS: Fall: Roberts; Spring: Boxill
Honors:	Fall: Hill, Lycan	Spring: Boxill, Knobe	DGS: McLean
Proto:		Spring: Simmons/Prinz	Placement: Prinz
Research Reading Group:	Fall: Nelson	Spring: Knobe	Admissions: Simmons

Kenan Seminars:	Fall Sayre McCord	Spring: ???	Assoc Chair: Lange
Summa	Fall: Wolf	Spring: Neta	

PHILOSOPHY FACULTY

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1																	
2	**March 1,2007**	**F 2000**	**S 2001**	**F 2001**	**S 2002**	**F 2002**	**S 2003**	**F 2003**	**S 2004**	**F 2004**	**S 2005**	**F 2005**	**S 2006**	**F 2006**	**S 2007**	**F 2007**	**S 2008**
3																	
4	**BAR-ON**	38H,109	96,305T	110,305	20L,38L	LEAVE	20L, 35H	38H, 245	H32, 77	20L, 230	Leave	20, 116	Leave	Hnrs,990	397,700	Hnrs,735	230,445
5	**B. BOXILL**	22L,105	42L,205	55,159	6F	55,80	LEAVE	42L, 59	55, 390	42,80	55H, 270	42,78	42L,80	272L,274H	390,473	272L,390	274H,770
6	**J. BOXILL**	46L,22H	30L,47H	46	30,46	21, 30	Fellowship	46, 47	6F	66	47	Parr	Parr	FYS	275L	163, Parr	266,Parr
7	**BRENNAN**							130			84, 130		84, 184		384,698	xxx	484,698
8	**CORRADO**					113	Law	113	Law	113		113			FYS		480
9	**HILL**	72,102	6F,208	22H,102	37, 96	6F, 102	6F, 260	37H, 390	6F, 37	Leave	Leave	102, DGS	37H,390	FYS,460	360,765	170H,460	397,770
10	**HOFWEBER**							20H, 80	20H, 300	21L,101	390	101, 305	Leave	155,356	73O,	455,790	155L,700
11	**KNOBE**											20H, 38	20,109	101H,705	230,805	160,453	FYSH,990
12	**LANGE**							38, 116	38, 390	6F, 123	69, 200	38H, Place	200, 390	230H.805	LV	450,AC	FYS,250L
13	**LYCAN**	LEAVE	LEAVE	21L,80	300T,305		96, 200	21L, 74	LEAVE	22L, 117	6F, 200	6F, 390	22L, 240	LV	LV	160H,730	340,400?
14	**MACLEAN**			67,78	22H,168	20H, 24	30L, 70	LEAVE	30L, 96	30H, 390	30L	Leave	Parr	FYS,368	163L,DGS	DGS,785	DGS,468
15	**NETA**					20L, 117	38,114	58L, 390	20L, 200	58, PI	20L, 305	Leave	20L, 114	LV	101L,700	101L,735	335,???
16	**NELSON**													220,720	422,	229,423	220,SemR
17	**NORD**		32	32						32	32	45	32	134	285	134	285
18	**PETTIT**							32,32	32,35	32	35	32, 110	32, 74	134,230	134.145	xxx	xxx
19	**POSTEMA**	LEAVE	LEAVE	6F,213	41H,130	156	37,Law	295, 305	41L, 105	DGS, 380	Law, 390	Leave	Leave	Law	280H,990	170, Law	???
20	**PRINZ**						20, 109	20L, 80	300, 240	116, 390	77, Adm	Leave	Leave	353,790	FYSH,805	353,Place	485,Proto
21	**REEVE**			24,109	24,150	151, 305	56, 200	26L, 150	LEAVE	6F, 26L	56L, 210	26L, 109	6F, 305	112L,411	210H,990	112L,412	390,SemN
22	**ROBERTS**	75,207	6F,121	LEAVE	31,108	LEAVE	LEAVE	31, 250	21L, 6F	21H, 31	Leave	6F. 108	31	351,805	150,DUS	54,451	Leave?
23	**SAYRE MCCORD**	LEAVE	22L,112	22L,305	22L	22L	22L	365	22L	305/Wolf	22L	22L/Link	112	LV	160L	860,Chair	160L,Chair
24	**SIMMONS**	6F	21L,305	LEAVE	LEAVE	21L, 101	305, 355	6F, 71	LEAVE	38, 111	Leave	H-32, 305	200, 300	155L,455	790,990	68,356	Adm,Proto
25	**WALKER**							34	112	Leave	178	34L	178	LV	MED		495
26	**WOLF**					46L, 305	46H, 112	22L, 300	LEAVE	305/GSM	305/Velle	Leave	Leave	805	805	760,790	
27																	
28																	
29	**VISITOR: PPE**									153				170,284	160,170		
30	**VISITOR: PPE**									67	31 or 68			160,163	163,165		
31	**VISITOR:PARR**									39,41	39.41			164,165L	164,165		
32	**VISITOR**									37,42	37,42			101,145	101,112		
33	**VISITOR**							32,32	32, 35	32	35	32,110	32, 74	273,364			
34	**VISITOR**										58,154			390	390		
35	**Visitor-**																

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, March 6, 2007 2:18 PM
To: Given, Emily <given@email.unc.edu>
Subject: Re: Grades

---

great, thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Emily Given wrote:
> jan,
> done. for the kids who didn't turn anything in, i left their slot
> blank, rather than filling in a zero, just so you know.
> emily
>
> Jan Boxill wrote:
>
>> Hi,
>> Can you enter grades for the paper on Gradebook so I can send out the
>> progress reports.
>> Thanks,
>> Jan
>>
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, March 6, 2007 3:44 PM
To: Chambers, Julius L <jchambe1@email.unc.edu>
Cc: Rosenbluth, Martin M <marty@unc.edu>; Carlo Robustelli <carlo@unc.edu>
Subject: Meeting with Fatou Bensouda

Dear Mr. Chambers,
As you know the Parr Center for Ethics is sponsoring a visit by Ms. Fatou Bensouda, Deputy Prosecutor of the International Criminal Court. As Director of the Center, I would like to extend an invitation for you to meet with Ms.Bensouda on Monday, March 19th. Since I understand you are unavailable for lunch, may I suggest two possible options: Breakfast at the Carolina Inn or coffee later in the morning at a time and place that is suitable for you both, perhaps at 10 a.m. She will be speaking at the Law school at noon.

I hope to be in town and would like to escort Ms. Bensouda and meet you. We met very briefly a few years ago, and I would welcome the opportunity to meet and perhaps at a later date talk with you about each of our centers.

On a personal note, I am very good friends with your nephew, Wendell McCain, whom I have known him since he was a student in my Philosophy class his freshman year at Carolina. Indeed, I just spent some time with him last week--one of the few times he is not traveling.

Please contact me or my Assistant, Carlo, to make arrangements. For more information about Ms. Bensouda's visit please visit our website.

Regards,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, March 6, 2007 9:17 PM
To: Chapel Hill Philosophy <hobler@email.unc.edu>
Subject: [Fwd: Re: 07-08 Teaching Schedule]
Attach: Re 07-08 Teaching Schedule.msg

Gucki,
We somehow messed up with Tom. He should be teaching his PHIL 362 on Monday's 4-6:30 in Fall, NOT Wednesday. He MUST keep Wednesday afternoon's free.
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Hill, Thomas E Jr <thill@email.unc.edu>
Sent: Tuesday, March 6, 2007 3:59 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Re: 07-08 Teaching Schedule

Jan Boxill wrote:
> Hi Tom,
> Your Fall teaching schedule is:
> PHIL 170H: Social & Political Honors: MW 11-12:15
> PHIL 362: Ethical Theory: W 4-6:30 in CW 213
>
> Tentative Spring Schedule:
> PHIL 397: Colloquium for Majors
> PHIL 770: Seminar with B. Boxill
>
> Jan
>

Jan,

Opps, we did it again -- forgetting my Ad ABoard meetings on Wednesday afternoons. I'll check to make sure my term is not up, but I couldn't miss all the fall meetings if I'm still a member (which I think I will be).

Sorry I didn't catch this earlier.

Tom

From: Friday, Olympia Thyais <ofriday@email.unc.edu>
Sent: Wednesday, March 7, 2007 9:40 AM
To: Stone Center Announcement <stonelistserv@listserv.unc.edu>
Subject: [stonelistserv] Apply Now - 2007 Undergraduate International Studies Fellowship

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Spring 2007 Undergraduate International Studies Fellowship
Application Deadline: March 30, 2007

The Sonja Haynes Stone Center for Black Culture and History is currently accepting applications for its fourth annual Undergraduate International Studies Fellowships (UISF). The Stone Center created the UISF program in support of the University's effort to globalize the campus and internationalize the curriculum.

Fellowship recipients are awarded $2,500 toward academic research or study in an international setting. Through the fellowships, the UISF program hopes to increase the low numbers of underrepresented UNC-Chapel Hill students who travel and study abroad.

UNC at Chapel Hill Students in good standing and enrolled full-time are eligible to apply for one of two fellowships.

Applications are available at the Stone Center, Suite 215 or download an application from the Stone Center website at www.unc.edu/depts/stonecenter. Look under other downloads on the homepage for the UISF Application.

Have questions about the Fellowship? Please contact the Stone Center at 962-9001.

Olympia Friday
Public Relations
The Sonja Haynes Stone Center for
Black Culture and History
The University of North Carolina at Chapel Hill
Phone: (919) 962-7265
Fax: (919) 962-3725
Email: ofriday@email.unc.edu
Website: www.unc.edu/depts/stonecenter

- -- You are currently subscribed to

stonelistserv as: jmboxill@email.unc.edu .
To unsubscribe click here: http://lists.unc.edu/u?id*f*62698Y&n=T&l=stonelistserv&o831708 or send a blank email to leave-14831708-8362698Y@listserv.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, March 8, 2007 11:31 AM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: New Rates at the Stone Center - FY 2007-2008]
Attach: New Rates at the Stone Center - FY 2007-2008.msg

---

here is the latest that I received. I don't think we put in for funding,
but should.
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

SONJA HAYNES STONE CENTER FOR BLACK CULTURE AND HISTORY
UNC AT CHAPEL HILL

NEW RATES FOR
FISCAL YEAR 2007-2008

STONE CENTER THEATRE	**$250/PER USE**
SEMINAR ROOM(S)	**$125 EACH/PER USE**
CLASSROOM(S)	**$150 EACH/PER USE**
TERRACE	**$100/PER USE**
HITCHCOCK MULTIPURPOSE ROOM	**$200 FOR BANQUET SET-UP/PER USE**
HITCHCOCK MULTIPURPOSE ROOM	**$150 MEETING ONLY/PER USE**
LATE DEPARTURE FEE (AFTER 9:00 PM)	**$50**
CATERING FEE	**10% OF CATERING BILL**
EXTRAORDINARY CLEAN UP/DAMAGE	**$30**

THESE FEES WILL GO INTO EFFECT FOR PROGRAMS HELD AFTER 5:00 PM IN THE STONE CENTER.

After encountering a dying pilgrim on a climbing trip in the Himalayas, a businessman ponders the differences between individual and corporate ethics

The parable of the sadhu

Bowen H. McCoy

It was early in the morning before the sun rose, which gave them time to climb the treacherous slope to the pass at 18,000 feet before the ice steps melted. They were also concerned about their stamina and altitude sickness, and felt the need to press on. Into this chance collection of climbers on that Himalayan slope an ethical dilemma arose in the guise of an unconscious, almost naked sadhu, an Indian holy man. Each climber gave the sadhu help but none made sure he would be safe. Should somebody have stopped to help the sadhu to safety? Would it have done any good? Was the group responsible? Since leaving the sadhu on the mountain slope, the author, who was one of the climbers, has pondered these issues. He sees many parallels for business people as they face ethical decisions at work.

Mr. McCoy is a managing director of Morgan Stanley & Co., Inc., and president of Morgan Stanley Realty, Inc. He is also an ordained ruling elder of the United Presbyterian Church.

Illustration by Geoffrey Moss.

Last year, as the first participant in the new six-month sabbatical program that Morgan Stanley has adopted, I enjoyed a rare opportunity to collect my thoughts as well as do some traveling. I spent the first three months in Nepal, walking 600 miles through 200 villages in the Himalayas and climbing some 120,000 vertical feet. On the trip my sole Western companion was an anthropologist who shed light on the cultural patterns of the villages we passed through.

During the Nepal hike, something occurred that has had a powerful impact on my thinking about corporate ethics. Although some might argue that the experience has no relevance to business, it was a situation in which a basic ethical dilemma suddenly intruded into the lives of a group of individuals. How the group responded I think holds a lesson for all organizations no matter how defined.

The sadhu

The Nepal experience was more rugged and adventuresome than I had anticipated. Most commercial treks last two or three weeks and cover a quarter of the distance we traveled.

My friend Stephen, the anthropologist, and I were halfway through the 60-day Himalayan part of the trip when we reached the high point, an 18,000-foot pass over a crest that we'd have to traverse to reach to the village of Muklinath, an ancient holy place for pilgrims.

Six years earlier I had suffered pulmonary edema, an acute form of altitude sickness, at 16,500 feet in the vicinity of Everest base camp, so we were understandably concerned about what would

happen at 18,000 feet. Moreover, the Himalayas were having their wettest spring in 20 years; hip-deep powder and ice had already driven us off one ridge. If we failed to cross the pass, I feared that the last half of our "once in a lifetime" trip would be ruined.

The night before we would try the pass, we camped at a hut at 14,500 feet. In the photos taken at that camp, my face appears wan. The last village we'd passed through was a sturdy two-day walk below us, and I was tired.

During the late afternoon, four backpackers from New Zealand joined us, and we spent most of the night awake, anticipating the climb. Below we could see the fires of two other parties, which turned out to be two Swiss couples and a Japanese hiking club.

To get over the steep part of the climb before the sun melted the steps cut in the ice, we departed at 3:30 A.M. The New Zealanders left first, followed by Stephen and myself, our porters and Sherpas, and then the Swiss. The Japanese lingered in their camp. The sky was clear, and we were confident that no spring storm would erupt that day to close the pass.

At 15,500 feet, it looked to me as if Stephen were shuffling and staggering a bit, which are symptoms of altitude sickness. (The initial stage of altitude sickness brings a headache and nausea. As the condition worsens, a climber may encounter difficult breathing, disorientation, aphasia, and paralysis.) I felt strong, my adrenaline was flowing, but I was very concerned about my ultimate ability to get across. A couple of our porters were also suffering from the height, and Pasang, our Sherpa sirdar (leader), was worried.

Just after daybreak, while we rested at 15,500 feet, one of the New Zealanders, who had gone ahead, came staggering down toward us with a body slung across his shoulders. He dumped the almost naked, barefoot body of an Indian holy man – a sadhu – at my feet. He had found the pilgrim lying on the ice, shivering and suffering from hypothermia. I cradled the sadhu's head and laid him out on the rocks. The New Zealander was angry. He wanted to get across the pass before the bright sun melted the snow. He said, "Look, I've done what I can. You have porters and Sherpa guides. You care for him. We're going on!" He turned and went back up the mountain to join his friends.

I took a carotid pulse and found that the sadhu was still alive. We figured he had probably visited the holy shrines at Muklinath and was on his way home. It was fruitless to question why he had chosen this desperately high route instead of the safe, heavily traveled caravan route through the Kali Gandaki gorge. Or why he was almost naked and with no shoes, or how long he had been lying in the pass. The answers weren't going to solve our problem.

Stephen and the four Swiss began stripping off outer clothing and opening their packs. The sadhu was soon clothed from head to foot. He was not able to walk, but he was very much alive. I looked down the mountain and spotted below the Japanese climbers marching up with a horse.

Without a great deal of thought, I told Stephen and Pasang that I was concerned about withstanding the heights to come and wanted to get over the pass. I took off after several of our porters who had gone ahead.

On the steep part of the ascent where, if the ice steps had given way, I would have slid down about 3,000 feet, I felt vertigo. I stopped for a breather, allowing the Swiss to catch up with me. I inquired about the sadhu and Stephen. They said that the sadhu was fine and that Stephen was just behind. I set off again for the summit.

Stephen arrived at the summit an hour after I did. Still exhilarated by victory, I ran down the snow slope to congratulate him. He was suffering from altitude sickness, walking 15 steps, then stopping, walking 15 steps, then stopping. Pasang accompanied him all the way up. When I reached them, Stephen glared at me and said: "How do you feel about contributing to the death of a fellow man?"

I did not fully comprehend what he meant.

"Is the sadhu dead?" I inquired.

"No," replied Stephen, "but he surely will be!"

After I had gone, and the Swiss had departed not long after, Stephen had remained with the sadhu. When the Japanese had arrived, Stephen had asked to use their horse to transport the sadhu down to the hut. They had refused. He had then asked Pasang to have a group of our porters carry the sadhu. Pasang had resisted the idea, saying that the porters would have to exert all their energy to get themselves over the pass. He had thought they could not carry a man down 1,000 feet to the hut, reclimb the slope, and get across safely before the snow melted. Pasang had pressed Stephen not to delay any longer.

The Sherpas had carried the sadhu down to a rock in the sun at about 15,000 feet and had pointed out the hut another 500 feet below. The Japanese had given him food and drink. When they had last seen him he was listlessly throwing rocks at the Japanese party's dog, which had frightened him.

We do not know if the sadhu lived or died.

For many of the following days and evenings Stephen and I discussed and debated our behavior toward the sadhu. Stephen is a committed Quaker with deep moral vision. He said, "I feel that what happened with the sadhu is a good example of the breakdown between the individual ethic and the corporate ethic. No one person was willing to assume ultimate responsibility for the sadhu. Each was willing to do his

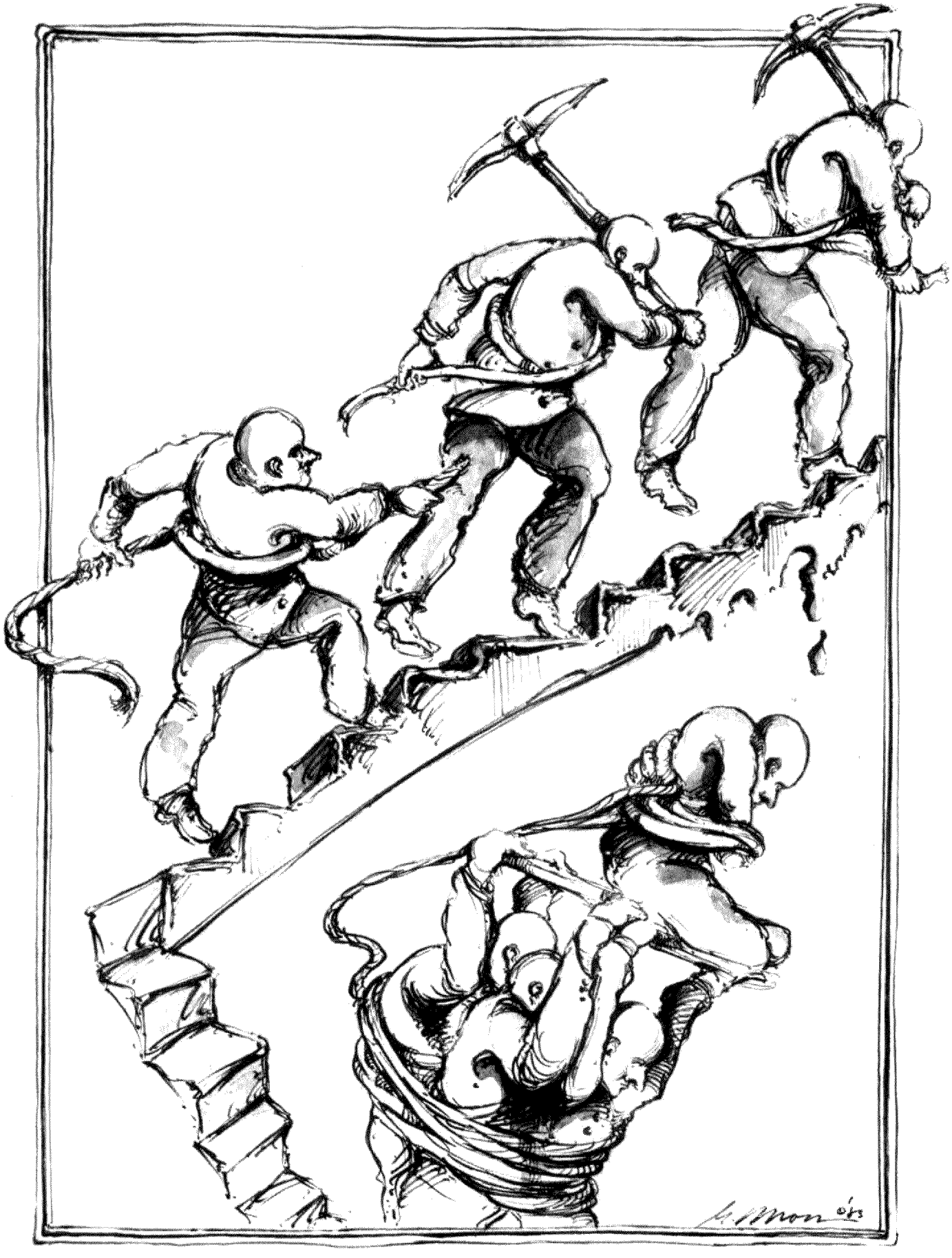

bit just so long as it was not too inconvenient. When it got to be a bother, everyone just passed the buck to someone else and took off. Jesus was relevant to a more individualistic stage of society, but how do we interpret his teaching today in a world filled with large, impersonal organizations and groups?"

I defended the larger group, saying, "Look, we all cared. We all stopped and gave aid and comfort. Everyone did his bit. The New Zealander carried him down below the snow line. I took his pulse and suggested we treat him for hypothermia. You and the Swiss gave him clothing and got him warmed up. The Japanese gave him food and water. The Sherpas carried him down to the sun and pointed out the easy trail toward the hut. He was well enough to throw rocks at a dog. What more could we do?"

"You have just described the typical affluent Westerner's response to a problem. Throwing money – in this case food and sweaters – at it, but not solving the fundamentals!" Stephen retorted.

"What would satisfy you?" I said. "Here we are, a group of New Zealanders, Swiss, Americans, and Japanese who have never met before and who are at the apex of one of the most powerful experiences of our lives. Some years the pass is so bad no one gets over it. What right does an almost naked pilgrim who chooses the wrong trail have to disrupt our lives? Even the Sherpas had no interest in risking the trip to help him beyond a certain point."

Stephen calmly rebutted, "I wonder what the Sherpas would have done if the sadhu had been a well-dressed Nepali, or what the Japanese would have done if the sadhu had been a well-dressed Asian, or what you would have done, Buzz, if the sadhu had been a well-dressed Western woman?"

"Where, in your opinion," I asked instead, "is the limit of our responsibility in a situation like this? We had our own well-being to worry about. Our Sherpa guides were unwilling to jeopardize us or the porters for the sadhu. No one else on the mountain was willing to commit himself beyond certain self-imposed limits."

Stephen said, "As individual Christians or people with a Western ethical tradition, we can fulfill our obligations in such a situation only if (1) the sadhu dies in our care, (2) the sadhu demonstrates to us that he could undertake the two-day walk down to the village, or (3) we carry the sadhu for two days down to the village and convince someone there to care for him."

"Leaving the sadhu in the sun with food and clothing, while he demonstrated hand-eye coordination by throwing a rock at a dog, comes close to fulfilling items one and two," I answered. "And it wouldn't have made sense to take him to the village where the people appeared to be far less caring than the Sherpas, so the third condition is impractical. Are you really saying that, no matter what the implications, we should, at the drop of a hat, have changed our entire plan?"

The individual vs. the group ethic

Despite my arguments, I felt and continue to feel guilt about the sadhu. I had literally walked through a classic moral dilemma without fully thinking through the consequences. My excuses for my actions include a high adrenaline flow, a superordinate goal, and a once-in-a-lifetime opportunity – factors in the usual corporate situation, especially when one is under stress.

Real moral dilemmas are ambiguous, and many of us hike right through them, unaware that they exist. When, usually after the fact, someone makes an issue of them, we tend to resent his or her bringing it up. Often, when the full import of what we have done (or not done) falls on us, we dig into a defensive position from which it is very difficult to emerge. In rare circumstances we may contemplate what we have done from inside a prison.

Had we mountaineers been free of physical and mental stress caused by the effort and the high altitude, we might have treated the sadhu differently. Yet isn't stress the real test of personal and corporate values? The instant decisions executives make under pressure reveal the most about personal and corporate character.

Among the many questions that occur to me when pondering my experience are: What are the practical limits of moral imagination and vision? Is there a collective or institutional ethic beyond the ethics of the individual? At what level of effort or commitment can one discharge one's ethical responsibilities?

Not every ethical dilemma has a right solution. Reasonable people often disagree; otherwise there would be no dilemma. In a business context, however, it is essential that managers agree on a process for dealing with dilemmas.

The sadhu experience offers an interesting parallel to business situations. An immediate response was mandatory. Failure to act was a decision in itself. Up on the mountain we could not resign and submit our résumés to a headhunter. In contrast to philosophy, business involves action and implementation – getting things done. Managers must come up with answers to problems based on what they see and what they allow to influence their decision-making processes. On the mountain, none of us but

Stephen realized the true dimensions of the situation we were facing.

One of our problems was that as a group we had no process for developing a consensus. We had no sense of purpose or plan. The difficulties of dealing with the sadhu were so complex that no one person could handle it. Because it did not have a set of preconditions that could guide its action to an acceptable resolution, the group reacted instinctively as individuals. The cross-cultural nature of the group added a further layer of complexity. We had no leader with whom we could all identify and in whose purpose we believed. Only Stephen was willing to take charge, but he could not gain adequate support to care for the sadhu.

Some organizations do have a value system that transcends the personal values of the managers. Such values, which go beyond profitability, are usually revealed when the organization is under stress. People throughout the organization generally accept its values, which, because they are not presented as a rigid list of commandments, may be somewhat ambiguous. The stories people tell, rather than printed materials, transmit these conceptions of what is proper behavior.

For 20 years I have been exposed at senior levels to a variety of corporations and organizations. It is amazing how quickly an outsider can sense the tone and style of an organization and the degree of tolerated openness and freedom to challenge management.

Organizations that do not have a heritage of mutually accepted, shared values tend to become unhinged during stress, with each individual bailing out for himself. In the great takeover battles we have witnessed during past years, companies that had strong cultures drew the wagons around them and fought it out, while other companies saw executives supported by their golden parachutes, bail out of the struggles.

Because corporations and their members are interdependent, for the corporation to be strong the members need to share a preconceived notion of what is correct behavior, a "business ethic," and think of it as a positive force, not a constraint.

As an investment banker I am continually warned by well-meaning lawyers, clients, and associates to be wary of conflicts of interest. Yet if I were to run away from every difficult situation, I wouldn't be an effective investment banker. I have to feel my way through conflicts. An effective manager can't run from risk either; he or she has to confront and deal with risk. To feel "safe" in doing this, managers need the guidelines of an agreed-on process and set of values within the organization.

After my three months in Nepal, I spent three months as an executive-in-residence at both Stanford Business School and the Center for Ethics and Social Policy at the Graduate Theological Union at Berkeley. These six months away from my job gave me time to assimilate 20 years of business experience. My thoughts turned often to the meaning of the leadership role in any large organization. Students at the seminary thought of themselves as antibusiness. But when I questioned them they agreed that they distrusted all large organizations, including the church. They perceived all large organizations as impersonal and opposed to individual values and needs. Yet we all know of organizations where peoples' values and beliefs are respected and their expressions encouraged. What makes the difference? Can we identify the difference and, as a result, manage more effectively?

The word "ethics" turns off many and confuses more. Yet the notions of shared values and an agreed-on process for dealing with adversity and change – what many people mean when they talk about corporate culture – seem to be at the heart of the ethical issue. People who are in touch with their own core beliefs and the beliefs of others and are sustained by them can be more comfortable living on the cutting edge. At times, taking a tough line or a decisive stand in a muddle of ambiguity is the only ethical thing to do. If a manager is indecisive and spends time trying to figure out the "good" thing to do, the enterprise may be lost.

Business ethics, then, has to do with the authenticity and integrity of the enterprise. To be ethical is to follow the business as well as the cultural goals of the corporation, its owners, its employees, and its customers. Those who cannot serve the corporate vision are not authentic business people and, therefore, are not ethical in the business sense.

At this stage of my own business experience I have a strong interest in organizational behavior. Sociologists are keenly studying what they call corporate stories, legends, and heroes as a way organizations have of transmitting the value system. Corporations such as Arco have even hired consultants to perform an audit of their corporate culture. In a company, the leader is the person who understands, interprets, and manages the corporate value system. Effective managers are then action-oriented people who resolve conflict, are tolerant of ambiguity, stress, and change, and have a strong sense of purpose for themselves and their organizations.

If all this is true, I wonder about the role of the professional manager who moves from company to company. How can he or she quickly absorb the values and culture of different organizations? Or is there, indeed, an art of management that is totally transportable? Assuming such fungible managers do exist, is it proper for them to manipulate the values of others?

What would have happened had Stephen and I carried the sadhu for two days back to the village and become involved with the villagers in

his care? In four trips to Nepal my most interesting experiences occurred in 1975 when I lived in a Sherpa home in the Khumbu for five days recovering from altitude sickness. The high point of Stephen's trip was an invitation to participate in a family funeral ceremony in Manang. Neither experience had to do with climbing the high passes of the Himalayas. Why were we so reluctant to try the lower path, the ambiguous trail? Perhaps because we did not have a leader who could reveal the greater purpose of the trip to us.

Why didn't Stephen with his moral vision opt to take the sadhu under his personal care? The answer is because, in part, Stephen was hard-stressed physically himself, and because, in part, without some support system that involved our involuntary and episodic community on the mountain, it was beyond his individual capacity to do so.

I see the current interest in corporate culture and corporate value systems as a positive response to Stephen's pessimism about the decline of the role of the individual in large organizations. Individuals who operate from a thoughtful set of personal values provide the foundation for a corporate culture. A corporate tradition that encourages freedom of inquiry, supports personal values, and reinforces a focused sense of direction can fulfill the need for individuality along with the prosperity and success of the group. Without such corporate support, the individual is lost.

That is the lesson of the sadhu. In a complex corporate situation, the individual requires and deserves the support of the group. If people cannot find such support from their organization, they don't know how to act. If such support is forthcoming, a person has a stake in the success of the group, and can add much to the process of establishing and maintaining a corporate culture. It is management's challenge to be sensitive to individual needs, to shape them, and to direct and focus them for the benefit of the group as a whole.

For each of us the sadhu lives. Should we stop what we are doing and comfort him; or should we keep trudging up toward the high pass? Should I pause to help the derelict I pass on the street each night as I walk by the Yale Club en route to Grand Central Station? Am I his brother? What is the nature of our responsibility if we consider ourselves to be ethical persons? Perhaps it is to change the values of the group so that it can, with all its resources, take the other road.

Readers of this article will be interested in Robert Jackall's **Moral Mazes: Bureaucracy and Managerial Work** beginning on page 118 of this issue.

The Editors

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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, March 8, 2007 11:48 AM
To: Roberts, John Thomas <jtrosap@email.unc.edu>
Subject: [Fwd: [stonelistserv] Stone Center Announcements]
Attach: [stonelistserv] Stone Center Announcements.msg

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Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Friday, Olympia Thyais <ofriday@email.unc.edu>
Sent: Thursday, March 8, 2007 11:28 AM
To: Stone Center Announcement <stonelistserv@listserv.unc.edu>
Subject: [stonelistserv] Stone Center Announcements

March 8, 2007

Attention Students - Do you want to study abroad?
Learn how to apply for and fund your study abroad experience by attending the Stone Center's *Applying for International Funding* workshop on March 22 at 5:30 p.m. in the Hitchcock Multipurpose Room. The workshop is designed to help students research, write and submit international travel and study abroad applications for campus and off-campus programs. For more information, contact Tamara Johnson at johnson5@email.unc.edu or call the Stone Center at 962-9001.

Apply Now - Undergraduate International Studies Fellowship

The Stone Center is currently accepting applications for its fourth annual Undergraduate International Studies Fellowships (UISF). Fellowship recipients are awarded $2,500 toward academic research or study in an international setting. Through the fellowships, the UISF program hopes to increase the low numbers of underrepresented UNC at Chapel Hill students who travel and study abroad. Students in good standing and enrolled full-time are eligible to apply for one of two fellowships. Applications are available at the Stone Center, Suite 215 or download an application from the Stone Center website at www.unc.edu/depts/stonecenter. Look under other downloads on the homepage for the UISF Application. **Application deadline is March 30, 2007**. Questions? Call the Stone Center at 962-9001.

Visit the exhibit *Radicals in Black and Brown*

On display through March 31

More than 200 people attended the exhibit opening in January – come out and see this extraordinary exhibit for yourself! *Radicals in Black and Brown: Palante, People's Power and Common Cause in the Black Panther and the Young Lords Organization* includes, as its central component, an exhibit of photographs, posters, flyers, ephemera and other materials that chronicle the common and connected histories of the Black Panther Party and the Young Lords Organization. The exhibit has been extended and is now on display through March 31 in the Stone Center's Robert and Sallie Brown Gallery and Museum. Exhibit hours are Monday-Thursday from 10 a.m. – 7 p.m.; Friday from 10 a.m. – 5 p.m., closed University holidays. For more information visit the exhibit website at http://ibiblio.org/shscbch/ribb/.

Stone Center to host African-American Studies Consortium

The Sonja Haynes Stone Center for Black Culture and History introduces a new initiative that will take place in April. The first Campus Wide African-American Studies Consortium will convene at The Sonja Haynes Stone Center for Black Culture and History on April 18th from 4-7 p.m. The consortium will bring together faculty and graduate students from all departments & disciplines across the entire University whose work and research focus on blacks in the Americas; all in one place to meet, interact and collaborate. If you are a UNC faculty member or graduate student whose research and work falls within this scope and would like to attend, please contact Olympia Friday at ofriday@email.unc.edu or call 962-7265.

This initiative is sponsored by The Sonja Haynes Stone Center, The Department of African & Afro-American Studies, The Institute of African American Research, and The Institute for the Arts and Humanities.

Communiversity to Celebrate 15th Anniversary

The Stone Center's after-school youth enrichment program will celebrate 15 years of service to the Chapel-Hill/Carrboro communities at its annual end of the year celebration on April 26. The celebration will include reflection on past year successes, musical performances, and more. If you are or know of a former Communiversity participant or volunteer who would like to be a part of this special occasion, contact Lotticia Mack at 962-9001 or email lmmack@email.unc.edu.

Olympia Friday
Public Relations
The Sonja Haynes Stone Center for
Black Culture and History
The University of North Carolina at Chapel Hill
Phone: (919) 962-7265
Fax: (919) 962-3725
Email: ofriday@email.unc.edu
Website: www.unc.edu/depts/stonecenter

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To unsubscribe click here: http://lists.unc.edu/u?id*f*62698Y&n=T&l=stonelistserv&o846232 or send a blank email to leave-14846232-8362698Y@listserv.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, March 8, 2007 12:02 PM
To: Lange, Marc B <mlange@email.unc.edu>
Subject: TA preferences
Attach: TA Req Memo Fall 07.DOC; TA-Pref Fall 2007.doc

Marc,
Attached is a memo and a preference form for grad student teaching for Fall 2007. Could you please look it over to see if this would be the right kind of information you would need to make assignments. We will do again what we did with the faculty schedule.

Thanks,
Ja

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

TA ASSIGNMENT REQUEST FORM FOR FALL 2007

NAME:_____

I intend to return to the Department and I wish to be considered for a teaching assignment: Yes No

I intend to return to the Department and will be funded by a non teaching fellowship: Yes No

I will be a fifth year student next year and wish to be considered for a dissertation fellowship: Yes No

If you answered "yes" please **rank all** of the following assignments, taking into account your qualifications, your own educational needs and the seminars you plan to take. A Teaching Fellow must have been a TA at UNC for at least two semesters. Let "1" stand for your first choice, etc:

TEACHING ASSISTANT

_____	101	Intro to Main Problems	Large Section (4)	Neta	11 MW; F-10 & 11
_____	112	Making Sense of Ourselves	Large Section (4)	Reeve	12 MW F- 12 & 1
_____	272	Peace, War, Defense	Large Section (2)	B. Boxill	12 MW F- 12 & 1

TEACHING FELLOWS

_____	101E	Intro: Main Problems	MW 6-7:15	[Evening Class]
_____	110	Intro: Great Works	TR 3:30	
_____	134	Philosophy of Religion	MWF 2	
_____	155	Intro to Logic	TR 8	
_____	155	Intro to Logic	TR 11	
_____	160	Intro to Ethics	TR 8	
_____	160	Intro to Ethics	MWF 2	
_____	164	Morality and Business	TR 12:30	
_____	165	Bioethics	MWF 9	
_____	165	Bioethics	TR 6-7:15	[regular class just taught in evening]
_____	170	Social & Political	TR 9:30	
_____	230	Experience and Reality	TR 8	
_____	230	Experience and Reality	TR 3:30	
_____	280	Morality in Law	TR 3:30	

Something to keep in mind as you fill this out: The large classes in the Spring 2008 for which we will need TAs are: PHIL 160-Intro to Ethics [4]; PHIL 150-Intro to Philosophy of Science[2 or 4]; and PHIL 163-Practical Ethics [4]; PHIL 155-Intro to Logic [4]

Have you taken Phil 102 or 112? _____ Phil 101?_____

Please indicate your relevant teaching experience to date and any other considerations you would like us to keep in mind when determining your assignment for next term. E.g. If you have not been a TA for a course, but believe you are qualified to teach it, please explain. (Use space below or back of this sheet for other considerations) Feel free to add additional comments.

PLEASE RETURN TO JAN BOXILL NO LATER THAN: April 9, 2007

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, March 8, 2007 3:43 PM
To: Calder, Andrew G <acalder@uncaa.unc.edu>
Cc: shatchell@uncaa.unc.edu
Subject: NCAA Pairings

Dear Judy,
With the NCAA pairings coming up on Monday, I want to have some input to give fair treatment to the success of the University of North Carolina and its team. We understand that the #1 overall seed gets the closest regional. This year that would be Duke and its fans being rewarded with Greensboro, NC. Given this it seems that to reward UNC and its fans, UNC should be rewarded with Raleigh for the sub-regional for the first and second rounds. We feel that this is justified for the following reasons:
1. UNC is the only top seed that won their Conference Tournament.
2. UNC won the ACC Tournament in a conference that has Duke, this year's #1 overall team, and defeating Maryland, last year's NCAA Champions which has the same team as last year.
3. UNC is the only top seed that won their last game of their seasons--in their tournaments.
4. Last year [2005-06] when UNC was the overall #1 seed, we were sent away for the first and second rounds to Vanderbilt, playing them on their home court. 5. Also last year as the #1 seed we were put in a bracket with Tennessee, the team ranked #2 in the NCAA RPI.
4. The previous year [2004-5], as the #1 seed UNC was sent to Arizona State playing them on their home court in the Sweet Sixteeen.
5. Previous to that [2003-04] as the higher seed in the bracket, UNC would have played Notre Dame on their home court, but lost to Middle Tennessee in the first round.
5. And the year before [2002-03] as the higher seed, UNC was sent to Colorado to play a lower seed on their home court.

Given all these factors I believe UNC and our fans should be rewarded with the opportunity to see us play in Raleigh for the sub-regional. In this way it rewards both Duke and UNC teams and their fans. Both have earned that right.

I ask that you take the above factors into consideration when making the selections.

Thank you very much for the opportunity to share my concerns with you.

Regards,
Sylvia Hatchell
Head Women's Basketball Coach
University of North Carolina at Chapel Hill

TA ASSIGNMENT REQUEST FORM FOR FALL 2007

NAME:_____

I intend to return to the Department and I wish to be considered for a teaching assignment: Yes No

I intend to return to the Department and will be funded by a non teaching fellowship: Yes No

I will be a fifth year student next year and wish to be considered for a dissertation fellowship: Yes No

If you answered "yes" please **rank** your preferences taking into account your qualifications, your own educational needs and the seminars you plan to take. A Teaching Fellow must have been a TA at UNC for at least two semesters. Rank 1-6, with "1" being your first choice.

TEACHING ASSISTANT

_____	101	Intro to Main Problems	Large Section (4)	Neta	11 MW; F-10 & 11
_____	112	Making Sense of Ourselves	Large Section (4)	Reeve	12 MW F- 12 & 1
_____	272	Peace, War, Defense	Large Section (2)	B. Boxill	12 MW F- 12 & 1

TEACHING FELLOWS

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Something to keep in mind as you fill this out: The large classes in the Spring 2008 for which we will need TAs are: PHIL 160-Intro to Ethics [4]; PHIL 150-Intro to Philosophy of Science[2 or 4]; and PHIL 163-Practical Ethics [4]; PHIL 155-Intro to Logic [4]

Have you taken Phil 102 or 112? _____ Phil 101?_____

Please indicate your relevant teaching experience to date and any other considerations you would like us to keep in mind when determining your assignment for next term. E.g. If you have not been a TA for a course, but believe you are qualified to teach it, please explain. (Use space below or back of this sheet for other considerations) Feel free to add additional comments.

PLEASE RETURN TO JAN BOXILL NO LATER THAN: April 9, 2007

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, March 8, 2007 7:31 PM
To: Hildebrand, Reginald F <hildebra@email.unc.edu>
Subject: Re: Bensouda Leture

Thanks, I'll do this tomorrow,
Regards,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Reginald Hildebrand wrote:
> Dear Jan,
>
> Trevaughn informs me that this process has to be initiated by some
> paperwork from you. Just touch base with her when you get a chance.
>
> All the Best, -Reg
>
>
>
> Jan Boxill wrote:
>> Hi Reg,
>> Hope all is going well and that Spring Break offers you a moment to
>> take your breath! I am following up on funding for Fatou Bensouda.
>> She will be coming March 19-20, and she is giving several guest
>> lectures in classes and a public lecture on March 20th. We are
>> hoping the Stone Center can give us some financial support. For more
>> information on her visit, please visit our website at parrcenter.unc.edu
>>
>> Thanks,
>> Jan
>>
>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer and Associate Chair
>> Department of Philosophy
>> Email: jmboxill@email.unc.edu
>> Website:parrcenter.unc.edu
>> Phone: 919-962-3317
>> FAX: 919-843-3929
>>
>>
>>
>> Reginald Hildebrand wrote:
>>
>>> Dear Jan,
>>>
>>> Your letter has to Joseph Jordan concerning support for the Bensouda
>>> lecture has made it's way to me, because Joseph is on leave this
>>> year and I'm filling in for him as interim director of the Stone
>>> Center. He has advised be to see what money comes in at the end of

>>> the month, and then come as close to meeting your full request as we
>>> can. So, I'll get back to you during the first week in February.
>>> Please give my regards to your husband. I haven't seen either of
>>> you for a long time.
>>>
>>> All the Best, -Reg Hildebrand
>>
>>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, March 8, 2007 7:31 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: Re: Bensouda Leture]
Attach: Re Bensouda Leture.msg

Let's do this tomorrow.

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Hildebrand, Reginald F <hildebra@email.unc.edu>
Sent: Thursday, March 8, 2007 6:39 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Re: Bensouda Leture

Dear Jan,

Trevaughn informs me that this process has to be initiated by some paperwork from you. Just touch base with her when you get a chance.

All the Best, -Reg

Jan Boxill wrote:
> Hi Reg,
> Hope all is going well and that Spring Break offers you a moment to take
> your breath! I am following up on funding for Fatou Bensouda. She will
> be coming March 19-20, and she is giving several guest lectures in
> classes and a public lecture on March 20th. We are hoping the Stone
> Center can give us some financial support. For more information on her
> visit, please visit our website at parrcenter.unc.edu
>
> Thanks,
> Jan
>
> Jan Boxill, Ph.D.
> Director, Parr Center for Ethics
> Senior Lecturer and Associate Chair
> Department of Philosophy
> Email: jmboxill@email.unc.edu
> Website:parrcenter.unc.edu
> Phone: 919-962-3317
> FAX: 919-843-3929
>
>
>
> Reginald Hildebrand wrote:
>
>> Dear Jan,
>>
>> Your letter has to Joseph Jordan concerning support for the Bensouda
>> lecture has made it's way to me, because Joseph is on leave this year
>> and I'm filling in for him as interim director of the Stone Center.
>> He has advised be to see what money comes in at the end of the month,
>> and then come as close to meeting your full request as we can. So,
>> I'll get back to you during the first week in February. Please give
>> my regards to your husband. I haven't seen either of you for a long
>> time.
>>
>> All the Best, -Reg Hildebrand
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Saturday, March 10, 2007 12:02 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: INFORMATIONAL: RESEARCH SUPPORT March 2007 Issue Now Available]
Attach: INFORMATIONAL RESEARCH SUPPORT March 2007 Issue Now Available.msg

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Let's look into any of these.

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From:	nobody@notify.unc.edu on behalf of Research Support </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=VCRED RESEARCH SUPPORT762CD96E>
Sent:	Friday, March 9, 2007 8:26 PM
To:	Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject:	INFORMATIONAL: RESEARCH SUPPORT March 2007 Issue Now Available

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The March 2007 issue of RESEARCH SUPPORT online newsletter is now available for viewing at http://research.unc.edu/rs/

In this issue:

FUNDING OPPORTUNITIES
*Major funding opportunities from state, public, and private agencies, as well as from UNC-Chapel Hill.
*Carolina Internal
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*National Institutes of Health Grants and Contracts
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*Social and Behavioral Sciences
*Health and Medical Sciences
*Life and Physical Sciences
*Arts and Humanities

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* Tips on Grantsmanship and Different Sponsor Types
* Clean Water Act RFP
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* OMB Requests Comments on Federal Awards Made Database
* Change in Unsolicited NSF Chemistry Proposal Dates

View the issue at http://research.unc.edu/rs/

RESEARCH SUPPORT provides Carolina faculty and research staff with funding opportunities, sponsored research news, funding tips, and timely information from all of the offices supporting research at Carolina. It is published by the Office of the Vice Chancellor for Research and Economic Development, GrantSource Library. Email research_support@unc.edu

This email is sponsored by: Office of the Vice Chancellor for Research and Economic Development

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, March 12, 2007 11:10 AM
To: ADV Publications <adv_pub.smb@ad.unc.edu>
Subject: PHILOSOPHY
Attach: Philosophy UG 2007-08.doc

Attached is the PHILOSOPHY UG Bulletin updates

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
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Department of Philosophy
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Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Department of Philosophy

philosophy.unc.edu

GEOFFREY SAYRE-McCORD, Chair

Distinguished Professors

Bernard Boxill, Michael Corrado, Thomas E. Hill Jr., William G. Lycan, Gerald J. Postema, C.D.C. Reeve, Jesse Prinz Susan Wolf.

Professors

Dorit Bar-On, Geoffrey Brennan, Marc Lange, Douglas MacLean, Alan Nelson, Geoffrey Sayre-McCord, Keith Simmons.

Associate Professors

Thomas Hofweber, John Roberts.

Assistant Professors

Joshua Knobe, Ram Neta.

Adjunct Professor

James Lesher, Rebecca Walker Senior Lecturer

Jeanette Boxill.

Lecturers

Warren A. Nord,

Professors Emeriti

Edward M. Galligan, Douglas C. Long, Stanley Munsat, Michael D. Resnik, Jay Rosenberg George Schlesinger, Richard A. Smyth, Robert D. Vance.

Introduction

The principal goal of the study of philosophy is to enable students to think more clearly, deeply, and appreciatively about themselves and their world. Study of philosophy enhances analytical, critical, and interpretive capacities that are applicable to any subject matter in almost any context. It provides opportunity for self-expression and reflection, for the exchange and focused debate of ideas, and for learning how to come to terms with problems for which there are no easy answers. A good philosophical education also helps to prepare students for responsible and intelligent participation in political and community affairs.

The most important outcome of philosophical study is the ability to engage in thinking that is at once disciplined and imaginatively creative. While such thinking lies at the heart of the philosophical enterprise, it is also needed for success in any complex intellectual or practical endeavor. Philosophy's attention to critical thought, rigorous argument, and articulate expression

makes the philosophical curriculum absolutely central to a liberal education and valuable as a basis for further training in a wide variety of pursuits.

Examples of philosophical questions are:

How should we understand truth, existence, validity, fact, value, free will?

What are the principles or presuppositions of science, language, political systems, religious and moral views?

What is the nature of a person, of space and time, of a work of art?

What is the wisdom of the past on these enduring questions (how can we learn from people like Plato and Aristotle, Descartes or Kant)?

Students are encouraged to view philosophy not as a specialized, esoteric discipline, but instead as an activity integral to a liberal arts education, helping students to think more cogently and appreciatively about themselves and their world.

The Department of Philosophy is part of the College of Arts and Sciences. Philosophy may be taken by students in the college as an elective, as a major, as a minor, as a part of a double major, or as part of an interdisciplinary minor in philosophy, politics, and economics; it also may be taken to meet certain General Education requirements as well as the Approaches requirement in Philosophical and Moral Reasoning. PHIL 101, PHIL 110, or PHIL 112 is recommended as a first course for those interested in philosophical issues and their cultural significance and for those who wish to examine a broad range of philosophical topics, problems, or historical figures. Other good starting points are: PHIL 155, which deals with logic and the analysis of argument; PHIL 160, which deals with moral thought and experience; and PHIL 150, which deals with the concepts, methods, and foundations of the biological and physical sciences.

Courses numbered 51-229 have no prerequisites and may, for many, serve as suitable first courses in philosophy. Courses numbered 101-120 are general survey courses. Courses numbered 130-290 are oriented toward particular problems or topics. Courses numbered 210-229 concern the history of philosophy. Courses numbered 300-399 are designed for advanced undergraduates and majors, and carry a prerequisite of one course in philosophy. Courses between 400 and 699 are for advanced undergraduates as well as graduate students.

PHIL 155 is recommended for all students who major or minor in philosophy.

Programs of Study

The degree offered is bachelor of arts in philosophy. Also offered are a minor in philosophy and an interdisciplinary minor in philosophy, politics, and economics (PPE).

Majoring in Philosophy: Bachelor of Arts

A major in philosophy requires nine philosophy courses - one course in each of three of the following four areas:

History of philosophy: courses with second digit of 1 or 2

Metaphysics, epistemology, philosophy of mind, philosophy of language: courses with second digit of 3 or 4

Logic and philosophy of science: courses with second digit of 5

Value theory: courses with second digit of 6, 7, or 8.

No more than three of the nine courses may be numbered 199 or below.

Within the framework of the major, one can elect a pre-law concentration designed specifically for those planning on pursuing a career in law. Professors Corrado and Postema, both of whom also hold appointments in the School of Law, are available to advise those electing this concentration. Further information is available on the department's Web site at: www.unc.edu/depts/phildept/Pre_law_Program.htm.

Minoring in Philosophy

A minor in philosophy requires five philosophy courses, including at least one course in each of three of the four areas listed above. No more than three may be from courses numbered 199 or below.

PHIL 155 (Introduction to Logic) is recommended for all students who major or minor in philosophy.

Minoring in Philosophy, Politics, and Economics (PPE)

The PPE minor requires five courses: PHIL 384 (Introduction to PPE), PHIL 484 (Advanced PPE), and three additional courses - one each from philosophy, political science, and economics - selected from the PPE approved listing. Detailed information is available on the program's Web site at: philosophy.unc.edu/ppe/ppe.html.

Honors in Philosophy

Those students who have at least a 3.2 grade point average and qualify may take two semesters of courses for honors (PHIL 691H, 692H) during which they prepare and write an honors thesis. Students registered for 691H or 692H will meet periodically as a group, organized by the director of undergraduate studies, to present and discuss their research in progress. Departmental approval is required.

Special Opportunities in Philosophy

Undergraduate Philosophy Club

This group meets weekly to discuss topics of interest and the work of current faculty members. The club sponsors an Annual Undergraduate Philosophy Symposium. Listserve: philclub@listserv.oit.unc.edu.

Phi Sigma Tau

The Eta Chapter of the international honor society in philosophy is open to students who have completed a minimum of four philosophy courses and have a cumulative 3.2 GPA.

Study Abroad

The Philosophy Department enjoys close relations with a number of departments in Australia, New Zealand, and the United Kingdom and is willing and able to work closely with the Study Abroad Office to arrange opportunities for study in these and other countries.

Undergraduate Research

The Philosophy Department offers a colloquium for majors - PHIL 395 (old number 96) and Honors PHIL 396 and 397 (old numbers 100A and 100B) - for students to work closely with faculty on an honors thesis.

Undergraduate Symposium

The Philosophy Club and Phi Sigma Tau coordinate a student conference of selected papers. The one-day conference is set in the format of a professional conference where students have an opportunity to present their research.

Intercollegiate Ethics Bowl

The Intercollegiate Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles learned in their ethics classes. The team sent to the Ethics Bowl competition will be selected from those registered in the course. [For more information contact Professor Jan Boxill, Director Parr Center for Ethics, Caldwell 207A; 962-3317, jmboxill@email.unc.edu

Career Opportunities

A major in philosophy is an excellent preparation for many careers in which clear thinking and analytical ability are valued. Some majors choose to pursue graduate work in philosophy in preparation for college or university teaching (PhD normally required), but the philosophy major also provides the form of rigorous and systematic intellectual training that is of crucial importance in law, medicine, business, and other fields.

Contact Information

Professor John Roberts, Director of Undergraduate Studies, CB# 3125, 102B Caldwell Hall, (919) 962-3325, johnroberts@email.unc.edu.

For more detailed information including courses and faculty, visit the department's home page: philosophy.unc.edu.

NOTE TO DEPARTMENT:
PLEASE DO NOT MAKE CHANGES TO THE COURSE DESCRIPTIONS IN THIS DOCUMENT. THE REGISTRAR'S OFFICE WILL PROVIDE US WITH THE ADDS/DELETES/CHANGES TO COURSES.

PHIL

051 [006F] First Year Seminar: Who Was Socrates? (3). Socrates is the quintessential philosopher - a man for all season, a foundational figure of the West.

052 [006F] First Year Seminar: Reason and Religion at the Dawn of Modern Science (3). Students will read some of the most important philosophical reflections of the seventeenth and eighteenth centuries.

053 [006F] First Year Seminar: Theories in Human Nature (3). Students will explore a variety of issues that arise when human beings begin to reflect on our own natures and will be introduced to main theories that have been developed.

054 [006F] First Year Seminar: Thinking about Time (3). What is time? Do the past and the future exist, or only the present? Is the "flow of time" an objective feature of reality?

055 [006F] First Year Seminar: Paradoxes (3). Paradoxes have been a driving force in philosophy since the fourth century B.C. They force us to rethink old ideas and conceptions.

056 [006F] First Year Seminar: Abortion (3). A general philosophical discussion of the value of life, the evil in death, and the wrongness of killing.

057 [006F] First Year Seminar: Race and Affirmative Action (3). The course is to get a mature and correct understanding of race, racism, and affirmative action.

058 [006F] First Year Seminar: From Vengeance to Mercy: Dealing with Evil (3). This course will explore the ethical dimensions of the responses to evil that we have developed over history. Revenge, retribution, reparation; hatred, resentment, forgiveness; punishment, pardon, mercy.

063 [006F] First Year Seminar: Mind, Brain, and Consciousness (3). What are minds and how are they related to bodies?

065 [006F] First Year Seminar: Philosophy through Mathematics (3). This seminar introduces several of the central problems in philosophy through reflection on the nature of mathematics.

066 [006F] First Year Seminar: Ethics: Theoretical and Practical (3). This seminar examines theoretical issues, relativism, utilitarianism, deontological ethics, and virtue ethics.

067 [006F] First Year Seminar: Issues in a World Society: Sports and Competition (3). This seminar examines ethical issues in sports, including Title IX, gender equity, racism, sexism, cheating, violence, and drug use.

068 [006F] First Year Seminar: Moral Life (3). This course will explore the meaning of basic moral concepts as they are understood in philosophy, science, and art.

076 [006F] First Year Seminar: Is Free Will an Illusion? (3). This course will examine whether our belief in freedom of action is compatible with the modern picture of ourselves.

077 [006F] First Year Seminar: Moral Weakness and Conscience (3). Is man's reason a powerful thing: if one had knowledge or belief about something that should be done, would that be enough to position one to do it?

078 [006F] First Year Seminar: Death as a Problem for Philosophy: Metaphysical and Ethical (3). This course explores both old and new questions regarding death. It will examine the presuppositions and cogency of the classical religious-philosophical conception of death.

085 [006F] First Year Seminar: Reason, Religion, and Reality in the Copernican Revolution (3). The arguments by which Galileo and his contemporaries defended the Copernican model of the solar system puzzle philosophers even today.

101 [020] Introduction to Philosophy: Main Problems (3). What makes some things right and others wrong, and how can we tell the difference? What can we know about the world? Do we have free will?

110 [024] Introduction to Philosophy: Great Works (3). Philosophy is the love of wisdom. But what is wisdom? And what good does it do us to pursue wisdom? Can it improve our character?

112 [026] Making Sense of Ourselves (3). An examination of some of the most influential attempts to understand human beings, their lives, and their moral and political values. Authors include: Plato, Aristotle, St. Matthew, Nietzsche, Rand.

134 [032] Philosophy of Religion (RELI 126) (3). A philosophical inquiry into the problems of religious experience and belief, as expressed in philosophic, religious, and literary documents from traditional and contemporary sources.

145 [035] Language and Communication (LING 222) (3). How are natural human languages different from other communication systems? How are languages related to the world and the mind?

150 [031] Philosophy of Science (3). What is distinctive about the kind of knowledge called "science"? What is scientific explanation? How are scientific theories related to empirical evidence?

154 [036] Philosophy of the Social Sciences (3). How do social sciences explain human actions? Are there social facts over and above facts about various individuals? Do values enter into social science?

155 [021] Introduction to Mathematical Logic (3). Introduces the theory of deductive reasoning, using a symbolic language to represent and evaluate patterns of reasoning.

157 Logic and Decision Theory (3). A broader discussion of practical reasoning, including inductive and deductive logic, which provides a good introduction to decision and game theory that is important for the social sciences, especially economics.

160 [022] Introduction to Ethics (3). Exploration of different philosophical perspectives about right and wrong, personal character, justice, moral reasoning, and moral conflicts. Readings drawn from classic or contemporary sources. Critical discussion emphasized.

163 [030] Practical Ethics (3). Topics may include: war, medical ethics, media ethics, sexual ethics, business ethics, racism, sexism, capital punishment, and the environment.

164 [039] Morality and Business (3). An examination of business ethics and the types of ethical dilemmas people may face in business practices.

165 [034] Bioethics (3). The ethical basis of issues arising in health care: e.g. patient rights, removing life support, euthanasia, abortion, use of human or animal subjects in experiments, genetic manipulation, cloning.

170 [037] Social Ethics and Political Thought (3). Individual rights, social responsibility, legal authority, civil authority, civil disobedience, war and peace. Readings selected from classical and contemporary writings.

185 [033] Introduction to Aesthetics (3). The nature of art and artworks and their aesthetic appraisal.

210 [056] Ancient Philosophy (3). An examination of the basic writings of the pre-Socratics, Plato, and Aristotle, with a primary focus on ethics and politics. Epicureanism, stoicism, Neoplatonism, and Greek skepticism.

213 [052] Asian Philosophy (3). An examination of some of the philosophical traditions of Asia. Possible topics include Advaita Vedanta, Nyaya-Vaisheshika, Madhyamaka Buddhism, neo-Confucianism, Mohism, and philosophical Taoism.

215 [057] Medieval Philosophy (3). A survey of medieval philosophy from Augustine through Ockham. Topics: God and the world, faith and reason, knowledge and reality, the problem of universals. Additional main authors: Anselm, Aquinas, Duns Scotus.

220 [058] Modern Philosophy: Descartes to Hume (3). Prerequisite, one course in philosophy. The writings of Descartes, Spinoza, Locke, Berkeley, Leibniz, and Hume on such questions as: Can we know that the things we see and touch are real and not a dream?

224 [064] Existential Philosophy (3). A study of European philosophers such as Kierkegaard, Nietzsche, Husserl, Heidegger, Jaspers, Sartre, Gadamer, Habermas, and/or Foucault.

228 [059] American Philosophy (3). An exploration of the distinctively American approaches to philosophy from Jonathan Edwards to the present.

229 [065] Twentieth-Century Philosophy (3). Prerequisite, one course other than PHIL 155. An introductory survey of British and continental philosophy in the twentieth century.

230 [038] Experience and Reality (3). Is your mind different from your brain? Is time travel possible? What are cause and effect? What makes you today and yesterday the same person?

266 [047] Ethics of Sports (3). A conceptual and theoretical analysis of the moral significance of sport, concentrating on issues such as racism, sexism, gender equity, violence, and drug use.

272 [042] The Ethics of Peace, War, and Defense (POLI 272, PWAD 272) (3). The legitimacy of states; just war theory; pacifism; the ethics of revolution; terrorism; problems of war in an age of weapons of mass destruction; the moral conditions of peace.

273 [066] Social and Economic Justice (3). This course will focus on justice and the common good, applying theoretical justifications to contemporary social and economic issues. Readings will include classical and contemporary literature on the nature of justice and rights.

274 [055] African-American Political Philosophy (AFAM 274) (3). Race, identity, discrimination, multiculturalism, affirmative action and slave reparations in the writings of Walker, Delany, Douglass, Cooper, DuBois, King, and Malcolm X.

275 [046] Moral and Philosophical Issues of Gender in Society (WMST 275) (3). A survey of feminist perspectives on topics such as the meaning of oppression, sexism and racism, sex roles and stereotypes, ideals of female beauty, women in the workplace, pornography, rape.

280 [041] Morality and Law (3). Explores the best work in legal philosophy on such questions as: What is law? Does it serve justice or undermine it? Can punishment be justified? When is a person responsible?

285 [045] Moral and Philosophical Issues in Education (3). A critical examination of the moral and philosophical issues in education: What does it mean to be well educated? What is a liberal education?

330 [075] Metaphysics (3). An examination of general theories of the nature of reality. What kinds of things exist? What are space, time, and causation? Are abstract entities (such as numbers) real?

335 [073] Theory of Knowledge (3). What is knowledge and how does it relate to belief, justification, and truth? What makes beliefs reasonable or irrational? Can skepticism be defeated?

340 [076] Philosophy of Mind (3). The mind-body problem, the nature of thinking, the puzzles of consciousness, and the qualitative character of felt experience.

345 [074] Reference and Meaning (3). How does a noise or a mark on paper refer to something, or have a meaning?

351 [082] Philosophy of Physics (3). Prerequisite, one course in philosophy or permission of instructor. Topics may include the nature of space and time, the ontological status of fields and energy, or causation and locality in quantum physics.

352 [083] [GB1]Philosophy of Biology (3). Prerequisite, one course in philosophy or in a biological science. Philosophical issues raised by biological theories, which may include the logical structure of evolutionary theory, fitness, taxonomy, the notion of a living thing, reductionism, evolutionary explanations, or teleology.

353 [077] Philosophy of Cognitive Science (3). Philosophical questions raised by linguistics, computer science, cognitive psychology, and neuroscience. Topics may include the innateness of language, artificial intelligence, and the neural correlates of consciousness.

356 [071] Topics in Mathematical Logic (3). Prerequisite, PHIL 155 or permission of instructor. Topics may include the predicate calculus with identity and the metalogic of formal systems, modal logic, decision theory, alternative logics, probability, and induction.

357 [069] Induction, Probability, and Confirmation (3). Prerequisite, one course in philosophy. Current accounts of evidence and observation, the confirmation of scientific theories, the logic of inductive reasoning, and the metaphysics and epistemology of chance.

360 [070] History of Ethics (3). Major developments in the history of moral philosophy, from Plato to Nietzsche. PHIL 160 recommended.

362 [072] Contemporary Ethical Theory (3). Questions include: Is there moral truth? Is there a distinction between facts and values?

364 [067] Ethics and Economics (PLCY 364) (3). Prerequisite, one course in ethics (PHIL 160, 163, or 170) or one course in economics. Issues at the intersection of ethics and economics, including: value; the relation between values and preferences; rationality; the relevance to economics of rights, justice, and the value of human life.

368 [068] Environmental Ethics (ENST 368) (3). The meaning of environmental values and their relation to other values; the ethical status of animals, species, wilderness, and ecosystems; the built environment; environmental justice; ecofeminism; obligations to future generations.

370 [078] Political Philosophy (3). Advanced discussion of competing philosophical approaches to questions of justice, authority, freedom, rights, and the like, including libertarianism, liberalism, communitarianism, Marxism, and feminism.

384 [084] Introduction to Philosophy, Politics, and Economics (ECON 384, POLI 384) (3). Prerequisites, permission of instructor, PHIL 170 or POLI 276, and one course in economics. This interdisciplinary gateway course provides an introduction to subjects and quantitative techniques used to analyze problems in philosophy, political science, and economics.

390 [080] Seminar in Selected Topics (3). Intensive exploration and discussion of selected topics in philosophy.

396 [099] Directed Readings (3). See the director of undergraduate studies of the department.

397 [096] Colloquium for Philosophy Majors (3). Students will present papers on selected topics for critical discussion. Recommended for philosophy majors in their junior year.

411 [151] Aristotle (3). An examination of some representative works of Aristotle, with reference to common emphases and basic problems, together with an analysis of their philosophic content.

412 [150] Plato (3). An examination of some representative works in the context of contemporary scholarship.

415 [152] Topics in Medieval Philosophy (3). An intensive study of some medieval philosophical author (e.g., Aquinas, Scotus, or Ockham) or topic (e.g., arguments for the existence of God, universals, knowledge of individuals).

421 [153] Rationalism (3). An examination of the view of the rationalist philosophers (Descartes, Spinoza, and Leibniz) that reasoning can give us knowledge of the world and of our place in it.

422 [154] Empiricism (3). An examination of the view of the empiricist philosophers (Locke, Berkeley, and Hume) that the only way to gain knowledge of the world is by means of the senses.

423 [155] Kant (3). An intensive introduction to Kant's accounts of space, time, concepts, perception, substance, causation, and the thinking self through a careful study of his masterwork, The Critique of Pure Reason.

427 [156] Hegel (3). In-depth study of Hegel's systematic philosophy emphasizing its roots in Kant's critical philosophy. Primary focus on Phenomenology of Spirit, supplemented by selections from the Encyclopedia and Philosophy of Right.

428 [159] History of American Philosophy (3). Transcendentalists, pragmatists, Quine, Rorty, and others.

432 [114] The Beginnings of Analytic Philosophy (3). Prerequisites, two courses in philosophy other than PHIL 155 or permission of instructor. Frege, Russell, Moore, and Wittgenstein among other are considered.

433 [116] Current Issues in Analytic Philosophy (3). Prerequisites, two courses in philosophy other than PHIL 155 or permission of instructor. Recent work in epistemology and metaphysics.

440 [117] Philosophy of Mind (3). Prerequisites, two courses in philosophy other than PHIL 155 (PHIL 340 recommended) or permission of instructor. An examination of dualism, behaviorism, the identity theory, and forms of functionalism with special focus on the problems of mental aboutness.

445 [110] Philosophy of Language (LING 410) (3). Prerequisites, two courses in philosophy other than PHIL 155 (PHIL 345 recommended) or permission of instructor. How does language represent? Does it mirror the structure of the world? Does it reflect the structure of the mind?

450 [108] Philosophy of Natural Sciences (3). Concept formation, verifiability, law, explanation, the role of logic and mathematics in the sciences, and other topics.

451 [122] Philosophy of Physics (3). Topics may include the nature of space and time, the ontological status of fields and energy, or causation and locality in quantum physics.

452 [123] Philosophy of Biology (3). The logical structure of evolutionary theory, fitness, taxonomy, the notion of a living thing, reductionism, evolutionary explanations, teleology.

453 [109] Philosophy of Psychology (3). Topics may include reasoning, the relationship between language and thought, concepts, moral cognition, and emotions.

454 [107] Philosophy, History, and the Social Sciences (3). The nature of historical explanation, structural and functional explanation, the weighing of historical testimony, the concept of meaning, normative judgments and predictions in the social sciences.

455 [101] Symbolic Logic (LING 455) (3). Introduction for graduates and advanced undergraduates not taking the PHIL 155-PHIL 356 sequence.

456 [111] Advanced Symbolic Logic (3). Prerequisite, PHIL 455 or permission of instructor. Presupposes propositional and quantificational logic as a basis of further deductive development with special attention to selected topics:

alternative systems, modal and deontic logic, inductive logic, the grammar of formalized languages, paradoxes, and foundations of mathematics.

457 [190] Set Theory and Logic (3). Prerequisite, PHIL 455 or permission of instructor. Natural and real numbers. Infinite cardinal and ordinal numbers. Alternative axiom systems and their consistency problems.

459 [106] Philosophy of Mathematics (3). Prerequisite, PHIL 455 or permission of instructor. Philosophical problems concerning logic and the foundation of mathematics.

460 [102] Selected Topics in the History of Moral Philosophy (3). Prerequisites, two courses in philosophy other than PHIL 155 (PHIL 360 recommended) or permission of instructor. Examination of classic texts of Plato, Aristotle, Aquinas, Hobbes, Butler, Hume, Kant, and Mill. Selections may vary from year to year.

462 [112] Contemporary Moral Philosophy (3). Prerequisites, two courses in philosophy other than PHIL 155 (PHIL 362 recommended) or permission of instructor. Fact and value, reason and morality, the nature of morality.

463 [120] Contemporary Moral and Social Problems (3). Prerequisites, two courses in philosophy other than PHIL 155 or permission of instructor. A detailed examination of one or more of the following contemporary issues: environmental ethics, animal rights, abortion, euthanasia, pornography, racism, sexism, public versus private morality.

465 [175] Justice in Health Care (3). Prerequisite, one course in philosophy or permission of instructor; medical students welcome. The course will focus on the question of how scarce health care resources ought to be distributed in order to meet the demands of justice.

468 [168] Risk and Society (3). Prerequisites, PHIL 155 and one other course or permission of instructor. The course examines attitudes toward risk and how they affect our preferences for different public policies in the areas of environmental protection, technology regulation, and workplace and product safety.

470 [105] Political Philosophy from Hobbes to Rousseau (3). Prerequisites, two courses in philosophy other than PHIL 155 (PHIL 170 or PHIL 370 recommended) or permission of instructor. Explores the foundations of justice and authority in the idea of contract or covenant, the nature of law, rights, liberty, and democracy in the work of Hobbes, Locke, Hume, Rousseau.

471 [104] Hegel, Marx, and the Philosophical Critique of Society (3). An examination of central issues in social and political philosophy as they figure in the work of Hegel, Marx, Nietzsche, and others.

473 [160] American Political Philosophy (3). Prerequisites, junior/senior status and one course in the Philosophy Department other than PHIL 155. The issue of unity and diversity in America is analyzed through the writings of Jefferson, the Federalists and Anti-Federalists, Calhoun, MacKinnon, DuBois, and Rawls.

475 [165] Philosophical Issues in Gender, Race, and Class (WMST 475) (3). Prerequisite, PHIL 275, WMST 101, or permission of instructor. Examines in greater depth and complexity one or more of the issues addressed in PHIL 275;

investigating issues of gender, race, and class within the dominant theories of philosophy.

476 [130] Recent Developments in Political Philosophy (3). Prerequisites, two courses in philosophy other than PHIL 155 (PHIL 370 recommended) or permission of instructor. Investigation of major contemporary contributors (Rawls, Nozick, Dworkin, Cohen, Waldron, Arrow) to philosophical debate concerning justice, equality, liberty, democracy, public reason, or rights versus community.

480 [113] Philosophy of Law (3). An exploration of whether and under what conditions the state has the right to control crime by punishment of past crimes and preventive detention to prevent future crimes.

482 [142] Philosophy and Literature (CMPL 482) (3). Philosophical readings of literary texts, including novels, plays, and poems.

485 [103] Philosophy of Art (3). Competing theories of art and art criticism. The relationship between art and emotional expression, the formal character of art, and standards of taste.

494 [158] Existentialism and Phenomenology (3). A study of one or two major systematic works by Sartre, Heidegger, or Merleau-Ponty.

495 [178] Health Care, Science, and Philosophy (3). Interdisciplinary course to develop critical thinking capacities through philosophical study of the nature of scientific presuppositions and concepts, including events, causality, and determinism, with specific application to health care issues.

691H [100A] Courses for Honors (3). Prerequisite, senior honors major. See the director of undergraduate studies of the department.

692H [100B] Courses for Honors (3). Prerequisite, senior honors major. See the director of undergraduate studies of the department.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, March 12, 2007 1:56 PM
To: Corrado, Michael L <mlcorrad@email.unc.edu>
Subject: Re: scheduling

Yes, we can. We can have it as "controlled enrollment" and that way
screen anyone who wants to enroll in the course.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Michael Corrado wrote:
> Jan, those of us teaching the philosophy of law seminar would like to
> limit the number of participants this year, if that's OK with you:
> 10 law students, eight Arts and Sciences students. Of the eight Arts
> and Science, we'd like to limit it to five philosophy and three
> economics students. Is all of that possible?
>
> Mike
>
> Jan Boxill wrote:
>> Hi Mike,
>> I am still doing the scheduling -- this year. We have you teaching
>> in the Philosophy of Law in Spring 2008, but nothing in the Fall. Is
>> that what you understand as well?
>>
>> Jan
>>
>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer and Associate Chair
>> Department of Philosophy
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>> Website:parrcenter.unc.edu
>> Phone: 919-962-3317
>> FAX: 919-843-3929
>>
>>
>>
>> Michael Corrado wrote:
>>> Hi, Jan. I have forgotten whether you are still doing scheduling.
>>> Is it you or is it someone else?
>>>
>>> Mike
>>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, March 12, 2007 9:42 PM
To: Walker, Rebecca L <rebecca_l_walker@med.unc.edu>
Subject: Re: Fwd: Teaching Schedule: 07-08

I haven't started looking at Spring, but I'll talk with Geoff this week,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Rebecca Walker wrote:
> Hi Jan,
>
> When you have a chance please just confirm that it will be OK for me
> to teach a grad seminar in contemporary ethics in the spring (08).
> That will help me finalize my schedule for next year.
>
> Thanks so much,
>
> Rebecca
>
>
> Begin forwarded message:
>
>> *From: *Rebecca Walker <rlwalker@med.unc.edu
>> <mailto:rlwalker@med.unc.edu>>
>> *Date: *March 6, 2007 3:37:06 PM EST
>> *To: *Jan Boxill <jmboxill@email.unc.edu <mailto:jmboxill@email.unc.edu>>
>> *Subject: **Re: Teaching Schedule: 07-08*
>>
>> Hi Jan,
>>
>> How about if I teach a graduate seminar in the spring (08)? It would
>> be something in contemporary ethics (probably on moral status). Let
>> me know if that works for the coming year (then I'd do an
>> undergraduate course the following year 08-09).
>>
>> Thanks,
>>
>> Rebecca
>>
>>
>> On Mar 6, 2007, at 12:09 PM, Jan Boxill wrote:
>>
>>> Hi Rebecca,
>>> Hope all is going well with the new baby.
>>> Here is your teaching schedule for:
>>> FALL: nothing scheduled
>>>
>>> SPRING 2008:
>>> PHIL 495: Health Care.
>>>

>>> Jan
>>>
>>> --
>>> Jan Boxill, Ph.D.
>>> Director, Parr Center for Ethics
>>> Senior Lecturer and Associate Chair
>>> Department of Philosophy
>>> Email: jmboxill@email.unc.edu <mailto:jmboxill@email.unc.edu>
>>> Website:parrcenter.unc.edu
>>> Phone: 919-962-3317
>>> FAX: 919-843-3929
>>>
>>>
>>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, March 12, 2007 9:42 PM
To: Corrado, Michael L <mlcorrad@email.unc.edu>
Subject: Re: scheduling

Will do.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
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Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Michael Corrado wrote:
> Let's do that.
>
> Jan Boxill wrote:
>> Yes, we can. We can have it as "controlled enrollment" and that way
>> screen anyone who wants to enroll in the course. Jan
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>> Jan Boxill, Ph.D.
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>>>> Michael Corrado wrote:
>>>>> Hi, Jan. I have forgotten whether you are still doing
>>>>> scheduling. Is it you or is it someone else?
>>>>>
>>>>> Mike
>>>>
>>>
>>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, March 13, 2007 10:41 AM
To: Carlo Robustelli <carlo@unc.edu>
Subject: Kurt Smith talk

Professor Kurt Smith, Visiting Fellow in Philosophy at Princeton, Associate Professor of Philosophy at Bloomsburg University of Pennsylvania, will give a talk on Friday, March 30, 2007, 3 p.m. in Murphey 116.

"Academe at War: A Critical Look at David Horowitz's Campaign Against Academic Freedom"

Dr. Kurt Smith, Visiting Fellow in Philosophy at Princeton University, is an Associate Professor of Philosophy at Bloomsburg University of Pennsylvania. He received his B.A. in Philosophy at the University of California at Irvine and his M.A. and Ph.D. at Claremont Graduate University, specializing in the 17th and 18th century philosophy. His work can be found published in several scholarly peer-reviewed journals and books.

Dr. Smith has received two NEH grants for his research and is currently an elected Associate of the Center for the Philosophy of Science at the University of Pittsburgh. He has presented his research at sessions of the American Philosophical Association, most recently presenting work at the Colloquium of the New England Early Modern Reading Group, co-sponsored by Harvard and Brown Universities.

Dr. Smith was among those who testified at the hearings held by Pennsylvania's Select Committee on Academic Freedom in Higher Education conducted across the Commonwealth. At Gettysburg College, he presented a paper that took a critical look at HR-177, the House resolution establishing the select committee that conducted those hearings. Again, those hearings stemmed from, in many regards, Mr. Horowitz's /Academic Bill of Rights/. His article, "A Philosopher Looks at the Academic Bill of Rights," appears in a recent issue of /Academe./

If you would like to view the debate with Horowitz:
http://www.frontpagemag.com/Content/read.asp?ID=204

Thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, March 13, 2007 1:11 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: Re: Kurt Smith talk

Carlo,
The Office of Faculty Governance does not want to be recognized as a co-sponsor. So remove that from the website, and when we make a flyer, be sure they are not on it.

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Carlo Robustelli wrote:
> I would also include the link to the event web page (which I just
> created). If you could proof it for errors I would appreciate it.
> http://parrcenter.unc.edu/events/seminars/Academicfreedom/
>
> - Carlo
>
> Carlo Robustelli
> Program Coordinator
> Parr Center for Ethics
> Department of Philosophy
> University of North Carolina at Chapel Hill
> CB #3125
> Chapel Hill, NC 27599-3125
> USA
>
> Phone: (919) 843-5640
> email: carlo@unc.edu
> http://philosophy.unc.edu/robustelli.htm
>
>
> Jan Boxill wrote:
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>> Claremont Graduate University, specializing in the 17th and 18th
>> century philosophy. His work can be found published in several
>> scholarly peer-reviewed journals and books.

>>
>>
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>> currently an elected Associate of the Center for the Philosophy of
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>> Pennsylvania's Select Committee on Academic Freedom in Higher
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>> hearings. Again, those hearings stemmed from, in many regards, Mr.
>> Horowitz's /Academic Bill of Rights/. His article, "A Philosopher
>> Looks at the Academic Bill of Rights," appears in a recent issue of
>> /Academe./
>>
>>
>>
>>
>> If you would like to view the debate with Horowitz:
>> http://www.frontpagemag.com/Content/read.asp?ID=204
>>
>> Thanks,
>> Jan
>>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, March 13, 2007 1:22 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: Re: Professor Kurt Smith talk]
Attach: Re Professor Kurt Smith talk.msg

I can still ask him for money if we need.
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Allred, Stephen <steve_allred@UNC.EDU>
Sent: Tuesday, March 13, 2007 1:16 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Re: Professor Kurt Smith talk

Jan: Count me in for this! I'll see you on March 30th. -Steve

Jan Boxill wrote:

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> Associate Professor of Philosophy at Bloomsburg University of
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> http://www.frontpagemag.com/Content/read.asp?ID=204
>
> Thanks,
> Jan
>

--

Steve Allred
Executive Associate Provost
CB # 3000
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3000
Phone: 919-962-4510
Fax: 919-962-1593

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, March 13, 2007 7:51 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: Re: [Fwd: Re: Professor Kurt Smith talk]

I was thinking we wouldn't have a reception. What do you think?

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Carlo Robustelli wrote:
> Well we will need overtime pay and reception money. So if you want to
> ask for about $600 that combined with $200 would be all we need I think.
>
> - Carlo
> Carlo Robustelli
> Program Coordinator
> Parr Center for Ethics
> Department of Philosophy
> University of North Carolina at Chapel Hill
> CB #3125
> Chapel Hill, NC 27599-3125
> USA
>
> Phone: (919) 843-5640
> email: carlo@unc.edu
> http://philosophy.unc.edu/robustelli.htm
>
>
> Jan Boxill wrote:
>> I can still ask him for money if we need.
>> Jan
>>
>>
>> ----------
>>
>> Subject:
>> Re: Professor Kurt Smith talk
>> From:
>> Steve Allred <steve_allred@UNC.EDU>
>> Date:
>> Tue, 13 Mar 2007 13:15:48 -0400
>> To:
>> Jan Boxill <jmboxill@email.unc.edu>
>>
>> To:
>> Jan Boxill <jmboxill@email.unc.edu>
>>
>>
>> Jan: Count me in for this! I'll see you on March 30th. -Steve
>>
>> Jan Boxill wrote:
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>>> Thanks,
>>> Jan
>>>
>>
>>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, March 14, 2007 10:56 AM
To: Carlo Robustelli <carlo@unc.edu>
Subject: Re: [Fwd: Re: Professor Kurt Smith talk]

I think just $250 honorarium is suitable.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Carlo Robustelli wrote:
> I agree, no reception. Perhaps we could pay him 250 honorarium and
> 200 for travel?
>
> What do you think?
>
> - Carlo
>
> Carlo Robustelli
> Program Coordinator
> Parr Center for Ethics
> Department of Philosophy
> University of North Carolina at Chapel Hill
> CB #3125
> Chapel Hill, NC 27599-3125
> USA
>
> Phone: (919) 843-5640
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> Jan Boxill wrote:
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>>>> Date:
>>>> Tue, 13 Mar 2007 13:15:48 -0400
>>>> To:
>>>> Jan Boxill <jmboxill@email.unc.edu>
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>>>>>
>>>>> Thanks,
>>>>> Jan
>>>>>
>>>>
>>>>
>>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, March 14, 2007 11:09 AM
To: Carlo Robustelli <carlo@unc.edu>
Subject: Re: [Fwd: Re: Another possible IAH-Parr Center event collaboration]

Yes, AAUP = American Association of University Professors.
So perhaps we could co-ordinate Smith with the AAUP meeting. So let's
send it on to Carl Ernst. Actually I know Carl, so I'll send him the info.

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Carlo Robustelli wrote:
> FYI - There seems to be a conflict. Do you know what the AAUP is?
>
>
>
> ---
>
> Subject:
> Re: Another possible IAH-Parr Center event collaboration
> From:
> jpm@email.unc.edu
> Date:
> Tue, 13 Mar 2007 21:13:07 -0400
> To:
> Carlo Robustelli <carlo@unc.edu>
>
> To:
> Carlo Robustelli <carlo@unc.edu>
>
>
> Carlo:
>
> Send this information to Carl Ernst in Religious Studies. He is the
> campus head of AAUP --and they are holding ameeting here on March
> 30-31. Is Smith aprt of that meeting? His topic makes it sound as if
> he must be. And if not, then he's conflicting with a meeting of the
> very audience he would be most likey to attract.
>
> John
>
> Quoting Carlo Robustelli <carlo@unc.edu>:
>
>> John,
>>
>> We have been working on organizing an event featuring, Kurt Smith,
>> Visiting Fellow in Philosophy at Princeton University, is an
>> Associate Professor of Philosophy at Bloomsburg University of
>> Pennsylvania. He is giving a public lecture on March 30th, "Academe
>> at War: A Critical Look at David Horowitz's Campaign Against Academic

>> Freedom." Funding for the event has been secured and so I thought
>> this might be of interest to IAH faculty fellows. Would you (IAH)
>> consider co-sponsoring the event by sending event details out to
>> fellows and/or listserv's?
>>
>> You can find out more about Professor Smith and this event by going
>> to the event web page:
>> http://parrcenter.unc.edu/events/seminars/Academicfreedom/index.htm
>>
>> Let me know what you have any questions or concerns.
>>
>> - Carlo
>>
>> --
>> Carlo Robustelli
>> Program Coordinator
>> Parr Center for Ethics
>> Department of Philosophy
>> University of North Carolina at Chapel Hill
>> CB #3125
>> Chapel Hill, NC 27599-3125
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>> Phone: (919) 843-5640
>> email: carlo@unc.edu
>> http://philosophy.unc.edu/robustelli.htm
>>
>>
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, March 14, 2007 8:23 PM
To: Carlo Robustelli <carlo@UNC.EDU>
Cc: Lance Westerlund <Lance_Westerlund@UNC.EDU>
Subject: Re: [Fwd: Re: Professor Kurt Smith, "Academe at War: A Critical Look at David Horowitz's Campaign Against Academic Freedom"]

Carlo,
Carl has it wrong--he thinks the talk is at 7:30, which is not the case. Also, Thursday morning??? And if we move it to Thursday in the afternoon, it will conflict with our seminars. We need to check with Alan Nelson as well to make sure there is no conflict with Kurt. Perhaps we could have him at 7 on Thursday, or a noon talk.
I'll call you when I'm driving tomorrow.

Oh you can use the truck anytime. It's available; just come get it. The keys are behind the visor on the driver's side.

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, March 15, 2007 4:33 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: Re: Professor Kurt Smith, "Academe at War: A Critical Look at David Horowitz's Campaign Against Academic Freedom"

Carlo,
There's still a confusion as the talk is at 3 not 3:30. It is at 3 p.m.
on March 30th [3/30]
Let's see Carl's response.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Carlo Robustelli wrote:
> Hi Carl,
>
> I apologize for the confusion but Kurt Smith's talk is actually on
> Friday at 3:30 pm. Would this still be in conflict with Cary Nelson's
> talk?
>
> - Carlo
> Carlo Robustelli
> Program Coordinator
> Parr Center for Ethics
> Department of Philosophy
> University of North Carolina at Chapel Hill
> CB #3125
> Chapel Hill, NC 27599-3125
> USA
>
> Phone: (919) 843-5640
> email: carlo@unc.edu
> http://philosophy.unc.edu/robustelli.htm
>
>
> Carl Ernst wrote:
>>
>> dear Carlo,
>>
>> I see that Kurt Smith is scheduled to speak at 7:30, which is indeed
>> in conflict with Cary Nelsonâ€™s talk for the AAUP conference. I am
>> attaching a flyer for this event.
>>
>> I agree that it would be very beneficial to avoid dividing the
>> natural audience for these speakers. If it is possible to shift Smith
>> to Thursday, that would be great. I would be glad to publicize the
>> talk on the AAUP listserv.
>>
>> Best wishes,
>>
>> Carl

>>
>> **********
>>
>> Carl W. Ernst, Director
>>
>> Carolina Center for the Study of the Middle East and Muslim Civilizations
>>
>> William R. Kenan, Jr., Distinguished Professor
>>
>> Department of Religious Studies
>>
>> 125 Saunders, CB #3225
>>
>> University of North Carolina
>>
>> Chapel Hill NC 27599-3225
>>
>> 919-962-3924 office
>>
>> 919-962-1567 fax
>>
>> cernst@email.unc.edu <mailto:cernst@email.unc.edu>
>>
>> http://www.unc.edu/~cernst <http://www.unc.edu/%7Ecernst>
>>
>> Author of /Following Muhammad: Rethinking Islam in the Contemporary
>> World/
>>
>> http://uncpress.unc.edu/books/T-7369.html
>>
>> **********
>>
>> -----Original Message-----
>> From: Carlo Robustelli [mailto:carlo@unc.edu]
>> Sent: Wednesday, March 14, 2007 8:17 AM
>> To: CERNST@email.unc.edu
>> Subject: Professor Kurt Smith, "Academe at War: A Critical Look at
>> David Horowitz's Campaign Against Academic Freedom"
>>
>> Dear Professor Ernst,
>>
>> We have been working on organizing an event featuring, Kurt Smith,
>>
>> Visiting Fellow in Philosophy at Princeton University, is an Associate
>>
>> Professor of Philosophy at Bloomsburg University of Pennsylvania. He is
>>
>> giving a public lecture on March 30th, "Academe at War: A Critical Look
>>
>> at David Horowitz's Campaign Against Academic Freedom." John McGowan
>>
>> informed me that this may be in conflict with the upcoming AAUP
>>
>> meeting. If this is in conflict and many people who would otherwise
>>
>> attend will be at the AAUP meeting then we will try to reschedule the
>>
>> event to Thursday. Can you confirm whether or not this event is in
>>
>> conflict with the upcoming meeting. I appreciate any help you can give.
>>
>> You can find out more about Professor Smith and this event by going to
>>
>> the event web page:
>>

>> http://parrcenter.unc.edu/events/seminars/Academicfreedom/index.htm
>>
>> Best,
>>
>> - Carlo Robustelli
>>
>> --
>>
>> Carlo Robustelli
>>
>> Program Coordinator
>>
>> Parr Center for Ethics
>>
>> Department of Philosophy
>>
>> University of North Carolina at Chapel Hill
>>
>> CB #3125
>>
>> Chapel Hill, NC 27599-3125
>>
>> USA
>>
>> Phone: (919) 843-5640
>>
>> email: carlo@unc.edu
>>
>> http://philosophy.unc.edu/robustelli.htm
>>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, March 15, 2007 8:09 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: Re: [Fwd: Re: Professor Kurt Smith, "Academe at War: A Critical Look at David Horowitz's Campaign Against Academic Freedom"]

GREAT. So we can go ahead and just make sure the website is
correct--which it is!

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Carlo Robustelli wrote:
> Good News!
>
>
> ----------
>
> Subject:
> Re: Professor Kurt Smith, "Academe at War: A Critical Look at David
> Horowitz's Campaign Against Academic Freedom"
> From:
> cernst@EMAIL.UNC.EDU
> Date:
> Thu, 15 Mar 2007 19:12:35 -0400
> To:
> Carlo Robustelli <carlo@UNC.EDU>
>
> To:
> Carlo Robustelli <carlo@UNC.EDU>
>
>
> dear Carlo,
> the 3 pm time would not be a conflict; I saw 7:30 pm on the website
> you referred me to, but if there is no conflict,
> that's great.
> best wishes,
> Carl
>
>
>
> Quoting Carlo Robustelli <carlo@unc.edu>:
>
>> Hi Carlo (Again),
>>
>> The Parr Center office assistant just reminded me that the talk is
>> scheduled for 3:00 pm NOT 3:30. Please let me know if this would
>> still be in conflict.
>>
>> sorry for my error.
>>

>> Thanks,
>>
>> - Carlo
>>
>> Carlo Robustelli
>> Program Coordinator
>> Parr Center for Ethics
>> Department of Philosophy
>> University of North Carolina at Chapel Hill
>> CB #3125
>> Chapel Hill, NC 27599-3125
>> USA
>>
>> Phone: (919) 843-5640
>> email: carlo@unc.edu
>> http://philosophy.unc.edu/robustelli.htm
>>
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>> Carlo Robustelli wrote:
>>> Hi Carl,
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>>> Nelson's talk? - Carlo
>>> Carlo Robustelli
>>> Program Coordinator
>>> Parr Center for Ethics
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>>> University of North Carolina at Chapel Hill
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>>> Chapel Hill, NC 27599-3125
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>>> Phone: (919) 843-5640
>>> email: carlo@unc.edu
>>> http://philosophy.unc.edu/robustelli.htm Carl Ernst wrote:
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>>>> dear Carlo,
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>>>> indeed in conflict with Cary Nelson's talk for the AAUP conference.
>>>> I am attaching a flyer for this event.
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>>>> I agree that it would be very beneficial to avoid dividing the
>>>> natural audience for these speakers. If it is possible to shift
>>>> Smith to Thursday, that would be great. I would be glad to
>>>> publicize the talk on the AAUP listserv.
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>>>> Best wishes,
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>>>> Carl
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>>>> **********
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>>>> Carl W. Ernst, Director
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>>>> Carolina Center for the Study of the Middle East and Muslim
>>>> Civilizations
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>>>> William R. Kenan, Jr., Distinguished Professor
>>>>
>>>> Department of Religious Studies
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>>>> University of North Carolina
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>>>> 919-962-3924 office
>>>>
>>>> 919-962-1567 fax
>>>>
>>>> cernst@email.unc.edu <mailto:cernst@email.unc.edu>
>>>> http://www.unc.edu/~cernst <http://www.unc.edu/%7Ecernst>
>>>>
>>>> Author of /Following Muhammad: Rethinking Islam in the Contemporary
>>>> World/
>>>>
>>>> http://uncpress.unc.edu/books/T-7369.html
>>>> **********
>>>>
>>>> -----Original Message-----
>>>> From: Carlo Robustelli [mailto:carlo@unc.edu]
>>>> Sent: Wednesday, March 14, 2007 8:17 AM
>>>> To: CERNST@email.unc.edu
>>>> Subject: Professor Kurt Smith, "Academe at War: A Critical Look at
>>>> David Horowitz's Campaign Against Academic Freedom"
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>>>> Dear Professor Ernst,
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>>>> We have been working on organizing an event featuring, Kurt Smith,
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>>>> Visiting Fellow in Philosophy at Princeton University, is an Associate
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>>>> He is
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>>>> going to
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>>>> the event web page:
>>>>
>>>> http://parrcenter.unc.edu/events/seminars/Academicfreedom/index.htm
>>>>
>>>> Best,
>>>>
>>>> - Carlo Robustelli
>>>>
>>>> -- Carlo Robustelli
>>>>
>>>> Program Coordinator
>>>>

>>>> Parr Center for Ethics
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>>>> http://philosophy.unc.edu/robustelli.htm
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>
>

TOPICS FOR PAPER #2
PHILOSOPHY 275-SPRING 2007

INSTRUCTIONS: Write a 3-5 page essay on one of the following.
Please have a title page with your name, the essay you are writing on and the Pledge with your signature. Do not put your name on any of the other pages.

DATE DUE: **FRIDAY, APRIL 13 in Recitations**

DIRECTIONS:

1. Choose the passage that most interests, excites, disturbs or enrages you.
2. Decide whether you want to argue for or against the position taken in the passage.
3. In your introductory paragraph, reconstruct or construct the argument in the passage, and clearly state your thesis.
4. Define all terms/concepts.
5. Defend/support the position you are taking on the argument you reconstructed.
6. Give objections to your position
7. Defend your position against those objections.

Note: In writing your paper, imagine you are trying to defending your position to a fairly reasonable 15 year old who is not familiar with any of the readings or the arguments. Or imagine you are trying to present your case to the legislature.

1. Because a person's right to life is stronger and more stringent than the woman's right to decide what happens in and to her body, **abortion cannot be morally justified.**

2. Given that white males have benefited from full membership in our society**, preferential treatment is justified for women and minorities who have not so benefited.**

3. Equal opportunity requires that women be given equal access to sports for their basic benefits and an equal share in the scarce benefits; **Title IX ought to be implemented as a step toward that goal.**

4. **There ought to be ordinances to restrict pornography** because pornography is harmful to women. It is implicated in the committing of violent crimes against women, and among other things, its dissemination supports sexist attitudes and reinforces women's oppression.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, March 19, 2007 3:17 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Re: Baer

Thanks Geoff. I will talk with Marc on Wednesday as I have classes I would like for him to teach.

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Geoff Sayre-McCord wrote:
> Next year. Just told Marc that we will have him here next year
> teaching for us again. I will give you the necessary paperwork Susan.
> Jan, can you set to work putting him on the teaching schedule?
> -- Geoff
>
> --
>
>
>
> Geoffrey Sayre-McCord
> Professor and Department Chair
> Department of Philosophy
> University of North Carolina at Chapel Hill
> Chapel Hill, NC 27599-3125
>
> Tel: (919) 962-2695
> Fax: (919) 843-3929
> http://philosophy.unc.edu/smccord.htm
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, March 20, 2007 4:11 AM
To: Given, Emily <given@email.unc.edu>; Laurel Goldstein <goldstel@email.unc.edu>
Subject: Phil 275 class

THANKS so much for doing the lecture for me. How did it go? I will be there on Wednesday, despite the fact that we will be arriving back in Chapel Hill at about 4 a.m. on Wednesday morning :(We'll meet after class as well.
I am going to try to post the paper topics on Blackboard, but my internet doesn't always allow me much time--it keeps going in and out.

Thanks again,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, March 20, 2007 10:58 AM
To: Laurel Goldstein <goldstel@email.unc.edu>; Given, Emily <given@email.unc.edu>
Cc: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: paper topics
Attach: Paper #2-Spr 07.doc; Paper format.doc; Paper criteria.xls

---

Here is what I want to put on Blackboard. I also want to have them add a criteria grading sheet to their papers. What do you think. I've attached it as well.
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

TOPICS FOR PAPER #2
PHILOSOPHY 275-SPRING 2007

INSTRUCTIONS: Write a 3-5 page essay on one of the following.
Please have a title page with your name, the essay you are writing on and the Pledge with your signature. Do not put your name on any of the other pages.

DATE DUE: **FRIDAY, APRIL 13 in Recitations**

DIRECTIONS: **See Paper Format**

1. Choose the passage that most interests, excites, disturbs or enrages you.
2. Decide whether you want to argue for or against the position taken in the passage.
3. In your introductory paragraph, reconstruct or construct the argument in the passage, and clearly state your thesis.
4. Define all terms/concepts.
5. Defend/support the position you are taking on the argument you reconstructed.
6. Give objections to your position
7. Defend your position against those objections.

Note: In writing your paper, imagine you are trying to defending your position to a fairly reasonable 15 year old who is not familiar with any of the readings or the arguments. Or imagine you are trying to present your case to the legislature.

1. Because a person's right to life is stronger and more stringent than the woman's right to decide what happens in and to her body, **abortion cannot be morally justified.**

2. Given that white males have benefited from full membership in our society**, preferential treatment is justified for women and minorities who have not so benefited.**

3. Equal opportunity requires that women be given equal access to sports for their basic benefits and an equal share in the scarce benefits; **Title IX ought to be implemented as a step toward that goal.**

4. **There ought to be ordinances to restrict pornography** because pornography is harmful to women. It is implicated in the committing of violent crimes against women, and among other things, its dissemination supports sexist attitudes and reinforces women's oppression.

WRITING YOUR PAPER

TITLE PAGE: Your name, PID, the paper topic, Honor pledge with signature.

STRUCTURE OF PAPER:

I. FORMAL ARGUMENT CONSTRUCTION/RECONSTRUCTION

Reconstruct the argument in the passage:

Premise 1:
Premise 2:
Premise 3:
…
…
Conclusion:

Clearly state the position you are going to take. This is your thesis statement

II. SUPPORT FOR THESIS:

Argue for the position you are taking. If you are arguing for the conclusion, then support argument you have constructed in Section I with good reasons. If you are arguing against the conclusion, then give reasons why the argument you have constructed is not sound. In so doing be sure to give adequate philosophical support, using the readings and your own ideas. Avoid using "I believe" or "I feel." Personal opinions are acceptable only if supported by good reasons.

III. OBJECTIONS TO YOUR POSITION

Consider obvious objections to your position. That is, how would someone argue against the position you took and what support would they give? Use readings and your own ideas.

IV. ANSWERING THE OBJECTIONS

Answer the objections raised. What reasons can be offered to counter the objections?

V. CONCLUSION

Basically restate your thesis to show why your position is the better one.

Paper Criteria Grading Sheet

	A	B	C	D	E	F	G	H
1								
2								
3	**PAPER CRITERIA**	**Excellent**	**Good**	**Fair**	**Poor**	**Failed to do**	**N/A**	**Comments**
4								
5	Introductory paragraph							
6	Clear thesis/position statement							
7	Argument for position taken							
8	Adequate philosophical support							
9	Use of examples							
10	Defined concepts							
11	Objections to your argument							
12	Development of objections							
13	Adequate philosophical support							
14	Response to objections							
15	Avoided irrelevancies							
16	Creativity/originality							
17	Spelling/Grammar							
18	Clearly Written							
19	Sources cited							
20								
21	Other							
22								
23	GENERAL COMMENTS:							
24							**Grade:**	
25	NAME:							
26	HONOR PLEDGE:							

From:	nobody@notify.unc.edu on behalf of Coble, Rebecca S </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=REBECCA S COBLE (RSCOBLE)>
Sent:	Wednesday, March 21, 2007 1:38 AM
To:	Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject:	INFORMATIONAL: UNC's Mindfulness Program for Stress/PainManagement

---

Mindfulness programs offer training in meditation, mind-body awareness exercises and other awareness techniques that will teach you how to slow down, set priorities and stay calm, focused and relaxed in the midst of a busy life in ways that will enhance your body's natural adaptive and healing ability.

The UNC Program on Integrative Medicine has upcoming opportunities to learn about mindfulness and how to apply it to daily life. Detailed information is available at our website at
http://pim.med.unc.edu/mindfulness.html

To register for the Spring sessions to be held April 10-June 5, contact Becky Coble at email: rcoble@med.unc.edu
or at (919) 966-8586

Registration for the Spring session is open through April 6, 2007.

This email is sponsored by: Physical Medicine & Rehabilitation

==========

"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at
https://dir.unc.edu/dir/update.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, March 21, 2007 10:48 AM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: CEI Research Seminar March 26: David Schmidtz "Social Contract, Rule of Law and Entrepreneurship"]
Attach: CEI Research Seminar March 26 David Schmidtz 'Social Contract, Rule of Law and Entrepreneurship'.msg

---

Did we know about this?

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Carolina Entrepreneurial Initiative <cei@unc.edu>
Sent: Wednesday, March 21, 2007 10:24 AM
To:
Subject: CEI Research Seminar March 26: David Schmidtz "Social Contract, Rule of Law and Entrepreneurship"

Trouble viewing this e-mail? View it on our website.

Schmidtz's seminar will focus on research under development for a new book on the history of liberty, part of Blackwell's Brief History series that he is writing with colleague Jason Brennan.

The projected work is expected to include chapters on "pre-history," the key events that form some of the background of modern philosophy; the evolution of liberty; the rule of law and consent of the governed; economic freedom; civil rights, religious freedom and equality before the law; and psychological freedom.

Dr. David Schmidtz focuses his teaching and research on decision theory, environmental ethics and moral theory. He directs the Program in Philosophy of Freedom at the University of Arizona. The most recent edition of the Philosophical Gourmet ranked Arizona tied for #1 in the world (along with Harvard and Oxford universities) in political philosophy. Schmidtz is author of Rational Choice and Moral Agency (Princeton, 1995) and Elements of Justice (Cambridge, 2006).

Carolina Entrepreneurial Initiative (CEI)
Turning Ideas Into Enterprises
cei@unc.edu
www.unc.edu/cei

You are subscribed to the CEI Interest Group list because you have expressed interest in the Carolina Entrepreneurial Initiative or are involved in entrepreneurship at Carolina in some way.

To unsubscribe, please e-mail CEI at cei@unc.edu.

If you have received this e-mail from someone else and would like to subscribe to CEI updates and announcements, please e-mail cei@unc.edu.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, March 21, 2007 3:54 PM
To: Sahle, Eunice N <eunice@email.unc.edu>
Cc: Terry L. Price <tlprice@email.unc.edu>
Subject: Re: Grade appeal
Attach: Grade appeal report.doc

Eunice & Terry,
Thank you both for taking the time to read and meet about the grade appeal.

Attached is a report I will be sending to the Department Chair to respond to the Dean. Please review it and let me know if I need to change or add anything--wording, etc.

Thanks again,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, March 23, 2007 1:10 PM
To: Taylor, Geraldine <gtaylor@email.unc.edu>
Subject: Re: Course Submission Message
Attach: PHIL 560 Ethics Bowl.doc

I have resubmitted PHIL 560 with revisions and with a new fuller syllabus. I hope this is all that is needed. I am attaching the syllabus in case it didn't go through on the revision screen.

Thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Geraldine Taylor wrote:
> Geraldine Taylor has sent your submission for PHIL-560 back to you
> requesting the following change:
>
> Please resolve the issues identified below and/or remove unapproved General Education classification(s) from this course submission and return immediately for Administrative Boards review.
> This course was approved as Philosophical and Moral Reasoning (PH).
> This course was not approved as (Communications Intensive) (CI) because revision of written work is not part of the course (perhaps have students revise a paper after engaging in a debate?).
> Not approved as Global Issues (GL) because the course does not meet GL criteria.
> Not approved as Experiential Education (EE) because the rationale for counting this as EE is not clear. Is this mentored research? Seems not. Field work? How so? Of what would the field work consist? Engaging in a debate/game in public is not necessarily experiential in the sense implied by the criteria document. In any case, the hours of field work are not specified.
>
> To update this course, please log in to Faculty/Staff Central using your
> ONYEN and password. Select Course Request Approval from the menu, then
> enter the course number in the field provided and select the appropriate
> function:
>
> If your original course submission was
> Revision... choose 'Revision'
> Renumber... choose 'Revision'
> Addition... choose 'Addition'
> Deletion... choose 'Deletion'
>
> _____
> PK 17077
>

PHIL 560 ETHICS BOWL Instructor: Jan Boxill

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course the students will prepare these cases. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation. The team sent to the Ethics Bowl competition will be selected from those registered in the course. Before the actual competition, a mock Ethics Bowl will be presented to the public and also to local high schools as part of the Philosophy Department's outreach program.

During a round, each team takes turns presenting its position on a case and critiquing another team's position on a different case. Teams must answer questions about their positions from a panel of judges. Judges assign scores based on logical consistency, clarity, focus and thoroughness. The presentations are evaluated on the following criteria:

Clarity and Intelligibility: Have you stated and defended your position in a way that is logically consistent and a reader/lister can clearly understand your line of reasoning?

Focus on Ethically Relevant Factors: Has you identified and discussed the ethically relevant factors?

Avoidance of Ethical Irrelevance: Has you stayed on track by avoiding preoccupation with issues that are not ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does your presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

The Intercollegiate Ethics Bowl (IEB) combines the excitement and fun of a competitive tournament with a valuable educational experience for undergraduate students.

The regional competition takes place in November and national in March. The course would be offered in the Fall to prepare students for the regional competition. The actual cases are sent out in mid September, so before that the students will look at previous year's cases and read material appropriate to cases in general, including ethical theory.

READINGS to be taken from the following:

Elements of Moral Philosophy, James Rachels
Being Good, Simon Blackburn
On Liberty, John Stuart Mill
Social Ethics: Morality and Social Policy, Thomas Mappes & Jane Zembaty, editors.

Other readings will be assigned as appropriate.

REQUIREMENTS:

I. CASE PREPARATION:

Each student will prepare a minimum of two cases. Each case involves:

1. 2-3 page paper setting out the argument with ethical implications.
2. Present argument to class- 5 minute presentation. Other students write a critique of the presentation with suggested revisions, readings, and research.
3. Revised paper based upon class presentation, discussion, and student critiques. Revised paper will also include an analysis of one aspect of the argument. 3-5 pages which will include bibliography and field research plans.
4. Present revised argument along with analysis: 5-7 minutes. Critiques.
5. Revised paper based on previous discussion. Revised paper will also include analysis of second aspect of the argument: 5-7 pages.
6. Present revised argument along with analysis: 5-7 minutes. Critiques
7. Revised paper based on previous discussion. Revised paper will include objections to your analysis.
8. Present revised argument: 5-7 minutes.
9. Revised paper with completed philosophical analysis: 12-15 pages
10. Oral presentation of completed analysis:
    8 minutes for presentation
    5 minutes for questions
    5-7 minutes rebuttal.

II. EXPERIENTIAL MENTORED RESEARCH STUDY:

1. For each case, students will contact appropriate units for essential background to investigate original problems and gain information regarding the case to be incorporated in the presentations and drafts. Throughout the experience, the work will be supervised and mentored by instructor and Parr Center Visiting Professor, who will assist students with setting appropriate goals. Research will also be assisted by the Parr Center graduate research fellow and the unit head or designate. [E.g. For legal cases, it would involve working with the DA office].

Expected minimum hours: 60

2. Three mock Ethics Bowl competitions: one to the Department/University, and two in local high schools as part of the Department's Outreach Program.

III. FINAL EXAM—In class

Two components: written and oral

GRADE: The final grade will be assessed as follows:

Papers:	30%
Presentations:	30%
Class participation &critiques:	20%
Final Exam:	20%

The course will be limited to 15 students per term.

WEEKLY ASSIGNMENTS:

Week 1:	Readings: Rachels: Chapters 1- & Blackburn Chapters 1- Discuss readings and cases. Assign cases. Discuss appropriate research units.
Week 2:	Readings: Mill, On Liberty; Mappes One-two page reconstruction of the arguments of your cases Five minute oral presentation of the reconstruction Feedback and suggestions from class.
Week 3:	Re-write the reconstruction given the feedback from class. Prepare a bibliography of selected readings appropriate to your cases Present both the re-write and bibliography to the class. Receive student feedback and suggestions.
Week 4:	Annotated bibliography. 1-2 page showing the relevant facts of the case.
Weeks 5-8:	Presentations, discussions,
Week 9-11	Mock Ethics Bowl Competitions
Week 12:	In class discussions in preparation for National Competition.
Week 13:	National Ethics Bowl Competition
Week 14:	Debriefing and discussion of Ethics Bowl Competition; review for final exam.

Sample Cases:

Case #1

Dr. B., a Professor of Psychology at a large research institution, Ohio State University (OSU), has a long distinguished record of working with chimpanzees. In the 1970s, she taught chimps to communicate, first by using American Sign Language and later using graphic symbols. In the last decade, under her direction, two young chimps, Keeli and Ivy, have learned to count and to recognize simple written words. Another chimp, Bobby, has shown an uncanny ability to learn number sequences and even to fill in missing numbers in a sequence. She has learned that chimps can do simple arithmetic, behave similarly to preschoolers, and (along with humans) have the ability to perceive the knowledge state of a peer.

Dr. B., who has dedicated her entire professional life to the study of cognition in chimpanzees, has won international acclaim for her work and was named one of the top 50 women researchers in the nation by *Discover Magazine* in 2002. Her chimps have been featured on Discovery Channel. However, as funding to support the research center has been hard to come by in the last five years, the university decided to close the research center and send the chimps away. OSU abruptly seized the professor's laboratory on February 28, 2006, changed all the locks, and hired a truck to send all 12 primates (nine chimps and three monkeys) to Primarily Primates, a controversial Texas sanctuary. The university gave the sanctuary a $324,000 trust fund for the animal's care.

Dr. B. vigorously protested the decision. When a restraining order she filed failed to prevent the university from implementing its decision, Dr. B. chained herself to the center's gate to prevent the transport trucks from leaving. Her efforts were unsuccessful and one of the chimps, 25-year old Kermit, died during the 38-hour transport in early March. Bobby was found dead in his enclosure on April 20. One of the monkeys escaped and was never recovered. Dr. B sued OSU to win custody of the remaining chimps. PETA also joined the suit on behalf of the remaining seven chimps and two monkeys and in June a Texas judge ordered that an independent trustee should oversee the $324,000 funding to ensure that it be used to house and benefit the remaining OSU primates.

Case #2

Wisconsin State Representative Dan LeMahieu (R-Oostburg) was outraged when the University of Wisconsin-Madison's University Health Services (UHS) featured ads in the two student newspapers suggesting that students consider receiving prescriptions for emergency contraception (EC) prior to leaving for spring break. UHS services are available to any student at the UW-Madison, and as such they offer health expertise to students in the areas of medical treatment for illnesses and injuries, counseling for stress reduction, smoking cessation, nutrition, dermatology, sports medicine, as well as confidential testing and treatment of sexually transmitted diseases (STDs). Although a part of the state-funded University of Wisconsin System, the ads were paid for using student segregated fees which are not part of taxpayer dollars or academic tuition funds.

Following the publication of the ads, which were part of a series also advising students to protect themselves from sun exposure and limit their intake of alcohol, Representative LeMahieu initiated drafting legislation to ban any university health center in Wisconsin from advertising or distributing the morning-after pill (EC). LeMahieu contends, "I think it's offensive that the university is trying to tell young women to be prepared and to plan ahead so they can have

promiscuous activities on spring break. I don't think that it's the role of the university to promote that type of activity, and I believe that's what their ad is asking young people to do." LeMahieu also added that the UW should be "made aware" that many people who are paying state taxes do not appreciate the offensive advertisements.

On June 16, 2005, Wisconsin's State Assembly voted 49-41 in favor of a bill prohibiting University of Wisconsin System health centers from advertising, prescribing or dispensing emergency contraception, making it the first state in the country to move towards banning EC on all state college campuses.

Case #3

Near the end of its fall season, a top executive from the popular reality television competition, *Idol Starz*, appeared on the *Today Show* and revealed that the program's contestants either advanced or were cut based on producers' decisions rather than being selected through the program's public text-messaging voting system. The executive went on to state that the show's winners and losers were selected by producers on a round-by-round basis in the hopes that certain "controversial" or "questionable" choices would positively influence ratings, increase fervor for underdog candidates, and create a more developed fan-base which would return to view the show during both current and future seasons.

Given the show's popularity and viewers' commitment to their favorite contestants, the revelation led to a large public outcry condemning the show for dishonesty and false advertising. Many claimed to have been cheated and explained that the show had a responsibility to adhere to the public's decisions about which candidates they preferred. Given special attention during this debate was the show's slogan: "You vote. You decide. Who should be the next Idol Star?"

During ensuing interviews, the show's producers explained that their decisions were based on the fact that they were in the entertainment business and that certain unpredictable events helped to keep the audience invested in the show and provided increased entertainment value. They also argued that, more often that not, their decisions about who should advance or win were in line with the public's desires. When questioned about the program's slogan, one producer was quoted as saying, "Look at it carefully. There is a difference between telling someone to vote and decide who *should* be the next Idol Star and telling them that their votes *will* decide the next Idol Star."

Case #4

In a recent case, Florida authorities declined to file charges against a Miami Herald columnist for surreptitiously recording a phone call from a city commissioner who later committed suicide in the newspaper's lobby. Authorities cited the unusual circumstances that led to the taping as the basis for not filing charges against the columnist. These circumstances were not enough for the Miami Herald, who took immediate action to fire the columnist for violating a company policy that prohibited the taping of sources and interviewees without the subject's consent.

State laws related to the recording of phone calls and the courts interpretation of these laws vary widely in the United States. Many of these laws are intentionally written with ambiguous terms and interpretation is typically required on a case by case basis.

The firing of this popular columnist caused much protest around the world. Many members of the Herald staff signed a petition requesting the decision to fire the columnist be rescinded. The columnist was friends with the city commissioner, and the commissioner provided regular sources for stories to the columnist.

According to the columnist, the commissioner was despondent over public allegations about his sex life and the tone of his voice on the phone conversation was so alarming that the columnist impulsively decided to record the conversation. The tape records the columnist's attempts to calm the commissioner. Throughout their 20-minute conversation, the columnist attempted to steer the conversation to less volatile subjects in the hopes of lifting the commissioner's spirits. But the call ended with the commissioner still despondent. A few minutes later, the commissioner shot himself.

Following the suicide, the columnist told editors of the Miami Herald that he had been interviewing the commissioner earlier in the day and had recorded part of the conversation without the commissioner's consent.

After being fired, the columnist was quoted as saying "In a tense situation I made a mistake. The Miami Herald executives only learned about it because I came to them and admitted it. I told them I was willing to accept a suspension and apologize both to the newsroom and our readers. Unfortunately, the Herald decided on the death penalty instead."

The Miami Herald editors have taken the position that there must be an absolute prohibition of the paper's reporters taping conversations without a party's consent, and not just because it is against the law in Florida, as it is in many states. An executive of the Herald has stated that the policy is necessary to protect the paper's integrity, as well as to foster trust from news sources.

Journalists at the Miami Herald have pointed out that at least one other reporter surreptitiously taped an interview, but was not fired. The journalists also have also stated that there is no written policy on taping conversations and that any verbal policy on expectations of reporters is unclear. The Miami Herald responded to the alleged case of a previous surreptitious taping by saying "we understand this happened 18 years ago". They went onto state that the recent decision to fire the columnist was clearly guided by the environment in which journalists operate today; which is much more constrained in terms of the latitude given for violation of law and policy.

Case #5

Beginning in 2005, protests at funerals for military personnel killed in Iraq have been increasing – and have received much media attention. In particular, members of the Westboro Baptist Church, in Topeka, Kansas, have been especially visible and vocal at many of these military funerals. Reverend Fred Phelps and his protesters claim that U.S. military deaths in Iraq are because America tolerates homosexuals and that they are a sign of divine punishment for America's tolerance of homosexuality. For over a year now, members of this anti-gay church have been crisscrossing the United States, holding more than one hundred protests outside the funerals of U.S. soldiers killed in Iraq.

They wave placards with such expressions as: "You're Going to Hell," "Fag Vets, God Hates You," and "Thank God for IEDs" (the improvised explosive devices responsible for killing many military personnel in Iraq). Phelps contends that all American soldiers are guilty by association – because they are fighting in the service of the U.S. government.

By Spring, 2006, twenty-eight states and Congress were rushing to pass laws to restrict protests outside military funerals. On May 17, 2006, Illinois Governor Rod Blagojevich signed a state law – "Let Them Rest in Peace Act" – that prohibits disruptive and inflammatory protesting 30 minutes before a funeral, during the service, and 30 minutes after a funeral while remaining 200 feet from the funeral site. This new Illinois law drew immediate scorn from Shirley Phelps-Roper, attorney for the Westboro Baptist Church: "The law is impotent. You've done nothing to change that God is killing your children and sending them home in body bags. Keep your big, fat snout out of our religion."

In the U.S. Congress, Representative Mike Rogers (R-Mich.) sponsored a House bill to address this matter. He said that he took up the issue after attending a military funeral in his home state, where mourners were greeted by "chants and taunting and some of the most vile things I have ever heard. Families deserve the time to bury their American heroes with dignity and in peace." On May 24, 2006, Congress passed legislation that would bar demonstrators from disrupting military funerals at national cemeteries.

The "Respect for America's Fallen Heroes Act" prohibits protests within 300 feet of the entrance of a national cemetery and within 150 feet of a road into the cemetery from 60 minutes before to 60 minutes after a funeral. Those violating the act would face up to a $100,000 fine and up to a year in prison. Senate Majority Leader Bill Frist (R-Tenn.) said that this act "will protect the sanctity of all 122 of our national cemeteries as shrines to their gallant dead. It's a sad but necessary measure to protect what should be recognized by all reasonable people as a solemn, private and deeply sacred occasion."

In response to this federal legislation, Phelps has said that Congress was "blatantly violating the First Amendment rights to free speech" in passing the bill. He said that he will continue to demonstrate but would abide by the restrictions. Constitutional experts are warning that protest restrictions – such as those passed in Illinois and in Congress – appear overly broad and are likely to be overturned if challenged in court. Eugene Volokh, a law professor at the University of California-Los Angeles and an authority on the First Amendment, said: "You can't treat speech as a breach of peace simply because it offends people. These protests are tremendously offensive and hard to ignore. But ignoring them or counter-protesting is unfortunately the only remedy the 1st Amendment allows." And, the American Civil Liberties Union has filed a lawsuit against a new Kentucky law, saying that it goes too far in limiting freedom of speech and expression. Additional lawsuits are expected to be filed.

U.S military veterans find Phelps' beliefs and actions particularly abhorrent, and in November, 2005, veterans' motorcycle groups began showing up at military funerals to oppose the protesters and to show support for the families of the deceased soldiers. Calling themselves the Patriot Guard Riders, these motorcycle groups have organized hundreds of counter-protesters to wave American flags and stand silently in front of the Westboro picketers, to pay respects to the fallen soldier, and to protect the soldier's family from disruptions.

Case #6

Alejandro Toledo, President of Peru, has launched a public campaign demanding that Yale University return to Peru Incan artifacts excavated at Machu Picchu in 1912. Yale professor Hiram Bingham III, guided by a native Peruvian, came upon the Incan city of Machu Picchu in 1911. Bingham secured backing from the National Geographic Society and support from Peru's government for archeological excavations at Machu Picchu in 1912 and again in 1914-15.

In October 1912, Bingham gained the Peruvian government's permission to bring to Yale for research the contents of 170 tombs in Machu Picchu. The decree allowed that Peru reserve the right to ask for the return of the objects.

By 1916, Peru, suspecting Bingham of secretly taking Incan gold, ended Bingham's work at Machu Picchu. The items taken to Yale from the 1914-15 excavations were loaned for only 18 months. Yale has refused several Peruvian requests for return of the artifacts.

Today, Yale claims that they have complied with the 1912 and the 1916 agreements, returning the objects to Peru during the 1920's. Yale sees no similar responsibility to return the items taken from earlier work. National Geographic Society records show that about half of the items were returned to Peru, with no mention of the remaining artifacts.

Luis Guillermo Lumbreras, the director of Peru's National Institute of Culture in Lima, claims that Yale has had 90 years to complete research on the objects, and now Peru wants the items returned. Peru elected its first indigenous president–Alejandro Toledo, who honored the nation's Incan heritage by holding part of his inauguration ceremony at Machu Picchu in 2001. In part due to his influence, Peru wants possession of the artifacts, which have formed the core of Yale's impressive, scholarly exhibition: *Unveiling the Mystery of the Incas*. After traveling to six cities and attracting over a million visitors, the exhibit now resides at Yale's Peabody Museum of Natural History in Connecticut.

The recent research of Yale professors Lucy Salazar and her husband Richard L. Burger, including extensive scientific analysis of burials, has provided the most reasonable explanation for the existence of Machu Picchu. Rather than supporting the earlier ideas of the city as a center for religious activity including the sacrifice of virgins, the professors' research has suggested that the city served as a simple country retreat from the Inca capital of Cuzco.

The number and kinds of artifacts taken to Yale from Machu Picchu is in dispute. Yale has offered to return some of the pieces to Peru, if Peru allows it to keep others at the Peabody Museum of Natural History, where Machu Picchu is the prize exhibit.

Case #7

In October of 2002, after the overdose of one of its workers, management at a Weyerhaeuser, a multinational corporation in the pulp and paper industry located in Valliant, Oklahoma, became concerned that employees were not following drug and safety regulations in its parking lot. Management decided to have the parking lot searched with gun and drug sniffing dogs. While the dogs found no drugs, they did find firearms in twelve vehicles, including shotguns and automatic weapons. The owners of these vehicles, including a 23-year veteran shift manager, were fired in the next two days.

Weyerhaeuser and many other businesses have had long standing bans on firearms brought into the plant in order to protect workers and prevent workplace violence. In 2002, Weyerhaeuser extended this ban to the parking lot. Many workers claim they were not told of the extension of the ban, though management claims they informed workers. Some of the fired workers have filed suits claiming they were not informed. The initial suit was thrown out, but the decision is being appealed.

Since this and other incidents, many states -- beginning with Oklahoma -- have enacted laws protecting workers who want to keep firearms in their cars. The latest state to consider such a law is Florida, home to Walt Disney World, which does not allow any of its 50,000+ employees to bring guns onto company property.

A number of corporations have joined federal lawsuits against these new state laws. These companies include ConocoPhillips (petroleum), Halliburton (energy), and the Nordam Group (aircraft manufacture). They state that they cannot provide a safe and secure workplace without the ban on guns in the parking lot, and they see state laws allowing guns as infringing on the right of private property owners to decide what is and is not allowed on their property. Even aside from their property rights, companies claim that the laws would disregard public safety. The Bureau of Labor Statistics Census of Fatal Occupational Injuries states that in 2004, there were 551 workplace homicides out of 5703 workplace fatalities. A study at the University of North Carolina claims that such killings are five times more likely to occur at workplaces that allow guns compared to those who do not.

The National Rifle Association (NRA) has been the primary champion of laws that allow workers to have guns in cars in company parking lots. The NRA claims that prohibiting lawful gun owners to keep guns in their car dramatically diminishes their right to own firearms and defend themselves. All 50 states allow the transportation of firearms for lawful purposes. The laws also restrict workers who may want to hunt or target shoot after work from engaging in these lawful activities. They also claim that one's car should enjoy the same protections that one's home enjoys with regards to being able to keep lawful weapons and immunity to unlawful searches.

The NRA claims that the state laws already have commonsense provisions in them that prevent abuse. For instance, anyone wanting to transport a firearm and park their car in a company lot must keep the automobile locked, and at no time is it permissible to take the firearm out of the car on company property. Against the property rights claims of business owners, the NRA claims that business owners are already under extensive federal, state, and local regulations about what they can do with their property and that striking down these state laws would allow companies to "micro-manage" the contents of an employee's automobile. The NRA also cites statistics that 84% of workplace murders are committed by strangers, and anyone determined to commit a crime will not be discouraged from bringing the gun onto company property by a company regulation prohibiting guns in parking lots.

Case #8

After several years of miscarriages, Edward and Susan turn to *in vitro* fertilization as a means of screening embryos for genetic defects. More than two years elapse, with all the attendant discomfort and expense, but finally an “acceptable” embryo is produced and implanted. To their joy, nine months later they are blessed by Michelle, an apparently happy, healthy baby.

They decide that they will not tempt fate by trying to increase their family, instead choosing to relish the raising of their daughter. Five years pass and they eagerly anticipate Michelle's starting kindergarten. They have elected to enroll her in a well-respected private school so as to realize her fullest potential. Part of the school's pre-entry preparation is an extremely thorough set of physical examinations. (The physical examinations are not done to screen for admission, but rather to anticipate potential health issues while the student is enrolled.)

To their horror, the examinations determine that Michelle has early symptoms of a particularly virulent form of *Acute Childhood Lymphoid Leukemia*. Nothing in the embryonic screening could have predicted its occurrence. They begin immediate conventional treatments which prove to be ineffective. At their oncologist's recommendation they enroll her in the nation's premier pediatric oncology program. She gives them the bad news that Michelle shows evidence of having Philadelphia chromosome-positive ALL. The most successful treatment involves hematopoietic stem cell transplantation from matching relatives. The oncology clinic tests both Edward and Susan, but finds neither of them compatible. Since neither of them (nor Michelle) has any siblings, it looks as if they will have to hope for a million-to-one chance of finding a well-matched unrelated donor.

While waiting in the lounge of the clinic, the mother of another child under treatment introduces herself and suggests that they do have another option – they could have another child, *via in vitro*, selecting among possible embryos for compatibility for transplant. Initially they are horrified at the idea of producing another child as a "biological stockpile" for Michelle, but the more they think about it the better the idea seems. After all, they really had wanted more children. The new child wouldn't be seriously injured by the procedure needed to provide Michelle with the transplant material she so desperately needs. Given their history of medical procedures needed to have Michelle, the screening required to make sure the new child would be a compatible donor is almost the same as if they were just having another child as a family expansion.

When they raise the possibility with Michelle's physician, she explains that the screening technology has improved sufficiently since Michelle's birth to guard against the new child's having the same disposition toward this disease. But, before she will go further, she tells them they must speak with the clinic's counselor. The counselor asks them to consider what their true motives are in proposing the conception of this second child, whether they would be treating her as a person or as an object and how they will explain to her the reason for her conception.

Case #9

After 25-30 years of service, ships are at the end of their sailing life and are sold as "End of Life Vessels" to be dismantled primarily to recover the valuable steel which makes up about 95% of the ship. Ship breaking (or ship demolition) is the process of dismantling the structure of an obsolete vessel for scrapping or disposal and includes a wide range of activities, from removing all gear and equipment to cutting down and recycling the ship's infrastructure. However, the only ones who profit from ship breaking are the ship owners. They extract an average of $1.9 million profit per "End of Life Vessel." Ship breaking is also a challenging and controversial process, due to the structural complexity of ships and the many environmental, safety, and health issues involved.

Ship breaking is dangerous and has the reputation of being one of the dirtiest jobs on earth. For minimal dollars a day, workers with little protective gear tear out pipes insulated with

asbestos, transformers covered with PCBs, and leaky diesel tanks. Until the late twentieth century, ship breaking took place primarily in port cities in developed countries – including the United States and Europe. Today, however, most ship breaking yards are in developing countries – especially India, China, Bangladesh, and Pakistan. This is due to rules dealing with lead paint and toxic substances. The industry was such a disgrace that, in 2000, Congress acted to stop U.S. registered ships from being sent overseas for scrap. Ship breaking remains an international environmental and labor concern - because ship breaking now occurs mostly in underdeveloped countries where working conditions and environmental impact are not regulated. Also, many ships being scrapped now were made before many international environmental laws were enacted.

In late 2005, a Virginia-based company, Bay Bridge Enterprises, visited the small coastal town of Newport, Oregon, and proposed opening a ship breaking plant on the banks of Yaquina Bay. The company offered up to 125 jobs paying $20 an hour. Their spokesperson indicated that the company had no environmental violations since they have been doing this work, and that they had zero lost-time injuries since 2001. Also, he noted that there is no large-scale ship breaking yard on the West Coast, and that there are about 60 ships anchored in a California bay – just waiting to be moved to a scrap yard. Therefore, there would be plenty of work available at a new ship breaking plant in Newport – for some time to come.

A strong coalition of interested parties in the Newport area emerged in opposition to this proposal. The "Friends of Yaquina Bay" were the group of people most responsible for rallying the community together to try to stop this ship breaking proposal. The Oregon Coast Aquarium and the Oregon State University Hatfield Marine Science Center – both located in Newport – also added major support to the effort to block the proposed plant. Some of the major issues raised by these opponents to the proposal included: the world-wide negative reputation of ship breaking; the safety of towing "ghost ships" (some with a length of up to 540 feet) from San Francisco Bay in California to Newport, Oregon; potential infestation of as many as 100 invasive species on the ships in California that are not in Yaquina Bay; toxins on and in the ships that would escape into the bay and the air, affecting the seafood industry – especially crabbing – as well as the fear of pollution runoff at the Hatfield Marine Science Center and the Oregon Coast Aquarium; and visual pollution. Yaquina Bay is a continentally Important Bird Area – with several endangered species present. There are 15 or more blue heron nests and other bird species on the tide flats near the proposed ship breaking site. The local tides extend 15 miles up the Yaquina River and thus the largest oyster farm in Oregon could be affected. Plus there is fear that money-spending tourists would not view these rusting ships as an asset to the beautiful Oregon coast.

On January 24, 2006, about 200 people packed a meeting room in Newport, Oregon, to hear Mr. Don Mann, general manager of the Port of Newport, announce that "some projects are a good fit, or not a fit at all. Bay Bridge's plan for a ship breaking facility in Yaquina Bay does not qualify in our test for a good fit." Thus, quite surprisingly, it seems, the ship breaking plan for Newport was ended. Mr. Mann continued: "This was not a good business deal for the company, or for the Port. I believe that the environmental issues could have been resolved, but our financial concerns could not be adequately addressed." The vast majority of persons at the meeting were very pleased with this decision.

While this issue was being considered by the town of Newport, Oregon, the office of the Port Commissioners received hundreds of telephone calls of concern – from all over the country. As one commissioner said: "We have gained much free advertising – for the port and

community. The whole world knows we're here. This issue is bringing this concern to Oregon, and to the nation." Bay Bridge's next move on the West Coast remains to be seen. The company is still looking for a possible Oregon or Washington port.

Case #10

Ardent R. Porter is an investigatory journalist with a respected Washington-area newspaper, *Capitol News Briefly*. As a reporter working in and around the D.C. area, Mr. Porter often relies on his long list of contacts in order to glean information that might be useful for the various articles he publishes on corruption within politics and government. By establishing relationships with individuals at all levels of government, Ardent has provided himself with valuable human sources that are often capable of providing him with names, tips, or other information that he could not extract from other channels. Furthermore, a few of Mr. Porter's key contacts are able to pass along hard-to-come-by information about questionable or downright illegal actions taken by government employees or agencies.

One such contact is Ian Stalwart, a mid-level agency administrator who works with individuals who do government "groundwork" as well as with high-level government bureaucrats. As a middleman of sorts, Ian is in a position uniquely suited to evaluating the actions of those who work both below and above him. One of Mr. Stalwart's responsibilities is to watch for and report any illegal activity that he might encounter. Mr. Stalwart takes this role very seriously and his responsibilities as a watchdog were what originally led him to seek out Ardent, a like-minded opponent of corruption and illegality within public service.

It so happened that Mr. Stalwart discovered that many individuals within his agency were working to cover up illegally-awarded, over-billed, or otherwise fraudulent government contracts awarded during the early months of the Iraq War, actions which were in violation of several federal laws, in addition to many agency standards. Upon presenting his discovery to his superiors, Mr. Stalwart was told to disregard his findings and to refrain from further discussing the subject. After pressing for a more sophisticated explanation, he was informed that the contracts in question had been deemed classified through appropriate agency and congressional channels and that because the contracts had been deemed to serve a compelling national security interest, it would be against agency policy (as well as illegal) to discuss them, regardless of any questionable procedural or substantive aspects.

Fully knowing that he was in violation of laws regarding the disclosure of classified information, Mr. Stalwart approached Mr. Porter and revealed everything he knew about the dubious contracts. He also provided Mr. Porter with the names of the individuals implicated in the cover-ups and the names of the administrators who had ordered him to remain silent.

After composing a lengthy and revealing story, Mr. Porter approached his editor about publishing the story, explaining the dilemma presented by the fact that much, if not all, of the story's core material was classified. Following a discussion about publishing the article by the paper's editorial board it was decided that the story would run in the paper's next issue.

Case #11

Students in schools of medicine, nursing, dentistry and veterinary medicine are required to observe actual surgeries (and other procedures) early in their educations as a preliminary exposure to the practices of their field. In fact, such study is thought to be essential in

confirming the students' choice of profession. Of course, the observation takes place with the informed consent of the patients (or their guardians). Many pre-medical, pre-nursing, pre-dentistry, and pre-veterinary programs, especially at schools with associated hospitals, are beginning to recommend (or even require) similar observation programs.

The State University Museum has one of the nation's premier exhibits of the history of medicine and allied fields. They include displays replicating Leonardo's anatomy studies, teaching materials from Charles University (in Prague) dating from the 16th century, 18th century "bleeding," and 19th century nutrition studies (among many other presentations).
One of the most popular offerings at the museum is the "surgery room" where films of common surgical procedures can be viewed. Like the student viewing in medical schools, the patients shown have given their informed consent. Not surprisingly, the most identifiable attendees are people who are considering having the operations shown in the pictures. The films have been "sanitized" so that excess gore is avoided, but the surgeries are shown in detail.

Dr. Suarez, curator of the museum and retired professor of neurosurgery, has proposed to the board that rather than using films, which are hard to make and quickly become outdated, observers should be allowed to observe actual, in process surgeries on persons who have consented. After all, the University Hospital is adjacent to the museum and access is convenient. The hospital's operating theaters are set up above the surgical floor but separated from the patient and surgical team by sound- and atmosphere-proof windows. Dr. Suarez suggests that such watching could become a significant educational revenue-generating operation. He points out that special exhibits commonly serve as important financial resources for museums.

When Dr. Suarez proposes this program to the Museum's board of directors, Katherine Osborn (one of the community members of the board) objects vigorously. Although Dr. Suarez's proposal clearly restricts participation to persons "15 and older," Ms. Osborn argues that teens, and perhaps others, will attend surgeries not as education but as entertainment. Her position is that such "exhibitions" will be little better than the "bum fights" and ultraviolent films that have gained popularity in recent years. Ms. Osborn claims that teens will watch surgeries as a replacement for the gore seen while attending the ***Halloween*** and ***Nightmare on Elm Street*** movies. Her claim is that such actions are exploitative more than educational.

Dr. Suarez responds that actual surgeries come nowhere near the gore commonly shown on TV and in the movies. He points out that we seldom know what motivates people to act as they do in the presence of human affliction. "Do people slow their cars when passing accidents in order to see whether they can help or to see blood and gore? How would we know? Even if an adolescent attended a surgery out of a desire to see gore, might the experience not shift his or her perspective, creating an interest in becoming a medical professional?"

Case #12

Politicians have crossed the floor, or switched parties for as long as political parties have been in place—famous switches include those of Strom Thurmond, Ronald Reagan, Condoleezza Rice, Howard Dean, Hilary Clinton and most recently, Joe Lieberman. In 2001, nine serving members of Congress had switched parties while in office. Various reasons are cited for changing parties, including ideological disagreement with one's current party and moving to improve power and legislative efficacy, among others. U.S. Representative Ralph Hall of the Fourth Congressional District in Texas cites both reasons.

Ralph Hall was first elected in 1980 as a Democrat and has been re-elected each succeeding year. Hall has made a reputation for himself as a rogue Democrat, willing to "cross the aisle" and vote with Republicans when he agreed with their position. He also has been an avid supporter of President Bush, opposed to Democratic bids to unseat him. But it was more than mere ideological agreement that encouraged a decision to switch parties in early 2004 before his bid for reelection.

As Hall stated in a January 2004 press release that announced his decision to switch parties, "This year I was denied requests for district appropriations because I was a Democrat who voted against the bill. I have always stated that … if being a Democrat hurt my district, I would either resign or switch parties." The bill to which he was referring was a "foreign operations bill" which, according to Hall, gave, "financial support to those countries that continue to vote against [the U.S.] in the United Nations."

Another motivation may be found in Hall's appreciation for being spared a potentially career devastating blow in the redistricting that cost many Democrats their seats in 2003. According to a CNN article, "…Hall's move comes after Republican state lawmakers in Austin spared him in a redistricting map that targets every other Anglo Democrat in the House. His district, based in the city of Tyler, was largely untouched by the GOP-drawn map, which is currently facing a Democratic court challenge."

From: Boukhelifa, Malika <malika_boukhelifa@med.unc.edu>
Sent: Friday, March 23, 2007 1:02 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: speaker suggestion Parr center

Dear Dr. Boxill,

My name is Malika Boukhelifa, I am a Research Assistant Professor in the Department of Developmental and Cell Biology. I was just reading about the Parr Center and as a biologist, I am very interested about ethical issues. I am not a fellow of the Parr Center, but since you are organizing many events on ethics subjects. I wanted to suggest to you Dr. Nancy L. Jones from AAAS/NIH, as a futur speaker. Dr. Jones is doing a great work in the field of biomedical ethics. You probably heard about Dr. Jones, but here is just a brief description of her work. Recently, Dr. Jones got a NSF grant at Wake Forest to design a new ethics and Professionalism for biomedical graduate students. "They have a two years program. The first year, they are using a small group format with problem based learning and introducing the RCR (responsible conduct of research) and the culture of science. The goal is to make sure that students recognize the different roles and obligations of a student, versus postdoc, versus PI versus technican. Students are also introduced to the principles in science for authorship and the philosophy of patenting biomedical research in an academic setting, and justification of using animals compared with other philosophies in society. The second year, they will introduce the students to scientists and sciences'role in the society, with more bioethics focus. The goal is to help students to assume the values of science and to increase in their moral reasoning skills".

I think that Dr. Nancy L. Jones work and ideas will be of a great interest for the scientific community at UNC. Please let me know what you think.

Sincerely,

Malika

Malika Boukhelifa, Ph.D.
Research Assistant professor
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Department of Cell Biology
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Email: malika_boukhelifa@med.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, March 28, 2007 9:48 AM
To: Roberts, John Thomas <jtrosap@email.unc.edu>
Subject: Ethics Bowl
Attach: PHIL 560 Ethics Bowl.doc

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Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
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PHIL 560 ETHICS BOWL Instructor: Jan Boxill

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course the students will prepare these cases. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation. The team sent to the Ethics Bowl competition will be selected from those registered in the course. Before the actual competition, a mock Ethics Bowl will be presented to the public and also to local high schools as part of the Philosophy Department's outreach program.

During a round, each team takes turns presenting its position on a case and critiquing another team's position on a different case. Teams must answer questions about their positions from a panel of judges. Judges assign scores based on logical consistency, clarity, focus and thoroughness. The presentations are evaluated on the following criteria:

Clarity and Intelligibility: Have you stated and defended your position in a way that is logically consistent and a reader/lister can clearly understand your line of reasoning?

Focus on Ethically Relevant Factors: Has you identified and discussed the ethically relevant factors?

Avoidance of Ethical Irrelevance: Has you stayed on track by avoiding preoccupation with issues that are not ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does your presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

The Intercollegiate Ethics Bowl (IEB) combines the excitement and fun of a competitive tournament with a valuable educational experience for undergraduate students.

The regional competition takes place in November and national in March. The course would be offered in the Fall to prepare students for the regional competition. The actual cases are sent out in mid September, so before that the students will look at previous year's cases and read material appropriate to cases in general, including ethical theory.

READINGS to be taken from the following:

Elements of Moral Philosophy, James Rachels
Being Good, Simon Blackburn
On Liberty, John Stuart Mill
Social Ethics: Morality and Social Policy, Thomas Mappes & Jane Zembaty, editors.

Other readings will be assigned as appropriate.

REQUIREMENTS:

I. CASE PREPARATION:

Each student will prepare a minimum of two cases. Each case involves:

1. 2-3 page paper setting out the argument with ethical implications.
2. Present argument to class- 5 minute presentation. Other students write a critique of the presentation with suggested revisions, readings, and research.
3. Revised paper based upon class presentation, discussion, and student critiques. Revised paper will also include an analysis of one aspect of the argument. 3-5 pages which will include bibliography and field research plans.
4. Present revised argument along with analysis: 5-7 minutes. Critiques.
5. Revised paper based on previous discussion. Revised paper will also include analysis of second aspect of the argument: 5-7 pages.
6. Present revised argument along with analysis: 5-7 minutes. Critiques
7. Revised paper based on previous discussion. Revised paper will include objections to your analysis.
8. Present revised argument: 5-7 minutes.
9. Revised paper with completed philosophical analysis: 12-15 pages
10. Oral presentation of completed analysis:
    8 minutes for presentation
    5 minutes for questions
    5-7 minutes rebuttal.

II. EXPERIENTIAL MENTORED RESEARCH STUDY:

1. For each case, students will contact appropriate units for essential background to investigate original problems and gain information regarding the case to be incorporated in the presentations and drafts. Throughout the experience, the work will be supervised and mentored by instructor and Parr Center Visiting Professor, who will assist students with setting appropriate goals. Research will also be assisted by the Parr Center graduate research fellow and the unit head or designate. [E.g. For legal cases, it would involve working with the DA office].

Expected minimum hours: 60

2. Three mock Ethics Bowl competitions: one to the Department/University, and two in local high schools as part of the Department's Outreach Program.

III. FINAL EXAM—In class

Two components: written and oral

GRADE: The final grade will be assessed as follows:

Papers:	30%
Presentations:	30%
Class participation &critiques:	20%
Final Exam:	20%

The course will be limited to 15 students per term.

WEEKLY ASSIGNMENTS:

Week 1:	Readings: Rachels: Chapters 1- & Blackburn Chapters 1- Discuss readings and cases. Assign cases. Discuss appropriate research units.
Week 2:	Readings: Mill, On Liberty; Mappes One-two page reconstruction of the arguments of your cases Five minute oral presentation of the reconstruction Feedback and suggestions from class.
Week 3:	Re-write the reconstruction given the feedback from class. Prepare a bibliography of selected readings appropriate to your cases Present both the re-write and bibliography to the class. Receive student feedback and suggestions.
Week 4:	Annotated bibliography. 1-2 page showing the relevant facts of the case.
Weeks 5-8:	Presentations, discussions,
Week 9-11	Mock Ethics Bowl Competitions
Week 12:	In class discussions in preparation for National Competition.
Week 13:	National Ethics Bowl Competition
Week 14:	Debriefing and discussion of Ethics Bowl Competition; review for final exam.

Sample Cases:

Case #1

Dr. B., a Professor of Psychology at a large research institution, Ohio State University (OSU), has a long distinguished record of working with chimpanzees. In the 1970s, she taught chimps to communicate, first by using American Sign Language and later using graphic symbols. In the last decade, under her direction, two young chimps, Keeli and Ivy, have learned to count and to recognize simple written words. Another chimp, Bobby, has shown an uncanny ability to learn number sequences and even to fill in missing numbers in a sequence. She has learned that chimps can do simple arithmetic, behave similarly to preschoolers, and (along with humans) have the ability to perceive the knowledge state of a peer.

Dr. B., who has dedicated her entire professional life to the study of cognition in chimpanzees, has won international acclaim for her work and was named one of the top 50 women researchers in the nation by *Discover Magazine* in 2002. Her chimps have been featured on Discovery Channel. However, as funding to support the research center has been hard to come by in the last five years, the university decided to close the research center and send the chimps away. OSU abruptly seized the professor's laboratory on February 28, 2006, changed all the locks, and hired a truck to send all 12 primates (nine chimps and three monkeys) to Primarily Primates, a controversial Texas sanctuary. The university gave the sanctuary a $324,000 trust fund for the animal's care.

Dr. B. vigorously protested the decision. When a restraining order she filed failed to prevent the university from implementing its decision, Dr. B. chained herself to the center's gate to prevent the transport trucks from leaving. Her efforts were unsuccessful and one of the chimps, 25-year old Kermit, died during the 38-hour transport in early March. Bobby was found dead in his enclosure on April 20. One of the monkeys escaped and was never recovered. Dr. B sued OSU to win custody of the remaining chimps. PETA also joined the suit on behalf of the remaining seven chimps and two monkeys and in June a Texas judge ordered that an independent trustee should oversee the $324,000 funding to ensure that it be used to house and benefit the remaining OSU primates.

Case #2

Wisconsin State Representative Dan LeMahieu (R-Oostburg) was outraged when the University of Wisconsin-Madison's University Health Services (UHS) featured ads in the two student newspapers suggesting that students consider receiving prescriptions for emergency contraception (EC) prior to leaving for spring break. UHS services are available to any student at the UW-Madison, and as such they offer health expertise to students in the areas of medical treatment for illnesses and injuries, counseling for stress reduction, smoking cessation, nutrition, dermatology, sports medicine, as well as confidential testing and treatment of sexually transmitted diseases (STDs). Although a part of the state-funded University of Wisconsin System, the ads were paid for using student segregated fees which are not part of taxpayer dollars or academic tuition funds.

Following the publication of the ads, which were part of a series also advising students to protect themselves from sun exposure and limit their intake of alcohol, Representative LeMahieu initiated drafting legislation to ban any university health center in Wisconsin from advertising or distributing the morning-after pill (EC). LeMahieu contends, "I think it's offensive that the university is trying to tell young women to be prepared and to plan ahead so they can have

promiscuous activities on spring break. I don't think that it's the role of the university to promote that type of activity, and I believe that's what their ad is asking young people to do." LeMahieu also added that the UW should be "made aware" that many people who are paying state taxes do not appreciate the offensive advertisements.

On June 16, 2005, Wisconsin's State Assembly voted 49-41 in favor of a bill prohibiting University of Wisconsin System health centers from advertising, prescribing or dispensing emergency contraception, making it the first state in the country to move towards banning EC on all state college campuses.

Case #3

Near the end of its fall season, a top executive from the popular reality television competition, *Idol Starz*, appeared on the *Today Show* and revealed that the program's contestants either advanced or were cut based on producers' decisions rather than being selected through the program's public text-messaging voting system. The executive went on to state that the show's winners and losers were selected by producers on a round-by-round basis in the hopes that certain "controversial" or "questionable" choices would positively influence ratings, increase fervor for underdog candidates, and create a more developed fan-base which would return to view the show during both current and future seasons.

Given the show's popularity and viewers' commitment to their favorite contestants, the revelation led to a large public outcry condemning the show for dishonesty and false advertising. Many claimed to have been cheated and explained that the show had a responsibility to adhere to the public's decisions about which candidates they preferred. Given special attention during this debate was the show's slogan: "You vote. You decide. Who should be the next Idol Star?"

During ensuing interviews, the show's producers explained that their decisions were based on the fact that they were in the entertainment business and that certain unpredictable events helped to keep the audience invested in the show and provided increased entertainment value. They also argued that, more often that not, their decisions about who should advance or win were in line with the public's desires. When questioned about the program's slogan, one producer was quoted as saying, "Look at it carefully. There is a difference between telling someone to vote and decide who *should* be the next Idol Star and telling them that their votes *will* decide the next Idol Star."

Case #4

In a recent case, Florida authorities declined to file charges against a Miami Herald columnist for surreptitiously recording a phone call from a city commissioner who later committed suicide in the newspaper's lobby. Authorities cited the unusual circumstances that led to the taping as the basis for not filing charges against the columnist. These circumstances were not enough for the Miami Herald, who took immediate action to fire the columnist for violating a company policy that prohibited the taping of sources and interviewees without the subject's consent.

State laws related to the recording of phone calls and the courts interpretation of these laws vary widely in the United States. Many of these laws are intentionally written with ambiguous terms and interpretation is typically required on a case by case basis.

The firing of this popular columnist caused much protest around the world. Many members of the Herald staff signed a petition requesting the decision to fire the columnist be rescinded. The columnist was friends with the city commissioner, and the commissioner provided regular sources for stories to the columnist.

According to the columnist, the commissioner was despondent over public allegations about his sex life and the tone of his voice on the phone conversation was so alarming that the columnist impulsively decided to record the conversation. The tape records the columnist's attempts to calm the commissioner. Throughout their 20-minute conversation, the columnist attempted to steer the conversation to less volatile subjects in the hopes of lifting the commissioner's spirits. But the call ended with the commissioner still despondent. A few minutes later, the commissioner shot himself.

Following the suicide, the columnist told editors of the Miami Herald that he had been interviewing the commissioner earlier in the day and had recorded part of the conversation without the commissioner's consent.

After being fired, the columnist was quoted as saying "In a tense situation I made a mistake. The Miami Herald executives only learned about it because I came to them and admitted it. I told them I was willing to accept a suspension and apologize both to the newsroom and our readers. Unfortunately, the Herald decided on the death penalty instead."

The Miami Herald editors have taken the position that there must be an absolute prohibition of the paper's reporters taping conversations without a party's consent, and not just because it is against the law in Florida, as it is in many states. An executive of the Herald has stated that the policy is necessary to protect the paper's integrity, as well as to foster trust from news sources.

Journalists at the Miami Herald have pointed out that at least one other reporter surreptitiously taped an interview, but was not fired. The journalists also have also stated that there is no written policy on taping conversations and that any verbal policy on expectations of reporters is unclear. The Miami Herald responded to the alleged case of a previous surreptitious taping by saying "we understand this happened 18 years ago". They went onto state that the recent decision to fire the columnist was clearly guided by the environment in which journalists operate today; which is much more constrained in terms of the latitude given for violation of law and policy.

Case #5

Beginning in 2005, protests at funerals for military personnel killed in Iraq have been increasing – and have received much media attention. In particular, members of the Westboro Baptist Church, in Topeka, Kansas, have been especially visible and vocal at many of these military funerals. Reverend Fred Phelps and his protesters claim that U.S. military deaths in Iraq are because America tolerates homosexuals and that they are a sign of divine punishment for America's tolerance of homosexuality. For over a year now, members of this anti-gay church have been crisscrossing the United States, holding more than one hundred protests outside the funerals of U.S. soldiers killed in Iraq.

They wave placards with such expressions as: "You're Going to Hell," "Fag Vets, God Hates You," and "Thank God for IEDs" (the improvised explosive devices responsible for killing many military personnel in Iraq). Phelps contends that all American soldiers are guilty by association – because they are fighting in the service of the U.S. government.

By Spring, 2006, twenty-eight states and Congress were rushing to pass laws to restrict protests outside military funerals. On May 17, 2006, Illinois Governor Rod Blagojevich signed a state law – "Let Them Rest in Peace Act" – that prohibits disruptive and inflammatory protesting 30 minutes before a funeral, during the service, and 30 minutes after a funeral while remaining 200 feet from the funeral site. This new Illinois law drew immediate scorn from Shirley Phelps-Roper, attorney for the Westboro Baptist Church: "The law is impotent. You've done nothing to change that God is killing your children and sending them home in body bags. Keep your big, fat snout out of our religion."

In the U.S. Congress, Representative Mike Rogers (R-Mich.) sponsored a House bill to address this matter. He said that he took up the issue after attending a military funeral in his home state, where mourners were greeted by "chants and taunting and some of the most vile things I have ever heard. Families deserve the time to bury their American heroes with dignity and in peace." On May 24, 2006, Congress passed legislation that would bar demonstrators from disrupting military funerals at national cemeteries.

The "Respect for America's Fallen Heroes Act" prohibits protests within 300 feet of the entrance of a national cemetery and within 150 feet of a road into the cemetery from 60 minutes before to 60 minutes after a funeral. Those violating the act would face up to a $100,000 fine and up to a year in prison. Senate Majority Leader Bill Frist (R-Tenn.) said that this act "will protect the sanctity of all 122 of our national cemeteries as shrines to their gallant dead. It's a sad but necessary measure to protect what should be recognized by all reasonable people as a solemn, private and deeply sacred occasion."

In response to this federal legislation, Phelps has said that Congress was "blatantly violating the First Amendment rights to free speech" in passing the bill. He said that he will continue to demonstrate but would abide by the restrictions. Constitutional experts are warning that protest restrictions – such as those passed in Illinois and in Congress – appear overly broad and are likely to be overturned if challenged in court. Eugene Volokh, a law professor at the University of California-Los Angeles and an authority on the First Amendment, said: "You can't treat speech as a breach of peace simply because it offends people. These protests are tremendously offensive and hard to ignore. But ignoring them or counter-protesting is unfortunately the only remedy the 1st Amendment allows." And, the American Civil Liberties Union has filed a lawsuit against a new Kentucky law, saying that it goes too far in limiting freedom of speech and expression. Additional lawsuits are expected to be filed.

U.S military veterans find Phelps' beliefs and actions particularly abhorrent, and in November, 2005, veterans' motorcycle groups began showing up at military funerals to oppose the protesters and to show support for the families of the deceased soldiers. Calling themselves the Patriot Guard Riders, these motorcycle groups have organized hundreds of counter-protesters to wave American flags and stand silently in front of the Westboro picketers, to pay respects to the fallen soldier, and to protect the soldier's family from disruptions.

Case #6

Alejandro Toledo, President of Peru, has launched a public campaign demanding that Yale University return to Peru Incan artifacts excavated at Machu Picchu in 1912. Yale professor Hiram Bingham III, guided by a native Peruvian, came upon the Incan city of Machu Picchu in 1911. Bingham secured backing from the National Geographic Society and support from Peru's government for archeological excavations at Machu Picchu in 1912 and again in 1914-15.

In October 1912, Bingham gained the Peruvian government's permission to bring to Yale for research the contents of 170 tombs in Machu Picchu. The decree allowed that Peru reserve the right to ask for the return of the objects.

By 1916, Peru, suspecting Bingham of secretly taking Incan gold, ended Bingham's work at Machu Picchu. The items taken to Yale from the 1914-15 excavations were loaned for only 18 months. Yale has refused several Peruvian requests for return of the artifacts.

Today, Yale claims that they have complied with the 1912 and the 1916 agreements, returning the objects to Peru during the 1920's. Yale sees no similar responsibility to return the items taken from earlier work. National Geographic Society records show that about half of the items were returned to Peru, with no mention of the remaining artifacts.

Luis Guillermo Lumbreras, the director of Peru's National Institute of Culture in Lima, claims that Yale has had 90 years to complete research on the objects, and now Peru wants the items returned. Peru elected its first indigenous president–Alejandro Toledo, who honored the nation's Incan heritage by holding part of his inauguration ceremony at Machu Picchu in 2001. In part due to his influence, Peru wants possession of the artifacts, which have formed the core of Yale's impressive, scholarly exhibition: *Unveiling the Mystery of the Incas*. After traveling to six cities and attracting over a million visitors, the exhibit now resides at Yale's Peabody Museum of Natural History in Connecticut.

The recent research of Yale professors Lucy Salazar and her husband Richard L. Burger, including extensive scientific analysis of burials, has provided the most reasonable explanation for the existence of Machu Picchu. Rather than supporting the earlier ideas of the city as a center for religious activity including the sacrifice of virgins, the professors' research has suggested that the city served as a simple country retreat from the Inca capital of Cuzco.

The number and kinds of artifacts taken to Yale from Machu Picchu is in dispute. Yale has offered to return some of the pieces to Peru, if Peru allows it to keep others at the Peabody Museum of Natural History, where Machu Picchu is the prize exhibit.

Case #7

In October of 2002, after the overdose of one of its workers, management at a Weyerhaeuser, a multinational corporation in the pulp and paper industry located in Valliant, Oklahoma, became concerned that employees were not following drug and safety regulations in its parking lot. Management decided to have the parking lot searched with gun and drug sniffing dogs. While the dogs found no drugs, they did find firearms in twelve vehicles, including shotguns and automatic weapons. The owners of these vehicles, including a 23-year veteran shift manager, were fired in the next two days.

Weyerhaeuser and many other businesses have had long standing bans on firearms brought into the plant in order to protect workers and prevent workplace violence. In 2002, Weyerhaeuser extended this ban to the parking lot. Many workers claim they were not told of the extension of the ban, though management claims they informed workers. Some of the fired workers have filed suits claiming they were not informed. The initial suit was thrown out, but the decision is being appealed.

Since this and other incidents, many states -- beginning with Oklahoma -- have enacted laws protecting workers who want to keep firearms in their cars. The latest state to consider such a law is Florida, home to Walt Disney World, which does not allow any of its 50,000+ employees to bring guns onto company property.

A number of corporations have joined federal lawsuits against these new state laws. These companies include ConocoPhillips (petroleum), Halliburton (energy), and the Nordam Group (aircraft manufacture). They state that they cannot provide a safe and secure workplace without the ban on guns in the parking lot, and they see state laws allowing guns as infringing on the right of private property owners to decide what is and is not allowed on their property. Even aside from their property rights, companies claim that the laws would disregard public safety. The Bureau of Labor Statistics Census of Fatal Occupational Injuries states that in 2004, there were 551 workplace homicides out of 5703 workplace fatalities. A study at the University of North Carolina claims that such killings are five times more likely to occur at workplaces that allow guns compared to those who do not.

The National Rifle Association (NRA) has been the primary champion of laws that allow workers to have guns in cars in company parking lots. The NRA claims that prohibiting lawful gun owners to keep guns in their car dramatically diminishes their right to own firearms and defend themselves. All 50 states allow the transportation of firearms for lawful purposes. The laws also restrict workers who may want to hunt or target shoot after work from engaging in these lawful activities. They also claim that one's car should enjoy the same protections that one's home enjoys with regards to being able to keep lawful weapons and immunity to unlawful searches.

The NRA claims that the state laws already have commonsense provisions in them that prevent abuse. For instance, anyone wanting to transport a firearm and park their car in a company lot must keep the automobile locked, and at no time is it permissible to take the firearm out of the car on company property. Against the property rights claims of business owners, the NRA claims that business owners are already under extensive federal, state, and local regulations about what they can do with their property and that striking down these state laws would allow companies to "micro-manage" the contents of an employee's automobile. The NRA also cites statistics that 84% of workplace murders are committed by strangers, and anyone determined to commit a crime will not be discouraged from bringing the gun onto company property by a company regulation prohibiting guns in parking lots.

Case #8

After several years of miscarriages, Edward and Susan turn to *in vitro* fertilization as a means of screening embryos for genetic defects. More than two years elapse, with all the attendant discomfort and expense, but finally an “acceptable” embryo is produced and implanted. To their joy, nine months later they are blessed by Michelle, an apparently happy, healthy baby.

They decide that they will not tempt fate by trying to increase their family, instead choosing to relish the raising of their daughter. Five years pass and they eagerly anticipate Michelle's starting kindergarten. They have elected to enroll her in a well-respected private school so as to realize her fullest potential. Part of the school's pre-entry preparation is an extremely thorough set of physical examinations. (The physical examinations are not done to screen for admission, but rather to anticipate potential health issues while the student is enrolled.)

To their horror, the examinations determine that Michelle has early symptoms of a particularly virulent form of *Acute Childhood Lymphoid Leukemia*. Nothing in the embryonic screening could have predicted its occurrence. They begin immediate conventional treatments which prove to be ineffective. At their oncologist's recommendation they enroll her in the nation's premier pediatric oncology program. She gives them the bad news that Michelle shows evidence of having Philadelphia chromosome-positive ALL. The most successful treatment involves hematopoietic stem cell transplantation from matching relatives. The oncology clinic tests both Edward and Susan, but finds neither of them compatible. Since neither of them (nor Michelle) has any siblings, it looks as if they will have to hope for a million-to-one chance of finding a well-matched unrelated donor.

While waiting in the lounge of the clinic, the mother of another child under treatment introduces herself and suggests that they do have another option – they could have another child, *via in vitro*, selecting among possible embryos for compatibility for transplant. Initially they are horrified at the idea of producing another child as a "biological stockpile" for Michelle, but the more they think about it the better the idea seems. After all, they really had wanted more children. The new child wouldn't be seriously injured by the procedure needed to provide Michelle with the transplant material she so desperately needs. Given their history of medical procedures needed to have Michelle, the screening required to make sure the new child would be a compatible donor is almost the same as if they were just having another child as a family expansion.

When they raise the possibility with Michelle's physician, she explains that the screening technology has improved sufficiently since Michelle's birth to guard against the new child's having the same disposition toward this disease. But, before she will go further, she tells them they must speak with the clinic's counselor. The counselor asks them to consider what their true motives are in proposing the conception of this second child, whether they would be treating her as a person or as an object and how they will explain to her the reason for her conception.

Case #9

After 25-30 years of service, ships are at the end of their sailing life and are sold as "End of Life Vessels" to be dismantled primarily to recover the valuable steel which makes up about 95% of the ship. Ship breaking (or ship demolition) is the process of dismantling the structure of an obsolete vessel for scrapping or disposal and includes a wide range of activities, from removing all gear and equipment to cutting down and recycling the ship's infrastructure. However, the only ones who profit from ship breaking are the ship owners. They extract an average of $1.9 million profit per "End of Life Vessel." Ship breaking is also a challenging and controversial process, due to the structural complexity of ships and the many environmental, safety, and health issues involved.

Ship breaking is dangerous and has the reputation of being one of the dirtiest jobs on earth. For minimal dollars a day, workers with little protective gear tear out pipes insulated with

asbestos, transformers covered with PCBs, and leaky diesel tanks. Until the late twentieth century, ship breaking took place primarily in port cities in developed countries – including the United States and Europe. Today, however, most ship breaking yards are in developing countries – especially India, China, Bangladesh, and Pakistan. This is due to rules dealing with lead paint and toxic substances. The industry was such a disgrace that, in 2000, Congress acted to stop U.S. registered ships from being sent overseas for scrap. Ship breaking remains an international environmental and labor concern - because ship breaking now occurs mostly in underdeveloped countries where working conditions and environmental impact are not regulated. Also, many ships being scrapped now were made before many international environmental laws were enacted.

In late 2005, a Virginia-based company, Bay Bridge Enterprises, visited the small coastal town of Newport, Oregon, and proposed opening a ship breaking plant on the banks of Yaquina Bay. The company offered up to 125 jobs paying $20 an hour. Their spokesperson indicated that the company had no environmental violations since they have been doing this work, and that they had zero lost-time injuries since 2001. Also, he noted that there is no large-scale ship breaking yard on the West Coast, and that there are about 60 ships anchored in a California bay – just waiting to be moved to a scrap yard. Therefore, there would be plenty of work available at a new ship breaking plant in Newport – for some time to come.

A strong coalition of interested parties in the Newport area emerged in opposition to this proposal. The "Friends of Yaquina Bay" were the group of people most responsible for rallying the community together to try to stop this ship breaking proposal. The Oregon Coast Aquarium and the Oregon State University Hatfield Marine Science Center – both located in Newport – also added major support to the effort to block the proposed plant. Some of the major issues raised by these opponents to the proposal included: the world-wide negative reputation of ship breaking; the safety of towing "ghost ships" (some with a length of up to 540 feet) from San Francisco Bay in California to Newport, Oregon; potential infestation of as many as 100 invasive species on the ships in California that are not in Yaquina Bay; toxins on and in the ships that would escape into the bay and the air, affecting the seafood industry – especially crabbing – as well as the fear of pollution runoff at the Hatfield Marine Science Center and the Oregon Coast Aquarium; and visual pollution. Yaquina Bay is a continentally Important Bird Area – with several endangered species present. There are 15 or more blue heron nests and other bird species on the tide flats near the proposed ship breaking site. The local tides extend 15 miles up the Yaquina River and thus the largest oyster farm in Oregon could be affected. Plus there is fear that money-spending tourists would not view these rusting ships as an asset to the beautiful Oregon coast.

On January 24, 2006, about 200 people packed a meeting room in Newport, Oregon, to hear Mr. Don Mann, general manager of the Port of Newport, announce that "some projects are a good fit, or not a fit at all. Bay Bridge's plan for a ship breaking facility in Yaquina Bay does not qualify in our test for a good fit." Thus, quite surprisingly, it seems, the ship breaking plan for Newport was ended. Mr. Mann continued: "This was not a good business deal for the company, or for the Port. I believe that the environmental issues could have been resolved, but our financial concerns could not be adequately addressed." The vast majority of persons at the meeting were very pleased with this decision.

While this issue was being considered by the town of Newport, Oregon, the office of the Port Commissioners received hundreds of telephone calls of concern – from all over the country. As one commissioner said: "We have gained much free advertising – for the port and

community. The whole world knows we're here. This issue is bringing this concern to Oregon, and to the nation." Bay Bridge's next move on the West Coast remains to be seen. The company is still looking for a possible Oregon or Washington port.

Case #10

Ardent R. Porter is an investigatory journalist with a respected Washington-area newspaper, *Capitol News Briefly*. As a reporter working in and around the D.C. area, Mr. Porter often relies on his long list of contacts in order to glean information that might be useful for the various articles he publishes on corruption within politics and government. By establishing relationships with individuals at all levels of government, Ardent has provided himself with valuable human sources that are often capable of providing him with names, tips, or other information that he could not extract from other channels. Furthermore, a few of Mr. Porter's key contacts are able to pass along hard-to-come-by information about questionable or downright illegal actions taken by government employees or agencies.

One such contact is Ian Stalwart, a mid-level agency administrator who works with individuals who do government "groundwork" as well as with high-level government bureaucrats. As a middleman of sorts, Ian is in a position uniquely suited to evaluating the actions of those who work both below and above him. One of Mr. Stalwart's responsibilities is to watch for and report any illegal activity that he might encounter. Mr. Stalwart takes this role very seriously and his responsibilities as a watchdog were what originally led him to seek out Ardent, a like-minded opponent of corruption and illegality within public service.

It so happened that Mr. Stalwart discovered that many individuals within his agency were working to cover up illegally-awarded, over-billed, or otherwise fraudulent government contracts awarded during the early months of the Iraq War, actions which were in violation of several federal laws, in addition to many agency standards. Upon presenting his discovery to his superiors, Mr. Stalwart was told to disregard his findings and to refrain from further discussing the subject. After pressing for a more sophisticated explanation, he was informed that the contracts in question had been deemed classified through appropriate agency and congressional channels and that because the contracts had been deemed to serve a compelling national security interest, it would be against agency policy (as well as illegal) to discuss them, regardless of any questionable procedural or substantive aspects.

Fully knowing that he was in violation of laws regarding the disclosure of classified information, Mr. Stalwart approached Mr. Porter and revealed everything he knew about the dubious contracts. He also provided Mr. Porter with the names of the individuals implicated in the cover-ups and the names of the administrators who had ordered him to remain silent.

After composing a lengthy and revealing story, Mr. Porter approached his editor about publishing the story, explaining the dilemma presented by the fact that much, if not all, of the story's core material was classified. Following a discussion about publishing the article by the paper's editorial board it was decided that the story would run in the paper's next issue.

Case #11

Students in schools of medicine, nursing, dentistry and veterinary medicine are required to observe actual surgeries (and other procedures) early in their educations as a preliminary exposure to the practices of their field. In fact, such study is thought to be essential in

confirming the students' choice of profession. Of course, the observation takes place with the informed consent of the patients (or their guardians). Many pre-medical, pre-nursing, pre-dentistry, and pre-veterinary programs, especially at schools with associated hospitals, are beginning to recommend (or even require) similar observation programs.

The State University Museum has one of the nation's premier exhibits of the history of medicine and allied fields. They include displays replicating Leonardo's anatomy studies, teaching materials from Charles University (in Prague) dating from the 16th century, 18th century "bleeding," and 19th century nutrition studies (among many other presentations).
One of the most popular offerings at the museum is the "surgery room" where films of common surgical procedures can be viewed. Like the student viewing in medical schools, the patients shown have given their informed consent. Not surprisingly, the most identifiable attendees are people who are considering having the operations shown in the pictures. The films have been "sanitized" so that excess gore is avoided, but the surgeries are shown in detail.

Dr. Suarez, curator of the museum and retired professor of neurosurgery, has proposed to the board that rather than using films, which are hard to make and quickly become outdated, observers should be allowed to observe actual, in process surgeries on persons who have consented. After all, the University Hospital is adjacent to the museum and access is convenient. The hospital's operating theaters are set up above the surgical floor but separated from the patient and surgical team by sound- and atmosphere-proof windows. Dr. Suarez suggests that such watching could become a significant educational revenue-generating operation. He points out that special exhibits commonly serve as important financial resources for museums.

When Dr. Suarez proposes this program to the Museum's board of directors, Katherine Osborn (one of the community members of the board) objects vigorously. Although Dr. Suarez's proposal clearly restricts participation to persons "15 and older," Ms. Osborn argues that teens, and perhaps others, will attend surgeries not as education but as entertainment. Her position is that such "exhibitions" will be little better than the "bum fights" and ultraviolent films that have gained popularity in recent years. Ms. Osborn claims that teens will watch surgeries as a replacement for the gore seen while attending the ***Halloween*** and ***Nightmare on Elm Street*** movies. Her claim is that such actions are exploitative more than educational.

Dr. Suarez responds that actual surgeries come nowhere near the gore commonly shown on TV and in the movies. He points out that we seldom know what motivates people to act as they do in the presence of human affliction. "Do people slow their cars when passing accidents in order to see whether they can help or to see blood and gore? How would we know? Even if an adolescent attended a surgery out of a desire to see gore, might the experience not shift his or her perspective, creating an interest in becoming a medical professional?"

Case #12

Politicians have crossed the floor, or switched parties for as long as political parties have been in place—famous switches include those of Strom Thurmond, Ronald Reagan, Condoleezza Rice, Howard Dean, Hilary Clinton and most recently, Joe Lieberman. In 2001, nine serving members of Congress had switched parties while in office. Various reasons are cited for changing parties, including ideological disagreement with one's current party and moving to improve power and legislative efficacy, among others. U.S. Representative Ralph Hall of the Fourth Congressional District in Texas cites both reasons.

Ralph Hall was first elected in 1980 as a Democrat and has been re-elected each succeeding year. Hall has made a reputation for himself as a rogue Democrat, willing to "cross the aisle" and vote with Republicans when he agreed with their position. He also has been an avid supporter of President Bush, opposed to Democratic bids to unseat him. But it was more than mere ideological agreement that encouraged a decision to switch parties in early 2004 before his bid for reelection.

As Hall stated in a January 2004 press release that announced his decision to switch parties, "This year I was denied requests for district appropriations because I was a Democrat who voted against the bill. I have always stated that … if being a Democrat hurt my district, I would either resign or switch parties." The bill to which he was referring was a "foreign operations bill" which, according to Hall, gave, "financial support to those countries that continue to vote against [the U.S.] in the United Nations."

Another motivation may be found in Hall's appreciation for being spared a potentially career devastating blow in the redistricting that cost many Democrats their seats in 2003. According to a CNN article, "…Hall's move comes after Republican state lawmakers in Austin spared him in a redistricting map that targets every other Anglo Democrat in the House. His district, based in the city of Tyler, was largely untouched by the GOP-drawn map, which is currently facing a Democratic court challenge."

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, March 28, 2007 2:38 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: Selassie

Thanks--looks impressive. I've put it on my calendar.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
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Email: jmboxill@email.unc.edu
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Phone: 919-962-3317
FAX: 919-843-3929

PHILOSOPHY 66 SOCIAL AND ECONOMIC JUSTICE Jan Boxill

Fall 2004 Office: Caldwell 102B
Tues/Thurs 12:30-1:45 Caldwell 105 Office Hours T/W 9-11
Email: jmboxill@email.unc.edu Phone: 962-3317

The course will consist of readings and class discussions focusing on social and economic issues and their theoretical justifications. The first set of readings will examine classical political theories with a focus on justice and the common good. We will ask questions such as: What is the nature of justice? What is the justification and role of the state? What is the nature of rights? Why do we take rights seriously? Is there such a thing as "the common good"? Do the traditional theories of justice and rights accommodate everyone? The second set of readings will examine current social issues using the theories discussed. The issues we will address are: racism and sexism, affirmative action, capital punishment, business ethics, the environment. We may not, and probably will not, be able to resolve the issues, but we should at least gain a greater understanding of the issues which should serve as beginnings to possible resolutions.

GOALS FOR THIS COURSE:

1. Acquire the basic skills used by philosophers generally and thus the skills we will use in this course; tools and skills needed to appreciate, challenge, reflect, and evaluate both the ideas you have inherited and those you might yet adopt. Philosophical reflection is a matter of engaging actively with ideas. The point throughout is to help you to think clearly, and for yourselves, about positions you would otherwise adopt or reject uncritically; in other words, to give you the skills you need to enjoy intellectual autonomy. With this in mind, by the end of the semester you should be able to:
   - Reconstruct an argument from a given passage or text.
   - Critically analyze an argument presented to you, produced by you, or reconstructed by you.
   - Produce, articulate, and defend reasons for a given opinion and respond to objections raised to this opinion.

2. Gain an understanding of various theories of justice and how they help us understand the current issues in society. For the various issues we will examine, both theoretical and more concrete, you should be able to:
   - Define the important terms and concepts.
   - Gain an understanding of classical and contemporary theories of justice and rights.
   - Apply these various theories to the different issues.
   - Explain the relationship between the larger theoretical issues and the relationship between the various issues.
   - Given a specific issue, demonstrate the ability to supply reasons in favor of a certain resolution and make sure these are consistent with positions you have taken and will take on other issues.

REQUIRED TEXTS:

The Trial and Death of Socrates
The State, Justice, and the Common Good, edited by B.J. Diggs **(SJCG)**
Contemporary Moral Problems, edited by James E. White (**CMP**)
Other Readings on Reserve

CLASS REQUIREMENTS:
Keep up with announcements, assignments, outlines and notes for lectures posted on BLACKBOARD.

Assigned Readings: See Schedule
Examinations and Quizzes:
- 5 Quizzes: Dates announced in Class-likely every 2 weeks; lowest quiz will be dropped.
- Two Papers: Paper 1: 2-4 pages; Paper 2: 3-5 pages. Due dates and topics on Blackboard.
- A Comprehensive Final: Format -- Short Answer and essay **Thursday, December 16, 9 a.m**.

Outside Assignments: Options
1. Volunteer Service: APPLES or 8-10 hours of volunteer service for the semester with a 3-5 page analysis of your service. Submit a short paragraph for approval to begin service. Paper due last day of class. Or:
2. FOUR outside lectures, events, or articles related to the issues or theories discussed. For each you are to write a one-page (typed or handwritten) analysis/reaction giving a brief summary, your reaction and analysis, and how it is relevant to the class. DUE DATES: Two by Fall Break; Two by last day of class.

Class Participation:
Participation makes for a more enjoyable and interesting class. But further, discussion in class is crucial to understanding and reasoning. You should prepare the readings so that you will be able to answer questions about them and use the concepts they introduce.

Class Attendance: A Roll sheet will be passed around for each class.

FINAL GRADE FOR THE COURSE WILL BE DETERMINED AS FOLLOWS:

Paper #1	=15%
Paper #2	=20%
Quizzes	=15%
Outside Assignments/Attendance	=10%

Final Exam =40%

SCHEDULE OF READINGS

WEEK 1: Introduction to Course
Trial and Death of Socrates: Apology and Crito.

WEEK 2: Greek Political Thought continued
SJCG: Introduction pp. 1-26

WEEK 3: **SJCG**: The Modern State, Hobbes: pp. 29-33; 52-66.

WEEK 4: **SJCG**: Locke, pp. 33-37 and 67-87

WEEK 5: **SJCG:** Rousseau pp. 43-50 and 117-144

WEEK 6: **SJCG**: Hume, pp. 37-43 and 88-116

WEEK 7: **SJCG**: Justice and the Common Good, pp. 145-169;
Marx, pp. 145-158 and 172-184

WEEK 8: **SJCG**: Mill, pp. 159-163 and 185-200

WEEK 9: **SJCG**: Rawls, pp. 164-169 and 219-240

WEEK 10: Dworkin: Taking Rights Seriously, CMP: pp. 72-78
Baier: The Need for More Than Justice, CMP: pp. 86-96
Racism and Sexism: Readings on reserve
Audre Lorde, Scratching the Surface
Marilyn Frye, Sexism
R. Wasserstrom, Racism and Sexism
bell hooks, Selections from From Margin to Center
Film: A Class Divided

WEEK 11: Affirmative Action: CMP: pp. 415-463
Louis Pojman, The Moral Status of Affirmative Action
Albert Mosley, The Case against Pojman
Laurence Thomas, What Good Am I?
Thomas Hill, The Message of Affirmative Action
On Reserve: The Case of Alan Bakke
J. Boxill, Affirmative Action as Reverse Discrimination
B. Boxill, Affirmative Action

WEEK 12: Pornography and Drugs: CMP: pp. 355-411
J.S. Mill, On Liberty
Barry Lynn, Pornography and Free Speech: The Civil Rights Approach
Ann Garry, Sex, Lies, and Pornography
Thomas Szasz, The Ethics of Addiction
James Q. Wilson, Against Legalization of Drugs
Daniel Shapiro, Addiction and Drug Policy

WEEK 13: Capital Punishment: CMP: pp. 239-282
Gregg vs. Georgia (1976)
Kant, The Retributive Theory of Punishment
L. Pojman, Deterrence and the Death Penalty
J. Reiman, Deterrence: Common Sense and the Best Bet Argument
Anthony Amsterdam, Capital Punishment

WEEK 14: Business Ethics: Readings on Reserve
Cases: MacPherson vs. Buick; Henningsen vs.Bloomfield Motors; Ford Pinto; Ford Explorer/Firestone Tires.
Rights in the Workplace
Nickel and Dimed: Selections

WEEK 15: The Environment: CMP: pp. 511-571
Aldo Leopold, The Land Ethic
J. Callicot, Animal Liberation: A Triangular Affair
Devall and Sessions, Deep Ecology

COMPREHENSIVE FINAL EXAM
THURSDAY, DECEMBER 16 at 9 a.m.

THE HONOR CODE

It shall be the responsibility of every student at UNC to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity.

CAMPUS CODE

It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University Community.

WHAT I EXPECT

The Honor Code is, as always, in effect in this course. The following sections explain what I expect from you in terms of meeting these standards. If you have any questions at all about these matters, please do not hesitate to ask me.

PLEDGE: The Instrument of Student Judicial Governance requires that you sign a pledge on all written work. (On my honor, I have neither given nor received unauthorized aid on this assignment.?) This includes all papers, exams, and quizzes. The first time you hand in an assignment, I expect you to write out the pledge in full. After that, you may simply write ?Pledge? and sign your name.

EXAMS AND QUIZZES: All in-class exams and quizzes in this class are to be taken without the assistance of books, notes, or other people. You may, however, study with classmates. In fact, forming study groups is an excellent way to prepare for exams.

PAPERS: As with exams and quizzes, I encourage you to discuss your papers with your classmates and anyone else, for that matter. The crucial thing to remember is that you must give citations for ideas that are not your own, whether or not those ideas have been written down somewhere. If your roommate comes up with a brilliant example and you use it in your paper, then you must cite him or her in a footnote.

Again, if you are not clear about any of this, ***ask questions.***

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, April 8, 2007 10:17 AM
To: Gulledge, Suzanne Allen <sgulledg@email.unc.edu>
Subject: Re: Humanities award first draft
Attach: Humanities grant application.doc

Suzanne,
I've added and edited what you sent. I am home and available today, and also tomorrow from 12-1 and 3-4.
As I was reading through it, I truly believe we have something unique to offer. I tried to emphasize this in the end. What do you think?

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

>

April 5, 2007

Vice Chancellor Tony Waldrop
Office of Research and Economic Development
University of North Carolina at Chapel Hill

Dear Vice Chancellor Waldrop:

Following is a request for an award to support scholarship and research for a project related to ethics and the preparation and professional development of teachers. The proposed activity would involve collaboration of a professor in philosophy and a professor in education to develop a resource book on ethical decision making that is specifically applicable to the work of public school teachers, administrators, and counselors. The aim is to incorporate narratives of real cases and dilemmas that face our public school personnel and to provide a framework for analizing them. We further aim to inform our recommendations through a study of the processes and the outcomes of a humanities project that began with the work of a few scholars, much as we aim to begin, in Australia in 1998 as the multicultural public schools faced issues of conflicting ethical cultures and a crisis related to achievement of all students. Upon completion of this project, in cooperation with the Parr Center for Ethics, we will sponsor seminars and workshops for public school teachers using this resource book as the base of the discussion, as well as include the material in an Ethics in Education class.

At present, there exists a significant void in the literature related to ethics and teaching that specifically addresses public school teaching. The proposed articles and book that will proceed from this award will be useful in several contexts and for a varied audience: in the pre-service training of teachers; as text for college and university faculty members who are teacher educators; to inform state education agencies that oversee professional licensing; in the ongoing professional development of practicing teachers and to administrators who oversee the work of classroom teachers in public schools; and for anyone interested in applied ethics and the professions.

Scholarship related to ethics in other professions- medicine, law, and business has yielded a number of seminal books and case studies (for example:)
Comparable work that is specifically relevant to American public school educators is virtually non existent. Attention to ethics in education is almost exclusively focused on college level teaching in the few books devoted to the subject. The work of Nel

Noddings and Paulo Freire provide text for most topical treatments of ethics within professional studies courses that are a part of teacher preparation and neither of those authors includes specific cases nor have exclusive interest in public school teaching and its practical, ethical considerations.

The ethical behavior of teachers and public school professionals is of central importance in their work that includes not only relations with students, families and school communities, but also the veracity of their instruction, their perspectives on content, their attention to students' learning skills and deficits, what they confront and what they ignore, what they teach and what they leave out. While codes of conduct or guidelines for educators may explicitly state the expectations that teachers treat student equitably, meet the individual needs of pupils and follow the proscribed curriculum, there is little guidance and scant instruction about how one proceeds when the practical application of those values conflict with each other. That Socratic question, the fundamental one in ethics: "What ought one to do?" is fundamentally practical and those who confront it in their professional work are called to respond with practicalities of action (or inactivity). Such a resource book would not replace the present guides to educators, but would serve to enhance and provide a means for understanding in applying these guidelines. Ethical decision making is more than simply applying a code; it requires clear analytic thinking. Furthermore, the dilemmas that public schools face do not fit nicely into any guideline application. This book aims to provide a means of understanding issues and reasoning through them.

Cases to be based on real classroom and public school dilemmas should be confronted and wrestled with by pre-service and practicing teachers and other professionals whose work is in those schools. Exemplary cases representing relationships, responsibility for the individuals who make up our increasingly diverse public schools, and the pedagogy and curriculum of those schools will be included in the book. For example, we may include the case of a student teacher in a Chapel Hill middle school who was handed a note by a pupil's mother informing him that the student was to be excused from reading material discussing Hinduism as part of studies about Asia since such studies were an affront to family religious values. Or, a case may be framed around the issue of the teacher who must discuss a student's failing grades with a parent whom the teacher suspects will beat the child if such news is conveyed. Well developed cases and a framework for consideration of them would provide a much needed text to springboard the preparation and practice that educators need to deal with the myriad ethical issues that define their work as human service professionals.

The collaboration of philosophy and education is ideal for this endeavor. Philosophy provides a base for ethical decision making and education provides a base for understanding the real issues that face public school educators. With this collaboration, we believe this book will be unique in the field and serve as a resource not just for educators, but for other professionals as well.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, April 8, 2007 10:31 AM
To: Janken, Kenneth R <krjanken@email.unc.edu>
Subject: Ethics Bowl Proposal
Attach: PHIL 560 Ethics Bowl.doc

Hi Kenneth,
It was good seeing you at Lucius Outlaw's paper, and to have a few minutes to chat. Our lives are just so busy, we don't interact much with people outside our own little worlds!

Here is the proposal I sent for the Ethics Bowl Experiential Learning course. I must say I am not a fan of the online submission as once submitted I cannot review it--at least I can't figure it out!

Thanks for all your help.
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

PHIL 560 ETHICS BOWL Instructor: Jan Boxill

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course the students will prepare these cases. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation. The team sent to the Ethics Bowl competition will be selected from those registered in the course. Before the actual competition, a mock Ethics Bowl will be presented to the public and also to local high schools as part of the Philosophy Department's outreach program.

During a round, each team takes turns presenting its position on a case and critiquing another team's position on a different case. Teams must answer questions about their positions from a panel of judges. Judges assign scores based on logical consistency, clarity, focus and thoroughness. The presentations are evaluated on the following criteria:

Clarity and Intelligibility: Have you stated and defended your position in a way that is logically consistent and a reader/lister can clearly understand your line of reasoning?

Focus on Ethically Relevant Factors: Has you identified and discussed the ethically relevant factors?

Avoidance of Ethical Irrelevance: Has you stayed on track by avoiding preoccupation with issues that are not ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does your presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

The Intercollegiate Ethics Bowl (IEB) combines the excitement and fun of a competitive tournament with a valuable educational experience for undergraduate students.

The regional competition takes place in November and national in March. The course would be offered in the Fall to prepare students for the regional competition. The actual cases are sent out in mid September, so before that the students will look at previous year's cases and read material appropriate to cases in general, including ethical theory.

READINGS to be taken from the following:

Elements of Moral Philosophy, James Rachels
Being Good, Simon Blackburn
On Liberty, John Stuart Mill
Social Ethics: Morality and Social Policy, Thomas Mappes & Jane Zembaty, editors.

Other readings will be assigned as appropriate.

REQUIREMENTS:

I. CASE PREPARATION:

Each student will prepare a minimum of two cases. Each case involves:

1. 2-3 page paper setting out the argument with ethical implications.
2. Present argument to class- 5 minute presentation. Other students write a critique of the presentation with suggested revisions, readings, and research.
3. Revised paper based upon class presentation, discussion, and student critiques. Revised paper will also include an analysis of one aspect of the argument. 3-5 pages which will include bibliography and field research plans.
4. Present revised argument along with analysis: 5-7 minutes. Critiques.
5. Revised paper based on previous discussion. Revised paper will also include analysis of second aspect of the argument: 5-7 pages.
6. Present revised argument along with analysis: 5-7 minutes. Critiques
7. Revised paper based on previous discussion. Revised paper will include objections to your analysis.
8. Present revised argument: 5-7 minutes.
9. Revised paper with completed philosophical analysis: 12-15 pages
10. Oral presentation of completed analysis:
    8 minutes for presentation
    5 minutes for questions
    5-7 minutes rebuttal.

II. EXPERIENTIAL MENTORED RESEARCH STUDY:

1. For each case, students will contact appropriate units for essential background to investigate original problems and gain information regarding the case to be incorporated in the presentations and drafts. Throughout the experience, the work will be supervised and mentored by instructor and Parr Center Visiting Professor, who will assist students with setting appropriate goals. Research will also be assisted by the Parr Center graduate research fellow and the unit head or designate. [E.g. For legal cases, it would involve working with the DA office].

Expected minimum hours: 60

2. Three mock Ethics Bowl competitions: one to the Department/University, and two in local high schools as part of the Department's Outreach Program.

III. FINAL EXAM—In class

Two components: written and oral

GRADE: The final grade will be assessed as follows:

Papers:	30%
Presentations:	30%
Class participation &critiques:	20%
Final Exam:	20%

The course will be limited to 15 students per term.

WEEKLY ASSIGNMENTS:

Week 1:	Readings: Rachels: Chapters 1- & Blackburn Chapters 1- Discuss readings and cases. Assign cases. Discuss appropriate research units.
Week 2:	Readings: Mill, On Liberty; Mappes One-two page reconstruction of the arguments of your cases Five minute oral presentation of the reconstruction Feedback and suggestions from class.
Week 3:	Re-write the reconstruction given the feedback from class. Prepare a bibliography of selected readings appropriate to your cases Present both the re-write and bibliography to the class. Receive student feedback and suggestions.
Week 4:	Annotated bibliography. 1-2 page showing the relevant facts of the case.
Weeks 5-8:	Presentations, discussions,
Week 9-11	Mock Ethics Bowl Competitions
Week 12:	In class discussions in preparation for National Competition.
Week 13:	National Ethics Bowl Competition
Week 14:	Debriefing and discussion of Ethics Bowl Competition; review for final exam.

Sample Cases:

Case #1

Dr. B., a Professor of Psychology at a large research institution, Ohio State University (OSU), has a long distinguished record of working with chimpanzees. In the 1970s, she taught chimps to communicate, first by using American Sign Language and later using graphic symbols. In the last decade, under her direction, two young chimps, Keeli and Ivy, have learned to count and to recognize simple written words. Another chimp, Bobby, has shown an uncanny ability to learn number sequences and even to fill in missing numbers in a sequence. She has learned that chimps can do simple arithmetic, behave similarly to preschoolers, and (along with humans) have the ability to perceive the knowledge state of a peer.

Dr. B., who has dedicated her entire professional life to the study of cognition in chimpanzees, has won international acclaim for her work and was named one of the top 50 women researchers in the nation by *Discover Magazine* in 2002. Her chimps have been featured on Discovery Channel. However, as funding to support the research center has been hard to come by in the last five years, the university decided to close the research center and send the chimps away. OSU abruptly seized the professor's laboratory on February 28, 2006, changed all the locks, and hired a truck to send all 12 primates (nine chimps and three monkeys) to Primarily Primates, a controversial Texas sanctuary. The university gave the sanctuary a $324,000 trust fund for the animal's care.

Dr. B. vigorously protested the decision. When a restraining order she filed failed to prevent the university from implementing its decision, Dr. B. chained herself to the center's gate to prevent the transport trucks from leaving. Her efforts were unsuccessful and one of the chimps, 25-year old Kermit, died during the 38-hour transport in early March. Bobby was found dead in his enclosure on April 20. One of the monkeys escaped and was never recovered. Dr. B sued OSU to win custody of the remaining chimps. PETA also joined the suit on behalf of the remaining seven chimps and two monkeys and in June a Texas judge ordered that an independent trustee should oversee the $324,000 funding to ensure that it be used to house and benefit the remaining OSU primates.

Case #2

Wisconsin State Representative Dan LeMahieu (R-Oostburg) was outraged when the University of Wisconsin-Madison's University Health Services (UHS) featured ads in the two student newspapers suggesting that students consider receiving prescriptions for emergency contraception (EC) prior to leaving for spring break. UHS services are available to any student at the UW-Madison, and as such they offer health expertise to students in the areas of medical treatment for illnesses and injuries, counseling for stress reduction, smoking cessation, nutrition, dermatology, sports medicine, as well as confidential testing and treatment of sexually transmitted diseases (STDs). Although a part of the state-funded University of Wisconsin System, the ads were paid for using student segregated fees which are not part of taxpayer dollars or academic tuition funds.

Following the publication of the ads, which were part of a series also advising students to protect themselves from sun exposure and limit their intake of alcohol, Representative LeMahieu initiated drafting legislation to ban any university health center in Wisconsin from advertising or distributing the morning-after pill (EC). LeMahieu contends, "I think it's offensive that the university is trying to tell young women to be prepared and to plan ahead so they can have

promiscuous activities on spring break. I don't think that it's the role of the university to promote that type of activity, and I believe that's what their ad is asking young people to do." LeMahieu also added that the UW should be "made aware" that many people who are paying state taxes do not appreciate the offensive advertisements.

On June 16, 2005, Wisconsin's State Assembly voted 49-41 in favor of a bill prohibiting University of Wisconsin System health centers from advertising, prescribing or dispensing emergency contraception, making it the first state in the country to move towards banning EC on all state college campuses.

Case #3

Near the end of its fall season, a top executive from the popular reality television competition, *Idol Starz*, appeared on the *Today Show* and revealed that the program's contestants either advanced or were cut based on producers' decisions rather than being selected through the program's public text-messaging voting system. The executive went on to state that the show's winners and losers were selected by producers on a round-by-round basis in the hopes that certain "controversial" or "questionable" choices would positively influence ratings, increase fervor for underdog candidates, and create a more developed fan-base which would return to view the show during both current and future seasons.

Given the show's popularity and viewers' commitment to their favorite contestants, the revelation led to a large public outcry condemning the show for dishonesty and false advertising. Many claimed to have been cheated and explained that the show had a responsibility to adhere to the public's decisions about which candidates they preferred. Given special attention during this debate was the show's slogan: "You vote. You decide. Who should be the next Idol Star?"

During ensuing interviews, the show's producers explained that their decisions were based on the fact that they were in the entertainment business and that certain unpredictable events helped to keep the audience invested in the show and provided increased entertainment value. They also argued that, more often that not, their decisions about who should advance or win were in line with the public's desires. When questioned about the program's slogan, one producer was quoted as saying, "Look at it carefully. There is a difference between telling someone to vote and decide who *should* be the next Idol Star and telling them that their votes *will* decide the next Idol Star."

Case #4

In a recent case, Florida authorities declined to file charges against a Miami Herald columnist for surreptitiously recording a phone call from a city commissioner who later committed suicide in the newspaper's lobby. Authorities cited the unusual circumstances that led to the taping as the basis for not filing charges against the columnist. These circumstances were not enough for the Miami Herald, who took immediate action to fire the columnist for violating a company policy that prohibited the taping of sources and interviewees without the subject's consent.

State laws related to the recording of phone calls and the courts interpretation of these laws vary widely in the United States. Many of these laws are intentionally written with ambiguous terms and interpretation is typically required on a case by case basis.

The firing of this popular columnist caused much protest around the world. Many members of the Herald staff signed a petition requesting the decision to fire the columnist be rescinded. The columnist was friends with the city commissioner, and the commissioner provided regular sources for stories to the columnist.

According to the columnist, the commissioner was despondent over public allegations about his sex life and the tone of his voice on the phone conversation was so alarming that the columnist impulsively decided to record the conversation. The tape records the columnist's attempts to calm the commissioner. Throughout their 20-minute conversation, the columnist attempted to steer the conversation to less volatile subjects in the hopes of lifting the commissioner's spirits. But the call ended with the commissioner still despondent. A few minutes later, the commissioner shot himself.

Following the suicide, the columnist told editors of the Miami Herald that he had been interviewing the commissioner earlier in the day and had recorded part of the conversation without the commissioner's consent.

After being fired, the columnist was quoted as saying "In a tense situation I made a mistake. The Miami Herald executives only learned about it because I came to them and admitted it. I told them I was willing to accept a suspension and apologize both to the newsroom and our readers. Unfortunately, the Herald decided on the death penalty instead."

The Miami Herald editors have taken the position that there must be an absolute prohibition of the paper's reporters taping conversations without a party's consent, and not just because it is against the law in Florida, as it is in many states. An executive of the Herald has stated that the policy is necessary to protect the paper's integrity, as well as to foster trust from news sources.

Journalists at the Miami Herald have pointed out that at least one other reporter surreptitiously taped an interview, but was not fired. The journalists also have also stated that there is no written policy on taping conversations and that any verbal policy on expectations of reporters is unclear. The Miami Herald responded to the alleged case of a previous surreptitious taping by saying "we understand this happened 18 years ago". They went onto state that the recent decision to fire the columnist was clearly guided by the environment in which journalists operate today; which is much more constrained in terms of the latitude given for violation of law and policy.

Case #5

Beginning in 2005, protests at funerals for military personnel killed in Iraq have been increasing – and have received much media attention. In particular, members of the Westboro Baptist Church, in Topeka, Kansas, have been especially visible and vocal at many of these military funerals. Reverend Fred Phelps and his protesters claim that U.S. military deaths in Iraq are because America tolerates homosexuals and that they are a sign of divine punishment for America's tolerance of homosexuality. For over a year now, members of this anti-gay church have been crisscrossing the United States, holding more than one hundred protests outside the funerals of U.S. soldiers killed in Iraq.

They wave placards with such expressions as: "You're Going to Hell," "Fag Vets, God Hates You," and "Thank God for IEDs" (the improvised explosive devices responsible for killing many military personnel in Iraq). Phelps contends that all American soldiers are guilty by association – because they are fighting in the service of the U.S. government.

By Spring, 2006, twenty-eight states and Congress were rushing to pass laws to restrict protests outside military funerals. On May 17, 2006, Illinois Governor Rod Blagojevich signed a state law – "Let Them Rest in Peace Act" – that prohibits disruptive and inflammatory protesting 30 minutes before a funeral, during the service, and 30 minutes after a funeral while remaining 200 feet from the funeral site. This new Illinois law drew immediate scorn from Shirley Phelps-Roper, attorney for the Westboro Baptist Church: "The law is impotent. You've done nothing to change that God is killing your children and sending them home in body bags. Keep your big, fat snout out of our religion."

In the U.S. Congress, Representative Mike Rogers (R-Mich.) sponsored a House bill to address this matter. He said that he took up the issue after attending a military funeral in his home state, where mourners were greeted by "chants and taunting and some of the most vile things I have ever heard. Families deserve the time to bury their American heroes with dignity and in peace." On May 24, 2006, Congress passed legislation that would bar demonstrators from disrupting military funerals at national cemeteries.

The "Respect for America's Fallen Heroes Act" prohibits protests within 300 feet of the entrance of a national cemetery and within 150 feet of a road into the cemetery from 60 minutes before to 60 minutes after a funeral. Those violating the act would face up to a $100,000 fine and up to a year in prison. Senate Majority Leader Bill Frist (R-Tenn.) said that this act "will protect the sanctity of all 122 of our national cemeteries as shrines to their gallant dead. It's a sad but necessary measure to protect what should be recognized by all reasonable people as a solemn, private and deeply sacred occasion."

In response to this federal legislation, Phelps has said that Congress was "blatantly violating the First Amendment rights to free speech" in passing the bill. He said that he will continue to demonstrate but would abide by the restrictions. Constitutional experts are warning that protest restrictions – such as those passed in Illinois and in Congress – appear overly broad and are likely to be overturned if challenged in court. Eugene Volokh, a law professor at the University of California-Los Angeles and an authority on the First Amendment, said: "You can't treat speech as a breach of peace simply because it offends people. These protests are tremendously offensive and hard to ignore. But ignoring them or counter-protesting is unfortunately the only remedy the 1st Amendment allows." And, the American Civil Liberties Union has filed a lawsuit against a new Kentucky law, saying that it goes too far in limiting freedom of speech and expression. Additional lawsuits are expected to be filed.

U.S military veterans find Phelps' beliefs and actions particularly abhorrent, and in November, 2005, veterans' motorcycle groups began showing up at military funerals to oppose the protesters and to show support for the families of the deceased soldiers. Calling themselves the Patriot Guard Riders, these motorcycle groups have organized hundreds of counter-protesters to wave American flags and stand silently in front of the Westboro picketers, to pay respects to the fallen soldier, and to protect the soldier's family from disruptions.

Case #6

Alejandro Toledo, President of Peru, has launched a public campaign demanding that Yale University return to Peru Incan artifacts excavated at Machu Picchu in 1912. Yale professor Hiram Bingham III, guided by a native Peruvian, came upon the Incan city of Machu Picchu in 1911. Bingham secured backing from the National Geographic Society and support from Peru's government for archeological excavations at Machu Picchu in 1912 and again in 1914-15.

In October 1912, Bingham gained the Peruvian government's permission to bring to Yale for research the contents of 170 tombs in Machu Picchu. The decree allowed that Peru reserve the right to ask for the return of the objects.

By 1916, Peru, suspecting Bingham of secretly taking Incan gold, ended Bingham's work at Machu Picchu. The items taken to Yale from the 1914-15 excavations were loaned for only 18 months. Yale has refused several Peruvian requests for return of the artifacts.

Today, Yale claims that they have complied with the 1912 and the 1916 agreements, returning the objects to Peru during the 1920's. Yale sees no similar responsibility to return the items taken from earlier work. National Geographic Society records show that about half of the items were returned to Peru, with no mention of the remaining artifacts.

Luis Guillermo Lumbreras, the director of Peru's National Institute of Culture in Lima, claims that Yale has had 90 years to complete research on the objects, and now Peru wants the items returned. Peru elected its first indigenous president–Alejandro Toledo, who honored the nation's Incan heritage by holding part of his inauguration ceremony at Machu Picchu in 2001. In part due to his influence, Peru wants possession of the artifacts, which have formed the core of Yale's impressive, scholarly exhibition: *Unveiling the Mystery of the Incas*. After traveling to six cities and attracting over a million visitors, the exhibit now resides at Yale's Peabody Museum of Natural History in Connecticut.

The recent research of Yale professors Lucy Salazar and her husband Richard L. Burger, including extensive scientific analysis of burials, has provided the most reasonable explanation for the existence of Machu Picchu. Rather than supporting the earlier ideas of the city as a center for religious activity including the sacrifice of virgins, the professors' research has suggested that the city served as a simple country retreat from the Inca capital of Cuzco.

The number and kinds of artifacts taken to Yale from Machu Picchu is in dispute. Yale has offered to return some of the pieces to Peru, if Peru allows it to keep others at the Peabody Museum of Natural History, where Machu Picchu is the prize exhibit.

Case #7

In October of 2002, after the overdose of one of its workers, management at a Weyerhaeuser, a multinational corporation in the pulp and paper industry located in Valliant, Oklahoma, became concerned that employees were not following drug and safety regulations in its parking lot. Management decided to have the parking lot searched with gun and drug sniffing dogs. While the dogs found no drugs, they did find firearms in twelve vehicles, including shotguns and automatic weapons. The owners of these vehicles, including a 23-year veteran shift manager, were fired in the next two days.

Weyerhaeuser and many other businesses have had long standing bans on firearms brought into the plant in order to protect workers and prevent workplace violence. In 2002, Weyerhaeuser extended this ban to the parking lot. Many workers claim they were not told of the extension of the ban, though management claims they informed workers. Some of the fired workers have filed suits claiming they were not informed. The initial suit was thrown out, but the decision is being appealed.

Since this and other incidents, many states -- beginning with Oklahoma -- have enacted laws protecting workers who want to keep firearms in their cars. The latest state to consider such a law is Florida, home to Walt Disney World, which does not allow any of its 50,000+ employees to bring guns onto company property.

A number of corporations have joined federal lawsuits against these new state laws. These companies include ConocoPhillips (petroleum), Halliburton (energy), and the Nordam Group (aircraft manufacture). They state that they cannot provide a safe and secure workplace without the ban on guns in the parking lot, and they see state laws allowing guns as infringing on the right of private property owners to decide what is and is not allowed on their property. Even aside from their property rights, companies claim that the laws would disregard public safety. The Bureau of Labor Statistics Census of Fatal Occupational Injuries states that in 2004, there were 551 workplace homicides out of 5703 workplace fatalities. A study at the University of North Carolina claims that such killings are five times more likely to occur at workplaces that allow guns compared to those who do not.

The National Rifle Association (NRA) has been the primary champion of laws that allow workers to have guns in cars in company parking lots. The NRA claims that prohibiting lawful gun owners to keep guns in their car dramatically diminishes their right to own firearms and defend themselves. All 50 states allow the transportation of firearms for lawful purposes. The laws also restrict workers who may want to hunt or target shoot after work from engaging in these lawful activities. They also claim that one's car should enjoy the same protections that one's home enjoys with regards to being able to keep lawful weapons and immunity to unlawful searches.

The NRA claims that the state laws already have commonsense provisions in them that prevent abuse. For instance, anyone wanting to transport a firearm and park their car in a company lot must keep the automobile locked, and at no time is it permissible to take the firearm out of the car on company property. Against the property rights claims of business owners, the NRA claims that business owners are already under extensive federal, state, and local regulations about what they can do with their property and that striking down these state laws would allow companies to "micro-manage" the contents of an employee's automobile. The NRA also cites statistics that 84% of workplace murders are committed by strangers, and anyone determined to commit a crime will not be discouraged from bringing the gun onto company property by a company regulation prohibiting guns in parking lots.

Case #8

After several years of miscarriages, Edward and Susan turn to *in vitro* fertilization as a means of screening embryos for genetic defects. More than two years elapse, with all the attendant discomfort and expense, but finally an “acceptable” embryo is produced and implanted. To their joy, nine months later they are blessed by Michelle, an apparently happy, healthy baby.

They decide that they will not tempt fate by trying to increase their family, instead choosing to relish the raising of their daughter. Five years pass and they eagerly anticipate Michelle's starting kindergarten. They have elected to enroll her in a well-respected private school so as to realize her fullest potential. Part of the school's pre-entry preparation is an extremely thorough set of physical examinations. (The physical examinations are not done to screen for admission, but rather to anticipate potential health issues while the student is enrolled.)

To their horror, the examinations determine that Michelle has early symptoms of a particularly virulent form of *Acute Childhood Lymphoid Leukemia*. Nothing in the embryonic screening could have predicted its occurrence. They begin immediate conventional treatments which prove to be ineffective. At their oncologist's recommendation they enroll her in the nation's premier pediatric oncology program. She gives them the bad news that Michelle shows evidence of having Philadelphia chromosome-positive ALL. The most successful treatment involves hematopoietic stem cell transplantation from matching relatives. The oncology clinic tests both Edward and Susan, but finds neither of them compatible. Since neither of them (nor Michelle) has any siblings, it looks as if they will have to hope for a million-to-one chance of finding a well-matched unrelated donor.

While waiting in the lounge of the clinic, the mother of another child under treatment introduces herself and suggests that they do have another option – they could have another child, *via in vitro*, selecting among possible embryos for compatibility for transplant. Initially they are horrified at the idea of producing another child as a "biological stockpile" for Michelle, but the more they think about it the better the idea seems. After all, they really had wanted more children. The new child wouldn't be seriously injured by the procedure needed to provide Michelle with the transplant material she so desperately needs. Given their history of medical procedures needed to have Michelle, the screening required to make sure the new child would be a compatible donor is almost the same as if they were just having another child as a family expansion.

When they raise the possibility with Michelle's physician, she explains that the screening technology has improved sufficiently since Michelle's birth to guard against the new child's having the same disposition toward this disease. But, before she will go further, she tells them they must speak with the clinic's counselor. The counselor asks them to consider what their true motives are in proposing the conception of this second child, whether they would be treating her as a person or as an object and how they will explain to her the reason for her conception.

Case #9

After 25-30 years of service, ships are at the end of their sailing life and are sold as "End of Life Vessels" to be dismantled primarily to recover the valuable steel which makes up about 95% of the ship. Ship breaking (or ship demolition) is the process of dismantling the structure of an obsolete vessel for scrapping or disposal and includes a wide range of activities, from removing all gear and equipment to cutting down and recycling the ship's infrastructure. However, the only ones who profit from ship breaking are the ship owners. They extract an average of $1.9 million profit per "End of Life Vessel." Ship breaking is also a challenging and controversial process, due to the structural complexity of ships and the many environmental, safety, and health issues involved.

Ship breaking is dangerous and has the reputation of being one of the dirtiest jobs on earth. For minimal dollars a day, workers with little protective gear tear out pipes insulated with

asbestos, transformers covered with PCBs, and leaky diesel tanks. Until the late twentieth century, ship breaking took place primarily in port cities in developed countries – including the United States and Europe. Today, however, most ship breaking yards are in developing countries – especially India, China, Bangladesh, and Pakistan. This is due to rules dealing with lead paint and toxic substances. The industry was such a disgrace that, in 2000, Congress acted to stop U.S. registered ships from being sent overseas for scrap. Ship breaking remains an international environmental and labor concern - because ship breaking now occurs mostly in underdeveloped countries where working conditions and environmental impact are not regulated. Also, many ships being scrapped now were made before many international environmental laws were enacted.

In late 2005, a Virginia-based company, Bay Bridge Enterprises, visited the small coastal town of Newport, Oregon, and proposed opening a ship breaking plant on the banks of Yaquina Bay. The company offered up to 125 jobs paying $20 an hour. Their spokesperson indicated that the company had no environmental violations since they have been doing this work, and that they had zero lost-time injuries since 2001. Also, he noted that there is no large-scale ship breaking yard on the West Coast, and that there are about 60 ships anchored in a California bay – just waiting to be moved to a scrap yard. Therefore, there would be plenty of work available at a new ship breaking plant in Newport – for some time to come.

A strong coalition of interested parties in the Newport area emerged in opposition to this proposal. The "Friends of Yaquina Bay" were the group of people most responsible for rallying the community together to try to stop this ship breaking proposal. The Oregon Coast Aquarium and the Oregon State University Hatfield Marine Science Center – both located in Newport – also added major support to the effort to block the proposed plant. Some of the major issues raised by these opponents to the proposal included: the world-wide negative reputation of ship breaking; the safety of towing "ghost ships" (some with a length of up to 540 feet) from San Francisco Bay in California to Newport, Oregon; potential infestation of as many as 100 invasive species on the ships in California that are not in Yaquina Bay; toxins on and in the ships that would escape into the bay and the air, affecting the seafood industry – especially crabbing – as well as the fear of pollution runoff at the Hatfield Marine Science Center and the Oregon Coast Aquarium; and visual pollution. Yaquina Bay is a continentally Important Bird Area – with several endangered species present. There are 15 or more blue heron nests and other bird species on the tide flats near the proposed ship breaking site. The local tides extend 15 miles up the Yaquina River and thus the largest oyster farm in Oregon could be affected. Plus there is fear that money-spending tourists would not view these rusting ships as an asset to the beautiful Oregon coast.

On January 24, 2006, about 200 people packed a meeting room in Newport, Oregon, to hear Mr. Don Mann, general manager of the Port of Newport, announce that "some projects are a good fit, or not a fit at all. Bay Bridge's plan for a ship breaking facility in Yaquina Bay does not qualify in our test for a good fit." Thus, quite surprisingly, it seems, the ship breaking plan for Newport was ended. Mr. Mann continued: "This was not a good business deal for the company, or for the Port. I believe that the environmental issues could have been resolved, but our financial concerns could not be adequately addressed." The vast majority of persons at the meeting were very pleased with this decision.

While this issue was being considered by the town of Newport, Oregon, the office of the Port Commissioners received hundreds of telephone calls of concern – from all over the country. As one commissioner said: "We have gained much free advertising – for the port and

community. The whole world knows we're here. This issue is bringing this concern to Oregon, and to the nation." Bay Bridge's next move on the West Coast remains to be seen. The company is still looking for a possible Oregon or Washington port.

Case #10

Ardent R. Porter is an investigatory journalist with a respected Washington-area newspaper, *Capitol News Briefly*. As a reporter working in and around the D.C. area, Mr. Porter often relies on his long list of contacts in order to glean information that might be useful for the various articles he publishes on corruption within politics and government. By establishing relationships with individuals at all levels of government, Ardent has provided himself with valuable human sources that are often capable of providing him with names, tips, or other information that he could not extract from other channels. Furthermore, a few of Mr. Porter's key contacts are able to pass along hard-to-come-by information about questionable or downright illegal actions taken by government employees or agencies.

One such contact is Ian Stalwart, a mid-level agency administrator who works with individuals who do government "groundwork" as well as with high-level government bureaucrats. As a middleman of sorts, Ian is in a position uniquely suited to evaluating the actions of those who work both below and above him. One of Mr. Stalwart's responsibilities is to watch for and report any illegal activity that he might encounter. Mr. Stalwart takes this role very seriously and his responsibilities as a watchdog were what originally led him to seek out Ardent, a like-minded opponent of corruption and illegality within public service.

It so happened that Mr. Stalwart discovered that many individuals within his agency were working to cover up illegally-awarded, over-billed, or otherwise fraudulent government contracts awarded during the early months of the Iraq War, actions which were in violation of several federal laws, in addition to many agency standards. Upon presenting his discovery to his superiors, Mr. Stalwart was told to disregard his findings and to refrain from further discussing the subject. After pressing for a more sophisticated explanation, he was informed that the contracts in question had been deemed classified through appropriate agency and congressional channels and that because the contracts had been deemed to serve a compelling national security interest, it would be against agency policy (as well as illegal) to discuss them, regardless of any questionable procedural or substantive aspects.

Fully knowing that he was in violation of laws regarding the disclosure of classified information, Mr. Stalwart approached Mr. Porter and revealed everything he knew about the dubious contracts. He also provided Mr. Porter with the names of the individuals implicated in the cover-ups and the names of the administrators who had ordered him to remain silent.

After composing a lengthy and revealing story, Mr. Porter approached his editor about publishing the story, explaining the dilemma presented by the fact that much, if not all, of the story's core material was classified. Following a discussion about publishing the article by the paper's editorial board it was decided that the story would run in the paper's next issue.

Case #11

Students in schools of medicine, nursing, dentistry and veterinary medicine are required to observe actual surgeries (and other procedures) early in their educations as a preliminary exposure to the practices of their field. In fact, such study is thought to be essential in

confirming the students' choice of profession. Of course, the observation takes place with the informed consent of the patients (or their guardians). Many pre-medical, pre-nursing, pre-dentistry, and pre-veterinary programs, especially at schools with associated hospitals, are beginning to recommend (or even require) similar observation programs.

The State University Museum has one of the nation's premier exhibits of the history of medicine and allied fields. They include displays replicating Leonardo's anatomy studies, teaching materials from Charles University (in Prague) dating from the 16th century, 18th century "bleeding," and 19th century nutrition studies (among many other presentations).
One of the most popular offerings at the museum is the "surgery room" where films of common surgical procedures can be viewed. Like the student viewing in medical schools, the patients shown have given their informed consent. Not surprisingly, the most identifiable attendees are people who are considering having the operations shown in the pictures. The films have been "sanitized" so that excess gore is avoided, but the surgeries are shown in detail.

Dr. Suarez, curator of the museum and retired professor of neurosurgery, has proposed to the board that rather than using films, which are hard to make and quickly become outdated, observers should be allowed to observe actual, in process surgeries on persons who have consented. After all, the University Hospital is adjacent to the museum and access is convenient. The hospital's operating theaters are set up above the surgical floor but separated from the patient and surgical team by sound- and atmosphere-proof windows. Dr. Suarez suggests that such watching could become a significant educational revenue-generating operation. He points out that special exhibits commonly serve as important financial resources for museums.

When Dr. Suarez proposes this program to the Museum's board of directors, Katherine Osborn (one of the community members of the board) objects vigorously. Although Dr. Suarez's proposal clearly restricts participation to persons "15 and older," Ms. Osborn argues that teens, and perhaps others, will attend surgeries not as education but as entertainment. Her position is that such "exhibitions" will be little better than the "bum fights" and ultraviolent films that have gained popularity in recent years. Ms. Osborn claims that teens will watch surgeries as a replacement for the gore seen while attending the ***Halloween*** and ***Nightmare on Elm Street*** movies. Her claim is that such actions are exploitative more than educational.

Dr. Suarez responds that actual surgeries come nowhere near the gore commonly shown on TV and in the movies. He points out that we seldom know what motivates people to act as they do in the presence of human affliction. "Do people slow their cars when passing accidents in order to see whether they can help or to see blood and gore? How would we know? Even if an adolescent attended a surgery out of a desire to see gore, might the experience not shift his or her perspective, creating an interest in becoming a medical professional?"

Case #12

Politicians have crossed the floor, or switched parties for as long as political parties have been in place—famous switches include those of Strom Thurmond, Ronald Reagan, Condoleezza Rice, Howard Dean, Hilary Clinton and most recently, Joe Lieberman. In 2001, nine serving members of Congress had switched parties while in office. Various reasons are cited for changing parties, including ideological disagreement with one's current party and moving to improve power and legislative efficacy, among others. U.S. Representative Ralph Hall of the Fourth Congressional District in Texas cites both reasons.

Ralph Hall was first elected in 1980 as a Democrat and has been re-elected each succeeding year. Hall has made a reputation for himself as a rogue Democrat, willing to "cross the aisle" and vote with Republicans when he agreed with their position. He also has been an avid supporter of President Bush, opposed to Democratic bids to unseat him. But it was more than mere ideological agreement that encouraged a decision to switch parties in early 2004 before his bid for reelection.

As Hall stated in a January 2004 press release that announced his decision to switch parties, "This year I was denied requests for district appropriations because I was a Democrat who voted against the bill. I have always stated that … if being a Democrat hurt my district, I would either resign or switch parties." The bill to which he was referring was a "foreign operations bill" which, according to Hall, gave, "financial support to those countries that continue to vote against [the U.S.] in the United Nations."

Another motivation may be found in Hall's appreciation for being spared a potentially career devastating blow in the redistricting that cost many Democrats their seats in 2003. According to a CNN article, "…Hall's move comes after Republican state lawmakers in Austin spared him in a redistricting map that targets every other Anglo Democrat in the House. His district, based in the city of Tyler, was largely untouched by the GOP-drawn map, which is currently facing a Democratic court challenge."

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, April 8, 2007 7:24 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Grant Proposal
Attach: Humanities grant application.doc

Geoff,
Suzanne Gulledge and I are submitting a grant proposal for an Ethics in Education project. If you are so inclined, could you write a letter of support for the proposal for us to submit with our proposal to the Vice-Provost. She has a letter from her Dean of Education. The only problem is that the proposal is due on Tuesday.
I'm attaching a draft of the proposal which shows edits. If you have any suggestions, we would welcome them as well.

Thanks,
Jan

April 5, 2007

Vice Chancellor Tony Waldrop
Office of Research and Economic Development
University of North Carolina at Chapel Hill

Dear Vice Chancellor Waldrop:

Following is a request for an award to support scholarship and research for a project related to ethics and the preparation and professional development of teachers. The proposed activity would involve collaboration of a professor in philosophy, Jan Boxill, and a professor in education, Suzanne Gulledge, to develop a resource book on ethical reasoning and decision making that is specifically applicable to the work of public school teachers, administrators, and counselors. The aim is to incorporate narratives of real cases and dilemmas that face our public school personnel and to provide a framework for analyzing them.[See format below] We further aim to inform our recommendations through a study of the processes and the outcomes of a humanities project that began with the work of a few scholars, much as we aim to begin, in Australia in 1998 as the multicultural public schools faced issues of conflicting ethical cultures and a crisis related to achievement of all students. Upon completion of this project, in cooperation with the Parr Center for Ethics, we will sponsor seminars and workshops for public school teachers using this resource book as the base of the discussion, as well as include the material in an Ethics in Education class.

At present, there exists a significant void in the literature related to ethics and teaching that specifically addresses public school teaching. The proposed articles and book that will proceed from this award will be useful in several contexts and for a varied audience: in the pre-service training of teachers; as text for college and university faculty members who are teacher educators; to inform state education agencies that oversee professional licensing; in the ongoing professional development of practicing teachers and to administrators who oversee the work of classroom teachers in public schools; and for anyone interested in applied ethics and the professions.

Scholarship related to ethics in other professions- medicine, law, and business has yielded a number of seminal books and case studies [For example: *Bioethics: Health Care Law and Ethics (American Casebook Series)*; *Bioethics: A Casebook*; *Policies and Persons: A Casebook in Business Ethics*; *On Moral Business: Classical and Contemporary Resources for Ethics in Economic Life*; *Law, Medicine and Ethics (University Casebook Series]*)

Comparable work that is specifically relevant to American public school educators is virtually non existent. Attention to ethics in education is almost exclusively focused on

college level teaching in the few books devoted to the subject. The work of Nel Noddings and Paulo Freire provide text for most topical treatments of ethics within professional studies courses that are a part of teacher preparation and neither of those authors includes specific cases nor have exclusive interest in public school teaching and its practical, ethical considerations.

The ethical behavior of teachers and public school professionals is of central importance in their work that includes not only relations with students, families and school communities, but also the veracity of their instruction, their perspectives on content, their attention to students' learning skills and deficits, what they confront and what they ignore, what they teach and what they leave out. While codes of conduct or guidelines for educators may explicitly state the expectations that teachers treat student equitably, meet the individual needs of pupils and follow the proscribed curriculum, there is little guidance and scant instruction about how one proceeds when the practical application of those values conflict with each other. That Socratic question, the fundamental one in ethics: "What ought one to do?" is fundamentally practical and those who confront it in their professional work are called to respond with practicalities of action (or inactivity). Such a resource book would not replace the present guides to educators, but would serve to enhance and provide a means for understanding in applying these guidelines. Ethical decision making is more than simply applying a code; it requires clear analytic thinking. Furthermore, the dilemmas that public schools face do not fit nicely into any guideline application. This book aims to provide a means of understanding issues and reasoning through them.

Cases to be based on real classroom and public school dilemmas should be confronted and wrestled with by pre-service and practicing teachers and other professionals whose work is in those schools. Exemplary cases representing relationships, responsibility for the individuals who make up our increasingly diverse public schools, and the pedagogy and curriculum of those schools will be included in the book. For example, we may include the case of a student teacher in a Chapel Hill middle school who was handed a note by a pupil's mother informing him that the student was to be excused from reading material discussing Hinduism as part of studies about Asia since such studies were an affront to family religious values. Or, a case may be framed around the issue of the teacher who must discuss a student's failing grades with a parent whom the teacher suspects will beat the child if such news is conveyed. Well developed cases and a framework for consideration of them would provide a much needed text to springboard the preparation and practice that educators need to deal with the myriad ethical issues that define their work as human service professionals.

The collaboration of philosophy and education is ideal for this endeavor. Philosophy provides a base for ethical decision making and education provides a base for understanding the real issues that face public school educators. With this collaboration, we believe this book will be unique in the field and serve as a resource for educators, and serve as a model for other professionals as well.

FORMAT FOR:

DO NO INJUSTICE: A Resource Book in Ethics in Education for K-12

I. Introduction

II. Distinctions between Ethics and Non-ethics
- A. Ethics and Religion
- B. Ethics and Social Conventions
- C. Ethics and the Law

III. Ethical Reasoning
- A. Obstacles
- B. Four Perspectives from which to analyze any issue
- C. Moral Courage
- D. Ethical Decision Making

IV. Brief Examination of Ethical Theories and Principles used in Ethical Reasoning
- A. Relativism
- B. Utilitarianism
- C. Kantian Deontology
- D. Virtue Ethics
- E. Social Contractarianism
- F. Ethics of Care

V. Cases

VI. Breakdown and analysis of sample cases

VII. Guidance overview

VIII. The Future of Ethics in Education

IX: About the Authors
Jan Boxill, Director of the Parr Center for Ethics, Senior Lecturer in Philosophy
Suzanne Gulledge, Clinical Professor, School of Education

Formatted: Underline, Font color: Black, Highlight

TA ASSIGNMENT REQUEST FORM FOR FALL 2007

NAME:_____

I intend to return to the Department and I wish to be considered for a teaching assignment: Yes No

I intend to return to the Department and will be funded by a non teaching fellowship: Yes No

I will be a fifth year student next year and wish to be considered for a dissertation fellowship: Yes No

If you answered "yes" please **rank** your preferences taking into account your qualifications, your own educational needs and the seminars you plan to take. A Teaching Fellow must have been a TA at UNC for at least two semesters. Rank 1-6, with "1" being your first choice.

TEACHING ASSISTANT

_____	101	Intro to Main Problems	Large Section (4)	Neta	11 MW; F-10 & 11
_____	112	Making Sense of Ourselves	Large Section (4)	Reeve	12 MW F- 12 & 1
_____	272	Peace, War, Defense	Large Section (2)	B. Boxill	12 MW F- 12 & 1

TEACHING FELLOWS

_____	101E	Intro: Main Problems	MW 6-7:15	[Evening Class]
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Something to keep in mind as you fill this out: The large classes in the Spring 2008 for which we will need TAs are: PHIL 160-Intro to Ethics [4]; PHIL 150-Intro to Philosophy of Science[2 or 4]; and PHIL 163-Practical Ethics [4]; PHIL 155-Intro to Logic [4]

Have you taken Phil 102 or 112? _____ Phil 101?_____

Please indicate your relevant teaching experience to date and any other considerations you would like us to keep in mind when determining your assignment for next term. E.g. If you have not been a TA for a course, but believe you are qualified to teach it, please explain. (Use space below or back of this sheet for other considerations) Feel free to add additional comments.

PLEASE RETURN TO JAN BOXILL NO LATER THAN: April 9, 2007

ABORTION OUTLINE-1

I. **ROE v. WADE** -- 1973 Supreme Court Decision

A. **Supreme Court Cases**

1. Preceded by: GRISWALD case in 1965
   EISENSTADT case in 1972
2. Followed by several cases
   PLANNED PARENTHOOD case in 1992
   Case was intended to be the last word on the legal status of abortion in the U.S.
3. Roe v. Wade – more than a single Supreme Court case; it is a slogan in an ongoing debate.
4. Case said while the right to have an abortion was 'fundamental' it was not 'absolute'; i.e. can be limited to protect a 'compelling state interest.'

B. WHAT IS AN **ABORTION**?

As defined in the Texas Penal Code: "…the life of the fetus or embryo shall be destroyed in the woman's womb or that a premature birth thereof be caused."

C. **Majority Opinion**:

1. Decision based on the "right to privacy."
2. Right not unqualified.
3. Fetus = a person; led to a dilemma because not all abortions were illegal; e.g. saving life of mother.
4. Sole determining factor = mother's condition.
5. No other rights do we use "person" to include unborn.
6. So basis: autonomous individual control; freedom of choice in respect to marriage, divorce, etc.

D. Dissenting Opinion:

1. State values convenience of pregnant woman more than potential life she carries.
2. Issue should be left to the people.

II. JUDITH JARVIS THOMSON, "A Defense of Abortion"

A. Assumes fetus is a person at conception

B. Strongest Argument (Extreme view)
Every person has a right to life.
A fetus is a person.
So a fetus has a right to life.

Every person has a right to decide what happens in and to her body.
But surely, the right to life outweighs a person's right to decide what happens in and to her body.
So, the fetus may not be killed
And
So an abortion may not be performed.

C. Plausible?

D. Analogy—violinist example.
Replace "fetus" with "violinist"
Still Plausible?

E. What is the analogy similar to? What does it establish?

F. Consent: No one has a right to use one's body without consent.
When has a woman granted the right to a fetus?
Two extremes:
Rape
Voluntary act with full knowledge that pregnancy will result.

G. Analogies: When has A consented?
1. When A opens a window to air a room and a burglar climbs in; A has consented to the burglar's use of her house.
2. If A has bars installed and one is defective, and a burglar gets in?
3. People seeds drift about like pollen and A has opened her windows, allowing the seeds to take root?
4. A installs fine mesh screens, but one is defective, and seed drifts in and takes root.

Do the details matter?

H. Ought vs. right.
Does it follow that if one "ought" to do something, that another has a right against that person?
Examples: Henry Fonda (substitute your own favorite heartthrob!); Box of chocolates given to siblings.

I. GOOD SAMARITAN
What is the story?
Is it a matter of degrees:
Minimally decent Samaritan
Good Samaritan
Splendid Samaritan
Do we require anyone to be any of these?
Are we being consistent if we argue for the illegality of abortion?

J. THOMSON'S CONCLUSIONS:
A. Abortion not impermissible in all cases.
B. Must not go below "minimally decent Samaritans.
C. Does permit abortion in rape, but may not permit it in other cases: e.g. European vacation or in 7th month.
D. Even if abortion is permissible, it does not demand the death of the fetus.
E. Have assumed the fetus is a person. What if it is not, is abortion always permissible?
Thomson says, "no". Why?
We do have minimally decent duties toward nonpersons.
So the argument is not settled by declaring the fetus or person or not.

K. CARE PERSPECTIVE:
Would this change the argument? How? Why?

PHIL 30 -- ABORTION OUTLINE

READING: CMP: PP. 99-180
ROE V. WADE, NOONAN, THOMSON, ABORTION

I. **ROE v. WADE** -- 1973 Supreme Court Decision

A. **Supreme Court Cases**

1. Preceded by: GRISWALD case in 1965
   EISENSTADT case in 1972
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   Case was intended to be the last word on the legal status of abortion in the U.S.
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5. No other rights do we use "person" to include unborn.
6. So basis: autonomous individual control; freedom of choice in respect to marriage, divorce, etc.

D. Dissenting Opinion:

1. State values convenience of pregnant woman more than potential life she carries.
2. Issue should be left to the people.

II. JOHN NOONAN, "An Almost Absolute Value in History"

A. Traces Judeo-Christian view

B. Criterion of humanity: if conceived by human parents, then you are human.
Does this settle the issue?

C. Other positions:

1. VIABILITY

If fetus not viable, then cannot live apart from mother.
Fetus' life absolutely dependent on life of mother.
So, fetus not fully human
Good argument?

Criticism: Dependence not ended by viability. Fetus still absolutely dependent up to around 5 years old. So, viability does not confer humanity.

2. **EXPERIENCE**
A being who has had experience, lived, suffered, has memories, etc. is more human.
Fetus is "unformed" in most basic human sense.

Criticism: An embryo experiences and reacts; may be little distinction between a fetus and a younger child. Besides why does experience confer humanity?

3. SENTIMENTS
If fetus dies, grief of parents not same as grief for living child. Why?
Fetus = an "it" till born.

Criticism: Not a worthy guide. Why?

4. **SOCIAL PERCEPTION**
Fetus not socially perceived as human

Criticism: Many are not socialized so perceived. Humanity does not depend on social recognition.

D. Noonan's conclusions:
1. Anyone conceived by a man and a woman is human. At what point?
CONCEPTION.
Why?
New being received the genetic code
And
A being with a human genetic code is human.

2. Once humanity of fetus recognized, if we value equality of human lives, then abortion never right except in self-defense.

E. QUESTIONS?
What about self-abortion?
Can self-defense ever include others defending you?

III. JUDITH JARVIS THOMSON, "A Defense of Abortion"

A. Assumes fetus is a person at conception
B. Strongest Argument (Extreme view)
Every person has a right to life.
A fetus is a person.
So a fetus has a right to life.

Every person has a right to decide what happens in and to her body.
But surely, the right to life outweighs a person's right to decide what happens in and to her body.
So, the fetus may not be killed
And
So an abortion may not be performed.
C. Plausible?
D. Analogy—violinist example.
Replace "fetus" with "violinist"
Still Plausible?
E. What is the analogy similar to? What does it establish?

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Does it follow that if one "ought" to do something, that another has a right against that person?

Examples: Henry Fonda (substitute your own favorite heartthrob!); Box of chocolates given to siblings.

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C. Does permit abortion in rape, but may not permit it in other cases: e.g. European vacation or in 7th month.

D. Even if abortion is permissible, it does not demand the death of the fetus.

E. Have assumed the fetus is a person. What if it is not, is abortion always permissible?

Thomson says, "no". Why?

We do have minimally decent duties toward nonpersons.

So the argument is not settled by declaring the fetus or person or not.

K. CARE PERSPECTIVE:

Would this change the argument? How? Why?

PHIL 30 -- ABORTION: CMP pp 120-202

I. ABORTION

A. CASES:

Griswald Case	1965
Eisenstadt Case	1972
Roe v. Wade	1973
Planned Parenthood	1992

B. What is abortion?

C. What did Roe v. Wade

D. Majority Opinion—based on?

E. Dissenting Opinion?

I. NOONAN, "An Almost Absolute Value in History"

A. Traces Judeo-Christian view

B. Criterion of humanity?

C. Other positions, which Noonan rejects:

1. Viability
2. Experience
3. Sentiments
4. Social Perception

D. Noonan's conclusions?

Fetus is a human – at what point?

Is abortion every justified?

II. THOMSON, "A Defense of Abortion"

A. Assumes fetus a person at conception

B. Strongest argument:

Everyone has a right to life.

So the fetus has a right to life.

No doubt a person has a right to decide what shall happen in and to her body. But surely a person's right to life outweighs a person's right to decide what happens in and to her body. So, the fetus may not be killed and

An abortion may not be performed.

Is this argument good? Plausible?

C. What are the issues being raised?

Right to life: what does it mean?

Concept of a person

Right to life vs. right to decide what happens in and to your body.

Others? Killing: is it ever justified?

D. Analogy: Violinist example. What is this?

In the argument above, replace "fetus" with "violinist"

Is the argument still plausible?

Is the analogy a good one?

What is it similar to?

What does it establish?

E. Consent: No one has a right to use one's body without consent.

Voluntary act with full knowledge that pregnancy will result.

F. Analogies: When has A consented?
   1. When A opens a window to air a room and a burglar climbs in; A has consented to the burglar's use of her house.
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      So the argument is not settled by declaring the fetus or person or not.

J. CARE PERSPECTIVE:
   Would this change the argument? How? Why?

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, April 13, 2007 10:38 AM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Fall Teaching Preferences
Attach: TA-Pref Fall 2007.doc

If you are receiving this email that means I have not received a
teaching preference form for Fall 2007. I need these ASAP. -- TODAY.
In case you have lost it, I have attached it to this email.

Thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

TA ASSIGNMENT REQUEST FORM FOR FALL 2007

NAME:_____

I intend to return to the Department and I wish to be considered for a teaching assignment: Yes No

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TEACHING ASSISTANT

_____	101	Intro to Main Problems	Large Section (4)	Neta	11 MW; F-10 & 11
_____	112	Making Sense of Ourselves	Large Section (4)	Reeve	12 MW F- 12 & 1
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TEACHING FELLOWS

_____	101E	Intro: Main Problems	MW 6-7:15	[Evening Class]
_____	110	Intro: Great Works	TR 3:30	
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_____	230	Experience and Reality	TR 8	
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Something to keep in mind as you fill this out: The large classes in the Spring 2008 for which we will need TAs are: PHIL 160-Intro to Ethics [4]; PHIL 150-Intro to Philosophy of Science[2 or 4]; and PHIL 163-Practical Ethics [4]; PHIL 155-Intro to Logic [4]

Have you taken Phil 102 or 112? _____ Phil 101?_____

Please indicate your relevant teaching experience to date and any other considerations you would like us to keep in mind when determining your assignment for next term. E.g. If you have not been a TA for a course, but believe you are qualified to teach it, please explain. (Use space below or back of this sheet for other considerations) Feel free to add additional comments.

PLEASE RETURN TO JAN BOXILL NO LATER THAN: April 9, 2007

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, April 13, 2007 4:03 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: Re: whaley family foundation

Good

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Carlo Robustelli wrote:
> Dear Gary,
>
> As I mentioned briefly during our meeting this afternoon, the Center
> has a very exciting named professorship opportunity for the Whaley
> Family Foundation. Let me first explain briefly how the visiting
> professorship works for the Parr Center. Every year the Center
> sponsors visiting faculty who are carefully selected for their
> demonstrated excellence in teaching and their capacity to bring new
> ideas and a fresh perspective to Center activities. The visiting
> professor teaches two ethics courses each semester and also engages in
> activities aimed at advancing the understanding and appreciation of
> ethics, such as workshops, seminars, and lectures. As you probably
> know the Center moved into its physical location this past August and
> all of the Center staff and faculty are in offices in the Centers
> suite in Caldwell Hall.
> Now let me explain how the Whaley Family Foundation visiting
> Professorship in Ethics would work. For every $50,000 donated to the
> Parr Center the visiting professor will be named in honor of the
> Whaley Family Foundation. Here is a possible scenario: if the
> Foundation contributed $25,000 to the Center per year over six years
> then every other year the visiting faculty member would be named to
> the Whaley Family Foundation.
> The Center's current operating budget spins out from the interest
> earned by the Gary W. Parr Family Foundation endowment. With the
> support from the Whaley Family Foundation the Center's expendable
> funds would increase.
> I enjoyed our discussion today about the need for ethics in the
> professions (especially law) and your thoughts and suggestions on ways
> to create meaningful sustained programs. Please let me know if you
> need any additional information. Thanks so much for lunch.
> Best,
> - Carlo Robustelli
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, April 13, 2007 4:18 PM
To: Salyer, Sherry L <salyer@email.unc.edu>
Subject: Re: exss 101
Attach: Moral significance Essay.doc

Correct. I'll basically give the same presentation--even though I never finish it!!! :)
I've attached the essay if you want to have them read something and the outline for the presentation.

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Sherry Salyer wrote:
> Just double checking for your visit for Thursday April 19 at 9:45 and
> 11. Everything still okay?

The Moral Significance of Sport

Jan Boxill
University of North Carolina at Chapel Hill

There is no doubting that sports play a significant role in the lives of many Americans and indeed of many people around the world. What accounts for this fascination? It is doubtful that sports simply provide an outlet for violence in society. This is too simplistic. Sport, I maintain, fascinates for many reasons, including its beauty and its display of morally heroic virtues. Human beings admire the beauty and grace in sport; they are moved by the discipline of the best athletes; and often it is the heroism and courage in sport that they applaud, not the violence which occasion the display of these virtues..

But this is not all. I maintain that because of the nature and design of sport, sport provides a significant moral function both for the individual and for society at large. It does so first because it provides participants a vehicle for self-expression, and a means of self-respect and self-development. Sport in this sense may serve as what philosopher John Rawls calls a "social union" in a society of social unions, a community of people with shared ends and common activities valued for themselves, enjoying one another's excellences and individuality as they participate in the activities."[1]

Second, because sport is a microcosm of society, it dramatizes the social order. As a microcosm, sport represents the social order in miniature, a "slice of life" and exhibits that slice in an exaggerated and dramatic form, much as a play dramatizes an episode of life. Sport mirrors or reflects society, its virtues and vices, but unlike a mirror, which is passive, sport is active. It reflects back on society; its reflection affects what it is a reflection of. And finally, because sport functions analogously as an art form, as a controlled expression of emotion, it enhances the notion of sport as a social union, and further serves a significant moral function in the dramatization of sport as a microcosm of society.

I.

In its paradigmatic form, sport can serve illuminate its moral significance, both negatively and positively. Four features exemplify sport in its paradigmatic form: 1) Sport is a freely chosen, voluntary activity; 2) Sport is rule governed with two sets of rules; 3) Sport is physically challenging; 4) Sport involves competition in a mutual challenge to achieve excellence.[2] These features provide neither an exhaustive nor exclusive definition, but a model to examine the moral significant features of sport.

First sport is a freely chosen, voluntary activity whose participation is an expression of the individual's creativity and his or her freedom to choose. Thus, sport is an unalienated activity, and as such is included in what Marx called "the realm of freedom." As an unalienated activity, sport has as its end the activity itself. Thought it may serve other purposes, it is an activity complete in itself. It dos not have to have a product nor provide a service, nor is it a means to an end outside itself. Sport is an end in itself.

Of course, those who participate in a sport necessarily have goals. For example, to play basketball is necessarily to have the goal of scoring baskets. But the goal is within the context of the activity itself. That is, in stating the rules of the game, one necessarily states the goals internal to it which the participants must have. But the participants need not have goals external to the game.

In its paradigmatic form them, participation in sport is both conscious and free, and the participants know and freely abide by the rules. This voluntary co-operation is required to begin, continue, and end the activity. Thus, for example, when I play basketball, tennis, or golf, I freely choose to do so and am conscious of my freedom to participate in the activity for no end outside the activity itself. Neither my existence nor my subsistence depends on my participation in the activity. This is unlike work.

By contrast work in its paradigmatic form is nonvoluntary and aims at something other than itself. Most members of society work in order to live; for them work is a means to an end other than itself. It is seen as a deliberate providing for needs or wants. As such work belongs in what Marx called "the realm of necessity."

It is possible, of course, for the fortunate few to express their creativity and freedom to choose in their work; most often when work approaches the paradigm of sport, it also enters the realm of freedom. But this cannot be the case for the great many workers whose work has little or no room for creativity nor

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[1] John Rawls, A Theory of Justice, Harvard University Press, 1971, p. 523.

self-expression. Conversely, sport which in its paradigmatic form is in the realm of freedom, may be an individual's means of living and thus in the real of necessity. As I will argue, however, this is one possible source of the perversion of sport.

Now it might be objected that on my analysis, sport is no different from work, because sport is indeed a means to some ends, for happiness and pleasure, for health, discipline, relaxation, or for money. All of these are products of sports. Several points may be made here. First, when the aim is health or discipline, the activity degenerates into dull routine and quickly becomes something akin to work. When these objectives dictate what is done, efficiency becomes the concern. The question is "what is the most efficient way of obtaining these products?" This is the question one asks in work, not in sport. Examples of such activities are calisthenics, weightlifting, and jogging. These are examples of what are better called exercises, not sports. These activities are generally designed for physical fitness and are generally subjectively different from sport, in that they are not enjoyed for themselves.

This subjective difference has an objective counterpart. They are not designed nor participated in for self-expression because they are repetitive and simple. In doing sit-ups, for example, you do not try to be creative, nor do you do them for their own sake. You can concentrate on the sit-ups initially to make sure you are doing them correctly or efficiently, but after the efficiency level is reached, there is no more to think about except what end they will achieve, the "cut" abdominal muscles. "Once given a chance to train for games, students revolted against doing set exercises as ends in themselves. They found them to be tedious, repetitious and meaningless."[3] This may be further illustrated in body building. This was not satisfying in itself; the regimen had to be seen for something; thus, competition was devised.

Interestingly and importantly, when one participates to the fullest, the by-products of all sports are health, discipline, and a sense of achievement. These may be aimed at, as we saw, but they are better achieved when one forgets about them and participates. This is certainly also the case with relaxation, happiness, and pleasure. These are by-products of sports, but only when they are not the aim. This is just a particular instance of the paradox of happiness. In discussing this issue, a friend commented that she jogged, "not for its own sake, but for fun, relaxation, health and a sense of achievement." But if my analysis is correct, these can best be achieved by participating without those aims in mind. A person "who wants to be refreshed through play must forget about refreshing himself and just play."[4] By participating to the fullest, that is by participating freely with no other specific aim in mind, one achieves these "products." This is not the case in work, where the end product must always be kept in mind. If I am building a house and am concerned with the end product, I must keep fully aware of that end and must be alert and aware of the day-to-day operations and building. If I "lose myself" occasionally, it could be disastrous. The structure depends on keeping in mind on the work at hand.

When money becomes the aim, sport begins to degenerate in another way. It begins to degenerate into a means to that end, in so far as this objective dictates what is done. " How best can I command money?" becomes the question. Being good at the sport helps, but becoming a spectacle or entertainer is often the main criterion. To this end individuals try gimmicks or antics, or go to schools with a big athletic publicity department. For example, the Heisman trophy winners command more money by virtue of winning that award. But the winner is not always the best football player in the nation. It is often the result of the publicity that is put out by the athlete's school. Athletes become commodities and the "bottom line" is what matters to the owners. Further, salaries are decided relative to the draft choice.

Of course, the Heisman trophy winner is still an outstanding athlete, but unfortunately there are other cases where the sport itself is incidental. How best to be an entertainer or produce a spectacle is the primary concern, since that is how to command more money. At this point sport begins to be perverted, and moral virtues are undermined. The epitome of a perverted sport is professional wrestling. Everything is done for the entertainment value, for the benefit of the spectators, or more honestly for their money. In fact there is little sport left in it. The perversion is so pervasive that in most states professional wrestling is not even considered a sport. The participants are not athletes, but actors and stuntmen, certainly talented in their own right. There is little resemblance between this spectacle and collegiate wrestling, which is a spectacular sport, but is far from being spectacle.

Fortunately, it is still the case that in most sports ability is still the primary money-maker. But because money becomes the aim, other factors are introduced, or at least encouraged; namely the violence or "bad boy" behavior. Violence is encouraged, not for the good of the game, but for the good of the gate.

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[3] Paul Weiss, Sport: A Philosophic Inquiry, Southern Illinois Press, 1969, p. 225

Violence does nothing to enhance the sport performance. This can readily be seen in professional hockey. Hockey is a contact sport, but the contact is often exaggerated and violence is encouraged because it is spectacular and develops fan loyalty through hatred. This testifies to humankind's great passion and failure to keep focus on the athletic event. In this sense sport begins to parallel war. Love of one's country, or patriotism, is enhanced during war; loyalty developed through hatred of a common enemy.

We also see this in professional basketball with the proliferation of "bad boy" behavior, with some players seeing who can be the "baddest" or the most outrageous. We are all familiar with former NBA players Charles Barkley and Dennis Rodman. Spectators flocked to see their antics, encouraging others to follow in their footsteps. League officials could curtail behavior such as theirs, but it would cost the league ticket sales, and so is basically ignored. Again this attests to what is good for the gate not for the game. It is true that fines are levied for fighting in professional basketball, but with the enormous salaries, this has little affect. These players know that their antics are a drawing card, so they can command salaries whereby fines mean very little.[5] Again the bottom line is money.

It might be claimed here that where there are spectators perversion is inevitable. Possible yes, in that spectators often dramatize or multiply the atmosphere so that violence is encouraged even more. But inevitable, no. I agree with those who maintain that participating rather than watching is central to sport,[6] and I agree that everyone should participate, if they are able. This point I will take up in Section II.

The second feature of sport in its paradigmatic form is that it is rule governed. There are two different sorts of rules that are important to sport: rules decency or fair play and constitutive rules. Some sports have more rules than others, and some may have only one sort. First there are rules of decency, safety, and fair play. For example, in boxing one cannot hit below the belt; in football one cannot tackle by grabbing the face mask or tackle a non-ball carrier from behind; in baseball one cannot throw at the batsman's head; in cricket one cannot continually bowl bodyline, etc. There are very many rules for decency and safety, and when violated players are penalized. Rules of fair play include penalties for moves of strategy within the game. Rules of decency reflect basic moral standards. The basic ground rules are accepted, and they may be manipulated for strategy, but must not overstep prohibitive ones without swift punishment (e.g. fighting, biting, etc). The death of ethics is the sabotage of excellence.

Added to the rules of decency and fair play are constitutive rules which the game and the permissible moves. Their existence comes from their acceptance. Constitutive rules define the activity and are designed to develop and exhibit distinct sets of skills and talents. In combination these rules impose a discipline and create a framework for self-expression and self-development. These rules require calculations, decisions, strategies, and mental agility as well as a physical challenge. Thus, when I agree to play basketball, I agree first of all to abide by the rules which define the game, and the rules of decency, safety and fair play within the game. Further, I use thee rules as a disciplined means of self-expression and self-development. In playing basketball, for example, I cannot put the ball in the basket any way I choose. I must put it in the basket in the ways the rules permit. I cannot stand on a ladder, knock someone out of my way or climb on someone to reach the basket. Nor can I score a basket by sending the ball through the bottom of the net. To be sure these attempts use some skill and ingenuity, but the rules impose a kind of discipline that requires me to devise ways of scoring a basket which require skill, bodily excellence and ingenuity. The rules force me to use various strategies to create moves to score within these carefully specified rules.

Now it is a fact that not all sports impose a defining set of rules, for example, mountain climbing. However, besides the rules for safety, there are impositions that require bodily excellence and ingenuity, rules that require strategies for climbing to reach the top. The goal is not just to reach the top, but to climb to reach the top, and this requires adherence to rules, or laws, of nature. No artificial rules need be imposed.

It is this rule-governing feature that contrasts sport to play, where the rules are simply the more general rules of the society. In play there is little to guide the play activity except the general rules that guide normal human behavior, in particular rules against harming others. But such rules impose no discipline for self-expression or self-development. (They do serve to develop character however.) The rules of sport, on the other hand, provide a framework for creativity in accordance with aesthetic standards, requiring both mental and physical energies. It is this last notion which signifies the third feature of sport.

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[5] The Latrell Sprewell situation is a case in point.

The third feature of sport in its paradigmatic form is that sport is physically challenging. This feature contrasts sports to games. It is the rule-governing feature of sport that makes sports coextensive with games, but games to not always emphasize a physical challenge or require bodily excellence. Both sports and games are rule-governed, but not all games are sports, and are not when there is no physical challenge. Thus, for example, chess is a rule-governed activity and is a game, but it does not qualify as a sport because it is not physically challenging. The rules which define the sport activity are specifically designed for displaying and expressing bodily performance and aimed at bodily excellence. Thus, these rules often create artificial obstacles for just this purpose. Further, often rule changes are made for just this purpose. Without these rules no particular bodily perfection would necessarily be exhibited.

Using the example of basketball again, rules and obstacles are designed so that baskets scored require skill, coordination, strategies, and bodily excellence. The obstacles and rules present a challenge. The size of the court forces the action in a relatively small area. The "three-second lane" forces continuous action around the basket and prevents a very tall players from simply standing next to the basket for a dunk. This is why we have heard some advocate for raising the rim of the basket to eleven or twelve feet, so that the tallest players must create moves which require bodily excellence. Dunking itself displays a tremendous amount of ability—coordination, timing, jumping ability and balance. It is probably one of the most beautiful moves in basketball because it requires such a combination of abilities—mental and physical.

A rule that imposes another discipline is the shot clock. In college men's basketball the shot clock is 35; women's is 30; and in the professional game it is 24 seconds. The shot clock requires a basket to be attempted with the time allowed. This not only requires bodily excellence, it requires mental concentration and strategies. Interestingly the women's rules, once they changed to approximate the men's rules, included a 30-second clock in their revision, and this still remains. Professional men's basketball has required a 24-second clock since 1954. In every case the clock serves to keep the game challenging, mentally and physically, and also serves for spectator appeal.

Obviously some sports impose more obstacles and discipline than others. However, as I mentioned above, not all obstacles need be artificial. The mountain itself is the obstacle in climbing; as the water is for kayaking and white water rafting. But all impose some obstacles providing a physical challenge, and forcing the participant to create ways to display their abilities. Cricket, for example, does not allow the bowler to throw the ball to the batter in the same way the pitcher throws to the batter in baseball. Also the bats are very different. But in both baseball and in cricket the bats are very specifically designed with definite specifications stipulated by the rules.[7] All these rules, obstacles, and equipment specifications are designed for displaying and creating bodily excellence.

What is interesting and significant is that the different sets of rules which define different sports are designed to exploit the different bodily excellences which correspond to the different body types in men. A good basketball player for example, does not necessarily make a good football player; a good football player does not necessarily make a good swimmer, etc. The point is that certain body types fit different types of sports. There presently exist sports opportunities for nearly every male body type; though there have been great strides, this is not the case for women.

Women cannot as a rule compete in football and boxing, nor compete with men inmost other sports. Although there will always be exceptions, because these are exceptions there will always be societal prejudice which guarantees inequalities of opportunities. Therefore, there is a case for developing sport activities that exploit women's body types. In some cases this may simply involve revising the rules of existing sports, such as in basketball by reducing the size of the basketball for the college players. In other cases it may require developing entirely new activities. In any case since sport is already the single most available activity for self-expression for men, as is clear by the great variety of sports which serve most men's body types, it seems reasonable that similar activities ought to be provided for women. It is interesting to note that basketball was originally created for men to play in the winter between the fall and spring sports. This testifies to the truth that a sport can be a fresh creation made to satisfy definite purposes; other sports could be similarly created. What is also fascinating about basketball is that women played the same game as the men in 1892, but due to concern for women's bodies, it did not develop as the men's game did, and only in 1976 was women's basketball an Olympic sport.

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[7] Recall the controversy when George Brett hit a game-winning home run with a bat with too much tar, and

The final feature of sport in its paradigmatic form is that it requires competition. And it is in competition that the mental and physical skills, talents, and coordination come together. Competition in sport obviously compels the players to exercise and develop their mental skills. Each must develop strategies to counter a competitor's skills and strategies. Here coaches often play significant roles; they are the skilled strategists and work with the athletes in practice and discuss the mental aspects of the sport in the locker room. But once on the court or the playing field, it is up to the athletes to make quick calculations and decisions. Only the most basic plays and moves become automatic. It is seldom that every play of the game is automatic, so quick calculations and decisions based on past behavior and conduct are required. The quarterback in football must be able to "read" and understand the opposing team's defense and then call the next play accordingly.[8] And if the defense shifts in anticipation or if the play does not go quite as it should, the quarterback must make a quick calculation and decision, and the other players must do the same. Good players are neither afflicted with decidophobia nor rashness. In most activities challengers change in unpredictable ways and so one must be prepared to counter within the rules. Making these decisions in those circumstances can serve an important moral function. It is not only in sport that one has to make decisions quickly, but not rashly.

It should be noted here that not all sports require person-to-person competition nor even team competition. There are different forms of competition. Sports such as rock and mountain climbing do not require competition between persons; rather they pit a person against nature. This may be understood as "contention" rather than competition; but the requirements are the same in that one must put ones mental and physical skills to the test. However, while this is the case, in analyzing the moral significance of sport, my discussion centers on the person-to-person aspects especially seen in organized sport.

This feature of sport dramatizes the morality of a community in competition. Sport dramatizes how competition can lead to friendship, to a cooperative challenge toward a shared end. When the game is played fairly according to the rules of the game, and when the competitors are relatively evenly matched, the participants take pleasure in a well-played game, whereby the participants put out their best efforts in the desire to win. This requires the cooperation of all involved. The shared end is the game well played. Without the cooperative efforts of the participants, referees, etc, such an end cannot be achieved. This cooperative effort constitutes a mutual challenge. I am challenged by my competitor as she is challenged by me. I am not interested in destroying her as an enemy, nor subjugating her. I do not view her as an enemy, but as a challenger, someone who by her efforts makes me work hard to develop my abilities. In this way I respect her as a person with similar abilities and virtues and also respect myself in this mutual cooperative challenge. That competition leads to friendship is epitomized by the traditional handshake at the end of the competition. That the competitors are saying in this symbolic gesture is, "Thanks friend, I could not have done it without you. Thanks for the challenge."

Unfortunately sport also dramatizes how competition may lead to combat. But the dramatization in either case serves as a significant moral function. It shows our intense passion and desire to be victorious as well as our failures. Competition as a challenge to better oneself is a value to society and to the individual. This is not unique to sport situations; it is important in all fields of endeavor. Competition is valuable when it is viewed as a cooperative challenge and not as combat, when it is viewed as a means to friendship and not as a means to alienation. In these ways competition does serve to develop citizens as well as individuals. Competition enables participants to deal properly with other realities.

Now, of course, this does not carry over into all activities and realities. It does not mean, for example, that participants now put as much energy into activities they dislike or find great difficulty doing. There are, of course, aberrations, and these aberrations are definitely dramatized in a sport context. This is especially seen when competition is viewed as combat, emphasizing the "win-at-all-costs" syndrome, and when viewed as a zero-sum game. It has been argued that these are essential features of competition. But if my analysis is correct, these "features" are not essential to the notion of competition and are, as I have noted above, aberrations.

The point of competition is not just to win, but to function at a maximum, to develop oneself to the fullest, and to do this one must compete against those who challenge. If it were simply to win, one would choose weak opponents that one could always defeat. Generally one prefers to lose against a strong opponent than win against no competition at all. This is evidenced by the expression "hollow victory." Certainly winning is part of the game (i.e. someone must win), but one does not see an opponent as an enemy to be defeated, but one whose excellences challenge and make possible one's own best performance.

This point was made clear to me in the 1993 National Indoor Tennis Championship. Roland Thornquist of the University of North Carolina disagreed with a line call that was in his favor saying, "I'd rather lose a match and be a good sport than cheat and win the match. I think you win in the long run."[9] This epitomizes competition in sports. The goal is not to destroy, but to ***achieve***, to discover how effectively one's power can used to bring about a successful outcome under the established rules, not at all costs. Again here I am talking about person-to-person competition. These observations are not present in all kinds of competition, as I noted above, but perhaps we ought to derive our the model of competition from that of the mountain climber, or kayaker, or rower, where strategy is used to challenge the mountain or the river. The point is not to subjugate, but to challenge, to achieve, where the struggle involves the ***process***, he desire to be tested. The win-at-all-costs syndrome does not seem to be present in sports where the competition does not involve other persons. Much can be learned from this and transferred to the person-to-person organized sports which is the focus of this project.

To illustrate the virtue of competition as an achievement toward a shared end, David Halberstam, a noted sportswriter writes:

> "When most oarsmen talked about their perfect moments in a boat, they referred not so much to winning a race as to the feel of the boat, all eight oars in the water together, the synchronization almost perfect. In moments like that, the boat seemed to lift right out of the water. Oarsmen called that the moment of swing. … it allowed you to trust the other men in the boat. A boat did not have swing unless everyone was putting out in exact measure, and because of that, and only because of that, there was the possibility of true trust among oarsmen."[10]

This same moment of "swing" can be seen in other team sports when the play works beautifully because everyone is putting out the same energy to be synchronized with each other.

These four features constitute a schema for sport in its paradigmatic form, and it is these four features that characterize the importance of sport. Sport, therefore, is an unalienated activity which is required for self-development, self-expression, and self-respect. This is part of its fascination. I do not deny that other activities provide vehicles for these goods; there are others. What I contend is that sport is the single most available means and single most participated means for attainment of these goods. It is in this sense that sport is the art of the people and is therefore morally significant.

II

Karl Marx has argued that work is the means to self-development. Not, of course, work under capitalism, but unalienated work; work that is freely chosen and exemplifies human creativity requiring both the energy of the mind and of the body, in accordance with aesthetic standards. And, Marx continues, given the proper setting, i.e. communism, there can be this alienated work available to everyone. This obviously was essential for Marx's argument.

Further Marx maintained that in a communist society, we could all not only be workers, but philosophers, poets, etc.

> "In communist society, … each can become accomplished in any branch he wishes, society regulates general production and thus makes it possible for me to do one thing today and another tomorrow, to hunt in the morning, fish in the afternoon, rear cattle in the evening, criticize after dinner, just as I have a mind, without ever becoming hunter, fisherman, cowherd, or critic."[11]

I am not sure this is the case, but Marx is correct in emphasizing that this well-roundedness which is necessary for self-development requires "unalienated activities"; activities designed specifically to provide room to express and develop oneself freely and not activities that are means to satisfy needs. I have already discussed sport as an unalienated activity. I will now discuss how it also provides the basis for well-roundedness and for development of our uniquely human capacities.

I adhere to the claim that we all ought to be well-rounded and that we all ought to develop our uniquely human capacities; capacities which include the rational, aesthetic, moral, as well as the capacities for friendship and cooperation. But Marx's claim notwithstanding, we can't all be artists, philosophers, poets, or top athletes. To be well-rounded and to develop all our faculties is impossible if it means we must

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[9] Roland Thornquist went on to play professional tennis and is currently the Head Women's Tennis Coach at his alma mater, the University of North Carolina at Chapel Hill.

[10] David Halberstam, The Amateurs, William Morrow & Co., Inc., New York, 1985, p. 40.

attempt to perfect all our faculties. Time alone does not permit the development of all our potentialities. As Rawls puts it, "One characteristic of human beings is that no one person can do all that they might like to. ... Potentialities of each are greater than those we can hope to realize."[12]

How then can we be well-rounded? If excellence necessarily requires specialization, it would seem that we cannot be well-rounded. One possible solution is for everyone to participate in as many activities as possible, but specialize only in one or two endeavors. We can't perhaps all be philosophers, but we should all philosophize. We can't all be experts in any one area, but we should participate in as many areas as possible. Obviously not all of us can be superior athletes, but we should all participate. However, in both cases, philosophy and sports, some must specialize so that everyone else can appreciate the superior excellence of that activity. In this way we can participate in that excellence. So, for example, the more you participate in sports yourself, the more you appreciate the superior excellence of the best. The same holds true for philosophy, or for any other activity. It is in this sense that sport fulfills the requirements of Rawls's social union. The successes and enjoyments of others complement our own good. Thus, the successes and enjoyments of superior athletes and their performances complement the good of others. This justifies professional sports. The professionals display the superior talent and excellence of the best and as such enable us to participate in and appreciate their excellence. We do this as spectators. In this way we become complete vicariously.

Now it may be asked here whether participation is necessary for appreciation. I maintain that some participation is necessary to appreciate the excellence of others. Otherwise one runs the risk of becoming an elitist, or of focussing on the "accidents" of the activity, or of denying its significance. As a result the nonparticipant often fails to give respect to the superior participant. It is in this situation that spectators contribute to the perversion of sport.

However, rather than perverting sports, our participation and knowledge actually enhance the quality of the performance. An analogy may be made with philosophy and philosophical conventions. Attending a convention are professional philosophers, students of philosophy, other academics, and professionals interested in certain areas of philosophy. Some of the performances are entertaining with little content. But these are rare, because most of the spectators at any paper are fairly knowledgeable and are actual participants themselves, and thus "see through" such performances. Thus the quality of the convention is enhanced. And further we as spectators appreciate the excellences of the professional philosophers through these performances (i.e. their papers).

The same can and does hold true in sports. By being a participant, a student or a knowledgeable aficionado of the sport, these spectators enhance the quality of the sport. The more knowledgeable people become, the more they are able to see through the performers who lack ability; and less likely to be impressed with violent displays. They appreciate the superior performances, the hard work, the creativity, the strategy, and the artistry involved. They need not be participants in all sports to appreciate all sports. The unique nature of sport activities transfers to any sport. So that while I may be a participant in basketball, I can appreciate the excellences of other sports because they all have similar requirements. They all, in some way, participate in the model presented in Section I. However, the more I know about any one sport, the more I can appreciate it.[13] And the more I participate in a variety of sports, the more I can appreciate the significance of sport in general.

The point is that we cannot all be specialists in all areas, but because there are specialists who do achieve excellence, we can participate in the excellences in the performances of others. In this way our capacities are complemented, and we become well-rounded. Thus, "when [we] are secure in the enjoyment of the exercise of [our] own powers, [we] are disposed to appreciate the perfections of others…"[14] This is the essence of Rawls's social union.

Thus, individuals realize themselves as individuals by participating in roles and stations of the social order. "We need one another as partners in ways of life that are engaged in for their own sake, and the successes and enjoyments of others are necessary for and complementary to our own good."[15] Thus social institutions are to be judged by their contribution to this aim. And it is to this aim that sports must also be judged.

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[12] John Rawls, A Theory of Justice, Harvard University Press, 1971, p. 523.
[13] This is why those who most respect Coach Smith are players and other coaches.
[14] Rawls, 523.

III

It has been argued by many that sports mirrors the society in which they operate. In this way sport is a microcosm of society.[16] Sport is society in miniature, complete with all its conflicts, assets, and defects. Society is lived by people and sports are played by people. Sports provide an effective medium for bringing out the characters of people. They serve to bring out the best and the worst of people. In observing sport as a microcosm, just as there is corruption in society, there is corruption in sports; just as there is violence in society, there is violence in sports; just as there are drugs in society, there are drugs in sports. On the other hand, just as there are rules of conduct in society, there are rules of conduct in sport; just as there are successes and heroes in society, there are successes and heroes in sports. In all these ways and others, sports reflect the society in which they operate. But while I agree with this analysis, it is only part of the picture. Sport is more than a mirror reflection. A mirror provides a passive reflection, but sport is not a passive reflection. Sport is active and affects what it is a reflection of. Further sport not only reflects society, it also dramatizes the social order. These unique aspects are what make clear the moral significance of sport both for the individual and society at large.

In its being a miniature of society, it compresses and heightens aspects of society, much like a dramatic presentation. Aspects of society are exaggerated and dramatized, and in this way are made clear to all of us. Like drams, sport may reveal to the society virtues it has not yet recognized, or present new values to the society and criticize old ones, or dramatize the established virtues and values in a society. For example, in the triathlon competition perseverance is dramatized in the mere attempt to finish the competition. This dramatization shows the virtue of perseverance and the struggles involved. We admire the finisher as well as those who merely push themselves to the limit in an attempt to finish.

In all of these ways sport may spur moral change. Insofar as it declares the virtues and values of society, sport tells people when they do not live up to their ideals, chastises them for their laxity and prods them to be better people. For example, "that's not cricket" is not said only in cricket.

We espouse the virtue of hard work. Sport does much to dramatize this, and it is with this in mind that some rules changes are made. Surely some people have more talent and aptitude than others. That is as it should be; but raw talent is usually not sufficient. No one, no matter how apt, is naturally great. To be great, an athlete must become great. This is why Michael Jordan is a great basketball player, and Tiger Woods is a great golfer. They both have talent, but they dominated their sports because they developed their natural abilities to be the best they could be. Sport emphasizes the development of the raw talent, and this carries over into society.

We also espouse the virtues of courage, patience, sportsmanship, perseverance and determination. These are emphasized in sports, but are also dramatized so that when they are undermined, they become more obvious and acute. And in so doing we chastise not only the violators but society itself for its laxity. This was illustrated quite well in our attitude toward John McEnroe, who in his displays on the tennis court dramatized the lack of some of our cherished values. Again some rule changes have tried to address such behavior.

Another value society holds dear is justice as fairness. Sport may serve to dramatize how justice ought to be administered and how fairness is emphasized. This is done by carefully specified rules, both to define the game to provide for development, bodily excellence, hard work and fairness, and to provide for proper conduct within the game. With regard to the latter, penalties are swiftly and surely dealt with. Referees and umpires mete out immediate justice. It is in playing the game that one agrees to abide by the rules, recognizing both their importance and their essential fairness. In this way participants are aware of each other as individuals with shared ends. And it is in this way participants come to appreciate others as moral persons and as such constitute a moral community.

It is because sport is an art form and dramatizes our virtues and values that we are outraged at the aberrations. And it is therefore most important that these be corrected within sports and don so surely and quickly. But while this dramatization of virtues may spur moral change, it may also be the source of a great moral danger in sport. People may substitute sport for reality and in so doing be content with their cherished virtues being played out in the game and not in reality. Sport in this way may be the moral opium of the people. For example, C.L.R. James, in his book Beyond a Boundary, gives the example of how on the playing field, racism was nonexistent. The important thing was the competition, the cooperation, teamwork, and friendship. But as soon as the players left the playing field the racial

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[16] For example, see D. Stanley Eitzen, "Sport as Microcosm of Society," in Sport in Contemporary Society

prejudices returned and this the racists felt was all right. After all we treat you as equals on the playing field, what more do you want?"

This situation is analogous to Marx's criticism of religion. Religion, says Marx, "is the imaginary realization of the human essence…"[17] Thus, to tolerate the misery on earth, people live in imagination and all that is good is played out in this imaginary world. In this way what is miserable and less than good is tolerated. "Religion is the sigh of the oppressed creature, the feeling of a heartless world, and the soul of the soulless circumstances. It is the opium of the people."[18] Sport could represent an alienation in this sense and become the opium of the people in a similar way.[19] All the virtues could be carried out in the sport instead of in our own day-to-day lives, as C.L.R. James points out. On the cricket field there was no prejudice—not on the field, a place of honor—not in heaven! Thus the players alienate their good qualities from themselves and live them out in an imaginary realm. But neither sport nor religion is wholly imaginary.

In sport the realm is not imaginary. As a matter of fact in sport the prejudices were not and are not dropped. As C.L.R. James points out, there were black captains in cricket. There was indeed teamwork and friendships on the field which were not acknowledged off the field, but other prejudices carried over into the sport itself. So that after all the talk about no prejudices, there clearly was. So what happened? When pointed out as glaring prejudice it forced people to recognize what they were doing. By focusing on a specific point, changes were made.[20] Hopefully this dramatization and change carried over into society spurring further changes in society, which leads me to the aspect of sport that it affects what it reflects. Sport is not a mere passive reflection, but is active in that it affects society even when it is not intended.

We can see this in the circumstances and changes in our own society and in sport in America, in particular baseball, football and basketball. In baseball there were black and white leagues, no integrated teams. This was a glaring violation of the ideal. When dramatized and thus with the emergence of Jackie Robinson into the Brooklyn Dodgers, it stimulated or provoked analysis and criticism of wider issues in society. More recently the issue of black managers has been raised, and when Al Campanis, then Vice-President of the Los Angeles Dodgers, answered that blacks do not have the requisite abilities to manage, he was chastised and relieved of his position. And after that, we had Marge Schott, owner of the Cincinnati Reds, whose racist comments landed her a suspension. In an interview she commented that "everyone" uses these comments, so why was she singled out? While she may be right, the point is that it serves to put people on notice to recognize these issues in society and that people in power are most in need of this awareness. But even further, while these examples may reflect society prejudices, they also serve to perpetuate them. People in power as well in other roles in our society, by their very chosen positions, take on the duties attached with those positions, because they exemplify what is allowed in society. This includes owners, CEOs, public athletes, professors, to name a few. It is through these people that society learns what is proper, what is tolerated, and is right or wrong. So Marge Schott, Dennis Rodman, John McEnroe, Marion Jones all have duties beyond the general public. Once you choose to become a public figure, you also choose the duties that go along with this because it is the nature of being a public figure that you affect others in society. Since sports have become the most public of all professions, they impose more duties. Sports figures are role models; it goes with the territory.[21]

This can be extended to other areas as well, in particular feminist issues. The Title IX ruling of 1972 requires that schools not discriminate in their athletic programs on the basis of sex. Though even today this is met with resistance, most schools complied with this ruling and provided teams and coaches for females. Some schools did the bare minimum just to placate females and keep the law off their backs. Other schools provided facilities and revenue to provide competitive and challenging sports. Now it could stop there by claiming that the challenges have been provided, and that is enough. But because sports are viewed by many people as insignificant, sex equality in sports is tolerated, but not necessarily extended to or tolerated in the society in general, in business or politics. But rather than permit this, sports can serve to show that many of the old ideas held about women were simply prejudices—prejudices such as women being weak, not competitive, rendered incapacitated by their biology, etc.—and in this way sport may again

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[17] Marx, 64

[18] Ibid

[19] See for an analysis of this concept.

[20] Recall the controversy and changes surrounding the Al Campanis affair resulting in black baseball managers

spur moral change. "If women's athletic potentialities are taken with as much seriousness as a man's, it will become more evident that sport concerns not only mankind but humankind and deserves to be viewed as a basic human enterprise."[22] Gender equity is presently one of the biggest issues facing the NCAA and college athletics.

This serves to strengthen the analogy between sport and religion. Both sport and religion are only partially or temporarily in an imaginary realm. Prejudices carry over in both sport and religion, and in this way are reflections of the wider society. But because sport dramatizes and affects these prejudices, it turns and helps change society in a way that religion does not. Religion may serve a similar function, and often does, but only when it approaches the public dramatization as in sport.

It is in recognition of this dramatization that unlike Marx's recommendation that religion be abolished to destroy the illusion, this "holy form of self-alienation … to establish the truth of the here and now,"[23] neither sport nor religion ought to be abolished. Rather both should continue to dramatize our ideals and our virtues, as well as our prejudices and vices. In this way both may serve to spur moral change. But because sports involve a more public realm, the dramatizations are move visible and prominent. And further sports are concerned with the here and now in a way that religion is not. Sport is only "imaginary" in the sense that it is set apart from the normal everyday work world, and like religion may serve to help individuals tolerate the miseries of that workaday world. But it is the here and now that the participants are finding solace, not in any life after death. And so it is in the here and now that sports may serve to spur moral change. This can be seen in television ads that show young girls participating in sports and how this is good for them. The television promotion of the U.S. National Soccer Team does the same. These show that the old prejudices were just that, and that girls and women can and should participate to receive the same benefits men have so long enjoyed.

In religion it is in heaven where everything is just and good and this goodness depends on God, not us. We can't make it good on earth, only God can. In sport this goodness depends on us, not God. Sport has no God; there is no pretense that the perfect realm of sport is God's. Sport is of human beings and human creations. Thus for moral change no gigantic step is required. We don't have to wait for God to do it; it is within our present abilities. Sports reveal who we are and may reflect who we are in society, but it is up to us to recognize our duties to ourselves and others. In this way sport serves a different but compatible function. And in this function lies its moral significance.

IV

That everyone is entitled to self-respect and self-esteem is undisputed. These are as Rawls claims, primary social goods. That everyone has capacities that ought to be developed is also undisputed, capacities that include the moral, the rational, and the aesthetic. These are often referred to as "uniquely human attributes." What are required for self-respect, self-esteem, and the development of these attributes are activities. One kind of activity is productive activity, i.e. work. But another kind of activity is also required and that is "unalienated" activity—activity designed for no end outside itself, designed to emphasize creativity and enjoyed for its own sake. Work cannot always serve this function, so some other activity is necessary. Sports, I have argued, are such activities. And further there are all kinds of sports at all levels of participation. Thus sports are the single most available unalienated activities which provide autonomous agents a vehicle for self-expression, self-respect, and self-development, because the excellence of the athletes in themselves. In this way sports serve to humanize individuals and thus serve a significant moral function.

Sports also serve a significant moral function to the society at large. I have argued that in its dramatization and active reflection, sports may spur moral change. But while sports may be the "art of the people," they may also serve as the moral opium of the people.[24]

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[22] Weiss, 228. Also see Jane English's essay in this collection.

[23] Marx 64.

[24] I have had the benefit of helpful comments and criticisms from a number of students and colleagues, most notably Bernard Boxill, Thomas E. Hill, Jr., Jacob Hale, Kit Wellman, Shirl Hoffman, participants at the Hillsdale College Conference, "Who's on First? Liberal Arts, Christianity or Sports," where an earlier version of this paper was presented, the Johnston Scholars Honors and my First Year Seminar students at

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, April 13, 2007 4:48 PM
To: Given, Emily <given@email.unc.edu>; Laurel Goldstein <goldstel@email.unc.edu>
Subject: Quiz 6
Attach: Quiz #6-Spr 07.doc

I've attached the quiz. But before I put it on I have two questions:
Should we require 2 reconstructions or just one?
Should we have it due on Wednesday instead of Monday?

Thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

PHILOSOPHY 275-SPRING 2007	QUIZ #6

FORMALLY RECONSTRUCT *TWO* OF THE THREE PASSAGES YOU *DID NOT* WRITE YOUR PAPER ON. For example, if you wrote your paper on Abortion, then you choose 2 of the other 3 to reconstruct.

NO ANALYSIS IS REQUIRED—ONLY THE FORMAL RECONSTRUCTION. Reconstruction means setting the argument in the formal structure as noted in Section I of the paper format.

Any quiz written in paragraph form will not be graded.

Be sure to put your name, **section number**, PID, and Honor Pledge on your quiz.
DUE: IN CLASS MONDAY, APRIL 16th.

PASSAGES TO BE RECONSTRUCTED:

1. Because a person's right to life is stronger and more stringent than the woman's right to decide what happens in and to her body, **abortion cannot be morally justified.**

2. Given that white males have benefited from full membership in our society**, preferential treatment is justified for women and minorities who have not so benefited.**

3. Equal opportunity requires that women be given equal access to sports for their basic benefits and an equal share in the scarce benefits; **Title IX ought to be implemented as a step toward that goal.**

4. **There ought to be ordinances to restrict pornography** because pornography is harmful to women. It is implicated in the committing of violent crimes against women, and among other things, its dissemination supports sexist attitudes and reinforces women's oppression.

BONUS QUESTION: I will give you this in class before you turn your quizzes in.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, April 13, 2007 10:22 PM
To: Laurel Goldstein <goldstel@email.unc.edu>; Given, Emily <given@email.unc.edu>
Subject: Quiz 6
Attach: Quiz #6-Spr 07.doc

I have posted the take home quiz on blackboard. I decided to leave off the abortion one as most students did that one, and the reconstruction is done in the notes. So I left only the other three, and I thought to just have them do one! And it will be due on Wednesday, rather than Monday. So no excuses, and no late ones accepted. Hope this is okay.

Have a good weekend.

Jan

PHILOSOPHY 275	QUIZ #6-TAKE HOME	SPRING 2007

FORMALLY RECONSTRUCT *ONE* OF THE THREE PASSAGES YOU *DID NOT* WRITE YOUR PAPER ON. For example, if you wrote your paper on affirmative action, then you choose 1 of the other 2 to reconstruct.

NO ANALYSIS IS REQUIRED—ONLY THE FORMAL RECONSTRUCTION. Reconstruction means setting the argument in the formal structure as noted in Section I of the paper format.

Any quiz written in paragraph form will not be graded.

Be sure to put your name, **section number**, PID, and Honor Pledge on your quiz.
DUE: IN CLASS WEDNESDAY, APRIL 18th.

NO LATE QUIZZES WILL BE ACCEPTED.

PASSAGES TO BE RECONSTRUCTED:

1. Given that white males have benefited from full membership in our society**, preferential treatment is justified for women and minorities who have not so benefited.**

2. Equal opportunity requires that women be given equal access to sports for their basic benefits and an equal share in the scarce benefits; **Title IX ought to be implemented as a step toward that goal.**

3. **There ought to be ordinances to restrict pornography** because pornography is harmful to women. It is implicated in the committing of violent crimes against women, and among other things, its dissemination supports sexist attitudes and reinforces women's oppression.

BONUS QUESTION: I will give you this in class before you turn your quizzes in.

PHILOSOPHY 266	**ETHICS IN SPORTS**	**Dr. Jan Boxill**
Summer I 2007		Office: Caldwell 102B
MTWRF 9:45-11:15 Caldwell 105		Office Hours T11:30-12:30;W 1-2
Email: jmboxill@email.unc.edu		Phone: 962-3317

REQUIRED TEXTS:

Fair Play: Sports, Values, and Society, by Robert Simon	**(FP)**
Sports Ethics: An Anthology, by Jan Boxill	**(SE)**
Elements of Moral Philosophy, by James Rachels	**(EMP) (Recommended)**

"To whom much is given, much is required."
"You can discover more about a person in an hour of play than in a year of conversation."

Sports play a significant role in the lives of millions of people throughout the world, as participants, fans, spectators, and critics. Sport provides a unique model for understanding our own society. We certainly saw this during the Sydney Olympics. Even those who are uninvolved, bored or critical of sports are often affected by them. Because sports are significant forms of social activities, they raise a wide range of issues, some factual, some explanatory. E.g. sociologists may be concerned with whether or not sports affect society; psychologists may be concerned with personality features which contribute to success or failure in sport. In addition to these questions, sports also raise philosophical issues that are conceptual and ethical in nature. Conceptual questions ask how we understand the concepts and ideas that apply to the world of sports. What are sports? What is involved in competition? Ethical questions raise moral concerns many of us have about sports. Is there too much emphasis on winning and competition? Are college sports getting out of hand? Indeed do competitive athletics belong on campus? Has commercialization of sports undermined their integrity?

This course will examine these and other ethical issues in American sports, including, but not limited to, Title IX, gender equity, racism, sexism, cheating, violence, and drug use. My concern will be to gain an understanding of the moral significance of sport through readings and class discussion. We may not be able to resolve the issues, but we should at least gain a greater understanding of the issues, which should serve as beginnings to resolutions.

CLASS REQUIREMENTS: All work will be posted on Blackboard.

Assigned Readings:	(See schedule—also see Blackboard for any changes.
Quizzes:	5 in class quizzes; 1 will be dropped; some may be unannounced—NO MAKE UP QUIZZES
Paper:	One paper (3-5 pages) Topics will be posted on Blackboard
Class Participation:	Participation makes for a much more enjoyable and interesting class; but discussion is also crucial to understanding and reasoning. You should be prepared to discuss the essays assigned. Questions will be posted on Blackboard for class discussion.
Final Exam:	Exam Format: Multiple Choice; Short answer; Short essay. **Final Exam Date:Monday, June 19 at 8 a.m.**

GRADE IN COURSE:

Paper:	25%	
Quizzes:	20%	(5% each)
Participation:	20%	
Final Exam	35%	

THE HONOR CODE

The **Honor Code** is, as always, in effect in this course, and will be taken very seriously. If you have any questions at all about these matters, please do not hesitate to ask me.

It shall be the responsibility of every student at UNC to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity. It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University Community.

With this in mind: NO CELL PHONES OR OTHER ELECTRONIC DEVICES ARE PERMITTED IN CLASS

READINGS/ASSIGNMENTS: Readings may change, check Blackboard for any changes

Week 1	**May 16**	**Introduction** to the course. Open discussion; significance of above quotes
	May 17	**Sports Ethics** (**SE**), Introduction: The Moral Significance of Sport, pages 1-12
	May 18	**Fair Play (FP)**, Chapter 1: Introduction: Philosophy of Sport, pages 1-12;
	May 19	**Ethical Theories** – lectures; outline on Blackboard (EMP)
Week 2	**May 22**	**Quiz #1**
	May 22-24	**Sport and Education**
		SE: Section I: Readings, pages 16-60
		Robert Simon, "Sports, Relativism, and Moral Education"
		Janice Moulton, "Why Everyone Deserves a Sporting Chance: Education, Justice, and School Sports"
		Peter Heinegg, "Philosopher in the Playground"
		Francine Hardaway, "Foul Play: Sports Metaphors as Public Doublespeak"
	May 25	**Quiz # 2**
	May 25-26	**Sport and Competition**
		FP: Chapter 2, The Ethics of Competition, pages 13-36
		SE: Section III: Essays 11-16 pages 107-171
		Jan Boxill, "The Ethics of Competition"
		Nicholas Dixon, "On Winning and Athletic Superiority"
		Dean Smith, "Winding Down, Looking Ahead"
		Robert Butcher and Angela Schneider, "Fair Play as Respect for the Game"
	May 29	**HOLIDAY—No Class**
Week 3	**May 30**	**Quiz # 3**
	May 30	**Sport and Sportspersonship**
		FP: Chapter 3, Cheating and…, Part I, pages 37-51
		SE: Section II: Essays 6-10, pages 63-103
		James Keating, "Sportsmanship as a Moral Category"
		Peter Arnold, "Three Approaches Toward an Understanding of Sportsmanship"
		Kathleen Pearson, "Deception, Sportsmanship, and Ethics"
		Nicholas Dixon, "On Sportsmanship and 'Running up the Score'"
	May 31	**Guest Lecture by Dr. Tim Taft, Professor of Orthopaedics & Head of Sports Medicine**
	June 1-2	**Sport and Drugs**
		FP: Chapter 4, Enhancing Performance through drugs, Part I, pages 71-92
		SE: Section IV: Essays 17-19, pages 175-196
		Robert Simon, "Good Competition and Drug-Enhanced Performance"
		Laura Morgan, "Enhancing Performance in Sports: What is Morally Permissible"
		Michael Lavin, "Sports and Drugs: Are the Current Bans Justified?"
Week 4	**June 5**	**Quiz #4**
	June 5-6	**Sport and Violence**
		FP: Chapter 3, Cheating and Violence, Part II, pages 51-70
		SE: Section V, Essays 20-22, pages 199-222
		Michael Smith, "What is Sports Violence?"
		Brenda Jo Bredemeier, et al, "Values and Violence in Sports Today…"
		Robert Leach, "Violence and Sports"
	June 7	Catch up
	June 8-9	**Sport and Gender**
		FP: Chapter 5, Equality and Excellence in Sports; pages 93-121
		FP: Chapter 6: Sex Equality in Sports, pages 123-149
		SE: Section VI: Essays 23,25,26,28, 29; pages 226-288
		Jane English, "Sex Equality in Sports"
		Robert Simon, "Gender Equity and Inequity in Athletics"
		Jan Boxill, "Title IX and Gender Equity"
		Catharine MacKinnon, "Women, Self-Possession, and Sport"
		Mariah Burton Nelson, "Stronger Women"
	June 9	**Paper due: —HARD COPIES; NO LATE PAPERS ACCEPTED**
Week 5	**June 12**	**Quiz #5**
	June 12-13	**Sport and Role Models**
		SE: Section VIII: Essays 34, 35, pages 333-338
		Christopher Wellman, "Do Celebrated Athletes have Special Responsibilities to be Good Role Models?"
		Rick Reilly, "Get the Message?"
	June 14	**Commercialization of sport in FP**
	June 15:	**Last day of class; wrap up and review for final**

FINAL EXAM: Monday, June 19 at 8 a.m.
BRING TWO BLUE BOOKS

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, April 17, 2007 9:25 AM
To: Carlo Robustelli <carlo@unc.edu>
Cc: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Re: Whaley Family Foundation (revised with your suggestions)

Carlo,
Has this been sent to yet? If not, I've made a few minor changes, but it would be good to get it out asap. Geoff, do you have any other edits?

Thanks,
Jan

Carlo Robustelli wrote:
> Dear
>
> As I mentioned briefly during our meeting this afternoon, the Center
> has a very exciting named professorship opportunity for the Whaley
> Family Foundation. Let me first explain briefly how the visiting
> professorship works for the Parr Center. Every year the Center
> sponsors visiting faculty who are carefully screened and show
> excellence in their teaching and their capacity to bring new ideas and
> a fresh perspective to Center activities. The visiting professor
> teaches two ethics courses each semester and also engages in
> activities aimed at advancing the understanding and appreciation of
> ethics, such as workshops, seminars, and lectures. As you probably
> know the Center moved into its physical location this past August and
> all of the Center staff and faculty are in offices in the Center's
> suite in Caldwell Hall. Now let me explain how the Whaley Family
> Foundation visiting Professorship in Ethics would work. For every
> $50,000 donated to the Parr Center the visiting professor will be
> named in honor of the Whaley Family Foundation for one academic year.
> Here is a possible scenario: if the Foundation contributed $25,000 to
> the Center per year over six years then every other year the visiting
> faculty member would be named to the Whaley Family Foundation.
>
> The Center's current operating budget spins out from the interest
> earned by the Gary W. Parr Family Foundation endowment. With the
> support from the Whaley Family Foundation the Center's expendable
> funds would increase . [would we want to add here : ...funds would
> increase to allow us to provide more programming.]
>
> I enjoyed our discussion Friday about the need for ethics in the
> professions (especially law) and your thoughts and suggestions on ways
> to create meaningful sustained programs. Please let me know if you
> need any additional information. Thanks so much for lunch.
> Best,
> - Carlo Robustelli
>

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill 919.962.3317 jmboxill@email.unc.edu

AGENDA
April 18, 2007

I. OPENING COMMENTS

II. EVENTS:

PAST –

Liberty & Security Forum-4/14
PPE Workshop—April 13-14

UPCOMING:
FALL 2007

Disabilities Workshop:
September 7-8
Public Lecture Tues, Sept 10. [Honorarium]
Budget:
Grant from UK
Grad School $1000
Disability Services: $500 [but am going to ask for more]
Diversity Grant: Must reapply, but should get back the

Capital Punishment—Sister Helen Prejean
Workshop separate from visit
Ethics Bowl: November 11
Workshop on Torture—proposed by Tom Hill
John Allison
Fellows Lunch series: Steve Rosefielde

III. BUDGET

$1500 to Adventures and Ideas for Geoff's seminar from last Fall
Working on budget for FAC Meeting

IV. OTHER

FAC Meeting- May 1—Jim Thomas, Public Health; Laura Hanson, Social Medicine; Howard Aldrich, Sociology
Ethics in the News—new one posted; another being edited
Ethics in Education grant proposal submitted with Suzanne Gulledge
Meeting with Gary Whaley
Parr Center Staff Proposal—Jan writing it up to meet with Geoff
Management course--submitted
Undergraduate Intern—two students interested; one already on board

Case Resource Book—started with Jan's Grad Ethics Fellows
Painting & Furniture

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, April 17, 2007 10:38 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: budget
Attach: Budget Report 2006-2007, August 1, 2006.doc

This is what I have found. I doubt I had a separate email regarding the $1500 for , but I do recall discussing this when we had the budget meeting. I would also suspect that there is a more detailed accounting of it.

Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

Parr Center for Ethics
Operating Budget FY 2006-2007
(First Guess)

Available Funds:

Parr Family Foundation	$100,000.00
College of Arts and Sciences	$15,000.00
College of Arts and Sciences	$20,000.00
Department of Philosophy	$39,351.67
Department of Philosophy	$17,000.00
Total	$191,351.67

Expenses:

Salary Expenses:

Director's Salary & Benefits	$39,351.67
Program Assistant's Salary & Benefits	$20,320.00
Office Assistant's Salary & Benefits	$38,467.00
Visiting Professor	$44,000.00
Research Assistant	$17,000.00
Total	$159,138.67

Operating Expenses:

Supplies	$6,000.00
Travel	$2,000.00
Communication	$3,500.00
Printing	$1,300.00
Subscription / Dues	$500.00
Total	$13,300.00

One-time Expenses:

Repair and Maintenance of new space	$5,000.00[1]
Moving	$8,000.00[2]
Furniture	$5,000.00
Total	$18,000.00

Program Expenses:

See details of budget plans in chart below:

Total	$19,000.00

Over-all Picture:

Not including Program Expenses:

Available Funds	$191,351.67
Expenses	-$190,438.67
Total	$913.00

Including Program Expenses, expected grants, loans:

Available Funds	$191,351.67
Loan from Philosophy Department	$10,000.00
External Grants and Fellowships	$17,700.00
Expenses	-$190,438.67
Program Expenses	-$19,000.00
Total	$9,613.00

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[1] Tentative strategy: allocate the costs with 5/9s charged to the Parr Center and 4/9s to the Philosophy Department (which corresponds to the office space division). In this case, if the total cost is $9,000, $5,000 would be charged to the Parr Center. Since this is repair and maintenance, I believe the College should cover it all; but I am not confident they will.

[2] Some of the total charge of $12,000 is related to moving Marc Lange and John Roberts and not just Jan Boxill and Carlo Robustelli.

Program Budget Details

Date	Event/ Research Sponsorship	Budget	Expenses	External (grants, donations, in kind)
Sept. 9, 2006	**Public Film Series**, part of the Community Genetics Forum 2006	$0.00	$0.00	$0.00
Sept. 15, 2006	**Finding the Genome: Group Interests in Genetic Research and Testing** Colloquium for Faculty and Graduate Students	$0.00	$0.00	$0.00
Sept. 20, 2006	**Public Lecture** on "Challenge of Ethics in Sports" for Faculty, Graduate Students, and the Public	$5,000.00	$0.00	$0.00
Oct. 10, 2006	**Public Lecture** on "Moral Philosophy" for Faculty, Graduate Students, and the Public	$1,500.00	$0.00	$0.00
Oct.10th, 2006	**Public Lecture:** "Ethics and DNA" African Diaspora Lecture featuring Fatimah Jackson	$750.00	$0.00	$0.00
Nov., 2006	**Public Lecture**: "Teaching Medical Ethics Using the Case Method", featuring Maggie Little	$3000.00	$0.00	$0.00
Feb., 2007	**Public Seminar**, "Ethics in a Time of Terror" for Faculty, Students, and public	$3,000.00	$0.00	$0.00
Feb., 2007	**Public Lecture** on "Happiness and Ethics," for Faculty, Students, and public	$2,500.00	$0.00	$0.00

Date	Event/ Research Sponsorship	Budget	Expenses	External (grants, donations, in kind)
Spring, 2007	**Seminar Series:** Entrepreneurship featuring David Schmitz	$500.00	$0.00	$0.00
Spring, 2007	**Public Lecture** on "Ethics and Globalization," for Faculty, Students, and public	$250.00	$0.00	$0.00
Spring, 2007	**Public Lecture** on "Ethics in Education" for Faculty, Students, and Public	$2,500.00	$0.00	$0.00
Total		**$19,000.00**	**$0.00**	**$0.00**

Anticipated Fund Raising: External Grants & Fellowships

School of Law (for "Ethics in a Time of Terror, Spring 2007) $1,000.00
Gary Family Foundation (for "Ethics in a Time of Terror, Spring 2007) $2,500.00
Economics Club (for "Ethics and Globalization", Spring 2007) $2,000.00
PPE Program (for "Ethics and Globalization", Spring 2007) $1,000.00
Department of Psychology (for "Happiness and Ethics," Spring 2007) $500.00
Department of Biology (for "Happiness and Ethics," Spring 2007) $500.00
Department of Athletics (for "Ethics in Sports," Fall 2006) $1,500.00
Diversity and Multicultural Affairs (for "Ethics in Sports," Fall 2006) $2,500.00
Exercise Sports Science (for "Ethics in Sports," Fall 2006) $500.00
Institute of Arts and Humanities (in-kind contribution of Hyde Hall) $1,700.00
Philosophy Club (for "Teaching Medical Ethics," Fall, 2006) $2,000.00
Department of Philosophy (for "Teaching Medical Ethics," Fall, 2006) $2,000.00

Total $17,700.00

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, April 18, 2007 1:28 PM
To: Roberts, John Thomas <jtrosap@email.unc.edu>
Subject: Ethics Bowl

Hi John,
Could you send an email to the majors regarding the course for the Ethics Bowl. You can let them know that any one can participate. The only prerequisite or co-requisite is one course in ethics, preferable PHIL 160: Intro to Ethics or PHIL 163: Practical Ethics. If anyone has any questions, please feel free to contact me.

*_PHIL 396 Section 2 ETHICS BOWL Instructor: Jan Boxill_*

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course the students will prepare these cases for presentation in the Regional Ethics Bowl. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation. The team sent to the Ethics Bowl competition will be selected from those registered in the course. Before the actual competition, a mock Ethics Bowl will be presented to the Department and also to local high schools as part of the Philosophy Departmentâ€™s outreach program. The regional competition is being sponsored by the Parr Center for Ethics and will be held at UNC-CH in November 17th. Teams are selected from various regionals to advance to the National Ethics Bowl Competition usually held in February.

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
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FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, April 18, 2007 2:14 PM
To: Roberts, John Thomas <jtrosap@email.unc.edu>
Subject: [Fwd: PPE]
Attach: PPE.msg

--
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, April 18, 2007 2:22 PM
To: MacLean, Douglas <maclean@email.unc.edu>
Cc: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Dept Ceremony & MA

Hi Doug,
As you know we have the Graduation Ceremony for anyone receiving degrees. For the graduate degrees we actually give them their diplomas. Do you know if the paperwork is all done and turned in for the students who have completed their MA thesis and orals, and an you tell me who the MA people are? Two things at least must happen for them to receive their diplomas: the student officially files for the degree, and the sheet that the committee members sign must be turned in. I believe some have delayed their graduation until August. We may recognize them, but they won't have their diplomas. Are you going to be at the ceremony to take part in this?

Thanks,
Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, April 18, 2007 2:39 PM
To: Carlo Robustelli <carlo@unc.edu>; Lance Westerlund <westy@email.unc.edu>
Subject: Ethics Bowl flyer
Attach: Ethics Bowl Flyers.doc

Can you both work on a flyer for the Ethics Bowl--one that we can have for Friday's UG meeting, to post and also to send out on the UG listserv I've attached the information. You can work on it. The way I have it is with UG majors and minors [I think I left off philosophy], but it isn't necessarily restricted to phil majors.

--
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, April 18, 2007 8:31 PM
To: Wolf, Susan R <susanw@unc.edu>
Subject: Re: Utilitarianism seminar

The official time is Tuesday 4-6:30. The Department website has that time as well.

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Susan Wolf wrote:
> Hi,Jan and Lance,
>
> A poli. sci, grad student just pointed out to me that there is a
> discrepancy in the times listed for my course on the philosophy
> department website and on the directory of classes. One lists it as
> Tuesday afternoon; the other as Thursday.
>
> Please let me know which is the correct time.
>
> Thanks,
>
> Susan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, April 20, 2007 3:41 PM
To: MacLean, Douglas <maclean@email.unc.edu>; Chapel Hill Philosophy <hobler@email.unc.edu>
Subject: Re: change of time/room

Hi Doug,
I see that we do have the time set as you suggest. I think it should be possible to use CW 213, but I will check with Gucki on Monday. I'm copying her on this so she has a heads up.

Jan

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Douglas Maclean wrote:
> Hi Jan,
>
> I'd like to change the time of the class I teach in the fall. I've
> worked with the Public Policy department, and they have set this up
> and approved it for them. The new proposed date and time are:
>
> PLCY 780/PHIL 805: Thursday 3:30 - 5:50, Dey 207.
>
> Thanks,
> Doug
>
> PS. If there is a seminar room available in Caldwell at that time,
> I'd love to move it there.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, April 20, 2007 6:21 PM
To: Roberts, John Thomas <jtrosap@email.unc.edu>
Cc: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Re: Our UG Assessment procedure

I think Tom is claiming it is a legal obligation. If we are to do the UG assessment as required by the university, then I would think this would apply to every student who might be included in the assessment procedure. But I guess with all this HIPPA stuff, we should have each student sign a release/consent form. But since this is individual professor's courses who have written the papers explicitly for their courses, should we also have consent forms from them as well?
I am surprised when this was discussed a few years ago that this wasn't brought up.

Jan

John T Roberts wrote:
> Hey Geoff and Jan,
>
> I've put the wheels in motion for our 06-07 UG Assessment to happen.
>
> Tom Hill wrote to me and said that before we can use student papers
> for this purpose, we are obligated to get their express permission.
> (I'm not sure if this was a moral obligation or a merely legal
> obligation he was talking about.) Do you two think this is true? If
> so, does it point to a correctable flaw in our assessment procedure?
>
> best,
> John

PHIL 560 ETHICS BOWL Instructor: Jan Boxill

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course the students will prepare these cases. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation. The team sent to the Ethics Bowl competition will be selected from those registered in the course. Before the actual competition, a mock Ethics Bowl will be presented to the public and also to local high schools as part of the Philosophy Department's outreach program.

During a round, each team takes turns presenting its position on a case and critiquing another team's position on a different case. Teams must answer questions about their positions from a panel of judges. Judges assign scores based on logical consistency, clarity, focus and thoroughness. The presentations are evaluated on the following criteria:

Clarity and Intelligibility: Have you stated and defended your position in a way that is logically consistent and a reader/lister can clearly understand your line of reasoning?

Focus on Ethically Relevant Factors: Has you identified and discussed the ethically relevant factors?

Avoidance of Ethical Irrelevance: Has you stayed on track by avoiding preoccupation with issues that are not ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does your presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

The Intercollegiate Ethics Bowl (IEB) combines the excitement and fun of a competitive tournament with a valuable educational experience for undergraduate students.

The regional competition takes place in November and national in March. The course would be offered in the Fall to prepare students for the regional competition. The actual cases are sent out in mid September, so before that the students will look at previous year's cases and read material appropriate to cases in general, including ethical theory.

READINGS to be taken from the following:

Elements of Moral Philosophy, James Rachels
Being Good, Simon Blackburn
On Liberty, John Stuart Mill
Social Ethics: Morality and Social Policy, Thomas Mappes & Jane Zembaty, editors.

Other readings will be assigned as appropriate.

REQUIREMENTS:

I. CASE PREPARATION:

Each student will prepare a minimum of two cases. Each case involves:

1. 2-3 page paper setting out the argument with ethical implications.
2. Present argument to class- 5 minute presentation. Other students write a critique of the presentation with suggested revisions, readings, and research.
3. Revised paper based upon class presentation, discussion, and student critiques. Revised paper will also include an analysis of one aspect of the argument. 3-5 pages which will include bibliography and field research plans.
4. Present revised argument along with analysis: 5-7 minutes. Critiques.
5. Revised paper based on previous discussion. Revised paper will also include analysis of second aspect of the argument: 5-7 pages.
6. Present revised argument along with analysis: 5-7 minutes. Critiques
7. Revised paper based on previous discussion. Revised paper will include objections to your analysis.
8. Present revised argument: 5-7 minutes.
9. Revised paper with completed philosophical analysis: 12-15 pages
10. Oral presentation of completed analysis:
    8 minutes for presentation
    5 minutes for questions
    5-7 minutes rebuttal.

II. EXPERIENTIAL MENTORED RESEARCH STUDY:

1. For each case, students will contact appropriate units for essential background to investigate original problems and gain information regarding the case to be incorporated in the presentations and drafts. Throughout the experience, the work will be supervised and mentored by instructor and Parr Center Visiting Professor, who will assist students with setting appropriate goals. Research will also be assisted by the Parr Center graduate research fellow and the unit head or designate. [E.g. For legal cases, it would involve working with the DA office].

Expected minimum hours: 60

2. Three mock Ethics Bowl competitions: one to the Department/University, and two in local high schools as part of the Department's Outreach Program.

III. FINAL EXAM—In class

Two components: written and oral

GRADE: The final grade will be assessed as follows:

Papers:	30%
Presentations:	30%
Class participation &critiques:	20%
Final Exam:	20%

The course will be limited to 15 students per term.

WEEKLY ASSIGNMENTS:

Week 1:	Readings: Rachels: Chapters 1- & Blackburn Chapters 1- Discuss readings and cases. Assign cases. Discuss appropriate research units.
Week 2:	Readings: Mill, On Liberty; Mappes One-two page reconstruction of the arguments of your cases Five minute oral presentation of the reconstruction Feedback and suggestions from class.
Week 3:	Re-write the reconstruction given the feedback from class. Prepare a bibliography of selected readings appropriate to your cases Present both the re-write and bibliography to the class. Receive student feedback and suggestions.
Week 4:	Annotated bibliography. 1-2 page showing the relevant facts of the case.
Weeks 5-8:	Presentations, discussions,
Week 9-11	Mock Ethics Bowl Competitions
Week 12:	In class discussions in preparation for National Competition.
Week 13:	National Ethics Bowl Competition
Week 14:	Debriefing and discussion of Ethics Bowl Competition; review for final exam.

Sample Cases:

Case #1

Dr. B., a Professor of Psychology at a large research institution, Ohio State University (OSU), has a long distinguished record of working with chimpanzees. In the 1970s, she taught chimps to communicate, first by using American Sign Language and later using graphic symbols. In the last decade, under her direction, two young chimps, Keeli and Ivy, have learned to count and to recognize simple written words. Another chimp, Bobby, has shown an uncanny ability to learn number sequences and even to fill in missing numbers in a sequence. She has learned that chimps can do simple arithmetic, behave similarly to preschoolers, and (along with humans) have the ability to perceive the knowledge state of a peer.

Dr. B., who has dedicated her entire professional life to the study of cognition in chimpanzees, has won international acclaim for her work and was named one of the top 50 women researchers in the nation by *Discover Magazine* in 2002. Her chimps have been featured on Discovery Channel. However, as funding to support the research center has been hard to come by in the last five years, the university decided to close the research center and send the chimps away. OSU abruptly seized the professor's laboratory on February 28, 2006, changed all the locks, and hired a truck to send all 12 primates (nine chimps and three monkeys) to Primarily Primates, a controversial Texas sanctuary. The university gave the sanctuary a $324,000 trust fund for the animal's care.

Dr. B. vigorously protested the decision. When a restraining order she filed failed to prevent the university from implementing its decision, Dr. B. chained herself to the center's gate to prevent the transport trucks from leaving. Her efforts were unsuccessful and one of the chimps, 25-year old Kermit, died during the 38-hour transport in early March. Bobby was found dead in his enclosure on April 20. One of the monkeys escaped and was never recovered. Dr. B sued OSU to win custody of the remaining chimps. PETA also joined the suit on behalf of the remaining seven chimps and two monkeys and in June a Texas judge ordered that an independent trustee should oversee the $324,000 funding to ensure that it be used to house and benefit the remaining OSU primates.

Case #2

Wisconsin State Representative Dan LeMahieu (R-Oostburg) was outraged when the University of Wisconsin-Madison's University Health Services (UHS) featured ads in the two student newspapers suggesting that students consider receiving prescriptions for emergency contraception (EC) prior to leaving for spring break. UHS services are available to any student at the UW-Madison, and as such they offer health expertise to students in the areas of medical treatment for illnesses and injuries, counseling for stress reduction, smoking cessation, nutrition, dermatology, sports medicine, as well as confidential testing and treatment of sexually transmitted diseases (STDs). Although a part of the state-funded University of Wisconsin System, the ads were paid for using student segregated fees which are not part of taxpayer dollars or academic tuition funds.

Following the publication of the ads, which were part of a series also advising students to protect themselves from sun exposure and limit their intake of alcohol, Representative LeMahieu initiated drafting legislation to ban any university health center in Wisconsin from advertising or distributing the morning-after pill (EC). LeMahieu contends, "I think it's offensive that the university is trying to tell young women to be prepared and to plan ahead so they can have

promiscuous activities on spring break. I don't think that it's the role of the university to promote that type of activity, and I believe that's what their ad is asking young people to do." LeMahieu also added that the UW should be "made aware" that many people who are paying state taxes do not appreciate the offensive advertisements.

On June 16, 2005, Wisconsin's State Assembly voted 49-41 in favor of a bill prohibiting University of Wisconsin System health centers from advertising, prescribing or dispensing emergency contraception, making it the first state in the country to move towards banning EC on all state college campuses.

Case #3

Near the end of its fall season, a top executive from the popular reality television competition, *Idol Starz*, appeared on the *Today Show* and revealed that the program's contestants either advanced or were cut based on producers' decisions rather than being selected through the program's public text-messaging voting system. The executive went on to state that the show's winners and losers were selected by producers on a round-by-round basis in the hopes that certain "controversial" or "questionable" choices would positively influence ratings, increase fervor for underdog candidates, and create a more developed fan-base which would return to view the show during both current and future seasons.

Given the show's popularity and viewers' commitment to their favorite contestants, the revelation led to a large public outcry condemning the show for dishonesty and false advertising. Many claimed to have been cheated and explained that the show had a responsibility to adhere to the public's decisions about which candidates they preferred. Given special attention during this debate was the show's slogan: "You vote. You decide. Who should be the next Idol Star?"

During ensuing interviews, the show's producers explained that their decisions were based on the fact that they were in the entertainment business and that certain unpredictable events helped to keep the audience invested in the show and provided increased entertainment value. They also argued that, more often that not, their decisions about who should advance or win were in line with the public's desires. When questioned about the program's slogan, one producer was quoted as saying, "Look at it carefully. There is a difference between telling someone to vote and decide who *should* be the next Idol Star and telling them that their votes *will* decide the next Idol Star."

Case #4

In a recent case, Florida authorities declined to file charges against a Miami Herald columnist for surreptitiously recording a phone call from a city commissioner who later committed suicide in the newspaper's lobby. Authorities cited the unusual circumstances that led to the taping as the basis for not filing charges against the columnist. These circumstances were not enough for the Miami Herald, who took immediate action to fire the columnist for violating a company policy that prohibited the taping of sources and interviewees without the subject's consent.

State laws related to the recording of phone calls and the courts interpretation of these laws vary widely in the United States. Many of these laws are intentionally written with ambiguous terms and interpretation is typically required on a case by case basis.

The firing of this popular columnist caused much protest around the world. Many members of the Herald staff signed a petition requesting the decision to fire the columnist be rescinded. The columnist was friends with the city commissioner, and the commissioner provided regular sources for stories to the columnist.

According to the columnist, the commissioner was despondent over public allegations about his sex life and the tone of his voice on the phone conversation was so alarming that the columnist impulsively decided to record the conversation. The tape records the columnist's attempts to calm the commissioner. Throughout their 20-minute conversation, the columnist attempted to steer the conversation to less volatile subjects in the hopes of lifting the commissioner's spirits. But the call ended with the commissioner still despondent. A few minutes later, the commissioner shot himself.

Following the suicide, the columnist told editors of the Miami Herald that he had been interviewing the commissioner earlier in the day and had recorded part of the conversation without the commissioner's consent.

After being fired, the columnist was quoted as saying "In a tense situation I made a mistake. The Miami Herald executives only learned about it because I came to them and admitted it. I told them I was willing to accept a suspension and apologize both to the newsroom and our readers. Unfortunately, the Herald decided on the death penalty instead."

The Miami Herald editors have taken the position that there must be an absolute prohibition of the paper's reporters taping conversations without a party's consent, and not just because it is against the law in Florida, as it is in many states. An executive of the Herald has stated that the policy is necessary to protect the paper's integrity, as well as to foster trust from news sources.

Journalists at the Miami Herald have pointed out that at least one other reporter surreptitiously taped an interview, but was not fired. The journalists also have also stated that there is no written policy on taping conversations and that any verbal policy on expectations of reporters is unclear. The Miami Herald responded to the alleged case of a previous surreptitious taping by saying "we understand this happened 18 years ago". They went onto state that the recent decision to fire the columnist was clearly guided by the environment in which journalists operate today; which is much more constrained in terms of the latitude given for violation of law and policy.

Case #5

Beginning in 2005, protests at funerals for military personnel killed in Iraq have been increasing – and have received much media attention. In particular, members of the Westboro Baptist Church, in Topeka, Kansas, have been especially visible and vocal at many of these military funerals. Reverend Fred Phelps and his protesters claim that U.S. military deaths in Iraq are because America tolerates homosexuals and that they are a sign of divine punishment for America's tolerance of homosexuality. For over a year now, members of this anti-gay church have been crisscrossing the United States, holding more than one hundred protests outside the funerals of U.S. soldiers killed in Iraq.

They wave placards with such expressions as: "You're Going to Hell," "Fag Vets, God Hates You," and "Thank God for IEDs" (the improvised explosive devices responsible for killing many military personnel in Iraq). Phelps contends that all American soldiers are guilty by association – because they are fighting in the service of the U.S. government.

By Spring, 2006, twenty-eight states and Congress were rushing to pass laws to restrict protests outside military funerals. On May 17, 2006, Illinois Governor Rod Blagojevich signed a state law – "Let Them Rest in Peace Act" – that prohibits disruptive and inflammatory protesting 30 minutes before a funeral, during the service, and 30 minutes after a funeral while remaining 200 feet from the funeral site. This new Illinois law drew immediate scorn from Shirley Phelps-Roper, attorney for the Westboro Baptist Church: "The law is impotent. You've done nothing to change that God is killing your children and sending them home in body bags. Keep your big, fat snout out of our religion."

In the U.S. Congress, Representative Mike Rogers (R-Mich.) sponsored a House bill to address this matter. He said that he took up the issue after attending a military funeral in his home state, where mourners were greeted by "chants and taunting and some of the most vile things I have ever heard. Families deserve the time to bury their American heroes with dignity and in peace." On May 24, 2006, Congress passed legislation that would bar demonstrators from disrupting military funerals at national cemeteries.

The "Respect for America's Fallen Heroes Act" prohibits protests within 300 feet of the entrance of a national cemetery and within 150 feet of a road into the cemetery from 60 minutes before to 60 minutes after a funeral. Those violating the act would face up to a $100,000 fine and up to a year in prison. Senate Majority Leader Bill Frist (R-Tenn.) said that this act "will protect the sanctity of all 122 of our national cemeteries as shrines to their gallant dead. It's a sad but necessary measure to protect what should be recognized by all reasonable people as a solemn, private and deeply sacred occasion."

In response to this federal legislation, Phelps has said that Congress was "blatantly violating the First Amendment rights to free speech" in passing the bill. He said that he will continue to demonstrate but would abide by the restrictions. Constitutional experts are warning that protest restrictions – such as those passed in Illinois and in Congress – appear overly broad and are likely to be overturned if challenged in court. Eugene Volokh, a law professor at the University of California-Los Angeles and an authority on the First Amendment, said: "You can't treat speech as a breach of peace simply because it offends people. These protests are tremendously offensive and hard to ignore. But ignoring them or counter-protesting is unfortunately the only remedy the 1st Amendment allows." And, the American Civil Liberties Union has filed a lawsuit against a new Kentucky law, saying that it goes too far in limiting freedom of speech and expression. Additional lawsuits are expected to be filed.

U.S military veterans find Phelps' beliefs and actions particularly abhorrent, and in November, 2005, veterans' motorcycle groups began showing up at military funerals to oppose the protesters and to show support for the families of the deceased soldiers. Calling themselves the Patriot Guard Riders, these motorcycle groups have organized hundreds of counter-protesters to wave American flags and stand silently in front of the Westboro picketers, to pay respects to the fallen soldier, and to protect the soldier's family from disruptions.

Case #6

Alejandro Toledo, President of Peru, has launched a public campaign demanding that Yale University return to Peru Incan artifacts excavated at Machu Picchu in 1912. Yale professor Hiram Bingham III, guided by a native Peruvian, came upon the Incan city of Machu Picchu in 1911. Bingham secured backing from the National Geographic Society and support from Peru's government for archeological excavations at Machu Picchu in 1912 and again in 1914-15.

In October 1912, Bingham gained the Peruvian government's permission to bring to Yale for research the contents of 170 tombs in Machu Picchu. The decree allowed that Peru reserve the right to ask for the return of the objects.

By 1916, Peru, suspecting Bingham of secretly taking Incan gold, ended Bingham's work at Machu Picchu. The items taken to Yale from the 1914-15 excavations were loaned for only 18 months. Yale has refused several Peruvian requests for return of the artifacts.

Today, Yale claims that they have complied with the 1912 and the 1916 agreements, returning the objects to Peru during the 1920's. Yale sees no similar responsibility to return the items taken from earlier work. National Geographic Society records show that about half of the items were returned to Peru, with no mention of the remaining artifacts.

Luis Guillermo Lumbreras, the director of Peru's National Institute of Culture in Lima, claims that Yale has had 90 years to complete research on the objects, and now Peru wants the items returned. Peru elected its first indigenous president–Alejandro Toledo, who honored the nation's Incan heritage by holding part of his inauguration ceremony at Machu Picchu in 2001. In part due to his influence, Peru wants possession of the artifacts, which have formed the core of Yale's impressive, scholarly exhibition: *Unveiling the Mystery of the Incas*. After traveling to six cities and attracting over a million visitors, the exhibit now resides at Yale's Peabody Museum of Natural History in Connecticut.

The recent research of Yale professors Lucy Salazar and her husband Richard L. Burger, including extensive scientific analysis of burials, has provided the most reasonable explanation for the existence of Machu Picchu. Rather than supporting the earlier ideas of the city as a center for religious activity including the sacrifice of virgins, the professors' research has suggested that the city served as a simple country retreat from the Inca capital of Cuzco.

The number and kinds of artifacts taken to Yale from Machu Picchu is in dispute. Yale has offered to return some of the pieces to Peru, if Peru allows it to keep others at the Peabody Museum of Natural History, where Machu Picchu is the prize exhibit.

Case #7

In October of 2002, after the overdose of one of its workers, management at a Weyerhaeuser, a multinational corporation in the pulp and paper industry located in Valliant, Oklahoma, became concerned that employees were not following drug and safety regulations in its parking lot. Management decided to have the parking lot searched with gun and drug sniffing dogs. While the dogs found no drugs, they did find firearms in twelve vehicles, including shotguns and automatic weapons. The owners of these vehicles, including a 23-year veteran shift manager, were fired in the next two days.

Weyerhaeuser and many other businesses have had long standing bans on firearms brought into the plant in order to protect workers and prevent workplace violence. In 2002, Weyerhaeuser extended this ban to the parking lot. Many workers claim they were not told of the extension of the ban, though management claims they informed workers. Some of the fired workers have filed suits claiming they were not informed. The initial suit was thrown out, but the decision is being appealed.

Since this and other incidents, many states -- beginning with Oklahoma -- have enacted laws protecting workers who want to keep firearms in their cars. The latest state to consider such a law is Florida, home to Walt Disney World, which does not allow any of its 50,000+ employees to bring guns onto company property.

A number of corporations have joined federal lawsuits against these new state laws. These companies include ConocoPhillips (petroleum), Halliburton (energy), and the Nordam Group (aircraft manufacture). They state that they cannot provide a safe and secure workplace without the ban on guns in the parking lot, and they see state laws allowing guns as infringing on the right of private property owners to decide what is and is not allowed on their property. Even aside from their property rights, companies claim that the laws would disregard public safety. The Bureau of Labor Statistics Census of Fatal Occupational Injuries states that in 2004, there were 551 workplace homicides out of 5703 workplace fatalities. A study at the University of North Carolina claims that such killings are five times more likely to occur at workplaces that allow guns compared to those who do not.

The National Rifle Association (NRA) has been the primary champion of laws that allow workers to have guns in cars in company parking lots. The NRA claims that prohibiting lawful gun owners to keep guns in their car dramatically diminishes their right to own firearms and defend themselves. All 50 states allow the transportation of firearms for lawful purposes. The laws also restrict workers who may want to hunt or target shoot after work from engaging in these lawful activities. They also claim that one's car should enjoy the same protections that one's home enjoys with regards to being able to keep lawful weapons and immunity to unlawful searches.

The NRA claims that the state laws already have commonsense provisions in them that prevent abuse. For instance, anyone wanting to transport a firearm and park their car in a company lot must keep the automobile locked, and at no time is it permissible to take the firearm out of the car on company property. Against the property rights claims of business owners, the NRA claims that business owners are already under extensive federal, state, and local regulations about what they can do with their property and that striking down these state laws would allow companies to "micro-manage" the contents of an employee's automobile. The NRA also cites statistics that 84% of workplace murders are committed by strangers, and anyone determined to commit a crime will not be discouraged from bringing the gun onto company property by a company regulation prohibiting guns in parking lots.

Case #8

After several years of miscarriages, Edward and Susan turn to *in vitro* fertilization as a means of screening embryos for genetic defects. More than two years elapse, with all the attendant discomfort and expense, but finally an “acceptable” embryo is produced and implanted. To their joy, nine months later they are blessed by Michelle, an apparently happy, healthy baby.

They decide that they will not tempt fate by trying to increase their family, instead choosing to relish the raising of their daughter. Five years pass and they eagerly anticipate Michelle's starting kindergarten. They have elected to enroll her in a well-respected private school so as to realize her fullest potential. Part of the school's pre-entry preparation is an extremely thorough set of physical examinations. (The physical examinations are not done to screen for admission, but rather to anticipate potential health issues while the student is enrolled.)

To their horror, the examinations determine that Michelle has early symptoms of a particularly virulent form of *Acute Childhood Lymphoid Leukemia*. Nothing in the embryonic screening could have predicted its occurrence. They begin immediate conventional treatments which prove to be ineffective. At their oncologist's recommendation they enroll her in the nation's premier pediatric oncology program. She gives them the bad news that Michelle shows evidence of having Philadelphia chromosome-positive ALL. The most successful treatment involves hematopoietic stem cell transplantation from matching relatives. The oncology clinic tests both Edward and Susan, but finds neither of them compatible. Since neither of them (nor Michelle) has any siblings, it looks as if they will have to hope for a million-to-one chance of finding a well-matched unrelated donor.

While waiting in the lounge of the clinic, the mother of another child under treatment introduces herself and suggests that they do have another option – they could have another child, *via in vitro*, selecting among possible embryos for compatibility for transplant. Initially they are horrified at the idea of producing another child as a "biological stockpile" for Michelle, but the more they think about it the better the idea seems. After all, they really had wanted more children. The new child wouldn't be seriously injured by the procedure needed to provide Michelle with the transplant material she so desperately needs. Given their history of medical procedures needed to have Michelle, the screening required to make sure the new child would be a compatible donor is almost the same as if they were just having another child as a family expansion.

When they raise the possibility with Michelle's physician, she explains that the screening technology has improved sufficiently since Michelle's birth to guard against the new child's having the same disposition toward this disease. But, before she will go further, she tells them they must speak with the clinic's counselor. The counselor asks them to consider what their true motives are in proposing the conception of this second child, whether they would be treating her as a person or as an object and how they will explain to her the reason for her conception.

Case #9

After 25-30 years of service, ships are at the end of their sailing life and are sold as "End of Life Vessels" to be dismantled primarily to recover the valuable steel which makes up about 95% of the ship. Ship breaking (or ship demolition) is the process of dismantling the structure of an obsolete vessel for scrapping or disposal and includes a wide range of activities, from removing all gear and equipment to cutting down and recycling the ship's infrastructure. However, the only ones who profit from ship breaking are the ship owners. They extract an average of $1.9 million profit per "End of Life Vessel." Ship breaking is also a challenging and controversial process, due to the structural complexity of ships and the many environmental, safety, and health issues involved.

Ship breaking is dangerous and has the reputation of being one of the dirtiest jobs on earth. For minimal dollars a day, workers with little protective gear tear out pipes insulated with

asbestos, transformers covered with PCBs, and leaky diesel tanks. Until the late twentieth century, ship breaking took place primarily in port cities in developed countries – including the United States and Europe. Today, however, most ship breaking yards are in developing countries – especially India, China, Bangladesh, and Pakistan. This is due to rules dealing with lead paint and toxic substances. The industry was such a disgrace that, in 2000, Congress acted to stop U.S. registered ships from being sent overseas for scrap. Ship breaking remains an international environmental and labor concern - because ship breaking now occurs mostly in underdeveloped countries where working conditions and environmental impact are not regulated. Also, many ships being scrapped now were made before many international environmental laws were enacted.

In late 2005, a Virginia-based company, Bay Bridge Enterprises, visited the small coastal town of Newport, Oregon, and proposed opening a ship breaking plant on the banks of Yaquina Bay. The company offered up to 125 jobs paying $20 an hour. Their spokesperson indicated that the company had no environmental violations since they have been doing this work, and that they had zero lost-time injuries since 2001. Also, he noted that there is no large-scale ship breaking yard on the West Coast, and that there are about 60 ships anchored in a California bay – just waiting to be moved to a scrap yard. Therefore, there would be plenty of work available at a new ship breaking plant in Newport – for some time to come.

A strong coalition of interested parties in the Newport area emerged in opposition to this proposal. The "Friends of Yaquina Bay" were the group of people most responsible for rallying the community together to try to stop this ship breaking proposal. The Oregon Coast Aquarium and the Oregon State University Hatfield Marine Science Center – both located in Newport – also added major support to the effort to block the proposed plant. Some of the major issues raised by these opponents to the proposal included: the world-wide negative reputation of ship breaking; the safety of towing "ghost ships" (some with a length of up to 540 feet) from San Francisco Bay in California to Newport, Oregon; potential infestation of as many as 100 invasive species on the ships in California that are not in Yaquina Bay; toxins on and in the ships that would escape into the bay and the air, affecting the seafood industry – especially crabbing – as well as the fear of pollution runoff at the Hatfield Marine Science Center and the Oregon Coast Aquarium; and visual pollution. Yaquina Bay is a continentally Important Bird Area – with several endangered species present. There are 15 or more blue heron nests and other bird species on the tide flats near the proposed ship breaking site. The local tides extend 15 miles up the Yaquina River and thus the largest oyster farm in Oregon could be affected. Plus there is fear that money-spending tourists would not view these rusting ships as an asset to the beautiful Oregon coast.

On January 24, 2006, about 200 people packed a meeting room in Newport, Oregon, to hear Mr. Don Mann, general manager of the Port of Newport, announce that "some projects are a good fit, or not a fit at all. Bay Bridge's plan for a ship breaking facility in Yaquina Bay does not qualify in our test for a good fit." Thus, quite surprisingly, it seems, the ship breaking plan for Newport was ended. Mr. Mann continued: "This was not a good business deal for the company, or for the Port. I believe that the environmental issues could have been resolved, but our financial concerns could not be adequately addressed." The vast majority of persons at the meeting were very pleased with this decision.

While this issue was being considered by the town of Newport, Oregon, the office of the Port Commissioners received hundreds of telephone calls of concern – from all over the country. As one commissioner said: "We have gained much free advertising – for the port and

community. The whole world knows we're here. This issue is bringing this concern to Oregon, and to the nation." Bay Bridge's next move on the West Coast remains to be seen. The company is still looking for a possible Oregon or Washington port.

Case #10

Ardent R. Porter is an investigatory journalist with a respected Washington-area newspaper, *Capitol News Briefly*. As a reporter working in and around the D.C. area, Mr. Porter often relies on his long list of contacts in order to glean information that might be useful for the various articles he publishes on corruption within politics and government. By establishing relationships with individuals at all levels of government, Ardent has provided himself with valuable human sources that are often capable of providing him with names, tips, or other information that he could not extract from other channels. Furthermore, a few of Mr. Porter's key contacts are able to pass along hard-to-come-by information about questionable or downright illegal actions taken by government employees or agencies.

One such contact is Ian Stalwart, a mid-level agency administrator who works with individuals who do government "groundwork" as well as with high-level government bureaucrats. As a middleman of sorts, Ian is in a position uniquely suited to evaluating the actions of those who work both below and above him. One of Mr. Stalwart's responsibilities is to watch for and report any illegal activity that he might encounter. Mr. Stalwart takes this role very seriously and his responsibilities as a watchdog were what originally led him to seek out Ardent, a like-minded opponent of corruption and illegality within public service.

It so happened that Mr. Stalwart discovered that many individuals within his agency were working to cover up illegally-awarded, over-billed, or otherwise fraudulent government contracts awarded during the early months of the Iraq War, actions which were in violation of several federal laws, in addition to many agency standards. Upon presenting his discovery to his superiors, Mr. Stalwart was told to disregard his findings and to refrain from further discussing the subject. After pressing for a more sophisticated explanation, he was informed that the contracts in question had been deemed classified through appropriate agency and congressional channels and that because the contracts had been deemed to serve a compelling national security interest, it would be against agency policy (as well as illegal) to discuss them, regardless of any questionable procedural or substantive aspects.

Fully knowing that he was in violation of laws regarding the disclosure of classified information, Mr. Stalwart approached Mr. Porter and revealed everything he knew about the dubious contracts. He also provided Mr. Porter with the names of the individuals implicated in the cover-ups and the names of the administrators who had ordered him to remain silent.

After composing a lengthy and revealing story, Mr. Porter approached his editor about publishing the story, explaining the dilemma presented by the fact that much, if not all, of the story's core material was classified. Following a discussion about publishing the article by the paper's editorial board it was decided that the story would run in the paper's next issue.

Case #11

Students in schools of medicine, nursing, dentistry and veterinary medicine are required to observe actual surgeries (and other procedures) early in their educations as a preliminary exposure to the practices of their field. In fact, such study is thought to be essential in

confirming the students' choice of profession. Of course, the observation takes place with the informed consent of the patients (or their guardians). Many pre-medical, pre-nursing, pre-dentistry, and pre-veterinary programs, especially at schools with associated hospitals, are beginning to recommend (or even require) similar observation programs.

The State University Museum has one of the nation's premier exhibits of the history of medicine and allied fields. They include displays replicating Leonardo's anatomy studies, teaching materials from Charles University (in Prague) dating from the 16th century, 18th century "bleeding," and 19th century nutrition studies (among many other presentations).
One of the most popular offerings at the museum is the "surgery room" where films of common surgical procedures can be viewed. Like the student viewing in medical schools, the patients shown have given their informed consent. Not surprisingly, the most identifiable attendees are people who are considering having the operations shown in the pictures. The films have been "sanitized" so that excess gore is avoided, but the surgeries are shown in detail.

Dr. Suarez, curator of the museum and retired professor of neurosurgery, has proposed to the board that rather than using films, which are hard to make and quickly become outdated, observers should be allowed to observe actual, in process surgeries on persons who have consented. After all, the University Hospital is adjacent to the museum and access is convenient. The hospital's operating theaters are set up above the surgical floor but separated from the patient and surgical team by sound- and atmosphere-proof windows. Dr. Suarez suggests that such watching could become a significant educational revenue-generating operation. He points out that special exhibits commonly serve as important financial resources for museums.

When Dr. Suarez proposes this program to the Museum's board of directors, Katherine Osborn (one of the community members of the board) objects vigorously. Although Dr. Suarez's proposal clearly restricts participation to persons "15 and older," Ms. Osborn argues that teens, and perhaps others, will attend surgeries not as education but as entertainment. Her position is that such "exhibitions" will be little better than the "bum fights" and ultraviolent films that have gained popularity in recent years. Ms. Osborn claims that teens will watch surgeries as a replacement for the gore seen while attending the ***Halloween*** and ***Nightmare on Elm Street*** movies. Her claim is that such actions are exploitative more than educational.

Dr. Suarez responds that actual surgeries come nowhere near the gore commonly shown on TV and in the movies. He points out that we seldom know what motivates people to act as they do in the presence of human affliction. "Do people slow their cars when passing accidents in order to see whether they can help or to see blood and gore? How would we know? Even if an adolescent attended a surgery out of a desire to see gore, might the experience not shift his or her perspective, creating an interest in becoming a medical professional?"

Case #12

Politicians have crossed the floor, or switched parties for as long as political parties have been in place—famous switches include those of Strom Thurmond, Ronald Reagan, Condoleezza Rice, Howard Dean, Hilary Clinton and most recently, Joe Lieberman. In 2001, nine serving members of Congress had switched parties while in office. Various reasons are cited for changing parties, including ideological disagreement with one's current party and moving to improve power and legislative efficacy, among others. U.S. Representative Ralph Hall of the Fourth Congressional District in Texas cites both reasons.

Ralph Hall was first elected in 1980 as a Democrat and has been re-elected each succeeding year. Hall has made a reputation for himself as a rogue Democrat, willing to "cross the aisle" and vote with Republicans when he agreed with their position. He also has been an avid supporter of President Bush, opposed to Democratic bids to unseat him. But it was more than mere ideological agreement that encouraged a decision to switch parties in early 2004 before his bid for reelection.

As Hall stated in a January 2004 press release that announced his decision to switch parties, "This year I was denied requests for district appropriations because I was a Democrat who voted against the bill. I have always stated that … if being a Democrat hurt my district, I would either resign or switch parties." The bill to which he was referring was a "foreign operations bill" which, according to Hall, gave, "financial support to those countries that continue to vote against [the U.S.] in the United Nations."

Another motivation may be found in Hall's appreciation for being spared a potentially career devastating blow in the redistricting that cost many Democrats their seats in 2003. According to a CNN article, "…Hall's move comes after Republican state lawmakers in Austin spared him in a redistricting map that targets every other Anglo Democrat in the House. His district, based in the city of Tyler, was largely untouched by the GOP-drawn map, which is currently facing a Democratic court challenge."

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Saturday, April 21, 2007 1:28 PM
To: Laurel Goldstein <goldstel@email.unc.edu>; Given, Emily <given@email.unc.edu>
Subject: Phil 275 final
Attach: FINAL EXAM NOTES.doc

I've attached a final exam prep. Take a look and see what I've missed,
left off, done wrong, etc.
Thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
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PHIL 275 FINAL EXAM SPRING 2007 MAY 4th at NOON

READINGS THAT THE FINAL WILL COVER

Men's & Women's Bill of Rights
Rosemarie Tong, Diversity of Feminist Thinking
Collins, Black Feminist Thought
Gilligan, Moral Orientation & Moral Development
Boxill, Football & Feminism
Why Sexist Language Matters
Frye: Oppression, Sexism, On Being White
Lorde: Scratching the Surface
hooks, Chapters Chapters 1-3 (pp 1-13); Chapters 10-11 (pp 55-66); Chapters 14-15 (pp78-92); Chapters 17-19 (pp 100-118).
Richards, A Black Woman Speaks
Jensen, White Privilege
Birth Control Newspaper article
Thomson, A Defense of Abortion
Marquis, Why Abortion is Immoral
Pojman, Affirmative Action
Boxill, Affirmative Action as Reverse Discrimination
About Title IX
Moulton, Why Everyone Deserves a Sporting Chance
Mill, Freedom of Thought and Discussion
Brison, Pornography and Harm

Video: A Class Divided

How to prepare for the final:

1. Go over all quizzes
2. Review the outlines
3. Reconstruct all the passages in the paper topics
4. Prepare the study questions

FINAL EXAM FORMAT: Should take about 2 hours

I. Multiple Choice Questions – [10-12]
II. Short answers [8-10]
These will be very much like the quiz questions
They will be broken up into topics, and there will be choices
III. Reconstruction [1]

OUTSIDE EVENTS DUE: LAST DAY OF CLASS

FINAL EXAM: MAY 4th AT NOON

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, April 23, 2007 2:07 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Re: Hiring

Option 1 is fine with me.

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Geoff Sayre-McCord wrote:
> Dear colleagues,
>
> We have had two very nice successes, with Simon and Ryan both
> accepting our offers. I want to express be heartfelt and deep
> appreciation to all of you who put so much time in to this process.
> The junior position, which we originally offered Ryan before being
> given an additional position for him, will be carried over to next
> year. I am hopeful that a second junior position, funded by a
> generous gift from Don Caudle, will come on line then too. The young
> senior position, for which we have been considering Pamela Hieronymi,
> will be carried over if we do not fill it with Hieronymi.
>
> But we need to bring to a close our deliberations regarding Hieronymi.
> I don't believe we would be in a better position to reach a decision
> if we deferred this matter until the start of the fall semester. And I
> am pretty sure that if we were to wait longer than that we would very
> likely lose any chance of hiring her.
>
> Although this is a very busy time of the year, I trust you'll all
> agree that it would be irresponsible for us to go forward with a
> tenured appointment until we have all read a good deal of Hieronymi's
> work and discussed it carefully together.
>
> As I see it, then, we have two options at this point:
>
> (1) We could meet early in the week of the FFM, prior to which
> everyone should have read at least the three of Hieronymi's 2005 or
> later papers (excluding the book review) -- and perhaps more, for
> those members of the department in her areas of specialization (ethics
> and mind); or
>
> (2) We could decide now that there is insufficient enthusiasm to merit
> doing (1), and accordingly let Hieronymi know that we are not prepared
> to go forward at this time.
>
> Hieronymi's papers and an up to date CV, are available on-line here:
> http://admin.cdh.ucla.edu/webpage.php?par=93
>
> I am prepared to carry out whichever of these options receives the
> greatest support from you all. Please email either expressing a
> preference for (1) or (2) or expressing no preference between them, by
> this coming Friday (the 27th). Of course, I would be glad to discuss

> this matter further with any of you, if you would like.
> -- Geoff
> --
>
>
>
> Geoffrey Sayre-McCord
> Professor and Department Chair
> Department of Philosophy
> University of North Carolina at Chapel Hill
> Chapel Hill, NC 27599-3125
>
> Tel: (919) 962-2695
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> http://philosophy.unc.edu/smccord.htm
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, April 24, 2007 2:16 PM
To: Hill, Thomas E Jr <thill@email.unc.edu>; Wolf, Susan R <susanw@unc.edu>
Subject: Re: revisions to the ethics bibliography
Attach: Proposals for revisions of the Ethics Bibliography.doc

---

My comments are in blue.

Jan Boxill, Ph.D.
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Senior Lecturer and Associate Chair
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Proposals for revisions of the Ethics Bibliography:

Additions:

Judith Jarvis Thomson, "In defense of abortion"
Peter Singer, "Famine, Affluence, and Morality"
Iris Murdoch, "The Idea of Perfection" [I don't know this piece very well]
P.F. Strawson, "Freedom and Resentment"
Bernard Williams, "Moral Luck"

Susan and Jan,

I think that previously the first two items would have been considered "applied ethics" of a sort we do for the bibliography, but there are representative styles of argument there And they are classics. I don't recall the Murdock but I'm fine with it (she and the tpoic are important). Strawson seems a must. Isn't Nagel's "Moral Luck" on the list? I wouldn't mind having both. (It might be better to have both if students are to write on the topic.)

Yes, Moral Luck is on he exam.
Deletions:

It is easier to recommend additions than to recommend deletions, so I will list several readings that, it seems to me, our students have not actually referred to in the exams in recent years, and that may not be as central to the field as some of the suggestions above. I assume that for each addition, we should also recommend a deletion, so here are some possibilities:

Frances Kamm	"Non-consequentialism, the Person as an End-in-Itself, and the Significance of Status"
Gregory Kavka	"The Toxin Puzzle" "The Reconciliation Project"
Shelly Kagan	"The Additive Fallacy"
Nel Noddings	"Ethics from the Standpoint of Women"
Annette Baier	"Trust and Anti-Trust"

I don't know what feminist moral theory papers are best now, but an update might well be in order. I'm OK with cutting Kagan, Kavka, and Kamm. I don't think we've ever asked a question on those. I am also okay with cutting these three. But I would like to keep something by Noddings and Baier.

Further suggestions:

We have three articles by Philippa Foot on the bibliography – *"Moral Beliefs"
*"Morality as a System of Hypothetical Imperatives"
*"Virtues and Vices"
I wonder whether "Virtues and Vices" needs to be on there, and if so, whether it should be regarded as non-negotiable core reading.
Personally, I find "Utilitarianism and the Virtues" to be a more useful article, and so tentatively recommend substituting the latter for the former, and not making it non-negotiable.
The Foot papers represent
different stages in her thinking, and the first two stake out important positions. The last, I thought, makes a nice concise starting point for discussing virtues, but I don't recall "Util. and Virtues" which may be better. I trust your judgment on that, Susan.
My "Moral Saints" was included on the bibliography before I joined the department. Should we perhaps eliminate it, due to my being here? I am of two minds about that, but if the decision is that this is not a problem, then I recommend that we add Tom's article on Self-Respect. "Moral Saints" is a classic and, as you say, got on the list before you came, Susan, and it fits nicely in discussions of several topics. I'd say keep it, but otherwise stick to our policy of not adding essays from our own dept. (but allowing them as substitutions if students want).
I agree leave "Moral Saints" and I agree with that we should add Tom's Self-Respect

Finally, the current bibliography has the following listing:
Eva Kittay and Diana Meyers *<u>Women and Moral Theory</u>
Gilligan, Moral Orientation and Moral Development
Stocker, Duty and Friendship: toward a synthesis of Gilligan's
Constrastive Moral Concepts

Are the Gilligan and Stocker essays that are IN the Kittay/Meyers anthology, or is the anthology itself meant to be non-negotiable required reading?
I think these essays are in the Kittay book,but I don't have access to the book right now. I don't think all the essays in that book should be included.

If the latter, this seems too much. I think the former. Even the former maybe should not be non-negotiable. OK with me, but there should be a core/sample of feminist moral theory non-negotiable, don't you think? I agree

I'll be busy for a few days now, and so I leave it to you, Susan and Jan, to decide and submit the changes.

Thanks for working on it,

Tom

mine." Yet how many years have you spent teaching Plato and Shakespeare and Proust? Or another, "She's a white woman and what could she possibly have to say to me?" Or, "She's a lesbian, what would my husband say, or my chairman?" Or again, "This woman writes of her sons and I have no children." And all the other endless ways in which we rob ourselves of ourselves and each other.

We can learn to work and speak when we are afraid in the same way we have learned to work and speak when we are tired. For we have been socialized to respect fear more than our own needs for language and definition, and while we wait in silence for that final luxury of fearlessness, the weight of that silence will choke us.

The fact that we are here and that I speak these words is an attempt to break that silence and bridge some of those differences between us, for it is not difference which immobilizes us, but silence. And there are so many silences to be broken.

Scratching the Surface: Some Notes on Barriers to Women and Loving*

Racism: *The belief in the inherent superiority of one race over all others and thereby the right to dominance.*

Sexism: *The belief in the inherent superiority of one sex and thereby the right to dominance.*

Heterosexism: *The belief in the inherent superiority of one pattern of loving and thereby its right to dominance.*

Homophobia: *The fear of feelings of love for members of one's own sex and therefore the hatred of those feelings in others.*

THE ABOVE FORMS of human blindness stem from the same root – an inability to recognize the notion of difference as a dynamic human force, one which is enriching rather than threatening to the defined self, when there are shared goals.

To a large degree, at least verbally, the Black community has moved beyond the "two steps behind her man" concept of sexual relations sometimes mouthed as desirable during the sixties. This was a time when the myth of the Black matriarchy as a social disease was being presented by racist forces to redirect our attentions away from the real sources of Black oppression.

For Black women as well as Black men, it is axiomatic that if we do not define ourselves for ourselves, we will be defined by others – for their use and to our detriment. The development

* First published in *The Black Scholar*, vol. 9, no. 7 (1978).

of self-defined Black women, ready to explore and pursue our power and interests within our communities, is a vital component in the war for Black liberation. The image of the Angolan woman with a baby on one arm and a gun in the other is neither romantic nor fanciful. When Black women in this country come together to examine our sources of strength and support, and to recognize our common social, cultural, emotional, and political interests, it is a development which can only contribute to the power of the Black community as a whole. It can certainly never diminish it. For it is through the coming together of self-actualized individuals, female and male, that any real advances can be made. The old sexual power relationships based on a dominant/subordinate model between unequals have not served us as a people, nor as individuals.

Black women who define ourselves and our goals beyond the sphere of a sexual relationship can bring to any endeavor the realized focus of completed and therefore empowered individuals. Black women and Black men who recognize that the development of their particular strengths and interests does not diminish the other do not need to diffuse their energies fighting for control over each other. We can focus our attentions against the real economic, political, and social forces at the heart of this society which are ripping us and our children and our worlds apart.

Increasingly, despite opposition, Black women are coming together to explore and to alter those manifestations of our society which oppress us in different ways from those that oppress Black men. This is no threat to Black men. It is only seen as one by those Black men who choose to embody within themselves those same manifestations of female oppression. For instance, no Black man has ever been forced to bear a child he did not want or could not support. Enforced sterilization and unavailable abortions are tools of oppression against Black women, as is rape. Only to those Black men who are unclear about the pathways of their own definition can the self-actualization and self-protective bonding of Black women be seen as a threatening development.

Today, the red herring of lesbian-baiting is being used in the Black community to obscure the true face of racism/sexism. Black women sharing close ties with each other, politically or emotionally, are not the enemies of Black men. Too frequently, however, some Black men attempt to rule by fear those Black women who are more ally than enemy. These tactics are expressed as threats of emotional rejection: "Their poetry wasn't too bad but I couldn't take all those lezzies." The Black man saying this is code-warning every Black woman present interested in a relationship with a man – and most Black women are – that (1) if she wishes to have her work considered by him she must eschew any other allegiance except to him and (2) any woman who wishes to retain his friendship and/or support had better not be "tainted" by woman-identified interests.

If such threats of labelling, vilification and/or emotional isolation are not enough to bring Black women docilely into camp as followers, or persuade us to avoid each other politically and emotionally, then the rule by terror can be expressed physically, as on the campus of a New York State college in the late 1970s, where Black women sought to come together around women's concerns. Phone calls threatening violence were made to those Black women who dared to explore the possibilities of a feminist connection with non-Black women. Some of these women, intimidated by threats and the withdrawal of Black male approval, did turn against their sisters. When threats did not prevent the attempted coalition of feminists, the resulting campus-wide hysteria left some Black women beaten and raped. Whether the threats by Black men actually led to these assaults, or merely encouraged the climate of hostility within which they could occur, the results upon the women attacked were the same.

War, imprisonment, and "the street" have decimated the ranks of Black males of marriageable age. The fury of many Black heterosexual women against white women who date Black men is rooted in this unequal sexual equation within the Black community, since whatever threatens to widen that equation is deeply and articulately resented. But this is essentially unconstructive resentment because it extends sideways only. It

can never result in true progress on the issue because it does not question the vertical lines of power or authority, nor the sexist assumptions which dictate the terms of that competition. And the racism of white women might be better addressed where it is less complicated by their own sexual oppression. In this situation it is not the non-Black woman who calls the tune, but rather the Black man who turns away from himself in his sisters or who, through a fear borrowed from white men, reads her strength not as a resource but as a challenge.

All too often the message comes loud and clear to Black women from Black men: "I am the only prize worth having and there are not too many of me, and remember, I can always go elsewhere. So if you want me, you'd better stay in your place which is away from one another, or I will call you 'lesbian' and wipe you out." Black women are programmed to define ourselves within this male attention and to compete with each other for it rather than to recognize and move upon our common interests.

The tactic of encouraging horizontal hostility to becloud more pressing issues of oppression is by no means new, nor limited to relations between women. The same tactic is used to encourage separation between Black women and Black men. In discussions around the hiring and firing of Black faculty at universities, the charge is frequently heard that Black women are more easily hired than are Black men. For this reason, Black women's problems of promotion and tenure are not to be considered important since they are only "taking jobs away from Black men." Here again, energy is being wasted on fighting each other over the pitifully few crumbs allowed us rather than being used, in a joining of forces, to fight for a more realistic ratio of Black faculty. The latter would be a vertical battle against racist policies of the academic structure itself, one which could result in real power and change. It is the structure at the top which desires changelessness and which profits from these apparently endless kitchen wars.

Instead of keeping our attentions focused upon our real needs, enormous energy is being wasted in the Black community today

in antilesbian hysteria. Yet women-identified women – those who sought their own destinies and attempted to execute them in the absence of male support – have been around in all of our communities for a long time. As Yvonne Flowers of York College pointed out in a recent discussion, the unmarried aunt, childless or otherwise, whose home and resources were often a welcome haven for different members of the family, was a familiar figure in many of our childhoods. And within the homes of our Black communities today, it is not the Black lesbian who is battering and raping our underage girl-children out of displaced and sickening frustration.

The Black lesbian has come under increasing attack from both Black men and heterosexual Black women. In the same way that the existence of the self-defined Black woman is no threat to the self-defined Black man, the Black lesbian is an emotional threat only to those Black women whose feelings of kinship and love for other Black women are problematic in some way. For so long, we have been encouraged to view each other with suspicion, as eternal competitors, or as the visible face of our own self-rejection.

Yet traditionally, Black women have always bonded together in support of each other, however uneasily and in the face of whatever other allegiances which militated against that bonding. We have banded together with each other for wisdom and strength and support, even when it was only in relationship to one man. We need only look at the close, although highly complex and involved, relationships between African co-wives, or at the Amazon warriors of ancient Dahomey who fought together as the King's main and most ferocious bodyguard. We need only look at the more promising power wielded by the West African Market Women Associations of today, and those governments which have risen and fallen at their pleasure.

In a retelling of her life, a ninety-two-year-old Efik-Ibibio woman of Nigeria recalls her love for another woman:

> I had a woman friend to whom I revealed my secrets. She was very fond of keeping secrets to herself. We acted as husband and wife. We always moved hand in glove and my husband and hers knew about our relationship. The villagers nicknamed us twin

> sisters. When I was out of gear with my husband, she would be the one to restore peace. I often sent my children to go and work for her in return for her kindnesses to me. My husband being more fortunate to get more pieces of land than her husband, allowed some to her, even though she was not my co-wife.*

On the West Coast of Africa, the Fon of Dahomey still have twelve different kinds of marriage. One of them is known as "giving the goat to the buck," where a woman of independent means marries another woman who then may or may not bear children, all of whom will belong to the blood line of the first woman. Some marriages of this kind are arranged to provide heirs for women of means who wish to remain "free," and some are lesbian relationships. Marriages like these occur throughout Africa, in several different places among different peoples.** Routinely, the women involved are accepted members of their communities, evaluated not by their sexuality but by their respective places within the community.

While a piece of each Black woman remembers the old ways of another place – when we enjoyed each other in a sisterhood of work and play and power – other pieces of us, less functional, eye one another with suspicion. In the interests of separation, Black women have been taught to view each other as always suspect, heartless competitors for the scarce male, the all-important prize that could legitimize our existence. This dehumanizing denial of self is no less lethal than the dehumanization of racism to which it is so closely allied.

If the recent attack upon lesbians in the Black community is based solely upon an aversion to the idea of sexual contact between members of the same sex (a contact which has existed for ages in most of the female compounds across the African continent), why then is the idea of sexual contact between Black men so much more easily accepted, or unremarked? Is the imagined threat simply the existence of a self-motivated, self-defined Black woman who will not fear nor suffer terrible retribution from the

* Iris Andreski, *Old Wives Tales: Life-Stories of African Women* (Schocken Books, New York, 1970), p. 131.

** Melville Herskovits, *Dahomey*, 2 vols. (Northwestern University Press, Evanston, Illinois, 1967), 1:320-322.

gods because she does not necessarily seek her face in a man's eyes, even if he has fathered her children? Female-headed households in the Black community are not always situations by default.

The distortion of relationship which says "I disagree with you, so I must destroy you" leaves us as Black people with basically uncreative victories, defeated in any common struggle. This jugular vein psychology is based on the fallacy that your assertion or affirmation of self is an attack upon my self – or that my defining myself will somehow prevent or retard your self-definition. The supposition that one sex needs the other's acquiescence in order to exist prevents both from moving together as self-defined persons toward a common goal.

This kind of action is a prevalent error among oppressed peoples. It is based upon the false notion that there is only a limited and particular amount of freedom that must be divided up between us, with the largest and juiciest pieces of liberty going as spoils to the victor or the stronger. So instead of joining together to fight for more, we quarrel between ourselves for a larger slice of the one pie. Black women fight between ourselves over men, instead of pursuing and using who we are and our strengths for lasting change; Black women and men fight between ourselves over who has more of a right to freedom, instead of seeing each other's struggles as part of our own and vital to our common goals; Black and white women fight between ourselves over who is the more oppressed, instead of seeing those areas in which our causes are the same. (Of course, this last separation is worsened by the intransigent racism that white women too often fail to, or cannot, address in themselves.)

At a recent Black literary conference, a heterosexual Black woman stated that to endorse lesbianism was to endorse the death of our race. This position reflects acute fright or a faulty reasoning, for once again it ascribes false power to difference. To the racist, Black people are so powerful that the presence of one can contaminate a whole lineage; to the heterosexist, lesbians are so powerful that the presence of one can contaminate the whole sex. This position supposes that if we do not eradicate les-

bianism in the Black community, all Black women will become lesbians. It also supposes that lesbians do not have children. Both suppositions are patently false.

As Black women, we must deal with all the realities of our lives which place us at risk as Black women – homosexual or heterosexual. In 1977 in Detroit, a young Black actress, Patricia Cowan, was invited to audition for a play called *Hammer* and was then hammered to death by the young Black male playwright. Patricia Cowan was not killed because she was Black. She was killed because she was a Black woman, and her cause belongs to us all. History does not record whether or not she was a lesbian, but only that she had a four-year-old child.

Of the four groups, Black and white women, Black and white men, Black women have the lowest average wage. This is a vital concern for us all, no matter with whom we sleep.

As Black women we have the right and responsibility to define ourselves and to seek our allies in common cause: with Black men against racism, and with each other and white women against sexism. But most of all, as Black women we have the right and responsibility to recognize each other without fear and to love where we choose. Both lesbian and heterosexual Black women today share a history of bonding and strength to which our sexual identities and our other differences must not blind us.

Uses of the Erotic: The Erotic as Power*

THERE ARE MANY kinds of power, used and unused, acknowledged or otherwise. The erotic is a resource within each of us that lies in a deeply female and spiritual plane, firmly rooted in the power of our unexpressed or unrecognized feeling. In order to perpetuate itself, every oppression must corrupt or distort those various sources of power within the culture of the oppressed that can provide energy for change. For women, this has meant a suppression of the erotic as a considered source of power and information within our lives.

We have been taught to suspect this resource, vilified, abused, and devalued within western society. On the one hand, the superficially erotic has been encouraged as a sign of female inferiority; on the other hand, women have been made to suffer and to feel both contemptible and suspect by virtue of its existence.

It is a short step from there to the false belief that only by the suppression of the erotic within our lives and consciousness can women be truly strong. But that strength is illusory, for it is fashioned within the context of male models of power.

As women, we have come to distrust that power which rises from our deepest and nonrational knowledge. We have been warned against it all our lives by the male world, which values

* Paper delivered at the Fourth Berkshire Conference on the History of Women, Mount Holyoke College, August 25, 1978. Published as a pamphlet by Out & Out Books (available from The Crossing Press).

TA ASSIGNMENT REQUEST FORM FOR FALL 2007

NAME:_____

I intend to return to the Department and I wish to be considered for a teaching assignment: Yes No

I intend to return to the Department and will be funded by a non teaching fellowship: Yes No

I will be a fifth year student next year and wish to be considered for a dissertation fellowship: Yes No

If you answered "yes" please **rank** your preferences taking into account your qualifications, your own educational needs and the seminars you plan to take. A Teaching Fellow must have been a TA at UNC for at least two semesters. Rank 1-6, with "1" being your first choice.

TEACHING ASSISTANT

_____	101	Intro to Main Problems	Large Section (4)	Neta	11 MW; F-10 & 11
_____	112	Making Sense of Ourselves	Large Section (4)	Reeve	12 MW F- 12 & 1
_____	272	Peace, War, Defense	Large Section (2)	B. Boxill	12 MW F- 12 & 1

TEACHING FELLOWS

_____	101E	Intro: Main Problems	MW 6-7:15	[Evening Class]
_____	110	Intro: Great Works	TR 3:30	
_____	134	Philosophy of Religion	MWF 2	
_____	155	Intro to Logic	TR 8	
_____	155	Intro to Logic	TR 11	
_____	160	Intro to Ethics	TR 8	
_____	160	Intro to Ethics	MWF 2	
_____	164	Morality and Business	TR 12:30	
_____	165	Bioethics	MWF 9	
_____	165	Bioethics	TR 6-7:15	[regular class just taught in evening]
_____	170	Social & Political	TR 9:30	
_____	230	Experience and Reality	TR 8	
_____	230	Experience and Reality	TR 3:30	
_____	280	Morality in Law	TR 3:30	

Something to keep in mind as you fill this out: The large classes in the Spring 2008 for which we will need TAs are: PHIL 160-Intro to Ethics [4]; PHIL 150-Intro to Philosophy of Science[2 or 4]; and PHIL 163-Practical Ethics [4]; PHIL 155-Intro to Logic [4]

Have you taken Phil 102 or 112? _____ Phil 101?_____

Please indicate your relevant teaching experience to date and any other considerations you would like us to keep in mind when determining your assignment for next term. E.g. If you have not been a TA for a course, but believe you are qualified to teach it, please explain. (Use space below or back of this sheet for other considerations) Feel free to add additional comments.

PLEASE RETURN TO JAN BOXILL NO LATER THAN: April 9, 2007

TA ASSIGNMENT REQUEST FORM FOR FALL 2007

NAME:_____

I intend to return to the Department and I wish to be considered for a teaching assignment: Yes No

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I will be a fifth year student next year and wish to be considered for a dissertation fellowship: Yes No

If you answered "yes" please **rank** your preferences taking into account your qualifications, your own educational needs and the seminars you plan to take. A Teaching Fellow must have been a TA at UNC for at least two semesters. Rank 1-6, with "1" being your first choice.

TEACHING ASSISTANT

_____	101	Intro to Main Problems	Large Section (4)	Neta	11 MW; F-10 & 11
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Have you taken Phil 102 or 112? _____ Phil 101?_____

Please indicate your relevant teaching experience to date and any other considerations you would like us to keep in mind when determining your assignment for next term. E.g. If you have not been a TA for a course, but believe you are qualified to teach it, please explain. (Use space below or back of this sheet for other considerations) Feel free to add additional comments.

PLEASE RETURN TO JAN BOXILL NO LATER THAN: April 9, 2007

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, April 26, 2007 1:20 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: finals exerpt

Final Examinations

Undergraduate courses taught on campus must include a final assessment (i.e., final examination) unless the provost grants an exception. A traditional final examination is written, is administered at a predetermined time as specified in the final examination schedule, and takes place at a designated location. Only the provost can grant exceptions to the scheduled time and location of a traditional examination after review and approval of the appropriate department head and the dean.

The final examination schedule, announced prior to the beginning of the semester, sets the time for each examination. Once having been fixed, the schedule cannot be changed. Examinations must be held at the time shown on the schedule. No special preparation quizzes may be given during the last five days of classes (last two days of classes for Summer School) before the beginning of the final examination period. No examination (except for laboratory sections) may be held at a time other than that specified in the general schedule except with the advance approval of the provost. No examination may start later than 7:00 P.M. Final examinations for a full course should ordinarily cover a minimum of two hours and should not exceed a period of three hours. Only examinations requiring an exceptional portion of practical work should be longer than three hours.

An instructor may, due to highly unusual circumstances, petition for a change in the examination schedule. The petition must be made before the first day of final examinations, and it must be cleared by the department head and the appropriate dean before consideration by the provost. If the petition is approved, the instructor assumes responsibility for making special arrangements to give the examination to any student who has a schedule conflict as a result of the change.

Departmental chairs (i.e., heads of instructional units) must give permission for faculty to use nontraditional examinations, such as a portfolio of a semester's work or a take-home examination. The chair should submit to the appropriate dean an annual summary of the exceptions that were granted. For multidisciplinary and co-taught courses, permission to give a nontraditional examination must be granted solely by the chair of the instructional unit in which the course is based.

All regular final examinations must be held in Chapel Hill. In exceptional cases a student may apply to his or her dean for permission to take examinations in absentia. (A fee of $10.00 is charged for each examination so taken.)

Students who are absent from an examination receive a course grade of Absent (AB), which is equivalent to F. When students are unable, for reasons clearly beyond their control, to take a final examination at the scheduled time, they can be excused only by the director of Student Health Service (who can authorize the Registrar to issue an "official permit to take final examination") or their academic dean (who can issue an "examination excuse"). An absence may be excused for severe health problems leading to the student's placement on the Infirmary List, for serious personal or family problems, or for a scheduling conflict

involving multiple examinations. In cases of illness or personal or family emergency, additional documentation may be required by the dean.

A student who has three final examinations scheduled by the Registrar's Office within a twenty-four hour period may petition his or her dean for permission to have one of the scheduled examinations rescheduled. In the event that one of the scheduled examinations is a common final examination for a multiple-section course, that examination is the one to be rescheduled.

Students who have secured an "examination excuse" or an "official permit," and who transmit the document to the instructor or the instructor's departmental chair or dean, must be granted permission to take the exam at an alternate time, although students will need to arrange a mutually convenient time with the instructor. Except when the provost has provided an exception in writing, the exam will be taken at a time subsequent to the regularly scheduled exam, though no later than the end of the following semester.

The final examination in any course may be taken only by regularly enrolled members of the class whose registration has been certified and by students certified to be eligible to take a special examination in that course. The certifying authority is the Registrar's Office.

Each student is required to sign a full and explicit pledge certifying that he or she has neither given nor received aid during the examination.

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Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, April 26, 2007 10:04 PM
To: Carlo Robustelli <carlo@unc.edu>; Lance Westerlund <westy@email.unc.edu>
Subject: FAC agenda
Attach: FAC-Agenda 5-1-07.doc

Here is a draft of the agenda. Any suggestions? omissions? etc?

--
Jan Boxill, Ph.D.
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Senior Lecturer and Associate Chair
Department of Philosophy
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The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill 919.962.3317 jmboxill@email.unc.edu

FACULTY ADVISORY COUNCIL MEETING AGENDA
May 1, 2007
104 BYNUM

I. Welcome

II. Minutes from first meeting: December 6, 2006

III. Board Member composition. Three new added:
Howard Aldrich, Sociology
Laura Hanson, Medical School
James Thomas, Public Health

IV. Parr Center Report

A. Events: See End of Year Report

Ethics of Stem Cell Research: Student seminar	January 22
Stumbling on Happiness: Daniel Gilbert	February 20-21
International Criminal Court: Fatou Bensouda	March 19-21
Ethics in the Professions Series:	
Law: Ethics in Time of Terror	February 2
Bioethics	February 15-16

B. <u>In Progress</u>

Disability and Disadvantage	September
Grant secured by Grad Fellow	
Education	TBA
Applied for grant with Suzanne Gulledge	
Ethics of Punishment (Death Penalty Debate)	TBA
Being coordinated with book	
Expansion of the Ethics in Profession Series	
Ethics Bowl	November 17

V. Fellows: Involvement

VI. Board of Visitors Meeting in New York City

VII. Ethics in the News

VIII. Other Issues
Action items from last meeting
Feedback and suggestions.

IX. Other Business from Board Members

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, April 26, 2007 10:31 PM
To: Bar-On, Dorit <dbar@email.unc.edu>
Subject: Re: from provost's office

Hi Dorit,
I discovered today that Geoff is giving an optional final, with a paper due at the finals time. I guess the paper is a part of the final.

Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, April 27, 2007 4:35 PM
To: Nord, Warren A <wnord@email.unc.edu>
Subject: Re: a student

What you can do is write a letter to the Dean [Dean Caroline Cannon] that you are willing to extend the IN due to her medical problems. In that extension you can let her know you would like her to sit in on the course in the Fall. The reason for the extension is that you were not teaching the course this term, but will be teaching it in the Fall. I doubt given her situation, it should be granted.

Hope this helps.
Jan

Jan Boxill, Ph.D.
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Phone: 919-962-3317
FAX: 919-843-3929

wnord@email.unc.edu wrote:
> Jan, I gave one of my Phil of Religion students (I discussed her with
> you: the blind student with an incredible number of medical problems)
> an Incomplete fall semester. She stopped by to see me yesterday, for
> the first time since the end of fall semester, to see about completing
> her work. She's not been in school this semester. I told her that it
> is my understanding that she has only one semester (that is, two weeks
> at this point) to complete her work, but not being sure about this I
> would check into it. Am I right? Can anything be done to extend this
> time period? She didn't turn in either paper or take her final; she
> did turn in a midterm, but it was gibberish. She is willing to sit in
> on the course again next fall, or do some kind of independent study.
> She is a second semester senior (a miracle?). Any advice? Thanks for
> the news about Jay! Warren

JOHN STUART MILL: SUBJECTION OF WOMEN

1. Object of the Essay:
   - To explain the principle which regulates the sexes—i.e. the legal subordination of one to the other.
   - To show it is wrong in itself
   - To show it is one of the chief hindrances to human improvement
   - To show it ought to be replaced by a principle of perfect equality.

2. What possible explanation or justification could there be for the legal subordination of women?

   - Conducive to human happiness
   - Physical fact
   - Natural—women's nature
   - Customary—i.e. universal custom
   - Voluntary—women consent to it.

3. You can make no judgment in its favor from the fact of its existence.

4. Put together, it appears natural:
   - Natural attraction between the sexes
   - Wife's dependence on husband
   - Her entire status and ambition can only be had through him.

   Given these it would be a miracle if the object of being attractive to men had not become the polar star of feminine education.

5. What is taught is passed on, and so becomes customary, and even women's "nature"

6. What it shows is that custom, however universal it may be
   - Affords no presumption in its favor
   - Ought not create prejudice
   - History shows strong presumption against it
   - Is a relic of the past

7. No worry that women won't marry and produce, but worry is that marriage should be on equal conditions.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, April 30, 2007 2:02 PM
To: Laurel Goldstein <goldstel@email.unc.edu>; Given, Emily <given@email.unc.edu>
Subject: papers

I finally got my papers graded: Out of 20 papers, I had:
2=19; 1=16; 1=14; 1=9; 1=6; 14=13

--
Jan Boxill, Ph.D.
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, April 30, 2007 4:38 PM
To: Lance Westerlund <westy@email.unc.edu>; Carlo Robustelli <carlo@unc.edu>
Subject: Re: FAC meeting agenda
Attach: FAC-Agenda 5-1-07.doc

I believe this is the final version. Please look it over for any typos.

Jan Boxill, Ph.D.
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Senior Lecturer and Associate Chair
Department of Philosophy
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FAX: 919-843-3929

Lance Westerlund wrote:
> Hi Jan,
>
> The FAC meeting agenda I have was sent by you last Thursday. I
> believe you and Carlo made some revisions last Friday. Please forward
> the updated agenda so I may print that out and add it to the info
> packets for the Board members.
>
> Thanks,
> Lance
>

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Jan Boxill 919.962.3317 jmboxill@email.unc.edu

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X. Other Business from Board Members

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, April 30, 2007 4:43 PM
To: Doug Roberts <droberts@uncaa.unc.edu>
Cc: Blanton, Brent S <blanton@uncaa.unc.edu>; Beth Bridger <bridgerb@uncaa.unc.edu>; Mary W. Brunk <brunk@uncaa.unc.edu>; Reynolds, Cynthia R <cynthiar@uncaa.unc.edu>; Jayme Mitchell <jayme@uncaa.unc.edu>; Kym N. Orr <knorr@uncaa.unc.edu>; Mary Willingham <mwillingham@uncaa.unc.edu>; Octavus Barnes <obarnes@uncaa.unc.edu>; Walden, Wayne L <wwalden@uncaa.unc.edu>; Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Summer course
Attach: Flyer for Philosophy of Religion.doc

If you have students who need a summer course, here is one that needs students. Philosophy of Religion. It can fulfill either A&S or GC perspective. I've attached a flyer.

Jan

Looking for exciting Summer course?

Sign up NOW for

Philosophy of Religion 134 Section 002

We will make a philosophical inquiry into:

1) The role of religion in the public sphere
   a. The veil affair in France
   b. Habermas and Pope Benedict XVI on reason, secularism and Islam

2) Nietzsche's critique of the logic of redemption

3) Contemporary discussions on evolution versus intelligent design

Books

- Friedrich Nietzsche's *On the Genealogy of Morality*
- William James' *The Varieties of Religious Experience*
- Jurgen Habermas and Pope Benedict XVI: *The Dialectics of Secularization: On Reason and Religion*
- Talal Asad's *Formations of the Secular*

90 mins MTWThF 9:45am Summer Session I, Instructor David Frost

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, April 30, 2007 7:53 PM
To: Lycan, William G <ujanel@isis.unc.edu>
Subject: Fall teaching

Hi Bill,
How are things in the lower half of the world?
I have a question/favor to ask. As of now you are scheduled to teach PHIL 160H on Tues/Thurs 12:30-1:45 and the seminar on Wednesdays 1-3:30. There are some conflicts with the scheduling, so my question is: If we needed would you be willing to change the seminar time to meet on Wednesdays 4-6:30? As of now only 2 students are registered in the seminar, and there would be no conflict--most of the grad students have not yet registered for the Fall.

Hope all is going well with you and Mary. You have likely received the emails regarding Tom and Jay. Tom is now home; Jay is still in the hospital. His surgery was quite delicate, but he is in good spirits.

Thanks,
Jan

--
Jan Boxill, Ph.D.
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Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, May 1, 2007 9:39 AM
To: Bar-On, Dorit <dbar@email.unc.edu>
Subject: Re: Seminar in Fall

Hi,
Geoff's Ethical Theory is on Monday. At present there is none on Wed at 4. Bill is willing to change from Wed at 1, but he already has students enrolled.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
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Dorit Bar-On wrote:
> Whose seminar is Monday?
> I thought there /was/ someone's seminar Wed; maybe I'm misremembering.
> Dorit
>
> Jan Boxill wrote:
>> The only time that is available where there would not be a conflict
>> is Wednesdays 4-6:30.Is this time possible? Monday there is a seminar
>> from 4-6:30.
>> Jan
>>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, May 2, 2007 10:31 AM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: Teaching Awards

Debbie,
Could you send me last year's committees. I thought I had all of it, but for the life of me, I can't find it. I thought I kept it all in a file, but my office isn't yet well organized since we moved. So I thought it would be easier for you to just send me the sheets.
Thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, May 2, 2007 10:40 AM
To: Phillips, Susan <ssp@email.unc.edu>
Cc: Entwisle, Barbara <entwisle@unc.edu>; Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: University Teaching Awards

Great, thanks. And thanks Debbie.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Susan Phillips wrote:
> All, Debbie Stevenson was kind enough to straighten me out on who is chair
> of what/when!
>
> So what I will do is include Jan Boxill's contact information on the back of
> the teaching awards insert where we call for nominations, and this will
> serve as a request to Barbara Entwisle to send me a statement about the
> teaching awards winners.
>
> Thanks,
>
> Susan
>
> Susan Phillips
> University Gazette Assistant Editor
> UNC-Chapel Hill 210 Pittsboro St. CB# 6205 Chapel Hill, NC 27599-6205
> 919-962-8594 (voice) / 919-962-2279 (fax)
> susan_phillips@unc.edu
>
> Read us online: http://gazette.unc.edu
>
>
>
>
> Hello, I'm working on the University Teaching Awards insert that will be
> included in the May 23 Gazette. I'm e-mailing all of you because while I do
> have just one main request, I've noticed some disparities that necessitated
> an e-mail to all.
>
> According to a recent campus e-mail, Jan Boxill is chair of the University
> Committee on Teaching Awards. However, according to this web page
> (http://provost.unc.edu/opportunities/distinguished-teaching-awards-committe
> e) the chair is Barbara Entwisle.
>
> As part of the insert, what I need is a statement from the chair -- whoever
> that might be! -- similar in length to the one on this page written by Kevin
> Stewart (http://gazette.unc.edu/archives/06apr26/teaching-awards.html).
>
> Also, in anticipation of including this call for nominations in the insert
> and also running it as a news brief in next week's Gazette, this page

> (http://provost.unc.edu/teaching-awards) needs to be updated to give the
> 2007 date and time by which nominations are due.
>
> Best regards,
>
> Susan
>
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>
>
>
>

From: nobody@notify.unc.edu on behalf of Siu, Katherine L </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=KRINALDI>
Sent: Wednesday, May 2, 2007 8:28 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: INFORMATIONAL: PMS Study seeking volunteers

Do you have extreme PMS?
Have you ever thought you may have Premenstrual Dysphoric Disorder (PMDD)?

Some women experience severe PMS symptoms that interfere with work, activities and relationships.

The UNC Department of Psychiatry research team is conducting a clinical research study for women with Premenstrual Dysphoric Disorder (PMDD) to see whether combining an anti-depressant with an additional study-related medication aids in the relief of this reproductive mood disorder.

Volunteers must be at least 18 years old, be in good physical health, currently treated with an SSRI (anti-depressant), and on some form of birth control. All office visits, medical evaluations, and investigational medications related to this study will be provided at no cost to patients.

For more information, please call Katherine at 966-1392.
www.womensmooddisorders.org

Approved 10/30/2006 by the Committee on the Protection of the Rights of Human Subjects Biomedical Institutional Review Board. IRB # 05-PSYCH-1418/ 05-3106.

This email is sponsored by: UNC Psychiatry

==========

"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, May 2, 2007 10:02 PM
To: Bar-On, Dorit <dbar@email.unc.edu>
Subject: Re: seminar

Does that fit for Ram as well? He's been really good about all this as well.
Thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Dorit Bar-On wrote:
> Let's go with that then! Thurs 4-6:30
> Dorit
>
> Jan Boxill wrote:
>> In all of my going over and over the schedule, I gave you the wrong
>> info. The way the schedule is set up, Doug Maclean is teaching a
>> cross listed public policy seminar on Thursday 3:30-5:50. If we have
>> to have a conflict, I think this is likely the best, especially as
>> none of our grad students have signed up for it. So, my "final
>> proposal" is to move yours to Thursdays 4-6:30. How does this sound?
>>
>> Sorry for all the confusions. I really want to make it work for
>> everyone.
>>
>> Thanks for your patience.
>> Jan
>>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, May 2, 2007 10:31 PM
To: Bar-On, Dorit <dbar@email.unc.edu>
Subject: Re: seminar

WONDERFUL!!!
Thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, May 2, 2007 10:31 PM
To: Chapel Hill Philosophy <hobler@email.unc.edu>
Subject: Ram/Dorit Seminar

Okay--finally got it: change their seminar to meet on Thursdays at
4-6:30!! Only problem now -- room :(

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, May 3, 2007 8:37 AM
To: Gucki Obler <hobler@email.unc.edu>
Subject: Re: Ram/Dorit Seminar

We might see if Doug's class can move as so far he has no one.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Gucki Obler wrote:
> Jan Boxill wrote:
>> Okay--finally got it: change their seminar to meet on Thursdays at
>> 4-6:30!! Only problem now -- room :(
>>
> I called the registrar, it is changed but the room is DEY 207, the
> only one available at that time. For 15 people.
> Gucki

From: Gary.Parr@lazard.com
Sent: Thursday, May 3, 2007 11:27 AM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>; Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: news

---

you probably saw this in NY times. There is a need to have an articulated view, in writing that is short, that addresses the issue of teaching ethics.
I recognize it is a complex subject we have discussed before but if it can be addressed intelligently in brief, I can perhaps help the Center increase it's presence in this important discussion.

A Duke University judicial panel's determination that 34 M.B.A. students cheated on an exam has some people wondering whether the spate of ethics classes – introduced in the wake of the Enron and WorldCom scandals – are doing any good.

Duke University officials have called the latest scandal the most widespread episode of cheating in the history of Duke's Fuqua School of Business.

"The cheating episode at Duke University may cause academics to conclude the post-Enron emphasis on teaching ethics in graduate business schools is a failure," Bloomberg News predicted Tuesday.

Citing confidentiality rules, Duke officials did not identify the course or the students involved. But the panel said nine students face expulsion, 15 will be suspended for a year and receive a failing grade for the course, another nine will get a failing grade but will not be suspended, and one will get a failing grade on the exam. The students are likely to appeal, and will be allowed to continue to attend classes while they await decisions.

A Duke professor noticed similarities among the students' exams, which they were allowed to take home and complete on their own. "But many students collaborated, in violation of the school's honor code," The New York Times noted.

All the students are M.B.A. candidates, which jibes with a study released in September, noted by DealBook, which found an "alarming" amount of cheating in business schools generally, and determined that M.B.A. students are the most likely to cheat.

The September study, by a Rutgers University professor, found that 56 percent of business graduate students admitted having cheated, compared with 54 percent in engineering, 48 percent in education and 45 percent in law school.

"This is self-reported evidence of cheating, so it's probably underestimated,"

said Donald McCabe, a professor of management and global business at Rutgers.

"I would say at many business schools it is a part of the culture," Dr. McCabe said. "You want to talk rationalizations? I could give you thousands of them: everybody else does it, it's the teachers' fault, you have to do it to get ahead."

Carl Schramm, president of the Kauffman Foundation, last year questioned whether ethics courses are an answer to the problem. "Presumably," Mr. Kauffman wrote in the Chronicle of Higher Education, "the goal is to prevent future Enron-like scandals, but how likely is it that human behavior can be changed for the better by tacking on a course on ethics?"

Teaching the "nebulous" concept of social responsibility, he warned, risks putting political goals ahead of business goals. Schools underserve their students by teaching them that corporations should focus more on "political ends" instead of making money.

On Dealbreaker, John Carney adds that such behavior wasn't surprising, arguing that business students pay little attention to ethics professors who seem, well, anti-business. Moreover, he says, changing human behavior, and therefore businesses' conduct, requires more than "pop platitudes cribbed from Kant."

Mr. Carney concludes:

So if the latest scandal at Duke helps us do away with the myth that the ethics course requirements for an M.B.A. were going to ameliorate business corruption, fraud or reduce agency costs, we might all have those 34 cheaters to thank for peeling the scales from our eyes.
Regards,
Gary

Gary W. Parr
Deputy Chairman
Lazard
30 Rockefeller Plaza
New York, NY 10020
212-632-6800
mobile: 646-270-5634
Gary.Parr@lazard.com

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, May 4, 2007 7:39 PM
To: Carlo Robustelli <carlo@UNC.EDU>
Subject: Re: [Fwd: FW: 2007 Southeast Regional EB Invitation Letter and Registration Form]

Hi Carlo,
Yes, let's meet on Monday, I will try to get a lot done this weekend so
I can be less overwhelmed!
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Carlo Robustelli wrote:
> Jan,
>
> Just got this from Terry. I think we need to meet Monday morning to
> discuss our plan for inviting teams. I have called the Carolina Inn
> and made plans for the blocked room. After that we will need to set a
> price and registration information.
> We can do all of this very quickly now that finals and events are
> behind us :)
>
> - Carlo
>
>
> ----------
>
> Subject:
> FW: 2007 Southeast Regional EB Invitation Letter and Registration Form
> From:
> "Price, Terry" <tprice@richmond.edu>
> Date:
> Fri, 4 May 2007 18:42:15 -0400
> To:
> <carlo@unc.edu>
>
> To:
> <carlo@unc.edu>
>
>
> In case you didnâ€™t see that theyâ€™re sending out their invitation now.
>
> Best,
>
> Terry
>
> _____
> Terry L. Price
>
> Visiting Associate Professor
>
> Department of Philosophy

>
> University of North Carolina-Chapel Hill
>
> Chapel Hill, NC 27599
>
> Office: 919 962 3661
>
> Fax: 919 843 3929
>
> Email: tlprice@email.unc.edu <mailto:tlprice@email.unc.edu>
>
> Associate Professor
>
> Jepson School of Leadership Studies
>
> University of Richmond
>
> Virginia 23173
>
> Office: 804 287 6088
>
> Fax: 804 287 6062
>
> Email: tprice@richmond.edu <mailto:tprice@richmond.edu>
>
> http://oncampus.richmond.edu/academics/leadership/faculty/price.htm
>
> ----------
>
> *From:* Gloria Hobson [mailto:Hobson.Gloria@spcollege.edu]
> *Sent:* Friday, May 04, 2007 10:17 AM
> *To:* Wade Mumm Southeastern College; Al Pierce U.S. Naval Academy;
> Anand Rao University of Mary Washington; Anita Cava University of
> Miami; Aron Edidin New College of Florida; Arthur Kirk Saint Leo
> University; Ben Mulvey Nova Southeastern University; Brook Sadler
> University of South Florida; Buddy Payne Florida College; Charles
> Starkey Clemson University; Crystal Thorpe University of Florida;
> Daniel Wueste Clemson University; Darren Domski Auburn Univ; David
> Kline University of North Florida; David McNaughton Florida State
> University; Deni Elliot University of South Florida St. Petersburg;
> Dick Toenjes UNC Charlotte; Douglas Langston New College of Florida;
> Edward Queen Emory University; Erich Freiberger Jacksonville
> University; Frank Johnson Florida Southern College; Gayle Stillson
> University of North Florida; George Sherman St Petersburg College;
> Gerald Horton University of Florida; Holt Edge Rollins College; James
> Conley St. Thomas University; James Fleming Beacon College; James Kerr
> Edward Waters College; James Moyer Warner Southern College; Joanne
> Hopkins St Petersburg College; John Stone Tuskegee University; John
> Tresan University of Florida; Johnson Akinleye Bethune-Cookman
> College; Joshua Gert Florida State University; Keith Goree St
> Petersburg College; Ken Goodman University of Miami; Kevin Sweeney
> University of Tampa; Kyle Eidahl Florida Agricultural & Mechanical
> Univ; Maria Morales Florida State University; Maureen Mahoney St
> Petersburg College; Michael Ruse Florida State University; Michael
> Williams University of South Florida; Nancy Stanlick University of
> Central Florida; Naomi Block Eckerd College; Nicholas Power University
> of West Florida; Paul Draper Florida International University; Perry
> Hildreth Palm Beach Atlantic University; Peter Dalton Florida State
> University; Reinhold Schlieper Embry Riddle Aeronautical University;
> Robert Baum University of Florida; Robert Damico University of
> Florida; Robert Kirkman Georgia Institute of Technology; Robert Strain
> Florida Memorial University; Robin FioreFlorida Atlantic University;
> Ron Hall Stetson University; Sandra Fairbanks Barry University; Scott
> Kimbrough Jacksonville University; Shaun Gallagher University of
> Central Florida; Price, Terry; Timothy Johnson Flagler College; Tom

> Pynn Kennesaw State University
> *Subject:* 2007 Southeast Regional EB Invitation Letter and
> Registration Form
>
> *Southeast Regional Ethics Bowl*
>
> * Invitation*
>
> May 3, 2007
>
> Please accept our invitation to participate in the Southeast Regional
> Ethics Bowl on November 17th, 2007, from 8 AM to 6 PM at the St.
> Petersburg College Epi Center, in Clearwater, Florida. Our Regional
> Bowl, like the 12-year-old National Bowl, provides an opportunity for
> students to engage in thoughtful consideration of important ethical
> issues of the day. The regional ethics bowls serve as feeders for the
> National Ethics Bowl, to be held San Antonio, Texas, February 21st ,
> 2008. Only teams that participate in a regional bowl and rank among
> the best are eligible to compete in the National Bowl. However,
> schools may participate in the regional bowl without planning to send
> a team to the national competition. Up to twenty teams will
> participate in our regional bowl this year.
>
> Teams consist of 3-5 *undergraduates* who have spent time researching
> and analyzing a dozen cases under the coaching of faculty or graduate
> students. We are transmitting the cases electronically this year. You
> should receive the cases in September, along with information on
> housing for your trip. We expect the rules to be completed soon by the
> National Ethics Bowl, and these will be forwarded to all registered
> teams as soon as possible.
>
> The Registration Form is attached to this email. Registration will be
> open until October 26th or until we reach the goal of 20 teams. The
> cost for each team is $150, $50 of which will go to the National
> Ethics Bowl Committee to offset costs for the National Ethics Bowl.
> $100 is for the cost of putting on the Southeast Regional Ethics Bowl,
> including food, parking, trophies, and production costs. Payment must
> be made by credit card. No refunds after October 26th.
>
> You may indicate your interest in having up to two teams compete in
> the regional bowl. However, our first consideration is in making sure
> that that every school that wishes to compete (up to 20 schools) has a
> slot. If, at the registration deadline of October 26, there is room
> for schools to bring extra teams, those spaces will be awarded on a
> first-come/first-served basis. So, the first schools to send in
> completed registration forms for two slots are the most likely to get
> them. Schools will not be charged for their additional team until
> space for that team can be guaranteed.
>
> The composition of the team that competes at Nationals may be
> different from the composition of the team or teams that compete in
> the regional bowl. It is the school that wins the ability to compete
> at the national level, not specific team members.
>
> The Southeast Regional Bowl is being sponsored by St. Petersburg
> College, the University of South Florida St. Petersburg and Eckerd
> College. They are solely responsible for the operation and management
> of the Bowl.
>
> If you have any questions or comments, please feel free to respond to
> this email, or contact us through the address on the Registration Form.
>
> Sincerely,
>
> Keith Goree JoAnne Hopkins

>
> St. Petersburg College St. Petersburg College
>
> goree.keith@spcollege.edu <mailto:goree.keith@spcollege.edu>
> hopkins.joanne@spcollege.edu <mailto:hopkins.joanne@spcollege.edu>
>
> Deni Elliott Naomi Block
>
> University of South Florida St. Petersburg Eckerd College
>
> elliott@stpt.usf.edu <mailto:elliott@stpt.usf.edu>
> nlblock@tampabay.rr.com <mailto:nlblock@tampabay.rr.com>
>
> //Gloria Hobson//
>
> //Staff Assistant//
>
> //Applied Ethics SPG//
>
> //727-341-4335//
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, May 13, 2007 11:35 PM
To: Doug Roberts <droberts@uncaa.unc.edu>
Subject: Annual report
Attach: Annual Report-07.doc

Attached is my annual report.

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES
END OF YEAR REPORT
2006-2007
(Jan Boxill)

1. TEAMS

Team	# of Students
Women's Basketball	14
Total (s)	14

2. ACADEMIC COUNSELING

a. Weekly Meetings

Team	# Fall 2006	# Spring 2007
W Basketball	7	7
Total(s)	7	7

Comments:

b. Structured Study

Team	# Fall 2006	# Spring 2007
W Basketball	6	6
Total(s)		

Comments:

I met with each student regularly, either as scheduled appointments, or at study hall on Monday nights.

I also meet regularly with Coach Calder, the academic liaison for the team.

Three met regularly in SI.

Three met regularly with Mary Willingham—twice a week.

Three had regularly scheduled tutoring appointments-at least twice a week, especially in the Spring.

The tutoring, SI and meetings with Mary Willingham really paid off in the end.

Structured study took place on trips as well, as I travel with the team.

c. "Drop-In" Student Meetings

In addition to my regular meetings, the first year students met with me at least twice a week; others in structured study met with me at least twice outside their scheduled appointments.

d. Monitoring of Continuing Eligibility

Eligibility was monitored regularly during the term, with a full assessment at the end of each term.

3. PROGRAMS

Gave a presentation on Study Skills and ways to achieve in the classroom.
Gave a presentation on Honor Court to Freshmen football.
Gave a presentation to CREED on sportsmanship.
Presented Academic four workshops at the Sylvia Hatchell Basketball Camps: Topics centered on:
NCAA Eligibility
How to achieve academic success
"Aptitude plus Attitude determines your Altitude."

4. PROFESSIONAL DEVELOPMENT

Chair and Panel participant on Ethics in Sports at the meetings of the American Philosophical Association, Central Division, in Chicago.

Coordinated and Chaired a panel discussion on the Challenge of Ethics in Sports, featuring Joe Ehrmann, and a distinguished panel, UNC-CH.

Panel participant, NCAA Scholarly Colloquium on College Sports, NCAA Convention, Orlando, Florida.

Panel participant, USADA Education Conference. [U.S. Anti-Doping Agency], Phoenix, Arizona

Serve on Editorial Board of the *Journal of Philosophy in Sport*, the official journal of the International Association for Philosophy of Sport.

Past President, International Association for Philosophy of Sport

Gave several presentations and workshops on ethical decision making.

Guest lecturer in EXSS classes on the Moral Significance of Sport.

Gave a presentation and led a panel discussion on the book, The Last Shot, by Darcy Frey, Durham Tech.

Gave a presentation on Sportspersonship, at Mt. Olive College for athletes, coaches and athletic administrators.

5. OTHER ACTIVITIES (Recruiting, etc.)

1. Recruiting:
   I met with several recruits on official and unofficial visits; Coach Hatchell includes me in all facets of recruiting so that I am fully aware of the academic abilities of each recruit.

2. Met daily with the first year students (2) who came to Second Session Summer School. This was a great success.
3 Served as Chair of the Tanner Teaching Awards Committee
4. Served as Chair of the search committee for the Director of LGBTQ Center.
5. Serve as radio color commentator for all women's basketball games.
6. Serve as the PA announcer for Field Hockey games.

6. COMMENTS/CONCLUSION

Working with Women's Basketball takes up many hours, but I am given tremendous support from the Coaching Staff, in particular Coach Calder and Coach Hatchell. They provide the proper atmosphere so that the student athletes realize that their academics are important. Basically I am treated as one of their staff.

This year with the team making it to the Final Four, there was a great deal travel. We held regular study hall to make sure everyone was keeping up with their work. I had regular contact with their professors to make things work as smoothly as possible. This was vital to the success of the student athletes, and in the end they did well. In fact Spring 2007 has been one of our most successful academically.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, May 14, 2007 12:04 PM
To: Andrew Calder <acalder@mail.uncaa.unc.edu>
Subject: summer schedules
Attach: Summer 2007 Schedules.doc

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, May 14, 2007 12:05 PM
To: Mary Willingham <mwillingham@uncaa.unc.edu>
Subject: Summer schedules
Attach: Summer 2007 Schedules.doc

Here are the summer schedules for WBB--

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, May 14, 2007 1:43 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: [Fwd: Returned mail: see transcript for details]
Attach: Returned mail see transcript for details.msg

Here is what I got back.

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, May 14, 2007 10:05 PM
To: Ross, Amber M <amross@email.unc.edu>
Subject: Re: SUMMER SCHOOL

Amber, you can give a take home final as long as it is not due until the
ctual final date and time.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

amross@email.unc.edu wrote:
> Hi Jan,
>
> I'm teaching Experience and Reality, and we're closing the session on
> theories of consciousness. I'd like to give the students a take home
> final (writing assignment) rather than give a final exam in class.
>
> Will that be alright?
>
> Thank you,
> Amber
>
> Quoting Jan Boxill <jmboxill@email.unc.edu>:
>
>> Dear Summer School Instructors,
>>
>> First summer session begins tomorrow, Tuesday, May 15th. You should
>> all have received a memo from the Dean of Summer School, Jim Murphy.
>> Just a few reminders:
>> 1. All classes must have an in-class final exam. The weight of the
>> exam is up to you. If you are planning something different, you must
>> request and receive permission in writing from me. This can be done
>> by email.
>> 2. You must have a syllabus for the course, and that syllabus
>> must be reviewed by a faculty mentor. The syllabus is seen as a
>> contract between you and the students. Keep in mind you will not be
>> able to cover as much in a summer session as in a regular semester.
>> If you don't cover all that is on your syllabus that is permissible,
>> however, you cannot add anything at the end. Your syllabus should
>> include: your contact information, test/exam dates, paper due date,
>> how you calculate the final exam, including the weight of each exam,
>> paper, participation, etc.
>> 3. You must hold regular office hours. Students see emails as the
>> best means of getting in touch with instructors. These should be
>> answered in a timely manner.
>>
>> If you have any questions or concerns, please feel free to come see me.
>>
>> Summer school teaching is usually fun, so enjoy.
>>
>> Jan

>>
>> --
>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer and Associate Chair
>> Department of Philosophy
>> Email: jmboxill@email.unc.edu
>> Website:parrcenter.unc.edu
>> Phone: 919-962-3317
>> FAX: 919-843-3929
>>
>>
>>
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, May 14, 2007 10:12 PM
To: Foreman, Elizabeth A <eforeman@email.unc.edu>
Subject: Re: Summer School

You can give a take home final as long as it is not due until the final
date and time.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Elizabeth Foreman wrote:
> Jan,
>
> Is it possible to get permission to have a final paper instead of a
> final exam for summer school, or must I have SOME sort of final exam,
> however small? If I can have a final paper instead of a final exam,
> I'd like permission to do that. If not, I'll have a small in-class
> final.
>
> Thanks!
>
> Elizabeth

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, May 14, 2007 10:13 PM
To: Frost, David James <dfrost@email.unc.edu>
Subject: Re: SUMMER SCHOOL

A minimum of 2 hours

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

David James Frost wrote:
> Thanks Jan. How many office hours per day or week are we supposed to
> hold?
>
> On May 14, 2007, at 7:18 PM, Jan Boxill wrote:
>
>> Dear Summer School Instructors,
>>
>> First summer session begins tomorrow, Tuesday, May 15th. You should
>> all have received a memo from the Dean of Summer School, Jim Murphy.
>> Just a few reminders:
>> 1. All classes must have an in-class final exam. The weight of the
>> exam is up to you. If you are planning something different, you must
>> request and receive permission in writing from me. This can be done
>> by email.
>> 2. You must have a syllabus for the course, and that syllabus
>> must be reviewed by a faculty mentor. The syllabus is seen as a
>> contract between you and the students. Keep in mind you will not be
>> able to cover as much in a summer session as in a regular semester.
>> If you don't cover all that is on your syllabus that is permissible,
>> however, you cannot add anything at the end. Your syllabus should
>> include: your contact information, test/exam dates, paper due date,
>> how you calculate the final exam, including the weight of each exam,
>> paper, participation, etc.
>> 3. You must hold regular office hours. Students see emails as the
>> best means of getting in touch with instructors. These should be
>> answered in a timely manner.
>>
>> If you have any questions or concerns, please feel free to come see me.
>>
>> Summer school teaching is usually fun, so enjoy.
>>
>> Jan
>>
>> --Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer and Associate Chair
>> Department of Philosophy
>> Email: jmboxill@email.unc.edu
>> Website:parrcenter.unc.edu
>> Phone: 919-962-3317
>> FAX: 919-843-3929
>>
>>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, May 15, 2007 11:34 AM
To: Carlo Robustelli <carlo@unc.edu>
Subject: Re: [Fwd: FW: 2007 Southeast Regional EB Invitation Letter and Registration Form]
Attach: Ethics Bowl invitation.doc; Ethics Bowl Registration Form.doc

---

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317

>>

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill 919.962.3317 jmboxill@email.unc.edu

We would like to invite you to participate in the Mid Atlantic Regional Ethics Bowl on November 17th, 2007, from 8 AM to 6 PM at the University of North Carolina at Chapel Hill. Our Regional Bowl, like the 12-year-old National Bowl, provides an opportunity for students to engage in thoughtful consideration of important ethical issues of the day. The regional ethics bowls serve as feeders for the National Ethics Bowl, to be held San Antonio, Texas, February 21st, 2008. Only teams that participate in a regional bowl and rank among the best are eligible to compete in the National Bowl. However, schools may participate in the regional bowl without planning to send a team to the national competition. Up to twelve teams will participate in our regional bowl this year.

Teams consist of 3-5 **undergraduates** who have spent time researching and analyzing a dozen cases under the coaching of faculty or graduate students. We are transmitting the cases electronically this year. You should receive the cases in September, along with information on housing for your trip. We expect the rules to be completed soon by the National Ethics Bowl, and these will be forwarded to all registered teams as soon as possible.

The Registration Form is attached to this email. Registration will be open until October 26th or until we reach the goal of 20 teams. The cost for each team is $150, $50 of which will go to the National Ethics Bowl Committee to offset costs for the National Ethics Bowl. $100 is for the cost of putting on the Southeast Regional Ethics Bowl, including food, parking, trophies, and production costs. Payment must be made by credit card. No refunds after October 26th.

You may indicate your interest in having up to two teams compete in the regional bowl. However, our first consideration is in making sure that that every school that wishes to compete (up to 12 schools) has a slot. If, at the registration deadline of October 26, there is room for schools to bring extra teams, those spaces will be awarded on a first-come/first-served basis. So, the first schools to send in completed registration forms for two slots are the most likely to get them. Schools will not be charged for their additional team until space for that team can be guaranteed.

The composition of the team that competes at Nationals may be different from the composition of the team or teams that compete in the regional bowl. It is the school that wins the ability to compete at the national level, not specific team members.

The Mid Atlantic Regional Bowl is being sponsored by the Parr Center for Ethics and the Department of Philosophy at the University of North Carolina at Chapel Hill. They are solely responsible for the operation and management of the Bowl.

If you have any questions or comments, please feel free to respond to this email, or contact us through the address on the Registration Form.

Sincerely,

Jan Boxill
Director
Parr Center for Ethics

Carlo Robustelli
Program Coordinator
Parr Center for Ethics

Mid Atlantic Regional Ethics Bowl Registration Form
November 17, 2007

Jan Boxill
Director of the Parr Center for Ethics
University of North Carolina
Chapel Hill, NC
(919) 962-3317
jmboxill@email.unc.edu

Carlo Robustelli
Program Coordinator, Parr Center
University of North Carolina
Chapel Hill, NC
(919 843-
carlo@unc.edu

Registration will remain open until October 26 or until 12 teams have paid registration.

COST: $150 Per TEAM

NO REFUNDS AFTER OCTOBER 26, 2007
CREDIT CARD PAYMENTS ONLY

I understand that the registration fee will be used in the following ways: $50 to APPE to offset costs for the National Ethics Bowl; $100 to offset costs of snacks, breakfast and lunch for coaches, judges and team members at the Regional Bowl on November 17, trophies, and production costs. Any leftover funds will be retained to support upcoming year's competitions. _____
(signature required)

Educational institution:_____

Faculty sponsor name: _____

Title/Department:_____

Address:_____**Phone:**_____

E-Mail: _____

Cases will be distributed and hotel suggestions will be provided by early September.
Team membership information will be requested October 1.

Please include the following information to pay with credit card
or indicate that you would like us call for that information

Name as it Appears on Card: _____**MasterCard**____ **VISA**____

Credit Card Number: _____**Expiration Date:** _____

CVV2 Code (3-digit number on signature panel on back of card): _____

Name and Phone Number to call for CC information_____

Hotel reservation Information:

Holiday Inn Express
ICOT Center
13625 Icot Blvd
Clearwater FL 33760
888-400-9714

Room Rates:
$72.00 Double
$75.00 Single
Reservation Cut Off Date: 11/2/07
Mention "Ethics Bowl" when you call

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, May 15, 2007 5:35 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Summer School memo

Dear Summer School Instructors,

First summer session begins tomorrow, Tuesday, May 15th. You should all have received a memo from the Dean of Summer School, Jim Murphy. Just a few reminders:

1. All classes must have an in-class final exam. The weight of the exam is up to you. If you are planning something different, you must request and receive permission in writing from me. This can be done by email.
2. You must have a syllabus for the course, and that syllabus must be reviewed by a faculty mentor. The syllabus is seen as a contract between you and the students. Keep in mind you will not be able to cover as much in a summer session as in a regular semester. If you don't cover all that is on your syllabus that is permissible, however, you cannot add anything at the end. Your syllabus should include: your contact information, test/exam dates, paper due date, how you calculate the final exam, including the weight of each exam, paper, participation, etc.
3. You must hold regular office hours. Students see emails as the best means of getting in touch with instructors. These should be answered in a timely manner.

If you have any questions or concerns, please feel free to come see me.

Summer school teaching is usually fun, so enjoy.

Jan

--
Jan Boxill, Ph.D.
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Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Saturday, May 19, 2007 10:56 AM
To: Terry L. Price <tlprice@email.unc.edu>
Subject: Re: [Fwd: news]

Hi Terry,
This is very, very good. I really liked it, and its message. I'll
digest it for a while and then reread it.
Thanks so much,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Terry L. Price wrote:
> Jan,
>
> Here's a first shot at this. Please let me know what you think.
>
> Best,
> Terry
>
>
> Terry L. Price
> Visiting Associate Professor Department of Philosophy
> University of North Carolina-Chapel Hill
> Chapel Hill, NC 27599
> Office: 919 962 3661
> Fax: 919 843 3929
> Email: tlprice@email.unc.edu
>
> Associate Professor Jepson School of Leadership Studies University of
> Richmond Virginia 23173 Office: 804 287 6088 Fax: 804 287 6062 E-mail:
> tprice@richmond.edu
> http://oncampus.richmond.edu/academics/leadership/faculty/price.htm/
>
>
>
>
>
>
>
> Quoting Jan Boxill <jmboxill@email.unc.edu>:
>
>> Hi Terry,
>> Thanks so much for considering this. I wouldn't expect you to be able
>> to do this immediately, and obviously you have lots of other
>> obligations. I think basically a defense of teaching ethics and moral
>> reasoning. But let's talk. I have a busy schedule tomorrow, but
>> I'll try to find some time to call.
>>
>> By the way, I just got off the phone with Ivory Latta and I told her
>> about Harper's party and how thrilled she was with the poster and

>> picture. She was very, very touched, and wanted me to convey her
>> Happy Birthday wishes to Harper. Does Harper use email? If so, I
>> can give her Ivory's email.
>>
>> Thanks again,
>> Jan
>>
>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer and Associate Chair
>> Department of Philosophy
>> Email: jmboxill@email.unc.edu
>> Website:parrcenter.unc.edu
>> Phone: 919-962-3317
>> FAX: 919-843-3929
>>
>>
>>
>> Terry L. Price wrote:
>>> Jan,
>>>
>>> Carlo talked to me this afternoon. I'm happy to try to write
>>> something up, but I won't be able to get to it immediately. I'm
>>> about to head to Richmond for a retreat and other obligations.
>>>
>>> You can call me at home tomorrow if you want to let me know what you
>>> have in mind. Otherwise, I'll start thinking about this and talk to
>>> you when I get back. I would welcome any ideas you and Carlo have
>>> about what Parr is looking for: a defense of teaching ethics? a
>>> defense of teaching ethics in business schools? something else?
>>>
>>> Best,
>>> Terry
>>>
>>> Terry L. Price
>>> Visiting Associate Professor Department of Philosophy
>>> University of North Carolina-Chapel Hill
>>> Chapel Hill, NC 27599
>>> Office: 919 962 3661
>>> Fax: 919 843 3929
>>> Email: tlprice@email.unc.edu
>>>
>>> Associate Professor Jepson School of Leadership Studies University
>>> of Richmond Virginia 23173 Office: 804 287 6088 Fax: 804 287 6062
>>> E-mail: tprice@richmond.edu
>>> http://oncampus.richmond.edu/academics/leadership/faculty/price.htm/
>>>
>>>
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>>>
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>>>
>>> Quoting Jan Boxill <jmboxill@email.unc.edu>:
>>>
>>>>> Terry,
>>>>> I am forwarding you an email I received from Gary Parr about our
>>>>> writing ethics in the news piece on the Duke cheating scandal. I
>>>>> think the most appropriate person to write this for us would be
>>>>> you. Would you be willing to write such a piece. I think Gary
>>>>> would like it not just for the website, but also maybe for his
>>>>> company.
>>>>> I'll be in tomorrow so maybe we can talk about this.
>>>>>
>>>>> Thanks,

>>>> Jan
>>>>
>>>> --
>>>> Jan Boxill, Ph.D.
>>>> Director, Parr Center for Ethics
>>>> Senior Lecturer and Associate Chair
>>>> Department of Philosophy
>>>> Email: jmboxill@email.unc.edu
>>>> Website:parrcenter.unc.edu
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How Can Business Ethics Be Taught?

The dreaded question: "So, what are you teaching this semester?" When I reply that I teach a Business Ethics course, more often than not my questioner laughs and asks whether that isn't an oxymoron. And then laughs some more.

So it is hardly surprising that the recent cheating scandal at Duke's Fuquay School of Business has fueled cynicism about the teaching of business ethics. Business schools across the country responded to corporate wrongdoing by introducing ethics into their curriculums. Yet close to 10% of first-year students in Duke's MBA program were suspected of cheating on a take-home examination. The collective laughter would have been greater only if the accused students were in one of Duke's ethics courses.

Still we should be careful not to infer too much from the Duke cheating scandal. A successful ethics program does not guarantee that its participants will never behave immorally. Not even churches or prisons boast that kind of effectiveness. So why should we expect it of an ethics class? What we can expect is that when students leave an ethics class, they will approach moral problems with greater thoughtfulness and intellectual sophistication, as well as be more likely to resolve these problems in the right way. The goal is improvement, not perfection.

The behavior of the Duke MBA students nevertheless gives us reason to pause. How much thoughtfulness and intellectual sophistication are necessary to know that cheating is wrong? Surely these young professionals did not need a class to garner this important piece of moral knowledge. But if the students were aware of the wrongness of cheating all along, what kind of knowledge were they missing? What, exactly, could they have been taught in business ethics?

There is something more for business students to learn in ethics classes, and throughout their business programs. Ethics is not just about the *what* of morality; it is also about the *whom* of morality.

In ethics, the general requirements—the *what* of morality—are often quite straightforward. Indeed we would be hard pressed to find anyone in our society, let alone a university-level student, who was unaware of the general prohibition on cheating. However, the application of these requirements to individuals—the *whom* of morality—can be significantly murkier. I dare say it would not be difficult at all to find students who genuinely believe that their circumstances justify them in violating the prohibition on cheating.

Doing the right thing in the Duke case therefore required two things: first, the MBA students needed to know that cheating is generally morally wrong; and, second, they needed to know that it is wrong for *them* to cheat in their particular circumstances.

Why do people sometimes believe that moral requirements do not apply to them in the situations they face? The two most obvious answer appeals to consequences. People predict that breaking the rules will have high payoffs. And what are the opposing costs? Rule-breaking doesn't really hurt anyone else, especially in environments in which others similarly break the rules. Of course the rules of morality generally ought to be followed! But only as long as the costs aren't too high for me.

The consequentialist logic of business education may encourage this kind of thinking. There is no mistaking the fact that profit maximization is the chief value within the many business curriculums. As a result, brief surveys of business law, discussions of company codes of conduct, or even introductions to ethical theory —the *what* of morality—are very likely to buckle under the comparative weight given to considerations of profit, goal achievement, and shareholder satisfaction.

Does this mean that business ethics really is an oxymoron? Not if business schools are willing to take the *whom* of morality seriously and educate students throughout the curriculum about the application of ethical requirements to all business actors. It is not enough for business students to know that certain behaviors are generally prohibited. They must also come to see that these prohibitions apply to them even when the prohibitions conflict with self-interest, the bottom line, and the interests of investors.

When business schools start taking ethics seriously, maybe people will stop laughing.

Terry L. Price is visiting associate professor of philosophy and a fellow at the Parr Center for Ethics at the University of North Carolina at Chapel Hill. He is associate professor at the Jepson School of Leadership Studies and author of Understanding Ethical Failures of Leadership *on Cambridge University Press.*

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Saturday, May 19, 2007 1:34 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Re: Duke Cheating Scandal

Great, that's what I thought as well. I like it as is, so will go ahead and put it up. And I think this time we'll also put his name etc at the bottom.
Thanks,
Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Saturday, May 19, 2007 9:56 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: Ethics in the News
Attach: Duke Cheating Scandal.doc

Carlo,
I've attached Terry Price's piece. It is excellent. Geoff agrees. I would like to post it and also have Terry's signature at the end. What do you think?

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, May 20, 2007 10:09 AM
To: Boxill, Bernard R <brboxill@email.unc.edu>
Subject: Duke Cheating Scandal
Attach: Duke Cheating Scandal.doc

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here is the ethics in the news piece.

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
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Still we should be careful not to infer too much from the Duke cheating scandal. A successful ethics program does not guarantee that its participants will never behave immorally. Not even churches or prisons boast that kind of effectiveness. So why should we expect it of an ethics class? What we can expect is that when students leave an ethics class, they will approach moral problems with greater thoughtfulness and intellectual sophistication, as well as be more likely to resolve these problems in the right way. The goal is improvement, not perfection.

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Does this mean that business ethics really is an oxymoron? Not if business schools are willing to take the *whom* of morality seriously and educate students throughout the curriculum about the application of ethical requirements to all business actors. It is not enough for business students to know that certain behaviors are generally prohibited. They must also come to see that these prohibitions apply to them even when the prohibitions conflict with self-interest, the bottom line, and the interests of investors.

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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, May 21, 2007 9:31 AM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: Re: [Fwd: news]]
Attach: Re [Fwd news].msg

Terry sent an edited version--

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

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Doing the right thing in the Duke case therefore required two things: first, the MBA students needed to know that cheating is generally morally wrong; and, second, they needed to know that it was wrong for *them* to cheat in their particular circumstances.

Why do people sometimes believe that moral requirements do not apply to them in the situations they face? The most compelling answer appeals to consequences. People predict that breaking the rules will have high payoffs. And where are the opposing costs? After all, rule-breaking really doesn't seem to hurt anyone else, especially in environments in which others similarly break the rules. Of course, then, the rules of morality generally ought to be followed. But only as long as the costs aren't too high!

The consequentialist logic of business education may encourage this kind of thinking. There is no mistaking the fact that profit maximization is the chief value within the many business curriculums. As a result, brief surveys of business law, discussions of company codes of conduct, or even introductions to ethical theory —the *what* of morality—are very likely to buckle under the comparative weight given to considerations of profit, goal achievement, and shareholder satisfaction.

Does this mean that business ethics really is an oxymoron? Not if business schools are willing to take the *whom* of morality seriously and educate students throughout the curriculum about the application of ethical requirements to all business actors. It is not enough for business students to hear yet again that certain behaviors are generally prohibited by morality. They must also come to see that these prohibitions apply to them even when morality conflicts with self-interest, the bottom line, and the interests of investors.

When business schools start taking ethics seriously, maybe people will stop laughing.

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Still we should be careful not to infer too much from the Duke cheating scandal. A successful ethics program does not guarantee that its participants will never behave immorally. Not even churches or prisons boast that kind of effectiveness. So why should we expect it of an ethics class? What we can expect is that when students leave an ethics class, they will approach moral problems with greater thoughtfulness and intellectual sophistication, as well as be more likely to resolve these problems in the right way. The goal is improvement, not perfection.

The behavior of the Duke MBA students nevertheless gives us reason to pause. How much thoughtfulness and intellectual sophistication are necessary to know that cheating is wrong? Surely these young professionals did not need a class to garner this important piece of moral knowledge. But if the students were aware of the wrongness of cheating all along, what kind of knowledge were they missing? What, exactly, could they have been taught in business ethics?

There is something more for business students to learn in ethics classes, and throughout their business programs. Ethics is not just about the *what* of morality; it is also about the *whom* of morality.

In ethics, the general requirements—the *what* of morality—are often quite straightforward. Indeed we would be hard pressed to find anyone in our society, let alone a university-level student, who was unaware of the general prohibition on cheating. However, the application of these requirements to individuals—the *whom* of morality—can be significantly murkier. I dare say it would not be difficult at all to find students who genuinely believe that their circumstances justify them in violating the prohibition on cheating.

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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, May 21, 2007 1:52 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: Re: [Fwd: news]]
Attach: Re [Fwd news].msg

Hold on the Terry Price piece

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, May 21, 2007 2:13 PM
To: Mary Willingham <mwillingham@uncaa.unc.edu>
Subject: Schedules & SH
Attach: Summer 2007 Schedules.doc

Attached are the schedules and study Hall assignments for the team.

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, May 22, 2007 12:20 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: Re: Letter to Fellows
Attach: Fellows letter-o7.doc

Great, thanks. I've made a few changes. REad it for me to make sure I
didn't misspell, etc.

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Carlo Robustelli wrote:
> Jan,
>
> I have attached the end of year letter to fellows. Please make any
> necessary changes and I will send it out asap.
>
> - Carlo
>

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From: Sarah A. Henderson <henderson@unc.edu>
Sent: Friday, May 25, 2007 11:22 AM
To: henderson@unc.edu
Subject: Announcing August 2007 New TA Orientation
Attach: Memo to TA Admins re 2007 TA Orientation.doc; 2007 TA Orientation Information for New TAs.doc

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To all TA Administrators and Faculty Coordinators,

The Center for Teaching and Learning will be conducting the annual campus-wide Orientation for New TAs on Saturday, August 18, 2007. Attached you will find a letter to TA Administrators & Faculty Coordinators describing the event, as well as a letter addressed to new TAs for the 2007-08 academic year. Please assist us in forwarding this information about the New TA Orientation in August to your TAs.
I am sending these letters to you via email because I have had many requests for this format. If you would like a stack of these letters sent to you in your office - as we have done in years past - please let me know and I will be happy to do so.
Thank you for your assistance.
Best wishes,
Sarah Henderson

****

Sarah A. Henderson
Center for Teaching and Learning
University of North Carolina at Chapel Hill
316 Wilson Library, CB# 3470
Chapel Hill, NC 27599-3470
Phone: 919-966-1289
Fax: 919-962-5236
Email: henderson@unc.edu

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

CENTER FOR TEACHING AND LEARNING

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F 919.962.5236
ctl@unc.edu

MEMORANDUM

Date: May 25, 2007

To: TA Administrators & Faculty Coordinators

From: Donna Bailey
Director for TA Development
Center for Teaching and Learning

Re: Early Invitation to Twentieth Annual Fall Orientation for New GTAs

Enclosed please find early invitations to the Twentieth Annual Fall Orientation for New TAs. Please distribute these to graduate students in your department who will serve as teaching assistants or lab/recitation leaders for the first time in Fall 2007. Thank you for your assistance.

This year's Fall Orientation for New TAs will be held on **Saturday, August 18, 2007** from 9:30am to 2:45pm. It will be held in the Frank Porter Graham Student Union. We will send formal invitations to your TAs over the summer. The following is a tentative schedule of the topics that we anticipate covering in the workshop sessions:

- The Carolina Classroom
  - atmosphere, culture, students
- Communication in the Classroom
  - language, clarity, presentation skills, expectations
- Authority in the Classroom
  - how to create, maintain appearances, discipline
- Time Management in the Classroom
  - lesson plans, use, adaptation
- Carolina Rules for Teaching and Learning
  - policies, procedures, plagiarism, guidelines, Honor Code

If you have any questions about the New TA Fall Orientation, please feel free to contact Donna Bailey, Director for TA Development, at the Center (966-1289).

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ctl.unc.edu

T 919.966.1289
F 919.962.5236
ctl@unc.edu

MEMORANDUM

Date: May 25, 2007

To: New Graduate Teaching Assistants

From: Larry Rowan, Director
Center for Teaching and Learning

Re: Twentieth Annual Fall Orientation for TAs

As you prepare for the 2007-2008 academic year, we invite you to join us for the twentieth annual Fall Orientation for New Graduate Teaching Assistants on **Saturday, August 18, 2007, 9:30A.M. - 2:45P.M.** The orientation will he held in the Frank Porter Graham Student Union.

The Orientation brings together new TAs, experienced TAs, and faculty from across the university for workshops designed to help you prepare for your responsibilities as a teaching assistant at Carolina. After an informal continental breakfast and short welcome session, participants will meet in small group morning sessions. The morning sessions will offer concrete strategies for managing one's dual role as teacher and student, preparing for the first day of class, and planning an effective lesson. These sessions will also introduce university policies for which all instructors are responsible on issues such as the Honor Code, sexual harassment, and amorous relations. We will have our traditional pizza & animal cracker lunch after the morning session. Following lunch, there will be afternoon workshops to provide you with information and strategies that will help you as you begin your teaching role.

The Center for Teaching and Learning supports the professional development of graduate teaching assistants through a variety of programs and services, beginning with the Fall Orientation and including workshops and seminars throughout the semester, consultations on teaching, and assistance with instructional support materials. Most CTL programs are open enrollment,

learning may register to attend. Even if you are unable to attend the Orientation, please call or stop by our Wilson Library offices to let us know how we can be of assistance to you in your role as a TA.

We hope you will take advantage of this opportunity to meet your colleagues from across the university, learn about institutional policies and resources, and prepare for your important responsibilities as a graduate teaching assistant at UNC.

See you on August 18th!

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Saturday, May 26, 2007 3:37 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: Re: Letter to Fellows
Attach: Fellows letter-07.doc

Carlo
I made a few minor changes, but I think it is ready to go. Do you want to ask Lance to send it out.
Also, the draft you sent of the APA prize for input from the Fellows is great and ready to go as well. I think an email is fine, so it can be sent out under my email.

Thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
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Phone: 919-962-3317
FAX: 919-843-3929

>>>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, May 29, 2007 7:57 AM
To: Armstrong, Gary M <Gary_Armstrong@unc.edu>
Subject: Re: Teaching Awards Committee

Hi Gary,
Thanks for your response. Even though you are in phased retirement you would be eligible but I will find a replacement.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
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Armstrong, Gary wrote:
> Thanks for the invitation. However, I'm now in phased retirement and
> suspect that I'm not eligible for the committee. Good luck with your
> considerations.
>
> Gary
>
> Gary Armstrong
> Blackwell Distinguished Professor
> Kenan-Flagler Business School
> University of North Carolina at Chapel Hill
> CB#3490, McColl Building
> Chapel Hill, NC 27599-3490
> Phone: 919.962.3212
> Fax: 919.929.7078
> Gary_Armstrong@unc.edu
> www.Kenan-Flagler.unc.edu
>
> UNC Business
> Shaping leaders, driving results
>
> -----Original Message-----
> From: Jan Boxill [mailto:jmboxill@email.unc.edu]
> Sent: Monday, May 28, 2007 9:31 AM
> To: Armstrong, Gary
> Subject: Teaching Awards Committee
>
> Dear Gary.
> I recognition of your past Board of Governors' Award and as Chair of the
>
> Teaching Awards Committee for the upcoming year, I would like to invite
>
> you to serve on the Committee to select the 2008 Board of Governors'
> Award for Excellence in Teaching. Our first meeting will take place on
> Monday, August 27th from 11:30-1, location TBA.
>
> Thank you for your consideration, and I hope you accept my invitation.
>
> Regards,
> Jan Boxill
> Chair 2008 Teaching Awards Committee
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, May 29, 2007 11:33 AM
To: Chapel Hill Philosophy <hobler@email.unc.edu>
Subject: Spring 2008 Schedule
Attach: Spring 08 Schedule.xls

I have started the Spring schedule. I have I think the courses, now working on Times. I've attached what I have done.

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
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PHILOSOPHY CLASSES SPRING 2008

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1					**SPRING 2008 SCHEDULE**									
2				**On Leave: Roberts**										
3	053H	1	Knobe	Freshman Seminar			2-3:15				20			
4	85	1	Lange	Freshman Seminar			2-4:30W				20		CW 103	
5	101	1		Intro Main Problems			9 MWF				40			1
6	101	2		Intro: Main Problems			12 MWF				36		CW 103	1
7	101	3		Intro: Main Problems			8 TR				36		CW 103	1
8	155	1	Hofweber	Intro Symbolic Logic			10MW				200			4
9				Recitations 4@10;4@11										
10	160	1	Sayre McCord	Intro to Ethics			11 MW				200		CA 111	4
11				Recitations:4@ F11;4@F 12										
12	160	2		Intro to Ethics							38		GA 209	1
13	110	1		Great Works			8 TR				40		CW 105	1
14	112	1		Making Sense of Ourselves			11 MWF				40		CW 105	1
15	112	2		Making Sense of Ourselves			3:30 TR				36		PE 216	1
16	134	1		Philosohy of Religion			2 TR							
17	150	1	Lange	Philosophy of Science			9 MW				100			2
18				Recitations 2@ 9 ; 2@12										
19	163	1	LeBar	Practical Ethics			12 MWF				200		CO 201	
20	163	2		Practical Ethics							40		GA 105	1
21	165	1		Bioethics			9 MWF				40		CW 105	1
22	165	2	Baer	Bioethics			3:30-4:45 TR				40		GA 106	
23	165	3		Bioethics			1 MWF				40		CW 105	1
24	165E	1		Bioethics-Evening College			6-7:15 MW				40			1
25	170	1	Postema	Social Ethics & Pol Thought							35			
26	170	2	Saenz	Social Ethics & Pol Thought			12:30				40		GA 007	
27	210	1	Lesher	Ancient Philosophy			11 TR							
28	230	1	BarOn	Experience and Reality			11 TR				40		GA 106	
29	230	2		Experience and Reality							36		PE 216	1
30	280	1		Morality and Law							40			1
31	272	1		Ethics Peace, War, Defense							40		CW 105	1
32	274H	1	B. Boxill	Afro-Amer Political Thought-Honors			3:30				25			
33	275	1	Saenz	Phil Issues Feminism (WMST 46)							40			
34	285	1	Nord	Philosophy of Education							40			
35	330	1	Neta	Metaphysical systems							25			
36	340	1	Lycan	Phil of Mind			4-6:30 R				25			
37	364	1	Moehler	Ethics & Economics							30			
38	368	1	LeBar	Environmental Ethics							30			
39	384	1	Brennan	Intro to PPE							25			
40	390	1	Reeve	Special Topics			W				20			
41	296	1	J. Boxill	Independent Studies			4-5 W				5			
42	397	1	Hill	Colloquium for Majors			4-6:30 R				25		CW 208	
43	396	1	J. Boxill	Directed Readings: Ethics Bowl			6:30-9:00 R				5		CW 207C	
44	423	1	Nelson	Kant			4-6:30 T				20			
45	445	1	BarOn	Philosophy of Language			4-6:30 R				20			
46	455	1	Neta	Epistemology			1-3:30 W				20			
47	468	1	Maclean	Risk & Society							20			
48	480	1	Corrado	Philosophy of Law			3:30 W				25		CW 103	
49	485	1	Prinz	Philosophy of Art			1-3:30 T				20			
50	698	1	Brennan	Advanced PPE			4:25-6:55 T				20		CW 103	
51	691H	1	J. Boxill	Honors			4-6:30 M				6		CW 207C	
52	692H	1	J. Boxill	Honors			4-6:30 M				6		CW 207C	
53	700	1	Prinz/Simmons	Protoseminar			10-12:30 R				8		CW 208	
54	705	1	Hofweber	Logic Seminar			1-3:30 W				15		CW 208	
55	730	1	Lycan	Modality			1-3:30 T				15		CW 208	
56	770	1	Boxill/Hill	Kant & Rawls on Intern'l Justice			4-6:30 W				15		CW 208	

PHILOSOPHY CLASSES SPRING 2008

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
57	805	1	Nelson/Reeve	Seminar			4-6:30 M				15		CW 208	
58	805	2	Wolf	Seminar			4-6:30 R				15		CW 213	
59	790	1		Colloquium Seminar			TBA							
60	790	2		Colloquium Seminar			TBA							
61	800	1		Bibliography Exam Seminar			TBA							
62	990	1	Knobe	Reading Group			TBA				15		CW 208	
63	990	2									15			27
64														
65					**RECITATIONS**									
66														
67														
68	101	601					10F				25		PH 220	
69		602					10F				25		PH 222	
70		603					10F				25		SM 107	
71		604					10F				25		CW 105	
72		605					9F				25		WG 301A	
73		606					9F				25		GA 103	
74		607					9F				25		MT 305	
75		608					9F				25		PE 204	
76														
77	160	601					11F				25		SA 104	
78		602					11F				25		SM 107	
79		603					11F				25		AL 203	
80		604					11F				25		GA 001	
81		605					11F				25		PH 228	
82		606					11F				25		GA 103	
83		607					10F				25		GA 009	
84		608					10F				25		PE 216	
85		609					10F							
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89		613					11F							
90	163	601					12 F				25		CW 105	
91		602					12 F				25		PE 215	
92		603					12 F				25			
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97		608					10F				25			
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99	275	601					11F				25			
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101		603					11F				25			
102		604					12F				25			
103		605					12F				25			
104		606					12F				25			
105														17

From: nobody@notify.unc.edu on behalf of Meyer-Kalos, Piper S </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=PSMEYER>
Sent: Tuesday, May 29, 2007 8:12 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: INFORMATIONAL: info needed for study on social thinking

---

We are seeking participants for a study on social cognition. Social cognition research examines how people make judgments about the thoughts, feelings, and intentions of other people.

Participation will take 1 to 2 hours, and will involve completing a set of paper-and-pencil questionnaires, computer- and video-based tasks, and a brief, audio-taped role play.

Participants will be COMPENSATED at a rate of $20 per hour (pro-rated at $5 per 15 minutes).

For more information, please email Dr. Piper Meyer at psmeyer@email.unc.edu.

Participants must be 18 to 65 years old, have no current problems with alcohol or drug use, and have no history of schizophrenia or bipolar disorder themselves, or in first-degree relatives.

This is part of a broader study called, Social Cognition in Schizophrenia, which was approved by the UNC Behavioral Institutional Review Board on June 15, 2006 (Study number: Psy 05-0522).

This email is sponsored by: Psychology Department

==========

"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, May 31, 2007 9:37 AM
To: Sylvia Hatchell <shatchell@uncaa.unc.edu>
Subject: Schedules
Attach: Summer 2007 Schedules.doc

Here are the summer schedules

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, May 31, 2007 2:55 PM
To: Roberts, John Thomas <jtrosap@email.unc.edu>
Subject: [Fwd: Study Abroad Major Credit]
Attach: Study Abroad Major Credit.msg

Hi John,
Can you respond to him,
Thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, June 4, 2007 11:35 PM
To: Carlo Robustelli <carlo@unc.edu>
Subject: Quiz #4
Attach: Quiz #4-Sum 07.doc

Hi Carlo,
How was the trip to Central Prison?
Thank you so much for taking my class tomorrow. I've attached the quiz.
Can you make 37 copies for the class. It shouldn't take very long-so 15 minutes should be plenty of time.
I also forgot, some people will turn in 1-page papers. So you can collect them for me as well.

The video is set at the right place for the little-league story. That should take about 40 minutes, but however long it is, you can let them go after it.

Thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, June 5, 2007 8:40 AM
To: Andrew Calder <acalder@mail.uncaa.unc.edu>
Subject: Second Summer Session
Attach: Summer 2007 Schedules.doc

I've attached the schedules again for both summer sessions.
Summer II is at the end of Summer I

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, June 7, 2007 11:11 AM
To: Clark, Susan C <scclark@email.unc.edu>
Cc: Lance Westerlund <westy@email.unc.edu>; Carlo Robustelli <carlo@unc.edu>
Subject: Re: Fatou event

Hi Susan,

The email you reference below concerning the Fatou event is an outdated version of the original correspondence with Great Decisions. Since then the actual commitment was clarified and posted in the Parr Center Admin folder-events-2007 spring events-budget that describes Great decisions contribution. The total contribution from Great Decisions is $1,300 and the contact person is Jon Weiler (jweiler@email.unc.edu).

Thanks for all of your hard work with getting the solicited funds.

Jan

Susan Clark wrote:
> Good Morning All,
> The paid invoice from International Court has cleared, and was on
> May's FBMO. I need an account number or Dept number so I can process
> the reimbursement to us. I believe that Great Decisions committed
> $2128.89. If we could take care of this as soon as possible, since we
> are almost at the end of this fiscal year.
> Thank you,
> Susan
>
> Carlo Robustelli wrote:
>> Hi Julia,
>>
>> I wanted to get back to you about travel costs associated with
>> Fatou's upcoming visit. I have gotten the final details. Below you
>> will find a break down based on what you are offering and what I
>> estimate the costs to be. Please let me know if you have any
>> questions or concerns.
>>
>> Just to review the funding Great Decisions is putting up for the event:
>> -half of the North American airfare (can't pay for trans-atlantic
>> flights) *= 1/2 $3,927.77 (3,000 euro's) (total GD contribution:
>> $1963.89)*
>> **** I have confirmed that this fare is from Ottawa-NC-Amsterdam. So
>> the half you would pay for would be from Ottawa - NC. She said she
>> would indicate so in the invoice she will send to the Center after
>> the event. *
>> -one night at the Carolina Inn *($165.00)*
>> -dinner for Ms. Bensouda at Top of the Hill (unfortunately GD doesn't
>> pay for other guests but of course we would want you all to come to
>> dinner) *(I assume you will be making these arrangements - let us
>> know how many people we can invite)*
>> -Decisions and Desserts reception from 6:30-7:00 before *(do we want
>> the reception before the lecture????)* the lecture (run by
>> CUAB--students/community members RSVP to join, they are capped at
>> 10)" *(I assume you will also be making these arrangements - if you
>> are not making these arrangements or need help making these
>> arrangements please let me know) *
>>
>> *The Center will directly pay for the hotel and the airfare and so
>> Great Decisions should expect to reimburse the Center $2128.89.
>> *

>> I hope this helps.
>>
>> - Carlo
>>
>>
>>
>> Carlo Robustelli
>> Program Coordinator
>> Parr Center for Ethics
>> Department of Philosophy
>> University of North Carolina at Chapel Hill
>> CB #3125
>> Chapel Hill, NC 27599-3125
>> USA
>>
>> Phone: (919) 843-5640
>> email: carlo@unc.edu
>> http://philosophy.unc.edu/robustelli.htm
>>
>>
>> Julia M. Brown wrote:
>>> Hi Carlo,
>>>
>>> Sorry it took so long to get back to you, Great Decisions is getting
>>> in full swing and my students are very demanding (in the best
>>> possible sense) this semester.
>>>
>>> Though the Parr Center event looks fascinating, it takes place
>>> during Great Decisions (which is from 7-8 with an 8-9 recitation
>>> section every Tuesday)--so you understand why I won't encourage my
>>> students to attend.
>>>
>>> The title we are using for the event is:
>>> "Prosecuting War Criminals and the International Criminal Court"
>>>
>>> Regarding the DTH ad, it turns out we are not actually a student
>>> organization since we are a class, so we wouldn't get the special
>>> rate. However, I don't know how much an ad will help since I am not
>>> very worried about attendance (see the following).
>>>
>>> Donna and I were discussing Ms. Bensouda's lecture and realized that
>>> it would be beneficial for her to speak twice on the evening of
>>> March 20. Great Decisions is almost a full class (upwards of 200
>>> people) and there are approximately 50 seniors from the local
>>> retirement homes who come as well. The lectures thus far have ended
>>> exactly at 8:00, so we think another, more intimate lecture for the
>>> community would be beneficial.
>>>
>>> Donna can't remember if she reserved the JCUE lounge for March 20,
>>> so if you could make talk to Randy and make sure it is reserved,
>>> that would be great. If we had Ms. Bensouda give a talk from
>>> 8:30-9:30, that would make optimal use of her time as well as assure
>>> that professionals, community members, and perhaps students have a
>>> chance to see Ms. Bensouda without the hassle of an overflow room.
>>> We can probably advertise this event as a discussion rather than a
>>> lecture
>>>
>>> Just to review the funding Great Decisions is putting up for the event:
>>> -half of the North American airfare (can't pay for trans-atlantic
>>> flights)
>>> -one night at the Carolina Inn
>>> -dinner for Ms. Bensouda at Top of the Hill (unfortunately GD
>>> doesn't pay for other guests but of course we would want you all to
>>> come to dinner)
>>> -Decisions and Desserts reception from 6:30-7:00 before the lecture

>>> (run by CUAB--students/community members RSVP to join, they are
>>> capped at 10)
>>>
>>> I will drop off a statement to that effect for you to sign in the
>>> next week.
>>>
>>> This is very exciting and please let me know if you have any
>>> questions or concerns!
>>>
>>> Thank you,
>>>
>>> Julia
>>>
>>>
>>> Quoting Carlo Robustelli <carlo@unc.edu>:
>>>
>>>> Hi Julia,
>>>>
>>>> Could you send me the title you are using to publicize the upcoming
>>>> event featuring Fatou Bensouda? I want to use it to keep our
>>>> information consistent about her lecture.
>>>>
>>>> Also, do you think it would be either possible and/or appropriate
>>>> to send an email about an upcoming Parr Center event that may be of
>>>> interest to those involved with Great Decisions? The event is
>>>> featuring, Professor Daniel Gilbert, Harvard University. You can
>>>> find out a bit more about the event at the events web page:
>>>> http://parrcenter.unc.edu/events/seminars/happiness/
>>>> - If this is something that you would forward to your email lists
>>>> then I will sent out a more comprehensive press release for the event.
>>>>
>>>> Thanks for your help,
>>>> - Carlo
>>>>
>>>> --
>>>> Carlo Robustelli
>>>> Program Coordinator
>>>> Parr Center for Ethics
>>>> Department of Philosophy
>>>> University of North Carolina at Chapel Hill
>>>> CB #3125
>>>> Chapel Hill, NC 27599-3125
>>>> USA
>>>>
>>>> Phone: (919) 843-5640
>>>> email: carlo@unc.edu
>>>> http://philosophy.unc.edu/robustelli.htm
>>>>
>>>>
>>>
>>>
>>>
>
> --
>
>
> Susan Clark, UAM 1
> Philosophy,Admin. Manager
> UNC-Chapel Hill
> 102-A Caldwell Hall CB 3125
> Chapel Hill, NC 27599-3125
> 919-962-3311
> 919-843-3929 Fax
> scclark@email.unc.edu
>

>
>

Paper Criteria Grading Sheet

	A	B	C	D	E	F	G	H
1								
2								
3	**PAPER CRITERIA**	**Excellent**	**Good**	**Fair**	**Poor**	**Failed to do**	**N/A**	**Comments**
4								
5	Introductory paragraph							
6	Clear thesis/position statement							
7	Argument for position taken							
8	Adequate philosophical support							
9	Use of examples							
10	Defined concepts							
11	Objections to your argument							
12	Development of objections							
13	Adequate philosophical support							
14	Response to objections							
15	Avoided irrelevancies							
16	Creativity/originality							
17	Spelling/Grammar							
18	Clearly Written							
19	Sources cited							
20								
21	Other							
22								
23	GENERAL COMMENTS:							
24							**Grade:**	
25	NAME:							
26	HONOR PLEDGE:							

WRITING YOUR PAPER

TITLE PAGE: Your name, PID, the paper topic, Honor pledge with signature.

STRUCTURE OF PAPER:

I. FORMAL ARGUMENT CONSTRUCTION/RECONSTRUCTION

Reconstruct the argument in the passage:

Premise 1:
Premise 2:
Premise 3:
…
…
Conclusion:

Clearly state the position you are going to take. This is your thesis statement

II. SUPPORT FOR THESIS:

Argue for the position you are taking. If you are arguing for the conclusion, then support argument you have constructed in Section I with good reasons. If you are arguing against the conclusion, then give reasons why the argument you have constructed is not sound. In so doing be sure to give adequate philosophical support, using the readings and your own ideas. Avoid using "I believe" or "I feel." Personal opinions are acceptable only if supported by good reasons.

III. OBJECTIONS TO YOUR POSITION

Consider obvious objections to your position. That is, how would someone argue against the position you took and what support would they give? Use readings and your own ideas.

IV. ANSWERING THE OBJECTIONS

Answer the objections raised. What reasons can be offered to counter the objections?

V. CONCLUSION

Basically restate your thesis to show why your position is the better one.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, June 7, 2007 2:40 PM
To: Janken, Kenneth R <krjanken@email.unc.edu>
Subject: Re: [Fwd: PHIL 560]

Thanks Kenneth,
These are the same notes I have and then I went through the on-line revision which I had a very uncomfortable feeling about. I don't know how to access the on line submission as every time I try it says there is no such Phil number. I must say this has been a VERY frustrating trying to work through the on-line submissions, not just for this class but others as well. I will call Denise and see what I can do.

Thanks for your help,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Kenneth Janken wrote:
> Dear Jan,
>
> I just got off the telephone with Denise Elbert. Below are the notes
> from the SGE, explaining why the course was approved for some Gen Ed
> requirements but not others. I'm pretty sure that you have these, as
> they were sent out on March 14, 2007. This is the last record that
> Denise has for PHIL560. If you submitted something in response to
> these notes, well, Denise does not have it. She suggested that you
> re-submit.
>
> Sorry. I wish the report had been different.
>
> Kenneth
> --
>
> Kenneth R. Janken
>
> Professor of Afro-American Studies
>
> Department of African and Afro-American Studies
>
> Battle Hall, Campus Box #3395
>
> University of North Carolina
>
> Chapel Hill, NC 27599-3395
>
> /and/
> Director of Experiential Education
>
> Office of Undergraduate Curricula
>
> 300 Steele Bldg, Campus Box 3504

>
> University of North Carolina
>
> Chapel Hill, NC 27599-3504
>
> (919) 962-1519 (voice)
>
> (919) 962-2694 (fax)
>
> http://uncpress.unc.edu/books/T-8059.html
>
> http://www.umass.edu/umpress/spr_97/janken.html
>
>
> ---
>
> Subject:
> PHIL 560
> From:
> Denise Elbert <jdelbert@email.unc.edu>
> Date:
> Thu, 07 Jun 2007 13:56:26 -0400
> To:
> Kenneth R Janken <krjanken@email.unc.edu>
>
> To:
> Kenneth R Janken <krjanken@email.unc.edu>
>
>
> This is what I found from SGE notes:
>
> PHIL 560: This course was approved as Philosophical and Moral
> Reasoning (PH).
> This course was not approved as (Communications Intensive) (CI)
> because revision of written work is not part of the course (perhaps
> have students revise a paper after engaging in a debate?).
> Not approved as Global Issues (GL) because the course does not meet GL
> criteria.
> Not approved as Experiential Education (EE) because the rationale for
> counting this as EE is not clear. Is this mentored research? Seems
> not. Field work? How so? Of what would the field work consist?
> Engaging in a debate/game in public is not necessarily experiential in
> the sense implied by the criteria document. In any case, the hours
> of field work are not specified.
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, June 7, 2007 2:45 PM
To: Janken, Kenneth R <krjanken@email.unc.edu>
Subject: Re: [Fwd: PHIL 560]

Hi again,
I looked at my revision that I did on the syllabus and it was done and submitted on March 23, 2007. I will resubmit and hope it goes through.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

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> re-submit.
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> Sorry. I wish the report had been different.
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> Kenneth
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>
> ----------
>
> Subject:
> PHIL 560
> From:
> Denise Elbert <jdelbert@email.unc.edu>
> Date:
> Thu, 07 Jun 2007 13:56:26 -0400
> To:
> Kenneth R Janken <krjanken@email.unc.edu>
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> To:
> Kenneth R Janken <krjanken@email.unc.edu>
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> of field work are not specified.
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, June 7, 2007 2:50 PM
To: Janken, Kenneth R <krjanken@email.unc.edu>; jdelbert@email.unc.edu
Subject: Re: [Fwd: PHIL 560]

I had revised and resubmitted the course proposal on March 23, 2007, and
I just resubmitted it this minute. I hope this time the resubmission
goes through.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

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> Kenneth
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> Kenneth R. Janken
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> Professor of Afro-American Studies
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> From:
> Denise Elbert <jdelbert@email.unc.edu>
> Date:
> Thu, 07 Jun 2007 13:56:26 -0400
> To:
> Kenneth R Janken <krjanken@email.unc.edu>
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> the sense implied by the criteria document. In any case, the hours
> of field work are not specified.
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, June 11, 2007 9:42 AM
To: Carlo Robustelli <carlo@unc.edu>
Subject: [Fwd: The Grammatical version]
Attach: The Grammatical version.msg

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Byrns, Ralph T <rbyrns@unc.edu>
Sent: Friday, June 8, 2007 3:39 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: The Grammatical version
Attach: RTByrns-Parr_Center_APA_Award.doc

Jan-- I found and fixed one failure of agreement between subject and verb.

TTFN,

Ralph

-----Original Message-----
From: Ralph Byrns [mailto:rbyrns@unc.edu]
Sent: Friday, June 08, 2007 3:31 PM
To: 'Jan Boxill'
Subject: RE: Parr Center Help

Jan --

I've attached a letter advocating the award of the Prize from the American Philosophical Association, and will cheerfully revise it if you can suggest changes that would make this letter more useful.

Cheers,

Ralph Byrns

* **
* Adjunct Professor of Economics *
* University of North Carolina *
* Gardner Hall 006 CB #3305 *
* Chapel Hill, NC 27599-3305 *
* *
* Voice: (919) 843-6268 Fax : (919) 966-4986 *
* Home : (919) 932-9927 Cell : (919) 618-9993 *
* rbyrns@unc.edu *
* http://www.unc.edu/~rbyrns/ *
* **

-----Original Message-----
From: Jan Boxill [mailto:jmboxill@email.unc.edu]
Sent: Thursday, May 31, 2007 2:43 PM
To: Ralph Byrns
Subject: Parr Center Help

Hi Ralph,

I hope your summer is going well and that you have some time for yourself and family. I had hoped the summer would be relaxing and a time to get a lot of preliminary work done, but things are as hectic as ever, especially as Carlo is leaving us to take up a position as the Assistant

to the Mayor of Chapel Hill. This will be a major loss for the Center, the Department and me. But the workings of the Center still have to go on, which is the occasion for this email.

Each year the American Philosophical Association, in conjunction with the Philosophy Documentation Center, awards a Prize for Excellence and Innovation in Philosophy Programs. We would like to to nominate the Parr Centerfor Ethics for this award as this would really help toward our programming. So I would like to ask for your help in this endeavor by writing a letter in support of our nomination.

The criteria for this award focus on both excellence and innovation and are described in greater detail below:

* Excellence -- assessed by a record of achievement, the accomplishment of clearly defined goals, and the appropriateness of the program for emulation by others in the field.

* Innovation assessed by the development of new research areas, new interdisciplinary connections, new international connections, new modes of teaching or dissemination, new audiences for philosophical work, or extension of existing boundaries of the discipline.

We are confident in the excellence of our programming and we think the Ethics in the Professions Series fits squarely with the innovative criteria mentioned above. To this end we hope that you will consider writing a letter, addressed to me, Dr. Jan Boxill, in which you give us your evaluation of the Parr Center for Ethics. Please tell us in as much detail as you can how you think the Parr Center for Ethics demonstrates excellence. If you can provide a measurement for its success, include that information as well.

The Ethics in the Professions Series calls attention to ethical issues as they arise in professional life. Participants in the series have the opportunity to explore ethical issues in their professions and to develop the critical frameworks they need to think about them fruitfully.

If you agree that the Ethics in the Professions Series meets the criteria described above then we could use your help. What we need to submit this proposal is for fellows to explain how, as part of the Ethics in the Professions Series, the Parr Center for Ethics helped participants from your field to explore ethical issues and to develop a critical framework in order to think about these issues effectively.

We would appreciate having your response, on letterhead, by Friday, June 8th.

We are grateful for your assistance and we are sure it will make a difference when our nomination is considered by the American Philosophical Association. Please feel free to contact me if you have any questions or concerns.

Thanks so much,

Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Ralph T. Byrns
Adjunct Professor [2001-]
Department of Economics
Chapel Hill, NC 27599-3305

THE UNIVERSITY OF NORTH CAROLINA
AT CHAPEL HILL

cell: 919-618-9993
home: 919-932-9927
email: rbyrns@unc.edu
www.unc.edu/~rbyrns/

June 7, 2007

Dr. Jan Boxill, Director
Parr Center for Ethics
Department of Philosophy
Chapel Hill, NC 27599-3125

Dear Dr. Boxill;

I have enjoyed presentations by the Parr Center for Ethics since shortly after I began teaching at UNC, when a student alerted me to one of its panel discussions. My sponsorship of the Carolina Economics Club more recently has resulted in a closer collaboration, with joint sponsorship of some events by the Parr Center, the Economics Club, and the Philosophy Club. I truly appreciate your request for my reactions to your "Ethics in the Professions" series and my overall evaluation of the Parr Center.

In short, the Parr Center for Ethics is among the hubs of excellence at UNC. The Parr Center's attempts to engage scholars across multiple disciplines are especially praiseworthy. For example, one panel I was on included faculty from political science, philosophy, and the College of Business. The quality and frequency of monthly presentations on "Ethics in the Professions" is exceptional, and is valuable in part because sequential presentations reflect elaborations of a coherent theme, and not merely a hodgepodge of unrelated topics. Consequently, I am pleased strongly recommend that this year's Prize for Excellence and Innovation in Philosophy Programs be awarded to the Parr Center by the American Philosophical Association, in conjunction with the Philosophy Documentation Center:

This letter is an opportunity for me to address how important ethical considerations are in economics, and why studying ethics by economists and economics students is increasingly important. The individual and collective behaviors of a stylized *Homo economicus* who is essentially sociopathic is central to many standard economic models. Unfortunately, some economists have been known to assert to their classes that "greed is good," based on a misreading of Adam Smith's "invisible hand" of the marketplace. In 1993, I was on a panel at the American Economics Association's Annual Meeting aimed at addressing failings in standard introductory courses in economics. Most of the presentations centered on how to integrate emerging technologies into our classes.

However, one of my friends, now dean of the Business School at the University of Rochester, insisted that the biggest shortcoming was that, after studying supply and demand, too many students went away with the impression that sharp dealing, cheating, and taking advantage of other people's ignorance is justified by an economic Darwinism that facilitates economic efficiency. His arguments caused me to begin revising my thoughts on whether businesses have a social responsibility beyond merely maximizing the wealth of the firms' owners, per the conventional wisdom among economists. I rewrote part of chapter 1 of a

principles textbook I coauthored to discuss the empathy that many people feel and the roles of ethics and equity, topics that many economists try very hard to avoid in heir attempts to

be “positive” scientists, and to avoid any normative judgments. I began thinking about these issues even more beginning in 2002, when the scandals associated with Enron, Global Crossing, etc. were exposed.

In my opinion, your innovative “Ethics in the Professions” program adds significantly to the quality of thought at UNC about numerous social problems. Our society definitely needs to adopt more rational and humane policies about such issues the rights of disadvantaged parties, as affirmative action, how immigration policy affects the wellbeing of Americans and foreigners, and the compensation of corporate CEOs and the broader issue of increasing inequality in the distribution of income and wealth in the United States.

I look forward to working with you this coming semester. Among other activities, I think two Nobel Prize winning economists are visiting the campus, and have agreed to meet with our students. I also believe that the continuing activities of the Parr Center justify an award of the Prize from the American Philosophical Association, and hope that you win this prize.

Sincerely,

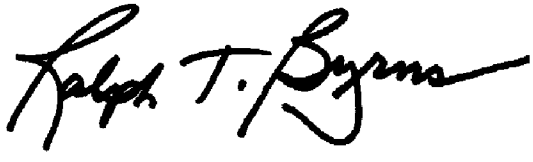

Ralph Byrns, PhD

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, June 14, 2007 2:43 PM
To: Bickford, Donna M <dbickford@unc.edu>
Subject: Re: Jennifer Lawless

Hi Donna,
Thank you so much for meeting with Laura. I think she is finally beginning to unwind a bit. I told her yesterday that she is wound so tight that sometimes I think she is going to explode, and that I wanted the discussions with you and me and her writing of all this out to be a way of loosening that tightness!!! She finally smiled! I think she has more of a focus on what she wants to say, rather than just being upset and stressed. At least I hope so. Each meeting I see progress, which is great. So thank you so much.

Dr. Lawless sounds great. I don't know our budget yet. I hope we can contribute some $$ but if not, we can at least co sponsor by way of helping with publicity. Interesting website; also interesting, I was saying to my daughter last night that I think it is time for me to run for political office!!! I was inspired from listening on NPR about this 94 year old woman who ran for Congress from New Hampshire!!! There is a documentary on her--"Granny B" I think it is.

Thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Donna Bickford wrote:
> Hi Jan:
>
> I had a nice conversation with Laura Bennett the other day.
>
> I wanted to let you know that we are bringing Dr. Jennifer Lawless to
> campus for a public lecture on October 25 and a seminar with the
> American Politics Research Group on October 26. Jen is a professor of
> political science at Brown, and also ran for office in Rhode Island
> (bio attached and webpage below).
>
> I was wondering if the Parr Center for Ethics would have any interest
> in cosponsoring and making a contribution to this event?
>
> Thanks for your consideration -
> Donna
>
> http://www.brown.edu/Departments/Political_Science/people/facultypage.php?id=10066
>
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, June 15, 2007 4:36 PM
To: Lance Westerlund <westy@email.unc.edu>
Subject: Re: Events

I just agreed to "co-sponsor" Jennifer Lawless with the Carolina Women's Center on Oct 25th. I told her for now no $$ but publicity, so that would be staff time.
The rest you have.
I just got an email from Adventures in Ideas to co-sponsor with them again. I haven't responded yet.

Jan

Lance Westerlund wrote:
> Hi Jan,
>
> I'm starting work on the proposed budget for the coming year and I
> would like to add all possible events, including those that have not
> yet progressed beyond the idea stage. Please reply with anything I
> have missed. Here is what I have so far:
>
> Fellows Luncheon
> Disability Workshop/Seminar
> Ethical Decision Making course
> Ethics Bowl
> Capital Punishment event
> Torture event (Tom Hill)
> Freedom House Scholars (Kristen Bell)
>
> Thanks,
> Lance
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, June 15, 2007 9:06 PM
To: Laurel Goldstein <laurel.goldstein@gmail.com>
Subject: Re: syllabus

Hi Laurel,
Great syllabus. Really good readings. Don't be surprised if you don't get through all the articles, especially if students seem to be really into the discussion.
You can give a take home exam/paper. But it is easier to give a final exam.

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
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Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Laurel Goldstein wrote:
> hi jan,
> here is the syllabus i am thinking of doing for my class.
> sorry for getting it to you so late.
> is it ok? do i have to give a final exam?
> thanks,
> laurel

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, June 18, 2007 5:51 PM
To: Beth Bridger <bridgerb@uncaa.unc.edu>
Subject: Re: Thursday

Hi Beth,
Sounds good. See you at 1:45 to be ready at 2. I'll cover those very thing you want. Are all these guys in summer school as well?

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
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FAX: 919-843-3929

Beth Bridger wrote:
> Dr. Boxill--
>
> I just wanted to check in with you about Thursday. If you could come
> at 2, that would be great. The guys will be here at 145 and we will
> get them all settled in and ready to go for you at 2. I would say 30
> minutes or less would be the time we would like you to present.
>
> So you know, our kind of theme/emphasis this year with the guys is not
> compromising who you are as a person, but understanding the different
> situations and environments you are stepping into and acting
> accordingly.
>
> With that in mind, if you could cover:
> professor observations and general comments on athletes in class
> professor expectations for class, turning in assignments, test taking,
> policies on cheating
> General do's and don'ts of the classroom
> How to talk to professors/what to ask in office hours (ie how to help
> grades, not have professors change grades)
>
> Anything else you can relate to this topic!
>
> Thank you so much for helping us with this!
> See you Thursday at 2.
>
>
>
>
> *BETH
> *
> Beth Bridger
> Learning Specialist, Football
> UNC-Chapel Hill
> (w) 919-843-5669
> (c) 919-619-8809
> bridgerb@uncaa.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, June 18, 2007 6:03 PM
To: Beth Bridger <bridgerb@uncaa.unc.edu>
Subject: Re: Thursday

Great, thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
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Phone: 919-962-3317
FAX: 919-843-3929

Beth Bridger wrote:
> Yes, they are all the new freshmen and they are taking classes ranging
> from engl 100 to psyc 101 to afri 101 to math 110 to educ 441.
>
> *BETH
> *
> Beth Bridger
> Learning Specialist, Football
> UNC-Chapel Hill
> (w) 919-843-5669
> (c) 919-619-8809
> bridgerb@uncaa.unc.edu
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, June 19, 2007 11:56 AM
To: Lance Westerlund <westy@email.unc.edu>
Cc: Carlo Robustelli <carlo@unc.edu>
Subject: Re: Online registration

Lance,
This sounds good, but I am a little concerned about waiting much longer to get out the invitations and notices to schools. Perhaps we could send out the invitations and let people know that we are working on the registration details. What do you think?

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
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Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Lance Westerlund wrote:
> Hi folks,
>
> Regarding the online registration and payment options, currently, a
> company called ABC Signup (www.ABCSignup.com) is being used by Sue
> Butler at BHRP and John Anderson in the School of Social Work. They
> are cheaper than regoline, charging $3-3.50/per registrant. There is
> also a one-time $200 set up fee. Although we would avoid the 4 weeks
> it would take to get approval from the Controllers office, it will
> take one week for ABC Signup to set up in addition to filling out
> paperwork and meeting with the CERTIFI committee (*C*ompliant
> *E*lectronic *R*eceipt *T*ransactions through* I*nnovation and*
> F*inancial *I*ntegrity) here at UNC. This may be worth considering
> for future use with Parr Center and Philosophy Department events.
>
> Thanks,
> Lance
>
>
> Thanks,
> Lance
> --
> Lance Westerlund
> Office Assistant
> Parr Center for Ethics
> Department of Philosophy
> University of North Carolina at Chapel Hill
> CB #3125
> Chapel Hill, NC 27599-3125
> USA
>
> Phone: (919) 843-5641
> email: lancew@unc.edu
> http://parrcenter.unc.edu/about/westerlund.html

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, June 19, 2007 7:21 PM
To: Brodey, Inger S <brodey@email.unc.edu>
Subject: Re: Teaching Awards Committee

WONDERFUL!!! Debbie Stevenson will be in contact with you regarding all future meetings.
Thanks again, I look forward to working with you.

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
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Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Inger S. B. Brodey wrote:
> Hi Jan:
> I would be happy to help.
> Greetings from Inger
>
> -----Original Message-----
> From: Jan Boxill [mailto:jmboxill@email.unc.edu]
> Sent: Monday, May 28, 2007 9:35 AM
> To: brodey@email.unc.edu
> Subject: Teaching Awards Committee
>
>
> Dear Inger,
> I hope your summer is going well.
> In recognition of your 2006 Teaching Award and as Chair of the 2008
> Teaching Awards Committee, I would like to invite you to serve on the
> committee to select the 2008 Tanner Awards for Excellence in
> Undergraduate Teaching. Our initial meeting will take place on Monday,
> August 27th from 11:30-1, location TBA.
>
> Thank you for your consideration, and I hope you will accept my invitation.
>
> Regards,
> Jan Boxill
> Chair, 2008 Teaching Awards Committee
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, June 19, 2007 7:41 PM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Teaching Awards

Hi Debbie,
Inger Brodey will serve on Faculty Tanner Awards Committee.

Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, June 19, 2007 11:48 PM
To: Diane Lupton <dflupton@email.unc.edu>
Subject: [Fwd: SSI Faculty Grade Roll Letter]
Attach: SSI Faculty Grade Roll Letter.msg

Not sure if you got this, but thought I'd forward it anyway.
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
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Phone: 919-962-3317
FAX: 919-843-3929

From: Decosta, Senora R <senora@unc.edu>

Sent: Monday, June 18, 2007 1:55 PM

To: Alexandra Thomas <alexthom@email.unc.edu>; Amanda Brooks <amandalb@email.unc.edu>; Andi Morgan <file@email.unc.edu>; Warren, Angeline <awarren@email.unc.edu>; Rainey, Arlene <arlene_rainey@unc.edu>; McCullen, Ashley D <amcculle@email.unc.edu>; Riefkohl Muniz, Beatriz S <riefkohl@email.unc.edu>; Sauer, Beth H <bhsauer@email.unc.edu>; Futrell, Betty S <bfutrell@email.unc.edu>; Carolyn Fahey <cfahey@med.unc.edu>; Newman, Carolyn <cnewman@email.unc.edu>; Turner, Carolyn L <turnerc@email.unc.edu>; Rogers, Charlotte H <crogers@email.unc.edu>; Winston, Mary C <cwinston@physics.unc.edu>; Daniel Pellathy <pellathy@email.unc.edu>; Deborah Davis <Deborah_Davis@unc.edu>; Denise Kent <dkent@unc.edu>; Diane Harris <diane_harris@med.unc.edu>; Hill, Diane T <dhill@email.unc.edu>; Flannery, Dixie <dixie_flannery@med.unc.edu>; Rozan, Ellen <erozan@email.unc.edu>; Fholer, Marie A <fholer@email.unc.edu>; Taylor, Geraldine <gtaylor@email.unc.edu>; Williams, Gina <gina_werner@med.unc.edu>; Glenda Thompson <glenda@email.unc.edu>; Gucki Obler <hobler@email.unc.edu>; Diana, Ina Bobrow <ina_diana@med.unc.edu>; Gorman, Jacquelene W <jackie@unc.edu>; Ward, Janet M <jkerr@email.unc.edu>; Warfford, Janice C <janice_warfford@med.unc.edu>; Carter, Janis C <carter1@email.unc.edu>; Clemmons, Jason <jclem@email.unc.edu>; Jerry M. Spiller <jmspille@email.unc.edu>; Jessica Russell <Jessica_Russell@unc.edu>; Boxill, Jeanette M <JMBOXILL@email.unc.edu>; Lee, Joanne O. <Joanne_Lee@unc.edu>; Weiler, Jonathan D <jweiler@email.unc.edu>; Sardi, Karen L <ksardi@email.unc.edu>; Thompson, Karen <kthomps1@email.unc.edu>; Moore, Katherine A <mooreka@email.unc.edu>; Lanakila Michaels <lanakila_michaels@unc.edu>; Bailey, Lara J <ljbailey@email.unc.edu>; Lennis Carrier <lcarrier@email.unc.edu>; Van Meter, Leslie S <lvanmeter@unc.edu>; Fulenwider, C. Lindsay <lindsay@email.unc.edu>; Blalock, Lori N. <lori_blalock@med.unc.edu>; Harris, Lori <leharris@email.unc.edu>; Marcia Mock <marcia_mock@unc.edu>; Mark Walvoord <walvoord@unc.edu>; Hinrichs, Mary L <mhinrich@email.unc.edu>; Hobgood, Melissa C <mhobgood@bios.unc.edu>; Kelly, Miranda S <miranda@unc.edu>; Myra Quick <quick@email.unc.edu>; Salaam, Nadera <nadera@email.unc.edu>; McKinney, Nancy D <ndmckinney@unc.edu>; Phillips, Nell K <nphillip@email.unc.edu>; Tharp, Pam <pstharp@email.unc.edu>; Patricia M. Maroney <pmaroney@email.unc.edu>; Poteat, Phyllis B <pbpoteat@email.unc.edu>; Rebecca Teer <rebeccat@email.unc.edu>; cas_sallie.con <sallie@physics.unc.edu>; McIver, Samelia <mciver@email.unc.edu>; Shaw, Seletha L <seletha_shaw@med.unc.edu>; Davis, Sharon E <sedavis@email.unc.edu>; Jones, Sharon Horton <shjones@email.unc.edu>; Sharon Pickard <pickard@iogmail.iog.unc.edu>; Sessoms, Sharon R <srsessom@email.unc.edu>; Melton, Sheena J <smelton@email.unc.edu>; Sherry Rhodes <sherry_rhodes@unc.edu>; Sue Forrest <sforrest@email.unc.edu>; Soltis, Susan L <soltis@email.unc.edu>; Cheek, Suphronia M-j <sjcheek@email.unc.edu>; Williams, Terita <terita_williams@med.unc.edu>; Barker, Terry C <terry_barker@dentistry.unc.edu>; Test Message <karr@att.net>; tjohnson@bme.unc.edu; Gore, Travis <stgore@email.unc.edu>; Robinson, Tricia M. <tmrobins@email.unc.edu>; Bernhardt, Valerie M <valerieb@email.unc.edu>; Victoria Dowd <dowd@email.unc.edu>; Walker, Victoria Ward <vwwalker@email.unc.edu>; Berg, Vilma Gabriele <vberg@email.unc.edu>; Wallace, Wanda L. <allace@email.unc.edu>; Fletcher, W Miles <wmfletch@email.unc.edu>; Yvette Thompson <vette4@email.unc.edu>

Subject: SSI Faculty Grade Roll Letter

Attach: 1SS073grdrollmemo.doc

All,

Some of you requested this for SSI. -- Senora

--
****
Senora DeCosta
Assistant University Registrar
University of North Carolina at Chapel Hill
CB# 2100, 105 Hanes Hall
Chapel Hill, NC 27599-2100
Phone: 919 962-9859
Fax: 919 962-3349
E-mail: senora@unc.edu
****

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF THE
UNIVERSITY REGISTRAR

104 HANES HALL
CAMPUS BOX 2100
CHAPEL HILL, NC 27599-2100

T 919.962.8291
F 919.962.3349
http://regweb.unc.edu

MEMORANDUM

TO: All Teaching Faculty

FROM: Senora DeCosta, Assistant University Registrar

DATE: June 18, 2007

RE: First Summer Session Grades

Enclosed are the Official Class Rolls and Grade Reports for First Summer Session 2007. These reports are due at the Office of the University Registrar, 105 Hanes Hall, no later than 72 hours after the scheduled time of the final examination. (See due dates below)

Compliance with the 72 hour deadline is important as it enables us to reliably determine academic eligibility information to report to school Deans. This enables them to assess whether or not a student may continue enrollment for the next term.

To facilitate the timely receipt and entering of grades, please follow these guidelines for returning Official Class Rolls and Grade Reports to the Office of the University Registrar:

- Exams scheduled on Monday, June 18 are due by 5:00 PM on Thursday, June 21
  Exams scheduled on Tuesday, June 19 are ***due by 4:00 PM*** on Friday, June 22

  Courses that do not have final examinations are due by 5:00 PM on Thursday, June 21

- When the Office of the University Registrar is closed, you may deposit your grade roll(s) in the GRADE ROLL DROP BOX located in the panel next to the west-facing (handicapped-access) door of Hanes Hall. This is the end of the building closest to Carroll Hall.

- The Report For Assignment Of Temporary Grade Of AB Or IN To Undergraduates can be found on-line at:
  http://regweb.unc.edu/resources/ab_report_form.pdf.

- Use only black or dark blue ink when completing and signing grade rolls. Adherence to this request is imperative, as pencil markings and other colors of ink do not duplicate very clearly. We must be able to microfilm our grade rolls for permanent storage and reference.

- Every registered student **must** have an appropriate grade designation (no blanks). If a student did not show up for the final examination or has not been attending classes, a grade of "AB" or "FA" must be assigned. Do not line through the name of a student you believe is not registered for your class. Assign that student an "AB" grade. This is the only action that will be recognized by our office. Nor should you write in the name of a student that you believe to be registered for your class. Appropriate actions will be taken when our office receives the official form governing the situation. **Only a Post-Semester Registration/Drop/Add Form can remove or add a student to a course after the Official Roll & Grade Reports have been generated for the semester.**

- Even if you know an undergraduate student has elected to take your course under the PS/D+/D/F option, you must assign the regular appropriate letter grade for their performance. The computerized grade table will convert grades of "C-" or better to "PS".

Refer to Registrar Procedures Memorandum (RPM) No. 24, for university grading policies and grade definitions at (http://regweb.unc.edu/resources/rpm24.php). Listed below are some tips and definitions to help you determine the appropriate grades to assign.

- All courses numbered 99 and below should use the undergraduate grading system, i.e., A, A-, B+, .., D, F.

- Grades assigned in courses numbered 100 through 199 depend upon the individual student classification. Students with undergraduate classifications should be assigned grades using the undergraduate grading system. **Please do not use + and – for any graduate student grade. Pluses (+) and minuses (-) are not valid for H, P, L grades. This consumes an extraordinary amount of time for our staff to mark through every incorrect + or – on the grade roll, before it can be sent to data entry. If you are assigning a graduate grade and would like to make note on the grade roll of a plus (+) or minus (-) associated with the grade, use the "Remarks" column.** Please use the following classification tables to help you determine the appropriate assignment of grades.

Undergraduate Classifications:

FR	Freshman
SO	Sophomore
JR	Junior
SR	Senior
FYR	Fifth Year (Pharmacy)
SPU	Special Undergraduate Non-degree
II	Inter-Institutional
SDS	Special Degree Seeking and Off-Campus Nursing Program
FX	Foreign Exchange

Graduate & Professional Classifications:

GD	Grad Doctoral
GM	Grad Masters
GPM	Grad Post Masters
GMD	Grad Masters then Doctoral
GPD	Grad Post Doctoral
SPG	Special Graduate Non-degree
1st	First Year MBA or Professional
2nd	Second Year MBA or Professional
3rd	Third Year Professional
4th	Fourth Year Professional
II	Inter-Institutional
FX	Foreign Exchange
SPP	Professional Non-degree
SDS	Currently used for Off-Campus Professional Pharmacy Program

Note: The classifications that start with "SP" (SPU, SPG, SPP) are used for non-degree students. Classifications that start with "G" (GD, GM, GMD, GPM, GPD) are graduate classifications. Classifications II and FX can be used for undergraduate or graduate students. Also, Continuing Studies post baccalaureate students (CS, SPG) are allowed to choose either the undergraduate or graduate grading system in courses numbered 100 through 199 for grade assignments. The student is supposed to inform the instructor at the beginning of classes as to their choice of grading system.

- The "FA" grade is assigned when an undergraduate student did not attend the final examination, and could not pass the course regardless of performance on the exam. This would be appropriate for an undergraduate student that never attended the course or has excessive absences in the course, as well as missing the exam.

- The "AB" grade is assigned when the student did not attend the final examination, and there is the possibility that the student could pass the course if the exam was taken. The "AB" is computed as an "F" grade in an undergraduate student's GPA. For undergraduate students, an "AB" grade is changed automatically to an "F*" if the grade is not cleared by the end of the next regular semester. For graduate students, an "AB" will revert to an "F*" (administratively assigned grade) if the grade is not cleared within one year from the original examination.

- The "IN" grade is assigned when the student took the final examination but did not complete some other course requirement. The student could pass the course if the assignment was completed. The "IN" is computed as an "F" grade in an undergraduate student's GPA. For undergraduate students, an "IN" is changed automatically to an "F*" if the grade is not cleared by eight weeks into the next regular semester. For graduate students, an "IN" will revert to an "F*" (administratively assigned grade) if the grade is not cleared within one year from the original examination.

- The "SP" grade is assigned for undergraduate students participating in the first course(s) of an approved departmental Undergraduate Honors Program. The Honors Program usually runs for the duration of at least two semesters (Junior and/or Senior Honors/Research). A final permanent grade is not assigned until completion of the second and/or final course. When the final permanent grade is assigned for an Honors Program, any previously assigned grade(s) of "SP" must be changed to the appropriate permanent letter grade by an Official Grade Change Form.

  Note: "IN" and "AB" are temporary grades that can be reported on the Official Class Roll and Grade Report or on an Official Grade Change Form. Instructors can change temporary grades to permanent grades by completing the Official Grade Change Form within the specified deadlines. Once a grade has been changed to an "F*", a dean's signature is also required on the Official Grade Change Form.

For any questions about this material, you may contact me at senora@unc.edu or 962-0495. Thank you.

cc: All OUR Staff

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, June 20, 2007 8:07 PM
To: Williams-Johnson, Tracey D <twilliams@uncaa.unc.edu>
Subject: Schedules

Hi Tracey,
Indeed, we changed their schedules. Here it is -- finally--I hope!!!
AFAM 101 9:45 Gardner 105
COMM 113 11:30 Murphey 111

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, June 21, 2007 12:26 AM
To: Landstrom, Susan B <susan_landstrom@unc.edu>
Subject: Re: Fall Humanities Program Seminar

Hi Susan,
Thanks for your email.I thought I had responded, with a quick response that I would get back with you asap. But obviously I didn't! I have been overwhelmed this summer [I thought summer was supposed to be relaxing]. I have been teaching and my daughter gave birth to our first grandchild!--a boy. Both she and the baby had complications, so that was stressful. Both are doing quite well now though. And to make matters even more stressful, Carlo is leaving us to take a position as the Assistant to the Mayor of Chapel Hill. It's a great opportunity for him, but it sure makes things difficult for the Center. His last day is Thursday the 21st.

So in response to your email: Interestingly the Parr Center is putting together a panel discussion on The Ethics of Capital Punishment: A Careful Reflection on whether to retain, reform, or abolish the practice, likely Sept 25th or October 2nd. This too is in conjunction with the freshmen reading book, The Death of Innocence. Our plan is to have all sides represented, but I am finding similar difficulties -- the pro side! One person who may be very helpful is Professor Isaac Una in political science.[He worked on a research project with Boger] I'm not sure I would be the best person, and I also have a basketball on November 9th. But let me think a bit more, and I can ask out program committee for suggestions, as we talked about the practical issues, but are not going to focus on this, as ours is only a one time 2-hour panel. Our panel is mainly for UNC students, whereas yours is a bit different. Another person who may be helpful is Donna Lefebvre in poli sci as well.

With regard to providing support Adventures in Ideas program, right now we don't know what kind of money we will have. So I can't commit any money at all. What we can do is provide publicity, and provide for support for any of our fellows who want to attend. I would like to provide more, but can't do anything until we find out our budget--which won't be until late July.

Hope things are going well for you. Next week I'll have a little down time so should have some time to talk on the phone with you.

Jan

Jan Boxill, Ph.D.
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Chapel Hill, NC 27599-3125
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Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, June 22, 2007 10:31 PM
To: Lance Westerlund <westy@email.unc.edu>
Subject: Re: APA award letter
Attach: APA Prize June 2007 (Lance).doc

Lance
Thanks, I will contact Donna to see if she can write a letter or at
least give us a quote. I made one grammatical change.

Jan

Jan Boxill, Ph.D.
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FAX: 919-843-3929

Lance Westerlund wrote:
> Hi Jan,
>
> Here's a final draft of our nomination letter for the APA award, for
> you review and critique. I do feel that the letter will be
> substantially improved with a quote from Donna LeFebvre if we are able
> to obtain that in time.
>
> Thanks,
> Lance
>

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THE UNIVERSITY
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DEPARTMENT OF PHILOSOPHY

CAMPUS BOX #3125 T 919.962.7291
CALDWELL HALL F 919.843.3929
CHAPEL HILL, NC 27599-3125 philosophy.unc.edu

June 20, 2007

Ms. Katina Saunders
American Philosophical Association
31 Amstel Avenue
University of Delaware
Newark, DE 19716-4797

Dear Ms. Saunders:

It is with a great deal of pleasure that I nominate the Parr Center for Ethics' Ethics in the Professions Series for the American Philosophical Association and the Philosophy Documentation Center Prize for Excellence and Innovation in Philosophy Programs. By bringing academic and theoretical work in ethics to bear on practical ethical issues, developing the ethical sophistication of students, and providing a public forum for discussion and debate on important ethical issues affecting the University and the community, the Ethics in the Professions Series satisfies the criteria of excellence and innovation required to be nominated for the APA/PDC Prize and also meets the mission that the Parr Center has set for itself.

The Ethics in the Professions Series brings judicious attention to ethical issues as they arise in professional life. Through lectures, seminars and workshops, the Series gathers together professionals in the field with faculty, graduate students and undergraduates to explore ethical challenges in their professions and develop the critical framework they need to think meaningfully about these issues. Thus the scope of the Series possesses no inherent limits, yet the Series' events are constructed as specific to the professions as necessary for the intended audience. The areas covered in the Series so far include economics, business, law, medicine, sports, public policy, political science, psychology, biology, public health, geology, social work, philosophy, African and Afro-American studies, and women's studies.

The Ethics in the Professions Series tailors the event to the profession and invites experts in the field who are aware of the practical ethical issues embedded in their profession. The material presented is rich, brought to life in discussion, and, according to Professor Terry Price, Visiting Fellow at the Center, "moral discussion [is] accessible and inclusive." How the Center is able to bridge the diverse interests and inquiries of it's audience is exemplified by the Ethics in the Professions Series events related to Dr. Joel Bakan's appearance in Chapel Hill to discuss his book and film, *The Corporation: The Pathological Pursuit of Profit and Power.* Dr. Bakan argued that without appropriate restrictions, corporations, in virtue of their structure, function as powerful but essentially non-moral individuals, capable of causing great harm. A free screening of the film was shown and Dr. Bakan presented a free public lecture. Dr. Bakan's book and film

then took center stage in a very different setting, when a panel of distinguished UNC professors from different academic departments came together for an evening of provocative dialogue on the many issues raised by *The Corporation*.

Professor Ralph T. Byrns, Moderator for the Bakan event, says that the Ethics in the Professions Series is "exceptional...valuable because sequential presentations reflect elaborations of a coherent theme, and not merely a hodgepodge of unrelated topics."

The Ethics in the Professions Series is able to cover territory, broad in scope, with great success because it takes an informed but pragmatic approach to each profession's ethical issues. Professor of Pediatrics Neonatal-Perinatal Medicine Karen R. Metzguer participated in a workshop on Respect for Patient Autonomy. She highly praises the Series, calling it "excellent," and explains that the Series is innovative because "it bridges disciplines by exposing commonalities in ethical challenges faced by actual professionals in the field." Her opinion is seconded by Lissa L. Broome, Wachovia Professor of Banking Law, who views the Series as having created a "successful formula in appealing to the interests of all professions in ethical issues and drawing connections among the professions through the study of ethics."

A major accomplishment of the Ethics in the Professions Series is the cementing of an international connection between the UNC School of Law and the International Criminal Court (ICC). A Parr Center for Ethics research grant provided to UNC Political Science Professor, Donna LeFebvre, addressing genocide and crimes against humanity, resulted in a visit to UNC campus by the International Criminal Court Deputy Prosecutor Fatou Bensouda, who addressed students, faculty and the community on the role of the ICC and the responsibilities of the international community in combating genocide. In addition to a free public lecture, the number of Ethics in Profession Series events surrounding Deputy Prosecutor Bensouda's visit included a workshop with the UNC-Chapel Hill International Law Organization, two classroom lectures and informal meetings with faculty and students at the UNC School of Law. As a result, two Law School faculty members visited the Court this summer and plans are under way to develop an exchange program, allowing UNC law students to have hands-on experience with the Court.

The Ethics in the Professions Series maintains a focus on introducing ethics to audiences not previously acquainted with philosophical work, on and off the UNC campus. Professor Jan Boxill, the Director of the Center, initiated this innovation through lectures she gave on Ethical Decision Making to participants of the Chapel Hill-Carrboro Chamber of Commerce's Leadership program. Staff at UNC will be introduced for the first time to Ethical Decision Making when Professor Boxill teaches a course on the subject through the Staff Training and Development Program in the fall of 2007.

In summary, the Parr Center for Ethics' Ethics in the Professions Series meticulously addresses the palpable need for fruitful discussion and exploration of ethical issues by building bridges between the academic study of ethics theory and the pragmatic application of ethics by professionals in the field and the community at large.

Sincerely,

Thomas E. Hill, Jr.

Kenan Professor of Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, June 22, 2007 10:34 PM
To: LeFebvre, Donna H. <lefebvre@unc.edu>
Subject: Parr Help
Attach: APA Prize June 2007 (Lance).doc

Hi Donna,
If you can we would still like you to write a letter in support of the APA nomination for the Ethics in the Professions Series of the Parr Center. I am attaching our nomination letter. What I would like if you can do it for us by Monday or Tuesday, a letter. We can take quotes from it. You can see where a quote from you would be very helpful in the Bensouda discussion.

Thanks so much,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
University of North Carolina
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Email: jmboxill@email.unc.edu
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June 20, 2007

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Sincerely,

Thomas E. Hill, Jr.

Kenan Professor of Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, June 25, 2007 9:37 AM
To: Lowman, Joe <jclowman@email.unc.edu>
Subject: Re: Teaching Awards Committee

WONDERFUL Thank you so much. Have a great experience in Botswana.
Debbie Stevenson will be in contact with you regarding future meetings.

Thanks again; see you in August.

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

jclowman@email.unc.edu wrote:
> Dear Jan,
>
> Sorry to be so long in responding but I'm in Botswana directing a
> Burch Seminar and just saw your message. Yes, I'd be delighted to
> serve on the committee this year. Count me in.
>
> Joe
>
> Quoting Jan Boxill <jmboxill@email.unc.edu>:
>
>> Dear Joe,
>> I hope you are enjoying your summer. As Chair of the Teaching Awards
>> Committee, and as you were a past recipient, I would like to invite
>> you to serve on the Committee for the Board of Governors' Award for
>> Excellence in Teaching. Our first meeting will be Monday, August
>> 27th from 11:30-1, location TBA.
>>
>> Thank you for your consideration, and I hope you will accept my
>> invitation.
>>
>> Regards,
>> Jan
>>
>> --
>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer and Associate Chair
>> Department of Philosophy
>> Email: jmboxill@email.unc.edu
>> Website:parrcenter.unc.edu
>> Phone: 919-962-3317
>> FAX: 919-843-3929
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>>
>>
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, June 25, 2007 9:39 AM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Teaching Awards

Hi Debbie,
Joe Lowman from Psychology has agreed to serve on the Committee for the Board of Governors' Award for Excellence in Teaching.
The only one I am waiting on is Unks, who I presume is still in London.

Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, June 25, 2007 12:33 PM
To: Dean Walsh <dwalsh@cn.edu>
Subject: Re: academic lecture
Attach: Time Management.doc; AAA brochure.doc; SQ5R.doc; AAA-WB.ppt

---

Hi Dean,
I thought I responded to this, but since it is still in my "inbox" I don't think I did. I always enjoy doing these presentations at basketball camps. Attached is the information. I've also included the entire powerpoint.

Thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Dean Walsh wrote:
>
> Dr. Boxill I enjoyed your presentation to the students at Sylviaâ€™s
> camp. You mentioned that we could get a copy of your notes and what
> was on the board of your presentation. You asked that we email you for
> the info. My address is below and I appreciate your time. I will see
> you at the next camp.
>
> Dean Walsh
>
> Head Coach Women's Basketball
>
> Carson-Newman College
>
> 2130 S. Branner Ave.
>
> Box 72009
>
> Jefferson City, TN 37760
>
> Office - (865) 471-3511
>
> E-mail - dwalsh@cn.edu
>

TIME MANAGEMENT
Dr. Jan Boxill

THE SECRET TO EFFECTIVE TIME MANAGEMENT IS DECIDING HOW TO COMMIT TIME TO TASKS WHICH WE DO NOT NECESSARILY ENJOY AND WHICH COMPETE AGAINST THOSE WE DO ENJOY!!

GOOD TIME MANAGEMENT MEANS DEFINING PRIORITIES AND SCHEDULING ACTIVITIES. MAKE TIME YOUR FRIEND NOT YOUR ENEMY!

EVERYTHING YOU DO TO BE SUCCESSFUL IN YOUR SPORT CAN BE APPLIED TO SUCCESS IN THE CLASSROOM AS WELL.

RULES FOR EFFECTIVE TIME MANAGEMENT:

1. **DON'T CREATE IMPOSSIBLE SITUATIONS.**
   Be realistic about school. For most classes, plan to study 2 hours for every 1 hour in class.
2. **DEFINE PRIORITIES**
   All time management begins with planning. Use lists to set priorities, plan activities and measure progress. Create a **weekly calendar** listing your courses, work, study time, recreation, meals, etc.

   Plan to study first priority classes when you work best. Keep your schedule handy and refer to it often. If it doesn't work, change it.

   Have a daily **"To Do"** list. Write down all the things that you want to do for the day, homework due, tests, shopping, etc. This is your reminder list, and keeps your mind uncluttered. Rewrite this list each morning.

   Have a **Goals** List. This can be a monthly or long term list. Put down your goals, what you want to accomplish over the next month, or year. The purpose of this list is to develop long-term goals and to free your mind to concentrate on today.

3. **AVOID DISTRACTIONS AND LACK OF FOCUS: BIGGEST TIME WASTERS**:

   PROCRASTINATION: Putting off important jobs.
   CRISIS MANAGEMENT: Being overwhelmed by the current crisis. No time for routine matters.
   SWITCHING AND FLOUNDERING: Lack of concentration and focus on one job.
   TELEVISION, TELEPHONES, EMAIL, FRIENDS: These are all ways of avoiding work.
   BOREDOM, STRESS: Boredom, stress, guilt, anger and frustration reduce concentration. Don't choose to be bored; it IS a choice!
   SICKNESS: Getting sick and blowing off your schedule

4. **TIME SAVERS:**
   GO TO CLASS and sit in the front and pay attention!
   Don't watch lectures as you watch TV; be active; ask questions; don't read the DTH.
   Take notes; 95% of exams come from class notes.
   SEE YOU PROFESSORS/INSTRUCTORS
   THINK POSITIVE, ACT POSITIVE, AND BE POSITIVE.
   You can find a million reasons to dislike class, instructor, tutoring, study hall, or even FASP sessions. Don't waste your time finding problems. Use your time to find why it might be interesting or how it can help.

In all these cases, the first step is to recognize the problem and resolve to improve. Use priority lists to focus attention. Try positive self-talk. To avoid distractions, find a quiet place to study. Screen your telephone calls with an answering machine. Stay off email till work is done. And remember:

MAKE TIME YOUR FRIEND, NOT YOUR ENEMY!!

APTITUDE + ATTITUDE DETERMINES YOUR ALTITUDE

ALL OF US HAVE GOALS OR AIMS IN LIFE. SOME OF THEM ARE SHORT TERM, OTHERS ARE LONG TERM. SOME OF US WANT TO BE DOCTORS, LAWYERS, TEACHERS, PROFESSIONAL BASKETBALL PLAYERS, MOTHERS, ETC. WHAT DO YOU WANT TO BE? WHERE WOULD YOU LIKE TO SEE YOURSELF IN TEN YEARS, FIVE, OR TWO YEARS? TO REACH THESE GOALS YOU MUST HAVE AND DO CERTAIN THINGS. FIRST YOU MUST MAKE A **COMMITMENT**. THEN YOU MUST HAVE AND DEVELOP TWO THINGS: **APTITUDE**, AND A GOOD **ATTITUDE**. WHAT DOES THIS MEAN?

APTITUDE	ATTITUDE	ALTITUDE
EDUCATIONAL SKILLS READING WRITING	BEHAVIOR TOWARD PARENTS/TEACHERS TEAM/CLASSMATES	GOALS IN LIFE WHAT DO YOU WANT TO BE OR ACHIEVE?
YOUR ABILITIES ATHLETIC,MUSIC, ART WRITING, STORYTELLING	LANGUAGE YOU USE NAMES YOU USE HOW YOU WORK WITH OTHERS	CAREER CHOICE SUCCESS IN LIFE

In order for you to reach your goals you must have some abilities. We all have them! If you want to be a basketball player, you must have some physical ability. But more importantly, you must be ready to learn and work. Even with all the ability, you need an **EDUCATION**. So while in school, make the most of what is offered to you. It is up to you to take control of your own education. No one can do that for you. Three things you must do to get an education and develop your abilities:

I. READ:

Read more than what is given in class and when you can **READ ALOUD**. Turn OFF the TV some nights and just read. Read about your favorite person or sport. Biographies are very interesting as well as informative. But it doesn't matter what you read; it is important **that** you read. Use your library to get the appropriate books. One of the very best things to read that will improve your reading and your knowledge is the front page of any major newspaper. This will help a great deal in preparing you for the SAT or ACT exams. Reading helps increase your vocabulary and grammar.

2. WRITE

Keep a diary or write a letter to a friend, a pen pal, or to one of the players at a school. Writing is improved by writing. Writing helps develop English grammar skills. The more you write, the better you write. Write about what you did this summer, or plan to do for a vacation, or about school. Write about what career you might like to choose. Read about it and write about it. It will make it more real to you. Have your teacher, parents, or friends read your work.

3. GO TO SCHOOL AND STAY IN SCHOOL

Don't skip school to stay at home and watch television or play. No matter how good you are in sports, without the education you will not get very far. Your goal can only be achieved by staying in school. While in school actively participate in class. Education, like playing basketball, is an active endeavor. Nothing comes from mere passive attendance. It is a choice to be active or be bored! Just like you prepare for a game, you prepare for exams—not just the night before, but for continuous weeks. Everything you do in basketball can be translated into your academics. Your natural talents will provide you with a base; your education develops them.

II. ATTITUDE

Attitude is just as important as aptitude, perhaps even more important. No matter how good you are, no matter how much natural talent you have, no matter how educated you are, if you behave in a way that no one wants to be around you, you will not be able to achieve what you want. What does that mean? Basically it means to **RESPEC**T yourself **and** the people around you, no matter how different they are from you. We are all different. Our differences are either natural or chosen; we often do things to make ourselves different. But in being different we all have one overriding desire, the desire to be respected for who we are and for the choices we make. **RESPEC**T is a must if we are to live and work together. That means to respect your parents, your teachers, your classmates, your teammates, workers at your school or at shops you frequent. If you want people to treat you right and respect you, you must also treat them right and respect them. Whether you think someone respects herself or not, you have to duty to respect her. You have no control over another's behavior, but ***you and only you*** have control over your own behavior.

One important aspect of attitude is your use of language. Do not use bad language or use derogatory names. Using bad language or name-calling tells others that you don't care about yourself or about others. It makes you look bad. In fact it makes you look worse than the person you are treating badly. It tells people that you don't like yourself very much, nor respect yourself.

Another important aspect of attitude is behavior. Bad behavior stands in the way of success. A bad attitude is a sure way to fail. It makes people not want to be around you. So if you want to play basketball, or be a teacher, or have relationships, it will be impossible for you to succeed if you display you attitude by bad behavior.

So begin today to think about how you treat your parents, your teachers, your classmates, your teammates, yourself, and others. Each day try to improve and think about them as you want them to think about you. That is what the "Golden Rule" is all about:

DO UNTO OTHERS AS YOU WOULD HAVE THEM DO UNTO YOU!

III. ALTITUDE

Your altitude is up to you. Put together a good attitude and develop you aptitude through education, and you can achieve just about anything you want. Your altitude is "How High You Can Go." Where do you want to go? Wherever that is, it is up to you; it is in your control only. Go back to the diary--write down how far or where you want to go, what you want to be, then each day or so make some note about it. Read about it, talk about it, and write about it. Read about people you want to be like. Write about them. Talk to your parents, teachers, friends, and classmates about them. **ASK FOR HELP** from people around you. Use the resources that are available to you. Asking for help is not a sign of weakness; it is a sign of strength! But remember:

It is up to you. No one can achieve your goals for you; only **YOU** can. Take advantage of what is available to you including your parents, your teachers, your counselors, and others. **ASK and LISTEN!**

GOOD LUCK AND REMEMBER:

APTITUDE + ATTITUDE DETERMINES YOUR ALTITUDE

University of North Carolina email: jmboxill@email.unc.edu

READ WITH A PURPOSE WITH SQ5R

S: **S**urvey the entire chapter: Read the introduction; read each section heading, and read the summary conclusion and any questions at the end of the chapter.

Q: Make **Q**uestions of each of the section headings.

R: **R**ead each section by section with the purpose of answering the question posed by the section heading.

R: **R**ecord notes as you read to answer the question.

R: **R**ecite the answer to the question. If you cannot recite it then you should go back and re-read the section.

R: **R**eview your answers.

R: **R**eflect on the material. Try to teach it to someone!

Each section should take about 20 minutes. After you have completed each section, take a 2-3 minute reflection break before beginning the next. Remember you remember best the first 10 minutes of what you read and the last 10 minutes of what you read. By recording notes to answer the questions, you have anticipated most, if not all, the questions that can be asked on an exam, and you have great notes for review.

Good Luck, and enjoy reading with a PURPOSE!!

DREAMS TO REALITY!!

- HOW CAN YOU MAKE YOUR DREAMS BECOME YOUR REALITY?

How to Achieve Academic Success

Presented by

Dr. Jan Boxill

Women's Basketball Advisor

Professor of Philosophy

Radio Commentator for UNC Women's Basketball

Athletics & Academics

- **Everything you do in your sport can be translated to your academics.**
- **Use the same techniques for success in basketball to be successful in school!**

APTITUDE

+

ATTITUDE

DETERMINES

YOUR ALTITUDE

ALTITUDE

- HOW HIGH DO YOU WANT TO GO?

WHAT ARE YOUR GOALS?

- Teacher/Professor
- Astronaut
- Lawyer
- Doctor
- Professional athlete
- Journalist/Writer
- Politician
- Zoo Keeper

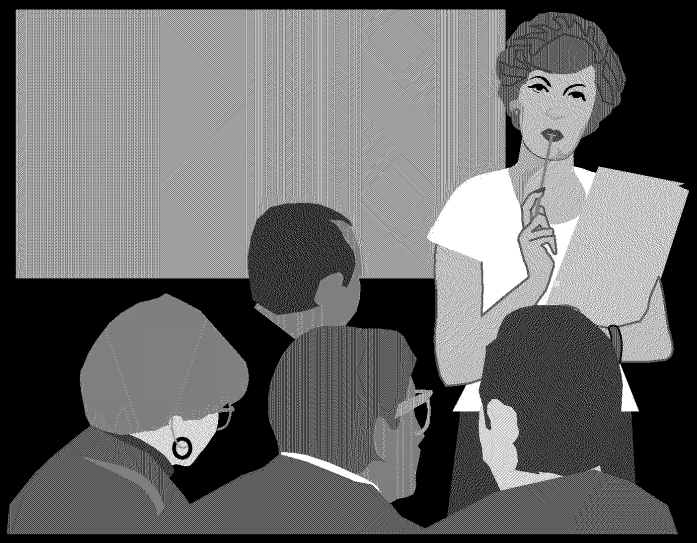

WHAT ARE YOUR GOALS?

- Get good grades
- Be a good teammate
- Shooting
- Dribbling
- Rebounding
- Leader

ACHIEVING YOUR GOALS

WHAT IS NECESSARY?
WHAT MUST YOU DO?
HOW TO GO ABOUT IT?

CHALLENGES

- Write down the top 2-3 things in your life that you have failed to fully achieve.
- Write down the top 2-3 things you successfully achieved.
- What is the difference?

LIFE A JOURNEY

- Life is a journey, so you need a map, a plan & a timetable.
- Where are you going?

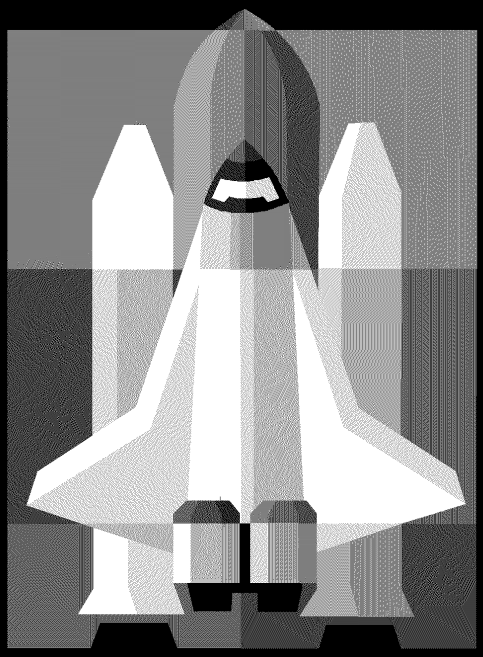

GOALS CREATE PURPOSE
PURPOSE GENERATES PLANS
PLANS PRODUCE ACTION
ACTION BUILDS HABITS
GOOD HABITS CREATE
SUCCESS

APTITUDE

- What are your aptitudes?
- Your abilities
- Your strengths
- Your talents

- DEVELOP THEM!

KNOWLEDGE IS POWER

- Knowing what
- Knowing how
- Knowing that
- Knowing others
- Knowing yourself!

In order to reach your goals, talents and abilities are important, but developing them is essential. Three things important:

READ
WRITE
STUDY EFFECTIVELY

READ

- It doesn't matter what you read, just read!
- Read about your goals
- One of the best things to read is a major newspaper--especially the front page!
- In reading for class, use SQ5R method
- READ ALOUD

SQ5R

- S: Survey the entire Chapter
- Q: Make questions of section headings
- R: Read a section (read section by section)
- R: wRite down key points to answer Qs.
- R: Recite the answers to the questions
- R: Review your answers
- R: Reflect on what you have read/answered

WRITE

- Writing is improved by writing!
- Writing is thinking!
- Keep a diary or a journal.
- Write letters describing events in your life!
- Tips for paper writing:
  - Appearance matters
  - Proofread all papers
  - Read all papers aloud before turning them in

EFFECTIVE STUDY

- Have a time & place to study
- Study in short bursts
- Good time management--
  - time is not a resource when you have too much or too little to do.
  - Biggest problem=procrastination!
  - Use resources
  - Ask for help--this is NOT sign of weakness

RESOURCES

- People
  - Teachers, parents
- School
  - Be active; ask questions
- Volunteer
  - Give to the community, so that you might learn from them

SEIZE OPPORTUNITIES

- Seize opportunities when they present themselves, and create them when they do not!

ACT

- Until knowledge, awareness, insights, & understanding are translated into action, they are of no value.
- Life rewards action, not intention.

PROCRASTINATION

- **Procrastination--mere intention--is the bane of human existence.**

LEARNING

- SOMETIMES THE HARDEST PART IN LEARNING SOMETHING NEW IS UNLEARNING THE OLD WAY OF DOING IT.

ATTITUDE

- Aptitude is important, but even more important is your ATTITUDE!
- It's all about ATTITUDE
- Attitude is entirely within our control!

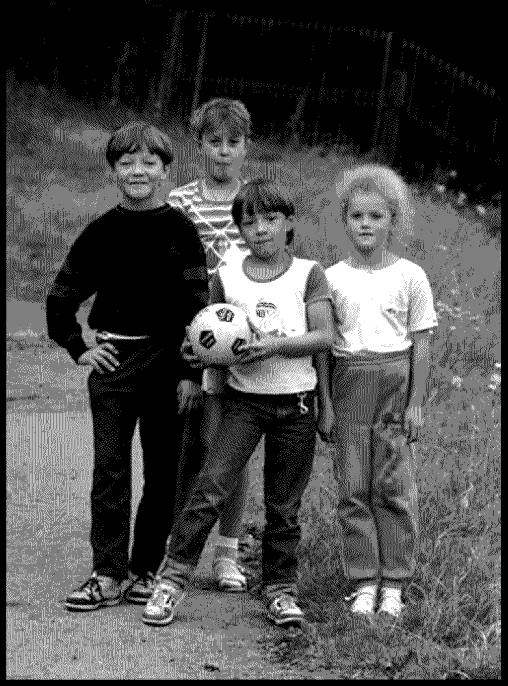

RESPECT

- Respect yourself and others
- We are all different, yet we are all the same in that we desire to be respected for who we are and the choices we make.
- This is often shown by the language we use and how we interact with others.

SELF-EVALUATION

- **Measure yourself based on results, that's how the world is measuring you.**

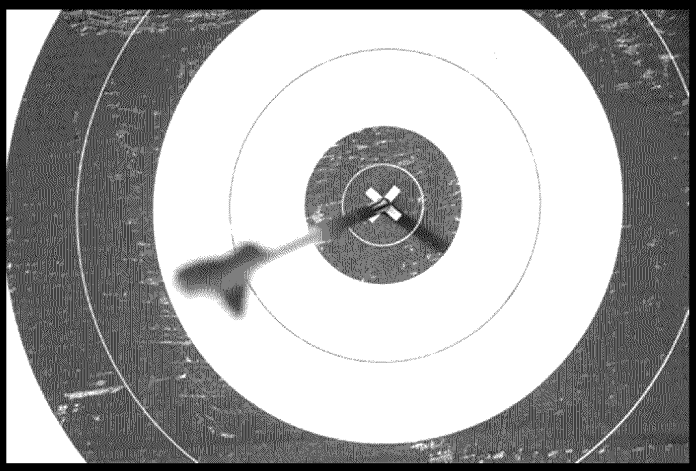

- **Pay attention--misinformation is worse than lack of knowledge.**

ACCOUNTABILITY

- You create your own experience; you are accountable for your life--now, in the past, and in the future.
- If you don't accept accountability, you will misdiagnose every problem you have.
- If you misdiagnosis, you will mistreat.
- If you mistreat, things don't get better.

GOLDEN RULE

- DO UNTO OTHERS AS YOU WOULD HAVE THEM DO UNTO YOU!!

FINAL THOUGHTS

- Put together a good attitude and develop your aptitudes and you can achieve just about anything you want.
- Where do you want to go? Whatever it is, it is up to you! It is in your control.
- Go to your diary and write down how far you want to go--read about it, write about it, talk about it. It will become real!
- No one can achieve your goals for you; only you can--it is up to you!

IT'S YOUR TIME; IT'S YOUR TURN

- LIFE STATEGIES: Doing what works; doing what matters
  - AUTHOR:
  - Phillip C. McGraw, Ph.D.
  - Hyperion Books, New York, 1999
  - $12.95

MAKE YOUR DREAMS BECOME REALITY

- **DREAM**
- **LEARN**
- **ACT**
- **BECOME**

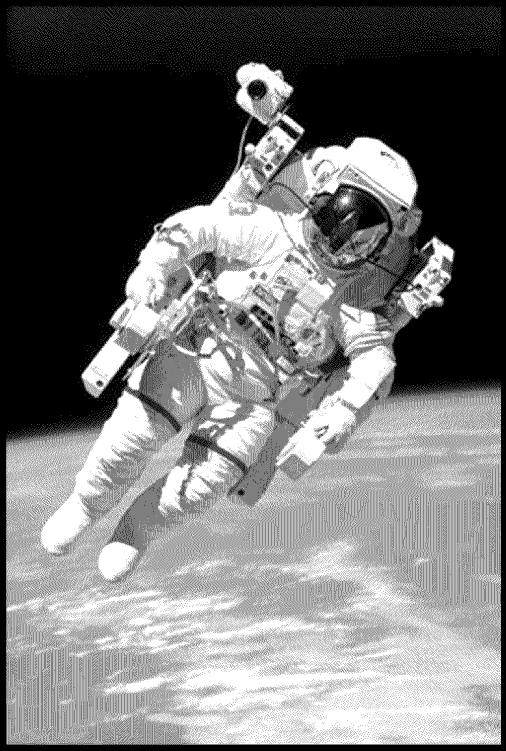

GOOD LUCK

And Remember:

APTITUDE

+

ATTITUDE

=

ALTITUDE

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, June 26, 2007 12:40 PM
To: Miller, Claire <claire_miller@unc.edu>
Subject: APA nomination
Attach: APA Prize June 2007 (Lance).doc

Here is my edited copy.
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, June 26, 2007 8:22 PM
To: Miller, Claire <claire_miller@unc.edu>
Subject: [Fwd: Better and More Grammatical version]
Attach: Better and More Grammatical version.msg

Ralph Byrn's letter--redone!

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
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FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, June 27, 2007 2:02 PM
To: Landstrom, Susan B <susan_landstrom@unc.edu>
Subject: Re: Update on Capital Punishment seminar

Hi Susan,
Thanks for the update. Is Rich Rosen from Law School on your list of speakers? He is more of a "reform" person on the issue I believe. He is going to be one of our panelists.

Thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
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Phone: 919-962-3317
FAX: 919-843-3929

Susan Landstrom wrote:
> Dear Jan,
>
> Just a note to let you know where we are on the Adventures in Ideas
> death penalty seminar for Fall 2007--I still don't have a confirmed
> speaker for the fourth slot, but I have a promise from Peg Dorer, the
> executive director of the NC Association of District Attorneys that
> she and her executive board will find me a DA to take the pro-death
> penalty position. I appreciate your willingness to consider
> speaking--I'd rather make better use of your talents in the future.
> And I will be in touch about Parr Center funding after we have new
> budgets in July. Thanks for all your help!
>
> Susan
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, June 27, 2007 2:45 PM
To: Lance Westerlund <westy@email.unc.edu>
Subject: Re: Gary Parr Ethics Bowl invitation
Attach: Gary Parr invite.doc

---

oops--here's the attachment

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
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Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Lance Westerlund wrote:
> Hi Jan,
>
> Attached is the invitation letter for Gary Parr to present the keynote
> address for your review.
>
> Thanks,
> Lance
>

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill 919.962.3317 jmboxill@email.unc.edu

July , 2007

Dear Gary,

I would like to invite you to present the keynote address to launch the Mid-Atlantic Regional Ethics Bowl on Saturday November 17, 2007, at the University of North Carolina at Chapel Hill. The Mid-Atlantic Regional Bowl is being sponsored by the Parr Center for Ethics and the Department of Philosophy at the University of North Carolina at Chapel Hill.

The Intercollegiate Ethics Bowl is a day-long event that combines the excitement and fun of a competitive tournament with a valuable educational experience for undergraduate students. The Ethics Bowl received the American Philosophical Association & Philosophy Documentation Center's 2006 prize for Excellence and Innovation in Philosophy Programs. The format, rules, and procedures of the competition all have been developed to model widely acknowledged best methods of reasoning in practical and professional ethics.

In the competition, a moderator poses questions to teams of three to five students. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.). Each team receives a set of ethical issues in advance of the competition, and questions posed to teams at the competition are taken from that set. A panel of judges evaluates the responses based on the following criteria: intelligibility, focus on ethically relevant considerations, avoidance of ethical irrelevance, and deliberative thoughtfulness.

Our Regional Bowl, like the 12-year-old National Bowl, provides an opportunity for students to engage in thoughtful consideration of the important ethical issues of our day. The regional Ethics Bowls serve as feeders for the National Ethics Bowl, to be held in San Antonio, Texas on February 21, 2008. Only teams that participate in a regional bowl and rank among the best are eligible to compete in the National Bowl. To find out more information about the National Ethics Bowl please view the CSEP website: http://ethics.iit.edu/eb/format.html.

Please contact me if you have any questions or comments. You can find the most up to date information on our Regional Bowl at: http://parrcenter.unc.edu/events/seminars/ethicsbowl/.

Sincerely,

Jan Boxill
Director
Parr Center for Ethics

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Saturday, June 30, 2007 12:18 PM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Teaching Awards

Hi Debbie,
I have a note on my schedule that there is a meeting on August 10th.
That is not correct, right? I hope it is just a misprint on my
calendar! Our meeting is Monday, August 27th, right?

I'm still waiting to hear from Professor Unks, but I am assuming he will
serve, as in our ADTS meeting he said he would!

Thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
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Email: jmboxill@email.unc.edu
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Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, July 2, 2007 12:51 PM
To: Lange, Marc B <mlange@email.unc.edu>; Diane Lupton <dflupton@email.unc.edu>
Subject: Schedule
Attach: Spring 08 Schedule-July 2,2007.xls

Of course I pressed "send" before I attached the document. Here it is.

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
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Chapel Hill, NC 27599-3125
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Phone: 919-962-3317
FAX: 919-843-3929

"Philosophy, when superficially studied, excites doubt; when thoroughly explored, it dispels it." Francis Bacon

PHILOSOPHY CLASSES SPRING 2008

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1					**SPRING 2008 SCHEDULE**										
2				**On Leave: Roberts**											
3	053H	1	Knobe	Freshman Seminar			2-3:15 TR				20				
4	85	1	Lange	Freshman Seminar			2-4:30W				20		CW 103		
5	101	1	Staff	Intro: Main Problems			9 MWF				40			1	
6	101	2	Staff	Intro: Main Problems			12 MWF				36		CW 103	1	
7	101	3	Staff	Intro: Main Problems			8 TR				36		CW 103	1	
8	110	1	Staff	Great Works			8 TR				40		CW 105	1	
9	112	1	Staff	Making Sense of Ourselves			11 MWF				40		CW 105	1	
10	112	2	Staff	Making Sense of Ourselves			3:30 TR				36		PE 216	1	
11	134	1	Staff	Philosohy of Religion			2 TR							1	
12	150	1	Lange	Philosophy of Science			12 MW				100			2	
13				Recitations 2@ 12 ; 2@1											
14	155	1	Hofweber	Intro Symbolic Logic			10MW				200			4	
15				Recitations 4@10;4@11											
16	160	1	Sayre McCord	Intro to Ethics			11 MW				200		CA 111	4	
17				Recitations:4@ F11;4@F 12											
18	160	2	Moehler	Intro to Ethics			12 MWF				38				
19	160	3	LeBar	Intro to Ethics			10 MWF				40				
20	163	1	Staff	Practical Ethics			9 MWF				40			1	
21	163	2	Staff	Practical Ethics			9:30 TR				40			1	
22	164	1	Baer	Morality and Business			11 TR				40				
23	165	1	Staff	Bioethics			9 MWF				40		CW 105	1	
24	165	2	Staff	Bioethics			1MWF				40		GA 106		
25	165	3	Staff	Bioethics			3:30-4:45 TR				40		CW 105	1	
26	165E	1	Staff	Bioethics-Evening College			6-7:15 MW				40		CW 105	1	
27	170	1	Postema	Social Ethics & Pol Thought			3:30-4:45 TR				35				
28	170	2	Saenz	Social Ethics & Pol Thought			12:30 TR				40		GA 007		
29	210	1	Lesher	Ancient Philosophy			11 TR								
30	230	1	BarOn	Experience and Reality			11 TR				40		GA 106		
31	230	2	Staff	Experience and Reality			12 MWF				36		PE 216	1	
32	280	1	Staff	Morality and Law			8 TR				40			1	
33	272	1	Baer	Ethics Peace, War, Defense			3:30 TR				40			1	
34	274H	1	B. Boxill	Afro-Amer Political Thought-Honors			12:30 TR				25		CW???		
35	275	1	Saenz	Phil Issues Feminism (WMST 275)			9:30 TR				40				
36	275H	1	Wolf	Phil Issues Feminism -Honors			2-4:30 T				25				
37	285	1	Nord	Philosophy of Education			2-3:15 TR				40				
38	340	1	Lycan	Phil of Mind			2-4:30 T				25		CW 103		
39	368	1	LeBar	Environmental Ethics			1 MWF				30				
40	384	1	Moehler	Intro to PPE			4:35-5:40 MW				25		CW 105		
41	390	1	Reeve	Special Topics			4-6:30 W				20		CW 208		
42	396	1	J. Boxill	Directed Readings: Ethics Bowl			6-7 T				10		CW 207C		
43	397	1	Hill	Colloquium for Majors			4-6:30 R				25		CW 208		
44	423	1	Nelson	Kant			4-6:30 W				20		CW 213		
45	445	1	BarOn	Philosophy of Language			4-6:30 R				20		CW 213		
46	455	1	Neta	Epistemology			1-3:30 W				20		CW 208		
47	462	1	Wolf	Contemporary Moral Problems			1-3:30 R				20		CW 208		
48	480	1	Corrado	Philosophy of Law			3:30 W				25		CW 103		
49	485	1	Prinz	Philosophy of Art			1-3:30 T				20		CW 208		
50	698	1	Brennan/Maclean	Advanced PPE			4:25-6:55 T				20		CW 105		
51	691H	1	J. Boxill	Honors			4-6:30 M				6		CW 207C		
52	692H	1	J. Boxill	Honors			4-6:30 M				6		CW 207C		
53	700	1	Prinz/Simmons	Protoseminar			10-12:30 R				8		CW 213		
54	705	1	Hofweber	Logic Seminar			1-3:30 W				15		CW 213		
55	730	1	Lycan	Modality			1-3:30 R				15		CW 213		
56	770	1	Boxill/Hill	Kant & Rawls on Intern'l Justice			4-6:30 T				15		CW 213		no Wednesday afternoon

PHILOSOPHY CLASSES SPRING 2008

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
57	805	1	Nelson/Reeve	Seminar			4-6:30 M				15		CW 208		
58	790	1		Colloquium Seminar			TBA								
59	790	2		Colloquium Seminar			TBA								
60	800	1		Bibliography Exam Seminar			TBA								
61	990	1	Knobe	Reading Group			TBA				15		CW 208	24	
62															
63															
64					**RECITATIONS**										
65															
66															
67	101	601					10F				25		PH 220		
68		602					10F				25		PH 222		
69		603					10F				25		SM 107		
70		604					10F				25		CW 105		
71		605					9F				25		WG 301A		
72		606					9F				25		GA 103		
73		607					9F				25		MT 305		
74		608					9F				25		PE 204		
75															
76	160	601					11F				25		SA 104		
77		602					11F				25		SM 107		
78		603					11F				25		AL 203		
79		604					11F				25		GA 001		
80		605					11F				25		PH 228		
81		606					11F				25		GA 103		
82		607					10F				25		GA 009		
83		608					10F				25		PE 216		
84		609					10F								
85		610					10F								
86		611					10F								
87		612					10F								
88		613					11F								
89	163	601					12 F				25		CW 105		
90		602					12 F				25		PE 215		
91		603					12 F				25				
92		604					12 F				25				
93		605					10F				25				
94		606					10F				25				
95		607					10F				25				
96		608					10F				25				
97															
98	275	601					11F				25				
99		602					11F				25				
100		603					11F				25				
101		604					12F				25				
102		605					12F				25				
103		606					12F				25				
104														17	

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, July 5, 2007 7:17 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: request for info re associate chair duties

I'll be happy to discuss this with Tim and you if you would like.
Jan

>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, July 6, 2007 12:33 PM
To: Lange, Marc B <mlange@email.unc.edu>
Subject: TA requests
Attach: TA Req Memo Spring 07.DOC; TA-Pref Spring 07.doc; TAoverview 2000-2007-July 2, 2007.xls; Faculty Assign 07-08.doc

---

Hi Marc,
Here are the TA Request forms I sent out last year for the Spring TA Assignments. We can just update these, and add any other information that might help you [us] in making assignments.

I've also attached the overview of TAs and faculty. I've asked Susan to get you set up so you can access the Admin files and SIS

If there is anything else you can think of let me know.

Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

"Philosophy, when superficially studied, excites doubt; when thoroughly explored, it dispels it." Francis Bacon

TA ASSIGNMENT REQUEST FORM FOR SPRING 2007

NAME:_____

I intend to return to the Department and I wish to be considered for a teaching assignment: Yes No

I intend to return to the Department and will be funded by a non teaching fellowship: Yes No

I will be a fifth year student next year and wish to be considered for a dissertation fellowship: Yes No
Specify Term

If you answered "yes" please **rank all** of the following assignments, taking into account your qualifications, your own educational needs and the seminars you plan to take. A Teaching Fellow must have been a TA at UNC for at least two semesters. Let "1" stand for your first choice, etc:

TEACHING ASSISTANT

_____	101 [20]	Intro to Main Problems	Large Section (4)	Neta	9 MW F- 9 & 10
_____	160 [22]	Intro to Ethics	Large Section (6)	Sayre McCord	11 MW F- 10 & 11
_____	163 [30]	Practical Ethics	Large Section (4)	Maclean	12 MW F- 10 & 12
_____	275 [46]	Phil Issues in Feminism	Large Section (3)	J. Boxill	10 MW F- 11 & 12

TEACHING FELLOWS

_____	101 [20]	Intro: Main Problems	TR 8
_____	110 [24]	Great Works	TR 8
_____	112 [26]	Making Sense of Ourselves	TR 3:30
_____	155 [21]	Intro to Logic	TR 9:30
_____	165 [34]	Bioethics	MWF 9
_____	134E [32]	Phil of Religion-Evening	MW 6-7:15
_____	230 [38]	Experience & Reality	MW 2
_____	272 [42]	Peace, War, Defense	MWF 2
_____	272 [42]	Peace, War, Defense	TR 3:30

Please indicate your relevant teaching experience to date and any other considerations you would like us to keep in mind when determining your assignment for next term. E.g. If you have not been a TA for a course, but believe you are qualified to teach it, please explain. (Use space below or back of this sheet for other considerations) Feel free to add additional comments.

PLEASE RETURN TO JAN BOXILL NO LATER THAN: October 13, 2006

Faculty	Fall 2007		Spring 2008	
Bar-On	HNRS 354	PHIL 735:Reasons w/Neta	PHIL 230: Experience & Reality	PHIL 445 Phil of Language
Boxill, Bernard	Phil 272-Large: PWAD-2	PHIL 390: Topics for majors	PHIL 274H Afro-American Poli	PHIL 770 w/ Hill
Boxill, Jan	Parr Center	PHIL 163: Practical Ethics	Parr Center	DUS
Brennan	XXX	XXX	PHIL 484: PPE Gateway	PHIL 698: PPE Capstone
Corrado	XXX	XXX	PHIL 480: Phil of Law	XXX
Hill	PHIL 170H: Social & Political	PHIL 460: Topics in Ethics	PHIL 397: Colloquium for Majors	PHIL 770 w/ B. Boxill
Hofweber	PHIL 790: Colloquium Series	PHIL 455: Advanced Logic	PHIL 155 large: Intro to Logic-4	PHIL 700-Logic
Knobe	PHIL 160: Intro to Ethics	PHIL 453: Phil of Psychology	FYS-Honors	PHIL 990: Reading Group
Lange	ASSOC CHAIR	PHIL 450: Phil of Science	FYS	PHIL 150Large:Intro Phil of Sci
Lesher	PHIL 210: Ancient	XXX	PHIL 210: Ancient	XXX
Lycan	PHIL 160H	PHIL 730: Metaphysics	PHIL 340-Mind	700 level
MacLean	DGS	Public Policy Seminar	DGS	PHIL 698 w/ Brennan
Nelson	PHIL 229: 20th Century	PHIL 990: Reading Group	PHIL 423: Kant	Sem w/Reeve
Neta	PHIL 101 Large: Intro to Phil-4	PHIL 735 w/ BarOn	PHIL 335: Theory of Knowledge	Colloquium
Nord	PHIL 134: Phil of Religion	XXX	PHIL 285: Phil of Education --??	XXX
Pettit	XXX	XXX	XXX	XXX
Postema	R&S Leave	R&S leave	PHIL 170	Law School Course
Prinz	PLACEMENT	PHIL 353: Cognitive Science	PHIL 485: Phil of Art	PROTO
Reeve	PHIL 112 large:Making Sense-4	PHIL 412: Plato	PHIL 390-topics/or new submission	Sem w/ Nelson
Roberts	FYS	PHIL 451: Phil of Physics	R&S leave	R&S Leave
Sayre McCord	CHAIR	PHIL 860:Kenan Seminar in Ethics	PHIL 16O Large: Intro to Ethics-4	CHAIR
Simmons	FYS	PHIL 356:Topics in Math Logic	ADMISSIONS	PROTO
Walker	XXX	XXX	XXX	PHIL 495: Health Care ???
Wolf	PHIL 760: Utilitarianism	790: Colloquium	PHIL 275H-Feminism Honors	PHIL 462-Cont Moral Problems
New Hire-1				
New Hire-2				
Visitor 1:PPE-Moehler	PHIL 384: PPE Gateway	PHIL 273: Social & Economic Justice	PHIL 160-Intro Ethics	PHIL 484: PPE Gateway
Visitor 2: Parr-LeBar	PHIL 160: Intro to Ethics	PHIL 160: Intro to Ethics	PHIL 160-Intro Ethics	PHIL 368-Environmental Ethics
Visitor 3: BBT-Baer	PHIL 165: Bioethics	PHIL 165: Bioethics	PHIL 164: Business Ethics	PHIL 272: PWAD
Visitor 4: Parr-Saenz	PHIL 164: Business Ethics	PHIL 170: Social & Political	PHIL 170	PHIL 275: Feminism

First Year Seminars:	Fall:Roberts,Simmons	Spring: Knobe, Lange	DUS: Fall: Roberts; Spring: Boxill
Honors:	Fall: Hill, Lycan	Spring: Boxill, Knobe	DGS: McLean
Proto:		Spring: Simmons/Prinz	Placement: Prinz
Research Reading Group:	Fall: Nelson	Spring: Knobe	Admissions: Simmons

Kenan Seminars:	Fall Sayre McCord	Spring: ???	Assoc Chair: Lange
Summa	Fall: Wolf	Spring: Neta	

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, July 9, 2007 10:46 PM
To: Diane Lupton <dflupton@email.unc.edu>
Subject: Re: questions on schedule

> 1) PHIL 164 Morality and Business: currently listed with controlled
> enrollment. Should this stay? The same for PHIL 165 sec 003 which is
> TR 3:30-4:45.
No -- remove the controlled enrollment on both. Once classes start, some
profs want to have controlled enrollment to let in those who have been
sitting in hoping for someone to drop.
>
> 2) PHIL 165 Bioethics sec 002, MWF 1-150pm has permission required.
> Should that stay? No--remove that as well, same as above.
>
> 3) PHIL 455 is currently listed with Neta as Epistemology. But when I
> put in PHIL 455 it comes up Symbolic Logic. What is the # for
> epistemology? I can only find a lower level course with that title.
>
> 4) PHIL 396, you wanted two sections of? One with a title of Ethics
> Bowl, and the second just left as Directed Readings? Is everything
> else the same with the second group, i.e. you're the instructor and it
> will meet in 207C, etc?
The second section should just read "Directed Readings" and leave
both as me as instructor and in 207C.
>
> 5) The perspectives requirement... Do all philosophy courses meet
> this? It seems as if they do, but on classes we didn't offer last
> spring, where I have to input everything, I want to make sure I should
> add that.
Most philosophy classes meet perspectives, but they may satisfy
different perspectives. I didn't think this was something you added,
that should already be in once you put the number in.

Hope this helps.

Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, July 10, 2007 4:03 PM
To: Lange, Marc B <mlange@email.unc.edu>
Subject: Course overview
Attach: Courses F00-S07-1.xls

Here is the course overview with new numbers and up to date as of Spring 06. It looks like I began the Fall 06 & Spring 07, but it isn't complete. I have added this document on the admin folder in "courses" and you could ask Diane to update it, as she has all the information.

Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

"Philosophy, when superficially studied, excites doubt; when thoroughly explored, it dispels it." Francis Bacon

	A	B	C	D	E	F	COURSE OFFERINGS		I	J	K	L	M	N	O	P
1																
2																
3					**F 2000**	**S 2001**	**F 2001**	**S 2002**	**F 2002**	**S 2003**	**F 2003**	**S 2004**	**F 2004**	**S 2005**	**F 2005**	**S 2006**
4																
5		6F		First Year Seminar-1	Rosenberg		Long		Resnik	Hill	Simmons	BarOn	Lange	Lycan	Lycan	H-Hill
6		6F		First Year Seminar-2		Hill		Boxill B	Hill	Garrett		Boxill J	Reeve	Rosenberg	Roberts	Rosenberg
7		6F		First Year Seminar-3				Galligan								
8		20	101	Intro: Main Problems				BarOn					TA		BarOn	
9		20H	101H	Intro: Honors				Resnik		Prinz	Hofweber	Lange			Knobe	
10		20	101-L	Intro: Large class	Garrett	Lycan	Rosen	Garrett	Neta	BarOn	Prinz	Neta	Bar On	Neta	no lge	Neta
11		24	110	Great Works		Gallig	Reeve		MacLean				TA	TA	Miller	
12		26	112	Making Sense-regular										TA		TA
13		26	112-L	Making Sense-Large									Reeve		Reeve	r-TA
14		32	134	Phil of Religion				Nord			Pettit		Pettit/Nord	Nord	Pettit	Nord
15		35	145	Phil of Language						Bar On-H		Pettit		Pettit	Long	
16		31	150	Phil of Science	Roberts					Resnik	Roberts		Roberts			Roberts
17		36	154	Phil Social Sci	Zaffron		Zaffron			Zaffron						
18		21	155	Logic					Boxill J	Munsat			TA	2-TA	H-Resnik	
19		21	155-L	Logic: Large class	Munsat	Simmons	Lycan	Munsat	Simmons		Lycan	Roberts	Hofweber		no lge	no lge
20		22	160	Intro to Ethics				Zaffron			Gert					
21		22	160	Intro Ethics												
22		22H	160H	Intro Ethics Honors	Boxill J			Lycan								
23		22	160-L	Intro Ethics:Large	Boxill B	GSM	GSM	GSM	GSM	GSM	Wolf	GSM	Lycan	GSM	GSM	Lycan
24		30	163	Applied Ethics					Jboxill				TA			
25		30	163-L	Applied Ethics:Large		Jboxill		Jboxill		MacLean		MacLean		MacLean	no lge	no lge
26		39	164	Business Ethics									Peikoff	Piekoff	Hassoun	Kelly
27		34	165	Bioethics-regular										TA		
28		34	165													
29		34H	165-H	Bioethics: Honors						Long		Long				
30		34	165-L	Bioethics:Large class	Long		Long		Long		Gert		Long		Walker	
31		37	170	Social & Political	Resnik		Resnik			Postema			Resnik	May	Tubert	TA-Turner
32		37	170	Social & Political									May	TA	TA-Wilson	
33		37H	170H	Honors							Hill					Hill
34		33	185	Aesthetics	Vance											
35		56	210	Ancient Phil	Galligan	Galligan	Galligan	Galligan		Reeve	Miller	Miller		Reeve-L	TA-Bowers	
36		57	215	Medieval												
37		58	220	Modern	Garrett		Garrett		Garrett		Neta	Sreedh	Neta	Russell		Miller
38		59	228	American Phil							Boxill B					
39		38	230	Experience & Reality		Rosenberg		BarOn		Neta	Lange		Simmons	TA	Knobe	Knobe
40		38H	230H	Experience & Reality	BarOn						Bar On				Lange	
41		47	266	Ethics of Sports				Boxill-H			Boxill J			J Boxill		
42		42	272	PWAD			Boxill B				Boxill B		B.Boxill	TA	Boxill	Lge-Boxill
43		66	273	Social & Economic Just									J Boxill		Kelly	
44		55	274	Afro-American Phil			Boxill B		Boxill B			Boxill B		B Boxill-H		
45		46	275	Feminism		Boxill J			Wolf		Boxill J		TA	TA-2		Tubert
46		46H	275H	Feminism			Boxill J			Wolf						
47		41	280	Morality & Law				Postema-H			Gert		Peikoff	Piekoff		
48		45	285	Phil of Education											Nord	
49																
50				**EVENING CLASS**	22	20	34	30	20	37	34	38	34	37	32	34

COURSE OFFERINGS

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1		
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3	**F 2006**	**S 2007**
4		
5	Hill	Prinz
6	Boxill	Corrado
7	MacLean	
8	Visitor	Hanks
9	Knobe	
10		Neta
11		TA
12		TA
13	Reeve	TA
14	Nord +	Pettit
15	Hanks	Pettit
16		Roberts
17		Nelson
18	Hofweber	Hofweber
19	Simmons	
20	Baer	PPE
21	TA	
22		
23		GSM
24	Baer	
25		MacLean
26		Price
27		Price
28		
29		
30	Price	
31	Visitor	Visitor
32	TA	TA
33		
34		
35		TA+Reeve
36		
37	Nelson	
38		
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42		
43	Visitor	Visitor
44		B.Boxill
45	TA	J.Boxill
46		
47	TA	Postema
48		Nord
49		
50	22-160	32-134

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51								COURSE OFFERINGS								
52																
53					**F 2000**	**S 2001**	**F 2001**	**S 2002**	**F 2002**	**S 2003**	**F 2003**	**S 2004**	**F 2004**	**S 2005**	**F 2005**	**S 2006**
54																
55		60		Kant to Nietzsche										TA		
56		64	224	Existentialism												
57		65	229	20th Cent Phil												
58		66														
59		75	330	Meta Systems	Roberts							Roberts				
60		73	335	Theory of Knowledge				Rosenberg				Rosenberg				
61		76	340	Phil of Mind						Long					Long	
62		74	345	Reference & Meaning							Lycan					Pettit
63		77	353	Cognitive Science								Bar On		Prinz		
64		71	356	Logic				Resnik	Resnik		Simmon		Resnik		Resnik	
65		69	357	Induction & Probability										Lange		
66		70	360	History of Ethics						MacLean						
67		72	362	Cont Ethic Theory	Hill							Hill				
68		67	364	Ethics & Economics									Fisher		Kahn	
69		68	368	Environmental Ethics		Amoni	MacLean				Baker		TA		Raterman	
70		78	370	Political			MacLean								B Boxill	
71		84	384	Intro to PPE										Brennan	Gaus	Brennan
72		96	397	Colloquium for Majors		Bar On		Hill		Lycan		MacLean				
73		80-1	390-1		Munsast	Zaffon	Lycan		Boxill B	Zaffron	Prinz		B Boxill			B.Boxill
74		80-2	390-2	Topics			Zaffron			Munsat	Hofweber		Long			
75		80-3	390-3	Topics												
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85				**Advanced UG/Grad**												
86					**F 2000**	**S 2001**	**F 2001**	**S 2002**	**F 2002**	**S 2003**	**F 2003**	**S 2004**	**F 2004**	**S 2005**	**F 2005**	**S 2006**
87																
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89		115		Found of Math												
90		121		Space & Time		Roberts										
91		145		History of Aesthetics												
92		151	411	Aristotle			Galligan		Reeve							
93		150	412	Plato	Galligan				Galligan		Reeve					
94		152	412	Medieval												
95		153	421	Cont Rationalism		Garrett										
96		154	422	British Empiricism	Blackburn			Munsat		Munsat			Nelson			
97		155	423	Kant	Rosenberg						Rosenberg			Russell		Rosenberg
98		156	427	Hegel					Postema							
99		159	428	American Phil												
100		114	432	Analytic -Begin						Neta						
101		116	433	Current Analytical					Long				Prinz		Bar On	
102		117	440	Phil of Mind					Neta				Lycan			
103		110	445	Phil of Language			BarOn								Pettit	
104		108	450	Phil of Science				Roberts							Roberts	
105		122	451	Phil of Physics												
106		123	452	Phil of Biology									Lange			
107		109	453	Phil of Psychology	Long/BarOn				Zaffron	Prinz					Reeve	Knobe
108		107	454	Social Sciences				Zaffron								
109		101	455	Logic	Resnik		Resnik		Simmons		Resnik		Hofweber		Hofweber	
110		111	456	Advanced Logic									Simmons			
111		190	457	Set Theory & Logic												
112		106	459	Phil of Math		Resnik				Resnik						
113		102	460	History of Ethics	Hill		Hill		Hill							
114		112	462	Cont Moral Phil		GSM				GSM		Hill				GSM
115		120	463	Cont Moral & Social										MacLean	Gaus	
116		168	468	Risk & Society				MacLean								
117		105	470	Political Phil	Boxill B							Postema			Gaus	
118		104	471	Hegel												
119		165	475	Feminst Philosophy				Boxill B								
120		130	476	Recent Political				Postema			Brennan					Brennan
121		113	480	Phil of Law					Corrado		Corrado		Corrado		Corrado	
122		142	482	Phil of Literature												
123		103	485	Phil of Art												
124		178	495	Health Care & Phil										Walker		Walker
125																
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129		**GRADUATE COURSES**														
130																
131					**F 2000**	**S 2001**	**F 2001**	**S 2002**	**F 2002**	**S 2003**	**F 2003**	**S 2004**	**F 2004**	**S 2005**	**F 2005**	**S 2006**
132																
133																
134		200	700	PROTO		Garrett/Rosenberg		Rosenburg/Lycan		Lycan/Reeve		Long/Neta		Lange/Lycan		Lange/Simmons
135		205	705	Advanced-Systematic			Rosenberg							Rosenberg		
136		210	710	Ancient Philosophy							Reeve			Reeve		
137		215	715	Medieval												
138		220	720	Modern						Garrett						
139		225	725	19th Century												
140		230	730	Metaphysics									Bar On			
141		235	735	Epistemology												
142		240	740	Phil of Mind												Lycan
143		245	745	Phil of Language							Bar On					
144		250	750	Phil of Science							Roberts					
145		255	755	Logic									Resnik			
146		260	760	Moral Theory		Hill				Hill					Hill	
147		265	765	Value Theory												
148		270	770	Political Philosophy		B Boxill								B Boxill		
149		275	775	Philosophy of Law			Postema									
150		280	780	Feminism												
151		290	790	Directed Readings									Neta	MacLean		
152		290	790	Colloquium Seminar									Postema	Prinz		
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160		**GRADUATE SEMINARS**														
161																
162					**F 2000**	**S 2001**	**F 2001**	**S 2002**	**F 2002**	**S 2003**	**F 2003**	**S 2004**	**F 2004**	**S 2005**	**F 2005**	**S 2006**
163																
164		300	800	Pre-Dissertation Seminar							Rosenberg	Prinz	Neta	Prinz		Simmons
165		305-1	805-1	Systematic Philosophy	Blackburn	Baron/Lyc	BarOn	Lycan	Reeve	Simmons	Postema		Wolf	Neta	Simmons	Reeve
166		305-2	805-2	Systematic Philosophy		Simmons	GSM		Wolf					Wolf	Hofweber	
167		310	810	Ancient Philosophy												
168		315	815	Medieval Philosophy												
169		320	820	Modern Philosophy												
170		325	825	19th Century												
171		330	830	Metaphysics												
172		335	835	Epistemology												
173		340	840	Philosophy of Mind												
174		345	845	Phil of Language												
175		350	850	Phil of Science												
176		355	855	Logic												
177		360	860	Moral Theory							Wolf					
178		365	865	Value Theory							GSM		Postema			
179		370	870	Political Philosophy												
180		375	875	Phil of Law												
181		380	880	Feminism												
182		390-1	990-1	Current Research							Hill	Boxill B	Prinz	Hofweber	Lycan	Lange
183		390-2	990-2	Current Research							Neta	Prinz		Postema		Hill
184		393	993	Master's Thesis												
185		394	994	Ph.D. Dissertation												

COURSE OFFERINGS

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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, July 11, 2007 12:51 PM
To: Lance Westerlund <westy@email.unc.edu>
Subject: Talks

Lance,
Here are my upcoming talks. You can edit these as you see fit to make them more "lively" or clear.
Thanks,
Jan

NIEHS Talk-July 12th National Institute of Environmental Health Sciences
Talk title: Game Plan for Success: How to turn Dreams into Reality
The fundamental theme of the talk is that success can be achieved through respect for ourselves and others in recognizing that our differences are our strengths. These differences complement one another and allow for self-development through reciprocity and partnership.

Attendees: Federal Employees of NIEHS and NIH

North Carolina Governor's School talk-July 25th
Title: Sports, Ethics and Society

Sports play a morally significant role in our society. It is often claimed that sports are a microcosm of society, but they are more than that. Sports not only reflect society they affect society. As such it is important that sports play a role in promoting sportspersonship, friendship and respect for others, by discouraging violence, cheating and drugs.

Graduate Student Orientation-August 16th
For incoming first year graduate students at UNC
Topic: Responsible Conduct in Research

Talk will address types of ethical issues graduate students might encounter, the nature of ethical decision making, and how that may be undermined.

Medical School Orientation for First Year Medical Students: August 29th
Talk will address types of ethical issues medical students might encounter, the nature of ethical decision making, and how that may be undermined.

October 16th at Texas A&M University
The address is to inaugurate a new initiative on ethics within their humanities center, the Melbern G. Glasscock Center for Humanities Research. This initiative intends annually to explore and promote round table discussions on "an ethical conundrum facing the Texas A&M community." I will begin initiate the first such discussion on college athletics. Conundrums presented within and by collegiate athletics provide an ideal jumping-off point for their broader ethics initiative.

****URGENT MESSAGE** Help Discover the Causes of Breast Cancer…Woman by Woman, Sister by Sister!** The Sister Study, a national research study to learn how the environment and genes affect the chances of getting breast cancer, is enrolling women who have never had breast cancer, aged 35-74 but whose sister had breast cancer. ***Because it is important for women from different ethnic groups and backgrounds to participate in the Sister Study so the results of the study will benefit everyone, the women needed most at this time are blue collar workers, African American women, Latinas, Native Americans, Asians and Pacific Islanders and all women over 55!*** If you are eligible, please call right now. If you are not eligible, please tell at least one woman you know is eligible to enroll now! To learn more or to order recruitment materials, please call 1-877-4SISTER (1-877- 474-7837, Spanish and English) or visit www.sisterstudy.org or www.estudiodehermanas.org

****URGENT MESSAGE** Help Discover the Causes of Breast Cancer…Woman by Woman, Sister by Sister!** The Sister Study, a national research study to learn how the environment and genes affect the chances of getting breast cancer, is enrolling women who have never had breast cancer, aged 35-74 but whose sister had breast cancer. ***Because it is important for women from different ethnic groups and backgrounds to participate in the Sister Study so the results of the study will benefit everyone, the women needed most at this time are blue collar workers, African American women, Latinas, Native Americans, Asians and Pacific Islanders and all women over 55!*** If you are eligible, please call right now. If you are not eligible, please tell at least one woman you know is eligible to enroll now! To learn more or to order recruitment materials, please call 1-877-4SISTER (1-877- 474-7837, Spanish and English) or visit www.sisterstudy.org or www.estudiodehermanas.org

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, July 24, 2007 10:02 AM
To: Blanton, Brent S <blanton@uncaa.unc.edu>
Subject: Afam tutor

Brent,
Do we have anyone who can tutor AFAM 101 -McMillan to work on the final exam study guide. I can do some, but I am not up on this stuff anymore!
Thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

"Philosophy, when superficially studied, excites doubt; when thoroughly explored, it dispels it." Francis Bacon

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, July 24, 2007 11:28 AM
To: Blanton, Brent S <blanton@uncaa.unc.edu>
Subject: Re: Afam tutor

I have given them some guidelines to study for the final to work on today in study hall. Then I emailed them to have them meet with me at 10 a.m. tomorrow morning in my office.
Thanks,
Jan

>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, July 24, 2007 12:02 PM
To: Diane Lupton <dflupton@email.unc.edu>
Subject: [Fwd: Reminder]
Attach: Reminder.msg

FYI

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

"Philosophy, when superficially studied, excites doubt; when thoroughly explored, it dispels it." Francis Bacon

From: Denise Elbert <jdelbert@email.unc.edu>

Sent: Tuesday, July 24, 2007 11:30 AM

To: Sue Ellen Forrest <sforrest@email.unc.edu>; Amanda L Brooks <amandalb@email.unc.edu>; Wallace, Wanda L. <allace@email.unc.edu>; Thompson, Karen <kthomps1@email.unc.edu>; Futrell, Betty S <bfutrell@email.unc.edu>; Walker, Victoria Ward <vwwalker@email.unc.edu>; Crowder, Deborah A <dacrowde@email.unc.edu>; Phillips, Nell K <nphillip@email.unc.edu>; Bigelow, Patricia C <pcbigelo@email.unc.edu>; McIver, Samelia <mciver@email.unc.edu>; Boxill, Jeanette M <JMBOXILL@email.unc.edu>; Ward, Janet M <jkerr@email.unc.edu>; Hill, Kay <k_hill@unc.edu>; Atkins, Barbara F <BATKINS@EMAIL.UNC.EDU>; R J Teer <rebeccat@email.unc.edu>; Richardson, Mark <richardm@email.unc.edu>; Sardi, Karen L <ksardi@email.unc.edu>; Warren, Angeline <awarren@email.unc.edu>; walvoord@unc.edu; Jacqueline D Burgner <burgner@bio.unc.edu>; Owen, Bobbi A <owenbob@unc.edu>; Lucido, Barbara E <blucido@email.unc.edu>; Cannon, Carolyn C. <ccannon@email.unc.edu>; sallie@phyics.unc.edu; Quick, Myra C <quick@unc.edu>

Subject: Reminder

Attach: jdelbert.vcf

Just a friendly reminder to open up the seats for C-TOPS. Thanks

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, July 24, 2007 5:54 PM
To: Clark, Susan C <scclark@email.unc.edu>; Diane Lupton <dflupton@email.unc.edu>
Subject: [Fwd: Second Summer Session Grades]
Attach: Second Summer Session Grades.msg

I have also copied you on an email to all the instructors.

Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

"Philosophy, when superficially studied, excites doubt; when thoroughly explored, it dispels it." Francis Bacon

From: Decosta, Senora R <senora@unc.edu>

Sent: Tuesday, July 24, 2007 5:23 PM

To: Warren, Angeline <awarren@email.unc.edu>; Rainey, Arlene <arlene_rainey@unc.edu>; McCullen, Ashley D <amcculle@email.unc.edu>; Patricia M. Maroney <pmaroney@email.unc.edu>; Glenda Thompson <glenda@email.unc.edu>; Jerry M. Spiller <jmspille@email.unc.edu>; Lennis Carrier <lcarrier@email.unc.edu>; Bernhardt, Valerie M <valerieb@email.unc.edu>; Robinson, Tricia M. <tmrobins@email.unc.edu>; Weiler, Jonathan D <jweiler@email.unc.edu>; Lee, Joanne O. <Joanne_Lee@unc.edu>; Kelly, Miranda S <miranda@unc.edu>; Sherry Rhodes <sherry_rhodes@unc.edu>; Wallace, Wanda L. <allace@email.unc.edu>; Rebecca Teer <rebeccat@email.unc.edu>; Jones, Sharon Horton <shjones@email.unc.edu>; Barker, Terry C <terry_barker@dentistry.unc.edu>; Test Message <karr@att.net>; McIver, Samelia <mciver@email.unc.edu>; Williams, Terita <terita_williams@med.unc.edu>; Myra Quick <quick@email.unc.edu>; Walker, Victoria Ward <vwwalker@email.unc.edu>; Gucki Obler <hobler@email.unc.edu>; Mark Walvoord <walvoord@unc.edu>; Williams, Gina <gina_werner@med.unc.edu>; Gorman, Jacquelene W <jackie@unc.edu>; Phillips, Nell K <nphillip@email.unc.edu>; Fletcher, W Miles <wmfletch@email.unc.edu>; Winston, Mary C <cwinston@physics.unc.edu>; Hill, Diane T <dhill@email.unc.edu>; Hobgood, Melissa C <mhobgood@bios.unc.edu>; Victoria Dowd <dowd@email.unc.edu>; Bailey, Lara J <ljbailey@email.unc.edu>; tjohnson@bme.unc.edu; Fholer, Marie A <fholer@email.unc.edu>; Boxill, Jeanette M <JMBOXILL@email.unc.edu>; Sauer, Beth H <bhsauer@email.unc.edu>; Lanakila Michaels <lanakila_michaels@unc.edu>; Melton, Sheena J <smelton@email.unc.edu>; McKinney, Nancy D <ndmckinney@unc.edu>; Sharon Pickard <pickard@iogmail.iog.unc.edu>; Harris, Lori <leharris@email.unc.edu>; Davis, Sharon E <sedavis@email.unc.edu>; Amanda Brooks <amandalb@email.unc.edu>; Denise Kent <dkent@unc.edu>; Van Meter, Leslie S <lvanmeter@unc.edu>; Futrell, Betty S <bfutrell@email.unc.edu>; Salaam, Nadera <nadera@email.unc.edu>; Cheek, Suphronia M-j <sjcheek@email.unc.edu>; Diane Harris <diane_harris@med.unc.edu>; Deborah Davis <Deborah_Davis@unc.edu>; Marcia Mock <marcia_mock@unc.edu>; Hinrichs, Mary L <mhinrich@email.unc.edu>; Fulenwider, C. Lindsay <lindsay@email.unc.edu>; Rogers, Charlotte H <crogers@email.unc.edu>; cas_sallie.con <sallie@physics.unc.edu>; Soltis, Susan L <soltis@email.unc.edu>; Ward, Janet M <jkerr@email.unc.edu>; Carolyn Fahey <cfahey@med.unc.edu>; Carter, Janis C <carter1@email.unc.edu>; Taylor, Geraldine <gtaylor@email.unc.edu>; Berg, Vilma Gabriele <vberg@email.unc.edu>; Andi Morgan <file@email.unc.edu>; Clemmons, Jason <jclem@email.unc.edu>; Poteat, Phyllis B <pbpoteat@email.unc.edu>; Flannery, Dixie <dixie_flannery@med.unc.edu>; Thompson, Karen <kthomps1@email.unc.edu>; Turner, Carolyn L <turnerc@email.unc.edu>; Sessoms, Sharon R <srsessom@email.unc.edu>; Sardi, Karen L <ksardi@email.unc.edu>; Newman, Carolyn <cnewman@email.unc.edu>; Warfford, Janice C <janice_warfford@med.unc.edu>; Daniel Pellathy <pellathy@email.unc.edu>; Diana, Ina Bobrow <ina_diana@med.unc.edu>; Moore, Katherine A <mooreka@email.unc.edu>; Yvette Thompson <vette4@email.unc.edu>; Jessica Russell <Jessica_Russell@unc.edu>; Blalock, Lori N. <lori_blalock@med.unc.edu>; Sue Forrest <sforrest@email.unc.edu>; Shaw, Seletha L <seletha_shaw@med.unc.edu>; Gore, Travis <stgore@email.unc.edu>; Tharp, Pam <pstharp@email.unc.edu>; Riefkohl Muniz, Beatriz S <riefkohl@email.unc.edu>; Alexandra Thomas <alexthom@email.unc.edu>; Rozan, Ellen <erozan@email.unc.edu>; Denise Burgner <burgner@bio.unc.edu>; Tom Smither <tasmithe@email.unc.edu>

Subject: Second Summer Session Grades

Attach: 2SS074grdrlcvrltr.doc; 2SS074grdrollmemo.doc

All,

Please read the attached memos very carefully. Thank you. -- Senora

--
****
Senora DeCosta
Assistant University Registrar
University of North Carolina at Chapel Hill
CB# 2100, SASB North
Chapel Hill, NC 27599-2100
Phone: 919 962-9859
Fax: 919 962-3349
E-mail: senora@unc.edu
****

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF THE
UNIVERSITY REGISTRAR

104 HANES HALL
CAMPUS BOX 2100
CHAPEL HILL, NC 27599-2100

T 919.962.8291
F 919.962.3349
http://regweb.unc.edu

Memorandum

To: School/Department Receivers of Grade Rolls

From: Senora DeCosta, Assistant Registrar

Date: July 25, 2007

RE: Second Summer Session Grades

As you probably know by now, our office has moved. We are located in the curved building on the corner of Ridge Rd. and Manning Dr. on the third floor in suite 3100 SASB North. You may pick up your grade rolls on Wednesday, July 25 between 2:00 and 5:00.

For those of you on North campus, the A&S Dean's Office will allow each of you (departmental administrators only – no faculty) to place one envelope of grade rolls per day in their courier bag to us. All grade rolls **must be in envelopes** clearly marked for the Registrar's Office. The A&S Dean's Office is now located in Phillips Hall and the drop off point is room 19. Please see the memo to all teaching faculty for instructions about depositing grade rolls after our office is closed.

As always, I rely on your help to achieve a successful outcome for the grading period. I am available for any questions or suggestions; please contact me at senora@unc.edu or 962-0495. Thank you.

cc: All Records Staff

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF THE
UNIVERSITY REGISTRAR

104 HANES HALL
CAMPUS BOX 2100
CHAPEL HILL, NC 27599-2100

T 919.962.8291
F 919.962.3349
http://regweb.unc.edu

MEMORANDUM

TO: All Teaching Faculty

FROM: Senora DeCosta, Assistant University Registrar

DATE: July 25, 2007

RE: Second Summer Session Grades

Enclosed are the Official Class Rolls and Grade Reports for Second Summer Session 2007. These reports are due at the Office of the University Registrar, 3100 SASB North, no later than 72 hours after the scheduled time of the final examination. (See due dates below)

Compliance with the 72 hour deadline is important as it enables us to reliably determine academic eligibility information to report to school Deans. This enables them to assess whether or not a student may continue enrollment for the next term.

To facilitate the timely receipt and entering of grades, please follow these guidelines for returning Official Class Rolls and Grade Reports to the Office of the University Registrar:

- Exams are scheduled on Thursday, July 26 and Friday, July 27 and grade rolls are ***due by 4:00 PM*** on Monday, July 30.

  Courses that do not have final examinations are due by 4:00 PM on Monday, July 30.

- The Office of the University Registrar has moved. We are located on the third floor of the new SASB North, the curved building on the corner of Ridge Rd. and Manning Dr. When the Office of the University Registrar is closed, you may deposit your grade roll(s) in the dark green box marked "not a mail box", which is located on the loading ramp of the SASB North building (on Ridge Rd. just before Manning Dr. on the right side). If you cannot pull up to the ramp, there are several on-street parking spaces close by along the side of Ridge Rd. approaching Manning Dr. **This box has multiple users, so grade rolls must be in envelopes marked Registrar's Office**. A better option is to check with your department's grade roll administrator, who will also bring grades to our office.

- The Report For Assignment Of Temporary Grade Of AB Or IN To Undergraduates can be found on-line at:

http://regweb.unc.edu/resources/ab_report_form.pdf.

- Use only black or dark blue ink when completing and signing grade rolls. Adherence to this request is imperative, as pencil markings and other colors of ink do not duplicate very clearly. We must be able to microfilm our grade rolls for permanent storage and reference.

- Every registered student **must** have an appropriate grade designation (no blanks). If a student did not show up for the final examination or has not been attending classes, a grade of "AB" or "FA" must be assigned. Do not line through the name of a student you believe is not registered for your class. Assign that student an "AB" grade. This is the only action that will be recognized by our office. Nor should you write in the name of a student that you believe to be registered for your class. Appropriate actions will be taken when our office receives the official form governing the situation. **Only a Post-Semester Registration/Drop/Add Form can remove or add a student to a course after the Official Roll & Grade Reports have been generated for the semester.**

- Even if you know an undergraduate student has elected to take your course under the PS/D+/D/F option, you must assign the regular appropriate letter grade for their performance. The computerized grade table will convert grades of "C-" or better to "PS".

Refer to Registrar Procedures Memorandum (RPM) No. 24, for university grading policies and grade definitions at (http://regweb.unc.edu/resources/rpm24.php). Listed below are some tips and definitions to help you determine the appropriate grades to assign.

- All courses numbered 99 and below should use the undergraduate grading system, i.e., A, A-, B+, .., D, F.

- Grades assigned in courses numbered 100 through 199 depend upon the individual student classification. Students with undergraduate classifications should be assigned grades using the undergraduate grading system. **Please do not use + and – for any graduate student grade. Pluses (+) and minuses (-) are not valid for H, P, L grades. This consumes an extraordinary amount of time for our staff to mark through every incorrect + or – on the grade roll, before it can be sent to data entry. If you are assigning a graduate grade and would like to make note on the grade roll of a plus (+) or minus (-) associated with the grade, use the "Remarks" column.** Please use the following classification tables to help you determine the appropriate assignment of grades.

Undergraduate Classifications:

FR	Freshman
SO	Sophomore
JR	Junior
SR	Senior
FYR	Fifth Year (Pharmacy)
SPU	Special Undergraduate Non-degree
II	Inter-Institutional
SDS	Special Degree Seeking and Off-Campus Nursing Program
FX	Foreign Exchange

Graduate & Professional Classifications:

GD	Grad Doctoral
GM	Grad Masters
GPM	Grad Post Masters
GMD	Grad Masters then Doctoral
GPD	Grad Post Doctoral
SPG	Special Graduate Non-degree
1st	First Year MBA or Professional
2nd	Second Year MBA or Professional
3rd	Third Year Professional
4th	Fourth Year Professional
II	Inter-Institutional
FX	Foreign Exchange
SPP	Professional Non-degree
SDS	Currently used for Off-Campus Professional Pharmacy Program

Note: The classifications that start with "SP" (SPU, SPG, SPP) are used for non-degree students. Classifications that start with "G" (GD, GM, GMD, GPM, GPD) are graduate classifications. Classifications II and FX can be used for undergraduate or graduate students. Also, Continuing Studies post baccalaureate students (CS, SPG) are allowed to choose either the undergraduate or graduate grading system in courses numbered 100 through 199 for grade assignments. The student is supposed to inform the instructor at the beginning of classes as to their choice of grading system.

- The "FA" grade is assigned when an undergraduate student did not attend the final examination, and could not pass the course regardless of performance on the exam. This would be appropriate for an undergraduate student that never attended the course or has excessive absences in the course, as well as missing the exam.

- The "AB" grade is assigned when the student did not attend the final examination, and there is the possibility that the student could pass the course if the exam was taken. The "AB" is computed as an "F" grade in an undergraduate student's GPA. For undergraduate students, an "AB" grade is changed automatically to an "F*" if the grade is not cleared by the end of the next regular semester. For graduate students,

an "AB" will revert to an "F*" (administratively assigned grade) if the grade is not cleared within one year from the original examination.

- The "IN" grade is assigned when the student took the final examination but did not complete some other course requirement. The student could pass the course if the assignment was completed. The "IN" is computed as an "F" grade in an undergraduate student's GPA. For undergraduate students, an "IN" is changed automatically to an "F*" if the grade is not cleared by eight weeks into the next regular semester. For graduate students, an "IN" will revert to an "F*" (administratively assigned grade) if the grade is not cleared within one year from the original examination.

- The "SP" grade is assigned for undergraduate students participating in the first course(s) of an approved departmental Undergraduate Honors Program. The Honors Program usually runs for the duration of at least two semesters (Junior and/or Senior Honors/Research). A final permanent grade is not assigned until completion of the second and/or final course. When the final permanent grade is assigned for an Honors Program, any previously assigned grade(s) of "SP" must be changed to the appropriate permanent letter grade by an Official Grade Change Form.

  Note: "IN" and "AB" are temporary grades that can be reported on the Official Class Roll and Grade Report or on an Official Grade Change Form. Instructors can change temporary grades to permanent grades by completing the Official Grade Change Form within the specified deadlines. Once a grade has been changed to an "F*", a dean's signature is also required on the Official Grade Change Form.

For any questions about this material, you may contact me at senora@unc.edu or 962-0495. Thank you.

cc: All OUR Staff

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, July 25, 2007 9:40 AM
To: Blanton, Brent S <blanton@uncaa.unc.edu>
Subject: Re: Afam tutor

Thanks--we got it all taken care of. I helped organize their notes for the final study guide, and then they worked out the details to fill in.

Thanks again,
Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, July 26, 2007 4:18 PM
To: Diane Lupton <dflupton@email.unc.edu>
Subject: [Fwd: Reminder]
Attach: Reminder.msg

FYI

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

"Philosophy, when superficially studied, excites doubt; when thoroughly explored, it dispels it." Francis Bacon

From: Denise Elbert <jdelbert@email.unc.edu>

Sent: Thursday, July 26, 2007 3:47 PM

To: Sue Ellen Forrest <sforrest@email.unc.edu>; Amanda L Brooks <amandalb@email.unc.edu>; Wallace, Wanda L. <allace@email.unc.edu>; Thompson, Karen <kthomps1@email.unc.edu>; Futrell, Betty S <bfutrell@email.unc.edu>; Walker, Victoria Ward <vwwalker@email.unc.edu>; Crowder, Deborah A <dacrowde@email.unc.edu>; Phillips, Nell K <nphillip@email.unc.edu>; Bigelow, Patricia C <pcbigelo@email.unc.edu>; McIver, Samelia <mciver@email.unc.edu>; Boxill, Jeanette M <JMBOXILL@email.unc.edu>; Ward, Janet M <jkerr@email.unc.edu>; Hill, Kay <k_hill@unc.edu>; Atkins, Barbara F <BATKINS@EMAIL.UNC.EDU>; R J Teer <rebeccat@email.unc.edu>; Richardson, Mark <richardm@email.unc.edu>; Sardi, Karen L <ksardi@email.unc.edu>; Warren, Angeline <awarren@email.unc.edu>; walvoord@unc.edu; Jacqueline D Burgner <burgner@bio.unc.edu>; Owen, Bobbi A <owenbob@unc.edu>; Lucido, Barbara E <blucido@email.unc.edu>; Cannon, Carolyn C. <ccannon@email.unc.edu>; sallie@phyics.unc.edu; Quick, Myra C <quick@unc.edu>; cas_sallie.con <sallie@physics.unc.edu>

Subject: Reminder

Attach: jdelbert.vcf

Good Afternoon,

Thank you again for your cooperation during C-TOPS registration and staggering out the seats. We have two more sessions after tomorrow. July 28 and August 17. If you have any questions please do not hesitate to call me.

Denise

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, July 27, 2007 2:54 PM
To: Boxill, Bernard R <brboxill@email.unc.edu>
Subject: [Fwd: CFP: Emotion in American Studies]
Attach: CFP Emotion in American Studies.msg

Sounds interesting!

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

"Philosophy, when superficially studied, excites doubt; when thoroughly explored, it dispels it." Francis Bacon

From: Clark, Susan C <scclark@email.unc.edu>
Sent: Monday, July 30, 2007 12:13 PM
To: philosophy-faculty <philosophy-faculty@listserv.unc.edu>
Subject: [philosophy-faculty] Meditation Study Recruitment

Susan,
Geoffrey Sayre-McCord recently agreed to have the Philosophy department participate in our study on the benefits of meditation, and specified that we should be in touch with you in order to contact the rest of the department. Please sent this information message out to the faculty and staff of the department to let them know about the study?

Thanks,
Alysson Light
Project Manager
Fredrickson Lab
Department of Psychology

Dear employees in Philosophy,

As you know, Philosophy regards the health of its employees as a top priority. With this in mind, we are pleased to offer you a unique and fee-free opportunity to explore the techniques of stress-relieving meditation.

Beginning in September, our department will participate in a study on the benefits of meditation that is led by psychology department researchers and funded by the U.S. National Institute of Mental Health. Participants will attend six weekly workshop sessions – held during lunch hours – and will be encouraged to establish a daily meditation practice using guided meditations provided on CD. Together with the workshop sessions, the guided meditations are designed to generate positive reactions and reduce stress, allowing participants to flourish in their professional and personal lives.

To be eligible to participate, you must be willing to be assigned at random to serve either in a group that participates in the meditation workshop this fall, or in a "waitlist" group that participates in the same meditation workshop offered in early 2008. The "waitlist" group provides key comparison data against which the researchers can discern the effects of meditation practice. You will also be asked to participate in various research activities, including some short questionnaire sessions, a one-minute daily reports, and two visits to a lab in Davie Hall. You will receive up to $165 in compensation for providing this information.

If you are interested in learning more, please visit http://dailystudy.org for further information and to volunteer. This is a free, world-class meditation workshop. We hope that you will find it useful.

Sincerely,

Geoff Sayre-McCord
Susan Clark

--

Susan Clark, UAM 1
Philosophy,Admin. Manager
UNC-Chapel Hill
102-A Caldwell Hall CB 3125
Chapel Hill, NC 27599-3125
919-962-3311
919-843-3929 Fax
scclark@email.unc.edu

 -- You are currently subscribed to

philosophy-faculty as: JMBOXILL@email.unc.edu.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, July 31, 2007 10:28 PM
To: Lisa Boxill <lboxill@gmail.com>
Subject: Re: Lisa's article in For Me
Attach: Lisa Boxill article.pdf

Interesting--I just looked at my pdf file and it was fine.
Deb couldn't open hers-hmm.
Let me resend it.

"How breast cancer brought me back to life"

FM Reader Essay

By Lisa Boxill

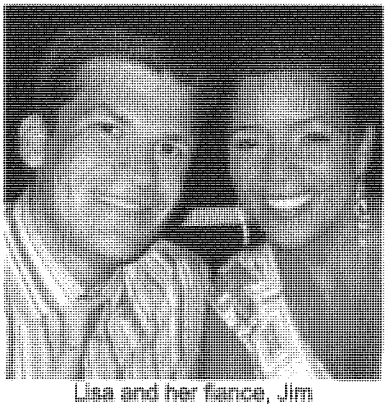

Lisa and her fiance, Jim

"What the heck is that?" Every time I felt the hard lump in my breast, I knew what it could be, but for months I told myself it was nothing. I didn't have time for something so small and insignificant. I was a 32-year-old Harvard Law School grad at a big law firm in New York City. I spent days and nights reviewing legal contracts, catering to wealthy clients and griping with coworkers about our jobs. I wasn't very fulfilled by my work, but I knew the firm was an impressive place to be.

WEB EXTRA: Lisa's tips on how to help out a friend

I finally penciled a doctor's visit in to my schedule, and as soon as she felt my lump, a shadow flickered across her face. "I know you're being cool about this," she said, "but you really ought to get checked out further." I flipped through my date book, saying, "Well, I can't go until next month. I have two deals closing." She firmly responded, "No, I mean today." Somehow—call it luck—the radiologists squeezed me in for tests that afternoon. They were almost positive it was cancer.

Most of the day I had remained calm (or perhaps dazed), but now, when I actually heard the word cancer, reality flooded in. I felt confused and helpless. It was as if I'd been plucked from my lovely little world and plopped down into a place that looked the same but wasn't.I stood on a street corner and cried. I called my mom, my best friend and my boss. No one knew what to say.

The months that followed were a blur. I went on disability at work, since I wasn't able to serve clients around the clock. I had a lumpectomy, and then I was told that, as with many young patients, my cancer was aggressive and would require radiation and chemo. I was also chosen to participate in a promising drug research study.

My hair started falling out the week of NYC's big summer blackout. I hauled myself down 17 flights of stairs and, although totally beat from chemo, spent hours hanging out in a bar with friends. As we sat chatting and drinking with strangers, I forgot about my cancer for the first time, despite the handfuls of hair coming out around me.

That night, the world stood still, and I began to notice all the positive things in my life. About nine long, hard months later, I noted that my job maybe wasn't so positive. I loved law, but wasting hard-won hours poring over papers that meant nothing to me just didn't seem worth it anymore. I thought back on office bitch sessions, when we'd joke about staying 24 hours straight when "it's not like we're curing cancer," and it struck home. I didn't want to just rid myself of cancer now, I wanted to rid myself of all that was bringing me down in life.

don't press your luck

According to the Young Survival Coalition, approximately 11,000 women under the age of 40 will be diagnosed with breast cancer this year, and nearly 250,000 currently live with the disease. Since the cancer tends to be more aggressive, catching it early is very important.

Be familiar with your breasts, so you'll notice any changes.

So I made some decisions: One, to go back to school and study my real love, legal education, and two, to move closer to my support system, my family. I'm working toward a degree in library science at the University of North Carolina at Chapel Hill and hope to work in a law school library. Plus, I've also met the man I'll spend the rest of my life with. In an odd, bittersweet way, cancer gave me this—a bundle of renewed opportunities.

Last November, about a year and a half after being diagnosed, I was pronounced cancer-free. Since then, I've had moments when I fear cancer will return. I still need tests and must take hormonal drugs. It's a continuous battle. But for now, my life is where it should be. And despite what got me here, I still feel like one of the luckiest women in the world.

Receive a clinical breast exam every one to three years from ages 20 to 39.

Look out for these symptoms:
- Lump or mass in the breast
- Enlarged lymph nodes in the armpit
- Changes in breast size or shape
- Skin redness or scaliness
- Nipple pulling to one side or a change in direction
- Nipple change or discharge
- Dimpling or puckering

Tips from The University of Texas M.D. Anderson Cancer Center (www.mdanderson.org). For additional advice, visit www.youngsurvival.org.

WEB EXTRA: Lisa's tips on how to help out a friend

Web Extra: How to help out a friend

It's hard to know what to do when someone you care about is hit with a health crisis like cancer. You want to help, but you're not sure what she needs. Remember that your friend is in a whirlwind and may not know yet what she's going to need, or she might be uncomfortable asking. Instead of saying, "Let me know if you need anything" or asking "What can I do?" here are a few things you can do that will definitely be of help:

Hire a cleaning service for your friend, or come over and do chores yourself. While it's never fun, housekeeping becomes a huge burden when you're exhausted from chemo. In my case, I had to be extra careful with my arm after surgery because so many lymph nodes had been removed--I wasn't supposed wash dishes, lift anything heavy (even taking out the garbage!) or do anything rigorous like vacuuming.

If she's a close friend, offer to serve as her Information Distribution Contact. She may grow tired of explaining her diagnosis and progress repeatedly, and it can be overwhelming coming out of surgery and treatment while simulatneously keeping family and friends updated. If you offer to send out group emails and answer questions post first surgery or chemo, friends will quickly learn to look to you, rather than her, for information, thereby taking a burden off of her.

Offer to go for walks or exercise with her. Yes, some light exercise is often recommended during chemo! Don't push it, but she may enjoy the company on days when she's up to it.

Avoid giving heavily scented bath or beauty products. Not only can scents be nauseating during chemo, using an adored scent can forever ruin the scent for her, instantly recalling the nausea of chemo whenever she catches a whiff! This was true for me--even though I had been warned.

MORE TIPS

When you come to visit, bring food, but make it bland. Treating her to her

favorites seems like a great idea, but the aforementioned nausea and negatvie associations apply here, too. If you do bring food, make it something that's easy to clean up, of course.

❋ Babysit or take her kids for a day.

❋ Offer to drive and/or accompany her to and from chemo treatment and doctor's appointments. Take notes for her while she's talking to the doctor--it's just too much to remember.

❋ Offer to grocery shop or run errands.

❋ Magazine subscriptions make great gifts--especially the light, fun, guilty-pleasure kind.

❋ Get her a Netflix membership so she can watch any DVD she wants without having to go out and pick them up or worry about returning them.

❋ Amazon gift certificates are always nice. That way, she can choose her own reading material.

❋ A gift certificate for a day at the spa. If she's not up for it now, she can always use it to celebrate once she's feeling better.

❋ If you know her tastes, some comfy, cozy pajamas or bathrobe are nice. But don't be offended if she throws them out after her chemo is over--that negative association thing again.

❋ The hair loss thing is traumatic and she will probably be concerned about the way she looks. For that reason, offer to take her shopping for hats and scarves, as opposed to just buying them for her--she will probably want to choose her own.

❋ When the time is right, help her plan an end of treatment party or trip!

❋ Listen.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, August 8, 2007 8:05 PM
To: Davis, Herb <hdavis@admissions.unc.edu>
Subject: Re: Admissions Reader

Hi Herb,
Thanks for your email. Debbie is interested; she is moving and doesn't have internet access. As soon as she can she will send you her resume--should be tonight or tomorrow. She will be going to California from August 15-27th, but she will be in contact before that.
Here email is: debzita@yahoo.com

Thanks,
Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, August 10, 2007 7:28 PM
To: Lange, Marc B <mlange@email.unc.edu>; MacLean, Douglas <maclean@email.unc.edu>
Subject: [Fwd: New TA Orientation 8/18/07 - more details]
Attach: 07 - more details.msg

FYI

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

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Sent: Friday, August 10, 2007 11:47 AM
To: henderson@unc.edu
Subject: New TA Orientation 8/18/07 - more details
Attach: TA_Orientation_schedule.pdf

To all TA Administrators, Faculty Coordinators, and Graduate TA Liaisons,

Attached you will find detailed information about the New Graduate TA Orientation on Saturday, August 18th. This includes the day's schedule, a map of the student union, and descriptions of the afternoon workshops that your TAs can choose from.

We look forward to meeting your new TAs on the 18th!

Thank you,
Sarah Henderson

--
Sarah A. Henderson
Center for Teaching and Learning
UNC - Chapel Hill
316 Wilson Library, #3470
Chapel Hill, NC 27599-3470
Phone: 919-966-1289
Fax: 919-962-5236
Email: henderson@unc.edu

Welcome to the Center for Teaching & Learning's 20th Annual

ORIENTATION

for new graduate teaching assistants

THE DAY'S PROGRAM:

Saturday, August 18, 2007

9:30 A.M. – 10:00 A.M. **Registration and Continental Breakfast**
Student Union Brick Lobby

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Student Union Auditorium
Welcome
Larry Rowan, Director, CTL
Steve Allred, Executive Associate Provost
Overview of day's activities
Graduate Teaching Consultants (GTCs), CTL

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(see "Morning Workshop Sessions" for groups & room numbers. A map of the Student Union is on the back of this sheet)

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Disciplinary groupings designed to foster discussion of teaching in undergraduate classes

12:00 P.M. – 12:45 P.M. **Pizza Lunch**
Student Union Gallery

12:45 P.M. – 2:45 P.M. **Afternoon Workshops**
Variety of topical workshops with invited speakers
(see ""Afternoon Workshop Sessions")

Center *for* Teaching & Learning
The University of North Carolina at Chapel Hill
316 Wilson Library
Campus Box 3470
Chapel Hill, NC 27599-3470
phone: 919-966-1289
email: ctl_unc@unc.edu

Floor Plan of the Frank Porter Graham Student Union

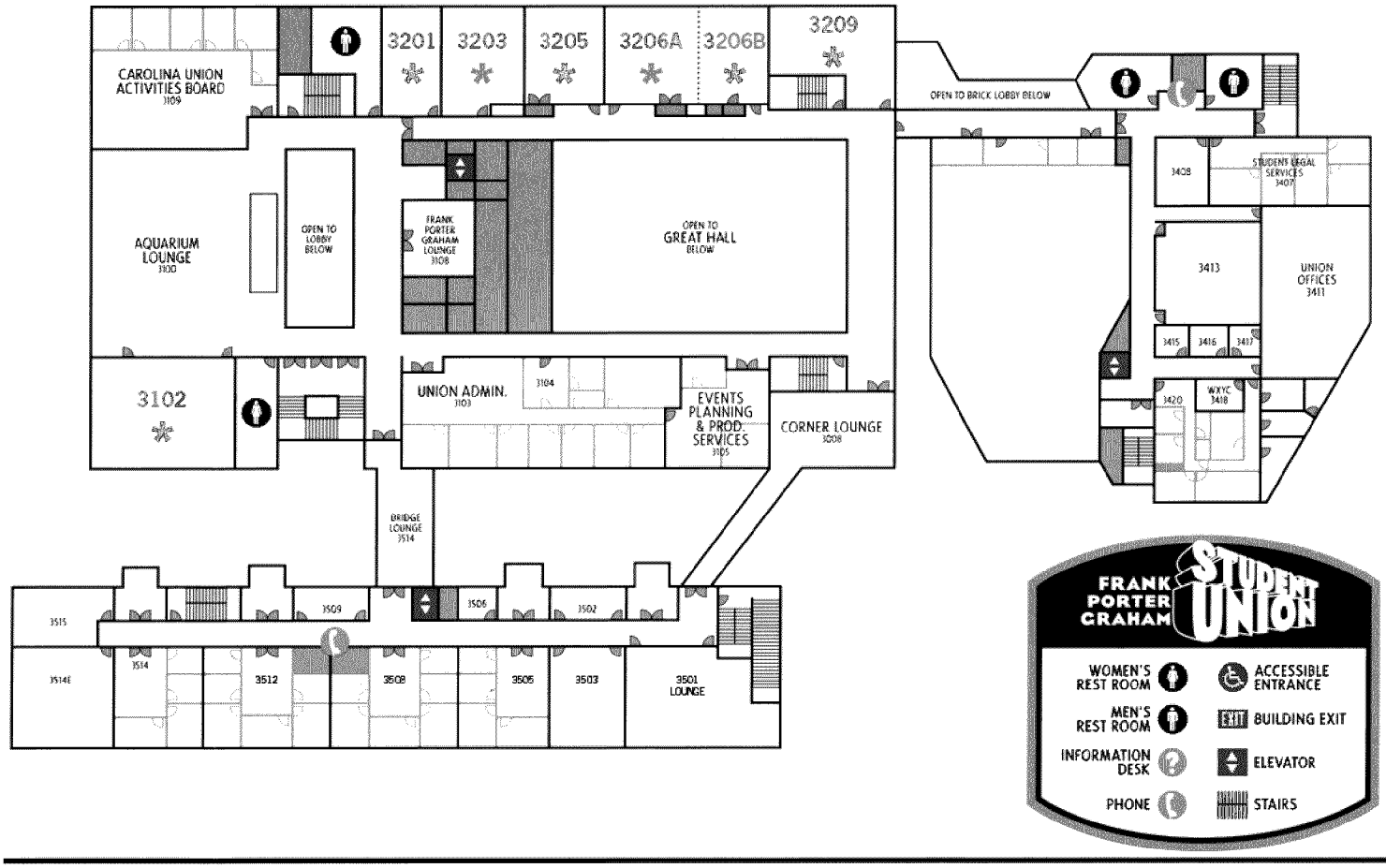

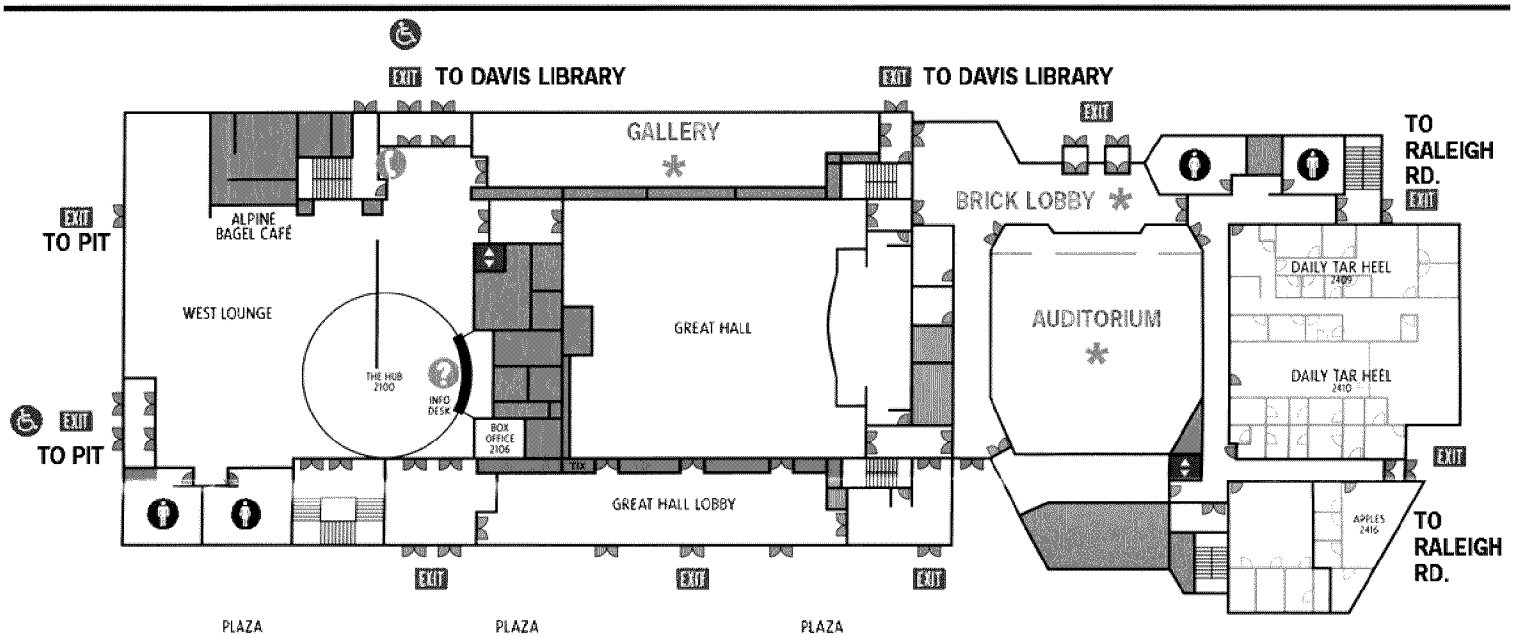

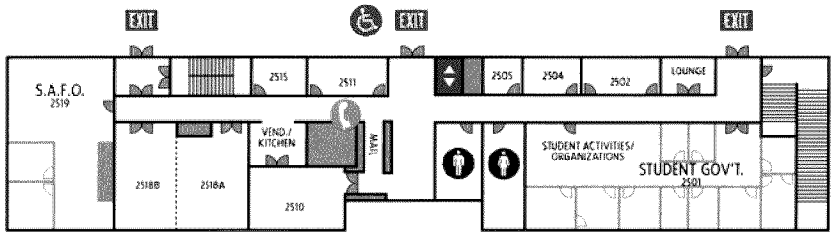

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GROUP 3 **STUDENT UNION, ROOM 3205**	**GROUP 4** **STUDENT UNION, ROOM 3201**
Biostatistics Computer Science Economics Information Science Mathematics Statistics and Operations Research	City and Regional Planning Communication Studies Environmental Sciences and Engineering Geography Journalism and Mass Communication Law Public Policy
GROUP 5 **STUDENT UNION, ROOM 3102**	**GROUP 6** **STUDENT UNION, ROOM 3209**
African and Afro-American Studies Anthropology Art Asian Studies Dramatic Art History Music Philosophy Political Science Psychology Religious Studies Sociology Women's Studies	Allied Health Sciences Dentistry Education Epidemiology Exercise and Sports Science Health Behavior Health Education Health Policy and Administration Maternal and Child Health Nursing Nutrition Pharmacy Social Work

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Pat Pukkila, Biology

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Brian Rybarczyk, Graduate School

Introduction to RefWorks: Organize Your Research and Simplify Your Life
R.B. House Undergraduate Library, Room 124
Teaching is stressful enough. Simplify your life by learning how to use RefWorks, a web-based bibliographic management program that can save you valuable time with both your research and your writing. In this workshop, you'll learn how to create your own personal database of citations, import citations from library databases, and format the bibliographies of your papers.
Jacqueline Solis, Academic Affairs Library

Academic Integrity
Student Union, Room 3203
To promote responsible citizenship, faculty and students should be clear about their roles in assuring that academic integrity and intellectual honesty frame their interactions in the classroom. Participants in this workshop will review the Honor Code and how this policy contributes to a class in which intellectual honesty and personal integrity are valued as shared ideals and as cornerstones for effective teaching and learning. We will also explore strategies for creating a shared understanding of expectations in the classroom.
Honor System Staff, Office of the Dean of Students

Workshop Session II 1:45 P.M. – 2:35 P.M.

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Getting Beyond Wikipedia: Ten Ways the Library Can Help
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Tired of students citing Wikipedia for everything? Instructors often express frustration over students' unwillingness or inability to find scholarly or scientific books and journals for their assignments. The UNC Libraries offer a variety of services to help you and your students find, use, and evaluate information sources. We can work with you to design assignments, create customized BlackBoard course pages, or set up an instruction session to help students find the information they need. This workshop will inform you on these and other services and tools you can use to improve your students' learning.
Jacqueline Solis, Academic Affairs Library

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, August 12, 2007 8:28 PM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: Fwd: Teaching Awards Committee Meeting Aug 27

Hi,
Yes, indeed I do have the meeting on my calendar. Also, I haven't heard
from Unks. If I don't get something from him this week, I'll find
someone else.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

To be truly ignorant, be content with your own knowledge.Chuang Tzu

debbie_stevenson@unc.edu wrote:
> Jan,
>
> I hope you have on your calendar the luncheon will be held at noon on
> the 27th.
> Please let me know. I will be out of the office until Thursday but
> will continue to check in today.
>
> Thanks!
>
> Debbie
>
>
>
> ----- Forwarded message from jclowman@gmail.com -----
> Date: Sun, 12 Aug 2007 11:14:11 -0400
> From: Joe Lowman <jclowman@gmail.com>
> Reply-To: Joe Lowman <jclowman@gmail.com>
> Subject: Teaching Awards Committee Meeting Aug 27
> To: debbie_stevenson@unc.edu
>
> Dear Debboe.
>
> Prof. Gray-Little ssked me to reply about my availability for the Full
> meeting of this year's Teaching Awards committee on Monday, Aug 20. I
> will
> be able to attend.
>
> Can you clear up a bit of confusion about this meeing. I had already
> heard
> from Jan Boxwell, Chair of this year's Awards Committee about a
> meeting from
> 11:00-1:00 on that day. Prof. Gray-Little mentions that I'lll be on
> the BOG
> Award and that our meeting is from 12:00-1:30 with lunch.

>
> Thanks, Debbie.
>
> Joe
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> Joe
> --
> Joseph Lowman
> Department of Psychology
> University of North Carolina at Chapel Hill
> 919.962.3993 jclowman@unc.edu <mailto:jclowman@unc.edu>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, August 13, 2007 9:44 AM
To: Lange, Marc B <mlange@email.unc.edu>; Diane Lupton <dflupton@email.unc.edu>
Subject: [Fwd: New TA Orientation 8/18/07 - more details]
Attach: 07 - more details.msg

FYI--Please send this information out to the TAs.

From: Sarah A. Henderson <henderson@unc.edu>
Sent: Friday, August 10, 2007 11:47 AM
To: henderson@unc.edu
Subject: New TA Orientation 8/18/07 - more details
Attach: TA_Orientation_schedule.pdf

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Sarah Henderson

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Sarah A. Henderson
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316 Wilson Library, #3470
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Email: henderson@unc.edu

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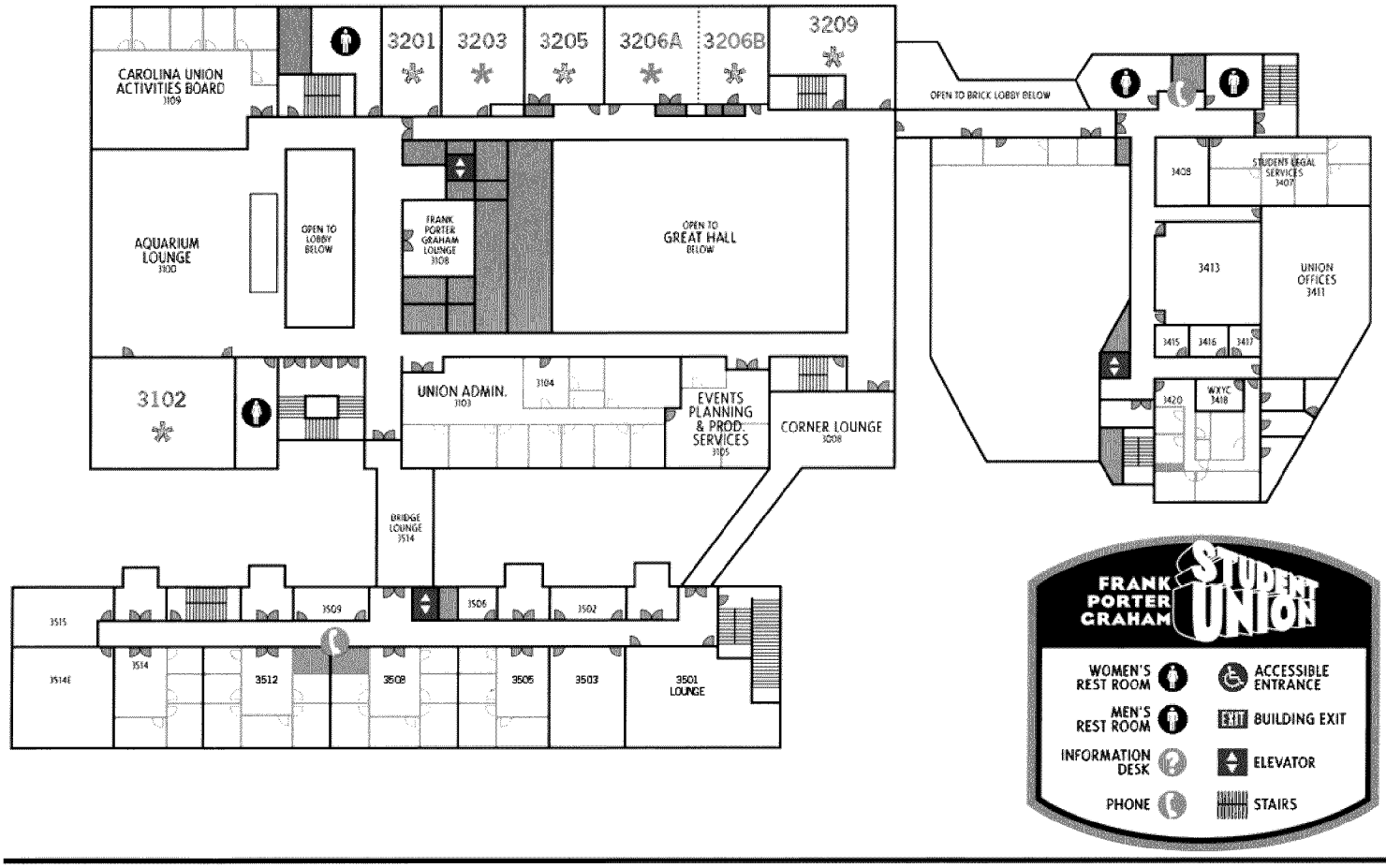

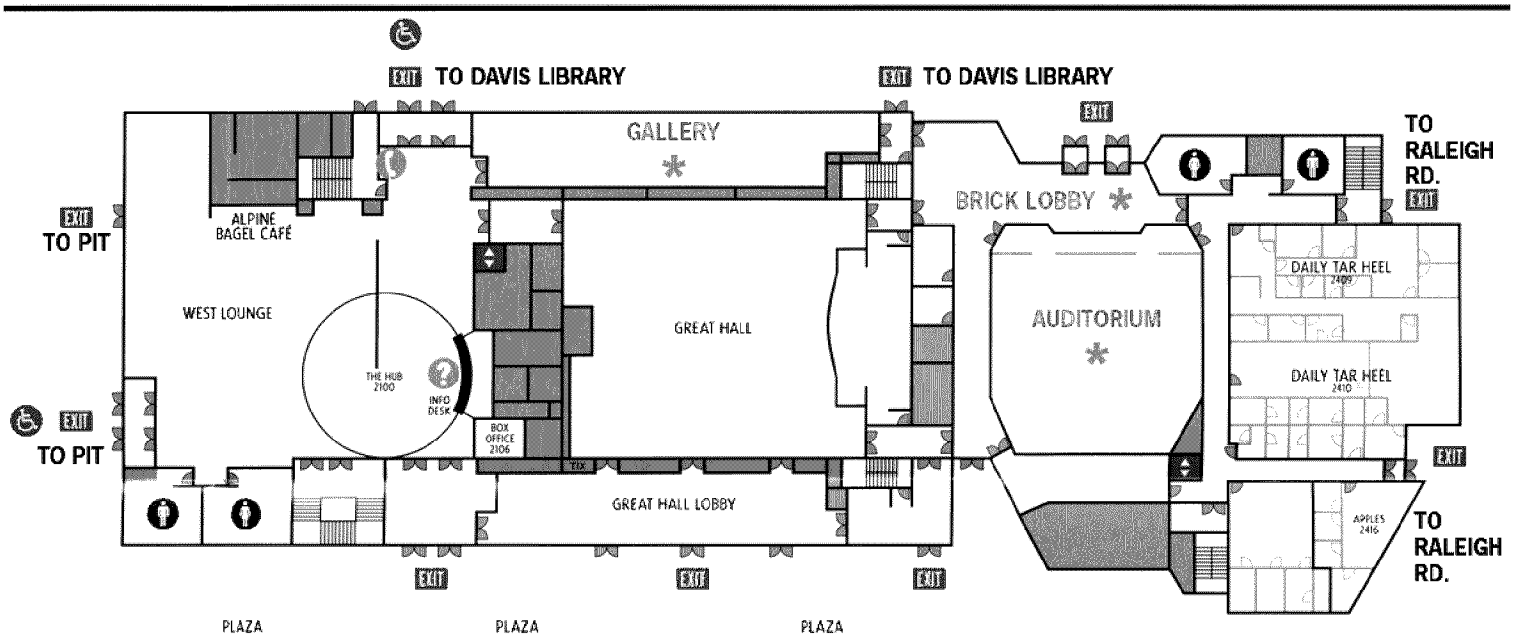

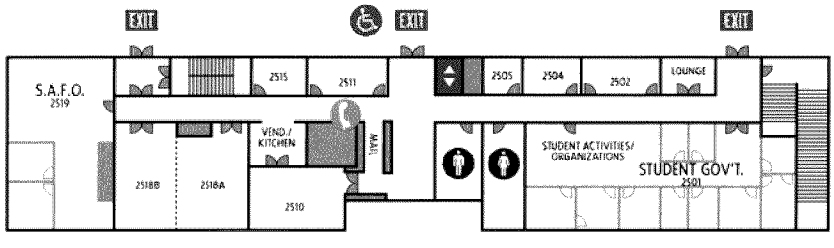

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Jacqueline Solis, Academic Affairs Library

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, August 13, 2007 9:54 AM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Re: beginning of the year meetings
Attach: First Grad Student Meeting of the year 2005.doc; Grad Meeting 2006-2007.doc; TA Meeting.doc

---

Geoff,
Here is what I have. I gave Marc hard copies of my notes for tehse meetings as they were all wiped out of my computer last year.

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Geoff Sayre-McCord wrote:
> Jan --
> Could you send me copies of the agendas you put together for the
> beginning of the year meetings with the grad students?
> Thanks,
> Geoff
>

SOME INFORMATION CONCERNING TEACHING

1. Honor Code: (http://honor.unc.edu/) We and the students are bound by the University's Honor Code. Among the things we are required to do is to report suspected cases of plagiarism rather than handle it ourselves.

2. Final exams times and dates are set (you can find the schedule on the web at: http://regweb.oit.unc.edu/calendars/finals069.php. The exam dates cannot be changed without written permission from a **Dean**, although students can ask to take the exam on a different date if, and only if, they have **3 in a 24 hour period**. If you want to give a take-home exam that must be approved by the Chair, and he must then give a written report to the Dean listing who has received the permission.

3. Final exams are required for all lower level undergraduate courses that we offer. How much weight these exams have in determining the final grade is up to the instructor, and one may have a take home portion of the exam. But there must be an in-class final.

4. Student Evaluations are required for each class and should be given out at end of semester. Evaluation forms are made available by Gucki as the end of the semester approaches.

5. The Syllabus is seen by the students as a kind of contract, so please do not add assignments that are not already announced on the syllabus and do not delete assignments that they may be regarding as offering a chance to improve their grades...

6. Teaching support is of course available from people in the Department, but it is also available from the University's *Center for Teaching and Learning* (http://ctl.unc.edu/), and from the Center for Instructional Technology (http://www.unc.edu/cit/), which supports Blackboard, Discussion Forums, list-servs for classes, etc.

7. A list of the students enrolled in your class(es) or section(s), an easy way to email them all, and photos of your students, are all available on Faculty/Staff Central at: https://www-s3.ais.unc.edu/sis/browser/operator_pass.html

8. Teaching duties:

    - 10-14 hours a week average, so be sure to organize your time to fit when you have heavy grading to do, and papers for your classes, etc.

    - You must hold posted office hours. Gucki will be sending out a form for these.

    - Attendance at classes is, of course, expected. If you are TAing and need to miss a section, be sure to let your faculty supervisor know and to get it covered. If you are teaching your own class and are going to miss it, try to get it covered. If this is not possible, then be sure to send an email to all the students letting them know the class will not meet. Send a copy to Gucki too..

9. If you have any problems with your sections or class, you should consult with people in the department (e.g. the TA Coordinator, Meg, or Jan or Doug or Jerry). Don't let things get to a critical point.

10. If you are teaching your own course, especially if it is for the first time, you should work closely with your faculty supervisor in constructing assignments and exams. Please ask him or her to look over your syllabus and to attend at least one class meeting.

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12. Along with being aware of the student population be mindful of the diversity in the classroom and of our own perceptions. We want them to enjoy philosophy, so pay attention to how you come across verbally and physically.

13. Target average GPA for lower level undergraduate courses: (C+/B-)

14. You might want to consider asking that papers be handed-in in electronic form (as well as hard copy) so that you can use software to catch plagiarism. Ask Geoff for details if you are interested.

15. Undergraduate Club

16. Major: http://philosophy.unc.edu/majors2005.htm

17. PPE: http://philosophy.unc.edu/ppe/ppe.html

18. Pre-Law Program: http://www.unc.edu/depts/phildept/Pre_law_Program.htm

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, August 13, 2007 2:02 PM
To: Diane Lupton <dflupton@email.unc.edu>
Subject: Updated CV
Attach: Full CV 2007 8-07.DOC

Hi Diane,
Attached is my updated CV.
Thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, August 13, 2007 8:43 PM
To: Dickson, Jennie Malloy <jdickson@unc.edu>; Searing, Donald D <searing@unc.edu>
Subject: Re: FW: Fellows Luncheon

Hi Donald,
Jennie Dickson, our Program Assistant, forwarded me your email. I am sorry you can't make the Fellows luncheon, but I am very interested in discussing your new research program on virtues and vices of political leadership in liberal democracies. Would you be interested in arranging a workshop/seminar on the topic in the Spring that the Parr Center could sponsor or co-sponsor? Let's try to schedule a lunch early in the Fall term.

Looking forward to talking with you,
Jan

Jan Boxill, Ph.D.
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, August 14, 2007 1:15 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Re: emails
Attach: TA Meeting.doc; Grad Meeting 2006-2007.doc

Hmm--strange that you didn't get them.
"TA Meeting" is Some Information ... Teaching.

SOME INFORMATION CONCERNING TEACHING

1. Honor Code: (http://honor.unc.edu/) We and the students are bound by the University's Honor Code. Among the things we are required to do is to report suspected cases of plagiarism rather than handle it ourselves.

2. Final exams times and dates are set (you can find the schedule on the web at: http://regweb.oit.unc.edu/calendars/finals069.php. The exam dates cannot be changed without written permission from a **Dean**, although students can ask to take the exam on a different date if, and only if, they have **3 in a 24 hour period**. If you want to give a take-home exam that must be approved by the Chair, and he must then give a written report to the Dean listing who has received the permission.

3. Final exams are required for all lower level undergraduate courses that we offer. How much weight these exams have in determining the final grade is up to the instructor, and one may have a take home portion of the exam. But there must be an in-class final.

4. Student Evaluations are required for each class and should be given out at end of semester. Evaluation forms are made available by Gucki as the end of the semester approaches.

5. The Syllabus is seen by the students as a kind of contract, so please do not add assignments that are not already announced on the syllabus and do not delete assignments that they may be regarding as offering a chance to improve their grades...

6. Teaching support is of course available from people in the Department, but it is also available from the University's *Center for Teaching and Learning* (http://ctl.unc.edu/), and from the Center for Instructional Technology (http://www.unc.edu/cit/), which supports Blackboard, Discussion Forums, list-servs for classes, etc.

7. A list of the students enrolled in your class(es) or section(s), an easy way to email them all, and photos of your students, are all available on Faculty/Staff Central at: https://www-s3.ais.unc.edu/sis/browser/operator_pass.html

8. Teaching duties:

    - 10-14 hours a week average, so be sure to organize your time to fit when you have heavy grading to do, and papers for your classes, etc.

    - You must hold posted office hours. Gucki will be sending out a form for these.

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16. Major: http://philosophy.unc.edu/majors2005.htm

17. PPE: http://philosophy.unc.edu/ppe/ppe.html

18. Pre-Law Program: http://www.unc.edu/depts/phildept/Pre_law_Program.htm

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, August 14, 2007 1:31 PM
To: Dickson, Jennie Malloy <jdickson@unc.edu>
Subject: Re: paper color

---

yes, this is good

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
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FAX: 919-843-3929

"Philosophy, when superficially studied, excites doubt; when thoroughly explored, it dispels it." Francis Bacon

Jennie Dickson wrote:
>
> How do you feel about this color for the newsletter?
>
>
>
> http://www.staples.com/webapp/wcs/stores/servlet/StaplesProductDisplay?langId=-1&storeId=10001&prodCatType=0&catalogId=10051&productId=16994&cmArea=SC1:CG10:DP2209:CL140679:SS992797
> <http://www.staples.com/webapp/wcs/stores/servlet/StaplesProductDisplay?langId=-1&storeId=10001&prodCatType=0&catalogId=10051&productId=16994&cmArea=SC1:CG10:DP2209:CL140679:SS992797>
>
>
>
> --jennie
>
>
>
> Jennie Dickson
>
> Program Coordinator
>
> Parr Center for Ethics
>
> Philosophy Department
>
> University of North Carolina at Chapel Hill
>
> CB#3125
>
> Chapel Hill, NC 27599-3125
>
> USA
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>
> 919.843.5641
>
> jdickson@unc.edu <mailto:jdickson@unc.edu>
>

> http://parrcenter.unc.edu/about/dickson.html
>
>
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>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, August 14, 2007 4:10 PM
To: Andrew Calder <acalder@mail.uncaa.unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>; Mary Willingham <mwillingham@uncaa.unc.edu>
Subject: Team PID's majors list
Attach: WBB-PID 07-08.doc

Attached are the players PIDs, and majors.

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, August 15, 2007 3:05 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Re: [Fwd: Gen Ed]

Geoff,
I will look back at our submissions and see what we did. I am surprised
by a couple that jump out -- 213, 215, 229, 285, 351, 384.

Jan

Geoff Sayre-McCord wrote:
> Do you guys know why the courses that do not qualify as Gen Ed don't?
> It seems a puzzling list, and I am inclined to think we do better
> having as many count as possible...
> -- Geoff
>
>
> _New Curriculum_
>
> In the new curriculum, every freshman seminar counts, as do all the
> classes in the 100's. Upwards from there it gets spotty. The list of
> what doesn't count is shorter, and some are classes we often offer, so
> they are still worth knowing.
>
> *Not Gen Ed:*
> 213: Asian Phil
> 215: Medieval Phil
> 229: 20th Century Phil
> 230: Experience and Reality
> 285: Moral and Phil Issues in Education
> 330: Metaphysics
> 335: Theory of Knowledge
> 340: Phil of Mind
> 345: Reference and Meaning
> 351: Phil of Physics
> 353: Phil of Cognitive Science
> 384: PPE
>
> *No classes are Gen Ed in the 400's /except/*/ /
>
> 412: Plato
> 453: Phil of Psychology
> 460: Selective Topics in the History of Moral Phil
> 462: Contemporary Moral Phil
> 470: Political Phil from Hobbes to Rousseau
> 473: American Political Phil
> 475: Phil Issues in Gender, Race, and Class
> 476: Recent Developments in Political Phil
> 480: Phil of Law
>
>
> Bottom line, I'm pretty sure I would've shot myself or others if I had
> been in the curriculum meetings that came up with the post-2006 nonsense.
>
> The link to find the list if you want to provide it to the faculty is:
> http://advising.unc.edu/advising/genedrequirements
>
> Diane
>
> --

>
>
>
> Geoffrey Sayre-McCord
> Professor and Department Chair
> Department of Philosophy
> University of North Carolina at Chapel Hill
> Chapel Hill, NC 27599-3125
>
> Tel: (919) 962-2695
> Fax: (919) 843-3929
> http://philosophy.unc.edu/smccord.htm
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, August 16, 2007 12:24 PM
To: Pat Phelps <pphelps@email.unc.edu>
Subject: Re: ethics

Hi Pat,
Okay- I misunderstood. Right now I have 3 people to ready to facilitate lunch seminars. We need to meet to discuss how you want these conducted and what topics you want addressed. One of our visitors has at least 2 topics she would like to discuss. Can we meet next week or early the following week with my program coordinator, Graduate RA and visiting Parr Faculty to set out a program? Wednesday the 22nd 10-12 2-4 or Thursday the 23rd anytime would work for me.

Thanks,
Jan

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"Philosophy, when superficially studied, excites doubt; when thoroughly explored, it dispels it." Francis Bacon

Pat Phelps wrote:
> Hi Jan - Actually, I was referring to the cost for your services but
> having the accounting number is great. What would be a reasonable fee
> for your center's services to facilitate 12 lunch seminars.
>
> Jan Boxill wrote:
>> Pat,
>> Susan Clark is our Administrative Assistant and Budget coordinator. I
>> have emailed her and am copying her on this message. She will be
>> getting in touch with you, or you can email her directly with what
>> info you need.
>>
>> Thanks so much.
>>
>> Jan
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>> Jan Boxill, Ph.D.
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>> pphelps@email.unc.edu wrote:
>>> Give me a number and I can probably arrange it.....
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>>> Pat
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>>> Quoting jmboxill@email.unc.edu:
>>>
>>>> Hi Pat,
>>>> Yes, indeed, we do need funding, and if I am doing at least 2
>>>> presentations, and fellows are doing others, the Center should be
>>>> reimbursed. I am out of town until Monday, so let's talk then.
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>>>> Also, THANK you for the veggies. They were just right, and best of
>>>> all they got eaten immediately!!! :)
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>>>>>
>>>>> Pat
>>>>>
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>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, August 16, 2007 12:47 PM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Teaching Awards

Hi Debbie,
With the addition of Stacey Waddell, I am now complete! I did not hear from Prof. Unks, but if he does respond, maybe we can just add him as well. What do you think?

Did you get enough grad students?

Jan

--
Jan Boxill, Ph.D.
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"Philosophy, when superficially studied, excites doubt; when thoroughly explored, it dispels it." Francis Bacon

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, August 17, 2007 9:12 AM
To: Lange, Marc B <mlange@email.unc.edu>
Cc: Diane Lupton <dflupton@email.unc.edu>
Subject: Re: professors removing people from class

We don't have a policy. What we can do, as we have done for some in the past, is put a restriction of "controlled enrollment" on the first day of classes that allowed the instructor to add students at his/her discretion. Some have used this method in the past, others don't want to--mainly those in the large classes. Perhaps we should discuss having such a policy at a department meeting. I think it is definitely worth doing. It works well for Psychology, because they have so many people trying to get in their classes--just like we do!

But we should ask Jay Smith if for the time being an individual instructor can adopt this by emailing the entire class.

Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, August 17, 2007 10:15 AM
To: Pat Phelps <pphelps@email.unc.edu>
Subject: Re: ethics

Hi Pat,
Right now my plan is to just have an interactive
lecture/powerpoint/discussion with the entire group. However, I may
rethink this if I can find a good case to work through. I will need
technology for the powerpoint.

Thanks,
Jan

Jan Boxill, Ph.D.
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Pat Phelps wrote:
> Great
>
> Lets do Thursday 23rd at 10:00 am.
> The key topics NIH are interested in include 1) scientific integrity,
> 2) data acquisition and management, 3) publication and authorship, 4)
> peer review, 5) mentor/trainee relationships, 6)collaborative science,
> 7)human and animal subjects, 8)conflict of interest and commitment 9)
> research misconduct 10) Data Ownership and Intellectual Property 11)
> Ethics of new scientific discoveries
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, August 17, 2007 10:35 AM
To: Pat Phelps <pphelps@email.unc.edu>
Subject: Re: ethics

Great-thanks.
Jan

Jan Boxill, Ph.D.
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>>>>>>>>>>> Pat
>>>>>>>>>>>
>>>>>>>>>>>
>>>>>>>>>>>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, August 17, 2007 12:38 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: [Fwd: Re: AFAM]

I would email her back and ask what she was re-sending!

>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, August 20, 2007 2:35 PM
To: Roberts, John Thomas <jtrosap@email.unc.edu>
Subject: Re: [philmajors] Ethics Bowl Team
Attach: PHIL 560 Description.doc

John,
Thanks for sending this out. In case people want more information, I've attached a fuller description. Phil 560 is the number we are still waiting on approval.

Jan

Jan Boxill, Ph.D.
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"Philosophy, when superficially studied, excites doubt; when thoroughly explored, it dispels it." Francis Bacon

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PHIL 560 ETHICS BOWL Instructor: Jan Boxill

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During a round, each team takes turns presenting its position on a case and critiquing another team's position on a different case. Teams must answer questions about their positions from a panel of judges. Judges assign scores based on logical consistency, clarity, focus and thoroughness. The presentations are evaluated on the following criteria:

Clarity and Intelligibility: Have you stated and defended your position in a way that is logically consistent and a reader/lister can clearly understand your line of reasoning?

Focus on Ethically Relevant Factors: Has you identified and discussed the ethically relevant factors?

Avoidance of Ethical Irrelevance: Has you stayed on track by avoiding preoccupation with issues that are not ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does your presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

The Intercollegiate Ethics Bowl (IEB) combines the excitement and fun of a competitive tournament with a valuable educational experience for undergraduate students.

The regional competition will take place November 17, 2007 and national in March. The course would be offered in the Fall to prepare students for the regional competition. The actual cases are sent out in mid September, so before that the students will look at previous year's cases and read material appropriate to cases in general, including ethical theory.

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READINGS to be taken from the following:

Elements of Moral Philosophy, James Rachels
Being Good, Simon Blackburn
On Liberty, John Stuart Mill
Social Ethics: Morality and Social Policy, Thomas Mappes & Jane Zembaty, editors.

Other readings will be assigned as appropriate.

REQUIREMENTS:

I. CASE PREPARATION:

Each student will prepare a minimum of two cases. Each case involves:

1. 2-3 page paper setting out the argument with ethical implications.
2. Present argument to class- 5 minute presentation. Other students write a critique of the presentation with suggested revisions, readings, and research.
3. Revised paper based upon class presentation, discussion, and student critiques. Revised paper will also include an analysis of one aspect of the argument. 3-5 pages which will include bibliography and field research plans.
4. Present revised argument along with analysis: 5-7 minutes. Critiques.
5. Revised paper based on previous discussion. Revised paper will also include analysis of second aspect of the argument: 5-7 pages.
6. Present revised argument along with analysis: 5-7 minutes. Critiques
7. Revised paper based on previous discussion. Revised paper will include objections to your analysis.
8. Present revised argument: 5-7 minutes.
9. Revised paper with completed philosophical analysis: 12-15 pages
10. Oral presentation of completed analysis:
    8 minutes for presentation
    5 minutes for questions
    5-7 minutes rebuttal.

II. EXPERIENTIAL MENTORED RESEARCH STUDY:

1. For each case, students will contact appropriate units for essential background to investigate original problems and gain information regarding the case to be incorporated in the presentations and drafts. Throughout the experience, the work will be supervised and mentored by instructor and Parr Center Visiting Professor, who will assist students with setting appropriate goals. Research will also be assisted by the Parr Center graduate research fellow and the unit head or designate. [E.g. For legal cases, it would involve working with the DA office].

Expected minimum hours: 60

2. Three mock Ethics Bowl competitions: one to the Department/University, and two in local high schools as part of the Department's Outreach Program.

III. FINAL EXAM— TBD

GRADE: The final grade will be assessed as follows:

Papers:	30%
Presentations:	30%
Class participation &critiques:	20%
Final Exam:	20%

WEEKLY ASSIGNMENTS:

Week 1:	Readings: Rachels: Chapters 1- & Blackburn Chapters 1- Discuss readings and cases. Assign cases. Discuss appropriate research units.
Week 2:	Readings: Mill, On Liberty; Mappes One-two page reconstruction of the arguments of your cases Five minute oral presentation of the reconstruction Feedback and suggestions from class.
Week 3:	Re-write the reconstruction given the feedback from class. Prepare a bibliography of selected readings appropriate to your cases Present both the re-write and bibliography to the class. Receive student feedback and suggestions.
Week 4:	Annotated bibliography. 1-2 page showing the relevant facts of the case.
Weeks 5-8:	Presentations, discussions,
Week 9-11	Mock Ethics Bowl Competitions
Week 12:	In class discussions in preparation for National Competition.
Week 13:	National Ethics Bowl Competition
Week 14:	Debriefing and discussion of Ethics Bowl Competition; review for final exam.

Sample Cases:

Case #1

Dr. B., a Professor of Psychology at a large research institution, Ohio State University (OSU), has a long distinguished record of working with chimpanzees. In the 1970s, she taught chimps to communicate, first by using American Sign Language and later using graphic symbols. In the last decade, under her direction, two young chimps, Keeli and Ivy, have learned to count and to recognize simple written words. Another chimp, Bobby, has shown an uncanny ability to learn number sequences and even to fill in missing numbers in a sequence. She has learned that chimps can do simple arithmetic, behave similarly to preschoolers, and (along with humans) have the ability to perceive the knowledge state of a peer.

Dr. B., who has dedicated her entire professional life to the study of cognition in chimpanzees, has won international acclaim for her work and was named one of the top 50 women researchers in the nation by *Discover Magazine* in 2002. Her chimps have been featured on Discovery Channel. However, as funding to support the research center has been hard to come by in the last five years, the university decided to close the research center and send the chimps away. OSU abruptly seized the professor's laboratory on February 28, 2006, changed all the locks, and hired a truck to send all 12 primates (nine chimps and three monkeys) to Primarily Primates, a controversial Texas sanctuary. The university gave the sanctuary a $324,000 trust fund for the animal's care.

Dr. B. vigorously protested the decision. When a restraining order she filed failed to prevent the university from implementing its decision, Dr. B. chained herself to the center's gate to prevent the transport trucks from leaving. Her efforts were unsuccessful and one of the chimps, 25-year old Kermit, died during the 38-hour transport in early March. Bobby was found dead in his enclosure on April 20. One of the monkeys escaped and was never recovered. Dr. B sued OSU to win custody of the remaining chimps. PETA also joined the suit on behalf of the remaining seven chimps and two monkeys and in June a Texas judge ordered that an independent trustee should oversee the $324,000 funding to ensure that it be used to house and benefit the remaining OSU primates.

Case #2

Wisconsin State Representative Dan LeMahieu (R-Oostburg) was outraged when the University of Wisconsin-Madison's University Health Services (UHS) featured ads in the two student newspapers suggesting that students consider receiving prescriptions for emergency contraception (EC) prior to leaving for spring break. UHS services are available to any student at the UW-Madison, and as such they offer health expertise to students in the areas of medical treatment for illnesses and injuries, counseling for stress reduction, smoking cessation, nutrition, dermatology, sports medicine, as well as confidential testing and treatment of sexually transmitted diseases (STDs). Although a part of the state-funded University of Wisconsin System, the ads were paid for using student segregated fees which are not part of taxpayer dollars or academic tuition funds.

Following the publication of the ads, which were part of a series also advising students to protect themselves from sun exposure and limit their intake of alcohol, Representative LeMahieu initiated drafting legislation to ban any university health center in Wisconsin from advertising or distributing the morning-after pill (EC). LeMahieu contends, "I think it's offensive that the university is trying to tell young women to be prepared and to plan ahead so they can have

promiscuous activities on spring break. I don't think that it's the role of the university to promote that type of activity, and I believe that's what their ad is asking young people to do." LeMahieu also added that the UW should be "made aware" that many people who are paying state taxes do not appreciate the offensive advertisements.

On June 16, 2005, Wisconsin's State Assembly voted 49-41 in favor of a bill prohibiting University of Wisconsin System health centers from advertising, prescribing or dispensing emergency contraception, making it the first state in the country to move towards banning EC on all state college campuses.

Case #3

Near the end of its fall season, a top executive from the popular reality television competition, *Idol Starz*, appeared on the *Today Show* and revealed that the program's contestants either advanced or were cut based on producers' decisions rather than being selected through the program's public text-messaging voting system. The executive went on to state that the show's winners and losers were selected by producers on a round-by-round basis in the hopes that certain "controversial" or "questionable" choices would positively influence ratings, increase fervor for underdog candidates, and create a more developed fan-base which would return to view the show during both current and future seasons.

Given the show's popularity and viewers' commitment to their favorite contestants, the revelation led to a large public outcry condemning the show for dishonesty and false advertising. Many claimed to have been cheated and explained that the show had a responsibility to adhere to the public's decisions about which candidates they preferred. Given special attention during this debate was the show's slogan: "You vote. You decide. Who should be the next Idol Star?"

During ensuing interviews, the show's producers explained that their decisions were based on the fact that they were in the entertainment business and that certain unpredictable events helped to keep the audience invested in the show and provided increased entertainment value. They also argued that, more often that not, their decisions about who should advance or win were in line with the public's desires. When questioned about the program's slogan, one producer was quoted as saying, "Look at it carefully. There is a difference between telling someone to vote and decide who *should* be the next Idol Star and telling them that their votes *will* decide the next Idol Star."

Case #4

In a recent case, Florida authorities declined to file charges against a Miami Herald columnist for surreptitiously recording a phone call from a city commissioner who later committed suicide in the newspaper's lobby. Authorities cited the unusual circumstances that led to the taping as the basis for not filing charges against the columnist. These circumstances were not enough for the Miami Herald, who took immediate action to fire the columnist for violating a company policy that prohibited the taping of sources and interviewees without the subject's consent.

State laws related to the recording of phone calls and the courts interpretation of these laws vary widely in the United States. Many of these laws are intentionally written with ambiguous terms and interpretation is typically required on a case by case basis.

The firing of this popular columnist caused much protest around the world. Many members of the Herald staff signed a petition requesting the decision to fire the columnist be rescinded. The columnist was friends with the city commissioner, and the commissioner provided regular sources for stories to the columnist.

According to the columnist, the commissioner was despondent over public allegations about his sex life and the tone of his voice on the phone conversation was so alarming that the columnist impulsively decided to record the conversation. The tape records the columnist's attempts to calm the commissioner. Throughout their 20-minute conversation, the columnist attempted to steer the conversation to less volatile subjects in the hopes of lifting the commissioner's spirits. But the call ended with the commissioner still despondent. A few minutes later, the commissioner shot himself.

Following the suicide, the columnist told editors of the Miami Herald that he had been interviewing the commissioner earlier in the day and had recorded part of the conversation without the commissioner's consent.

After being fired, the columnist was quoted as saying "In a tense situation I made a mistake. The Miami Herald executives only learned about it because I came to them and admitted it. I told them I was willing to accept a suspension and apologize both to the newsroom and our readers. Unfortunately, the Herald decided on the death penalty instead."

The Miami Herald editors have taken the position that there must be an absolute prohibition of the paper's reporters taping conversations without a party's consent, and not just because it is against the law in Florida, as it is in many states. An executive of the Herald has stated that the policy is necessary to protect the paper's integrity, as well as to foster trust from news sources.

Journalists at the Miami Herald have pointed out that at least one other reporter surreptitiously taped an interview, but was not fired. The journalists also have also stated that there is no written policy on taping conversations and that any verbal policy on expectations of reporters is unclear. The Miami Herald responded to the alleged case of a previous surreptitious taping by saying "we understand this happened 18 years ago". They went onto state that the recent decision to fire the columnist was clearly guided by the environment in which journalists operate today; which is much more constrained in terms of the latitude given for violation of law and policy.

Case #5

Beginning in 2005, protests at funerals for military personnel killed in Iraq have been increasing – and have received much media attention. In particular, members of the Westboro Baptist Church, in Topeka, Kansas, have been especially visible and vocal at many of these military funerals. Reverend Fred Phelps and his protesters claim that U.S. military deaths in Iraq are because America tolerates homosexuals and that they are a sign of divine punishment for America's tolerance of homosexuality. For over a year now, members of this anti-gay church have been crisscrossing the United States, holding more than one hundred protests outside the funerals of U.S. soldiers killed in Iraq.

They wave placards with such expressions as: "You're Going to Hell," "Fag Vets, God Hates You," and "Thank God for IEDs" (the improvised explosive devices responsible for killing many military personnel in Iraq). Phelps contends that all American soldiers are guilty by association – because they are fighting in the service of the U.S. government.

By Spring, 2006, twenty-eight states and Congress were rushing to pass laws to restrict protests outside military funerals. On May 17, 2006, Illinois Governor Rod Blagojevich signed a state law – "Let Them Rest in Peace Act" – that prohibits disruptive and inflammatory protesting 30 minutes before a funeral, during the service, and 30 minutes after a funeral while remaining 200 feet from the funeral site. This new Illinois law drew immediate scorn from Shirley Phelps-Roper, attorney for the Westboro Baptist Church: "The law is impotent. You've done nothing to change that God is killing your children and sending them home in body bags. Keep your big, fat snout out of our religion."

In the U.S. Congress, Representative Mike Rogers (R-Mich.) sponsored a House bill to address this matter. He said that he took up the issue after attending a military funeral in his home state, where mourners were greeted by "chants and taunting and some of the most vile things I have ever heard. Families deserve the time to bury their American heroes with dignity and in peace." On May 24, 2006, Congress passed legislation that would bar demonstrators from disrupting military funerals at national cemeteries.

The "Respect for America's Fallen Heroes Act" prohibits protests within 300 feet of the entrance of a national cemetery and within 150 feet of a road into the cemetery from 60 minutes before to 60 minutes after a funeral. Those violating the act would face up to a $100,000 fine and up to a year in prison. Senate Majority Leader Bill Frist (R-Tenn.) said that this act "will protect the sanctity of all 122 of our national cemeteries as shrines to their gallant dead. It's a sad but necessary measure to protect what should be recognized by all reasonable people as a solemn, private and deeply sacred occasion."

In response to this federal legislation, Phelps has said that Congress was "blatantly violating the First Amendment rights to free speech" in passing the bill. He said that he will continue to demonstrate but would abide by the restrictions. Constitutional experts are warning that protest restrictions – such as those passed in Illinois and in Congress – appear overly broad and are likely to be overturned if challenged in court. Eugene Volokh, a law professor at the University of California-Los Angeles and an authority on the First Amendment, said: "You can't treat speech as a breach of peace simply because it offends people. These protests are tremendously offensive and hard to ignore. But ignoring them or counter-protesting is unfortunately the only remedy the 1st Amendment allows." And, the American Civil Liberties Union has filed a lawsuit against a new Kentucky law, saying that it goes too far in limiting freedom of speech and expression. Additional lawsuits are expected to be filed.

U.S military veterans find Phelps' beliefs and actions particularly abhorrent, and in November, 2005, veterans' motorcycle groups began showing up at military funerals to oppose the protesters and to show support for the families of the deceased soldiers. Calling themselves the Patriot Guard Riders, these motorcycle groups have organized hundreds of counter-protesters to wave American flags and stand silently in front of the Westboro picketers, to pay respects to the fallen soldier, and to protect the soldier's family from disruptions.

Case #6

Alejandro Toledo, President of Peru, has launched a public campaign demanding that Yale University return to Peru Incan artifacts excavated at Machu Picchu in 1912. Yale professor Hiram Bingham III, guided by a native Peruvian, came upon the Incan city of Machu Picchu in 1911. Bingham secured backing from the National Geographic Society and support from Peru's government for archeological excavations at Machu Picchu in 1912 and again in 1914-15.

In October 1912, Bingham gained the Peruvian government's permission to bring to Yale for research the contents of 170 tombs in Machu Picchu. The decree allowed that Peru reserve the right to ask for the return of the objects.

By 1916, Peru, suspecting Bingham of secretly taking Incan gold, ended Bingham's work at Machu Picchu. The items taken to Yale from the 1914-15 excavations were loaned for only 18 months. Yale has refused several Peruvian requests for return of the artifacts.

Today, Yale claims that they have complied with the 1912 and the 1916 agreements, returning the objects to Peru during the 1920's. Yale sees no similar responsibility to return the items taken from earlier work. National Geographic Society records show that about half of the items were returned to Peru, with no mention of the remaining artifacts.

Luis Guillermo Lumbreras, the director of Peru's National Institute of Culture in Lima, claims that Yale has had 90 years to complete research on the objects, and now Peru wants the items returned. Peru elected its first indigenous president–Alejandro Toledo, who honored the nation's Incan heritage by holding part of his inauguration ceremony at Machu Picchu in 2001. In part due to his influence, Peru wants possession of the artifacts, which have formed the core of Yale's impressive, scholarly exhibition: *Unveiling the Mystery of the Incas*. After traveling to six cities and attracting over a million visitors, the exhibit now resides at Yale's Peabody Museum of Natural History in Connecticut.

The recent research of Yale professors Lucy Salazar and her husband Richard L. Burger, including extensive scientific analysis of burials, has provided the most reasonable explanation for the existence of Machu Picchu. Rather than supporting the earlier ideas of the city as a center for religious activity including the sacrifice of virgins, the professors' research has suggested that the city served as a simple country retreat from the Inca capital of Cuzco.

The number and kinds of artifacts taken to Yale from Machu Picchu is in dispute. Yale has offered to return some of the pieces to Peru, if Peru allows it to keep others at the Peabody Museum of Natural History, where Machu Picchu is the prize exhibit.

Case #7

In October of 2002, after the overdose of one of its workers, management at a Weyerhaeuser, a multinational corporation in the pulp and paper industry located in Valliant, Oklahoma, became concerned that employees were not following drug and safety regulations in its parking lot. Management decided to have the parking lot searched with gun and drug sniffing dogs. While the dogs found no drugs, they did find firearms in twelve vehicles, including shotguns and automatic weapons. The owners of these vehicles, including a 23-year veteran shift manager, were fired in the next two days.

Weyerhaeuser and many other businesses have had long standing bans on firearms brought into the plant in order to protect workers and prevent workplace violence. In 2002, Weyerhaeuser extended this ban to the parking lot. Many workers claim they were not told of the extension of the ban, though management claims they informed workers. Some of the fired workers have filed suits claiming they were not informed. The initial suit was thrown out, but the decision is being appealed.

Since this and other incidents, many states -- beginning with Oklahoma -- have enacted laws protecting workers who want to keep firearms in their cars. The latest state to consider such a law is Florida, home to Walt Disney World, which does not allow any of its 50,000+ employees to bring guns onto company property.

A number of corporations have joined federal lawsuits against these new state laws. These companies include ConocoPhillips (petroleum), Halliburton (energy), and the Nordam Group (aircraft manufacture). They state that they cannot provide a safe and secure workplace without the ban on guns in the parking lot, and they see state laws allowing guns as infringing on the right of private property owners to decide what is and is not allowed on their property. Even aside from their property rights, companies claim that the laws would disregard public safety. The Bureau of Labor Statistics Census of Fatal Occupational Injuries states that in 2004, there were 551 workplace homicides out of 5703 workplace fatalities. A study at the University of North Carolina claims that such killings are five times more likely to occur at workplaces that allow guns compared to those who do not.

The National Rifle Association (NRA) has been the primary champion of laws that allow workers to have guns in cars in company parking lots. The NRA claims that prohibiting lawful gun owners to keep guns in their car dramatically diminishes their right to own firearms and defend themselves. All 50 states allow the transportation of firearms for lawful purposes. The laws also restrict workers who may want to hunt or target shoot after work from engaging in these lawful activities. They also claim that one's car should enjoy the same protections that one's home enjoys with regards to being able to keep lawful weapons and immunity to unlawful searches.

The NRA claims that the state laws already have commonsense provisions in them that prevent abuse. For instance, anyone wanting to transport a firearm and park their car in a company lot must keep the automobile locked, and at no time is it permissible to take the firearm out of the car on company property. Against the property rights claims of business owners, the NRA claims that business owners are already under extensive federal, state, and local regulations about what they can do with their property and that striking down these state laws would allow companies to "micro-manage" the contents of an employee's automobile. The NRA also cites statistics that 84% of workplace murders are committed by strangers, and anyone determined to commit a crime will not be discouraged from bringing the gun onto company property by a company regulation prohibiting guns in parking lots.

Case #8

After several years of miscarriages, Edward and Susan turn to *in vitro* fertilization as a means of screening embryos for genetic defects. More than two years elapse, with all the attendant discomfort and expense, but finally an “acceptable” embryo is produced and implanted. To their joy, nine months later they are blessed by Michelle, an apparently happy, healthy baby.

They decide that they will not tempt fate by trying to increase their family, instead choosing to relish the raising of their daughter. Five years pass and they eagerly anticipate Michelle's starting kindergarten. They have elected to enroll her in a well-respected private school so as to realize her fullest potential. Part of the school's pre-entry preparation is an extremely thorough set of physical examinations. (The physical examinations are not done to screen for admission, but rather to anticipate potential health issues while the student is enrolled.)

To their horror, the examinations determine that Michelle has early symptoms of a particularly virulent form of *Acute Childhood Lymphoid Leukemia*. Nothing in the embryonic screening could have predicted its occurrence. They begin immediate conventional treatments which prove to be ineffective. At their oncologist's recommendation they enroll her in the nation's premier pediatric oncology program. She gives them the bad news that Michelle shows evidence of having Philadelphia chromosome-positive ALL. The most successful treatment involves hematopoietic stem cell transplantation from matching relatives. The oncology clinic tests both Edward and Susan, but finds neither of them compatible. Since neither of them (nor Michelle) has any siblings, it looks as if they will have to hope for a million-to-one chance of finding a well-matched unrelated donor.

While waiting in the lounge of the clinic, the mother of another child under treatment introduces herself and suggests that they do have another option – they could have another child, *via in vitro*, selecting among possible embryos for compatibility for transplant. Initially they are horrified at the idea of producing another child as a "biological stockpile" for Michelle, but the more they think about it the better the idea seems. After all, they really had wanted more children. The new child wouldn't be seriously injured by the procedure needed to provide Michelle with the transplant material she so desperately needs. Given their history of medical procedures needed to have Michelle, the screening required to make sure the new child would be a compatible donor is almost the same as if they were just having another child as a family expansion.

When they raise the possibility with Michelle's physician, she explains that the screening technology has improved sufficiently since Michelle's birth to guard against the new child's having the same disposition toward this disease. But, before she will go further, she tells them they must speak with the clinic's counselor. The counselor asks them to consider what their true motives are in proposing the conception of this second child, whether they would be treating her as a person or as an object and how they will explain to her the reason for her conception.

Case #9

After 25-30 years of service, ships are at the end of their sailing life and are sold as "End of Life Vessels" to be dismantled primarily to recover the valuable steel which makes up about 95% of the ship. Ship breaking (or ship demolition) is the process of dismantling the structure of an obsolete vessel for scrapping or disposal and includes a wide range of activities, from removing all gear and equipment to cutting down and recycling the ship's infrastructure. However, the only ones who profit from ship breaking are the ship owners. They extract an average of $1.9 million profit per "End of Life Vessel." Ship breaking is also a challenging and controversial process, due to the structural complexity of ships and the many environmental, safety, and health issues involved.

Ship breaking is dangerous and has the reputation of being one of the dirtiest jobs on earth. For minimal dollars a day, workers with little protective gear tear out pipes insulated with

asbestos, transformers covered with PCBs, and leaky diesel tanks. Until the late twentieth century, ship breaking took place primarily in port cities in developed countries – including the United States and Europe. Today, however, most ship breaking yards are in developing countries – especially India, China, Bangladesh, and Pakistan. This is due to rules dealing with lead paint and toxic substances. The industry was such a disgrace that, in 2000, Congress acted to stop U.S. registered ships from being sent overseas for scrap. Ship breaking remains an international environmental and labor concern - because ship breaking now occurs mostly in underdeveloped countries where working conditions and environmental impact are not regulated. Also, many ships being scrapped now were made before many international environmental laws were enacted.

In late 2005, a Virginia-based company, Bay Bridge Enterprises, visited the small coastal town of Newport, Oregon, and proposed opening a ship breaking plant on the banks of Yaquina Bay. The company offered up to 125 jobs paying $20 an hour. Their spokesperson indicated that the company had no environmental violations since they have been doing this work, and that they had zero lost-time injuries since 2001. Also, he noted that there is no large-scale ship breaking yard on the West Coast, and that there are about 60 ships anchored in a California bay – just waiting to be moved to a scrap yard. Therefore, there would be plenty of work available at a new ship breaking plant in Newport – for some time to come.

A strong coalition of interested parties in the Newport area emerged in opposition to this proposal. The "Friends of Yaquina Bay" were the group of people most responsible for rallying the community together to try to stop this ship breaking proposal. The Oregon Coast Aquarium and the Oregon State University Hatfield Marine Science Center – both located in Newport – also added major support to the effort to block the proposed plant. Some of the major issues raised by these opponents to the proposal included: the world-wide negative reputation of ship breaking; the safety of towing "ghost ships" (some with a length of up to 540 feet) from San Francisco Bay in California to Newport, Oregon; potential infestation of as many as 100 invasive species on the ships in California that are not in Yaquina Bay; toxins on and in the ships that would escape into the bay and the air, affecting the seafood industry – especially crabbing – as well as the fear of pollution runoff at the Hatfield Marine Science Center and the Oregon Coast Aquarium; and visual pollution. Yaquina Bay is a continentally Important Bird Area – with several endangered species present. There are 15 or more blue heron nests and other bird species on the tide flats near the proposed ship breaking site. The local tides extend 15 miles up the Yaquina River and thus the largest oyster farm in Oregon could be affected. Plus there is fear that money-spending tourists would not view these rusting ships as an asset to the beautiful Oregon coast.

On January 24, 2006, about 200 people packed a meeting room in Newport, Oregon, to hear Mr. Don Mann, general manager of the Port of Newport, announce that "some projects are a good fit, or not a fit at all. Bay Bridge's plan for a ship breaking facility in Yaquina Bay does not qualify in our test for a good fit." Thus, quite surprisingly, it seems, the ship breaking plan for Newport was ended. Mr. Mann continued: "This was not a good business deal for the company, or for the Port. I believe that the environmental issues could have been resolved, but our financial concerns could not be adequately addressed." The vast majority of persons at the meeting were very pleased with this decision.

While this issue was being considered by the town of Newport, Oregon, the office of the Port Commissioners received hundreds of telephone calls of concern – from all over the country. As one commissioner said: "We have gained much free advertising – for the port and

community. The whole world knows we're here. This issue is bringing this concern to Oregon, and to the nation." Bay Bridge's next move on the West Coast remains to be seen. The company is still looking for a possible Oregon or Washington port.

Case #10

Ardent R. Porter is an investigatory journalist with a respected Washington-area newspaper, *Capitol News Briefly*. As a reporter working in and around the D.C. area, Mr. Porter often relies on his long list of contacts in order to glean information that might be useful for the various articles he publishes on corruption within politics and government. By establishing relationships with individuals at all levels of government, Ardent has provided himself with valuable human sources that are often capable of providing him with names, tips, or other information that he could not extract from other channels. Furthermore, a few of Mr. Porter's key contacts are able to pass along hard-to-come-by information about questionable or downright illegal actions taken by government employees or agencies.

One such contact is Ian Stalwart, a mid-level agency administrator who works with individuals who do government "groundwork" as well as with high-level government bureaucrats. As a middleman of sorts, Ian is in a position uniquely suited to evaluating the actions of those who work both below and above him. One of Mr. Stalwart's responsibilities is to watch for and report any illegal activity that he might encounter. Mr. Stalwart takes this role very seriously and his responsibilities as a watchdog were what originally led him to seek out Ardent, a like-minded opponent of corruption and illegality within public service.

It so happened that Mr. Stalwart discovered that many individuals within his agency were working to cover up illegally-awarded, over-billed, or otherwise fraudulent government contracts awarded during the early months of the Iraq War, actions which were in violation of several federal laws, in addition to many agency standards. Upon presenting his discovery to his superiors, Mr. Stalwart was told to disregard his findings and to refrain from further discussing the subject. After pressing for a more sophisticated explanation, he was informed that the contracts in question had been deemed classified through appropriate agency and congressional channels and that because the contracts had been deemed to serve a compelling national security interest, it would be against agency policy (as well as illegal) to discuss them, regardless of any questionable procedural or substantive aspects.

Fully knowing that he was in violation of laws regarding the disclosure of classified information, Mr. Stalwart approached Mr. Porter and revealed everything he knew about the dubious contracts. He also provided Mr. Porter with the names of the individuals implicated in the cover-ups and the names of the administrators who had ordered him to remain silent.

After composing a lengthy and revealing story, Mr. Porter approached his editor about publishing the story, explaining the dilemma presented by the fact that much, if not all, of the story's core material was classified. Following a discussion about publishing the article by the paper's editorial board it was decided that the story would run in the paper's next issue.

Case #11

Students in schools of medicine, nursing, dentistry and veterinary medicine are required to observe actual surgeries (and other procedures) early in their educations as a preliminary exposure to the practices of their field. In fact, such study is thought to be essential in

confirming the students' choice of profession. Of course, the observation takes place with the informed consent of the patients (or their guardians). Many pre-medical, pre-nursing, pre-dentistry, and pre-veterinary programs, especially at schools with associated hospitals, are beginning to recommend (or even require) similar observation programs.

The State University Museum has one of the nation's premier exhibits of the history of medicine and allied fields. They include displays replicating Leonardo's anatomy studies, teaching materials from Charles University (in Prague) dating from the 16th century, 18th century "bleeding," and 19th century nutrition studies (among many other presentations).
One of the most popular offerings at the museum is the "surgery room" where films of common surgical procedures can be viewed. Like the student viewing in medical schools, the patients shown have given their informed consent. Not surprisingly, the most identifiable attendees are people who are considering having the operations shown in the pictures. The films have been "sanitized" so that excess gore is avoided, but the surgeries are shown in detail.

Dr. Suarez, curator of the museum and retired professor of neurosurgery, has proposed to the board that rather than using films, which are hard to make and quickly become outdated, observers should be allowed to observe actual, in process surgeries on persons who have consented. After all, the University Hospital is adjacent to the museum and access is convenient. The hospital's operating theaters are set up above the surgical floor but separated from the patient and surgical team by sound- and atmosphere-proof windows. Dr. Suarez suggests that such watching could become a significant educational revenue-generating operation. He points out that special exhibits commonly serve as important financial resources for museums.

When Dr. Suarez proposes this program to the Museum's board of directors, Katherine Osborn (one of the community members of the board) objects vigorously. Although Dr. Suarez's proposal clearly restricts participation to persons "15 and older," Ms. Osborn argues that teens, and perhaps others, will attend surgeries not as education but as entertainment. Her position is that such "exhibitions" will be little better than the "bum fights" and ultraviolent films that have gained popularity in recent years. Ms. Osborn claims that teens will watch surgeries as a replacement for the gore seen while attending the ***Halloween*** and ***Nightmare on Elm Street*** movies. Her claim is that such actions are exploitative more than educational.

Dr. Suarez responds that actual surgeries come nowhere near the gore commonly shown on TV and in the movies. He points out that we seldom know what motivates people to act as they do in the presence of human affliction. "Do people slow their cars when passing accidents in order to see whether they can help or to see blood and gore? How would we know? Even if an adolescent attended a surgery out of a desire to see gore, might the experience not shift his or her perspective, creating an interest in becoming a medical professional?"

Case #12

Politicians have crossed the floor, or switched parties for as long as political parties have been in place—famous switches include those of Strom Thurmond, Ronald Reagan, Condoleezza Rice, Howard Dean, Hilary Clinton and most recently, Joe Lieberman. In 2001, nine serving members of Congress had switched parties while in office. Various reasons are cited for changing parties, including ideological disagreement with one's current party and moving to improve power and legislative efficacy, among others. U.S. Representative Ralph Hall of the Fourth Congressional District in Texas cites both reasons.

Ralph Hall was first elected in 1980 as a Democrat and has been re-elected each succeeding year. Hall has made a reputation for himself as a rogue Democrat, willing to "cross the aisle" and vote with Republicans when he agreed with their position. He also has been an avid supporter of President Bush, opposed to Democratic bids to unseat him. But it was more than mere ideological agreement that encouraged a decision to switch parties in early 2004 before his bid for reelection.

As Hall stated in a January 2004 press release that announced his decision to switch parties, "This year I was denied requests for district appropriations because I was a Democrat who voted against the bill. I have always stated that … if being a Democrat hurt my district, I would either resign or switch parties." The bill to which he was referring was a "foreign operations bill" which, according to Hall, gave, "financial support to those countries that continue to vote against [the U.S.] in the United Nations."

Another motivation may be found in Hall's appreciation for being spared a potentially career devastating blow in the redistricting that cost many Democrats their seats in 2003. According to a CNN article, "…Hall's move comes after Republican state lawmakers in Austin spared him in a redistricting map that targets every other Anglo Democrat in the House. His district, based in the city of Tyler, was largely untouched by the GOP-drawn map, which is currently facing a Democratic court challenge."

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Jan Boxill 919.962.3317 jmboxill@email.unc.edu

PHIL 560 ETHICS BOWL Instructor: Jan Boxill

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course the students will prepare these cases. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation. The team sent to the Ethics Bowl competition will be selected from those registered in the course. Before the actual competition, a mock Ethics Bowl will be presented to the public and also to local high schools as part of the Philosophy Department's outreach program.

During a round, each team takes turns presenting its position on a case and critiquing another team's position on a different case. Teams must answer questions about their positions from a panel of judges. Judges assign scores based on logical consistency, clarity, focus and thoroughness. The presentations are evaluated on the following criteria:

Clarity and Intelligibility: Have you stated and defended your position in a way that is logically consistent and a reader/lister can clearly understand your line of reasoning?

Focus on Ethically Relevant Factors: Has you identified and discussed the ethically relevant factors?

Avoidance of Ethical Irrelevance: Has you stayed on track by avoiding preoccupation with issues that are not ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does your presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

The Intercollegiate Ethics Bowl (IEB) combines the excitement and fun of a competitive tournament with a valuable educational experience for undergraduate students.

The regional competition will take place November 17, 2007 and national in March. The course would be offered in the Fall to prepare students for the regional competition. The actual cases are sent out in mid September, so before that the students will look at previous year's cases and read material appropriate to cases in general, including ethical theory.

Jan Boxill 919.962.3317 jmboxill@email.unc.edu

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ETHICS BOWL

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Avoidance of Ethical Irrelevance: Has you stayed on track by avoiding preoccupation with issues that are not ethically relevant, or as only having minor ethical relevance, in connection with a case?

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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, August 23, 2007 11:21 AM
To: Roberts, John Thomas <jtrosap@email.unc.edu>
Subject: [Fwd: [undergrad_studies_directors] First Year Seminar Proposals]
Attach: [undergrad_studies_directors] First Year Seminar Proposals.eml.msg

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You may already have received this.

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Morris, Rachel E <rachel@unc.edu>
Sent: Thursday, August 23, 2007 10:20 AM
To: Directors of Undergraduate Studies <undergrad_studies_directors@listserv.unc.edu>
Subject: [undergrad_studies_directors] First Year Seminar Proposals
Attach: FYS Submission Process Aug 2007.pdf

This email is being sent to all the Directors of Undergraduate Studies in the College of Arts and Sciences.

August 23, 2007

To: Chairs and Directors of Undergraduate Studies in all units
From: Jay Smith, Associate Dean for Undergraduate Curricula
RE: First Year Seminar proposals

For reasons of speed and efficiency, the offices of First Year Seminars and Undergraduate Curricula have decided to eliminate the first step in the FYS course submission process (i.e., the submission of a course proposal at the FYS web page.) Effective this semester, FYS proposals should be submitted with all other course proposals through the online course submission system at Faculty/Staff Central. For FYS that are to be offered in fall, 2008, please be sure to submit proposals by the traditional September 15 deadline.

--
Rachel Morris, MBA
Department Manager
Office of Undergraduate Education
University of North Carolina at Chapel Hill

Phone: (919) 843-9290
Fax: (919) 843-6557

--- You are currently subscribed to undergrad_studies_directors as: jmboxill@email.unc.edu. To unsubscribe send a blank
email to leave-17209973-1082531.6e8f43beb83bf949087d311f0281d1ef@listserv.unc.edu

UNC
COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF UNDERGRADUATE
CURRICULA

CAMPUS BOX 3504
300 STEELE BUILDING
CHAPEL HILL, NC 27599-3504

T 919.843.7773
F 919.843.6557

MEMORANDUM

TO: CHAIRS AND DIRECTORS OF UNDERGRADUATE STUDIES IN ALL UNITS

FROM: JAY SMITH, ASSOCIATE DEAN
UNDERGRADUATE CURRICULA

SUBJECT: FIRST YEAR SEMINAR PROPOSALS

DATE: 8/23/2007

For reasons of speed and efficiency, the offices of First Year Seminars and Undergraduate Curricula have decided to eliminate the first step in the FYS course submission process (i.e., the submission of a course proposal at the FYS web page.) Effective this semester, FYS proposals should be submitted with all other course proposals through the online course submission system at Faculty/Staff Central. For FYS that are to be offered in fall, 2008, please be sure to submit proposals by the traditional September 15 deadline.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, August 23, 2007 2:44 PM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: 2008 University Teaching Awards Meeting

Debbie,
Can we meet sometime tomorrow morning to discuss what I need to have prepared for Monday? I have an appt that will likely go til 10:30, but hopefully can meet around 11. Would that work?

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
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Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Debbie Stevenson wrote:
> Dear Committee Members,
>
> This is a reminder the following lunch meeting has been scheduled:
>
> August 27 - 12:00- 1:3:0 - 305 Carroll Hall
>
> Provost Gray-Little will be in attendance to give you the charge and
> Steve Allred and I will be there to explain the process. If you have
> not already done so please let me know if you will be unable to attend.
>
> I've attached the committee roster for your review. Please let me
> know if corrections need to be made to your information.
>
>
> Regards,
>
> Debbie

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, August 23, 2007 6:12 PM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: 2008 University Teaching Awards Meeting

Yes, 11:30 is good for me too. Your office or mine?
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
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>>>
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>>> Debbie
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, August 24, 2007 10:03 AM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: 2008 University Teaching Awards Meeting

Good, I didn't realize you were right next door at Carr--so I'll see you
there at 11:30.
Thanks,
Jan

Jan Boxill, Ph.D.
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Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

debbie_stevenson@unc.edu wrote:
> Hi Jan,
>
> Since I have all the materials here do you just want to come to my
> office? 312 Carr Building.
>
> Debbie
>
>
> Quoting Jan Boxill <jmboxill@email.unc.edu>:
>
>> Yes, 11:30 is good for me too. Your office or mine?
>> Jan
>>
>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
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>>>>> Debbie
>>>>
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>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, August 24, 2007 2:41 PM
To: Roberts, John Thomas <jtrosap@email.unc.edu>
Subject: courses
Attach: Philososophy Undergraduate major, March 8,2004h.doc

Here is the UG program and what we submitted courses for.

--
Jan Boxill, Ph.D.
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DEPARTMENT OF PHILOSOPHY
UNDERGRADUATE CURRICULUM

Philosophy deals with some of the most enduring and challenging questions we face and our attempts to solve them: What do we know and how do we know it? Do we project our values onto the world or find them there? Do we invent mathematical truths or discover them? Are we responsible for what we do, or are we victims of our genetic endowment, environment, and upbringing? Are we complex animals or images of God, minds or molecules? What are goodness, truth, and beauty? Is there anything in the world besides matter in motion? Since almost everyone thinks about these problems, the Department of Philosophy has courses that are open to all students and a major that is as unrestrictive as possible. Students trained in philosophy traditionally do unusually well in such post-graduate exams as GRE and LSAT, making philosophy a good pre-professional humanities major.

Central Problems of Philosophy (Phil 101), Great Works of Philosophy (Phil 110), and Making Sense of Ourselves (Phil 112) are recommended as first courses for those wishing to examine a broad range of philosophical topics, problems, or historical figures. Other good starting points are: Introduction to Mathematical Logic (Phil 155), which deals with logic and the analysis of argument; Introduction to Ethics (Phil 160) which deals with moral thought and experience; and Philosophy of Science (Phil 150) which deals with the concepts, methods, and foundations of the biological and physical sciences

Courses numbered 100-299 have no prerequisites and may, for many, serve as suitable first courses in philosophy. Courses numbered 100-129 are general survey courses. Courses 130-299 are oriented toward particular problems or topics. Courses numbered 210-228 are in the history of philosophy. Courses 300-399 are designed for advanced undergraduates and majors and carry a prerequisite of one course in philosophy. Courses on the 400-level are for advanced undergraduates as well as graduate students.

A major in philosophy requires nine philosophy courses, one course in each of three of the following four areas:

- History of philosophy: Courses with second digit: 1,2
- Metaphysics, epistemology, philosophy of mind, philosophy of language: Courses with second digit: 3,4
- Logic and philosophy of science: Courses with second digit: 5
- Value theory: Courses with second digit: 6,7,8

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No more than three (3) of the 9 courses may be at level 199 or below.

For a major with honors from the Philosophy Department, a student must have a 3.2 cumulative GPA, take nine courses as specified above, plus Honors courses 397 and 398. Department approval is required.

A minor in philosophy requires five courses, at least one course in each of the three of the four areas listed above. No more than three (3) may be from courses 199 or below.

Philosophy 155, Introduction to Logic, is recommended for all students who major or minor in philosophy.

Within this framework the Department works actively to help students plan a course of study suited to their particular goals, whether this is to complement some other major (say, in science or economics) with one in the Humanities, to design a general purpose Humanities major that is flexible yet challenging, to go on to law school (there is a Pre-Law concentration, with faculty and graduate student advisors), or to go on to graduate school in philosophy.

Exceptions to the requirements for the Major or Minor may be approved by the Director of Undergraduate Studies in philosophy. Students interested in pursuing a major or minor in philosophy should consult their advisers or the director of undergraduate studies in planning their program.

Courses

First Year Seminars: All fulfill the General College Philosophical Perspective

51 Who was Socrates? (3).Reeve. (GC Philosophical)

Approaches: Humanities

52 Reason and Religion at the Dawn of Modern Science (3).. Staff. (GC Philosophical)

Approaches: Humanities

53. Theories in Human Nature (3). Staff. (GC Philosophical)

Approaches: Humanities

54 Thinking about Time (3). Roberts. (GC Philosophical)

Foundations: Physical & Life Scienes

55 Paradoxes (3). Simmons. (GC Philosophical)

Foundations: Quantitative

56 Abortion (3). Bar-On. (GC Philosophical)

Approaches: Humanities

57 Race and Affirmative Action (3). B.Boxill. (GC Philosophical)

Approaches: Humanities

58 From Vengeance to Mercy: Dealing with Evil (3). Postema. (GC Philosophical)

Approaches: Humanities

63 Mind, Brain and Consciousness (3). Lycan. (GC Philosophical)

65 Philosophy through Mathematics (3). Resnik. (GC Philosophical)

Foundations: Quantitative

66 Ethics: Theoretical and Practical (3). Hill. (GC Philosophical)

Approaches: Humanities

67 Issues in a World Society: Sports and Competition (3). J. Boxill. (GC Philosophical)

Approaches: Humanities

76 Is "free will" an Illusion (3) Long. (GC Philosophical)

Approaches: Humanities

77 Moral Weakness and Conscience (3). Staff. (GC Philosophical)

Approaches: Humanities

78 Death as a Problem for Philosophy: Metaphysical and Ethical (3). Rosenberg. (GC Philosophical)

85 Reason, Religion, and Reality in the Copernican Revolution (3) Lange

General Introductory Courses

101 Introduction to Philosophy: Main Problems (3). What makes some things right and others wrong, and how can we tell the difference? What can we know about the world? Do we have free will? Fall and spring. Bar-On, Hofweber, Lycan, Neta, Prinz, Reeve, Roberts, Rosenberg, staff. (GC Philosophical)

change in description; APPROACHES: Humanities

101H Introduction to Philosophy: Main Problems (3). Honors. Fall and spring. Staff. (GC Philosophical) APPROACHES: Humanities

110 Introduction to Philosophy: Great Works (3). Philosophy is the love of wisdom. But what is wisdom? And what good does it do us to pursue wisdom? Can it improve our character? Can it make us more free? Neta, Prinz, Reeve. Fall and spring. Staff. (GC Philosophical)

change in description: APPROACHES: Humanities

112 Making Sense of Ourselves (3) An examination of some of the most influential attempts to understand human beings, their lives, and their moral and political values. Authors include: Plato, Aristotle, St. Matthew, Nietzsche, Darwin, Freud, Marx, and Rand. Reeve, staff. Fall and spring. (GC Philosophical)

Change in description: Approaches: Humanities

Topical Introductory Courses

134 Philosophy of Religion (Religion 134) (3). A philosophical inquiry into the problems of religious experience and belief, as expressed in philosophic, religious, and literary documents from traditional and contemporary sources. Fall and spring. Nord. (GC & A&S Philosophical

145 Language and Communication (Linguistics 145) (3). How are natural human languages different from other communication systems? How are languages related to the world and the mind? Fall or spring. Bar-On, Hofweber, Lycan, Prinz (GC & A&S Philosophical)

Change course description

150 Philosophy of Science (3). What is distinctive about the kind of knowledge called "science"? What is scientific explanation? How are scientific theories related to empirical evidence? Fall or Spring. Lange, Roberts. (GC & A&S Philosophical)

Change course description: Foundations: Physical & Life Sciences

154 Philosophy of the Social Sciences (3). How do social sciences explain human actions? Are there social facts over and above facts about various individuals? Do values enter into social science? Fall or spring. Lange. (GC & A&S Social Science)

Change course description: Approaches: Social & behaviorial Sciences

155 Introduction to Mathematical Logic (3). Introduces the theory of deductive reasoning, using a symbolic language to represent and evaluate patterns of reasoning. Fall and spring. Hofweber, Lycan, Neta, Prinz, Resnik, Roberts, Simmons, staff (GC & A&S Mathematical)

157 Logic and Decision Theory (3) A broader discussion of practical reasoning including inductive and deductive logic, which provides a good introduction to decision and game theory that is important for the social sciences, especially economics. Staff (GC Mathematical)

Change course title, description: Foundations: Quantitative REasoning

155H Introduction to Mathematical Logic (3). Honors. Fall and spring. Hofweber, Neta, Prinz, Resnik, Roberts, Simmons, staff. (GC & A&S Mathematical)

same as 155

160 Introduction to Ethics (3). Exploration of different philosophical perspectives about right and wrong, personal character, justice, moral reasoning, and moral conflicts. Readings drawn from classic or contemporary sources. Critical discussion emphasized. Fall and spring. B. Boxill, Hill, MacLean, Sayre-McCord, Wolf, staff. (GC Philosophical)

Change course description: Approaches: Humanities

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160H Introduction to Ethics (3). Honors. Fall and spring. Staff. (GC Philosophical) Same as 160

163 Practical Ethics (3). Topics may include: war, medical ethics, media ethics, sexual ethics, business ethics, racism, sexism, capital punishment, and the environment. Fall and spring. J. Boxill, MacLean, staff. (GC Philosophical)

Change title, course description: Approaches: Humanities

164 Morality and Business (3). An examination of business ethics and the types of ethical dilemmas people may face in business practices.Fall or Spring, J. Boxill, staff. (A&S Philosophical)

Change course description; Approaches: Humanities

165 Bioethics (3). The ethical basis of issues arising in health care: e.g. patient rights, removing life support, euthanasia, abortion, use of human or animal subjects in experiments, genetic manipulation, cloning, stem cells. Fall and spring. Long, Walker, staff. (GC & A&S Philosophical)

Change course description: Approaches: Humanities

170 Social Ethics and Political Thought (3). Individual rights, social responsibility, legal authority, civil authority, civil disobedience, war and peace. Readings selected from classical and contemporary writings. Fall and spring. B. Boxill, J. Boxill, Hill, MacLean, Postema. (GC & A&S Philosophical)

Approaches: Humanities

170H Social, Ethics and Political Thought (3) Honors. Fall or Spring

174 African-American Political Philosophy (AFAM 174) (3). Race, identity, discrimination, multiculturalism, affirmative action and slave reparations in the writings of Walker, Delany, Douglass, Cooper, DuBois, King and Malcolm X. Fall or spring. Boxill. (A&S Philosophical; Cultural Diversity)

Change title & course description: Approaches: Humanities:

Connections: U.S.Diversity

174H African-American Political Philosophy (AFAM 174) (3) Honors. Fall or Spring

185 Introduction to Aesthetics (3). The nature of art and artworks and their aesthetic appraisal. Fall or spring. Staff. (GC & A&S Philosophical)

Change title, and description

190 Topics in Philosophy (**3**) Exploration and discussion of selected topics in philosophy. Fall or spring. Staff

new course

210 Ancient Philosophy (3). An examination of the basic writings of the pre-Socratics, Plato, and Aristotle, with a primary focus on ethics and politics. Epicureanism, Stoicism, Neoplatonism, and Greek Skepticism may also be considered. Fall or spring. Reeve, staff. (A&S Philosophical)

Change course description; Connections: World before 1750

220 Modern Philosophy (3). The writings of Descartes, Spinoza, Locke, Berkeley, Leibniz, and Hume on such questions as: Can we know that the things we see and touch are real? Can we know that it isn't all a dream? Prerequisite, one course in Philosophy. Fall or spring. Neta, Rosenberg (A&S Philosophical)

Change chourse description : Connections::North Atlantic

226 Continental Philosophy and Existentialism (3). A study of such nineteenth- and twentieth-century European philosophers as Kierkegaard, Nietzsche, Husserl, Heidegger, Jaspers, Sartre, Gadamer, Habermas, and/or Foucault. Staff. (A&S Philosophical)

Change title, course description: Connections: North Atlantic

228 American Philosophy (3). An exploration of the distinctively American approaches to philosophy from Jonathan Edwards to the present. B. Boxill. (A&S Philosophical)

Change course description: Connections: North Atlantic World

230 Experience and Reality (3). Is your mind different from your brain? Is time travel possible? What are cause and effect? What makes you today and yesterday the same person? Fall and spring. Bar-On, Hofweber, Lange, Lycan, Neta, Prinz, Roberts, Rosenberg, Simmons, staff. (GC and A&S Philosophical)

Course description change

230H Experience and Reality. Honors (3) Fall or Spring. Staff (GC & A&S philosophical)

266 Ethics of Sports (3). A conceptual and theoretical analysis of the moral significance of sport, concentrating on issues such as racism, sexism, gender equity, violence, and drug use. Fall or spring. J.Boxill. (A&S Philosophical)

Approaches: Humanities

272 The Ethics of Peace, War, and Defense (Political Science 272, Peace, War, and Defense 272) (3). The legitimacy of states; just war theory; pacifism; the ethics of revolution; terrorism; problems of war in an age of weapons of mass destruction; the moral conditions of peace. Fall or spring. B. Boxill, J. Boxill, MacLean. (A&S Philosophical)

Change course description; Approaches: Humanities

273 Social and Economic Justice (Sociology 273, Political Science 273) (3) Fall or spring. J. Boxill, staff. (A&S Philosophical)—not yet approved.

New course: Approaches: Humanities

275 Moral and Philosophical Issues of Gender in Society (WMST 275) (3). A survey of feminist perspectives on topics such as the meaning of oppression, sexism and racism, sex-roles and stereotypes, ideals of female beauty, women in the workplace, pornography, rape. Fall or spring. J. Boxill, Wolf, staff. (A&S Philosophical; Cultural Diversity)

Change title, course description; Approaches: Humanities

Connections: U.S. Diversity

275H Moral and Philosophical Issues of Gender in Society (WMST 275) (3). Honors. Fall or Spring

280 Morality and Law (3). Explores the best work in legal philosophy on such questions as: What is law? Does it serve justice or undermine it? Can punishment be justified? When is a person responsible? Fall and Spring. Postema, staff.(A&S Philosophical)

Change course description: Approaches: Humanities

290 Topics in Philosophy (**3**) Exploration and discussion of selected topics in philosophy. Fall or spring. Staff

295 Research in Philosophy (3) See director of undergraduate studies.

296 Independent Reading in Philosophy (3) See director of undergraduate studies.

299 Experimental (3). Experimental undergraduate course in philosophy.

New course

<u>Advanced Courses Note: Prerequisite, one course other than Philosophy 155</u>

330 Metaphysics (3). An examination of general theories of the nature of reality. What kinds of things exist? What are space, time, and causation? Are abstract entities (such as numbers) real? Fall or spring. Hofweber, Lycan, Neta, Roberts, Simmons. (A&S Philosophical)

Change course title & description

335 Theory of Knowledge (3). What is knowledge and how does it relate to belief, justification, and truth? What makes beliefs reasonable or irrational? Can skepticism be defeated? Fall or spring. Long, Lycan, Rosenberg. (A&S Philosophical)

Change course description

340 Philosophy of Mind (3). The mind-body problem, the nature of thinking, and the puzzles of consciousness and the qualitative character of felt experience. Fall or spring. Bar-On, Long, Lycan, Prinz, Rosenberg. (A&S Philosophical)

Change course description

345 Reference and Meaning (3). How does a noise or a mark on paper refer to something, or have a meaning? Fall or spring. Bar-On, Lycan, Prinz, Rosenberg. (A&S Philosophical)

Change course description

353 Philosophy of Cognitive Science (3) Philosophical questions raised by linguistics, computer science, cognitive psychology, and neuroscience. Topics may include the innateness of language, artificial intelligence, and the neural correlates of consciousness. Fall or spring. Bar-On, Prinz. (A&S Philosophical)

Change course description

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356 Topics in Mathematical Logic (3). Topics may include the predicate calculus with identity and the metalogic of formal systems, modal logic, decision theory, alternative logics, probability and induction. Fall or Spring. Hofweber, Neta, Resnik, Simmons. (GC & A&S Mathematical)

Change title, course description: Foundations: Quantitive reasoning

357 Induction, Probability and Confirmation (3) Current accounts of evidence and observation, the confirmation of scientific theories, the logic of inductive reasoning, and the metaphysics and epistemology of chance. Fall or spring. Lange, Roberts.(A&S Philosophical)

Change title, description: Foundations: Quantitative

360 History of Ethics (3). Major developments in the history of moral philosophy, from Plato to Nietzsche. Philosophy 160 recommended. Fall or spring. Hill, MacLean, Sayre-McCord, Wolf. (A&S Philosophical)

Change course description: Approaches: Humanities

362 Contemporary Ethical Theory (3). Questions include: Is there moral truth? Is there a distinction between facts and values? Fall or spring. Hill, MacLean, Sayre-McCord, Wolf, staff. (A&S Philosophical)

Change course description: Approaches: Humanities

364 Ethics and Economics (3). Issues at the intersection of ethics and economics, including: value; the relation between values and preferences; rationality; the relevance to economics of rights, justice, and the value of human life. Prerequisite, one course in ethics (Phil 160, 163, or 170) or one course in Economics. Fall or Spring, D. MacLean, staff. (A&S Philosophical)

Change course description: Approaches: Humanities

368 Environmental Ethics (ENST 368) (3). The meaning of environmental values and their relation to other values; the ethical status of animals, species, wilderness, and ecosystems; the built environment; environmental justice; ecofeminism; obligations to future generations. Fall or spring. MacLean, staff. (A&S Philosophical)

Change course description: Approaches: Humanities

370 Political Philosophy (3). Advanced discussion of competing philosophical approaches to questions of justice, authority, freedom, rights, and the like

including Libertarianism, Liberalism, Communitarianism, Marxism, and Feminism. Fall or spring. J. Boxill, B. Boxill, MacLean, Postema, staff. (A&S Philosophical)

Change Course description: Approaches: Humanities

390 Seminar in Selected Topics (3). Intensive exploration and discussion of selected topics in philosophy. Fall or spring. Staff. (A&S Philosophical)

Change course description

395 Research in Philosophy (3) See the director of undergraduate studies of the department. Fall and spring. Staff

396 Directed Readings (3). See the director of undergraduate studies of the department. Fall and spring. Staff.

397 Colloquium for Philosophy Majors (3). Students will present papers on selected topics for critical discussion. Recommended for Philosophy majors in their junior year. Spring. Staff. Change course description:

Connections: Communication Intensive

399 Internship (3) Juniors. See director of undergraduate studies.

New course: Connections: Experiential Education

Courses for Undergraduates and Graduates

Note: Prerequisite for the following courses unless otherwise specified: Junior or senior status and one course other than Philosophy 155 or permission of instructor.

412 Plato (3). An examination of some representative works in the context of contemporary scholarship. Fall or spring. Reeve.

Change course description: Connections: World Before 1750

414 Aristotle (3). An examination of some representative works in the context of contemporary scholarship. Fall or spring. Reeve.

Change course description: Connections: World before 1750

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421 Rationalism (3). An examination of the view of the Rationalist philosophers (Descartes, Spinoza, and Leibniz) that reasoning can give us knowledge of the world and of our place in it. Fall or spring. Neta, staff.

Change title, course description

422 Empiricism (3). An examination of the view of the the Empiricist philosophers (Locke, Berkeley, and Hume) that the only way to gain knowledge of the world is by means of the senses. Fall or spring. Neta, staff.

Change title, course description

423 Kant (3). An intensive introduction to Kant's accounts of space, time, concepts, perception, substance, causation, and the thinking self through a careful study of his masterwork, *The Critique of Pure Reason*. Fall or spring. Rosenberg.

Change course description

427 Hegel (3). In-depth study of Hegel's systematic philosophy emphasizing its roots in Kant's critical philosophy. Primary focus on *Phenomenology of Spirit*, supplemented by selections from the *Encylopedia* and *Philosophy of Right*. Postema

Change course description

428 History of American Philosophy (3). Transcendentalists, Pragmatists, Quine, Rorty, and others. Staff

Change course title & description

432 The Beginnings of Analytic Philosophy (3). Frege, Russell, Moore, and Wittgenstein. Hofweber, Lycan, Neta, Prinz, Rosenberg. *Prerequisites*: two courses in philosophy other than Philosophy 155.

Change course description

433 Current Issues in Analytic Philosophy (3). Recent work in epistemology and metaphysics. Bar-On, Hofweber, Lange, Neta, Prinz, Rosenberg. *Prerequisites*: two courses in philosophy other than Philosophy 155.

Change course description

435 Theory of Knowledge (3). Recent work on questions related to justification and rational belief, including the credibility of skepticism, the structure of knowledge, and the nature and accessibility of evidence. Fall or spring. Hofweber, Long, Lycan, Neta, Rosenberg, Simmons.

New course

437 Thought and World (3). A study of some attempts to form a comprehensive view of the world, taking into account developments in other branches of knowledge, including the sciences. Readings may include works by Bertrand Russell, C. I. Lewis, and W. V. O. Quine.

New course

440 Philosophy of Mind (3). An examination of Dualism, Behaviorism, the Identity Theory, and forms of Functionalism with special focus on the problems of mental aboutness. Bar-On, Long, Lycan, Prinz, Rosenberg. *Prerequisites*: two courses in philosophy other than Philosophy 155

Change description

445 Philosophy of Language (Linguistics 445). How does language represent? Does it mirror the structure of the world? Does it reflect the structure of the mind? Bar-On, Lycan, Prinz, Hofweber. *Prerequisites*: two courses in philosophy other than Phil 155. Phil 345 strongly recommended.

Change course description

450 Philosophy of Natural Sciences (3). Intensive examination of such metaphysical or epistemological problems concerning science as explanation, causation, confirmation, chance, observation, reduction, induction, natural law, space, time, anti-realism, experimentation, scientific revolutions and rationality, and feminism. Fall or spring. Lange, Roberts.

Change cour se title: Approaches: Physical & Life Sciences

451 Philosophy of Physics (3) Topics may include the nature of space and time, the ontological status of fields and energy, or causation and locality in quantum physics. Fall or Spring, Lange, Roberts. (A&S Philosophical)

Change course description: Approaches: Physical & Life Sciences

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452 Philosophy of Biology (3). The logical structure of evolutionary theory, fitness, taxonomy, the notion of a living thing, reductionism, evolutionary explanations, teleology. Fall or Spring, Lange, Roberts. (A&S Philosophical)

Change course description: Approaches: Physical & Life Sciences

453 Philosophy of Psychology (3). Topics may include reasoning, the relationship between language and thought, concepts, moral cognition, and emotions. Fall or spring. Prinz. (A&S Philosophical)

Change course description: Approaches: Social & Behavorial Sciences

454 Philosophy, History, and the Social Sciences (3). The nature of historical explanation, structural and functional explanation, the weighing of historical testimony, the concept of meaning, normative judgments and predictions in the social sciences. Fall or spring. Staff. (A&S Philosophical)

Approaches: Social & Behavorial Sciences

455 Symbolic Logic (3). The logic and metalogic of the predicate calculus. Fall. Hofweber, Neta, Resnik, Simmons. Philosophy 155 strongly recommended for undergraduates.

Change course description: Foundations: Quantitative

456 Advanced Symbolic Logic (3). Alternative systems, modal and deontic logic, inductive logic, the grammar of formalized languages, paradoxes and the foundations of mathematics. Prerequisite, Philosophy 455 or permission of instructor. Hofweber, Neta, Resnik, Simmons.

Change cour se description: Foundations: Quantitative

459 Philosophy of Mathematics (3). Philosophical problems concerning logic and the foundations of mathematics. Fall or spring. *Prerequisites*: Philosophy 455. Hofweber, Resnik, Simmons. (A&S Philosophical)

460 Selected Topics in the History of Moral Philosophy (3). Examination of classic texts of Plato, Aristotle, Aquinas, Hobbes, Butler, Hume, Kant, and.Mill. Selections may vary from year to year. Fall or Spring. Hill, Sayre-McCord, Wolf. *Prerequisites*: two courses in philosophy other than 155. Philosophy 360 recommended.

Change course description: Approaches: Humanities

462 Contemporary Moral Philosophy (3). Fact and value, reason and morality, the nature of morality. Hill, MacLean, Sayre-McCord, Wolf. *Prerequisites:* two courses in philosophy other than Philosophy 155. Philosophy 362 recommended.

Change cour se description: Approaches: Humanities

463 Contemporary Moral and Social Problems (3). Environmental ethics, animal rights, abortion, euthanasia, pornography, racism, sexism, public versus private morality. B. Boxill, Sayre-McCord. *Prerequisites*: two courses in philosophy other than Philosophy 155.

Change course description: Approaches: Humanities

468 Risk and Society (3). An examination of topics concerning decision making under risk and uncertainty, including: the role of consent in social decisions regulating risk; ethics and cost-benefit. Spring. MacLean. (A&S Philosophical)

Change cour se description: Approaches: Humanities

470 Political Philosophy from Hobbes to Rousseau (3). Explores the foundations of justice and authority in the idea of contract or covenant, the nature of law, rights, liberty, and democracy in the work of Hobbes, Locke, Hume, Rousseau. B. Boxill, Postema.

Change course description: Approaches: Humanities

471 Hegel, Marx, and the Philosophical Critique of Society (3). An examination of central issues in social and political philosophy—alienation, exploitation, freedom, community, and the critique of liberal individualism—as they figure in the work of Hegel, Marx, Nietzsche, and others. Postema.

Change course title, description

473 American Political Philosophy (3). The issue of unity and diversity in America is analysed through the writings of Jefferson, the Federalists and Anti-Federalists, Calhoun, MacKinnon, DuBois and Rawls. B. Boxill.

Change title, course description, Connections: U.S.Diversity

475 Philosophical Issues in Gender, Race, and Class (WMST 475) (3). Examines in greater depth one or more of the issues addressed in Philosophy 275; investigating issues of gender, race and class within the dominant theories

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of philosophy. Fall or spring. J. Boxill. Prerequisites: Philosophy 275 or Women's Studies 50. (A&S Philosophical)

Change title: Connections: U.S. Diversity

476 Recent Developments in Political Philosophy (3). Investigation of major contemporary contributors (Rawls, Nozick, Dworkin, Cohen, Waldron, Arrow) to philosophical debate concerning justice, equality, liberty, democracy, public reason, or rights vs. community. B. Boxill, Postema.

Change course description: Approaches: Humanities

480 Philosophy of Law (3). An exploration of whether and under what conditions the state has the right to control crime by punishment of past crimes and preventive detention to prevent future crimes. Corrado, Postema. (A&S Philosophical)

Change course description: Approaches: Humanities

482 Philosophy and Literature (Comp Lit 482) (3). Philosophical readings of literary texts, including novels, plays, and poems. Reeve. (A&S Philosophical)

Change course title, and description

485 Philosophy of Art (3) Competing theories of art and art criticism. The relationship between art and emotional expression, the formal character of art, and standards of taste. Staff.

Change course description

490 Special Topics in Philosophy (3). Staff (A&S Philosophical)

new course

490 Internship (3) Seniors

new course: Connections: Experiential Education

691 Honors (3) Senior Honors Thesis. See the director of undergraduate studies of the department. Fall, Staff.

692 Honors (3) Senior Honors Thesis. See director of undergraduate studies of the department. Fall, Staff.

693 Honors (3) Senior Honors Thesis. See director of undergraduate studies of the department. Spring. Staff

694 Honors (3) Senior Honors Thesis. See director of undergraduate studies of the department. Spring. Staff

699 Experimental (3) Experimental course in philosophy on a selected topic.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, August 27, 2007 11:00 AM
To: Searing, Donald D <searing@unc.edu>
Subject: Re: FW: Fellows Luncheon

Hi Don,
Lunch on Oct 2 would work for me. I may have Jennie join us as well.

Thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Donald Searing wrote:
> Hi Jan,
>
> How about a lunch on Tuesday October 2?
>
> Don
>
> -----Original Message-----
> From: Jan Boxill [mailto:jmboxill@email.unc.edu]
> Sent: Monday, August 13, 2007 8:43 PM
> To: Jennie Dickson; Donald Searing
> Subject: Re: FW: Fellows Luncheon
>
> Hi Donald,
> Jennie Dickson, our Program Assistant, forwarded me your email. I am
> sorry you can't make the Fellows luncheon, but I am very interested in
> discussing your new research program on virtues and vices of political
> leadership in liberal democracies. Would you be interested in arranging
> a workshop/seminar on the topic in the Spring that the Parr Center could
> sponsor or co-sponsor? Let's try to schedule a lunch early in the Fall
> term.
>
> Looking forward to talking with you,
> Jan
>
> Jan Boxill, Ph.D.
> Director, Parr Center for Ethics
> Senior Lecturer
> Department of Philosophy
> University of North Carolina
> Chapel Hill, NC 27599-3125
> Email: jmboxill@email.unc.edu
> Website:parrcenter.unc.edu
> Phone: 919-962-3317
> FAX: 919-843-3929
>

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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, August 28, 2007 12:41 PM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: 2008 University Teaching Awards Meeting

Thanks. We now have to decide if we want him to serve as Chair, or keep
Julia Wood.
Also, I just talked with Prof. Unks, and he will serve on the BOG
committee to replace Jean DeSaix. He is not a good user of email, he
answers his phone at home, or we can always leave messages there: 967-6604.

I'm working on the other two today.
Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, August 28, 2007 12:42 PM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: [Fwd: Re: 2008 University Teaching Awards]

GREAT!!! Good work!

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Debbie Stevenson wrote:
> We got it!
>
> ----------
>
> Subject:
> Re: 2008 University Teaching Awards
> From:
> Debbie Stevenson <debbie_stevenson@unc.edu>
> Date:
> Tue, 28 Aug 2007 12:35:00 -0400
> To:
> michael beale <mbeale@uncaa.unc.edu>
>
> To:
> michael beale <mbeale@uncaa.unc.edu>
> CC:
> "Debbie Stevenson <debbie_stevenson@unc.edu> ; Clint Gwaltney"
> <cgwaltney@uncaa.unc.edu>
>
>
> Excellent!
>
> Thanks so much and I look forward to seeing you then if not sooner.
>
> Debbie
>
> michael beale wrote:
>> Debbie, that date works for me. Michael
>> -----Original Message-----
>> From: "Debbie Stevenson" <debbie_stevenson@unc.edu>
>> To: "Clint Gwaltney" <cgwaltney@uncaa.unc.edu>
>> Cc: "Michael Beale" <mbeale@uncaa.unc.edu>
>> Sent: 8/28/2007 12:07 PM
>> Subject: Re: 2008 University Teaching Awards
>>
>> Thanks Clint! I have not heard from Michael if he actually can
>> schedule us for a spot during half time.
>>
>> I hope it works out!

>>
>> Regards,
>>
>> Debbie
>>
>>
>> Clint Gwaltney wrote:
>>
>>> We will put you down for 60.
>>> Thanks,
>>>
>>> Clint
>>>
>>>
>>>>>> On 8/24/2007 at 12:06 PM, in message <46CF021C.6000005@unc.edu>,
>>>>>> Debbie
>>>>>>
>>> Stevenson <debbie_stevenson@unc.edu> wrote:
>>>
>>>> Dear Michael and Clint,
>>>>
>>>> I noticed the schedule is now out and we would like to request a
>>>> half-time spot during the VA Tech game on February 16th if possible.
>>>> Once again we would need approximately 60 tickets.
>>>>
>>>> Thanks in advance!
>>>>
>>>> Warm Regards,
>>>>
>>>> Debbie
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Tanner Award for Excellence in Undergraduate Teaching by Graduate Teaching Assistants

Finalist Review Form – Contact with Department Chair, student, faculty, etc, by phone or in person.

Award Finalist_____ Committee Member_____

Contact to Discuss Finalist_____ Date_____

I. Please comment on in-class teaching (style, innovations, use of technology, etc.)

II. What makes this person an excellent graduate student teacher? Why do you think this person was nominated for the Tanner TA award?

III. Are there mentoring activities that go on outside the classroom or laboratory?

IV. Is the nominee responsible for the structure and content of the course? Does the nominee communicate the material effectively? Give an example if you can.

V. If the nominee is a Teaching Assistant for a large class with recitations—how effective is the synchrony between the lecture and the recitations? Does the TA help explain the professor's lectures?

VI. How does the TA go above and beyond the class?

VII. How approachable is the nominee both in class and outside of class? Have you gone to see this nominee during office hours?

VIII. How comfortable does the nominee make you or other students feel in asking questions?

IX. In a word or short phrase, describe this person:

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, August 28, 2007 1:12 PM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: 2008 University Teaching Awards Meeting

Debbie,
Can you make sure that Inger-Brody's title & affiliation is correct on the website. She said it is correct on our list, but not on the website.

Thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, August 28, 2007 1:28 PM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Byrns

I just spoke with Ralph Byrns, and he will remain on the Mentor Committee, and withdraw from nominations. He says he is only eligible for one anyway.
So can you let Steve know and also send him the material.

Thanks,
Jan

--
Jan Boxill, Ph.D.
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, August 28, 2007 3:03 PM
To: Pat Phelps <pphelps@email.unc.edu>
Subject: Re: ethics case studies
Attach: Darsee case.doc

Pat,
I know this is last minute, but could you print off the Darsee case that I have attached for tonight. It's 2 pages, but if you could print it back/front that would be good.
If not, no problem.

Thanks,
Jan

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OVERLY ABITIOUS RESEARCHERS—FABRICATING DATA

1. Introduction

In recent years the National Science Foundation (NSF), the National Institutes of Health (NIH), the Public Health Services (PHS), the Office of Scientific Integrity (OSI), and various scientific organizations such as the National Academy of Sciences (NAS) have spent considerable time and effort in trying to agree on a definition of *scientific misconduct*. A good definition is needed in developing and implementing policies and regulations concerning appropriate conduct in research, particularly when federal funding is involved. This is an important area of concern because, although serious scientific misconduct itself may be infrequent, the consequences of even a few instances can be widespread.

Those cases that reach the public's attention can cause considerable distrust among both scientists and the public, however infrequent their occurrence. Like lying in general, we may wonder *which* scientific reports are tainted by misconduct, even though we may be convinced that relatively few are. Furthermore, scientists depend on each other's work in advancing their own. Building one's work on the incorrect or unsubstantiated data of others infects one's own research; and the chain of consequences can be quite lengthy, as well as very serious. This is as true of honest or careless mistakes as it is of the intentional distortion of data, which is what *scientific misconduct* is usually restricted to. Finally, of course, the public depends on the reliable expertise of scientists in virtually every area of health, safety, and welfare.

Although exactly what the definition of *scientific misconduct* should include is a matter of some controversy, all proposed definitions include the fabrication and falsification of data and plagiarism. As an instance of fraud, the fabrication of data is a particularly blatant form of misconduct. It lacks the subtlety of questions about interpreting data that pivot around whether the data have been "fudged", or "manipulated." Fabricating data is making it up, or *faking* it. Thus, it is a clear instance of a lie, a deliberate attempt to deceive others.

However, this does not mean that fabrications are easy to detect or handle effectively once they are detected; and this adds considerably to the mischief and harm they can cause. Two well-known cases illustrate this, both of which feature ambitious, and apparently successful, young researchers.

2. Background

Dr. John Darsee was regarded a brilliant student and medical researcher at the University of Notre Dame (1966-70), Indiana University (1970-74), Emory University (1974-9), and Harvard University (1979-1981). He was regarded by faculty at all four institutions as a potential "all-star" with a great research future ahead of him. At Harvard he reportedly often worked more than 90 hours a week as a Research Fellow in the Cardiac Research Laboratory headed by Dr. Eugene Braunwald. In less than two years at Harvard he was first author of seven publications in very good scientific journals. His special area of research concerned the testing of heart drugs on dogs.

3. The Darsee case

All of this came to a sudden halt in May 1981, when three colleagues in the Cardiac Research Laboratory observed Darsee labeling data recordings "24 seconds," "72 hours," "one week," and "two weeks." In reality, only minutes had transpired. Confronted by his mentor Braunwald, Darsee admitted the fabrication; but he insisted that this was the only time he had done this, and that he had been under intense pressure to complete the study quickly. Shocked, Braunwald and Darsee's immediate supervisor, Dr. Robert Kroner, spent the next several months checking other research conducted by Darsee in their lab. Darsee's research fellowships were terminated, and an offer of a faculty position was withdrawn. However, he was allowed to continue his research projects at Harvard for the next several months (during which time Braunwald and Kroner observed his work very closely).

Hopeful that this was an isolated incident, Braunwald and Kroner were shocked again in October. A comparison of results from four different laboratories in a National Heart, Lung and Blood Institute (NHLBI) Models Study revealed an implausibly low degree of invariability in data provided by Darsee. In short, his data looked "too good." Since these data had been submitted in April, there was strong suspicion that Darsee had been fabricating or falsifying data for some time. Subsequent investigations seemed to indicate questionable research practices dating back as far as his undergraduate days.

What were the consequences of John Darsee's misconduct? Darsee, we have seen, lost his research position at Harvard, and his offer of a faculty position was withdrawn. The National Institutes of Health (NIH) barred him from NIH funding or serving on NIH committees for ten years. He left research and went into training as a critical care specialist. However, the cost to others was equally, if not more, severe. Harvard-affiliated Brigham and Women's Hospital became the first institution NIH ever required to return funds ($122,371) because of research involving fraudulent data. Braunwald and his colleagues had to spend several months investigating Darsee's research, rather than simply continuing the work of the Cardiac Research Laboratory. Furthermore, they were severely criticized for carrying on their own investigation without informing NIH of their concerns until several months later. The morale and productivity of the laboratory was damaged. A cloud of suspicion hung over all the work with which Darsee was associated. Not only was Darsee's own research discredited, but insofar as it formed an integral part of collaborative research, a cloud was thrown over published research bearing the names of authors whose work was linked with Darsee's.

The months of outside investigation also took others away from their main tasks and placed them under extreme pressure. Statistician David DeMets played a key role in the NIH investigation. Fifteen years later, he recalls the relief his team experienced when their work was completed:[(50)]

For the author and the junior statistician, there was relief that the episode was finally over and we could get on with our careers, without the pressures of a highly visible misconduct investigation. It was clear early on that we had no room for error, that any mistakes would destroy the case for improbable data and severely damage our careers. Even without mistakes, being able to convince lay reviewers such as a jury using statistical arguments could still be defeating. Playing the role of the prosecuting statisticians was very demanding of our technical skills but also of our own integrity and ethical standards. Nothing could have adequately prepared us for what we experienced.
Braunwald notes some positive things that have come from the Darsee case. In addition to alerting scientists to the need for providing closer supervision of trainees and taking authorship responsibilities more seriously, the Darsee incident contributed to the development of guidelines and standards concerning research misconduct by PHS, NIH, NSF, medical associations and institutes, and universities and medical schools. However, he cautions that no protective system is able to prevent all research misconduct. In fact, he doubts that current provisions could have prevented Darsee's misconduct, although they might have resulted in earlier detection. Further, he warns that good science does not thrive in an atmosphere of heavy "policing" of one another's work.[(51)]
The most creative minds will not thrive in such an environment and the most promising young people might actually be deterred from embarking on a scientific career in an atmosphere of suspicion. Second only to absolute truth, science requires an atmosphere of openness, trust, and collegiality.
Given this, it seems that William F. May is right in urging the need for a closer examination of character and virtue in professional life.[(52)] He says that an important test of character and virtue is what we do when no one is watching. The Darsee case and Brauwald's reflections seem to confirm this. If this is right, then it is important that attention be paid to these matters before college, by which time one's character is rather well set.

Many who are caught having engaged in scientific misconduct plead that they were under extreme pressure, needing to complete their research in order to meet the expectations of their lab supervisor, to meet a grant deadline, to get an article published, or to survive in the increasingly competitive world of scientific research. Although the immediate stakes are different, secondary school science students sometimes echo related concerns: "I knew how the experiment should have turned out, and I needed to support the right answer;" "I needed to get a good grade;" "I didn't have time to do it right; there's so much pressure." Often these thoughts are accompanied by another--namely, that this is only a classroom exercise and that, of course, one will not fabricate data when one becomes a scientist and these pressures are absent. What the Darsee case illustrates is that it is naive to assume such pressures will vanish. So, the time to begin dealing with the ethical challenges they pose is now, not later (when the stakes may be even higher).

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, August 28, 2007 3:05 PM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: [Fwd: Re: 2008 University Teaching Awards]

I've asked Julia Wood to remain as Chair of BOG, and I'll email Chris.
I'm sure he won't mind.
Jan

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>>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, September 4, 2007 12:13 PM
To: Oermann, Marilyn <moermann@email.unc.edu>
Subject: Re: Univ Teaching Awards question

Dear Marilyn,
If she is a fixed term faculty member she is eligible even if she does not have a Ph.D. So please go ahead and nominate her.

Jan

Jan Boxill, Ph.D.
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Marilyn Oermann wrote:
> Dear Dr. Boxill: I would like to recommend one of undergraduate
> faculty for a Tanner award. She is a fixed term faculty who has been
> here for many years and is dedicated to excellence in teaching our
> beginning nursing students. However, she is not doctorally prepared
> (master's only). Is that a problem in terms of this award? Thank you
> for your advice. Marilyn Oermann
> --
> Marilyn H. Oermann, PhD, RN, FAAN
> Professor and Chair, Adult/Geriatric Health Division
> School of Nursing
> The University of North Carolina at Chapel Hill
> 433 Carrington Hall, CB # 7460
> Chapel Hill, NC 27599-7460
> Phone: 919.966.8233
> Fax: 919.843.9900
> Email: moermann@email.unc.edu
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, September 4, 2007 4:11 PM
To: Fred Guy <aguy@ubalt.edu>
Subject: Re: Regional Ethics Bowl

Hi Fred,
Yes, we are hosting a regional, and you can find all the information on our website: www.parrcenter.unc.edu
Go to "Center News & Events" and then click on "Mid-Atlantic Regional Intercollegiate Ethics Bowl"

Or you can see if this direct link works:
http://parrcenter.unc.edu/events/seminars/ethicsbowl/index.htm

Registration and all information is on this site.

Hope to see you November 17th.

Jan

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Fred Guy wrote:
>
> Hi Dr. Boxill,
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>
> This is Fred Guy at the University of Baltimore. We spoke several
> months ago in a conference call with Bob Ladensen about a regional
> Ethics Bowl. He has informed me that UNC will be hosting a regional
> competition this year. Could you please give me some information on
> your regional competition; and is there still room for a team from UB
> to enter?
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> I know you must be extremely busy hosting a regional for the first
> time! I get a little tired just thinking about it.
>
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>
> All the best for an enjoyable fall semester and a successful Ethics
> Bowl regional.
>
>
>
> Fred Guy, Director
>
> Hoffberger Center for Professional Ethics
>
> University of Baltimore
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, September 5, 2007 12:31 PM
To: Dickson, Jennie Malloy <jdickson@unc.edu>
Subject: Ethics Bowl description
Attach: Ethics Bowl description.doc

Here is a description -- edit is as you see fit. Maybe you can add that the cases will be sent to the judges.

--
Jan Boxill, Ph.D.
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ETHICS BOWL

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course the students will prepare these cases. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation. The team sent to the Ethics Bowl competition will be selected from those registered in the course. Before the actual competition, a mock Ethics Bowl will be presented to the public and also to local high schools as part of the Philosophy Department's outreach program.

During a round, each team takes turns presenting its position on a case and critiquing another team's position on a different case. Teams must answer questions about their positions from a panel of judges. Judges assign scores based on logical consistency, clarity, focus and thoroughness. The presentations are evaluated on the following criteria:

Clarity and Intelligibility: Have you stated and defended your position in a way that is logically consistent and a reader/lister can clearly understand your line of reasoning?

Focus on Ethically Relevant Factors: Has you identified and discussed the ethically relevant factors?

Avoidance of Ethical Irrelevance: Has you stayed on track by avoiding preoccupation with issues that are not ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does your presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

The Intercollegiate Ethics Bowl (IEB) combines the excitement and fun of a competitive tournament with a valuable educational experience for undergraduate students.

The regional competition will take place November 17, 2007 and national in March. The actual cases are sent out in mid September.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, September 5, 2007 1:09 PM
To: Tony Yount <uncletony@mac.com>
Subject: Ethics Bowl information
Attach: Ethics Bowl description.doc

Here is some information regarding judging the Ethics Bowl. I think you would be great as a judge!
Jan

--
Jan Boxill, Ph.D.
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Website:parrcenter.unc.edu
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Jan Boxill 919.962.3317 jmboxill@email.unc.edu

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Mid-Atlantic Regional Competition at UNC Chapel Hill: November 17, 2007 beginning at 9 a.m.

I. How Ethics Bowl is Played:

In Ethics Bowl a moderator asks two teams of three to five undergraduate students questions that pose ethical problems on topics ranging widely over areas such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, architecture, business, the military, law, medicine, etc.) or social and political ethics (e.g. free speech, gun control, health care, etc.) In an Ethics Bowl competition two teams are asked different questions. Each team answers its question according to the following format. After the moderator poses a question to a team the team gets one minute to confer, after which it must state its answer. (The team does not respond completely cold, however, because prior to the Ethics Bowl each competing team receives a set of cases that present ethical issues upon which the questions a team must answer at the Ethics Bowl are based.)

After the team states its answer to the question posed by the moderator the judges then have an opportunity to ask the team brief follow-up questions to elicit a teams' viewpoint on ethically important aspects of the question, or to seek clarification of a team's response. After the judges have asked their questions, the opposing team then has one minute to present a response to the first team's answer. The first team then has an opportunity to respond to the opposing team's comments.

The judges have been instructed prior to the Ethics Bowl concerning the criteria they are to apply in evaluating the teams' answers, which are the following:

Clarity and Intelligibility: Has the team stated and defended its position in a way that is logically consistent and which allows the Judges to understand clearly the team's line of reasoning?

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Deliberative Thoughtfulness: Does the Team's presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

II. Format :

The IEB is a tiered competition in which the top scoring thirty-two teams in ten regional ethics bowls compete against one another at a national ethics bowl. At the national ethics bowl participating teams will compete in three matches during the morning on the day of the event. In the evening the top scoring eight teams will compete in an eight team elimination consisting of four quarter-final matches, two semi-final matches, and a final match.

In both the regional ethics bowls and the national ethics bowl, four to six weeks prior to the day of the event, each entered team, as well as every judge and moderator, will receive a set of ethics bowl cases. The questions asked of teams are to be taken from this set. As in previous ethics bowls, the moderators and judges will be drawn from distinguished individuals in diverse fields, such as law, medicine, business, government service, engineering, science, academia, and other fields as well.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, September 5, 2007 1:30 PM
To: Nancy M. P. King <nmpking@wfubmc.edu>
Subject: Ethics Bowl
Attach: Ethics Bowl description.doc

Hi Nancy,
How are you doing at Wake Forest. I must say I miss you here, but have had great contacts with the medical school people here. We have had some very successful collaborations, which will be on going.

I am writing for two reasons:
1. The Parr Center is hosting the Mid-Atlantic Regional Ethics Bowl competition. I seem to recall that you might be interested in seeing if a team from Wake Forest would send a team. The registration is filling up, so let us know.

2. For the regional competition, we will need judges. We would very much like for you to be a judge. I've attached a description of the Ethics Bowl and what is entailed. The regional is November 17th.

Thanks.
Hope all is going well.

Jan

--
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Director, Parr Center for Ethics
Senior Lecturer
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, September 5, 2007 2:25 PM
To: Carlo Robustelli <carlorobustelli@gmail.com>
Subject: Ethics Bowl
Attach: Ethics Bowl description.doc

Carlo,
How are you? Hope all is going well. Things are hopping here!!!
I am hoping that you will serve as a judge for the Ethics Bowl, and also I would like to ask you to solicit some other judges from the Mayor's office, City Council, Chamber, etc. I have contacted Aaron and will ask him to solicit others as well. I've attached a description which has the useful information about being a judge.

MID-ATLANTIC REGIONAL INTERCOLLEGIATE ETHICS BOWL
NOVEMBER 17TH, MURPHEY HALL, UNC CAMPUS
9 A.M.- 6

It's likely time to have lunch again, right? :)
Also, I sent in my application for the task force.

Thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
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Jan Boxill 919.962.3317 jmboxill@email.unc.edu

ETHICS BOWL

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Mid-Atlantic Regional Competition at UNC Chapel Hill: November 17, 2007 beginning at 9 a.m.

I. How Ethics Bowl is Played:

In Ethics Bowl a moderator asks two teams of three to five undergraduate students questions that pose ethical problems on topics ranging widely over areas such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, architecture, business, the military, law, medicine, etc.) or social and political ethics (e.g. free speech, gun control, health care, etc.) In an Ethics Bowl competition two teams are asked different questions. Each team answers its question according to the following format. After the moderator poses a question to a team the team gets one minute to confer, after which it must state its answer. (The team does not respond completely cold, however, because prior to the Ethics Bowl each competing team receives a set of cases that present ethical issues upon which the questions a team must answer at the Ethics Bowl are based.)

After the team states its answer to the question posed by the moderator the judges then have an opportunity to ask the team brief follow-up questions to elicit a teams' viewpoint on ethically important aspects of the question, or to seek clarification of a team's response. After the judges have asked their questions, the opposing team then has one minute to present a response to the first team's answer. The first team then has an opportunity to respond to the opposing team's comments.

The judges have been instructed prior to the Ethics Bowl concerning the criteria they are to apply in evaluating the teams' answers, which are the following:

Clarity and Intelligibility: Has the team stated and defended its position in a way that is logically consistent and which allows the Judges to understand clearly the team's line of reasoning?

Focus on Ethically Relevant Factors: Has the team identified and discussed the factors the Judges consider ethically relevant in connection with the case?

Avoidance of Ethical Irrelevance: Has the team stayed on track by avoiding preoccupation with issues that the Judges do not regard as ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does the Team's presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, September 5, 2007 2:29 PM
To: Aaron Nelsonb <anelson@carolinachamber.org>
Subject: attachment
Attach: Ethics Bowl description.doc

Of course I forgot to attach the information!
Jan

--
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Director, Parr Center for Ethics
Senior Lecturer
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PHIL 396 Section 2 T 6:15-8 ETHICS BOWL Instructor: Jan Boxill

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During a round, each team takes turns presenting its position on a case and critiquing another team's position on a different case. Teams must answer questions about their positions from a panel of judges. Judges assign scores based on logical consistency, clarity, focus and thoroughness. The presentations are evaluated on the following criteria:

Clarity and Intelligibility: Have you stated and defended your position in a way that is logically consistent and a reader/listener can clearly understand your line of reasoning?

Focus on Ethically Relevant Factors: Have you identified and discussed the ethically relevant factors?

Avoidance of Ethical Irrelevance: Have you stayed on track by avoiding preoccupation with issues that are not ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does your presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

The Intercollegiate Ethics Bowl (IEB) combines the excitement and fun of a competitive tournament with a valuable educational experience for undergraduate students.

The regional competition takes place in November and national in March. The course would be offered in the Fall to prepare students for the regional competition. The actual cases are sent out in mid September, so before that the students will look at previous year's cases and read material appropriate to cases in general, including ethical theory.

READINGS to be taken from the following:

Elements of Moral Philosophy, James Rachels – ordered & in bookstore
Being Good, Simon Blackburn
On Liberty, John Stuart Mill
Social Ethics: Morality and Social Policy, Thomas Mappes & Jane Zembaty, editors.

REQUIREMENTS:

I. CASE PREPARATION:

Each student will prepare a minimum of two cases. Each case involves:

1. 2-3 page paper setting out the argument with ethical implications.
2. Present argument to class- 5 minute presentation. Other students write a critique of the presentation with suggested revisions, readings, and research.
3. Revised paper based upon class presentation, discussion, and student critiques. Revised paper will also include an analysis of one aspect of the argument. 3-5 pages which will include bibliography and field research plans.
4. Present revised argument along with analysis: 5-7 minutes. Critiques.
5. Revised paper based on previous discussion. Revised paper will also include analysis of second aspect of the argument: 5-7 pages.
6. Present revised argument along with analysis: 5-7 minutes. Critiques
7. Revised paper based on previous discussion. Revised paper will include objections to your analysis.
8. Present revised argument: 5-7 minutes.
9. Revised paper with completed philosophical analysis: 12-15 pages
10. Oral presentation of completed analysis:
    8 minutes for presentation
    5 minutes for questions
    5-7 minutes rebuttal.

II. EXPERIENTIAL MENTORED RESEARCH STUDY:

1. For each case, students will contact appropriate units for essential background to investigate original problems and gain information regarding the case to be incorporated in the presentations and drafts. Throughout the experience, the work will be supervised and mentored by instructor and Parr Center Visiting Professor, who will assist students with setting appropriate goals. Research will also be assisted by the Parr Center graduate research fellow and the unit head or designate. [E.g. For legal cases, it would involve working with the DA office].

Expected minimum hours: 60

2. Three mock Ethics Bowl competitions: one to the Department/University, and two in local high schools as part of the Department's Outreach Program.

III. FINAL EXAM— TBD

GRADE: The final grade will be assessed as follows:

Papers:	30%
Presentations:	30%
Class participation &critiques:	20%
Final Exam:	20%

WEEKLY ASSIGNMENTS:

Week 1:	Readings: Rachels: Chapters 1- & Blackburn Chapters 1- Discuss readings and cases. Assign cases. Discuss appropriate research units.
Week 2:	Readings: Mill, On Liberty; Mappes One-two page reconstruction of the arguments of your cases Five minute oral presentation of the reconstruction Feedback and suggestions from class.
Week 3:	Re-write the reconstruction given the feedback from class. Prepare a bibliography of selected readings appropriate to your cases Present both the re-write and bibliography to the class. Receive student feedback and suggestions.
Week 4:	Annotated bibliography. 1-2 page showing the relevant facts of the case.
Weeks 5-8:	Presentations, discussions,
Week 9-11	Mock Ethics Bowl Competitions
Week 12:	In class discussions in preparation for National Competition.
Week 13:	National Ethics Bowl Competition
Week 14:	Debriefing and discussion of Ethics Bowl Competition; review for final exam.

Sample Cases:

Case #1

Dr. B., a Professor of Psychology at a large research institution, Ohio State University (OSU), has a long distinguished record of working with chimpanzees. In the 1970s, she taught chimps to communicate, first by using American Sign Language and later using graphic symbols. In the last decade, under her direction, two young chimps, Keeli and Ivy, have learned to count and to recognize simple written words. Another chimp, Bobby, has shown an uncanny ability to learn number sequences and even to fill in missing numbers in a sequence. She has learned that chimps can do simple arithmetic, behave similarly to preschoolers, and (along with humans) have the ability to perceive the knowledge state of a peer.

Dr. B., who has dedicated her entire professional life to the study of cognition in chimpanzees, has won international acclaim for her work and was named one of the top 50 women researchers in the nation by *Discover Magazine* in 2002. Her chimps have been featured on Discovery Channel. However, as funding to support the research center has been hard to come by in the last five years, the university decided to close the research center and send the chimps away. OSU abruptly seized the professor's laboratory on February 28, 2006, changed all the locks, and hired a truck to send all 12 primates (nine chimps and three monkeys) to Primarily Primates, a controversial Texas sanctuary. The university gave the sanctuary a $324,000 trust fund for the animal's care.

Dr. B. vigorously protested the decision. When a restraining order she filed failed to prevent the university from implementing its decision, Dr. B. chained herself to the center's gate to prevent the transport trucks from leaving. Her efforts were unsuccessful and one of the chimps, 25-year old Kermit, died during the 38-hour transport in early March. Bobby was found dead in his enclosure on April 20. One of the monkeys escaped and was never recovered. Dr. B sued OSU to win custody of the remaining chimps. PETA also joined the suit on behalf of the remaining seven chimps and two monkeys and in June a Texas judge ordered that an independent trustee should oversee the $324,000 funding to ensure that it be used to house and benefit the remaining OSU primates.

Case #2

Wisconsin State Representative Dan LeMahieu (R-Oostburg) was outraged when the University of Wisconsin-Madison's University Health Services (UHS) featured ads in the two student newspapers suggesting that students consider receiving prescriptions for emergency contraception (EC) prior to leaving for spring break. UHS services are available to any student at the UW-Madison, and as such they offer health expertise to students in the areas of medical treatment for illnesses and injuries, counseling for stress reduction, smoking cessation, nutrition, dermatology, sports medicine, as well as confidential testing and treatment of sexually transmitted diseases (STDs). Although a part of the state-funded University of Wisconsin System, the ads were paid for using student segregated fees which are not part of taxpayer dollars or academic tuition funds.

Following the publication of the ads, which were part of a series also advising students to protect themselves from sun exposure and limit their intake of alcohol, Representative LeMahieu initiated drafting legislation to ban any university health center in Wisconsin from advertising or distributing the morning-after pill (EC). LeMahieu contends, "I think it's offensive that the university is trying to tell young women to be prepared and to plan ahead so they can have promiscuous activities on spring break. I don't think that it's the role of the university to promote that type of activity, and I believe that's what their ad is asking young people to do." LeMahieu also added that the UW should be "made aware" that many people who are paying state taxes do not appreciate the offensive advertisements.

On June 16, 2005, Wisconsin's State Assembly voted 49-41 in favor of a bill prohibiting University of Wisconsin System health centers from advertising, prescribing or dispensing

emergency contraception, making it the first state in the country to move towards banning EC on all state college campuses.

Case #3

Near the end of its fall season, a top executive from the popular reality television competition, *Idol Starz*, appeared on the *Today Show* and revealed that the program's contestants either advanced or were cut based on producers' decisions rather than being selected through the program's public text-messaging voting system. The executive went on to state that the show's winners and losers were selected by producers on a round-by-round basis in the hopes that certain "controversial" or "questionable" choices would positively influence ratings, increase fervor for underdog candidates, and create a more developed fan-base which would return to view the show during both current and future seasons.

Given the show's popularity and viewers' commitment to their favorite contestants, the revelation led to a large public outcry condemning the show for dishonesty and false advertising. Many claimed to have been cheated and explained that the show had a responsibility to adhere to the public's decisions about which candidates they preferred. Given special attention during this debate was the show's slogan: "You vote. You decide. Who should be the next Idol Star?"

During ensuing interviews, the show's producers explained that their decisions were based on the fact that they were in the entertainment business and that certain unpredictable events helped to keep the audience invested in the show and provided increased entertainment value. They also argued that, more often that not, their decisions about who should advance or win were in line with the public's desires. When questioned about the program's slogan, one producer was quoted as saying, "Look at it carefully. There is a difference between telling someone to vote and decide who *should* be the next Idol Star and telling them that their votes *will* decide the next Idol Star."

Case #4

In a recent case, Florida authorities declined to file charges against a Miami Herald columnist for surreptitiously recording a phone call from a city commissioner who later committed suicide in the newspaper's lobby. Authorities cited the unusual circumstances that led to the taping as the basis for not filing charges against the columnist. These circumstances were not enough for the Miami Herald, who took immediate action to fire the columnist for violating a company policy that prohibited the taping of sources and interviewees without the subject's consent.

State laws related to the recording of phone calls and the courts interpretation of these laws vary widely in the United States. Many of these laws are intentionally written with ambiguous terms and interpretation is typically required on a case by case basis.

The firing of this popular columnist caused much protest around the world. Many members of the Herald staff signed a petition requesting the decision to fire the columnist be rescinded. The columnist was friends with the city commissioner, and the commissioner provided regular sources for stories to the columnist.

According to the columnist, the commissioner was despondent over public allegations about his sex life and the tone of his voice on the phone conversation was so alarming that the columnist impulsively decided to record the conversation. The tape records the columnist's attempts to calm the commissioner. Throughout their 20-minute conversation, the columnist attempted to steer the conversation to less volatile subjects in the hopes of lifting the commissioner's spirits. But the call ended with the commissioner still despondent. A few minutes later, the commissioner shot himself.

Following the suicide, the columnist told editors of the Miami Herald that he had been interviewing the commissioner earlier in the day and had recorded part of the conversation without the commissioner's consent.

After being fired, the columnist was quoted as saying "In a tense situation I made a mistake. The Miami Herald executives only learned about it because I came to them and admitted it. I told them I was willing to accept a suspension and apologize both to the newsroom and our readers. Unfortunately, the Herald decided on the death penalty instead."

The Miami Herald editors have taken the position that there must be an absolute prohibition of the paper's reporters taping conversations without a party's consent, and not just because it is against the law in Florida, as it is in many states. An executive of the Herald has stated that the policy is necessary to protect the paper's integrity, as well as to foster trust from news sources.

Journalists at the Miami Herald have pointed out that at least one other reporter surreptitiously taped an interview, but was not fired. The journalists also have also stated that there is no written policy on taping conversations and that any verbal policy on expectations of reporters is unclear. The Miami Herald responded to the alleged case of a previous surreptitious taping by saying "we understand this happened 18 years ago". They went onto state that the recent decision to fire the columnist was clearly guided by the environment in which journalists operate today; which is much more constrained in terms of the latitude given for violation of law and policy.

Case #5

Beginning in 2005, protests at funerals for military personnel killed in Iraq have been increasing – and have received much media attention. In particular, members of the Westboro Baptist Church, in Topeka, Kansas, have been especially visible and vocal at many of these military funerals. Reverend Fred Phelps and his protesters claim that U.S. military deaths in Iraq are because America tolerates homosexuals and that they are a sign of divine punishment for America's tolerance of homosexuality. For over a year now, members of this anti-gay church have been crisscrossing the United States, holding more than one hundred protests outside the funerals of U.S. soldiers killed in Iraq.

They wave placards with such expressions as: "You're Going to Hell," "Fag Vets, God Hates You," and "Thank God for IEDs" (the improvised explosive devices responsible for killing many military personnel in Iraq). Phelps contends that all American soldiers are guilty by association – because they are fighting in the service of the U.S. government.

By Spring, 2006, twenty-eight states and Congress were rushing to pass laws to restrict protests outside military funerals. On May 17, 2006, Illinois Governor Rod Blagojevich signed a

state law – "Let Them Rest in Peace Act" – that prohibits disruptive and inflammatory protesting 30 minutes before a funeral, during the service, and 30 minutes after a funeral while remaining 200 feet from the funeral site. This new Illinois law drew immediate scorn from Shirley Phelps-Roper, attorney for the Westboro Baptist Church: "The law is impotent. You've done nothing to change that God is killing your children and sending them home in body bags. Keep your big, fat snout out of our religion."

In the U.S. Congress, Representative Mike Rogers (R-Mich.) sponsored a House bill to address this matter. He said that he took up the issue after attending a military funeral in his home state, where mourners were greeted by "chants and taunting and some of the most vile things I have ever heard. Families deserve the time to bury their American heroes with dignity and in peace." On May 24, 2006, Congress passed legislation that would bar demonstrators from disrupting military funerals at national cemeteries.

The "Respect for America's Fallen Heroes Act" prohibits protests within 300 feet of the entrance of a national cemetery and within 150 feet of a road into the cemetery from 60 minutes before to 60 minutes after a funeral. Those violating the act would face up to a $100,000 fine and up to a year in prison. Senate Majority Leader Bill Frist (R-Tenn.) said that this act "will protect the sanctity of all 122 of our national cemeteries as shrines to their gallant dead. It's a sad but necessary measure to protect what should be recognized by all reasonable people as a solemn, private and deeply sacred occasion."

In response to this federal legislation, Phelps has said that Congress was "blatantly violating the First Amendment rights to free speech" in passing the bill. He said that he will continue to demonstrate but would abide by the restrictions. Constitutional experts are warning that protest restrictions – such as those passed in Illinois and in Congress – appear overly broad and are likely to be overturned if challenged in court. Eugene Volokh, a law professor at the University of California-Los Angeles and an authority on the First Amendment, said: "You can't treat speech as a breach of peace simply because it offends people. These protests are tremendously offensive and hard to ignore. But ignoring them or counter-protesting is unfortunately the only remedy the 1st Amendment allows." And, the American Civil Liberties Union has filed a lawsuit against a new Kentucky law, saying that it goes too far in limiting freedom of speech and expression. Additional lawsuits are expected to be filed.

U.S military veterans find Phelps' beliefs and actions particularly abhorrent, and in November, 2005, veterans' motorcycle groups began showing up at military funerals to oppose the protesters and to show support for the families of the deceased soldiers. Calling themselves the Patriot Guard Riders, these motorcycle groups have organized hundreds of counter-protesters to wave American flags and stand silently in front of the Westboro picketers, to pay respects to the fallen soldier, and to protect the soldier's family from disruptions.

Case #6

Alejandro Toledo, President of Peru, has launched a public campaign demanding that Yale University return to Peru Incan artifacts excavated at Machu Picchu in 1912. Yale professor Hiram Bingham III, guided by a native Peruvian, came upon the Incan city of Machu Picchu in 1911. Bingham secured backing from the National Geographic Society and support from Peru's government for archeological excavations at Machu Picchu in 1912 and again in 1914-15.

In October 1912, Bingham gained the Peruvian government's permission to bring to Yale for research the contents of 170 tombs in Machu Picchu. The decree allowed that Peru reserve the right to ask for the return of the objects.

By 1916, Peru, suspecting Bingham of secretly taking Incan gold, ended Bingham's work at Machu Picchu. The items taken to Yale from the 1914-15 excavations were loaned for only 18 months. Yale has refused several Peruvian requests for return of the artifacts.

Today, Yale claims that they have complied with the 1912 and the 1916 agreements, returning the objects to Peru during the 1920's. Yale sees no similar responsibility to return the items taken from earlier work. National Geographic Society records show that about half of the items were returned to Peru, with no mention of the remaining artifacts.

Luis Guillermo Lumbreras, the director of Peru's National Institute of Culture in Lima, claims that Yale has had 90 years to complete research on the objects, and now Peru wants the items returned. Peru elected its first indigenous president–Alejandro Toledo, who honored the nation's Incan heritage by holding part of his inauguration ceremony at Machu Picchu in 2001. In part due to his influence, Peru wants possession of the artifacts, which have formed the core of Yale's impressive, scholarly exhibition: *Unveiling the Mystery of the Incas*. After traveling to six cities and attracting over a million visitors, the exhibit now resides at Yale's Peabody Museum of Natural History in Connecticut.

The recent research of Yale professors Lucy Salazar and her husband Richard L. Burger, including extensive scientific analysis of burials, has provided the most reasonable explanation for the existence of Machu Picchu. Rather than supporting the earlier ideas of the city as a center for religious activity including the sacrifice of virgins, the professors' research has suggested that the city served as a simple country retreat from the Inca capital of Cuzco.

The number and kinds of artifacts taken to Yale from Machu Picchu is in dispute. Yale has offered to return some of the pieces to Peru, if Peru allows it to keep others at the Peabody Museum of Natural History, where Machu Picchu is the prize exhibit.

Case #7

In October of 2002, after the overdose of one of its workers, management at a Weyerhaeuser, a multinational corporation in the pulp and paper industry located in Valliant, Oklahoma, became concerned that employees were not following drug and safety regulations in its parking lot. Management decided to have the parking lot searched with gun and drug sniffing dogs. While the dogs found no drugs, they did find firearms in twelve vehicles, including shotguns and automatic weapons. The owners of these vehicles, including a 23-year veteran shift manager, were fired in the next two days.

Weyerhaeuser and many other businesses have had long standing bans on firearms brought into the plant in order to protect workers and prevent workplace violence. In 2002, Weyerhaeuser extended this ban to the parking lot. Many workers claim they were not told of the extension of the ban, though management claims they informed workers. Some of the fired workers have filed suits claiming they were not informed. The initial suit was thrown out, but the decision is being appealed.

Since this and other incidents, many states -- beginning with Oklahoma -- have enacted laws protecting workers who want to keep firearms in their cars. The latest state to consider such a law is Florida, home to Walt Disney World, which does not allow any of its 50,000+ employees to bring guns onto company property.

A number of corporations have joined federal lawsuits against these new state laws. These companies include ConocoPhillips (petroleum), Halliburton (energy), and the Nordam Group (aircraft manufacture). They state that they cannot provide a safe and secure workplace without the ban on guns in the parking lot, and they see state laws allowing guns as infringing on the right of private property owners to decide what is and is not allowed on their property. Even aside from their property rights, companies claim that the laws would disregard public safety. The Bureau of Labor Statistics Census of Fatal Occupational Injuries states that in 2004, there were 551 workplace homicides out of 5703 workplace fatalities. A study at the University of North Carolina claims that such killings are five times more likely to occur at workplaces that allow guns compared to those who do not.

The National Rifle Association (NRA) has been the primary champion of laws that allow workers to have guns in cars in company parking lots. The NRA claims that prohibiting lawful gun owners to keep guns in their car dramatically diminishes their right to own firearms and defend themselves. All 50 states allow the transportation of firearms for lawful purposes. The laws also restrict workers who may want to hunt or target shoot after work from engaging in these lawful activities. They also claim that one's car should enjoy the same protections that one's home enjoys with regards to being able to keep lawful weapons and immunity to unlawful searches.

The NRA claims that the state laws already have commonsense provisions in them that prevent abuse. For instance, anyone wanting to transport a firearm and park their car in a company lot must keep the automobile locked, and at no time is it permissible to take the firearm out of the car on company property. Against the property rights claims of business owners, the NRA claims that business owners are already under extensive federal, state, and local regulations about what they can do with their property and that striking down these state laws would allow companies to "micro-manage" the contents of an employee's automobile. The NRA also cites statistics that 84% of workplace murders are committed by strangers, and anyone determined to commit a crime will not be discouraged from bringing the gun onto company property by a company regulation prohibiting guns in parking lots.

Case #8

After several years of miscarriages, Edward and Susan turn to *in vitro* fertilization as a means of screening embryos for genetic defects. More than two years elapse, with all the attendant discomfort and expense, but finally an “acceptable” embryo is produced and implanted. To their joy, nine months later they are blessed by Michelle, an apparently happy, healthy baby. They decide that they will not tempt fate by trying to increase their family, instead choosing to relish the raising of their daughter. Five years pass and they eagerly anticipate Michelle’s starting kindergarten. They have elected to enroll her in a well-respected private school so as to realize her fullest potential. Part of the school’s pre-entry preparation is an extremely thorough set of physical examinations. (The physical examinations are not done to screen for admission, but rather to anticipate potential health issues while the student is enrolled.)

To their horror, the examinations determine that Michelle has early symptoms of a particularly virulent form of *Acute Childhood Lymphoid Leukemia*. Nothing in the embryonic screening could have predicted its occurrence. They begin immediate conventional treatments which prove to be ineffective. At their oncologist's recommendation they enroll her in the nation's premier pediatric oncology program. She gives them the bad news that Michelle shows evidence of having Philadelphia chromosome-positive ALL. The most successful treatment involves hematopoietic stem cell transplantation from matching relatives. The oncology clinic tests both Edward and Susan, but finds neither of them compatible. Since neither of them (nor Michelle) has any siblings, it looks as if they will have to hope for a million-to-one chance of finding a well-matched unrelated donor.

While waiting in the lounge of the clinic, the mother of another child under treatment introduces herself and suggests that they do have another option – they could have another child, *via in vitro*, selecting among possible embryos for compatibility for transplant. Initially they are horrified at the idea of producing another child as a "biological stockpile" for Michelle, but the more they think about it the better the idea seems. After all, they really had wanted more children. The new child wouldn't be seriously injured by the procedure needed to provide Michelle with the transplant material she so desperately needs. Given their history of medical procedures needed to have Michelle, the screening required to make sure the new child would be a compatible donor is almost the same as if they were just having another child as a family expansion.

When they raise the possibility with Michelle's physician, she explains that the screening technology has improved sufficiently since Michelle's birth to guard against the new child's having the same disposition toward this disease. But, before she will go further, she tells them they must speak with the clinic's counselor. The counselor asks them to consider what their true motives are in proposing the conception of this second child, whether they would be treating her as a person or as an object and how they will explain to her the reason for her conception.

Case #9

After 25-30 years of service, ships are at the end of their sailing life and are sold as "End of Life Vessels" to be dismantled primarily to recover the valuable steel which makes up about 95% of the ship. Ship breaking (or ship demolition) is the process of dismantling the structure of an obsolete vessel for scrapping or disposal and includes a wide range of activities, from removing all gear and equipment to cutting down and recycling the ship's infrastructure. However, the only ones who profit from ship breaking are the ship owners. They extract an average of $1.9 million profit per "End of Life Vessel." Ship breaking is also a challenging and controversial process, due to the structural complexity of ships and the many environmental, safety, and health issues involved.

Ship breaking is dangerous and has the reputation of being one of the dirtiest jobs on earth. For minimal dollars a day, workers with little protective gear tear out pipes insulated with asbestos, transformers covered with PCBs, and leaky diesel tanks. Until the late twentieth century, ship breaking took place primarily in port cities in developed countries – including the United States and Europe. Today, however, most ship breaking yards are in developing countries – especially India, China, Bangladesh, and Pakistan. This is due to rules dealing with lead paint and toxic substances. The industry was such a disgrace that, in 2000, Congress acted to stop U.S. registered ships from being sent overseas for scrap. Ship breaking remains an international environmental and labor concern - because ship breaking now occurs mostly in

underdeveloped countries where working conditions and environmental impact are not regulated. Also, many ships being scrapped now were made before many international environmental laws were enacted.

In late 2005, a Virginia-based company, Bay Bridge Enterprises, visited the small coastal town of Newport, Oregon, and proposed opening a ship breaking plant on the banks of Yaquina Bay. The company offered up to 125 jobs paying $20 an hour. Their spokesperson indicated that the company had no environmental violations since they have been doing this work, and that they had zero lost-time injuries since 2001. Also, he noted that there is no large-scale ship breaking yard on the West Coast, and that there are about 60 ships anchored in a California bay – just waiting to be moved to a scrap yard. Therefore, there would be plenty of work available at a new ship breaking plant in Newport – for some time to come.

A strong coalition of interested parties in the Newport area emerged in opposition to this proposal. The "Friends of Yaquina Bay" were the group of people most responsible for rallying the community together to try to stop this ship breaking proposal. The Oregon Coast Aquarium and the Oregon State University Hatfield Marine Science Center – both located in Newport – also added major support to the effort to block the proposed plant. Some of the major issues raised by these opponents to the proposal included: the world-wide negative reputation of ship breaking; the safety of towing "ghost ships" (some with a length of up to 540 feet) from San Francisco Bay in California to Newport, Oregon; potential infestation of as many as 100 invasive species on the ships in California that are not in Yaquina Bay; toxins on and in the ships that would escape into the bay and the air, affecting the seafood industry – especially crabbing – as well as the fear of pollution runoff at the Hatfield Marine Science Center and the Oregon Coast Aquarium; and visual pollution. Yaquina Bay is a continentally Important Bird Area – with several endangered species present. There are 15 or more blue heron nests and other bird species on the tide flats near the proposed ship breaking site. The local tides extend 15 miles up the Yaquina River and thus the largest oyster farm in Oregon could be affected. Plus there is fear that money-spending tourists would not view these rusting ships as an asset to the beautiful Oregon coast.

On January 24, 2006, about 200 people packed a meeting room in Newport, Oregon, to hear Mr. Don Mann, general manager of the Port of Newport, announce that "some projects are a good fit, or not a fit at all. Bay Bridge's plan for a ship breaking facility in Yaquina Bay does not qualify in our test for a good fit." Thus, quite surprisingly, it seems, the ship breaking plan for Newport was ended. Mr. Mann continued: "This was not a good business deal for the company, or for the Port. I believe that the environmental issues could have been resolved, but our financial concerns could not be adequately addressed." The vast majority of persons at the meeting were very pleased with this decision.

While this issue was being considered by the town of Newport, Oregon, the office of the Port Commissioners received hundreds of telephone calls of concern – from all over the country. As one commissioner said: "We have gained much free advertising – for the port and community. The whole world knows we're here. This issue is bringing this concern to Oregon, and to the nation." Bay Bridge's next move on the West Coast remains to be seen. The company is still looking for a possible Oregon or Washington port.

Case #10

Ardent R. Porter is an investigatory journalist with a respected Washington-area newspaper, *Capitol News Briefly*. As a reporter working in and around the D.C. area, Mr. Porter often relies on his long list of contacts in order to glean information that might be useful for the various articles he publishes on corruption within politics and government. By establishing relationships with individuals at all levels of government, Ardent has provided himself with valuable human sources that are often capable of providing him with names, tips, or other information that he could not extract from other channels. Furthermore, a few of Mr. Porter's key contacts are able to pass along hard-to-come-by information about questionable or downright illegal actions taken by government employees or agencies.

One such contact is Ian Stalwart, a mid-level agency administrator who works with individuals who do government "groundwork" as well as with high-level government bureaucrats. As a middleman of sorts, Ian is in a position uniquely suited to evaluating the actions of those who work both below and above him. One of Mr. Stalwart's responsibilities is to watch for and report any illegal activity that he might encounter. Mr. Stalwart takes this role very seriously and his responsibilities as a watchdog were what originally led him to seek out Ardent, a like-minded opponent of corruption and illegality within public service.

It so happened that Mr. Stalwart discovered that many individuals within his agency were working to cover up illegally-awarded, over-billed, or otherwise fraudulent government contracts awarded during the early months of the Iraq War, actions which were in violation of several federal laws, in addition to many agency standards. Upon presenting his discovery to his superiors, Mr. Stalwart was told to disregard his findings and to refrain from further discussing the subject. After pressing for a more sophisticated explanation, he was informed that the contracts in question had been deemed classified through appropriate agency and congressional channels and that because the contracts had been deemed to serve a compelling national security interest, it would be against agency policy (as well as illegal) to discuss them, regardless of any questionable procedural or substantive aspects.

Fully knowing that he was in violation of laws regarding the disclosure of classified information, Mr. Stalwart approached Mr. Porter and revealed everything he knew about the dubious contracts. He also provided Mr. Porter with the names of the individuals implicated in the cover-ups and the names of the administrators who had ordered him to remain silent.

After composing a lengthy and revealing story, Mr. Porter approached his editor about publishing the story, explaining the dilemma presented by the fact that much, if not all, of the story's core material was classified. Following a discussion about publishing the article by the paper's editorial board it was decided that the story would run in the paper's next issue.

Case #11

Students in schools of medicine, nursing, dentistry and veterinary medicine are required to observe actual surgeries (and other procedures) early in their educations as a preliminary exposure to the practices of their field. In fact, such study is thought to be essential in confirming the students' choice of profession. Of course, the observation takes place with the informed consent of the patients (or their guardians). Many pre-medical, pre-nursing, pre-dentistry, and pre-veterinary programs, especially at schools with associated hospitals, are beginning to recommend (or even require) similar observation programs.

The State University Museum has one of the nation's premier exhibits of the history of medicine and allied fields. They include displays replicating Leonardo's anatomy studies, teaching materials from Charles University (in Prague) dating from the 16th century, 18th century "bleeding," and 19th century nutrition studies (among many other presentations).
One of the most popular offerings at the museum is the "surgery room" where films of common surgical procedures can be viewed. Like the student viewing in medical schools, the patients shown have given their informed consent. Not surprisingly, the most identifiable attendees are people who are considering having the operations shown in the pictures. The films have been "sanitized" so that excess gore is avoided, but the surgeries are shown in detail.

Dr. Suarez, curator of the museum and retired professor of neurosurgery, has proposed to the board that rather than using films, which are hard to make and quickly become outdated, observers should be allowed to observe actual, in process surgeries on persons who have consented. After all, the University Hospital is adjacent to the museum and access is convenient. The hospital's operating theaters are set up above the surgical floor but separated from the patient and surgical team by sound- and atmosphere-proof windows. Dr. Suarez suggests that such watching could become a significant educational revenue-generating operation. He points out that special exhibits commonly serve as important financial resources for museums.

When Dr. Suarez proposes this program to the Museum's board of directors, Katherine Osborn (one of the community members of the board) objects vigorously. Although Dr. Suarez's proposal clearly restricts participation to persons "15 and older," Ms. Osborn argues that teens, and perhaps others, will attend surgeries not as education but as entertainment. Her position is that such "exhibitions" will be little better than the "bum fights" and ultraviolent films that have gained popularity in recent years. Ms. Osborn claims that teens will watch surgeries as a replacement for the gore seen while attending the ***Halloween*** and ***Nightmare on Elm Street*** movies. Her claim is that such actions are exploitative more than educational.

Dr. Suarez responds that actual surgeries come nowhere near the gore commonly shown on TV and in the movies. He points out that we seldom know what motivates people to act as they do in the presence of human affliction. "Do people slow their cars when passing accidents in order to see whether they can help or to see blood and gore? How would we know? Even if an adolescent attended a surgery out of a desire to see gore, might the experience not shift his or her perspective, creating an interest in becoming a medical professional?"

Case #12

Politicians have crossed the floor, or switched parties for as long as political parties have been in place—famous switches include those of Strom Thurmond, Ronald Reagan, Condoleezza Rice, Howard Dean, Hilary Clinton and most recently, Joe Lieberman. In 2001, nine serving members of Congress had switched parties while in office. Various reasons are cited for changing parties, including ideological disagreement with one's current party and moving to improve power and legislative efficacy, among others. U.S. Representative Ralph Hall of the Fourth Congressional District in Texas cites both reasons.

Ralph Hall was first elected in 1980 as a Democrat and has been re-elected each succeeding year. Hall has made a reputation for himself as a rogue Democrat, willing to "cross the aisle" and vote with Republicans when he agreed with their position. He also has been an avid supporter of President Bush, opposed to Democratic bids to unseat him. But it was more

than mere ideological agreement that encouraged a decision to switch parties in early 2004 before his bid for reelection.

As Hall stated in a January 2004 press release that announced his decision to switch parties, "This year I was denied requests for district appropriations because I was a Democrat who voted against the bill. I have always stated that … if being a Democrat hurt my district, I would either resign or switch parties." The bill to which he was referring was a "foreign operations bill" which, according to Hall, gave, "financial support to those countries that continue to vote against [the U.S.] in the United Nations."

Another motivation may be found in Hall's appreciation for being spared a potentially career devastating blow in the redistricting that cost many Democrats their seats in 2003. According to a CNN article, "…Hall's move comes after Republican state lawmakers in Austin spared him in a redistricting map that targets every other Anglo Democrat in the House. His district, based in the city of Tyler, was largely untouched by the GOP-drawn map, which is currently facing a Democratic court challenge."

ETHICS BOWL CASES—2006

Case #1

Dr. B., a Professor of Psychology at a large research institution, Ohio State University (OSU), has a long distinguished record of working with chimpanzees. In the 1970s, she taught chimps to communicate, first by using American Sign Language and later using graphic symbols. In the last decade, under her direction, two young chimps, Keeli and Ivy, have learned to count and to recognize simple written words. Another chimp, Bobby, has shown an uncanny ability to learn number sequences and even to fill in missing numbers in a sequence. She has learned that chimps can do simple arithmetic, behave similarly to preschoolers, and (along with humans) have the ability to perceive the knowledge state of a peer.

Dr. B., who has dedicated her entire professional life to the study of cognition in chimpanzees, has won international acclaim for her work and was named one of the top 50 women researchers in the nation by *Discover Magazine* in 2002. Her chimps have been featured on Discovery Channel. However, as funding to support the research center has been hard to come by in the last five years, the university decided to close the research center and send the chimps away. OSU abruptly seized the professor's laboratory on February 28, 2006, changed all the locks, and hired a truck to send all 12 primates (nine chimps and three monkeys) to Primarily Primates, a controversial Texas sanctuary. The university gave the sanctuary a $324,000 trust fund for the animal's care.

Dr. B. vigorously protested the decision. When a restraining order she filed failed to prevent the university from implementing its decision, Dr. B. chained herself to the center's gate to prevent the transport trucks from leaving. Her efforts were unsuccessful and one of the chimps, 25-year old Kermit, died during the 38-hour transport in early March. Bobby was found dead in his enclosure on April 20. One of the monkeys escaped and was never recovered. Dr. B sued OSU to win custody of the remaining chimps. PETA also joined the suit on behalf of the remaining seven chimps and two monkeys and in June a Texas judge ordered that an independent trustee should oversee the $324,000 funding to ensure that it be used to house and benefit the remaining OSU primates.

Case #2

Wisconsin State Representative Dan LeMahieu (R-Oostburg) was outraged when the University of Wisconsin-Madison's University Health Services (UHS) featured ads in the two student newspapers suggesting that students consider receiving prescriptions for emergency contraception (EC) prior to leaving for spring break. UHS services are available to any student at the UW-Madison, and as such they offer health expertise to students in the areas of medical treatment for illnesses and injuries, counseling for stress reduction, smoking cessation, nutrition, dermatology, sports medicine, as well as confidential testing and treatment of sexually transmitted diseases (STDs). Although a part of the state-funded University of Wisconsin System, the ads were paid for using student segregated fees which are not part of taxpayer dollars or academic tuition funds.

Following the publication of the ads, which were part of a series also advising students to protect themselves from sun exposure and limit their intake of alcohol, Representative LeMahieu initiated drafting legislation to ban any university health center in Wisconsin from advertising or distributing the morning-after pill (EC). LeMahieu contends, "I think it's offensive that the university is trying to tell young women to be prepared and to plan ahead so they can have promiscuous activities on spring break. I don't think that it's the role of the university to promote that type of activity, and I believe that's what their ad is asking young people to do." LeMahieu also added that the UW should be "made aware" that many people who are paying state taxes do not appreciate the offensive advertisements.

On June 16, 2005, Wisconsin's State Assembly voted 49-41 in favor of a bill prohibiting University of Wisconsin System health centers from advertising, prescribing or dispensing emergency contraception, making it the first state in the country to move towards banning EC on all state college campuses.

Case #3

Near the end of its fall season, a top executive from the popular reality television competition, *Idol Starz*, appeared on the *Today Show* and revealed that the program's contestants either advanced or were cut based on producers' decisions rather than being selected through the program's public text-messaging voting system. The executive went on to state that the show's winners and losers were selected by producers on a round-by-round basis in the hopes that certain "controversial" or "questionable" choices would positively influence ratings, increase fervor for underdog candidates, and create a more developed fan-base which would return to view the show during both current and future seasons.

Given the show's popularity and viewers' commitment to their favorite contestants, the revelation led to a large public outcry condemning the show for dishonesty and false advertising. Many claimed to have been cheated and explained that the show had a responsibility to adhere to the public's decisions about which candidates they preferred. Given special attention during this debate was the show's slogan: "You vote. You decide. Who should be the next Idol Star?"

During ensuing interviews, the show's producers explained that their decisions were based on the fact that they were in the entertainment business and that certain unpredictable events helped to keep the audience invested in the show and provided increased entertainment value. They also argued that, more often that not, their decisions about who should advance or win were in line with the public's desires. When questioned about the program's slogan, one producer was quoted as saying, "Look at it carefully. There is a difference between telling someone to vote and decide who *should* be the next Idol Star and telling them that their votes *will* decide the next Idol Star."

Case #4

In a recent case, Florida authorities declined to file charges against a Miami Herald columnist for surreptitiously recording a phone call from a city commissioner who later committed suicide in the newspaper's lobby. Authorities cited the unusual circumstances that led to the taping as the basis for not filing charges against the columnist. These circumstances were not enough for the Miami Herald, who took immediate action to fire the columnist for violating a company policy that prohibited the taping of sources and interviewees without the subject's consent.

State laws related to the recording of phone calls and the courts interpretation of these laws vary widely in the United States. Many of these laws are intentionally written with ambiguous terms and interpretation is typically required on a case by case basis.

The firing of this popular columnist caused much protest around the world. Many members of the Herald staff signed a petition requesting the decision to fire the columnist be rescinded. The columnist was friends with the city commissioner, and the commissioner provided regular sources for stories to the columnist.

According to the columnist, the commissioner was despondent over public allegations about his sex life and the tone of his voice on the phone conversation was so alarming that the columnist impulsively decided to record the conversation. The tape records the columnist's attempts to calm the commissioner. Throughout their 20-minute conversation, the columnist attempted to steer the conversation to less volatile subjects in the hopes of lifting the commissioner's spirits. But the call ended with the commissioner still despondent. A few minutes later, the commissioner shot himself.

Following the suicide, the columnist told editors of the Miami Herald that he had been interviewing the commissioner earlier in the day and had recorded part of the conversation without the commissioner's consent.

After being fired, the columnist was quoted as saying "In a tense situation I made a mistake. The Miami Herald executives only learned about it because I came to them and admitted it. I told them I was willing to accept a suspension and apologize both to the newsroom and our readers. Unfortunately, the Herald decided on the death penalty instead."

The Miami Herald editors have taken the position that there must be an absolute prohibition of the paper's reporters taping conversations without a party's consent, and not just because it is against the law in Florida, as it is in many states. An executive of the Herald has stated that the policy is necessary to protect the paper's integrity, as well as to foster trust from news sources.

Journalists at the Miami Herald have pointed out that at least one other reporter surreptitiously taped an interview, but was not fired. The journalists also have also stated that there is no written policy on taping conversations and that any verbal policy on expectations of reporters is unclear. The Miami Herald responded to the alleged case of a previous surreptitious taping by saying "we understand this happened 18 years ago". They went onto state that the recent decision to fire the columnist was clearly guided by the environment in which journalists operate today; which is much more constrained in terms of the latitude given for violation of law and policy.

Case #5

Beginning in 2005, protests at funerals for military personnel killed in Iraq have been increasing – and have received much media attention. In particular, members of the Westboro Baptist Church, in Topeka, Kansas, have been especially visible and vocal at many of these military funerals. Reverend Fred Phelps and his protesters claim that U.S. military deaths in Iraq are because America tolerates homosexuals and that they are a sign of divine punishment for America's tolerance of homosexuality. For over a year now, members of this anti-gay church have been crisscrossing the United States, holding more than one hundred protests outside the funerals of U.S. soldiers killed in Iraq.

They wave placards with such expressions as: "You're Going to Hell," "Fag Vets, God Hates You," and "Thank God for IEDs" (the improvised explosive devices responsible for killing many military personnel in Iraq). Phelps contends that all American soldiers are guilty by association – because they are fighting in the service of the U.S. government.

By Spring, 2006, twenty-eight states and Congress were rushing to pass laws to restrict protests outside military funerals. On May 17, 2006, Illinois Governor Rod Blagojevich signed a state law – "Let Them Rest in Peace Act" – that prohibits disruptive and inflammatory protesting 30 minutes before a funeral, during the service, and 30 minutes after a funeral while remaining 200 feet from the funeral site. This new Illinois law drew immediate scorn from Shirley Phelps-Roper, attorney for the Westboro Baptist Church: "The law is impotent. You've done nothing to change that God is killing your children and sending them home in body bags. Keep your big, fat snout out of our religion."

In the U.S. Congress, Representative Mike Rogers (R-Mich.) sponsored a House bill to address this matter. He said that he took up the issue after attending a military funeral in his home state, where mourners were greeted by "chants and taunting and some of the most vile things I have ever heard. Families deserve the time to bury their American heroes with dignity and in peace." On May 24, 2006, Congress passed legislation that would bar demonstrators from disrupting military funerals at national cemeteries.

The "Respect for America's Fallen Heroes Act" prohibits protests within 300 feet of the entrance of a national cemetery and within 150 feet of a road into the cemetery from 60 minutes before to 60 minutes after a funeral. Those violating the act would face up to a $100,000 fine and up to a year in prison. Senate Majority Leader Bill Frist (R-Tenn.) said that this act "will protect the sanctity of all 122 of our national cemeteries as shrines to their gallant dead. It's a sad but necessary measure to protect what should be recognized by all reasonable people as a solemn, private and deeply sacred occasion."

In response to this federal legislation, Phelps has said that Congress was "blatantly violating the First Amendment rights to free speech" in passing the bill. He said that he will continue to demonstrate but would abide by the restrictions. Constitutional experts are warning that protest restrictions – such as those passed in Illinois and in Congress – appear overly broad and are likely to be overturned if challenged in court. Eugene Volokh, a law professor at the University of California-Los Angeles and an authority on the First Amendment, said: "You can't treat speech as a breach of peace simply because it offends people. These protests are tremendously offensive and hard to ignore. But ignoring them or counter-protesting is unfortunately the only remedy the 1st Amendment allows." And, the American Civil Liberties Union has filed a lawsuit against a new Kentucky law, saying that it goes too far in limiting freedom of speech and expression. Additional lawsuits are expected to be filed.

U.S military veterans find Phelps' beliefs and actions particularly abhorrent, and in November, 2005, veterans' motorcycle groups began showing up at military funerals to oppose the protesters and to show support for the families of the deceased soldiers. Calling themselves the Patriot Guard Riders, these motorcycle groups have organized hundreds of counter-protesters to wave American flags and stand silently in front of the Westboro picketers, to pay respects to the fallen soldier, and to protect the soldier's family from disruptions.

Case #6

Alejandro Toledo, President of Peru, has launched a public campaign demanding that Yale University return to Peru Incan artifacts excavated at Machu Picchu in 1912. Yale professor Hiram Bingham III, guided by a native Peruvian, came upon the Incan city of Machu Picchu in 1911. Bingham secured backing from the National Geographic Society and support from Peru's government for archeological excavations at Machu Picchu in 1912 and again in 1914-15.

In October 1912, Bingham gained the Peruvian government's permission to bring to Yale for research the contents of 170 tombs in Machu Picchu. The decree allowed that Peru reserve the right to ask for the return of the objects.

By 1916, Peru, suspecting Bingham of secretly taking Incan gold, ended Bingham's work at Machu Picchu. The items taken to Yale from the 1914-15 excavations were loaned for only 18 months. Yale has refused several Peruvian requests for return of the artifacts.

Today, Yale claims that they have complied with the 1912 and the 1916 agreements, returning the objects to Peru during the 1920's. Yale sees no similar responsibility to return the items taken from earlier work. National Geographic Society records show that about half of the items were returned to Peru, with no mention of the remaining artifacts.

Luis Guillermo Lumbreras, the director of Peru's National Institute of Culture in Lima, claims that Yale has had 90 years to complete research on the objects, and now Peru wants the items returned. Peru elected its first indigenous president–Alejandro Toledo, who honored the nation's Incan heritage by holding part of his inauguration ceremony at Machu Picchu in 2001. In part due to his influence, Peru wants possession of the artifacts, which have formed the core of Yale's impressive, scholarly exhibition: *Unveiling the Mystery of the Incas.* After traveling to six cities and attracting over a million visitors, the exhibit now resides at Yale's Peabody Museum of Natural History in Connecticut.

The recent research of Yale professors Lucy Salazar and her husband Richard L. Burger, including extensive scientific analysis of burials, has provided the most reasonable explanation for the existence of Machu Picchu. Rather than supporting the earlier ideas of the city as a center for religious activity including the sacrifice of virgins, the professors' research has suggested that the city served as a simple country retreat from the Inca capital of Cuzco.

The number and kinds of artifacts taken to Yale from Machu Picchu is in dispute. Yale has offered to return some of the pieces to Peru, if Peru allows it to keep others at the Peabody Museum of Natural History, where Machu Picchu is the prize exhibit.

Case #7

In October of 2002, after the overdose of one of its workers, management at a Weyerhaeuser, a multinational corporation in the pulp and paper industry located in Valliant, Oklahoma, became concerned that employees were not following drug and safety regulations in its parking lot. Management decided to have the parking lot searched with gun and drug sniffing dogs. While the dogs found no drugs, they did find firearms in twelve vehicles, including shotguns and automatic weapons. The owners of these vehicles, including a 23-year veteran shift manager, were fired in the next two days.

Weyerhaeuser and many other businesses have had long standing bans on firearms brought into the plant in order to protect workers and prevent workplace violence. In 2002, Weyerhaeuser extended this ban to the parking lot. Many workers claim they were not told of the extension of the ban, though management claims they informed workers. Some of the fired workers have filed suits claiming they were not informed. The initial suit was thrown out, but the decision is being appealed.

Since this and other incidents, many states -- beginning with Oklahoma -- have enacted laws protecting workers who want to keep firearms in their cars. The latest state to consider such a law is Florida, home to Walt Disney World, which does not allow any of its 50,000+ employees to bring guns onto company property.

A number of corporations have joined federal lawsuits against these new state laws. These companies include ConocoPhillips (petroleum), Halliburton (energy), and the Nordam Group (aircraft manufacture). They state that they cannot provide a safe and secure workplace without the ban on guns in the parking lot, and they see state laws allowing guns as infringing on the right of private property owners to decide what is and is not allowed on their property. Even aside from their property rights, companies claim that the laws would disregard public safety. The Bureau of Labor Statistics Census of Fatal Occupational Injuries states that in 2004, there were 551 workplace homicides out of 5703 workplace fatalities. A study at the University of North Carolina claims that such killings are five times more likely to occur at workplaces that allow guns compared to those who do not.

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Case #8

After several years of miscarriages, Edward and Susan turn to *in vitro* fertilization as a means of screening embryos for genetic defects. More than two years elapse, with all the attendant discomfort and expense, but finally an "acceptable" embryo is produced and implanted. To their joy, nine months later they are blessed by Michelle, an apparently happy, healthy baby.
They decide that they will not tempt fate by trying to increase their family, instead choosing to relish the raising of their daughter. Five years pass and they eagerly anticipate Michelle's starting kindergarten. They have elected to enroll her in a well-respected private school so as to realize her fullest potential. Part of the school's pre-entry preparation is an extremely thorough set of physical examinations. (The physical examinations are not done to screen for admission, but rather to anticipate potential health issues while the student is enrolled.)

To their horror, the examinations determine that Michelle has early symptoms of a particularly virulent form of *Acute Childhood Lymphoid Leukemia*. Nothing in the embryonic screening could have predicted its occurrence. They begin immediate conventional treatments which prove to be ineffective. At their oncologist's recommendation they enroll her in the nation's premier pediatric oncology program. She gives them the bad news that Michelle shows evidence of having Philadelphia chromosome-positive ALL. The most successful treatment involves hematopoietic stem cell transplantation from matching relatives. The oncology clinic tests both Edward and Susan, but finds neither of them compatible. Since neither of them (nor Michelle) has any siblings, it looks as if they will have to hope for a million-to-one chance of finding a well-matched unrelated donor.

While waiting in the lounge of the clinic, the mother of another child under treatment introduces herself and suggests that they do have another option – they could have another child, *via in vitro*, selecting among possible embryos for compatibility for transplant. Initially they are horrified at the idea of producing another child as a "biological stockpile" for Michelle, but the more they think about it the better the idea seems. After all, they really had wanted more children. The new child wouldn't be seriously injured by the procedure needed to provide Michelle with the transplant material she so desperately needs. Given their history of medical procedures needed to have Michelle, the screening required to make sure the new child would be a compatible donor is almost the same as if they were just having another child as a family expansion.

When they raise the possibility with Michelle's physician, she explains that the screening technology has improved sufficiently since Michelle's birth to guard against the new child's having the same disposition toward this disease. But, before she will go further, she tells them they must speak with the clinic's counselor. The counselor asks them to consider what their true motives are in proposing the conception of this second child, whether they would be treating her as a person or as an object and how they will explain to her the reason for her conception.

Case #9

After 25-30 years of service, ships are at the end of their sailing life and are sold as "End of Life Vessels" to be dismantled primarily to recover the valuable steel which makes up about 95% of the ship. Ship breaking (or ship demolition) is the process of dismantling the structure of an obsolete vessel for scrapping or disposal and includes a wide range of activities, from removing all gear and equipment to cutting down and recycling the ship's infrastructure. However, the only ones who profit from ship breaking are the ship owners. They extract an average of $1.9 million profit per "End of Life Vessel." Ship breaking is also a challenging and controversial process, due to the structural complexity of ships and the many environmental, safety, and health issues involved.

Ship breaking is dangerous and has the reputation of being one of the dirtiest jobs on earth. For minimal dollars a day, workers with little protective gear tear out pipes insulated with asbestos, transformers covered with PCBs, and leaky diesel tanks. Until the late twentieth century, ship breaking took place primarily in port cities in developed countries – including the United States and Europe. Today, however, most ship breaking yards are in developing countries – especially India, China, Bangladesh, and Pakistan. This is due to rules dealing with lead paint and toxic substances. The industry was such a disgrace that, in 2000, Congress acted to stop U.S. registered ships from being sent overseas for scrap. Ship breaking remains an international environmental and labor concern - because ship breaking now occurs mostly in underdeveloped countries where working conditions and environmental impact are not regulated. Also, many ships being scrapped now were made before many international environmental laws were enacted.

In late 2005, a Virginia-based company, Bay Bridge Enterprises, visited the small coastal town of Newport, Oregon, and proposed opening a ship breaking plant on the banks of Yaquina Bay. The company offered up to 125 jobs paying $20 an hour. Their spokesperson indicated that the company had no environmental violations since they have been doing this work, and that they had zero lost-time injuries since 2001. Also, he noted that there is no large-scale ship breaking yard on the West Coast, and that there are about 60 ships anchored in a California bay – just waiting to be moved to a scrap yard. Therefore, there would be plenty of work available at a new ship breaking plant in Newport – for some time to come.

A strong coalition of interested parties in the Newport area emerged in opposition to this proposal. The "Friends of Yaquina Bay" were the group of people most responsible for rallying the community together to try to stop this ship breaking proposal. The Oregon Coast Aquarium and the Oregon State University Hatfield Marine Science Center – both located in Newport – also added major support to the effort to block the proposed plant. Some of the major issues raised by these opponents to the proposal included: the world-wide negative reputation of ship breaking; the safety of towing "ghost ships" (some with a length of up to 540 feet) from San Francisco Bay in California to Newport, Oregon; potential infestation of as many as 100 invasive species on the ships in California that are not in Yaquina Bay; toxins on and in the ships that would escape into the bay and the air, affecting the seafood industry – especially crabbing – as well as the fear of pollution runoff at the Hatfield Marine Science Center and the Oregon Coast Aquarium; and visual pollution. Yaquina Bay is a continentally Important Bird Area – with several endangered species present. There are 15 or more blue heron nests and other bird species on the tide flats near the proposed ship breaking site. The local tides extend 15 miles up the Yaquina River and thus the largest oyster farm in Oregon could be affected. Plus there is fear that money-spending tourists would not view these rusting ships as an asset to the beautiful Oregon coast.

On January 24, 2006, about 200 people packed a meeting room in Newport, Oregon, to hear Mr. Don Mann, general manager of the Port of Newport, announce that "some projects are a good fit, or not a fit at all. Bay Bridge's plan for a ship breaking facility in Yaquina Bay does not qualify in our test for a good fit." Thus, quite surprisingly, it seems, the ship breaking plan for Newport was ended. Mr. Mann continued: "This was not a good business deal for the company, or for the Port. I believe that the environmental issues could have been resolved, but our financial concerns could not be adequately addressed." The vast majority of persons at the meeting were very pleased with this decision.

While this issue was being considered by the town of Newport, Oregon, the office of the Port Commissioners received hundreds of telephone calls of concern – from all over the country. As one commissioner said: "We have gained much free advertising – for the port and community. The whole world knows we're here.

This issue is bringing this concern to Oregon, and to the nation." Bay Bridge's next move on the West Coast remains to be seen. The company is still looking for a possible Oregon or Washington port.

Case #10

Ardent R. Porter is an investigatory journalist with a respected Washington-area newspaper, *Capitol News Briefly*. As a reporter working in and around the D.C. area, Mr. Porter often relies on his long list of contacts in order to glean information that might be useful for the various articles he publishes on corruption within politics and government. By establishing relationships with individuals at all levels of government, Ardent has provided himself with valuable human sources that are often capable of providing him with names, tips, or other information that he could not extract from other channels. Furthermore, a few of Mr. Porter's key contacts are able to pass along hard-to-come-by information about questionable or downright illegal actions taken by government employees or agencies.

One such contact is Ian Stalwart, a mid-level agency administrator who works with individuals who do government "groundwork" as well as with high-level government bureaucrats. As a middleman of sorts, Ian is in a position uniquely suited to evaluating the actions of those who work both below and above him. One of Mr. Stalwart's responsibilities is to watch for and report any illegal activity that he might encounter. Mr. Stalwart takes this role very seriously and his responsibilities as a watchdog were what originally led him to seek out Ardent, a like-minded opponent of corruption and illegality within public service.

It so happened that Mr. Stalwart discovered that many individuals within his agency were working to cover up illegally-awarded, over-billed, or otherwise fraudulent government contracts awarded during the early months of the Iraq War, actions which were in violation of several federal laws, in addition to many agency standards. Upon presenting his discovery to his superiors, Mr. Stalwart was told to disregard his findings and to refrain from further discussing the subject. After pressing for a more sophisticated explanation, he was informed that the contracts in question had been deemed classified through appropriate agency and congressional channels and that because the contracts had been deemed to serve a compelling national security interest, it would be against agency policy (as well as illegal) to discuss them, regardless of any questionable procedural or substantive aspects.

Fully knowing that he was in violation of laws regarding the disclosure of classified information, Mr. Stalwart approached Mr. Porter and revealed everything he knew about the dubious contracts. He also provided Mr. Porter with the names of the individuals implicated in the cover-ups and the names of the administrators who had ordered him to remain silent.

After composing a lengthy and revealing story, Mr. Porter approached his editor about publishing the story, explaining the dilemma presented by the fact that much, if not all, of the story's core material was classified. Following a discussion about publishing the article by the paper's editorial board it was decided that the story would run in the paper's next issue.

Case #11

Students in schools of medicine, nursing, dentistry and veterinary medicine are required to observe actual surgeries (and other procedures) early in their educations as a preliminary exposure to the practices of their field. In fact, such study is thought to be essential in confirming the students' choice of profession. Of course, the observation takes place with the informed consent of the patients (or their guardians). Many pre-medical, pre-nursing, pre-dentistry, and pre-veterinary programs, especially at schools with associated hospitals, are beginning to recommend (or even require) similar observation programs.

The State University Museum has one of the nation's premier exhibits of the history of medicine and allied fields. They include displays replicating Leonardo's anatomy studies, teaching materials from Charles University (in Prague) dating from the 16th century, 18th century "bleeding," and 19th century nutrition studies (among many other presentations).
One of the most popular offerings at the museum is the "surgery room" where films of common surgical procedures can be viewed. Like the student viewing in medical schools, the patients shown have given their informed consent. Not surprisingly, the most identifiable attendees are people who are considering having the operations shown in the pictures. The films have been "sanitized" so that excess gore is avoided, but the surgeries are shown in detail.

Dr. Suarez, curator of the museum and retired professor of neurosurgery, has proposed to the board that rather than using films, which are hard to make and quickly become outdated, observers should be allowed to observe actual, in process surgeries on persons who have consented. After all, the University Hospital is adjacent to

the museum and access is convenient. The hospital's operating theaters are set up above the surgical floor but separated from the patient and surgical team by sound- and atmosphere-proof windows. Dr. Suarez suggests that such watching could become a significant educational revenue-generating operation. He points out that special exhibits commonly serve as important financial resources for museums.

When Dr. Suarez proposes this program to the Museum's board of directors, Katherine Osborn (one of the community members of the board) objects vigorously. Although Dr. Suarez's proposal clearly restricts participation to persons "15 and older," Ms. Osborn argues that teens, and perhaps others, will attend surgeries not as education but as entertainment. Her position is that such "exhibitions" will be little better than the "bum fights" and ultraviolent films that have gained popularity in recent years. Ms. Osborn claims that teens will watch surgeries as a replacement for the gore seen while attending the ***Halloween*** and ***Nightmare on Elm Street*** movies. Her claim is that such actions are exploitative more than educational.

Dr. Suarez responds that actual surgeries come nowhere near the gore commonly shown on TV and in the movies. He points out that we seldom know what motivates people to act as they do in the presence of human affliction. "Do people slow their cars when passing accidents in order to see whether they can help or to see blood and gore? How would we know? Even if an adolescent attended a surgery out of a desire to see gore, might the experience not shift his or her perspective, creating an interest in becoming a medical professional?"

Case #12

Politicians have crossed the floor, or switched parties for as long as political parties have been in place—famous switches include those of Strom Thurmond, Ronald Reagan, Condoleezza Rice, Howard Dean, Hilary Clinton and most recently, Joe Lieberman. In 2001, nine serving members of Congress had switched parties while in office. Various reasons are cited for changing parties, including ideological disagreement with one's current party and moving to improve power and legislative efficacy, among others. U.S. Representative Ralph Hall of the Fourth Congressional District in Texas cites both reasons.

Ralph Hall was first elected in 1980 as a Democrat and has been re-elected each succeeding year. Hall has made a reputation for himself as a rogue Democrat, willing to "cross the aisle" and vote with Republicans when he agreed with their position. He also has been an avid supporter of President Bush, opposed to Democratic bids to unseat him. But it was more than mere ideological agreement that encouraged a decision to switch parties in early 2004 before his bid for reelection.

As Hall stated in a January 2004 press release that announced his decision to switch parties, "This year I was denied requests for district appropriations because I was a Democrat who voted against the bill. I have always stated that … if being a Democrat hurt my district, I would either resign or switch parties." The bill to which he was referring was a "foreign operations bill" which, according to Hall, gave, "financial support to those countries that continue to vote against [the U.S.] in the United Nations."

Another motivation may be found in Hall's appreciation for being spared a potentially career devastating blow in the redistricting that cost many Democrats their seats in 2003. According to a CNN article, "…Hall's move comes after Republican state lawmakers in Austin spared him in a redistricting map that targets every other Anglo Democrat in the House. His district, based in the city of Tyler, was largely untouched by the GOP-drawn map, which is currently facing a Democratic court challenge."

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ETHICS BOWL COMPETITION SCHEDULE
DRAFT

NOVEMBER 17, 2007
MURPHEY HALL
UNC CAMPUS

8-9 a.m.	Registration information for all teams
9:00 a.m	Welcome

MORNING SESSIONS

9:30-10:30	Round I Eight sessions with 2 teams competing
10:30-11	Break
11:00-12	Round II Eight sessions with 2 teams competing Eight teams advance to Round III
12-1	Lunch

AFTERNOON SESSIONS

1:00-2:00	Round III Four sessions Four teams advance
2:00-2:30	Break
3:30-4:30	Round IV Two sessions Two teams advance
4:30-5:00	Break
5:00-6:00	Championship Round

Note: For each session: Three-judge panel; a moderator and timer

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ETHICS BOWL

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course of the semester the students will prepare these cases. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation.

Mid-Atlantic Regional Competition at UNC Chapel Hill: November 17, 2007 beginning at 9 a.m.

I. How Ethics Bowl is Played:

In Ethics Bowl a moderator asks two teams of three to five undergraduate students questions that pose ethical problems on topics ranging widely over areas such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, architecture, business, the military, law, medicine, etc.) or social and political ethics (e.g. free speech, gun control, health care, etc.) In an Ethics Bowl competition two teams are asked different questions. Each team answers its question according to the following format. After the moderator poses a question to a team the team gets one minute to confer, after which it must state its answer. (The team does not respond completely cold, however, because prior to the Ethics Bowl each competing team receives a set of cases that present ethical issues upon which the questions a team must answer at the Ethics Bowl are based.)

After the team states its answer to the question posed by the moderator the judges then have an opportunity to ask the team brief follow-up questions to elicit a teams' viewpoint on ethically important aspects of the question, or to seek clarification of a team's response. After the judges have asked their questions, the opposing team then has one minute to present a response to the first team's answer. The first team then has an opportunity to respond to the opposing team's comments.

The judges have been instructed prior to the Ethics Bowl concerning the criteria they are to apply in evaluating the teams' answers, which are the following:

Clarity and Intelligibility: Has the team stated and defended its position in a way that is logically consistent and which allows the Judges to understand clearly the team's line of reasoning?

Focus on Ethically Relevant Factors: Has the team identified and discussed the factors the Judges consider ethically relevant in connection with the case?

Avoidance of Ethical Irrelevance: Has the team stayed on track by avoiding preoccupation with issues that the Judges do not regard as ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does the Team's presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

II. Format :

The IEB is a tiered competition in which the top scoring thirty-two teams in ten regional ethics bowls compete against one another at a national ethics bowl. At the national ethics bowl participating teams will compete in three matches during the morning on the day of the event. In the evening the top scoring eight teams will compete in an eight team elimination consisting of four quarter-final matches, two semi-final matches, and a final match.

In both the regional ethics bowls and the national ethics bowl, four to six weeks prior to the day of the event, each entered team, as well as every judge and moderator, will receive a set of ethics bowl cases. The questions asked of teams are to be taken from this set. As in previous ethics bowls, the moderators and judges will be drawn from distinguished individuals in diverse fields, such as law, medicine, business, government service, engineering, science, academia, and other fields as well.

- **RULES FOR THE NATIONAL CHAMPIONSHIP OF THE INTERCOLLEGIATE ETHICS BOWL (2007)**

PROCEDURAL RULES:

1. In an Ethics Bowl match each team will be questioned by a moderator on a case. On or about January 16, 2007 each team will receive fifteen (15) cases. Each of the cases will be 1 to 2 pages in length. The cases on which teams will be asked questions at the Ethics Bowl will be taken from these fifteen cases. The teams will not know in advance which of the cases they will be asked about at the Ethics Bowl or what the questions will be. JUDGES AND MODERATORS WILL ALSO RECEIVE THE FIFTEEN CASES ON OR ABOUT JANUARY 16, 2007. LIKE THE TEAMS, THEY WILL RECEIVE COPIES OF THE CASES BUT NOT COPIES OF THE QUESTIONS. THE JUDGES AND MODERATORS, LIKE THE TEAMS, WILL NOT BE INFORMED IN ADVANCE OF THE SPECIFIC CASES TEAMS WILL BE ASKED ABOUT AT THE ETHICS BOWL.
2. Teams can be any size but only 5 or fewer can be active participants at any time. Substitutions cannot be made once the initial 5 or fewer are seated and ready for action. Substitutions CANNOT be made once the case is announced. Team members must be undergraduates.
3. During competition books and notes will not be allowed, however, scrap paper to jot down thoughts is permissible. The teams will be given a copy of the case and the question to which they must respond.
4. The Moderator will indicate the case with which the team that goes first (hereinafter Team 1) will deal, and then read Team 1's question about the case. (The Moderator will not read aloud the entire case).
5. Team 1 will then have one minute to confer, after which one spokesperson for the team may use up to ten (10) minutes to respond to the Moderator's question.
6. The opposing team (hereinafter Team 2) receives one minute to confer, and then may use up to five minutes to comment about Team 1's answer to the Moderator's question. The commentary may include the posing of a question to Team 1. More than one team member may contribute to the commentary, but only one team member may speak at a time.
7. Team 1 receives one minute to confer and then may use up to five minutes to respond to Team 2's commentary. More than one team member may respond to the commentary, but only one team member may speak at a time.
8. The judges then may ask questions to Team 1. EACH JUDGE MAY ASK NO MORE THAN ONE QUESTION WITH A BRIEF FOLLOW-UP QUESTION. THE ENTIRE PERIOD FOR JUDGES QUESTIONS SHALL LAST NO MORE THAN TEN (10) MINUTES. Before asking questions the judges may confer with one another to discuss briefly areas that they want to cover during the question period. Different team members may respond to the questions of different judges. Teams may huddle briefly to discuss their answers to the judges' questions.
9. The judges will evaluate Team 1 and Team 2 on score sheets provided to them (see scoring rules below). AT THIS POINT, HOWEVER, THE JUDGES WILL NOT ANNOUNCE TO THE TEAMS THE SCORES THEY HAVE GIVEN THEM.
10. Team 1 and Team 2 will reverse roles for a second round with a different case.
11. At the close of the second round the Moderator will ask the judges to announce the teams' scores for the match (**see scoring rules below**).

SCORING RULES:

12. Judges shall evaluate the responses of teams solely in terms of the following criteria:

    Clarity and Intelligibility - Was the presentation clear and systematic? Regardless of whether or not you agree with the conclusion, did the team give a coherent argument in a clear and succinct manner?

    Avoidance of Ethical Irrelevance: Did the team avoid ethically irrelevant issues? Or was the team preoccupied with issues that are not ethically relevant or are of minor ethical relevance to the case?

    Identification and Discussion of Central Ethical Dimensions: Did the team's presentation clearly identify and thoroughly discuss the central ethical dimensions of the case?

    Deliberative Thoughtfulness: Did the team's presentation indicate both awareness and thoughtful consideration of different viewpoints, including especially those that would loom large in the reasoning of individuals who disagree with the team's position?
13. The judges will score each team as follows:

    0-40 for a team's answer to the Moderator's question (40 best); In evaluating a team's answer the judges will give the team a score of 0-10 relative to each of the four evaluation criteria indicated above and total the sum.

    0-10 for the opposing team's commentary (10 best);

    0-10 for the response to the opposing team's commentary, and for the response to the judges questions, by the team that answered the Moderator's question (10 best).

    Both in evaluating a team's commentary, and the other team's response to the commentary, the judges will take into account the four evaluation criteria indicated above, but give the teams an overall score, rather than a separate point score relative to each of the criteria.
14. The top eight teams in the competition will be determined in the following way

    <u>Morning Competition:</u>

    Teams will be ranked based on a) the number of wins, followed by b) the number of ties, followed by c) the total points awarded by judges. Thus, all teams with three wins will rank ahead of all teams with two wins. All teams with two wins will rank ahead of all teams with one win. Within rankings, a team with more ties ranks above a team with fewer ties. Finally, for teams with the same number of wins and ties, a team with a higher point differential would rank above a team with a lower point differential.

For example:

TEAM	WINS	TIES	POINTS	RANK
School R	3 wins	0 ties	12 point differential	1st
School M	3 wins	0 ties	10 point differential	2nd
School B	2 wins	1 tie	15 point differential	3rd
School S	2 wins	0 ties	-8 point differential	4th
School H	1 win	2 ties	-6 point differential	5th

REGIONAL ETHICS BOWL RULES:

- **Rules variations in regional bowls:**

Regional bowls are expected to use the national bowl's rules, guidelines, and scoring rubric, with the following exceptions:

a. Regional bowls are not required to conduct a straight elimination match of the top scoring teams in the three morning matches, as provided for under the national rules. However, regional bowls must adopt scoring rules that enable them to rank teams from top to bottom.

b. Under certain conditions other alterations will be allowed, such as the following: Minor adjustments to timing and other rules are allowed without prior approval, but require notification to the IEB Executive Board, and, where appropriate, post-bowl reports about the effects of these adjustments. Preapproved variations include:

1. initial presentations may run from 7 to 12 minutes.
2. commentary on initial presentations may run from 5 to 8 minutes.
3. ratio of presenting team to opposing team scores may not exceed 5:1.
4. judges' Q&A need not be restricted to one Q and one follow-up;
5. Judges' Q&A may be expanded from 10 to 15 minutes.
6. response to commentary may be shortened in favor of lengthening the judges' Q&A period.
7. rules regarding the number of members of a team that may speak during any particular part of the round may be changed without prior consent.

For complete eligibility and rules go to the Ethics Bowl website:

http://ethics.iit.edu/eb/IEBRules06_07.html

PHIL 396 Section 2 T 6:15-8 ETHICS BOWL Instructor: Jan Boxill

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course the students will prepare these cases. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation. The team sent to the Ethics Bowl competition will be selected from those registered in the course. Before the actual competition, a mock Ethics Bowl will be presented to the public and also to local high schools as part of the Philosophy Department's outreach program.

During a round, each team takes turns presenting its position on a case and critiquing another team's position on a different case. Teams must answer questions about their positions from a panel of judges. Judges assign scores based on logical consistency, clarity, focus and thoroughness. The presentations are evaluated on the following criteria:

Clarity and Intelligibility: Have you stated and defended your position in a way that is logically consistent and a reader/listener can clearly understand your line of reasoning?

Focus on Ethically Relevant Factors: Have you identified and discussed the ethically relevant factors?

Avoidance of Ethical Irrelevance: Have you stayed on track by avoiding preoccupation with issues that are not ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does your presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

The Intercollegiate Ethics Bowl (IEB) combines the excitement and fun of a competitive tournament with a valuable educational experience for undergraduate students.

The regional competition takes place in November and national in March. The course would be offered in the Fall to prepare students for the regional competition. The actual cases are sent out in mid September, so before that the students will look at previous year's cases and read material appropriate to cases in general, including ethical theory.

READINGS to be taken from the following:

Elements of Moral Philosophy, James Rachels – ordered & in bookstore
Being Good, Simon Blackburn
On Liberty, John Stuart Mill
Social Ethics: Morality and Social Policy, Thomas Mappes & Jane Zembaty, editors.

REQUIREMENTS:

I. CASE PREPARATION:

Each student will prepare a minimum of two cases. Each case involves:

1. 2-3 page paper setting out the argument with ethical implications.
2. Present argument to class- 5 minute presentation. Other students write a critique of the presentation with suggested revisions, readings, and research.
3. Revised paper based upon class presentation, discussion, and student critiques. Revised paper will also include an analysis of one aspect of the argument. 3-5 pages which will include bibliography and field research plans.
4. Present revised argument along with analysis: 5-7 minutes. Critiques.
5. Revised paper based on previous discussion. Revised paper will also include analysis of second aspect of the argument: 5-7 pages.
6. Present revised argument along with analysis: 5-7 minutes. Critiques
7. Revised paper based on previous discussion. Revised paper will include objections to your analysis.
8. Present revised argument: 5-7 minutes.
9. Revised paper with completed philosophical analysis: 12-15 pages
10. Oral presentation of completed analysis:
    8 minutes for presentation
    5 minutes for questions
    5-7 minutes rebuttal.

II. EXPERIENTIAL MENTORED RESEARCH STUDY:

1. For each case, students will contact appropriate units for essential background to investigate original problems and gain information regarding the case to be incorporated in the presentations and drafts. Throughout the experience, the work will be supervised and mentored by instructor and Parr Center Visiting Professor, who will assist students with setting appropriate goals. Research will also be assisted by the Parr Center graduate research fellow and the unit head or designate. [E.g. For legal cases, it would involve working with the DA office].

Expected minimum hours: 60

2. Three mock Ethics Bowl competitions: one to the Department/University, and two in local high schools as part of the Department's Outreach Program.

III. FINAL EXAM— TBD

GRADE: The final grade will be assessed as follows:

Papers:	30%
Presentations:	30%
Class participation &critiques:	20%
Final Exam:	20%

WEEKLY ASSIGNMENTS:

Week 1:	Readings: Rachels: Chapters 1- & Blackburn Chapters 1- Discuss readings and cases. Assign cases. Discuss appropriate research units.
Week 2:	Readings: Mill, On Liberty; Mappes One-two page reconstruction of the arguments of your cases Five minute oral presentation of the reconstruction Feedback and suggestions from class.
Week 3:	Re-write the reconstruction given the feedback from class. Prepare a bibliography of selected readings appropriate to your cases Present both the re-write and bibliography to the class. Receive student feedback and suggestions.
Week 4:	Annotated bibliography. 1-2 page showing the relevant facts of the case.
Weeks 5-8:	Presentations, discussions,
Week 9-11	Mock Ethics Bowl Competitions
Week 12:	In class discussions in preparation for National Competition.
Week 13:	National Ethics Bowl Competition
Week 14:	Debriefing and discussion of Ethics Bowl Competition; review for final exam.

Sample Cases:

Case #1

Dr. B., a Professor of Psychology at a large research institution, Ohio State University (OSU), has a long distinguished record of working with chimpanzees. In the 1970s, she taught chimps to communicate, first by using American Sign Language and later using graphic symbols. In the last decade, under her direction, two young chimps, Keeli and Ivy, have learned to count and to recognize simple written words. Another chimp, Bobby, has shown an uncanny ability to learn number sequences and even to fill in missing numbers in a sequence. She has learned that chimps can do simple arithmetic, behave similarly to preschoolers, and (along with humans) have the ability to perceive the knowledge state of a peer.

Dr. B., who has dedicated her entire professional life to the study of cognition in chimpanzees, has won international acclaim for her work and was named one of the top 50 women researchers in the nation by *Discover Magazine* in 2002. Her chimps have been featured on Discovery Channel. However, as funding to support the research center has been hard to come by in the last five years, the university decided to close the research center and send the chimps away. OSU abruptly seized the professor's laboratory on February 28, 2006, changed all the locks, and hired a truck to send all 12 primates (nine chimps and three monkeys) to Primarily Primates, a controversial Texas sanctuary. The university gave the sanctuary a $324,000 trust fund for the animal's care.

Dr. B. vigorously protested the decision. When a restraining order she filed failed to prevent the university from implementing its decision, Dr. B. chained herself to the center's gate to prevent the transport trucks from leaving. Her efforts were unsuccessful and one of the chimps, 25-year old Kermit, died during the 38-hour transport in early March. Bobby was found dead in his enclosure on April 20. One of the monkeys escaped and was never recovered. Dr. B sued OSU to win custody of the remaining chimps. PETA also joined the suit on behalf of the remaining seven chimps and two monkeys and in June a Texas judge ordered that an independent trustee should oversee the $324,000 funding to ensure that it be used to house and benefit the remaining OSU primates.

Case #2

Wisconsin State Representative Dan LeMahieu (R-Oostburg) was outraged when the University of Wisconsin-Madison's University Health Services (UHS) featured ads in the two student newspapers suggesting that students consider receiving prescriptions for emergency contraception (EC) prior to leaving for spring break. UHS services are available to any student at the UW-Madison, and as such they offer health expertise to students in the areas of medical treatment for illnesses and injuries, counseling for stress reduction, smoking cessation, nutrition, dermatology, sports medicine, as well as confidential testing and treatment of sexually transmitted diseases (STDs). Although a part of the state-funded University of Wisconsin System, the ads were paid for using student segregated fees which are not part of taxpayer dollars or academic tuition funds.

Following the publication of the ads, which were part of a series also advising students to protect themselves from sun exposure and limit their intake of alcohol, Representative LeMahieu initiated drafting legislation to ban any university health center in Wisconsin from advertising or distributing the morning-after pill (EC). LeMahieu contends, "I think it's offensive that the university is trying to tell young women to be prepared and to plan ahead so they can have promiscuous activities on spring break. I don't think that it's the role of the university to promote that type of activity, and I believe that's what their ad is asking young people to do." LeMahieu also added that the UW should be "made aware" that many people who are paying state taxes do not appreciate the offensive advertisements.

On June 16, 2005, Wisconsin's State Assembly voted 49-41 in favor of a bill prohibiting University of Wisconsin System health centers from advertising, prescribing or dispensing

emergency contraception, making it the first state in the country to move towards banning EC on all state college campuses.

Case #3

Near the end of its fall season, a top executive from the popular reality television competition, *Idol Starz*, appeared on the *Today Show* and revealed that the program's contestants either advanced or were cut based on producers' decisions rather than being selected through the program's public text-messaging voting system. The executive went on to state that the show's winners and losers were selected by producers on a round-by-round basis in the hopes that certain "controversial" or "questionable" choices would positively influence ratings, increase fervor for underdog candidates, and create a more developed fan-base which would return to view the show during both current and future seasons.

Given the show's popularity and viewers' commitment to their favorite contestants, the revelation led to a large public outcry condemning the show for dishonesty and false advertising. Many claimed to have been cheated and explained that the show had a responsibility to adhere to the public's decisions about which candidates they preferred. Given special attention during this debate was the show's slogan: "You vote. You decide. Who should be the next Idol Star?"

During ensuing interviews, the show's producers explained that their decisions were based on the fact that they were in the entertainment business and that certain unpredictable events helped to keep the audience invested in the show and provided increased entertainment value. They also argued that, more often that not, their decisions about who should advance or win were in line with the public's desires. When questioned about the program's slogan, one producer was quoted as saying, "Look at it carefully. There is a difference between telling someone to vote and decide who *should* be the next Idol Star and telling them that their votes *will* decide the next Idol Star."

Case #4

In a recent case, Florida authorities declined to file charges against a Miami Herald columnist for surreptitiously recording a phone call from a city commissioner who later committed suicide in the newspaper's lobby. Authorities cited the unusual circumstances that led to the taping as the basis for not filing charges against the columnist. These circumstances were not enough for the Miami Herald, who took immediate action to fire the columnist for violating a company policy that prohibited the taping of sources and interviewees without the subject's consent.

State laws related to the recording of phone calls and the courts interpretation of these laws vary widely in the United States. Many of these laws are intentionally written with ambiguous terms and interpretation is typically required on a case by case basis.

The firing of this popular columnist caused much protest around the world. Many members of the Herald staff signed a petition requesting the decision to fire the columnist be rescinded. The columnist was friends with the city commissioner, and the commissioner provided regular sources for stories to the columnist.

According to the columnist, the commissioner was despondent over public allegations about his sex life and the tone of his voice on the phone conversation was so alarming that the columnist impulsively decided to record the conversation. The tape records the columnist's attempts to calm the commissioner. Throughout their 20-minute conversation, the columnist attempted to steer the conversation to less volatile subjects in the hopes of lifting the commissioner's spirits. But the call ended with the commissioner still despondent. A few minutes later, the commissioner shot himself.

Following the suicide, the columnist told editors of the Miami Herald that he had been interviewing the commissioner earlier in the day and had recorded part of the conversation without the commissioner's consent.

After being fired, the columnist was quoted as saying "In a tense situation I made a mistake. The Miami Herald executives only learned about it because I came to them and admitted it. I told them I was willing to accept a suspension and apologize both to the newsroom and our readers. Unfortunately, the Herald decided on the death penalty instead."

The Miami Herald editors have taken the position that there must be an absolute prohibition of the paper's reporters taping conversations without a party's consent, and not just because it is against the law in Florida, as it is in many states. An executive of the Herald has stated that the policy is necessary to protect the paper's integrity, as well as to foster trust from news sources.

Journalists at the Miami Herald have pointed out that at least one other reporter surreptitiously taped an interview, but was not fired. The journalists also have also stated that there is no written policy on taping conversations and that any verbal policy on expectations of reporters is unclear. The Miami Herald responded to the alleged case of a previous surreptitious taping by saying "we understand this happened 18 years ago". They went onto state that the recent decision to fire the columnist was clearly guided by the environment in which journalists operate today; which is much more constrained in terms of the latitude given for violation of law and policy.

Case #5

Beginning in 2005, protests at funerals for military personnel killed in Iraq have been increasing – and have received much media attention. In particular, members of the Westboro Baptist Church, in Topeka, Kansas, have been especially visible and vocal at many of these military funerals. Reverend Fred Phelps and his protesters claim that U.S. military deaths in Iraq are because America tolerates homosexuals and that they are a sign of divine punishment for America's tolerance of homosexuality. For over a year now, members of this anti-gay church have been crisscrossing the United States, holding more than one hundred protests outside the funerals of U.S. soldiers killed in Iraq.

They wave placards with such expressions as: "You're Going to Hell," "Fag Vets, God Hates You," and "Thank God for IEDs" (the improvised explosive devices responsible for killing many military personnel in Iraq). Phelps contends that all American soldiers are guilty by association – because they are fighting in the service of the U.S. government.

By Spring, 2006, twenty-eight states and Congress were rushing to pass laws to restrict protests outside military funerals. On May 17, 2006, Illinois Governor Rod Blagojevich signed a

state law – "Let Them Rest in Peace Act" – that prohibits disruptive and inflammatory protesting 30 minutes before a funeral, during the service, and 30 minutes after a funeral while remaining 200 feet from the funeral site. This new Illinois law drew immediate scorn from Shirley Phelps-Roper, attorney for the Westboro Baptist Church: "The law is impotent. You've done nothing to change that God is killing your children and sending them home in body bags. Keep your big, fat snout out of our religion."

In the U.S. Congress, Representative Mike Rogers (R-Mich.) sponsored a House bill to address this matter. He said that he took up the issue after attending a military funeral in his home state, where mourners were greeted by "chants and taunting and some of the most vile things I have ever heard. Families deserve the time to bury their American heroes with dignity and in peace." On May 24, 2006, Congress passed legislation that would bar demonstrators from disrupting military funerals at national cemeteries.

The "Respect for America's Fallen Heroes Act" prohibits protests within 300 feet of the entrance of a national cemetery and within 150 feet of a road into the cemetery from 60 minutes before to 60 minutes after a funeral. Those violating the act would face up to a $100,000 fine and up to a year in prison. Senate Majority Leader Bill Frist (R-Tenn.) said that this act "will protect the sanctity of all 122 of our national cemeteries as shrines to their gallant dead. It's a sad but necessary measure to protect what should be recognized by all reasonable people as a solemn, private and deeply sacred occasion."

In response to this federal legislation, Phelps has said that Congress was "blatantly violating the First Amendment rights to free speech" in passing the bill. He said that he will continue to demonstrate but would abide by the restrictions. Constitutional experts are warning that protest restrictions – such as those passed in Illinois and in Congress – appear overly broad and are likely to be overturned if challenged in court. Eugene Volokh, a law professor at the University of California-Los Angeles and an authority on the First Amendment, said: "You can't treat speech as a breach of peace simply because it offends people. These protests are tremendously offensive and hard to ignore. But ignoring them or counter-protesting is unfortunately the only remedy the 1st Amendment allows." And, the American Civil Liberties Union has filed a lawsuit against a new Kentucky law, saying that it goes too far in limiting freedom of speech and expression. Additional lawsuits are expected to be filed.

U.S military veterans find Phelps' beliefs and actions particularly abhorrent, and in November, 2005, veterans' motorcycle groups began showing up at military funerals to oppose the protesters and to show support for the families of the deceased soldiers. Calling themselves the Patriot Guard Riders, these motorcycle groups have organized hundreds of counter-protesters to wave American flags and stand silently in front of the Westboro picketers, to pay respects to the fallen soldier, and to protect the soldier's family from disruptions.

Case #6

Alejandro Toledo, President of Peru, has launched a public campaign demanding that Yale University return to Peru Incan artifacts excavated at Machu Picchu in 1912. Yale professor Hiram Bingham III, guided by a native Peruvian, came upon the Incan city of Machu Picchu in 1911. Bingham secured backing from the National Geographic Society and support from Peru's government for archeological excavations at Machu Picchu in 1912 and again in 1914-15.

In October 1912, Bingham gained the Peruvian government's permission to bring to Yale for research the contents of 170 tombs in Machu Picchu. The decree allowed that Peru reserve the right to ask for the return of the objects.

By 1916, Peru, suspecting Bingham of secretly taking Incan gold, ended Bingham's work at Machu Picchu. The items taken to Yale from the 1914-15 excavations were loaned for only 18 months. Yale has refused several Peruvian requests for return of the artifacts.

Today, Yale claims that they have complied with the 1912 and the 1916 agreements, returning the objects to Peru during the 1920's. Yale sees no similar responsibility to return the items taken from earlier work. National Geographic Society records show that about half of the items were returned to Peru, with no mention of the remaining artifacts.

Luis Guillermo Lumbreras, the director of Peru's National Institute of Culture in Lima, claims that Yale has had 90 years to complete research on the objects, and now Peru wants the items returned. Peru elected its first indigenous president–Alejandro Toledo, who honored the nation's Incan heritage by holding part of his inauguration ceremony at Machu Picchu in 2001. In part due to his influence, Peru wants possession of the artifacts, which have formed the core of Yale's impressive, scholarly exhibition: *Unveiling the Mystery of the Incas*. After traveling to six cities and attracting over a million visitors, the exhibit now resides at Yale's Peabody Museum of Natural History in Connecticut.

The recent research of Yale professors Lucy Salazar and her husband Richard L. Burger, including extensive scientific analysis of burials, has provided the most reasonable explanation for the existence of Machu Picchu. Rather than supporting the earlier ideas of the city as a center for religious activity including the sacrifice of virgins, the professors' research has suggested that the city served as a simple country retreat from the Inca capital of Cuzco.

The number and kinds of artifacts taken to Yale from Machu Picchu is in dispute. Yale has offered to return some of the pieces to Peru, if Peru allows it to keep others at the Peabody Museum of Natural History, where Machu Picchu is the prize exhibit.

Case #7

In October of 2002, after the overdose of one of its workers, management at a Weyerhaeuser, a multinational corporation in the pulp and paper industry located in Valliant, Oklahoma, became concerned that employees were not following drug and safety regulations in its parking lot. Management decided to have the parking lot searched with gun and drug sniffing dogs. While the dogs found no drugs, they did find firearms in twelve vehicles, including shotguns and automatic weapons. The owners of these vehicles, including a 23-year veteran shift manager, were fired in the next two days.

Weyerhaeuser and many other businesses have had long standing bans on firearms brought into the plant in order to protect workers and prevent workplace violence. In 2002, Weyerhaeuser extended this ban to the parking lot. Many workers claim they were not told of the extension of the ban, though management claims they informed workers. Some of the fired workers have filed suits claiming they were not informed. The initial suit was thrown out, but the decision is being appealed.

Since this and other incidents, many states -- beginning with Oklahoma -- have enacted laws protecting workers who want to keep firearms in their cars. The latest state to consider such a law is Florida, home to Walt Disney World, which does not allow any of its 50,000+ employees to bring guns onto company property.

A number of corporations have joined federal lawsuits against these new state laws. These companies include ConocoPhillips (petroleum), Halliburton (energy), and the Nordam Group (aircraft manufacture). They state that they cannot provide a safe and secure workplace without the ban on guns in the parking lot, and they see state laws allowing guns as infringing on the right of private property owners to decide what is and is not allowed on their property. Even aside from their property rights, companies claim that the laws would disregard public safety. The Bureau of Labor Statistics Census of Fatal Occupational Injuries states that in 2004, there were 551 workplace homicides out of 5703 workplace fatalities. A study at the University of North Carolina claims that such killings are five times more likely to occur at workplaces that allow guns compared to those who do not.

The National Rifle Association (NRA) has been the primary champion of laws that allow workers to have guns in cars in company parking lots. The NRA claims that prohibiting lawful gun owners to keep guns in their car dramatically diminishes their right to own firearms and defend themselves. All 50 states allow the transportation of firearms for lawful purposes. The laws also restrict workers who may want to hunt or target shoot after work from engaging in these lawful activities. They also claim that one's car should enjoy the same protections that one's home enjoys with regards to being able to keep lawful weapons and immunity to unlawful searches.

The NRA claims that the state laws already have commonsense provisions in them that prevent abuse. For instance, anyone wanting to transport a firearm and park their car in a company lot must keep the automobile locked, and at no time is it permissible to take the firearm out of the car on company property. Against the property rights claims of business owners, the NRA claims that business owners are already under extensive federal, state, and local regulations about what they can do with their property and that striking down these state laws would allow companies to "micro-manage" the contents of an employee's automobile. The NRA also cites statistics that 84% of workplace murders are committed by strangers, and anyone determined to commit a crime will not be discouraged from bringing the gun onto company property by a company regulation prohibiting guns in parking lots.

Case #8

After several years of miscarriages, Edward and Susan turn to *in vitro* fertilization as a means of screening embryos for genetic defects. More than two years elapse, with all the attendant discomfort and expense, but finally an “acceptable” embryo is produced and implanted. To their joy, nine months later they are blessed by Michelle, an apparently happy, healthy baby. They decide that they will not tempt fate by trying to increase their family, instead choosing to relish the raising of their daughter. Five years pass and they eagerly anticipate Michelle’s starting kindergarten. They have elected to enroll her in a well-respected private school so as to realize her fullest potential. Part of the school’s pre-entry preparation is an extremely thorough set of physical examinations. (The physical examinations are not done to screen for admission, but rather to anticipate potential health issues while the student is enrolled.)

To their horror, the examinations determine that Michelle has early symptoms of a particularly virulent form of *Acute Childhood Lymphoid Leukemia*. Nothing in the embryonic screening could have predicted its occurrence. They begin immediate conventional treatments which prove to be ineffective. At their oncologist's recommendation they enroll her in the nation's premier pediatric oncology program. She gives them the bad news that Michelle shows evidence of having Philadelphia chromosome-positive ALL. The most successful treatment involves hematopoietic stem cell transplantation from matching relatives. The oncology clinic tests both Edward and Susan, but finds neither of them compatible. Since neither of them (nor Michelle) has any siblings, it looks as if they will have to hope for a million-to-one chance of finding a well-matched unrelated donor.

While waiting in the lounge of the clinic, the mother of another child under treatment introduces herself and suggests that they do have another option – they could have another child, *via in vitro*, selecting among possible embryos for compatibility for transplant. Initially they are horrified at the idea of producing another child as a "biological stockpile" for Michelle, but the more they think about it the better the idea seems. After all, they really had wanted more children. The new child wouldn't be seriously injured by the procedure needed to provide Michelle with the transplant material she so desperately needs. Given their history of medical procedures needed to have Michelle, the screening required to make sure the new child would be a compatible donor is almost the same as if they were just having another child as a family expansion.

When they raise the possibility with Michelle's physician, she explains that the screening technology has improved sufficiently since Michelle's birth to guard against the new child's having the same disposition toward this disease. But, before she will go further, she tells them they must speak with the clinic's counselor. The counselor asks them to consider what their true motives are in proposing the conception of this second child, whether they would be treating her as a person or as an object and how they will explain to her the reason for her conception.

Case #9

After 25-30 years of service, ships are at the end of their sailing life and are sold as "End of Life Vessels" to be dismantled primarily to recover the valuable steel which makes up about 95% of the ship. Ship breaking (or ship demolition) is the process of dismantling the structure of an obsolete vessel for scrapping or disposal and includes a wide range of activities, from removing all gear and equipment to cutting down and recycling the ship's infrastructure. However, the only ones who profit from ship breaking are the ship owners. They extract an average of $1.9 million profit per "End of Life Vessel." Ship breaking is also a challenging and controversial process, due to the structural complexity of ships and the many environmental, safety, and health issues involved.

Ship breaking is dangerous and has the reputation of being one of the dirtiest jobs on earth. For minimal dollars a day, workers with little protective gear tear out pipes insulated with asbestos, transformers covered with PCBs, and leaky diesel tanks. Until the late twentieth century, ship breaking took place primarily in port cities in developed countries – including the United States and Europe. Today, however, most ship breaking yards are in developing countries – especially India, China, Bangladesh, and Pakistan. This is due to rules dealing with lead paint and toxic substances. The industry was such a disgrace that, in 2000, Congress acted to stop U.S. registered ships from being sent overseas for scrap. Ship breaking remains an international environmental and labor concern - because ship breaking now occurs mostly in

underdeveloped countries where working conditions and environmental impact are not regulated. Also, many ships being scrapped now were made before many international environmental laws were enacted.

In late 2005, a Virginia-based company, Bay Bridge Enterprises, visited the small coastal town of Newport, Oregon, and proposed opening a ship breaking plant on the banks of Yaquina Bay. The company offered up to 125 jobs paying $20 an hour. Their spokesperson indicated that the company had no environmental violations since they have been doing this work, and that they had zero lost-time injuries since 2001. Also, he noted that there is no large-scale ship breaking yard on the West Coast, and that there are about 60 ships anchored in a California bay – just waiting to be moved to a scrap yard. Therefore, there would be plenty of work available at a new ship breaking plant in Newport – for some time to come.

A strong coalition of interested parties in the Newport area emerged in opposition to this proposal. The "Friends of Yaquina Bay" were the group of people most responsible for rallying the community together to try to stop this ship breaking proposal. The Oregon Coast Aquarium and the Oregon State University Hatfield Marine Science Center – both located in Newport – also added major support to the effort to block the proposed plant. Some of the major issues raised by these opponents to the proposal included: the world-wide negative reputation of ship breaking; the safety of towing "ghost ships" (some with a length of up to 540 feet) from San Francisco Bay in California to Newport, Oregon; potential infestation of as many as 100 invasive species on the ships in California that are not in Yaquina Bay; toxins on and in the ships that would escape into the bay and the air, affecting the seafood industry – especially crabbing – as well as the fear of pollution runoff at the Hatfield Marine Science Center and the Oregon Coast Aquarium; and visual pollution. Yaquina Bay is a continentally Important Bird Area – with several endangered species present. There are 15 or more blue heron nests and other bird species on the tide flats near the proposed ship breaking site. The local tides extend 15 miles up the Yaquina River and thus the largest oyster farm in Oregon could be affected. Plus there is fear that money-spending tourists would not view these rusting ships as an asset to the beautiful Oregon coast.

On January 24, 2006, about 200 people packed a meeting room in Newport, Oregon, to hear Mr. Don Mann, general manager of the Port of Newport, announce that "some projects are a good fit, or not a fit at all. Bay Bridge's plan for a ship breaking facility in Yaquina Bay does not qualify in our test for a good fit." Thus, quite surprisingly, it seems, the ship breaking plan for Newport was ended. Mr. Mann continued: "This was not a good business deal for the company, or for the Port. I believe that the environmental issues could have been resolved, but our financial concerns could not be adequately addressed." The vast majority of persons at the meeting were very pleased with this decision.

While this issue was being considered by the town of Newport, Oregon, the office of the Port Commissioners received hundreds of telephone calls of concern – from all over the country. As one commissioner said: "We have gained much free advertising – for the port and community. The whole world knows we're here. This issue is bringing this concern to Oregon, and to the nation." Bay Bridge's next move on the West Coast remains to be seen. The company is still looking for a possible Oregon or Washington port.

Case #10

Ardent R. Porter is an investigatory journalist with a respected Washington-area newspaper, *Capitol News Briefly*. As a reporter working in and around the D.C. area, Mr. Porter often relies on his long list of contacts in order to glean information that might be useful for the various articles he publishes on corruption within politics and government. By establishing relationships with individuals at all levels of government, Ardent has provided himself with valuable human sources that are often capable of providing him with names, tips, or other information that he could not extract from other channels. Furthermore, a few of Mr. Porter's key contacts are able to pass along hard-to-come-by information about questionable or downright illegal actions taken by government employees or agencies.

One such contact is Ian Stalwart, a mid-level agency administrator who works with individuals who do government "groundwork" as well as with high-level government bureaucrats. As a middleman of sorts, Ian is in a position uniquely suited to evaluating the actions of those who work both below and above him. One of Mr. Stalwart's responsibilities is to watch for and report any illegal activity that he might encounter. Mr. Stalwart takes this role very seriously and his responsibilities as a watchdog were what originally led him to seek out Ardent, a like-minded opponent of corruption and illegality within public service.

It so happened that Mr. Stalwart discovered that many individuals within his agency were working to cover up illegally-awarded, over-billed, or otherwise fraudulent government contracts awarded during the early months of the Iraq War, actions which were in violation of several federal laws, in addition to many agency standards. Upon presenting his discovery to his superiors, Mr. Stalwart was told to disregard his findings and to refrain from further discussing the subject. After pressing for a more sophisticated explanation, he was informed that the contracts in question had been deemed classified through appropriate agency and congressional channels and that because the contracts had been deemed to serve a compelling national security interest, it would be against agency policy (as well as illegal) to discuss them, regardless of any questionable procedural or substantive aspects.

Fully knowing that he was in violation of laws regarding the disclosure of classified information, Mr. Stalwart approached Mr. Porter and revealed everything he knew about the dubious contracts. He also provided Mr. Porter with the names of the individuals implicated in the cover-ups and the names of the administrators who had ordered him to remain silent.

After composing a lengthy and revealing story, Mr. Porter approached his editor about publishing the story, explaining the dilemma presented by the fact that much, if not all, of the story's core material was classified. Following a discussion about publishing the article by the paper's editorial board it was decided that the story would run in the paper's next issue.

Case #11

Students in schools of medicine, nursing, dentistry and veterinary medicine are required to observe actual surgeries (and other procedures) early in their educations as a preliminary exposure to the practices of their field. In fact, such study is thought to be essential in confirming the students' choice of profession. Of course, the observation takes place with the informed consent of the patients (or their guardians). Many pre-medical, pre-nursing, pre-dentistry, and pre-veterinary programs, especially at schools with associated hospitals, are beginning to recommend (or even require) similar observation programs.

The State University Museum has one of the nation's premier exhibits of the history of medicine and allied fields. They include displays replicating Leonardo's anatomy studies, teaching materials from Charles University (in Prague) dating from the 16th century, 18th century "bleeding," and 19th century nutrition studies (among many other presentations).
One of the most popular offerings at the museum is the "surgery room" where films of common surgical procedures can be viewed. Like the student viewing in medical schools, the patients shown have given their informed consent. Not surprisingly, the most identifiable attendees are people who are considering having the operations shown in the pictures. The films have been "sanitized" so that excess gore is avoided, but the surgeries are shown in detail.

Dr. Suarez, curator of the museum and retired professor of neurosurgery, has proposed to the board that rather than using films, which are hard to make and quickly become outdated, observers should be allowed to observe actual, in process surgeries on persons who have consented. After all, the University Hospital is adjacent to the museum and access is convenient. The hospital's operating theaters are set up above the surgical floor but separated from the patient and surgical team by sound- and atmosphere-proof windows. Dr. Suarez suggests that such watching could become a significant educational revenue-generating operation. He points out that special exhibits commonly serve as important financial resources for museums.

When Dr. Suarez proposes this program to the Museum's board of directors, Katherine Osborn (one of the community members of the board) objects vigorously. Although Dr. Suarez's proposal clearly restricts participation to persons "15 and older," Ms. Osborn argues that teens, and perhaps others, will attend surgeries not as education but as entertainment. Her position is that such "exhibitions" will be little better than the "bum fights" and ultraviolent films that have gained popularity in recent years. Ms. Osborn claims that teens will watch surgeries as a replacement for the gore seen while attending the ***Halloween*** and ***Nightmare on Elm Street*** movies. Her claim is that such actions are exploitative more than educational.

Dr. Suarez responds that actual surgeries come nowhere near the gore commonly shown on TV and in the movies. He points out that we seldom know what motivates people to act as they do in the presence of human affliction. "Do people slow their cars when passing accidents in order to see whether they can help or to see blood and gore? How would we know? Even if an adolescent attended a surgery out of a desire to see gore, might the experience not shift his or her perspective, creating an interest in becoming a medical professional?"

Case #12

Politicians have crossed the floor, or switched parties for as long as political parties have been in place—famous switches include those of Strom Thurmond, Ronald Reagan, Condoleezza Rice, Howard Dean, Hilary Clinton and most recently, Joe Lieberman. In 2001, nine serving members of Congress had switched parties while in office. Various reasons are cited for changing parties, including ideological disagreement with one's current party and moving to improve power and legislative efficacy, among others. U.S. Representative Ralph Hall of the Fourth Congressional District in Texas cites both reasons.

Ralph Hall was first elected in 1980 as a Democrat and has been re-elected each succeeding year. Hall has made a reputation for himself as a rogue Democrat, willing to "cross the aisle" and vote with Republicans when he agreed with their position. He also has been an avid supporter of President Bush, opposed to Democratic bids to unseat him. But it was more

than mere ideological agreement that encouraged a decision to switch parties in early 2004 before his bid for reelection.

As Hall stated in a January 2004 press release that announced his decision to switch parties, "This year I was denied requests for district appropriations because I was a Democrat who voted against the bill. I have always stated that … if being a Democrat hurt my district, I would either resign or switch parties." The bill to which he was referring was a "foreign operations bill" which, according to Hall, gave, "financial support to those countries that continue to vote against [the U.S.] in the United Nations."

Another motivation may be found in Hall's appreciation for being spared a potentially career devastating blow in the redistricting that cost many Democrats their seats in 2003. According to a CNN article, "…Hall's move comes after Republican state lawmakers in Austin spared him in a redistricting map that targets every other Anglo Democrat in the House. His district, based in the city of Tyler, was largely untouched by the GOP-drawn map, which is currently facing a Democratic court challenge."

ETHICS BOWL CASES—2006

Case #1

Dr. B., a Professor of Psychology at a large research institution, Ohio State University (OSU), has a long distinguished record of working with chimpanzees. In the 1970s, she taught chimps to communicate, first by using American Sign Language and later using graphic symbols. In the last decade, under her direction, two young chimps, Keeli and Ivy, have learned to count and to recognize simple written words. Another chimp, Bobby, has shown an uncanny ability to learn number sequences and even to fill in missing numbers in a sequence. She has learned that chimps can do simple arithmetic, behave similarly to preschoolers, and (along with humans) have the ability to perceive the knowledge state of a peer.

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Dr. B. vigorously protested the decision. When a restraining order she filed failed to prevent the university from implementing its decision, Dr. B. chained herself to the center's gate to prevent the transport trucks from leaving. Her efforts were unsuccessful and one of the chimps, 25-year old Kermit, died during the 38-hour transport in early March. Bobby was found dead in his enclosure on April 20. One of the monkeys escaped and was never recovered. Dr. B sued OSU to win custody of the remaining chimps. PETA also joined the suit on behalf of the remaining seven chimps and two monkeys and in June a Texas judge ordered that an independent trustee should oversee the $324,000 funding to ensure that it be used to house and benefit the remaining OSU primates.

Case #2

Wisconsin State Representative Dan LeMahieu (R-Oostburg) was outraged when the University of Wisconsin-Madison's University Health Services (UHS) featured ads in the two student newspapers suggesting that students consider receiving prescriptions for emergency contraception (EC) prior to leaving for spring break. UHS services are available to any student at the UW-Madison, and as such they offer health expertise to students in the areas of medical treatment for illnesses and injuries, counseling for stress reduction, smoking cessation, nutrition, dermatology, sports medicine, as well as confidential testing and treatment of sexually transmitted diseases (STDs). Although a part of the state-funded University of Wisconsin System, the ads were paid for using student segregated fees which are not part of taxpayer dollars or academic tuition funds.

Following the publication of the ads, which were part of a series also advising students to protect themselves from sun exposure and limit their intake of alcohol, Representative LeMahieu initiated drafting legislation to ban any university health center in Wisconsin from advertising or distributing the morning-after pill (EC). LeMahieu contends, "I think it's offensive that the university is trying to tell young women to be prepared and to plan ahead so they can have promiscuous activities on spring break. I don't think that it's the role of the university to promote that type of activity, and I believe that's what their ad is asking young people to do." LeMahieu also added that the UW should be "made aware" that many people who are paying state taxes do not appreciate the offensive advertisements.

On June 16, 2005, Wisconsin's State Assembly voted 49-41 in favor of a bill prohibiting University of Wisconsin System health centers from advertising, prescribing or dispensing emergency contraception, making it the first state in the country to move towards banning EC on all state college campuses.

Case #3

Near the end of its fall season, a top executive from the popular reality television competition, *Idol Starz*, appeared on the *Today Show* and revealed that the program's contestants either advanced or were cut based on producers' decisions rather than being selected through the program's public text-messaging voting system. The executive went on to state that the show's winners and losers were selected by producers on a round-by-round basis in the hopes that certain "controversial" or "questionable" choices would positively influence ratings, increase fervor for underdog candidates, and create a more developed fan-base which would return to view the show during both current and future seasons.

Given the show's popularity and viewers' commitment to their favorite contestants, the revelation led to a large public outcry condemning the show for dishonesty and false advertising. Many claimed to have been cheated and explained that the show had a responsibility to adhere to the public's decisions about which candidates they preferred. Given special attention during this debate was the show's slogan: "You vote. You decide. Who should be the next Idol Star?"

During ensuing interviews, the show's producers explained that their decisions were based on the fact that they were in the entertainment business and that certain unpredictable events helped to keep the audience invested in the show and provided increased entertainment value. They also argued that, more often that not, their decisions about who should advance or win were in line with the public's desires. When questioned about the program's slogan, one producer was quoted as saying, "Look at it carefully. There is a difference between telling someone to vote and decide who *should* be the next Idol Star and telling them that their votes *will* decide the next Idol Star."

Case #4

In a recent case, Florida authorities declined to file charges against a Miami Herald columnist for surreptitiously recording a phone call from a city commissioner who later committed suicide in the newspaper's lobby. Authorities cited the unusual circumstances that led to the taping as the basis for not filing charges against the columnist. These circumstances were not enough for the Miami Herald, who took immediate action to fire the columnist for violating a company policy that prohibited the taping of sources and interviewees without the subject's consent.

State laws related to the recording of phone calls and the courts interpretation of these laws vary widely in the United States. Many of these laws are intentionally written with ambiguous terms and interpretation is typically required on a case by case basis.

The firing of this popular columnist caused much protest around the world. Many members of the Herald staff signed a petition requesting the decision to fire the columnist be rescinded. The columnist was friends with the city commissioner, and the commissioner provided regular sources for stories to the columnist.

According to the columnist, the commissioner was despondent over public allegations about his sex life and the tone of his voice on the phone conversation was so alarming that the columnist impulsively decided to record the conversation. The tape records the columnist's attempts to calm the commissioner. Throughout their 20-minute conversation, the columnist attempted to steer the conversation to less volatile subjects in the hopes of lifting the commissioner's spirits. But the call ended with the commissioner still despondent. A few minutes later, the commissioner shot himself.

Following the suicide, the columnist told editors of the Miami Herald that he had been interviewing the commissioner earlier in the day and had recorded part of the conversation without the commissioner's consent.

After being fired, the columnist was quoted as saying "In a tense situation I made a mistake. The Miami Herald executives only learned about it because I came to them and admitted it. I told them I was willing to accept a suspension and apologize both to the newsroom and our readers. Unfortunately, the Herald decided on the death penalty instead."

The Miami Herald editors have taken the position that there must be an absolute prohibition of the paper's reporters taping conversations without a party's consent, and not just because it is against the law in Florida, as it is in many states. An executive of the Herald has stated that the policy is necessary to protect the paper's integrity, as well as to foster trust from news sources.

Journalists at the Miami Herald have pointed out that at least one other reporter surreptitiously taped an interview, but was not fired. The journalists also have also stated that there is no written policy on taping conversations and that any verbal policy on expectations of reporters is unclear. The Miami Herald responded to the alleged case of a previous surreptitious taping by saying "we understand this happened 18 years ago". They went onto state that the recent decision to fire the columnist was clearly guided by the environment in which journalists operate today; which is much more constrained in terms of the latitude given for violation of law and policy.

Case #5

Beginning in 2005, protests at funerals for military personnel killed in Iraq have been increasing – and have received much media attention. In particular, members of the Westboro Baptist Church, in Topeka, Kansas, have been especially visible and vocal at many of these military funerals. Reverend Fred Phelps and his protesters claim that U.S. military deaths in Iraq are because America tolerates homosexuals and that they are a sign of divine punishment for America's tolerance of homosexuality. For over a year now, members of this anti-gay church have been crisscrossing the United States, holding more than one hundred protests outside the funerals of U.S. soldiers killed in Iraq.

They wave placards with such expressions as: "You're Going to Hell," "Fag Vets, God Hates You," and "Thank God for IEDs" (the improvised explosive devices responsible for killing many military personnel in Iraq). Phelps contends that all American soldiers are guilty by association – because they are fighting in the service of the U.S. government.

By Spring, 2006, twenty-eight states and Congress were rushing to pass laws to restrict protests outside military funerals. On May 17, 2006, Illinois Governor Rod Blagojevich signed a state law – "Let Them Rest in Peace Act" – that prohibits disruptive and inflammatory protesting 30 minutes before a funeral, during the service, and 30 minutes after a funeral while remaining 200 feet from the funeral site. This new Illinois law drew immediate scorn from Shirley Phelps-Roper, attorney for the Westboro Baptist Church: "The law is impotent. You've done nothing to change that God is killing your children and sending them home in body bags. Keep your big, fat snout out of our religion."

In the U.S. Congress, Representative Mike Rogers (R-Mich.) sponsored a House bill to address this matter. He said that he took up the issue after attending a military funeral in his home state, where mourners were greeted by "chants and taunting and some of the most vile things I have ever heard. Families deserve the time to bury their American heroes with dignity and in peace." On May 24, 2006, Congress passed legislation that would bar demonstrators from disrupting military funerals at national cemeteries.

The "Respect for America's Fallen Heroes Act" prohibits protests within 300 feet of the entrance of a national cemetery and within 150 feet of a road into the cemetery from 60 minutes before to 60 minutes after a funeral. Those violating the act would face up to a $100,000 fine and up to a year in prison. Senate Majority Leader Bill Frist (R-Tenn.) said that this act "will protect the sanctity of all 122 of our national cemeteries as shrines to their gallant dead. It's a sad but necessary measure to protect what should be recognized by all reasonable people as a solemn, private and deeply sacred occasion."

In response to this federal legislation, Phelps has said that Congress was "blatantly violating the First Amendment rights to free speech" in passing the bill. He said that he will continue to demonstrate but would abide by the restrictions. Constitutional experts are warning that protest restrictions – such as those passed in Illinois and in Congress – appear overly broad and are likely to be overturned if challenged in court. Eugene Volokh, a law professor at the University of California-Los Angeles and an authority on the First Amendment, said: "You can't treat speech as a breach of peace simply because it offends people. These protests are tremendously offensive and hard to ignore. But ignoring them or counter-protesting is unfortunately the only remedy the 1st Amendment allows." And, the American Civil Liberties Union has filed a lawsuit against a new Kentucky law, saying that it goes too far in limiting freedom of speech and expression. Additional lawsuits are expected to be filed.

U.S military veterans find Phelps' beliefs and actions particularly abhorrent, and in November, 2005, veterans' motorcycle groups began showing up at military funerals to oppose the protesters and to show support for the families of the deceased soldiers. Calling themselves the Patriot Guard Riders, these motorcycle groups have organized hundreds of counter-protesters to wave American flags and stand silently in front of the Westboro picketers, to pay respects to the fallen soldier, and to protect the soldier's family from disruptions.

Case #6

Alejandro Toledo, President of Peru, has launched a public campaign demanding that Yale University return to Peru Incan artifacts excavated at Machu Picchu in 1912. Yale professor Hiram Bingham III, guided by a native Peruvian, came upon the Incan city of Machu Picchu in 1911. Bingham secured backing from the National Geographic Society and support from Peru's government for archeological excavations at Machu Picchu in 1912 and again in 1914-15.

In October 1912, Bingham gained the Peruvian government's permission to bring to Yale for research the contents of 170 tombs in Machu Picchu. The decree allowed that Peru reserve the right to ask for the return of the objects.

By 1916, Peru, suspecting Bingham of secretly taking Incan gold, ended Bingham's work at Machu Picchu. The items taken to Yale from the 1914-15 excavations were loaned for only 18 months. Yale has refused several Peruvian requests for return of the artifacts.

Today, Yale claims that they have complied with the 1912 and the 1916 agreements, returning the objects to Peru during the 1920's. Yale sees no similar responsibility to return the items taken from earlier work. National Geographic Society records show that about half of the items were returned to Peru, with no mention of the remaining artifacts.

Luis Guillermo Lumbreras, the director of Peru's National Institute of Culture in Lima, claims that Yale has had 90 years to complete research on the objects, and now Peru wants the items returned. Peru elected its first indigenous president–Alejandro Toledo, who honored the nation's Incan heritage by holding part of his inauguration ceremony at Machu Picchu in 2001. In part due to his influence, Peru wants possession of the artifacts, which have formed the core of Yale's impressive, scholarly exhibition: *Unveiling the Mystery of the Incas.* After traveling to six cities and attracting over a million visitors, the exhibit now resides at Yale's Peabody Museum of Natural History in Connecticut.

The recent research of Yale professors Lucy Salazar and her husband Richard L. Burger, including extensive scientific analysis of burials, has provided the most reasonable explanation for the existence of Machu Picchu. Rather than supporting the earlier ideas of the city as a center for religious activity including the sacrifice of virgins, the professors' research has suggested that the city served as a simple country retreat from the Inca capital of Cuzco.

The number and kinds of artifacts taken to Yale from Machu Picchu is in dispute. Yale has offered to return some of the pieces to Peru, if Peru allows it to keep others at the Peabody Museum of Natural History, where Machu Picchu is the prize exhibit.

Case #7

In October of 2002, after the overdose of one of its workers, management at a Weyerhaeuser, a multinational corporation in the pulp and paper industry located in Valliant, Oklahoma, became concerned that employees were not following drug and safety regulations in its parking lot. Management decided to have the parking lot searched with gun and drug sniffing dogs. While the dogs found no drugs, they did find firearms in twelve vehicles, including shotguns and automatic weapons. The owners of these vehicles, including a 23-year veteran shift manager, were fired in the next two days.

Weyerhaeuser and many other businesses have had long standing bans on firearms brought into the plant in order to protect workers and prevent workplace violence. In 2002, Weyerhaeuser extended this ban to the parking lot. Many workers claim they were not told of the extension of the ban, though management claims they informed workers. Some of the fired workers have filed suits claiming they were not informed. The initial suit was thrown out, but the decision is being appealed.

Since this and other incidents, many states -- beginning with Oklahoma -- have enacted laws protecting workers who want to keep firearms in their cars. The latest state to consider such a law is Florida, home to Walt Disney World, which does not allow any of its 50,000+ employees to bring guns onto company property.

A number of corporations have joined federal lawsuits against these new state laws. These companies include ConocoPhillips (petroleum), Halliburton (energy), and the Nordam Group (aircraft manufacture). They state that they cannot provide a safe and secure workplace without the ban on guns in the parking lot, and they see state laws allowing guns as infringing on the right of private property owners to decide what is and is not allowed on their property. Even aside from their property rights, companies claim that the laws would disregard public safety. The Bureau of Labor Statistics Census of Fatal Occupational Injuries states that in 2004, there were 551 workplace homicides out of 5703 workplace fatalities. A study at the University of North Carolina claims that such killings are five times more likely to occur at workplaces that allow guns compared to those who do not.

The National Rifle Association (NRA) has been the primary champion of laws that allow workers to have guns in cars in company parking lots. The NRA claims that prohibiting lawful gun owners to keep guns in their car dramatically diminishes their right to own firearms and defend themselves. All 50 states allow the transportation of firearms for lawful purposes. The laws also restrict workers who may want to hunt or target shoot after work from engaging in these lawful activities. They also claim that one's car should enjoy the same protections that one's home enjoys with regards to being able to keep lawful weapons and immunity to unlawful searches.

The NRA claims that the state laws already have commonsense provisions in them that prevent abuse. For instance, anyone wanting to transport a firearm and park their car in a company lot must keep the automobile locked, and at no time is it permissible to take the firearm out of the car on company property. Against the property rights claims of business owners, the NRA claims that business owners are already under extensive federal, state, and local regulations about what they can do with their property and that striking down these state laws would allow companies to "micro-manage" the contents of an employee's automobile. The NRA also cites statistics that 84% of workplace murders are committed by strangers, and anyone determined to commit a crime will not be discouraged from bringing the gun onto company property by a company regulation prohibiting guns in parking lots.

Case #8

After several years of miscarriages, Edward and Susan turn to *in vitro* fertilization as a means of screening embryos for genetic defects. More than two years elapse, with all the attendant discomfort and expense, but finally an "acceptable" embryo is produced and implanted. To their joy, nine months later they are blessed by Michelle, an apparently happy, healthy baby.
They decide that they will not tempt fate by trying to increase their family, instead choosing to relish the raising of their daughter. Five years pass and they eagerly anticipate Michelle's starting kindergarten. They have elected to enroll her in a well-respected private school so as to realize her fullest potential. Part of the school's pre-entry preparation is an extremely thorough set of physical examinations. (The physical examinations are not done to screen for admission, but rather to anticipate potential health issues while the student is enrolled.)

To their horror, the examinations determine that Michelle has early symptoms of a particularly virulent form of *Acute Childhood Lymphoid Leukemia*. Nothing in the embryonic screening could have predicted its occurrence. They begin immediate conventional treatments which prove to be ineffective. At their oncologist's recommendation they enroll her in the nation's premier pediatric oncology program. She gives them the bad news that Michelle shows evidence of having Philadelphia chromosome-positive ALL. The most successful treatment involves hematopoietic stem cell transplantation from matching relatives. The oncology clinic tests both Edward and Susan, but finds neither of them compatible. Since neither of them (nor Michelle) has any siblings, it looks as if they will have to hope for a million-to-one chance of finding a well-matched unrelated donor.

While waiting in the lounge of the clinic, the mother of another child under treatment introduces herself and suggests that they do have another option – they could have another child, *via in vitro*, selecting among possible embryos for compatibility for transplant. Initially they are horrified at the idea of producing another child as a "biological stockpile" for Michelle, but the more they think about it the better the idea seems. After all, they really had wanted more children. The new child wouldn't be seriously injured by the procedure needed to provide Michelle with the transplant material she so desperately needs. Given their history of medical procedures needed to have Michelle, the screening required to make sure the new child would be a compatible donor is almost the same as if they were just having another child as a family expansion.

When they raise the possibility with Michelle's physician, she explains that the screening technology has improved sufficiently since Michelle's birth to guard against the new child's having the same disposition toward this disease. But, before she will go further, she tells them they must speak with the clinic's counselor. The counselor asks them to consider what their true motives are in proposing the conception of this second child, whether they would be treating her as a person or as an object and how they will explain to her the reason for her conception.

Case #9

After 25-30 years of service, ships are at the end of their sailing life and are sold as "End of Life Vessels" to be dismantled primarily to recover the valuable steel which makes up about 95% of the ship. Ship breaking (or ship demolition) is the process of dismantling the structure of an obsolete vessel for scrapping or disposal and includes a wide range of activities, from removing all gear and equipment to cutting down and recycling the ship's infrastructure. However, the only ones who profit from ship breaking are the ship owners. They extract an average of $1.9 million profit per "End of Life Vessel." Ship breaking is also a challenging and controversial process, due to the structural complexity of ships and the many environmental, safety, and health issues involved.

Ship breaking is dangerous and has the reputation of being one of the dirtiest jobs on earth. For minimal dollars a day, workers with little protective gear tear out pipes insulated with asbestos, transformers covered with PCBs, and leaky diesel tanks. Until the late twentieth century, ship breaking took place primarily in port cities in developed countries – including the United States and Europe. Today, however, most ship breaking yards are in developing countries – especially India, China, Bangladesh, and Pakistan. This is due to rules dealing with lead paint and toxic substances. The industry was such a disgrace that, in 2000, Congress acted to stop U.S. registered ships from being sent overseas for scrap. Ship breaking remains an international environmental and labor concern - because ship breaking now occurs mostly in underdeveloped countries where working conditions and environmental impact are not regulated. Also, many ships being scrapped now were made before many international environmental laws were enacted.

In late 2005, a Virginia-based company, Bay Bridge Enterprises, visited the small coastal town of Newport, Oregon, and proposed opening a ship breaking plant on the banks of Yaquina Bay. The company offered up to 125 jobs paying $20 an hour. Their spokesperson indicated that the company had no environmental violations since they have been doing this work, and that they had zero lost-time injuries since 2001. Also, he noted that there is no large-scale ship breaking yard on the West Coast, and that there are about 60 ships anchored in a California bay – just waiting to be moved to a scrap yard. Therefore, there would be plenty of work available at a new ship breaking plant in Newport – for some time to come.

A strong coalition of interested parties in the Newport area emerged in opposition to this proposal. The "Friends of Yaquina Bay" were the group of people most responsible for rallying the community together to try to stop this ship breaking proposal. The Oregon Coast Aquarium and the Oregon State University Hatfield Marine Science Center – both located in Newport – also added major support to the effort to block the proposed plant. Some of the major issues raised by these opponents to the proposal included: the world-wide negative reputation of ship breaking; the safety of towing "ghost ships" (some with a length of up to 540 feet) from San Francisco Bay in California to Newport, Oregon; potential infestation of as many as 100 invasive species on the ships in California that are not in Yaquina Bay; toxins on and in the ships that would escape into the bay and the air, affecting the seafood industry – especially crabbing – as well as the fear of pollution runoff at the Hatfield Marine Science Center and the Oregon Coast Aquarium; and visual pollution. Yaquina Bay is a continentally Important Bird Area – with several endangered species present. There are 15 or more blue heron nests and other bird species on the tide flats near the proposed ship breaking site. The local tides extend 15 miles up the Yaquina River and thus the largest oyster farm in Oregon could be affected. Plus there is fear that money-spending tourists would not view these rusting ships as an asset to the beautiful Oregon coast.

On January 24, 2006, about 200 people packed a meeting room in Newport, Oregon, to hear Mr. Don Mann, general manager of the Port of Newport, announce that "some projects are a good fit, or not a fit at all. Bay Bridge's plan for a ship breaking facility in Yaquina Bay does not qualify in our test for a good fit." Thus, quite surprisingly, it seems, the ship breaking plan for Newport was ended. Mr. Mann continued: "This was not a good business deal for the company, or for the Port. I believe that the environmental issues could have been resolved, but our financial concerns could not be adequately addressed." The vast majority of persons at the meeting were very pleased with this decision.

While this issue was being considered by the town of Newport, Oregon, the office of the Port Commissioners received hundreds of telephone calls of concern – from all over the country. As one commissioner said: "We have gained much free advertising – for the port and community. The whole world knows we're here.

This issue is bringing this concern to Oregon, and to the nation." Bay Bridge's next move on the West Coast remains to be seen. The company is still looking for a possible Oregon or Washington port.

Case #10

Ardent R. Porter is an investigatory journalist with a respected Washington-area newspaper, *Capitol News Briefly*. As a reporter working in and around the D.C. area, Mr. Porter often relies on his long list of contacts in order to glean information that might be useful for the various articles he publishes on corruption within politics and government. By establishing relationships with individuals at all levels of government, Ardent has provided himself with valuable human sources that are often capable of providing him with names, tips, or other information that he could not extract from other channels. Furthermore, a few of Mr. Porter's key contacts are able to pass along hard-to-come-by information about questionable or downright illegal actions taken by government employees or agencies.

One such contact is Ian Stalwart, a mid-level agency administrator who works with individuals who do government "groundwork" as well as with high-level government bureaucrats. As a middleman of sorts, Ian is in a position uniquely suited to evaluating the actions of those who work both below and above him. One of Mr. Stalwart's responsibilities is to watch for and report any illegal activity that he might encounter. Mr. Stalwart takes this role very seriously and his responsibilities as a watchdog were what originally led him to seek out Ardent, a like-minded opponent of corruption and illegality within public service.

It so happened that Mr. Stalwart discovered that many individuals within his agency were working to cover up illegally-awarded, over-billed, or otherwise fraudulent government contracts awarded during the early months of the Iraq War, actions which were in violation of several federal laws, in addition to many agency standards. Upon presenting his discovery to his superiors, Mr. Stalwart was told to disregard his findings and to refrain from further discussing the subject. After pressing for a more sophisticated explanation, he was informed that the contracts in question had been deemed classified through appropriate agency and congressional channels and that because the contracts had been deemed to serve a compelling national security interest, it would be against agency policy (as well as illegal) to discuss them, regardless of any questionable procedural or substantive aspects.

Fully knowing that he was in violation of laws regarding the disclosure of classified information, Mr. Stalwart approached Mr. Porter and revealed everything he knew about the dubious contracts. He also provided Mr. Porter with the names of the individuals implicated in the cover-ups and the names of the administrators who had ordered him to remain silent.

After composing a lengthy and revealing story, Mr. Porter approached his editor about publishing the story, explaining the dilemma presented by the fact that much, if not all, of the story's core material was classified. Following a discussion about publishing the article by the paper's editorial board it was decided that the story would run in the paper's next issue.

Case #11

Students in schools of medicine, nursing, dentistry and veterinary medicine are required to observe actual surgeries (and other procedures) early in their educations as a preliminary exposure to the practices of their field. In fact, such study is thought to be essential in confirming the students' choice of profession. Of course, the observation takes place with the informed consent of the patients (or their guardians). Many pre-medical, pre-nursing, pre-dentistry, and pre-veterinary programs, especially at schools with associated hospitals, are beginning to recommend (or even require) similar observation programs.

The State University Museum has one of the nation's premier exhibits of the history of medicine and allied fields. They include displays replicating Leonardo's anatomy studies, teaching materials from Charles University (in Prague) dating from the 16th century, 18th century "bleeding," and 19th century nutrition studies (among many other presentations).
One of the most popular offerings at the museum is the "surgery room" where films of common surgical procedures can be viewed. Like the student viewing in medical schools, the patients shown have given their informed consent. Not surprisingly, the most identifiable attendees are people who are considering having the operations shown in the pictures. The films have been "sanitized" so that excess gore is avoided, but the surgeries are shown in detail.

Dr. Suarez, curator of the museum and retired professor of neurosurgery, has proposed to the board that rather than using films, which are hard to make and quickly become outdated, observers should be allowed to observe actual, in process surgeries on persons who have consented. After all, the University Hospital is adjacent to

the museum and access is convenient. The hospital's operating theaters are set up above the surgical floor but separated from the patient and surgical team by sound- and atmosphere-proof windows. Dr. Suarez suggests that such watching could become a significant educational revenue-generating operation. He points out that special exhibits commonly serve as important financial resources for museums.

When Dr. Suarez proposes this program to the Museum's board of directors, Katherine Osborn (one of the community members of the board) objects vigorously. Although Dr. Suarez's proposal clearly restricts participation to persons "15 and older," Ms. Osborn argues that teens, and perhaps others, will attend surgeries not as education but as entertainment. Her position is that such "exhibitions" will be little better than the "bum fights" and ultraviolent films that have gained popularity in recent years. Ms. Osborn claims that teens will watch surgeries as a replacement for the gore seen while attending the ***Halloween*** and ***Nightmare on Elm Street*** movies. Her claim is that such actions are exploitative more than educational.

Dr. Suarez responds that actual surgeries come nowhere near the gore commonly shown on TV and in the movies. He points out that we seldom know what motivates people to act as they do in the presence of human affliction. "Do people slow their cars when passing accidents in order to see whether they can help or to see blood and gore? How would we know? Even if an adolescent attended a surgery out of a desire to see gore, might the experience not shift his or her perspective, creating an interest in becoming a medical professional?"

Case #12

Politicians have crossed the floor, or switched parties for as long as political parties have been in place—famous switches include those of Strom Thurmond, Ronald Reagan, Condoleezza Rice, Howard Dean, Hilary Clinton and most recently, Joe Lieberman. In 2001, nine serving members of Congress had switched parties while in office. Various reasons are cited for changing parties, including ideological disagreement with one's current party and moving to improve power and legislative efficacy, among others. U.S. Representative Ralph Hall of the Fourth Congressional District in Texas cites both reasons.

Ralph Hall was first elected in 1980 as a Democrat and has been re-elected each succeeding year. Hall has made a reputation for himself as a rogue Democrat, willing to "cross the aisle" and vote with Republicans when he agreed with their position. He also has been an avid supporter of President Bush, opposed to Democratic bids to unseat him. But it was more than mere ideological agreement that encouraged a decision to switch parties in early 2004 before his bid for reelection.

As Hall stated in a January 2004 press release that announced his decision to switch parties, "This year I was denied requests for district appropriations because I was a Democrat who voted against the bill. I have always stated that … if being a Democrat hurt my district, I would either resign or switch parties." The bill to which he was referring was a "foreign operations bill" which, according to Hall, gave, "financial support to those countries that continue to vote against [the U.S.] in the United Nations."

Another motivation may be found in Hall's appreciation for being spared a potentially career devastating blow in the redistricting that cost many Democrats their seats in 2003. According to a CNN article, "…Hall's move comes after Republican state lawmakers in Austin spared him in a redistricting map that targets every other Anglo Democrat in the House. His district, based in the city of Tyler, was largely untouched by the GOP-drawn map, which is currently facing a Democratic court challenge."

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, September 7, 2007 9:54 AM
To: Caldwell, Kia L <klcaldwe@email.unc.edu>
Subject: Re: Co-sponsorship of Event on African-American Women

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Hi Kia,
Yes, please fill out the paper work so that we have it correctly in our files.
Thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Kia Lilly Caldwell wrote:
> Jan,
> This is wonderful news! We appreciate the Parr Center's support of
> the symposium. Your accounting person should contact Tomeiko
> Ashford-Carter regarding the transfer of funds. Her email address is:
> tashford@email.unc.edu.
> Please let me know whether I still need to complete paperwork
> requesting co-sponsorship for your office.
>
> Best regards,
> Kia
>
>
> Jan Boxill wrote:
>
>> Kia,
>> The Parr Center can offer you $500 to help co-sponsor the event. I
>> have copied our accounting person who will be in touch with you.
>>
>> Jan
>>
>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer
>> Department of Philosophy
>> University of North Carolina
>> Chapel Hill, NC 27599-3125
>> Email: jmboxill@email.unc.edu
>> Website:parrcenter.unc.edu
>> Phone: 919-962-3317
>> FAX: 919-843-3929
>>
>>
>>
>>
>> Kia Lilly Caldwell wrote:

>>
>>> Dear Jan,
>>>
>>> I am writing per your suggestion that I contact you regarding this
>>> event when we met at the UNC African-American Studies Consortium
>>> meeting last April. I also sent an email to you about this event
>>> during the summer.
>>>
>>> I am writing to request co-sponsorship funding from the Parr Center
>>> for Ethics for a symposium on African-American women and gender
>>> relations in African-American communities that will be held this
>>> fall. The "Sites of Struggle: Centering African-American Women in
>>> Contemporary Politics and Culture" will provide the UNC-CH
>>> community with opportunity to engage in critical reflection on the
>>> impact of recent developments on the status of women and gender
>>> relations in African-American communities. Key recent developments
>>> include, but are not limited to, Hurricane Katrina, the Don Imus
>>> Controversy, and the Duke lacrosse rape investigation. This event
>>> is being organized by faculty in the Department of African and
>>> Afro-American Studies and the Curriculum in Womens Studies, in
>>> conjunction with the Institute of African American Research.
>>>
>>> The "Sites of Struggle" symposium will take place on Monday, October
>>> 8 from 5 - 7 pm in the Hitchcock Room of the Stone Center. The
>>> symposium speakers will be Dr. Melissa Harris-Lacewell (Political
>>> Science, Princeton) and Ms. Moya Bailey (Women's Studies, Emory).
>>>
>>> We are seeking co-sponsorship support to assist with expenses
>>> related to the speakers travel, lodging, and honoraria. We hope
>>> the Parr Center for Ethics will be able to support this endeavor.
>>> Please contact me by September 8 to communicate your interest in
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>>> Best regards,
>>> Kia Lilly Caldwell
>>> Assistant Professor
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REGIONAL ETHICS BOWL CASES

FALL 2007

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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

The University
of North Carolina
at Chapel Hill
Caldwell Hall Suite 207
Chapel Hill, NC 27599-3125

Jan Boxill 919.962.3317 jmboxill@email.unc.edu

ETHICS BOWL COMPETITION SCHEDULE
DRAFT

NOVEMBER 17, 2007
MURPHEY HALL
UNC CAMPUS

8-9 a.m.
Registration information for all teams
Breakfast meeting with judges and moderators.

9:00 a.m Welcome

MORNING SESSIONS

9:30-10:30 Round I
Eight sessions with 2 teams competing

10:30-11 Break

11:00-12 Round II
Eight sessions with 2 teams competing
Eight teams advance to Round III

12-1 Lunch

AFTERNOON SESSIONS

1:00-2:00 Round III
Four sessions
Four teams advance

2:00-2:30 Break

3:30-4:30 Round IV
Two sessions
Two teams advance

4:30-5:00 Break

5:00-6:00 Championship Round

Note: For each session: Three-judge panel; a moderator and timer

- **RULES FOR THE NATIONAL CHAMPIONSHIP OF THE INTERCOLLEGIATE ETHICS BOWL (2007)**

PROCEDURAL RULES:

1. In an Ethics Bowl match each team will be questioned by a moderator on a case. On or about January 16, 2007 each team will receive fifteen (15) cases. Each of the cases will be 1 to 2 pages in length. The cases on which teams will be asked questions at the Ethics Bowl will be taken from these fifteen cases. The teams will not know in advance which of the cases they will be asked about at the Ethics Bowl or what the questions will be. JUDGES AND MODERATORS WILL ALSO RECEIVE THE FIFTEEN CASES ON OR ABOUT JANUARY 16, 2007. LIKE THE TEAMS, THEY WILL RECEIVE COPIES OF THE CASES BUT NOT COPIES OF THE QUESTIONS. THE JUDGES AND MODERATORS, LIKE THE TEAMS, WILL NOT BE INFORMED IN ADVANCE OF THE SPECIFIC CASES TEAMS WILL BE ASKED ABOUT AT THE ETHICS BOWL.
2. Teams can be any size but only 5 or fewer can be active participants at any time. Substitutions cannot be made once the initial 5 or fewer are seated and ready for action. Substitutions CANNOT be made once the case is announced. Team members must be undergraduates.
3. During competition books and notes will not be allowed, however, scrap paper to jot down thoughts is permissible. The teams will be given a copy of the case and the question to which they must respond.
4. The Moderator will indicate the case with which the team that goes first (hereinafter Team 1) will deal, and then read Team 1's question about the case. (The Moderator will not read aloud the entire case).
5. Team 1 will then have one minute to confer, after which one spokesperson for the team may use up to ten (10) minutes to respond to the Moderator's question.
6. The opposing team (hereinafter Team 2) receives one minute to confer, and then may use up to five minutes to comment about Team 1's answer to the Moderator's question. The commentary may include the posing of a question to Team 1. More than one team member may contribute to the commentary, but only one team member may speak at a time.
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8. The judges then may ask questions to Team 1. EACH JUDGE MAY ASK NO MORE THAN ONE QUESTION WITH A BRIEF FOLLOW-UP QUESTION. THE ENTIRE PERIOD FOR JUDGES QUESTIONS SHALL LAST NO MORE THAN TEN (10) MINUTES. Before asking questions the judges may confer with one another to discuss briefly areas that they want to cover during the question period. Different team members may respond to the questions of different judges. Teams may huddle briefly to discuss their answers to the judges' questions.
9. The judges will evaluate Team 1 and Team 2 on score sheets provided to them (see scoring rules below). AT THIS POINT, HOWEVER, THE JUDGES WILL NOT ANNOUNCE TO THE TEAMS THE SCORES THEY HAVE GIVEN THEM.
10. Team 1 and Team 2 will reverse roles for a second round with a different case.
11. At the close of the second round the Moderator will ask the judges to announce the teams' scores for the match (**see scoring rules below**).

SCORING RULES:

12. Judges shall evaluate the responses of teams solely in terms of the following criteria:

    Clarity and Intelligibility - Was the presentation clear and systematic? Regardless of whether or not you agree with the conclusion, did the team give a coherent argument in a clear and succinct manner?

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    Identification and Discussion of Central Ethical Dimensions: Did the team's presentation clearly identify and thoroughly discuss the central ethical dimensions of the case?

    Deliberative Thoughtfulness: Did the team's presentation indicate both awareness and thoughtful consideration of different viewpoints, including especially those that would loom large in the reasoning of individuals who disagree with the team's position?
13. The judges will score each team as follows:

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    0-10 for the response to the opposing team's commentary, and for the response to the judges questions, by the team that answered the Moderator's question (10 best).

    Both in evaluating a team's commentary, and the other team's response to the commentary, the judges will take into account the four evaluation criteria indicated above, but give the teams an overall score, rather than a separate point score relative to each of the criteria.
14. The top eight teams in the competition will be determined in the following way

    <u>Morning Competition:</u>

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For example:

TEAM	WINS	TIES	POINTS	RANK
School R	3 wins	0 ties	12 point differential	1st
School M	3 wins	0 ties	10 point differential	2nd
School B	2 wins	1 tie	15 point differential	3rd
School S	2 wins	0 ties	-8 point differential	4th
School H	1 win	2 ties	-6 point differential	5th

REGIONAL ETHICS BOWL RULES:

- **Rules variations in regional bowls:**

Regional bowls are expected to use the national bowl's rules, guidelines, and scoring rubric, with the following exceptions:

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7. rules regarding the number of members of a team that may speak during any particular part of the round may be changed without prior consent.

For complete eligibility and rules go to the Ethics Bowl website:

http://ethics.iit.edu/eb/IEBRules06_07.html

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, September 10, 2007 10:39 AM
To: Chris Minard <cminard@dpi.state.nc.us>
Subject: Ethics Bowl
Attach: Ethics Bowl Championship rules.doc; Ethics Bowl format.doc; Ethics Bowl Cases Fall 2007.doc

---

Hi Chris,
I sent this to Howard and you, but made a mistake on your email, so I am resending it to you. Attached are the Regional Cases, a draft of how the day will look, and the judging rules.

Thanks again,
Jan

--
Jan Boxill, Ph.D.
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Two teams advance

4:30-5:00 Break

5:00-6:00 Championship Round

Note: For each session: Three-judge panel; a moderator and timer

REGIONAL ETHICS BOWL CASES

FALL 2007

Prepared by:
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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

- **RULES FOR THE NATIONAL CHAMPIONSHIP OF THE INTERCOLLEGIATE ETHICS BOWL (2007)**

PROCEDURAL RULES:

1. In an Ethics Bowl match each team will be questioned by a moderator on a case. On or about January 16, 2007 each team will receive fifteen (15) cases. Each of the cases will be 1 to 2 pages in length. The cases on which teams will be asked questions at the Ethics Bowl will be taken from these fifteen cases. The teams will not know in advance which of the cases they will be asked about at the Ethics Bowl or what the questions will be. JUDGES AND MODERATORS WILL ALSO RECEIVE THE FIFTEEN CASES ON OR ABOUT JANUARY 16, 2007. LIKE THE TEAMS, THEY WILL RECEIVE COPIES OF THE CASES BUT NOT COPIES OF THE QUESTIONS. THE JUDGES AND MODERATORS, LIKE THE TEAMS, WILL NOT BE INFORMED IN ADVANCE OF THE SPECIFIC CASES TEAMS WILL BE ASKED ABOUT AT THE ETHICS BOWL.
2. Teams can be any size but only 5 or fewer can be active participants at any time. Substitutions cannot be made once the initial 5 or fewer are seated and ready for action. Substitutions CANNOT be made once the case is announced. Team members must be undergraduates.
3. During competition books and notes will not be allowed, however, scrap paper to jot down thoughts is permissible. The teams will be given a copy of the case and the question to which they must respond.
4. The Moderator will indicate the case with which the team that goes first (hereinafter Team 1) will deal, and then read Team 1's question about the case. (The Moderator will not read aloud the entire case).
5. Team 1 will then have one minute to confer, after which one spokesperson for the team may use up to ten (10) minutes to respond to the Moderator's question.
6. The opposing team (hereinafter Team 2) receives one minute to confer, and then may use up to five minutes to comment about Team 1's answer to the Moderator's question. The commentary may include the posing of a question to Team 1. More than one team member may contribute to the commentary, but only one team member may speak at a time.
7. Team 1 receives one minute to confer and then may use up to five minutes to respond to Team 2's commentary. More than one team member may respond to the commentary, but only one team member may speak at a time.
8. The judges then may ask questions to Team 1. EACH JUDGE MAY ASK NO MORE THAN ONE QUESTION WITH A BRIEF FOLLOW-UP QUESTION. THE ENTIRE PERIOD FOR JUDGES QUESTIONS SHALL LAST NO MORE THAN TEN (10) MINUTES. Before asking questions the judges may confer with one another to discuss briefly areas that they want to cover during the question period. Different team members may respond to the questions of different judges. Teams may huddle briefly to discuss their answers to the judges' questions.
9. The judges will evaluate Team 1 and Team 2 on score sheets provided to them (see scoring rules below). AT THIS POINT, HOWEVER, THE JUDGES WILL NOT ANNOUNCE TO THE TEAMS THE SCORES THEY HAVE GIVEN THEM.
10. Team 1 and Team 2 will reverse roles for a second round with a different case.
11. At the close of the second round the Moderator will ask the judges to announce the teams' scores for the match (**see scoring rules below**).

SCORING RULES:

12. Judges shall evaluate the responses of teams solely in terms of the following criteria:

    Clarity and Intelligibility - Was the presentation clear and systematic? Regardless of whether or not you agree with the conclusion, did the team give a coherent argument in a clear and succinct manner?

    Avoidance of Ethical Irrelevance: Did the team avoid ethically irrelevant issues? Or was the team preoccupied with issues that are not ethically relevant or are of minor ethical relevance to the case?

    Identification and Discussion of Central Ethical Dimensions: Did the team's presentation clearly identify and thoroughly discuss the central ethical dimensions of the case?

    Deliberative Thoughtfulness: Did the team's presentation indicate both awareness and thoughtful consideration of different viewpoints, including especially those that would loom large in the reasoning of individuals who disagree with the team's position?
13. The judges will score each team as follows:

    0-40 for a team's answer to the Moderator's question (40 best); In evaluating a team's answer the judges will give the team a score of 0-10 relative to each of the four evaluation criteria indicated above and total the sum.

    0-10 for the opposing team's commentary (10 best);

    0-10 for the response to the opposing team's commentary, and for the response to the judges questions, by the team that answered the Moderator's question (10 best).

    Both in evaluating a team's commentary, and the other team's response to the commentary, the judges will take into account the four evaluation criteria indicated above, but give the teams an overall score, rather than a separate point score relative to each of the criteria.
14. The top eight teams in the competition will be determined in the following way

    <u>Morning Competition:</u>

    Teams will be ranked based on a) the number of wins, followed by b) the number of ties, followed by c) the total points awarded by judges. Thus, all teams with three wins will rank ahead of all teams with two wins. All teams with two wins will rank ahead of all teams with one win. Within rankings, a team with more ties ranks above a team with fewer ties. Finally, for teams with the same number of wins and ties, a team with a higher point differential would rank above a team with a lower point differential.

For example:

TEAM	WINS	TIES	POINTS	RANK
School R	3 wins	0 ties	12 point differential	1st
School M	3 wins	0 ties	10 point differential	2nd
School B	2 wins	1 tie	15 point differential	3rd
School S	2 wins	0 ties	-8 point differential	4th
School H	1 win	2 ties	-6 point differential	5th

REGIONAL ETHICS BOWL RULES:

- **Rules variations in regional bowls:**

Regional bowls are expected to use the national bowl's rules, guidelines, and scoring rubric, with the following exceptions:

a. Regional bowls are not required to conduct a straight elimination match of the top scoring teams in the three morning matches, as provided for under the national rules. However, regional bowls must adopt scoring rules that enable them to rank teams from top to bottom.

b. Under certain conditions other alterations will be allowed, such as the following: Minor adjustments to timing and other rules are allowed without prior approval, but require notification to the IEB Executive Board, and, where appropriate, post-bowl reports about the effects of these adjustments. Preapproved variations include:

1. initial presentations may run from 7 to 12 minutes.
2. commentary on initial presentations may run from 5 to 8 minutes.
3. ratio of presenting team to opposing team scores may not exceed 5:1.
4. judges' Q&A need not be restricted to one Q and one follow-up;
5. Judges' Q&A may be expanded from 10 to 15 minutes.
6. response to commentary may be shortened in favor of lengthening the judges' Q&A period.
7. rules regarding the number of members of a team that may speak during any particular part of the round may be changed without prior consent.

For complete eligibility and rules go to the Ethics Bowl website:

http://ethics.iit.edu/eb/IEBRules06_07.html

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ETHICS BOWL COMPETITION SCHEDULE
DRAFT

NOVEMBER 17, 2007
MURPHEY HALL
UNC CAMPUS

8-9 a.m.
Registration information for all teams
Breakfast meeting with judges and moderators.

9:00 a.m Welcome

MORNING SESSIONS

9:30-10:30 Round I
Eight sessions with 2 teams competing

10:30-11 Break

11:00-12 Round II
Eight sessions with 2 teams competing
Eight teams advance to Round III

12-1 Lunch

AFTERNOON SESSIONS

1:00-2:00 Round III
Four sessions
Four teams advance

2:00-2:30 Break

3:30-4:30 Round IV
Two sessions
Two teams advance

4:30-5:00 Break

5:00-6:00 Championship Round

Note: For each session: Three-judge panel; a moderator and timer

REGIONAL ETHICS BOWL CASES

FALL 2007

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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

From: Robert Ladenson <ladenson@iit.edu>
Sent: Monday, September 10, 2007 8:36 PM
To: Westerlund, Lance S <lancew@unc.edu>
Cc: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Fwd: Upper Midwest Regional Ethics Bowl
Attach: 2005EB_Judge's Score Sheet.doc; Judge guidelines1.doc; UMREB(F&R2006).doc

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Lance:

Following up on our conversation last week, here is a copy of a communication (and attachments) we sent to all the judges in the Upper Midwest Regional Ethics Bowl last year, which may be useful as a model. Of course you could modify it any way that serves the purposes of the Mid Atlantic Regional Bowl. As you'll see, the communicatrion refers to a videotape and training guide. I'm sending both of those to you via UPS tomorrow.

I hope this will be helpful. Please don't hesitate to contact me if I can be of further assistance.

Bob

Date: Thu, 09 Nov 2006 19:42:50 -0600
To: UMREB(judges)
From: Robert Ladenson <ladenson@iit.edu>
Subject: Upper Midwest Regional Ethics Bowl
Cc: dozar@luc.edu,d-milsky@neiu.edu,,jgarcia_phil@yahoo.com

Dear Judges for the first Upper Midwest Regional Ethics Bowl (UMREB):

I have attached to this message the following materials concerning the first UMREB, which will take place on Saturday December 02, 2006 at Harper College in Palatine, Illinois

- Information concerning the Format and Rules of the first UMREB;
- Guidelines for judging;
- The Scoresheet judges will use at the first UMREB.

(In a separate communication, I'll send shortly, you'll receive directions to Harper College, and also a list of the thirteen schools that have entered teams in the first UMREB.

Please read the attached items carefully. First time participants will, I think, find them somewhat detailed, but, hopefully, clear. If after reading the attached items there are any points on which anyone would like further clarification, please do not hesitate to get in touch with me, or my fellow UMREB Co-Chairs, John Garcia (jgarcia_phil@yahoo.com),Dan Milsky (d-milsky@neiu.edu) and David Ozar (dozar@luc.edu). Furthermore, as indicated in the first of the attached items, there will be a breakfast/prepping session for judges on the morning of the first UMREB before the competition begins.

Also, by no later than November 20 we will send all the new judges a videotape of the final match of the Ninth Intercollegiate Ethics Bowl (IEB) (2003) along with a training guide, which tracks the sequence of events in the match. Our feedback from new judges in the Intercollegiate Ethics Bowl over the past several years indicates that these materials were quite useful to them. I'm requesting all the new (first-time) judges to send me a mailing address at which we can send the videotape and training guide to you.

Finally, to assist us in preparing the program for the first UMREB please send as soon as you are able to do so, your name and title as you would like it to appear in the program.

Thank you again for your interest in, and much appreciated support of the first Upper Midwest Regional Ethics Bowl. My fellow UMREB Co-Chairs and I look forward with great anticipation to seeing you on Saturday, December 02, 2006!

Yours truly,

Bob

Robert F. Ladenson
Co-Chair, Upper Midwest Regional Ethics Bowl
Chair, Executive Board
Intercollegiate Ethics Bowl
Professor of Philosophy
Illinois Institute of Technology
Chicago, IL 60616
(312) 567-3474 (Ph.)

Judge's Score Sheet FRONT

Judge's Name_____

PRESENTING team_____

Part 1: PRESENTING Team's initial presentation (10 minutes; 40 total points)

1. Was the presentation clear and systematic? Regardless of whether or not you agree with the conclusion, did the team give a coherent argument in a clear and succinct manner?

1-10 ☐

1-2 = Incoherent presentation
3-4 = Serious logical problems in the argument (poor)
5-6 = Hard to follow the argument (passable)
7-8 = Reasonably clear and systematic
9 = Crystal clear presentation
10 = Exceptional

2. Did the team avoid ethically irrelevant issues? Or was the team preoccupied with issues that are not ethically relevant or are of minor ethical relevance to the case?

1-10 ☐

1-2 = Whole argument irrelevant
3-4 = Major irrelevance in the argument (poor)
5-6 = Some distractions from main argument (passable)
7-8 = Minor irrelevancies
9 = Exactly on point
10 = Exceptional

3. Did the team's presentation clearly identify and thoroughly discuss the central moral dimensions of the case?

1-10 ☐

1-2 = Failure to cover any relevant moral dimensions
3-4 = Serious missing or underdeveloped dimensions (poor)
5-6 = Some significant dimensions are missing or poorly covered (passable)
7-8 = Most dimensions are present and well developed
9 = All dimensions present and clarified appropriately
10 = Exceptional

4. Did the team's presentation indicate both awareness and thoughtful consideration of different viewpoints, including especially those that would loom large in the reasoning of individuals who disagree with team's position?

1-10 ☐

1-2 = Minimal awareness of different viewpoints
3-4 = Minimal consideration of different viewpoints…. (poor)
5-6 = Underdeveloped discussion of different viewpoints…. (passable)
7-8 = Solid analysis and discussion of different viewpoints, including careful attention especially to those that would loom large….
9 = Insightful analysis and discussion of different viewpoints, including full and careful attention especially to those that would loom large….
10 = Exceptional

☐ **Total from front (maximum 40)**

TURN OVER after initial presentation

Judge's Score Sheet BACK

<u>Part 2</u>: OPPOSING Team's Commentary (5 minutes; 10 total points)

To what extent has the team effectively dealt with the presenting team's arguments?

1-2 = Failure to respond
3-4 = Weak or irrelevant response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed commentary

1-10 Points for OPPOSING Team

These points are added to the other score sheet

<u>Part 3</u>: PRESENTING Team's Response to Commentary (5 minutes; 10 total points)

How did the team <u>respond</u> to the opposing team's commentary and the judges' questions?

1-2 = Failure to respond
3-4 = Weak response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed response

1-10 Points for PRESENTING Team

TOTAL SCORE FOR TEAM

\+ \+ =

Total from Front | **Response to Commentary** | **Commentary on other team [from other** | **Total Score (maximum 60)**

Score sheet]

Judge's Guidelines

Reasonable disagreement
The ethical case studies are designed to address controversial issues about which intelligent, thoughtful people can reasonably disagree. The scores of the teams, therefore, should be based on the quality of their arguments, not on whether or not they adopted one position rather than another. The team that makes the strongest argument should win the most points. Moral decisions are made case by case based on applying critical thought to difficult situations. When evaluating teams, judges should not let whether or not they agree with the team's conclusion influence their assessment.

Research
Successful presentations should include a clear and detailed understanding of the facts given in the case. Since cases often involve details that are not general knowledge, research will often be necessary. Students should be prepared to identify sources of facts gained through independent research. While research is helpful, even necessary as a learning tool, judges should focus predominantly on the quality of arguments presented.

Presentation style
The focus of the ethics bowl is on the arguments the students provide. This means that judges must evaluate, <u>and only evaluate</u>, a team on aspects of its presentation that relate directly to the four criteria identified on the judge's score-sheet. Judges may not consider in their scoring other aspects of the team's presentation (e.g. the voice quality of presenters, whether they maintain eye contact with the judges, etc.)

Moral theories
Moral theories and other moral perspectives (such as professional codes) can be useful for drawing out what is ethically significant in a case. However, the mere mention of a moral theory or other moral perspective does not, by itself, strengthen the presentation.

Scoring note:
At the end of each round you should enter the following scores:
a) The presenting team's presentation score
b) The presenting team's response to commentary and judge's question score (this is one score)
c) The responding team's commentary score

FIRST UPPER MIDWEST REGIONAL ETHICS BOWL

FORMAT, PROCEDURAL RULES, SCORING RULES, AND

QUALIFYING RULES (FOR INTERCOLLEGIATE ETHICS BOWL NATIONAL CHAMPIONSHIP COMPETITON)

Format of the First Upper Midwest Regional Ethics Bowl

The first Upper Midwest Regional Ethics Bowl will take place on Saturday December 02, 2006 at Harper College in Palatine, Illinois. Participants (teams, judges, and moderators) will be able to check-in from 8:30 AM to 9:45 AM. From 9:00 AM to 9:45 AM there will be a breakfast/prepping session for the judges and moderators. From 10:00 AM to 10:25 AM all the participants (teams, judges, and moderators) will convene in a plenary session to review the format, and rules of the First Upper Midwest Regional Ethics Bowl.

Each team will compete in three matches, against a different team in each match. The first set of matches will take place from 10:30 AM to 11:35 AM. The second set of matches will take place from 11:45 AM to 12:50 PM. There will be a break fro lunch from 12:50 PM to 1:45 PM. The third set of matches will take place from 1:55 PM to 3:00 PM.

At 4:00 PM the two top scoring teams will be announced (**see below for the scoring rules of the First Upper Midwest Regional Ethics Bowl).**

The Final Match, between the two top scoring teams will take place from 4:30 PM to 5:35 PM.

Schedule

8:30 AM – 9:45 AM	Check – In
9:00 AM – 9:45 AM	Breakfast/Prepping Session for Judges and Moderators
10:00 AM – 10:25 AM	Plenary Session: Welcome; Review of Format and Rules

10:30 AM – 11:35 AM	First set of matches
11:45 AM – 12:50 PM	Second set of matches
12:50 PM – 1:45 PM	LUNCH
1: 55 PM – 3:00 PM	Third set of matches
4:00 PM	Announcement of Finalists
4:30 PM – 5:35 PM	Final Match
5:35 PM – 5:45 PM	Award Presentation/Conclusion

RULES OF THE FIRST UPPER MIDWEST REGIONAL ETHICS BOWL

PROCEDURAL RULES:

(1) In an Ethics Bowl match each team is questioned by a moderator on a case. Each case is 1 to 2 pages in length. The cases on which teams will be asked questions at the Ethics Bowl will be taken from fifteen cases which are posted on the Intercollegiate Ethics Bowl website (http://ethics.iit.edu/eb/Regional.html) The teams do not know in advance which of the cases they will be asked about at the Ethics Bowl or what the questions will be. THE JUDGES AND MODERATORS, LIKE THE TEAMS, WILL NOT BE INFORMED IN ADVANCE OF THE SPECIFIC CASES TEAMS WILL BE ASKED ABOUT AT THE UPPER MIDWEST REGIONAL ETHICS BOWL

(2) Teams can be any size but only 5 or fewer can be active participants at any time. Substitutions cannot be made once the initial 5 or fewer are seated and ready for action. Substitutions CANNOT be made once the case is announced. Team members must be undergraduates.

(3) During competition books and notes will not be allowed, however, scrap paper to jot down thoughts is permissible. The teams will be given a copy of the case and the question to which they must respond.

(4) The Moderator will indicate the case with which the team that goes first (hereinafter Team 1) will deal, and then read Team 1's question about the case. (The Moderator will not read aloud the entire case).

(5) Team 1 will then have one minute to confer, after which one spokesperson for the team may use up to seven (7) minutes to respond to the Moderator's question.

(6) The opposing team (hereinafter Team 2) receives one minute to confer, and then may use up to five minutes to comment about Team 1's answer to the Moderator's question. The commentary may include the posing of a question to Team 1. More than one team member may contribute to the commentary, but only one team member may speak at a time.

(7) Team 1 receives one minute to confer and then may use up to five minutes to respond to Team 2's commentary. More than one team member may respond to the commentary, but only one team member may speak at a time.

(8) The judges then may ask questions to Team 1. EACH JUDGE MAY ASK NO MORE THAN ONE QUESTION WITH A BRIEF FOLLOW-UP QUESTION. THE ENTIRE PERIOD FOR JUDGES QUESTIONS SHALL LAST NO MORE THAN TEN (10) MINUTES. Before asking questions the judges may confer with one another to discuss briefly areas that they want to cover during the question period. Different team members may respond to the questions of different judges. Teams may huddle briefly to discuss their answers to the judges questions.

(9) The judges will evaluate Team 1 and Team 2 on score sheets provided to them **(see scoring rules below)**. AT THIS POINT, HOWEVER, THE JUDGES WILL NOT ANNOUNCE TO THE TEAMS THE SCORES THEY HAVE GIVEN THEM.

(10) Team 1 and Team 2 will reverse roles for a second round with a different case.

(11) At the close of the second round the Moderator will ask the judges to announce the teams' scores for the match **(see scoring rules below)**.

SCORING RULES:

1. Judges shall evaluate the responses of teams solely in terms of the following criteria:

   Clarity and Intelligibility - Was the presentation clear and systematic? Regardless of whether or not you agree with the conclusion, did the team give a coherent argument in a clear and succinct manner?

   Avoidance of Ethical Irrelevance: Did the team avoid ethically irrelevant issues? Or was the team preoccupied with issues that are not ethically relevant or are of minor ethical relevance to the case?

   Identification and Discussion of Central Ethical Dimensions: Did the team's presentation clearly identify and thoroughly discuss the central ethical dimensions of the case?

   Deliberative Thoughtfulness: Did the team's presentation indicate both awareness and thoughtful consideration of different viewpoints, including especially those that

would loom large in the reasoning of individuals who disagree with the team's position?

2. The judges will score each team as follows:

   0-40 for a team's answer to the Moderator's question, including how well the team addressed the judges' questions (40 best); In evaluating a team's answer the judges will give the team a score of 0-10 relative to each of the four evaluation criteria indicated above and total the sum.

   0-10 for the opposing team's commentary (10 best);

   0-10 for the response to the commentary by the team that answered the Moderator's question (10 best).

   Both in evaluating a team's commentary, and the other team's response to the commentary, the judges will take into account the four evaluation criteria indicated above, but give the teams an overall score, rather than a separate point score relative to each of the criteria.

3. The competing teams in the Upper Midwest Regional Ethics Bowl will be rank-ordered in the following manner:

   Teams will be ranked based on a) the number of wins, followed by b) the number of ties, followed by c) the total points awarded by judges. Thus, all teams with three wins will rank ahead of all teams with two wins. All teams with two wins will rank ahead of all teams with one win. Within rankings, a team with more ties ranks above a team with fewer ties. Finally, for teams with the same number of wins and ties, a team with a higher point differential would rank above a team with a lower point differential. For example:

TEAM	WINS	TIES	POINTS	RANK
School R	3 wins	0 ties	12 point differential	1st
School M	3 wins	0 ties	10 point differential	2nd
School B	2 wins	1 tie	15 point differential	3rd
School S	2 wins	0 ties	-8 point differential	4th
School H	1 win	2 ties	-6 point differential	5th

Note, for example that School B has a greater point differential than School M, and School H has a lower negative point differential than School S. Nonetheless, M ranks ahead of B because it has more wins, and, likewise, S ranks ahead of H.

Point differentials: Point differentials are the margin of victory or loss. A point differential for each match is determined by taking the team's total points and subtracting the other team's total. Note that point differentials will be negative in the case of a loss. At the end of the morning competition the point differential for a team is simply the sum of the point differentials for that team in each of its three morning matches.

The 2 teams with the highest ranking based in their three matches will compete for the UMREB championship. The 4 teams with the highest rankings in their three matches will qualify for the National Championship of the Intercollegiate Ethics Bowl.

Ties

1) If 2 teams have the same ranking then if they played against each other during the three rounds of play, whoever won that competition will win gain the higher ranking.

2) The method in number 1) above will also apply to a 3 (or more) way tie in ranking, just in case all teams played each other and transitivity holds (e.g. A beat B, B beat C, but C did not beat A).

3) In case numbers 1) and 2) do not determine a winner, then raw points will be used to determine a winner.

4) Finally, if 1-3 above fail, an impartial random process will determine the final outcome between the teams. In case 2 teams are still tied, a coin toss will be used. If more than 2 teams still remain, the high card drawn from a standard deck of playing cards will decide. This process will be repeated until the outcome is decided.

QUALIFYING FULES (FOR INTERCOLLEGIATE ETHICS BOWL (IEB) NATIONAL CHAMPIONSHIP COMPETITION)

1. Qualifying Rule Restriction for Linked Teams: If any of a group of linked* teams from a single school qualifies for the IEB National Championship Competition, a single team may be formed with members of any teams in the group, but only one space may be earned to take part in the IEB National Championship Competition, no matter how well the linked teams perform at the Upper Midwest Regional Ethics Bowl. If teams from a single school are unlinked**, however, each team is independently eligible to qualify for the IEB National Championship Competition, but members may not be switched from one team to another.

2. Subject to restriction indicated immediately above, the top scoring four teams in the Upper Midwest Regional Ethics Bowl will qualify for the IEB National Championship Competition.

3. If any of the top scoring four teams decline to take part in the IEB National Championship competition another team will be invited to do so, starting with the fifth highest scoring team and proceeding downward until a team accepts the invitation.

* Linked teams are closely connected – e.g. the same faculty sponsor, preparation together in the same class or ethics bowl club, or participation in the same intramural ethics bowl, etc.

** Unlinked teams are those without major connections – e.g. consisting, respectively, of students from different colleges within a university, with different courses of study, etc.

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REGIONAL ETHICS BOWL CASES

FALL 2007

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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

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ETHICS BOWL

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course of the semester the students will prepare these cases. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation.

Mid-Atlantic Regional Competition at UNC Chapel Hill: November 17, 2007 beginning at 9 a.m.

I. How Ethics Bowl is Played:

In Ethics Bowl a moderator asks two teams of three to five undergraduate students questions that pose ethical problems on topics ranging widely over areas such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, architecture, business, the military, law, medicine, etc.) or social and political ethics (e.g. free speech, gun control, health care, etc.) In an Ethics Bowl competition two teams are asked different questions. Each team answers its question according to the following format. After the moderator poses a question to a team the team gets one minute to confer, after which it must state its answer. (The team does not respond completely cold, however, because prior to the Ethics Bowl each competing team receives a set of cases that present ethical issues upon which the questions a team must answer at the Ethics Bowl are based.)

After the team states its answer to the question posed by the moderator the judges then have an opportunity to ask the team brief follow-up questions to elicit a teams' viewpoint on ethically important aspects of the question, or to seek clarification of a team's response. After the judges have asked their questions, the opposing team then has one minute to present a response to the first team's answer. The first team then has an opportunity to respond to the opposing team's comments.

The judges have been instructed prior to the Ethics Bowl concerning the criteria they are to apply in evaluating the teams' answers, which are the following:

Clarity and Intelligibility: Has the team stated and defended its position in a way that is logically consistent and which allows the Judges to understand clearly the team's line of reasoning?

Focus on Ethically Relevant Factors: Has the team identified and discussed the factors the Judges consider ethically relevant in connection with the case?

Avoidance of Ethical Irrelevance: Has the team stayed on track by avoiding preoccupation with issues that the Judges do not regard as ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does the Team's presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

II. Format :

The IEB is a tiered competition in which the top scoring thirty-two teams in ten regional ethics bowls compete against one another at a national ethics bowl. At the national ethics bowl participating teams will compete in three matches during the morning on the day of the event. In the evening the top scoring eight teams will compete in an eight team elimination consisting of four quarter-final matches, two semi-final matches, and a final match.

In both the regional ethics bowls and the national ethics bowl, four to six weeks prior to the day of the event, each entered team, as well as every judge and moderator, will receive a set of ethics bowl cases. The questions asked of teams are to be taken from this set. As in previous ethics bowls, the moderators and judges will be drawn from distinguished individuals in diverse fields, such as law, medicine, business, government service, engineering, science, academia, and other fields as well.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, September 12, 2007 2:46 PM
To: Moeser, James <james_moeser@unc.edu>; Kirby, Brenda W <brenda_kirby@unc.edu>
Subject: National Conference on Ethics in America/Ethics Bowl
Attach: Ethics Bowl description.doc

Dear Chancellor Moeser,
Each year West Point hosts a National Conference on Ethics in America. We have been asked to send delegates to this conference this year. Delegates are undergraduate students who participate in a 4-day conference with about 200 undergraduates from universities across the country, along with faculty and community speakers. This information was passed on to me as Director of the Parr Center for Ethics, and I would like sponsor two students from UNC to participate. . The conference objective is for students to learn from others about ethical issues that affect their lives as undergraduates both in the university and the community in which they live, and then return to share this knowledge with their own schools. I am writing to seek your support in sending delegates and also to seek funding for travel expenses for the two students.

Also, the Parr Center for Ethics is hosting the first Mid-Atlantic Regional Ethics Bowl competition on November 17, 2007, tentatively scheduled to begin at 9:30 a.m.. The regional will bring16 teams from various Mid-Atlantic universities. The teams will be judged on their presentations of coherent arguments. The judges will include faculty from many different departments, likely selected from our Parr Faculty Fellows, the present mayor of Chapel Hill, two former mayors, including Howard Lee, and other community leaders. The regional competitions select teams to then compete in the National Ethics Bowl competition in February. As this is a significant event, we would like to invite you to give a welcoming address to all the participants and judges. I have attached a description of the Ethics Bowl for your information.

Thank you for your consideration. I would be happy to meet with you to discuss either or both of these.

Regards,
Jan

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Mid-Atlantic Regional Competition at UNC Chapel Hill: November 17, 2007 beginning at 9 a.m.

I. How Ethics Bowl is Played:

In Ethics Bowl a moderator asks two teams of three to five undergraduate students questions that pose ethical problems on topics ranging widely over areas such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, architecture, business, the military, law, medicine, etc.) or social and political ethics (e.g. free speech, gun control, health care, etc.) In an Ethics Bowl competition two teams are asked different questions. Each team answers its question according to the following format. After the moderator poses a question to a team the team gets one minute to confer, after which it must state its answer. (The team does not respond completely cold, however, because prior to the Ethics Bowl each competing team receives a set of cases that present ethical issues upon which the questions a team must answer at the Ethics Bowl are based.)

After the team states its answer to the question posed by the moderator the judges then have an opportunity to ask the team brief follow-up questions to elicit a teams' viewpoint on ethically important aspects of the question, or to seek clarification of a team's response. After the judges have asked their questions, the opposing team then has one minute to present a response to the first team's answer. The first team then has an opportunity to respond to the opposing team's comments.

The judges have been instructed prior to the Ethics Bowl concerning the criteria they are to apply in evaluating the teams' answers, which are the following:

Clarity and Intelligibility: Has the team stated and defended its position in a way that is logically consistent and which allows the Judges to understand clearly the team's line of reasoning?

Focus on Ethically Relevant Factors: Has the team identified and discussed the factors the Judges consider ethically relevant in connection with the case?

Avoidance of Ethical Irrelevance: Has the team stayed on track by avoiding preoccupation with issues that the Judges do not regard as ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does the Team's presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

II. Format :

The IEB is a tiered competition in which the top scoring thirty-two teams in ten regional ethics bowls compete against one another at a national ethics bowl. At the national ethics bowl participating teams will compete in three matches during the morning on the day of the event. In the evening the top scoring eight teams will compete in an eight team elimination consisting of four quarter-final matches, two semi-final matches, and a final match.

In both the regional ethics bowls and the national ethics bowl, four to six weeks prior to the day of the event, each entered team, as well as every judge and moderator, will receive a set of ethics bowl cases. The questions asked of teams are to be taken from this set. As in previous ethics bowls, the moderators and judges will be drawn from distinguished individuals in diverse fields, such as law, medicine, business, government service, engineering, science, academia, and other fields as well.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, September 13, 2007 8:17 PM
To: Dickson, Jennie Malloy <jdickson@unc.edu>; Lance Westerlund <westy@email.unc.edu>
Subject: Parable of the Sadhu
Attach: Parable of the Sadhu.pdf

I've attached the Parable of the Sadhu. What do you think about assigning this to the management group to read before they come?

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
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After encountering a dying pilgrim on a climbing trip in the Himalayas, a businessman ponders the differences between individual and corporate ethics

The parable of the sadhu

Bowen H. McCoy

It was early in the morning before the sun rose, which gave them time to climb the treacherous slope to the pass at 18,000 feet before the ice steps melted. They were also concerned about their stamina and altitude sickness, and felt the need to press on. Into this chance collection of climbers on that Himalayan slope an ethical dilemma arose in the guise of an unconscious, almost naked sadhu, an Indian holy man. Each climber gave the sadhu help but none made sure he would be safe. Should somebody have stopped to help the sadhu to safety? Would it have done any good? Was the group responsible? Since leaving the sadhu on the mountain slope, the author, who was one of the climbers, has pondered these issues. He sees many parallels for business people as they face ethical decisions at work.

Mr. McCoy is a managing director of Morgan Stanley & Co., Inc., and president of Morgan Stanley Realty, Inc. He is also an ordained ruling elder of the United Presbyterian Church.

Illustration by Geoffrey Moss.

Last year, as the first participant in the new six-month sabbatical program that Morgan Stanley has adopted, I enjoyed a rare opportunity to collect my thoughts as well as do some traveling. I spent the first three months in Nepal, walking 600 miles through 200 villages in the Himalayas and climbing some 120,000 vertical feet. On the trip my sole Western companion was an anthropologist who shed light on the cultural patterns of the villages we passed through.

During the Nepal hike, something occurred that has had a powerful impact on my thinking about corporate ethics. Although some might argue that the experience has no relevance to business, it was a situation in which a basic ethical dilemma suddenly intruded into the lives of a group of individuals. How the group responded I think holds a lesson for all organizations no matter how defined.

The sadhu

The Nepal experience was more rugged and adventuresome than I had anticipated. Most commercial treks last two or three weeks and cover a quarter of the distance we traveled.

My friend Stephen, the anthropologist, and I were halfway through the 60-day Himalayan part of the trip when we reached the high point, an 18,000-foot pass over a crest that we'd have to traverse to reach to the village of Muklinath, an ancient holy place for pilgrims.

Six years earlier I had suffered pulmonary edema, an acute form of altitude sickness, at 16,500 feet in the vicinity of Everest base camp, so we were understandably concerned about what would

happen at 18,000 feet. Moreover, the Himalayas were having their wettest spring in 20 years; hip-deep powder and ice had already driven us off one ridge. If we failed to cross the pass, I feared that the last half of our "once in a lifetime" trip would be ruined.

The night before we would try the pass, we camped at a hut at 14,500 feet. In the photos taken at that camp, my face appears wan. The last village we'd passed through was a sturdy two-day walk below us, and I was tired.

During the late afternoon, four backpackers from New Zealand joined us, and we spent most of the night awake, anticipating the climb. Below we could see the fires of two other parties, which turned out to be two Swiss couples and a Japanese hiking club.

To get over the steep part of the climb before the sun melted the steps cut in the ice, we departed at 3:30 A.M. The New Zealanders left first, followed by Stephen and myself, our porters and Sherpas, and then the Swiss. The Japanese lingered in their camp. The sky was clear, and we were confident that no spring storm would erupt that day to close the pass.

At 15,500 feet, it looked to me as if Stephen were shuffling and staggering a bit, which are symptoms of altitude sickness. (The initial stage of altitude sickness brings a headache and nausea. As the condition worsens, a climber may encounter difficult breathing, disorientation, aphasia, and paralysis.) I felt strong, my adrenaline was flowing, but I was very concerned about my ultimate ability to get across. A couple of our porters were also suffering from the height, and Pasang, our Sherpa sirdar (leader), was worried.

Just after daybreak, while we rested at 15,500 feet, one of the New Zealanders, who had gone ahead, came staggering down toward us with a body slung across his shoulders. He dumped the almost naked, barefoot body of an Indian holy man – a sadhu – at my feet. He had found the pilgrim lying on the ice, shivering and suffering from hypothermia. I cradled the sadhu's head and laid him out on the rocks. The New Zealander was angry. He wanted to get across the pass before the bright sun melted the snow. He said, "Look, I've done what I can. You have porters and Sherpa guides. You care for him. We're going on!" He turned and went back up the mountain to join his friends.

I took a carotid pulse and found that the sadhu was still alive. We figured he had probably visited the holy shrines at Muklinath and was on his way home. It was fruitless to question why he had chosen this desperately high route instead of the safe, heavily traveled caravan route through the Kali Gandaki gorge. Or why he was almost naked and with no shoes, or how long he had been lying in the pass. The answers weren't going to solve our problem.

Stephen and the four Swiss began stripping off outer clothing and opening their packs. The sadhu was soon clothed from head to foot. He was not able to walk, but he was very much alive. I looked down the mountain and spotted below the Japanese climbers marching up with a horse.

Without a great deal of thought, I told Stephen and Pasang that I was concerned about withstanding the heights to come and wanted to get over the pass. I took off after several of our porters who had gone ahead.

On the steep part of the ascent where, if the ice steps had given way, I would have slid down about 3,000 feet, I felt vertigo. I stopped for a breather, allowing the Swiss to catch up with me. I inquired about the sadhu and Stephen. They said that the sadhu was fine and that Stephen was just behind. I set off again for the summit.

Stephen arrived at the summit an hour after I did. Still exhilarated by victory, I ran down the snow slope to congratulate him. He was suffering from altitude sickness, walking 15 steps, then stopping, walking 15 steps, then stopping. Pasang accompanied him all the way up. When I reached them, Stephen glared at me and said: "How do you feel about contributing to the death of a fellow man?"

I did not fully comprehend what he meant.

"Is the sadhu dead?" I inquired.

"No," replied Stephen, "but he surely will be!"

After I had gone, and the Swiss had departed not long after, Stephen had remained with the sadhu. When the Japanese had arrived, Stephen had asked to use their horse to transport the sadhu down to the hut. They had refused. He had then asked Pasang to have a group of our porters carry the sadhu. Pasang had resisted the idea, saying that the porters would have to exert all their energy to get themselves over the pass. He had thought they could not carry a man down 1,000 feet to the hut, reclimb the slope, and get across safely before the snow melted. Pasang had pressed Stephen not to delay any longer.

The Sherpas had carried the sadhu down to a rock in the sun at about 15,000 feet and had pointed out the hut another 500 feet below. The Japanese had given him food and drink. When they had last seen him he was listlessly throwing rocks at the Japanese party's dog, which had frightened him.

We do not know if the sadhu lived or died.

For many of the following days and evenings Stephen and I discussed and debated our behavior toward the sadhu. Stephen is a committed Quaker with deep moral vision. He said, "I feel that what happened with the sadhu is a good example of the breakdown between the individual ethic and the corporate ethic. No one person was willing to assume ultimate responsibility for the sadhu. Each was willing to do his

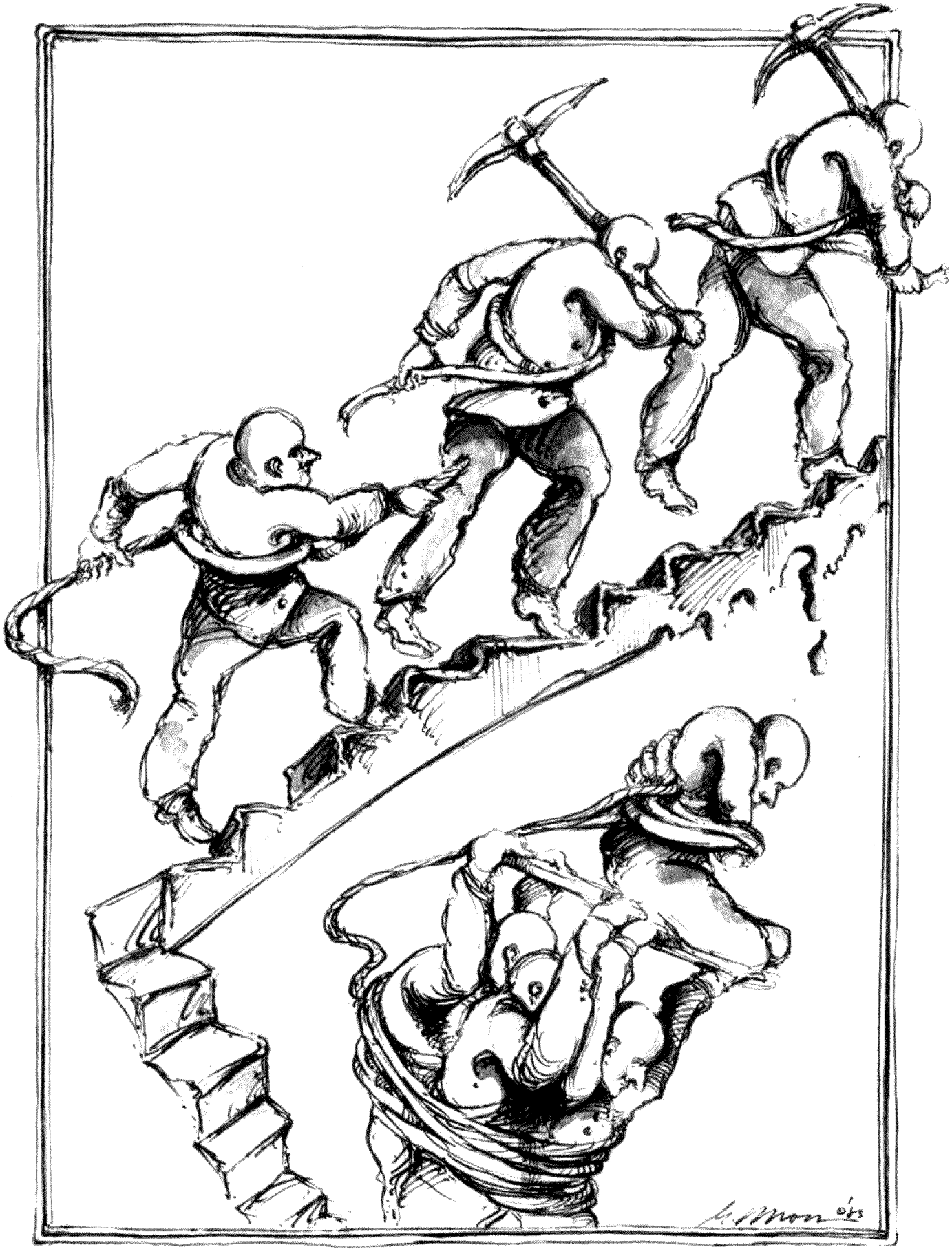

bit just so long as it was not too inconvenient. When it got to be a bother, everyone just passed the buck to someone else and took off. Jesus was relevant to a more individualistic stage of society, but how do we interpret his teaching today in a world filled with large, impersonal organizations and groups?"

I defended the larger group, saying, "Look, we all cared. We all stopped and gave aid and comfort. Everyone did his bit. The New Zealander carried him down below the snow line. I took his pulse and suggested we treat him for hypothermia. You and the Swiss gave him clothing and got him warmed up. The Japanese gave him food and water. The Sherpas carried him down to the sun and pointed out the easy trail toward the hut. He was well enough to throw rocks at a dog. What more could we do?"

"You have just described the typical affluent Westerner's response to a problem. Throwing money – in this case food and sweaters – at it, but not solving the fundamentals!" Stephen retorted.

"What would satisfy you?" I said. "Here we are, a group of New Zealanders, Swiss, Americans, and Japanese who have never met before and who are at the apex of one of the most powerful experiences of our lives. Some years the pass is so bad no one gets over it. What right does an almost naked pilgrim who chooses the wrong trail have to disrupt our lives? Even the Sherpas had no interest in risking the trip to help him beyond a certain point."

Stephen calmly rebutted, "I wonder what the Sherpas would have done if the sadhu had been a well-dressed Nepali, or what the Japanese would have done if the sadhu had been a well-dressed Asian, or what you would have done, Buzz, if the sadhu had been a well-dressed Western woman?"

"Where, in your opinion," I asked instead, "is the limit of our responsibility in a situation like this? We had our own well-being to worry about. Our Sherpa guides were unwilling to jeopardize us or the porters for the sadhu. No one else on the mountain was willing to commit himself beyond certain self-imposed limits."

Stephen said, "As individual Christians or people with a Western ethical tradition, we can fulfill our obligations in such a situation only if (1) the sadhu dies in our care, (2) the sadhu demonstrates to us that he could undertake the two-day walk down to the village, or (3) we carry the sadhu for two days down to the village and convince someone there to care for him."

"Leaving the sadhu in the sun with food and clothing, while he demonstrated hand-eye coordination by throwing a rock at a dog, comes close to fulfilling items one and two," I answered. "And it wouldn't have made sense to take him to the village where the people appeared to be far less caring than the Sherpas, so the third condition is impractical. Are you really saying that, no matter what the implications, we should, at the drop of a hat, have changed our entire plan?"

The individual vs. the group ethic

Despite my arguments, I felt and continue to feel guilt about the sadhu. I had literally walked through a classic moral dilemma without fully thinking through the consequences. My excuses for my actions include a high adrenaline flow, a superordinate goal, and a once-in-a-lifetime opportunity – factors in the usual corporate situation, especially when one is under stress.

Real moral dilemmas are ambiguous, and many of us hike right through them, unaware that they exist. When, usually after the fact, someone makes an issue of them, we tend to resent his or her bringing it up. Often, when the full import of what we have done (or not done) falls on us, we dig into a defensive position from which it is very difficult to emerge. In rare circumstances we may contemplate what we have done from inside a prison.

Had we mountaineers been free of physical and mental stress caused by the effort and the high altitude, we might have treated the sadhu differently. Yet isn't stress the real test of personal and corporate values? The instant decisions executives make under pressure reveal the most about personal and corporate character.

Among the many questions that occur to me when pondering my experience are: What are the practical limits of moral imagination and vision? Is there a collective or institutional ethic beyond the ethics of the individual? At what level of effort or commitment can one discharge one's ethical responsibilities?

Not every ethical dilemma has a right solution. Reasonable people often disagree; otherwise there would be no dilemma. In a business context, however, it is essential that managers agree on a process for dealing with dilemmas.

The sadhu experience offers an interesting parallel to business situations. An immediate response was mandatory. Failure to act was a decision in itself. Up on the mountain we could not resign and submit our résumés to a headhunter. In contrast to philosophy, business involves action and implementation – getting things done. Managers must come up with answers to problems based on what they see and what they allow to influence their decision-making processes. On the mountain, none of us but

Stephen realized the true dimensions of the situation we were facing.

One of our problems was that as a group we had no process for developing a consensus. We had no sense of purpose or plan. The difficulties of dealing with the sadhu were so complex that no one person could handle it. Because it did not have a set of preconditions that could guide its action to an acceptable resolution, the group reacted instinctively as individuals. The cross-cultural nature of the group added a further layer of complexity. We had no leader with whom we could all identify and in whose purpose we believed. Only Stephen was willing to take charge, but he could not gain adequate support to care for the sadhu.

Some organizations do have a value system that transcends the personal values of the managers. Such values, which go beyond profitability, are usually revealed when the organization is under stress. People throughout the organization generally accept its values, which, because they are not presented as a rigid list of commandments, may be somewhat ambiguous. The stories people tell, rather than printed materials, transmit these conceptions of what is proper behavior.

For 20 years I have been exposed at senior levels to a variety of corporations and organizations. It is amazing how quickly an outsider can sense the tone and style of an organization and the degree of tolerated openness and freedom to challenge management.

Organizations that do not have a heritage of mutually accepted, shared values tend to become unhinged during stress, with each individual bailing out for himself. In the great takeover battles we have witnessed during past years, companies that had strong cultures drew the wagons around them and fought it out, while other companies saw executives supported by their golden parachutes, bail out of the struggles.

Because corporations and their members are interdependent, for the corporation to be strong the members need to share a preconceived notion of what is correct behavior, a "business ethic," and think of it as a positive force, not a constraint.

As an investment banker I am continually warned by well-meaning lawyers, clients, and associates to be wary of conflicts of interest. Yet if I were to run away from every difficult situation, I wouldn't be an effective investment banker. I have to feel my way through conflicts. An effective manager can't run from risk either; he or she has to confront and deal with risk. To feel "safe" in doing this, managers need the guidelines of an agreed-on process and set of values within the organization.

After my three months in Nepal, I spent three months as an executive-in-residence at both Stanford Business School and the Center for Ethics and Social Policy at the Graduate Theological Union at Berkeley. These six months away from my job gave me time to assimilate 20 years of business experience. My thoughts turned often to the meaning of the leadership role in any large organization. Students at the seminary thought of themselves as antibusiness. But when I questioned them they agreed that they distrusted all large organizations, including the church. They perceived all large organizations as impersonal and opposed to individual values and needs. Yet we all know of organizations where peoples' values and beliefs are respected and their expressions encouraged. What makes the difference? Can we identify the difference and, as a result, manage more effectively?

The word "ethics" turns off many and confuses more. Yet the notions of shared values and an agreed-on process for dealing with adversity and change – what many people mean when they talk about corporate culture – seem to be at the heart of the ethical issue. People who are in touch with their own core beliefs and the beliefs of others and are sustained by them can be more comfortable living on the cutting edge. At times, taking a tough line or a decisive stand in a muddle of ambiguity is the only ethical thing to do. If a manager is indecisive and spends time trying to figure out the "good" thing to do, the enterprise may be lost.

Business ethics, then, has to do with the authenticity and integrity of the enterprise. To be ethical is to follow the business as well as the cultural goals of the corporation, its owners, its employees, and its customers. Those who cannot serve the corporate vision are not authentic business people and, therefore, are not ethical in the business sense.

At this stage of my own business experience I have a strong interest in organizational behavior. Sociologists are keenly studying what they call corporate stories, legends, and heroes as a way organizations have of transmitting the value system. Corporations such as Arco have even hired consultants to perform an audit of their corporate culture. In a company, the leader is the person who understands, interprets, and manages the corporate value system. Effective managers are then action-oriented people who resolve conflict, are tolerant of ambiguity, stress, and change, and have a strong sense of purpose for themselves and their organizations.

If all this is true, I wonder about the role of the professional manager who moves from company to company. How can he or she quickly absorb the values and culture of different organizations? Or is there, indeed, an art of management that is totally transportable? Assuming such fungible managers do exist, is it proper for them to manipulate the values of others?

What would have happened had Stephen and I carried the sadhu for two days back to the village and become involved with the villagers in

his care? In four trips to Nepal my most interesting experiences occurred in 1975 when I lived in a Sherpa home in the Khumbu for five days recovering from altitude sickness. The high point of Stephen's trip was an invitation to participate in a family funeral ceremony in Manang. Neither experience had to do with climbing the high passes of the Himalayas. Why were we so reluctant to try the lower path, the ambiguous trail? Perhaps because we did not have a leader who could reveal the greater purpose of the trip to us.

Why didn't Stephen with his moral vision opt to take the sadhu under his personal care? The answer is because, in part, Stephen was hard-stressed physically himself, and because, in part, without some support system that involved our involuntary and episodic community on the mountain, it was beyond his individual capacity to do so.

I see the current interest in corporate culture and corporate value systems as a positive response to Stephen's pessimism about the decline of the role of the individual in large organizations. Individuals who operate from a thoughtful set of personal values provide the foundation for a corporate culture. A corporate tradition that encourages freedom of inquiry, supports personal values, and reinforces a focused sense of direction can fulfill the need for individuality along with the prosperity and success of the group. Without such corporate support, the individual is lost.

That is the lesson of the sadhu. In a complex corporate situation, the individual requires and deserves the support of the group. If people cannot find such support from their organization, they don't know how to act. If such support is forthcoming, a person has a stake in the success of the group, and can add much to the process of establishing and maintaining a corporate culture. It is management's challenge to be sensitive to individual needs, to shape them, and to direct and focus them for the benefit of the group as a whole.

For each of us the sadhu lives. Should we stop what we are doing and comfort him; or should we keep trudging up toward the high pass? Should I pause to help the derelict I pass on the street each night as I walk by the Yale Club en route to Grand Central Station? Am I his brother? What is the nature of our responsibility if we consider ourselves to be ethical persons? Perhaps it is to change the values of the group so that it can, with all its resources, take the other road.

Readers of this article will be interested in Robert Jackall's **Moral Mazes: Bureaucracy and Managerial Work** beginning on page 118 of this issue.

The Editors

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From: nobody@notify.unc.edu on behalf of Finkle, Joanne R </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=JPROPST>
Sent: Monday, September 17, 2007 9:28 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: INFORMATIONAL: Child actors needed for video

Physician in the UNC Dept of Pediatrics is filming a series of videos on the topic of pediatrician communication about child weight status and nutrition and physical activity habits. If you have a child between the ages of 3 and 8 who would enjoy being a part of the filming process, please see details below.

We are specifically looking for:

Two children between the ages of 3 and 8 who are Caucasian.

We need two children who would be considered at least somewhat above average weight for their age and height.

Children do not need to have any prior acting experience. Your child will not be asked to memorize lines. Great care will be taken to make sure your child feels comfortable.

Child will play the role of a child visiting the pediatrician's office with his/her mother.

Expected time commitment is 1-2 hours. We will work to meet your schedule as much as possible and avoid school days if necessary.

Family will receive $50 for time commitment.

If you and your child might be interested, please send email to jfinkle@unc.edu or call 966-3849 for more information.

This email is sponsored by: Department of Pediatrics

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Pat Phelps <pphelps@email.unc.edu>
Sent: Monday, September 17, 2007 2:32 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: ethics
Attach: Proposal for Biomedical Research Ethics Training for Graduate Students and Postdoctoral Scholars at The University of North Carolina at Chapel Hill.doc; Feedback Biomedical Research Ethics 2007.xls; ratingethics.doc

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Hi Jan

Here is a draft for ethics training - Please share with your group for comments. I have included the results of the survey for the week. I think it is going to be critical we find a way to integrate the value and expertise the Parr Center brings to the training with the actual expertise and experience faculty have on the various issues. Once you have digested the survey results and the draft can I stop by for a quick chat with you and your group if you like on how best to move forward based on the lessons learned from this years training.

Pat

Proposal for Biomedical Research Ethics Training for Graduate Students and Postdoctoral Scholars at the University of North Carolina at Chapel Hill

OBJECTIVES

Provide a basic overview of biomedical research ethics at the beginning of a graduate student's career.

Provide real-time ethics training – present topics during a graduate student's and/or postdoctoral scholar's career when they are relevant.

Provide continuous ethics training through-out a graduate students and/or postdoctoral scholar's academic career.

Create ethics training that is engaging, interactive and continuously improved.

Introduce interdisciplinary views into the ethics training curriculum by including Parr Center Fellows from philosophy, sociology, law, business and other disciplines outside of biomedical research.

Integrate ethics expertise in addition to viewpoints into the ethics training curriculum by partnering with the Parr Center for Ethics

Encourage Postdoctoral Scholars to assume responsibility for their own ethics training by providing opportunities to lead case study discussions, lead workshops or organize panel discussions and seminars on biomedical ethics.

Create a culture within the school of medicine basic science departments that promotes the importance of ethical issues and fosters open discussions among faculty, students and staff.

PROGRAM STRATEGY

<u>Graduate Student Orientation</u>

All graduate students will be required to attend a two hour workshop that will cover the basis of ethical decision making, plagiarism and research misconduct.

<u>Host monthly lunch and learn series for research bioethics</u>

<u>Host special events like symposiums, invited speakers or movies followed by discussions that address the key biomedical research ethics topics.</u>

Graduate students will be required to attend a session related to each of the following topics during their graduate career.

1. New Scientific Discoveries

2. Research Data, Acquisition, Management, Sharing and Ownership
3. Publication Practices
4. Mentor and Mentee Relationships
5. Peer review process for publications and grants
6. Ethical treatment of research animals
7. Collaborative Research
8. Conflict of Interest and Intellectual Property Rights
9. Ethical Decision Making Skills
10. Plagiarism
11. International Research
12. Scientific Integrity and the scientific method

Provide opportunities for postdoctoral fellows to enhance their ethics training

Encourage postdoctoral fellows to actively engage in the ethics training process by either organizing special events, suggesting case studies for lunch and learn sessions, leading case study discussions at lunch and learn sessions, leading case study discussion at graduate student orientation training, or working with faculty to host a lunch and learn session.

Recruit and coordinate an annual ethics training committee of postdoctoral scholars that set the training agenda for the academic year.

Evaluations

Collect participant survey data at each session or event and integrate recommended changes into next years training.

Biomedical Ethics Training, August 27th - August 31st, 2007
University of North Carolina at Chapel Hill School of Medicine and Parr Center for Ethics

Rating	Session	Speakers
7.7/6.8	The Ethics of New Scientific Discoveries – Research, Social and Legal Implications of Stem Cell Research	James Evans, Associate Professor, Genetics and Molecular Biology Kimberly Cogdell, Professor, Biochemistry and Pharmaceutical Law Institute Gail Henderson, Professor of Social Medicine Rebecca Walker, Assistant Professor of Social Medicine and Adjunct Assistant Professor of Philosophy
7.1/5.2	Ethical Decision Making	Jan Boxil, Director, The Parr Center for Ethics
7.3/7.3	Ethics and Plagerism	Kimryn Rathmell, Assistant Professor of Oncology and Hematology
7.3/.6.9	The Ethics of Research Data - Acquisition, Management, Sharing and Ownership	Kelly Sivertson, Post Doctoral Fellow, Cystic Fibrosis and Pulmonary Research
7.3/6.5	Collaborative Science - Ethical Dilemmas	Doug Cyr, Professor Cell and Developmental Biology Con Beckers, Associate Professor, Cell and Developmental Biology Henrik Dohlman, Professor, Biochemistry and Biophysics
6.7/7.2	The Interrelationship of Diversity and Workplace Ethics	Cookie Newsome, Director, Center for Multicultural Affairs and Diversity Terri Phoenix, Director, GLBTQ Center
7.5/7.1	Ethical Publication Practices	Ellen Weiss, Associate Professor, Cell and Developmental Biology
6.8/6.3	Ethical Treatment of Research Animals	Tracy Heenan, Research Associate Professor, Pathology, Director, Office of Institutional Animal Care and Use Dr. Lesley Marson (Ph.D. Department Surgery) and Chair of the IACUC
7.0/7.0	Ethical Issues that Arise in Mentor and Mentee Relationships	Pat Brennwald, Associate Professor, Cell and Developmental Biology Bill Coleman, Associate Professor, Pathology and Laboratory Medicine Tom Traut, Professor, Biochemistry and Biophysics
7.8/8.5	Ethical Issues that arise in Peer Review of Grants and Publications	Dr. David Siderovski, Associate Professor, Pharmacology
7.7/7.2	Research Misconduct	David Weber, Associate Professor, School of Medicine and Associate Professor Epidemiology
What format or aspect of the ethics training did graduate students prefer		
5.9	Case Study Discussions	
8.0	Audience Response System	
6.4	Faculty Panels	
7.3	Interacting with PostDocs	
6.6	Presentations	

Rating – 1st mean represents if the participants gained and increased understanding of that subject and the 2nd number represents if the participants found the session engaging and informative.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, September 19, 2007 1:18 PM
To: Dickson, Jennie Malloy <jdickson@unc.edu>
Subject: [Fwd: Workshop on Disability and Disadvantage, Sept. 8-9, 2007]
Attach: Workshop on Disability and Disadvantage, Sept. 8-9, 2007.eml.msg

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fyi

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Jan Boxill, Ph.D.
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From:	nobody@notify.unc.edu on behalf of no_reply@unc.edu
Sent:	Monday, September 24, 2007 9:01 PM
To:	Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject:	INFORMATIONAL: Spread the word about your event or organization with ActiviTV!

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This email is sponsored by: Carolina Union Design Services

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, September 25, 2007 5:13 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: our favorite student

HOLY S---!!!
BTW I was just in the Summer School Board meeting with our "best" friend!

>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, September 26, 2007 8:07 PM
To: Dykstra, Linda <ldykstra@unc.edu>
Cc: MacLean, Douglas <maclean@email.unc.edu>; Hoeflich, Sandra <Sandra_Hoeflich@unc.edu>; Leslie Lerea <lerea@unc.edu>
Subject: Re: graduate course in research ethics

Sandra,
For this course we need is a 1-hour course, like the one I had with the Ethics Scholars. Is that a problem? I told Doug I thought this was relatively easy to do.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Linda Dykstra wrote:
> Doug, Just a note to say that Leslie Lerea should be included in these
> conversations, given her involvement with parallel initiatives. I just
> mentioned your email message to her and, for your convenience, have
> copied her on this response. We are happy to help in any way we can. ld
>
> Douglas MacLean wrote:
>
>> Hi Sandra,
>>
>> I'm part of a project, funded by NSF, to develop and teach a 1 credit
>> graduate seminar on research ethics. As part of the grant
>> application, Lindy Dykstra kindly agreed that the graduate school
>> would assist me in publicizing the course to graduate students in the
>> college, especially those in the sciences that are most likely to
>> need or benefit from some training in research ethics.
>>
>> I want to offer this course in the spring. It would meet seven
>> times, two hours each meeting, and it involves online exercises and
>> short readings, but no writing or grading.
>>
>> I'd like to arrange a meeting with you and Jan Boxill to talk about
>> scheduling and promoting the course.
>>
>> Would you (and Jan) be available to meet, perhaps Friday early
>> afternoon (we have a talk at 3:00), or Monday?
>>
>> Thanks,
>> Doug
>

From:	nobody@notify.unc.edu on behalf of Burt, Sharikia J </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=SHARIKIA J BURT (SBURT)>
Sent:	Wednesday, September 26, 2007 8:26 PM
To:	Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject:	INFORMATIONAL: Are You a Smoker?

Are you a smoker between the ages of 35 and 75 that is motivated to quit smoking?

If so, you may qualify for a research study of an investigational drug to stop smoking. During the course of the study, you will receive study medication and smoking cessation counseling at no cost to you. Also at no cost, you will be given routine medical examinations that may include pulmonary function tests, blood tests, urine tests, and electrocardiograms (ECG's).

You will be compensated for your time and effort for participating in this clinical trial.

If you are interested in participating in this research study please call Sharikia Burt at 919-843-6101 or email sharikia_burt@med.unc.edu.

IRB approved: 05-2479

This email is sponsored by: Pulmonary Medicine

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, September 27, 2007 8:34 AM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: [Fwd: Dr. Roger Lotchin Tanner Award]

I am having the letter dropped off at your office this morning.

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

debbie_stevenson@unc.edu wrote:
> Got them. Fax this one to me at 962-2621.
>
> Quoting Jan Boxill <jmboxill@email.unc.edu>:
>
>> Lotchin Tanner.
>>
>> I also have one hard copy sent to me- a person who doesn't have email.
>> Jan
>>
>> --
>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer
>> Department of Philosophy
>> University of North Carolina
>> Chapel Hill, NC 27599-3125
>> Email: jmboxill@email.unc.edu
>> Website:parrcenter.unc.edu
>> Phone: 919-962-3317
>> FAX: 919-843-3929
>>
>>
>>
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, September 27, 2007 9:23 PM
To: Jason Walker <walkerjd@unc.edu>
Subject: Re: Teaching Awards Questions

This person may be eligible for some awards, just not the Tanners or any
that says they must be teaching in the year they receive the award.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Jason Walker wrote:
>
> Dr. Boxill,
> Would a nomination for a professor who retired in May be allowed for
> any of these awards? Can I submit a nomination as a recent (May 07)
> grad?
> Thanks,
> Jason

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, September 27, 2007 9:24 PM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: [Fwd: Teaching Awards Questions]
Attach: Teaching Awards Questions.eml.msg

I replied to this person, but perhaps you can verify that some awards allows for this, but not those that require the person to be teaching in the year of the award.
Thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, September 28, 2007 9:51 AM
To: Marr, Tim <marr@unc.edu>
Cc: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: Tanner Nominations

Thanks Tim,
We will check on this.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, September 28, 2007 12:36 PM
To: MacLean, Douglas <maclean@email.unc.edu>
Cc: Sandra Hoeflich <shoeflic@email.unc.edu>; Lerea, Leslie S <lerea@email.unc.edu>
Subject: Re: graduate course in research ethics

Monday 2:30 is good for me, and the Parr Conference Room is available.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Douglas MacLean wrote:
> Sandra, et al.
>
> Can we meet Monday (Oct. 1) at 2:30? We could meet in your office or,
> if it is free, in the Parr Center conference room here in Caldwell.
>
> Doug
>
> Sandra Hoeflich wrote:
>> Dear Doug,
>> I'd be happy to help with publicizing this course --it sounds great!
>>
>> My Friday schedule is full -- we're bringing 22 prospective American
>> Indian graduate students to campus to learn more about possible
>> graduate programs, GRE, funding, etc.
>>
>> However, Monday would work fine for me, anytime after 1pm.
>> I will look forward to speaking with you and Jan about this.
>> Sandra
>>
>> Douglas MacLean wrote:
>>> Hi Sandra,
>>>
>>> I'm part of a project, funded by NSF, to develop and teach a 1
>>> credit graduate seminar on research ethics. As part of the grant
>>> application, Lindy Dykstra kindly agreed that the graduate school
>>> would assist me in publicizing the course to graduate students in
>>> the college, especially those in the sciences that are most likely
>>> to need or benefit from some training in research ethics.
>>>
>>> I want to offer this course in the spring. It would meet seven
>>> times, two hours each meeting, and it involves online exercises and
>>> short readings, but no writing or grading.
>>>
>>> I'd like to arrange a meeting with you and Jan Boxill to talk about
>>> scheduling and promoting the course.
>>>
>>> Would you (and Jan) be available to meet, perhaps Friday early

>>> afternoon (we have a talk at 3:00), or Monday?
>>>
>>> Thanks,
>>> Doug
>>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, September 28, 2007 2:28 PM
To: Lance Westerlund <westy@email.unc.edu>
Subject: Re: [Fwd: UNC visit Peter Wallsten]

Hi Lance,
Thanks so much. If you would draft a letter, that would be great.
Thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Lance Westerlund wrote:
> Hi Jan,
>
> Here's Donna LeFebvre's advice on getting a contribution from
> Political Science. Here's the chair's email: ehuber@unc.edu
> <mailto:ehuber@unc.edu>. Let me know if you would me to draft an
> email for you.
>
> Thanks,
> Lance
> --
> Lance Westerlund
> Office Assistant
> Parr Center for Ethics
> Department of Philosophy
> University of North Carolina at Chapel Hill
> CB #3125
> Chapel Hill, NC 27599-3125
> USA
>
> Phone: (919) 843-5641
> email: lancew@unc.edu
> http://parrcenter.unc.edu/about/westerlund.html
>
> ----------
>
> Subject:
> UNC visit Peter Wallsten
> From:
> Donna LeFebvre <lefebvre@unc.edu>
> Date:
> Thu, 27 Sep 2007 20:21:49 -0400
> To:
> Lance Westerlund <westy@email.unc.edu>
>
> To:
> Lance Westerlund <westy@email.unc.edu>

>
>
> hi Lance--the best thing is to have Jan send this to Evelyne
> Huber--the chair of poli and ask her for $250.
> Best--
> donna
>
> Lance Westerlund wrote:
>> Hi Donna,
>>
>> The Parr Center is sponsoring a lecture by L.A. Times journalist,
>> Peter Wallsten on 10/9 at 7:30pm in the Student Union Auditorium.
>> UNC alum, Peter Wallsten, is a White House correspondent, covers
>> national politics and is currently covering the Presidential
>> campaigns. He is also legally blind and he received a personal
>> apology from President Bush for wisecracks made at his expense. We
>> feel this may be of interest to folks in political science and we
>> currently need to raise $1000 to cover the costs of this event. I'm
>> hoping you may be able to point me towards those in Poli Sci who may
>> be interested in supporting/co-sponsoring this event through
>> publicity and contributing funds. I'm so sorry for the short notice,
>> but we only received confirmation of Peter Wallsten's visit last week.
>>
>> Attached is a work-in-progress flier. Here's a link to the event
>> webpage:
>> http://parrcenter.unc.edu/events/seminars/fall2007/peterwallsten/index.htm
>>
>> Thanks so much for your help,
>> Lance
>> --
>> Lance Westerlund
>> Office Assistant
>> Parr Center for Ethics
>> Department of Philosophy
>> University of North Carolina at Chapel Hill
>> CB #3125
>> Chapel Hill, NC 27599-3125
>> USA
>>
>> Phone: (919) 843-5641
>> email: lancew@unc.edu
>> http://parrcenter.unc.edu/about/westerlund.html
>
> --
>
> _____
>
> *Donna LeFebvre, J.D. *
>
> *_Email:_** lefebvre@unc.edu
> _Office Hours for Students: THURS. _**_2-5 pm_**__*
>
> * _306 _**_Hamilton_**_ Hall, _**_or_**_ by Appt._**__*
>
> *_Tel:_** 919-962-0429 _Fax:_ 919-962-0432*
>
> *_Address:_** Political Science Department*
>
> * Campus **Box #** 3265**
> **University** of **North** Carolina**
> **Chapel Hill**, **NC** **27599** **USA** *
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, September 28, 2007 4:16 PM
To: Dickson, Jennie Malloy <jdickson@unc.edu>; Lance Westerlund <westy@email.unc.edu>
Subject: [Fwd: newsletter with ad for movie]
Attach: newsletter with ad for movie.eml.msg

Thought you'd like to see this. You have to scroll down to get to the
Class Divided ad

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Pat Phelps <pphelps@email.unc.edu>
Sent: Friday, September 28, 2007 3:27 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>; Lance Westerlund <westy@email.unc.edu>
Subject: newsletter with ad for movie
Attach: octobertibbs.pdf

I thought I would give the newsletter marketing a different look.

See you next Thursday

I was just going to get alot of candy bars and fruit and water - Would that work?

Pat

TIBBS NEWSLETTER

OCTOBER 2007

LEARN MORE ABOUT INDUSTRY POSTDOCTORAL FELLOWSHIPS

TIBBS WELCOMES

Dr. Charles Dean, Principal Investigator in Genome and Proteome Sciences

Dr. Andreas Bender, Presidential Postdoctoral fellow whose research involves prediction of targets for small molecules and natural products, and development of new methods for virtual screening.

Dr. Leslie Pond, Scientific Education Manager

NOVARTIS INSTITUTE FOR BIOMEDICAL RESEARCH

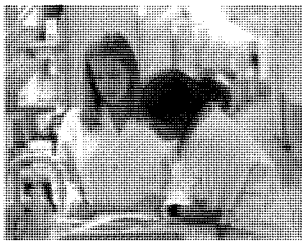

Wednesday
OCTOBER 17th
1:00 pm
G030 Bondurant Hall

Leslie, Charles and Andreas will talk about Novartis' Presidential Postdoctoral Fellowship Program and how an industry postdoc differs from an academic postdoc. The Presidential Postdoctoral Fellow Program provides talented scientists with a unique opportunity to perform high quality science in an environment with the resources of a large pharmaceutical company at one of our global sites in Basel, Switzerland; Cambridge, USA; Horsham, UK; or Vienna, Austria. Each year, innovative scientists from academia are selected to become fellows and collaborate with leading pharmaceutical discovery scientists pursuing multidisciplinary research projects. Together, they can apply their expertise to discovering new medicines that will help patients lead healthier lives.

Registration is limited

HTTP://CFX.RESEARCH.UNC.EDU/RES_CLASSREG/BROWSE_SINGLE.CFM?NEW=1&EVENT_ID=21258

TIBBS American Heart Association Predoctoral Fellowship Workshop Series

American Heart Association®

Learn and Live.

Application Deadline is 1/11/2008
Award Activation is 7/1/2008
For more information

http://www.americanheart.org/presenter.jhtml?identifier=3050176

The workshop series will be led by Carol Winkelman. Carol has over 15 years experience of grant writing, medical writing and editing. She teaches grant writing to postdocs and junior faculty at NIH, Memorial Sloan Kettering Cancer Center, Harvard Medical School,

Carol teaches researchers how to effectively "craft" or shape the scientific content of the abstract, aims, preliminary data, and background and significance sections of their grants. The goal of her workshops is to teach strategies for writing clear, compelling, and persuasive arguments or "stories" that drive home to reviewers why the research is significant and worthy of funding Graduate students at UNC-CH have provided fellowship proposals that were funded and not funded to use through-out the workshop series. The series will combine peer review, individual reviews by Carol, faculty input and input from graduate students that have received AHA fellowships. The series will begin in October and the timing will be based on the participants schedules.

Registration is limited

http://cfx.research.unc.edu/res_classreg/browse_single.cfm?New=1&event_id=21257

TIBBS OCTOBER WORKSHOPS

Scientific Writing with Dr, Pam Hurley

This workshop is designed for graduate students who are currently working on a scientific paper, an abstract, a fellowship proposal or your thesis outline. The purpose of the workshop is to enhance the clarity, organization and structure of your writing. The workshop focuses on writing from the reader's perspective. This is a two part workshop with multiple opportunities for individualized feedback of your writing. The first workshop is on Tuesday, October 2nd from 9:00 am to 12:00 pm and will be an overview of organizational strategies, using language effectively, and editing and proofreading strategies. Examples from scientific papers and grants will be used to emphasize key points. The second session is a private 30 minute session where you will work one on one with Dr. Pam Hurley to focus on your specific strengths and weaknesses. These sessions will be scheduled on Tuesday, October 9th. Participants will have the opportunity to submit a sample of their work before the first workshop, in between the two workshops and after the last workshop for on-line feedback. The workshops are two weeks apart so you can work on your writing in between. You must attend both sessions.

The workshop is Tuesday October 2nd 9:00 am to 12:00 pm in 2127 Bioinformatics Building

This workshop if full—if you would like to attend a workshop like this is the future please send me an email.

Novartis Institute for Biomedical Research Presidential Postdoctoral Program

Novartis will be represented by Dr. Charles Dean, Principal Investigator in Genome and Proteome Sciences Dr. Andreas Bender, Presidential Postdoctoral fellow whose research involves prediction of targets for small molecules and natural products, and development of new methods for virtual screening. Dr. Leslie Pond, Scientific Education Manager. Leslie, Charles and Andreas will talk about Novartis' Presidential Postdoctoral Fellowship Program and how an industry postdoc differs from an academic postdoc. The Presidential Postdoctoral Fellow Program provides talented scientists with a unique opportunity to perform high quality science in an environment with the resources of a large pharmaceutical company at one of our global sites in Basel, Switzerland; Cambridge, USA; Horsham, UK; or Vienna, Austria. Each year, innovative scientists from academia are selected to become fellows and collaborate with leading pharmaceutical discovery scientists pursuing multidisciplinary research projects. Together, they can apply their expertise to discovering new medicines that will help patients lead healthier lives.

The workshop is Wednesday October 17th at 1:00 pm in G030 Bondurant Hall

http://cfx.research.unc.edu/res_classreg/browse_single.cfm?New=1&event_id=21258

Demystifying the Dissertation Process

This workshop will discuss working effectively with you mentor and your committee, general tips, how to develop a dissertation plan and timeline, formatting and electronic submission and provide helpful handouts on how to get unstuck and start writing! Faculty and graduate students that have completed their thesis will be available to answer questions and provide their insights and advice

This workshop is Wednesday, October 24th from 4:00 to 5:30

To register:

http://cfx.research.unc.edu/res_classreg/browse_single.cfm?New=1&event_id=21259

TIBBS MONTHLY SOCIAL—GHOULISH DELIGHTS

Tombstone Brownies, Chocolate Spiders and Fiendish Cupcakes

October 31st at 11:45 to 1:00 on the MBRB Lawn

We will try our best not to run out of treats!

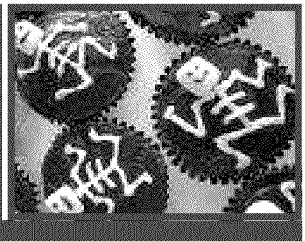

OCTOBER WORKSHOPS ON CAMPUS

Tuesday, 10/2 **Introduction to EndNote** sponsored by **Graduate School Library Workshop Series**
2:00 pm to 3:30 pm in Davis Library Room 246
http://www.lib.unc.edu/instruct/grad_workshops/workshops.html

Wednesday, 10/3 **Aseptic Technique** sponsored by the **Office of Animal Care and Use**
10:00 am to 12:00 pm in 148 Glaxo Research
http://cfx.research.unc.edu/res_classreg/browse_single.cfm?New=1&event_id=21251

Wednesday, 10/3 **The Twelve Keys to Successful Grantwriting** sponsored by **Office of the Vice Chancellor for Research and Economic Development** 9:00 am to 12:00 pm in Bondurant G010
http://cfx.research.unc.edu/res_classreg/browse_single.cfm?New=1&event_id=575

Wednesday, 10/3 **Interviewing Skills Workshop** sponsored by **School of Public Health-Office of Student Affairs**
12:30 pm to 1:30 pm in Rosenau 101
http://cfx.research.unc.edu/res_classreg/browse_single.cfm?New=1&event_id=519

Thursday, 10/4 **Completing Grants.gov Electronic Forms** sponsored by **the Office of Sponsored Research**
9:00 am to 12:00 pm in Administrative Office Building, Room 3101
http://cfx.research.unc.edu/res_classreg/browse_single.cfm?New=1&event_id=464

Thursday, 10/4 **The Twelve Keys to Successful Grantwriting** sponsored by **Office of the Vice Chancellor for Research and Economic Development** 1:00 pm to 4:00 pm in Wilson Library-Pleasant Room
http://cfx.research.unc.edu/res_classreg/browse_single.cfm?New=1&event_id=576

Tuesday, 10/9 **ContigExpress-Assembly of DNA Sequences in Vector NTI** sponsored by **Center for Bioinformatics**
2:00 pm to 4:00 pm in Bioinformatics room 3136
http://bioinformatics.unc.edu/cgi-bin/dev/seminars.cgi?db=default&uid=&view_records=1&ID=*

Tuesday, 10/9 **Mouse Handling Techniques** sponsored by **Office of Animal Care and Use**
10:00 am to 12:00 pm in 148 Glaxo Research
http://cfx.research.unc.edu/res_classreg/browse_single.cfm?New=1&event_id=21252

Tuesday, 10/9 **CMB October Research Day** sponsored by **Cell and Molecular Biology**
9:00 am to 3:00 pm, Location TBD
http://cfx.research.unc.edu/res_classreg/browse_single.cfm?New=1&event_id=552

Thursday, 10/11 **Marketing Your Credentials: Writing CVs and Cover Letters** sponsored by **Office of Postdoctoral Services**
12:00 pm to 1:30 pm, The Graduate Student Center, 211A W. Cameron Avenue ***New slots available***
http://cfx.research.unc.edu/res_classreg/browse_single.cfm?New=1&event_id=584

Friday, 10/12 **Introduction to Refworks** sponsored by **Graduate School Library Workshop Series**
1:00 pm to 2:30 pm in Davis Library Room 246
http://www.lib.unc.edu/instruct/grad_workshops/workshops.html

Wednesday, 10/17 **Introductory Training for the Vector NTI Suite of Software** sponsored by **Center for Bioinformatics**
2:00 pm to 4:00 pm in Bioinformatics room 3136
http://bioinformatics.unc.edu/cgi-bin/dev/seminars.cgi?db=default&uid=&view_records=1&ID=*

Wednesday, 10/17 **Rat Handling Techniques** sponsored by **Office of Animal Care and Use**
10:00 am to 12:00 pm at 148 Glaxo Research
http://cfx.research.unc.edu/res_classreg/browse_single.cfm?New=1&event_id=21253

Thursday, 10/18 **Lunch N' Learn: Hot Topics in Clinical Research** sponsored by the **Office of Clinical Trials**
12:00 pm to 1:00 pm in LCCC 12-001
http://cfx.research.unc.edu/res_classreg/browse_single.cfm?New=1&event_id=396

Monday, 10/29 **Experiential Learning** sponsored by **The Center for Teaching and Learning**
12:00 pm to 1:30 pm in RB House Undergraduate Library, room 205
http://ctl.unc.edu/cal.html

Tuesday, 10/30 **Integrating Student Experience into the Classroom** sponsored by **The Center for Teaching and Learning**
12:00 pm to 1:30 pm in RB House Undergraduate Library, room 205
http://ctl.unc.edu/cal.html

Tuesday, 10/30 **Molecular Construction and Design with Vector NTI** sponsored by **Center for Bioinformatics**
2:00 pm to 4:00 pm in Bioinformatics room 3136
http://bioinformatics.unc.edu/cgi-bin/dev/seminars.cgi?db=default&uid=&view_records=1&ID=*

Funding Opportunities for Graduate Students

American Association of University Women Dissertation Fellowship
Deadline November 15th, 2007
http://www.aauw.org/fga/fellowships_grants/american.cfm
Department of Defense National Defense Science and Engineering Graduate Fellowship
Fields of Study: science and engineering in a number of interdisciplinary areas
Deadline: January 8, 2008
http://www.asee.org/ndseg/
Liebmann Fund, Dolores Zohrab Dolores Zohrab Liebmann Fellowship
Fields of Study: all disciplines
Deadline: December 12, 2007 (anticipated)
http://gradschool.unc.edu/forms.html#fund
National Academies Ford Foundation Dissertation Diversity Fellowships
Fields of Study: humanities; social, behavioral, and life and physical sciences
Deadline: November 29, 2007
http://www7.nationalacademies.org/fordfellowships/forddiss.html
National Academies Ford Foundation Predoctoral Fellowships for Minorities
Fields of Study: humanities; social, behavioral, and life and physical sciences
Deadline: November 15, 2007
http://www7.nationalacademies.org/fordfellowships/fordpredoc.html
Department of Homeland Security Graduate Fellowships
Fields of Study: physical sciences, mathematical sciences, computer and information sciences, life sciences, social sciences, psychology, selected humanities, or engineering
Deadline: January 30, 2008 (anticipated
http://www.orau.gov/dhsed/
National Science Foundation Doctoral Dissertation Research Improvement Grants in Biological Sciences
Deadline: November 16, 2007
http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5234
National Institutes of Health Ruth Kirschstein National Research Service Awards for Individual Predoctoral Fellows
Fields of Study: behavioral; clinical research
Deadlines: Dec. 8, 2007, April 8, 2008, Aug. 8, 2008
http://grants.nih.gov/grants/guide/pa-files/PA-07-002.html
National Science Foundation Graduate Research Fellowships
Fields of Study: science, technology, engineering, and mathematics Deadline: November 2007 (various)
http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=6201
United Negro College Fund Merck Graduate Science Research Dissertation Fellowships
Fields of Study: life and physical sciences
Deadline: December 15, 2007 (anticipated)
http://www.uncf.org/merck/programs/grad.htm
Paul and Daisy Soros Fellowships for New Americans
Fields of Study: arts (fine and performing), humanities, social sciences, sciences, professional fields
Deadline: November 1, 2007
http://www.pdsoros.org/

Hispanic Scholarship Fund $1,000 to $5,000 wards to US citizens of Hispanic heritage with minimum cumulative GPA of 3.0 and have applied for financial aid and are the first pursuing a graduate degree

National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. $10,000 stipend over 3 semesters, two paid summer internships with GEM employer member and full tuition and fees

OCTOBER SEMINARS

Monday 10/1 at 12:00 pm "Balancing Normal Intestinal Growth & Cancer: Growth Factors, Stem Cells and Tales of Two SOCX/SOX"
P. Kay Lund, PhD Professor, Cell and Molecular Physiology, UNC-CH; G202 Medical Biomolecular Research Bldg. (MBRB)
Tuesday 10/2 at 11:00 am "A Novel Evolutionary Conserved Polyadenosine RNA Building Protein: Grabbing RNA with Zinc Fingers"
Dr. Anita Corbett, Emory University; 408 Mary Ellen Jones Bldg.
Tuesday 10/2 at 4:00 pm "Regulation of G Protein Signaling in Neurons"
Kirill Martemyanov, PhD, Assistant Professor of Pharmacology, University of Minnesota; 1102 Mary Ellen Jones
Tuesday 10/2 at 3:45 pm "Chromatin as the gatekeeper of genetic information"
Jason Lieb, PhD, UNC Biology; Coker 201
Wednesday 10/3 at 7:15 am "Concentric Needle EMG-Basics"
James F. Howard, Jr., MD, Chief Neuromuscular Disorders Section; Bioinformatics Auditorium-First Floor
Wednesday 10/3 at 10:00 am "Does High Monosodium Glutamate (MSG) Intake Increase Obesity?"
Ka He, PhD Assistant Professor, UNC; 3300 Thurston Bldg., Library Conference Room
Wednesday 10/3 at 12:00 pm "Coordination of Focal Adhesions and the Endoplasmic Reticulum to Mediate IL-1 Signaling"
Dr. Chris McCulloch, University of Toronto; 124 Taylor Hall
Wednesday 10/3 at 12:00 pm "Protein Motions in Folding, Ligand-Binding, and Catalysis"
Art Palmer Columbia University; 125 Chapman
Wednesday 10/3 at 2:00 pm "Mechanistic investigations of replication termination in E. coli and Yeast"
Deepak Bastia, PhD Professor of Biochemistry and Molecular Biology, Med Univ. SC; 1301 MGG
Thursday 10/4 at 9:00 am to 1:00 pm speakers, 1:00 pm to 2:00 pm luncheon "8th Annual UNC Neuroscience Center Symposium"
Rafael Yuste, MD, PhD; Erin Schuman, PhD; William Newsome, PhD; Lennart Mucke, MD; Carolina Club
RSVP megan_murphy@med.unc.edu
Friday 10/5 at 9:00 am "Molecular Epidemiology and Women's Health"
Joellen Schildkraut, PhD, MPH Professor of Community & Family Medicine, Duke University Med Ctr; G100 Bondurant Hall
Friday 10/5 at 12:00 pm "Gene Pleiotropy Links Evolutionary Processes of Proteins, Biological Systems and Networks
Xun Gu, PhD Professor, Genetics and Developmental Biology, Iowa State University; G202 MBRB
Monday 10/8 at 12:30 pm "Development and application of fast optical technology for interrogating neural circuitry"
Karl Deisseroth, MD, PhD Assistant Professor, Psychiatry and Behavioral Sciences, Stanford; 1131 Bioinformatics Bldg
Tuesday 10/9 at 3:45 pm "Host-microbial interactions in the zebrafish digestive tract'
John Rawls, PhD, UNC Cell and Molecular Biology; Wilson 107
Tuesday 10/9 at 11:00 am Biochemistry and Biophysics Fall Seminar Series
Dr. Richard Wolfenden, Distinguished Professor, UNC; 408 Mary Ellen Jones Bldg
Tuesday 10/9 at 12:00 pm "Neuroimaging and Neurocognitive Studies of Bipolar Disorder"
Jair Soares, MD, Director, Center of Excellence for Research and Treatment of Bipolar Disorder; Bioinformatics Bldg-First Floor Auditorium
Wednesday 10/10 at 12:00 pm Cell and Developmental Biology Seminar Series
Dr. Markus Babst, Department of Biology, University of Utah; 124 Taylor Hall
Thursday 10/11 at 3:30 pm "Pseudomonas Interactions with Host Cells"
George O'Toole, PhD, Microbiology and Immunology, Dartmouth Medical School; Lineberger Cancer Center, Plaza Level Conference Room
Monday 10/15 at 12:00 pm "Analyzing small circuits with a cellular bias"
Gary Westbrook, MD Senior Scientist, Professor of Neurology, Oregon Health & Science Univ; G202 MBRB
Tuesday 10/16 at 11:00 am "Biophysical Characterization of Functional Enzyme Motions"
Patrick Loria, Yale University; 408 Mary Ellen Jones Bldg
Tuesday 10/16 at 4:00 pm "New-Rho-Biology for Thyroid Hormone"
Saverio Gentile, PhD, NIH/NIEHS; 1102 Mary Ellen Jones Bldg
Tuesday 10/16 at 3:45 pm "Social Communication in Tungara Frogs: Brain, Behavior, and Evolution"
Mike Ryan, PhD; University of Texas; Wilson 107
Wednesday 10/17 at noon "How the Endothelial Cell Lateral Border Recycling Compartment Regulates Transendothelial Migration"
Dr. William Muller, Cornell University; 124 Taylor Hall
Thursday 10/18 at 3:30 pm "Regulation of lymphocyte function"
Andrew Chee-Yuen Chan, MD/PhD, Vice President: Immunology and Antibody Engineering, Genentech, Inc.; Lineberger Cancer Center
Thursday 10/18 OTD Carolina Innovation Seminar Series
Brant Hamel, President of the Carolina Student Biotechnology Network, 201 Chapman Hall

OCTOBER SEMINARS

Monday 10/22 at 12:00 pm "Merrimon Lecture, the Tobacco Pandemic: Ethics, Health, and History
Allen M. Brandt, PhD, Chair, Department of the History of Science, Harvard University; 2204 MBRB
Monday 10/22 at 12:00 pm "Understanding the Psychologic Basis of Thirst and Salt Appetite Using Cell and RNA Targeting"
Willis K. Sampson, PhD Professor, Pharmacological and Physiological Science, Saint Louis Univ; G202 MBRB
Tuesday 10/23 at 3:45 pm "Mitotic spindle assembly and function"
Rebecca Heald, PhD, UC Berkeley; Wilson 107
Tuesday 10/23 at 11:00 am "The ABC's of Structure-Based Function Elucidation"
Dr. John F. Hunt, Columbia University; 408 Mary Ellen Jones
Tuesday 10/23 at 4:00 pm "Predictive Relationships Between Structure and Function of Biologically Active Molecules"
Alexander Tropsha, PhD, UNC-CH, School of Pharmacy, Division of Medicinal Chemistry; 1102 Mary Ellen Jones
Wednesday 10/24 at 12:00 pm Cell and Developmental Biology Seminar Series
Dr. Timothy E. McGraw, Department of Biochemistry, Cornell University; 124 Taylor Hall
Wednesday 10/24 at 4:00 pm "Carolina Student Biotechnology Network Seminar
Dr. Daniel Baden 1131, Bioinformatics Building
Thursday 10/25 at 12:30 pm "Shared pathways and genes: Neurobiology, Immunology, and Cancer"
Jenny Ting, PhD Distinguished Professor, Microbiology and Immunology, UNC; 1131 Bioinformatics Building
Thursday 10/25 at 3:30 pm "Modulation of human dendritic cells by Francisella tularensis Schu4"
Catherine M. Bosio, PhD Investigator, Rocky Mountain Laboratories, NIAID, NIH; Lineberger Cancer Center, Plaza Level Conference Room
Friday 10/26 at 12:00 pm "Regulation of P13K Signaling and Transformation by PTEN C-Terminal-Interacting Proteins"
Frank Furnari, PhD Associate Professor of Medicine, UC-San Diego; G202 MBRB
Monday 10/29 at 12:00 pm "Receptor Trafficking and Dynamic Nanoarchitecture of the Postsynaptic Membrane"
Mike Ehlers, MD, PhD Associate Professor, Neurobiology, Duke Univ Medical Center; G202 MBRB
Tuesday 10/30 at 3:45 pm "The role of epitasis and pleiotrophy in adaptation: investigations of model systems with few genes"
Christina Burch, PhD, UNC-CH Biology Department; Wilson 107
Tuesday 10/30 at 11:00 "Minimalist engineering of protein interaction interfaces and its application to structural biology problems"
Shokei Koide, University of Chicago; 408 Mary Ellen Jones
Wednesday 10/31 at 7:15 am "Clinical Features of Peripheral Neuropathy"
Caroline M. Klein, MD, PhD, Neuromuscular Disorders Sections; Bioinformatics Auditorium-First Floor
Wednesday 10/31 at 12:00 pm Cell and Developmental Biology Seminar Series
Dr. Miriam Braunstein, Department of Microbiology and Immunology, UNC; 124 Taylor Hall
Wednesday 10/31 at 12:00 pm "Genetic divergence among populations of *Drosophila ananassae* from Asia and the South Pacific"
Malcolm Schug, UNC-Greensboro and NESCent; 215 Coker Hall

The New Graduate Certificate in Entrepreneurship

How to Engage UNC Graduate Students Through the Carolina Entrepreneurial Initiative

Please join us next Wednesday, October 3rd at Noon at the Institute of Arts and Humanities, for a luncheon presentation and discussion on a new graduate certificate program in entrepreneurship. Co-sponsored by the UNC Graduate School and the Kenan Institute of Private Enterprise, this new 9-credit hour course series will offer UNC graduate students the opportunity to explore entrepreneurship though an innovative new curriculum. Ted Zoller, executive director of the Center for Entrepreneurial Studies at the Kenan-Flagler Business School will outline the program and facilitate a discussion on how best to engage our graduate students in the certificate.

By way of background, the certificate program will allow UNC faculty, grad students and post-docs to take new course tracks focusing on scientific, social and artistic entrepreneurship, and will then finish their coursework by enrolling in existing entrepreneurship course offerings at UNC, and completing a capstone project. The curriculum is designed to offer the students a choice in attaining a general literacy in entrepreneurial concepts, or taking a sequence that allows them to pursue creating a new ventures through our Launching the Venture program. The faculty leading the pilot tracks in scientific, social and artistic entrepreneurship will be on hand to outline their approach and hear your feedback on this new program.

We invite you to join us for this program, to learn how we can serve our graduate students through our entrepreneurship opportunities on campus.

MOVIE SCREENING AND DISCUSSION
A CLASS DIVIDED AND RECOGNIZING BIAS WITH JAN BOXILL, DIRECTOR PARR CENTER FOR ETHICS
THURSDAY, OCTOBER 4TH AT 4PM IN G202 MBRB

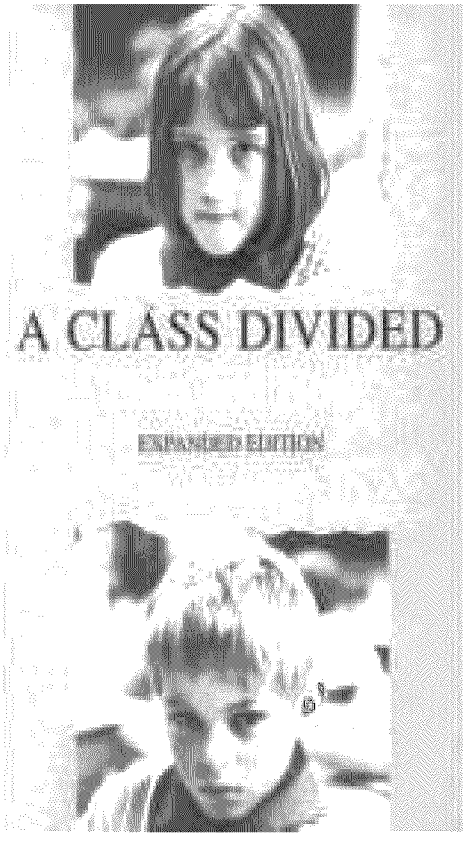

The movie is about a school teacher, Jane Elliot, who taught her students a lesson in discrimination. Elliott divided her class by eye color, those with blue eyes and those with brown. On the first day, the blue-eyed children were told they were smarter, nicer, neater, and better than those with brown eyes. Throughout the day, Elliott praised them and allowed them privileges such as taking a longer recess and being first in the lunch line. In contrast, the brown-eyed children's behavior and performance were criticized and ridiculed by Elliott. On the second day, the roles were reversed and the blue-eyed children were made to feel inferior while the brown eyes were designated the dominant group.

What happened over the course of the unique two-day exercise surprised Elliott. On both days, children who were designated as inferior took on the look and behavior of genuinely inferior students, even performing poorly on tests and other work. In contrast, the "superior" students became mean-spirited and seemed to like discriminating against the "inferior" group.

Fourteen years later, Elliott reunited with her students to discuss the impact of the lesson. The students talked about some of the difficult feelings the experiment evoked, but agreed that the positive impact -- what they learned about discrimination and how all people should be treated -- was worth the agony they experienced during the lesson.

THIS IS A GREAT MOVIE AND WILL LEAD TO A GREAT DISCUSSION
DON"T MISS IT!

http://www.unctibbs.org

Local Running Events

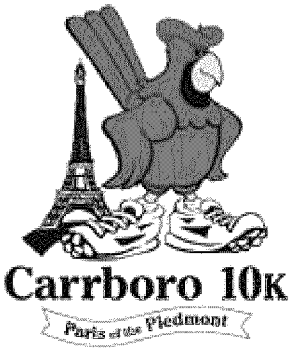

October 6, 2007 – Carrboro 10K
McDougle Middle School

C'est la amour! A perfect race for this time of year – an early fall 10K through the tree-lined streets of Carrboro (here's the course map). Register online

6th Annual Pumpkin Trail Run 4K (that's 2.5 miles)

Enjoy the popular and scenic running trails through the University Woodlands in Chapel Hill on Saturday, October 27 at 5 pm. Register online

Anna's Angels 10 Miler & 5 K
Sunday October 7th, 2007 8:00 am
Research Triangle Park
For more Information

October Research Day

An interdepartmental symposium celebrating graduate student research in the life sciences

Several graduate student speakers will be highlighted. There will also be a poster session featuring ongoing research from multiple departments on campus. Come and support your colleagues as they share their scientific progress.

Tuesday, October 9th MBRB G202
Talks begin at 9:00 am
Poster Session begins at 11:30 am

To register for lunch

This event is sponsored by the Cell and Molecular Biology Predoctoral Training

Carolina Student Biotechnology Network

Carolina Student Biotechnology Network October Seminar is 10/24/07
Dr. Daniel Baden, Executive Principal at MARBIONC. Dr. Bladen will discuss disruptive technologies in marine biosciences. 4pm in 1131 Bioinformatics Bldg.

Culture on Campus

IF YOU ARE INTERESTED IN CULTURAL EVENTS ON CAMPUS A GREAT RESOURCE IS
http://events.unc.edu/cal/main/showMain.rdo

Intramural Sports Currently Open for Entries

If you want to form a TIBBS Team let us know and we will help recruit other graduate students who may be interested in being on your team!

Soccer 10/1 to 10/9
Badminton singles 10/1 to 10/9
Innertube water polo 10/8 to 10/16
Sports Trivia 10/22 to 10/30
Floor Hockey 10/22 to 10/30
Basketball tournament 10/29 to 11/6
Spades Tournament 10/29 to 11/6
http://campusrec.unc.edu/Intramural/

MED INTO GRAD LUNCH AND LEARN SERIES
With Scott Randell of the Cystic Fibrosis Center

LEARN WHAT IT IS LIKE TO BE A PHD RESEARCHER WHO WORKS SIDE BY SIDE WITH CLINICIANS. HOW IS IT DIFFERENT FROM BASIC RESEARCH.
FRIDAY, OCTOBER 12TH AT 1:00 PM IN 3200 THRUSTON BOWLES

TIBBS 2007/2008 Advisory Committee

COY ALLEN
ROSE BRANNON
JULIE CLARKE
HILLARY CLEGG
JEAN DAVIDSON
CHEVONNE EVERSLEY
BRANT HAMEL
PAMELA HESKER
TOM HIGGINS
LIESL JEFFERS
KARA KEEDY
ERIN MCELVANIE TEKIPPE
KIM PETERMAN
DEBASMITA ROY
ASHLEY RIVERBANK
CHRIS SKULL
DEIDRE TATOMER
NATSUKI TANAKA
MELANIE WEED
BRETT WEED
TRICIA WRIGHT

For more information contact Pat Phelps at pphelps@email.unc.edu or at (919) 843-1570

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, September 28, 2007 4:30 PM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: [Fwd: Dr. Roger Lotchin Tanner Award]

Hi Debbie,
Sounds good.

Have a great weekend.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

debbie_stevenson@unc.edu wrote:
> Hey Jan,
>
> I have received all your nominations including the hand delivered
> one. I will scan and upload these on Monday. Sorry I missed your
> call today and will check in with you on Monday.
>
> Have a good weekend!
>
> Debbie
>
>
> Quoting Jan Boxill <jmboxill@email.unc.edu>:
>
>> I am having the letter dropped off at your office this morning.
>>
>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer
>> Department of Philosophy
>> University of North Carolina
>> Chapel Hill, NC 27599-3125
>> Email: jmboxill@email.unc.edu
>> Website:parrcenter.unc.edu
>> Phone: 919-962-3317
>> FAX: 919-843-3929
>>
>>
>>
>>
>> debbie_stevenson@unc.edu wrote:
>>> Got them. Fax this one to me at 962-2621.
>>>
>>> Quoting Jan Boxill <jmboxill@email.unc.edu>:
>>>
>>>> Lotchin Tanner.

>>>>
>>>> I also have one hard copy sent to me- a person who doesn't have email.
>>>> Jan
>>>>
>>>> --
>>>> Jan Boxill, Ph.D.
>>>> Director, Parr Center for Ethics
>>>> Senior Lecturer
>>>> Department of Philosophy
>>>> University of North Carolina
>>>> Chapel Hill, NC 27599-3125
>>>> Email: jmboxill@email.unc.edu
>>>> Website:parrcenter.unc.edu
>>>> Phone: 919-962-3317
>>>> FAX: 919-843-3929
>>>>
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>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, September 28, 2007 6:16 PM
To: Lerea, Leslie S <lerea@email.unc.edu>
Cc: MacLean, Douglas <maclean@email.unc.edu>; Sandra Hoeflich <shoeflic@email.unc.edu>
Subject: Re: graduate course in research ethics

---

3 is fine with me.
Jan

Leslie Lerea wrote:
> Hi Doug -
>
> I am not able to meet at 2:30 on Monday. I can meet at 3 pm or
> later. Will a slightly later time work ?
>
> Thanks,
> Leslie
>
>
> Douglas MacLean wrote:
>> Sandra, et al.
>>
>> Can we meet Monday (Oct. 1) at 2:30? We could meet in your office
>> or, if it is free, in the Parr Center conference room here in Caldwell.
>>
>> Doug
>>
>> Sandra Hoeflich wrote:
>>> Dear Doug,
>>> I'd be happy to help with publicizing this course --it sounds great!
>>>
>>> My Friday schedule is full -- we're bringing 22 prospective
>>> American Indian graduate students to campus to learn more about
>>> possible graduate programs, GRE, funding, etc.
>>>
>>> However, Monday would work fine for me, anytime after 1pm.
>>> I will look forward to speaking with you and Jan about this.
>>> Sandra
>>>
>>> Douglas MacLean wrote:
>>>> Hi Sandra,
>>>>
>>>> I'm part of a project, funded by NSF, to develop and teach a 1
>>>> credit graduate seminar on research ethics. As part of the grant
>>>> application, Lindy Dykstra kindly agreed that the graduate school
>>>> would assist me in publicizing the course to graduate students in
>>>> the college, especially those in the sciences that are most likely
>>>> to need or benefit from some training in research ethics.
>>>>
>>>> I want to offer this course in the spring. It would meet seven
>>>> times, two hours each meeting, and it involves online exercises and
>>>> short readings, but no writing or grading.
>>>>
>>>> I'd like to arrange a meeting with you and Jan Boxill to talk about
>>>> scheduling and promoting the course.
>>>>
>>>> Would you (and Jan) be available to meet, perhaps Friday early
>>>> afternoon (we have a talk at 3:00), or Monday?

>>>>
>>>> Thanks,
>>>> Doug
>>>
>>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, September 30, 2007 10:44 AM
To: Boxill, Bernard R <brboxill@email.unc.edu>
Subject: review article
Attach: Magnanimity, athletic excellence & performance enhancing drugs.doc

---

Print this off for me.

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, September 30, 2007 1:35 PM
To: Daniel Walters <D.Walters@hull.ac.uk>; s.m.uniacke@hull.ac.uk
Subject: Re: JAP Paper
Attach: JAPReport-Magnanimity.doc

Attached is my report for " Magnanimity, Athletic Excellence, and performance-Enhancing Drugs."
I am sorry it is so late. I misread the date due--I had in my calendar Oct. 1.

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Daniel Walters wrote:
> Dear Jan,
>
> Thank you for agreeing to review 'Magnanimity, Athletic Excellence, and
> Performance-Enhancing Drugs' for us.
>
> I enclose the paper along with a reader's report form. Please could you
> let me know if you are unable to complete the report within the allotted
> four weeks?
>
> Best wishes,
>
> Dan
>
> Dan Walters
> Administrative Assistant
> Journal of Applied Philosophy
>
> -----Original Message-----
> From: Jan Boxill [mailto:jmboxill@email.unc.edu]
> Sent: 14 August 2007 16:22
> To: Daniel Walters
> Subject: Re: JAP referee request
>
> Dear Daniel,
> I would be happy to referee the paper for JAP. It looks interesting.
>
> Jan
>
> Jan Boxill, Ph.D.
> Director, Parr Center for Ethics
> Senior Lecturer
> Department of Philosophy
> University of North Carolina

> Chapel Hill, NC 27599-3125
> Email: jmboxill@email.unc.edu
> Website:parrcenter.unc.edu
> Phone: 919-962-3317
> FAX: 919-843-3929
>
> "Philosophy, when superficially studied, excites doubt; when thoroughly
> explored, it dispels it." Francis Bacon
>
>
>
> Daniel Walters wrote:
>
>> Dear Dr Boxill,
>>
>> I am writing to ask if you would be willing to referee a paper
>> entitled "Magnanimity, Athletic Excellence, and Performance-Enhancing
>> Drugs" for the Journal of Applied Philosophy. Please find an abstract
>>
>
>
>> of the paper attached.
>>
>> The Journal of Applied Philosophy referees papers blind and referees
>> are anonymous. We normally ask referees to send their reports within
>> four weeks. Referees for the Journal are entitled to a Blackwell
>> Journal Referee Discount Offer.
>>
>> If you are able to referee the above paper, I can send it to you
>> electronically along with the report form.
>>
>> We would be most grateful if you could assist us in this regard.
>>
>> I look forward to your reply.
>>
>> With best wishes,
>>
>> Dan Walters
>> Administrative Assistant
>> Journal of Applied philosophy
>>
>> ---
>> --
>>
>> **********
>> ********** To view the terms under which this email is
>> distributed, please go to
>> http://www.hull.ac.uk/legal/email_disclaimer.html
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>> To view the terms under which this email is distributed, please go to http://www.hull.ac.uk/legal/email_disclaimer.html
>> **********

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 1, 2007 8:49 AM
To: MacLean, Douglas <maclean@email.unc.edu>
Cc: Sandra Hoeflich <shoeflic@email.unc.edu>; Lerea, Leslie S <lerea@email.unc.edu>
Subject: Re: graduate course in research ethics

Yes, 4 is fine.

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Douglas MacLean wrote:
> 4 pm is okay with me. Jan, can you make it?
>
> Doug
>
> Sandra Hoeflich wrote:
>> All,
>> I have another meeting scheduled for 3pm. Can you all meet later?
>> Perhaps 4pm?
>> thanks
>> Sandra
>>
>> Douglas MacLean wrote:
>>> Sandra, et al.
>>>
>>> Can we meet Monday (Oct. 1) at 2:30? We could meet in your office
>>> or, if it is free, in the Parr Center conference room here in Caldwell.
>>>
>>> Doug
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>>>> However, Monday would work fine for me, anytime after 1pm.
>>>> I will look forward to speaking with you and Jan about this.
>>>> Sandra
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>>>> Douglas MacLean wrote:
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>>>>> I'm part of a project, funded by NSF, to develop and teach a 1
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>>>>> application, Lindy Dykstra kindly agreed that the graduate school
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>>>>> about scheduling and promoting the course.
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>>>>> Would you (and Jan) be available to meet, perhaps Friday early
>>>>> afternoon (we have a talk at 3:00), or Monday?
>>>>>
>>>>> Thanks,
>>>>> Doug
>>>>
>>>
>>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 1, 2007 10:55 AM
To: Pat Phelps <pphelps@email.unc.edu>
Subject: [Fwd: Re: graduate course in research ethics]
Attach: Re graduate course in research ethics.eml.msg

Hi Pat,
I wasn't sure if I emailed you all this, but can you come to a meeting
at 4 p.m. today in the Parr Center.
Thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Sandra Hoeflich <shoeflic@email.unc.edu>
Sent: Monday, October 1, 2007 8:17 AM
To: MacLean, Douglas <maclean@email.unc.edu>
Cc: Boxill, Jeanette M <JMBOXILL@email.unc.edu>; Lerea, Leslie S <lerea@email.unc.edu>
Subject: Re: graduate course in research ethics

All,
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Perhaps 4pm?
thanks
Sandra

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>
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>>> afternoon (we have a talk at 3:00), or Monday?

>>>
>>> Thanks,
>>> Doug
>>
>

--
Sandra Hoeflich, Ph.D.
Associate Dean for Interdisciplinary Education,
Fellowships and Communication
215 Bynum Hall
The Graduate School
UNC Chapel Hill, 27599-4010
919.962.6323
Sandra_Hoeflich@unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 1, 2007 12:59 PM
To: Sandra Hoeflich <shoeflic@email.unc.edu>
Subject: Re: [Fwd: Re: graduate course in research ethics]

We are in Caldwell Hall-right next door; in room 207

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Sandra Hoeflich wrote:
> Jan,
> Please remind me where that is --are you in the Humanities Center?
> room #?
> (or Philosophy bldg??)
> thanks for setting me straight!
> and see you at 4pm!
> sandra
>
> -------- Original Message --------
> Subject: Re: graduate course in research ethics
> Date: Mon, 01 Oct 2007 09:34:45 -0400
> From: Douglas MacLean <maclean@email.unc.edu>
> To: Jan Boxill <jmboxill@email.unc.edu>
> CC: Sandra Hoeflich <shoeflic@email.unc.edu>, Leslie S Lerea
> <lerea@email.unc.edu>
> References: <46FA92EB.1050104@email.unc.edu>
> <46FA97BD.1040204@email.unc.edu> <46FD295C.9020002@email.unc.edu>
> <4700E555.8070109@email.unc.edu> <4700E624.6070508@email.unc.edu>
> <4700ECAF.2040207@email.unc.edu>
>
>
>
> Good! We'll meet at 4:00 at the Parr Ethics Center.
>
> Thanks,
> Doug
>
> Jan Boxill wrote:
>> Yes, 4 is fine.
>>
>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer
>> Department of Philosophy
>> University of North Carolina
>> Chapel Hill, NC 27599-3125
>> Email: jmboxill@email.unc.edu
>> Website:parrcenter.unc.edu
>> Phone: 919-962-3317

>> FAX: 919-843-3929
>>
>>
>>
>>
>> Douglas MacLean wrote:
>>> 4 pm is okay with me. Jan, can you make it?
>>>
>>> Doug
>>>
>>> Sandra Hoeflich wrote:
>>>> All,
>>>> I have another meeting scheduled for 3pm. Can you all meet later?
>>>> Perhaps 4pm?
>>>> thanks
>>>> Sandra
>>>>
>>>> Douglas MacLean wrote:
>>>>> Sandra, et al.
>>>>>
>>>>> Can we meet Monday (Oct. 1) at 2:30? We could meet in your office
>>>>> or, if it is free, in the Parr Center conference room here in
>>>>> Caldwell.
>>>>>
>>>>> Doug
>>>>>
>>>>> Sandra Hoeflich wrote:
>>>>>> Dear Doug,
>>>>>> I'd be happy to help with publicizing this course --it sounds great!
>>>>>>
>>>>>> My Friday schedule is full -- we're bringing 22 prospective
>>>>>> American Indian graduate students to campus to learn more about
>>>>>> possible graduate programs, GRE, funding, etc.
>>>>>>
>>>>>> However, Monday would work fine for me, anytime after 1pm.
>>>>>> I will look forward to speaking with you and Jan about this.
>>>>>> Sandra
>>>>>>
>>>>>> Douglas MacLean wrote:
>>>>>>> Hi Sandra,
>>>>>>>
>>>>>>> I'm part of a project, funded by NSF, to develop and teach a 1
>>>>>>> credit graduate seminar on research ethics. As part of the
>>>>>>> grant application, Lindy Dykstra kindly agreed that the graduate
>>>>>>> school would assist me in publicizing the course to graduate
>>>>>>> students in the college, especially those in the sciences that
>>>>>>> are most likely to need or benefit from some training in
>>>>>>> research ethics.
>>>>>>>
>>>>>>> I want to offer this course in the spring. It would meet seven
>>>>>>> times, two hours each meeting, and it involves online exercises
>>>>>>> and short readings, but no writing or grading.
>>>>>>>
>>>>>>> I'd like to arrange a meeting with you and Jan Boxill to talk
>>>>>>> about scheduling and promoting the course.
>>>>>>>
>>>>>>> Would you (and Jan) be available to meet, perhaps Friday early
>>>>>>> afternoon (we have a talk at 3:00), or Monday?
>>>>>>>
>>>>>>> Thanks,
>>>>>>> Doug
>>>>>>
>>>>>
>>>>
>>>

>>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 1, 2007 1:54 PM
To: Diane Lupton <dflupton@email.unc.edu>
Subject: Phil 390

Restricted--could just be controlled enrollment-that might do as well

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 1, 2007 4:41 PM
To: Dickson, Jennie Malloy <jdickson@unc.edu>; Lance Westerlund <westy@email.unc.edu>
Subject: [Fwd: Re: Possible UNC visit]
Attach: Re Possible UNC visit.eml.msg

:) From Peter

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, October 2, 2007 8:35 AM
To: Lance Westerlund <westy@email.unc.edu>; Dickson, Jennie Malloy <jdickson@unc.edu>
Subject: [Fwd: Re: Possible UNC visit]
Attach: Re Possible UNC visit.eml.msg

FYI--please remove the "apology" from the flyer!

Thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: nobody@notify.unc.edu on behalf of Craft, Rachel </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=RCRAFT>
Sent: Monday, October 1, 2007 9:55 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: INFORMATIONAL: MANO ESL tutoring for women

MANO is an ESL program for women, and we're looking for tutors! We believe in one-on-one tutoring so that the specific needs and goals of each student are emphasized. Anyone can become a tutor (faculty, employees, and all types of UNC students). No Spanish is necessary, though a little can be helpful. Classes are Mondays and Wednesdays, 7-8:30pm at Carrboro Elementary. You can commit to one or both days. Additionally, we offer rides from campus. Please contact Rachel Craft at rcraft@email.unc.edu if you are interested!

This email is sponsored by: MANO

==========

"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From:	nobody@notify.unc.edu on behalf of DSA NSCPP New Students </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=DSA_NEWSTUDENT.SMB>
Sent:	Monday, October 1, 2007 11:31 PM
To:	Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject:	FORMAL NOTICE: 2008 Summer Reading Book Recommendations

---

The 2008 Summer Reading Program Book Selection Committee of faculty, staff, and students will soon begin the process of selecting next years book.

We invite all members of the UNC-Chapel Hill community to suggest books for our consideration. Criteria for book selection include the following desirable qualities:

Intellectually stimulating, stretches students minds, causes students to think about things they might not have thought about.
Enjoyable, engaging, relatively short, easy to read, of current interest.
Able to provoke interesting discussion.
Appropriate for the level of maturity of incoming students.
Having a theme or topic applicable to students lives (for example, societal, political, or ethical issues).

Do you have a favorite book that meets these criteria? What book do you think will stimulate critical discussion among incoming students next summer? To make your suggestion, visit the Carolina Summer Reading Program website: http://www.unc.edu/srp/. Full consideration will be given to all book recommendations received by October 24th, 2007.

Thanks for your consideration of this matter.

Peter Coclanis
Chair, 2008 Summer Reading Program Book Selection Committee

This email is sponsored by: Office of New Student & Carolina Parent Programs

This email is sponsored by: Office of New Student & Carolina Parent Programs

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, October 2, 2007 8:45 AM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: [Fwd: Dr. Roger Lotchin - UNC Teaching Award]
Attach: Dr. Roger Lotchin - UNC Teaching Award.eml.msg

This arrived in my email last night, but am just reading it this morning. Can you upload it.
Thanks,
jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: nobody@notify.unc.edu on behalf of Ombuds </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=SOUTH_OMBUDS.SMB>
Sent: Tuesday, October 2, 2007 2:04 AM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: INFORMATIONAL: University Ombuds Office Information

Greetings from the University Ombuds Office. As many of you know, we are a confidential, impartial, informal, and independent resource for all staff, faculty, and administrators at Carolina. If you have any work concern that you would like to discuss in a safe place, we invite you to talk with us. We will do our best to help you get accurate information and consider all your options before you make decisions.

We are here to help you, not to judge you or tell you what you should do. We will participate in a neutral role in resolving disputes or facilitating difficult conversations. We will offer to refer you to other people when we think they may be better sources of assistance. We also welcome suggestions about improving Carolina and will carry forward recommendations for systemic change.

You can learn more at www.ombuds.unc.edu or by calling us at 843-8204. Better yet, come by our office at 134 E. Franklin Street(entrance on Porthole Alley) and get acquainted. We'd like to meet you and tell you more.

Wayne Blair, University Ombuds
Laurie Mesibov, University Ombuds
Victoria Dowd, Executive Assistant

This email is sponsored by: The University Ombuds Office

==========
"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>

Sent: Tuesday, October 2, 2007 10:42 AM

To: Anne Hastings @mindspring.com>; Blau, Judith <judith_blau@unc.edu>; LeFebvre, Donna H. <lefebvre@unc.edu>; Kleinman, Sherryl <kleinman@email.unc.edu>; Fholer, Marie A <fholer@email.unc.edu>; Crowder, Deborah A <dacrowde@email.unc.edu>; Caren, Neal P <neal.caren@unc.edu>; Tyson, Karolyn D <kdtyson@email.unc.edu>; Carla Saenz @yahoo.com>; Baer, Marc Vincent <mbaer@email.unc.edu>; Lebar, Mark <mlebar@email.unc.edu>

Subject: Flyer for Capital punishment

Attach: CP flyer2.pdf

I know this is very late, but I would like to ask for your help in advertising our panel discussion on Capital punishment. Instructors, if you could put it on your blackboard, that would be great.
The event is not a debate, but a discussion of the ethical issues.

Thanks so much.

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

THE PARR CENTER FOR ETHICS

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

presents a panel discussion

Who Deserves to Die?

The Ethical Issues of Capital Punishment

featuring

CARL FOX
NC Superior Court Judge

MARK KLEINSCHMIDT
Executive Director,
The Fair Trial Initiative and
Chapel Hill Town Council Member

TONY QUEEN
Executive Director,
NC Victim Assistance Network

RICHARD ROSEN
Professor of Law

JOSEPH KENNEDY
Professor of Law

RANDALL STYERS
Professor of Religion

KRISTIN BELL
Graduate Student in Philosophy

Co-sponsored by the Philosophy Club, UNC Law Death Penalty Project and Campaign to End the Death Penalty

Where: Carroll Hall

When: Tuesday, October 2 at 7:30pm

www.parrcenter.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 3, 2007 2:44 PM
To: Lance Westerlund <westy@email.unc.edu>
Subject: [Fwd: Oct. 9 Parr Center event - possible MPA sponsorship]
Attach: Oct. 9 Parr Center event - possible MPA sponsorship.eml.msg

---

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Stephens, John B <stephens@sog.unc.edu>
Sent: Tuesday, October 2, 2007 5:05 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>; Stenberg, Carl W III <Stenberg@sog.unc.edu>
Subject: Oct. 9 Parr Center event - possible MPA sponsorship

Jan – although the colleague here on elections cannot meet with Wallsteen, our MPA director, Carl Stenberg, may be able to co-sponsor this event or some other portion of Wallsteen's activities on the day.

Please reply to both of us about what co-sponsoring (Free or with a contribution) would mean.

Thanks, John

Tuesday, October 9th, 2007
Ethics in the Professions Series Public Lecture, "Power, Politics and the Press: Tales from the 2008 Campaign Trail," featuring L.A. Times journalist and UNC-Chapel Hill alum, Peter Wallsten. Formerly an L.A. Times White House correspondent, Mr. Wallsten is now covering the presidential race and recently published, "One Party Country: The Republican Plan for Dominance in the 21st Century", co-authored with Tom Hamburger. Co-sponsored with the Daily Tar Heel, Program on Public Life and the UNC School of Journalism and Mass Communication. Location: Student Union Auditorium, 7:30pm.

John B. Stephens
Coordinator, Public Dispute Resolution Program
School of Government, UNC at Chapel Hill
CB# 3330 Knapp-Sanders Building
Chapel Hill, NC 27599-3330
stephens@sog.unc.edu http://www.ncpdr.unc.edu
(919) 962-5190 – voice (919) 962-2705 – fax

Celebrating 75 Years of Public Service

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 3, 2007 3:51 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: McMillan appearance

Oh no-:(we're sponsoring an event at the Student Union--Peter Wallsten, LA. Times Reporter, White House correspondent covering the campaign.

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Deborah Crowder wrote:

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 3, 2007 3:52 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: McMillan appearance

---

but I'll post the flyer on our bulletin board as well.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Deborah Crowder wrote:

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 3, 2007 3:53 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Peter Wallsten
Attach: wallsten flyer--alt title1.pdf

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Deborah Crowder wrote:

THE PARR CENTER FOR ETHICS

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

presents

"Smackdown 2008:
Power, Politics, and the Press"

featuring

Peter Wallsten

L.A. Times National Political Correspondent

- ***Tales from the campaign trail of the most up-for-grabs presidential election of our time***
- ***Last elected DTH editor, UNC Alum***
- ***Co-Author of "One Party Country: The Republican Plan for Dominance in the 21st Century"***

Where: Student Union Auditorium
When: Tuesday, October 9 at 7:30pm

Co-sponsored by the DTH, Program on Public Life, and the School of Journalism

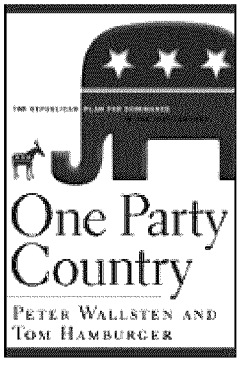

www.parrcenter.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, October 5, 2007 9:49 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Re: [Fwd: out of left field]

Geoff,
This is a program generally for "at risk" students, most of whom take a remedial English class, or the first level at best. It is an excellent program, but I am not sure anything other than math and English have ever been taught. However, it might be worth checking into doing a first year-like seminar.

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, October 5, 2007 10:31 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Re: [Fwd: out of left field]

Actually logic may be good, except that most of the students will have a math deficiency which will require them to take Math 118 to make up for that.'
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
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Phone: 919-962-3317
FAX: 919-843-3929

Geoff Sayre-McCord wrote:
> Perhaps logic as a universal tool?
> -- Geoff
>
> Jan Boxill wrote:
>> Geoff,
>> This is a program generally for "at risk" students, most of whom take
>> a remedial English class, or the first level at best. It is an
>> excellent program, but I am not sure anything other than math and
>> English have ever been taught. However, it might be worth checking
>> into doing a first year-like seminar.
>>
>> Jan
>>
>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer
>> Department of Philosophy
>> University of North Carolina
>> Chapel Hill, NC 27599-3125
>> Email: jmboxill@email.unc.edu
>> Website:parrcenter.unc.edu
>> Phone: 919-962-3317
>> FAX: 919-843-3929
>>
>>
>>
>>
>
> --
>
>
>
> Geoffrey Sayre-McCord
> Professor and Department Chair
> Department of Philosophy
> University of North Carolina at Chapel Hill

> Chapel Hill, NC 27599-3125
>
> Tel: (919) 962-2695
> Fax: (919) 843-3929
> http://philosophy.unc.edu/smccord.htm
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, October 9, 2007 12:47 PM
To: Owen, Bobbi A <owenbob@unc.edu>
Cc: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: Eligibility

Yes, I think you can proceed, as the professor is teaching this "year"
Thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
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Phone: 919-962-3317
FAX: 919-843-3929

Bobbi Owen wrote:
> Hi -
> I have one nominee on my list of eligibles who has resigned effective
> December 31. The professor is teaching this term, so I think
> qualifies under the "must be teaching in this academic year" statement.
>
> Therefore we should proceed - do you agree?
>
> Thanks -
> Bobbi
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, October 9, 2007 1:10 PM
To: Lange, Marc B <mlange@email.unc.edu>
Subject: [Fwd: Course Submission Message]
Attach: Course Submission Message.eml.msg

Here is the PHIL 560--Ethics Bowl

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
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Department of Philosophy
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Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Taylor, Geraldine <GTAYLOR@email.unc.edu>
Sent: Wednesday, March 14, 2007 6:32 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Course Submission Message

Geraldine Taylor has sent your submission for PHIL-560 back to you requesting the following change:

Please resolve the issues identified below and/or remove unapproved General Education classification(s) from this course submission and return immediately for Administrative Boards review.
This course was approved as Philosophical and Moral Reasoning (PH).
This course was not approved as (Communications Intensive) (CI) because revision of written work is not part of the course (perhaps have students revise a paper after engaging in a debate?).
Not approved as Global Issues (GL) because the course does not meet GL criteria.
Not approved as Experiential Education (EE) because the rationale for counting this as EE is not clear. Is this mentored research? Seems not. Field work? How so? Of what would the field work consist? Engaging in a debate/game in public is not necessarily experiential in the sense implied by the criteria document. In any case, the hours of "field work" are not specified.

To update this course, please log in to Faculty/Staff Central using your ONYEN and password. Select Course Request Approval from the menu, then enter the course number in the field provided and select the appropriate function:

If your original course submission was
Revision... choose 'Revision'
Renumber... choose 'Revision'
Addition... choose 'Addition'
Deletion... choose 'Deletion'

PK 17077

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, October 9, 2007 1:24 PM
To: Lange, Marc B <mlange@email.unc.edu>
Subject: [Fwd: PLCY 780 cross list]
Attach: PLCY 780 cross list.eml.msg

---

another email exchange about Doug's course

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, March 23, 2007 10:41 AM
To: Keefe, Megan <mkeefe@email.unc.edu>
Cc: Chapel Hill Philosophy <hobler@email.unc.edu>; mitch_meiners@unc.edu; lcarrier@email.unc.edu; Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: PLCY 780 cross list

Dear Megan,
In September of 2006, I began working with Asta Crowe [now retired] of Public Policy on the changes to PLCY 780 to be cross listed with PHIL 785. Before on line submissions this was done easily on paper with signatures required from each Department, which I received. But when it was submitted it to grad school, it was returned because everything is now done on line. I understand this, but it has been very difficult to get things done. Since the course originates in PLCY, Asta did all that was necessary for the submission. In October we were told that once she submitted the course and it was approved, then PHIL would be involved. We have repeatedly tried to get this settled, which we wanted to have done before Asta retired. And now we are being told that it is too late for Fall and to use a dummy number. We will of course do this, but I am concerned about future cross listed course submissions.
For the time being we will use PHIL 805 Section 1 for the dummy number.
I hope that this does not create too much confusion.

Thank you for your consideration,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 10, 2007 8:51 AM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: Re: Eligibility

Good job. I am hoping the other committees have begun their selections
to achieve a short list.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
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Phone: 919-962-3317
FAX: 919-843-3929

Bobbi Owen wrote:
> Thanks. Yesterday, we achieved short lists of three for the Sitterson
> (one Tanner overlap) and four for the Sanders (two Tanner overlaps).
> The faculty member in question is not on the list.
>
> Bobbi
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 10, 2007 8:58 AM
To: Owen, Bobbi A <owenbob@unc.edu>
Subject: Re: Eligibility

Great! Thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Bobbi Owen wrote:
> I know that the Tanner group has 18 finalists because Tim and I
> conferred yesterday!
> B.
>
> Jan Boxill wrote:
>> Good job. I am hoping the other committees have begun their
>> selections to achieve a short list.
>> Jan
>>
>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer
>> Department of Philosophy
>> University of North Carolina
>> Chapel Hill, NC 27599-3125
>> Email: jmboxill@email.unc.edu
>> Website:parrcenter.unc.edu
>> Phone: 919-962-3317
>> FAX: 919-843-3929
>>
>>
>>
>>
>> Bobbi Owen wrote:
>>> Thanks. Yesterday, we achieved short lists of three for the
>>> Sitterson (one Tanner overlap) and four for the Sanders (two Tanner
>>> overlaps). The faculty member in question is not on the list.
>>>
>>> Bobbi
>>>
>>>
>>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 10, 2007 10:44 AM
To: Boxill, Bernard R <brboxill@email.unc.edu>
Subject: Paper format
Attach: Paper format.doc; Paper criteria.xls

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attached--you can modify it to meet your needs. You may or may not want the first part as Premise 1,2,3

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
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WRITING YOUR PAPER

TITLE PAGE: Your name, PID, the paper topic, Honor pledge with signature.

STRUCTURE OF PAPER:

I. FORMAL ARGUMENT CONSTRUCTION/RECONSTRUCTION

Reconstruct the argument in the passage:

Premise 1:
Premise 2:
Premise 3:
…
…
Conclusion:

Clearly state the position you are going to take. This is your thesis statement

II. SUPPORT FOR THESIS:

Argue for the position you are taking. If you are arguing for the conclusion, then support argument you have constructed in Section I with good reasons. If you are arguing against the conclusion, then give reasons why the argument you have constructed is not sound. In so doing be sure to give adequate philosophical support, using the readings and your own ideas. Avoid using "I believe" or "I feel." Personal opinions are acceptable only if supported by good reasons.

III. OBJECTIONS TO YOUR POSITION

Consider obvious objections to your position. That is, how would someone argue against the position you took and what support would they give? Use readings and your own ideas.

IV. ANSWERING THE OBJECTIONS

Answer the objections raised. What reasons can be offered to counter the objections?

V. CONCLUSION

Basically restate your thesis to show why your position is the better one.

Paper Criteria Grading Sheet

	A	B	C	D	E	F	G	H
1								
2								
3	**PAPER CRITERIA**	**Excellent**	**Good**	**Fair**	**Poor**	**Failed to do**	**N/A**	**Comments**
4								
5	Introductory paragraph							
6	Clear thesis/position statement							
7	Argument for position taken							
8	Adequate philosophical support							
9	Use of examples							
10	Defined concepts							
11	Objections to your argument							
12	Development of objections							
13	Adequate philosophical support							
14	Response to objections							
15	Avoided irrelevancies							
16	Creativity/originality							
17	Spelling/Grammar							
18	Clearly Written							
19	Sources cited							
20								
21	Other							
22								
23	GENERAL COMMENTS:							
24							**Grade:**	
25	NAME:							
26	HONOR PLEDGE:							

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 10, 2007 10:48 PM
To: Lance_Westerlund@unc.edu; Dickson, Jennie Malloy <jdickson@unc.edu>
Subject: Re: funding question

We should discuss this tomorrow. It's very interesting!
Jan

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ravens@email.unc.edu wrote:
> Mr. Westerlund, Please see the attached proposal per your email this
> morning. Thank you again so much for your rapid response!
> Emily Ravenscroft
>
> Quoting Lance Westerlund <lancew@unc.edu>:
>
>> Hi Emily,
>>
>> Thanks for the information, as this looks like it will be a great
>> event. To obtain funding from the Parr Center for Ethics, there are
>> a few more pieces of information we require for full consideration.
>> The funding submission instructions can be found here:
>> http://parrcenter.unc.edu/involve/sponsorship.html
>>
>> You may disregard the due dates listed on the webpage, as we are able
>> to work under a shorter time frame listed. Below is the information
>> we require. Please email that to me (lancew@unc.edu) or Parr Center
>> Director, Jan Boxill (jmboxill@email.unc.edu).
>>
>> Thanks,
>> Lance
>>
>> If you believe that your event, research, or project supports the
>> Parr Center's mission and would like sponsorship, then please submit
>> the following:
>>
>> 1. A description of the project/event/research (less than 5 pages)
>> with an explicit articulation of how the project/event/research
>> relates to the Parr Center's mission
>>
>> 2. A CV (less than 5 pages)
>>
>> 3. A detailed budget
>>
>> 4. A description of other funding sources that have either been
>> secured or that are being (or will be) sought, if any
>>
>>

>> ravens@email.unc.edu wrote:
>>> To Whom It May Concern,
>>>
>>> My name is Emily Ravenscroft and I teach the Argumentation and
>>> Debate class (comm 171). I teach British Parliamentary style debate
>>> which is the form developed in British law chambers and
>>> history/philosophy societies throughout Europe. At the conclusion of
>>> each semester I host a tournament for my students. The attire is
>>> semi-formal and is in a professional setting where they observe
>>> British Parliamentary language and decorum. This year I would like
>>> to really step up the quality of the tournament both for the sake of
>>> the students and the observers (the debate rounds are open and each
>>> student typically brings 2 or 3 guests). This year I would like to
>>> fly in the world debate championship finalist Willard Foxton from
>>> the Honorable Society of the Middle Temple in London.
>>>
>>> Mr. Foxton will serve as the Speaker of the House (lead judge) for
>>> the grand final of the tournament and will conduct several debates
>>> against me (I am a member of the US National debate team) for my
>>> class and one open debate for the University at large. He has agreed
>>> to provide his own accommodation costs if we will provide his plane
>>> ticket. Thus far I have received support from the Communication
>>> Studies Department and from the First Year Seminar focusing on
>>> debate (he will also guest lecture in this class). I am in need of
>>> $400 more.
>>>
>>> I was hoping that The Parr Center for Ethics would find this project
>>> consistent with your goals of encouraging conversation and public
>>> discourse about ethical issues and conflicts. Good debate rounds
>>> provide precisely such an opportunity to explore and advance our
>>> understanding of ethical issues. Mr. Foxton is currently a barrister
>>> in London who remains highly active with the BP debate community.
>>> This could be a wonderful opportunity for cross-departmental/program
>>> cooperation that would be of benefit to the University at large. In
>>> the last 10 years I have spent debating I have found that
>>> competitive dialog can lead to some of the most innovative, creative
>>> solutions to complex ethical issues. I would be happy to meet with
>>> you to discuss my plans at greater length. Thank you for your time.
>>> Sincerely,
>>> Emily Ravenscroft, M.A.
>>> PhD Student and Graduate Instructor
>>
>> --
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REGIONAL ETHICS BOWL CASES

FALL 2007

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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

WRITING YOUR PAPER

TITLE PAGE: Your name, PID, the paper topic, Honor pledge with signature.

STRUCTURE OF PAPER:

I. FORMAL ARGUMENT CONSTRUCTION/RECONSTRUCTION

Reconstruct the argument in the passage:

Premise 1:
Premise 2:
Premise 3:
…
…
Conclusion:

Clearly state the position you are going to take. This is your thesis statement

II. SUPPORT FOR THESIS:

Argue for the position you are taking. If you are arguing for the conclusion, then support argument you have constructed in Section I with good reasons. If you are arguing against the conclusion, then give reasons why the argument you have constructed is not sound. In so doing be sure to give adequate philosophical support, using the readings and your own ideas. Avoid using "I believe" or "I feel." Personal opinions are acceptable only if supported by good reasons.

III. OBJECTIONS TO YOUR POSITION

Consider obvious objections to your position. That is, how would someone argue against the position you took and what support would they give? Use readings and your own ideas.

IV. ANSWERING THE OBJECTIONS

Answer the objections raised. What reasons can be offered to counter the objections?

V. CONCLUSION

Basically restate your thesis to show why your position is the better one.

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REGIONAL ETHICS BOWL CASES

FALL 2007

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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, October 11, 2007 3:14 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: our conversation

This is what I feared!!!

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Deborah Crowder wrote:
> Julius says you do not know what you are getting yourself into and
> that he does not want to be on the committee! dc
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, October 11, 2007 4:07 PM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: signature
Attach: jan'ssignature.jpg

---

attached

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, October 11, 2007 9:51 PM
To: Boxill, Bernard R <brboxill@email.unc.edu>
Subject: PAPERS ATTACHED
Attach: Revisiting AA-Texas A&M.doc; Sports-public Forum-Texas A&M.doc

---

I've attached both papers.

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, October 12, 2007 7:31 PM
To: Carol Tresolini <Carol_Tresolini@unc.edu>
Subject: Re: Jordan Review

Hi Carol,
I think with a good committee and working with Debbie Stevenson, things should be fine. In looking at the potential committee members, I notice that it is short on men. I should be able to receive email at Texas A&M, unless they have me so busy giving papers, classes, etc. And I'll look forward to talking with you on Thursday or Friday of next week.

Have a good weekend.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Carol Tresolini wrote:
> Dear Jan--
>
> Sorry I missed your call today. Thank you so very much for agreeing
> to chair the review committee--I appreciate it greatly.
>
> I'll give you a call next Thursday or Friday to talk about the
> composition. Here are ideas about potential committee members:
>
> Adrienne Davis (Law) (alternate: Rich Rosen)
> Maria DeGuzman (English)
> Lucila Vargas (Journalism)
> Della Pollock (Comm Studies)
> Emil Kang [alternate: Emily Kass]
> Laurel Files (SPH)
> Valerie Ashby (Chemistry)
> Tim Minor (Development)
> Trevaughn Eubanks, ex-officio (we'll talk more about Trevaughn's role)
>
> Again, many thanks--
>
> Carol
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 17, 2007 10:02 PM
To: DeSaix, Jean <jdesaix@email.unc.edu>
Cc: LeFebvre, Donna H. <lefebvre@unc.edu>
Subject: Re: another one [Fwd: Re: China Program Faculty; Fwd: QUESTION re: China program- Call for Faculty]

Indeed- in most cases people don't even realize what they are doing, so
they need to be reminded. Thanks, Donna.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
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Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Jean DeSaix wrote:
> glad you are carrying the torch. They need to be reminded of this
> kind of thing.
>
> %%%%

>> this week to recruit faculty to lead the China Study Abroad Program.
>>
>> As my email to Dan indicates, I hope that you and the CAC Management
>> and/or Advisory Committee will re-visit
>> the eligibility criterion that excludes even long-time Senior
>> Lecturers at UNC for consideration for this
>> opportunity. I chaired the University General Education Curriculum
>> Committee that created the Experiential
>> Education requirement which recognizes the importance of study abroad
>> and incorporates it into the curriculum;
>> therefore, it is particularly disappointing to me to be excluded even
>> from applying to participate in a UNC
>> study abroad program. As I say in my email below, UNC is fortunate to
>> have many Senior Lecturers with
>> extensive international experience, and I would ask that CAC allow
>> those folks, at least, to apply for this
>> opportunity.
>>
>> I appreciate your consideration, and I look forward to hearing from you.
>>
>> Sincerely,
>> Donna LeFebvre
>>
>> -------- Original Message --------
>> Subject: QUESTION re: China program- Call for Faculty
>> Date: Tue, 16 Oct 2007 10:33:49 -0400
>> From: Donna LeFebvre <lefebvre@unc.edu>
>> Reply-To: lefebvre@unc.edu
>> Organization: UNC-Chapel Hill
>> To: dgold@email.unc.edu
>> References:
>> <LYRIS-2840051-18334848-2007.10.16-09.45.41--donna_lefebvre#unc.edu@listserv.unc.edu>
>>
>>
>> Hi Dan--
>> I saw your notice about the China program, and I have a question: Is
>> there any particular reason that
>> long-time, fixed term faculty at UNC are excluded from this opportunity?
>>
>> For example, I have taught at UNC for more than 20 years, and I have
>> led the London Honors Study Abroad
>> Program for a semester; taught in East Africa for a year through UNC
>> Law School; and have been a faculty
>> member for Semester at Sea--in fact, I will be on leave in the spring
>> from UNC in order to sail again on
>> Semester at Sea, teaching international courses for the University of
>> Virginia (itinerary also includes
>> China, Vietnam, and Japan). I am also, right now, developing a
>> Johnston Center Burch Research Seminar, to take
>> 17 students to Rwanda and Uganda for 6 weeks in the summer of 2009,
>> to study human rights issues in those
>> countries. Many other fixed term faculty have also led UNC study
>> abroad programs.
>>
>> In my 20+ years here, I have won more than a dozen undergraduate
>> teaching awards and several service awards.
>> My courses include violence against women in the international as
>> well as national context, and I also teach
>> an honors course on the International Criminal Court and present-day
>> genocide, crimes against humanity, and
>> war crimes. In two of my courses, I include extensive sections on
>> human rights and labor issues in China.
>>
>> It's not that I am interested at this time in applying for the China
>> opportunity--the point that I am trying

>> to make is that there are many talented, fixed term faculty
>> here--such as Jean DeSaix in Biology and Jan
>> Boxill in Philosophy, to name only a couple--with extensive
>> experience, but these folks are precluded from
>> even applying for this China position.
>>
>> I am asking that you re-consider the threshold requirement of tenured
>> or tenure-track faculty for the China
>> position and that you not automatically exclude fixed term faculty
>> for consideration. For example, if you
>> would consider fixed term folks who have been here for at least 5
>> years, full time, then add the limitation,
>> rather than having a blanket exclusion.
>>
>> I appreciate your re-consideration of this, and I look forward to
>> hearing from you. Thanks very much.
>>
>> Sincerely,
>> Donna LeFebvre
>> _____
>>
>> Donna LeFebvre, J.D.
>>
>> Email: lefebvre@unc.edu
>> Office Hours for Students: THURS. 2-5 pm
>>
>> 306 Hamilton Hall, or by Appt.
>>
>> Tel: 919-962-0429 Fax: 919-962-0432
>>
>> Address: Political Science Department
>>
>> Campus Box # 3265
>> University of North Carolina
>> Chapel Hill, NC 27599 USA
>>
>>
>>
>> Dee Reid wrote:
>> The enclosed message is being sent on behalf of Dan Gold and
>> Study Abroad to all faculty in the
>> humanities and social sciences, with a copy to administrative
>> managers in the College.
>>
>> ----------
>>
>> Call for faculty director for UNC Study Abroad Program at
>> Xiamen University, Fujian Province,
>> People's Republic of China.
>> Fall Semester 2008
>>
>> We are looking for tenured or tenure-track faculty to lead
>> 15-20 UNC undergraduates on a study
>> abroad program in China. Xiamen University is one of the best
>> institutions in SE China and is
>> often regarded as the most beautiful campus in all of China.
>> It has many strong academic
>> departments with potential for academic cooperation and
>> research support for the UNC faculty
>> leader. The faculty leader would be responsible for supervising
>> the students and teaching 1-2
>> content courses while on the program (late August -early
>> December 2008). There is flexibility with
>> regards to the format, theme, and specific disciplinary focus
>> of the courses-- though content

>> should be China/Asia focused. Prior experience in China is
>> strongly preferred.
>>
>> Please contact Dan Gold <dgold@unc.edu> for more details.
>>
>> **********
>> Daniel Gold
>> Assistant Director for Asia, Study Abroad Office
>> Lecturer, Department of Asian Studies
>>
>> University of North Carolina at Chapel Hill
>> CB#3130, 2014 FedEx Global Education Center
>> Chapel Hill, NC 27599-3130
>> USA
>>
>> Tel: (919) 843-6299
>> Fax: (919) 962-2262
>>
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>>
>>
>> --- You are currently subscribed to social-sciences-faculty as:
>> political-science-faculty@listserv.unc.edu.
>>
>> --- You are currently subscribed to political-science-faculty
>> as: donna_lefebvre@unc.edu.
>>
>>
>> --
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>> _____
>>
>> Donna LeFebvre, J.D.
>>
>> Email: lefebvre@unc.edu
>> Office Hours for Students: THURS. 2-5 pm
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>> Campus Box # 3265
>> University of North Carolina
>> Chapel Hill, NC 27599 USA
>>
>>
>>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, October 18, 2007 4:54 PM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: question re awards

Did you respond to Larry?

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Lawrence Grossberg wrote:
> hi. how do you want me to communicate the list of our semifinalists.
> obviously not by email--so a formal letter? a phone call?
>
> larry grossberg

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, October 18, 2007 5:46 PM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: question re awards

---

thanks.
Jan

debbie_stevenson@unc.edu wrote:
> yes
>
> Quoting Jan Boxill <jmboxill@email.unc.edu>:
>
>> Did you respond to Larry?
>>
>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer
>> Department of Philosophy
>> University of North Carolina
>> Chapel Hill, NC 27599-3125
>> Email: jmboxill@email.unc.edu
>> Website:parrcenter.unc.edu
>> Phone: 919-962-3317
>> FAX: 919-843-3929
>>
>>
>>
>>
>> Lawrence Grossberg wrote:
>>> hi. how do you want me to communicate the list of our
>>> semifinalists. obviously not by email--so a formal letter? a phone
>>> call?
>>>
>>> larry grossberg
>>
>>
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, October 19, 2007 10:36 AM
To: Lance Westerlund <westy@email.unc.edu>
Cc: Dickson, Jennie Malloy <jdickson@unc.edu>
Subject: Re: Ethics Bowl support letter
Attach: Ethics Bowl Support Letter-1.doc

---

attached

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Lance Westerlund wrote:
> Hi Jan,
>
> The revised letter with your changes is not attached. Please
> re-send. What I'd like to do is make changes to the topics addressed
> to make it most applicable to the department we're requesting funds
> from. For example, we can send a request to the Campus Y highlighting
> the social justice issues in the cases. Jennie and I will work up a
> list of departments we can make a convincing case for and you can
> decide which avenues to pursue.
>
> Thanks,
> Lance
>
> Jan Boxill wrote:
>> I've made a few changes. Take a look at it--also on the bottom
>> signature, can you fix this to format it correctly.
>> The changes I made are to the paragraph with what the topics include,
>> and I added this year's there as well. What do you think? If you like
>> it the other way that's fine too. As soon as you decide, it's ready
>> to go.
>> I am actually sitting in a doc's office in orthopedics and likely
>> will not make it today, but will be available on cell and email--as
>> long as I can continue to get wireless!!
>>
>> Jan
>>
>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer
>> Department of Philosophy
>> University of North Carolina
>> Chapel Hill, NC 27599-3125
>> Email: jmboxill@email.unc.edu
>> Website:parrcenter.unc.edu
>> Phone: 919-962-3317
>> FAX: 919-843-3929

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>>
>>
>>
>> Lance Westerlund wrote:
>>> Hi Jan,
>>>
>>> In writing and discussing the Ethics Bowl support request letter,
>>> Jennie and I determined that we could "sell" this event to a wide
>>> range of departments as applicable and worthy of their support. In
>>> the second and (particularly) third paragraph of the letter, I
>>> mention some of the specific issues that are being addressed this
>>> year which can be formatted towards specific departments. There are
>>> cases dealing with social justice (Campus Y) and public policy
>>> (Public Policy). I was thinking that you and Jennie could work out
>>> the list of contacts and we can get all the letters out on Friday.
>>> What do you think?
>>>
>>> Thanks,
>>> Lance
>>>
>>
>

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

Dear _____,

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and the audience with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the Department of _____ to co-sponsor this event.

The Intercollegiate Ethics Bowl is not simply about philosophical debate. The IEB directly addresses timely issues ranging from animal testing and stem cell research, to the safety of public infrastructure. In the tournament, a moderator poses questions to teams of three to five students. Questions concern ethical challenges on a wide range of topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.). This year's topics include corporate sponsorship of college sports, the plight of Iraqi translators, and the influence of private drug companies in FDA research. Students are expected to be able to debate this broad range of issues, thereby gaining educational experience in ethics as it is directly applicable to a variety of disciplines and professions.

The Mid-Atlantic Regional Intercollegiate Ethics Bowl at UNC-Chapel Hill is a day-long event open to spectators, taking place in Murphey Hall on November 17th starting at 9:00a.m., and ending with an awards ceremony at 6:00p.m. Thirteen schools from across the mid-Atlantic and northeast region will be represented in the competition. Through this event, students and the community will have a better understanding of the breadth and dimensions of the ethical challenges faced by society and the world today.

To host the Mid-Atlantic Regional Ethics Bowl at UNC-Chapel Hill, it will cost approximately $3,500. Therefore, we hope that the Department of _____ would be interested in being a co-sponsor with us and contribute funds towards making this event possible. These funds will be used for the production expenses needed to facilitate this intercollegiate event. Please let me know as soon as possible if you can help us with this event.

Thank you very much for your help.

Sincerely,

Jan Boxill

Director

Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, October 19, 2007 3:52 PM
To: Walker, Rebecca L <rebecca_l_walker@med.unc.edu>
Subject: Bioethics classes

Rebecca,
Excellent meeting today!

Here are the UNDERGRADUATE courses we found on initial scanning of departments:

AFAM 428: Bioethics in Afro-American Studies
ANTH 239: Human Ecology of the Amazon
ANTH 254: Environmental Consciousness and Action
ANTH 262: Population Anthropology
ANTH 278: Women in Science
ANTH 315: Human Genetics and Evolution
ANTH 318: Human Growth and Development
ANTH 319:Global Health
ANTH 441: [WMST 441] Anthropology of Gender, Health and Illness
ANTH 545: The Politics of Culture in East Asia
EXSS 141: Personal Health
EXSS 360: Nutrition
PHIL 163: Practical Ethics
PHIL 165 : Bioethics
PHIL 368: Environmental Ethics [cross listed with ENST]
PHIL 465: Justice in Health Care
PHIL 468: Risk and Society
BIOL 501: Ethical Issues in Life Sciences
SOCI 165: Sociology of Aging

These are just the undergraduate courses.

Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 9:59 AM
To: Carson, Virginia S <vcarson@email.unc.edu>
Subject: Parr Center for Ethics: Ethics Bowl
Attach: Parr Center for Ethics Ethics Bowl.eml.msg

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Dickson, Jennie Malloy <jdickson@unc.edu>
Sent: Monday, October 22, 2007 9:48 AM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Parr Center for Ethics: Ethics Bowl
Attach: Ethics Bowl--Campus Y-1.doc

Dear Virginia, vcarson@email.unc.edu

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and audiences with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the Campus Y to co-sponsor this event.

The Intercollegiate Ethics Bowl is not simply about philosophical debate. The IEB directly addresses timely issues ranging from animal testing and the rights of convicts, to affirmative action in South Africa. In the tournament, a moderator poses questions to teams of three to five students. Questions concern ethical challenges on a wide range of topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.). This year's topics include the ethics of Payday Loans companies, The World Bank and its effect on developing economies like Jamaica, corporate sponsorship of college sports, and the plight of Iraqi translators. Students are expected to be able to debate this broad range of issues, thereby gaining educational experience in ethics as it is directly applicable to a variety of disciplines and professions.

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To host the Mid-Atlantic Regional Ethics Bowl at UNC-Chapel Hill, it will cost approximately $3,500. Therefore, we hope that the Campus Y would be interested in being a co-sponsor with us and contribute funds towards making this event possible. These funds will be used for the production expenses needed to facilitate this intercollegiate event. Please let me know as soon as possible if you can help us with this event.

Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

Dear Virginia,

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To host the Mid-Atlantic Regional Ethics Bowl at UNC-Chapel Hill, it will cost approximately $3,500. Therefore, we hope that the Campus Y would be interested in being a co-sponsor with us and contribute funds towards making this event possible. These funds will be used for the production expenses needed to facilitate this intercollegiate event. Please let me know as soon as possible if you can help us with this event.

Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 10:24 AM
To: Evelyne R. Huber <ehuber@unc.edu>
Subject: Parr Center for Ethics: Ethics Bowl
Attach: Ethics Bowl-Political Science.doc

Dear Evelyne Huber,

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and audiences with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the Department of Political Science to co-sponsor this event.

The Intercollegiate Ethics Bowl is not simply about philosophical debate. The IEB directly addresses timely issues ranging from government surveillance and public infrastructure, to the ethics of switching political parties. //In the tournament, a moderator poses questions to teams of three to five students. Questions concern ethical challenges on a wide range of topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.). //This yearâ€™s topics include churches as public voter polling sites, the FDAâ€™s supervision over pharmaceutical testing, revisionist history and deleting governmentsâ€™ bad acts, The World Bank and its effect on developing economies like Jamaica, corporate sponsorship of college sports, and the plight of Iraqi translators. Students are expected to be able to debate this broad range of issues, thereby gaining educational experience in ethics as it is directly applicable to a variety of disciplines and professions.

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To host the Mid-Atlantic Regional Ethics Bowl at UNC-Chapel Hill, it will cost approximately $3,500. Therefore, we hope that the Department of Political Science would be interested in being a co-sponsor with us and contribute funds towards making this event possible. These funds will be used for the production expenses needed to facilitate this intercollegiate event. Please let me know as soon as possible if you can help us with this event.

Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.

Director, Parr Center for Ethics

Senior Lecturer in Philosophy

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

Dear Evelyne Huber,

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and audiences with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the Department of Political Science to co-sponsor this event.

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To host the Mid-Atlantic Regional Ethics Bowl at UNC-Chapel Hill, it will cost approximately $3,500. Therefore, we hope that the Department of Political Science would be interested in being a co-sponsor with us and contribute funds towards making this event possible. These funds will be used for the production expenses needed to facilitate this intercollegiate event. Please let me know as soon as possible if you can help us with this event.

Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics

Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 10:25 AM
To: deanjones@kenan-flagler.unc.edu
Subject: Parr Center for Ethics: Ethics Bowl
Attach: Ethics Bowl--Kenan-Flagler.doc

Dear Dean Jones,

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and audiences with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the Kenan-Flagler Business School to co-sponsor this event.

The Intercollegiate Ethics Bowl is not simply about philosophical debate. The IEB directly addresses timely issues ranging from companies outsourcing dangerous jobs to other countries and employing illegal immigrants, to the World Bankâ€™s effect on developing economies. //In the tournament, a moderator poses questions to teams of three to five students. Questions concern ethical challenges on a wide range of topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.). //This yearâ€™s topics include the FDAâ€™s supervision over pharmaceutical testing, the efficacy of corporate appointed ethics officers, corporate sponsorship of college sports, and the plight of Iraqi translators. Students are expected to be able to debate this broad range of issues, thereby gaining educational experience in ethics as it is directly applicable to a variety of disciplines and professions.

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To host the Mid-Atlantic Regional Ethics Bowl at UNC-Chapel Hill, it will cost approximately $3,500. Therefore, we hope that the Kenan-Flagler Business School would be interested in being a co-sponsor with us and contribute funds towards making this event possible. These funds will be used for the production expenses needed to facilitate this intercollegiate event. Please let me know as soon as possible if you can help us with this event.

Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.

Director, Parr Center for Ethics

Senior Lecturer in Philosophy

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

Dear Steve Jones,

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and audiences with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the Kenan-Flagler Business School to co-sponsor this event.

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Thank you very much for your help.

Sincerely,

JBoxill

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 10:36 AM
To: Whisnant, Anne Mitchell <Anne_Whisnant@unc.edu>
Cc: joetemp@email.unc.edu
Subject: Parr Center for Ethics: Ethics Bowl
Attach: Ethics Bowl--Office of Faculty Governance.doc

Dear Anne Whisnant, <mailto:joetemp@email.unc.edu>

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and audiences with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the Office of Faculty Governance to co-sponsor this event.

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.

Director, Parr Center for Ethics

Senior Lecturer in Philosophy

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

Dear Anne Whisnant,

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Thank you very much for your help.

Sincerely,

JBoxill

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 10:37 AM
To: Smith, Michael R <msmith@sog.unc.edu>
Cc: Thornburg, Thomas H <thornburg@sog.unc.edu>
Subject: Parr Center for Ethics: Ethics Bowl
Attach: Ethics Bowl-School of Government.doc

Dear Michael Smith, <mailto:msmith@sog.unc.edu>

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and audiences with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the School of Government to co-sponsor this event.

The Intercollegiate Ethics Bowl is not simply about philosophical debate. The IEB directly addresses timely issues ranging from government surveillance and public infrastructure, to the ethics of selective governmental leaks to the media. //In the tournament, a moderator poses questions to teams of three to five students. Questions concern ethical challenges on a wide range of topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.). //This yearâ€™s topics include churches as public voter polling sites, the FDAâ€™s supervision over pharmaceutical testing, revisionist history and deleting governmentsâ€™ bad acts, The World Bank and its effect on developing economies like Jamaica, corporate sponsorship of college sports, and the plight of Iraqi translators. Students are expected to be able to debate this broad range of issues, thereby gaining educational experience in ethics as it is directly applicable to a variety of disciplines and professions.

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To host the Mid-Atlantic Regional Ethics Bowl at UNC-Chapel Hill, it will cost approximately $3,500. Therefore, we hope that the School of Government would be interested in being a co-sponsor with us and contribute funds towards making this event possible. These funds will be used for the production expenses needed to facilitate this intercollegiate event. Please let me know as soon as possible if you can help us with this event.

Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.

Director, Parr Center for Ethics

Senior Lecturer in Philosophy

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

Dear Michael Smith,

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and audiences with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the School of Government to co-sponsor this event.

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Thank you very much for your help.

Sincerely,

JBoxill

Jan Boxill, Ph.D.
Director, Parr Center for Ethics

Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 10:38 AM
To: Hillis, Kenneth J <khillis@email.unc.edu>
Cc: Mumby, Dennis K <mumby@email.unc.edu>
Subject: Parr Center for Ethics: Ethics Bowl
Attach: Ethics Bowl--Communications Studies.doc

Dear Dennis Mumby,

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and audiences with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the Department of Communication Studies to co-sponsor this event.

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.

Director, Parr Center for Ethics

Senior Lecturer in Philosophy

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

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Thank you very much for your help.

Sincerely,

JBoxill

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 10:39 AM
To: lkramer@unc.edu
Cc: Fletcher, W Miles <wmfletch@email.unc.edu>
Subject: Parr Center for Ethics: Ethics Bowl
Attach: Ethics Bowl--Department of History.doc

Dear Lloyd Kramer,

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and audiences with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the Department of History to co-sponsor this event.

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To host the Mid-Atlantic Regional Ethics Bowl at UNC-Chapel Hill, it will cost approximately $3,500. Therefore, we hope that the Department of History would be interested in being a co-sponsor with us and contribute funds towards making this event possible. These funds will be used for the production expenses needed to facilitate this intercollegiate event. Please let me know as soon as possible if you can help us with this event.

Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.

Director, Parr Center for Ethics

Senior Lecturer in Philosophy

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

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Thank you very much for your help.

Sincerely,

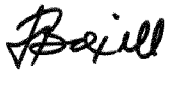

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 10:40 AM
To: Blouin, Robert A <Bob_Blouin@unc.edu>
Subject: Ethics Bowl at UNC Support Request
Attach: ~$hics Bowl-Pharmacy.doc

Dear Robert Blouin,

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and the audience with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the School of Pharmacy to co-sponsor this event.

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Thank you very much for your help.

Sincerely,

Jan Boxill, Director

Senior Lecturer in Philosophy

--

Lance Westerlund
Office Assistant
Parr Center for Ethics
Department of Philosophy
University of North Carolina at Chapel Hill
CB #3125
Chapel Hill, NC 27599-3125
USA

Phone: (919) 843-5641
email: lancew@unc.edu
http://parrcenter.unc.edu/about/westerlund.html

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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 10:42 AM
To: Baddour, Richard A <rbaddour@email.unc.edu>
Cc: John Blanchard <jgb@uncaa.unc.edu>
Subject: Ethics Bowl at UNC Support Request
Attach: Ethics Bowl-Athletics.doc

Dear Dickie,

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and the audience with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the Department of Athletics to co-sponsor this event.

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

--
Lance Westerlund
Office Assistant
Parr Center for Ethics
Department of Philosophy
University of North Carolina at Chapel Hill
CB #3125
Chapel Hill, NC 27599-3125
USA

Phone: (919) 843-5641
email: lancew@unc.edu
http://parrcenter.unc.edu/about/westerlund.html

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

Dear Dick Baddour,

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 10:43 AM
To: Boger, Jack <jcboger@email.unc.edu>
Cc: Broome, Lissa L <lbroome@email.unc.edu>
Subject: Parr Center for Ethics: Ethics Bowl
Attach: Ethics Bowl--School of Law.doc

Dear John, <mailto:jcboger@email.unc.edu>

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and audiences with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the School of Law to co-sponsor this event.

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.

Director, Parr Center for Ethics

Senior Lecturer in Philosophy

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

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Thank you very much for your help.

Sincerely,

JBoxill

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 10:45 AM
To: Richard Andrews <andrewsr@email.unc.edu>
Subject: Parr Center for Ethics: Ethics Bowl
Attach: Ethics Bowl--Department of Public Policy.doc

Dear Pete,

I hope you are doing well and back at full strength.
<mailto:pete_andrews@unc.edu>

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.

Director, Parr Center for Ethics

Senior Lecturer in Philosophy

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

Dear Pete Andrews,

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Thank you very much for your help.

Sincerely,

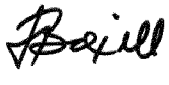

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 10:46 AM
To: Perez, Louis A <perez@email.unc.edu>
Subject: Ethics Bowl at UNC Support Request
Attach: Ethics Bowl-LatinAm Studies.doc

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his email address is being protected from spam bots, you need Javascript enabled to view it

Dear Louis PÃ©rez,

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and the audience with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the Institute of Latin American Studies to co-sponsor this event.

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

--
Lance Westerlund
Office Assistant
Parr Center for Ethics
Department of Philosophy
University of North Carolina at Chapel Hill
CB #3125
Chapel Hill, NC 27599-3125
USA

Phone: (919) 843-5641
email: lancew@unc.edu
http://parrcenter.unc.edu/about/westerlund.html

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 10:47 AM
To: Steiner, Niklaus Andreas <nsteiner@unc.edu>
Subject: Ethics Bowl at UNC Support Request
Attach: Ethics Bowl-Global Initiatives.doc

Dear Professor Steiner,

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and the audience with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the Center for Global Initiatives to co-sponsor this event.

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

--
Lance Westerlund
Office Assistant
Parr Center for Ethics
Department of Philosophy
University of North Carolina at Chapel Hill
CB #3125
Chapel Hill, NC 27599-3125
USA

Phone: (919) 843-5641
email: lancew@unc.edu
http://parrcenter.unc.edu/about/westerlund.html

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

Dear Niklaus Steiner,

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Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics

Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 10:47 AM
To: Howard Aldrich <healdric@email.unc.edu>
Cc: Shanahan, Michael J <mjshan@email.unc.edu>
Subject: Parr Center for Ethics: Ethics Bowl
Attach: Ethics Bowl--Department of Sociology.doc

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Sincerely,

Jan Boxill, Ph.D.

Director, Parr Center for Ethics

Senior Lecturer in Philosophy

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

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Sincerely,

JBoxill

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 10:48 AM
To: Jean_Folkerts@unc.edu
Cc: skyork@email.unc.edu
Subject: Parr Center for Ethics: Ethics Bowl
Attach: Ethics Bowl--Journalism Mass Comm.doc

Dear Jean,

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.

Director, Parr Center for Ethics

Senior Lecturer in Philosophy

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

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Thank you very much for your help.

Sincerely,

JBoxill

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 10:49 AM
To: Tweed, Thomas A <TATWEED@EMAIL.UNC.EDU>
Subject: Ethics Bowl at UNC Support Request
Attach: Ethics Bowl-Religion.doc

Dear Tom,

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

--

Lance Westerlund
Office Assistant
Parr Center for Ethics
Department of Philosophy
University of North Carolina at Chapel Hill
CB #3125
Chapel Hill, NC 27599-3125
USA

Phone: (919) 843-5641
email: lancew@unc.edu
http://parrcenter.unc.edu/about/westerlund.html

The University
of North Carolina
at Chapel Hill
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Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

Dear Thomas Tweed,

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The Intercollegiate Ethics Bowl is not simply about philosophical debate. The IEB directly addresses timely issues ranging from political activism and religious beliefs, corporate sponsorship of college sports, to the plight of Iraqi translators. In the tournament, a moderator poses questions to teams of three to five students. Questions concern ethical challenges on a wide range of topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.). This year's topics include the debate over teaching intelligent design, the use of churches as polling places, and the destruction of ancient religious artifacts. Students are expected to be able to debate this broad range of issues, thereby gaining educational experience in ethics as it is directly applicable to a variety of disciplines and professions.

The Mid-Atlantic Regional Intercollegiate Ethics Bowl at UNC-Chapel Hill is a day-long event open to spectators, taking place in Murphey Hall on November 17th starting at 9:00a.m., and ending with an awards ceremony at 6:00p.m. Thirteen schools from across the mid-Atlantic and northeast region will be represented in the competition. Through this event, students and the community will have a better understanding of the breadth and dimensions of the ethical challenges faced by society and the world today.

To host the Mid-Atlantic Regional Ethics Bowl at UNC-Chapel Hill, it will cost approximately $3,500. Therefore, we hope that the Department of Religious Studies would be interested in being a co-sponsor with us and contribute funds towards making this event possible. These funds will be used for the production expenses needed to facilitate this intercollegiate event. Please let me know as soon as possible if you can help us with this event.

Thank you very much for your help.

Sincerely,

Jan Boxill, Director
Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 10:52 AM
To: Malizia, Emil E <malizia@email.unc.edu>
Subject: Ethics Bowl at UNC Support Request
Attach: Ethics Bowl-City Planning.doc

Dear Professor Emil Malizia,

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and the audience with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the Department of City and Regional Planning to co-sponsor this event.

The Intercollegiate Ethics Bowl is not simply about philosophical debate. The IEB directly addresses timely issues ranging from commercial development and its environmental/public infrastructure costs, to ownership rights and property use, to the plight of Iraqi translators. /In the tournament, a moderator poses questions to teams of three to five students. Questions concern ethical challenges on a wide range of topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.). /This yearâ€™s topics include public safety and the costs of maintaining or renovating public infrastructure, the use of churches as polling places due to lack of public facilities, creating multi-tiered tuition rates for different academic majors, and corporate sponsorship of college sports. Students are expected to be able to debate this broad range of issues, thereby gaining educational experience in ethics as it is directly applicable to a variety of disciplines and professions.

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics

Senior Lecturer in Philosophy

--
Lance Westerlund
Office Assistant
Parr Center for Ethics
Department of Philosophy
University of North Carolina at Chapel Hill
CB #3125
Chapel Hill, NC 27599-3125
USA

Phone: (919) 843-5641
email: lancew@unc.edu
http://parrcenter.unc.edu/about/westerlund.html

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 10:53 AM
To: Steponaitis, Vincas P <vin@unc.edu>
Subject: Ethics Bowl at UNC Support Request
Attach: Ethics Bowl-Archaeology.doc

Dear Professor Steponaitis,

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and the audience with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the Archaeology Program to co-sponsor this event.

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

--
Lance Westerlund
Office Assistant
Parr Center for Ethics
Department of Philosophy
University of North Carolina at Chapel Hill
CB #3125
Chapel Hill, NC 27599-3125
USA

Phone: (919) 843-5641
email: lancew@unc.edu
http://parrcenter.unc.edu/about/westerlund.html

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

Dear Vin Steponaitis,

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 10:54 AM
To: Leslie, Paul W <pwleslie@unc.edu>
Subject: Ethics Bowl at UNC Support Request
Attach: Ethics Bowl-Anthropology.doc

Dear Professor Leslie,

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and the audience with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the Department of Anthropology to co-sponsor this event.

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics

Senior Lecturer in Philosophy

--
Lance Westerlund
Office Assistant
Parr Center for Ethics
Department of Philosophy
University of North Carolina at Chapel Hill
CB #3125
Chapel Hill, NC 27599-3125
USA

Phone: (919) 843-5641
email: lancew@unc.edu
http://parrcenter.unc.edu/about/westerlund.html

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Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 10:55 AM
To: Hershfield, Joanne L <hershfld@email.unc.edu>
Subject: Ethics Bowl at UNC Support Request
Attach: Ethics Bowl-Women Studies.doc

Dear Joanne,This email address is being protected from spam bots, you need Javascript enabled to view it

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and the audience with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the Curriculum in Womenâ€™s Studies to co-sponsor this event.

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To host the Mid-Atlantic Regional Ethics Bowl at UNC-Chapel Hill, it will cost approximately $3,500. Therefore, we hope that the Curriculum in Womenâ€™s Studies would be interested in being a co-sponsor with us and contribute funds towards making this event possible. These funds will be used for the production expenses needed to facilitate this intercollegiate event. Please let me know as soon as possible if you can help us with this event.

Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

--
Lance Westerlund
Office Assistant
Parr Center for Ethics
Department of Philosophy
University of North Carolina at Chapel Hill
CB #3125
Chapel Hill, NC 27599-3125
USA

Phone: (919) 843-5641
email: lancew@unc.edu
http://parrcenter.unc.edu/about/westerlund.html

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

Dear Joanne Hershfield, This email address is being protected from spam bots, you need Javascript enabled to view it

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics

Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 10:56 AM
To: Bickford, Donna M <dbickford@unc.edu>
Subject: Ethics Bowl at UNC Support Request
Attach: Ethics Bowl-Women Center.doc

Dear Donna,

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and the audience with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the Carolina Womenâ€™s Center to co-sponsor this event.

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Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

--
Lance Westerlund
Office Assistant
Parr Center for Ethics
Department of Philosophy
University of North Carolina at Chapel Hill
CB #3125
Chapel Hill, NC 27599-3125
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Phone: (919) 843-5641
email: lancew@unc.edu
http://parrcenter.unc.edu/about/westerlund.html

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

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Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 10:57 AM
To: Rimer, Barbara K <brimer@unc.edu>; david_potenziani@unc.edu
Subject: Ethics Bowl at UNC Support Request
Attach: Ethics Bowl-Public Health.doc

This email address is being protected from spam bots, you need Javascript enabled to view it Dear Professor Rimer,

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and the audience with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the School of Public Health to co-sponsor this event.

The Intercollegiate Ethics Bowl is not simply about philosophical debate. The IEB directly addresses timely issues ranging from the outsourcing of dangerous jobs (e.g. disposing of chemical waste), to corporate sponsorship of college sports, to the plight of Iraqi translators. /In the tournament, a moderator poses questions to teams of three to five students. Questions concern ethical challenges on a wide range of topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.). /This yearâ€™s topics include public safety and the costs of maintaining aging infrastructure, creating multi-tiered tuition rates for different academic majors, and policy results of the World Bank and International Monetary Fund on developing nations. Students are expected to be able to debate this broad range of issues, thereby gaining educational experience in ethics as it is directly applicable to a variety of disciplines and professions.

The Mid-Atlantic Regional Intercollegiate Ethics Bowl at UNC-Chapel Hill is a day-long event open to spectators, taking place in Murphey Hall on November 17th starting at 9:00a.m., and ending with an awards ceremony at 6:00p.m. Thirteen schools from across the mid-Atlantic and northeast region will be represented in the competition. Through this event, students and the community will have a better understanding of the breadth and dimensions of the ethical challenges faced by society and the world today.

To host the Mid-Atlantic Regional Ethics Bowl at UNC-Chapel Hill, it will cost approximately $3,500. Therefore, we hope that the School of Public Health would be interested in being a co-sponsor with us and contribute funds towards making this event possible. These funds will be used for the production expenses needed to facilitate this intercollegiate event. Please let me know as soon as possible if you can help us with this event.

Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

--
Lance Westerlund
Office Assistant
Parr Center for Ethics
Department of Philosophy
University of North Carolina at Chapel Hill
CB #3125
Chapel Hill, NC 27599-3125
USA

Phone: (919) 843-5641
email: lancew@unc.edu
http://parrcenter.unc.edu/about/westerlund.html

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

Dear Barbara Rimer,

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and the audience with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the School of Public Health to co-sponsor this event.

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics

Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 10:59 AM
To: Akin, John Stephen <john_akin@unc.edu>
Cc: Byrns, Ralph T <rbyrns@unc.edu>
Subject: Ethics Bowl at UNC Support Request
Attach: Ethics Bowl-Econ.doc

Dear Professor Akin,

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and the audience with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the Department of Economics to co-sponsor this event.

The Intercollegiate Ethics Bowl is not simply about philosophical debate. The IEB directly addresses timely issues ranging from commercial development and its environmental/public infrastructure costs, to payday loan businesses to the plight of Iraqi translators. /In the tournament, a moderator poses questions to teams of three to five students. Questions concern ethical challenges on a wide range of topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.). /This yearâ€™s topics include exploring the policy results of the World Bank and International Monetary Fund on developing nations, creating multi-tiered tuition rates for different academic majors, the costs/benefits of maintaining or renovating public infrastructure and corporate sponsorship of college sports. Students are expected to be able to debate this broad range of issues, thereby gaining educational experience in ethics as it is directly applicable to a variety of disciplines and professions.

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To host the Mid-Atlantic Regional Ethics Bowl at UNC-Chapel Hill, it will cost approximately $3,500. Therefore, we hope that the Department of Economics would be interested in being a co-sponsor with us and contribute funds towards making this event possible. These funds will be used for the production expenses needed to facilitate this intercollegiate event. Please let me know as soon as possible if you can help us with this event.

Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.

Director, Parr Center for Ethics
Senior Lecturer in Philosophy

--
Lance Westerlund
Office Assistant
Parr Center for Ethics
Department of Philosophy
University of North Carolina at Chapel Hill
CB #3125
Chapel Hill, NC 27599-3125
USA

Phone: (919) 843-5641
email: lancew@unc.edu
http://parrcenter.unc.edu/about/westerlund.html

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics

Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 2:38 PM
To: kevinfoy@townofchapelhill.org
Cc: mayorassistant@townofchapelhill.org
Subject: Ethics Bowl at UNC Support Request
Attach: Ethics Bowl-Mayor.doc

Dear Mayor Foy,

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here in Chapel Hill on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and the audience with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the Town of Chapel Hill to co-sponsor this event.

The Intercollegiate Ethics Bowl is not simply about philosophical debate. The IEB directly addresses timely issues ranging from commercial development and its environmental/public infrastructure costs, to ownership rights and property use, to the plight of Iraqi translators. /In the tournament, a moderator poses questions to teams of three to five students. Questions concern ethical challenges on a wide range of topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.). /This yearâ€™s topics include public safety and the costs of maintaining or renovating public infrastructure, the use of churches as polling places due to lack of public facilities, the ethics of Payday Loan businesses and corporate sponsorship of college sports. Students are expected to be able to debate this broad range of issues, thereby gaining educational experience in ethics as it is directly applicable to a variety of disciplines and professions.

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To host the Mid-Atlantic Regional Ethics Bowl at UNC-Chapel Hill, it will cost approximately $3,500. Therefore, we hope that the Town of Chapel Hill would be interested in being a co-sponsor with us and contribute funds towards making this event possible. These funds will be used for the production expenses needed to facilitate this intercollegiate event. Please let me know as soon as possible if you can help us with this event.

Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics

Senior Lecturer in Philosophy

--
Lance Westerlund
Office Assistant
Parr Center for Ethics
Department of Philosophy
University of North Carolina at Chapel Hill
CB #3125
Chapel Hill, NC 27599-3125
USA

Phone: (919) 843-5641
email: lancew@unc.edu
http://parrcenter.unc.edu/about/westerlund.html

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

Dear Kevin Foy,

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 2:47 PM
To: Aaron Nelson <anelson@carolinachamber.org>
Subject: Ethics Bowl at UNC Support Request
Attach: Ethics Bowl-Chamber of Commerce.doc

Dear Aaron,

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here in Chapel Hill on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and the audience with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the Chapel Hill-Carrboro Chamber of Commerce to co-sponsor this event.

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

--
Lance Westerlund
Office Assistant
Parr Center for Ethics
Department of Philosophy
University of North Carolina at Chapel Hill
CB #3125
Chapel Hill, NC 27599-3125
USA

Phone: (919) 843-5641
email: lancew@unc.edu
http://parrcenter.unc.edu/about/westerlund.html

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125

Jan Boxill, Director 919.962.3317 jmboxill@email.unc.edu

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 3:18 PM
To: Andrew Calder <acalder@mail.uncaa.unc.edu>
Subject: Bioethics courses
Attach: Bioethics Courses.doc

Attached is what I have--So what I need now:
1. Look through other departments
2. Add any grad courses
3. Course descriptions

Public health
Medical
Nursing
Social Medicine
Social Work

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

The University
of North Carolina
at Chapel Hill
Caldwell Hall Suite 207
Chapel Hill, NC 27599-3125

Jan Boxill 919.962.3317 jmboxill@email.unc.edu

BIOETHICS COURSES

AFAM 428: Bioethics in Afro-American Studies
ANTH 239: Human Ecology of the Amazon
ANTH 254: Environmental Consciousness and Action
ANTH 262: Population Anthropology
ANTH 278: Women in Science
ANTH 315: Human Genetics and Evolution
ANTH 318: Human Growth and Development
ANTH 319:Global Health
ANTH 441: [WMST 441] Anthropology of Gender, Health and Illness
ANTH 545: The Politics of Culture in East Asia
EXSS 141: Personal Health
EXSS 360: Nutrition
PHIL 163: Practical Ethics
PHIL 165 : Bioethics
PHIL 368: Environmental Ethics [cross listed with ENST]
PHIL 465: Justice in Health Care
PHIL 468: Risk and Society
BIOL 501: Ethical Issues in Life Sciences
SOCI 165: Sociology of Aging

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 22, 2007 6:45 PM
To: Bickford, Donna M <dbickford@unc.edu>
Subject: Jennifer Lawless dinner

Hi Donna,
I am scheduled to have dinner with you all for Jennifer Lawless. While I was in Texas giving papers, I incurred a serious knee injury and am unable to ambulate very well. As a result I will be unable to attend dinner or the program. I am so disappointed, as I was very much looking forward to meeting Jennifer and attending her talk. Please extend my regrets.

Thanks for understanding.
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, October 25, 2007 12:02 PM
To: Lance Westerlund <westy@email.unc.edu>; Dickson, Jennie Malloy <jdickson@unc.edu>
Subject: [Fwd: Re: Ethics Bowl at UNC Support Request]
Attach: Re Ethics Bowl at UNC Support Request.eml.msg

FYI--

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Dick Baddour <dbaddour@uncaa.unc.edu>
Sent: Thursday, October 25, 2007 11:43 AM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Re: Ethics Bowl at UNC Support Request

Jan,

Thanks for your message. Our problem is that we have established the budget with a strong set of guidelines not to change it. In other words, it has always been the changes that got us in trouble. I can come up with $500 and hope that will help.

Dick Baddour
Director of Athletics
The University of North Carolina
P O Box 2126
Chapel Hill, NC 27515

>>> On 10/22/2007 at 10:41 AM, in message <471CB6A1.90800@email.unc.edu>, Jan Boxill <jmboxill@email.unc.edu> wrote:

> Dear Dickie,
>
> On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and the audience with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the Department of Athletics to co-sponsor this event.
>
> The Intercollegiate Ethics Bowl is not simply about philosophical debate. The IEB directly addresses timely issues ranging from the growing popularity of fight sports (e.g. Ultimate Fighting), to the question of lowering university standards to maintain enrollment, to the plight of Iraqi translators. /In the tournament, a moderator poses questions to teams of three to five students. Questions concern ethical challenges on a wide range of topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.). /This year's topics include the corporate sponsorship of college sports, the increasing reliance on adjunct faculty, and creating multi-tiered tuition rates for different academic majors. Students are expected to be able to debate this broad range of issues, thereby gaining educational experience in ethics as it is directly applicable to a variety of disciplines and professions.

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Thank you very much for your help.

Sincerely,

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

--
Lance Westerlund
Office Assistant
Parr Center for Ethics
Department of Philosophy
University of North Carolina at Chapel Hill
CB #3125
Chapel Hill, NC 27599-3125
USA

Phone: (919) 843-5641
email: lancew@unc.edu
http://parrcenter.unc.edu/about/westerlund.html

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, October 25, 2007 4:44 PM
To: Tweed, Thomas A <TATWEED@EMAIL.UNC.EDU>
Cc: Toscher, Hope <toscher@email.unc.edu>; Clark, Susan C <scclark@email.unc.edu>; lANCE Westerlund <westy@email.unc.edu>
Subject: Re: Ethics Bowl at UNC Support Request

Thanks so much for your generous offer. Every bit helps. I am copying
Susan Clark, our accounting person, on this email.

Tom, would you be interested in serving as a judge for the competition?

Thanks again,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

tatweed wrote:
> Jan,
> What an interesting idea!
> We would love to co-sponsor this important event. I am afraid,
> however, that we have no funds for these sorts of things and have to
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> nearly enough to help, but it would be a (poor) symbol of our vigorous
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> professional association at that time, I am afraid, or I would have
> liked to see it.
> Tom
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> Jan Boxill wrote:
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>> Dear Tom,
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>> To host the Mid-Atlantic Regional Ethics Bowl at UNC-Chapel Hill, it
>> will cost approximately $3,500. Therefore, we hope that the
>> Department of Religious Studies would be interested in being a
>> co-sponsor with us and contribute funds towards making this event
>> possible. These funds will be used for the production expenses needed
>> to facilitate this intercollegiate event. Please let me know as soon
>> as possible if you can help us with this event.
>>
>> Thank you very much for your help.
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>> Sincerely,
>>
>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer in Philosophy
>>
>>
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, October 25, 2007 4:52 PM
To: Howard Aldrich <healdric@email.unc.edu>
Subject: Re: Parr Center for Ethics: Ethics Bowl

Howard,
Thanks so much,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Howard Aldrich wrote:
> Jan, thanks for your note, but I think this is a little far afield for
> sociology to be spending money on!
> Actually, we also need to be careful with our funds now, as we have already
> just about used up our speaker funds for the year.
> Best,
>
> Howard
>
>
> <><><><><><><><><><><><><><><><><><><><><>
> "There are no failures, only ineffective solutions."
> -Ellen J. Langer, Mindfulness, p. 34
> -----Original Message-----
> From: Jan Boxill [mailto:jmboxill@email.unc.edu]
> Sent: Monday, October 22, 2007 10:47 AM
> To: Howard Aldrich
> Cc: Mike Shanahan
> Subject: Parr Center for Ethics: Ethics Bowl
>
> Dear Howard,
>
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> Innovation in Philosophy Programs. We are asking the Department of Sociology
> to co-sponsor this event.
>
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> The IEB directly addresses timely issues ranging from animal testing and the
> rights of convicts, to the World Bank's effect on developing economies. //In
> the tournament, a moderator poses questions to teams of three to five
> students. Questions concern ethical challenges on a wide range of topics,

> such as the classroom (e.g. cheating or plagiarism), personal relationships
> (e.g. dating or friendship), professional ethics (e.g. engineering, law,
> medicine), or social and political ethics (e.g. free speech, gun control,
> etc.). //This year's topics include the ethics of payday loan companies and
> their impact on the poor, the interaction between large corporations and
> third world artisans, corporate sponsorship of college sports, and the
> plight of Iraqi translators. Students are expected to be able to debate this
> broad range of issues, thereby gaining educational experience in ethics as
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> Jan Boxill, Ph.D.
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> Director, Parr Center for Ethics
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> Senior Lecturer in Philosophy
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, October 25, 2007 5:14 PM
To: Tweed, Thomas A <TATWEED@EMAIL.UNC.EDU>
Subject: Re: Ethics Bowl at UNC Support Request

Thanks Tom. Enjoy your conference. And thanks for your support.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

tatweed wrote:
> Glad we can help.
> I cannot be a judge since I will be out of town at the annual meeting
> of the American Academy of Religion, as will most or all of my
> colleagues and most graduate students.
> But I wish you well.
> Tom
>
> Jan Boxill wrote:
>
>> Thanks so much for your generous offer. Every bit helps. I am copying
>> Susan Clark, our accounting person, on this email.
>>
>> Tom, would you be interested in serving as a judge for the competition?
>>
>> Thanks again,
>> Jan
>>
>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer
>> Department of Philosophy
>> University of North Carolina
>> Chapel Hill, NC 27599-3125
>> Email: jmboxill@email.unc.edu
>> Website:parrcenter.unc.edu
>> Phone: 919-962-3317
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>> tatweed wrote:
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>>> Jan,
>>> What an interesting idea!
>>> We would love to co-sponsor this important event. I am afraid,
>>> however, that we have no funds for these sorts of things and have to
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>>>> Jan Boxill, Ph.D.
>>>> Director, Parr Center for Ethics
>>>> Senior Lecturer in Philosophy

>>>>
>>>>
>>>
>>>
>>
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, October 28, 2007 10:29 PM
To: Baer, Marc Vincent <mbaer@email.unc.edu>
Subject: Student

Marc,
I am talking to the Dean tomorrow regarding the student in question. Is it okay if I mention to her about the comment she made to you about her paper grade?
In fact, before I talk to her, perhaps we could talk on the phone. Are you available @ 9 a.m. to talk on the phone?

Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
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Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 29, 2007 3:11 PM
To: Lance Westerlund <westy@email.unc.edu>; Dickson, Jennie Malloy <jdickson@unc.edu>; Clark, Susan C <scclark@email.unc.edu>
Subject: [Fwd: Re: Ethics Bowl at UNC Support Request]
Attach: Re Ethics Bowl at UNC Support Request.eml.msg

Good news!

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Vin Steponaitis <vps@email.unc.edu>
Sent: Monday, October 29, 2007 6:20 AM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Cc: Moore, Brenda A <bmoore@email.unc.edu>; Davis, Steve <rpsdavis@unc.edu>
Subject: Re: Ethics Bowl at UNC Support Request

Dear Prof. Boxill,

Sorry it took me so long to respond. I am currently in the field with limited access to email.

On behalf of the RLA, I'd be happy to make a modest contribution of $250 in support of the Ethics Bowl at UNC. The Society for American Archaeology holds such an event at each annual meeting, so I'm familiar with the format. In fact, last year I served as a judge.

In return I simply ask that our co-sponsorship be appropriately acknowledged, and that we get a supply of announcements or fliers to post in our building.

By copy of this message, I'll let my assistant Brenda Moore know.

Good luck with the event!

Best,
Vin

Jan Boxill wrote:
> Dear Professor Steponaitis,
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> debate. The IEB directly addresses timely issues ranging from the
> ownership of indigenous artifacts (e.g. Incan/Mayan artifacts taken by
> Western museums and collectors), to the outsourcing of dangerous jobs
> (e.g. disposing of chemical waste), to the corporate sponsorship of
> college sports. /In the tournament, a moderator poses questions to teams
> of three to five students. Questions concern ethical challenges on a
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> Thank you very much for your help.
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>

--
Vincas P. Steponaitis
Professor and Director
Research Laboratories of Archaeology
University of North Carolina
Chapel Hill, NC 27599-3120

tel.: (919) 962-3846
fax: (919) 962-1613
email: vin@unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 29, 2007 3:16 PM
To: Vin Steponaitis <vps@email.unc.edu>; Clark, Susan C <scclark@email.unc.edu>
Subject: Re: Ethics Bowl at UNC Support Request
Attach: Ethics Bowl schedule.doc

Dear Vin,
Thank you so very much for your generous support. I have copied Susan Clark, our accounting person, on this email, as all funding works through her.
Also, since you said you have served as a judge for a similar event, would you be interested in serving as a judge for this as well?

I have attached the day's schedule.

Thanks again,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
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> Best,
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>> Sincerely,
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>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer in Philosophy
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>>
>
>

The University
of North Carolina
at Chapel Hill
Caldwell Hall Suite 207
Chapel Hill, NC 27599-3125

Jan Boxill 919.962.3317 jmboxill@email.unc.edu

ETHICS BOWL COMPETITION SCHEDULE

NOVEMBER 17, 2007
MURPHEY HALL
UNC CAMPUS

8-9 a.m.	Team Registration/continental breakfast
8:15-9	Breakfast meeting for judges and moderators
9-9:30	Plenary Session: welcome/review of rules

MORNING SESSIONS

9:45-11:00	Round I Eight sessions with 2 teams competing
11:15-12:30	Round II Eight sessions with 2 teams competing
12:30-1:30	Lunch/Orientation for afternoon judges

AFTERNOON SESSIONS

1:30-2:45	Round III Eight sessions with 2 teams competing
3:00-3:15	Announcement of Semifinalists Four teams advance
3:30-4:45	Semifinals Two sessions Two teams advance
5:00-6:15	Championship Round
6:15-6:30	Trophy Presentation/Conclusion

Note: For each session: Three-judge panel; a moderator

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 29, 2007 5:03 PM
To: Lance Westerlund <westy@email.unc.edu>
Subject: Re: [Fwd: Re: Ethics Bowl Support Request]

---

great.

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Lance Westerlund wrote:
> Hi Jan,
>
> Just so you are aware, I asked Geoff to commit $500 for the Ethics
> Bowl to use as leverage for funding from other departments that
> require budget details to be submitted with the requests.
>
> -Lance
>
>
> ----------
>
> Subject:
> Re: Ethics Bowl Support Request
> From:
> Geoff Sayre-McCord <Sayre-McCord@unc.edu>
> Date:
> Mon, 29 Oct 2007 15:48:14 -0400
> To:
> Lance Westerlund <westy@email.unc.edu>
>
> To:
> Lance Westerlund <westy@email.unc.edu>
> CC:
> "Clark, Susan" <scclark@email.unc.edu>
>
>
> Given the significance of the project, the Philosophy Department is
> willing to commit $500 in support of the Mid-Atlantic Regional
> Intercollegiate Ethics Bowl Competition, which will be held here at UNC.
> Sincerely,
> Geoff Sayre-McCord
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> Lance Westerlund wrote:
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>> free speech, gun control, etc.). /This yearâ€™s topics include
>> corporate sponsorship of college sports, the plight of Iraqi
>> translators, and the influence of private drug companies in FDA
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>> of issues, thereby gaining educational experience in ethics as it is
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>> Senior Lecturer in Philosophy
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>> --
>> Lance Westerlund
>> Office Assistant
>> Parr Center for Ethics
>> Department of Philosophy
>> University of North Carolina at Chapel Hill
>> CB #3125
>> Chapel Hill, NC 27599-3125
>> USA
>>
>> Phone: (919) 843-5641
>> email: lancew@unc.edu
>> http://parrcenter.unc.edu/about/westerlund.html
>
> --
>
> Geoffrey Sayre-McCord

> Professor and Department Chair
> Department of Philosophy
> University of North Carolina at Chapel Hill
> Chapel Hill, NC 27599-3125
>
> Tel: (919) 962-2695
> Fax: (919) 843-3929
> http://philosophy.unc.edu/smccord.htm
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 29, 2007 6:31 PM
To: Lance Westerlund <westy@email.unc.edu>; Dickson, Jennie Malloy <jdickson@unc.edu>; Clark, Susan C <scclark@email.unc.edu>
Subject: [Fwd: Re: Ethics Bowl at UNC Support Request]
Attach: Re Ethics Bowl at UNC Support Request.eml.msg

More good news

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Bickford, Donna M <dbickford@unc.edu>
Sent: Monday, October 29, 2007 5:40 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Cc: Thompson, Lucinda <thomps17@email.unc.edu>
Subject: Re: Ethics Bowl at UNC Support Request

Hi Jan:

My apologies for the delay in responding to this. We can offer $200 for the women-centered areas of the Ethics Bowl. I've copied our office manager, Lucinda Thompson on this email so that when your folks get in touch with her, she'll know what's up. Lucinda, this can come out of the ledger 3 account.
Thanks,
Donna

Jan Boxill wrote:

> Dear Donna,
>
> On Saturday, November 17, 2007, for the very first time, the
> Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be
> held here on UNC campus, hosted by the UNC Parr Center for Ethics. The
> Intercollegiate Ethics Bowl (IEB) is designed to provide students and
> the audience with a valuable educational experience within the context
> of a fun and exciting competitive tournament. For the past ten years the
> IEB has proven to be an innovative and rewarding event and in 2006
> received the American Philosophical Association/Philosophy Documentation
> Center's prize for Excellence and Innovation in Philosophy Programs. We
> are asking the Carolina Womenâ€™s Center to co-sponsor this event.
>
> The Intercollegiate Ethics Bowl is not simply about philosophical
> debate. The IEB directly addresses timely issues ranging from politics
> in the regulation of contraception, to pornography in undergraduate
> education, to corporate sponsorship of college sports. /In the
> tournament, a moderator poses questions to teams of three to five
> students. Questions concern ethical challenges on a wide range of
> topics, such as the classroom (e.g. cheating or plagiarism), personal
> relationships (e.g. dating or friendship), professional ethics (e.g.
> engineering, law, medicine), or social and political ethics (e.g. free
> speech, gun control, etc.). /This yearâ€™s topics include judging the
> value of traditional â€œwomenâ€™s workâ€ (e.g. homemaking), revisionist
> history (Japanâ€™s denial of sexual slavery in WWII), and the plight of
> Iraqi translators. Students are expected to be able to debate this broad
> range of issues, thereby gaining educational experience in ethics as it
> is directly applicable to a variety of disciplines and professions.
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> The Mid-Atlantic Regional Intercollegiate Ethics Bowl at UNC-Chapel Hill
> is a day-long event open to spectators, taking place in Murphey Hall on
> November 17th starting at 9:00a.m., and ending with an awards ceremony
> at 6:00p.m. Thirteen schools from across the mid-Atlantic and northeast

> region will be represented in the competition. Through this event,
> students and the community will have a better understanding of the
> breadth and dimensions of the ethical challenges faced by society and
> the world today.
>
> To host the Mid-Atlantic Regional Ethics Bowl at UNC-Chapel Hill, it
> will cost approximately $3,500. Therefore, we hope that the Carolina
> Womenâ€™s Center would be interested in being a co-sponsor with us and
> contribute funds towards making this event possible. These funds will be
> used for the production expenses needed to facilitate this
> intercollegiate event. Please let me know as soon as possible if you can
> help us with this event.
>
> Thank you very much for your help.
>
> Sincerely,
>
> Jan Boxill, Ph.D.
> Director, Parr Center for Ethics
> Senior Lecturer in Philosophy
>
>

--
Donna M. Bickford, Ph.D.
Director, Carolina Women's Center
The University of North Carolina-Chapel Hill
CB# 3302
134 E. Franklin Street, Suite 215
Chapel Hill, NC 27599-3302
Phone: 919-962-8305
Fax: 919-843-5619
dbickford@unc.edu

Combating Sex Trafficking: Prevention and Intervention
in North Carolina and Worldwide:
http://womenscenter.unc.edu/08conference/

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, October 29, 2007 6:33 PM
To: Bickford, Donna M <dbickford@unc.edu>
Cc: Thompson, Lucinda <thomps17@email.unc.edu>; Clark, Susan C <scclark@email.unc.edu>
Subject: Re: Ethics Bowl at UNC Support Request

Donna,
Thank you very much for your generous donation. I have copied Susan Clark on this email and she can be in contact with Lucinda.

Thanks again,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Donna Bickford wrote:
> Hi Jan:
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> My apologies for the delay in responding to this. We can offer $200
> for the women-centered areas of the Ethics Bowl. I've copied our
> office manager, Lucinda Thompson on this email so that when your folks
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> Thanks,
> Donna
>
>
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>> held here on UNC campus, hosted by the UNC Parr Center for Ethics.
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>> and the audience with a valuable educational experience within the
>> context of a fun and exciting competitive tournament. For the past
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>> debate. The IEB directly addresses timely issues ranging from
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>> /In the tournament, a moderator poses questions to teams of three to

>> five students. Questions concern ethical challenges on a wide range
>> of topics, such as the classroom (e.g. cheating or plagiarism),
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>> ethics (e.g. engineering, law, medicine), or social and political
>> ethics (e.g. free speech, gun control, etc.). /This yearâ€™s topics
>> include judging the value of traditional â€œwomenâ€™s workâ€ (e.g.
>> homemaking), revisionist history (Japanâ€™s denial of sexual slavery in
>> WWII), and the plight of Iraqi translators. Students are expected to
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>> Hill is a day-long event open to spectators, taking place in Murphey
>> Hall on November 17th starting at 9:00a.m., and ending with an
>> awards ceremony at 6:00p.m. Thirteen schools from across the
>> mid-Atlantic and northeast region will be represented in the
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>> will cost approximately $3,500. Therefore, we hope that the Carolina
>> Womenâ€™s Center would be interested in being a co-sponsor with us and
>> contribute funds towards making this event possible. These funds will
>> be used for the production expenses needed to facilitate this
>> intercollegiate event. Please let me know as soon as possible if you
>> can help us with this event.
>>
>> Thank you very much for your help.
>>
>> Sincerely,
>>
>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer in Philosophy
>>
>>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, October 30, 2007 4:29 PM
To: Steiner, Niklaus Andreas <nsteiner@unc.edu>
Cc: Westerlund, Lance S <lancew@unc.edu>
Subject: Global Initiatives Funding Request
Attach: MatchingFund from Global Initiatives.doc

Dear Professor Steiner,

Attached is the funding request form that Global Initiatives requires.
The Regional Competition is shaping up to be an interesting and
stimulating event. Our students are very excited to be able to participate.

Thank you so much for your willingness to consider supporting the event.

Regards,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jan_boxill@unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Center for Global Initiatives

http://gi.unc.edu

Special Projects Matching Fund

Applicant's Name: Jan Boxill	Date: 10/30/2007
Department and CB #: Philosophy, 3125	Email: jmboxill@email.unc.edu

Preferred Mailing Address:
(street, city, state, zip) Campus Box 3125, Chapel Hill, NC 27599

Please provide a brief description of the proposed project (add additional sheets if necessary):

On Saturday, November 17, 2007, for the very first time, the Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be held here on UNC campus, hosted by the UNC Parr Center for Ethics. The Intercollegiate Ethics Bowl (IEB) is designed to provide students and the audience with a valuable educational experience within the context of a fun and exciting competitive tournament. For the past ten years the IEB has proven to be an innovative and rewarding event and in 2006 received the American Philosophical Association/Philosophy Documentation Center's prize for Excellence and Innovation in Philosophy Programs. We are asking the Center for Global Initiatives to co-sponsor this event.

The Intercollegiate Ethics Bowl is not simply about philosophical debate. The IEB directly addresses timely issues ranging from the outsourcing of dangerous jobs (e.g. disposing of chemical waste), to affirmative action in South Africa, to the corporate sponsorship of college sports. In the tournament, a moderator poses questions to teams of three to five students. Questions concern ethical challenges on a wide range of topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.). This year's topics include exploring the policy results of the World Bank and International Monetary Fund on developing nations, Western companies using indigenous cultures to create their artwork for mass consumption, and the plight of Iraqi translators. Students are expected to be able to debate this broad range of issues, thereby gaining educational experience in ethics as it is directly applicable to a variety of disciplines and professions.

The Mid-Atlantic Regional Intercollegiate Ethics Bowl at UNC-Chapel Hill is a day-long event open to spectators, taking place in Murphey Hall on November 17th starting at 9:00a.m., and ending with an awards ceremony at 6:00p.m. Thirteen schools from across the mid-Atlantic and northeast region will be represented in the competition. Through this event, students and the community will have a better understanding of the breadth and dimensions of the ethical challenges faced by society and the world today.

To host the Mid-Atlantic Regional Ethics Bowl at UNC-Chapel Hill, it will cost approximately $4,990. Therefore, we hope that the Center for Global Initiatives would be interested in being a co-sponsor with us and contribute funds towards making this event possible. These funds will be used for the production expenses needed to facilitate this intercollegiate event.

Thank you very much for your help.

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer in Philosophy

Please provide a budget that lists expected expenses. Funding will not often exceed $500.

Ethics Bowl Budget	**Estimated**
Breakfast Reception (approx. 125)	$ 700.00
Lunch Reception (approx. 125)	$ 1,250.00
Trophy Awards	$ 300.00
Award Ceremony Reception (approx. 35)	$ 200.00
Staff Time/Security costs	$ 720.00
Advertising (fliers/DTH ad)	$ 355.00
National ICB Fee ($50 per team)	$ 700.00
Van/Transportation	$ 65.00
Parking	$ 300.00
Tent rental	$ 300.00
Materials (printing and equipment)	$ 100.00
Total cost	$ 4,990.00

Total Amount Requested from the Center for Global Initiatives:___$500_____

Please list the amount of matching funds you have already secured in support of this project and the name and contact information of the person at each UNC unit who has committed this financial support:

Matching Funds	Department Contact	Contact Information	Commitment
Registration Fee ($150/per team)	14 teams registered		$2,100.00
Department of Athletics	Richard Baddour	rbaddour@email.unc.edu	$500.00
Department of Philosophy	Geoffrey Sayre-McCord	sayre-mccord@unc.edu	$500.00
Research Laboratories of Archaeology	Vin Steponaitis	vin@unc.edu	$250.00
Department of Religious Studies	Thomas Tweed	tatweed@email.unc.edu	$250.00
Women's Center	Donna Bickford	dbickford@unc.edu	$200.00
Total			$3,800.00

For Office Use Only	
Funding Source	
Cost Code	
Approved by and Date	
Date Paid/Ref. #	
Comments:	

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, October 30, 2007 4:29 PM
To: Lance Westerlund <westy@email.unc.edu>
Subject: [Fwd: Global Initiatives Funding Request]
Attach: Global Initiatives Funding Request.eml.msg

Yes, indeed it came under my name! It is well done and so I forwarded it on.

Thanks so much,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Jan Boxill <jan_boxill@unc.edu>
Sent: Tuesday, October 30, 2007 2:54 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>; Westerlund, Lance S <lancew@unc.edu>
Subject: Global Initiatives Funding Request
Attach: MatchingFund from Global Initiatives.doc

Hi Jan,

Attached is the funding request form that Global Initiatives requires. Let me know if there are any corrections to be made. Otherwise, please forward on the Niklaus Steiner (nsteiner@unc.edu). Also, let me know if this email shows up as being sent by you - I'm trying to set up an alias that allows me to send your correspondence under your name.

Thanks,
Lance

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jan_boxill@unc.edu
Website:parrcenter.unc.edu
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Center for Global Initiatives

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Special Projects Matching Fund

Applicant's Name: Jan Boxill	Date: 10/30/2007
Department and CB #: Philosophy, 3125	Email: jmboxill@email.unc.edu

Preferred Mailing Address:
(street, city, state, zip) Campus Box 3125, Chapel Hill, NC 27599

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Department of Religious Studies	Thomas Tweed	tatweed@email.unc.edu	$250.00
Women's Center	Donna Bickford	dbickford@unc.edu	$200.00
Total			$3,800.00

For Office Use Only	
Funding Source	
Cost Code	
Approved by and Date	
Date Paid/Ref. #	
Comments:	

The University
of North Carolina
at Chapel Hill
Caldwell Hall, CB# 3125
Chapel Hill, NC 27599-3125
www.parrcenter.unc.edu

Jan Boxill 919.962.3317 jmboxill@email.unc.edu

ETHICS BOWL

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course of the semester the students will prepare these cases. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation.

Mid-Atlantic Regional Competition at UNC Chapel Hill: November 17, 2007 beginning at 9 a.m.

I. How Ethics Bowl is Played:

In Ethics Bowl a moderator asks two teams of three to five undergraduate students questions that pose ethical problems on topics ranging widely over areas such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, architecture, business, the military, law, medicine, etc.) or social and political ethics (e.g. free speech, gun control, health care, etc.) In an Ethics Bowl competition two teams are asked different questions. Each team answers its question according to the following format. After the moderator poses a question to a team the team gets one minute to confer, after which it must state its answer. (The team does not respond completely cold, however, because prior to the Ethics Bowl each competing team receives a set of cases that present ethical issues upon which the questions a team must answer at the Ethics Bowl are based.)

After the team states its answer to the question posed by the moderator the judges then have an opportunity to ask the team brief follow-up questions to elicit a teams' viewpoint on ethically important aspects of the question, or to seek clarification of a team's response. After the judges have asked their questions, the opposing team then has one minute to present a response to the first team's answer. The first team then has an opportunity to respond to the opposing team's comments.

The judges have been instructed prior to the Ethics Bowl concerning the criteria they are to apply in evaluating the teams' answers, which are the following:

Clarity and Intelligibility: Has the team stated and defended its position in a way that is logically consistent and which allows the Judges to understand clearly the team's line of reasoning?

Focus on Ethically Relevant Factors: Has the team identified and discussed the factors the Judges consider ethically relevant in connection with the case?

Avoidance of Ethical Irrelevance: Has the team stayed on track by avoiding preoccupation with issues that the Judges do not regard as ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does the Team's presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

II. Format :

The IEB is a tiered competition in which the top scoring thirty-two teams in ten regional ethics bowls compete against one another at a national ethics bowl. At the national ethics bowl participating teams will compete in three matches during the morning on the day of the event. In the evening the top scoring eight teams will compete in an eight team elimination consisting of four quarter-final matches, two semi-final matches, and a final match.

In both the regional ethics bowls and the national ethics bowl, four to six weeks prior to the day of the event, each entered team, as well as every judge and moderator, will receive a set of ethics bowl cases. The questions asked of teams are to be taken from this set. As in previous ethics bowls, the moderators and judges will be drawn from distinguished individuals in diverse fields, such as law, medicine, business, government service, engineering, science, academia, and other fields as well.

The University
of North Carolina
at Chapel Hill
Caldwell Hall Suite 207
Chapel Hill, NC 27599-3125

Jan Boxill 919.962.3317 jmboxill@email.unc.edu

ETHICS BOWL COMPETITION SCHEDULE

NOVEMBER 17, 2007
MURPHEY HALL
UNC CAMPUS

8-9 a.m.	Team Registration/continental breakfast
8:15-9	Breakfast meeting for judges and moderators
9-9:30	Plenary Session: welcome/review of rules

MORNING SESSIONS

9:45-11:00	Round I Eight sessions with 2 teams competing
11:15-12:30	Round II Eight sessions with 2 teams competing
12:30-1:30	Lunch/Orientation for afternoon judges

AFTERNOON SESSIONS

1:30-2:45	Round III Eight sessions with 2 teams competing
3:00-3:15	Announcement of Semifinalists Four teams advance
3:30-4:45	Semifinals Two sessions Two teams advance
5:00-6:15	Championship Round
6:15-6:30	Trophy Presentation/Conclusion

Note: For each session: Three-judge panel; a moderator

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, October 30, 2007 6:10 PM
To: Dickson, Jennie Malloy <jdickson@unc.edu>
Subject: Re: FW: Ethics Contest Judging

I think he sounds fine--might be a good change.

Jan

Jennie Dickson wrote:
> I don't know if I sent you this email, but this gentleman has been very
> responsive to my request for community judges. Am I being a bigot for being
> worried about his Southern Baptist persuasion in the context of judging?
>
> -----Original Message-----
> From: Britt Treece [mailto:wbtreece@gmail.com]
> Sent: Friday, October 26, 2007 3:35 PM
> To: jdickson@unc.edu
> Subject: Ethics Contest Judging
>
> Jennie,
>
> The Ethics Bowl looks like a great way to encourage strong thinking
> about culturally-relevant topics. I am excited to see what results it
> produces in our country's young people. So what are you looking for
> in judges and how can we sign up?
>
> Thank you for your time,
>
> Britt Treece
> Southeastern Baptist Theological Seminary graduate divinity student
> North Carolina State University graduate in education, 2002
> Treasuring Christ Church member, Raleigh, NC
>
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 31, 2007 1:38 PM
To: Roberts, John Thomas <jtrosap@email.unc.edu>
Subject: Re: Outcome Assessment, PELASE REPLY

Hi John,
I put the stuff in Marc's box yesterday afternoon. So either it is still in his box or he has it. Sorry, I should have put it in your box. But the papers were uniformly good, so your statement is correct.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

John T Roberts wrote:
> Thanks so much, Jan and Josh!
>
> I have to submit our committee's report on this assessment. I would
> like to include the following statement:
>
> "It is the judgment of the committee that our examination of these
> papers gives good evidence that the Departmentâ€™s undergraduate
> teaching is achieving its learning outcome goals to a very high degree."
>
> Is that okay with both of you?
> thanks,
> John

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 31, 2007 9:46 PM
To: Kramer, Lloyd S <lkramer@email.unc.edu>
Cc: lkramer@unc.edu; Fletcher, W Miles <wmfletch@email.unc.edu>; Loftin, Joyce <loftinj@email.unc.edu>; Clark, Susan C <scclark@email.unc.edu>; Lance Westerlund <westy@email.unc.edu>; Dickson, Jennie Malloy <jdickson@unc.edu>
Subject: Re: Parr Center for Ethics: Ethics Bowl

Dear Lloyd,
Thank you so very much for your generous support. We are excited to be hosting the event and our students are looking forward to the competition. Our accounting person is Susan Clark, who is copied on this email.

Our flyer and advertisements will reflect your support as a co-sponsor.

Thanks again,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Lloyd Kramer wrote:
> Dear Jan,
> I'm writing somewhat belatedly in response to your request for
> financial support for the Intercollegiate Ethics Bowl competition.
> This sounds
> like an interesting event for UNC students, and it's good to know that
> it will be here in Chapel Hill. I've discussed this event with Miles
> Fletcher,
> and we agree that (given the historical aspects of some themes) it
> would be appropriate for History to co-sponsor this event. The History
> Department can therefore contribute $500 toward the costs of the
> competition. Our departmental accountant, Ms. Joyce Loftin, will help
> with the transfer of funds, and I have copied her on this message. I
> hope this will be a successful and educational event for everyone.
>
> Best wishes,
> Lloyd
>
> Jan Boxill wrote:
>
>> Dear Lloyd Kramer,
>>
>> On Saturday, November 17, 2007, for the very first time, the
>> Mid-Atlantic Regional Intercollegiate Ethics Bowl Competition will be
>> held here on UNC campus, hosted by the UNC Parr Center for Ethics.
>> The Intercollegiate Ethics Bowl (IEB) is designed to provide students
>> and audiences with a valuable educational experience within the

>> context of a fun and exciting competitive tournament. For the past
>> ten years the IEB has proven to be an innovative and rewarding event
>> and in 2006 received the American Philosophical
>> Association/Philosophy Documentation Center's prize for Excellence
>> and Innovation in Philosophy Programs. We are asking the Department
>> of History to co-sponsor this event.
>>
>> The Intercollegiate Ethics Bowl is not simply about philosophical
>> debate. The IEB directly addresses timely issues ranging from animal
>> testing and the rights of convicts, to the World Bankâ€™s effect on
>> developing economies. //In the tournament, a moderator poses
>> questions to teams of three to five students. Questions concern
>> ethical challenges on a wide range of topics, such as the classroom
>> (e.g. cheating or plagiarism), personal relationships (e.g. dating or
>> friendship), professional ethics (e.g. engineering, law, medicine),
>> or social and political ethics (e.g. free speech, gun control, etc.).
>> //This yearâ€™s topics include the use of revisionist history by
>> governments and deleting bad acts from record, government
>> surveillance and public infrastructure, corporate sponsorship of
>> college sports, and the plight of Iraqi translators. Students are
>> expected to be able to debate this broad range of issues, thereby
>> gaining educational experience in ethics as it is directly applicable
>> to a variety of disciplines and professions.
>>
>> The Mid-Atlantic Regional Intercollegiate Ethics Bowl at UNC-Chapel
>> Hill is a day-long event open to spectators, taking place in Murphey
>> Hall on November 17th starting at 9:00a.m., and ending with an
>> awards ceremony at 6:00p.m. Thirteen schools from across the
>> mid-Atlantic and northeast region will be represented in the
>> competition. Through this event, students and the community will have
>> a better understanding of the breadth and dimensions of the ethical
>> challenges faced by society and the world today.
>>
>> To host the Mid-Atlantic Regional Ethics Bowl at UNC-Chapel Hill, it
>> will cost approximately $3,500. Therefore, we hope that the
>> Department of History would be interested in being a co-sponsor with
>> us and contribute funds towards making this event possible. These
>> funds will be used for the production expenses needed to facilitate
>> this intercollegiate event. Please let me know as soon as possible if
>> you can help us with this event.
>>
>> Thank you very much for your help.
>>
>> Sincerely,
>>
>> Jan Boxill, Ph.D.
>>
>> Director, Parr Center for Ethics
>>
>> Senior Lecturer in Philosophy
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, November 1, 2007 10:27 AM
To: Gray-Little, Bernadette <gray-little@unc.edu>
Subject: Ethics Bowl
Attach: Ethics Bowl schedule.doc; Ethics Bowl description.doc

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Der Bernadette,

As you may know the Parr Center for Ethics in conjunction with several other academic departments is hosting the Mid-Atlantic Regional Ethics Bowl Competition here at UNC on Saturday, November 17th Fourteen universities will be competing in this regional. We would be honored if you could give the opening welcome and address for the competition at 9 a.m. Please let me know if this fits your schedule and you would be willing to do this.

Attached is the day's schedule and other information on the Ethics Bowl.

Thank you very much for your consideration,
Jan

--
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The University
of North Carolina
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ETHICS BOWL COMPETITION SCHEDULE

NOVEMBER 17, 2007
MURPHEY HALL
UNC CAMPUS

8-9 a.m.	Team Registration/continental breakfast
8:15-9	Breakfast meeting for judges and moderators
9-9:30	Plenary Session: welcome/review of rules

MORNING SESSIONS

9:45-11:00	Round I Eight sessions with 2 teams competing
11:15-12:30	Round II Eight sessions with 2 teams competing
12:30-1:30	Lunch/Orientation for afternoon judges

AFTERNOON SESSIONS

1:30-2:45	Round III Eight sessions with 2 teams competing
3:00-3:15	Announcement of Semifinalists Four teams advance
3:30-4:45	Semifinals Two sessions Two teams advance
5:00-6:15	Championship Round
6:15-6:30	Trophy Presentation/Conclusion

Note: For each session: Three-judge panel; a moderator

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ETHICS BOWL

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course of the semester the students will prepare these cases. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation.

Mid-Atlantic Regional Competition at UNC Chapel Hill: November 17, 2007 beginning at 9 a.m.

I. How Ethics Bowl is Played:

In Ethics Bowl a moderator asks two teams of three to five undergraduate students questions that pose ethical problems on topics ranging widely over areas such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, architecture, business, the military, law, medicine, etc.) or social and political ethics (e.g. free speech, gun control, health care, etc.) In an Ethics Bowl competition two teams are asked different questions. Each team answers its question according to the following format. After the moderator poses a question to a team the team gets one minute to confer, after which it must state its answer. (The team does not respond completely cold, however, because prior to the Ethics Bowl each competing team receives a set of cases that present ethical issues upon which the questions a team must answer at the Ethics Bowl are based.)

After the team states its answer to the question posed by the moderator the judges then have an opportunity to ask the team brief follow-up questions to elicit a teams' viewpoint on ethically important aspects of the question, or to seek clarification of a team's response. After the judges have asked their questions, the opposing team then has one minute to present a response to the first team's answer. The first team then has an opportunity to respond to the opposing team's comments.

The judges have been instructed prior to the Ethics Bowl concerning the criteria they are to apply in evaluating the teams' answers, which are the following:

Clarity and Intelligibility: Has the team stated and defended its position in a way that is logically consistent and which allows the Judges to understand clearly the team's line of reasoning?

Focus on Ethically Relevant Factors: Has the team identified and discussed the factors the Judges consider ethically relevant in connection with the case?

Avoidance of Ethical Irrelevance: Has the team stayed on track by avoiding preoccupation with issues that the Judges do not regard as ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does the Team's presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

II. Format :

The IEB is a tiered competition in which the top scoring thirty-two teams in ten regional ethics bowls compete against one another at a national ethics bowl. At the national ethics bowl participating teams will compete in three matches during the morning on the day of the event. In the evening the top scoring eight teams will compete in an eight team elimination consisting of four quarter-final matches, two semi-final matches, and a final match.

In both the regional ethics bowls and the national ethics bowl, four to six weeks prior to the day of the event, each entered team, as well as every judge and moderator, will receive a set of ethics bowl cases. The questions asked of teams are to be taken from this set. As in previous ethics bowls, the moderators and judges will be drawn from distinguished individuals in diverse fields, such as law, medicine, business, government service, engineering, science, academia, and other fields as well.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, November 1, 2007 11:29 AM
To: Gary Whaley <gwhaley@invtitle.com>
Subject: Ethics Bowl; Sadhu
Attach: Parable of the Sadhu.pdf

Hi Gary,
Thanks for agreeing to serve as a judge. You have the schedule; it does require us to be there "very" early on Saturday! You'll be getting more information from us as soon as we get everything set.

I've attached the Parable of the Sadhu, which I mentioned at lunch. I've used it in several Ethical Decision Making workshops.

RE: basketball--we looked pretty good last night for a first game. Chinese National Team will be interesting and different.

Jan

--
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After encountering a dying pilgrim on a climbing trip in the Himalayas, a businessman ponders the differences between individual and corporate ethics

The parable of the sadhu

Bowen H. McCoy

It was early in the morning before the sun rose, which gave them time to climb the treacherous slope to the pass at 18,000 feet before the ice steps melted. They were also concerned about their stamina and altitude sickness, and felt the need to press on. Into this chance collection of climbers on that Himalayan slope an ethical dilemma arose in the guise of an unconscious, almost naked sadhu, an Indian holy man. Each climber gave the sadhu help but none made sure he would be safe. Should somebody have stopped to help the sadhu to safety? Would it have done any good? Was the group responsible? Since leaving the sadhu on the mountain slope, the author, who was one of the climbers, has pondered these issues. He sees many parallels for business people as they face ethical decisions at work.

Mr. McCoy is a managing director of Morgan Stanley & Co., Inc., and president of Morgan Stanley Realty, Inc. He is also an ordained ruling elder of the United Presbyterian Church.

Illustration by Geoffrey Moss.

Last year, as the first participant in the new six-month sabbatical program that Morgan Stanley has adopted, I enjoyed a rare opportunity to collect my thoughts as well as do some traveling. I spent the first three months in Nepal, walking 600 miles through 200 villages in the Himalayas and climbing some 120,000 vertical feet. On the trip my sole Western companion was an anthropologist who shed light on the cultural patterns of the villages we passed through.

During the Nepal hike, something occurred that has had a powerful impact on my thinking about corporate ethics. Although some might argue that the experience has no relevance to business, it was a situation in which a basic ethical dilemma suddenly intruded into the lives of a group of individuals. How the group responded I think holds a lesson for all organizations no matter how defined.

The sadhu

The Nepal experience was more rugged and adventuresome than I had anticipated. Most commercial treks last two or three weeks and cover a quarter of the distance we traveled.

My friend Stephen, the anthropologist, and I were halfway through the 60-day Himalayan part of the trip when we reached the high point, an 18,000-foot pass over a crest that we'd have to traverse to reach to the village of Muklinath, an ancient holy place for pilgrims.

Six years earlier I had suffered pulmonary edema, an acute form of altitude sickness, at 16,500 feet in the vicinity of Everest base camp, so we were understandably concerned about what would

happen at 18,000 feet. Moreover, the Himalayas were having their wettest spring in 20 years; hip-deep powder and ice had already driven us off one ridge. If we failed to cross the pass, I feared that the last half of our "once in a lifetime" trip would be ruined.

The night before we would try the pass, we camped at a hut at 14,500 feet. In the photos taken at that camp, my face appears wan. The last village we'd passed through was a sturdy two-day walk below us, and I was tired.

During the late afternoon, four backpackers from New Zealand joined us, and we spent most of the night awake, anticipating the climb. Below we could see the fires of two other parties, which turned out to be two Swiss couples and a Japanese hiking club.

To get over the steep part of the climb before the sun melted the steps cut in the ice, we departed at 3:30 A.M. The New Zealanders left first, followed by Stephen and myself, our porters and Sherpas, and then the Swiss. The Japanese lingered in their camp. The sky was clear, and we were confident that no spring storm would erupt that day to close the pass.

At 15,500 feet, it looked to me as if Stephen were shuffling and staggering a bit, which are symptoms of altitude sickness. (The initial stage of altitude sickness brings a headache and nausea. As the condition worsens, a climber may encounter difficult breathing, disorientation, aphasia, and paralysis.) I felt strong, my adrenaline was flowing, but I was very concerned about my ultimate ability to get across. A couple of our porters were also suffering from the height, and Pasang, our Sherpa sirdar (leader), was worried.

Just after daybreak, while we rested at 15,500 feet, one of the New Zealanders, who had gone ahead, came staggering down toward us with a body slung across his shoulders. He dumped the almost naked, barefoot body of an Indian holy man – a sadhu – at my feet. He had found the pilgrim lying on the ice, shivering and suffering from hypothermia. I cradled the sadhu's head and laid him out on the rocks. The New Zealander was angry. He wanted to get across the pass before the bright sun melted the snow. He said, "Look, I've done what I can. You have porters and Sherpa guides. You care for him. We're going on!" He turned and went back up the mountain to join his friends.

I took a carotid pulse and found that the sadhu was still alive. We figured he had probably visited the holy shrines at Muklinath and was on his way home. It was fruitless to question why he had chosen this desperately high route instead of the safe, heavily traveled caravan route through the Kali Gandaki gorge. Or why he was almost naked and with no shoes, or how long he had been lying in the pass. The answers weren't going to solve our problem.

Stephen and the four Swiss began stripping off outer clothing and opening their packs. The sadhu was soon clothed from head to foot. He was not able to walk, but he was very much alive. I looked down the mountain and spotted below the Japanese climbers marching up with a horse.

Without a great deal of thought, I told Stephen and Pasang that I was concerned about withstanding the heights to come and wanted to get over the pass. I took off after several of our porters who had gone ahead.

On the steep part of the ascent where, if the ice steps had given way, I would have slid down about 3,000 feet, I felt vertigo. I stopped for a breather, allowing the Swiss to catch up with me. I inquired about the sadhu and Stephen. They said that the sadhu was fine and that Stephen was just behind. I set off again for the summit.

Stephen arrived at the summit an hour after I did. Still exhilarated by victory, I ran down the snow slope to congratulate him. He was suffering from altitude sickness, walking 15 steps, then stopping, walking 15 steps, then stopping. Pasang accompanied him all the way up. When I reached them, Stephen glared at me and said: "How do you feel about contributing to the death of a fellow man?"

I did not fully comprehend what he meant.

"Is the sadhu dead?" I inquired.

"No," replied Stephen, "but he surely will be!"

After I had gone, and the Swiss had departed not long after, Stephen had remained with the sadhu. When the Japanese had arrived, Stephen had asked to use their horse to transport the sadhu down to the hut. They had refused. He had then asked Pasang to have a group of our porters carry the sadhu. Pasang had resisted the idea, saying that the porters would have to exert all their energy to get themselves over the pass. He had thought they could not carry a man down 1,000 feet to the hut, reclimb the slope, and get across safely before the snow melted. Pasang had pressed Stephen not to delay any longer.

The Sherpas had carried the sadhu down to a rock in the sun at about 15,000 feet and had pointed out the hut another 500 feet below. The Japanese had given him food and drink. When they had last seen him he was listlessly throwing rocks at the Japanese party's dog, which had frightened him.

We do not know if the sadhu lived or died.

For many of the following days and evenings Stephen and I discussed and debated our behavior toward the sadhu. Stephen is a committed Quaker with deep moral vision. He said, "I feel that what happened with the sadhu is a good example of the breakdown between the individual ethic and the corporate ethic. No one person was willing to assume ultimate responsibility for the sadhu. Each was willing to do his

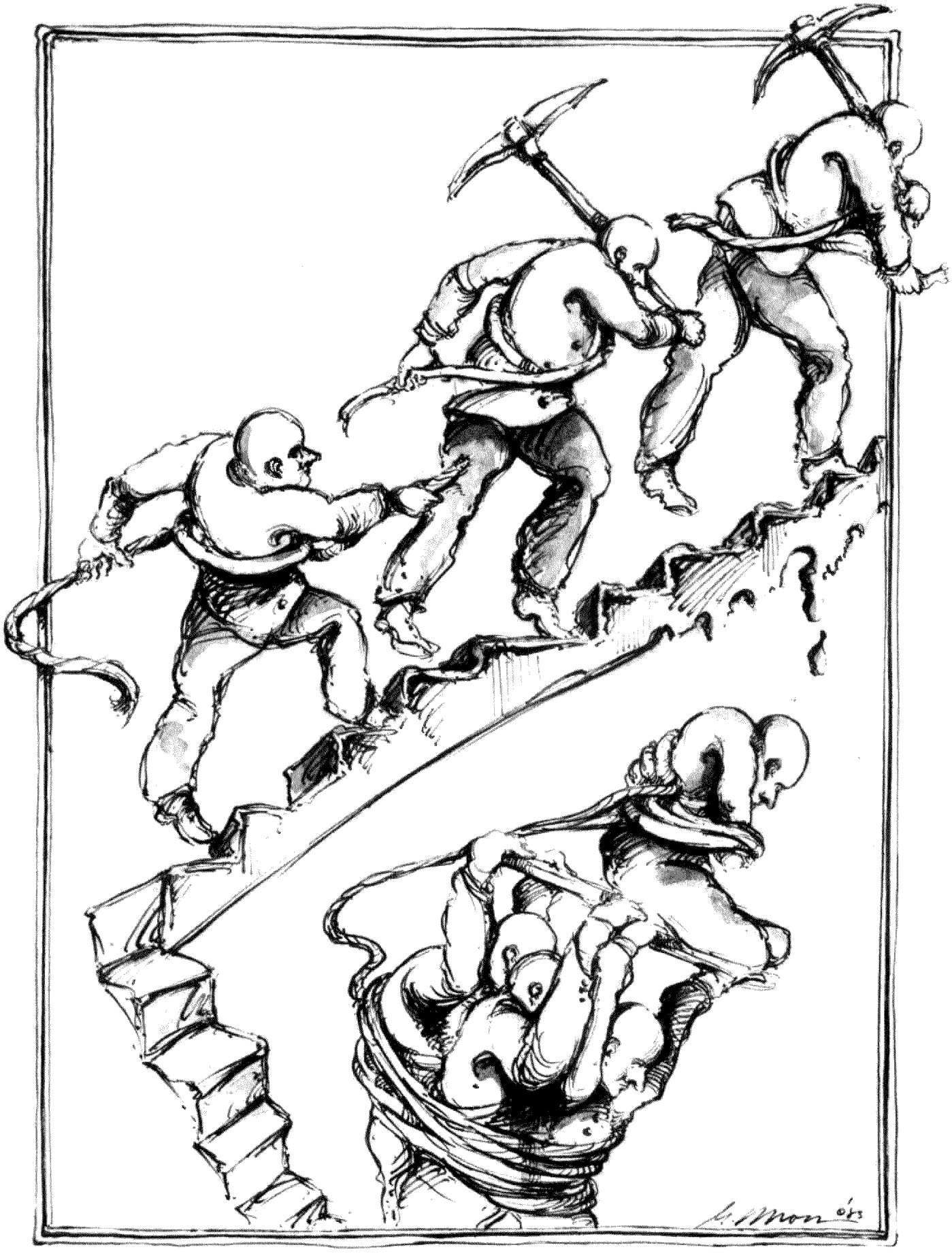

bit just so long as it was not too inconvenient. When it got to be a bother, everyone just passed the buck to someone else and took off. Jesus was relevant to a more individualistic stage of society, but how do we interpret his teaching today in a world filled with large, impersonal organizations and groups?"

I defended the larger group, saying, "Look, we all cared. We all stopped and gave aid and comfort. Everyone did his bit. The New Zealander carried him down below the snow line. I took his pulse and suggested we treat him for hypothermia. You and the Swiss gave him clothing and got him warmed up. The Japanese gave him food and water. The Sherpas carried him down to the sun and pointed out the easy trail toward the hut. He was well enough to throw rocks at a dog. What more could we do?"

"You have just described the typical affluent Westerner's response to a problem. Throwing money – in this case food and sweaters – at it, but not solving the fundamentals!" Stephen retorted.

"What would satisfy you?" I said. "Here we are, a group of New Zealanders, Swiss, Americans, and Japanese who have never met before and who are at the apex of one of the most powerful experiences of our lives. Some years the pass is so bad no one gets over it. What right does an almost naked pilgrim who chooses the wrong trail have to disrupt our lives? Even the Sherpas had no interest in risking the trip to help him beyond a certain point."

Stephen calmly rebutted, "I wonder what the Sherpas would have done if the sadhu had been a well-dressed Nepali, or what the Japanese would have done if the sadhu had been a well-dressed Asian, or what you would have done, Buzz, if the sadhu had been a well-dressed Western woman?"

"Where, in your opinion," I asked instead, "is the limit of our responsibility in a situation like this? We had our own well-being to worry about. Our Sherpa guides were unwilling to jeopardize us or the porters for the sadhu. No one else on the mountain was willing to commit himself beyond certain self-imposed limits."

Stephen said, "As individual Christians or people with a Western ethical tradition, we can fulfill our obligations in such a situation only if (1) the sadhu dies in our care, (2) the sadhu demonstrates to us that he could undertake the two-day walk down to the village, or (3) we carry the sadhu for two days down to the village and convince someone there to care for him."

"Leaving the sadhu in the sun with food and clothing, while he demonstrated hand-eye coordination by throwing a rock at a dog, comes close to fulfilling items one and two," I answered. "And it wouldn't have made sense to take him to the village where the people appeared to be far less caring than the Sherpas, so the third condition is impractical. Are you really saying that, no matter what the implications, we should, at the drop of a hat, have changed our entire plan?"

The individual vs. the group ethic

Despite my arguments, I felt and continue to feel guilt about the sadhu. I had literally walked through a classic moral dilemma without fully thinking through the consequences. My excuses for my actions include a high adrenaline flow, a superordinate goal, and a once-in-a-lifetime opportunity – factors in the usual corporate situation, especially when one is under stress.

Real moral dilemmas are ambiguous, and many of us hike right through them, unaware that they exist. When, usually after the fact, someone makes an issue of them, we tend to resent his or her bringing it up. Often, when the full import of what we have done (or not done) falls on us, we dig into a defensive position from which it is very difficult to emerge. In rare circumstances we may contemplate what we have done from inside a prison.

Had we mountaineers been free of physical and mental stress caused by the effort and the high altitude, we might have treated the sadhu differently. Yet isn't stress the real test of personal and corporate values? The instant decisions executives make under pressure reveal the most about personal and corporate character.

Among the many questions that occur to me when pondering my experience are: What are the practical limits of moral imagination and vision? Is there a collective or institutional ethic beyond the ethics of the individual? At what level of effort or commitment can one discharge one's ethical responsibilities?

Not every ethical dilemma has a right solution. Reasonable people often disagree; otherwise there would be no dilemma. In a business context, however, it is essential that managers agree on a process for dealing with dilemmas.

The sadhu experience offers an interesting parallel to business situations. An immediate response was mandatory. Failure to act was a decision in itself. Up on the mountain we could not resign and submit our résumés to a headhunter. In contrast to philosophy, business involves action and implementation – getting things done. Managers must come up with answers to problems based on what they see and what they allow to influence their decision-making processes. On the mountain, none of us but

Stephen realized the true dimensions of the situation we were facing.

One of our problems was that as a group we had no process for developing a consensus. We had no sense of purpose or plan. The difficulties of dealing with the sadhu were so complex that no one person could handle it. Because it did not have a set of preconditions that could guide its action to an acceptable resolution, the group reacted instinctively as individuals. The cross-cultural nature of the group added a further layer of complexity. We had no leader with whom we could all identify and in whose purpose we believed. Only Stephen was willing to take charge, but he could not gain adequate support to care for the sadhu.

Some organizations do have a value system that transcends the personal values of the managers. Such values, which go beyond profitability, are usually revealed when the organization is under stress. People throughout the organization generally accept its values, which, because they are not presented as a rigid list of commandments, may be somewhat ambiguous. The stories people tell, rather than printed materials, transmit these conceptions of what is proper behavior.

For 20 years I have been exposed at senior levels to a variety of corporations and organizations. It is amazing how quickly an outsider can sense the tone and style of an organization and the degree of tolerated openness and freedom to challenge management.

Organizations that do not have a heritage of mutually accepted, shared values tend to become unhinged during stress, with each individual bailing out for himself. In the great takeover battles we have witnessed during past years, companies that had strong cultures drew the wagons around them and fought it out, while other companies saw executives supported by their golden parachutes, bail out of the struggles.

Because corporations and their members are interdependent, for the corporation to be strong the members need to share a preconceived notion of what is correct behavior, a "business ethic," and think of it as a positive force, not a constraint.

As an investment banker I am continually warned by well-meaning lawyers, clients, and associates to be wary of conflicts of interest. Yet if I were to run away from every difficult situation, I wouldn't be an effective investment banker. I have to feel my way through conflicts. An effective manager can't run from risk either; he or she has to confront and deal with risk. To feel "safe" in doing this, managers need the guidelines of an agreed-on process and set of values within the organization.

After my three months in Nepal, I spent three months as an executive-in-residence at both Stanford Business School and the Center for Ethics and Social Policy at the Graduate Theological Union at Berkeley. These six months away from my job gave me time to assimilate 20 years of business experience. My thoughts turned often to the meaning of the leadership role in any large organization. Students at the seminary thought of themselves as antibusiness. But when I questioned them they agreed that they distrusted all large organizations, including the church. They perceived all large organizations as impersonal and opposed to individual values and needs. Yet we all know of organizations where peoples' values and beliefs are respected and their expressions encouraged. What makes the difference? Can we identify the difference and, as a result, manage more effectively?

The word "ethics" turns off many and confuses more. Yet the notions of shared values and an agreed-on process for dealing with adversity and change – what many people mean when they talk about corporate culture – seem to be at the heart of the ethical issue. People who are in touch with their own core beliefs and the beliefs of others and are sustained by them can be more comfortable living on the cutting edge. At times, taking a tough line or a decisive stand in a muddle of ambiguity is the only ethical thing to do. If a manager is indecisive and spends time trying to figure out the "good" thing to do, the enterprise may be lost.

Business ethics, then, has to do with the authenticity and integrity of the enterprise. To be ethical is to follow the business as well as the cultural goals of the corporation, its owners, its employees, and its customers. Those who cannot serve the corporate vision are not authentic business people and, therefore, are not ethical in the business sense.

At this stage of my own business experience I have a strong interest in organizational behavior. Sociologists are keenly studying what they call corporate stories, legends, and heroes as a way organizations have of transmitting the value system. Corporations such as Arco have even hired consultants to perform an audit of their corporate culture. In a company, the leader is the person who understands, interprets, and manages the corporate value system. Effective managers are then action-oriented people who resolve conflict, are tolerant of ambiguity, stress, and change, and have a strong sense of purpose for themselves and their organizations.

If all this is true, I wonder about the role of the professional manager who moves from company to company. How can he or she quickly absorb the values and culture of different organizations? Or is there, indeed, an art of management that is totally transportable? Assuming such fungible managers do exist, is it proper for them to manipulate the values of others?

What would have happened had Stephen and I carried the sadhu for two days back to the village and become involved with the villagers in

his care? In four trips to Nepal my most interesting experiences occurred in 1975 when I lived in a Sherpa home in the Khumbu for five days recovering from altitude sickness. The high point of Stephen's trip was an invitation to participate in a family funeral ceremony in Manang. Neither experience had to do with climbing the high passes of the Himalayas. Why were we so reluctant to try the lower path, the ambiguous trail? Perhaps because we did not have a leader who could reveal the greater purpose of the trip to us.

Why didn't Stephen with his moral vision opt to take the sadhu under his personal care? The answer is because, in part, Stephen was hard-stressed physically himself, and because, in part, without some support system that involved our involuntary and episodic community on the mountain, it was beyond his individual capacity to do so.

I see the current interest in corporate culture and corporate value systems as a positive response to Stephen's pessimism about the decline of the role of the individual in large organizations. Individuals who operate from a thoughtful set of personal values provide the foundation for a corporate culture. A corporate tradition that encourages freedom of inquiry, supports personal values, and reinforces a focused sense of direction can fulfill the need for individuality along with the prosperity and success of the group. Without such corporate support, the individual is lost.

That is the lesson of the sadhu. In a complex corporate situation, the individual requires and deserves the support of the group. If people cannot find such support from their organization, they don't know how to act. If such support is forthcoming, a person has a stake in the success of the group, and can add much to the process of establishing and maintaining a corporate culture. It is management's challenge to be sensitive to individual needs, to shape them, and to direct and focus them for the benefit of the group as a whole.

For each of us the sadhu lives. Should we stop what we are doing and comfort him; or should we keep trudging up toward the high pass? Should I pause to help the derelict I pass on the street each night as I walk by the Yale Club en route to Grand Central Station? Am I his brother? What is the nature of our responsibility if we consider ourselves to be ethical persons? Perhaps it is to change the values of the group so that it can, with all its resources, take the other road.

Readers of this article will be interested in Robert Jackall's
Moral Mazes: Bureaucracy and Managerial Work
beginning on page 118 of this issue.

The Editors

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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, November 2, 2007 8:49 PM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Cc: LeFebvre, Donna H. <lefebvre@unc.edu>
Subject: Re: tanner ta class rolls

You can get the class lists from the Department Chairs or the Student Services manager for each department. Most departments are accustomed to providing this. But if you have any trouble, please let me know. I think I called the Department Chair first to emphasize the importance of confidentiality, but then the chair will ask the student services person.

Hope this helps.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
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debbie_stevenson@unc.edu wrote:
> Hi Donna,
>
> I actually don't know how committee members have obtained those in the
> past. I will copy Jan on this email and maybe she can enlighten us.
>
> Have a good weekend!
>
> Debbie
>
>
> Quoting Donna LeFebvre <lefebvre@unc.edu>:
>
>> hi Debbie--
>> how do we get the class rolls, so we can call students, for our top
>> 10 list for the tanner TA awards?
>> thanks--donna--
>>
>> * Donna LeFebvre, J
>>
>> _____
>>
>> DONNA LEFEBVRE, J.D.
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>> _EMAIL:_ lefebvre@unc.edu
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>>
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>>
>> _ADDRESS:_ POLITICAL SCIENCE DEPARTMENT

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>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, November 6, 2007 2:25 PM
To: Lange, Marc B <mlange@email.unc.edu>
Subject: Re: teaching assignments for 2008-09 academic year
Attach: Fall 08-my prefs.doc

Hi Marc,
Attached are my preferences

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Marc Lange wrote:
> Dear comrades,
>
> I have attached the customary letter requesting your teaching
> preferences for the upcoming academic year. If I can be helpful to you
> in any way, please do not hesitate to call upon me.
>
> Marc
>

UNC
COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

DEPARTMENT OF PHILOSOPHY

CAMPUS BOX #3125 T 919.962.7291
CALDWELL HALL F 919.843.3929
CHAPEL HILL, NC 27599-3125 philosophy.unc.edu

6 November 2008

Dear comrades,

Believe it or not, it is already time to begin formulating the course schedule for the 2008-09 academic year. As you know, our normal teaching load consists of two "service" courses (including 100-level and 200-level courses) and two "perk" courses (including honors, first-year seminars, and graduate-level courses). Variations from this scheme are possible, of course, but the average must come very close to this norm if we are to meet our enrollment obligations and to be equitable in our teaching assignments.

You might consider coordinating your teaching preferences with your colleagues who teach courses in some of the same broad areas as you. If you wish, please feel free to tell me collectively how your group plans to cover the necessary courses, undergraduate and graduate.

The next page consists of the familiar form for presenting your course and time preferences. Please let me know of any special constraints that I should take into account in formulating the schedule. (Remember that I haven't done this before, so whereas you might have been able to take for granted that Jan already knows some of your constraints, it can safely be taken for granted that *I* will *not* know, so please spell it all out for me!) Please also be sure to let me know if you expect to have any sort of leave (or otherwise reduced course load).

For 100-level courses, please indicate whether you envision the class as having 4 teaching assistants (200 students), 2 teaching assistants (100 students), or no teaching assistants. Our course descriptions can be found at http://www.unc.edu/ugradbulletin/depts/phil.html

Please also bear in mind that we aim to have about as many 400-level graduate/undergraduate courses as we have graduate seminars. We would like to have all broad philosophical areas regularly covered at both of these levels.

To avoid having graduate courses overlap, it might be better for some graduate courses to be taught outside of the traditional 1-3:30 (Tuesdays, Wednesdays, or Thursdays) and 4-6:30 (Mondays through Thursdays) slots. Evening slots might interfere least with other classes. If you are amendable (or even eager) to teach a given course in an evening slot, please let me know.

Please be sure to let me know if you would like to teach Proto. Since first-year graduate students have fellowships and therefore do not teach, Proto will likely be scheduled 10-12:30 on either Tuesday or Thursday; and PHIL 455 will likely be taught MW 10-11:15
If you are scheduled to teach a Research Reading Group (PHIL 990) but it draws insufficient enrollment, then a service course will have to be assigned in its place.

Please send me your preferences by Monday, November 26. If I can assist you in any way, please don't hesitate to contact me. Thank you for your patience. --Marc

Your name: _____JAN BOXILL_____

Fall 2008: (List courses in order of preference 1-4)

1. COURSE: _____PHIL 560-Ethics Bowl___ Time pref: 1.__Wed 4-6:30_
   2._Mon 4-6:30_____ 3. _____

2. COURSE: PHIL 163: Practical Ethics__ Time pref: 1._TR 11__ 2._TR 9:30__ 3. TR _____

3. COURSE: _PHIL 275: Feminism_____ Time pref: 1.__same as #2_____ 2._____ 3. _____

4. COURSE: _PHIL 266: Ethics in Sports_ Time pref: 1.__same as #2_____ 2._____ 3. _____

Comments:

I am also happy to do a First Year Seminar if there aren't enough people who want them.

SPRING 2009:

1. COURSE:_____Time pref: 1._____ 2._____ 3. _____

2. COURSE: _____ Time pref: 1._____ 2._____ 3. _____

3. COURSE:_____Time pref: 1._____ 2._____ 3. _____

4. COURSE:_____Time pref: 1._____ 2._____ 3. _____

Comments:

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, November 6, 2007 2:32 PM
To: Lange, Marc B <mlange@email.unc.edu>
Subject: Re: teaching assignments for 2008-09 academic year
Attach: Teaching Prefs 08-09.doc

I just realized I forgot to give the Spring 2009, so I have edited and
have it attached.

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
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3. COURSE:___PHIL 266:Ethics in Sports—Same time preferences as #2

4. COURSE:__PHIL 275: Feminism—Same time preferences #2

Comments:

Again I will be happy to teach a FYS if you don't have enough who want to

REGIONAL ETHICS BOWL CASES

FALL 2007

Prepared by:
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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

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After the team states its answer to the question posed by the moderator the judges then have an opportunity to ask the team brief follow-up questions to elicit a teams' viewpoint on ethically important aspects of the question, or to seek clarification of a team's response. After the judges have asked their questions, the opposing team then has one minute to present a response to the first team's answer. The first team then has an opportunity to respond to the opposing team's comments.

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Avoidance of Ethical Irrelevance: Has the team stayed on track by avoiding preoccupation with issues that the Judges do not regard as ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does the Team's presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

II. Format :

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Judge's Guidelines

Reasonable disagreement
The ethical case studies are designed to address controversial issues about which intelligent, thoughtful people can reasonably disagree. The scores of the teams, therefore, should be based on the quality of their arguments, not on whether or not they adopted one position rather than another. The team that makes the strongest argument should win the most points. Moral decisions are made case by case based on applying critical thought to difficult situations. When evaluating teams, judges should not let whether or not they agree with the team's conclusion influence their assessment.

Research
Successful presentations should include a clear and detailed understanding of the facts given in the case. Since cases often involve details that are not general knowledge, research will often be necessary. Students should be prepared to identify sources of facts gained through independent research. While research is helpful, even necessary as a learning tool, judges should focus predominantly on the quality of arguments presented.

Presentation style
The focus of the ethics bowl is on the arguments the students provide. This means that judges must evaluate, <u>and only evaluate</u>, a team on aspects of its presentation that relate directly to the four criteria identified on the judge's score-sheet. Judges may not consider in their scoring other aspects of the team's presentation (e.g. the voice quality of presenters, whether they maintain eye contact with the judges, etc.)

Moral theories
Moral theories and other moral perspectives (such as professional codes) can be useful for drawing out what is ethically significant in a case. However, the mere mention of a moral theory or other moral perspective does not, by itself, strengthen the presentation.

Scoring note:
At the end of each round you should enter the following scores:
a) The presenting team's presentation score
b) The presenting team's response to commentary and judge's question score (this is one score)
c) The responding team's commentary score

Judge's Score Sheet FRONT

Judge's Name_____

PRESENTING team_____

Part 1: PRESENTING Team's initial presentation (10 minutes; 40 total points)

1. Was the presentation clear and systematic? Regardless of whether or not you agree with the conclusion, did the team give a coherent argument in a clear and succinct manner?

1-10 ☐

1-2 = Incoherent presentation
3-4 = Serious logical problems in the argument (poor)
5-6 = Hard to follow the argument (passable)
7-8 = Reasonably clear and systematic
9 = Crystal clear presentation
10 = Exceptional

2. Did the team avoid ethically irrelevant issues? Or was the team preoccupied with issues that are not ethically relevant or are of minor ethical relevance to the case?

1-10 ☐

1-2 = Whole argument irrelevant
3-4 = Major irrelevance in the argument (poor)
5-6 = Some distractions from main argument (passable)
7-8 = Minor irrelevancies
9 = Exactly on point
10 = Exceptional

3. Did the team's presentation clearly identify and thoroughly discuss the central moral dimensions of the case?

1-10 ☐

1-2 = Failure to cover any relevant moral dimensions
3-4 = Serious missing or underdeveloped dimensions (poor)
5-6 = Some significant dimensions are missing or poorly covered (passable)
7-8 = Most dimensions are present and well developed
9 = All dimensions present and clarified appropriately
10 = Exceptional

4. Did the team's presentation indicate both awareness and thoughtful consideration of different viewpoints, including especially those that would loom large in the reasoning of individuals who disagree with team's position?

1-10 ☐

1-2 = Minimal awareness of different viewpoints
3-4 = Minimal consideration of different viewpoints…. (poor)
5-6 = Underdeveloped discussion of different viewpoints…. (passable)
7-8 = Solid analysis and discussion of different viewpoints, including careful attention especially to those that would loom large….
9 = Insightful analysis and discussion of different viewpoints, including full and careful attention especially to those that would loom large….
10 = Exceptional

☐ **Total from front (maximum 40)**

TURN OVER after initial presentation

Judge's Score Sheet BACK

<u>Part 2</u>: OPPOSING Team's Commentary (5 minutes; 10 total points)

To what extent has the team effectively dealt with the presenting team's arguments?

1-2 = Failure to respond
3-4 = Weak or irrelevant response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed commentary

1-10 Points for OPPOSING Team

These points are added to the other score sheet

<u>Part 3</u>: PRESENTING Team's Response to Commentary (5 minutes; 10 total points)

How did the team <u>respond</u> to the opposing team's commentary and the judges' questions?

1-2 = Failure to respond
3-4 = Weak response (poor)
5-6 = Some points are made (passable)
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TOTAL SCORE FOR TEAM

\+ \+ =

Total from Front | **Response to Commentary** | **Commentary on other team [from other** | **Total Score (maximum 60)**

Score sheet]

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ETHICS BOWL COMPETITION SCHEDULE

NOVEMBER 17, 2007
MURPHEY HALL
UNC CAMPUS

8-9 a.m.	Team Registration/continental breakfast
8:15-9	Breakfast meeting for judges and moderators
9-9:30	Plenary Session: welcome/review of rules
	Welcome address: Bernadette Gray-Little, Executive Vice-Chancellor & Provost, UNC

MORNING SESSIONS

9:45-11:00	Round I Eight sessions with 2 teams competing
11:15-12:30	Round II Eight sessions with 2 teams competing
12:30-1:30	Lunch/Orientation for afternoon judges

AFTERNOON SESSIONS

1:30-2:45	Round III Eight sessions with 2 teams competing
3:00-3:15	Announcement of Semifinalists Four teams advance
3:30-4:45	Semifinals Two sessions Two teams advance
5:00-6:15	Championship Round
6:15-6:30	Trophy Presentation/Conclusion

Note: For each session: Three-judge panel; a moderator

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TOTAL SCORE FOR TEAM

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REGIONAL ETHICS BOWL CASES

FALL 2007

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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

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ETHICS BOWL

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course of the semester the students will prepare these cases. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation.

Mid-Atlantic Regional Competition at UNC Chapel Hill: November 17, 2007 beginning at 9 a.m.

I. How Ethics Bowl is Played:

In Ethics Bowl a moderator asks two teams of three to five undergraduate students questions that pose ethical problems on topics ranging widely over areas such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, architecture, business, the military, law, medicine, etc.) or social and political ethics (e.g. free speech, gun control, health care, etc.) In an Ethics Bowl competition two teams are asked different questions. Each team answers its question according to the following format. After the moderator poses a question to a team the team gets one minute to confer, after which it must state its answer. (The team does not respond completely cold, however, because prior to the Ethics Bowl each competing team receives a set of cases that present ethical issues upon which the questions a team must answer at the Ethics Bowl are based.)

After the team states its answer to the question posed by the moderator the judges then have an opportunity to ask the team brief follow-up questions to elicit a teams' viewpoint on ethically important aspects of the question, or to seek clarification of a team's response. After the judges have asked their questions, the opposing team then has one minute to present a response to the first team's answer. The first team then has an opportunity to respond to the opposing team's comments.

The judges have been instructed prior to the Ethics Bowl concerning the criteria they are to apply in evaluating the teams' answers, which are the following:

Clarity and Intelligibility: Has the team stated and defended its position in a way that is logically consistent and which allows the Judges to understand clearly the team's line of reasoning?

Focus on Ethically Relevant Factors: Has the team identified and discussed the factors the Judges consider ethically relevant in connection with the case?

Avoidance of Ethical Irrelevance: Has the team stayed on track by avoiding preoccupation with issues that the Judges do not regard as ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does the Team's presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

II. Format :

The IEB is a tiered competition in which the top scoring thirty-two teams in ten regional ethics bowls compete against one another at a national ethics bowl. At the national ethics bowl participating teams will compete in three matches during the morning on the day of the event. In the evening the top scoring eight teams will compete in an eight team elimination consisting of four quarter-final matches, two semi-final matches, and a final match.

In both the regional ethics bowls and the national ethics bowl, four to six weeks prior to the day of the event, each entered team, as well as every judge and moderator, will receive a set of ethics bowl cases. The questions asked of teams are to be taken from this set. As in previous ethics bowls, the moderators and judges will be drawn from distinguished individuals in diverse fields, such as law, medicine, business, government service, engineering, science, academia, and other fields as well.

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ETHICS BOWL COMPETITION SCHEDULE

NOVEMBER 17, 2007
MURPHEY HALL
UNC CAMPUS

8-9 a.m.	Team Registration/continental breakfast
8:15-9	Breakfast meeting for judges and moderators
9-9:30	Plenary Session: welcome/review of rules
	Welcome address: Bernadette Gray-Little, Executive Vice-Chancellor & Provost, UNC

MORNING SESSIONS

9:45-11:00	Round I Eight sessions with 2 teams competing
11:15-12:30	Round II Eight sessions with 2 teams competing
12:30-1:30	Lunch/Orientation for afternoon judges

AFTERNOON SESSIONS

1:30-2:45	Round III Eight sessions with 2 teams competing
3:00-3:15	Announcement of Semifinalists Four teams advance
3:30-4:45	Semifinals Two sessions Two teams advance
5:00-6:15	Championship Round
6:15-6:30	Trophy Presentation/Conclusion

Note: For each session: Three-judge panel; a moderator

Judge's Guidelines

Reasonable disagreement
The ethical case studies are designed to address controversial issues about which intelligent, thoughtful people can reasonably disagree. The scores of the teams, therefore, should be based on the quality of their arguments, not on whether or not they adopted one position rather than another. The team that makes the strongest argument should win the most points. Moral decisions are made case by case based on applying critical thought to difficult situations. When evaluating teams, judges should not let whether or not they agree with the team's conclusion influence their assessment.

Research
Successful presentations should include a clear and detailed understanding of the facts given in the case. Since cases often involve details that are not general knowledge, research will often be necessary. Students should be prepared to identify sources of facts gained through independent research. While research is helpful, even necessary as a learning tool, judges should focus predominantly on the quality of arguments presented.

Presentation style
The focus of the ethics bowl is on the arguments the students provide. This means that judges must evaluate, <u>and only evaluate</u>, a team on aspects of its presentation that relate directly to the four criteria identified on the judge's score-sheet. Judges may not consider in their scoring other aspects of the team's presentation (e.g. the voice quality of presenters, whether they maintain eye contact with the judges, etc.)

Moral theories
Moral theories and other moral perspectives (such as professional codes) can be useful for drawing out what is ethically significant in a case. However, the mere mention of a moral theory or other moral perspective does not, by itself, strengthen the presentation.

Scoring note:
At the end of each round you should enter the following scores:
a) The presenting team's presentation score
b) The presenting team's response to commentary and judge's question score (this is one score)
c) The responding team's commentary score

Judge's Score Sheet FRONT

Judge's Name_____

PRESENTING team_____

Part 1: PRESENTING Team's initial presentation (10 minutes; 40 total points)

1. Was the presentation clear and systematic? Regardless of whether or not you agree with the conclusion, did the team give a coherent argument in a clear and succinct manner?

1-10 ☐

1-2 = Incoherent presentation
3-4 = Serious logical problems in the argument (poor)
5-6 = Hard to follow the argument (passable)
7-8 = Reasonably clear and systematic
9 = Crystal clear presentation
10 = Exceptional

2. Did the team avoid ethically irrelevant issues? Or was the team preoccupied with issues that are not ethically relevant or are of minor ethical relevance to the case?

1-10 ☐

1-2 = Whole argument irrelevant
3-4 = Major irrelevance in the argument (poor)
5-6 = Some distractions from main argument (passable)
7-8 = Minor irrelevancies
9 = Exactly on point
10 = Exceptional

3. Did the team's presentation clearly identify and thoroughly discuss the central moral dimensions of the case?

1-10 ☐

1-2 = Failure to cover any relevant moral dimensions
3-4 = Serious missing or underdeveloped dimensions (poor)
5-6 = Some significant dimensions are missing or poorly covered (passable)
7-8 = Most dimensions are present and well developed
9 = All dimensions present and clarified appropriately
10 = Exceptional

4. Did the team's presentation indicate both awareness and thoughtful consideration of different viewpoints, including especially those that would loom large in the reasoning of individuals who disagree with team's position?

1-10 ☐

1-2 = Minimal awareness of different viewpoints
3-4 = Minimal consideration of different viewpoints…. (poor)
5-6 = Underdeveloped discussion of different viewpoints…. (passable)
7-8 = Solid analysis and discussion of different viewpoints, including careful attention especially to those that would loom large….
9 = Insightful analysis and discussion of different viewpoints, including full and careful attention especially to those that would loom large….
10 = Exceptional

☐ **Total from front (maximum 40)**

TURN OVER after initial presentation

Judge's Score Sheet BACK

<u>Part 2</u>: OPPOSING Team's Commentary (5 minutes; 10 total points)

To what extent has the team effectively dealt with the presenting team's arguments?

1-2 = Failure to respond
3-4 = Weak or irrelevant response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed commentary

1-10 Points for OPPOSING Team

These points are added to the other score sheet

<u>Part 3</u>: PRESENTING Team's Response to Commentary (5 minutes; 10 total points)

How did the team <u>respond</u> to the opposing team's commentary and the judges' questions?

1-2 = Failure to respond
3-4 = Weak response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed response

1-10 Points for PRESENTING Team

TOTAL SCORE FOR TEAM

\+ \+ =

Total from Front | **Response to Commentary** | **Commentary on other team [from other** | **Total Score (maximum 60)**

Score sheet]

REGIONAL ETHICS BOWL CASES

FALL 2007

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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

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ETHICS BOWL

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course of the semester the students will prepare these cases. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation.

Mid-Atlantic Regional Competition at UNC Chapel Hill: November 17, 2007 beginning at 9 a.m.

I. How Ethics Bowl is Played:

In Ethics Bowl a moderator asks two teams of three to five undergraduate students questions that pose ethical problems on topics ranging widely over areas such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, architecture, business, the military, law, medicine, etc.) or social and political ethics (e.g. free speech, gun control, health care, etc.) In an Ethics Bowl competition two teams are asked different questions. Each team answers its question according to the following format. After the moderator poses a question to a team the team gets one minute to confer, after which it must state its answer. (The team does not respond completely cold, however, because prior to the Ethics Bowl each competing team receives a set of cases that present ethical issues upon which the questions a team must answer at the Ethics Bowl are based.)

After the team states its answer to the question posed by the moderator the judges then have an opportunity to ask the team brief follow-up questions to elicit a teams' viewpoint on ethically important aspects of the question, or to seek clarification of a team's response. After the judges have asked their questions, the opposing team then has one minute to present a response to the first team's answer. The first team then has an opportunity to respond to the opposing team's comments.

The judges have been instructed prior to the Ethics Bowl concerning the criteria they are to apply in evaluating the teams' answers, which are the following:

Clarity and Intelligibility: Has the team stated and defended its position in a way that is logically consistent and which allows the Judges to understand clearly the team's line of reasoning?

Focus on Ethically Relevant Factors: Has the team identified and discussed the factors the Judges consider ethically relevant in connection with the case?

Avoidance of Ethical Irrelevance: Has the team stayed on track by avoiding preoccupation with issues that the Judges do not regard as ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does the Team's presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

II. Format :

The IEB is a tiered competition in which the top scoring thirty-two teams in ten regional ethics bowls compete against one another at a national ethics bowl. At the national ethics bowl participating teams will compete in three matches during the morning on the day of the event. In the evening the top scoring eight teams will compete in an eight team elimination consisting of four quarter-final matches, two semi-final matches, and a final match.

In both the regional ethics bowls and the national ethics bowl, four to six weeks prior to the day of the event, each entered team, as well as every judge and moderator, will receive a set of ethics bowl cases. The questions asked of teams are to be taken from this set. As in previous ethics bowls, the moderators and judges will be drawn from distinguished individuals in diverse fields, such as law, medicine, business, government service, engineering, science, academia, and other fields as well.

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ETHICS BOWL COMPETITION SCHEDULE

NOVEMBER 17, 2007
MURPHEY HALL
UNC CAMPUS

8-9 a.m.	Team Registration/continental breakfast
8:15-9	Breakfast meeting for judges and moderators
9-9:30	Plenary Session: welcome/review of rules
	Welcome address: Bernadette Gray-Little, Executive Vice-Chancellor & Provost, UNC

MORNING SESSIONS

9:45-11:00	Round I Eight sessions with 2 teams competing
11:15-12:30	Round II Eight sessions with 2 teams competing
12:30-1:30	Lunch/Orientation for afternoon judges

AFTERNOON SESSIONS

1:30-2:45	Round III Eight sessions with 2 teams competing
3:00-3:15	Announcement of Semifinalists Four teams advance
3:30-4:45	Semifinals Two sessions Two teams advance
5:00-6:15	Championship Round
6:15-6:30	Trophy Presentation/Conclusion

Note: For each session: Three-judge panel; a moderator

Judge's Guidelines

Reasonable disagreement
The ethical case studies are designed to address controversial issues about which intelligent, thoughtful people can reasonably disagree. The scores of the teams, therefore, should be based on the quality of their arguments, not on whether or not they adopted one position rather than another. The team that makes the strongest argument should win the most points. Moral decisions are made case by case based on applying critical thought to difficult situations. When evaluating teams, judges should not let whether or not they agree with the team's conclusion influence their assessment.

Research
Successful presentations should include a clear and detailed understanding of the facts given in the case. Since cases often involve details that are not general knowledge, research will often be necessary. Students should be prepared to identify sources of facts gained through independent research. While research is helpful, even necessary as a learning tool, judges should focus predominantly on the quality of arguments presented.

Presentation style
The focus of the ethics bowl is on the arguments the students provide. This means that judges must evaluate, <u>and only evaluate</u>, a team on aspects of its presentation that relate directly to the four criteria identified on the judge's score-sheet. Judges may not consider in their scoring other aspects of the team's presentation (e.g. the voice quality of presenters, whether they maintain eye contact with the judges, etc.)

Moral theories
Moral theories and other moral perspectives (such as professional codes) can be useful for drawing out what is ethically significant in a case. However, the mere mention of a moral theory or other moral perspective does not, by itself, strengthen the presentation.

Scoring note:
At the end of each round you should enter the following scores:
a) The presenting team's presentation score
b) The presenting team's response to commentary and judge's question score (this is one score)
c) The responding team's commentary score

Judge's Score Sheet FRONT

Judge's Name_____

PRESENTING team_____

Part 1: PRESENTING Team's initial presentation (10 minutes; 40 total points)

1. Was the presentation clear and systematic? Regardless of whether or not you agree with the conclusion, did the team give a coherent argument in a clear and succinct manner?

1-10 ☐

1-2 = Incoherent presentation
3-4 = Serious logical problems in the argument (poor)
5-6 = Hard to follow the argument (passable)
7-8 = Reasonably clear and systematic
9 = Crystal clear presentation
10 = Exceptional

2. Did the team avoid ethically irrelevant issues? Or was the team preoccupied with issues that are not ethically relevant or are of minor ethical relevance to the case?

1-10 ☐

1-2 = Whole argument irrelevant
3-4 = Major irrelevance in the argument (poor)
5-6 = Some distractions from main argument (passable)
7-8 = Minor irrelevancies
9 = Exactly on point
10 = Exceptional

3. Did the team's presentation clearly identify and thoroughly discuss the central moral dimensions of the case?

1-10 ☐

1-2 = Failure to cover any relevant moral dimensions
3-4 = Serious missing or underdeveloped dimensions (poor)
5-6 = Some significant dimensions are missing or poorly covered (passable)
7-8 = Most dimensions are present and well developed
9 = All dimensions present and clarified appropriately
10 = Exceptional

4. Did the team's presentation indicate both awareness and thoughtful consideration of different viewpoints, including especially those that would loom large in the reasoning of individuals who disagree with team's position?

1-10 ☐

1-2 = Minimal awareness of different viewpoints
3-4 = Minimal consideration of different viewpoints…. (poor)
5-6 = Underdeveloped discussion of different viewpoints…. (passable)
7-8 = Solid analysis and discussion of different viewpoints, including careful attention especially to those that would loom large….
9 = Insightful analysis and discussion of different viewpoints, including full and careful attention especially to those that would loom large….
10 = Exceptional

☐ **Total from front (maximum 40)**

TURN OVER after initial presentation

Judge's Score Sheet BACK

<u>Part 2</u>: OPPOSING Team's Commentary (5 minutes; 10 total points)

To what extent has the team effectively dealt with the presenting team's arguments?

1-2 = Failure to respond
3-4 = Weak or irrelevant response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed commentary

1-10 Points for OPPOSING Team

These points are added to the other score sheet

<u>Part 3</u>: PRESENTING Team's Response to Commentary (5 minutes; 10 total points)

How did the team <u>respond</u> to the opposing team's commentary and the judges' questions?

1-2 = Failure to respond
3-4 = Weak response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed response

1-10 Points for PRESENTING Team

TOTAL SCORE FOR TEAM

\+ \+ =

Total from Front | **Response to Commentary** | **Commentary on other team [from other** | **Total Score (maximum 60)**

Score sheet]

REGIONAL ETHICS BOWL CASES

FALL 2007

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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

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ETHICS BOWL

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course of the semester the students will prepare these cases. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation.

Mid-Atlantic Regional Competition at UNC Chapel Hill: November 17, 2007 beginning at 9 a.m.

I. How Ethics Bowl is Played:

In Ethics Bowl a moderator asks two teams of three to five undergraduate students questions that pose ethical problems on topics ranging widely over areas such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, architecture, business, the military, law, medicine, etc.) or social and political ethics (e.g. free speech, gun control, health care, etc.) In an Ethics Bowl competition two teams are asked different questions. Each team answers its question according to the following format. After the moderator poses a question to a team the team gets one minute to confer, after which it must state its answer. (The team does not respond completely cold, however, because prior to the Ethics Bowl each competing team receives a set of cases that present ethical issues upon which the questions a team must answer at the Ethics Bowl are based.)

After the team states its answer to the question posed by the moderator the judges then have an opportunity to ask the team brief follow-up questions to elicit a teams' viewpoint on ethically important aspects of the question, or to seek clarification of a team's response. After the judges have asked their questions, the opposing team then has one minute to present a response to the first team's answer. The first team then has an opportunity to respond to the opposing team's comments.

The judges have been instructed prior to the Ethics Bowl concerning the criteria they are to apply in evaluating the teams' answers, which are the following:

Clarity and Intelligibility: Has the team stated and defended its position in a way that is logically consistent and which allows the Judges to understand clearly the team's line of reasoning?

Focus on Ethically Relevant Factors: Has the team identified and discussed the factors the Judges consider ethically relevant in connection with the case?

Avoidance of Ethical Irrelevance: Has the team stayed on track by avoiding preoccupation with issues that the Judges do not regard as ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does the Team's presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

II. Format :

The IEB is a tiered competition in which the top scoring thirty-two teams in ten regional ethics bowls compete against one another at a national ethics bowl. At the national ethics bowl participating teams will compete in three matches during the morning on the day of the event. In the evening the top scoring eight teams will compete in an eight team elimination consisting of four quarter-final matches, two semi-final matches, and a final match.

In both the regional ethics bowls and the national ethics bowl, four to six weeks prior to the day of the event, each entered team, as well as every judge and moderator, will receive a set of ethics bowl cases. The questions asked of teams are to be taken from this set. As in previous ethics bowls, the moderators and judges will be drawn from distinguished individuals in diverse fields, such as law, medicine, business, government service, engineering, science, academia, and other fields as well.

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ETHICS BOWL COMPETITION SCHEDULE

NOVEMBER 17, 2007
MURPHEY HALL
UNC CAMPUS

8-9 a.m.	Team Registration/continental breakfast
8:15-9	Breakfast meeting for judges and moderators
9-9:30	Plenary Session: welcome/review of rules
	Welcome address: Bernadette Gray-Little, Executive Vice-Chancellor & Provost, UNC

MORNING SESSIONS

9:45-11:00	Round I Eight sessions with 2 teams competing
11:15-12:30	Round II Eight sessions with 2 teams competing
12:30-1:30	Lunch/Orientation for afternoon judges

AFTERNOON SESSIONS

1:30-2:45	Round III Eight sessions with 2 teams competing
3:00-3:15	Announcement of Semifinalists Four teams advance
3:30-4:45	Semifinals Two sessions Two teams advance
5:00-6:15	Championship Round
6:15-6:30	Trophy Presentation/Conclusion

Note: For each session: Three-judge panel; a moderator

Judge's Guidelines

Reasonable disagreement
The ethical case studies are designed to address controversial issues about which intelligent, thoughtful people can reasonably disagree. The scores of the teams, therefore, should be based on the quality of their arguments, not on whether or not they adopted one position rather than another. The team that makes the strongest argument should win the most points. Moral decisions are made case by case based on applying critical thought to difficult situations. When evaluating teams, judges should not let whether or not they agree with the team's conclusion influence their assessment.

Research
Successful presentations should include a clear and detailed understanding of the facts given in the case. Since cases often involve details that are not general knowledge, research will often be necessary. Students should be prepared to identify sources of facts gained through independent research. While research is helpful, even necessary as a learning tool, judges should focus predominantly on the quality of arguments presented.

Presentation style
The focus of the ethics bowl is on the arguments the students provide. This means that judges must evaluate, <u>and only evaluate</u>, a team on aspects of its presentation that relate directly to the four criteria identified on the judge's score-sheet. Judges may not consider in their scoring other aspects of the team's presentation (e.g. the voice quality of presenters, whether they maintain eye contact with the judges, etc.)

Moral theories
Moral theories and other moral perspectives (such as professional codes) can be useful for drawing out what is ethically significant in a case. However, the mere mention of a moral theory or other moral perspective does not, by itself, strengthen the presentation.

Scoring note:
At the end of each round you should enter the following scores:
a) The presenting team's presentation score
b) The presenting team's response to commentary and judge's question score (this is one score)
c) The responding team's commentary score

Judge's Score Sheet FRONT

Judge's Name_____

PRESENTING team_____

Part 1: PRESENTING Team's initial presentation (10 minutes; 40 total points)

1. Was the presentation clear and systematic? Regardless of whether or not you agree with the conclusion, did the team give a coherent argument in a clear and succinct manner?

1-10 ☐

1-2 = Incoherent presentation
3-4 = Serious logical problems in the argument (poor)
5-6 = Hard to follow the argument (passable)
7-8 = Reasonably clear and systematic
9 = Crystal clear presentation
10 = Exceptional

2. Did the team avoid ethically irrelevant issues? Or was the team preoccupied with issues that are not ethically relevant or are of minor ethical relevance to the case?

1-10 ☐

1-2 = Whole argument irrelevant
3-4 = Major irrelevance in the argument (poor)
5-6 = Some distractions from main argument (passable)
7-8 = Minor irrelevancies
9 = Exactly on point
10 = Exceptional

3. Did the team's presentation clearly identify and thoroughly discuss the central moral dimensions of the case?

1-10 ☐

1-2 = Failure to cover any relevant moral dimensions
3-4 = Serious missing or underdeveloped dimensions (poor)
5-6 = Some significant dimensions are missing or poorly covered (passable)
7-8 = Most dimensions are present and well developed
9 = All dimensions present and clarified appropriately
10 = Exceptional

4. Did the team's presentation indicate both awareness and thoughtful consideration of different viewpoints, including especially those that would loom large in the reasoning of individuals who disagree with team's position?

1-10 ☐

1-2 = Minimal awareness of different viewpoints
3-4 = Minimal consideration of different viewpoints…. (poor)
5-6 = Underdeveloped discussion of different viewpoints…. (passable)
7-8 = Solid analysis and discussion of different viewpoints, including careful attention especially to those that would loom large….
9 = Insightful analysis and discussion of different viewpoints, including full and careful attention especially to those that would loom large….
10 = Exceptional

☐ **Total from front (maximum 40)**

TURN OVER after initial presentation

Judge's Score Sheet BACK

<u>Part 2</u>: OPPOSING Team's Commentary (5 minutes; 10 total points)

To what extent has the team effectively dealt with the presenting team's arguments?

1-2 = Failure to respond
3-4 = Weak or irrelevant response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed commentary

1-10 Points for OPPOSING Team

These points are added to the other score sheet

<u>Part 3</u>: PRESENTING Team's Response to Commentary (5 minutes; 10 total points)

How did the team <u>respond</u> to the opposing team's commentary and the judges' questions?

1-2 = Failure to respond
3-4 = Weak response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed response

1-10 Points for PRESENTING Team

TOTAL SCORE FOR TEAM

\+ \+ =

Total from Front | **Response to Commentary** | **Commentary on other team [from other** | **Total Score (maximum 60)**

Score sheet]

REGIONAL ETHICS BOWL CASES

FALL 2007

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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

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ETHICS BOWL

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course of the semester the students will prepare these cases. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation.

Mid-Atlantic Regional Competition at UNC Chapel Hill: November 17, 2007 beginning at 9 a.m.

I. How Ethics Bowl is Played:

In Ethics Bowl a moderator asks two teams of three to five undergraduate students questions that pose ethical problems on topics ranging widely over areas such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, architecture, business, the military, law, medicine, etc.) or social and political ethics (e.g. free speech, gun control, health care, etc.) In an Ethics Bowl competition two teams are asked different questions. Each team answers its question according to the following format. After the moderator poses a question to a team the team gets one minute to confer, after which it must state its answer. (The team does not respond completely cold, however, because prior to the Ethics Bowl each competing team receives a set of cases that present ethical issues upon which the questions a team must answer at the Ethics Bowl are based.)

After the team states its answer to the question posed by the moderator the judges then have an opportunity to ask the team brief follow-up questions to elicit a teams' viewpoint on ethically important aspects of the question, or to seek clarification of a team's response. After the judges have asked their questions, the opposing team then has one minute to present a response to the first team's answer. The first team then has an opportunity to respond to the opposing team's comments.

The judges have been instructed prior to the Ethics Bowl concerning the criteria they are to apply in evaluating the teams' answers, which are the following:

Clarity and Intelligibility: Has the team stated and defended its position in a way that is logically consistent and which allows the Judges to understand clearly the team's line of reasoning?

Focus on Ethically Relevant Factors: Has the team identified and discussed the factors the Judges consider ethically relevant in connection with the case?

Avoidance of Ethical Irrelevance: Has the team stayed on track by avoiding preoccupation with issues that the Judges do not regard as ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does the Team's presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

II. Format :

The IEB is a tiered competition in which the top scoring thirty-two teams in ten regional ethics bowls compete against one another at a national ethics bowl. At the national ethics bowl participating teams will compete in three matches during the morning on the day of the event. In the evening the top scoring eight teams will compete in an eight team elimination consisting of four quarter-final matches, two semi-final matches, and a final match.

In both the regional ethics bowls and the national ethics bowl, four to six weeks prior to the day of the event, each entered team, as well as every judge and moderator, will receive a set of ethics bowl cases. The questions asked of teams are to be taken from this set. As in previous ethics bowls, the moderators and judges will be drawn from distinguished individuals in diverse fields, such as law, medicine, business, government service, engineering, science, academia, and other fields as well.

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ETHICS BOWL COMPETITION SCHEDULE

NOVEMBER 17, 2007
MURPHEY HALL
UNC CAMPUS

8-9 a.m.	Team Registration/continental breakfast
8:15-9	Breakfast meeting for judges and moderators
9-9:30	Plenary Session: welcome/review of rules
	Welcome address: Bernadette Gray-Little, Executive Vice-Chancellor & Provost, UNC

MORNING SESSIONS

9:45-11:00	Round I Eight sessions with 2 teams competing
11:15-12:30	Round II Eight sessions with 2 teams competing
12:30-1:30	Lunch/Orientation for afternoon judges

AFTERNOON SESSIONS

1:30-2:45	Round III Eight sessions with 2 teams competing
3:00-3:15	Announcement of Semifinalists Four teams advance
3:30-4:45	Semifinals Two sessions Two teams advance
5:00-6:15	Championship Round
6:15-6:30	Trophy Presentation/Conclusion

Note: For each session: Three-judge panel; a moderator

Judge's Guidelines

Reasonable disagreement
The ethical case studies are designed to address controversial issues about which intelligent, thoughtful people can reasonably disagree. The scores of the teams, therefore, should be based on the quality of their arguments, not on whether or not they adopted one position rather than another. The team that makes the strongest argument should win the most points. Moral decisions are made case by case based on applying critical thought to difficult situations. When evaluating teams, judges should not let whether or not they agree with the team's conclusion influence their assessment.

Research
Successful presentations should include a clear and detailed understanding of the facts given in the case. Since cases often involve details that are not general knowledge, research will often be necessary. Students should be prepared to identify sources of facts gained through independent research. While research is helpful, even necessary as a learning tool, judges should focus predominantly on the quality of arguments presented.

Presentation style
The focus of the ethics bowl is on the arguments the students provide. This means that judges must evaluate, <u>and only evaluate</u>, a team on aspects of its presentation that relate directly to the four criteria identified on the judge's score-sheet. Judges may not consider in their scoring other aspects of the team's presentation (e.g. the voice quality of presenters, whether they maintain eye contact with the judges, etc.)

Moral theories
Moral theories and other moral perspectives (such as professional codes) can be useful for drawing out what is ethically significant in a case. However, the mere mention of a moral theory or other moral perspective does not, by itself, strengthen the presentation.

Scoring note:
At the end of each round you should enter the following scores:
a) The presenting team's presentation score
b) The presenting team's response to commentary and judge's question score (this is one score)
c) The responding team's commentary score

Judge's Score Sheet FRONT

Judge's Name_____

PRESENTING team_____

Part 1: PRESENTING Team's initial presentation (10 minutes; 40 total points)

1. Was the presentation clear and systematic? Regardless of whether or not you agree with the conclusion, did the team give a coherent argument in a clear and succinct manner?

1-10 ☐

1-2 = Incoherent presentation
3-4 = Serious logical problems in the argument (poor)
5-6 = Hard to follow the argument (passable)
7-8 = Reasonably clear and systematic
9 = Crystal clear presentation
10 = Exceptional

2. Did the team avoid ethically irrelevant issues? Or was the team preoccupied with issues that are not ethically relevant or are of minor ethical relevance to the case?

1-10 ☐

1-2 = Whole argument irrelevant
3-4 = Major irrelevance in the argument (poor)
5-6 = Some distractions from main argument (passable)
7-8 = Minor irrelevancies
9 = Exactly on point
10 = Exceptional

3. Did the team's presentation clearly identify and thoroughly discuss the central moral dimensions of the case?

1-10 ☐

1-2 = Failure to cover any relevant moral dimensions
3-4 = Serious missing or underdeveloped dimensions (poor)
5-6 = Some significant dimensions are missing or poorly covered (passable)
7-8 = Most dimensions are present and well developed
9 = All dimensions present and clarified appropriately
10 = Exceptional

4. Did the team's presentation indicate both awareness and thoughtful consideration of different viewpoints, including especially those that would loom large in the reasoning of individuals who disagree with team's position?

1-10 ☐

1-2 = Minimal awareness of different viewpoints
3-4 = Minimal consideration of different viewpoints…. (poor)
5-6 = Underdeveloped discussion of different viewpoints…. (passable)
7-8 = Solid analysis and discussion of different viewpoints, including careful attention especially to those that would loom large….
9 = Insightful analysis and discussion of different viewpoints, including full and careful attention especially to those that would loom large….
10 = Exceptional

☐ **Total from front (maximum 40)**

TURN OVER after initial presentation

Judge's Score Sheet BACK

<u>Part 2</u>: OPPOSING Team's Commentary (5 minutes; 10 total points)

To what extent has the team effectively dealt with the presenting team's arguments?

1-2 = Failure to respond
3-4 = Weak or irrelevant response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed commentary

1-10 Points for OPPOSING Team

These points are added to the other score sheet

<u>Part 3</u>: PRESENTING Team's Response to Commentary (5 minutes; 10 total points)

How did the team <u>respond</u> to the opposing team's commentary and the judges' questions?

1-2 = Failure to respond
3-4 = Weak response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed response

1-10 Points for PRESENTING Team

TOTAL SCORE FOR TEAM

\+ \+ =

Total from Front | **Response to Commentary** | **Commentary on other team [from other** | **Total Score (maximum 60)**

Score sheet]

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, November 7, 2007 11:57 AM
To: Goldberg, Larry A <lagoldbe@email.unc.edu>
Subject: Ethics Bowl
Attach: Ethics Bowl Cases Fall 2007.doc; Ethics Bowl info for judges.doc; Ethics Bowl schedule.doc; Judge guidelines1.doc; Judge's Score Sheet

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Hi Larry,
I know how busy you are, but I am writing to ask if you would serve as an Ethics Bowl judge. The date of the regional competition is Saturday, November 17th. I have attached the schedule. If I have enough judges, you would only have to do 2 sessions at most. Each panel will have 3 judges--hopefully 2 faculty and a community member. Basically judging involves the same kind of analysis as grading an undergraduate paper. I have attached some information to give you an idea. For further information visit the Parr Center website.

We are also having two mock competitions where you could observe or judge -- as we need judges for these as well. The first will be on Friday, November 9th at 3 p.m. in CW 213 and the second is Tuesday, November 13th at 6:30 also in CW 213.

UNC has two teams who have been working together over the course of the semester, so your support would be greatly appreciated. And you would be a great judge.

Please contact me, if you have any questions.

Thanks so much. I hope you can serve.
Jan

--
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REGIONAL ETHICS BOWL CASES

FALL 2007

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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

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ETHICS BOWL

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course of the semester the students will prepare these cases. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation.

Mid-Atlantic Regional Competition at UNC Chapel Hill: November 17, 2007 beginning at 9 a.m.

I. How Ethics Bowl is Played:

In Ethics Bowl a moderator asks two teams of three to five undergraduate students questions that pose ethical problems on topics ranging widely over areas such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, architecture, business, the military, law, medicine, etc.) or social and political ethics (e.g. free speech, gun control, health care, etc.) In an Ethics Bowl competition two teams are asked different questions. Each team answers its question according to the following format. After the moderator poses a question to a team the team gets one minute to confer, after which it must state its answer. (The team does not respond completely cold, however, because prior to the Ethics Bowl each competing team receives a set of cases that present ethical issues upon which the questions a team must answer at the Ethics Bowl are based.)

After the team states its answer to the question posed by the moderator the judges then have an opportunity to ask the team brief follow-up questions to elicit a teams' viewpoint on ethically important aspects of the question, or to seek clarification of a team's response. After the judges have asked their questions, the opposing team then has one minute to present a response to the first team's answer. The first team then has an opportunity to respond to the opposing team's comments.

The judges have been instructed prior to the Ethics Bowl concerning the criteria they are to apply in evaluating the teams' answers, which are the following:

Clarity and Intelligibility: Has the team stated and defended its position in a way that is logically consistent and which allows the Judges to understand clearly the team's line of reasoning?

Focus on Ethically Relevant Factors: Has the team identified and discussed the factors the Judges consider ethically relevant in connection with the case?

Avoidance of Ethical Irrelevance: Has the team stayed on track by avoiding preoccupation with issues that the Judges do not regard as ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does the Team's presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

II. Format :

The IEB is a tiered competition in which the top scoring thirty-two teams in ten regional ethics bowls compete against one another at a national ethics bowl. At the national ethics bowl participating teams will compete in three matches during the morning on the day of the event. In the evening the top scoring eight teams will compete in an eight team elimination consisting of four quarter-final matches, two semi-final matches, and a final match.

In both the regional ethics bowls and the national ethics bowl, four to six weeks prior to the day of the event, each entered team, as well as every judge and moderator, will receive a set of ethics bowl cases. The questions asked of teams are to be taken from this set. As in previous ethics bowls, the moderators and judges will be drawn from distinguished individuals in diverse fields, such as law, medicine, business, government service, engineering, science, academia, and other fields as well.

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ETHICS BOWL COMPETITION SCHEDULE

NOVEMBER 17, 2007
MURPHEY HALL
UNC CAMPUS

8-9 a.m.	Team Registration/continental breakfast
8:15-9	Breakfast meeting for judges and moderators
9-9:30	Plenary Session: welcome/review of rules
	Welcome address: Bernadette Gray-Little, Executive Vice-Chancellor & Provost, UNC

MORNING SESSIONS

9:45-11:00	Round I Eight sessions with 2 teams competing
11:15-12:30	Round II Eight sessions with 2 teams competing
12:30-1:30	Lunch/Orientation for afternoon judges

AFTERNOON SESSIONS

1:30-2:45	Round III Eight sessions with 2 teams competing
3:00-3:15	Announcement of Semifinalists Four teams advance
3:30-4:45	Semifinals Two sessions Two teams advance
5:00-6:15	Championship Round
6:15-6:30	Trophy Presentation/Conclusion

Note: For each session: Three-judge panel; a moderator

Judge's Guidelines

Reasonable disagreement
The ethical case studies are designed to address controversial issues about which intelligent, thoughtful people can reasonably disagree. The scores of the teams, therefore, should be based on the quality of their arguments, not on whether or not they adopted one position rather than another. The team that makes the strongest argument should win the most points. Moral decisions are made case by case based on applying critical thought to difficult situations. When evaluating teams, judges should not let whether or not they agree with the team's conclusion influence their assessment.

Research
Successful presentations should include a clear and detailed understanding of the facts given in the case. Since cases often involve details that are not general knowledge, research will often be necessary. Students should be prepared to identify sources of facts gained through independent research. While research is helpful, even necessary as a learning tool, judges should focus predominantly on the quality of arguments presented.

Presentation style
The focus of the ethics bowl is on the arguments the students provide. This means that judges must evaluate, <u>and only evaluate</u>, a team on aspects of its presentation that relate directly to the four criteria identified on the judge's score-sheet. Judges may not consider in their scoring other aspects of the team's presentation (e.g. the voice quality of presenters, whether they maintain eye contact with the judges, etc.)

Moral theories
Moral theories and other moral perspectives (such as professional codes) can be useful for drawing out what is ethically significant in a case. However, the mere mention of a moral theory or other moral perspective does not, by itself, strengthen the presentation.

Scoring note:
At the end of each round you should enter the following scores:
a) The presenting team's presentation score
b) The presenting team's response to commentary and judge's question score (this is one score)
c) The responding team's commentary score

Judge's Score Sheet FRONT

Judge's Name_____

PRESENTING team_____

Part 1: PRESENTING Team's initial presentation (10 minutes; 40 total points)

1. Was the presentation clear and systematic? Regardless of whether or not you agree with the conclusion, did the team give a coherent argument in a clear and succinct manner?

1-10 ☐

1-2 = Incoherent presentation
3-4 = Serious logical problems in the argument (poor)
5-6 = Hard to follow the argument (passable)
7-8 = Reasonably clear and systematic
9 = Crystal clear presentation
10 = Exceptional

2. Did the team avoid ethically irrelevant issues? Or was the team preoccupied with issues that are not ethically relevant or are of minor ethical relevance to the case?

1-10 ☐

1-2 = Whole argument irrelevant
3-4 = Major irrelevance in the argument (poor)
5-6 = Some distractions from main argument (passable)
7-8 = Minor irrelevancies
9 = Exactly on point
10 = Exceptional

3. Did the team's presentation clearly identify and thoroughly discuss the central moral dimensions of the case?

1-10 ☐

1-2 = Failure to cover any relevant moral dimensions
3-4 = Serious missing or underdeveloped dimensions (poor)
5-6 = Some significant dimensions are missing or poorly covered (passable)
7-8 = Most dimensions are present and well developed
9 = All dimensions present and clarified appropriately
10 = Exceptional

4. Did the team's presentation indicate both awareness and thoughtful consideration of different viewpoints, including especially those that would loom large in the reasoning of individuals who disagree with team's position?

1-10 ☐

1-2 = Minimal awareness of different viewpoints
3-4 = Minimal consideration of different viewpoints…. (poor)
5-6 = Underdeveloped discussion of different viewpoints…. (passable)
7-8 = Solid analysis and discussion of different viewpoints, including careful attention especially to those that would loom large….
9 = Insightful analysis and discussion of different viewpoints, including full and careful attention especially to those that would loom large….
10 = Exceptional

☐ **Total from front (maximum 40)**

TURN OVER after initial presentation

Judge's Score Sheet BACK

<u>Part 2</u>: OPPOSING Team's Commentary (5 minutes; 10 total points)

To what extent has the team effectively dealt with the presenting team's arguments?

1-2 = Failure to respond
3-4 = Weak or irrelevant response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed commentary

1-10 Points for OPPOSING Team

These points are added to the other score sheet

<u>Part 3</u>: PRESENTING Team's Response to Commentary (5 minutes; 10 total points)

How did the team <u>respond</u> to the opposing team's commentary and the judges' questions?

1-2 = Failure to respond
3-4 = Weak response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed response

1-10 Points for PRESENTING Team

TOTAL SCORE FOR TEAM

\+ \+ =

Total from Front | **Response to Commentary** | **Commentary on other team [from other** | **Total Score (maximum 60)**

Score sheet]

REGIONAL ETHICS BOWL CASES

FALL 2007

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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

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ETHICS BOWL

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course of the semester the students will prepare these cases. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation.

Mid-Atlantic Regional Competition at UNC Chapel Hill: November 17, 2007 beginning at 9 a.m.

I. How Ethics Bowl is Played:

In Ethics Bowl a moderator asks two teams of three to five undergraduate students questions that pose ethical problems on topics ranging widely over areas such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, architecture, business, the military, law, medicine, etc.) or social and political ethics (e.g. free speech, gun control, health care, etc.) In an Ethics Bowl competition two teams are asked different questions. Each team answers its question according to the following format. After the moderator poses a question to a team the team gets one minute to confer, after which it must state its answer. (The team does not respond completely cold, however, because prior to the Ethics Bowl each competing team receives a set of cases that present ethical issues upon which the questions a team must answer at the Ethics Bowl are based.)

After the team states its answer to the question posed by the moderator the judges then have an opportunity to ask the team brief follow-up questions to elicit a teams' viewpoint on ethically important aspects of the question, or to seek clarification of a team's response. After the judges have asked their questions, the opposing team then has one minute to present a response to the first team's answer. The first team then has an opportunity to respond to the opposing team's comments.

The judges have been instructed prior to the Ethics Bowl concerning the criteria they are to apply in evaluating the teams' answers, which are the following:

Clarity and Intelligibility: Has the team stated and defended its position in a way that is logically consistent and which allows the Judges to understand clearly the team's line of reasoning?

Focus on Ethically Relevant Factors: Has the team identified and discussed the factors the Judges consider ethically relevant in connection with the case?

Avoidance of Ethical Irrelevance: Has the team stayed on track by avoiding preoccupation with issues that the Judges do not regard as ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does the Team's presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

II. Format :

The IEB is a tiered competition in which the top scoring thirty-two teams in ten regional ethics bowls compete against one another at a national ethics bowl. At the national ethics bowl participating teams will compete in three matches during the morning on the day of the event. In the evening the top scoring eight teams will compete in an eight team elimination consisting of four quarter-final matches, two semi-final matches, and a final match.

In both the regional ethics bowls and the national ethics bowl, four to six weeks prior to the day of the event, each entered team, as well as every judge and moderator, will receive a set of ethics bowl cases. The questions asked of teams are to be taken from this set. As in previous ethics bowls, the moderators and judges will be drawn from distinguished individuals in diverse fields, such as law, medicine, business, government service, engineering, science, academia, and other fields as well.

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ETHICS BOWL COMPETITION SCHEDULE

NOVEMBER 17, 2007
MURPHEY HALL
UNC CAMPUS

8-9 a.m.	Team Registration/continental breakfast
8:15-9	Breakfast meeting for judges and moderators
9-9:30	Plenary Session: welcome/review of rules
	Welcome address: Bernadette Gray-Little, Executive Vice-Chancellor & Provost, UNC

MORNING SESSIONS

9:45-11:00	Round I Eight sessions with 2 teams competing
11:15-12:30	Round II Eight sessions with 2 teams competing
12:30-1:30	Lunch/Orientation for afternoon judges

AFTERNOON SESSIONS

1:30-2:45	Round III Eight sessions with 2 teams competing
3:00-3:15	Announcement of Semifinalists Four teams advance
3:30-4:45	Semifinals Two sessions Two teams advance
5:00-6:15	Championship Round
6:15-6:30	Trophy Presentation/Conclusion

Note: For each session: Three-judge panel; a moderator

Judge's Guidelines

Reasonable disagreement
The ethical case studies are designed to address controversial issues about which intelligent, thoughtful people can reasonably disagree. The scores of the teams, therefore, should be based on the quality of their arguments, not on whether or not they adopted one position rather than another. The team that makes the strongest argument should win the most points. Moral decisions are made case by case based on applying critical thought to difficult situations. When evaluating teams, judges should not let whether or not they agree with the team's conclusion influence their assessment.

Research
Successful presentations should include a clear and detailed understanding of the facts given in the case. Since cases often involve details that are not general knowledge, research will often be necessary. Students should be prepared to identify sources of facts gained through independent research. While research is helpful, even necessary as a learning tool, judges should focus predominantly on the quality of arguments presented.

Presentation style
The focus of the ethics bowl is on the arguments the students provide. This means that judges must evaluate, <u>and only evaluate</u>, a team on aspects of its presentation that relate directly to the four criteria identified on the judge's score-sheet. Judges may not consider in their scoring other aspects of the team's presentation (e.g. the voice quality of presenters, whether they maintain eye contact with the judges, etc.)

Moral theories
Moral theories and other moral perspectives (such as professional codes) can be useful for drawing out what is ethically significant in a case. However, the mere mention of a moral theory or other moral perspective does not, by itself, strengthen the presentation.

Scoring note:
At the end of each round you should enter the following scores:
a) The presenting team's presentation score
b) The presenting team's response to commentary and judge's question score (this is one score)
c) The responding team's commentary score

Judge's Score Sheet FRONT

Judge's Name_____

PRESENTING team_____

Part 1: PRESENTING Team's initial presentation (10 minutes; 40 total points)

1. Was the presentation clear and systematic? Regardless of whether or not you agree with the conclusion, did the team give a coherent argument in a clear and succinct manner?

1-10 ☐

1-2 = Incoherent presentation
3-4 = Serious logical problems in the argument (poor)
5-6 = Hard to follow the argument (passable)
7-8 = Reasonably clear and systematic
9 = Crystal clear presentation
10 = Exceptional

2. Did the team avoid ethically irrelevant issues? Or was the team preoccupied with issues that are not ethically relevant or are of minor ethical relevance to the case?

1-10 ☐

1-2 = Whole argument irrelevant
3-4 = Major irrelevance in the argument (poor)
5-6 = Some distractions from main argument (passable)
7-8 = Minor irrelevancies
9 = Exactly on point
10 = Exceptional

3. Did the team's presentation clearly identify and thoroughly discuss the central moral dimensions of the case?

1-10 ☐

1-2 = Failure to cover any relevant moral dimensions
3-4 = Serious missing or underdeveloped dimensions (poor)
5-6 = Some significant dimensions are missing or poorly covered (passable)
7-8 = Most dimensions are present and well developed
9 = All dimensions present and clarified appropriately
10 = Exceptional

4. Did the team's presentation indicate both awareness and thoughtful consideration of different viewpoints, including especially those that would loom large in the reasoning of individuals who disagree with team's position?

1-10 ☐

1-2 = Minimal awareness of different viewpoints
3-4 = Minimal consideration of different viewpoints…. (poor)
5-6 = Underdeveloped discussion of different viewpoints…. (passable)
7-8 = Solid analysis and discussion of different viewpoints, including careful attention especially to those that would loom large….
9 = Insightful analysis and discussion of different viewpoints, including full and careful attention especially to those that would loom large….
10 = Exceptional

☐ **Total from front (maximum 40)**

TURN OVER after initial presentation

Judge's Score Sheet BACK

<u>Part 2</u>: OPPOSING Team's Commentary (5 minutes; 10 total points)

To what extent has the team effectively dealt with the presenting team's arguments?

1-2 = Failure to respond
3-4 = Weak or irrelevant response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed commentary

1-10 Points for OPPOSING Team

These points are added to the other score sheet

<u>Part 3</u>: PRESENTING Team's Response to Commentary (5 minutes; 10 total points)

How did the team <u>respond</u> to the opposing team's commentary and the judges' questions?

1-2 = Failure to respond
3-4 = Weak response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed response

1-10 Points for PRESENTING Team

TOTAL SCORE FOR TEAM

\+ \+ =

Total from Front | **Response to Commentary** | **Commentary on other team [from other** | **Total Score (maximum 60)**

Score sheet]

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, November 7, 2007 2:48 PM
To: Gasaway, Laura N <LAURA_GASAWAY@unc.edu>
Cc: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: Teaching Awards

Hi Lolly,
I did get an email from him, and given the circumstances, I think we can be a bit flexible. Thanks so much for your input and help.
Jan

Jan Boxill, Ph.D.
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Lolly Gasaway wrote:
> Jan,
>
> Sorry to bother you with this, but one of our faculty members has been
> nominated for a Post-Baccalaurate teaching award, Hiroshi Motomura.
> Hiroshi is on leave this semester visiting at UCLA (which is trying
> hard to recruit him).
>
> Because of being on leave, Hiroshi did not receive the letter
> requesting his materials until a couple of days ago. We have supplied
> the teaching evaluations to Debbie, and he will email most of the
> material from California late today, so Debbie will have it first
> thing tomorrow. In addition to his other scholarship, his teaching
> materials consist of two casebooks, one of 1350 pages and the other
> 750 pages which he is not sending you.
>
> He is so wonderful and a fabulous and creative teacher. Please be
> understanding about why his material is a bit late!
> --
>
> *Lolly*
>
> %%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%
>
>
>
> Laura N. Gasaway
>
> Associate Dean for Academic Affairs & Professor of Law
>
> School of Law, CB # 3380
>
> University of North Carolina
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> Chapel Hill, NC 27599
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, November 7, 2007 11:28 PM
To: Boxill, Bernard R <brboxill@email.unc.edu>
Subject: [Fwd: DNA, RACE, AND HISTORY (Rutgers, April 18-19, 2008)]
Attach: DNA, RACE, AND HISTORY (Rutgers, April 18-19, 2008).eml.msg

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fyi

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Jan Boxill, Ph.D.
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, November 8, 2007 4:21 PM
To: Bob Lowdermilk <LowdermilkB@rockinghamcc.edu>
Subject: [Fwd:]
Attach: ATT75205.eml.msg

Hi Bob,
I hope you can still participate in the Ethics Bowl.
Jan

--
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REGIONAL ETHICS BOWL CASES

FALL 2007

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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

Judge's Score Sheet FRONT

Judge's Name_____

PRESENTING team_____

Part 1: PRESENTING Team's initial presentation (10 minutes; 20 total points)

1. Was the presentation clear and systematic? Regardless of whether or not you agree with the conclusion, did the team give a coherent argument in a clear and succinct manner?

1-5 ☐

1 = Incoherent presentation
2 = Serious logical problems in the argument (poor)
3 = Hard to follow the argument (passable)
4 = Reasonably clear and systematic
5 = Crystal clear presentation

2. Did the team avoid ethically irrelevant issues? Or was the team preoccupied with issues that are not ethically relevant or are of minor ethical relevance to the case?

1-5 ☐

1 = Whole argument irrelevant
2 = Major irrelevance in the argument (poor)
3 = Some distractions from main argument (passable)
4 = Minor irrelevancies
5 = Exactly on point

3. Did the team's presentation clearly identify and thoroughly discuss the central moral dimensions of the case?

1-5 ☐

1 = Failure to cover any relevant moral dimensions
2 = Serious missing or underdeveloped dimensions (poor)
3 = Some significant dimensions are missing or poorly covered (passable)
4 = Most dimensions are present and clarified
5 = All dimensions present, clarified and well developed

4. Did the team's presentation indicate both awareness and thoughtful consideration of different viewpoints, including especially those that would loom large in the reasoning of individuals who disagree with team's position?

1-5 ☐

1 = Minimal awareness of different viewpoints
2 = Minimal consideration of different viewpoints (poor)
3 = Underdeveloped discussion of different viewpoints (passable)
4 = Solid analysis and discussion of different viewpoints, including careful attention especially to those that would loom large
5 = Insightful analysis and discussion of different viewpoints, including full and careful attention especially to those that would loom large

☐ **Total from front (maximum 20)**

TURN OVER after initial presentation

Judge's Score Sheet BACK

<u>Part 2</u>: OPPOSING Team's Commentary (5 minutes; 5 total points)

To what extent has the team effectively dealt with the presenting team's arguments?

1 = Failure to respond
2 = Weak or irrelevant response (poor)
3 = Some points are made (passable)
4 = Solid response
5 = Key points zeroed in on

1-5 Points for OPPOSING Team

These points are added to the other score sheet

<u>Part 3</u>: PRESENTING Team's Response to Commentary (5 minutes; 5 total points)

How did the team <u>respond</u> to the opposing team's commentary and the judges' questions?

1 = Failure to respond
2 = Weak response (poor)
3 = Some points are made (passable)
4 = Solid response
5 = Key points zeroed in on

1-5 Points for PRESENTING Team

TOTAL SCORE FOR TEAM

	+		+		=	
Total from Front		**Response to Commentary**		**Commentary on other team [from other**		**Total Score (maximum 30)**

Score sheet]

The University
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Jan Boxill 919.962.3317 jmboxill@email.unc.edu

ETHICS BOWL COMPETITION SCHEDULE

NOVEMBER 17, 2007
MURPHEY HALL
UNC CAMPUS

8-9 a.m.	Team Registration/continental breakfast
8:15-9	Breakfast meeting for judges and moderators
9-9:30	Plenary Session: welcome/review of rules

MORNING SESSIONS

9:45-11:00	Round I Eight sessions with 2 teams competing
11:15-12:30	Round II Eight sessions with 2 teams competing
12:30-1:30	Lunch/Orientation for afternoon judges

AFTERNOON SESSIONS

1:30-2:45	Round III Eight sessions with 2 teams competing
3:00-3:15	Announcement of Semifinalists Four teams advance
3:30-4:45	Semifinals Two sessions Two teams advance
5:00-6:15	Championship Round
6:15-6:30	Trophy Presentation/Conclusion

Note: For each session: Three-judge panel; a moderator

Judge's Guidelines

Reasonable disagreement
The ethical case studies are designed to address controversial issues about which intelligent, thoughtful people can reasonably disagree. The scores of the teams, therefore, should be based on the quality of their arguments, not on whether or not they adopted one position rather than another. The team that makes the strongest argument should win the most points. Moral decisions are made case by case based on applying critical thought to difficult situations. When evaluating teams, judges should not let whether or not they agree with the team's conclusion influence their assessment.

Research
Successful presentations should include a clear and detailed understanding of the facts given in the case. Since cases often involve details that are not general knowledge, research will often be necessary. Students should be prepared to identify sources of facts gained through independent research. While research is helpful, even necessary as a learning tool, judges should focus predominantly on the quality of arguments presented.

Presentation style
The focus of the ethics bowl is on the arguments the students provide. This means that judges must evaluate, <u>and only evaluate</u>, a team on aspects of its presentation that relate directly to the four criteria identified on the judge's score-sheet. Judges may not consider in their scoring other aspects of the team's presentation (e.g. the voice quality of presenters, whether they maintain eye contact with the judges, etc.)

Moral theories
Moral theories and other moral perspectives (such as professional codes) can be useful for drawing out what is ethically significant in a case. However, the mere mention of a moral theory or other moral perspective does not, by itself, strengthen the presentation.

Scoring note:
At the end of each round you should enter the following scores:
a) The presenting team's presentation score
b) The presenting team's response to commentary and judge's question score (this is one score)
c) The responding team's commentary score

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, November 9, 2007 10:44 AM
To: Davis, Arlene M <arlene_davis@med.unc.edu>
Subject: Ethics Bowl
Attach: Ethics Bowl schedule.doc; Ethics Bowl Cases Fall 2007.doc; Ethics Bowl info for judges.doc; Judge guidelines1.doc; Judge's Score Sheet

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Hi Arlene,
Here are the attached materials.
We will be getting the details to you hopefully today.

Thanks so much,
Jan

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Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
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ETHICS BOWL COMPETITION SCHEDULE

NOVEMBER 17, 2007
MURPHEY HALL
UNC CAMPUS

8-9 a.m.	Team Registration/continental breakfast
8:15-9	Breakfast meeting for judges and moderators
9-9:30	Plenary Session: welcome/review of rules
	Welcome address: Bernadette Gray-Little, Executive Vice-Chancellor & Provost, UNC

MORNING SESSIONS

9:45-11:00	Round I Eight sessions with 2 teams competing
11:15-12:30	Round II Eight sessions with 2 teams competing
12:30-1:30	Lunch/Orientation for afternoon judges

AFTERNOON SESSIONS

1:30-2:45	Round III Eight sessions with 2 teams competing
3:00-3:15	Announcement of Semifinalists Four teams advance
3:30-4:45	Semifinals Two sessions Two teams advance
5:00-6:15	Championship Round
6:15-6:30	Trophy Presentation/Conclusion

Note: For each session: Three-judge panel; a moderator

REGIONAL ETHICS BOWL CASES

FALL 2007

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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

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ETHICS BOWL

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course of the semester the students will prepare these cases. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation.

Mid-Atlantic Regional Competition at UNC Chapel Hill: November 17, 2007 beginning at 9 a.m.

I. How Ethics Bowl is Played:

In Ethics Bowl a moderator asks two teams of three to five undergraduate students questions that pose ethical problems on topics ranging widely over areas such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, architecture, business, the military, law, medicine, etc.) or social and political ethics (e.g. free speech, gun control, health care, etc.) In an Ethics Bowl competition two teams are asked different questions. Each team answers its question according to the following format. After the moderator poses a question to a team the team gets one minute to confer, after which it must state its answer. (The team does not respond completely cold, however, because prior to the Ethics Bowl each competing team receives a set of cases that present ethical issues upon which the questions a team must answer at the Ethics Bowl are based.)

After the team states its answer to the question posed by the moderator the judges then have an opportunity to ask the team brief follow-up questions to elicit a teams' viewpoint on ethically important aspects of the question, or to seek clarification of a team's response. After the judges have asked their questions, the opposing team then has one minute to present a response to the first team's answer. The first team then has an opportunity to respond to the opposing team's comments.

The judges have been instructed prior to the Ethics Bowl concerning the criteria they are to apply in evaluating the teams' answers, which are the following:

Clarity and Intelligibility: Has the team stated and defended its position in a way that is logically consistent and which allows the Judges to understand clearly the team's line of reasoning?

Focus on Ethically Relevant Factors: Has the team identified and discussed the factors the Judges consider ethically relevant in connection with the case?

Avoidance of Ethical Irrelevance: Has the team stayed on track by avoiding preoccupation with issues that the Judges do not regard as ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does the Team's presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

II. Format :

The IEB is a tiered competition in which the top scoring thirty-two teams in ten regional ethics bowls compete against one another at a national ethics bowl. At the national ethics bowl participating teams will compete in three matches during the morning on the day of the event. In the evening the top scoring eight teams will compete in an eight team elimination consisting of four quarter-final matches, two semi-final matches, and a final match.

In both the regional ethics bowls and the national ethics bowl, four to six weeks prior to the day of the event, each entered team, as well as every judge and moderator, will receive a set of ethics bowl cases. The questions asked of teams are to be taken from this set. As in previous ethics bowls, the moderators and judges will be drawn from distinguished individuals in diverse fields, such as law, medicine, business, government service, engineering, science, academia, and other fields as well.

Judge's Guidelines

Reasonable disagreement
The ethical case studies are designed to address controversial issues about which intelligent, thoughtful people can reasonably disagree. The scores of the teams, therefore, should be based on the quality of their arguments, not on whether or not they adopted one position rather than another. The team that makes the strongest argument should win the most points. Moral decisions are made case by case based on applying critical thought to difficult situations. When evaluating teams, judges should not let whether or not they agree with the team's conclusion influence their assessment.

Research
Successful presentations should include a clear and detailed understanding of the facts given in the case. Since cases often involve details that are not general knowledge, research will often be necessary. Students should be prepared to identify sources of facts gained through independent research. While research is helpful, even necessary as a learning tool, judges should focus predominantly on the quality of arguments presented.

Presentation style
The focus of the ethics bowl is on the arguments the students provide. This means that judges must evaluate, <u>and only evaluate</u>, a team on aspects of its presentation that relate directly to the four criteria identified on the judge's score-sheet. Judges may not consider in their scoring other aspects of the team's presentation (e.g. the voice quality of presenters, whether they maintain eye contact with the judges, etc.)

Moral theories
Moral theories and other moral perspectives (such as professional codes) can be useful for drawing out what is ethically significant in a case. However, the mere mention of a moral theory or other moral perspective does not, by itself, strengthen the presentation.

Scoring note:
At the end of each round you should enter the following scores:
a) The presenting team's presentation score
b) The presenting team's response to commentary and judge's question score (this is one score)
c) The responding team's commentary score

Judge's Score Sheet FRONT

Judge's Name_____

PRESENTING team_____

Part 1: PRESENTING Team's initial presentation (10 minutes; 40 total points)

1. Was the presentation clear and systematic? Regardless of whether or not you agree with the conclusion, did the team give a coherent argument in a clear and succinct manner?

1-10 ☐

1-2 = Incoherent presentation
3-4 = Serious logical problems in the argument (poor)
5-6 = Hard to follow the argument (passable)
7-8 = Reasonably clear and systematic
9 = Crystal clear presentation
10 = Exceptional

2. Did the team avoid ethically irrelevant issues? Or was the team preoccupied with issues that are not ethically relevant or are of minor ethical relevance to the case?

1-10 ☐

1-2 = Whole argument irrelevant
3-4 = Major irrelevance in the argument (poor)
5-6 = Some distractions from main argument (passable)
7-8 = Minor irrelevancies
9 = Exactly on point
10 = Exceptional

3. Did the team's presentation clearly identify and thoroughly discuss the central moral dimensions of the case?

1-10 ☐

1-2 = Failure to cover any relevant moral dimensions
3-4 = Serious missing or underdeveloped dimensions (poor)
5-6 = Some significant dimensions are missing or poorly covered (passable)
7-8 = Most dimensions are present and well developed
9 = All dimensions present and clarified appropriately
10 = Exceptional

4. Did the team's presentation indicate both awareness and thoughtful consideration of different viewpoints, including especially those that would loom large in the reasoning of individuals who disagree with team's position?

1-10 ☐

1-2 = Minimal awareness of different viewpoints
3-4 = Minimal consideration of different viewpoints…. (poor)
5-6 = Underdeveloped discussion of different viewpoints…. (passable)
7-8 = Solid analysis and discussion of different viewpoints, including careful attention especially to those that would loom large….
9 = Insightful analysis and discussion of different viewpoints, including full and careful attention especially to those that would loom large….
10 = Exceptional

☐ **Total from front (maximum 40)**

TURN OVER after initial presentation

Judge's Score Sheet BACK

<u>Part 2</u>: OPPOSING Team's Commentary (5 minutes; 10 total points)

To what extent has the team effectively dealt with the presenting team's arguments?

1-2 = Failure to respond
3-4 = Weak or irrelevant response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed commentary

1-10 Points for OPPOSING Team

These points are added to the other score sheet

<u>Part 3</u>: PRESENTING Team's Response to Commentary (5 minutes; 10 total points)

How did the team <u>respond</u> to the opposing team's commentary and the judges' questions?

1-2 = Failure to respond
3-4 = Weak response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed response

1-10 Points for PRESENTING Team

TOTAL SCORE FOR TEAM

\+ \+ =

Total from Front | **Response to Commentary** | **Commentary on other team [from other** | **Total Score (maximum 60)**

Score sheet]

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, November 9, 2007 12:09 PM
To: Robert Simon <rsimon@hamilton.edu>
Subject: Re: Question and Recommendation
Attach: Joe & Jan.jpg

Hi Bob,
Good to hear from you.
Yes, I am still involved with the women's basketball team. I am their academic advisor, which in my case involves more than most of the advisors in the Student Athlete Support Center. I work with them in selecting majors, their classes, etc, the usual advising kind of stuff, but also more of a counselor/mentor in that I meet with them to discuss all aspects of their academic and athletic careers. I am heavily involved in their recruiting, meeting with their parents as well. Once here, I stiff often meet with their parents. While we have study skills staff at the Support Center, I do a lot of that with wbb. In particular on how to study in each subject, and how to write papers. I travel with them -nearly all the time--and on trips we have study hall. I also monitor their study hall here. In most cases, I know them pretty well before they come here, but on trips is where I have the time to sit with them to learn more about them, which is really good. They get to see me in a different light as well, and there is a great amount of trust between us. There isn't much they don't feel comfortable telling me about, as they know I won't judge them or tell the coaches everything.
I do work VERY closely with the coaches; talking to them nearly everyday to make sure we are all on the same page. After working with them for 22 years, they trust me completely. Together we do a good job--not that everything always goes smoothly, but all in all we do well. In fact, we just got a letter from Myles Brand congratulating our team as being a recipient of the NCAA Public Recognition Award, which recognizes those Division I Academic Rate in the top 10% of all sqads in their respective squads. We are the only team in this area in all sports to receive the award!
The one big thing that has changed over the years is all the paperwork for compliance. I have help this year on this, as given my teaching duties, I just can't keep up with all the paperwork. Anyway, hope this helps. I'll be glad to talk about this.

I am not sure I am going to make the NCAA convention as I am having double knee replacement on December 5th so will be out of commission for some time, but at least 6 weeks. But I'll see how I am progressing to see if coming to Nashville is a possibility.

I'll look out for Alan's application. I haven't looked at any that have come in so far. We are hosting the Ethics Bowl on Nov. 17th, so I have been consumed with this. So after that I'll have to seriously look at the applications. If he would like to call and talk with me that would be fine as well.

Thanks-- I thought I'd attach a picture of how I most like to spend my time these days--which are few and far between. I try to baby sit for them on Sat nights!

Jan

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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, November 9, 2007 12:38 PM
To: Watson, Harry L. <hwatson@email.unc.edu>
Subject: Re: our conversation
Attach: Ethics Bowl Cases Fall 2007.doc; Ethics Bowl schedule.doc; Ethics Bowl info for judges.doc; Judge guidelines1.doc; Judge's Score Sheet

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Hi Harry,
Thanks for your response.
Aren't we all "experts" in ethics? As you will see from the cases I have attached, there are interesting issues that you might come across in your courses. Basically judging the presentations is like grading your papers--what is the dilemma or issue, how well was it presented and argued for. We need judges mainly for the first 3 sessions, so if you could accommodate us, that would be great. I've attached information.

Thanks again,
Jan

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REGIONAL ETHICS BOWL CASES

FALL 2007

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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

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ETHICS BOWL COMPETITION SCHEDULE

NOVEMBER 17, 2007
MURPHEY HALL
UNC CAMPUS

8-9 a.m.	Team Registration/continental breakfast
8:15-9	Breakfast meeting for judges and moderators
9-9:30	Plenary Session: welcome/review of rules
	Welcome address: Bernadette Gray-Little, Executive Vice-Chancellor & Provost, UNC

MORNING SESSIONS

9:45-11:00	Round I Eight sessions with 2 teams competing
11:15-12:30	Round II Eight sessions with 2 teams competing
12:30-1:30	Lunch/Orientation for afternoon judges

AFTERNOON SESSIONS

1:30-2:45	Round III Eight sessions with 2 teams competing
3:00-3:15	Announcement of Semifinalists Four teams advance
3:30-4:45	Semifinals Two sessions Two teams advance
5:00-6:15	Championship Round
6:15-6:30	Trophy Presentation/Conclusion

Note: For each session: Three-judge panel; a moderator

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ETHICS BOWL

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course of the semester the students will prepare these cases. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation.

Mid-Atlantic Regional Competition at UNC Chapel Hill: November 17, 2007 beginning at 9 a.m.

I. How Ethics Bowl is Played:

In Ethics Bowl a moderator asks two teams of three to five undergraduate students questions that pose ethical problems on topics ranging widely over areas such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, architecture, business, the military, law, medicine, etc.) or social and political ethics (e.g. free speech, gun control, health care, etc.) In an Ethics Bowl competition two teams are asked different questions. Each team answers its question according to the following format. After the moderator poses a question to a team the team gets one minute to confer, after which it must state its answer. (The team does not respond completely cold, however, because prior to the Ethics Bowl each competing team receives a set of cases that present ethical issues upon which the questions a team must answer at the Ethics Bowl are based.)

After the team states its answer to the question posed by the moderator the judges then have an opportunity to ask the team brief follow-up questions to elicit a teams' viewpoint on ethically important aspects of the question, or to seek clarification of a team's response. After the judges have asked their questions, the opposing team then has one minute to present a response to the first team's answer. The first team then has an opportunity to respond to the opposing team's comments.

The judges have been instructed prior to the Ethics Bowl concerning the criteria they are to apply in evaluating the teams' answers, which are the following:

Clarity and Intelligibility: Has the team stated and defended its position in a way that is logically consistent and which allows the Judges to understand clearly the team's line of reasoning?

Focus on Ethically Relevant Factors: Has the team identified and discussed the factors the Judges consider ethically relevant in connection with the case?

Avoidance of Ethical Irrelevance: Has the team stayed on track by avoiding preoccupation with issues that the Judges do not regard as ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does the Team's presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

II. Format :

The IEB is a tiered competition in which the top scoring thirty-two teams in ten regional ethics bowls compete against one another at a national ethics bowl. At the national ethics bowl participating teams will compete in three matches during the morning on the day of the event. In the evening the top scoring eight teams will compete in an eight team elimination consisting of four quarter-final matches, two semi-final matches, and a final match.

In both the regional ethics bowls and the national ethics bowl, four to six weeks prior to the day of the event, each entered team, as well as every judge and moderator, will receive a set of ethics bowl cases. The questions asked of teams are to be taken from this set. As in previous ethics bowls, the moderators and judges will be drawn from distinguished individuals in diverse fields, such as law, medicine, business, government service, engineering, science, academia, and other fields as well.

Judge's Guidelines

Reasonable disagreement
The ethical case studies are designed to address controversial issues about which intelligent, thoughtful people can reasonably disagree. The scores of the teams, therefore, should be based on the quality of their arguments, not on whether or not they adopted one position rather than another. The team that makes the strongest argument should win the most points. Moral decisions are made case by case based on applying critical thought to difficult situations. When evaluating teams, judges should not let whether or not they agree with the team's conclusion influence their assessment.

Research
Successful presentations should include a clear and detailed understanding of the facts given in the case. Since cases often involve details that are not general knowledge, research will often be necessary. Students should be prepared to identify sources of facts gained through independent research. While research is helpful, even necessary as a learning tool, judges should focus predominantly on the quality of arguments presented.

Presentation style
The focus of the ethics bowl is on the arguments the students provide. This means that judges must evaluate, <u>and only evaluate</u>, a team on aspects of its presentation that relate directly to the four criteria identified on the judge's score-sheet. Judges may not consider in their scoring other aspects of the team's presentation (e.g. the voice quality of presenters, whether they maintain eye contact with the judges, etc.)

Moral theories
Moral theories and other moral perspectives (such as professional codes) can be useful for drawing out what is ethically significant in a case. However, the mere mention of a moral theory or other moral perspective does not, by itself, strengthen the presentation.

Scoring note:
At the end of each round you should enter the following scores:
a) The presenting team's presentation score
b) The presenting team's response to commentary and judge's question score (this is one score)
c) The responding team's commentary score

Judge's Score Sheet FRONT

Judge's Name_____

PRESENTING team_____

Part 1: PRESENTING Team's initial presentation (10 minutes; 40 total points)

1. Was the presentation clear and systematic? Regardless of whether or not you agree with the conclusion, did the team give a coherent argument in a clear and succinct manner?

1-10 ☐

1-2 = Incoherent presentation
3-4 = Serious logical problems in the argument (poor)
5-6 = Hard to follow the argument (passable)
7-8 = Reasonably clear and systematic
9 = Crystal clear presentation
10 = Exceptional

2. Did the team avoid ethically irrelevant issues? Or was the team preoccupied with issues that are not ethically relevant or are of minor ethical relevance to the case?

1-10 ☐

1-2 = Whole argument irrelevant
3-4 = Major irrelevance in the argument (poor)
5-6 = Some distractions from main argument (passable)
7-8 = Minor irrelevancies
9 = Exactly on point
10 = Exceptional

3. Did the team's presentation clearly identify and thoroughly discuss the central moral dimensions of the case?

1-10 ☐

1-2 = Failure to cover any relevant moral dimensions
3-4 = Serious missing or underdeveloped dimensions (poor)
5-6 = Some significant dimensions are missing or poorly covered (passable)
7-8 = Most dimensions are present and well developed
9 = All dimensions present and clarified appropriately
10 = Exceptional

4. Did the team's presentation indicate both awareness and thoughtful consideration of different viewpoints, including especially those that would loom large in the reasoning of individuals who disagree with team's position?

1-10 ☐

1-2 = Minimal awareness of different viewpoints
3-4 = Minimal consideration of different viewpoints…. (poor)
5-6 = Underdeveloped discussion of different viewpoints…. (passable)
7-8 = Solid analysis and discussion of different viewpoints, including careful attention especially to those that would loom large….
9 = Insightful analysis and discussion of different viewpoints, including full and careful attention especially to those that would loom large….
10 = Exceptional

☐ **Total from front (maximum 40)**

TURN OVER after initial presentation

Judge's Score Sheet BACK

<u>Part 2</u>: OPPOSING Team's Commentary (5 minutes; 10 total points)

To what extent has the team effectively dealt with the presenting team's arguments?

1-2 = Failure to respond
3-4 = Weak or irrelevant response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed commentary

1-10 Points for OPPOSING Team

These points are added to the other score sheet

<u>Part 3</u>: PRESENTING Team's Response to Commentary (5 minutes; 10 total points)

How did the team <u>respond</u> to the opposing team's commentary and the judges' questions?

1-2 = Failure to respond
3-4 = Weak response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed response

1-10 Points for PRESENTING Team

TOTAL SCORE FOR TEAM

\+ \+ =

Total from Front | **Response to Commentary** | **Commentary on other team [from other** | **Total Score (maximum 60)**

Score sheet]

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, November 9, 2007 1:55 PM
To: Sayre-McCord, Geoff <sayre-mccord@unc.edu>
Subject: Dorit's courses
Attach: Faculty Overview Mar 1,2007.xls; Dorit courses.doc

Here are the courses. I've also attached it in word for you which may be easier to read; also attached the spread sheet.

Dorit's courses:

01-02:
FALL 2001: PHIL 110 [Phil of Language]=18; PHIL 305 [grad seminar]=3
SPRING 2002: Intro Large=88 w/2 TAs; Experience & Reality=40 w/1 TA.

02-03
FALL 2002: Leave
SPRING 2003: Large Intro=181 w/ 4 TAs; PHIL 35 Honors[Phil of Language]=23

03-04
FALL 2003: Experience & Reality Honors=22; Graduate Phil of Language=8
SPRING 2004: HONORS 32=11; PHIL 77 [Cognitive Science]=23

04-05:
FALL 2004: Large Intro=173 students-4 TAs; Graduate Metaphysics class=7
SPRING 2005: Leave

05-06:
FALL 2005: Small Intro= 32 PHIL 116 [old number-Analytic]=6
SPRING 2006: Leave

06-07
FALL 2006: HNRS=12; PHIL 990=7
SPRING 2007: PHIL 397 [Colloqiuim for majors]=11; PROTO w/Neta=8

07=08:
FALL 2007: HNRS=13; PHIL 735 [Epistemology] w/Neta=10
SPRING 2008: Small Experience & Reality=40 -- present enrollment; PHIL 445: Phil of language=19 [present enrollment]

Jan

PHILOSOPHY FACULTY

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1																	
2	**March 1,2007**	**F 2000**	**S 2001**	**F 2001**	**S 2002**	**F 2002**	**S 2003**	**F 2003**	**S 2004**	**F 2004**	**S 2005**	**F 2005**	**S 2006**	**F 2006**	**S 2007**	**F 2007**	**S 2008**
3																	
4	**BAR-ON**	38H,109	96,305T	110,305	20L,38L	LEAVE	20L, 35H	38H, 245	H32, 77	20L, 230	Leave	20, 116	Leave	Hnrs,990	397,700	Hnrs,735	230,445
5	**B. BOXILL**	22L,105	42L,205	55,159	6F	55,80	LEAVE	42L, 59	55, 390	42,80	55H, 270	42,78	42L,80	272L,274H	390,473	272L,390	274H,770
6	**J. BOXILL**	46L,22H	30L,47H	46	30,46	21, 30	Fellowship	46, 47	6F	66	47	Parr	Parr	FYS	275L	163, Parr	266,Parr
7	**BRENNAN**							130			84, 130		84, 184		384,698	xxx	484,698
8	**CORRADO**					113	Law	113	Law	113		113			FYS		480
9	**HILL**	72,102	6F,208	22H,102	37, 96	6F, 102	6F, 260	37H, 390	6F, 37	Leave	Leave	102, DGS	37H,390	FYS,460	360,765	170H,460	397,770
10	**HOFWEBER**							20H, 80	20H, 300	21L,101	390	101, 305	Leave	155,356	73O,	455,790	155L,700
11	**KNOBE**											20H, 38	20,109	101H,705	230,805	160,453	FYSH,990
12	**LANGE**							38, 116	38, 390	6F, 123	69, 200	38H, Place	200, 390	230H.805	LV	450,AC	FYS,250L
13	**LYCAN**	LEAVE	LEAVE	21L,80	300T,305		96, 200	21L, 74	LEAVE	22L, 117	6F, 200	6F, 390	22L, 240	LV	LV	160H,730	340,400?
14	**MACLEAN**			67,78	22H,168	20H, 24	30L, 70	LEAVE	30L, 96	30H, 390	30L	Leave	Parr	FYS,368	163L,DGS	DGS,785	DGS,468
15	**NETA**					20L, 117	38,114	58L, 390	20L, 200	58, PI	20L, 305	Leave	20L, 114	LV	101L,700	101L,735	335,???
16	**NELSON**													220,720	422,	229,423	220,SemR
17	**NORD**		32	32						32	32	45	32	134	285	134	285
18	**PETTIT**							32,32	32,35	32	35	32, 110	32, 74	134,230	134.145	xxx	xxx
19	**POSTEMA**	LEAVE	LEAVE	6F,213	41H,130	156	37,Law	295, 305	41L, 105	DGS, 380	Law, 390	Leave	Leave	Law	280H,990	170, Law	???
20	**PRINZ**						20, 109	20L, 80	300, 240	116, 390	77, Adm	Leave	Leave	353,790	FYSH,805	353,Place	485,Proto
21	**REEVE**			24,109	24,150	151, 305	56, 200	26L, 150	LEAVE	6F, 26L	56L, 210	26L, 109	6F, 305	112L,411	210H,990	112L,412	390,SemN
22	**ROBERTS**	75,207	6F,121	LEAVE	31,108	LEAVE	LEAVE	31, 250	21L, 6F	21H, 31	Leave	6F. 108	31	351,805	150,DUS	54,451	Leave?
23	**SAYRE MCCORD**	LEAVE	22L,112	22L,305	22L	22L	22L	365	22L	305/Wolf	22L	22L/Link	260	LV	160L	860,Chair	160L,Chair
24	**SIMMONS**	6F	21L,305	LEAVE	LEAVE	21L, 101	305, 355	6F, 71	LEAVE	38, 111	Leave	H-32, 305	200, 300	155L,455	790,990	68,356	Adm,Proto
25	**WALKER**							34	112	Leave	178	34L	178	LV	MED		495
26	**WOLF**					46L, 305	46H, 112	22L, 300	LEAVE	305/GSM	305/Velle	Leave	Leave	805	805	760,790	
27																	
28																	
29	**VISITOR: PPE**									153				170,284	160,170		
30	**VISITOR: PPE**									67	31 or 68			160,163	163,165		
31	**VISITOR:PARR**									39,41	39.41			164,165L	164,165		
32	**VISITOR**									37,42	37,42			101,145	101,112		
33	**VISITOR**							32,32	32, 35	32	35	32,110	32, 74	273,364			
34	**VISITOR**										58,154			390	390		
35	**Visitor-**																

DORIT BAR-ON COURSES

01-02
FALL 2001: PHIL 110 [Phil of Language]=18 PHIL 305 [grad seminar]=3
SPRING 2002: Intro Large=88 w/2 TAs Experience & Reality=40 w/1 TA.

02-03
FALL 2002: LEAVE
SPRING 2003: Large Intro=181 w/ 4 TAs PHIL 35H [Phil of Language]=23

03-04
FALL 2003: Experience & Reality Honors=22 Graduate Phil of Language=8
SPRING 2004: HONORS 32=11 PHIL 77 [Cognitive Science]=23

04-05:
FALL 2004: Large Intro=173 students-4 TAs PHIL 230:Grad Metaphysics class=7
SPRING 2005: LEAVE

05-06:
FALL 2005: Small Intro= 32 PHIL 116 [old number-Analytic]=6
SPRING 2006: LEAVE

06-07
FALL 2006: HNRS=12 PHIL 990=7
SPRING 2007: PHIL 397 [Colloq for majors]=11 PROTO w/Neta=8

07=08:
FALL 2007: HNRS=13 PHIL 735 [Epistemology] w/Neta=10

SPRING 2008: Small Experience & Reality=40 -- present enrollment;
PHIL 445: Phil of language=19 [present enrollment]

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, November 9, 2007 2:07 PM
To: Watson, Harry L. <hwatson@email.unc.edu>
Cc: Dickson, Jennie Malloy <jdickson@unc.edu>
Subject: Re: our conversation

WONDERFUL-- Thank you so much. By the way History is co-sponsoring the event.

Thanks,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Harry Watson wrote:
> Jan,
>
> Okay, I'm game. The morning session is fine.
>
> Harry
> Harry L. Watson
>
> Director
> UNC Center for the Study of the American South
> Love House and Hutchins Forum
> CB# 9127, 410 E. Franklin Street
> University of North Carolina at Chapel Hill
> Chapel Hill, NC 27599
> (919) 962-0523
>
> Professor
> Department of History
> CB# 3195, Hamilton Hall
> University of North Carolina at Chapel Hill
> Chapel Hill, NC 27599
> (919) 962-5463
>
>
>
>
>
>
>
> Jan Boxill wrote:
>> Hi Harry,
>> Thanks for your response.
>> Aren't we all "experts" in ethics? As you will see from the cases I
>> have attached, there are interesting issues that you might come
>> across in your courses. Basically judging the presentations is like

>> grading your papers--what is the dilemma or issue, how well was it
>> presented and argued for. We need judges mainly for the first 3
>> sessions, so if you could accommodate us, that would be great. I've
>> attached information.
>>
>> Thanks again,
>> Jan
>>
>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer
>> Department of Philosophy
>> University of North Carolina
>> Chapel Hill, NC 27599-3125
>> Email: jmboxill@email.unc.edu
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>> FAX: 919-843-3929
>>
>>
>>
>>>>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, November 9, 2007 3:42 PM
To: Gary Comstock <gcomstock@ncsu.edu>
Subject: Ethics Bowl
Attach: Ethics Bowl Cases Fall 2007.doc; Ethics Bowl info for judges.doc; Judge guidelines1.doc; Judge's Score Sheet; Ethics Bowl schedule.doc

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Hi Gary,
I know how busy you are, but I am writing to ask if you would serve as an Ethics Bowl judge. The date of the regional competition is Saturday, November 17th. I have attached the schedule. If I have enough judges, you would only have to do 2 sessions at most. Each panel will have 3 judges--hopefully 2 faculty and a community member. Basically judging involves the same kind of analysis as grading an undergraduate paper. I have attached some information to give you an idea. For further information visit the Parr Center website.

UNC has two teams who have been working together over the course of the semester, so your support would be greatly appreciated. Please contact me if you have any questions.

Thanks so much. I hope you can serve. You wouldn't have to serve the entire day, only for 2 sessions.

Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
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Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

REGIONAL ETHICS BOWL CASES

FALL 2007

Prepared by:
Rhiannon Dodds, Chair
Editing Board:
Brenda Dillard
Deni Elliott
Adam Potthast
Case Writers:
Edward Carr
Raquel Diaz-Sprague
Renee England
Mark Matalski
Richard Miller
Connie Price

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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

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ETHICS BOWL

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course of the semester the students will prepare these cases. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation.

Mid-Atlantic Regional Competition at UNC Chapel Hill: November 17, 2007 beginning at 9 a.m.

I. How Ethics Bowl is Played:

In Ethics Bowl a moderator asks two teams of three to five undergraduate students questions that pose ethical problems on topics ranging widely over areas such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, architecture, business, the military, law, medicine, etc.) or social and political ethics (e.g. free speech, gun control, health care, etc.) In an Ethics Bowl competition two teams are asked different questions. Each team answers its question according to the following format. After the moderator poses a question to a team the team gets one minute to confer, after which it must state its answer. (The team does not respond completely cold, however, because prior to the Ethics Bowl each competing team receives a set of cases that present ethical issues upon which the questions a team must answer at the Ethics Bowl are based.)

After the team states its answer to the question posed by the moderator the judges then have an opportunity to ask the team brief follow-up questions to elicit a teams' viewpoint on ethically important aspects of the question, or to seek clarification of a team's response. After the judges have asked their questions, the opposing team then has one minute to present a response to the first team's answer. The first team then has an opportunity to respond to the opposing team's comments.

The judges have been instructed prior to the Ethics Bowl concerning the criteria they are to apply in evaluating the teams' answers, which are the following:

Clarity and Intelligibility: Has the team stated and defended its position in a way that is logically consistent and which allows the Judges to understand clearly the team's line of reasoning?

Focus on Ethically Relevant Factors: Has the team identified and discussed the factors the Judges consider ethically relevant in connection with the case?

Avoidance of Ethical Irrelevance: Has the team stayed on track by avoiding preoccupation with issues that the Judges do not regard as ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does the Team's presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

II. Format :

The IEB is a tiered competition in which the top scoring thirty-two teams in ten regional ethics bowls compete against one another at a national ethics bowl. At the national ethics bowl participating teams will compete in three matches during the morning on the day of the event. In the evening the top scoring eight teams will compete in an eight team elimination consisting of four quarter-final matches, two semi-final matches, and a final match.

In both the regional ethics bowls and the national ethics bowl, four to six weeks prior to the day of the event, each entered team, as well as every judge and moderator, will receive a set of ethics bowl cases. The questions asked of teams are to be taken from this set. As in previous ethics bowls, the moderators and judges will be drawn from distinguished individuals in diverse fields, such as law, medicine, business, government service, engineering, science, academia, and other fields as well.

Judge's Guidelines

Reasonable disagreement
The ethical case studies are designed to address controversial issues about which intelligent, thoughtful people can reasonably disagree. The scores of the teams, therefore, should be based on the quality of their arguments, not on whether or not they adopted one position rather than another. The team that makes the strongest argument should win the most points. Moral decisions are made case by case based on applying critical thought to difficult situations. When evaluating teams, judges should not let whether or not they agree with the team's conclusion influence their assessment.

Research
Successful presentations should include a clear and detailed understanding of the facts given in the case. Since cases often involve details that are not general knowledge, research will often be necessary. Students should be prepared to identify sources of facts gained through independent research. While research is helpful, even necessary as a learning tool, judges should focus predominantly on the quality of arguments presented.

Presentation style
The focus of the ethics bowl is on the arguments the students provide. This means that judges must evaluate, <u>and only evaluate</u>, a team on aspects of its presentation that relate directly to the four criteria identified on the judge's score-sheet. Judges may not consider in their scoring other aspects of the team's presentation (e.g. the voice quality of presenters, whether they maintain eye contact with the judges, etc.)

Moral theories
Moral theories and other moral perspectives (such as professional codes) can be useful for drawing out what is ethically significant in a case. However, the mere mention of a moral theory or other moral perspective does not, by itself, strengthen the presentation.

Scoring note:
At the end of each round you should enter the following scores:
a) The presenting team's presentation score
b) The presenting team's response to commentary and judge's question score (this is one score)
c) The responding team's commentary score

Judge's Score Sheet FRONT

Judge's Name_____

PRESENTING team_____

Part 1: PRESENTING Team's initial presentation (10 minutes; 40 total points)

1. Was the presentation clear and systematic? Regardless of whether or not you agree with the conclusion, did the team give a coherent argument in a clear and succinct manner?

1-10 ☐

1-2 = Incoherent presentation
3-4 = Serious logical problems in the argument (poor)
5-6 = Hard to follow the argument (passable)
7-8 = Reasonably clear and systematic
9 = Crystal clear presentation
10 = Exceptional

2. Did the team avoid ethically irrelevant issues? Or was the team preoccupied with issues that are not ethically relevant or are of minor ethical relevance to the case?

1-10 ☐

1-2 = Whole argument irrelevant
3-4 = Major irrelevance in the argument (poor)
5-6 = Some distractions from main argument (passable)
7-8 = Minor irrelevancies
9 = Exactly on point
10 = Exceptional

3. Did the team's presentation clearly identify and thoroughly discuss the central moral dimensions of the case?

1-10 ☐

1-2 = Failure to cover any relevant moral dimensions
3-4 = Serious missing or underdeveloped dimensions (poor)
5-6 = Some significant dimensions are missing or poorly covered (passable)
7-8 = Most dimensions are present and well developed
9 = All dimensions present and clarified appropriately
10 = Exceptional

4. Did the team's presentation indicate both awareness and thoughtful consideration of different viewpoints, including especially those that would loom large in the reasoning of individuals who disagree with team's position?

1-10 ☐

1-2 = Minimal awareness of different viewpoints
3-4 = Minimal consideration of different viewpoints…. (poor)
5-6 = Underdeveloped discussion of different viewpoints…. (passable)
7-8 = Solid analysis and discussion of different viewpoints, including careful attention especially to those that would loom large….
9 = Insightful analysis and discussion of different viewpoints, including full and careful attention especially to those that would loom large….
10 = Exceptional

☐ **Total from front (maximum 40)**

TURN OVER after initial presentation

Judge's Score Sheet BACK

<u>Part 2</u>: OPPOSING Team's Commentary (5 minutes; 10 total points)

To what extent has the team effectively dealt with the presenting team's arguments?

1-2 = Failure to respond
3-4 = Weak or irrelevant response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed commentary

1-10 Points for OPPOSING Team

These points are added to the other score sheet

<u>Part 3</u>: PRESENTING Team's Response to Commentary (5 minutes; 10 total points)

How did the team <u>respond</u> to the opposing team's commentary and the judges' questions?

1-2 = Failure to respond
3-4 = Weak response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed response

1-10 Points for PRESENTING Team

TOTAL SCORE FOR TEAM

\+ \+ =

Total from Front | **Response to Commentary** | **Commentary on other team [from other** | **Total Score (maximum 60)**

Score sheet]

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ETHICS BOWL COMPETITION SCHEDULE

NOVEMBER 17, 2007
MURPHEY HALL
UNC CAMPUS

8-9 a.m.	Team Registration/continental breakfast
8:15-9	Breakfast meeting for judges and moderators
9-9:30	Plenary Session: welcome/review of rules
	Welcome address: Bernadette Gray-Little, Executive Vice-Chancellor & Provost, UNC

MORNING SESSIONS

9:45-11:00	Round I Eight sessions with 2 teams competing
11:15-12:30	Round II Eight sessions with 2 teams competing
12:30-1:30	Lunch/Orientation for afternoon judges

AFTERNOON SESSIONS

1:30-2:45	Round III Eight sessions with 2 teams competing
3:00-3:15	Announcement of Semifinalists Four teams advance
3:30-4:45	Semifinals Two sessions Two teams advance
5:00-6:15	Championship Round
6:15-6:30	Trophy Presentation/Conclusion

Note: For each session: Three-judge panel; a moderator

REGIONAL ETHICS BOWL CASES

FALL 2007

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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

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ETHICS BOWL COMPETITION SCHEDULE

NOVEMBER 17, 2007
MURPHEY HALL
UNC CAMPUS

8-9 a.m.	Team Registration/continental breakfast
8:15-9	Breakfast meeting for judges and moderators
9-9:30	Plenary Session: welcome/review of rules
	Welcome address: Bernadette Gray-Little, Executive Vice-Chancellor & Provost, UNC

MORNING SESSIONS

9:45-11:00	Round I Eight sessions with 2 teams competing
11:15-12:30	Round II Eight sessions with 2 teams competing
12:30-1:30	Lunch/Orientation for afternoon judges

AFTERNOON SESSIONS

1:30-2:45	Round III Eight sessions with 2 teams competing
3:00-3:15	Announcement of Semifinalists Four teams advance
3:30-4:45	Semifinals Two sessions Two teams advance
5:00-6:15	Championship Round
6:15-6:30	Trophy Presentation/Conclusion

Note: For each session: Three-judge panel; a moderator

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ETHICS BOWL

The Ethics Bowl provides students with a unique opportunity to practice applying the moral theories and argumentation principles that they learn in their ethics classes. They receive about 15 case studies in advance involving ethical issues in a number of practical contexts, including engineering, law, medicine, personal relationships, school and politics, both nationally and internationally. During the course of the semester the students will prepare these cases. Questions may concern ethical problems on wide ranging topics, such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, law, medicine), or social and political ethics (e.g. free speech, gun control, etc.) or global issues (e.g. the impact of globalization, global warming, the environment). Preparing responses to these questions involves a great deal of research, writing and oral presentation.

Mid-Atlantic Regional Competition at UNC Chapel Hill: November 17, 2007 beginning at 9 a.m.

I. How Ethics Bowl is Played:

In Ethics Bowl a moderator asks two teams of three to five undergraduate students questions that pose ethical problems on topics ranging widely over areas such as the classroom (e.g. cheating or plagiarism), personal relationships (e.g. dating or friendship), professional ethics (e.g. engineering, architecture, business, the military, law, medicine, etc.) or social and political ethics (e.g. free speech, gun control, health care, etc.) In an Ethics Bowl competition two teams are asked different questions. Each team answers its question according to the following format. After the moderator poses a question to a team the team gets one minute to confer, after which it must state its answer. (The team does not respond completely cold, however, because prior to the Ethics Bowl each competing team receives a set of cases that present ethical issues upon which the questions a team must answer at the Ethics Bowl are based.)

After the team states its answer to the question posed by the moderator the judges then have an opportunity to ask the team brief follow-up questions to elicit a teams' viewpoint on ethically important aspects of the question, or to seek clarification of a team's response. After the judges have asked their questions, the opposing team then has one minute to present a response to the first team's answer. The first team then has an opportunity to respond to the opposing team's comments.

The judges have been instructed prior to the Ethics Bowl concerning the criteria they are to apply in evaluating the teams' answers, which are the following:

Clarity and Intelligibility: Has the team stated and defended its position in a way that is logically consistent and which allows the Judges to understand clearly the team's line of reasoning?

Focus on Ethically Relevant Factors: Has the team identified and discussed the factors the Judges consider ethically relevant in connection with the case?

Avoidance of Ethical Irrelevance: Has the team stayed on track by avoiding preoccupation with issues that the Judges do not regard as ethically relevant, or as only having minor ethical relevance, in connection with a case?

Deliberative Thoughtfulness: Does the Team's presentation of its position on a question indicate both awareness and thoughtful consideration of different viewpoints, including especially those that could loom large in the reasoning of individuals who might disagree with the team's position?

II. Format :

The IEB is a tiered competition in which the top scoring thirty-two teams in ten regional ethics bowls compete against one another at a national ethics bowl. At the national ethics bowl participating teams will compete in three matches during the morning on the day of the event. In the evening the top scoring eight teams will compete in an eight team elimination consisting of four quarter-final matches, two semi-final matches, and a final match.

In both the regional ethics bowls and the national ethics bowl, four to six weeks prior to the day of the event, each entered team, as well as every judge and moderator, will receive a set of ethics bowl cases. The questions asked of teams are to be taken from this set. As in previous ethics bowls, the moderators and judges will be drawn from distinguished individuals in diverse fields, such as law, medicine, business, government service, engineering, science, academia, and other fields as well.

Judge's Guidelines

Reasonable disagreement
The ethical case studies are designed to address controversial issues about which intelligent, thoughtful people can reasonably disagree. The scores of the teams, therefore, should be based on the quality of their arguments, not on whether or not they adopted one position rather than another. The team that makes the strongest argument should win the most points. Moral decisions are made case by case based on applying critical thought to difficult situations. When evaluating teams, judges should not let whether or not they agree with the team's conclusion influence their assessment.

Research
Successful presentations should include a clear and detailed understanding of the facts given in the case. Since cases often involve details that are not general knowledge, research will often be necessary. Students should be prepared to identify sources of facts gained through independent research. While research is helpful, even necessary as a learning tool, judges should focus predominantly on the quality of arguments presented.

Presentation style
The focus of the ethics bowl is on the arguments the students provide. This means that judges must evaluate, <u>and only evaluate</u>, a team on aspects of its presentation that relate directly to the four criteria identified on the judge's score-sheet. Judges may not consider in their scoring other aspects of the team's presentation (e.g. the voice quality of presenters, whether they maintain eye contact with the judges, etc.)

Moral theories
Moral theories and other moral perspectives (such as professional codes) can be useful for drawing out what is ethically significant in a case. However, the mere mention of a moral theory or other moral perspective does not, by itself, strengthen the presentation.

Scoring note:
At the end of each round you should enter the following scores:
a) The presenting team's presentation score
b) The presenting team's response to commentary and judge's question score (this is one score)
c) The responding team's commentary score

Judge's Score Sheet FRONT

Judge's Name_____

PRESENTING team_____

Part 1: PRESENTING Team's initial presentation (10 minutes; 40 total points)

1. Was the presentation clear and systematic? Regardless of whether or not you agree with the conclusion, did the team give a coherent argument in a clear and succinct manner?

1-10 ☐

1-2 = Incoherent presentation
3-4 = Serious logical problems in the argument (poor)
5-6 = Hard to follow the argument (passable)
7-8 = Reasonably clear and systematic
9 = Crystal clear presentation
10 = Exceptional

2. Did the team avoid ethically irrelevant issues? Or was the team preoccupied with issues that are not ethically relevant or are of minor ethical relevance to the case?

1-10 ☐

1-2 = Whole argument irrelevant
3-4 = Major irrelevance in the argument (poor)
5-6 = Some distractions from main argument (passable)
7-8 = Minor irrelevancies
9 = Exactly on point
10 = Exceptional

3. Did the team's presentation clearly identify and thoroughly discuss the central moral dimensions of the case?

1-10 ☐

1-2 = Failure to cover any relevant moral dimensions
3-4 = Serious missing or underdeveloped dimensions (poor)
5-6 = Some significant dimensions are missing or poorly covered (passable)
7-8 = Most dimensions are present and well developed
9 = All dimensions present and clarified appropriately
10 = Exceptional

4. Did the team's presentation indicate both awareness and thoughtful consideration of different viewpoints, including especially those that would loom large in the reasoning of individuals who disagree with team's position?

1-10 ☐

1-2 = Minimal awareness of different viewpoints
3-4 = Minimal consideration of different viewpoints…. (poor)
5-6 = Underdeveloped discussion of different viewpoints…. (passable)
7-8 = Solid analysis and discussion of different viewpoints, including careful attention especially to those that would loom large….
9 = Insightful analysis and discussion of different viewpoints, including full and careful attention especially to those that would loom large….
10 = Exceptional

☐ **Total from front (maximum 40)**

TURN OVER after initial presentation

Judge's Score Sheet BACK

<u>Part 2</u>: OPPOSING Team's Commentary (5 minutes; 10 total points)

To what extent has the team effectively dealt with the presenting team's arguments?

1-2 = Failure to respond
3-4 = Weak or irrelevant response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed commentary

1-10 Points for OPPOSING Team

These points are added to the other score sheet

<u>Part 3</u>: PRESENTING Team's Response to Commentary (5 minutes; 10 total points)

How did the team <u>respond</u> to the opposing team's commentary and the judges' questions?

1-2 = Failure to respond
3-4 = Weak response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed response

1-10 Points for PRESENTING Team

TOTAL SCORE FOR TEAM

\+ \+ =

Total from Front | **Response to Commentary** | **Commentary on other team [from other** | **Total Score (maximum 60)**

Score sheet]

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, November 12, 2007 12:41 PM
To: Dickson, Jennie Malloy <jdickson@unc.edu>
Subject: [Fwd: Re: Ethics Bowl]
Attach: Re Ethics Bowl.eml.msg

Kim's on for the morning.
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, November 12, 2007 12:44 PM
To: Dickson, Jennie Malloy <jdickson@unc.edu>
Subject: [Fwd: Re: Ethics Bowl Judges]
Attach: Re Ethics Bowl Judges.eml.msg

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
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Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, November 12, 2007 12:45 PM
To: Roberts, John Thomas <jtrosap@email.unc.edu>
Subject: [Fwd: [FEAST] Call For Student Papers]
Attach: [FEAST] Call For Student Papers.eml.msg

Can you copy and paste this to the UG listserv.
Thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Feminist Ethics and Social Theory <FEAST@LSV.UKY.EDU> on behalf of Concepcion, David W. <dwconcepcion@BSU.EDU>
Sent: Monday, November 12, 2007 11:26 AM
To: FEAST@LSV.UKY.EDU
Subject: [FEAST] Call For Student Papers

Dear Colleague,

Please find attached a Call For Papers for Vol. 4 of Stance: An Undergraduate Philosophy Journal. Stance is a national, peer-reviewed, peer-produced, academic journal that publishes papers by current undergraduate students.

Please encourage your students with superior work to submit a paper. Also, please distribute this CFP widely.

Authors of published papers will receive a free print version of the journal. By April 2008 the Stance staff should have created a full digital presence. Beyond a website, the journal will receive an ISSN number and be electronically housed in an academic library in an open source format.

I will be happy to answer any questions you might have.

Dr. David W. Concepción
Assoc. Prof. Philosophy
Ball State University

STANCE:
A PEER-REVIEWED UNDERGRADUATE PHILOSOPHY JOURNAL

Submission Guidelines:
Current undergraduates are to submit papers that are between 1500 and 3500 words in length. Papers should avoid unnecessary technicality and strive to be accessible to the widest possible audience without sacrificing clarity or rigor. They are evaluated on the following criteria: depth of inquiry, quality of research, creativity, lucidity, and originality.

Submission Procedures:
Submissions are to be prepared for blind review and must include a cover page with the author's name, affiliation, title, and email address. Papers should have no other identifying markers. Submissions are to be sent as attachments to phisigmatau@bsu.edu.

Deadline: Monday, December 17, 2007

Stance is a project of the Ball State University chapter of Phi Sigma Tau, an international undergraduate honor society for philosophy.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, November 12, 2007 8:32 PM
To: Battaglini, Claudio Luiz <claudio@email.unc.edu>
Subject: Honorary Coach
Attach: Hon Coach Assign-Battaglini.doc; BIOINFO.DOC

Dear Claudio,
Thanks so much for agreeing to serve as an Honorary Coach on Friday.
Attached is a letter with details for the evening as well as a bio form
for you to fill out for team introduction.

Thanks again,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Chapel Hill Philosophy
UNIVERSITY OF NORTH CAROLINA

Department of Philosophy CB #3125, Caldwell Hall UNC Chapel Hill Chapel Hill, NC 27599-3125

Jan Boxill 919.962.3317 jmboxill@email.unc.edu

November 11, 2007

Dear Claudio,

Thank you for agreeing to participate in the Honorary Guest Coaching Program for the 2007-2008 Women's Basketball Program.

The game assigned to you is: **COPPIN STATE**

Date and Time of the game: **FRIDAY, NOV. 16th at 7 p.m.**

Please meet me at the scorer's or media table **45 minutes** before game time. I will then introduce you to the coaching staff and your game host Head Manager Catherine Greene. Your name will be on the Parking List with the parking monitor who will direct you to where you may park. Just tell the parking attendant that you are a guest coach. Guest Coach tickets will be available at will call at the side entrance of Carmichael Auditorium, under your name. If you would like a guest to come with you, let me know as soon as possible and I'll include an extra ticket.

As Honorary Coach you will be included in the pre-game and post-game talks to the team in the locker room. During the game you will join the team on the bench. At half-time, you will remain in the gym to relax and observe any half-time activities.

Again thank you for participating. Honorary Coaching has been a rewarding experience both for the guests and the team members. I hope it proves so for you as well.

Please fill out the attached bio form and either email it to me or just bring it with you to the game As these coaching slots are very scarce, if you cannot attend for any reason, please let me know as soon as possible, so I can fill the slot with someone on the waiting list.

Your Honorary Coach partner will be Visiting EXSS professor, Debbie Stroman

If you have any questions please feel free to call me.

Sincerely,

Jan Boxill

Jan Boxill, Ph.D.
Honorary Coach Coordinator

962-3317

BRIEF BIO FOR INTRODUCTION TO THE TEAM

NAME: _____

GAME ASSIGNED: _____

TITLE: _____

EDUCATION: B.A./B.S.:_____
(SCHOOLS) M.A../M.S: _____
PH.D./J.D.:_____

CONNECTION WITH TEAM: _____

OTHER NOTES:

ORIGINALLY FROM:_____

FAMILY INFO: (Siblings, spouse, children,etc.)_____

_____

HOW LONG in CHAPEL HILL_____

RESEARCH INTERESTS: _____

HOBBIES/ACTIVITIES:_____
_____
_____
_____

OTHER INFO YOU WOULD LIKE TO SHARE WITH THE TEAM:_____
_____
_____
_____
_____

This information is for the coaches and team to get to know you, so feel free to include other information you think the team and coaches might enjoy knowing about.

Please bring this completed form with you to the game or return it to:

Dr. Jan Boxill
University of North Carolina
Department of Philosophy
CB# 3125
Chapel Hill, NC 27599-3125

or email at: jmboxill@email.unc.edu
or FAX at: 843-3929

If you have any questions please feel free to call me at 962-3317 or email me.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, November 12, 2007 8:33 PM
To: Ketterly, Jennifer E <ketterly@email.unc.edu>
Subject: Re: Guest Coach

Jen, thanks so much. I have Debbie Stroman as well, a visiting EXSS Prof!
See you tomorrow.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, November 12, 2007 8:34 PM
To: Stroman, Deborah L <dstro@unc.edu>
Subject: Re: Hello There!
Attach: Hon Coach Assign-Stroman.doc

Friday will work. Glad you can make it. Thanks for the bio form; see attached letter for details.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
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Chapel Hill Philosophy
UNIVERSITY OF NORTH CAROLINA

Department of Philosophy CB #3125, Caldwell Hall UNC Chapel Hill Chapel Hill, NC 27599-3125

Jan Boxill 919.962.3317 jmboxill@email.unc.edu

November 11, 2007

Dear Debbie,

Thank you for agreeing to participate in the Honorary Guest Coaching Program for the 2007-2008 Women's Basketball Program.

The game assigned to you is: **COPPIN STATE**

Date and Time of the game: **FRIDAY, NOV. 16th at 7 p.m.**

Please meet me at the scorer's or media table **45 minutes** before game time. I will then introduce you to the coaching staff and your game host Head Manager Catherine Greene. Your name will be on the Parking List with the parking monitor who will direct you to where you may park. Just tell the parking attendant that you are a guest coach. Guest Coach tickets will be available at will call at the side entrance of Carmichael Auditorium, under your name. If you would like a guest to come with you, let me know as soon as possible and I'll include an extra ticket.

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Again thank you for participating. Honorary Coaching has been a rewarding experience both for the guests and the team members. I hope it proves so for you as well.

As these coaching slots are very scarce, if you cannot attend for any reason, please let me know as soon as possible, so I can fill the slot with someone on the waiting list.

Your Honorary Coach partner will be Claudio Battaglini, another EXSS professor.

If you have any questions please feel free to call me.

Sincerely,

Jan Boxill

Jan Boxill, Ph.D.
Honorary Coach Coordinator
962-3317

From: nobody@notify.unc.edu on behalf of Walley, Susan </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=SWALLEY>
Sent: Monday, November 12, 2007 9:12 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: INFORMATIONAL: Hot Flash Study Needs Volunteers

If you're bothered by hot flashes, you might be pleased to know that there is a clinical research trial underway associated with menopause, studying a non-hormonal investigational drug to see if it may relieve hot flashes.

The aim of this study is to evaluate the effects of the study drug on the frequency and severity of hot flashes and night sweats in postmenopausal women. The effectiveness will be assessed by the change in frequency and severity of vasomotor symptoms (VMS) from the start of the study to week 12 compared to a placebo (looks like the experimental drug but does not have any active drug in it).

To qualify for this 20 week clinical trial, you must be at least 12 months postmenopausal, generally healthy, experiencing moderate to extremely severe hot flashes with sweating.

Qualified participants will receive at no charge study related
Medical examinations
Laboratory tests
Electrocardiograms
Study Medication or placebo
Reimbursement for study related travel cost to the clinic

To learn more about the clinical research study, call or email either Kim Hamden at 919-843-1410, email: khamden@unch.unc.edu, or Susan Walley at 919-966-9846, email: swalley@email.unc.edu

This message has been approved by the Human Research Ethics committee, Study
07-1421 on October 11, 2007.

This email is sponsored by: Dept. of OB/GYN

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"INFORMATIONAL:" email will only be sent to those who have indicated that they do want to receive mass email. To set your informational mass email preference, logon to the on-line directory web site at https://dir.unc.edu/dir/update.

REGIONAL ETHICS BOWL CASES

FALL 2007

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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

PROCEDURE and RULES

FOR THE

FIRST ANNUAL MID-ATLANTIC REGIONAL ETHICS BOWL

at

THE UNIVERSITY OF NORTH CAROLINA at CHAPEL HILL
MURPHEY HALL
CHAPEL HILL, NORTH CAROLINA

ON SATURDAY, NOVEMBER 17, 2007

Sponsored by:

Department of Athletics

Department of History

Department of Philosophy

Department of Religious Studies

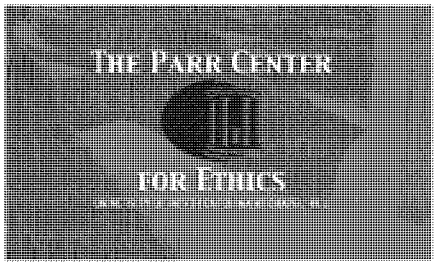

Carolina Women's Center

Center for Global Initiatives

Research Laboratories of Archaeology

For more information:
(919) 843–5641
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SCHEDULE

(All rooms listed will be in Murphey Hall, unless otherwise noted.)

8:00-9:00 a.m.	Team registration	Murphey Hall Auditorium (116)
8:00-9:00 a.m.	Continental breakfast for teams and coaches	Murphey Hall lobby
8:15-9:00 a.m.	Breakfast meeting for judges and moderators	Campus Y Lounge
9:00-9:30 a.m.	Plenary session	Murphey Hall Auditorium (116)
	Welcome: Bernadette Gray-Little, Executive Vice Chancellor and Provost Review of Rules: Jan Boxill, Director, UNC Parr Center for Ethics	
9:45-11:00 a.m.	Round #1	Rooms assigned
11:15 a.m.-12:30 p.m.	Round #2	Rooms assigned
12:30-1:30 p.m.	Participant lunch	Campus Y Lounge
	Judges, moderators & coaches lunch	Campus Y Seminar Room
1:30-2:45 p.m.	Round #3	Rooms assigned
3:00-3:15 p.m.	Announcement of Semifinalists	Murphey Hall Auditorium (116)
3:30-4:45 p.m.	Semifinals	Rooms assigned
5:00-6:15 p.m.	Finals	Murphey Hall Auditorium (116)
6:15 p.m.	Trophy presentation/Conclusion	Murphey Hall Auditorium (116)

PROCEDURE AND RULES

The First Annual Mid-Atlantic Regional Ethics Bowl will take place on Saturday, November 17, 2007 at the University of North Carolina at Chapel Hill campus. It is being sponsored by the UNC Parr Center for Ethics, Department of Athletics, Department of Religious Studies, Department of Philosophy, Department of History, Research Laboratories of Archaeology and Carolina Women's Center. At the plenary, to be held at 9:00 a.m. in Murphey Hall Auditorium (room 116), a review of the rules and procedures and distribution of classroom assignments for the morning rounds will occur; classroom assignments will be made through a random impartial process.

Each team will participate in 3 matches, competing with a different team in each match. Semi-finals are concurrent and will begin at 3:30 p.m.; finals will take place in Murphey Hall Auditorium at 5:00 p.m. There will be awards for the top three winners right after the final round at 6:15 p.m. The final competition will be videotaped. Participating teams will be provided a copy for future use.

There are no limits to the resources that may be used in researching the questions prior to the competition. Students are encouraged to consult all resources, including professors to understand the full breadth of the cases, determine their positions, and make the strongest possible presentation.

1) Each round will begin with a coin toss. The team that wins the coin toss may elect to present first (to be the team designated as Team A) or to have the other team present first (and thus to be the team designated as Team B).
2) Copies of the first case and question will be distributed to the competitors and to the judges. Neither the judges nor the team members will have advance knowledge of which case will be presented or which question will be asked.
3) The moderators will then read the question. Scratch paper will also be provided for the competitors to make notes during the round, but outside notes and materials are prohibited. Competitors may utilize the provided chalkboards and whiteboards as a visual aid in their presentations.
4) Team A will then have up to one minute to confer, after which a single spokesperson for Team A may speak for up to 10 minutes in response to the moderator s question, based on the team s research and critical analysis. This is known as the presentation period.
5) Next Team B will have up to one minute to confer, after which Team B may speak for up to 5 minutes in response to Team A s presentation and to the moderator s question. This is known as the commentary period. Any number of team members may contribute to the commentary.
6) Team A will then have up to one minute to confer, followed by 5 minutes to respond to Team B s challenge. This is known as the response period. Any number of team members may contribute to the response.
7) The judges will then begin their 10 minute question and answer session with Team A. Before asking questions, the judges may confer briefly (no more than 30 seconds).
8) At this time, more than one team member may respond to a given judge s question. Team members are not expected to confer for longer than 20 to 30 seconds after a question has been asked.
9) Each judge should have time for one question and one follow-up. Judges may ask more questions if time permits. Judges may confer briefly before asking questions (no more than 30 seconds). More than one team member may respond to any judge s questions.

10) Each judge will then give Team A a score on a scale of 1 to 25 with 25 being the highest score. They will also give Team B a score on a scale of 1 to 5, with 5 being the highest score. Judges will base their analyses on the following criteria:
    a. CONSISTENCY, CLARITY AND INTELLIGIBILITY (*out of 5 points possible*)
    b. COMPREHENSION OF ETHICALLY RELEVANT FACTORS (*out of 5 points possible*)
    c. AVOIDANCE OF ETHICALLY IRRELEVANT ISSUES (*out of 5 points possible*)
    d. COMPLETENESS IN ANALYSIS (*out of 5 points possible*)
    e. RESPONSE TO OPPOSING TEAM COMMENTARY (*out of 5 points possible*)

    The judges are not permitted to discuss their scoring decisions with each other; each judge is to rely on his or her own private judgment.
11) After the judges have made their scoring decisions, the moderator will give a second case and question to the same two teams.
12) The competition will proceed as above, with the Team B presenting in the second half, Team A offering commentary, Team B responding, and then Team B participating in the judge s question and answer session.
13) At the end of the round, the judges will announce the scores for both the first half and for the second half. Thus, in each round, each team will have the opportunity to present one case and to respond to the other team s presentation of another case, for a total of 30 points possible from each of the three judges.

The winner of the round will be the team with the greater number of total points. A tie will not count as a win or a loss for either team. Moderators will validate scores with the teams and judges and pass score sheets to the competition coordinator for tallying with scores from the other rounds.

At the end of the third round, the four teams with the greatest number of wins (out of 3 possible) will advance to the semi-finals; in the event that a tie takes place, ties will take precedence over losses. If two teams have the same number of wins, the team with the greatest total point differential will advance. Then teams will advance based on point totals for all three rounds (out of 270 possible). In the event that even further delineation is necessary, the team whose lowest score for any of the three morning rounds is higher than the other team s lowest score for any of the three morning rounds will advance. If the teams are still tied, the team with the higher scores based solely on its own presentations (not commentary to the other team) will advance. If there is no other way of breaking the tie, the winner will be determined by coin toss.

Also, please note that in the unlikely event that a team is unable to attend the competition, certain alternative procedures may be adopted to allow everyone to participate, including the adoption of a placebo team, usually consisting of students or recent graduates with some prior knowledge of the cases. In such a case, teams pitted against the placebo team may be scored but will not receive a win or loss, and for the purposes of advancement to the finals will be assessed assuming neither a win nor loss (thus, similar to a tie), but special weight added to their performance against actual teams. If you have any questions concerning this process, please inquire.

Semi-final and final rounds will be scored the same way as the morning rounds. Each of these will be a single elimination competition in which the team with the higher score will be declared the winner.

Please note that we need to adhere strictly to the schedule to accomplish the day s agenda in a timely fashion. Jan Boxill, as director of this year s competition, will be the final arbiter of any disputes. And remember that the competition is all about having fun and exchanging ideas.

REGIONAL ETHICS BOWL CASES

FALL 2007

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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, November 13, 2007 10:56 PM
To: Gray-Little, Bernadette <gray-little@unc.edu>
Subject: Re: [Fwd: Ethics Bowl]
Attach: Rules and Procedures.pdf

Bernadette,
This is perfect. Thanks so much for taking time on Saturday, especially so early, to provide the right kind of setting for the competition.
I look forward to seeing you Saturday morning. I've attached the final schedule as part of the procedures.

Thanks again,
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

>

PROCEDURE and RULES

FOR THE

FIRST ANNUAL MID-ATLANTIC REGIONAL ETHICS BOWL

at

THE UNIVERSITY OF NORTH CAROLINA at CHAPEL HILL
MURPHEY HALL
CHAPEL HILL, NORTH CAROLINA

ON SATURDAY, NOVEMBER 17, 2007

Sponsored by:

Department of Athletics

Department of History

Department of Philosophy

Department of Religious Studies

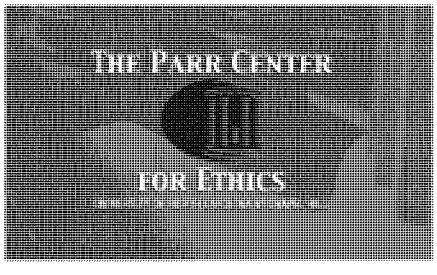

Carolina Women's Center

Center for Global Initiatives

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For more information:
(919) 843–5641
parrcenter@unc.edu

SCHEDULE

(All rooms listed will be in Murphey Hall, unless otherwise noted.)

8:00-9:00 a.m.	Team registration	Murphey Hall Auditorium (116)
8:00-9:00 a.m.	Continental breakfast for teams and coaches	Murphey Hall lobby
8:15-9:00 a.m.	Breakfast meeting for judges and moderators	Campus Y Lounge
9:00-9:30 a.m.	Plenary session	Murphey Hall Auditorium (116)
	Welcome: Bernadette Gray-Little, Executive Vice Chancellor and Provost Review of Rules: Jan Boxill, Director, UNC Parr Center for Ethics	
9:45-11:00 a.m.	Round #1	Rooms assigned
11:15 a.m.-12:30 p.m.	Round #2	Rooms assigned
12:30-1:30 p.m.	Participant lunch	Campus Y Lounge
	Judges, moderators & coaches lunch	Campus Y Seminar Room
1:30-2:45 p.m.	Round #3	Rooms assigned
3:00-3:15 p.m.	Announcement of Semifinalists	Murphey Hall Auditorium (116)
3:30-4:45 p.m.	Semifinals	Rooms assigned
5:00-6:15 p.m.	Finals	Murphey Hall Auditorium (116)
6:15 p.m.	Trophy presentation/Conclusion	Murphey Hall Auditorium (116)

PROCEDURE AND RULES

The First Annual Mid-Atlantic Regional Ethics Bowl will take place on Saturday, November 17, 2007 at the University of North Carolina at Chapel Hill campus. It is being sponsored by the UNC Parr Center for Ethics, Department of Athletics, Department of Religious Studies, Department of Philosophy, Department of History, Research Laboratories of Archaeology and Carolina Women's Center. At the plenary, to be held at 9:00 a.m. in Murphey Hall Auditorium (room 116), a review of the rules and procedures and distribution of classroom assignments for the morning rounds will occur; classroom assignments will be made through a random impartial process.

Each team will participate in 3 matches, competing with a different team in each match. Semi-finals are concurrent and will begin at 3:30 p.m.; finals will take place in Murphey Hall Auditorium at 5:00 p.m. There will be awards for the top three winners right after the final round at 6:15 p.m. The final competition will be videotaped. Participating teams will be provided a copy for future use.

There are no limits to the resources that may be used in researching the questions prior to the competition. Students are encouraged to consult all resources, including professors to understand the full breadth of the cases, determine their positions, and make the strongest possible presentation.

1) Each round will begin with a coin toss. The team that wins the coin toss may elect to present first (to be the team designated as Team A) or to have the other team present first (and thus to be the team designated as Team B).
2) Copies of the first case and question will be distributed to the competitors and to the judges. Neither the judges nor the team members will have advance knowledge of which case will be presented or which question will be asked.
3) The moderators will then read the question. Scratch paper will also be provided for the competitors to make notes during the round, but outside notes and materials are prohibited. Competitors may utilize the provided chalkboards and whiteboards as a visual aid in their presentations.
4) Team A will then have up to one minute to confer, after which a single spokesperson for Team A may speak for up to 10 minutes in response to the moderator's question, based on the team's research and critical analysis. This is known as the presentation period.
5) Next Team B will have up to one minute to confer, after which Team B may speak for up to 5 minutes in response to Team A's presentation and to the moderator's question. This is known as the commentary period. Any number of team members may contribute to the commentary.
6) Team A will then have up to one minute to confer, followed by 5 minutes to respond to Team B's challenge. This is known as the response period. Any number of team members may contribute to the response.
7) The judges will then begin their 10 minute question and answer session with Team A. Before asking questions, the judges may confer briefly (no more than 30 seconds).
8) At this time, more than one team member may respond to a given judge's question. Team members are not expected to confer for longer than 20 to 30 seconds after a question has been asked.
9) Each judge should have time for one question and one follow-up. Judges may ask more questions if time permits. Judges may confer briefly before asking questions (no more than 30 seconds). More than one team member may respond to any judge's questions.

10) Each judge will then give Team A a score on a scale of 1 to 25 with 25 being the highest score. They will also give Team B a score on a scale of 1 to 5, with 5 being the highest score. Judges will base their analyses on the following criteria:
    a. CONSISTENCY, CLARITY AND INTELLIGIBILITY (*out of 5 points possible*)
    b. COMPREHENSION OF ETHICALLY RELEVANT FACTORS (*out of 5 points possible*)
    c. AVOIDANCE OF ETHICALLY IRRELEVANT ISSUES (*out of 5 points possible*)
    d. COMPLETENESS IN ANALYSIS (*out of 5 points possible*)
    e. RESPONSE TO OPPOSING TEAM COMMENTARY (*out of 5 points possible*)

    The judges are not permitted to discuss their scoring decisions with each other; each judge is to rely on his or her own private judgment.
11) After the judges have made their scoring decisions, the moderator will give a second case and question to the same two teams.
12) The competition will proceed as above, with the Team B presenting in the second half, Team A offering commentary, Team B responding, and then Team B participating in the judge's question and answer session.
13) At the end of the round, the judges will announce the scores for both the first half and for the second half. Thus, in each round, each team will have the opportunity to present one case and to respond to the other team's presentation of another case, for a total of 30 points possible from each of the three judges.

The winner of the round will be the team with the greater number of total points. A tie will not count as a win or a loss for either team. Moderators will validate scores with the teams and judges and pass score sheets to the competition coordinator for tallying with scores from the other rounds.

At the end of the third round, the four teams with the greatest number of wins (out of 3 possible) will advance to the semi-finals; in the event that a tie takes place, ties will take precedence over losses. If two teams have the same number of wins, the team with the greatest total point differential will advance. Then teams will advance based on point totals for all three rounds (out of 270 possible). In the event that even further delineation is necessary, the team whose lowest score for any of the three morning rounds is higher than the other team's lowest score for any of the three morning rounds will advance. If the teams are still tied, the team with the higher scores based solely on its own presentations (not commentary to the other team) will advance. If there is no other way of breaking the tie, the winner will be determined by coin toss.

Also, please note that in the unlikely event that a team is unable to attend the competition, certain alternative procedures may be adopted to allow everyone to participate, including the adoption of a "placebo team," usually consisting of students or recent graduates with some prior knowledge of the cases. In such a case, teams pitted against the placebo team may be scored but will not receive a win or loss, and for the purposes of advancement to the finals will be assessed assuming neither a win nor loss (thus, similar to a tie), but special weight added to their performance against actual teams. If you have any questions concerning this process, please inquire.

Semi-final and final rounds will be scored the same way as the morning rounds. Each of these will be a single elimination competition in which the team with the higher score will be declared the winner.

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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, November 14, 2007 9:05 AM
To: Long, Douglas C <dlong@email.unc.edu>
Subject: Ethics Bowl
Attach: Rules and Procedures.pdf; Ethics Bowl Cases Fall 2007.doc; Judge's Score Sheet

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Hi Doug,
I am hoping you can serve as a judge for the Ethics Bowl. I am attaching the information you would need.
Thanks so much,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
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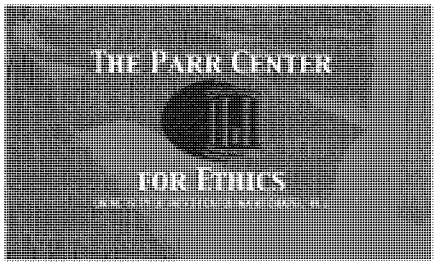

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REGIONAL ETHICS BOWL CASES

FALL 2007

Prepared by:
Rhiannon Dodds, Chair
Editing Board:
Brenda Dillard
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Adam Potthast
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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

Judge's Score Sheet FRONT

Judge's Name_____

PRESENTING team_____

Part 1: PRESENTING Team's initial presentation (10 minutes; 40 total points)

1. Was the presentation clear and systematic? Regardless of whether or not you agree with the conclusion, did the team give a coherent argument in a clear and succinct manner?

1-10 ☐

1-2 = Incoherent presentation
3-4 = Serious logical problems in the argument (poor)
5-6 = Hard to follow the argument (passable)
7-8 = Reasonably clear and systematic
9 = Crystal clear presentation
10 = Exceptional

2. Did the team avoid ethically irrelevant issues? Or was the team preoccupied with issues that are not ethically relevant or are of minor ethical relevance to the case?

1-10 ☐

1-2 = Whole argument irrelevant
3-4 = Major irrelevance in the argument (poor)
5-6 = Some distractions from main argument (passable)
7-8 = Minor irrelevancies
9 = Exactly on point
10 = Exceptional

3. Did the team's presentation clearly identify and thoroughly discuss the central moral dimensions of the case?

1-10 ☐

1-2 = Failure to cover any relevant moral dimensions
3-4 = Serious missing or underdeveloped dimensions (poor)
5-6 = Some significant dimensions are missing or poorly covered (passable)
7-8 = Most dimensions are present and well developed
9 = All dimensions present and clarified appropriately
10 = Exceptional

4. Did the team's presentation indicate both awareness and thoughtful consideration of different viewpoints, including especially those that would loom large in the reasoning of individuals who disagree with team's position?

1-10 ☐

1-2 = Minimal awareness of different viewpoints
3-4 = Minimal consideration of different viewpoints…. (poor)
5-6 = Underdeveloped discussion of different viewpoints…. (passable)
7-8 = Solid analysis and discussion of different viewpoints, including careful attention especially to those that would loom large….
9 = Insightful analysis and discussion of different viewpoints, including full and careful attention especially to those that would loom large….
10 = Exceptional

☐ **Total from front (maximum 40)**

TURN OVER after initial presentation

Judge's Score Sheet BACK

<u>Part 2</u>: OPPOSING Team's Commentary (5 minutes; 10 total points)

To what extent has the team effectively dealt with the presenting team's arguments?

1-2 = Failure to respond
3-4 = Weak or irrelevant response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed commentary

1-10 Points for OPPOSING Team

These points are added to the other score sheet

<u>Part 3</u>: PRESENTING Team's Response to Commentary (5 minutes; 10 total points)

How did the team <u>respond</u> to the opposing team's commentary and the judges' questions?

1-2 = Failure to respond
3-4 = Weak response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed response

1-10 Points for PRESENTING Team

TOTAL SCORE FOR TEAM

\+ \+ =

Total from Front | **Response to Commentary** | **Commentary on other team [from other** | **Total Score (maximum 60)**

Score sheet]

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, November 14, 2007 9:18 AM
To: Vance, Robert Dale <vance@email.unc.edu>
Cc: Dickson, Jennie Malloy <jdickson@unc.edu>
Subject: Ethics Bowl
Attach: Ethics Bowl Cases Fall 2007.doc; Rules and Procedures.pdf; Judge's Score Sheet

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Hi Bob,
I left a message on your home phone and am emailing you to invite you to serve as a judge for our Regional Ethics Bowl Competition. The date of the regional competition is Saturday, November 17th. I have attached the schedule. If I have enough judges, you would only have to do 2 sessions at most. Each panel will have 3 judges--hopefully 2 faculty and a community member. Basically judging involves the same kind of analysis as grading an undergraduate paper. I have attached some information; and parking will be provided at the Caldwell Hall lot. For further information visit the Parr Center website.

UNC has two teams who have been working together over the course of the semester, so your support would be greatly appreciated. Please contact me or Jennie who is copied on this email.

Thanks so much. I hope you can serve. We especially need afternoon people.
Jan

--
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REGIONAL ETHICS BOWL CASES

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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

PROCEDURE and RULES

FOR THE

FIRST ANNUAL MID-ATLANTIC REGIONAL ETHICS BOWL

at

THE UNIVERSITY OF NORTH CAROLINA at CHAPEL HILL
MURPHEY HALL
CHAPEL HILL, NORTH CAROLINA

ON SATURDAY, NOVEMBER 17, 2007

Sponsored by:

Department of Athletics

Department of History

Department of Philosophy

Department of Religious Studies

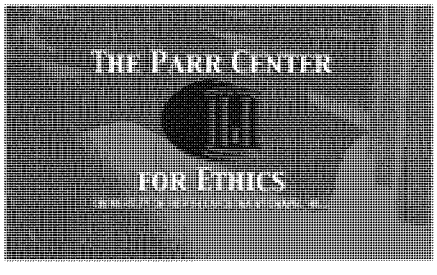

Carolina Women's Center

Center for Global Initiatives

Research Laboratories of Archaeology

For more information:
(919) 843–5641
parrcenter@unc.edu

SCHEDULE

(All rooms listed will be in Murphey Hall, unless otherwise noted.)

8:00-9:00 a.m.	Team registration	Murphey Hall Auditorium (116)
8:00-9:00 a.m.	Continental breakfast for teams and coaches	Murphey Hall lobby
8:15-9:00 a.m.	Breakfast meeting for judges and moderators	Campus Y Lounge
9:00-9:30 a.m.	Plenary session	Murphey Hall Auditorium (116)
	Welcome: Bernadette Gray-Little, Executive Vice Chancellor and Provost Review of Rules: Jan Boxill, Director, UNC Parr Center for Ethics	
9:45-11:00 a.m.	Round #1	Rooms assigned
11:15 a.m.-12:30 p.m.	Round #2	Rooms assigned
12:30-1:30 p.m.	Participant lunch	Campus Y Lounge
	Judges, moderators & coaches lunch	Campus Y Seminar Room
1:30-2:45 p.m.	Round #3	Rooms assigned
3:00-3:15 p.m.	Announcement of Semifinalists	Murphey Hall Auditorium (116)
3:30-4:45 p.m.	Semifinals	Rooms assigned
5:00-6:15 p.m.	Finals	Murphey Hall Auditorium (116)
6:15 p.m.	Trophy presentation/Conclusion	Murphey Hall Auditorium (116)

PROCEDURE AND RULES

The First Annual Mid-Atlantic Regional Ethics Bowl will take place on Saturday, November 17, 2007 at the University of North Carolina at Chapel Hill campus. It is being sponsored by the UNC Parr Center for Ethics, Department of Athletics, Department of Religious Studies, Department of Philosophy, Department of History, Research Laboratories of Archaeology and Carolina Women's Center. At the plenary, to be held at 9:00 a.m. in Murphey Hall Auditorium (room 116), a review of the rules and procedures and distribution of classroom assignments for the morning rounds will occur; classroom assignments will be made through a random impartial process.

Each team will participate in 3 matches, competing with a different team in each match. Semi-finals are concurrent and will begin at 3:30 p.m.; finals will take place in Murphey Hall Auditorium at 5:00 p.m. There will be awards for the top three winners right after the final round at 6:15 p.m. The final competition will be videotaped. Participating teams will be provided a copy for future use.

There are no limits to the resources that may be used in researching the questions prior to the competition. Students are encouraged to consult all resources, including professors to understand the full breadth of the cases, determine their positions, and make the strongest possible presentation.

1) Each round will begin with a coin toss. The team that wins the coin toss may elect to present first (to be the team designated as Team A) or to have the other team present first (and thus to be the team designated as Team B).
2) Copies of the first case and question will be distributed to the competitors and to the judges. Neither the judges nor the team members will have advance knowledge of which case will be presented or which question will be asked.
3) The moderators will then read the question. Scratch paper will also be provided for the competitors to make notes during the round, but outside notes and materials are prohibited. Competitors may utilize the provided chalkboards and whiteboards as a visual aid in their presentations.
4) Team A will then have up to one minute to confer, after which a single spokesperson for Team A may speak for up to 10 minutes in response to the moderator's question, based on the team's research and critical analysis. This is known as the presentation period.
5) Next Team B will have up to one minute to confer, after which Team B may speak for up to 5 minutes in response to Team A's presentation and to the moderator's question. This is known as the commentary period. Any number of team members may contribute to the commentary.
6) Team A will then have up to one minute to confer, followed by 5 minutes to respond to Team B's challenge. This is known as the response period. Any number of team members may contribute to the response.
7) The judges will then begin their 10 minute question and answer session with Team A. Before asking questions, the judges may confer briefly (no more than 30 seconds).
8) At this time, more than one team member may respond to a given judge's question. Team members are not expected to confer for longer than 20 to 30 seconds after a question has been asked.
9) Each judge should have time for one question and one follow-up. Judges may ask more questions if time permits. Judges may confer briefly before asking questions (no more than 30 seconds). More than one team member may respond to any judge's questions.

10) Each judge will then give Team A a score on a scale of 1 to 25 with 25 being the highest score. They will also give Team B a score on a scale of 1 to 5, with 5 being the highest score. Judges will base their analyses on the following criteria:
    a. CONSISTENCY, CLARITY AND INTELLIGIBILITY (*out of 5 points possible*)
    b. COMPREHENSION OF ETHICALLY RELEVANT FACTORS (*out of 5 points possible*)
    c. AVOIDANCE OF ETHICALLY IRRELEVANT ISSUES (*out of 5 points possible*)
    d. COMPLETENESS IN ANALYSIS (*out of 5 points possible*)
    e. RESPONSE TO OPPOSING TEAM COMMENTARY (*out of 5 points possible*)

    The judges are not permitted to discuss their scoring decisions with each other; each judge is to rely on his or her own private judgment.
11) After the judges have made their scoring decisions, the moderator will give a second case and question to the same two teams.
12) The competition will proceed as above, with the Team B presenting in the second half, Team A offering commentary, Team B responding, and then Team B participating in the judge's question and answer session.
13) At the end of the round, the judges will announce the scores for both the first half and for the second half. Thus, in each round, each team will have the opportunity to present one case and to respond to the other team's presentation of another case, for a total of 30 points possible from each of the three judges.

The winner of the round will be the team with the greater number of total points. A tie will not count as a win or a loss for either team. Moderators will validate scores with the teams and judges and pass score sheets to the competition coordinator for tallying with scores from the other rounds.

At the end of the third round, the four teams with the greatest number of wins (out of 3 possible) will advance to the semi-finals; in the event that a tie takes place, ties will take precedence over losses. If two teams have the same number of wins, the team with the greatest total point differential will advance. Then teams will advance based on point totals for all three rounds (out of 270 possible). In the event that even further delineation is necessary, the team whose lowest score for any of the three morning rounds is higher than the other team's lowest score for any of the three morning rounds will advance. If the teams are still tied, the team with the higher scores based solely on its own presentations (not commentary to the other team) will advance. If there is no other way of breaking the tie, the winner will be determined by coin toss.

Also, please note that in the unlikely event that a team is unable to attend the competition, certain alternative procedures may be adopted to allow everyone to participate, including the adoption of a "placebo team," usually consisting of students or recent graduates with some prior knowledge of the cases. In such a case, teams pitted against the placebo team may be scored but will not receive a win or loss, and for the purposes of advancement to the finals will be assessed assuming neither a win nor loss (thus, similar to a tie), but special weight added to their performance against actual teams. If you have any questions concerning this process, please inquire.

Semi-final and final rounds will be scored the same way as the morning rounds. Each of these will be a single elimination competition in which the team with the higher score will be declared the winner.

Please note that we need to adhere strictly to the schedule to accomplish the day's agenda in a timely fashion. Jan Boxill, as director of this year's competition, will be the final arbiter of any disputes. And remember that the competition is all about having fun and exchanging ideas.

Judge's Score Sheet FRONT

Judge's Name_____

PRESENTING team_____

Part 1: PRESENTING Team's initial presentation (10 minutes; 40 total points)

1. Was the presentation clear and systematic? Regardless of whether or not you agree with the conclusion, did the team give a coherent argument in a clear and succinct manner?

1-10 ☐

1-2 = Incoherent presentation
3-4 = Serious logical problems in the argument (poor)
5-6 = Hard to follow the argument (passable)
7-8 = Reasonably clear and systematic
9 = Crystal clear presentation
10 = Exceptional

2. Did the team avoid ethically irrelevant issues? Or was the team preoccupied with issues that are not ethically relevant or are of minor ethical relevance to the case?

1-10 ☐

1-2 = Whole argument irrelevant
3-4 = Major irrelevance in the argument (poor)
5-6 = Some distractions from main argument (passable)
7-8 = Minor irrelevancies
9 = Exactly on point
10 = Exceptional

3. Did the team's presentation clearly identify and thoroughly discuss the central moral dimensions of the case?

1-10 ☐

1-2 = Failure to cover any relevant moral dimensions
3-4 = Serious missing or underdeveloped dimensions (poor)
5-6 = Some significant dimensions are missing or poorly covered (passable)
7-8 = Most dimensions are present and well developed
9 = All dimensions present and clarified appropriately
10 = Exceptional

4. Did the team's presentation indicate both awareness and thoughtful consideration of different viewpoints, including especially those that would loom large in the reasoning of individuals who disagree with team's position?

1-10 ☐

1-2 = Minimal awareness of different viewpoints
3-4 = Minimal consideration of different viewpoints…. (poor)
5-6 = Underdeveloped discussion of different viewpoints…. (passable)
7-8 = Solid analysis and discussion of different viewpoints, including careful attention especially to those that would loom large….
9 = Insightful analysis and discussion of different viewpoints, including full and careful attention especially to those that would loom large….
10 = Exceptional

☐ **Total from front (maximum 40)**

TURN OVER after initial presentation

Judge's Score Sheet BACK

<u>Part 2</u>: OPPOSING Team's Commentary (5 minutes; 10 total points)

To what extent has the team effectively dealt with the presenting team's arguments?

1-2 = Failure to respond
3-4 = Weak or irrelevant response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed commentary

1-10 Points for OPPOSING Team

These points are added to the other score sheet

<u>Part 3</u>: PRESENTING Team's Response to Commentary (5 minutes; 10 total points)

How did the team <u>respond</u> to the opposing team's commentary and the judges' questions?

1-2 = Failure to respond
3-4 = Weak response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed response

1-10 Points for PRESENTING Team

TOTAL SCORE FOR TEAM

\+ \+ =

Total from Front | **Response to Commentary** | **Commentary on other team [from other** | **Total Score (maximum 60)**

Score sheet]

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, November 14, 2007 9:31 AM
To: davbetstaylor@earthlink.net
Cc: Dickson, Jennie Malloy <jdickson@unc.edu>
Subject: Ethics Bowl
Attach: Ethics Bowl Cases Fall 2007.doc; Rules and Procedures.pdf; Judge's Score Sheet

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Dear Taylors,
I wouul like to invite you to be judges for the First Annual Mid-Atlantic Intercollegiate Ethics Bowl hosted by the Parr Center for Ethics, which will be held here at UNC. The date of the regional competition is Saturday, November 17th. I have attached the schedule. We have enough judges for the morning sessions, but need to fill our afternoon slots. Each panel will have 3 judges--hopefully 2 faculty and a community member. Basically judging involves the same kind of analysis as grading an undergraduate paper. I have attached some information to give you an idea. For further information visit the Parr Center website.

UNC has two teams who have been working together over the course of the semester, so your support would be greatly appreciated. Please contact me or Jennie, who is copied on this email, if you have any questions.

Thanks so much. I hope you can serve. I know Betsy your Saturday is sacred, but I am hoping David would enjoy coming back on campus for this. And parking will be provided at the Caldwell lot.

Thanks,
Jan

--
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REGIONAL ETHICS BOWL CASES

FALL 2007

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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

PROCEDURE and RULES

FOR THE

FIRST ANNUAL MID-ATLANTIC REGIONAL ETHICS BOWL

at

THE UNIVERSITY OF NORTH CAROLINA at CHAPEL HILL
MURPHEY HALL
CHAPEL HILL, NORTH CAROLINA

ON SATURDAY, NOVEMBER 17, 2007

Sponsored by:

Department of Athletics

Department of History

Department of Philosophy

Department of Religious Studies

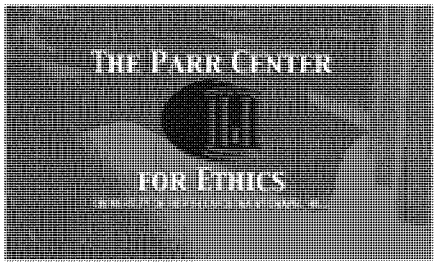

Carolina Women's Center

Center for Global Initiatives

Research Laboratories of Archaeology

For more information:
(919) 843–5641
parrcenter@unc.edu

SCHEDULE

(All rooms listed will be in Murphey Hall, unless otherwise noted.)

8:00-9:00 a.m.	Team registration	Murphey Hall Auditorium (116)
8:00-9:00 a.m.	Continental breakfast for teams and coaches	Murphey Hall lobby
8:15-9:00 a.m.	Breakfast meeting for judges and moderators	Campus Y Lounge
9:00-9:30 a.m.	Plenary session	Murphey Hall Auditorium (116)
	Welcome: Bernadette Gray-Little, Executive Vice Chancellor and Provost Review of Rules: Jan Boxill, Director, UNC Parr Center for Ethics	
9:45-11:00 a.m.	Round #1	Rooms assigned
11:15 a.m.-12:30 p.m.	Round #2	Rooms assigned
12:30-1:30 p.m.	Participant lunch	Campus Y Lounge
	Judges, moderators & coaches lunch	Campus Y Seminar Room
1:30-2:45 p.m.	Round #3	Rooms assigned
3:00-3:15 p.m.	Announcement of Semifinalists	Murphey Hall Auditorium (116)
3:30-4:45 p.m.	Semifinals	Rooms assigned
5:00-6:15 p.m.	Finals	Murphey Hall Auditorium (116)
6:15 p.m.	Trophy presentation/Conclusion	Murphey Hall Auditorium (116)

PROCEDURE AND RULES

The First Annual Mid-Atlantic Regional Ethics Bowl will take place on Saturday, November 17, 2007 at the University of North Carolina at Chapel Hill campus. It is being sponsored by the UNC Parr Center for Ethics, Department of Athletics, Department of Religious Studies, Department of Philosophy, Department of History, Research Laboratories of Archaeology and Carolina Women's Center. At the plenary, to be held at 9:00 a.m. in Murphey Hall Auditorium (room 116), a review of the rules and procedures and distribution of classroom assignments for the morning rounds will occur; classroom assignments will be made through a random impartial process.

Each team will participate in 3 matches, competing with a different team in each match. Semi-finals are concurrent and will begin at 3:30 p.m.; finals will take place in Murphey Hall Auditorium at 5:00 p.m. There will be awards for the top three winners right after the final round at 6:15 p.m. The final competition will be videotaped. Participating teams will be provided a copy for future use.

There are no limits to the resources that may be used in researching the questions prior to the competition. Students are encouraged to consult all resources, including professors to understand the full breadth of the cases, determine their positions, and make the strongest possible presentation.

1) Each round will begin with a coin toss. The team that wins the coin toss may elect to present first (to be the team designated as Team A) or to have the other team present first (and thus to be the team designated as Team B).
2) Copies of the first case and question will be distributed to the competitors and to the judges. Neither the judges nor the team members will have advance knowledge of which case will be presented or which question will be asked.
3) The moderators will then read the question. Scratch paper will also be provided for the competitors to make notes during the round, but outside notes and materials are prohibited. Competitors may utilize the provided chalkboards and whiteboards as a visual aid in their presentations.
4) Team A will then have up to one minute to confer, after which a single spokesperson for Team A may speak for up to 10 minutes in response to the moderator's question, based on the team's research and critical analysis. This is known as the presentation period.
5) Next Team B will have up to one minute to confer, after which Team B may speak for up to 5 minutes in response to Team A's presentation and to the moderator's question. This is known as the commentary period. Any number of team members may contribute to the commentary.
6) Team A will then have up to one minute to confer, followed by 5 minutes to respond to Team B's challenge. This is known as the response period. Any number of team members may contribute to the response.
7) The judges will then begin their 10 minute question and answer session with Team A. Before asking questions, the judges may confer briefly (no more than 30 seconds).
8) At this time, more than one team member may respond to a given judge's question. Team members are not expected to confer for longer than 20 to 30 seconds after a question has been asked.
9) Each judge should have time for one question and one follow-up. Judges may ask more questions if time permits. Judges may confer briefly before asking questions (no more than 30 seconds). More than one team member may respond to any judge's questions.

10) Each judge will then give Team A a score on a scale of 1 to 25 with 25 being the highest score. They will also give Team B a score on a scale of 1 to 5, with 5 being the highest score. Judges will base their analyses on the following criteria:
    a. CONSISTENCY, CLARITY AND INTELLIGIBILITY (*out of 5 points possible*)
    b. COMPREHENSION OF ETHICALLY RELEVANT FACTORS (*out of 5 points possible*)
    c. AVOIDANCE OF ETHICALLY IRRELEVANT ISSUES (*out of 5 points possible*)
    d. COMPLETENESS IN ANALYSIS (*out of 5 points possible*)
    e. RESPONSE TO OPPOSING TEAM COMMENTARY (*out of 5 points possible*)

    The judges are not permitted to discuss their scoring decisions with each other; each judge is to rely on his or her own private judgment.
11) After the judges have made their scoring decisions, the moderator will give a second case and question to the same two teams.
12) The competition will proceed as above, with the Team B presenting in the second half, Team A offering commentary, Team B responding, and then Team B participating in the judge's question and answer session.
13) At the end of the round, the judges will announce the scores for both the first half and for the second half. Thus, in each round, each team will have the opportunity to present one case and to respond to the other team's presentation of another case, for a total of 30 points possible from each of the three judges.

The winner of the round will be the team with the greater number of total points. A tie will not count as a win or a loss for either team. Moderators will validate scores with the teams and judges and pass score sheets to the competition coordinator for tallying with scores from the other rounds.

At the end of the third round, the four teams with the greatest number of wins (out of 3 possible) will advance to the semi-finals; in the event that a tie takes place, ties will take precedence over losses. If two teams have the same number of wins, the team with the greatest total point differential will advance. Then teams will advance based on point totals for all three rounds (out of 270 possible). In the event that even further delineation is necessary, the team whose lowest score for any of the three morning rounds is higher than the other team's lowest score for any of the three morning rounds will advance. If the teams are still tied, the team with the higher scores based solely on its own presentations (not commentary to the other team) will advance. If there is no other way of breaking the tie, the winner will be determined by coin toss.

Also, please note that in the unlikely event that a team is unable to attend the competition, certain alternative procedures may be adopted to allow everyone to participate, including the adoption of a "placebo team," usually consisting of students or recent graduates with some prior knowledge of the cases. In such a case, teams pitted against the placebo team may be scored but will not receive a win or loss, and for the purposes of advancement to the finals will be assessed assuming neither a win nor loss (thus, similar to a tie), but special weight added to their performance against actual teams. If you have any questions concerning this process, please inquire.

Semi-final and final rounds will be scored the same way as the morning rounds. Each of these will be a single elimination competition in which the team with the higher score will be declared the winner.

Please note that we need to adhere strictly to the schedule to accomplish the day's agenda in a timely fashion. Jan Boxill, as director of this year's competition, will be the final arbiter of any disputes. And remember that the competition is all about having fun and exchanging ideas.

Judge's Score Sheet FRONT

Judge's Name_____

PRESENTING team_____

Part 1: PRESENTING Team's initial presentation (10 minutes; 40 total points)

1. Was the presentation clear and systematic? Regardless of whether or not you agree with the conclusion, did the team give a coherent argument in a clear and succinct manner?

1-10 ☐

1-2 = Incoherent presentation
3-4 = Serious logical problems in the argument (poor)
5-6 = Hard to follow the argument (passable)
7-8 = Reasonably clear and systematic
9 = Crystal clear presentation
10 = Exceptional

2. Did the team avoid ethically irrelevant issues? Or was the team preoccupied with issues that are not ethically relevant or are of minor ethical relevance to the case?

1-10 ☐

1-2 = Whole argument irrelevant
3-4 = Major irrelevance in the argument (poor)
5-6 = Some distractions from main argument (passable)
7-8 = Minor irrelevancies
9 = Exactly on point
10 = Exceptional

3. Did the team's presentation clearly identify and thoroughly discuss the central moral dimensions of the case?

1-10 ☐

1-2 = Failure to cover any relevant moral dimensions
3-4 = Serious missing or underdeveloped dimensions (poor)
5-6 = Some significant dimensions are missing or poorly covered (passable)
7-8 = Most dimensions are present and well developed
9 = All dimensions present and clarified appropriately
10 = Exceptional

4. Did the team's presentation indicate both awareness and thoughtful consideration of different viewpoints, including especially those that would loom large in the reasoning of individuals who disagree with team's position?

1-10 ☐

1-2 = Minimal awareness of different viewpoints
3-4 = Minimal consideration of different viewpoints…. (poor)
5-6 = Underdeveloped discussion of different viewpoints…. (passable)
7-8 = Solid analysis and discussion of different viewpoints, including careful attention especially to those that would loom large….
9 = Insightful analysis and discussion of different viewpoints, including full and careful attention especially to those that would loom large….
10 = Exceptional

☐ **Total from front (maximum 40)**

TURN OVER after initial presentation

Judge's Score Sheet BACK

<u>Part 2</u>: OPPOSING Team's Commentary (5 minutes; 10 total points)

To what extent has the team effectively dealt with the presenting team's arguments?

1-2 = Failure to respond
3-4 = Weak or irrelevant response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed commentary

1-10 Points for OPPOSING Team

These points are added to the other score sheet

<u>Part 3</u>: PRESENTING Team's Response to Commentary (5 minutes; 10 total points)

How did the team <u>respond</u> to the opposing team's commentary and the judges' questions?

1-2 = Failure to respond
3-4 = Weak response (poor)
5-6 = Some points are made (passable)
7-8 = Solid response
9 = Key points zeroed in on (crystal clear)
10 = Exceptionally composed response

1-10 Points for PRESENTING Team

TOTAL SCORE FOR TEAM

\+ \+ =

Total from Front | **Response to Commentary** | **Commentary on other team [from other** | **Total Score (maximum 60)**

Score sheet]

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, November 14, 2007 5:24 PM
To: Grossberg, Lawrence <docrock@email.unc.edu>
Cc: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: post-bac awards

Hi Lawrence,
An interim progress report is due November 16th and unfortunately, the 29th is the Final meeting where all the final selections are presented along with the blurbs.
On that date the job of the committee members is completed. I will let Debbie respond to question about access to the files in the Chancellor's office.

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
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Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Lawrence Grossberg wrote:
> Hello.
>
> I would just like to check some procedural issues with you.
>
> 1. We report our final choices--when? at the meeting on the 29? or
> before that?
>
> 2. I believe that at some time, we have to write blurbs about each of
> the recipients. when are these due? Please do not say by the 29th,
> since we all agreed that we could not do that, but we decided to aim
> for the end of final exams. is that all right?
>
> 3. In order to write these, some people still want access to the
> files in the Chancellor's office. Will that still be possible?
>
> thanks so much. We had very good candidates and the final decision is
> very difficult, but I suppose that is as it should be.
>
> larry grossberg
>
>
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, November 15, 2007 9:22 AM
To: Bickford, Donna M <dbickford@unc.edu>
Subject: Re: [Fwd: workshop: ws and feminist ethics, call for possible participants]

I definitely want to participate. I hope I can find the appropriate
amount of time to do this.
Jan

Jan Boxill, Ph.D.
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FAX: 919-843-3929

Donna Bickford wrote:
> FYI in case this is of interest -
> Donna
>
>
> -------- Original Message --------
> dear friends.
>
> Iâ€™m writing to solicit interest in a proposal my DePauw colleague Jen
> Everett and I, and two colleagues from Vassar, Diane Harriford and
> Molly Shanley, are proposing to the Mellon foundation, for an
> intensive workshop in feminist ethics and womenâ€™s studies that would
> take place in spring 2009. If youâ€™d be interested in participating
> and/or helping us plan the workshop, a quick reply to me, Meryl
> Altman, at maltman@depauw would help us strengthen this proposal
> (which I should underline has not yet been funded). Especially helpful
> would be responses from anyone working at a â€œMellon 23â€ liberal arts
> college (Amherst, Barnard, Bryn Mawr, Carleton, Denison, DePauw,
> Furman, Grinnell, Harvey Mudd, Haverford, Macalester, Middlebury,
> Oberlin, Pomona, Reed, Rhodes, Scripps, Smith, Swarthmore, Vassar,
> Wesleyan, Wellesley, and Williams) but others shouldnâ€™t hesitate to
> get in touch, too, as funding beyond that group may be possible.
>
> Youâ€™ll find the proposal below-thanks for reading, and Iâ€™d be grateful
> for any comments and thoughts. -Meryl
>
> Proposal for Mellon 23 Workshop
> Feminist Ethics and Womenâ€™s Studies Renewal
>
> Meryl Altman, English and Womenâ€™s Studies, DePauw University
> Jennifer Everett, Philosophy, DePauw University
> Diane Harriford, Womenâ€™s Studies and Sociology, Vassar College
> Mary Lyndon (Molly) Shanley, Political Science, Vassar College
>
> Description.
> We seek funding for an interdisciplinary workshop to explore synergies
> between womenâ€™s studies programs and the philosophical field of
> feminist ethics. Weâ€™d bringing together committed colleagues from all

> faculty generations who have worked in womenâ€™s studies, in the field
> of ethics, or in both, for a period of intense study and lively
> discussion during the spring of 2009. The project should spur
> continuing collaborations among our colleges, as well as helping to
> refocus and reinvigorate womenâ€™s studies programs and inspire new
> projects in research and teaching.
>
> Our workshop will be modeled on a successful week-long seminar that
> took place at DePauw in June 2007, when twenty-five faculty members
> representing twelve departments and programs read and argued through a
> substantive reading list, including both some classical core texts of
> feminist theory and feminist ethics and some work that is very recent,
> challenging and new. Subtopics will likely include sex, gender, and
> the body; care and dependency; intersectionalities and privilege;
> ecofeminism and feminist environmental studies; biomedical,
> reproductive and health issues; sexual ethics, personal politics, and
> public policy; ethics of visual and performance art; ethics and
> feminist research methods; readings will be drawn from across the
> disciplines.
>
> Our experience suggests that faculty members are thirsty for serious
> study and dialogue, for an opportunity to set aside the bureaucratic
> mechanics and institutional politics of academic life, and return to
> the intellectual and moral wellsprings that originally brought us to
> the field of womenâ€™s studies. We plan for the workshop to really be a
> workshop - a seminar with intensive study and discussion of important
> and challenging texts, rather than keynote presentations by experts to
> a passive audience -- in keeping with our commitments to feminist
> pedagogy and to the â€œbest practicesâ€ within the liberal arts:
> commitments to open process and sharing knowledges which, weâ€™d argue,
> are ethical commitments in themselves.
>
> As womenâ€™s studies has become increasingly institutionalized and
> professionalized, we may stand in particular need of this sort of
> renewal and reconnection with the impetus from which we began. At the
> National Womenâ€™s Studies Association annual conference in 2007, the
> daylong workshop for program administrators began with a stimulating
> session on â€œFeminist Ethics,â€ including a presentation by Chris Cuomo,
> who argued powerfully for womenâ€™s studies as an area of applied
> ethics, a site of moral leadership and moral community, because, she
> said, â€œfeminism is itself an ethical critiqueâ€ which presents moral
> models and pictures of better worlds. Taking up this challenge, we see
> feminist ethics as opening a space for serious, committed moral
> reflection, and developing, not a code book of â€œright answersâ€ to the
> question, how ought we to live, but a shared vocabulary for
> discussion, debate, and consensus-building.
>
> We will consider the workshop successful if it generates new and/or
> revised courses for the participating institutions and new research
> interests and projects for the participants. Weâ€™ll be especially happy
> if it leads to collaborative efforts, such as team-teaching,
> co-authored publications, or future visits from campus to campus.
> Weâ€™ll administer a more conventional survey at the end of the workshop
> as well.
>
> The workshop would be hosted by DePauw at the Janet Prindle Institute
> for Ethics, a newly opened retreat and study center, designed as â€œa
> place for inquiry and discourse about the critical issues of our
> time,â€ and located in the DePauw University Nature Park, a reclaimed
> limestone quarry.
> (see http://prindleinstitute.depauw.edu/index.asp for more information).
>
> for more information, please contact Meryl Altman, maltman@depauw.edu
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, November 15, 2007 12:23 PM
To: Stroman, Deborah L <dstro@unc.edu>
Subject: Re: Possible Faculty

Hi Debbie,
Thanks. I don't know him, but I was aware of this blog! Interestingly,
John Thelin is one of the people giving a paper at the colloquium [which
I am involved in]!
Jan

Jan Boxill, Ph.D.
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Phone: 919-962-3317
FAX: 919-843-3929

Deborah Stroman wrote:
>
> Hi. We have a candidate (RS) visiting with us today and tomorrow for
> Sport Adm. I thought it may be prudent to check in with you to see if
> you knew him or anything about his background that may be valuableâ€¦see
> attached rather fascinating blog. J
>
> Thanks!
>
> d
>
> Deborah L. Stroman, Ph.D., CLU, PDO
>
> Exercise and Sport Science Department
>
> AVA Professor of Sport Administration
>
> 315 Woollen - CB# 8605
>
> Chapel Hill, NC 27599-8605
>
> 919.843.0336
>
> dstroman@email.unc.edu <mailto:dstroman@email.unc.edu>
>
> "Those who are awake live in a state of constant amazement."
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, November 15, 2007 2:07 PM
To: Stroman, Deborah L <dstro@unc.edu>
Subject: Re: Possible Faculty

Interesting!

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
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FAX: 919-843-3929

Deborah Stroman wrote:
> Okay. We just finished lunch with him. He's very confident and offers a
> lot...it will be interesting to see if his "agenda" fits our department
> though.
>
> Chat with you soon.
>
> d
>
> Dr. Debby Stroman
> UNC - EXSS - CB 8605
> Chapel Hill, NC 27599
> Sport Administration
>
> 919.843.0336
> dstroman@email.unc.edu
> http://www.unc.edu/depts/exercise/sport_administration/index.htm
>
> -----Original Message-----
> From: Jan Boxill [mailto:jmboxill@email.unc.edu]
> Sent: Thursday, November 15, 2007 12:23 PM
> To: Deborah Stroman
> Subject: Re: Possible Faculty
>
> Hi Debbie,
> Thanks. I don't know him, but I was aware of this blog! Interestingly,
> John Thelin is one of the people giving a paper at the colloquium [which
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> Jan
>
> Jan Boxill, Ph.D.
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>>
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>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, November 15, 2007 2:14 PM
To: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: University Teaching Awards

Thanks Debbie.
Is everything going as it should? I was quite surprised when I got
Grossberg's email!
Jan

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PROCEDURE and RULES

FOR THE

FIRST ANNUAL MID-ATLANTIC REGIONAL ETHICS BOWL

at

THE UNIVERSITY OF NORTH CAROLINA at CHAPEL HILL
MURPHEY HALL
CHAPEL HILL, NORTH CAROLINA

ON SATURDAY, NOVEMBER 17, 2007

Sponsored by:

Department of Athletics

Department of History

Department of Philosophy

Department of Religious Studies

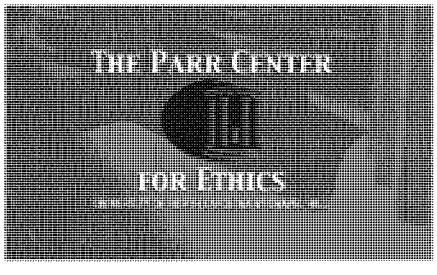

Carolina Women's Center

Center for Global Initiatives

Research Laboratories of Archaeology

For more information:
(919) 843–5641
parrcenter@unc.edu

SCHEDULE

(All rooms listed will be in Murphey Hall, unless otherwise noted.)

8:00-9:00 a.m.	Team registration	Murphey Hall Auditorium (116)
8:00-9:00 a.m.	Continental breakfast for teams and coaches	Murphey Hall lobby
8:15-9:00 a.m.	Breakfast meeting for judges and moderators	Campus Y Lounge
9:00-9:30 a.m.	Plenary session	Murphey Hall Auditorium (116)
	Welcome: Bernadette Gray-Little, Executive Vice Chancellor and Provost Review of Rules: Jan Boxill, Director, UNC Parr Center for Ethics	
9:45-11:00 a.m.	Round #1	Rooms assigned
11:15 a.m.-12:30 p.m.	Round #2	Rooms assigned
12:30-1:30 p.m.	Participant lunch	Campus Y Lounge
	Judges, moderators & coaches lunch	Campus Y Seminar Room
1:30-2:45 p.m.	Round #3	Rooms assigned
3:00-3:15 p.m.	Announcement of Semifinalists	Murphey Hall Auditorium (116)
3:30-4:45 p.m.	Semifinals	Rooms assigned
5:00-6:15 p.m.	Finals	Murphey Hall Auditorium (116)
6:15 p.m.	Trophy presentation/Conclusion	Murphey Hall Auditorium (116)

PROCEDURE AND RULES

The First Annual Mid-Atlantic Regional Ethics Bowl will take place on Saturday, November 17, 2007 at the University of North Carolina at Chapel Hill campus. It is being sponsored by the UNC Parr Center for Ethics, Department of Athletics, Department of Religious Studies, Department of Philosophy, Department of History, Research Laboratories of Archaeology and Carolina Women's Center. At the plenary, to be held at 9:00 a.m. in Murphey Hall Auditorium (room 116), a review of the rules and procedures and distribution of classroom assignments for the morning rounds will occur; classroom assignments will be made through a random impartial process.

Each team will participate in 3 matches, competing with a different team in each match. Semi-finals are concurrent and will begin at 3:30 p.m.; finals will take place in Murphey Hall Auditorium at 5:00 p.m. There will be awards for the top three winners right after the final round at 6:15 p.m. The final competition will be videotaped. Participating teams will be provided a copy for future use.

There are no limits to the resources that may be used in researching the questions prior to the competition. Students are encouraged to consult all resources, including professors to understand the full breadth of the cases, determine their positions, and make the strongest possible presentation.

1) Each round will begin with a coin toss. The team that wins the coin toss may elect to present first (to be the team designated as Team A) or to have the other team present first (and thus to be the team designated as Team B).
2) Copies of the first case and question will be distributed to the competitors and to the judges. Neither the judges nor the team members will have advance knowledge of which case will be presented or which question will be asked.
3) The moderators will then read the question. Scratch paper will also be provided for the competitors to make notes during the round, but outside notes and materials are prohibited. Competitors may utilize the provided chalkboards and whiteboards as a visual aid in their presentations.
4) Team A will then have up to one minute to confer, after which a single spokesperson for Team A may speak for up to 10 minutes in response to the moderator's question, based on the team's research and critical analysis. This is known as the presentation period.
5) Next Team B will have up to one minute to confer, after which Team B may speak for up to 5 minutes in response to Team A's presentation and to the moderator's question. This is known as the commentary period. Any number of team members may contribute to the commentary.
6) Team A will then have up to one minute to confer, followed by 5 minutes to respond to Team B's challenge. This is known as the response period. Any number of team members may contribute to the response.
7) The judges will then begin their 10 minute question and answer session with Team A. Before asking questions, the judges may confer briefly (no more than 30 seconds).
8) At this time, more than one team member may respond to a given judge's question. Team members are not expected to confer for longer than 20 to 30 seconds after a question has been asked.
9) Each judge should have time for one question and one follow-up. Judges may ask more questions if time permits. Judges may confer briefly before asking questions (no more than 30 seconds). More than one team member may respond to any judge's questions.

10) Each judge will then give Team A a score on a scale of 1 to 25 with 25 being the highest score. They will also give Team B a score on a scale of 1 to 5, with 5 being the highest score. Judges will base their analyses on the following criteria:
    a. CONSISTENCY, CLARITY AND INTELLIGIBILITY (*out of 5 points possible*)
    b. COMPREHENSION OF ETHICALLY RELEVANT FACTORS (*out of 5 points possible*)
    c. AVOIDANCE OF ETHICALLY IRRELEVANT ISSUES (*out of 5 points possible*)
    d. COMPLETENESS IN ANALYSIS (*out of 5 points possible*)
    e. RESPONSE TO OPPOSING TEAM COMMENTARY (*out of 5 points possible*)

    The judges are not permitted to discuss their scoring decisions with each other; each judge is to rely on his or her own private judgment.
11) After the judges have made their scoring decisions, the moderator will give a second case and question to the same two teams.
12) The competition will proceed as above, with the Team B presenting in the second half, Team A offering commentary, Team B responding, and then Team B participating in the judge's question and answer session.
13) At the end of the round, the judges will announce the scores for both the first half and for the second half. Thus, in each round, each team will have the opportunity to present one case and to respond to the other team's presentation of another case, for a total of 30 points possible from each of the three judges.

The winner of the round will be the team with the greater number of total points. A tie will not count as a win or a loss for either team. Moderators will validate scores with the teams and judges and pass score sheets to the competition coordinator for tallying with scores from the other rounds.

At the end of the third round, the four teams with the greatest number of wins (out of 3 possible) will advance to the semi-finals; in the event that a tie takes place, ties will take precedence over losses. If two teams have the same number of wins, the team with the greatest total point differential will advance. Then teams will advance based on point totals for all three rounds (out of 270 possible). In the event that even further delineation is necessary, the team whose lowest score for any of the three morning rounds is higher than the other team's lowest score for any of the three morning rounds will advance. If the teams are still tied, the team with the higher scores based solely on its own presentations (not commentary to the other team) will advance. If there is no other way of breaking the tie, the winner will be determined by coin toss.

Also, please note that in the unlikely event that a team is unable to attend the competition, certain alternative procedures may be adopted to allow everyone to participate, including the adoption of a "placebo team," usually consisting of students or recent graduates with some prior knowledge of the cases. In such a case, teams pitted against the placebo team may be scored but will not receive a win or loss, and for the purposes of advancement to the finals will be assessed assuming neither a win nor loss (thus, similar to a tie), but special weight added to their performance against actual teams. If you have any questions concerning this process, please inquire.

Semi-final and final rounds will be scored the same way as the morning rounds. Each of these will be a single elimination competition in which the team with the higher score will be declared the winner.

Please note that we need to adhere strictly to the schedule to accomplish the day's agenda in a timely fashion. Jan Boxill, as director of this year's competition, will be the final arbiter of any disputes. And remember that the competition is all about having fun and exchanging ideas.

REGIONAL ETHICS BOWL CASES

FALL 2007

Prepared by:
Rhiannon Dodds, Chair
Editing Board:
Brenda Dillard
Deni Elliott
Adam Potthast
Case Writers:
Edward Carr
Raquel Diaz-Sprague
Renee England
Mark Matalski
Richard Miller
Connie Price

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Case #1: Drug Companies Funding FDA Research

Since 1971, the Food and Drug Administration (FDA) had shown interest in charging "user fees" as a way to speed their review process and augment their funding provided by Congress. In 1992, Congress passed the Pharmaceutical Drug User Fee Act (PDUFA), which allowed the FDA to charge drug manufacturers a "user fee" to provide funds for FDA reviewers to complete their reviews within 12 months. The median drug review time was approximately 33 months in the early 1990's, which drug companies and patients awaiting new life-saving drugs, believed was too long. HIV and AIDs patients were pushing for opportunities to move new drugs more quickly through the long approval process. Soon after the PDUFA went into effect, the average review time dropped from 33 months to less than 12.

In addition to the user fees, the majority of the research on new pharmaceuticals is performed by the pharmaceutical companies themselves. The FDA engages a 12-step process in the approval of new pharmaceuticals; both the initial preclinical trials (those not performed on humans) and later human testing are performed either by the pharmaceutical companies themselves or by subcontractors for the pharmaceutical companies. After preclinical trials, the FDA orders local institutional review boards (IRBs) to determine the procedures (including dosage, measurement, and informed consent) required for human testing of a given drug. After 3 stages of human testing, FDA officials then review the results provided to them by the pharmaceutical companies in several steps in order to ensure product safety. The user fees are aimed at speeding the review process, by providing greater resources to the FDA so they can complete the reviews in a timely manner.

User fees, combined with the 12-step approval process, are aimed at providing safe, but quick approval of new medications. Those who oppose drug manufacturers paying for quick drug reviews fear that reviews conducted to meet a specific deadline risks having errors and believe that the practice gives control over FDA to the pharmaceutical companies. Additionally, critics of the FDA approval process have long noted the conflict of interest created when drug companies provide the information upon which approval of their own drugs is based. Marcia Angell, editor in chief of the New England Journal of Medicine from 1999 to 2000 believes "oversight of clinical trials is too important to leave in the hands of drug companies and their agents."

The Pharmaceutical Research and Manufacturers of America (PhRMA), a trade association for the drug industry, believes strongly in the process and supports the use of IRBs as a safe method to move along the approval process and save sick patients awaiting new drug options. "The vast majority of clinical trials conducted in the United States meet high ethical standards. The U.S. regulatory system is the world's gold standard, and the Food and Drug Administration has the best product safety record."

Case #2: Churches as Polling Places

Political philosophers agree that the single most crucial requirement for a democracy to function is for those who are governed to have a say in how they are governed. This is usually accomplished by a significant portion of voters regularly participating in elections. Historically, one of the devices used to discourage segments of the population from voting has been to make polling places difficult to reach. To guard against such manipulation of the electorate, most

municipalities work to distribute polling places in such a way as to make access easy for all voters.

That access includes not only proximity to voters' places of residence or employment, but also ease of entry and exit, sufficient space for voting booths and other paraphernalia, and public right of entry for the period of voting. That generally excludes places of commerce and industry because the comings and goings of voters would surely interfere with normal business. Similarly most governmental structures would find voting operations interfered with regular operations. Schools seem to work well because they have areas (like gymnasia) that can be used for an occasional day without severely disrupting education. But in some locales, schools are not distributed uniformly across populations.

The other semi-public structures whose ordinary functions are not seriously impeded by elections are places of worship. Most congregations welcome non-member visitors, have large, usable, open spaces, and do not have significant numbers of congregants using their facilities on Tuesdays – the most common election day.

But a problem occurs when individuals are uncomfortable going into houses of worship other than their own. An observant Jew, Rob Meltzer was deeply troubled by the prospect of entering a Methodist church and has since voted by absentee ballot while trying to persuade local officials to move polling stations in the church and a Catholic school to secular sites, saying the current locations infringe on voters' constitutional rights. Some are also concerned that as churches often have political agendas, making churches into polling places increases the amount of influence a church could wield, consciously or subconsciously, over those voting in the church.

Selectmen (those in charge of the logistics of polling places) in the Boston area have refused, saying the practice is widely accepted and that logistics make the church the only sensible spot. They argue that proof that the location of polling places in religious structures does not interfere with a voter's rights is proven by Meltzer's own case. According to his claim he has been free to vote by absentee ballot (and has done so) so as to avoid the "uncomfortable" location.

Case #3: Adjunct Faculty

In the 1970's, economic and political factors gave rise to the current, business-style model of the university. As with any business, output and bottom line were the focus of management, in this case, university administration officials. Regular faculty are expected not only to teach and publish, but also to write proposals and manage grant programs, serve on committees, and direct students' research. Their classroom teaching loads typically include only two to four courses a year, at least half of these consisting of seminars where advanced students present their work.

Due to the many roles played by full-time faculty and the drastic increases in enrollment over the past decades, adjunct professors or instructors have become much more common. Typically they are well-qualified, with Master's degrees or doctorates in the field they teach. Because of adjuncts, instruction can be offered to students at a discount, and tenure-track faculty can pursue their grants and publications. Administrators tend to believe that hiring adjuncts is their panacea; without these hires, they claim, tuition and fees would skyrocket and research would come to a standstill, with the return of professors to lecture halls.

Adjuncts tend to be paid low on a university's scale; from around $1,000 per class per semester to a livable salary in some cases. Because adjuncts often are employed to teach introductory courses that are required and cover broad topics, their class size is generally large, which may mean greater burden on the adjunct in evaluating student performance. They may teach one course per term, or several courses, up to just-below the limit for full-time employment. Since they are employed on a class-by-class basis (and may therefore be viewed as more "temporary"), they are monitored more closely than regular faculty. Often, adjuncts teach at two or more colleges at a time. Adjuncts are usually required to hold minimal office hours, and may be inaccessible to students unless they choose to volunteer time for consultation.

Even with the lack of benefits, some adjuncts feel they make a decent living while doing the work they love. Teaching adjunct can provide flexibility. Most adjuncts would prefer to have tenure-track posts, but some like to be free from the bureaucratic restraints of full-time academic employment. Some believe the teach-and-go routine serves their family life better. Others may work full-time at another type of job. Often, a full-time professor may teach adjunct at a nearby college, either to help that school with its staffing shortages, or to supplement his income.

The flexibility and transient nature of adjunct faculty are viewed by some as tantamount to acting as a "scab" on a picket line. If all potential adjuncts refused to teach individual courses, universities might be forced to hire more full-time faculty and provide benefits to those who fill the positions. However, the adjunct positions are often filled by doctoral students attempting to gain additional classroom experience before searching for a full-time position post-graduation, and thus, they are only interested in a small course load.

Case #4: Erosion of Native Art

Alpine Imports, an international corporation that distributes native crafts throughout the United States, has found a new production site in Guatemala. Alpine has been certified by groups such as the Fair Trade Resource Network for its commitment to paying fair wages and preventing inhumane working conditions in the areas from which it purchases its products. Labor in Guatemala is relatively cheap, even with a living wage, and moreover, the corporation has found that native artisans there have a distinctive style that should market well in the United States. In particular, Alpine is considering Kaqchikel clothing for dolls, handmade in the Guatemalan village of San Lucas Toliman. The clothing fits several generic doll figures, including American Girl™ dolls.http://webster.brazosport.edu/webct/ContentPageServerServlet/globalization case.htm?pageID=2380722185001 - _ftn1

Alpine Imports has researched the market and determined that import motif stores conspicuously lack toy divisions, and therefore it has little background as to what items succeed. It hopes, however, that its venture into this new arena will pay off. Managers at Alpine ordered an initial batch of 1,000 dresses to be produced by the Kaqchikel workers for distribution in Alpine stores throughout the United States. Managers project the cost of the dresses to be about $5 a piece, and the retail price will be $15. If these doll dresses are a success, they could mean a substantial profit for Alpine Imports and a sustained relationship between Alpine and the Kaqchikel.

The shipment of doll clothing arrived to the Alpine warehouse on time, and was distributed; managers anxiously awaited sales results. The first reports showed moderate sales; however, the response was not as strong as the marketing department had hoped. Alpine attempted some advertising of the dolls in local markets, to raise awareness of the new product, but still sales lagged behind expectations. Executives at Alpine began to realize that children are often subject to national advertising ploys coupled with strong peer pressure, and that if they want to realize success in the toy market, their strategy has to change. They assessed the situation and decided that the clearest options would be to cut their losses and discontinue the relationship with the Kaqchikel people, work on stronger marketing ploys, or to suggest changes to the design of the dresses. Alpine is in no danger of bankruptcy based on the sale of Kaqchikel dresses, but as a business, they strive to maintain fiscal viability, and thus, must keep the success of this product in mind.

Case #5: Payday Loans

In recent years, businesses have appeared that offer cash advance "payday" loans in many urban areas and smaller towns. These businesses usually operate out of storefronts in strip malls and offer small advances ($300-$500) to people who need money quickly, usually at a high interest rate. Their clientele tends to be employed, but poor or lower middle-class.

In order to receive the loan, the client writes a post-dated check to the company for the amount he or she wants as an advance plus a fee, usually about $15-$25 per $100. So if someone is being advanced $400, he or she writes a check for between $460 and $500. On payday, the client deposits his or her paycheck and the payday loan company deposits the post-dated check, effectively ending the loan. Clients do not always have enough money in their accounts to cover the post-dated check, so they are also offered the option of rolling the loan amount over to the next pay period. In order to take advantage of this offer, the same fee is charged: $15-$25 per $100 borrowed. This effectively doubles the interest rate of the loan, so for the aforementioned $400 loan spread across two pay periods, the fee would be between $120 and $200—half of the amount borrowed in the worst case.

Interestingly, a study by the Center for Responsible Lending found that the vast majority of these loans are not made to one-time emergency borrowers. It found that 91% of all payday loans are made to borrowers with five or more payday loans per year. Furthermore, most payday borrowers go to more than one lender, dramatically increasing their total number of payday loans per year. Only 1% of all payday loans are made to emergency borrowers.

Church groups and anti-poverty organizations claim that these businesses lure people in with offers of quick money to handle important payments, but aim to get people caught up in the system of rolling over loans. They say that such high fees would be immoral to charge to anyone, but it is especially heartless to charge them to people without the financial means to pay the loans back and get back on their feet. These groups have fought for legislation restricting the fees and ability to rollover loans from one paycheck to the other as well as legislation that would crack down on companies' ability to ignore current outstanding debt when giving out the loans. The payday loan industry is profitable and can afford to devote a percentage of those profits to opposing such legislation. Additionally, those who would benefit from regulation of the industry, the working poor and lower middle-class, are less likely to vote, write their congressperson, or donate to campaigns.

Payday loan advocates counter that they provide a valuable service to those who need money sooner than their employers can provide. It is not their fault that people get caught in the web of escalating fees, but rather the temptation that consumer society creates for people to live beyond their means. Without their services, advocates claim that job terminations, unpaid bills, evictions, and mortgage foreclosures would soar, swelling the welfare rolls and increasing taxes. They claim that existing regulations already require them to make very clear how much people will pay for the loan and to limit people's ability to freely choose such fees is to treat them as children rather than adults who are capable of reigning in their own spending.

Case #6: Revisionist History—Deleting Bad Acts

They say that history is written by the winners, but others are finding that they have a say in what future generations learn about a country's past. Recently Japan's Prime Minister, Shinzo Abe, has tested how far that "say" can go.

In March 2007, the Japanese Ministry of Education ordered that publishers delete passages from history textbooks that claimed Imperial Army officers ordered citizens to commit mass suicide when Okinawa was about to fall to American forces near the end of the war. Responses to the ministry's order have taken the form of changing active verbs to passive ones in order to describe mass suicides. Instead of saying, "There were some people who were forced to commit suicide by the Japanese Army," one textbook now reads, "There were some people who were driven to mass suicide." Opposing the new official stance on the suicides are eye-witness accounts of Okinawans (now Japanese citizens) who claim Japanese soldiers gave them grenades with orders to use the grenades to take their own lives should the Americans win.

This is not the first time modern Japan has been accused of "whitewashing" history. Abe was recently in the international spotlight for claiming that the Japanese military had not forced women, many Korean, into sexual slavery during World War II despite testimonials from witnesses and victims alike. The remarks drew strong condemnation from South Korean foreign minister Song Min-soon, who said that, "…problems over perceptions of history are making it difficult to move South Korean-Japanese relations forward."

Other Asian leaders have expressed similar concerns about Japan's version of events especially in China where hostility towards the Japanese has lingered long after Japanese involvement in China during World War II. Japanese and Chinese historians are famously at odds over the number of civilians killed in the Nanking Massacre with estimates ranging from several hundred to 100,000 to 300,000.

Overall, the worries of other Asian nations could be summed up as a concern that the truth about Japan's actions in World War II will not be learned by future generations of Japanese students, thus eliminating barriers to a resurgent Japanese nationalism. Those who do not learn the mistakes of the past have no chance to learn *from* the mistakes of the past and stand a greater chance of repeating them. In the background of these arguments are other echoes of Japanese nationalism, such as new nationalist "manga" comic books and Abe's move to bolster the Defense Agency, reigniting fears that Japan may change its Constitution to create an army for purposes other than defense.

The revisionists argue that Japan need not paint such a "masochistic" view of its own history, and that constant reminders of Japanese militarism and atrocities only serve to keep a national attitude of guilt for events that current generations are no more responsible for than current generations of Germans are responsible for Nazi atrocities in Europe. A more positive, less guilt-ridden view of history has been sought by most if not all nations at one time or another. Whether there is an ethical duty to maintain an accurate historical account, or whether history is just one of many tools leaders can use to lead their people is not merely an issue faced by contemporary Japan. Chinese textbooks have also been changed recently to de-emphasize communism, relegating Chairman Mao Zedong (a former focal point of recent Chinese history) to a section on etiquette. United States textbooks also face strong criticism from historians and Native Americans for their depiction of Christopher Columbus and the other "discoverers" of

North America. Japan claims its current interests lie in leading its citizens towards the future in a positive way, rather than dwelling incessantly on every detail of a troubled past.

Case #7: Corporate Sponsorship of College Sports

A college athlete's uniform bears the endorsement of various sportswear companies. The student learns of certain ethical violations tied one of the companies, Nike. She finds wearing the uniform objectionable because it looks as though she supports Nike. Refusing to wear the little swoosh might jeopardize contracts with the uniform providers and interfere with team identity. She asks that the symbol be removed from her school's uniforms, but is refused. She values her team, but wonders if she should continue to play on the team if she objects to the sponsors.

Nike, an American company based in Oregon, has 500,000 employees in 55 countries. It has been reported that Nike's subcontractors in Asia violate local labor laws, pay below minimum wages, do not provide safe working conditions, oppose unionization efforts and tolerate child labor. Apparently, children in Pakistan stitch Nike's soccer balls for as little as 6 cents per hour. A U.S. network of child advocates has repeatedly demanded identification and removal of all child laborers, arguing instead for programs of education and rehabilitation for them. However, in many nations throughout the world child labor is a necessary evil – the family needs the children's income to survive. The Christian Science Monitor reported that closing the factories in Pakistan over the child-labor issue would cause economic distress and add to human misery in Pakistan.

Nike's Chief Executive Officer Phil Knight, stated, "Whether you like Nike or don't like Nike, good corporations are the ones that lead these countries out of poverty," in an interview with the Washington Post. He argued that Nike's investment in Asian business has helped countries like Taiwan and Japan. The article also notes that workers in many Nike factories actually like the work. Despite these endorsements, Nike has suffered serious public relations problems based on its labor practices. Nike has invested in improving their image, and has also adopted a Labor Practices Department to investigate mistreatment. The company's measures to improve the working conditions, however, have been called nothing more than a public relations campaign.

The question also arises about whether US activists should focus condemnation of child labor in other countries when in the United States child labor, illegal as it is, still exists. For example, Latino children are known to work in the agriculture industry as members of migrant farm worker families, sometimes under appalling working conditions. There is little enforcement of the time and effort that children in America are forced to work in family businesses, and little review of the tasks that they are expected to perform or the pay that they receive.

Case #8: Ethics Officers Getting Businesses off the Hook?

In late June of 2007 Kevin Hunsaker, former Ethics Officer of Hewlett-Packard, completed 96 hours of community service as part of a plea bargain entered into earlier in the year to drop charges of misdemeanor fraud brought against him, along with several other defendants, by the Attorney General of California. The charges grew out of disclosures that an investigator, hired by Hewlett Packard to discover the source of leaks to the press about boardroom meetings had posed as another person to obtain phone records of reporters and board members.

In an interview with Bloomberg.com, Professor James Post states, "The failure at HP was a failure of ethical leadership, not headcount." Post, a professor of management at Boston

University, further states, "The fact that they had only six [ethics officials] on staff before the 2006 scandal suggests an overworked staff, but I doubt that a few more people in the ethics department would have deterred the board chair, the head of ethics, and the general counsel from their chosen investigatory path."

According to Forbes.com, "chief ethics officers and compliance officers have become trendy in recent years, but some experts fear they act mainly as window dressing." Chief ethics officers began appearing in defense contractor organizational structures in 1986, when a self governing Defense Industry Initiative was created as a recommendation of the Packard Commission championed by President Reagan.

Companies began creating more chief ethics officers in 1991, when the Federal Sentencing Guidelines (FSG) for corporations went into effect. When companies employ "effective" ethics compliance programs, penalties for ethical violations can be reduced to 5% of fines levied. Penalties can be increased up to 400% where evidence demonstrated that an effective program did not exist.

Many believe having a chief ethics officer is a "requirement for good governance." But according to Efrem Grail, ethics officers are sometimes "just a mask for the company to hide behind." Grail is an attorney specializing in corporate investigations at Reed Smith. According to Forbes, most corporations hire an attorney to fill the chief ethics officer position – while attorneys generally receive training in professional responsibility, they are not specialists in ethics.

The New York Times reported an email exchange between HP's officer, Hunsaker, and Anthony R. Gentilucci, the head of HP's global investigations unit. Hunsaker asked whether the spying tactics used by a subcontractor were "above board," but later noted, "I shouldn't have asked."

Case #9: Differential Undergraduate Tuition

Many public institutions have seen stagnant or decreasing budgets, and so are now asking students to shoulder more of the financial burden through increased tuitions. Sometimes, the amount they are being asked to pay depends on their majors. At some institutions, students in engineering and business pay more for their undergraduate degrees than students completing degrees in liberal arts or education.

The University of Wisconsin approved a tuition differential for students enrolled in the Bachelor of Business Administration program or earning a Certificate in Business beginning in fall 2007. The rationale offered for the increased tuition is that the costs of business education are rising faster than the university's resource base and that the demand for those programs has grown and that higher tuition would help sustain the quality and expand the size of the business programs.

Higher tuition for business or engineering schools can be justified based on the higher costs of educating students in those disciplines. Business school faculty often command higher salaries than those in other colleges due to lucrative opportunities outside academia. Engineering students require expensive laboratory space and equipment, which needs to be constantly

maintained and updated. The differential tuition policy can also be defended on the basis of higher starting salaries for graduates in those majors.

It can also be argued that differential tuition forces qualified students from economically disadvantaged backgrounds to make career choices based on affordability, rather than aptitude or interest. This is contrary to the societal goal of providing equal access to higher education to every qualified member of the community. Moreover, students graduating from university programs that charge higher tuition may choose higher paying jobs in the private sector to pay off loans, rather than choosing service positions such as careers in public service.

Many schools including most of the Big Ten schools have a tuition differential at least for undergraduate business majors.

Case #10: The Buddhas of Bamiyan

The two huge Buddhas of Bamiyan, which stood 15 stories and 10 stories respectively, had survived wars and the elements for 1500 years. Their cultural importance had even resulted in Genghis Khan refraining from causing them harm. In March 2001, however, they fell victim to the Taliban. The Taliban government ordered explosives placed at the feet of these statues; over weeks of repeated shelling, they reduced the sacred relics of central Afghanistan to rubble ranging in size from 90 ton boulders to dust.

Religion is most often cited as the primary reason for destruction. The pre-Islamic artifacts were reportedly destroyed as dictated by Islamic law to prevent the adoration of idols.

Cultural experts are divided over what should happen with the Buddhas and the Bamiyan site in a post-Taliban Afghanistan. With the focus on what was one of Afghanistan's primary tourist attractions, suggestions include rebuilding the Buddhas by anastylosis – i.e. reassembly from the remaining fragments, incorporating new materials where necessary, supervised by qualified achaeologists. Some favor funding preservation of the site, but leaving the rubble as evidence of the cultural destruction. Some argue for a solar- and wind-powered laser system that will project the images of the Buddhas on the cliff where they stood. Some archaeologists are delighted with the new findings that have been possible only because of the destruction, and want to use this opportunity to further dissect the site for the historical knowledge that can be derived.

Considering that the population of Afghanistan is poor and war-torn and that present-day Afghans are Muslim rather than Buddhists, others suggest that money that would fund anything related to the Bamiyan Buddhas would be better spent on Afghan children.

Case #11: Women's Work

What is a mom? "Housekeeper, day care center teacher, cook, computer operator, laundry machine operator, janitor, facilities manager, van driver, CEO, and psychologist," according to Salary.com. And, what is she worth? According to that website, "If paid, Stay at Home Moms would earn $134,121 annually …Working Moms would earn $85,876 annually for the "mom job" portion of their work, in addition to their actual "work job" salary.

But of course, moms *aren't* paid. Indeed, "On a worldwide scale, the UN has found that women do two-thirds of the work in the world, receive less than 5 percent of the world's income,

and own less than one percent of the world's real property," according to a recent article in the Ottawa Citizen. Statistics Canada reports that "unpaid work took up 831 hours of an average man's year, whereas it's an average of 1,482 hours for a woman."

The lack of payment for traditional woman's work creates a variety of concerns beyond basic equity and fairness, said author Penney Kome.

First, the work, if performed by paid assistants, counts in a nation's Gross National Product (GNP); unpaid labor by domestic partners does not. The fact that the work is often unpaid decreases the value that society places on it as demonstrated by the low wages paid day care workers, housekeepers, and maintenance workers. In addition, unpaid workers are not entitled to benefits provided those workers who perform the same duties for pay, such as "unemployment insurance, pensions, or social assistance." Last, unpaid domestic labor can be ignored or usurped by focus on market value. According to Kome, "[S]ubsistence agriculture is specifically excluded from IMF and World Bank Calculations. Therefore, IMF and World Bank projects often evict mothers and their families from small patches of arable land – where they are, at least, reasonably well nourished – to create huge plantations with cash crops. The nation's GDP (Gross Domestic Product) flourishes, but the local children go hungry."

Case #12: Iraqi Translators

One of the first things most people learn in school is not to be a tattletale. No matter how appropriate it might be to let the authorities know what is happening, everyone learns that the consequences of "telling" are severe. Such people are viewed as "collaborating with the system" and putting their own personal advancement ahead of their friends and community.

Throughout human history people seen as collaborators are, at best, ostracized; at worst they are killed. During and after World War II, women who fraternized with Nazi forces in order to survive and sustain their families were beaten, shunned, and had their heads shaved as a sign of their "guilt." Vietnamese who worked for the U.S. government or military were the first people imprisoned, tortured or killed after the U.S. left their country.

The West lacks fluent speakers of most non-western tongues. Few westerners have any significant knowledge of history, culture, and society outside Europe and the U.S. (Even knowledge there is seldom incisive.) This is especially true in the Middle East. With hundreds of thousands of western soldiers and civilians on the ground in Iraq, Afghanistan and their surroundings, the ability to communicate reliably with natives is necessary for survival. For that reason one of the most effective ways for natives with linguistic skills to support their families has been to become translators for government, business and the military. But this employment is not without risk. As in previous conflicts, translators risk being seen as collaborating with the "occupiers" and to date more than 250 Iraqis who have worked for allied forces or western businesses have been executed, often quite brutally, by factions who oppose the U.S. presence there. Estimates suggest that a similar number of translators' family members have suffered as well.

One of the reasons translators still work for the U.S., despite threats on their lives and those of their families is offers of political asylum from countries such as the U.S. Translators conclude they only need to hide their identities long enough to make enough money for their new lives in the States. Others identify with the stated goals of the U.S. occupation and believe that translating might help ease tensions between rival factions, paving the way for non-violent

political solutions to the country's problems—perhaps even paving the way for a Western-style democracy.

It appears, however, that western governments are not protecting those who have helped them. For instance, the U.S. State Department processes applications for refugee translators. These translators who have worked for the U.S. are given preferential treatment when the State Department considers them for immigration. Despite such preference, the process requires that the translators have already fled Iraq. Even after they have fled, the process of reviewing their applications is often very slow "for security reasons." Moreover, many who have gone through the difficulty and cost of fleeing Iraq cannot even apply for asylum since they do not qualify as "refugees" according to the United Nations definition (which is the one the U.S. currently employs in its considerations).

Those individuals who worked with the U.S. have routinely had their applications for immigration (even as seekers of political asylum) refused by the very societies they have assisted. Justifications offered for such rejections include concern that some applicants might turn out to be sleeper agents, that the allies cannot afford to grant exceptions to their established immigration laws, or that the risks to such people are not grave. Even without outright denial, the processing of applications, which often takes many months, leads many to turn back to Iraq because the wait creates an insurmountable hurdle.

Case #13: Intelligent Debate about Intelligent Design

Public school boards in at least 19 states have, over the past two decades, debated the teaching of "creationism" about the origins of biological species in tandem with teaching evolution. There are various creationist theories about how species came about, but all require some kind of intervention in (if not outright replacement of) natural history by a being of great power and intelligence. Frequently, this being is the Judeo-Christian God and the method of creation is as outlined in the book of Genesis in the Old Testament. Creationism supporters claim that teaching evolution, without offering creationist accounts as an alternative, is a denial of their Constitutional right to have their views expressed systematically in the educational system. The movement makes no effort to disguise its political motivations in its drive to include the Biblical account of creation, or some variation of it, such as "intelligent design," in public school biology classes.

Many biology teachers in public schools and colleges happen to believe in Biblical accounts of the beginning of the universe and of life. Other biologists believe that adding the creationists' perspective balances the consideration, gives a fair treatment to different points of view, and helps the students with their skills in critical thinking. Others, however, feel that they are being forced to violate the Constitutional separation of church and state or that they are being asked to present a non-scientific theory as biological science.

A growing number of biology teachers in the lower grades through high school have decided simply to omit evolution from their course syllabi, despite that fact that the American Association for the Advancement of Science has stated unequivocally that knowledge of the basic concepts of evolution must be included in high school science competencies. These abstaining teachers argue that they can never cover everything, so they might as well omit the topics that encourage discussion and controversy, which could endanger their jobs. School principals and superintendents have been inclined recently to support, and even to suggest, this strategy of skipping the topic of evolution. Physics and geology teachers have begun to weigh

into the debate as well. They object that creationism conflicts with the big bang theory, accepted by virtually all physicists, and that some versions of creationism contend that the universe has existed for only six thousand years.

Some educational policymakers have encouraged the inclusion of "creationism vs. evolution" in literature or social science courses, rather than in biology classes where evolution currently appears in curricula. Their argument is that liberal arts courses would be more likely to study the different perspectives critically and historically, and in their sociopolitical contexts.

School boards across the country have opted for creationism in a *de facto* way, by selecting science textbooks only if they include creationism. Some districts require stickers appended to their biology textbooks, stating that evolution is only a theory and that there are also viable religious accounts of the origins of life. Federal suits regarding the stickers have occurred in several states. The Kansas school board has included knowledge about the concept of intelligent design as part of high school exit examinations in Kansas.

Case #14: Jamaica and the World Bank

After years of unwise spending following British colonial rule, Jamaica finds itself deeply in debt to other countries. Jamaica owes $4.5 billion to international moneylenders like the World Bank, the International Monetary Fund (IMF), and the Inter-American Development Bank. The World Bank demands that Jamaica undertake economic reforms as a condition of the loans. One such reform is the opening of its markets to foreign vegetables and fruits, which are sold at much lower prices than Jamaican-produced crops. The hope is that decreasing the debt will allow the economy to grow, raising many Jamaicans out of poverty. But in a largely agricultural economy, Jamaica's farmers find themselves increasingly out of work.

A similar situation involves Jamaica's banana industry. Forced to compete with strong U.S.-based companies like Dole and Chiquita, which grow bananas on a large scale in Central America, Jamaica's banana production has plummeted. The number of small banana farmers on the island has dropped from 45,000 to 3,000.

The World Bank's restrictions aim to deregulate the Jamaican economy, and integrate it into the global market. Thus far, however, the people of Jamaica have suffered while moneylenders collect interest. Only 5% of the money borrowed since 1977 has stayed inside Jamaica, with the bulk of the funds dedicated to paying interest. The deregulation has hurt Jamaica's farmers, who find themselves increasingly impoverished.

Case #15: Vacillating on Public Safety

Grave safety concerns with the Alaskan Way Viaduct and the SR 520 Bridge in Washington State have been known and debated for the past decade. At the current time (September, 2007), however, no public action is imminent to address the concerns. Government agencies and regulators, the private sector, including building owners, corporations, and merchants, professionals in architecture, construction, engineering and related fields, and individuals such as homeowners, consumers, farmers, residents and tax payers have all played a role in perpetuating the present condition of vulnerability. Although the above players may act with the best intentions, each may have only a limited view of what mitigation should involve.

Independent reviews have concluded that both the Alaskan Way Viaduct and the SR 520 Bridge need to be replaced. In September 2000, Tammy Doherty, Regional Director of the Federal Emergency Management Agency (FEMA), stated that "Seismic hazard in the Pacific Northwest has remained constant this last decade, but seismic risk has increased dramatically, due to urban development, aging infrastructure and vulnerable transportation corridors. A FEMA study of earthquake risk across the United States indicates that 84 percent of this nation's annual losses are expected to occur in California, Oregon and Washington State."

More recently, based on an independent study, the Alaskan Way Viaduct was found to have one of the lowest ratings possible for structural sufficiency. State bridges are given a structural sufficiency rating to prioritize them for rehabilitation and replacement. This rating is a number between 0 and 100 that reflects the physical condition of the bridge, load ratings and importance of the bridge. A new bridge receives a rating of 100. When a bridge is rated at 80, it becomes eligible for rehabilitation funding. A rating of 50 warrants the bridge's replacement with a new structure. The Viaduct currently has a structural sufficiency rating of 9.

In 2006, an expert review panel of the Alaskan Way Viaduct and SR 520 structures concluded "The Washington State Legislature, the Puget Sound region, and the people of Washington Stave have explored – diligently and faithfully – the various possibilities for these much needed projects. The public thoughtfulness that has characterized them for the past several years is admirable. But additional deliberation of the merits of various options would be counterproductive. If the decision making process is extended much further, inflation will diminish the purchasing power of the funds that have already been committed. Meanwhile, the existing viaduct and bridge will continue to deteriorate and inch closer to catastrophic failure. The time has come to move forward with these vital public works projects."

This same expert review panel commented "we are concerned about the political fragmentation that seems to characterize these projects today. It is not evident that either political will or public support has coalesced around these projects. We see strongly held opinions and positions by political leaders and stakeholders, but no process for reaching a conclusion. We see a great need for strong political leadership now, to move these vital public-works projects forward. The biggest risk these projects face is that of indecision and vacillation by political and civic leaders. The safe, speedy rebuilding of these roadways and infrastructure is critical, both to the Puget Sound Region and the entire statewide transportation system – not only to review congested highways, but also to prevent catastrophic damage in the event of an earthquake or major storm."

In 2007, voters of Washington State voted against each of two separate (and conflicting), one of which called for replacing the Viaduct with a similar above ground structure, and the other of which would have involved building a tunnel to replace the currently existing viaduct structure. After the failure of both initiatives, the Governor of Washington has commissioned another study consider alternatives for the replacement of the Viaduct and SR 520 Bridge.

***Please note: Most cases were derived from newspapers, Internet and book sources. We omitted citation information, but it is available upon request.**

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, November 16, 2007 1:28 PM
To: Tim Marr <marr@email.unc.edu>
Cc: Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Re: University Teaching Awards

Hi Tim,
Thanks for your email. Sounds like your committee is right on target.
We would like to have the citations all sent to Debbie on the Monday or
Tuesday before our final meeting so we can have them available to look
over before the final meeting.
Thanks,
Jan

Jan Boxill, Ph.D.
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Senior Lecturer
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Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Tim Marr wrote:
> Dear Debbie:
>
> During our meeting last Monday, we selected five Tanner winners and a
> Friday winner with an alternative for each out of 18 finalists who
> were researched with interviews. Members of our committee are now
> drafting citations which we will review the Monday after Thanksgiving
> so as to present them at our luncheon on the 29th. I'd be happy to
> share these names with your over a phone call to ensure
> confidentiality. Let me know where and when to call!
>
> Best,
>
> Tim
>
> Debbie Stevenson wrote:
>> Dear Members,
>>
>> This is a reminder that the interim progress report is due tomorrow.
>> Our final meeting is scheduled for November 29 -11:30-1:00 in the
>> Freedom Forum - 305 Carroll Hall. At that time the sub-committees
>> will announce their choice of winners and read their blurbs. I have
>> attached last year's citations for your review.
>>
>> Many thanks!
>>
>> Debbie
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, November 18, 2007 10:47 AM
To: Mishel, Merle <mishel@email.unc.edu>
Cc: Kjervik, Diane K. <kjervik@email.unc.edu>
Subject: Honorary Coach
Attach: BIOINFO.DOC; Hon Coach Assign-Kjervik.doc

Hi Merle,
I am happy that you can serve as an Honorary Coach for today's game. Attached is a brief bio form which if you could fill out and bring to the game with you. I'ave also attached a letter giving details. I know you will be coming with Diane.

Thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

BRIEF BIO FOR INTRODUCTION TO THE TEAM

NAME: _____

GAME ASSIGNED: _____

TITLE: _____

EDUCATION: B.A./B.S.:_____
(SCHOOLS) M.A../M.S: _____
PH.D./J.D.:_____

CONNECTION WITH TEAM: _____

OTHER NOTES:

ORIGINALLY FROM:_____

FAMILY INFO: (Siblings, spouse, children,etc.)_____

_____

HOW LONG in CHAPEL HILL_____

RESEARCH INTERESTS: _____

HOBBIES/ACTIVITIES:_____
_____
_____
_____

OTHER INFO YOU WOULD LIKE TO SHARE WITH THE TEAM:_____
_____
_____
_____
_____

This information is for the coaches and team to get to know you, so feel free to include other information you think the team and coaches might enjoy knowing about.

Please bring this completed form with you to the game or return it to:

Dr. Jan Boxill
University of North Carolina
Department of Philosophy
CB# 3125
Chapel Hill, NC 27599-3125

or email at: jmboxill@email.unc.edu
or FAX at: 843-3929

If you have any questions please feel free to call me at 962-3317 or email me.

Chapel Hill Philosophy
UNIVERSITY OF NORTH CAROLINA

Department of Philosophy CB #3125, Caldwell Hall UNC Chapel Hill Chapel Hill, NC 27599-3125

Jan Boxill 919.962.3317 jmboxill@email.unc.edu

November 18, 2007

Dear Merle and Diane,

Thank you for agreeing to participate in the Honorary Guest Coaching Program for the 2007-2008 Women's Basketball Program.

The game assigned to you is: **SYRACUSE**

Date and Time of the game: **SUNDAY, NOV. 18th, 2 p.m.**

Please meet me at the scorer's or media table **45 minutes** before game time. I will then introduce you to the coaching staff and your game host Head Manager Catherine Greene. Your name will be on the Parking List with the parking monitor who will direct you to where you may park. Just tell the parking attendant that you are a guest coach. Guest Coach tickets will be available at will call at the side entrance of Carmichael Auditorium, under your name. If you would like a guest to come with you, let me know as soon as possible and I'll include an extra ticket.

As Honorary Coach you will be included in the pre-game and post-game talks to the team in the locker room. During the game you will join the team on the bench. At half-time, you will remain in the gym to relax and observe any half-time activities.

Again thank you for participating. Honorary Coaching has been a rewarding experience both for the guests and the team members. I hope it proves so for you as well.

Please fill out the attached bio form and either email it to me or just bring it with you to the game As these coaching slots are very scarce, if you cannot attend for any reason, please let me know as soon as possible, so I can fill the slot with someone on the waiting list.

Your Honorary Coach partner will be Visiting EXSS professor, Debbie Stroman

If you have any questions please feel free to call me.

Sincerely,

Jan Boxill

Jan Boxill, Ph.D.
Honorary Coach Coordinator
962-3317

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, November 19, 2007 3:51 PM
To: Hall, Bruce L Jr SSG NG NG <bruce.halljr@us.army.mil>
Subject: Re: [U] reply

Hi Bruce,
Thanks so much. I want to have you serve as an Honorary Coach, and I'll send you some games as soon as I can figure out which games are now open. I hope all of Christina's paperwork is done. I also hope that when the enlistment date comes, I can make it.

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website:parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Hall, Bruce L Jr SSG NG NG wrote:
> UNCLASSIFIED////
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>
> Jan,
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> I just received your message, I hope all is well. I have talked with both
> Christina and her mom this afternoon, we should have everything taken care
> of by the first of next week, in time for Christina to enlist by the end of
> next week.
>
> Thanks,
> Bruce
> UNCLASSIFIED////
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, November 19, 2007 3:55 PM
To: Mary Willingham <mwillingham@uncaa.unc.edu>
Cc: Calder, Andrew G <acalder@uncaa.unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>
Subject: Re: continued and spring

Mary, and all,
This is somewhat good news. I just looked at next term's Engl 100, and the instructor is one of my Ph.D. students, Asst Director of theWriting Center, who is a very sensitive, caring person, who would "hand hold"!! But if she passes it this term,that is much better. And I would suggest we see about dropping DRAMA. I think that the History prof and TA will work with her. Her AFAM will be fine; as will the COMM.

Thanks,
Jan

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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, November 19, 2007 5:18 PM
To: Hall, Bruce L Jr SSG NG NG <bruce.halljr@us.army.mil>
Subject: Re: [U] RE: reply

I know it is short notice, but could you serve as a guest coach for
tonight's game? Game is at 7, I'd need you there at 6:15.

Jan Boxill, Ph.D.
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Hall, Bruce L Jr SSG NG NG wrote:
> UNCLASSIFIED////
>
>
> Thank you Jan, I'll look forward to hearing back from you, I'll also make
> sure to keep you in the loop as far as Christina is concerned.
>
> Thanks,
> Bruce
>
> -----Original Message-----
> From: Jan Boxill [mailto:jmboxill@email.unc.edu]
> Sent: Monday, November 19, 2007 3:51 PM
> To: Hall, Bruce L Jr SSG NG NG
> Subject: Re: [U] reply
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>> enlist by the end of next week.
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>> Thanks,
>> Bruce
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, November 20, 2007 9:04 AM
To: Bryant, Chad C <bryantc@email.unc.edu>; Kramer, Lloyd S <lkramer@email.unc.edu>
Cc: LeFebvre, Donna H. <lefebvre@unc.edu>; Stevenson, Debbie Deese <debbie_stevenson@unc.edu>
Subject: Tanner TA Committee

Dear Chad & Lloyd,

I have heard from Donna LeFebvre, Chair of the Tanner TA Teaching Awards Committee, about the unprofessional and inappropriate comments by one of the Committee members. As Chair of the Teaching Awards Committee, I want to apologize to Chad Bryant and the History Department. I cannot imagine what would have prompted such disrespectful and, as I said, completely inappropriate comments. As he was a teaching award winner, I appointed him to the committee, and fully expected that since he was a such a winner, he would conduct himself in a professional manner. I can assure you that his personal feelings has not influenced the committee's final decision. And I can further assure you that he will not be serving on any Teaching Awards committee in the future.

This is very unfortunate and having participated in these committees for several years, never have I heard of such behavior. I apologize and will personally address the issue. As the Chair of that committee, Donna handled the situation very well and professionally. The History Department has the reputation for excellence in teaching, so this committee member's comments are not those of the committee nor did they affect the other members.

If you have any questions or further concerns, please feel free to contact me. Thank you for your service.

Regards,
Jan Boxill
Chair, Teaching Awards Committee

--
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, November 20, 2007 8:26 PM
To: LeFebvre, Donna H. <lefebvre@unc.edu>
Subject: Re: History-from Lloyd Kramer Re: Tanner TA Nominee- meeting

---

no problem. You got the notes from Chad and Lloyd, which were nice.
I spoke to Debbie Peterson and she said we need to bring this to the
attention of Bernadette, as she officially gives the appointments and
charges.
Is your committee done? You have the finals ones?

Jan

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Donna LeFebvre wrote:
> I'm sure he will.
> btw, I have a class at 12:30, so I'll have to leave early.
>
> Jan Boxill wrote:
>> Okay--but I'll go ahead and send the email to Lloyd and Chad.
>> But you and I can discuss this later. I hope he doesn't come to the
>> luncheon!!!
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>> Thanks,
>> Jan
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> **Chapel Hill**, **NC** **27599** **USA** *
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, November 21, 2007 11:30 AM
To: LeFebvre, Donna H. <lefebvre@unc.edu>
Subject: Re: committee

Hi Donna,
I too don't want to involve Bernadette, as long as it is now pretty well resolved. I will talk with Robert after this is done. Will you have the blurbs ready before the luncheon?

Jan

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Donna LeFebvre wrote:
> No--we're ALMOST done. we've interviewed all the chairs/deans for the
> 10 finalists, and we're calling students. we have our last meeting on
> wed before the thurs big meeting, at 5:30, the only time everyone
> could meet. however, so far, everyone wants the same 5, so unless
> something drastic happens when we call students, those 5 will likely
> be the ones.
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> I really wish that Bernadette didn't have to get involved with
> this--are you going to talk with Robert after the meeting on Thursday?
> He knows nothing about all these emails.
> Jan Boxill wrote:
>> no problem. You got the notes from Chad and Lloyd, which were nice.
>> I spoke to Debbie Peterson and she said we need to bring this to the
>> attention of Bernadette, as she officially gives the appointments and
>> charges.
>> Is your committee done? You have the finals ones?
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>> Donna LeFebvre wrote:

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>>> btw, I have a class at 12:30, so I'll have to leave early.
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>>> Jan Boxill wrote:
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>>>> But you and I can discuss this later. I hope he doesn't come to the
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, November 23, 2007 8:45 PM
To: LeFebvre, Donna H. <lefebvre@unc.edu>
Subject: Re: committee

Great, thanks.
Jan

Donna LeFebvre wrote:
> yes--i'm going to do them wed evening.
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